# Lessons learned from (re)Implementing Brightspace in a running organization at TU Delft

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Delft University of Technology

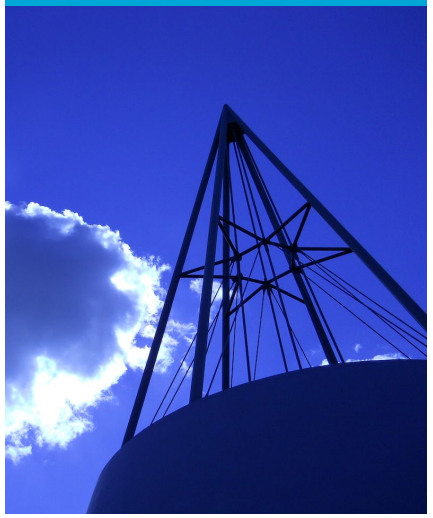


# Agenda

01
Our Brightspace journey



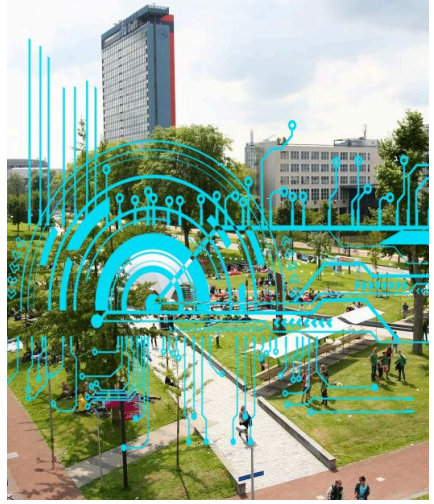

02
Project objectives & key principles



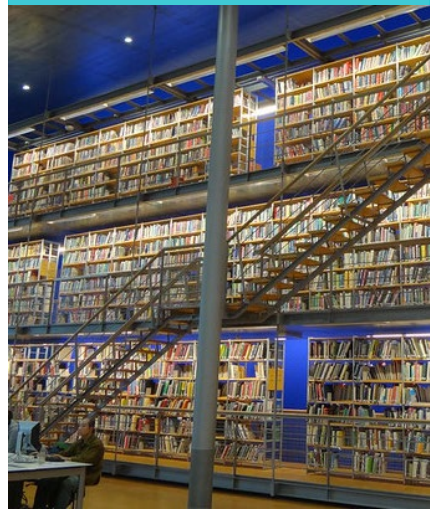
03
Subprojects – Harmonize, tech & migrate



04
Support organization



05
Lessons Learned



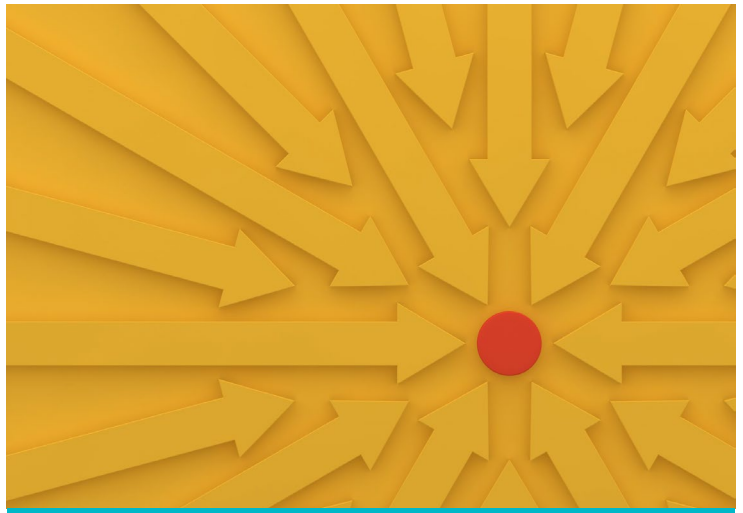
TU Delft

# From tender to implementation



## Tender LMS

project team with all faculties closely involved



## Brightspace

contract for five years starting July 2026, with an optional extension until July 2036

## Brightspace 2.0

new project team and implementation teams at faculties

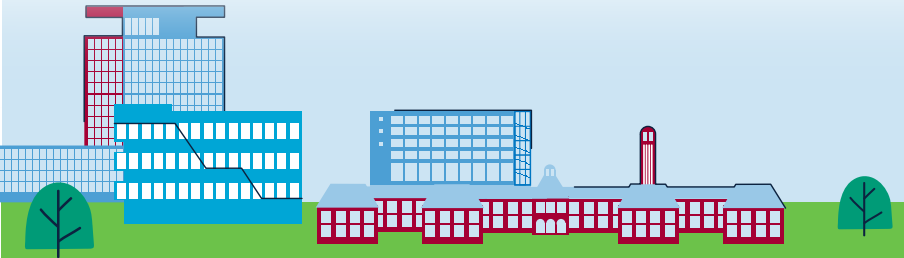
# Project objectives

## 1. Consistent Navigation and Improved Findability

- *Enhancing the user experience for learning and teaching across (inter)faculty boundaries*
- *More uniform within and between faculties*
- *Standardized environment, making support and maintenance simpler, more efficient, and cost-effective.*

## 2. Improved Structure and Functionality

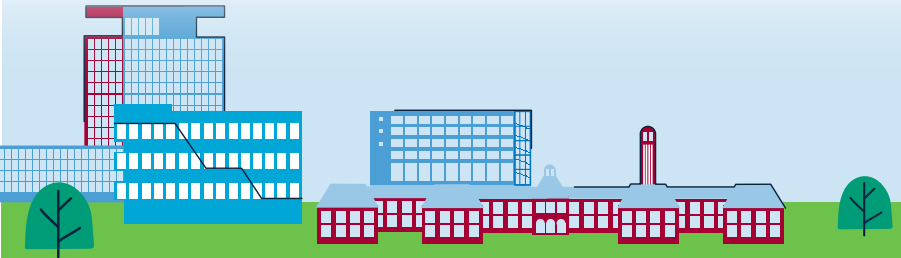
- *Restructured layout and configuration at the back-end*
- *Addressing current bottlenecks*
- *New look-and-feel and functionalities to enrich education*
- *Accelerating implementation of new technologies and teaching methods*





# Main project objective

- Per September 2026, at the start of the 2026–2027 academic year, all educational activities at TU Delft exclusively use Brightspace 2.0
- This means that all courses have been migrated, and support & training is available for both educators and students

