

Teaching and Learning Services



LMS TOWN HALL:

Update on cuLearn, our Learning Management System

Agenda

1. LMS Survey Results (20min)
2. Recent Updates (10min)
3. May Update (15min)
4. LMS Review Process (40min)
5. Questions (45min)



We want to hear from you...



All information on the survey and the review will be posted here.

carleton.ca/culearnsupport/lms-review

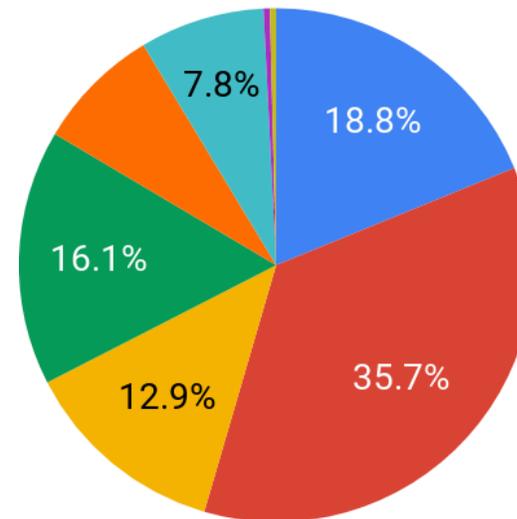
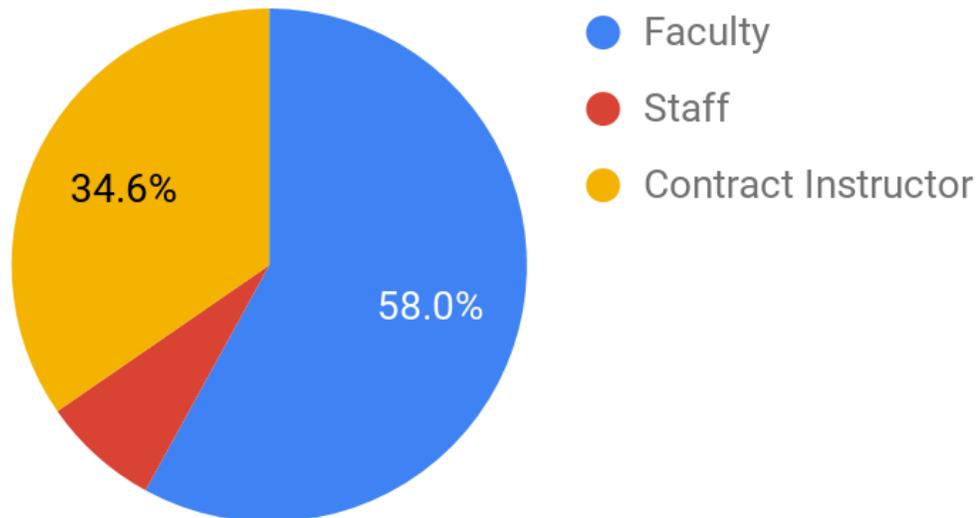
Conducted May 14 - June 25, 2018



Survey Results

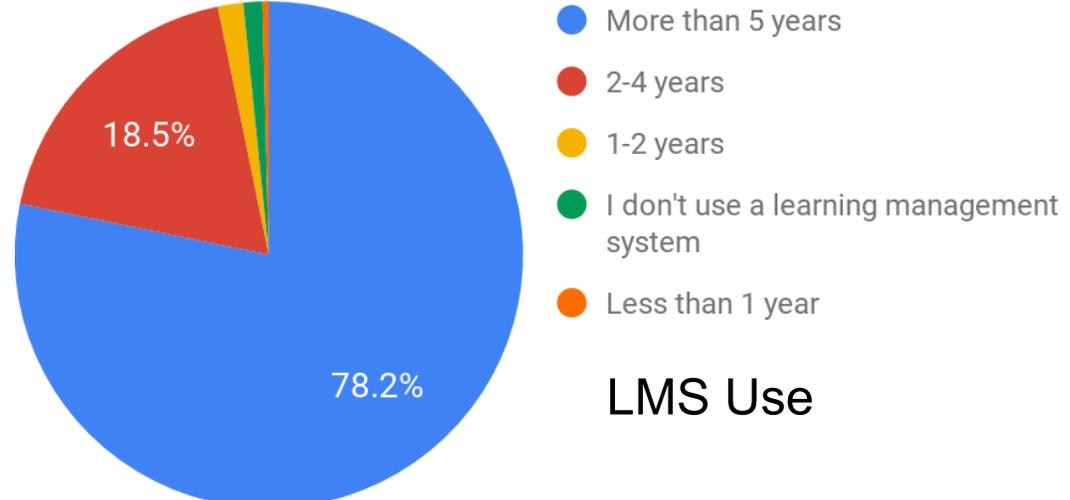
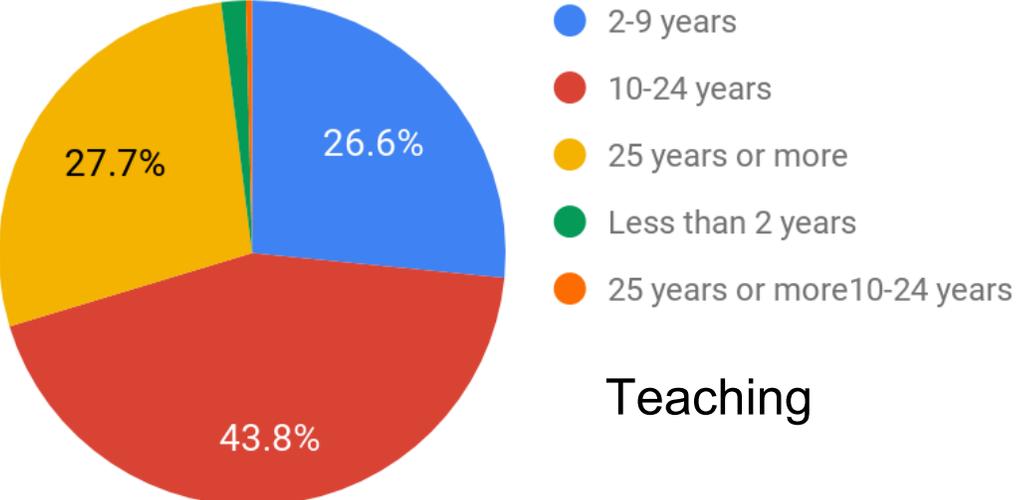
PARTICIPANTS

- 18 questions (mc (11), likert (3), and sa (4))
- 257 responses (~15%)

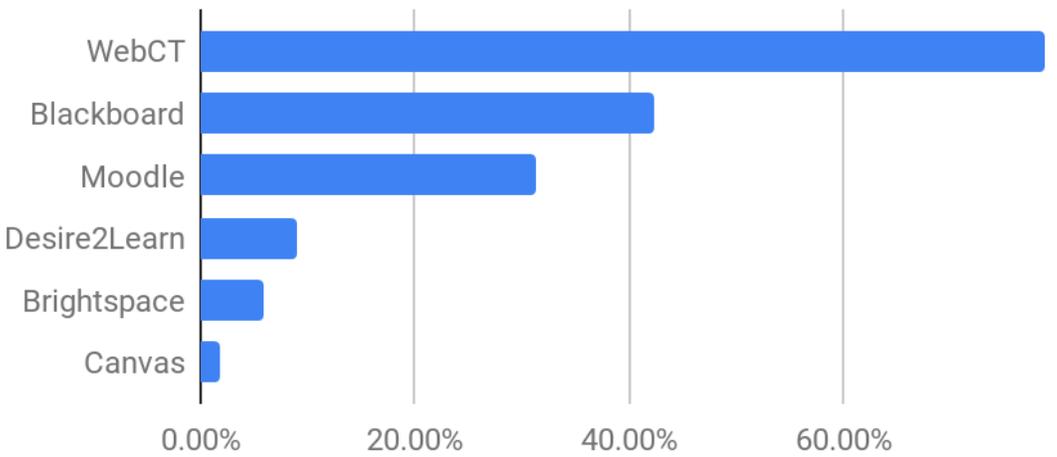


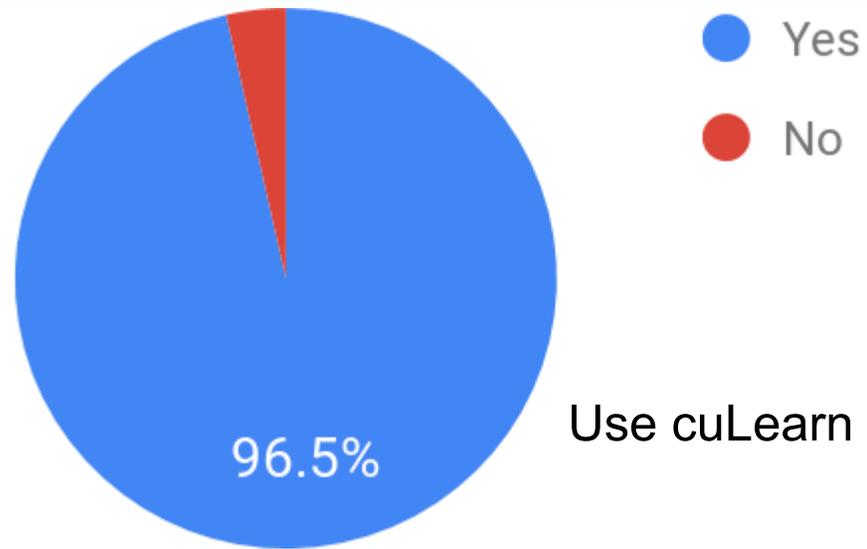
- Faculty of Science
- Faculty of Arts and Social Sciences
- Department (please specify)
- Faculty of Public Affairs
- The Sprott School of Business
- Faculty of Engineering and Design
- Faculty of Graduate and Postdoctoral Affairs
- Other (please specify)

