

# e-LEARNING & BLENDED LEARNING STUDENT ONLINE INSTRUCTIONS

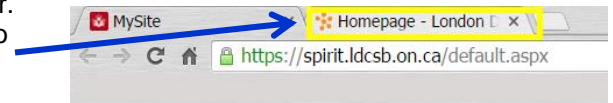
As part of the program, you will be interacting with your teacher and other students by means of the virtual Learning Environment (vLE) provided by e-Learning Ontario.

**Recommended Browsers: Mozilla Firefox, Google Chrome or Safari**

## Accessing the vLE (Virtual Learning Environment)

### At School on a Board device:

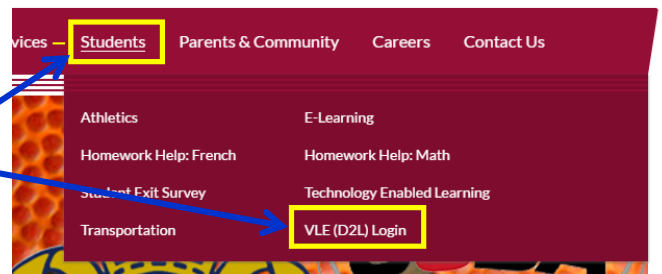
Be sure you launch the **Chrome** web browser, not Internet Explorer. Click on the **second tab** which should have already logged you into the virtual Learning Environment (D2L).



### At Home:

Go to the London District Catholic School Board home page at <http://www.ldcsb.ca/>

Click on the **VLE (D2L) Login** link (found under the **Students** tab)



You will be presented with a screen that requires you to sign in to your Board provided e-mail account.

### Current LDCSB Students (including Center for Lifelong Learning)

- Your **Username** is your LDCSB e-mail address which consists of:  
your 5 or 6 digit student number followed by **@ldcsb.org**  
**e.g., 123456@ldcsb.org**
- Your **Password** is your **LDCSB computer password**
- Click **Sign in**



Sign in with your organizational account

Sign in

### Troubleshooting Tips:

- Be sure you are putting in your **e-mail address** (with the @ldcsb.org) portion in the Username field. This process is different from logging into Board computers which only requires your student number.
- Be sure you are using **Chrome, Firefox or Safari** for web browsing. (Internet Explorer has proven problematic.)
- If someone else in your household is using the vLE or Board e-mail, his/her information may be saved in your web browser. There are three options:
  - Each different user is assigned a **separate browser**, e.g., User #1 always uses Chrome, while User #2 always uses Firefox.
  - Clear the browser cache** after each session. Instructions vary according to the browser used. Some instructions are available at: <http://www.digitaltrends.com/computing/how-to-clear-your-browser-cache/6/>  
**CAUTION:** This will also delete saved passwords and account information for all other sites and possibly users. Be sure you check with your parents before you do this!
  - Set up separate **accounts** on your computer for each user. That way the browser experience for each will not be affected.
  - Be sure you are following the new password reset complexity rules if you have attempted to reset your password.
  - Try your original password to see if it works, even if you attempted to change the password. If you did not follow the complexity rules, the new password may have been rejected.

Still having difficulties getting into the D2L?

- e-Learning Students – During the school year – Contact your (1) e-Learning teacher or (2) School Guidance Counsellor for assistance.
- Blended Learning Students – (You attend class and see your teacher in person.) – Speak to your teacher and he/she will be able to reset your password using the Password Reset tool. There are rules about the length and complexity of passwords. If your teacher is in doubt, he/she should call the Service Center at Ext. 41111.

**NOTE:**

If you reset your password while at home, there may be up to a half hour lag time for the information to be passed on to our Board servers. Please be patient and try your new password again in about 30 minutes. If it still does not work, ensure that you are following the complexity rules. It cannot be one of your previous 5 passwords.

## My Home Page

Welcome to the **virtual school lobby**.

### Minibar

The blue bar across the top of the screen (Minibar) remains throughout all vLE activity.

Widgets are web parts and have burgundy title bars.

Update Alerts

\* In-Course Pager (Used at Teacher Discretion)  
\* DO NOT USE THIS E-MAIL METHOD

Account Settings and Profile

**You should sign in to your Office365 account as soon as you have access to the vLE. This is how your teacher will communicate with you for online (e-Learning) courses. (See below for instructions.)**

## Accessing Your Course(s)

The **first** time you access a course in which you have been enrolled you must scroll down to the **My Courses** widget and click on the blue link to the course you wish to access, e.g., BTT10.

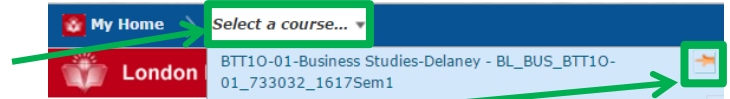
### During the School Year:

Contact your Guidance Counsellor if your course is not listed here. (**Note:** It may take up to 48 hours for this to occur after your information is entered into PowerSchool.



The **next** time you access the vLE, you will be able to use the Select a Course dropdown menu in the blue minibar at the top.

Click on the pushpin at right to ensure it stays at the top of your list.



## Course Menu

Once you click on the link to your course, your **'Course Home Page'** will open. The Course Menu bar currently has five dropdown menus: **Toolkit**, **Office 365**, **Communication**, **Assessment** and **Resources**.

**Course Home:** Will return you to the course home page from anywhere in the course.

### Under the Toolkit Menu:

- Quick access to OSAPAC or Board-sponsored sites/program

### Under the Office 365 Menu:

- All components, including online apps can be accessed through this dropdown.