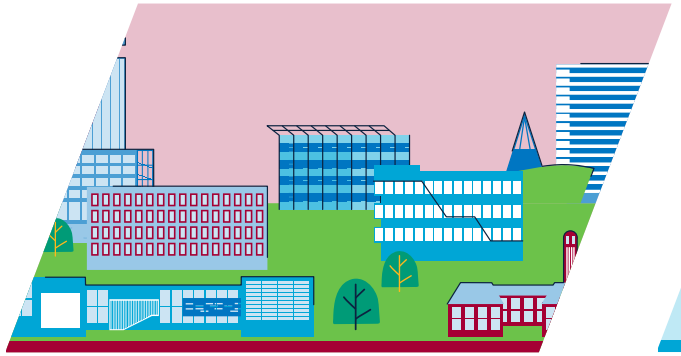




# Key principles Project

- Faculties very involved in process from the start
- Co-creation, piloting & testing by/with *lecturers and students*
- Full on, *Faculty specific Support & Communication* for:
  - Lecturers, Students & Ed. Support Staff
- Strive for *smallest* possible impact & workload for Lecturers
- The migration would take place *in phases* by Teaching Support Migration Team
- Comms! E.g. https://www.instagram.com/p/DaKTFoUox8-/

# Project setup



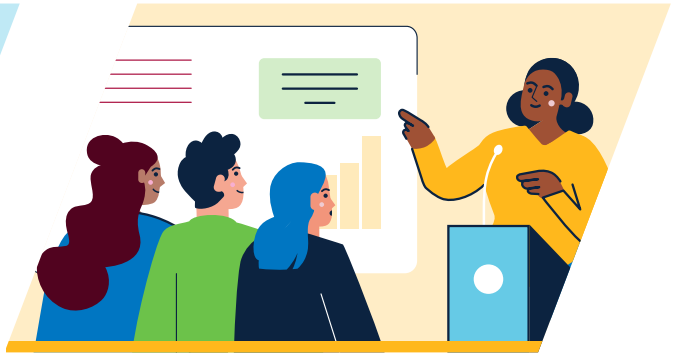
## Harmonisation

With faculties closely involved designing a more **uniformly course structure**
Educational design remains with the lecturer




## Configuration & Setup

Improved back-end, look-and-feel and configuration with new functionalities



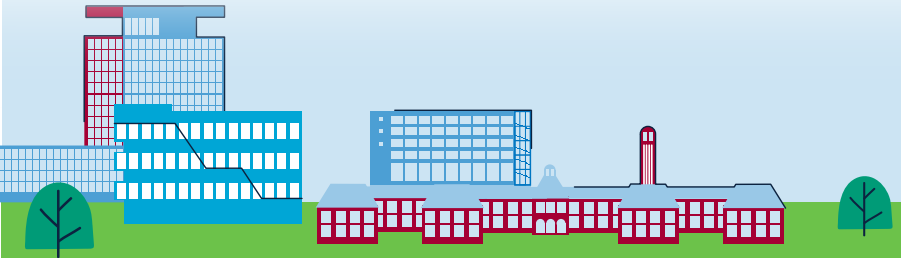
## Migration to B2.0

Guiding and supporting faculties in their transition, training and help with the preparation/enriching of courses for the new academic year, update support website

# Brightspace 2.0 Harmonisation

## User research and co-creating user facing “frontside”

- Vision on LMS based on input from different stakeholders
- Student and educator questionnaires about experiences with current Brightspace
- Interviews & Visits with other universities
- Inventory of course content structures used in current courses
- Co-creation of Landing pages and Course Home Page with educators, students, functional admins and educational experts
- Feedback from central advisory board (representing faculty educators, students and support staff)







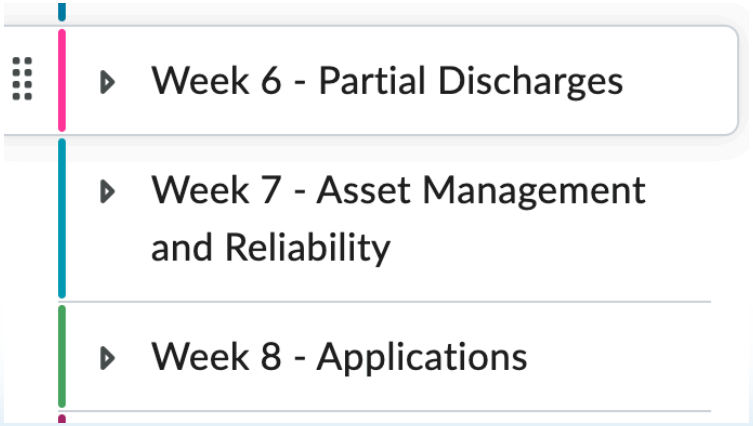
# Brightspace 2.0 Harmonisation

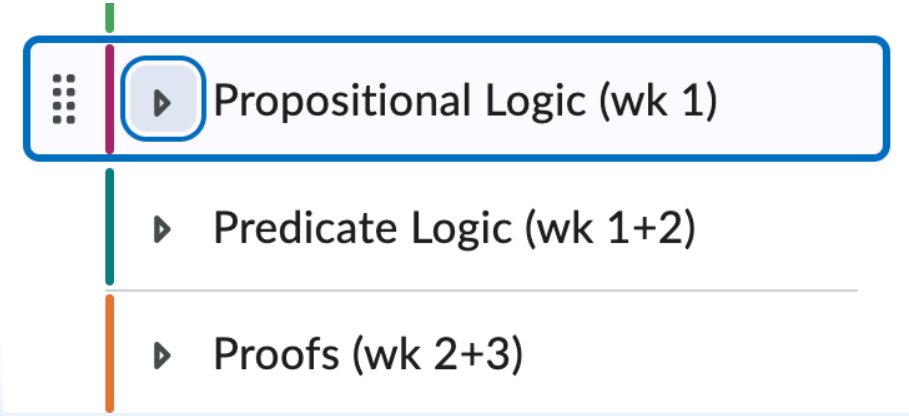
## User research and co-creating user facing: sample results

Initial idea: offer three optional main course content structures (week-based, theme-based and teaching-activity-based (data showed: most used))

➔ After co-creation: only two course content structures offered.

