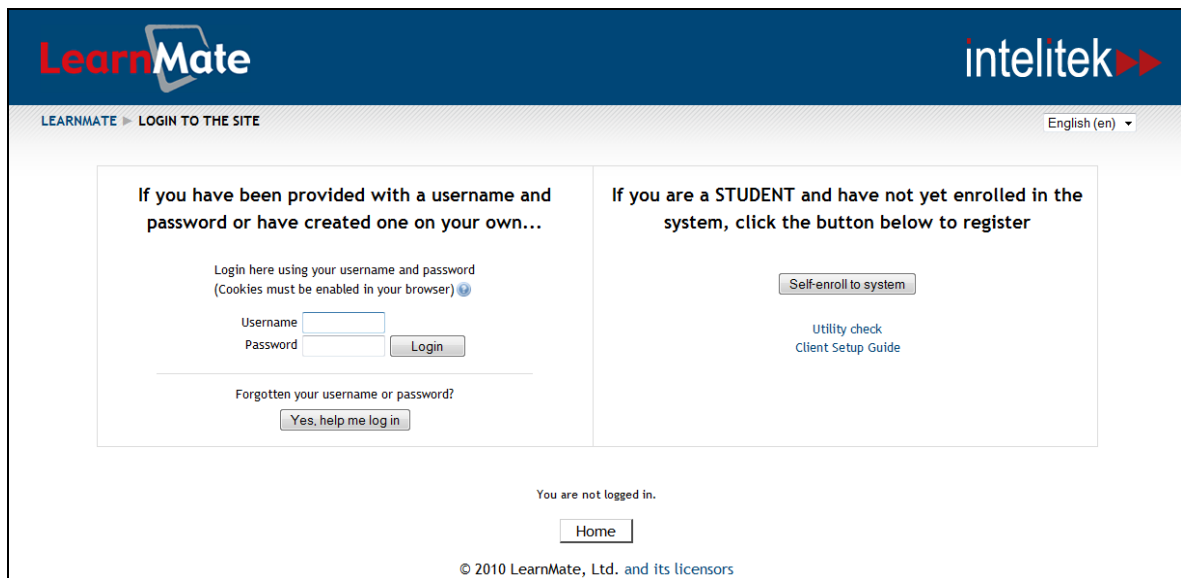


# LearnMate 5



The screenshot shows the LearnMate 5 login interface. At the top, there are logos for LearnMate and intelitek. Below the logos, there is a navigation bar with "LEARNMATE" and "LOGIN TO THE SITE" on the left, and a language dropdown menu set to "English (en)" on the right. The main content area is divided into two columns. The left column is for users with a username and password, featuring a "Login" button and a "Yes, help me log in" link. The right column is for students who have not yet enrolled, featuring a "Self-enroll to system" button and links to "Utility check" and "Client Setup Guide". At the bottom, there is a "Home" button and a copyright notice: "© 2010 LearnMate, Ltd. and its licensors".

## Teacher's Getting Started Guide

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*March 2012*

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LearnMate 5 Teacher's Getting Started Guide

March 2012

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---

# 1. Logging in to LearnMate 5

You will need a username and password to log in to LearnMate. The system administrator will provide you with these and will assign your role in the system as a teacher.

To log in to LearnMate:

1. Launch your Web browser.
2. In the URL field enter the address of your school's LearnMate server.
3. The LearnMate log in screen is displayed.

Login here using your username and password  
(Cookies must be enabled in your browser) 

Username

Password

4. Enter your username and password.
5. Click . The **LearnMate Front Page** is displayed, showing a list of all the courses you have access to.

---

## 2. Entering Your Courses

This section provide instructions on how to:

- Enter a course listed in the My courses area of the LearnMate Front Page. See 2.1. Entering a Course Listed in the My Courses List on page 4.
- Gain access to a course using an enrollment key. See 2.2. Accessing a Course with an Enrollment Key on page 5.
- ❖ **Note:** *The LearnMate Front Page also contains a number of grey blocks that provide access to other functionality. For more information on these see 9. Managing Blocks on page 48.*

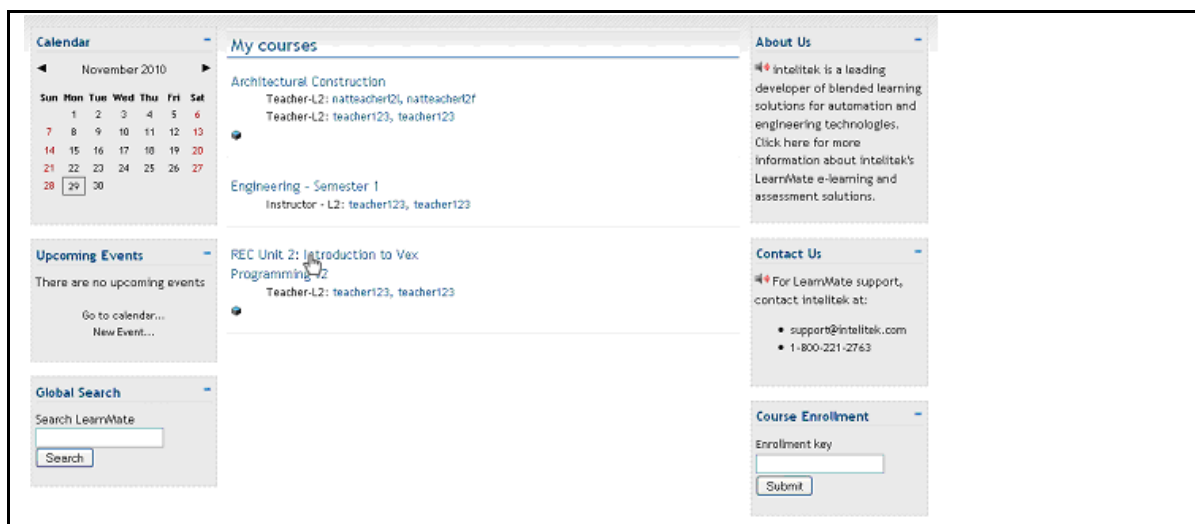
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### 2.1 Entering a Course Listed in the My Courses List

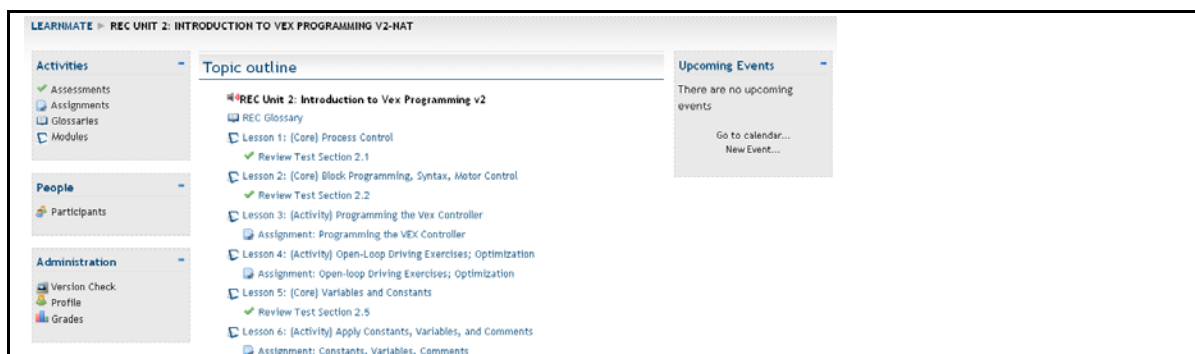
The *My courses* list displays all the courses that you can access.

To enter a course:

- Click the hyperlink of the course you want to enter.



The course home page is displayed.



---

## 2.2 Accessing a Course with an Enrollment Key

An enrollment key is essentially a password that enables you to enroll yourself to a course. The administrator can provide you with the course enrollment key.

- ❖ **Note:** *If you enroll in a course using an enrollment key, you will be enrolled as a student. You will have to ask your administrator to change your role to that of a teacher.*

To enter a course with an enrollment key:

- Enter the enrollment key provided to you by the system administrator in the *Course Enrollment* block.



The screenshot shows a 'Course Enrollment' block with a title bar. Below the title, there is a label 'Enrollment key' followed by a text input field containing ten black dots. Below the input field is a 'Submit' button.

The *My courses list* now displays the new course and you can enter it by clicking its hyperlink.

---

# 3. Understanding the Course Page

This section provides the information:

- Understanding the function and basic use of the various components of the course page, including blocks and course content components. See 3.1. Understanding Course Page Components on page 6.
- Understanding how course content components can be divided into topics. See 3.2. Understanding Topics on page 11.
- Navigating within a course. See 3.3. Navigating within a Course on page 11.
- ❖ **Note:** To learn how to access a course's home page, see 2. Entering Your Courses on page 4.

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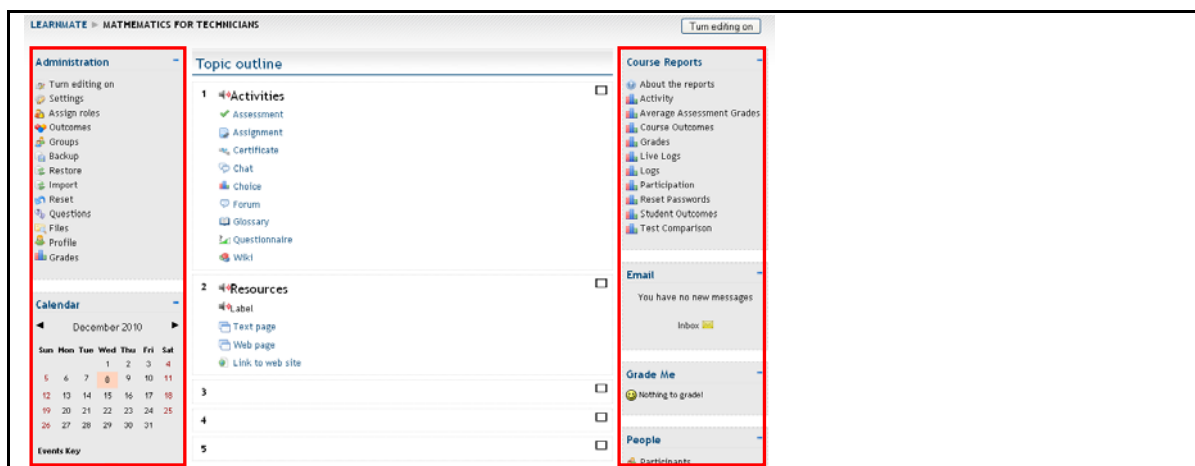
## 3.1 Understanding Course Page Components

Each course contains the following components:

- Blocks that provide access to various functions and screens. Blocks are displayed in grey at the sides of the course page. See 3.1.1. Understanding Blocks on page 6.
- Course content components that contain the course content itself. Course content components are accessed by clicking the hyperlinked texts listed in the *Topics outline* area of the course page. See 3.1.2. Understanding Course Content Components on page 7.

### 3.1.1 Understanding Blocks

LearnMate provides Blocks that display on both side of the course home page. Blocks enable you to easily access the various course reports, post different types of information to the students and to use other course functions.



The blocks listed on the course page are listed in the table below, with references to more detailed information later in his guide. Which blocks are displayed, and what functionality each block has, depends on the user's role.



To learn more about the functionality of the course blocks see 9. Managing Blocks on page 48.

<b>Block Name</b>	<b>Description</b>	<b>For More Information See</b>
Email	Allows you to send messages to your students.	10.3. Using Email on page 50
Upcoming Events	Allows you to add class events to the course calendar.	10.6. Notifying Students of Upcoming Events on page 54
Administration	Provides a range of course administration features.	
People	Lists all course participants.	10.7. Sending Messages to Multiple Students Simultaneously on page 54
Online Users	Lists all course participants who are currently using LearnMate.	
Course Reports	Provides access to course reports.	8. Generating Course Reports on page 38
Grade Me	Lists student assignments that require grading.	6.4. Using the Grade Me Block on page 33
Calendar	Displays a calendar with course events marked.	10.4. Using the Class Calendar on page 51
Copy and Share	Allows you to copy course components from one course to another, or within the same course.	4.3. Adding Content via the Copy & Share Block on page 14
Course License	The presence of this block provides your school with permission to operate the course. The block does not provide functionality.	

### 3.1.2 Understanding Course Content Components

The course content components can be divided into two main groups:

- **Activities:** These are gradable components, such as assessments, assignments, online lessons, etc. For more information see 3.1.2.1 Activities on page 8.
- **Resources:** Resources provide students with information only and cannot be graded. Resources include text pages, web pages and glossaries. For more information see 3.1.2.2. Resources on page 9.

The course content components themselves can be divided into separate topics, each with its own header. For more information see 3.2. Understanding Topics on page 11.

### 3.1.2.1 Activities

Each of LearnMate's activity components are listed and described in brief below.

#### **Assessments**

The Assessment activity allows you to design and set assessment tests, consisting of various question types. These questions are kept in a categorized database, and can be re-used within courses. Assessments can allow the students multiple attempts. Each attempt is automatically graded, and you can choose whether to give feedback or to show correct answers for each.

A submitted assessment can be graded.

#### **Assignments**

An assignment allows you to specify a task that requires students to prepare digital content such as a word processor file or graphic file and submit it by uploading it to LearnMate. Typical assignments include essays, projects, reports and so on. For an assignment that is not done digitally (e.g. building a physical model), you can use the Offline activity assignment type which does not require that the student upload any files.

A submitted assignment can be graded.

#### **Certificate**

The Certificate activity creates PDF certificates/diplomas for course students. The certificates are completely customizable. You can add borders, watermarks, seals and even show grade information.

#### **Chats**

The Chat activity allows you and the students to have a real-time synchronous discussion via the web. This is a useful way to communicate and further explore the topics being discussed. It provides a number of features for managing and reviewing chat discussions.

#### **Choices**

In the Choice activity you can ask a question and specify a choice of multiple responses. Choices can be useful as quick polls to stimulate thinking about a topic, to allow a class to vote on a direction for a course, or to gather research consent.

#### **Forums**

The Forums activity is where most discussions take place. Forums can be structured in different ways and allow for peer rating of each posting. The postings can be viewed in a variety of formats and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email.

#### **Glossary**

The Glossary activity allows participants to view an online dictionary that defines terms that are relevant in the course. The entries can be searched or browsed in many different ways.

The glossary also allows you to export entries from one glossary to another within the same course.

## ***LearnMate Author***

The LearnMate Author activity allows you to easily import your courses created in LearnMate Author.

The LearnMate Author activity can be graded in that scores obtained on questions included in LearnMate Author activities are integrated into the LearnMate database.

This activity also allows for the import of SCORM compliant courses that were created using tools other than LearnMate Author.

## ***Lesson***

The Lesson activity allows you to create lessons within LearnMate. Lessons can include questions that can either be built natively, or imported from a variety of file formats. Lessons can also be created by importing a PowerPoint file.

## ***Questionnaire***

The questionnaire activity allows you to construct questionnaires (surveys) using a variety of question types, for the purpose of gathering data from students.

## ***Wikis***

The LearnMate Wiki activity enables participants to work together on web pages to add, expand and change the content. Old versions are never deleted and can be restored at any time.

### 3.1.2.2 Resources

Each of LearnMate's resource components are listed and described in brief below.

#### ***Add an IMS Content Package***

IMS content packages can be uploaded and included in LearnMate courses. This resource also supports an optional repository, enabling content packages to be shared between courses.

#### ***Display a Directory***

The Directory resource type can be used to display a whole directory (and its subdirectories) from your course files area. Students can then browse and view all those files.

#### ***Label***

Labels are simply text and/or images that are actually embedded amongst other course components in the *Topics outline* area of the course page.

#### ***Text page***

A text page is a simple page written using plain text.

#### ***Web page***

A web page resource makes it easy to develop a complete single web page within a LearnMate course. Such web pages are highly customizable and can make use of both html and JavaScript.

### ***Link to a file or a web site***

This resource allows you to link to any web page or other files on the Internet. It also allows you to link to any web page or other file that you have uploaded into your course *Files* area from your own computer.

Normal web pages are simply displayed as they are, while multimedia files may be embedded within a web page. For example, MP3 files will be displayed using a built-in streaming player, as will movie files, flash animations, etc.

### ***Lesson***

A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page.

## 3.2 Understanding Topics

Courses can be divided into topics (sections) to organize resources and activities for students. Each topic typically has its name written at the top, next to the topic number. Each topic can contain as many activities and resources as you desire.

After clicking **Turn editing on**, you are provided with a number of buttons that allow you to manage your topics.

The buttons are described below.

Button	Name	Function
	Edit	Add or edit topic title
	Show only topic	Hides all other topics / Redisplays all other topics
	Move	Reposition the topic in the course outline
	Hide/Redisplay	Hide or display topics from students' view
	Highlight	Emphasize a specific topic by adding a dark border to the topic

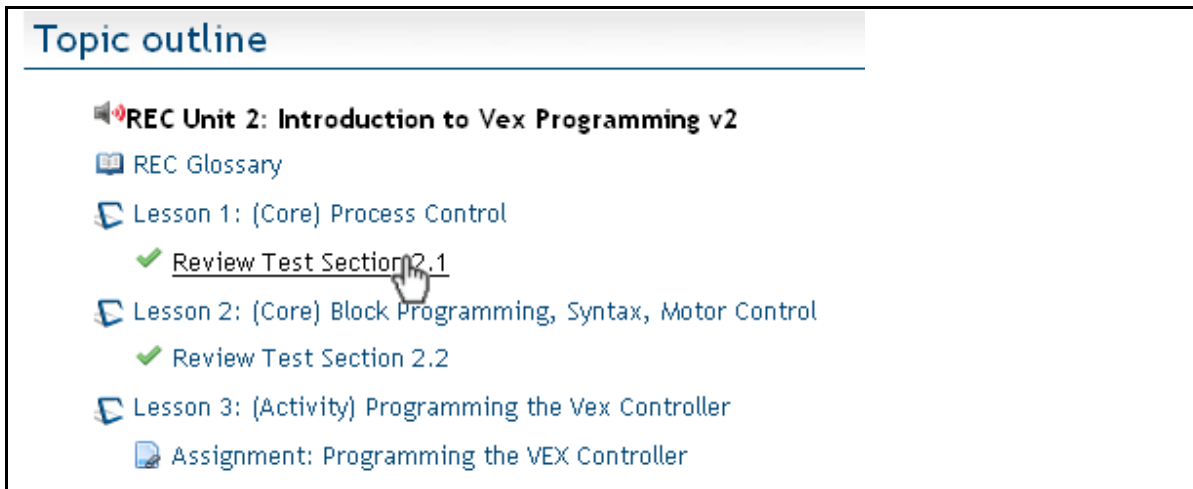
## 3.3 Navigating within a Course

In LearnMate you can move from page to page in the following ways:

- Clicking hyperlinks, see 3.3.1. Clicking Hyperlinks on page 12.
- Clicking icons, see 3.3.2. Clicking Icons on page 12.
- Navigating using breadcrumbs, see 3.3.3. Navigating with Breadcrumbs on page 12.

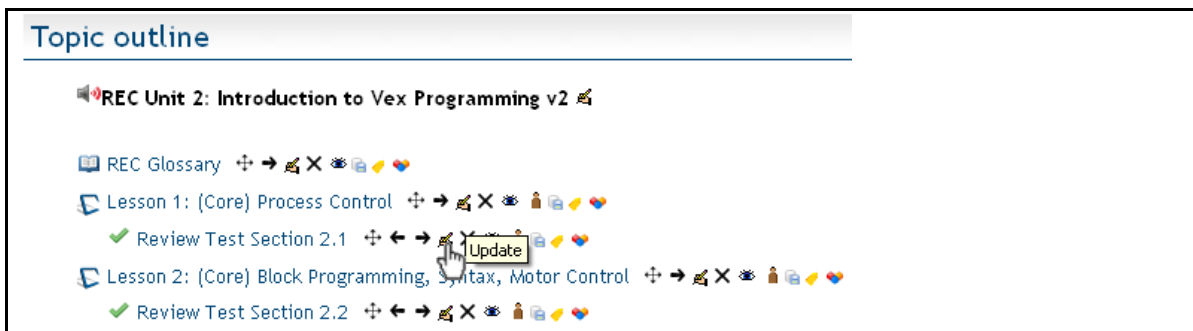
### 3.3.1 Clicking Hyperlinks

All hyperlinks are clickable and open other LearnMate pages. Hyperlinks are usually shown in blue, and appear underlined when you roll over them. Click a hyperlink once to display its page.



