


Distance Education Key Updates





D2L

Updates



General D2L Updates



Syncs \approx every 2
hours



Courses
generated 60
days before start
of term



Integrations being
updated to LTI 1.3



D2L Quiz Timing Changes

Setting changes:

- “Grace Period” depreciated
- Automatic submission or submission flagging
- Asynchronous/Synchronous options (coming in September)

In-quiz changes:

- Show/hide timer
- Timer warnings
- Quiz information link

The screenshot shows a dialog box titled "Timing" with the following options:

Quiz Start

- Asynchronous: Timer starts when the learner launches the quiz
- Synchronous: Timer starts on the start date
 - Start Date 10:00 AM, Apr 10 2023
 - Time's Up 11:00 AM, Apr 10 2023

When The Time Limit Expires

- Automatically submit the quiz attempt
- Flag as "exceeded time limit" and allow the learner to continue working

Buttons: OK (blue), Cancel (grey)



Course Continuity Policy

Syllabus

Student access
2 **business**
days before
start of term

No active
participation
prior to course
start date

D2L Gradebook

Grades for
evaluated work
must be posted



Insights Dashboards

AP Austin Peay
State University
CLARKSVILLE • TENNESSEE

Self Registration | Calendar | ePortfolio | Brightspace Help | Quick Eval | **Insights Portal**

Insights Portal

Dashboards

Engagement

Identify disengaged learners, intervene early, recognize successful learner behaviors.

- Last course access
- Time in content
- Assignment status

Learner Engagement

Review engagement metrics for an individual learner across their courses to follow up on interventions.

- Course activity
- Assignment status
- Course history

Assessment Quality

Evaluate quiz quality, assess question effectiveness.

