

## Training Session

So welcome again, everyone, um, to using Sakai to enhance course design. My name is Susan Pennestri. I work at ITS. I'm a senior director for digital learning and operations. Um, and I'm here joined by my two colleagues who I'll let introduce themselves.

Hi everyone. I'm Nick Weber. I'm an instructional technology specialist. Wait. Nope. Instructional project specialist. I'm still learning my new title. Sorry. Um, with ITS.

And I'm Katie Muzikar. I'm the biochemistry lab coordinator in the chemistry department. Great! So just a few housekeeping tips. Before we get started, we ask that you please keep your mics muted so we can avoid any background noise. Uh, this presentation is being recorded. So, while we would normally allow you to ask questions throughout the session, of course, you can still ask them, but we ask, we ask that you put them through the chat, um, and then hold off on them until we get to the Q and A discussion section of this, um, yeah, presentation. And we'll have it, ah, towards the end, but if you have a burning question, please submit it through the chat. Or if you have any problems with technical issues, please also let us know to the chat. Um, please also know that, uh, live captions have been enabled. If you do not see them on your end, you'll need to click on the captions button in the toolbar. And, you know, you'll, you'll see them as well.

Okay. Next up is the agenda. So, we are here for about an hour. After the welcome and introduction, we'll get started with our presentation. I will be covering some course design principles, then pass it over to Katie who will be, um, sharing some example course layouts that she has. And then Nick will provide a demo of the Sakai lessons tool. So close to noon we'll do the Q and A and wrap up from there. So, we get you all going for lunch. Okay. So, I'd like for us to begin by having you think about the first day of class from a student's perspective. Right? Let's start with the face-to-face setting. Students arrive on site. They walk around Pomona's beautiful campus. They meet, meet up with friends or classmates. They get to class, meet their professor Who's all smiley and welcoming. Um, so it's a pretty nice experience so far.

Huh? Okay. So now let's think about the online setting. Students aren't face-to-face so they don't go on campus. Instead, they go online. Right? They get on their computer, they log into Sakai, and they click on their course. And so, they might arrive to a page like this one. Um, so what do you think about this page? It's kind of incomplete, right? A little bit of an empty, uh, overview page. Um, what's the first thing the students sees? Do you think it's intuitive? Is it welcoming? Uh, if you were a student, would you know what to do next from this page? So, these are some of the things that you have to think about in an online setting, right? The overview tool is the landing page for a course site in Sakai. And so, it's the first thing students see when they click on the course.

So, a page like this might not give the students the same, or similar experience that they would have in a normal like face-to-face setting. Um, and by the way, let me

just point out that this is a course overview page from Katie's last fall course site, pre-pandemic, right? When, of course, when classes were in session, this, the typical way. And so, she could get away with this because then in class, she would guide students to knowing what they needed to do once they were in Sakai. Now, understandably, when moving online, more focus is put on instructional design and content development. You might be thinking about, you know, preparing your lectures or other course materials for the, in digital format. But the look and the layout of your course site is really important, and it shouldn't be disregarded. Uh, it really needs to be well, uh, like thought out as well.

Okay. So, what you might want to do instead is create an inviting welcome page. Add a course banner, or you might have a photo. Um, you know, include some practical information like the course description, uh, contact information, things like that. You also want to direct students on how to get started. Right? Point them to read the syllabus, maybe how to navigate the other sections of the course. Um, remember on the left nav menu, you want to hide unused menu items because, um, you know, the less clutter there is, and the easier you make things for students to get to the content they need, the better. Um, another thing you might want to do again, just a suggestion. You might want to provide like a mini orientation from this page as well to, you know, let students know what they need to do from here. And that could be done in video format.

But again, that's just a plus. You can keep it simple. Um, you know, that's just an added thing. Okay. So, let's talk about organization and why it's important. So having a nice, welcome page is a good start, of course, but it's much more than designing an attractive homepage. Organization throughout the course site is key for a successful online course. Careful planning of the sequence of the content and activities and assessments for students will help them drive towards achieving the learning goals and objectives that you have. Um, so the classroom, the virtual classroom is a real learning space, right? Students are here to learn, uh, if they have trouble accessing materials, they will be unable to complete assignments. They won't be able to communicate with their classmates and you, the instructor as well. Um, opportunities for guidance in terms of that. In a face-to-face class, it's much easier to tell if students are grasping the material, if they're stuck, if they have questions, that sort of stuff. Right? In an online environment, you lose the ability of using nonverbal communication, such as your body language, facial expressions. Um, so losing that to connect with others. Um, so this is why you want to clearly articulate expectations and be explicit so that students know what to do, when to do it, and how to do it.

