WEEK #4 ASSIGNMENT: ACCESSIBILITY
Quality Matters Standards: (1) QM #2 Learning Objectives (Competencies) and QM #8 Accessibility
## LMS Skills: (1) Dropbox release conditions, (2) Quiz release conditions, (3) YouTube w/CC, (4) Accessible HTML template, and (5) Edit HTML Template.

*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

The president has called you into her office to give you an update. Here is what she had to say:
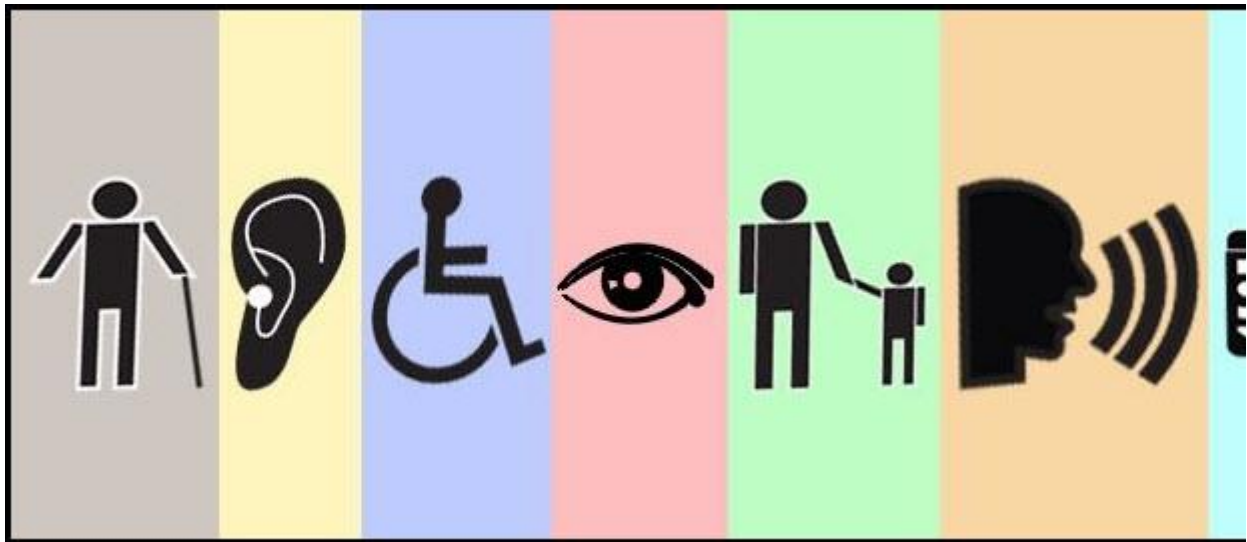
MESSAGE FROM THE PRESIDENT: We are getting more and more students that have disabilities sign up to take our distance education classes because it allows students that may have physical challenges to be able to have easier access to their class. We have a legal and ethical responsibility to make sure that our classes are designed to be as accessible as they possibly can to ensure that students with a documented disability can access their online class. We have students with physical disabilities such as blindness, low vision, deafness, or fine motor skills difficulty. We also have students with cognitive disabilities such as dyslexia or attention deficit disorder. Students with disabilities can use assistive technologies to help them navigate the internet. Some of our students are using assistive technologies such as modified mice and keyboards, screen readers,

and screen magnifiers. We need to design our distance education classes to be able to work with these assistive technologies. It will be easier to develop our online classes to be accessible instead of having to go in and modify them at a later date. Please compare the two learning management systems for accessibility functions such as having the ability to have differentiated release conditions to allow our students with disabilities to have more time to complete their homework and quizzes. Also see if it is possible to upload YouTube videos and other multimedia options to provide alternatives for students. See what Quality Matters has to say about the issue of accessibility.

