Virtual Campus: Content Types and their Details

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Introduction

This document outlines common Virtual Campus content types and provides suggestions for details to include within them. The term content type refers to those elements we can place in our Virtual Campus environment through the Course Admin option and the Upload/Create buttons. However, the content types mentioned are not representative of everything that can be created within Virtual Campus.

We have provided suggestions for details, or things to write, for each content type and added screen captures from Virtual Campus that may help guide you in the style and design of these sections in your course. These examples are taken or modified from a course titled ESG6100: Technology and University Teaching offered through the Teaching and Learning Support Service. Thee details and examples shown are by no means perfect and are not the only way to model the content of your course. We hope you will draw inspiration from them, adapt them to your context, and improve them.

To learn how to create these content types in your online course, refer to the Teaching Continuity Website.
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Overview

The overview section is the page students land on when entering your course for the first time. For this reason, it’s important to communicate essential information about the course, navigation, and yourself.

In terms of details, you should:

- **Provide a welcome message**
  
  *Methods: Written and/or audio or video recording*
  
  - Include information about the course
  - Include information about yourself
  - Consider adding a signature, avatar, or photo

- **Explain how to navigate the course**
  
  *Methods: Written, images and/or video recording*
  
  - For example, show a tour of the course, the structure, where to start, where to find important details (e.g. discussion forums, adobe connect links, assignments), and explain common details or cues (e.g. when modules will be released, how to bookmark content, or descriptions of special icons).

- **Provide a course plan (PDF when possible)**
  
  - Attach the course plan with detailed information about the course

Examples

**Overview:** contains welcome message, general objective of the course, a note on the structure and how the online space will be used. The section ends with a call to action for learning how to navigate the site.

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Welcome David,

On behalf of the Teaching and Learning Support Service (TLSS), I would like to welcome you to ESG 6100 - Technology and University Teaching. The aim of this course is to familiarize you with the knowledge, skills and practices, related to the use of technology in higher education.

Together we will critique and examine a variety of technological applications and their use in teaching and learning environments. You will have an opportunity to look at how technology supports student learning and deepen your understanding of the theories and practices that make it happen.

On this site, you will find all the elements you need to succeed in our ESG 6100 course. As a reminder, this is a blended course and it will take place across two learning spaces. The first, our classroom space, will be where we have our weekly scheduled face-to-face meetings (held in Vanier Hall, room 1042). The second, our virtual campus space, will allow you to work at your own pace and according to your personal availability (while respecting the proposed schedule).

For your first task, look to your left at the table of contents and select “Start here” from the menu. See you there!

David
**Introduction Page:** A call to action on the overview page asks students to find the start here module. On this page, there is a video presentation where the professor introduces themselves and shows how to navigate the course.

---

**Start Here**

David, I see you’ve made it to the right section! I wanted to take an opportunity here to present myself and how to navigate our course (there’s some important information that might not be obvious). To begin, press the play button:

Can’t see the video? Access the direct link here: [https://youtu.be/fakelink50505](https://youtu.be/fakelink50505)

If you continue to have problems, contact me by e-mail.

**As your second task,** explore the menu, tools, and resources available to you in our online environment. Write down any questions or concerns you have about the items you see and we will discuss them when we meet.

Don’t be shy, click around, make yourself at home - you won’t break anything!
Modules

Modules are the basic building blocks of the Virtual Campus environment. Within a module, you can connect a number of elements including content pages, links to websites, videos, checklists, activities such as discussion forums, and evaluations.

- Provide a general overview or description of what can be found in the module. This opening paragraph can also be used as an opportunity to introduce a topic or create a hook to capture students’ interest.
- Provide instructions for students so they know what to do, how long they have to do it, and how.
  - Define your expectations or goals for the module
  - Provide an approximate duration for how long the module should take to complete
  - Provide relevant technical information to successfully complete the module
- Include relevant titles to describe the elements contained within a module
- Provide a logical sequence or order to the content to facilitate student understanding of the material. If content pages become too long, break them down into manageable chunks (e.g. by major topics, themes, or activities).
  - Content pages can include written elements as well as audio, video, animations, and graphics
  - When including audio or videos, make sure to provide scripts or transcripts for accessibility
  - When including images or animations, make sure to provide alternative texts for accessibility

Examples

**Module Page**: this module section for a blended course includes a description of the theme for the next two weeks, provides a calendar for the sequence, and includes sub-modules divided into in-class and online activities. You can use sub-modules to further organize your content.
Online Module: this online module begins with an overview of the theme for the week, tries to provide a hook to engage the student with the theme and then describes the deadline, objectives, and duration of the activities contained within.

