

D2L v9 Course Design Accelerator: Getting Started

Welcome To Your New Course!

Use the Course Design Accelerator to save time and increase the quality of courses by simplifying and streamlining the course development process using an instructional design framework.

Course Design Accelerator

The Course Design Accelerator helps you create pedagogically-sound, effective courses. It walks you through the recommended steps for creating a new course:

1. Analysis and design of your course objectives, structure, and assessment strategy using the Instructional Design Wizard
2. Set up of course tools to create an environment that supports the learning process and aligns with assessment
3. Set up of communication tools to facilitate an engaging and collaborative environment
4. Recommending some common first actions to take to welcome learners, set expectations, and get your course started in the right direction

Analyze and Design your Course Structure

Start designing your course. For a new course we recommend the following tasks:

[Review course offering information](#)

Review your course offering information to ensure the course name and code, semester, language, offering date and default colour schemes are appropriately defined.

[Plan your course using the Instructional Design Wizard](#)

The Instructional Design Wizard helps you align learning objectives with effective learning activities and assessments, and measures learners' success with those objectives.

[Configure your grade book settings using the Grades Setup Wizard](#)

The Grades Setup Wizard progresses through a series of set up options that configure your grade items and categories. The wizard also helps you control how grades appear to learners.

[Create groups workspaces for your activities](#)

Segment your class into appropriately-sized groups to facilitate activities for your course.

[Reuse course content by importing or copying from another course or package](#)

Import or copy learning resources from another course, a learning object repository or from your computer. Possible learning resources to reuse include content, assessments, question collections, links and discussion forums.

[Create rubrics for your assessments](#)

Rubrics are a great way to evaluate subjective performances. They communicate the focus of an assessment and provide a description of expectations to achieve specific performance levels.

[Build your course structure and manage content using the Course Builder](#)

Use the Course Builder to create and manage your course structure, upload files, create and edit learning objects, and manage your assessments from one central location.

Set Up Course Administration Tools

Automate common course administration tasks using the course administration tools:

[Copy or import course administration components](#)

Use Import/Export/Copy Components to import or copy course administration components from another course, a learning object repository or from your computer.

[Collect external resources and tools](#)

Provide assistance to learners by gathering links to other learning and support resources, such as the local library, remedial activities, accessibility support and subject specific resources.

[Set up notifications to monitor learners' progress](#)

Use the Intelligent Agents tool to create a set of default email messages to be sent automatically when a particular level of participation or performance triggers them.

Set Up Course Communication Tools

Communication tools are integral for an online course, here you can configure the following:

[Copy or import course communication components](#)

Reuse communication components from another course, a learning object repository or from your computer to manage both synchronous and asynchronous communication.

[Create asynchronous discussion forums and topics](#)

Set up discussion forums to enable learners to interact with instructors and other learners.

[Set up your chat rooms for synchronous personal and class chats](#)

Set up chat rooms to enable interaction between learners, instructors and other learners through instant messaging.

[Create blog entries and follow other blogs](#)

Blog about subjects related to the course. Increase learner engagement by showing real world case studies and applications or anything that they might find interesting. Create a list of blogs by other users to follow.

Common First Actions for New Courses

To finish your course set up, welcome learners to the class and set expectations:

[Introduce yourself to the class by updating your profile](#)

Update your profile with contact information, picture, office hours and other information you want learners to know about you.

[Post a welcome news item](#)

Create a welcome news item to orient learners to the course. Typical content for a first news post includes: welcome to the course; expectations for the course; getting started checklist; and Quicklinks to content topics: the syllabus, course schedule, assignments, tutorials, course policies and course resources.

[Welcome learners to the forums and provide expectations for using forums](#)

Send a note to learners outlining expectations for using forums to familiarize them with the Discussions tool and how you expect them to use it.

[Send a welcome email to your class](#)

Send an email to learners outlining expectations for how to use email in the course and how often you expect them to check it. Use the Classlist tool to send email to the whole class.

[Create a glossary of terms relevant to the course](#)

Create a course glossary of important terms, which can serve as an important reference for learners.