(*Students did not like the unclear teaching-activity based structure)

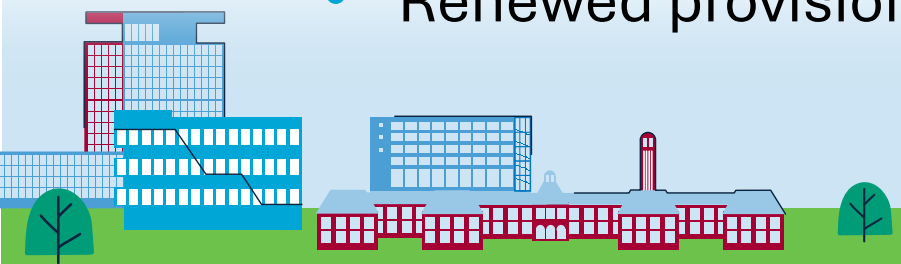


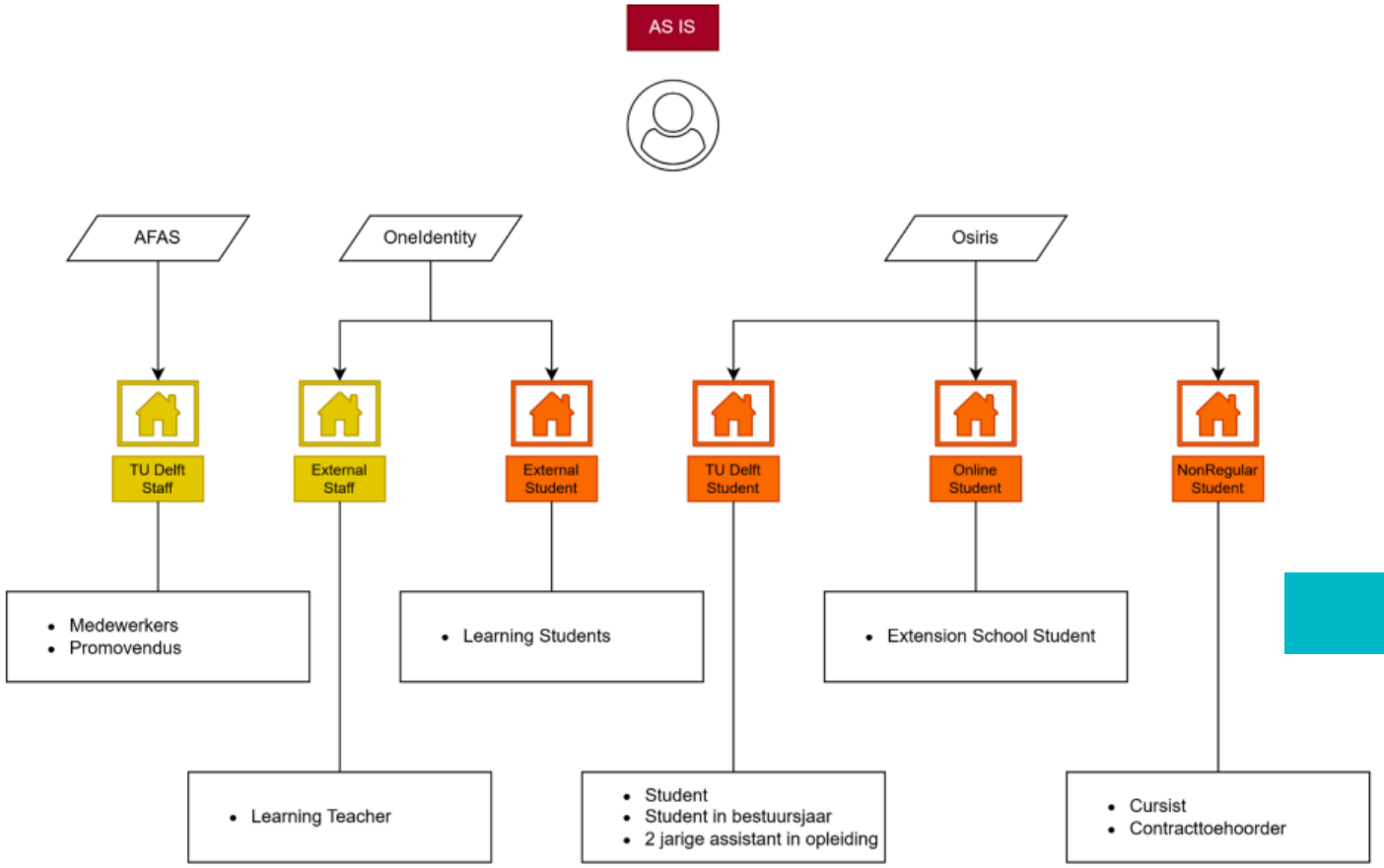
# Technical

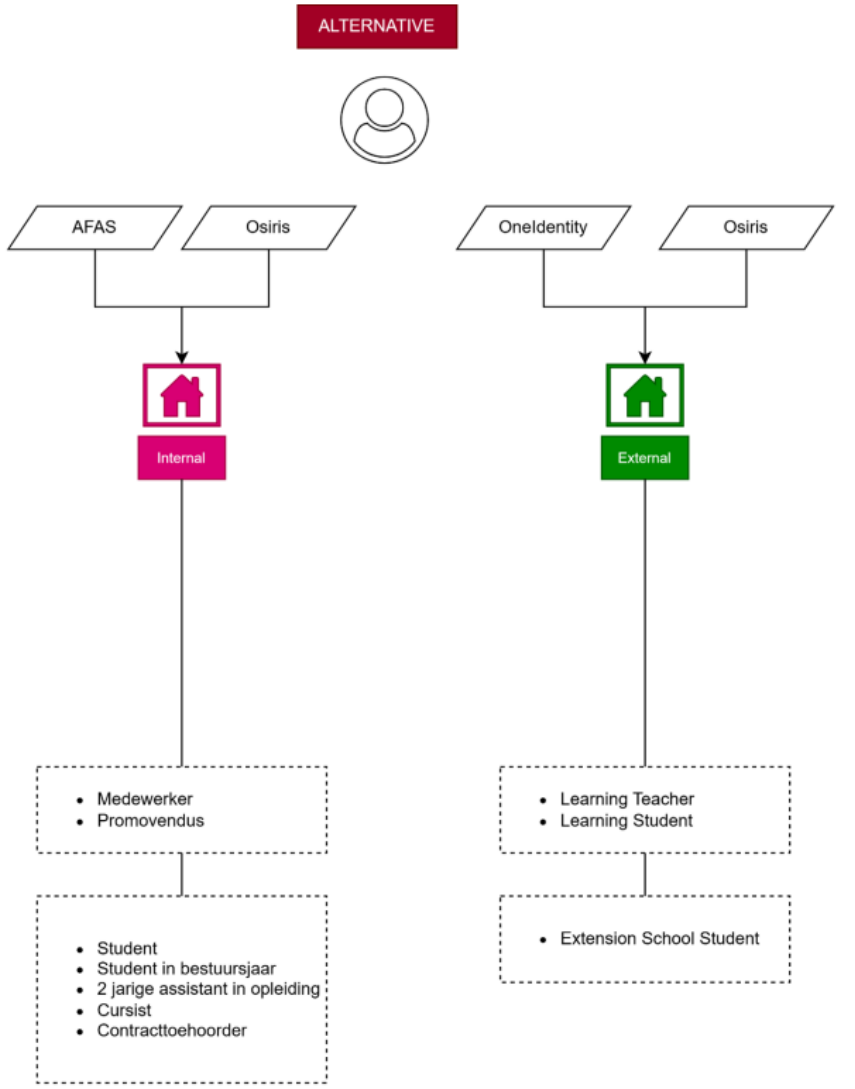
- Revamp of current instance vs setup of new instance
  - Phased approach on redevelopment as education continued

