Measure and Guide Performance and Engagement

Instructor Guide

Contents

Document Change History

This version of the document replaces all previous versions. The following table describes the most recent changes to this document.

Revision Date	Summary of Changes
August 5, 2021	Updated topics to update HTML Editor to read as Brightspace Editor.
April 1, 2021	Updated the Track survey progress and results topic with updated UI information on the **Completion Summary** option.
March 4, 2021	Updated the Issue awards to recognize learner accomplishments topic to note that all certificates are now password-protected by default.
January 7, 2021	Updated the Track course progress with the Class Progress tool topic to include new **Predicted Grade** performance indicator. Updated the How does Brightspace Student Success System work? topic to include the fact that predicted grades appear in Class Progress and User Progress.
September 3, 2020	Updated the Track course progress with the Class Progress tool topic to include new **System Access** performance indicator.
July 2, 2020	Updated the View progress for outcomes topic to include more information about the expected behavior for how feedback provided on hidden rubrics appears for learners. Added new topic View awards in the Awards Leaderboard widget.

Measure and guide performance and engagement

Instructors can measure and guide learner performance and engagement with the following tools:

- Track a learners' overall progress as a class and individually with the Class Progress tool
- Track the knowledge learners acquire as they learn with the Competencies tool
- View activity, progress, and achievement in a course with the Class Engagement tool
- Monitor course trends and assess satisfaction with the Surveys tool
- Provide merit-based awards to learners with the Awards tool
- Allow learners to reflect on their learning with the Self Assessments tool
- Make predictions about learner success and risk levels with Brightspace Student Success System
- Gain personalized insight about individual learners with the Learner Dashboard
- Monitor learners at risk with the Students at Risk widget
- Report on user progress, course access, and engagement with Brightspace Insights 10.4
- Report on learner progress with Brightspace Insights 10.5

Track course progress with the Class Progress tool

The Class Progress tool tracks your learners' overall progress as a course and individually.

You may want to use the Class Progress tool to do any of the following:

- Monitor progress for any or all users in your course
- Prepare progress reports
- View user profiles, email users, or instant message users
- Track when a user accesses the course and downloads course content
- Track a user's grades, completion of learning objectives, access of content topics, participation in discussions, assignment submissions, quiz submissions, checklist completion, survey responses, login history, and system access.
- Set up intelligent Agents for learners who are falling behind in a course
- View feedback and submissions for assignments, discussion topics, and other assessments for individual learners

For content, the content must meet three criteria to be included in the learner's progress:

- The learner must have access to the content
- The content must be marked with a completion method of Required Automatic or Required Manual
- The content is not exempt

When content does not meet these conditions, the topics are not included in the calculation of the learner's progress.

Tracking the time spent viewing content

Due to multiple browser configurations and use cases, tracking the time spent viewing content in Brightspace is a best estimate. For example, the following can contribute to inaccurate time tracking: running an aggressive ad-blocker, opening content in another browser tab, downloading the content/viewing it locally, or losing an internet connection while viewing content in a browser.

Tracking the time spent viewing content is useful as a diagnostic tool for an instructor to start a conversation with a learner; however, D2L does not recommend using it as an assessment tool. Consider the following example as a best practice for using time tracking as a diagnostic tool: A learner asks for help with a certain piece of content, and the instructor notices that the learner only viewed the content for 30 seconds. The instructor then advises the learner to review the content and come back with more specific questions about the parts of the content that were difficult to understand.

An overview of Class Progress

From the navbar, click **Class Progress**.

1) You can filter class participants based on membership in groups or sections.

2) Use the Class Progress navbar to sort the order in which users appear in the chart. By default, the following performance indicators appear from left to right in the navbar: **Content Completed**, **Objectives**, **Logins**, and **Grades**. A maximum of 4 performance indicators can

display at any time on the Class Progress page. Available indicators include: **Content Completed**, **Objectives**, **Assignment Submissions**, **Grades**, **Checklist Completion**, **Content Visited**, **Discussion Participation**, **Login History**, **Predicted Grade** (for Student Success System users only), **Quiz Performance**, **Survey completion**, and **System Access**.

Note the following:

- **Login History** indicates when the learner logged into Brightspace Learning Environment, not the course. However, if the Brightspace Data Platform is enabled, **Course Logins** displays in each learner's User Progress report, which reports on when they accessed the course.
- **System Access** indicates each time the learner accesses Brightspace Learning Environment using a browser, or launches the Pulse app. System access begins when the user logs in, launches the app, or returns after 30 minutes of inactivity. It ends after 30 minutes of inactivity.
- **Absent period** indicates the number of days since the learner last logged into Brightspace Learning Environment. For example, if "Oct 30, 3017 - absent period: 3" displays, the learner did not log in for 3 days, and an Oct 26 login displays below the Oct 30 login.

3) All course participants appear in the chart. Their name, username, and Org Defined ID display alongside their profile picture, if supplied. Their performance results for the listed indicators also display in the chart. Clicking on any area of this chart brings you to the individual user's User Progress page.

4) To adjust which performance indicators are displayed and which order they are displayed in, click **Settings**. You can also search for users by typing in the **Search users** field.

Accessing Class Progress data in the Brightspace Data Platform

When the Brightspace Data Platform is included with the Brightspace platform, instructors can access the following data in the Class Progress tool:

- Identify if learners download content at the topic, module, or table of contents level. For example, instructors can view download metrics from the Summary and Content indicators for a specific course.
- Identify when learners access their courses. For example, from the Course Access indicator, instructors can view detailed course access information such as when a learner last accessed the course and the total number of days they accessed the course.
  Note: When Course Access is enabled, the Login History indicator no longer contains a Last Accessed Course field. In addition, a Course Access check box is available in the Class Progress Settings for including course access data in the Class Progress report.

When combined with other content access metrics, this data provides instructors with a more detailed picture of learner engagement.

Note: If you do not have your events stored in the Brightspace Data Platform, these features are unavailable. For more information, contact your D2L Account Manager.

Change and reorder Main Indicators in Class Progress

To modify the main indicators in Class Progress:

1. On the course navbar, click **Class Progress**.
2. On the **Class Progress** page, click **Settings**.
3. From the drop-down menu of the indicator you want to replace, select **Replace**.
4. In the **Select Progress Indicator** dialog box, click on the indicator that you want to use as a replacement. To replace additional progress indicators, repeat the previous steps.
5. From the drop-down menu of a progress indicator, select **Move Up** or **Move Down** to rearrange the order that it appears in Class Progress.

View course progress against learning outcomes

To view a learner's progress against learning outcomes in a course, the Class Progress tool includes a **Standards** tab. This tab displays a history of the learner's submissions and assessments against all learning outcomes aligned to activities in the course.

Note: The language term used to describe learning outcomes depends on the value set for the **d2l.Languages.Terminology.LearningOutcomes** configuration variable. For example, the **Standards** link in Course Administration might be labeled Competencies, Expectations, Objectives, or Learning Outcomes. In this topic, the configuration variable in tasks and screen captures is set to Learning Outcomes.

For instructors, this enables them to:

- View all the learning outcomes that are aligned to assessment activities in the course, so that they can understand the learning outcomes that their learners are expected to demonstrate.
- View each learner's current assessment against each learning outcome, so that they can alter or individualize instruction, based on the learner's performance.
- View a list of all the evidence that has been assessed for a specific learning outcome, so that they can quickly familiarize themselves with feedback they provided for assessments.

For learners, this enables them to:

- View all the learning outcomes that are aligned to activities in the course, so that they can understand all the learning outcomes they are expected to demonstrate in the course.
- View their current assessment against each outcome, so that they can understand their progress against each learning outcome.
- View a list of all the feedback their instructor has provided for a specific learning outcome so that they can understand where they might need to make more effort. If an instructor has offered feedback for a hidden rubric, that feedback appears in the **Overall Feedback**

section in the Grades or Assignments tool. The rubric criterion title and description appear above each feedback item.

Note: Feedback copied from hidden rubrics only displays for learners; it is not visible to instructors as they have access to the rubric.

- If the organization has provided the ability for learners to view outcomes aligned with quizzes, learners can see if more than one attempt was made, and the results for each attempt.

To view progress against learning outcomes:

1. Do one of the following:
   - If you are an instructor, navigate to **Class Progress** and select a learner to view.
   - If you are a learner, navigate to **User Progress**.

3. Click a learning outcome to display the **Learning Outcomes Progress** page, which provides a list of learner-submitted evidence related to the selected learning outcome. It also displays a timeline showing the comparative evaluation levels for each evidence item and a summary of feedback given on each activity. The **Trend** section displays a trend

visualization of assessments. The **Evidence** section displays a list of all the activities that have been assessed.

4. Click an individual assessed learning outcome to view more specific details about the assessment.

Figure: Clicking a learning outcome displays the feedback and assessment area for the outcome.

Figure: The bottom of the details page contains feedback, achievement scales, and the assignment submission.

View assessment details on the Outcomes Progress details page

View feedback and submissions for assignments and discussions topics for individual learners using the assessment details on the Outcomes Progress details page. Each child node displays the typical mini-trend for the progress of outcomes within the node. When a user clicks a specific outcome, the outcomes progress evidence page appears. The details page provides a complete view of the assessments, including:

- Activity description
- Learner submission
- Rubric assessment
- The score the learner achieved
- Start and end dates
- Outcomes and levels achieved
- General feedback from the instructor or evaluator

To view the Outcomes Progress details page

1. In the **Course Administration** menu, click **Class Progress**.
2. Click on a learner's name.
3. Click **Standards**.
4. Use the Search bar or scroll to find a learning outcome.
5. Select a learning outcome to see the evidence related to that outcome
6. Click an evaluation in the Evidence list to open the **Evidence Details** page.

Track the knowledge learners acquire as they learn

Competencies help track information about the knowledge, skills and abilities learners acquire as they participate in courses or other learning experiences. Competencies are an inventory of skills and knowledge, rather than measures of how good learners are at something. Other vocabulary used to describe competencies can include "proficiencies", "learning outcomes", "standards", "objectives", and "skills". Examples of competencies can include:

- Certification to operate a forklift
- Expertise on how to troubleshoot a network
- Essential teaching skills acquired from a teacher education curriculum
- License to operate a motorboat after successful completion of a boating safety course

The types of competencies you create and track depend on your institution and what you ultimately want to do with the information.

