D2L December facelift –Assignments

Effective December 9, 2020 D2L Assignments tool will have a brand-new look and added features.

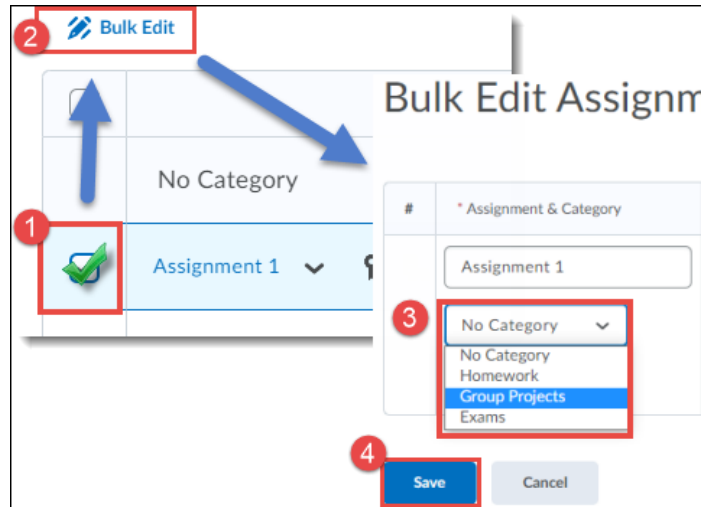## Assignments - Create and edit experience | NEW

Effective Dec. 9, the Create and Edit Assignments page will have an updated look and feel. The classic tabbed view has been transformed into a new, fully immersive page layout.

1. **Core details:** The primary panel on the left contains frequently used fields such as due date, instructions, and attachments.
2. **Advanced options:** The panel on the right organizes options such as start and end dates, rubrics, annotation tools, and Turnitin.
3. **Quick add to grades**: The new experience streamlines the process of linking assignments to the gradebook. When instructors enter a point value in the left panel, they can simultaneously create a grade item of the same name.

The NEW Assignments Create and Edit experience allows instructors to see everything at a glance with little to no scrolling, and without having to navigate through tabs.

NOTE: *Category Workaround* – the New Assignment creation screen does NOT include a way to select an Assignment Category. After creating an assignment folder, you must use the 'Bulk Edit' option to move the Assignment folder to the desired Category. D2L will introduce the Category feature to the new Assignment creation screen at a later date. (See image next page).
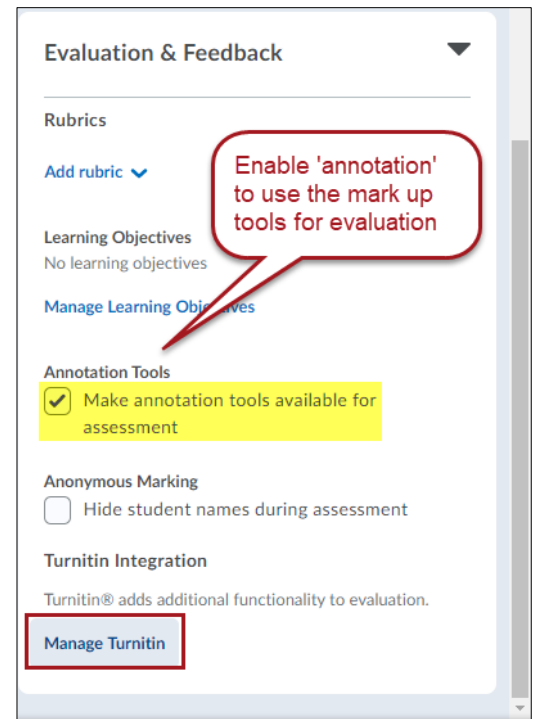
Assignments – Annotations for feedback | NEW

Effective Dec. 9, instructors can provide feedback in the Assignments tool with contextual inline annotations, including:
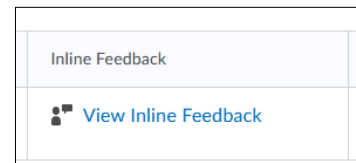
1. **Text** – type directly on the page
2. **Notes** – add a comment via 'note' within the page
3. **Highlight** – select and highlight text
4. **Outline** – create a box around text
5. **Pen feature** – Make handwritten notes with a tablet or touch screen