[Create and maintain an FAQ section](#)

Create a list of common questions and answers for general course-related issues.

Welcome to the Instructional Design Wizard

Instructional Design is the practice of designing courses rich with learning experiences that effectively support learners to meet their goals.

A proven process for designing effective courses involves defining learning goals based on learners' current state and needs, choosing learning-activities to assist learners' development sufficiently to meet their goals and using accurate measures to assess the instructors' and learners' performance level.

What do you need to start?

Create your course, module by module or all at once.
Before starting, list the following:

1. Modules
2. Course Goals, Purpose and Competencies
3. Learning Objectives

With this information, the Instructional Design Wizard guides you through the process of creating effective learning experiences.

Wizard Workflow

The Instructional Design Wizard guides you through the following steps:

1. Define Instructional Goals
2. Choose Learning Activities
3. Organize Grade Book

Wizard Outputs

Course Blueprint

A hidden module structure with detailed placeholders for learning activities is generated in the Course Builder.

Grade-Based Assessment Shell

An organized structure based on your grade system that categorizes your assessments.

Objective-Based Assessment Shell

A competency structure used to measure course goals that consist of competencies and learning objectives.

Estimated completion time per module - 10 minutes

List Modules

Progress: 10%

Modules are discrete learning experiences that focus on the subject's primary concepts. Modular courses can provide consistency and simplify the learning experience.

Modules names often include a label (if applicable) and a subject.

List Course Competencies

Progress: 20%

Course competencies refers to the purpose and goals of the course. Developing specific goals provides a high degree of control over the outcome.

Course competencies often include the following:

- curriculum requirements/ learning standards
- competencies / transferable skills
- goals for teaching subject areas
- course improvement goals from personal and student feedback

Create or select course competencies that indicate the purpose and goals for the modules you are creating.

List Learning Objectives

Progress: 30%

Learning objectives are statements describing the observable knowledge or skills learners are expected to demonstrate as a result of the course. They should focus on the student, break down the task into specific cognitive processes, use action verbs and be measurable. Stating and classifying learning objectives simplifies the process of selecting effective learning activities.

Writing learning objective statements typically include the following steps:

1. **State the situation** - conditions under which learners demonstrate learning
2. **Add a verb** - the action being the observable outcome.
3. **State the measurable outcome** - the skill, knowledge or experience

For Example:

- After completing this lesson, the student will be able to recognize foreshadowing in various works of literature.
- After this unit, the student will have analyzed the sentence structure of Mark Twain's writing

One popular characterization of learning objectives is the Bloom's Taxonomy in the Cognitive Domain. Categorize each learning objective by identifying the cognitive skill you want to use for each objective.

Learning Objectives Summary

Classify each objective to identify the cognitive skill being developed and review the Learning Objective Summary for accuracy and completion.

Instructions Sidebar:

- The Competencies tool is used to track a user's knowledge and skill development on a chosen topic.
 - Competencies are made up of three components: activities that users complete to acquire knowledge or skill; learning objectives that measure whether the skill or knowledge was acquired; and competencies which are achieved when all of the learning objectives are completed.
 - Use this page to create, copy, delete or view a competency, learning objective or activity. You can also view who has completed an item and how items relate to each other.

Instructions Sidebar:

Competencies are broad skills or knowledge that you want users to achieve by completing any number of related activities.

Define Module Objectives

Progress: 40%

Module objectives refer to the subset of learning objectives associated with each module.

In each module, select the objectives you will address, then sequence them in the order you want.

Learning Objectives Detail Link:

Define module objectives by sequencing learning objectives in the order they will be demonstrated. Start with the most general/ basic objectives at the top and put more specific/ complex objectives toward the end of the module.

Consider the following when sequencing the learning objectives:

Consideration 1: In what order and to what level do you want to develop the objectives within the module?

It is easy to overstate or understate the objectives in a module leading to overwhelming or limiting the instruction to support the learner. Consider the desired level of development within a specific subject area and the scope of the information inherent in the topic.

