



Unlocking the Potential of Brightspace to Help Identify and Support At-Risk Students

Ms. Janice Florent, Technology Coordinator



Except where otherwise noted, all content is licensed under a [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) License. Please credit [CAT+FD](https://cat.xula.edu).

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Support At-Risk Students



Image Credit: "Outdoor Biology with Dr. Rathavaka" by CAT+FD is licensed under [CC BY-NC-SA 2.0](https://creativecommons.org/licenses/by-nc-sa/2.0/) | image desaturated from original

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Support At-Risk Students and Quality Matters



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Quality Matters

- No specific standard specifically focused on identifying or supporting at-risk students. However, several standards indirectly promote an inclusive learning environment which can benefit at-risk students.



Learner Engagement

- QM standard 5 encourages creating activities and fostering interaction that can help at-risk students stay connected to the course and motivated.



Assessment and Measurement

- QM standard 3 emphasizes using a variety of assessments that cater to different learning preferences. This can be helpful for at-risk students who may learn better through alternative methods.



Instructional Materials

- QM encourages use of clear, concise, and accessible course materials. This can remove barriers for at-risk students who might need additional support.



Accessibility

- QM encourages incorporating UDL principles to create courses that are accessible and effective for a wider range of learners, including those who might be considered at-risk.



Support At-Risk Students

- Due Dates
- Work to Do Widget
- Pulse App / Notifications
- Class/User Progress
- Release Conditions
- Intelligent Agents
- Accessibility



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Due Dates



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Due Dates

- **Due dates** are typically used to identify the deadline for an assignment/activity



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Availability Dates

- **Availability dates** are used to restrict students' access to assignments/activities
 - **Start date** - opens access to the activity
 - **End dates** - closes access to the activity



Due Dates and End Dates

[← Back to Manage Assignments](#) Week 3: Atmospheric Influences and Heat Budget Assignment

Assignment Title *

Week 3: Atmospheric Influences and Heat Budget Assignment

Grade Out Of

100 points Not in Grade Book ▼

Due Date

10/4/2024 5:00 PM

Instructions

Paragraph ▼ **B** *I* U ▼ *A* ☰ ▼ ☰ ▼ 🗨 🔗 ✉ + ▼ ⋮ 🔄

Lato (Recom... ▼ 19px... ▼ 📄 👁 ☰ 🔍 ↔ ↺ ↻

This assessment covers Week 3 - Atmospheric Influences and Heat Budget. In the attached document, you will find 10 questions (worth 10 points each) that you have to answer. [You should submit your questions and answers to this submission folder](#)

Attachments

63HW11-GlobalWindsClouds PDF

🔗 ⚡ 🔗 📄 📄 🎤 Record Audio 📹 Record Video

Availability Dates & Conditions ▼

Start Date

9/27/2024 12:00 AM

Before start: [Visible with access restricted](#)

End Date

10/6/2024 11:30 PM

After end: [Visible with access restricted](#)

Release Conditions

Users are not able to access or view the assignment unless they meet the release conditions.

[Add Release Condition ▼](#)

Special Access

Users can submit outside normal availability dates

🔑 1 user with special access

[Manage Special Access](#)

Submission & Completion ▶


Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Course Home Page

Introduction to Oceanography


Help ▾ Course Admin Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ Groups More ▾



Introduction to Oceanography

Announcements ▾

Hi Janice! ▾



0:00 / 1:05

Welcome to this Introduction to Oceanography course.

I am Dr. Ima, your professor for this course. I suggest you

Updates ▾

There are no current updates for Introduction to Oceanography

Calendar ▾

Saturday, September 28, 2024

Upcoming events

OCT 4 5:00 PM
Week 3: Atmospheric Influences and Heat Budget Assignment - Due

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Manage Dates Tool



CAT FooD

(for thought)

SUBSCRIBE

ABOUT THIS BLOG

LATEST FOOD

NEWSLETTER

Brightspace Tip #460: Manage Dates

Janice Florent • August 15, 2024 • [Leave a comment](#) • [Edit](#)



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 #118: Beth Schwartz and Regan Gurung on the Scholarship of Teaching and Learning
 May 21, 2024
 29 minutes

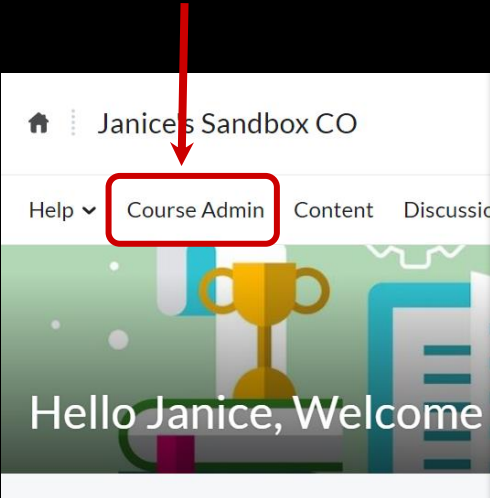
Conversation #117: Stephen Chew on Student Trust
 April 30, 2024
 25 minutes

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Manage Dates Tool



A screenshot of the 'Course Administration' page for 'Janice's Sandbox CO'. The page title is 'Course Administration'. Below the title, there are several sections of tools:

- Site Setup**
 - Availability Date Defaults
 - Widgets
 - Course Offering Information
 - Homepages
- Site Resources**
 - Calendar
 - External Learning Tools
 - Glossary
 - Manage Files
 - Content
 - Forms
 - Import / Export / Copy Components
 - Course Builder
 - Frequently Asked Questions
 - Links
 - Manage Dates** (highlighted with a red box)
- Learner Management**
 - Attendance
 - Groups
 - Class Progress
 - Classlist
- Assessment**

The user's name 'Janice Florent as Instructor' and a settings gear icon are visible in the top right corner. A chat icon is in the bottom right corner.

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Manage Dates Tool

Manage Dates

Course Duration
Course Start: - Course End: -

Filter by Tool

All
 Specific Tools

Announcements Assignments Calendar Checklist Content Discussions Grades Intelligent Agent Quizzes Survey

[Show Advanced Filter Options](#)

[Bulk Edit Dates](#) [Bulk Offset Dates](#)

	Type	Name	Due Date	Start Date	End Date	Days Available	Start/End Dates in Calendar	Other Dates	Visibility Status
<input type="checkbox"/>	Content Topic	Additional Required Resources	-	-	-	-	<input type="checkbox"/>		<input checked="" type="checkbox"/> Visible
<input type="checkbox"/>	Grade Item	Assignment 1	N/A				<input type="checkbox"/>		<input checked="" type="checkbox"/> Visible
<input type="checkbox"/>	Assignment	Assignment 1	1/21/2024 11:59 PM				<input type="checkbox"/>		<input checked="" type="checkbox"/> Hidden
<input type="checkbox"/>	Content Module	Example 1: Sequence	-	12/18/2023 10:00 AM			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> Visible if conditions met
<input type="checkbox"/>	Content Module	Example 2: Single Page	-	12/18/2023 10:00 AM			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> Visible if conditions met
<input type="checkbox"/>	Content Module	Example 3: Weekly	-	-	-	-	<input type="checkbox"/>		<input checked="" type="checkbox"/> Visible

Optionally filter specific tools

Select all, or individual, items

Choose to bulk edit or bulk offset dates

Avoid editing cells labeled "Grade Item." Instead edit the assessment tool associated with it. (In this case, see Assignment 1 just below it.)

Click 'x' to remove dates or click '+' to add dates

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Manage Dates Tool

Manage Dates

Course Duration

Course Start: - Course End: - 

Filter by Tool

All

Specific Tools

Announcements

Assignments

Calendar

Checklist

Content

Discussions

Grades

Intelligent Agent

Quizzes
















Survey

▶ Show Advanced Filter Options

Apply Filter

 Bulk Edit Dates

 Bulk Offset Dates

	Type	Name ^	Due Date	Start Date	End Date	Days Available	Start/End Dates in Calendar	Other Dates	Visibility Status
<input type="checkbox"/>	Quiz	 Another quiz example- Requires Respondus LockDown Browser 	-	-	-	-	<input type="checkbox"/>		 Hidden
<input type="checkbox"/>	Quiz	 Chapter 1 Quiz - Requires Respondus LockDown Browser + Webcam 	-	-	-	-	<input type="checkbox"/>		 Visible
<input type="checkbox"/>	Quiz	 Chapter 1 Self-check 	2/25/2023 11:59 PM X	2/23/2023 12:01 AM X	2/26/2023 11:59 PM X	4	<input checked="" type="checkbox"/>		 Visible if conditions met
<input type="checkbox"/>	Quiz	 Chapter 1 Test - History of Ocean Exploration and Ocean Science 	2/5/2021 6:00 PM X	2/4/2021 6:00 AM X	2/5/2021 6:00 PM X	2	<input checked="" type="checkbox"/>	Submission Views Student View of Exam After Testing Period: 2/6/2021 6:00 AM End of Semester Shutdown View: 5/3/2021 11:59 PM	 Visible if conditions met
<input type="checkbox"/>	Quiz	 Chapter 1 Test - History of Ocean Exploration and Ocean	-	-	-	-	<input type="checkbox"/>		 Visible 

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Calendar Tool

- Add events/activities that happen outside of Brightspace to course calendar

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Calendar Tool

Janice's Sandbox CO

Help ▾ Course Admin Content Discussion

Hello Janice, Welcome

Janice's Sandbox CO

Help ▾ Course Admin Content Discussions Grades Classlist Groups Activities ▾ ePortfolio More ▾

Course Administration

Category Name

Site Setup

- Availability Date Defaults
- Course Offering Information
- Homepages
- Widgets

Site Resources

- Calendar
- External Learning Tools
- Glossary
- Manage Files
- Content
- Forms
- Import / Export / Copy Components
- Course Builder
- Frequently Asked Questions
- Links
- Manage Dates

Learner Management

- Attendance
- Groups
- Class Progress
- Classlist

Assessment

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Create Events in Calendar

The screenshot shows a course calendar interface. At the top, the course title "Introduction to Oceanography" is displayed. Below it, there are navigation tabs for "Agenda", "Day", "Week", "Month", and "List", with "Week" selected. A "Create Event" button is highlighted with a red box. To the right, there are "Print" and "Settings" buttons, and a search bar labeled "Search Events". The main calendar area shows a weekly view for "This Week" from "Sep 29, 2024 - Oct 5, 2024". The days of the week are listed as Sun 29, Mon 30, Tue 1, Wed 2, Thu 3, Fri 4, and Sat 5. Below the days, there are rows for "all day", "8:00 AM", and "9:00 AM". To the right of the main calendar, there is a smaller calendar for "October 2024" showing the days of the month.

Introduction to Oceanography

Janice Florent as Instructor

Help Course Admin Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities Groups More

Agenda Day **Week** Month List

Print Settings Search Events

This Week Sep 29, 2024 - Oct 5, 2024 All Calendars (6)

Create Event Set Dates Import Events

	Sun 29	Mon 30	Tue 1	Wed 2	Thu 3	Fri 4	Sat 5
all day							
8:00 AM							
9:00 AM							

October 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Calendar Event

Introduction to Oceanography

Help Course Admin Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities More

Edit Event

Introduction to Oceanography

Title


Add Content

Student Drop-in Hours

Description

Paragraph B List Bulleted List + ...

Lato (Recom... 19px ... P ...

 Dr. Ima's office hours. Drop-in any time during this 90 minute window to get help and answers to your questions. Other times are by appointment. Use this link to [schedule an appointment](#).

Attendees

Everybody in the Course Offering

When

All day

10/1/2024 9:30 AM to 10/1/2024 11:00 AM

Add Restriction

Recurrence Repeat Every Repeat On Recurrence Ending

Weekly 1 week(s) Sun Mon Tue Wed Thu Fri Sat 11/26/2024

Location

LRC Room 541

Save Cancel

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Calendar Widget

The screenshot shows a Canvas LMS course page for 'Introduction to Oceanography'. At the top, the course name is displayed, along with navigation icons for home, grid, mail, chat, and notifications. A red box highlights the instructor's profile icon for 'Janice Florent as Instructor'. Below the navigation bar is a course banner with the title 'Introduction to Oceanography' and a background image of ocean waves. The main content area is divided into sections: 'Announcements' with a video player showing a woman speaking, 'Updates' with a message that there are no current updates, and 'Calendar'. The calendar section is highlighted with a red rounded rectangle and shows the date 'Sunday, September 29, 2024'. Under 'Upcoming events', there is a table of events:

Date	Time	Event
OCT 1	9:30 AM	Student Drop-in Hours
OCT 4	5:00 PM	Week 4 Heat B
OCT 7	1:00 PM	Guest
OCT 8	9:30 AM	Student

A pop-up window for the 'Student Drop-in Hours' event is shown, detailing the date and time (Oct 1, 2024 9:30 AM - 11:00 AM) and location (LRC Room 541). It includes a video icon and text: 'Dr. Ima's office hours. Drop-in any time during this 90 minute window to get help and answers to your questions. Other times are by appointment. Use this link to [schedule an appointment](#).' Below the text is an 'open' sign icon.

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Adding Due Dates in Brightspace Can Support At-Risk Students

Adding due dates to assignments in Brightspace can significantly benefit at-risk students by providing them with structure and clarity. Here's how:

1. Clear Expectations:

- **Structure:** Due dates provide a clear timeline, helping students understand the pace of the course and what is expected of them.
- **Organization:** This structure can assist students in organizing their time and prioritizing tasks, preventing them from feeling overwhelmed.

2. Improved Time Management:

- **Procrastination Prevention:** Knowing when assignments are due can help students avoid procrastination, a common challenge for at-risk students.
- **Efficient Study Habits:** Clear deadlines encourage students to develop effective study habits and allocate time for completing assignments.

3. Reduced Stress:

- **Predictability:** Consistent due dates can reduce anxiety and stress by providing a sense of predictability and control over their academic workload.
- **Avoidance of Last-Minute Rush:** By planning ahead, students can avoid the stress and potential errors associated with completing assignments at the last minute.

4. Increased Accountability:

- **Personal Responsibility:** Due dates promote personal responsibility and accountability, encouraging students to take ownership of their learning.
- **Improved Engagement:** When students feel accountable for their work, they are more likely to be engaged and motivated.

5. Enhanced Communication:

- **Clear Communication:** Due dates serve as a clear communication tool between instructors and students, ensuring everyone is on the same page.
- **Reduced Confusion:** By having specific deadlines, students can avoid misunderstandings and confusion about when assignments are due.

