

# Set Up and Deliver a Course

## *Instructor Guide*

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## 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
February 3, 2022	<p>Updated the <a href="#">About Brightspace Editor</a> topic with the new page attributes (title and language) functionality.</p> <p>Updated the <a href="#">Create an agent</a> topic to include adding a category to the agent.</p> <p>Updated the <a href="#">Edit an agent</a> topic to reflect the new Bulk Edit functionality.</p> <p>Added the <a href="#">Configure the visibility of courses in Discover</a> topic.</p> <p>Updated the <a href="#">Configure a course for self-enrollment with Discover</a> topic to include the ability to configure the visibility of courses.</p> <p>Updated the <a href="#">What kinds of files can I use for course content?</a> topic with permissions to download and print content.</p>
January 6, 2021	<p>Updated the <a href="#">Navigating in the Lessons interface</a> topic with the new View Reports option.</p> <p>Updated the <a href="#">Add Existing material</a> topic as availability dates can now be added to LOR linked content.</p> <p>Updated the <a href="#">Checking course content statistics</a> topic with steps for accessing page using both content experiences.</p> <p>Removed the <a href="#">Check course content statistics</a> topic.</p> <p>Added the <a href="#">Audio-Video Player</a> topic and the <a href="#">Audio-Video Editor</a> topic.</p>
December 2, 2021	<p>Updated the <a href="#">Components for Import/Export/Copy</a> topic to note that Intelligent Agents can now be imported and exported between courses.</p> <p>Updated the <a href="#">Content tool overview for instructors</a> topic with updated badges in the Table of Contents.</p>
November 4, 2021	<p>Updated the <a href="#">About Brightspace Editor</a> topic to include additional tools that support the drag/drop and copy/paste functionality.</p> <p>Updated the <a href="#">About the Work To Do widget</a> topic to include information about configuring date ranges.</p>
October 7, 2021	<p>Updated the <a href="#">About Brightspace Editor</a> topic.</p> <p>Added the <a href="#">View Course Import history</a> topic.</p>

September 2, 2021	<p>Updated topic: <a href="#">Adding SCORM objects to Lessons</a>.</p> <p>Updated the <a href="#">What course components can be exported?</a> topic to add release conditions and any associations.</p> <p>Updated the <a href="#">Components for Import/Export/Copy</a> topic to include the ability to export and import release conditions.</p>
August 5, 2021	<p>Updated topics to replace HTML Editor to read as Brightspace Editor.</p> <p>Updated the <a href="#">Create course content in the new Content experience (Lessons)</a> topic.</p> <p>Updated the <a href="#">Organizing course content in Lessons</a> topic.</p> <p>Updated the <a href="#">Navigating in the Lessons interface</a> topic.</p> <p>Updated the <a href="#">Create a new unit</a> topic.</p> <p>Updated the <a href="#">Create material by adding a link</a> topic.</p> <p>Updated the <a href="#">Create a new lesson</a> topic.</p> <p>Updated the <a href="#">What kinds of files can I use with Lessons?</a> topic.</p> <p>Updated the <a href="#">Create new material</a> topic as <b>External Tool Activity</b> is no longer an option in the <b>Create New</b> menu.</p> <p>Updated the <a href="#">Add Existing material</a> topic.</p> <p>Updated the <a href="#">Using HTML templates in Lessons</a> topic.</p> <p>Removed the <a href="#">Exemptions in Lessons</a> topic.</p> <p>Updated the <a href="#">Set a course timeframe</a> topic.</p> <p>Updated the <a href="#">About Brightspace Editor</a> topic.</p>

## Set up and deliver a course

To set up and deliver a course to learners, instructors can perform the following tasks:

- Set up a course
- Design an accessible course
- Create course content
- Administer a course
- Monitor a course

## Set up course

Instructors can set up a course with the following tools:

- Log and classify books as course materials with the Book Management tool
- Insert third party content into a course with Learning Tools Interoperability (LTI) links
- Add metadata to learning resources with the Metadata tool
- Self register into a course with the Self Registration tool
- Automatically customize course content with replace strings
- Find activity that matches certain criteria with the Intelligent Agents tool
- Define how learning materials interact with one another with SCORM
- Upload and organize course files with the Manage Files tool
- Build a course with the Course Builder tool
- Create a course homepage and widgets
- Create a course navbar and theme

## Build a course

Use Course Builder to interact with your course materials, learning experiences, and assessments in one consolidated interface, allowing you to visualize and review your entire course at once. The Course Builder interface is straightforward and efficient, transforming the process of course design and set-up from multiple steps in different tools into simple one-step actions.

As you build your course, Course Builder interacts with the following Brightspace Learning Environment tools:

- Content
- Manage Files
- Discussions
- Assignments
- Quizzes
- Grades
- Competencies

Course Builder also extends instructional design guidance provided by the Instructional Design Wizard by implementing and displaying the blueprint you create in the wizard. If you decide not to use the Instructional Design Wizard, Course Builder still enables you to incorporate instructional design best practices when planning your course. As you build your course outline with modules and placeholders, you can add notes to each module and placeholder summarizing your course goals and learning objectives. When you are ready, you can populate your outline by creating appropriate lessons and activities within Course Builder.

## Course Builder terminology

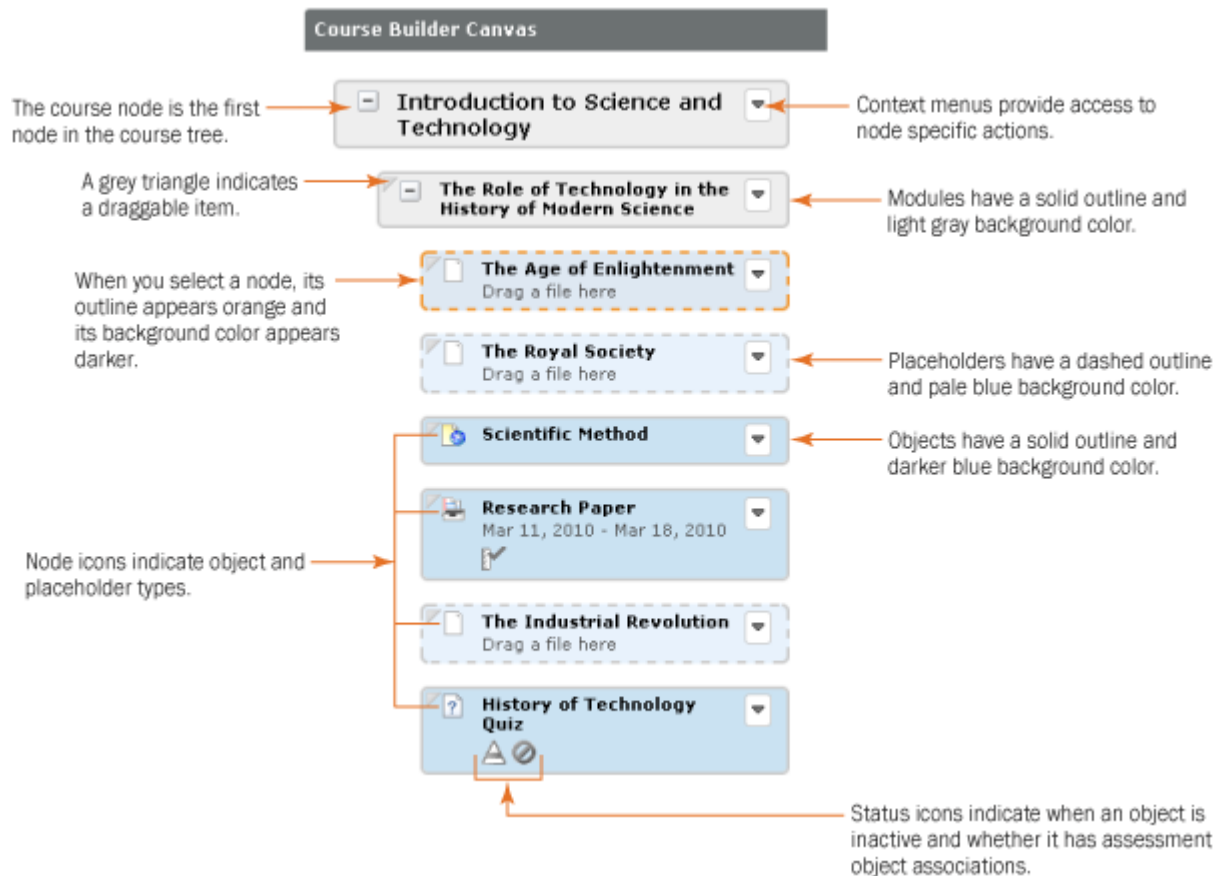
Item	Description
Nodes	Each structure element in the course tree is called a node. Node is a general term that can represent a module, placeholder, or object.
Modules	A module is an organization element that can represent different chapters, units, or sections of your course. You must create a module in Course Builder before you can begin adding objects and placeholders.
Placeholders	<p>A placeholder is essentially a container for an object. It is not visible to learners until you add an object to it. There are five placeholder types: link, file, discussion, assignment, and quiz.</p> <p>Placeholders help you define the structure of your course before you are prepared to compile actual course content. This enables you to plan your lectures, discussion topics, assignments, tests, and other course activities before you begin creating them.</p> <p>You can populate placeholders when you are ready by creating new content or linking to existing content. For example, if the completion of a particular course unit depends on acquiring files from another resource, drag placeholders into the course tree to represent those files until you receive them.</p>
Objects	<p>Objects are simply learning materials, activities, or assessments in your course. Object types include: links, learning objects, HTML files, discussions, assignments, quizzes, grade items, and learning objectives.</p> <p>When you create an object in Course Builder, you are in effect creating it within its respective tool and adding it to your course content. For example, when you drag a quiz object into the course tree from Add Content, Course Builder prompts you to enter its basic details and creates the quiz in Manage Quizzes. At a later time, you can go to Manage Quizzes to edit advanced quiz properties and add questions.</p>



## Understanding nodes and the course tree

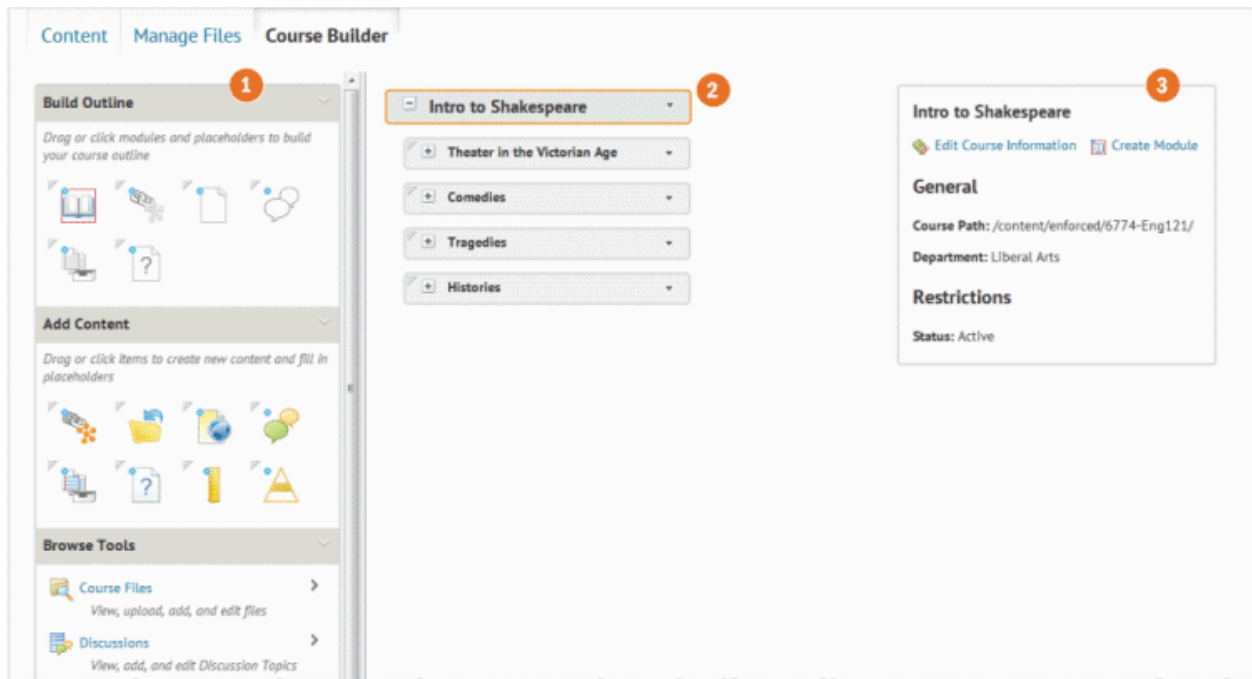
The course tree represents course content as a hierarchy of nested nodes. The appearance of each node denotes its type, the object type it holds, and the actions you can perform on it.

The first node in the course tree is the course node. When selected, you can change your course offering information in the selected node panel.



## Course Builder interface overview

The Course Builder user interface consists of three sections.



Section	Description
1) Toolbox	<p>You can add modules, placeholders, and objects to the course tree from three areas within the toolbox: Build Outline, Add Content, and Browse Tools.</p> <p>Build Outline provides you with module and placeholder elements that you can add to your course tree to create your course outline.</p> <p>Add Content provides you with a selection of objects you can create and add to the course tree or drag onto placeholders in the course tree. Direct access to object types within Course Builder enables you to bypass the complexity of setting up objects in their individual tool areas. You can create and add the following objects to the course tree:</p> <ul style="list-style-type: none"> <li>• Links</li> <li>• HTML files</li> <li>• Discussion topics</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Learning objectives</li> <li>• Existing learning objects from Brightspace Learning Repository</li> </ul> <p>Browse Tools displays a library of pre-existing objects in your course tools. From Browse Tools, you can locate and add these pre-existing objects to the course tree or drag them onto placeholders in the course tree. This section of the toolbox features a drill-down menu with breadcrumb links that appear at the top of the</p>

	<p>toolbox as you navigate deeper into the menu. You can click on breadcrumb links to return to a previous section.</p>
2) Course Tree	<p>The course tree is a visual representation of your course structure. It displays the hierarchy of your course content as a series of nested nodes. The course tree simplifies the process of rearranging, copying, and deleting your course structure.</p> <p>Each structure in the course tree is called a node. Node is a general term that represents a module, placeholder, or object.</p> <p>Each non-module node in the course tree includes an icon indicating its type. This can help you to see what's in your course at a glance.</p>
3) Selected Node Panel	<p>When you select a node in the course tree, the selected node panel displays its details and enables you to perform actions on that node. From the selected node panel you can:</p> <ul style="list-style-type: none"> <li>• View general properties for an object</li> <li>• Edit placeholder properties to change the display name or add planning notes</li> <li>• Edit object properties</li> <li>• Launch an object's associated system tool</li> <li>• Perform node-related actions</li> </ul>

## About course images

To help instructors and course designers to create great visual experiences for their learners, the My Courses widget course tiles now include an instructor-chosen photograph. D2L provides an image library of over 3000 images which are licensed for use within the Brightspace Platform. Instructors and course designers can also upload their own image.

Be aware of the following image size recommendations:

- For logo images used on navbars, ensure that your image is a maximum size of 260 pixels by 60 pixels, and saved as SVG filetype.
  - For course images, it is recommended that images are 2400 pixels by 960 pixels. Keep in mind that the display height and width of these images may vary in different tools and on different screens and devices. Ensure that any images that you are using appear correctly at different sizes and crop points on laptop, tablet, and mobile device screens.
- Note:** To maintain security, ensure any .jpg images are clear of EXIF (exchangeable image file) data.

## Change the course image using the My Course widget actions menu

Instructors with the permissions See Course Info and Change Course Image can change the image via the course tile through the following steps:

1. Log into Daylight-enabled Brightspace as an Instructor.
2. In the **My Courses** widget actions menu, hover over or tab to a course image.
3. Select **More Options**.
4. From the drop-down menu, select **Change Image**.
5. In the Course Image Library, find the desired image.
6. Select **Use this image** on the image you wish to use.

## Adding an optional course image banner on a widget-based homepage

It is possible to add a course image banner below the navigation bar on widget-based homepages for courses (and other org units such as departments, in the Brightspace Daylight Experience). The banner provides a venue to personalize the look and feel of homepages and provide a connection between the course tile in the My Courses widget and the homepage.

Administrators control the prominence of this feature in the Brightspace Daylight Experience. By default, the **d2l.Tools.Homepages.Banner.DefaultForCourses** and the **d2l.Tools.Homepages.Banner.DefaultForOtherOrgUnits** configuration variables are turned off, indicating that instructors can opt in to using the banner image. To provide instructors with increased homepage personalization options in the Brightspace Daylight Experience, administrators should consider turning on the image banner by default and setting the **See Course Info** and **Change Course Image** permissions at the appropriate org unit levels. If the configuration variables are turned on, and the form element **Use Course Image** is set to **Is Displayed**, instructors can remove the banner using an option on the Course Offering Information page.

## Change the course image using the Course Image banner

Instructors with the permissions **See Course Info** and **Change Course Image** can change the banner image for the course or custom org unit (i.e. department).

1. Log into Daylight-enabled Brightspace as an Instructor.
2. Select a course or org unit.
3. On the homepage, hover over or tab to the Banner.
4. In the Banner image, select **More Options**.
5. In the drop-down menu, select **Change Image**.
6. From the Course Image Library, find the desired image.
7. Select **Use this image** for the image you wish to use.

## What is the relationship between Course Builder and Content?

As you add modules, placeholders, and objects to the course tree, Course Builder synchronizes with various tools within Brightspace Learning Environment, including the Content tool.

The way Course Builder interacts with the Content tool depends on what you add to the course tree:

- When you add a module to the course tree, the system generates a content module which appears in the Content tool.
- When you add a placeholder to the course tree, the system generates an empty content topic. This content topic is hidden from the Content tool until you attach an object to the placeholder.
- When you add an object to the course tree, the system generates a content topic. This content topic is visible in the Content tool. If you edit an object's placeholder name or notes within Course Builder, you are editing the name and shared designer comments of the corresponding content topic within the Content tool.

To see how Course Builder content displays for learners, from the tool navigation, access the Content area.

## Creating a course structure

### Add a module or placeholder

1. On the navbar, click **Course Admin**.
2. Click **Course Builder**.
3. From the **Build Outline** section of the toolbox, do one of the following:
  - Drag a module or placeholder into the course tree in the location you want.
  - Click on a module or placeholder element. From the **Select a location** dialog, click on the location you want to add your module or placeholder.
4. Enter the module or placeholder details.
5. Click **Create**.

### Add a new object

When you create an object in the toolbox or drag a new object into the course tree, Course Builder interacts with its tool, enabling you to populate basic information and attributes. This streamlines the process of setting up your resources so you can focus on developing your course. From the toolbox or selected node panel, you can launch an object's corresponding tool to complete and finalize its details.

1. On the navbar, click **Course Admin**.
2. Click **Course Builder**.
3. From the **Add Content** section of the toolbox, do one of the following:
  - Drag an object type into the course tree in the location you want.
  - Click on the object type you want to create. From the **Select a location** dialog, click on the module or placeholder you want to add your object to.
4. Enter the object details.
5. Click **Create**.

## Add an existing object

1. On the navbar, click **Course Admin**.
2. Click **Course Builder**.
3. From the **Browse Tools** section of the toolbox, locate the existing object you want to add to your course.
4. Do one of the following:
  - Drag the object you want to add to your course into the course tree in the location you want.
  - Select the check box beside the object you want to add to your course structure and click **Add to Course**. From the **Select a location** dialog, click on the module or placeholder you want to add your object to.

## Add a new evaluation object

After adding activity objects (discussions, assignments, and quizzes) to your course structure, you can associate them with evaluation objects (grade items and learning objectives). If an evaluation object is already associated with an activity, that association appears in the evaluation object's details when you browse objects. At the same time, an activity object displays grading details when it is associated with an evaluation object.

1. On the navbar, click **Course Admin**.
2. Click **Course Builder**.
3. From the **Add Content** section of the toolbox, do one of the following:
  - Drag an evaluation object type onto a discussion, assignment, or quiz in the course tree.
  - Click on the evaluation object you want to create. From the **Select a location** dialog, click on the discussion, assignment, or quiz you want to add your evaluation object to.
4. Enter your evaluation object's details.
5. Click **Create**.

## Add an existing evaluation object

1. On the navbar, click **Course Admin**.
2. Click **Course Builder**.
3. From the **Browse Tools** section of the toolbox, locate the existing grade item or learning objective you want to add to your course.
4. Do one of the following:
  - Drag the evaluation object you want onto a discussion, assignment, or quiz object in the course tree.
  - Select the radio button beside the evaluation object you want and click **Add to Course**. From the **Select a location** dialog, click on the discussion, assignment, or quiz object you want to add your grade item or learning objective to.

## Repair broken objects

Deleting or moving files, links, discussions, assignment submissions folders, and quizzes within their tools can result in broken objects. If an object breaks, Course Builder displays a broken link status icon within its node. The object becomes a placeholder retaining its name and notes.

To repair a broken object, drag an object from the toolbox onto the placeholder.

## Upload and organize course files

The Manage Files tool is a file management system for your course. You can use this tool to organize and upload files associated with your course offering. We recommend that you organize your files into folders, creating a folder for each module of content.

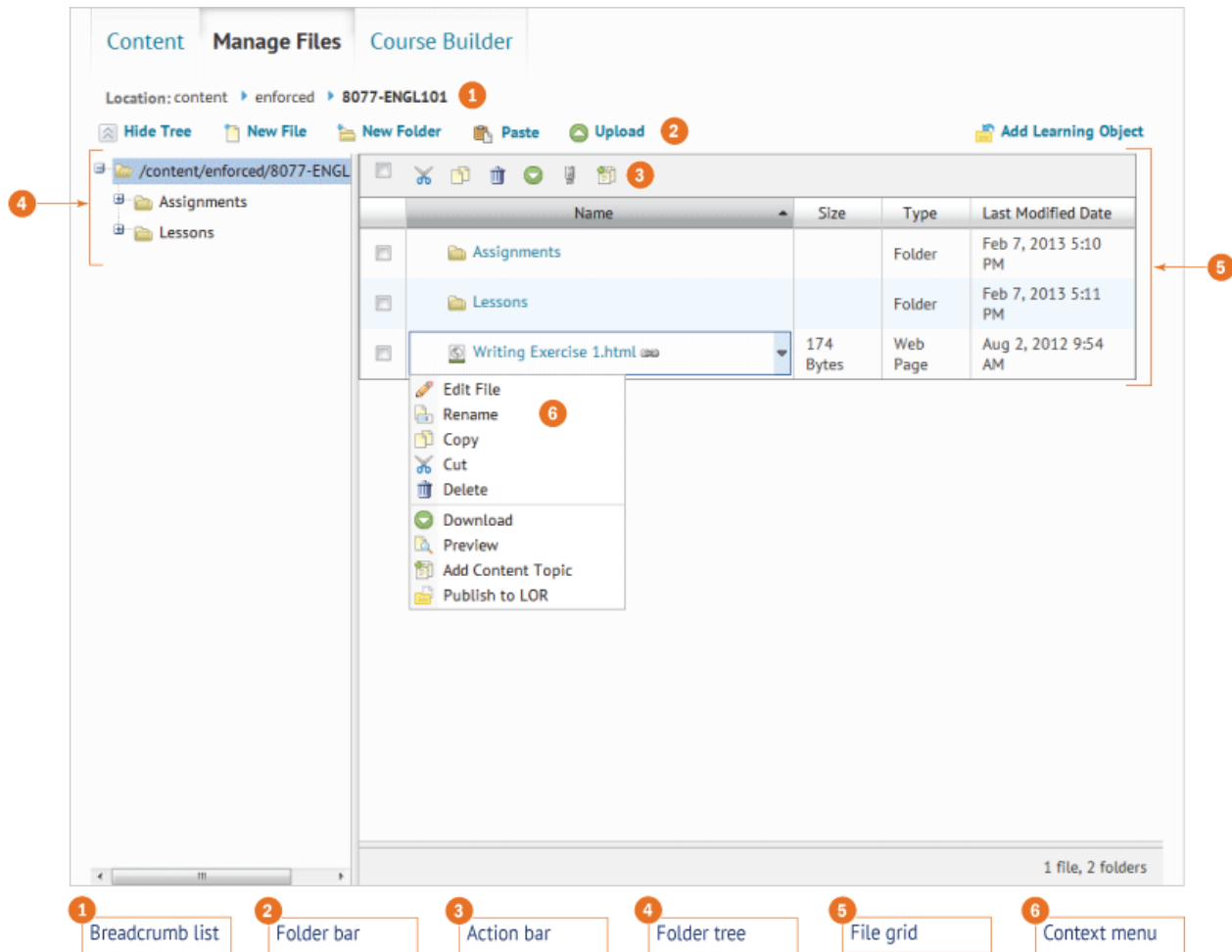
Manage Files enables you to select and upload files from your computer to Learning Environment. You can upload most file types to a content directory in Manage Files, but only files with specific extensions can be used as content topics.

The functions you can perform in Manage Files can be divided into the following two categories:

- **Organize and manage course files and folders** - Perform tasks such as creating, editing, deleting, uploading, moving files and folder, and zipping and unzipping files.
- **Create topics from your files** - You can create topics using files from your course content structure.

Note: When you unzip a file on the Manage Files page in a course, a message notifies you that the operation is happening in the background and that you will be notified when it is complete. This allows you to perform other tasks while waiting for the operation to complete.

When the file successfully unzips, a notification appears in the minibar. Clicking the notification takes you back to the Manage Files page in the course.



## Apply content permissions on folders in Manage Files

If your organization enables the enrollment security configuration variable, users with the Access Course Files When Enrollment Security is Enabled role permission can access Manage Files to view and download course files.


If you want to hide specific course files from users, you can store those files in protected folders using folder names that begin with a dot (for example, `.personal_notes`). You can also rename existing folders to protect them. Protected folders are only available to users with the See File Listing role permission.

1. Create a folder, or edit an existing folder.
2. Add a period at the start of the folder name (for example, `.personal_notes`).



## Create a Content topic in Manage Files

### To create a Content topic in Manage Files

You can create a content topic using a file directly from Manage Files. The  Link icon displays beside files in use as topics in the Content tool.

1. On the **Manage Files** page, select the check boxes beside the files you want to designate as topics.
2. From the action bar, click the **Add Content Topics** icon.
3. On the **Add Multiple Topics** page, from the drop-down list, choose a **Parent Module** for the topics.
4. Enter **Topic Titles**. If you rename a file that is a topic in your course, it automatically updates the file reference in the **Manage Content** area.
5. Click **Add**.

Use caution when moving files and folders if they are referenced in the Content area. Moving a file that is currently in use as a topic might result in a broken link.

## Create a course homepage and widgets

The homepage is the first page you see when you view the organization's My Home page or enter a course. The typical default homepage is widget-based. Widgets are sections of content that provide information and links to tools, courses, and personal settings. Organization and course homepages can point to Brightspace Learning Environment tools, such as Announcements or Content, or an external URL.

Widgets are the building blocks of homepages. You can create, edit, delete, customize, and preview the widgets in your organization.

There are two types of widgets available for your homepages:

- System Widgets
- Custom Widgets

## Share homepages and widgets

Homepages and widgets can only be shared downward, to child org units. To ensure that a custom widget or homepage can be shared with child org units, create it at the organization, department, or semester level.

To make a homepage available to child org units, on the **Edit Homepage** page, select the **Share with child org units** check box. When this option is selected, the homepage displays on the Homepages page of a child org unit.

To make a custom widget available to child org units, on the **Edit Widget** page, select the **Add an Org Unit** check box. When this option is selected, the child org unit displays the custom widget in the Add Widgets list.

## Make a course homepage the active homepage

All courses are initially set up with a default course homepage by your system administration. You can use the Homepage Management tool to create a new homepage and set it as the active homepage for your course. Course homepages might be enforced by your organization. If so, the homepage listed on Homepages displays an Enforced status, and you cannot change your active homepage.

There are three types of course homepages you can use: Widget-based (Displays a standard homepage with various widgets), Tool (Displays a system tool, such as Content, as your homepage), and External URL (Displays an external web page as your course homepage).

1. To make your newly created homepage the active homepage of an org unit, on the **Homepages** page, from the **Active Homepage** drop-down list, select the homepage
2. Click **Apply**.

## Setting column layout on a homepage

1. On **Admin Tools > Homepage Management**, select **Homepages**.
2. Do one of the following:
  - a. Click **Create Homepage** and name the new homepage
  - b. Copy an existing homepage to create a new homepage
3. Select **Share with child org units** if the homepage is at the organization or department level and you want it to be available to child org units, such as courses.
4. Select **Change Layout** and choose a one- or two-panel layout.
5. Click **Add Widgets** to put widgets into the panels.
6. Click **Save**.

## Create a widget-based homepage

Widget-based homepages display a standard homepage that contains various widgets. After you create the homepage, you can add or remove widgets, customize their appearance, and create custom widgets to expand the functionality of your course homepage.

1. On the navbar, click **Course Admin > Homepages > Create Homepage**. Or, from the ... **[Homepages Action Menu]** at the bottom of the homepage, click **Manage Homepages**.
2. Click **Create Homepage**.
3. Enter a name and description for your homepage.
4. In the **Type** drop-down list, select **Widget-based**.
5. To add a header to your homepage below the navbar, select **Include homepage** header.
6. Enter the replace string of the information that you want it to display. Replace strings are placeholders that refer to information in Brightspace Learning Environment; the system replaces these placeholders with the corresponding information when you apply them to a homepage header.
7. To choose a layout for a widget-based homepage, click **Change Layout**.
8. To add widgets to your homepage, click **Add Widgets**.

9. Style your added widgets by adjusting their properties.
10. Click **Save and Close**.
11. From the **Active Homepage** drop-down menu, select your homepage and click **Apply**.

## Add an optional course banner to a widget-based homepage

It is possible to add a course image banner below the navigation bar on widget-based homepages for courses (and other org units, such as departments, in the Brightspace Daylight Experience). The banner provides a venue to personalize the look and feel of homepages and provide a connection between the course tile in the My Courses widget and the homepage.

Administrators control the prominence of this feature in the Brightspace Daylight Experience. If the feature is turned on, the banner appears at the top of the course homepage by default. If you have the appropriate permissions, you can change or remove the course banner using the Options menu on the banner, the Edit Homepage menu at the bottom of the homepage, or the Homepage Banner setting on the Course Offering Information page.

## Adding a course image banner that is not turned on by default

If your administrators do not configure the course image banner to be turned on by default, you can turn it on using the Course Offering Information page. Course images are used for the My Courses Widget, the course image banner and in Brightspace Pulse, and on all devices and screen resolutions. While the display size for the banner is 1170 by 200 pixels, it is recommended that the image you upload is 2400 by 960 pixels to ensure that the image you select displays clearly for all these scenarios. Images are automatically resized for the appropriate location and display.

1. From the navbar, click **Course Administration** and select **Course Offering Information**.
2. Click **Browse** and search for the image you want to use as the course banner.
3. Select **Display the image in a banner on the course homepage**.
4. Click **Save**.

## Edit image titles on homepage banners

Instructors with appropriate permission can change the homepage banner image titles. The title can be changed to the Org Unit Name, a custom value (such as Hello {FirstName}) or the title can be deleted and nothing displays in the banner.

1. Hover over or press TAB to enter the homepage banner to see the Banner Settings menu.
2. Click to open the menu and select **Customize Banner Text**.
3. Do one of the following:
  - a. Click **Org Unit Name** and enter or edit the name. This is the default that appears in the banner.
  - b. Click **Custom** to enter a custom value (such as Hello {FirstName}). To view information about what other strings you can use, click the inline help link.
  - c. Click **None** to delete the current text and display no title on the banner.

4. Click **Save**.

## Editing the widgets on a homepage

### To edit the widgets on a homepage

1. On the **Admin Tools > Homepage Management** page, select **Homepages**.
2. Click to select the homepage you want to edit.
3. In the Widgets area, do any of the following:
  - Click **Add Widgets** to add new widgets to the panels on your homepage.
  - Click **Remove** to remove an existing widget from the homepage.
  - Click on a widget to edit the appropriate fields to hide the title bar, replace the widget name, or restrict the ability to minimize the widget.
4. Click **Save**.

## Updating the default settings across all homepages that use a widget

1. On the **Admin Tools > Homepage Management** page, select **Widgets**.
2. Select the **Custom Widgets** tab or **System Widgets** tab.
3. Click **Customize** for the selected widget and make the required changes.
4. Click **Save**.

## Create a tool-based homepage

A tool-based homepage displays a system tool, such as Content as your homepage.

1. On the navbar, click **Course Admin > Homepages > Create Homepage**.
2. Enter a name and description for your homepage.
3. In the **Type** drop-down list, select **Tool**.
4. Select the tool you want to use as the homepage.
5. Click **Save and Close**.

## Create a homepage with an external URL

An external URL homepage displays a web page external to your organization as the course homepage.

1. On the navbar, click **Course Admin > Homepages > Create Homepage**.
2. Enter a name and description for your homepage.
3. In the **Type** drop-down list, select **External URL**.
4. Enter the URL location you want to use as your course homepage.
5. Click **Save and Close**.

You can use a replace string to populate an external URL for an org unit. If you configure a homepage URL as follows: `https://www.bing.com/search?q={OrgUnitId}`, the replace string is populated with the users current OrgUnitId when the homepage is accessed.

## List of system widgets

System widgets are defined by the Brightspace Learning Environment platform. You cannot modify the contents of system widgets or delete them, but you can change where the widgets are located on your course homepage and customize their display options.

Widget	Description
Admin Tools	The Admin Tools widget displays all of your available administrative links and provides easy access to the tools that you need to manage. The number of administrative links you are able to see in the Admin Tools widget is determined by your role's permission settings in the Roles and Permissions tool.
Announcements	The Announcements widget communicates important updates and information to users. You can create Announcements items with formatted text, graphics, audio, and quicklinks. You can also choose the date range and conditions for a Announcements item's availability.
Awards Leaderboard	<p>The Awards Leaderboard is a customizable system widget that can be added to the homepages of course offerings or any shared homepage. It displays the top 10 users who have earned badges (Awards) in the course. Course administrators 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/credits falling within the top 10 grouping are sorted by name in alphabetical order.</p> <p>The Awards Leaderboard widget is part of a premium package, and may not be available in your organization.</p>
Bookmarks	This widget is used to bookmark pages in course content. The bookmark widget is typically located on course offering homepages.
Calendar	The Calendar widget consists of a mini-calendar and a list of upcoming events. It displays all events created by instructors and administrators for the applicable month. Clicking on a day in the widget's mini-Calendar filters the event list to only display events for that day. Clicking on an event in the widget takes you to the event in the Calendar tool.
Capture	The Capture widget enables you to access the recording and presentation functions of Brightspace Capture Encoder, and provides direct links to all Capture presentations in a course to learners.

