Contents

Overview

Content
  Content map and navigation
  Completion summaries
  Create any activity from Content
  Document templates
  Document viewer improvements
  Other features

Discussions
  Discussions areas
  Discussions Restore
  Integration with the Content tool
  Other Discussions improvements
  Sunset of grid view

Dropbox
  Bulk upload of feedback files in Dropbox
  Restore deleted dropbox folders
  Evaluate Submissions button changes

Email
  Compose Email screen
  Easily address emails

Other features
  More drag and drop functionality
  Equation Editor improvements

New calculation method added to calculated grade items
Homepage Widget style additions
HTML descriptions in Calendar
Improved password policy management
Improved session expiry
Matching questions in Quizzes, Surveys, and Self Assessments
Quiz score recalculation
Navbar now displays on some full-screen pages
New Book Management tool
New group type
New user profile card
New Video Note features
Quicklink improvements
Important: This is pre-release information for Learning Environment 10.2. The functionality, screens, and configuration of features in this guide are subject to change before release.

Overview

Learning Suite 10.2 continues the momentum of versions 10.0 and 10.1 with key updates to the usability of core tools like Discussions, Content, and Email. We've updated key tasks across the system to increase usability and add functionality that will improve users’ experiences and save time, including: participating in discussions, adding quicklinks, uploading Dropbox feedback, creating and navigating Content, uploading a video, creating a calculated grade item, composing an email, and editing an equation in the HTML Editor.

Content

Continuing the momentum from the redesign introduced in version 10.1, we’re excited to announce more significant improvements to the Content tool in Learning Environment 10.2, including a consistent authoring experience for all activities, improvements to the graphic design and usability, and a more accessible and straightforward navigation experience throughout the tool.

Content map and navigation

The content map is now always available as an expandable left panel while viewing topics. You can quickly navigate to any topic in the module or to any topic in the entire course. The panel also supports swipe gestures on tablets so you can swipe left to expand and right to collapse the panel on your iPad or Android device.

Instructors can also drag and drop files directly from their desktop into the map to upload and update topics without leaving the viewer.
Easily jump to any other topic in the course or back to the Table of Contents
Drag and drop files into the panel to upload and update files from your desktop.

Navigation dynamically updates to fully support multipath courses using release conditions. This enables robust course sequencing possibilities that flow naturally based on performance criteria and other activity in the system.

Completion summaries

We’ve integrated content reports directly in the Content viewer, allowing instructors to quickly access completion summaries for all learning activities. This enables you to see who has completed an assignment and easily assess student work directly from any learning activity in Content. Instructors can also hover over any student’s profile picture to contact the student, access their full profile, and view their overall progress in the course.
Inline reporting on every activity

A user badge displays when you hover over any user

Create any activity from Content

We’ve integrated activity creation directly into the Content tool so you can create new checklists, discussions, Dropbox folders, quizzes, and surveys from a central location. You can also quickly add links to existing activities using the new Insert Quicklink control in the HTML Editor.
Create new checklists, discussions, Dropbox folders, quizzes, and surveys directly from Content

Document templates

Instructors can now select from pre-defined HTML templates when creating new documents in Content. When you select a document template, your new document pulls all of the content and styles from the template and you can start modifying your document as desired.
Create a new document based on any HTML template

Create templates by saving to your template directory
All links to assets (images, css, js, etc) are maintained to ensure that all content renders perfectly

Set a template directory
Document viewer improvements

We’ve updated the document viewer to provide a much better viewing experience. Documents automatically resize to fit the viewport and you can view them in full screen without losing your current scroll point in the document. This means that you can move seamlessly between full screen and normal view with no disruption to the viewing experience.

View any document in full screen

Other features

- Print HTML documents
- Enhanced Binder support – send multiple documents with one action, support for sending HTML topics, ability for instructor to indicate that a specific topic is not permitted to be sent to Binder
- Bulk edit improvements
- Change file improvements
- User profile cards appear in overall results so instructors can contact students easily from an activity
- Drag and drop improvements
- Improved deletion workflow

Discussions

Discussions areas

Previous to Learning Environment 10.2, the reading view of Discussions was a single list of all threads and all replies within a topic. In order to reduce confusion and allow users to focus on the conversation at hand, Discussions 10.2 separates the reading view into two new views: topic view and thread view. This new reading view is now the default view for Discussions, and the existing Discussions grid view includes a prompt for users to switch to the new reading view.

