Engagement Strategies for Online Discussions in Brightspace

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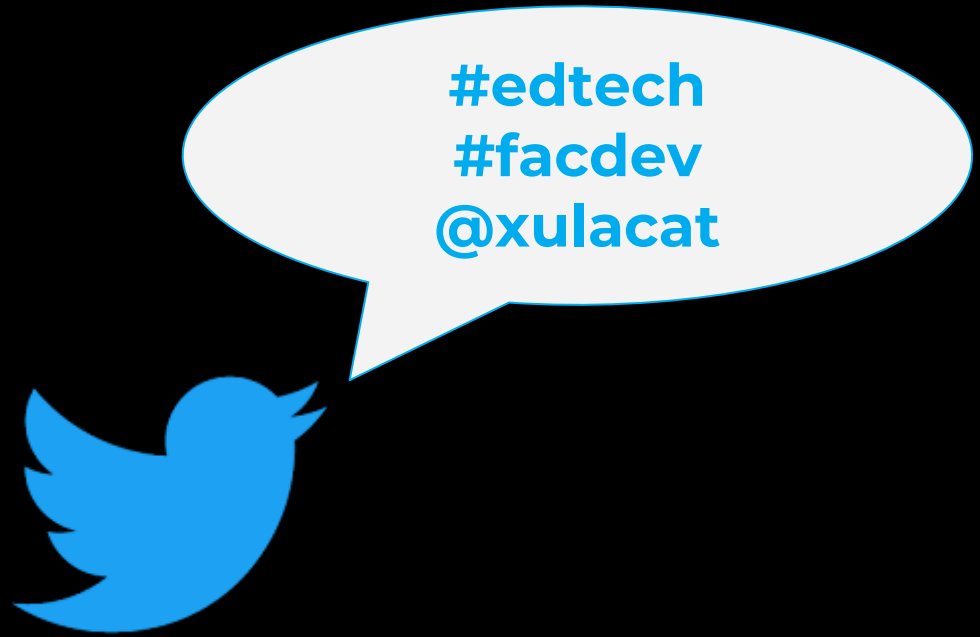

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The Three R's

- Read
- Recall
- Regurgitate

- Promptly forget information as soon as the test is over

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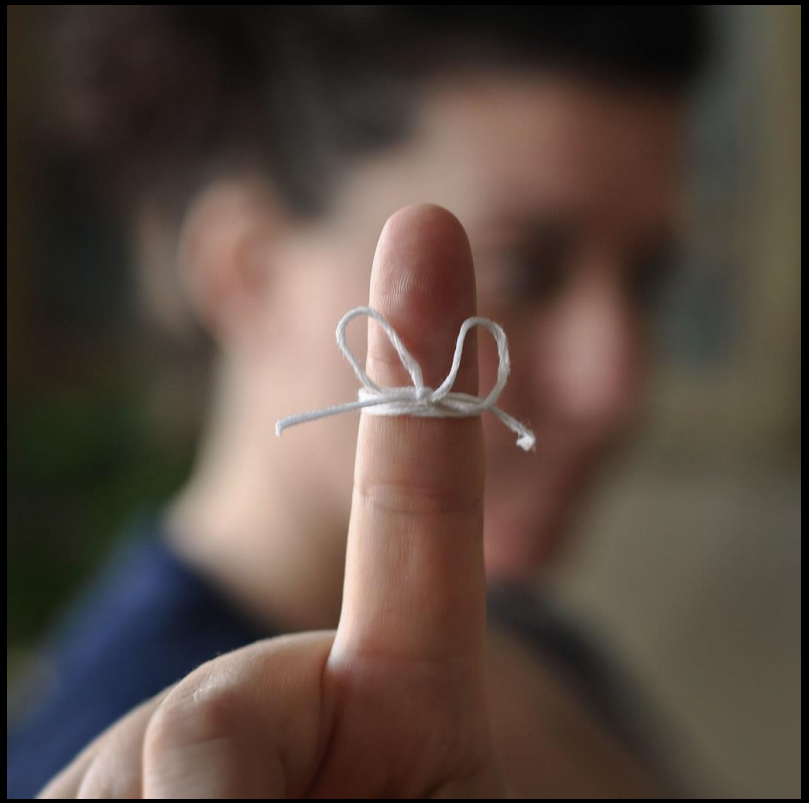
Remembering vs. Understanding



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Online Discussions

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Quality Matters

- QM Standard 5 - Learner Activities & Learner Interaction
  - 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
  - **5.2 Learning activities provide opportunities for interaction that support active learning.**
  - 5.3 The instructor's plan for interacting with learners during the course is clearly stated.
  - 5.4 The requirements for learner interaction are clearly stated.

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Quality Matters

- QM Standard 6 - Course Technology
  - 6.1 The tools used in the course support the learning objectives or competencies.
  - **6.2 Course tools promote learner engagement and active learning.**
  - 6.3 A variety of technology is used in the course.
  - 6.4 The course provides learners with information on protecting their data and privacy.

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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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2. Develops Reciprocity and Cooperation Among Students

"Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning."

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Chickering & Gamson, 1987

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Seven Principles of Good Pedagogical Practice

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Chickering & Gamson, 1987

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3. Encourages Active Learning

"Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers.
They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves."

Chickering & Gamson, 1987

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Online Discussions

- Effective way to inject a dose of community into online course
- A lively and thought-provoking discussion forum
  - Draws students into a deeper engagement with peers
  - Strengthens understanding of course materials

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Source: Boost Student Engagement by Rethinking Your Online Discussion Board

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Understand the Value of a Discussion Board

- Not all courses will benefit from discussion forums
  - Will it enhance the overall curriculum?
  - How will you use it to strengthen the learning objectives of the course?

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Source: Boost Student Engagement by Rethinking Your Online Discussion Board

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Understand the Value of a Discussion Board

- Should not be used as a mechanism for testing knowledge retention
  - Essay prompts and exams do this more efficiently
  - Use discussion board as an opportunity to enhance the learning process

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Source: Boost Student Engagement by Rethinking Your Online Discussion Board

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What issues or challenges to using online discussions do you foresee?

Image Credit: Image by Schäferle from Pixabay

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Issues and Challenges Related to Student Behaviors

Going off track from the discussion topic

Students offering very weak, non-substantive posts (i.e. drive-by postings)

Students who do not contribute to the discussion

Students plagiarizing other students' posting

Personal attacks and bullying

Conflict in the discussion

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Issues and Challenges for the Instructor

Keeping up with discussion posts and balancing student response times

Making sure students aren't just posting to meet requirements but are engaged in discussion

Demonstrating you are paying attention without becoming overwhelmed with reading all the posts

Having students take ownership over leading discussions

Dealing with asynchronous discussion fatigue

Grading discussions

Making discussions a space where students can synthesize course materials

Time involved in answering questions and responding to discussion posts

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Quality Online Discussions

- Discussion prompts that encourage student engagement
- Clear/specific instructions and expectations
- Specific/descriptive grading criteria
- Strategic feedback

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Great Discussion Questions

- Are clear and easy to understand
- Foster a dialogue
- Are inclusive
- Align with the course objectives

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Source: How to Write Discussion Questions That Actually Spark Discussions

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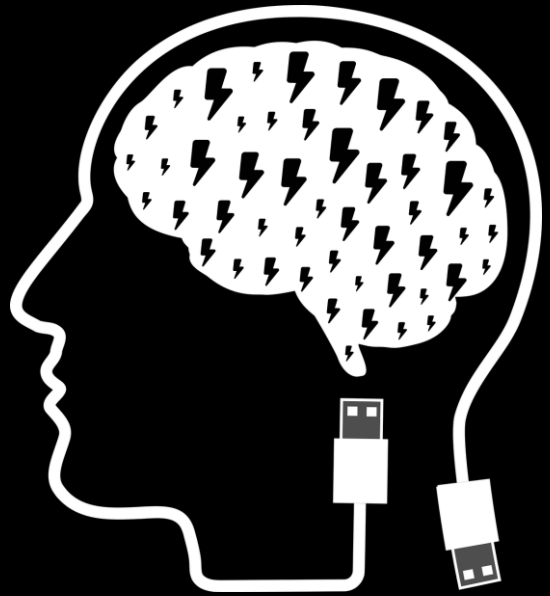
Write Discussion Questions That Actually Spark Discussions

- Craft questions that
  - Give learners the opportunity to form opinions AND build on each other's insights



