Quick Start Guides for EdTech Tools

Quick Start Guides for EdTech Tools

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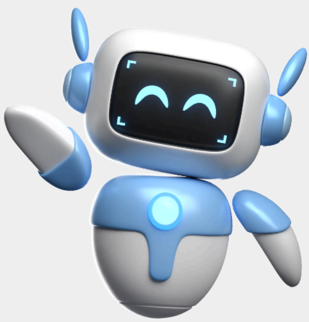
Langara College's Quick Start Guides for EdTech Tools is crafted for Langara instructors to provide concise and immediate support for integrating educational technology into your teaching practices. These guides are designed to deliver practical tips and best practices in a clear and accessible manner.

The Quick Start Guides will be continually updated to include new resources and tools. Our goal is to equip you with the necessary knowledge and confidence to proficiently utilize Langara's EdTech tools.

AI

AI Prompting
Quick Start Guide



AI platforms, such as ChatGPT and Bing, are also known as "chatbots". The human contributions to the "chat" are called "prompts".

Note: one prompt is often not sufficient to produce a good quality response — it can take a series of prompts before you have useful output.

POP Prompt Method [1]

Persona – give the chatbot a role

- "you are a 2nd year college biology instructor"

Objective – provide a clear goal/task

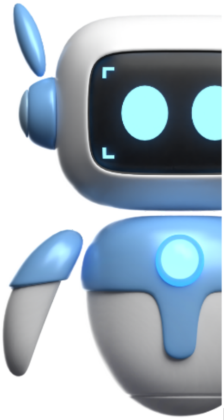
1. POP Prompt Method

- “give me a lesson plan for [course/level/topic]”

Parameters – provide specific directions

- directions: include/exclude/number/steps/etc.
- format: paragraphs/bulleted list/table/etc.

Example



[Persona] You are a first-year college academic writing instructor.
[Objective] You are going to help me create an assignment for the students to write a persuasive academic research paper.
[Parameters] The students must use persuasive writing techniques and demonstrate rhetorical parallelism. Include learning outcomes and stages for the assignment that will demonstrate the students’ research and writing process. Include headings for the different elements of the assignment. Details under the headings can be in bullet points.

Personas, objectives, and parameters

Here are some examples of personas, objectives, and parameters that may improve the quality of your output.[2]

1. Specify a role

- Instructor (e.g. 1st year Chemistry instructor)
- Learning Designer
- Researcher (type/subject)
- Project Manager (of...)
- Committee Chair (of...)
- Facilitator (of...)
- Presenter (to...)
- Author (genre, level, etc.)

2. Give it a task

- Lesson plan (level, course)
- Summary (how detailed)
- Blog draft
- Book outline
- Proposal (for...)
- Video script
- Letter (e.g. referral, reference, complaint...)
- Email

3. Make directions specific

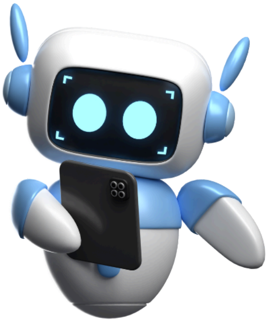
2. Empower Your Work with AI: A Beginners Guide Webinar (Alchemy, December 2023)

- Include
- Exclude
- Number
- Length
- Steps (can specify number)
- Level (be specific)
- Tone
- Inclusive

4. Define output format

- Paragraph(s)
- Bulleted list
- Concept map
- Table
- Spreadsheet
- Graph
- Slides
- Code

Experiment with...



- Tell the bot to ask you questions to elicit the details it needs to formulate a response.
- Conversational elements: For example, does it help to talk to the bot like a person (e.g. add “please” and “thank you”

to prompts)or do you get better results with direct commands (e.g. “Your task is…”; “You MUST…”)?

- Tell the bot to “answer my questions with a natural, human-like response”.
- Include guiding phrases such as “think step by step” and “make sure that your answer is free from bias and stereotypes”.

There are privacy concerns with AI platforms. We recommend using caution when inputting – or having your students input – private, personal, or sensitive information (e.g. resumes or other identifying data).

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

TEACHING WITH BRIGHTSPACE

Semester Start Checklist

To ensure your Brightspace course is fully prepared and ready for students at the start of semester, please complete the semester start checklist below. This checklist covers essential steps to provide a seamless learning experience for your students.

View your course on your phone

Many students use their phones to access course content on Brightspace. Try viewing your course content on your own mobile device to see if any content you've created is inaccessible.

Things to consider:

- Does your content reflow?
- Is the font large enough?
- Does important information appear at the top on your course homepage?

Preview your course as a student

Previewing your course in advance will give you a sense of what your students see when they are navigating through your course. In addition to previewing your course you can also preview quizzes, assignments and grades.

Watch this playlist demonstrating how to preview Brightspace content as a student.

Add a welcome announcement

A detailed welcome message or video at the beginning of the course introducing the instructor, course objectives, and what students can expect sets a warm, engaging tone and clarifies the course's purpose.

Here are instructions on how to create a Welcome Announcement.

Review accessibility features

Check that your course meets accessibility standards. Use the Brightspace Accessibility Checker to determine if content pages are accessible.

Click here for more information about the Brightspace Accessibility Checker.

Provide your contact information

Opening avenues for communication, and providing easy access to those channels supports learner-instructor interaction, and facilitates engaging in supportive contact and interaction, a key component of social presence.

Test multimedia elements

Ensure all videos, audio files, and interactive elements work correctly on various devices and browsers.

Check all hyperlinks

If time permits, click all your hyperlinks to ensure they are working properly. Brightspace content that is copied from other courses can sometimes contain broken Quicklinks or broken Topics.

Verify assessment settings

Double-check the settings for quizzes, assignments, and discussions. Ensure due dates, availability dates, and grading settings are correct.

Set up your gradebook

Ensure your gradebook matches your course syllabus. A clear and transparent gradebook will help your students understand their progress through the course. Consider releasing Final calculated grade at the start of term so students can see their overall progress throughout the term. Refer to Gradebook Setup Wizard and Grades Quick Start Guide for our recommended best practices and instructions to set up an effective gradebook.

If you have questions reach out to EdTech or consider attending our Gradebook Bootcamp workshop.

Set your Brightspace course to Active

Your course is not automatically available to your students. It needs to be set to Active **AND** the semester needs to have officially started.

Follow these instructions to set your course to Active.

Talk to EdTech

If you have questions about setting up your course, organizing content, using tools, or the accessibility of your course, please contact EdTech to arrange a review of your Brightspace course.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors. This Brightspace course compliments the technical instructions found here with use cases, examples, and advice.

3 Brightspace Essentials Every Course Needs

Whether you're teaching face-to-face, online, or hybrid, these three essential practices create a consistent foundation for student success. They support clear communication, transparent assessment, and organized workflow – helping students understand what's expected and track their progress throughout the term.

Why these three essentials? These practices are universal – they apply across all courses, teaching contexts, and disciplines. They directly support student success without prescribing pedagogy or limiting your autonomy in course design. Beyond these essentials, decisions about which Brightspace tools to use, how to structure content, and what assessments to create should be driven by your learning outcomes and teaching expertise.

1. Post Regular Announcements

What this means: Use the Announcements feature to keep students informed about upcoming activities, deadlines, and important course information.

Why it matters: Regular communication reduces student anxiety about what's coming next and helps them prioritize their work. Even in face-to-face courses, announcements keep students connected between class sessions.

Getting started:

- Post at least weekly (or match your course pacing)
- Highlight key deadlines and activities
- Keep announcements focused and action-oriented
- Consider scheduling announcements in advance
- Consider posting a welcome announcement introducing yourself and the course before the course starts

Resources:

- Create announcements and welcome messages
- Using the Announcements tool
- Help students set up notifications so they receive your announcements

2. Set Up Your Gradebook Before Term Starts

What this means: Configure your gradebook to match your syllabus – including all categories, weights, and grade items – before classes begin. Make sure students can view their current grade and track their progress.

Why it matters: When students can see where they stand, they can make informed decisions about where to focus their effort and when to seek help. A transparent gradebook reduces “what’s my grade?” emails and enables early intervention when students struggle. Ensure grades are entered in a timely manner.

Getting started:

- Create grade categories that match your syllabus (e.g., Assignments 40%, Quizzes 30%, Final Exam 30%)

- Add all grade items students will be assessed on
- Double-check that weights and calculations are correct
- Configure settings so students can view their current grade
- Test the student view to confirm everything displays correctly

Resources:

- Grades tool overview and setup instructions
- Need help? Book a consultation with EdTech at edtech@langara.ca

3. Use Assignment Submission Folders (When Appropriate)

What this means: For major assignments and assessments, have students submit their work through Brightspace rather than via email or paper.

Why it matters: Digital submission creates consistency across courses so students know where to submit work. It provides a clear record for both you and your students, enables better feedback tools (like inline comments and rubrics), and keeps student work secure within a single system.

When to use Brightspace submissions:

- Major assignments and projects
- Essays and written work
- Digital portfolios or presentations
- Any assessment where you want a documented submission record

When paper might make more sense:

- Quick in-class activities or exit tickets
- Short reflection responses during class time

- Assignments where immediate hands-on feedback is part of the learning process

Best of both worlds: Even for paper-based or in-person assignments, you can still create an Assignment folder in Brightspace and set the submission type to “On paper” or “Observed in person.” This gives you the benefits of linking to your gradebook and providing feedback through Brightspace while still collecting physical work or observing in-person demonstrations.

Getting started:

- Create Assignment folders for your major assessments
- Link them to your gradebook items
- Set clear due dates and submission requirements
- Attach rubrics when applicable to clarify expectations
- Communicate clearly to students how each assignment should be submitted

Resources:

- Creating assignment submission folders
- Creating and using rubrics in Brightspace
- Adding dates and deadlines to assignment folders

Support and Resources

Need help meeting these essentials?

- Review the Essentials to Excellence: A Brightspace Companion for Instructors self-paced course
- Attend an EdTech workshop (check the EdTech website for upcoming sessions)
- Book a one-on-one consultation with an EdTech Advisor
- Contact EdTech at edtech@langara.ca

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

Your Complete Brightspace Course Setup Guide

This quick guide follows a backwards design approach to course development: we'll start by establishing your course structure based on learning outcomes, then set up your gradebook to align with these outcomes, before creating specific content and assessments. This method ensures that all course elements support your educational goals.

Accessing Your Courses

The first step in building your Brightspace course is logging in and accessing your course shell. This is where all your teaching materials and activities will live. Learn how to access your Brightspace course shells.

Building from Scratch or Copying Content from Another Course

New to Brightspace? You can either start fresh or leverage existing content by copying components from a colleague's course. Both approaches are valid, depending on your needs. We recommend building your course in a development course then copying material over to your active course. A development course is a private Brightspace course shell allowing you to edit, organize, and revise content on a blank slate without fear of breaking anything or disrupting your active classes. Request a development (DVP) course to get started and learn more about how to Copy Content from Another Course.

If you're building from scratch or have copied existing course components, you'll want to follow the steps below to ensure an optimal learner experience and make the course your own.

Creating a Logical Structure with Modules

The course structure is created within the content area of the Brightspace course shell.

Instead of generic titles like 'Week 1' or 'Module 2,' use descriptive names that reflect the key concepts, themes, or learning outcomes (e.g., 'Introduction to Cell Biology,' 'Understanding Market Forces,' or 'Foundations of Literary Analysis'). These meaningful titles help students understand the purpose and progression of course content. The Content tool serves as a hub for course materials and activities, and a well-planned, consistent course structure helps students navigate your course with purpose. Learn how to create and organize modules.

Setting Up the Grade book

Begin with the end in mind: Configure your gradebook first to ensure alignment between learning outcomes and assessments. Linking your assessments directly to the gradebook ensures efficient grading and communication. Learn more about the grades tool and get instructions for setting up your grade book.

Creating Assessment Items

Add assignments, quizzes, discussions or other assessments and link them directly to the gradebook to streamline grading and feedback. Consider adding rubrics to clarify expectations and make grading consistent. how to create assessments here.

Learn more about the Assignments tool and how to create an assignment in Brightspace.

Learn why you should use the Question Library to create and store questions.

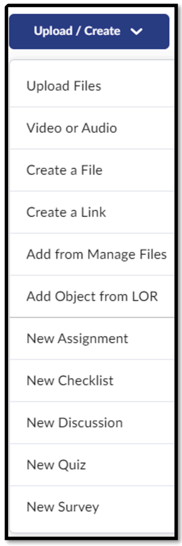
Learn how to set up a quiz in Brightspace.

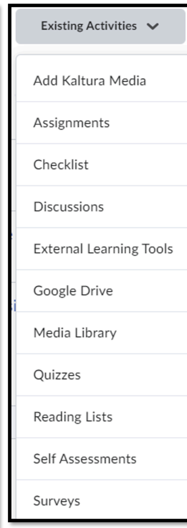
Learn how to use the Discussions tool for graded and ungraded activities.

Learn how to create rubrics and grade with rubrics in Brightspace.

Adding dates to assessed items in Brightspace ensures that they'll appear on the Work To Do widget and in the Brightspace course calendar.

Populating Modules





Use the **Upload/Create** button to add new content to your modules, including media-rich HTML pages.

Use the **Existing Activities** button to add previously created discussions, assignments, quizzes, checklists, etc. and documents to modules.

Use descriptive module overviews to guide students with clear instructions and links to readings and activities.

To learn more about best practices for populating modules and sharing content with learners, register for Langara's Essentials to Excellence: A Brightspace Companion for Instructors self-paced online course.

Creating Non-Assessed Activities

Support student learning and engagement by adding non-assessed activities like surveys, or checklists. These tools help build collaboration and keep students on track.

Learn how to set up a Brightspace survey.

Learn how to create checklist to support students' progress through a module or assignment.

Learn how to create a survey or formative quiz using Microsoft Forms.

Learn how to embed resources, like Microsoft Forms quizzes and Padlet activities in a Brightspace webpage.

Using the Homepage to Welcome and Guide Students

Create an inviting digital entrance to your course through the homepage – it sets the tone for student engagement and success. Use the banner and announcement tools to welcome students and provide updates throughout the term.

A detailed welcome message or video at the beginning of the course introducing the instructor, course objectives, and what students can expect sets a warm, engaging tone and clarifies the course's purpose.

Regular announcements or updates summarizing what will be covered each week, highlighting important dates or deadlines, and any changes to the syllabus. This keeps students informed and engaged with the course progression.

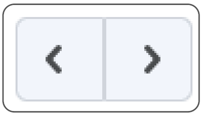
Quicklinks are direct links to existing files or activities in your Brightspace course or to external content. They can be added to announcements and module descriptions.

Checking Accessibility

Create an inclusive learning environment by utilizing Brightspace's accessibility checker to ensure all students can engage fully with your course materials. Learn how to use Brightspace features and tools to increase the accessibility of your content.

Previewing Your Course on a Phone and Navigate using the Previous and Next Buttons

With most students accessing content via mobile devices, preview your course on a phone to ensure optimal viewing and navigation across all platforms.



Navigate Your Course Like a Student: Using Previous and Next Buttons

When students move through your course content, they primarily use the **Previous** and **Next** buttons – these are essential navigation tools in Brightspace. To test this navigation:

1. Open any module in your course
2. Look for the navigation buttons at both the top and bottom of the page – they appear as **Previous** and **Next**
3. Click through your entire course using these buttons to experience it as your students will

Important: Some course elements can disrupt this navigation flow:

- Subfolders within modules
- Certain external activities or resources
- Improperly linked content

Take time to test the navigation thoroughly before your course goes live. If you encounter any spots where the **Previous** and **Next** buttons don't work as expected, reach out to **edtech@langara.ca**. Our team can help you improve your course's navigation experience.

Setting the Course to Active

Once your course is ready, set it to active so students can access the materials and activities. Activate your course with these instructions.

Other Things to Know

- **Communicating with Students**: Use announcements and email to communicate with students. Encourage our students to set up notifications.
- **Contacting Students Before Classes Start**: Send a welcome email message to introduce yourself and provide initial guidance before classes start.

Contact edtech@langara.ca for more information.

EdTech

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Brightspace Course Development Checklist for Face-to-Face Courses

This checklist is designed for instructors who are teaching fully face-to-face courses and using Brightspace as a supplementary tool. It incorporates best practices from Quality Matters and the SUNY Online Course Quality Rubric to ensure your Brightspace environment effectively supports your in-person instruction.

Face-to-Face Integration Strategies

Use module description area or weekly announcements to guide students
Create content areas that specifically complement in-class activities
Post in-class handouts before or after sessions as appropriate
Provide online submission options for assignments discussed in class
Include reflection activities that connect online and in-class components
Post presentation slides or lecture notes within 24 hours of each class session
Create spaces for collaborative work that begins in class and continues online
Use Brightspace to distribute resources mentioned during in-person sessions

Assessment & Grading

Set up the grade book with all assignments, weights, and point values

Set up grade calculation methods to match your syllabus

Create submission folders for all assignments

Include detailed assignment instructions and grading criteria or rubrics for each assessment

Include sample assignments or exemplars where appropriate

Configure due dates and availability dates for all submissions

Create any quizzes or tests that will be administered through Brightspace

Consider using Brightspace's built-in rubric tool for consistent grading

Create a welcome announcement that introduces yourself and explains how Brightspace will be used in the course

Post a course syllabus in a dedicated, easy-to-find location ("Start Here" module)

In a pinned Announcement or in the "Start Here" module, include clear contact information (office hours, email, phone if applicable)

>

Customize the course homepage with relevant information and links to key areas

Set up consistent navigation structure with logical organization

Create a course schedule that aligns with your face-to-face sessions

>

Include a "Start Here" or "Course Tour" area to orient students to your Brightspace environment

Communication Tools

Set up the Announcements tool and post an initial welcome message
Create a Q&A discussion forum for course questions
Set up discussion boards for any online discussions that will supplement in-class activities
Establish clear expectations for communication response times
Create a dedicated area for assignment submission instructions

Content Organization

Organize content into logical modules or units
Use the module description to provide context and clear instructions
Use consistent naming conventions for all files and folders.
Use format like ‘Week 1: Topic Name’ or ‘Module 3: Assignment Title’ throughout
Ensure all documents are in accessible formats (preferably HTML or Word)
Link to library resources or external materials when applicable
Include supplementary materials that reinforce in-class learning
Verify all external links are working correctly

Accessibility & Usability

Use descriptive hyperlink text (avoid “click here” and “read more” as links)
Ensure all documents are accessible
Provide captions or transcripts for any multimedia content
Avoid adding PDFs
Use bulleted and numbered lists for clarity
Ensure font sizes are readable (minimum 12pt recommended)
Break long content into manageable chunks using headings

Course Policies & Student Support

In a “Start Here” or “Course Administration” module, include:
Institutional policies (academic integrity, accessibility services)
Links to campus student support services
Required technology and links to support
Clear grading policies and late work guidelines
Links to Langara’s Help with Student Learning Tools site and IT help

Review

Preview course as a student to check navigation and accessibility
View course on a mobile device
Run accessibility checker on course content
Verify all due dates and availability dates are correct

Check that grade book settings align with syllabus
Ensure consistent formatting throughout course
Check that modules, assignments, etc. are named clearly and consistently
Test all links, files, and media to confirm they work properly
Have a colleague review your course setup and provide feedback
Confirm integration with any external tools or systems

First Week Preparation

Post a “Welcome and What to Expect” announcement before the term begins
Create a first-day activity that helps students navigate Brightspace. Consider a simple scavenger hunt or orientation quiz worth minimal points
Set up a practice assignment submission to ensure students can use the system
Prepare to address Brightspace questions during your first class session
Schedule time to demonstrate Brightspace navigation and tool use during class
Create a student introduction discussion or activity
Set up early, low-stakes assignments to ensure system familiarity

Ongoing Maintenance

Plan a regular schedule for posting announcements. Weekly announcements posted by Sunday evening work well for most face-to-face courses

Establish a routine for updating content and responding to questions
Develop a process for pointing to Brightspace resources during class
Prepare a contingency plan for technology issues
Schedule mid-semester feedback on Brightspace usability

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

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BRIGHTSPACE

Content

Brightspace supports many types of content including links, media, uploaded documents, and web pages built directly in Brightspace. Depending on your subject matter, modality of your course, and existing material, different content types may be more suitable.

Content

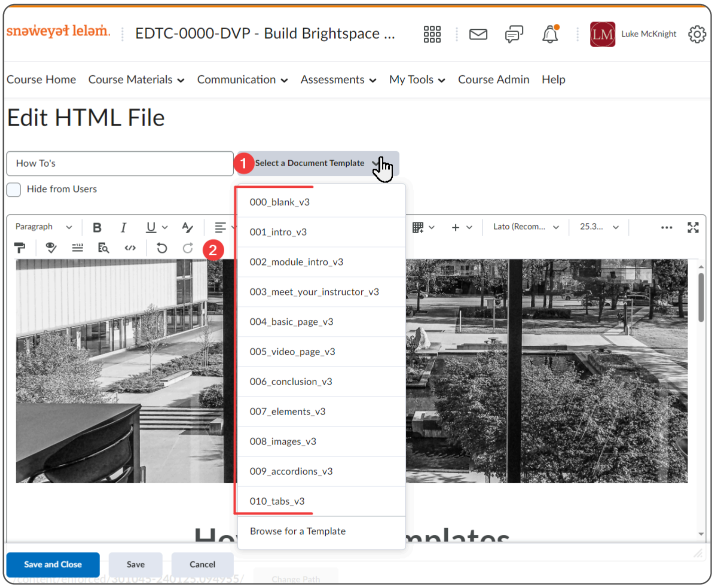
Web pages are created in Brightspace to host content. Open the **Upload / Create** menu and select **Create a File**. This opens the Brightspace Editor to create web pages specific to your course. The Brightspace Editor is a robust “what you see is what you get” editor. Web pages can be styled with templates, include images, videos, and links, and are user-friendly, accessible, and a consistent format to enhance student experience.

Read more about managing content in Brightspace and other file types supported in Brightspace.

Web pages

The first step with web pages is to provide a meaningful title, then choose a template:

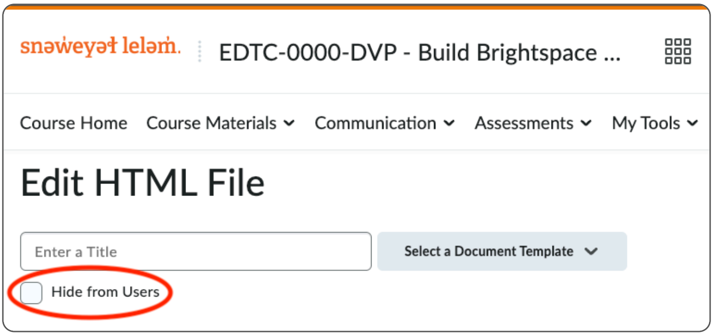
1. Open the **Select a Document Template**
2. Choose 000_blank_v3 or 004_basic_page_v3 to get started



Once you have created a file (web page), you can add content to that page. The Brightspace Editor toolbar across the top of the text editor window includes tools for formatting and structuring content.

Use the Brightspace Editor to:

1. Add content to the Editor by typing or copying and pasting from existing material.
2. Format and insert additional elements like lists, media, links, images, and more.
3. Click **Hide from users** if content is not ready to be published or if you would like to release content to learners at a later date.



4. Or if content is ready to be public, click **Save and Close** to finish.

More about the Brightspace Editor Toolbar

Available tools on the Brightspace Editor Toolbar include:

1. Formatting options, including headings/paragraphs, bold, italics, underline, colour, alignment, and lists
2. **Insert Stuff** button, for inserting media
3. **Quicklinks** button
4. **Insert image**
5. **Equation** tool
6. **Insert table**
7. **Other Inser Options**
8. **Font** style
9. **Font Size**
10. **Format Painter**
11. **Accessibility Checker**
12. **Word Count**
13. **Preview**
14. **Source Code**
15. **More actions** (expand toolbar)
16. **Fullscreen** toggle

Templates

Brightspace has built-in templates that allow you to create responsive, accessible, and well-designed pages. The templates require no coding, are available in several layout options, and include a variety of elements to organize content. Available templates include:

Blank includes placeholder text and branded footer.

Intro includes a Langara banner image, placeholder text for course introductory content, and branded footer.

Module Intro includes a Langara banner image, placeholder text, a Learning Outcomes example list, and branded footer.

Meet your instructor includes a heading structure, placeholder text, an image placeholder, and branded footer.

Basic Page includes a Langara banner image, heading structure, elements, and branded footer. Basic page is recommended for general content.

Video Page includes a video placeholder, instructions to add videos, and a branded footer.

Conclusion includes a

Langara banner image, heading structure, Next Steps placeholder text, and branded footer.

Learn how to use Brightspace templates.

The remaining template pages include elements that can be copied for use in the above listed templates.

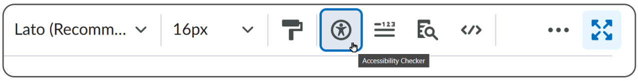
Elements includes a Langara banner image, examples of elements to copy to other pages (such as lists, callouts, and panels), and a branded footer.

Images includes a Langara banner image, instructions for using images, examples of image alignments to copy to other pages, and a branded footer.

Accordions includes a Langara banner image, instructions for using the accordion element, samples to copy to other pages, and a branded footer.

Tabs includes a Langara banner image, instructions for using the tabs element, samples to copy to other pages, and a branded footer.

When creating content, use the **Accessibility Checker** to ensure your content is accessible for all learners. Open the **Accessibility Checker** by selecting the button on the Editor Toolbar.



Learn more about the Brightspace Accessibility Checker.

Learn more about the Brightspace Editor.

Embedding

Embedding refers to the process of integrating external resources, such as videos, audio files, documents, or interactive elements, directly into a web page. This means students can watch YouTube videos, input data into a Microsoft Form, or contribute to a Padlet without leaving the Brightspace course page.

Unlike linked content, where a user clicks on a hyperlink to access content in a new tab or window, embedded content displays as a page of the page, allowing for an integrated user experience. For instance, an embedded YouTube video displays the video player directly in a Brightspace page, allowing students to watch the video without leaving the course page.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=2240#h5p-1

Learn more about how embed Kaltura videos in Brightspace.

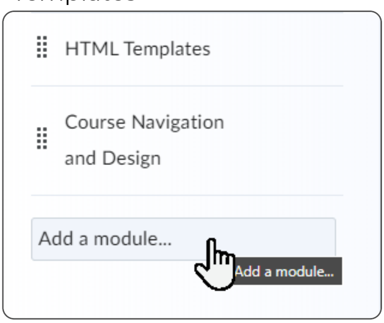
Elements Repo

Brightspace templates have a number of visually appealing, accessible, and useful elements to organize and present content. If using templates, it is recommended to make a repository to easily access the desired elements.

To create a repository of HTML elements:

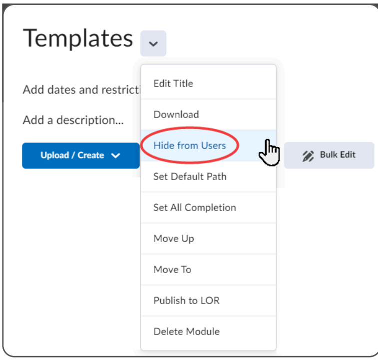
1. Create an elements module

Create a new module called "Templates"



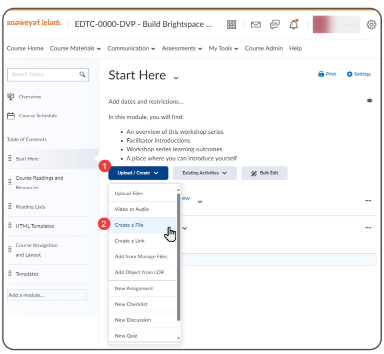
2. Hide from users

Select the **Actions** button beside the module title and select **Hide from Users.**



3. Create a new file

Open the **Upload / Create** menu and select **Create a File**



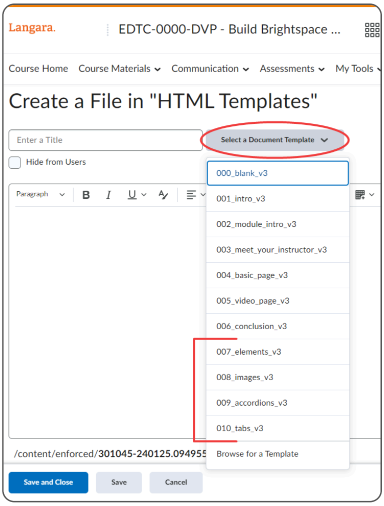
4. Create elements pages

Select

5. Repeat for additional elements.

Create a page for images, accordions, and tabs template pages.