Widget	Description
Content Browser	The Content Browser widget enables you to browse course content, view recently visited topics, and view bookmarked topics from your course homepage. You can access your recently viewed and bookmarked topics from the content browser home and use the drill-down menu to navigate course content topics and modules. As you navigate deeper into content modules, the navigation at the top enables you to move up one module level or jump backwards to the Content Browser home. To view a topic, click on its name to launch it in View Content. The Content Browser widget retains the place you left off when you return to your course homepage.
Course Administration	The Course Administration widget displays links to your course administration tools. The number of links you are able to see in the Course Administration widget is determined by your role's permissions in the Roles and Permissions tool.
Google Search	The Google Search widget enables you to search the web from your homepage. Your search results open in a new window using your default internet browser.
My Courses	The My Courses widget shows course offerings in which users are enrolled and can access. Users can pin courses in the widget and navigate to course homepages by clicking the course tiles. Pinned course tiles display notifications for unevaluated assignment submissions and quizzes, and unread discussion posts.
My Settings	The My Settings widget only displays links the user has permission to view. These permissions are located under Account Settings in the Roles and Permissions tool. Users with permission to edit specific course offerings can access the Course Management tool from the widget menu.
Office 365	The Office 365 widget allows you to log in to your Office 365 account by entering your credentials. When you log in, the widget displays a list of your emails, calendar events, and OneDrive documents. Clicking anywhere in the widget takes you directly to your email, calendar, or OneDrive, depending on which tab you're on. Navigating to an individual email, calendar event, or OneDrive document within the widget is currently not supported.
Role Switch	The Role Switch widget enables you to temporarily switch your active role to another role in your organization by selecting it from a drop-down list. You can then navigate the org unit based on the permissions of another role without having to log out and log in as another user. For example, you can select another role to see how Course Home or a quiz appears to users in that role.

Widget	Description
Tasks	<p>The Tasks widget enables you to view and manage tasks from the Calendar tool. You can add a due date and additional notes to each task, and the system sorts them into the categories of Today, Upcoming, or Someday (no due date).</p> <p>If you mark a task complete, it disappears from the list. However, you can click the View Completed Tasks link to review the tasks you've finished.</p>
Updates	<p>The Updates widget can be configured to display any of the following links:</p> <ul style="list-style-type: none"> <li>• Unread submission files</li> <li>• Unevaluated assignment submissions</li> <li>• Unread discussions posts</li> <li>• New email</li> <li>• Ungraded quizzes</li> <li>• Quizzes that have not been attempted</li> <li>• Self-registration updates</li> </ul> <p>The Updates widget can only be configured or updated by a D2L Implementation Services Specialist or D2L Support. Please contact D2L Support if you want to customize the links displayed.</p>
User Links	<p>The User Links widget allows users to create a personal list of links to external websites.</p>
Work To Do	<p>The Work To Do widget provides learners with a summary of their assigned learning activities that are overdue or have an upcoming due date or end date across all their courses (when added to the Organization homepage). If the Work To Do widget appears on a course homepage, the summary of learning activities only applies to the specific course.</p>

## Creating a custom widget

Custom widgets allow you to expand the functionality of available content in your homepages to suit your specific organizational and course needs. You can add custom HTML code to create a wide range of widgets. As an Instructor, you can create custom widgets for your courses, or use custom widgets shared to your course offerings from the organization, department, or semester level.

Your administrator may have chosen to implement an additional safeguard on custom widgets called 'sandboxing'. When a custom widget is sandboxed, a secure iFrame is created around the widget and prevents scripts from executing outside the widget. You can view if a widget is sandboxed or not on the list of custom widgets. Un-sandboxed widgets are not unsecured per se, but should only be created by trusted roles.

In the widgets list, un-sandboxed widgets have a warning icon:





Figure: The float-over text on the icon indicates that the widget is not sandboxed.

## Create a custom widget

1. On the **Course Home** page, click **Course Admin > Widgets > Create Widget**.
2. Enter a name and description for the widget.
3. To add your own HTML content to the widget using the HTML Source Editor, click the **Content** tab > **HTML Source Editor** icon. Add your HTML custom code.
4. To apply different styling options to the widget, click **Customize Widget Style**.
5. In **Widget Settings**, do any of the following:
  - To hide the titlebar, clear the **Display Titlebar** check box.
  - To enable sandboxing of widget content, click to select **Widget is Sandboxed** and/or **Render in iFrame**. **Note:** If your role does not have permission to toggle this setting, but you feel your widget needs to be unsandboxed to behave as expected, please contact an administrator with the **Widget Security** permission.
  - To remove the default border style, clear the **Display widget container style** check box.
  - Select **Prohibit minimizing widget** to prevent users from closing the widget on the homepage
6. To set a custom title, in the **Widget Name** section, select the **Custom** radio button. Enter your text in the field.
7. Click **Save**.
8. To attach release conditions to the widget, click the Release Conditions tab and do one of the following:
  - Click **Attach Existing** then select from existing release conditions available to the org unit. Click **Save**. From the dropdown list, select **All conditions must be met** or **Any condition must be met**.
  - Click **Create and Attach** to create a release condition and attach it. Click **Create**. From the drop-down list, select **All conditions must be met** or **Any condition must be met**.
9. Click **Save and Close**.

## View and edit data on custom widgets

In order for clients to store data related to Custom Widgets, a dedicated storage area tied to the widget, org unit, and user is available. This area can store information such as the settings for a



widget, including the status of a user dismissing a message or hiding the custom widget, or widget adoption in a specific course. By default, the system does not track custom data; the data can be accessed and manipulated using API calls.

For more information about using APIs to view and manipulate the custom widget data, see [Brightspace Developer Docs](#).

## About the Work To Do widget

The Work To Do widget provides learners with a summary of assigned learning activities from all their courses that are overdue or have an upcoming due date or end date. The widget can be added to Brightspace homepages to aggregate data from all courses, and to course homepages to show only due and overdue learning activities from the course.

The Work To Do widget displays the following learning activities:

- Assignments
- Checklists
- Content
- Courses
- Discussions
- Surveys
- Quizzes

Learning activities only appear in the Work To Do widget when the activity has a defined due date or end date. By default, the widget displays activities due or ending in the upcoming 2 weeks, and overdue work from the previous 12 weeks; however, it is possible to customize these date ranges. Administrators with the **Can See/Edit Config Variable Values** permission can set the date ranges using the **d2l.Tools.WorkToDo.OverdueWeekLimit** and **d2l.Tools.WorkToDo.UpcomingWeekLimit** configuration variables.

**Important:** To view the Work To Do widget, learner roles require the **View Work To Do Widget** permission set at the Organization level and/or at the Course Offering level to access the widget from the organization homepage or from course homepages.

### Add the Work To Do widget to your course homepage

**Before you begin:** The Work To Do widget must be enabled for your organization in order to access it from the System widgets list. You must have a widget-based homepage set up for your course and permissions to edit homepages. Ensure you have set due dates for all learning activities in your course that you want to appear to learners in the Work To Do widget.

1. At the bottom of your course homepage, click the **Homepage Actions Menu**.
2. Click **Edit this Homepage**.
3. In the Widgets area, click **Add Widgets**.
4. Click **System Widgets**. Select the **Work To Do** check box.
5. Click **Add**.

6. Drag and drop the widget to the desired location on your homepage.
7. Click **Save and Close**.

## About the My Courses widget

In the My Courses widget, courses have associated images and learners can access their favorite courses by pinning them to the top of their course list. In the mobile view, widgets stack on top of each other, and the My Courses widget offers many options to instructors.

With this widget, instructors and learners see courses by enrollment date, prioritizing current enrollments. Administrators and power users see courses by the last accessed date. If there are less than 50 total enrollments, they are sorted as follows:

- The My Courses widget shows manually pinned courses in the **Pinned** tab. In the **All** tab, pinned courses appear first, followed by current enrollments, then future enrollments (if they are available or visible to the user) for a total of 12 enrollments. Note that more than 12 courses might appear if they are all manually pinned. Pinned course tiles display notifications for unevaluated assignment submissions and quizzes, and unread discussion posts.
- The Course Selector drop-down menu shows manually pinned courses, followed by current enrollments, then future enrollments (if they are available and visible to the user), and finally, past enrollments (if they are visible to the user).
- The View All Courses navigation drills down into the courses by showing manually pinned courses, followed by current enrollments, then future enrollments (if available and visible to the user), then past enrollments (if available or visible to the user) as the default sort. If the user changes the sort order, the filter does not separate pinned courses from other courses based on sort order, filters, and search terms.

If there are more than 50 total enrollments, they are sorted as follows:

- The My Courses widget shows manually pinned courses in the **Pinned** tab. In the **All** tab, manually pinned courses are followed by up to 12 last-accessed courses. Note that more than 12 courses might appear in the widget if they are all manually pinned.
- The **Course Selector** drop-down menu shows manually pinned courses, followed by up to 12 last-accessed courses, followed by all remaining courses available to the user.
- The **View all Courses** area shows manually pinned courses followed by up to 12 last-accessed courses, followed by all remaining courses available or visible to the user as the sort order. If the user changes the sort order, the filter does not separate pinned courses from other courses based on the sort order, filters, and search terms.

Additionally, you can use the **Customize this Widget** option to configure the My Courses widget to display tabs that organize courses by Semester Name, Department, or Role for the Org. You can choose to sort the Semester Name and Department tabs alphabetically or reverse-alphabetically. Users can easily view all their courses by clicking through each tab.

The following alerts are available in the My Courses Widget:

- **startedInactiveAlert: You have courses that have started but are set as inactive. Users may not be able to access these courses.** - This alert only appears to administrators and instructors who have access to inactive courses.
- **noCoursesMessage: You don't have any courses to display.** - This alert only appears to new instructors and new learners who have not yet been enrolled in any course.

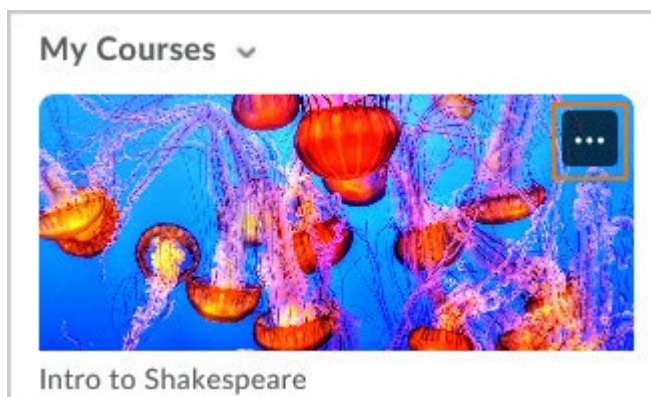
## Using images on the My Courses widget

In the My Courses widget on your homepage, the courses display a default image assigned from the curated image library. You can also select an image that is more representative of the course from the library provided by D2L, or add your own image for the course tile.

Any images that you include with the My Courses widget are available to include in the course components that you export, copy, or import.

To change the default image, do the following:

1. Navigate to your homepage by doing one of the following:
  - If your My Courses widget appears on the My Home page, click the **My Home** button.
  - If your My Courses widget appears somewhere else, navigate to the location of the widget.
2. Hover over the course image and click the **More Options** menu. If you are using assistive technology or keyboard-only navigation, press **Tab** to access the **More Options** button and press **Enter** to view the menu items.



3. Select **Change Image** or press Enter.
4. Search or browse the list of available images.
5. Hover over the image you want to use and click **Use this image**. If you are using assistive technology or keyboard-only navigation, press Enter to select the image.



### Adding a course image to a new course template

You cannot directly add an image to a course template, however, you can import an image from an existing course into the course template. After you have created a course that includes the image you want to use, you can use the Copy Components function to add the image to your course template.

**Note:** To add a course image, you require the **Change Course Image and Banner Text** permission at the course template level. If you do not have this permission, the **Course Image and Banner Text** checkbox does not appear.

1. Create a new template and select **Add Components to the new template**.
2. Click Search for offering to find the course where the component image currently resides.
3. Enter search parameters for the course.
4. Select the radio button for the offering you want to use.
5. Click **Course appearance**, and click **Select individual items to copy**. Note that you can view the course banner image from Manage files; however, it does not automatically appear in the form elements after you copy it.
6. On the **Choose Components to Copy** page, select the **Course Image and Banner Text** checkbox.
7. Click **Continue**.
8. Click **Finish**.

### Adding a course image to an existing course template

You cannot directly add an image to a course template, however, you can import an image from an existing course into the course template. After you have created a course that includes the image you want to use, you can use the Copy Components function to add the image to your course template.

**Note:** The course banner image file does not automatically appear in the form elements when you copy it; however, you can view the image file in the Manage Files.

1. In the **Manage Courses** tool, on the **Templates** tab, click the existing template where you want to add the My Courses widget image.
2. Click **Course Admin > Import/Export/Copy Components**.
3. Select **Copy Components from another Org Unit** and click **Search for Offering**.

4. Click **Select Components**.
5. Select **Course Appearance** > **Select individual items to copy**. Note that you can view the course banner image from Manage files; however, it does not automatically appear in the form elements after you copy it.
6. Click **Continue**.
7. Select the image you want to copy.
8. Click **Finish**.

### Displaying the course code in the My Courses widget

The My Courses widget can display the course code below the course name if you select the **Show Course Code** option in the widget settings.

1. On the **My Home** or **Course Home** page, navigate to the My Courses widget.
2. From the **My Courses** context menu, select **Customize this widget**.
3. Select **Show Course Code**.
4. Click **Save**.

### Displaying the semester in the My Courses widget

The My Courses widget automatically displays a status indicator for inactive and closed courses. In addition to that information, you can display the semester to which a course is associated below the course name if you select the **Show Semester** option in the widget settings.

1. On the **My Home** or **Course Home** page, navigate to the My Courses widget.
2. From the **My Courses** context menu, select **Customize this widget**.
3. Select **Show Semester**.
4. Click **Save**.

### Displaying course grouping tabs in the My Courses widget

The My Courses widget can display tabs that sort courses by Semester name, Department, or Role below the course name.

1. On the **My Home** or **Course Home** page, navigate to the My Courses widget.
2. From the **My Courses** context menu, select **Customize this widget**.
3. Do one of the following:
  - Select **None** to remove course grouping tabs from the widget.
  - Select **Semester**, then select an alphabetical sorting option from the drop-down menu.
  - Select **Department**, then select an alphabetical sorting option from the drop-down menu.
  - Select **Role**.
4. Click **Save**

## See future and past courses in the My Courses widget

The **d2l.Security.BypassDateCheck** config variable allows users to see future and past courses in the My Courses widget, regardless of Access Future Courses or Access Past Courses role settings. Future courses will automatically appear in the widget if the user has less than 12 current enrolments. Past courses appear in View All Courses.

## Enable users to access future and past courses

1. As an administrator in Brightspace Learning Environment, select **Admin Tools**.
2. In the **Admin Tools** menu, under **Security**, select **Roles and Permissions**.
3. From the **Administrator** drop-down menu, select **Edit Settings**.
4. Under **Course Access Options**, Select the **Access Future Courses** checkbox and/or the **Access Past Courses** checkbox.
5. Click **Save and Close**.

**Note:** If a user has less than 12 current enrolments, future courses automatically appear in the **My Courses** widget.

## Are there restrictions on sharing custom widgets?

You can only share a custom widget with child org units if the widget is created at the organization, department, or semester level.

The following are the cascading effects if you share a custom widget from different levels:

- **The organization level** - The widget is shared to all departments, semesters, course templates, and course offerings in the organization.
- **The department level** - The widget is shared to all semesters, course templates, and course offerings in the department.
- **The semester level** - The widget is shared to all course templates and course offerings in the semester.

## Change how a custom widget appears

All widgets adhere to the Widget container style by default. You can edit the settings of custom widgets to customize the widget appearance on homepages. You cannot change how system widgets appear.

1. On the **My Home** or **Course Home** page, click **Style this widget** in the context menu of the custom widget you want to change.
2. Click the **Content** tab.
3. Do any of the following to customize your widget appearance:
  - To hide the titlebar, clear the **Display Titlebar** check box.



- To remove the default border style, clear the **Display widget container style** check box.
  - To prevent users from closing the widget on the homepage, select the **Prohibit minimizing widget** check box.
  - To set a custom title, in the **Widget Name** section, select the **Custom** radio button. Enter your text in the field.
4. Click **Save**.

## Change a homepage layout

1. In the bottom right corner of the homepage, click **Edit this homepage**.
2. To view all widgets available for use in the homepage you are editing, in the **Widgets** section, click **Add Widgets**.
3. Select the check boxes beside the widgets that you want to add to the homepage panel, and click **Add**.  
**Note:** The widgets listed in the Add Widgets dialog are dependent on the tools available for use within your organization and added to the current org unit.
4. To change a widget's vertical placement on a panel or move it to another panel, click and drag the widget.
5. Click **Save and Close**.

## Change personal settings

You can change your user profile, account settings, notifications, and more using the My Settings widget found on the My Home page.

1. On the navbar, click **My Home**.
2. On the **My Home** page, navigate to the **My Settings** widget.
3. From the **My Settings** widget, click a setting:  
**Note:** Depending on your permissions, not all of the following settings may appear.
  - **Profile** - change settings for your profile picture, contact information, social networks, and personal information.
  - **Account Settings** - change settings for fonts, dialogs, Brightspace Editor, reading, video, locale and languages, pseudo-localization, signing in, applications, Discussions, Email, and metadata.
  - **Notifications** - change settings for email and mobile contact information, summary of course activity, specific tool notifications such as Grades and Quizzes, custom notifications, and course exclusions.
  - **Email Address**.
  - **Change Password**.
  - **View my Progress** - change settings for the Class Progress dashboard.
  - **Locker** - manage your locker and group lockers.
  - **Brightspace ePortfolio** - manage Brightspace ePortfolio.
4. On the **My Home** page, navigate to the **My Settings** widget.

5. From the **My Settings** widget, click a setting:

Note: Depending on your permissions, not all of the following settings may appear.

- **Profile** - change settings for your profile picture, contact information, social networks, and personal information.
- **Account Settings** - change settings for fonts, dialogs, Brightspace Editor, reading, video, locale and languages, pseudo-localization, signing in, applications, Discussions, Email, and metadata.
- **Notifications** - change settings for email and mobile contact information, summary of course activity, specific tool notifications such as Grades and Quizzes, custom notifications, and course exclusions.

**Note:** If you add a forwarding email address, or add a reply to address, you receive an email prompting you to verify your email address. If set by your administrator, this email verification message also lists the UserID or UserName of the person initiating the email address update. To verify your email address, click the link in the email verification message you received.

- **Email Address.**
- **Change Password.**
- **View my Progress** - change settings for the Class Progress dashboard.
- **Locker** - manage your locker and group lockers.
- **Brightspace ePortfolio** - manage Brightspace ePortfolio.

## Create a course navbar and theme

For each course, you can create a navbar with links to course-specific and organization-wide tools and resources, and a theme to customize and brand the look and feel of navbars and page backgrounds.

### About the navbar

The navbar contains links to course-specific and organization-wide tools and resources. Each course (or org unit) has its own navbar that links to relevant tools for that course. You can create custom links and link groups if you want to include URL links to third-party tools and other areas of Brightspace Learning Environment.

Your organization or specific department can share navbars with courses and other org units to ensure consistent branding and navigation. If you have permission to manage navbars, you can use a shared navbar or create a navbar specifically for your course. New course offerings (or org units) use the default navbar set by the organization (or parent org unit).

Navbars created at the course level cannot be shared with other courses, but you can create and store them inside a course template to make them available in course offerings that use the course template.

Navbars consist of two components: a theme that controls the look of the navbar and the navbar itself (which controls the links available on the navbar).



At the organization level, navbars listed on the Navbars page display information about whether a navbar is shared to other org units. At the course offering level, all navbars listed on the Navbars page display information about whether they are shared from another org unit (such as a department, course template, or the organization), and the name of the org unit sharing the navbar. If you have permission to manage shared navbars, the name of the org unit sharing its navbar becomes a link to the Navbars page where the navbar was created.

You can only share navbars with child org units below the org unit in which they were created. For example, if you create a navbar in a department you can only share it with all courses in that department.

You cannot add all tools and functionality to a navbar. Some tools are only available in widgets and on the minibar. You can now add a link in the navbar to the **Agent List** page.

## About the Home icon on the navbar

The appearance of a home icon depends on whether the navbar contains a logo, and the content on the org unit level. In some cases, schools or departments at the org level want to feature their logo, but also retain access to My Home. The Home icon ( ) and logo adhere to the following rules:

- If there is no logo, a Home icon displays on the navbar.
- If a logo is set that has a different destination than My Home, the Home icon and logo both display on the navbar.
- If a logo is set and the destination is My Home, only the logo displays on the navbar.

## Create a navbar

### To create a custom navbar

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes > Create Navbar**.
3. Enter your navbar details.
4. In the **Links** area, click **Add Links**. Select your links, and click **Add**. The list of links available depends on the tools your organization uses, the custom links and link groups available, and the tools enabled for your course.
5. If applicable, click to select **Enable Icon-Based Navbar**.
6. If you want to change the theme of your navbar, click **Change Theme**. Select a new theme and click **Update**.
7. If applicable, click to select **Share with child org units**.
8. Click the context menu to change the title in the navbar, and select the appropriate option
9. Click **Save and Close**.

## Enabling image-based navigation

Image-based navigation is an image-focused navigation feature in Daylight to aid pre-readers in navigating Brightspace Learning Environment. In this mode images supplement text links within Daylight. You can use the available images for the most commonly used system links or upload custom images.

Images are sized to 60 pixels by 60 pixels and associated with their corresponding link in the navigation bar. A pull-out menu allows for all icons to be seen at once, rather than appearing in a separate menu altogether.

To enable icon-based navigation

1. In **Roles and Permissions**, select “Enable Icon Based Navbars” for appropriate roles.
2. On the **Edit Navbar** page, enable the field “Icons: Enable Icon-Based Navbar”.
3. Create an icon link.
4. Do one of the following to upload an image for the link:
  - Click **Upload** to browse for a custom icon for the link.
  - Drop a file on the **Upload System Icon** field to use a custom icon for the link.
  - Verify that the icon that appears to use the system icon.
5. Click **Save**.

## Changing the color in the navbar

The color of the strip across the top of the screen is set from the **Themes** tab in the Navigation and Themes tool. You can select the Organization Default Color or set a unique color for the top color strip for each theme. If you do not set a unique color for a theme, the top color strip and link area defaults to the Organization Default Color.

**Note:** It is good practice to use a color that is WCAG compliant to ensure the best possible color contrast with white text.

To set a unique color for a theme:

1. Navigate to **Course Admin** and then click **Navigation & Themes**.
2. On the **Themes** tab, click **Create Theme**.
3. Enter a name for the new theme.
4. Under **Primary Color**, you can either use the default primary color or select **Choose colors** and select a primary navbar color.
5. To set the navbar text to be black, select **Dark Foreground** or to set the navbar text to be white, select **Light Foreground**.
6. Under **Accent Color**, you can either use the default accent color or select **Choose a color** and select an accent color.
7. Click **Save and Close**.
8. Add the theme you just created to your navbar.
  - a. On the **Navbars** tab, to edit your Navbar, click on its name.

**Note:** You cannot edit the default navbar set by your organization. You must create a new navbar if you want to change the color of the navbar.

- b. Select **Change Theme**
  - c. Find the theme you created and select it.
9. Click **Save and Close**.

## Applying logos on department and course level navbars

You can apply navbar logos at all org unit levels using the active navbar and theme. This feature allows organizations to showcase different logos at the org, department, course, and custom org unit level. The logo is pulled from the Logo field in the active navbar's current theme.

Logos should be a maximum size of 260 pixels (width) by 60 pixels (height) for use on the Org navbar. Logos are reduced to two thirds (2/3) size when an org unit name is included in the course navbar and on mobile displays. D2L recommends that you use an SVG image to ensure that the logo image can scale to the appropriate size in the display.

To change the navbar logo on an existing navbar

1. In **Admin Tools > Navigation and Themes > Themes**, click a theme.
2. In the **Logo** field, add your file of your chosen logo.
3. Click **Save**.

## Applying an org unit name to a navbar

In addition to the logo, you can configure the org unit name to appear, except on the org navbar (which always hides the name), and course navbar (which always shows the name).

To include the org unit name in the navbar:

1. From the Admin Tools menu, click **Navigation and Themes**.
2. Click **Themes**.
3. Click the current theme.
4. In the **Name** field, enter the org unit name.

## Add a new custom link to the navbar

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes**.
3. From the tool navigation, click **Custom Links > Create Link** and ensure the following fields are filled in:
  - **Name:** The name of the link you want to appear in the navbar.
  - **URL:** Add the URL path the custom link follows or click **Insert Quicklink** to link to existing course material or third-party tools.
  - **Behavior:** Determines the behavior of the user interface when the link is clicked.
    - If you selected **New window/tab**, specify the **Width (px)** and **Height (px)** of the new window/tab.

- Under **Browser Attributes**, specify if you want the new window to include the **Menubar (File, Edit, etc.)**, or the **Toolbar (Back, Refresh, etc.)** or neither of these options.
  - **Description**: Provides an optional description of the custom link.
  - **Icon**: An icon to use with the custom link.
  - **Availability**: Determines the visibility of the custom link.
    - To share with child organization units, select the **Share with child org units** check box.
    - To limit the visibility of the custom link to specific roles, select the **Limit to specific roles** check box and then select the roles.
    - To limit visibility of the custom links to users with specific locales, select the **Limit to specific locales** check box and then select the locales
4. Click **Save**.

## Create custom link groups

Custom link groups are individual links grouped together into sets of links. You can create custom link groups and use effective link group names to suggest relationships or common features each group shares. For example, you could create an Assessments link group that contains links to the Quizzes, Assignments, Surveys, and Self Assessments tools.

When you create a custom link group and add it to a navbar link area, the link group appears as a drop-down menu labeled with the custom link group name.

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes**.
3. From the tool navigation, click **Custom Links > Create Link Group**.
4. Enter a name for your custom link group.
5. Upload or choose an existing icon for your link group.
6. Enter a description for your link group.
7. Select the **Share with child org units** check box if applicable.
8. In the **Links** area, do any of the following:
  - To add existing links to the group, click **Add Existing Link**. Select the links you want to add and click **Add**.
  - To add a new link to the group, refer to the [Add a new custom link to the navbar](#) topic.
9. Click **Save**.

## Delete a navbar

You cannot delete an active or default navbar, and you can only delete a navbar from the org unit (or organization) in which it was created.

If you delete a navbar that is shared to child org units, all child org units using the navbar will automatically revert to the default navbar.

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes**.
3. On the **Navbars** page, from the context menu of the navbar you want to delete, click **Delete**.

## Change a course navbar

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes**.
3. From drop-down list under the **Active Navbar** section, select a navbar for your course.
4. Click **Apply**.

## About themes

Themes enable you to customize and brand the look and feel of navbars and page backgrounds. Themes do not control the type of links navbars can contain. When you create a theme, there are two colors in the theme you can configure to ensure a consistent user experience and adhere to your organization's branding guidelines: the Primary Color and Accent Color. The Primary Color modifies the background of the link area in the navbar and units in Lessons (each lesson and folder in a unit displays the same color, only lighter), if enabled. The Accent Color modifies the thin color strip above the navbar.

**Note:** If no color is specified for the Primary Color, the default “rainbow” colour scheme is used in Lessons, if enabled.

At the course offering level, all themes listed on the Themes page contain information about whether a theme is shared from another org unit and the name of the org unit sharing the theme.

If your permissions do not allow you to create themes, you must select from existing themes or use the default theme.

Themes created in an org unit are automatically shared with child org units.

Themes created at the course level cannot be shared with other courses, but you can create and store them inside a course template to make them available in course offerings that use the course template.

## Create a theme

### To create a theme

The Theme Preview area displays changes as you make them.

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes**.
3. Click **Themes > Create Theme**.
4. Enter a **Name** and **Description** for your theme.
5. Upload or choose an existing **Logo** for your theme. SVG files are recommended for better scaling. The logo can be up to 260 x 60 pixels, but displays at smaller sizes for smaller devices or when viewing a navbar with a course title.
6. Choose a **Primary Color** to modify the background of the link area in the navbar and units in Lessons (each lesson and folder in a unit displays the same color, only lighter), if enabled.  
**Note:** If no color is specified for the Primary Color, the default “rainbow” colour scheme is used in Lessons, if enabled.
7. Choose an **Accent Color** to modify the thin color strip above the navbar.
8. If you want to customize the link destination, click the context menu and select the correct destination from the options in the menu.
9. Click **Save and Close**.

## Delete a theme

You cannot delete a default theme or a theme shared to you from the organization, a parent course, or department.

You are prompted to choose a replacement theme for the navbars using the theme you want to delete. If a theme with an identical layout does not exist, you are not allowed to delete the theme until you have created an acceptable replacement.

1. On the navbar, click **Course Admin**.
2. Click **Navigation & Themes**.
3. On the **Themes** page, from the context menu of the theme you want to delete, click **Delete**.
4. In the **Choose a Replacement** dialog, from the drop-down list, select a new theme.
5. Click **Delete**.

## Automatically customize course content using replace strings

A replacement string allows instructors to customize course content and communications in Brightspace Learning Environment by incorporating the intended learner's personalized information, such as their name, automatically. This feature can help instructors build better relationships with learners, increase engagement levels, and improve the overall learning experience.

Replace strings, sometimes referred to as display configuration variables, are configuration variable names enclosed in curly braces {} that are automatically replaced by the corresponding configuration variable values. For example, if you enter the text {OrgUnitID} into a document, when you view the document you will see the Organization Unit ID (ou #) of the course.

Replace strings are used in all tools that use Brightspace Editor. However, evaluation rules for the replace strings vary with the tool as follows:

- For the Content tool, curly braces are stripped even if the string is not a valid configuration variable or a replace string that does not apply to the Content tool. Then, replace strings are evaluated only once when first entered. Thereafter, there is no record of a replacement string having been entered. For example, if you enter {OrgUnitID} into a Content topic in course 'A' and later copy that topic into course 'B', the ou # of course 'A' course will display in the topic in course 'B'.

For all other tools, any curly braces are NOT stripped if the string is not a valid configuration variable or a replace string that does not apply to the tool. Then the replace string is evaluated each time the document containing the replace string is viewed. For example, if you enter {OrgUnitID} into a Discussion topic in course 'A' and later copy that topic into course 'B', the ou # of course 'B' will display in the post in course 'B'.

- Not all replace strings apply to all tools as described below.

Replace strings are particularly useful within the following:

- Course Homepage Widgets
- Custom Navigation Bar Links
- Navigation Bars
- Mail Templates
- Grades when adding bulk feedback

### **An example of using replace strings in a custom widget for a course home page**

For example, if the text {UserName} is in the code of a custom widget for a course home page, users in that course will see their user names displayed.

The available replace strings are:

<b>Organization replace string</b>	<b>Description</b>
{OrgId}	ID number of the organization
{OrgName}	Name of the organization

<b>Org Unit replace string</b>	<b>Description</b>
{OrgUnitId}	ID number of the organization unit
{OrgUnitName}	Name of the organization unit
{OrgUnitCode}	Code for the organization unit
{OrgUnitTypeId}	ID number of the type of the organization unit
{OrgUnitPath}	Path to files for the organization unit

<b>User replace string (Unavailable in the Content tool)</b>	<b>Description</b>
{UserId}	ID number of the user. This value is used internally by the system
{UserName}	Full name of the user or the username entered to log on
{OrgDefinedId}	Organization ID. This is an identifier specified by the campus for the user
{FirstName}	First name of the user
{LastName}	Last name of the user
{Email}	User's internal email address
{ExternalEmail}	User's external email address
{InternalEmail}	User's internal email address

<b>Role replace string (Unavailable in the Content tool)</b>	<b>Description</b>
{RoleId}	Internal ID number for user's role
{RoleCode}	Code for user's role



Role replace string (Unavailable in the Content tool)	Description
{RoleName}	Name of user's role

Mail Template replace string	Description
{HelpDeskEmail}	Email address of the Help Desk
{HelpDeskName}	Name for the Help Desk
{LoginPath}	URL of the login path for this site
{PasswordResetLink}	Link for users to reset their passwords

## Log and classify books as course materials

The Book Management tool enables you to input, edit, and delete book information using International Standard Book Numbers (ISBN). You can log books using 10-digit or 13-digit ISBNs and classify books as required reading materials for classes. Users require the Manage Content permission to access the Book Management tool.

### Add a book

1. On the navbar, click **Course Admin > Book Management**.
2. On the **Book Management** page, click **Add Book**.
3. Enter the ISBN.
4. If you want to classify the book as required reading material for a course, select the **Required** check box.
5. Click **Add**.

### Edit a book

1. On the navbar, click **Course Admin > Book Management**.
2. Beside the ISBN you want to edit, click the **Edit** icon.
3. Make your changes.
4. Click **Save and Close**.

## Learning Tools Interoperability: Content-Item Message Service 1.0

Content-Item Message is an LTI service that allows instructors to insert third party content into Brightspace Learning Environment using a standard integration that your administrator needs to set up prior to your usage. Placements represent locations in Brightspace Learning Environment, in which you can access the integrated third party tool and insert its content. Supported placements include Content > **Existing Activities**, and within Brightspace Editor > **Insert Stuff**, and **Insert Quicklink**.

### Add third-party content from the Content tool

1. In Content, from the **Existing Activities** drop-down list, select the third party tool you want to add content from.
2. In the **Add Activity** dialog box, select and insert the content you want to add into your course. These topics appear as content topics in your course.

### Add third-party content from Insert Stuff

To add third-party content from Insert Stuff

1. In Brightspace Editor, click the **Insert Stuff** icon.
2. Under **Insert Stuff**, select the tool that you want to select content from.
3. Select and insert the content you want to add into your course.
4. Preview the selected content and click **Insert**.

### Add third-party content from Insert Quicklink

1. In Brightspace Editor, click the **Insert Quicklink** icon.
2. In the **Third Party** section, select the tool you want to add content from. The selected content is added into Brightspace Editor as a Quicklink.

### Add third-party content from Course Import

1. In Content, click **Table of Contents**.
2. From the **Import Course** drop-down list, select the third-party tool containing the content you want to add.
3. In the **Import Course Package** dialog box, select the course package you want to add into your course.
4. Click **Import All Components**.
5. Click **View Content**.

## Add third-party content from Import/Export/Copy Components

1. From the **Admin Tools** menu, click **Import/Export/Copy Components**.
2. Select the **Import Course from External Learning Tool** radio button and select the third-party content provider you want to use to import course content.
3. Click **Start**.
4. In the **Import Course Package** dialog box, select the course package you want to add into your course.
5. Click **Import All Components**.
6. Click **View Content**.

## Add metadata to learning resources

Metadata is information about a learning resource that you add to the resource to help other users locate it and understand its purpose.

Administrators can create views, templates, and taxon schemas for your organization to enable users to enter repetitive metadata information quickly and consistently.

### Metadata and the Content tool

You can add and edit metadata for content modules and topics when you publish them to Brightspace Learning Repository. You can also add metadata to content modules and topics from directly within the Content tool.

### Metadata and the Brightspace Learning Repository tool

You can search for learning resources (objects and files) based on their metadata from within a Brightspace Learning Repository (LOR), and you can view an object's metadata to determine whether it suits your needs before you import it into a course. Depending on your permissions, you can also edit the learning object's metadata. Organizations can also require adding metadata when publishing a learning object to an LOR and can specify a set of required metadata that is mandatory for learning objects.