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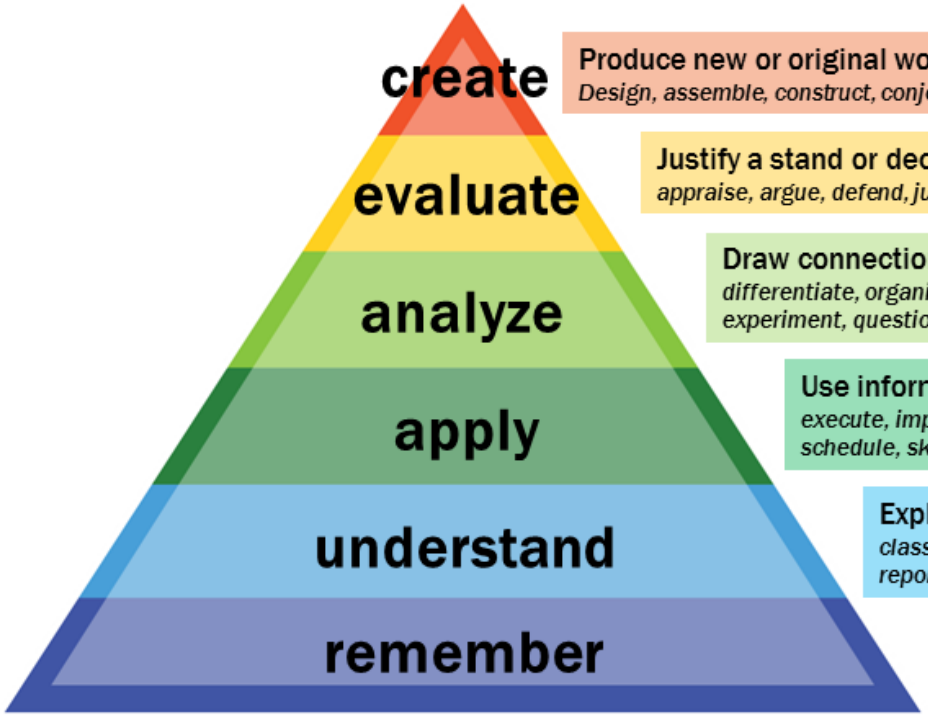
Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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Choose Questions That Inspire Discussion

- Avoid close-ended questions
- Craft open-ended questions that don't have a right or wrong answer

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Writing Good Discussion Questions

Writing Good Discussion Questions

As you prepare questions for a discussion, think about what is most important that students know and understand about the topic (the article you asked them to read, the last lecture on the topic, the chapter in the book, etc.). Shape your questions with that goal in mind. Avoid questions that prompt a yes or no answer. If you get that kind of answer, ask the student to go further and justify their response. Ask them to refer to the reading they were to do for support for their statements, ideas and opinions.

Here are some question types that stimulate different kinds of thinking:

Convergent Thinking	Divergent Thinking	Evaluative Thinking
Usually begin with: • Why • How • In what ways...	Usually begin with: • Imagine • Suppose • Predict... • If..., then... • How might... • Can you create... • What are some possible consequences...	Usually begin with these words or phrases: • Defend • Judge • Justify... • What do you think about... • What is your opinion about...
Examples: • How does gravity differ from electrostatic attraction? • How was the invasion of Grenada a modern day example of the Monroe Doctrine in action? • Why was Richard III considered an evil king?	Examples: • Suppose that Caesar never returned to Rome from Gaul. Would the Empire have existed? • What predictions can you make regarding the voting process in Florida? • How might life in the year 2100 differ from today?	Examples: • What do you think are the advantages of solar power over coal-fired electric plants? • Is it fair that Title IX requires colleges to fund sports for women as well as for men? • How do you feel about raising the driving age to 18? Why?

Source: Generating and Facilitating Engaging and Effective Online Discussions
Center for Teaching and Learning, University of Texas at Austin

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Suggestions for Effective Online Discussions

1. **Offer a model for the ideal discussion post.**
   - Consider using a real student example from a previous term (with permission and name withheld).
   - Provide examples of products if required for the activity.

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Source: Discussions in Online Courses: Best Practices and Expectations
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Suggestions for Effective Online Discussions

2. **Incorporate interactivity by requiring variation in students' responses.**

   - **Jigsaw prompts**: Students are organized into "jigsaw" groups. Each student is assigned content then reorganized into "expert" groups containing one member from each jigsaw group. The "expert" group works together to organize and present information.
   - **Snowball prompts**: Discussions begin in pairs, responding to a discussion question only with a single partner, then join another pair to continue the discussion until the entire class is joined in one large discussion.
   - **3C+Q method**: Each post and response must include a compliment, a comment, a connection (3C) plus a question (Q).
     - Compliment: I appreciate that....
     - Comment: I agree with that... I disagree because....
     - Connection: I also thought....
     - Question: I wonder why....

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Suggestions for Effective Online Discussions

3. **Provide opportunities for student autonomy.**
   - Provide students opportunities to moderate the discussions with instructor guidance.
   - Students select one week in which they would like to moderate the discussion.
   - Instructor facilitates for the first few weeks, modeling the role that students would later assume.
   - Provide moderators guidance on best-practice strategies for focusing, maintaining, and extending discussions or use techniques of their choosing.

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Suggestions for Effective Online Discussions

4. **Create smaller group discussions in classes larger than a dozen.**
   - Group students into subsections of six to eight students.
   - Create a separate but parallel discussion forum for each subsection.
   - Assign each group a unique or conflicting perspective.

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Suggestions for Effective Online Discussions

5. **Assign students rotating roles and responsibilities within the groups.**
   - First responder/initiator: initiates the conversation, provides guidelines, facilitates
   - Connector: ensures structure of discussions and connects ideas
   - Synthesizer: summarizes the main points, addresses misconceptions to provide clarity, and highlights concepts that were overlooked in the discussions.

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Breaking the Humdrum of "Post Once & Reply to 2"

**Note: This is a work in progress and will be continuously updated.

Alternative Discussion Structures

Lisa C Kidder and Mark Cooper

Idaho State University

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Example: Timeline Collaboration

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Example: Case Study

Example: Challenge Questions

Example: Mixing Up Your Introductions

Example: Student Showcase

Additional Resources

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Source: Breaking the Humdrum of Discussions

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Alternative Discussion Structures

**Note: This is a work in progress and will be continuously updated.

Example: In The News

Overview	"In the News" discussions use examples from the media that present a statistic. Learners describe the limitations of taking statistics at face-value.
Rationale	This activity helps learners to develop critical thinking by examining and researching statistics (or another discipline) in the media to learn "you cannot believe everything you see and hear in the news."
When this works well	The application of statistics in any discipline, but the focus is on evaluating the credibility of the statistical assertion.
Connections	QM: 3.4, 3.5, 5.2, 6.2 UDL: 7.2, 8.1, 2.5,

Instructions for Learners and I

Locate an article in the news that uses statist

Describe the limitations of the statistics and v
determine the validity of the statistics.

Example

Discussion Thread

River

SUBJECT: Smarter Robots

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**Note: This is a work in progress and will be continuously updated.

I found this article in the news this week, researchers gives robots intelligent sensing abilities to carry out complex tasks. A team of computer scientists and materials engineers from the National University of Singapore (NUS) developed a sensory integrated artificial brain system that mimics biological neural networks. This is crazy, like something out of a sci-fi movie. I want to know how this will improve the lives of humans in the future. The article's limitations are... I want more information on...

RE: Smarter Robots

Charlie

River, what an interesting article you posted for this week's discussion. The article states that, enabling a human-like sense of touch in robotics could significantly improve current functionality, and even lead to new uses. They give an example, on the factory floor, robotic arms fitted with electronic skins could easily adapt to different items, using tactile sensing to identify and grip unfamiliar objects with the right amount of pressure to prevent slipping. The robots can also identify the shape, texture and hardness of objects 10 times faster than the blink of an eye. I found this really cool TED Talk video for you on YouTube, Robots Among Us: Intelligent Machine Teammates | Julie Shah | TEDxMIT. It relates to your article and hopefully clears up some of the limitations you had on.... Hope you enjoy it!

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Example Discussion

Discussion Instructions:
Every week, read the two required readings and then find and read one additional article of your choosing. In your post, discuss your takeaways, any themes across the articles, any questions or apprehensions. Aim to make your initial post by Wednesday and continue the conversations with your peers through to Sunday.

Grading Model:
At the end of the course, the instructor will select 2-3 weeks at random to evaluate the quality and quantity of your participation.

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Source: Discussion Models, from a Learner's Perspective
Brightspace Community

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ACUE Association of College and University Educators

Discussion Rubrics

Use Discussion Forum Rubrics

Providing students with a discussion forum rubric helps them understand, and therefore better meet, your expectations for thoughtful participation in these important learning opportunities. To further clarify your expectations, you can provide students with examples of postings that receive full, partial, or no credit, with explanations of why each posting received a different level of credit.

Below is a general rubric for discussion forums. The descriptions and point values can be adjusted depending on the type of discussion.

