

# Learning Environment 10.3 Features Guide | October 2013

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**Important** This is pre-release information for Learning Environment 10.3. The functionality, screens, and configuration of features in this guide are subject to change before release.

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## Overview

### About Learning Suite 10.3

Learning Suite 10.3 continues the momentum started with version 10.0 to update the design and interactions of key workflows in frequently used tools. We placed special focus on responding to client feedback and usability testing results. This document provides a summary of the new features introduced in this release.

# Learning Platform

## Tools management

The management area for Tools was updated to allow Desire2Learn administrators the ability to manage the availability of tools at the instance level, organization level, and tool-specific level from the following views:

- **Tool Availability - Entire Instance:** Shows the status of each tool across the entire instance including the tool name, current availability (On/Off), and a bar graph displaying the number of orgs within the instance that have the tool set to On (blue) or Off (red).
- **Tool Availability - Organization:** Displays a tool’s availability for the selected organization including the tool name, current availability, and a description indicating if the tool is using the instance setting or org-specific setting.
- **Tool Availability - Tool:** Displays the availability of the selected tool for each organization in the instance.

**Tool Availability - Entire Instance**

Org Tool

The settings below control each tool's availability to organizations in this instance. Each tool's availability may be overridden for a particular organization.

Select an org: Entire Instance ▼

Tool Name	Org Availability Info	Availability
Accelerator		<input checked="" type="checkbox"/>
Attendance		<input checked="" type="checkbox"/>
Audio Capture		<input checked="" type="checkbox"/>
Blog		<input checked="" type="checkbox"/>
Broken Link Viewer		<input checked="" type="checkbox"/>
Calendar		<input checked="" type="checkbox"/>
Chat		<input checked="" type="checkbox"/>
Checklist		<input checked="" type="checkbox"/>

### Organization tools management

The management area for organization tools was updated to allow org-level administrators the ability to control each tool's availability for org units within the organization. Tool management is accomplished by using one of the following views:

- **Availability -** Shows the availability of each tool for org units within the current organization. Note that only tools that are available in the current organization—determined via the instance-level tool—are shown in this view.

- **Org Unit Defaults** - Shows the org unit default for each tool that is at the organization level. The org unit default determines the initial status of a tool for subsequently-created org units without changing the status of existing org units.

**Tool Availability - Dev**

Availability **Org Unit Defaults**

The settings below control the org unit default for each tool within the current organization.

Tool Name	Org Unit Default
Accelerator	<input checked="" type="checkbox"/>
Calendar	<input type="checkbox"/> ✕
Chat	<input checked="" type="checkbox"/>
Checklist	<input type="checkbox"/> ✕

### Org unit tool management

The management of tools at the org unit level was updated to allow users the ability to:

- Set the status of tool (On/Off).
- Specify a custom tool name, which will be used in the navbar.

**Tool Status - FR365 (Fall Test Semester)**

Tool Name	Custom Navbar Name	Status
Accelerator	<input type="text"/>	<input type="checkbox"/> ✕
Calendar	<input type="text" value="Schedule"/>	<input type="checkbox"/> ✕
Chat	<input type="text"/>	<input checked="" type="checkbox"/>
Checklist	<input type="text"/>	<input checked="" type="checkbox"/>

## System Log

The System Log tool replaces the System Error Log tool and provides logging information that includes:

- Error messages
- Warnings
- Debugging messages
- General information

The screenshot displays the 'System Log' interface. At the top right is a search bar labeled 'Search System Log' with a magnifying glass icon. Below the search bar is a 'Display:' dropdown menu set to 'Past 24 hours'. Underneath are filter buttons for 'Debug', 'Information', 'Warning', 'Error', and 'Fatal'. To the right of these filters are two buttons: 'Individual' and 'Grouped'. A summary bar indicates 'There are 4,068 results' with a 'Clear' link. The main content area shows a red error icon followed by 'Error ID #36137' and 'Machine Name DCHODOS'. The error message text reads: 'Failed to get factory type "D2L.Core.JobManagement.Legacy.Test\_JobType2Factory,D2L.Core.JobManagement.Tests"'. Below this, the timestamp is 'Wednesday, June 26, 2013 11:47 AM EDT', the process name is 'D2L.Core.Services.ServiceManagerService', and the process start time is 'Wednesday, June 26, 2013 10:38 AM EDT'. A link '> Show message details' is at the bottom left of the error entry.

## Config Variable Browser

The look and functionality of the Config Variable Browser was updated and includes the following:

- Now available as the standalone tool **Config Variable Browser** from the Admin Tools menu. (Removed from the DOME.)
- Users can navigate through the configuration variable hierarchy by tree-based navigation, or through folders in the main section.
- Users can view the history of changes made to a single variable or to all variables at a specific level of the variable hierarchy.
- Users can search for variables. The system will search within a variable's name and description.
- Improved interface for viewing and changing a variable's value.
- Improved interface for viewing a variable's access restrictions.

### d2l.Caching.DefaultCachePolicy ( System ) [View Change History](#)

The id of the default cache policy.

#### Variable Properties

Data Type: enum

System Value: Context Only  (matches default value)

#### Access Restrictions

Org Admin: Cannot edit

Installation Admin: Cannot edit

## Org Unit Editor

The look and functionality of the Org Unit Editor was updated and includes the following:

- Now available as the standalone tool **Org Unit Editor** from the Admin Tools. (Removed from the DOME.)
- Users can navigate through an org unit hierarchy by tree-based navigation or through an org unit's children and parents.
- Improved interface for viewing and changing the properties of an org unit.
- Improved interface for managing the children of an org unit, including adding and removing child org units.
- Users can search for org units. The system will search within an org unit's name and code.
- Users can create new org units.
- Improved management of deleted org units including the ability to restore deleted org units, permanently delete org units, and search deleted org units.
- Ability to view orphaned org units and org units without children.

New Org Unit
Recycle Bin
More Actions ▾

### Accounting&Financial Management (Department)

[Jump To: Homepage](#) | [Edit Course](#)

**Org Unit Properties** ▾

---

**Name:** Accounting&Financial Management  
**Code:** AFM  
**Org Unit ID:** 121147  
**Path:** /content/tests/departments/AFM/  
**Parents:**  
 Dev (6606)

**Org Unit Children**

---

Add Child
Move Children
Edit Org Unit Info
More actions ▾

	Org Unit Name	Org Unit Code	Org Unit Type
☐	Accounting&Financial Management Course Template (121205) ▾	AFM_COURSE_TEMPLATE	Course Template

## Org Unit Type Editor

The look and functionality of the Org Unit Type Editor was updated and includes the following:

- Available as the standalone tool **Org Unit Type Editor** from the Admin Tools menu. (Removed from the DOME.)
- Improved interface for managing standard org unit types. The standard org unit type interface is now independent from the org unit type creation process.
- Users can search for org unit types. The system will search within an org unit type's name, display name, and description.
- Users can sort by org unit type properties, including Name, Display Name, and Type (System or Custom).

### Org Unit Type Editor

Search Org Unit Types 🔍

Create Org Unit Type
Set Standard Types

7 items in the list.