By incorporating due dates into their Brightspace assignments, instructors can provide at-risk students with a supportive learning environment that fosters organization, reduces stress, and promotes academic success.

NOTE: The information in this document was written by Google's Gemini AI using the prompt: "Please tell me why adding due dates to assignments in Brightspace can support at-risk students." (22 September 2024). Credit: [Gray Area](#)



Work to Do Widget



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Work to Do Widget

- Provides learners with a summary of assigned learning activities that are overdue or have an upcoming due date or end date
- Widget is on the “My Home” page and the default course homepage
- Users enrolled as students can see this widget



Work to Do Widget

- Widget displays the following learning activities:
 - Assignments
 - Checklists
 - Content
 - Discussions
 - Quizzes
 - Surveys
- Widget displays a maximum of 6 items
 - View all work button
- Work to Do completion is synchronized with the activity and will be marked as complete when activity is complete

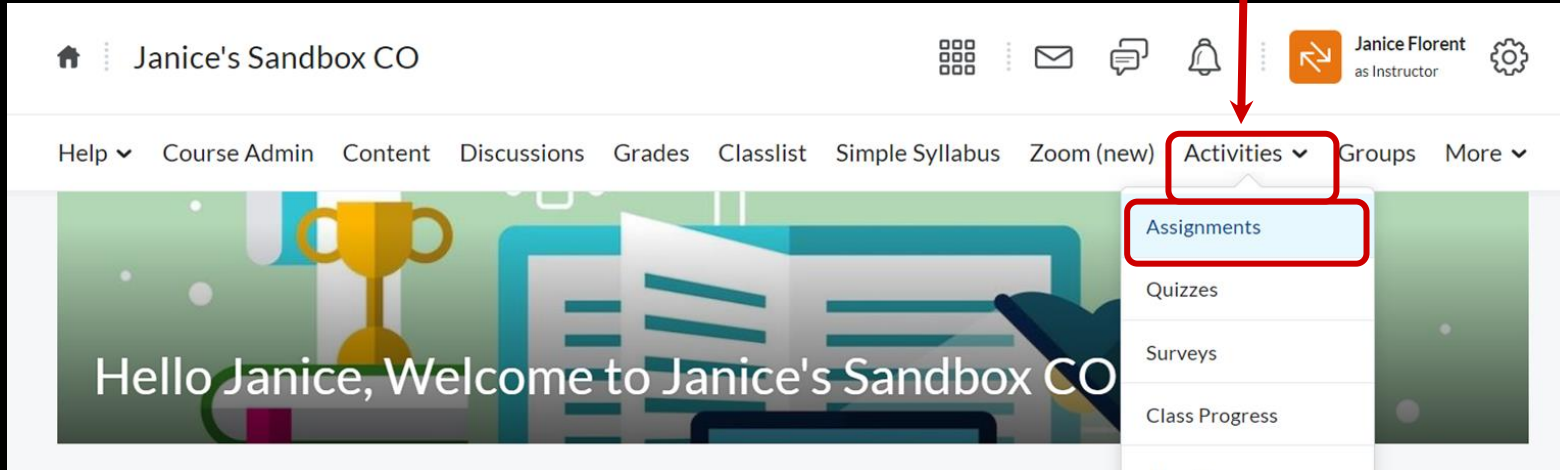


Assignments Tool

- Used for electronic assignment submissions
- Four assignment types:
 - File submission
 - Text submission
 - On Paper
 - Observed in Person



Assignments Tool



The screenshot displays the Canvas LMS interface for a course titled "Janice's Sandbox CO". The top navigation bar includes a home icon, the course name, and several utility icons: a grid, an envelope, a speech bubble, a bell, and a user profile for "Janice Florent as Instructor" with a settings gear. Below this, a secondary navigation bar contains links for "Help", "Course Admin", "Content", "Discussions", "Grades", "Classlist", "Simple Syllabus", "Zoom (new)", "Activities", "Groups", and "More". The "Activities" menu is open, showing options for "Assignments", "Quizzes", "Surveys", and "Class Progress". A red arrow points to the "Activities" menu, and a red box highlights the "Assignments" option. The main content area features a banner with a trophy and books, and a welcome message: "Hello Janice, Welcome to Janice's Sandbox CO".

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Observed In Person Assignment

← Back to Manage Assignments Ocean Stratigraphy Challenge

Assignment Title*
Ocean Stratigraphy Challenge

Grade Out Of
30 points In Grade Book

Due Date
10/2/2024 1:00 PM

Instructions
A 15-20 minute think-pair-share activity interpreting a deep-sea sediment core combining concepts from oceanography, sedimentology, and plate tectonics.

Record Audio Record Video

Save and Close Save Cancel Visible

Availability Dates & Conditions
Availability ends 10/2/2024

Submission & Completion

Assignment Type
 Individual Assignment
 Group Assignment

Category
Assignments

Submission Type
Observed in person

Marked as completed
Automatically on evaluation

Evaluation & Feedback
1 rubric added

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Work to Do Widget

The screenshot shows a Brightspace course page for 'Introduction to Oceanography'. At the top right, a user profile for 'Janice Florent as Student' is highlighted with a red box. Below the navigation bar, a video player shows a woman speaking. The 'Work to Do' widget, also highlighted with a red box, lists assignments for 'September 30 - October 13': 'Ocean Stratigraphy Challenge' (due Oct 2) and 'Week 3: Atmospheric Influences and Heat Budget Assignment' (due Oct 4). Below this is a calendar view for 'Monday, September 30, 2024' with upcoming events: 'Student Drop-in Hours' at 9:30 AM, 'Ocean Stratigraphy Challenge - Due' at 1:00 PM, and 'Week 3: Atmospheric Influences and Heat Budget Assignment - Due' at 5:00 PM.

Introduction to Oceanography

Help ▾ Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ Groups ePortfolio

Announcements ▾

Hi Janice!

Updates ▾

Work To Do ▾

September 30 - October 13 ²

- Ocean Stratigraphy Challenge
Due Oct 2 • Introduction to Oceanography
- Week 3: Atmospheric Influences and Heat Budget Assignment
Due Oct 4 • Introduction to Oceanography

Calendar ▾

Monday, September 30, 2024 ▶

Upcoming events ▾

OCT	9:30 AM
1	Student Drop-in Hours
OCT	1:00 PM
2	Ocean Stratigraphy Challenge - Due
OCT	5:00 PM
4	Week 3: Atmospheric Influences and Heat Budget Assignment - Due

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Work to Do Widget

The screenshot displays the Canvas LMS interface for a user named Janice Florent. The top navigation bar includes a home icon, the course name 'Sandbox-jflorent2', and several utility icons: a grid, an envelope, a speech bubble, a bell, and a profile icon for 'Janice Florent as Student' which is highlighted with a red box. Below the navigation bar is a menu with options: Help, Content, Discussions, Grades, Classlist, Simple Syllabus, Zoom (new), Activities, Groups, and ePortfolio. The main content area features a banner image of a bee on a flower with the text 'Sandbox-jflorent2'. Below the banner are three widget sections: 'Announcements' (empty), 'Updates' (empty), and 'Work To Do' (highlighted with a red rounded rectangle). The 'Work To Do' widget shows a checklist icon and the message: 'All Clear For Now! You have no activities with due or end dates available.' At the bottom, a 'Calendar' widget is partially visible.

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Work to Do Widget

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

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

Updates

- 74 Unread Discussion Posts
- 1 Quizzes Not Attempted

Calendar

Wednesday, September 15, 2021

Upcoming events (4)


Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

#LEX Advanced: 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

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Brightspace's Work to Do Widget Can Support At-Risk Students

Brightspace's Work to Do widget is a valuable tool for supporting at-risk students by providing a clear and organized overview of their academic responsibilities. Here's how it can help:

1. Clear Visibility of Assignments:

- **Centralized Location:** The widget presents all assignments, quizzes, and other tasks in one place, eliminating confusion about due dates or missed assignments.
- **Prioritization:** Students can easily see which tasks are overdue, upcoming, or have upcoming deadlines, helping them prioritize their work effectively.

2. Proactive Tracking of Progress:

- **Early Warning Signs:** The widget can identify students who are falling behind by highlighting overdue assignments. This allows for early intervention and support before grades suffer significantly.
- **Promote Student Self-Awareness:** By providing a clear, consolidated view of their academic responsibilities, the Work To Do widget encourages students to take ownership of their learning, develop better time management skills, and seek help proactively when they notice they're falling behind.

3. Improved Time Management:

- **Efficient Planning:** The widget encourages students to plan their work effectively by providing a clear visual representation of their workload.
- **Reduced Stress:** By reducing confusion about assignments and deadlines, the widget can help reduce stress and anxiety, which can be particularly beneficial for at-risk students.

4. Enhanced Student Engagement:

- **Increased Accountability:** The widget can help students feel more accountable for their work by providing a constant reminder of their responsibilities.
- **Improved Motivation:** Seeing progress and meeting deadlines can boost students' motivation and confidence.

In summary, Brightspace's Work to Do widget can be a powerful tool for supporting at-risk students by providing a clear, organized, and proactive approach to managing their academic responsibilities. By improving visibility, tracking progress, and promoting time management, the widget can help students stay on track, reduce stress, and ultimately achieve academic success.

NOTE: The information in this document was produced using draft text written by Google's Gemini AI using the prompt: "Please tell me how the Brightspace 'work to do widget' can help to support at-risk students." (22 September 2024). Credit: [Gray Area](#)



Pulse App / Notifications

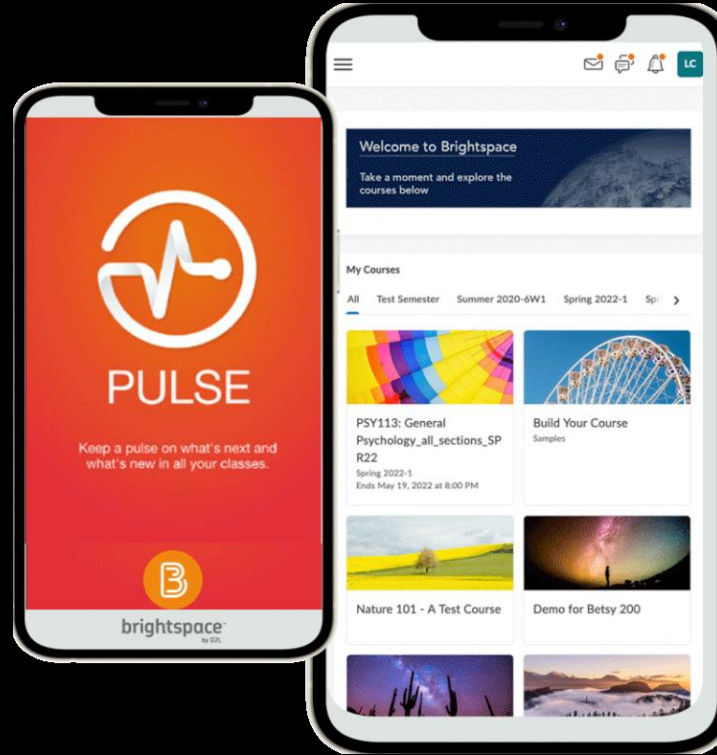


cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Pulse App

- Designed for learners



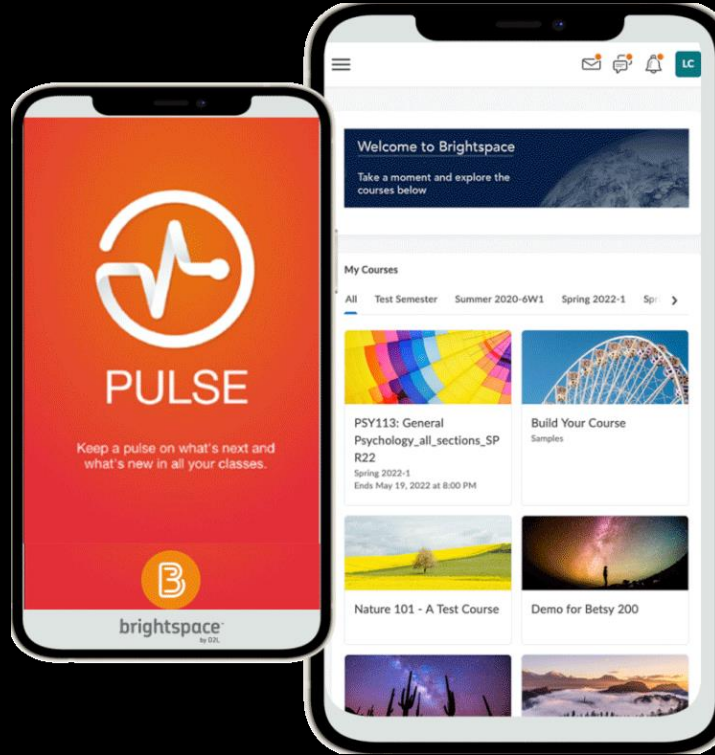
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App

- Helps learners stay connected anytime, anywhere
- Learners can get real-time updates and alerts
- Learners can set notification preferences



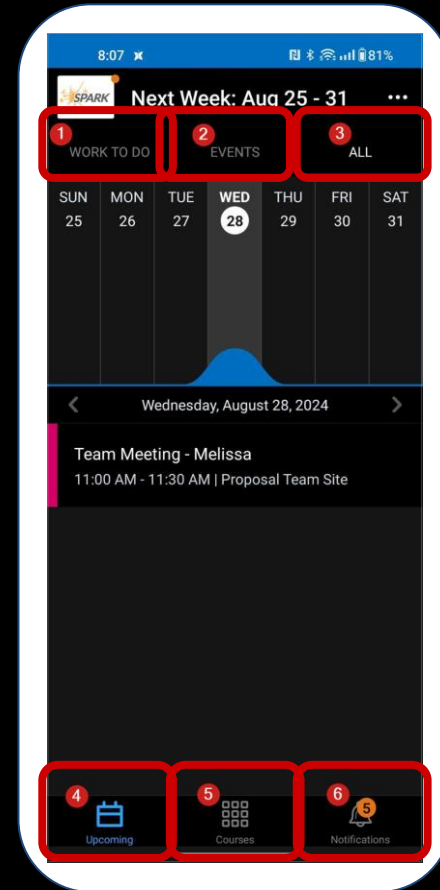
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App

1. **Work To Do** tab (assigned learning activities from **all** courses that have a due date or end date)
2. **Events** tab (displays course calendar events)
3. **All** tab (combined Work To Do and Events)
4. **Upcoming** tab (upcoming work/activities)
5. **Courses** tab
6. **Notifications** tab (course-related news / **announcements**, updates, and grades)



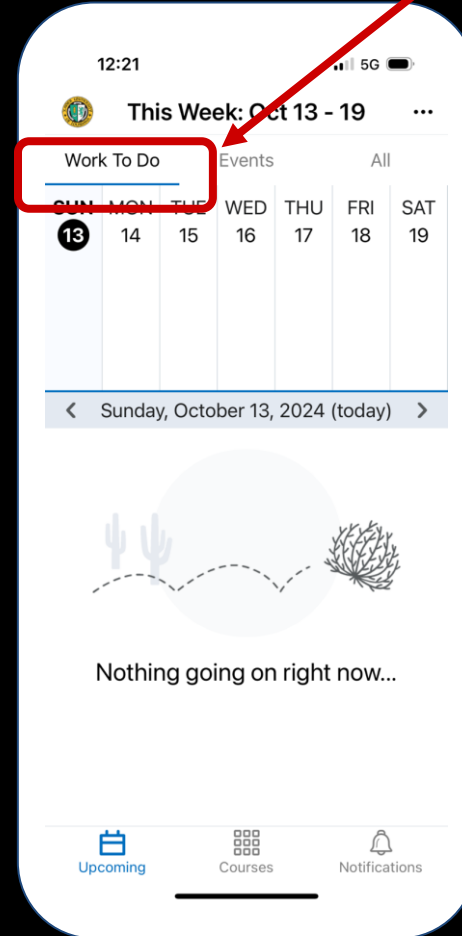
Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Pulse App - Work To Do

- Without due dates, learners may get the false impression that there is no work to do!