Overview

How often have you shaken your head at the horrible feedback you received for an assignment? Better yet, how often have you skipped to the last page, looked at your grade, and then thrown your paper in your backpack ignoring all written comments?

In this online module, we’re going to look at what exactly makes for effective feedback, what kinds of evaluations or assessments exist, and the options at our disposal for creating them in our Virtual Campus environment. There’s a couple of readings and videos for you to complete before you turn your attention to this week’s activity; designing your own evaluation! Time to show your professor’s how it’s done…

Your work for this module must be completed by March 4th at 1 p.m.

Learning Outcomes

Our goals for this week pick up where we left off last class. In particular, you will:

1. Select an appropriate evaluation strategy;
2. Describe how technology can facilitate assessment and feedback;
3. Explain how technologies can promote feedback from multiple viewpoints (teacher to student, student to teacher)
4. Select tools to evaluate and provide feedback.

Duration: ≈4 hours to complete the proposed activities.
**Module Elements:** the items below are elements that can be placed within a module. The titles try to describe the content that can be found within and the sequence remains consistent across the course. For example, each module in the course begins with a “weekly rewind” to connect what students did in the previous module with the current content and concludes with a “checklist” of items for students to verify they haven’t missed anything.

<table>
<thead>
<tr>
<th>Weekly Rewind: Feb. 26th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Page</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identifying Evaluation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Page</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technological Considerations for Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Page</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Virtual Campus: Summative Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Page</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Virtual Campus: Tools for Feedback</th>
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</thead>
<tbody>
<tr>
<td>Web Page</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity: Design An Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Page</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>M3.3 - Provide Course Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
</tr>
</tbody>
</table>

This mid-term evaluation is an opportunity for you to provide constructive feedback about our course. The survey consists of three open-ended questions and is **completely anonymous**. I will use the feedback to make immediate adjustments to our course (when possible) and to improve the course next semester.

**Note on anonymous surveys:**

*Within Brightspace, the anonymous survey option suppresses display of any user data associated with the survey results. In other words, the system does not report who made what response. Once this option is selected by the instructor, it is not reversible.*

<table>
<thead>
<tr>
<th>Module 3.3 - Checklist</th>
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</thead>
<tbody>
<tr>
<td>Checklist</td>
</tr>
</tbody>
</table>

Listed here are all the **activities** you have to complete or submit for the *online* portion of Module 3.3

As you progress through the module, you can check off items you have finished. Careful though, instructions are found only on the relevant web page and there are items such as readings, videos, and interactive elements that are not included but necessary to complete the activities.
How will we know we've arrived?

You might remember, the evaluation stage of the course design process asks the question “how will we know we’ve arrived”? We're establishing the ways we will measure or observe student performances within our course. While traditionally assessments are thought of as occurring at the end of a learning period, they can take place throughout the course of learning and be embedded your instruction.

There are three main ways we can use assessments:

1. Diagnostic Assessment

We use these tasks or activities to gauge ongoing development and student progress during instruction. It helps identify what students already know and where there are gaps in their learning or the instructional practices we employ. For example, you might use a diagnostic assessment before an instructional unit in order to see where your students stand (i.e. to see what they already know). Using this type of strategy can allow us to adjust our instructional approach based on the needs of our students and help students adjust their focus. This can be done across a variety of strategies and tools (e.g. quizzes, discussions, reflections). More importantly, we have to give ourselves sufficient time to adjust based on the responses we get.

2. Formative Assessment

The use these tasks or activities to provide students with feedback on their performances and further their own learning. We usually use them as low-stake assessments (i.e. they count for fewer marks or are not graded at all). They might be included in a course as a combination of formal assignments or activities where students can obtain feedback from peers, can write their own reflections, or you - the instructor, might provide them with feedback. You can provide general feedback to the whole class or personalized feedback to each student. We'll touch more on how technology can help us with this later in the module (spoiler: audio and video tools are our friends). The most important thing to remember for formative assessments is they should include an opportunity to use your feedback later. We want our students to improve on their work or performance for when we use a summative assessment.