To focus the level of development, select a narrow set of learning levels and to focus the extent of the subject area covered adjust the learning objective statement.

Consideration 2: Are there some objectives that are general to the entire module?

Generic objectives, such as transferable skills and competencies should be grouped above the applicable subject specific objectives

For Example: Module 2 - Tools for understanding Complex Situations

General Objectives (grouped at the beginning)

- a. learners use a combination of logic, analysis, and experience when solving problems
- b. learner involves others in the problem-solving process
- c. learner seeks relevant information and identifies the key questions

Subject Specific Objectives (sequenced)

1. Learners should be able to recognize and define a complex scenario.
2. Learners should be able to drill down into a variety of complex scenarios to find the problems.
3. Learners should be able to draw cause and effect diagrams as a method to display and analyze complex scenarios to identify problems.
4. Learners should understand the general risk analysis and risk management processes.
5. Learners should be able to apply the risk analysis and risk management processes to a variety of problems.

Design Assessments

Progress: 50%

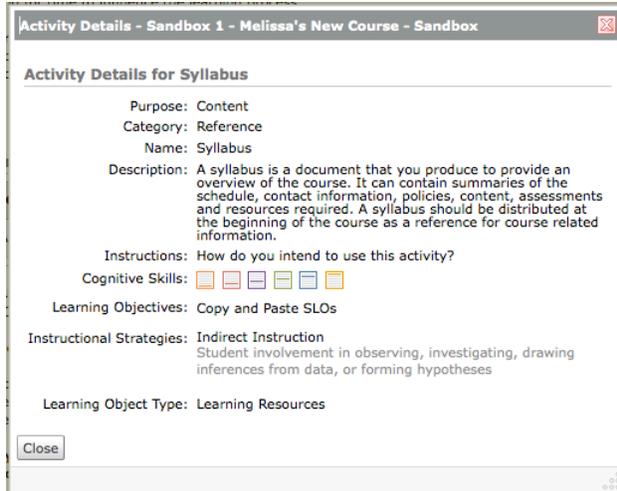
Select the modules you want to assess and the activities that best demonstrate and measure the learning objectives.

There are three main types of assessments:

Diagnostic assessments focus on determining the learners' knowledge, skill level, learning needs, motivation and interest levels. These assessments typically occur at the beginning of the course or before each unit of study.

Formative assessments focus on the process and products of learning and inform both the learner and instructor about the learning progress. These assessments typically occur continuously throughout the course, measuring the learners' progress before the summative assessments allowing for time to influence the learning process.

Summative assessments measure the learners' level of performance with the result directly contributing to their final grade. These assessments typically occur most often at the end of a unit of instruction or at the end of a period of study.



Design Content

Progress: 60%

Select teaching methods for delivering content and facilitating what most effectively prepares learners to demonstrate the appropriate levels of performance on assessments.

When designing content be sure to include both learning resources and learning supports to compliment learning activities.

Learning Resources refer to pedagogical material used to transfer knowledge to learners
These include: presentations, books, documents, websites etc.

Learning Supports refer to managerial and technical tasks to facilitate learning sessions
These include: office hours, tutorials, glossaries, schedules, checklists, FAQs etc.

Choose Grading System

Progress: 70%

Review the grading system for your course. This grading system affects how your final grade is calculated. The grading system for the course should reflect the grading system used in your organization and/or the level of complexity in your final grade calculation.

The **Points** Grading System is selected

Use the **Points** grading system when the complexity of your final grade is low and the final grade can be calculated by summing the points assigned to each assessment.

Calculation Options



Cancel

Grading System

Grading System: Weighted [?](#)

Example:
 Assignments Category (20% of final grade)
 - Assignment 1 Item (50% of Assignments)
 - Assignment 2 Item (50% of Assignments)
 Final Exam Item (80% of final grade)

Final Grade: /100%

Points [?](#)

Example:
 Assignments Category (40 points)
 - Assignment 1 Item (20 points)
 - Assignment 2 Item (20 points)
 Final Exam Item (200 points)

Final Grade: /240 points

Formula [?](#)

Final grade is determined by a custom defined formula
 Grade items and categories use the Points system

Final Grade Released

Release: Calculated Final Grade [?](#)

Adjusted Final Grade [?](#)

Grade Calculations

Ungraded Items: Drop ungraded items [?](#)

Treat ungraded items as 0 [?](#)

Auto Update: Automatically keep final grades updated [?](#)

Categorize Grades

Progress: 80%

Categorize your graded items as they should appear in the grades tool. Organizing your grade book reduces the complexity of your course by enabling you to focus on a subset of grades rather than everything at once.

