



# Utilize Brightspace to Help Students Stay On Track

Janice Florent, Technology Coordinator



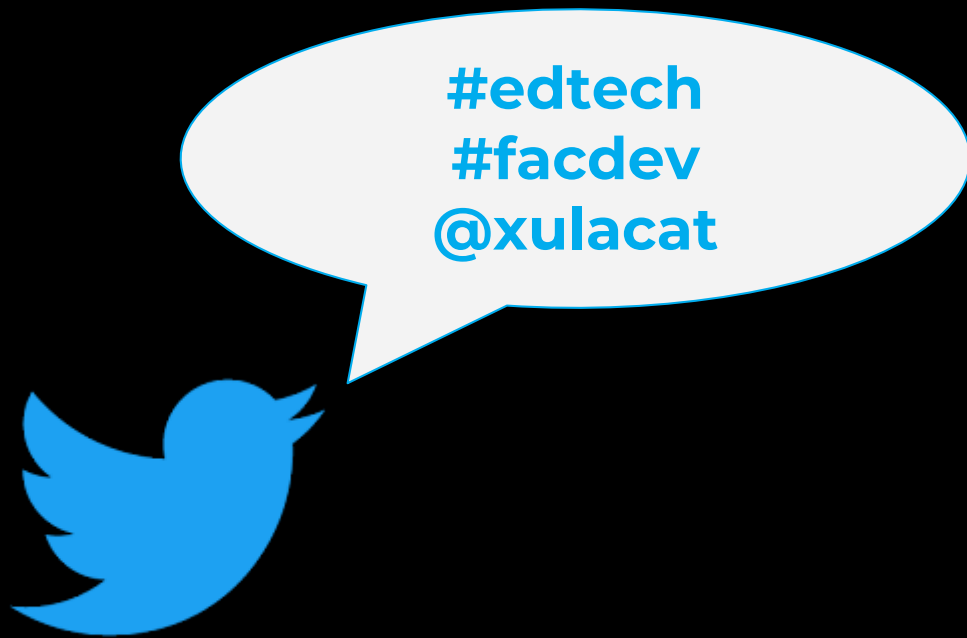
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# Join the Conversation



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# Workshop Slides

<https://catwiki.xula.edu/ontrack>



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# Quality Matters

- QM Standard 3 - Assessment & Measurement
  - 3.1 - The assessments measure the achievement of the stated learning objectives or competencies.
  - 3.2 - The course grading policy is stated clearly at the beginning of the course.
  - 3.3. - Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
  - 3.4 - The assessments used are sequenced, varied, and suited to the level of the course.
  - **3.5 - The course provides learners with multiple opportunities to track their learning progress with timely feedback.**



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# Seven Principles of Good Pedagogical Practice

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
- 5. Emphasizes time on task.**
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.



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Chickering & Gamson, 1987



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## 5. Emphasizes Time on Task

“Time plus energy equals learning. Learning to use one’s time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.”



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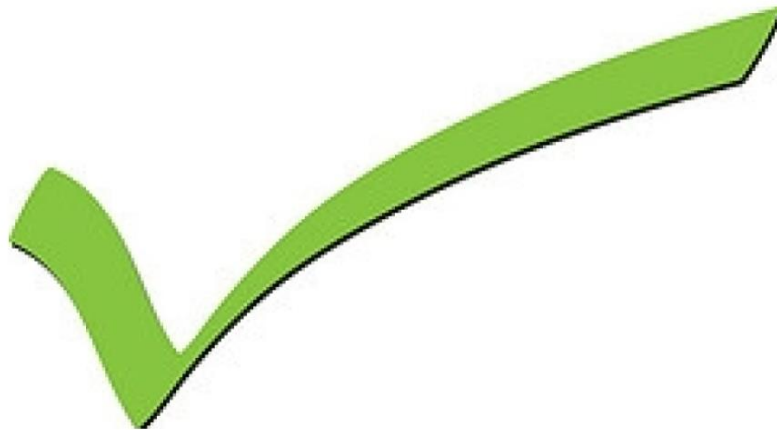
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# THE CHRONICLE OF HIGHER EDUCATION

## Why Checklists Work

By *Natalie Houston* | AUGUST 16, 2011



In *The Checklist Manifesto: How to Get Things Right*, surgeon Atul Gawande argues that one of the most basic organizational tools -- the simple checklist -- can improve the effectiveness of teams and individuals performing complex tasks. When properly conceived and used, a checklist ensures communication and confirmation among members of a team and catches errors. Even small errors can be a matter of life or death for a surgeon's patient, whose care is handled by a large number of people, each performing different subtasks for the larger procedure. When Gawande's team introduced a two-minute checklist to eight hospitals as part of a research study in 2008, deaths dropped 47%.

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# Checklists

- Are effective because they put everything you need to do right in front of you.
  - You can see the beginning, middle and end of what needs to be done.