	Exceeds expectations	Meets expectations	Approaches expectations	Does not include
Timely and active participation	Posts initial response before due date. Posts, replies, and asks questions four or more times throughout the week.	Posts initial response by the due date. Posts, replies, and asks questions two or three times throughout the week.	Posts initial response after the due date. Posts, replies, or asks questions once during the week.	Posts initial response after the due date or does not post response.
Thoughtful and complete response to question(s)	Fully responds to the question(s). Post is supported by connections to the reading and real-life examples.	Fully responds to the question(s). Post is supported by connections to the reading *or* real-life examples.	Partially responds to the question(s). Provides vague or incomplete connections to the reading or real-life examples.	Does not post q response or response is vague, off topic, or repetitive.
Thoughtful contributions to the learning community	Posts thoughtful questions or novel ideas to peers that generate new ideas and group discussion.	Asks questions or posts thoughtful responses to generate a single peer's response.	Posts minimal or vague responses to peers that do not motivate a response (e.g., "I agree with you, Sherry!").	Does not post a response and/or does not reply to peers.

Source: Discussion Forum Rubrics
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Discussion Rubric

Current Events Discussion Rubric

Criteria	**Exceeds Expectations** 4 points	**Meets Expectation** 3 points	**Approaches Expectations** 2 points	**Below Expectations** 1 point	**Criterion Score**
Timely and active participation	Posts initial response before due date. Posts, replies, and asks questions four or more times throughout the week.	Posts initial response by the due date. Posts, replies, and asks questions two or three times throughout the week.	Posts initial response after the due date. Posts, replies, or asks questions once during the week.	Posts initial response after the due date or does not post response.	/ 4
Thoughtful and complete response to question(s)	Fully responds to the question(s). Post is supported by connections to the reading **and** real-life examples.	Fully responds to the question(s). Post is supported by connections to the reading **or** real-life examples.	Partially responds to the question(s). Provides vague or incomplete connections to the reading or real-life examples.	Does not post a response or response is vague, off topic, or repetitive.	/ 4
Thoughtful contributions to the learning community	Posts thoughtful questions or novel ideas to peers that generate new ideas and group discussion.	Asks questions or posts thoughtful responses to generate a single peer's response.	Posts minimal or vague responses to peers that do not motivate a response (e.g., "I agree with you, Sherry!").	Does not post a response and/or does not reply to peers.	/ 4
Total					/ 12

Overall Score

Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
11 points minimum	9 points minimum	6 points minimum	0 points minimum

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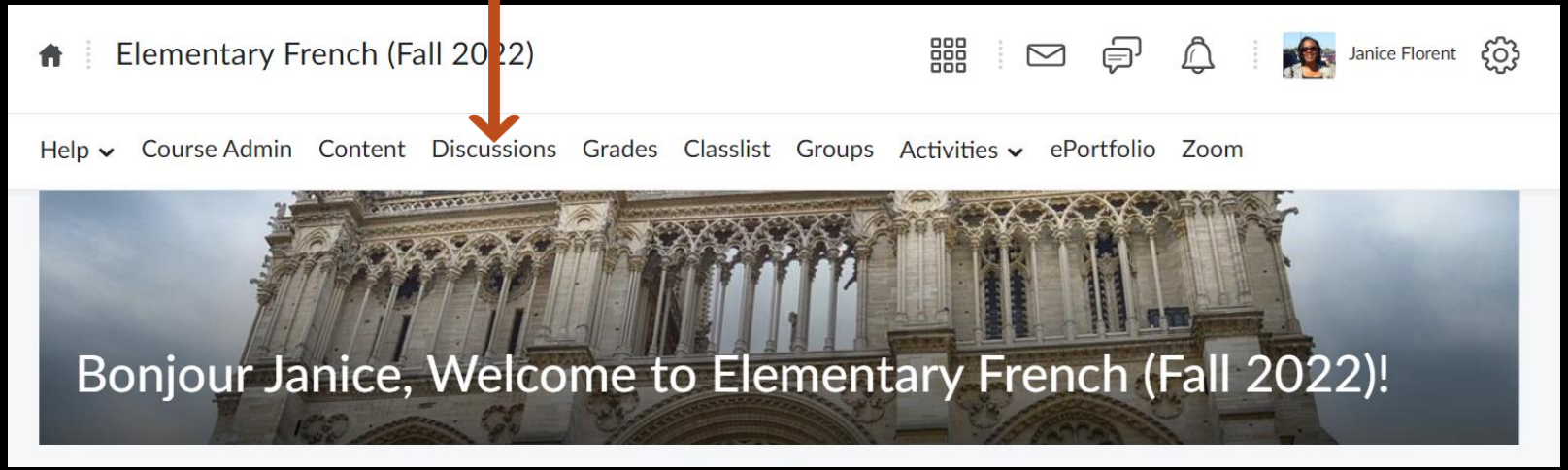
Discussions Tool



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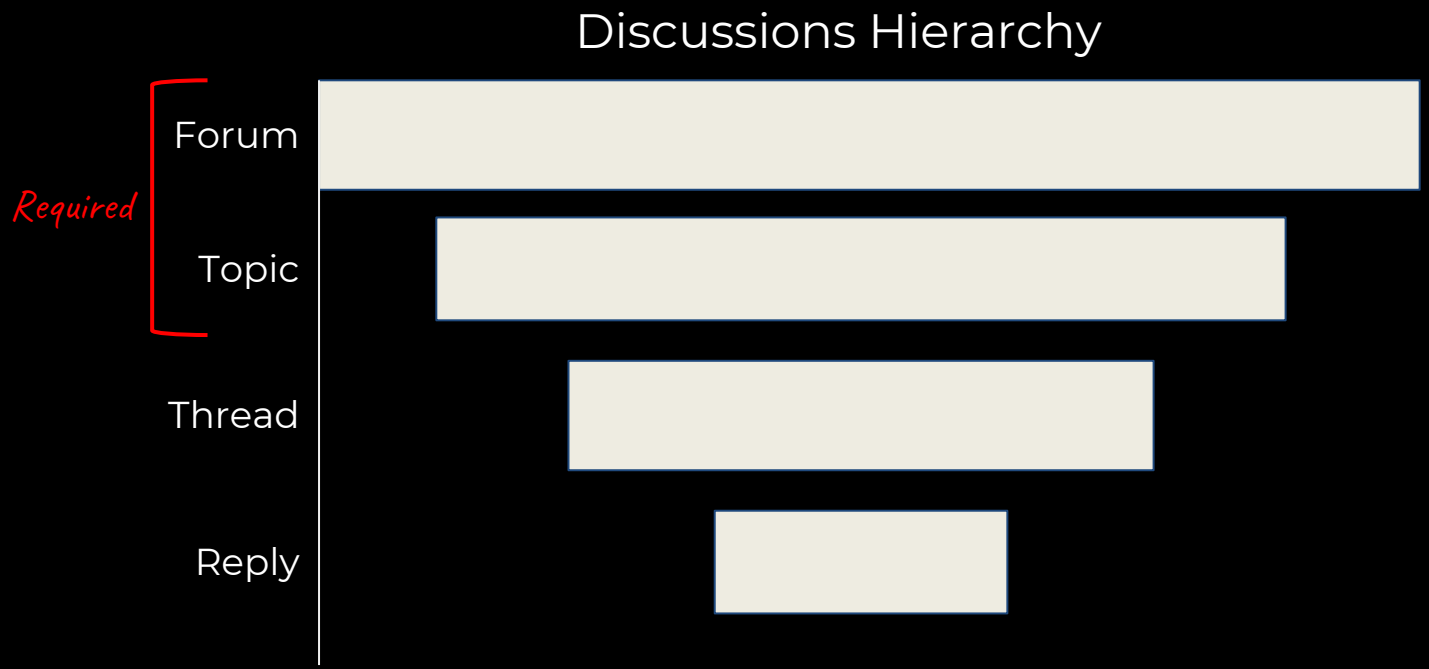

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Online Discussions in Action