### 3.3.2 Clicking Icons

In LearnMate various icons display on the page when you click [Turn editing on](#). You can perform actions such as renaming, hiding, deleting, moving, etc. by clicking the icons.



### 3.3.3 Navigating with Breadcrumbs

Breadcrumbs are hyperlinks at the top (under the banner) of the LearnMate page.



Breadcrumbs tell you where you are in the LearnMate system hierarchy.

- The leftmost hyperlink takes you back to the **LearnMate Front Page**.
- The second hyperlink takes you to the course page of the course you are currently in.
- The third hyperlink (where shown) takes you to the activity page showing a table listing all the activities in the course.

---

# 4. Assembling Courses from Existing Course Content

The process of creating a semester (or any customized) course follows the steps below:

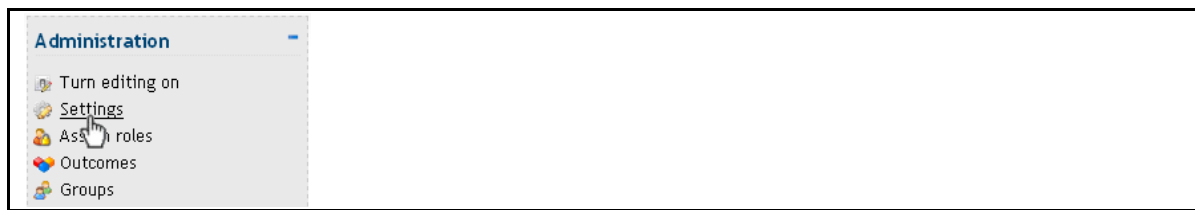
- Create a new, blank semester course. See 4.1. Editing a Semester Course on page 13.
- Add the contents of a master course to your semester course. See 4.2. Restoring a Master Course to Your Semester Course on page 14.
- Add additional components individually from other courses using the Copy and Share block. See 4.3. Adding Content via the Copy & Share Block on page 14.

---

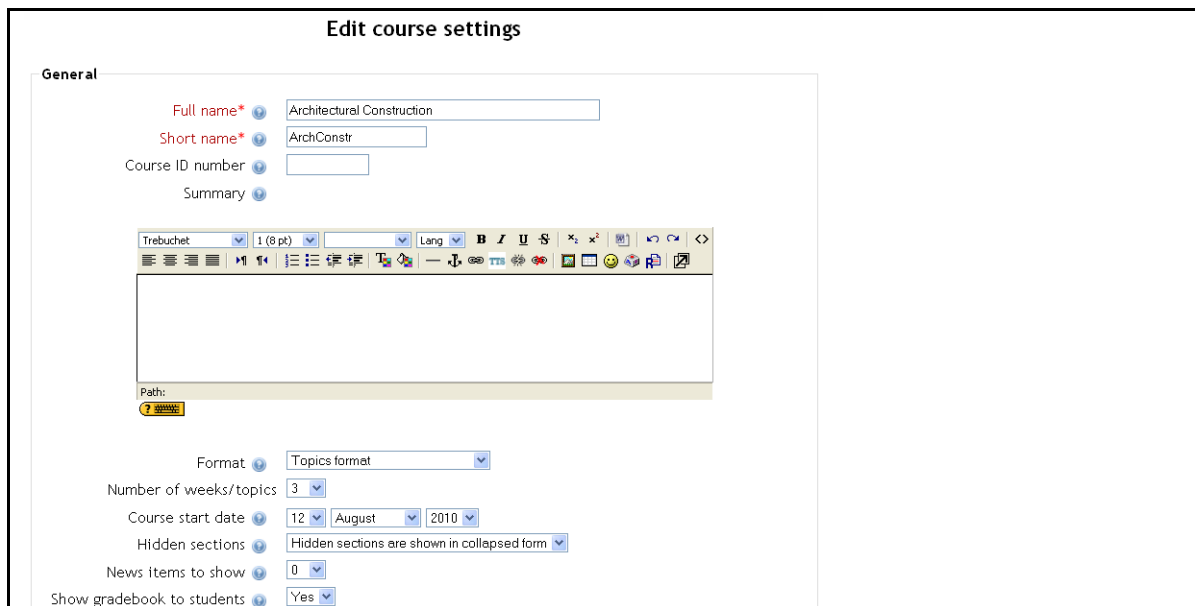
## 4.1 Editing a Semester Course

To customize your semester course settings:

1. In the *Administration* block in the semester course's course page click **Settings**.






The **Edit course settings** page is displayed.





2. Fill in the semester full course name in the *Full name* field and its short name in the *Short name* field. Your course short name must be unique, but the full name does not have to be.
3. In the *Summary* field, you may write a short description for the course or instructions that you want the students to see before they enter the course. This text is displayed next to the link to the module in the student's *My courses* list.
4. Select the number of topics you want in your semester course. You can have one topic for each restored master course or you can organize components you copy from other courses in any way that makes sense to you.
5. Specify other settings as relevant. Online help is provided wherever relevant.
6. If you would like to provide students with an enrollment key to self enroll in the course, click Create Enrollment Key in the *Availability* section or type any code in the *Enrollment key* field. These keys are passwords with which the students can self-enroll in their courses.

**Availability**

Availability  This course is available to students 

Enrollment key    Unmask

Guest access  Do not allow guests in 

7. Click Save Changes.


## 4.2 Restoring a Master Course to Your Semester Course

Once you have set a blank semester course you are ready to restore content to it from master courses. In most cases teachers do not have access to master courses and are thus unable to restore master courses on their own.


Ask your system administrator to restore the required master courses to your semester course. Instructions on how to do so are provided in the Administrator's Getting Started Guide.

## 4.3 Adding Content via the Copy & Share Block

To add content via the *Copy and Share* block:


1. In the course page from which you want to copy components, click Turn Editing on. The copy and share icon  is displayed to the right of each course content component.



2. Click the *Copy and share*  icon next to a component that you want to copy. The copied component is displayed in the *Copy and share* block.



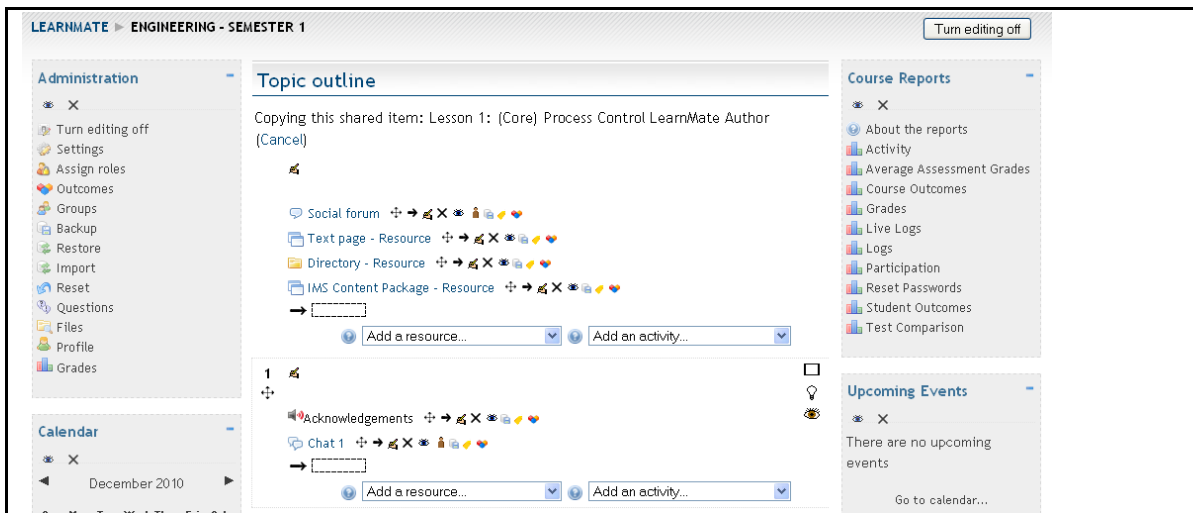


- Go to the course page of the course to which you want to copy the component to.
- Click the *Copy to course* icon  next to activity you want to add.



Destination rectangles display at the bottom of each topic.

- Click the destination you want the copied component to display. The component will be added to the course at that location



---

# 5. Adding Students to Your Course

As a course teacher, it is your responsibility to enroll students in your courses.

- ❖ **Note:** *Students can only be enrolled into courses if they have previously been enrolled in the LearnMate system. Enrolling students in LearnMate is an administrative function. Instructions can be found in the Administrator's Getting Started Guide.*

You enroll students in your courses in one of two ways:

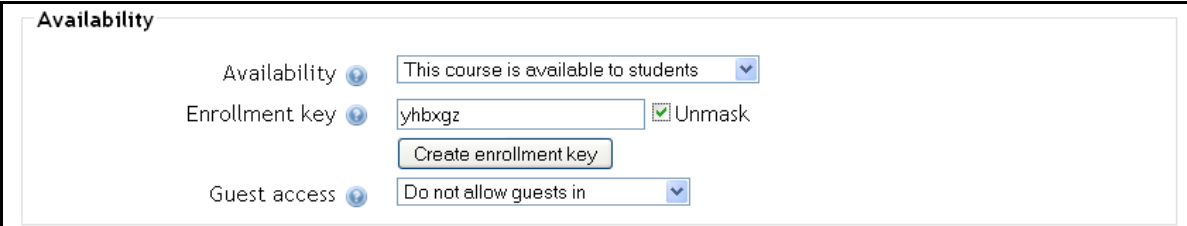
- By providing students with an enrollment key. See 5.1. Adding Students using Enrollment Keys on page 16.
- By manually enrolling students directly into the course. See 5.2. Adding Students Manually on page 17.

---

## 5.1 Adding Students using Enrollment Keys

To add students using an enrollment key:

1. In the *Administration* block in the course page click **Settings**. The **Edit course settings** page is displayed.
2. Scroll down to the *Availability* section. You can create an enrollment key by:
  - a. Clicking **Create enrollment key**. A randomly generated key will be entered into the *Enrollment key* field.
  - b. Manually entering a unique key that has a mix of upper and lowercase letters and numerals into the *Enrollment key* field.



The screenshot shows the 'Availability' section of the course settings. It contains three rows of settings, each with a blue gear icon on the left. The first row is 'Availability' with a dropdown menu set to 'This course is available to students'. The second row is 'Enrollment key' with a text input field containing 'yhbxgz' and a checked 'Unmask' checkbox. Below the 'Enrollment key' input field is a button labeled 'Create enrollment key'. The third row is 'Guest access' with a dropdown menu set to 'Do not allow guests in'.

3. Click **Save changes**.
4. Give the enrollment key you created to your students. They can now self-enroll to the course.

## 5.2 Adding Students Manually

To add students via the Assign roles function:

1. In the *Administration* block in the course home page click [Assign roles](#). The **Assign roles in Course** page is displayed. If this is a new course, no student names display.

Assign roles in Course: Engineering - Semester 1		
Roles	Description	Users
Teacher-L1	Teacher-L1s can teach in courses and grade students, but may not alter activities.	0
Instructor - L2	Instructor-L2s can teach in courses and grade students.	0
Instructor - L1	Instructor-L1s can teach in courses and grade students, but may not alter activities.	0
Assessment teacher	Assessment teachers can view grades, run reports, and view and print certificates for assessment courses.	0
Student	Students generally have fewer privileges within a course.	0

2. Click [Student](#).  
The **Assign role in course** page is displayed.
3. The *Organization* drop-down menu contains the name of the current organization. The *Potential users* list only shows students who are currently enrolled in the selected organization(s), and who are not enrolled in the course. Students who are already enrolled in the course are listed in the *Exiting users* panel.

Assign roles in Course: Engineering - Semester 1

Role to assign: Student

Organization: Miscellaneous

Enrollment duration: Unlimited Starting from: Today (11 March 2012)

0 existing users

10 potential users

◀ Add

Remove ▶

Search

4. From the *Organization* drop-down list, select your own organization.
5. You can search for a user by last name, first name or username in the field at the bottom of the potential users list.

6. Select a user and click **Add** to assign that student to the course. You can also select multiple students by holding down the Ctrl key while clicking with your mouse.

**Assign roles in Course: Engineering - Semester 1**

Role to assign: Student

Organization: Technical School

Enrollment duration: Unlimited Starting from: Today (8 December 2010)

1 existing users  
Smith, Tom.

9 potential users  
Brant, Pablo,  
Gold, Debbie,  
Hulk, Martin,  
Kim, Lee,  
natteacher121, natteacher12f,  
novo1, novo1, novo1@email.com  
novouser11, novouser1f,  
Pineda, Karla,  
teacher123, teacher123,

◀ Add  
Remove ▶

Search

The student is now enrolled to the course.

7. Click **Assign roles in Course** to return to the course page.

---

# 6. Grading

This chapter provides instructions on how to:

- View, customize and edit grades directly the gradebook. See 6.1. Working with the Gradebook on page 19.
- Grade assignments. See 6.2. Grading Assignments on page 27.
- Grade assessments. See 6.3. Grading Assessments on page 30.
- Use the Grade me block. See 6.4. Using the Grade Me Block on page 33.

---

## 6.1 Working with the Gradebook

This section provides instructions on how to:

- Open the gradebook. See 6.1.1. Viewing the Gradebook on page 19.
- Customize the gradebook. See 6.1.2. Customizing the Gradebook on page 20.
- Editing grades directly in the gradebook. See 6.1.3. Editing Grades Directly in the Gradebook on page 26.

### 6.1.1 Viewing the Gradebook

The gradebook is accessed from the *Administration* block of the course page. The primary view of the gradebook is called the *Grader report*. This report:

- Lists all course students.
- Lists all course gradable activities.
- Calculates the average score on each gradable activity.
- Calculates each student's average grade, based on the default or specified weightings of each activity.

An example Grader report is shown below.

Choose an action ...

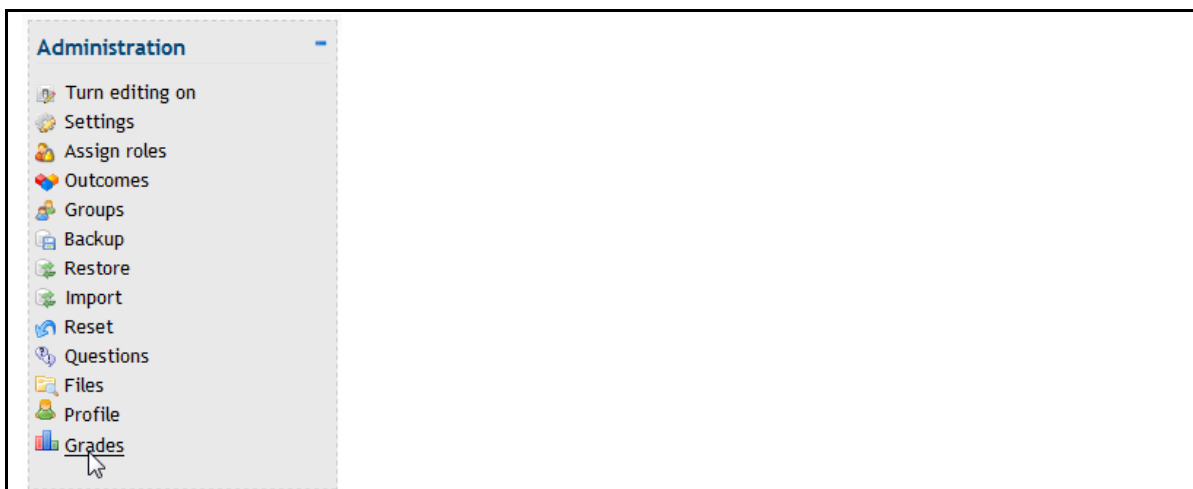
### Grader report

Architectural Construction						
Last name / first name ↑	ID number	Architectural Drafting ...	Architectural Drafting ...	Architectural Drafting ...	Architectural Drafting ...	Course total ↓
Controls						
Brant, Pablo		<input type="text"/>	<input type="text"/>	86.00	<input type="text"/>	21.50
Gold, Debbie		100.00	<input type="text"/>	<input type="text"/>	65.00	41.25
Kim, Lee		<input type="text"/>	72.00	<input type="text"/>	<input type="text"/>	18.00
Pineda, Karla		93.00	<input type="text"/>	<input type="text"/>	<input type="text"/>	23.25
Overall average		96.50 (2)	72.00 (1)	86.00 (1)	65.00 (1)	26.00 (4)

Update

To view the gradebook:

- In the *Administration* block of the course home page click **Grades**.



The **Grader report** page is displayed.

## 6.1.2 Customizing the Gradebook

This section provides instructions on how to:

- Access the editing view of the gradebook. See 6.1.2.1. Accessing the Gradebook Customization View on page 21.
- Change the order in which grade items are listed in the gradebook. See 6.1.2.2. Changing the Order of Items in the Gradebook on page 22.
- Add categories to the gradebook. See 6.1.2.3. Adding Categories to the Gradebook on page 22.
- Move one or more grade items from one category to another simultaneously. See 6.1.2.4. Moving Grade Items Between Categories on page 24.
- Add additional grade items to the gradebook. See 6.1.2.5. Adding Additional Grade Items to the Gradebook on page 24.

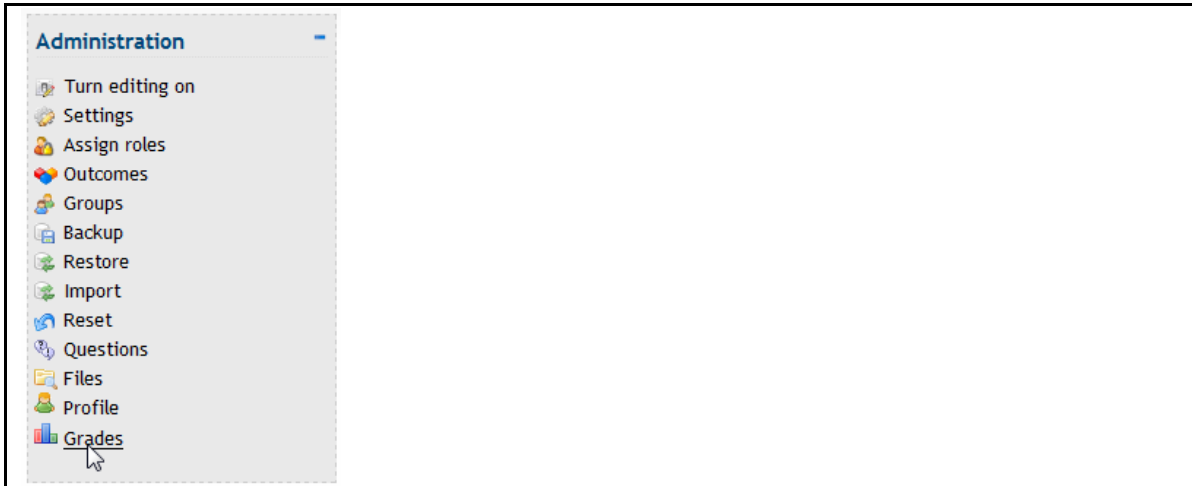
- Use other icons in the gradebook. See 6.1.2.6. Using the Icons in the Gradebook on page 25.

### 6.1.2.1 Accessing the Gradebook Customization View

The gradebook can be customized when shown in the Simple view.

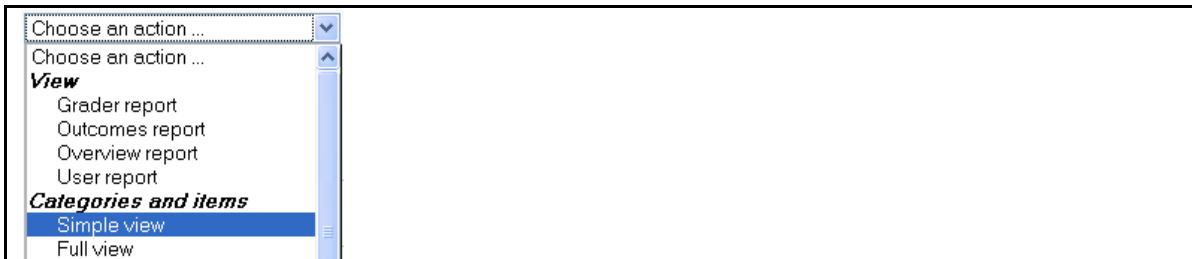
To access the gradebook's Simple view:

- In the *Administration* block of the course home page click **Grades**.