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# Checklists

- Three different styles of checklists
  - Project
    - List tasks that must be completed
  - Procedural
    - Steps that must be followed in order
  - Communication
    - Encourage communication in organizations



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Turner, Joe. "Different Styles of Checklists" bizfluent.com,  
<https://bizfluent.com/info-8305895-different-styles-checklists.html>.  
28 November 2021.



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# Use Checklists in your Courses

- To **highlight** important or required assignments, readings, or other items to complete
- To **improve** the effectiveness of learners who are navigating your course
- As **requirement** to control access to other materials by applying Release Conditions



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# Benefits to Learners

- Focuses their minds on important objectives
- They are less likely to forget to do tasks
- Shows the bigger picture of things that must be done across the course
- Learners feel more in control by letting them decide on priorities



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# Benefits to Learners

(continued)

- Learners are less likely to become sidetracked by non-urgent/non-important tasks
- Have a record of what they have completed and what they have left to do



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# Make Use of Checklists

- Instructors can create checklists that:
  - Account for tasks to be completed in a particular order, allowing learners to check the tasks off as they are completed (i.e. like following a lab experiment)
  - Allow for review of completed course content (i.e. completed unit one, unit two, and three readings)



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# Make Use of Checklists

(continued)

- Instructors can create checklists that:
  - Allow for assignment-based checklists to ensure that the appropriate items are covered in the assignment (i.e. used minimum number of resources, used appropriate citation format, included a works-cited section, etc.)
  - Allow for a method of assessment by evaluating and self-assessing with checklists (i.e. listing a set of sequential behaviors arranged in categories to determine if a learner exhibits competencies).



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# Checklists

- Each checklist contains one or more categories, into which checklist items are organized

## Assessment 1: Checklist

Description

Have you done the following in order to prepare for this

### Assessment 1

- ☒ Week 1: Read the case study
- ☒ Week 2: Undertaken the quiz
- ☒ Week 3 & 4: Contributed to the discussion forum (by posting)
- ☒ Week 5: Prepared the self assessment quiz

## Checklist: What to include in your Learning Journal

Description

This is a checklist to remind you of what you should include in your Learning Journal

### Learning Journal

- ☒ Planning for your activities
- ☐ Meeting with your groups
- ☐ Reflecting on issues that arose during the group meetings
- ☐ What you learned from your attendance at the workshops
- ☐ How did you use that learning when engaging in your practical activities?
- ☒ What did you learn about yourself engaging in these activities?
- ☐ How would you do things differently?

## Western Civilization: Oral Histories

Description

Before submitting your Oral History, please review the checklist below.

### Research

- ☒ Three primary sources
- ☒ MLA Formatting
- ☐ Epilogue

### Format

- ☐ Name and Course Code

### History Requirements

- ☐ Prologue



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# Checklists

- Add **Release Conditions** to make completing checklist mandatory
  - For example, learners complete checklist to gain access the assignment submission folder

The image shows two overlapping checklist forms. The background form is titled 'Essay Checklist' and includes sections for 'Introduction' and 'Body - Topic One'. The foreground form is titled 'Lab Reports and Scientific Writing Checklist' and includes sections for 'Title', 'Abstract', and 'Introduction'. Both forms have checkboxes for various criteria and 'Save' and 'Cancel' buttons at the bottom.

### Essay Checklist

Description  
Evaluation checklist for essays.

**Introduction**

- ☐ Did you write a clear thesis statement?
- ☐ Is your spelling correct?

**Body - Topic One**

The first reason/example

- ☐ Does the first topic sentence clearly state the point?
- ☐ Do you explain each example?
- ☐ Are there enough examples?
- ☐ Do the examples and details support the point?
- ☐ Are the transition words used correctly?

**Lab Reports and Scientific Writing Checklist**

Description  
Checklist for lab reports and research papers.

**Title**

- ☐ Is the title specific and informative?
- ☐ Does the title contain relevant keywords?
- ☐ Does your title accurately reflect the contents of your paper?

**Abstract**

- ☐ Is your abstract concise?
- ☐ Do you summarize all major parts of the paper?
- ☐ Have you omitted literature citations?
- ☐ Can your Abstract stand alone and still makes sense?

**Introduction**

- ☐ Do you give a brief overview of the topic, providing a context for your study?



# Release Conditions

Release Conditions ▾

Print

Settings



Release Conditions: Get Started ▾

Web Page

Release Conditions: Learn More ▾

Web Page

Release Conditions: Take Action ▾

Web Page

Release Conditions: Reflect ▾

Discussion Topic



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# Checklist Tool

The screenshot shows the Canvas LMS interface for a course titled "Elementary French (Spring 2021)". The user is Janice Florent. The top navigation bar includes links for Help, Course Admin, Content, Discussions, Grades, Classlist, Groups, Activities (selected), ePortfolio, and Zoom. A dropdown menu is open under the "Activities" link, showing options: Assignments, Quizzes, Surveys, My Progress, Checklist (highlighted with a red arrow), and Self Assessments. The main content area features a banner image of a cathedral with the text "Hi Janice, Welcome to Elementary French (Spring 2021)!" and a section for Announcements with the text "Bonne chance avec les".