007_elements_v3 template.



Add a title of "Elements" or similar.

Copying from elements repository

Use the following guide for best practices and tips on copying elements in Brightspace.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://pressbooks.bccampus.ca/langaraquickguides/?p=2240#h5p-6

Use caution when copying elements from your elements repository to your content. Selecting too much or too little and/or pasting over too much or too little can result in strange formatting. Click **Undo** on the Brightspace editor or press **Control** (**Command** on macOS) **z** to undo your most recent action.

Further Resources

Consider general course accessibility best practices to make your course accessible and inclusive.

Learn more about adding and organizing Brightspace content.

Preview your course content from the student's perspective.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors. This Brightspace course compliments the technical instructions found here with use cases, examples, and advice.

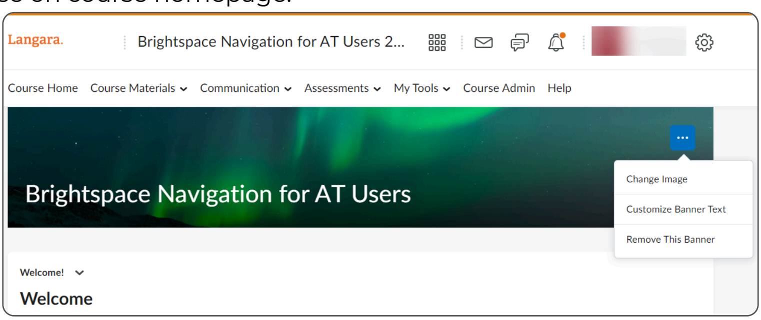
Images in Brightspace

Use images in Brightspace to reinforce information, break up long blocks of text, create visual interest.

Image size guidelines

Course Banner

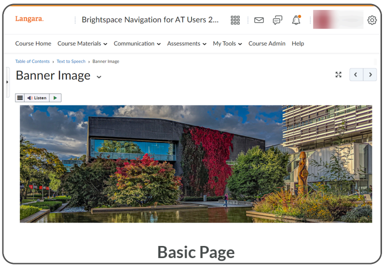
Use on course homepage.



Recommended size: 2400px wide x 960px high

Page Banner

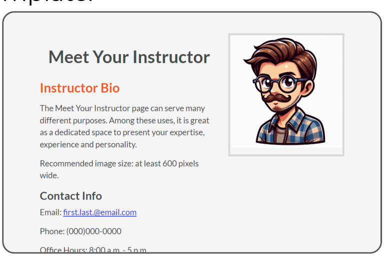
Use at the top of content pages.



Recommended size: 1200px wide x 400px high

Instructor profile picture

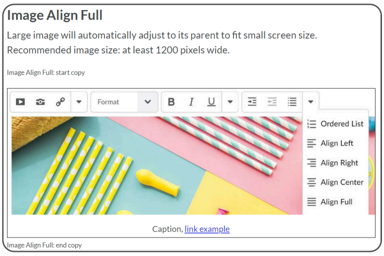
Use on Meet your instructor template.



Recommended size: at least 600px wide

Align Full

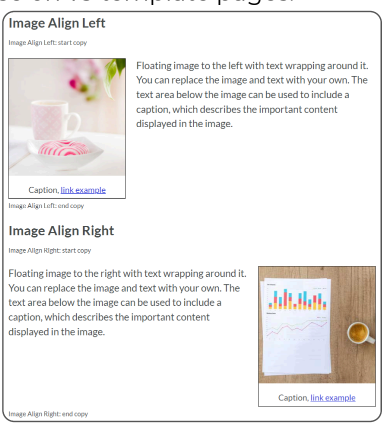
Use on v3 template pages.



Recommended size: 1200px wide x any dimension high

Right and Left aligned

Use on v3 template pages.



Recommended size: 300px wide x 300px high

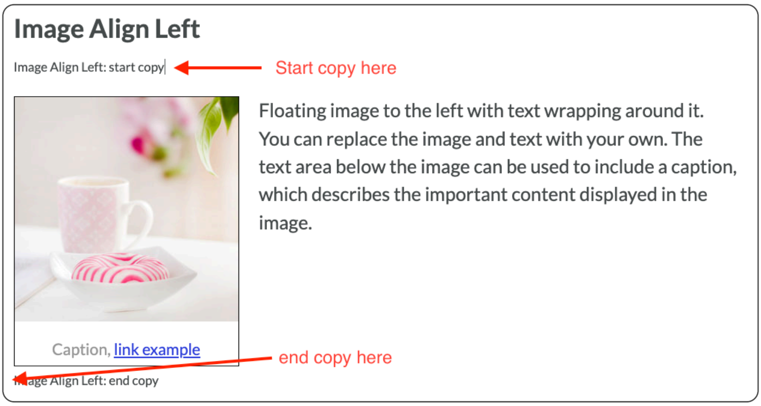
Images Template

In the **Select a Document Template** menu there is a template title 008_images_v3. This template includes samples of images and instructions for adding and changing images.

Near the bottom of the template page are options to copy left and right aligned images with text wrapped around as well as a full width image.

1. Select template example

In edit mode, select everything between "start copy" and "end copy"



2. Copy selected content and paste in your new page

Note: the destination page must be using a template.

3. Replace placeholder image

1. Select placeholder image.
2. Press Delete.
3. Click **Insert Image** in toolbar.
4. Upload image, add alt text or mark as decorative.

Replace Images

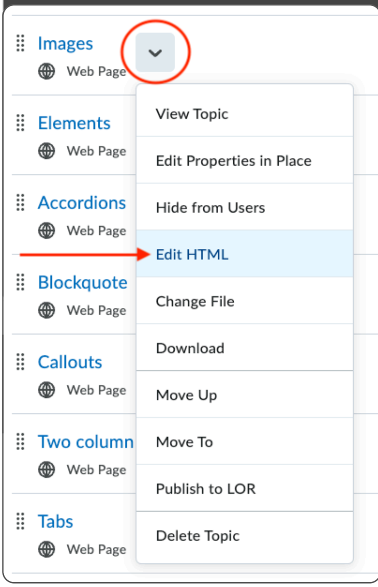
Some templates come with placeholder images.

To replace images:

1. Edit HTML

Open the context menu beside the topic's title and select **Edit**

HTML.

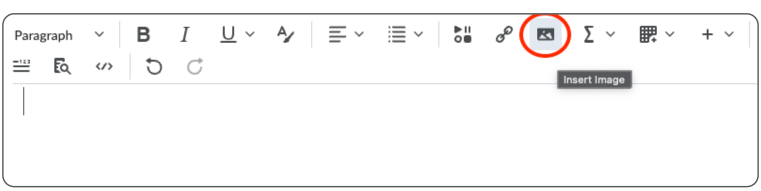


2. Delete placeholder image

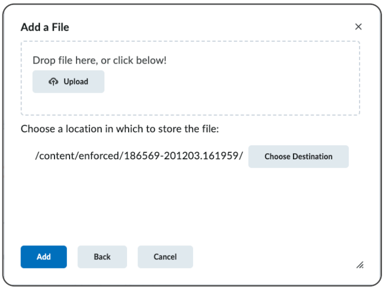
Select image and press **Delete** key.

After deleting the image do not move the cursor or perform any other actions except inserting your new image.

3. Click Insert Image icon



4. Upload new image



When prompted, add alternative text to describe the image, or where appropriate—such as images that do not contain information or are accompanied by an adjacent description—mark as decorative.

Contact edtech@langara.ca for more information.

EdTech

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Student View of Gradebook

Student View of Gradebook is grading guide 1 of 4.

Below is what students commonly see in the Brightspace gradebook.

If you were a student, how would you determine your current progress in the course?

Drag the slider to the left to reveal an improved gradebook view.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3380

Move to the next page to learn about using the Grades Setup Wizard to ensure your gradebook helps learners understand their progress. Consider attending Gradebook Bootcamp for hands-on support.

Grades Setup Wizard

The Grades Setup Wizard is the first step in creating your gradebook and should be one of your first steps when setting up a Brightspace course. Understanding the different options in the Setup Wizard and how these impact student experience is crucial in helping students track their own progress through your course.

On this page we will go through each option in each of the steps of the Setup Wizard and give our recommendations.

Grades Setup Wizard is grading guide 2 of 4.

Recommended Best Practice

- Aim to set up your gradebook at the start of term
- Use a **Weighted Grading System** for most courses

- Enable **Calculated Final Grade** during the term
- Choose to **automatically release final grades** (available January 2026)
- Configure to **Treat ungraded items as 0** for calculations
- Set final grades to **automatically update**
- Enable multiple **Student View Display Options** for transparency

The Grades Setup Wizard

Step 1: Start the Setup Wizard

In the **My Tools** menu, select **Grades**. If you have not accessed the gradebook, you will automatically be brought to the Grades Setup Wizard. If you have accessed the gradebook, you will need to go to the **Setup Wizard** tab.

Scroll down and click **Start**.

Step 2: Choose Grading System

Determines how the overall grade will be tallied. In all options, grade items can be organized into categories and the weight or point value of individual items within the category can be distributed equally or manually.

Weighted System: grades are calculated as a percentage of the final grade. In a Weighted gradebook system, the gradebook percentage weight must equal 100%. If it does not, the Manage Grades page will display an error to the instructor.

Points System: grade items are calculated using a points system in which the points assigned to each item are totaled for the final grade. In a Points gradebook system, the sum of the points of the individual assessments does not have to equal 100.

Formula System: grade items are calculated using the points systems, and a can custom defined formula can be created to set conditions around how grade items contribute to the final grade.

Our Recommendation

Use the **Weighted Grading System** because it:

- **Aligns with course syllabi** – Matches the grade distributions commonly outlined in course syllabi
- **Allows for flexible weighting** – Different types of assessments can have varying impacts on the final grade
- **Supports varied point values** – Individual assessments can have different point values without affecting their weight
- **Enhances student transparency** – Shows the relative importance of different assessments
- **Provides instructor flexibility** – Makes it easier to modify grading structures if needed

Step 3: Final Grade Released

Determines which overall grade will be displayed to students when final grade is released to students. Note that students won't see any final grade until you explicitly release it.

Example

Student view of gradebook without final grade released

Grades

Print

Grade Item	Points	Weight Achieved	Grade
Assignments		1.3 / 10	13.3 %
Assignment 1	4 / 10	1.3 / 3.3	40 %
Assignment 2	0 / 10	0 / 3.3	0 %
Assignment 3	0 / 10	0 / 3.3	0 %

Calculated Final Grade: the final grade is calculated based on the established grading formula in Step 1 and Step 3. With this selection the final grade is automatically calculated based on what is in the gradebook. You cannot adjust the final grade without adjusting grade item scores. If released, overall grade, based on the established grading formula, will be displayed in the student view of the gradebook. This can be set up to automatically update as new assessments are completed.

Example

Student view of grade book with Final Calculated Grade released

Final Calculated Grade

Weight Achieved

30.7 / 100

Grade

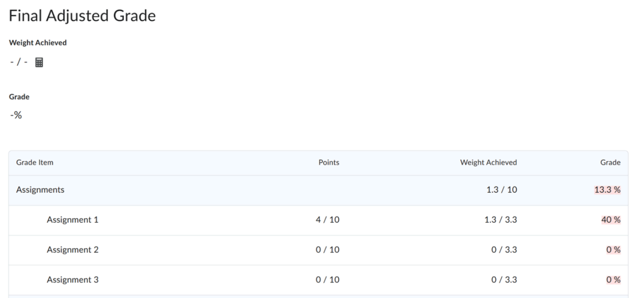
30.7 %

Grade Item	Points	Weight Achieved	Grade
Assignments		1.3 / 10	13.3 %
Assignment 1	4 / 10	1.3 / 3.3	40 %
Assignment 2	0 / 10	0 / 3.3	0 %
Assignment 3	0 / 10	0 / 3.3	0 %

Adjusted Final Grade: allows for manual changes to the final grade calculation without affecting grade item scores. An Adjusted Final Grade is a final grade that you must manually enter to override the calculated final grade. If released, students will not see an overall grade in their gradebook if adjusted grade is not manually entered. Adjusted final grades do not automatically update as new assessments are completed.

Example

Student view of gradebook with Final Adjusted Grade released


Final Adjusted Grade

Weight Achieved

- / -

Grade

-%

Grade Item	Points	Weight Achieved	Grade
Assignments		1.3 / 10	13.3 %
Assignment 1	4 / 10	1.3 / 3.3	40 %
Assignment 2	0 / 10	0 / 3.3	0 %
Assignment 3	0 / 10	0 / 3.3	0 %

Automatically release final grade: If checked, allows overall student progress to be released. If you do not choose to automatically release final grades, then Final Grade needs to be manually released in order for students to see their overall progress. See instructions for releasing final grades.

Note: As of January 2026, Automatically release final grade will be available.

Our Recommendation

Use Calculated Final Grade during the semester as it automatically displays students' overall progress, if released. If you need to adjust final grades at the end of the semester, you can switch to Adjusted Final Grades at that point. Remember that if adjusted final grades are not populated, students will not see their overall progress.

Step 4: Grade Calculations

Determines how ungraded items in your gradebook will be dealt with in the final grade calculations.

Drop ungraded items: ungraded items in the gradebook are not taken into consideration in the Calculated Final Grade. The weight of each completed grade item within a category that contains ungraded items will be redistributed in the category and these items will have a greater weight than would be once all assessments are completed.

Example

If an "Exams" category worth 50% of the overall course grade has two midterms (worth 12.5% each) and a final exam worth 25% and only the midterms are graded, those midterms will be valued at 25% in the final calculated grade instead of 12.5% when ungraded items are dropped. Example Exams category with midterms weighted higher when ungraded items are dropped

Exams		38.5 / 50	77 %
Midterm 1	35 / 50	17.5 / 25	70 %
Midterm 2	42 / 50	21 / 25	84 %
Final	- / 100	- / -	-%

Concerns:

- Students cannot easily determine how the remainder of the assessments factor into their overall progress.
- Unsubmitted assessments need to be manually entered as 0 for any ungraded items at the end of term.
- Could result in an inaccurate snapshot of overall performance for the student and instructor especially if more heavily-weighted assessments occur later in the term.

Solution:

- Manually generate a milestone calculated grade item for students to see their performance. Milestone grade calculations do not redistribute ungraded items within a category and uses a reduced total to accurately represent student progress. See instructions on creating milestone grade items.

Treat ungraded items as 0: ungraded items in the gradebook are taken into consideration in the Calculated Final Grade. The final calculated grade is additive with each entered grade improving the overall grade for the student.

Example

Example Exams category with midterms accurately weighted when ungraded items are treated as 0

Exams		19.25 / 50	38.5 %
Midterm 1	35 / 50	8.75 / 12.5	70 %
Midterm 2	42 / 50	10.5 / 12.5	84 %
Final	0 / 100	0 / 25	0 %

Concerns:

- Students appear to be failing the course until they have completed a significant number of activities in the course.
- Any hidden grade items will also be factored into the calculated final grade

Solution:

- If calculated final grades are released to students, instructor should explain the gradebook structure.
- Hidden grade items should be deleted, if not used. See instructions for deleting grade items.

Automatically keep final grade updated: if checked, the Final Calculated Grade will be continuously updated when new grades are added to the gradebook allowing students to see their real-time progress.

Our Recommendation

Treat ungraded items as 0 and enable automatic grade updates as this provides the most accurate representation of student standings for both instructors and students regardless of whether final grades are released.

Step 5: Student View Display Options

Determines what students are able to view in the gradebook.

Points grade: displays the points scored for each grade item.

Weighted grade: displays the weight of the grade item in relation to the calculated final grade (based on what you chose in Step 3)

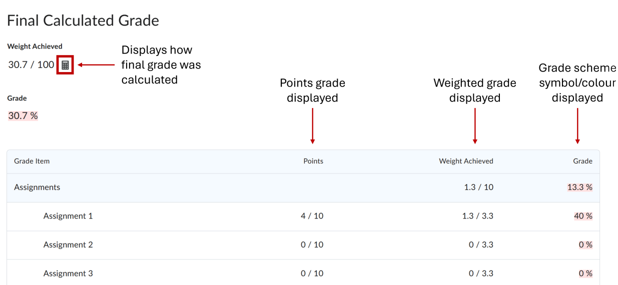
Grade scheme symbol: displays the symbol associated with the grade scheme. By default, this would be the percentage students score on the grade item. If you have custom grade schemes, this could be the letter grade associated with the percentage.

Grade scheme colour: displays a specific colour associated with the grade scheme symbol.

Final Grade Calculation: if checked, allows students to see what grade items are used in the calculation of final grade (calculated or adjusted).

Example

Image of the gradebook indicating which columns corresponds to which student view



Grade Item	Points	Weight Achieved	Grade
Assignments		1.3 / 10	13.3 %
Assignment 1	4 / 10	1.3 / 3.3	40 %
Assignment 2	0 / 10	0 / 3.3	0 %
Assignment 3	0 / 10	0 / 3.3	0 %

Example

Pop-up window displaying how grades were calculated

Final Grade Calculation Formula

Note: Only items that contribute to the calculated grade are displayed.

Grade Item	Weight Achieved
Assignments	1.3 / 10
Assignment 1	1.3 / 3.3
Assignment 2	0 / 3.3
Assignment 3	0 / 3.3
Quizzes	3.5 / 10
Quiz 1	2 / 2.5
Quiz 2	1.5 / 2.5
Quiz 3	0 / 2.5
Quiz 4	0 / 2.5
Group Project	6.6 / 30
Ideation	0.6 / 1.5
Draft submission	6 / 9
Final submission	0 / 18
Peer feedback	0 / 1.5
Exams	19.3 / 50
Midterm 1	8.8 / 12.5
Midterm 2	10.5 / 12.5
Final	0 / 25
Calculated Final Grade	**30.7 / 100**
Final Calculated Grade	**30.7 / 100**

Our Recommendation

Enable multiple **Student View Display Options** for transparency.

For an immersive experience with this tool and many other Brightspace features, enroll in Essentials to Excellent: A Brightspace Companion for Instructors. This self-directed course offers examples, use cases, and extended information on how to use Brightspace to enhance the student experience.

Now that you've set up your Grade Book, look at the next quick guide on Grades to learn about managing grades throughout the semester.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

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Grades

The Brightspace Grades tool offers a powerful and flexible way to manage your grade book. It simplifies the grading process, enabling you to create and customize grade items for projects, assignments, discussions, and quizzes, and to integrate these with other Brightspace tools.
The Grades tool allows you to set up a grading system that aligns with your course goals, ensuring effective communication of student progress and areas for improvement. You can customize how grades are displayed, updated, and managed, creating a seamless and efficient grading experience.

Grades is grading guide 3 of 4.

Things to consider

Before setting up your Brightspace grade book, refer to the course's Education Council approved grade allocation. Use the grade allocation to guide your creation of grade categories.

Grading serves a dual purpose: providing feedback and evaluating student work. Through effective grading, you communicate students' performance, highlight their progress, and identify areas needing improvement to achieve course goals. In addition to marks, plan how you will provide feedback on graded items. Consider using rubrics, comments, and other feedback tools to give constructive and meaningful feedback.

Overview of the Grades Tool

The Brightspace Grades tool offers a robust suite of features designed to create and manage grades. With its flexible and powerful capabilities, Brightspace reduces technical barriers and empowers you to teach and assess in a way that aligns with your course learning outcomes.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=1452#oembed-1

Setting Up Your Brightspace Gradebook for Student Success

A well-structured gradebook helps students track their progress and understand how individual assessments contribute to their overall grade. To ensure transparency, students should have access to their overall progress at various points throughout the term (e.g., before the withdrawal deadline, after substantial assessments, etc.).

In Brightspace, you can display overall progress in two ways:

Release Final Calculated Grade

This option displays overall progress to students which automatically updates as students complete assessments throughout the term.

Pros: provides real-time view of overall progress when released.

Cons: requires ungraded items to be treated as 0* in order for accurate display of overall progress. This means overall grade is additive as assessments are completed. Students will need a clear explanation on the gradebook set up.

Milestone Grade Calculations

This approach requires you to manually set up grade calculations at key points in the term, helping students understand their performance at designated checkpoints.

Pros: allows ungraded items to be dropped* so it will display student progress in relation to the number of assessments completed.

Cons: each milestone grade calculation needs to be manually set up.

*Refer to cautionary notes regarding Grade Calculations

Essential Steps to Setting Up Your Grade Book

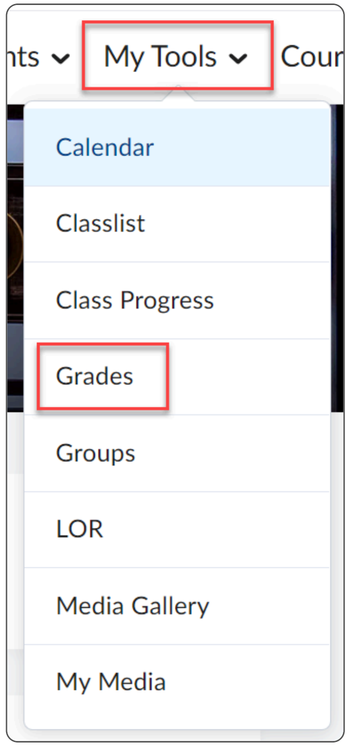
Before you Begin

Have your course syllabus, assessment list, and grading structure ready. Plan to set up your complete gradebook at the start of term to ensure accurate grade calculations for students. If assessment items are missing, students may see misleading calculations of their overall progress—grades may appear artificially higher, lower, or incomplete depending on the settings used. This can lead to student confusion about their actual standing in the course.

1. Complete the Grades Setup Wizard.
2. Create grades categories.
3. Create grade items.
4. Associate activities with grade items.

Complete the Setup Wizard

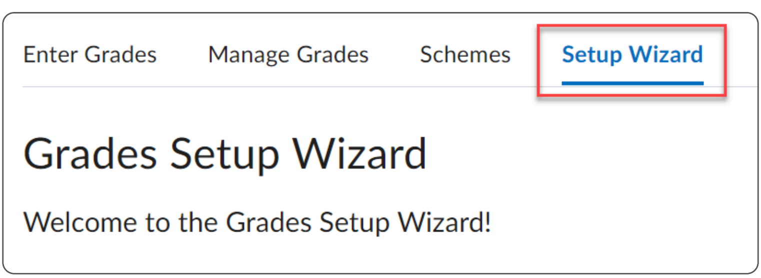
You can configure the setup of your gradebook by clicking **My Tools** > **Grades**.



The Setup Wizard is the first step in creating your gradebook. If this is your first-time accessing Grades in your sandbox or course, you will automatically be directed to the seven-step Setup Wizard. You can return to the Setup Wizard at any time through the Setup Wizard tab. Under the **Setup Wizard tab**, scroll down and click **Start** to begin setup.

The Setup Wizard allows you to:

- Establish a grading system
- Determine your final calculation method
- Identify what to do with ungraded items
- Choose grade scheme
- Set Display settings



Read through the Understanding the Grades Setup Wizard page for our recommended settings and additional information on how each option impacts the student experience.

To set up your gradebook and **release final calculated grade**:

1. In the Grades Setup Wizard, choose:
   - Weighted grading system
   - Release Calculated Final Grade
   - Treat ungraded items as 0 and automatically keep final grade updated
2. Follow instructions to manually release Final Calculated Grades.

To set up your gradebook and **create milestone grade items**:

1. In the Grade Setup Wizard, choose:
   - Weighted grading system
   - Release Adjusted Final Grade
   - Automatically keep final grade updated
2. Follow instructions to manually create milestone grade items at specific intervals throughout your course.

Gradebook Categories and Items

Under the **Manage Grades tab**, you can create Grade Book Categories and Items.

Using Categories in your grade book allows you to organize your items under category headings. For example, you can create category headings to organize Assignments, Quizzes, Case Studies, Participation, and Discussions.

A category can consist of one or more grade items. When graded items are grouped together in a category, you can distribute the category weight equally across all grade items and drop the highest or lowest item in the group. If you decide to manually distribute the category weight toward each grade item, you will need to determine the portion of the category grade that will go towards each item. Use the formula below to help you determine this:

grade item weightgrade category weight×100

Example

If a grade item is worth 5% of the overall course grade and the category weight is 20% of the overall grade, the manually weighted item is worth:

5/20 x 100 = 25% of the category weight

For a weighted grade book system, categories are required and used to identify weighted areas.

To create grade categories:

From the Manage Grades tab,

1. Click on **New** and select **Category**.
2. Give your category a name and select the options that are relevant for the category.
3. Click **Save and Close**.

Watch the following video to learn how to create grade categories.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=1452#oembed-2

Warning: Do not create a category to organize bonus items. Brightspace calculates subtotals for categories, in the case of a bonus item category the subtotal denominator would be 0 and division by 0 is an arbitrary math violation.
See EdTech's Bonus Marks resource to learn how to assign bonus marks and create a bonus grade item.

To create grade items:

From the Manage Grades tab,

1. Click on **New** and select **Category**.
2. On the **New Item** page, choose a **Grade Item Type** from the following:
    - **Numeric**: Grade users by assigning a value out of a specified total number of points.
    - **Selectbox**: Grade users by selecting the grade scheme level that best matches their achievement. Selectbox type grade items cannot be created until at least one org unit grade scheme has been created.
    Note: **Numeric** and **Selectbox** are the only grade items that will support associations for grading and actively contribute to grade book calculations.
    - **Pass/Fail**: Grade users using a simple pass or fail grade scheme.
    - **Formula**: Automatically grade users using a custom formula based on their achievement for other grade items.
    - **Calculated**: Calculate users' cumulative achievement across multiple grade items.
    - **Text**: Provide comments in the grade book that are

not calculated in the final grade.

3. In the **Properties** tab, enter the details for your grade item. Note: The fields in Properties will vary based on your chosen Grade Item Type. To learn more about a particular field in Properties, click the **Get help on** (? icon) beside the field.
4. In the **Restrictions** tab, enter the following information:
   - **Hide from users**: Hide restrictions from learners.
   - **Has Start Date**: Set a Start Date for the grade category.
   - **Has End Date**: Set an End Date for the grade category.
   - **Display In Calendar**: Display Start and End Dates in the course Calendar.
   - **Release Conditions**: You can **Attach Existing** conditions or **Create and Attach** conditions.
5. Click **Save and Close**.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=1452#oembed-3

Associate Activities with Grade Items

The final stage in setting up your grade book and having it populate with student marks is to associate graded activities with the grade items in your grade book. The following videos shows you how its done.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=1452#oembed-4

More About Grades

Learn how to

- Adjust and release final grades
- Drop lowest item score from a grade category
- Add bonus grades
- Delete a grade item and grade category

Next Steps

- Enter and preview grades
- Grade assignments and provide feedback
- Grade quizzes
- Adjust final grades

Now that you've setup your grade book check out how to add bonus grades.

Contact edtech@langara.ca for more information.

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Adding Bonus Grades

In certain instances, you might want to award bonus marks to students for an assessment or make an entire activity a bonus item in the grade book. These situations can be accommodated in Brightspace.

Adding Bonus Grades is grading guide 4 of 4.

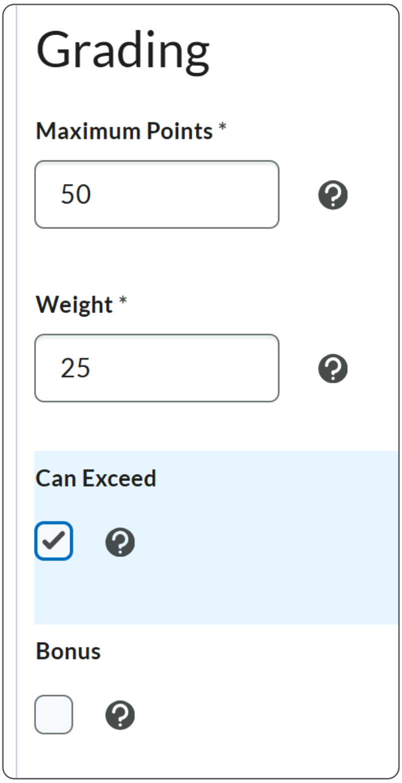
Enable Bonus Marks for a Grade Item

In the instance where you would like students to be able to exceed the maximum number of points on an assessment like an assignment or quiz, you will need to ensure you check off **Can Exceed** for the grade book grade item.

Step 1: Go to My Tools > Grades > Manage Grades.

- If you have created this grade item already, click the caret next to the grade item you want to exceed 100% and select **Edit**.
- If you have not created the grade item yet, select **New** > **Item**.

