Connect Implementation Guide

Music Appreciation

Please note that some images may use a different Connect course for illustration. In this case, the image is accurately representative of all Connect courses and disciplines.

***Tip:* For easy navigation, click on any topic to advance to that section.**

Contents

Introduction

Our Implementation Philosophy

At McGraw-Hill Education, we are transforming learning through the powerful integration of content, pedagogy, and technology. Our implementation team is committed to your personalized learning and teaching experience—resulting in a successful course experience for you and, ultimately, your students.

Our Implementation Commitment

1 REAL PEOPLE: Partner with a Team Who Is As Dedicated to Delivering Results As You Are

Partner with a dedicated Implementation team member to ensure a successful implementation experience. Your custom implementation plan will be developed based on *your* course goals and *your* desired outcomes—ultimately, driving your students toward better performance.

Have you connected with your dedicated Implementation Consultant? If not, contact your local rep.

2 REAL FLEXIBILITY: Truly Flexible Implementation Services Work for You (Not the Other Way Around)

In addition to real live people, experience a dynamic suite of self-service training options—including Implementation Guides, webinars, videos, and eLearning modules—because everyone learns differently, and we believe in supporting all learners.

Select from a menu of flexible training services that accommodate *your schedule*, support *your needs,* and help achieve *your goals*.

3 REAL LEARNING SCIENCE: Don't Just Implement Technology—Implement the Power of Learning Science

Created by a team of instructional designers, cognitive psychologists, educational technology experts, professors, and today's greatest thought leaders in teaching and learning, experience an Implementation Program grounded in a magical intersection--where the science of learning meets the art of teaching. At McGraw-Hill Education, we are transforming learning through the powerful integration of content, pedagogy, and technology.

Look for this icon to indicate the application of pedagogical practices throughout this guide.

4 REAL DIRECTION: What Happens Next?

Follow the path of this Implementation Workbook for a personalized training experience. Start with an explanation of our training framework and end with a customized course designed for your students' success—complete with all the step-by-step help you'll need along the way.

Let's get started!

Understand *What is Connect?*

Connect is a learning technology platform designed to improve student learning, enhance the course experience for both students and instructors, and improve the efficiency of course management for instructors.

Connect offers:

- ✓ *One destination for all course content*
- ✓ *Assignment and quiz banks*
- ✓ *Deep insights into student performance*
- ✓ *Recommendations for students on how to improve*
- ✓ *Adaptive learning features that customize the student experience*

Why use Connect?

Because Connect is proven to:

- ✓ *Save instructors time*
- ✓ *Help students learn more effectively and efficiently*
- ✓ *Help students raise grades*
- ✓ *Increase engagement in class*
- ✓ *Boost retention*

Discover the Impact of Connect on Students

*With Connect:

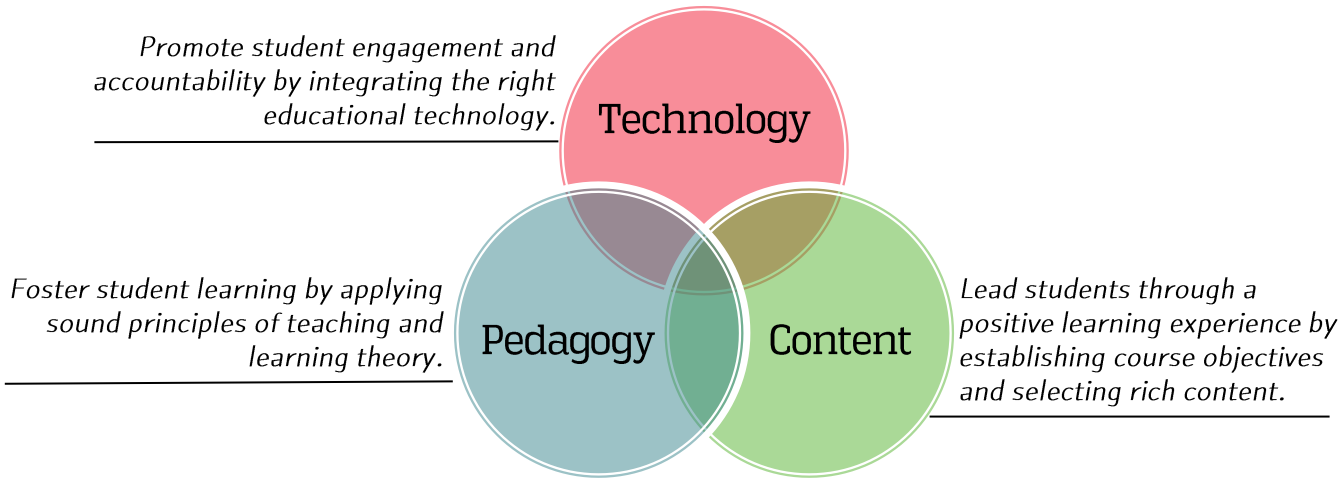
- ✓ *Student Pass Rate increase 10.8%*
- ✓ *Student Exam Scores increase 5.7%*
- ✓ *Student Attendance Rates increase 18%*
- ✓ *Class Retention Rates increase 16.4%*

WATCH: Discover the impact of Connect on students.

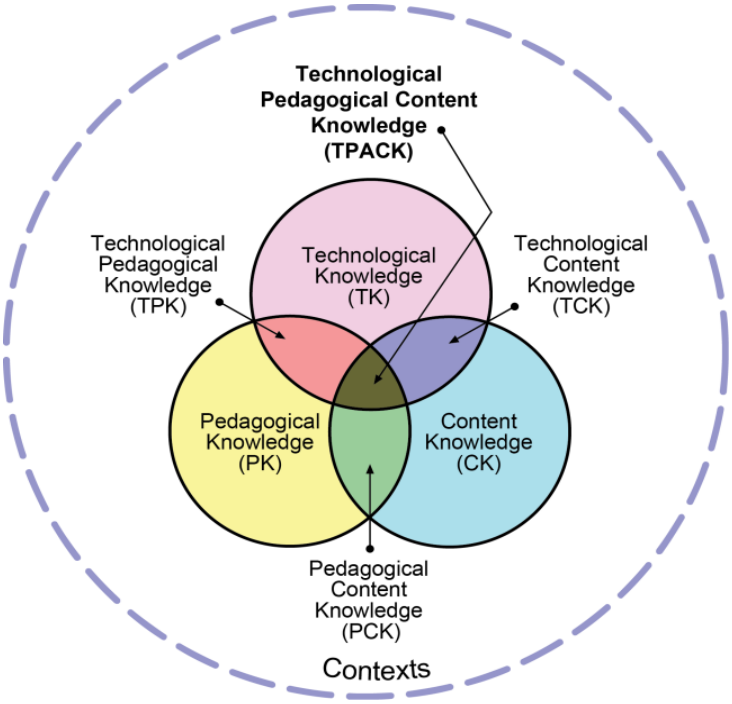
*Data compiled from independent research studies at higher education institutions.

Contemporary course framework

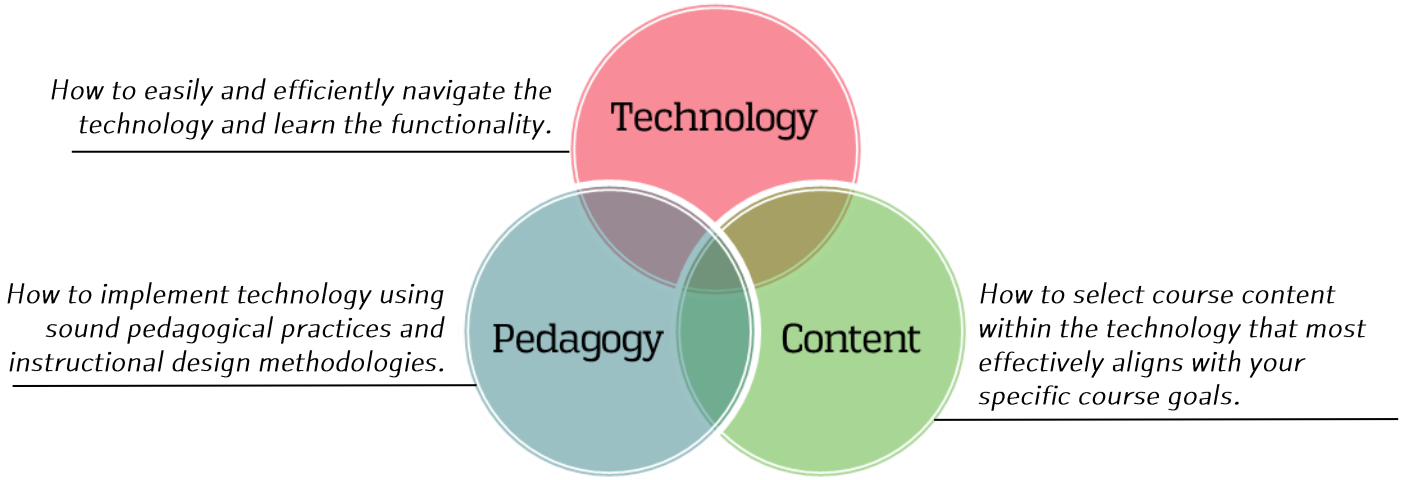
As a company committed to the science of learning, we know from the great thought leaders in instructional design and teaching and learning theory that a course in higher education is comprised of three core components:



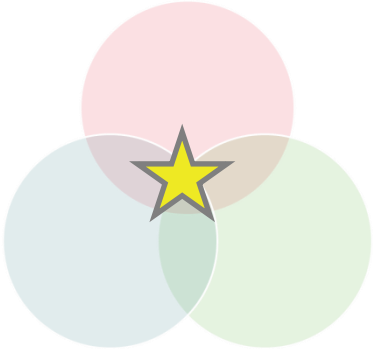
This representation of course ecology is based on the TPACK (Technological Pedagogical Content Knowledge) model, which states that where the three primary forms of knowledge—content, pedagogy, and technology—intersect, more knowledge can be gained at each intersection than in isolating the primary forms.



By using the TPACK model as the framework, our training curriculum focuses on each component as defined below.



In summary, the core of this framework requires that all three components are integrated--thoughtfully and harmoniously—in order to achieve the greatest potential for teaching and learning success.



To this end, our implementation curriculum must provide the pedagogical support for selecting specific course content that is effectively delivered via our technology platform.

What if I have questions?

McGraw-Hill is committed to your personalized teaching and learning experience. We are here to help with all of the following resources:

Resource:	Comprehensive Training Program	Learning Technology Representative	Connect Success Academy	Implementation Team	Customer Experience
What:	Website that provides a personalized path for comprehensive and ongoing training	Local representative	Website for on-demand reference and functionality support	Dedicated team member to support your implementation	Technical support
Issues:	**Comprehensive training services:** Getting started with Connect Best practices for implementation Mapping course goals to course content Using course data and reporting And more…	**Product and purchasing questions:** Class test request Purchasing issue Product questions Product demo	**Just-in-time functionality reference:** Functionality walkthroughs Videos Best practices Frequently asked questions	**Course consultations and personalized training services:** One-on-one training via WebEx Product walkthrough "How do I" questions	**Support for technical issues:** Student support (access codes and registration questions) Password resetting Learning Management System (LMS) support Blackboard pairing issues
How to access:	**Go to:** http://createwp.customer.mheducation.com/wordpress-mu/success-academy/back-to-school-connect-training/	**Locate your LTR here:** Rep Locator Site	**Go to:** www.connectsuccessacademy.com	**Request contact information from your** local rep	**Phone Support:** **800-331-5094** Monday – Thurs 8 am – 11 pm CST Friday 8 am – 6 pm CST Saturday 10 am – 4 pm CST Sunday 12 pm – 6 pm CST Chat Support: http://mpss.mhhe.com/ Email Support: http://mpss.mhhe.com/contact.php

Want to communicate with other Connect users?

Head over to The Connect Community and join a large group of instructors like you who use Connect in their classroom.

Module 1: Course Consultation

Learning Objectives:

1) Identify course details
   a) What is your role?
   b) What is the course modality and time frame?
2) Define course goals and learning outcomes
   a) What do you want your students to accomplish in this course?
   b) If unsure, what are your course challenges?
   c) How will you measure your course success?
3) Analyze current syllabus
   a) Do you want to build your course based on your current syllabus or do you want to tweak or re-design your course?
   b) If re-design, consult a McGraw-Hill team member

Remember… you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you ***to identify your course goals and learning outcomes****. If you'd like to utilize this service, please contact your local Learning Technology Representative to connect with your Implementation team member.*

What is your role?

Your role impacts your course build, and therefore, your training path for implementation. In order to personalize your learning experience, please select your instructor role:

Q: Will you be making all course content decisions as well as building your own course?	Q: Will you be making course content decisions on behalf of others? Will you be building a master course and sharing it with others?		Q: Will you be receiving a course from a course lead or coordinator?	
	I will need access to all sections for reporting purposes.	I will NOT need to access others' sections.	I will be making course decisions based on the included preloaded content.	I will not be making course decisions. The content will be preloaded.

What is the course modality and time frame?

Again, to personalize your training experience, it is best to partner with your dedicated Implementation team member. Otherwise, please consider the following course details:

Q: Are your courses face-to-face, blended, hybrid and/or online?	Did you know that we have a team of peer Digital Faculty Consultants who can provide best practices for different course modes? Your dedicated Implementation team member can connect you with premium services.
Q: How many sections will you have? Do you want consistency across sections?	Did you know that if you create a complete section, you can replicate that section—cutting down on course prep time? Your dedicated Implementation team member can provide a course check to assist with quality assurance.
Q: How many weeks is your course?	Did you know we have sample syllabi for all types of courses—including many different course lengths? Your dedicated Implementation team member can provide you with sample syllabi that most closely align with your course.
Q: Are you using an LMS?	Does your institution use an LMS? Did you know that you can integrate your Connect course into your LMS? Did you know that doing so results in a different student access workflow? Your dedicated Implementation team member can provide you with LMS-specific support resources.

Define course goals and learning outcomes

Q What do you want your students to accomplish in this course?

Defining your course goals *prior* to building your course will provide the framework for content selection. In **Module 3--Building Course and Assignments**, you will be provided with a map for matching course goals to Connect course content.

If you're unsure, consider your course challenges. Common challenges outlined below:

Student Performance	• Lack of student engagement • Poor performing students • Low attendance • High drop rates
Content	• Lack of personalized learning opportunities • Difficulty with deploying engaging content • Difficulty with finding supplemental content for currency
Grading	• Time investment • Process for providing credit for effort
Time	• Inadequate time to cover content

Q How will you measure your course success?

Quantitative data, such as:	• Comparison of grades between sections or from previous semesters? • Comparison of time on task? • Comparison of grades throughout the term?
Qualitative data, such as:	• Student feedback? • Instructor evaluations? • Active engagement during class?

Q

Do you want to create an implementation plan based on your current syllabus?
-OR-
Do you want to tweak or re-design your course?

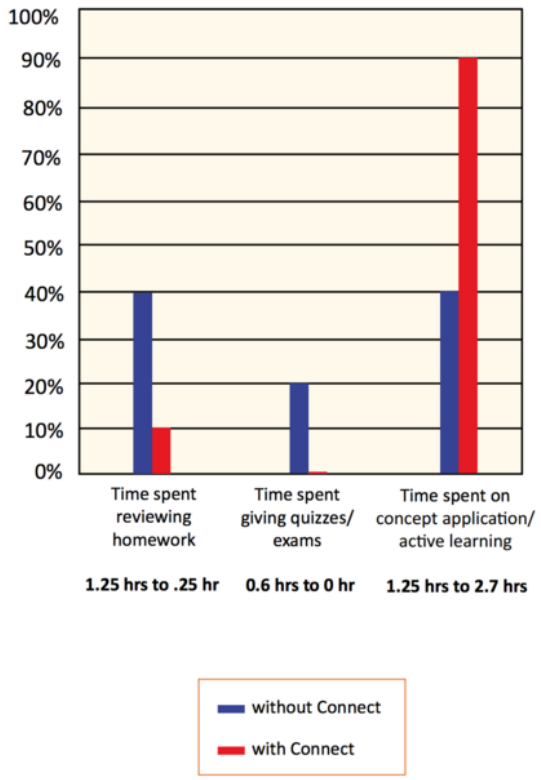
I want to create an implementation plan based on my current syllabus.

1) Before we get started with your syllabus, let's first explore how Connect benefits instructors.

Because Connect provides immediate feedback and automatically grades students' assignments, instructors are no longer burdened by these administrative tasks, and can focus almost exclusively on teaching. On average, instructors reduced their time spent grading by 77 percent[1]. A majority of the instructors used this additional time to prepare and refine lessons, spend one-on-one time with students, and cover more in-depth, higher level concepts and critical material in class.

Case Study:
During his time at Franklin University in Columbus, Ohio, Professor David Welch recovered the equivalent of two weeks of lecture time by having his students complete tests outside of class using Connect. This allowed Professor Welch to spend significantly more time on teaching new concepts and required course material versus administering tests and reviewing homework assignments. In fact, his time spent teaching new concepts had more than doubled since using Connect.

To review Professor Welch's case study, click here.



[1] Et al. Digital Course Solution Improves Student Success and Increases Instructor Efficiency, Case Studies

Create an implementation plan based on current syllabus, continued

2) Next, let's take a look at your syllabus. What is the current composition of your course?

Example:

Participation	10%
Reports	25%
Weekly Quizzes	25%
Midterm	20%
Final	20%
Course Total	**100%**

Using this course composition illustration as an example, this instructor might choose to use Connect for **participation** and **weekly quizzes**.

As this instructor progresses to **Module 3—Building Course and Assignments**, one of her course goals may be to select content that not only aligns with her learning objectives but also accounts for **participation** and **weekly quizzes**.

3) After analyzing your syllabus, where can you gain efficiency and productivity by using Connect?

Make note and re-visit this answer as you explore Connect content in **Module 3—Building Course and Assignments**.

4) Lastly, what are the learning objectives for your course as identified on your syllabus?

As you explore Connect content in **Module 3—Building Course and Assignments**, remember to select content that supports your personal course goals. For example, you may choose to create quizzes with questions that are tied to course learning objectives.

I want to completely redesign my course.

If you want to redesign your course—or you just want to discuss redesigning your course, please contact your local Learning Technology Specialist, who will connect you with a peer Digital Faculty Consultant or an Implementation team member. We will provide you with an educational partner who can help your strategically redesign your course from start to finish.

Module 2: Basics of Connect

Learning Objectives:

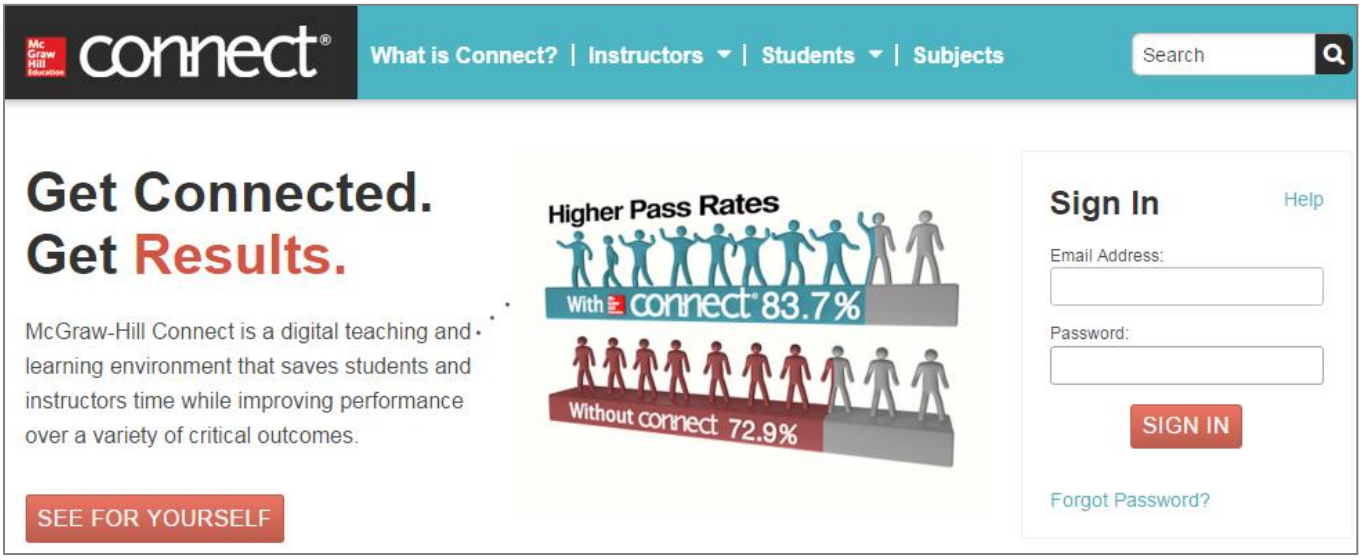
1) Log in to Connect account
2) Create a new course with one or more sections
   a) Set registration dates
   b) Edit course/section details
3) Explore basic navigation and content
   a) Upload a syllabus and instructor details
   b) Locate student roster
   c) Locate assignable content
   d) Employ the power of LearnSmart/SmartBook
   e) Locate Tegrity
   f) Locate reports
   g) Access instructor resources

Login to Connect

Login to **Connect** in **two easy steps**:

1) Go to Connect at connect.mheducation.com.
2) Sign in by entering your Connect credentials (email address and password.)

Your local Learning Technology Representative will provide you with a login and password. (To locate your local rep, click here.)



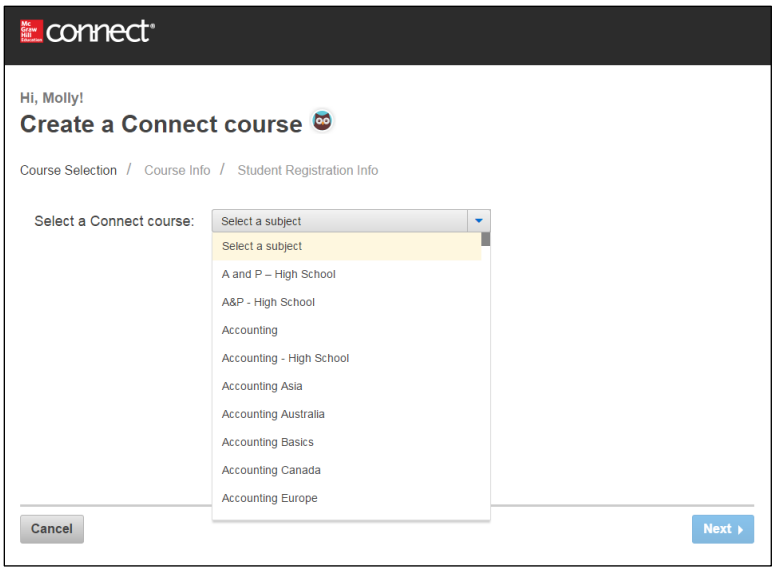
Create a course with one or more sections

Before you create your new course, there are a few things to understand about the relationship between courses and sections:
✓ A Connect **course** can be made up of **one or more sections** that correspond with the actual sections you are teaching at your institution. Each **section** maintains its **own roster and student results**.
✓ Use additional **sections under one course** for each section that you are teaching in **a given semester**.
✓ Assignments **can be shared** across sections under the **same course**. Assignments **cannot be shared** across sections in **separate courses**.

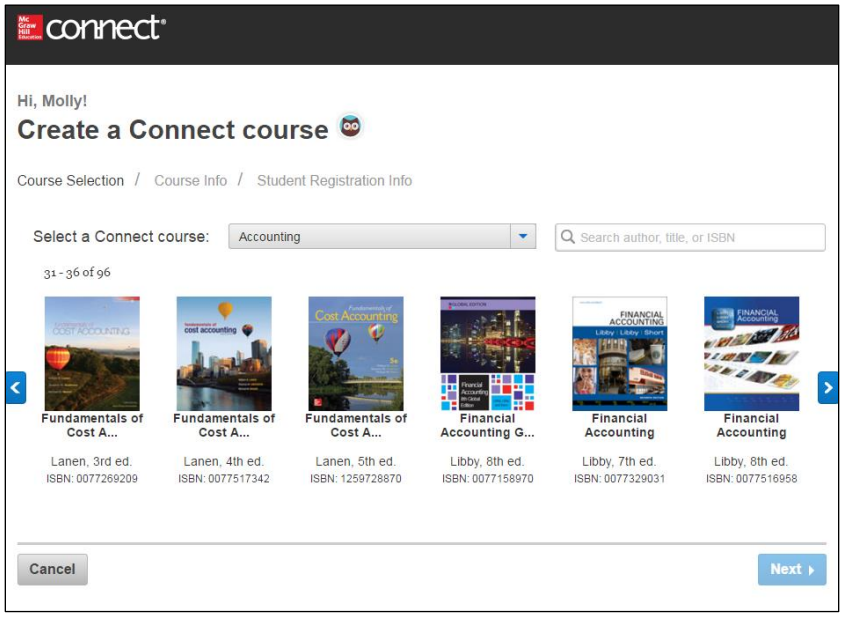
After logging into Connect, you will be taken to your My Courses page where you can create new courses or view/manage courses you have already created.

1) Click ***Add course*** to start creating a course.

2) **Select your subject** from the menu.

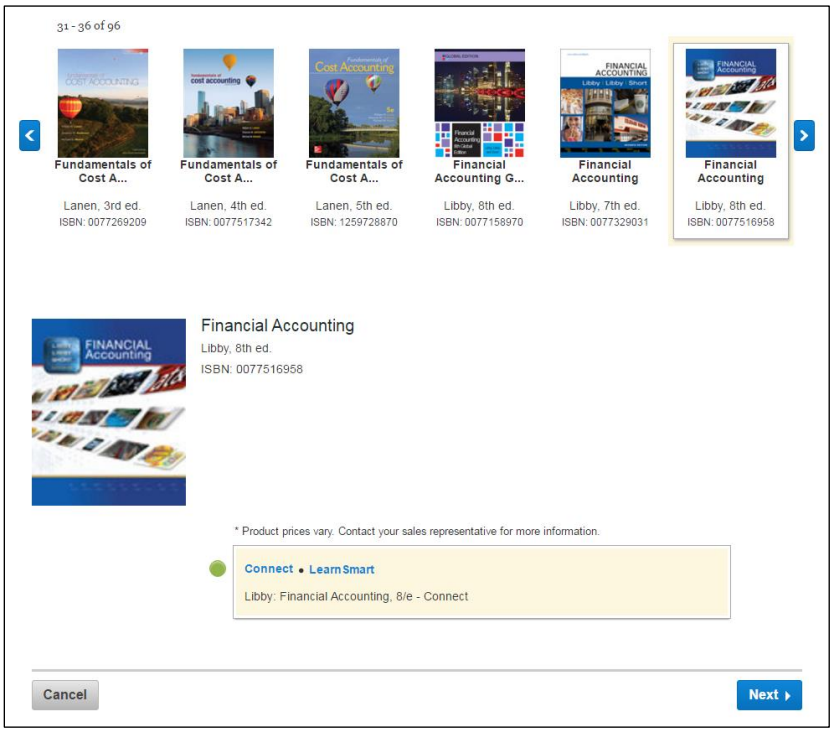


3) **Select the title** you will use for your course. Scroll to the right to see more textbook options in alphabetical order by lead author.

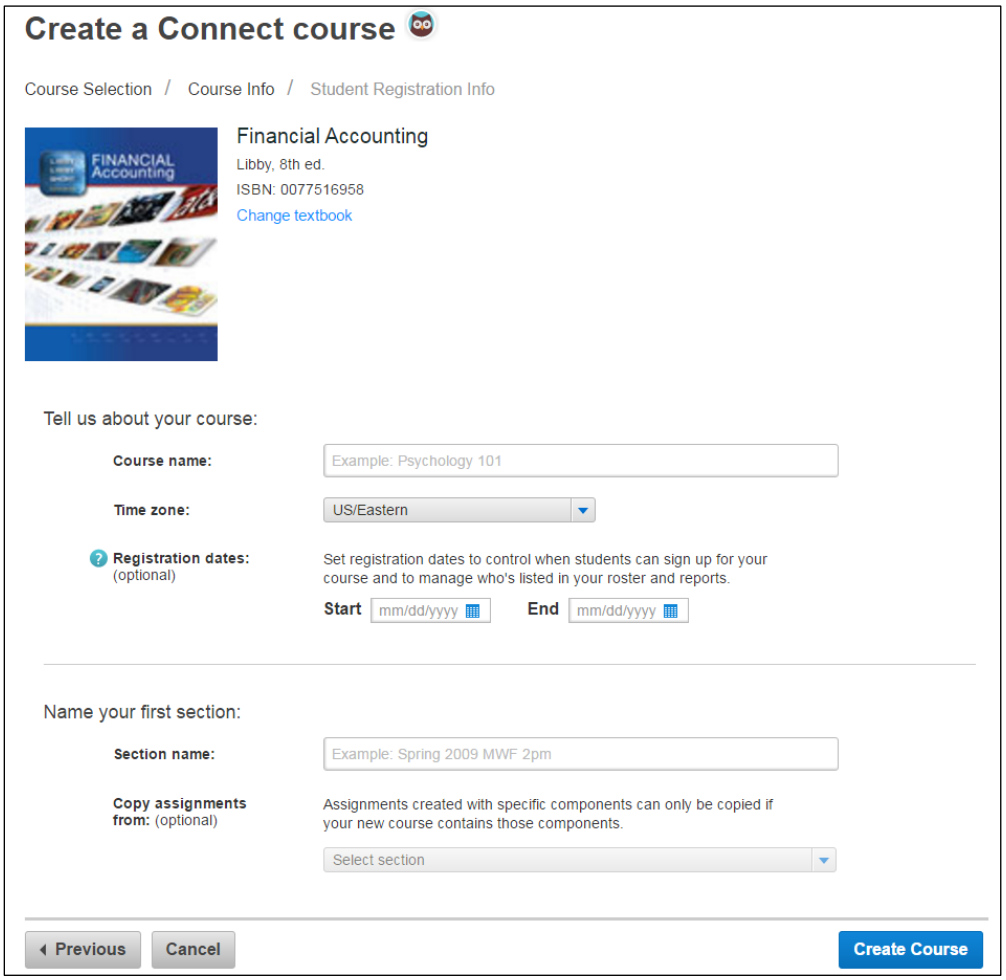


4) After choosing a textbook, select the bundle you want to use.
5) Click ***Next***.

***Tip:** Make sure to exactly match the title and bundle with what you are ordering for your students!*



1) Enter your **course name**.
2) Change the **time zone** and set **student registration dates**.
3) Enter the **section name**.
   If you have used Connect before, you can choose to copy assignments here from a previous course or section.



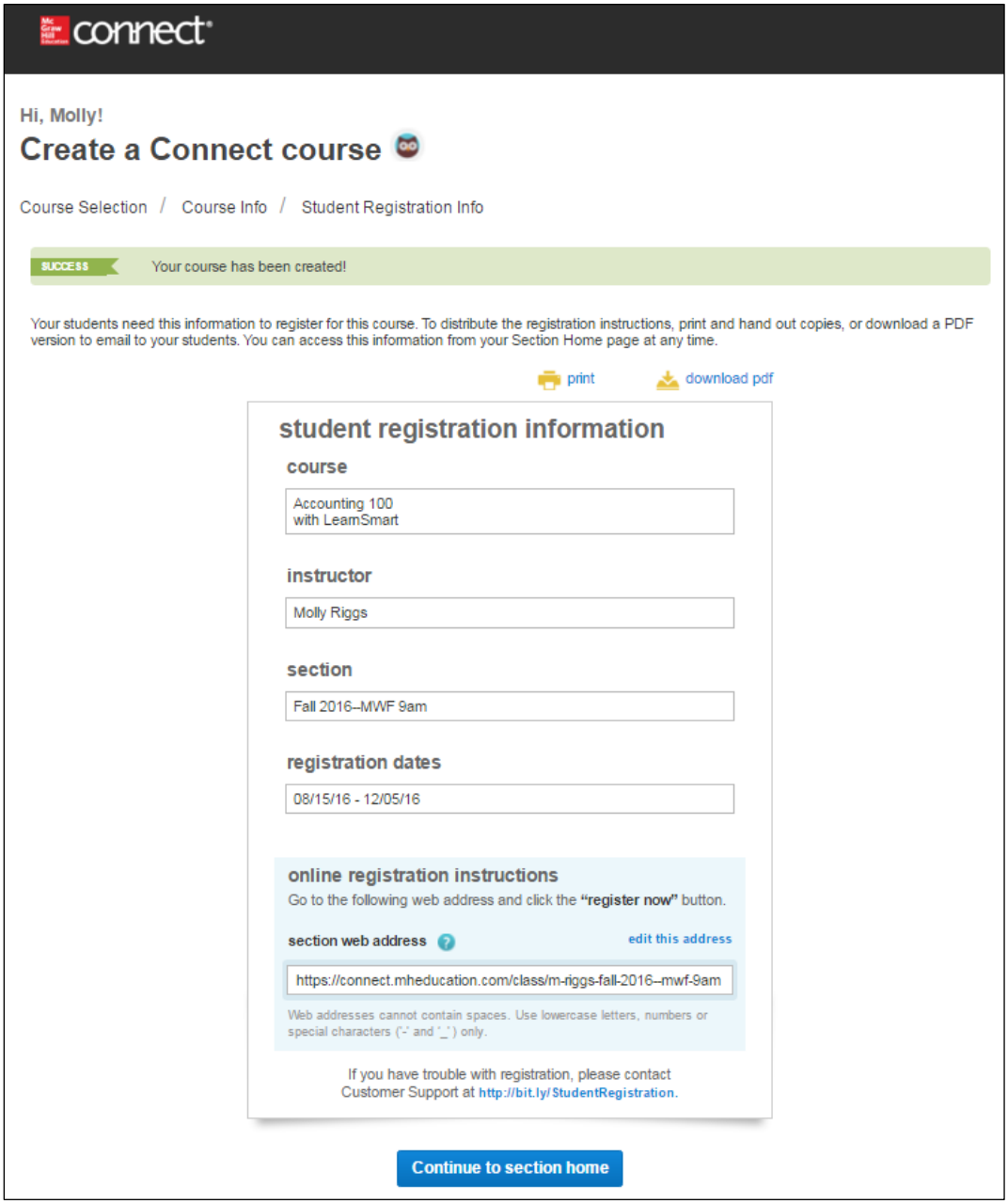
4) Click ***Create Course***—this will launch a summary of the newly created course and section.