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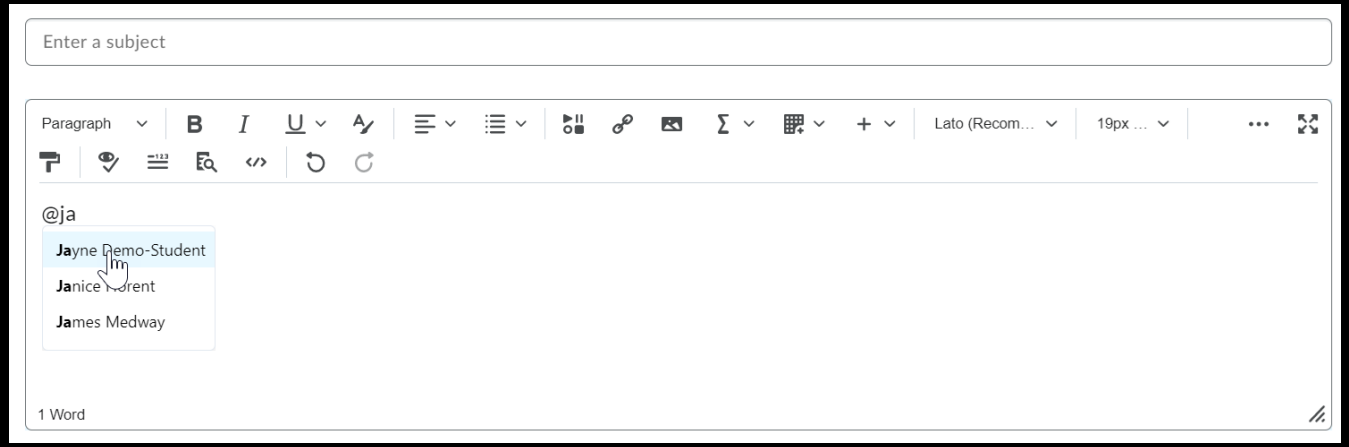
Discussions - @mentions

- Tag other users within the same course
- Tagged users are notified with alerts directing them to the thread where they were tagged



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@mentions

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(for thought)

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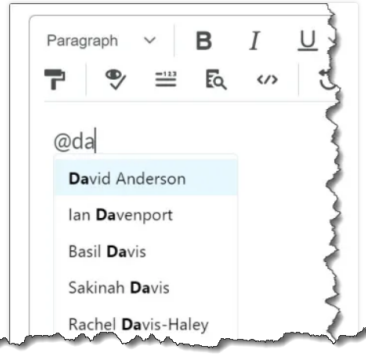
Brightspace Tip #297: Discussions – @mentions

Janice Florent • January 20, 2022 • Leave a comment • Edit

The Discussions tool has a new **@mentions** feature. Within the Discussion tool, users can now tag other users within the same course using @mentions. Tagged users are notified by alerts in the Minibar directing them to the thread in which they were tagged. Additionally, users can edit their notification settings and opt to receive email notifications when they are tagged in discussions.



You may be wondering how @mentions could enhance your class discussions. Here are a couple of examples:

Example 1:

> @Mentions can help thread together concepts from multiple people in a discussion. For example, student A may be reading through discussion posts and sees that fellow classmates (Jayne and Francis) are making similar points in their posts but they are coming from completely different starting points. Student A wants to draw Jayne and Francis into a conversation with each other. Student A could post something like, "Hey @Jayne, did you see that @Francis agrees with you on x and y, but starts with presupposition b instead of a? What do you think about his presupposition?" Both Jayne and Francis would receive notification that they have been tagged in the discussion. Likewise, you as the instructor, could use the @mentions to tag students to draw them into a conversation.

Example 2:

> You have a student that wants to draw you, as the instructor, into the conversation for clarification. The student could use the @mentions to tag you. You would receive notification alerting you that you have been tagged and you could prioritize responding to that thread before reading through all the others.

Do you have other examples of how @mentions could be useful in discussions? If so, please leave a comment on this post.

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Restrictions for Discussions

- Restrict access to discussion forums and threads:
  - Lock discussion topics
    - Close a conversation while allowing users to refer back to posts
  - Hide discussion forums and topics
    - Are not displayed to learners on the Discussions List page
  - Restrict access for groups and sections
    - Only members can access

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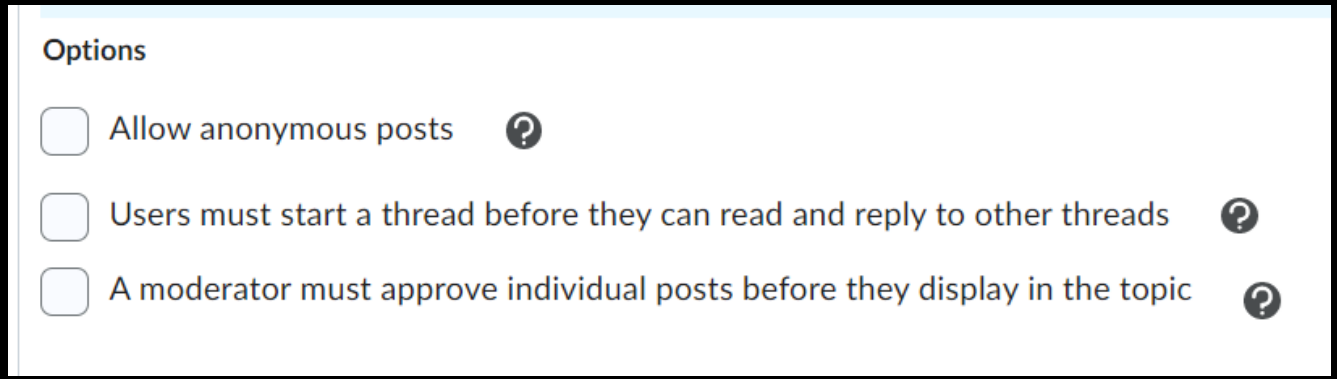
Forum/Topic Options

- Anonymous posts
- Start a thread before reading/replying to other threads
- Moderate posts



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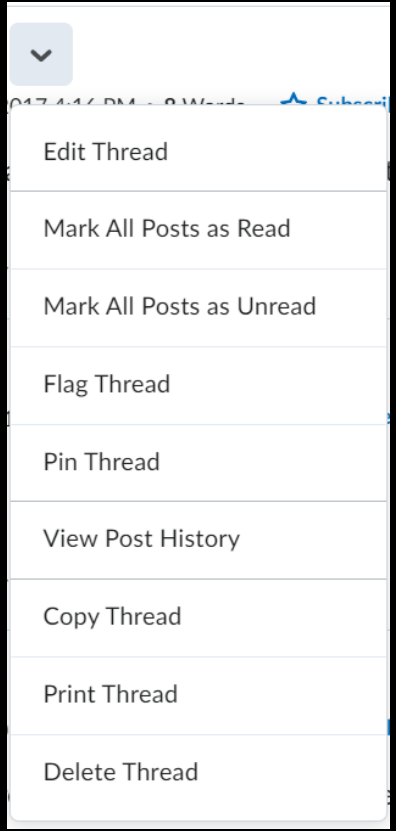
Thread/Post Options

- **Mark All Posts as Read/Unread**
  - Mark all posts in the forum topic or individual posts in the topic
- **Flag Thread/Post**
  - Useful if you want to return to a thread/post at a later time, or if you want to monitor replies to the thread/post



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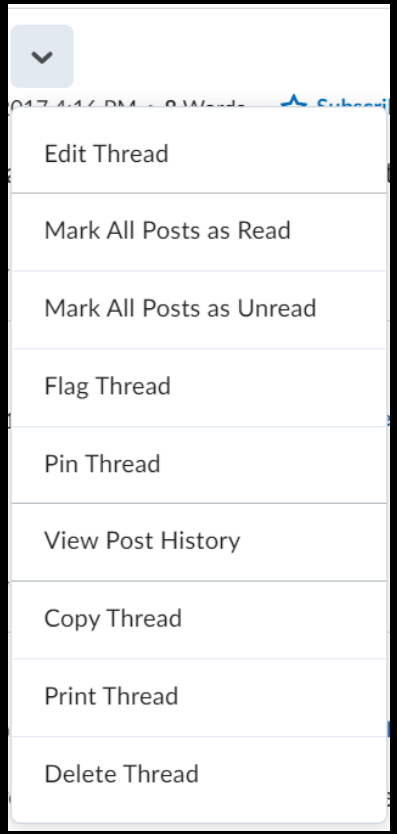
Thread/Post Options

- **Pin Thread**
  - Useful for upping the visibility of important threads
- **Copy Thread**
  - Create new thread with same properties as the original
  - Links to grade items are not copied



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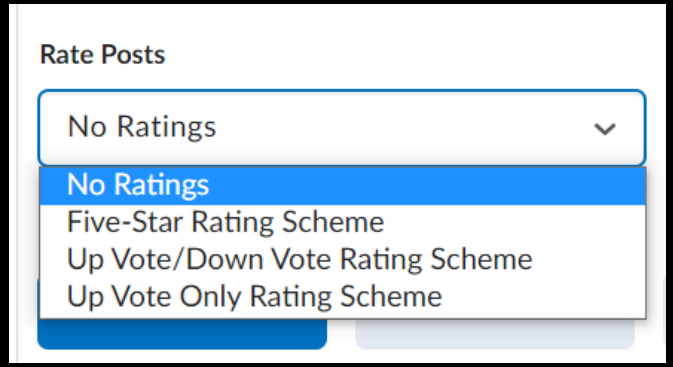
Rate Posts