Use the Competencies tool to create competency structures to help you assess users' learning outcomes and determine if they have acquired the intended knowledge, skills, and abilities from a learning experience. The transparency and accountability of competency structures have an advantage over traditional grading mechanisms, because they do not mask gaps in learning with general, overall grade averages.

Reasons to use competencies

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vocabulary used to describe competencies can include proficiencies, learning outcomes, standards, objectives, and skills. Examples of competencies can include:

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Understanding competency structures

A competency structure is a hierarchy composed of three basic elements:

- Competencies
- Learning objectives
- Activities

Although you can create multiple activities, learning objectives, and competencies within a competency structure, the most fundamental structure must contain at least one competency, one learning objective, and one activity.

If you share a competency structure with a child org unit, the child org unit must be associated with its own activities since activities cannot be shared between org units.

Element	Description
Competency structures inside and beyond your course	If you create a competency structure as part of a course offering, it is available only within that course offering. For example, you can create a competency to represent the entire course, learning objectives to represent specific units, and associate activities to each unit. You can create competency structures inside org units such as departments, semesters, or the organization to track users' achievements beyond a course offering. You can also share these competency structures with multiple course offerings and evaluate the competencies and learning objectives within specific child org units. This enables users to complete the competency in stages over time, working on different learning objectives within different courses. If a competency structure is large and complex, acquiring all the knowledge and skills associated with it might involve many learning experiences across several courses.

Learning objectives	Learning objectives are the skills, abilities, or knowledge a person must acquire to become competent in a given domain. Create learning objective statements that are directly measurable through related activities. Other vocabulary used to describe learning objectives can include indicators, criteria, requirements, and learning outcomes.
Activities	Activities are the only elements that can be graded in a competency structure. You can use existing tools in Brightspace Learning Environment to create activities, and you can create external manual assessment activities such as a concert performance or an oral presentation.
	You can associate activities with relevant learning objectives, and have users complete them so you can evaluate their learning objective achievements. Activities include quizzes, surveys, assignments, discussion topics, grade items, manual assessments, and content.
	You can add measurable criteria to the activity and set the assessment method as a requirement to completing the learning objective. If a user's activity assessment meets the minimum required threshold set for that activity (for example, minimum rubric level score, minimum numeric score), then the user achieves or is on the path to achieving the associated learning objective.

About parent-child relationships between competency structure elements

When you create a complete competency structure you must first create the elements that make up the structure and associate those elements together. Associated elements have a parent-child relationship. For example, if an activity is associated with a learning objective, the activity is the child and the learning objective is the parent.

If you want to create more complex structures (for example, a learning objective associated with two competencies in different levels of a nested structure), consider creating all of your elements first before adding parent-child relationships.

You can create the following element associations:

Element	Parents	Children
△ Competency	Other competencies	• Learning objectives • Other competencies
△ Learning Objective	• Competencies • Other learning objectives	• Activities • Other learning objectives
△ Activity	Learning objectives	

About nested competency structures

You can nest competencies and learning objectives by adding a parent-child association between competencies or between learning objectives.

If you have one learning objective that is very broad in scope, dividing it into simpler learning objectives and nesting them beneath it allows users to complete the learning objective in smaller parts. This might also provide a more detailed view of the experiences involved to achieve the overall learning objective.

Nested competencies are ideal if competencies are prerequisites for achieving an overarching competency. For example, if you want to distinguish multiple levels of proficiency, a user might complete a basic level proficiency competency by achieving two learning objectives, then complete an intermediate level proficiency competency by completing two more learning objectives.

If users can view competencies, nested competencies are displayed individually and also within their parent-child associations.

About overlapping competency structures

Separate competency structures in the same org unit overlap if they contain the same competencies, learning objectives, or activities. This is ideal for elements that are relevant to completing multiple competency structures.

Switch your view in competencies

The Competencies interface has two different views: standard and advanced.

The advanced view contains a navigation pane that enables you to view competency structures, as well as independent learning objectives and activity assessments that are currently not associated with a competency.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click **Settings**.
3. Select your view.

Setting visibility for competency structure elements

You can choose which elements are visible to course participants. For example, you can set competencies to only display activities to users if you want to provide a list of activities for them to view without seeing the learning objectives and competencies they might be associated with.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click **Settings**.
3. In the **Org Unit Settings** section, select the check boxes beside each type of element you want course participants to see.

Why can't I see my learning objectives?

Learning objectives are only visible if they are attached to a competency that course participants can see. You must attach learning objectives to competencies with the **Make competency and its children visible to users** check box selected in order for users to see them.

Allow users to add competencies to their Brightspace ePortfolio

You can allow users to add competencies to their Brightspace ePortfolio as artifacts.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click **Settings**.
3. In the **Org Unit Settings** section, select the **Allow users to add their competencies to their Brightspace ePortfolio** check box.

Using automatic evaluation

Understanding automatic evaluation

The competency, learning objective, and activity evaluation system automatically evaluates users as they work through competency structures. If you modify competency structures that users are currently working on, the evaluation system can also automatically re-evaluate each user's progress to determine if they meet the new requirements and update their results accordingly.

How an automatic evaluation is initiated

Automatic evaluation can be initiated for approved competencies and learning objectives that are set to **Ready for evaluation**. If your organization enabled the Status settings option, only approved competencies (including approved competencies that you edit in draft mode and re-approve) can be re-evaluated. If your organization disabled the Status settings option, any competency changes you make can also initiate re-evaluation.

The following actions can initiate an automatic evaluation for an approved competency:

- Completing a child competency or learning objective.
- Adding parents or children to an associated learning objective.
- Removing parents or children from an associated learning objective.
- Changing or removing an activity's achievement threshold.
- Changing an activity's assessment method (this erases the previous rubric or numeric assessment for that activity).
- Sharing or unsharing competencies with a child org unit.

The following actions can initiate an automatic evaluation for a learning objective that is set to **Ready for evaluation**:

- Completing a child learning objective or activity.
- Adding or removing a child learning objective or activity.
- Changing or removing an activity's achievement threshold.
- Changing an activity's assessment method (this erases the previous rubric or numeric assessment for that activity).
- Sharing or unsharing learning objectives with a child org unit (learning objectives are automatically shared if you share its associated parent competencies).

Allow automatic competency evaluation after a user achieves a competency

After a user achieves a competency, they are not automatically reevaluated for the competency unless you set evaluation settings to do so.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click the competency that you want to change evaluation settings for.
3. In the **Evaluating Settings** section, select the **Allow re-evaluation of users who have achieved this competency** check box.

Turn off automatic competency evaluation

You can disable automatic evaluations for users (even if they have not achieved a competency) by clearing the **Can be Evaluated** role permission. Your organization's administrator can disable the automatic evaluation by turning off the **d2l.Tools.Competencies.Settings.AutomaticReeval** configuration variable. If automatic evaluation is disabled, users need to manually initiate evaluation for each element.

Manually initiate an evaluation

If your organization uses manual evaluation, a notice about an outdated competency or learning objective appears on the Results page of every element affected by the change. For example, if an activity's Achievement threshold changes, the notice appears on the Results page of the activity and its parents, all the way up the structure to the competency.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, do one of the following:

- To re-evaluate a competency or learning objective, click the competency or learning objective that you want to re-evaluate. Click **Results** > **Re-evaluate**.
- To re-evaluate an activity, on the **Edit Learning Objective** page, click **Structure**. Click the activity that you want to re-evaluate.

Re-evaluation requests are placed in a queue and processed in sequence. Depending on the number of requests already in the queue, there might be a delay between the time of your request and when users are re-evaluated.

Monitor the re-evaluation service

When a competency structure change initiates evaluation, the elements affected are added to a table in the re-evaluation database and processed by the re-evaluation service the next time it runs. The Competency Service Jobs page lists the elements in the database table.

If automatic re-evaluation is disabled, elements are still added to the database table but they are flagged to be ignored by the re-evaluation service until a user manually requests re-evaluation. Once you manually initiate re-evaluation, you can check and see if the element is processed from the Competency Service Jobs page. The re-evaluation service normally runs at five-minute intervals.

Users require the See Competency Service Jobs role permission to access the Competency Service Jobs page.

1. From the **Admin Tools** menu, click **Competency Service Jobs.**
2. If the list is not updated automatically, click **Refresh**.

Evaluating activities

Evaluate assignment activities

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, click the folder that you want to view.
3. Click the **Evaluate** link for the user that you want to evaluate. If you have already left feedback, click **Feedback Left** to review or revise previous feedback.
4. In the **Evaluation** section on the **Evaluation** panel, click the rubric associated with the learning objective that you want to assess.
5. Fill in the rubric assessment.

Evaluate survey activities

1. On the navbar, click **Surveys**.
2. From the context menu of the survey you want to evaluate, click **Statistics**.
3. Click the **Overall Results** link for the user you want to evaluate.
4. In the **Objective-based Assessment** section, fill in the rubric assessment for each associated learning objective.

Evaluate discussion topic activities

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, from the context menu of the topic you want to evaluate, click **Assess Topic**.
3. Click the **Topic Score** link beneath the name of the user you want to assess. This will bring up all of their posts for the topic, which you can then assign either individual scores or an overall topic score for.
4. To assess individual posts, in the **Assessment** tab of the **Edit Topic** page, select the **Allow assessment of individual posts** check box. Clear the check box to assess the topic as a whole.

Evaluate manual assessment activities

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click a competency or learning objective.
3. Click **Structure**.
4. In the **Structure Summary** tab, click the **View Results** icon for the manual assessment activity you want to evaluate.
5. On the **Results** page, click the **Assess** link for the user you want to evaluate.
6. Fill in the rubric.
7. Click **Save**.

Enable learning objective completion using quiz or grade item activities with automatic assessment

To enable learning objective completion using quiz or grade item activities with automatic assessment

You can configure automatic evaluation for quiz and grade item activities so that users' activity achievement is determined automatically based on their quiz score or grade item score.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click on the learning objective you want to add a quiz or grade item activity to for automatic assessment.
3. Click **Structure**.
4. In the **Edit Structure** tab, click **Incorporate Activities**.
5. Click on the activity you want to add to the learning objective.
6. Select the **Assess Objective** check box.
7. From the **Assessment Type** drop-down list, select **Numeric**.
8. Select the **The activity is required to complete learning objective** check box, and then enter the Overall Threshold information.