### Metadata interfaces

There are two interfaces that you can use to enter metadata:

- **Basic interface** - The basic interface presents a simple list of fields grouped into categories. Users cannot specify a language for their values or enter values in multiple languages, nor can they add additional values to a field (although they can configure a view to display a field multiple times in the basic interface, enabling users to enter multiple values).

- **Advanced interface** - The advanced interface enables users to specify their language, enter values in multiple languages, and enter multiple values for some fields. If a view is part of the IEEE LOM family, its fields display as a hierarchy in the advanced editor.

## Best practices for using metadata

- If you want to only see category names instead of all of the fields in every category, enable the basic interface. If you choose to only display the category names, you can still show the fields in the first category by default.
- If you want to use a template, import metadata, or copy metadata from another resource, do so before manually entering data. Any data you enter manually is erased when you apply existing metadata from another source.
- In some fields, you may need to enter more than one value; for example, if a resource has multiple keywords or multiple authors/contributors. In the basic interface, if a field accepts multiple values, it is listed multiple times. In the advanced interface, you can manually add additional values to a field and then enter data for the additional values. Each value can have multiple translations in different languages.
- If another resource in your course has similar metadata, you can copy that resource's metadata and then modify it, rather than re-entering all of the information.
- Views within the same family provide different ways of looking at (or entering) the same metadata, but views in different families provide access to different metadata. Keep this in mind when you determine what views to make available to users in your organization.
- Switching views can lead to conflicts and will cause you to lose unsaved changes. Avoid switching views where possible.
- Use a standard naming convention for templates in your organization.
- Use replace strings to add dynamic information to a template.
- If you want to specify the language of your metadata and enter data for a single field in multiple languages, use the advanced interface.

## Troubleshooting metadata conflicts

Conflicts occur when a resource's metadata violates restrictions set by the current view. You might encounter a conflict when you:

- Switch between views
- Switch from the advanced interface to the basic interface
- Apply a template
- Import metadata

Conflict	Reason	Result	Resolution
Character Limit	The value of the data exceeds the character limit set for the field	The value truncates	Use a shorter value or cancel your changes and use the advanced interface or an alternate view
Vocabulary	The value of the data does not belong to the restricted vocabulary set for the field	The value clears	Select a value from the field's restricted vocabulary or cancel your changes and use the advanced interface or an alternate view
Multiplicity	A field contains more values than the view allows	Additional values save but do not display	Use the advanced interface or an alternate view if you want to see or edit the additional values
Language	Occurs when you import data in a language not used by the Metadata tool in your organization	The language changes to "unspecified"	Select an alternate language, leave the language unspecified, or ask site administration to add the language

## Using metadata views

### Metadata views

A view is a collection of fields. A field corresponds to one piece of data that you enter as part of a metadata object. For example, title, description, author, date created, and rights are all possible fields. Different views enable users to see and modify different fields when looking at metadata.

Brightspace Learning Environment includes six base metadata views that implement widely used metadata standards:

- **Dublin Core** (<http://dublincore.org/documents/>) - This view categorizes metadata using 15 different elements: contributor, coverage, creator, date, description, format, identifier, language, publisher, relation, rights, source, subject, title, and type.
- **GEM** - This view categorizes metadata using 9 different elements: general, life cycle, meta-metadata, technical, educational, rights, relation, annotation, and classification.
- **IEEE LOM** - This view categorizes metadata using the 15 Dublin Core elements, plus 7 additional elements: audience, cataloging, duration, essential resources, pedagogy, quality, and standard.
- **Normetic** (<http://www.normetic.org/> (French) or <http://www.normetic.org/-English-.html> (English)) - This view is a French version you can use to categorize metadata based on the IEEE LOM view.

- **Object Publishing** - This view categorizes metadata based on a simplified Dublin Core view using 3 different elements: title, description, and keywords.
- **Object Publishing IEEE LOM** - This view categorizes metadata based on a simplified IEEE LOM view using 3 different elements: title, description, and keywords.

Default system views refer to any of the views that ship with Brightspace Learning Environment by default.

Brightspace Learning Environment also includes two default system views that inherit from the IEEE LOM base view:

- **CanCore** (<http://cancore.tru.ca/en/>)
- **Asset Metadata**

## Create a metadata view

Creating a new metadata view may be necessary for any number of reasons. For example, you might require a view for a specific department to refine the general organization's view, or a simplified view for users who do not require access to all of the metadata associated with your organization's resources.

You can create new views based on any of the available views, including views you have previously created. When creating a new view, you can rename, reorganize, and hide fields, change field types, and set data restrictions; however, you cannot add additional fields or radically alter the structure of the base view.

Some of the fields in IEEE LOM and Dublin Core are cross-walked, meaning the values from those fields automatically synchronize between the two views. In fields that are not cross-walked, the values entered in a view from one family are not visible across families.

Keep this in mind when you determine what views to make available to users in your organization. Views within the same family provide different ways of looking at (or entering) the same metadata, but views in different families provide access to different metadata.

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Views** page, click **New View**.
3. Enter a **View Name**.
4. From the **Parent View** drop-down list, select the parent view that contains the structure that you want your view to inherit.
5. Do one of the following:
  - If you want your view to inherit its settings from its parent, select **Inherit Properties from Parent View**.
  - If you want your view to copy properties from an existing view, select **Copy Properties from an Existing View**.
6. Click **Save**.
7. On the **Edit View** page, using the provided tabs, further customize your **General**, **Restrictions**, and **Layout** options.
8. Click **Save**.

## Import a metadata view

You can add a metadata view by importing an XML file into Brightspace Learning Environment.

Brightspace Learning Environment treats any view that you import as a customized view and maintains the language terms defined in the org unit that the view comes from. For example, if a French org defines a view with French terms and exports the view, then when you import the view in another org unit, users see the French terms even if they are using English.

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Views** page, from the **More Actions** button, click **Import View**.
3. On the **Import View** page, enter a **View Name**.
4. To select the view that you want to import, click **Browse**. Locate your file and click **Open**.
5. Click **Import**.

## Export a metadata view

You can export a metadata view as an XML file. When you export a metadata view, it retains the language terms that you have in your org unit. For example, your French org defines a view with French terms and exports the view, then when other users import the view in another org unit, they see the French terms even if they are using English.

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Views** page, from the **More Actions** button, click **Export View**.
3. From the **Export View** drop-down list, select the view you want to export.
4. Click **Export**.

## Using metadata languages

### Set initial metadata language

The initial language serves two purposes: All the metadata you enter through the basic interface is associated with the initial language and the initial language is selected by default for values entered through the advanced interface.

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Metadata Languages** page, in the **Actions** column for the language you want to set as default, click the **Set Initial Language** icon.

### Add a metadata language

You can add a language for users in metadata fields. This enables users, when publishing a content topic, to enter multiple descriptions for the topic in different languages. For each language variant, users specify the language they use from the choices available.

1. From the **Admin Tools**, click **Metadata Administration**.
2. On the **Metadata Languages** page, from the **Select a Language** drop-down list, click the language you want to add.
3. If you want to identify regional variations for your chosen language, from the **Select a Country** drop-down list, click the country you want to add.
4. Click **Add**.

## Using metadata templates

### Metadata template types

Brightspace Learning Environment comes with 4 basic metadata template types:

- Default Template
- Dublin Template
- GEM Template
- IEEE Template

### Create a metadata template

A template is a collection of predefined values that users can use to quickly add standard metadata to a resource. Templates enable you to quickly apply standard metadata to resources that have duplicate information, saving you from re-entering the same information for each resource.

Templates can include static information that is the same every time a user applies the template and dynamic information based on replace strings that updates when a user applies the template.

For example, if members of an anthropology department are cataloging images of pottery shards from a site, they can use a template to automatically fill in standard data associated with all of the images including the resource type, format, associated keywords, etc.

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Templates** page, click **New Template**.
3. Enter your **New Template** details.
4. Click **Save**.
5. On the **Edit Template** page, using the provided tabs, further customize your **Properties** and **Values** options.
6. Click **Save**.

### Import a metadata template

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Templates** page, from the **More Actions** button, click **Import Template**.



3. On the **Import Template** page, enter a **Template Name**.
4. To select the template that you want to import, click **Browse**. Locate your file and click **Open**.
5. Click **Import**.

## Export a metadata template

1. From the **Admin Tools** menu, click **Metadata Administration**.
2. On the **Templates** page, from the **More Actions** button, click **Export Template**.
3. From the **Export Template** drop-down list, select the template you want to export.
4. Click **Export**.

## Using metadata taxon schemas

### What is a taxon schema?

A taxon is a collection of things grouped together according to their basic similarities. For example, an educational taxonomy may be defined as University > Faculty > Department > Specialties and so on. Schemas define the structure, content, and semantics of documents, and in this case, XML documents. In the context of Brightspace Learning Environment, taxon schemas are classification systems that can be used to categorize resources like learning objects. This enables users to browse for resources in Brightspace Learning Repository organized by categories in defined schemas.

Only views in the IEEE LOM family support taxon schemas. The actual taxon schemas available to a user when entering metadata depend on the view selected. When editing a view, you can specify which of the taxon schemas are available in that view.

By changing a view's available schemas, you specify the classification systems available to a user when using the view to enter metadata for a resource.

### Taxon schema types

Brightspace Learning Environment comes with 2 basic taxon schema types:

- Bloom's Taxonomy
- GEM - Subject Keyword

### Define your taxon schema in an XML file

To add a schema, you must have an XML file that defines the schema. You can use the XML Sample File and the comments in it as a guide to creating your own.

1. From the **Admin Tools** menu, click **Metadata Administration**.

2. On the **Taxon Schemas** page, in the **Import a Taxon Path Schema** area, click the **XML Sample File** link.
3. Edit the sample file with an XML or text editor.

## Import your taxon schema from an XML file

Once you've defined your taxon schema in an XML file, you can import it back into Brightspace Learning Environment.

1. From the **Admin Tools** menu on the minibar, click **Metadata Administration**.
2. On the **Taxon Schemas** page, in the **Import a Taxon Path Schema** area, enter your schema details.
3. To select the schema you want to import, click **Browse**. Locate your file and click **Open**.
4. Click **Import**.

## Configure a course for self-enrollment with Discover

To provide learners with greater flexibility and control over their personal learning goals, the Discover tool allows them to search for active courses and self-enroll. In addition, learners can self-unenroll from the courses they self-enrolled in.

The screenshot shows the Discover homepage interface. At the top, there's a navigation bar with 'Discover', 'Classlist', 'Assignments', 'Quizzing', 'Discussions', and 'More'. Below this is a search bar with the placeholder text 'What do you want to learn?' and a 'Browse All Content' link. The main content area is divided into two sections: 'New' and 'Updated'. Each section contains a grid of course cards. Each card features a representative image, a title, a course ID (COUR124), a semester (Fall Semester), and a 'Course' icon. The 'New' section includes courses like 'Upgrading To Microsoft Windows Vista Tips', 'Excel and Other Tools to Increase Efficiency', 'Improving Presentations and Engaging your Audience', and 'Staying Focused and Decrease Procastination'. The 'Updated' section includes 'New Regulations for Managing Client Accounts', 'Financial Consulting', 'Money Management and Investing', and 'Financial Brokers and Managing Broker Accounts'. A 'View All' link is present at the end of each section.

Figure: Courses organized by New and Updated sections on the Discover homepage

Note the following:

- By default, all courses configured to display in Discover are visible to any role within your organization. However, you can configure role-based access or custom user attribute-based access to individual courses in Discover. For more information, see [Configure the visibility of courses in Discover](#).
- To easily browse courses by category, the Discover homepage organizes unenrolled courses into sections: **New**, **Updated**, and **Featured**. The **New** section includes courses added to Discover within the last 6 months. The **Updated** section includes courses updated within the last 6 months. This includes courses with updated course titles or descriptions only; courses with updated course content do not display in this section. The **Featured** section (if enabled) includes courses promoted in your organization by your administrator, typically popular courses or courses your organization wants to promote, up to a maximum of 4 courses.
- Learners can enroll in a course prior to its Start Date (if configured), but they cannot enroll in a course past its End Date (if configured).
- After configuring a course for self-enrollment, it may take a minute before the course appears in Discover search results.
- To make it easier to index multiple courses for Discover, developers can use the Brightspace Developer Platform API to enable the **Is Discoverable** option on new or existing courses. Once the option is enabled, those courses are visible in Discover, available to learners for self-enrollment. For information, refer to the [Brightspace Developer Platform documentation](#).
- To offer more flexibility in displaying course information that is important and relevant to learners, administrators can configure the display of semester and course code information in Discover.
- Depending on how Discover is configured in your organization, courses may be organized by one or more of the following sections on the Discover homepage: **New**, **Updated**, **All**, or **Featured**.

### To configure a course for self-enrollment

1. Navigate to the course.
2. Select **Course Admin > Course Offering Information**.
3. Under **Discover**, check the **Make this course available in Discover so Learners can self-enroll** option.
4. Under **Description**, include a course description to appear in Discover.
5. Ensure that the **Course is active** option is checked. Inactive courses are not included in Discover.
6. Click **Save**.

### Configure the visibility of courses in Discover

To ensure that only relevant courses are visible to users with specific roles or user attributes in your organization, you can configure role-based access or custom user attribute-based access to individual courses in Discover. For example, with role-based access, a university may want to

ensure that professional development courses are only visible to instructors. With custom user attribute-based access, a corporate organization may want to ensure that leadership courses are only visible to managers in specific departments. By default, all courses configured to display in Discover are visible to any role within your organization.

Figure: The Enrollment Rules for a course in the Course Offering Information page

Note the following:

- To create and edit enrollment rules in Discover, users require the **Change Visibility in Discover** permission. If users do not have this permission and have access to the **Course Offering Information** page, the **Make this course available in Discover so Learners can self-enroll** option and **Enrollment Rules** display as read-only.
- Users with the **Manage Discover** permission can still edit the **Featured** section in Discover. In addition, they can still search for courses in the **Browse Discover Library** page and add any of those courses to the **Featured** section, regardless of whether they are entitled to the courses or not. When viewing the **Featured** section, enrollment rules continue to apply so that any user editing the selected courses in the **Featured** section might not see all selected courses there.
- To define custom user attribute-based access to individual courses in Discover, ensure that Manager Dashboard and Learning Groups are enabled in your Brightspace instance. In addition, ensure that custom user attributes are created with the User Attributes tool. If custom user attributes are not available, **Role in Organization** is the only enrollment rule you can create for a course.
- For role-based access to a course, you can add one enrollment rule, with one role condition that contains one or more role values. You can add a maximum of 10 role values.
- For custom user attribute-based access to a course, an enrollment rule contains one or more conditions, with each condition containing one custom user attribute with one or more values. You can create a maximum of 10 enrollment rules per course, with each enrollment rule containing a maximum of 10 conditions and 10 custom user attributes per condition.

- Multiple enrollment rules are treated as "or" statements and custom user attributes are treated as "or" statements in conditions. Adding another condition treats each condition as an "and" statement.
- If you make a course unavailable in Discover, any enrollment rules are permanently removed from the course.

### To configure role-based access to individual courses in Discover

1. Navigate to the course you want to add a role-based rule to.
2. From the **Course Offering Information** page, enable the **Make this course available in Discover so Learners can self-enroll** option.
3. Click the **Add Enrollment Rule** option that appears, and then choose one or more role values for the **Role in Organization** attribute. The number of users matching the rule display.
4. Click **Done**.
5. From the **Course Offering Information** page, click **Save**.

### To configure custom user attribute-based access to individual courses in Discover

1. Navigate to the course you want to add a user attribute-based rule to.
2. From the **Course Offering Information** page, enable the **Make this course available in Discover so Learners can self-enroll** option.
3. Click the **Add Enrollment Rule** option that appears, and then select a custom user attribute and corresponding value. If applicable, select multiple values. The number of users matching the rule display.
4. Click **Done** or **Add Another Condition**.
5. From the **Course Offering Information** page, click **Save**.

### Track user self-enrollment in courses

To allow instructors to track which users are self-enrolling in courses using Discover, administrators can now optionally configure enrollment logs to record **Discover** (or a custom name) as the **Enrolled By** type. If administrators choose not to configure enrollment logs, **D2LSupport** is recorded by default.

From the Users tool, instructors can then view which users are self-enrolling in course using Discover.

### To view which users are self-enrolling in courses using Discover

1. From the **Admin Tools** menu, select **Users**.
2. On the **Users** page, click the context menu of a user and select **View User Enrollment Log**.

In the **Enrolled By** column, **Discover** displays as the enrollment type.

Change Date ▼	Action	Org Unit Type	Org Unit Name	Org Unit Code	Role	Enrolled By
Mar 31, 2020 10:09 AM	Unenroll	Course Offering	Fluid Mechanics	SYDE383	Student	Discover
Mar 31, 2020 10:09 AM	Enroll	Course Offering	Fluid Mechanics	SYDE383	Student	Discover

## Self register into a course

The Self Registration tool allows users to enroll themselves in courses that have the self registration feature enabled. You can define whether self registrations require your approval for users to be enrolled in your course.

If your organization has the Self Registration tool set up, Brightspace Learning Environment users can access a list of all offered courses that allow self registration by clicking the Self Registration link on the My Home page navbar. Users can then register by clicking on the name of the applicable course and filling out the associated registration form.

You can allow only users that have Brightspace Learning Environment accounts (existing users) to self-enroll in your course or allow both existing and new users (external users) to self-enroll in your course. If you allow external registration, a Self Registration link appears on your organization's Brightspace Learning Environment login page to allow new users to complete course enrollment.

## Create new Brightspace Learning Environment users using the Self Registration tool

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, click **Add Participant**.
4. Select the **Create and add a new participant** option.
5. In the **Enrollment Options** area, do any of the following:
  - To require the user to change their password upon logging into the course for the first time, select **Force password change on login**.
  - To send an email to the user confirming their enrollment, select **Send an enrollment email**.
6. In the **Create User** area, enter your user details.
7. Click **Enroll**.

## Enroll existing Brightspace Learning Environment users using the Self Registration tool

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, click **Add Participant**.
4. Select the **Add an existing participant** option.
5. In the **Lookup Participant** area, enter all or part of a user's name, username, or email address. Click **Search**.
6. Select the users you want to enroll. In the **Role** column, from the drop-down list, assign the selected users a role.
7. Click **Enroll**.

## Enable self registration in a course offering

An administrator must enable the necessary configuration variables and security permissions and the Self Registration tool must be turned on in order for you to enable self registration in a course offering.

1. On the course home page, click **Course Admin**.
2. Click **Course Offering Information**.
3. On the **Course Offering Information** page, in the **Registration** area, select **Users can self-register**.
4. Click **Save**.

## Unenroll users from a course offering using the Self Registration tool

Unenrolling a user from a course offering in the Self Registration tool will only remove the user from your course, not from Brightspace Learning Environment.

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, select every user you want to unenroll.
4. Click the **Reject Selected** icon.

## Import users using the Self Registration tool

The Import Participants page contains file formatting information for your import package, as well as a sample file you can download and repurpose.

When importing an extremely large number of users (files containing 1000 or more users) you might receive a timeout error. If this occurs, contact your site administrator; they can use the Bulk User Management tool to import the users.

1. On the course home page, click **Course Admin**.



2. Click **Self Registration**.
3. On the **Registration List** page, click **Import Participant**.
4. In the **Import Participants** area, do any of the following:
  - To require the user to change their password upon logging into the course for the first time, select **Force password change on login**.
  - To send an email to all users who are not already Brightspace Learning Environment users to confirm their enrollment, select **Send email to new users**.
  - To send an email to all users who are already Brightspace Learning Environment users to confirm their enrollment, select **Send email to existing users**.
5. In the **File** area, click **Browse**. Locate your .csv or .txt file and click **Open**.
6. Click **Import**.

## Run Self Registration reports

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, click **Report**.
4. In the **Search Options** area, do the following:
  - Select the **From** and **To** dates you want to report on.
  - Select **Show Self-Registrations only**.
5. Click **Generate Report**.

## Create registration forms

A registration form contains fields that users must fill in when registering for a course.

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, click **Form > New Form**.
4. Enter a **Form Name**.
5. Click **Save Form**.
6. Do any of the following:
  - To add a system field to the form, click **Add System Field**.
  - To add a custom field to the form, click **Add Custom Field**.
  - To change the order in which fields appear, click **Reorder Fields**.
  - To determine if the field requires a response, select or clear the **Required** check box for the field.
7. Click **Save Form**.

## Associate a registration form with a course

A course must have an associated registration form before you can list it on the Self Registration page. You can view information gathered from completed registration forms on the Registration Report page.



If a course does not have an associated registration form, a warning appears on the Course Offering Information page.

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, click **Form**.
4. On the **Registration Form** page, in the **Course Offering Forms** area, select the form you want to associate.
5. Click **Save**.

## Set restrictions on self registration

The Registration Restrictions page allows you to set date restrictions for enrollment and specify the maximum number of registrations you will accept, as well as any prerequisite or anti-requisite courses.

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, click **Restrictions**.
4. Do any of the following:
  - To restrict registration to certain dates, select **Registration Start Date** and **Registration End Date** and enter a date range using the drop-down lists. The course only appears for users on the Self Registration page during the window of time you specify, although courses are always visible for users with cascading permissions.
  - To restrict registration to a number of participants, enter the number of allowed registrations in the **Self Registration Limit** field. This field is compared against the number of users that have self-registered and have an enrollment status of either approved or unassessed.
  - To add prerequisite courses, click **Add Prerequisites**. Locate the group of org units or specific org units you want to add. Click **Add**.
  - To add anti-requisite courses, click **Add Excluded Enrollments**. Locate the group of org units or specific org units you want to add. Click **Add**.
5. Click **Save**.

## Approve self registrations

To approve self registration enrollments, you must have the **Approve Enrollments** permission.

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, from the **Show** drop-down list, click **All unassessed users > Search**.
4. Select every user you want to approve and click the **Approve Selected** icon.

## Delete or reject self registrations

When you delete a self registration request, the user is permanently removed from the list and is not enrolled in the course. When you reject a self registration request, the user remains on the list but is not enrolled in the course.

1. On the course home page, click **Course Admin**.
2. Click **Self Registration**.
3. On the **Registration List** page, do one of the following:
  - To delete a registration request, select the check box for any user you want to delete and click the **Delete Selected** icon.
  - To reject a registration request, select the check box for any user you want to reject and click the **Reject Selected** icon.

## Troubleshooting self registrations

Problem	Solution
My registration form is not displaying on the Self Registration page	Create and associate a registration form with your course
I want to use the same registration form in multiple courses without recreating it every time	Create a standard registration form at the organization level
I can't approve self registrations	Make sure you have the appropriate security permissions
I can't reject or delete self registrations	Ensure your role has the <b>Manage Courses &gt; Unenroll Users from the Registration Area</b> permission for the course offering level
I can't enable self registration in a course offering	Ensure the Self Registration tool, necessary configuration variables, and security permissions are enabled
I can't find my course on the Self Registration page	Make sure that your course has not reached its enrollment limit or registration end date

## Find activity that matches certain criteria

The Intelligent Agents tool monitors an org unit to find activity that matches criteria that you set. The criteria that the agents search for are login activity, course activity, and release conditions in Brightspace Learning Environment.

Example uses for agents include:

- Emailing users with grades below a certain level
- Checking for users that have not logged in within a specific number of days
- Checking for users that view a specific content topic

## Considerations for setting up agents

When you create a new agent, you need to determine:

- The criteria the agent looks for. The agent can check user login activity, course activity, and/or triggered release conditions. Be aware that intelligent agents evaluate the status of release conditions at the time that they run. A user that may have satisfied a release condition on a prior run, may no longer satisfy a release condition on a subsequent run, especially in the case of our 'NOT' conditions.
- How often the agent is scheduled to run and find users that meet its criteria. If you don't set a schedule then the agent must be manually triggered on the **Agent List** page.
- How often the agent takes action when a user satisfies the criteria. I.e. Will the agent send one email the first time the user triggers the agent, or send reminder emails to the user every time the agent runs?
- The action you want the agent to take when it finds a user that fits the criteria it is looking for. An agent could: change enrollment in the current course, or enroll into another course; send an email to the user, their auditor, or other user; or do nothing (choosing no action enables the agent to run and generate reports of who has satisfied the criteria during different runs of the agent).

Notes:

- You must have the appropriate enrollment permissions in the current or destination courses to create intelligent agents that change user enrollments.
- File attachments and inserted images in emails cannot exceed the limit set for your institution for email attachments.

## Best practices for creating and using agents

There are many things you should consider when setting up agents for your course in order to get the most benefit from using the tool. Agents are most useful when you have carefully considered how you are organizing and presenting them in a course.

Some best practices include:

- Use a standard naming convention to keep the order and purpose of each agent clear
- Use the agent's Description area to collect reminder notes of what you need to adjust in the agent for each offering
- Determine if your agent would benefit from repetition
- Use replace strings to personalize emails and minimize editing
- Avoid overusing agents, especially if you can get the information to learners another way

## Replace strings for agents

Replace String	Description	For Use In
{InitiatingUser}	The user who performs the action that meets the agent's criteria	Email address field
{InitiatingUserAuditors}	The auditors for the user who performs the action that meets the agent's criteria	Email address field
{OrgName}	The name of the organization	Email body
{OrgUnitCode}	The code for the Org Unit	Email body
{OrgUnitName}	The name of the Org Unit	Email body
{OrgUnitStartDate}	The start date specified for the Org Unit	Email body
{OrgUnitEndDate}	The end date specified for the Org Unit	Email body
{OrgUnitId}	The org unit ID required to make quicklinks works	Email subject line and email body
{InitiatingUserFirstName}	The first name of the initiating user	Email body
{InitiatingUserLastName}	The last name of the initiating user	Email body
{InitiatingUserUserName}	The username of the initiating user	Email body
{InitiatingUserOrgDefinedId}	The Org Defined ID of the initiating user	Email body
{LastCourseAccessDate}	The date the initiating user last accessed the course	Email subject line and email body
{LastLoginDate}	The date the initiating user last logged in	Email subject line and email body
{LoginPath}	The address of the login path for the site	Email body

## Using agents

### Create an agent

#### To create an agent

1. On a course navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. On the **Agent List** page, click **New**.
4. On the **New Agent** page, enter a name.
5. If you want to assign a category to the agent, select an option from the **Category** drop-down menu.
  - You can create a new category by clicking the **Add Category** link to the right of the **Category** drop-down menu. Enter a name into the **Name** field, and then click **Save**.
6. Expand the **Edit Description** label and enter a description.
7. If you want the agent to be active, select the **Agent is enabled** check box.
8. Under **Criteria > Role in Classlist**, do one of the following:
  - If you want the intelligent agent to be applicable to all roles in the Classlist, select the **All users visible in the Classlist** check box.
  - If you want the intelligent agent to be applicable to select roles, select the **Users with specific roles** check box and select the respective roles.
9. If you want your agent to target users' login habits, under **Criteria > Login Activity**, enter your criteria. **Note:** Login activity refers to logins at the platform level.
10. If you want your agent to target users' course habits, under **Criteria > Course Activity**, enter your criteria.
11. If you want your agent to run when a specific existing condition has been met, under **Criteria > Release Conditions**, click **Attach Existing**. Select the check box for any condition you want to attach and click **Attach**.
12. If you want your agent to run when a specific new condition has been met, under **Criteria > Release Conditions**, click **Create and Attach**. Select a **Condition Type** from the drop-down list. Complete any additional **Condition Details** that appear and click **Create**.
13. Under **Actions > Repetition**, select how often you want the agent to take action.
14. If your role has the **Use Agent Enrollment Actions** and **Perform Unenroll** permissions, you can set your agent to perform an enrollment or unenrollment action:
  - Under **Change User Enrollments**, select the **Change user enrollments when the criteria are satisfied** check box.
  - From the **Enrollment Action** drop-down list, select the action you want your agent to perform and select the course.
  - If you want to **Enroll user in a course**, select an available course from the dialogue. Only courses you have permission to enroll in will be shown.
  - From the **New Role** drop-down list, select what role the user will be enrolled with when the agent criteria is satisfied.
15. If you want the agent to send an email when the set criteria are satisfied, under **Actions > Send an Email**, select the **Send an email when the criteria are satisfied** check box and enter your email details and relevant attachments.

16. If you want to schedule how frequently Brightspace Learning Environment evaluates the agent criteria, under **Scheduling**, select the **Use Schedule** check box. Click **Update Schedule** and set your scheduling details.  
**Note:** Scheduled intelligent agents stop running and are automatically disabled if the course is inactive, past its end date, or deleted. You can still set up a practice run or a manual run of an intelligent agent at any time in a course with a passed end date.
17. Click **Save and Close**.

## Edit an agent

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
  - You can filter what agents are viewed by selecting an option from the **View** dropdown menu. The options are All Agents; By Category (which sorts the Agents by their assigned category); Enabled (only those Agents that have been enabled); and Disabled (only those Agents who are not currently enabled).
3. From the context menu of the agent you want to edit, click **Edit Agent**.
4. To edit multiple agents at once, click **Bulk Edit**.
  - **Note:** You can only change certain attributes (title, category, active/inactive state) using Bulk Edit.
5. Make your changes.
6. Click **Save and Close**.

## Copy an agent

You can copy an agent to reuse or make minor editing changes to. All copied agents will be disabled by default.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. From the context menu of the agent you want to copy, click **Copy**. A new agent is created and **Copy of** is added to the beginning of its name.

## Delete an agent

### To delete an agent

You can delete an agent individually or in bulk. Deleted agents do not run if they have a recurring schedule.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. In the **Agent List**, select the check boxes of the agents you want to delete and click **Delete**.
4. To confirm the deletion, click **Delete**.

## Restore an agent

You can restore deleted agents. All restored agents maintain existing properties and history.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. In the **Restore Agents** page, click **Restore** to restore any of the deleted agents.

## Add a link to the Intelligent Agents tool to the navbar

You can add a link to the Intelligent Agents tool to your course's navbar.

1. From the **Admin Tools** menu, select **Navigation and Themes**.
2. Click the link for the navbar, in which you want to add a link to the Intelligent Agents tool.
3. On the **Edit Navbar** page, in the **Links** area, click **Add Links**.
4. In the **Add Links** dialog box, select the **Intelligent Agents** check box.
5. Click **Add**, and then **Save and Close**.

## Update Intelligent Agents settings

You can adjust the settings in the Intelligent Agent tool to set custom values for the name that emails come from and the reply-to address that responses are delivered to.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. Click **Settings**.
4. On the **Intelligent Agents Settings** page, select one of the following:
  - Select **Use the system defaults**.
  - Select **set custom values for this course** and fill in the available fields.
5. Click **Save**.

## Run an agent manually

### To run an agent manually

Typically, agents are set up to run automatically. If you do not have a regular schedule set up for an agent, you must run it manually.

When you run an agent manually, it sends a confirmation email to the user that requested or set up the agent. This email contains the following information: org unit code and name, which agent ran, time and date the request was submitted, time and date the request was finished, and whether the agent took action.

You can set up a manual run of an intelligent agent at any time in a course with a passed end date. Agents do not need to be enabled in order to set up a manual run.

1. On the navbar, click **Course Admin**.

2. Click **Intelligent Agents**.
3. From the context menu of the agent you want to run manually, click **Run Now**.
4. To confirm the manual run, click **Run**.

## Perform a practice run on an agent

### To perform a practice run on an agent

You can have an agent perform a practice run to see who will be identified by the agent without sending those users an email. Agents do not need to be enabled in order to perform a practice run.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. From the context menu of the agent you want to perform a practice run for, click **Practice Run**.
4. To view the users identified, on the **Agent List**, in the **Results of Last Run** column, click the link.

## Change the status of an agent

You can enable and disable agents individually or in bulk easily on the Agent List page.

Disabled agents display an  Agent is not enabled icon by their name.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. On the **Agent List** page, do one of the following:
  - To enable an agent, select the check box for any agent you want to enable and click the **Enable** link.
  - To disable an agent, select the check box for any agent you want to disable and click the **Disable** link.

## View the history of an agent

You can view the history of an agent to see when the agent was run, who was identified, the type of run (Manual, Scheduled, or Practice), who ran the agent, and if any errors were encountered.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. From the context menu of the agent you want to view the history of, click **View History**.



## Export the history of an agent

You can export the history of an agent to a CSV file to see when the agent was run, who was identified, the type of run (Manual, Scheduled, or Practice), who ran the agent, and if any errors were encountered.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. Click **More Actions**, and select **Export Agent History**.
4. Select an individual agent, or all agents.
5. Select the **Include Practice Runs** checkbox if you want this information included.
6. Set the date range to include in the CSV, and click **Export**.
7. Click on the CSV file to download the history for review offline

**Note:** On the **Agent List** page, select the context menu for an individual agent, and click **Export History** to generate a CSV file for specific agents.

## View scheduled agents' run time

### To view scheduled agents' run time

You can view the time of day the scheduled agents will run.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. Click **Settings**.
4. On the **Intelligent Agents Settings** page, view the **Scheduled Agents Run Time**.

## View an agent's next run date

You can view the next run date for scheduled agents. There is no next run date if a schedule is not enabled.

1. On the navbar, click **Course Admin**.
2. Click **Intelligent Agents**.
3. On the **Agent List** page, view the **Next Run Date**.

## About SCORM in the Brightspace Learning Environment

SCORM stands for Sharable Content Object Reference Model. It is a collection of standards that outlines how online learning materials and learning management systems should interact with one another. Instructors can import SCORM objects and include them in courses and lessons.

Because SCORM is integrated into many features of Brightspace Learning Environment, there is a separate guide that pulls together all the information about SCORM from the many locations it has existed previous to Brightspace Platform 10.8.2. You can find the [Using SCORM in](#)

[Brightspace Learning Environment - Administrator Guide](#) in the Brightspace Community, and the topics continue to be available in the [Brightspace Help](#).

## Accessibility for course design

Course designers and instructors hold a pivotal role in ensuring that Brightspace Learning Environment is accessible to all users, regardless of their learning needs. It is your content that students must access, assess, and interact with. It is strongly recommended to follow accessibility best practices to ensure that you meet the learning needs of all your students.

## Adding an accessible template package to your course files

D2L has designed a template package that course instructors can use to create accessible, HTML content files. The templates use cascading style sheets (CSS) to format the content in the HTML files.

To the extent possible under law, D2L has waived all copyright and related or neighboring rights to the available accessibility templates. You can use these files in a single course, or for the whole organization through Shared Files, depending on your permissions.

If you upload the template package and unzip it within Brightspace platform, it is structured properly and the sample files correctly reference the CSS file. If you choose only some of the available templates within the package to upload, you might need to recreate the folder structure for the files to correctly reference the CSS file.

All the template packages use the same folder structure and name, which makes it easy to swap out your CSS file for different CSS files if you want to change the appearance of your course content.

Download the template package from the [Brightspace Community](#).

To add a template package to your files.

1. Save the template package to your PC.
2. Do one of the following:
  - To share the templates across the organization, navigate to **Shared Files**.
  - To use the templates in a specific course, navigate to **Manage Files**.
3. At the root level of the file tree, select **Upload**.
4. Select the template package zip file and click **Upload**.
5. Unzip the file.

## Meeting web content accessibility standards

Most of the tips provided are web content standards set by the World Wide Web Consortium. For more information, review their Web Content Accessibility Guidelines.