- Learners can quickly give feedback about someone else's response
- Using Rating Systems
  - Five-Star
  - Upvote/Downvote
  - Upvote only
  - No Ratings (default setting)



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Upvotes, Downvotes, and Stars

- Upvote only
  - Similar to liking post
- Upvote / Downvote
  - Learners can indicate if post is helpful or not
- Five-Star
  - Learners can indicate how useful a post is

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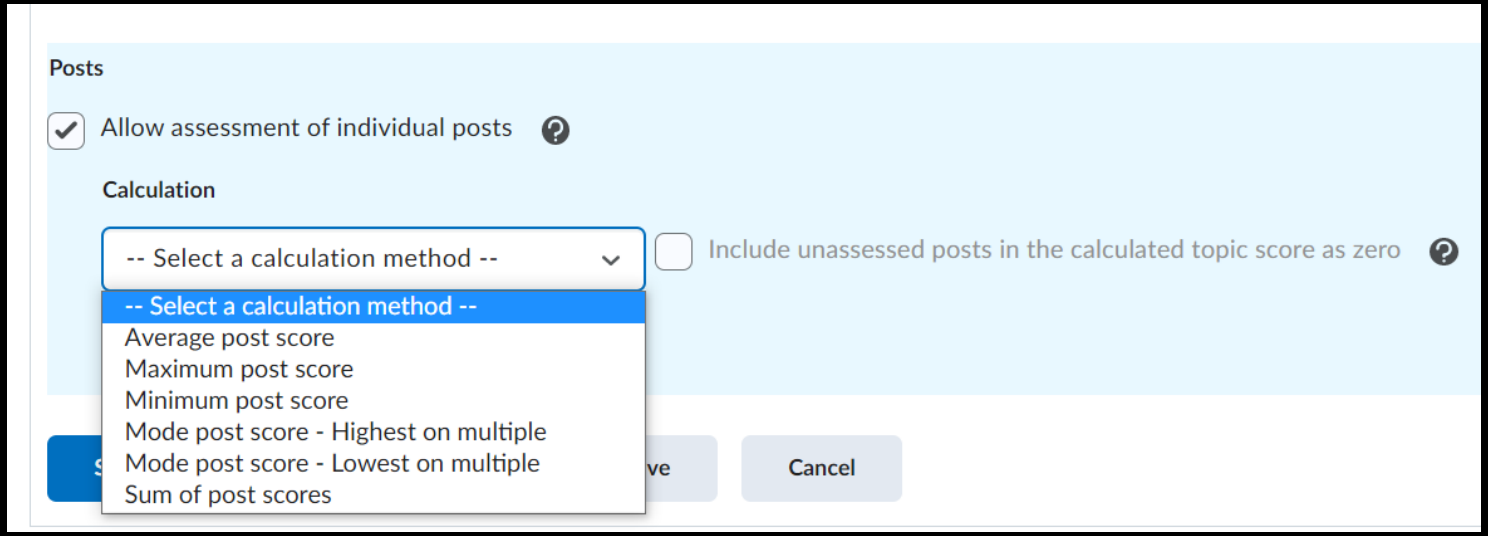
Assess Discussions

- Assess topic OR assess individual posts



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Discussion Assessment Methods

Calculation Method	Definition
Average post score	Averages all of the post scores included per user.
Maximum post score	Highest score of all the post scores included per user.
Minimum post score	Lowest score of all the post scores included per user.
Mode post score - Highest on multiple	Score will equal the highest score earned on more than one post.
Mode post score - Lowest on multiple	Score will equal the lowest score earned on more than one post.
Sum of post scores	Sums up all the scores on posts within a topic.

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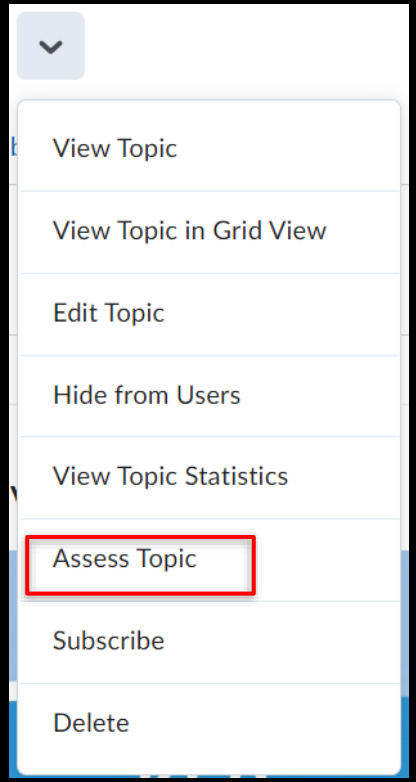
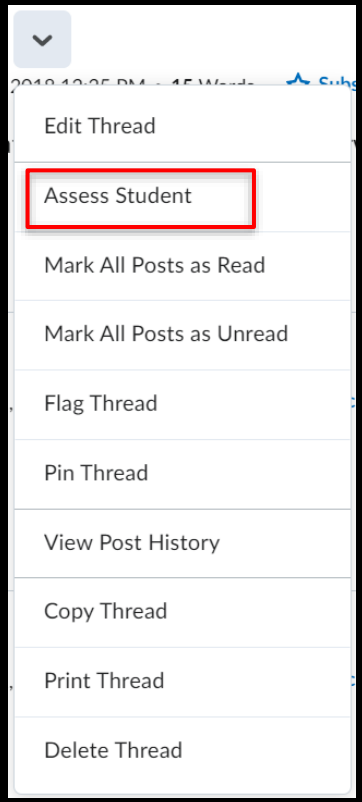
Assess Discussions

- Assess learners' participation in discussion topics from within threads





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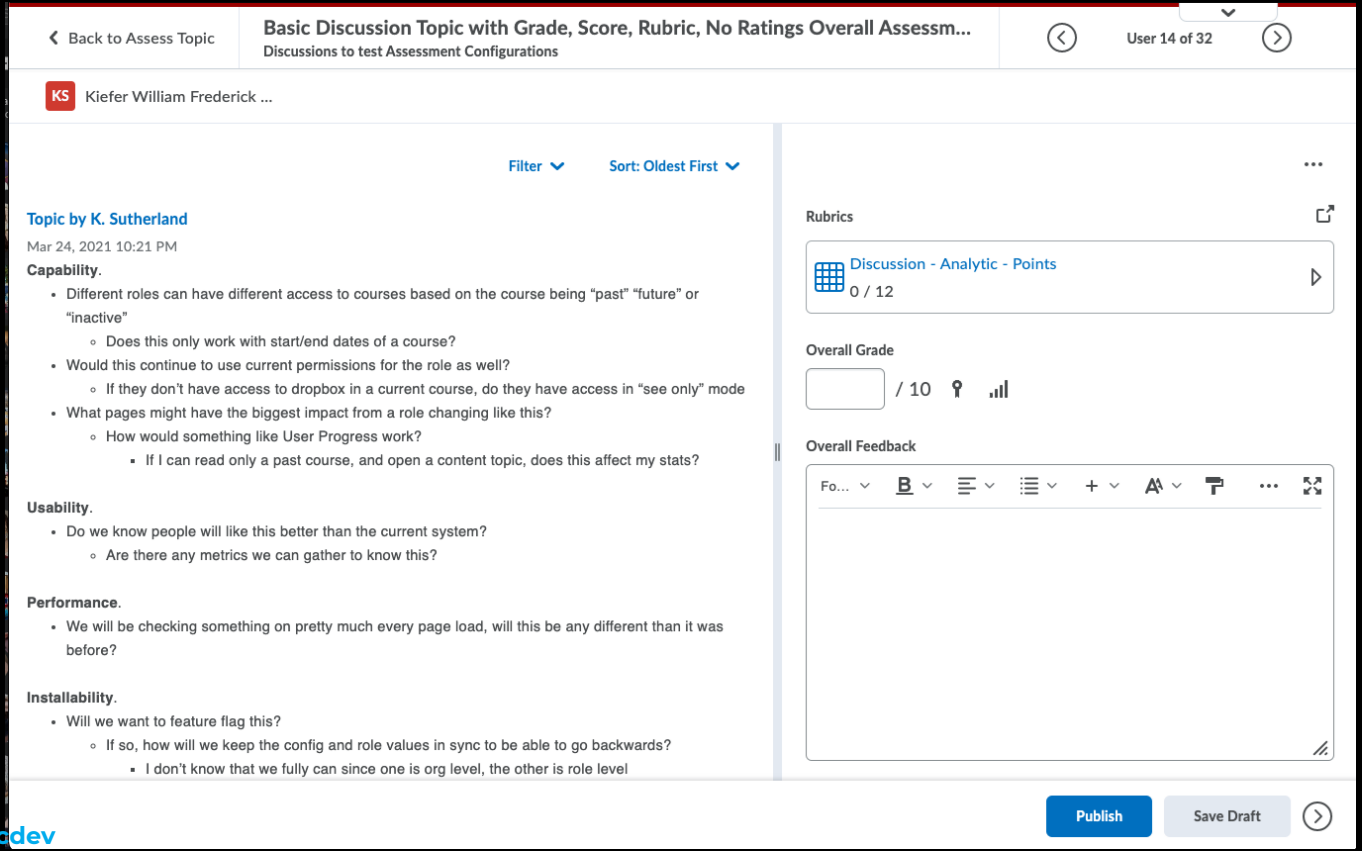
Discussion Evaluation



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Strategic Feedback

Provide Feedback Strategically in Online Discussions

Striking a balance between too much and too little feedback in discussion forums can be challenging. Some instructors feel that jumping in too early with comments, observations, and other feedback dominates and skews the dialogue. Other instructors share that it is hard to know just what to say, when, and to whom. Here are some typical questions instructors have about providing feedback in discussion forums:

- How early in the week should I make comments about student postings?
- How expansive should comments be early in the week? Later in the week?
- Should I respond to individual students' posts or to the group as a whole?
- How do I coach and mentor students, but not jump in too quickly?