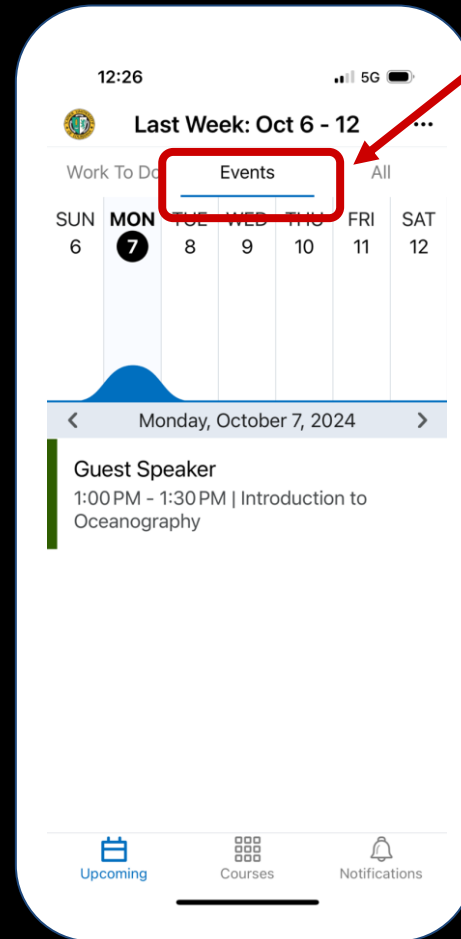
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App - Events

- Events tab - displays course calendar events



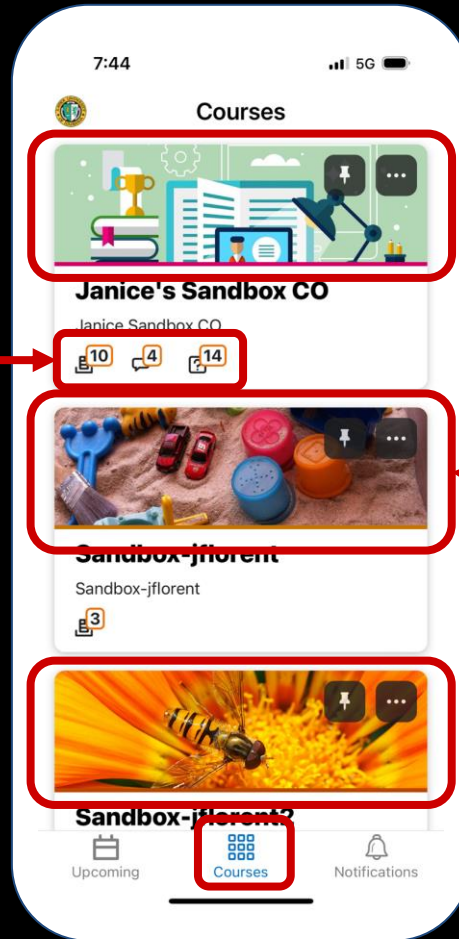
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App - Courses Tab

Touching Assignments, Discussions, or Quizzes icon will launch respective page in device's default browser without leaving app



Touch course tile to go to the course's Table of Contents

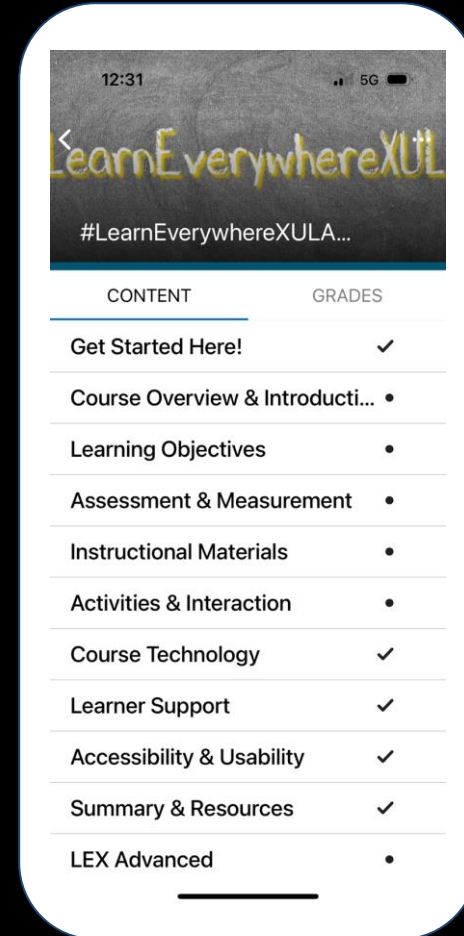
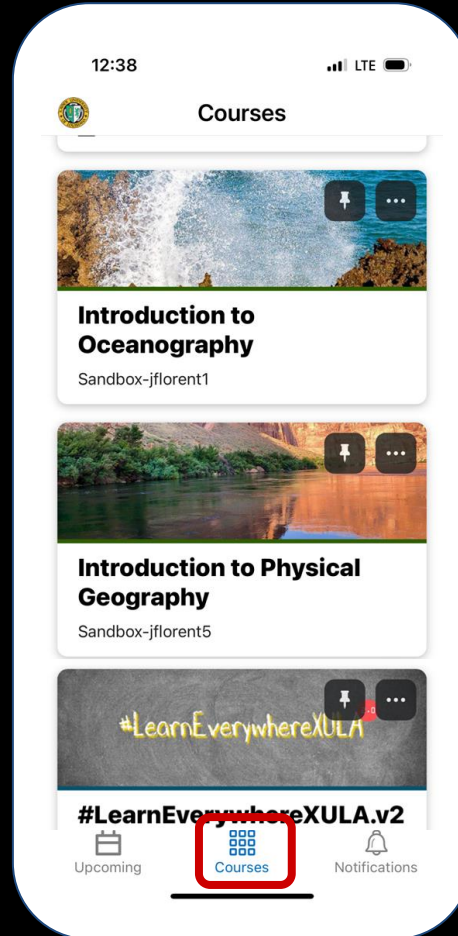
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App - Courses Tab

- Touching a tile will take you to the course's Table of Contents
- Activity Feed tab will show in the course if you customized your course homepage to use it
- **Announcements are shown in the Notifications tab**

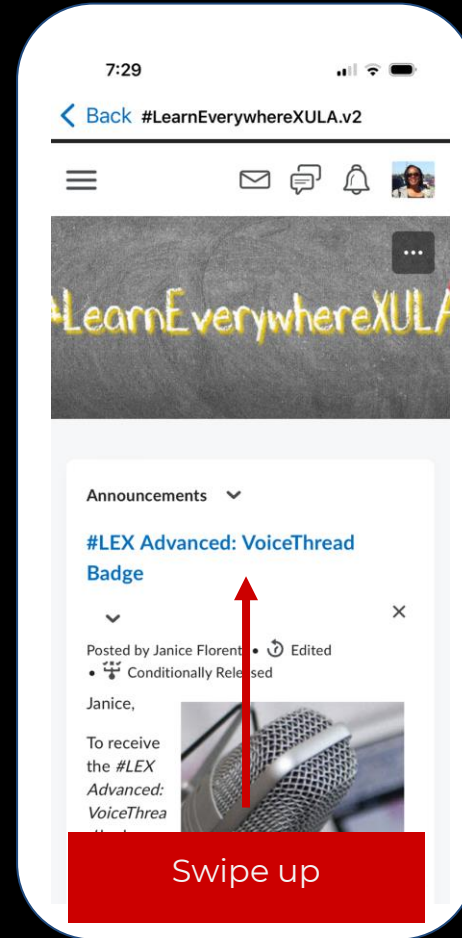
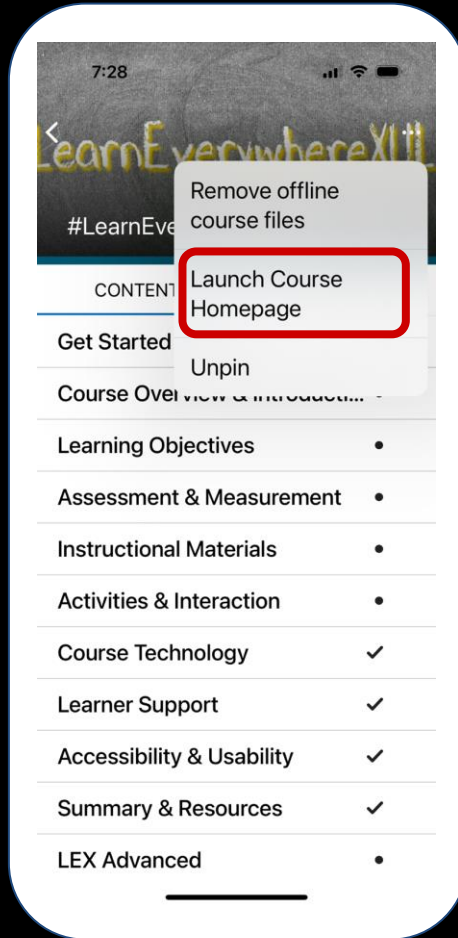
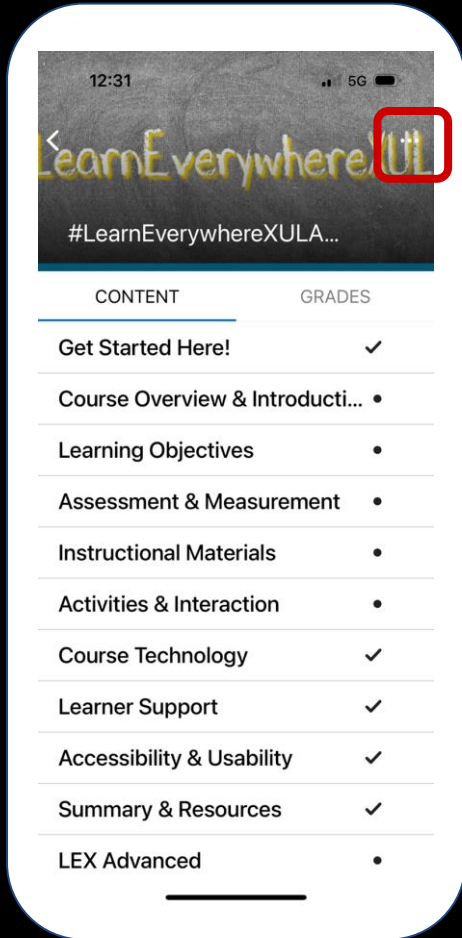


**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App - Course Homepage



**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Content



CONTENT	GRADES
Get Started Here!	✓
Course Overview & Introducti...	•
Learning Objectives	•
Assessment & Measurement	•
Instructional Materials	•
Activities & Interaction	•
Course Technology	✓
Learner Support	✓
Accessibility & Usability	✓
Summary & Resources	✓
LEX Advanced	•

#LearnEverywhereXULA.v2

Help Course Admin **Content** Discussions Grades Classlist Simple Syllabus Zoom (new) Activities

Search Topics

Get Started Here!

Add dates and restrictions...

Table of Contents 136

- Get Started Here! 7
- Course Overview & Introduction 5
- Learning Objectives 5
- Assessment & Measurement 5
- Instructional Materials 5
- Activities & Interaction 5

Welcome!