3. Summative Assessment

We use these tasks or activities to record and report on a student’s level of achievement in connection to specific learning outcomes. Summative assessments take place after a particular teaching sequence and are high-stakes (i.e. they’re worth a good chunk of their final grade). The grades we give to students on these assessments represent their mastery of the topic until that point. We’re making an evaluative judgement about their work, knowledge, or performance related to the outcomes we set.

Keeping these strategies in mind, you should try to balance the times you assess learning and the times you use assessments to support learning. The variety of strategies at our disposal allows us to stray away from a sole reliance on high-stakes assessments (e.g. the traditional model of one mid-term and one final exam). Instead, we can leverage low, medium, and high stakes assessments throughout the semester. In planning your assessment sequence or timeline, consider the difficulty of the content and ways you can scaffold development by including more feedback loops.

Finally, the particular strategies we use will vary according to our signature pedagogies (i.e. the teaching and evaluation strategies that distinguish a discipline). The norms or conventions of our field of study might be required, proven effective, or even outdated - you should consider and question them accordingly.
**Content Page, Graphics:** this page introduces the course design process and provides a graphic representation to help communicate that it is a continuous or ongoing process. For online courses, you do not need to write all your own content. You can leverage existing resources such as textbooks, articles, videos, or open educational resources and provide links to those materials.

**Introduction**

Over the course of the semester, we have looked at a variety of issues surrounding the inclusion of technology in education, ways to render in class or online sessions active using technology, and tested a bunch of tools to see how they can support learning. Exploring new technology can inspire us to create new activities and is an important part of seeing what's available. But - like selecting fonts and colours for a presentation, the integration of these tools should complement (rather than dictate) our instructional strategies. In other words, don't be tempted by the flashy new buttons, concentrate on what experience you want to provide your students and then find the appropriate tech to help.

**Module Organization**

In this module, we're going to review the course design process and its implications for designing blended, flipped, online, and technology-enhanced learning environments (refresher on differences). We're going to examine how to make strategic choices to help ensure our students have a positive learning experience.

Even though the module is presented in a linear way, it's a continuous process (see image below). You'll likely begin parts of one, skip ahead to another, move backwards, then forwards again. So, even though I'm showing it sequentially keep in mind it's an iterative process.

The module will be divided into four sections:

1. Situational Factors
2. Learning Outcomes
3. Feedback & Evaluation
4. Teaching & Learning Activities
**Checklist**: the module concludes with a checklist that students need to complete to consider the module done. The checklist can be created in Virtual Campus by selecting the “Upload/Create” option and clicking “New Checklist”.

<table>
<thead>
<tr>
<th>To do</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sign-up to a Group</td>
<td>Mar 3, 2020 11:00 AM</td>
</tr>
<tr>
<td>- Create two evaluations and grade center</td>
<td>Mar 4, 2020 12:00 PM</td>
</tr>
<tr>
<td>- Complete the Mid-Term Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
Activities

Course activities are usually placed within a module. Virtual campus contains a few tools to allow students to interact with each other, the content, or to submit work (e.g. discussion forums, groups, assignments or quizzes). Additionally, instructors can also create links to external websites or tools (e.g. adobe connect) or embed activities using content page (e.g. embedding a poll or interactive element).

- Provide a description of the activity and the expectations you have for students
- Clarify instructions for the activity and what is needed to successfully complete it
  - Define a deadline for when to submit work
  - Provide all needed materials (e.g. prompts, questions, scenarios, problem-sets)
  - Provide a rubric to guide how students should complete the work
  - Provide technical information about how to interact with the technology or what to do if the technology fails (e.g. who to contact, where to go to find information)
- Attach linked materials such as handouts
- Consider wrapping up the activity with a conclusion, feedback, or next steps

Methods: Written and/or audio or video recording to provide general feedback, inclusion of automated feedback in quizzes, inclusion of personalized feedback in assignment submissions. General feedback can be posted as an announcement, on a discussion form, or as a new content page at the end of a module.