In making these decisions, consider the purpose and timing of your feedback (Boettcher & Conrad, 2016). Although there are no definitively right or wrong answers to these questions, below are some basic guidelines.

Purpose of feedback	Examples
Acknowledge and encourage. Early in the discussion forum, acknowledge the first few replies and encourage others. Simple acknowledgments communicate that you are present and following the conversation. An occasional question or comment can also be reassuring. Consider using emoticons for head nodding or saying "uh-huh" or "keep going."	*"Scott, thanks for getting us started this week!"* *"Bruno, your comment on the speaker's position is taking us down an interesting path. I look forward to seeing where it takes us!"* *"Christi, thank you for stating your position so clearly!"*
Prompt and confirm deeper engagement and thinking. The goal of instructors' feedback in the midst of a discussion forum is to both ensure the accuracy with which students understand the core concepts and encourage the application of those core concepts to a variety of contexts. This is, therefore, a good time for instructors to question, to challenge, to suggest patterns, and to ask follow-up questions. You can use the announcement function to provide feedback to the full group that summarizes some of the discussion's themes, to ask questions that prompt deeper thinking, and to remind students of upcoming discussion board deadlines. You can	*"Rena, your insights on the challenges of leadership in business suggest we might see similar patterns in other professions. Could you expand on your thinking in this area?"* *"Thank you for a thought-provoking discussion so far! Several of you have commented that you disagree with the author's claim that managers should only spend a few minutes each day with their direct reports. I'd like to hear more about what managerial strategies you think would be more effective and why."*

Source: Provide Strategic Feedback
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Discussions Self-Reflection

- Assign a self-reflection activity, aligned to your discussion forum rubrics, to help students evaluate their participation in an online discussion

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Student Self-Reflection

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Discussion Self-Grading

Student Self-Reflection Guide for Online Discussions

The discussion forums in this course are key learning opportunities for you and your peers. To make the most of this opportunity, it is important that each student contributes actively and thoughtfully. In order to help you reflect on your participation and contributions to our discussions, please complete the self-grading guide below for each week's discussion forum(s).

Step 1: Honestly reflect on each statement below, and check "yes" or "no" as appropriate.

Statement	Yes	No
I. Timely and Active Participation		
I posted on or before the due date for an initial response.		
I posted at least three times throughout the week.		
II. Thoughtful and Complete Responses to Question(s)		
I fully responded to the question(s).		
I supported my ideas with connections to the reading and/or real-world events supported by examples.		
I enhanced the discussion by making connections to previous course content and/or presenting novel ideas and insights.		
III. Thoughtful Contributions to Our Learning Community		
I posted thoughtful questions or responses to my peers' posts that extended our conversation.		
I posted thoughtful questions or novel ideas that generated more group discussion.		

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Discussion Self-Grading

Step 2: Count the number of statements to which you responded "yes," and circle the category below that best describes your participation. Read the instructor feedback.

"Yes" Count	5+	3-4	0-2
Level	"Effective Contributor"	"Developing Contributor"	"Hesitant Contributor"
Instructor feedback	Great job! Please continue participating at this level in future classes.	Good work! See if you can challenge yourself to add one or two more thoughtful comments or questions next time.	Please try to contribute more to the next discussion! If you have any concerns about participating, please discuss them with me.

Step 3: Please respond to the following question: What is one thing you plan to do differently next time to enhance your learning from your discussion board participation?

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Source: Discussion Self-Grading
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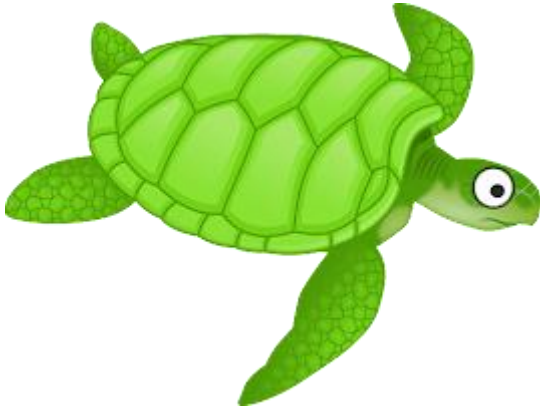
Check-in

I'm good to go

Stop, I need help



I'm a little confused

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2. Develops Reciprocity and Cooperation Among Students

"Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning."

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Chickering & Gamson, 1987

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2. Develops Reciprocity and Cooperation Among Students

- Implementation ideas:
  - Ask students to share information about each other's backgrounds and academic interests.
  - Encourage students to prepare together for classes or exams.
  - Create study groups within your course.
  - Ask students to give constructive feedback on each other's work and to explain difficult ideas to each other.
  - Use small group discussions, collaborative projects in and out of class, group presentations, and case study analysis.
  - Ask students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.
  - Encourage students to work together.

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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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3. Encourages Active Learning

"Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers.
They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves."

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Chickering & Gamson, 1987

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3. Encourages Active Learning

- Implementation ideas:
  - Ask students to present their work to the class.
  - Give students concrete, real life situations to analyze.
  - Ask students to summarize similarities and differences among research findings, artistic works or laboratory results.
  - Model asking questions, listening behaviors, and feedback.
  - Encourage use of professional journals.
  - Use technology to encourage active learning.
  - Encourage use of internships, study abroad, service learning and clinical opportunities.
  - Use class time to work on projects.

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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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Online Discussions Tip #1

- Create questions that appeal to students' higher reasoning skills and will spur meaningful discussion

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Online Discussions Tip #2

- Ask fewer questions, but better ones
  - Avoid the temptation to pepper the discussion board with questions to see what will stick. This will overwhelm students and result in less participation, not more.

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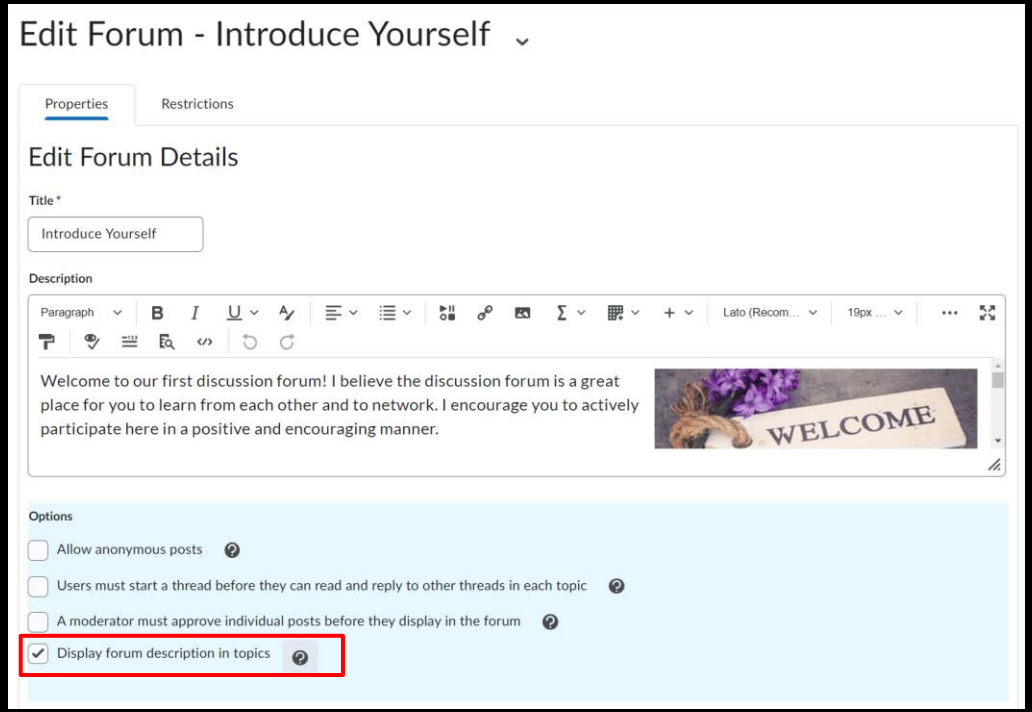
Online Discussions Tip #3