- Overhaul and restructured Roles & Permissions
  - Less is more: Ease the configuration for Sys-admins
  - 10y old choices a bottleneck for new tools & features
  - Prep and verify in past year – impact on LTI tools difficult to test
  - Scripted transition of all users on July 20th
  - Renewed provisioning of users via Oracle Service Bus per August 1st






AS IS
AFAS
OneIdentity
Osiris
TU Delft Staff
External Staff
External Student
TU Delft Student
Online Student
NonRegular Student
Medewerkers
Promovendus
Learning Students
Extension School Student
Learning Teacher
Student
Student in bestuursjaar
2 jarige assistant in opleiding
Cursist
Contracttoehoorder

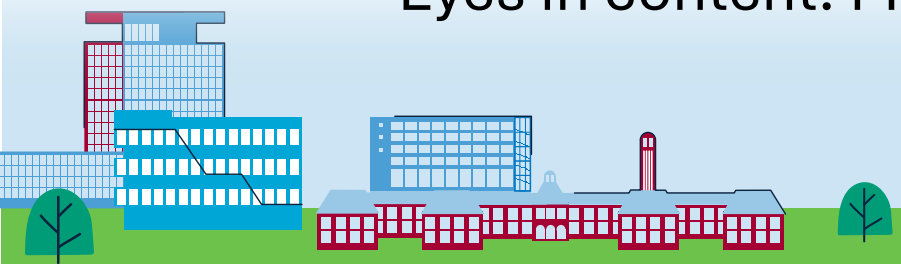

ALTERNATIVE
AFAS
Osiris
OneIdentity
Osiris
Internal
External
Medewerker
Promovendus
Learning Teacher
Learning Student
Student
Student in bestuursjaar
2 jarige assistant in opleiding
Cursist
Contracttoehoorder
Extension School Student

# Technical

- Now possible after revamp of Roles & Permissions:
  - Restructured homepages pages – from 7 to 2
  - Implement Discover for self-enrollment & decommission Course Catalog
  - Future proof configuration to implement new tools and features :

    LUMI & Learning Analytics & CreateSpace

- Implement New Content Experience per new AY 2026-27
  - During reimplementation AY 2025-26 in old content experience
  - Eyes in content: Manual migration of courses and organizations

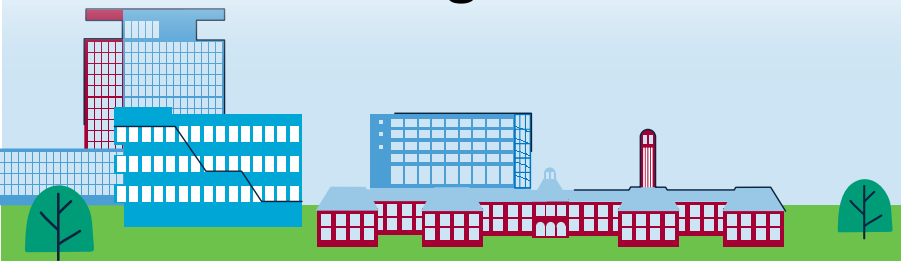




# Technical

- Maximizing native to Brightspace tooling & integrations with applications already in our landscape
  - Development & management difficult
  - Minimize self-built LTI tooling for group management processes, activity indicators and study guide information

- Implementation of K16 to archive 7 years' worth of materials
  - Archive all course offerings older than 3 years (offered before AY 2023-24)
  - Lighten the load: 34.5K active course offerings to be reduced to 10K

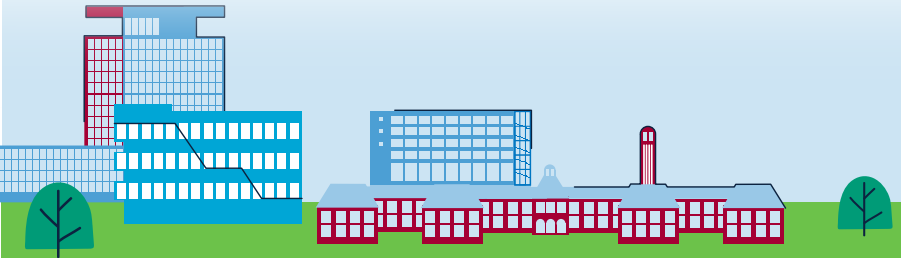






# Migration

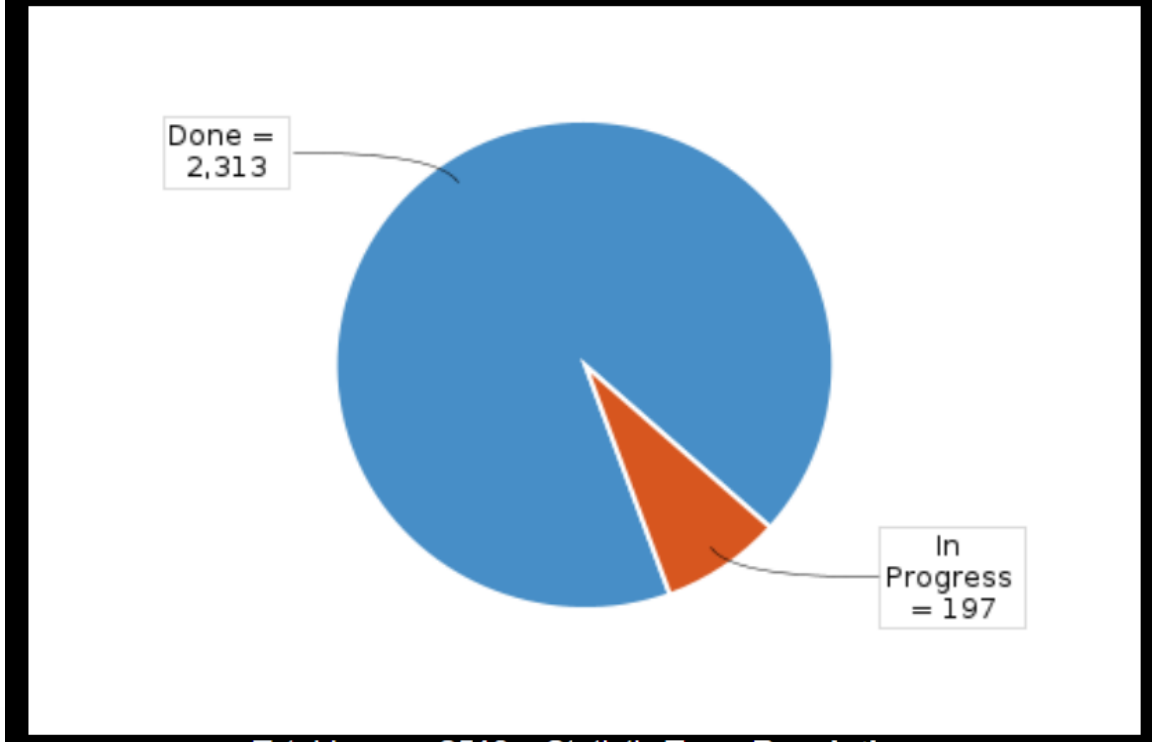
- Large investment into Migration Team & tasks
- Main acticities split into: Actual Migration & Training/Support (for Students & Lecturers)
- Migration Organisation:
  - Close collaboration with Support  & BlendedTeam (!)
  - Use of Student Assistants
  - Coordination & leadership
  - Invest in training the team & teambuilding
- Use of Learning Developers didactic expertise
- Use a data driven way of working & to communicate back to stakeholders (Jira. Excel)



