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# **WEEK #1 ASSIGNMENT: Getting Started**

## **Quality Matters Standards: (1) QM #4 Instructional Materials & (2) QM #7 Learner Support**

### **LMS Skills: (1) Course Set-up, (2) Modules, (3) Third-Party Content, (4) Creating Content, & (5) Quality Check**

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*\*NEW: Assignments are due by Saturday night by midnight, unless otherwise stated.*

*If student wish to turn assignments in on Sunday by midnight, there will only be a 1 point deduction.*

#### **Company president message**

*Congratulations! You have just been promoted to the Vice President of Distance Learning at your organization. The president of the company has decided that your organization needs to immediately put more resources into the existing distance learning program because the current online classes have received extremely bad ratings. The president has called you into her office and given you your first assignment.*



**MESSAGE FROM THE PRESIDENT:** Congratulations on your promotion to Vice President of Distance Learning. We think you will do a fantastic job! Our organization has a big problem that we need you to immediately address it. Our distance education classes have been getting terrible feedback and the executive board has given me an ultimatum that the situation needs to be fixed ASAP.

I have two assignments that I need for you to complete within seven weeks. First I want you to find out about Quality Matters. I have done some research and found that many organizations are using the Quality Matters rubric to ensure they have quality courses. I want you to do research on each of the QM standards and make recommendations about it. I also want you to get complete a Quality Matters workshop so you can demonstrate to the executive board that you have the expertise to make recommendations in this area.

The next assignment I want you to complete is to select a new learning management system (LMS) to replace the "home-grown" one that we have currently outgrown. I want you to narrow your LMS search down to two

choices and do a thorough comparison and then make a recommendation about the one you feel would be best. I have used [Desire2Learn \(D2L\)](#) at my previous organization so I want you to include D2L as one of the learning management systems that you are evaluating. I am recommending that the other LMS that you evaluate for your comparison is either [BlackBoard Learn](#) or [Canvas by Instructure](#) since both products are well known and both have trials and technical support for you to evaluate them. If you want to pick a different learning management system to evaluate, that is fine but you need to find a place to try it out and also have your own technical support (in other words you are on your own). The decision to implement a new LMS is a volatile choice because the owner is the one who developed our home-grown system, so we need to provide detailed documentation about the comparison.

We will present your evaluation and our recommendation to the executive board for their approval. Unfortunately the executive board is not able to come for a meeting, so you must develop an online justification to support your analysis. I have been able to come up with a D2L course shell for you to use to post your evaluation and recommendations. I would like you to include screen capture images and/or videos w/audio narrations of the two different learning management systems to help the executive board be able to visualize the two systems. Our company cannot afford to purchase these two new learning management systems, so it is up to you to use free online trials and online tutorials to conduct your evaluation.

Since you are new in your position, we need to prove to the executive board that you have the expertise to make this decision. Therefore, I am going to ask that you complete a Quality Matters workshop to demonstrate your expertise in being able to apply the Quality Matters rubric. When you complete this workshop, I want you to post the certificate in your personal D2L shell to demonstrate your expertise to the executive board. You need to have your final recommendation and specific reasons why you choose the LMS within seven weeks. To help you complete your task, I have assigned a team to help you. Each week you will be evaluating specific Quality Matters standards and also specific LMS tools. After you post your analysis and evaluation, your team will review your work and give you feedback about your progress. This feedback is very important and I expect you to take the feedback and make any needed changes so that your online evaluation is of the highest quality. Good-luck on your first assignment in your new position. I know you will do a great job. Your future may depend upon it!

## Step #1: D2L Demonstrate Mastery of LMS Tool(s)

**ASSIGNMENT REQUIREMENTS:** You will be using the tools within each of your learning management systems to create an online course. The instructor(s) for the course will be enrolled in your personal Pilot/D2L

shell, so you must complete these technical steps in your D2L to receive credit for this part of the assignment. It is up to you to then figure out how course designers would use comparable tools in the other LMS that you are evaluating (LMS-2). After you complete this step, you will analyze your results and write them up and post them in your personal Pilot/D2L shell content section. Resources that you may use to help learn the D2L tools include the Atomic Learning video tutorials, the online "Help" in the upper right corner of Pilot, YouTube, and just searching online for tutorials that other people have developed (there are some amazing ones). There are also links to tutorials to D2L, Canvas, and Blackboard learning management systems in the EDT-8590 course shell. Remember that each that the tools in each LMS will have different names, different functionality, and maybe even different functions. Try to have an open-mind as you go through your evaluation. Here are the D2L skills you need to complete to show your mastery of the tools for this week. You will use your own personal D2L shell to complete these tasks. Be sure to read the directions and complete all the steps to receive full credit for these five different activities in step #1.