### Under the Communication Menu:

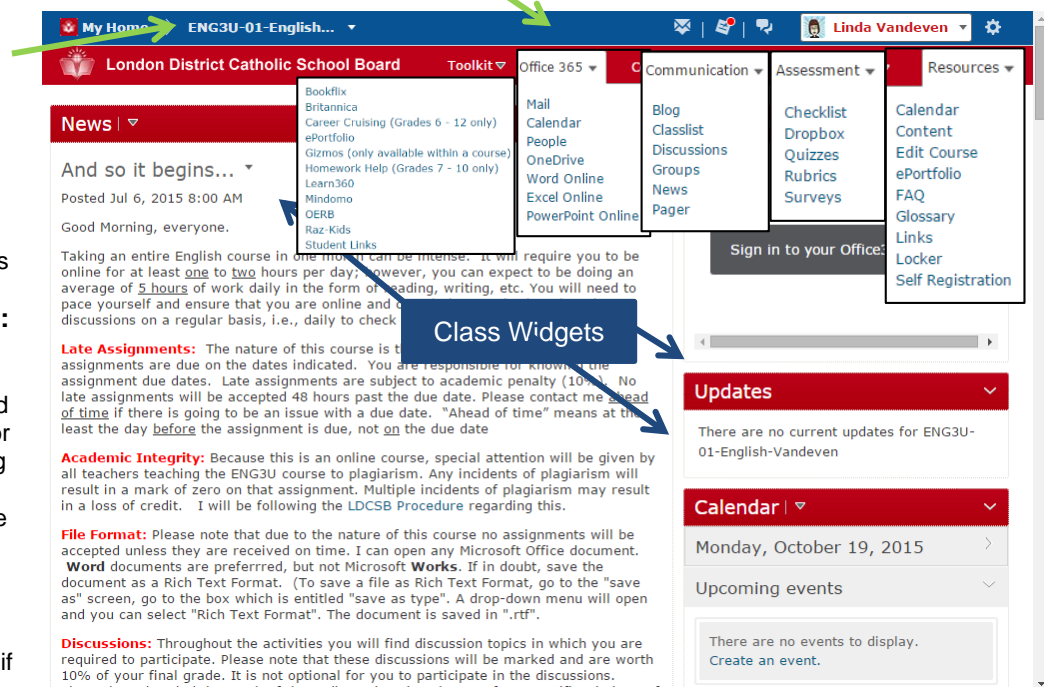
- **Blog:** Only your teacher will be able to view this
- **Classlist:** The easiest way to send your teacher an in-course e-mail or to page your teacher for e-learning courses.
- **Discussions:** Accesses the online discussion area
- **News:** Class News will be posted here.

### Under the Assessment Menu:

- **Checklist:** Items to be completed if your course/teacher uses this tool
- **Dropbox:** Where you submit assignments and where your teacher will provide feedback
- **Quizzes:** The course may or may not have quizzes embedded.
- **Rubrics:** May contain teacher created rubrics
- **Surveys:** May contain teacher created surveys

### Under the Resources Menu:

- **Calendar:** Lists important dates identified by your teacher.
- **Content:** Will open the menu of modules and activities. For ease of navigation, a Content Widget has also been included on the lower left of the course home page. Click on *Home in the widget* to see all units.
- **Locker:** A location to save files for access from home or school. (50 MB total)



These dropdown menus may change over time as we respond to changes to the vLE and to feedback for an improved user experience. **Note:** Use of tools may vary depending on the course and teacher.

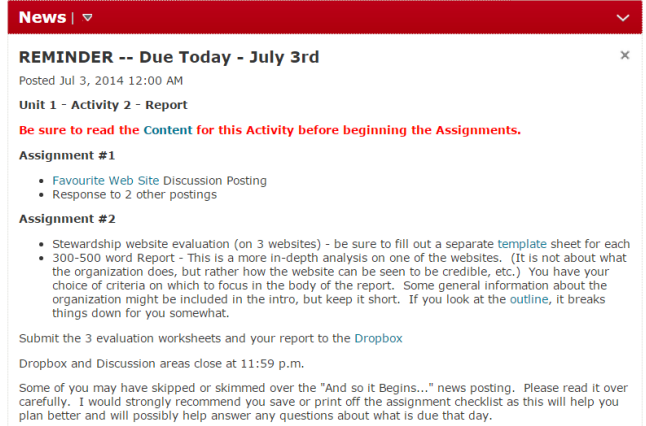
## Course News

Course News is located at the top left of your course home page. The News area is where your teacher will post information for the entire class.

**BE SURE YOU READ IT OVER CAREFULLY EACH DAY!**

At right is an example of a News posting in a course.

Use of the News tool will vary depending on your teacher's preferences.



## Content

Use of the Content tool will vary depending on teacher preferences. Some Ministry content is available and teachers may choose to use this as part of your learning environment, or he or she may choose to use his or her own resources. If the Content area is used, **it is imperative that you read over and understand the Content page(s) for all activities. This is a key to success, especially in an online course.**

There are several ways you can locate or navigate to content:

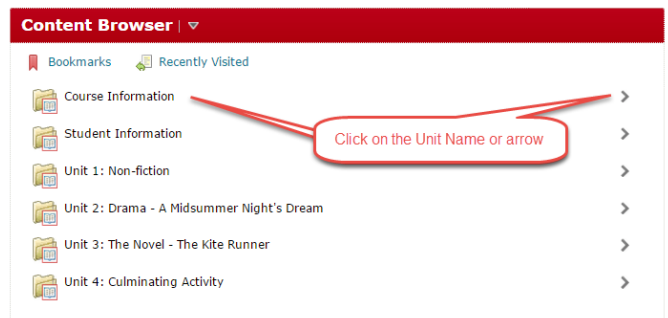
- your teacher may provide a quick link from a News or Calendar item to an individual Content page (as shown above in the News example)
- you can use the Content Browser (instructions below)
- you can use the full Content Tool (instructions below)

### Using the Content Browser:

On the Course Homepage, you will find a Content Browser widget (lower left of the page).

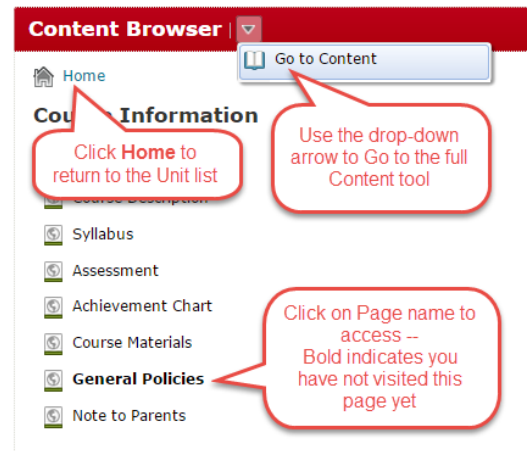
Any units that your teacher has decided to release to you will be displayed here. Generally, teachers pace the course so you will only see one unit and/or a few activities at a time. Just like in a face-to-face classroom.

Once you have accessed a unit, you can access an individual page, return to the Unit list or go to the full Content tool.



### Using the Content Tool:

If you choose to go to the full Content tool, you will have more options for navigation. Use the arrow beside the Content Browser title to access this.



The screen shot on the right shows how to use the Content Tool area.