***Tip:** Use the school's course designation and term in the Course name field (e.g., ACCT 201). When naming sections, create names that distinguish one section from another (e.g., Fall 2014 M, W, F 10-11am).*

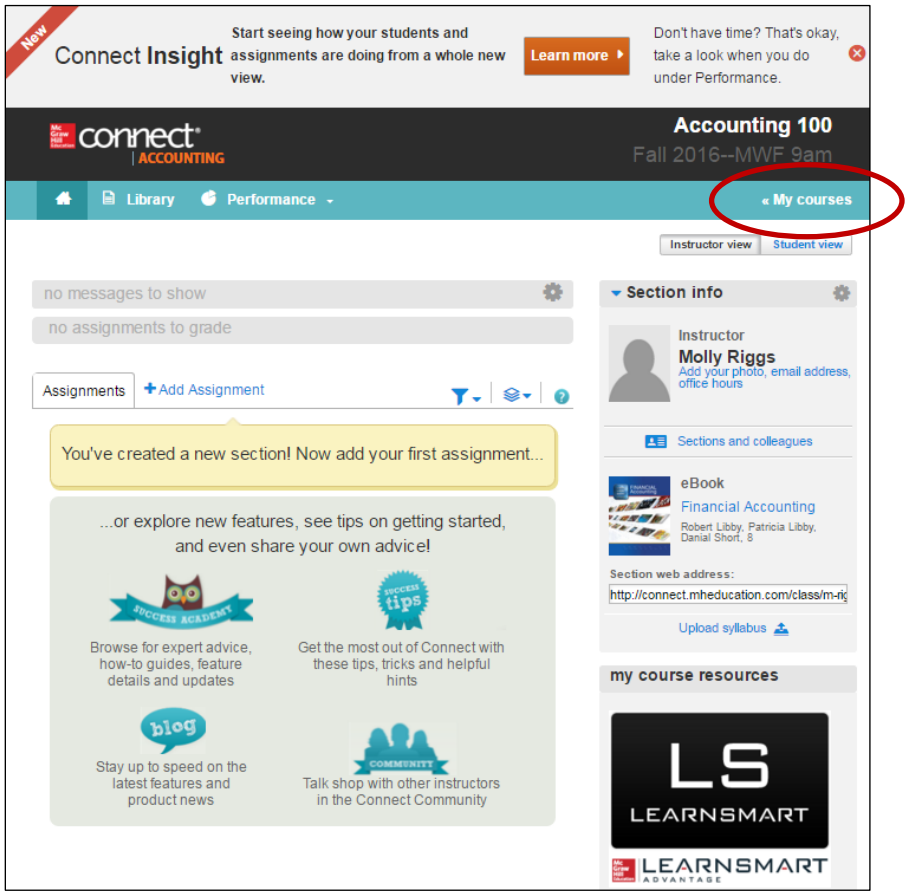
1) At the bottom of the summary, find the **section web address**. Provide this URL to students for registration. **Each section will have a unique URL**.

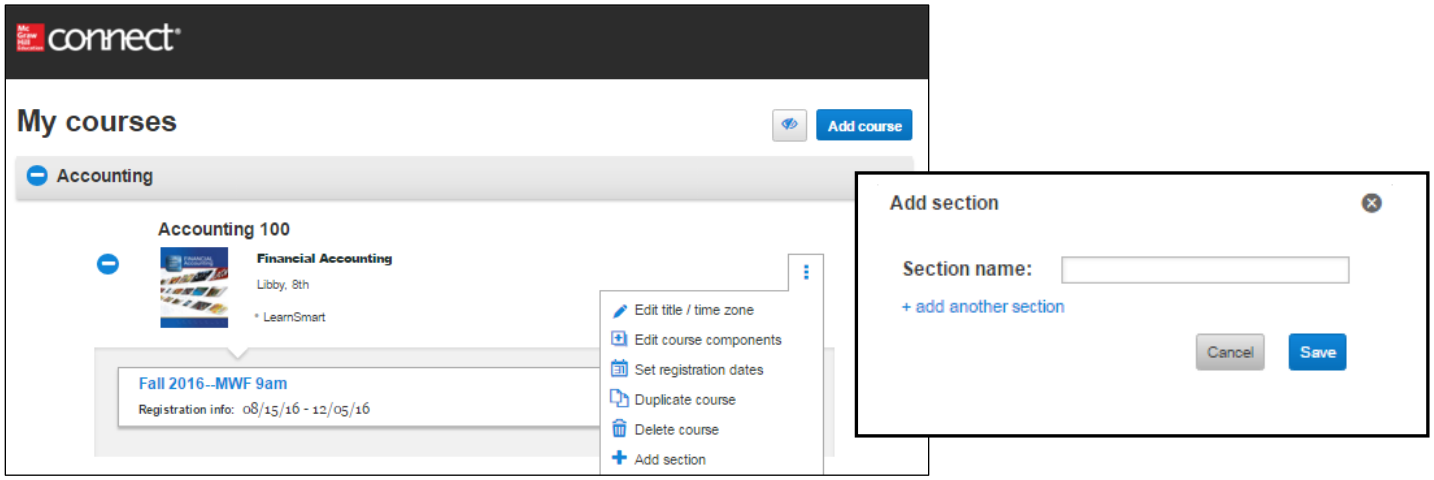
IMPORTANT: ***If you have linked Connect with your LMS system, do not give students the section URL. Please direct students to register for Connect through the link in the LMS system.***

2) Click ***Continue to section home***.



This is your section home page. When you add assignments, they will be listed here. Click ***My Courses*** to return to a list of all your courses and sections.





If you need to add an additional section:

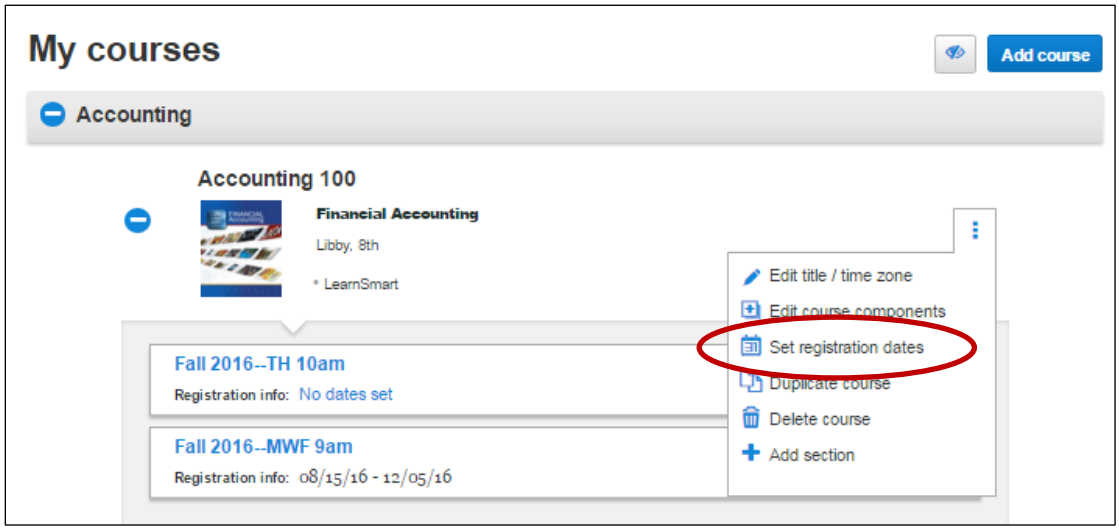
1) Click on the **drop-down menu**.
2) Select **+** ***Add section***.
3) Enter the **section name** and click ***Save.***

Tip: ***If you are teaching the same class the following term, it is recommended to duplicate your section. However, you'll want to build out as much of your course as possible before duplicating. See Module 4—Build and Manage Your Course for instructions.***

Set and edit registration dates

You can change the registration dates for one or more sections so that students can only register between specified dates. This feature helps you control the roster and prevent unwanted registration. You can set registration dates during course creation or from the *My Courses* page.

1) Click on the ***Course options*** drop-down menu.
2) Click ***Set registration dates*** to change.



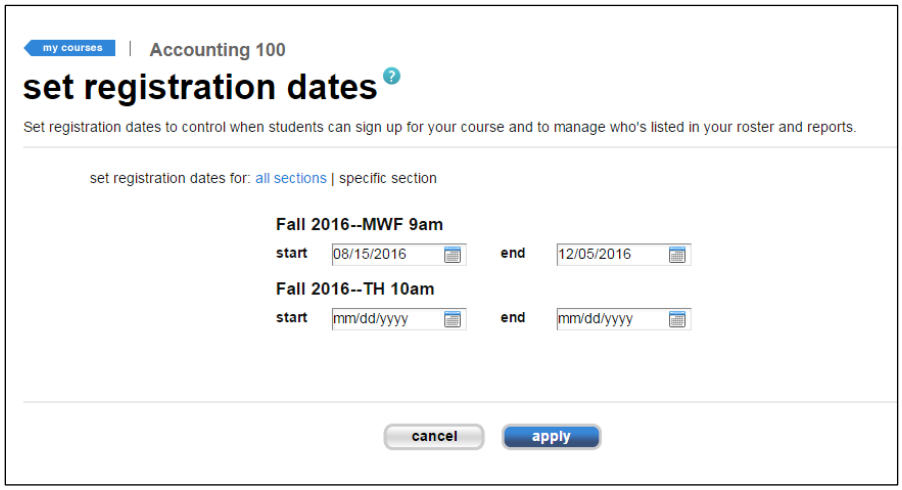
On the *set registration dates* page you have two options:

1) **Change registration dates for all sections.** This option allows you to set the same registration dates for all sections within the same course.

2) **Change registration dates for specific sections.** This option allows you to specify different registration dates for different sections within the same course. Click specific sections to view start and end dates for each section in your course. Enter the start and end dates.

   Click ***apply*** to save all changes.

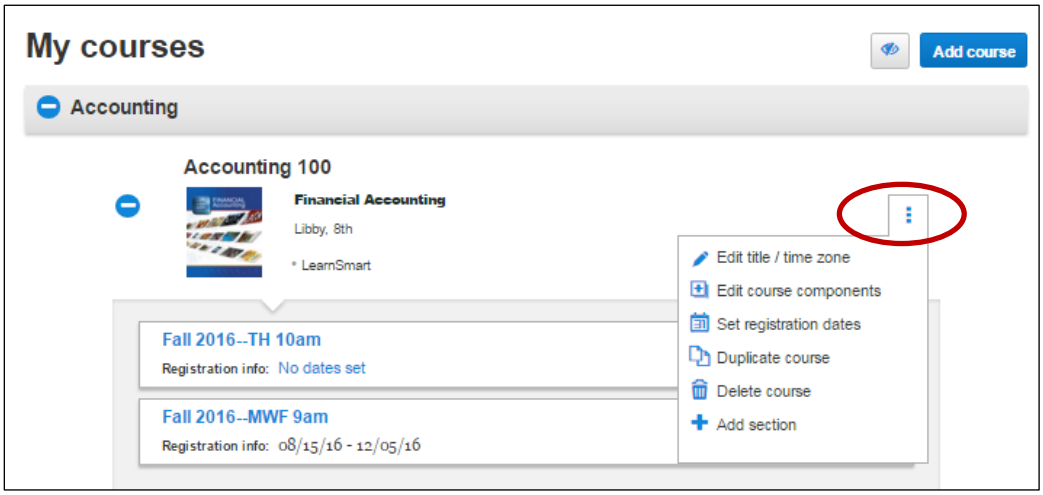
***Tip:** Open registration shortly before the term and close registration based on your course drop date. Put this information in your syllabus.*



Edit course details

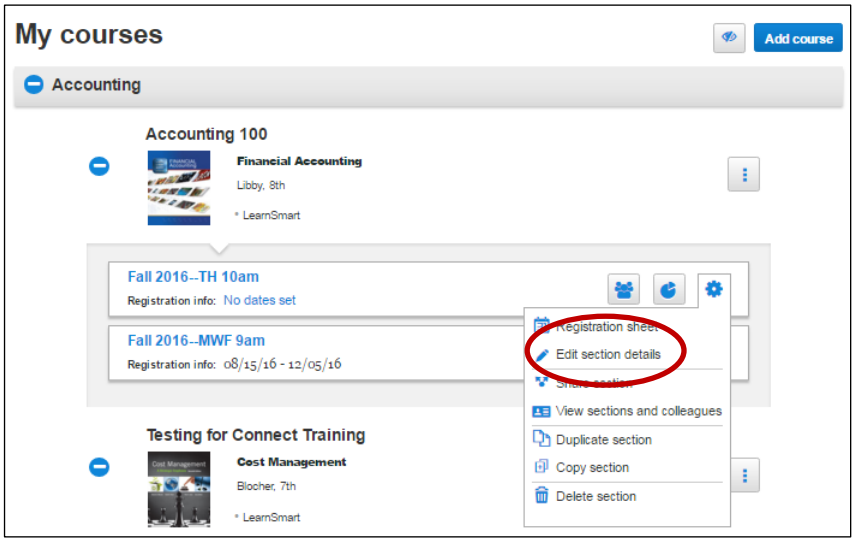
1) Click on the ***course options*** menu.
2) ***Edit title*** (course name) ***/ time zone*** once a course has been created.
3) Select ***Edit course components*** to add components needed.
4) Select ***Set Registration dates*** to edit dates.
5) Select ***Duplicate course*** to copy an exact replica.
6) ***Add section*** to create an additional section.

Tip: ***Although your time zone was likely set during account creation, you may confirm that the time zone is correct by clicking on Edit title / time zone in the dropdown menu—located above Set registration dates.***



Edit section details

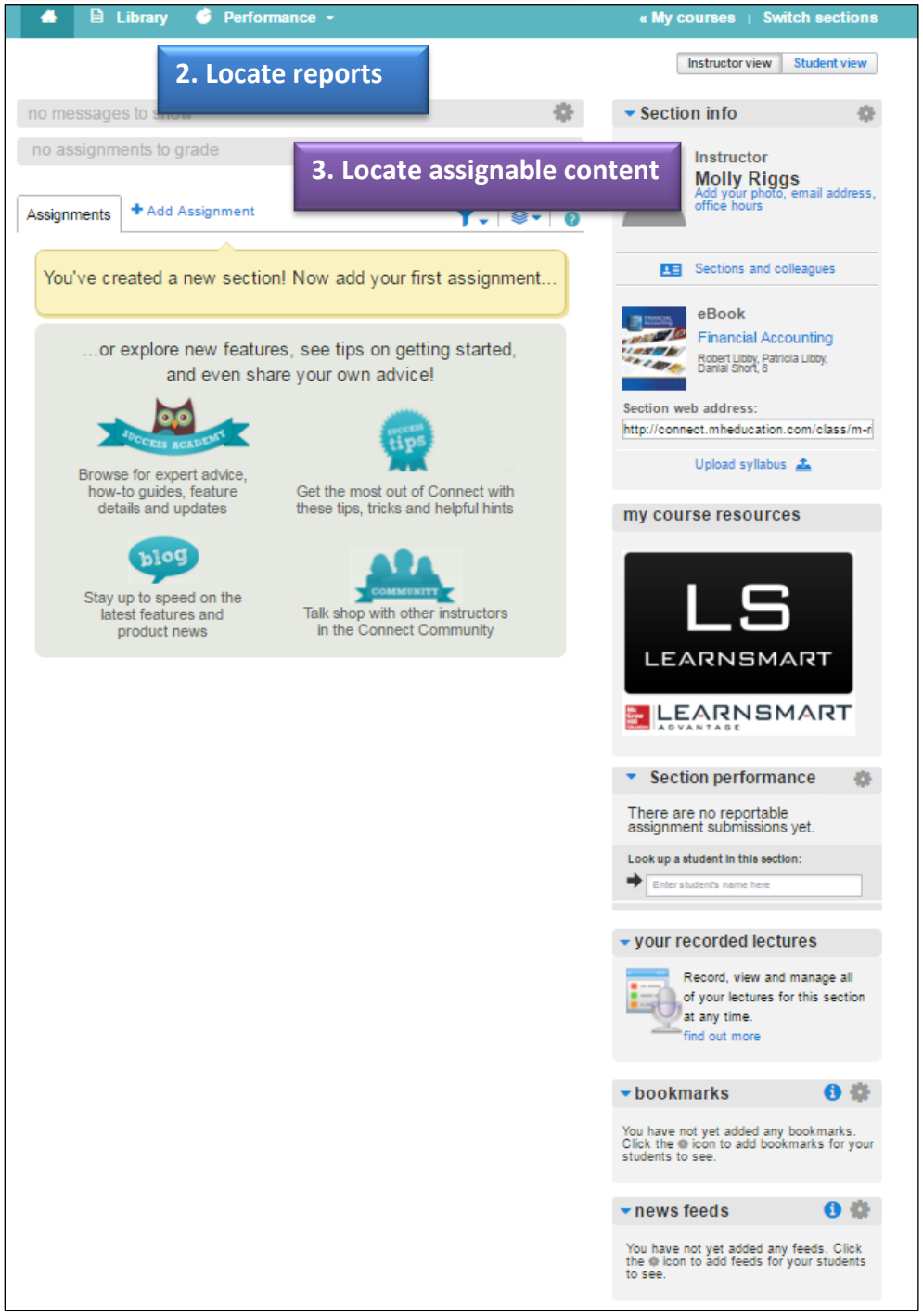
1) Click on **section options** for the course you wish to change.
2) ***Edit section details***.



Explore basic navigation and content

In this module, **Basics of Connect**, we'll explore basic course navigation, including how to:

1. Access instructor resources in the Library
2. Locate reports
3. Locate assignable content
4. Upload a photo, email address, and office hours
5. Locate student roster
6. Upload a syllabus
7. Employ the power of LearnSmart/SmartBook
8. Locate Tegrity



Three tabs on the section home page

The Connect section home page has three tabs:

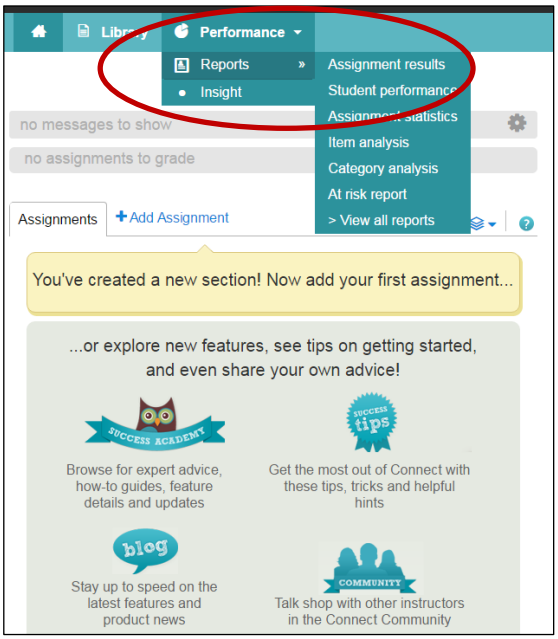
1) ***Home*** page
2) ***Library:*** additional course resources (links for the question bank, lectures, instructor resources, media resources [audio/video], and more)
3) ***Performance:*** view student results and run reports

Any additional media resources available such as PowerPoint presentations will be found in the **Library** under ***instructor resources*** on the resource menu.

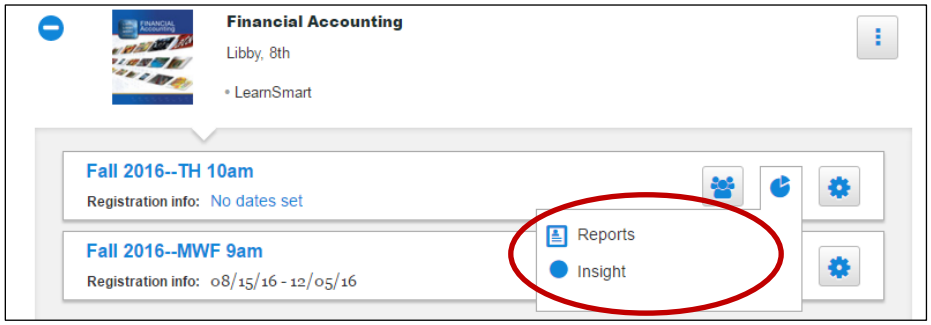
Locate reports

There are a variety of reports designed to assess student performance in your class. Because course and student data is critical to the teaching and learning experience, we have dedicated an entire module, **Module 5** in this guide, to **Reports**. Please note that this module, **Basics of Connect**, only covers how and where to locate reports in a Connect course. **Module 5--Reports** is a comprehensive training on course data and reports—and is best consumed after you have course data to analyze—perhaps 2-4 weeks into the semester.

From the section home page, click on the ***Performance*** tab and hover over ***Reports***. Click on the report you wish to view or click on ***View all reports*** to go to the reports home page.

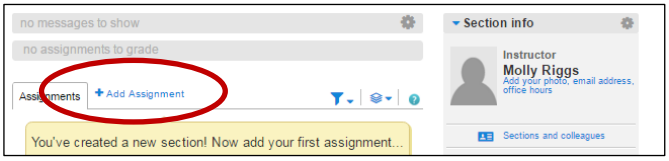


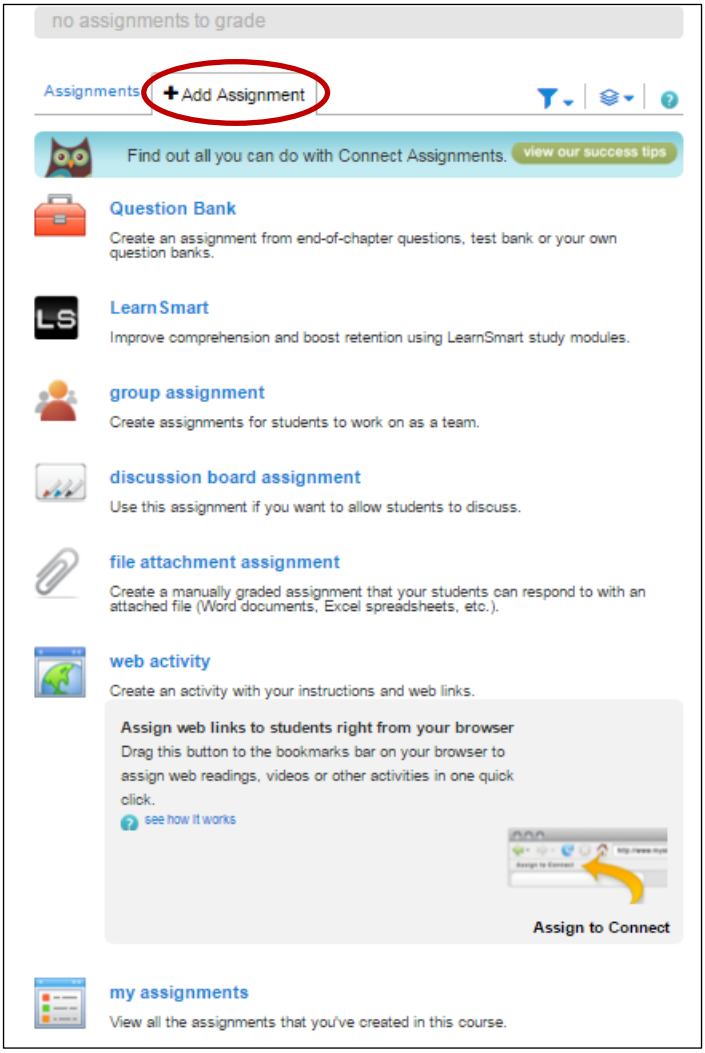
Instructors can also access ***Reports*** on the ***My Course*** page.



Locate assignable content

Click on ***+Add Assignment*** to preview the content and assignment options.





The following is a list of assignment options available with most Connect titles. (For more specific discipline information, see **Module 3—Building Course and Assignments**.)

1) ***Question bank:*** Build and customize assignments by adding provided questions and exercises. These can be questions from the book, a workbook/lab manual, or additional exercises created specifically for Connect.

2) ***LearnSmart/SmartBook:*** Adaptive assignments available for the title that you are using. LearnSmart will guide students through the fundamental concepts in each chapter of the text by giving them a series of questions that adapt to each student's individual performance.

3) ***File attachment assignment:*** Create manually graded assignments that have the students respond with an attached file (Word document, Excel sheet, etc.).

4) ***Web activity:*** Create an ungraded assignment directing students to a web activity online.

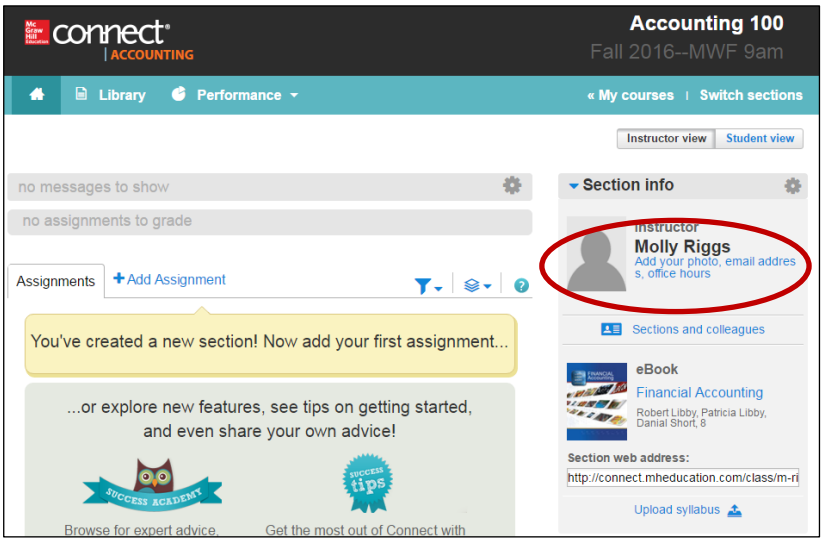
5) ***My assignments:*** A shortcut to assignments you've already created.

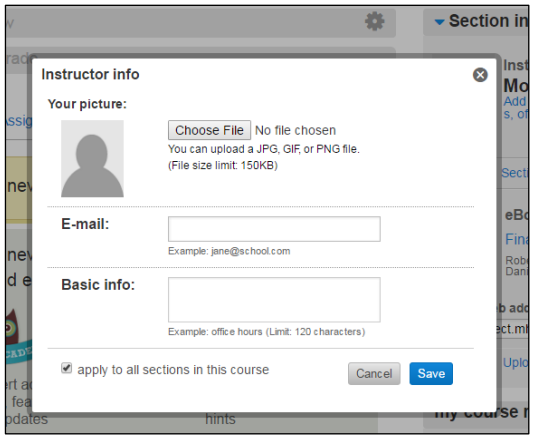
Add instructor details

Research in instructional design suggests that communication is a key pedagogical component while using learning and course technologies. As a best practice, upload your photo, email address, and office hours to your Connect course to personalize the student experience and encourage effective communication.

Add instructor details:

1) Click on ***Add your photo, email address, office hours.***
2) Click on ***Choose File*** to add a photo.
3) Complete the ***Email*** and ***Basic Info*** boxes.
4) If you'd like to apply this content to all sections, click on the box ***apply to all sections in this course***.
5) Click on ***Save***.





Locate student roster

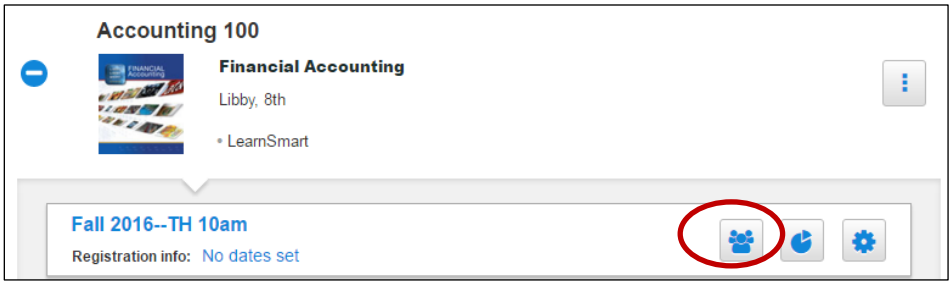
Your section roster displays each student's name, email address, and account status. You will also see the number of active students in that section. "Active" means students have purchased registration for the course or are using the courtesy access option.

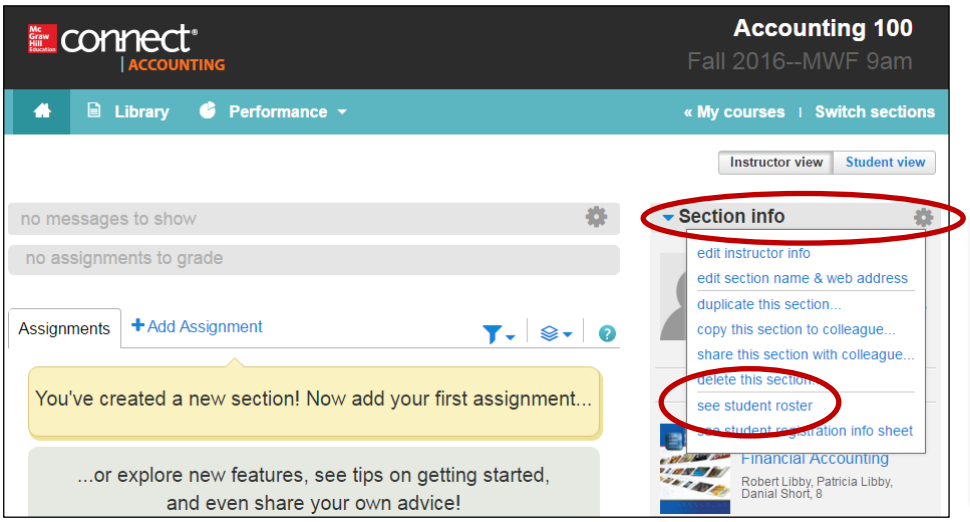
There are two ways to access the student roster:

1) From the ***Course*** home page
2) From the ***Section*** home page

Locate student roster, continued

From the ***Course*** home page, click on the ***student roster*** icon.





From the ***Student*** home page, click on the ***gear*** icon next to ***Section info***. Next, click on ***see student roster***.

Tip: ***To encourage student success, students have the option to register using courtesy access, which allows for 14 days of complimentary Connect access. Everyone can get started on the first day of class!***

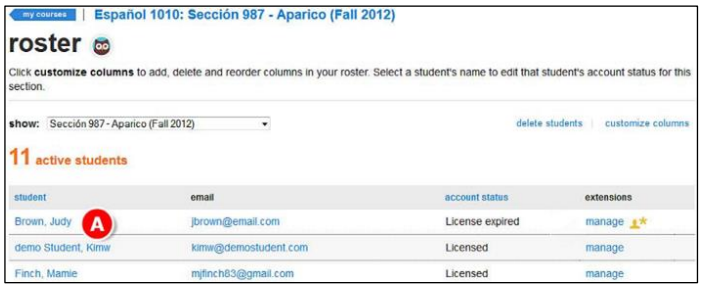
There are four possible account statuses:

Licensed	The student has registered and paid for Connect.
Courtesy Access	The student has signed up for Connect courtesy access, which allows complimentary access to Connect for 14 days at the beginning of the semester.
License expired	The student's access has expired. The student must upgrade to paid access before assignments may be taken.
Inactive	You have changed the student's status from active to inactive.