9. Click **Add**.

You can also configure quiz and grade item activities to automatically evaluate by attaching a holistic rubric to the item. If you attach a holistic rubric for a quiz or grade item activity that uses Percentages as the scoring method, the user's quiz or grade percentage is automatically mapped to the appropriate achievement level.

Evaluate quiz activity manually

To evaluate quiz activity manually

If you select an analytic rubric with multiple criteria, you must score it manually. This type of assessment can be useful if you need to make an informed judgment when grading submissions such as long answers and essay questions. When you incorporate an activity with a learning objective in the Competencies tool, set the assessment type to **Rubric** and select an analytic rubric item to configure a quiz activity or grade item activity for manual evaluation.

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to evaluate, click **Grade**.
3. Click the **Overall Grade** link for the user you want to evaluate.
4. In the **Objective-based Assessment** section of the **Grade Attempt** page, fill in the associated rubric.

Evaluate grade item activity manually

If you select an analytic rubric with multiple criteria, you must score it manually. This type of assessment can be useful if you need to make an informed judgment when grading submissions such as long answers and essay questions. When you incorporate an activity with a learning objective in the Competencies tool, set the assessment type to Rubric and select an analytic rubric item to configure a quiz activity or grade item activity for manual evaluation.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, from the context menu of the grade item you want to assess, click **Grade All**.
3. Click the **Objective-based Assessment** icon for the user you want to evaluate.
4. Fill in the associated rubric.

Creating and editing competencies, learning objectives, and activities

Understanding competency status settings

When you create a competency, each status setting you can select contains different restrictions on what can be done with the competency once it is created.

The competency	Draft	In Review	Approved	Archived	Not Ready *
is visible to course participants?	No	No	Yes	No	No
can be completed?	No	No	Yes	No	No
description can be changed?	Yes	Yes	No	No	Yes
visibility can be changed?	Yes	Yes	Yes	Yes	Yes
allows you to add parent-child associations to it?	Yes	Yes	No	No	Yes
allows you to remove parent-child associations from it?	Yes	Yes	No	No	Yes
allows you to edit associated learning objectives' descriptions?	Yes	Yes	No	No	Yes
allows you to associate activities with learning objectives within its structure?	Yes	Yes	Yes	Yes	Yes
status can be changed?	Yes	Yes	Yes	Yes	Yes

Competencies with a not ready status are hidden from course participants. They cannot be completed or evaluated even if users attempt associated learning objectives and activities. You can clear a not ready status by going to the competency's Edit Competency page and clicking Save.

You cannot revert an approved competency back to not ready.

Create a competency

To create a competency

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, from the **New** button, click **Competency**.
3. Enter your **New Competency** details.
4. To share the competency with users, in the **Evaluation Settings** section, select the **Make competency and its children visible to users** check box.
5. If you are creating a competency in an org unit above the course offering level, you can click **Add Org Units** to share the competency with org units beneath it.

6. In the **Achievement Criteria** section, select how users can achieve a competency.

You can also create competencies from an element's Structure area. In the **Edit Structure** tab, expand the **Add Parent** or **Add Child** option, and click **New Competency**.

Modify an approved competency

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click the competency that you want to modify.
3. From the **Status** list, change the selection from **Approved** to **Draft** or **In Review**.
4. Click **Save**. Users who are working on the competency can no longer see it.
5. On the **Competency Home** page, click the competency again.
6. Make your changes.
7. From the **Status** list, change the selection to **Approved**.

Copy a competency

Copied elements are saved in the same org unit as the original element. If you want a child org unit to have the same competency or competency structure, you can share it.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, from the **More Actions** button, click **Copy**.
3. Click **Competency**.
4. Select your **Competency to Copy** from the drop-down list.
5. Enter a **New Competency Name**.
6. Select a **New Competency Status**.
7. Choose your copy options.
8. Click **Continue** and make your changes in the **New Name** column.
9. Click **Finish**.

Delete a competency

You cannot delete disabled competencies, including competencies with approved or archived statuses and competencies shared to you from another org unit.

Deleting a competency element does not delete the entire competency structure. But deleting a competency element will delete users' results for the competency. If you want to keep users' results, consider archiving your competency instead.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, from the **More Actions** button, click **Delete**.
3. Select the check boxes beside the competencies you want to delete.
4. Click **Delete Selected**.

Create a learning objective

To create a learning objective

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, from the **New** button, click **Learning Objective**.
3. Enter your new learning objective details.
4. If you are ready to allow users access to the learning objective, in the **Ready for evaluation** section, select **Yes**.

You can also create a learning objective from an element's Structure area. In the **Edit Structure** tab, expand the **Add Parent** or **Add Child** option and click **New Learning Objective**.

Copy a learning objective

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, from the **More Actions** button, click **Copy** > **Learning Objective**.
3. From the **Learning Objective to Copy** drop-down list, choose a learning objective.
4. In the **New Learning Objective Name** field, enter a name.
5. In the **Copy Children** section, choose an option.
6. Click **Continue** > **Finish**.

Delete a learning objective

You cannot delete disabled learning objective types, including learning objectives attached to an approved or archived competency (deletion would change the competency's definition) and learning objectives shared to you from another org unit.

Deleting elements that are part of a competency structure can cause re-evaluations. If you delete all learning objectives associated with a competency, users who completed the competency will have their results changed to the Incomplete status. This is because an element is only considered complete if all of its children are complete; elements that have no children cannot be completed.

1. On the navbar, click **Competencies**.

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3. Select the check boxes beside the learning objectives you want to delete.
4. Click **Delete Selected**.

Associating activities

Activities are created inside a course offering and are the only competency structure elements that can be assessed. You can set up flexible competency structures and associate multiple learning objectives with an activity or associate multiple activities to a learning objective.

The following are ways you can associate activities to learning objectives:

- **Association only (no assessment)** - You can assign this type of association to activities that are part of a learning objective's coverage, but do not require any formal assessment. This association type has no impact on competency structure completion and does not affect competency or learning objective evaluations.
- **Association with rubric assessment** - You can assign this type of association to activities if you want to assess users, but you do not want assessment to affect competency or learning objective evaluations within a competency structure. This is useful if you are creating diagnostic or formative assessments.
- **Association with rubric assessment and threshold criterion** - You can assign this type of association to activities if you want to assess users and make the assessment a requirement for competency structure completion. The threshold is the minimum required rubric level or percentage score a user must achieve in the assessment to complete the associated learning objective.

Types of activities

- **Quiz activity** - Quiz activities are assessed by a user's quiz score, the score of specific quiz questions, or a rubric.
- **Survey activity** - Survey activities are assessed by a rubric. You cannot associate anonymous survey activities with learning objectives.
- **Assignments activity** - Assignments activities are assessed by a rubric.
- **Discussion activity** - Discussion activities are assessed by a rubric.
- **Grade Item activity** - Grade item activities are assessed by a numeric score or a rubric.
- **Content activity** - You can associate modules and topics in the Content tool with learning objectives, but you cannot assess them with a numeric score or rubric.
- **Manual Assessment activity** - Manual assessment activities are not created with Brightspace Learning Environment course tools. They can be activities such as a live presentation, a musical recital, community service hours, and extracurricular activities. Manual Assessment activities are assessed by a rubric.

Understanding competency structures and associations

Incorporate quizzes, surveys, and other activities into competency structures to introduce assessable elements that can be used for automatic competency completion tracking.

Associate a competency structure element with another existing element

The most fundamental structure must contain at least one competency, one learning objective, and one activity. Add associations between these elements to create your competency structure.

1. On the navbar, click **Competencies**.

2. On the **Competency Home** page, click the element that you want to associate with existing elements.
3. Click **Structure**.
4. In the **Edit Structure** tab, do one of the following:
   - Click **Add Parent**.
   - Click **Add Child**.
5. Click the element type that you want to associate with your competency structure.
6. Select the check box beside each element that you want to associate and click **Add Selected**.

Associate a learning objective with an activity

The most fundamental structure must contain at least one competency, one learning objective, and one activity. Add associations between these elements to create your competency structure.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click the learning objective that you want to associate with an activity.
3. Click **Structure**.
4. In the **Edit Structure** tab, click **Add Child**.
5. Click **Incorporate Activities**.
6. Click the activity type that you want to add and enter the required details.
7. Click **Add**.

Associate a learning objective with a grade item

1. On the navbar, click **Grades**.
2. From the **Manage Grades** page, open the context menu for the grade item you want to associate with a learning objective.
3. Select **Edit Grade Item**, and click the **Objectives** tab.
4. Click **Associate Learning Objectives**.
5. Check the box for any learning objectives you want to add, and click **Add Selected**.
6. Click **Save and Close**.

Associate a learning objective with an assignment

1. On the navbar, click **Assignments**.
2. Edit the assignment you want to associate with a learning objective.
3. Click the **Objectives** tab.
4. Click **Associate Learning Objectives**.
5. Check the box for any learning objectives you want to add, and click **Add Selected**.
6. Click **Save and Close**.

Remove an association between competency structure elements

You can remove associations between elements without deleting either element.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click the element with associations that you want to remove.
3. Click **Structure**.
4. In the **Edit Structure** tab, select the check boxes beside the association(s) that you want to remove.
5. Click the **Remove Associations from Selected** icon.

Remove associations between a learning objective and an activity from another tool area

You can remove associations between elements without deleting either element.

1. Navigate to the tool that corresponds with the activity that you want to remove associations from.
2. Do one of the following:
   - On the **Assignments** page, from the context menu of the assignment with associations that you want to remove, click **Edit Assignment**.
   - On the **Manage Quizzes** page, click the quiz with associations that you want to remove.
   - On the **Manage Surveys** page, click the survey with associations that you want to remove.
   - On the **Manage Grades** page, click the grade item with associations that you want to remove.
   - On the **Discussions List** page, from the context menu of the topic with associations that you want to remove, click **Edit Topic**.
3. In the **Objectives** tab, from the context menu of the associated learning objective that you want to remove, click **Remove Learning Objective**.

What happens when you share competency structures

The only elements shared to you by the parent org unit that you can modify are the **Make competency and its children visible to users** property and the learning objectives **Ready for evaluation** property. If you have never modified these properties within a child org unit, they will

always contain the same settings as the original elements in the parent org unit. If you change these properties in a child org unit, the property setting in the shared element becomes independent of the property settings set in the parent org unit.