- Display forum's description in addition to the topic description when viewing a topic



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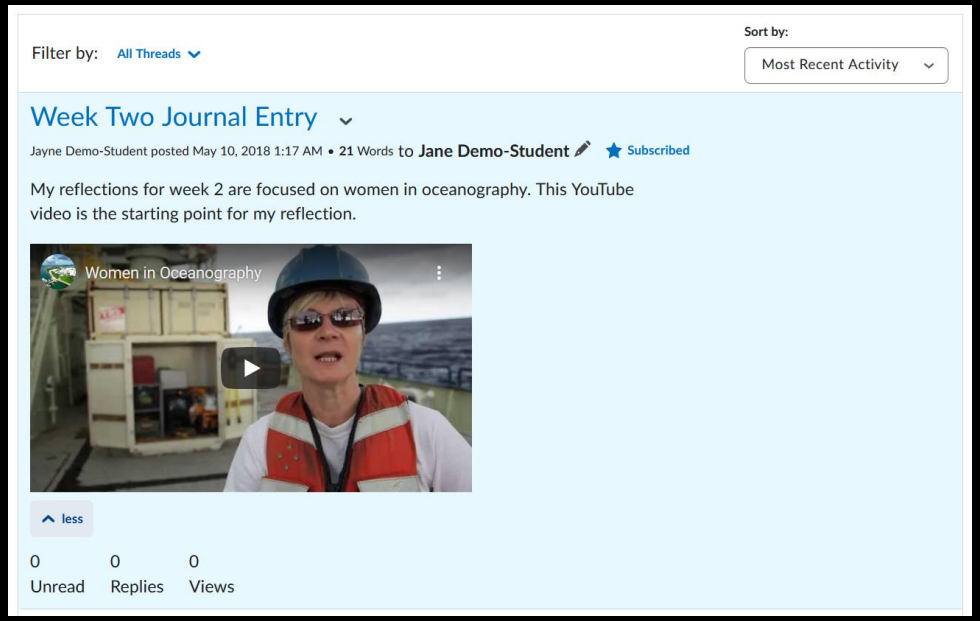
Online Discussions Tip #4

- Incorporate multimedia elements into discussions (e.g., video, images, audio)



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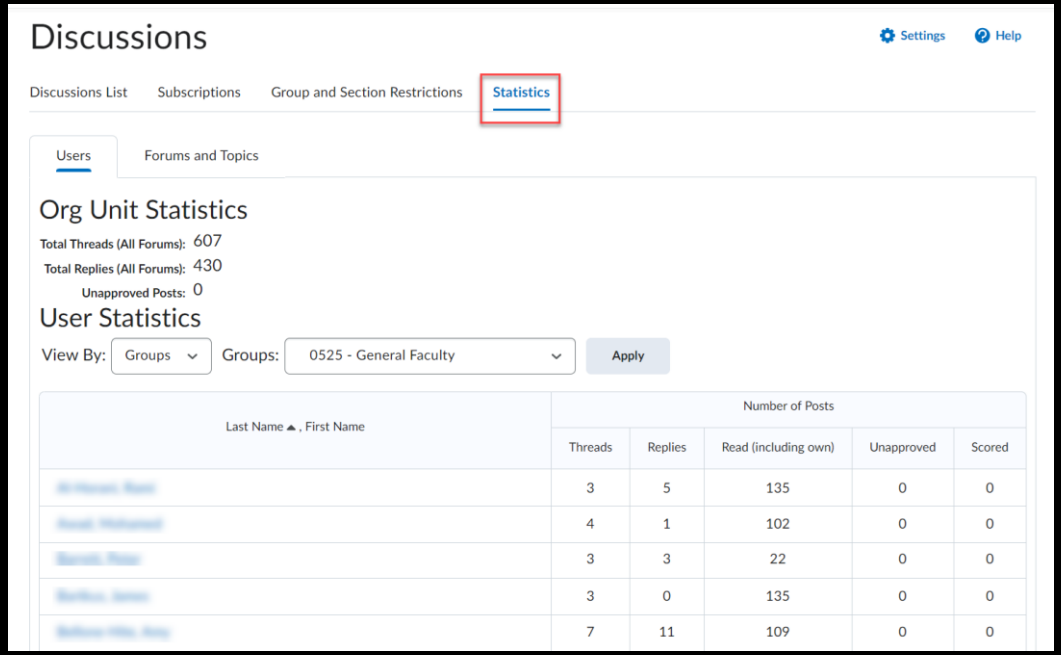
Online Discussions Tip #5

- Use discussion statistics to get overview of student engagement and participation



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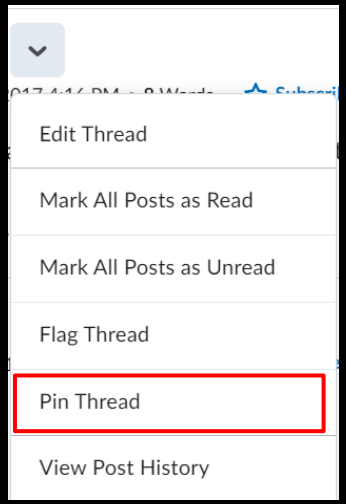
Online Discussions Tip #6

- Pin discussion threads to keep thread at the top of the list
  - This ups the visibility of important threads



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Online Discussions Tip #7

- Consider locking a topic to end a conversation, then using a pinned summary post inside the topic
  - When users access the topic, the summary post appears at the top
    - Use Video Notes to record summary post
    - Include closed captions

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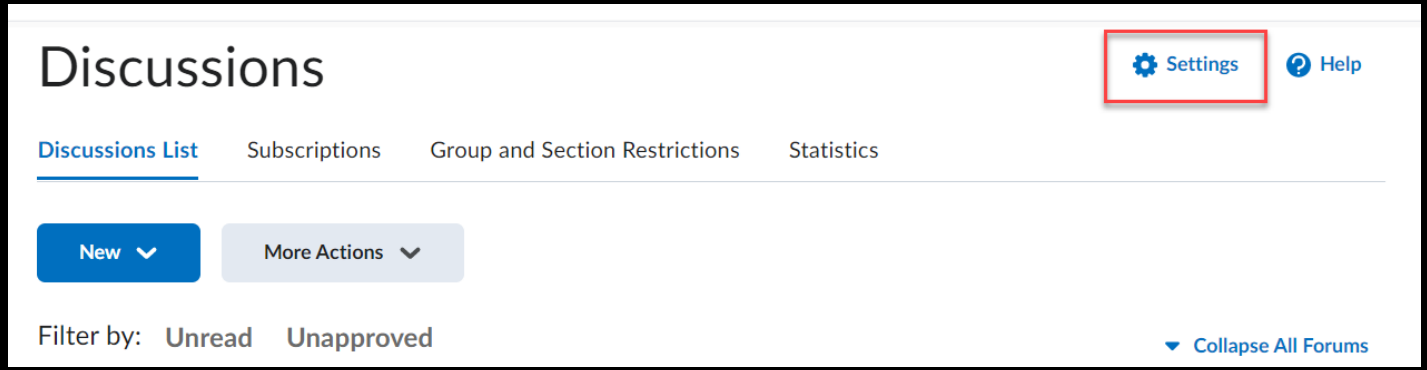
Online Discussions Tip #8

- Users have the option to change their discussion settings



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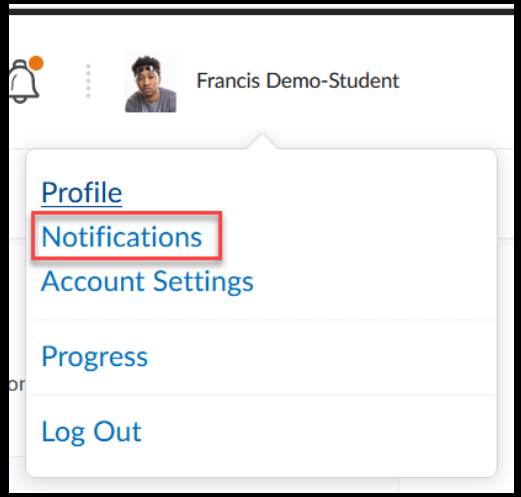
Online Discussions Tip #9