Name	Display Name	Description	Type ▼
Faculty ▼	Faculty	Faculties or Sub-schools that contain departments	Custom
Department ▼	Department123	<b>Standard Department</b> - Organizational units under which templates are shared (common courses).	Custom
Section	Section	A group of individuals enrolled in a course offering	System
Semester	Semester	<b>Standard Semester</b>	System
Group	Group	A grouping of users within a parent org unit	System
Course Offering	Course Offering	An instance of a course	System
Course Template	Course Template	A template for offering courses	System

⏪ 1 / 1 ⏩
Page Size: 20 ▼

## Content

Changes to the Content tool in this release build upon efforts made in Learning Suite 10.1 and 10.2 to position Content as the central tool for building out a course structure and its materials.

## Content Notifications

Instructors can now notify students of changed content when they update or change a file from Content. They can include a custom message with the notification and choose to reset completion tracking for students who have already completed the activity. Students who completed topics will see the word “Updated” beside the completion indicator to indicate they were reset.

Path: /content/SP2012\_FNBIOTECH/unit one/ [Change Path](#)

Notify students that the content has changed

I've added a list of references to support further exploration of the topic

Reset completion tracking

[Update](#) [Revert to draft](#) [Cancel](#)

Edit HTML File page with “Notify students that the content” has changed option

Carbon Cycle updated. I've added a list of references to support further exploration of the topic  
Content Updated - Foundations of Biotechnology 2:48 PM

Site Update  
News Posted - Certification QA & Testing 11:07 AM

Organic Molecules

25% 1 of 4 topics complete

Nutrient Cycles ✓  
Starts Sep 9, 2013 7:00 AM

Carbon Cycle Updated  
Starts Sep 16, 2013 7:00 AM

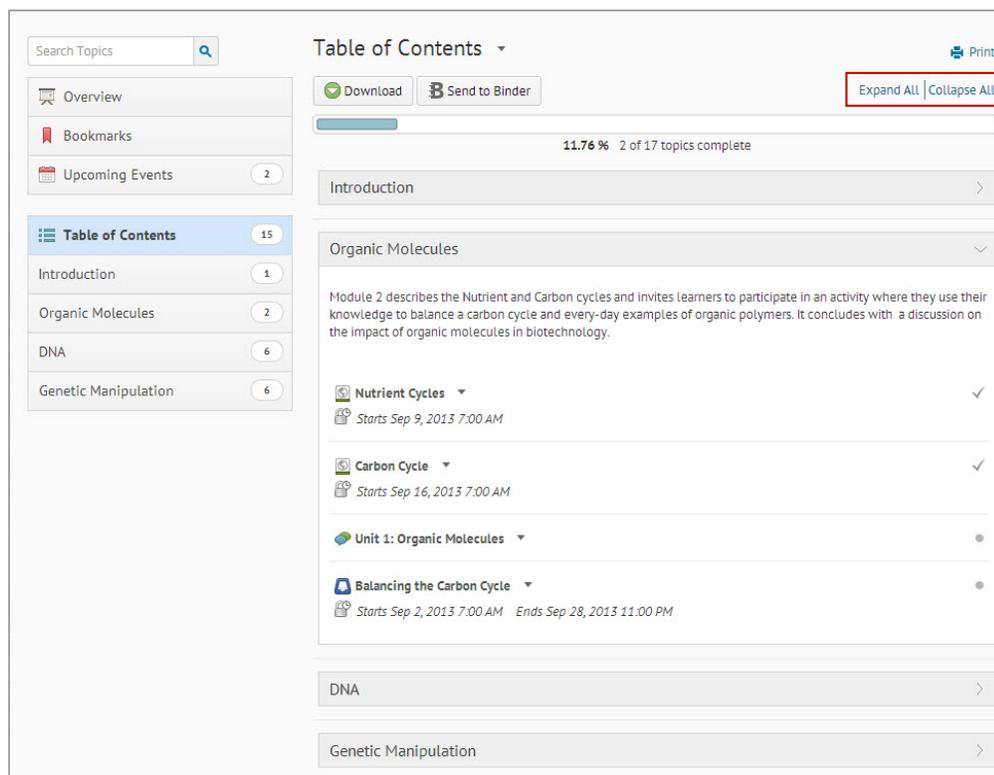
Unit 1: Organic Molecules

Updated content alerts for students

## Expand and collapse improvements

The Table of Contents now remembers the expanded or collapsed state of modules across sessions, and includes options to **Expand All** or **Collapse All** modules with a single click.

This allows students and instructors to switch between an easy-to-scan list of modules, and one displaying full details. They can also collapse completed modules as they progress through a course.



The screenshot displays the 'Table of Contents' interface. On the left is a sidebar with navigation options: Overview, Bookmarks, Upcoming Events (2), Table of Contents (15), Introduction (1), Organic Molecules (2), DNA (6), and Genetic Manipulation (6). The main area shows a progress bar at 11.76% (2 of 17 topics complete). Below the progress bar are expandable sections: Introduction, Organic Molecules (expanded to show 'Nutrient Cycles' and 'Carbon Cycle' with start dates, and 'Unit 1: Organic Molecules' containing 'Balancing the Carbon Cycle'), DNA, and Genetic Manipulation. At the top right of the main area, there are buttons for 'Download', 'Send to Binder', and a red-bordered box containing 'Expand All' and 'Collapse All' buttons. A 'Print' button is also visible in the top right corner.

Table of Contents with Expand All / Collapse All controls

## Return to Content workflow while editing a quiz, survey, or self assessment activity

When instructors edit a quiz, survey or self assessment in Content, they are now returned to the activity within Content when they click **Save and Close** or **Cancel**. Previously, the instructor was taken out of Content, onto the main page of Quizzes, Surveys, or Self Assessments.

## Topic page graphic design and information hierarchy improvements

Graphic design and layout changes were made to topic/activity pages to make them consistent with the Table of Contents view, and to provide visual separation between the main content/activity and the properties and information associated with it.

Table of Contents > Organic Molecules > Carbon Cycle

**Carbon Cycle**

**Instructions**  
 Reminder a full submission includes: a literature review, a peer-reviewed draft, and your final essay.

**Submissions**  
 No submissions yet. Drag and drop to upload your assignment below.

Drop files here, or click below!