Share a competency structure

1. On the **My Home** page, on the navbar, click **Competencies**.
2. On the org level **Competency Home** page, click the competency or competency structure that you want to share.
3. In the **Make Competency Available To** section, click **Add Org Units**.
4. For each org unit that you want to share a competency with, follow these steps:
   - Select the check box beside the org unit.
   - Choose one of the following sharing options from the **Options** column. This step does not apply to any selected course offerings, which have no descendants to share with.
   - To share the competency or competency structure with the selected org unit only, select the **This org unit** check box.
   - To share the competency or competency structure with the selected org unit and all child org units beneath it, select the **All descendants** check box.
   - To share the competency or competency structure with the selected org unit and specific child org units beneath it, select the **All descendants of type** check box. Select the descendant type from the appropriate list.
5. Click **Insert**.
6. In the **AchievementCriteria** section, from the list, select a criterion.
7. Click **Save**.

About competency versions

Depending on your settings, competency elements may have a Ready for Versioning property that you can enable to let the system track a previous definition of a competency each time you save your changes. Version numbers increment by 1 (beginning with version 1). Competency version information can show every element in the competency structure except activities.

Currently you cannot edit previous competency versions, however, your organization might want to track competency versions to review past changes to a competency structure's definition.

View competency structure results

To view competency structure results

You can click the **Expand Activity** icon beside a user's achievement to view more information about how the activity was completed.

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click a competency or learning objective that you want to view results for.
3. Click **Structure**.
4. In the **Structure Summary** tab, click the **View Results** icon beside the competency, learning objective, or activity that you want to view. A list of users and element completion results displays. If you do not see this, enter a blank search in the **Search For** field.
5. Click a user's name to view all competency structure results for that individual.

Shared competency structure results are only available in the org unit where the competency structure was created.

Override a user's result

1. On the navbar, click **Competencies**.
2. On the **Competency Home** page, click on a competency or learning objective with results you want to override.
3. Click **Results**.
4. On the **Results** page, select the check box beside the users with results you want to override.
5. Do one of the following:

- Click the **Manually override selected users' achievement to Complete** icon.
- Click the **Manually override selected users' achievement to Incomplete** icon.

To clear your manual overrides, click the **Clear Override** icon.

Associate an independent learning objective or activity to a parent element

Independent learning objectives and independent activities are competency structure elements that were once associated with parent elements that have been deleted. Independent elements are also known as orphans. Activities associated with independent learning objectives are not orphans unless you delete the learning objectives. You must be using Advanced View in order to accomplish this task.

1. On the navbar, click **Competencies**.
2. Click **Settings**.

3. In the **Personal Settings** area, select **Advanced View**. Click **Save**.
4. In the **Advanced View** navigation pane, click **Independent Learning Objectives** or **Independent Activities**.
5. Click the **Add Parent** icon beside the element you want to associate with a parent.
6. Browse and select the check boxes beside the competencies or learning objectives you want.
7. Click **Add Selected**.

View activity, progress, and achievement in a course

Class Engagement is a Brightspace Insights-based tool for instructors that provides a consolidated view of activity, progress, and achievement in a course. The intuitive interface contains filtering, sorting, and searching capabilities, allowing instructors to easily identify top performers and students that might be at risk.

Note: The Class Engagement tool is enabled by default for clients that purchased Brightspace Insights and enabled the Brightspace Data Platform. The tool is also dependent on the Course Overview widget, role permissions, and configuration variables.

Class Engagement interface overview

To launch the Class Engagement tool, navigate to a course home page containing the Course Overview widget and then click **View Class Engagement**.

Tip: You can also navigate to the Class Engagement tool from the Classlist tool.

1. To alert instructors about low class engagement, a notification tile indicates the number of learners who have not visited the course in the last 7 days. Clicking the tile filters the class list to display the learners who have not accessed the course during this period of time.
2. To view course progress at a glance, a bar chart tile displays the grade distribution within the course, with each bar representing a grade range. Clicking a bar filters the class list to display the learners in that grade range. To dismiss the filter, click Clear.
3. Instructors can easily contact the entire class by clicking Email Class or selected learners by clicking Email selected.
   Note: When you send email to the entire class or selected learners, the To field in the Compose New Message dialog box automatically populates with email addresses that are registered in Brightspace Learning Environment. You cannot send email to unregistered email addresses that you manually add in the To field.
4. Clear visual indicators display when filters are applied to metrics. For example, clicking a range in the grade distribution tile displays the Current grade filter with the specified grade range.
   Instructors can dismiss an active filter they are no longer interested in by clicking X in the filter.
   If multiple, discontinuous grade ranges are selected in the grade distribution tile, the Current grade filter displays without a grade range.
5. Use the search bar to filter the class list by learner name. You can type a name, user ID, or learner number.
6. A class list in table format displays the following information for each enrolled learner:
   - Name (full name and Brightspace Learning Environment user name)
   - Current grade
   - Predicted final grade (only appears if S3 is installed and predictions are generated for the course)
   - Last visited (date of the last course visit)
   - Discussions (indicates the number of threads started by each user and the number of replies posted by each user)
7. Clicking a table entry displays more information in the Class Progress tool. For example, clicking a user's name displays the Progress Summary in the Class Progress tool, which provides detailed information about course progress using tracking indicators such as objectives, quizzes, surveys, and login history.

Monitor course trends and assess satisfaction

Create surveys 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 participants regarding any aspect of a course. For example, use surveys as a method of collecting course evaluations, mid-year reviews, or researching people's learning styles and content delivery preferences.

Set up a survey

To set up a survey

Create surveys 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 participants 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.

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, click **New Survey**.
3. Enter a **Name** and define additional settings for your survey.
4. To add questions to the survey, do one of the following:
   - To add questions directly to the survey, click **Add/Edit Questions**.
   - To share questions between Self Assessments, Quizzes, and Surveys in the Question Library, click **Save and Close** to exit the survey. On the **Manage Surveys** page, from the tool navigation, click **Question Library**.
5. In the **Question Library** or the **Add/Edit Questions** area of the Surveys tool, click **New** and select the question type or information item you want to create.
6. To return to the **Manage Surveys** or **Edit Survey** page, click **Done Editing Questions**.
7. If you've created questions for your survey outside of the survey (for example, in the Question Library), do the following:
   - On the **Manage Surveys** page, click the survey name. Click **Add/Edit Questions** > **Import**. To import questions from the Question Library, from the **Import Source** drop-down list, select **From an Existing Collection**. From the **Source Collection** drop-down list, select **Question Library**. To display all questions available, select **Collection Root** from the **Source Section** drop-down list. From the **Source Collection** area, select the check boxes of the questions you want to import to your survey.
8. Click **Save**.

Survey examples

Start off the course with an informal poll
An informal poll can ask about people's backgrounds, previous education, and interest in the course. You can choose to make the answers anonymous, or to share them so that learners can see their classmates' responses. You can use a variety of question types for this fun poll, including:

- Short Answer
- Multi-Short Answer
- Multi-Select
- Multiple Choice

Collect informal course evaluations or mid-year reviews
You can use a combination of different question types for this that are found in a typical evaluation or review, including:

- Likert
- Written Response
- Multi-Short Answer

Ask about people's learning styles and content delivery preferences
You can use a variety of different question types for learning style and delivery preference, including:

- Multiple Choice
- Multi-Select
- Written Response or Short Answer

Determine which learning resources were most helpful to achieve learning objectives
You can use the following question types to determine the most helpful type of learning resources:

- Multi-Select
- Multiple Choice
- Ordering
- Likert

Pose open-ended questions to determine areas of learner confusion
You can use Short and Written Response question types for this scenario.

Set up a "choose-your-own adventure" game or quiz
You can introduce the course in a fun way or reinforce course messaging through this type of survey activity. You can use survey branching to do this, using the following question types:

- Multiple Choice
- True or False

Set a survey to active

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, click the survey name.
3. Click the **Restrictions** tab.
4. In the **Dates and Restrictions** area, select the **Hide from users** checkbox to set visibility.

Alternate Method;

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, open the context menu of any survey.
3. Click **Hide from Users** to prevent learners from viewing the survey.

Note: From the survey context menu select **Make Visible to Users** to display a hidden survey.

Set a date range for a survey

You can specify a date range that your survey becomes available to users. You can also add Surveys associated with a date to your course calendar.

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, click the survey.
3. Click the **Restrictions** tab.
4. In the **Availability** area, select **Has Start Date** and/or **Has End Date**, and specify the dates and times when users can see the survey.
5. To display the survey in the Calendar tool, ensure the **Hide from Users** checkbox is not selected, and select **Display in Calendar**.
6. Click **Save and Close**.

Anonymous participation in a survey

If a survey is anonymous, your user data is hidden in survey results. The responses to survey questions are available for all users, but the system does not report who made which response.

While learners are taking an anonymous survey, an alert appears at the top of the survey indicating that the survey is anonymous and their user information will not be tied to their responses.

Note: You cannot associate anonymous survey activities with learning objectives.

Ensure anonymous survey participation

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, click the survey name.
3. In the **General** area, select the **make results anonymous** check box.

Setting survey restrictions

On the Restrictions tab of the survey, you can create new, or attach existing release conditions if you want a survey to be available to users only after they fulfill other specified tasks. Examples of release conditions include completing an Assignments submission, scoring a specified grade in a particular quiz, completing a Self Assessments submission, and being enrolled in a particular section. You can also use Release Conditions to make the survey available only to a particular role. Edit and change release conditions by clicking the Remove icon or Remove All Conditions.

If you decide to make the survey available with certain release conditions, you can also use the Intelligent Agents tool to notify students that the survey is available once they've fulfilled the applicable release conditions.

In the **Availability** area, the **Hide from Users** checkbox allows you to control the visibility of a survey.

Control user responses in a survey

You can set a response type to specify the number of survey attempts users are allowed.

1. On the navbar, click **Surveys**.
2. On the **Surveys** page, click the survey name.
3. Click the **Restrictions** tab.
4. In the **User Responses** area, set the **Attempts Allowed** drop-down list to one of the following:
   - **Unlimited** - Users can answer and submit a survey as many times as they want.
   - **Single attempt that is editable** - Allows users a single survey attempt. They can re-access and edit responses as long as the survey is still available.
   - **Limited** - Sets a number of permissible survey attempts.

Create special access to a survey

You can assign specific users a different set of survey availability dates. Special access properties enable you to increase the time limit for special-needs users and allow different start and end dates for individual users.

