

Course Tune-Up Challenge 1: Navigation

Challenge 1: Navigation			
Try to complete one Plus One task (small time commitment) and/or one High Impact task (more significant time commitment) each week.			
Tasks	What you will do	Why you will do it	How you will do it
Plus 1 Option 1	Add meaningful titles to all modules Update “Module 1”, “Week 1”, or “Chapter 1” to include the topic title. For instance, “Week 1: The Study of Choices.”	An informative title answers the student question “what will I be doing next?” and helps them access prior knowledge which in turn helps them learn more deeply. In addition, if a student wishes to return to a topic from earlier in the course, they can find it quickly and easily.	In Brightspace 1. From your course Homepage , click on Course Materials > Content . 2. From the Table of Contents , click on the module. 3. Click on the title name in the righthand panel. 4. Write a short but informative module title. Need more help? See step-by-step instructions illustrating how to change Brightspace module titles .
Plus 1 Option 2	Add meaningful titles to all Content Items Update content item titles to reflect the content. For example, “Ch1 PPT” becomes “Slides: The Scarcity of Choice.”	An informative title answers the student question “what will I be doing next?” and helps them access prior knowledge which in turn helps them learn more deeply. In addition, if a student wishes to return to a topic from earlier in the course, they can find it quickly and easily.	1. From your course Homepage , click on Course Materials > Content . 2. From the Table of Contents , click on the module. 3. Click on the down arrow next to the title of the content item and select Edit Properties In-place . 4. Click on the title name to edit. 5. Write a short but informative title. Note: It isn’t necessary to repeat the module pre-fix (e.g., Module 1, Week 1) with content item titles since those content items are already in that module.
Plus 1 Option 3	Remove underlined text that is not a hyperlink Use formatting other than underlining to emphasize text.	Often, text is underlined to show emphasis or importance; however, this may confuse users because the default format for links in all browsers is underlining. Students may attempt to click on the text and think the link is broken. In addition, studies have indicated that underlines impact readability both for average people and for those with reading disabilities such as dyslexia. Underlines, unless styled in a certain way, disrupt letters that extend below the baseline (e.g., p, q, y, and g) which can make it harder for people to read. https://equalizedigital.com/accessibility-checker/underlined-text/	Methods of showing emphasis for visual users are straightforward and include boldfaced, coloured, or highlighted text. However, screen readers may ignore these methods, making them useless for visually impaired users. In addition, users with low vision or colour blindness may not be able to see some text or highlighter colours. Non-visual methods for emphasizing content <ul style="list-style-type: none"> Write the word <i>Important</i> (or similar) before the content. Doing so emphasizes the content for all users. Include the importance in the title. Screen readers read the title first, so it is a convenient place to emphasize content (but only if it is truly important!). Put the text in a heading. Screen readers tell the user there is a heading, and what level the heading is at. But don’t abuse this technique. Use headings only if the text in the headings helps to create a logical outline of the page.

<p>High Impact Option 1</p>	<p>Create a course video tour A short video walkthrough effectively introduces the navigation of the digital environment of your course.</p>	<p>For students, beginning a new course is exciting, but learning what to expect and where to find the key information for their different classes can be overwhelming.</p> <p>Taylor, Dunn & Winn (2015) found that course navigation and overview videos placed in the opening modules of online courses can have a positive effect on withdrawal rates and help students succeed by becoming familiar with the digital environment.</p>	<p>Create a screencapture using Kaltura. Further information and instructions are here: https://iweb.langara.ca/edtech/screen-capturing/</p> <p>Need inspiration? This site offers scripts you can adapt for your own video. https://teaching.charlotte.edu/teaching-guides/online-learning/how-create-student-welcome-and-course-tour-videos-your-canvas-course</p>
<p>High Impact Option 2</p>	<p>Improve Content Navigation Reorganize content by keeping required content and activities at the top level and moving optional supplementary material to submodules.</p>	<p>While putting course materials into modules and sub-modules may seem to be a good way to organize content, it is not helpful to students for a few reasons:</p> <ul style="list-style-type: none"> • If students go into a sub-module, they can't see the items at the top level. • if students view sub-modules from the top-level, they can't see item descriptions. • Sub-modules introduce extra clicks to the navigation. A good practice is to use submodules for supplementary items not required in the course. <p>For a very clear explanation, see this article: https://www.pcc.edu/online/2018/05/organizing-content-in-d2l-brightspace/</p>	<p>If you have a separate folder for homework or readings within a weekly module, move the individual readings or homework items up into the main module in the sequence you would like the students to follow. Clarify what each is in the item title e.g.</p> <p>Reading 1: What is economics about? Reading 2: Microeconomics vs. Macroeconomics Reading 3: How Economists Understand Economics Issue Or Reading 1: What is economics about? Quiz 1: Fundamental Terms and Concepts Reading 2: Microeconomics vs. Macroeconomics HW 1: Questions for in-class discussion Reading 3: How Economists Understand Economics Issue</p> <p>When you organize your content in a linear fashion, your students will know the order in which you want them to complete the activities. Brightspace help: Rearranging topics, submodules, and modules</p>
<p>High Impact Option 3</p>	<p>Check for consistency of contents from module to module.</p>	<p>A predictable path for students helps them navigate the course quickly. For example, you can start each module with an overview, and then have them watch a video and/or read an article followed by a quiz or a discussion and end with a checklist. The repeated structure helps students understand what is expected of them for each week or module and clearly indicates the beginning and end of each</p> <p>Concordia has useful suggestions for planning a module: https://www.concordia.ca/ctl/digital-teaching/module-design.html</p>	<p>One approach to module design is to organize them with the following in mind</p> <ol style="list-style-type: none"> 1. Introduction: overview (checklist/video/webpage), learning pretest, poll 2. Content: reading, listening, viewing 3. Activity: discussion, quiz, application activity, reflection 4. Application: test, case study etc. may look like activities above 5. Conclusion: summary, checklist, post-test <p>Brightspace instructions: Creating and organizing course content Creating a new file Uploading a file Linking to existing activities Using Insert Stuff</p>