Locate student roster, continued

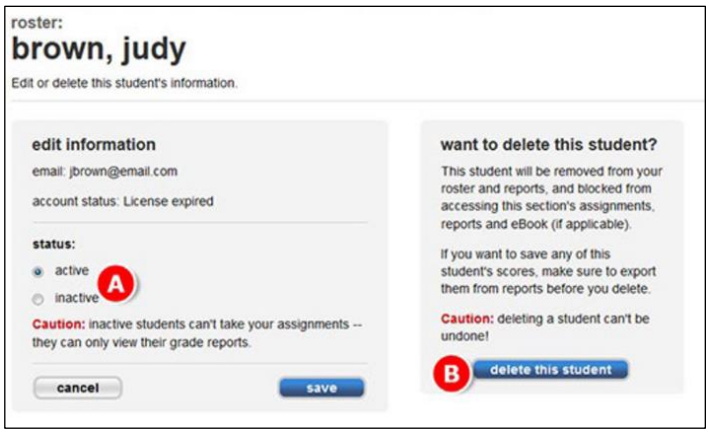
1) (A) Click a student's name to make changes.

> ***Tip:** To allow additional time for all assignments for a single student, locate the student on the roster—then click **Manage**. For step-by-step instructions, click **here**.*



2) (A) Toggle the options to change the status of a student to inactive if the student doesn't belong in the course. You are always able to change the status back to active.

3) (B) Deleting a student will permanently remove that student and all scores they have received on assignments in your section.



Upload a syllabus

Upload your syllabus:

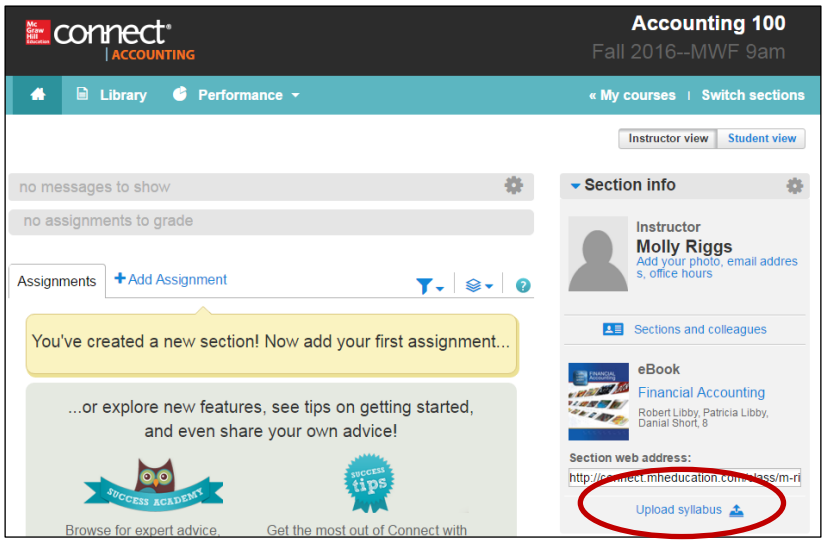
1) Click on ***Upload syllabus***.

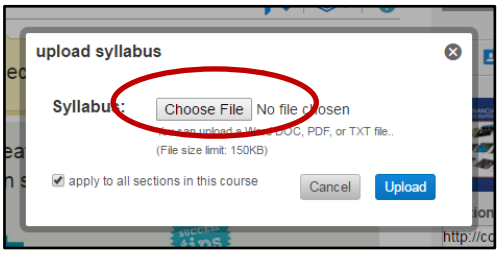
2) Click on ***Choose File*** and locate your syllabus in your files.

3) If you'd like to apply the syllabus to all sections, click on the box ***apply to all sections in this course***.

4) Click on ***Upload***.

> ***Tip:** Before uploading, be sure to include Connect course requirements and purchase options on your syllabus. Integrating this information into your syllabus is a critical step in ensuring a successful student course experience. For more information on adding Connect course requirements to your syllabus, see **Module 3—Building Course and Assignments.***

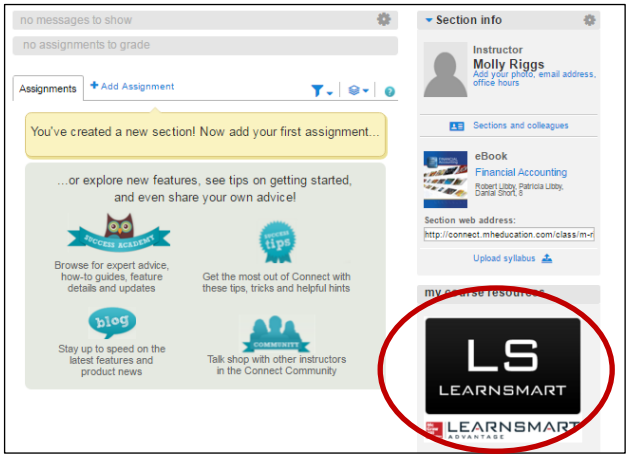




Employ the power of LearnSmart/SmartBook

SmartBook/LearnSmart is located on the ***Section*** home page under ***my course resources***.

LearnSmart uses revolutionary adaptive technology to adjust content based on individual strengths, weaknesses, and level of confidence--ensuring that every minute spent studying with LearnSmart is the most efficient and productive study time possible. Every minute spent in LearnSmart is a high-impact minute.

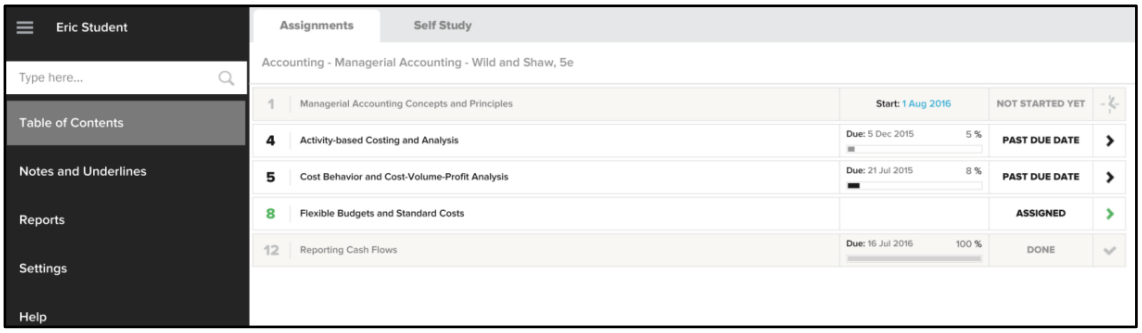


What is SmartBook?

An interactive study tool…

SmartBook, powered by award-winning LearnSmart technology, is the first ever adaptive reading experience.

SmartBook is an interactive study tool that adaptively assesses students' skill and knowledge levels to track which topics students have mastered and which require further instruction and practice. Based upon student progress, it then adjusts the learning content based on their knowledge strengths and weaknesses, as well as their confidence level around that knowledge.



… that understands and accounts for memory degradation

LearnSmart's adaptive technology also understands and accounts for memory degradation. It identifies the concepts that students are most likely to forget over the course of the semester—by considering those that they had been weakest on or least confident with—and encourages periodic review by the student to ensure that concepts are truly learned and retained. In this way, it goes beyond systems that simply help students study for a test or exam, and helps students with true concept retention and learning.

A powerful reporting tool

Dynamically generated reports document progress and areas for additional reinforcement, offering students real-time feedback on their content mastery. By monitoring student progress, educators have the ability to instantly evaluate the level of understanding and mastery for an entire class or an individual student at any given time.

How does SmartBook work for the student?

SmartBook has TWO main phases— **Read** and **Practice**.

In the Read phase, students will see highlighted content:

Yellow highlights = what the student needs to study

Green highlights = what the student has mastered

The highlights will change based on what the student has learned.

After reading for a while, the Practice button will glow, indicating that it is time to enter the Practice phase.

In the Practice phase, students will answer questions that measure their understanding and help reinforce the content.

If the student is struggling with the questions, or when the student sees the Read button glow, it is time to enter the Read phase.

Going back and forth between the two phases is the most effective way to use SmartBook.

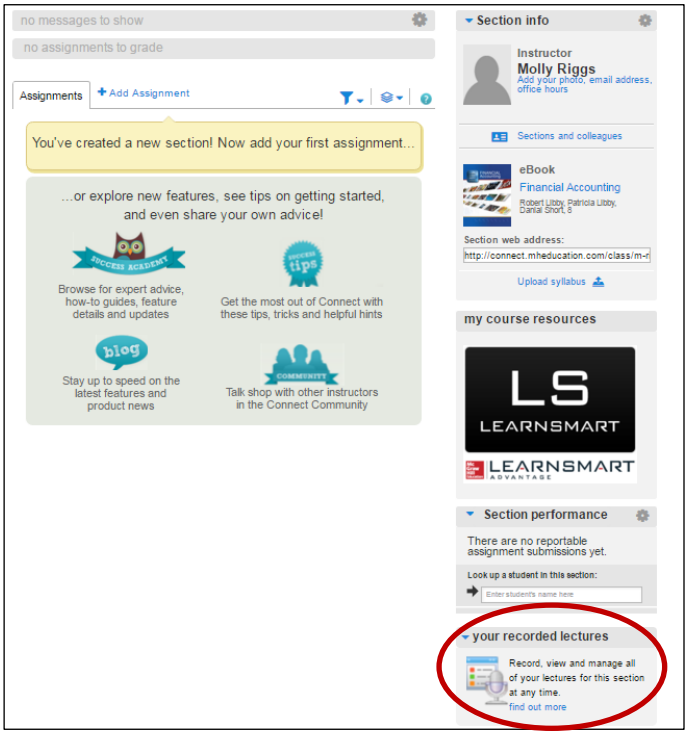
For more detailed instruction on how to implement ***SmartBook***, see **Module 3—Building Course and Assignments**.

Locate Tegrity

The ***your recorded lectures*** widget provides access to the ***Tegrity*** lecture capture service. You can easily record, manage, and allow your students to view your lectures online. Students have free access to ***Tegrity*** with Connect.

For more information on using Tegrity in your class, visit the Tegrity website at **www.mhhe.com/tegrity**.

WATCH: See how instructors are integrating Tegrity into their courses.



When you opt to record your lectures with Tegrity, students can fully participate and engage in class. After class, they can review your lecture through Tegrity on a web browser, iPhone, or other mobile device. Tegrity can also be used for remote proctoring.

Let's review!

You have completed Modules 1 and 2.

Below are action items that need to be done as well as items to consider before completing your section build:

- ☐ Do you have a Connect account?
- ☐ Do you know how to log into your account?
- ☐ Do you have a course in your account yet? If so, did you create the course, or was this a course that was copied in for you?
- ☐ Do you need to make any modifications to course or section titles, section URLs or time zone settings?

Module 3: Building Course and Assignments

Learning Objectives:

1) Review course goals and learning outcomes
2) Understand section Share and Copy functionality
3) Review LearnSmart/SmartBook role and best practices
4) Select course content mapped to course goals
5) Create and assign content
   a) Create assignment using question bank
   b) Edit assignments
   c) Manage and organize assignments
   e) Duplicate section
   f) Importance of policy-setting
5) Determine the value of Connect in the total course grade
6) Add Connect course requirements to syllabus

Review course goals and learning outcomes

In **Module 1—Course Consultation**, we outlined a series of questions about your specific course details and goals. The answers to these questions will inform your course build. At this point in the implementation process, it is critical to review your course goals and course details before beginning your course build.

Let's review the questions:

What is your instructor role?

What is your course modality and time frame?

Do you want to build a course built on your current syllabus?

What do you want your students to accomplish from this course?

How will you measure your course success?

Understand section *share* and *copy* functionality

Your instructor role will determine if you will need to ***share*** or ***copy*** your course.

(If you do NOT need to share or copy your section for other instructors, click here to advance.)

Q: As peer to peer assistance, do you want to make a copy of your section for a peer to use as a template?	COPY
Q: Are you a Course Coordinator or Course Lead, and for consistency, do you want to prevent instructors from editing or changing the course content?	SHARE
Q: Are you a Course Coordinator or Course Lead, and do you need view reporting and course data for all instructors' sections?	SHARE

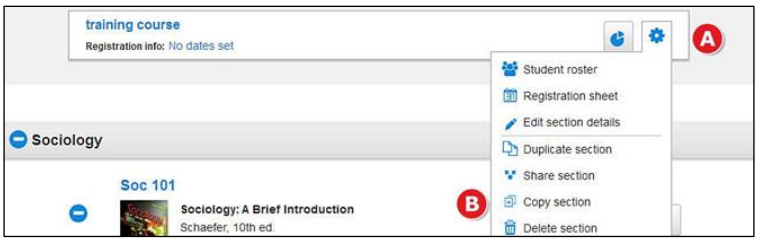
	COPY SECTION	SHARE SECTION
Most frequently used?	**Peer to Peer Assistance:** You teach independently from your colleague, and you do NOT need to monitor your colleague's course data or reports. *Example: A colleague receives a late teaching assignment. You provide a copy of your course to assist with a quick start.*	**Course Coordinator or Lead:** Sharing allows the course coordinator or lead to control the content of the assignments and also to see the scores and reports for students in other sections, helping the coordinator monitor the effectiveness of the assignments included in the shared section. *Example: As a course coordinator, you may choose to share a section with a group of colleagues, adjunct professors, or graduate teaching assistants to ensure consistency across a department.*
What does it mean?	Copying a section provides your colleague with a duplicate of your section. Your colleague will not receive any edits you make to assignments or new assignments you create after copying.	Sharing a section means sharing all assignments and course features set up in that section.
What section content is provided for my colleague?	When you copy a section, you copy all course features and assignments in your section at that time, including assignment dates, policies, attached files, questions, and content and eBook annotations. For LearnSmart modules, it copies the topics, dates, coverage amount, and points.	When you share a section, all course features and assignments in your section at that time are shared, including assignment dates, policies, attached files, questions, and content and eBook annotations. For LearnSmart modules, it copies the topics, dates, coverage amount, and points. In addition to assignments, shared course features include eBook annotations and gradebook categories.
What can my colleague edit?	Your colleague can edit anything within the copied section— assignment dates and policies, content, learning outcomes, gradebook categories, and eBook annotations.	Your colleague is not able to edit these shared course features, but he or she may add to your eBook annotations.
Do I have any control of the content I provided for my colleague?	No.	Sharing a section with a colleague allows you to control the assignments your colleague will use. As sharing instructor, you control what your colleague can edit. You can permit your colleague to edit all assignment policies, to edit only assignment start and due dates, or to edit nothing at all. Your colleague is never able to edit assignment categories (homework, practice, quiz, or exam), content (questions), or submission preferences (whether an assignment is set to automatically submit on the due date).
Is reporting affected?	No. Section data and reports are NOT shared.	Sharing a section allows you to see scores and reports from your colleague's students. Your colleague, however, cannot see your section's scores or reports. Your section roster is never shared. The permissions you set will apply to every assignment in your section. Regardless of the permissions you set, your colleague will also receive all edits you make to assignment names, questions, content, policies, and start and due dates.

Copy section

To copy an exact replica of your section into a colleague's Connect account:

1) (A) Click on the ***section options*** menu.

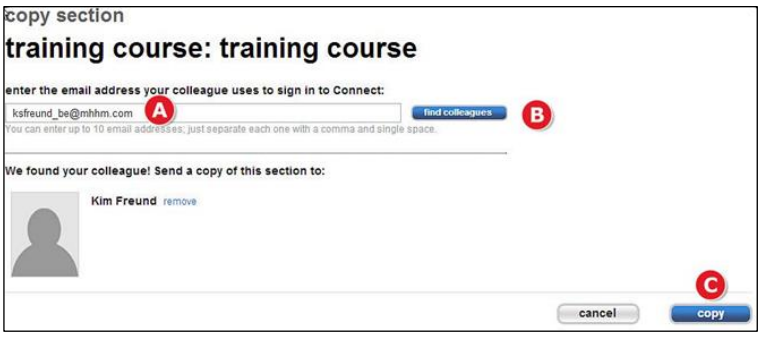
2) (B) Choose ***Copy section***.



3) (A) On the copy section screen: Enter in the email address(es) used by your colleague(s).

4) (B) Select ***find colleagues***.

5) (C) Select ***copy*** when you've found the correct colleague.

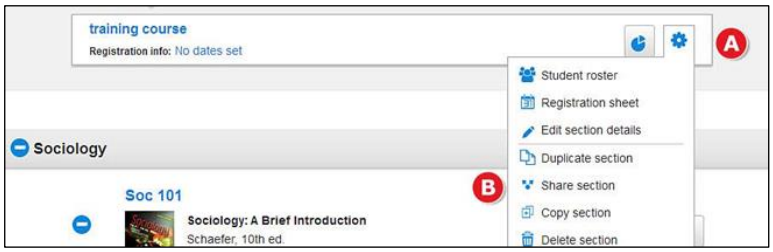


Share section

To share an exact replica of your section with a colleague's Connect account:

1) (A) Click on the ***section options*** menu.

2) (B) Select ***share section*** with colleague.



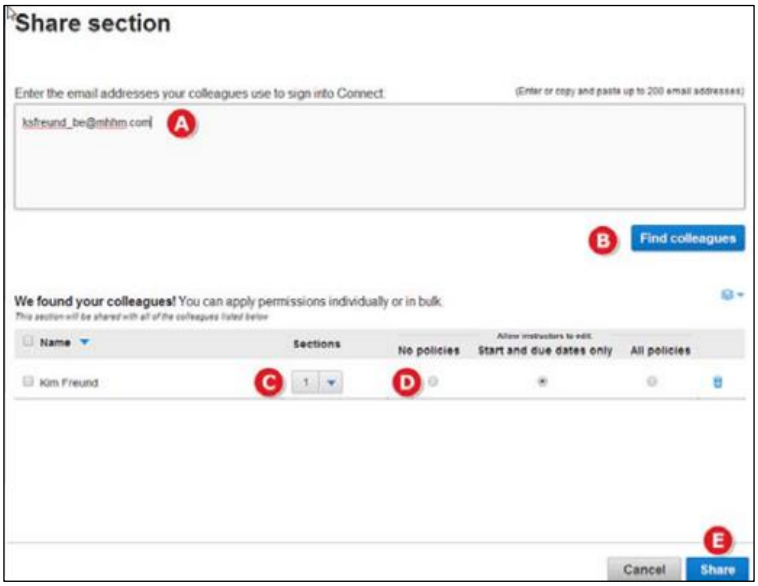
3) (A) On the share section screen: Enter the email address(es) used by your colleague(s).

4) (B) Select ***find colleagues***.

5) (C) Select the number of sections that need to be created in your colleague's account.

6) (D) Select the edits that your colleague will be able to make in his or her sections.

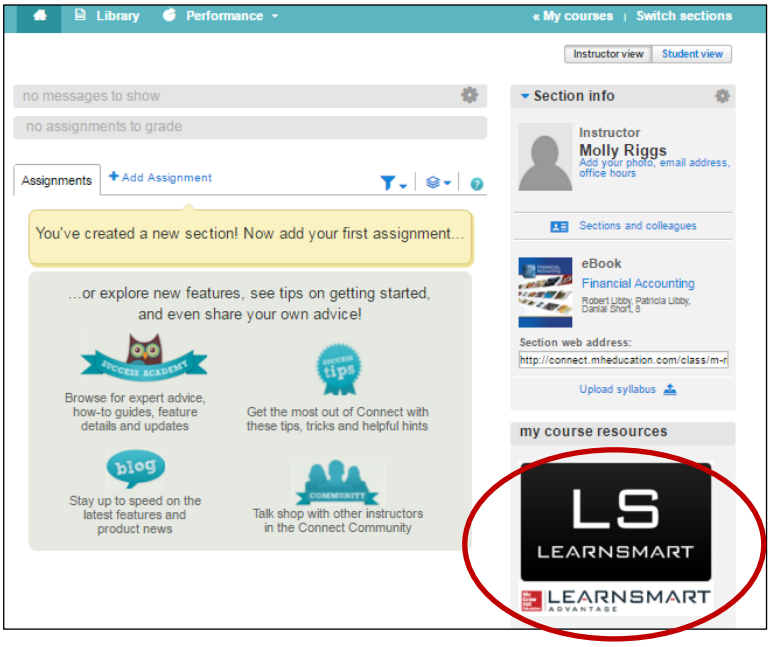
7) (E) Click ***share*** for the sections to be created in your colleague's account.



Review LearnSmart/SmartBook role and best practices

SmartBook™, powered by **LearnSmart**, is the first and only adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. As a student engages with **LearnSmart/SmartBook**, the reading experience continuously adapts by highlighting content based on what the student knows and doesn't know. This ensures that the focus is on the content he or she needs to learn, while simultaneously promoting long-term retention of material. Use **LearnSmart/SmartBook's** real-time reports to quickly identify the concepts that require more attention from individual students–or the entire class.

LearnSmart uses revolutionary adaptive technology to adjust content based on individual strengths, weaknesses, and level of confidence. SmartBook, powered by LearnSmart, is designed to encourage content mastery at Bloom's Taxonomy Levels 1 and 2.[2] For this reason, all SmartBook assignments should be due prior to accompanying lecture.



***Tip:** Although you may directly enter LearnSmart/SmartBook on your section home page, you will need to click on **+Add Assignment** in order to assign SmartBook to your students. Continue on to the topic **Select course content based on course goals** for more information.*

[2] Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* New York: David McKay Co Inc.

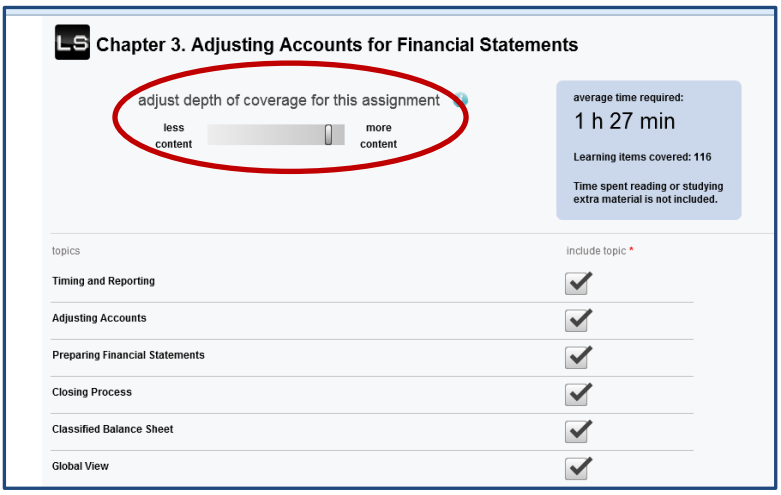
Best practices for LearnSmart/SmartBook

To view assignment data, LearnSmart/SmartBook must be assigned.
LearnSmart/SmartBook is included as a component of Connect via a link on the section home page. However, in order to view usage data (reports) and assign point values, it **must be assigned** through the **add assignment** process.

Since LearnSmart/SmartBook is an adaptive learning tool, the technology determines which questions to deliver based upon each student's individual responses. Instructors do not pick specific questions, but you can control the topics to be delivered and the level of the depth of coverage. The topics chosen and the position of the coverage bar determine which portions of the LearnSmart/SmartBook will be highlighted.

Based on multiple case studies, it is highly recommended that LearnSmart/SmartBook assignments are due prior to lecture in face-to-face and hybrid courses.
LearnSmart/SmartBook is designed to facilitate basic concept mastery. When assigned prior to lecture, both students and instructors benefit. Students are prepared with a base level of knowledge, while instructors can use LearnSmart/SmartBook data to identify common areas of weakness or struggle—and adjust lecture plans accordingly.

When considering slider bar placement, select coverage based on percentage of material to be covered rather than length of time.
Since each book and chapter will vary with the estimated length time, it is suggested that you think about slider bar placement in terms of percentage of material to be covered rather than the length of time. Students do not have to complete LearnSmart/SmartBook in a single session—rather, they may enter as frequently as they wish. When they do return, the system will continue from last session.



Students can continue to use LearnSmart/SmartBook after the due date, but they will only accrue points for what they have mastered by the due date. Full points or a percentage of the total possible points will be determined based upon the progress of the completion bar.

Questions to consider when assigning LearnSmart/SmartBook:

- ✓ *Which topics do you want to include?*
- ✓ *Where do you want the position of the slider bar?*
- ✓ *When do you want to set the due date?*
- ✓ *If this is a large chapter, do you want to break it into multiple assignments?*

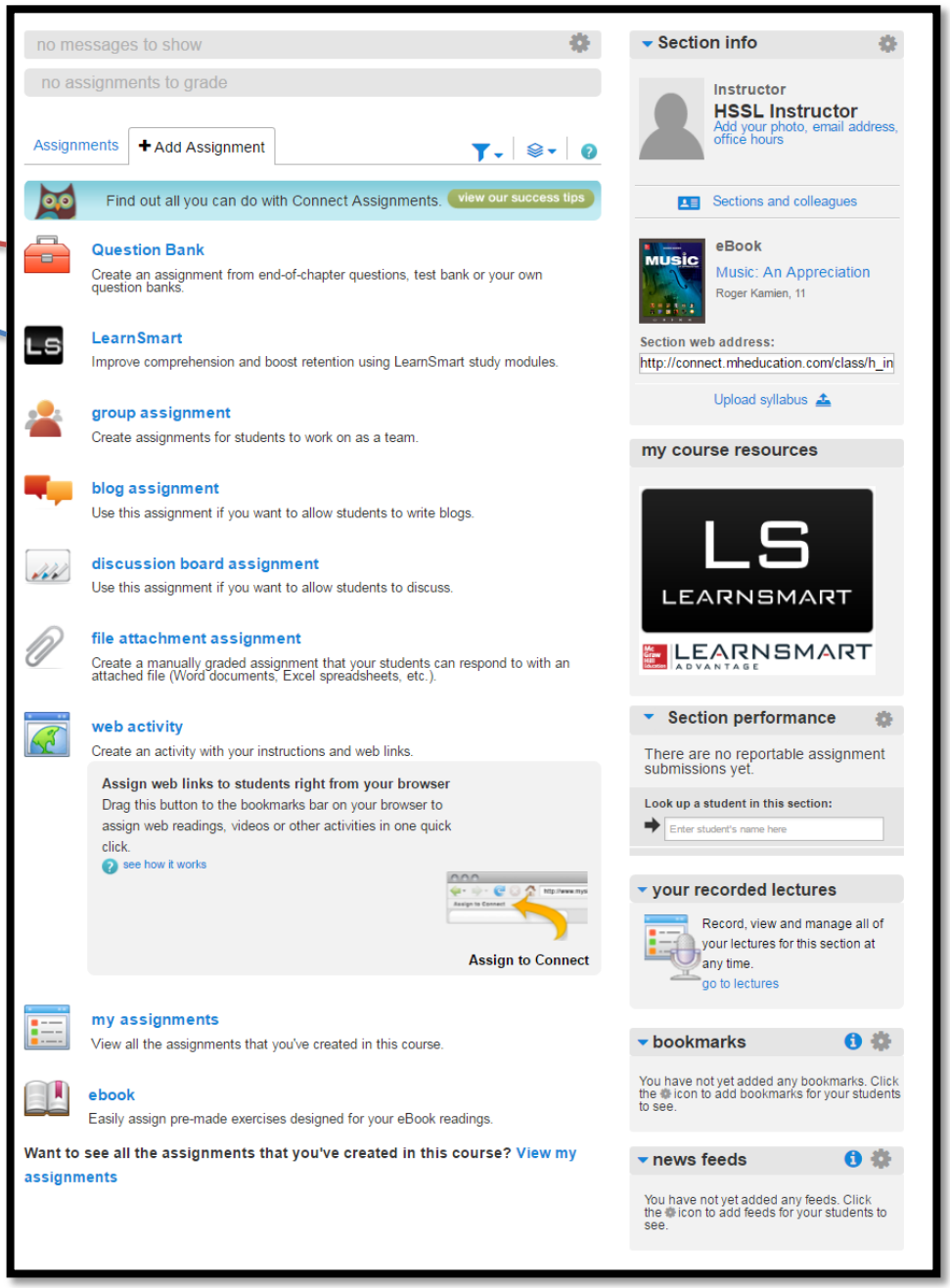
***Tip:** You have the ability to break a chapter into more than one assignment. You can include only particular topics in each assignment. During the assignment creation process you can rename a LS assignment on the last screen before you hit the assign button.*

Select course content mapped to course goals

To add content, begin by clicking on ***+Add Assignment***. The two primary sources for course content are the **Question Bank** and **LearnSmart/SmartBook**.

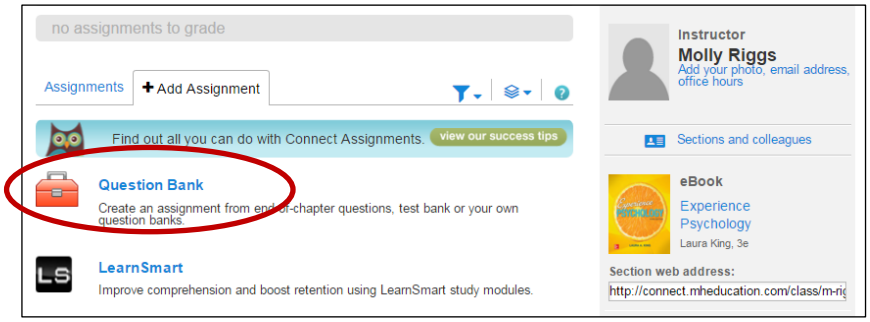
Question Bank

LearnSmart/SmartBook



Let's begin with the **Question Bank**.

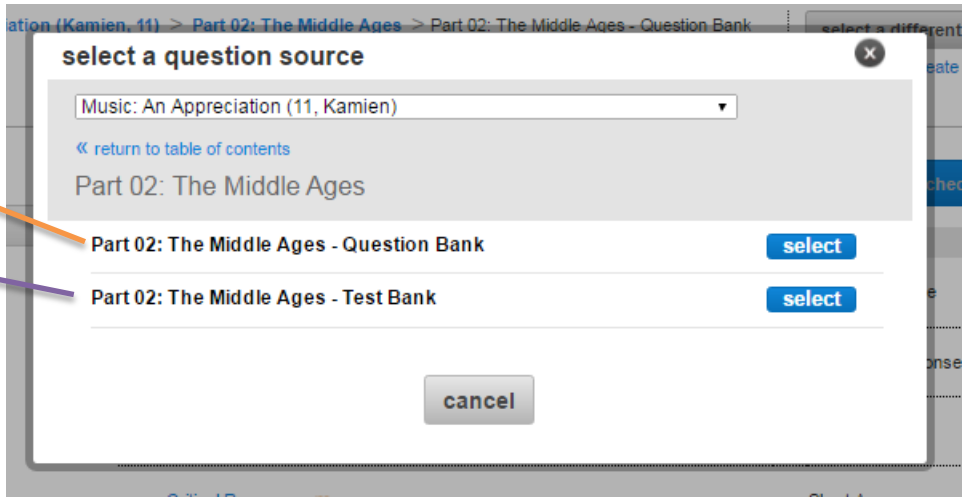
Question Bank: Build and customize assignments by adding pre-created questions, exercises, and activities. These can be questions from the book or additional exercises created specifically for Connect. This is also where you will find the assignable listening activities.



Click on ***Question Bank***.

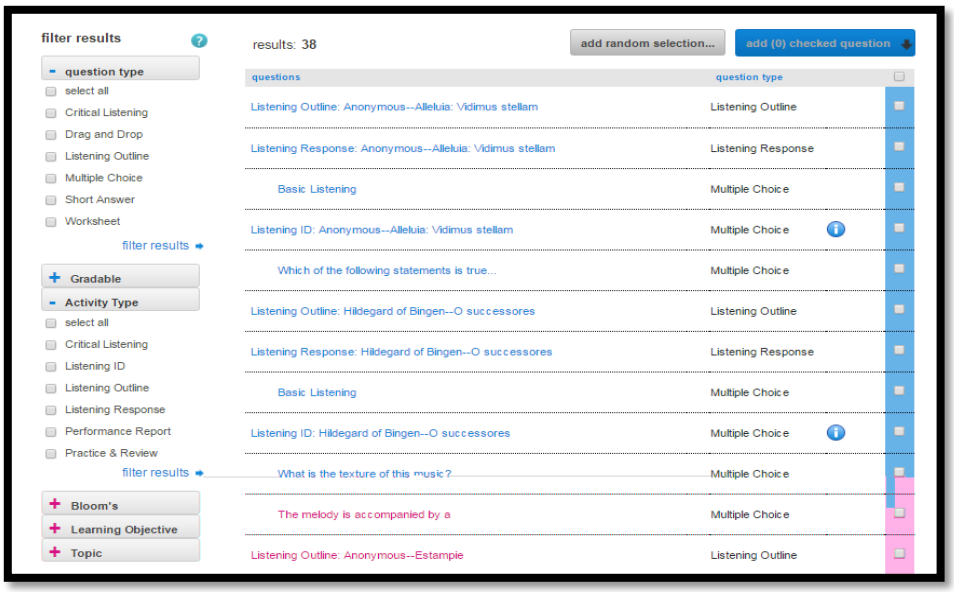
Additional Assignment Options (Listening Activities)

Test Bank



For additional assignment and activity types, click on ***Select*** to the right of ***Question Bank***.