1. On the navbar, click **Surveys**.
2. On the **Surveys** page, click the survey name.
3. Click the **Restrictions** tab.
4. Do one of the following:
   - To set special access for selected users, choose **Allow selected users special access to this survey**.
   - To restrict the survey only to users with special access, choose **Allow only users with special access to see this survey**.
5. Click **Add Users to Special Access**.
6. Search for users and select the check boxes beside the names of users you want to assign special access to.
7. Click **Add Special Access**.

Track survey progress and results

Based on how you have set up the survey properties, you might see a list of all users or just the overall survey results with anonymous responses.

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, from the survey's context menu, click **Completion Summary**.

3. In the **Users** tab, search for users and their listed attempt types. You can restrict your search of survey results by attempt in the **Attempts** tab.
4. To view a specific user's results, click on an individual attempt. To view the number of attempts per question within a survey, click **View Overall Results** at the bottom of the page.

Set up survey reports

Survey reports gather information on survey data. Survey reports are different from survey results; they collect and present more types of information than is available through results. Choose a report type to display question statistics, question details, user statistics, attempt details, or user attempts. You can also select a release date and choose which roles have permission to view each report.

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, click the name of the survey.
3. On the **Reports Setup** tab, click **Add Report**.
4. Enter a **Report Name**.
5. Choose a **Report Type**:
   - **Summary Report** - You can display aggregate data for multiple choice, true and false, Likert, multi-select, and matching question types. You can also display text responses for written response, short answer, and fill in the blanks question types.
   - **Individual Attempts** - This report displays each attempt individually. You can choose to hide the user's first and last name when the **Individual Attempts** report is viewed.
6. You can choose to immediately release a report after a survey submission, or enter an alternate date and time.
7. In the **Release Report To** section, select the check box beside each role you want to release the report to.
8. Click **Save**.

View a survey report

You can export survey statistics and reports to a file for data analysis. The file contains all pertinent information from the survey so that you can query, sort, and evaluate the data without being connected to the learning management system. You must set up survey reports from the **Reports Setup** tab for the appropriate survey before you can view or export reports.

1. On the **Manage Surveys** page, from the context menu of the survey you want to view, click **Reports**.
2. Click on the report name.
3. If you want to restrict your report within a specific time frame, select the **From** and **To** check boxes and enter the date restrictions.
4. Click **Generate HTML** to view the report in your browser, or click **Generate CSV** or **Generate Excel**, to save the report on your computer.

Notify participants of an available survey

You can notify participants of an available survey in two ways:

- On the **Edit Survey** page, click **Invite Participants** to send a survey notification directly to a user's external email address.
- In the **Announcements** widget, create an **Announcements** item that announces the availability of the survey on the course home page and links to the survey via a quicklink.

Survey branching

When branching is used, survey questions present one at a time, each on a separate page (in other words, page breaks are inserted between every question). Survey branching presents multiple questions, allowing the instructor to choose which question comes up next based on the user's response.

1. On the navbar, click **Surveys**.
2. On the **Manage Surveys** page, click on the survey you want to add branching to.
3. In the **Survey Questions** area, click **Branching Wizard**. The wizard displays a list of the questions in your survey and their corresponding types. Answers are shown for Multiple Choice and True or False questions. You have the option to skip questions or terminate the survey based on the answer to a Multiple Choice or True or False question.
4. Choose the answers that you want to create a branch from and fill in appropriate branching information.
5. Click **Save**.

Issue awards to recognize learner accomplishments

The Awards tool enables instructors to provide merit-based awards to students. There are two types of awards: Badges, and Certificates.

Badges are awarded based on any criteria determined by the instructor. They are meant to provide digital markers that represent accomplishment throughout a course or program. Badges do not contribute to achieving a passing grade; however, badges are awarded for achievements that also can contribute to the type of work ethic that results in a passing grade. For example, an instructor might create a badge that is based on posting 15 discussion posts in the first month of a course, or on perfect attendance, or on academic excellence. These items are the types of trends that can help a learner to succeed in a course or program.

Certificates are also awarded based on criteria determined by the instructor. Certificates are similar to Badges, however, they include a PDF that users can print. Certificates typically indicate an official statement of certification or award at the end of a program, but can be awarded during the course for other criteria as well. Certificates can be awarded based on achieving a milestone that a learner can use for further academic or career success, such as passing a practical exam. Certificates also do not contribute to achieving a passing grade.

Note: To prevent plagiarism and protect an organization's intellectual and branding copyrights, all earned certificates downloaded from the Awards tool are password-protected from editing. Each certificate is generated with a random password that is not displayed to users, preventing anyone from editing the certificate in Adobe® Acrobat® or Adobe Reader®. This makes it unnecessary to manually add password-protection to uploaded certificates.

Badges and Certificates can be automatically awarded based on release condition criteria, or can be manually awarded.

View awards in the Awards Leaderboard widget

The Awards Leaderboard is a customizable system widget that can be added to the homepages of course offerings, if enabled for your organization. The Awards Leaderboard can help inspire learners with friendly competition by displaying the top 10 users who have earned badges (Awards) in the course. Course administrators with permissions can configure the Awards leaderboard to display the learners with either the highest Number of Awards or Credits appearing at the top. Learners with the same number of awards falling within the top 10 grouping are sorted by name in alphabetical order. If no learner in the course has an award, the Awards Leaderboard widget appears in empty state.

Note: The Awards Leaderboard widget is available as part of a premium package, and might not be available for your organization.

Create a new award

To create a new award

You can create awards that can be shared with other users in other courses, or restricted to the course and its child org units. If you restrict the award, it can only be added to the course offering in which you create the award, and any child offerings of that course.

1. Within the course, do one of the following:
   - On the navbar, click **Awards**.
   - Click **Course Admin**. From the **Assessments** area, select **Awards**.
2. Click **Add Award to Course**.
3. Click **Create Award**.
4. Enter a name and description for the new award.
5. Select an award type from the drop-down list.
6. Select the appropriate check boxes to indicate if you want the award to be available to other award managers, and where it is available within the org structure.
7. Select the expiry options:
   - If the award will not expire, select **Never**. Examples of awards that never expire are certificates of merit for passing a course, or badges for perfect attendance.
   - If the award will expire on a specific date, select **Fixed date**. Examples of awards that will expire on a specific date are certifications for a skill that must be renewed, such as first aid training.

- If the award will expire on a day relative to the day the award was granted, select **Relative Day of the Month**. Examples of awards that expire on a relative date are badges for Learner of the Week or for having achieved 100% on a test or assignment.
8. If you want to notify the award recipient before an award expires, select the check box and indicate the number of days of lead time.
9. In the **Choose Award Image** area, do one of the following:
   - If the image already exists in the image library, click **From Existing Library**.
   - If you want to add a new icon to the image library, click **Upload New Icon**.
   - To launch the OpenBadges website, click **Create your own award image**. OpenBadges is a free website that allows you to create custom icons.
10. If you are creating a new certificate, in the **Choose Certificate Template** area, do one of the following:
    - If the PDF template already exists in the image library, click **From Existing Library**.
    - If you want to add a new template to the image library, click **Upload New Template**.
11. Verify that the **Issuer Information** is correct.
12. Ensure that the **Associate this award to the <current course> on creation** check box is correctly set.
13. Click **Save**.

Share awards with other courses

When you create an award, you can choose to share it with other courses you teach. By default, new awards are available to all your courses, but you can also share with other award creators in your home org unit, or all org units.

1. Click **Edit** or **Create**.
2. If you are creating a new award, complete the creation fields.
3. Under Availability, do one of the following:
   - Select **Make this award available to all of my courses** if you only want to share within your own courses.
   - Select **Make this award available to other award creators and their courses** if you want to share the award with others. You can further restrict the award to the course in which it is created and its child org units.
4. Save the award.

Note: Awards can also be copied between courses using Import/Export/Copy Components on the Course Admin page. When copying awards using Import/Export/Copy Components, all associated release conditions are also copied.

Hide an award from the Available Awards page

In some cases, you might want to hide an award from a learner until they have earned it. Hiding awards means that the award does not appear on the Available Awards page. After the learner earns the award, it appears in the Available Awards and My Awards page.

1. Within the course, on the navbar, click **Awards**.
2. On the award, click **Edit Properties**.
3. Select the **Award hidden until earned** check box.

Add release conditions to an award

To add release conditions to an award

You can add release conditions to an award and release other content or another award to learners when they achieve the award requirement that you define.

1. Within the course, on the navbar, click **Awards**.
2. On the award, click **Edit Properties**.
3. Click **Create**.
4. From the **Condition Type** drop-down list, select the release condition.
5. Complete the associated **Condition Details**.
6. Click **Create**.
7. Click **Save**.

Add an existing award to a course

When certificates and badges are available to a course, they are visible on the Add an Award page. You can click the Badges, Certificates or All buttons to filter the list of available awards. If you are searching for a specific award, use the Search awards function.

1. Within the course, on the navbar click **Awards**.
2. Click **Add Award to Course**.
3. If you want to filter the list to your own awards, click **Show only Awards I Created**.
4. Select the awards you want to add from the list.
5. Click **Add Award to Course**.

Note: Awards can also be copied between courses using Import/Export/Copy Components on the Course Admin page. When copying awards using Import/Export/Copy Components, all associated release conditions are also copied.

Copy an award from another course

To copy awards from another course that include all release conditions originally set to release the award, you must use Import/Export/Copy Components. Sharing awards, or adding existing awards through the Awards tool does not include associated release conditions

1. In the course offering that you want to copy the award to, navigate to the **Course Admin** page, and click **Import/Export/Copy Components**.
2. Select **Copy Components from another Org Unit**.
3. Click **Search for offering**.

4. Locate and select the course containing the award you want to copy.
5. Click **Add Selected** > **Select Components**.
6. Select **Awards**, then do one of the following:

   • To include all items, select **Copy all items**, then click **Continue**.

   • To include only some items, select **Select individual items to copy**, then click **Continue**. On the Select Items to Copy page, select the items you want to copy. Click **Continue**.

7. Click **Continue**.
8. Click **Finish**.

View awards for a classlist

You can view the awards that you've granted for all students in the classlist for a course.

1. From within a course, on the navbar, click **Awards**.
2. Click **Classlist Awards.**
3. To filter the awards that appear in the list, click **All**, **Badges**, or **Certificates**.
4. Select the sort order.
5. Review the **Classlist** and associated **Course Awards**.

Manually grant an award

To manually grant an award

For scenarios such as when a learner is successful at a practical test, you can manually grant awards.

