



a newsletter from Instructional Technology Services at MSUM

# eLearning ACUMEN

by ITS

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## Meet the Dean of Online & Extended Learning!



Dr. Julie Zaloudek, Dean of Online & Extended Learning, joined the MSUM family this past July.

Prior to joining us, Dr. Zaloudek served as the Program Director of the Human Development and Family Studies Online Program at the University of Wisconsin-Stout. She also served as the Graduate Curriculum Development Coordinator for the Family Social Science Program at the University of Minnesota-Twin Cities. She is an advocate for Universal Design for Learning, has experience in Quality Matters (QM) course design, and is a QM Master

reviewer. Dr. Zaloudek earned a Ph.D. in Family Social Science from the University of Minnesota, a Master's of Science in Mental Health Counseling from University of Wisconsin-Stout, and a B.S. in Political Science and a B.S. in Music from University of Wisconsin-River Falls.

Please join us in welcoming Dr. Zaloudek to MSUM!

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## Is your course ready? Are *you* ready?

As you prepare yourself and your online/hybrid course for the start of the semester, [keep these 5 tips](#) in mind...

1. Connect early.
2. Check that everyone has logged in during the first or second day.
3. Communicate your availability.

4. Tell students where to start.
5. Share tips for success with your students.

For further details, see the [extended article on the ITS blog](http://collaborate.mnstate.edu/public/blogs/itsblog/trends-tips-treats/5-tips-for-teaching-a-successful-online-summer-course/). (<http://collaborate.mnstate.edu/public/blogs/itsblog/trends-tips-treats/5-tips-for-teaching-a-successful-online-summer-course/>)

Also, visit the [Course Start Checklist](https://www.mnstate.edu/uploadedFiles/Level_2/Content/Instructional_Technology_Services/Teaching-Learning/BeforeCourseStarts_Checklist.pdf) for reminders of task to complete as you put the finishing touches on your course. ([https://www.mnstate.edu/uploadedFiles/Level\\_2/Content/Instructional\\_Technology\\_Services/Teaching-Learning/BeforeCourseStarts\\_Checklist.pdf](https://www.mnstate.edu/uploadedFiles/Level_2/Content/Instructional_Technology_Services/Teaching-Learning/BeforeCourseStarts_Checklist.pdf))

## D2L Brightspace Classlist: Has a student accessed your course?

It is a simple question. One you likely ask yourself each semester. *Have all of my students accessed my course on D2L Brightspace?* Especially if your class is fully online, this is critical and may help you identify a student-at-risk while there is still time to act.

When you access the Classlist within your D2L Brightspace course, you will see a column on the right side that is labeled "**Last Accessed**". If this column is blank the student has never accessed your course.

*In this case, Annie hasn't accessed the course and follow up may be warranted.*

The screenshot displays the D2L Brightspace Classlist interface. At the top, there is a navigation bar with "My Home" and "D2L Brightspace" options. Below this is a red header with the "M" logo and "D2L Brightspace" text. A secondary navigation bar includes "MATERIALS", "COMMUNICATION", "ASSESSMENTS", "RESOURCES", "LIBRARY", and "EDIT COURSE". The main content area is titled "Classlist" and includes options for "Enrollment Statistics" and "Email Classlist". There are also "View By: User" and "Apply" buttons, and a search bar with "Search For:" and "Show Search Options".

Below the search bar are icons for "Email", "Page", and "Print". A table lists the class members:

Image	Last Name ▲, First Name	Org Defined ID	Email	Role	Last Accessed
	Apple, Annie ▼	WS012006		Student	
	Banana, Becky ▼	WS022006		Student	Jul 8, 2016 2:32 PM
	Dragon, Derek ▼	WS042006		Teacher	Jul 8, 2016 2:25 PM

The "Last Accessed" column is highlighted with a yellow box, and a yellow callout box points to the row for Annie Apple, indicating that she has not accessed the course.



## PD Picks

*Light up your learning!*

### Workshops, Webinars & More

#### D2L Brightspace Webinars

New to teaching with D2L Brightspace? Or looking to brush up on your existing skills?

D2L Brightspace webinars, covering a variety of topics, are running multiple sessions now through early September. Space is limited, so [register for these FREE webinars](#) today!

Topics include:

- Introduction & Overview of D2L Brightspace
- Discussion Board Tool
- Organize Your Content
- Announcements (*formerly News*), Classlist, & Email
- HTML Editor / Accessibility Basics
- Assignments Tool (*formerly Dropbox*)
- Using Respondus Quiz Tool
- Groups Tool
- Quizzes Tool

(<http://www.eventbrite.com/o/minnesota-online-quality-initiative-7290950883>)

#### Applying the QM Rubric (APPQMR)

Sept. 20 – Oct. 4, 2016  
(Registration closes Sept. 13)

This online, asynchronous, 2-week workshop is QM's flagship workshop. It is intended for those who wish to understand more about the QM Rubric and process of course review.