The reading view in Discussions has a clean, intuitive new interface which provides a streamlined and simple Discussions experience. Users can now easily focus on a single thread of conversation without distraction, and view all necessary information for a topic in one place.

"Try the new Discussions here" message

Topic view

The new topic view in Learning Environment 10.2 provides consolidated information about a topic and summarizes of all the threads within the topic. Key concepts include:

- Rubrics associated with a topic are now visible to instructors and students
- Threads within the topic are called out individually
- Threads can now be created inline, in context
- The Discussion List provides counts of the number of threads and replies in a given topic
- Threads display who last replied and when they replied
- Hovering over a profile picture will present additional information about the user
- Threads with unread posts are now easier to identify
Identify unread threads easily

See rubrics attached to discussion topics
The new thread view in Learning Environment 10.2 focuses on a single thread of conversation, allowing users to participate in the discussion without distraction. Key concepts include:

- Individual threads are now separated from one another
- Posts within a thread mark as read automatically when viewed
- Author replies inline, in context
- We no longer include the original post in replies by default
- Subject lines are now optional when replying to a thread
- Hovering over a profile picture will display additional information about the user
- Identify unread replies easier
- Easily switch between threads
Discussions Restore

We’ve replaced the Delete area in Discussions with the new Restore area. You can now delete discussion forums and topics quickly from the Discussions List.
Delete a topic from its context menu

If you accidentally delete a forum or topic, use the new Restore area to undo this action. You can restore all topics under a forum, and all posts within a topic, when restoring a forum. The Restore area also tracks who deleted each forum and topic, and when. After restoring a forum or topic, you must manually reinstate any rubric associations, learning objective associations, and release conditions attached to the forum or topic.

View when and by whom forums and topics were deleted

Restore topics when you restore their forums

In light of the new Restore area, the **Delete Forums and Topics** permission is now named **Delete and Restore Forums and Topics**.
Integration with the Content tool

You can now seamlessly integrate discussion topics into Content, allowing students to participate in discussions without leaving the Content tool.

Review a discussion from within the Content tool
Post in a discussion from within the Content tool

Instructors can edit and modify the majority of a topic’s properties and options in the Content tool, as well as assess the topic.
Other Discussions improvements

Notifications from the Discussions tool now link directly to the post.

Directly access relevant posts via notifications

The Discussions List now provides separate counters for the number of threads and the number of replies within a topic.
Track unread posts, threads, replies, and views

Sunset of grid view

With the introduction of the new reading view in Learning Environment 10.2, we've deprecated the existing grid view and will remove it in an upcoming release.

For clients transitioning from grid view to the new reading view, you may find the following feature comparisons helpful.
The Discussions Topic List is still available and users can enable it in their Discussions settings.

1. In grid view, unread posts are called out with a bold subject line. In the new reading view, the subject line is still bold. In addition, there is an easy-to-scan left border. Unread posts are also marked up in a manner that is fully accessible to assistive technologies.

2. The new reading view displays counts of unread posts, providing a better indicator of which threads have a lot of activity. Threads with recent activity appear at the top of the page by default, providing quick access to new information.

3. In grid view, every post's subject displays with no additional information. In the new reading view, we collapse this into a single count of the number of replies which allows us to provide a text snippet of the thread, presenting participants with more context on the conversation.

4. In grid view, author information displays with no social information. In the new reading view, we provide an easy-to-scan area with the most recent author's information and include the ability to hover over the author's picture to see profile information.
Dropbox

Bulk upload of feedback files in Dropbox

Evaluating written submissions in the Dropbox tool is now even easier. In addition to the existing bulk download of student Dropbox submissions, you can now evaluate and annotate submitted work using the desktop software of your choice, and finish the process by bulk uploading these files.

Downloaded Dropbox submissions are assigned a unique identifier, enabling the system to recognize the files upon upload.