1. From within a course, on the navbar, click **Awards**.
2. Click **Classlist Awards.**
3. Select one or more learners in the Classlist.
4. Click **Award**.
5. From the drop-down list, select an award.
6. In the **Award Criteria** field, enter a reason for granting the award.
7. Click **Award**.

Revoke an award

To revoke an award

In some cases, you may want to revoke a previously granted award. You can use the **Search classlist** function to search for a specific learner.

1. From within a course, on the navbar, click **Awards**.
2. Click **Classlist Awards.**

3. Select one or more learners in the Classlist.
4. Click **Revoke**.
5. From the drop-down list, select an award.
6. In the **Revoke Reason** field, enter a reason for revoking the award.
7. Click **Revoke**.

About award expiry notifications

When your award is expiring, you are notified in Brightspace Learning Environment, and depending on how your instructor has configured the notification, you may also get a notification email.

When you log into the course offering, in which you earned the award, a pop-up appears informing you that your award is expiring. You can click View Awards to open the My Awards tool and view all your awards. All awards are displayed as images and you can click on an image to view more details.

Subscriptions alerts on the minibar also displays a notification about expiring awards.

Troubleshooting: Certificate text is too long

Depending on the template that you use for your certificates, you may find that the text you intend to use extends beyond the text box borders. Some of the text in the certificates is gathered automatically from user and course attributes, and you may need to adjust the template to fit your requirements. Try one or more of the following suggestions:

- Change the field length in the template
- Change the size of the font
- Add word-wrap to the text field
- Make the text box larger

Note: Any changes you make to the certificate template affect other certificates that have been granted using that template.

Allow learners to reflect on their learning

Self Assessments is a formative assessment tool that enables you to provide students with a series of questions and immediate feedback for responses. Question types available are similar to quizzes, however, student responses are not graded and self assessment questions do not have a points value or difficulty level indication. The omission of numeric evaluation enables students to make reflective learning and course material comprehension their main priorities during a self assessment.

You can set up self assessments as part of your course's instructional sequence by creating quicklink topics to self assessments in Content. You can also set up quicklinks to self assessments from other places in the course such as in Announcements or Events.

Each self assessment belongs to a single course and cannot be shared among other courses unless you copy your course material into another course.

Reasons to use self assessments

- Self Assessments is a formative assessment tool that enables you to provide learners with a series of questions and give immediate feedback to their responses.
- The omission of numeric evaluation enables learners to make reflective learning and course material comprehension their main priorities during a self assessment.
- You can use self assessments as a way of enabling learners to provide feedback on how well they think they are doing with course material.
- Answering self assessment questions can illuminate learners to their own skills and development.

Best practices for creating and using self assessments

- D2L recommends that you create all self assessment questions within Question Library. This enables you to reuse questions in various quizzes, surveys, and self assessments. All point values are removed when importing questions from Question Library to self assessments.
- To allow users to see hints to questions, select the Allow hints check box when creating a self assessment.
- Create self assessment sections to organize your questions into folders. Avoid creating subsections within sections to keep question organization simple and intuitive.
- You can also create categories to organize your assessments based on similar or related content.
- Create random sections in self assessments to distribute a unique set of questions to individual users. Random sections pull questions from a designated pool of questions stored in Question Library.
- Use the integrated Brightspace Editor to insert a self assessment into a Content topic, Announcements item, or event via quicklink if you want to include other information with the self assessment.

Evaluating self assessments

Since self assessments are not graded and have no point value, D2L recommends that you provide feedback comments for each self assessment question. You can provide feedback at the end of every question. In some question types (like multiple choice), you can also provide feedback for each answer choice within the question, including what details instructors are looking for in an ideal answer.

All question types allow you to include feedback and hints. Use feedback to provide added information as a basis for improving content comprehension. Use hints to suggest how to

approach a question. If you want users to see hints to questions, you must enable hints when you create the self assessment.

Create a self assessment

To create a self assessment

1. On the navbar, click **Self Assessments**.
2. On the **Manage Self Assessments** page, click **New Self Assessment**.
3. In the **General** area, enter your self assessment details.
4. Click **Save**.
5. Click **Add/Edit Questions**.
6. Do any of the following:
   - To create a new question, from the **New** button, select the type of question you want to add. Enter the question details and click **Save**.
   - To add questions from another collection, a text file, or a learning repository, click **Import**. Enter your importing details and click **Save**.
7. Repeat the previous step until you have added all your quiz questions.
8. Click **Done Editing Questions** > **Save and Close**.

Delete a self assessment

1. On the navbar, click **Self Assessments**.
2. On the **Manage Self Assessments** page, select the check box for any self assessment you want to delete.
3. From the **More Actions** button, click **Delete**.

Share self assessment questions with other instructors

You can share self assessment questions with other instructors by sending them to a learning object repository (LOR). This requires a separate tool, Brightspace Learning Repository.

1. On the navbar, click **Self Assessments**.
2. On the **Manage Self Assessments** page, click on the self assessment that contains questions you want to publish.
3. Click **Add/Edit Questions**.
4. Select the check box for any self assessment question you want to publish.
5. Click **Publish to LOR**.
6. On the **Publish** page, from the **Pick a Repository** drop-down list, select where you want to publish your questions to.
7. Click **Next**.
8. On the **Metadata** page, enter metadata details for the questions.
9. Click **Publish to LOR** > **Done**.

Make predictions about learner success and risk levels

Brightspace Student Success System is a tool that can make predictions about the final grade for each student. Brightspace Student Success System also includes supporting visualizations and dashboards that help present learners who are at risk, or may benefit from additional challenges to instructors.

How does Brightspace Student Success System work?

Before you can use Brightspace Student Success System, administrators must first do the following:

- Add target courses to the system to generate predictions of learner success, using historical courses for comparison. (Historical courses are prior offerings of the target courses that are representative of the courses in terms of teaching and learning expectations.)
- Create and configure predictive models for target courses in the administrative Brightspace Student Success System interface.

Once Brightspace Student Success System is set up and configured, you can use it to monitor predictions of learner success levels for active and enabled courses on a weekly basis in five possible domains: course access, content access, social learning, assessments, and preparedness. The weekly predictions produce a success index for every learner in the course, letting you visualize and compare potential success rates.

All learners in the course display in a list on a class dashboard, as well as on their own personal dashboard that displays data on their performance in the course. A win-loss chart provides an at-a-glance visualization of a learner's performance in comparison to the rest of the class in all the pre-selected domains. Detailed and interactive visualizations are available for the success index, social learning domain, and assessments domain.

The predicted grade metric displays by default in the User Progress Summary section and Grades Progress section. It can also be added to the Class Progress dashboard as a performance indicator.

Brightspace Student Success System areas

There are two main areas to the Brightspace Student Success System tool: the class dashboard and the learner dashboard.

The class dashboard displays all the learners enrolled in your course in a list of 10 per page. Using the weekly displays you can monitor the predicted success of your learners.

The learner dashboard contains the data necessary for instructors to gain personalized insight about individual learners. It displays numerous interactive graphs and diagrams that enable instructors to see how their learners are performing and interacting within the course. It also highlights patterns and indicators about an individual learner and their position relative to course

expectations and other learners within the course, and with all this information instructors can design specific interventions or instructional plans.

Brightspace Student Success System domains

Brightspace Student Success System uses five domains in its predictive models to analyze and forecast learner success. These domains are included by default in predictive models, however administrators can exclude domains during configuration. The domains for a course's predictive model display in the win-loss chart on each learner's personal dashboard. These individual domains combine to provide the overall value of the success index for each learner in the course.

Domain	Description
Course Access	This domain describes engagement in terms of how often a learner logs in to Brightspace Learning Environment and accesses the course's home page.
Content Access	This domain describes engagement in terms of how often a learner accesses Content topics and modules in the course.
Social Learning	This domain describes learner engagement in discussion forums within the course. You can click this domain in the win-loss chart to see a detailed visualization of social learning for the learner.
Assessments	This domain describes learner performance on assessments. You can click this domain in the win-loss chart to see a detailed visualization of learner performance.
Preparedness	This domain consists of a set of data elements from the Student Information System (SIS), including admission scores, overall organization performance, and demographics. This option may not be available for your organization. If you would like more information about getting SIS, contact your D2L Account Manager.

Troubleshooting: I can't access Brightspace Student Success System

If you cannot access Brightspace Student Success System, ensure the following conditions have been met:

- You have course-level access to Brightspace Student Success System
- An administrator has added your course to the tool
- Your course has an active status

If you have met all of these conditions, but you still cannot access the tool, contact your Brightspace Student Success System administrator.

Configure a predictive model for a course

1. From the **Admin Tools** menu, click **Student Success System**.
2. Click **Add Course** or select the course you want to configure a predictive model for.
3. From the context menu of the course you want to work with, click **Configure Model**.
4. Select the domains you want to add.
5. Select options in the **Advanced Model Options** area.
6. Click **Save and Continue**.

## Copy a predictive model from a past course

1. From the **Admin Tools** menu, click **Student Success System**.
2. Click **Add Course** or select the course you want to configure a predictive model for.
3. From the context menu of the course you want to work with, click **Configure Model**.
4. Click **Copy Model Configuration**.
5. Select the past course with the model configuration you want to copy.
6. Optionally, select the check box **Include the selected course as an additional historic course**.
7. Click **Copy**.
8. Click **Save and Continue**.

Gain personalized insight about individual learners

The learner dashboard contains the data necessary for instructors to gain personalized insight about individual students in order to design specific interventions or instructional plans. This dashboard contains numerous interactive visualizations that enable instructors to gain awareness of their students' course performance and behavior. The dashboard highlights patterns and indicators about an individual student and their position relative to course expectations and other students within the course.

The learner dashboard is divided into two main sections: individual student information and interactive visualizations.