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

ASSIGNMENT REQUIREMENTS: The first part of the weekly assignment is to demonstrate your mastery of tools in D2L. Completing these tools in your personal D2L site will earn you 50% of the weekly grade. After you complete these tools in D2L, you should log onto your other LMS that you are using to compare and evaluate against D2L. It is up to you to figure out how to accomplish these tools in the other learning management system. You will compare them in your written evaluation in step #2 of this assignment. For now, here is what you need to do do demonstrate your mastery of the D2L tools:

1. **MODIFY DROPBOX ASSIGNMENT WITH DIFFERENTIATED RELEASE CONDITIONS:**
   Students with a documented disability may require additional time to complete assignments. D2L will allow you to set time limits for your class and will also allow you to set differentiated dates for any student(s) with a documented disability that need additional time. This feature gives instructors the discretion to modify due dates for other students that need additional time to complete their assignments for other personal reasons. Here is what to do:
   a. Click the down arrow to the right of Assessment on the NavBar and select "Dropbox". You should already have seven dropbox folders created from a previous week's assignment. If not you need to create on (e.g. Week #1 Dropbox Folder). Now you will make a modification to the pre-existing Dropbox folder to make it accessible for one of your students in you class.
   b. Click the down arrow to the right for the first Dropbox folder (e.g. Week #1 Dropbox Folder) and select "Edit".
   c. Click the "Restrictions" tab. Verify there are dates that are set for the entire class to use (e.g. give students a week to complete an assignment). Make a note of the end date in the due date.
   d. In the "Special Access" area, make sure that "Allow users with special access to submit files outside the normal availability dates for this folder" is selected.

e. Set differentiated properties:

    1. Down at the bottom, select the box "Add Users to Special Access" to add any students that need to have differentiated access rights to this assignment.

    2. This will launch the "Special Access" properties. First set the dates that you want to give the student(s) for their assignment. To give them more time set the start date the same as the rest of the class, but make their due date and end date one additional week from what the rest of the class has.

    3. Click the box to the left of the student(s) that you want to give differentiated access properties. Scroll to the bottom of the page and select the blue "Save".

f. The screen now returns to the "Restrictions" tab page and you should now see the student(se) you selected listed. It also shows the dates that are differentiated for each student. You can keep repeating this process if you want to give different dates for different students.

g. Click "Save and Close" when you have changed the due dates for those students that need differentiated dates set.

2. **MODIFY QUIZ WITH DIFFERENTIATED RELEASE CONDITIONS:**

Students with a documented disability may require additional time to complete quizzes. D2L will allow you to set time limits for your class and will also allow you to set differentiated dates for any student(s) with a documented disability that need additional time. This feature gives instructors the discretion to modify due dates for other students that need additional time to complete their quiz for other personal reasons. Here is what to do:

a. Click the down arrow to the right of Assessment on the NavBar and select "Quizzes & Exams". You should already have a quiz created from a previous week's assignment (e.g. Week #1 Quiz). Now you will make a modification to the pre-existing Quiz to make it accessible for one of your students in you class.

b. Click on the hyperlink blue words for the first quiz (e.g. Week #1 Quiz). You will get a dialog box that has about seven tabs at the top.

c. Click the "Restrictions" tab. Verify there are dates that are set for the entire class to use (e.g. give students a week to complete the quiz). Make a note of the end date. Verify that you have set a time limit for the entire class (make note of that amount also).

d. In the "Advanced Availability" area, make sure that "Allow selected users with special access to to this quiz" is selected.

e. Set differentiated properties:

1. Down at the bottom, select the box "Add Users to Special Access" to add any students that need to have differentiated access rights to this quiz.

2. This will launch the "Special Access" properties. First set the dates that you want to give the student(s) for their assignment. To give them more time set the start date the same as the rest of the class, but make their due date and end date one additional week from what the rest of the class has.

3. In the "Access" area, check to the left of "Assign special time limit" and give the students 60 additional minutes to complete their quiz (on top of what the rest of the class gets). Select "Assignment special grade period" and give the students 10 additional minutes as a warning. Click "Assignment special late submissions" and select "Use late limit of 1 minute".

4. Click the box to the left of the student(s) that you want to give differentiated access properties. Scroll to the bottom of the page and select the blue "Add Special Access".

f. The screen now returns to the "Restrictions" tab page and you should now see the student(se) you selected listed. It also shows the dates that are differentiated for each student. You can keep repeating this process if you want to give different dates for different students.

g. Click "Save and Close" when you have changed the due dates for those students that need differentiated dates set.