Example:

Presentation: Authentic Project (Presentations)

Labs/ Studios: Simulation (Labs)

Test/ Exams: Didactic Questions (Exams)

Review Course Design

Progress: 90%

The wizard's products are a course blueprint, objective-based assessment shell and a grades-based assessment shell.

Ensure the objectives are clear, the assessments effectively measure the objectives and the activities are sufficient preparing learners for assessment. Review the products and make the appropriate adjustments.

Course Blueprint Summary

The Course Blueprint Summary provides an outline of the learning sequence constructed in each module. Based on your selections so far, an action plan has been created for each placeholder.

- **Module:**

Objective-Based Assessment Summary

The Objective-Based Assessment Summary lists the course competencies with the learning objectives that contribute to developing that competency. Each learning objective contains the selected learning activities. This structure can be measured using the Competencies tool.

Please review the summary to ensure activities are aligned with the goals and objectives.

Finish

Progress: 100%

Thank you for using the Instructional Design Wizard.

The wizard produces a course blueprint in the Course Builder. The course blueprint is a hidden content module that contains sub-modules with placeholders for the activities you selected.

The following will be created in the Course Blueprint

- Module(s)
- Link placeholder(s) for ...

Course Builder

Course Builder enables you to create and manage your course structure, upload files, create and edit learning objects, and manage learning outcomes from one central location.

Use **modules and placeholders** to create your course structure.

How do I use placeholders and structures?

Drag and drop modules and placeholders to create your course structure. This enables you to plan out your lectures, discussion topics, assignments, tests, and other course activities before you actually start creating them. You can even copy and paste your structures to quickly build your course shell.

Create content and learning objects.

How do I create and edit objects in my course?

Create learning objects by dragging them onto the Course Builder canvas. When you select any object, click Edit Placeholder to manage the object's display name in View Content and add notes to help you manage your course building tasks.

Manage an objective-based course by associating grades and objectives with learning objects.

How do I associate grades and learning objectives?

Create and associate course learning objectives and grades by dragging them onto applicable objects (quizzes, discussion topics, or dropbox folders). You can then browse all of your assessments and view all their associated objects to easily manage an objective-based course.

Toolbox	
<div style="border: 1px solid #ccc; padding: 5px;"> <p>Build Structure </p> <p>Drag or click modules and placeholders to build your structure</p> </div>	
<div style="border: 1px solid #ccc; padding: 5px;"> <p>Create Objects </p> <p>Drag or click objects to create new content and fill in placeholders</p> </div>	

Toolbox	
<div><p>Browse Objects </p><ul style="list-style-type: none"> Course Files  View, upload and add files Discussions  View and Add Discussion Topics Dropboxes  View and Add Dropboxes Quizzes  View and Add Quizzes Grade Items  View, Add, and Edit Grade Items Learning Objectives  View, Add, and Edit Learning Objectives</div>	

LRCCD Edit Suggestions

Language & Terminology: Colour, Learner

SOCRATES as resource, SLOs

Help Information from D2L Sandbox Site

Articles

The articles tool allows you to view news articles written by your site. To read more about the article, click on the name.

Chat

This is an online interactive chat area. It is a synchronous area where you can talk to your friends and participate in online discussions.

Participants

All the users who are taking part in the chat

Chat

The conversation between the users.

Add

To take part in the chat, you must write text in this area and then press add.

Use the chat when you want to:

- Take a quick vote among your team members.
- Appoint someone to lead a particular project.
- Instantly assign responsibilities and deadlines for a project.
- Conduct a quick meeting to keep your team "on track".