1. **SET-UP COURSES (Add Group members, Activate class, Create "other" LMS):**

In addition to the EDT 8590 D2L course, you will have your own personal D2L course shell that is created just for you. You need to do some course set up to get up and going. Here is what do do:

a. **Add Group Members as Students:**

You need to add your group members to your D2L course shell in the "student" role so that they can access your course and give you feedback. You can add students to your class by going to your personal EDT-8590 Pilot Shell course that you are using for this course. Click on Classlist on the right side NavBar. Click the down arrow to the right of the "Add Participants" that can be found in the blue rectangle on the top left side of the screen and select "Add existing users". At the bottom of the screen, under the "Add Existing Users" type in the name of the person you want to add. Click the blue magnifying glass icon. There may be more than one person with there name, so it will be helpful to know their U#. Find the person you want to add. click the box to the left of their name. In the "Select a Role", select the "Student" role. In the "Select a Section", select the class (should only be one option). Click "Enroll Selected Users".

b. **Activate Class:**

All courses are inactive by default so students will NOT be able to see the course. To activate your course you need to go to your personal EDT-8590 Pilot Shell course that you are using for this course. Click "Course Admin" on right side of your NavBar. Click "Course Offering Information" at the top of your screen under "Site Setup". Click the box to the left of "Course is active" to make your course active. Select the "Start Date" and "End Dates". Even if your

course is active, students will not be able to access your course until the dates you have selected.

c. **Create "Other" LMS:**

You need to decide the other LMS you plan to evaluate and create a free trial so that you have the ability to conduct your analysis between the two systems. Here are links to creating free trials for Blackboard and Canvas. If you decide to use a different LMS, you must be completely self-sufficient. To receive credit for this step, you should go to the main Pilot course shell and post a message in your Discussion topic that indicates you have set up your LMS-2 and which system you plan to include for your "other" evaluation.

1. **Course Sites by Blackboard**

<https://www.coursesites.com/>

You can go to Course Sites by Blackboard and create up to 5 course websites for free. Click on "Sign Up" in the upper right corner. Click on the "Get Started" link at the top to find fantastic "how to" video tutorials, pre-recorded webinars, and text-based guides for instructors and students.

2. **Canvas by Instructure**

<https://canvas.instructure.com/login>

Click on "Need a Canvas Account? Click Here, It's Free!" and follow the directions to set up a class. You can go to the Canvas Help Center (<http://guides.instructure.com/>) and find "how to" text based guides for instructors and students and video guides.

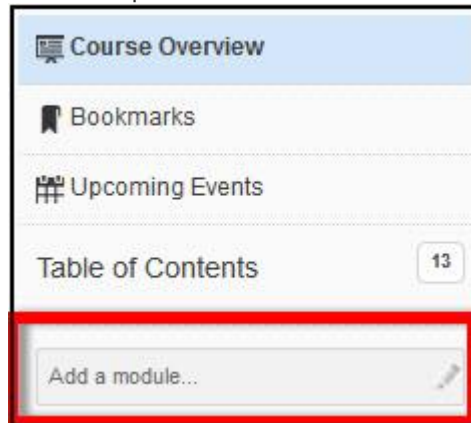
2. **CREATE MODULES:**

You will be putting much of the course material in your D2L Content. To help keep the course material organized, it is important to create Modules (folders) to group the material. Don't forget to keep adding module folders to group content when necessary as you continue throughout the course. Here is what to do:

a. **Create Modules for Atomic Learning Tutorials:**

You will be adding links to the Atomic Learning tutorials to your content (see below). To group them together, you should create a module. To do this, click on Content on the NavBar, click "Add a module" on the bottom of the left menu, and type in "TUTORIALS". You may want to

list in all caps to show these are modules.



b. **Create Modules for Weekly Evaluations**

You will be posting a weekly evaluation in the content section. To group them together, you should create a module. To do this, click on Content on the NavBar, click "Add a module" on left menu, and type in "WEEKLY EVALUATIONS". You may want to list in all caps to show these are modules.