On this screen, you may explore the various activity options by using filters to locate desired content. In addition to traditional practice & review questions, you'll also find various listening activity types. Use the filters under **Activity Type** to easily identify the various types of activities.



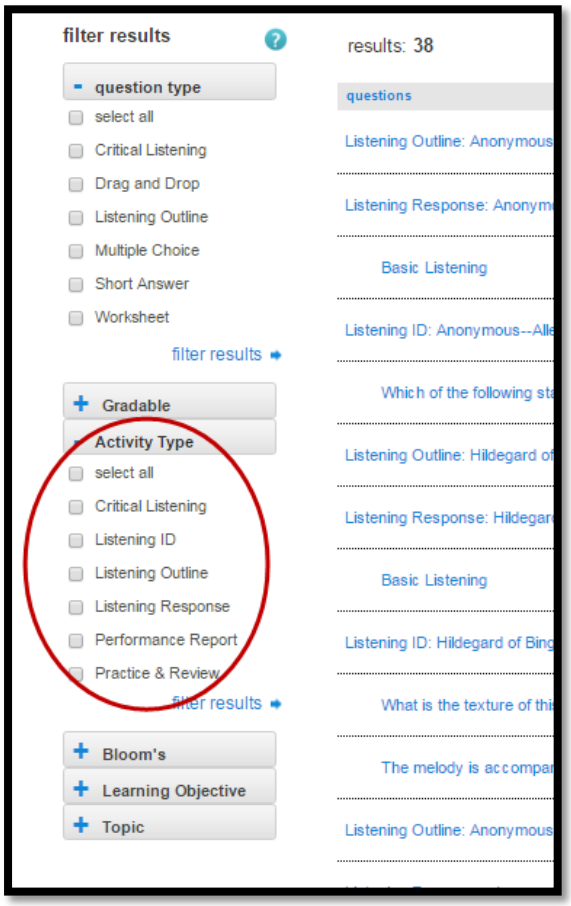
For example, additional activity types include:

Listening Outlines: Provide narrations for a full piece of music, describing for the student the interaction between musical elements and musical instruments, as the piece unfolds. The narration guides the student in their listening experience, highlighting pivotal moments in the piece.

Listening Response Questions: Ask students to respond to what they heard in the Listening Outline.

Listening ID Questions: Provide a 30-second audio clip with several multiple choice questions in follow-up to the clip. The Listening ID Questions test students on their listening skills and are often assigned in Quiz mode for audio based quizzes.

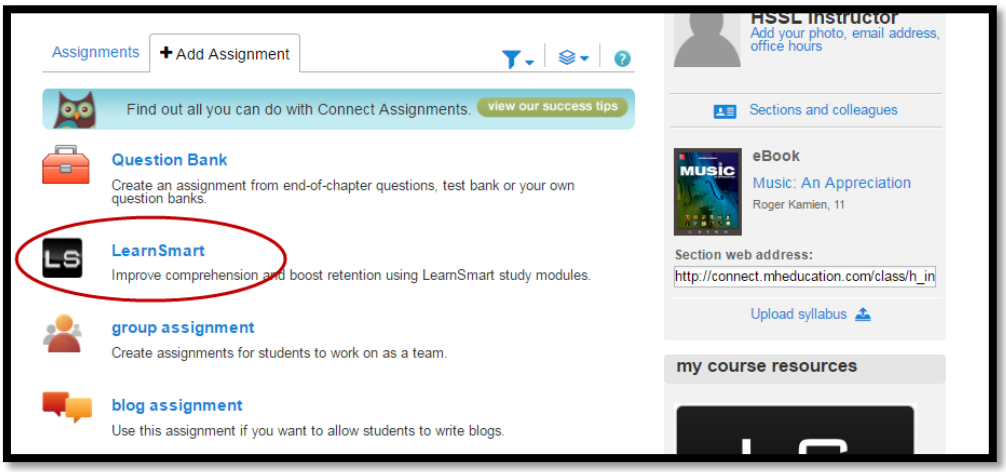
Audio Drag & Drop Questions: Popular auto-graded questions that integrate musical clips and test students on basic vocabulary and course concepts.



To assign **LearnSmart/SmartBook** assignments, return to the section home page.

LearnSmart/SmartBook: LearnSmart is an adaptive solution—guiding students through the fundamental concepts in each part of the text by providing a series of questions that adapt to each student's individual performance. This allows students to focus time on the areas that are most important for them to work and improve upon.

LearnSmart adapts, in part, based on a student's **metacognitive skills** with consideration for **memory decay**—which makes it a dually beneficial component of a Music Appreciation course.



First semester recommendations:

Our team of expert **Digital Faculty Consultants**, who are seasoned Connect users, highly recommend **assigning SmartBook/LearnSmart for all users**—new and experienced. For new users, our team recommends the following:

For the first semester, **require SmartBook/LearnSmart** for a **meaningful percentage of the grade** (to ensure that students experience the learning benefit.) Be sure to make LearnSmart assignments due **prior to lecture**, as they are designed to help students master Bloom's level 1 and 2 concepts outside of the classroom.

It is also recommended that you assign the **Listening Outlines** of your choice with follow-up **Listening Response** questions.

To provide further guidance in selecting course content that aligns with your course goals and learning outcomes, proceed to the Content Alignment Chart on the next page.

Remember… you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you ***to select course content aligned with your course goals and learning outcomes****. If you'd like to utilize this service, please contact your local LTR to connect with your Implementation team member.*

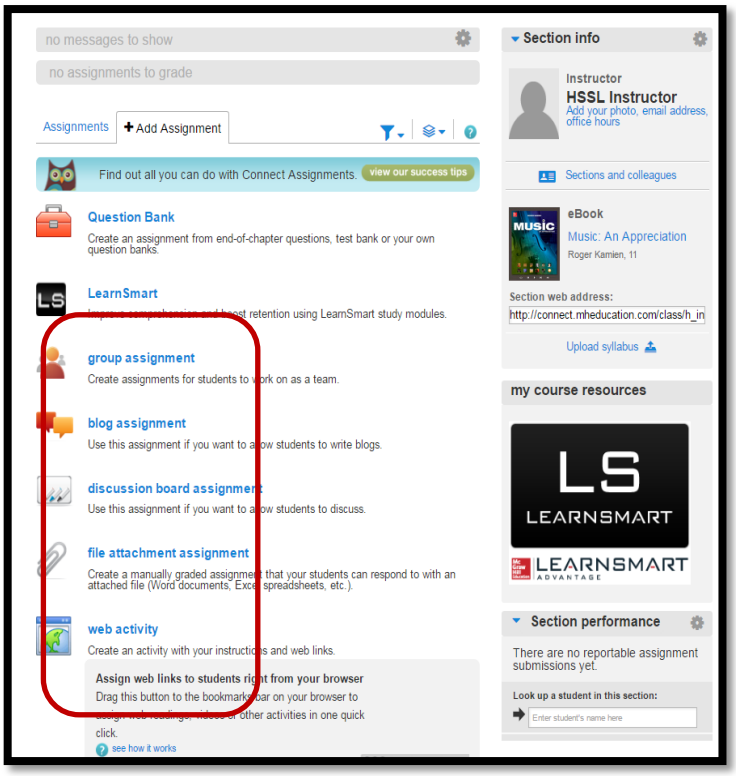
Content alignment chart

Course Goal	SmartBook	Listening Outline	Listening Response Questions	Listening ID Questions	Audio Drag & Drop Activities	Test Bank
I want students to come to class prepared—having read the assigned material.	✓					
I want to ensure students are listening to the course music before class.		✓	✓			
I want students to engage with course content.	✓	✓	✓	✓	✓	
I want to provide real-world connections.		✓	✓	✓		
I want hands-on activities that can be used in class.			✓	✓		
I want to include more formative assessment content for a better understanding of student and course progress.	✓			✓	✓	
I want to have a more meaningful conversation when a student inquires about personal progress.	✓	✓	✓			
I want to assign content which results in course data that maps to outcomes.	✓	✓	✓	✓	✓	
I want content that requires higher application of knowledge.			✓	✓	✓	
I want content that helps with higher level concepts.	✓		✓	✓	✓	
I want to create my own quizzes and tests.						✓
I want content that can be used for high-stakes, summative assessment.						✓

Additional assignment options:

Q ***Do you have manually graded assignments that could be uploaded into your Connect course content?***

File attachment assignment: Create manually graded assignments that have the students respond with an attached file (Word document, Excel sheet, etc.).



Q ***Do you use additional web content?***

Web activity: Create an ungraded assignment directing students to a web activity online.

Q ***Do you have your students do any group projects?***

Group assignment: gives students a collaborative workspace to communicate and work as a team.

Q ***Do you like to provide students with additional Writing or Discussion opportunities?***

Blog Assignments or Discussion board assignments: Gives students the opportunity to write & discuss about course topics or experiences.

Q ***Do you want to create paper tests?***

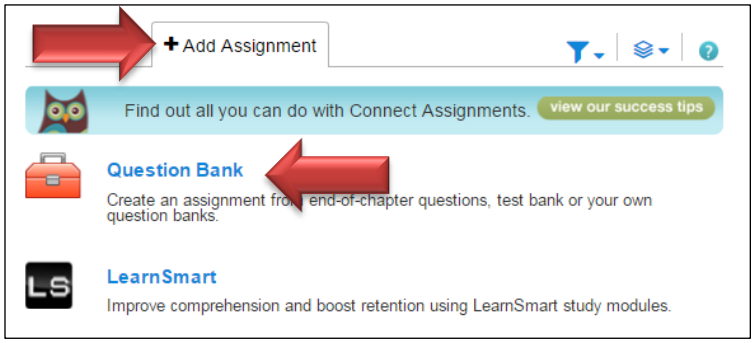
NEW! TestGen: Test generator software located within your Connect course in the *Library > Instructor Resources*. To view the **TestGen User Guide**, click here.

Create and assign content

Create a new assignment from the question bank

1) Click ***+Add assignment*** from your section home page.

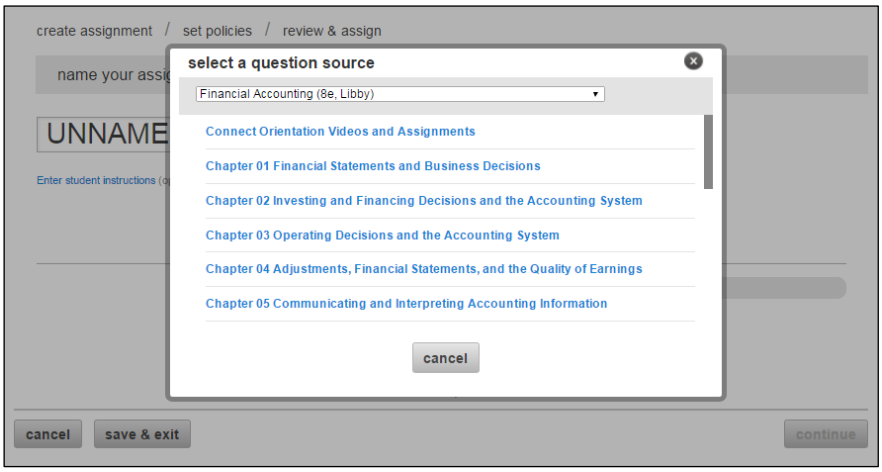
2) Click on ***Question Bank.***



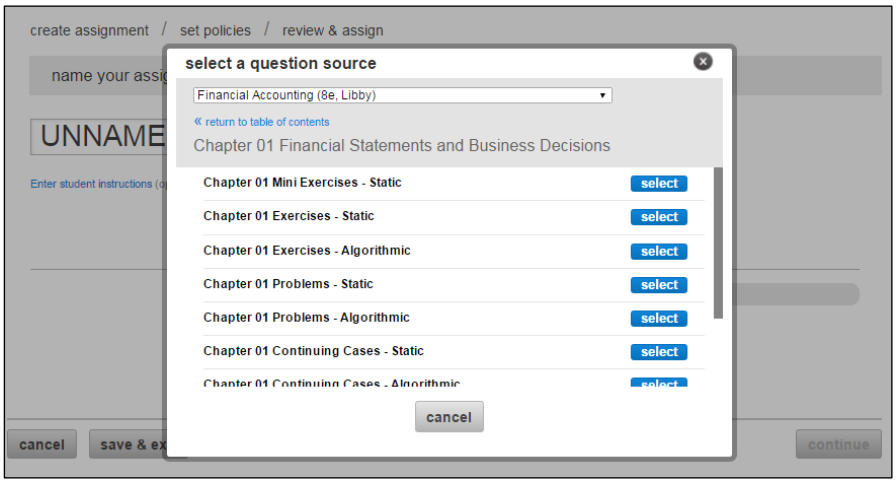
Create a new assignment from the question bank, continued

3) Select a question source from the list.

4) Next, select which questions/exercises you would like to view. This will typically divide the options by chapter.

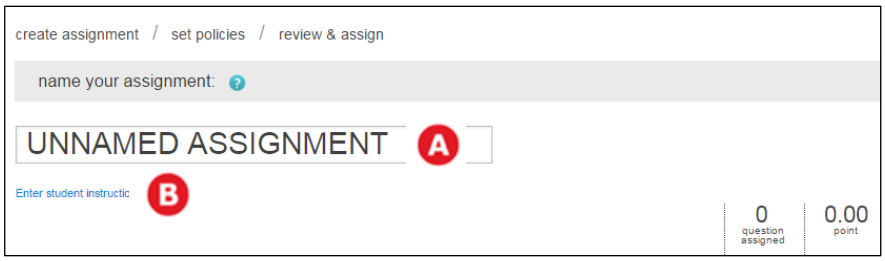


5) Next you may be asked to select the bank of questions you would like to view to make your question/exercise selections. These options are typically divided by type of activity or source.



1) (A) Click ***rename*** and enter an assignment name.

2) (B) Enter any ***student instructions***.



Create a new assignment from the question bank, continued

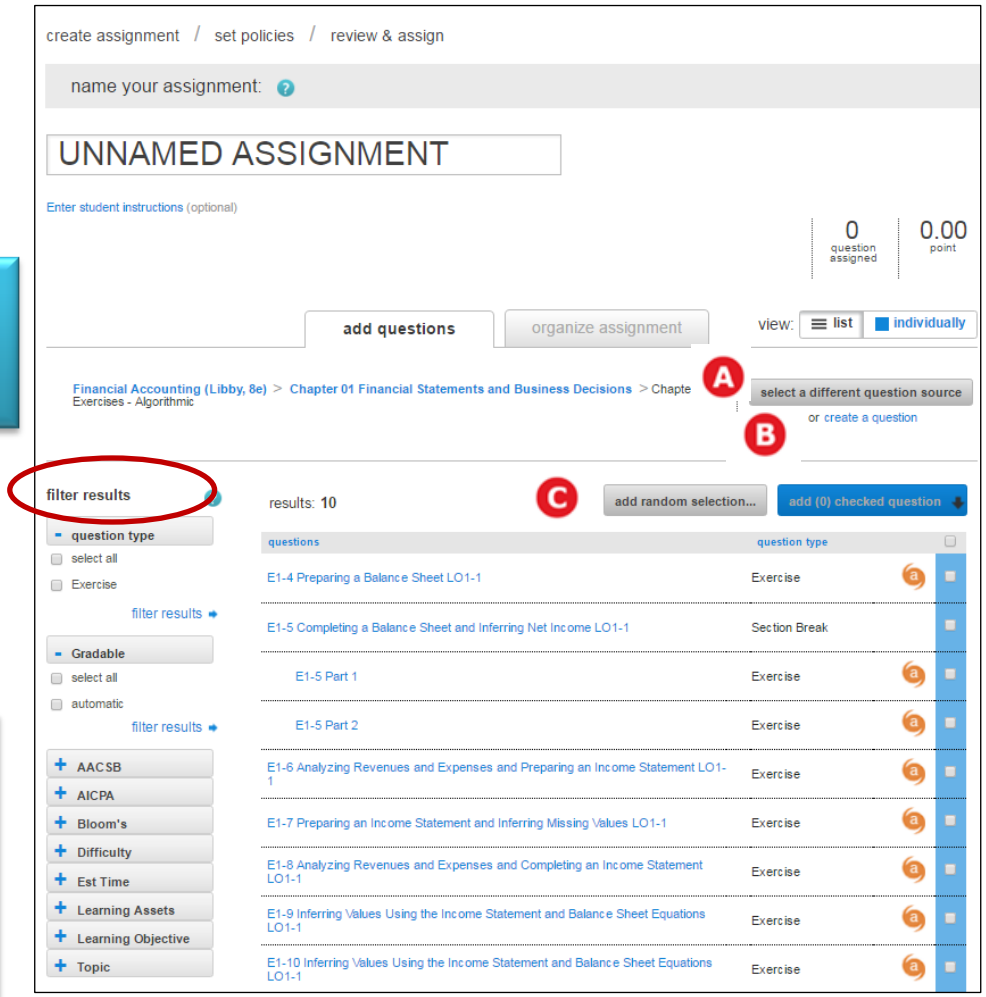
Before you select questions to assign, there are several things to know about this page:

- (A) To change the question source, click ***select a different question source***.
- To narrow the question list, use the filters along the left side of the page.

> ***Tip:** If you want to create a question pool (see next page), do not use multi-part questions or survey questions.*

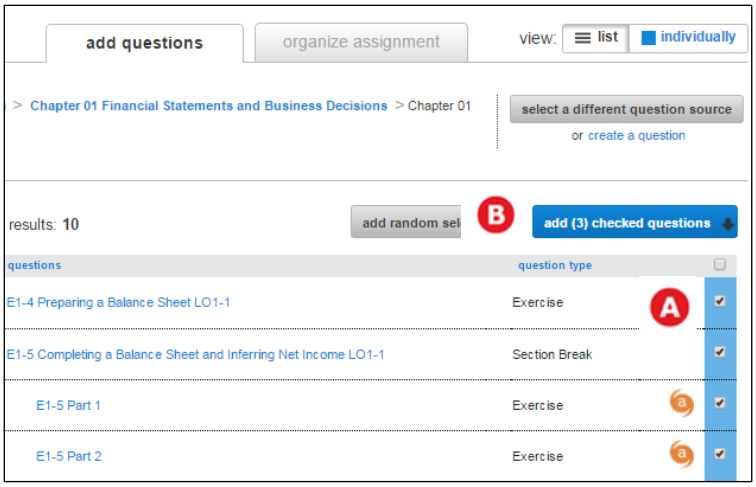
- (B) To create your own questions, click ***create a question.***
- (C) To add questions randomly to the assignment, select ***add random selection.***

> ***Tip:** Use a consistent naming convention to ensure easy navigation for your students. For example, "Week 1–Quiz" and "Week 1–Homework." This aids in identifying items in the reports that are displayed in alphabetical order. Abbreviate where possible (e.g., CH for chapter) to allow for cleaner reports and gradebook viewing.*



1) (A) Once you've found a question to add, select the checkboxes next to the question.

2) (B) Click ***add checked questions*** and choose to ***add as individual questions***.



Create assignments using a question pool

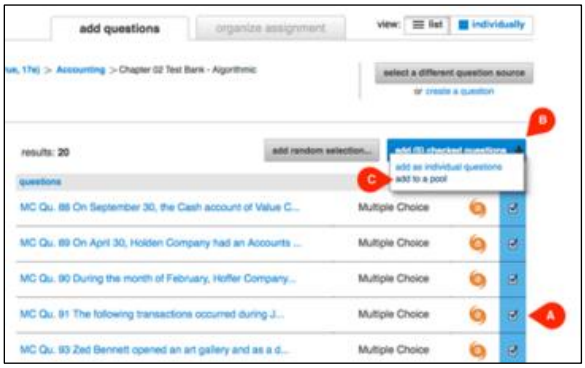
WATCH: [What is question pooling?]

Create a question pool for quizzing, exams, or whenever randomization is needed—such as to prevent cheating or to provide a new question set for practice.

1) Select the questions (A) you would like to add to the pool.

> ***Tip:** Multi-part or survey questions may not be used in a question pool.*

2) Click ***add checked questions*** (B) and then select ***add to a pool*** (C).



3) When the pop up appears, name your pool (A).

4) Next, configure your pool by selecting the number of questions (B) from which the pool can draw.

5) You can also set the value of each question (C) in your pool.

6) To save your question pool, click ***add to pool*** (D).

Create assignments using a question pool, continued

Connect will notify you when the questions have been successfully added to a pool and will return to the **add questions** page.

Now you may create another pool from which to draw questions. The questions that you've already selected will be marked with a black flag (A).

1) Select the next set of questions (B), click ***add checked questions***(C) and select ***add to a pool*** (D) again.

2) The **add questions to pool** module will pop up again. Select ***create a new pool*** (A) and enter a different name than the first pool (B).

3) Select the number of questions to draw (C) and set the point value (D).

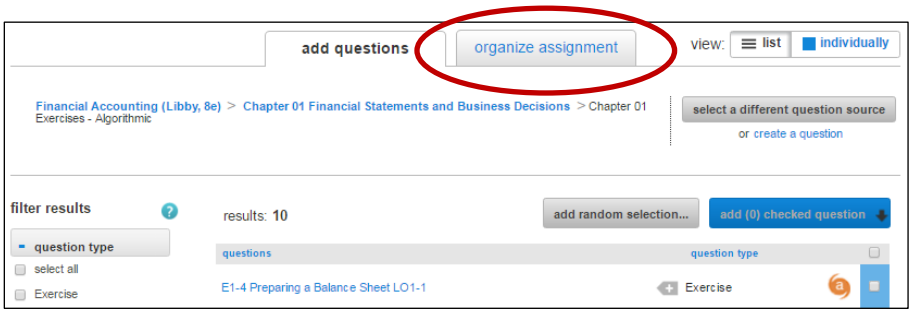
4) To save your second question pool, click ***add to pool*** (E) just as before.

Click the ***organize assignment*** (A) tab and select the question pools (B) from which your assignment will draw.

Click ***continue*** (C) to move on to the **review & assignment** page.

Edit question point values and rename assignments

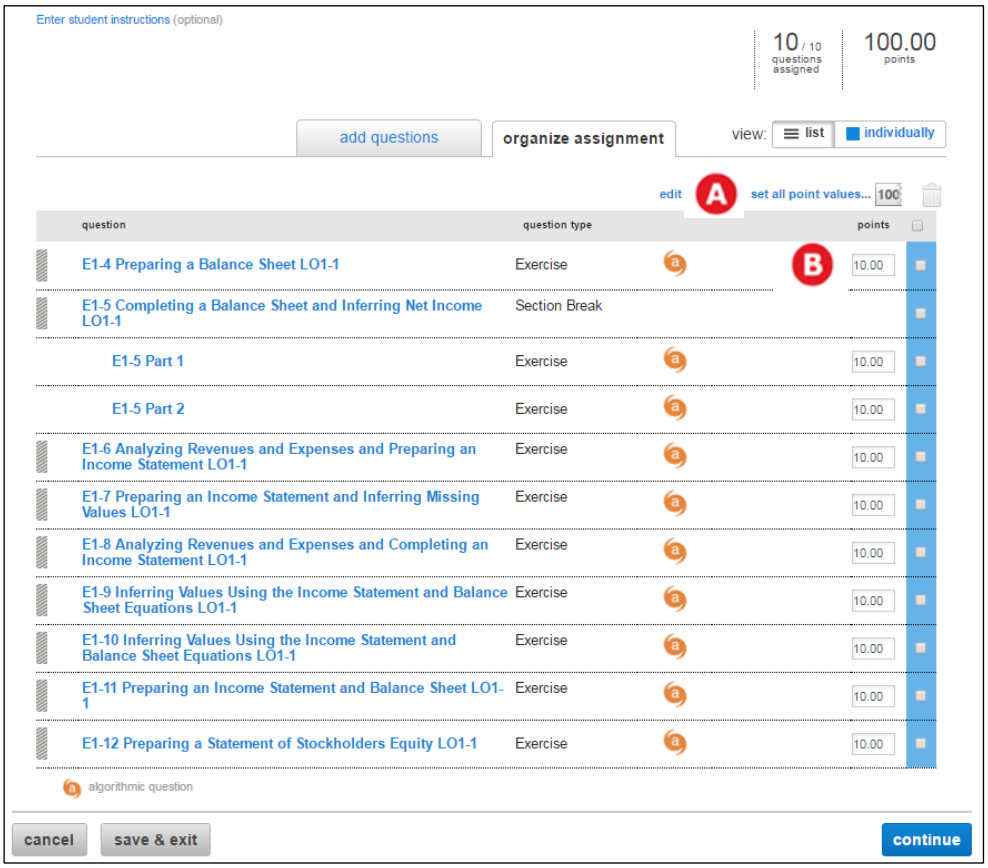
Once you have finished adding questions, adjust the point value for each question or the assignment by clicking on the ***organize assignment*** tab.



1) (A) Adjust all point values at once by clicking on ***set all point values***.

2) (B) Adjust point values on an individual basis by selecting them one at a time.

3) After you have completed your adjustments, click ***continue***.



***IMPORTANT:** The default point value for most question bank items is 10 points each. Many instructors prefer a lower value. Use set all point values to adjust all point values at once.*

***IMPORTANT:** With the exception of the due date, changes to the assignment cannot be made once students have begun working on the assignment.*

Importance of policy-setting categories

Assignment policies have great impact on the student coursework experience. Therefore, it is critical to understand the implication of each policy type—then carefully set policies in accordance with your course policies and pedagogical strategies.

Assignment start and due dates: Select whether to make the assignment available once it's assigned or on a specific date.

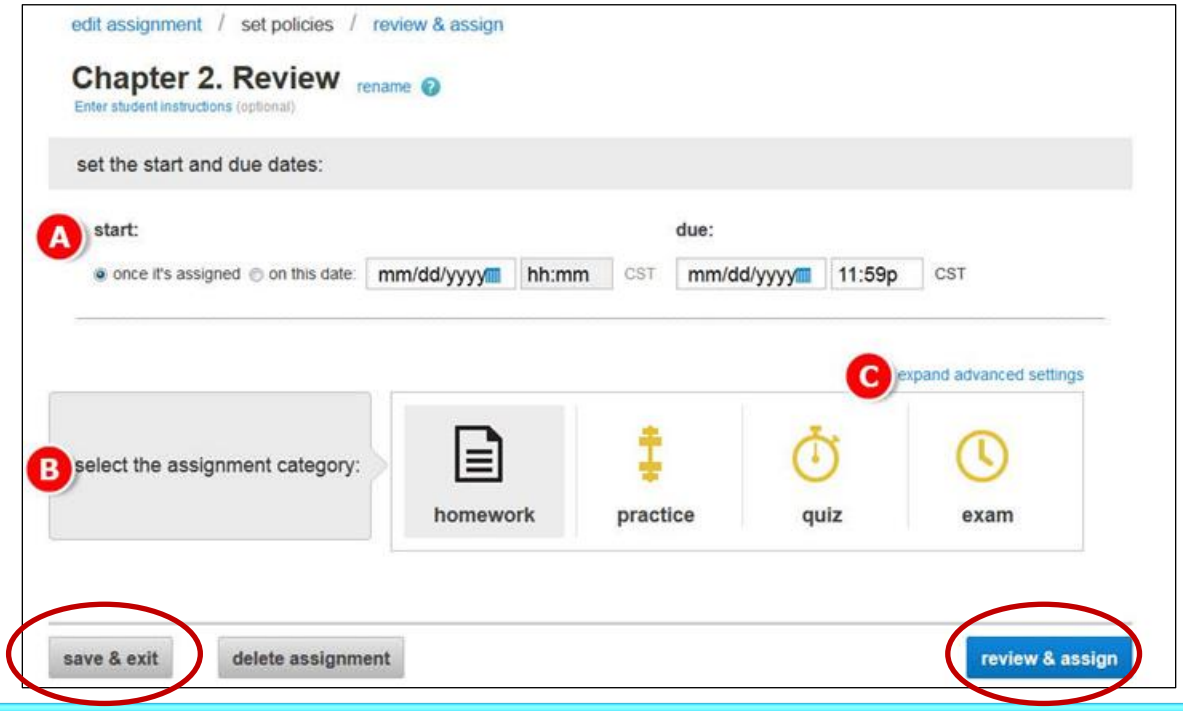
1) (A) Select ***once it's assigned*** to allow students to begin work on the assignment as soon as it is assigned.
   -OR-
   Select ***on this date*** to set a specific date in the future when students can begin work on the assignment. Then select the assignment due date and time.

Tip: Use the "Auto-submit as is" feature, which collects unsubmitted student attempts of an assignment on the due date. This prevents students from forgetting to submit an assignment that they saved prior to the due date. However, using this feature overrides the ability to accept late assignments.

2) (B) Next ***select the assignment category***.

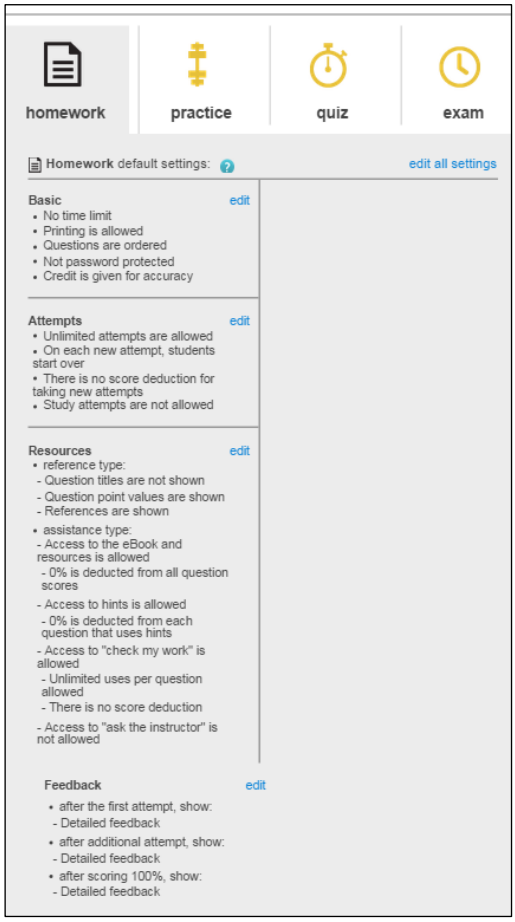
Tip: Policies are easily modified across assignments within a category. Also, be aware that students will view these assignments under these category labels.

3) (C) After selecting the assignment category, click ***expand advanced settings*** to see the expanded policy options for this assignment.



Tip: You may save & exit at any time, but the assignment will not deploy until you review & assign.

Five basic policy-setting categories:



1) **Basic policies:** Indicate whether there is a time limit on the assignment, whether students can print the assignment, and other basic settings.

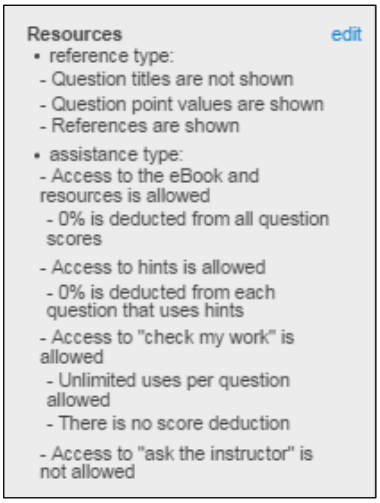
2) **Attempts:** Set how many times a student can complete and submit an assignment-- whether they continue from previous attempts or start fresh each time--and to enable student attempts after the due date.

> ***Tip:** If you allow students multiple attempts where they will build on their previous attempt, it is recommended that you check the box allowing students to revise their previous attempts--even if manually graded questions are not yet graded.*

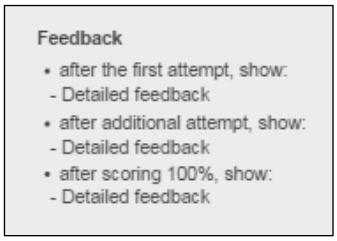
3) **Tolerances:** Specify whether students must match accents, spacing, and punctuation, or whether they are allowed any numeric tolerance.

> ***Tip:** It is recommended that you not require the correct spacing and punctuation in the tolerances area. An extra space before or after a word can cause a correct answer to be marked incorrect if you require correct spacing.*

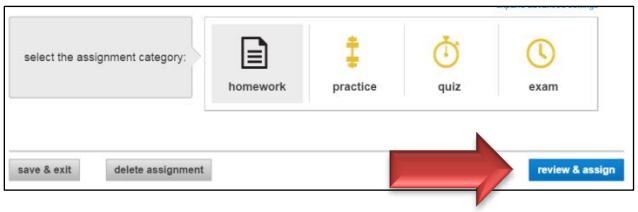
4) **Resources:** Turn various resources on/off for the students as they work on the assignment. For example, control whether students can see hints.



5) **Feedback:** Set the level of feedback that students receive when they complete an assignment with automatically graded questions. Options include varying levels of feedback, from no feedback to detailed feedback including solutions.



6) Click on ***review & assign*** to complete the assignment.