Upload Choose Existing

Reflect in ePortfolio

**Activity Details**

- Task: Submit to complete this assignment

**Assessment**

- Grammar and Formatting
- Content and Flow

Table of Contents > Organic Molecules > Carbon Cycle

**Carbon Cycle**

**Instructions**  
 Add Instructions...  
 > Add Attachments

Reflect in ePortfolio

**Activity Details**

✓ Required: Automatic  
 Submit to the Dropbox folder to complete the activity

Add dates and restrictions... ✓ Published

**Options**  
 Unlimited files  
 All submissions are kept  
 Reflecting in ePortfolio is enabled

**Assessment**  
 Essays: - / 50  
 First Essay  
 Grammar and Formatting  
 Content and Flow

**Learning Objectives**

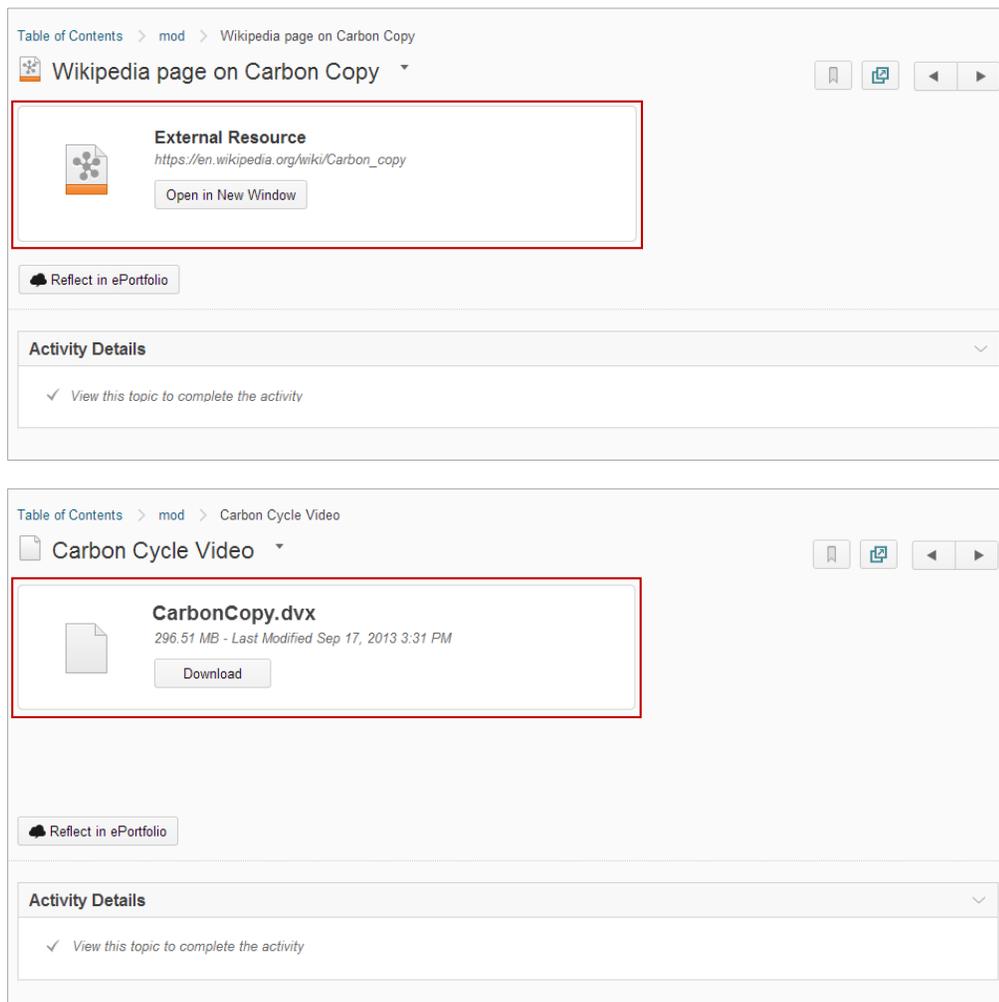
**Completion Summary**

Last Modified 9/16/2013 5:28 PM

Examples of updated student and instructor views of a dropbox activity with rubric associations

## Better handling of external links and unsupported file types

Improvements were made to support for external links and file types that cannot load in-place as users navigate between topics. External links automatically open in a new tab or window, as well as a placeholder page within Content. This allows tracking of whether the link was visited while maintaining navigation, and accepts the request to open the link externally. If an instructor includes a file that cannot be displayed in-place, we now provide a placeholder page that includes a **Download** option for the file.



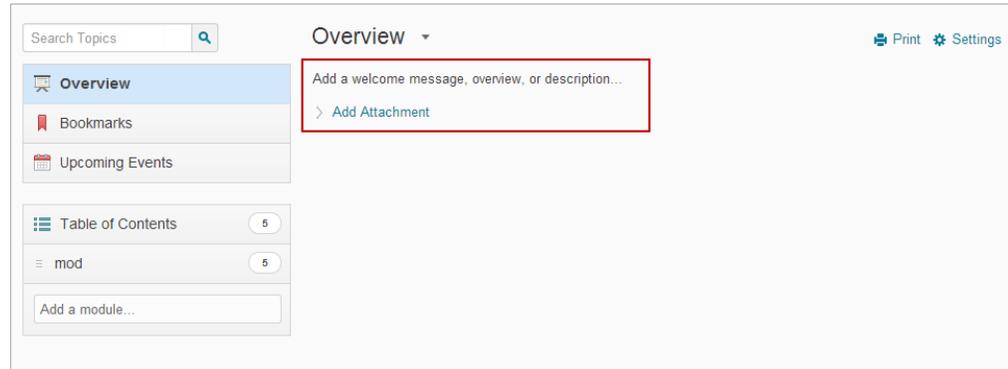
Example of external link and unsupported file type topics

## Document templates from Shared Files

Organizations can now use Shared Files to share document templates with courses. This helps maintain graphic design, usability, and accessibility standards across courses and instructors.

## Language and style updates to the Overview page

The placeholder text on the Overview page was updated from “Add a description...” to “Add a welcome message, overview or description...” to better distinguish it from the Table of Contents page. The style of the Add Attachments control was also updated to reduce the possibility of instructors mistaking it for the primary drag-and-drop area for adding new content files.



## Performance improvements for courses with 100+ topics

A new job framework and cancel request workflow was introduced to improve performance when downloading 100+ topics. We have also improved paging for modules with 100+ topics.

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## Copy Course Components

We completed significant maintenance work and re-architecting to Copy Course Components to improve performance during peak use times.

The new framework automatically runs copy course components as a job when the **Copy All** option is selected. We also improved the workflow for selecting courses and made it easier for administrators to review a log of errors.

My Home > Select a course... > D2L Support

Desire2Learn Content Discussions Calendar Grades

### Import/Export/Copy Components Help

**What would you like to do?**

- Copy Components from Another Org Unit
  - Protected Resources:
    - Include protected resources
  - Course to Copy:
  - [View History](#)
- Parent Template of Current Offering
  - Protected Resources:
    - Include protected resources
- Export Components
- Import Components
  - Select a component source:
    - from Learning Object Repository
    - from a File
      - No file chosen

My Home > Select a course... > D2L Support

Desire2Learn Content Discussions Calendar Grades

### Copy Course Components History

**Mathematics of Finance** Progress bar  
 Wednesday, June 5, 2013 3:25 PM EDT

**Business Law** Warning icon  
 Wednesday, June 5, 2013 3:26 PM EDT

My Home > Select a course... > D2L Support

Desire2Learn Content Discussions Calendar Grades

### Copy of Business Law

[Go Back to History](#)

