

Brightspace good practice

This document describes a preferred way to organize and run your Brightspace course. It is written with the intent to harmonize the way students see their courses, not to force all to use Brightspace the same way.

If you deviate from this preferred way to organize your course, ensure that students know where to find information. Spend a little time telling the students how your course's Brightspace page is organized.

It is strongly suggested to use the ECE master as a starting point for your Brightspace course. You can structure your course based on weeks or themes, but remember to modify the menu in both cases.

The screenshot shows the 'Course setup' page in Brightspace. A blue arrow points to the 'Use this' button next to the 'This course is closed for students' status. Another blue arrow points to the 'Select' button for the 'ECE Master - (29771)' master course in the 'Select Master Course' section.

This course is closed for students
This course will open automatically on 17 August 2021 at 0:00

Use this **Course setup**

Open course for students
Opening the course will make the course available to students. They will be able to see the content, receive notifications and see learning tools and calendar.

Open Course now

Select Master Course
If you've just started building your course, you can select a master course from the list below to copy its navbar, frontpage and default content items. Use "Show master course" to view the template in a new tab and "Select" to copy it. Notice that if you already have content in your course, the new items will be added to the end of your content menu.
Master already selected for Arts Instructors

Sort master course by name **Sort**

Master Course Name	Show Master Course	Select
TECH Master Structure - (27126)	Show Master Course	Select
TECH Master Navbar - (27317)	Show Master Course	Select
ECE Master - (29771)	Show Master Course	Select

Communication

The students must know where to find the communication from you – deadlines, reading, assignments etc.

On the front page of your course, there is an activity feed. We suggest using this activity feed to communicate with the students in the course. It is possible to allow students to comment on a post; we recommend using that to enhance the digital communication with the students.

The screenshot shows the 'Activity Feed' section of a Brightspace course page. A blue arrow points to the 'Create a post...' button. Below it, there is a 'Post' button and a 'Hello Share something to get started...' prompt.

Programming for computerteknologi (E21,28191U013.A)

Activity Feed
Create a post... **Post**

Hello
Share something to get started...

Individual communication (i.e. communication with one or a few selected students) should be done using the email tool in Brightspace (accessible via the Classlist)

The screenshot shows the 'Classlist' page in Brightspace. A blue arrow points to the 'Email' button in the top navigation bar. Below the navigation bar, there is a search bar and a table of students.

Classlist

Add Participants **Enrollment Statistics** **Email Classlist**

All **Students** **Instructors**

Search For... **Show Search Options**

Email **Instant Message** **Print** **Unenrol**

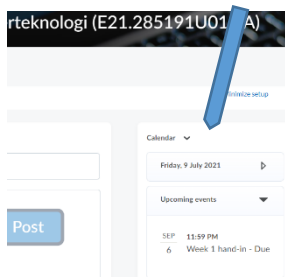
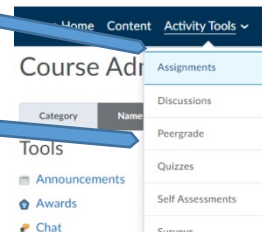
	Image	First Name Last Name	Org Define
<input checked="" type="checkbox"/>		Jens Bennedsen	30932
<input type="checkbox"/>		Peter Gorn	312718

Deadlines and assignments

Important deadlines (e.g. Assignments that have to be handed in to pass the course) play a significant role for the students. They need to be able to plan their time.

Assignments without peer feedback should be given using the Assignments tool in Brightspace. Using the assignment tool automatically adds a deadline to the calendar for the course, thus giving the students an overview of their deadlines. Assignments with peer feedback should be given using Peergrade.

These tools do not automatically add a deadline to the calendar; it is recommended to add both the hand-in as well as the feedback deadline manually to the calendar to give students an overview of the deadlines.



If you deviate from the above, it is essential to clarify how deadlines and deadlines are communicated in the course.

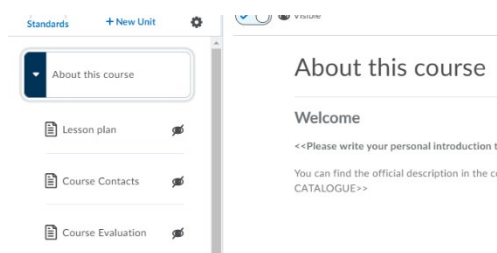
Course information

In the ECE master, the first entry is the “about”. Remember to fill this.

Before the course starts, provide a “lecture plan” with dates, topics and other relevant information.

If you add the learning outcomes, exam format or other information from the course catalogue, make sure it is in sync with the information in the course catalogue. It is suggested not to copy the data from the course catalogue but supply a link directly to the course in the course catalogue.

If you have a week/topic structure, add links to activities in the week/topic (e.g. If you use a Zoom meeting, add a link in the relevant unit/menu element)



This document was made by a committee: Jens Bennedsen, Carsten Eie Frigaard, Samuel Alberg Thryssøe, Erdal Kayacan, Martin Ansbjerg Kjær. June 22, 2021