EXPERIENCED EDUCATORS & USERS

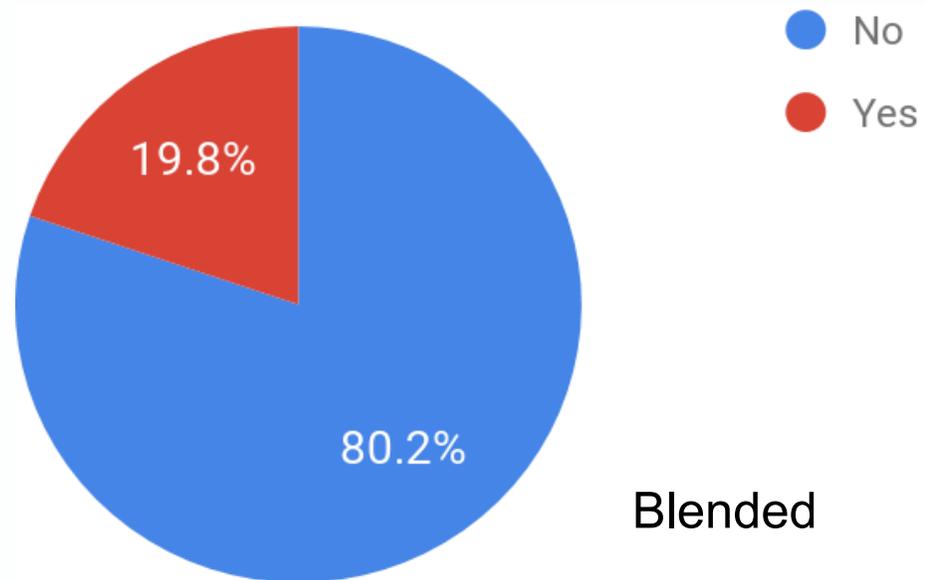
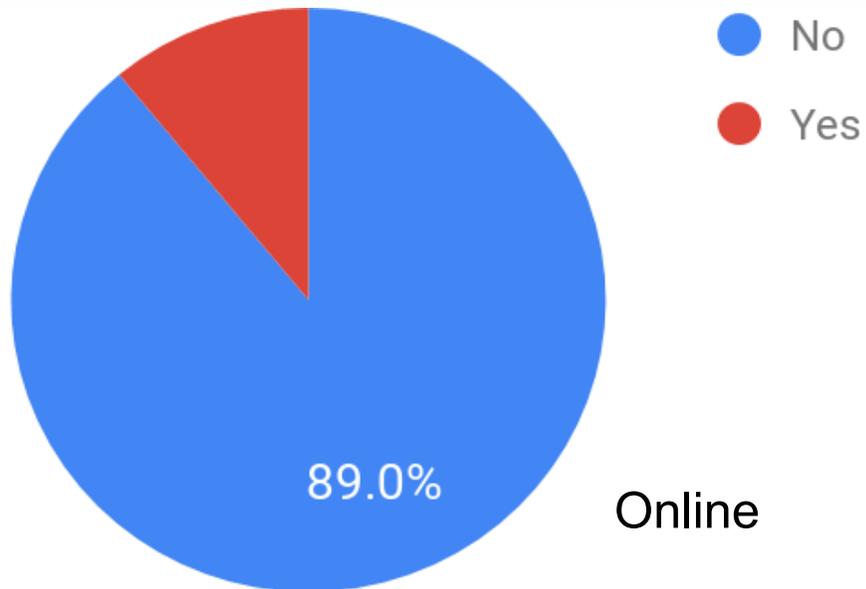


70% reported > 10 years of teaching experience, with > 5 years of experience with an LMS.



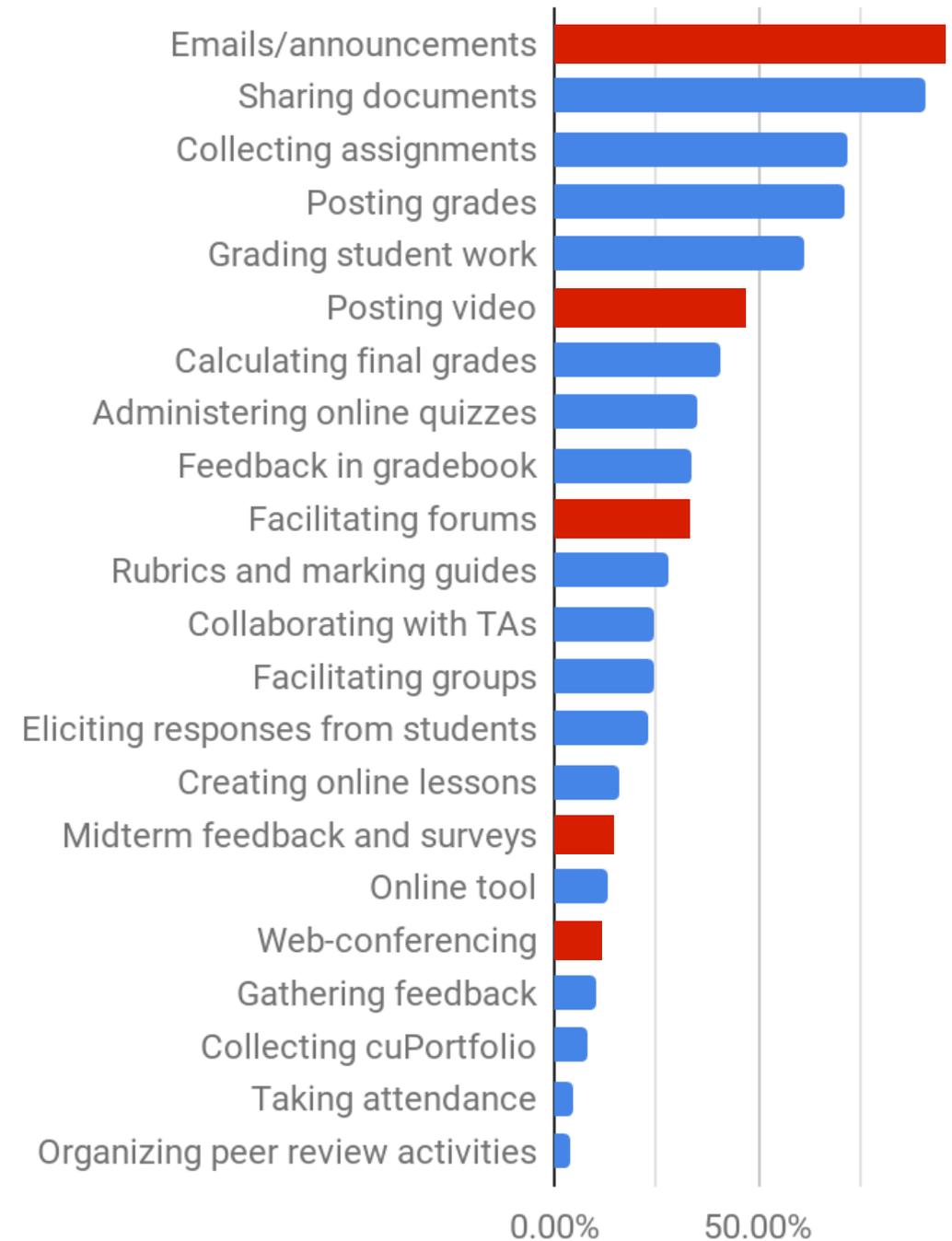


- Issues with large class sizes
- System complexity (too many clicks) and frustrations with the interface.
- Lack of knowledge of capabilities
- Website or other system
- Don't need it