Logical structure, um, can facilitate student learning and engagement. This is true. Research shows that core structure plays a key role in student satisfaction and performance. A well-structured course can decrease student's negative emotions, such as anger, or boredom, anxiety, and help them stay on track of the tasks they need to do, engage again with their classmates, or the course material you the instructor, and also receive timely feedback. So, it's not simply about conveying information to the, to the students in an online format, but designing an entire e-learning experience for them. And, and it actually saves instructors time as well. Now I know, probably in the beginning you won't agree with me because when you do it for the first time, does, it does take some commitment. That's true, but it will help you stay organized. So, um, you know, once you do it, you'll be able to reuse the content.

Of course, you'll have to make uptakes, updates, and tweaks here and there, but, um, especially during, you know, when you're preparing for the following semester, but, um, it does get easier as you go along, and then you always have it. And again, you can

just simply start off simple and then, um, add more complex features gradually. So, I'll next, um, go over some basic principles. And these principles really follow good web design practices and accessibility and universal design principles, really, right. So, you want to design for the end-user. You want to think about your audience. In this case, it's students. Make things easier for them. Have clear navigation. Um, again, here's an example of, um, Sakai course. This one was a self-paced course, but again, here's an area where they're asked to get started on the, on the welcome module. You can, they can also get to the welcome module on the navigation menu.

So, you know, putting things in more than one place makes it easier for students to get to. Um, you don't want to have too many clicks or too many layers. You know, make things just as easy as possible. And you also want to be very inclusive. Remember that users come from all sorts of backgrounds, abilities, have different perspectives. So, try to meet the needs of all your learners, as much as possible. Um, next is use visual hierarchy. So, in an online setting, uh, there's a lot of independent learning that takes place like self-directed learning that happens because there's no instructor present to point things out. Right? So, it's important to, to use some of the design elements to help students understand what it is that's most important, or it takes priority. Um, that, you know, something that would normally get in a face-to-face setting. So, you want to make use of font size, you know, such as headers, um, the color. Use color for emphasis.

You don't want to use too many colors. A couple is fine, maybe three at the most, or you could just use contrast in colors, use bold, um, and then, you know, the rest and just regular text. And also think about the placement of your images or your video on the page. Okay. So, you also want to keep things simple and in digestible chunks. Right? So, you want to avoid the wall of text. You want to break things up. You could do lists, um, bullets, that sort of thing. In this example, here, there are, students are asked to do some readings from two different chapters. So, it pretty much lays it out for them. It's very clear what they need to do in each of these areas. Okay. Um, and then you want to be clear and concise in your instructions as well. So, here's an example of a, an assignment for a discussion board posting. Uh, students are asked to make their posts, but then also respond to two other students in the class.

So, they're given some guiding questions to think about first. Um, it's bolded here where they're expected to, you know, post to two other students. There's, um, instructions about the deadlines. And then there's even a link here to the netiquette guidelines. So, it's helpful for students to easily click there and read through them as well. Um, so that's an example here. And then finally, um, stay consistent. Right? So, when you get, um, to the core structure that you have in mind, just stick with it for the semester. I mean, nothing confuses students more than when things are moved around partway. So, you know, in this example here, um, you, you know, this person starts with the learning goals at the top, then the readings, then they want students to have to go and read the lecture, or watch lectures, and then do the assignments. So, if you keep this up with the following weeks then the students are, you know, know what to expect, the flow per week.

Okay. So, at this point, you have some organizing principles in mind, and now what? Now, what do you do? Right. So, um, Sakai has a feature called the lessons tool. And you might wonder, okay, so why would I use it? What benefit is it? Um, you can organize content in various ways, either by module, or week, or topic. Whatever suits your needs. You can also integrate other Sakai tools, um, all in one place. Right? So, the tests and quizzes, or maybe a discussion board forum, have the assignments there

linked. All that is easy to do in the lessons tool. Um, you could even require students to complete items or receive a certain score before being allowed to move on. And there's also a nice student checklist that's available, um, to track progress. So, there's a lot more features that the lesson tool provides. I just wanted to point out a few for you here. Um, but next you'll hear from Katie who's actually going to go through her courses, show you exactly what she's done there. Um, and also share with you, her process. So, I will pass it along to Katie at this point.

