



How to transition your course from TWEN to Brightspace

Introduction

Brightspace is the University's official learning management system (LMS).

In 2016, LMU started a search for a new LMS to move away from Blackboard. Three options were evaluated: Blackboard Learn, Brightspace, and Canvas. LLS participated in the evaluations and the initial pilot. Brightspace was chosen due to features, flexibility, accessibility, and security.

Here are the top two reasons to consider moving to Brightspace:

- **Flexibility & Consistency** – Brightspace has several tools designed to facilitate learning, not just document distribution or course management. Whether a class meets in person or online or some other combination, Brightspace can be used as the central point of access for course-related content and activities. In addition, Brightspace is an established LMS and has a wider community of users who contribute to its improvement and support.
- **Security** – Brightspace syncs directly with Banner, our student information system. Enrollment information updates in real time, ensuring that students can only access the courses they are a part of. Brightspace uses Single Sign On (SSO) for authentication, meaning faculty and students need not remember a separate login to access the system.

Getting Things Ready

Before logging into Brightspace and finding your first course page, there are a few steps you should take:

- Download all files from TWEN and save them to your local machine.
- Copy all Quiz questions to make it easier to rebuild the quizzes in Brightspace.
- Note other tools you may have used in TWEN. There may be equivalents within Brightspace or you may need to use a different tool that is *linked* to Brightspace (e.g. Microsoft Bookings vs. Sign-Up Sheets)

Tip: Take screenshots of your course structure in case you want to recreate it within Brightspace. You may decide later on that you want to restructure how you present your course materials, but at least you will have a visual record of what you have done in the past as a starting point.

First Steps in Brightspace

The very first thing is to log into Brightspace at <https://brightspace.lmu.edu>

- You will use your SSO credentials (LLS username/password)

Pin Your Courses

You may have to click **View All Courses** at the bottom of the Home Page to see the courses in which you are listed as the faculty member. To have these courses appear as tiles on your Home Page, click the three dots (...) and select Pin.

❑ Set Up your Profile

Click on your name in the upper right-hand corner and select **Profile** from the list.

- **Add a picture.** This will be used across the system in discussion posts and other tools that show an image.
- **Double-check** your contact information and modify as needed.
- **Edit** anything else you would like.
- Click **Save and Close** to save changes and exit.

Building Your Course Shell

The sync between Banner and Brightspace to create course pages runs a few times each semester. This usually occurs a week after the Office of the Registrar has finalized the semester's course schedule.

Tip: You can email the ITS Helpdesk at helpdesk@lls.edu to request a **Sandbox**. Be sure to indicate that you are part of the law school, so the sandbox will be created in the proper place. This will also ensure Faculty Support and or/Instructional Technology will be able to find it if you would like their support. A sandbox is an excellent place to try out features in Brightspace and build modules that can be imported into your official courses later.

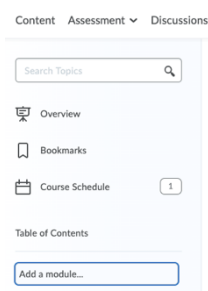
❑ Create your first Announcement

This will be the very first thing your students see when they access your course page, so be sure to create an announcement that includes the following information:

- **Introduce your course** – In a quick narrative format, what is this course about? Include any learning outcomes or goals students should be keeping in mind as they engage with the class content, each other, and you.
- **Introduce yourself** – This will be the students' first impression of you, so include a mix of information: hobbies, interests, professional accomplishments.
- **Communication expectations** – How should students contact you if they have any questions? Does your course have a synchronous component – when will that be?
- **Instructions to get started on the course** – Usually, a simple sentence that states, "Click on Content from the menu above and find the module titled *Start Here*."

❑ Create your first Module – *Start Here*

Modules are similar to folders – they serve as the primary mechanism to display content and activities to students in a specific flow that you design.



To create a module:

- Click on **Content** from the top menu.
- Click on **Add a Module** in the left-hand navigation pane.
- Type in the name of the module then press the Enter key.