- When possible, use HTML topics to create your course content. D2L provides accessible HTML templates to streamline the content creation process. If you need to use other file formats, such as video files, choose formats that are recognized by most browsers or offer the material in multiple formats.
- Use a simple layout that does not use tables or columns to organize information. When information is organized simply, it is easier for students to read and understand. Simple layout is also easier for assistive technology devices to interpret and present, and for mobile and handheld devices to resize.
- Use headings to communicate the relationships between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, and so on. If headings are used correctly, screen reader users can quickly search a page by heading and participants with cognitive disabilities can understand how sections and content relate easier.
- Make sure each heading, item, and file name are unique.
- Include a table of contents that links to each section. Ensure that there are Back to top links at the end of each section for longer documents.
- Include alternative text descriptions (alt text) for all graphics. Use double quotes (null) as the alt text if the object is a decorative element that does not add meaning to the topic. If the graphic is a link, begin the alt text with "Link to". Brightspace Editor in Brightspace Learning Environment automatically prompts you to include alt text when you insert an image.
- Include detailed captions below tables and graphs. These captions should explain what information the objects convey, including important trends and statistics. For tables, include a caption using the caption element that explains how the table is organized. Check that tables make sense when read from left to right. Screen readers often have difficulty conveying information that reads from top to bottom.
- Use the same text on-screen and in the alt text for links. Make sure that the text describes the action that will occur when you click the link. Do not use text such as Click Here as the link. Screen readers often use a list of links to quickly navigate actions on a page. This is not possible if links are not descriptive.
- Include text alternatives of multimedia content, such as audio or video files. If you do not have the time to create a complete text alternative, include a descriptive label that summarizes the content.
- Do not use blinking or flashing multimedia, as it can cause seizures in individuals with photo-sensitivity. Use animation when it helps convey a concept, and not to draw attention to an unchanging object. Use a combination of color, size, and prominence to draw attention to objects.
- Do not use color to convey meaning. If you want to show how concepts relate to each other, use a combination of size, color, and text labels.
- Ensure that there is a strong contrast between the text and the background colors in your course materials.
- Use relative font sizes and make sure that the text and page layout adjusts when a user changes the font sizes. Users should not have to scroll horizontally.
- If you use PDF files for content, scan them with optical character recognition (OCR) so the text can be read by screen readers. Scan pages with multiple columns one column at a





time so that the optical character recognition functions as expected. Add bookmarks for major sections to make the content easier to navigate.

- If you create PDF files from Microsoft Word or another word processor, format titles and sections using heading so they are correctly tagged in the PDF.
- If learners use text-to-speech software to read text aloud or highlight text as they go through it, test the software to ensure it functions correctly for specific tools and settings that you want to use. For example, if you turn off right-click in quizzes, it can prevent some text-to-speech software from tracking text.

## Improve the accessibility of course content using Blackboard Ally

Blackboard Ally is a content accessibility service licensed directly from Blackboard. It is designed to help instructors improve the accessibility of their course content. Blackboard Ally provides accessibility checks for Course and Lesson content, provides suggestions for improving content, and provides alternative accessible formats to enable learners to use the format that best meets their requirements.

Blackboard Ally provides an accessibility score from low to high using a color and gauge icon to indicate the current score of the file:

-  Red indicates a low score resulting from many accessibility issues. Files with this rating should be improved as soon as possible.
-  Yellow indicates a mid-range score. There are accessibility issues, but there are opportunities for improvement.
-  Light green indicates a high score. The file is accessible, but there are still opportunities for improvement.
-  Dark green indicates a perfect score. The file is fully accessible, there are no suggestions to improve the accessibility of the file.

The main accessibility score panel also contains a link that opens the Instructor Feedback panel. The Instructor Feedback panel contains the following information:

- Accessibility score percentage for the entire file with the corresponding color and gauge icon.
- A link to a list of all issues in the file, with a **Fix** button that you can use to fix, save, and upload the file with the improved accessibility score.
- A description of the issue and how to fix it.
- An upload window that you can use to drag-and-drop a new version of the file, or browse to the updated file.

For more information, see [Blackboard Ally Help](#).

## Compliance to accessibility standards in HTML-authored content

An accessibility checker is available within Brightspace Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, and any other tools where you can access the Editor.

The accessibility checker is available in the top bar within Brightspace Editor. After you add content in Brightspace Editor, you can click the checker to ensure that the HTML page meets conformance to WCAG and Section 508 accessibility standards.

The accessibility checker reviews content for the use of the following items:


- Use of paragraphs as headings
- Sequential headings
- Adjacent links
- Ordered list structure
- Unordered list structure
- Contrast ratio of text to background colors
- Image ALT text
- ALT text file name
- Table caption
- Complex table summary
- Table caption and summary
- Table heading scope, markup, and headers

The checker indicates if the content is free of accessibility issues, or offers suggestions to fix them.

Note that the accessibility checker does not check multiple files at the same time and does not check files that you have imported into a course. Also be aware that the accessibility checker is only available for HTML files in Brightspace Editor; it cannot be used to check any other file type, such as MS Word, PDF, PowerPoint, and so on.

## Use the Accessibility Checker on HTML-authored content

The accessibility checker gives you a way to ensure that the content you author in Brightspace Editor conforms to WCAG and Section 508 accessibility standards. The accessibility checker is available within the Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, Discussions and any other tools where a user can access the Editor.

1. Enter HTML content in Brightspace Editor.
2. Click  to start the checker.
3. If there are any compliance issues, read the report for suggestions on how to fix the issue.

## Accessibility considerations when organizing your course

All people learn differently. It can be difficult to organize your course in a way that supports the learning needs and styles of all users. Your learning materials need to effectively engage, educate, evaluate, and accommodate diverse learners. It can help to meet these benchmarks if you follow a few design decisions:

- Set clear course expectations
- Set flexible time limits and deadlines
- Provide alternative learning materials

## Setting clear course expectations

For many students, an online course marks a big change from a traditional classroom. This change can be even more challenging for students with physical or learning disabilities, as they can feel disconnected from their instructor and other support systems. The Brightspace Learning Environment provides course designers with flexibility in how they set up and organize content, however it can still be daunting for students who rely on assistive technologies to navigate the Brightspace Learning Environment, find course materials, and find and complete assignments.

To help your students effectively use your online course, consider the following design guidelines:

- Use Course Home to help familiarize your students with your course content.
- Create a news topic on Course Home that introduces yourself (the course instructor) and any teaching assistants. Include contact information and encourage students to contact you if they have concerns, questions, or additional needs.
- Include your course syllabus as a news topic, or provide a link in a news item to your syllabus on the Course Home. Make each item in the syllabus a Quicklink to the actual item in your course. Quicklinks provide a navigation shortcut to important content and helps students with learning disabilities clearly see how course content relates to course expectations.
- Include a Announcements topic on the Course Home that highlights some of the personal tools available to students, such as Preferences and Class Progress.
- Build redundancy into your course by repeating course information within different tools. For example, you can include all course syllabus information in the course calendar, and include information on how much a quiz, discussion topic, or assignment is worth in the description of the syllabus entry for the content item. When course expectations are clearly communicated in the course design, students can focus on learning content.
- Set up a clear hierarchy in your course content using enumerations. In Content settings, set up enumerations so that the course structure is easier to navigate for users of screen readers and students with learning disabilities.

## Making flexible time limits and deadlines

In some cases, course designers may put users with learning and physical disabilities at a disadvantage without intending to. Usually, disadvantages result from users not having enough time to complete tasks or not having appropriately designed resources. Consider using the following best practices to organize course materials:

- To encourage user participation and reflection, use Discussions instead of instant messaging tools. Instant Messaging can be difficult for users with visual, motor, or learning disabilities because they require users to quickly process and respond to information, using technology that doesn't match their needs. Discussions areas give all users time to reflect. If you use instant messaging, be aware that some users may need an alternative solution such as phone or face-to-face contact. Also consider how accessible the instant messaging interface is for the tool you are using. The D2L Instant Messages tool is specifically designed to be accessible by keyboard and screen readers.
- Provide readings and assignments well in advance of deadlines so users can work ahead and prepare. Many students need the time to organize extra help and to read through the content more than one time. Use conditional release settings to release course content by module, and make sure you provide enough time to complete each component.
- Be aware of the limitations that timed examinations place on students. Traditional examinations usually have a time limit in which students must prepare their responses. This can be difficult for students with learning or physical disabilities as they often need more time to articulate or record their responses. Consider whether strict time limits are necessary for your course material. If time limits are required, ensure that students are aware that they can request extra time.

## Providing alternative learning materials

To improve student engagement, one of the most effective course design decisions you can make is to offer course materials and assignments that appeal to more than one sense. For example, the same material can have an audio, video, and text component. This type of redundancy helps engage students with different learning types, reinforces important concepts, and ensures that users with physical disabilities can access content in a suitable format. Consider adopting the following best practices:

- Use Content for readings and course material. It is easier for assistive technologies to interpret HTML code than application-based files such as Microsoft Word. When creating HTML content, follow web content accessibility standards.
- If you are scanning documents to use as course content or using PDF files, use optical character recognition (OCR) to ensure that documents with text can be read by screen readers. Also consider adding tags to your documents to ensure that screen readers can navigate more easily. For more information about PDF accessibility, see [webaim.org/techniques/acrobat](http://webaim.org/techniques/acrobat).
- If your readings and lecture materials contain many graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to



generate interest in a topic, present material from different perspectives, and help students with learning disabilities through redundancy. Make the text-only alternatives easy to compile for print so that all the students can use them as study aids.

- Allow students to demonstrate learning through different assignments associated with the same grade item or competency activity. For example, students might have the option of a written reflection, a recorded interview, or a slide show presentation.
- Set up your discussion areas to encourage peer-to-peer support. Regularly review information in the forums and adjust your content according to the needs of the group.
- Use the Equation Editor in combination with written descriptions of mathematical formulas. Although the Equation Editor supports accessible equations through MathML, these standards are not supported by all browsers or assistive technologies. Written descriptions help all students interpret what they need to complete the equation.
- Use a vertical layout for quizzes so that only one answer or concept appears on each line. Screen readers more easily interpret the order of the material, so most students can more quickly interpret their options. A vertical layout also reduces formatting issues when a student adjusts text sizes.
- Do not convert Microsoft PowerPoint presentations to images if you have any visually impaired students. Screen readers are not able to read the content of the images, and learners are not able to resize the text or graphics. PowerPoint slides are converted by default; on the **Create File Resource** pop-up page you need to turn off the **Convert Word documents to HTML and PowerPoint slides to images** option. As an alternative, you can make it easy for learners to request copies of the original content, and the learners can adjust and print them.

## Directing learners to accessibility resources

It is a good practice to provide learners with information about how to find accessible information and additional support:

- In Brightspace Learning Environment account settings, there are a number of settings that can be adjusted to improve accessibility. These user preferences are controlled by individual users, and can be set to the greatest benefit of individual learners.
- The Brightspace Learning Environment tool provides learners with help about accessibility features, including tips on how to configure Brightspace Learning Environment for use with a screen reader, screen magnifier, or keyboard-only assistive technology device. You can find information about using zoom, color contrast, and navigating using keyboard-only.
- Your organization likely has a Disability Services office, library support staff, and tutoring staff available for students seeking additional help. As an instructor, familiarize yourself with the programs in your organization and share the information with students who seek additional support.



## Scenarios for creating release conditions to increase accessibility in courses

You can use Special Access and Release Conditions to set criteria around the availability of content, which can be useful for accommodating students with other needs.

The following scenarios provide examples of when release conditions or special access can improve accessibility:

- Create groups for students with special needs and use release conditions to provide course material, tasks, and work areas that are not available to other students. This is a good option if you do not want other students to see or have access to the additional course items.
- If you are teaching a large course, you might not be aware of the individual needs of all the students enrolled in the course. Set up a checklist that learners can use to request extra resources, help, or course material in a different format. For example, for each week or major assignment, create checklist items for text-only versions of the course material, an extra help discussion forum, additional reading material, and alternative formats for multimedia material. Set release conditions for the checklist items so the requested content is automatically released. This option ensures that the majority of learners access the material as you intended, but learners needs are supported.
- Set up a survey to help you determine the learning needs of learners. Use the survey results to determine what special access rights and extra resources to provide for the learners.
- Set up quizzes, surveys, or assignment folders with time restrictions, but give special access to learners who need more time because of physical or cognitive disabilities. Alternatively, instructors creating quizzes might prefer to not set any time restrictions because they can impact the quality of answers.

## Creating Course Content

Instructors can create course content with the following tools:

- Create course content with the Content tool
- Format HTML course content with the use of Brightspace Editor
- Add URL links to a course with the Links tool
- Create a custom learning path in a course with the Release Conditions tool
- Notify learners about updated course content
- Add availability and due dates in Content
- Evaluate assignment submissions from Content

### Create course content with the Content tool

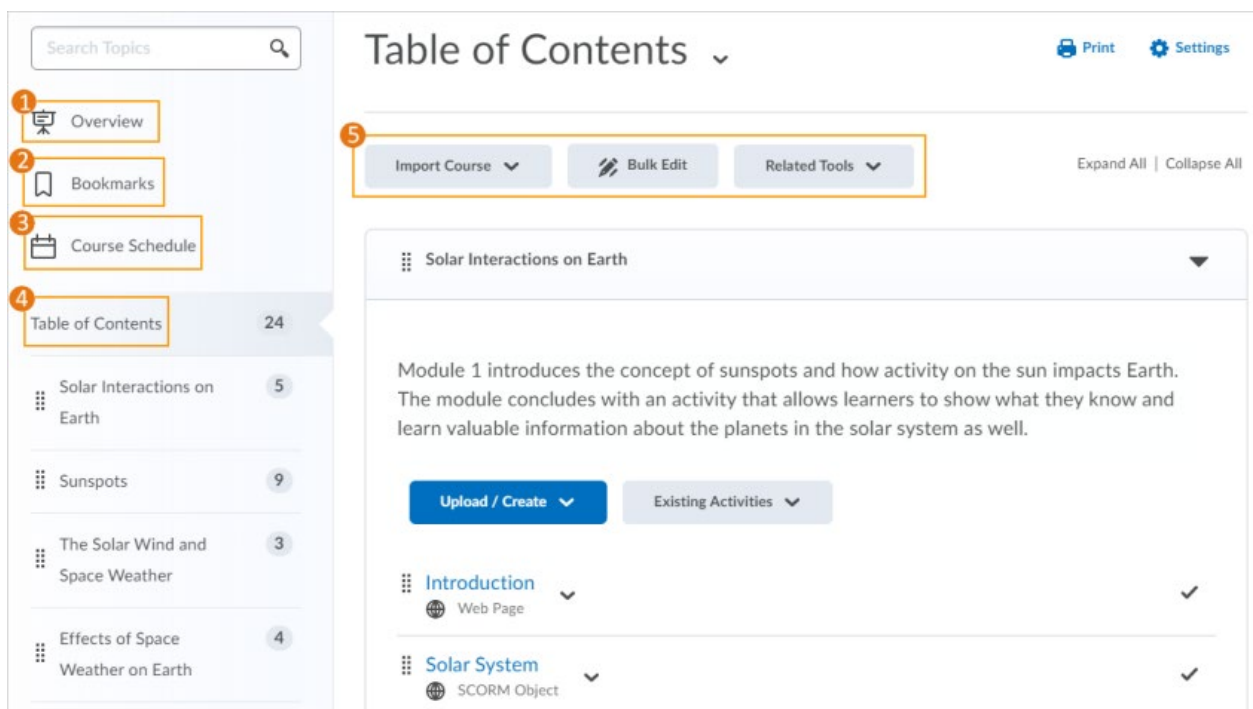
Use the Content tool to post and organize course content so that information about course expectations, course syllabus, lecture notes, and important dates display to users clearly.

Course materials you post in Content can include documents, images, media files, CaptureCast presentations, URL links, and existing course activities. You can add release conditions, grade items, and learning objectives to topics to ensure users navigate through course materials while fulfilling specific course requirements and learning expectations.

You can also monitor class and user progress as students work through course content by setting automatic (determined by the system) or manual (determined by the student) completion tracking.

## Content tool overview for instructors

### An overview of the Content tool for instructors



1) When users access a course's Content tool for the first time, the first page they land on is the Overview. Use the Overview page to orient users to the course, content materials, and course expectations. If you decide not to add anything to this page, the Overview link and page is hidden from learners' view. Users can print and download an uploaded course syllabus directly from the Content Overview page. Note that the **Print** and **Download** buttons display differently, depending on whether or not the **d2l.System.Services.DocumentConversion.IsEnabled** configuration variable is enabled. If the **d2l.System.Services.DocumentConversion.IsEnabled** configuration variable is enabled, all document types except PDF will display the **Download** and **Print** options (PDF will only display the **Download** button). If the configuration variable is not enabled, only GIF, JPEB, JPG, JPE, PNG, BMP, TXT, HTML, CSS, and HTM file types will display both the **Download** and **Print** options.

2) Topics you bookmark appear in a list on the Bookmarks page. The number beside the Bookmarks link indicates how many bookmarks you have.

3) The Course Schedule page lists course material due dates, start dates, end dates, overdue course activities, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the Course Schedule page and the Agenda view in the Calendar tool. If you set a due date for a course activity that has no end date or it has an end date that occurs after the due date, the activity appears on the Overdue tab for learners who miss the due date. The Overdue tab lists overdue course activities that learners can still complete before the item or course becomes unavailable.

The dates listed on this page are not exclusive to content topics; upcoming events include all events within the course from the Calendar tool. The number beside the Upcoming Events link indicates how many upcoming events you have.

4) The Table of Contents panel lists all modules available in your course. The number beside each module name in the Table of Contents panel indicates the number of topics you have set completion tracking for. The number beside the Table of Contents link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on learners per module.

5) The course content administration options located on the Table of Contents page allow instructors to import and copy course content, bulk Course Admin content properties, manage course files, view reports on course content, and restore deleted course items.

## About course content organization

Your course content is organized using content topics and modules. Use modules to organize the units of your course offering (for example, week 1, week 2, week 3, and so on) and topics to organize the content of each module (for example, lesson 1, lesson 2, lesson 3, and so on.)

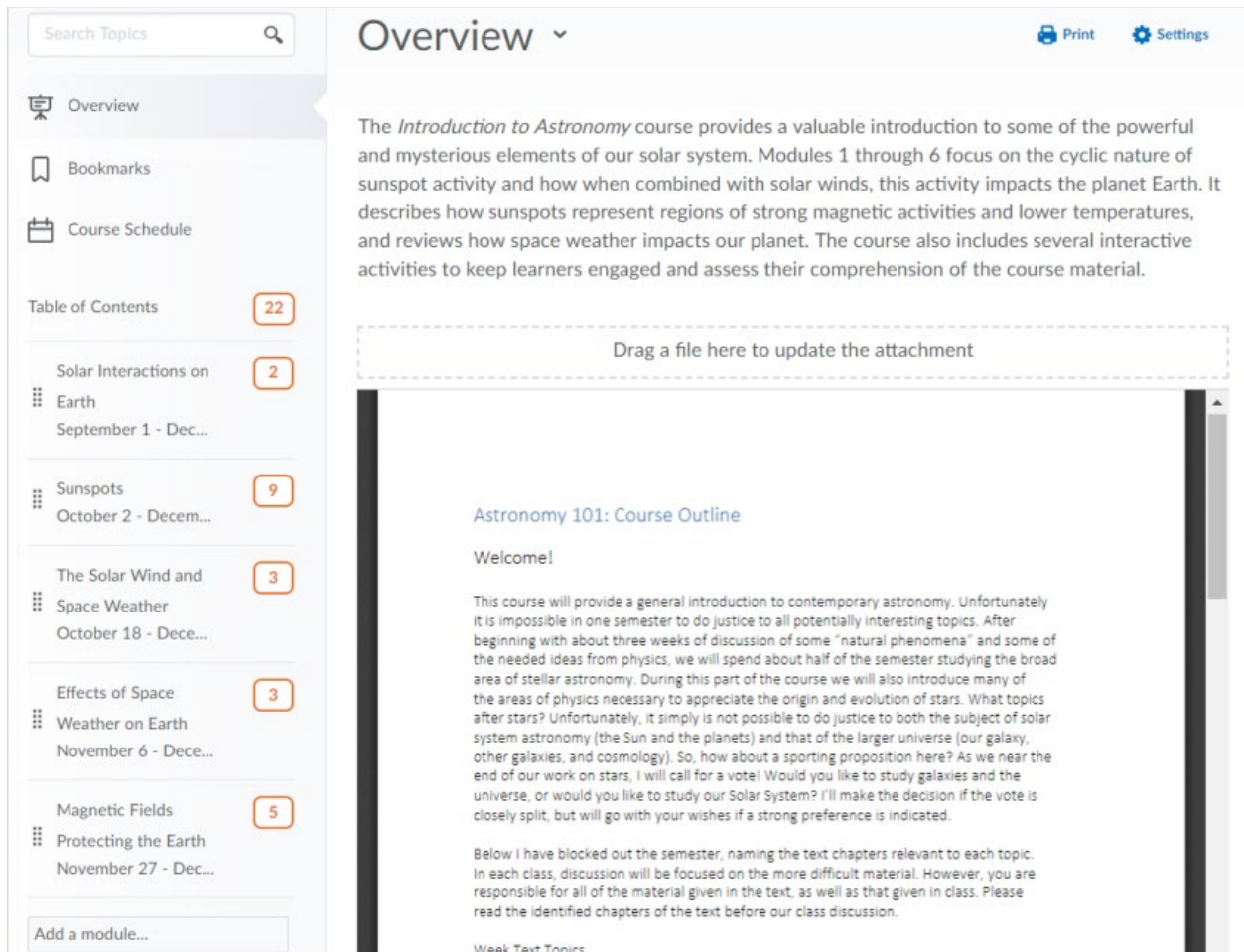


Figure: An Astronomy 101 course in Brightspace Learning Environment

## Overview

When users access a course's Content tool for the first time, the first page they land on is the **Overview** (also known as a course syllabus). Use the **Overview** page to orient users to the course, content materials, and course expectations. You can insert course overview information using the Brightspace Editor beneath the **Overview** title, and you can add a file attachment by dragging a file from your computer onto the upload target, or by clicking **Add an attachment** from the **Overview** page.

**Note:** If you decide not to add anything to the Overview, the **Overview** link and page is hidden from student view.

## Bookmarks

Topics you bookmark appear in a list on the **Bookmarks** page. Click the **Add Bookmark** icon while viewing a topic to add it to your bookmarks list. The number beside the **Bookmarks** link indicates how many bookmarks you have.

## Course Schedule

The **Course Schedule** page lists course material due dates, start dates, end dates, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the **Course Schedule** page and the Agenda view in the Calendar tool.

The dates listed on this page are not exclusive to Content topics; upcoming events include all events within the course from the Calendar tool. Click **Course Schedule** to view all past, current, and future course events. The number beside the **Upcoming** link indicates how many upcoming events you have.

## Table of Contents

The **Table of Contents** panel lists all modules available in your course. Click on a listed module to view and manage its details, topics, and sub-modules. You can also stay on the **Table of Contents** page to view and manage all modules and topics. Click the **Table of Contents** link to access the **Table of Contents** page. This page enables you to view and manage all modules and topics. You can add new topics to existing modules by dragging and dropping files from your computer onto upload targets on the **Table of Contents** page, and you can also rearrange course materials by dragging and dropping topics between modules.

The number beside each module name in the **Table of Contents** panel listing indicates the number of topics you have set completion tracking for. The number beside the **Table of Contents** link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on students per module.

## About accessible courses and accessible course content

Organizing your course in a way that supports the learning needs and styles of all users can be a difficult task. Your learning materials need to engage, educate, evaluate, and accommodate people effectively.

### Set clear course expectations

There are some design decisions you can make that will help all learners use your online course effectively:

- Use the Content Overview page to help familiarize your learners with your course content.
- Add your course syllabus to the Content Overview page. This helps all users clearly understand your course expectations up front. Link each syllabus item to the actual item in

your course. This provides a navigation shortcut to important content and helps students with learning disabilities clearly see how course content relates to course expectations.

- Set up enumerations in the Content tool's Settings to establish a clear hierarchy in your course content. Well-defined course structure is easier to navigate for screen reader users and learners with learning disabilities.

## Make time limits and deadlines flexible

Provide readings well in advance of deadlines so users can work ahead and prepare. Many learners need the extra time to read through content multiple times. If you use release conditions to control when to release course content on a module by module basis, make sure you give learners plenty of time to complete each component.

## Provide alternative learning materials

One of the most effective course design decisions you can make to improve engagement is to offer course materials that appeal to more than one sense. For example, the same material can have an audio, video, and text component. This type of redundancy helps engage learners with different learning types, reinforces important concepts, and helps ensure that users with physical disabilities can access content in a suitable format.

- Use the Content tool for readings and course material. HTML code is easier for assistive technologies to interpret than application-based files such as Microsoft Word. Follow web standards when creating your content.
- If you need to use PDF files for additional content, use optical character recognition (OCR) if you are scanning documents so the text can be read by screen readers. Also consider adding tags to your documents to enable screen reader users to navigate them more easily. For more information about PDF accessibility, go to <http://webaim.org/techniques/acrobat>.
- If your readings and lecture materials use many graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to generate interest in a topic, present material from different perspectives, and help students with learning disabilities through redundancy. Make the text-only alternatives easy to compile for print so that all learners can use them as study aids at their leisure.

## Tips when creating HTML content

Most of the following tips provided are web content standards set by the World Wide Web Consortium in the Web Content Accessibility Guidelines and should be considered when creating HTML content:

- Use a simple layout that does not organize content in tables or columns. Simply organized material is easier for learners to read and understand, is easier for assistive technology to interpret and present, and is easier for mobile and handheld devices to resize.



- Use headings to communicate the relationships between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, and so on. If headings are used correctly, screen reader users can quickly search a page by heading and participants with cognitive disabilities can understand how sections and content relate easier.
- Make sure each heading is unique. Do not use the same text for a Heading 3 (subsection) that you used for your Heading 1 at the start of the document. The same principle applies to file/item names. Make sure each file or item you create has a unique name.
- For longer topics, include a table of contents that links to each section and "Back to top" links at the end of each section.
- Include alternative text descriptions (alt text) for all graphics. Use double quotes (null) "" as the alt text if the object is a decorative element that does not add meaning. If the graphic is a link, begin the alt text with "Link to". The Brightspace Editor automatically prompts you to include alt text when you insert an image.
- Include detailed captions below tables and graphs. These captions should explain what the objects convey, including important trends and statistics. This will help all learners interpret the objects. For tables, include a caption using the caption element that explains how the table is organized. Check that tables make sense when read from left to right. Screen readers have difficulty conveying information that reads from top to bottom.
- Use the same text on-screen and in the alt text for links. Make sure the text describes the action that will occur. Never use text such as "Click Here" as the link. Screen reader users often use a list of links to quickly navigate actions on a page; this is not possible if links are not descriptive.
- Include text alternatives of multimedia content, such as audio or video files. If you do not have the time to create a complete text alternative, include a descriptive label that summarizes the content.
- Do not use blinking or flashing multimedia as it can cause seizures in individuals with photosensitivity. Use animation when it helps convey a concept and not to draw attention to an unchanging object. Use a combination of size, color, and prominence to draw attention to objects.
- Never use only color to convey meaning. If you want to show how concepts and objects relate to each other use a combination of size, color, and text labels.
- Ensure there is a strong contrast between the text and background colors used in your course materials.
- Use relative font sizes and make sure the text and page layout adjusts when font sizes are changed. Users should not have to scroll horizontally.
- If you create PDF documents from Microsoft Word or another word processor, make sure you format titles and sections using headings so they are tagged correctly in the PDF.
- If users can use text-to-speech software to read text aloud or highlight text as they go through it, test the software to ensure it functions correctly for specific tools and settings you want to create. For example, disabling right-click in quizzes can prevent some text-to-speech software from tracking text, so try your software to see if you experience similar issues.
- Take advantage of D2L-compatible tools, such as ReadSpeaker, Visual course widget, and audio topics.

- D2L recommends that instructors and instructional designers who want to make good default choices for learners with dyslexia read [Dyslexia Style Guide 2018: Creating Dyslexia Friendly Content](#) from the British Dyslexia Association. Browser extensions such as [OpenDyslexic Font for Chrome](#) are also available for learners with dyslexia.

## What kinds of files can I use for course content?

Instructors can upload a wide variety of document, image, and video file types to use for course content. Learners view the files inline; however, they can also download or print the files, if they have the **Content > Compile and Print Content** and **Content > Download Content Topics** permissions. For more information, contact your administrator.

To display documents inline, the Document Conversion Service converts documents uploaded to the Content tool into PDFs. The documents are converted during upload instead of during learner access, which reduces wait times when rendering the documents to learners. For best performance, D2L recommends uploading all non-HTML documents as PDF files, since PDF files do not go through the conversion process. When learners download documents, they are saved in their native file formats.

Extension	File Type	Notes
HTM, HTML, MHT, MHTML	Web document	Brightspace Learning Environment strips the <title> tag and text within the tag from user created web documents
RTF, PPT, PPS, PDF, DOC, DOCX, PPTX, XML, XLS, TXT, WPD, XLSX, XLS	Text document	When embedded in Content, PowerPoint presentations that contain animations do not play; however, downloading the PowerPoint presentations saves them in their native file format, allowing the animations to play
JPG, JPEG, PNG, GIF, BMP, TIF, TIFF	Image	
SWF, MPG, MPEG, RM, MP3, MP4, M4V, M4A, AVI, WAV, RAM, ASF, MOV, RA	Media	The extensions MP4, M4V, and M4A allow users to drag entire albums, video podcasts, and movies from iTunes

## Create a new module

### To create a new module

You must create a module before you can add topics. You can create submodules (modules within existing modules) to establish a deeper hierarchy.



If your course is SCORM 2004-compliant, new modules that you create are outside the sequencing and navigation built into the SCORM package.

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, in the **Add a module** field, enter the name of your new module and then press **Enter**.

To add a submodule, click into the module. In the **Add a sub-module** field, enter the name of your new sub-module and then press **Enter**.

## Create a new topic

To enhance the security of content files that execute scripts to create extra-rich HTML experiences (such as objects that can execute JavaScript), there is a sandboxing feature that creates a secure iFrame around the HTML file. This allows an HTML file to execute scripts (such as JavaScript) within the iFrame only but will prevent them from executing outside the iFrame (against the domain). This enables some flexibility in creating rich content, but reassurance for the security-conscious that end user information remains secure in all situations, such as when learners in specific courses have a special role with permission to create content topics.

### To create a new topic

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, click on the module in which you want to create a new topic.
3. From the **New** drop-down menu do one of the following:
  - To add a video or audio topic, click **Video or Audio**.
  - To add a Brightspace Capture topic, click **Capture**.
  - To add existing files from your computer, course offering files, or **Shared Files** area, click **Upload Files**.
  - To add a new file, click **Create a File**.
  - To add a link, click **Create a Link**.

**Note:** It is recommended that all link topics open as an external resource to prevent any unexpected security conflicts.

- To add existing files from Manage Files, click **Add from Manage Files**.
  - To add files from Brightspace Learning Repository, click **Add Object from LOR**.
  - To add a new checklist, click **New Checklist**.
  - To add a new discussion topic, click **New Discussion**.
  - To add a new assignment, click **New Assignment**.
  - To add a new quiz, click **New Quiz**.
  - To add a new survey, click **New Survey**.
4. Follow the prompts on the screen to modify your new topic.

## Delete a module or topic

**Note:** Deleting a module deletes all topics within that module.

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, click the module or topic you want to delete.
3. If you are deleting a module, click **Delete Module** from the module's context menu. If you are deleting a topic, click **Delete Topic** from the topic's context menu.
4. Decide whether you want to remove the module or topic from the Content view only or permanently delete the module or topic from the course (this will also delete all associated objects including discussions, quizzes, etc).
5. Click **Delete**.

## Add an existing course object to Content

To add an existing course object to Content

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, for the module you want to add a course object to, click **Existing Activities** and do one of the following:
  - To add an existing assignment, click **Assignments**
  - To add an existing chat, click **Chat**.
  - To add an existing checklist, click **Checklist**.
  - To add an existing discussion topic, click **Discussions**.
  - To add an existing Brightspace ePortfolio item, click **Brightspace ePortfolio**.
  - To add an existing external learning tool, click **External Learning Tools**.
  - To add an existing form template, click **Forms**.
  - To add an existing online room, click **Online Rooms**.
  - To add an existing quiz, click **Quizzes**.
  - To add an existing self assessment, click **Self Assessments**.
  - To add an existing survey, click **Surveys**.

Note: Additional menu options may be available depending on your institution.
3. Do one of the following:
  - To insert an existing activity, in the **Add Activity** window, click on the activity.
  - To create and insert a new activity, in the **Add Activity** window, click **Create New [activity]**. Enter your activity details and click **Create and Insert**.

### Audio-Video Player

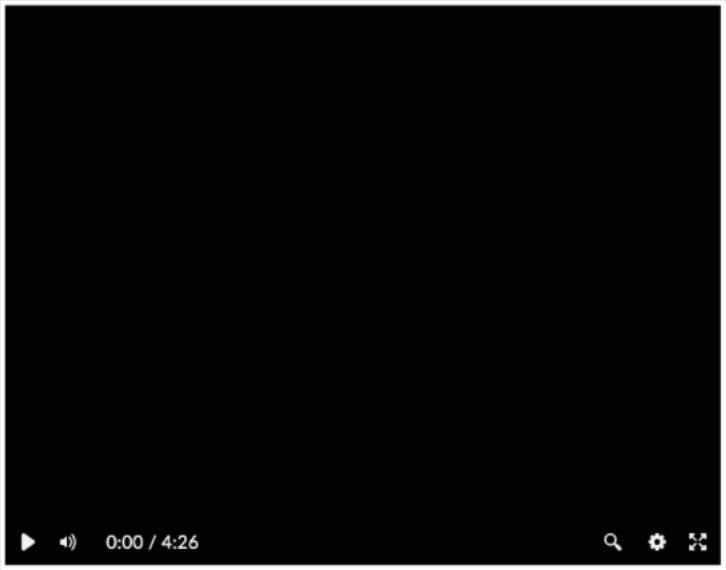


Figure: The Audio-Video Player

### Video Quality

The Gear icon allows users to change the video quality for high-definition (HD) files. Viewing in standard definition (SD) assists with playback in situations with a slow or unstable network.

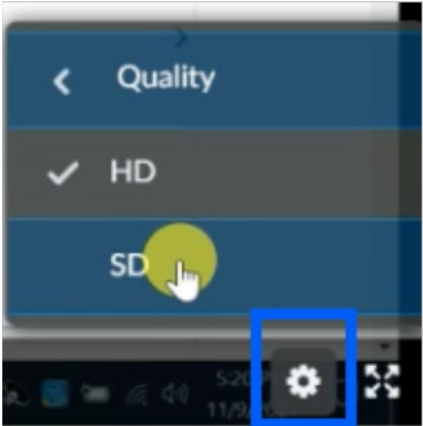


Figure: Use the Gear icon to change video quality

### Search

The search field allows users to search for a keyword in a video caption track and see those locations reflected on the timeline. A caption track must be present for the video and the user must have captions turned on to use the Search option.