- Users can change their notifications settings to specify how they want to receive updates about discussion items



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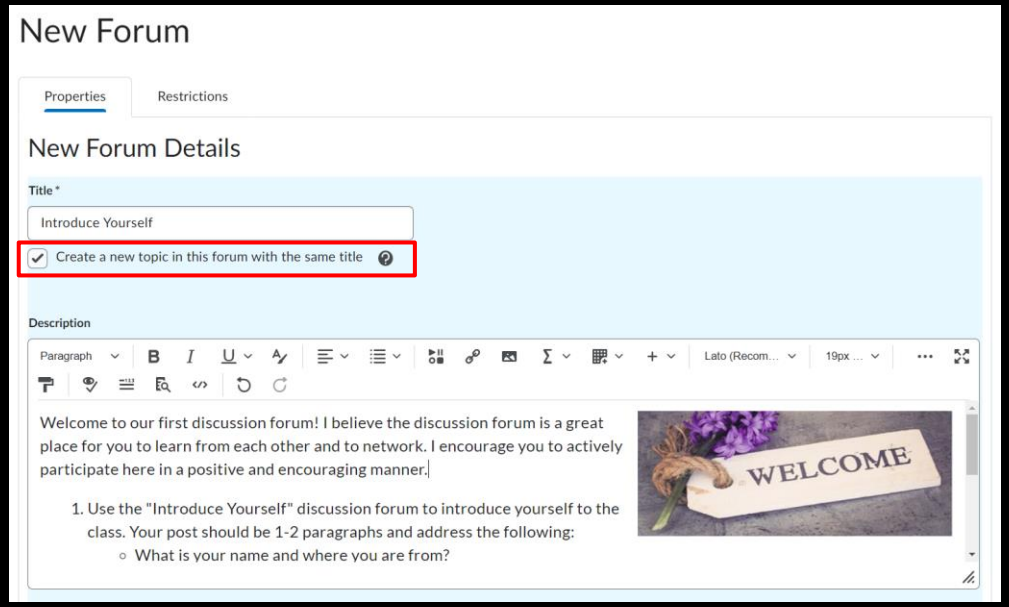
Potential Pitfall #1

- Discussion forums must have at least one topic
  - Use the create new topic checkbox to create a topic with same title as forum



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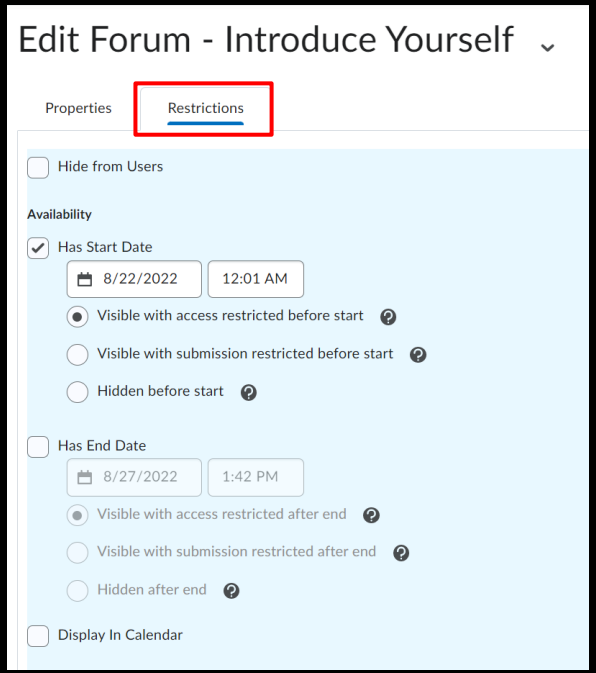
Potential Pitfall #2

- Ensure discussion forums and topics are not unintentionally hidden



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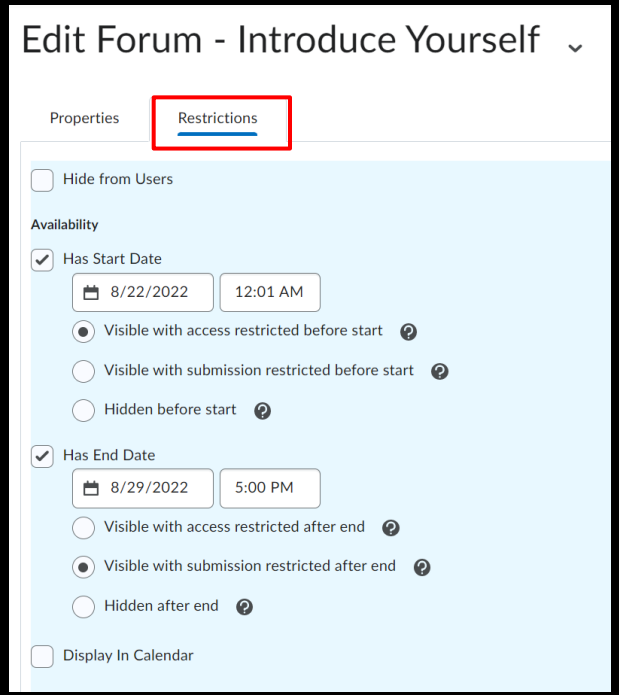
Potential Pitfall #3

- Ensure there are no unwanted date restrictions set for the discussion forum or topic



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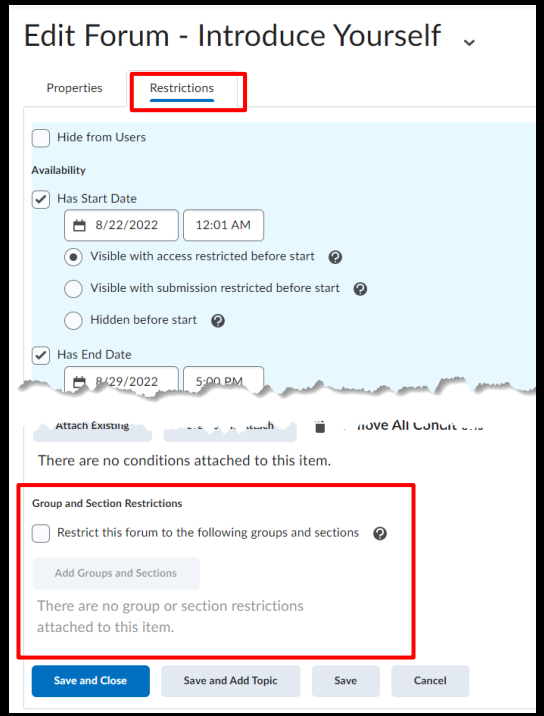
Potential Pitfall #4

- When using group discussions, ensure the appropriate group restriction settings are applied



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I see value in utilizing Online Discussions for student engagement.

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Image Credit: Thumbs Up Circle and Thumbs Down Circle by Dennis Martin from OpenClipArt

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Interactive Rubrics

Interactive Rubrics

Print Settings

- Interactive Rubrics: Get Started — Web Page
- Interactive Rubrics: Learn More — Web Page
- Interactive Rubrics: Take Action — Web Page
- Interactive Rubrics: Reflect — Discussion Topic

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(for thought)

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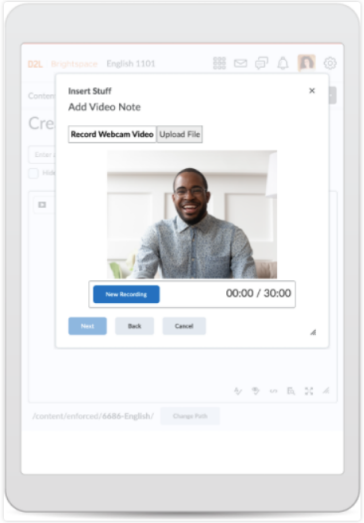
Brightspace Tip #299: Video Notes

Janice Florent • January 30, 2022 • Leave a comment



Video Note Recording Window

Video Notes is a built-in media recording tool in Brightspace that allows instructors and learners to record short videos (up to 30-minute video recording) with a webcam or up to 1GB file upload. This makes it easy to personalize the learning experience with short, video-based feedback, comments, or instructions. Video Notes can be added where video attachments are supported and when the Brightspace Editor's Insert Stuff option is available.

Search ... 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 #110: Imagining Grace
March 22, 2022
31 minutes

Conversation #109: Gianina Baker on Equitable Assessment
January 25, 2022
24 minutes

Conversation #108: Joe Bandy on Equitable Assessment
December 7, 2021
29 minutes

TOPICS

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Workshop Slides, Recording, & Resources

https://catwiki.xula.edu/discussion

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Next #LEX Advanced Workshop

Facilitating Group Work in Your Brightspace Course
Thursday, October 27th, 12:15 pm

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Or go to this URL:
https://cat.xula.edu/events/

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