- Average grade
- Reliability
- Discrimination index
- Point biserial

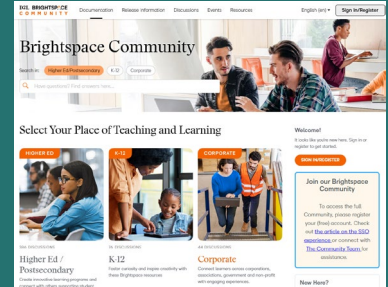
D2L Support Options



Distance
Education
Support Desk



24/7 D2L
Representative
Support



Brightspace
Community



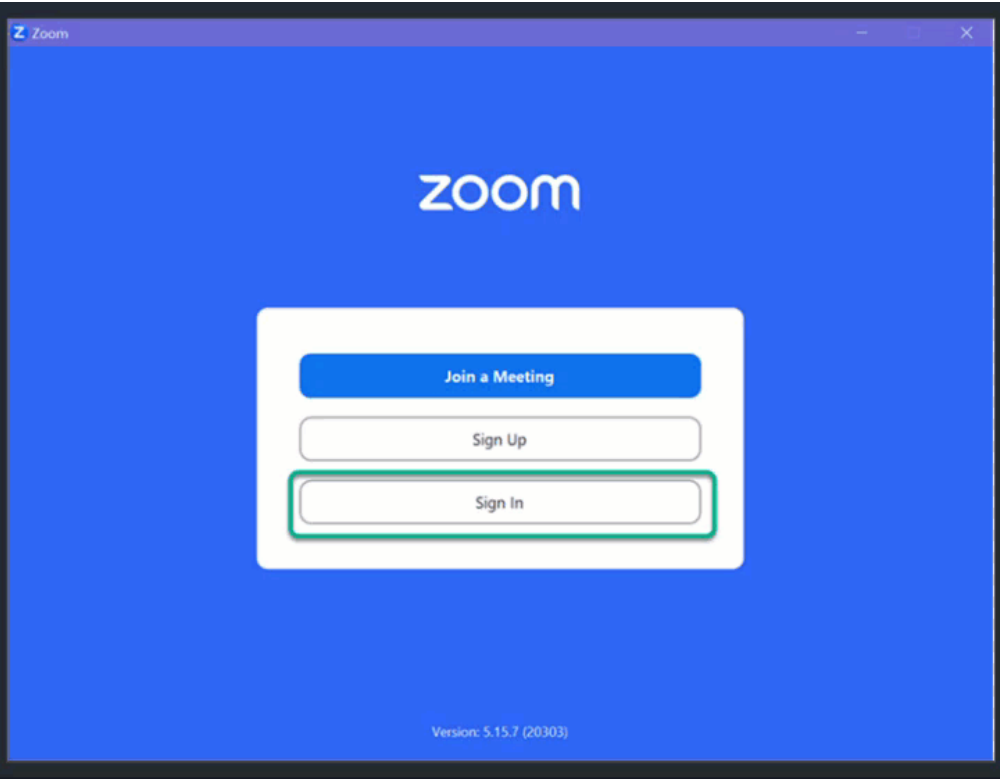


Instructional Tech Updates



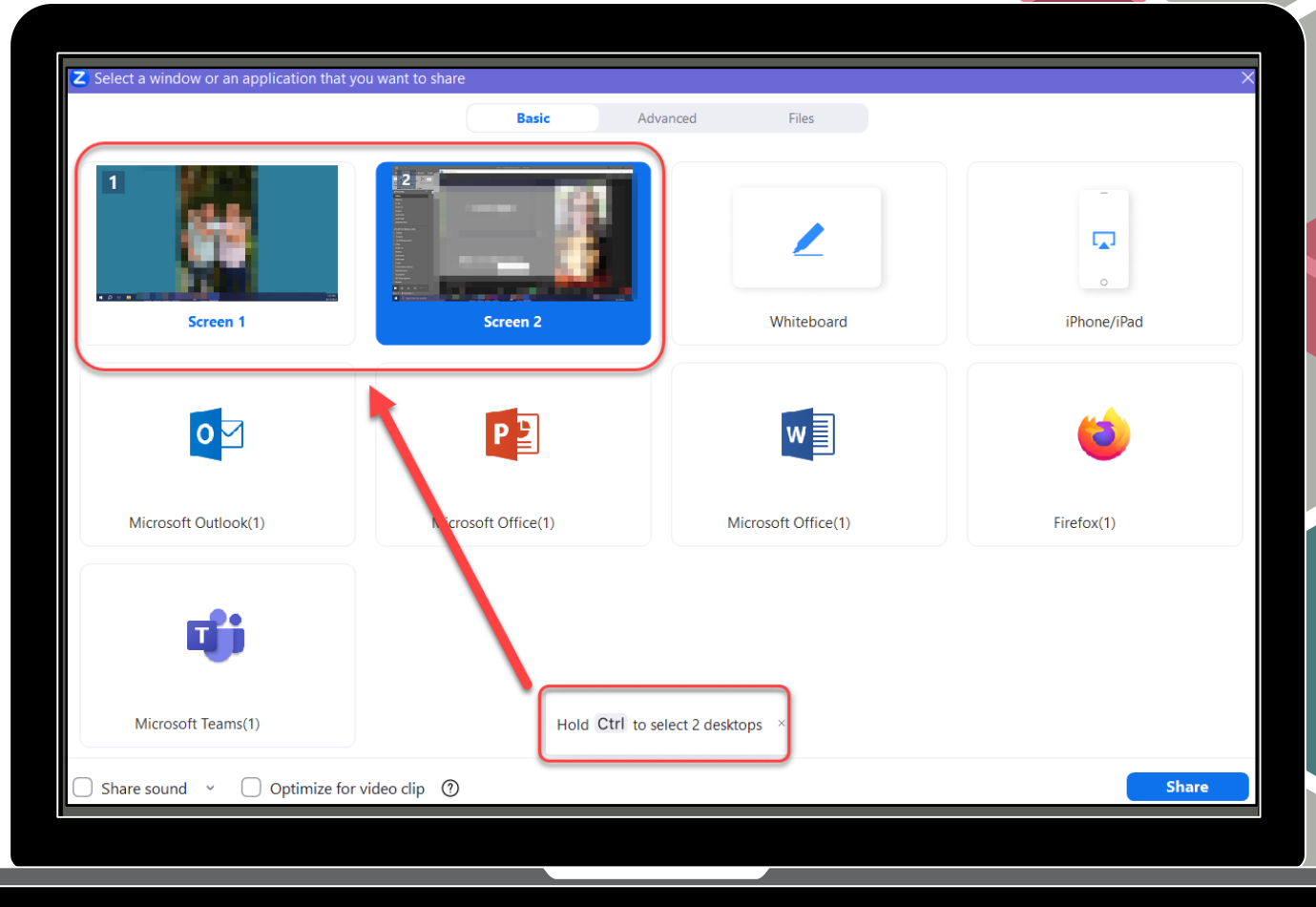
Zoom Accounts

Use Zoom app & SSO
or
apsu.zoom.us & SSO





Zoom Share Screen Changes



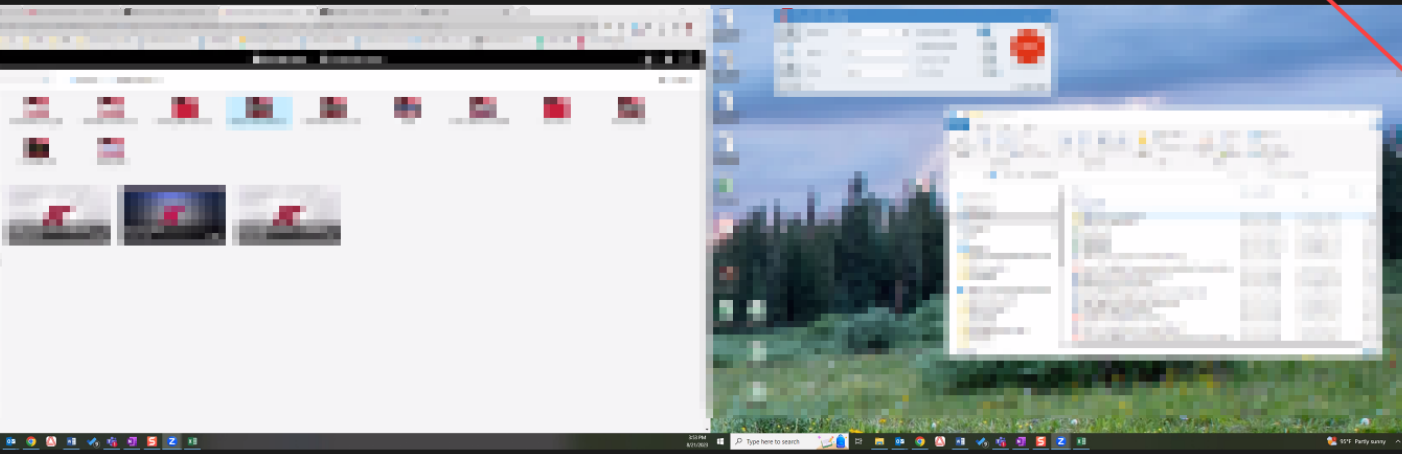
3

- Zoom Ratio Fit to Window >
- Request Remote Control
- Annotate

Shared screens

- ✓ Screen 1
- Screen 2

- ✓ Side-by-side mode



- Zoom Ratio Fit to Window >
- Request Remote Control
- Annotate

Shared screens

- ✓ Screen 1
- Screen 2

4

- ✓ Side-by-side mode

- ✓ One participant can share at a time
- Multiple participants can share simultaneously

2

Advanced Sharing Options...

