Content

Use the Content tool to post and organize course content so that information about course expectations, course syllabus, lecture notes, and important dates display to users clearly.

Course materials you post in Content can include documents, images, media files, URL links, and existing course activities. You can add release conditions, grade items, and learning objectives to topics to ensure users navigate through course materials while fulfilling specific course requirements and learning expectations.

You can also monitor class and user progress as students work through course content by setting automatic (determined by the system) or manual (determined by the student) completion tracking.

Note: Also check out our Posting a Course Syllabus guide.

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Tutorial Videos

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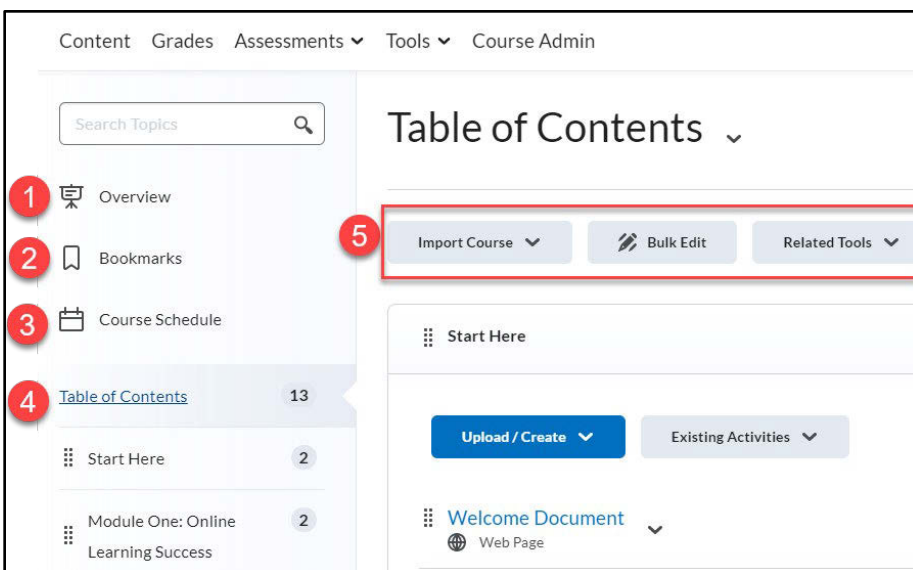
Course Content Organization

Your course content is organized using content topics and modules. Use modules to organize the units of your course offering (for example, Week 1, Week 2, Week 3, etc.) and topics to organize the content of each module (for example, Lesson 1, Lesson 2, Lesson 3, etc.)

Overview

When users access a course's Content tool for the first time, the first page they land on is the **Overview**. Use the **Overview** page to orient users to the course, content

materials, and course expectations. You can insert course overview information using the HTML Editor beneath the **Overview** title, and you can add a file attachment by dragging a file from your computer onto the upload target, or by clicking **Add an attachment** from the **Overview** page.

Note: If you decide not to add anything to the Overview, the **Overview** link and page is hidden from student view.

Bookmarks

Topics you bookmark appear in a list on the **Bookmarks** page. Click the **Add Bookmark** icon while viewing a topic to add it to your bookmarks list. The number beside the **Bookmarks** link indicates how many bookmarks you have.

Course Schedule

The **Course Schedule** page lists course material due dates, start dates, end dates, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the **Course Schedule** page and the Agenda view in the Calendar tool.

The dates listed on this page are not exclusive to Content topics; upcoming events include all events within the course from the Calendar tool. Click **Course Schedule** to view all past, current, and future course events. The number beside the **Upcoming** link indicates how many upcoming events you have.

Table of Contents

The **Table of Contents** panel lists all modules available in your course. Click on a listed module to view and manage its details, topics, and sub-modules. You can also stay on the **Table of Content**s page to view and manage all modules and topics. Click the **Table of Contents** link to access the **Table of Contents** page. This page enables you to view and manage all modules and topics. You can add new topics to existing modules by dragging and dropping files from your computer onto upload targets on the **Table of Contents** page, and you can also rearrange course materials by dragging and dropping topics between modules.

The number beside each module name in the **Table of Contents** panel listing indicates the number of topics you have set completion tracking for. The number beside the **Table of Contents** link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on students per module.

Accessible courses and accessible course content

Organizing your course in a way that supports the learning needs and styles of all users can be a difficult task. Your learning materials need to engage, educate, evaluate, and accommodate people effectively.