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# Checklists in Action



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Image Credit: [Image](#) by OpenClipart-Vectors from [Pixabay](#)

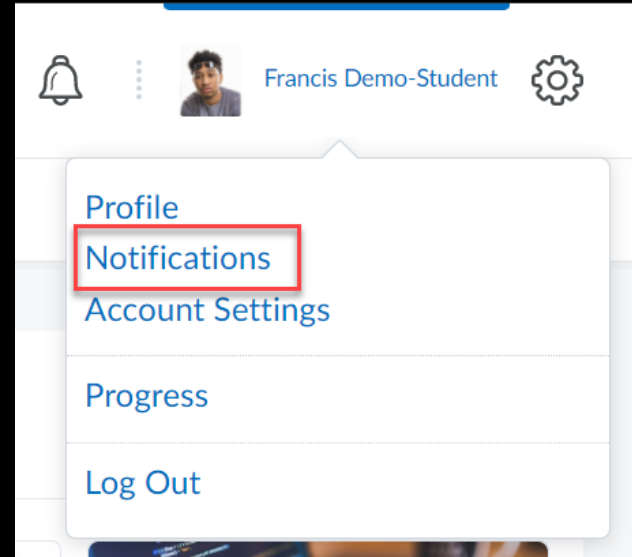


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# Notifications

- Notification preferences
  - Learners control how they receive information about course activity
  - Learners can customize which actions in Brightspace will trigger a notification



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# Pulse App



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(for thought)

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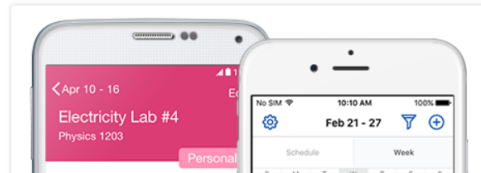
ABOUT THIS BLOG

## Brightspace Tip #252: Is Your Course Pulse Friendly?

Janice Florent • September 3, 2021 • Leave a comment

Brightspace Pulse is a mobile app that can help learners stay connected and on track with their Brightspace courses. It provides one easy view of course calendars, readings, assignments, evaluations, grades, and announcement items. The app can help learners make better decisions about how to handle their workload, when to submit assignments, and when to prepare for tests. Real-time alerts can let learners know when classes are canceled, class is meeting in an alternate location, or new grades are available. The schedule view and weekly visualization enables learners to quickly at a glance view what is due today, this week, and upcoming across all their courses.

“ While the Brightspace Pulse app is designed for the learner, instructors can benefit too.



Search

## BRIGHTSPACE

### BRIGHTSPACE DOCUMENTS

- Guide to Taking Tests in Brightspace
- Record, Upload, and Share Video on YouTube

### BRIGHTSPACE FAQ

- Respondus LockDown Browser FAQ
- Respondus Monitor FAQ
- VoiceThread FAQ
- ePortfolios FAQ

## PODCAST

### Teaching, Learning, and Everything Else

Conversation #107: Mark Quinn on a Sales Course with a Purpose  
November 23, 2021  
24 minutes

Conversation #106: Teaching a Just Transition (panel)

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# Homepages and Widgets

- System widgets
  - Announcements
  - Updates
  - Work To Do
  - Calendar



Home Fall 2021 - Health Psychology (PSYC-2050-01) Janice Florent as Student

Help Content Discussions Grades Classlist Groups Activities ePortfolio Zoom

Fall 2021 - Health Psychology (PSYC-2050-01)

Announcements

**For class this week (9/14 & 9/16)**

Elizabeth Hammer posted on Sep 12, 2021 12:29 PM

- We decided as a class that we would be asynchronous for T 9/14 and meet on Zoom for Th 9/16.
  - The videos for T 9/14 class are in a module under the Content tab.
- Please remember to log into Brightspace at some point for attendance.
- Keep up with your Reading Guides as best you can.
- This week's Health in the News leaders are Taylor B. & Alexis A.
- At some point Tuesday, please pause and take three deep breaths (let it go, let it be, let it come).
- Be well, and let me know if you have any questions.