The annotations tool must be enabled in the Assignment Evaluation & Feedback panel in the Assignment properties to use the mark up tools.
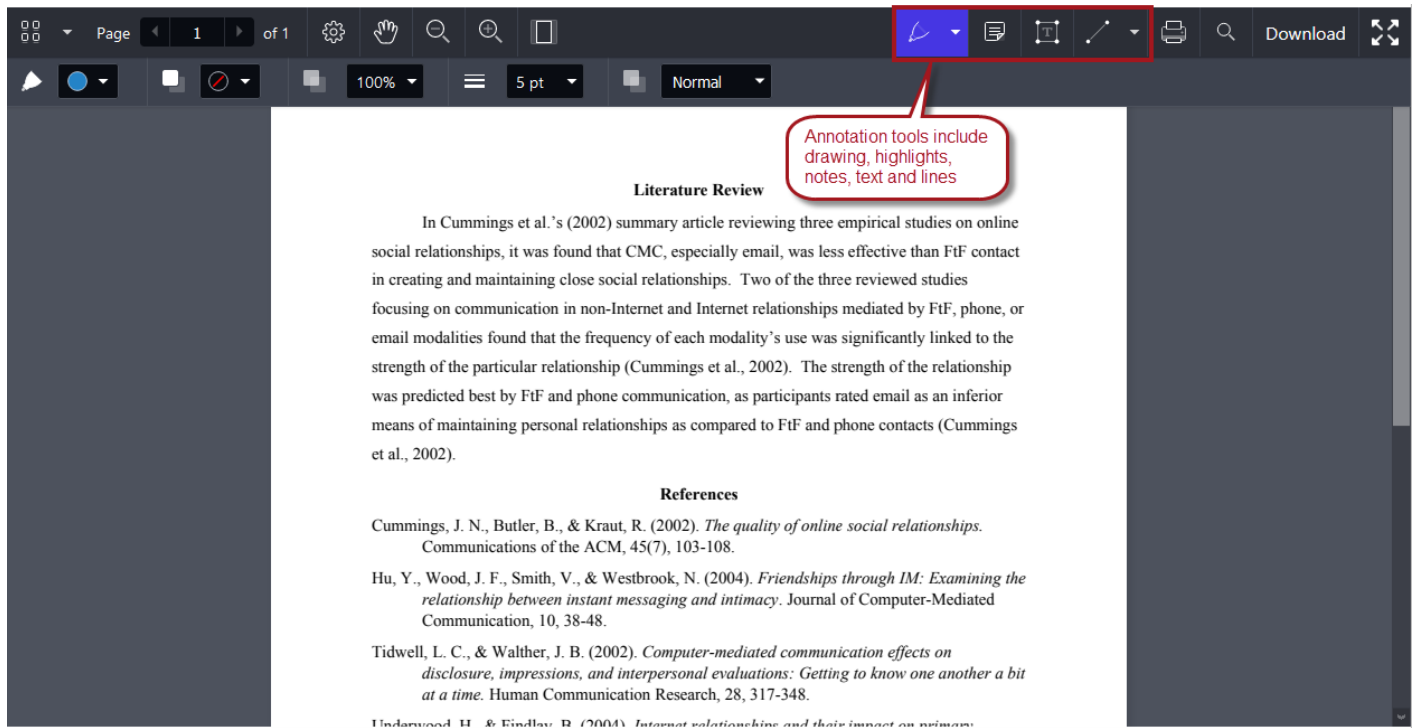

NOTE: If using *Turnitin Grademark* for mark-up, do not use D2L Annotations in addition, as it will cause confusion for students. Instructors using Grademark will still have the option to enable it in the Turnitin Settings.

Students view the D2L mark-up from their Assignment > Feedback area.

Sample screen capture of D2L Assignment with annotation enabled > Assignment Evaluate area:

Annotation tools include drawing, highlights, notes, text and lines

Literature Review

In Cummings et al.'s (2002) summary article reviewing three empirical studies on online social relationships, it was found that CMC, especially email, was less effective than FtF contact in creating and maintaining close social relationships. Two of the three reviewed studies focusing on communication in non-Internet and Internet relationships mediated by FtF, phone, or email modalities found that the frequency of each modality's use was significantly linked to the strength of the particular relationship (Cummings et al., 2002). The strength of the relationship was predicted best by FtF and phone communication, as participants rated email as an inferior means of maintaining personal relationships as compared to FtF and phone contacts (Cummings et al., 2002).

References

Cummings, J. N., Butler, B., & Kraut, R. (2002). *The quality of online social relationships.* Communications of the ACM, 45(7), 103-108.

Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). *Friendships through IM: Examining the relationship between instant messaging and intimacy.* Journal of Computer-Mediated Communication, 10, 38-48.

Tidwell, L. C., & Walther, J. B. (2002). *Computer-mediated communication effects on disclosure, impressions, and interpersonal evaluations: Getting to know one another a bit at a time.* Human Communication Research, 28, 317-348.

Underwood, H., & Findlay, B. (2004). *Internet relationships and their impact on primary*