Set clear course expectations

There are some design decisions you can make that will help all learners use your online course effectively:

- Use the Content Overview page to help familiarize your learners with your course content.
- Add your course syllabus to the Content Overview page. This helps all users clearly understand your course expectations up front. Link each syllabus item to the actual item in your course. This provides a navigation shortcut to important content and helps students with learning disabilities clearly see how course content relates to course expectations.
- Set up enumerations in the Content tool's Settings to establish a clear hierarchy in your course content. Well-defined course structure is easier to navigate for screen reader users and learners with learning disabilities.

Make time limits and deadlines flexible

Provide readings well in advance of deadlines so users can work ahead and prepare. Many learners need the extra time to read through content multiple times. If you use release conditions to control when to release course content on a module by module basis, make sure you give learners plenty of time to complete each component.

Provide alternative learning materials

One of the most effective course design decisions you can make to improve engagement is to offer course materials that appeal to more than one sense. For example, the same material can have an audio, video, and text component. This type of redundancy helps engage learners with different learning types, reinforces important concepts, and helps ensure that users with physical disabilities can access content in a suitable format.

Use the Content tool for readings and course material. HTML code is easier for assistive technologies to interpret than application-based files such as Microsoft Word. Follow web standards when creating your content.

If you need to use PDF files for additional content, use optical character recognition (OCR) if you are scanning documents so the text can be read by screen readers. Also consider adding tags to your documents to enable screen reader users to navigate them more easily. Check out our guide on Creating Accessible PDF Documents.

If your readings and lecture materials use many graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to generate interest in a topic, present material from different perspectives, and help students with learning disabilities through redundancy. Make the text-only alternatives easy to compile for print so that all learners can use them as study aids at their leisure.

Tips when creating HTML content:

- [D2L Brightspace Accessibility Checklist](#)
- [Guide to Creating Accessible Content in D2L](#)

What kinds of files can I use for course content?

Instructors can upload a wide variety of document, image, and video file types to use for course content. Learners view the files inline; however, they can also download and/or print the files, if they have the appropriate permissions. For more information, contact your administrator.

To display documents inline, the Document Conversion Service converts documents uploaded to the Content tool into PDFs. The documents are converted during upload instead of during learner access, which reduces wait times when rendering the documents to learners. For best performance, D2L recommends uploading all non-HTML documents as PDF files, since PDF files do not go through the conversion process. When learners download documents, they are saved in their native file formats.

| Extension	File Type	Notes
HTM, HTML, MHT, MHTML	Web document	Brightspace Learning Environment strips the `<title>` tag and text within the tag from user created web documents
RTF, PPT, PPS, PDF, DOC, DOCX, PPTX, XML, XLS, TXT, WPD, XLSX, XLS	Text document	When embedded in Content, PowerPoint presentations that contain animations do not play; however, downloading the PowerPoint presentations saves them in their native file format, allowing the animations to play
JPG, JPEG, PNG, GIF, BMP, TIF, TIFF	Image	

Create a New Module

To create a new module

You must create a module before you can add topics. You can create submodules (modules within existing modules) to establish a deeper hierarchy.
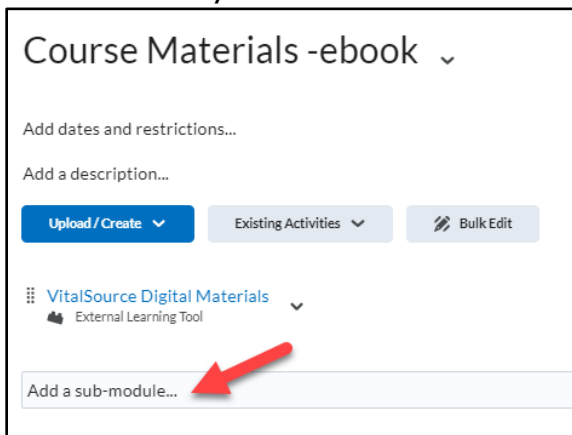
1. On the navbar, click **Content**.
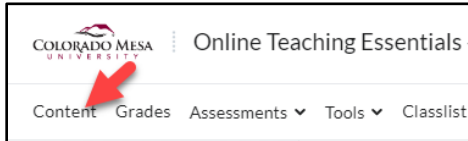
2. In the **Table of Contents** panel, in the **Add a module** field, enter the name of your new module and then press Enter.
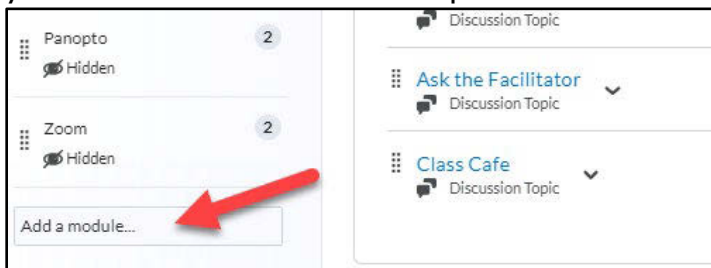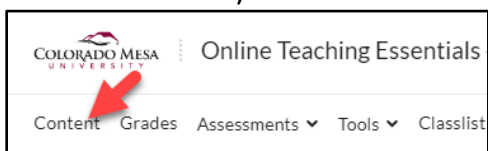