3. **ADD THIRD-PARTY (ATOMIC LEARNING) CONTENT (D2L AND LMS-2 TUTORIALS):**

Next you will add the links to the Atomic Learning tutorials on the learning management systems that you plan to evaluate (D2L and your LMS-2). This will allow you to have access to these tutorials as you are working on your course. The Atomic Learning tutorials are actually part of an entire different system, but it is possible to integrate third-party technologies into learning management systems so that students can access all their tools in one place. Atomic Learning is a company that offers video tutorials on current and popular software titles, including Microsoft Office and products from Adobe. To access the Atomic Learning tutorials, you must have a paid subscription. Since Wright State already has paid for a subscription for university-wide site license, all university faculty, staff, and students have access to the full library of videos included in Atomic Learning. Here is what to do:

- a. Open your Pilot shell. Click on "Content" on the top NavBar.
- b. By now you should have added a module for Tutorials, if not you should do so by clicking on n "Add a module" on the left side menu bar and type in a meaningful name (something like " TUTORIALS") to create a module folder to group these Atomic Learning tutorials.

c. **Add Atomic Learning Tutorials:**

Now that you have added the Module folder, you need to add the exact Atomic Learning tutorials you want your students to review. This process is a bit tricky, so it may require you a few tries before you get it right. Here is what to do:

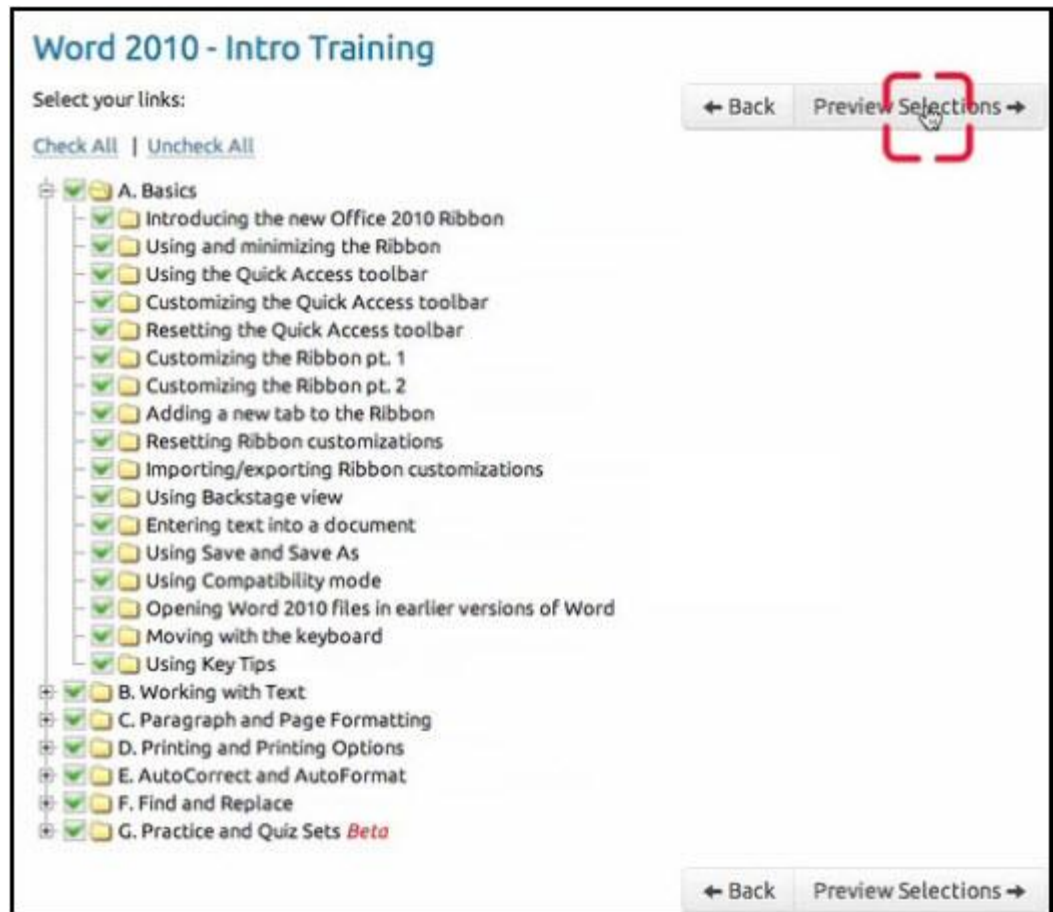
1. Click on the newly created module folder on the left side menu to launch it. It should be empty as you have not put any content into it yet.
2. Click on the down arrow in "Add Activities" and select "External Learning Tools" which will launch a Quicklink dialog box.
3. In the top option, it asks "What do you want to insert?", it should say "External Learning Tools".
4. In the bottom option, it should ask which External Learning Tools you want. There are several listed and these options will continue to grow as Wright State integrates additional third party tools. For now pull the down arrow and select "Atomic Learning" and select "Insert".