Thank you, Susan. Um, and hi everybody. Uh, before I start screen-sharing and showing you my Sakai site, I just wanted to, um, lay out for you what the, what the difference was. So, the first set I'm going to show you is for our biochemistry lab, which when we transitioned to online, we made a lot of changes to the course, cause it's normally an in-person four-hour lab hands-on experience. And then after the four hours of collecting data, doing the experiments, and collecting data, then there'd be several hours of homework to process the data and write a report. So, when we were thinking about, um, how we wanted to do this lab in an online format, we made a couple of changes. One is that we realized right away that four hours is too long to spend sitting on Zoom trying to talk to each other and pay attention to each other.

Um, the other thing is, um, the, the, the balance of, but we also want to keep community and we don't want people to feel isolated. So, we don't want them to spend too much time. We didn't want to run it fully asynchronous either. So, we transitioned a lot of the work that is normally partner work to a sort of larger group, three or four student work. And we made, um, we fit all of the work into four hours so that there wouldn't be extra homework, just to try and reduce the workload on students this semester. Um, so we needed something that would simultaneously reduce Zoom time, reduce the time burden, but keep the social aspect. So, what we settled on is, is something that was sort of, we split the four hours into off-camera time and on-camera time. We still ran it mostly synchronously. So that when class started at, at 12:45, this semester, that would be time to log onto Sakai and do some form of pre-lab work.

It was different each, each week. So, it might be an hour. It might be two hours depending on what we were accomplishing that week, but it would be instructorless. So, they needed to be able to sign onto the Sakai site and know without me being there, what it is that they needed to do. And then they would accomplish some tasks that the prime them for the like synchronous session or the, what I kept calling the on-camera session. So, I needed my Sakai site to be very clear what I wanted people to do without me being there. And then about halfway, you know, either an hour in or two hours into the class session, we would have a Zoom session where I would come in for only ten, 15. I tried to keep it to not very much of me talking and mostly group activities.

So, I also wasn't giving long lectures. I wasn't, um, I wasn't spending a lot of time on camera. I was pushing it into breakout groups or breakout rooms so that the groups could work together. So again, I needed the Sakai site to give all the instructions for me. And then I sat in the main Zoom session to answer questions if they came up, but I mostly wasn't even in the breakout rooms with them so that they could rely on each other and build up their, their social skills. So, um, that in mind, um, I kind of made a very intense Sakai site was my choice. And so, I'm going to show you an example of that, and I'll show you a couple examples of ways to employ all the design elements Susan talked about without me being, without being quite as intense. Um, so I'm gonna show you a couple of different examples.

So, to start with, this was my Sakai site, um, last year before when we were in in-person class. I'll tell you, I'm not even sure I realized Sakai sites had landing pages, had

overview pages at the time. So, I didn't realize that when students first logged into my Sakai site, this was what they were seeing, but I think they're used to it because I'm not sure how many people's Sakai's sites had much more than, than the course name. And it may be true that they never click on the overview tab again. And they probably won't if there's nothing there, but, um, the students sign into Sakai before they ever meet me. And so, um, how I changed that between last year and this year, is my overview tab for this year. I tried to put an inviting picture. If you click on it, it actually leads to the artist that made this stained-glass piece.

So, something interesting for them before they started the class. I also have on the overview slide, if I make announcements on the Sakai site, it's showing, if students post in the forum it's showing, and then the calendar of upcoming dates is showing. So, um, the overview slide or the overview page now, I think does a lot more for the students than it previously did. The other thing, what I previously used my site, my Sakai site for was mostly to distribute files to students, data files, or if they wanted to look at my pre-lab PowerPoints. And so, everything I had for the site was just organized in the resources tab. So, it's basically a fancy file-sharing site that was only as organized as however I made it. And, and I, I felt pretty savvy when I used it. And I do think that students could find what they were looking for, but it was also because I was in-person to tell them, "Oh, make sure that you look for your file in GFP project."