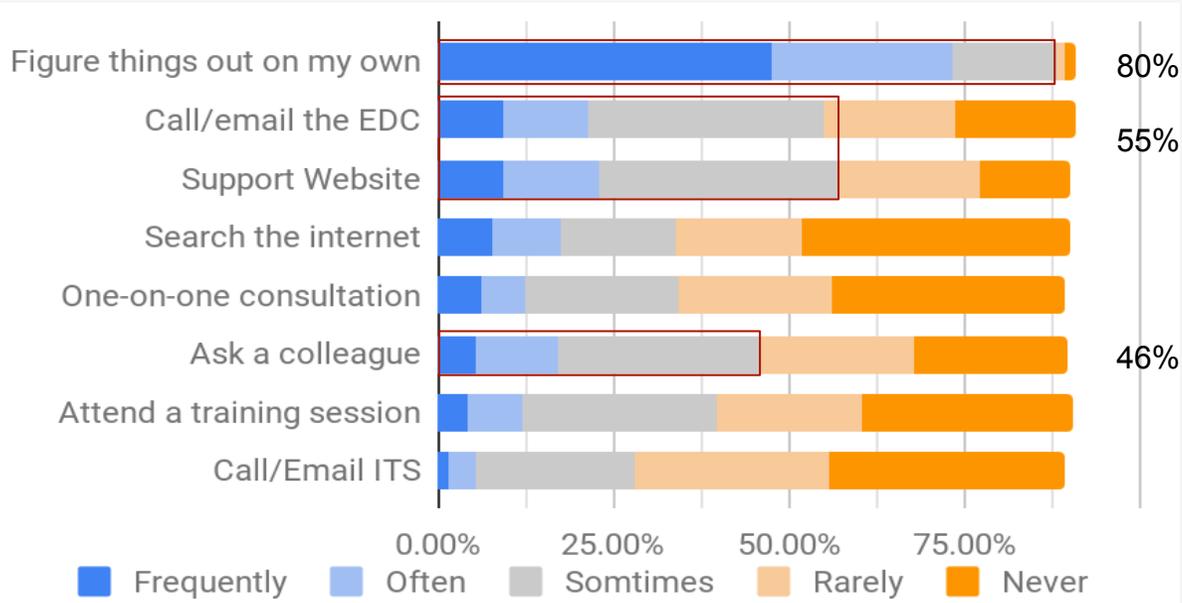
USE OF CULEARN

- High: email and/or announcements (95%)
Posting content, assignments and grading were the next highest
Posting videos (46%)
Rubrics and marking guide (~30%)
- Low: Quizzes and forums (~30%)
Midterm feedback, surveys and web-conferencing (10%)
- Other: Links, ARES, and Analytics