> ***Tip:** It is best to keep your policy settings consistent within assignment categories to prevent confusion among students. Once you have set your preferred policies, you will want to click on save as default settings to save these new policy settings as the defaults going forward.*

Assign content

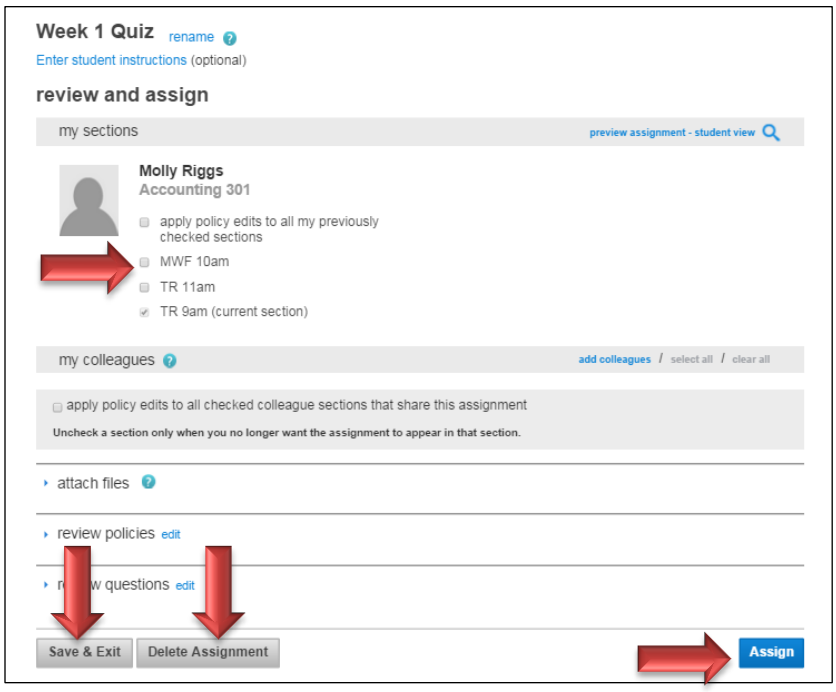
1) On the ***review and assign*** page, you can select multiple sections within the same course.

2) Review your policies and questions.

3) Click ***Assign*** when you are ready to finalize the assignment.

4) If you're not ready to assign, use the ***Save & Exit*** button on the bottom to come back later.

5) If you don't want to keep the assignment, use the ***Delete Assignment*** button.



Edit, manage, and organize assigned content

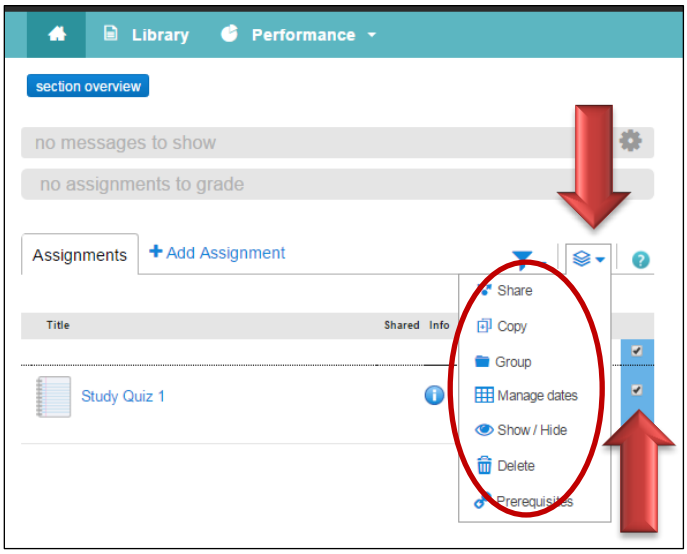
Some basic assignment edits/management can be done from the assignment list on the section home page. Begin by checking off the assignments you want to manage then select the desired action.

- To change the start and due dates for the assignments, click ***Manage dates***.

- To copy or share an assignment to another section in your course or to a colleague's course, select ***Share*** or ***Copy***.

- To show or hide the assignments on the student side, select ***Show/hide***. You may also click on the eye icon next to the assignment to show/hide.

- To move several assignments into a group you have created, click ***Move***. You may also drag and drop assignments.



- To delete selected assignments, click ***Delete***.

- New assignment groups (folders) can be created by clicking ***Add Groups*** after clicking on the folder icon.

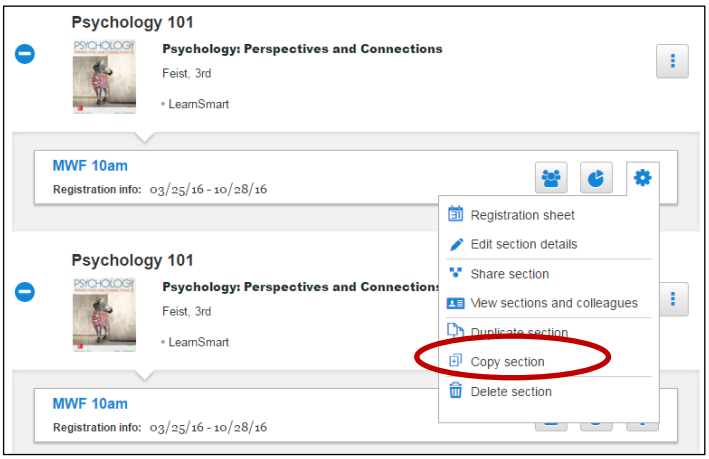
Q Do you teach multiple sections of the same course?

At this point, your section should be almost completely built—with the exception of a few possible tweaks. If you are teaching multiple sections of the same course, you'll want to *duplicate* your section.

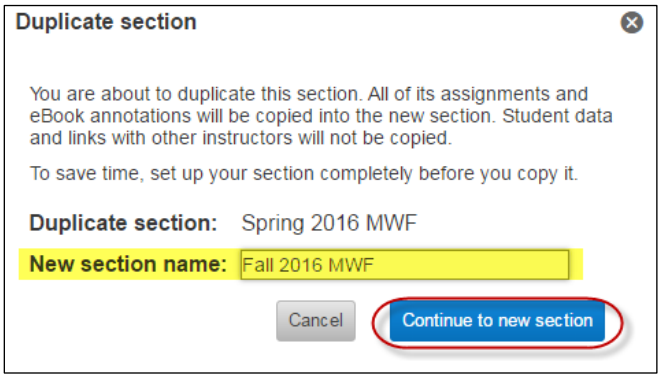
Duplicate your section

1) Click on the **drop-down menu**.

2) Select ***Duplicate course***.



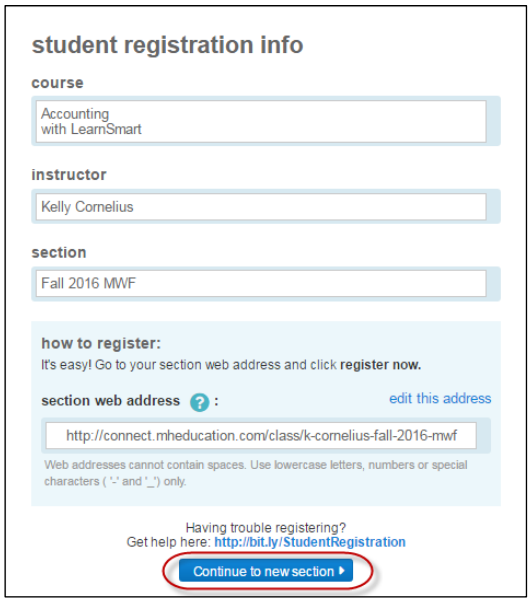
3) Name the new section. Click ***Continue to new section***.



4) View student registration info page. Scroll down and click ***Continue to new section***.

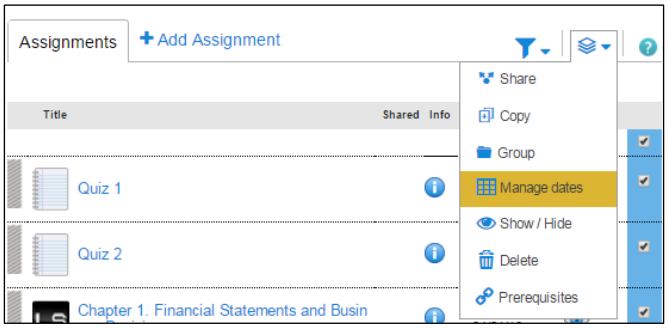
5) You are now in your duplicated section. (Depending on the number of assignments in the original section, it can take a few moments for all of the assignments to duplicate.)

6) Click on ***My courses*** in the top right corner of your section home page to navigate back to your my courses page.



Provide assignment extensions

When extending assignment due dates, you'll need to identify the desired outcome of the extension.



To assist with this, please refer to the following scenario chart:

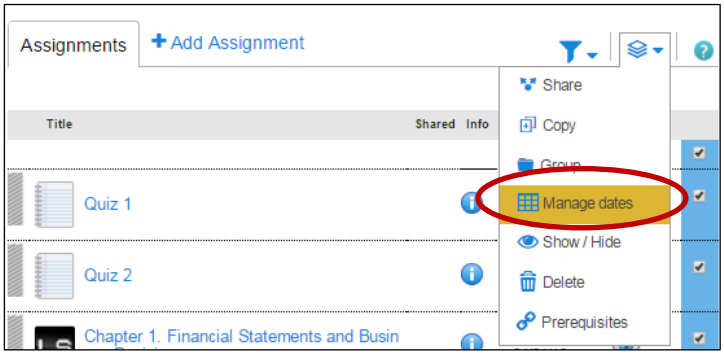
scenario	action		EXTENSION tab
I have a student who has an excused absence for a funeral.	I need to **extend the due dates** for **more than one assignment** for **one student**. I need **one common due date** for all assignment extensions.	go to	✓ In Bulk
	I need to **extend the due dates** for **more than one assignment** for **one student**. I need **different due dates** for **each** assignment extension.		✓ Individually
I have a few college athletes who will be missing a week for a tournament.	I need to **extend the dates** for **a few assignments** for **a few students**. I need **one common due date** for all assignment extensions.		✓ In Bulk
	I need to **extend the dates** for **a few assignments** for **a few students**. I need **different due dates** for **each** assignment extension.		✓ Individually
I have one student who requires additional time for all assignments.	I need to **allow additional time for all assignments** for the entire semester for **one student**.		Neither! Go to *Allow Additional Time for All Assignments for an Individual Student*

Extend due dates individually

1) From your section home page, check the box next to the assignments for which you want to add extensions.

2) Click ***Manage dates.***

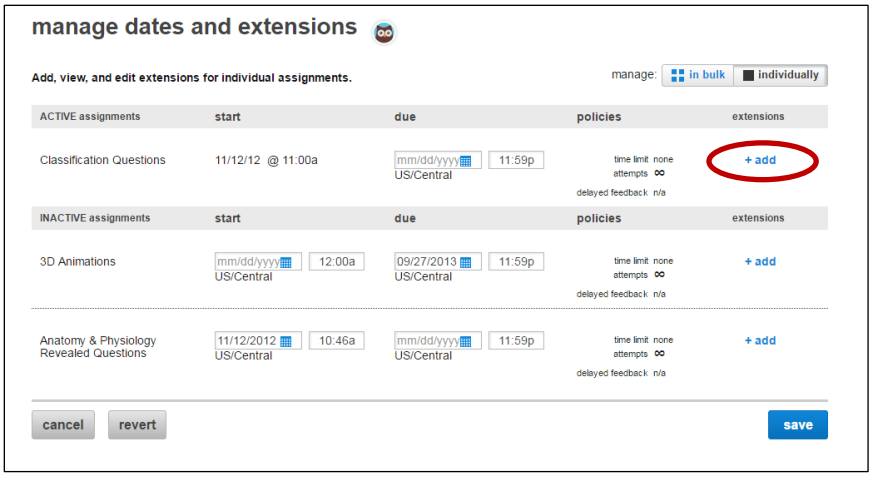
3) Click the ***extensions*** tab.



Edit extensions for assignments separately by selecting the ***individually*** tab.

IMPORTANT: ***Please note the important distinction between individually and in bulk:***

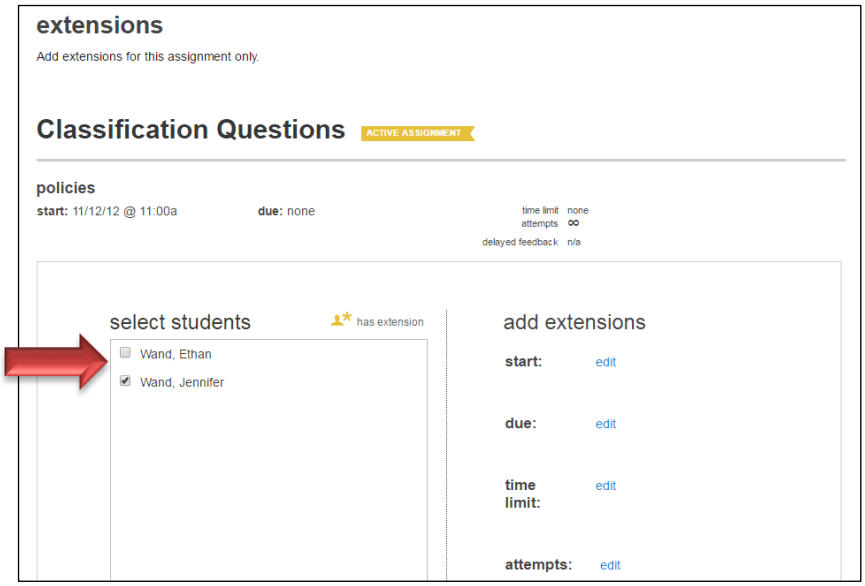
- ***Individually will result in different due dates for the selected assignments.***
- ***In bulk will result in one common due date for the selected assignments.***



4) Click ***Add*** for the assignments that need to be given an extension.

5) Select the students for the extensions, as well as the new parameters, then click ***Save***.

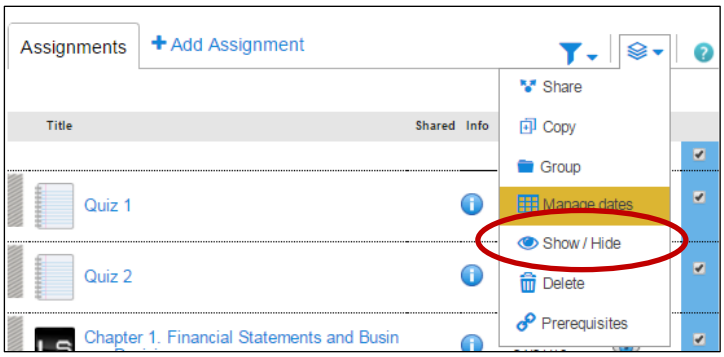
IMPORTANT: ***Students need to have at least one attempt remaining in order to complete their extension.***



Tip: ***If you set the student extension due date beyond a previously set date of delayed feedback for the assignment, you will be prompted to confirm or change that feedback date. This will prevent the student with the extension from receiving answers from other students to whom feedback has already been revealed.***

Extend due dates in bulk

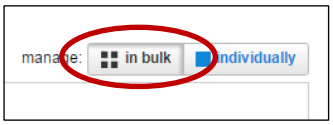
1) From your section home page, check the box next to the assignments for which you want to add extensions.



2) Click ***Manage dates.***

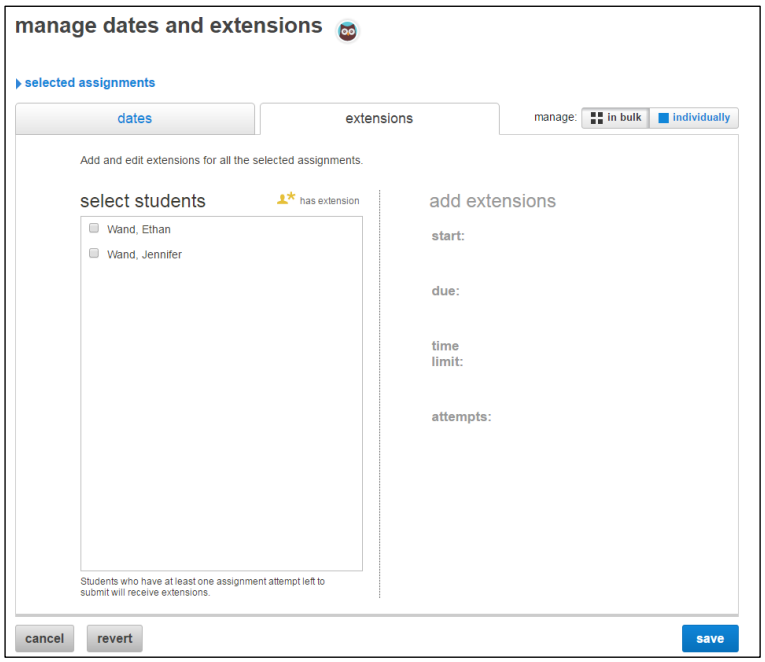
3) Click the ***extensions*** tab.

4) For the extensions to have one common due date, click on ***in bulk***.



IMPORTANT: ***Please note the important distinction between individually and in bulk:***

- ***Individually will result in different due dates for the selected assignments.***
- ***In bulk will result in one common due date for the selected assignments.***



5) ***Select the students*** that need the extensions and adjust the due date, time limit, or attempts.

6) Click ***save***.

Tip: ***If you set the student extension due date beyond a previously set date of delayed feedback for the assignment, you will be prompted to confirm or change that feedback date. This will prevent the student with the extension from receiving answers from other students to whom feedback has already been revealed.***

Manage due dates

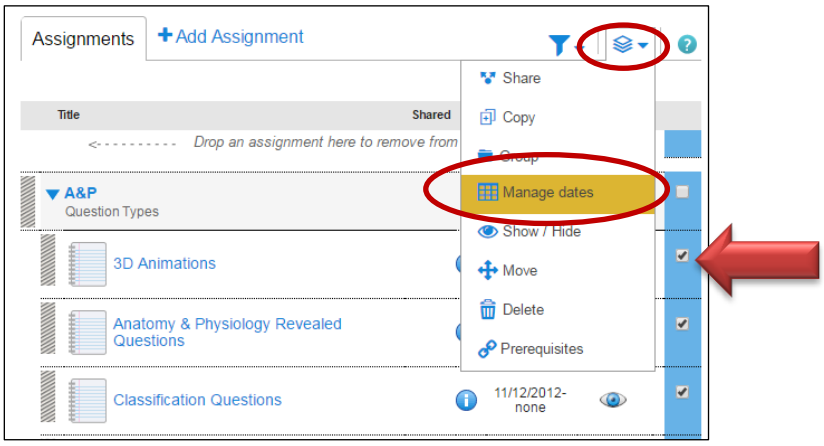
When changing due dates, you'll need to identify the desired outcome of the extension. To assist with this, please refer to the following scenario chart:

scenario	action		DATES tab
Our campus was closed due to weather for two days.	I need to **extend the dates of a few assignments** for **all of my students**. I need **one common due date** for all assignments.	go to	✓ In Bulk
	I need to **extend the dates of a few assignments** for **all of my students**. I need **different due dates** for **each** assignment.		✓ Individually
My students are struggling with the content, and I need to spend additional class time on this topic. My assignment schedule has been disrupted for the rest of the semester.	I need to **change the dates** of **all assignments** for **all students** for the rest of the semester. I need **different due dates** for **each** assignment.		✓ Individually
I'd like to make a duplicate copy of my course for next semester.	I need to **change the dates** of **all assignments** to reflect the **new dates**.		✓ Individually
I have one student who requires additional time for all assignments.	I need to **allow additional time for all assignments** for the entire semester for **one student**.		Neither! Go to *Allow Additional Time for All Assignments for an Individual Student*

Manage due dates individually

1) From the section home page, ***check the box*** next to the assignments that need adjusted.

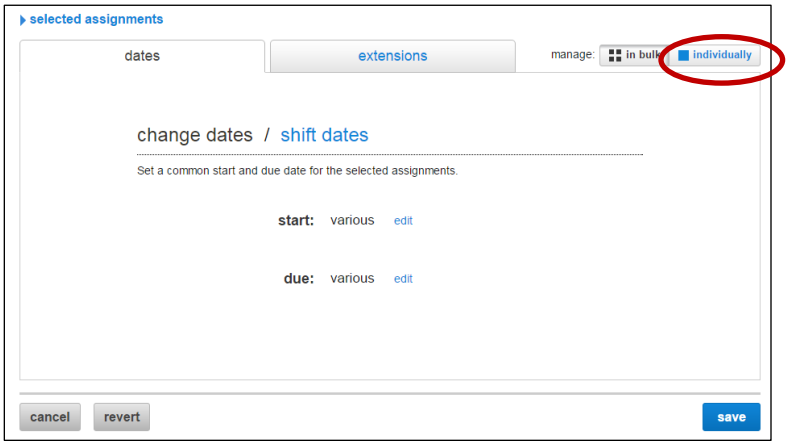
2) From the ***options*** dropdown, select ***Manage Dates***.

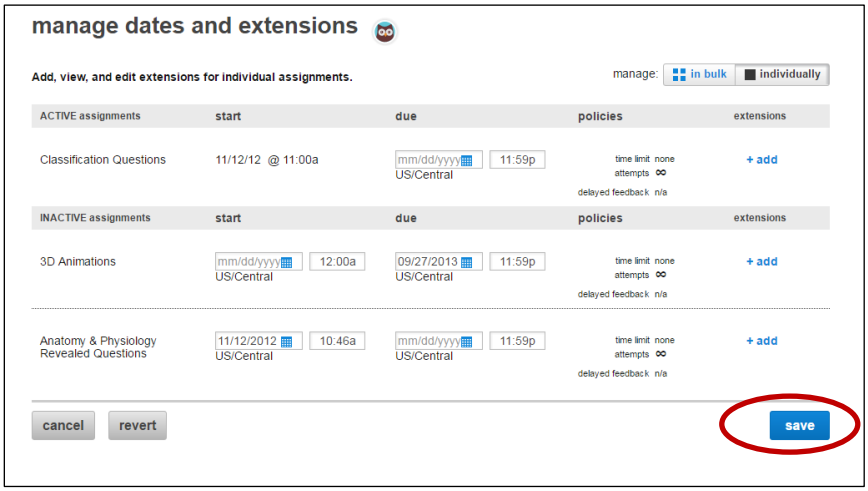


3) For different due dates, click on ***individually***.

IMPORTANT: ***Please note the important distinction between individually and in bulk:***

- ***Individually will result in <u>different due dates</u> for the selected assignments.***
- ***In bulk will result in <u>one common due date</u> for the selected assignments.***



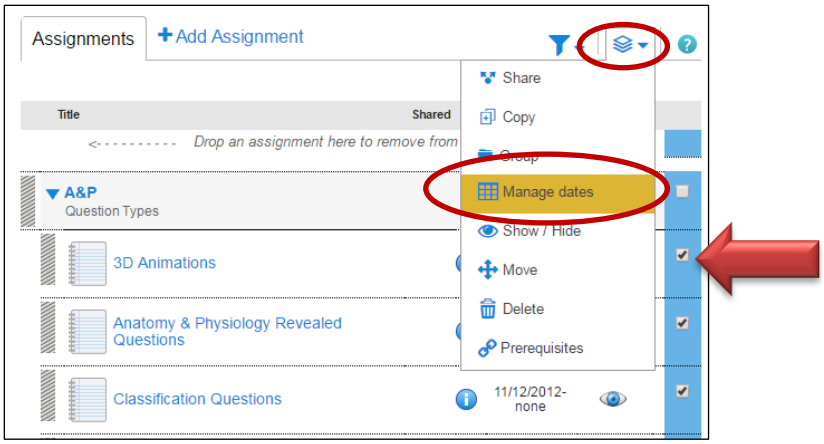


4) Adjust the due dates.

5) Click ***Save*** when finished.

Manage due dates in bulk

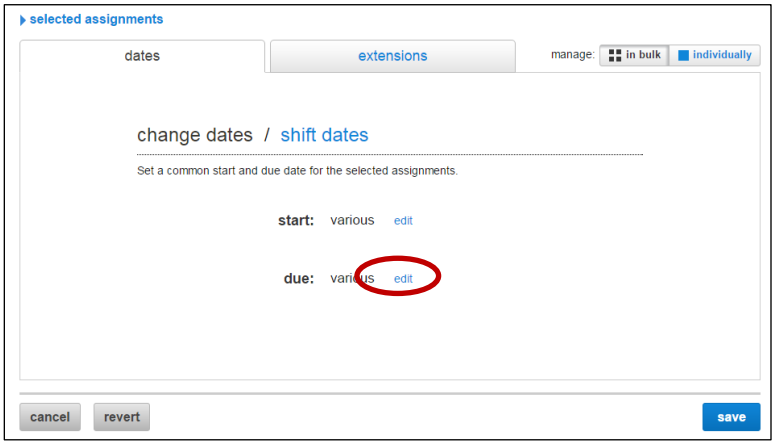
1) From the section home page, ***check the box*** next to the assignments that need adjusted.
2) From the ***options*** dropdown, select ***Manage Dates***.

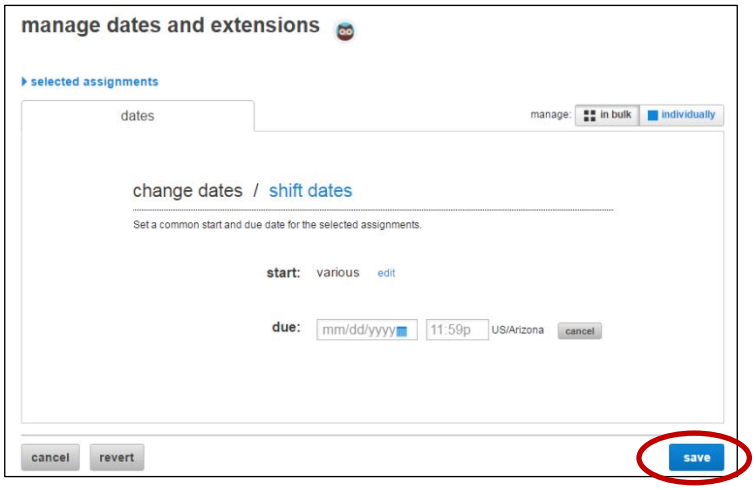


3) For the same common due date, click on ***in bulk***.
4) Next to **due**, click ***edit***.

IMPORTANT: ***Please note the important distinction between individually and in bulk:***

- ***Individually will result in different due dates for the selected assignments.***
- ***In bulk will result in one common due date for the selected assignments.***

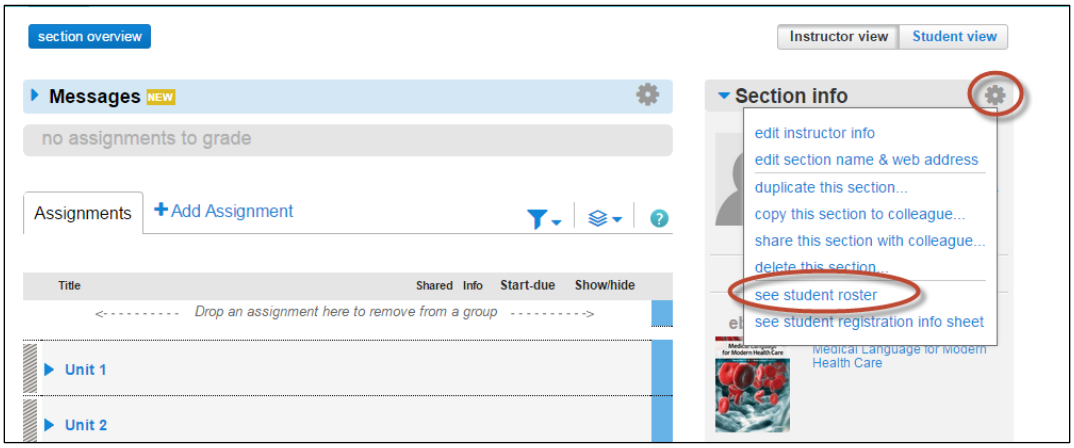




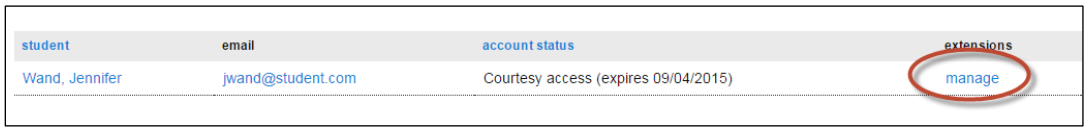
5) Enter the due date.
6) Click ***Save*** when finished.

Allow additional time for all assignments for an individual student

1) Access the ***student roster***.

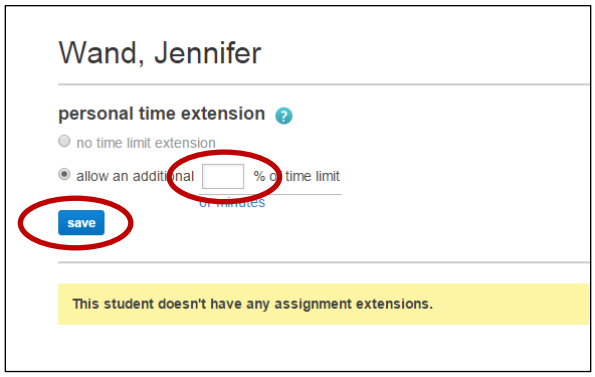


2) Locate the student who needs additional time for all assignments and click ***Manage***.



3) You can add additional time by ***percentage*** or ***minutes***.

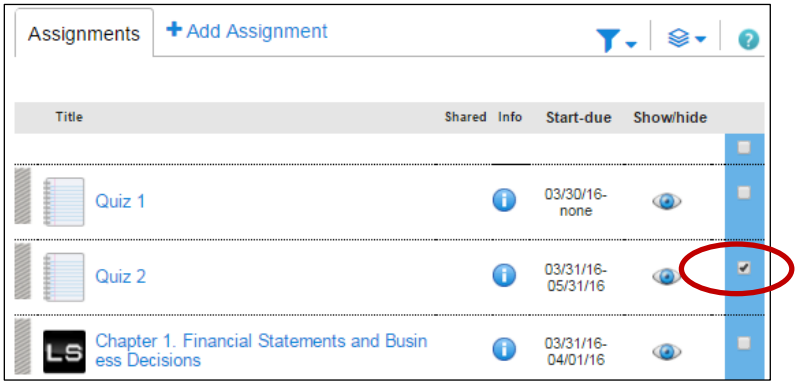
4) Enter the additional time allowance for that individual student and click ***Save***.



Adjust assignment credit/grade

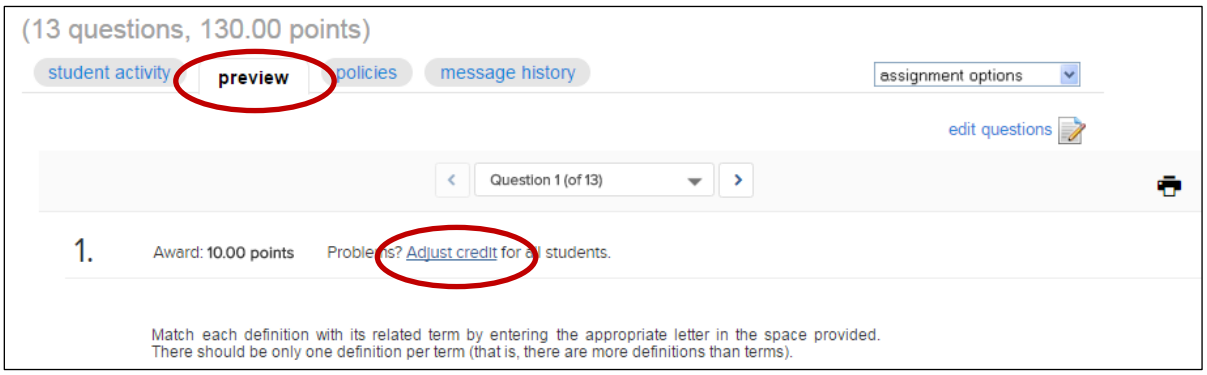
Adjust credit for all students:

1) From your section home page, click on the assignment for which you would like to adjust credit.



2) Click the ***preview*** tab of your active assignment.

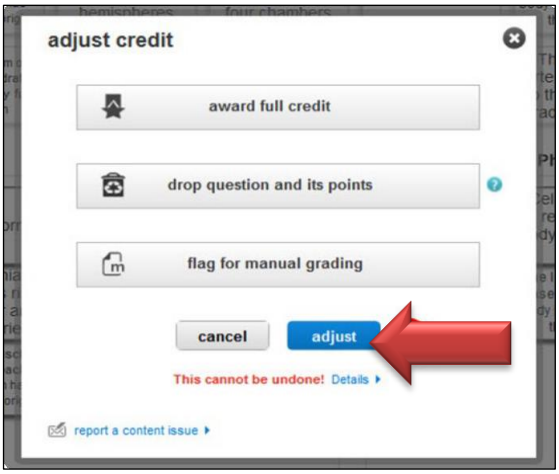
3) Click ***Adjust credit*** in the question that you want to adjust.



In the ***adjust credit*** screen, you may award full credit, drop the question and its points, or flag the question for manual grading.