The **Grader report** page is displayed.

- From the *Choose an action...* drop-down menu, select *Simple view*.




The Simple view of the Grader report page is displayed. In this view you are able to customize the gradebook.

















**Edit categories and items: Simple view**

Name	Extra Credit	Max grade	Aggregate only non-empty grades	Aggregate including subcategories	Actions	Select
<b>Architectural Construction</b>		-	<input type="checkbox"/>	<input type="checkbox"/>		All None
Architectural Drafting assessment	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Architectural Drafting assignment	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Architectural Drafting assessment	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Architectural Drafting assignment	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Course total		100.00	-	-		

### 6.1.2.2 Changing the Order of Items in the Gradebook





To reposition a grade item in the gradebook:

1. Access the Simple view of the gradebook. (See 6.1.2.1. Accessing the Gradebook Customization View on page 21.)
2. Click the Move icon  next to the item you want to move.

























 CNC Milling Technology with ExpertMill (Virtual)		-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	  	All None
 Review Test 1		100.00	-	-	  	
 Activity 1: Introduction and Safety		100.00	-	-	  	

The gradebook is redisplayed with empty blocks displayed between all items. The item you selected to move is highlighted in blue, with the word (Move) displayed next to it.

3. Click the block at the position to which you want to move the item you selected.

Name
 CNC Milling Technology with ExpertMill (Virtual)
→ <input type="text"/>
 Review Test 1 (Move)
 Activity 1: Introduction and Safety
→ <input type="text"/>
 Activity 2: CNC Motion Control Software
→ <input type="text"/>

The gradebook's Simple view is redisplayed with the selected item at its new position.

Name	Extra Credit	Max grade	Aggregate only non-empty grades	Aggregate including subcategories	Actions	Select
 CNC Milling Technology with ExpertMill (Virtual)		-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	  	All None
 Activity 1: Introduction and Safety	<input type="checkbox"/>	100.00	-	-	   	<input type="checkbox"/>
 Review Test 1	<input type="checkbox"/>	100.00	-	-	   	<input type="checkbox"/>
 Activity 2: CNC Motion Control Software	<input type="checkbox"/>	100.00	-	-	   	<input type="checkbox"/>
 Review Test 2	<input type="checkbox"/>	100.00	-	-	   	<input type="checkbox"/>

### 6.1.2.3 Adding Categories to the Gradebook

To create a new gradebook category:

1. Access the Simple view of the gradebook. (See 6.1.2.1. Accessing the Gradebook Customization View on page 21.)
2. Click [Add category](#).





The **New category** page is displayed.

3. Enter a name for your new category in the *Category name* field, and specify any other relevant fields.

**Grade category**

**Category name\***

Aggregate only non-empty grades

Aggregate including subcategories

4. Click **Save changes**.

Your new category will be added to the gradebook.

✓ CNC Milling Technology with eXpertMill VMC-0600 (Virtual) Post Test	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
📁 New Category	<input type="checkbox"/>	-	<input type="checkbox"/>	<input type="checkbox"/>		All None
⌘ Category total		100.00	-	-		
⌘ Course total		100.00	-	-		

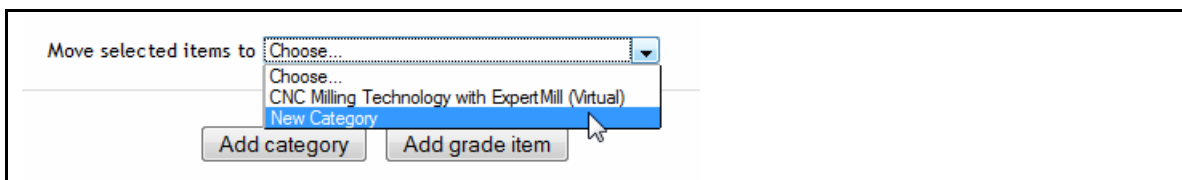
### 6.1.2.4 Moving Grade Items Between Categories

To move grade items from one category to another:

1. Access the Simple view of the gradebook. (See 6.1.2.1. Accessing the Gradebook Customization View on page 21.)
2. Check the *Select* checkboxes next to each grade item that you want to move to another category.

Name	Extra Credit	Max grade	Aggregate only non-empty grades	Aggregate including subcategories	Actions	Select
CNC Milling Technology with ExpertMill (Virtual)		-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		All None
Activity 1: Introduction and Safety	<input type="checkbox"/>	100.00	-	-		<input checked="" type="checkbox"/>
Review Test 1	<input type="checkbox"/>	100.00	-	-		<input checked="" type="checkbox"/>
Activity 2: CNCMotion Control Software	<input type="checkbox"/>	100.00	-	-		<input checked="" type="checkbox"/>
activity 2 after mark fix	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>

3. From the *Move selected items to* drop-down list, select the category to which the selected grade items should be moved.



The gradebook Simple view is redisplayed, with the selected grade items under the selected category.

Name	Extra Credit	Max grade	Aggregate only non-empty grades	Aggregate including subcategories	Actions	Select
New Category	<input type="checkbox"/>	-	<input type="checkbox"/>	<input type="checkbox"/>		All None
Activity 1: Introduction and Safety	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Review Test 1	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Activity 2: CNCMotion Control Software	<input type="checkbox"/>	100.00	-	-		<input type="checkbox"/>
Category total		100.00	-	-		
Course total		100.00	-	-		

### 6.1.2.5 Adding Additional Grade Items to the Gradebook

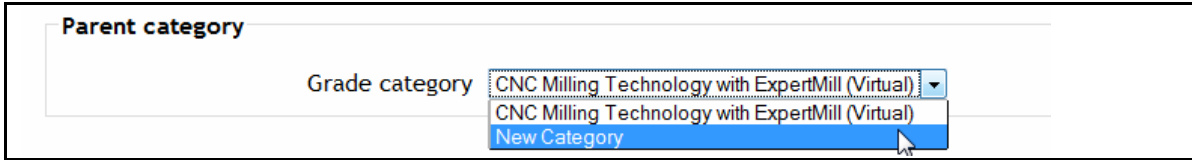
To add an additional grade item to the gradebook:

1. Access the Simple view of the gradebook. (See 6.1.2.1. Accessing the Gradebook Customization View on page 21.)
2. Click **Add grade item**.



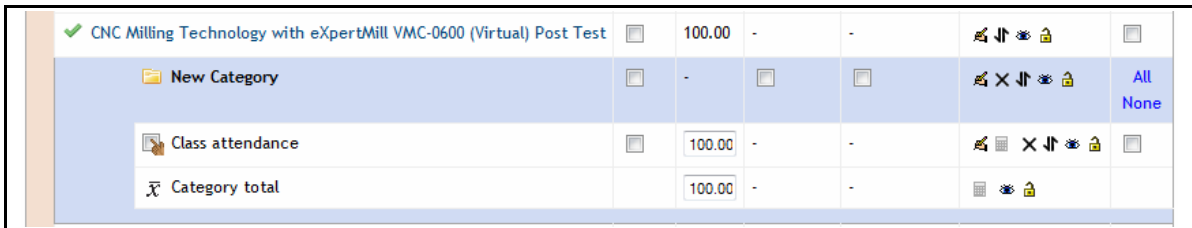
The **Grade item** page displays.

3. Specify the name of the grade item in the *Item name* field.
4. Specify any other relevant fields. Online help is provided for each.
5. Select the category to which the new item should be added in the gradebook.



6. Click **Save changes**.


The Simple view of the gradebook is redisplayed, with the new grade item displayed under the selected category.



### 6.1.2.6 Using the Icons in the Gradebook

The table below describes the functions performed by some of the icons located in the Simple view of the gradebook.

Icon	Name	Description
	Edit	Takes you to the editing page of the selected activity.
	Move	Enables you to change the position of the selected item in the gradebook. See 6.1.2.2. Changing the Order of Items in the Gradebook on page 22.
	Hide/Show	Hides or un-hides the selected item from the student's view of the gradebook.
	Lock/Unlock	Prevents or re-allows other teachers to edit grades for that activity.

Icon	Name	Description
	Grade Calculations	Calculations for the gradebook follow the pattern of formulas/functions in popular spreadsheet programs. They start with an equal (=) sign, and use common mathematical operators and functions to produce a single numerical output. This output is then used as the computed value for the grade item you are editing.

### 6.1.3 Editing Grades Directly in the Gradebook

All grades displayed in the gradebook can be edited by the course teacher. This means that the teacher can:

- Enter grades for items that have not yet been graded.
- Edit grades that were entered automatically by LearnMate, such as grades scored on assessments.

All grade editing is performed in the Grader report.

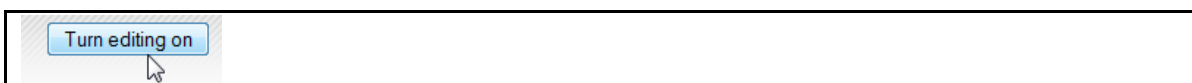
To edit a grade directly in the gradebook:

1. In the *Administration* block of the course home page click **Grades**.



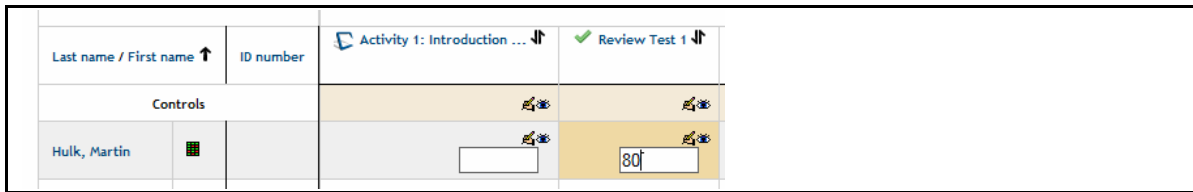
The grader report page is displayed.

2. Click **Turn editing on**.



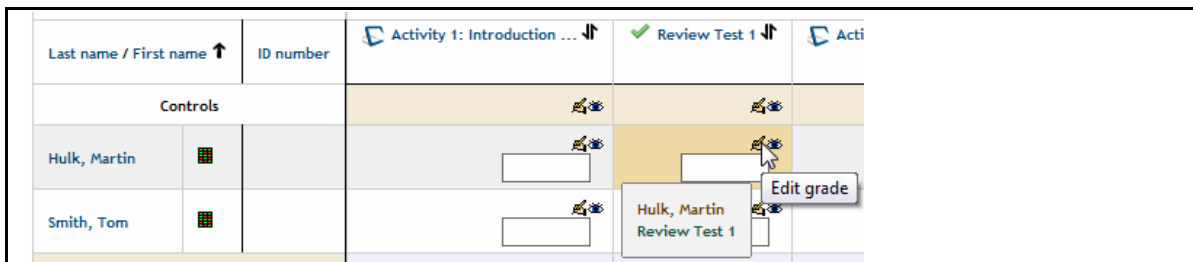
All grade blocks are now editable.

3. You can either enter grades directly in the grade blocks as shown below,




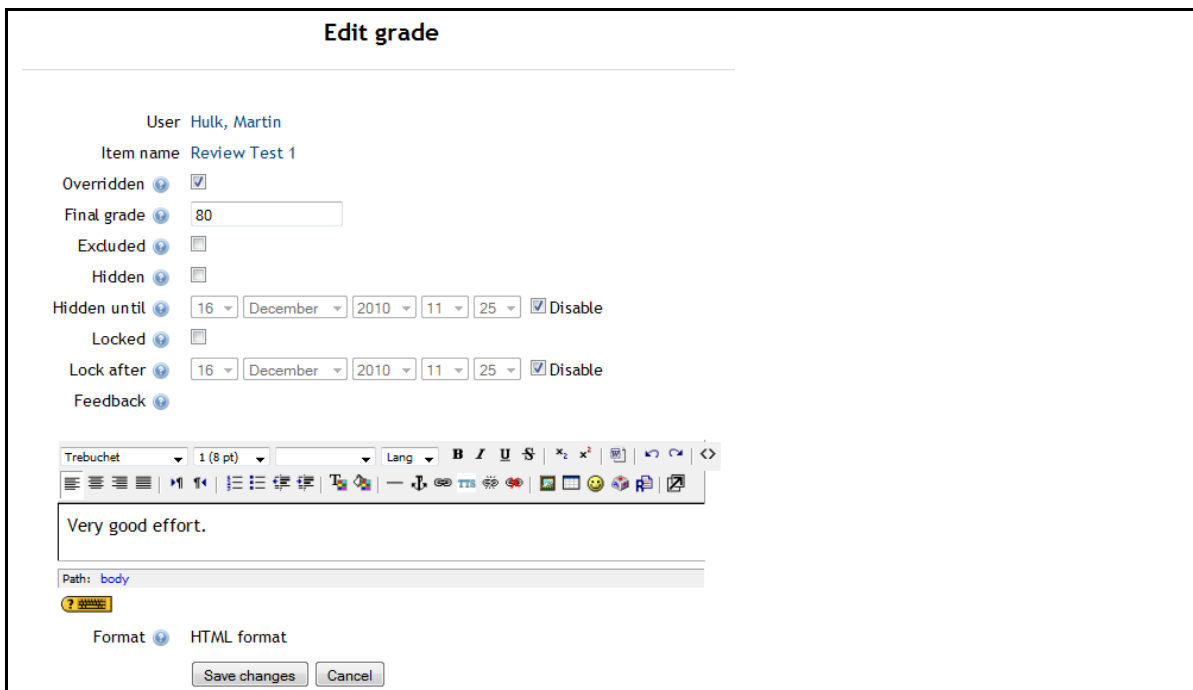
Last name / First name ↑	ID number	Activity 1: Introduction ...	Review Test 1
Controls			
Hulk, Martin			80

or you can click the Edit grade icon  as shown below.



Last name / First name ↑	ID number	Activity 1: Introduction ...	Review Test 1	Acti
Controls				
Hulk, Martin				
Smith, Tom				

Clicking the Edit grade icon  opens the **Edit grade** page in which you can specify the grade (in the *Final grade* field), feedback (in the *Feedback* field), as well as other settings for which online help is provided. Clicking [Save changes](#) saves the changes and redisplay the Grader report.



### Edit grade

User Hulk, Martin  
Item name Review Test 1

Overridden

Final grade

Excluded

Hidden

Hidden until       Disable

Locked

Lock after       Disable

Feedback

Path: body

Format  HTML format

[Save changes](#) [Cancel](#)

## 6.2 Grading Assignments

Assignment grading can be performed on two different pages:

- The **Assignment submissions** page lists all course students, and provides links to all files uploaded by each student. You can select the grade and enter a comment directly on this page.

First name : All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z		Last name : All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z							
Last name ↓ / First name	Grade	Comment	Last modified (Student)	Last modified (Teacher)	Status	Final grade			
Hulk, Martin	No grade				Grade	-			
Smith, Graham	No grade		Assignment1_GSmith.doc		Grade	-			
Thursday, 16 December 2010, 12:11 PM									

- The **Assignment grading form** page, accessed from the **Assignment submissions** page, provides a form for grading one student’s assignment. Grading on this page provides more options and functionality than the **Assignment submissions** page does.

This section provides instructions on how to:

- Access and grade assignments in the **Assignment submissions** page. See 6.2.1. Accessing and Grading in the Assignment Submissions Page on page 28.
- Access and grade assignments in the **Assignment grading form** page. See 6.2.2. Accessing and Grading in the Assignment Grading Form Page on page 29.

## 6.2.1 Accessing and Grading in the Assignment Submissions Page

The **Assignment Submissions** page enables you to grade all submissions for an assignment relatively quickly.

- ❖ **Note:** *Assignments that are graded against rubrics cannot be graded directly from this page. Such assignments can only be graded from the **Assignment grading form** page, which can be accessed from the **Assignment Submissions** page.*

To access and use the **Assignment Submissions** page:

1. In the **Activities** block, click the **Assignments** link.





The **Assignment** page is displayed. This page lists all assignments in the course and lists how many students have been submitted for each.

Assignment				
Section	Name	Assignment type	Due date	Submitted
	Assignment: Programming the VEX Controller	Advanced uploading of files	-	View 1 submitted assignments
	Assignment: Open-loop Driving Exercises; Optimization	Advanced uploading of files	-	View 1 submitted assignments
	Assignment: Constants, Variables, Comments	Advanced uploading of files	-	No attempts have been made on this assignment
	Assignment: Tests and Loops	Advanced uploading of files	-	No attempts have been made on this assignment
	Assignment: Fine Motor Control	Advanced uploading of files	-	No attempts have been made on this assignment
	Assignment: Make a Square	Advanced uploading of files	-	No attempts have been made on this assignment
	Assignment: Simple Shapes with User Functions	Advanced uploading of files	-	No attempts have been made on this assignment
	Project: Follow a Complex Path	Advanced uploading of files	-	No attempts have been made on this assignment

2. Click on the link in the *Submitted* column to view submitted assignments.

Section Name	Assignment type	Due date	Submitted
Assignment: Programming the VEX Controller	Advanced uploading of files	-	<a href="#">View 1 submitted assignments</a>
Assignment: Open-loop Driving Exercises; Optimization	Advanced uploading of files	-	<a href="#">View 1 submitted assignments</a>

The **Submissions** page is displayed.

First name : All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z							
Last name : All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z							
-	Last name ↓ / First name -	Grade -	Comment -	Last modified (Student) -	Last modified (Teacher) -	Status -	Final grade - +
	Hulk, Martin	No grade ▾				Grade	-
	Smith, Graham	No grade ▾		<a href="#">Assignment1_GSmith.doc</a>	Thursday, 16 December 2010, 12:11 PM	Grade	-

3. To:

- View a submitted file, click the file link in the *Last modified (Student)* column.
- Assign a grade, select the grade you want to assign from the *Grade* column.
- ❖ **Note:** This option is not available when grading an assignment that is graded against a rubric.
- Enter a comment, type it into the *Comment* field.

4. Click Save all my feedback to save the changes you made.





## 6.2.2 Accessing and Grading in the Assignment Grading Form Page

To access and use the **Assignment grading form** page:

1. Access the **Assignment Submissions** page. (See 6.2.1. Accessing and Grading in the Assignment Submissions Page on 28.)

The **Assignment Submissions** page is displayed.

2. Click the [Grade](#) or [Update](#) link in the *Status* column. (The link appears as *Update* if you have previously assigned a grade.)

-	Last name ↓ / First name -	Grade -	Comment -	Last modified (Student) -	Last modified (Teacher) -	Status -	Final grade - +
	Hulk, Martin	-				Grade	-
	Smith, Graham	-		<a href="#">Assignment2_GSmith.doc</a>	Thursday, 16 December 2010, 12:11 PM	Grade	-

The **Assignment grading form** page is displayed.

3. To:

- Add feedback, enter it in the large text entry area provided.



- Assign grades, if the assignment is graded against a rubric, select the grade for each criteria from the drop-down lists, and add notes if relevant, as shown below. Note that the overall grade is calculated automatically.

Name	Points1	Notes
Creative Process / Design	16 / 20	
o Curvature predictions	16 / 20	Good
Design Performance	43 / 60	
o Program robot to move exactly 10"	17 / 20	
o Program robot to move exactly 20"	18 / 20	
o Program robot to move exactly 30"	8 / 20	Needed more work
Writing Assignments	10 / 20	
o Engineering Notebook	10 / 20	Disappointing
<b>Score 69 / 100 (69%)</b>		

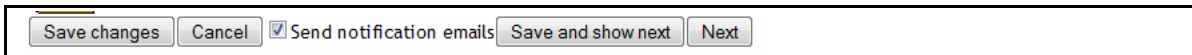
- Assign grades, if the assignment is not graded against a rubric, by selecting the grade from the **Grade** drop-down list.