Cost is \$40. Registration fees can be covered by MSUM. [Email](mailto:catherine.artac@mnstate.edu) catherine.artac@mnstate.edu **prior** to registration to request a P.O. number.

[Workshop details and registration](#) information are available online. (<https://qm.northlandcollege.edu/registrations/register/DCPI4TQOP2/>)

#### Improving Your Online Course (IYOC)

Choose from one of two sessions:

Session 1: Oct. 18 – Nov. 1, 2016  
(Registration closes Oct. 11)

Session 2: Nov. 29 – Dec. 13, 2016  
(Registration closes Nov. 22)

The IYOC is an online, asynchronous, 2-week workshop. It explores the QM Rubric, examining 21 essential standards. Participants come away with a plan for course improvement. **Prerequisite:** must have an existing online course to examine during the workshop.

Cost is \$30. Registration fees can be covered by MSUM. [Email](mailto:catherine.artac@mnstate.edu) catherine.artac@mnstate.edu **prior** to registration to request a P.O. number.

[Session 1 details and registration](#) information:  
<https://qm.northlandcollege.edu/registrations/register/Z4CB157A7A/>

[Session 2 details and registration](#) information:  
<https://qm.northlandcollege.edu/registrations/register/M49WFVZZRV/>

### Conferences

#### 8<sup>th</sup> Annual QM Conference

Oct. 30 – Nov. 2, 2016, Portland, Oregon

Gather with the QM community to learn, connect, and share. The QM Conference is an opportunity for you to learn new ways to advance quality assurance initiatives, experience innovative ideas to improve courses, discover solutions to student engagement and find new trends to apply to our programs.

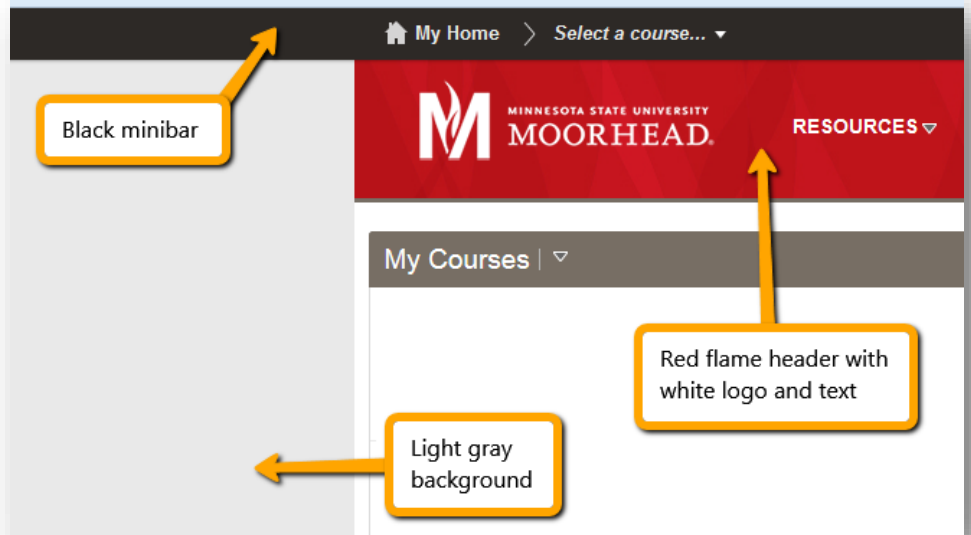
Important dates, conference agenda, and FAQs for the [QM Conference](#) can be found online. (<https://www.qualitymatters.org/events/8th-annual-conference>)

# D2L Brightspace: Change is in the air

## New Look

You may have already noticed the brighter, fresher look to D2L Brightspace as well as new names for some of your favorite course tools.

The lighter background and brighter header are intended to improve contrast and readability for accessibility. Feedback from faculty and students was considered in this visual redesign.



For more information on the redesign, more information is available in an ITS blog post on [A 'brighter' D2L Brightspace](http://collaborate.mnstate.edu/public/blogs/itsblog/2016/07/25/brighter-d2l-brightspace-coming-your-way/). (<http://collaborate.mnstate.edu/public/blogs/itsblog/2016/07/25/brighter-d2l-brightspace-coming-your-way/>)

## New Names

D2L has changed the terminology (names) for some D2L Brightspace tools and features.

Previous Name	Name as of August 6, 2016
News	Announcements
Dropbox	Assignments
Pager	Instant Messages
Edit Course	Course Admin (faculty only)
New (In Content tool)	Upload/Create (faculty only)
Add Existing Activities (in Content tool)	Existing Activities (faculty only)

*Want a fun idea for having students help you find all of the places that need updates? Check out this idea for a [scavenger hunt type activity!](#)*

You may need to update the instructions you provide your students so they match the new terminology. For example, if you instruct your students to upload their papers to the Dropbox folder, you should change the term from "Dropbox folder" to "Assignments folder." If you instruct your students to look at "News" on the Course Home page for updates you should change the term from "News" to "Announcements."