4) Click ***adjust*** to apply your changes.

These changes will apply to all students for all attempts, including those in shared or copied assignments and courses, and cannot be undone. Dropping the question will change the assignment's total point value, even if you have locked the points.

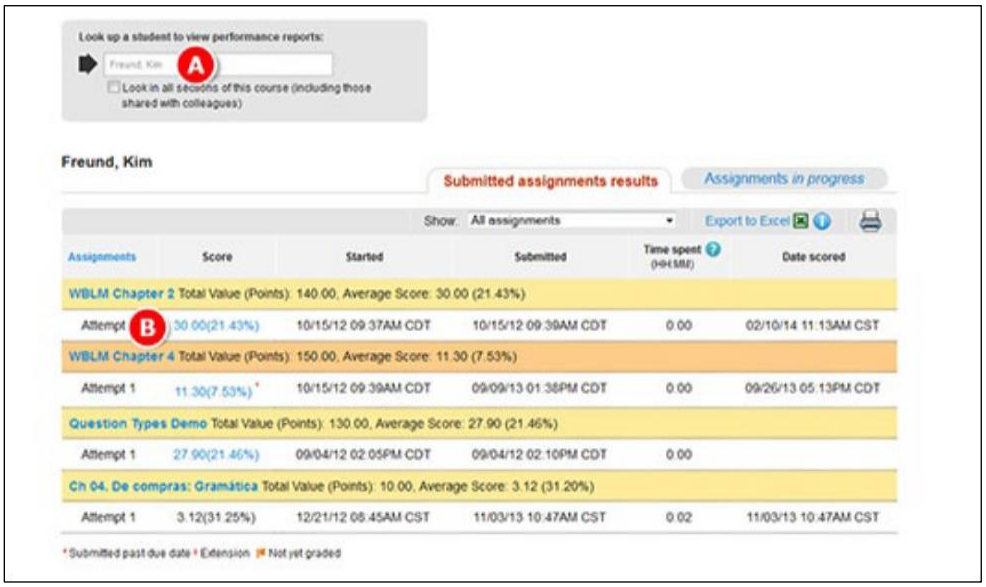


Adjust points for individual students:

To edit a particular student's assignment grade, access the Student Performance report for a particular assignment. (See **Module 5—Reports** for step-by-step instructions on how to view a Student Performance report.)

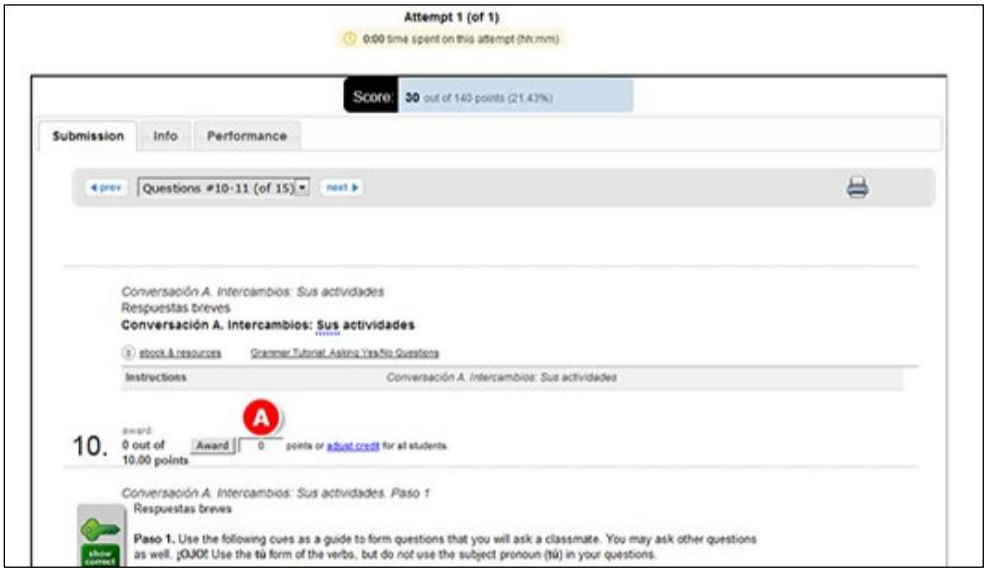
1) (A) Enter the name of the student whose assignment grade you need to change.

2) (B) Click the score link under the assignment you want to edit and the student performance assignment detail page opens.



From the student performance assignment detail page, you can edit the score for each individual question.

3) (A) Click ***Award*** to apply the new score.

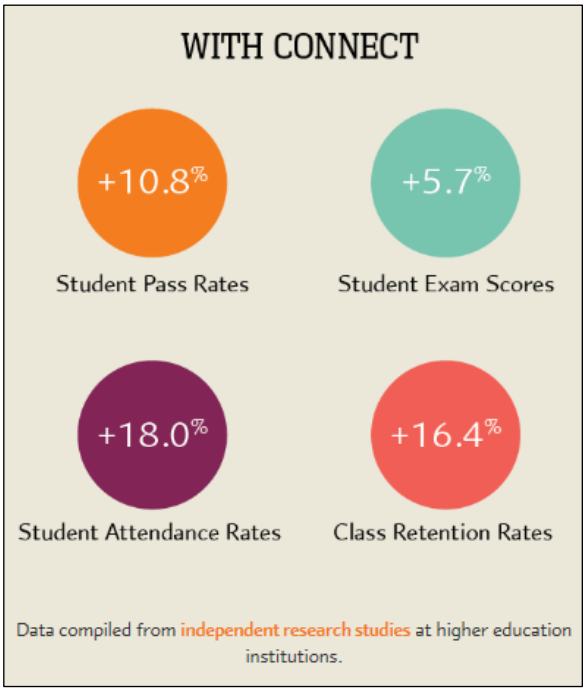


Determine the value of Connect in the total course grade

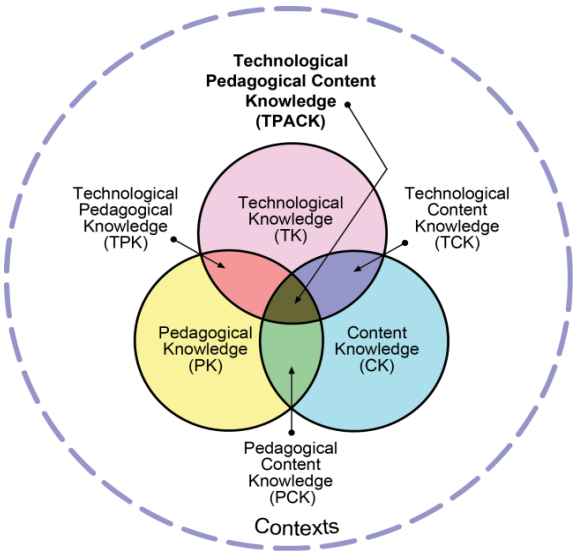
Before we can address **how to determine the course value of the technology component**, we must address **why it's critical that the Connect component has meaningful value** in the overall course grade.

Why require Connect?

1) ***Motivation:***
Motivation is the *result of actively processing and interpreting information*. Accordingly, students are generally motivated to complete coursework that they perceive to have meaningful value in the form of course credit. In this case, the instructor serves as the source of information and must communicate the requirement in order to trigger the motivation. Only the highly self-motivated will complete "recommended" coursework, but our mission is to improve results for all students.



2) ***Integral component of contemporary course ecology:***
As a company committed to the science of learning, we know from the great thought leaders in instructional design and educational technology that a course in higher education is comprised of three core components—**content**, **technology**, and **pedagogy**—as illustrated in the TPACK (Technological Pedagogical Content Knowledge) model.



The core of this framework requires that all three components are integrated--thoughtfully and harmoniously--in order to achieve the greatest potential for teaching and learning success. Additionally, the TPACK framework suggests that more knowledge can be gained at each intersection than in isolating the primary forms.

If the Connect coursework does not impact the overall course grade, then the technology component within the framework is devalued and loses the ability to drive outcomes.

3) ***Alignment with your course goals:***
By selecting Connect course content based on your course goals, you are integrating purposeful technology—specifically designed to improve student outcomes.

By purposefully and strategically integrating Connect into your course, you have thoughtfully developed a course plan to enhance the student learning experience.

In order to ensure that all students are equipped with the adaptive support they deserve, requiring Connect coursework as percentage of the overall grade fosters an environment of personalized learning.

> Do you have technology, or do you have *purposeful* technology?
>
> Dr. Shawn Mahoney
> Chief Academic Officer
> McGraw-Hill Education
> School Group

A simple formula for determining the value of Connect in the overall course grade

At this point, you have analyzed your syllabus, identified your course goals, built a course, and selected content based on your course goals. As a simple best practice for determining Connect course value, let's return to your syllabus, which now includes Connect coursework.

*We'll use our syllabus example from **Module 1—Course Consultation** to illustrate.*

Example:

Participation	10%
Reports	25%
Weekly Quizzes	25%
Midterm	20%
Final	20%
Course Total	**100%**

After exploring course content, our instructor decided to use:

1) ***SmartBook** for the **participation** component*
2) ***Connect question bank**, selecting questions tied to her learning objectives, for **weekly quiz** component*

Participation ⇨ SmartBook	***10%***
Reports	25%
Weekly Quizzes ⇨ Connect question bank	***25%***
Midterm	20%
Final	20%
Course Total	**100%**

Connect coursework = 35% of total course grade

Add Connect course requirements to the syllabus

Research in instructional design suggests that communication is a key pedagogical component while using learning and course technologies. Empower your students with the best chance for course success by clearly communicating the Connect course requirements and integrating the Connect coursework into your course syllabus.

At a minimum, be sure to include the following essential information:

1) Product information—including titles, authors, and ISBNs for all course components
2) Requirement status of all course components
3) Courtesy access (14 days of complimentary access) and purchase information
4) Mobile app information

Tip: If you're unsure about any of your course details, contact your local Learning Technology Representative.

Example of syllabus language for essential details:

For this course you will be **required** to purchase **McGraw-Hill Education Connect®** access for (name of text) by (authors). Connect will provide full access to the eBook, so you are **not required** to have a print text. Please be aware if you purchase a used textbook, you must **still** purchase Connect access.

(Insert appropriate purchase information.) **Connect codes are available in the bookstore.** If you would like a print version of the text to accompany Connect, the bookstore is carrying a discounted bundle, which includes a print text and a Connect access code. A print-upgrade option is also available via Connect throughout the semester. This will be a full color binder-ready version of the text.

Information on REQUIRED course material:

Title	Edition	Author	Publisher	ISBN

Information on bookstore offering course material:

Title	Edition	Author	Publisher	ISBN

Mobile apps are now available for both Connect and for SmartBook. They can be downloaded from the Apple App Store and Google Play. The Connect app is available on tablet only, while the SmartBook app is available on both tablet and smartphone devices. See the below grid for supported devices for the Connect app. If you are using both Connect and SmartBook, you will need to download both apps.

{No SmartBook in your course? No problem! Access all your LearnSmart assignments on-the-go using the LearnSmart app, available for tablets and smartphones in the Apple App Store and Google Play.}

Operating System	Supported Devices
iOS Version 7.0 and up	iPad 2+ iPad Air+ iPad mini iPad mini 2+
Android Version 4.4 and up	Samsung Galaxy Tab Pro 10.1 Samsung Galaxy Tab 4 Google Nexus 10 Google Nexus 7

Add an assignment schedule:

For the most effective results in setting and managing student expectations, **create and add an assignment schedule**—integrated with Connect coursework— to your syllabus.

Example of an assignment schedule from a sample syllabus:

READING & ASSIGNMENT SCHEDULE

Week	Dates	Topic	Readings and Lecture Videos	Assignments Due
UNIT 1: Basics of Psychology and Mental Health				
1	1/19-1/20	Class introduction, guide to using your textbook & online resources	Syllabus, Introduction Video	Read syllabus, watch video, register for Connect, Facebook
2	1/23-1/27	History & Subfields of Psychology	Chapter 1	SmartBook (SB) & Quiz for Chapter 1
3	1/30-2/3	Biology of Behavior	Chapter 3	SB & Quiz for Ch. 3
4	2/6-2/10	Psychological Disorders & their Treatment	Chapters 15 & 16	SB & Quizzes for Ch. 15-16
	2/11-2/12	**EXAM # 1**	Literature Review Paper Tutorial Vid	Paper Topic, Interactivity 1

Remember… you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you ***to integrate Connect requirements into your syllabus and/or provide additional syllabus examples****. If you'd like to utilize this service, please [contact your local Learning Technology Representative](#) to connect with your Implementation team member.*

Module 4: Class Start Readiness

Learning Objectives:

1) If applicable, link course with LMS
2) Protocol for student support
3) Access First Day of Class presentation materials
4) Review course readiness checklist
5) Locate support resources
   a) Utilize Connect Success Academy
   b) Join the Community
   c) Contact Customer Experience

If applicable, link course with learning management system (LMS)

Q ***Are you currently using a learning management system (LMS)?***

If yes, view the short video tutorial to learn about single sign-on integration and grade sync between Connect and your LMS. (If no, click here to advance.)

WATCH:

Connect & Blackboard: https://youtu.be/DMQjHmpBOrA

Connect & D2L: https://youtu.be/4nXo7nkvDus

Connect & Canvas: https://youtu.be/Uh4Awq2md4w

Connect & Moodle: https://youtu.be/AgJsMirgmTg

IMPORTANT: If you have linked Connect with your LMS system, do not give students the section URL. Please direct students to register for Connect through the link in the LMS system.

Remember… you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you to ***help link your course to your LMS****. If you'd like to utilize this service, please contact your local Learning Technology Representative to connect with your Implementation team.*

Protocol for student support

Please review the protocol for student support. Feel free to print as a PDF from the Addendum this information onto your syllabus, into your LMS, or in any other form of communication.

***IMPORTANT:** When students contact McGraw-Hill's Customer Experience Group, a case number is issued and communicated. If your student asks for your help with resolution, please ask the student for the case number. You may then share that case number with your local LTR or Implementation team member, who can follow up—using this case number.*

STUDENT SUPPORT

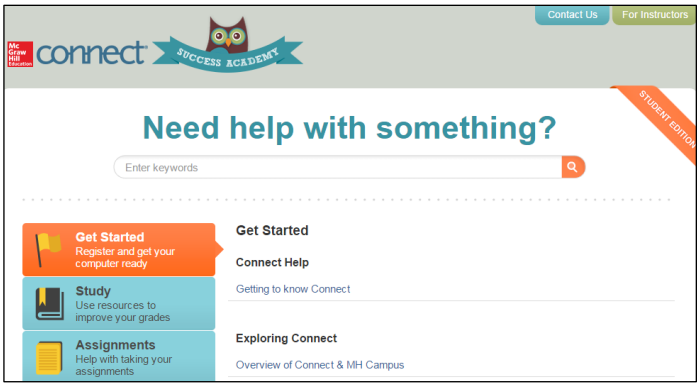
Getting Started with Connect:

For video tutorials and step-by-step instructions, bookmark the Connect Success Academy at www.connectstudentsuccess.com.

If you are having technical difficulties with your initial access to Connect, first try the steps below:

- *Use a different web browser*
- *Clear your browser cache*

If your issues are not resolved, please contact McGraw-Hill's Customer Experience Group.



Help within Connect:

If you need help while inside your Connect course, click on the word ***Help*** on the bar in the upper right corner of your Connect page.

Within ***Help***, you have two options. Select the action that best fits your needs:

1) Select ***Tutorials*** to learn how to use Connect.
2) Select ***Support*** to contact McGraw-Hill Customer Experience for technical assistance.

Contact the Customer Experience Group:

800-331-5094	
Sunday	12 pm—2 am EST
Monday-Thursday	8 am—4 am EST
Friday	8 am—9 pm EST
Saturday	10 am—8 pm EST

***IMPORTANT:** Please do not contact your instructor or your school help desk with technical issues. If you contact the Customer Experience Group, you will be issued a case number. You may share this case number with your instructor for explanation of your technical difficulty.*

Access First Day of Class presentation materials

One of the **most critical components** of a positive course experience is to set and manage student expectations. To provide your students with a successful start, take advantage of our **First Day of Class (FDOC)** resources. Your McGraw-Hill team will supply you with resources, such as PowerPoints and videos, designed to explain the basics of getting started with Connect—including registration, purchase options, and 14 day courtesy access.

The most important step in this process is to contact your local Learning Technology Representative.

Your local LTR will provide you with resources that support **your specific** course scenario. For example, are you using an LMS? Your LTR can provide FDOC resources that direct students to properly register via your LMS (NOT directly in Connect.)

Because there are so many varying course details, it is imperative that you connect with your LTR.

Examples *of FDOC materials:*

WATCH: Connect, LearnSmart, SmartBook (2016) https://youtu.be/fNGP-wmyhzg

WATCH: Connect, LearnSmart, SmartBook & Registration (2016) https://youtu.be/JgcI4Rg5Uq8

Review course readiness checklist

Congratulations! At this point, you should be ready for the first day of the semester!

To ensure course readiness for both you and your students, we have created the following checklist. This is an important tool that will help identify any gaps or challenges prior to the start of class.

Remember… you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you ***to review your course prior to the start of class****. If you'd like to utilize this service, please contact your local Learning Technology Representative to connect with your Implementation team.*

Get started with Connect

Below are action items that need to be done as well as items to consider before completing your section build:

- ☐ Do you have a Connect account?
- ☐ Do you know how to log into your account?
- ☐ Do you have a course in your account yet? If so, did you create the course, or was this a course that was copied in for you?
- ☐ Do you need to make any modifications to course or section titles, section URLs or time zone settings?

Build and manage your course

- ☐ Have you determined what percentage of your course grade will be delivered in Connect? If so, what is the breakdown by assignment and/or types of assignments (i.e. LearnSmart, Homework, Exams)
- ☐ Have you determined what point value each assignment will have?
- ☐ Have you determined start dates and due dates for assignments? Also, do you want to hide any assignments?
- ☐ Have you determined your desired policy settings?
- ☐ If your course has been copied to you, have you determined if you wish to make changes to any of the assignment policies or settings, and/or add or delete any assignments?
- ☐ Will you be teaching multiple sections of the same course? If so, will the curriculum be the same for all sections? Do you need to make any date or policy changes to individual sections?

As you begin to create and/or edit your course, please keep the following in mind:

- ☐ Add or edit assignments. Keep in mind dates, policy settings and point values.

> ***Tip:** If you want the same policy setting for all assignments within the section you can use the "set default" feature during course creation. You will need to set defaults separately for each assignment category type.*

- ☐ Think about how you want to structure the course. Determine how assignments will be displayed on the section home page. Do you want to add groups (folders)? Do you want to group by chapters or due dates? Do you want all assignment types together (for instance, all LearnSmart assignments, all quizzes, etc.)?
- ☐ Explore other features within Connect such as Tegrity (recorded lectures), file attachment assignments, and/or links to web addresses. If you are adding any of these, please check links to make sure they are working properly.
- ☐ Once you have built your course, click on the info icon next to each assignment and review content and policies.
- ☐ After reviewing your course, determine if you need to duplicate any sections and/or copy sections to a colleague.

Below are things to consider when assigning LearnSmart:

- ☐ Which topics do you want to include (indicated by a checkmark)?
- ☐ How much breadth and depth of coverage do you want? Position the slider bar accordingly.
- ☐ When do you want to set the due date?
- ☐ If this is a large chapter, do you want to break it into multiple assignments?

> ***Tip:** You have the ability to break a chapter into more than one assignment. You can include only particular topics in each assignment. During the assignment creation process you can rename a LS assignment on the last screen before you click on the assign button.*

Link with your learning management system (LMS)

Connect can either be used as a standalone product or linked with your LMS system. *If you are unsure of how this works or whether you want to use this feature, please contact your McGraw-Hill Learning Technology Representative (LTR) for further information.*

- ☐ If you have decided to link, test to make sure that all links are set up properly before students begin registration.

> ***IMPORTANT:** If you have linked Connect with your LMS system, do not give students the section URL. Please direct students to register for Connect through the link in the LMS system. If you need help with syllabus language, please contact your local Learning Technology Specialist or Implementation team member.*

Syllabus language and student registration information

- ☐ Make sure you have included language in your syllabus to explain what Connect is, how Connect will be used in your course, and how students will register.

***IMPORTANT:** If you have linked Connect with your LMS system, do not give students the section URL. Please direct students to register for Connect through the link in the LMS system. If you need help with syllabus language, please contact your local Learning Technology Specialist or Implementation team member.*

Student orientation and First Day of Class (FDOC)

- ☐ Verify whether you have made arrangements with your McGraw-Hill LTR to provide student orientation information.

  Please Note: These are referred to as First Day of Class (FDOC) materials. Your local sales team may be able to come on campus to meet with your students. They can also provide PowerPoint presentations and links to helpful sites. Please coordinate FDOC activities with your local LTR.

- ☐ Make sure students are familiar with their purchase options and know how to register for Connect.
- ☐ Check your section roster to ensure that students have successfully registered. If using an LMS, check that their accounts are synced.

Things To Do In the First Few Weeks After Classes Have Started:

- ☐ Check your roster periodically to assure that students are registering and/or run the At-Risk Report.
- ☐ The roster will show which students are using the Courtesy Access. Remind students who are using Courtesy Access to enter or purchase a code.
- ☐ Once you have some course data, attend additional training sessions or work with your Implementation Consultant to learn more Connect reporting and the Insight reporting tool.
- ☐ Once an assignment due date has passed, run reports to make sure students are submitting assignments.

What if I have questions?

McGraw-Hill is committed to your personalized teaching and learning experience. We are here to help with all of the following resources:

Resource:	Comprehensive Training Program	Learning Technology Representative	Connect Success Academy	Implementation Team	Customer Experience
What:	Website that provides a personalized path for comprehensive and ongoing training	Local representative	Website for on-demand reference and functionality support	Dedicated team member to support your implementation	Technical support
Issues:	**Comprehensive training services:** Getting started with Connect Best practices for implementation Mapping course goals to course content Using course data and reporting And more…	**Product and purchasing questions:** Class test request Purchasing issue Product questions Product demo	**Just-in-time functionality reference:** Functionality walkthroughs Videos Best practices Frequently asked questions	**Course consultations and personalized training services:** One-on-one training via WebEx Product walkthrough "How do I" questions	**Support for technical issues:** Student support (access codes and registration questions) Password resetting Learning Management System (LMS) support Blackboard pairing issues
How to access:	**Go to:** http://createwp.customer.mheducation.com/wordpress-mu/success-academy/back-to-school-connect-training/	**Locate your LTR here:** Rep Locator Site	**Go to:** www.connectsuccessacademy.com	**Request contact information from your** local rep	**Phone Support:** **800-331-5094** Monday – Thurs 8 am – 11 pm CST Friday 8 am – 6 pm CST Saturday 10 am – 4 pm CST Sunday 12 pm – 6 pm CST Chat Support: http://mpss.mhhe.com/ Email Support: http://mpss.mhhe.com/contact.php

Want to communicate with other Connect users?

Head over to The Connect Community and join a large group of instructors like you who use Connect in their classroom.

Module 5: Reports

Learning Objectives:

1) Understand the different types of Connect reports
   a) View section data
   b) View assignment data
   c) View student data
   d) Examine item analysis data
   e) Identify course trends
   f) Use various report combinations based on objective
2) Utilize LearnSmart/SmartBook reports
   a) Use various report combinations based on objective
   b) Identify course trends
3) Utilize Insight reporting tool

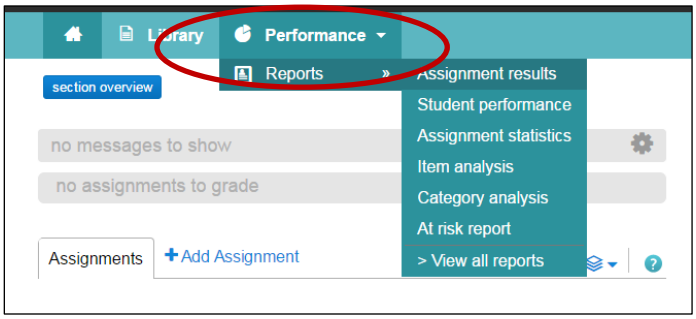
IMPORTANT: ***This module provides comprehensive training regarding reporting and course data. We recommend waiting until you have course data—typically a couple of weeks into the semester-- to engage in this training. Your course data will provide helpful context.***

Understand the different types of Connect reports

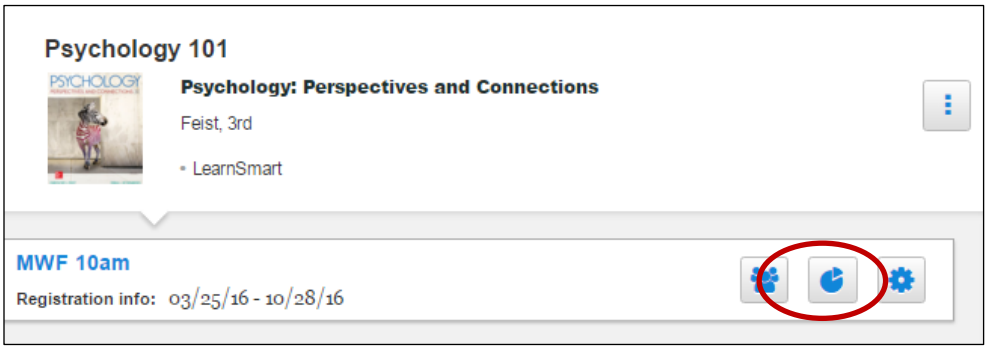
Locate reports

The variety of reports, described below, will help you to assess student performance in your class.

From the section home page, click on the **Performance** tab and hover over **Reports**. Click on the report you wish to view, or click on **View all reports** to go to the reports home page.



You can also access **Reports** on the **My Course** page.

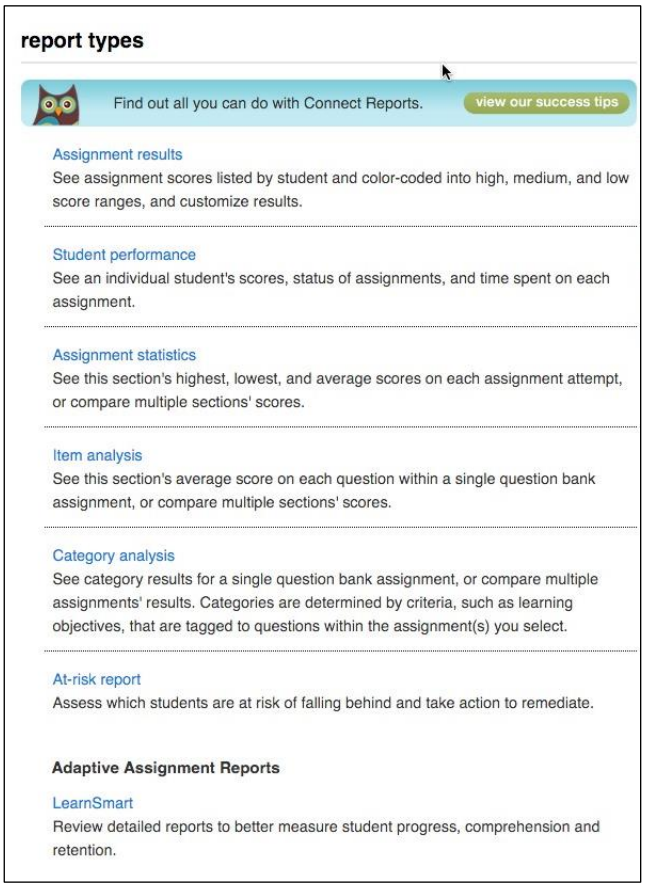


You have **three options** for creating reports and analyzing course and student data:

1) **Connect** reports
2) **LearnSmart (SmartBook)** reports
3) **Connect Insight** reporting tool

Connect reports

LearnSmart reports



Connect report types

Assignment Results	The Assignment Results report shows your entire class's performance across all of your assignments. Each student attempt is listed along with the score, organized by columns, for each assignment. You can look more closely at a particular student's work by selecting the student's name and choosing an individual assignment attempt. Key features: color-coded; filter by assignment type
Student Performance	The Student Performance report helps you search for a specific student in your class and focus on that student's progress across your assignments. You can view assignments that have been submitted and any assignments the student currently has in progress, so you are able to provide guidance or feedback during or after an assignment. Key feature: all assignments on a single screen with start and submit time stamps
Assignment Statistics	Assignment Statistics reports will give you quick data on each assignment including the mean score, high score, and low score, as well as the number of times it was submitted.
Item Analysis	The Item Analysis report is the best way to get a bird's-eye view of a single assignment. You will be able to tell if students are improving or if the concepts are something you want to spend additional time on in class. When you want to see what your class is struggling with on a particular assignment or quiz, this report will help by providing you with the average score for each individual question across all students' attempts, the average of best scores, and the average of the most recent attempts on the question.
Category Analysis	The Category Analysis report is the place to go to find out how your students are performing relative to specific learning objectives and goals. Run customized reports on the content in your assignments to determine performance across aspects like APA learning objectives, difficulty level, Bloom's taxonomy categories, and even your own criteria if you have taken the time to edit questions in your assignments with individual learning objectives for your course.
At Risk	The At Risk report provides instructors with one-click access to a dashboard that identifies student engagement—specifically, students who are at risk of dropping out of a course due to low engagement levels. Connect looks for patterns of online student activity to determine the engagement level of the student, including such events as the frequency of logins and assignment submission. Other factors that may affect prediction include special events or manual grading.

Connect report types, continued

Connect report assessment chart:

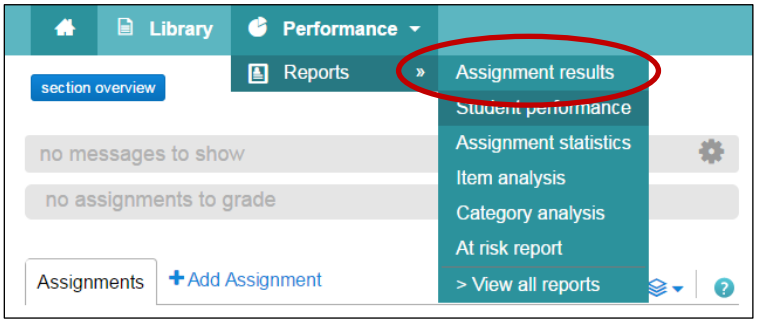
Objective:	Assess Learning Objectives	Assess Specific Topics	Identify Struggling Students	Assess Instruction Efficacy	Assess Students' Performance	Assess Students' Engagement
Assignment Results		✓	✓	✓	✓	
Assignment Statistics		✓		✓	✓	
Student Performance			✓		✓	✓
Item Analysis		✓		✓	✓	
Category Analysis	✓	✓		✓	✓	
At Risk			✓		✓	✓

Use the columns of this chart to determine the combination of reports to view for a thorough analysis of course data for that objective. For example, to identify struggling students, view Assignment Results and At Risk reports—then take a closer look at identified at-risk students through a Student Performance report.

Objective:	Identify Struggling Students
Assignment Results	✓
Assignment Statistics	
Student Performance	✓
Item Analysis	
Category Analysis	
At Risk	✓

Create an Assignment Results report

The **Assignment Results** data is most similar to a traditional gradebook. For export instructions, click here.



1) Select the ***Performance*** tab.
2) Hover over ***Reports***.
3) Click ***Assignment results***.

4) ***Select section(s)*** of your courses to be on the report. Choose from the current section, sections within the same course, and secondary instructors' shared sections (if applicable).

Are you a Course Coordinator who shared your section, and do you need to view the data for the recipients' shared sections? Shared sections will be available under ***All sections shared with colleagues****.*

5) ***Select assignment(s)*** to be on the report. You can filter the assignments by clicking ***Filter by*** and then using the checkboxes next to each type of assignment you want to appear in the ***select assignment(s)*** list box.

Create an Assignment Results report, continued

6) ***Select and deselect assignments*** by using the Ctrl key while clicking assignment names in the list box. Use the ***select all*** and ***clear all*** buttons available at the bottom of the list box.

7) ***Select attempt*** to specify how the student assignment score is calculated and displayed when your students are allowed multiple attempts for an assignment.

   a) ***Best*** displays the best score of all submitted attempts.
   b) ***Last*** displays the score of the most recently submitted attempt.
   c) ***All*** displays scores from all submitted assignment attempts.
   d) ***Average*** displays the average score of all submitted assignment attempts.

   Exclude attempts submitted after the due date: Checking this option removes any scores from assignments that were submitted after the due date.