1



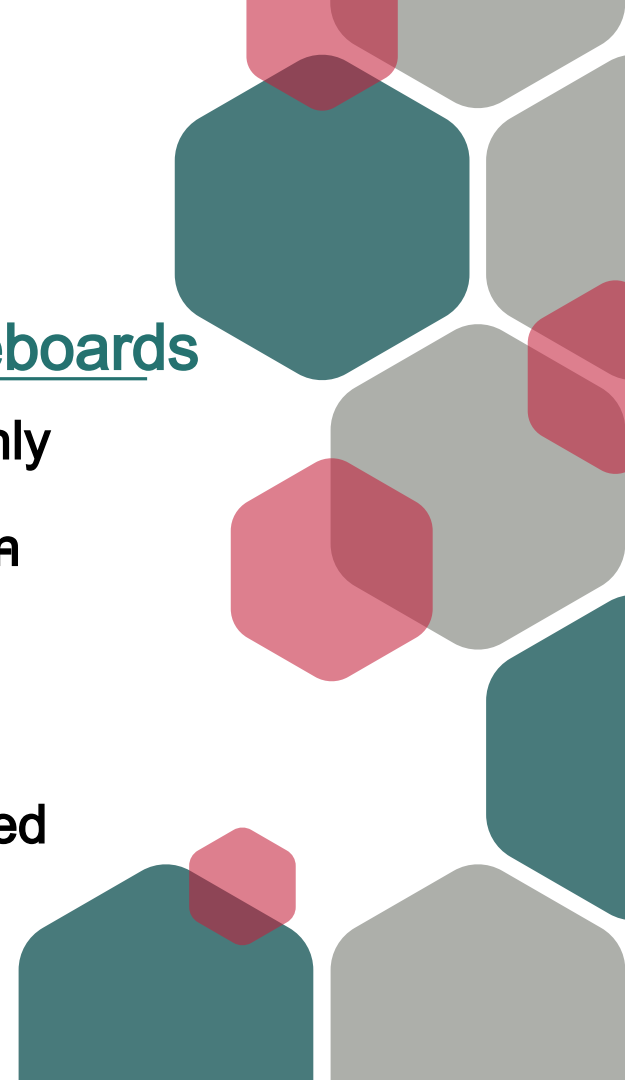
Zoom Whiteboards

New Whiteboards

- ◆ In & out of meeting
- ◆ Whiteboards button
- ◆ Infinite canvas & expansive features
- ◆ Auto-saves
- ◆ Deletes after 120 days of inactivity

Classic Whiteboards

- ◆ In meeting only
- ◆ Part of screen sharing
- ◆ Basic
- ◆ Not auto saved



PERSONAL

Profile

Meetings

Personal Contents

Whiteboards

Recordings

Settings

Reports

Whiteboards

All Whiteboards Recent My Whiteboards Shared with Me Starred Trash Projects

Templates NEW



Pros and Cons



Kanban Table



Mind Map



Start, Stop, C...



Meeting Notes



8 Seed Bracket



Problem, Roo...



C1g Range P...



How May We ...