For details and screenshots of the changes, see Minnesota State's FAQs for [Students](#) and [Faculty](#).

(Faculty: [https://d2l.custhelp.com/app/answers/detail/a\\_id/1702](https://d2l.custhelp.com/app/answers/detail/a_id/1702))

(Students: [https://d2l.custhelp.com/app/answers/detail/a\\_id/1703](https://d2l.custhelp.com/app/answers/detail/a_id/1703))

## New Options

Following a system update, in July, new options were added to existing tools. Some of those updates include:

### Discussions

- Overall topic score transfer from rubric to Topic Score.



- New calculate method for scoring discussion posts: **Sum of post scores.**

### Quizzes

- New option for special access: **override the number of quiz attempts.**

### Groups

- New option for creating groups: **single-user member specific.** Creates a separate group for each student. This feature can be helpful when using Release Conditions to customize course content and activities for each individual student.

For a full description of updates, visit Minnesota State's FAQ: [Teachers: New in D2L Brightspace](https://d2l.custhelp.com/app/answers/detail/a_id/1705).  
([https://d2l.custhelp.com/app/answers/detail/a\\_id/1705](https://d2l.custhelp.com/app/answers/detail/a_id/1705))

## Accessibility Tip: *Did you know?*

### Leveraging Accessibility Checkers: easy as 1-2-3...

Ensure [documents you create are accessible](#) to those using assistive technology.

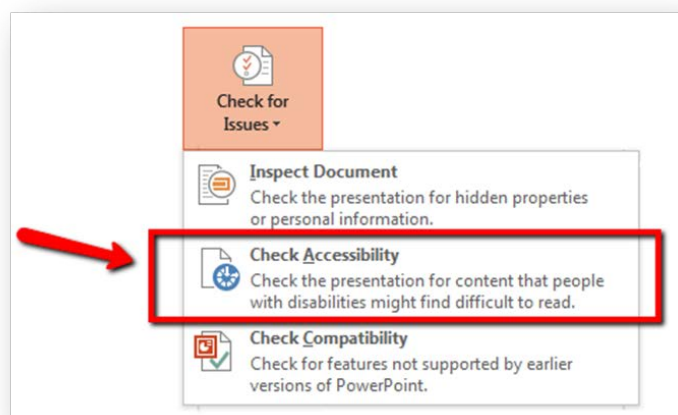
(<http://www.pcc.edu/resources/instructional-support/access/word.html>)

You may be asking: *What is [assistive technology](#) (AT)?*

(<https://www.disability.gov/resource/disability-govs-guide-assistive-technology/>)

One example of an AT is a screen reader. Check out this fascinating [demonstration of a screen reader](#) in use. ([https://www.youtube.com/watch?v=o\\_mvO6EQotM](https://www.youtube.com/watch?v=o_mvO6EQotM)) [video, 7:05 mins]

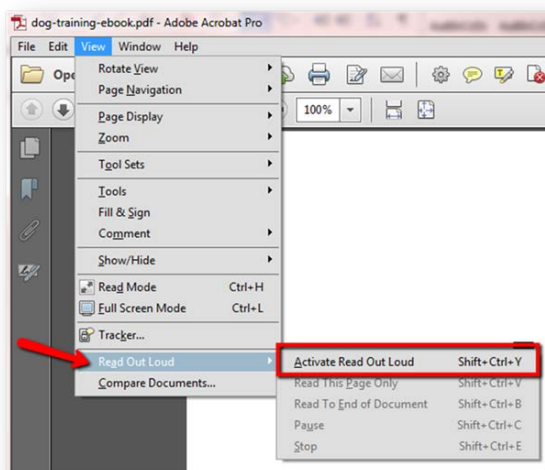
To determine if your documents can be used by AT, such as a screen reader, use the Accessibility Checker built into MS Word, PowerPoint, and Excel. Just as the Spell Checker will help alert you to possible spelling errors, the [Accessibility Checker](#) will create a report of issues, and even provide you with solutions! (<https://support.office.com/en-us/article/Check-for-accessibility-issues-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f>)



Unfortunately, the MS Accessibility Checker is only available to those using a PC/Windows computer at this time. [Alternatives exist for Mac](#) users, but you'll have to take a few more steps.