The screenshot shows the 'Course Information' page. On the left is a navigation menu with items: 'Table of Contents' (77), 'Course Information' (1), 'Student Information' (with a green checkmark), 'Unit 1: Non-fiction' (17, 'Begins July 2'), 'Unit 2: Drama - A Midsummer Night's Dream' (23, 'Begins July 7'), 'Unit 3: The Novel - The Kite Runner' (29, 'Begins July 15'), and 'Unit 4: Culminating Activity' (7, 'Begins July 8'). The main area shows a progress bar at 87.5% (7 of 8 topics complete) and a list of sections: 'Syllabus', 'Achievement Chart', 'Course Materials', 'General Policies', and 'Note to Parents'. Each section has a checkmark on the right. A red box highlights a small icon at the bottom right of the 'General Policies' row.

Callouts include:

- 'Click on Table of Contents in the left menu to display all available units and pages on the right' (pointing to the Table of Contents menu item).
- 'If you click on a Unit name in the left menu, only that unit will be displayed on the right of the page' (pointing to the Course Information menu item).
- 'Numbers indicate pages left to read' (pointing to the page numbers in the left menu).
- 'Your progress is displayed here' (pointing to the progress bar).
- 'Indicates you have not yet visited the page' (pointing to the small icon in the bottom right of the General Policies row).

### Activity Structure:

If a teacher is using Ministry-provided content, each Activity consists of at least 4 pages:

- **Overview**
- **Expectations** or Learning Goals
- **Content** (at least one page, but oftentimes there are multiple pages accessed by the Next button at the bottom of each page)
- **Assignment**

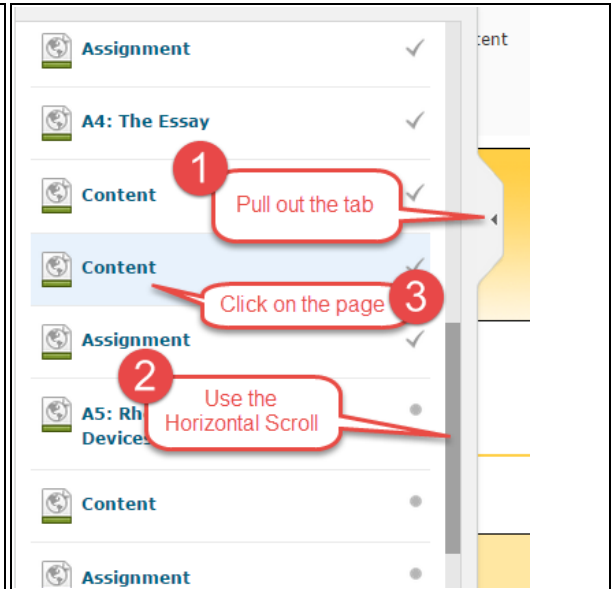
Additionally, there may be other pages such as a Rubric or Long Description of Rubric (a duplicate of the Rubric page provided for the visually impaired to ensure accessibility by screen readers). Content and Assignment pages may take you to other tools being used in your class such as Discussions, Dropbox or Quizzes.

### Navigating Through Content:

There are many ways you can navigate once you have accessed your first page of content.

The easiest is to use the arrows (top right and bottom right) on each page. This takes you page by page through a unit.	
Some Content pages have Next/Back links at the bottom which can be used to get to the next or previous Content pages.	<b>BACK   NEXT</b>
You can also use the "breadcrumb" trail at the top of the page. Click on the <b>Unit</b> name link to return to the Unit Menu. Click on <b>Table of Contents</b> link to return to a full unit and page listing.	Table of Contents > <a href="#">Unit 1: Non-fiction</a> > Content

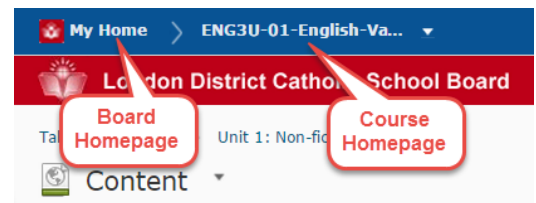
Finally, you can use the pull-out tab near the top left of a Content page. It is very discreetly placed, so you may have to look for it!



### Returning to the Course Homepage:

To return to your **course Homepage**, click on your course name in the Minibar near the top left of your browser window.

To return to the **virtual Lobby** (Board Homepage), click on the **My Home** link.



## Discussions

Online discussions, if used, can be accessed:

1. under the **Communications** dropdown of the Class Navigation bar Menu. You will see all Discussions that the teacher currently has opened up to you listed here, so choose the appropriate discussion title link.
2. from a **Content** or **Assignment** page link to a single discussion topic
3. through a **Quicklink** in a **News** item that your teacher has set up to take you directly to the proper discussion area for the day.

**Discussions List** Settings Help

Filter by: **Unread** Hide All Topics

**Unit 1** Forum Information

Available after Tuesday, July 3, 2012 8:00 AM EDT.  
Hide Topics for Unit 1

Topic	Threads	Posts	Last Post
<b>Unit 1 - Activity 1 - Bible Memoir</b> The passage about Jesus being lost in the temple is written from the perspective of Mary. Although it describes an event in Jesus' life, it is not a memoir. Imagine how the story would change if written by Mary. What details would she include that Luke did not? Consider how a mother would feel not knowing where her child was for three days!	28	86 (83)	Jul 2, 2013 11:05 PM

**Your task:**

1. Select and read a story from the Bible; for example, read about David and Goliath.
2. Become one of the characters in the story.
3. Now, rewrite the passage as if it is a memoir. Imagine that you are David. You must write the passage as if it is an event from your life.
4. Decide: your lead, the details you will include, and the reflection about why this is a significant moment in your life.
5. Post your memoir to the discussion area. Don't forget to include the Book, Chapter and Verses in which your Bible story occurs.
6. Comment on the postings by two other students.

Once you are in the Discussion tool, click on the **Topic title link** to enter a specific discussion. An explanation of the Discussion screen is shown at right.



## To Start Your own Thread:

Access the desired Discussion by clicking on the Discussion Title in the Discussion list (or use the quicklink if provided by your teacher). Then click on **Start a New Thread**.

What you see in this area depends how far along in the discussion you and the class are.

More student responses will be listed below the first one. Teachers can view statistics on how many postings you have authored, read and responded to. Initially, you may only see the Start a New Thread button. Once you post your response, your classmates' posted responses will appear below.

After you click the Start a New Thread button you can post your response by following the steps shown at right.

Discussions List > View Topic Settings Help Search Unit 1 - Activity

### Unit 1 - Activity 1 - Bible Memoir

Group/section restrictions  
Hide Description

The passage about Jesus being lost in the temple is written from the third person point of view. Although it describes an event in Jesus' life, it is not a memoir. Imagine how the story would change if written by Mary. What details would she include knowing where her child was for three days!