[Show All Announcements](#)

Updates

74 Unread Discussion Posts

1 Quizzes Not Attempted

Work To Do

**Overdue**

Reading Guide Aug26  
Due Aug 26 • Fall 2021 - Health Psychology (PSYC-2050-01)

Reading Guide (Walsh)  
Due Sep 9 • Fall 2021 - Health Psychology (PSYC-2050-01)

Reading Guide (Lakhan)  
Due Sep 14 • Fall 2021 - Health Psychology (PSYC-2050-01)

**September 15 - September 28**

Reading Guide (CDC/Newkirk)  
Due Sep 16 • Fall 2021 - Health Psychology (PSYC-2050-01)

Reading Guide (APA/Garfin)  
Due Sep 21 • Fall 2021 - Health Psychology (PSYC-2050-01)

Reading Guide (Williams)  
Due Sep 23 • Fall 2021 - Health Psychology (PSYC-2050-01)

[View All Work](#)

Calendar

Wednesday, September 15, 2021

Upcoming events (4)

The American College of #LifestyleMedicine

Tweets by @ACLifeMed

Lifestyle Medicine @ACLifeMed

Join the @ACLifeMed and Keith E. Matheny, MD, FARS, on September 21st for a complimentary webinar on sleep apnea care delivery with at-home monitoring.

Visit this link to register: [bit.ly/3npUZTO](https://bit.ly/3npUZTO)  
#lifestylemedicine #sleepapnea #webinar #sleephealth

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# Homepages & Widgets

## Homepages & Widgets ▾

Print

Settings



### ⋮ Homepages & Widgets: Get Started ▾

Web Page

### ⋮ Homepages & Widgets: Learn More ▾

Web Page

### ⋮ Homepages & Widgets: Take Action ▾

Web Page

### ⋮ Homepages & Widgets: Reflect ▾

Discussion Topic



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# Manage Dates Tool



CAT Food

(for thought)

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ABOUT THIS BLOG

## Brightspace Tip #251: Manage Dates

Janice Florent • September 3, 2021 • [Leave a comment](#)



Instructors can use the [Manage Dates](#) tool to view, edit in bulk, and bulk offset date availability from one central location. You can also set the calendar status of all content topics and modules, discussion topics and forums, assignment submissions folders, grades categories and items, announcement items, quizzes, checklists, and surveys in their course in the Manage Dates tool.

## BRIGHTSPACE

### BRIGHTSPACE DOCUMENTS

- [Guide to Taking Tests in Brightspace](#)
- [Record, Upload, and Share Video on YouTube](#)

### BRIGHTSPACE FAQ

- [Respondus LockDown Browser FAQ](#)
- [Respondus Monitor FAQ](#)
- [VoiceThread FAQ](#)
- [ePortfolios FAQ](#)

## PODCAST

### Teaching, Learning, and Everything Else

Conversation #107: Mark Quinn on a Sales Course with a Purpose

📅 November 23, 2021

⌚ 24 minutes

Conversation #106: Teaching a Just Transition (panel)

📅 September 28, 2021

⌚ 53 minutes

Conversation #105: Pamela Maldron

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# Class Progress Tool

- Provides instructors with a high-level view of learner performance across the entire class
- Four indicators of performance



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# Progress Indicators

- Grades
- Content
- Discussions
- Assignments
- Quizzes
- Checklists
- Surveys
- Login History

### Select Progress Indicator


Select one of the following indicators to replace Content Visited Summary.



78 %

#### Assignments Performance Summary


The Assignments Performance Summary indicates the current average on all submission folders as well as a visualization of the scores of the last 15 items. Hover over each bar for additional details about the folders.



78 % Completed: 62 / 80

#### Checklist Completion Summary


The Checklist Completion Summary indicator displays how the learner is progressing through the assigned course checklists. Highlighted items indicate items that are due within the next 7 days.



65 % Completed: 55 / 85

#### Content Completion Summary

The Content Completion Summary indicator shows how many required content topics each student has completed.



81 %

#### Grades Performance Summary

The Grades Performance Summary indicator presents the current final grade for the student, as well as a visualization of the scores of the last 15 items. Hovering over each bar provides additional details for the grades.



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# Class Progress Tool

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## Class Progress

Settings

Help

Search users



Filter to: All Users ▼

[Use agents to automate feedback](#)

Name ▲	Content Visited	Quizzing	Checklist	Discussions
Demo-Student, Alpha ademostudent Demo003265492	0 % Visited: 0 / 99	No scores received	0 % Completed: 0 / 274	0 0 0 read threads replies
Demo-Student, Francis fdemostudent Demo00326549	37 % Visited: 43 / 115	63 %	22 % Completed: 60 / 274	1 4 0 read threads replies
Demo-Student, Jayne jdemostudent Demo326549	18 % Visited: 21 / 115	70 %	0 % Completed: 0 / 274	6 2 3 read threads replies
Demo-Student, Omega odemostudent Demo003265493	0 % Visited: 0 / 99	No scores received	0 % Completed: 0 / 274	0 0 0 read threads replies

You will find the Class Progress Tool in Course Admin



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# Class Progress Tool

- Useful for:
  - Predictive practices
  - Preventing learner disengagement



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# Completion Tracking

#LearnEverywhereXULA v2

Help » Course Admin » Content » Discussions » Grades » Checklist » Groups » Activities » ePortfolio » Tools

View of Course » Course Overview & Introduction » Course Overview & Introduction open View

Course Overview & Introduction: Learn More




Course Overview & Introduction

Purpose: Viewing the Course Overview and Introduction video will introduce the idea that your entire course is a collection of the first step in the process. In order to be successful, students must know what is expected of them. It should be easy for them to understand what to do the first time they log into the course and how to proceed from there. You will want to consider steps to make your course as welcoming, clear, transparent, and organized as possible.