Step 2: Under the Grading section, select the Can Exceed checkbox.



Step 3: Click Save and Close.

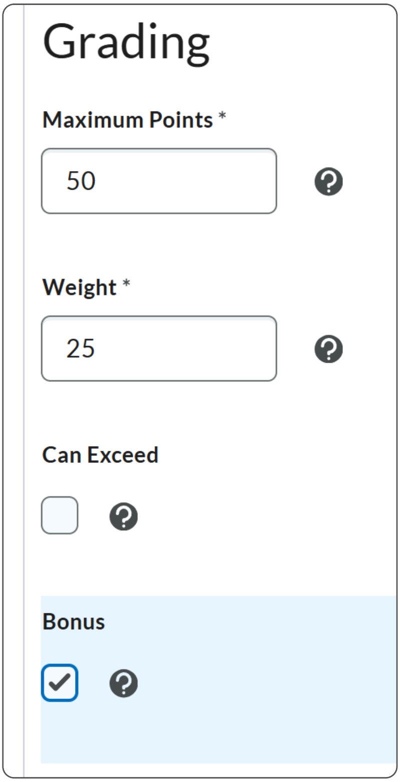
Create a Bonus Grade Item

In the instance where you want to create a bonus item that does not impact the Final Calculated Grade if students choose not to complete the item, you will need to ensure you check off **Bonus** for the grade item.

Step 1: Go to My Tools > Grades > Manage Grades

- If you have created this grade item already, click the caret next to the grade item you want to exceed 100% and select **Edit**.
- If you have not created the grade item yet, select **New** > **Item**.

Step 2: Under the Grading section, select the Bonus checkbox.



Step 3: Click Save and Close.

On the Manage Grades, you will see a star beside your grade item, indicating that this item is bonus.

Important
Bonus items are not included in the maximum points for a category or final grade. They are added on top of the calculated grade. If the bonus grade item is within a category and you want the category to exceed 100%, see Enable a Grade category to Exceed 100% below. If you want the bonus grade item to allow the final calculated to exceed 100%, see Enable Final Grade to Exceed 100%.

Enable Category to Exceed 100%

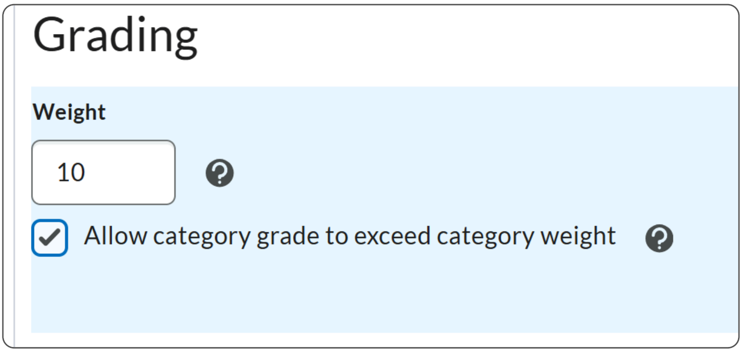
In the instance where you have awarded bonus marks to a grade item or made a bonus grade item and want the category that the item is in to exceed the the maximum category weight, you need to ensure you check off **Allow category grade to exceed category weight**.

Step 1: Go to My Tools > Grades > Manage Grades.

- If you have created the Category, click the caret next to the Category you want to exceed 100% and select **Edit**.

- If you have not created the grade item yet, select **New** > **Category**.

Step 2: Under the Grading section, select the Allow category grade to exceed category weight checkbox.



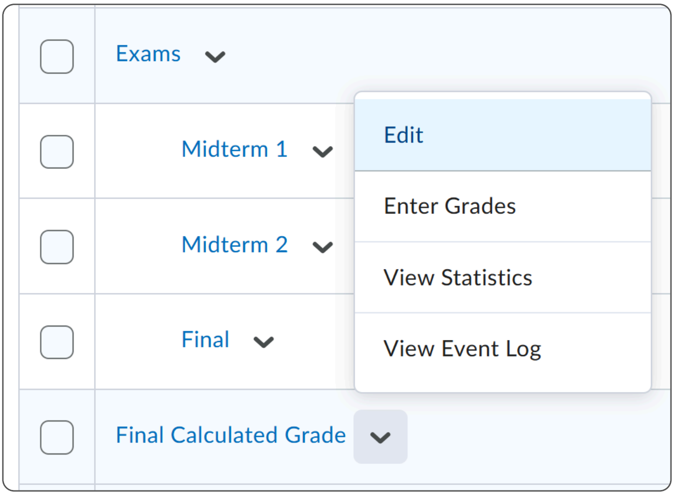
Step 3: Click Save and Close.

Enable the Final Calculated Grade to Exceed 100%

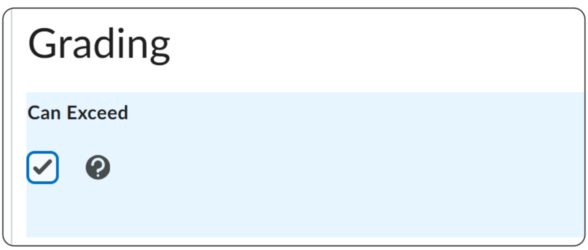
In the instance where you would like the final calculated grade to exceed 100%, you need to ensure you check off the **Can Exceed** box in the Final Calculated Grade.

Step 1: Go to My Tools > Grades > Manage Grades.

Step 2: Click the caret next to Final Calculated Grade and select Edit.



Step 3: Under Grading, select Can Exceed.



Step 4: Click Save and Close.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

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Assignments

The Brightspace Assignments tool allows you to create assignment submission folders, set submission requirements, attach rubrics, and provide feedback to students. Using assignment folders creates a clear record of submissions, enables efficient grading workflows, and keeps student work organized in one secure location.

Assignments is Assignments guide 1 of 2.

Recommended Best Practices

- Create assignments directly in Content so they appear in your course modules
- Link assignments to gradebook items before the term starts
- Use **File submission** for most written work requiring file uploads

- Use **On paper submission** or **Observed in person** when appropriate to maintain gradebook organization even for non-digital work
- Attach rubrics to clarify grading criteria and streamline assessment
- Write clear, detailed instructions that include submission requirements and grading expectations
- Set due dates to add assignments to the course calendar

Before You Begin

Consider preparing:

- **Rubric:** Create your rubric before setting up the assignment so you can attach it immediately
- **Gradebook structure:** Set up your gradebook before creating assignments to link them to existing grade items and categories
- **Assignment instructions:** Draft clear, detailed instructions including purpose, requirements, and submission details
- **Groups (for group assignments):** Form your groups in Brightspace before creating group assignments

Creating an Assignment

Our Recommendation

Create assignments directly in Content so they appear in your course modules. If you create assignments via the Tools menu, students can only access them through the Tools menu unless you manually add them to your modules.

Step-by-step instructions

Step 1: Navigate to Assignment Location

1. Go to **Course Materials > Content**
2. Select the module where you want to add the assignment
3. Click **Upload/Create > New Assignment**

Step 2: Enter Assignment Details

1. **Title:** Give the assignment a descriptive name
2. **Instructions:** Add detailed assignment instructions in the description field. Include:
    - Purpose and connection to learning outcomes
    - Step-by-step instructions with specific submission requirements
    - Grading criteria or reference to attached rubric
    - How and when students will receive feedback

Step 3: Configure Grade Settings

1. In the **Grade Out Of** box, set the point value
2. Use the **In Grades** dropdown to:
    - Create a new gradebook item (default)
    - Link to an existing gradebook item (select **Edit or Link to Existing**)
    - Select a grade category if you've set them up

Step 4: Set Dates

1. **Due Date:** Set the deadline for submission
    - Due dates automatically appear in the course calendar
    - Students can submit after the due date but submissions are marked as late
2. **Availability Dates:** (Optional) Set when the assignment becomes available and when it closes
    - Use for time-restricted assignments
    - End dates override due dates

See also Dates, Deadlines, and Availability Quick Guide

Step 5: Configure Submission Settings (Submissions & Completion)

1. **Assignment Type:** Choose Individual or Group Assignment
    - Individual assignments: Each student submits separately
    - Group assignments: One submission per group (requires groups to be set up first)
    - Note: This setting cannot be changed after students submit
2. **Submission Type:** Select how students will submit (see detailed options below)
3. **Number of Submissions:** Decide how many attempts students are allowed
4. **Category:** (Optional) Choose a category to organize assignments by type or topic

Step 6: Add Rubric and Evaluation Settings (Evaluation & Feedback)

1. **Rubric:** Click **Add Rubric** and select from your existing rubrics

2. **Anonymous Marking:** Check this option if you want to hide student names during grading (see guidance below)
3. **Annotation Tools:** Leave enabled to provide inline feedback on submissions

Step 7: Save

1. Click **Save and Close**
2. The assignment now appears in your module and is linked to your gradebook

Watch this video to see how Assignment Submission folders are created:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3274#oembed-1

Key Assignment Options

Submission Types: Choosing the Right Option

File submission (default): Students upload documents, images, or other files

- **Best for:** Essays, projects, reports, portfolios – any work requiring file uploads
- **Options:** You can restrict file types (e.g., PDF only, annotatable files only) or allow all file types
- **Number of files:** Set how many files students can submit

per submission

Text submission: Students write directly in Brightspace using the text editor

- **Best for:** Shorter written responses, reflections, discussion-style assignments
- **Benefit:** Ensures text accessibility and keeps work within Brightspace

File or text submission: Students choose to upload a file OR write in the text box

- **Best for:** Assignments where you want to give students flexibility in how they submit
- **Example:** Students can upload a Word doc, paste a link to an external file, or type directly into Brightspace

On paper submission: Students submit physical work in class

- **Best for:** Paper-based assignments where you still want gradebook integration
- **Benefit:** Maintains consistency in your course structure – students see the assignment in Brightspace, know it's part of their grade, and you can provide feedback through Brightspace even though they submitted on paper
- **Note:** Students cannot submit anything digitally, but you can upload scanned copies when providing feedback

Observed in person: Students complete presentations, demonstrations, or performances

- **Best for:** Presentations, oral exams, demonstrations, performances
- **Benefit:** The assignment folder links to your gradebook and provides a place to record feedback without requiring file submission

Our Recommendation

Use **File submission** for most written work. Consider **On paper submission** or **Observed in person** even for non-digital work to maintain gradebook organization and provide consistent feedback through Brightspace. This creates a better student experience – they see all their assignments in one place regardless of submission method.

Anonymous Marking: When to Use It

Anonymous marking hides student names during grading to reduce unconscious bias and increase students' confidence in grading fairness.

When to use anonymous marking:

- High-stakes assignments where bias concerns are significant
- Assignments where student identity might influence grading (creative writing, opinion pieces)
- When you want to focus purely on the quality of work

Important considerations:

- Cannot be disabled once students have submitted
- Must publish all feedback at once using "Publish All Feedback" – cannot publish individual grades
- Students see "Anonymous User 1," "Anonymous User 2," etc. during grading
- If students include their names in the document itself, anonymity is compromised
- Let students know anonymous marking is being used and remind them not to include their name in the submission

Our Recommendation

Use anonymous marking thoughtfully. While it reduces bias, it also requires publishing all feedback simultaneously which can be cumbersome. Reserve it for assignments where bias concerns are most significant. For most routine assignments, rubrics provide sufficient grading consistency without the constraints of anonymous marking.

Learn more about anonymous marking

Restricting File Types

Under **Submissions & Completion**, you can restrict which file types students can upload:

Options:

- **Any file type:** Students can upload any file format
- **Annotatable files:** Only files that work with Brightspace annotation tools (PDF, Word, PowerPoint, images)
- **Document files:** Word, PDF, text files only
- **Presentation files:** PowerPoint, PDF only
- **Custom file extensions:** Specify exactly which extensions are allowed (e.g., .pdf, .docx)

Our Recommendation

For written assignments where you'll provide inline feedback, restrict to **Annotatable files**. This ensures you can use Brightspace's annotation tools to mark directly on student submissions. For other assignments, consider whether restriction is necessary – sometimes flexibility in file format reduces student frustration without impacting your grading.

Number of Submissions Allowed

Under **Submissions & Completion**, decide how many times students can submit:

Unlimited attempts: Students can resubmit as many times as they want before the deadline

- **Best for:** Lower-stakes assignments, drafts, iterative work
- **Benefit:** Students can correct mistakes or improve their work
- **Note:** You choose whether to keep all submissions or only the final one

One attempt only: Students can only submit once

- **Best for:** High-stakes assignments, exams, final submissions
- **Benefit:** Prevents last-minute resubmissions after seeing initial feedback

Specific number: Set exactly how many submissions are allowed (e.g., 2 attempts)

- **Best for:** Assignments with a draft and final version

Our Recommendation

For major assignments, use **one attempt** to maintain academic integrity. For lower-stakes work or when you want to encourage revision, allow unlimited attempts and keep only the final submission to reduce grading load.

Writing Clear Assignment Instructions

Students can't ask immediate follow-up questions like they might in class, so clear written instructions are essential.

Your assignment instructions should include:

- **Due date and any key milestones:** Even though it's in the assignment settings, repeat it in instructions
- **Purpose:** Explain the assignment's connection to course learning outcomes
- **Step-by-step instructions:** Break down exactly what students need to do
- **Submission requirements:** What format, how many files, what to name files, etc.
- **Grading criteria:** Include or reference your rubric, explain what you're looking for
- **Feedback timeline:** When and how students will receive feedback

Learn more about writing clear assignment instructions

Advanced Features

Special Access

Provide deadline extensions or modified requirements for specific students or groups who need accommodations.

Common uses:

- Extended deadlines for students with accommodations
- Different due dates for different sections
- Additional attempts for specific students

Special Access is configured in the assignment settings and overrides the default settings for selected students.
Release Conditions

Control when students can access assignments based on dates or completion of prerequisite activities.

Example uses:

- Assignment only becomes visible after completing a quiz
- Sequential assignments that unlock as previous ones are completed
- Content restricted until a specific date

Further Resources

- Evaluate assignments and provide feedback
- Support student audio and video submissions
- Preview assignments as a student
- Creating rubrics in Brightspace

Now that you've setup some assignments, learn about grading assignments on the next page.

Contact edtech@langara.ca for more information.

EdTech

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Grading Assignments in Brightspace

Brightspace provides multiple options for grading assignments and providing feedback to students. You can use rubrics for consistent evaluation, annotation tools for inline feedback, and various feedback methods including text, audio, and video. This guide covers grading workflows for both individual and group assignments.

Grading Assignments in Brightspace is Assignments guide 2 of 2.

Recommended Best Practices

- Use rubrics for consistent, efficient grading and clear expectations
- Enable annotation tools when creating assignments to provide inline feedback
- Save grades as drafts to review before publishing if you're

unsure

- For group assignments, grade through the Assignments tool to give all members the same grade automatically
- Use the navigation arrows to move between submissions efficiently
- Provide meaningful, constructive feedback that helps students improve
- Publish feedback promptly so students can learn from it

Accessing Assignments for Grading

To access student submissions:

1. Go to **Tools > Assignments** (or access from Content if you created the assignment there)
2. Click on the assignment name
3. You'll see a list of submissions with submission status and dates
4. Click on a student's name or submitted file to begin grading

Grading Individual Assignments

Step-by-step grading process

Step 1: Open the Submission

1. Navigate to **Tools > Assignments**
2. Click on the assignment you want to grade
3. Click on a student's name or their submitted file
4. The grading interface opens with the submission on the

left and feedback panel on the right

Step 2: Review the Submission

- The student's submitted file appears on the left side of the screen
- If they submitted multiple times, all submissions appear in a dropdown menu (most recent submission is displayed first)
- For text submissions, the text appears directly on the page

Step 3: Enter Grade and Feedback

On the right side of the screen:

1. **Overall Grade:** Enter the score (this automatically syncs to the gradebook)
2. **Rubric (if attached):** Click rubric levels to calculate the grade automatically
3. **Overall Feedback:** Type feedback in the text box
    - Format text, add images, or use "Insert Stuff" to add links or videos
    - This feedback is visible to students in both Assignments and Grades
4. **Feedback Files (optional):** Upload files such as:
    - Annotated copies of student work
    - Instructor notes or additional resources
5. **Audio/Video Feedback (optional):** Click the microphone or camera icon
    - Record up to 1 minute of audio or 3 minutes of video in Brightspace
    - Or upload larger pre-recorded files (up to 1 GB)

Step 4: Provide Inline Feedback

1. Click the **pen icon** in the document viewer toolbar
2. Use annotation tools to:
    - Highlight text
    - Add text comments directly on the document
    - Insert notes (appears as icons students can click to expand)
    - Draw or mark up the submission
3. Annotations appear directly on the student's submission and are visible when they view feedback

Step 5: Publish or Save as Draft

- **Publish:** Immediately releases the grade and feedback to the student (syncs to gradebook and sends notification)
- **Save Draft:** Saves your work without releasing it to students (use this if you want to review grades before publishing)

Step 6: Navigate to Next Submission

- Use the navigation arrows in the top-right or bottom-right corners to move to the next student
- This allows you to grade continuously without returning to the submission list

Watch this video to see the grading process:

One or more interactive elements has been excluded from this version of the text. You can *view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3289#oembed-1*

Grading Group Assignments

Grading all group members together

When to use this approach: When all group members contributed equally and deserve the same grade.

Step 1: Grade Through Assignments Tool

1. Navigate to **Tools > Assignments**
2. Click on the group assignment
3. You'll see group names instead of individual student names
4. Click on a group's submission to open it

Step 2: Enter Grade and Feedback

1. Grade the submission as you would an individual assignment
2. Enter the overall grade
3. Provide feedback (text, rubric, audio/video, or inline annotations)
4. Click **Publish**

Result

- All group members automatically receive the same grade
- All group members see the same feedback
- The grade appears in each student's individual gradebook

Giving different grades to individual group members

When to use this approach: When group members contributed unequally or individual performance varied.

> **Important Note**
> You must first grade the group through the Assignments tool to give everyone the baseline grade. Then adjust individual grades in the Gradebook. If you only enter grades in the Gradebook, students won't see the grade in the Assignments tool.

Step 1: Grade the Group

1. Follow the steps above to grade the group assignment in the Assignments tool
2. Enter the grade that most group members earned
3. Publish this grade

Step 2: Adjust Individual Grades in Gradebook

1. Navigate to **Tools > Grades**
2. Find the group assignment grade column
3. Click the **dropdown arrow** next to the grade item name
4. Select **Enter Grades**
5. Change the grade for specific students who deserve different grades
6. Optionally, add individual feedback in the Feedback column
7. Click **Save and Close**

Student View

Important consideration: Students whose grades were adjusted will see two different grades:

- The original group grade in the Assignments tool
- Their individual adjusted grade in the Gradebook

Communication tip: Let students know upfront that:

- They should check the Gradebook for their official grade
- The grade in Assignments reflects the group's overall performance
- Their Gradebook shows any individual adjustments

Key Grading Options

Grading with Rubrics

Benefits of using rubrics:

- Faster grading – click rubric levels instead of writing individual feedback for each criterion
- More consistent grading across students
- Clearer expectations for students
- Automatic grade calculation

How to grade with a rubric:

1. When grading a submission, the rubric appears on the right side of the screen
2. Click the appropriate level for each criterion
3. The total score calculates automatically
4. Add additional overall feedback if needed
5. Publish feedback

See the Rubrics Quick Guide for creating and using rubrics.

Our Recommendation

Use rubrics for major assignments to ensure consistency and efficiency. Even brief rubrics (3-4 criteria with 3-4 levels) dramatically speed up grading while improving feedback quality.

Using Annotation Tools for Inline Feedback

What are annotation tools? Built-in Brightspace tools that let you mark directly on student submissions – like grading a paper assignment but digitally.

Supported file types:

- PDF
- Microsoft Word (DOC, DOCX)
- Microsoft PowerPoint (PPT, PPTX)
- Images (JPG, PNG, etc.)

Available annotation tools:

- **Highlight:** Mark important passages in different colors
- **Text:** Add text comments directly on the document
- **Notes:** Insert note icons students can click to read longer feedback
- **Free draw:** Circle, underline, or draw arrows
- **Shapes:** Add rectangles, lines, etc.

How students see inline feedback:

- Annotations appear directly on their submitted document
- Students access inline feedback by clicking "View Inline Feedback" in the Assignments tool
- Annotations also appear when they view the feedback in the Grades tool

Our Recommendation

Enable annotation tools when creating assignments that require detailed feedback on written work. Combine inline annotations (specific feedback on content) with overall feedback (summary comments and guidance for improvement) for the most effective student learning experience.

Important note: If you use Turnitin for an assignment, don't use Brightspace annotation tools on the same assignment – students can't see both sets of annotations together. Choose one feedback method or the other.

Audio and Video Feedback

Why use audio/video feedback?

- Conveys tone and emotion better than text
- More personal connection with students
- Can explain complex feedback more clearly
- Often faster than typing extensive written feedback

How to record feedback:

1. When grading, click the **microphone icon** (audio) or **camera icon** (video)
2. Choose **Record Audio/Video** or **Upload File**
3. If recording in Brightspace: record up to 1 minute (audio) or 3 minutes (video)
4. If uploading: files can be up to 1 GB
5. Add a title and description
6. Click **Add** and **Update**

Student access: Students can open and download audio/video files from both the Assignments tool and their Gradebook.

Our Recommendation

Use audio/video feedback strategically – it works especially well for major assignments, complex feedback, or when students need extra encouragement. For routine assignments with rubrics, text feedback may be more efficient. Consider recording a brief video walking through the rubric for students who struggled significantly.

Publishing Feedback: Immediately vs Draft

Publish immediately when:

- You're confident in the grade and feedback
- You want students to receive feedback quickly
- You're using a rubric that provides clear, objective grading

Save as draft when:

- You want to review all grades before releasing them
- You need to check your grading consistency across students
- You're grading complex assignments and want to step away and return with fresh eyes
- You're using anonymous marking (you must save all as drafts and publish all at once)

Publishing all drafts at once:

1. Return to the assignment submission list
2. Select the checkboxes next to students whose drafts you want to publish
3. Click **Publish Feedback**
4. Confirm in the popup window

Our Recommendation

For major assignments, save the first few as drafts to establish your grading standards, review for consistency, then publish when confident. For routine assignments with clear rubrics, publishing immediately is fine.

Grading Efficiency Strategies

Grading multiple submissions efficiently

Use navigation arrows:

- Grade one submission, then use arrows (top-right or bottom-right) to move to the next
- No need to return to the submission list between students

Grade in batches:

- Set dedicated grading time rather than grading sporadically
- Grade similar work together to maintain consistency

Create a feedback bank:

- Keep a document of common feedback phrases
- Copy and paste, then personalize for each student

Maximize rubrics:

- Let the rubric do most of the talking
- Add brief overall feedback to personalize or highlight key points

Common Issues and Solutions

Student says they can't see their feedback

Check:

- Did you click "Publish" instead of "Save Draft"?
- Is the assignment visible to students?
- For anonymous marking: Did you publish all feedback at once using "Publish All Feedback"?

Grade doesn't appear in gradebook

Make sure:

- The assignment is linked to a gradebook item
- You clicked "Publish" (not just "Save Draft")
- The gradebook item is visible to students

Annotations aren't showing for students

- Annotations only work on supported file types (PDF, Word, PowerPoint, images)
- Make sure you enabled annotation tools when creating the assignment
- Verify you published the feedback (annotations don't appear in draft mode)
- If using Turnitin, students must view feedback in Turnitin's GradeMark – Brightspace annotations won't appear there

Further Resources

- Evaluate assignments (D2L documentation)
- Creating rubrics in Brightspace
- Creating assignment submission folders

Contact edtech@langara.ca for more information.

EdTech

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Quizzes — Using the Question Library

The Question Library is a central repository for storing and organizing quiz questions that you can reuse across multiple quizzes, surveys, and self-assessments. Think of it as your personal question bank where you can create sections (folders) to organize questions by topic, chapter, or type, making them easy to locate when building assessments.

Quizzes — Using the Question Library is Quizzes guide 1 of 3.

Recommended Best Practices

- **Always create questions in the Question Library first** – questions created directly in quizzes are not automatically saved to the library
- Organize questions in **sections (folders)** before creating

them – makes importing into quizzes seamless

- Use descriptive section names that match your course structure (e.g., “Chapter 3: Cell Biology” or “Midterm – Unit 1”)
- Import questions from existing quizzes to the Question Library as backup in case quizzes are deleted
- Create the Question Library structure at the start of term, even if you haven’t written all questions yet

Why Use the Question Library?

Watch this video for an overview of the benefits:

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3295#oembed-1*

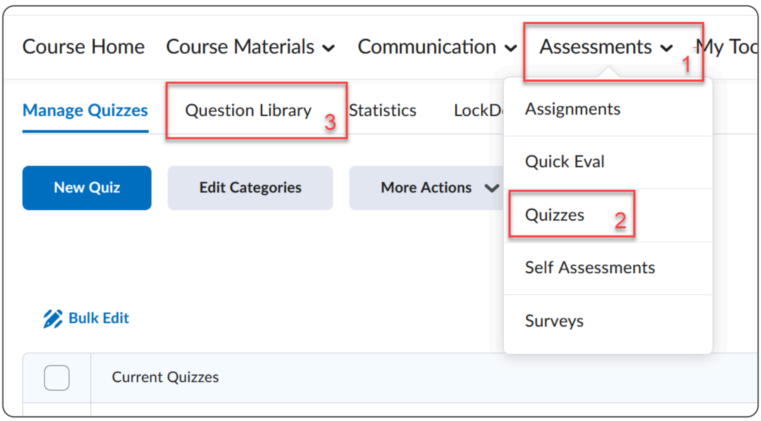
Key benefits:

- **Reusability:** Use the same questions across multiple quizzes, surveys, or self-assessments
- **Organization:** Keep questions organized by topic, difficulty, or type
- **Backup:** Questions stored in the library are preserved even if quizzes are deleted
- **Efficiency:** Update a question once in the library and it updates everywhere it’s used
- **Easy import:** Import entire sections into quizzes rather than adding questions one-by-one
- **Version control:** Create multiple versions of similar

questions for randomization

Accessing the Question Library

1. Go to **Tools > Quizzes**
2. Click the **Question Library** tab



Setting Up Your Question Library

Step 1: Create sections to organize questions

What are sections? Sections are folders that help you organize questions. You can create sections and subsections (folders within folders) to match your course structure.

Common organizational strategies:

- **By chapter or unit:** "Chapter 1," "Chapter 2," etc.
- **By topic:** "Newton's Laws," "Friction," "Spring Forces"
- **By assessment:** "Midterm," "Final Exam," "Weekly Quizzes"
- **By question type:** "Multiple Choice," "Short Answer,"

"Calculations"

- **By difficulty:** "Easy," "Medium," "Hard"

Our Recommendation Organize by topic or learning outcome rather than by assessment type. This makes questions easier to find when creating different quizzes. For example, "Chapter 3: Photosynthesis" is more useful than "Quiz 2 Questions" because you might want to pull photosynthesis questions for multiple assessments.

To create a section:

Watch this video:

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Or follow these steps:

1. In the Question Library, click **New > Section**
2. Enter a **Section Name** (this helps you identify the folder)
3. **Optional settings:**
    - **Message:** Add introductory text that appears when this section is imported into a quiz
    - **Display options:** Choose whether to show the message at the beginning of the section or before each question
    - **Add image:** Include an image that appears with the

section
    - **Private comments:** Add notes for your own reference (students never see these)
4. Click **Save**

To create subsections (folders within folders):

1. Click on the parent section name to open it
2. Click **New > Section**
3. Follow the same steps as above

Step 2: Create questions in sections

Creating New Questions

1. Click on the section name where you want to add questions
2. Click **New** and select a question type from the dropdown
3. Fill in the question details
4. Click **Save**

Watch this video for an overview of available question types:

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Available question types:

- **True/False (T/F):** Two-option questions
- **Multiple Choice (MC):** One correct answer from multiple options
- **Multi-Select (MS):** Multiple correct answers possible

- **Written Response (WR):** Long-answer questions requiring manual grading
- **Short Answer (SA):** Brief text responses
- **Fill in the Blanks (FIB):** Complete missing words or phrases
- **Matching (M):** Connect items in two columns
- **Ordering (ORD):** Arrange items in correct sequence
- **Arithmetic (A):** Math calculations with automatic grading
- **Significant Figures (SF):** Math with precision requirements
- **Likert (LIK):** Scale-based responses (for surveys)

For detailed instructions on creating each question type, see D2L's guide to creating questions.