Viewing a learner's success
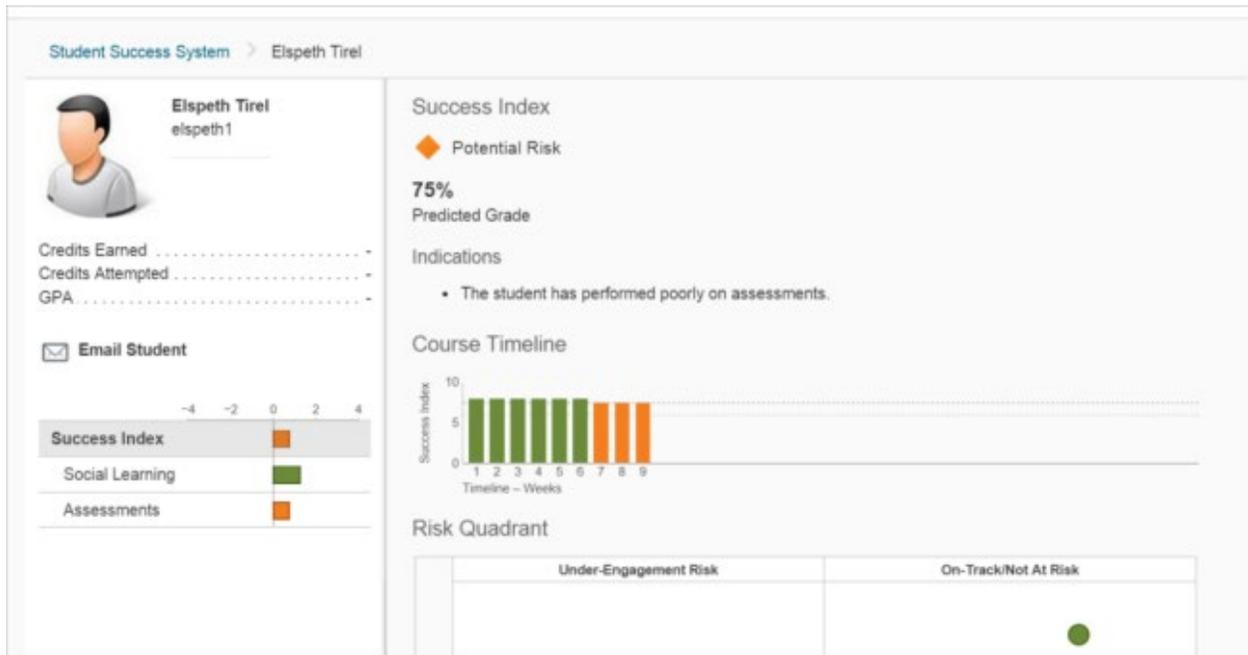
Basic information about the learner displays in this area. This includes the learner's profile picture, name, and campus ID (also known as the OrgDefinedId). If the organization permits access to additional data elements from a Student Information System (SIS) integration, they also display here.

To provide information about a learner's success, the following quantitative and qualitative details appear in the learner dashboard:

- An easy-to-understand text-based display of the success index.
- Indications (qualitative statements about the elements that negatively affect a learner's predicted success). An indication can be listed for each domain of the predictive model: social learning, content views, course access, and assessments.

Interpreting the win-loss chart

A win-loss chart displays beneath the learner information area. The win-loss chart lists the domains in the predictive model and shows a learner's predicted success level in each domain for the week. Brightspace Student Success System determines the predicted success level by examining the correlation between learners' performances and their behaviors in historical courses and then comparing the behavior of historical learners with current learners. For example, if successful learners in historical courses trended toward high participation in course discussions, then the system will predict that learners who actively participate in course discussions are more likely to succeed in the course than learners who do not. An instructor who notices learners falling into the at risk or potential risk category for the social learning domain

can take steps to encourage those learners to participate more frequently in discussions as a way to preemptively address potential course success issues.
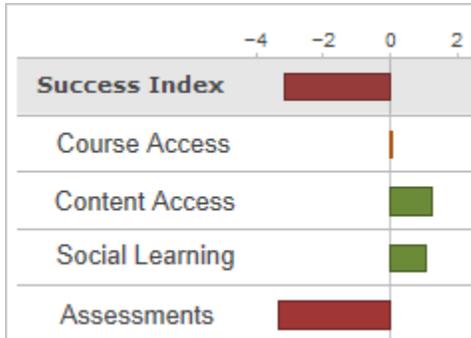
The vertical center line in the chart corresponds to the average of the potential success range (for example, if the range for potential success is 60%-80%, then the average is 70%). Every domain in the win-loss chart displays a bar that you can compare to this center line; if the bar for the domain falls on the positive side of the line, then the learner's performance exceeds the average (70%) in that domain for the week. However, if the bar for the domain falls on the negative side of the line, the learner is not performing successfully in that domain for the week. Each domain contributes to the overall value of the success index.

About predictive charts

The Brightspace Student Success System learner dashboard includes three predictive charts:

- **Success Index** - Consists of a course timeline chart and a risk quadrant. These charts display by default when you access a learner dashboard.
- **Social Learning** - Provides a visualization of a learner's social network based on their interactions in class discussion forums.
- **Assessments** - Provides a compact visualization of a learner's performance across all course assessments, while also comparing performance relative to their peers.

Interpreting the Assessments predictive chart

Each slice of the assessments chart corresponds to a grade item or a category of grade items (for example, Projects or Quizzes). The size of each slice corresponds to the overall weight of the grade item or category. If a particular slice corresponds to a category of grade items, its outer edge is broken into as many sections as there are grade items. For example, in this chart, the Quizzes slice indicates that there are three grade items associated with the category. You can click slices that contain multiple grade items to view a chart focusing on those grade items. To return to the general view of the predictive chart, click the center of the chart.

The assessments chart also displays the class range for each grade category. The class range consists of all grades for the category from all participants in the class, excluding the bottom 25% and top 25%. The closer to the outer edge of the chart the class range is, the higher the class range grades are. For example, in this chart, the **Learner Grade** is closer to the outer

edge than the **Class Range** in the Quizzes slice. Therefore, the learner achieved a grade in the top 25% of the class in this category. This gives instructors a quick and easy way to identify where their learners' grades fall in the class range.
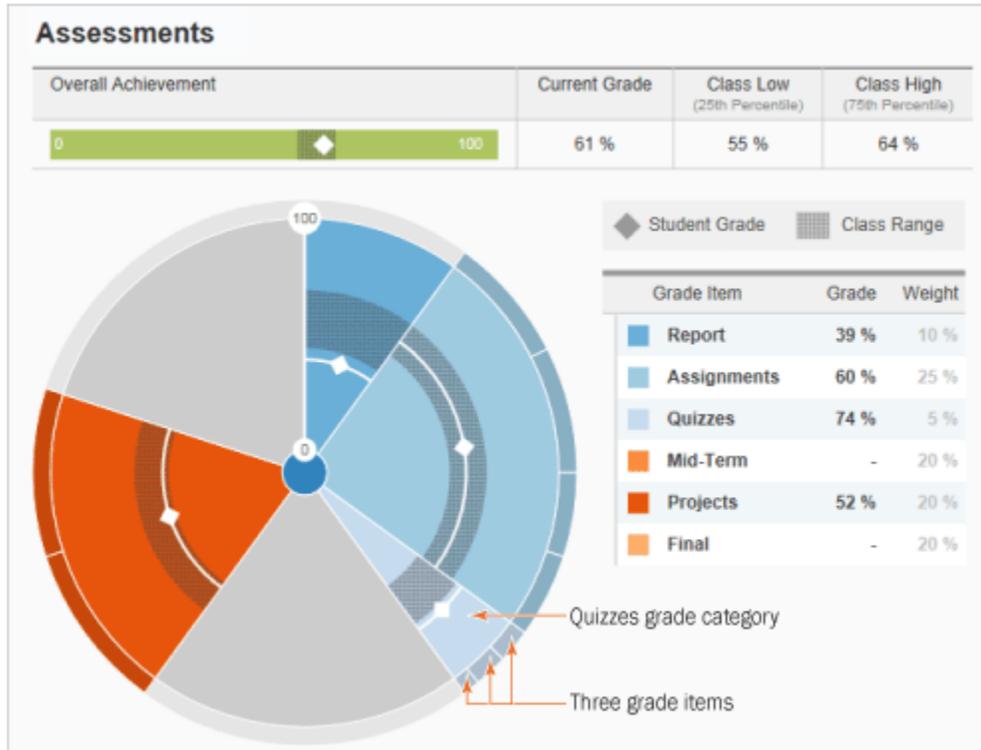
Interpreting the Social Learning predictive chart

The social learning predictive chart represents learners as colored circles. Connecting lines between circles indicate when learners have established a connection, which is a communication between two learners via a post/reply interaction in the Discussions tool. The size of a learner's circle is proportional to the amount of communications the learner has exchanged with other learners, while the color indicates which risk category the learner falls into for the domain.

You can view the circle in two ways:

- **Social Learning** - Groups learners based on their social learning index.
- **Success Index** - Groups learners based on their overall success index.

Interpreting the Success Index predictive charts

The Success Index predictive charts consists of a course timeline chart and a risk quadrant.

Chart	Description
Course Timeline	The course timeline chart shows the weekly success index for a learner in the course, providing an at-a-glance view of their academic trends. Each week is color-coded to correspond with the learner's actual success level for that week.
	The course timeline chart also contains two horizontal dashed lines that represent the grade range between the potential risk and successful categories that are set during the predictive model configuration stage. For example, if potential risk is set at 60% and successful is set at 80%, then the top dashed line represents the successful level and the dashed line beneath it represents the potential risk level. This gives instructors a quick and easy way to determine at a glance what the learner's risk level for the week is.
	Course Timeline chart
Risk Quadrant	The risk quadrant positions a learner within the class based on their current success index and final calculated grade.
	In order for data to display properly in the risk quadrant, enable your course grade book to automatically keep final grades updated.
	This chart represents each learner from the course as a colored circle corresponding to their current risk category status.
	The risk quadrant is divided into the following four sections: **On-Track/Not At Risk** - Learners in this quadrant are engaged and achieving high grades. **Under-Engagement Risk** - Learners in this quadrant are not highly engaged, but are still achieving high grades. These learners may require more challenging course content. **Withdrawal/Dropout Risk** - Learners in this quadrant are struggling both in course engagement and performance. These learners may be at risk of dropping out of the course. **Academic Performance Risk** - Learners in this quadrant are engaged, but are struggling academically.

Monitor learners at risk using the Students at Risk widget

To enhance monitoring of learner success, instructors can add a new Students at Risk widget to a course homepage in Brightspace Learning Environment. Once a week, Brightspace Student Success System updates the widget to display up to 5 students that the system determines are "at risk." The sub-title of the widget reflects the predicted grades for the week.

Setting up the Students at Risk widget

By default, the Students at Risk widget does not appear in course home pages.