3. To add a submodule, click into the module. In the **Add a sub-module** field, enter the name of your new sub-module and then press Enter.
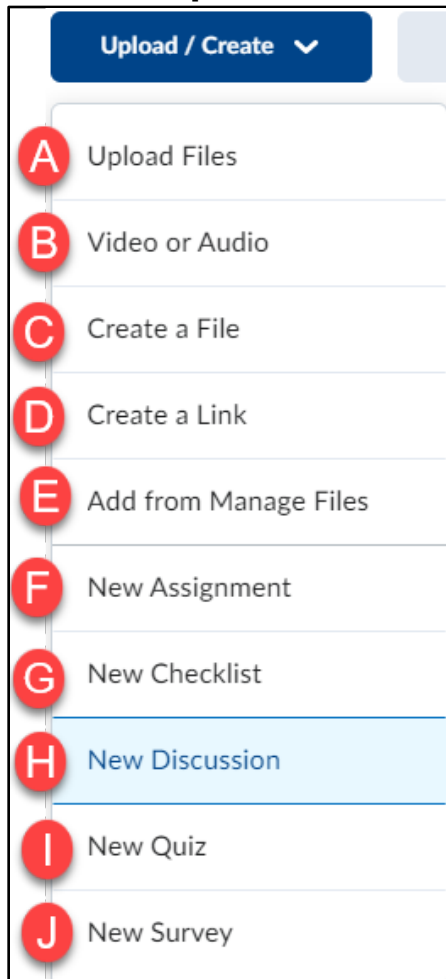

Create a New Topic

1. On the navbar, click **Content**.

2. In the **Table of Contents** panel, click on the **module** in which you want to create a new topic.

3. From the **Upload/Create** drop-down menu do one of the following:

    a. Upload Files
    b. To add a video or audio topic, click **Video or Audio**.
    c. To add a new file, click **Create a File**.
    d. To add a link, click **Create a Link**.
       Note: It is recommended that all link topics open as an external resource to prevent any unexpected security conflicts.
    e. To add existing files from Manage Files, click **Add from Manage Files**.
    f. To add a new assignment, click **New Assignment**.
    g. To add a new checklist, click **New Checklist**.
    h. To add a new discussion topic, click **New Discussion**.
    i. To add a new quiz, click **New Quiz**.
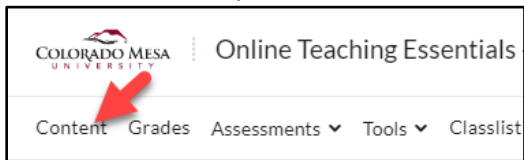   j. To add a new survey, click **New Survey**.
4. Follow the prompts on the screen to modify your new topic.
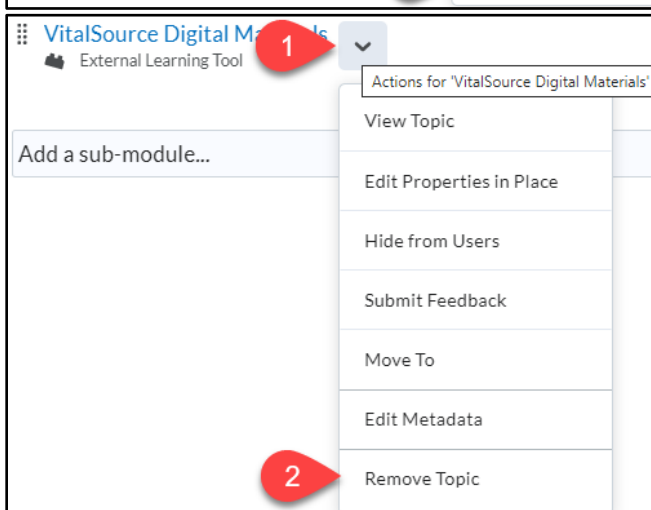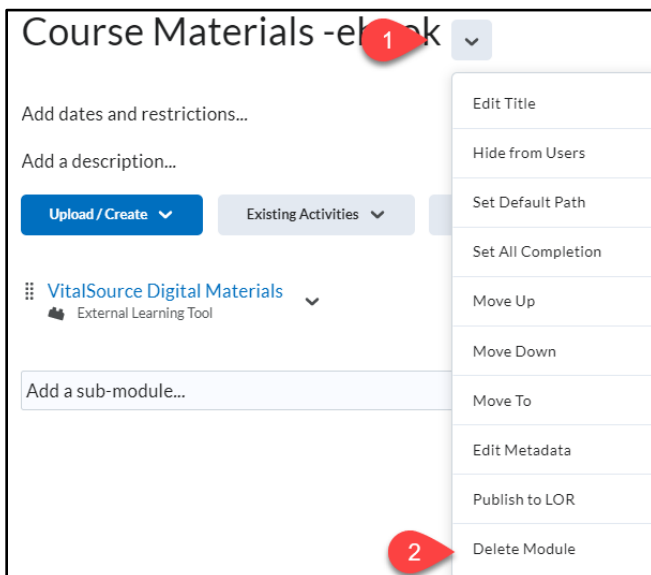
Delete a Module or Topic