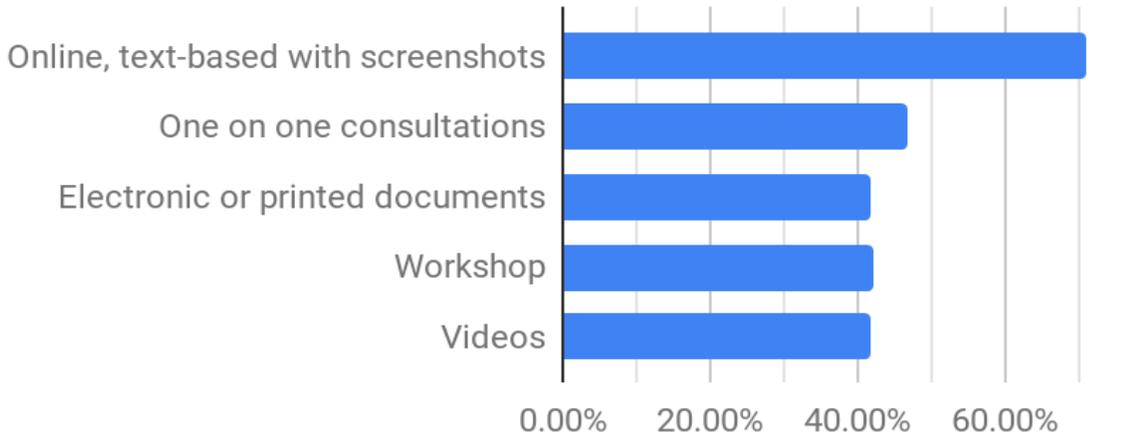


SUPPORT

How do you get support

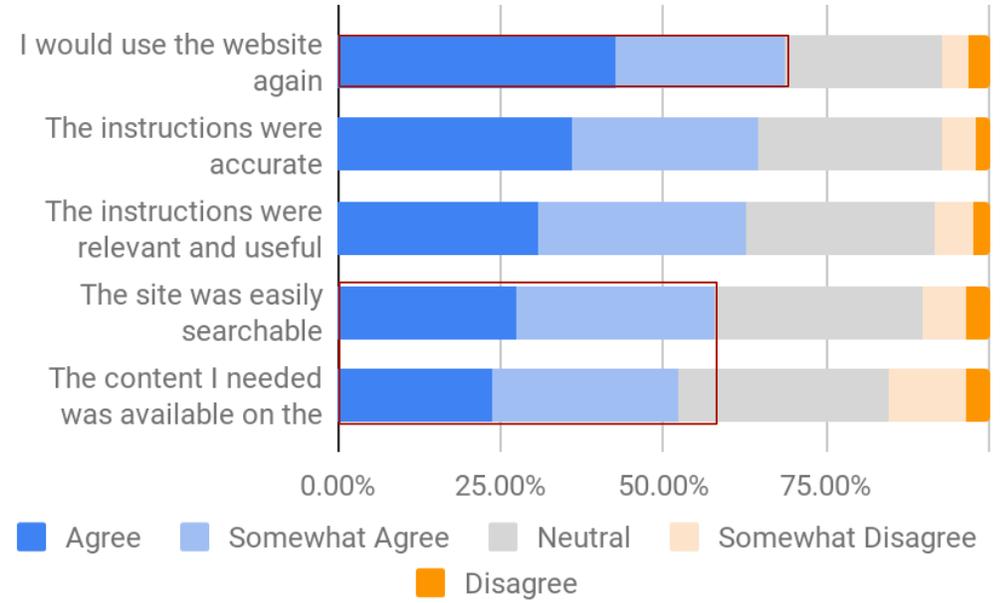


Prefer to learn

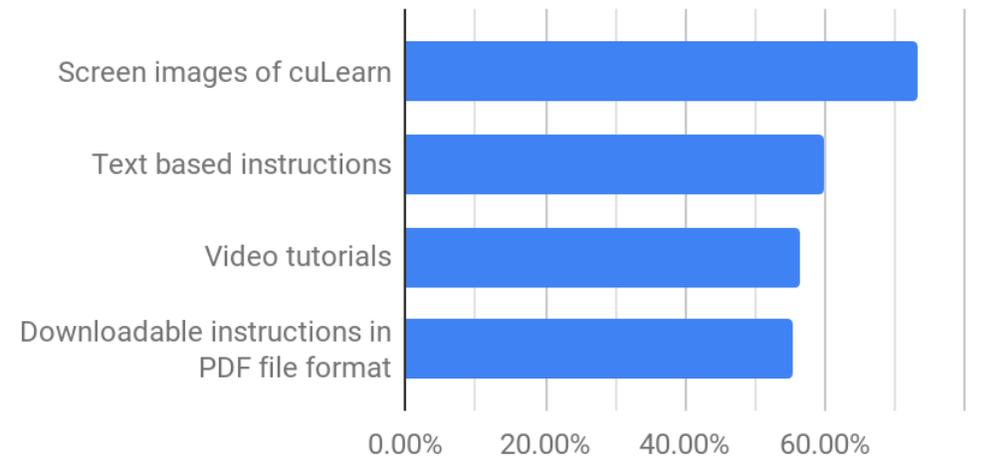


Support Site

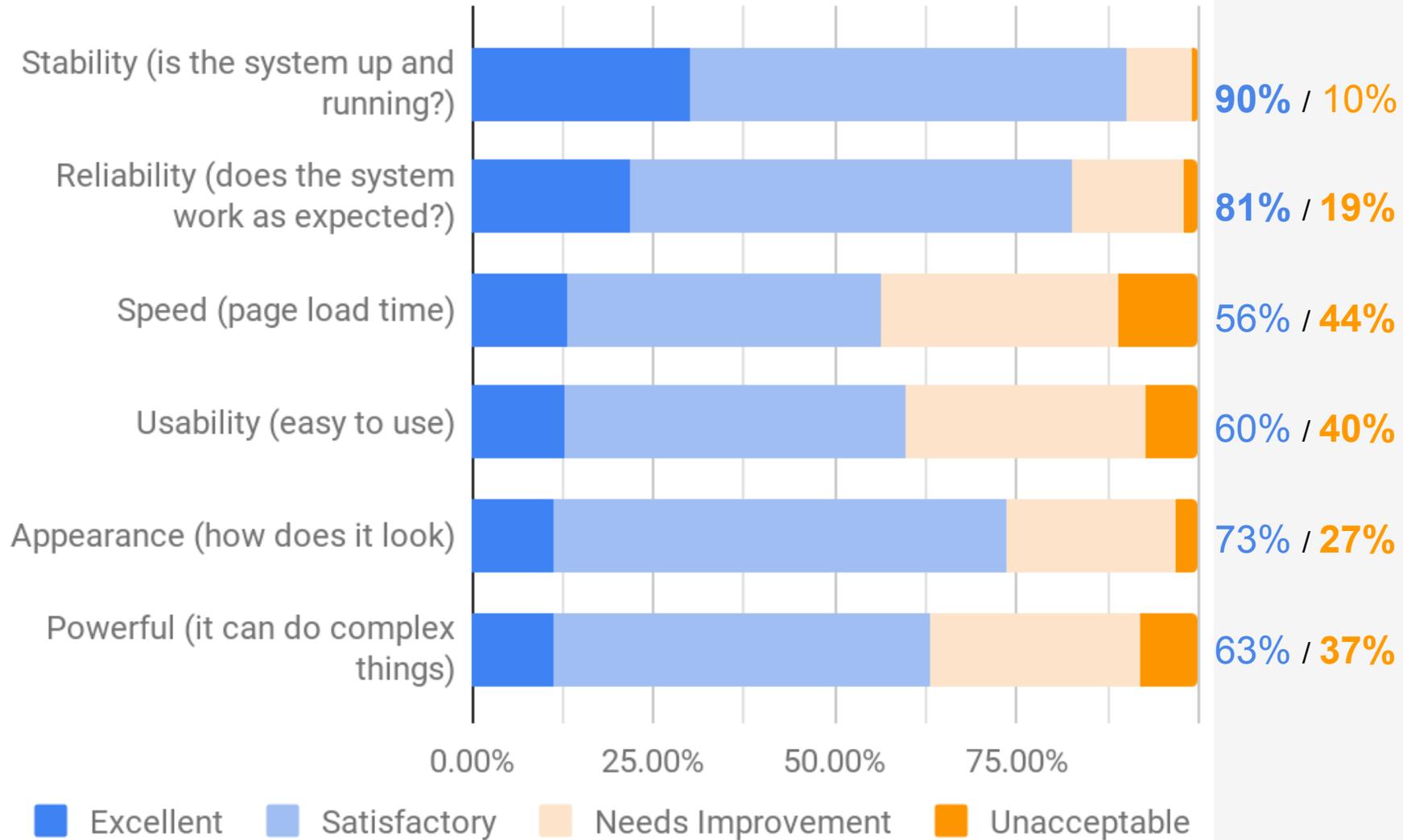
Rate site



Want on site



SYSTEM PERFORMANCE



FEEDBACK FROM TAS AND STUDENTS

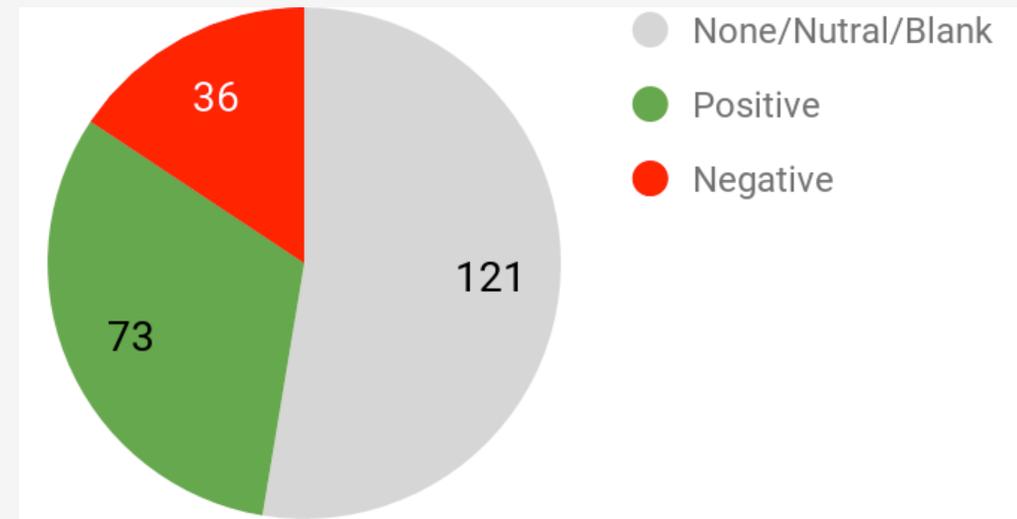
- General **access** to and **organization** of course materials in one spot (documents, information, links, grades, activities etc.)
- **Communication** tools such as email and announcements
- **Assignments** functionality



"...found it helpful to have all of course information in one place"

"Generally students like the availability and accessibility of documents and information..."

"Students like the email system, submitting assignments and accessing course notes"



FEEDBACK FROM TAS AND STUDENTS

STUDENTS: NEGATIVE



- **Interface** “clunky”, not intuitive or requiring too many clicks
- Issues submitting **assignments**
- **ARES** inaccessible or having incorrect materials

“Students are not too impressed with cuLearn. They find it out-dated and clunky.”

“Problems accessing library course readings in ARES.”

“uploading assignments can sometimes be difficult for them...”

“varied widely from “loved it” to “hated it”. most are somewhere in the middle, liking some and not so fond of other features.”

FEEDBACK FROM TAs AND STUDENTS

STUDENT EXPECTATIONS

*"I try to use cuLearn as much as I can but it seems that **students always expect more** because of their experience with other courses. Often their expectations are unrealistic or difficult to meet."*

*"They are **glad I use it** and they tell me that not many professors do. I don't understand this. It is easy."*

*"Not a lot, because **it is background and a given.**"*

*"...I think **students expect us to use** cuLearn as much as possible"*

*"...Many students just **expect to find** the course materials they need on cuLearn."
*apparently I am average (whatever that means). I figure I have lots of room for improvement.**

FEEDBACK FROM TAS AND STUDENTS

TAS: NEGATIVE



- **Grading** in regards to proper setup, complexity and general entry and importing
- Identifying students (given vs **preferred names**)
- Grading interface for assignment **crashing** or taking a long time to load and uploading of files was **slow**

"it's too slow, it's awkward to use, it crashes, functions are not obvious e.g., TA says that when uploading grades, it's not obvious how to complete the upload correctly"

"It's fine, unless you are responsible for entering grades. Then it sucks if you have a large class. Even uploading a small file takes forever. ..."

"It isn't always intuitive to learn"

EASY TO USE FOR TAS AND STUDENTS

- Straightforward and user-friendly
- Many cited the lack of complaints from students as a positive sign, which may be a false positive.
- “sometimes” and “satisfactory”
- Some noted that the course has to be set up properly to be easy for the student to use.

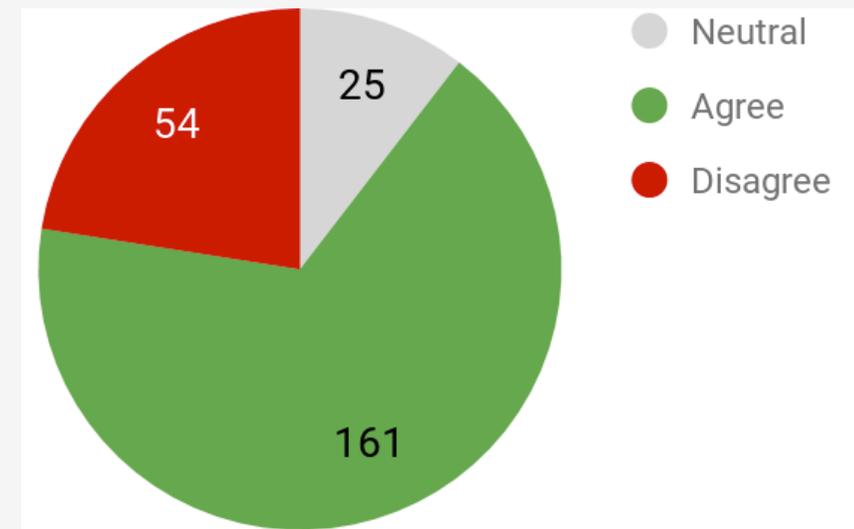


“Absolutely” *“Yes. It's straightforward.”*

“Yes - the system is easy to access and navigate”

“Yes, they are more familiar than myself”

“Yes. Very few complaints.”



EASY TO USE FOR TAS AND STUDENTS

- Interface is not intuitive and system is generally too complex.
- Process and speed (time required) of grading assignments, particularly for large classes.
- Difficulty students had in understanding their grades report
- Diversity of use by instructors makes it difficult for students to have a consistent user experience.



"No. Only because the utilization of cuLearn across faculty is very heterogeneous. That diversity makes for a challenging user experience."

"It's not very intuitive and is awkward/confusing to use." "no" "Not really."

"Not really. Steep learning curve but gets easier with time." "Could be better"

"I think it is easier than not having it. But I wouldn't say it is "easy". It is clunky."

EASY TO USE FOR TAs AND STUDENTS

"it is slow, and this is pretty bad for TAs when they need to do a lot, e.g., mark a bunch of assignments and/or upload feedback for large class"

"I have provided feedback in the past on CULearn for large courses and nothing is being done. I will not repeat it as no one cares to deal with these issues."

"For basic tasks, yes. For complex tasks, not so much."

"Not easy, but not challenging. It takes time for them to get comfortable with the platform."

"They get the hang of it after a bit of practice." "It's okay but it could be easier."

"I feel that most students adapt to CU Learn very quickly."

"Useful central repository and communication hub. usability and performance are poor and require improvement."