Figure: Search field visible for videos with captions, location of text indicated by the points on the timeline

For additional information on the Audio-Video Player and Editor, visit the [Evolving The Audio-Video Experience](#) Community blog post.

## Audio-Video Editor

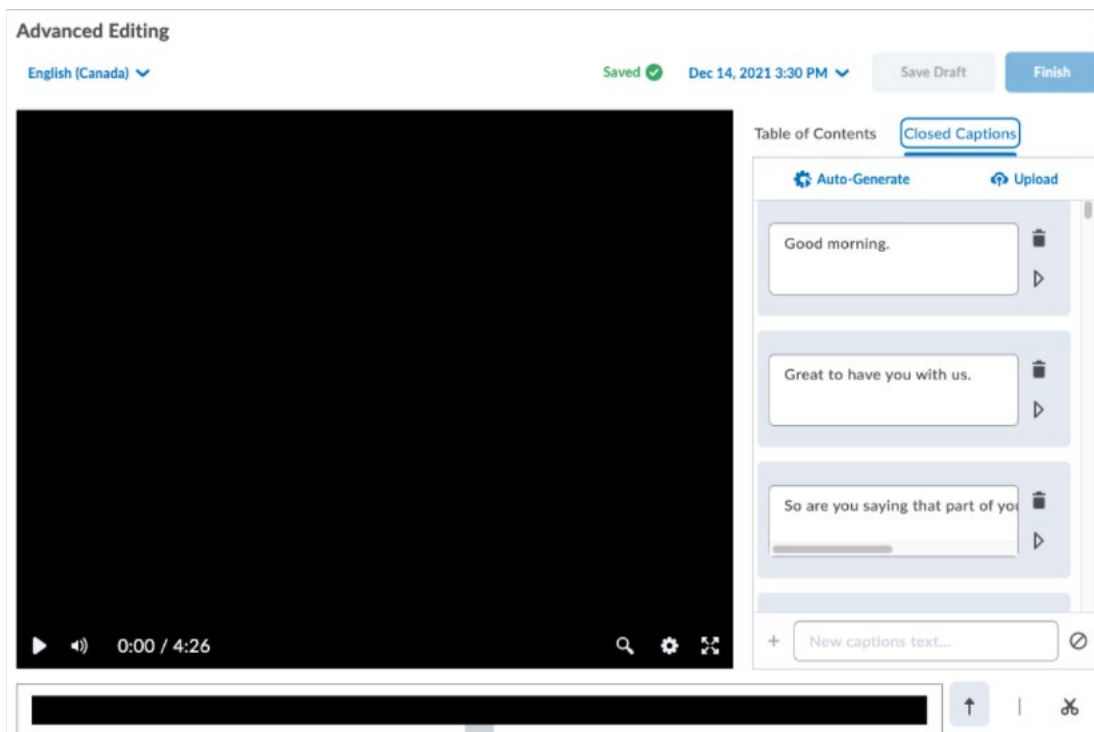


Figure: The Audio-Video Editor

Files uploaded to the Content Service can now use the features of the Audio-Video editor to edit video timelines, create chapters, and add captions to videos.

**Note:** D2L recommends using the desktop experience when editing audio-video files.

### Access the Audio-Video Editor in the Classic Content Experience:

1. Click **Upload / Create** and select **Video** or **Audio**.
2. In the **Add Video or Audio** window, select the **Upload** tab.
3. **Browse** for your file, or drag your video file into the upload space.

4. The upload process begins **Note:** The transcoding process starts when the file reaches 70% upload and may result in a momentary pause.
5. When the upload is complete enter a title and select **Advanced Editing**.

### Access the Audio-Video Editor in the New Content Experience:

1. Create a new Unit.
2. Drag the media file from your local files and drop it into the correct Unit.
3. The upload process begins **Note:** The transcoding process starts when the file reaches 70% upload and may result in a momentary pause.
4. When the upload is complete, click the ellipsis menu ..., and select **Edit**.
5. Select **Advanced Editing** to update the video's name and make other changes.
6. From the **Editor** you can set the language of the video, generate a caption track from the **Closed Captions** tab and access the **Editing** and **Chapter** features.

### Edit Timelines

Use the **Seek** (arrow), **Mark** (line), and **Cut** (scissor) icons to make cuts from the timeline of the original upload/recording. It is also possible to expand the timeline by clicking and dragging on the timeline to make more precise edits.

### Add Captions

On the **Closed Captions** tab, use the **Auto-Generate** or **Upload** options to add captions.

### Add Chapters

On the **Table of Contents** tab, add chapter titles and set their locations.

### Access previous versions

After changes have been saved the date indicator allows users to open a menu and select from previous versions.

For additional information on the Audio-Video Player and Editor, visit the [Evolving The Audio-Video Experience](#) Community blog post.

### Hide Content topics and modules

1. Open the context menu of the topic or module you want to hide.
2. Select **Hide from Users**.

OR

1. Select the visibility icon for the topic or module. A visibility toggle appears to allow you to change between **Visible** and **Hidden**.

The visibility status of a topic appears when the topic is not visible, when the table of contents is in bulk edit mode, or when a topic is in edit-in-place mode. The table of contents fly-out menu no longer provides the ability to switch the visibility of a topic or module. If a topic or module is already hidden, the hidden icon indicates its status. Open the context menu and select **Make Visible to Users** to allow user access. When creating activities from Content, (e.g. New Checklist, New Discussion, New Assignment, etc.) a **Hide from Users** checkbox displays below the title to allow instructors to easily control the visibility of the new activity.

## Create a quicklink to a rubric in Content

Instructors with the **See Rubrics** permission enabled can create quicklinks directly to rubrics with the **Rubric is visible to Students setting** enabled. In addition, users with the **Manage Rubrics** permission enabled can also access **Manage Rubrics** at the bottom of the Quicklinks menu. The **See Rubrics** permission is not required for learners to access quicklinked rubrics that are visible to learners, however the rubric must be associated to a tool for evaluation in order for a learner to see it.

1. In **Content**, create a new module.
2. Click **Upload/Create**, and select **Create a File** from the drop-down menu.
3. Click **Insert Quicklink**.
4. In the **Insert Quicklink** menu, select **Rubrics**.
5. In **Rubrics**, select the desired rubric, and click the pencil to edit the options for the rubric and choose to open in a new window. Note that **Manage Rubrics** is accessible in this menu.
6. Click **Publish**.

Note that only rubrics with **Visible to all Users** selected can be quicklinked.

## Manage Rubrics through the Quicklinks menu

In order to make rubrics more accessible without navigating directly to **Rubrics**, instructors can access **Rubrics** through the Quicklinks menu.

1. Click **Insert Quicklink**.
2. In the **Insert Quicklink** menu, select **Rubrics**.
3. Click **Manage Rubrics (Opens in a new Tab)**.

## Video Note Automatic Captioning

In Brightspace Core, Video Note can automatically transcribe video note recording as they are uploaded and provide captions to videos without the need to manually create and upload a .vvt file. Updates to the user interface allow you to modify the auto-generated transcript to correct any inaccuracies and increase the accessibility of video notes.

Captions are also generated for videos created before the automatic captioning feature was available. A transcript of the video and the caption file can be downloaded from Brightspace Learning Environment for use in other applications.

Captions can be created in the following languages:

- US English (en-US)
- British English (en-GB)
- Canadian French (fr-CA)
- German (de-DE)
- Brazilian Portuguese (pt-BR)
- Korean (ko-KR)
- Italian (it-IT)
- Spanish (es-MX) - If not available, US Spanish (es-US) is used
- Modern Standard Arabic (ar-SA)
- Chinese Mandarin - Mainland (zh-CN)
- Russian (ru-RU)
- Japanese (ja-JP)
- Turkish (tr-TR)
- Dutch (nl-NL)

## Add subtitles to video topics

You can add subtitles to uploaded videos by uploading an SRT or WebVTT file. You can also attach more than one subtitle file to a video to accommodate more than one language. This can make your video available to a broader audience. Subtitles appear to students as closed captions within the video player and they can decide if they want to view the video with subtitles enabled, as well as which of the available languages they want to use. Subtitles are not automatically generated for videos, and they are not automatically translated into different languages. The closed caption file uploads into a subfolder in the same location as the video file. You can only add subtitles to the videos that you upload. If you want to include subtitles for web videos hosted on another site, such as YouTube, you must follow the practices of that site.

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, click on the module in which you want to create a new video topic.
3. From the **Upload/Create** button, click **Video or Audio**.
4. In the **Upload** tab, upload your video.
5. Click **Add Subtitles**.
6. From the **Subtitle Language** drop-down list, select a language.

7. To upload the SRT or WebVTT file containing your close captions for the video, click **Browse**. Locate your file and click **Open**.
8. Click **Done** > **Save**.

## About SRT files

An SRT file is a .srt extension file that contains a formatted plain text list of timecodes (HH:MM:SS,MIL) matched with subtitles. Each item on the list is numbered sequentially starting with 1. You can create your own SRT file with a plain text editor such as Notepad or TextEdit, and save the file with extension .srt. The following is a .srt file example:

```
1
00:00:00,000 --> 00:00:07,000
Hello, welcome to this CaptureCast presentation.
2
00:00:07,050 --> 00:00:12,000
Today I will be speaking about changes in eLearning technology.
3
00:00:12,050 --> 00:00:20,000
This is a thirty minute seminar. If you wish, you may take notes during
this presentation.
```

## Managing course content using drag and drop

In the Content tool, you can arrange your course content by dragging and dropping modules and topics using the module or topic's drag handle (≡).

If you drag a module or topic above or below other modules and topics, a gray line appears to indicate you can drop the module or topic there. If you drag a module or topic over another module, the module appears orange to indicate you can drop it there.

You can also automatically update your existing files by dragging the newest version of your file from your computer into the appropriate module. When a module contains no topics, an upload target displays. If you drag a file over an upload target, that area appears orange to indicate you can drop it there. When a module contains topics, you can still drag a file into it. A horizontal line indicates where the file will be dropped, allowing you to create new topics between pre-existing ones. You can also drop files from your computer directly into the Table of Contents panel.

When you drag files from your computer into a module's upload target to add or update topics, the files will save in the Manage Files tool. A dialog prompt will appear asking you where in Manage Files you want to save the new file.

Internet Explorer 9 and older currently do not support dragging and dropping files from your desktop into Brightspace Learning Environment.



## Set up a quicklink to a discussion topic or forum within an existing Content topic

1. From the course home page, click **Content**.
2. Click the content module or sub-module for the topic you want to create a quicklink in.
3. From the context menu of the topic you want to add a quicklink to, click **Edit HTML**.
4. In the Content editor, enter the text you want to hyperlink to, highlight the text, and then click the **Quicklink** icon.
5. In the **Course Materials** dialog box, click **Discussions**.
  - To add a discussion forum, click the **Insert** icon for the forum.
  - To add a discussion topic, click directly on the topic.

## Set up a quicklink to a discussion topic or forum so that it exists as a Content topic under a parent module or sub-module

1. From the course home page, click **Content**.
2. In the module or sub-module you want to add the quicklink to, click **Existing Activities** and then **Discussions**.
3. Click the discussion forum that you want to add a quicklink to:
  - To add a discussion forum, click the **Insert** icon for the forum.
  - To add a discussion topic, click the topic.

## Insert Group Self-Enrollment Link

In the Content tool, instructors can create a self-enrollment link for discussion groups to facilitate sorting the members of a course with many learners into groups.

1. In the text editor, click **Insert Quicklink**.
2. In the pop-up window, select **Self-Enrollment Groups**.
3. Select a group in the **Self-Enrollment Groups** window, and click **Select**.

## Set a content topic or module's status

If you set a module's status as draft, the module and all its topics are hidden from students.

1. On the navbar, click **Content**.
2. Do one of the following:
  - To set a topic's status, on the **Table of Contents** page, from the context menu of the topic you want to set, click **View Topic**. In the **Activity Details** tab, from the status drop-down list, select either **Published** or **Draft**.
  - To set a module's status, from the **Table of Contents** panel, click on the module's name. From the status drop-down list, select either **Published** or **Draft**.

## Styling content topics consistently

You can create a new HTML document based on any existing HTML file. If you set up a path to a directory containing HTML templates in Manage Files, these template choices appear in a drop-down list when you create a new document. All links to assets such as images, CSS, and JS files are maintained when you create a new HTML document from a template in Content.

Therefore, you can build many documents from one central template housed in the template directory, with standard styles and images already included.

If you have already created an entirely new HTML document, you can save it in your template directory for other documents.

## Enable HTML templates in Content

### To enable HTML templates in Content

1. On the navbar, click **Content**.
2. Click **Settings**.
3. In the **Content Authoring** area, select the **Enable HTML Templates** check box.
4. To make it easier to find HTML templates, select the **Sort HTML Templates by name** option to sort templates in alphanumeric order based on filename. Administrators can set the default sort order for the org or specific org units by editing a configuration variable. By default, HTML templates are sorted alphanumerically based on directory structure.
5. If you want to change where your templates are located, click **Change Path**. Select your new location, then click **Select Path**.
6. Click **Save**.

## Apply an HTML template to a new document in Content

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, from the **Upload/Create** button of the module you want to add a new document with an HTML template attached, click **Create a File**.
3. Do one of the following:
  - If you have a defined template directory, from the drop-down list, click **Select a Document Template**.
  - If you do not have a defined template directory, click **Browse for a Template**. Locate the template you want to use, then click **Add**.
4. Customize your topic according to your needs.
5. Do one of the following:
  - To publish your topic, click **Publish**.
  - To save your topic for further edits, click **Save as Draft**.

## Add a learning objective to a content topic

You can associate topics with learning objectives directly from the Content tool, but you must have existing learning objectives in the Competencies tool before you can create these associations.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click on the topic you want to associate with a learning objective.
3. In the **Learning Objectives** tab, click **Add Learning Objectives**.
4. Locate the learning objectives you want to add to your topic. Select the check box for each learning objective you want to add.
5. Click **Add Selected**.

## Create a New SCORM object's grade item

In addition, instructors and administrators can indicate the grade calculation method for new SCORM object when they add the new SCORM package to the course. In the legacy SCORM solution, only the latest grade calculation was available. With the new SCORM solution the default is the highest grade achieved; however, you can also set the method to lowest attempt, average of all attempts, last attempt, or first attempt.

1. On the navbar, click **Content**.
2. Click **Upload/Create**, and click **Select new SCORM object**.
3. Select a SCORM object from the list of previously uploaded objects.
4. Click **Add**.
5. Click Yes to create a grade item for the SCORM object. When you save the object, the item is added to the Manage Grades table.
6. Select the type of grade calculation method you want to use for the new SCORM object grade item.
7. Click **Add** to add the SCORM object to the course, create the grade item, and send the grade specifications for the object to the Grade Book.
8. If you want to make additional changes to the Grade Item, you can access the newly added object in the Manage Grades table to change the item name, add a description, or change the grading options.

## Create a legacy SCORM object's grade item

You can edit SCORM packages with the same options that are available when you create content topics. Although you can add a grade item to a SCORM object, completing a quiz included in a SCORM package automatically generates a grade item in the grades list, populated with the quiz results.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click on the SCORM topic for which you want to create a grade item.

3. In the **Activity Details** tab, in the **Assessment** area, click **Add a grade item**.
4. Enter a **Points** value for the grade item.
5. Do one of the following:
  - To add an existing grade item, from the drop-down list, select your item.
  - To create and attach a new grade item, click the **New Grade Item** icon. Enter your new grade item's details. Click **Create**.
6. Click **Save**.

## Remove SCORM simple sequencing

You can remove the sequencing and navigation rules from a SCORM package if you want to use some of the modules or topics in another course, or reorder modules and topics in the current course.

Removing sequencing and navigation from a SCORM package resets progress tracking for those topics.

1. On the navbar, click **Content**.
2. From the **Table of Contents** panel, click on the module from which you want to remove simple sequencing.
3. From the context menu of the module, click **Remove Sequencing**.
4. Click **Yes**.

## Why are YouTube videos and other embedded media using Insert Stuff not working/loading?

There are two potential reasons your content may not be working:

1. When using the Insert Stuff framework to add a YouTube video/other embedded media in a Content frame, the Firefox internet browser blocks the content because it is unsecure without informing the user that there is actually an invisible block around where the media should be. This makes it appear as if the insert failed even though the browser is actually blocking the unsecure content.

To resolve this issue, the URL that is linked from within the Content frames must use <https://> and NOT an <http://> URL. If the destination site doesn't have an <https://> URL, then you might reconsider linking to this content. If it is necessary, ensure that your students know that they need to enable the ability to view unsecure content.

2. It is possible your course is 'Sandboxed'. To enhance the security of content files that execute scripts to create extra-rich HTML experiences (such as objects that can execute JavaScript), there is a sandboxing feature that creates a secure iFrame around the HTML file. This allows an HTML file to execute scripts (such as JavaScript) within the iFrame only but will prevent them from executing outside the iFrame (against the domain). This enables some flexibility in creating rich content, and provides reassurance for the security-conscious that end user information remains secure in all situations (such as in courses where non-privileged roles are contributing content.)

To find out if your course is sandboxed, access **Course Admin > Course Offering Information**. An indication if your course is sandboxed or not, is available on that page.

## Why can't learners see the Content I posted?

If learners indicate that they can't see a Content Module or Topic that you posted, review the following settings for that Content Module/Topic:

1. From the course homepage, click **Content**.
2. Select the Content module/sub-module from the contents section. If learners can't see a content topic, click the topic's context menu and select **Edit Properties**.
3. Click **Add dates and restrictions**.
4. Review the following:
  - Ensure that the start and end dates set on the Content Module / Topic are accurate. If there is a start or end date set on the Content module / topic that wasn't intended, remove the dates filled in the **Start Date** and **End Date** fields so that they are blank.
  - Under **Release Conditions**, ensure that the release conditions set on the Content Module / Topic are accurate. If there are release conditions set that weren't intended, remove the release conditions by clicking the **Delete** icon. If the start date, end date, and release conditions are set accurately, and learners still can't view the Content module / topic, then the reason the learners cannot view the Content is due to them not having met the release conditions to be able to view the Content.

## Format HTML course content

Brightspace Editor integrates with all Brightspace Learning Environment tools that have HTML content creation capabilities. For example, the Editor is available when you edit discussion topics, create custom instructions for assignment folders, give feedback, and create content topics.

## About Brightspace Editor

Brightspace Editor is now the default editor across the Brightspace Platform.

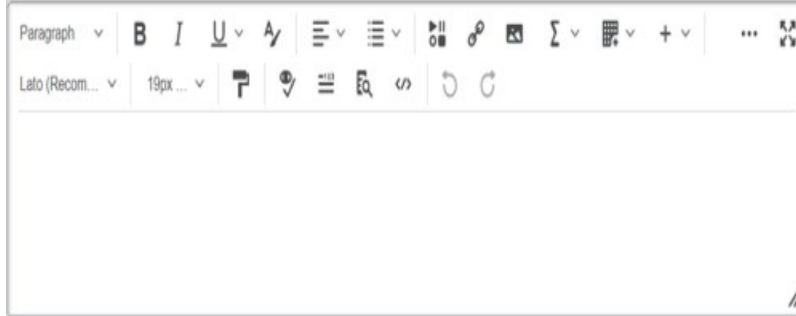


Figure: The new Brightspace Editor

The new Brightspace Editor includes the following enhancements:

- Refreshed formatting options
- The Lato font type
- A refreshed color picker
- A refreshed font size menu
- A comprehensive and standard emoticon menu
- A comprehensive and refreshed symbols menu
- An advanced source code editor
- A refreshed Tables feature, including data sorting
- A refreshed Accessibility Checker
- The placement of the Check Accessibility, HTML Source Editor, Preview, and Toggle Full Screen functionalities into the top bar
- Word count functionality that includes words, characters, and text selection.
- Context menus while editing to enable quick access to text, link, and image editing options; including advanced image editing options (where image editing is currently available).
- A new overflow menu with additional, infrequently used menu options.
- A format painter that enables you to copy and apply text formatting.
- @mentions – @mentions is controlled by the organization unit configuration variable, **d2l.Tools.WYSIWYG.Mentions**, that is deployed in an **OFF** state. Once enabled by an administrator, in discussion posts, users can now tag other users within the same course using @mentions depending on permissions. Tagged users are notified by alerts in the minibar. External notifications are not yet available.
- The Editor now allows users to set page attributes (title and language) in the **Attributes** menu. Page attributes only appears in legacy Content, Lessons, and Custom Widgets.
- The Editor now remembers the open or closed state of the **More Actions** button, per user, in order to reduce clicks for users that frequently use options in the expanded editor.
- The Editor now uses pixels (px) in the font size menu in order to match the Content Settings menu for an org unit's default font size.
- The drag/drop and copy/paste functionality for images in areas that do not contain user specific data is now available. Those areas include:
  - Content Module/Topic Descriptions
  - Quiz/Survey/Self-Assessment - Description, Header. Footer


- Grades - Description
- Content Course Overview descriptions
- Discussion Forum/Topic descriptions
- Quizzes Feedback and Grades Feedback
- Grades Comments
- Discussions > Post feedback and Thread feedback

**Note:** This functionality is available in user-specific areas that may contain images with learner-sensitive information. As a result, these images are stored in the database rather than the **Manage Files** area of a course offering. In addition, the **Course Copy** function does not include these images.

The list below outlines what is not included in the Editor:

- Spell check functionality. D2L recommends using your browser spell check functionality. However, the **d2l.Tools.Quizzing.ShowSpellCheckInAttempts** org unit configuration variable is still respected and marks text in Quizzes to be ignored by the browser spell checker. It can be turned off for all quizzes at the org unit level.
- Cut/Paste functionality. D2L recommends using your browser hot keys/menus for this functionality.

The Brightspace Editor has three options you can choose when viewing content:

View	Description
Design view	The design view loads automatically when Brightspace Editor is accessed. Use this view to quickly create and format content without needing any prior knowledge of HTML. Enter your content and use the available controls to apply formatting to your text, insert images and tables, and create links.
Source Editor view	Click the  HTML Source Editor icon to display the source editor view. This view displays the code that structures and formats your content. Use this view if you have experience with HTML and prefer to author your content in HTML or want to apply styles from a cascading style sheet (CSS). If you have HTML-based content from another application, you can also copy and paste that code into the source editor view.
Preview	Use the view to display a preview of your HTML content in a new window. This allows you to preview content and ensure that it displays as expected prior to saving any changes.

The Quiz Builder supports the new inline Editor.

The inline limited version of Brightspace Editor is now available in Activity Feed as the default editor.

Brightspace Editor HTML options in Activity Feed include: Bold, Italic, Underline, Strike-through, Superscript, Subscript, Font Color, Bulleted Lists, Numbered Lists, Increase/Decrease Indentation, Insert Stuff, Insert Quicklink, and Emoji. Insert Stuff now includes various capabilities, including Video Note functionality.

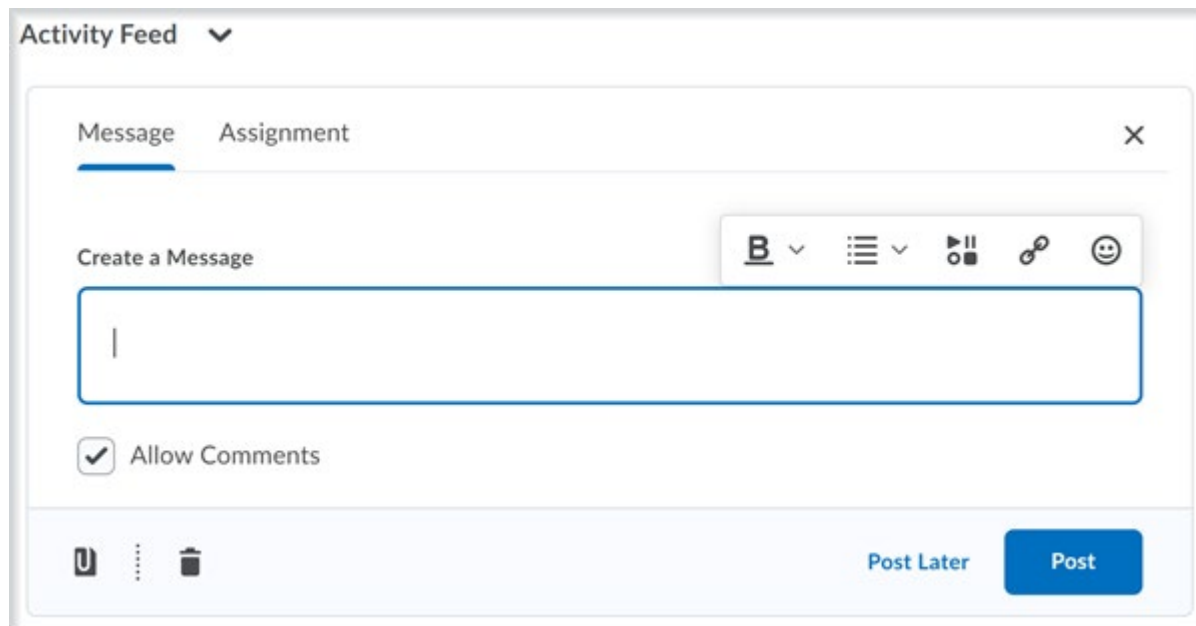


Figure: The updated inline limited version of Brightspace Editor in Activity Feed

See Also:

- [Navigating the Brightspace Editor with a keyboard](#)

## Administer Video Note

Video Note enables you to insert video recordings through Brightspace Editor's **Insert Stuff** option, and anywhere video attachments are supported (Content, Discussions, Grading, providing feedback to learners, and Activity Feed).

The ability to insert, upload, and administer Video Notes is controlled by **Media Platform** permissions set by your administrator. For example, if a user does not have the **Can Upload Video Notes** permission, the **Add Video Note** option does not display when using **Insert Stuff** to add a Video Note.

**Note:** If you have permissions to access Video Note Search, you can also search and insert video notes made by you and other users.



## Create and insert a video note in Brightspace Editor

You can use Video Note in a number of places throughout Brightspace Learning Environment, including: Content, Discussions, Activity Feed, and even when grading and providing feedback to learners.

**Note:** The ability to add video notes is controlled by a permission set by your administrator. If you do not see the **Add Video Note** option, you do not have the required permission.

1. From Content, click **Upload/Create** and select **Create a File**.
2. Click **Insert Stuff**.
3. Click **Add Video Note**.
4. To record your message, click **New Recording**.
5. To finalize your message, click **Stop Recording**.
6. Click **Next**.
7. Enter a **Title**, **Description**, and select the **Audio Language**.
8. To generate captions automatically, select **Automatically generate captions from audio**.
9. Click **Next**.
10. Click **Insert**.

To upload a Video Note or to select an existing Video Note file:

1. In Brightspace Editor, click **Insert Stuff**.
2. Select **Upload File** or **Choose Existing**.

If you select **Upload File**, do the following:

1. Click **Choose File** and select the locally saved file you want to upload.  
**Note:** You can only upload MP4, FLV, F4V, or MOV files that are less than 5.00 MB in size.
2. Click **Next**, and enter a title and description.
3. Click **Next**, and then **Insert**.

If you select **Choose Existing**, do the following:

1. Select **Video Note Search**.
2. Enter your search terms in the **Search Notes** field, then select **Search**. You can also perform a blank search to see all search results.
3. Select the Video Note you want to insert.
4. Click **Add**.

## Add closed captions to a video note

1. [Create a video note in Brightspace Editor](#) using **Insert Stuff**.

- Using a text editing program such as Notepad (PC), or TextEdit (Mac) create a .vtt file with the following format:

```
WEBVTT [Required on first line to indicate file type]

00:01.000 --> 00:03.000 [start and end timestamp in minutes:seconds.milliseconds]
Insert caption text here [Type the captions you want displayed during this portion of the video]
00:04.000 --> 00:08.000
Insert caption text here.
00:09:000 --> 00:14.000
Insert caption text here.
```

- Save the text file as a .vtt file by including .vtt at the end of the file name, and setting the file type to **All files**.
- Return to Brightspace Learning Environment.
- From **Admin Tools**, select **Video Note Captions**.
- Search for the video note created in the previous steps and click it.
- Click **Choose File**, locate the .vtt file created in the previous steps, and click **Open**.
- Click **Save Captions**.
- Click the Video Preview, and select the options menu (...).
- Click **Captions** to change from **Captions Off** to **Captions Default**.
- Play the video and confirm the closed captions are visible and display at the appropriate times.

**Note:** For more information on creating .vtt files, visit [How to Create A WebVTT File](#). Ensure you follow the formatting exactly or the captions won't display. You can use any compatible third-party captioning method to complete this process.

## Reuse video notes

If you have created previous video notes, and if you have permission to search and insert video notes, you can reuse video notes.

- In Brightspace Editor, click the **Insert Stuff** icon.
- Click **Video Note Search**.
- Enter your search terms in the **Search Notes** field, then click **Search**. You can also perform a blank search to see all search results.
- Select the video you want to insert and click **Next**.
- You can preview the video note before you insert it.
- Click **Insert**.

## Insert and edit images

The **Insert Image** option is available wherever the Brightspace Editor is present.

- In Brightspace Editor, click the **Insert Image** icon.

2. In the **Add a File** pop-up window, click either **My Computer** or **Course Offering Files** and select the image you want to insert, or click **URL** and link out to the image you want to insert.  
**Note:** If you want to save the image file in a specific location, click **Choose Destination** and select the path or create a new folder in which you want to save the same.
3. Click **Add**, enter the **Alternative Text**, and click **OK**.
4. Click **Update**.
5. To edit the image properties, click on the image. A pop-up menu appears below the image.
6. Click **Edit Image** or **Image Options**.
7. Make your changes to the image, then click **Save**

**Note:** Image changes save at the course-level root to Manage Files or, depending on user permissions, as new file attachments to the item (e.g. Discussions) every time a change is made. Multiple edits, in turn, create multiple files. If the course is copied, all image edits are copied as well.

## Inserting equations in the Brightspace Editor

The Graphical Equation Editor enables users to insert mathematical equations within the Brightspace Editor. It supports the input of MathML, LaTeX, graphical, and chemistry equations.

**Note:** LaTeX is now available in the new quizzing experience.

The Graphical Equation Editor in Brightspace Learning Environment 10.2 and newer does not require Java support or have specific browser compatibility considerations. Existing equations created before Brightspace Learning Environment 10.2 will still require Java Applet support but are up-converted to MathML upon an edit.

Concept	Description
MathML equation	<p>MathML is a standard adopted by the World Wide Web Consortium (W3C). It uses XML to describe mathematical notation by capturing both its structure and content. This enables MathML to support visual display and assistive technology access.</p> <p>As a standard, Brightspace Learning Environment stores and displays all equations in the MathML format, regardless of the format you use to enter equations. Brightspace Learning Environment uses the MathJax JavaScript engine to display MathML equations.</p> <p>Go to <a href="http://www.mathjax.org">http://www.mathjax.org</a> to learn more about MathJax features.</p>
LaTeX equation	<p>LaTeX is a typesetting system based on TeX. It provides a text syntax for complex mathematical formulae. Brightspace Learning Environment stores</p>

Concept	Description
	equations entered in LaTeX format as MathML to ensure consistency and accessibility.
Chemistry equation	The Chemistry equation option offers specialized chemistry symbols for inorganic chemistry formulas.
Graphical equation	The Graphical equation option offers 10 tabs of symbols, arrows, Greek letters and numbers, matrices, scripts and layouts, decorations, big operators, calculus, and context for creating math equations.

## About the Graphical Equation Editor






The Graphical Equation Editor is a Javascript-based application within the HTML Editor tool that enables users to add graphical, chemistry, MathML, and LaTeX equations to their content. The editor provides the necessary elements to construct equations quickly and easily. Each button in the editor tool bar opens a palette of related mathematical symbols. When equations are inserted into the HTML Editor, you can see the equations inline while editing your work. You can insert equations by typing them into the HTML Editor.






**Note:** LaTeX is now available in the new quizzing experience.

Before using the editor:

- Ensure that you have installed the latest version of your internet browser and that you enable Javascript
- Disable any software or browser settings that block pop-up windows

## Tabs in the Graphical Equation Editor

Icon	Name	Description
	Chemistry tab	Add specialized chemistry symbols for inorganic chemistry equations <b>Note:</b> This tab only appears when you select the Chemistry equation option
	General tab	<ul style="list-style-type: none"> <li>• Add a template for building equations.</li> <li>• Add and edit text in the equation using the Cut, Copy, Paste, Undo, Color, and other text editing function</li> </ul>
	Symbols tab	Add mathematical symbols to equations
	Arrows tab	Update or add arrows to equations
	Greek and letters tab	Update or add uppercase and lowercase Greek characters to equations

Icon	Name	Description
	Matrices tab	Update or add matrices to equations
	Scripts and layout tab	Add scripts or layouts to build equations
	Decorations tab	Add fences such as brackets and vertical bars around text fields
	Big operators tab	Update or add big operators to equations
	Calculus tab	Add a template for building Calculus equations

## Create an equation using classic input mode

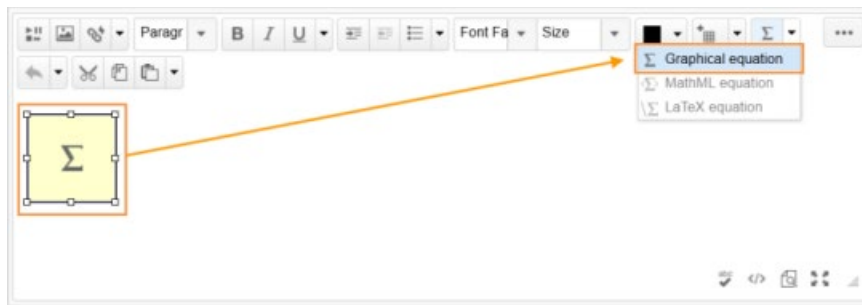
1. Access the Brightspace Editor in the tool where you want to create an equation.
2. From the **Graphical equation** drop-down list, do one of the following:
  - To insert a graphical equation, click **Graphical equation**.
  - To insert a chemistry equation, click **Chemistry equation**.
  - To insert a MathML equation, click **MathML equation**.
  - To insert a LaTeX equation, click **LaTeX equation**.

**Note:** LaTeX is now available in the new quizzing experience.
3. In the **Insert Equation** window, enter your equation using keyboard characters and your cursor to select symbols from the tabs.
4. Click **Insert**.

## Edit an equation

1. Navigate to the course item that contains the equation you want to edit.
2. From the context menu of the course item, click **Edit HTML**.
3. In Brightspace Editor, click on the box with the  $\Sigma$  capital sigma sign.
4. From the **Graphical equation** drop-down list, do one of the following:
  - To edit the equation using the graphical equation format, click **Graphical equation**.
  - To edit the equation using the chemistry equation format, click **Chemistry equation**.
  - To edit the equation using the MathML equation format, click **MathML equation**.
  - To edit the equation using the LaTeX equation format, click **LaTeX equation**.

**Note:** LaTeX is now available in the new quizzing experience.



5. Make your changes.
6. Click **Insert > Update**.

## Add URL links to a course

Use the Links tool to provide URL links to external web sites, quicklinks, and internal course offering areas that are useful to users in your course.