Examples

Activity Page: students are asked to create their own evaluations in a demonstration course that was provided to them. Instructions are split into three parts with relevant technical information provided as hyperlinks. Not included on this page is a deadline (this should have been explicitly stated).

<table>
<thead>
<tr>
<th>Content</th>
<th>Grades</th>
<th>Class Progress</th>
<th>Groups</th>
<th>Assignments</th>
<th>Discussions</th>
<th>Quizzes</th>
</tr>
</thead>
</table>

Setting Up Your Evaluations

You will design two assessment tasks and a grade center in your demo course.

Part 1: Create a Grade Center

Before you begin creating assessments in your course, it’s important to set up your grade center. Without a grade center, your assignments, quizzes, and discussion forums will not appear in student grades. You will also need to link each assessment you create to an item in your grade center for students to see how it affects their overall mark.

For more information on how to set up your grade center, see the resources below:

- Go to your grade center (article)
- Create a grade item in your grade center (video)

Part 2: Create a Quiz

Based on your area of expertise or the course you plan on including, construct a 10-question quiz. You may choose to develop your quiz as a diagnostic, formative, or summative assessment. However, use at least four different question types to better understand the options available to you. L2/3/4, try out different options and restrictions - the purpose of the activity is to explore the potential of these tools.

Part 3: Create an Assignment or Graded Discussion

For the second part of the activity, create an assignment or graded discussion forum. Provide a description and instructions for the task so that students would need to complete as related to an area of interest or your course.

If you plan on assessing a discussion activity, you will first need to create a forum then a “topic” within that forum. When you create a topic, you will see a tab labelled “assessment” with options for grading. For more information:

- How to create a discussion topic with assessment (video)
- How to assess discussion (video)

When we return to class, one of your classmates will complete your assessment tasks as a student in your course. In this way, you will be able to see and discuss the benefit and challenges of the options you have selected.
**Discussion Netiquette:** A separate module was created in the menu to provide easier access to the discussion forums. Each forum is also placed in sequence during the relevant module/week. Before students take part in the discussion forum, there is a message describing netiquette (i.e. the ground rules or code of conduct).

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**Netiquette**

The term *netiquette* means the use of **good manners** in your online communications with peers. This extends beyond the discussion forum and includes e-mail, chats, texts and various social media. Despite the range of emoji’s available to us, online conversations still lack indications of tone, facial expressions, and body language which help clarify our intent.

To make sure we continue getting along swimmingly 😊 and that we aren’t misunderstood, please keep in mind these few pointers when communicating:

- Feel free to write in an informal style but stay away from sarcasm - even as a joke. Tone doesn’t come across in written messages and your comment will come off as rude.
- While you’re not being marked on grammar or syntax, it’s important to write clearly in order to be understood. To this effect, take advantage of your browser’s spellcheck, avoid writing in UPPERCASE (it makes it feel like you’re yelling), and shy away from using profanities and too many slang terms.
- Remember to be courteous and open-minded in your posts and replies - there’s a human behind the computer. If you’re worried you may be misunderstood, expand on your comment in person during our next class.

The goal of the discussion forum is to extend our in-class conversations online and provide a space to reflect on course topics in more depth. I want us to feel safe exploring new ideas and forming our opinions. That means we might take missteps or have disagreements. That’s all part of the learning process and we should happily engage with questions and differences in opinion (criticize ideas, not people).

On the other hand, I will not accept any derogatory or abusive comments. Behaviour interpreted as such will be removed, addressed, and reported if necessary. If you experience anything which makes you feel uncomfortable, please do not hesitate to contact me.

---

*David*
Discussion Activity - Introduction: students are asked to present themselves on the discussion forum. There are guidelines provided for the length of their posts and prompts to help them decide on what to write. A few technical details are mentioned to ensure students understand how to post. There is also a “Technical Support” module provided in the table of contents.

Virtual Introductions

Write a short bio about yourself

The goal of this first activity is to go beyond what we exchanged in class and to learn a little bit more about each other. I invite you to write a short bio (aim for 250 - 400 words) in the style of your choice. Below are a few questions to inspire you (these are only suggestions).