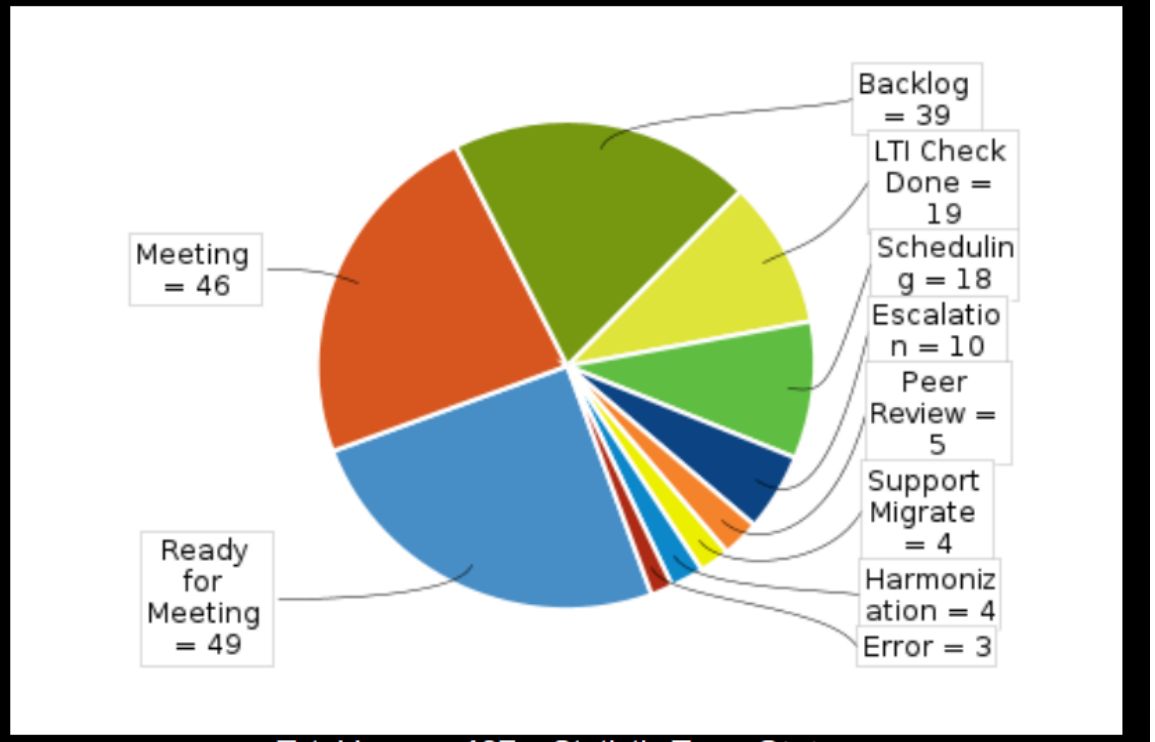




# Migration Data




Total Issues: **2510** Statistic Type: **Resolution**

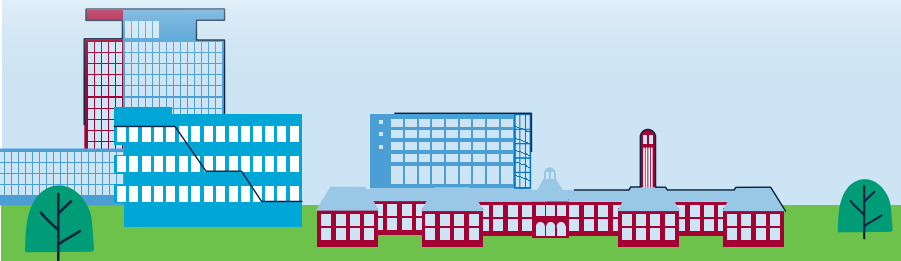



Total Issues: **197** Statistic Type: **Status**

# Project Capacity – Support team

| Support- Team capacity | FTE | Months | Role |
|---|---|---|---|
| Teamlead | 0,1 | 12 | B2.0 implementation @ support |
| Support | 0,5 | 12 | B2.0 implementation @ support |
| Support | 0,6 | 18 | FIC, Core Project team & B2.0 implementation @ support |
| Support | 0,5 | 12 | Excel, Jira logistics and Migration Manager |
| Support | 0,7 | 12 | Migration Manager |
| Support/Comms | 0,5 | 8 | Communication & training material |

**108.3 hours per week**





# Project Capacity – Migration team

| Support- Team capacity | FTE | Months | Role |
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| Support/Comms | 0,5 | 8 | Communication & training material |

**210.9 hours per week**

# The front end



## Architecture and the Built Environment (ABE)

The Education Advice Team provides support in didactics, curriculum development, assessment, educational innovation and teacher professionalisation.



## Aerospace Engineering (AE)

Educational Advisors and the Online Coordinator provide support for teaching and the development of (online) education. Please check their profiles for their portfolios.