All links are organized into categories. For example, a psychology course might provide the link categories General, Psychology, Reference Materials, Online Publications, and so on. Categories ensure better organization of links and enable users to quickly find the information they need.

## Create a link

1. On the navbar, click **Course Admin**.
2. Click **Links**.
3. On the **Manage Links** page, click **New Link**.
4. Do one of the following:
  - To add your link to an existing category, from the **Category** drop-down list, select a category.
  - To add your link to a new category, click **New Category**. Enter your category details. Click **Save**.
5. Enter a title for your link.
6. Do one of the following:
  - To add an external link, in the **URL** area, enter the URL in the field provided.
  - To add a quicklink, in the **URL** area, click the **Quicklink** icon. In the **Insert Quicklink** dialog, navigate to the link you want to insert.
7. Click **Save**.

## Create a link category

1. On the navbar, click **Course Admin**.
2. Click **Links**.
3. On the **Manage Links** page, click **New Category**.

4. Enter your category details.
5. Click **Save**.

## Delete links and link categories

Deleting a category also deletes all the links in that category.

1. On the navbar, click **Course Admin**.
2. Click **Links**.
3. From the context menu of the link or link category you want to delete, click **Delete**.

## Fix broken links in Content

Links in Content may be broken if users receive a "Not Authorized" error message when attempting to access a resource/tool by clicking on the quicklink.

**Note:** If a user clicks a quicklink to a course activity that is outside the availability dates (not yet available or no longer available), the following error message appears: "Unavailable Quicklink. The <activity type> is not available". In this case, the quicklink is not broken. If you want users to gain access to the activity, then you must change the availability dates for the activity.

1. On the course home page, click **Content**.
2. Click on the module or sub-module that contains the topic with the broken link.
3. Do one of the following:
  - If the topic is a direct quicklink, from the context menu of the quicklink, click **Edit Link**, make your changes, and then click **Update**.
  - If the body text of a topic contains a quicklink, from the context menu of the topic containing the broken link, click **Edit HTML**, highlight the affected link in the text box, click the **Quicklink** icon, and click on the tool (Quizzes, Discussions, etc.) you want to quicklink to, or select **Url** if the quicklink is a URL.

## Notify learners about updated course content

You can notify learners when updating or changing an HTML topic in Content. They receive an **Update alert** notification in their minibar; clicking the alert brings them to the updated topic.

1. On the navbar, click **Content**.
2. In the **Table of Contents** pane, click on the module that contains the HTML topic you want to update, then click on the topic.
3. Do one of the following:
  - To edit the contents of the topic, from the context menu of the topic, click **Edit HTML**. Make your changes.
  - To replace the topic, from the context menu of the topic, click **Change File**. To upload a new file, click **Upload**. Follow the prompts to add your new file.
4. Select the **Notify students that the content has changed** check box.

5. If you want to describe your update changes, enter a description in the **Add a summary of the changes** field.
6. If you want learners to revisit the topic to complete the activity, select the **Reset completion tracking** check box.
7. Click **Update**.

## Add availability and due dates in Content

Start and end dates specify when learners can access a topic or module. If you set a start, end, or due date for a topic or module, it will appear on the Upcoming Events page and the Agenda view in the Calendar tool. Setting an end date later than the due date for a topic enables learners to access and complete the topic from the Overdue tab on the Course Schedule page. Topics with a due date and no end date also appear in the Overdue tab on the Course Schedule page.

Note: Adding a due date to a content item that is associated to an assignment overrides an existing end date that is further in the future. The due date also overrides the end date in the Calendar tool.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click **Bulk Edit**.
3. For any topic or module that you want to add availability or due dates to, click **Add dates and restrictions**.
4. Do any of the following:
  - To add a start date, click **Add start date**. Enter your start date details.
  - To add a due date, click **Add due date**. Enter your due date details.
  - To add an end date, click **Add end date**. Enter your end date details.
5. Click **Update**.
6. Click **Done Editing**.

## Add a Release Condition to Content

1. On the course navbar, click **Content**.
2. In the **Table of Content**, locate the content item you want to have a release condition.
3. Open the context menu, and select **Edit Properties In-place**.
4. Click **Add dates and restrictions...**, and under **Release Conditions** click **Create**.
5. From the **Condition Type** menu, select the condition you want to create.
6. Add **Condition Details**, and click **Create**.
7. Click **Update** to save your changes. The release condition details are now listed below the topic name.

## Evaluate assignment submissions from Content

You can evaluate a learner's assignment submissions from Content even if the learner didn't submit anything to the assignment. As a result, you can assign comments and grades to



learners with no submissions (for example, a grade of 0), and to learners who submitted work outside of Brightspace Learning Environment.

1. On the navbar, click **Content**.
2. In the **Table of Contents** pane, click on the module that contains the assignment for which you want to evaluate submissions.
3. Click on the assignment.
4. In the **Completion Summary** tab, click on a user's name.
5. Enter your feedback in the **Evaluation** area.
6. Do one of the following:
  - To publish your feedback, click **Publish**.
  - To save your feedback without publishing, click **Save Draft**.
7. Do one of the following:
  - To navigate to the next user in the list, click **Next Learner**.
  - To stop evaluating users, click **Back to Folder Submissions**.

## Create course content in the new Content experience (Lessons)

Brightspace Learning Environment has an alternative Content experience that provides an intuitive way to create lessons aligned to standards, outcomes, and expectations.

Instructors can build their course as they go, with a variety of activities and content to choose from, including their own HTML documents, or documents located in Google Drive or Microsoft OneDrive™ online storage service, links and videos from the web, external learning activities, video assignments and more.

Context can be added with visual and rich descriptions for content, including embedded images and videos. For organizations that have a catalog of templates to choose from for HTML documents, those templates can be accessed in a simple drop-down menu when new content is being created.

The visibility toggle enables you to control the visibility of units, lessons, folders, HTML documents, and web links at the time of creation.

As activities are added to the course, they can be shared with learners immediately via the Activity Feed or scheduled for later. Content can be made visible or hidden to learners using a quick 'hide/show' toggle, or by using release conditions to personalize the pace and path for individual learners.

While building and teaching the course, it's easy to see how the course satisfies the required outcomes, expectations, or standards.

You can try it today — the new Content experience can be turned on as an “opt-in/out” option, allowing instructors to go back and forth between the two experiences and choose according to their preference. Note that the new experience does not yet offer advanced capabilities such as visual completion tracking or other visual statistics, bookmarking, and bulk editing. The new Content experience only displays content in courses up to four levels deep (unit > lesson > folder > material). If your course content is more than four levels deep, when you opt-in to the Lessons experience, a notification appears stating that some content cannot be displayed and

directs you to modify the course structure in the old Content experience before trying out the new Content experience.

## Organizing course content in Lessons

In Lessons, course content is organized using the following components:

- *Units* organize content categories. For example, in a course about William Shakespeare's work, units might include: Comedies, Tragedies, and Sonnets.
- *Lessons* organize content in units. For example, in the Tragedies unit, lessons might include: Hamlet and Macbeth.
- *Folders* organize content in lessons. For example, in the Hamlet lesson, folders might include: Lecture Notes and Materials.
- *Materials* are individual course content items. Typically, these are the interactive components of a course. For example, the Materials folder in the Hamlet lesson might include a discussion, assignment, and quiz.

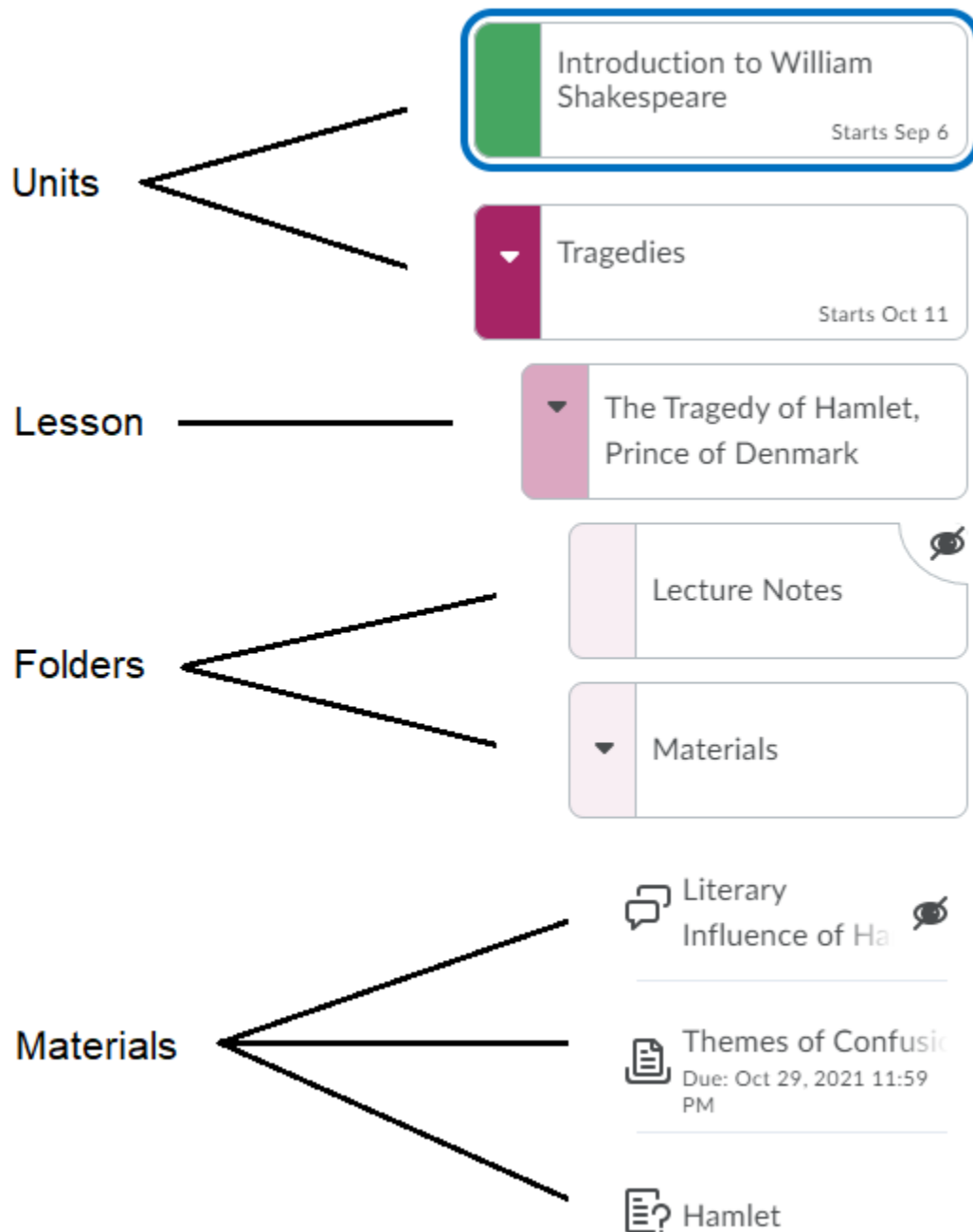


Figure: Course components in Lessons

Organizing course content using units and lessons is a common teaching practice and very familiar to most teachers and students. To help reinforce the organization of content and make navigation easier, course components use different color schemes.

When course components are initially created, they are hidden from learners. This ensures that instructors don't display content until they are ready to share them with learners. The visibility toggle and icon indicate the status of a course component: **Visible** (👁 icon) or **Hidden** (🔇 icon).

You can rearrange course components using drag-and-drop. You can also easily add content by choosing a material type or using drag-and-drop.

To clearly indicate where you are adding material to, the top of the page displays breadcrumbs. This also allows you to easily navigate up or down the tree to add material at different levels.

## Navigating in the Lessons interface

In the Lessons interface, the table of contents for the course is represented by a familiar tree structure, allowing you to easily organize and navigate course components (lessons, units, folders, and materials).




Arrow icons display on tiles that contain additional course components, indicating the tiles can be expanded by clicking them.

Hovering over a component displays a tool-tip. This is useful if the complete heading is too long to display in the table of contents.

Each material type displays a unique icon, making it easier to visually distinguish materials.

### To familiarize yourself with the Lessons interface

The screenshot shows the D2L Lessons interface. At the top, there are navigation elements: a progress indicator (1) showing 0% Standards, a '+ New Unit' button (2), a settings gear icon (3), a visibility toggle (5) currently set to 'Visible', an 'Add Existing' button (6), a 'Create New' button, and a menu icon (7). The main content area is titled 'Introduction to William Shakespeare' (4). Below the title, there is a paragraph of text about William Shakespeare, including his birth and death dates, his role as a playwright, poet, and actor, and his status as England's national poet. The text mentions his works, including collaborations, 39 plays, 154 sonnets, and narrative poems. The interface also shows a sidebar with a tree structure of course components: 'Introduction to William Shakespeare' (4), 'Tragedies' (Starts Oct 11), 'The Tragedy of Hamlet, Prince of Denmark', 'Lecture Notes', 'Materials', 'Literary Influence of Ha...', 'Themes of Confusi...' (Due: Oct 29, 2021 11:59 PM), and 'Hamlet'.

1. **Standards** displays all content units and the learning standards they align to. The numbers in each column indicate the number of activities in a unit satisfying a standard. For more information, see [Locate gaps in standards coverage](#).
2. **New Unit** adds a new unit to the course. For more information, see [Create a new unit](#).
3.  **Course options** provides options to **Pace Course**, **Preview as a Student**, and **View Reports**. Pacing (previously known as scheduling) suggests when to start teaching different course materials in chronologically sequenced content units. For more information, see [Set a course timeframe](#). **View Reports** takes you to the Content Report for the course. For more information, see [Checking course content statistics](#).
4. Availability date and due date information displays in the table of contents next to each course component. The availability date indicates when the component will be visible to students, and the due date indicates when the activity should be completed.
5. The visibility toggle and icon indicate the status of units, lessons, and materials: **Visible** (  icon) or **Hidden** (  icon). Visibility status is also indicated by icons in the table of contents next to each unit. To change the visibility of a unit, lesson, or material, select the item and then click the visibility toggle at the top of the page.
6. **Create New** and **Add Existing** display full-screen pages with options for creating new materials, adding a new lesson, or inserting existing materials. For more information, see [Create new material](#).
7. (...) **Options** menu and select **Edit** for a unit, lesson, or folder, you can update its title, availability and due dates, and description. When you click the (...) **Options** menu and select **Edit** for materials, you can update their titles, properties, and dates. The (...) **Options** menu also allows you to view standards that align to a unit, lesson, or material; make units, lessons, and materials visible to or hidden from learners; organize materials using move and reorder features; and delete units, lessons, and materials. When you select course material in courses with Activity Feed on their homepage, the option to **Post to Course Homepage** is also available. **Move to** lets you move lessons, folders, and materials to a different unit. **Reorder** lets you organize lessons and materials within a unit. You can also use the drag and drop functionality in the table of contents to perform these actions. The selected tile displays handles indicating you can drag-and-drop the tile to rearrange it in the table of contents.

## Create a new unit

### To create a new unit

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. Click **New Unit**.
3. Enter a **Name** for the unit.
4. If desired, enter a **Due Date**, **Description**, **Start Date**, and **End Date**.
5. Use the visibility toggle to make the unit visible or hidden from learners on creation.
6. Click **Save**.

## Create material by adding a link

To supplement your course material with external resources, link out to these resources using a web link.

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. Click **Create New**.
3. Click **WebLink**.
4. Enter the display name in the **Name** field and the web address in the **Link** field.
5. If desired, enter a **Due Date**, **Start Date**, and **End Date**.
6. Select the **Embed on the page (iframe)** radio button to embed a secure (https) link in the Lessons viewer or select the **Open in a new tab** radio button.
7. Click **Save**.

## Create a new lesson

### To create a new lesson

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. From the table of contents, select a unit.
3. Click **Create New**.
4. Click **New Lesson**.
5. Enter a **Name** for the lesson.
6. If desired, enter a **Due Date**, **Description**, **Start Date**, and **End Date**.
7. Use the visibility toggle to make the lesson visible or hidden from learners on creation.
8. Click **Save**.

## What kinds of files can I use with Lessons?

Extension	Notes
PDF, JPG, JPEG, PNG, BMP, GIF, MP4, OGV, WEBM, OGG, AAC, FLAC, MP3	Files with these extensions display in the embedded viewer in Lessons
DOC, DOCX, PPT, PPTX, PPS, RTF, ODT, ODP, XLS, XLSX	Files with these extensions display in the embedded view only if Document Conversion Service is turned on for your organization

**Note:** All other file types uploaded to Lessons appear as download links for users to view outside of Brightspace Learning Environment.

## Adding individual SCORM objects to Lessons

After you upload new SCORM solution objects into Content, you can add those objects to Lessons.

1. In Lessons, click **Add Existing**.
2. Click **SCORM Object**.
3. Select the SCORM you want to add to the Lesson.
4. Click the ellipses (...) next to the name of the SCORM object for the following additional options:
  - **Preview**
  - **Edit Properties:**
    - Change the title
    - Change the description
    - Share object with other instructors (dependent on user permissions)
    - Indicate if you want to use external navigation
  - **Upload New Version**
  - **Delete**
5. Click **Next** to add the selected SCORM object, and do any of the following:
  - Add a grade item to the object.
    - Choose the grade calculation method.
  - Indicate if you want to link to the object with a static link (the current version of the object is always used) or dynamic link (the most recently updated version of the object is always used).
  - Choose player options (either use an embedded player or open in a new browser window).
6. Click **Add**.

## Bulk Uploading SCORM objects to Lessons

1. In Lessons, click **Add Existing**.
2. Click **SCORM Object**.
3. Click **Bulk Upload**.
4. Drag and drop files or select **Click to Upload**.
5. Click **Upload**.
6. Once uploading is complete, click **Keep Default Properties for all files** or **Edit properties for all files**.
7. If **Edit properties for all files** is selected, do the following for each uploaded SCORM object:
  - a. Change the title.
  - b. Change the description.
  - c. Share object with other instructors (dependent on user permissions).
  - d. Indicate if you want to use external navigation.
8. Click **Next** to move to the next SCORM object.

## See Also:

- [Bulk upload SCORM or xAPI objects to the Content Service](#) (Classic Content Experience)

## Adding learning objects to Lessons

In Lessons, you can add learning objects from Brightspace Learning Repository (LOR) as course materials. A learning object can be a quiz, presentation, image, video, or any other kind of document or file you use to create course content and learning materials for online learning. To add materials in Lessons, see [Create new material](#).

**Note:** This functionality requires that Brightspace Learning Repository is set up in Brightspace Learning Environment.

## Create new material

### To create new material

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. Drag and drop locally saved files to the unit, lesson, or folder you want to add the material to directly in the navigation area.  
Or,  
From the table of contents, select the unit, lesson, or folder you are adding material to.
3. Click **Create New**.
4. Choose one of the available options:
  - **New Lesson** > Follow the steps in [Create a new lesson](#).
  - **HTML Document** > enter a title and use the HTML editor to create your new content item > use the visibility toggle to make the HTML document visible or hidden from learners on creation > click **Save**.
  - **WebLink** > Follow the steps in [Create material by adding a link](#).
  - **Assignment** > Follow the steps in [Create an assignment using the new create and edit Assignment experience](#).
  - **Discussion** > choose a **Forum** and **Enter a Name and Description**, and then click **Create and Insert**.
  - **Quiz** > enter a **Name** and **Description**, and then click **Create and Insert**. You will need to access the Quiz in the Quizzes tool to add questions and edit the settings.
  - **Checklist** > enter a **Name** and **Description**, and then click **Create and Insert**.
  - **Self-Assessments** > enter a **Name** and **Description**, and then click **Create and Insert**.
  - **Surveys** > enter a **Name** and **Description**, and then click **Create and Insert**.

**Tip:** To clearly indicate where you are adding material to, the top of the **Create New** menu displays breadcrumbs. This also allows you to easily navigate up or down the tree to add material at different levels.



**Note:** It is no longer possible to create a new External Tool Activity using the **Create New** menu. Instead, click **Add Existing**, click **External Tool Activity**, and then click **Create New LTI Link**.

## Add Existing material

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. From the table of contents, select the unit, lesson, or folder you are adding material to.
3. Click **Add Existing**.
4. Choose one of the available options:
  - **Google Drive** > click **Continue to Google Drive** > **Allow**> choose an item to add.  
**Note:** When adding private files from a Google Drive account to Brightspace Learning Environment, a notification indicates if the file is private and instructors are given the option to change permissions so that anyone with the link can view the file.  
**Note:** Availability dates are not yet available for Google Drive links.
  - **OneDrive** > click **Continue to OneDrive** > select your account > enter credentials and click **Accept** > choose an item to add.  
**Note:** Availability dates are not yet available for OneDrive links.
  - **Assignment** > select an assignment from the list.
  - **Discussion** > select a discussion forum > click a discussion topic.
  - **Quiz** > select a quiz from the list.
  - **Checklist** > select a checklist from the list.
  - **External Tool Activity** > select from the tool providers that are in use by your institution, or click **Create a New LTI Link** to register a new LTI link.
  - **SCORM/xAPI Object** > select a SCORM course package to import into the Lessons tool.  
**Note:** Availability dates are not yet available for SCORM packages.
  - **LOR** > search or browse for a learning object from Brightspace Learning Repository (LOR). A learning object can be a quiz, presentation, image, video, or any other kind of document or file you use to create course content and learning materials for online learning.
  - Drag and drop a file onto the dialog box or click **BROWSE** to select a file from your computer.

**Tip:** To clearly indicate where you are adding material, the top of the **Add Existing** menu displays breadcrumbs. This also allows you to easily navigate up the tree to add material at different levels.

## Using HTML templates in Lessons

When creating new documents in Lessons, you can add HTML templates to bring a more consistent feel to your course content.

1. From Lessons, select a unit, lesson, or folder.
2. Click **Create New**.
3. Click **HTML Document**.
4. Click **Select Template**.
5. Select a template from the list or click **Browse for a Template**.
6. If browsing for a template, select an existing template from your Course Offering Files.
7. Click **Add**, and begin inserting your materials into the template.

## Arrange materials

### To arrange materials

Units, lessons, and materials can all be rearranged by dragging and dropping them to the desired position. You can also open the options menu and select Move or Reorder.

1. From the content area's table of contents, click and hold a collapsed unit, lesson, or material.
2. Drag it to the desired position and release your click.

OR

1. From the content area, select a unit, lesson, or material.
2. From the (...) **Options** menu, select **Move to** or **Reorder**.
3. Use the arrow keys on your keyboard to set the new location of the unit, lesson, or material.

Note: When moving Units and Lessons, the number assigned is automatically updated (e.g. Unit 2 becomes Unit 4 if it is moved into that position).

## Edit materials

1. From the table of contents, select a unit, lesson, or material.
2. Click the (...) **Options** menu and select **Edit**.
3. Update the item.
4. Click **Save**.

## Linking to materials in Lessons

When browsing in Lessons, a unique URL is assigned to each unit, module, topic, and lesson. This allows instructors to link to a specific location in Lessons without learners having to navigate to the item manually.

When creating a new HTML document, you can insert a link to a specific location in Lessons using the HTML toolbar.

1. In Lessons, click **Create New**.
2. Click **HTML Document**.
3. From the toolbar, click **Insert Quicklink**.
4. Click **Content**.
5. Find and select the material to create a link to, and then click Save
6. Click **Save**.

## Post materials to a course homepage

Your course homepage must include an Activity Feed for materials posted in this manner to display.

1. Select a content item from the table of contents.
2. Click the (...) **Options** menu and select **Post to Course Homepage**.
3. Enter instructions for learners.
4. Click **Post**.

## Publish course content to Brightspace Learning Repository

In Lessons, you can select course content (unit, lesson, or material) you added and publish it to Brightspace Learning Repository (LOR). This allows you to store, manage, and share the course content as learning objects.

If you added learning objects to Lessons, you can also edit and publish the updated objects back to LOR.

**Note:** This functionality requires that Brightspace Learning Repository is set up in Brightspace Learning Environment.

1. In Lessons, select a unit, lesson, or material.
2. Click the (...) **Options** menu and select **Publish to LOR**.
3. Do one of the following:
  - To publish to an existing repository, select **Pick a Repository**. From the drop-down list, select a repository.
  - To overwrite an existing learning object, select **Overwrite an existing object**. Click **Search**. Locate the repository you want to overwrite. To have your learning object inherit the previous object's metadata, clear the **Replace existing object's metadata** check box.

4. Click **Sharing and Publishing Options**. Do any of the following:
  - To include all original files in your new learning object, select **Include all files from this course**.
  - To leave the page while your package is being built, select **Publish in the background**.
  - To hide the learning object from searches, select **Hide learning object in search results**.
  - To associate the learning object with Creative Commons rights, select **Creative Commons licensed**. From the drop-down list, select your modifications preference. Creative Commons licensing enables you to retain copyright on your work while allowing different degrees of reuse to other users. Associating a creative commons license automatically populates the metadata rights fields with this information.
5. In the **Content** area, clear the check box for any item you do not want to include in the package. Clearing a module clears all its associated topics and sub-modules.
6. Click **Next**.
7. If all required files were not automatically detected, click **Add Files** or **Add Folders** to manually add those files or folders.
8. Click **Next**.
9. On the **Metadata** page, to classify your learning object, click **Classifications**. From the **Classification Schema** drop-down list, select a schema. Click **Select**. Click the **Add** icon for any classification you want to add. Click **Save**.
10. In the **Description** field, add a description of the content of the learning object.
11. In the **Keyword** field, add a keyword or phrase describing the topic of this learning object. This data element should not be used for characteristics that can be described by other data elements.
12. Click **Publish to LOR**.



## Present course materials

1. From the content area, select a piece of material.
2. Click the fullscreen icon.
3. Click **Exit Fullscreen** or press the Esc key on your keyboard to return to the content area.

## Set Release Conditions in Lessons

To set release conditions in Lessons

1. Select a unit, lesson, or material.
2. Click the (...) **Options** menu and select **View Release Conditions**.
3. To create a new release condition, click **Create**; or click **Browse** to locate existing release conditions.
4. From the **Condition Type** menu, select from the available options.
5. Under **Conditions Details**, select the appropriate condition, and click **Create**.

6. Confirm the details of the release condition, and click **Save**. If the unit, lesson, or material is visible, a **Visible if conditions are met** label and  icon display. If the unit, lesson, or material, is hidden, a **Hidden. Conditions are inactive** label and  icon display. Clicking the **conditions** link displays the details of the release conditions.

## Add standards coverage to a course

In Lessons, you can map course materials to learning expectations by importing the appropriate expectations from the [Achievement Standards Network](#).

**Note:** To import standards, your administrator must enable the Learning Outcomes tool and grant you the **Manage Outcomes** permission.

### To add standards coverage to a course

1. From Lessons, click **Standards**.
2. Click **Add or Remove Standards**.
3. Under **Filtering Options**, choose the **Jurisdiction, Subject, Framework, and Education Level** that apply to the course.
4. Under **Available items**, select check boxes for the standards that align to your course.
5. Click **Import Selected Outcomes**.
6. Click **X** to exit the standards information.

## Locate gaps in standards coverage

### To locate gaps in standards coverage

1. From Lessons, click **Standards**.
2. Select the **Display only standards which have no course material** check box.
3. Determine if any units align with standards not linked to course materials.
4. Close the dialog box and select a unit from the table of contents.
5. From the (...) **Options** menu, select **View Standards**.
6. Click **Edit Standards Alignments** and select check boxes to associate material from the selected unit to any of the available standards.
7. Click **Save Changes**.
8. Click **X** to exit the standards information.

## Edit standards alignment for a course

### To edit standards alignment for a course


1. From the content area, select a unit or item of course material.
2. From the (...) **Options** menu, select **View Standards**.
3. Click **Edit Standards Alignments** and select check boxes for the standards that align to your content topic.

4. Click **Save Changes**.
5. Click **X** to exit the standards information for the content topic.

## Set a course timeframe

To help keep instructors on track with their course materials,  *pacing* (previously known as *scheduling*) suggests when to start teaching different course materials in chronologically sequenced content units. When you pace a course, you define a start and end date for pacing content units evenly within the specified date range. This can be modified at any time and is only visible to instructors (it does not affect when content is available to learners, this is controlled by the availability dates). It is useful for keeping to a set schedule and ensuring there is enough time to complete all materials in the allotted time.

The default date range is determined by the start and end date of the course. If no start and end date is set for the course, the start and end date of the semester is used.

1. From the content area, click the  **Course options** menu and select **Pace Course**.
2. Set pacing dates. To turn off pacing dates, click **X**.
3. Click **Save**.

**Note:** Pacing in an existing course does not copy over to a new course (it turns off in the new course).

**Note:** When availability and due dates are enabled in a course, pacing options and dates are hidden.

## Schedule posts to appear in your Activity Feed

Your course homepage must include an Activity Feed Service for materials posted in this manner to display.

1. Select a content item from the table of contents.
2. Click the (...) **Options** menu and select **Post to Course Homepage**.
3. Click **Post Later**, and enter a future date and time.
4. Click **Save** and then **Post**.

**Note:** A clock icon displays in the Table of Contents next to any content items that are scheduled in this manner, if the item is not hidden from students. Scheduled posts associated with Lessons material can be edited in Lessons, or from the Activity Feed on your course homepage.

## Push assignments to Activity Feed

Your course homepage must include an Activity Feed for materials posted in this manner to display.

1. Select an assignment from the table of contents.
2. Click the (...) **Options** menu and select **Post to Course Homepage**.
3. Enter instructions for learners.
4. Click **Post**.

## ReadSpeaker integrations for Lessons

The Lessons tool supports the following ReadSpeaker integrations:

- The ReadSpeaker HTML content integration solution automatically enables ReadSpeaker online text-to-speech technology for HTML content in the Lessons tool. Any learner can hear their HTML course content spoken aloud or download it as an MP3 using their internet browser. Learners can also highlight and play back a subset of the content.
- The ReadSpeaker docReader integration provides audio rendering of supported document types in the Lessons tool.

To enable the ReadSpeaker integrations:

1. Contact [ReadSpeaker](#) to purchase licensing and obtain integration keys.
2. Implement the ReadSpeaker integrations in your Brightspace instance, as described in the [ReadSpeaker docReader](#) and [ReadSpeaker for HTML content](#) topics.
3. In Lessons, click the **Listen** ReadSpeaker icon to launch the ReadSpeaker integration.

## Create a custom learning path in a course

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, users cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course's content area that would hide that topic until users viewed the topic before it. Or you could create a condition that required users to view a content topic before gaining access to a quiz, or one that required them to post to a discussion topic before they could see a content module.

If you attach multiple conditions to an item, users must meet all conditions before they can access the item. For example, you could require users to visit the first three content topics in a unit before gaining access to an associated quiz.

**NOTE** Once a user meets a release condition, the condition is cleared for that user and cannot be reset. For example, if you attach a release condition to a discussion topic requiring users to achieve more than 60% on a quiz before they can access that topic, and one of your participants

receives 72% on the quiz but you adjust their grade to 55% they will be able to access the topic because they did meet the requirement at some point.

## Access Release Conditions

1. Navigate to the course item you want to add release conditions to.
2. From the context menu of the course item, click **Edit [course item]**.
3. Do any of the following:
  - To access release conditions for a discussion forum or topic, checklist, assignment, grade item, quiz, or survey, click the **Restrictions** tab.
  - To access release conditions for a custom widget, click the **Release Conditions** tab.
  - To access release conditions for an Announcements item, scroll to the **Additional Release Conditions** area.

## Tools that support release conditions

You can access release conditions for any of the following course items:

- Awards
- Checklist
- Content modules and topics
- Custom widgets
- Discussion forums and topics
- Assignments
- Grade items and categories
- Intelligent Agents
- Announcements items
- Quizzes
- Surveys

## How do release conditions work?

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, users cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course's content area that would hide that topic until users viewed the topic before it. Or you could create a condition that required users to view a content topic before gaining access to a quiz, or one that required them to post to a discussion topic before they could see a content module.

**Note:** Once users meet an associated condition, a pop-up notification appears to inform the user that additional content is now available.



Release conditions can also be added to intelligent agents to create email notifications for users. For example, you could create an intelligent agent that sends a reminder email to users who have not yet completed a required quiz or assignment in the course. This scenario is ideal for using release conditions with the "not" operator.

If you attach multiple conditions to an item, users must meet all conditions before they can access the item. For example, you could require users to visit the first three content topics in a unit before gaining access to an associated quiz.

Once a user meets a release condition, the condition is cleared for that user and cannot be reset. For example, if you attach a release condition to a discussion topic requiring users to achieve more than 60% on a quiz before they can access that topic, and one of your participants receives 72% on the quiz but you adjust their grade to 55% they will be able to access the topic because they did meet the requirement at some point.

## Best practices for creating release conditions

### To learn best practices for creating release conditions

- **Set up conditions before users access the course** - Create all of your course materials and set up your release conditions before the course opens to users. This gives you a chance to check for mistakes in the conditions or for circular, contradictory, or unnecessary conditions. If you add new release conditions after users have accessed the course, users might be confused by resources disappearing. Since conditions cannot be reset, you also risk having users meet conditions before your resources are ready (for example, accessing a content topic before it is finished).
- **Avoid unnecessary conditions** - Each condition you associate with a tool takes additional time for Brightspace Learning Environment to process. Using as few conditions as possible to set up a learning path minimizes the amount of time that users spend waiting for pages to load. For example, you set up a content topic, a quiz, and an assignment for the second week of class. You want users to read the topic before taking the quiz, and you want them to read the topic and attempt the quiz before submitting the week's work to the assignment. For the assignment, you only need to attach the condition that users attempt the quiz. Since users must read the content topic before they can take the quiz, it is not necessary to add this condition to the assignment.
- **Avoid circular references** - A circular reference makes it impossible for users to satisfy a set of conditions. For example, if you set the condition that users must view a content topic before they can access an assignment, and then set a condition that they must submit a file to the assignment before they can access the content topic, you have a circular reference. Users can't satisfy either condition without satisfying the other one first. Circular references are more likely to occur with long chains of conditions. For example, a content topic that depends on a quiz that depends on an assignment that depends on a checklist that depends on the content topic.
- **Avoid impossible conditions** - Ensure that your conditions are not impossible for users to satisfy. For example, a condition that users must achieve greater than 100% on a grade item would be impossible (unless the grade item is set to *Can Exceed*). If users are

unable to satisfy a condition, they are unable to access the content or tools to which the condition is attached.

- **Avoid contradictory conditions** - Contradictory conditions occur when two or more conditions that cancel each other out are associated with an item. For example, the conditions *User must achieve greater than 49.9% on Grade Item 1* and *User must achieve less than 50% on Grade Item 1* are contradictory. Users cannot satisfy both conditions at the same time; they would not be able to see the item associated with these conditions.
- **Release content based on learning ability and course performance** - Include additional content in your course specifically for users who need extra help and release this content to users who score below a specified threshold on a quiz or grade item. Alternately, release a special survey to users who attain a high score.
- **Release content in stages** - To reveal content topics to users only after they have read prior content, attach release conditions on the subsequent topics or modules that require users to view earlier topics. This can provide a clear path through the material and prevent users from becoming overwhelmed by a large table of contents at the start of the course.
- **Release content based on enrollment date** - If your course has rolling enrollment, you can set course materials and assessments to become available relative to a users' enrollment date. This allows you to provide a structured path through the course for every user regardless of their enrollment date.
- **Customize content for groups within a course** - If your course has group projects and you want to provide different instructions or resources for each group, you can create separate content topics or modules for each project and attach release conditions based on group enrollment. Group members working on one project will see content related to their work without being distracted by content not relevant to them.
- **Use a checklist to organize activities** - You can create a checklist that lists the activities users should complete throughout the course. For example, a checklist for the first week might include reading the course's introductory content, posting to an introductory discussion topic, and submitting a list of learning goals to assignment. You can set release conditions based on users checking off items from their checklist. For example, you might release an Announcements item on your course's homepage once users check off that they have completed the first week's activities.
- **Use intelligent agents to monitor user activity or non-activity** - You can set up intelligent agents with release conditions using the *not* operator to intervene with students who have not completed course work. For example, create an intelligent agent that sends a reminder email to users who have not yet completed a quiz attempt or submitted an assignment to an assignment.