Web Page

Take a Tour of the Course

Web Page

Important for Your Success

Web Page

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Content



CONTENT

GRADES

- Get Started Here! ✓
- Course Overview & Introducti... •
- Learning Objectives •
- Assessment & Measurement •
- Instructional Materials •
- Activities & Interaction •
- Course Technology ✓
- Learner Support ✓
- Accessibility & Usability ✓
- Summary & Resources ✓
- LEX Advanced •

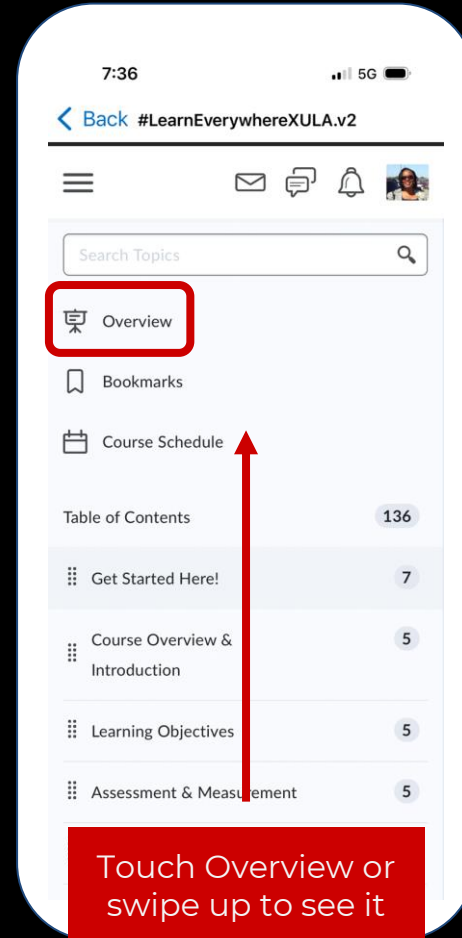
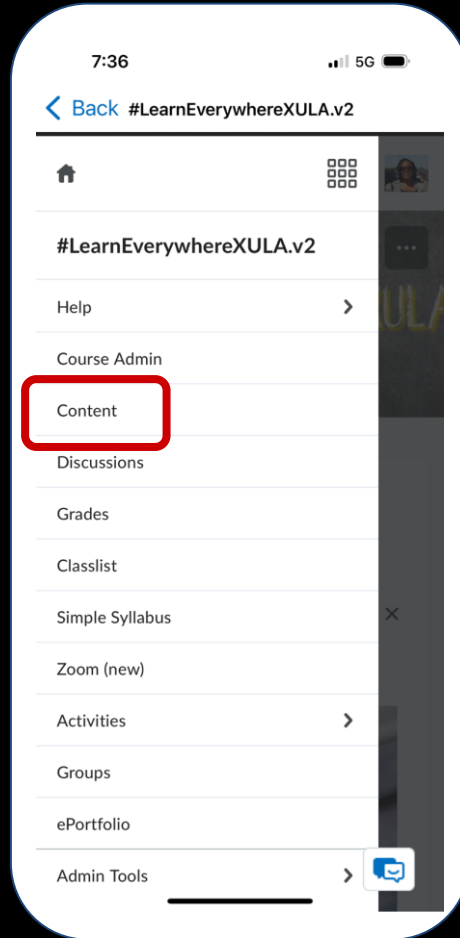
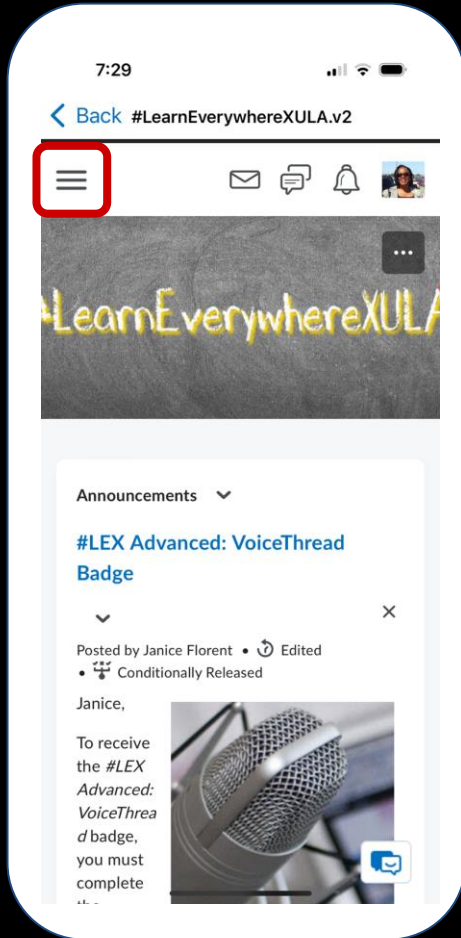
A screenshot of a course management interface for "#LearnEverywhereXULA.v2". The top navigation bar includes "Help", "Course Admin", "Content" (highlighted with a red box), "Discussions", "Grades", "Classlist", "Simple Syllabus", "Zoom (new)", and "Activities". Below the navigation is a "Search Topics" search bar. A left sidebar contains a "Table of Contents" with items like "Overview" (highlighted with a red box), "Bookmarks", "Course Schedule", and "Table of Contents" (136 items). The main content area features a "Get Started Here!" section with a "WELCOME" mat image and options to "Upload / Create", "Existing Activities", and "Bulk Edit". Below this are three "Web Page" items: "Welcome!", "Take a Tour of the Course", and "Important for Your Success".

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Navigating to Overview from Course Home Page

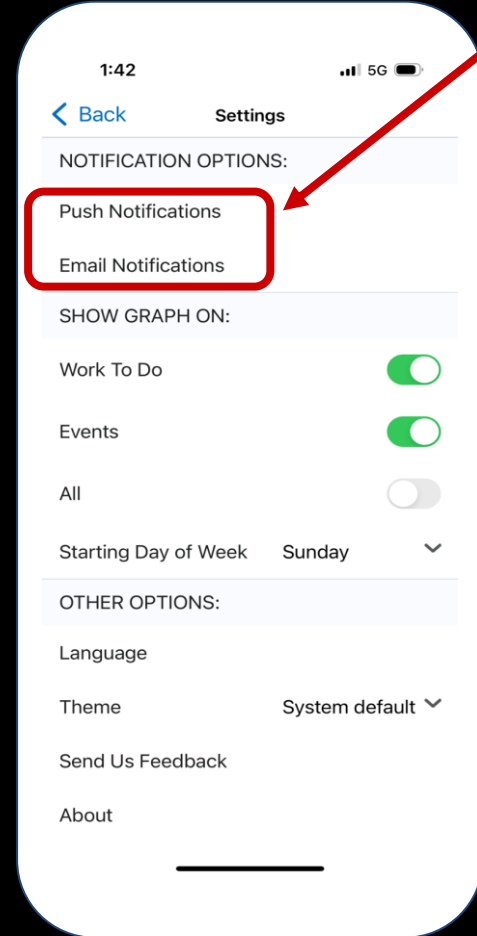
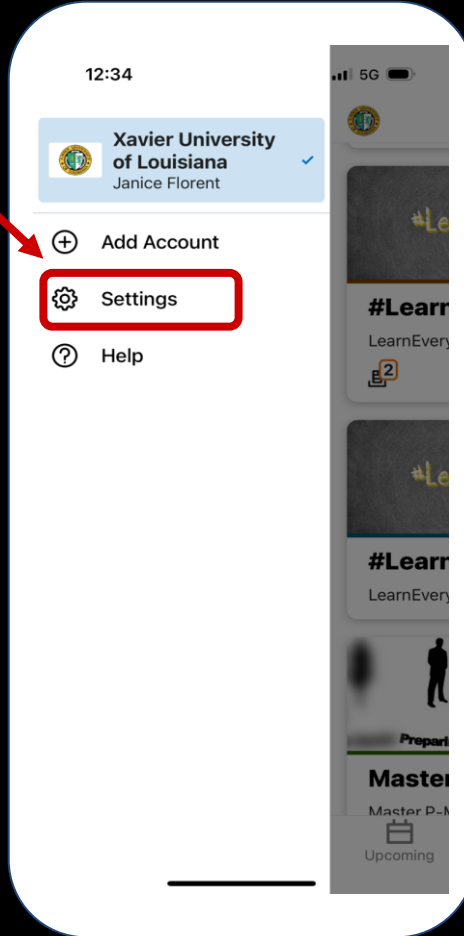
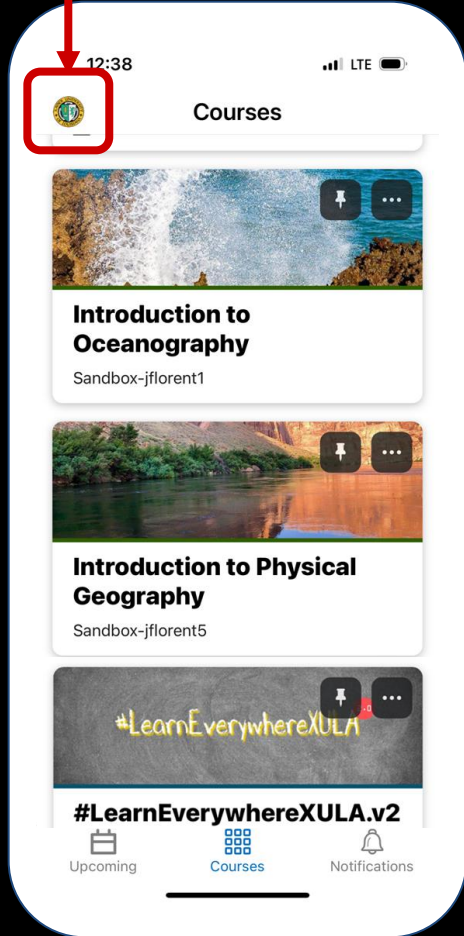


**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App - Settings

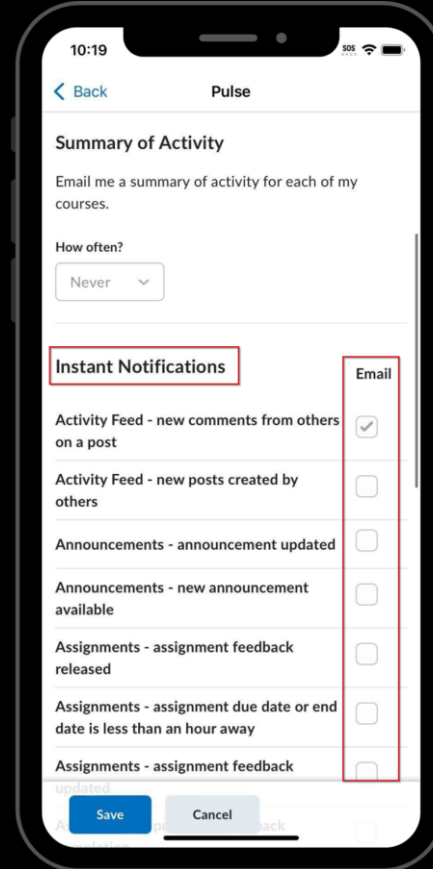
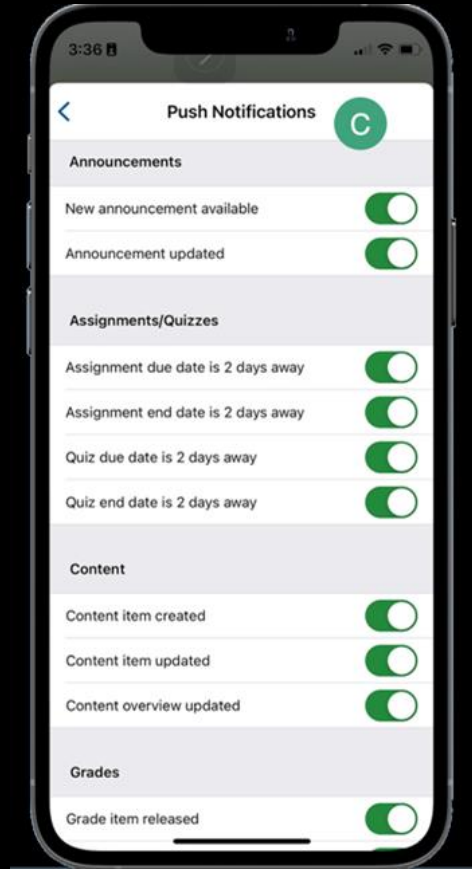


**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Pulse App - Notifications



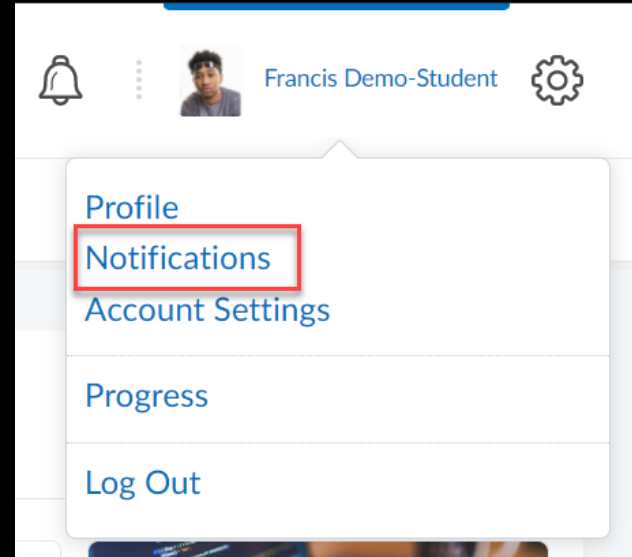
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Notifications

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



Known Issue

< Calendar events not showing in Pulse upcoming calendar

By ReleaseManagement Last Updated: May 15, 2024

Summary

In Brightspace, when an event is calendar is added through the Calendar then it should also be pulled into and displayed on the Pulse app calendar

Resolution

Additional Information

Work Around:

Steps to Reproduce:

Reproducibility (intermittently)

1. Go to Calendar
2. Create event
3. See that the event shows up on the Calendar on the website
4. Login as a student on Pulse and go the upcoming tab

Go to ALL, the event does not show up there

Tracking Number

01696404



Is Your Course Pulse Friendly?



CAT FooD

(for thought)

SUBSCRIBE

ABOUT THIS BLOG

LATEST FOOD

NEWSLETTER

Brightspace Tip #461: Is Your Course Pulse Friendly?

Janice Florent • August 20, 2024 • Leave a comment • Edit

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 #118: Beth Schwartz and Regan Gurung on the Scholarship of Teaching and Learning
📅 May 21, 2024
⌚ 29 minutes

Conversation #117: Stephen Chew on

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Brightspace Pulse and Customized Notifications

Support At-Risk Students

By encouraging students to use the Brightspace Pulse app and to customize their notifications, instructors can significantly support at-risk students in several ways:

1. Real-Time Communication and Updates:

- **Immediate Alerts:** Students receive notifications directly on their mobile device. This ensures that at-risk students receive timely updates about assignments, due dates, upcoming exams, or changes in class schedules on their mobile device.
- **Reduced Communication Barriers:** Receiving real-time updates, can help to break down communication barriers that may hinder at-risk students' academic success. This can be particularly beneficial for students who may face challenges with traditional forms of communication, such as email or in-person meetings.

2. Personalized Learning Experience:

- **Customized Notifications:** Students can customize their notifications to receive alerts for specific courses, assignments, or events that are most relevant to them. This helps at-risk students stay organized and focused on their academic goals.
- **Increased Engagement:** By tailoring notifications to their individual needs, students can stay engaged and motivated. When students feel connected to their coursework and receive timely updates, they are more likely to stay on track and seek help when needed.

3. Improved organization and time management:

- **Assignment and Deadline Tracking:** The Pulse app offers a schedule view and weekly visualization of upcoming work and deadlines. Students who consistently miss deadlines or fail to submit assignments may be identifiable as potentially at-risk. Deadlines encourage students to develop effective study habits and allocate time for completing assignments.

4. Easy Access to Grades and Feedback:

- **Monitoring:** Brightspace Pulse provides notifications when new grades are entered. Students can quickly view their grades and feedback.
- **Assistance:** Timely access to grades allows students to gauge their performance and seek help if needed. This can help at-risk students overcome obstacles and improve their academic performance.