Classlist

Directory of the names, emails, and the group setup which allows you quick access and a full list of fellow users. Users who are online appear with a yellow background. Users who are offline appear with a grey background. To view a user's personal profile, click on the '?' next to their name. If you have added a homepage to your profile, the home icon will be highlighted.

Profiles

This page allows you to edit your user profile. When someone looks up your user, they will be shown this information. If you are not comfortable revealing any of the information, simply leave it blank. To upload a picture of yourself for others to see, simply use the browse button below, locate the picture you'd like to upload, and hit 'OK'. Then hit 'Save'.

Discussion

Here you can read and add to discussions among your fellow users.

You enter the discussion board by clicking on a discussion topic. Once inside the discussion room, the discussion topics are listed in the left-hand column of the discussion page. The numbers of posted messages are beside the discussion name (e.g. 126). Each discussion forum will have one or more topics associated with it. You can navigate through the various topics by clicking on the topic names on the left-hand side. Using the – and + signs you can toggle the topics view on/off.

You can also use the Expand icon beside Discussion Topics to expand the views.

Displaying Messages

There is dropdown menu bar at the top of the main message screen that lets you decide how you want messages to appear.

Threaded: This lets you see all messages sorted by threads (conversations).

Not Threaded - All Messages: This lists all messages regardless of threads.

Not Threaded - Unread Only: This groups all unread messages.

Not Threaded - Flagged Only: Shows all flagged messages.

You can also sort messages by clicking on **Subject**, **Posted By**, or **Date** located at the top of the main conference page. This will group together messages with the either common subjects, authors, or dates.

Hide/Unhide Topics

If you want to toggle the left-hand frame on and off you can select the icon beside the thread view.

Refresh

Click the Refresh icon to refresh the page.

Note: if you have flagged a message, you will need to click the Refresh icon to view it.

Remove Flag

This will remove all flags from messages in that topic.

Search

To begin a search, click on the Show Search icon on the top of the page. You may put a word or string of words in the search box that appears. Click on Search to find messages in that discussion that have that word or string of words. This is a Normal Search.

Clicking on **Advanced Search** allows you to do a search on a word or string of words in a conference. It also lets you choose if you wish to search just the subject lines or both subject lines and bodies of messages, and it lets you set date parameters for your search. You can also search within message authors as well.

Printing Messages

Printing Messages is a great way of keeping a permanent record of the discussions. View the messages you would like printed by searching, flagging, sorting, etc. If you would like to print the messages viewed on your screen, click on the View Printable button on the top of the screen. Right-click and select Print on the view printable screen.

Read All Messages

Click the Read All icon to mark all messages as read.

Reading Messages

Click on the discussion name listed on the left-hand side of the screen to enter that particular discussion. The numbers of posted messages are beside the discussion name. Any messages associated with a discussion will then appear with a subject title, who added the message, and when.

To read a message, click on the message title. The message will then appear in the bottom half of the screen.

The titles of your unread messages will appear in bold text. Once read, the message title will no longer be bolded.

Once the number of messages is too large for one screen, the number of messages and quick navigation is located on the bottom of the discussion messages screen. The numbers allow you to skip ahead, and 'Show All' allows you to see all the posted messages in that discussion.

Adding Messages

To add a message, simply click on the Add Message button located on the top right-hand side of your screen. Type in a topic that will appear on the discussion board and type in your message in the text box provided. You can choose to have the message in HTML format by selected the in HTML box. Hit 'Submit' and the message will appear above.

Tip: Be careful which discussion you are in before you submit a message, to ensure that you are submitting it to the correct discussion. The title of the discussion will appear at the top of the page.

Replying

To reply directly to an existing message that someone has posted, click on their message title to add your comments to that particular thread (conversation). You will see their message, with an option to 'Reply' at the bottom. If you click on Reply, an Add Message box will appear. You may fill this in and, when complete, click 'Submit'.

When replying to a message, you have the option of having your message appear with the original message or not by choosing 'With Message' or 'Without Message'.