- Upload a response file (a file you want to attach to your feedback to the student), use the **Browse** and **Upload** buttons to select and then upload the file to attach.



- Save your grading, save and move to the next student's assessment, or to move to the next student's assessment without saving, click the appropriate button.



## 6.3 Grading Assessments

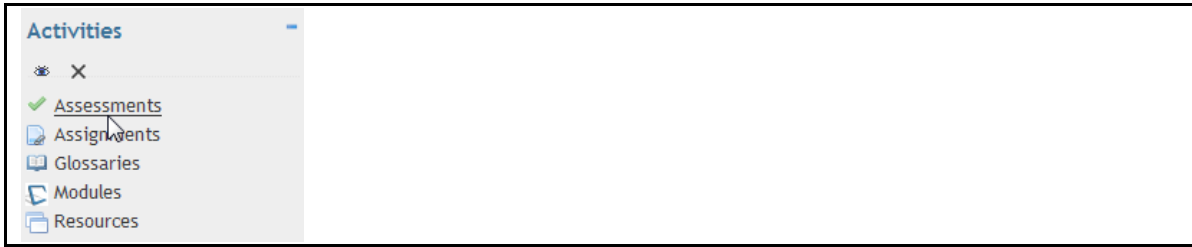
This section provides instructions on how to:

- Modify the grade scored by a student on individual assessment questions. See 6.3.1. *Modifying the Grades Awarded on Individual Questions* on page 31.
- Override the assessment grade awarded in the gradebook. See 6.3.2. *Modifying the Grade Awarded for an Entire Assessment* on page 33.



### 6.3.1 Modifying the Grades Awarded on Individual Questions

1. In the course page, in the *Activities* block click Assessments.



The **Assessments** page is displayed. It lists all assessments in the course and lists the number of student attempts at each.

Assesment		
Section	Name	Attempts
	Review Test Section 2.1	Attempts: 3
	Review Test Section 2.2	Attempts: 3
	Review Test Section 2.5	Attempts: 3
	Review Test Section 2.7	Attempts: 3
	Review Test Section 2.9	Attempts: 2

2. To view the results scored on an assessment, click the link in the *Attempts* column.



You are now shown a table of all student results for the assessment. The table lists the overall grade scored and the grade scored for each question in the assessment.

Last name / First name	ID number	Started on	Completed	Time taken	Grade/100	#1	#2	#3	#4
<input type="checkbox"/> Mersey, Rodney		13 December 2010, 01:16 PM	13 December 2010, 01:16 PM	12 secs	50	0/25	25/25	0/25	25/25
<input type="checkbox"/> Doe, Jane		13 December 2010, 01:06 PM	13 December 2010, 01:06 PM	19 secs	50	25/25	0/25	0/25	25/25
<input type="checkbox"/> Green, Robert		13 December 2010, 01:18 PM	13 December 2010, 01:18 PM	10 secs	50	25/25	25/25	0/25	0/25
<b>Overall average</b>					<b>50</b>	12.5/25	12.5/25	0/25	12.5/25

3. If you want to make changes to:
  - Only one question in a student's test, click on the result for that question.

Last name / First name	ID number	Started on	Completed	Time taken	Grade/100	#1
<input type="checkbox"/> Mersey, Rodney		13 December 2010, 01:16 PM	13 December 2010, 01:16 PM	10 secs	50	50/50
<input type="checkbox"/> Doe, Jane		13 December 2010, 01:01 PM	13 December 2010, 01:01 PM	8 secs	0	0/50

- Multiple questions in a student's test, click the overall grade value.

Last name / First name -	ID number -	Started on -	Completed -	Time taken -	Grade/100 -	#1 -
Mersey, Rodney		13 December 2010, 01:16 PM	13 December 2010, 01:16 PM	10 secs	50	50/50

A page displaying just one question or the entire assessment is displayed.

- To change the grade of a question, click **Make comment or override grade.**

2. When you compile your program, you are:

Marks: 1

Choose one answer.

- a. Converting your 'C' program to machine language. ✓
- b. Creating or editing 'C' language statements. ✗
- c. Sending the program to the controller on the robot. ✗
- d. "Piling" program statements, one after another. ✗

Compiling is the process of converting 'C' program statements into a format the machine can execute (machine language).

[Make comment or override grade](#)

Incorrect

Marks for this submission: 0/1.

A pop-up window displays.

- Write a comment in the space provided, if relevant.

When you compile your program, you are:

Comment: Trebuchet 1 (8 pt) Lang B I U S \*x x<sup>2</sup> |

I have decided to award you 50% for this question, as it was unfairly worded.

- Change the grade in the space provided.

Grade: 0.5 / 1

- Click **Save** and close the pop-up window.

The assessment or individual question is redisplayed with your changes indicated. The grading history for the question is displayed.

2. When you compile your program, you are:

Marks: 1

Choose one answer.

- a. Converting your 'C' program to machine language. ✓
- b. Creating or editing 'C' language statements. ✗
- c. Sending the program to the controller on the robot. ✗
- d. "Piling" program statements, one after another. ✗

Compiling is the process of converting 'C' program statements into a format the machine can execute (machine language).

Comment: I have decided to award you 50% for this question, as it was unfairly worded.

[Make comment or override grade](#)

Partially correct

Marks for this submission: 0.5/1.

History of Responses:

#	Action	Response	Time	Raw score	Grade
1	Close@Grade	Sending the program to the controller on the robot.	13:16:29 on 13/12/10	0	0
2	Manual Grade	Sending the program to the controller on the robot.	15:15:49 on 16/12/10	0.5	0.5

8. To return to the table showing all students' grades for the assessment, click **Overview** in the *Results* tab.



### 6.3.2 Modifying the Grade Awarded for an Entire Assessment

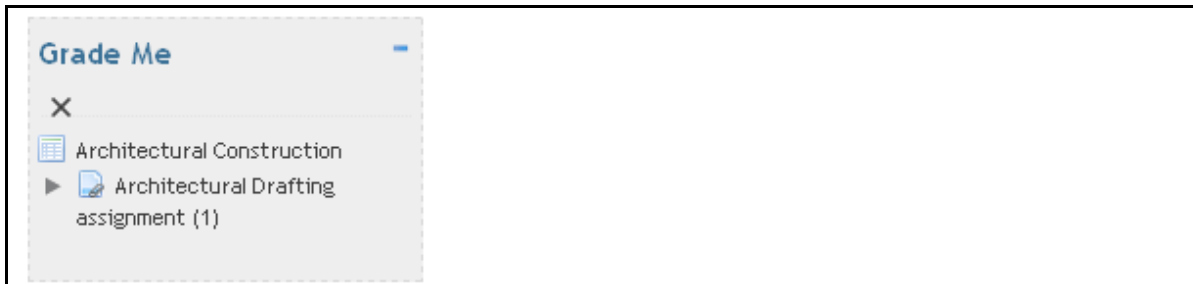
If you want to modify a student's assessment grade, without modifying the scores earned on individual questions in the assessment, you can do so by editing the grade directly in the gradebook.

For instructions on how to do so, see 6.1.3. Editing Grades Directly in the Gradebook on page 26.

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## 6.4 Using the Grade Me Block

The *Grade me* block alerts you when a student has submitted an assignment for grading. Click the links in the block to navigate directly to the grading pages.



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# 7. Managing Course Content Components in Your Course

This chapter includes instructions on how to manage:

- Interactive activities, such as forums, chats and wikis. See 7.1. Managing Interactive Activities on page 34.
- Graded activities, such as assessments, assignments and lessons. See 7.2. Managing Graded Activities on page 36.
- Resources, such as labels, web and text pages, and links to web sites. See 7.3. Managing Resources on page 37.
- Other activities, such as certificates, choices and questionnaires. See 7.4. Managing other Activities on page 37.

To learn about the creation of any of these course content components, see 11.1. Creating New Activities and Resources on page 57.

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## 7.1 Managing Interactive Activities

To learn about managing:

- Forums, see 7.1.1. Forums on page 34.
- Chats, see 7.1.2. Chats on page 35.
- Wikis, see 7.1.3. Wikis on page 35.
- Glossaries, see 7.1.4. Glossary on page 36.
- Live Lesson, see Live Lesson on page 36.

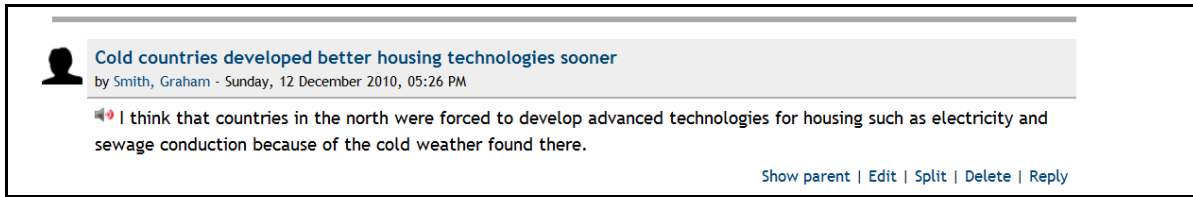
### 7.1.1 Forums

The Forums activity is where class discussions take place. You and your students can post comments, questions and answers you would like to share without having to be logged in at the same time. All conversations are kept in a log for future references.

Like students, you can post messages to the forums. See the *Student's Getting Started Guide* for more information.

As a teacher, you can additionally:

- Change forum settings. To do so, click the *Edit* icon next to your forum in the course page. A range of settings can be modified. Online help is provided where necessary.
- Delete or edit messages posted by students by clicking the relevant links below a student's message.



- Convert a student's message posted within a discussion thread to a new discussion thread, by clicking **Split** below the message.

### 7.1.2 Chats

A Chat activity allows users to have a real-time synchronous discussion via the web. This feature is especially helpful when questions come up and an immediate response is necessary.

Like students, you can post messages to the chat. See the *Student's Getting Started Guide* for more information.

As a teacher, you can additionally:

- Change chat settings. To do so, click the *Edit* icon next to your chat in the course page. A range of settings can be modified. Online help is provided where necessary.
- View past chat sessions and delete selected sessions. From the **Chat** page, click **View past chat sessions**. Then click **Delete this session** next to the appropriate session to delete it.

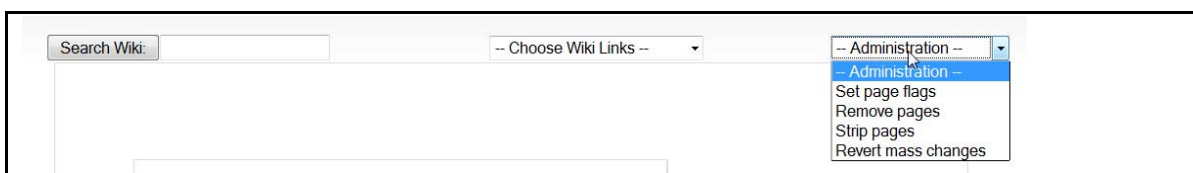
### 7.1.3 Wikis

Wikis are online web pages in which all course participants can read, add and edit content. The purpose of the wiki is to enable users to work together on a web page where they can all add, expand and change the content. Old versions are never deleted and can be restored at any time.

Like students, you can add, edit and delete content in a wiki. See the *Student's Getting Started Guide* for more information.

As a teacher, you can additionally:

- Change wiki settings. To do so, click the *Edit* icon next to your wiki in the course page. A range of settings can be modified. Online help is provided where necessary.
- Access the *Administration* drop-down list in the wiki page.





- This list provides you with various functions. Online help is provided on each page.

## 7.1.4 Glossary

The *Glossary* activity allows participants to view a list of definitions, like an online dictionary. You can search or browse the entries in many different formats.

Like students, you can view the contents of a glossary at any time. See the *Student's Getting Started Guide* for more information.

As a teacher, you can additionally:

- Add new glossary terms by clicking [Add New Entry](#).
- Change glossary settings. To do so, click the *Edit* icon next to your glossary in the course page. A range of settings can be modified. Online help is provided where necessary.
- Edit glossary items by clicking the edit icon  next to any entry.
- Delete glossary terms by clicking the delete icon  next to any entry.

## 7.1.5 Live Lesson

The Live Lesson allows instructors to conduct live synchronous lessons, with a broadcasted video feed of the instructor. Students can participate in the interactive chat, and can provide lesson feedback.

For more information regarding the Live Lesson activity, refer to the *LearnMate Live Instructor's Guide*.

---

## 7.2 Managing Graded Activities

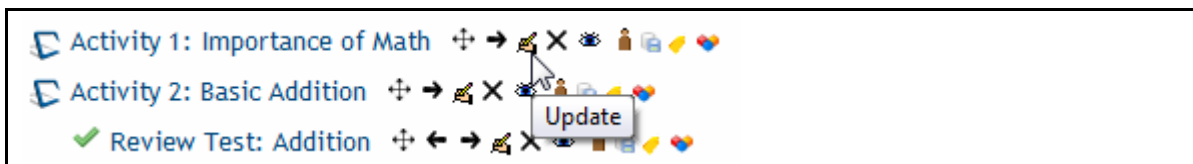
Graded activities include:

- Assessments
- Assignments
- Lessons

General descriptions of the graded activities have already been provided in 3.1.2.1. Activities on page 8.

As a teacher you are able to modify the settings of each of these types of activities, without affecting the content of the activities themselves.

The settings for each graded activity are accessed by clicking the *Update* icon next to the relevant activity.



Typical settings that can be adjusted for graded activities include those listed below. Online help is provided on the relevant pages.

- The name of the activity
- The activity's description or instructions
- The dates during which the students will have access to the activity
- The number of attempts allowed per student

- Other activity-specific settings.

---

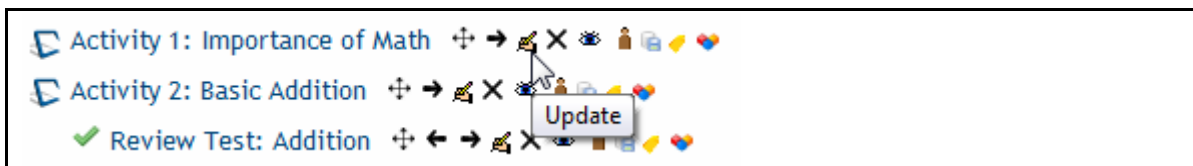
## 7.3 Managing Resources

Resources include static, non-interactive course components that aim to provide information. These include:

- Labels
- Web and text pages
- Links to web sites

General descriptions of the graded activities have already been provided in 3.1.2.2. Resources on page 9.

The settings for each graded activity are accessed by clicking the Update icon next to the relevant activity.




Typical settings that can be adjusted for resources include those listed below. Online help is provided on the relevant pages.

- The name of the resource
- The resource's visibility settings
- Other resource-specific settings

---

## 7.4 Managing other Activities

As with all other course content components, the activities that have not been discussed so far in this chapter can also be managed in a similar manner. The settings for all other activities, including certificates, choices and questionnaires, are all accessed by clicking the *Update*  icon next to the activity and adjusting the settings found there. Online help is provided wherever relevant.

---

## 8. Generating Course Reports

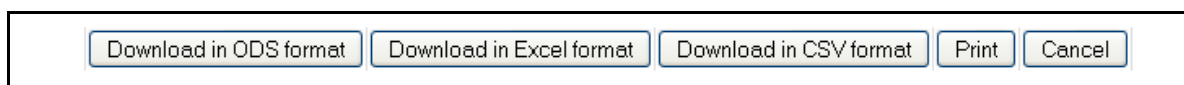
As a teacher, you are provided with a number of useful and powerful course reports that you can generate directly from your course page. Course reports analyze data from the course from which they are generated only.

You can access the various course reports from the *Course report* block in the course home page.



Some reports generate immediately, while for others you are required to select what data to include by choosing from the menus shown.

All course reports can be downloaded once they are displayed. You can download the reports in ODS, Excel or CSV formats. Reports can also be printed. Buttons for these actions are displayed below each report, as shown below.



This chapter describes the use of the following reports. Additional help is provided in the online help windows.

Report Name	Description	See Section
Activity Report	Shows the number of times a specific activity has been viewed, and the last time it was viewed.	8.1 on page 39
Average Assessment Grades Report	Shows the average score on all course assessments that share a specified tag. For more information on tags see 12. Working with Tags on page 71.	8.2 on page 40
Course Outcomes Report	Lists all outcomes in a specified skills standard. For each outcome, all activities assigned to that outcome are listed with their average grades, and the overall average of those activities is also shown.	8.3 on page 40
Grader Report	Shows a table that shows the scores scored by each student on each graded activity in the course.	8.4 on page 41
Live Logs Report	Lists all user actions performed in the last hour in the course.	8.5 on page 43



Logs Report	List all user actions filtered by your selection of students, dates, activities, and actions.	8.6 on page 43
Participation Report	Details the actions performed by a selected student(s) in a selected activity, filtered by time and action.	8.7 on page 44
Reset Passwords Report	Enables you to reset the passwords of selected students.	8.8 on page 45
Student Outcomes Report	Shows you how each student is performing relative the course outcomes.  This is identical to the Course Outcomes Report, except that it shows grades for a particular student, instead of course average grades.	8.9 on page 45
Test Comparison Report	Shows a comparison between grades scored by a student on two assessments. If the two assessments are identical, then an additional per-question comparison is provided.	8.10 on page 46

---

## 8.1 Activity Report

The Activity report shows the number of times a specific activity has been viewed, and the last time it was viewed.

An example is shown below.

Activity report		
Architectural Construction		
Computed from logs since Monday, 13 September 2010, 01:52 PAA.		
Activity	Views	Last access
<b>Topic 1</b>		
✓ Architectural Drafting assessment	9	Thursday, 18 November 2010, 04:10 PM (21 days 3 hours)
📄 Architectural Drafting assignment	6	Thursday, 9 December 2010, 04:13 PM (3 hours 9 mins)
📖 Architectural Drafting lesson	-	
<input type="button" value="Download in ODS format"/> <input type="button" value="Download in Excel format"/> <input type="button" value="Download in CSV format"/> <input type="button" value="Print"/> <input type="button" value="Cancel"/>		

---

## 8.2 Average Assessment Grades report

The Average Assessment Grades Report shows the average score and total submissions on all course assessments that share a specified tag. For more information on tags see 12. Working with Tags on page 71.

After selecting the report from the Reports block, select the tag that is attached to all assessments that you want included in your report.

**Average Assessment Grades report**

Select an assessment

- Select an assessment
- Math: Addition
- Math: Addition Test**
- Math: Multiplication
- Math Test

You are logged in as Smiles, Sharon (Logout)

[Home](#)

In the example shown below, for all assessments in the course that were tagged with the tag “Math Test”, there were three submissions and the average grade was 83.33%. In the entire Forest Town organization, there were four submissions on tests that were tagged with “Math Test”, and the average overall was 87.5%.

**Average Assessment Grades report**

**Organization:** Forest Town  
**Course:** Functional Math  
**Assessment:** Math Test

Assessment	Total Submissions	Average Grade
Math Test	3	83.33%
Forest Town	4	87.50%

[Download in ODS format](#) [Download in Excel format](#) [Download in CSV format](#) [Print](#) [Back](#)

---

## 8.3 Course Outcomes Report

The Course Outcomes Report lists all outcomes in a specified skills standard. For each outcome, all activities assigned to that outcome are listed with their average grades, and the overall average of those activities is also shown.

After selecting the report from the *Reports* block, select a skills standard from the drop-down menu and click Generate Report.

### Course Outcomes report

Select a skills standard

Select a skills standard ▼  
 Select a skills standard  
**Architectural Drafting**

An example report is shown below.

### Course Outcomes report

**Skills Standard:** Architectural Drafting  
**Course:** Architectural Construction

Outcome	Activity	Activity Grade	Average Grade
1.1 Define the characteristics of geometric objects	✓ Architectural Drafting assessment	87.00%(1)	80.00%
	📄 Architectural Drafting homework	-	
2.1 Perform correct mathematical calculations as they apply to architecture.	✓ Architectural Drafting assessment	75.00%(1)	70.00%
	📖 Architectural Drafting lesson	-	
4.3 wood	✓ Architectural Drafting assessment	63.00%(1)	65.00%
	📄 Architectural Drafting homework	-	
	📄 Architectural Drafting assignment	-	
5.6 schedules	✓ Architectural Drafting assessment	80.00% (1)	80.00%

## 8.4 Grader Report

The Grader report shows a table that shows the scores scored by each student on each graded activity in the course.