5. Improved Accessibility:

- **Mobile Access:** Brightspace Pulse provides students with convenient access to course materials and resources on their mobile devices. This can be especially helpful for students who may face challenges with accessing information through traditional means. Easier mobile access may encourage more frequent checking of course materials.
- **Reduced Barriers to Participation:** By making course materials readily available on mobile devices, instructors can reduce barriers to participation and help at-risk students stay engaged in their studies.

By encouraging students to use Brightspace Pulse and customize their notifications, instructors can create a more supportive and inclusive learning environment for at-risk students. This can lead to improved academic outcomes and increased student success.

NOTE: The information in this document was produced using draft text written by Google's Gemini AI using the prompt: "Please tell me how encouraging students to use the Brightspace Pulse App and encouraging them to customize their Notifications is a way for instructors to support at-risk students." (22 September 2024). Credit: [Gray Area](#)



Class/User Progress



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Class Progress Tool

- High-level view of learner performance across the entire class
- Useful for:
 - Predictive practices
 - Preventing learner disengagement



cat.xula.edu


**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

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.

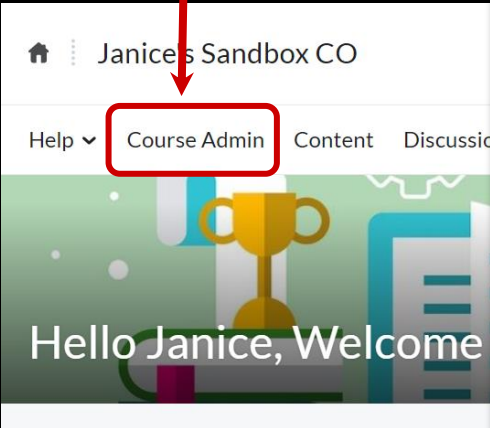


81 %

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.



Class Progress Tool



A screenshot of the 'Course Administration' page for 'Janice's Sandbox CO'. The page title is 'Course Administration'. Below the title, there are several sections of administrative tools:

- Site Setup**
 - Availability Date Defaults
 - Widgets
 - Course Offering Information
 - Homepages
- Site Resources**
 - Calendar
 - External Learning Tools
 - Glossary
 - Manage Files
 - Content
 - Forms
 - Import / Export / Copy Components
 - Course Builder
 - Frequently Asked Questions
 - Links
 - Manage Dates
- Learner Management**
 - Attendance
 - Groups
 - Class Progress** (highlighted with a red box)
 - Classlist
- Assessment**

The user's name 'Janice Florent as Instructor' and a settings gear icon are visible in the top right corner of the page.







**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Class Progress Tool

Class Progress

[Settings](#)[Help](#)Filter to: **All Users** ▾[Use agents to automate feedback](#)

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

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Class Progress Tool

- Monitor learners overall progress in course
- Select data points most relevant to your course
- Dive deeper into single learner's progress and success across course
- Filter by groups or sections
- Quick jump to Intelligent Agents to automate nudges



**Center for the Advancement of
Teaching & Faculty Development**
XAVIER UNIVERSITY OF LOUISIANA

cat.xula.edu

User Progress Summary

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

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

User Progress Summary

Classlist

[Add Participants](#) [Enrollment Statistics](#) [Email Classlist](#)

View By: [User](#) [Apply](#)

Search For... [Show Search Options](#)

[Email](#) [Instant Message](#) [Print](#) [Enrollment](#) [Unenroll](#)

<input type="checkbox"/>	Image	Last Name ▲, First Name	Username
<input type="checkbox"/>		Demo-Professor, Ima (She/Her) ▼	imaprofessor
<input type="checkbox"/>		Demo-Student, Alpha ▼	ademostudent
<input type="checkbox"/>		Demo-Student, Francis (He/Him) ▼	fdemostudent
<input type="checkbox"/>		Demo-Student, Jayne (She/Her) Send Email	
<input type="checkbox"/>		Demo-Student, Omega (They/The) Impersonate	

100 per page ▼

Total Users: 5

- [View progress](#)
- [View groups](#)

Classlist > Francis Demo-Student

[Print](#) [Settings](#) [Help](#)

Demo-Student, Francis
fdemostudent
Demo00326549

Progress Summary

Grades

Final grade not released



Grades Received: 40

Objectives

Learning Objectives Passed
0 % (0/0)

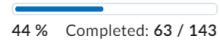
In Progress: 0

Passed: 0

Needs Remediation: 0

Content

Topics Visited: 58 / 143
Total Visits: 157
Time Spent: 0d 6h 41m 13s



44 % Completed: 63 / 143

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Use Class/User Progress to Identify and Support At-Risk Students

Brightspace's Class/User Progress tool provides valuable insights into student performance. Here are specific ways instructors can leverage this data to identify and support at-risk students:

1. Monitor Overall Class Progress:

- **Identify trends:** Look for patterns in class-wide performance. Are certain topics or assignments causing difficulties for many students?
- **Compare to benchmarks:** Use established benchmarks to gauge student progress and identify areas where students may be falling behind.

2. Analyze Individual Student Progress:

- **Track completion rates:** Monitor students' completion of assignments, quizzes, and exams. Low completion rates can indicate potential issues.
- **Check for late submissions:** Frequent late submissions might signal difficulties or disengagement.
- **Review grades:** Identify students with consistently low grades or a sudden decline in performance.

3. Utilize Visualizations:

- **Examine graphs and charts:** Use Brightspace's visualizations to quickly identify students who are struggling.
- **Look for outliers:** Students who deviate significantly from the class average may need additional support.

4. Set Up Alerts and Notifications:

- **Create custom alerts:** Configure Brightspace to send you notifications when students fall below specific thresholds or miss deadlines.
- **Proactively reach out:** Use these alerts to initiate timely interventions.

5. Leverage Intelligent Agents:

- **Automate check-ins:** Use intelligent agents to schedule automated check-ins with students who are at risk.
- **Provide personalized recommendations:** Based on student data, intelligent agents can suggest tailored resources or support.

6. Conduct Targeted Interventions:

- **Offer additional support:** Provide extra help, tutoring sessions, or supplementary materials to students who are struggling.
- **Facilitate peer-to-peer learning:** Encourage students to work together and help each other.
- **Provide timely feedback:** Offer specific and constructive feedback on assignments to help students improve.

7. Communicate Regularly with Students:

- **Schedule one-on-one meetings:** Meet with at-risk students to discuss their challenges and develop personalized support plans.
- **Provide encouragement and motivation:** Offer positive reinforcement and support to help students stay motivated.

By effectively utilizing Brightspace's Class/User Progress tool, instructors can proactively identify at-risk students and provide the necessary support to help them succeed.

NOTE: The information in this document was written by Google's Gemini AI using the prompt: "Please give me specific ways an instructor can use Brightspace's Class/User progress to identify and support at-risk students." (23 September 2024). Credit: [Gray Area](#)



Release Conditions



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Release Conditions

- Allows instructors to create a custom learning paths
- Learners cannot see items with Release Conditions attached until they meet the associated condition(s)



Tools that can have Release Conditions

- Awards
- Checklists
- Content Modules and Topics
- Discussion Forums and Topics
- Assignments
- Grades Items and Categories
- Announcements
- Quizzes
- Surveys
- Intelligent Agents
- Custom Widgets

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Release Conditions - Content

Unit 1: Supplemental Resources




Print




Settings



 Starts Sep 3, 2024 6:00 AM



 All conditions must be met

Receives less than or equal to 79 % on the quiz: Unit 1 Quiz

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Attach Release Conditions to Content

The image shows two overlapping screenshots of a learning management system interface. The top screenshot displays a content item titled "Unit 1: Supplemental Resources" with "Print" and "Settings" icons. A red box highlights the "Add dates and restrictions..." button. The bottom screenshot shows the same content item with a form for setting release conditions. The form includes fields for "Start Date" (Sep 3, 2024 6:00 AM), "Due Date" (Add due date...), and "End Date" (Add end date...). Below these fields is a "Release Conditions" section with a red box highlighting the "Create" button and a "Browse" button.

Unit 1: Supplemental Resources Print Settings

▼

Add dates and restrictions...

Add a description...

Unit 1: Supplemental Resources Print Settings

▼

Start Date Due Date End Date

Sep 3, 2024 6:00 AM Add due date... Add end date...

Release Conditions

Create Browse

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Attach Release Conditions to Content

The image displays three overlapping screenshots of a software interface, illustrating the process of attaching release conditions to content. The top-left screenshot shows the 'Create a Release Condition' dialog with the 'Condition Type' dropdown menu highlighted by a red box, containing the text '-- Select Condition Type --'. The middle screenshot shows the 'Create a Release Condition' dialog with the 'Condition Type' set to 'Score on a quiz', the 'Quiz' dropdown set to 'Unit 1 Quiz', the 'Criteria' dropdown set to '<=', and the 'Grade' field set to '79'. The 'Create' button at the bottom is highlighted with a red box. The bottom-right screenshot shows the 'Unit 1: Supplemental Resources' content page with the 'Release Conditions' section. The 'Create' button is highlighted with a red box, and the condition is listed as 'Receives less than or equal to 79 % on the quiz: Unit 1 Quiz'. The 'Update' button at the bottom is also highlighted with a red box.

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Release Conditions


- You can attach several Release Conditions to an item and learner must meet all conditions

Unit 1: Supplemental Resources

 Print

 Settings



 Starts Sep 3, 2024 6:00 AM



 All conditions must be met

Receives less than or equal to 79 % on the quiz: Unit 1 Quiz

Submits to folder: Assignment 1



Release Conditions

- You can **attach multiple Release Conditions** to an item and learners only **have to meet one condition**

Unit 4: Supplemental Resources




Print



Settings



 Starts Sep 24, 2024 6:00 AM

 Any condition must be met

Receives less than or equal to 79 % on the quiz: Unit 4 Quiz

Receives less than or equal to 79 % on grade item: Unit 4 Discussion Prompt



Release Conditions

- One of the conditions must be met **OR** all of the conditions must be met
 - You **CAN NOT** apply a Release Condition for a situation where some of the conditions are met



cat.xula.edu

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA

Release Condition Types

(tools that can serve as Release Conditions)

- Awards
- Checklist
- Classlist
- Content
- Discussions
- Assignments
- Grades
- Quizzes
- Surveys
- Competencies*

* We do not have the Competencies Component in our Brightspace System

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Condition Type: Grades

- Grade value on a grade item
- No grade received
- Released final grade score
- Score on associated rubric



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Condition Type: Content

- Visited content topic*
- Visited all content topics*
- Not visited content topic*
- Completed content topic#
- Not completed content topic#


NOTE: * Visited is determined by the completion tracking method the instructor selects for the topic. Completion tracking is set by the instructor and can be automatic or manual.

The method of completing the topic depends on the type, such as viewing a file or submitting an assignment.



#LEX Advanced: 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

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Use Release Conditions to Identify and Support At-Risk Students

Brightspace's Release Conditions can be a powerful tool for identifying and supporting at-risk students. By setting specific criteria for accessing content or completing assignments, instructors can tailor the learning experience to the individual needs of each student. Here are some specific ways to utilize Release Conditions:

1. Early Intervention

- **Conditional Release of Supplemental Materials:** If a student's performance falls below a certain threshold on a quiz or assignment, release additional resources or practice problems to help them catch up.
- **Personalized Tutoring or Mentoring:** If a student consistently struggles with a particular topic, release access to a personalized tutor or mentor who can provide extra support.

2. Motivational Tools

- **Unlocking Rewards:** Set a condition that requires students to complete specific tasks or achieve a certain grade before unlocking access to rewards, such as bonus points or extra credit assignments.
- **Progress Tracking:** Use Release Conditions to create a series of checkpoints throughout the course. When a student reaches a checkpoint, release access to the next module or assignment, providing a sense of accomplishment and motivation.

3. Adaptive Learning

- **Differentiated Content:** Create multiple versions of the same assignment or content, each tailored to different learning styles or levels of difficulty. Release the appropriate version based on the student's performance on previous assessments.
- **Skill-Based Progression:** Design a learning path that allows students to progress at their own pace. Release the next module or assignment only when the student has demonstrated mastery of the previous one.

4. Monitoring and Intervention

- **Automated Alerts:** Set up Release Conditions to trigger alerts when a student falls behind or is struggling with a particular topic. This can help instructors intervene early and provide the necessary support.
- **Data Analysis:** Use Brightspace's analytics tools to track student progress and identify patterns of at-risk behavior. Release Conditions can be used to customize interventions based on this data.

By strategically using Release Conditions, instructors can create a more personalized and effective learning experience for all students, helping to identify and support those who may be at risk of falling behind.