Downloaded submissions are assigned unique identifiers

Once you are ready to return the files to students, click **Upload Evaluated Files** and then drag and drop the collection of files into the dialog or select the files from your file system. You can do this for any number of files of any type, including .zip files.

Upload evaluated files in Dropbox
Select which files you want to upload and the system will examine each file for the identifier and attach the feedback to the appropriate student.

Each file gets attached and saved as a draft until you confirm that you are ready to return it to the student by publishing the feedback.

Should any file not have an identifier (for example, if you didn’t originally download it from Dropbox), the system will help you match your feedback to the student by showing you a searchable list of the students that have submitted to the Dropbox folder.

**Restore deleted dropbox folders**

Restoring deleted Dropbox folders is now an easy possibility for instructors and administrators via the Restore option within the Dropbox Event Log. Simply locate the deleted folder listed in the log and click **Restore** to restore the folder and any submissions and feedback that were contained in it. You will need to manually reinstate rubric associations, learning objective associations, and release conditions after the restore.
Evaluate Submissions button changes

We made improvements to actions on the page to make them more intuitive and consistent with other areas of the system. When evaluating the last Dropbox folder submission, the options available are Publish and Save Draft instead of Finish and Save Draft, removing the misinterpretation of Finish.

Email

Compose Email screen

Learning Environment 10.2 improves upon the Compose Email screen to provide a clean, streamlined experience and several new features, including:

- CC and BCC fields that are hidden by default until you want to use them.
- The file attachments area now supports drag and drop.
- The Send Results page only displays when there are errors.

![Compose Email screen]

Click Add CC or BCC to display those fields
Drag and drop attachments

See errors on the Send Results page

Easily address emails

The To, CC, and BCC fields will auto-complete for any personal contacts in a user’s Address Book. If a user accesses Email when viewing a course offering, the To, CC, and BCC fields will auto-complete for course contacts in that offering.
Auto-completion for contacts

Other features

More drag and drop functionality

As of Learning Environment 10.2, multiple tools now supports drag and drop file upload.
Drag and drop file upload

In addition, links within a custom link group can now be reordered using drag and drop.

Equation Editor improvements

We’ve updated the Equation Editor within the HTML Editor significantly. In addition to offering a more user friendly experience, the Editor no longer has a browser dependency on Java.
New calculation method added to calculated grade items

We have introduced a new calculation method, Milestone Grade Calculation, which ensures that the total score is the sum of the denominators of the chosen grade items, rather than scaling the excluded items to total 100%.

Homepage Widget style additions

Widgets now offer more style options. You can control titlebar borders separately from the widget borders. Widget backgrounds can be colored or made transparent. You can now customize the widgets’ corner rounding, padding, and drop shadow.
HTML descriptions in Calendar

You can now use the HTML Editor for calendar entry descriptions, allowing them to contain rich text formatting and embedded media.

Improved password policy management

The restrictions on a password (and, thus, the password policy) were previously determined by a regular expression, which was managed via the DOME configuration variable `d2l.Auth.Password.ValidationRegex`. We have expanded the possibilities for specifying a password policy, through the creation of several new password restriction capabilities. These capabilities are optional, and can be enabled or disabled through the new Password Policy tool. Access this tool in the Security section of Admin Tools.

Password Policy options
• **Prevent Password Reuse**  The user cannot re-use any of their previous $n$ passwords.

• **Prevent Derivation of Password from Username**  The user is not permitted to choose a password that contains their first name, middle name, last name, username, or org-defined ID. This check is done in a case-insensitive manner.

• **Minimum Password Age**  The user is not permitted to change their password until $n$ days have elapsed.

• **Maximum Password Age**  The user is required to change their password after $n$ days have elapsed since their previous password change.

• **Password Reminder Email**  If a maximum password age has been specified, then the system can be configured to send the user an email when their password is about to expire (that is, $n$ days before the user's password is set to expire).

• **Password Complexity**  Password complexity requirements can be specified through a set of rules, instead of a regular expression:
  
  • **Minimum Password Length**  A password must be at least $n$ characters long.
  
  • **Character Classes to Check**  A set of character classes (e.g., lowercase letters) used to determine whether a password is valid.
  