Note: Deleting a module deletes all topics within that module.

1. On the navbar, click **Content**.

2. In the **Table of Contents** panel, click the module or topic you want to delete.
3. If you are deleting a module, click **Delete Module** from the module's context menu. If you are deleting a topic, click **Remove Topic** from the topic's context menu.

4. Decide whether you want to remove the module or topic from the Content view only or permanently delete the module or topic from the course (this will also delete all associated objects including discussions, quizzes, etc).
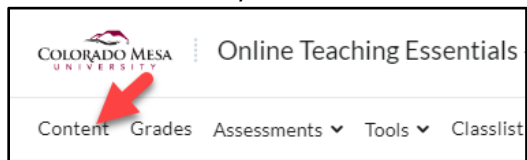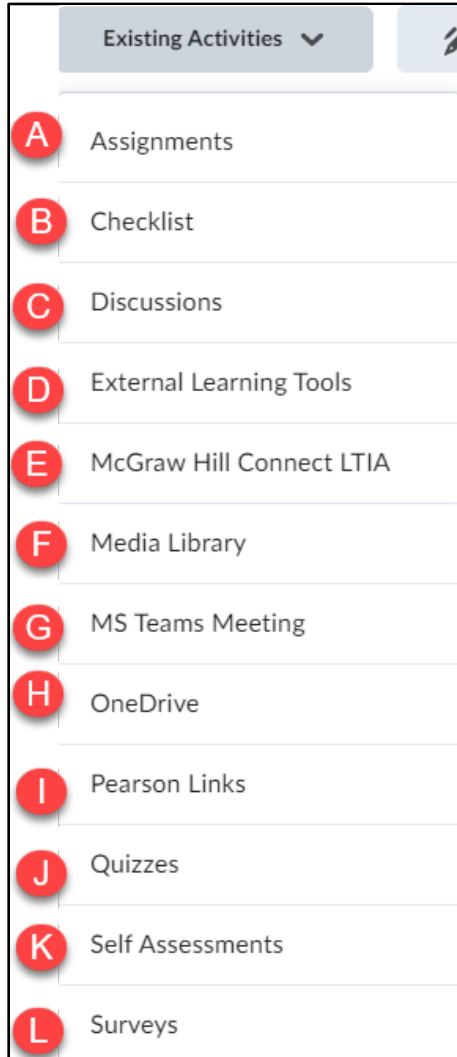

5. Click **Delete**.

Add an Existing Course Object to Content

1. On the navbar, click Content.

2. On the Table of Contents page, for the module you want to add a course object to, click Existing Activities and do one of the following:

   a. To add an existing assignment, click **Assignments**

   b. To add an existing checklist, click **Checklist**.

   c. To add an existing discussion topic, click **Discussions**.

   d. To add an existing external learning tool, click **External Learning Tools**.

   e. Integrating **McGraw Hill Connect** materials.

   f. To add a file from the Media Library, click **Media Library**.

   g. To add a MS Teams meeting, click **MS Teams Meeting**.

   h. To add a link to OneDrive, click **OneDrive**.

   i. Integrating **Pearson** Revel materials.

   j. To add an existing quiz, click **Quizzes**.

   k. To add an existing self assessment, click **Self Assessments**.

   l. To add an existing survey, click **Surveys**.