WHAT WOULD MAKE CULEARN BETTER

GRADEBOOK

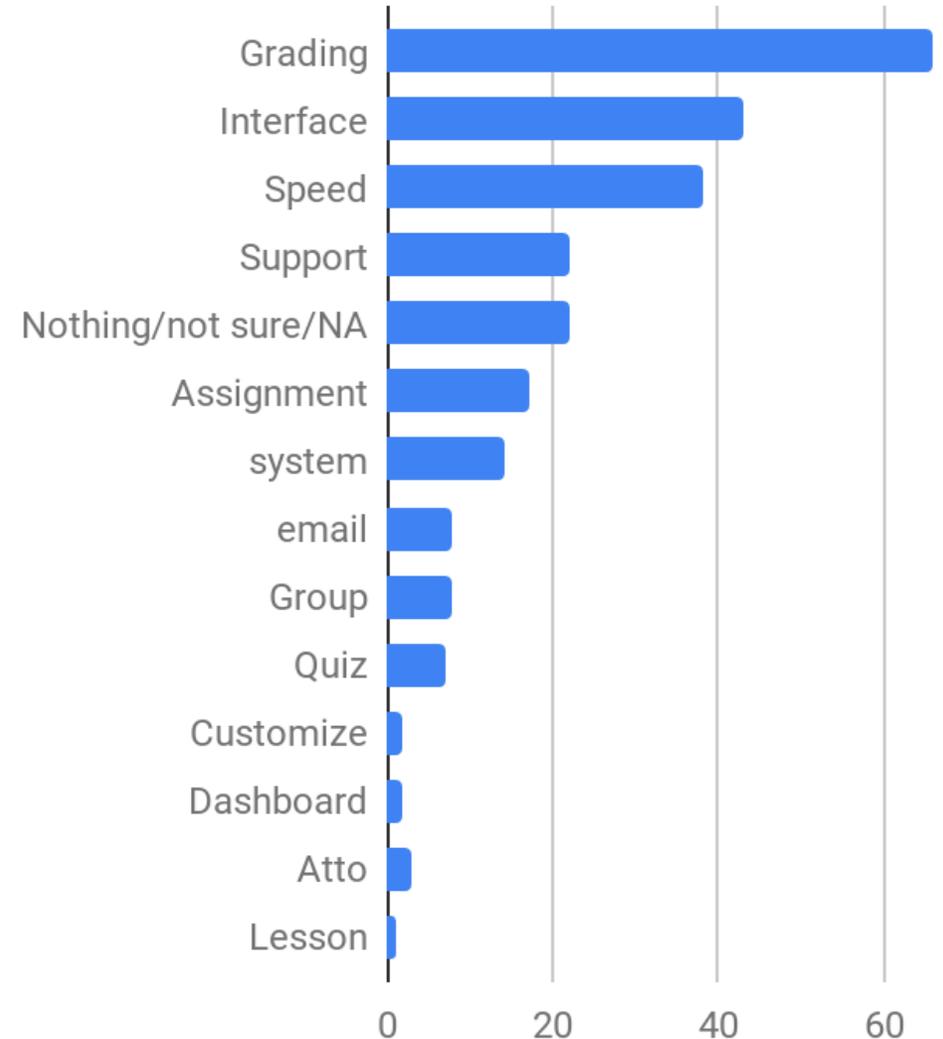


"Grade book is not intuitive at all. we typically have many small assignments and make adjustments throughout term which changes the weighted amounts students see. This is the only cuLearn Function that really frustrates me."

"More flexibility for mathematical operations and symbols"

"Make the gradebook setup more intuitive/user-friendly or with better instructions"

"...please stop cuLearn from "recalculating grades" every time I enter a grade..."



WHAT WOULD MAKE CULEARN BETTER

INTERFACE



"...Sleeker design. The tool looks like it was designed as an HTML site in the early 2000s. It would be a much better experience if our LMS looked more current."

"...I wish it was less clunky, there is so much clicking when you are setting things up...."

"Easier navigation (navigating through the navigation block can be irritating)..."

"Hide/get rid of 80% of it. Clearly separate basic functions/options from the more advanced ones. Don't give us twenty options at once when one or two are the most used. Offer instructors a simple, accessible and intuitive platform that lets them get started and then learn as they go and gradually explore more features. The current system is way too complicated and easy to screw up."

"It is very powerful - in fact FAR more powerful than i need. It would be nice if there were a simpler version with basic tools..." *"A better user interface. More flexibility..."*

WHAT WOULD MAKE CULEARN BETTER

SPEED



“Faster for larger classes. It's particularly frustrating when making minor changes to the gradebook setup and each time it wants to 'recalculate grades' which takes ages with a large class.”

“Faster speed!! It is ridiculously slow at times....”

“faster, more reliable page load times...”

“Needs to be faster: reviewing student assignments was unacceptably slow...”

“Make it much faster. Having to wait 5 to 10 seconds after each click is quite demoralizing.”

“if it loaded, rel-loaded faster. ... cuLearn made my low pay as a contract instructor even lower by the hour, because of the extra time I spent putting things online, and all the 'dead' time I spent waiting for pages to save”

WHAT WOULD MAKE CULEARN BETTER

SUPPORT



“I would love if a tech could look at my pages and make suggestions on how to make it prettier or more effective etc...”

“... -a better support site to assist professors and provide up to date instructions for basic functions ”

“More instructions on how to do non-standard things; explanations for Moodle terms that are not obvious....”

“As staff, I'm very aware of how powerful cuLearn is. As an instructor, I was aware of only a tiny bit of what it could accomplish until I was part of a Faculty Learning Group. It's really important for instructors to see lots of real examples of what COULD be done, in context.”

“Instructions on more topics.”

“Make the gradebook setup more intuitive/user-friendly or with better instructions”

WHAT WOULD MAKE CULEARN BETTER

ASSIGNMENTS

“easier to set up rubrics”

“batch download/upload of assignments better grading capability”

“...There should be a way to limit what types of files can be uploaded as assignments...”

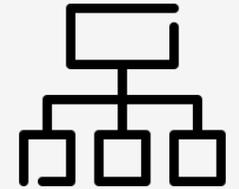
“automatic plagiarism checking. Peer-assisted grading support. ”

“I would love to be able to edit student's work in cuLearn. Like a google doc. Instead of downloading all the assignments, grading and commenting, and then re-uploading them (which takes a LOT of time).”



WHAT WOULD MAKE CULEARN BETTER

SYSTEM



“...-more regular upgrades of the system...”

“I'd love to be able to embed textbook resources into CU Learn, for example the "Mastering" tools, so that students didn't have to click to a new site....”

“...I hate that you can't easily store a collection of your own rubrics without making them public, so awkward”

“Are there more plugins I would like to see? Yes...especially a platform for video sharing.” - On it's way

“Better connection with other products in our University technological environment. For example, embedding Microsoft forms inside of a CU Learn page. “

WHAT WOULD MAKE CULEARN BETTER

EMAIL



“...when I've been trying to email a large class it can take a very long time to send....”

“...more effective mail system”

GROUPS



“Better group functionality.”

“I find the use of "groups" confusing. I've given up trying to assign grades by groups. ...”

“The group sharing needs to improve. You want to be able to divide the class into groups and manage each group independently. ...”

RECOMMENDATIONS



SYSTEM PERFORMANCE - Top Priority

Gradebook load time, gradebook recalculating time, assignment grading page load time, time taken to send email, uploading files and general page load times.

Page errors are also a concern.

- Continue to track/report and review instances of slow LMS issues
- Set and review speed benchmarks for insight on the potential causes
- Enable error reporting on the server and actively review these logs to help spot and make plans to address common errors.
- Hire an external Moodle vendor to assist in benchmarking, reviewing and optimizing the Moodle infrastructure and processes.
- Explore the integration of Office 365 mail to cuLearn to improve the course mail experience.

RECOMMENDATIONS

USABILITY, INTERFACE, AND POWER

Focus on simplifying the process of using cuLearn, setting up activities, completing tasks, enhancing LMS support and LMS functionality.

- Improve the interface via an upgrade in May (modernize the site's appearance and bring improvements to navigation and course editing)
- Explore customizing page text and page formatting for things like assignment submission to make the process as intuitive as possible for students.
- Increase resources and training materials to improve user understanding of the LMS.
- Continue to offer workshops, perhaps led by other LMS users, that demonstrate key functionality of tools and interface.

RECOMMENDATIONS

USABILITY, INTERFACE, AND POWER

- Update the cuLearn dashboard
- Evaluate and test plugins that improve usability and functionality based on requests that have been made.
- Turn on the Global Search
- Develop course templates that provide a consistent course scaffolding for instructors to follow based on good instructional design that can be easily adoptable/add to any course.
- Improvements to the default course template
- Implement User Tours
- Promote and support the underused and misunderstood tools

RECOMMENDATIONS

GRADEBOOK *25% of responses*

Complexity of the gradebook and difficulty understanding the grading system. More resources, training, and support is needed to fully enable LMS users to maximize gradebook functionality.

- Develop support resources focused on example use cases: video demonstrations, text based instructions, and workshops.
- Work with volunteer instructors to improve existing information.
- Review grades setup, setting and contextual menus to see if configuration changes and instruction language can be made to make the use of grades more logical.
- Identify the cause of discrepancies between given and preferred names

RECOMMENDATIONS

SUPPORT SITE

Ensuring that the cuLearn Website provides accurate, relevant, and clear content

- Identify missing information on the cuLearn Support Website and fill in the content gaps.
- Review and revise the existing instructions.
- Improve the website's searchability.
- Add more recommendations and examples as a number of respondents wanted to see more tips and tricks on the support site.
- Add more videos
- "print friendly" link for each page
- More case studies and examples

RECOMMENDATIONS

TRAINING

Workshops and training to build the user community, understand available options and encourage increased uptake of unused tools.