d. **Customizing the Atomic Learning link:**

You may want to add several links to many different types of training in Atomic Learning, so you need to customize it so that the link says and launches to the exact tutorial you want.

Here is what to do:

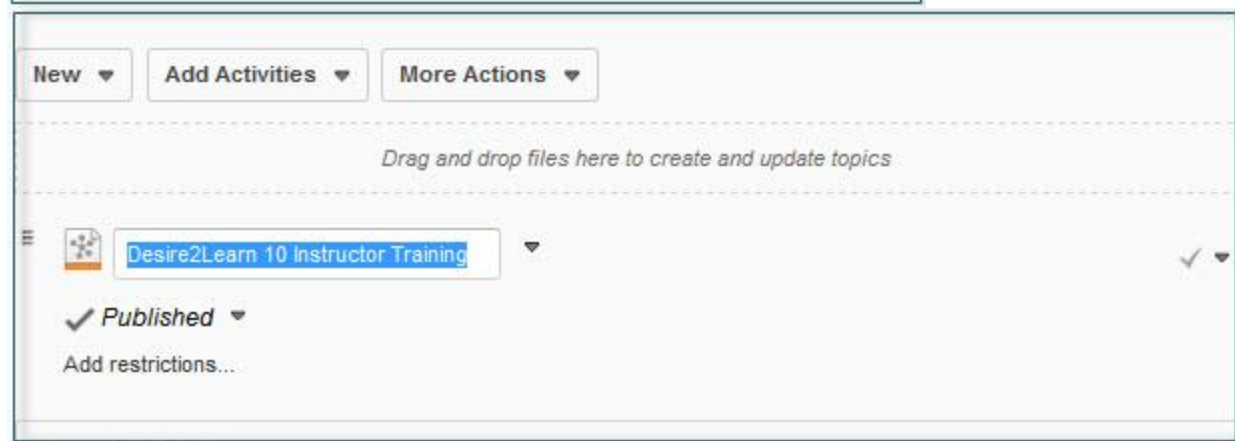
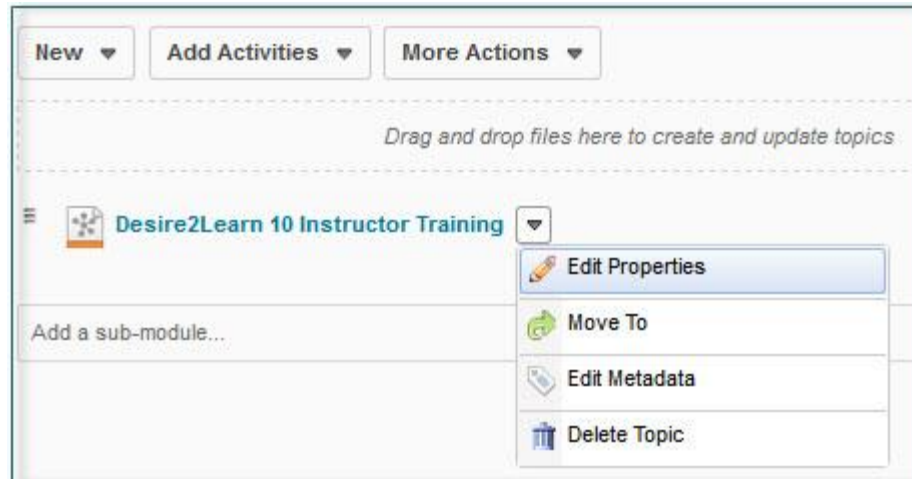
1. Click on the hyperlink to the newly created topic labeled "Atomic Learning". This will launch a page to the Atomic Learning web site.
2. Search for the Atomic Learning tutorials by putting in the terms you want in the search box and then click "Search" (for example type in Desire2Learn).
3. All the tutorials on that product will show. There are usually tutorials for the many different versions of the product, so you will need to know which version of the software you are using. For our purposes we are using the most current versions of all the products (Desire2Learn = 10+). There are usually also many different levels of training (example- beginner, intermediate, advanced). Don't worry as it is possible to add several tutorials if you wish to add more than one.
4. To add the first, just click on the hyperlink to the first one you wish to add. It will launch the folders of all the topics in that tutorial that include many video tutorials. There are boxes to the left of all the folders. You should select all the folders you wish to include. If you want them all, just check the "Check All".
5. When you have selected the tutorials you want, you **MUST** click on the "Preview Selections" button on right side (this is not an option, you **MUST** do this). The preview shows you what the page looks like. If you want to make changes, click the "Back" button and then click the "Preview Selections" button again. Once it is the way you want, click on the "Submit" button.