Date	Message
6/5/2013 3:26 PM	Copy is now complete.
6/5/2013 3:26 PM	Data copy completed from orgUnitId: 121208 to orgUnitId: 6606, but there were errors.
6/5/2013 3:26 PM	Files failed to copy because: System.IO.DirectoryNotFoundException: Could not find a part of the path 'C:\D2L\Instances\Demeter\files\content\tests\courses\AFM231\'. at System.IO.__Error.WinIOError(Int32 errorCode, String maybeFullPath) at System.IO.FileSystemEnumerableIterator`1.CommonInit() at System.IO.FileSystemEnumerableIterator`1.<ctor>(String path, String originalUserPath, String searchPattern, SearchOption searchOption, SearchResultHandler`1 resultHandler) at System.IO.Directory.InternalGetFileDirectoryNames(String path, String userPathOriginal, String searchPattern, Boolean includeFiles, Boolean includeDirs, SearchOption searchOption) at System.IO.Directory.InternalGetFiles(String path, String searchPattern, SearchOption searchOption) at D2L.LE.CopyCourse.Domain.OrgUnitCopier.FileSystem.Default.OrgUnitFileSystemCopier.CopyDirectory(String sourceDirectory, String destinationDirectory, String sourceRoot, Int64 sourceOrgUnitId, Int64 destinationOrgUnitId, Int64& fileCopyCount) in c:\D2L\Instances\Demeter\checkout\le\import\export\D2L.LE.CopyCourse\Domain\OrgUnitCopier\FileSystem\Default\OrgUnitFileSystemCopier.cs:line 149 at D2L.LE.CopyCourse.Domain.OrgUnitCopier.FileSystem.Default.OrgUnitFileSystemCopier.D2L.LE.CopyCourse.Domain.OrgUnitCopier.FileSystem.IOrgUnitFileSystemCopier.CopyOrgUnitFileSyste(Int64 sourceOrgUnitId, Int64 destinationOrgUnitId, IOrgUnitCopier.Logger logger) in c:\D2L\Instances\Demeter\checkout\le\import\export\D2L.LE.CopyCourse\Domain\OrgUnitCopier\FileSystem\Default\OrgUnitFileSystemCopier.cs:line 65 at D2L.LE.CopyCourse.Domain.OrgUnitCopier.Default.OrgUnitCopier.CopyAllFiles(CopyCourse copyCourse, Int64 sourceOrgUnitId, Int64 destinationOrgUnitId, IOrgUnitCopier.Logger logger) in c:\D2L\Instances\Demeter\checkout\le\import\export\D2L.LE.CopyCourse\Domain\OrgUnitCopier\Default\OrgUnitCopier.cs:line 716
6/5/2013 3:26 PM	Shared Resource Codes Successfully Copied
6/5/2013 3:26 PM	Attendance Registers Successfully Copied
6/5/2013 3:26 PM	Item Templates Successfully Copied

## Discussions

Learning Environment 10.2 introduced the first set of updates to our Discussions functionality, starting us on a path toward a simpler, more engaging Discussions tool. The 10.3 release of Discussions introduces a number of updates which will further help instructors deliver the pedagogically-sound learning activities they need.

### Improved Discussions List

As an ever-increasing number of discussions are created, there is a need to provide high-level information in a more compact, less cluttered manner. Learning Environment 10.3 introduces a new Discussions List which further enforces the notion of “focus on the conversation, not the overhead”.

The screenshot displays the Discussions List interface. At the top, there are buttons for 'New' and 'More Actions'. Below that, a filter section shows 'Filter by: Unread Unapproved' and a 'Hide All Topics' link. The main content is divided into two sections: 'Welcome to Foundations of Biotechnology' and 'Weekly Discussions'.

**Welcome to Foundations of Biotechnology**

Topic	Threads	Posts	Last Post
<b>General Course Discussion</b> Use this topic to discuss anything and everything related to the course. Please keep in mind the school's policies regarding academic integrity - we encourage collaboration, but plagiarism is not acceptable!	2	5 (3)	Wayne Alcott 44 minutes ago
<b>Course Q&amp;A</b> Use this topic to ask any general questions about the course.	1	4	Megan Aarons 44 minutes ago

**Weekly Discussions**

This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.

Topic	Threads	Posts	Last Post
<b>Unit 1: Organic Molecules</b> Moderated. Includes assessment. Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on the impact of organic molecules in biotechnology.	3	7 (2)	James Musselmann 9 minutes ago
<b>Unit 2: DNA</b> Unlocked: Monday, October 7, 2013 9:00 AM EDT - Friday, October 25, 2013 5:00 PM EDT. Unit 2 gets back to the roots of DNA research, and introduces the learner to some of the founding fathers in the field. After introducing the learner to the history of genetic engineering, Module 3 continues with an explanation of the roles that DNA plays in the life of an organism and concludes with a brief introduction to chromosomes and some of the characteristics of these genetic building blocks.	0	0	

The new Discussions List presents information about your topics in a compact and easy-to-scan format. Quickly scan down the columns to see which topics have unread or unapproved posts, and dive into the conversation with a single click.

Topic	Threads	Posts	Last Post
<b>Unit 1: Organic Molecules</b> ▾ ▲ Moderated. ⓘ Includes assessment. Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on the impact of organic molecules in biotechnology.	3	7 (2) ▲ 2	 James Musselmann 9 minutes ago

For courses with a very large number of forums and topics, there is now a “Hide All Topics” option which allows you to hide all the topics in your course so you only need show those topics you care about.

New ▾ More Actions ▾

Filter by: Unread Unapproved

▾ Hide All Topics

**Welcome to Foundations of Biotechnology** ▾

▾ Hide Topics

Topic	Threads	Posts	Last Post
<b>General Course Discussion</b> ▾	2	5 (3)	 Wayne Alessi

**Discussions List** Subscriptions Group and Section Restrictions Statistics

⚙ Settings ⓘ Help

New ▾ More Actions ▾

Filter by: Unread Unapproved

> Show All Topics

**Welcome to Foundations of Biotechnology** ▾

> 3 Unread Posts (9 total) - 2 topics Last post 44 minutes ago by Megan Aarons

**Weekly Discussions** ▾

This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.

> 2 Unread Posts (7 total) - 2 topics Last post 9 minutes ago by James Musselmann

To further reduce confusion, the ability to subscribe to a forum or topic has been moved into the forum or topic's context menu, along with all other actions for that forum or topic.

Topic	Threads	Posts	Last Post
<b>General Course Discussion</b> ▾ Use this topic to discuss anything and everything related to the course. Please keep in mind the school's policies regarding academic integrity - we encourage collaboration, but plagiarism is not acceptable!	2	5 (3)	 Wayne Alessi 1 hour ago
<b>Course Q&amp;A</b> ▾ Use this topic to <ul style="list-style-type: none"> <li> View Topic</li> <li> Edit Topic</li> <li> View Topic Statistics</li> <li> <b>Subscribe</b></li> <li> Delete</li> </ul>	1	4	 Megan Aarons 45 minutes ago
<b>Weekly Dis</b> This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.			