Attaching Files to Your Message

When you submit a message, you may also attach a document that others in that discussion can download. To attach a document, click on the 'Browse' button while you are adding the message. This will allow you to find the file you wish to attach. Double clicking on the file name will attach it to your message. When you click on 'Submit', the attachment will appear with your message in that discussion.

Tip: This feature is great for document sharing.

Downloading Files

If you read a message that has an attachment, the file name will appear above the body of the message. To download the attachment, right-click on the file name and then click on 'Save Target As' this will allow you to save the file to your hard drive or to a floppy disk. If you are using Netscape, right-click and then choose 'Save As'.

Flagging Messages

This allows you to indicate messages of importance. Click on the message title and then choose the Flag button in the lower half of the screen. A red flag appears when the screen is refreshed. To remove a flag from a single message, click on Remove Flag after selecting the message. To remove all flags within the discussion topic, click on the Remove All Flags button on the top of the main discussion page.

Preview Pane

To remove the bottom message screen, click on the **Preview Pane** button. This will pop the messages you select in a new window and remove the bottom message frame from view. This is useful if you have a low resolution and the message screen is too small.

Dropbox

This is a submission box for you to submit your assignments. You can send all of your assignments electronically to be evaluated by placing them in the dropbox. To submit an assignment, simply select the folder into which you want to place it. You can also click on the **browse** button to find the correct file. You can then add a brief description of the file and click upload. If you wish to view a file you have already submitted simply click on the **view submitted file** button on the bottom right hand side of the screen.

Email

Your email allows you to stay in touch with both your fellow users. You can send and receive messages, as well as save current drafts you are working on, sort and store emails, and have access to your address book. Let's begin by defining and explaining how and when to use the various tools found in my email:

Inbox

Your inbox allows you to see both old and new messages that have been sent to you. When you receive a new email, it will be highlighted in your inbox. You can move, sort, or delete messages from your inbox. You can also mark messages as read and flag important messages.

Compose

Click on this button when you want to send a message. In order to compose a letter, you simply need to fill out the receiver's address and type a message. It can also be helpful to add a 'subject' line describing what your letter will entail. You have the option of sending a carbon copy (cc) to other friends as well. If you do not finish your letter and wish to complete it at a later date, you can save the draft that you're working on by clicking on the 'send later' button. If you wish to send a file to your receiver, simply type in the number of files you wish to attach and click on the 'attach file(s)' button and browse to the desired file.

Folders

This tool is used to help sort and store your messages. To create a new folder simply click on a message and Move checked mail to New Folder and type in an appropriate name for your folder. To delete a folder, simply click on the Folders Button and select Delete under the Options menu. Note: this deletes all messages within that folder. To rename a folder, select 'rename' in the options menu and type in your edit.

Address Book

This is where you are able to store all of your contact's names and email addresses. To insert someone new into your address book, click on add contact. You can organize your contacts into groups, such as friends, classmates, etc. To delete someone from your address book, click on the box next to the designated contact and then click the delete checked icon. If you wish to send an email to someone in your address book, you can simply check off the box beside their name and then click on 'send to checked'. This will automatically take you to the 'compose message' screen.

Glossary

This is an alphabetical list of terms defined in this website. You can either scroll up and down the list until you find the term you are looking for or you can use the "Alphabet Search" (A, B, C, D, etc.) to jump to the general alphabet area of the term to speed up your search. The term is listed in bolded text with the definition listed below in lighter text.

Grades

You can access grades when you want to check how you are doing academically. Here you will be able to see your marks on the individual assignments that you submit. If your evaluator makes any comments about your assignments, you will be able to view them here as well. By selecting 'view stats' for the individual assignment, you will be able to see the class average, and a graphical representation of your mark in comparison to others.

Journal

A journal, or notebook, is a powerful tool for managing information. A journal is unobtrusive, easily transportable, and works almost anywhere. Use the online Journal to record your ideas, insights, reflections and thoughts.

Choose *Personal* or *Course* tab to add a personal or content-related journal entry. Click **Add Entry** to open the Journal entry window.