For pedagogical guidance on choosing question types, see Memorial University's resource on Question Types.

> **Our Recommendation**Use auto-graded question types (Multiple Choice, True/False, Multi-Select, Fill in the Blanks) whenever possible to reduce grading load. Reserve Written Response and Short Answer for assessments where you specifically need to evaluate written communication or complex thinking that can't be captured through selected-response questions.

Step 3: Import questions from existing quizzes (if applicable)

Why import questions from quizzes? Questions created directly in quizzes are NOT automatically saved to the Question Library. Import them to create a backup and enable reuse.

To import questions from an existing quiz:

1. In the Question Library, click on the section where you want to store the questions
2. Click **Import > Browse Existing Questions**
3. Change the **Source** dropdown to the quiz containing the questions you want
4. Check the boxes next to questions or sections you want to import (or check the top box to select all)
5. Click **Import**
6. Repeat for other quizzes as needed
7. Click **Done Editing Questions** when finished

Important Note

The Question Library stores questions separately from quizzes. If you delete a quiz, the questions in it are also deleted UNLESS you've imported them to the Question Library. Make it a habit to import quiz questions to the library as backup.
Importing questions from another course

To import questions from another course's Question Library:
Watch this video:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3295#oembed-4

Brief steps:

1. Go to **Course Admin > Import/Export/Copy Components**
2. Select **Copy Components from Another Course**
3. Choose the source course
4. Select **Question Library**
5. Choose which sections to import
6. Complete the import

This is useful when teaching the same course in multiple terms or sharing questions with colleagues.

Question Library Organization Tips

Managing and moving questions

To move questions between sections:

1. In the Question Library, check the boxes next to questions you want to move
2. Click the **Move** button
3. Select the destination section
4. Click **Move**

To move entire sections:

1. Check the box next to the section you want to move
2. Click **Move**
3. Select where you want to place it (inside another section or at the top level)
4. Click **Move**

To delete questions or sections:

1. Check the boxes next to items you want to delete

2. Click **Delete**
3. Confirm the deletion

Important: Deleting questions from the Question Library does NOT remove them from quizzes where they're already being used.

Creating question variants for randomization

Why create variants? Multiple versions of similar questions prevent students from sharing answers and reduce memorization of specific wording.

Strategy:

1. Create a question in your section
2. Click on it to edit
3. Click **Copy**
4. Modify the copied question (change numbers, rearrange options, adjust wording)
5. Save the variant
6. Repeat to create 2-4 variants of each question

When you import the section into a quiz, you can set Brightspace to randomly select one variant for each student.

Adding titles and descriptions to questions

Question titles:

- Visible only to you in the Question Library (students never see them)
- Help you identify and organize questions
- Not required, but recommended for easy searching
- Example: "Ch3_Photosynthesis_MC_Easy_v1"

To add a title to question types without a title field:

1. When creating/editing the question, click **Options**
2. Click **Add Short Description**

3. Enter your title

Question text:

- This is what students see
- Can include formatted text, images, videos, and links
- Use the text editor to format and add media

Further Resources

- Creating Question Library questions (D2L documentation)
- Question Types in Brightspace: Benefits and challenges (Memorial University)
- Quiz Question Types (Langara EdTech)

Using Question Library in Quizzes

Now that you have a bank of questions organized in your Question Library, see the Creating a Quiz guide to learn how to quickly import questions from the Question Library into your quizzes.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors. This Brightspace course compliments the technical instructions found here with use cases, examples, and advice.

Quizzes — Creating a Quiz

Brightspace's quiz tool allows you to create online quizzes, ranging from informal knowledge checks to high-stakes exams. This guide covers the essential steps for creating a basic quiz. For advanced features like randomization, question pools, and release conditions, see the Quizzes — Advanced Features Quick Start Guide.

Quizzes — Creating a Quiz is Quizzes guide 2 of 3.

Recommended Best Practices

- Create quizzes directly in Content so they appear in your course modules
- Use the Question Library to create and organize questions before building quizzes
- Link quizzes to gradebook items before the term starts
- Use **Calculated Final Grade** during the term for automatic

grade updates

- Set **due dates** for lower-stakes quizzes; use **availability dates** for high-stakes exams
- Choose **asynchronous time limits** for flexibility; use **synchronous** only when all students must start together
- Use **Treat ungraded items as 0** for accurate progress tracking
- Balance exam integrity with exam anxiety when setting paging options
- Only auto-publish results if all questions are reliably auto-gradable

Before You Begin

> We highly recommend using the Question Library to create and organize questions before importing them into a quiz. See Using the Question Library Quick Start Guide.

Consider preparing:

- **Questions in the Question Library:** Organized in sections by topic or chapter
- **Gradebook structure:** Set up your gradebook to link quizzes to existing grade items
- **Quiz instructions:** Clear directions about time limits, allowed resources, and submission details

Watch this overview of quiz creation:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3278#oembed-1

Creating a Quiz

Our Recommendation

Create quizzes directly in Content so they appear in your course modules. If you create quizzes via the Manage Quizzes page, students can only access them through the Tools menu unless you manually add them to your modules.

Step-by-step instructions

Step 1: Navigate to Quiz Location

1. Go to **Course Materials > Content**
2. Select the module where you want to add the quiz
3. Click **Upload/Create > New Quiz**

Step 2: Enter Quiz Details

1. **Title:** Give the quiz a descriptive name (mandatory)
2. **Description:** Add instructions students see before starting

the quiz

- Include any special instructions, allowed resources, or expectations
- Consider using larger font or color to make instructions stand out

3. **Save regularly** as you build your quiz

Step 3: Link to Gradebook (Grade Out Of)

1. Set the point value in the **Grade Out Of** box
2. Use the **In Grades** dropdown to:
    - Create a new gradebook item (default)
    - Link to an existing gradebook item (select **Edit or Link to Existing**)
    - Select a grade category if you've set them up

Step 4: Add Questions from Question Library

1. Click **Add Existing** dropdown
2. Select **Browse Question Library**
3. Check boxes next to sections or individual questions to import
4. Click **Import**

Step 5: Verify Total Points

1. After adding questions, check that the **Grade Out Of** value matches your intended point total
2. If the quiz is linked to the gradebook, manually adjust the point total to align with the sum of question points
3. If the quiz is NOT linked to the gradebook, the points automatically match the question total and cannot be edited

Step 6: Set Dates

Choose either **Due Date** OR **Availability Dates** (see detailed guidance below)

Due Date:

- Use for lower-stakes quizzes where late submissions are acceptable but marked as late
- Students can submit after the deadline
- Automatically appears in the course calendar

Availability Dates (Start/End):

- Use for high-stakes quizzes with strict time windows
- Students can only begin the quiz during this window
- Check the box to add availability dates to the calendar (not automatic)

See also Dates, Deadlines, and Availability Quick Guide

Step 7: Set Time Limit (Timing & Display)

1. Expand the **Timing & Display** menu
2. Check **Set Time Limit** to add a countdown clock to the quiz (by default, no time limit is set)
3. Enter the time limit in minutes
4. Click **Timer Settings** to control what happens when students exceed the time limit:
    - **Automatically submit the quiz attempt** (default) – quiz auto-submits when time expires
    - **Flag as "exceeded time limit" and allow the learner to continue working** – students can keep working but submission is flagged
    - **Do nothing: the time limit is not enforced** – countdown clock shows but no enforcement
5. Within Timer Settings, choose between asynchronous (default) or synchronous timing (see detailed guidance

below)

Important: Setting a time limit only displays a countdown clock to students unless you also configure Timer Settings to enforce the limit. The default setting automatically submits the quiz when time expires.

Step 8: Configure Paging (Timing & Display)

1. In **Timing & Display**, find the **Paging** dropdown
2. Choose how many questions appear per page
3. Decide whether to allow students to navigate backwards to previous pages

Step 9: Set Category (Optional)

Choose a category to organize quizzes by type, topic, or other grouping.

Step 10: Configure Evaluation Settings (Evaluation & Feedback)

1. Expand the **Evaluation & Feedback** menu
2. Decide whether to **auto-publish attempt results** (only if all questions are auto-gradable – see guidance below)
3. If linked to gradebook, check **Synchronize to grade book on publish**
4. Configure feedback display options if desired (contact EdTech for help with this)

Step 11: Save and Preview

1. Click **Save**
2. Click **Preview** to test the exact student experience
3. Check that all questions display correctly, time limits work, and navigation functions as expected

Key Quiz Settings

Due Dates vs Availability Dates

Due Dates: Use for lower-stakes quizzes

- Students can submit after the deadline but submissions are marked as late
- More flexible for students with varying schedules
- Automatically appear in the course calendar

Availability Dates (Start/End): Use for higher-stakes quizzes

- Students can only begin the quiz during the specified window
- More control over when students take the assessment
- Example: Quiz must be started between 3:00 PM and 3:20 PM on October 21
- Must manually check the box to add to calendar

Our Recommendation

Use **one or the other** to avoid confusing students. End dates override due dates. For most quizzes, use **due dates** for flexibility. Reserve **availability dates** for high-stakes exams where you need strict timing control.

Understanding the Difference

Availability window (Start/End Dates): the time period during which a student can *begin* a quiz
Time Limit: the amount of time the student has to complete a quiz once they've started it

Time Limits: Synchronous vs Asynchronous

Asynchronous (default): Students have the full time limit regardless of when they start

- **Best for:** Asynchronous courses, lower-stakes quizzes, students with varying schedules
- **How it works:** Timer starts when student clicks "Start Quiz" – each student gets full time even if starting near the end of availability window
- **Example:** Quiz available Oct 1-3, 60-minute limit. Student starts Oct 3 at 11:59 PM, timer begins then and they get full 60 minutes (until 12:59 AM Oct 4)

Synchronous: Timer starts at the start time for all students simultaneously

- **Best for:** In-class quizzes, high-stakes exams where you need all students to begin together
- **How it works:** Timer begins at the Start Date for everyone. Students starting late forfeit time that has already passed
- **Example:** Quiz starts Oct 21 at 3:00 PM, 60-minute limit. Student starting at 3:10 PM only has 50 minutes remaining

(quiz ends at 4:00 PM for everyone)

- **Important setup note:** Use Start Date (required) and leave End Date empty – the quiz automatically ends when time limit expires
- **Student experience:** "Start Quiz" button is disabled with countdown timer showing time until quiz becomes available

To change from asynchronous to synchronous, click **Timer Settings** in the Timing & Display menu and select "Synchronous: Timer starts on the start date."

Our Recommendation

Use **asynchronous** (default) for most quizzes to accommodate different schedules and reduce anxiety. Reserve **synchronous** timing for in-class quizzes or high-stakes exams where simultaneous start is essential for integrity. **Important:** Be very careful with synchronous quizzes – students must understand the importance of starting on time, as there's no way to restore lost time except through individual accommodations that you must manually set and remove.

Adding Time to a Quiz in Progress

If you need to add time to a quiz while students are actively taking it, use the Special Access feature:

1. Go to **Course Admin > Manage Quizzes**
2. Click on the quiz name to edit
3. Select **Availability Dates & Conditions**
4. Click **Manage Special Access**

5. Ensure “Allow selected users special access to this quiz” is selected
6. Click **Add Users to Special Access**
7. In the Timing section, check **Override time limit**
8. Enter the new time limit in minutes
9. In the Users section, check the names of all students who need the extension
10. Click **Save**, then **Save and Close**
11. **Important:** Tell students to refresh their browsers for the new time setting to take effect

> Students must refresh their browsers for the updated time limit to take effect. Communicate this clearly when extending time during an active quiz.

Paging: How Many Questions Per Page?

The default shows all questions on one page. You can specify how many questions appear per page and whether students can navigate backwards.

Considerations:

- **All questions on one page:** Students see the full scope, can strategize, but increases opportunities for academic misconduct
- **One question per page with no going back:** Reduces misconduct but significantly increases anxiety
- **Several questions per page with no going back:** Balances integrity and anxiety

Our Recommendation

Balance exam integrity with exam anxiety: Show several questions per page (giving students some choice about which to answer first) and check **“Prevent going back to previous pages”** to limit unlimited review of previous answers. This middle approach reduces both misconduct opportunities and student anxiety.

Auto-Publishing Results

When to auto-publish: Only if your quiz consists entirely of auto-gradable questions

- Multiple choice
- True/False
- Multi-Select
- Fill in the Blanks (with exact text matches)
- Matching
- Ordering

When NOT to auto-publish: If any questions require review or manual grading

- Fill in the Blanks with typed answers (need verification)
- Short Answer
- Written Response

For quizzes requiring manual grading, uncheck **“Auto-publish attempt results immediately upon completion”**

Don’t forget: If you linked the quiz to your gradebook, check **“Synchronize to grade book on publish”** or you’ll need to manually push scores.

Our Recommendation

Auto-publish is fine for purely auto-gradable quizzes where students benefit from immediate feedback. For mixed question types or high-stakes assessments, save results as drafts so you can review before publishing to ensure accuracy and catch any issues with question wording or answer keys.

Bonus Questions

What are bonus questions?

Bonus questions give students opportunities to earn extra points without penalty for skipping or answering incorrectly. Students are not penalized if they skip a bonus question or get it wrong.

Setting up bonus questions:

1. Add your questions to the quiz (from Question Library or create new)
2. Check the box next to the question(s) you want to make bonus
3. Click **More Actions** and select **Toggle Bonus**
4. The question will show "BONUS" under its point value
5. Click **Save**

Gradebook settings for bonus questions:

By default, bonus points replace missed points (maximum score remains 100%). If you want students to exceed 100%:

1. Go to **Grades** in your course
2. Click on the quiz grade item
3. Check **Can Exceed**
4. Click **Save and Close**

5. If your quiz is in a category, also check **Can Exceed** for that category

> **Important:** Questions randomly drawn from Question Pools cannot be designated as bonus questions.

Allowing Students to Retake Only Incorrect Answers

What is this feature?

This setting allows students who attempt a quiz multiple times to retake only the questions they answered incorrectly on previous attempts. Questions they answered correctly are locked and automatically counted toward their new attempt.

When to use this:

- Practice quizzes where the goal is mastery of all concepts
- Formative assessments focused on learning rather than evaluation
- Self-assessment quizzes where students should focus on their gaps

To enable this feature:

1. Open your quiz for editing
2. Go to **Attempts & Completion**
3. Click **Manage Attempts**
4. Set **Attempts Allowed** to 2 or more
5. Check **“On new attempts, only allow answers for previously incorrect questions”**
6. Under **Overall Grade Calculation**, select how attempts should be graded:
    - **First Attempt:** Only the first attempt counts (use this if

you want baseline performance)
    - **Highest Attempt:** System adds scores from all attempts together (can exceed 100%)
    - **Average of All Attempts:** Creates new average with each attempt
7. Click **OK**, then **Save and Close**

Important considerations: Written Response questions will show as 0 points until manually graded. If you use release conditions based on quiz grades, they will be based on the first attempt score if that's what you've selected for grade calculation. While this seems useful for practice, sometimes it's better to let students retry all questions, as they may have gotten an answer correct accidentally the first time.

Controlling Student Feedback and Results Display

Understanding what students can see:

By default, students only see their overall score after you publish results. You can choose to show additional information:

- **Quiz score only:** Students see their total points and percentage (default)
- **Question scores:** Students see which questions they got right or wrong, but not what the correct answers are
- **Their responses:** Students see what they selected or wrote
- **Correct answers:** Students see what the correct answers

were

- **Question-level feedback:** Students see any feedback you added to individual questions

You can mix and match these options and control **when** students see them (immediately after submission, after the due date, after a specific date, etc.).

Common approaches and considerations:

- **Practice quizzes or formative assessments:** Show correct answers immediately so students can learn from mistakes. Since the goal is learning, integrity concerns are less significant.
- **Graded quizzes where you reuse questions:** Show score and question scores immediately, but withhold correct answers. This allows students to know how they did without compromising your question pool for future terms.
- **Graded quizzes with in-class review:** Show score only initially, then briefly show correct answers for a limited time during your in-class review session (1-2 days), then hide them again. This allows discussion without permanently compromising questions.
- **High-stakes exams:** Show score only, never show questions or correct answers. This protects exam integrity if you plan to reuse questions.

Important: Leaving questions and correct answers permanently visible compromises academic integrity if you plan to reuse questions. Students can (and do) share this information with future students. Consider whether the learning value of showing answers outweighs the integrity risk to your question pool.

Creating a custom feedback display (step-by-step)

1. Open your quiz for editing
2. Go to **Evaluation & Feedback**
3. Click **Customize Quiz Results Displays**
4. Click **New** to create a custom results view
5. Give your results display a descriptive name (e.g., “Show Correct Answers After Due Date”)
6. Under **Quiz Summary**, choose what students see:
    - Check **Quiz Score** to show the overall score
    - Check **Questions** to show the question text
    - Check **User Responses** to show what students selected
    - Check **Correct Answers** to show the correct responses
    - Check **Question Scores** to show points earned per question
    - Check **Question Feedback** to show any feedback you added to questions
7. Under **Availability**, control when students can see this view:
    - **Immediately:** Students see it as soon as they submit
    - **Automatically at a specified date:** Set a specific date/time when this view becomes available
    - **After quiz availability end date:** View appears after the quiz closes
8. If you want to hide this view later (for the in-class review approach), set an **End Date** for when the view should no longer be available
9. Click **Save**
10. Back in the main quiz settings, click **Save and Close**

Example configuration for in-class review:

- Create a view named “In-Class Review”
- Check: Quiz Score, Questions, User Responses, Correct Answers
- Set availability to start the day of your review session
- Set end date for 2 days later
- Students can see everything during your review window, then it disappears

The feedback display options can be complex. Contact EdTech for assistance setting up custom result views that match your pedagogical goals and timeline.

Final Steps

1. **Save** your quiz regularly as you build it
2. **Preview** your quiz before publishing – the preview replicates the exact student experience
3. Test the time limit, navigation, and question display
4. Verify that the point total is correct

Further Resources

- Using the Question Library Quick Start Guide
- Quizzes — Advanced Features Quick Start Guide
- Dates, Deadlines, and Availability Quick Start Guide

- Creating questions (D2L documentation)
- Changes to the Brightspace Quiz Experience (video, 8:56)

Now that you have a quiz set up, review advanced quiz features.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors

Quizzes — Advanced Features

This guide covers advanced quiz features for enhancing academic integrity, providing accommodations, and creating sophisticated assessments. Before using these features, make sure you're comfortable with basic quiz creation (see Creating a Quiz Quick Start Guide).

Quizzes — Advanced Features is Quizzes guide 3 of 3.

Overview

Advanced quiz features allow you to:

- Support academic integrity through randomization
- Provide individualized accommodations and extensions
- Control when and how students access quizzes
- Customize the feedback students receive
- Organize complex assessments with multiple sections
- Accept multiple answer formats using regular expressions
- Analyze quiz performance through reports and statistics

Need help implementing these features? Contact EdTech at for one-on-one support.

Question Pools and Randomization

What are Question Pools?

A **question pool** is a collection of questions stored in the Question Library from which Brightspace randomly selects a specified number for each student's quiz.

Benefits:

- Each student sees a different subset of questions
- Reduces opportunities for sharing answers
- Allows you to reuse questions across terms without students seeing identical quizzes

Example: You create a pool of 20 questions about Chapter 3. The quiz pulls 10 random questions from this pool. Student A gets questions 2, 5, 7, 9… while Student B gets questions 1, 4, 8, 11…

Important: Questions in the same pool should be of similar difficulty to ensure fairness. Don't mix easy and hard questions in one pool.

Creating a Question Pool

Step 1: Organize Questions in the Question Library

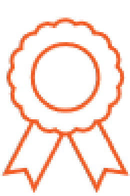
Before creating a pool, you need questions organized in sections:

1. Go to **Course Admin > Quizzes > Question Library**
2. Click **New > Section**
3. Name the section (e.g., "Chapter 3 – Intermediate Difficulty")
4. Add questions to this section
5. Create more questions than you'll use in the quiz (e.g., 20 questions if you want students to answer 10)

Step 2: Add the Pool to Your Quiz

1. Open your quiz for editing
2. In the Questions section, click **Create New > Question Pool**
3. Give the pool a descriptive name (students don't see this)
4. Click **Browse Question Library**
5. Check the box next to the section you created
6. Click **Import**
7. Enter the **Number of Questions to Select** (how many questions each student will see from this pool)
8. Enter **Points per Question**
9. Click **Save**

Our Recommendation



Create pools with 1.5-2 times as many questions as you want students to answer. For example, if you want students to

answer 10 questions, create a pool of 15-20. This ensures variety while keeping your workload manageable.
Using Multiple Pools for Different Difficulty Levels

You can create several pools in one quiz to control the distribution of question difficulty:
Example scenario: A quiz with easy, medium, and hard questions

1. Create three sections in your Question Library:
   - “Chapter 3 – Easy” (10 questions)
   - “Chapter 3 – Medium” (10 questions)
   - “Chapter 3 – Hard” (8 questions)
2. In your quiz, create three separate pools:
   - Pool 1: Pull 5 questions from “Easy” section, 2 points each
   - Pool 2: Pull 3 questions from “Medium” section, 3 points each
   - Pool 3: Pull 2 questions from “Hard” section, 5 points each
3. Total quiz: 10 questions, 29 points possible

Each student gets a different combination of questions, but everyone has the same difficulty distribution.
Additional Randomization Options

Beyond question pools, you can randomize in other ways:
Shuffle Question Order:

- Go to **Timing & Display** in your quiz settings
- Check **Shuffle questions and sections within the quiz**
- Students see questions in random order (useful even without pools)

Randomize Answer Choices:

- When creating or editing a multiple choice or multi-select question
- Check **Randomize answer order** below the answer options
- Each student sees answer choices in a different order
- **Caution:** Don't use this if you have "All of the above" or "None of the above" options

Special Access: Accommodations and Extensions

What is Special Access?

Special Access allows you to provide individual students or groups with different quiz settings than the rest of the class.

Common uses:

- Extended time for students with accommodations
- Different due dates for students with extenuating circumstances
- Additional quiz attempts after technical difficulties
- Earlier or later access windows

Providing Extended Time

1. Go to **Course Admin > Manage Quizzes**
2. Click the quiz name to edit it
3. Select **Availability Dates & Conditions**
4. Click **Manage Special Access**
5. Select **Allow selected users special access to this quiz**
6. Click **Add Users to Special Access**
7. Under Timing, check **Override time limit**
8. Choose one option:
    - **Multiplier of original quiz time:** Enter 1.5 for time-and-a-half, 2.0 for double time

    - **Extra time:** Enter additional minutes to add to the original time limit
    - **No time limit:** Remove the time limit entirely
9. Under Users, check the box next to each student who needs this accommodation
10. Click **Save**, then **Save and Close**

> Special Access settings override the default quiz settings. Make sure to double-check that you've selected the correct students before saving.

Providing Additional Attempts

1. Follow steps 1-6 from "Providing Extended Time" above
2. Under Attempts, check **Override attempts allowed**
3. Select the number of attempts from the dropdown
4. (Optional) Set **Advanced Attempt Conditions** if you want to require students to achieve a minimum score before getting another attempt
5. Under Users, check the box next to each student who needs additional attempts
6. Click **Save**, then **Save and Close**

Changing Availability Dates for Individual Students

1. Follow steps 1-6 from "Providing Extended Time" above
2. Under Availability, check **Has Start Date** and/or **Has End Date**
3. Set the custom dates and times for the selected students
4. Under Users, check the box next to each student who needs different dates
5. Click **Save**, then **Save and Close**

Example use case: Most students take the quiz Oct 15-17, but one student has a conflict and needs to take it Oct 18-19 instead.
Managing Special Access

To view which students have Special Access:

- Quizzes with Special Access show a key icon on the Manage Quizzes page
- Open the quiz and go to **Availability Dates & Conditions > Manage Special Access** to see the full list

To edit Special Access:

- Click the pencil icon next to the student's name
- Make your changes
- Click **Save**

To remove Special Access:

- Click the X next to the student's name
- Click **Save and Close**

Release Conditions

What are Release Conditions?

Release Conditions control when a quiz becomes available based on whether students have completed other course activities.

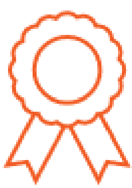
Common uses:

- Require students to complete a practice quiz before accessing the graded quiz
- Make Quiz 2 available only after Quiz 1 is submitted
- Ensure students have viewed required content before attempting an assessment
- Restrict quizzes to specific groups or sections

Setting a Release Condition

1. Open your quiz for editing
2. Go to **Availability Dates & Conditions**
3. Click **Create Release Condition**
4. Choose the type of condition:
    - **Content Viewed:** Student must view specific content
    - **Activity Completed:** Student must complete an assignment, discussion, or quiz
    - **Grade Value:** Student must achieve a certain grade on another activity
    - **Group Membership:** Student must be in a specific group
5. Select the specific item or group
6. Click **Create**
7. Click **Save and Close**

Our Recommendation



Use release conditions for sequential assessments where later quizzes build on earlier ones, or to ensure students engage with preparatory materials before attempting high-stakes assessments.

Custom Result Views: Controlling Feedback

Understanding Quiz Feedback Options

By default, students only see their overall score after completing a quiz. You can customize what they see, including:

- Individual question scores
- Correct answers
- Question-level feedback
- Which answers they selected

You can also control **when** students see different types of feedback (immediately after submission, after the due date, after all attempts, etc.).

Creating a Custom Result View

> This feature is complex and has many options. Contact EdTech for help configuring custom feedback displays that match your pedagogical goals.

Basic steps:

1. Open your quiz for editing
2. Go to **Evaluation & Feedback**
3. Click **Customize Quiz Results Displays**
4. Click **New** to create a custom view
5. Choose what students can see (questions, answers, feedback, correct answers, etc.)
6. Set when this view is available (immediately, after due date, after specific date, etc.)
7. Click **Save**

Common configurations:

- **Practice quizzes:** Show everything immediately so students can learn from mistakes

- **Graded quizzes:** Show score immediately, withhold correct answers until after due date
- **High-stakes exams:** Show score only, never show questions or answers

Anonymous Grading

What is Anonymous Grading?

Anonymous grading hides student names when you're reviewing and grading written response or short answer questions, helping reduce unconscious bias.

How it works:

- Student names are hidden during grading
- Students appear as "Anonymous User 1," "Anonymous User 2," etc.
- You can still provide feedback, which is saved as drafts
- Once you publish all feedback, names are revealed

Enabling Anonymous Grading

1. Open your quiz for editing
2. Go to **Evaluation & Feedback**
3. Check **Enable anonymous marking**
4. Click **Save**

Important limitations: You cannot disable anonymous marking after students have submitted. You must publish ALL feedback at once using "Publish All Feedback" – you cannot publish grades individually.

Quiz Sections

What are Quiz Sections?

Quiz sections allow you to organize questions into groups within a single quiz.

Benefits:

- Organize questions by topic, difficulty, or question type
- Apply different randomization settings to different sections
- Give sections different point values
- Create more complex quiz structures

Example: A quiz with three sections:

- Section 1: Multiple choice questions (20 points)
- Section 2: Short answer questions (30 points)
- Section 3: Essay question (50 points)

Creating Quiz Sections

1. Open your quiz for editing
2. In the Questions area, click **Create New > Section**
3. Give the section a name
4. Click **Save**
5. Add questions to this section by clicking **Create New > New Question** or **Add Existing > Browse Question Library**
6. Repeat to create additional sections

Using sections with question pools:

- You can create a question pool within a section
- Each section can have its own pool with different randomization settings
- This allows sophisticated quiz structures (e.g., 5 random multiple choice from Section 1, 3 random short answer

from Section 2)

Regular Expressions for Fill-in-the-Blank Questions

What are Regular Expressions?

Regular expressions (regex) allow you to accept a wider range of student responses as correct in auto-graded quiz questions. This is especially useful for questions where multiple formats of the same answer are acceptable.

Common uses:

- Accepting both Canadian and American spellings (e.g., “colour” or “color”)
- Accepting answers with or without decimal places (e.g., “250” or “250.0”)
- Accepting dates in multiple formats (e.g., “Sept. 5” or “September 5th”)
- Accepting scientific notation and measurement variations

Supported question types:

- Short Answer
- Multi-Short Answer
- Fill in the Blanks
- Arithmetic
- Significant Figures

Common Regular Expression Patterns

Here are some frequently used regex patterns:

colou?r – Matches “colour” or “color” (the ? makes the preceding character optional)

250(\.0+)? – Matches “250” or “250.0” or “250.000000”

July (first|1st|1) – Matches “July first”, “July 1st”, or “July 1”

gr[ae]y – Matches “gray” or “grey”

250\s*mL – Matches “250mL” or “250 mL” or “250 mL” (allows zero or more spaces)

> **Important:** Regular expressions are case-sensitive by default. Test your regex thoroughly before using it in a live quiz.