Hide Content topics and modules

The visibility status of a topic appears when the topic is not visible, when the table of contents is in bulk edit mode, or when a topic is in edit-in-place mode. The table of contents fly-out menu no longer provides the ability to switch the visibility of a topic or module. If a topic or module is already hidden, the hidden icon indicates its status. Open the context menu and select **Make Visible to Users** to allow user access. When creating activities from Content, (e.g. New Checklist, New Discussion, New Assignment, etc.) a **Hide from Users** checkbox displays below the title to allow instructors to easily control the visibility of the new activity.

1. Open the context menu of the topic or module you want to hide.
2. Select **Hide from Users**.
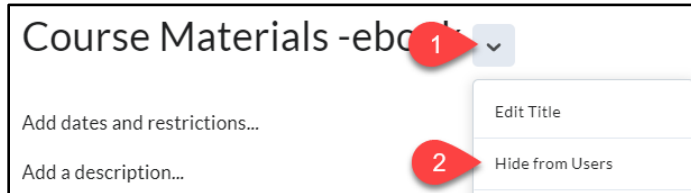
OR Select the visibility icon for the topic or module. A visibility toggle appears to allow you to change between **Visible** and **Hidden**.
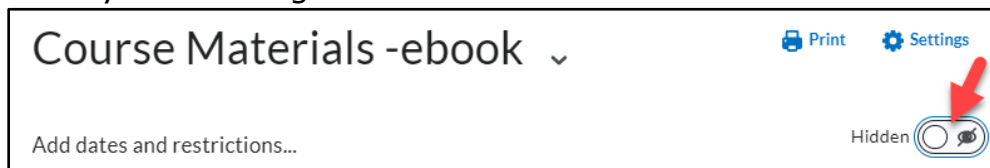
Managing course content using Drag and Drop

In the **Content** tool, you can arrange your course content by dragging and dropping modules and topics using the module or topic's drag handle ( ).

Note: While you may drag and drop existing modules, submodule, and topics within your Table of Contents, It is **not** recommended to drag and drop new files, audio, video, or images into D2L, as this skips important organization and accessibility steps.
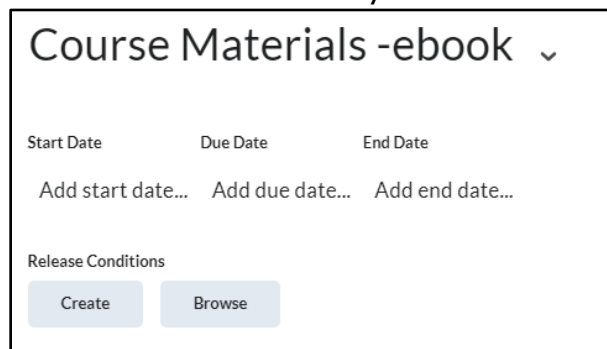
![Colorado Mesa University - Distance Education logo]

Why can't learners see the Content I posted?

If learners indicate that they can't see a Content Module or Topic that you posted, review the following settings for that Content Module/Topic:

1. From the course homepage, click **Content**.
2. Select the Content module/sub-module from the contents section. If learners can't see a content topic, click the topic's **Add dates and restrictions**.

Course Materials -ebook ⌄

Add dates and restrictions...

Add a description...
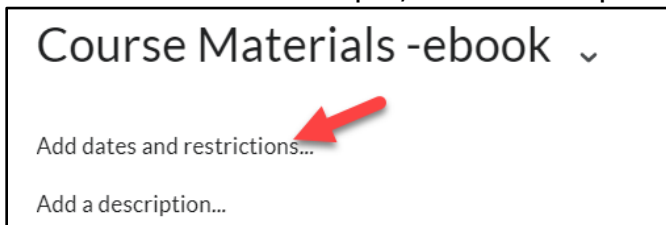
3. Review the following:
   a. Ensure that the start and end dates set on the Content Module / Topic are accurate. If there is a start or end date set on the Content module / topic that wasn't intended, remove the dates filled in the Start Date and End Date fields so that they are blank.

Course Materials -ebook ⌄

Start Date   Due Date   End Date

Add start date... Add due date... Add end date...

Release Conditions

Create   Browse

   b. Under **Release Conditions**, ensure that the release conditions set on the Content Module / Topic are accurate. If there are release conditions set that weren't intended, remove the release conditions by clicking the Delete icon. If the start date, end date, and release conditions are set accurately, and learners still can't view the Content module / topic, then the reason the learners cannot view the Content is due to them not having met the release conditions to be able to view the Content.