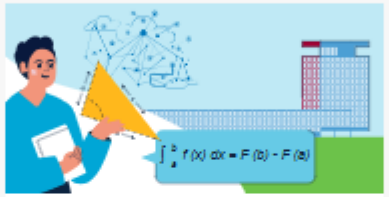
## Applied Sciences (AS)

The Education Team gives advice, training, and hands-on support for course & curriculum (re)design, assessment, and open & online projects.



## Civil Engineering and Geosciences (CEG)

The team of educational advisors support teachers in (re)designing and improving their teaching and testing.



## Electrical Engineering, Mathematics & Computer Science (EEMCS)

Find information about the faculty in the EEMCS Education Community. See 'Support for Academic staff' for contact details.



## Industrial Design Engineering (IDE)

In the IDE Teachers' Manual, you can find all information you need to teach at the IDE faculty, as well as support.



## Mechanical Engineering (ME)



## Technology, Policy and




*Use the menu above to navigate this site.*

search per role →

New staff

Examiner or assessor

**Find information**
**on education & assessment**
**for staff at the Faculty of Applied Sciences**

Director of Studies

Teaching staff

### Overview of key resources

**Support (within AS)**
for education, teaching & assessment

- Where to get support
- New staff | Onboarding

**People, roles & responsibilities**

- Who does what?
- Who's who? (ESA Applied Sciences)
- Faculty regulations

**Course management**

- Course management & scheduling

**Strategy, policy & regulations**

- Assessment policy
- Degree specific regulations (TER/R&R)
- TUDelft Student & Education regulations
- AS Faculty Vision on Education
- AS Faculty Strategic plan

**Design your course**

- Course (assessment plan) design
- Teaching support | Design your course
- Teaching support | Develop your course
- Copyright Information Point

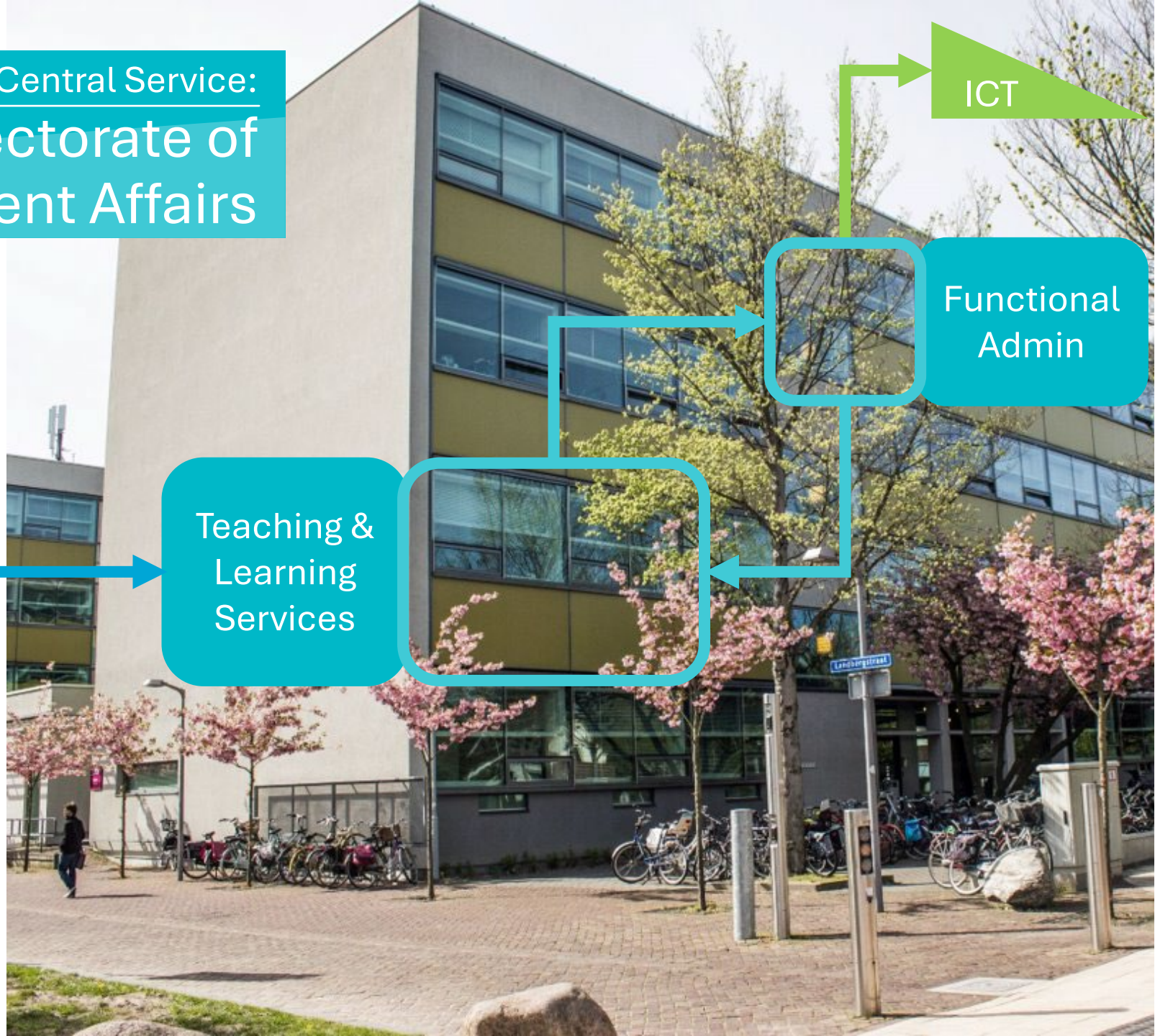
**Programme specific information**

- Information for Directors of Studies
- BSc Applied Physics
- BSc Nanobiology
- BSc Molecular Science & Technology
- BSc Life Science & Technology
- MSc Applied Physics
- MSc Nanobiology
- MSc Chemical Engineering
- MSc Life Science & Technology
- MSc Science Education & Communication
- MSc Quantum Information Science & Technology

**Professional development**

Central Service:

