
WEEK #5 ASSIGNMENT: HOMEPAGE

Quality Matters Standards: (1) QM #1 Course Overview and Introduction

LMS Skills: (1) Customized homepage, (2) News Tool, (3) Widgets, (4) NavBar, & (5) Audio Message

**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 many complaints from our distance education students that they are confused when they log onto their classes and aren't sure what they are supposed to do when they log on. The distance education students report that they try to figure out what they are supposed to do, but many of them get frustrated and just drop the course. Since the class is online, our students tell us that they were not sure how to contact their professor with questions, so they just gave up. Our drop rate in the distance education classes is much,. much higher than in our face-to-face classes. When I went to my last higher education conference I found out that we are not alone in this experience. We need to figure out a way to quickly reach out to our distance education students when they log onto their learning management system and quickly let them know what to do. We really need to be careful of the first impressions that students get when they log onto their distance education classes. We must be able to give the students clear instructions about

what they need to do to be successful. We need to make them feel welcome and excited about taking the class. We need to find a way to increase the persistence rate so that our drop rate in the distance education classes is not so high. Do an evaluation on both evaluation systems to see if they have tools that can help us quickly reach out to distance education students when they first log on. Do a comparison between the two learning management systems and make a recommendation about one of the systems. Check the Quality Matters standards and find out what they have to say about this issue.

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. 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 to demonstrate your mastery of the D2L tools:

1. CREATE A NEW CUSTOMIZED COURSE HOMEPAGE:

All courses are initially set up with a default course homepage by your system administration. Use the Homepage Management tool to create a new homepage and set it as the active homepage for your course. You can then add or remove widgets, customize their appearance, and create custom widgets to expand the functionality of your course homepage.

- a. Click on "Course Admin" on right side of the NavBar.
- b. Click on "Homepages".
- c. Click on the down arrow to the right of "Course Homepage" and select "Copy".
- d. Edit Course, then click Homepages. A copy will be made and called something like "Course Homepage-Copy".
- e. Under the "Active Homepage", pull the down arrow and select the newly created home page and click Apply. You will know it is active because it will say "Active" with a green arrow to the right of where it is listed.
- f. Click on the hyperlink to the newly created home page. (should be blue hyperlink).
- g. Change the Homepage properties:
 1. HOMEPAGE HEADER: Click on "Custom" and give your LMS Evaluation site a personalized title (e.g. LMS Evaluation by "Put Name Here").
 2. HOMEPAGE TYPE: Keep "Design a widget-based homepage" selected.
 3. CHANGE LAYOUT: Click on "Change Layout" button and select Basic.

4. WIDGETS: Click on the left side "Add Widgets" and click on "News" and click "Add".
Click on the right side "Add Widgets" and click on "Content Browser" and click "Add".
5. Click "Save and Close".

2. **CREATE "START HERE" FOLDER W/EXECUTIVE SUMMARY AND LINK TO NEWS WIDGET:**

Next you will create a "START HER" folder so your virtual audience knows what to do when they log onto your site and do not get confused. You will then add an "Executive Summary" page in that folder that welcomes the executive board and gives them a summary of your recommendations. Lastly, you will create a short-cut link in the News tool on your LMS homepage. The News Tool allow you to easily communicates important updates and information to users. You can create news items with formatted text, graphics, audio, and quick links. This is the first thing students will see when they logon to the LMS, so it is the best way to share information with your audience. You will include a link to the "Executive Summary" page that you have already posted in the LMS so that any information is updated will be included on the link page and you don't have to continually update information in two different places.

a. **CREATE INFORMATION IN CONTENT SECTION:**

You should create a "START HERE" folder and move it to the top of the content section. Per Quality Matters standards, it is important to clearly let your virtual audience know where to get started so they aren't confused when they log onto your site.

1. **CREATE "START HERE" FOLDER MODULE:**

Click on "Content" on the NavBar. Click "Add a module" on left side menu bar. Type in "START HERE". Move the folder to the top so that it is the first module folder by clicking on the lined-icon to the right of "START HERE" and drag to the top under "Table of Contents".

2. **CREATE AN "Executive Summary" HTML PAGE:**

Click on "Content" on the NavBar. Click on "New" and then select "New Document". Call the new document "Executive Summary". Information that should be included on this page includes: (1) Welcome message to the executive board, (2) LMS Recommendation, (3) Quality Matters Recommendation, and (4) Information Needed (any special information the executive board needs to know to be able to successfully review your evaluation such as drives needed to view videos). Don't forget to use clearly identifiable titles that have unique formatting so the information is easy to locate. This page should be an executive summary that is a short 1-2 paragraph for each section that gives your final recommendations based on the five weeks of

evaluation that you have completed. Go to the "Final Recommendations" assignment page to get the exact details about what needs to be included on this page.

b. ADD LINK TO INFORMATION IN NEWS WIDGET:

1. Click on "Home" on the NavBar.
2. In the "News" widget, click on the down arrow to the right of "News" and select "New News Item".
3. Give your new "News" item a headline such as "START HERE".
4. In the "Content" section (large rectangle below headline", you will write a short message telling the executive board that they can click on the hyperlink to go to an executive summary that includes your final LMS and Quality Matters recommendations. .
5. Insert the hyperlink to the "Executive Summary" page that you have already created. It is preferable to inserting a link to that specific page instead of retyping the information in again (or copying and pasting), so that you don't have to keep two separate files updated with the same information. To insert a link to that page:
 1. Click on the "Insert Quicklink" icon on the right side of the Content box.
 2. Under the "What do you want to insert?", click the down arrow and select "Course File".
 3. Under the "Details" section, click on "Add a File".
 4. Click on the "Executive Summary" HTML file. Click "Done".
 5. In the "Link Caption" box, type what you want this link to say (something like "Click here").
 6. In the "Open In", select "Same Frame".
 7. Click Insert.
 8. Click "Publish" at the bottom of the page.