  • **Number of Character Classes to Include**  Of the selected character classes, the password must contain a character from $n$ of these classes. For example, one common password policy is to select all of the available classes for use in the policy, but only require a password to contain characters from three of those classes.

If a validation regular expression is used, that expression does not display when the user is shown the password requirements. Instead, the system shows a language term *(Framework.Authentication.PasswordRequirements)* that describes the requirements.

The way that the relevant restrictions within a password policy are applied to a password change in the system depends on who initiates the change. In all cases, it is assumed that the user has the permissions required to make the change. For instance, if the password is
being changed by a user (non-administrator), then it assumed that the user is changing their own password.

<table>
<thead>
<tr>
<th>Password Changed By</th>
<th>Restrictions Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>User</td>
<td>All enabled restrictions (password reuse, age, complexity)</td>
</tr>
<tr>
<td>Administrator</td>
<td>Complexity restrictions only</td>
</tr>
<tr>
<td>Holding Tank</td>
<td>None</td>
</tr>
</tbody>
</table>

### Improved session expiry

When a user’s session is close to expiring, they now see a nonintrusive message at the bottom of their screen instead of a javascript pop-up. If the warning goes unheeded and the user’s session does expire, they see a login dialog instead of another javascript pop-up. The login dialog allows the user to log in and preserve their work. Sites that use single sign-on (SSO) solutions provide a link so that the user can log in, in a new window.

**Warning message**

**Login dialog**

### Matching questions in Quizzes, Surveys, and Self Assessments

Instead of using input boxes for matching questions in a quiz, survey, or self-assessment, we've switched to a more usable implementation with drop-down lists.
Quiz score recalculation

Previously, to recalculate a quiz score, the instructor had to scroll to the top of the page to click **Recalculate**, then scroll back down to the bottom of the page to click **Save**. In 10.2, we've removed the Recalculate button and recalculation occurs automatically whenever an individual question is graded. If you manually alter the final score on a quiz and then decide to clear that score, the system reverts back to automatically recalculating the final score.

Navbar now displays on some full-screen pages

In Learning Environment 10.0 and 10.1, some pages displayed full screen without a navbar. Version 10.2 reintroduces the navbar to specific full-screen pages where the workflow connection between those pages and other 960 pixel view pages made for a jarring user experience. This change affects tasks and pages such as, entering grades; multi-editing grade items; interacting with the question library; adding questions to a quiz, survey, or self-assessment; and enrolling users into groups.

Full screen views without the navbar are still provided for immersive experiences (focused tasks) that need maximum real estate, including Course Builder, Seating Chart, and the full-screen view for viewing and grading Dropbox submissions.
New Book Management tool

We’ve added a simple tool for entering the ISBN numbers of course textbooks in this release. You can access it from the Edit Course page or from the Course Administration widget.

You can also manage this book data from custom applications using the Desire2Learn Valence API.

New group type

We have created a new group enrollment type where the group category contains $n$ groups, and each group has a capacity of $m$ users (# of Groups of # - Self Enrollment).

This enrollment type is useful in situations where users are self-enrolling in groups with a fixed capacity. Use this enrollment type to determine the structure of groups (number of groups and capacity of each group) in advance. Users can choose which group they would like to join, subject to the constraints of the group structure.

New user profile card

Most pages in Learning Environment display user information in a user profile card when you hover over a user’s profile image. The information can include the user’s name, online status, role, social networking information, and “tagline” - a new field in the User Profile tool. The profile card also includes a Send Email button, a Send Pager Message button, and a link to view the user’s progress.

New Video Note features

3rd party video upload/transcoding

Video Note, accessible through Insert Stuff in the HTML Editor and various Record Video buttons, allows users to upload video recorded from their own devices to post as content within Learning Environment. Supported video file formats are MP4, FLV, F4V, and MOV. The default maximum size for a video is set at 5.0 MB, which can be changed in the Media Platform DOME variable settings.
Use Insert Stuff to add video

**HTML5 browser playback support for non-Flash systems**

You can now view Video Note content directly in iOS device browsers, such as the iPad or iPhone.

**Quicklink improvements**

We’ve redesigned the user experience for adding quicklinks from any tool in the system as a drill-down interface that significantly reduces clicks and confusion.