## Release condition types

Condition Type	Description
Awards - Awards	The user must have earned a specific award in order to fulfill the release condition

Condition Type	Description
Checklist - Completed checklist	The user must complete all items on the selected checklist in order to fulfill the release condition
Checklist - Incomplete checklist	The user must not complete one or more items on the selected checklist in order to fulfill the release condition
Checklist - Completed checklist item	The user must complete a specific item on the selected checklist in order to fulfill the release condition
Checklist - Incomplete checklist item	The user must not complete the specific item on the selected checklist to fulfill the release condition
Classlist - Group enrollment	The user must be enrolled in a specific group in order to fulfill the release condition
Classlist - Org unit enrollment	The user must be enrolled in a specific org unit in order to fulfill the release condition
Classlist - Section enrollment	The user must be enrolled in a specific section in order to fulfill the release condition
Classlist - Role in current org unit	The user must either: <ul style="list-style-type: none"> <li>• be enrolled as a specific role</li> <li>• not be enrolled as a specific role</li> </ul> in order to fulfill the release condition
Classlist - Date of enrollment in current org unit	The user must be enrolled in the current org unit for a specified number of days in order to fulfill the release condition
Competencies - Competency achieved	The user must complete a specific competency in order to fulfill the release condition

Condition Type	Description
Competencies - Competency not yet achieved	The user must not complete a specific competency in order to fulfill the release condition
Competencies - Learning objective achieved	The user must complete a specific learning objective in order to fulfill the release condition
Competencies - Learning objective not yet achieved	The user must not complete a specific learning objective in order to fulfill the release conditions
Competencies - Score on associated rubric	The user must achieve a specified Score and Threshold level on a learning objective, based on an associated rubric, in order to fulfill the release condition
Content - visited content topic	The user must visit a specific content topic in order to fulfill the release condition
Content - Not visited content topic	The user must not visit the specified content topic in order to fulfill the release condition. Depending on your organization's security configurations, especially if the <b>d2l.Tools.ManageFiles.UseContentRestrictedSecurity</b> configuration variable is set to ON, users may not be able to access specified content topics at all when this release condition is set
Content - Visited all content topics	The user must visit all content topics in the course offering in order to fulfill the release condition
Content - Completed content topic	<p>The user completes a content topic. The method of completing the topic depends on the type, such as viewing a file or submitting an assignment.</p> <p>This release condition ignores exemptions, meaning that if the learner completes the activity, the release condition can be met, regardless of the activity being required, optional, or exempt.</p>

Condition Type	Description
Discussions - Posts authored in topic	The user must author a specified number and type of posts in a designated module or topic in order to fulfill the release condition
Discussions - No posts authored in topic	The user must not author any number or type of post in a designated module or topic in order to fulfill the release condition
Discussions - Score on associated rubric	The user must achieve a specified Score and Threshold level on a discussion module or topic, based on an associated rubric, in order to fulfill the release condition
Assignments - Submission to Assignment	The user must make a submission to a specified assignment in order to fulfill the release condition
Assignments - No submission to Assignment	The user must not make a submission to a specified assignment in order to fulfill the release condition
Assignments - Receive feedback on Assignment submission	The user must receive feedback on a submission to a specified assignment in order to fulfill the release condition
Assignments - Score on associated rubric	The user must achieve a specified Score and Threshold level on an assignment submission, based on an associated rubric, in order to fulfill the release condition
Grades - Grade value on a grade item	The user must achieve a specified grade value on a grade item in order to fulfill the release condition
Grades - No grade received	The user must not receive a specified grade value on a grade item in order to fulfill the release condition
Grades - Released final grade score	The user must have their final grade score set to released, or set to released plus the final grade meeting a defined threshold, in order to fulfill the release condition.

Condition Type	Description
	<p><b>Note:</b> This release condition is evaluated beginning from the first time the grade is released, and cannot be revoked once it is fulfilled. Therefore, if your grade book is set up to release final grades throughout a course, and/or drop ungraded items, the release condition may be fulfilled sooner than expected (i.e. before the end of the course). D2L recommends using this release condition in combination with other release conditions or intelligent agents to ensure that the event or content triggered by the released final grade score occurs at the anticipated time.</p>
Grades - Score on associated rubric	The user must achieve a specified Score and Threshold level on a grade item, based on an associated rubric, in order to fulfill the release condition
Quizzes - Score on a quiz	The user must achieve a specified score on a quiz in order to fulfill the release condition. Score on a quiz is triggered by publishing a score on a quiz attempt or manually overriding a quiz score via Grades.
Quizzes - Completed quiz attempt	The user must achieve a specified number of attempts of a quiz in order to fulfill the release condition
Quizzes - Score on selected questions	When a quiz has a learning objective with associated questions and an assessment method attached to it, the user must achieve a specified grade value on the learning objective in order to fulfill the release condition
Quizzes - Score on associated rubric	The user must achieve a specified Score and Threshold level on a quiz, based on an associated rubric, in order to fulfill the release condition
Quizzes - No completed quiz attempt	The user must not complete any attempt on a quiz in order to fulfill the release condition
Surveys - Completed survey attempt	The user must achieve a specified number of attempts of a survey in order to fulfill the release condition
Surveys - No completed survey attempt	The user must not complete any attempt on a survey in order to fulfill the release condition

## Administer a course

Instructors can administer a course with the following tools:

- Organize and manage week-specific course items with the Checklist tool
- Set the calendar status of all course objects with the Manage Dates tool
- Manage course events with the Calendar tool
- Track attendance for activities in a course with the Attendance tool

## About course administration

The Course Administration area is a central area for accessing tools related to setting up and managing your course. From the Course Administration area, you can access many tools to help you run your course smoothly. Some of the tasks you can accomplish include:

- Editing course colors
- Enabling and disabling course tools
- Renaming course tools
- Managing course offering information
- Importing course components
- Import learning outcomes

**Note:** Course Administration is now the central location to manage learning outcomes. Learning Outcomes continue to appear in New Content Experience (Lessons), and any learning outcome you import in one location is reflected in the other.

## About course colors

You can enhance the appearance of your course and help users identify your course more easily by modifying the colors used in the interface. Brightspace Learning Environment uses three color settings to render the areas within a course.

Color	Description
Dark Color	Used for the title bar, widgets, and pop-ups. White text is shown against this color.
Light Color	No longer used in most areas. D2L recommends you use the same color as the Dark Color. White text is shown against this color.
Soft Color	Used for tabs. Black text is shown against this color.

## About course locale

If your organization supports multiple locales, you can change the default locale used for your course offering. Normally users can specify their own locale within their preferences. You also have the ability to override locale preferences so that all users see the same locale in your course. You might use this if you are teaching a language immersion course and want all the cultural formatting and text in the course offering to reflect the language you are teaching.

## Change the status of a tool



Course tools, such as Quizzes, Content, Discussions, Chat, Grades, and so on, are course components that you add to your course offering to share learning content, foster interaction, and evaluate performance. You can enable and disable course tools to specifically tailor your course to your pedagogy and course materials.

Before enabling a tool, be aware of the following:

- Some activated tools can only be accessed from the navbar or home page widgets.

Before disabling a tool, be aware of the following:

- Release conditions based on the tool are not enforced as long as the tool remains disabled.
- Competency activities associated with the tool are hidden, but are still associated with any learning objectives to which they are attached. Users cannot complete these learning objectives while the tool is disabled. You should detach or delete any activities associated with a tool before disabling the tool.
- Grade items associated with the tool remain, but you must manually update them in the grade book.
- Quicklinks to the tool's items persist but a "No Resource Found" message displays when they are followed. You should remove any related quicklinks when you deactivate a tool.
- Deactivating a tool does not delete any items or user data inside the tool; it simply hides the tool from your course offering.

1. On the navbar, click **Course Admin**.
2. Click **Tools**.
3. Do one of the following:
  - To enable a tool, toggle its status to  **On**.
  - To disable a tool, toggle its status to  **Off**.

## Activate a course offering

1. On the course home page, click **Course Admin > Course Offering Information**.



2. Select the **Course is active** check box.  
**Tip:** You can deactivate a course offering to hide it from learners without actually deleting it. This way the content (including user data) can be kept for future use.
3. Click **Save**.

## About course activation and course Start and End Dates

When a course is active it becomes accessible to learners in the **My Courses** widget, and in the **Select a Course** menu. If no **Start Date** and **End Date** are set in the **Course Offering Information** the course is immediately available for learners to access.

If a **Start Date** is set for any date after the activation occurs, when the start date is reached the course becomes visible to learners in the **My Courses** widget, and in the **Select a Course** menu. This is dependent on the configuration variable settings in use at your organization.

When a course's **End Date** is reached and the course is still active, the course is no longer visible to learners in the **My Courses** widget, and in the **Select a Course** menu. This is dependent on the configuration variable settings in use at your organization.

**Important Note:** If a **Start Date** and **End Date** are set but the instructor does not select the **Course is active** check box, the course does not become accessible to learners on the selected **Start Date**. The course must be activated using the **Course is active** check box on the **Course Offering Information** page.

## Deactivate a course offering

You can deactivate a course offering to hide it from users without actually deleting it. This way the content (including user data) can be kept for future use.

1. From the **Admin Tools** menu, click **Course Management**.
2. Search for the course offering's name.
3. Click the course offering you want to deactivate.
4. On the navbar, click **Course Admin > Course Offering Information**.
5. Clear the **Course is active** check box.
6. Click **Save**.

## Course Admin offering information

You can edit the properties of your course offering, including course colors and course locale, on the Course Offering Information page.

1. On the navbar, click **Course Admin**.
2. Click **Course Offering Information**.
3. Make your changes.
4. Click **Save**.

## Rename a tool

You may want to rename a tool if your organization or geographic area is more familiar with different terminology. For example, you could rename Assignments to Assignment.

Changing the custom navbar name for a tool does not replace all uses of the original term throughout the system. It only changes the display name for the tool on the navbar. To replace all references to a specific term, a site administrator can update your organization's language pack using the Manage Languages tool.

1. On the navbar, click **Course Admin**.
2. Click **Tools**.
3. In the **Custom Navbar Name** field for the tool that you want to rename, enter the new tool name.
4. Press **Enter** or click outside the field. Your changes save automatically.

## Search for courses

The Search for courses field only appears if you have been enrolled in the number of courses specified in the `d2l.Tools.Homepages.MaxCourses ( Org )` configuration variable. The default setting for this configuration variable is 25.

1. On the **Course Updater** page, in the **Search for courses** field, enter a value.
2. To add parameters to your search, click **Show Advanced Filters**.
3. Do any of the following:
  - To search for courses by department, in the **Department** drop-down list, select a department.
  - To search for courses by semester, in the **Semester** drop-down list, select a semester.
  - To search for courses by status, in the **Active** drop-down list, select active or inactive.
  - To search by start date, in the **Course Start** drop-down list, select an option. In the filter fields, enter dates.
  - To search by end date, in the **Course End** drop-down list, select an option. In the filter fields, enter dates.
4. Click the **Search** icon.

## Add a link to Brightspace Help to your navbar

You can add a link to the Brightspace help site to your course's navbar. The link opens Brightspace Help in a new window.

1. From the **Admin Tools** menu, select **Navigation and Themes**.
2. Click the link for the navbar you want to add the help link to.
3. On the **Edit Navbar** page, in the **Links** area, click **Add Links**.
4. In the **Add Links** dialog window, select the **Brightspace Help** check box.

5. Click **Add**, and then **Save and Close**.
6. On the navbar, click the **Brightspace Help** link. A new browser window opens to the welcome page of the Brightspace Help site.

## Import standards for a course

From the Course Administration Learning Outcomes management page, an option is available to import program outcomes created by administrators at the Organization level. When the instructor selects the program, a list of outcomes for that program appears. If program outcomes have not been created for a course, an instructor can import learning outcomes from the Achievement Standards Network (ASN), or create custom learning outcomes, which enables you to control the wording of outcomes used within your institution.

**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.

To import course outcomes

1. From within a course, click **Course Admin** on the navbar.
2. Under **Assessment**, click **Standards**.
3. Do one of the following:
  - Click **Import from Program**. Select a standard from the list. This list will not appear if the list was not previously created for the program.
  - Click **Import from Achievement Standard Network**.
  - Click **Add Learning Outcome** to create a custom learning outcome.
4. Click **Save**.

## Managing course components

### About copying course components between org units

The copy components utility lets you copy quizzes, content, grade items, discussion forums, Assignments folders, courses with S3 model configurations, and nearly every other type of component from another course offering or a course offering's parent template. Copying components saves you from having to recreate your course's resources and can significantly reduce the amount of work required to create or re-offer a course.

You can use the copy components feature to:

- Reuse components created in a previous course offering.
- Add components created by your peers into your own course offering.
- Set up standard components inside a course template and copy them into a new course offering each time a course is re-offered.
- Copy courses with S3 model configurations

- Include the selected course as an additional historic course

## Requirements

To copy components between course offerings:

- Depending on your role in your organization, you require one or both of the following course copy permissions: **Copy Components into Org Unit** or **Copy Components out of Org Unit**.

These two separate permissions offer granular control over copying course components and enable workflows associated with parent content (in a course offering or parent template org unit).

For example, an organization has a **Science Course** that is intended as a course that instructors can copy from, but not modify. Instructors can copy common course components in **Science Course** to other science courses, for example, **Science 101** and **Science 202**.

Jane has two roles: **Reviewer** role in **Science Course**, and **Instructor** role in **Science 101** and **Science 202**.

The **Reviewer** role has the **Copy Components out of Org Unit** permission, but not the **Copy Components into Org Unit** permission.

The **Instructor** role has the **Copy Components into Org Unit** permission, but not the **Copy Components out of Org Unit** permission.

In **Science Course**, Jane cannot see the option to **Copy Course Components** in Content or Course Admin. She cannot copy any components into the **Science Course**. In **Science 101**, Jane can see the options to **Copy Course Components**. When she searches for courses to copy, she can see **Science Course**; however, she cannot see **Science 202**.

**Note:** These permissions also affect the **Copy From Parent Template** option in Copy Course Components. This option is only visible if the instructor is enrolled in the parent template with a role that has the **Copy Components out of Org Unit** permission at the template level.

- You must be enrolled in both offerings.
- You need to be enrolled in and have access to the parent template to copy components from the parent into a course offering. Note that all copied intelligent agents are disabled by default, unless your administrator has disabled the **d2l.Tools.IntelligentAgents.DisableAgentsOnCopy** configuration variable.
- To copy courses with S3 model configurations, you must enable the Student Success System at the instance and org level.

You can also copy components into a course template, and you can create standard components within a template and then copy them into the template's associated course offerings.

A validation logic step is also included in the copy process. To help reduce duplicate objects and cleanup from the copy process, the validation logic informs you if you have previously copied from the source course.

## Common concerns

The following table addresses some common concerns around copying course components between org units:

Concern	Answer
Overwriting and duplicating content	<p>The only components you might overwrite are course files. Course files are overwritten if one of the files being copied has the same name as an existing file. No other components are overwritten.</p> <p>For example, if you have three checklists in your current course offering, and copy two checklists from another offering, you will now have a total of five checklists in the current offering. This is true even if the components are identical. If you are copying components from the same source multiple times, be careful not to copy the same items more than once or you will create duplicates.</p>
User privacy might be compromised when copying course components	<p>User data is not copied. For example, if you copy the discussions component, only the forums and topics are copied, not the posts inside the topics. Similarly, if you copy Assignments folders or quizzes, user submissions and quiz attempts are not copied.</p>
Links and associations between components	<p>D2L recommends that you copy all components between courses to ensure you maintain all desired associations, and then delete any undesired material in the new course.</p> <p>If you are copying linked or associated components, you must copy all of the related components at the same time. For example, if a discussion topic has release conditions based on the results of a quiz, you must copy all three components—discussions, quizzes, and release conditions—at the same time. Similarly, if you have a quiz that is associated with a grade item, be sure to copy both the quiz and the grade item at the same time. As long as the associated components are copied together, links between them are retained.</p> <p>To copy release conditions, you must select the Release Conditions component.</p>

## Special considerations when copying course components

When you are copying course components, ensure that you have considered the following implications or associated tasks.

Component	Notes
-----------	-------

Competencies	Competencies, learning objectives, and associated activities are copied.
Content	Does not include files or content display settings; you must select these as separate components. Be sure to copy all course files used in the course as well as the content topics or only the content topic structure is copied.
Checklist	Due dates for checklist items are not changed when you copy them.
Groups and Sections	The new course does not automatically enroll groups and sections. You must enroll users yourself.
Navbars	If you have modified the names of any tools, you must also copy the tool names.
Release Conditions	Only release conditions that reference or are attached to other components are copied at the same time as the component. For example, if a quiz has a release condition that refers to a content topic, the release note is only copied if both the quiz and the content topic are copied at the same time. If you copy release conditions without selecting any other component, there is no action.

## Components for Import/Export/Copy

The following table displays which components from Brightspace Learning Environment can be imported, exported, or copied between courses.

Component	Copy	Import	Export
Announcements	✓	✓	✓
Assignments	✓	✓	✓
Attendance Registers	✓	✗	✗
Awards	✓	✗	✗
Calendar Events	✓	✓	✓
Chats	✗	✗	✗
Checklists	✓	✓	✓
Competencies	✓	✓	✓
Content	✓	✓	✓
Content Display Settings	✓	✗	✗
Content Metadata	✗	✓	✗
Course Files	✓	✓	✓
Course Appearance	✓	✓	✓
Discussions	✓	✓	✓
External Links	✓	✓	✓
FAQs	✓	✓	✓
Forms	✓	✗	✗

Glossary	✓	✓	✓
Grade Settings	✓	✗	✗
Grades	✓	✓	✓
Groups	✓	✗	✗
Homepages	✓	✗	✗
Learning Outcomes	✓	Partial. Import available for ASN outcomes but not locally authored or program authored outcomes.	Partial. Export available for ASN outcomes but not locally authored or program authored outcomes
Intelligent Agents	✓	✓	✓
Links	✓	✗	✗
LTI Links	✓	✓	✓
LTI TPs	✓	✗	✗
Navbars	✓	✗	✗
Question Library	✓	✓	✓
Quizzes	✓	✓	✓
Release Conditions	✓	✓	✓
Rubrics	✓	✓	✓
Rubric Associations	✓	✓	✓
Self Assessments	✓	✓	✓
Surveys	✓	✓	✓
Tool Names	✓	✗	✗
Widgets	✓	✗	✗


## Copy course components

Your ability to copy course components between course offerings is determined by assigned permissions and enrollment in course offerings and parent templates. Before you start, review [About copying course components between org units.](#)

### To copy course components

In order to mitigate the risk that large courses may result in timeout failures for users, the Copy Course components job functions as an asynchronous job. You can view the progress of the copying job by clicking the **View History** link.

1. In the course offering that you want to copy components into, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. Do one of the following:
  - Select **Copy Components from another Org Unit**. Click **Search for offering** and locate the course offering containing the components you want to copy. Click **Add Selected**.

- Select **Copy Components from Parent Template** to copy components from the course template the current course offering belongs to.
3. Do one of the following:
- To copy all course components, click **Copy All Components**. D2L recommends that you copy all components between courses to ensure you maintain all desired associations, and then delete any undesired material in the new course.
  - To specify the components you want to copy, click **Select Components**. Select your components. To see details for course components, click the **Show the current course components** link, then click the  **View Detail** icon beside a component to see existing items. For those course components that provide the option to include associated files, D2L recommends leaving the option turned on. Click **Continue**.
  - Select the **Offset all dates of copied components** check box and specify the days and hours that the dates should be offset by or calculate the range between two dates.
  - Click **Finish**.  
Note: If you encounter issues with the **Include associated files** option and want to remove it, contact D2L Support to ask them to turn off the **D2L.LE.Conversion.Features.ICopyAssociatedFilesFeature** feature toggle.
4. Do one of the following:
- To copy another package, click **Copy Another Package**.
  - To see the results of your copy, click **View Content**.
  - To review and manage course dates, click **Review and Manage Dates**.

Notes:

- If you copied a course with S3 model configurations, the course is listed in the Student Success System Administration page (Admin Tools > Student Success System).
- Now when you copy groups to courses, the group setup (grade item, assessment option, and so on) is also copied over.
- A validation logic step is included in the copy process. To help reduce duplicate objects and cleanup from the copy process, the validation logic informs you if you have previously copied from the source course.

For information on the Student Success System permissions, refer to the Administering Courses – Administrator Guide.

## About importing course components from a file

You can import components created in other learning management systems, provided by content vendors, or created in a content creation program (like Respondus). To import components, you must have a file containing the components in a format supported by the Import tool.

You can also import components from Brightspace Learning Repository.



## Import course components

### To import course components

1. In the course offering that you want to import components into, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. On the **Import/Export/Copy Components** page, select **Import Components**.
3. Click **Start**.
4. Select the file you want to import.
5. Choose whether to **Import All Components** or **Select Components** and then follow the prompts.
6. To review and manage course dates, click **Review and Manage Dates**.

If you import course components with names that already exist in the course, or you import multiple components with the same name, duplicate names appear; they are not overwritten. For example, if your course contains a discussion topic called Exam Review and you import a course package that contains a discussion topic called Exam Review, your course will contain two topics called Exam Review.

**Note:** When importing a course, if you previously had text in the quiz **Introduction** field, this text is automatically appended to the quiz **Description** field.

### Course import compatibility

The following table provides a list of learning management systems (LMS) and content providers that you can import course content from. It is recommended that you work with your site administrator or D2L Client Sales Executive when importing content from another LMS.

Component	IMS CP	QTI
Blackboard 6.0	1.1.2	1.2.1
Blackboard 6.1.5/6.2/6.3	1.1.3	1.2.1
Blackboard 7	1.1.3	1.2.1
Blackboard 8	1.1.2	1.2.1
Blackboard 9	1.1.2	1.2.1
Common Cartridge® 1.0	1.1.3	1.2.1
Common Cartridge 1.1	1.2	1.2.1
Common Cartridge 1.2	1.2	1.2.1
Common Cartridge 1.3 (and ThinCC1.3)	1.2	1.2.1

Component	IMS CP	QTI
Desire2Learn 8.x	1.1.3	1.2.1
Respondus 2.0	N/A	1.2.1
Respondus 3.x	N/A	1.2.1
Sakai Archive	1.1	1.2.1
SCORM® 1.2	1.1.2	N/A
SCORM 1.3 (2004)	1.1.3	N/A
WebCT® CMU 1.x	1.1.2	1.2.1
WebCT CMU 2.0	1.1.3	1.2.1

You can convert packages into importable D2L-formatted packages using separate conversion tools. Work with your D2L Client Sales Executive to discuss converting and importing from the following systems:

- ANGEL 7.3/7.4/8
- Blackboard CE 6 (WebCT CE 6)
- Blackboard CE 8 (WebCT CE 8)
- Blackboard Vista 4 (Blackboard Vista 4)
- Blackboard Vista 8 (Blackboard Vista 8)
- eCollege
- Moodle™ 1.9
- Moodle 2.0/3.0
- uCompass

## Converting Moodle Lessons

Using the Import/Export/Copy Course Components tool in Brightspace Learning Environment, you can edit an existing course and upload an unconverted Moodle Lessons course package.

During the course conversion process, entries from the IMSManifest.xml file are converted and imported into the Content tool as topics and files, placed into a content module named **Imported Lessons**. Each topic displays a **Lesson:** prefix to indicate that the topic is a converted Moodle Lesson.

## View Course Import history

Users can view the history of course import attempts for courses in a specific org unit. From the Import/Export/Copy tool on Course Admin, users can view the Course Import History page, which includes the following information for each course import attempt:

- the original package name
- status of the import
- user who created the import job
- the timestamp for the import attempt

To view the Course Import History

1. In **Course Admin**, click **Import/Export/Copy Components**.
2. On the Import section of the page, click **View Import History**.

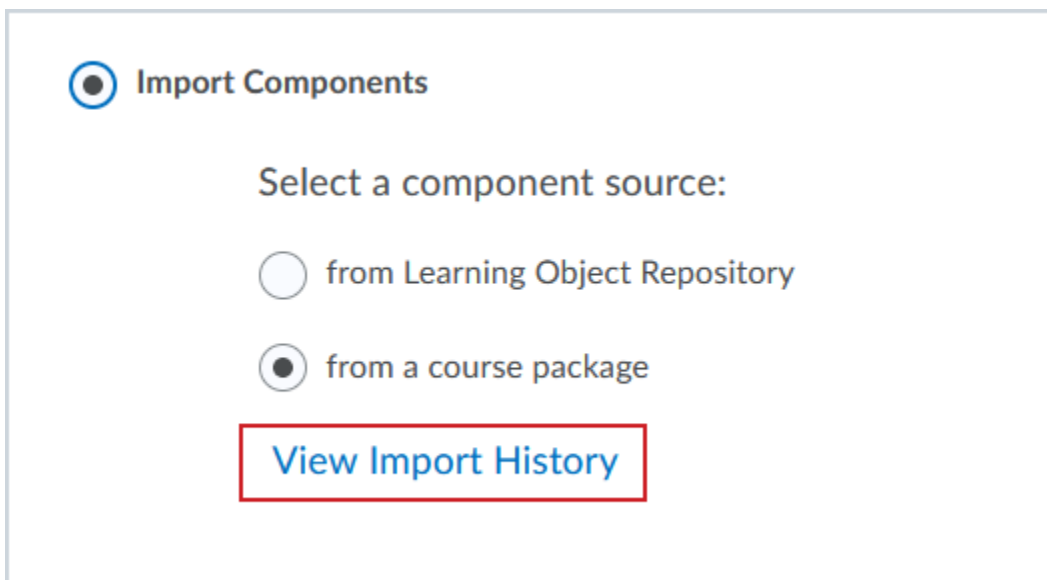


Figure: The View Import History option enables you to view import logs for specific components.

3. From the list, click **View Import Log** for the package you want to view.

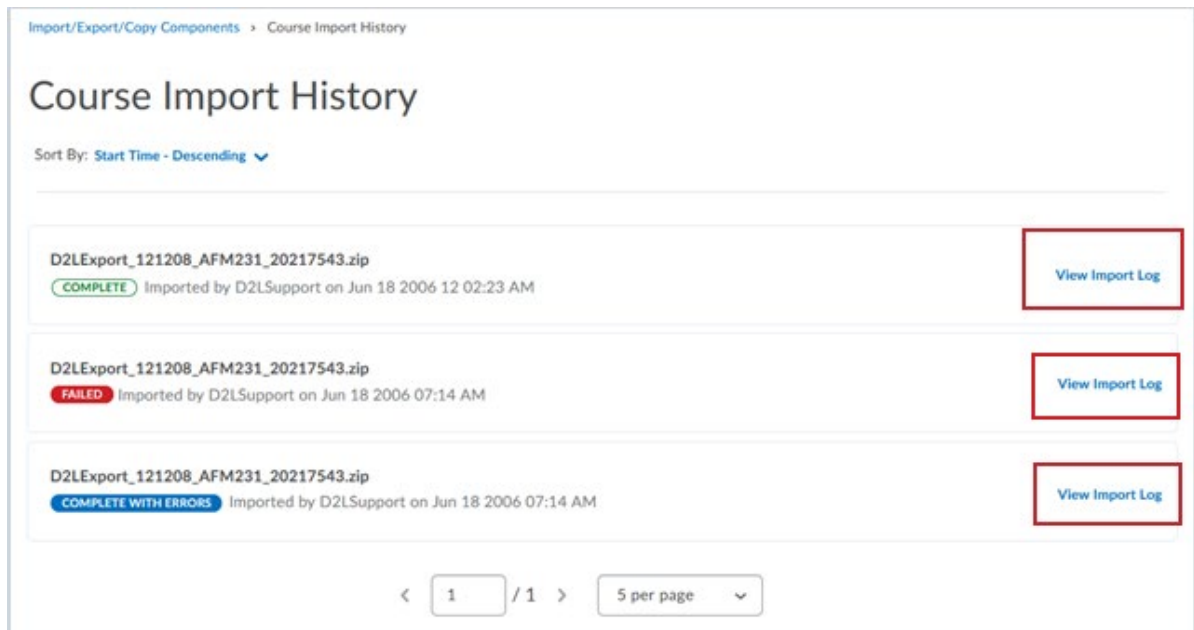


Figure: The View Import Log is available to view for all components imported into the course

4. The log displays the import results in the order of operations. After reviewing the log, use the navigation breadcrumbs to navigate back to the **Course Import History** page.

## Troubleshooting: Course Conversion

The following errors might be encountered during course conversion into D2L format. Try these troubleshooting steps first, and if they don't work, contact support for a more in-depth investigation of the issue.

### Error: Package was not recognized

A package may not be recognized if:

- It is not in a course archive format (for example, it is a .ppt or .pdf file instead of a course package exported from an LMS).
- It was exported from a vendor that is not yet supported by D2L.
- It failed to unzip.

### Package Failed to Unzip

#### Symptoms

When importing a course package, you encounter the message: "The package was not recognized". The processing logs indicate "Unpackaging uploaded file" followed by

"Unsupported file format". If the package was successfully unzipped, the processing logs would indicate "Successfully unpackaged file" instead.

The processing logs also indicate that the final status of the issue was "NoConversion". You can access the processing logs directly on the error page in Course Import by clicking on "View Processing Logs".

### Cause

The following are common causes of this error:

- The package is not a valid archive file (for example, .zip, .mbz, .imsc, etc. which have been exported from an LMS). Verify that the file is an Archive or Compressed Folder file type before attempting your course import. The following file types are not valid for importing a course: .pdf, .ppt, .docx. If you are trying to add course content, use Content Tool - Add Module instead.
- The course package does not have an imsmanifest.xml at the root level and it may instead be located in a sub-folder.
- The course package contains file paths that are longer than 128 characters, which is a Windows limit.
- An archive file has been corrupted or damaged.

### Resolution

If you are using an archive file, to verify your course package can be extracted, try to unzip the package locally first. Try the following steps to resolve the problem:

1. Use the built-in operating system extraction program and try to unzip the file on your computer.

If you successfully unzipped the package on your local computer, re-zip the file using your local operating system zip program or the program you were using. Retry the course import with the newly zipped package.

2. Unzip the package and examine the folder structure to ensure that the imsmanifest.xml file is at the root level. If the imsmanifest.xml file is not at the root level move the file to this location and re-zip the package and retry the course import.

3. Use WinRAR (<http://www.rarlab.com/>) to unzip the file on your computer.

Your package may contain file paths longer than 128 characters. In this case, most extraction programs on Windows will fail. WinRAR will still extract the files, but will warn that files exceeding the maximum path length were truncated. Once the extraction is complete, it is recommended that these paths are truncated manually or removed. Then re-zip the files and retry the course import.

4. Re-export your course package from the original source.

If neither of the previous troubleshooting steps worked and the extraction still fails, your

course package is likely damaged. Re-export the course package from the original LMS and retry the course import with a newly exported package.

## Error: Package was not converted

This error commonly arises due to issues within the course package itself:

- There may be key files missing (for example, `imsmanifest.xml` is a typical file expected to be among the course package structure).
- There may be issues with XML in some of the files (for example, the files may have illegal characters or unmatched opening and closing brackets).

Typically, it is recommended to review the processing logs and inspect the specific complaint. Then explore the contents of your package to verify that the information is corrected. You can also try to re-export the package from the original source.

## Invalid HTML

### Symptoms

When importing a course package, you encounter the message "The package was not converted". The processing logs may indicate that an invalid or unexpected character has been encountered.

The processing logs also indicate that the final status of the issue was "ProcessingFailed". To access the processing logs directly on the error page in Course Import, click View Processing Logs.

### Cause

Invalid XML can often cause conversions to fail. Sometimes the error directly names the exact file that is causing the problem. If it is not explicitly stated, try the main `imsmanifest.xml` file. If the manifest is improperly formed, serious issues may occur.

### Resolution

To verify that an XML file is valid:

1. Open the file in Google Chrome. If the XML is valid, it should render correctly; if not, the page will remain blank or report an error.
2. Use an online XML validator like: <http://www.xmlvalidation.com/>
3. If the XML is invalid, correct the XML, re-zip the package and retry importing your course package.
4. If the XML is valid, the issue with your package is likely in the structure of the package (for example, missing key files). In this case, re-export the package from the original source and retry importing your course package.

## Error: Conversion Service is Temporarily Unavailable

If the Conversion Service is not available, it may relate to temporary issues that are being monitored by D2L support and will be resolved shortly. However, if you repeatedly see this error message, it may be worth verifying that the Conversion Service URL is properly configured. This can only be done by a D2L support representative.

## About exporting course components

You can export components from your course offering to a file. This allows you to reuse these components in another learning management system, including another Brightspace Learning Environment, or to store the components and then re-import them into another course offering or template at a later date.

Components are exported to an IMSCP-compliant zip file, a standard file format based on the IMS Content Packaging specification. This means you should be able to reuse these components in any learning management system that supports this format.

You can export course components from the organization level, except for files in the organization or shared files areas.

The following table addresses some common concerns around exporting course components:

Concern	Answer
User privacy might be compromised when exporting course components	User data is not copied. For example, if you copy the discussions component, only the forums and topics are copied, not the posts inside the topics. Similarly, if you copy assignment submissions folders or quizzes, user submissions and quiz attempts are not copied.
Links and associations between components	Associations between components will not be exported (for example, release conditions). The IMS Content Packaging specification, which the format for export files is based on, does not support these associations.

## Export course components

### To export course components

1. In the course offering containing the components you want to copy, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. Select one of the following options:
  - **Export as Brightspace Package**
  - **Export as Common Cartridge**
  - **Export as Thin Common Cartridge**

3. Click **Start**.
4. In the **Select Components to Export** section, to export all components, select the **Select All Components** check box or select the check box for the particular components you want to export. To export only certain items from a component, select the **Select individual items to export** radio button.
5. Click **Continue**.
6. If you chose **Select individual items to export** for any component in the previous step, the **Select Items** page appears. This page lists all of the items and any sub-items contained in the current component. Otherwise, the **Confirm Components to Export** page appears. To view sub-items, click the + **Expand** icon next to an item. Select the individual items and sub-items you want to export and click **Next**. When you have finished selecting individual items from components, the Confirm Components to Export page appears.
7. Click **Continue**.
8. The **Export started** dialog displays to confirm the export is underway.
9. Click **Done**.
10. When the export package is ready for download, a notification is generated and can be accessed from the bell icon in the navigation bar.
11. Click the **Export finished** notification message. This directs you back to the Import/Export/Copy Components tool in your course.
12. Click the **Click here to download the export Zip package** link.