**Your task:**

1. Select and read a story from the Bible; for example, read about David and Goliath.
2. Become one of the characters in the story.
3. Now, rewrite the passage as if it is a memoir. Imagine that you are David. You must write the passage as if it is an event from your life.
4. Decide: your lead, the details you will include, and the reflection about why this is a significant moment in your life.
5. Post your memoir to the discussion area. Don't forget to include the Book, Chapter and Verse.
6. Comment on the postings by two other students.

**Start a New Thread**

Filter by: Unread Flagged

's Bible Memoir posted Jul 2, 2013 10:00 AM

David and Goliath (David's Memoir)

All the men of Israel in the Valley of Elah were fighting against the Philistines. One day my father told me to take loaves of bread and bring it to my brothers camp and cheese to their commander and to assure that my brothers are safe. I did what I was told and went of to deliver the items. When I arrived at the

7 Unread 7 Replies 0 Views

Annotations:  
- Green arrow: Read the Discussion Prompt here (points to the task list)  
- Green arrow: Click Start a New Thread to Post your Original Discussion Item (points to the 'Start a New Thread' button)  
- Green arrow: Click on the title to read and respond to this posting (points to the 'David and Goliath' title)  
- Green arrow: See Discussion Statistic Here (points to the '7 Unread' statistics)  
- Red cloud: Teachers have the ability to restrict you from seeing other student's posting before you submit your own, so you may not see anything below until you have posted your own Thread (points to the 'Start a New Thread' button)

### Unit 1 - Activity 1 - Bible Memoir

Hide Description

The passage about Jesus being lost in the temple is written from the third person point of view. Although it describes an event in Jesus' life, it is not a memoir. Imagine how the story would change if written by Mary. What details would she include knowing where her child was for three days!

**Your task:**

1. Select and read a story from the Bible; for example, read about David and Goliath.
2. Become one of the characters in the story.
3. Now, rewrite the passage as if it is a memoir. Imagine that you are David. You must write the passage as if it is an event from your life.
4. Decide: your lead, the details you will include, and the reflection about why this is a significant moment in your life.
5. Post your memoir to the discussion area.
6. Comment on the postings by two other students.

Enter a subject

Use the toolbar icons to format and attach items

Type your message in this area

Upload a file or record an audio attachment (Flash-enabled browser required)

Post

Annotations:  
- Red circle A: Read the instructions carefully! (points to the task list)  
- Red circle B: Enter your subject here (points to the 'Enter a subject' field)  
- Red circle C: Type your message in this area (points to the text input area)  
- Red circle D: Use the toolbar icons to format and attach items (points to the rich text editor toolbar)  
- Red circle E: Upload a file or record an audio attachment (Flash-enabled browser required) (points to the attachment options)  
- Red circle F: Post (points to the 'Post' button)

## To Reply to a Classmate's Posting:

Once you are in the appropriate discussion area, click on the Title of the posting to which you wish to respond, then click on the **Reply to Thread** button.

### Moses and the Burning Bush

Created by on Jul 3, 2012 1:04 PM Subscribe

I began my journey with the Israelites, leading them back to rich fertile land. Through this journey I had discovered God's strength and power. My faith in him grew more than I imagined and since God stayed true to his word I planned to stay true to mine. I continued to follow God and lead the Israelites as he had asked.

**Reply to Thread**

Next, follow the steps shown below:

**Step 1:**  
Type your response

**Step 2:**  
Use the toolbar icons to format text or upload files, etc.

**Step 3:**  
Upload attachments or record audio to be attached to your typed response. (You may need to expand the Attachments area to see these options.)

**Step 4:**  
Don't forget to hit **Post!**

The screenshot shows a discussion thread titled "s Bible Memoir" with a text input area, a rich text editor toolbar, and an attachments section. The text input area contains a sample response about David and Goliath. The toolbar includes options for bold, italic, underline, and text color. The attachments section has buttons for "Upload", "Record Audio", and "Choose Existing". A "Post" button is at the bottom left.

### To Reply to a Reply:

Yes, there is such a thing! For example, if you wish to comment on something a student has said to another student or you are replying to something someone said on your original thread posting, click on the



link found under the posting. The steps to follow are much the same as found above. The difference will be that there is a checkbox option to Subscribe to this particular discussion thread. This means you will receive notification if there is any activity in this thread.

### Tips for Discussion Success:

Ensure that your thoughts show originality, deep thought and connections to content or concepts in the course. If you are taking a course based on a literary work, it is expected that you will make connections to the text as well.

## Dropbox and Feedback

This is where you will submit assignments throughout the course. In online courses, your teacher will return your assignment feedback to the dropbox where you can review it to see what you did well and any next steps required to improve your work. If you are in a blended (face-to-face) environment, your teacher may choose to provide feedback to you offline.

As always, you will be expected to adhere to London District Catholic School Board (LDCSB) policies. (Your teacher should have these posted. If not, you can ask about them.) LDCSB, through a licence provided by the Ministry of Education, utilizes originality checking software called **Turnitin**. Student submissions are maintained on a secured remote server for future originality check referencing. Be advised that this program may be used by your teachers and that your dropbox submissions will be stored on the secured Turnitin server for future reference. Many post-secondary institutions use this software, so this will be an excellent learning opportunity for you!



Prior to submitting an assignment, you are encouraged to access each activity's **Content**, **Assignment** and **Rubric** pages in order to ensure that you understand the concepts and have all of the necessary instructions. If you have already done this and just want to submit an assignment, ensure you are in your online course, click on **Assessment** (in the Course Nav bar), then Dropbox. Then click on the correct dropbox name. (This is a student's responsibility.)

### To Access a Dropbox:

It is best to access a dropbox from the link on an individual Assignment page or from Class News. If you need to access the Dropbox in another manner, follow the steps outlined below:

**Step #1**  
Click on the Assessment drop-down Menu

**Step #2**  
Choose the Dropbox

**Step #3**  
Click on the **(CORRECT!)** Dropbox Name (Live dropboxes are blue)

**Note the live link in Blue**

**Not available yet - Opening date shown (FYI - Teachers can choose to totally hide these from view)**

**Due Date Shown Here**

Unit 1	Score	Submissions	Feedback	Due Date
Unit 1 - Activity 1 - Assignment 2 - Memoir	- / -	0	-	Jul 6, 2015 11:59 PM
Unit 1 - Activity 2 - Assignment 2 - Report	-	-	-	Jul 7, 2015 11:59 PM

Next, follow the steps outlined below:

**Step #4**  
Read (and Follow!) instructions carefully

**Step #5**  
Check the rubric for all required elements

**Step #6**  
Save your file to your computer or a flash drive first, then upload it here. Be sure you keep the copy as a backup! To add a file, click on the **Add a File** button, browse to the location of the file (A), select it (B), then click **Open** (C).