And I had it organized, but there's no context to when to click on any of these files outside of me saying it in the classroom. So, what I wanted to give for the students is each of the files, I want them to click on or view I wanted to be in context. And so, when I, we transitioned to online, I organized it using the lessons tool. And I, put all of the content into a lesson. So as an example, lesson, on week two of the class, if students first logged into the Sakai site, and again, I wouldn't, I wouldn't be present. If they click on week two, this is a lesson tool and the way I have it structured is with things called subpages in this structure where there is a dropdown menu. I really like using the lessons tool with the dropdown, which is an option you can activate. You don't have to use it this way, but I did.

So, when they land on the, um, landing page for week two, I tried to give them a very brief overview of what we're doing today. I tried to give an inviting image. Um, and the lessons tool has all kinds of different things you can integrate onto the page. And so, this is a text section, an image, and they have a checklist. So, you can put a checklist of things you want the students to accomplish. Um, as just an overall guidance of what we're doing this week. And then each of these buttons leads to one of the subpages. So as Susan said, multiple ways to navigate, they can click on this button, or they could click on the side menu. So, the pre-lab work that they were supposed to do. Another, um, thing we try to be very, very clear about is if, if the instructor is not present and I should add the biochemistry class is taught, it was taught by three different instructors.

There's three different sections with three different instructors. So, we're all using the same Sakai site layout. And so, this lets all of us communicate the same way information sort of equitably to all of our students too. So, we try to use this language of very clearly. Here's what I want you to do. Here's why I want you to do it. And then here is how to do it. So that they have some reason to believe us, that they should do what we ask them to do. And then I use some color coding of action verbs. Watch the two videos to the right. And actually, these videos are embedded on, these are YouTube videos that are embedded into the Sakai lesson. So, watch these two videos. Then I ask them to read this, um, paper with some optional reading if they wanted to. And so, it's all linked.

These, all of these files live either, the YouTube file lives on YouTube, or these files live in my resources folder, but they're given context on this page. Um, action verb of right. We use Box to let the students, um, write any questions they had. And then the instructor could read that document right before we started the live session. So, a little bit of just-in-time teaching where we could answer their questions, but it gave them time to write their questions down while they were reading and watching. Um, and then I tried to be again, um, as Susan said consistent every week with the same format. So, I put in bold when this needed to be done and what time it needed to be done by. Cause for example, this wasn't turned in using the assignments function in Sakai. It was just completed. If they had any questions, they needed to write it in a Box document.

So, I at least wanted the due date to be present and clear to them. Now what would happen after they did this amount of pre-lab is every day we'd meet, and the Zoom discussion would start at a certain time that I was trying to be very clear. If you look in the dropdown menu, I always listed the time that we were starting to Zoom session because this was something that was not consistent week to week, which I think was, is structurally necessary, but it's challenging. So, I tried to be very clear for both the instructors and the students when we need to start Zooming. So, I would have a subpage that said what we were talking about each week in the Zoom discussion. And then once we got into the Zoom discussion, there would be a third subpage of the activity we're doing in the on-camera section of the course, because again, I wouldn't necessarily be in the breakout room with them.

And so, we use the structure of here's what I want you to do. Here's why I want you to do it. Here's how to do it. So, I try to be very clear. And then, in this case, this assignment, I was, this was something they actually turned in using the assignment tab on Sakai. And in the lessons tool, you can embed an assignment directly on the page. So as soon as they finish what they need to do, they can click that link and submit their assignment. They can also use the assignments tool. So again, two ways to access that, but it is given within context of exactly what the assignment is supposed to do. So that's generally what I use for the layout. I try to be consistent week to week considering the fact that actually, my content was not that consistent because we did all kinds of different things because it's a lab class.

And so, we did some science writing, but we also did some virtual laboratories, and we did a bunch of different things, but the consistency of my Sakai course site, I hope helped give consistency to the experience. Another one I'll show you just, um, to show you some more things that can be used to organize your, um, can be incorporated into a lesson. So, this is the landing page for week eight. So again, a summary of learning outcomes, a picture of, relevant to exactly what we were doing, um, and a checklist. So, I did use that structure every week. Um, but for example, the pre-lab this week was since we were about to start, we also split our semester. The first eight weeks were, were group work and synchronous sessions. And the remaining weeks of the course were, uh, an individual writing activity. Cause this is a writing intensive course.

So, they wrote their papers in the final five weeks. And those courses were, uh, had an asynchronous option and were individual to give people more flexibility at the end of the semester when, when things started ramping up in all of their classes. So, it became even more important for me to communicate everything clearly on Sakai because there, there were students who chose the fully asynchronous option for the last five weeks of the course. Um, so again, that structure of here's what I want you to do and, um, embedding a document, or embedding a link to a document to read, but also, I thought it was interesting you can embed questions and you can require answers to the

questions. So, in this case, I wanted them to agree to abide by the honesty policy and if they click yes or no, that actually goes on record in the Sakai site.