Give your entry a **Title** and type in your content. If you wish your entry to be in HTML, select the **In HTML** box. Click **Save**.

Links

Links is an interactive tool that allows you to browse through available links. Links are sorted by category for your convenience.

Locker

This is an area where you can upload and store personal files. All files that are stored here are confidential and can only be accessed by you. To retrieve a file you've uploaded, right click on its name, and select 'Save Target As'. To add a new file to your Locker, click 'Add File'. To delete an existing file, simply select the icon beside the file.

Pager

The pager is a user-friendly tool that informs you who's on-line at any time and enables you to contact them at will. You will be able to pose questions to others on a one-to-one basis, removing some of the the anxiety normally found in a classroom setting.

Use the pager to:

- get a quick response from someone who is currently online
- invite another person to the chat room for a quick meeting
- send a note of encouragement to someone who is also working away in the middle

of the night!

- check who's currently online in your list of contacts.

Set up a list of pager Personal Contacts:

- Click on the pager icon
- Click on the Add button
- Type in the user name of your contact or check Add Classmates, select your class

from the drop-down menu, and check the names you'd like to add to your list of contacts

Picture Library

The picture library allows you to control an image on your home page. To chose which image you would like to see, click on **Preferences** and then Picture Library.

Quizzes

The Quizzing homepage lists the Past, Current, and Future Quizzes. You can quickly see the date and time the quiz starts and the attempts available.

To get more details on each quiz, simply click on the hyperlinked title. Here you can see a quiz description, introduction and instructions. You are also shown the quiz specifics, such as Quiz Period, Time Allotted and Attempts. If you have completed the quiz you can see your results by clicking the Reports tab. Also statistics are available under the Statistics tab.

Taking a quiz

To take a quiz or a survey, click the Quizzes tool hyperlink on the homepage. The Quizzes homepage screen appears. Click on the hyperlinked title to enter the quiz information screen. You are also shown the quiz specifics, such as Quiz Period, Time Allotted and Attempts, quiz description, introduction and instructions.

Note: Once you have completed all the allotted attempts, you will see a notice about the completion of the quiz here.

Step by step:

1. Enter Quizzes
2. Click the hyperlinked name of the quiz or survey that you want to take. The Quiz Introduction screen appears.
3. Click "Start Quiz" to begin.
4. Answer the questions, making sure you save your questions along the way.
5. Once you complete a quiz or survey, click "Submit for Marking" to submit it.

Viewing individual quiz results

To view the results of your quiz attempt, click the Quizzes tool hyperlink on the homepage. The Quizzes home screen appears. Click the hyperlinked name of the quiz or survey that you want to view. Once you click on the Reports tab the Quiz Reports screen appears. Note: the information

that is available to you depends upon how the quiz results have been set up. For example, they have been set up to show you the correct answer as well as your own answer.

Viewing quiz statistics

To view summary quiz statistics for yourself and the class, click the Quizzes tool hyperlink on the homepage. The Quizzes home screen appears. Click the hyperlinked name of the quiz or survey that you want to view. Click the Statistics tab and the Statistics screen appears. Note: the information that is available to you depends upon how the quiz results have been set up.

Schedule

Days with personal events will appear in blue on the calendar.

Days with non-personal events are displayed on a green background.

Click on the *Add Event* icon to create a new event. You can add a title, link, and description. Choose a date or dates you wish the event to be shown in your calendar.

If you can **edit** an event the  icon will appear next to it. Click the icon to edit the event.

If you can **delete** an event the  icon will appear next to it. Click the icon to delete the event.

By selecting the tabs, you can navigate through Day, Week, Month or Search. Under Day, Week, or Month, you can see the events listed for that particular time period. Under the Search tab you are given the ability to search through all events. Simply type in your keyword and choose the Date From and To. Any events containing your criteria will be display below.

You can navigate through the months by clicking on the arrows keys on the top of the calendar.

System Error Log

This tool allows you to keep track of the errors that have been occurring in the org

Contact Us

If you have further questions or comments about the system, please send an email to the helpdesk at: sandboxes@desire2learn.com