Topic	Threads	Posts	Last Post
<b>General Course Discussion</b> ▾ Use this topic to discuss anything and everything related to the course. Please keep in mind the school's policies regarding academic integrity - we encourage collaboration, but plagiarism is not acceptable!	2	5 (3)	 Wayne Alessi 1 hour ago
<b>Course Q&amp;A</b> ▾ Use this topic to <ul style="list-style-type: none"> <li> View Topic</li> <li> Edit Topic</li> <li> View Topic Statistics</li> <li> <b>Unsubscribe</b></li> <li> Delete</li> </ul>	1	4	 Megan Aarons 1 hour ago
<b>Weekly Dis</b> This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.			

## Improved options for rating discussions

Learning Environment 10.3 includes some much-needed updates to how Discussions uses ratings. The most visible update is that now you can set ratings on a per-topic basis, rather than for the entire course.

**Description**

Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on

**Options**

Allow anonymous posts  
 A moderator must approve individual posts before they display in the topic  
 Users must start a thread before they can read and reply to other threads

**Rate Posts**

Up Vote/Down Vote Rating Scheme

**Availability**

Show topic visibility options

**Locking Options**

Learning Environment 10.3 also introduces two new rating schemes for discussions based on voting (in addition to the existing 5-star rating scheme). The first new scheme allows the class to vote posts up and down, giving each post a cumulative score.

The screenshot shows a discussion thread titled "Cellular respiration" created by Wesley Clinton on Sep 11, 2013 4:34 PM. The thread content includes a question about ATP production in plant and animal cells and a user's request for clarification. Below the main post, there are two replies:

- James Musselmann** (yesterday at 4:34 PM) has a cumulative score of -3. His reply asks for clarification on ATP generation from sunlight in chloroplasts.
- Andrea Kushner** (yesterday at 4:36 PM) has a cumulative score of 5. Her reply explains that chloroplasts generate glucose from sunlight, and both animals and plants use this to generate ATP from glucose by respiration. She also provides a comparison between plant and animal cells.

The interface includes a "Reply to Thread" button, a filter menu (Unread, Flagged, Unapproved), and a "Show: Threaded" dropdown.

The second new rating scheme allows the class to only vote posts up as a way to show agreement or approval.

This screenshot shows the same discussion thread as above, but with a different rating scheme. The cumulative scores for the replies are now +0 and +5:

- James Musselmann** (yesterday at 4:34 PM) has a cumulative score of +0.
- Andrea Kushner** (yesterday at 4:36 PM) has a cumulative score of +5.

The rest of the thread content, including the main post and the replies, remains identical to the previous screenshot.

In both schemes, your vote displays along with the cumulative score for that post. You can also configure it to show only your vote for cases where you don't want students to see the cumulative score.

The screenshot shows a discussion thread titled "Cellular respiration" created by Wesley Clinton on Sep 11, 2013 at 4:34 PM. The main post has a score of 1 and contains the following text: "A high school textbook says that from one glucose molecule a cell can, first by glycolysis and then cellular respiration, gain: 36 ATP if it's a plant cell 38 if it's an animal cell. I know that these numbers are theoretical maximums, in practice lower because of the protons leaking across the membrane and so on, but what I do not understand is why there's a distinction between animal and plant cells in energy yield.... Is it a mistake and if not can you please clarify it for me. thanx". Below the main post is a "Reply to Thread" button. The thread is filtered by "Unread" and "Flagged" and is shown in "Threaded" view. Two replies are visible: one from James Musselmann (yesterday at 4:34 PM) asking about ATP generation by mitochondria and chloroplasts, and another from Andrea Kushner (yesterday at 4:36 PM) stating that chloroplasts generate glucose from sunlight and both plants and animals use it for ATP.

To make it easier for instructors to use these new rating schemes, they can set a default rating scheme in Discussions Settings that apply for all newly created topics and any topics imported to the course without a rating scheme set.

The screenshot shows the "Discussions Settings" page. Under "Personal Settings", there are "Display Settings" (checkboxes for "Always show the Discussions List pane" and "Display deleted posts") and "Reply Settings" (checkbox for "Include original post in reply"). Under "Org Unit Settings", there is a "Default Rating Scheme" section with a note: "Your selection will automatically display in the Rate Posts drop-down list on the New Topic page and will automatically apply to imported course components." Below this is a dropdown menu currently set to "Up Vote/Down Vote Rating Scheme". At the bottom are "Save" and "Cancel" buttons.

If an instructor wishes to change the rating scheme in the middle of a discussion, they are free to do so, and all rating data is preserved in case they decide to switch back.

These new rating schemes are great for running activities like a Q&A or a class-curated FAQ; simply create a topic with one of the two new rating schemes, and use the "Highest Rated Thread" sort option in the topic to show popular questions at the top of the page.

Similarly, when viewing a thread, use the “Highest Rated Reply” sort option to bring the most popular answers to the top.

Filter by: Unread Flagged Unapproved

Sort by: Highest Rated Thread

**Cellular respiration** ▾  
 4 Wesley Clinton posted Sep 11, 2013 4:34 PM ☆ Subscribe

A high school textbook says that from one glucose molecule a cell can, first by glycolysis and then cellular respiration, gain: 36 ATP if it's a plant cell 38 if it's an animal cell I know that these numbers are theoretical maximums, in practice lower because of the protons leaking across the memb...

0 4 13 0  
 Unread Replies Views Unapproved

Last post yesterday at 4:39 PM  
 by James Musselmann

**Carbon Cycle Affected by Greenhouse Gas Emissions?** ▾  
 4 Johnson Aronson posted Sep 11, 2013 4:22 PM ☆ Subscribe

Can anyone point to some research about how the Carbon Cycle has been affected due to greenhouse gas emissions from things like cars and planes? Sounds really interesting!

Filter by: Unread Flagged Unapproved

Show: Highest Rated Reply

**Andrea Kushner** ▾  
 5 yesterday at 4:36 PM

I think the chloroplast generates glucose from sunlight, then animals and plants both use this to generate ATP from glucose by respiration...

Hah! Checked the web and I'm wrong.A comparison between Plants and Animals

- Animal cells and Plant cells contain mitochondria!
  - However, animal cells contain many more mitochondria than plant cells
- Animal cells get most of their ATP from mitochondria
- Plant cells get most of their ATP from the chloroplast

## Improvements to Must Post to Participate

The 10.0 release of Discussions introduced the ability to force students to create a thread before being able to read and reply to other student's posts. The 10.3 release of Discussions introduces two improvements to this feature.

First, instructors can now set posting restrictions at the forum level, which will then apply to all topics within that forum. This is great for situations where instructors are making use of group topics - now the option only has to be set once, rather than on each topic individually.

**Weekly Discussions** ▾  
*Must post first.*  
 This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.

▾ Hide Topics

Topic	Threads	Posts	Last Post
<b>Unit 1: Organic Molecules</b> ▾ ▲ <i>Moderated.</i> Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on the impact of organic molecules in biotechnology. <i>You must start a thread and have it approved before you can read and reply to other threads</i>			
<b>Unit 2: DNA</b> ▾ 🔒 <i>Unlocked: Monday, October 7, 2013 9:00 AM EDT - Friday, October 25, 2013 5:00 PM EDT.</i> Unit 2 gets back to the roots of DNA research, and introduces the learner to some of the founding fathers in the field. After introducing the learner to the history of genetic engineering, Module 3 continues with an explanation of the roles that DNA plays in the life of an organism and concludes with a brief introduction to chromosomes and some of the characteristics of these genetic building blocks. <i>You must start a thread before you can read and reply to other threads</i>			

Second, we have introduced a new permission: **Override Must Post to Participate Restrictions**. When a role is granted this permission, they can read and reply to a topic without first having to create a new thread. This is great for TA-type roles that need to be keeping an eye on the discussion, but who shouldn't have full permission to manage Discussions.