An example Grades report is shown below.

### Grader report

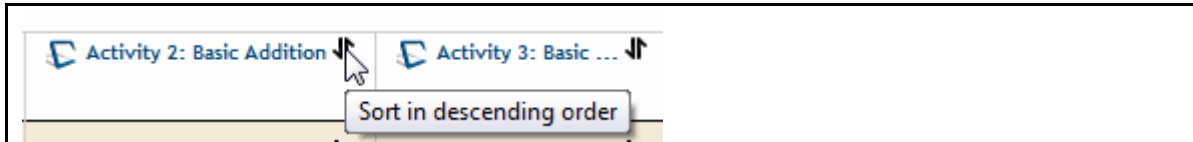
		Architectural Construction				
Last name / First name ↑	ID number	✓ Architectural Drafting ...	📄 Architectural Drafting ...	✓ Architectural Drafting ...	📄 Architectural Drafting ...	📄 Architectural ...
Brant, Pablo	■	92.00	-	86.00	-	
Gold, Debbie	■	100.00	-	56.00	65.00	
Kim, Lee	■	85.00	72.00	65.00	-	
Pineda, Karla	■	93.00	-	72.00	-	
<b>Overall average</b>		<b>92.50 (4)</b>	<b>72.00 (1)</b>	<b>69.75 (4)</b>	<b>65.00 (1)</b>	

In this report you are able to:

- Sort the table by first name, last name or ID, by clicking the relevant link. The arrow indicates by which field the table is currently sorted, and whether in ascending or descending order.



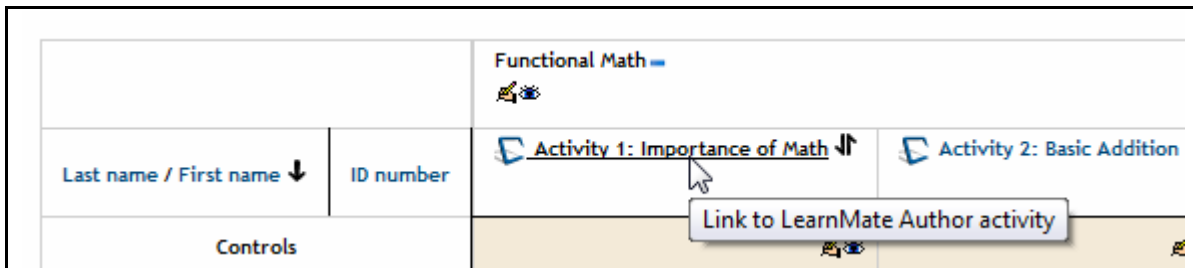
- Sort the table by the grade scored on a particular activity, by clicking the *Sort* icon next to an activity name.



- Edit any grade listed by clicking the *Edit grade* icon. Editing must first be turned on.



- Navigate directly to any of the activities by clicking the activity names in the table header.



- View a User Report that shows just the grades scored by one student, by clicking the *User report* icon next to a student's name.



## 8.5 Live Logs Report

The Live Logs report lists all user actions performed in the last hour in the course.

An example report is shown below. In this report, only one student was active in the last hour. Note that every student action is recorded.

Live Logs report					
Displaying 25 records					
Time	IP Address	Full name	Action	Information	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	course view	Functional Math	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	lm author view	Activity 1: Importance of Math	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	lm author pre-view	332	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	course view	Functional Math	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	chat talk	Geography and Tourism	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	chat view	Geography and Tourism	
Mon 13 December 2010, 10:13 AM	172.16.12.123	Smith, Graham	course view	Functional Math	
Mon 13 December 2010, 10:12 AM	172.16.12.123	Smith, Graham	forum view discussion	The Effect of Weather on Housing Technologies	
Mon 13 December 2010, 10:12 AM	172.16.12.123	Smith, Graham	forum add post	Re: The Effect of Weather on Housing Technologies	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	forum view discussion	The Effect of Weather on Housing Technologies	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	forum view forum	Civilization and Weather	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	course view	Functional Math	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	glossary view	Math Glossary	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	course view	Functional Math	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	assessment view	Review Test 1	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	assessment close attempt	Review Test 1	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	assessment continue attempt	Review Test 1	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	assessment attempt	Review Test 1	
Mon 13 December 2010, 10:11 AM	172.16.12.123	Smith, Graham	assessment view	Review Test 1	
Mon 13 December 2010, 10:10 AM	172.16.12.123	Smith, Graham	course view	Functional Math	
Mon 13 December 2010, 10:10 AM	172.16.12.123	Smith, Graham	assignment view	Assignment: Addition, Multiplication and Division	
Mon 13 December 2010, 10:10 AM	172.16.12.123	Smith, Graham	assignment upload	Assignment: Addition, Multiplication and Division	
Mon 13 December 2010, 10:10 AM	172.16.12.123	Smith, Graham	upload upload	D:\xampp\lms\data/258/moddata/assignment/800/353/car.jpg	
Mon 13 December 2010, 10:10 AM	172.16.12.123	Smith, Graham	assignment view	Assignment: Addition, Multiplication and Division	
Mon 13 December 2010, 10:10 AM	172.16.12.123	Smith, Graham	course view	Functional Math	

## 8.6 Logs Report

The Logs report lists all user actions filtered by your selection of students, dates, activities, and actions.

After clicking **Logs** in the *Course report* block, the report will be displayed immediately.

By selecting the contents of each of the drop-down menus, you can select exactly what data should be included in the report. After making your selections, click **Get these logs** to regenerate the report.

An example report is shown below.

Logs report					
Architectural Construction: All participants, Thursday, 9 December 2010 (Server's local time)					
Architectural Construction ▾ All participants ▾ Today, 9 December 2010 ▾ All activities ▾ All actions ▾					
Display on page ▾ <b>Get these logs</b>					
Displaying 8 records					
Time	IP Address	Full name	Action	Information	
Thu 9 December 2010, 04:15 PM	172.16.12.123	Kim, Lee	upload upload	C:\learnmate\lms_data\2\moddata\assignment\66\4\grading_assign.doc	
Thu 9 December 2010, 04:15 PM	172.16.12.123	Kim, Lee	course view	Architectural Construction	
Thu 9 December 2010, 04:14 PM	172.16.12.123	Kim, Lee	course view	Architectural Construction	
Thu 9 December 2010, 04:12 PM	172.16.12.123	Kim, Lee	upload upload	C:\learnmate\lms_data\2\moddata\assignment\47\4\grading_assign.doc	
Thu 9 December 2010, 04:12 PM	172.16.12.123	Kim, Lee	course view	Architectural Construction	
Thu 9 December 2010, 03:48 PM	172.16.12.123	Kim, Lee	assignment view all		
Thu 9 December 2010, 03:48 PM	172.16.12.123	Kim, Lee	upload upload	C:\learnmate\lms_data\2\moddata\assignment\58\4\grading_assign.doc	
Thu 9 December 2010, 03:47 PM	172.16.12.123	Kim, Lee	course view	Architectural Construction	

## 8.7 Participation Report

The Participation report shows users' participation for a selected activity, time period, role and action.

After clicking **Participation** in the *Course report* block, the *Participation report* page is shown.

Specify the data to be included in your report by selecting from the drop-down menus shown. Click **Go**.

**Participation report**

Activity  Look back  Show only  Show actions

An example report is shown below. In this report only one student, Graham Smith, participated in the selected activity over the time period specified. He participated 6 times.

**3 Student**

Last name ↓ / First name	All actions	Select
janet2, janet2	No	<input type="checkbox"/>
Smith, Graham	Yes (6)	<input type="checkbox"/>

You can then send messages directly to any or all of the students listed by selecting students and then selecting *Add/send message* from the *With selected users* drop-down list. Click **OK**.

Last name ↓ / First name	All actions	Select
Admin, PDP	No	<input checked="" type="checkbox"/>
janet2, janet2	No	<input checked="" type="checkbox"/>
Smith, Graham	Yes (6)	<input type="checkbox"/>

With selected users...

Add / send message

---

## 8.8 Reset Passwords Report

The Reset Passwords is not a standard report for analyzing data but rather a page in which you can make changes to users' passwords.

Click [Reset Passwords](#) from the *Course reports* block. You will be shown the *Reset Passwords* report, as shown below.

Reset Password report				
Last name	First name	Username	New Password	Submit
Pineda	Karla	kpineda	<input type="text"/>	<input type="button" value="Submit"/>
Brant	Pablo	pbrant	<input type="text"/>	<input type="button" value="Submit"/>
Gold	Debbie	dgold	<input type="text"/>	<input type="button" value="Submit"/>
Kim	Lee	leekim	<input type="text"/>	<input type="button" value="Submit"/>

Specify a new password for any user and click [Submit](#) to change that student's password.

---

## 8.9 Student Outcomes Report

The Student Outcomes report is designed to show you how each student is performing relative the course outcomes. The report lists all outcomes in a specified skills standard. For each outcome, all activities assigned to that outcome are listed with the grades scored by the selected student, and the overall average of those activities is also shown.

This is identical to the Course Outcomes report, except that it shows grades for a particular student, instead of course average grades.

After choosing **Student Outcomes** from the *Course reports* block, you will be shown the *Student Outcomes report* page. Select the skills standard and student(s), and click **Generate report**.

## Student Outcomes report

**Select a skills standard**

▼
 Architectural Drafting

Select a skills standard

Architectural Drafting

**Select a student/s**

▲
 All students

Brant, Pablo  
 Gold, Debbie  
 Kim, Lee  
 Pineda, Karla

Generate report
Back

A sample report is shown below.

## Student Outcomes report

**Skills Standard:** Architectural Drafting  
**Course:** Architectural Construction

Outcome	Activity	Activity Grade	Average Grade
<b>Student Name:</b> <a href="#">Brant, Pablo</a>			
1.1 Define the characteristics of geometric objects	✓ Architectural Drafting assessment	92.00%	92.00%
5.6 schedules	📄 Architectural Drafting homework	-	
4.3 wood	📖 Architectural Drafting lesson	-	
	📄 Architectural Drafting assessment (1 question)	85.00%	78.50%
2.1 Perform correct mathematical calculations as they apply to architecture.	✓ Architectural Drafting assessment	72.00%	80.00%
	📖 Architectural Drafting lesson	-	
4.3 wood	✓ Architectural Drafting assessment	85.00%	78.50%
5.6 schedules	📄 Architectural Drafting homework	-	
	📄 Architectural Drafting assignment	-	
5.6 schedules	✓ Architectural Drafting assessment	92.00%	92.00%

## 8.10 Test Comparison Report

The Test Comparison report shows a comparison between the grades scored by a student on two assessments. If the two assessments are identical, then an additional per-question comparison is provided.



After choosing **Test Comparison** from the *Course Reports* block, you will be shown the **Test Comparison report** page. Select one or more students and the two assessments from the drop-down lists. Click **Generate report**.

### Test Comparison report

**Select a student/s**

All students  
 Admin,PDP  
 janet2,janet12  
Smith,Graham

**Select assessments**

Assessment 1 Electronics Pre-test

Assessment 2 Electronics Post-test

An example report is shown below. It shows that the selected student scored 47.62% on the first assessment and 100% on the second.

### Test Comparison report

The grades shown below reflect the final grade that was recorded in the gradebook (e.g. first, last, best, average)

**Course:** Functional Math  
**Assessment 1:** Electronics Pre-test  
**Assessment 2:** Electronics Post-test

Last Name/First Name	Assessment 1	Assessment 2
Smith, Graham	47.62%	100.00%

Because the two tests were identical, the student's name is hyperlinked. Clicking the student's name shows a comparison between the scores obtained on each question.

### Test Comparison report

**Course:** Functional Math  
**Student:** [Smith, Graham](#)

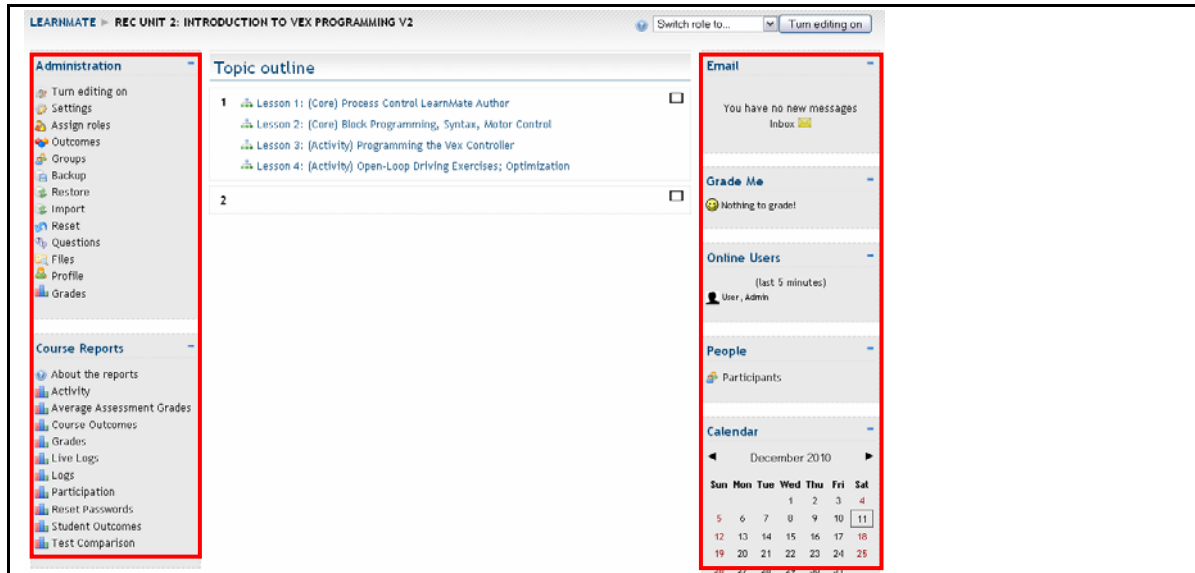
**Assessment 1: Electronics Pre-test Score:** 47.62%  
**Assessment 2: Electronics Post-test Score:** 100.00%

Question Text	Assessment 1	Assessment 2
An electronic circuit does not need a power source.	1.00	1.00
In an electrical circuit using a transistor as a switch, the current flows through the load when the transistor is off.	1.00	1.00
In order for a circuit to allow current to flow through a load, the switch in the circuit must be _____.	0.00	1.00
A circuit may have more than one switch.	1.00	1.00
A transistor may be used as an amplifier in an electronic circuit.	0.00	1.00
Which of the following are advantages of the semiconductor over the vacuum tube?	0.33	1.00
In the circuit shown, the light is off when the switch is open.	0.00	1.00

---

# 9. Managing Blocks

Blocks are demarcated areas which contain links to a wide range of LearnMate functions. These functions are accessed by clicking on the links located in those blocks. Which blocks display, and what functionality each block has, depends on the user's role.



In order to arrange the display of blocks on the course page, you need to know:

- How to add additional blocks to the course page. See 9.1. Adding Blocks to the Course Page on page 49.
- How to modify how the blocks are displayed, for example how to hide blocks from users other than yourself, how to position blocks on the page, etc. See 9.2. Modifying the Display of Blocks on the Course Page on page 49.

---

## 9.1 Adding Blocks to the Course Page

To add a block to the course page:

1. Click **Turn editing on** on the top right of the course page.
2. From the Blocks block, select the block that you want to add.







---

## 9.2 Modifying the Display of Blocks on the Course Page

The display and position of each block is controlled using the icons located underneath each block's title.

❖ **Note:** *These controls are only displayed after clicking Turn editing on.*

The table below lists the controls available on each block.

	<b>Hide; Show</b> Click to toggle between showing and hiding the block. When hidden, you will see only the block title. Other users will not see the block at all.
	<b>Configuration</b> Click to configure the Block settings. This control does not apply to all blocks.
	<b>Delete</b> Click to delete the Block. Neither you nor any other user will see it.
	<b>Move up; Move down; Move left; Move right</b> Click these buttons to move the Block to the desired location.

---

# 10. Advanced Features

This chapter provides instructions on how to:

- Manage your personal profile. See 10.1. Managing Your Personal Profile on page 50.
- Check that you are using the latest version of the intelitek software taught in your course, and to install newer versions. See 10.2. Checking Intelitek Software Version on page 50.
- Use LearnMate's email feature. See 10.3. Using Email on page 50.
- Use the calendar. See 10.4. Using the Class Calendar on page 51.
- Post course results. See 10.5. Posting Course Results on page 52.
- Notify students of upcoming events. See 10.6. Notifying Students of Upcoming Events on page 54.
- Send messages quickly to multiple students. See 10.7. Sending Messages to Multiple Students Simultaneously on page 54.

---

## 10.1 Managing Your Personal Profile

The LearnMate system uses individual profiles to identify one user from another. Your user profile contains all your relevant personal details. Your profile also specifies your user password which you can and should change from time to time.

You can edit your own personal profile by clicking [Profile](#) in the *Administration* block.



For more information, see the *Student's Getting Started Guide*.

---

## 10.2 Checking Intelitek Software Version

If a course teaches intelitek software, such as CNCMotion, RoboCell or easyC, the *Version Check* link is displayed in the *Administration* block of that course. This link lets you check that you have the required version of that software installed.



For more information, see the *Student's Getting Started Guide*.

---

## 10.3 Using Email

The LearnMate email feature is intended to enable users within a course to communicate with one another regardless of whether they are online or not. LearnMate's email feature works in much the same way as other web-based email sites.

The *Email* block appears within a course of each user.



❖ **Note:** You, as the teacher, have the ability to disable this feature by deleting this block from your course.

For more information, see the *Student's Getting Started Guide*.

## 10.4 Using the Class Calendar

The calendar is a tool that enables you and the students to share event information with each other and to help organize schedules. It can also help with planning out future tasks, meetings and events.

The calendar keeps track of four different types of events, as described below:

Event	Description
Global	Events to which all users in your organization are invited.
Course	Events to which all participants in the current course are invited.
Group	Events to which all members of a particular group in the current course are invited.
User	Events that you create for yourself.

The *Calendar* blocks on each course page, and on the **LearnMate Front Page**, all display the same calendar.

The calendar is opened by clicking the month hyperlink at the top of the calendar block.



The *Detailed Month View* of the calendar is where you can clearly view your schedule and create new events for your course (Course events) or your own personal events (User events).

For more information, see the *Student's Getting Started Guide*.

The screenshot shows the LearnMate calendar interface. At the top, it displays the course name 'CNC MILLING TECHNOLOGY WITH EXPERTMILL (VIRTUAL)' and the current month 'DECEMBER 2010'. Below this, there's a 'Detailed Month View' section for 'CNC Milling Technology with ExpertMill (Virtual)'. The main calendar grid shows days from Sunday to Saturday, with the 2nd of December highlighted. To the right, there's an 'Events Key' with categories: Global (green), Group (yellow), Course (orange), and User (blue). Below the key is a 'Monthly View' sidebar showing three months: November 2010, December 2010 (with the 2nd highlighted), and January 2011. At the bottom of the main calendar area, there are options to 'Export calendar' and 'iCal', and a legend for event types: Global events, Group events, Course events, and User events, each with a 'shown (click to hide)' option.

## 10.5 Posting Course Results

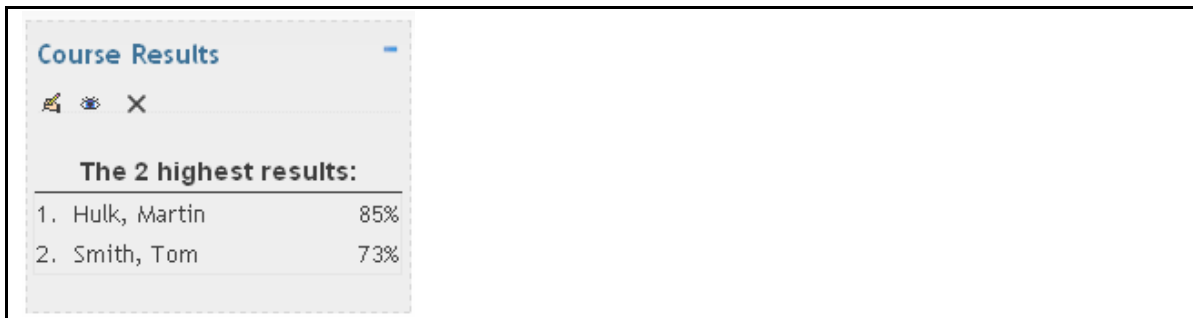
The *Course Results* block displays the highest and/or lowest grades achieved on any graded item (e.g. an assessment, an assignment, etc.) within the course. You can add this block to your course if you want to provide this information to students.