NOTE: The information in this document was written by Google's Gemini AI using the prompt: "Please give me specific ways an instructor can use Brightspace's Release Conditions to identify and support at-risk students." (23 September 2024). Credit: [Gray Area](#)



Intelligent Agents



cat.xula.edu

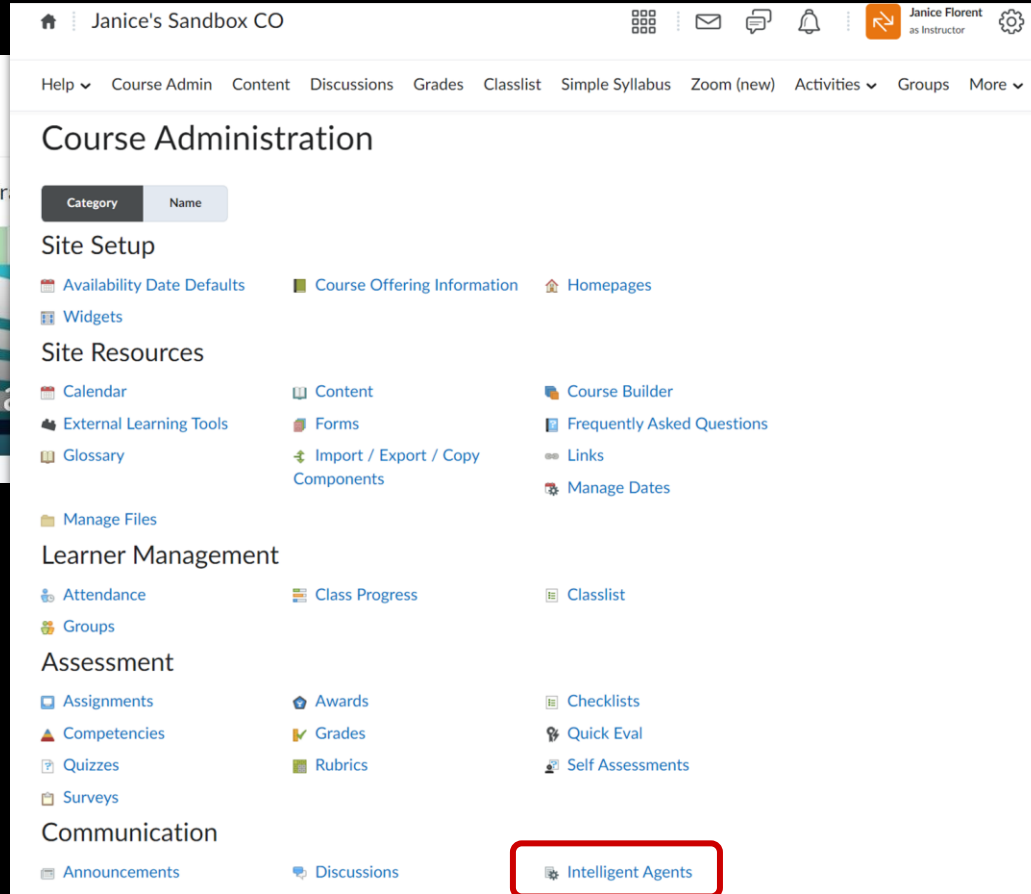
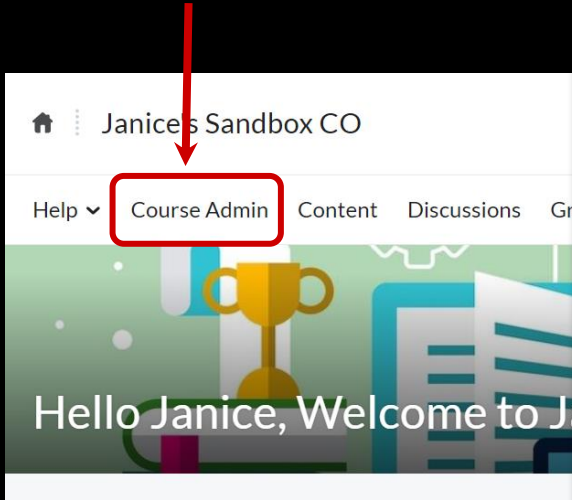
**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Intelligent Agents

- Monitors course to find activity that matches criteria that you set
 - Criteria: Login Activity, Course Activity, and Release Conditions
- Send email or generate report



Intelligent Agents



**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Intelligent Agents


Agent List

 Settings

New Agent





Edit Categories

More Actions 

View: 

Apply

Enable Disable  Delete  Bulk Edit

<input type="checkbox"/>	Agent	Results of Last Run	Last Run Date	Next Run Date
<input type="checkbox"/>	<p>Students Falling Behind  </p> <p>Purpose - The agent will scan the system to identify learners who are falling behind and have not accessed the course in the last 7 days. Audience - the email will be sent to instructors and students. Work Schedule - Weekly (from the beginning to the end of the course).</p>		-	-
<input type="checkbox"/>	<p>Unit 1 - Supplemental Resources  </p> <p>Purpose - The agent will identify learners who earned $\leq 79\%$ on Unit 1 Quiz and notify them that Unit 1: Supplemental Resources are available. Audience - The email will be sent to learners. Work Schedule - Run once after Unit 1 quiz scores are posted.</p>		-	-

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Intelligent Agents

Agent List > Edit Agent

Edit Agent

View History

Agent Name: *

Students Falling Behind

Description:

Purpose - The agent will scan the system to identify learners who are falling behind and have not accessed the course in the last 7 days.
Audience - the email will be sent to instructors and students.
Work Schedule - Weekly (from the beginning to the end of the course).

Category:

Current IAs

Add Category

Status:

Agent is enabled

Scheduling



Criteria



Actions



Save and Close

Save

Cancel

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Intelligent Agents

Agent List > Edit Agent

Edit Agent

View History

Agent Name: *

Students Falling Behind

Description:

Purpose - The agent will scan the system to find students who are falling behind and have not accessed the course materials.
Audience - the email will be sent to instructors.
Work Schedule - Weekly (from the beginning of the semester)

Category:

Current IAs

Add Category

Status:

Agent is enabled

Scheduling

Criteria

Actions

Save and Close

Save

Cancel

Scheduling

Frequency

Weekly

Repeats Every:

1 week(s)

Repeats On:

- Monday Tuesday Wednesday Thursday
 Friday Saturday Sunday

Scheduled Time *

7:00 AM

Schedule Dates:

Has Start Date

8/19/2024

Has End Date

11/25/2024

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Intelligent Agents

Agent List > Edit Agent

Edit Agent

View History

Agent Name: *

Students Falling Behind

Description:

Purpose - The agent is designed to identify students falling behind and help them get back on track.
Audience - the email recipients
Work Schedule - Weekly

Category:

Current IAs

Status:

Agent is enabled

Scheduling

Criteria

Actions

Save and Close

Scheduling

Frequency

Weekly

Repeats Every:

1 week(s)

Repeats On:

Monday Tuesday Wednesday
 Friday Saturday Sunday

Scheduled Time *

7:00 AM

Schedule Dates:

Has Start Date

8/19/2024

Has End Date

11/25/2024

Criteria

Role in Classlist *

- All users visible in the Classlist
- Users with specific roles:
- Instructor
 - XU Org Leader
 - TA
 - Course Builder
 - Student

Take Action on Activity

- Login Activity
- User has not logged in during the last 0 day(s)
 - User has logged in during the last 0 day(s)
- Course Activity
- User has not accessed the course in the last 7 day(s)
 - User has accessed the course during the last 0 day(s)

Release Conditions

Create Browse

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Intelligent Agents

Agent List > Edit Agent

Edit Agent

Agent Name: *
Students Falling Behind

Description:
Purpose - The age falling behind and Audience - the en Work Schedule - V

Category:
Current IAs

Status:
 Agent is enabled

Scheduling

Frequency
Weekly

Repeats Every:
1 week(s)

Repeats On:
 Monday Tuesday
 Friday Saturday

Scheduled Time *
7:00 AM

Schedule Dates:
 Has Start Date
8/19/2024
 Has End Date
11/25/2024

Criteria

Role in Classlist *
 All users visible in the
 Users with specific ro
 Instructor
 XU Org Leader
 TA
 Course Builder
 Student

Take Action on Activity
 Login Activity
 User has not logge
 User has logged in
 Course Activity
 User has not acces
 User has accessed

Release Conditions

Actions

Repetition
 Take action only the first time the agent's criteria are satisfied for a user
 Take action every time the agent is evaluated and the agent's criteria are satisfied for a user

What Action Repetition setting should I use?

Send an Email
 Send an email when the criteria are satisfied

Name that the emails come from: Janice Florent
Reply-To address for responses: jflorent@xula.edu
How can I change the default From and Reply settings?

To: {InitiatingUser}

Cc:

Bcc: imaprofessor@xula.edu

What special email addresses can I use?

Subject: *
{OrgUnitName}: are you okay?

What replace strings can I use in the subject and message?

Message:
Paragraph B I U A Lato (Recom...
19px...
Hi {InitiatingUserFirstName},
I notice you haven't logged into your {OrgUnitName} course in a while. It is important that you log into the course regularly. Logging in regularly is the only way you can keep up with coursework and assignment deadlines.
Hopefully everything is everything okay. Please let me know if you are having problems with Brightspace, internet access, or the class. I'm here to help. I am available during office hours and by appointment.
Sincerely,

Save and Close Save Cancel

Save and Close Save Cancel

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Common Replace Strings used in IAs

Replace String	Description	Replacement that will be used
{InitiatingUser}	The user whose actions satisfy the agent's criteria.	Email Address (e.g., jdoe@xula.edu)
{OrgUnitName}	The name of the Org Unit.	Course name (e.g., Fall 2024 - Intro Oceanography)
{InitiatingUserFirstName}	The first name of the initiating user.	First name (e.g., Jayne)
{InitiatingUserLastName}	The last name of the initiating user.	Last name (e.g., Doe)
{InitiatingUserOrgDefinedId}	The Org Defined ID of the initiating user.	User's org id (e.g., 900012345)
{LastCourseAccessDate}	The date the initiating user last accessed the course.	Date/time course last accessed (e.g., Monday, August 26, 2024 2:30 PM CST)

NOTE: This is an abbreviated list of Replace Strings that you can use with Intelligent Agents.

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Intelligent Agents

[Agent List](#) > [Edit Agent](#)

Edit Agent

[View History](#)

Agent Name: *

Unit 1 - Supplemental Resources

Description:

Purpose - The agent will identify learners who earned $\leq 79\%$ on Unit 1 Quiz and notify them that Unit 1: Supplemental Resources are available.
Audience - The email will be sent to learners.
Work Schedule - Run once after Unit 1 quiz scores are posted.

Category:

No Category ▾

[Add Category](#)

Status:

Agent is enabled

Scheduling ▶

Criteria ▶

Actions ▶

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Intelligent Agents

Agent List > Edit Agent

Edit Agent

View History

Agent Name: *

Unit 1 - Supplemental Resources

Description:

Purpose - The agent will identify learners who earned $\leq 79\%$ on Unit 1 Quiz and notify them that Unit 1: Supplemental Resources are available.
Audience - The email will be sent to learners.
Work Schedule - Run once after Unit 1 quiz scores are posted.

Category:

No Category

Add C

Status:

Agent is enabled

Scheduling

Criteria

Actions

Scheduling

Frequency

One-Time Run

Scheduled Date: *

9/3/2024

6:00 AM

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Intelligent Agents

Agent List > Edit Agent

Edit Agent

Agent Name: *
Unit 1 - Supplemental Resources

Description:
Purpose - The agent will identify learners who earned <=79% on Unit 1 Quiz and notify them that Unit 1: Supplemental Resources are available.
Audience - The agent will be available to all users.
Work Schedule - Full Time

Category:
No Category

Status:
 Agent is enabled

Scheduling

Frequency
One-Time Run

Scheduled Date: *
9/3/2024 6:00 AM

Criteria

Criteria

Role in Classlist *

- All users visible in the Classlist
- Users with specific roles:
 - Instructor
 - XU Org Leader
 - TA
 - Course Builder
 - Student

Take Action on Activity

- Login Activity
 - User has not logged in during the last 0 day(s)
 - User has logged in during the last 0 day(s)
- Course Activity
 - User has not accessed the course in the last 0 day(s)
 - User has accessed the course during the last 0 day(s)

Release Conditions

Create Browse

All conditions must be met

Receives less than or equal to 79 % on the quiz: Unit 1 Quiz

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Intelligent Agents

Agent List > Edit Agent

Edit Agent

Agent Name: *
Unit 1 - Supplemental Resources

Description:
Purpose - 1 Quiz and available. Audience - Work Scheduling

Category:
No Category

Status:
 Agent is active

Scheduling

Frequency
One-Time Run

Scheduled Date: *
9/3/2024

Criteria

Role in Classlist *

- All users visible in the Classlist
- Users with specific roles:
 - Instructor
 - XU Org Leader
 - TA
 - Course Builder
 - Student

Take Action on Activity

- Login Activity
- User has not logged in during the course
- User has logged in during the course
- Course Activity
- User has not accessed the course
- User has accessed the course

Release Conditions

Create Browse

All conditions must be met

Receives less than or equal to

Actions

Repetition

- Take action only the first time the agent's criteria are satisfied for a user
- Take action every time the agent is evaluated and the agent's criteria are satisfied for a user

What Action Repetition setting should I use?

Send an Email

- Send an email when the criteria are satisfied

Name that the emails come from: Janice Florent
Reply-To address for responses: jflorent@xula.edu
How can I change the default From and Reply settings?

To: {InitiatingUser}

Cc:

Bcc: imaprofessor@xula.edu

What special email addresses can I use?

Subject: *
{OrgUnitName} Unit 1 Supplemental Resources

What replace strings can I use in the subject and message?

Message:

Paragraph B I U A Lato (Recom... 19px...

Hi {InitiatingUserFirstName},

I hope this email finds you well. I wanted to reach out regarding your recent performance on the Unit 1 Quiz in {OrgUnitName} course. While I know you worked hard, I understand that the material may have presented some challenges.

To help you review and reinforce key concepts, I have made available some [supplemental resources for Unit 1](#) that you can access via this hyperlink and the supplemental resources can also be found in the Unit 1 module in the course. These resources include practice problems, additional notes, and video tutorials.

Remember, learning is a journey, and it's okay to encounter some bumps along the way. These resources are here to support your continued growth and understanding. Please don't hesitate to reach out if you have any questions or need further assistance. I am available during office hours and by appointment.

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Quicklink

Quicklinks



CAT FooD

(for thought)

SUBSCRIBE

ABOUT THIS BLOG

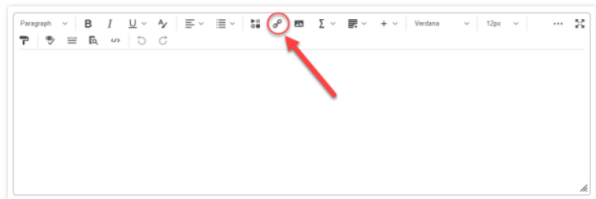
LATEST FOOD

NEWSLETTER

Brightspace Tip #164: Quicklinks

Janice Florent • June 4, 2020 • Leave a comment • Edit

A Quicklink is a way for instructors to insert a direct link to content that is inside or outside of their course.



Quicklinks are useful because they allow instructors to provide students with a direct link to content in the course. For example, instructors can create an announcement or email for students with links that take students directly to specific content files or assignments inside of the course. When creating content, instructors can create a quicklink to a rubric so that students can have easy access to it.

Instructors should take advantage of Quicklinks, they are useful for pointing students to specific content in the course!

Follow these steps to do it.

Watch this short video for instructions on inserting Quicklinks:

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 #118: Beth Schwartz and Regan Gurung on the Scholarship of Teaching and Learning

📅 May 21, 2024

🕒 29 minutes

Conversation #117: Stephen Chew on Student Trust

📅 April 30, 2024

🕒 25 minutes

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

#LEX Advanced: 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

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Use Intelligent Agents to Identify and Support At-Risk Students

Brightspace Intelligent Agents can be a powerful tool for instructors to proactively identify and support students who might be at risk of falling behind. Here are some specific ways to utilize these agents:

1. Monitor Student Engagement and Activity:

- **Track Login Frequency:** Set up agents to alert you if students haven't logged in within a specific timeframe, indicating potential disengagement.
- **Monitor Assignment Submissions:** Create agents to notify you when students haven't submitted assignments by their due dates or if they've received multiple low grades.
- **Observe Content Consumption:** Track which students are accessing course materials and how frequently, identifying those who might be struggling to keep up.