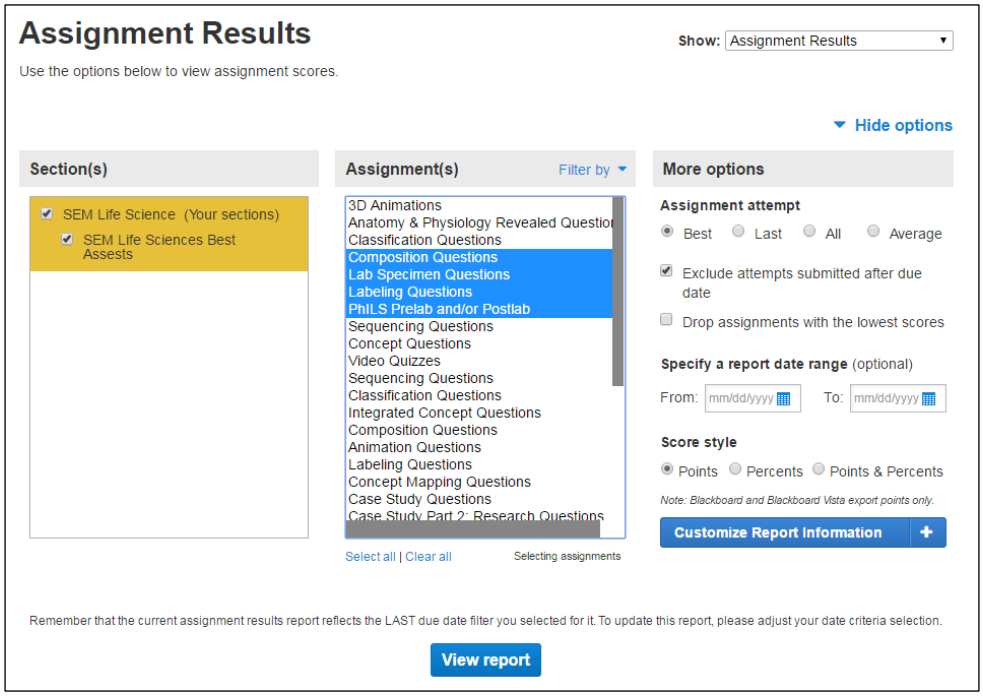
   Drop assignments with the lowest scores: Checking this option allows you to remove assignments with the lowest scores from the report. This option is not available if you selected ***Best*** attempt.

8) Specify report date range for the report. Select a ***From*** and ***To*** date using the calendar icon.

9) ***Select your score style*** allows you to choose how your scores will be displayed: either points, percentages, or both.

10) Click ***Customize Report Information*** to further customize the report.

11) Click ***View report*** to generate the report.



Additional detail can be found by clicking the help link at the top of the screen.

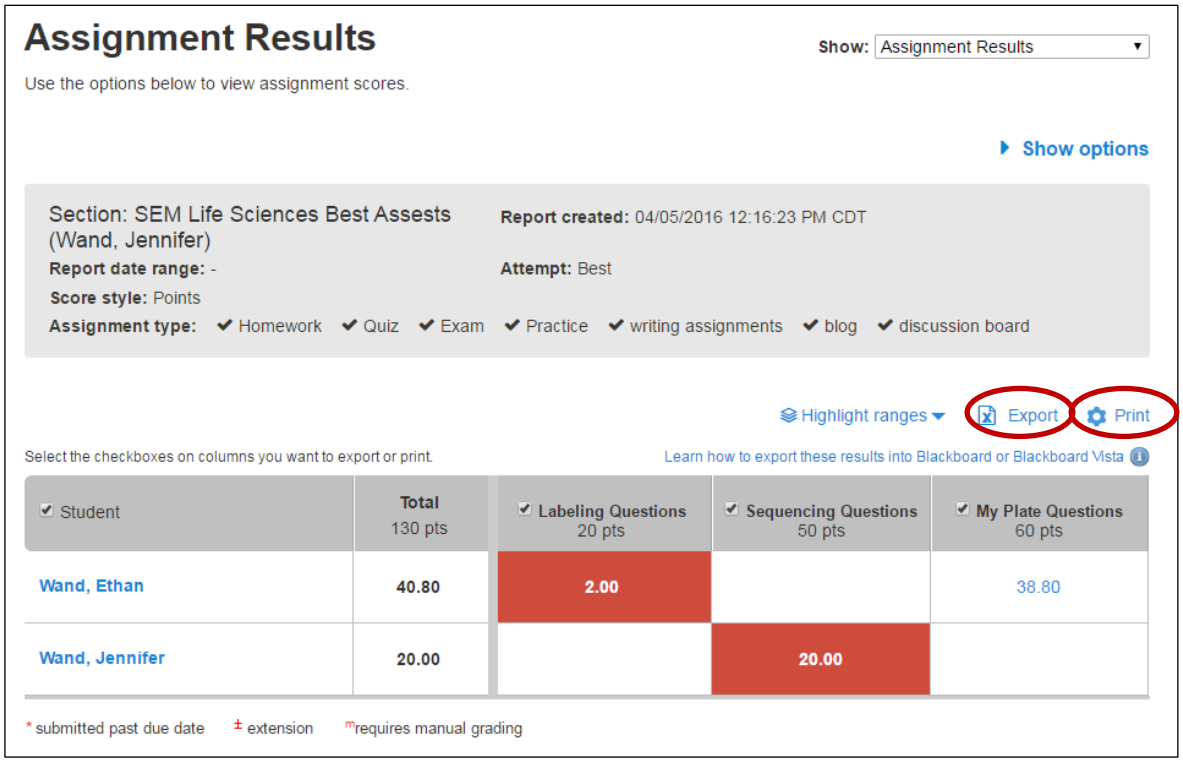
Create an Assignment Results report, continued

The **Assignment Results** report will display with a list of your students in the first column and a subsequent column for each assignment with corresponding student scores.

1) Customize or turn off optional grade range ***highlights*** in the highlight ranges menu.

2) To export the report, click ***Export***, select the format, and then click Export again to download.

3) You can also ***Print*** the report.



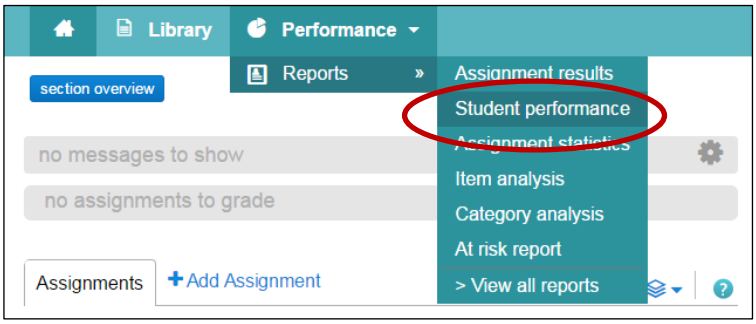
Create a Student Performance report

The **Student Performance** report displays individual student performance across all assignments. To view a report for a specific student, type the student's name in the search text box on the page. You will see the matching student names in the current section by default.

1) Select the ***Performance*** tab.

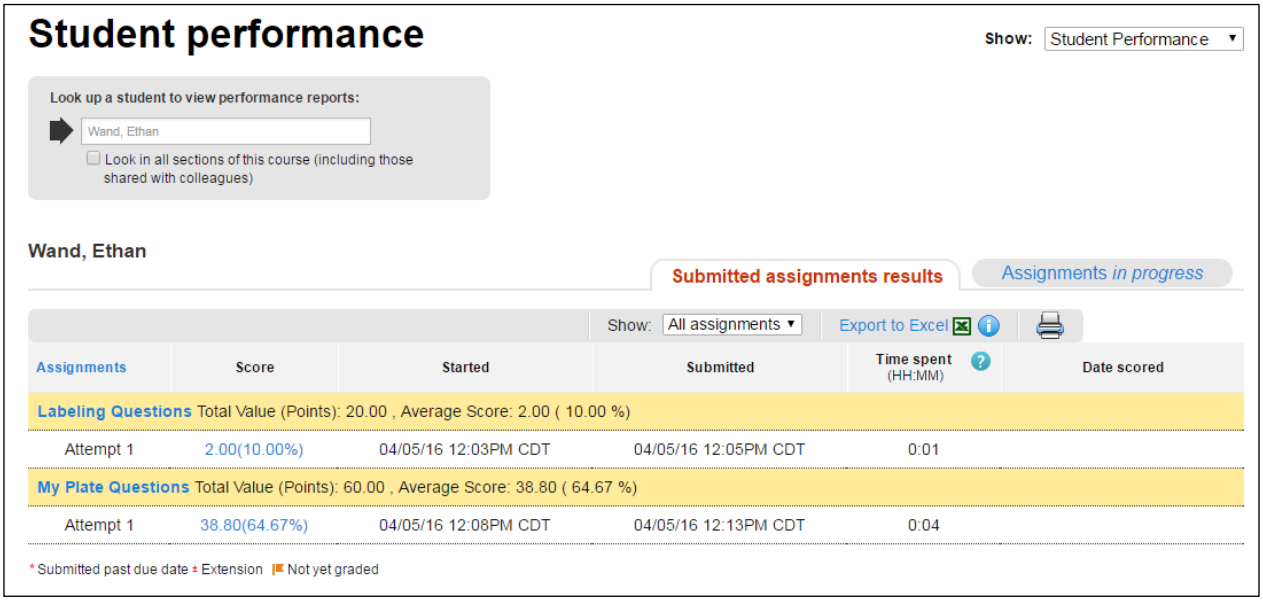
2) Hover over ***Reports***.

3) Click ***Student performance***.



4) To view a report for a specific student, type the student's name in the ***search text box*** in the page.

5) Customize the list of assignments by choosing the ***assignment category*** you want to view.

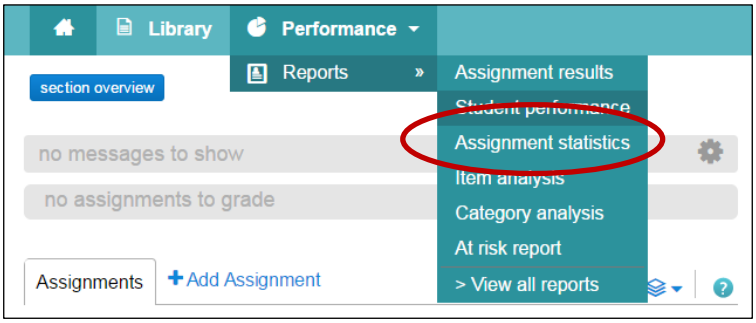


Create an Assignment Statistics report

1) Select the ***Performance*** tab.

2) Hover over ***Reports***.

3) Click ***Assignment statistics***.



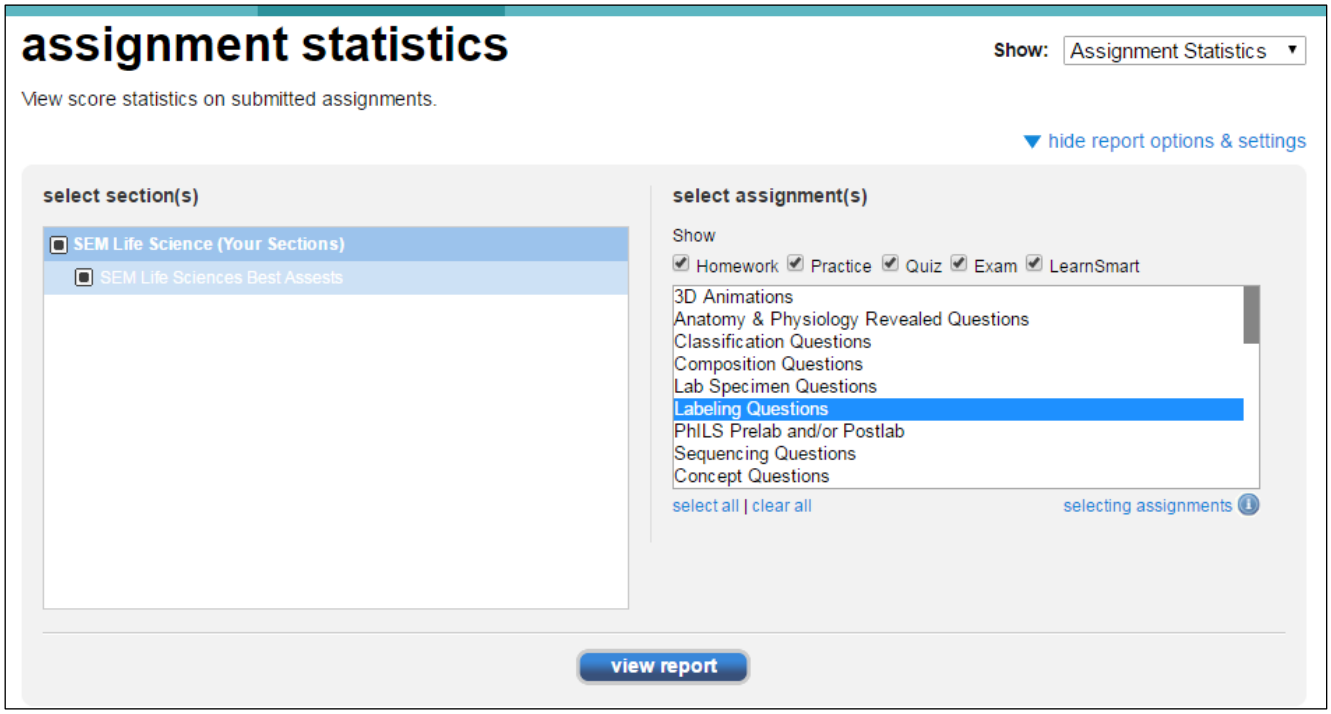
4) Select which ***sections*** will be on the report.

5) Select which ***assignments*** will be on the report.

6) You can filter assignments by type using the checkboxes next to each type of assignment you want to appear in the ***select assignment(s)*** list box.

   Select and deselect assignments by using the Ctrl key while clicking assignment names in the list box. Use the ***select all*** and ***clear all*** buttons available at the bottom of the list box.

7) Click ***view report*** to generate the report.



Create an Item Analysis report

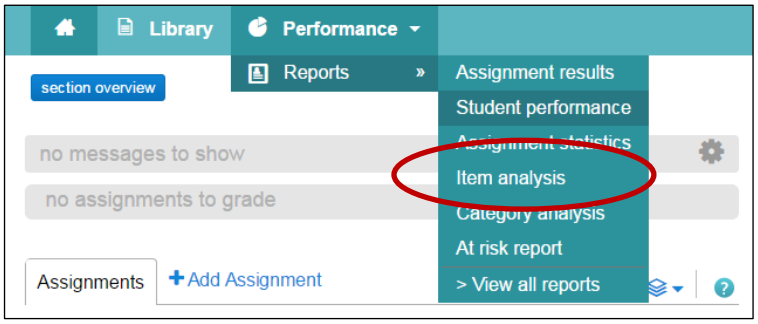
The **Item Analysis** report provides statistics on each question within a single assignment.

IMPORTANT: Only questions from the question bank can be used for the Item Analysis report.

1) Select the ***Performance*** tab.

2) Hover over ***Reports***.

3) Click ***Item analysis***.



Available report options:

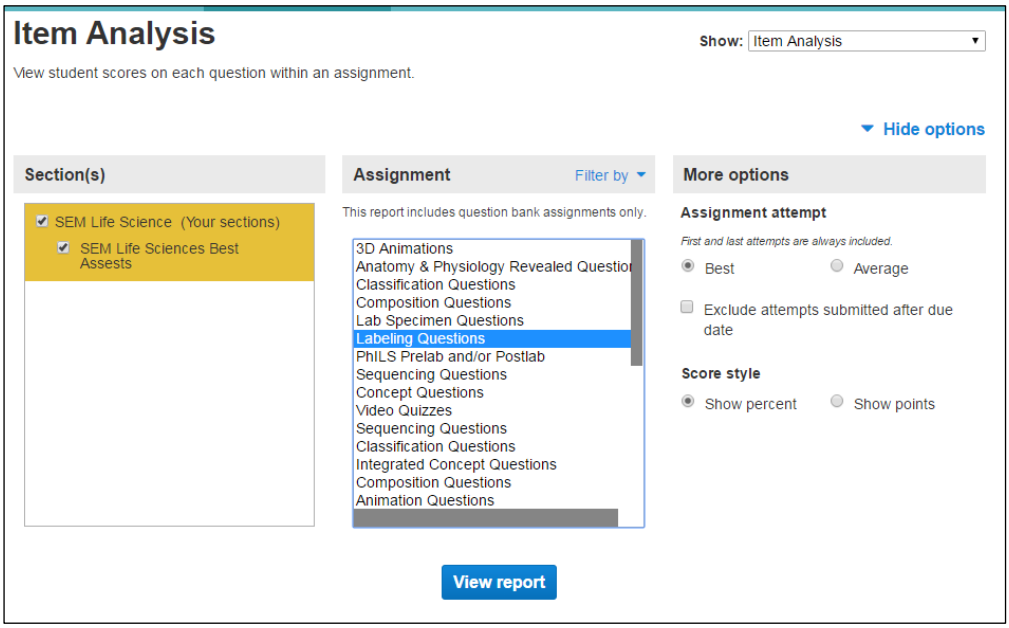
4) Select which ***section(s)*** will be on the report. Choose from the current section, linked sections within the same course, and secondary instructors' linked sections.

5) Select ***one assignment*** to be displayed in the report. Your choice of sections determines the assignments listed here. Note that only question bank assignments can be used for this report.

6) Click ***Filter by*** to filter specific assignment types (homework, quiz, etc.).

7) ***Select an assignment attempt***—First and last assignment attempt scores are always included, but you can select whether you also want to see the best or average assignment attempt score.

8) You can also check the box to exclude attempts submitted after the due date.



9) Last, select if you want to show scores in ***percentages*** or ***points***.

10) Click ***View report***.

Create an Item Analysis report, continued

1) Here you will see your selections from the previous screen and the report below.

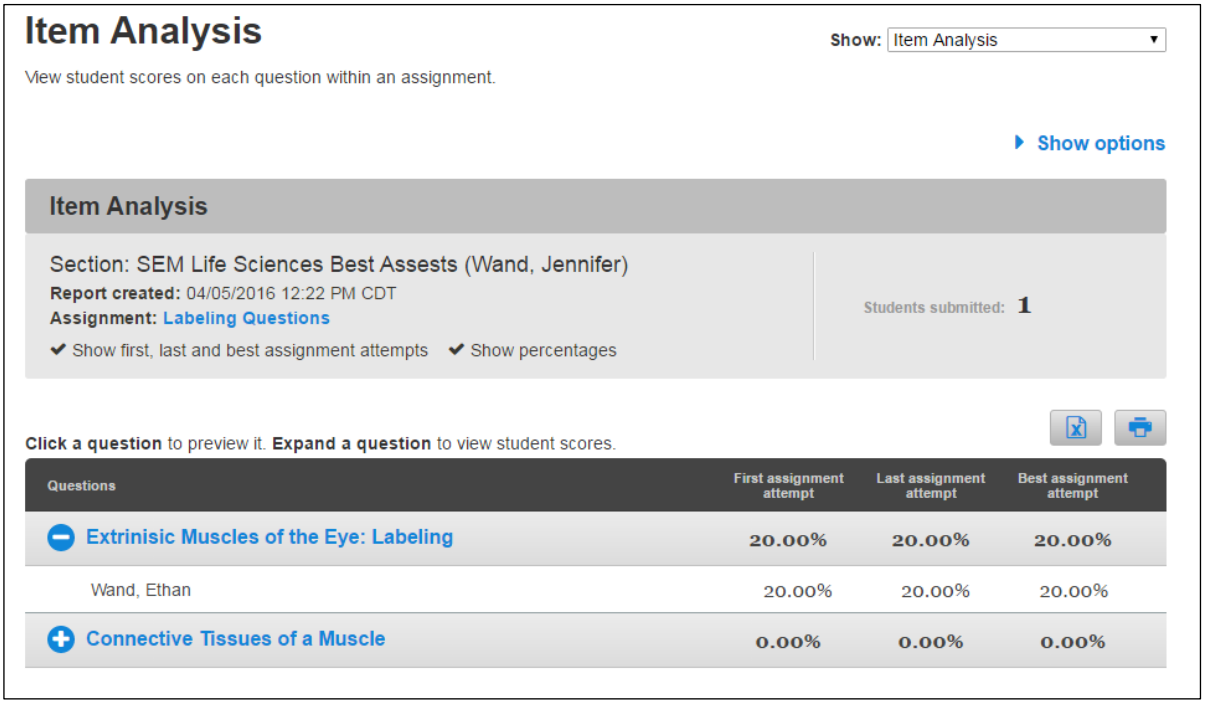
2) Click a ***question*** to preview it.

3) Click the ***plus sign*** to view individual student scores.

4) Next to each question/student name, you will see the ***first***, ***last***, and ***best***, or ***average*** assignment attempt score.

5) You can ***export*** or ***print*** the report.

6) Edit your report options at any time by clicking ***Show options***.

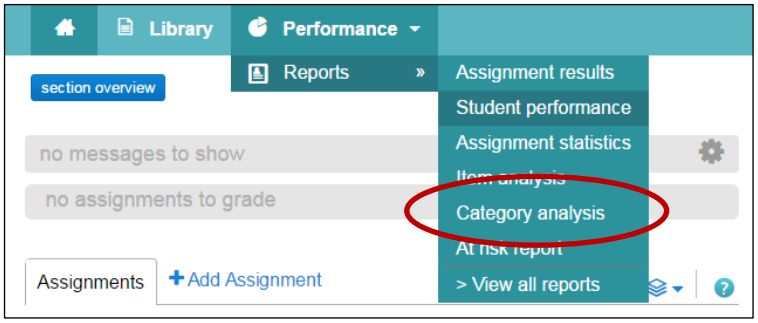


Create a Category Analysis report

1) Select the ***Performance*** tab.

2) Hover over ***Reports***.

3) Click ***Category analysis***.



4) Select the ***section(s)*** to include.

5) Select the ***assignments*** to be analyzed. Select more than one assignment by using the Ctrl key while clicking assignment names.

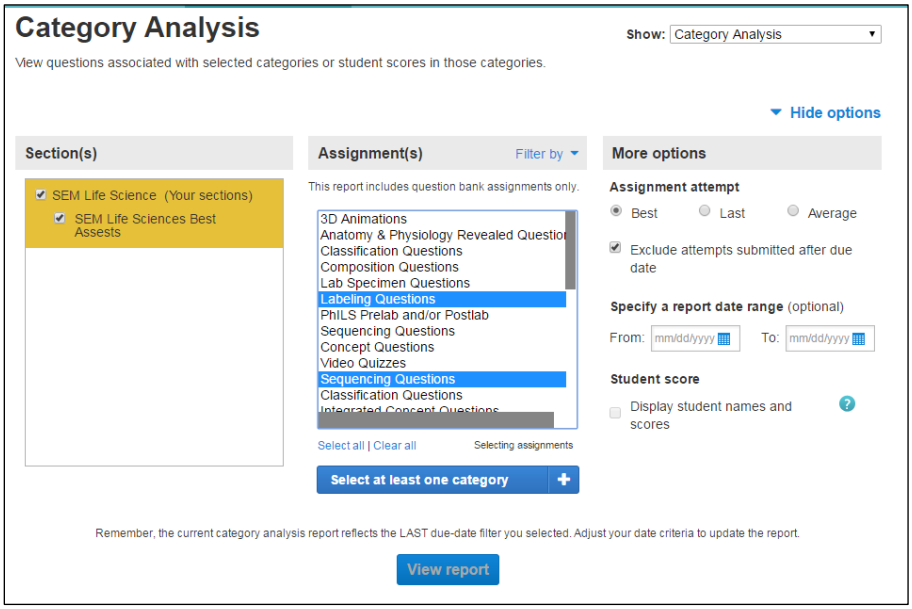
6) Click ***Filter by*** to filter specific assignment types (homework, quiz, etc.).

7) You have to select at least one category to use to evaluate students' performance.

You can also further customize the report by selecting:

- Which assignment attempt you want to show
- Whether or not you want attempts submitted after the due date excluded. A report date range
- Whether or not you want to see individual student names and scores

8) Click ***View report***.



***Tip:** These categories vary based on what section and assignments you choose. A category or category group is only available when a selected assignment contains a question with content related to this category or group.*

Create a Category Analysis report, continued

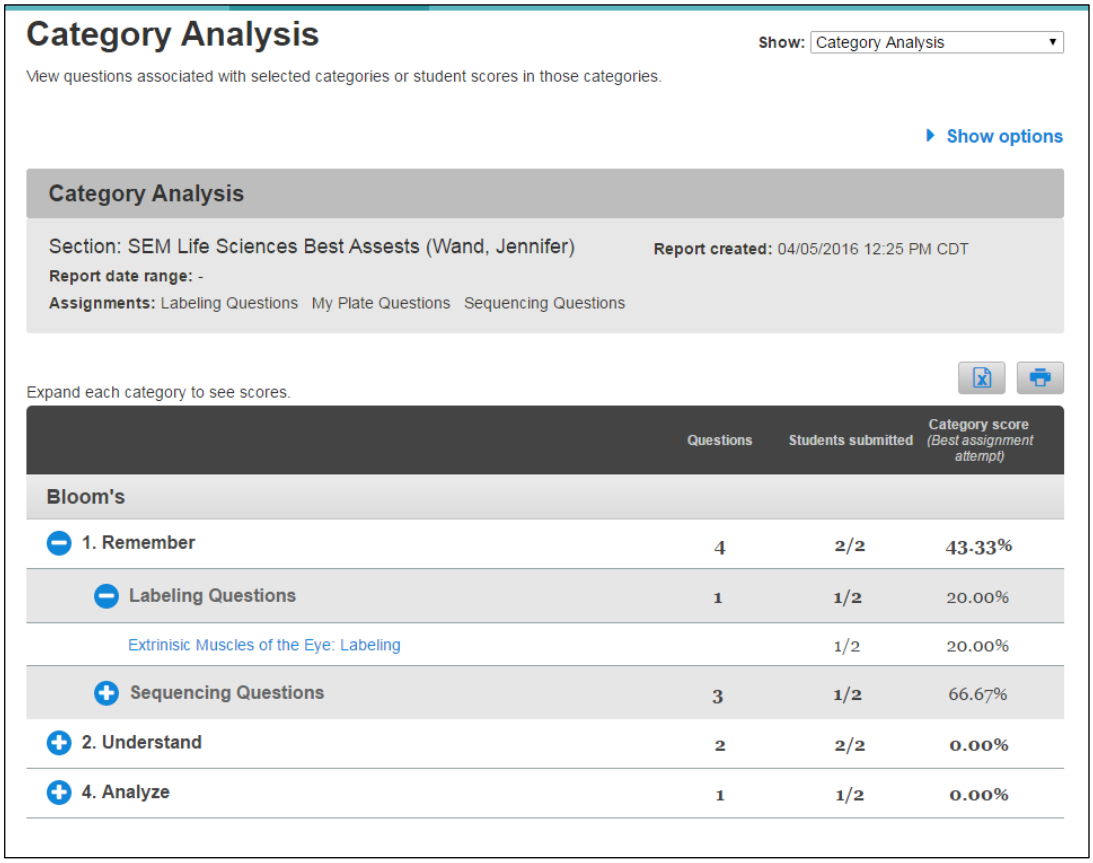
9) At the top you will see a ***summary of the settings*** you selected in the last screen.

10) Click the ***blue arrow*** next to the title to see the assignment details. Listed next to each category you can find the following:

    a) **Number of questions** assigned that **relate to the topic**
    b) **Number of students who have submitted answers** out of the total number of students
    c) **Average percent** of how **students** are doing in that category

11) You can also ***export*** or ***print*** the report.

12) Edit report options at any time by clicking ***Show options***.

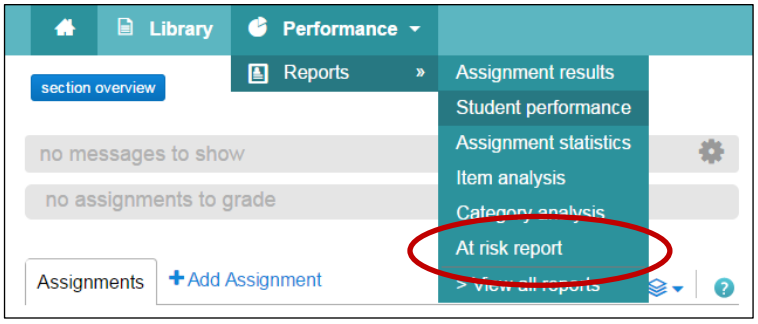


Create an At Risk report

1) Select the ***Performance*** tab.

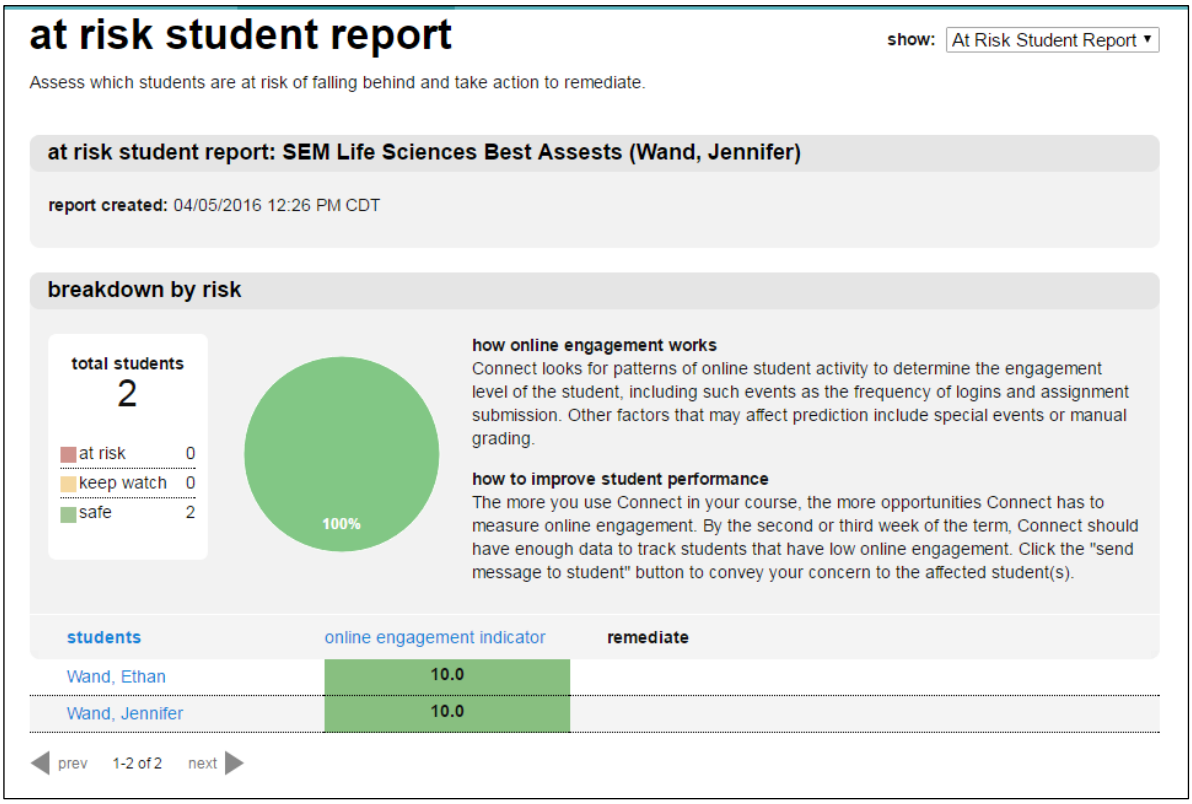
2) Hover over ***Reports***.

3) Click ***At risk report***.



4) You will be able to see the **online engagement indicator score** that shows which **students are at risk** and allows you to e-mail those students directly.

5) You can see your **entire class** and how many students fall into **each category**.