The screenshot shows a 'Course Results' block. It has a title 'Course Results' and a minus sign in the top right corner. Below the title, it says 'The 2 highest results:'. A table lists the top two results:

The 2 highest results:	
1. Hulk, Martin	85%
2. Smith, Tom	73%

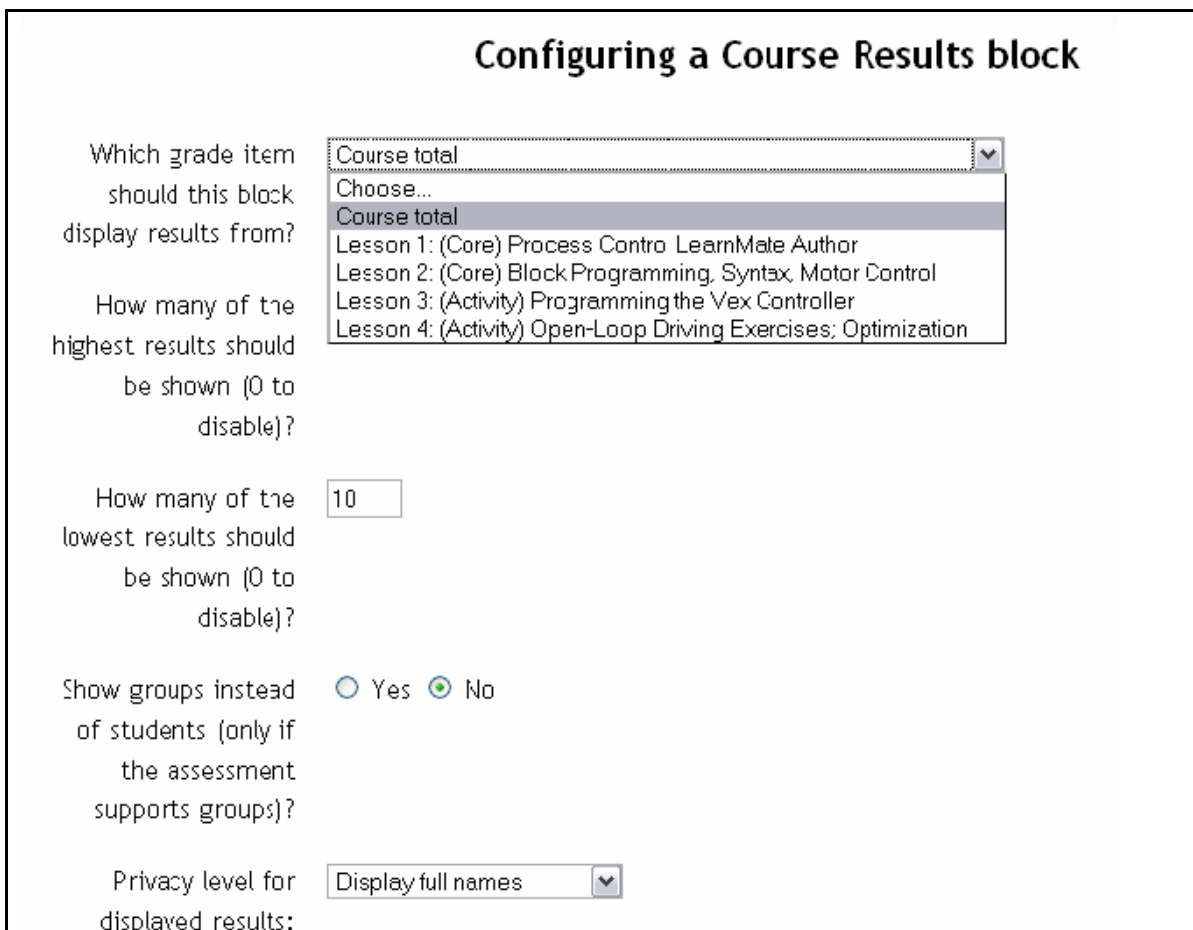
To configure the information displayed in the *Course results* block:

1. Click **Turn editing on** to display the editing icon in the block.



2. Click the edit icon  to configure the course results page.

The **Configuring a Course Results block** page is displayed. In this page you can select which graded items will be displayed in the block, how many of the highest/lowest results should be shown, etc.



---

## 10.6 Notifying Students of Upcoming Events

The *Upcoming Events* block displays future events in a summarized list. Events are generated directly from the calendar providing a link to full event details.



Clicking:

- *New Event* opens a page in which you are asked whether you want to create a new user event (for you only) or a course event (for all participants in your course). You are then shown a page in which you define the event.
- *Go to calendar* opens the calendar. See 10.4. Using the Class Calendar on page 51.

---

## 10.7 Sending Messages to Multiple Students Simultaneously

The *People* block provides direct access to the **Participants** page. From this block you can select students to whom to send messages to.





The **Participants** page is displayed below.

**Introduction to Economics**

Participants Notes

My courses: EC101      Inactive for more than: Select period      User list: Less detailed

Current role: All

**All participants: 5**

(Accounts unused for more than 120 days are automatically unenrolled)

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
Last name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

User picture	Last name / First name	Email address	School/Organization	Last access	Select
	Adams, Patrick	PAdams@email.com	Forest Hills School District	4 secs	<input type="checkbox"/>
	Doe, Jane	JDoe@email.com	Forest Hills School District	3 days 20 hours	<input type="checkbox"/>
	Green, Robert	RGreen@email.com	Forest Hills School District	18 hours 44 mins	<input type="checkbox"/>
	Mersey, Rodney		Forest Hills School District	3 days 20 hours	<input type="checkbox"/>
	Smith, Tom		Forest Hills School District	3 days 20 hours	<input type="checkbox"/>

Select all    Deselect all    With selected users...

This page lets you:

- Send messages to multiple students simultaneously.
- Add notes about students to their student profiles. For each note you add you can choose whether it should be visible to everyone who views the profile, only to teachers in your course, or only to you.
- Lengthen or shorten a student's enrollment in the course.

This page provides you with a number of options:

- Select the level of detail you want shown using the *User list* field.

User list: Less detailed (selected), More detailed

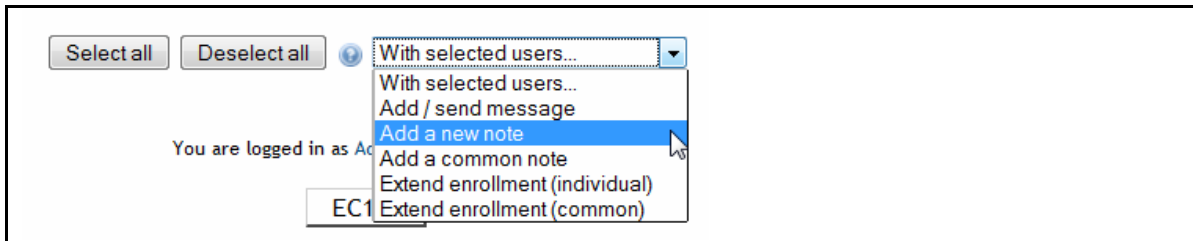
- Filter the list to show students who have not been active for specified time periods using the *Inactive for more than* drop-down list.

Inactive for more than: Select period (selected), 1 days (selected), 2 days, 3 days

- Filter the list by participant roles using the *Current role* drop-down menu.

Current role: All (selected), Sub-admin, Teacher-L2, Teacher-L1 (selected), Student

- Select students by checking their checkboxes and then choose an action to perform with the selected students, using the *With selected users...* drop-down list.



To send a message to multiple students:

- From the *With selected users* drop-down list on the **Participants** page, select *Add / send a message*.

A page is displayed in which you can write your message to be sent to the selected students.

---

# 11. Creating Course Content

This chapter provides instructions on how to:

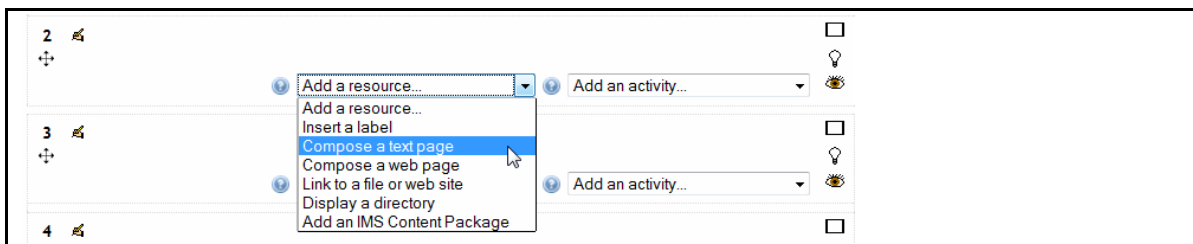
- Create new activities and resources. See 11.1. Creating New Activities and Resources on page 57.
- Add new questions to the question bank. See 11.2. Adding Questions to the Question Bank on page 57.
- Create new assessments. See 11.3. Creating a New Assessment on page 65.
- Create new assignments. See 11.4. Creating an Assignment Activity on page 68.

---

## 11.1 Creating New Activities and Resources

To create a new activity or resource:

1. Open the course page of the course to which you want to add content.
2. Click **Turn editing on**.
3. In the topic to which you want to add content, select the content type you want to add from the *Resources* or *Activities* drop-down lists.



A page displays in which you specify the new activity or resource.

4. After specifying all relevant fields, click **Save and return to course**.

The course page is redisplayed with your new activity or resource shown.

---

## 11.2 Adding Questions to the Question Bank

This section provides instructions on how to:

- Create categories within which to organize questions in the question bank. See 11.2.1. Creating Question Categories on page 57.
- Create new questions. See 11.2.2. Creating Questions on page 59.

### 11.2.1 Creating Question Categories

Creating categories within a course's question bank allows you to organize your questions in a more organized way.

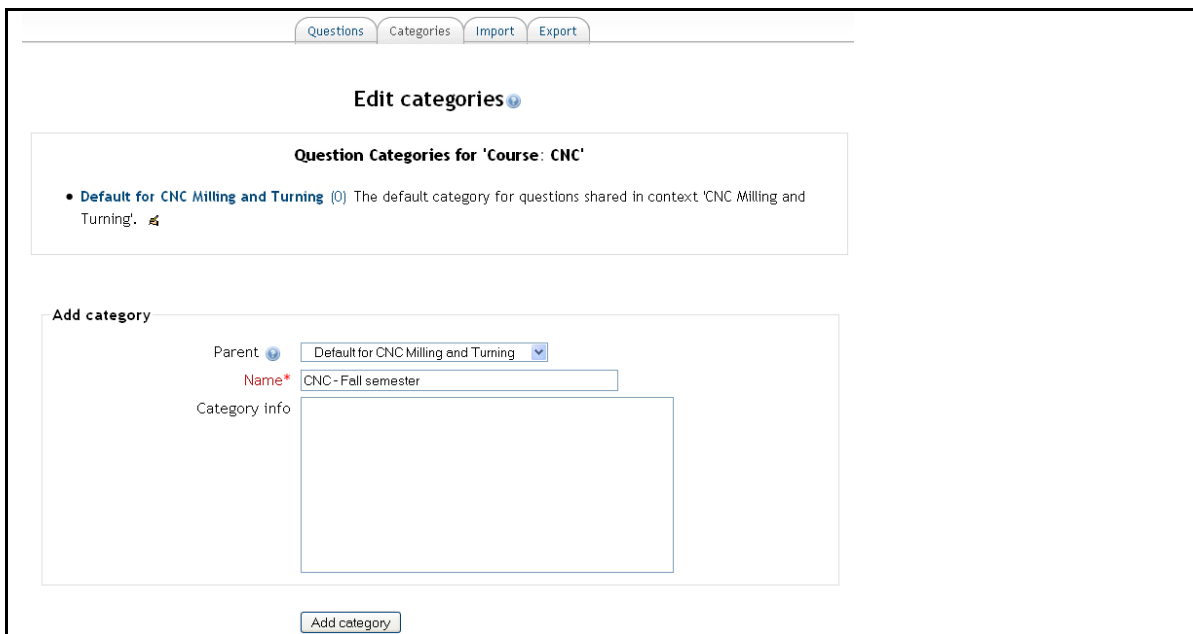
To create a question category:

1. Click **Questions** in the *Administration* block in the course page.



The **Question bank** page displays.

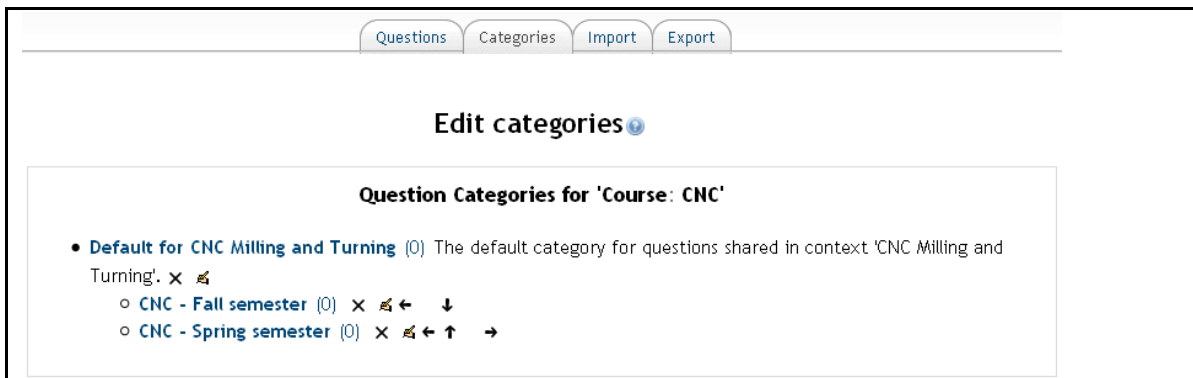
2. Click the **Categories** tab. The **Edit categories** page displays.



3. Name the category and select its parent category from the drop-down menu.

4. Click **Add category**.

The **Edit categories** page is displayed showing the hierarchy of categories.




## 11.2.2 Creating Questions

This section provides instructions on how to:

- Select the type of question you want to create. See 11.2.2.1. Selecting Question Types to Use on page 59.
- Add an individual question to the question bank. See 11.2.2.2. Adding an Individual Question to the Question Bank on page 61.
- Upload multiple questions at the same time by adding their details to a computer file and uploading that to LearnMate. See 11.2.2.3. Importing Multiple Questions in a File on page 63.

### 11.2.2.1 Selecting Question Types to Use

LearnMate offers various types of questions from which you can assemble assessment tests of different formats. The different question types are summarized below.

- ❖ **Note:** *Some question types are not compatible with certain versions of Internet Explorer. If an attempt is made to access a test or assessment containing these questions from an incompatible version of Internet explorer, the user will be prompted to either use another browser, or to switch to compatibility view by clicking on the Compatibility View  icon on the right of the Internet Explorer Address bar.*

#### **Description**

The description type question is not actually a question. This format allows you to add text to an assessment (such as a story or an article) that you can then ask questions about.

#### **Multiple-Choice**

In this question type the student can select from multiple answers in response to a question (that may include media).

There are two types of multiple choice questions:

- Single answer - allows one and only one answer to be selected. Generally all the grades for such a question should be positive.
- Multiple answers - allows one or more answers to be selected and each answer may carry a positive or negative grade, so that selecting ALL the options will not necessarily result in good grade. If the total grade is negative, then the total grade for this question will be zero.

Each answer (right or wrong) could include feedback. If the assessment is set up to include feedback, then it will be shown to the student next to each of their answers.

#### **Hotspot**

This question type asks a question and the answer is in a displayed image with a designated area of the correct answer. When you create a hotspot question you can define and re-size the selection area in the image to specify the correct area in the image. You may add as many rectangular areas as needed for the target area of the correct answer.

The student drags the red target onto the area of the correct answer.

## **Ordering**

In this question type the student is presented with several jumbled answers that are usually a series of steps. The student clicks and drags each of the answers in the correct order. Each answer is equally weighted to contribute towards the grade for the total question.

This question can include images in the question and answers fields.

## **Calculated**

Calculated questions offer a way to create individual numerical questions by the use of variables (e.g. x, y) that are substituted with random values when the assessment is taken.

For example, if you want to create a large number of "Calculate the area of a rectangle" problems to drill your students, you could create a question with two variables (e.g. {base}, {height}) and put in the "Correct Answer Formula=" input field {base} \* {height} ( \* being the multiplication sign ).

## **Drag and Drop Matching**

***In this question type the student is presented with a general statement, several sub-questions regarding the statement and several jumbled answers. There is one correct answer for each sub-question. The student must select and drag an answer in correct location to match each sub-question. Each sub-question is equally weighted to contribute towards the grade for the total question.*****Embedded Answers (Cloze)**

This very flexible question type is similar to a popular format known as the Cloze format. Questions consist of a passage of text (in LearnMate format) that has various sub-questions embedded within it, including:

- short answers - case is unimportant
- short answers - case must match
- numerical answers
- multiple choice - represented as a dropdown menu in-line in the text
- multiple choice - represented a vertical column of radio buttons
- multiple choice - represented as a horizontal row of radio-buttons

## **Essay**

In this question type, as a response to a question (that may include an image) the student can write an answer in an essay format. In order to assign a grade you will have to review it first. You can also enter a comment in response to the student's writing.

## **Matching**

In this question type the student is presented with a statement and several sub-questions reading the statement. The student must select an answer to match each sub-question from a drop-down menu across from the sub-questions.

Each sub-question is equally weighted to contribute towards the grade for the total question.

- ❖ **Note:** *When creating this type of question, text can be entered and images can be inserted in the sub-question field. The answers can be text only, as no images can be inserted in the answer field.*

## **Random Short-Answer Matching**

In this question type you must first create a pool of short-answer questions. The more short-answer questions you provide the more likely it is that students will see a new selection on each attempt.

The student is presented with a statement and several sub-questions randomly drawn from the pool

of short-answer questions, reading the statement. There is one correct answer for each question and the student must select an answer to match each sub-question. Each sub-question is equally weighted to contribute towards the grade for the total question.

### Short Answer

In this question type the student can write a word or short phrase in response to a question (that may include an image). There may be several possible correct answers, each with a different grade. If the "Case sensitive" option is selected, then the scores are different for "Word" or "word."

You can use the asterisk character (\*) to match any series of characters. For example, use ran\*ing to match any word or phrase starting with "ran" and ending with "ing".

### True/False

In this question type the student can select the correct answer from True or False options in response to a question (that may include an image).

If feedback is enabled, then the appropriate feedback message is shown to the student after submitting the test. For example, if the correct answer is 'False', but they answered 'True' (wrong answer), then the 'True' feedback is shown.