- Inter-collegial training
- Department specific training
- Increasing user-led workshops
- More examples of course design

Lack of awareness about the LMS' functionality

RECOMMENDATIONS

MORE RESEARCH

More time should be spent analysing and acting upon the data collected for this survey.

- Determining which tools online instructors use as compared to instructors with no online teaching experience.
- Difference in use and perceptions between contract instructors and faculty.
- Difference in use between faculties.

OUTREACH

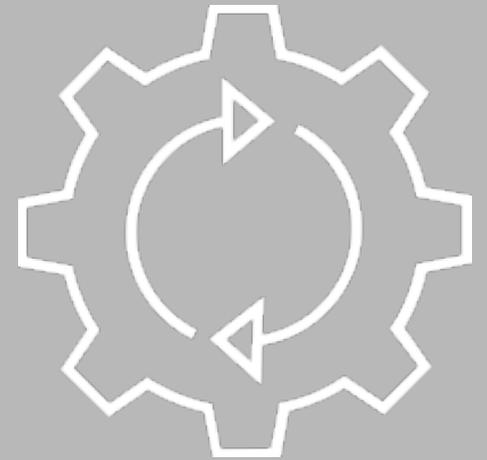
- Directly contact instructors who expressed specific issues with functions in cuLearn that stem from lack of knowledge and can be addressed through training.

CONCLUSIONS

- Majority of users are satisfied to more than satisfied with cuLearn
- Future plans for the LMS need to address
 - Speed (especially for large classes)
 - Grading
 - Interface
 - Usability
 - Knowledge building, uptake and support of instructors



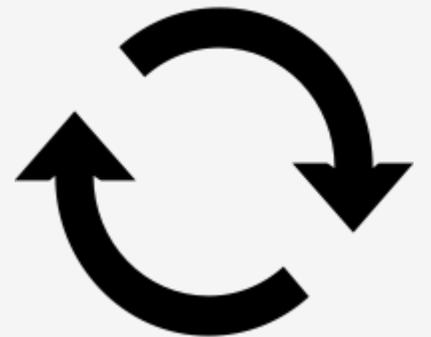
On August 30th Moodle was updated
from version 3.1.1 to 3.1.12



Recent Updates

RECENT UPDATES

- No major change to core interface or functionality.
- Almost 130 updates for bug patches and security fixes.
- The following Carleton specific issues were updated.



GROUP SELF SELECTION

Sign Up For Your Group

Group ▲▼	Group description ▲▼	Count ▲▼	Members ▲▼	▲▼
Group A		1/10	Member list not available	Become member of
Group B		0/10	Member list not available	Become member of

Sign Up for your group

Group ▲▼	Group description ▲▼	Count ▲▼	Members ▲▼	▲▼
Group A		1/3	 edc student 13	Become member of
Group B		0/3		Become member of

ASSIGNMENT SETTINGS

Submission types

Mahara portfolio  File submissions  Online text  PDF submission  

Maximum number of uploaded PDFs 

8 

Feedback types

Feedback comments  Feedback files  Offline grading worksheet  PDF feedback  

GRADEBOOK UPDATES

- New "grade items" will now have a default weight of "0" instead of "1"
- The "Course total" column will now be hidden by default for newly created courses (Summer 2019)
- The "Course total" column will remain hidden (if already hidden) when other columns are added or grades entered
- The grade Export file will now have columns in the order they are required for submission to E-Grades

PARTICIPATION REPORT EMAIL

Activity module Assignment Sample - Standard/Default Look back Choose... Show only

Student Show status Active users Show actions All actions Go

Groups
All participants

Assignment Views
Assignment Posts

10 Student

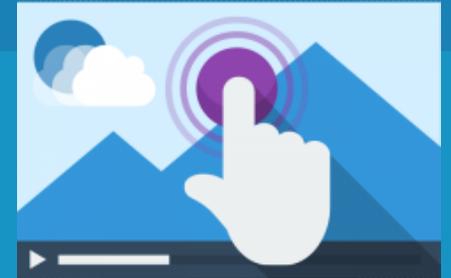
First name / Surname	All actions	Select
edc student27	No	<input checked="" type="checkbox"/>
edc student24	Yes (2)	<input type="checkbox"/>
edc student23	Yes (4)	<input type="checkbox"/>
edc student22	Yes (4)	<input type="checkbox"/>
edc student21	Yes (2)	<input type="checkbox"/>
edc student20	Yes (2)	<input type="checkbox"/>
edc student13	No	<input checked="" type="checkbox"/>
edc student12	No	<input checked="" type="checkbox"/>
edc student11	No	<input checked="" type="checkbox"/>
edc student10	Yes (2)	<input type="checkbox"/>

Select all Deselect all Select all 'No'

With selected users...
✓ Choose...
Send a mail message OK



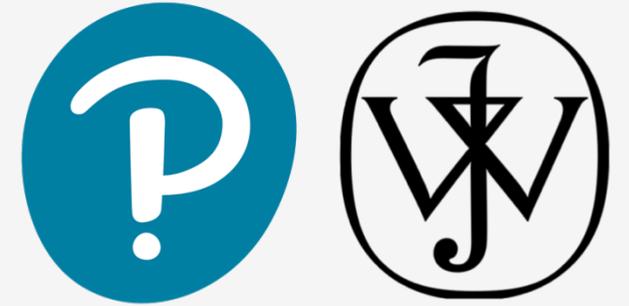
H5P



INTEGRATIONS

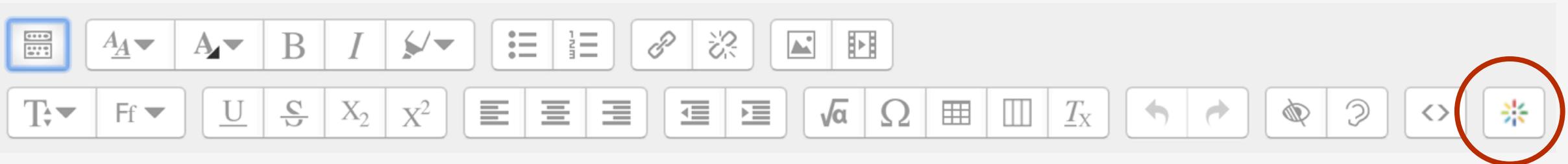
○ Publisher Integrations

- Wiley - WileyPLUS
- Pearson - Pearson MyLab & Mastering
- Working on Elsevier, Nelson, Pearson Revel

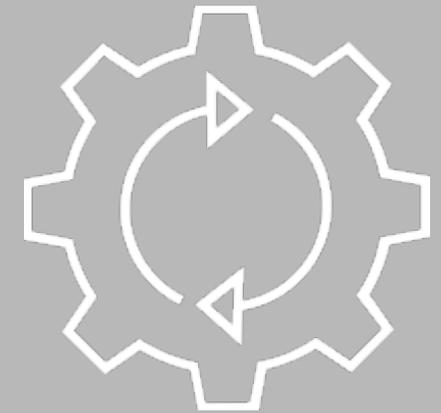


○ Kaltura - Media Server Integrations

- Upload or record new videos
- Embed anywhere you can add text to cuLearn



At the end of May 2019 Moodle will
be updated to version 3.6



May Upgrade Updates



Digital Literacy

Participants

Badges

Competencies

Grades

About this course

Background reading

Group work and assessment

Extra resources

Self-reflection

Dashboard

Site home

Calendar

Private files

My courses

Digital Literacy

Digital Literacy

Dashboard / My courses / Digital Literacy

About this course

This course explores Digital Literacy and its importance for teachers and students. The course is optimised for the mobile app. Please try it o

- + Announcements
- + How confident are you? (1)
- + Learning survey: Help us to help you study more effectively
- + Learner database

+ Background reading

- + Video introduction
- + Download the video introduction transcript 114.9KB PDF document
- + Join the digital literacy discussions
- + One approach to digital literacy
- + Download the 8 elements video transcript 223.6KB PDF document
- + Common terms used in digital literacy



- Edit settings
- Turn editing off
- Course completion
- Filters
- Gradebook setup
- Outcomes
- Backup
- Restore
- Import
- Reset
- Published as LTI tools
- More...

+ Add an activity or resource

Edit

Edit

Edit

Edit

Edit

Edit

Edit

+ Add an activity or resource

Class and Conflict in World Cinema

Dashboard / My courses / Cinema

General



In this module we will analyse two very significant films - City of God and La Haine, both of which depict violent lives in poor conditions, the former in the favelas of Brazil and the latter in a Parisian banlieue. We will look at how conflict and class are portrayed, focusing particularly on the use of mise en scène.

[Glossary of Characters](#)

[World Cinema Forum](#)

A general discussion forum for topics arising from our study of La Haine and City of God. Ask anything -and be prepared to answer anything too!

[Announcements](#)

City of God



Calendar

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Hide global events
- Hide category events
- Hide course events
- Hide group events
- Hide user events

Latest announcements

Add a new topic...
(No announcements have been posted yet.)

Dashboard

Site home

Calendar

Private files

My courses

Digital Literacy

Psych Cine

Celebrating Cultures

History: Russia Rev

Induction

Parents and Citizens Council

Staffroom

Quiz

Try Moodle as a teacher

You are currently using the demo teacher account of Jeffrey Sanders. You are on the dashboard, a customisable page with links to courses. [See some examples of what you can do with this account](#) or just dive in below!