Check to **ensure it is correct file** (D), then click **Add** (E)

Click on the X of you uploaded the wrong file

Sometimes large files (over 50 MB) will not be fully uploaded (called a "time-out") and you will need to repeat the process. If you have especially large files, you can save these to your OneDrive, use the

**Submit Files - Unit 1 - Activity 1 - Assignment 2 - Memoir**

**Dropbox Usage** 0% / 100%

**Folder** Unit 1 - Activity 1 - Assignment 2 - Memoir

**Instructions** Post your 300-500 word Memoir...

**End Date** Jul 6, 2015 11:59 PM

**Attachments** rubric.html (4.29 KB)

**Submit Files** Files to submit: (0) file(s) to submit. After uploading, you must click Submit.

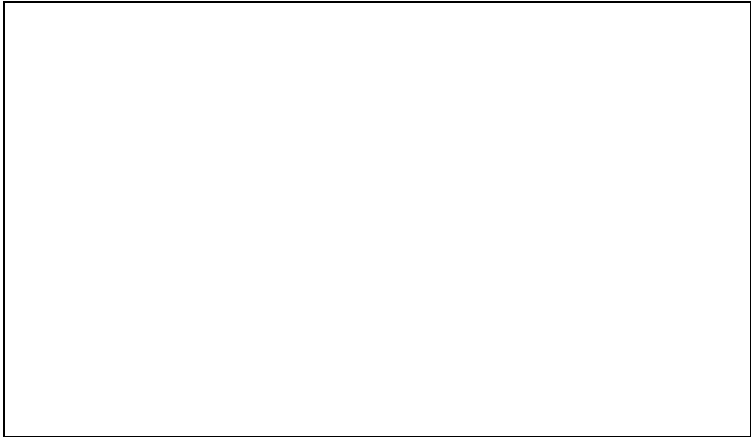
**Comments** Add comments to the teacher here. You can use all of the toolbar functions in this area as well.

**Submit** Cancel

**Get a Link** option to the file and then copy and paste the link in the Comment section. Audio is another option in this area if your teacher allows this method of submission.

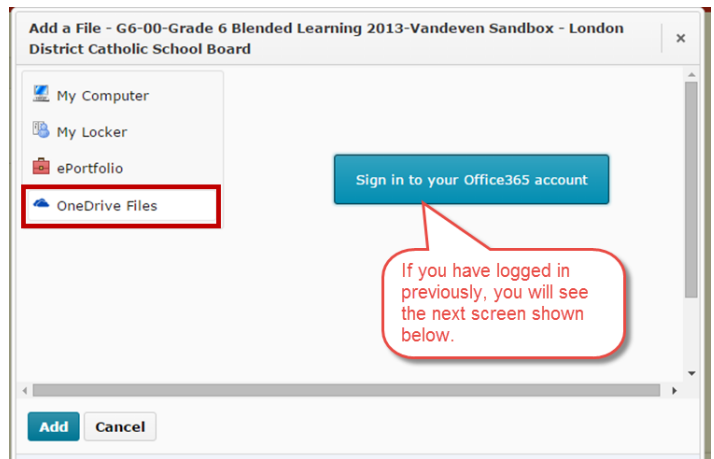
**Step #7**  
Write any **comments** or explanations you think your teacher may require.

**Step #8**  
Click on the **Submit** button  
An e-mail should be sent to your e-mail account confirming the submission. You can also check the Dropbox tool page Submissions column to see how many files have been submitted for a particular dropbox (see above).



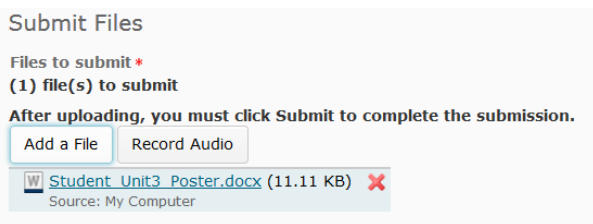
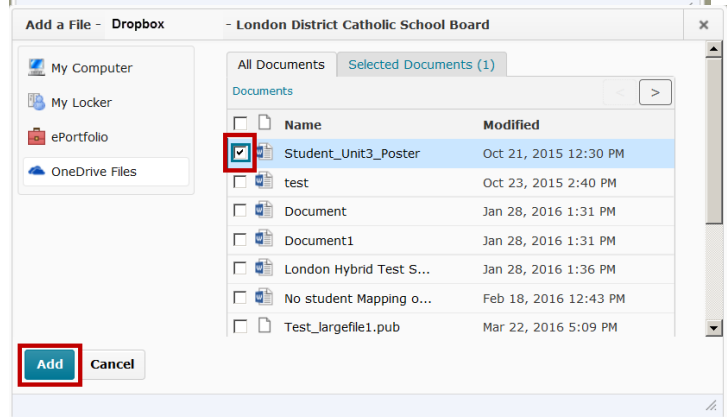
Students have the ability to work on Assignments using the Online Office 365 Apps (e.g., Word, Excel, PowerPoint, OneNote). Access to programs are found under the Office 365 dropdown menu. If you have saved your file in your OneDrive, you will see another option listed to access OneDrive files.

Click on OneDrive Files at left. The right of the screen may require you to Sign in to Office 365 if you have not already signed into the widget on the My Home page.



Next, you will see your OneDrive files displayed. Check off the box in front of the file you wish to upload. Next click the Add button.

This places the file in the Dropbox. If you have made an error, click on the red X beside the file name and try again.



Continue with the process as outlined above to complete the submission.

**Tip for Success:**

Use the **direct links** from Assignment pages or Quicklinks from Class News, if provided, to ensure you are accessing the correct dropbox. It is frustrating for both teacher and student to realize that a dropbox has closed and that a student has placed his or her assignment in the wrong dropbox! Students need to ensure that they have submitted to the correct dropbox. You will notice that you receive a confirmation e-mail that you have submitted an assignment.

## Viewing Teacher Feedback:

If a teacher has chosen to provide online feedback, he or she may choose one of several methods to provide you with feedback on strengths, areas for improvements and next steps. The two most common methods are: (1) through the vLE's Dropbox feedback area where the teacher leaves marks and comments on your paper and (2) through Turnitin's GradeMark tool.

When you go to the Dropbox tool, you will see an icon beside the dropbox name to indicate Turnitin's originality checker has been activated. Click on the blue number under the Submissions column to be taken to the area to view the Turnitin report and comments if the teacher is using this area to provide feedback. Alternatively, the teacher may just be using Turnitin for the originality checker and may be providing feedback face-to-face or using the Feedback tool built into the vLE. If this feature is used, you will see a blue "View" link under the Feedback column. Click on this link to access teacher feedback.