Objectives

Task: Watch the video and then log in to the next activity.



Direct Link: [XULA Course Overview & Introduction \(2:40\)](#)

Resources Mentioned in the Video

Three Reasons Why You Need an Introduction to Your Online Course: This link points to Search Southern makes the case for introducing yourself to your online students.

Additional Resources

Here are a few resources that you may find helpful in humanizing your course:

- [Add Profile Picture to Humanize Your Course](#)
- [Change the Name of Your Course](#)
- [Change Course Image](#)
- [Customize Your Course Homepage](#)

Please see our [Credits page](#) for information about reused and modified materials.

Activity Details | Learning Objectives | **Completion Summary**

All Users | All | Completed | Incomplete | Exempt


Search Users

Name	Completion
	No activity
	Has Viewed the Topic Completed Tuesday, November 30, 2021 2:56 PM CST
	No activity
	No activity

## Additional Resources

Here are a few resources that you may find helpful in [humanizing](#) your course:

- [Add Profile Picture to Humanize Your Course](#)
- [Change the Name of Your Course](#)
- [Change Course Image](#)
- [Customize Your Course Homepage](#)



Please see our [Credits page](#) for information about reused and modified materials.

Edit HTML Reflect in ePortfolio Download Print

Activity Details | Learning Objectives | **Completion Summary**

All Users | All | Completed | Incomplete | Exempt

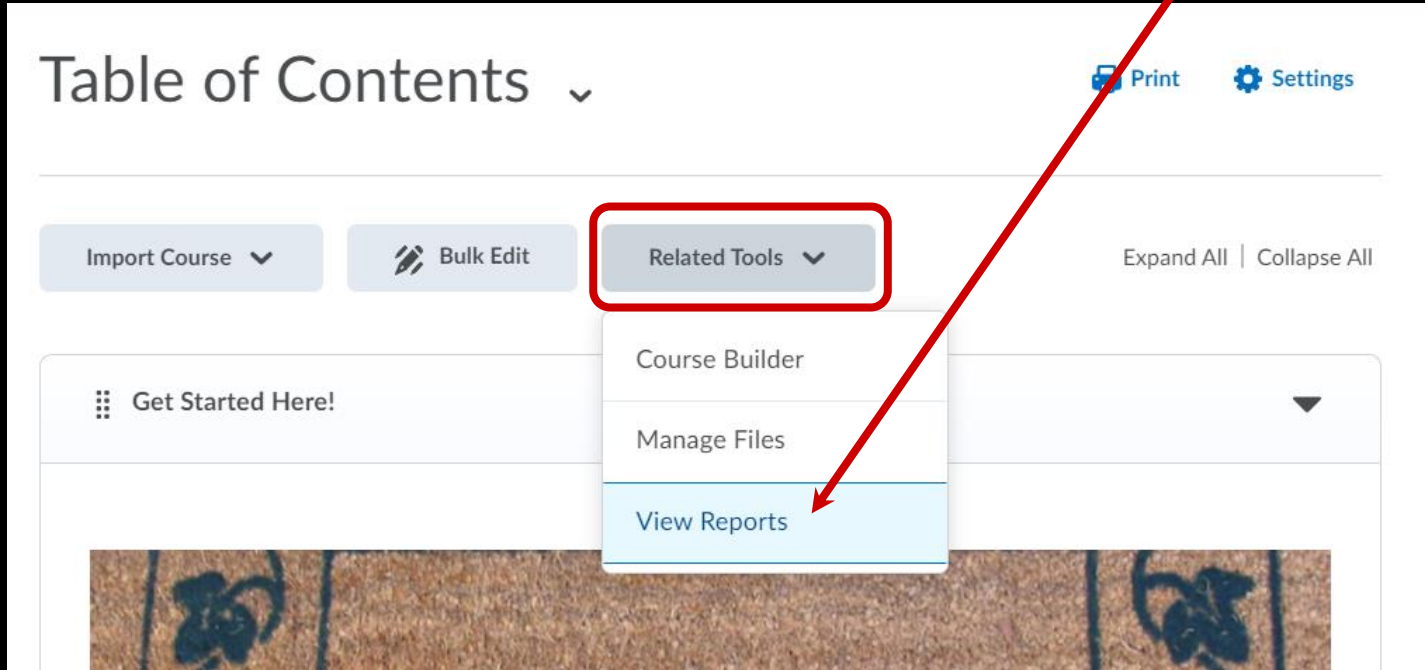
Search Users

Name	Completion
	No activity
	Has Viewed the Topic Completed Tuesday, November 30, 2021 2:56 PM CST
	No activity
	No activity