## Improvements to discussion statistics

Discussion statistics are a great way for instructors to see what's happening in their discussions at a high level. In the 10.3 release of Discussions, statistics will now call out the number of threads created and replies posted separately:

First Name ▲, Last Name	Number of Posts				
	Threads	Replies	Read	Unapproved	Scored
Aldo Calle	2	8	30	1	0
Alexa Ewald	3	5	22	0	0
Andrea Kushner	5	12	43	2	0
Bryan Krach	0	2	10	0	0
Ceasar Bentley	1	1	3	0	0
Chloe Shields	1	12	28	5	0
Chung Bartram	0	0	0	0	0
Della Evert	1	2	8	0	0
Fred Simmer	6	20	55	0	0

This is very helpful when instructors are running activities where students must compose a certain number of original threads and then reply to other student's threads.

Discussion statistics has also been updated to include information about the voting-style rating schemes.

Forum/Topic Title	Number of Posts					Post Ratings		
	Threads	Replies	Pinned	Unapproved	Scored	Up	Down	Star
[-] Welcome to Foundations of Biotechnology	0	0	0	0	0			
..... General Course Discussion	0	0	0	0	0	122	78	
..... Course Q&A	0	0	0	0	0			3.5
[-] Weekly Discussions	0	0	0	0	0			
..... Unit 1: Organic Molecules	0	0	0	0	0	15	0	
..... Unit 2: DNA	0	0	0	0	0	42		

**Note** Statistics for ratings no longer appear rolled up at the forum level.

## Data Purge for Email now available

Email messages can consume a significant amount of storage space. To help deal with this concern, we've introduced new Data Purge plugins for Email. These plugins will automatically archive and purge email messages older than six months, allowing clients to reclaim a significant amount of storage.

## Discussions Grid View removed

The Grid View in Discussions is deprecated and is no longer available. This allows you to focus on a single, unified view of Discussion, and no longer requires you to support two separate and very different views of Discussions.

## Shared Forums removed

In order to streamline workflows and reduce confusion among first-time users, the existing Shared Forums tool has been removed in Learning Environment 10.3. Existing Shared Forums will be migrated to standard discussions residing at the level from which they were shared.

For clients who wish to continue sharing forums, this can easily be accomplished by creating a forum or topic at the level you wish to share it from, then linking to it from anywhere in the system using options like custom navbar links, shared homepage widgets, global news items, etc.

For more information on how to share forums without the Shared Forums tool, please see the Learning Environment Upgrade Guide 10.3.

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## Quizzes and Surveys

Both Quizzes and Surveys have undergone usability improvements in their tab structure and the contents within tabs to make creation and management more intuitive, allowing you to complete these tasks faster. You can now create and manage the most important and commonly-used information in the initial tabs, and gradually take advantage of more advanced options in the latter tabs.

## Add/edit questions first

In the past, users creating quizzes and surveys had to navigate to the last tab to create or edit questions.

Edit Quiz - Pop Quiz ▾

Properties Restrictions Attempts Objectives Submission Views Reports Setup **Layout/Questions**

This quiz is empty.

Add/Edit Questions

Save and Close Save Cancel

Edit Survey - End of Term Survey ▾

Properties Restrictions Objectives Reports Setup **Layout/Questions**

This survey is currently empty.

Add/Edit Questions

Save and Close Save Cancel

Now users can begin adding questions from the first tab, and not the last.

New Quiz ▾

Properties Restrictions Assessment Objectives Submission Views Reports Setup

**General**

Name \*

Category

no category ▾ [add category] ⓘ

**Quiz Questions**

This quiz is empty.

Add/Edit Questions

Edit Survey - 44 ▾

Properties Restrictions Assessment Objectives Reports Setup

**General**

Name \*

44

Category

no category ▾ ⓘ [add category]

Feedback

give instant feedback ⓘ

Anonymous

make results anonymous ⓘ

**Survey Layout**

This survey is currently empty.

Add/Edit Questions

## New Assessment tab

For Quizzes, all information related to quiz assessment such as associated Grade Items, Rubrics, and Attempts are now combined into a new Assessment tab. For Surveys, the ability to associate Rubrics is now moved to the Assessment tab.

Edit Quiz - Pop Quiz ▾

Properties Restrictions **Assessment** Objectives Submission Views Reports Setup

### Assessment

Grade Item  
None ▾ [add grade item] ?

Auto Export to Grades  
 Allow automatic export to grades ?

Student View Preview  
- / - ▾

Rubrics  
Add Rubric  
No rubrics selected.  
[\[Create Rubric in New Window\]](#)

Automatic Grade  
 Allow attempt to be set as graded immediately upon completion ?

ePortfolio Artifacts  
 Allow users to add the result of this quiz to their ePortfolio ?

### Attempts

Attempts Allowed  
1 ▾ Apply  
*Optional Advanced Attempt Conditions will appear if a number of attempts from 2 to 10 is applied.*

Overall Grade Calculation  
Highest Attempt ▾

Save and Close Save Cancel

New Quiz Assessment Tab

The screenshot shows the 'Manage Surveys' interface with the 'Assessment' tab highlighted in red. The interface includes tabs for 'Properties', 'Restrictions', 'Assessment', 'Objectives', and 'Reports Setup'. Under the 'Assessment' tab, there is a section for 'Rubrics' with an 'Add Rubric' button, a message 'No rubrics selected.', and a link '[Create Rubric in New Window]'. At the bottom, there are three buttons: 'Save and Close', 'Save', and 'Cancel'.

New Surveys Assessment tab

## IP restrictions now applicable to quiz submission views

Now the same IP restrictions which apply to students taking a quiz can apply to a quiz's submission view: the view of quiz information, such as the user's score and optional question and answer information, after the user has submitted a quiz. This extends the security feature, providing additional protection of question & answer information once a quiz is submitted.

You can add IP restriction on submission views by clicking **Add Additional View** in the Submission Views tab and creating an additional view with the **IP Restriction** check box selected. This selected check box will apply the same IP address restrictions used for quiz completion to quiz submission view.

The screenshot shows the 'Add View' dialog box. It has a 'View Properties' section with a 'Name' field containing 'Questions Answered Incorrectly' and a 'Message' field containing a success message. Below this is the 'View Restrictions' section, which includes a 'Date' field with '9/9/2013' and '4:17 PM', and a location 'Canada - Toronto'. At the bottom, there is an 'IP Address' section with a checked checkbox for 'IP Restriction (IPv4)', which is highlighted with a red box.