3. **PROVIDING ALTERNATIVE LEARNING MATERIALS BY UPLOAD YOUTUBE VIDEO W/CC:**
One of the most effective course design decisions you can make to improve student engagement is to offer course materials and assignments that appeal to more than one sense. For example, the same material or assignment can have an audio, video and text component. This type of redundancy helps engage students with different learning types, reinforces important concepts, and helps ensure that users with physical disabilities can access content in a suitable format. For this assignment, you will insert a YouTube video on each of the learning management systems you are evaluating to allow the executive committee to have an alternative to watch a video to become familiar with the different learning management systems.

a. Search for a YouTube Video:
You will want to find an appropriate video to insert into your D2L course. But, you also want to be sure you find a video that includes closed captioning, so it is accessible for individuals with disabilities. Here is what to do:

1. Go to YouTube (http://www.youtube.com/)

2. In the topic search window, type in our search term (e.g. Desire2Learn). Click the search icon.

3. Click "Filters" at the top and select "CC(closed caption)". Click on each on to view until you find the most appropriate video for your site. The search results are not always perfect and may include videos that don't include closed captioning. You can see "CC" listed in the summary. The closed captioning does not automatically show while it plays. You need to click on the "CC" in the lower right corner and then select "On". Do a quality check to ensure you like the video you wish to insert and also has the closed captioning that you need.

4. Once you find the video that meets your requirements, you will need to get the "embed code" that is used to insert the YouTube video into the page. To do this, look beneath the YouTube video and click on "Share" (which is to the right of "About" and not terribly easy to find). This launches some other options. Click on the newly launched "Embed". A box will open with the embed code that is highlighted. Right click in the middle of this code and copy it.

b. Go to your personal D2L shell and click on Content on the NavBar.

c. Create a Module folder to store the videos by clicking on "Add a Module" and calling it "LMS Videos".

d. Click on the newly created folder to add the new pages. Click on "New" and select "New Document" and set up the new page:

1. Give it an appropriate title (e.g. Desire2Learn YouTube Video).

2. In the HTML editor (rectangular box below), type in text to add context to what the executive board is about to see. Type in an introduction to give an overview of the video and what they are about to see. Hit enter to get ready to insert the YouTube video.

3. Click on the "Insert Stuff" button (which is on the right side of the menus and is a funny looking icon).

4. Click on the "Enter Embed Code". Paste the code into the "Embed Code" box.

5. You need to modify the code to ensure that it has a "secure" URL. In the code, look for the two "//" that are right before the "www" in the YouTube URL. Click right after the "//" and delete them. Type in "https://" (without the quotes. Click Next.

6. Check "Always allow this page" and then click "Allow". Click "Insert".

7. Click Publish.

8. Be sure to do a quality check with your Demo Student to ensure the video is viewable. If not, repeat this process.

4. **USING AN ACCESSIBLE HTML TEMPLATE FOR "GETTING STARTED" MESSAGE TO THE EXECUTIVE BOARD (SEE NEXT STEP ALSO):**

https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/accessibility/accessible_html_templates.htm

The World Wide Web Consortium (W3C) has established web content accessibility guidelines to ensure web content is more accessible for individuals with disabilities. .It is recommended that you create HTML topics for course content when possible as HTML code is easier for assistive technologies to interpret than application based files such as MS Word. Pages should have a simple layout that makes it easier for assistive technologies to interpret and present. Also, pages should use headings to commutate the relationship between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, etc. 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. D2L has developed several template packages to make it easier for course instructors to create accessible, professional looking HTML content files. The templates use a cascading style sheet (CSS) to format the content in HTML files. To use a template effectively, you must save the TemplateFiles folder containing the stylesheet.css file and supporting images in the same root folder as your HTML files and reference the CSS file appropriately. If you upload a template package to the Manage Files area for a course and unzip it, it will be structured properly and the sample files will reference the CSS file correctly. All of the template packages use the same folder structure and folder name "TemplateFiles." This makes it easy to swap out your CSS files for different CSS files if you want to change the appearance of your course content files. However, it also means you should only have one template package saved in Manage Files at a time.

a. Go to the web site where D2L has template packages uploaded, select one and download to your local computer as a zip file.