Course overview

In progress ▾

Sort by Course name ▾

Card ▾

All

In progress

Future

Past

Starred

Hidden

9% Complete



Digital Literacy

30% Complete



History: Russia in Revolution

0% Complete



Moodle History Quiz

9% Complete



New staff induction

0% Complete



Parents and Citizens Council

0% Complete



Psychology in Cinema

0% Complete



Staffroom

0% Complete

Latest announcements

26 Nov, 10:49

Anna Alexander

[Take a tour of Moodle 3.6!](#)

24 Jul, 11:39

Anna Alexander

[See what's new in Moodle 3.5!](#)

24 Jul, 11:39

Anna Alexander

[GDPR latest: Welcome to our Privacy Officer](#)[Older topics ...](#)

Timeline



No upcoming activities due



Dashboard

Site home

Calendar

Private files

My courses

Digital Literacy

Psych Cine

Celebrating Cultures

History: Russia Rev

Induction

Parents and Citizens Council

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Try Moodle as a teacher

You are currently using the demo teacher account of Jeffrey Sanders. You are on the dashboard, a customisable page with links to [some examples of what you can do with this account](#) or just dive in below!

Course overview

In progress

Sort by Course name

List

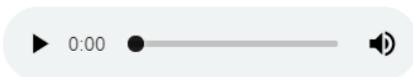
★ Celebrating Cultures	9% Complete	...
Digital Literacy	23% Complete	...
History: Russia in Revolution	0% Complete	...
Moodle History Quiz		...
New staff induction	0% Complete	...
Parents and Citizens Council		...
Psychology in Cinema	6% Complete	...

- Dashboard
- Profile
- Grades
- Messages
- Preferences
- Log out

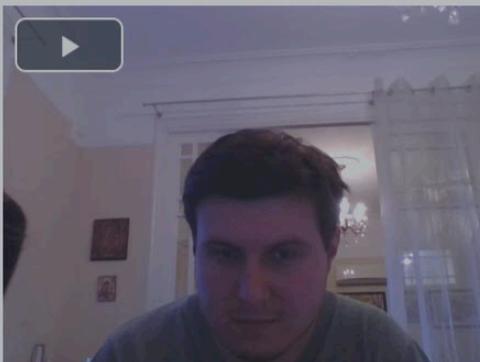
Feedback comments



Please listen to my recorded feedback and consult the diagram below:



Sell us your Signature dish!



Video yourself persuading us to try your signature dish - the best vegetarian main course you've created. Here's an example above.

Online text



Insert video recording

Start recording



Global search

Search

Enter your search query* ?

Filter

Title

Search area

File - name and description

Search

Courses

All courses

Search

Modified after

2

May

2016

22

25



Enable

Modified before

2

May

2016

22

25



Enable

Search

There are required fields in this form marked *.

Lecture notes May

View this result in context - in course English Exam Class 2016

Biology Lecture May 5

View this result in context - in course Biology Examination Class 2016

Introductory Lecture - PLEASE READ

View this result in context - in course Spanish Advanced Class 2016

Students at risk of dropping out

Prediction: ⚠ Student at risk of dropping out

Name	Actions
 Frances Banks	Actions ▾
 George Lopez	
 Barbara Gardner	

Send message

Outline report

View prediction details 

Acknowledged

Not useful

Prediction: ✔ Not at risk

Name

Jeffrey Sanders 

Question 4

Complete

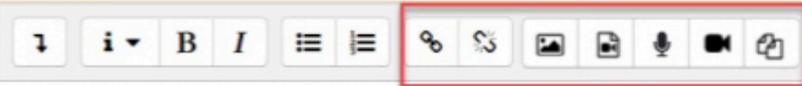
Marked out of 1.00

Add your vegetarian main course recipe here

1. Carrot and Lentil soup courtesy of BBC Good Food:

- Heat a large **saucepan** and dry-fry the cumin seeds and chilli flakes for 1 min, or until they start to jump around the pan and release their aromas. Scoop out about half of the seeds with a spoon and set aside. Add the oil, carrot, lentils, stock and milk to the pan and bring to the boil. Simmer for 15 mins until the lentils have swollen and softened.
- Whizz the soup with a **stick blender** or in a **food processor** until smooth (or leave it chunky if you prefer). Season to taste and finish with a dollop of yogurt and a sprinkling of the reserved toasted spices. Serve with warmed naan breads.

Comment





Display options

Courses may be sorted by course name or by last access date.

You can also choose to display the courses in a list, with summary information, or the default 'card' view.

Previous **Next** End tour

Sort by Course name ▾  Card ▾

- 26 Nov, 10:49
Anna Alexander
[Take a tour of Moodle 3.6!](#)
- 24 Jul, 11:39
Anna Alexander
[See what's new in Moodle 3.5!](#)
- 24 Jul, 11:39
Anna Alexander
[GDPR latest: Welcome to our Privacy Officer](#)

Questions Categories Import Export

Question bank

Select a category: Default for Veg Cook (14) ▾

The default category for questions shared in context 'Veg Cook'.

x vegan

Filter by tags... ▾

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

Create a new question ...

Created by Last modified by

Allow submissions from

19 April 2017 23 00 Enable

Due date

2 May 2017 23 00 Enable

Cut-off date

4 May 2017 07 55 Enable

Remind me to grade by

3 May 2017 23 00 Enable

Always show description 

Submission types

Submission types

Online text  File submissions 

Word limit

Accepted file types

All file types

Archive files .7z .bdoc .cdoc .ddoc .gtar .tgz .gz .gzip .hqx .rar .sit .tar .zip [Expand](#)

Audio files .aac .aif .aiff .aifc .au .flac .m3u .mp3 .m4a .oga .ogg .ra .ram .rm .wav .wma [Expand](#)

Audio files natively supported by browsers .aac .flac .mp3 .m4a .oga .ogg .wav [Expand](#)

Audio files used on the web .aac .flac .mp3 .m4a .oga .ogg .ra .wav [Expand](#)

Document files .doc .docx .epub .gdoc .odt .ott .oth .pdf .rtf [Collapse](#)

application/vnd.google-apps.document .gdoc

EPUB ebook .epub

OpenDocument Text document .odt

OpenDocument Text template .ott

OpenDocument Web page template .oth

PDF document .pdf

RTF document .rtf

Word 2007 document .docx

Word document .doc

Prior Knowledge Assessment

This assessment will help us match our materials to your experiences. Don't agonise too much over it - answer with your first instincts, and remember you only have 20 minutes.

Grading method: Highest grade

Attempt quiz now

◀ Announcements

Jump to... ▾

- Jump to...
- Announcements
- Goal 14: Life Below Water
- Share your suggestions
- Submit your group project here
- Individual Project submission
- Future concerns - have your say
- Class wiki

Goal 14: Life Below Water ▶

Useful resources



Class notices



Background reading



Revision quiz list

Quizzes



Quiz 1

Available but not displayed on course page



Quiz 2

Available but not displayed on course page



Quiz 3

Available but not displayed on course page



Quiz 4

Available but not displayed on course page

Discussion forums



Ask questions about the exam here

Suggestions for a healthy mind

Mindfulness

• [Subscribe](#)

◀ [Food and more Food!](#)

Display replies in nested form ▾

This discussion has been locked so you can no longer reply to it.



Mindfulness

by [Joshua Knight](#) - Friday, 18 November 2016, 9:24 PM

Mindfulness is just a more digestible term for meditation. Discuss!

[Permalink](#)



Re: Mindfulness

by [Frances Banks](#) - Friday, 18 November 2016, 9:24 PM

Well I am not so sure. I think mindfulness is less deep than meditation. But I agree that people who might think the idea of 'meditation' conjures up images of new age hippies following chanting monks would be more likely to practise 'mindfulness', even if the basic principles are essentially the same.

[Permalink](#) | [Show parent](#)

Style	Very poor 0 points	Some effort at consistent and appropriate style 1 points	Good effort at consistent and appropriate style 2 points
Content	No relevant content 0 points	Limited content and of limited relevance 1 points	Good content with suitable relevance 2 points
Late submission penalty	Submitted late -1 points		Submitted on time 0 points

+ Add criterion

Rubric options

Sort order for levels: **Ascending by number of point:** ▾

- When converting rubric score to points/scale assume that minimum number of points is 0 ?
- Allow users to preview rubric used in the module (otherwise rubric will only become visible after grading)
- Display rubric description during evaluation
- Display rubric description to those being graded
- Display points for each level during evaluation
- Display points for each level to those being graded
- Allow grader to add text remarks for each criterion
- Show remarks to those being graded

Save rubric and make it ready

Save as draft

Cancel

WHAT'S NEW CORE (V3.1 to V3.6)

- Participants and Enrolments pages combined
- LTI 2 compliance/improvements
- Font Awesome
- Emoji support
- Better calendar management
- Drag and drop calendar events
- Privacy and policies area in Profile
- Choice results display
- Drag and drop markers question type
- Thousands of other small improvements and fixes

POTENTIAL DEVELOPMENT FOR MAY

- Create groups in group tool for registered labs
- Editing on by default (user preference)
- Assignment - make default grade view “needs grading”
- Set Course start date to first day of classes
- Turning on profile pictures
- Change default decimal points in User Report settings to 2
- Aggregate Scales in gradebook
- Unenrolled students show up in Groups related areas fix
- Review email and messaging tool settings / options

Safety considerations when solo climbing

Well, the first thing you should do is decide whether you really are up to the job of climbing alone out any support (because that is what solo climbing is about) you need to decide if you are going to use ropes or not and if not, how high are you going to b? Because if you are not going to use ropes then you might fall and you don't want to fall too far down because you might hurt yourself.