Setting IP address restrictions on students' quiz submission view

## Limiting the availability duration of quiz submission views

Previously, quiz submission views (which can include the user's score and optional question & answer information), had a starting availability date and time that ended at a defined date and time. As a result, students submitting their quizzes at different times would have unequal access duration to the quiz's submission view. However, in version 10.3, when you want to create the same limited availability of the quiz submission view for all students, you can set a length of time in minutes the view is available in the Limited Duration area, and the starting availability now begins at time of an individual's submission.

The screenshot shows the 'Add View' configuration interface. It is divided into two main sections: 'View Properties' and 'View Restrictions'.

**View Properties:**

- Name \***: A text input field containing 'Questions Answered Incorrectly'.
- Message**: A rich text editor containing the text: 'Your quiz has been submitted successfully. Below, you can examine the questions which you responded to incorrectly, as well as the correct answers.'

**View Restrictions:**

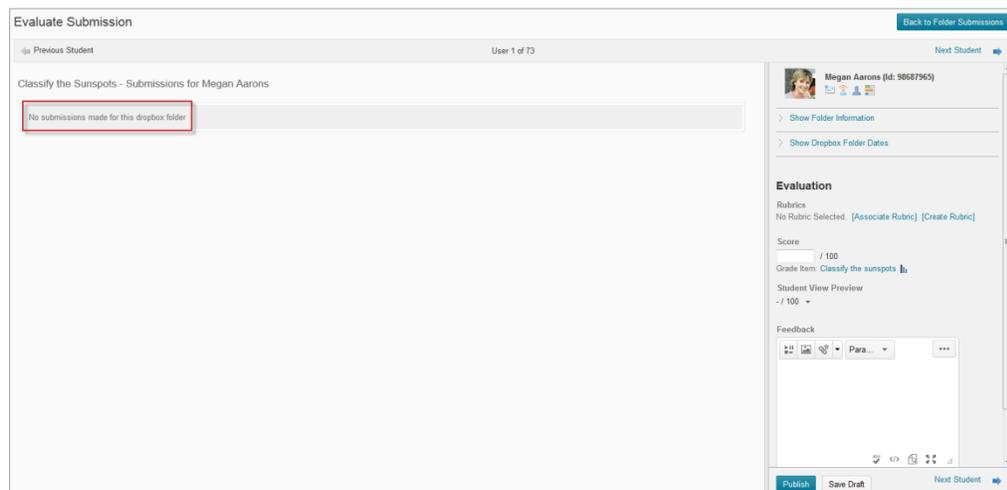
- Date**: Two input fields for 'Date' and 'Time'. The date is '9/9/2013' and the time is '4:17 PM'. Below these is the text 'Canada - Toronto'.
- IP Address**: A section with a checked checkbox for 'IP Restriction (IPv4)'.
- Limited Duration**: A section with a checked checkbox for 'Limit the amount of time (in minutes) for which this view is available after the quiz is submitted'. Below this is an input field with the value '30' and the text 'minutes'. This section is highlighted with a red border in the image.

Setting the availability duration of students' quiz submission view

## Dropbox

### Evaluate non-submissions and system-external submissions

It is now possible to evaluate a student from Dropbox even if no submission was made to the dropbox folder. This supports the cases in which an instructor wants to assign a student a comment and a grade after the due date has passed, or the submission occurs outside of Learning Environment. Currently this feature is only available from Dropbox, but we plan to implement this feature for Content's Dropbox Completion Summary in a future release.

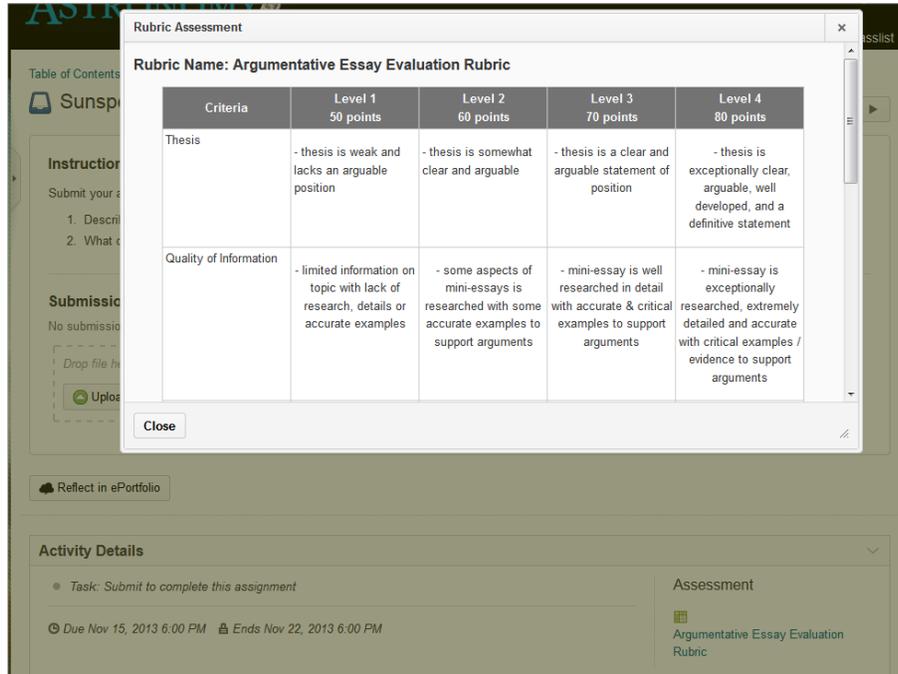


Evaluate a student's dropbox folder non-submission

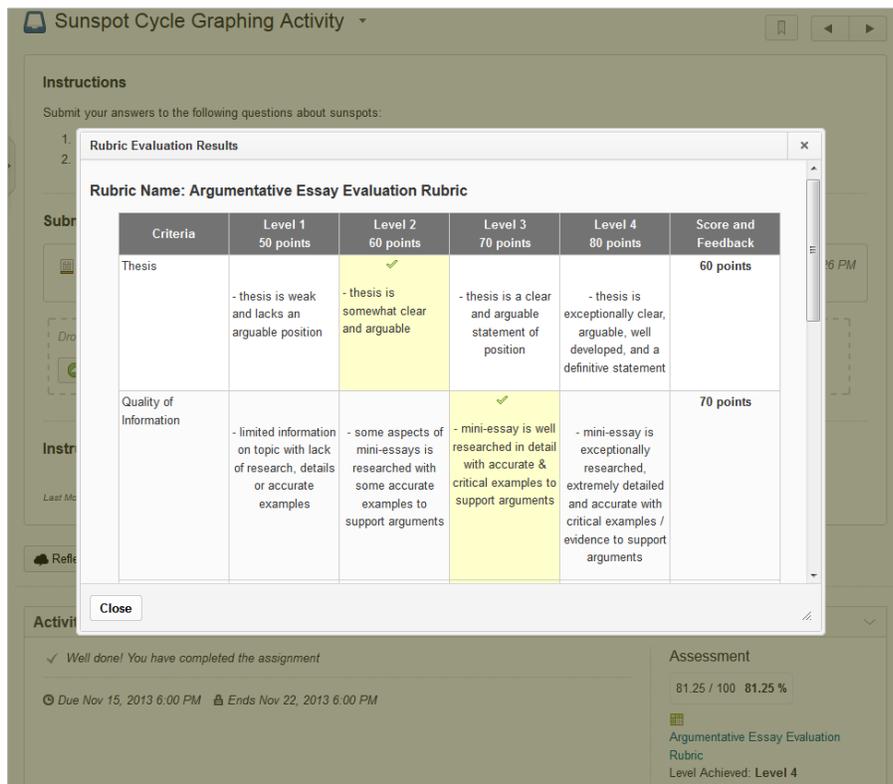
## Rubrics

### Student view of rubrics from Content before and after a dropbox folder submission

Now students submitting to a dropbox folder from Content can access the dropbox folder's evaluation rubrics before submission, and also access completed rubrics after their evaluations are published.