e. **Changing topic name:**

By default, all Atomic Learning tutorials are added with a name of "Atomic Learning". While this name is appropriate for the main module folder, it is not appropriate for the individual link located in the module. Here is how to customize it:

1. Click on the down arrow to the right of the topic name and select "Edit Properties".
2. If you look carefully (and it is hard to see), you will see that the title is now able to be edited. Click on the grayed-out pencil and then type in a new name. Be careful to use proper capitals. You shouldn't start Module or Topics with a lower-case letter.



4. **CREATE CONTENT USING D2L HTML EDITOR (Week #1 Evaluation):**

Each week you will be responsible for analyzing the QM standards and also the LMS tools. After evaluating the tools in D2L and your other LMS, you will write up your results and post them in your D2L content section. You will need to add the weekly evaluations to the "WEEKLY EVALUATIONS" module in your content section. To create the content, you will use the HTML editor. You can insert text, add images, embed YouTube videos, add URL links, and many other things. First you need to click on Content on your top NavBar and click on the "WEEKLY EVALUATIONS" module folder (if you haven't created this folder- see information above). Click the down arrow to the right of "New" and select "New Document" to launch the HTML editor that is built into D2L. Give your weekly evaluation a title (e.g. Week #1 Evaluation). Click in the white rectangular box to add information to the HTML editor. I would recommend typing in your text in a word document and then copying it into the HTML editor and then adding any additional information (YouTube videos, links, or images). Repeat this process each week when you post a new weekly evaluation. See step #2 to review the requirements of



what you should put into each weekly evaluation. Don't forget to run spell check (lower left corner) on each HTML page before you publish it.

5. **ADDING IMAGES TO HTML EDITOR PAGES: (Week #1 Evaluation):**

You will be using the D2L HTML editor to post your weekly evaluations in the content section. As you evaluate the tools in D2L and the other LMS-2, you should be including image screen shots to be able to let the executive board visualize the differences between the two system. There are many screen capture programs available that will allow you to capture screen shots and save them as images. Some are free such as [Jing](#), and [Gadwin Printscreen](#). The program that I am using that I would recommend is [Snagit from TechSmith](#) (I bought mine bundled with Camtasia). You will use your screen capture program to save an images as a JPG or PNG and save the file on your computer. You can insert images using the HTML editor by placing the cursor where you want the image to appear in your content. Click the Inert Image icon on the tool bar at the top of your HTML editor and then click on "Upload" and navigate to find the image and double-click it, and click Done. You will be prompted to provide alternative text for individuals with disabilities to be used with their assistive technologies. Unless this image is purely decorative, it is important that you provide alternative text and click "OK". Continue adding text to the page until you have finished adding content, images, or other items to your HTML page. When you are done, click on "Publish" to indicate the page is ready to be accessed by others.

**\*\*\*\*\*NOTE: BE SURE TO ALWAYS DO A QUALITY CHECK BY LOGGING IN AS YOUR DEMO STUDENT:**

It is important to add a "Demo Student" to every course created so that course designers can impersonate a students to check their work. Once you add your content to your personal D2L be sure to check it from a student's perspective to make sure you have loaded it properly. To do this, click on "Classlist" in the upper right corner and scroll to the bottom until you see the Demo Student. Click the down arrow to the right of the demo student and select "Impersonate" and answer "Yes". You are now seeing your course exactly the way students see your course. Be sure to go to Content and click on everything you added to make sure you like the way it appears to students. As a course designer you should ALWAYS go into the course with your demo student each and every time you make a substantial change. Once you are done, click on the down arrow in the upper right corner on the white box where it says something like "Demo ZZstudent". Select "Restore" and you will be returned to your role as Instructor/Course Designer.