- What is your academic discipline and specialization?
- Are you currently a professor, graduate student, post-doctoral fellow?
- What goals do you have for this course, what would you like to learn?
- Do you have experience teaching or participating in an online or blended course? If so, what did you enjoy most about the experience and what did you find lacking or frustrating with the experience?
- Do you have experience teaching (e.g. as a professor, teaching assistant, sports team, camp)?
- Have you used technology in the context of your teaching? If so, which ones did you find the most effective or useful?
- Other than teaching, what experiences do you have using technology (e.g. discipline specific, personal use, development of)?
- If you had to choose one technology (regardless of educational use) that you could not live without, what would it be? Why?
- If you were an app, what would you be called and what would you do?
- If you could own one technology (existing or invented) that no one else had access to, what would it be and why?
- If we could upload our consciousness to a computer, would you do it? How much should it cost?
- If you could live in any fictional universe, which would you choose? Why?

To contribute to the forum, click on "Start a New Thread".

Once you have completed writing your bio, read through your colleagues posts.

Note: if you have set your Virtual Campus profile to French, you will see "Lancer un nouveau fil de discussion" instead of "Start a New Thread". If you wish to change your language preferences, you can do so by scrolling to the top of the screen, clicking on your name, and selecting “Account Settings”. On the page that follows, you will see an option to change your language.
Discussion Activity - Debate: students are asked to contribute to a debate in the discussion forum. The activity is composed of three parts with internal deadlines for each; these deadlines are emphasized in bold writing.

Refining Your Position  
Discussion Topic

Our Debate

For this online discussion, there are three steps to complete:

**Step 1: Upload the five-point summary (the slides) of your group.**

Post your summaries to the “Five-Point Summary” thread and make sure to clearly indicate the names of your group members. The deadline for this first step is **January 16th at 6 pm**.

**Step 2: Outline your position on the topic.**

Are you for, against, or do you have a more nuanced stance towards the use of technology in teaching and learning (consider the university context)?

Start a new thread and summarize your position as a short ~250 word abstract. Refer to the sources presented in this second week of the course or other relevant material that you have identified. In addition, note if and how your position may impact teaching in your area of expertise. Did your area of expertise have an influence on your position?

The deadline for this second step is **January 20th at 6 pm**.

**Step 3: Provide feedback**

Finally, provide constructive feedback on the contributions of one of your colleagues. Select from the list of posts that have not yet received feedback. The deadline for this step is **January 23rd at 6 pm**.

For your contributions, avoid only making value judgments on your colleagues responses (e.g. Good/bad job!, That was great/poor position!). Instead, provide your reactions and observations of the issue and information presented. What do you notice, see, observe in relation to the position taken? How might it be expanded, what counterclaims could they consider, what evidence could complement their position?
Discussion Activity - FAQ: in the technical support section of the course, a frequently asked question forum was created for students to post questions about course-related technology. Guidelines are provided as what should be posted and when to post their questions.

Frequently Asked Questions (FAQ)  ▼

Overview

If you have a question about one of the technologies used in our course, search for an answer here. If you don't find an answer to your question, then start a new post in the relevant topic. This forum is divided into three topics:

1. Brightspace: For all things related to Virtual Campus. For example, problems submitting assignments, quizzes, or accessing content or grades.
2. Adobe Connect: For all questions related to our virtual meetup platform. For example, connection issues, problems downloading the application, problems accessing the software.
3. All Other Technology: For all other questions related to technology found in the course. For example, Mentimeter polling, our interactive textbook, or our annotation platform.

I will answer questions posted here within 48 hours of being posted. I also encourage you to help answer questions you see posted by your colleagues. If someone other than myself answers a question, assume it is correct unless I specifically address that it’s not. I will not answer technical questions about the course by e-mail. I’m doing this so that everyone can benefit from the questions and answers posted here and to stop from having to answer the same question multiple times.

To post a question, select the relevant topic and click “Start New Thread”.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
<th>Last Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brightspace</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Adobe Connect</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>All Other Technology</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
**External Tool - Adobe Connect:** an adobe connect link is provided within the sequence of a module (select Upload/Create and “Create a Link”). Information is provided about the time of the meeting, the contribution to their mark, the purpose of the activity, what students need to do to prepare for the activity, and technical information. Hyperlinks were used within the text to provide students with access to external help guides and to redirect students to other sections of the course.