2. Identify Students with Specific Needs:

- **Flag Students with Accommodations:** Use agents to identify students who have documented accommodations, ensuring that their needs are met and they receive appropriate support.
- **Monitor Students with Learning Disabilities:** Track students who have disclosed learning disabilities to provide additional resources and support.
- **Identify Students Facing Personal Challenges:** If you have information about students facing personal challenges (e.g., financial difficulties, family issues), agents can help you monitor their progress and provide targeted assistance.

3. Proactively Reach Out and Offer Support:

- **Send Personalized Messages:** Create agents to automatically send personalized messages to students who are struggling, offering encouragement, resources, or scheduling a meeting.
- **Connect Students with Support Services:** If students are identified as at-risk, instructors can create agents that will recommend specific support services to those students.
- **Provide Timely Feedback:** Use agents to automatically send reminders to students about upcoming deadlines or to provide feedback on assignments, helping them stay on track.

4. Analyze Data and Trends:

- **Generate Reports:** Create reports based on agent data to identify patterns and trends among at-risk students, allowing you to tailor your interventions and support strategies.
- **Identify High-Risk Courses:** Analyze agent data to identify courses where a high number of students are struggling, enabling you to make adjustments to the curriculum or teaching methods.

By effectively utilizing Brightspace Intelligent Agents, instructors can proactively identify at-risk students, provide timely support, and improve overall student success.

NOTE: The information in this document was produced using draft text written by Google's Gemini AI using the prompt: "Please give me specific ways an instructor can use Brightspace's Intelligent Agents to identify and support at-risk students." (23 September 2024).
Credit: [Gray Area](#)



Support At-Risk Students in Large Classes



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Leverage Technology

- Technology can help provide more personalized support at scale:
 - Use Brightspace to track individual student progress and engagement
 - Implement adaptive learning to customize content based on student performance
 - Utilize discussion boards for more one-on-one interaction
 - Create short instructional videos to provide targeted help on common issues

Source: Teaching Strategies: Large Classes and Lectures
Center for Research on Learning & Teaching
University of Michigan

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Employ Flexible Grouping

- Breaking large class into smaller groups allows for more individualized attention:
 - Use peer learning groups for collaborative work and discussion
 - Create tiered assignments that allow students to work at different levels
 - Rotate small group meetings with the instructor during class time
 - Assign group projects with individual components to balance collaboration and personalization

Source: Teaching Strategies: Large Classes and Lectures
Center for Research on Learning & Teaching
University of Michigan

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Provide Multiple Feedback Channels

- Offer various ways for students to receive individualized feedback:
 - Use rubrics and comment banks to give detailed feedback efficiently on assignments
 - Hold virtual office hours and/or Q&A sessions
 - Provide self-assessment tools for students to gauge their own progress.
 - Leverage peer review and feedback on drafts and projects



Streamline Administrative Tasks

- Freeing up time from administrative work allows more focus on individual support:
 - Use automated grading tools where appropriate
 - Create clear systems for common student questions and issues
 - Leverage teaching assistants for grading and student support
 - Develop reusable content and resources to reduce prep time



Build Community

- Foster peer support networks within the large class:
 - Create study groups or learning communities
 - Use icebreakers and team-building activities to help students connect
 - Encourage students to answer each other's questions on discussion boards
 - Highlight diverse student experiences and perspectives in class discussions

Source: Teaching Strategies: Large Classes and Lectures
Center for Research on Learning & Teaching
University of Michigan

**Center for the Advancement of
Teaching & Faculty Development**
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Accessibility



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Accessibility

- Practice of ensuring that all students, irrespective of their abilities or backgrounds, have equal access to educational materials, resources, programs, and opportunities



Basic Four of Accessibility

Improve the accessibility of your course content by implementing these four things:

1. Document Structure
2. Alternative Text
3. Media Accessibility
4. Choose Accessible 3rd Party Resources


**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Accessibility & Usability

Accessibility & Usability ▾ Print Settings



- ☰ 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
- ☰ Accessibility & Usability: Reflect ▾
💬 Discussion Topic

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

#LEX Advanced: Make It Accessible

Make It Accessible ▾

 Print  Settings



☰ [Make It Accessible: Get Started](#) ▾

 Web Page

☰ [Make It Accessible: Learn More](#) ▾

 Web Page

☰ [Make It Accessible: Take Action](#) ▾

 Web Page

☰ [Make It Accessible: Reflect](#) ▾

 Discussion Topic

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Accessibility Features Can Support At-Risk Students

Accessibility features can significantly enhance the learning experience for at-risk students, providing them with the tools they need to succeed. Here are some specific ways instructors can utilize these features:

1. Flexible Learning Formats

- **Audio and Video Transcriptions:** Provide transcripts for all audio and video content to accommodate students with hearing impairments or learning styles that benefit from visual aids.
- **Closed Captioning:** Enable closed captioning for all multimedia content to benefit students who are deaf or hard of hearing, as well as those who may need visual reinforcement.
- **Alternative Text for Images:** Provide descriptive text for all images to ensure that students with visual impairments can access the information.

2. Universal Design for Learning (UDL)

- **Multiple Means of Representation:** Present information in multiple formats (e.g., text, audio, visual) to accommodate different learning styles and abilities.
- **Multiple Means of Engagement:** Provide a variety of activities and assessments to cater to different interests and motivation levels.
- **Multiple Means of Expression:** Allow students to demonstrate their understanding in various ways (e.g., written assignments, presentations, projects) to accommodate different strengths and preferences.

3. Accommodations and Modifications

- **Extended Time:** Provide additional time for assignments and exams to accommodate students with learning disabilities or those who require extra time to process information.
- **Reduced Workload:** Adjust the workload for students who are struggling or facing significant challenges.
- **Alternative Assessments:** Offer alternative forms of assessment (e.g., oral presentations, projects) for students who may have difficulty with traditional written exams.

4. Creating an Inclusive Classroom Environment

- **Open Communication:** Foster an open and supportive classroom environment where students feel comfortable asking questions and seeking assistance.
- **Peer Support:** Encourage peer tutoring or study groups to provide additional support and collaboration opportunities.
- **Positive Reinforcement:** Offer positive feedback and encouragement to build students' confidence and motivation.

By implementing these accessibility features and strategies, instructors can create a more inclusive and equitable learning environment that supports the needs of all students, including those who are at risk.

NOTE: The information in this document was produced using draft text written by Google's Gemini AI using the prompt: "Please give me specific ways an instructor can use accessibility features to support at-risk students." (6 October 2024). Credit: [Gray Area](#)

Center for the Advancement of Teaching and Faculty Development
Xavier University of Louisiana

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Are Students Tech-Savvy or Tech-Struggling?



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Are Students Tech-Savvy or Tech-Struggling? What Students Want Educators to Know

Janice Florent • February 19, 2024 • Leave a comment



A misconception about 21st-century students is that they are proficient with all technology, even in the absence of clear instructions. Many students know how to use online platforms such as TikTok, Instagram, and Facebook for fun, but have no idea how to leverage them for academic or professional use.

In an article in the Times Higher Education, Elizabeth Losh says [universities must stop presuming that all students are tech-savvy](#). Many educators assume that young people are [digital natives](#) and they should know how to use technology. [Gen Z](#) may be savvy about using social media personally. However, they are not as savvy about how to use tech tools academically or professionally.

“ I don't appreciate when professors just assume because we are young we know how to use this stuff...we are learning with y'all. - Anonymous Xavier Student

In feedback from some Xavier students, they stated that their professors assume that students are tech-savvy. Brightspace is a learning management system (LMS) that

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 #118: Beth Schwartz and Regan Gurung on the Scholarship of Teaching and Learning

📅 May 21, 2024

🕒 29 minutes

Conversation #117: Stephen Chew on Student Trust

📅 April 30, 2024

🕒 25 minutes

Conversation #116: ChatGPT interviews Mark Gstohl

📅 October 17, 2023

🕒 21 minutes

TOPICS

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA





Announcements

Welcome to #LearnEverywhereXULA!

Posted by Janice Florent • Edited

Francis,

Welcome to #LearnEverywhereXULA, a self-paced, asynchronous course designed to help faculty build standards-driven and student-centered online classes. Participating in this course will also give you a unique insight into being a student in a Brightspace course.

Be sure to take a look around the course. When you are ready to begin, go to the Content page and then select [Get Started Here!](#) from the menu. This is our introductory module, which will provide you with important information about how to navigate this course, what you need to do to complete the course, and who your facilitators will be. Once you've reviewed all the material available in the Get Started Here! module, you will be ready to begin to #LearnEverywhereXULA!

The course is composed of eight learning modules, and each

Updates

11 Unread Discussion Posts

CAT Food Blog

Search ... Menu

CAT Food

(for thought)

Latest Food

[Brightspace Tip #476: Pronouns](#)

by Janice Florent
October 11, 2024

[Brightspace Tip #475: Quick Eval](#)

by Janice Florent
October 8, 2024

[Brightspace Tip #474: 'Observed in Person'](#)

[Assignments](#)

by Janice Florent

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



Welcome Announcement

#LearnEverywhereXULA.v2

Janice Florent
as Student

Help ▾ Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ Groups ePortfolio

Announcements ▸ Welcome to #LearnEverywhereXULA!

Welcome to #LearnEverywhereXULA!

Posted by Janice Florent • 🗨 Edited
Janice,

Welcome to #LearnEverywhereXULA, a self-paced, asynchronous course designed to help faculty build standards-driven and student-centered online classes. Participating in this course will also give you a unique insight into being a student in a Brightspace course.

Be sure to take a look around the course. When you are ready to begin, go to the Content page and then select **Get Started Here!** from the menu. This is our introductory module, which will provide you with important information about how to navigate the course, what you need to do to complete the course, and who your facilitators will be. Once you've reviewed all the material available in the Get Started Here! module, you will be ready to begin to #LearnEverywhereXULA!

The course is composed of eight learning modules, and each of those modules is composed of five tasks: Get Started, Learn More, See Examples, Take Action, & Reflect. In order to gain access to the Reflect task, you must view all four of the other pages in the module, and for some modules, you must also complete a specific assignment. Once you complete the assigned reflection, you will receive a badge for the module. In order to complete this course, you must earn all eight of these badges:

Module Badges for this Course

Overview & Introduction	Learning Objectives	Assessment & Measurement	Course Materials
Activities & Interaction	Course Technology	Learner Support	Accessibility & Usability

NOTE:

- There is a slight delay between meeting the requirements for a badge and the awarding of the badge in Brightspace.
- You can view the badges you have earned at any time by clicking on **Activities** in the NavBar above and then click on **Awards**.

Sincerely,
Your Facilitators

Quicklink

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Get Started Here Module

The screenshot displays the course interface for #LearnEverywhereXULA.v2. The top navigation bar includes a home icon, the course ID, and icons for grid, email, chat, notifications, and a user profile for Janice Florent. Below this is a secondary navigation menu with options like Content, Discussions, Grades, Classlist, Simple Syllabus, Zoom (new), Activities, Groups, and ePortfolio. A search bar is located on the left side of the main content area. The left sidebar contains a table of contents with items such as Bookmarks, Course Schedule, Table of Contents (3), Get Started Here! (checked), Course Overview & Introduction (1), Learning Objectives (checked), Assessment & Measurement (checked), Instructional Materials (1), Activities & Interaction (1), Course Technology (checked), Learner Support (checked), Accessibility & Usability (checked), and Summary & Resources (checked). The main content area features a 'Get Started Here!' dropdown menu with a 'Print' button. Below the menu is a large image of a brown doormat with the word 'WELCOME' in blue letters. A 'Download' button is positioned below the image. A progress bar indicates '100 % 7 of 7 topics complete'. A list of topics follows, each with a dropdown arrow and a checkmark: Welcome!, Take a Tour of the Course, Important for Your Success, Visual Cues, Earn Digital Badges, Technology Requirements & Support (highlighted with a red box), and Credits.

#LearnEverywhereXULA.v2

Janice Florent as Student

Help Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities Groups ePortfolio

Search Topics

Get Started Here! Print

Download

100 % 7 of 7 topics complete

Welcome! Web Page ✓

Take a Tour of the Course Web Page ✓

Important for Your Success Web Page ✓

Visual Cues Web Page ✓

Earn Digital Badges Web Page ✓

Technology Requirements & Support Web Page ✓

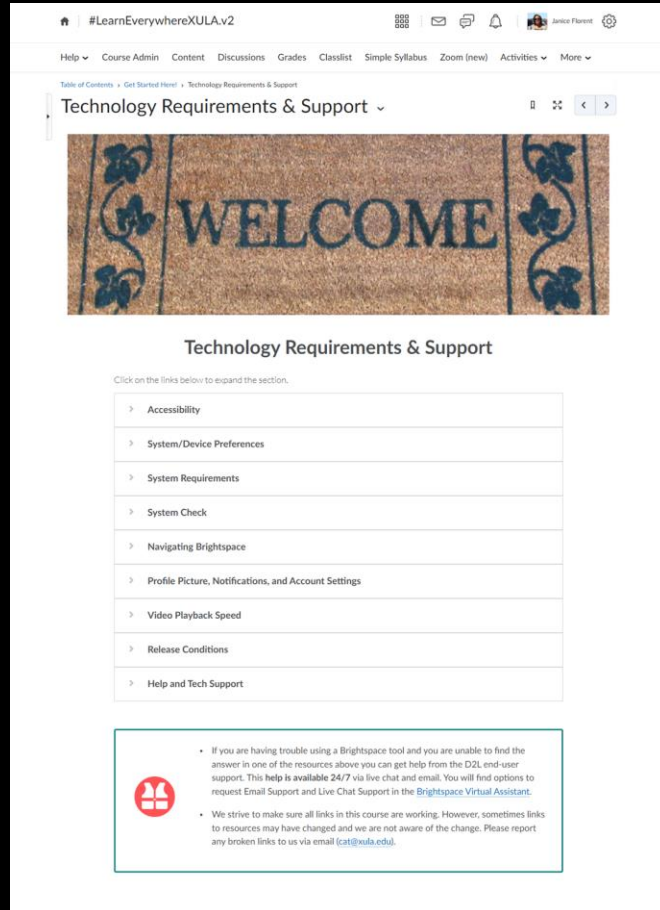
Credits Web Page ✓

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Technology Requirements & Support



The screenshot shows a Brightspace course page for '#LearnEverywhereXULA.v2'. The page title is 'Technology Requirements & Support'. Below the title is a decorative image of a brown doormat with the word 'WELCOME' in blue letters. Underneath the image is the section title 'Technology Requirements & Support' and a list of expandable links:

- > Accessibility
- > System/Device Preferences
- > System Requirements
- > System Check
- > Navigating Brightspace
- > Profile Picture, Notifications, and Account Settings
- > Video Playback Speed
- > Release Conditions
- > Help and Tech Support

Below the list is a box containing a red icon of two people and the following text:

- If you are having trouble using a Brightspace tool and you are unable to find the answer in one of the resources above you can get help from the D2L end-user support. This help is available 24/7 via live chat and email. You will find options to request Email Support and Live Chat Support in the [Brightspace Virtual Assistant](#).
- We strive to make sure all links in this course are working. However, sometimes links to resources may have changed and we are not aware of the change. Please report any broken links to us via email (cat@xula.edu).