## Step #2: Post Weekly Evaluation

**ASSIGNMENT REQUIREMENTS:** Now that you understand the Quality Matters standard(s) and how the tool(s) work in the LMS, you need to write up your weekly evaluation and post it in your D2L content section for the executive board to review. Be sure to clearly label each section so that it is easy to find the information in your evaluation. The content for your weekly evaluation should be written with the same labels and the same order as is listed in the assignments page to make sure that the instructor can easily identify your content to ensure that you receive credit for all parts of your assignment. Be sure to include screen capture images of each of the learning management systems to allow the executive board to get a good understanding of each system. Some screen capture tools are free such as [Jing](#) and [Gadwin Printscreen](#), and others have a small cost but are more powerful such as [Snagit from TechSmith](#). You can also include short (2-5 minutes max) screen capture videos w/audio narration of each of the learning management systems to highlight the aspects of the tools you liked and disliked. You need to include a recommendations when you are posting your weekly evaluations. Your recommendation may change week to week based on the strength of the tool(s) you are evaluating. During the last week of class you will make an overall recommendation, so don't worry if your recommendations change each week. Provide specific examples to support your recommendation. Each LMS is designed with completely different functions, so there is absolutely no way you will be able to do exactly the same things that you can do in D2L. Keep an open mind as you go through your evaluation and try not to judge until you have mastered both of them. Just because it is different does not mean it is not as good. Here is what to include in your weekly evaluation:

**\*\*\*\*\*IMPORTANT: Be sure to include sections titles to clearly identify each section so that your information can be easily identified.**

**If your evaluation does not have clearly labeled sections listed in the same order as the assignments page, you will NOT receive credit for that section.**

1. **QUALITY MATTERS EVALUATION:**

You will be evaluating Quality Matters to determine if you believe that the distance education classes should be required to be designed using the QM standard(s). Here is what needs to be included in your Quality Matters evaluation:

a. **STANDARD(S) OVERVIEW & EXAMPLES [QM #4 & QM #7]:**

The executive board has never heard of Quality Matters. In each weekly evaluation, you will be evaluating one or two Quality Matters standards (see the ones to include this week listed

below). In this first part of your evaluation be sure to include an overview of the general standard and an overview of each of the specific review standards. Be sure to include examples of what an online course would need to include to demonstrate they have mastered this standard.

1. **QM #4- Instructional Materials:**

Instructional materials are sufficiently comprehensive to achieve state course objectives and learning outcomes. The instructional materials form the core of the course, and these standards respect the instructor's prerogative in selecting them. The focus of this standard is on supporting the course objectives and competencies, rather than on the qualitative judgments about the materials.

2. **QM #7- Learner Support:**

The course facilitates student access to institutional support services essential to student success. In the learner support standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and students services support.

b. **CHALLENGES IN IMPLEMENTING QM STANDARD(S):**

The president of your organization is considering setting a requirement that all distance education courses in your organization be designed so that they meet Quality Matters standards. What would be the challenges your organization would face in implementing these particular Quality Matters standard(s) that you are evaluating for this week. Can you anticipate any issues that would be challenging to overcome in implementing this week's QM standard(s)?

c. **SUGGESTIONS ON QM STANDARD(S) IMPLEMENTATION:**

If the president did decide to make this Quality Matters standard(s) a requirement for all distance education classes, how could she get the course designers and instructors to "buy-in" to the standard to ensure they designed the courses to meet this standard? What people or departments would need to "buy-in" to this QM standard(s) to ensure it would be successfully implemented? What quality check processes should your organization put into place to ensure this standard(s) was successfully implemented?

d. **QM STANDARD(S) RECOMMENDATIONS:**

What is your recommendation about your organization making all distance education classes meet this particular standard(s)? Provide specific reasons why you made this recommendation.

e. **HIGH-QUALITY EVALUATION AND RECOMMENDATION:**

This evaluation and recommendation will be read by your organizations executive board, so it needs to be of the highest quality. Be sure each section is clearly labeled with titles that are easy to find and have a consistent font style that differentiates it from the other text (e.g. bold, all caps, etc.). If your evaluation does not include titles that make each section easy to find in the order that is listed on the assignments page, you will not receive credit for that section.