**Note:** The Bulk Course Export file naming convention now includes the course offering code to make files more identifiable.

## What course components can be exported?

- Announcements
- Assignments
- Calendar
- Checklist
- Competencies
- Content
- Course files
- Discussions
- External links
- FAQ
- Glossary
- Grades (except calculated grade items)
- Navbar templates (not navbars)
- Question Library
- Quizzes
- Release conditions and any associations
- Rubrics



- Self Assessments
- Surveys

## Export and import course packages containing SCORM objects across orgs

You can export and import course packages containing SCORM objects across orgs. For example, when you export a course containing SCORM objects from Org A, copies of the SCORM objects are added to the exported course package. The end result is a course package available for import and SCORM objects with all references to the SCORM objects retained within the original course.

When you import the course package into Org B, the SCORM objects are added into the org and re-linked to the imported course so references are not broken (the physical copy SCORM objects now exist in Org B, separate from Org A, where the course package was exported from). As a result, any instructor with the **Can insert new SCORM objects** permission for a course can access the SCORM objects that were copied into the imported course.

Note the following:

- If a course contains multiple links to a single SCORM object, the object is exported multiple times, once for each link, and included as a copy in the exported course package. When importing the course package, the package is imported multiple times, once for each link.
- Bulk Course Copy, Bulk Course Export, and Bulk Course Create also support this functionality.

## Create platform-independent packages of learning resources

The IMS Common Cartridge standard allows publishers and content providers to create platform-independent packages of resources (content, assessments, question libraries, discussions, etc.) building on existing IMS content and QTI quizzing packaging standards. Package creators can optionally protect the package, requiring users to authenticate with the creator using web services before importing or accessing protected resources. Common Cartridge was designed to provide a standard way to package and protect content, as opposed to each publisher or each learning management system creating a proprietary method of protection and enforcement.


For more detailed information on the Common Cartridge project and its role in the Digital Learning Connection, visit the [IMS Global Learning Consortium website](#).

## About importing IMS Common Cartridge packages

You can import IMS Common Cartridge packages and expand your course offerings to include a wide range of innovative, platform-independent, and diverse course content from publishers and content providers.

Importing an IMS Common Cartridge package follows the same process as importing other files of supported import formats. Importing a cartridge automatically creates the applicable content, quizzes, questions, etc. in Brightspace Learning Environment and makes them immediately available for use. Package creators have the option of protecting cartridges on import or forcing the user to enter an access code at the beginning of the import process.

## How protected IMS Common Cartridge resources are handled

Any protected resource that imports from an IMS Common Cartridge package displays a  Protected icon beside it. When users first try to access a protected resource, they are prompted for an access code, which is distributed by the package creator. Entering the access code and accepting the license agreement initiates the electronic authorization with the package creator's authorization web service and unlocks the resource for the user.

The user is not prompted to enter their access code when accessing additional protected content from the package until the authorization period ends. The length of the authorization period is determined by the package creator and changes from one package to another. If a course contains protected resources from multiple packages, users are typically prompted for authorization only once per protected package.

Protected resources can be copied between courses, but cannot be exported from Brightspace Learning Environment.

## IMS Common Cartridge versions

Brightspace Learning Environment currently supports the following versions of IMS Common Cartridge:

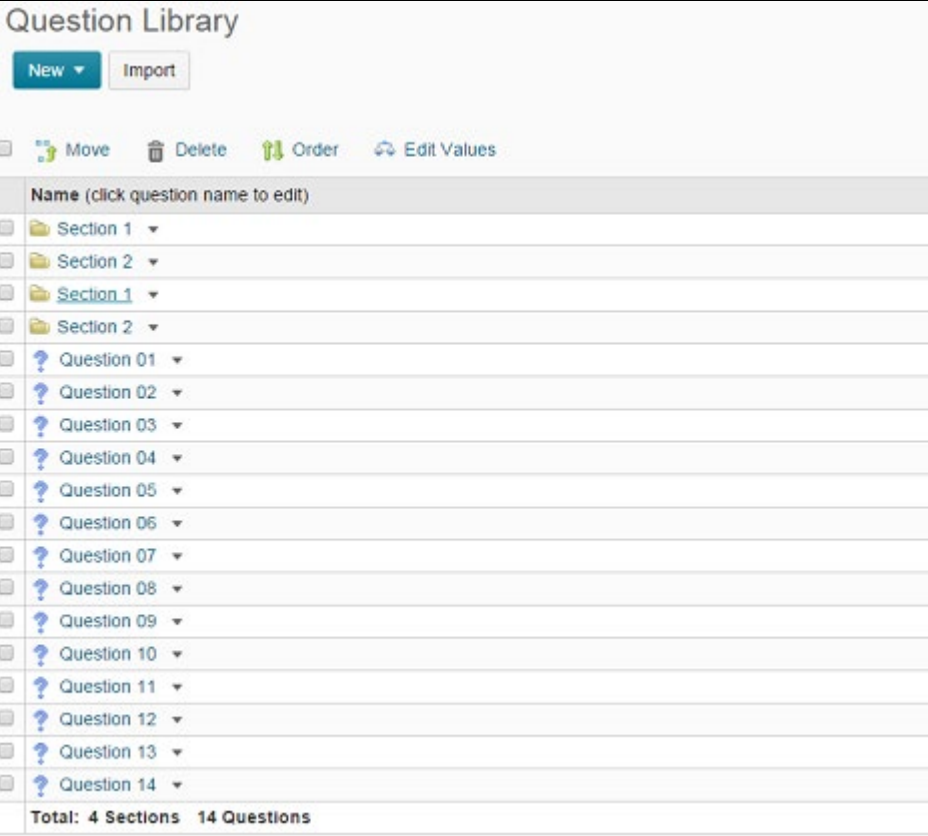
- IMS Common Cartridge 1.0
- IMS Common Cartridge 1.1
- IMS Common Cartridge 1.2
- IMS Common Cartridge 1.3 and IMS Thin Common Cartridge 1.3

The following table provides an overview of each version, including a summary of the features and any other technical details worth noting.

IMS Common Cartridge version	Summary	Technical details
IMS Common Cartridge 1.0	In the resource metadata context, includes the higher education value.	The package file should have the extension .zip. Cartridge manifest metadata must refer to version 1.0.0.

	<p>Contains metadata for the intended user roles: Learner and Instructor. These are the user roles that can view the resource.</p> <p>Contains the intendedUse attribute for Web Content Resources. This attribute must contain one of the following values: lessonplan, syllabus, or unspecified.</p>	
<p>IMS Common Cartridge 1.1</p>	<p>Offers easy support and integration with IMS Learning Tools Interoperability (LTI) v1.0 resources. You can integrate rich learning applications or premium content with platforms or other systems from which applications can be launched, without additional customization.</p> <p>In the resource metadata context, includes the following values: higher education, school, training, and other.</p> <p>Adds metadata for the Mentor intended user role.</p> <p>The intendedUse attribute for Web Content Resources is</p>	<p>IMS Common Cartridge 1.1 supports LTI links through Brightspace Learning Environment User Interface, Bulk Course Create (BCC), and Course Import API.</p> <p>The package file should have the extension .imsc. This extension helps identify files that are likely to be Common Cartridges.</p> <p>Users are notified in the processing logs when the resource is imported successfully; however, their intendedUse type is discounted.</p> <p>Cartridge manifest metadata must refer to version 1.1.0.</p>

	optional in this Cartridge version.	
IMS Common Cartridge 1.2	<p>Includes metadata for curriculum standards, which provides the option to associate the cartridge, resource, or question item with zero or more curriculum standard identifiers, from one or more providers. Users can use any curriculum standard, provided that it supports unique identifiers.</p> <p>The intendedUse attribute for Web Content Resources offers a new attribute called Assignment.</p>	<p>Curriculum standards metadata is recognized in v1.2, but is not supported by Brightspace Learning Environment. As a result, it is discounted, and users are instead notified in the processing logs whether their data was imported successfully.</p> <p>Common Cartridge specification has deprecated authorization to the Course Import workflow. D2L still supports it, but recommends that users use Learning Tools Interoperability (LTI) links to access remote/secure content.</p> <p>Cartridge manifest metadata must refer to version 1.2.0.</p>
IMS Common Cartridge 1.3	<p>Allows you to import multiple question banks within a single cartridge.</p> <p>Provides the ability to specify Common Cartridge XML descriptions within an imsmanifest.xml file, which are imported by Brightspace Learning Environment.</p> <p>Provides the option to add metadata to LTI links. In Brightspace Learning Environment, this metadata is incorporated into the content topic so that it</p>	<p>Question banks have no titles, so they are categorized as "Section 1", "Section 2", and so on, in Brightspace Learning Environment. Question banks can be translated into any language that D2L supports.</p> <p>For multiple imports of multiple question banks, section numbering does not increment; it is constrained to the number of banks within the package. For example, if users import a package containing two question banks, and then again with only a single question bank, the following occurs:</p>

	<p>can point to the LTI link.</p>	 <p><b>Question Library</b></p> <p>New Import</p> <p>Move Delete Order Edit Values</p> <p>Name (click question name to edit)</p> <ul style="list-style-type: none"> <li>Section 1</li> <li>Section 2</li> <li>Section 1</li> <li>Section 2</li> <li>Question 01</li> <li>Question 02</li> <li>Question 03</li> <li>Question 04</li> <li>Question 05</li> <li>Question 06</li> <li>Question 07</li> <li>Question 08</li> <li>Question 09</li> <li>Question 10</li> <li>Question 11</li> <li>Question 12</li> <li>Question 13</li> <li>Question 14</li> </ul> <p>Total: 4 Sections 14 Questions</p> <p>Multiple question banks in a question library</p> <p>The following new features are not entirely supported by Brightspace Learning Environment:</p> <ul style="list-style-type: none"> <li>ePub3, Interactive Whiteboard (IWB) and Accessible Portable Item Profile (APIP) file extensions for resources</li> <li>Other unknown extensions for resources</li> </ul> <p>Brightspace Learning Environment imports files with these extensions into the Manage Files tool, but does not create a content topic because the content type is not currently supported in the application. Users will receive a message about this in the processing logs.</p> <p>Cartridge manifest metadata must refer to version 1.3.0.</p>
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To view IMS official specs on Common Cartridge for each version, click the following:

- [IMS Common Cartridge 1.0](#)
- [IMS Common Cartridge 1.1](#)
- [IMS Common Cartridge 1.2](#)
- [IMS Common Cartridge 1.3](#) and [IMS Thin Common Cartridge 1.3](#)

## Customize the look and feel of your mobile web interface

Use the Mobile Brand Administration page to customize the look and feel of your institution's Mobile Web interface. You can customize the colors and logo in the interface to match your organization's branding or modify the appearance of titles and headings to help users identify courses more easily.

Customizing branding at the organization level establishes the default settings for the org and all org units; child org units do not receive default settings from their parent org units. If you customize any setting at the org unit level, all settings become custom to that org unit. This means that future changes to the organization branding will not transfer or overwrite settings in an org unit with custom branding (unless you restore defaults).

## Update mobile branding

1. Do one of the following:
  - To update mobile branding for the organization, from the **Admin Tools** menu, click **Mobile Brand Administration**.
  - To update mobile branding for an org unit, click **Course Admin > Mobile Brand Administration**.
2. Make your changes.
3. Click **Save**.

## Mobile branding reference sheet

Depending on whether you access the Mobile Brand Administration page from the organization or org unit level, you may not have access to all settings.

The Mobile Web navbar does not reproduce settings from the Navbar tool.

### General

The General settings include the following:

- Background sets the color that appears behind the main content interface elements
- Link Color sets the color of system links.

Figure: The mobile interface showing the link color and background color as set in the General settings.

### Navbar

The Navbar settings include the following:

- Logo Image sets the image that appears at the top of every screen on the navbar. Use this option to tailor your Mobile Web navbar to match your institution's logo or crest. The dimensions of your image should be no larger than 200 x 50 pixels to fit correctly on mobile screens.
- Fill Type sets the type of background for the navbar area. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.

## Page Title

The Page Title settings include the following:

- Fill type sets the type of background for the page title bar. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.
- Border Color sets the color of a thin border on the bottom of the page title area.
- Text Color sets the color of the page title text.

## Headings

The Headings settings include the following:

- Fill Type sets the type of background for the heading bar. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.
- Border Color sets the color of a thin border on the top and sides of the heading area.
- Text Color sets the color of the heading text.

## Subheadings

The Subheadings settings include the following:

- Fill Type sets the type of background for the subheading bar. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.
- Border Color sets the color of a thin dotted border on the bottom of the subheading area.
- Text Color sets the color of the subheading text.

## Organize and manage week-specific course items

A checklist contains important or required assignments, readings, or other items to complete. Each checklist contains one or more categories, into which checklist items are organized. For example, you might have an “Assignments” checklist with categories for written assignments and quizzes, both of which could have multiple items that must be completed.

## How do checklists organize information?

Checklists contain categories, which are used to organize checklist items. For example, you might create the categories Week 1, Week 2, and Week 3, and place week-specific checklist items into the appropriate categories. Alternately, you might use a checklist to organize steps of an assignment. You can assign due dates for checklist items.

## Create a checklist

Checklist items must reside in a category.

1. On the navbar, click **Checklist**.
2. Click **New Checklist**.
3. Enter your checklist details.
4. Click **Save**.
5. On the **Edit Checklist** page, in the **Categories and Items** area, do any of the following:
  - To add a category to the checklist, click **New Category**. Enter your category details and click **Save**.
  - To add an item to the checklist, click **New Item**. From the **Category** drop-down list, select the category for your item. Enter your item details. If you want the item to be due by a certain date or time, select the check box and enter your **Due Date** information. Click **Save**.  
Note: The default due date for a checklist item is one month from the current date.
6. Repeat step 5 until you've added all your content to the checklist.
7. Click **Save and Close**.

## Copy a checklist

1. On the navbar, click **Checklist**.
2. Open the context menu for the checklist you want to copy, and click **Copy**.
3. A new checklist is now visible at the bottom of the list of checklists with the title **Copy of {original checklist name}**.

## Set release conditions for a checklist

1. On the navbar, click **Checklist**.
2. From the context menu of the checklist for which you want to set release conditions, click **Edit**.
3. In the **Restrictions** tab, do any of the following:
  - Click **Attach Existing**, then select the check box for any condition you want to attach. Click **Attach**.
  - Click **Create and Attach**, then select a **Condition Type** from the drop-down list. Complete any additional **Condition Details** that appear and click **Create**.



4. To set how accessing the checklist is controlled, from the drop-down list, select if **All conditions must be met** or **Any condition must be met**.
5. Click **Save and Close**.

## About Manage Dates

Use the Manage Dates tool to view, bulk edit, and bulk offset the date availability and set the calendar status of all content topics and modules, discussion topics and forums, assignment submissions folders, grades categories and items, announcement items, quizzes, checklists, and surveys in your course from one central location.

These course objects display in a grid that you can sort by any of the column headings. You can also use the **Type** column to sort the Manage Dates page based on the tool-specific order and use advanced filter options to work with smaller sets of objects. If you filter your course objects, any bulk changes you make apply only to the filtered results. This enables you to update multiple availability dates based on specific criteria.

In addition to managing dates, you can open each course object in a new window by clicking on its name. This launches the object's edit page where you can edit additional properties for that object without leaving the Manage Dates tool.

## Bulk edit dates in Manage Dates

The Manage Dates tool enables you to bulk edit due dates and availability dates of your course content.

1. On the navbar, click **Course Admin**.
2. Click **Manage Dates**.
3. Select the check box of the items for which you want to bulk edit dates.
4. Click **Bulk Edit Dates**.
5. In the **Bulk Edit Dates** dialog box, update the due dates and availability dates.
6. Click **Save**.

## Offset dates in Manage Dates

### To offset dates in Manage Dates

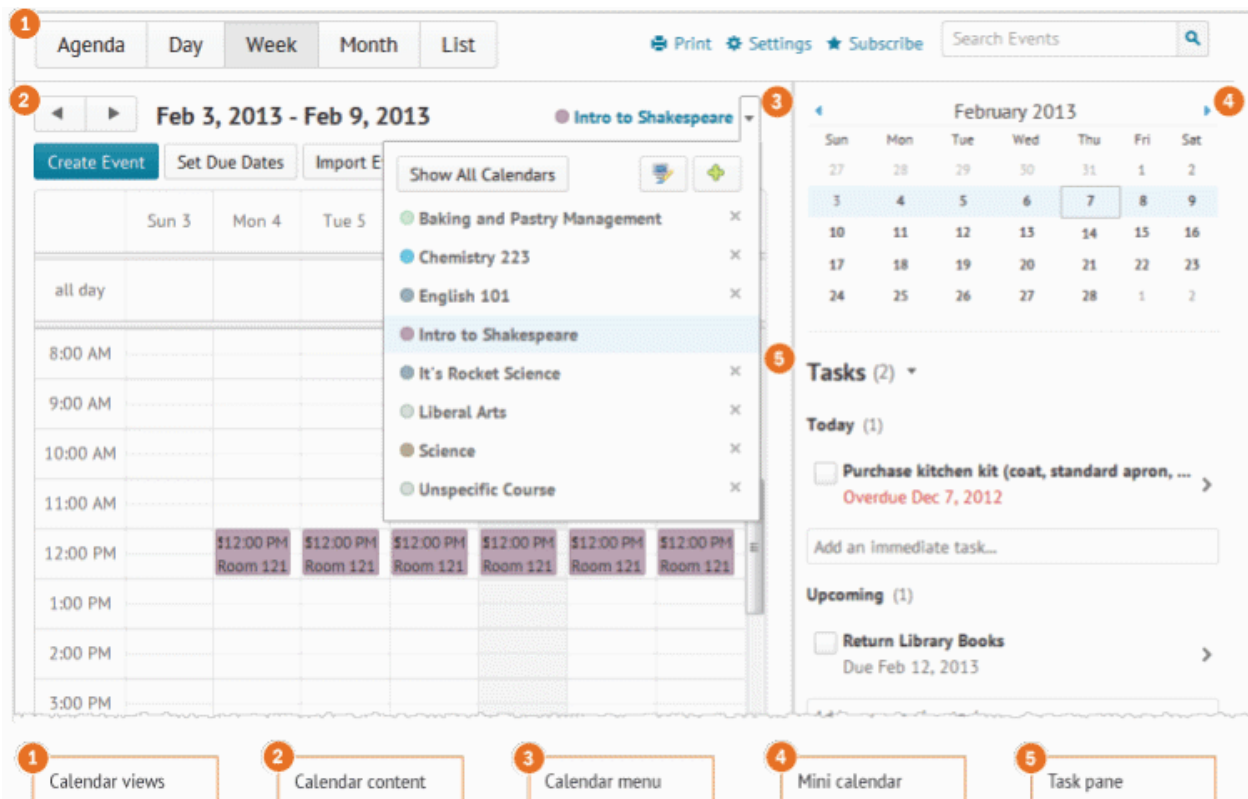
The Manage Dates tool enables you to move start dates and end dates forward or backward by a specified number of days. You can use this to move course content forward to a new term.

1. On the navbar, click **Course Admin**.
2. Click **Manage Dates**.
3. Select the check box by any item for which you want to offset dates.
4. Click **Bulk Offset Dates**.
5. In the **Bulk Offset Dates** dialog box, enter your offset details.
6. Click **Save**.

## Manage course events

Use the Calendar tool to arrange and visualize course events in multiple views and enable integration of course content and your Calendar. You can use iCal to synchronize the Calendar tool to your personal calendars (such as Outlook and Google Calendar, as well as iPhone and Android).

## Calendar interface overview



1) Use the calendar views area to toggle between different event display layouts. Use the Agenda view to group your course events by Date, Course, or Category - events display in chronological order, and all-day events display at the top of each grouped listing. Use the Day, Week, and Month views to group your events in daily, weekly, or monthly increments. Use the List view to filter your events by Assignments, Checklists, Discussions, Grades, Materials, Modules, Quizzes, and Surveys.

2) Use the calendar content area to navigate through your content. Navigation will vary depending on the view you select.

3) Use the calendar menu to select multiple calendars to display, change the color scheme associated with individual calendars, and add new calendars.

4) Use the mini calendar to navigate quickly to a specific day, week, or month.

5) Use the task pane to create, track, and maintain personal tasks.

## Create course events in Calendar

### To create course events in Calendar

1. On the navbar, click **Calendar**.
2. Click **Create Event**.
3. To associate course content with the event, click **Add Content**. Select the module from which you want to add content. Click **Add**.
4. Do one of the following:
  - If you've associated course content with the event and want to use a custom name for the event, select the **Use custom name** check box. Enter a name for your event.
  - If you have not associated course content with the event, enter a name for your event.
5. To add date and time details to your course event, in the **When** area, click on the provided fields.
6. To add recurrences to the event, click **Add Recurrence**. Enter your event recurrence details.
7. To add restrictions to the event, click **Add Restriction**. Enter your event restriction details.
8. To add a location for the event, from the **Location** drop-down list, select the location.
9. Click **Create**.

## Change Calendar settings

1. On the navbar, click **Calendar**.
2. Click **Settings**.
3. Make your changes.
4. Click **Save**.

## Create multiple instances of an event for different groups and sections

If you have more than one group or section participating in the same course event during different time intervals, you can create multiple instances of the same event, tailored to each group or section's needs. The group or section events share the name and description fields, but once you finish creating the events in bulk, they display as individual events.

1. On the navbar, click **Calendar**.
2. Click **Create Event**.
3. In the **Attendees** area, click **Add Groups/Sections**. This option is only available if you have already created at least one group or section for your course.
4. In the **Add Groups** dialog, click on the group or section you want to add.
5. Repeat steps 3-4 until you have added all of the groups and sections you want.

6. Enter the rest of your event details, including any customizations for an individual group or section.
7. Click **Create**.

## Change visibility for events

1. On the navbar, click **Calendar**.
2. From the tool navigation, click **List**.
3. Select the check boxes by any event for which you want to make visibility changes.
4. From the **More Actions** button, click **Change Event Visibility**.
5. From the **Event Visibility** drop-down list, select your visibility preference.
6. Click **Save**.

## Offset dates for events

1. On the navbar, click **Calendar**.
2. From the tool navigation, click **List**.
3. Select the check boxes by any event for which you want to offset dates.
4. From the **More Actions** button, click **Offset Dates**.
5. Make your changes.
6. Click **Save**.

## Delete course events in Calendar

1. On the navbar, click **Calendar**.
2. From the tool navigation, click **List**.
3. Select the check boxes of any event(s) you want to delete.
4. From the **More Actions** button, click **Delete**.
5. In the Confirmation dialog, click **Yes**.

## What are the basics of Attendance?

The Attendance tool enables you to create registers that track attendance for activities within your organization or course. You can track attendance for any number of activities and customize your registers to suit your needs.

Use the Attendance tool to create sessions to track attendance and define attendance statuses for your activities. You can assign grades for user attendance, view attendance results, and track users that have poor attendance.

## How attendance is calculated

The % Attendance field is calculated by adding the total assigned % for each status and then dividing it by the number of statuses that have an assigned %. This is represented using the following illustrated formula:

Sum of Assigned % / Total of statuses with an Assigned % x 100

To understand how this calculation works in practice, consider a scheme with the following set of statuses:

Symbol	Status Full Name	Assigned %	Order
P	Present	100	1
A	Absent	0	2
L	Late	75	3
AA	Authorized Absent		4

If the associated register has four sessions and you assign a user each of the above statuses (one for each session), their % Attendance field would include the P, A, and L statuses and ignore the AA status since its Assigned % is blank. As such, the user would have a % Attendance of 58.33  $((100+0+75)/(100 \times 3) \times 100 = 58.33)$ . Adding an Assigned % of 100 to the AA status would change the user's % Attendance to 68.75  $((100+0+75+100)/(100 \times 4) \times 100 = 68.75)$ .

## Track attendance

1. On the **Attendance Data** page, click the **Enter Attendance Data** icon and enter attendance data for your sessions.
2. Use the **Attendance Status** drop-down lists to change the attendance status for your users. You can also click **Set Status** to set the same status for all users.

## Set your Cause for Concern percentage

The Cause for Concern metric helps you track learners that fail to meet your attendance requirements by placing the Cause for Concern icon beside their names on the Attendance Data page.

1. From the **Attendance Registers** page, click **New Register** or **Edit Register** from the context menu of an existing attendance register.
2. In the **Cause for Concern** field, enter a percentage that indicates your minimum attendance requirement.

3. Click **Save**.

## Edit, delete, and restore attendance registers, sessions, or schemes

### To edit an attendance register:

1. On the **Attendance Registers** page, from the drop-down menu of the register you want to edit, select **Edit Register**.
2. Update the details of the attendance register and click **Save**.  
**Note:** You cannot change the scheme in an attendance register once session information has been added to it.

### To delete attendance registers:

1. To delete an individual attendance register, on the **Attendance Registers** page, from the drop-down menu of the register you want to edit, select **Delete**.  
To delete attendance registers in bulk, select the check boxes of the attendance registers you want to delete, and on the **More Actions** drop-down menu, select **Delete**.
2. On the **Confirmation** dialog box, click **Delete**.

### To restore attendance registers:

1. On the **Attendance Registers** page, click the **More Actions** drop-down menu, and then select **View Deleted Registers**.
2. Click **Restore** alongside the name of the register you want to restore.

### To delete sessions:

Sessions are the components of an attendance register that define one or more events to which the register applies.

For example, if you want to track attendance for a weekly seminar, create a Weekly Seminar register and then add sessions for each seminar (week 1, week 2, week 3, etc.). Attendance data is tracked for each session and displayed on the register's Attendance data page.

Deleting a session in a register or a scheme clears all associated attendance data. Only delete sessions when you are confident that you no longer need the attendance data.

1. On the **Attendance Registers** page, from the drop-down menu of the attendance register you want to edit, select **Edit Register**.
2. Click **Delete** alongside the session you want to delete.

## Modify the visibility of attendance registers

You can modify the visibility of attendance registers individually or in bulk:

1. On your navbar, click **Course Admin**.
2. Under **Learner Management**, click **Attendance**.
3. To modify the visibility of an individual register, from the context menu of the particular register, select **Make Visible to Users** or **Hide from Users**.
4. To modify the visibility of registers in bulk, select the check boxes alongside the registers you want to make visible or hide from learner view.
5. On the **More Actions** drop-down menu, select **Make Visible to Users** or **Hide from Users**. An icon appears next to hidden registers.

## Monitoring a course

Instructors can monitor a course the following ways:

- Track activity and user progress on SCORM objects
- About tracking content completion and participation
- Manage completion tracking settings for a topic
- Check completion tracking for a content topic
- Checking course content statistics
- Check course content feedback
- Change content display settings
- View user progress in Content

## Track activity and user progress on SCORM objects

If your course is based on SCORM, or uses SCOs as part of the course content, you have access to additional activity reports for each SCORM object and user. The reports track the activity on a topic and individuals' progress with meeting defined objectives, and in defined interactions with the course content.

The data in these reports depends on the data communicated to Brightspace Learning Environment by your SCOs. For example, if the SCO does not set values for objectives, then no objective information is available in the SCORM reports for that SCO. This data also depends on the SCORM solution you are using. If you are using the new SCORM solution, the available data is limited at this time. Note that you can export SCORM statistics; however, unlike non-SCORM courses, you cannot reset the statistics. If you are using the legacy SCORM solution, the following information and steps apply:

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, from the **Related Tools** button, click **View Reports**.
3. In the **Legacy SCORM Reports** area, do one of the following:

- To view information on user progress and whether their progress is complete or incomplete, their status, their score, number of attempts, time spent, average time spent, and when they last accessed it, in the **SCORM Objects** tab, click the **Summary** icon.
- To view information on user progress with the course objectives including their score, status, progress, and progress measure, in the **SCORM Objects** tab, click the **Objective Details** icon.

To view information on user attempts at the interactions in an objective including question type, correct response, learner response, result, weighting, and time spent, in the **SCORM Objects** tab, click the **Interaction Details** icon.

- To view information on a specific user, in the **Users** tab, click on a user's name. For more information about a user's progress with a specific object, click the **Details** icon.

If you are using the new SCORM solution, the following information and steps apply:

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, from the **Related Tools** button, click **View Reports**.
3. In the **SCORM Reports** area, do one of the following:
  - Click the **Summary** icon in the **SCORM Objects** tab to view information on user progress and whether their progress is complete or incomplete, their status, their score, number of attempts, time spent, average time spent, and when they last accessed it.
  - In the **SCORM Objects** Tab, click the **Objectives** icon to view information on user progress with the course objectives including their score, status, progress, and progress measure.
  - To view information on user attempts at the interactions in an objective including question type, correct response, learner response, result, weighting, and time spent, in the **SCORM Objects** tab, click the **Interactions** icon.
  - To view information on a specific user, in the **Users** tab, click on a user's name. Click the **Details** icon for more information on a user's progress with a specific object.

## What does Brightspace Learning Environment report on for SCORM objects?

For each SCORM object, Brightspace Learning Environment records:

- The number of user attempts on the object.
- The number of attempts completed. (Some attempts appear as incomplete if a user ends the attempt at an object).
- The number of attempts passed, the passing score, and the average score.
- Average time spent on the object (for the legacy SCORM solution).



You can also view details on user attempts, objectives, and interactions for each item in both the legacy SCORM solution and the new SCORM solution. These details can be accessed by navigating to **SCORM Reports** from a course's reports page (**Content > Table of Contents > Related Tools > View Reports > SCORM Reports**), and selecting the **Summary**, **Interactions**, or **Objectives** button.

Note: If a learner views a content topic using a direct link to the topic in full-screen mode, the SCORM reports won't reflect that the learner accessed the topic.

## What does Brightspace Learning Environment report on for users of SCORM objects?

For each user of SCORM content, Brightspace Learning Environment records:

- The user's name and ID numbers.
- The number of SCORM objects attempted.

In both the legacy SCORM solution, and the new SCORM solution, you can access details on a user's progress, status, scores, attempts, time spent, date last accessed, objective details, and interaction details.

Note: If a learner views a content topic using a direct link to the topic in full-screen mode, the SCORM Reports won't reflect that the learner accessed the topic.

## About tracking content completion and participation

Completion tracking enables instructors to set the method of completion for an activity and provides progress indicators for learners as they complete course activities. There are two types of completion tracking you can use in your course offerings:

- **Automatic Completion** - Completion tracking that automatically determines whether users have completed a topic when they click to view it. For some activities, automatic tracking requires users to participate in a chat or discussion, submit a file or form, or complete an assessment such as a quiz or survey before completion is successful.
- **Manual Completion** - Completion tracking that is manually set by users. Users can select the completion check box beside each content topic to indicate they have completed it. Although users can use manual tracking to indicate that they have accomplished a task before it is completed (for example, selecting the completion check box beside a quiz activity before attempting the quiz at all), this does not affect assessment scores or user attempts counted towards an activity.

Changing an automatically tracked topic to manual completion resets completion tracking for that topic. This means that users might have to return to the topic to mark it complete; users do not need to resubmit files or assessment activities.

For the new SCORM solution, the checkmark that appears in the integrated learning platform only appear when a learner has completed the SCORM content (rather than when the learner

launches the object). **Note:** The checkmark only appears if the SCORM object was programmed with a completion event.

## Manage completion tracking settings for a topic

1. On the navbar, click **Content**.
2. On the **Table of Contents** drop-down menu, select **Set All Completion**.
3. Select one of the following completion methods:
  - **Required: Automatic**
  - **Required: Manual**
  - **Not Required**
4. Click **Update**.

## Check completion tracking for a content topic

### To check completion tracking for a content topic

1. On the navbar, click **Content**.
2. Click on the topic you want to view completion tracking results for.
3. In the **Completion Summary** tab, do any of the following:
  - To view all users' results for the topic, click **All**.
  - To view all users who have completed the topic, click **Completed**.
  - To view all users who have not completed the topic, click **Incomplete**.

Note: You can only view a Completion Summary for courses with fewer than 1000 learners enrolled.


## Checking course content statistics

Course content statistics can display the total number of users, the number of users who visited course content, and the average time users spent viewing content. You can view overall course content statistics as well as specific statistics for individual modules and topics.

### To check course content statistics in the classic Content experience:

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, from the **Related Tools** drop-down list, click **View Reports**.
3. In the **Statistics** area, do any of the following:
  - To view all statistics for a module or topic, in the **Content** tab, click the **Available To** or **Users Visited** value for the module or topic.
  - To view statistics for a particular user, in the **Users** tab, click the user's name.

## To check course content statistics in Lessons:

1. On the navbar, click **Content**.
2. On the Content Navigation Tree, from the  **Course options** drop-down list, click **View Reports**.
3. In the **Statistics** area, do any of the following:
  - To view all statistics for a module or topic, in the **Content** tab, click the **Available To** or **Users Visited** value for the module or topic.
  - To view statistics for a particular user, in the **Users** tab, click the user's name.

## Some things to consider when checking course content statistics:

- A user who visits multiple times is only counted once.
- The total number of users counted in statistics does not include any users with the **Manage Content** permission.
- Calculated time users spent viewing overall content or individual modules or topics does not include user session timeouts and users currently visiting content, modules, and topics as you view statistic details.
- **Reset Statistics** only resets the number of visits to, and the time spent in each content topic that is displayed on the Content Statistics page and in the Class Progress tool.
- **Reset Statistics** does not reset the content completion status of any content topic(s) for any user, in the Content tool or in the Class Progress tool.
- **Export Statistics** allows you to generate a CSV file containing all of your statistics for viewing and analysis outside of Brightspace Learning Environment.
- The **Available To** value on the **Content** tab displays the number of users (from the class list) that the content is available to. A topic or module is available to a user if the following is true:
  - Current date is within the availability dates of the topic or module
  - Users have met all required release conditions
  - Content topic or module is published/visible

**Note:** This value takes into account the following: release conditions, special access (assignments and quizzes), group access (assignments and discussions), availability dates, hidden/visible state, and if the module parent is "available."

## Check course content feedback

Feedback shows the ratings and comments users submit about specific course content. Users can submit ratings and comments anonymously or include their user names.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, from the **Related Tools** drop-down list, click **View Reports**.
3. In the **Feedback** area, click the **Ratings** link for the topic.

## Change content display settings

1. On the navbar, click **Content**.
2. Click **Settings**.
3. Make your changes and click **Save**.

## View user progress in Content

You can view general details of a user's completion tracking in the Class Progress tool.

If you access the Content section on the Class Progress page, you can track how many visits a user makes to the Content tool, how much time is spent viewing course material, and how many topics were visited. Expand the report details under each module to find a further breakdown of a user's actions. The expanded details show all topics and sub-modules within the module, how many visits the user made for each topic, and how much time was spent in each topic. Clicking on the module or topic's name brings you to that module or topic in the Content tool.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click on the topic you want to view progress for.
3. In the **Completion Summary** tab, hover your mouse over the profile picture for the user you want to review progress for.
4. In the user's profile badge that displays, click **Progress**.

The Progress Summary page displays, showing overall user progress results for the current course. To only view Content results, from the course side panel, click **Content**.

## 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](http://www.D2L.com)

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