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**




cat.xula.edu

Instructions on How to Use Tool Included

Discussions List > View Topic

Q & A ▾

★ Subscribe



Janice,

Use this forum topic to ask non-personal, course-related questions and/or provide answers to questions posted by others. Create a thread to ask your question and provide a descriptive subject line to help other participants identify questions that have been already asked and answered. You can subscribe to your thread to receive a notification when an answer is posted.

Additionally, you can use the @mentions feature to tag other users (within the course) in your post. You can find more information about @mentions and when to use it in [Brightspace Tip #278: Discussions – @mentions](#).

Note: If you are not familiar with working with discussion forums, you can view this [Discussions Tool tutorial video \[02:00\]](#) for help or follow these instructions:

To post to a discussion topic

1. Select **Start a New Thread**.
2. Type something in the subject line, then add your response in the Post field. Alternatively, you can submit your response using [Video Notes](#).
3. Select **Post** when you want to share your response.

To reply to someone's post

1. Select **Reply to Thread**.
2. Type something in the subject line, then add your response in the Post field. Alternatively, you can submit your response using [Video Notes](#).
3. Select **Post** when you want to share your reply.

[Start a New Thread](#)

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu



Brightspace Tip #416: Get Feedback From Your Students

Janice Florent • November 26, 2023 • [Leave a comment](#) • [Edit](#)



Instructors can create surveys in Brightspace and use the statistics tools to monitor current course trends, seek opinions, and assess user satisfaction.

Surveys are an excellent way to solicit feedback from learners regarding any aspect of a course. You can gather anonymous or non-anonymous opinions and information from users. Unlike Quizzes, survey questions do not have to have right or wrong answers and Likert-style rating questions are possible.

Some examples of the types of uses for surveys are: seeking feedback on the effectiveness of active learning exercises, the need for clarification of course material, and/or seeking suggestions for course improvement.

ICYMI, read my [New Twist on End-of-Semester Evaluations](#) blog post.

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 #118: Beth Schwartz and Regan Gurung on the Scholarship of Teaching and Learning

May 21, 2024

29 minutes

Conversation #117: Stephen Chew on Student Trust

April 30, 2024

25 minutes

Conversation #116: ChatGPT interviews Mark Gstohl



Surveys

- Gather anonymous or non-anonymous opinions and information from users



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**

Surveys Tool

The screenshot shows the Canvas LMS interface for a course named 'Janice's Sandbox CO'. The 'Course Admin' menu item is highlighted with a red box, and a red arrow points to it from the title above. The 'Course Administration' dropdown menu is open, showing various categories and items. The 'Surveys' item at the bottom of the menu is also highlighted with a red box.

Janice's Sandbox CO

Help ▾ Course Admin Content Discussions Grades

Hello Janice, Welcome to Janice's Sandbox CO

Course Administration

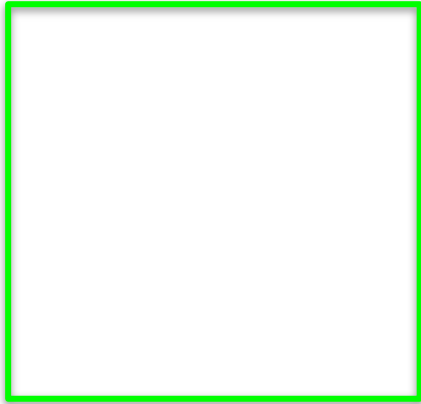
Category	Name	
Site Setup		
Availability Date Defaults	Course Offering Information	Homepages
Navigation & Themes	Widgets	
Site Resources		
Calendar	Content	Course Builder
External Learning Tools	Forms	Frequently Asked Questions
Glossary	Import / Export / Copy Components	Links
		Manage Dates
Manage Files		
Learner Management		
Attendance	Class Progress	Classlist
Groups		
Assessment		
Assignments	Awards	Checklists
Competencies	Grades	Quick Eval
Quizzes	Rubrics	Self Assessments
Surveys		

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA

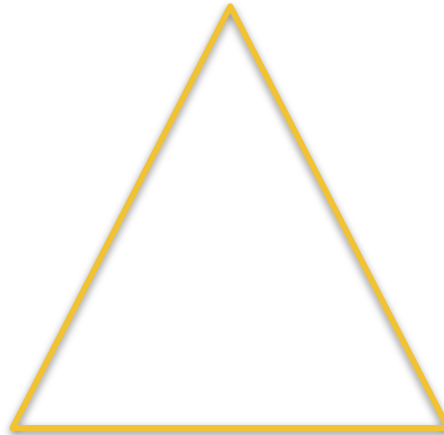


Check-in

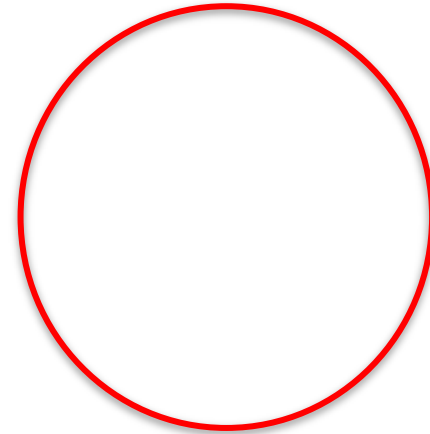
(Square, Triangle, or Circle)



Squared with
my thinking



Gained three
key/important ideas



Question still circling
in my mind



CAT FooD

(for thought)

cat.xula.edu/food

SUBSCRIBE

ABOUT THIS BLOG

LATEST FOOD

NEWSLETTER

Brightspace Tip #438: Product Idea Exchange (PIE)

Janice Florent • March 11, 2024 • Leave a comment



Pi (π) Day is celebrated on March 14th (3.14). Did you know the [Brightspace Community](#) has a PIE? Yes, there is a PIE (Product Idea Exchange) in the Brightspace Community. The PIE is a system that allows Brightspace users to share their suggestions on how to make Brightspace better. I invite you to take a few minutes to explore the [Brightspace Product Idea Exchange \(PIE\)](#).

We've put together this [collection of PIE ideas](#) you can consider upvoting so that we can add our voice to the community to make the Brightspace experience better. To get you started, here are links to articles on [baking a better PIE](#) and [what makes an idea great](#). You can also search the PIE for ideas to upvote or submit your own idea to the PIE. Let us know if you submit your own idea to the PIE so that we can upvote

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 #118: Beth Schwartz and Regan Gurung on the Scholarship of Teaching and Learning
 📅 May 21, 2024
 ⌚ 29 minutes

Conversation #117: Stephen Chew on Student Trust
 📅 April 30, 2024
 ⌚ 25 minutes

Conversation #116: ChatGPT interviews Mark Gstohl
 📅 October 17, 2023
 ⌚ 21 minutes

Center for the Advancement of Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Product Idea Exchange

Brightspace
Product Idea Exchange

Search Brightspace Community Idea Site

HOME IDEAS BY STATUS POST IDEA STATUS DEFINITIONS ROADMAP INFO

Display Syllabus within Pulse App (D9436)

1 Jessica Orr Submitted: 08/25/2022 Category: Pulse Status: Not Planned

pulse app syllabus

Description Attachments (2) Votes

Idea Details

Details	
Vote Score:	7
Votes:	7
Rank:	154
Unique Views:	14
Total Views:	23
Comments:	3
Favorited:	1

Linked Submissions:

No Linked Submissions

Post Idea

Request: Have the Syllabus either available via content or on a different form element within Brightspace Pulse so learners can review the overview and be prepared for their course expectations throughout the term.

Why is This Feature Improvement Needed? As a Learner using Brightspace Pulse, students are unable to see the Syllabus for a given course they are taking unless they launch the course homepage. At the start of the semester, if only a syllabus has been posted to the syllabus area of the course in Brightspace, the course space in the Pulse App will look deceptively empty. The student would not be aware the syllabus is posted. As the semester progresses, if the student is operating primarily in the app, they may only see the content the faculty posts and not realize there is a syllabus outlining what they are responsible for.

Use Cases*

Use Case 1: A student logs into Pulse a few days before their first class and sees that the course is empty. They were hoping to review the syllabus to see if they needed to purchase additional materials for the course and get a jump on this week's reading assignments. If they view the course on a computer they will see the syllabus has been posted, but since the instructor uploaded it to the designated syllabus area, the syllabus does not appear in the Pulse App. The student would have to launch the Course Homepage from the Pulse app in order to see this.

Use Case 2: A student operates primarily from their mobile device and uses the Pulse app extensively. They review content items as they are posted and appear in the app but they keep missing things they are responsible for because they don't see the syllabus in the Pulse app and they have not noticed it when they have launched into the Course Homepage for assignments and quizzes.

What value you would receive if this idea was implemented

Showing the syllabus directly within the content area of the app or a new area in the base app would help students keep on track of expectations instructors have for them, access required materials lists early, and enable easier navigation of courses on mobile devices. The syllabus may be one of the most important documents within a course, it should feature prominently on the first page students view for a course in Pulse App.

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Product Idea Exchange



Add 'View as Pulse' like 'View as Student' (D9615)



Ben Goldsmith Submitted: 10/12/2022 Category: Pulse Status: Not Planned

pulse view as



Description Attachments (0) Votes

Idea Details

Details

Vote Score:	16
Votes:	16
Rank:	145
Unique Views:	28
Total Views:	36
Comments:	1
Favorited:	2

Linked Submissions:

No Linked Submissions

Post Idea

It would be helpful for instructors and admin if a 'View as on Pulse' option could be added to list of 'View as...' options so that they can see what new content will look like to students using the Pulse app.

Use Cases *

This feature would be used by instructors and administrators when building content in Brightspace to check what students will see when viewing that content on the Pulse app. There are many PIE suggestions that highlight differences in user experience on Pulse and in the browser version.

My institution still uses the standard Brightspace interface on some units, and several areas used by instructors are not visible to students on Pulse (Overview, Bookmarks and Unit Schedule). This has led to uncertainty about what students can and can't see or access when they view units on Pulse. Providing instructors and administrators with the ability to 'View as on Pulse' through the dropdown menu under a user's name in Brightspace will be of immediate benefit and provide reassurance that content will be able to be accessed by students as instructors intend.

What value you would receive if this idea was implemented

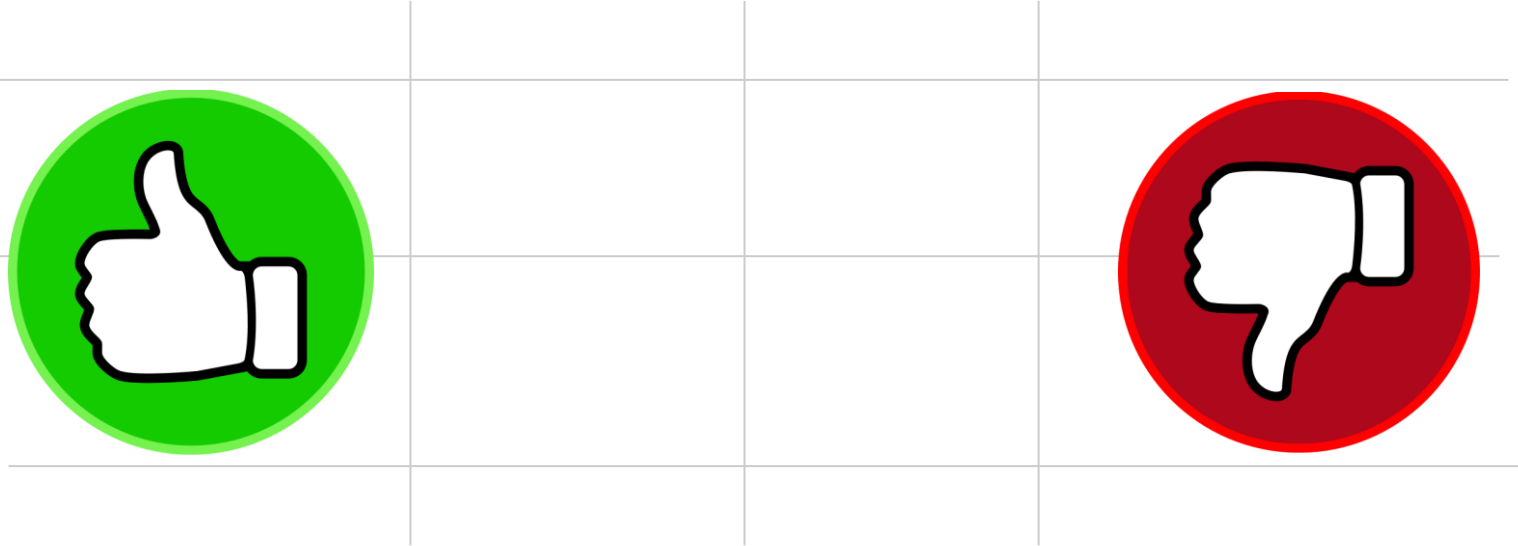
This would **save time** for content creators - the alternative is asking all instructors to download Pulse and check it each time they add or refresh content.

It would also **increase trust** in the Brightspace ecosystem among instructors concerned by differences between Pulse and browser experience of Brightspace.

It would **reassure students** that they have access to all intended content on the app as well as in the browser version.



Brightspace can be used to identify and support at-risk students.



**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



Image Credit: [Thumbs Up Circle](#) and [Thumbs Down Circle](#) by Dennis Martin from [OpenClipArt](#)

These strategies can benefit ALL students!



Image Credit: "Active Learning in LRC 501" by CAT+FD is licensed under CC BY-NC-SA 2.0

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**



cat.xula.edu

Workshop Slides, Recording, & Resources

<https://catwiki.xula.edu/at-risk>



SCAN ME

Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA



cat.xula.edu

Any
Questions



cat.xula.edu

**Center for the Advancement of
Teaching & Faculty Development
XAVIER UNIVERSITY OF LOUISIANA**