Q Search



Name ↓

Starred

Owner ↓

Modified ↓



Meeting Notes



Shani Samuels

8/7/2023, 1:56:14 PM by Crystal



Test Whiteboard



Brandon Howard

2/13/2023, 8:23:37 AM by Andrew Slavinsky

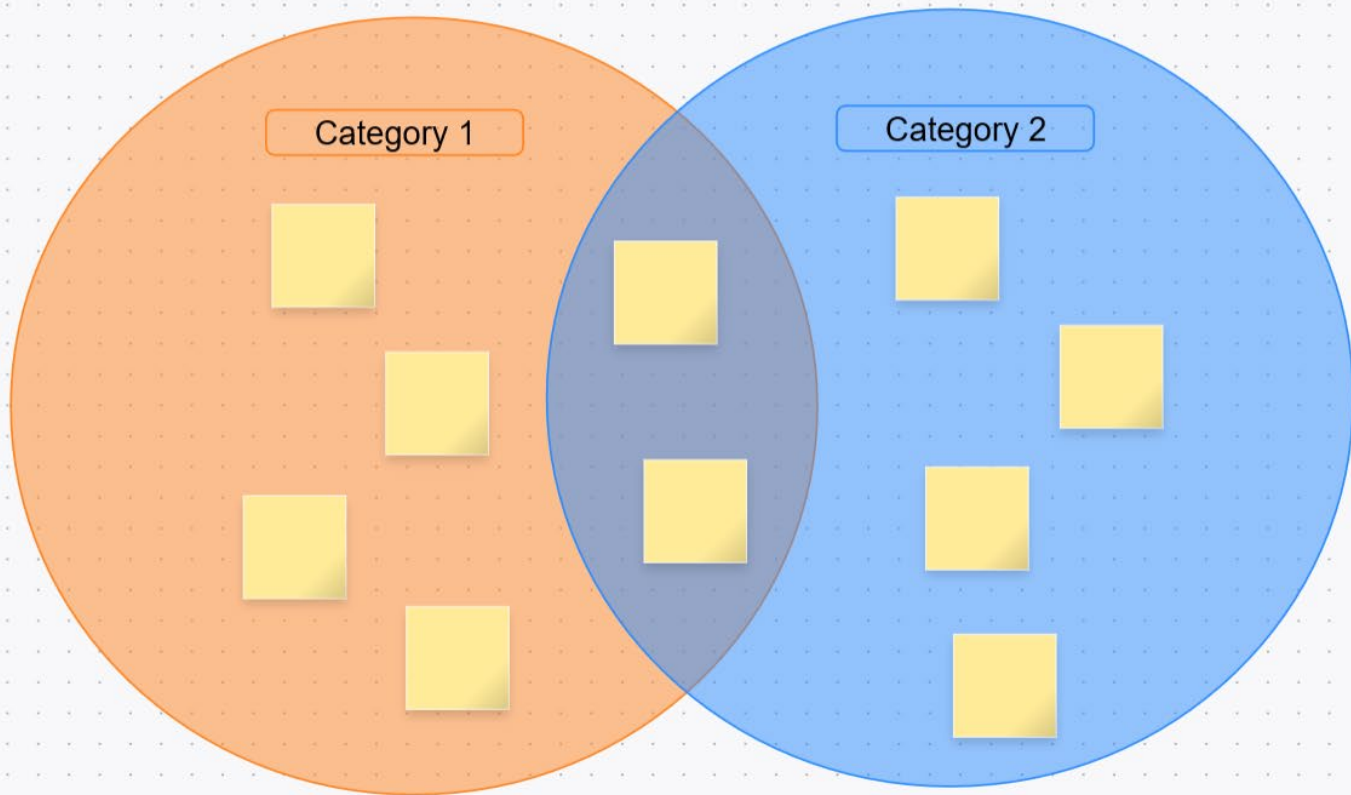


+ New Whiteboard

2

All templates

Venn Diagram



📏
✎
🔒
/
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🗨️
🗨️

🗨️
🗨️
🗨️

- Mind Map
- Table
- Kanban
- Card



Recording Retention

← June 30, 2023

- Protected
- Deleted when...
 - You delete
 - Account deleted
- Review & delete often

July 1, 2023 →

- Retained for 365 days
 - Moved to Trash
 - 30 days to retrieve
- Review & delete often

[Cloud Recordings](#)

Local Recordings



Cloud recordings will be deleted automatically after they have been stored for 365 day(s).

Download & delete in

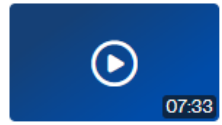
zoom

Recordings > [\[blurred\]](#)

[\[blurred\]](#)

Jun 30, 2023 04:55 PM Central Time (US and Canada) ID: 931 221 7259

5 total views • 0 total downloads [Recording Analytics](#)



Recording 1

2 Files 18 MB

Download

Copy shareable link

Delete

1

2

The recording includes the files listed below

- Shared screen with speaker view
- Audio transcript - English(original)

[How to download & delete in Zoom link](#)



Upload videos into



YuJa

[YuJa How-To Link](#)



YuJa Advanced Faculty Training

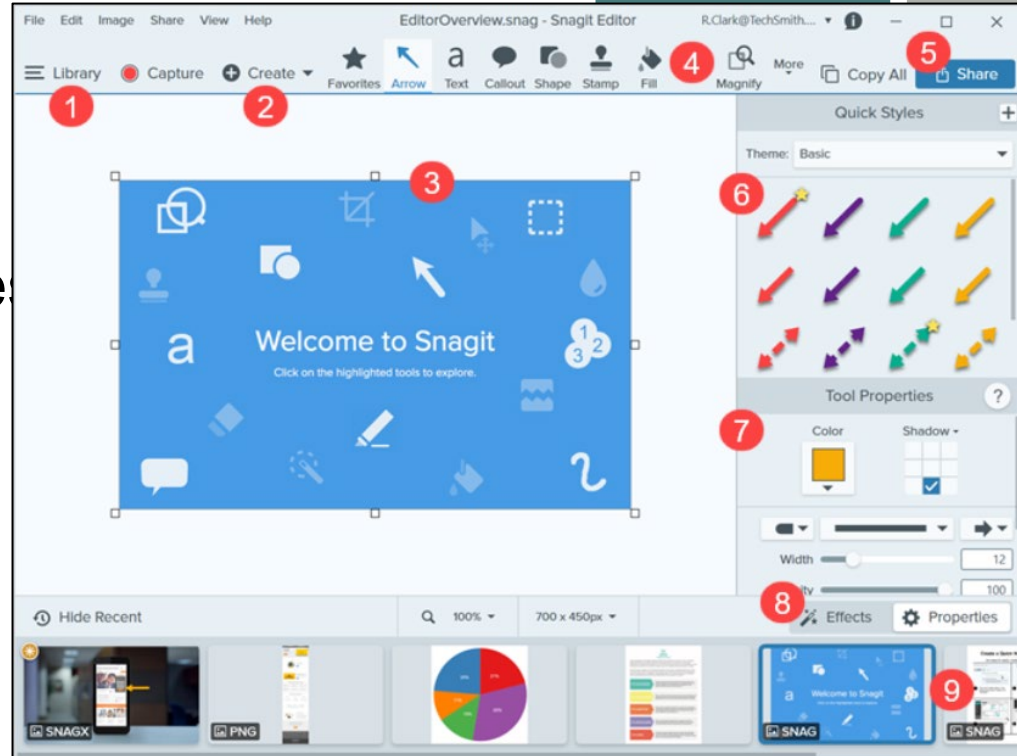
- Sept 14, 11:30am-12:30pm CST
- Join Jerrick from YuJa for:
 - Quick YuJa overview
 - Video Editor
 - Analytics
 - Quizzes & Gradebook
- [Zoom Join Link](#)

**Reminder:
Human captioning
available**



Camtasia & Snagit

- ◆ Limited number of 2023 licenses
- ◆ New users & upgrade
- ◆ Available by request
- ◆ [Request form link](#)





Re-Enable Turnitin

The screenshot shows the Blackboard LMS interface for AP Austin Peay State University. The top navigation bar includes 'Content', 'Tasks', 'Communication', 'Resources', and 'Edit Course'. The main heading is 'Assignments'. A notification banner at the top of the assignments list states: 'There are 10 assignment(s) that were Turnitin® enabled in the previous course offering.' A red arrow points to the 'Re-Enable' button on the right side of this notification. Below the notification is a 'Bulk Edit' section with a table of assignments.