The screenshot shows a table of Dropbox folders. The first folder is 'Unit 1 - Activity 1 - Assignment 2 - Memoir'. It has a Turnitin icon (a person with a checkmark) next to its name. A callout points to this icon: 'This icon indicates Turnitin originality checker is being used'. To the right of the folder name, there is a blue number '1' in the 'Submissions' column. A callout points to this number: 'Click here to check the Turnitin originality report and to see any comments in GradeMark'. In the 'Feedback' column, there is a 'View' link. A callout points to this link: 'Click here to view vLE feedback if any has been left for this dropbox'. The table also shows a 'Due Date' of Jul 2, 2014, 11:59 PM. The second folder is 'Unit 1 - Activity 2 - Assignment 2 - Report' with a '4' in the 'Submissions' column and a 'View' link in the 'Feedback' column, with a due date of Jul 3, 2014, 11:59 PM.

## Viewing Turnitin Originality Reports and GradeMark Comments:

Once you are in the dropbox Submission area, click on the coloured bar under the Report column, next to the percentage number.

The screenshot shows a 'Submitted Files' section. A document titled 'Individualism in the Dead Poet.docx' (13.44 KB) is listed. To the right of the document name is a red bar representing the report, with '100 %' written on it. A blue arrow points to this bar with the text 'Click on bar'. To the right of the bar is a 'Report' column and a 'Date Submitted' column showing '5, 2015 1:13 PM'. Below the document name is a link: 'View originality report for Individualism in the Dead Poet.docx'.

This brings you to the originality checker tab. Matches will be colour coded. The original source is indicated in the right-hand column. If you click on this link, it will take you to the original source.

The screenshot shows the Turnitin originality checker interface. The document title is 'Being Original.docx'. The similarity score is 30%. The 'Match Overview' panel on the right shows two matches: 1. 'www.dbs-clan.net Internet source' with 16% similarity, and 2. 'Submitted to Metro Ac... Student paper' with 14% similarity. The main document text has red and purple highlights. Callouts point to these highlights: 'Colour-coded text matches' (red) and 'Colour-coded text matches' (purple).

To view GradeMark comments, click on the **GradeMark tab** and view comments on the page. You can close the browser tab when you are done.

Originality is not important to the vast majority of people. In creative endeavors, it has been scientifically proven that people don't want originality, they want comfort from experiencing the same thing over and over again. It's why most movies have a happy ending, and those that don't don't get re-watched. The ending is a downer, and usually a twist surprise ending, so why watch it again?

But this is about desire for originality in general. Personally, that being original stems from being someone who has come before you. You don't want to just learn something with enough time and research. But will you be remembered in 100 years from now? Probably not. Most people won't be. But originality can come in many forms. Steve Jobs didn't create original technology. But he combined it with functional design over and over again and changed our world. His originality was in presentation, and he is remembered.

So, I guess the real answer is elusive. Originality can have no importance to most, and can mean the world to an individual. Remember this though, no one remembers who made up a joke, but everyone laughs no matter who is telling it. *Not necessarily true. Many "jokes" fall flat.*

**General Comments**

**Text Comment**

This would have been a perfectly acceptable submission about originality had you not, ironically, chosen to use other's thoughts without proper citation!

Please contact me so that we can fill in the appropriate contract paperwork.

You will see general comments here. Your teacher may include evaluation levels here if this is a summative assignment.

### Viewing vLE Feedback:



Once you have clicked on the **View** icon opposite the desired Dropbox, you will be taken to that particular dropbox area. Under the submitted files area, you will see any teacher feedback that has been left for you.

**View Feedback**

Add to ePortfolio

**User Submissions**

Folder  
Unit 1 - Activity 6 - Assignment 1 - Descriptive/Narrative Essay

Submitted Files

Submitted Files	Date Submitted
Information Report Template.rtf (51.73 KB)	Jul 9, 2012 11:29 AM
Editing Checklist (1).rtf (56.35 KB)	
Descriptive Essay-Rough.rtf (38.77 KB)	
Descriptive Essay.rtf (38.2 KB)	

**Feedback**

Feedback Date  
Jul 10, 2012 12:13 PM

Dropbox Feedback

- K - 4+
- T - 4
- C - 4-
- A - 4

You have painted a clear picture for me with the use of descriptive and sensory language and rhetorical devices. The introduction effectively set up the rest of your writing.

Your biggest area of focus should be in the editing part to ensure that all punctuation, sentence structure and spelling are correct.

Well done!