And then I have a record of whether the students agreed to this policy. That's the only time I happen to have use questions, but I think you can do a lot of stuff with embedding questions on the page for, for, um, different purposes. Um, and the other thing I think is cool is one of the things that we are doing is in order for them to write the paper they're writing, I gave them a database of literature that they could choose to read if they wanted to, they didn't have to read all of it. So, what I wanted them to read were these three papers. So, I did put links to those directly on the page, but then the entire database of like 35 papers that they had as an option to read, you can, uh, integrate the resources folder into the page. And then the dropdown menus will open and close right on the page.

So again, um, I could probably hide the resources folder from the students, and they could still access everything I wanted them to. Um, I didn't, but you could. And so, I like that you can embed a resources folder on the page. So those are, those are ways that I use the lessons tool that I thought were really helpful. Another thing I did is I made a lesson that was a quick links lesson, that if they wanted to get to things like my syllabus, the syllabus is an example of, instead of just embedding the link on the page, I embedded the actual PDF on the page so they can get to the syllabus without clicking anything else. It's scrollable. I did find one student was not able to see this PDF. It didn't work with their browser. So, I also, um, I think that's actually why the resources folder is available, so that they could access it.

But you also could just put a link at the top to the PDF. Um, so I like that you can embed content if you just want them to be able to see the whole content. You can embed it instead of a link. Um, you can do photos. I've, there's also, um, I'm showing you that in student view so you're not seeing the behind the scenes, but if you were looking at it as an instructor, you'd see, um, that I'm using like a two-column format in order to keep, I wanted to keep scrolling at a minimum for the students. And so, if I only had a little bit of content rather than having my contact info under my photo where it wouldn't show when I was first on the page. I used a two-column format so that it would all be there and easy to see. Um, what else?

So that's, that's the site that I use that I would say, it did take me, I will be honest, it took a lot of time to build the site. I'm very happy with it. I actually teach the same course in the spring. And so, I will be able to reuse all of this content. So, it was worth it to me to invest the time. Um, and I probably will use a lot of the structure even when we're back to face-to-face. Um, I'm, probably will not have Zoom sessions. I probably won't have the activities necessarily, but I would probably still keep the week-by-week structure of information so that as students leave the classroom and forget everything they did in a couple of hours, they can go back and look and remind themselves what we did today and why. Um, so I will definitely use this kind of modular structure again.

Uh, another thing I want to show you, just want to show you a different way to use the lessons tool to organize it that's less, um, it's got less subpages. And so, I think it has a different flow for a class. This is the, so the biochemistry lab is a portion of the biochemistry course. There's also a lecture portion. So, Jane Liu, um, this is Jane Liu's sight in chemistry. So, this is her landing page, and she was going right for giving you good feels when you first open her site. Um, but not just the good feels of a good picture, but, um, a very clear outline of exactly what this course is going to entail. So, the first thing you see about our class is what's going on in this class. And then instead

of the dropdown menus for her like quick links, she used, this little book is, shows us an individual lesson.

So, she used a lesson for a welcome, a lesson for different resources. And then for the drop-downs, she actually organized her course into three modules on, um, on a kind of a content subject basis. But if you do the, if you drop down, it is one lesson with lots of subpages and she used one subpage per day, which I think is, um, also a very helpful structure. So, this was not asynchronous. This was a fully, uh, on Zoom synchronous course. And so, this is every link that she needed the students to be able to use. It's an active learning, um, mode. And so, there's a lot of different activities. So rather than, um, having to email out, or Slack out, or some other way, give them all the files for the different activities. They could click on each day and just have links to each thing that they needed.

And then again, very clearly what is the homework, what needs to be done. And so, this is a day-by-day, lecture-by-lecture organization, which I think can be really helpful and really clear for the students. And then her course happens to have three modules. So, she did break it into three modules. Um, another way to do it, this is Zhao Li's, uh, general chemistry Sakai site. And again, the overview she went for being very clear. How do you get to my office hours? So, every time you want to go to the, um, just some basic information on the overview. How do you get to my office hours? Um, how do we get to the Zoom part of this course? And then she used the lessons to organize it week-by-week, rather than day-by-day. Um, so it's one lesson per week, no subpages, no advanced navigation, just straightforward.