<input type="checkbox"/>	Assignment	New Submissions	Completed	Evaluated	Feedback Published	Due Date
No Category						
<input type="checkbox"/>	[Assignment Name]	7	6/8	0/8	0/8	Jun 19, 2022 11:00 PM
<input type="checkbox"/>	[Assignment Name]		0/8	0/8	0/8	Jun 26, 2022 11:00 PM
<input type="checkbox"/>	[Assignment Name]		0/8	0/8	0/8	Jul 3, 2022 11:00 PM



Temp Access to Turnitin AI Score

[CAFE Generative AI Session #3 Link](#)

The screenshot shows a Turnitin interface with a document titled "ai_doc_template.docx" by "Test Student_27". The document text is highlighted in blue, indicating AI-generated content. The right sidebar shows an AI score of 47% and provides information on how Turnitin detects AI-generated writing, including a link to the AI writing detection page and a list of educator resources for AI writing.

turnitin Test Student_27
ai_doc_template.docx

many changes to the public.
Many Germans also took advantage of the new technology to improve their private lives.
The Germans, once occupied a country, often introduced new cultural traditions.

After the war, a new society emerged.
This new society brought about new rules and regulations that favored one group of the people.
Those who had the money and who were the most successful had an influence on the way the new society was shaped.
Those in the new society did not look down on the old ways of the old country, and in fact they held on to many of the old traditions that had been lost.
As a result of the consequences of World War I, several laws were passed that tried to bring some order to Germany. A lot of the laws included new political systems and new laws of how the people should act. One of the laws, however, was a new community philosophy that made it possible for someone to develop his own personal and economic interest and freedom, while also protecting the community. One person, for instance, had the opportunity to choose their business and to run it, free from interference from the community. The person, however, was required to abide by certain rules and regulations established by the community, including the appointment of their own supervisor. The one thing that remained true for a person in this community was that they would have the freedom to make their own choices.

How much of this submission has been generated by AI?

47%
of qualifying text in this submission has been determined to be generated by AI.

How do we detect AI-generated writing?
To learn more about Turnitin's AI writing detection model and how it works, please visit our [AI writing detection page](#).

Educator resources for AI writing

- Find strategies for [approaching AI-generated text in the classroom](#).
- Minimize potential AI misuse with our [AI misuse rubric](#); to review existing writing prompts for AI vulnerability, and our [AI misuse checklist](#) to review options to proactively respond to potential AI misuse in your classroom.
- Stay informed as Turnitin expands its [AI writing capabilities](#).

[Show Disclaimer](#)

New Proctoring Resources

Online Proctoring Best Practices

Students may express concerns about online proctoring with their faculty (e.g. accessibility, religion, data privacy and security concerns, as well as hardware, software, and internet access and compatibility). The below best practices can help ensure a smooth experience for both faculty and students.

At-A-Glance

1. Conscientious usage of online proctoring helps ensure funds are distributed throughout the fiscal year.
2. Offer online proctoring to all students for the assessment. Individual students should not be identified to use online proctoring.
3. Notify students immediately and prominently about online proctoring requirements and expectations.
4. Provide a testing "window" of a couple days or more.
5. Provide testing alternatives and a clear process for students to request one.
6. Provide an alternative assignment option that does not utilize online proctoring.
7. Be very cautious when using web conferencing tools (e.g. Zoom, Teams, etc.) for online proctoring. Contact Distance Education for guidance.
8. Provide a practice exam with the online proctoring tool being used.
9. When setting up your exams in the online proctoring tool:
 - o Be thorough and descriptive in the additional/special instruction open text fields. These fields are often visible to the student and/or proctor and help set clear expectations.
 - o Be cautious with setting choices as some may make online proctoring less effective like allowing bathroom breaks and multiple attempts at the assessment. Always secure the assessment with a password.
10. After proctoring concludes, review the identity verification information provided by each student. Also, review any flags created by the online proctoring tool/proctor.

HONORLOCK	EXAMITY
Cost and Scheduling	
Flat-rate cost per year	Billed per student per hour
On-demand testing	Requires students to create a profile and schedule more than 24 hours in advance
Integration & Access	
Integrated within D2L Brightspace and works with D2L Quizzes with HonorPrep Guided Tour accessible at any time	Added to D2L Brightspace as an External Learning Tool and exams can be manually created or set up to automatically imported
Set-up	
Offers 1:1 AI-monitored sessions with Live Pop-in which includes: <ul style="list-style-type: none"> • Dual Monitor Prevention • Multiple Device Prevention • Search & Destroy • Keyword Voice Detection 	Two Proctoring Level Options that both offer Human Audit: <ol style="list-style-type: none"> 1) Live Proctoring - live low-ratio proctoring; one proctor monitors multiple sessions at once 2) Live Authentication+Audit - 1:1 automated proctoring (AI) with no pop-ins
Customizable Settings such as: <ul style="list-style-type: none"> - Browser Guard & AI Extension Block - Disable copy, paste, and printing - Record web traffic 	Settings determined by the online proctoring level
Optional Room Scans	
Critical Session emails sent to instructors for exam sessions with violations	