Demo-Student, Francis



# Course Content Statistics



The screenshot shows a web interface titled "Table of Contents" with a dropdown arrow. In the top right corner, there are links for "Print" and "Settings". Below the title, there are three buttons: "Import Course" with a dropdown arrow, "Bulk Edit" with a pencil icon, and "Related Tools" with a dropdown arrow. The "Related Tools" button is highlighted with a red rectangle. A red arrow points from the top right of the image towards the "View Reports" option in the dropdown menu. The dropdown menu lists three options: "Course Builder", "Manage Files", and "View Reports", which is highlighted in light blue. To the right of the buttons, there are links for "Expand All" and "Collapse All". Below the buttons, there is a section titled "Get Started Here!" with a list icon. The bottom of the interface shows a textured background with some dark shapes.

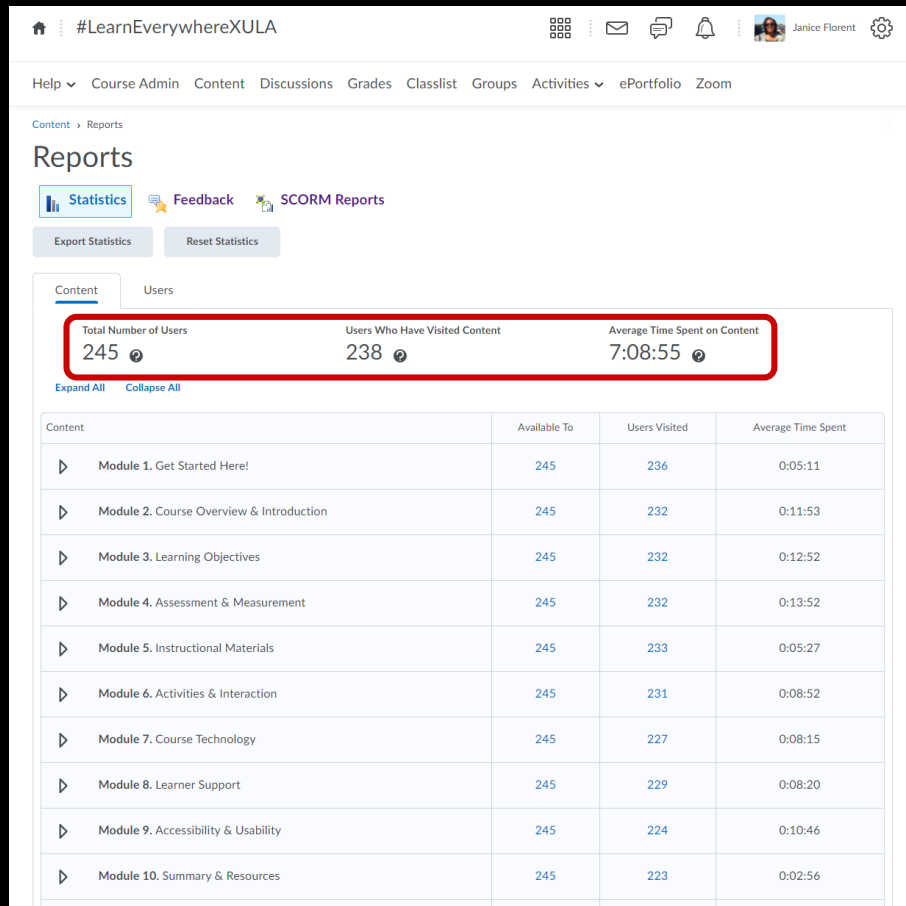
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# Course Content Statistics



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# Course Content Statistics

Content		Users		
Total Number of Users		Users Who Have Visited Content		
245 ?		238 ?		
Average Time Spent on Content		7:08:55 ?		
<a href="#">Expand All</a>		<a href="#">Collapse All</a>		
Content	Available To	Users Visited	Average Time Spent	
▶ Module 1. Get Started Here!	245	236	0:05:11	
▶ Module 2. Course Overview & Introduction	245	232	0:11:53	
▼ Module 3. Learning Objectives	245	232	0:12:52	
i. 🌐 Learning Objectives: Get Started	245	231	0:03:10	
ii. 🌐 Learning Objectives: Learn More	245	232	0:18:43	
iii. 🌐 Learning Objectives: See Brightspace Examples	245	231	0:02:01	
iv. 🌐 Learning Objectives: Take Action	245	231	0:15:47	
v. ⚡ Learning Objectives: Reflection	245	213	0:25:20	
▶ Module 4. Assessment & Measurement	245	232	0:13:52	



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# Click Tracking Data

- Tells a lot about how learners are engaging with the course
- Not dependable or foolproof enough to be used as data for learner assessment