Setting Up a Regex Question

1. Go to **Course Admin > Quizzes > Question Library**
2. Select **New** and choose your question type (Short Answer, Fill in the Blanks, etc.)
3. Enter your question text
4. **Critical step:** In the answer field dropdown, change from **Text** to **Regular Expression**
5. Enter your regex pattern in the answer field
6. Click **Save**

Testing your regex:

1. Before using in Brightspace, test at regexr.com
2. Enter your regex in the Expression field
3. Enter test answers in the Text field
4. If your regex works, the text will highlight in blue
5. After adding to a quiz, preview the quiz and grade preview attempts to verify auto-grading works correctly

Our Recommendation

Regex is powerful but complex. Start with simple patterns for common variations (like Canadian/American spelling) before attempting complex expressions. Contact EdTech for help with discipline-specific regex patterns.

Quiz Reports and Statistics

Understanding Quiz Statistics

Brightspace provides detailed analytics about quiz performance at both the individual and class level.

Three types of statistics available:

- **User Stats:** Score distribution, class average, individual student grades
- **Question Stats:** Average score, standard deviation, discrimination index, and point biserial for each question
- **Question Details:** Detailed analysis showing which answers students selected and how many times

To access statistics:

1. Go to **Manage Quizzes**
2. From the quiz dropdown menu, select **Statistics**
3. Click through the tabs: User Stats, Question Stats, Question Details

> Statistics help you identify problematic questions, understand student performance patterns, and make data-informed decisions about your assessments.

Creating Custom Quiz Reports

Quiz reports allow you to generate and share anonymous quiz data with specific audiences.

When to create a report:

- You want to analyze quiz data offline (export to Excel or CSV)
- You need to share anonymous quiz statistics with colleagues
- You want to release specific data to students at specific times

Five report types available:

- **Question Statistics:** Average scores and statistical measures for each question
- **Question Details:** Shows which answers students chose and how frequently
- **User Statistics:** Class average, score distribution, and individual grades
- **Attempt Details:** Detailed information about each attempt including completion time
- **User Attempts:** Shows scores and attempts for each student

To create a report:

1. From the quiz dropdown menu, select **Setup Reports**
2. Click **Add Report**

3. Enter a report name
4. Select a **Report Type**
5. Choose which data to include using the checkboxes
6. Set a release date (optional)
7. Select which roles can access the report
8. Click **Save**

To view a report:

1. From the quiz dropdown menu, select **View Reports**
2. Click on the report name
3. Choose your format: CSV, Excel, or HTML

Best Practices for Advanced Features

Test thoroughly: Preview quizzes after setting up advanced features to ensure they work as intended. If using question pools or randomization, preview multiple times to see different question combinations.

Communicate with students: If you're using randomization, let students know they may see different questions than their peers. If using release conditions, explain what they need to complete first.

Document your Special Access: Keep a record of which students have accommodations or extensions, especially if you're managing multiple special access scenarios.

Start simple: Don't try to use all advanced features at once. Start with one (like question pools) and add others as you become comfortable.

Balance security and anxiety: More randomization and restrictions increase academic integrity but can also increase student anxiety. Find the right balance for your context.

Further Resources

- Creating a Quiz Quick Start Guide
- Using the Question Library Quick Start Guide
- D2L: Manage quiz questions
- D2L: About Special Access
- D2L: Set up release conditions

Contact edtech@langara.ca for more information.

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Discussions

Discussions are an effective way to stimulate student engagement and collaboration, foster a sense of community, offer feedback, and help students explore the course content. Asynchronous discussions encourage deeper reflection and critical thinking, enhance student exposure to various course materials, present students with diverse perspectives, and enable instructors to assess student learning.

Discussions is Discussions guide 1 of 2.

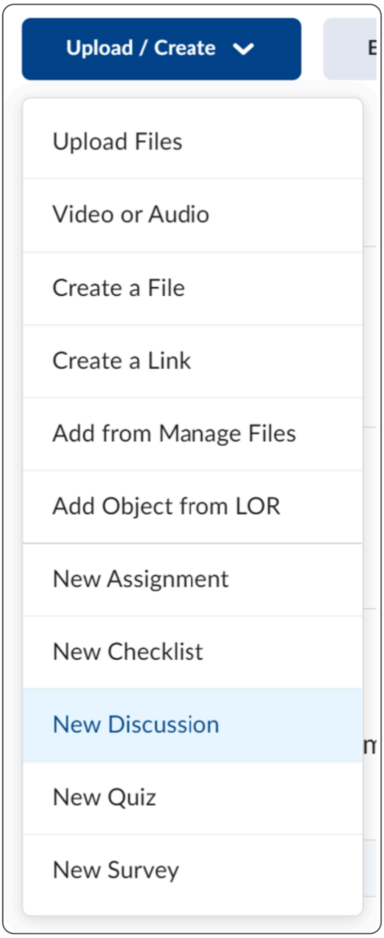
Setting up a discussion forum, topic, and thread

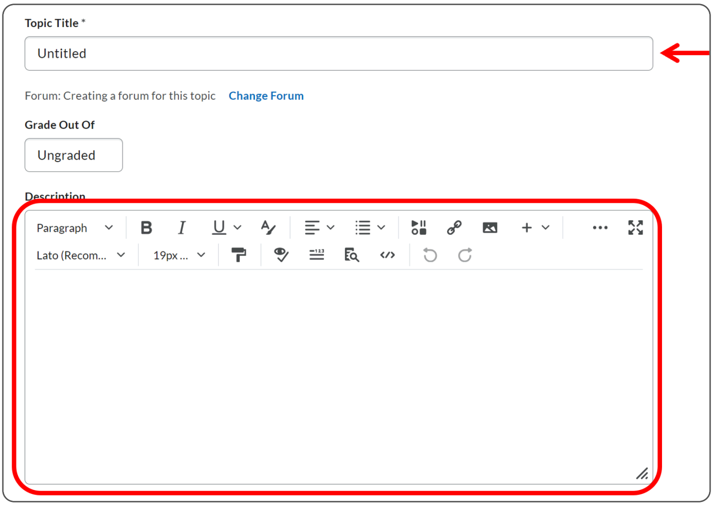
D2L discussions are organized into the following:

- Forum: broad categories for discussion
- Topic: specific discussions within the forum
- Thread: student response within the topic

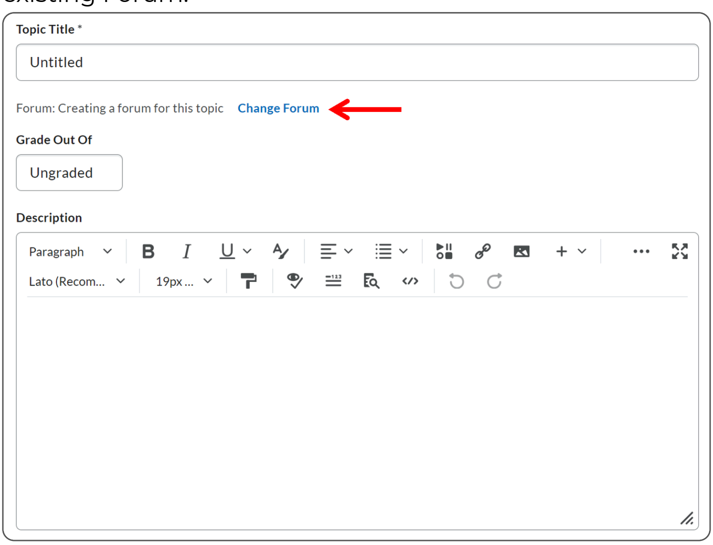
Adding a Topic and Forum

1. Navigate to **Course Materials** > **Content**.
2. From the Table of Contents, select the module where you'd like to add the Discussion.
3. Click **Upload/Create** > **New Discussion** if you are creating a new discussion. If your Discussion already exists, you can click **Existing Activities** > **Discussion** and select the Forum/Topic you wish to add.
4. Give your new topic a **Topic Title** and add instructions for your students in the **Description** textbox. You can set availability dates, release conditions, and group restrictions to your topic. You can also add rubrics and evaluate topics, if you provide a **Grade Out Of** score.

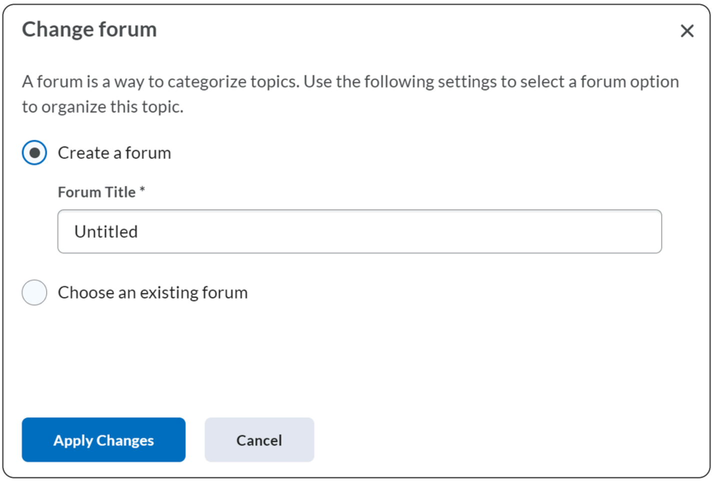




5. Click **Change Forum** to add a new Forum or link to an existing Forum.



6. If you are creating a new forum, provide a **Forum Title** or if a forum exists, choose it from the dropdown. Click **Apply Changes**.



Note: Forums are used to group discussion topics. Users cannot post to Forums directly; posting requires a topic to be created first.

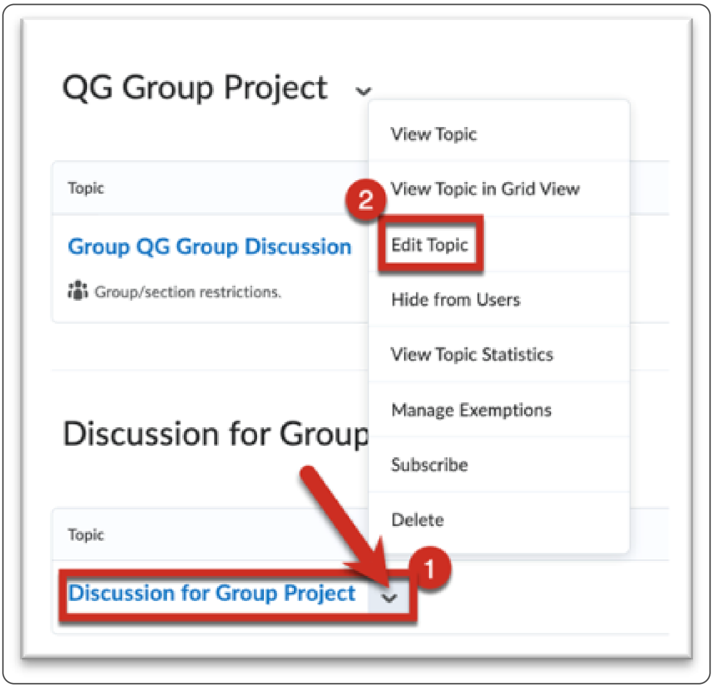
7. At the bottom of the screen, toggle the topic from **Hidden** to **Visible**.
8. Click **Save and Close** when done.

Group Discussions

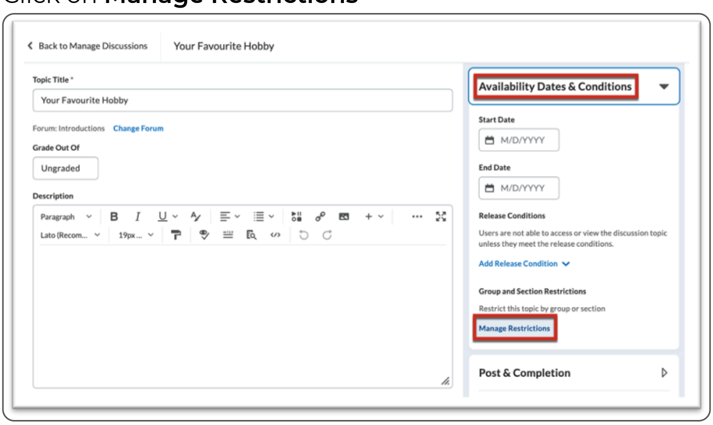
As part of the Groups creation process, you have the option to create associated Discussions at the same time. However, it's also possible to create Discussions and Groups separately and then connect them later.

If you want to link a Discussion with Groups, you can link them in the Topic settings.

- Go to **Communication** > **Discussions**
- Find the name of the Discussion topic, click the arrow to show the drop-down, and select **Edit Topic** from the options



- Expand the **Availability Date & Conditions** settings on the right
- Click on **Manage Restrictions**

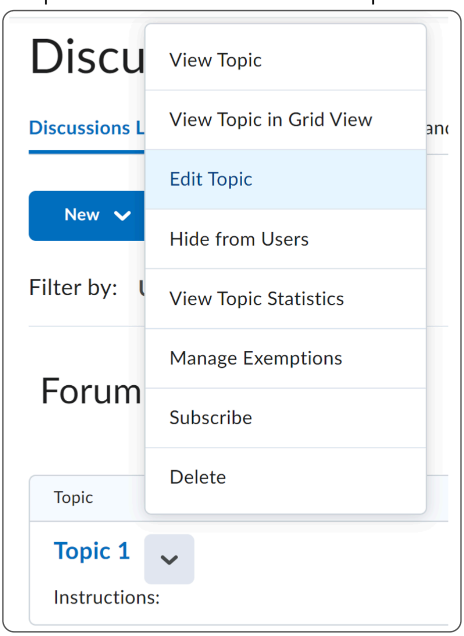


To manage restrictions, take the following steps:

1. **Group and Section Restrictions**: Select **Restrict topic and separate threads**
2. **Select who will see this topic**: Select the **Group** you want to link to in the drop-down options
3. Click **Add**

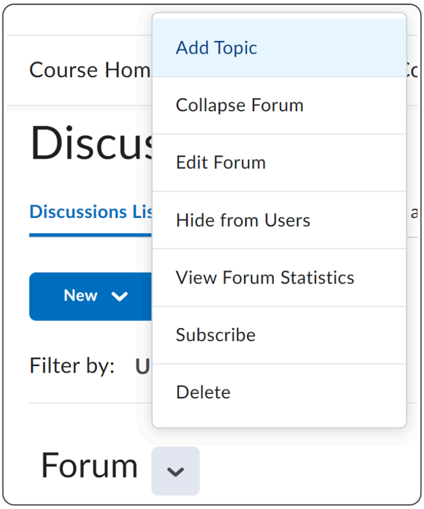
Editing Topics

If you need to make any updates or changes to a topic, navigate to **Communication** > **Discussions**. Expand the dropdown menu beside the topic and select **Edit Topic**.



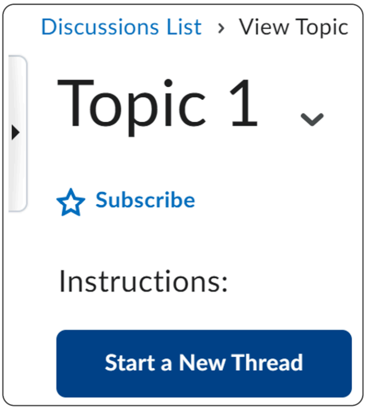
Adding Additional Topics

Additional topics can be added to already created forums. To do this, expand the dropdown menu in the discussion forum you wish to add another topic and click **Add Topic**.

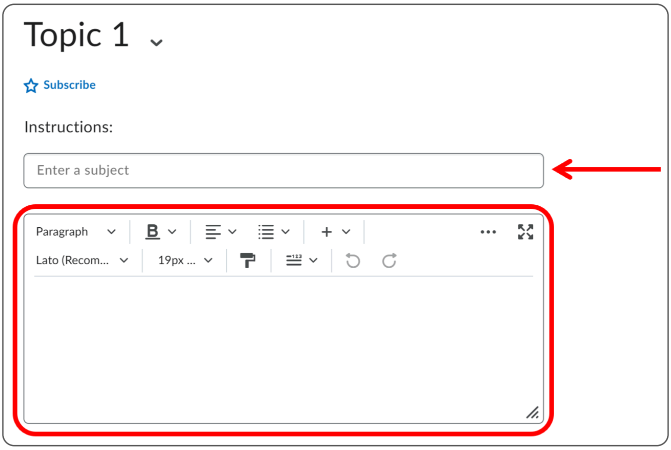


Adding a Thread/Post

1. In the topic where you want to add a thread, click **Start a New Thread**.



2. Add a title to the thread and discussion into the textbox. In Brightspace Discussions, you are not limited to posting text. You can post video, audio, images, etc. Consider giving students options in their modes of expression.



3. Click **Post**.

Further Resources

- Asynchronous discussions – how and why
- Effective Practices for Teaching with Online Discussions
- Facilitating Discussions in D2L
- Online Discussions: Tips for Instructors
- Online Discussions: Tips for Students
- Online Discussion Questions That Work

Discussions can also be used as an assessment. Move to the next quick guide on assessing topics to learn about easy grading of discussions.

Contact edtech@langara.ca for more information.

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Rubrics

Rubrics in Brightspace are powerful tools for evaluating student work consistently and transparently. They provide clear grading criteria, making assessments more objective and consistent while offering students valuable feedback on their performance. Rubrics help students better understand expectations and how their work will be evaluated. Rubrics also aid instructors by creating an efficient, repeatable marking system. This guide will help you create, attach, and use Brightspace rubrics effectively.

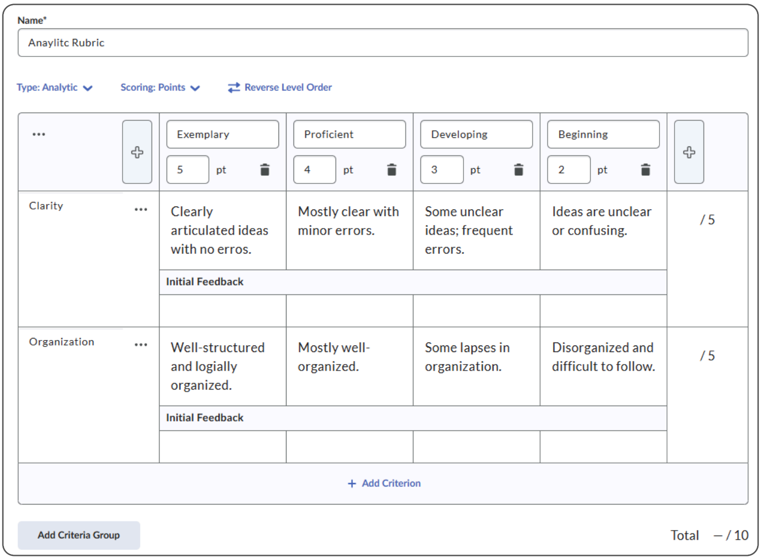
Before you begin creating rubrics, it's important to understand the two main types of rubrics available and how they can be used to align with your teaching goals.

Types of Rubrics

Analytic Rubrics

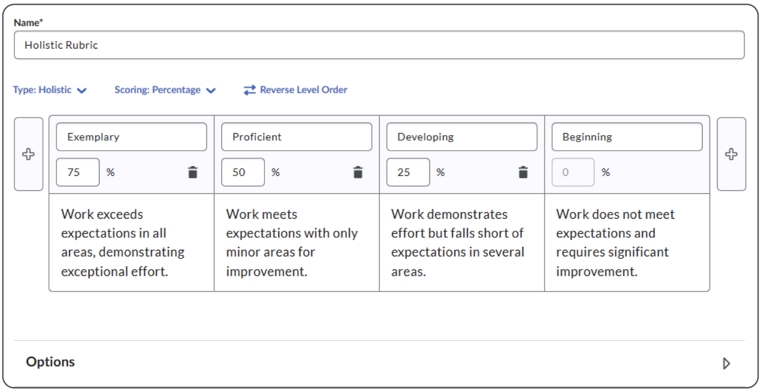
- Description: Analytic rubrics evaluate student work based on multiple criteria, with each criterion assessed across defined levels of achievement. This type provides detailed feedback on specific aspects of a student's work.
- Structure: Each row represents a criterion (e.g., clarity, organization, depth of analysis), and each column represents a level of achievement (e.g., Exemplary, Proficient, Developing, Beginning).
- Use Case: Ideal for assignments where multiple

components are being assessed, such as essays, projects, or presentations.



Holistic Rubrics

- Description: Holistic rubrics provide a single overall score for student work, based on an overall impression of performance. Feedback is less detailed but faster to apply.
- Structure: The rubric consists of descriptive levels of performance, each with a point value.
- Use Case: Best suited for quick assessments or tasks where a single criterion captures overall performance, such as participation or creative expression.



Choosing the Right Rubric Type

- Use **analytic rubrics** for detailed, criterion-based feedback that guides students in improving specific aspects of their work.
- Use **holistic rubrics** for quick assessments or when you want to emphasize an overall impression rather than dissecting individual components.

Getting Started with Rubrics in Brightspace

Step 1: Create a New Rubric

1. **Access the Rubrics Tool**:
    - From your course navigation bar, go to **Course Admin > Rubrics**.
2. **Create a New Rubric**:
    - Click **New Rubric**.
3. **Enter Rubric Details**:

- Provide a **Name** for your rubric.
- Choose the appropriate **Status** (e.g., Published or Draft).
- Set the **Rubric Type**:
  - **Analytic**: Multiple criteria with different levels of achievement.
  - **Holistic**: A single, overall criterion for evaluation.

4. **Add Criteria and Levels**:
   - Use the default criteria or click **Add Criterion** to create new ones.
   - Define levels (e.g., Exemplary, Proficient, Developing, Beginning) and their associated point values.

Watch the following video to see how to create a new rubric and learn some quick tips.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=2072#oembed-1

Step 2: Attach a Rubric to an Activity

1. **Navigate to the Activity**:
   - Open the assignment, discussion, or quiz where you want to attach the rubric.
2. **Add the Rubric**:
   - In the activity settings, locate the Evaluation & Feedback section.
   - Click **Add Rubric** and select the rubric.

3. **Save Changes**:
    - Click **Save and Close** to attach the rubric to the activity.

Step 3: Assess an Activity with a Rubric

Watch the following video to learn how to how to grade using rubrics.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=2072#oembed-2

Additional Information

Rubric Settings: Brightspace rubrics can be used for scoring (with points) or feedback-only purposes. Choose the option that aligns with your grading approach.
Visibility to Students: You can decide whether to make rubrics visible to students before or after grading. Sharing rubrics in advance helps clarify expectations and supports self-assessment.
Reusability: Rubrics can be copied and adapted for multiple assignments or courses, saving time and ensuring consistency.

Contact edtech@langara.ca for more information.

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Checklists

The Brightspace Checklists tool helps students track their progress by providing interactive to-do lists. Students check off items as they complete them, giving them a clear view of what's done and what still needs attention. Checklists are particularly useful for helping students stay organized and manage their workload across modules or weeks.

Recommended Best Practices

- Use checklists to break down complex tasks or multi-step processes into manageable pieces
- Create weekly or module-based checklists to help students track required activities
- Add descriptions and use quicklinks to connect checklist items directly to relevant course materials
- Be thoughtful about adding due dates to checklist items, since these appear in the course calendar and the Work to Do widget alongside assignment deadlines
- Keep checklist items clear and action-oriented (for example, "Complete Module 2 Quiz" rather than "Module 2

Quiz")

When to Use Checklists

Checklists work well when you want to:

- **Guide students through multi-step processes:** Break down complex assignments, research projects, or lab procedures into sequential tasks
- **Organize weekly or modular activities:** Help students track readings, activities, and assessments within a specific timeframe
- **Support assignment preparation:** Provide a checklist of steps students should complete before submitting major work
- **Encourage self-assessment:** Create reflection prompts or skill-building tasks that students can work through at their own pace

Creating a Checklist

Step-by-step instructions

Step 1: Access the Checklists Tool

1. Go to **Course Admin**
2. Under the Assessment section, select **Checklists**
3. Click **New Checklist**

Step 2: Set Up Your Checklist

1. **Name:** Give your checklist a descriptive title (for example, "Week 3 Tasks" or "Research Essay Preparation")

2. **Description:** (Optional) Add instructions or context for students about how to use this checklist
3. **New window option:** You can check “Open this checklist in a new window when viewed” if you want the checklist to always open separately, though most instructors leave this unchecked
4. Click **Save**

Step 3: Create Categories

Categories help organize your checklist items into logical groups. For example, a weekly checklist might have categories for “Readings,” “Activities,” and “Assessments.”

1. Click **New Category**
2. Give your category a name
3. Add a description if needed
4. Click **Save**
5. Repeat to add more categories if your checklist needs them

Step 4: Add Items to Your Categories

1. Click **New Item**
2. Choose which **Category** this item belongs to from the dropdown menu
3. **Name:** Write a clear, action-oriented task (for example, “Read Chapter 4” or “Complete discussion post”)
4. **Description:** (Optional) Add details or instructions
    - You can use the Insert Quicklink button to link directly to course materials, assignments, discussions, or quizzes
5. **Due Date:** (Optional) Consider whether adding a due date is helpful

    - If checked, set the date and time
    - You can also check “Display in Calendar” to show this due date in students’ calendars
    - Keep in mind that checklist due dates appear alongside assignment deadlines in the Work to Do widget, so use them thoughtfully to avoid overwhelming students
6. Click **Save** or **Save and New** to add another item

Step 5: Add Checklist to Course Content

After creating your checklist, you need to make it visible to students by adding it to a module.

1. Go to **Course Materials > Content**
2. Navigate to the module where you want the checklist to appear
3. Click **Existing Activities** dropdown
4. Select **Checklist**
5. Choose the checklist you created
6. Click **Insert**

Watch this video to see the process for creating an itemized checklist

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=3301#oembed-1

Managing Your Checklists

Editing Checklists, Categories, and Items

To make changes to an existing checklist:

1. Go to **Course Admin > Checklists**
2. Click on the checklist name you want to edit
3. Make your changes to the checklist name, description, categories, or items
4. Click **Save and Close**

You can also edit individual categories or items directly from the Edit Checklist page by selecting the checkbox next to the item and clicking **Edit**.

Reordering Items

To change the order of categories or items:

1. On the Edit Checklist page, click **Reorder**
2. Use the dropdown menus to select new order numbers
3. Click **Save**

Previewing as a Student

Before making your checklist live, preview it to see what students will experience:

1. Go to **Course Admin > Checklists**
2. Expand the dropdown menu next to your checklist name
3. Click **Preview in a new window**

Tips for Effective Checklists

Keep items actionable: Write each item as something students can complete and check off. Use verbs like “read,” “complete,” “review,” “submit,” or “participate.”

Use quicklinks strategically: When adding descriptions to checklist items, use the Insert Quicklink feature to link directly to the relevant assignment, discussion, reading, or quiz. This saves students time and reduces confusion about where to find materials.

Consider calendar integration carefully: While you can add due dates to checklist items, remember that these appear in students’ calendars alongside assignment, quiz, and discussion deadlines. Too many calendar items can overwhelm students, especially when they’re enrolled in multiple courses. Use checklist due dates when they add value beyond what’s already in your gradebook.

Group logically: Use categories to organize items in a way that makes sense for your course structure. Weekly categories work well for some courses, while topic-based or activity-type categories might be better for others.

Further Resources

- D2L: Create a checklist
- Dates, Deadlines, and Availability Quick Guide
- Set up release conditions (for advanced checklist options)

Contact edtech@langara.ca for more information.

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Dates, Deadlines, and Availability

Adding dates to items in Brightspace helps both you and your students stay organized. Dates create a clear timeline of course activities, support effective time management, and provide students with a roadmap for completing their work. This guide explains how to use due dates, start dates, end dates, and visibility settings effectively.

Important: If your content, activity, or assessment is Hidden to students (indicated by an eye with a line through it), nothing will be visible to students regardless of date, deadline, or availability settings.

Understanding Brightspace Date Terminology

Due Date

A **due date** indicates when an activity or assignment should be submitted or completed.

Key characteristics:

- Due dates **do not prevent access or submission**
- Students can submit after the due date, but Brightspace marks the submission as late

- Due dates automatically appear in the course calendar
- Students receive notifications about approaching due dates (unless they've turned off notifications)

Start Date (Availability)

A **start date** controls when content or activities become accessible to students.