Include screen capture images and/or videos w/audio narration of each of the learning management systems to allow the executive board to get a good understanding of each system (you can use products such as JING or Camtasia). If you include any screen capture videos, keep them short (2-5 minutes) to highlight the aspects of the tools you liked and disliked. Be sure you don't have spelling or grammar errors. Don't forget to include in-text citations and references for materials from other sources to add credibility to your information.

2. **LMS TOOL EVALUATION:**

You will be evaluating two learning management systems to ultimately recommend one for your organization. Your executive board will be reading your evaluation. Be sure to label and title each section so that it is very easy to location your information. Here is what needs to be included in your LMS tool evaluation:

a. **LMS-D2L TOOLS REVIEW:**

What are the strengths and weaknesses of each of the tools that you evaluated in the D2L learning management system.

b. **LMS-2 TOOLS REVIEW:**

What are the strengths and weaknesses of each of the tools that you evaluated in the other learning management system.

c. **CLEAR LMS TOOL COMPARISON AND QM COMPARISON:**

There is a clear comparison between the strengths and weakness of the two systems. How will the tools in each of the learning management systems help the distance education classes meet Quality Matters standards (specifically, the ones you reviewed this week).

d. **LMS RECOMMENDATION:**

Based on your evaluations of the two learning management systems, which LMS would you recommend implementing in your organization. Provide specific reasons why you made this recommendation.

e. **HIGH-QUALITY EVALUATION AND RECOMMENDATION:**

This evaluation and recommendation will be read by your organizations executive board, so it

needs to be of the highest quality. Be sure each section is clearly labeled with titles that are easy to find and have a consistent font style that differentiates it from the other text (e.g. bold, all caps, etc.). If your evaluation does not include titles that make each section easy to find in the order that is listed on the assignments page, you will not receive credit for that section. Include screen capture images and/or videos w/audio narration of each of the learning management systems to allow the executive board to get a good understanding of each system (you can use products such as JING or Camtasia). If you include any screen capture videos, keep them short (2-5 minutes) to highlight the aspects of the tools you liked and disliked. Be sure you don't have spelling or grammar errors. Don't forget to include in-text citations and references for materials from other sources to add credibility to your information.

### Step #3: Peer Feedback

Students will be put into groups to provide peer-feedback to each other. It is up to each group to figure out how you want to provide each other feedback. My only requirement is that every person in the group give feedback and every person receives feedback. It is perfectly fine to provide feedback to more than one person (great way to earn participation points). If the person you are supposed to provide peer feedback has not completed their assignment by the required time, you should provide feedback to someone else in your group so that you don't lose your points. Before you can review another person's information, they will need to add you as a "student" into their Pilot shell. Even though this is a requirement for the first week, you may need to "gently" remind your group-mates to add you as a "student" to their Pilot course shell. Here is how to give your peer feedback:

- 1. REVIEW AND "TRY OUT" THE TOOLS:**

As a peer-reviewer, you will ONLY be required to review the information in their Pilot shell. You do NOT need to review their second learning management system that is being used for a comparison. To be able to give them peer-feedback, you will first need to review their postings. You will also need to "try out" the tools they have added. The instructors will verify that you have tested their tool additions by doing things like posting comments in discussions, taking quizzes, posting documents to a dropbox, and reviewing the grades tool. After reviewing all this information, you will then be ready to provide peer-feedback.

- 2. CONSTRUCTIVE, SPECIFIC, MEASURABLE, SENSITIVE, AND BALANCED FEEDBACK:**

Your feedback should not be general comments such as "I liked it", "Good job", or "Keep up the good work". Your feedback should be specific and substantive and takes both the strong and weak points into account. Peer feedback should be (1) **Constructive:**

Try to offer solutions, not just identify problems, (2) **Specific:**

Include a specific example of what is being recommended, (3) **Measurable:**

Be sure to include measurable feedback so the person will know when they have successfully implemented the feedback and suggestions, (4) **Sensitive:**

Avoid negative language. Keep recommendations and comments on a positive note, and (5)

**Balanced:**

Point out strengths as well as weaknesses. The feedback was not judgemental and was given in a cordial, cooperative, and collegial tone. The feedback was posted in the main Pilot Discussion topic and was posted in a timely format so that the feedback could be used to make improvements for their next presentation.

## Grading Rubric

### 1. D2L MASTERY OF TOOL(S)

To receive these points you need to complete the five tools that listed in step #1. You should carefully read the directions listed in step #1 and make sure you complete all the requirements.