## 11.2.2.2 Adding an Individual Question to the Question Bank

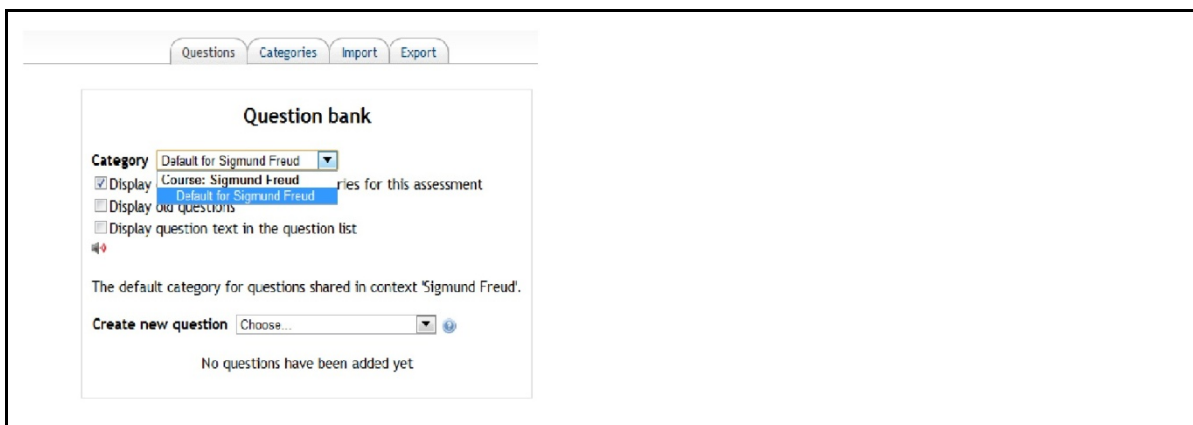
To create a new question:

1. Click **Questions** in the *Administration* block in the course home page.

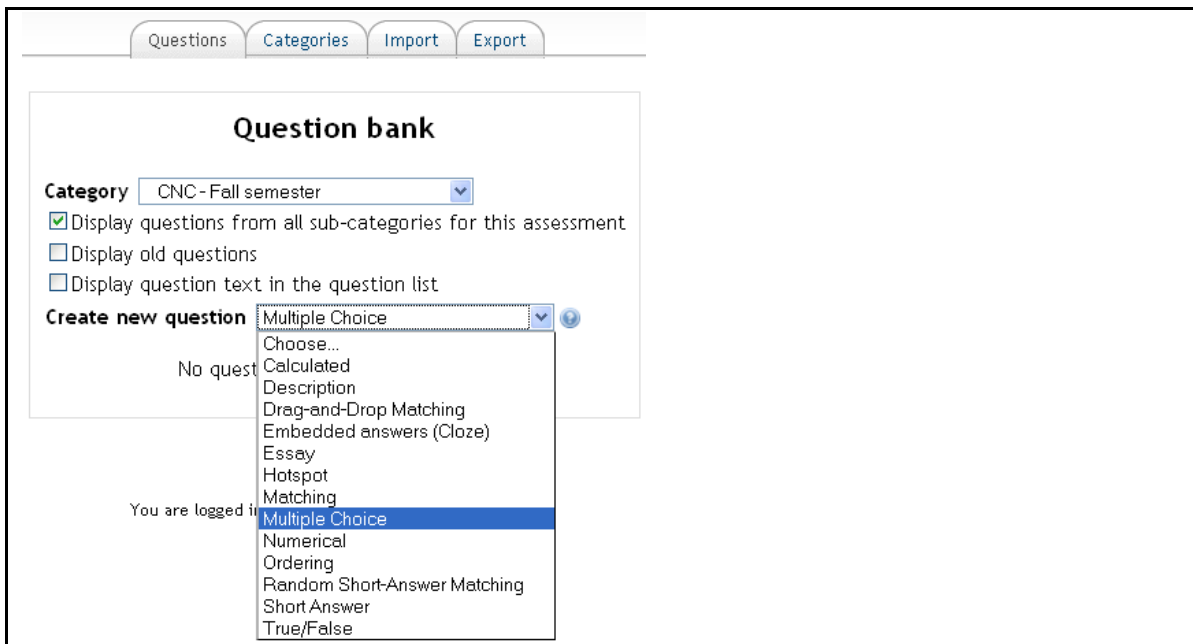


The **Edit questions** page displays.

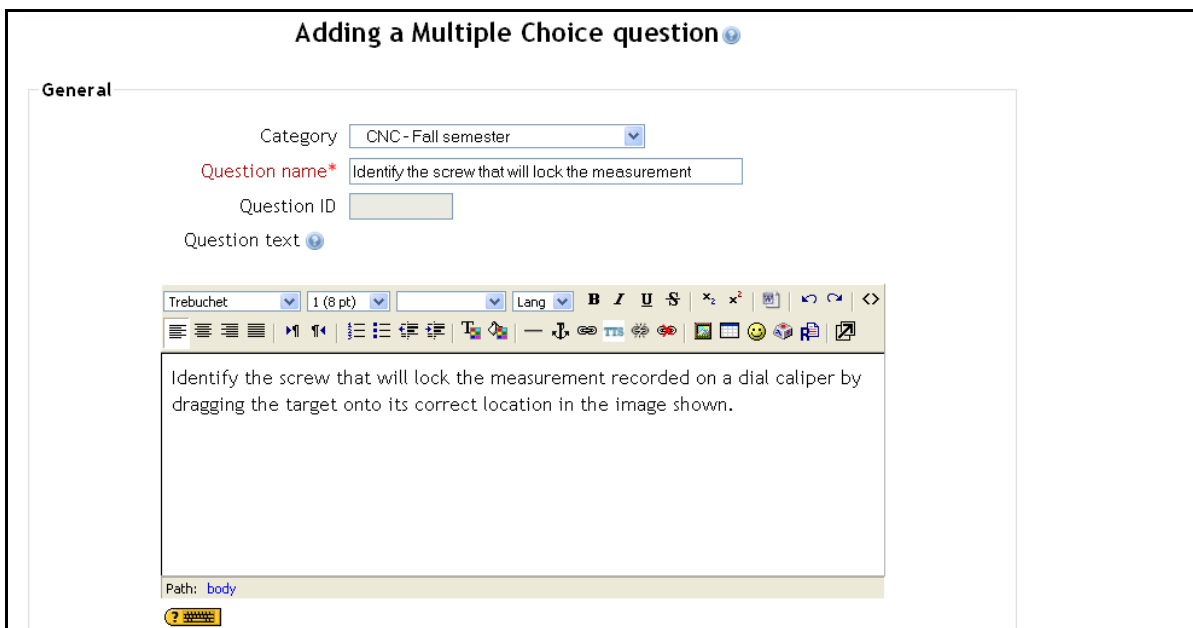
2. Select the category you want the new question to be stored in from the *Category* drop-down menu.



3. Select the question format from the *Create new question* drop-down menu.



The *Adding a (selected format) question* page displays.



4. Specify the remaining fields in the form to specify your question. Online help is provided wherever relevant.
5. Click [Save changes](#).
6. Click [Edit questions](#) in the breadcrumbs to return to the **Question bank** page.





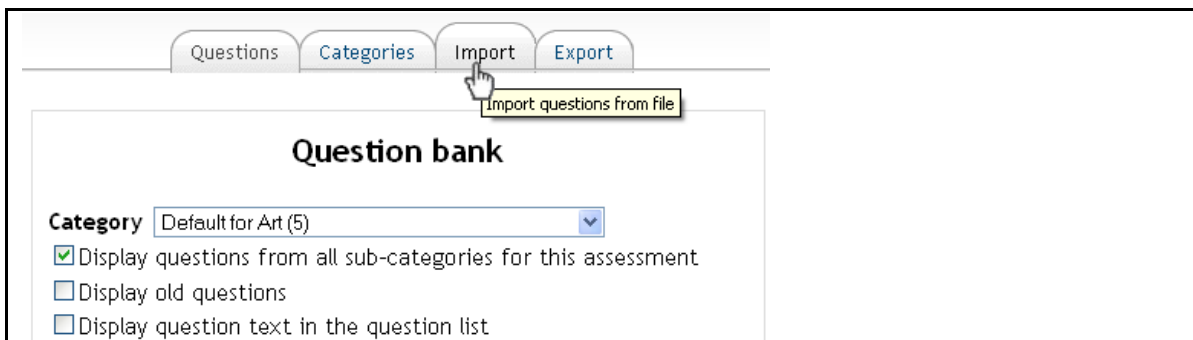
### 11.2.2.3 Importing Multiple Questions in a File

To import a file containing questions:

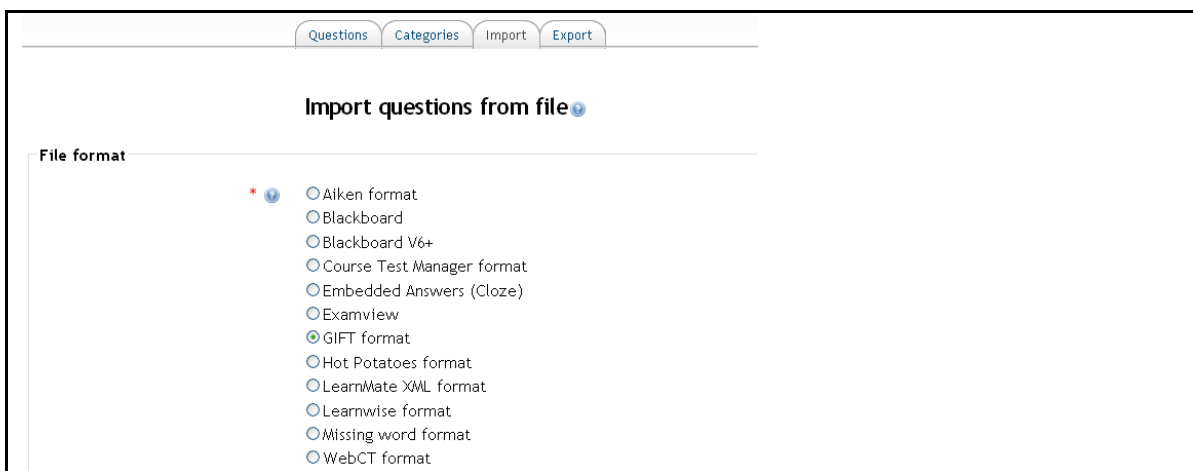
1. Click **Questions** in the *Administration* block.



2. The *Question bank* page is displayed. Click the *Import* tab.



The *Import questions from file* page is displayed.



3. Select a file format from the available file formats listed. The most comprehensive import format available for importing LearnMate assessment questions from a text file, is the GIFT format. However, other formats may be used as well to suit your preferences.

To learn about importing formats and how to prepare a text file for upload, see the online help provided on the page.

❖ **Note:** Some file types do not support all question types.

4. Click **Browse** to navigate to the file you prepared.

Import from file upload...

Upload (max size: 50MB)

Recommendation: Do not use special characters (e.g. apostrophes, quotation marks) in file names.  
It could result in unexpected system behavior.

5. Click **Upload this file**.

6. Click **Import from this file**. The questions are added to the question bank.

Questions Categories Import Export

Parsing questions from import file.

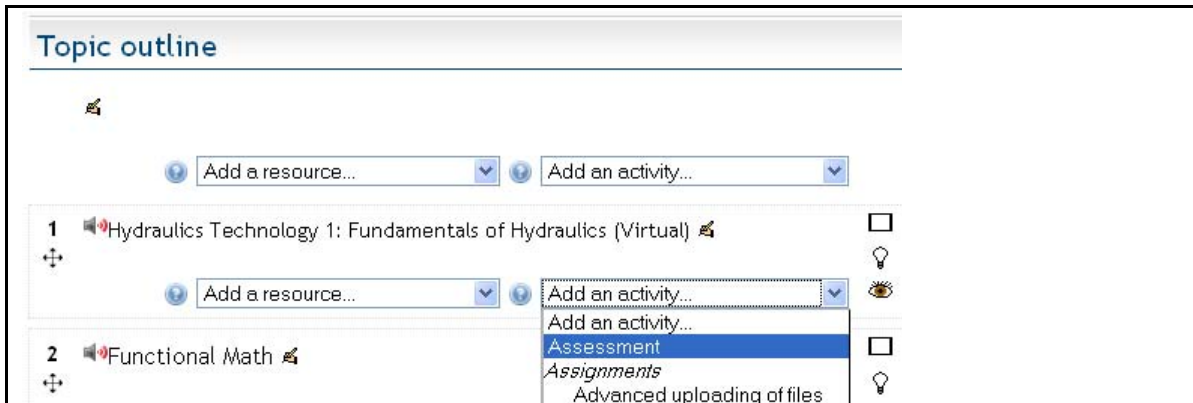
Importing 60 questions from file

1. When you have the first keyframe set, which button can you turn on to assign keys as your object moves in 3d space?
2. Which of the following allows you to assign keyframes on your objects?
3. Which of the following allows you to assign keyframes on your objects?
4. What do the Autokey and Setkey functions allow you to do?
5. The object in the image shown is animating on a:
6. Which of the following allows you to animate your objects on a path/curve?

## 11.3 Creating a New Assessment

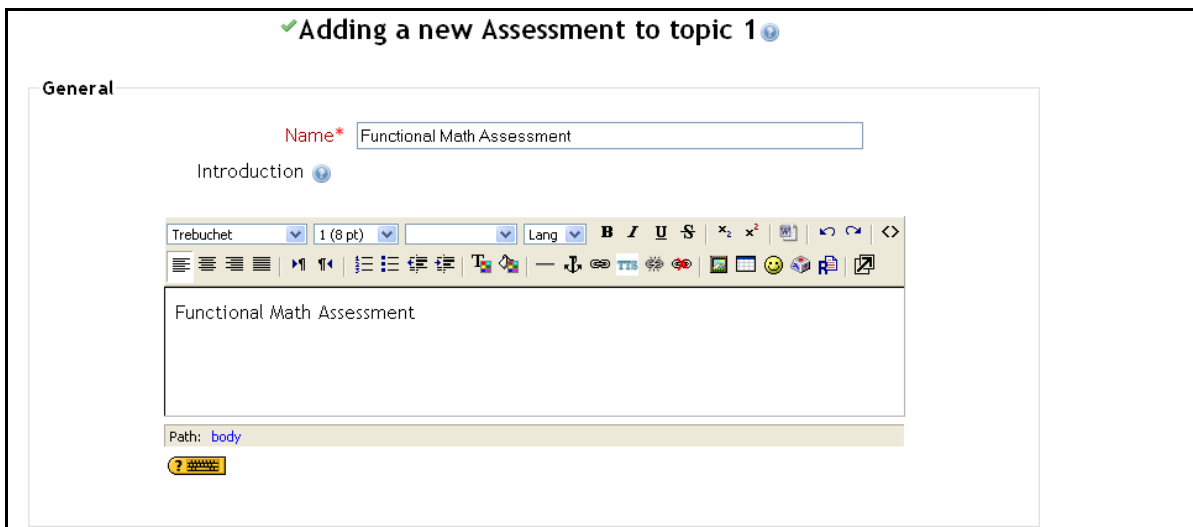
To create an assessment:

1. Click **Turn editing on...**
2. Select *Assessment* from the *Activity* drop-down menu, located in the topic in which you want the assessment created.



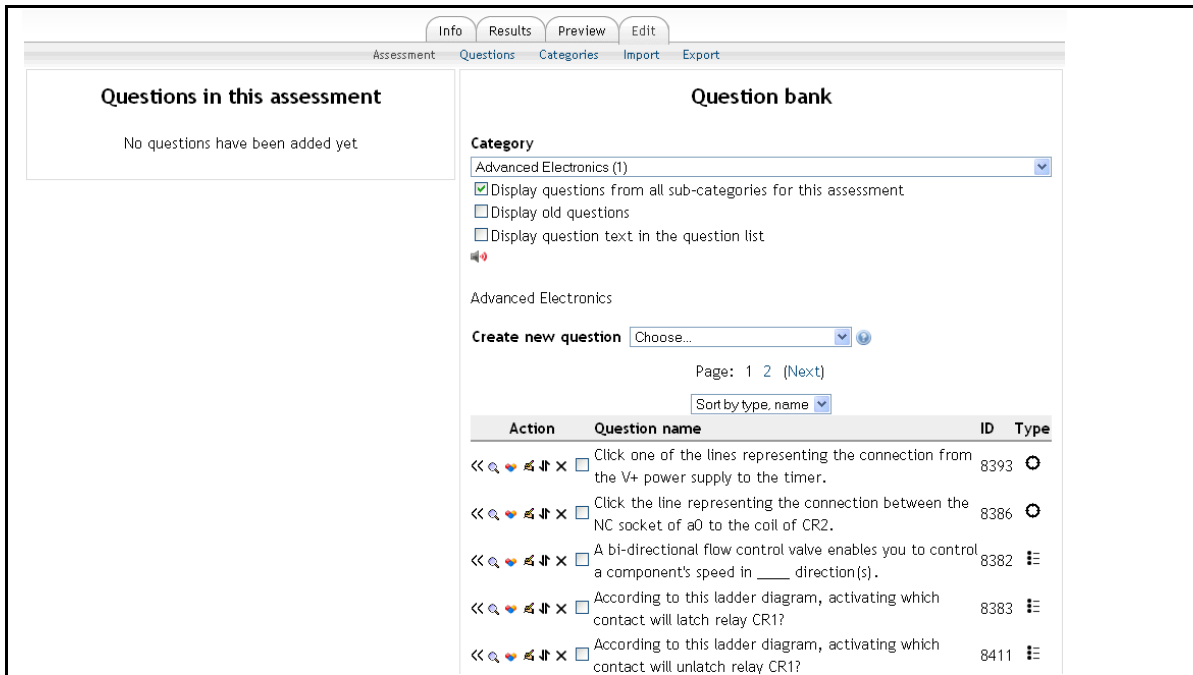
The assessment setup page is displayed.

3. Enter a name and an optional introduction in the appropriate fields.

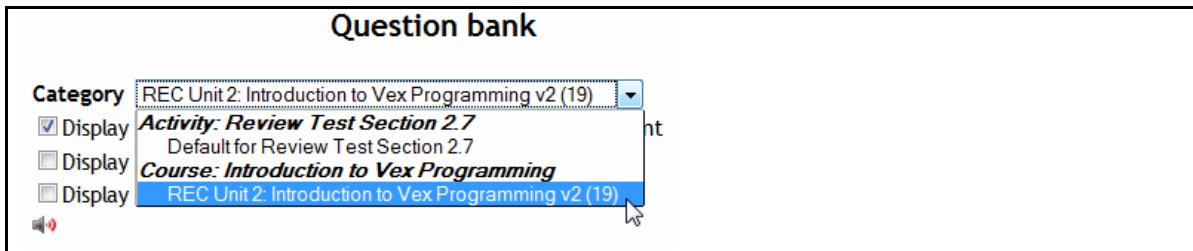


4. Specify the remaining fields. Online help provides explanations for all relevant settings.
5. Click **Save and display**.

The **Edit assessment** page is displayed. It is split to two columns. The right column lists the questions in the question bank. The left column lists all questions that have been added to the assessment.



6. Select the category from which you want to add questions from the *Category* drop-down list in the column on the right.



7. Check the check boxes of the questions you want to add to the assessment. (Click **Select all** to select all questions shown.)



8. Click **Add to assessment**



The selected questions display in the assessment side of the page.

The screenshot shows the assessment interface with two main panels: 'Questions in this assessment' and 'Question bank'.

**Questions in this assessment:**

Order #	Question name	Type	Grade	Action
↓	Click one of the lines representing the connection from the V+ power supply to the timer.	☉	1	🔍 🗑️ 🔄
↑ ↓	Click the line representing the connection between the NC socket of a0 to the coil of CR2.	☉	1	🔍 🗑️ 🔄
↑ ↓	A bi-directional flow control valve enables you to control a component's speed in ____ direction(s).	☰	1	🔍 🗑️ 🔄
↑	According to this ladder diagram, activating which contact will latch relay CR1?	☰	1	🔍 🗑️ 🔄

Total: 4  
Maximum grade: 100

Show page breaks  
 Show the reordering tool

**Question bank:**

Category: Advanced Electronics (1)

Display questions from all sub-categories for this assessment  
 Display old questions  
 Display question text in the question list

Advanced Electronics

Create new question: Choose...

Page: 1 2 (Next)

Sort by type, name

Action	Question name	ID	Type
☰ 🔍 🗑️ 🔄	Click one of the lines representing the connection from the V+ power supply to the timer.	8393	☉
☰ 🔍 🗑️ 🔄	Click the line representing the connection between the NC socket of a0 to the coil of CR2.	8386	☉
☰ 🔍 🗑️ 🔄	A bi-directional flow control valve enables you to control a component's speed in ____ direction(s).	8382	☰
☰ 🔍 🗑️ 🔄	According to this ladder diagram, activating which contact will latch relay CR1?	8383	☰
☰ 🔍 🗑️ 🔄	According to this ladder diagram, activating which contact will unlatch relay CR1?	8411	☰

9. Click Save changes. The new assessment is ready to be previewed.

10. Click the Preview tab. The assessment preview is displayed.

The screenshot shows the 'Preview Functional Math Assessment' interface. At the top, there are tabs for 'Info', 'Results', 'Preview', and 'Edit'. Below the tabs, there are buttons for 'Instructions' and 'Start again'.