# Directorate of Education & Student Affairs

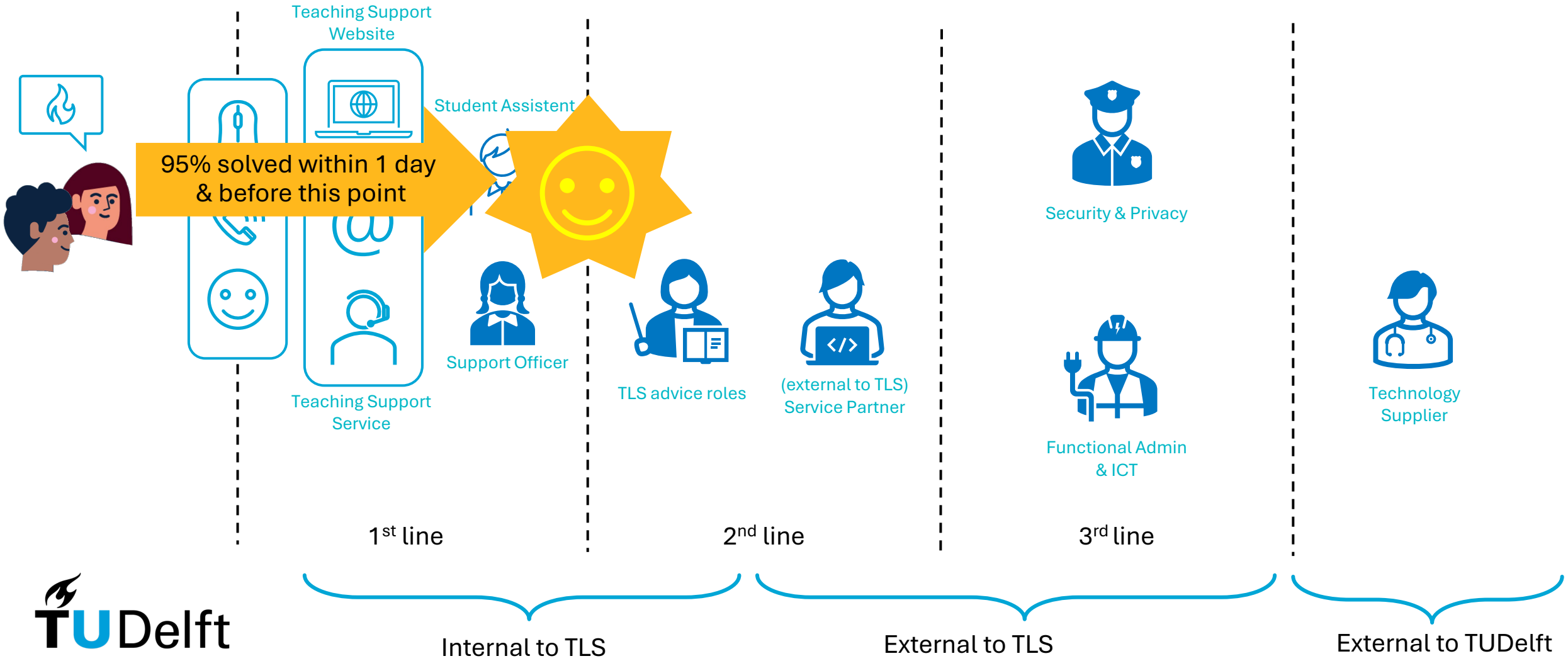



2017

Brightspace-support

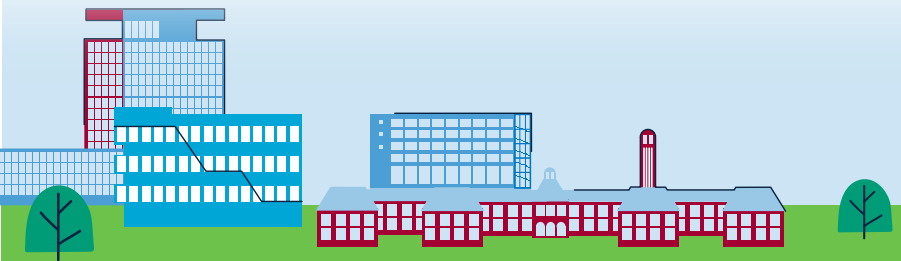
TU Delft

# The back-end


Teaching Support Website
95% solved within 1 day & before this point
Student Assistent
Support Officer
Teaching Support Service
TLS advice roles
(external to TLS) Service Partner
Security & Privacy
Functional Admin & ICT
Technology Supplier
1st line
2nd line
3rd line
Internal to TLS
External to TLS
External to TUDelft

# Lessons Learned - Migration

- The **tier model helped keep delivery on track** and made it easier to coordinate with dependent teams, while also showing the need for clearer terminology and a more flexible approach to grouping courses.
- The classification system (green, orange, red courses) provided an effective way to prioritise effort, plan resourcing, and maintain flexibility in delivery, while experience showed that the classification definitions needed to be clearer and more consistent over time.
- Pre-harmonising courses before lecturer consultation proved highly effective, improving meeting efficiency and quality. However, there was also the need for a better approach to lecturers responsible for multiple courses.
- The MOC role proved to be one of the project's most valuable structural decisions, providing critical coordination, expertise, and decision-making capacity.