(<https://accessibility.oit.ncsu.edu/blog/2014/04/18/the-pain-of-accessible-pdfs-from-ms-word-on-mac-test-results/>)

If your file is a PDF, in Adobe Acrobat Pro and Adobe Reader you can [check for accessibility](#) issues using the Read Out Loud function found under the View Menu. (<https://helpx.adobe.com/reader/using/accessibility-features.html>)



## QM Tip:

### Addressing Standard 1.2

Specific Standard 1.2 states, "*Learners are Introduced to the purpose and structure of the course.*" \*

Meeting Standard 1.2 can be accomplished by varied means and in different locations within a course. The simplest approach is by including a section in your syllabus called *Course Description & Overview*.

In this section of your syllabus, you will want to enter the official description of your course from the catalog. Then, as an overview, expand upon the breadth and depth of the course description by discussing specific concepts, theories, logistics etc. Consider including information answering these questions:

- How many weeks long is the course?
- What are the course start/end dates?
- How is the course delivered?
- Is the course completely online or hybrid?
- Are there any synchronous aspects to the course? If so, what are they?
- How frequently are students expected to login to the course?
- How many hours each week should students expect to commit to the course?

Though many means exist for meeting this Standard, here is one example. (This example also touches on Standard 1.6.)

#### Course Description & Overview

This course will focus on the reading and translation of passages from a variety of important, Latin prose authors. The purpose of this course is to build your ability to read Latin, and to introduce you to basic philological and hermeneutical methods as you read and translate Latin prose. Discussion will bring into play the historical and cultural setting of Rome in the Republican and Augustan period. **Credits: 3 Prerequisites: LAT 101 and LAT 102**

This course is 16 weeks long and is conducted completely online. The course will start on {date} and end on {date}. Course discussions and assessments will be conducted asynchronously, but we will have two synchronous meetings for class presentations – see the course schedule for these dates and plan accordingly. No group work, other than discussions will be required.

You will access the course materials through D2L Brightspace. Course related announcements will be posted regularly in the Announcements area on the course's home page. Course materials and activities can be found in the Content tool (under the MATERIALS menu on the course navigation bar) grouped into modules and organized chronologically as you will need them. You should log in and access the course site regularly (at least every other day, if not daily) to check for course announcements. **A detailed schedule of course activities and due dates is posted in a printable format and can be found in Content.** I also post all due dates in the Calendar tool in the course site.

\* As with each of the QM Standards, be sure to read the Annotations provided in the QM Rubric Workbook to make sure you have a clear understanding of the Standard before proceeding.

If you don't have a copy of the QM Rubric Workbook Fifth Edition (2014), request a copy by sending an [email](mailto:its@mnstate.edu) to its@mnstate.edu.

# SoftChalk Create: Interactive Lesson Builder

SoftChalk Create is a content authoring software that allows you to create professional and engaging, interactive learning materials.

## What are some things I can do with SoftChalk?

SoftChalk provides a Rich Text Editor that allows you to format text similar to a web page, without requiring you to have knowledge of HTML. You can also:

- Embed Media (images, videos, links)
- Create Interactive Exercises (Labeling, Drag & Drop, etc.)
- Embed Self Check Quizzes (Quiz Poppers)
- And much more!

## How do I get a copy of SoftChalk installed on my computer?

Send a request for SoftChalk Create via [email](mailto:support@mnstate.edu) to support@mnstate.edu.

Interested in trying [SoftChalk Cloud](#)?  
MN State system is currently running a pilot. Phase 2 begins in October and they are looking for volunteers!  
Send an [email](mailto:support@mnstate.edu) to support@mnstate.edu requesting details.

The most recent version of SoftChalk is Create 10. If you currently have an older version of SoftChalk Create on your computer, you may request an upgrade the same way!

## How do I share with my students the lessons I create?

SoftChalk lessons can be loaded directly into D2L Brightspace. Students can seamlessly view the lessons from right within their course.

## Can I see an example of a SoftChalk lesson?

The [SoftChalk website](#) is a great resource for any current or potential SoftChalk user. There are many fantastic [sample lessons](#) available for viewing on their website. (<http://softchalk.com/showcase/sample-lessons/>)

### Sample Lessons

Below are examples of lessons that have been created with SoftChalk. Click the "View Lesson" link to see the lesson as it would appear to students.

View more user-created lessons, widgets, and interactive learning content in SoftChalk Share, our open educational resource learning object repository. Don't forget to check out the winning lessons submitted by educators for the [SoftChalk Lesson Challenge](#).

#### World War II

A lesson about World War II that includes pop-up annotations, web links, enhanced images, a mobile activity and quiz questions.


[VIEW LESSON](#)

#### WWII US History

◀ Prev Next ▶ 1 | 2 | 3 | 4 | 5 | 6 | score print all  
7 | 8 | 9 | 10 | 11 | 12 | 13

##### The Lion and the Eagle

Cooperation between the United States and her British allies was intensive and very effective throughout World War II. Franklin Roosevelt and Winston Churchill had met



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