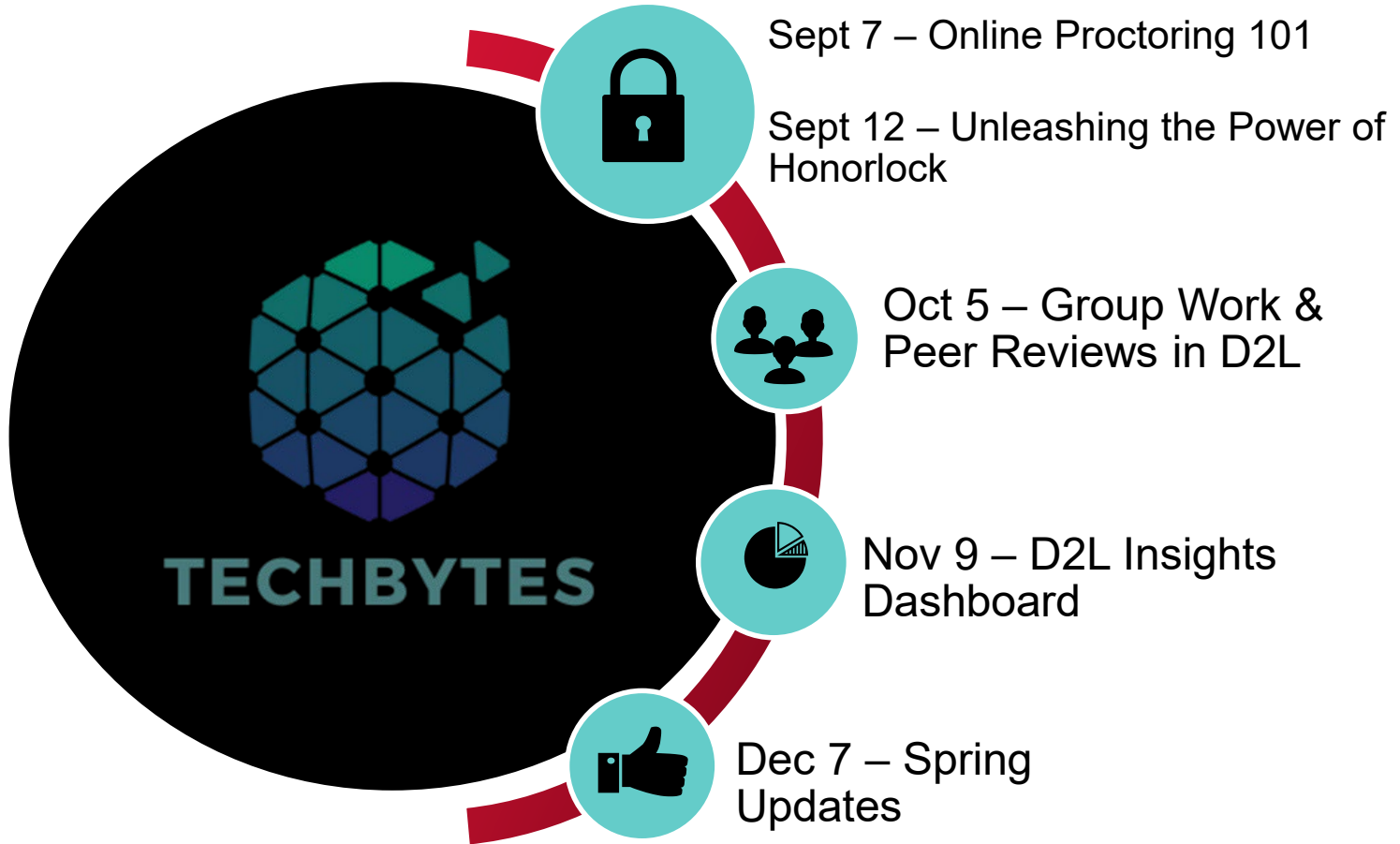
COMMONALITIES

Requirements

- Chrome Browser Extension and Minimum System Requirements
- Requires APSU Student or Government-issued Photo ID to assist with Student Verification
- Requires instructors to review student identity verification and flagged incidents

Offerings

- Practice Exam Options
- Exam Session Recordings with flags are provided to instructors
- 24/7/365 Support available for faculty and students both in and out of exam session
- Compatible with third-party exams (Pearson, McGraw Hill, etc.)
- Student Accommodations and Scheduling Exceptions can be made





Stay updated!

◆ DE Updates Website

◆ Monthly Newsletter



[Updates Link](#)



Instructional Design Updates



Regular & Substantive Interactions (RSI)

Why RSI?

- USDoE regulation 34 C.F.R. § 600.2
- Differentiates between correspondence and distance education
- Impacts financial aid eligibility
- Teacher-student interaction positively influences online learning outcomes.

Key Requirements

- Instructor initiated
- Scheduled and predictable
- Academic and relevant; includes at least **two** of the following:
 - Direct instruction
 - Academic feedback
 - Responding to questions
 - Facilitating discussions
- Monitoring student success



RSI Continued

Documenting Compliance

- Regulation states: “institution ensures”
- Online faculty self-report using fillable pdf
- File with course syllabus

www.apsu.edu/online/faculty

AP Austin Peay
State University
CLARKSVILLE • TENNESSEE

REGULAR & SUBSTANTIVE INTERACTIONS ONLINE COURSE REVIEW FORM

OVERVIEW

The purpose of this review is to ensure that online courses meet the regulatory requirements for regular and substantive interaction (RSI) set forth by the U.S. Department of Education. RSI is essential for providing students with high-quality distance education learning experiences that will help them achieve their academic and career goals. Additionally, as a federal regulation, all online courses at APSU must meet RSI requirements because it can have significant implications for Title IV and financial aid eligibility.