What is going on? But because of, um, as Susan mentioned using font and color, you still can guide your students through exactly what needs to be done and when it needs to be done. And she made extensive use of these checklists. So, what do I need you to do before lecture? And then a long one of what do you want to be? These are the, basically the learning outcomes. After all, three lectures this week, are you able to do all of these things? And it's a self-checklist, so the student can choose to check it or not. So, it's a tool if it works for the students, um, and they don't have to use it. There is a way to make, um, the students required to use it and you get a readout of whether or not they've checked it. Um, so there's a lot of different options, but those are the different ways that I have.

Oh, I guess one more is the senior thesis site. Um, again, I had a landing page that looked friendly, and I organized it into modules, much like the ITS site, that Susan showed us. There isn't necessarily so many deadlines to this site. It's more just as you're working through writing your thesis, here is an order we suggest that you complete your work in. Get to it on your own timing. So very self-guided. There are some suggested, um, soft deadlines and hard deadlines, but it was, um, much more open than a day-by-day or a week-by-week structure. It was just a chronological structure. So those are the different things I wanted to show you. I think the one last thing I want to tell you is in case you want some more time looking at, um, one of these sites I have made the, my real site for my course has too much student information linked to it.

So, I actually made this thing called the biochem lab example site, which is most of the content I had on my Sakai site, but I've scrubbed it of any student data, and I've made it, what's called a joinable site. So, if you want to join it to look at it later, it's, it's only existing on Sakai for instructors to look at it and poke around. So, if you wanted to join it, um, there's a handout that we're going to, um, give you at the end of this session that has instructions to do it, but just visually you would go to your own Sakai and log in.

You would go to this home tab. You would go to the membership. And membership will show you both sites that are your sites and these things called joinable sites. So, if you go to joinable sites, you could search for, it's called biochem lab example site.

If you search biochem, it's the only biochem related joinable site. Um, I can't join it cause I'm its owner, but you would type biochem in here. It would pop up and you would click join, and then you would be a member of this site like, and you would see it like you were a student and you could click around. Um, so feel free to investigate that to your heart's content and send me any questions or send Nick any questions. And so, with that, I'm going to actually send us to Nick to talk about, more about the how to enable the lessons tool.

Thanks, Katie. Uh, let me get my screen share going here real quick. And let me just first apologize. My Sakai site is nowhere near as gorgeous as Katie's. So, as we bring this up, uh, you can see it is, this is a bare bones test site, uh, for purposes of this tutorial. So, in order to enable the lessons tool, uh, once you're in your site, you're going to come over to site info. And then you're going to come up to the manage, uh, tools tab. And then scroll down until you find lessons. Thankfully, this is all in alphabetical order. Then you're going to scroll down to the bottom of the page and hit continue.

And here's where you can name your, if you want to name it, you know, week one or module one. And if you know, you're going to want to add more, you can go ahead and do that by adding more in this fashion. So, we'll go ahead and add a second one there. I'm going to title this week one. I'll title this week two. And then I'm going to hit continue. And then it's just going to confirm that this is what you want to do. I'm going to hit finish. And as you see here, my tools, or my lessons have now popped up on the left-hand side. Now, if I do want to move those, I can actually change the order of all the tools by going to the tool order tab.

And then you're going to want to click the three lines on the left-hand side and just drag, click and drag where you want to put them. I'm going to go ahead and move these towards the top under overview. And then I'm going to go ahead and hit save. Now you can see my lessons have moved to the top of the, the tab bar on the left-hand side. Uh, so what do you do once you have this, uh, new week, but nothing in it? Well, you're going to want to click this add content tab. So, by doing this, you can see some of the various tools and resources you can add to your page. I'm just going to leave that there for a second so you can see some of the different options. Um, and you simply click, uh, the selection you wish, to wish to make and, uh, follow the steps that prompt you, uh, to finish filling that out. Uh, real quick, I'm just going to jump over to this other test site where you can see I have some modules in place and then some separate folders for some of the different assignments and quizzes and such.

So, it's, it's a pretty simple setup. Um, and again, if you have any issues, please feel free to contact us at ITS. Susan. Alrighty. I want to be mindful of time. Thank you, everyone. Thank you for joining. Bye-bye.