Done

Shows all files submitted

Includes Text and/or audio feedback

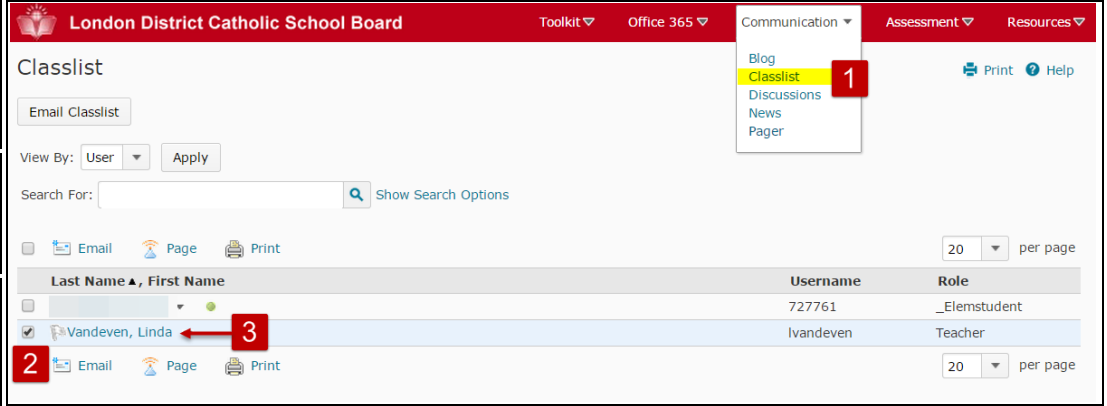
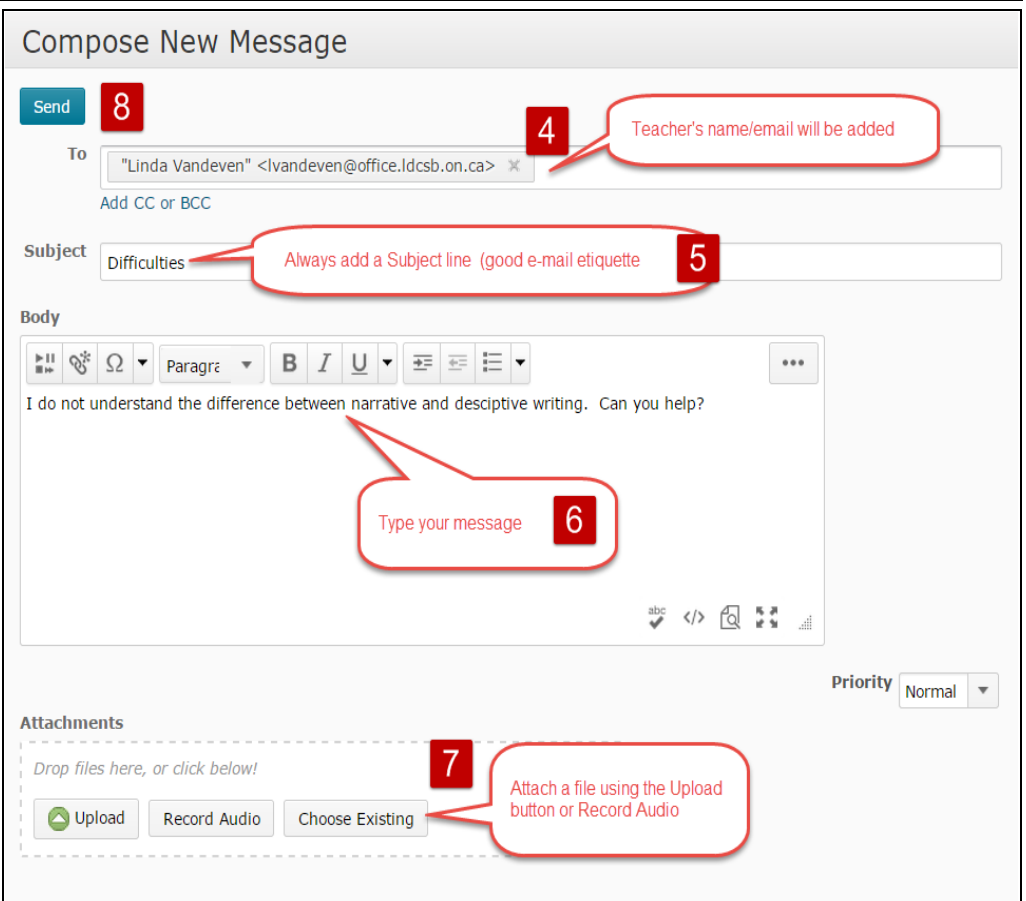
May include attachments below, e.g., rubrics, marked up documents, etc.

Click Done to return to the full Dropbox List

## e-Mail

As of March 30, 2015 the e-mail procedure within the vLE has changed. Previously the e-mail remained with the vLE, but now it is going to Board Outlook accounts. This means the onus is on you to ensure that you are checking your e-mail for communication from your teacher. The red dot will no longer show up as a notification within the vLE. The steps below outline the new procedure for sending and receiving e-mail.

### TO SEND AN E-MAIL:

<p><b>STEP 1</b> Click on the <b>Classlist</b> link found in the Communication drop-down menu.</p>		
<p><b>STEP 2</b> Put a <b>check mark</b> to the left of the teacher's name, as shown.</p>		
<p><b>STEP 3</b> Click on the <b>teacher's name</b> (shown in blue)</p>		
<p><b>STEP 4</b> The teacher's name and e-mail address should <b>automatically</b> have been added in the To field</p>		
<p><b>STEP 5</b> Include a <b>subject</b> Mentioning the <b>Unit, Activity and page</b>, (e.g., Content, Assignment) in the subject line will help you and your teacher expedite the help process</p>		
<p><b>STEP 6</b> <b>Type</b> your <b>message</b> in the Body field. You can use the toolbar at the top of the field to add a file, link or to format the text. <b>Note:</b> Spell check is manual. Use the <b>abc</b> icon at lower right of the field.</p>		
<p><b>STEP 7</b> <b>Attach</b> a file or recorded audio</p>		
<p><b>STEP 8</b> Click <b>Send</b></p>		
<p><b>NOTE:</b> Please do NOT type in the teacher name shown.</p>		
<p>A copy of the e-mail will be forwarded to your Office 365 (Outlook) Inbox.</p>		



**TO RECEIVE AN E-MAIL:**

You must access your Office 365 e-mail account in any number of ways. Messages can no longer be retrieved directly within the vLE.

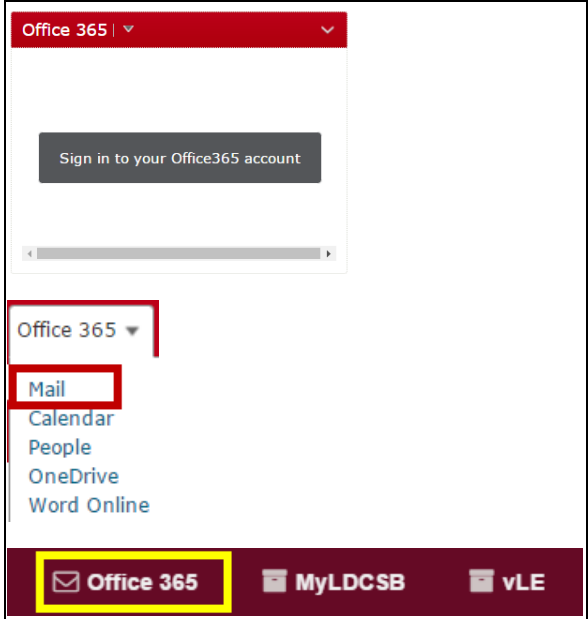
Log in to Office 365 using the Office 365 Widget on the My Home page in the vLE.  
 You will be prompted multiple times to put in your email address followed by your password. (See Step 1 below for an example.) If you are asked whether this is a personal or Work/School account, you must choose **Work/School**.