COURSE INFORMATION

D2L Course Title : _____
Instructor Name : _____
Date : _____ / _____ / _____

INSTRUCTOR-INITIATED INTERACTION #1

Type : _____
Regular - Frequency of Occurrence : _____
Substantive - Academic & relevant to course content : Yes No

INSTRUCTOR-INITIATED INTERACTION #2

Type : _____
Regular - Frequency of Occurrence : _____
Substantive - Academic & relevant to course content : Yes No

COMMUNICATION EXPECTATIONS

The following communication expectations are stated in course shell:

- Preferred contact method of instructor : _____
- Approximate response time to student inquiries/requests : _____
- Approximate time for grades and feedback after submission of work : _____



Quality Matters

Applying the Quality Matters Rubric (APPQMR)

Virtual or F2F	Online
<ul style="list-style-type: none">• Synchronous• 8 hours• Delivered in person or via Zoom	<ul style="list-style-type: none">• Asynchronous• 2 weeks• Delivered in Canvas



QM Rubric Update

Changes to 7th Edition

- Self-paced update course
- Estimated 6-8 hours to complete
- *FREE* until January 4, 2024

QUALITY MATTERS
QM

HE
HIGHER
EDUCATION

**RUBRIC
WORKBOOK**
Standards for Course Design
Seventh Edition for Online & Hybrid Courses



AOQF Program

- Increase online course quality
- Promote compliance
- Five Fundamentals
- Get a course reviewed
- Become a Peer Reviewer
- Earn CAFE perks & points

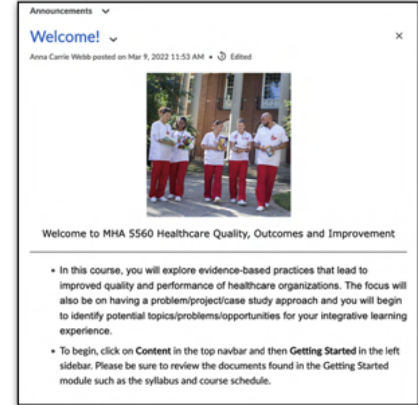
Fundamental 1.A & 1.B

- Welcome Announcement & Course Structure -

1.A When students first enter their courses in D2L, they are taken directly to the announcements page. Posting a welcome announcement directing students where to go next is helpful in eliminating frustration and ensuring learners feel supported on the first day of class. A welcome announcement should include:

- A brief overview of what the course is about and what they will learn.
- Directions on how to get started with the course.

You also might consider adding a welcome video, image, and/or links to the syllabus and other important course documents.



Example of a welcome announcement in D2L.

1.B Explaining the structure of the course and when assessments are due ensures learners know what to expect in the upcoming semester. By providing a course schedule with due dates and the number of modules in the course, learners can set realistic expectations and be better equipped to effectively manage their time. This type of information is usually found in a "Getting Started" module and/or the course syllabus.

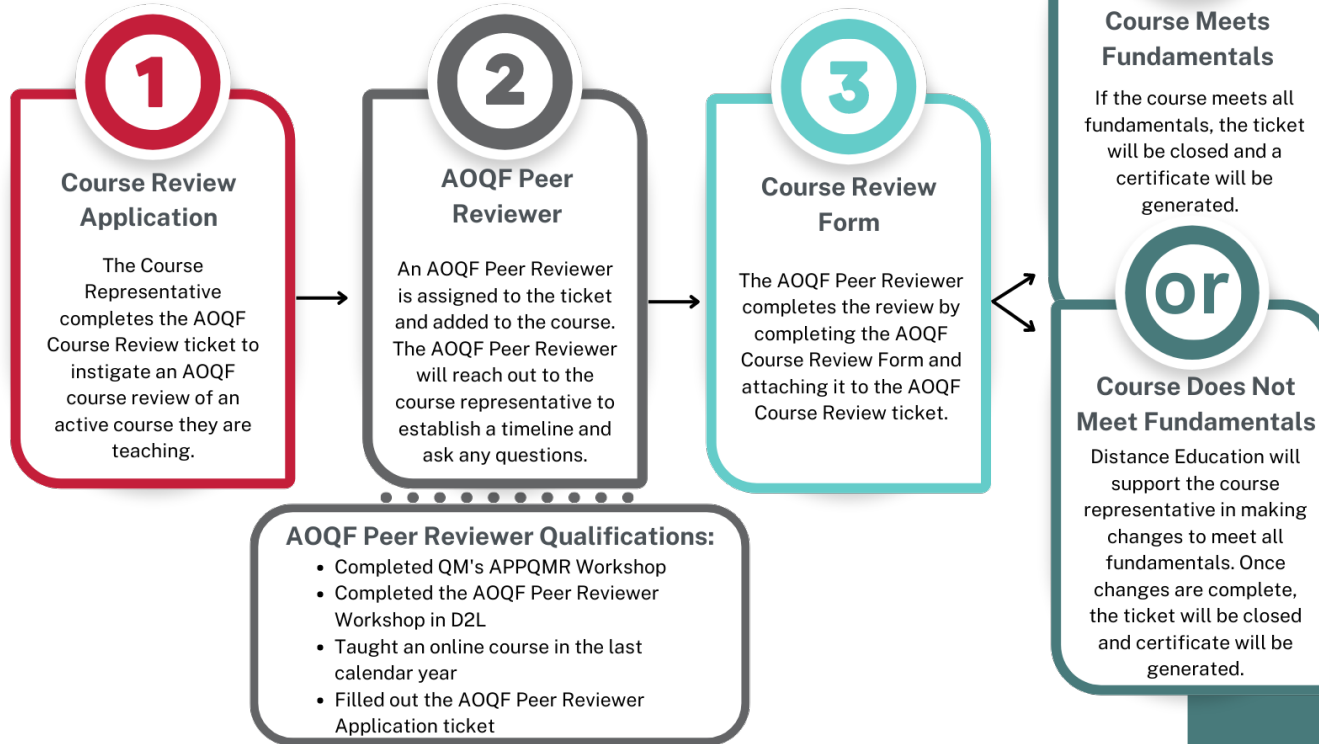
Table of Contents > Getting Started - READ THIS FIRST > Course Information > Schedule of Assignments