[Click here to go to the available tempates]

b. Upload to your personal D2L shell manage files:

1. Click "Course Admin" on right side of the NavBar.

2. Click on "Manage Files" to open the Manage Files tool.

3. Click "Upload" at the top of the page. Click "Upload" again and select the template package zip file (may need to double click) and click Upload. The zip file is uploaded to the course files.

4. Now you need to unzip the file by pointing to the zip file and you will get down arrow (you won't see down arrow until you actually point over it). Select the down arrow and select "Unzip". The files will be unzipped into a folder.

c. Copy file to your computer to use as "Welcome page":

You are going to create a welcome page with your learning objectives that you have for the executive board as they look through the evaluations you have created (see next step) and you will copy one of the accessible HTML template page to use as the template for your page to ensure your page is set up with the proper headings and setup to meet accessibility guidelines.

1. Click "Course Admin" on right side of the NavBar.

2. Click on "Manage Files" to open the Manage Files tool.

3. Click on the new folder that was created when you unzipped your zip file to open it.

4. Point to the SampleContentTopic.htm file and click the down arrow and select copy and click "Paste" (it is up on top row) and you will get a copy of the file. This file needs to be in the same folder with the "TemplateFiles" sub folder for the Cascading Style Sheets (CSS) to work properly, so be sure to keep it in the same file folder.

5. Change the name of the file by point to it and clicking the down arrow and selecting "Rename". You will get a yellow dialog box where you can rename the file. Go ahead and rename to "Welcome". Be sure to keep the ".htm" or the file will not work. Click "Save". The renamed file will show in the list.

d. Create "GETTING STARTED" module folder:

You need to create a module folder to use as a place to create all the information that your executive board will need to know to get started and successfully complete the online evaluation that you have created.

1. Click "Content' on the top NavBar.

2. Add a module folder to by clicking on "Add a Module" and calling it "GETTING STARTED".

3. Move the newly created "GETTING STARTED" module folder to the top of the module folders since this is the first file you want your executive board to read when the come to your side. Click on the lines to the left of the "GETTING STARTED"

module/folder and your mouse turns into a cross. When this happens, gently click and you can drag your folder to be at the top of your list right beneath "Table of Contents".

e. Add the "Welcome" accessible template HTML page to the "GETTING STARTED" module/folder:

1. Click on the "GETTING STARTED" module/folder in the "Content" section to select it.

2. Click on the down arrow to the right of "New" and selecting "Add Course File". Click on the Unzipped folder and select the box to the left of the "Welcome.htm" file and click "Done".

3. Rename the accessible HTML template page by clicking on the down arrow to the right of the file and selecting "Edit Properties". It doesn't look like much happened, but if you move your mouse over the listed name of the document, you will now see a grayed edit pencil. You can click on the listed name and type in a new name. Type in "Welcome". Be aware that you are not changing the name of the file, but changing the name that is listed in D2L. This is the name that is displayed to the participants in the class. You don't have some of the limitations of naming files, so be sure to use caps and spaces and come up with a name that is meaningful to your participants.

4. The page has "fake" text included since it is a template. Now you will need to update the text content to provide information to the executive board about how to get started and successfully complete the evaluation you have created (see below).

5. **EDIT TEMPLATE ACCESSIBLE HTML TEMPLATE "WELCOME" PAGE:**

Now you will edit the content on the "Welcome" page to create a welcome message to the executive board. One of the important requirements of Quality Matters is that you include a robust welcome message that makes the purpose of the site clear at the start and let the participants know what to expect and provide guidance for them to be able to successfully complete the course (Quality Matters Standard #1- next week). You will edit the "fake" text content that is written on the accessible HTML template page and change the "fake" text content with a welcome message for your executive board.

a. Click "Content' on the top NavBar.

b. Click on the "GETTING STARTED" module folder.