But if you are going to use ropes as a backup then have you learned all the knotting techniques and other stuff for attaching them that we did in module 1 on ropes?

Also another thing to think about is -are you going to tell anyone you are going off on your own so they don't worry about where you are? Or alternatively, if you don't come back then they do worry? Will you be taking your mobile phone up the rock with you and will you be able to use it if needed -and will there be a signal?

So to conclude, I'd say:

- Are you skilled enough?
- Do you know your ropes?
- Are you communicating your plans?

Language?

More detail needed.

Submission

Submitted for grading

Graded

Student can edit this submission

[Safety considerations when solo climbing.docx](#)
Comments (0)

Grade

Grade out of 100

30.00

Current grade in gradebook

30.00

Feedback comments



Some good points but not enough content.

Action:

1. Add more content
2. Elaborate on points raised

Notify students

Save changes

Reset

POTENTIAL DEVELOPMENT FOR MAY

- ARES improvements
- PollEverywhere integrations
- Dashboard updates - focus on student support
- Removal of courses over 4 years old



Poll Everywhere

PLUGINS

Evaluate and test plugins that improve usability and functionality based on requests that have been made.

Some requests include: Office 365 integrations, forum enhancements (formatting, feedback, and anonymous posting), enhanced course and grade analytics, peer evaluation options, mail enhancements, automated notifications...

Replace TabTopics course format with Button



Ensure we are using the best LMS for Carleton

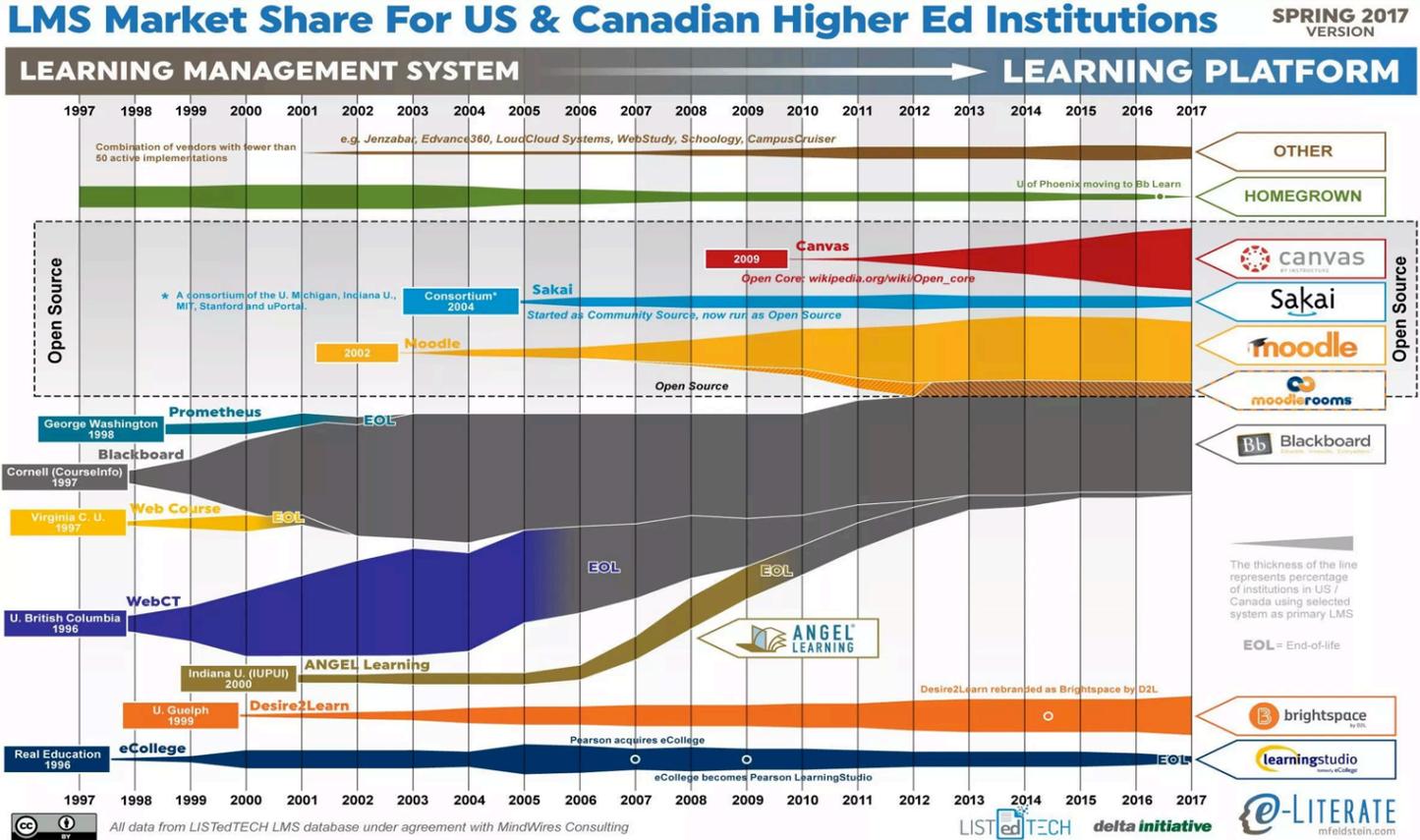
LMS Review



Why Review

- o Good practice
- o Dynamic ecosystem
- o Challenges supporting current system
- o Strategic advantages

Learning Management Engines

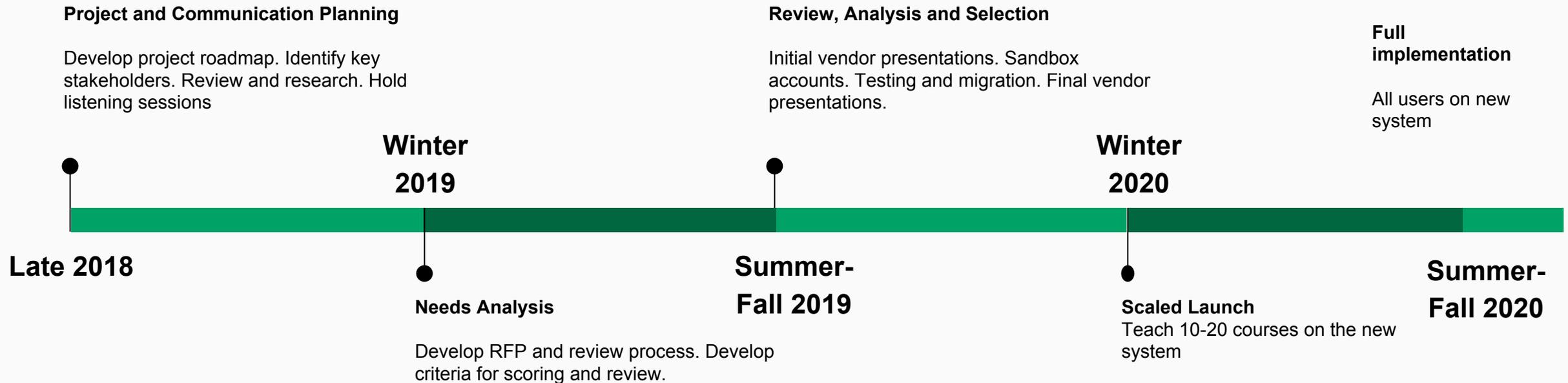


Market Share Comparisons

	2012	2013	2014	2015	2016	2017	2018
Canvas	4.5%	8.4%	11.3%	14.5%	21.5%	29.4%	34.7%
Blackboard Learn	43.0%	43.2%	42.9%	42.4%	39.7%	35.6%	32.8%
ANGEL	6.9%	4.8%	3.0%	0.9%	0.4%	0.0%	0.0%
D2L Brightspace	11.1%	13.1%	13.7%	14.3%	14.6%	15.0%	14.5%
Moodle	15.1%	15.7%	15.3%	15.2%	14.1%	12.8%	12.8%
Sakai	5.1%	5.3%	5.3%	5.1%	3.9%	3.1%	2.7%
Pearson LearningStudio	3.1%	3.1%	3.1%	2.3%	1.7%	0.1%	0.0%
Other	1.6%	1.6%	1.7%	1.7%	1.6%	1.4%	1.3%
Homegrown	4.5%	3.9%	3.7%	3.3%	2.4%	2.3%	0.9%
Schoology	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.3%
WebCT	5.2%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Total (NA = US & Canada)	100%						



GENERAL PROJECT MAP



WE WANT TO HEAR FROM YOU

- o carleton.ca/culearnsupport/lms-review/
- o Focus Groups