**OR**

Click on the **Mail** link in the **Office 365** drop-down menu in the vLE

**OR**

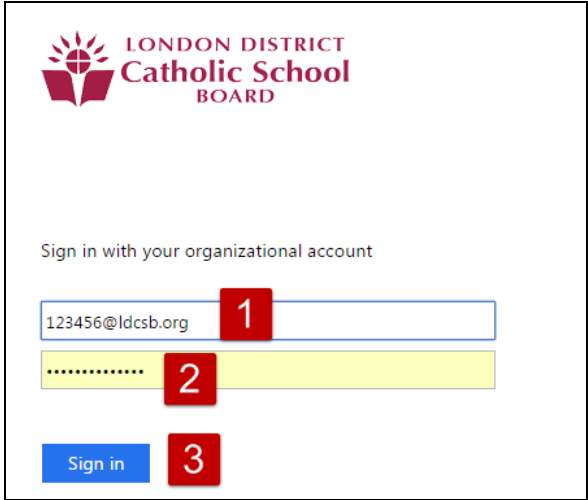
Click on the **Office 365** link found at the very bottom of the Board's webpage (<http://ldcsb.on.ca>)



**STEP 1**  
 Enter your 5 or 6 digit **student number** followed by **@ldcsb.org** See the example at right. This is your Board e-mail address.

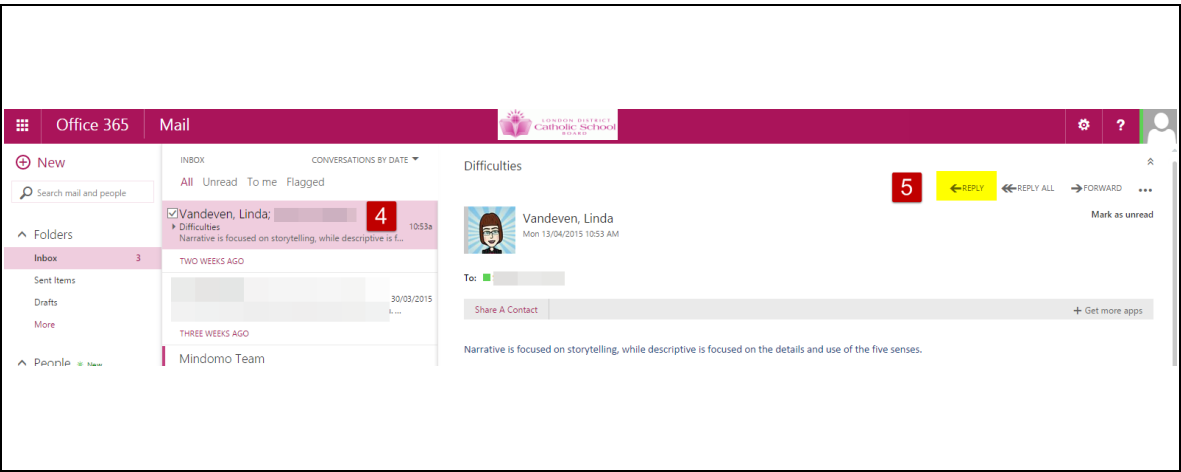
**STEP 2**  
 Enter the **computer password** you use to access the network at school.

**STEP 3**  
 Click the **Sign in** button.



**STEP 4**  
 Look for your teacher's response in the **Inbox**. **Click on the message** in the middle column.

**STEP 5**  
 Read the message on the right side of the page and click on the **Reply** button (shown) to respond.



**REMEMBER:** Board e-mail is provided to you for **educational purposes only**. Use it **wisely** and **appropriately**. Here is the [Complete LDCSB Appropriate Use of Information, Communication and Network Technology Policy](#)

## Pager

- \* **Not all teachers use the pager. Please follow teacher instructions in this regard.**
- \* **All messages must meet the student code of conduct for the LDCSB and your school.**

### How to Page your Teacher:

1. Go to the **Classlist** (located under the Communications drop-down menu on the Class navigation bar)
2. **Check off** the box in front of the teacher's name
3. Click on the **Page** icon

London District Catholic School Board

Classlist

Email Classlist

View By: User Apply

Search For: Show Search Options

Email Page Print

Last Name ▲, First Name	Username	Role
Test Student	123456	_Elemstudent
<input checked="" type="checkbox"/> Vandeven, Linda	lvandeven	Teacher

Email Page Print

4. **Type** your Message
5. Hit **Send**

Send Message - London District Catholic School Board

https://ldcsb.elearningontario.ca/d2l/lms/pager/Senc

Send Message

Recipients: Linda Vandeven

I need help understanding the difference between a narrative and descriptive piece of writing.

Send

6. You will see an Alert in the Minibar if the teacher is paging you in return. Look for the **red dot** on the envelope in the minibar near the top of your browser window. Click on it to be shown the message from the teacher. **Click on the blue message** to be taken to the pager tool.

Go to Pager Go to Email

Linda Vandeven said: Narrative is a story with a plot. Descriptive writing focuses on one event and involves the five senses to draw the reader into the even...

more to the message

11:32 AM

7. Click on the **arrow** to be taken to the full message

Inbox Friends Classlist Settings

1 unread messages

View: All

Set Read Set Unread Delete

Linda Vandeven said: Narrative is a story with a plot. Descriptive writing focuses on one event and...

Jun 9, 2015 11:32 AM

Click on the arrow

<p>8. <b>Read</b> the full message from the teacher.</p> <p>9. <b>Type</b> any <b>response</b> you might have.</p> <p>10. Click <b>Send</b>.</p>	
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If your teacher is not online, he/she will receive the message the next time he/she logs in.

## NOTIFICATIONS

The following outlines the steps required to set up notifications so that you can receive an email and/or a text message when important things happen in your course.

<p><b>Step #1</b> Click on the <b>dropdown arrow</b> beside your name (top right)</p> <p><b>Step #2</b> Choose <b>Notifications</b></p>	
<p><b>Step #3</b> You will see your LDCSB e-mail displayed as the default e-mail. <b>Do not change this.</b></p>	

**(Optional Section)**

You may choose to receive text (SMS) Notifications instead of, or in addition to e-mail notifications. To register your mobile number, under the Register Your Mobile section:

**Step #4**

Choose **Canada** from the dropdown menu

**Step #5**

Choose your **wireless Carrier** using the dropdown menu

**Step #6**

Type in your mobile/cell **number**

**Step #7**

**Save**

We cannot guarantee that this will work for all Carriers. e-Mail notifications should be used as the alternative! And remember, text message fees may apply depending on your plan.

**Step #8**

**Check off** the type of activity for which you wish to receive a notification across from the item name. Notice you can choose to check off either Email or SMS or both for activities within each tool displayed. It is recommended that you visit the vLE **daily** to ensure that you are not missing any important dates or assignment, as some teachers may choose to use the Calendar tool instead of the News tool to provide due dates. And don't forget to read all content and assignment pages carefully!

**Step #9**

**Save**

**NOTE:**

This redirection applies to **Notification** of activities only. You will still need to use your **Office 365** e-mail to send messages to and receive messages from your teacher.