c. Click on the "Welcome" page. You will see the HTML page launch. Click on "Edit" at the bottom to be able to make changes (you might need to scroll).

d. **Add information:**
Next you change the "fake" text content that is written on the page to content that has been

written to your executive board to welcome and give them the information they need to successfully complete the online evaluation you have created. If you are careful and just highlight the text, you will keep the HTML Headings. You are trying to keep the information in the appropriate HTML headings. There are HTML headings of H1-H6 and also other named headings such as "Paragraph" . Instead of manually selecting text and manually changing text to font sizes (which makes it get fixed), it is preferable to use HTML headings which allows search engines to use your headings to index the structure and content of your web page and also allows accessible technologies to skim your pages by the page headings because it can "read" the document structure and know how to "jump" to the sections and read the content. Here is the information you should include on your page:
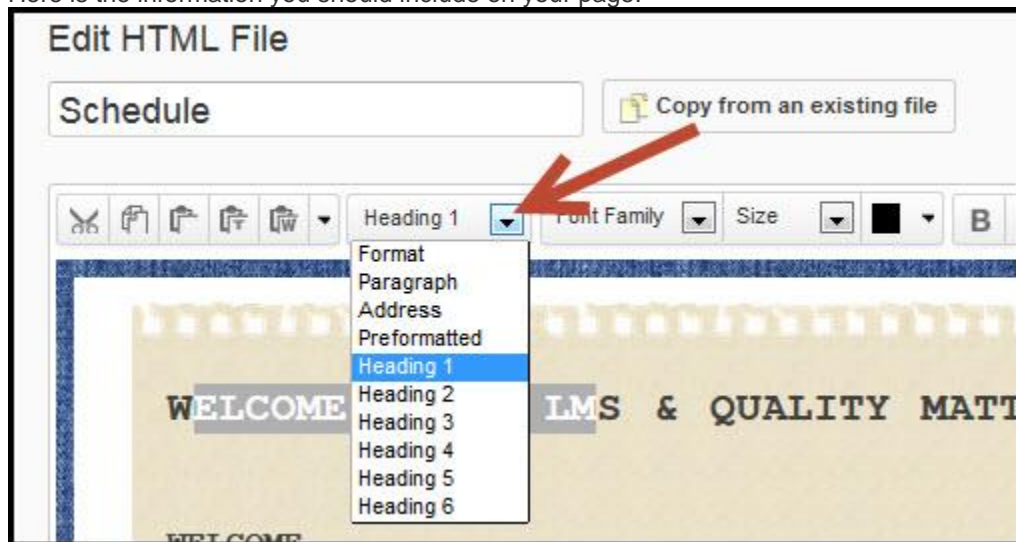
1. **PAGE TITLE (H1)**

   Your page title at the top of the page should be written using Heading 1. Add a title at top (e.g. Welcome to an LMS & Quality Matters Evaluation). If you are simply selecting the text in the template and typing in the title, it should automatically be Heading 1 because this was in the template. You can verify it is Heading 1 by selecting the text and looking above in the "Format" pull down arrow and it will indicate the formatting (e.g. Heading 1). See the picture below to show where to find this.

2. **SECTION TITLES (H2):**

   Your section titles should be written using Heading 2. Sections that need to be included should be (1) Welcome, (2) Goals and Objectives, (3) LMS Executive Summary and Recommendation, (4) Quality Matters Executive Summary and Recommendation, (5) Schedule, and (6) Technical Requirements.

3. **ADD CONTENT (H3):**

Add a welcome message to the executive board in this first section. This should be a Paragraph formatting style.

1. **Welcome:**

   Add a welcome paragraph to the executive board. Give them a summary of what is included in the site. Tell them everything they need to know to successfully complete viewing the information that you have included in your evaluation site. Don't forget to thank them for reviewing your information.

2. **Goals and Objectives:**

   List your goals and objectives for the executive board that you have for them after they have completed reviewing your evaluation site. Be sure to write goals and objectives that are specific and measurable.