Key characteristics:

- Students cannot access the item before the start date
- Start dates can be combined with visibility settings to control what students see before access opens
- Useful for sequencing content or preventing students from working ahead

End Date (Availability)

An **end date** acts as a firm deadline that prevents further access.

Key characteristics:

- **End dates completely close access** – students cannot view or submit after this time
- There is no option for late submissions after an end date passes
- End dates override due dates when both are set
- Use Special Access to provide extensions for individual students

Special Access

Special Access allows you to create exceptions for specific students, providing different due dates or availability windows.

Common uses include accommodations, extended deadlines for individual circumstances, or different timing for different sections.

Learn more about Special Access

Display to Calendar

The **Display to Calendar** checkbox controls whether dates appear in students' course calendars. Most due dates automatically appear in the calendar, but some availability dates (like discussion start/end dates) require you to check this box.

Due dates, start dates, and end dates can be added to **Content** topics, **Content** modules, **Discussions**, **Quizzes**, **Assignments**, and **Surveys**.

Setting Dates for Assignments

Assignment folders allow you to set both due dates and availability windows (start and end dates).

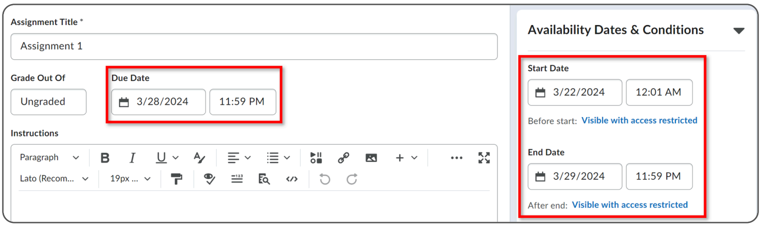
Recommended Approach: Due Dates with Optional End Dates

- **For most assignments:** Set a due date to track on-time vs. late submissions. This allows students to submit late while Brightspace marks the submission accordingly.
- **To completely close submissions:** Add an end date after the due date. This creates a window for late submissions before the assignment folder closes entirely.
- **Avoid confusion:** Using both due dates and end dates can

confuse students. If you set both, make sure the purpose of each date is clear in your assignment instructions.

Example scenario:

- Due date: Friday, March 28 at 11:59 PM (on-time deadline)
- End date: Sunday, March 29 at 11:59 PM (late submissions accepted until this time, then folder closes)



Visibility Settings for Assignment Folders

When you set start or end dates for assignments, you can control what students see before or after those dates:
Visibility Options

Visible with access restricted (before start / after end):

- Students can see the assignment name and dates
- They cannot click to open it or view details
- They cannot see the description, attachments, or rubrics

Visible with submission restricted (before start / after end):

- Students can see and open the assignment
- They can view the description, attachments, and rubrics
- They cannot submit files or mark as complete
- Useful for letting students prepare before the submission window opens

Hidden (before start / after end):

- The assignment is completely hidden from students

- Calendar events and notifications are also hidden

Add availability dates to Calendar: Check this box to add the start and end dates to the course calendar.

Setting Dates for Quizzes

Quiz settings allow you to set due dates, start dates, and end dates. However, **you should typically use either due dates OR availability dates, not both**, as this can confuse students.

When to Use Due Dates

Use due dates when:

- The quiz is low-stakes or formative
- The quiz is available throughout the semester
- You want to allow late attempts

How due dates work:

- Students can attempt the quiz after the due date, but it's marked as late
- Due dates automatically appear in the calendar

When to Use Start/End Dates (Availability Windows)

Use start and end dates for controlled access, especially for:

- Higher-stakes assessments or exams
- Timed quizzes that must be completed within a specific window
- Ensuring academic integrity by limiting access

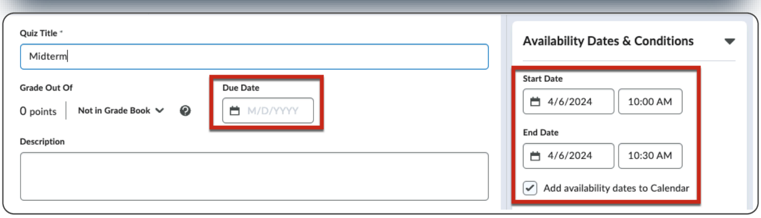
How availability dates work:

- Start and end dates control when students can **begin** the quiz, not how long they have to complete it

- Example: A 90-minute exam with a start date of April 6 at 10:00 AM and an end date of April 6 at 10:30 AM means students can begin anytime between 10:00 and 10:29, then get the full 90 minutes to complete it
- Start and end dates do NOT automatically appear in the calendar – check "Add availability dates to Calendar" to include them

Our Recommendation

Choose one approach or the other, not both. End dates override due dates, so using both creates unnecessary complexity. Use due dates for low-stakes quizzes where late attempts are acceptable. Use availability dates (start/end) for high-stakes assessments where you need controlled access.



Setting Dates for Discussions

Discussions work differently than assignments and quizzes when it comes to dates.

Due Dates for Discussions

To set a due date for a discussion:

1. Add the discussion to a Content module as a link (go to **Content > Existing Activities > Discussions**)
2. Click the dropdown arrow next to the discussion link
3. Select **Edit Properties in Place**
4. Set the due date

This due date will appear in the course calendar and remind students to complete the discussion.

Availability Dates for Discussions

You can also set start and end dates to control when students can post:

1. Go to **Discussions** from the course navbar
2. Click the dropdown menu next to the discussion topic and select **Edit Topic**
3. Go to the **Availability Dates and Conditions** section
4. Set start and/or end dates

Visibility Settings for Discussions

When setting availability dates for discussions, you can control what students see and do outside those dates:
Visibility Options

Visible with access restricted:

- Students can see the discussion title but cannot access it

Visible with submission restricted:

- Students can view the topic and read posts
- They cannot post new threads or replies (makes the

discussion read-only)
- Useful for keeping discussions open for review after the posting deadline

Hidden:

- The discussion is completely hidden from students
- Calendar events and notifications are also hidden

Add availability dates to Calendar: Check this box to add the start and end dates to the course calendar.

> **Our Recommendation**
> After a discussion ends, consider setting it to "Visible with submission restricted" so students can review the conversation without adding new posts. You can also pin a summary thread at the top to highlight key takeaways.

Managing Dates Efficiently

Using the Manage Dates Tool

The **Manage Dates** tool provides a central location to view and edit dates across your entire course. This is particularly useful when:

- You need to review all dates at once
- You're copying a course from a previous term and need to update dates
- You want to bulk edit or offset dates

To access Manage Dates:

1. Go to **Course Admin**
2. Under the Site Resources section, select **Manage Dates**
3. Use filters to view specific tool types (Assignments, Quizzes, Discussions, etc.)
4. Click on individual dates to edit them or use bulk editing tools

The Manage Dates tool shows:

- All content topics, modules, discussions, assignments, quizzes, and surveys with dates
- Start dates, end dates, and due dates
- Whether items are visible to students
- Whether dates display in the calendar

Learn more about the Manage Dates tool

Common Questions

What happens if I set both a due date and an end date?

End dates override due dates. If both are set, students can submit after the due date (marked as late) until the end date, when access closes completely. However, this can confuse students, so we recommend using one or the other, not both.
Can students access content after the due date?

Yes. Due dates do not prevent access – they only mark when work should be completed. Students can still view content and submit assignments after a due date (submissions will be marked as late).
Can students access content after the end date?

No. End dates completely close access. Students cannot view

or submit anything after an end date passes. Use Special Access to provide extensions for individual students.
Why don't my discussion availability dates appear in the calendar?

Unlike due dates, discussion availability dates (start/end dates) don't automatically appear in the calendar. You need to check the "Add availability dates to Calendar" box when setting them.
How do I give one student more time on an assignment or quiz?

Use Special Access to create different dates or availability for specific students. This is commonly used for accommodations or extenuating circumstances. Learn more about Special Access
What's the difference between Hidden and using an availability start date?

Both prevent student access, but they work differently:

- **Hidden:** Students cannot see the item exists at all
- **Start date with "Visible with access restricted":** Students can see the item exists but cannot open it

Choose based on whether you want students to know upcoming work exists.
Will hiding a module hide the quizzes and assignments inside it?

Not automatically. Students can still access quizzes, assignments, and discussions through the navigation bar even if the module is hidden or unavailable. To fully restrict access, you need to set availability dates or hide individual items as well.

Best Practices

Be consistent with your approach: Choose a date strategy (due dates vs. availability windows) and use it consistently throughout your course. This helps students understand expectations.

Communicate clearly: If you use both due dates and end dates, explain the difference in your assignment instructions. Let students know when on-time submissions are expected and when the window closes completely.

Consider the student calendar: Remember that dates you add appear in students' calendars alongside dates from all their other courses. Too many calendar items can overwhelm students and reduce the effectiveness of the calendar as a planning tool.

Use visibility settings strategically: "Visible with submission restricted" is useful for discussions you want to keep open for reading but closed for posting. "Visible with access restricted" can build anticipation for upcoming assessments.

Test your dates: Before your course goes live, impersonate a student (or use Student View) to verify that dates work as intended and that content appears or disappears as expected.

Plan for extensions: If you regularly grant extensions, consider using due dates without end dates for most assignments. This allows late submissions while maintaining clear deadlines.

Key Takeaways

- Due dates guide students about when work should be completed but don't prevent late submissions
- End dates completely close access – there's no option for late work after an end date
- Choose either due dates OR end dates for most items to avoid confusing students
- Hidden items are completely invisible to students regardless of date settings
- Use Special Access to provide accommodations or extensions for individual students
- The Manage Dates tool provides a central location to review and edit all dates in your course

Setting up availability dates and other restrictions can be complex, especially for high-stakes, time-sensitive activities. Contact EdTech if you'd like us to review your date settings.

Further Resources

- D2L: Add availability and due dates in Content
- D2L: Set availability and due dates for an assignment
- D2L: About Special Access for assignments
- D2L: Manage Dates

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

> If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors. This Brightspace course compliments the technical instructions found here with use cases, examples, and advice.

Groups

Having students work within smaller groups for specific projects or activities can increase engagement. The Brightspace Groups tool facilitates the setup and organization of group activities. Groups is often used in conjunction with Discussions and Assignments.

Things to consider

Before setting up Groups in Brightspace, consider preparing the following:
Group Purpose

Define clear objectives for using groups. Whether for discussions, assignments, or projects, having a well-defined purpose helps you select the appropriate group settings and communicates to students why they're working in groups.
Group Formation Strategy

Decide how you want to form groups based on your pedagogical goals:

- Random assignment works well for short-term activities
- Self-enrollment gives students agency and may increase engagement
- Instructor-assigned groups allow for balanced composition (skill level, experience, etc.)
- Single-user groups can be useful for individual reflections

- or sign-ups

Group Size

Consider the optimal size for your activity:

- Smaller groups (2-3) encourage full participation but provide less diversity of perspectives
- Medium groups (4-5) balance participation and diversity
- Larger groups (6+) provide more perspectives but may lead to uneven participation

Group Tools

Determine which Brightspace tools the groups will use:

- **Discussion areas**: For group conversations and collaborative idea development
- **Assignment folders**: For group submissions of projects or assignments
- **Lockers**: For file sharing among group members

Timeline

Plan the group activity timeline:

- When will groups be formed?
- How long will students work in these groups?
- Do you need enrollment start/end dates for self-enrollment?

Communication

Prepare clear instructions for students about:

- How to find their group
- What they're expected to do within their group
- How to communicate with group members
- How their group work will be evaluated

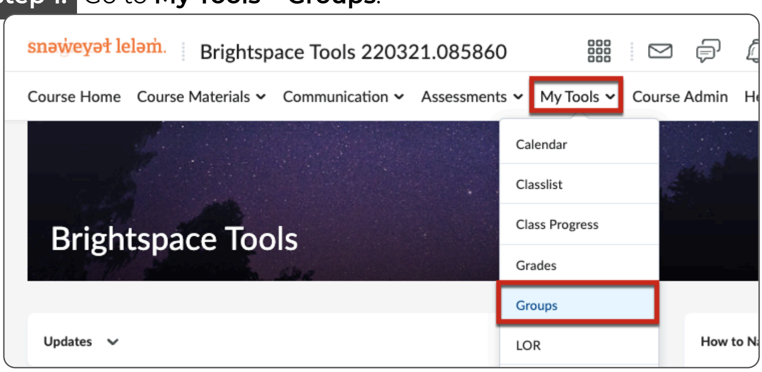
Students can belong to multiple groups within the same course. For example, each student can simultaneously belong to a group for the class project, a group for a special interest discussions, and group of one for journalling. Each group can have its own discussions forums, assignments, and locker area to work in. You can grade members of groups individually or as a team.

To create groups in Brightspace:

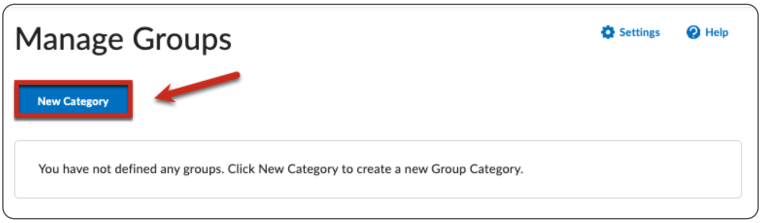
One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=1697#oembed-1

Step-by-step guide to creating groups

Step 1: Go to **My Tools** > **Groups**.

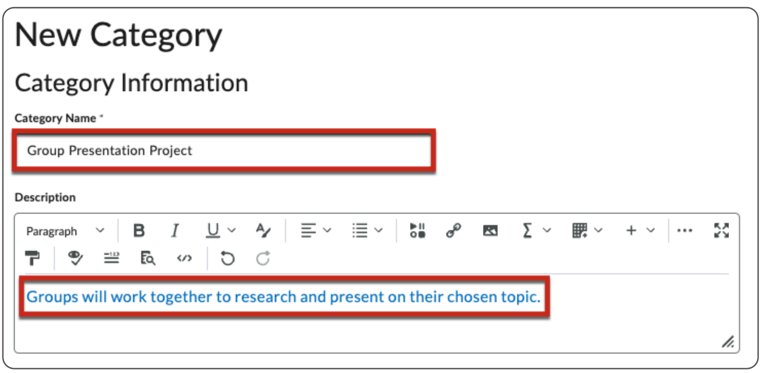


Step 2: Click the **New Category** button to begin creating groups.

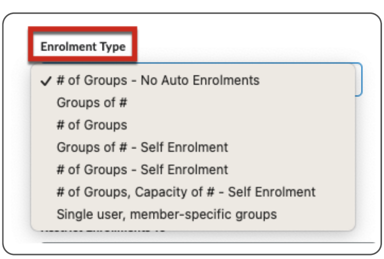


Step 3: Enter a **Category Name** (required) and an optional description.

- Choose a descriptive name that clearly identifies the purpose (e.g., "Project Teams" or "Discussion Groups Week 3")
- The description can provide context for both you and your students



Step 4: Select the appropriate **Enrollment Type** based on your needs:



Step 5: Configure the **Advanced Properties** (options vary based on enrollment type):

If you choose the **Groups of # or # of Groups** enrollment types,

- **# of Groups – No Auto Enrollments**: Creates empty groups for manual assignment (best when you want specific student combinations)
- **Groups of #**: Creates groups with a specific number of members (e.g., “groups of 4 students each”)
- **# of Groups**: Creates a specific number of total groups (e.g., “6 groups total”)
- **Groups of # – Self Enrollment**: Allows students to join groups themselves (good for student agency)
- **Single User**: Creates individual groups with one member each (useful for reflective activities or sign-ups)

you will have three additional options under *Advanced Properties.*

- **Auto-enroll new users** – If enabled, this setting will automatically add any new students to a group in this category if they are added to the course later.
- **Randomize users in groups** – If enabled, this will enroll students in a random order. If this is not enabled, students will be enrolled based on their order in the classlist.
- **Make category and group descriptions visible to group members.**

For automatic enrollment, choose whether to randomize users in groups (recommended for most cases)

For self-enrollment, set enrollment start and end dates if needed (e.g., give students one week to join)

Step 6: Select **Additional Options** as needed:

- **Discussion areas**: Creates group-specific discussion forums where only group members can participate
- **Lockers**: Provides file-sharing space for group members to exchange documents
- **Assignment submission folder**: Creates a group

assignment submission area for collaborative work

Step 7: Click **Save** to create the groups. The system will process your request in the background.

- You'll see a notification that groups are being created
- You can continue with other tasks while this processes

Group Enrollment Types Explained

When creating groups in Brightspace, you'll need to choose how students will be assigned to groups. Here's what each enrollment type means in plain language:
Understanding Group Enrollment Types

# of Groups – No Auto Enrollments
What it means: You specify how many empty groups to create, with no students automatically added.
Best for: When you want complete control over which students go into which groups.
Example: Creating 5 project teams where you'll manually place students based on their skills or interests.
Groups of #
What it means: You specify how many students should be in each group (e.g., groups of 4).
Best for: When you have a specific group size in mind for effective collaboration.
Example: Creating discussion groups with exactly 3 students per group for focused conversation.
# of Groups
What it means: You specify the total number of groups, and students are distributed evenly across them.
Best for: When you need a specific number of groups regardless of exact size.

Example: Creating 6 lab groups to match the number of lab stations, with students evenly distributed.

Groups of # – Self Enrollment

What it means: You create groups with a maximum size, and students choose which group to join.

Best for: When you want to give students agency in selecting their groups.

Example: Creating "Topic Selection" groups where students join the topic that interests them most.

Single User

What it means: Each group contains exactly one student.

Best for: Individual activities, sign-ups, or one-on-one interactions.

Example: Creating presentation time slots where each student signs up for a specific time.

Important Notes on Group Types

- With automatic enrollment, students are assigned to groups in order from the class list unless you select "Randomize users in groups"
- Self-enrollment can have a time limit (enrollment period) after which remaining students can be automatically assigned
- Enrollment types determine which advanced properties are available to customize

The group enrollment type options can be confusing. Watch the following video to get more information.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/langaraquickguides/?p=1697#oembed-2

- The maximum number of students per individual group is 200.
- Single user groups: this option can be used if you want to give students a personal space to journal that can only be accessed by the student and the instructor.
- Users can belong to multiple groups within the same course but cannot self-enrol in more than one group in the same category.
- "Restrict Enrolments To" will not be an available option in most situations, with the exception of a combined course that has more than one section. In that case, you can create groups that are restricted by section.

Group Discussions

Group discussions create focused conversation spaces where students can only see and interact with posts from members of their own group. This creates smaller, more manageable discussion communities within your course.

When you enable group discussions:

- Students can only view and respond to posts from their own group members
- You (the instructor) can see and participate in all group discussions
- Each group has its own dedicated discussion space
- Grading is streamlined, making this ideal for assessed discussions

You can set up group discussions in two ways:

1. **During group creation:** Select "Discussion areas" under Additional Options when creating groups
2. **For existing groups:** Create a new discussion topic and

link it to your group category

> **Important:** Once a discussion topic is created, you cannot convert it between a regular (open) topic and a group topic. Choose the right format from the beginning.

For detailed instructions on creating discussions, visit the Discussions Quick Start Guide.

Assignment Folders for Group Submissions

Group assignment folders allow teams to collaborate on a single submission. This simplifies the submission process for group projects and ensures all team members have access to the same feedback.

You can create group assignment folders in two ways:

1. **During group creation:** Select “Assignment submission folder” under Additional Options when setting up groups
2. **For existing groups:** Create a new assignment and link it to your group category during setup

When using group assignment folders:

- One submission represents the entire group’s work
- All group members can contribute to the submission
- Grades and feedback are shared with all group members
- You can choose whether each student submits individually or the group submits once collectively

For complete instructions on creating assignments, visit the Assignments Quick Start Guide.

Use Cases for Groups

Collaborative Projects
Create groups with an assignment folder to facilitate team projects. Students can collaborate on reports, presentations, or research tasks with shared submission and evaluation.
Example setup: Groups of 4-5 students with both a group locker (for file sharing) and a group assignment folder (for final submission).

Group Discussions
Foster focused discussions on course topics by creating smaller discussion groups where students can engage more deeply with concepts.
Example setup: Groups of 6-8 students with discussion areas only, using "Create one topic with threads separated by group" for easier monitoring.

Peer Review Activities
Set up groups where students can provide feedback on each other's work through structured peer review.
Example setup: Groups of 3 students with discussion areas for sharing feedback, possibly rotating groups for different assignments.

Individual Sign-up Slots
Use single-user groups with self-enrollment to allow students to sign up for presentation times, lab sessions, or office hours.
Example setup: Single-user groups with descriptive names like “Monday 10:00 AM Presentation” and self-enrollment option.

Further Resources

- See the student view of groups
- Learn how to email groups
- Find out how to modify groups

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

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Intelligent Agents

Intelligent Agents are automated assistants that monitor student activity in your course and trigger actions based on criteria you define. They work 24/7 to identify students who need support, recognize achievements, and help you stay informed about course engagement without constant manual monitoring.

What You Can Do With Intelligent Agents

Intelligent Agents can help you:

- **Welcome new students:** Send an automated welcome message when students first access your course
- **Monitor engagement:** Identify students who haven't logged in or accessed course materials
- **Track progress:** Alert you (or students) about missing assignments or incomplete activities
- **Provide timely support:** Reach out to students who might be struggling based on assessment performance
- **Send reminders:** Notify students about upcoming deadlines or important dates
- **Collect data:** Generate weekly reports showing which students meet specific criteria without sending them emails

Think of Intelligent Agents as your teaching assistants who never sleep. They continuously monitor your course and take action when students meet (or don't meet) the criteria you specify.

Recommended Best Practices

- Set custom email values before creating agents so messages come from you, not a generic system address
- Start with instructor-only alerts (send emails to yourself) before automating student communication
- Always test with Practice Run before enabling an agent
- Use clear, descriptive naming conventions (e.g., "Week 2 Engagement Check" not "Agent 1")
- Start with 1-2 simple agents before creating more complex ones
- Avoid overwhelming students with too many automated messages

Before You Begin: Set Custom Email Values

Before creating any Intelligent Agents, customize your email settings so messages come from you rather than a generic system address. This makes your communications look professional and ensures students can reply directly to you.

1. Go to **Course Admin > Intelligent Agents**
2. Click the **Settings** icon in the top right corner
3. Select **Set custom values for this course**
4. Enter your name in the **Name that emails come from** field
5. Enter your Langara email address in the **Reply-To address for responses** field
6. Click **Save**

Important: Langara's Brightspace does not have an internal email system. When Intelligent Agents send emails, they go to recipients' Outlook inboxes. All subsequent communication happens through Outlook, outside of Brightspace. Make sure your reply-to address is an email account you regularly check.

Your First Agent: Complete Walkthrough

Let's create a simple Engagement Monitor agent that alerts YOU when students haven't accessed your course in 5 days. This walkthrough shows every step with all options visible.

> We're setting this up to email you (not students) because there are often legitimate reasons for low activity that the system can't detect, such as students using the Brightspace Pulse mobile app (which doesn't always register as "course access"), extensions you've granted, or personal circumstances you're aware of. This approach gives you the data to make informed decisions about how to reach out.

Step 1: Access and Name Your Agent

1. Go to **Course Admin > Intelligent Agents**
2. Click **New Agent**
3. Enter **Agent Name:** "5-Day No Access Alert (Instructor Only)"
4. Enter **Description:** "Weekly report of students who haven't accessed course in 5 days"
5. **Category:** Leave as "No Category" (you can organize later)
6. **Leave "Agent is enabled" UNCHECKED** for now (you'll test first, then enable)

Step 2: Set the Schedule

1. Click to expand **Scheduling**
2. Under **Frequency**, select **Weekly**
3. Set **Repeats every:** 1 week
4. Select **Repeats on:** Monday (or your preferred day)
5. Set **Scheduled Time:** 9:00 AM (or your preferred morning

time)
6. Check **Has Start Date** and set it to your course start date
7. Check **Has End Date** and set it to your course end date

Why these settings?
Weekly checks provide a regular pulse on student engagement without overwhelming you with daily reports. Monday morning timing lets you review the list and plan outreach for the week ahead. Start and end dates prevent the agent from running after your course finishes.

Step 3: Define Your Criteria

1. Click to expand **Criteria**
2. Under **Role in Classlist**, select **Users with specific roles**
3. Check the box next to **Learner** (leave other roles unchecked so TAs and instructors aren't included)
4. Under monitoring type, select **Course Activity**
5. Select **Has not accessed this course in the last [5] days**

Understanding monitoring types:

- **Login Activity:** Checks if student logged into Brightspace at all (for any course). Use this if you want to know if students are accessing the system.
- **Course Activity:** Checks if student accessed YOUR specific course. This is usually more meaningful because students might log in for other courses.
- **Release Conditions:** More advanced – checks if students completed specific activities like viewing content or submitting assignments. Save this for your second or third agent.

Important limitation: Course Activity doesn't always capture mobile app usage. Students using the Brightspace Pulse mobile app may not show as "accessed" even though they're engaging with course content. This is another reason to use instructor-only alerts rather than automated student emails.

Step 4: Configure Actions

1. Click to expand **Actions**
2. Under **Repetition**, select **Take action every time the agent is evaluated and the agent's criteria are satisfied for a user**
3. Check the box for **Send an email when criteria are satisfied**
4. In the **To** field, enter: **your email address** (not `{InitiatingUser}`)
5. Leave **CC** and **BCC** fields empty
6. In the **Subject** field, type: `Engagement Alert: Students with 5+ days no access in {OrgUnitCode}`
7. In the **Message** field, type your email (see example below)

About repetition settings:

For instructor-only reports, use **"Every time"** so you get weekly updates showing which students currently meet the criteria. This is different from student-facing agents where "every time" would send repeated emails to students.

What are those weird codes?

The codes like `{OrgUnitCode}` are called "replace strings." Brightspace automatically swaps them with real information.

You'll see a complete list in the next section. For now, just copy the example email below.

Sample message to copy:

```
The following students in {OrgUnitName} have not accessed the course in

This is an automated report to help you monitor engagement. Consider:
- Checking if these students are using the mobile app (which may not regis
- Reviewing whether you've granted extensions or are aware of circumstan
- Reaching out individually to students who might need support

This report will run every Monday at 9:00 AM.
```

Our Recommendation

The email will automatically include a list of students who meet the criteria. You don't need to use replace strings to insert student names – Brightspace adds that list automatically to instructor-only alert emails.

Step 5: Test Your Agent

1. Click **Save and Close**
2. Find your agent in the list
3. Click the dropdown arrow next to the agent name
4. Select **Practice Run**
5. Click **Run** in the confirmation window
6. Check your email – you'll receive a message showing which students currently meet the criteria
7. Review the list to confirm it's working as expected

Always practice run first. Practice runs show you which students currently meet the criteria. This is especially important for instructor-only alerts so you can verify the report format and student list before the agent runs automatically.

Step 6: Enable Your Agent

Once you're satisfied with the practice run results:

1. Click on the agent name to edit it
2. Check the box for **"Agent is enabled"**
3. Click **Save and Close**

Your agent is now live and will run every Monday at 9:00 AM, sending you a report of students who haven't accessed your course in 5 days. You can then decide individually how to respond to each student.

Understanding Replace Strings

Now that you've seen replace strings in action, here's what they do:

Replace strings are placeholder codes that Brightspace automatically fills with specific information for each recipient. When you type {InitiatingUserFirstName} in your email, Brightspace swaps it with "Sarah" for one student and "Michael" for another. This makes every email feel personally crafted without you writing individual messages.

How to find them while creating an agent:

While you're composing your email in Step 4, look for the link that says **"What replacement strings can I use in the subject and message?"** Click it to see the complete list available in Brightspace.

Most commonly used replace strings:

For the "To" field (recipients):

- {InitiatingUser} – The student's email address (the student who triggered the agent)

For email subject and message:

- {InitiatingUserFirstName} – Student's first name (e.g., "Sarah")
- {InitiatingUserLastName} – Student's last name (e.g., "Johnson")
- {OrgUnitName} – Full course name (e.g., "Introduction to Psychology")
- {OrgUnitCode} – Course code (e.g., "PSYC 1115")
- {LastCourseAccessDate} – Last date student accessed this course
- {LastLoginDate} – Last date student logged into Brightspace
- {LoginPath} – Direct link to Brightspace login page

> For the complete list of available replace strings, see D2L's Replace Strings documentation.

More Agents to Try

Once you're comfortable creating agents, try these additional examples. Note that these include both instructor-only alerts and student-facing automated emails, each with guidance on when to use them.