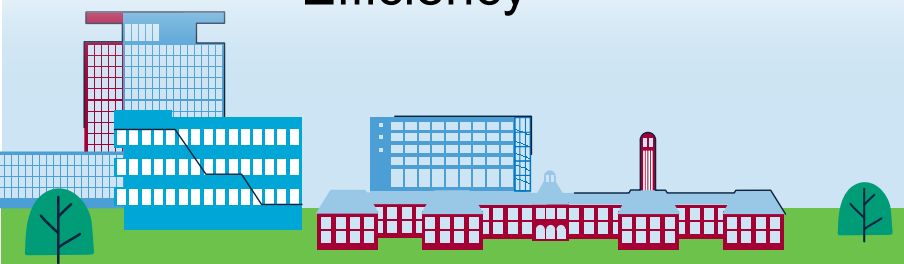


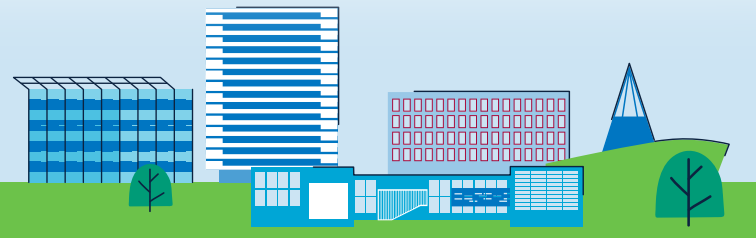
# Recommendations - migration

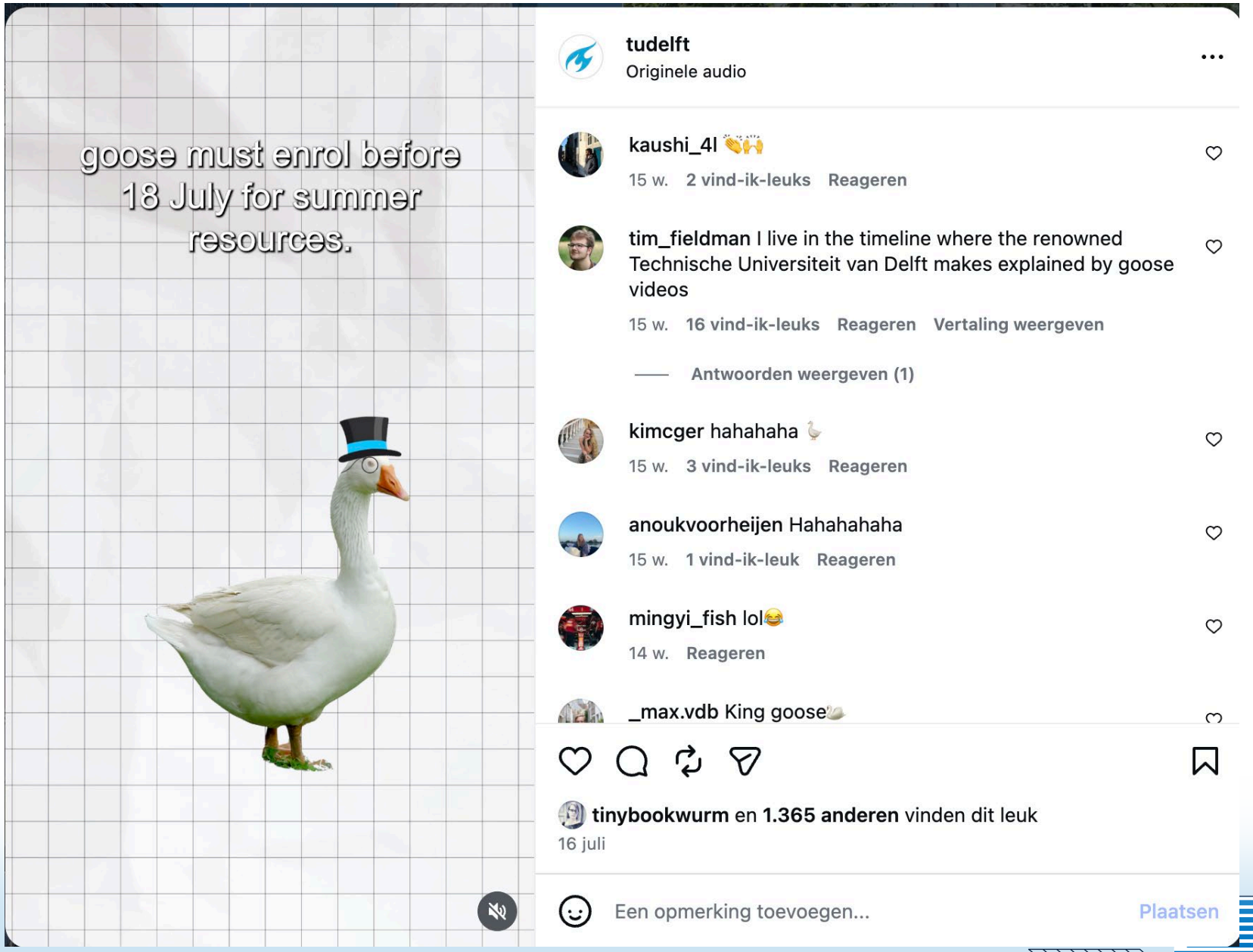
- Retain a grouping or batching structure for large-scale, time-boxed migrations — it is essential for negotiating deadlines with dependent teams and for making dependencies visible.
- Select terminology that cannot be confused with existing institutional concepts. (Tier / Quarter)
- Define classification criteria precisely before classification begins, and recognise that definitions will likely need revision. Where revision occurs, assess whether reclassification of already-processed items is warranted.
- Keep internal classification labels (red, orange, green) internal, and ensure they are not surfaced to end users in a way that could be perceived as a judgement on their work.
- Deliver a working prototype in advance of any consultation meeting. This materially shortens meetings, improves the quality of discussion, and shifts the conversation from hypothetical to concrete
- Establish a dedicated operations coordination role for projects of this scale, and resource it with at least two people. Continuous in-room expert coverage is essential where a large delivery team requires frequent, immediate support.

# Lessons Learned: Change management

- Start on time ( tender process started 2 years before implementation)
- Involve stakeholders from the start
- Pilots -> actively use input/feedback
- Have the right departments & the right people in your steering committee
- Make changes at moments in time when ongoing education is not active
- If at all possible, use data to support your change proposals
- Comms: Keep going back to your main principles (repeat, repeat, repeat)
  - Better student learning experience
  - Future proof
  - Efficiency





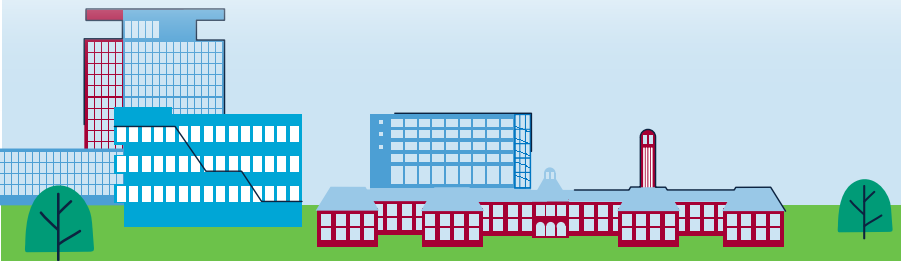

goose must enrol before 18 July for summer resources.
tudelft
Originele audio
kaushi_4l
15 w. 2 vind-ik-leuks Reageren
tim_fieldman I live in the timeline where the renowned Technische Universiteit van Delft makes explained by goose videos
15 w. 16 vind-ik-leuks Reageren Vertaling weergeven
Antwoorden weergeven (1)
kimcger hahahaha
15 w. 3 vind-ik-leuks Reageren
anoukvoorheijen Hahahahaha
15 w. 1 vind-ik-leuk Reageren
mingyi_fish lol
14 w. Reageren
_max.vdb King goose
tinybookwurm en 1.365 anderen vinden dit leuk
16 juli
Een opmerking toevoegen...
Plaatsen

# Overall Lessons Learned

- Big focus on Communication (hire expertise!)
- Involve your main stakeholders from the very beginning in the process

  -> Without promising them “ultimate decision rights”
- Use the expertise that D2L Support offers

  -> While bringing your own institutional context & organisation specifics
- Close collaboration with Support & Teaching Support as 1 portal
- Distinguish between *Technical* factors & *Process* Agreements
- Distinguish between what Brightpsace *can* do and what your organisation needs (or can handle)
- Start by dreaming big, but be brave enough to scale down when absolutely necessary



TU Delft




Brightspace 2.0
Course Migration
Teaching Support
Brightspace 2.0


2.0




Brightspace 2.0








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