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# Intelligent Agents

Intelligent Agents ▾

 Print  Settings



- Intelligent Agents: Get Started ▾  
 Web Page ✓
- Intelligent Agents: Learn More ▾  
 Web Page ✓
- Intelligent Agents: Take Action ▾  
 Web Page ✓
- Intelligent Agents: Reflect ▾  
 Discussion Topic ✓



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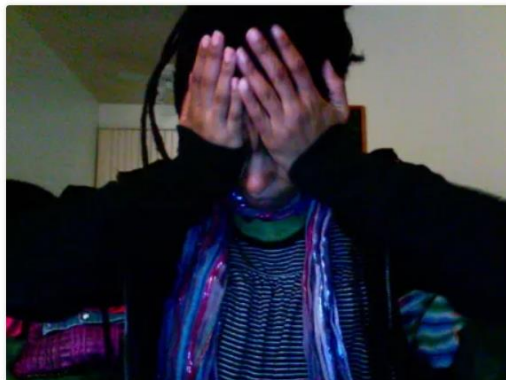
(for thought)

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ABOUT THIS BLOG

## Brightspace Tip #249: Are Your Students Overloaded with Content?

Janice Florent • August 23, 2021 • [Leave a comment](#)



It is easy to upload content into your Brightspace courses. As you are designing assignments you may be asking yourself "how much can I reasonably expect my students to accomplish outside of class?" How much is too much? In a recent [Brightspace Community article](#), Catrina Ascenuik, provided some suggestions for creating a custom learning path to help prevent information overload for learners. Her suggestions are:

Search

### BRIGHTSPACE

#### BRIGHTSPACE DOCUMENTS

- Guide to Taking Tests in Brightspace
- Record, Upload, and Share Video on YouTube

#### BRIGHTSPACE FAQ

- Respondus LockDown Browser FAQ
- Respondus Monitor FAQ
- VoiceThread FAQ
- ePortfolios FAQ

### PODCAST

#### Teaching, Learning, and Everything Else

Conversation #107: Mark Quinn on a Sales Course with a Purpose

📅 November 23, 2021

⌚ 24 minutes

Conversation #106: Teaching a Just Transition (panel)

📅 September 28, 2021

⌚ 53 minutes



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## Workload Estimator 2.0

## Enhanced Course Workload Estimator

Research & Design: [Betsy Barre](#) | [Allen Brown](#) | [Justin Esarey](#)  
[Click Here for Estimation Details](#)

## COURSE INFO

Class Duration (Weeks):

15

## READING ASSIGNMENTS

Pages Per Week:

0

Page Density:

450 Words

Difficulty:

No New Concepts

Purpose:

Survey

## WRITING ASSIGNMENTS

Pages Per Semester:

0

Page Density:

250 Words

Genre:

Reflection/Narrative

Drafting:

No Drafting

Estimated Writing Rate:  
0.75 hours per page☐ manually adjust

## DISCUSSION POSTS

Posts per Week:

0

Format:

Text

Avg. Length (Words):

250

Estimated Hours:  
0 hours / week☐ manually adjust

## EXAMS

Exams Per Semester:

## OTHER ASSIGNMENTS

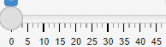
# Per Semester:

0

Hours Per Assignment:

0

50

☐ Independent

## CLASS MEETINGS

Live Meetings Per Week:

0

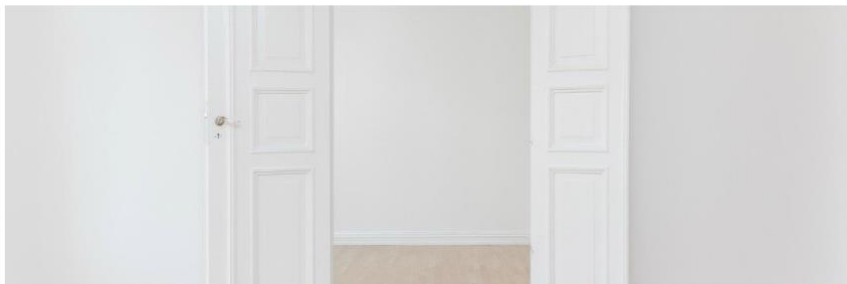
Meeting Length (Hours):