Welcome Message (Student-Facing)

Purpose: Send an automated welcome email to students when they first access your course

Settings:

- **Schedule:** Hourly or daily
- **Criteria:** Has accessed course for 1 day
- **Repetition:** First time only
- **To field:** {InitiatingUser} (sends to students)

Sample email:

Subject: Welcome to {OrgUnitCode}

Dear {InitiatingUserFirstName},

Welcome to {OrgUnitName}. I'm looking forward to working with you this term.

To help you get started:

– Review the Course Outline under "Course Information"

– Check the Schedule for important dates and deadlines

– Introduce yourself in the "Introductions" discussion forum

– Note that my office hours are [YOUR DAYS/TIMES] in [YOUR LOCATION]

If you have any questions as you're getting oriented, don't hesitate to reach out.

Best regards,

[YOUR NAME]

Our Recommendation

Set the start date for this agent a few days before your course officially begins. This way, early-access students and those checking their course lists will receive your welcome message right away.

Welcome messages are low-risk for student-facing automation since all students benefit from them.

Student Engagement Check-in (Student-Facing)

Purpose: Send automated check-in email to students who haven't accessed your course

When to use student-facing vs. instructor-only:

- **Use instructor-only (like the walkthrough)** when you want to review circumstances first
- **Use student-facing (this example)** only if you're comfortable with all flagged students receiving the same message regardless of individual circumstances

Settings:

- **Schedule:** Weekly (not daily, to avoid overwhelming students)
- **Criteria:** Has not accessed course for 7 days
- **Repetition:** First time only (critical for student-facing agents)
- **To field:** {InitiatingUser} (sends to students)
- **CC field:** Your email address (so you know who received messages)

Sample email:

Subject: Checking in regarding {OrgUnitCode}

Dear {InitiatingUserFirstName},

I noticed you haven't accessed our {OrgUnitName} course since {LastCourseAccessDate}. Regular engagement with course materials is important for success in this course.

If you're experiencing challenges or have circumstances affecting your participation, please reach out. I have office hours on [YOUR DAYS/TIMES] in [YOUR LOCATION], or we can arrange a virtual meeting.

You can access the course here: {LoginPath}

Best regards,
[YOUR NAME]

Important considerations: This agent may email students who are using the Brightspace Pulse mobile app (which doesn't always register as course access) or students with extensions you've granted. Make sure your message tone is supportive rather than accusatory, and always CC yourself so you're aware of who received automated messages.

Final Week Check-in (Student-Facing)

Purpose: Offer support and remind students about resources as the term ends

Settings:

- **Schedule:** One-time run (set for week 11-12 of a 13-week term)
- **Criteria:** All users visible in Classlist (with role "Learner" selected)
- **Repetition:** First time only

Sample email:

Subject: Final weeks of {OrgUnitCode} – Support available

Dear {InitiatingUserFirstName},

As we enter the final weeks of {OrgUnitName}, I wanted to remind you of support resources available:

– Office hours continue through [DATE] at [TIMES] in [LOCATION]
– The Learning Commons offers drop-in tutoring
– Review sessions are scheduled for [DATES/TIMES]

– Final assignment due date: [DATE]
– Final exam: [DATE/TIME/LOCATION if applicable]

If you have questions about course content or your progress, please don't wait until the last minute to reach out.

You've put in good work this term. Finish strong.

Best regards,
[YOUR NAME]

Our Recommendation

Time this agent to run about 2 weeks before your final assessment or end of term. This gives students time to act on the information without feeling overwhelmed by last-minute reminders.

Instructor-Only Data Collection Agent

Purpose: Track student progress without sending automated emails to students

Settings:

- **Schedule:** Weekly (e.g., every Monday at 9 AM)
- **Criteria:** Any criteria you want to monitor (e.g., hasn't accessed course in 7 days)
- **Repetition:** Every time
- **Action:** In the "To" field, enter YOUR email address instead of `{InitiatingUser}`

Why use this approach:

Many instructors use agents primarily as data collection tools. You receive weekly reports showing which students meet your criteria (low grades, missed submissions, no logins, etc.), then you decide how to respond individually.

This approach:

- Respects your professional judgment about individual circumstances

- Allows you to consider extensions you've already granted
- Lets you choose in-person conversations over automated emails
- Maintains the human element in your teaching relationships

For more on this approach, see Carleton's guide to using Intelligent Agents for data reports.

Managing Your Agents

Viewing Agent Results

To see which students received emails:

1. Go to **Course Admin > Intelligent Agents**
2. Check the **Last Run Results** column to see how many users met criteria
3. Click the number to view the list of specific students
4. Click the dropdown next to an agent and select **View History** to see all past runs

Exporting results:

1. Click the dropdown next to an agent
2. Select **Export History**
3. Set date range
4. Check **"Include Practice Runs"** if needed
5. Click **Export** to download a CSV file

Enabling, Disabling, and Deleting Agents

To enable/disable an agent:

- Click the agent name to edit it
- Check or uncheck **“Agent is enabled”**
- Click **Save and Close**

To manually run an agent outside its schedule:

- Click the dropdown next to the agent
- Select **Run Now**
- Click **Run** in the confirmation window

To delete an agent:

- Click the dropdown next to the agent
- Select **Delete**
- Confirm deletion

> You can restore deleted agents by clicking **More Actions > Restore Deleted Agents** on the main Intelligent Agents page.

Copying Agents to Other Courses

When you copy agents to another course, remember:

- Agents are automatically disabled when copied
- You must also copy any associated Release Conditions
- You must also copy any activities referenced in the criteria
- Schedule dates may need adjustment for the new term

To copy:

1. Use the standard Import/Export/Copy Components tool
2. Select **Intelligent Agents** from the components list

3. Also select **Release Conditions** if your agents use them
4. Complete the copy process
5. Review and enable agents in the new course

Tips for Success

Start conservatively: Begin with 1-2 agents and expand as you see what works. Too many agents can overwhelm both you and your students.

Consider instructor alerts first: Send emails to yourself to review data before deciding whether to contact students directly. This preserves your judgment about individual circumstances.

Use categories for organization: If you create multiple agents, organize them by purpose (Engagement, Assessment, Recognition) or timing (Week 1, Week 5, Final Exam).

Write in your voice: Even though emails are automated, they should sound like you. Use your normal tone and avoid overly formal language.

Be thoughtful about timing: Schedule agents to run during working hours when you're available to respond to student replies. Avoid middle-of-the-night emails that might increase student anxiety.

CC yourself: Add your email to the CC or BCC field so you know exactly what students are receiving and can track who gets emails.

Review and refine: Check agent results periodically. If an agent isn't working as intended, adjust the criteria or schedule.

Document successful agents: Keep notes about which agents work well so you can quickly set them up in future course offerings.

Respect accessibility: Use clear language, specific subject lines, and proper HTML formatting (headers, links) to support students using screen readers.

Further Resources

- D2L: About Intelligent Agents
- D2L: Set Up Intelligent Agents
- D2L: Replace Strings Reference
- Carleton: Using Intelligent Agents for Data Reports

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors

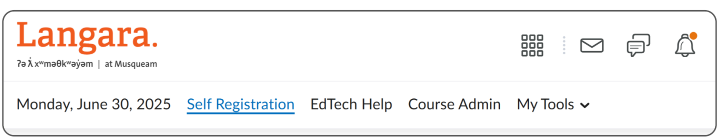
Self-Registration

Some Brightspace courses are available for self-registration. These are often asynchronous training or information courses.

To Self-Register in a Brightspace Course

Step 1

Login to Brightspace and select the **Self Registration** link on the top left.



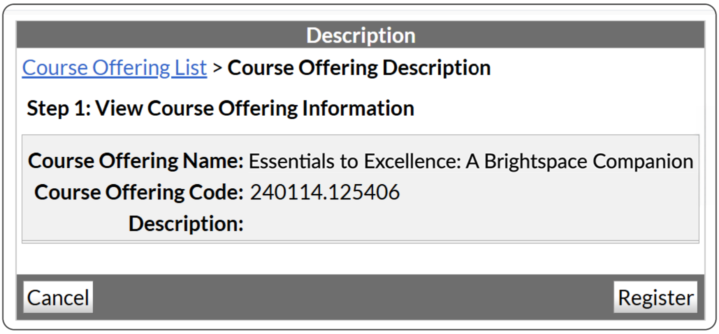
Step 2

Select the course from the available course list.

221216.102127	Applied Research Centre Onboarding	Not Enrolled
230817.120727	Learning with Integrity: Setting Yourself Up for Academic Success	Not Enrolled
240114.125406	Essentials to Excellence: A Brightspace Companion for Instructors	Not Enrolled

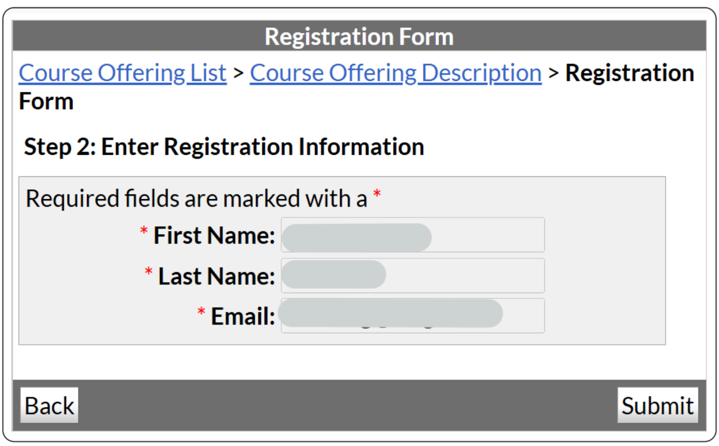
Step 3

Click the **Register** button on the bottom right.



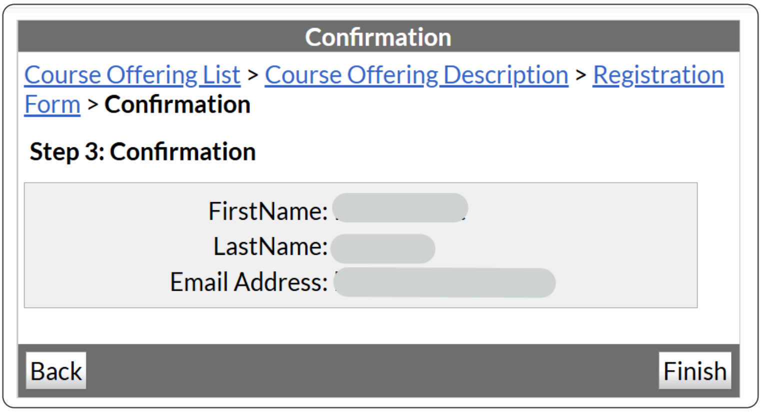
Step 4

Click **Submit.**



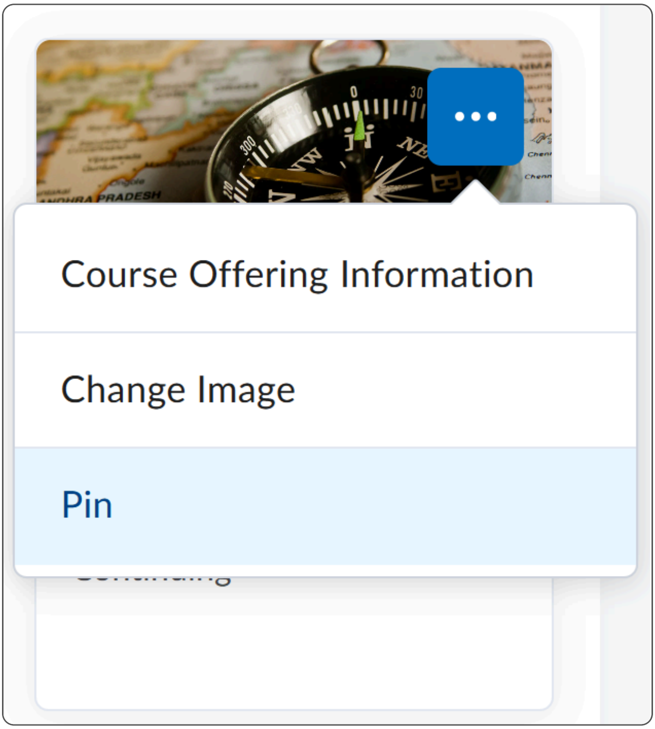
Step 5

Click **Finish** and you're registered in the course.



The course will now appear on your Brightspace home page and the course selection menu.

Tip: You can pin the course to the top of your home page by clicking the ellipsis (**...**) on the top right of the course and select **Pin**.



Contact edtech@langara.ca for more information.

Class Progress

Class Progress provides a centralized dashboard for monitoring student engagement and performance across your course. Track content completion, assignment submissions, discussion participation, grades, and login activity all in one place to identify students who may need support.

What You Can Do With Class Progress

Class Progress helps you:

- **Monitor engagement at a glance:** See which students are actively participating and which may be falling behind
- **Track multiple metrics:** View up to 4 performance indicators simultaneously (content completion, grades, discussion activity, login history, and more)
- **Identify at-risk students:** Quickly spot students who haven't logged in recently or aren't completing required activities
- **View individual progress:** Drill down into detailed reports for specific students
- **Prepare progress reports:** Export data or review comprehensive summaries for advising conversations

Class Progress is particularly useful during weeks 3-5 of term when patterns of engagement become clear, and again before midterms when early intervention can make a difference.

Accessing Class Progress

1. Open your course in Brightspace
2. In the navbar, select **Progress**
3. In the dropdown menu, select **Class Progress**

You'll see a dashboard displaying all students in your course with 4 performance indicators shown by default:

- **Content Completed:** Shows how many required content topics each student has completed
- **Objectives:** Displays progress toward learning objectives (if you've set them up)
- **Logins:** Number of times student logged into Brightspace (system-wide, not course-specific) in the last 30 days
- **Grades:** Current final grade plus visualization of last 15 grade items

Important: Login data shows system-wide logins to Brightspace, not course-specific access. A student might log in for other courses without accessing yours. For course-specific access, use the Course

Access indicator (see Customizing Indicators section below).

Understanding the Dashboard

Reading the Visualizations

Each performance indicator uses visual cues to highlight student progress:

Content Completed:

- Bar shows percentage of required content topics completed
- Hover over the bar to see exact numbers (e.g., “5 of 10 topics”)
- Green indicates high completion, red indicates low completion

Grades:

- Shows current final grade percentage
- Bar chart visualizes performance across last 15 grade items
- Hover to see specific assignment scores

Logins:

- Number shows total logins in last 30 days
- Absent period indicates days since last login (e.g., “Oct 30, 2024 – absent period: 3” means student didn’t log in for 3 days)

Filtering by Groups or Sections

If your course uses groups or sections:

1. At the top of the Class Progress page, look for the filter dropdown
2. Select a specific group or section to view only those students
3. This is helpful for large courses or when different sections have different requirements

Viewing Individual Student Progress

Accessing a Student's Progress Report

1. From the Class Progress dashboard, click on a student's name
2. You'll see their **Progress Summary** page with detailed information about their course activity

The Progress Summary includes:

- **Summary:** Overview of overall progress
- **Content:** Which content topics they've viewed and time spent on each
- **Assignments:** Submission status and scores
- **Quizzes:** Attempts and scores
- **Discussions:** Posts, replies, and read status for each forum
- **Grades:** Detailed grade breakdown
- **Course Access:** Days visited in last 30 days and access history

Navigation tip: Use the left-hand menu to jump directly to a specific tool section, or scroll down and click the dropdown arrows to expand each section.

Navigating Between Students

When viewing an individual student's progress report:

- Use the navigation arrows below the student's name at the top to move to the next/previous student
- Click **Class Progress** above the student's name to return to the full class dashboard

This makes it easy to review multiple students in sequence without returning to the main dashboard each time.
Checking Course Access (Course-Specific Activity)

To see when a student actually accessed YOUR course (not just logged into Brightspace):

1. Click on the student's name from the Class Progress dashboard
2. In the left menu, select **Course Access**
3. You'll see:
    - Number of days visited in the last 30 days
    - Last accessed date
    - List of all course access dates

Our Recommendation

Course Access provides more useful engagement data than Login History since it shows course-specific activity. Unfortunately, Course Access can only be viewed in individual student reports, not on the main dashboard. To monitor course-specific engagement, you'll need to review individual student reports or use System Access as your dashboard indicator.

Customizing Your Dashboard Indicators

You can display any 4 of the 9 available progress indicators. Choose the ones most relevant to your teaching priorities.

Available Progress Indicators

- **Content Completed:** Required content topics completed (must set content as "required" for tracking)
- **Objectives:** Learning objectives achieved (requires objectives to be set up and linked)
- **Assignment Submissions:** Assignment completion status
- **Grades:** Current final grade and recent performance
- **Checklist Completion:** Checklist items completed (requires checklists)
- **Content Visited:** Content topics viewed (whether required or not)
- **Discussion Participation:** Posts and replies in discussion forums
- **Login History:** System-wide logins to Brightspace in last 30 days
- **Quiz Performance:** Quiz attempts and scores
- **Survey Completion:** Survey responses
- **System Access:** Times student accessed Brightspace (via browser or Pulse app) in last 30 days

Note about Course Access: Course Access (which shows when students accessed YOUR specific course, not just Brightspace) is only available when viewing individual student reports. It cannot be added as a dashboard indicator. To check course-specific access, you must click on a student's name and select "Course Access" from the left menu.

To Change Which Indicators Display

1. From the Class Progress dashboard, click **Settings** in the top-right corner
2. You'll see your current 4 indicators listed in numerical order (1-4)
3. Click the dropdown arrow next to the indicator you want to replace
4. Select **Replace**
5. In the popup window, choose a new indicator from the list
6. Click **Save and Close**

The new indicator will immediately appear on your dashboard.

To Reorder Indicators

1. From the Class Progress dashboard, click **Settings**
2. Click the dropdown arrow next to an indicator
3. Select **Move Up** or **Move Down**
4. Click **Save and Close**

Recommended Indicator Combinations

For online courses: Content Completed, Assignment Submissions, Discussion Participation, Grades

For blended courses: Content Visited, Assignment Submissions, Quiz Performance, Grades
For engagement monitoring: System Access, Content Completed, Discussion Participation, Assignment Submissions

Setting Up Content Tracking

For the **Content Completed** indicator to work, you must mark content topics as "Required." By default, all content in Brightspace is set to "Not Required."
Setting Individual Content Items as Required

To make a specific content topic required:

1. Go to **Course Content**
2. Find the content topic you want to track
3. Click the dropdown arrow next to the topic
4. Select **Edit Properties**
5. Under **Completion**, check **Required**
6. Choose completion type:
   - **Automatic:** Marks complete when student views the content
   - **Manual:** Student must click a "Mark Complete" button
7. Click **Save and Close**

Setting All Future Content as Required by Default

To automatically make all new content required:

1. Go to **Course Content**

2. Click **Settings** (gear icon) in the top right
3. Scroll down to **Completion Tracking**
4. Under **Default Completion Status**, select:
   - **Required Automatic:** All new content automatically marked complete when viewed
   - **Required Manual:** All new content requires students to click “Mark Complete”
5. Click **Save**

> **Important:** Changing the default setting only affects NEW content you create. Existing content remains “Not Required” unless you manually change each item.

Checking Which Students Completed Specific Content

To see completion status for a specific content item:

1. Go to **Course Content**
2. Open the content topic you want to check
3. Scroll to the bottom of the page
4. Click the **Completion Summary** tab
5. You’ll see a list of students who have/haven’t completed the activity

This is useful for checking specific required readings or activities without reviewing full student progress reports.

Using Class Progress for Early Intervention

Week 3-5 Check: Review Class Progress to identify students who:

- Haven't accessed the course in 7+ days
- Have completed less than 50% of required content
- Haven't submitted early assignments
- Show no discussion participation

Before Midterms: Check again to:

- Identify students with low grades who might benefit from support resources
- Spot students who've stopped engaging after initial participation
- Reach out proactively before students fall too far behind

Combining with Intelligent Agents: Set up an Intelligent Agent to automatically alert you when students meet concerning criteria (e.g., no course access in 7 days). Then use Class Progress to get the full picture of their engagement before reaching out.

Printing or Exporting Progress Reports

To print an individual student's progress report:

1. Open the student's Progress Summary page
2. Click the **Print** icon in the top right
3. Your browser's print dialog will open
4. You can print or save as PDF

This is useful for advising meetings or documentation purposes.

Note: There is no built-in export function for the full class dashboard. To track changes over time, consider taking screenshots or manually recording data at key points in the term.

Limitations and Considerations

Login vs. Course Access: The default "Logins" indicator shows system-wide logins, not course-specific access. Students using the Brightspace Pulse mobile app may not register as "logged in" at all. Use Course Access (in individual reports) for more accurate course engagement data.

30-Day Window: Login and access data only covers the last 30 days. Historical data beyond this window is not available.

Content Tracking Requires Setup: Content Completed only tracks items marked as "Required." If you haven't set content as required, this indicator won't provide useful data.

Real-Time vs. Cached Data: Some indicators update immediately while others may have a slight delay. Grade changes typically reflect quickly, while content completion may take a few minutes to update.

While we advocate the use of Class Progress to provide guidance, students using the Pulse mobile app to access the course content does not register properly in Class Progress. According to Brightspace "**Class Progress > Course Access does not currently**

incorporate Pulse course access data as expected. This is a known limitation."

Please be aware that Class Progress is not a definitive record of student access and progress

Tips for Success

Choose indicators that align with your course structure: If your course is heavily discussion-based, prioritize Discussion Participation. If it's content-focused, use Content Completed or Content Visited.

Check Class Progress weekly: Regular monitoring helps you catch issues early when intervention is most effective. Consider making it part of your Monday morning routine.

Focus on patterns, not single data points: A student missing one login isn't cause for alarm, but missing both content completion AND assignment submissions AND discussion posts suggests genuine disengagement.

Combine with personal outreach: Class Progress provides data, but conversation provides context. Use the data to identify who to reach out to, then have actual conversations to understand what's happening.

Set up Intelligent Agents for automated monitoring: Configure agents to alert you when students meet concerning criteria, then use Class Progress to investigate further before deciding how to respond.

Mark key content as required from the start: If you want to track content completion, set up your Content settings before students begin accessing materials. It's harder to track retroactively.

Use System Access or Content Visited for engagement: Since Course Access isn't available as a dashboard indicator, use System Access (shows Brightspace usage via browser or Pulse app) or Content Visited (shows which content students have viewed) to monitor engagement patterns on your main dashboard.

Further Resources

- D2L: About Class Progress
- D2L: Set Up Class Progress
- Intelligent Agents Quick Guide

Contact for more information.

EdTech

EDUCATIONAL TECHNOLOGY

If you are a Langara employee, self-register for Essentials to Excellence: A Brightspace Companion for Instructors

PADLET

Padlet

Padlet is a real-time collaborative web platform for sharing, collaborating, and organizing. Padlet creates virtual bulletin boards called "Padlets" in a range of formats and styles.

Use Padlet for:

- Introductions
- Discussions
- Brainstorming
- Project Planning

- Collaboration
- Team-building
- Resource curation
- Presenting

- Showcasing student work
- Peer evaluation
- Exit tickets
- Concept mapping

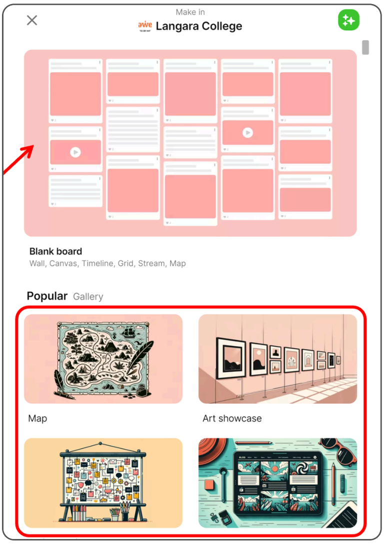
Langara has a limited number of licenses for Padlet. Contact edtech@langara.ca to obtain a license.

Getting Started with Padlet

1. Visit the Langara Padlet login page and use the Padlet credentials provided via email.
2. On the Padlet dashboard, click **Make a padlet** (in the top right corner).

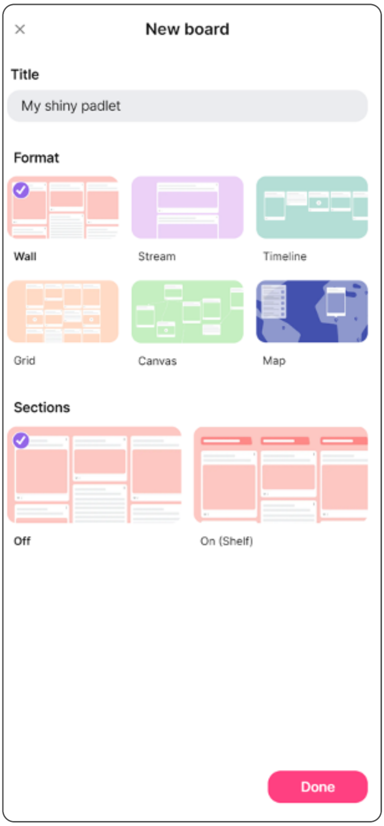
Making Padlets

Choose between a Blank board or a template from the Gallery – hover over the templates in the gallery to see how they can be used.



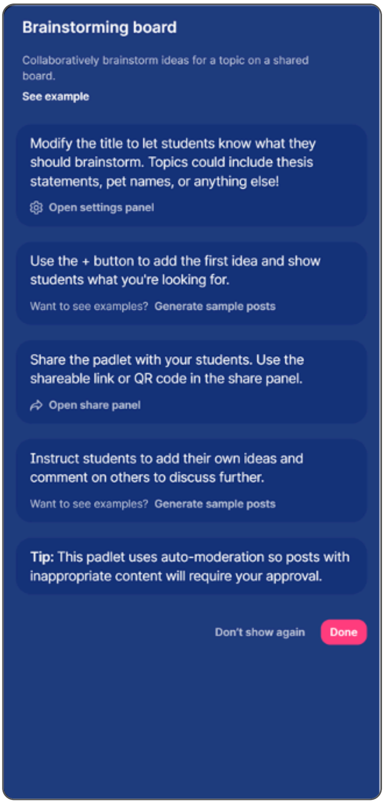
Blank

If you choose a blank board, you start from scratch. Give your board a **Title**, choose the **Format** of the board, and the level of organization of your posts.



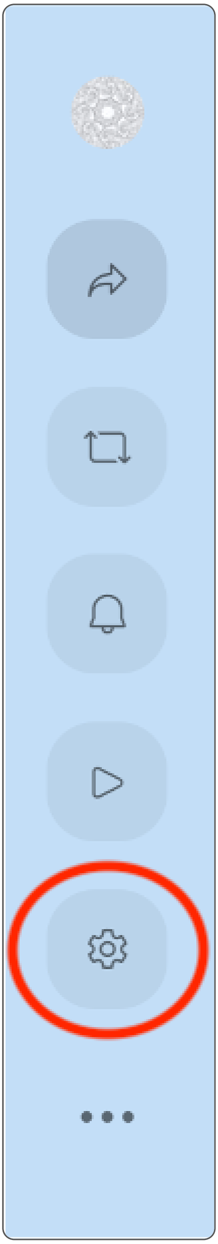
Template

If you choose a template, your Padlet will include additional instructions, information, and examples of use.

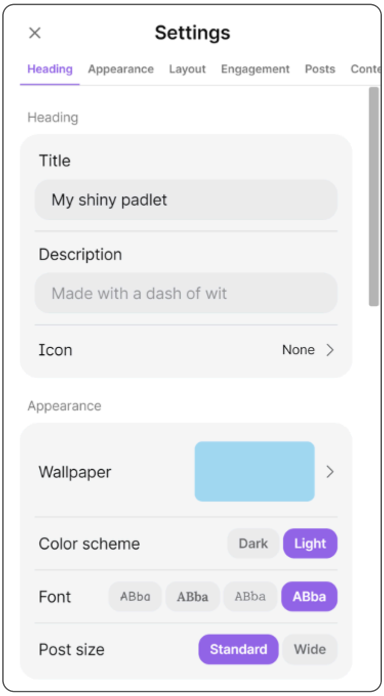


Padlet Settings

Update your Padlet settings by clicking the cog icon on the right-hand side.