Tips for Using Connect Reports

Igor Dolgov, Ph.D.
Associate Professor, Department of Psychology
New Mexico State University
McGraw-Hill Education Digital Faculty Consultant

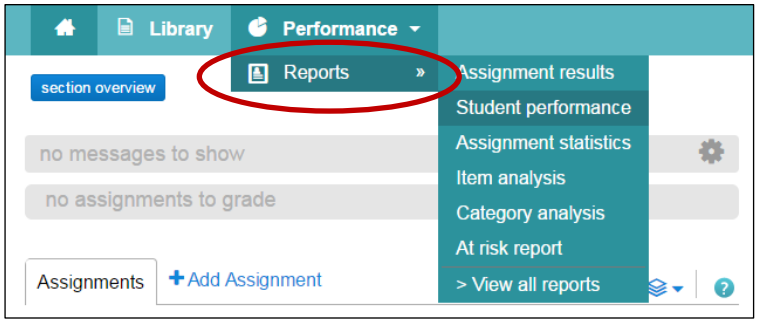
Scenario	Reports	Notes from Dr. Dolgov
Identifying struggling or unengaged students--during initial weeks of semester	**At Risk**	*"The At Risk report helps identify student engagement, even without any assignment having been turned in. It allows for early intervention by contacting (groups of) students inside Connect. I use it frequently at the beginning and less often as the semester wears on."*
Communicating with students who seek feedback about their progress--throughout the semester	**Student Performance**	*"The Student Performance report puts valuable info about all of a student's assignments on a single screen and allows to easily identify trends, like lateness. It also enables instructors to view a student's answers in specific assignments. I use this report throughout the semester when a student contacts me to discuss their progress or is concerned about their performance. It lets me cut to the chase and have a more informed conversation with them about why they are struggling and what can be done to remediate their course standing."*
Computing grades—throughout the semester	**Assignment Results**	*"The Assignment Results report functions like an enhanced gradebook. It's customizable to limit number of assignments on the screen. It also uses color to help instructors better identify performance trends. I use this report throughout the semester to spot trends, as well as to compute midterm and final grades."*
Identifying content and assignments with which students are struggling—throughout the semester	**Section Performance** **Assignment Statistics**	*"These reports allow instructors to identify assignments with which students are struggling. Both reports present the same data—one is interactive, whereas the other is a data table. I use these after assignments are due in conjunction with the Item Analysis report."*
Identifying challenges at the questions level—throughout and between semesters	**Item Analysis**	*"During the semester, this report allows instructors to spot specific questions that are challenging for the class and address those topics at a later time. Between semesters, this report allows the instructor to weed out poor questions. I use this report in conjunction with the Assignment Statistics and Section Overview reports and between semesters.*
Aligning with desired course outcomes—between semesters	**Category Analysis**	*"This report allows instructors to see how their students are performing along specific metrics, like level of Blooms or discipline-specific national standards. I use this report between semesters to ensure all of my assessments are fulfilling a measurable outcome. I also use Category Analysis reports (discipline-specific and Bloom's Taxonomy) as evidence of my teaching efficacy for my annual performance review."*

Create LearnSmart/SmartBook reports

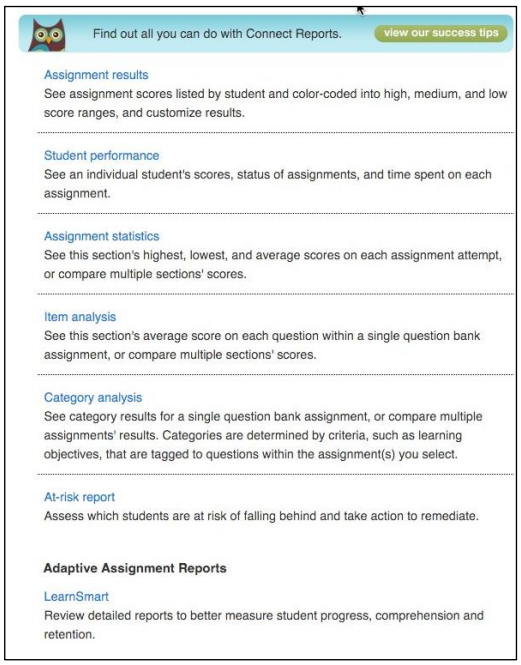
1) Select the ***Performance*** tab.

2) Hover over ***Reports***.

3) Click ***View all reports***.

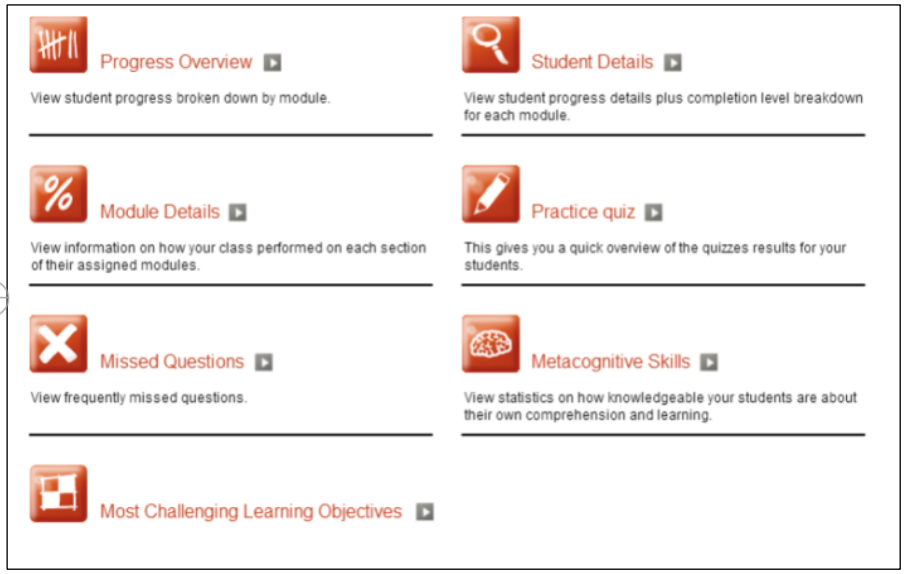


4) Select ***LearnSmart*** under **Adaptive Assignment Reports**.



Connect Reports

LearnSmart Reports



LearnSmart/SmartBook reports

Each distinct **LearnSmart/SmartBook** report provides real-time data so that instructors can focus on the units or topics for which students need the most help.

The data used within these reports are typically used as formative assessment by instructors. Formative, low-stakes assessments are designed to help students learn with little impact on overall course grade—these assessment types not only provide feedback to the student, but they also help inform instructor's course plans. With LearnSmart/SmartBook, students can earn credit for learning—but they're not penalized during the process of learning.

***Tip:* Six of seven LearnSmart/SmartBook reports are available in the student view.**

Progress Overview	**Progress Overview** shows how much the students studied in each chapter.
Student Details	**Student Details** provides data specific to individual students organized by chapter and includes assignment level versus self-study.
Module Details	Look at the **Module Details** report to find out how your class is performing as a whole on assigned modules.
Most Challenging Learning Objectives	The **Most Challenging Learning Objectives** offers the top five most challenging objectives for each module for your class.
Missed Questions	View the **Missed Questions** report to view the most frequently missed questions for each module.
Metacognitive Skills	The **Metacognitive Skills** reports compile data based on your student's awareness of their own knowledge base.
Practice Quiz	The Practice Quiz report will show you practice quiz results for your students.

LearnSmart/SmartBook reports, continued

LearnSmart/SmartBook report assessment chart:

Objective:	Assess Learning Objectives	Assess Specific Topics	Identify Struggling Students	Assess Students' Performance	Assess Students' Engagement
Progress Overview			✓	✓	✓
Student Details			✓	✓	✓
Module Details	✓	✓		✓	
Practice Quiz			✓		✓
Missed Questions		✓			
Metacognitive Skills			✓	✓	✓
Most Challenging Learning Objectives	✓	✓		✓	

Use the columns of this chart to determine the combination of reports to view for a thorough analysis of course data for that objective. For example, to assess specific topics, view Module Details, Missed Questions, and Most Challenging Learning Objectives reports.

Objective:	Assess Specific Topics
Progress Overview	
Student Details	
Module Details	✓
Practice Quiz	
Missed Questions	✓
Metacognitive Skills	
Most Challenging Learning Objectives	✓

Progress Overview report

The **Progress Overview** summarizes the results of all assigned **SmartBook** modules for all students in a course. On the left, the cumulative time spent on all modules is shown. The percent score under each module indicates the progress of each student on the **SmartBook** module.

Student	Time spent (hh:mm)	Chapter 1. Biology: The Scienc...	Chapter 3. The Organic Molecul...	Chapter 7. Energy for Cells	Chapter 8. Cellular Reproducti...			Chapter 10. Patterns of Inheri...
Assignments		2014-08-19 to 2014-12-06	2014-09-18 to 2014-09-23	2014-10-04 to 2014-10-09	Self-study	2014-08-23 to 2014-08-28	2014-09-02 to 2014-09-09	2014-10-27 to 2014-10-29
Average progress	6:40	61%	92%	94%	0%	93%	97%	94%
[redacted]	5:28	100%	100%	100%	0	100%	100%	100%
[redacted]	3:57	100%	100%	100%	0	100%	100%	100%
[redacted]	1:52	100%	0%	0%	0	100%	100%	0
[redacted]	4:53	0%	100%	100%	0	93%	100%	100%
[redacted]	4:26	100%	100%	0%	0	0	100%	100%
[redacted]	10:08	0	100%	100%	0	100%	100%	100%
[redacted]	3:19	100%	100%	100%	0	100%	100%	0
[redacted]	6:11	28%	100%	100%	0	100%	100%	100%
[redacted]	6:05	0	100%	100%	0	93%	100%	100%

***Tip:** Progress overview completion can be larger than what is seen in a student's assignment completion if the student studied after an assignment's due date or forgot to update results by opening the assignment. It can also, in rare cases, be larger if the student studied this material in a previous course.*

Student Details report

The **Student Details** report can be viewed for each individual **SmartBook** assignment. Time spent on due date indicates how long the student worked on the module prior to the due date. The total time includes any additional study time the student spent in the module after the due date.

Student	Time spent (h:mm)		% complete		Updated	Email
	on due date	total	on due date	total		
[redacted]	0:09	0:23	100%	100%	10/12/15 15:43	[redacted]
[redacted]	0:22	0:36	100%	100%	10/04/15 15:42	[redacted]
[redacted]	0:15	0:15	100%	100%	09/29/15 15:02	[redacted]
[redacted]	0:00	0:00	0%	0%	10/03/15 12:58	[redacted]
[redacted]	0:13	0:13	100%	100%	09/29/15 11:23	[redacted]
[redacted]	0:00	0:00	0%	0%	10/08/15 22:01	[redacted]
[redacted]	0:10	0:10	100%	100%	09/29/15 15:10	[redacted]
[redacted]	0:20	0:23	100%	100%	10/07/15 21:13	[redacted]
[redacted]	0:16	0:16	100%	100%	09/27/15 16:42	[redacted]
[redacted]	0:41	0:41	100%	100%	10/02/15 18:50	[redacted]

Module Details report

The **Module Details** report is available for each individual **SmartBook** assignment and shows averages for the entire class, rather than individual students. For each assigned section of the chapter, the average time spent answering the questions and the average percent correct are displayed.

Chapter section	Average time spent (hh:mm:ss)	Average questions per student correct / total	Correctness 0% 100%
Membrane Structure and Function	0:15:12	38 / 59	64%
Intro: Red Hot Chili Peppers	0:00:30	1 / 1	86%
4.1 Plasma Membrane Structure and Function	0:03:08	8 / 10	81%
4.2 The Permeability of the Plasma Membrane	0:10:39	28 / 43	64%
4.3 Modifications of Cell Surfaces	0:00:54	1 / 5	30%

***Tip:** Overall correctness is not as important as analyzing the outlier categories.*

Missed Questions report

The **Missed Questions** report is a combined report for all students in a course and is shown for each individual **SmartBook** assignment. Of all the questions asked in the assignment, the ten questions most frequently answered incorrectly are listed. Clicking on ***Try in LS*** link will show the exact question and all choices provided to the students.

- module: Chapter 4. Membrane Structure and Function

Frequency	Question
36	List the events of the sodium potassium pump in the correct sequence. (Try in LS)
17	A(an)_____ junction is a cellular junction that has intracellular filaments mechanically connecting the cytoplasmic membrane of adjacent cells. (Try in LS)
14	Proteins that span the plasma membrane are termed _____ proteins, while those found on either the external or internal side of the membrane are called _____

Most Challenging Learning Objectives report

The **Most Challenging Learning Objectives** are provided for each **SmartBook** assignment and presents results from the entire class. Each question asked within **SmartBook** supports a specific learning objective. This report indicates which objectives the students had the hardest time understanding based on their incorrect answers to multiple questions.

- module: Chapter 4. Membrane Structure and Function

Root objective	Name	Page
Membrane Structure and Function	Explain the events of the sodium potassium pump.	71
Membrane Structure and Function	Recall the characteristics of a desmosome.	75
Membrane Structure and Function	Exemplify regulated secretion.	73
Membrane Structure and Function	Explain factors that influence the rate of diffusion.	68
Membrane Structure and Function	Contrast integral and peripheral proteins.	64

Metacognitive Skills reports

The **Metacognitive Skills** report is a cumulative report for all SmartBook questions answered by each student. Before answering each question, the students must indicate their confidence level (***I Know It***, ***I think So***, ***Unsure***, ***No Idea***) to help the program adapt to their level of understanding. This report combines that confidence indicator with their correct and incorrect answers to show if they are aware of their knowledge level.

Student	Correct & aware	Correct & unaware	Incorrect & aware	Incorrect & unaware
[illegible]	51%	4%	7%	38%
[illegible]	36%	18%	32%	14%
[illegible]	15%	51%	29%	5%
[illegible]	22%	33%	31%	13%
[illegible]	30%	34%	26%	9%
[illegible]	75%	0%	0%	25%

Key:

Correct and Aware = ***I know it*** or ***I think so*** + **correct answer**

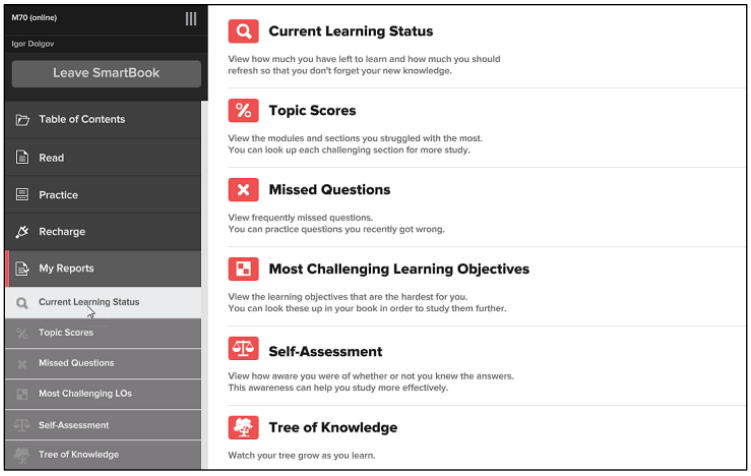
Correct and Unaware = ***Unsure*** or ***No Idea*** + **correct answer**

Incorrect and Aware = ***Unsure*** or ***No Idea*** + **incorrect answer**

Incorrect and Unaware = ***I know it*** or ***I think so*** + **incorrect answer**

Correct and Unaware suggests that a student is *guessing*. Because students can view their results in their own Self-Assessment report, it is helpful to discuss the Metacognitive report key. This is also an efficacious data point to discuss with struggling students.

Student view of LearnSmart/SmartBook reports:



***Tip:* Six of seven LearnSmart/SmartBook reports are available in the student view.**

Tips for Using LearnSmart/SmartBook Reports

Igor Dolgov, Ph.D.
Associate Professor, Department of Psychology
New Mexico State University
McGraw-Hill Education Digital Faculty Consultant

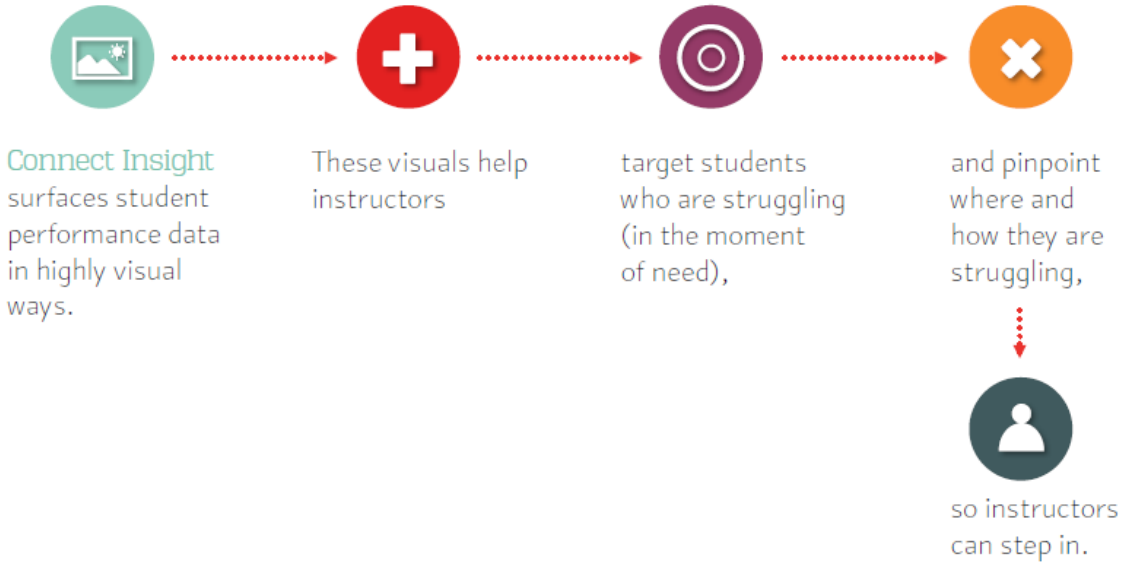
Scenario	Reports	Notes from Dr. Dolgov
Communicating with a student	**Student Details** **Metacognitive Skills** **Practice Quiz**	*"I use these reports throughout the semester when a student contacts me to discuss their progress. They let me have an honest conversation with students about how they have been approaching preparing for exams and, in consequence, suggest more targeted remediation strategies."*
Improving teaching	**Module Details** **Most Challenging Learning Objectives** **Missed Questions**	*"These reports allow instructors to see which topics and questions their students are struggling with and then to address them in a future class or communication to the students."*
Monitoring progress	**Progress Overview**	*"This report allows instructors to see students' LearnSmart progress and time-on-task/engagement. It allows instructors to identify progress trends with the use of representative dot color and size."*

Discover the power of the Insight reporting tool

What is the Connect Insight reporting tool?

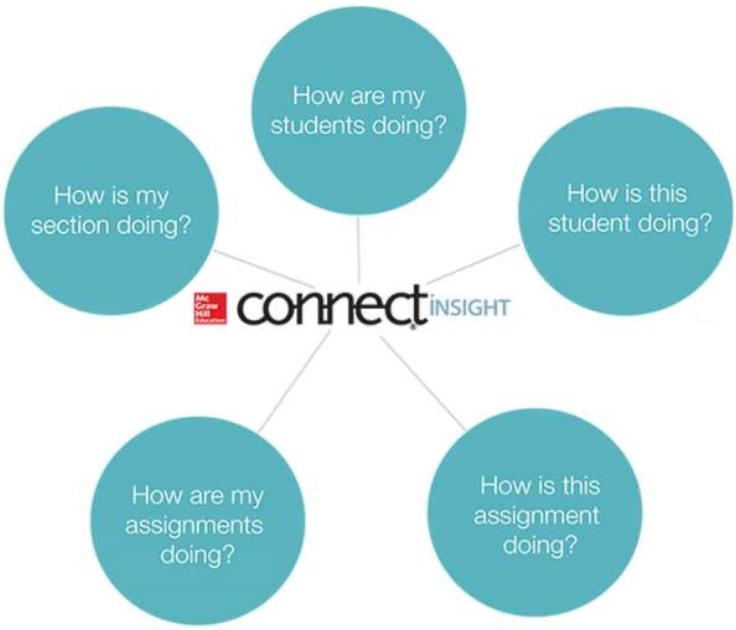
A key component of our Learning Science approach is **how we use data to improve and enhance the learning experience**. Data analysis shows us what's effective–and what isn't. This means that instructors can tailor teaching methods, students can tailor study methods, and we can improve our products to improve student learning and success.

Connect Insight is an **innovative and powerful reporting tool** that creates at-a-glance, visual representations of course data that benefit both instructors and students.



WATCH: [Discover the powerful impact of Connect Insight on your course success.]

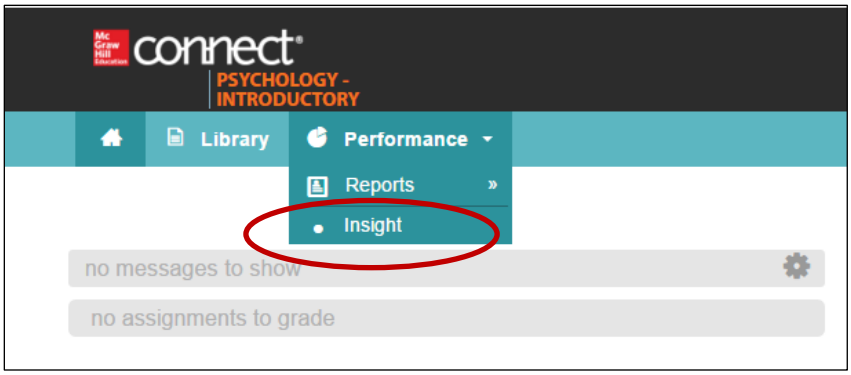
The **Connect Insight** reporting tool answers the following questions through quick, at-a-glance visual representations.



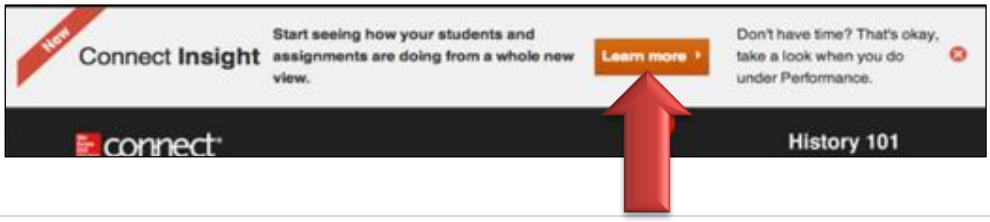
Locate Connect Insight reporting tool

1) On your section home page, begin by clicking on ***Performance***.

2) From the dropdown menu, click on ***Insight***.



WATCH: Look for the tutorial link in the banner of your section home page.



How is my section doing?

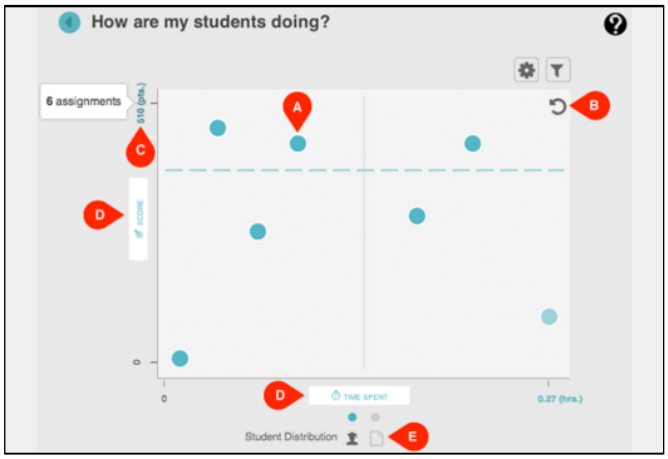
This is your student distribution, at a glance. This page provides an overview of your section's performance. The circle size and numbers represent the students in each quadrant.

Where your students fall on the Insight distribution is based on the midpoint of the current score for graded and submitted assignments, and the total time spent in Connect working on submitted assignments. This includes time spent in the eBook. Currently, eBook time is only recorded at the section level.

Just below the graph, Insight displays the number of active students versus the number of total students in your section. Active students are those who have submitted at least one graded assignment. Manually graded assignments must be scored before a student is considered active. Total students are those who have registered for your section.

Whenever you see the contextual help icon (A), tap or click it to see an overlay with helpful information specific to the page you are currently on. Navigate back to your section homepage with the back button (B) or continue on to your full student distribution by tapping or clicking **Dive Deeper** (C).

How are my students doing?



Your section's student distribution will be displayed first by default. Students, or groups of students, are represented by opaque circles (A). Tap or click any of the circles to see individual student cards, which are covered later in this tutorial. You can pinch or click and drag to zoom in on any area of the graph. From a zoomed state use a one-finger swipe or mouse around to see other areas on the graph. Tap or click the reset icon (B) to zoom out to 100 percent.

Tap or hover with a mouse over the total points (C) or time spent to see the number of assignments included in the data set. To see only the data for current score or time spent, tap or click on either icon (D), and tap/click again for the full view.

Using one or two fingers, swipe from right to left in the area next to the graph to navigate to the assignment distribution. Alternately, you can tap/click on the assignment icon (E) below the graph.

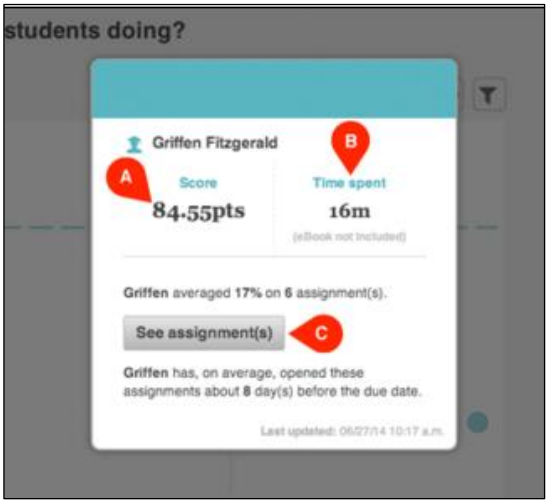
How are my assignments doing?

The assignment distribution functions like the student graph, but uses opaque squares (A) to represent assignments.

Tapping or clicking on any of the squares opens assignment cards, which are covered later in this tutorial.

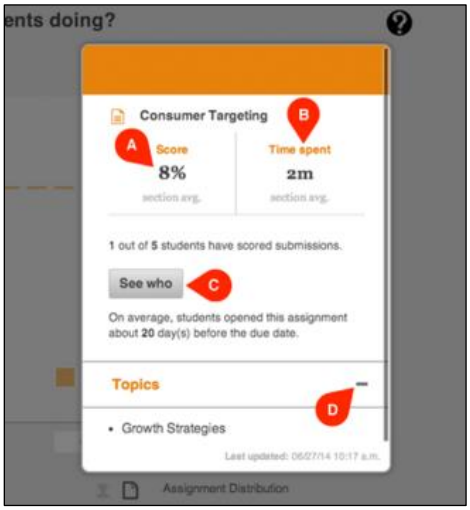
Navigate back to the student distribution by swiping from left to right in the area (B) next the graph or tap/click on the student icon (C) just below.

Access student cards by tapping or clicking on any of the circles in the student distribution. The student card will show the individual student's current score (A), total time spent (B), the number of assignments submitted with the average score and the average time the student opened an assignments before the due date.



To quickly see how students performed on all of their submitted assignments, tap or click **See assignment(s)** (C).

If there are multiple students with roughly the same score and time spent, the circles will appear darker, indicating a cluster of students. Tapping or clicking on a cluster will display a model with a list of students. Select one to view that student's card.



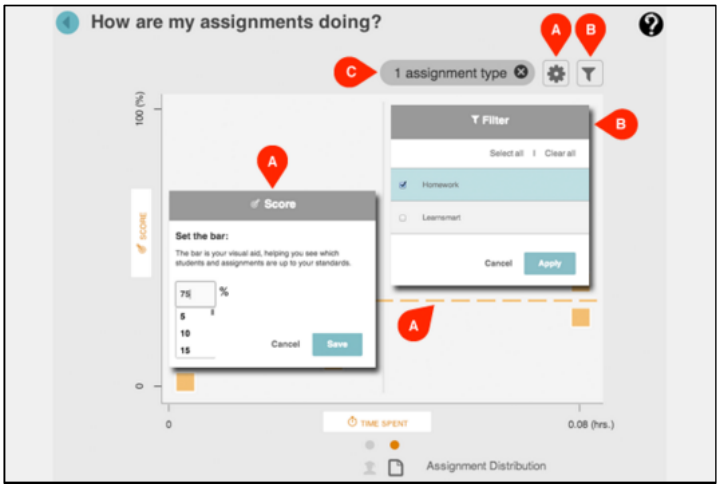
Access assignment cards by tapping or clicking on any of the squares in the assignment distribution. The assignment card will show the section's average score (A), time spent (B), the number of students who have scored submissions and the average time that students opened the assignment before the due date. The average time will only display if the assignment has a due date.

To quickly see a distribution plotting all students who have submitted the assignment from within the assignment card, tap or click **See who**.

Scroll through a list of topics by expanding the topics list (D).

How are my assignments doing, continued

The bar that horizontally divides your distributions (A) can be adjusted. Set the bar by tapping or clicking on the settings icon (A). Set the percent you'd like the bar to be displayed at and then tap or click **Save**. Insight will remember where you've set the bar until you change it again.



You can also filter (B) either distribution by assignment type. Tap or click on the filter (B) icon, select the assignment types you would like to include and then tap/click **Apply**. The number of assignment types filtered is displayed after you've applied any filters. Clear filters by tapping or clicking the close button (C).

***Tip:** If your section's distribution is displaying the **No student activity yet** message, either your students haven't submitted any assignments or registered for your section, or there are manually graded assignments that need to be graded.*

For assignments with multiple attempts, Insight will always include the best attempt.

Insight doesn't display time spent for assignments where much of the student work is performed off-line (for example, writing assignments and speech assignments). These assignments appear in graphs as if no time was spent on them, and the cards for these assignments show "N/A" under time spent.

Module 6: Ongoing Support and Training

Learning Objectives:

1) Remain connected to your Implementation team
2) Engage in additional special topic training
3) Reuse your course for a new term
4) Review where to locate support resources

Remain connected to your implementation team

Remember… you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you **to assist with your course throughout the semester**. If you'd like to utilize this service, please contact your local Learning Technology Representative to connect with your Implementation team.

Additionally, your dedicated Implementation team member can help you review your course experience at the end of the semester. You may choose to add new features or tweak your implementation plan based on your experience.

Engage in additional special topic training

Not only does your Implementation team provide training and implementation services, but our product and marketing teams provide opportunities for special topic and professional development webinars. We'll keep you informed via email, but we also post opportunities here:

McGraw-Hill Higher Education Webinar Schedule by Discipline

Engage in discussions focused on classroom strategies, teaching methods, and uses of technology to achieve success in student learning. To join, select your area of interest or discipline group below, choose an event from the list, and complete the registration form.

Reuse your course for a new term

Need instructions on how to effectively and efficiently reuse your course for a new term?

WATCH: Learn how to reuse your Connect section for a new term.

What if I have questions?

McGraw-Hill is committed to your personalized teaching and learning experience. We are here to help with all of the following resources:

Resource:	Comprehensive Training Program	Learning Technology Representative	Connect Success Academy	Implementation Team	Customer Experience
What:	Website that provides a personalized path for comprehensive and ongoing training	Local representative	Website for on-demand reference and functionality support	Dedicated team member to support your implementation	Technical support
Issues:	**Comprehensive training services:** Getting started with Connect Best practices for implementation Mapping course goals to course content Using course data and reporting And more…	**Product and purchasing questions:** Class test request Purchasing issue Product questions Product demo	**Just-in-time functionality reference:** Functionality walkthroughs Videos Best practices Frequently asked questions	**Course consultations and personalized training services:** One-on-one training via WebEx Product walkthrough "How do I" questions	**Support for technical issues:** Student support (access codes and registration questions) Password resetting Learning Management System (LMS) support Blackboard pairing issues
How to access:	**Go to:** http://createwp.customer.mheducation.com/wordpress-mu/success-academy/back-to-school-connect-training/	**Locate your LTR here:** Rep Locator Site	**Go to:** www.connectsuccessacademy.com	**Request contact information from your** local rep	**Phone Support:** **800-331-5094** Monday – Thurs 8 am – 11 pm CST Friday 8 am – 6 pm CST Saturday 10 am – 4 pm CST Sunday 12 pm – 6 pm CST Chat Support: http://mpss.mhhe.com/ Email Support: http://mpss.mhhe.com/contact.php

Want to communicate with other Connect users?

Head over to The Connect Community and join a large group of instructors like you who use Connect in their classroom.

Addendum

Student Support for Connect

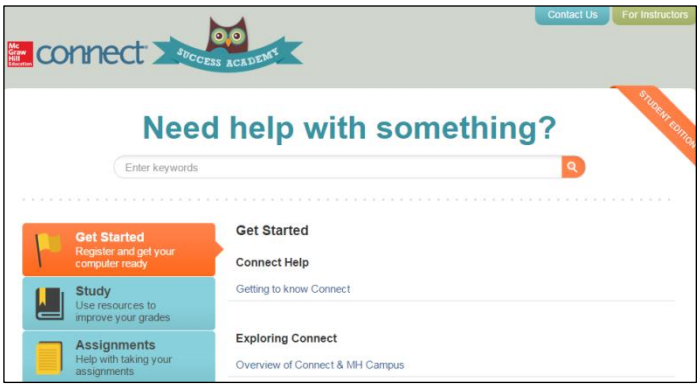
Getting Started with Connect:

For video tutorials and step-by-step instructions, bookmark the Connect Success Academy at www.connectstudentsuccess.com.

If you are having technical difficulties with your initial access to Connect, first try the steps below:

- *Use a different web browser*
- *Clear your browser cache*

If your issues are not resolved, please contact McGraw-Hill's Customer Experience Group.



Help within Connect:

If you need help while inside your Connect course, click on the word ***Help*** on the bar in the upper right corner of your Connect page.

Within ***Help***, you have two options. Select the action that best fits your needs:

3) Select ***Tutorials*** to learn how to use Connect.
4) Select ***Support*** to contact McGraw-Hill Customer Experience for technical assistance.

Contact the Customer Experience Group:

800-331-5094	
Sunday	12 pm—2 am EST
Monday-Thursday	8 am—4 am EST
Friday	8 am—9 pm EST
Saturday	10 am—8 pm EST

***IMPORTANT:* Please do not contact your instructor or your school help desk with technical issues. If you contact the Customer Experience Group, you will be issued a case number. You may share this case number with your instructor for explanation of your technical difficulty.**