0

# #LearnEverywhereXULA

## Accessibility & Usability ▾

 Print



### Accessibility & Usability: Get Started ▾

 Web Page



### Accessibility & Usability: Learn More ▾

 Web Page



### Accessibility & Usability: See Brightspace Examples ▾

 Web Page



### Accessibility & Usability: Take Action ▾

 Web Page



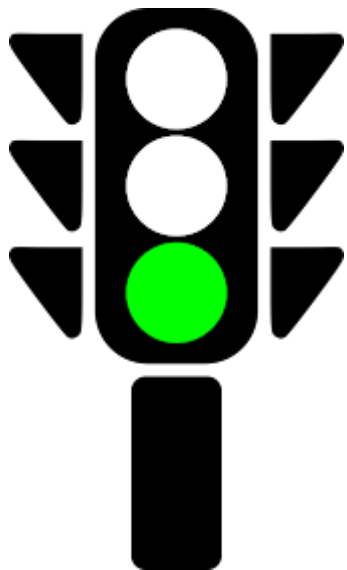
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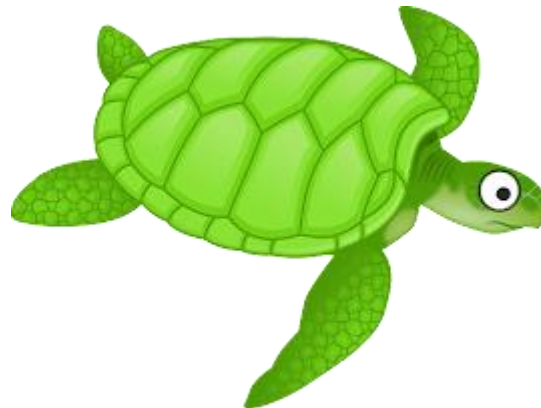
# Check-in



I'm good to go



Stop, I need help



I'm a little confused



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## 5. Emphasizes Time on Task

“Time plus energy equals learning. Learning to use one’s time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.”

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Chickering & Gamson, 1987

# 5. Emphasizes Time on Task

- Implementation ideas:
  - Communicate to students the amount of time they should spend preparing for class.
  - Expect students to complete their assignments promptly.
  - Underscore the importance of regular work, steady application, self-pacing, scheduling.
  - Divide class into timed segments so as to keep on task.
  - Meet with students who fall behind to discuss their study habits, schedules.
  - Don't hesitate to refer students to learning skills professionals on campus.
  - Use technology to make resources easily available to students.
  - Consider using mastery learning, contract learning, and computer assisted instruction as appropriate.



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Source: Enhancing Student Learning: Seven Principles for Good Practice  
Center for Research on Learning & Teaching, University of Michigan

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# Learner Progress Tip #1

- Organize your course so it's easy to navigate



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# Learner Progress Tip #2

- Break down large assignments into component deliverables
  - Break it down into "building block" components that have separate due dates. This can help keep focus and stay on task.



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# Learner Progress Tip #3

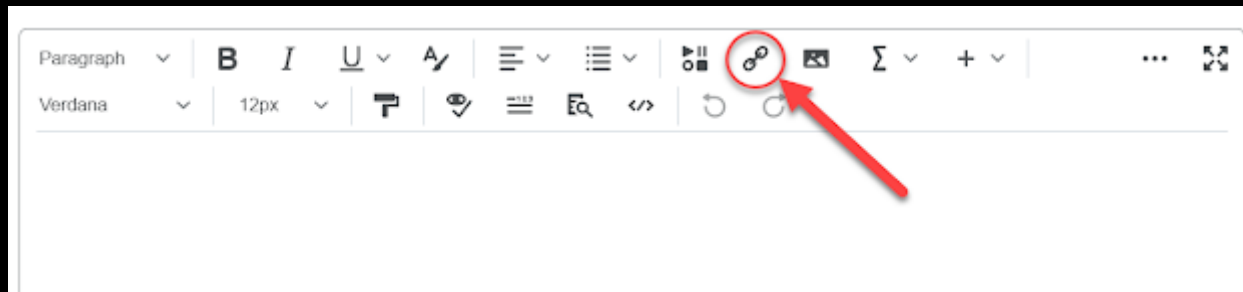
- Place checklist at the end of each week, unit, module, etc.
  - Adds more value for courses that are organized that way (i.e. content is organized by week, unit, module, etc.)



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# Learner Progress Tip #4

- Insert Quicklinks to course content and activities in the checklist



# Learner Progress Tip #5

- Use Due Dates and Display in Calendar to give visibility to learners and offer pacing guidelines.



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# Learner Progress Tip #6

- When applying Release Conditions to checklists, make it clear to students that they must complete the checklist to gain access to the content you applied the Release Condition to.



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# Potential Pitfall #1

- Avoid duplicating Due Dates in course calendar
  - Display in Calendar Option
    - Consider whether you have already displayed the item in the calendar from the originating tool. If yes, you will create a duplicate entry in the course calendar.



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# Potential Pitfall #2

- Learners may not use Checklist if there is no incentive to use it
  - Utilize Release Conditions to force learners to complete checklist to gain access to other information/activities/assignments



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# Potential Pitfall #3

- Deadline fatigue
  - Learners may feel overwhelmed if you break down assignments into too many components
- Reminder fatigue
  - Learners can become numb to reminders if they receive too many



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# Workshop Slides, Recording, & Resources

<https://catwiki.xula.edu/ontrack>



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# Any Questions



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