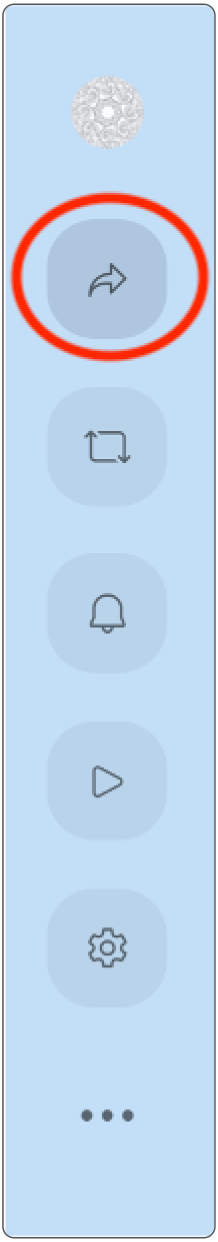


In the **Settings** menu you can change the **Heading**, **Appearance**, **Layout**, **Engagement**, **Posts**, and **Content** settings of your Padlet.



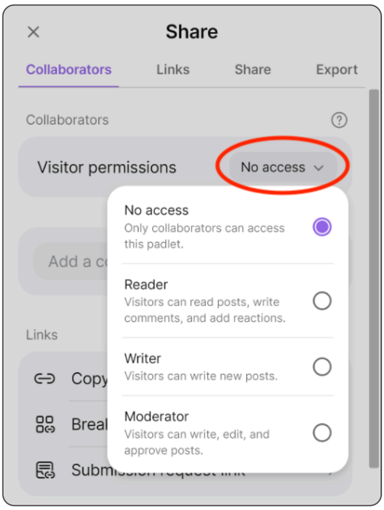
Share your Padlet

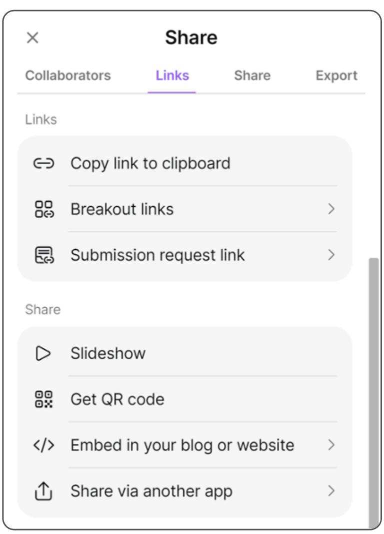
Update your Padlet permissions settings by opening the Share menu – click the arrow icon on the right-hand side.



Sharing

Change your Visitor permissions (under the Collaborators heading) from No access to Reader, Writer, or Moderator.





Move to the Share tab to share your Padlet with your students using a link, QR code, embed into Brightspace or PebblePad, etc.

Visit the Padlet Help website for more information or contact edtech@langara.ca

EdTech

EDUCATIONAL TECHNOLOGY

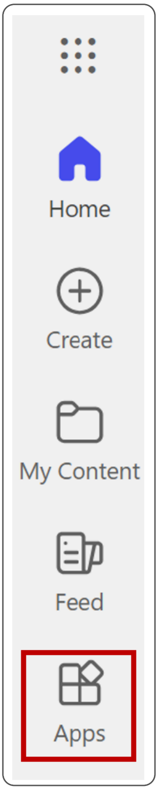
MICROSOFT TOOLS

Microsoft Forms

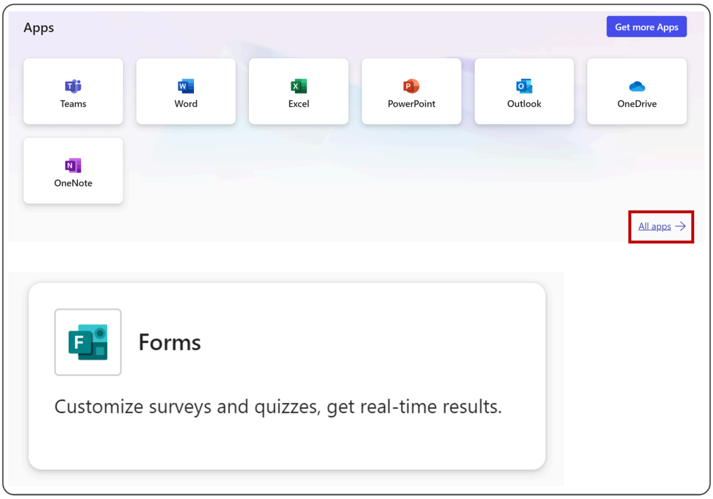
Microsoft Forms can enhance audience engagement and provide real-time feedback via polling. Live polls can be seemlessly incorporated in Microsoft PowerPoint presentations to collect, and display, responses in real-time. Forms can also collect feedback and other data. A form embedded in your Brightspace course can make asynchronous data and feedback collection easier.

To Access Microsoft Forms

1. Login to Microsoft365.
2. Select **Apps** on the left side toolbar.

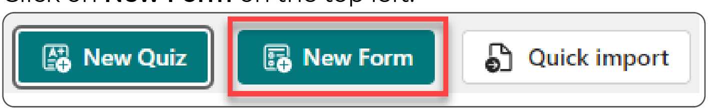


3. Click **All apps** and select **Forms**.

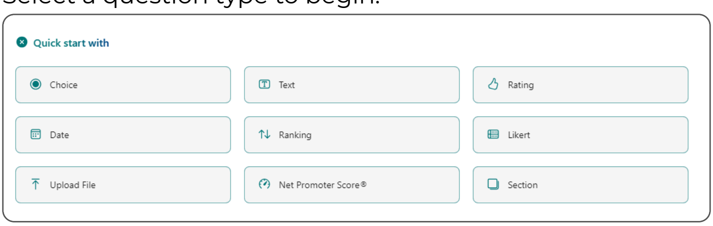


To create a Form:

1. Click on **New Form** on the top left.



2. Give your Form a meaningful and unique title.
3. Select a question type to begin.



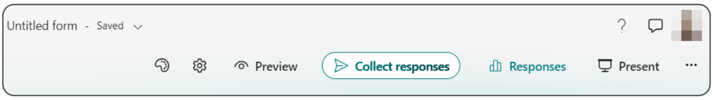
Question options include: Choice, Text, Rating, Date, Ranking, and Likert.

4. Enter question details.
   - Adjust settings for each question, such as making a question required, allowing multiple answers, and adding branching based on response.

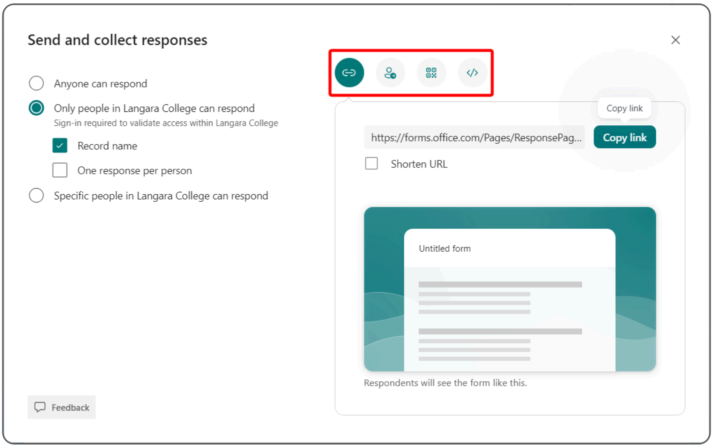
5. Continue to **Add new question**.

To collect responses asynchronously:

1. Select **Collect Responses**.



2. Forms can be shared via URL, directly in Outlook or Teams, via QR code, or embed code.



Permissions can be set to allow anyone, authenticated users (with an option for anonymous responses), or specific people to respond.

Note: EdTech recommends the **Anyone can respond** option as this allows respondents to remain anonymous and does not require them to login with their Microsoft credentials.

Microsoft Forms automatically saves your work. You can find all items you have created under **My forms**.

Tips for Effective Polling

- **Keep It Simple:** Use clear and concise questions to avoid confusion.
- **Engage Early:** Incorporate a poll early in your presentation to capture attention.
- **Encourage Participation:** Remind your audience to participate and explain how their feedback will be used.
- **Analyze Results:** Use the poll results to gauge understanding and adapt your presentation accordingly.

Microsoft Forms is part of Langara's Microsoft 365 Suite of tools and has undergone required privacy and risk assessments.

Contact edtech@langara.ca for more information.

EdTech

EDUCATIONAL TECHNOLOGY

Microsoft Forms Quiz

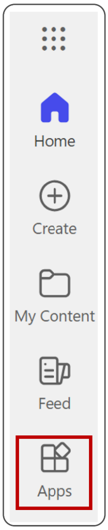
Microsoft Forms Quiz is a specific feature within Microsoft Forms tailored for creating quizzes and assessments, particularly for educational purposes. It can create engaging, self-paced knowledge assessments, allowing for a deeper understanding of asynchronous learning progress. It includes all the features of Microsoft Forms, but with additional capabilities specific to creating quizzes such as assigning points to questions and setting correct answers. Microsoft Forms Quizzes also provides features for automatically grading responses and providing immediate feedback to students.

Use Microsoft Forms Quizzes for:

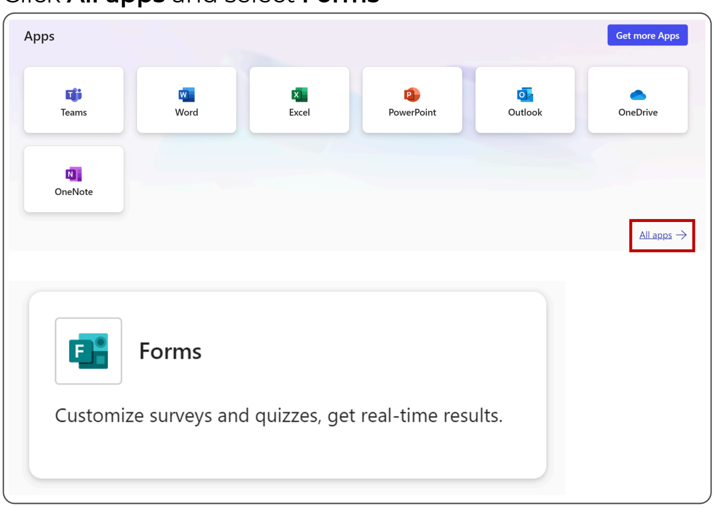
- Practice quizzes
- Knowledge checks

To Access Microsoft Forms

1. Login to Microsoft365.
2. Click **Apps** on the left side toolbar.



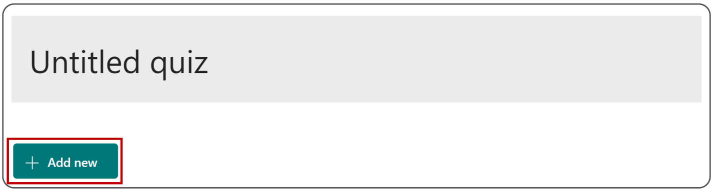
3. Click **All apps** and select **Forms**



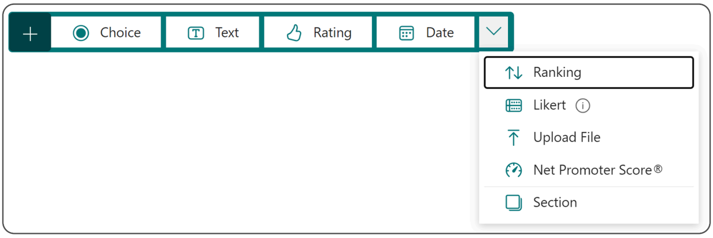
Creating a Quiz

1. Click **New Quiz** on the top left.

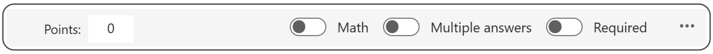
2. Give your Quiz a title and then click **Add new**.



3. Build your quiz by choosing from the question types.

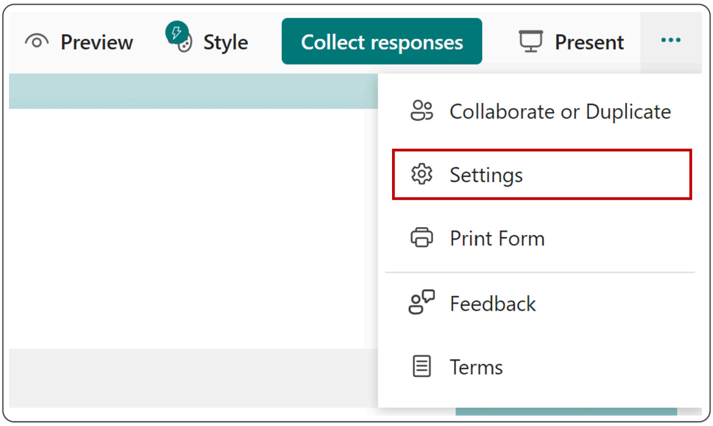


4. Add point values to your questions and mark them as Required, if necessary.



Note: Additional options are available depending on the type of question – clicking the ellipsis (...) brings up more options.

5. Once all questions are added, click the ellipsis on the top right corner of your quiz and select **Settings** to verify your quiz settings before sharing – determine if the quiz is for practice, if results will be shown to students after submitting, the start and end date, the quiz duration, etc.



Microsoft Forms automatically saves your work. You can find all items you have created under **My forms**.

Sharing a Quiz

Once your quiz settings are verified, share your quiz in one of two options: **Collect response** or **Present**.

Collect Response

Collect responses allows you to copy a link of your quiz, create an invitation, download a QR code, or copy an embed code.

Present

Present converts your quiz into a slideshow presentation.

The quiz can be completed synchronously, and visualizations update in real-time.

Responses can be collected anonymously or participants can be required to login via their Langara email address. A spreadsheet with all the responses can be downloaded. Reach out to EdTech for more assistance.

Contact edtech@langara.ca for more information.

EdTech

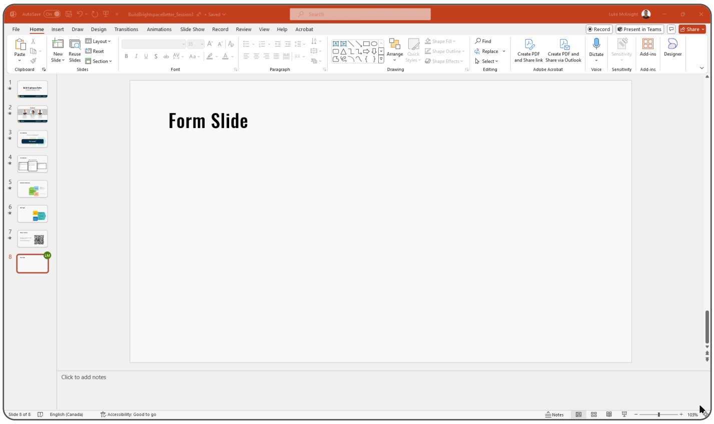
EDUCATIONAL TECHNOLOGY

Presenting Microsoft Forms in PowerPoint

Forms and quizzes created in Microsoft Forms can be integrated directly into PowerPoint, allowing for real-time engagement and knowledge checks.

Inserting Microsoft Forms in PowerPoint (Windows desktop app):

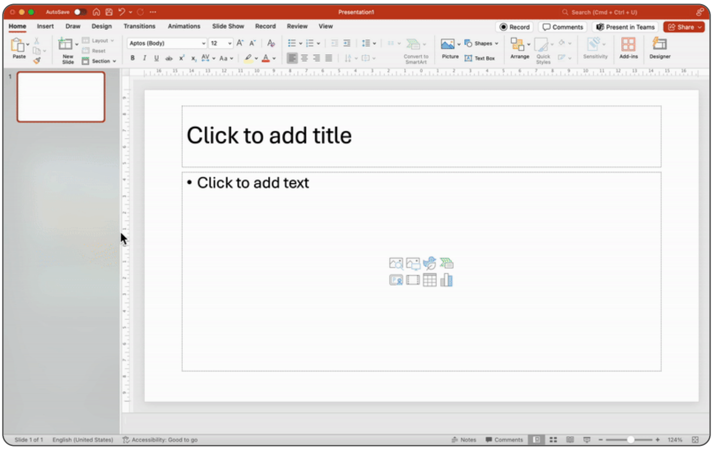
1. On a new PowerPoint slide, click the **Insert** tab and select **Forms.**
2. Select the form/quiz from the Forms sidebar and click **Insert.**



3. When presenting live, choose **Present for Interactive meetings**. To collect asynchronous responses, choose **Collect responses offline**.

Inserting Microsoft Forms in PowerPoint (MacOS desktop app):

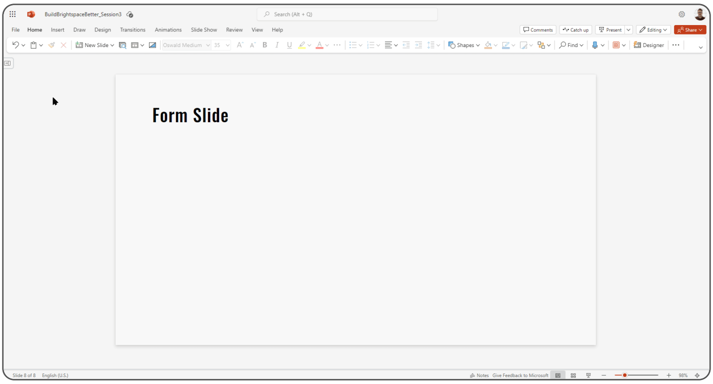
1. On a new PowerPoint slide, move to the **Home** tab, open **My Add-ins** and choose **Forms**.
2. Paste the link to your form in the **Insert your form into a slide** window.



3. When presenting live, choose **Present for Interactive meetings**. To collect asynchronous responses, choose **Collect responses offline**.
4. Adjust the Form placement:
   - Resize and move the embedded form on your slide as needed.

Inserting Microsoft Forms in PowerPoint (web browser):

1. On a new PowerPoint slide, click the **Home** tab > **Add-ins** > **Forms**.
2. Paste the link to your form in the **Insert your form into a slide** window.



3. When presenting live, choose **Present for Interactive meetings**. To collect asynchronous responses, choose **Collect responses offline**.
4. Adjust the Form placement:
    - Resize and move the embedded form on your slide as needed.

To Collect Responses:

1. Start the PowerPoint Presentation.
2. Engage Your Audience:
    - When you reach the poll slide, instruct your audience to participate by scanning the QR code or entering the link.
    - If you wish to have participants respond to the form/quiz prior to displaying the live results, insert a slide before with the QR code and link to the form/quiz.
3. Wait while audience members respond to the poll in real-time.
4. Display Results:
    - As responses come in, you can display the results live on your slide.
    - Discuss the results with your audience to enhance

interaction.

Contact edtech@langara.ca for more information.

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EDUCATIONAL TECHNOLOGY

Microsoft Forms FAQ

Getting Started:

What is Microsoft Forms, and how can I access it?

Microsoft Forms is an online tool that allows you to create surveys, quizzes, and polls, as well as collect responses in real time. It's user-friendly and integrates seamlessly with other Microsoft 365 apps, making it a great choice for checking in, gathering feedback, conducting assessments, and more in an educational setting.

Accessing Microsoft Forms:

1. Login to Microsoft365.
2. Click **Apps** on the left side toolbar.
3. Click **All apps** and select **Forms**.

How do I create a new form or quiz in Microsoft Forms?

See the Microsoft Forms Quick Start Guide for instructions on creating a new Form.

See the Microsoft Forms Quiz Quick Start Guide for instructions on creating a new Quiz.

What is the difference between a form and a quiz in Microsoft Forms?

A **Form** is used for collecting information or feedback (e.g., surveys, polls), while a **Quiz** is designed for assessments where you can assign point values to questions and provide automatic feedback. In quizzes, you can also track correct/incorrect answers and give grades.

Customization and Design:

What types of questions can I create?

Select from a range of question types, including:

- **Choice** (multiple choice)
- **Text** (open-ended answers)
- **Rating** (star or number ratings)
- **Date** (ask for a date)
- **Likert** (scale for agreement levels)

Add the question, provide answer options (if creating a quiz), and set any additional options like required responses or multiple answers.

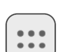
Can I add images, videos, or other media to my form/quiz?

Yes, you can add media to enhance your form or quiz:

1. For **questions**, click the **Image** or **Video** icon next to the question text field to upload a file or provide a URL.
2. You can also insert media directly into your form's title section to make it more visually appealing.
3. Ensure your media complies with accessibility guidelines for all users.

How can I reorder or edit questions in a form/quiz?

To reorder questions:

Click the drag handle () at the top of the question and reorder the question.
or
Click on the question you want to move and use the **up**

or **down arrow** () next to the question to change its position.

To edit a question:

1. Click on the question itself to make changes.
2. You can modify the text, answer choices, or settings (e.g., required field) directly in the editor.

If you want to change a question type, delete the question and add new.

Collaboration and Sharing:

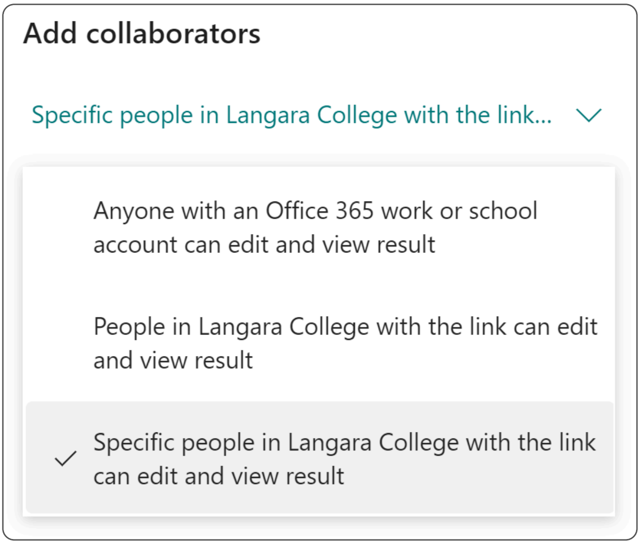
How do I share my form/quiz with colleagues or students?

1. Click **Collect Responses** in the upper-right corner of the form you wish to share.
2. Choose your sharing options:
    - Anyone with the link can respond (for public access, anonymous, no sign-in required)
    - Only people in Langara College can respond (for internal use, can record name, sign-in required)
    - Specific people in Langara College can respond (for internal use, can record name, sign-in required)
3. Copy the link, generate a QR code, or share directly via email or Teams. You can also embed the form on Brightspace, in PowerPoint, and in OneNote.

Can I collaborate with others on creating or editing a form/quiz?

Yes! To collaborate:

1. Click the ellipsis on the top right corner of the form and select **Collaborate or Duplicate**.
2. Click **Share the link to collaborate and view result**.
3. Choose from the dropdown, who can collaborate on your form/quiz. We recommend sharing with Specific people in Langara College with the link can edit and view result.



4. Copy and Share the link with colleagues

How can I insert my form/quiz into PowerPoint?

See the Presenting Microsoft Forms in PowerPoint Quick Guide for instructions.

Data Collection and Analysis:

How can I view and analyze responses from my form/quiz?

To view responses:

1. Go to the **Responses** tab at the top of your form.

2. Here, you can see a summary of all responses with charts and graphs.
3. For a more detailed view, click **View Results** to see individual responses.

For advanced analysis:

1. Click the **Excel Spreadsheet** to view all the response data.
2. You can sort, filter, and analyze responses.

How do I set up notifications for new responses?

To receive notifications for new responses:

1. In the **Settings** menu(gear icon) on the top right of your form/quiz, check the box next to **Get email notification of each response**.
2. Provide the email you wish to receive notifications.
3. You will receive an email every time a new response is submitted.

Can I set a deadline for responses?

Yes, you can set a deadline:

1. Go to the **Settings** menu (gear icon) on the top right of your form/quiz.
2. Check the option for **Start Date** and **End Date**.
3. Set the dates and times for when the form will open and close to responses.

Troubleshooting:

Why aren't my responses showing up correctly?

If responses aren't showing correctly:

1. Ensure the form is still open and hasn't been closed or restricted.
2. Check if any filters or validation settings are affecting the responses.
3. Make sure all respondents are using updated browsers and devices.

If the issue persists, try exporting the responses to Excel to see if the data is captured but not displaying.
Additional Resources:

- LinkedIn Learning Microsoft Forms Quick Tips
- Share a form or quiz to collaborate
- Check and share your form results
- View results of your form

Contact edtech@langara.ca for more information.

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EDTECH TIPS

Quizzes

The Quizzes tool in Brightspace can be used for different types of assessments. Quizzes offer numerous question types.
Extended Time Accommodation

Extended Time Accommodation

Welcome to EdTech Tips, a message with helpful, focused advice for improving your experience with educational technologies.

The **Accommodations** tool allows you to set up modified quiz time for individual students directly in the Classlist, so one setup applies across every quiz in the course.When a student has an extended time accommodation, go to the **Classlist** and select **Edit Accommodations** beside the student's name. From there, activate **Modify Time Limit** and either apply a multiplier of the original time or add a specific number of extra minutes. Once saved, you'll see an accommodation icon next to the student's name in the Classlist confirming the setting is in place, though the accommodation itself won't be

visible inside the quiz settings.
For step-by-step instructions, visit Setting up Quiz Accommodations on the Brightspace Instructor Help site.

Did you know?

The time multiplier in the Accommodations tool applies automatically to every quiz in the course. You don't need to set it up quiz by quiz, which means less manual work and fewer chances for something to slip through.

The Accommodations tool only adjusts time limits. If a student needs different availability dates, a different due date, or additional attempts, you'll need to use **Special Access** within the individual quiz settings to cover those adjustments.

The Accommodations tool is one of several Brightspace features designed to reduce administrative overhead while supporting your students. For more, visit Langara's Brightspace Instructor Help site.

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Brightspace Communication Tips

Brightspace allows you to communicate with your students using various tools. Consider the following tips for best practices with Brightspace's communication tools.

Copying Announcements

Copying Announcements Between Courses

Welcome to EdTech Tips, a message with helpful, focused advice for improving your experience with educational technologies.

The **Announcements** tool enables you to create announcements that communicate with your users quickly and effectively. For information about creating *new* announcements, visit the Brightspace Instructor Help Page.

Instructors frequently run into difficulties when they copy their course from a previous semester to the current one. It is important to note that, if you have selected **Copy All Components** during the Import process, the **Announcements** from the previous semester are copied as well.

Often all these Announcements will be active and visible to students. This is because, when the Announcement was created, No End Date was set up. To make them inactive, you must set an end date for each Announcement. If you do not have a specific end date for the Announcement, you can add the end of the semester as the end date. That way, when the course is copied over the next term, the announcement remains inactive, and you can change the start date and end date and reuse them whenever you want.

Did you know?

When you copy from an existing course, it may be better practice to copy less than you need, especially things with dates. Instead of using "Copy All Components", select "Copy Selected Components" and choose what is useful going forward.

Please note that when you, as the

instructor, **Dismiss** an announcement, the announcement is only dismissed from *your* view. It is not hidden from all the students.

Use Announcements to communicate essential information to your learners. Keep in mind, information from last semester is no longer essential and copied Announcements will be confusing.

Want to learn more about the Announcements tool? Visit the Brightspace Instructor Help article about Announcements.

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Brightspace Course Management Tips

Practical tips for managing your Brightspace courses before, during, and after the semester.
Exporting a Course Package

Exporting a Brightspace Course Package

Welcome to EdTech Tips, a message with helpful, focused advice for improving your experience with educational technologies.

When a course ends, most of us move on without thinking twice about what happens to it in Brightspace. But if you've built something you're proud of and want to make sure you always have access to it, it's worth taking a few minutes to export a copy for yourself.

Brightspace makes it easy to download a complete course package, which is a snapshot of your course content, structure, and settings that you can store on your own device or in cloud storage.

There are a few situations where having your own copy makes a lot of sense. If you're going on leave, moving between institutions, or just want a clean archive of a course you've refined over several semesters, a local copy is a more reliable long-term solution than a DVP course. It also keeps things tidy for everyone, since DVP courses accumulate over time and add to the overall storage load in Brightspace.

Did you know?

Unlike a Development (DVP) course, which lives in Brightspace and requires the system to stay accessible, a downloaded package belongs to you. You control it, it doesn't depend on any platform, and it can be re-imported into Brightspace later if you need it. Note that a course export does not include student data like grades, quiz attempts, or submission folder files.

Important: When your export is complete, save the .zip file as-is. Do not open it or re-compress it, as doing either will make the package unusable and it cannot be imported back into Brightspace. If you have a large course and the export times out, try exporting in smaller chunks, for example, content and course files first, then other components separately. For best results, export on a wired internet connection rather than WiFi.

If you'd like help with the export process, D2L's documentation on exporting course components walks you through it step by step. As always, feel free to reach out to the EdTech team if you have questions.

Contact EdTech