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**Adobe Connect: Virtual Meetup**

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starts Apr 15, 2020 1:00 PM</td>
</tr>
</tbody>
</table>

*Clicking the title above will open Adobe Connect in a new window.*

**Overview**

Meeting time: April 15th, 2020 at 1:00 PM  
Graded as part of your overall Participation Mark (15%)

The purpose of this virtual meetup is for us to have a discussion around the evaluation strategies you selected for your activity, the advantages and challenges you faced in creating them, and to obtain feedback about ways to improve it from a usability and pedagogical perspective. In other words, together we'll see if you've done better than the professors you critiqued.

**Preparation**

Before accessing our meeting, make sure you have the following items with you and completed:

1. **Your reflection** on challenges you experienced creating an evaluation in Brightspace  
2. **Your reading** on best practices for creating evaluations  
3. **Your reading** on style and design guidelines for writing content in Brightspace

**Technical Issues**

There are a few basic requirements to be able to access our meeting, you need to:

- Have a high-speed internet connection (wired connection is better than wireless though both can work)
- Have the latest updates installed on your computer and browser
- Disable all applications that use your webcam or microphone before joining the session (e.g., Skype, Zoom, FaceTime).

You can access the meeting space 15 mins ahead of our scheduled time to test that your connection works. If you encounter technical issues, make sure you meet the basic **system requirements**, then see if you can find your issue on the Adobe Connect support website, or contact the support team at uOttawa (distance@uOttawa.ca, 613-562-5800 ext 5900, or 1-888-799-8577).

If you continue to have technical issues inform me by e-mail (emailaddress@uOttawa.ca), specify the steps you have taken, and include any relevant email exchanges with the technical staff. I will not be able to respond to you during our activity, we will discuss any absences after the session is over.
Evaluations

There are a few tools within Virtual Campus that can be used as activities or evaluations. For example, the assignments tool can be used to submit low-stakes work as part of an activity or to submit high-stakes final papers. Similarly, the quiz tool can be used to provide low-stakes practice exercises or as a high-stakes final exam.

- Provide instructions for how to complete the evaluation
  - Define your expectations for the evaluation, what do students need to do to be successful
  - Provide a deadline and/or the time period and duration of the evaluation (e.g. in the case of quizzes you may specify the allotted time period given to complete it).
  - Specify technical information and requirements for completing the evaluation (e.g. what to do in case of a technical issue, who to contact, and the consequences)
- Attach relevant materials (e.g. handouts, guides, questions, problem-sets)

Examples

Assignment Module: a sub-module titled “Project 1” was created within the Assignment Module to provide a shortcut to submit assignments. The sub-module description provides a quick overview of the project, the deadlines, and expectations. The submission box is a link towards the assignment tool. In addition, two templates were to guide students in the completion of their project.
Exam or Quiz Tool: a description of the final exam, what is contained within the exam, and what to do in case of technical issues. This information is based off a template provided in our exam webinars.

Overview

This exam will be available as of March 12, 2020 from 8:00 - 8:30 (am). Once you have started the exam you will have 3 hours to complete it (if you have not already done so, please reach out by email xxoox@uottawa.ca if you require additional accommodations).

This exam is worth 30% of your final score in this course and consists of the same sections as our midterm:

- 10 True or False (worth 10 pts)
- 50 Multiple Choice Questions (worth 50pts)
- 1 Essay Question (Choice of 3 options) (worth 40pts)

You’ll get a notice after 2h 45m to give you a chance to review your answers before submitting, once the 3 hours have passed you will not be able to make additional edits.

You will receive a confirmation of completion once you have submitted the exam, but you will not receive a grade until I have reviewed the Essay Questions. I expect to have the results available and published by March 19th in the morning. I’ll be in touch via email if that changes.

Technical Issues

If you are disconnected from your quiz or exam, try to reconnect immediately. Then, to keep track of the problem for your professors and technicians, please fill out the Brightspace support form as soon as possible with the following details:

- The approximate time of your disconnection
- The browser you are using
- The type of computer (PC, Mac, Linux)
- The name of your Internet provider

You can also call the following number: 1-866-811-3201

Note that you might experience longer than usual call wait times.