1. Ensure that Brightspace Student Success System is enabled.
2. From a course home page in Brightspace Learning Environment, click **Edit this homepage** in the bottom-right corner of the homepage.
3. In the **Widgets** section, click **Add Widgets**. Each panel has a corresponding **Add Widgets** button.
4. Select the check box beside the **Students at Risk** widget and then click **Add**.
5. Click **Save and Close**.

Using the Students at Risk widget

After you add the Students at Risk widget to a course home page, you can begin using the widget to monitor learner success.

By default, learner names display as **Anonymous** in the widget. This allows instructors to protect learner names in situations when the instructor displays the course home page to other learners, for example, in a classroom or during a web cast. Next to each learner name, a predicted grade for the week displays.

To view learner information for a single learner, point to the widget or move the input focus (for accessibility) to the anonymous name. To view the photos and names of all learners listed in the widget, click the **Show names** link.

To display more detailed information about that learner's predicted outcome, click on a learner's name to load the dashboard page for that learner.

To display all learners in the course and the success index, click **View all predicted grades** to load the standard D2L Student Success System page.

Monitor weekly success and risk in your class

On the class dashboard, a success index prediction displays for the current week for each learner. The success index comprises a score from 0-10 and a trend sign. The score represents the predicted end grade for the learner, rounded to the nearest whole number (for example, predicted grades of 78% or 82% would both round to 8).

There are three risk categories that can be identified by the color and shape of their representative trend signs. The levels are determined during the setup of the predictive model used to generate the predictions, and can only be changed by system administrators. The default risk categories are:

Trend arrows inside the trend signs indicate whether predictions are negative or positive compared to the previous week. An upwards trend can indicate that interventions to improve a learner's success rates were successful, while a downwards trend can indicate a learner in need of intervention.

You can filter the class dashboard based on success levels. Additionally, you can sort the class dashboard by first name, last name, and success index.

Report on learner progress

Brightspace Insights, built on the Brightspace Data Platform, includes easy to use reporting visualizations that provide a complete, near real-time picture of learners across Brightspace tools. This allows instructors to track, measure, and monitor learner progress and help improve engagement during their learning journey.

Brightspace Insights report types

Report	Description
Total Logins	Total number of logins for the Org.
Tool Access	Tool usage for the Org.
Tool Access - Course Report	Tool access for a single course. This is useful for understanding learner engagement with course tools, for example, how many enrolled learners use the Discussions tool for a course.
Course Access	The number of users that accessed a course on each day over a selected date range. This is useful for measuring user engagement within a course.

Run a Brightspace Insights report

To run a report for the entire instance:

1. From the navbar, click **Insights Portal**.
2. Under **Category**, click one of the following **Brightspace Insights** reports:
   - **Tool Access**
   - **Total Logins**

To run a report for a course:

1. Navigate to a course.
2. From the navbar, click **Insights Portal**.
3. Under **Category**, click one of the following **Brightspace Insights** reports:
   - **Course Access**
   - **Tool Access - Course Report**

Brightspace Insights in the Course Overview widget

After you run a report, each report visualization type includes additional information and filters to help you understand and display the report data that is meaningful to you. You can also export the report data for further analysis in third party tools.
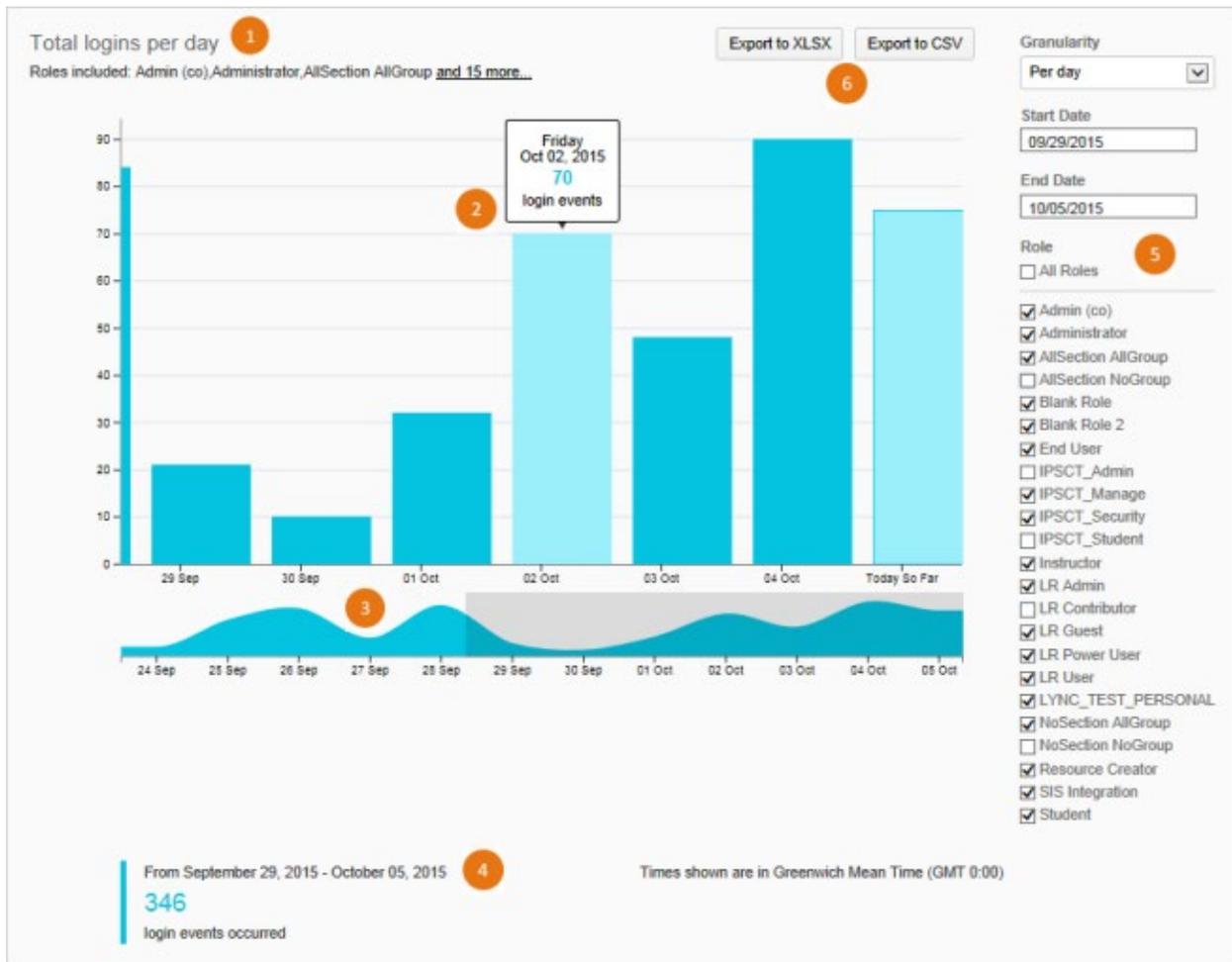
1. Title:
   - The report title displays the report type, for example, Total logins per day.
   - If role filtering is enabled, a subtitle displays the roles included in the report, for example, Roles included: Admin (co), Administrator, AllSection, AllGroup and 15 more. Roles that appear on the report indicate that there is at least one user with that role in the org unit of the report you are viewing. You cannot filter out any of the roles that appear in the org unit.
2. Tooltips:
   - Pausing on a chart element displays detailed information in a tooltip, for example, the date and number of login events. In a pie chart, the corresponding name in the summary table is also highlighted. Pausing on a name in the summary table for a pie chart displays a tooltip on the corresponding chart element.
   - Pie graphs contain tooltips. For example, as you point to pie segments in the Total Logins report, a tooltip displays details about the segment such as the number of logins and date range.
3. Sparkline:

- For a bar chart, the sparkline displayed below the chart provides context for the bar chart, for example, the number of logins for a longer date range than the bar chart displays.
- By clicking and dragging either edge of the display window of a sparkline, you can modify the date range for the report. This has the same effect as manually modifying the date range in the report control panel. By clicking and dragging the window, the display window can be shifted to earlier or later along the sparkline while maintaining the selected range of dates.

4. Summary:
- For a bar chart, a summary appears below the sparkline that displays the current date range and events, for example, the total number of logins the occurred in the last 7 days
- For a pie chart, tabular data appears below the chart for data transparency and accessibility. For example, the Tool Access report displays each tool, interactions as percentages, and the number of interactions. Clicking on a cell highlights the cell and column.
- For the Tool Access report, only the 10 most frequently used tools appear by name in the pie chart and summary. The remaining tools are grouped under Other. For the Tool Access report, any page that is configured in the software to generate a UserInteractionEvent counts as a page view. When a user browses from page to page within a tool, such as Discussions, Quizzes, or Content, each page counts as an additional event.
- The specified date range appears in the report title.

5. Filters:
- You can dynamically filter a report by date and role.
- For a pie chart, you can filter the report by Time span. For example, you can filter the Tool Access report by the last 7 days, 30 days, or 12 months. By default, the Tool Access report displays the last 7 days.
- For a bar chart, you can filter a report by Date range and Granularity. For example, you can filter the Total Logins report by the last 7 days, 12 months, or a custom date range. You can specify the granularity Per day or Per month.
- The Role filter allows you to filter report data by a specific role, multiple roles, or all roles. For example, you can see how many learners log in to Brightspace Learning Environment during a specific date range and what tools they interact with.
- By default, all roles display when you run a report.
- In the Role filter, roles are sorted alphabetically and are provided based on the roles list in the Roles and Permissions tool in Brightspace Learning Environment. You cannot customize which roles display in the Role filter.

6. Export options:
- Export to XLSX - Saves the report as an XLSX file to open in Microsoft® Excel®. In the XLSX file, the Dataset sheet displays the data used to generate the report and the Report sheet displays the report visualization.
- Export to CSV - Saves the report as a CSV (comma separated values) file so that it can be read by any text editor. You can also import the file to other tools or open it in Excel.

- When you export a report, the dataset only includes data that matches the current filters.

About D2L

A global leader in EdTech, D2L is the creator of Brightspace, the world's first integrated learning platform.

The company partners with thought-leading organizations to improve learning through data-driven technology that helps deliver a personalized experience to every learner, regardless of geography or ability. D2L's open and extensible platform is used by more than 1,100 clients and almost 15 million individual learners in higher education, K–12, healthcare, government, and the enterprise sector—including Fortune 1000 companies.

The company has operations in the United States, Canada, Europe, Australia, Brazil, and Singapore. www.D2L.com

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