Student View of a rubric before submitting to a dropbox folder



Student view of a completed rubric

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## Grades

### Addition of LTI user identifier for Grades manual import

For LTI-compliant external tool providers who would like a temporary solution to pass grades back to the Learning Environment, we now offer the ability to *manually* import grades using the same user identifier shared with the external tool at launch. As a recommended approach to automatically communicate grades back to the Learning Environment, we also offer support for the LTI Outcome Service.

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## Other features

### IPAS

Feature changes for IPAS are focused on enabling redundancy for the integration solution and reducing the need for Implementation Consultants to have access to the database to implement configurations.

#### Database Session Store

A database session store is now used to enable redundancy for storing IPAS sessions across multiple Application Servers.

#### Shibboleth Service Provider 2.5.1 and 2.5.2 Support

The recommended version of the Shibboleth Service Provider is 2.5.2, however 2.5.1 was also tested. Version 2.5.1 or greater is required to support the database Session Storage.

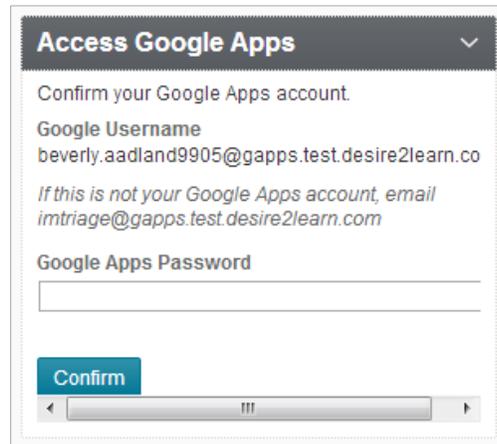
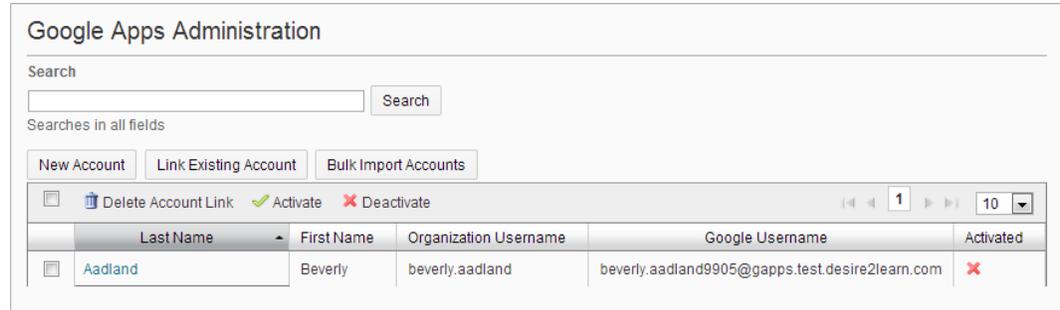
### IPCT (Google Apps)

Google Apps Administration interface now has a new feature that enables single or multiple account linkages to be activated or deactivated.

#### Activation and Deactivation of Account Linkages

The Google Apps Administration interface now enables administrators to activate or deactivate single or multiple account linkages. Activating an account link enables the user to access their Google data automatically from Learning Environment. Deactivating an account link requires the user to confirm their account to access their Google data from Learning Environment.

This feature requires that the permission **Activate or Deactivate Any Google Apps Account** be enabled.



## IPSI

Feature changes for IPSIS focused on improving the usability of the Extension Point Configuration pages by reducing their complexity.

### IPSI administration interface

#### Source System Types

As Desire2Learn expands support for other types of source systems, we added a new Type field to the Add Source System page. In this version of IPSIS, only one type is available: LIS (which corresponds to the LIS v2.0 Adapter). IPSIS uses the Type field when initiating communication with the source system, which primarily occurs when running bulk data imports.

#### Configuration Screen

The Configuration page extension points are now categorized in collapsible panels to aid customers locating a particular item. The categories are based on enabled IPSIS adapters. The IPSIS Platform category is always shown as part of the IPSIS Platform, which makes the IPSIS Administration tool available.

All extension point names are updated to shorter, more meaningful representations. For example, in previous versions of IPSIS, the interface for creating and updating a user was D2L.IM.IPSIS.Users.Handlers.IRreplaceUserHandler,D2L.IM.IPSIS – IPSIS. This is now simply User - Replace.

### Edit Extension Point Screen

The Edit Extension Point page received several updates to enhance the workflow and usability of the page.

- Users can now drag-and-drop to re-order plugins instead of using sort arrows, which were removed.
- The page now supports **Save** and **Cancel** operations. We replaced the **Done** button with three new buttons: **Save and Close**, **Save**, and **Cancel** buttons. These new buttons allow users to make updates and exit the page without having to save the changes.

## IPSIS Platform Handlers

### New Handler Names

The names of two IPSIS Platform handlers are updated to reflect the change from DOME to Config Variable.

- BulkFileRetrieverDOMEDefinedDownloadPathHandler becomes BulkFileRetrieverConfigVariableDefinedDownloadPathHandler
- ReplaceUserRoleDefaultDOMEHandler becomes ReplaceUserRoleDefaultConfigVariableHandler

No functional changes were made to IPSIS as a result of new handler names.

## Remote Plugin support

This release of Remote Plugins focuses on increasing the scope of UI Extensibility to further areas of Learning Suite (e.g. Quicklinks, Insert Stuff, Navbars) and enhancing the experience with existing Remote Plugin interfaces (Height and Width).

### Insert Stuff Remote Plugin support

Institutions and 3rd party vendors can now add their own “stuff types” to the Insert Stuff interface (in the HTML Editor), used to embed various types of media in HTML content. Like other remote plugins, ISF remote plugins can use LTI for security and context.

### Navbar Remote Plugin support

Institutions and 3rd party vendors can now add their own links to navbars. Like other remote plugins, ISF remote plugins can use LTI for security and context.

### Quicklink Remote Plugin support

Institutions and 3rd party vendors can now add their own Quicklink types, which are used to link to different types of content throughout the system. Like other remote plugins, ISF remote plugins can use LTI for security and context.

**Widget Remote Plugin height**

Institutions and 3rd party vendors can now define a height for their widget remote plugins to make them appear more consistent with the user interface.

**Course Builder Remote Plugin height and width**

Institutions and 3rd party vendors can now define a height and width for their Course Builder Remote Plugins to make them appear more consistent with the user interface.