1. **D2L LMS TOOL #1: SET-UP COURSES (Add Group members, Activate class, Create "other" LMS)**
2. **D2L LMS TOOL #2: CREATE MODULES**
3. **D2L LMS TOOL #3: ADD THIRD-PARTY (ATOMIC LEARNING) CONTENT (D2L AND LMS-2 TUTORIALS)**
4. **D2L LMS TOOL #4: CREATE CONTENT USING D2L HTML EDITOR (Week #1 Evaluation)**
5. **D2L LMS TOOL #5: ADDING IMAGES TO HTML EDITOR PAGES: (Week #1 Evaluation)**

### 2. WEEKLY EVALUATION

a. Quality Matters Evaluation:

1. **STANDARD(S) OVERVIEW & EXAMPLES**
2. **CHALLENGES IN IMPLEMENTING QM STANDARD(S)**
3. **SUGGESTIONS ON QM STANDARD(S) IMPLEMENTATION:**
4. **QM STANDARD(S) RECOMMENDATIONS**
5. **HIGH-QUALITY EVALUATION AND RECOMMENDATION**

b. LMS Tools Evaluation:

1. **LMS-D2L TOOLS REVIEW**
2. **LMS-2 TOOLS REVIEW**
3. **CLEAR LMS TOOL COMPARISON AND QM COMPARISON**

4. **LMS RECOMMENDATION**

5. **HIGH-QUALITY EVALUATION AND RECOMMENDATION**

3. **PEER FEEDBACK:**

Peer feedback was timely and was constructive, specific, measure able, sensitive, and balanced.

<b>GRADING RUBRIC WEEKLY ASSIGNMENTS</b>				
<b>[AE]</b> <b>Above Expectation</b>	<b>[E]</b> <b>EXPECTION</b>	<b>[S]</b> <b>SUFFICIENT</b>	<b>[NR]</b> <b>NEEDS REVISION</b>	<b>[NE]</b> <b>NO EVIDENCE</b>
Exemplary information provided that satisfies the requirements of the assignment and also goes beyond expectations.	Robust information provided that satisfies the requirements of the assignment.	Adequate information provided that satisfied the requirement at a sufficient level.	Not enough information or inadequate information included to satisfy the requirements.	No evidence provided.

## Tutorials

1. **Desire2Learn Learning Management System**

- a. **YouTube video: Inserting Atomic Learning Videos into D2L (Video = 2:25)**

<http://www.youtube.com/watch?v=mQ3pesk1q8Q>

- b. **D2L Help Guide: Creating Modules and Topics**

[https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/content/creating\\_modules\\_and\\_topics.htm](https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/content/creating_modules_and_topics.htm)

- c. **D2L Help Guide: HTML Editor**  
[https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/html\\_editor/about\\_the\\_html\\_editor.htm](https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/html_editor/about_the_html_editor.htm)
  - d. **D2L Help Guide: Adding students to your D2L Course**  
<http://blogs.wright.edu/learn/barnstormer/2013/09/10/add-people-to-your-course/>
  - e. **D2L Help Guide: Adding Atomic Learning Tutorials to your Course**  
<http://blogs.wright.edu/learn/barnstormer/2013/10/02/atomic-learning/>
  - f. **Atomic Learning: Desire2Learn 10 Instructor Training**  
[http://www.atomiclearning.com/highed/d2l10\\_instruct](http://www.atomiclearning.com/highed/d2l10_instruct)
  - g. **Atomic Learning: Desire2Learn 10.1 Instructor Training**  
[http://www.atomiclearning.com/highed/d2l\\_101](http://www.atomiclearning.com/highed/d2l_101)
2. **Canvas Learning Management System**
- a. **Canvas Help Center**  
<http://guides.instructure.com/>
  - b. **Atomic Learning: Canvas Instructor Training**  
[http://www.atomiclearning.com/highed/canvas\\_instructor](http://www.atomiclearning.com/highed/canvas_instructor)
3. **Blackboard Learning Management System**
- a. **COURSEsites by BlackBoard Vdeos, Webinars, and Guides**  
<https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/getstarted.html>
  - b. **Atomic Learning: Blackboard 9.1 Service Pack 14 Instructor Training**  
<http://www.atomiclearning.com/highed/blackboard-service-pack-14-instructor-training>
4. **Other**
- a. **TechSmith Snagit Screen Capture**  
<http://www.techsmith.com/tutorial-snagit.html>