The **Start Here** module will be where you will share components such as:

- Your Syllabus (.docx or .pdf)
- The first course reading or assignment

Encouraged Optional Activity: Create a Discussion board for students to introduce themselves. Link it to the *Start Here* module and ask students to post before your first synchronous class session. You can keep it very simple: Ask students to share something about themselves and ask them to reply to at least two other classmates' posts. You should also post your own thread to get things started and model the type of postings you want to see. If you would like more ideas or specific instructions on how to set up a discussion board in Brightspace, please contact Instructional.Technology@lls.edu.

☐ Choose a general navigation structure

The left-hand navigation pane with modules will be the students' roadmap to your course. The two common approaches to setting up this area:

1. **Content Type** – This is most similar to TWEN in that modules are created to house specific content types, e.g., "Syllabus & Handouts", "Discussions", "Videos", "Course Materials". This approach should only be used if you have minimal content to share.
2. **Week or Topic** – This approach would create a module for each week or topic and utilize submodules to provide additional structure within the main space, for example:
 - Read/Watch
 - Complete/SubmitOr...
 - Objectives
 - Readings & Resources
 - ApplyOr...
 - Topic 1.a
 - Topic 1.b
 - Topic 1.c

As you can see from the examples above, there are multiple ways to approach your navigation structure. Whichever way you choose, **consistency is key**. Students need to be able to get into a rhythm with your course and how you share content.

Recommendation: Look at your syllabus and see how you have already divided the topics of your course. That can provide a starting point for choosing a navigation structure. But, our favorite is the Weekly approach. 😊

Next Steps

If you have reached this point, you have overcome one of the biggest hurdles to setting up an online course – getting started. Now that you have the general structure decided, you can continue adding Modules and uploading/creating content. The hardest part of this process is deciding what content or activities should go where and why.

Next is a template you can use to help with that analysis:

Using your syllabus as it is, add these additional columns:

Course Schedule and Topics

“What”	“How”	Assessment?	Learning Outcome
Introduction Theories of Punishment <ul style="list-style-type: none"> • What is punishment? • Why punish? Theories of Crime <ul style="list-style-type: none"> • What to punish? 	<i>Use this column to note:</i> <ul style="list-style-type: none"> • Does this topic need to be taught synchronously/live? • Do I need to be the one to teach this? • Can the students create the knowledge together through an activity? 	<i>Use this column to note:</i> <ul style="list-style-type: none"> • Should students assess themselves at this point? • What type of assignment or activity will allow them to best show their current grasp of the topic? 	<i>Use this column to note:</i> <ul style="list-style-type: none"> • Which learning outcome does this lecture, activity, or assessment correlate to?

Use these questions to help you pare down the overwhelming amount of options available. In an online course, it can be tempting to try to do *everything*. Instead, aim for activities and content that fit your course goals, your teaching style, and are flexible.

Reminder: You can build your modules and adjust as the semester progresses. In fact, this is an ideal approach as you get to know your students and the flow of your course better. As long as you are at least a week or two ahead, so students have ample time to complete readings, watch lectures, and submit assignments, it is alright not to have everything set in stone from day 1.

Tip: You can toggle components in Brightspace to be Visible or Hidden. This is helpful when you are still working on sections of your course but would like to make other portions available.

Making Your Course Available

Please make your course available to students *at least a week* before courses officially start. To do this:

- Click on **Course Admin** from the top menu
- Click on **Course Offering Information** and scroll down until you see the Active section. Check the box next to *Course is active*
- Change the **Start Date** to a week before the first day of classes
- Click **Save**

Additional Resources

Please always feel free to reach out to Instructional Technology (instructional.technology@lls.edu) or Faculty Support (facultysupport@lls.edu) for assistance or recommendations. There are also excellent resources produced by the school and the educational community at large – please do explore!

- LLS Technology Services – <https://tech.lls.edu/>
 - Resources on Zoom, Brightspace, Content Creation, and Training Sessions. You can also book 1-on-1 sessions with the training team
- LMU Keep Teaching - <https://its.lmu.edu/whatwedo/instructionaltechnology/keepeteaching/>
- LMU Online & Hybrid Learning - <https://academics.lmu.edu/cte/onlinehybridlearning/resources/>
- CALI Mini-Course on Online Teaching - <https://onlineteaching.classcaster.net/>