3. **LMS Executive Summary and Recommendation:**

   This is where you will be writing your LMS executive summary and writing the recommendation that you have for the organization. This should be only one paragraph. You won't be actually writing this executive summary until after week #5, so for now just write in a sentence, "LMS Executive Summary and Recommendation will be added during Week #5".

4. **Quality Matters Executive Summary and Recommendation:**

   This is where you will be writing your Quality Matters executive summary and writing the recommendation that you have for the organization. This should be only one paragraph. You won't be actually writing this executive summary until after week #5, so for now just write in a sentence, "Quality Matters Executive Summary and Recommendation will be added during Week #5".

5. **Schedule:**

   You will add a "recommended" schedule for the executive board to follow and include hyperlinks to each of your weekly evaluations.

6. **Technical Requirements:**

   Are there any technical considerations that the executive board needs to consider to be able to successfully review your evaluation site? For example, if you have included links to YouTube videos, they will need to have a free Flash drivers downloaded to their computer. If you have any PDF documents included, they will need to have a free Adobe Acrobat viewer downloaded to

their computer. Tell the executive board anything they need to know and include hyperlinks to drivers or programs they need to download.

*****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 if it 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:**

   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 #2 Learning Objectives (Competencies):**

      Learning objectives are measurable and are clearly stated. The learning objectives establish a foundation upon which the rest of the course is based.

   2. **QM #8 Accessibility**

      The course demonstrates a commitment to accessibility for all students. The accessibility standard incorporates the principles of Universal Design for Learning (UDL) and is consistent with Web Content Accessibility Guidelines (WCAG).

   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 an 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 an 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 loose your points. Before you can review another persons 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 test 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: MODIFY DROPBOX ASSIGNMENT WITH DIFFERENTIATED RELEASE CONDITIONS**
   2. **D2L LMS TOOL #2**: **MODIFY QUIZ WITH DIFFERENTIATED RELEASE CONDITIONS**
   3. **D2L LMS TOOL #3**: **PROVIDING ALTERNATIVE LEARNING MATERIALS BY UPLOAD YOUTUBE VIDEO W/CC**

4. **D2L LMS TOOL #4**: ADDING "GETTING STARTED" MODULE AND ACCESSIBLE "HTML" PAGES THAT UTLIZED ACCESSBILE HEADINGS
5. **D2L LMS TOOL #5**: WELCOME PAGE W/ (1) WELCOME MESSAGE, (2) GOALS & OBJECTIVES, (3) LMS EXECUTIVE SUMMARY AND RECOMMENDATION, (4) QUALITY MATTERS EXECUTIVE SUMMARY AND RECOMMENDATION, (5) SCHEDULE, AND (6) TECHNICAL REQUIREMENTS.

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.

GRADING RUBRIC WEEKLY ASSIGNMENTS				
[AE] **Above Expectation**	[E] **EXPECTION**	[S] **SUFFICIENT**	[NR] **NEEDS REVISION**	[NE] **NO EVIDENCE**
Exemplary information	Robust information	Adequate information	Not enough information or	No evidence provided.

provided that satisfies the requirements of the assignment and also goes beyond expectations.	provided that satisfies the requirements of the assignment.	provided that satisfied the requirement at a sufficient level.	inadequate information included to satisfy the requirements.	

Tutorials

1. **Desire2Learn**
   a. **D2L Help Guide: Pilot D2L Online Help Guide (Accessibility)**

      https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/accessibility/about_accessibility.htm

   b. **D2L Help Guide: Pilot D2L Online Help Guide (Accessibility HTML Templates)**

      https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/accessibility/accessible_html_templates.htm

   c. **D2L Help Guide: Special Access**

      https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/special_access/about_special_access.htm

   d. **D2L Help Guide: Inserting media files in the HTML Editor**

      https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/html_editor/inserting_audio_and_video_files_in_the_html_editor.htm

   e. **D2L Help Guide: HTML Editor Views:**

      https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/html_editor/html_editor_views.htm

   f. **Atomic Learning: Desire2Learn 10 Instructor Training**

      http://www.atomiclearning.com/highed/d2l10_instruct

   g. **Atomic Learning: Desire2Learn 10.1 Instructor Training**

      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

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