Schedule of Assignments

Modules	Assignments	Due Dates	Grading
Module 1	Quiz - Getting Started	August 28 th	10 Points
Module 1	Discussion Board - Introduce Yourself	August 28 th	10 Points
Module 2	Discussion Board - "Gut Microbiome"	September 6 th	20 Points
Module 2	Quiz - Microbiome	September 8 th	10 Points
Module 3	Essay - Gut-Brain Axis	September 12 th	50 Points
Module 3	Quiz - Gut-Brain Axis	September 14 th	10 Points
Module 4	Discussion Board - Probiotics	September 22 nd	20 Points
Module 4	Quiz - Probiotics	September 23 rd	10 Points
Module 5	Discussion Board - Prebiotics	October 1 st	20 Points
Module 5	Quiz - Prebiotics	October 1 st	10 Points
Module 6	Essay - Role of Gut Microbiome	October 12 th	50 Points
Module 6	Discussion Board - Role of Gut Microbiome	October 12 th	20 Points
Module 7	Quiz - Gut Microbiome and Mental Health	October 22 nd	10 Points
Module 7	Discussion Board - Gut Microbiome and Mental Health	October 22 nd	20 Points
Module 8	Final Assignment on the impact of probiotic and prebiotic treatments on mental health.	November 16 th	100 Points




AOQF Program






Digital Accessibility


- New checklist on website
- The what, why, & how
- All instructional materials & learning activities must be fully accessible
- ID consultation

Why is accessible course design important? 

How do I make my online courses accessible? 

This [checklist \(opens new window\)](#) will provide a starting point to help you evaluate your online course(s) and determine if your course content is accessible. The links in the descriptions will take you to a full explanation of each item. You can also locate this checklist in the nav bar on the left. Please remember, Instructional Designers are available to assist you in your efforts to resolve any accessibility issues you may come across.

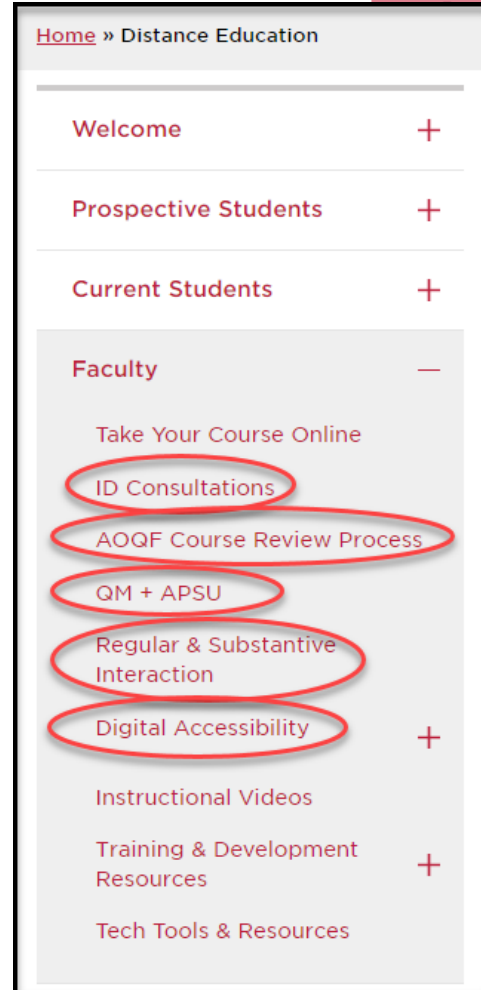
1. All text in the course is accessible, meaning [sans-serif fonts and high contrast](#) are used.
2. Proper [headings](#) are used to organize documents and HTML content.
3. [Tables](#) are properly formatted.
4. [Descriptive hyperlinks](#) are used instead of the full URLs.
5. All of the course images, tables, and graphics have appropriate [alternative text](#).
6. All of the course videos and audio files have accurate [captions and/or transcripts](#).
7. All documents (e.g. Word, PowerPoint, PDF) have no errors when checked with the built-in [accessibility checker](#) tool.
8. The accessibility of all tools and content from [external sources](#) has been confirmed.

What if I need more assistance? 



DE Website

- Look under the **Faculty** section
- Updates & additions:
 - ID Consultations
 - AOQF
 - QM
 - RSI
 - Digital Accessibility





Online Faculty Toolkit


- Self-registration
- Reviews the why, how, and best practices for the tools in D2L
- Regularly monitored & updated

Discussion Board Tool

What is the Discussion Board Tool in D2L?

The discussion board is an interactive tool that facilitates active learning in your course. While asynchronous online learning cannot fully replace face-to-face interactions, the discussion board is an ideal tool for learners to interact with one another, the faculty, and course content.

Click on each of the tabs below to view more information on the Discussion Board Tool.

Why use it?	How-to Guides	Best Practices
<p>When using the Discussion Board Tool in D2L, here are some best practices to consider:</p> <ul style="list-style-type: none">• Promote Active Engagement <ul style="list-style-type: none">◦ Engage with students by asking thought-provoking questions, providing clarifications, and sharing additional resources or perspectives. Encourage students to respond to each other's posts, fostering a collaborative learning environment. To meet RSI using the Discussion Board Tool, each discussion must be regularly monitored and instructors should be actively participating in the discussions.• Provide Clear Instructions/Expectations<ul style="list-style-type: none">◦ Establish clear guidelines and expectations for participation in the description box of the discussion board. Clearly communicate the purpose and prompt of the discussion, the frequency of participation required (e.g. one initial response and two peer replies), and any specific formatting or citation requirements for each discussion. This helps students understand how their contributions will be assessed and encourage them to engage meaningfully in each discussion board.		



THANKS!

Questions?

You can find us at:

- ◆ online@apsu.edu
- ◆ 9312216625