3. CREATE NEW WIDGET WITH CONTACT INFORMATION:

You should create a new widget and add it to your home page with your contact information in case any of the executive committee wants to get in touch with you. Contact information is extremely important for distance education classes because students do not come to campus and need to know how and when they can contact their instructor. Here is how to create a new widget, add it to your homepage, and then add your contact information.

- a. Click on "Course Admin" on the NavBar.
- b. Click on "Homepages".

- c. Click on "Widgets" at the top of the page.
- d. Click on the blue box "Create Widget" and complete the dialog box:
 1. Give your Widget a name. This is the name that will show in the top bar on your home page, so be sure to name it something that would be meaningful for students. Also be sure to use proper capitalization and full meaningful words.
 2. Click "Save". The "Description" box is only used to identify the purpose of the widget. This is NOT the content that goes into the widget.
 3. Click on the "Content" tab to add your content information. Add your name, email, address, phone number, and office hours that you are available for them to contact you. Also add an appropriately sized image of yourself (e.g. 100X100). You can use free products such as Microsoft Office picture editor or i

4. **CUSTOMIZE NAVBAR:**

You should delete any of the tools from your NavBar that you are not using to avoid cognitive overload.

Here is what to do:

1. Click on Course Admin on the top right side of your screen.
2. Click "Tools". A list of the tools in the system show up.
3. Tools that should be set to inactive for this class should include (1) Seating chart and (2) Self-Assessments. To set these inactive, click the box to the left of their name, click the red X "Set Inactive".
4. Click "Save".
5. It takes about 5 minutes to change these tools to inactive. The tools should be removed from the NavBar. Do a quality check to make sure that they do not show when you click the down arrow to the right of "Assessment" on the NavBar.

5. **POST AUDIO MESSAGE IN NEWS TOOL:**

It is possible to add audio messages in many places in D2L. You should add a short audio message to your home page in the News Tool that welcomes people to your web site. You should introduce yourself, welcome people to your web site, and tell the purpose of your site.

- . The audio tool in D2L works through Flash. You will need to download and install the most current version of Adobe Flash free driver to ensure that you are able to add an audio message.
- <http://get.adobe.com/flashplayer/>
- a. Click "Home" on the NavBar.
 - b. In the "News Tool" click the down arrow to the right of "News".
 - c. Select the green plus "New News Item".
 - d. Give it a title (e.g. AUDIO WELCOME).
 - e. Type in a short content message (this is required).
 - f. At the bottom under Attachments, click on "Record Audio".
 - g. A "Record Audio" dialog box will pop-up that will require you to change the properties to enable the Adobe Flash settings to work. You may need to click on "Flash Settings" to get the properties box (see visuals on side) to show up. In the "Adobe Flash Player Settings" box, you need to make the following selections are checked:
 1. DISPLAY: Check "Enable hardware acceleration"
 2. PRIVACY: Check "Allow" and "Remember"
 3. LOCAL STORAGE: Leave it in the middle of the scale
 4. MICROPHONE: Make sure your correct microphone is selected. You can verify this by clicking this tab and you will see the volume fluctuate.
 5. CAMERA: We are only doing a recording, so ignore this.
 6. Click Close in the "Adobe Flash Player Settings".
 7. It should now say "Ready" where it had said "Denied by Flash" before.
 - h. Click on the red "Record" circle and begin your recording. You should introduce yourself, welcome people to your web site, and tell the purpose of your site. You have a maximum of 5 minutes to do a recording. When you are done, click the red circle again to stop the recording.
 - i. Do a quality check by clicking on the green arrow to replay your recording. Verify that your recording is of high enough quality with out a lot of background noise and your message can be clearly understood. If not, click "Cancel" and re-record your message. When you have it right, click "Add".
 - j. Click "Publish" to make your Audio Capture recording available for visitors to hear.
 - k. Click on "Home" on your NavBar. Log on as Demo Student to ensure your audio message looks and sounds the way you want it to sound.

*******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 student 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 #1]:

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 #1 Course Overview and Introduction:

The overall design of the course is made clear to the student at the beginning of the course. The course introduction sets the tone for the course, lets students know what to expect, and provides guidance to ensure they get off to a good start.

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. CHALLENGES AND SUGGESTIONS 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 are the challenges that your organization will face in making these Quality Matters standards a requirement for all distance education classes that are designed in your organization? Are there any areas or issues that would be impossible to overcome in requiring this standard(s) be met? 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 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: CREATE A NEW CUSTOMIZED COURSE HOMEPAGE**
2. **D2L LMS TOOL #2: POST WELCOME MESSAGE IN THE NEWS TOOL**
3. **D2L LMS TOOL #3: CREATE NEW WIDGET WITH CONTACT INFORMATION**
4. **D2L LMS TOOL #4: CUSTOMIZE NAVBAR**
5. **D2L LMS TOOL #5: POST AUDIO MESSAGE IN NEWS TOOL**

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]	[E]	[S]	[NR]	[NE]
Above Expectation	EXPECTION	SUFFICIENT	NEEDS REVISION	NO EVIDENCE
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**

- a. **D2L Help Guide: Homepages and Widgets**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/homepage_widget_management/about_homepages_widgets.htm
 - b. **D2L Help Guide: Add a Widget to Your Course Homepage in Pilot**
<http://blogs.wright.edu/learn/barnstormer/2012/12/18/add-widget/>
 - c. **D2L Help Guide: News**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/news/about_news.htm
 - d. **Atomic Learning: Desire2Learn 10 Instructor Training**
http://www.atomiclearning.com/highed/d2l10_instruct
 - e. **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 Videos, 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>
- 