Navigation: 1 2 3 4 (Next Question)  
Go to: 1

**1** 🔍 🔊 Click the line representing the connection between the NC socket of a0 to the coil of CR2.

Marks: 1

Drag the target onto the image:

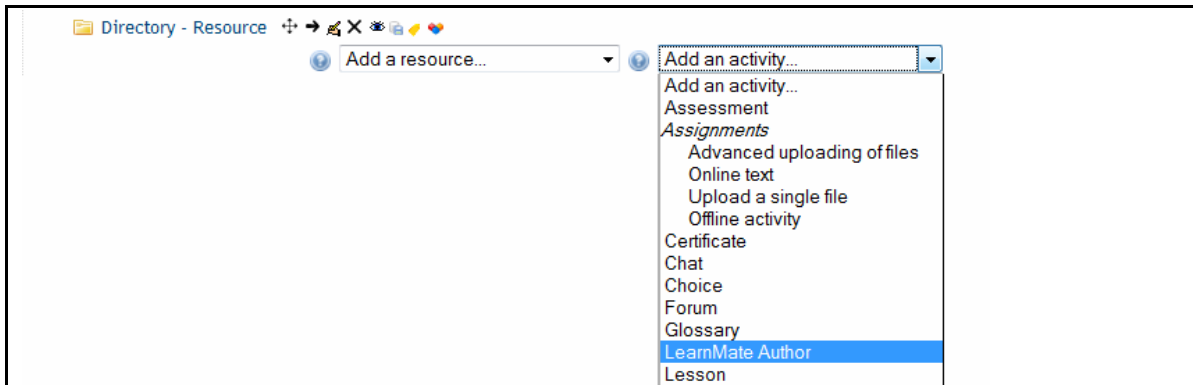
The ladder diagram shows the following components and connections:

- Power Source:** TMR (Time-Memory Relay) at the top.
- Switches:** 'outer limit switch a1' and 'Inner limit switch a0'.
- Relays:** CR1 and CR2.
- Outputs:** 'piston extends' and 'piston retracts'.
- Connections:**
  - CR1 is connected to 'piston extends'.
  - CR2 is connected to 'piston retracts'.
  - CR1 and CR2 are interlocked.
  - CR1 is connected to CR2.
  - CR2 is connected to CR1.

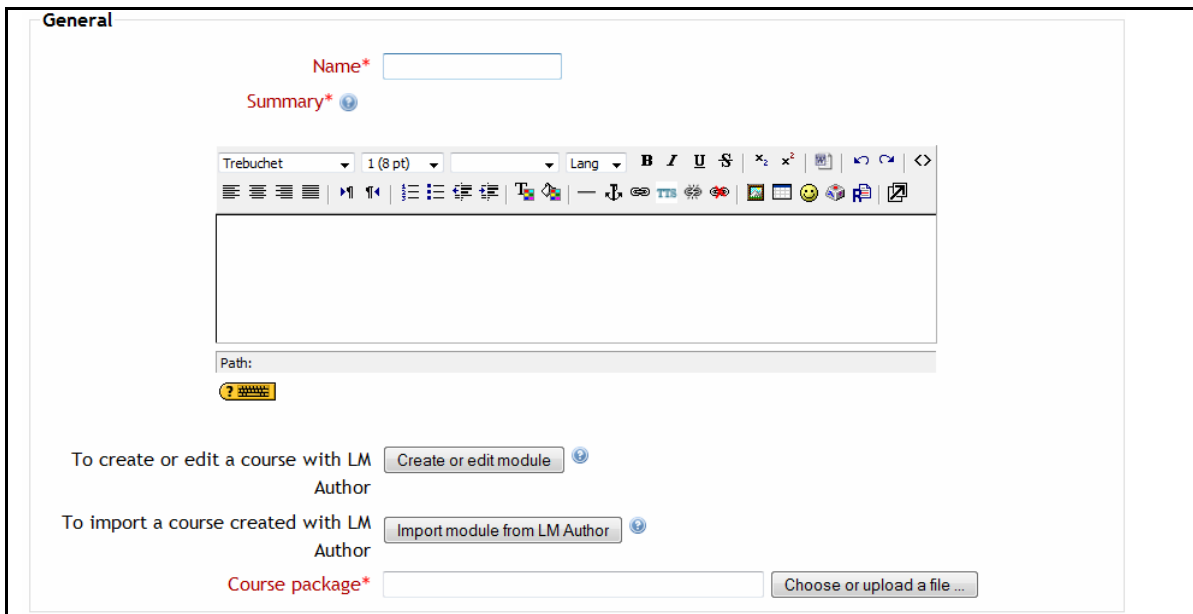
### 11.3.1 Creating LearnMate Author Activities

To create a LearnMate Author activity:

1. Click **Turn editing on.**
2. Select *LearnMate Author* from the *Activity* drop-down menu, located in the topic in which you want the activity created.



3. Specify the name of the activity in the *Name* field.



4. Click **Import module from LM Author.** You will then be asked to provide your LearnMate Author username and password, and to select which course you want to import.
5. Configure the other settings as desired or leave them as default.
6. Click **Save and return to course.** The LearnMate Author activity will be displayed in the selected topic.

---

## 11.4 Creating an Assignment Activity

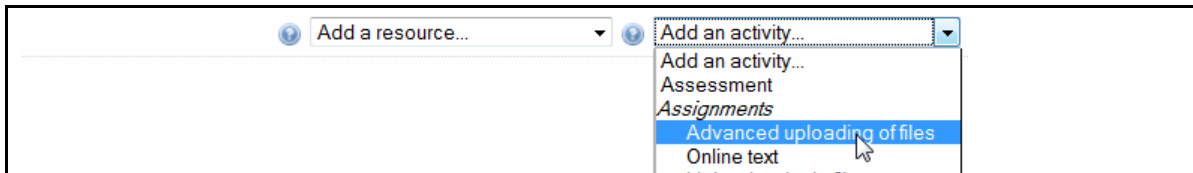
You can create and add your own assessments to your course.

LearnMate provides four different assessment types that differ only in terms of what the student is required to submit.

Assignment Type	Description
Advanced uploading of files	The student is able to upload and submit multiple files.
Online text	The student is required to type text directly into a text block in the LearnMate assessment.
Upload a single file	The student is able to submit only one file.
Offline activity	The student is not required to submit files via LearnMate. This type of assignment is suitable for assignments that require submitting physical models, etc.

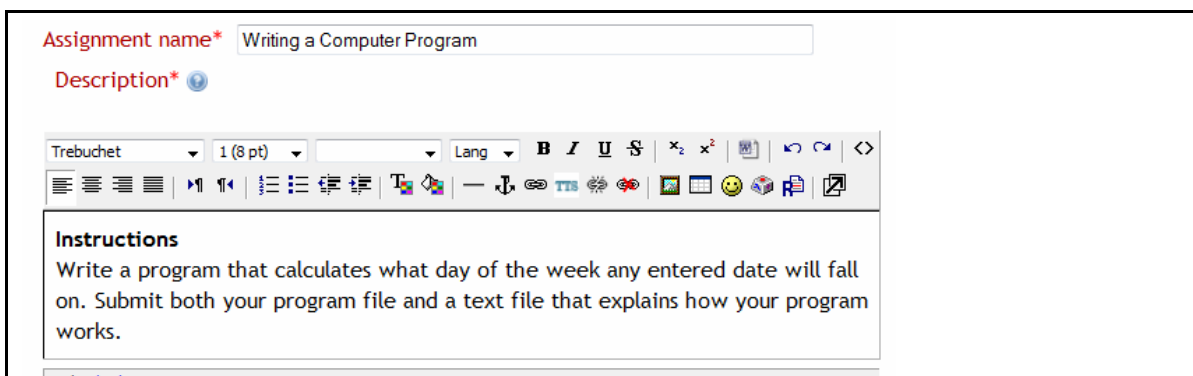
To create an assessment activity:

1. Click **Turn editing on.**
2. Select the particular type of assignment you want to create from the *Activity* drop-down menu located in the topic in which you want the activity created.



The **Add a new assignment** page is displayed.

3. Specify the assignment name in the *Assignment name* field.
4. Enter a description in the **Description** field. The text you enter here will be displayed each time a student launches this activity, and is thus ideal for presenting the assignment instructions.



5. From the *Select a grading rubric* drop-down list, select:
  - *None: Use single grade* if you will grade the assignment by assigning one overall grade.
  - *[Create a new rubric]* if you want to create a grading rubric. Doing so will open the rubric builder in a pop-up window. A sample rubric is shown below.

Criteria	Guidelines	Points	Options
<ul style="list-style-type: none"> <li>• Operating Hardware / Activities</li> </ul>		40	insert X
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>◦ Success modifying first program</li> </ul> </li> </ul>	1 = Fully able to edit/compile/download and attain proper robot behavior. 2 = Please Choose 1 or 4 3 = Please Choose 1 or 4.	20	insert X
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>◦ Success with first program</li> </ul> </li> </ul>	1 = Not able to successfully edit/compile/download and attain proper robot behavior. 2 = Please Choose 1 or 4 3 = Please Choose 1 or 4.	20	insert X
<ul style="list-style-type: none"> <li>• Programming</li> </ul>		20	insert X
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>◦ Simple program analysis</li> </ul> </li> </ul>		20	insert X
<ul style="list-style-type: none"> <li>• Writing Analysis</li> </ul>		40	insert X
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>◦ Engineering Notebook</li> </ul> </li> </ul>	1 = Engineering notebook entries inappropriate and/or substantially lacking in clarity and/or completeness. 2 = Notable aspects of engineering notebook entries inappropriate and/or lacking somewhat in	20	insert X
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>◦ Questions</li> </ul> </li> </ul>	1 = Some of the questions are not answered and answered questions lack clarity and/or completeness. 2 = Answers to the activity questions are inappropriate and lack clarity and/or completeness.	20	insert X
		Total	100

6. Specify the other fields as necessary. Online help is provided for all relevant fields.
7. Click **Save and return to course**. The assignment activity will be displayed in the selected topic.



---

# 12. Working with Tags

In this section you will learn how to create, assign and remove tags to and from course components. See 12.1. Creating, Assigning and Removing Tags on page 71.

To learn how to run the Average Assessment grades report, see 8.2. Average Assessment Grades report on page 40.

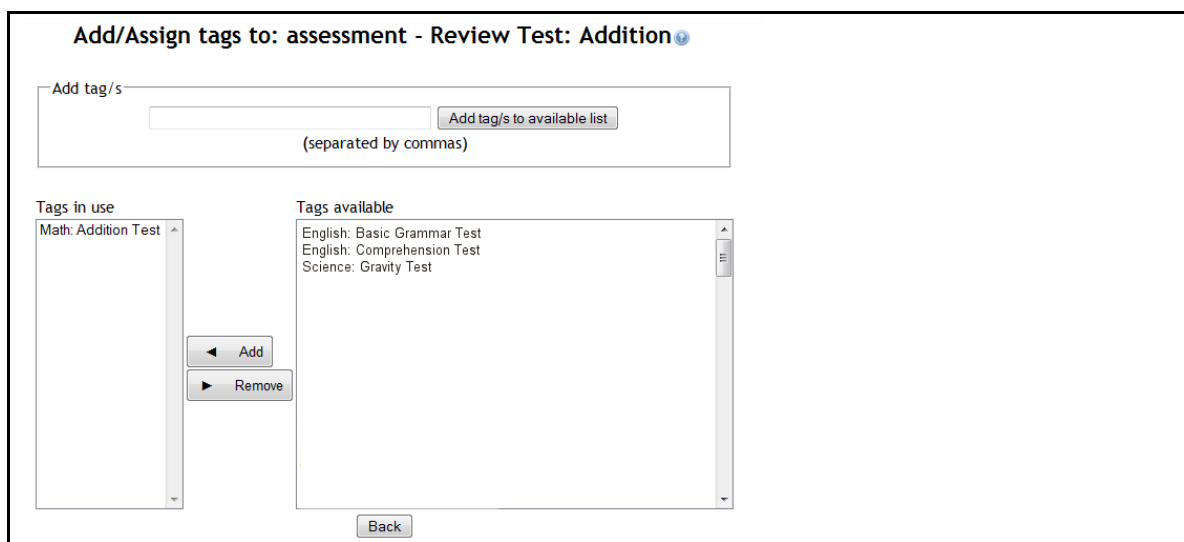
---

## 12.1 Creating, Assigning and Removing Tags

The *Add/Assign Tags* page is accessed by clicking the *Assign Tags* next to each component, as indicated in the graphic below.



The *Add/Assign tags* page is set out as shown below.



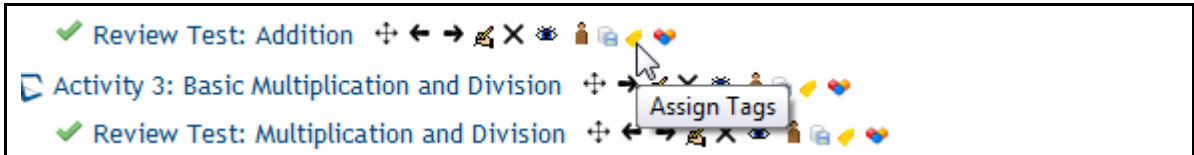
- All tags that have already been created in your organization are listed in the *Tags available area*.
- All tags that have already been assigned to the selected component are listed in the *Tags in use area*.
- To assign tags to the selected component, select one or more tags from the *Tags available area* and click **Add**.
- To remove tags from the selected component, select one or more tags from the *Tags in use area* and click **Remove**.
- To add a new tag to the *Tags available area*, type the tag into the *Add tag/s* field and click **Add tags to available list**.

To access the **Add/Assign Tags** page:

1. Enter the course in which you want to work with tags.
2. Click **Turn editing on**.



3. Click the *Assign tags* icon next to the relevant component.



The *Add/Assign Tags* page is displayed.

---

# 13. Working with Outcomes

This section provides instructions on how to:

- Add outcomes to a course. See 13.1. Adding Outcomes to a Course on page 73.
- View, edit and delete course outcomes. See 13.2. Viewing, Editing and Deleting Outcomes on page 77.
- Map outcomes to course activities and questions. See 13.3. Mapping Outcomes on page 78.
- Export outcomes to a file. See 13.4. Exporting Outcomes on page 81.

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## 13.1 Adding Outcomes to a Course

To learn how to:

- Add outcomes manually (one by one), see 13.1.1. Add Outcomes Manually on page 73.
- Add outcomes in bulk by preparing and uploading a file, see 13.1.2. Add Outcomes by Importing a File on page 75.

### 13.1.1 Add Outcomes Manually

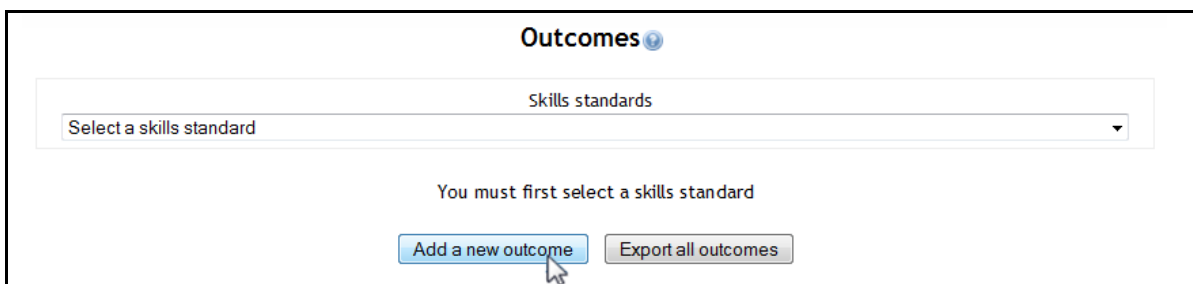
You can add outcomes manually to any course that you are teaching.

To add an outcome to a course:

1. Enter the course to which you want to add outcomes.
2. In the *Administration* block, click **Outcomes**.



3. Click **Add a new outcome**.



- In the *Skills standard* field, enter the name of the skills standard you want your new outcome added to. If you are adding your outcome to an existing standard, ensure that you enter the standard name exactly as it was entered originally. If you are creating a new skills standard, LearnMate will automatically create the standard with the name you enter.

**Skills standard\***

- In the *Outcomes* field, enter the name of the specific outcome you want to add. Numbering your outcomes is optional.

**Outcome\***

- In the *Description* field, enter a description of the outcome you are adding.

**Description**

- Click **Save Changes**.

- You will be returned to the **Outcomes** page. If you select your skills standard from *the Skills standard* drop-down menu, you will see the outcome that you added.

Skills standards  
State Math Standard

**Outcomes**

Skills standard	Outcomes	Description	Items	Edit
State Math Standard	001. Ability to add single-digit numbers	The student is able to add two single-digit positive numbers without the use of a calculator.	0	

You can add as many additional outcomes to the standard as you want.

### 13.1.2 Add Outcomes by Importing a File

If you plan on adding a large number of outcomes, you might find that adding each outcome manually will take too long. Instead, you can prepare a list of your outcomes in a spreadsheet program and upload that to LearnMate. This method is especially useful if you are adding a skills standard that is already in spreadsheet format.

The spreadsheet file you prepare must be prepared in the same format as shown below. The headings must be entered exactly as shown.

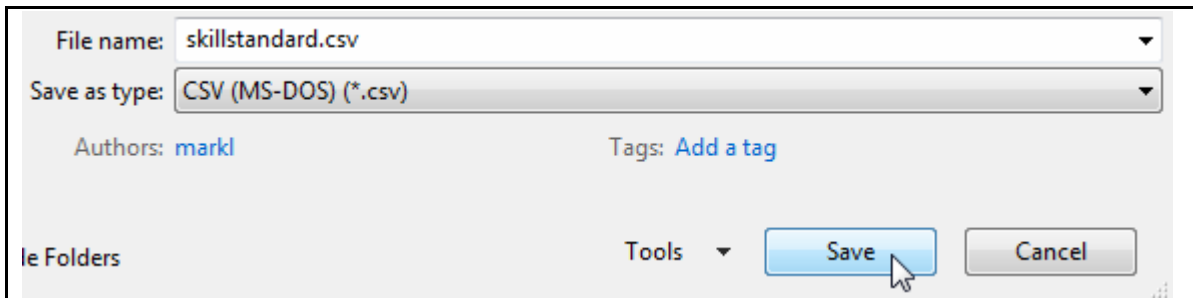
	A	B	C
1	Skills_standard	Outcome_name	outcome_description
2	State Math Standard	002. Ability to add multi-digit numbers	Student can add numbers larger than 10, without using a calculator.
3	State Math Standard	003. Ability to multiply multi-digit numbers	Student can multiply numbers larger than 10, without using a calculator.
4	State Math Standard	004. Understands concept of units of measurement	Student demonstrates understanding of units of measurement for time, mass and length.
5	State Math Standard	005. Ability to convert between metric and imperial units	Student can convert between inches and centimeters, pounds and kilograms, and feet and meters.

The spreadsheet must be saved as a CSV file.

- ❖ **Note:** When entering data into your spreadsheet, avoid using special characters such as apostrophes and quotation marks.

To upload outcomes by importing a file:

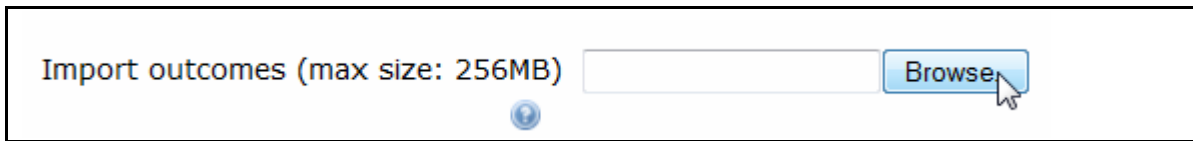
1. In your spreadsheet, enter the following headings in the first row of a blank spreadsheet.  
Skills\_standard  
Outcome\_name  
Outcome\_description
2. Specify each outcome by entering the required information for each column, in a single row.
3. Save the file as a CSV file.



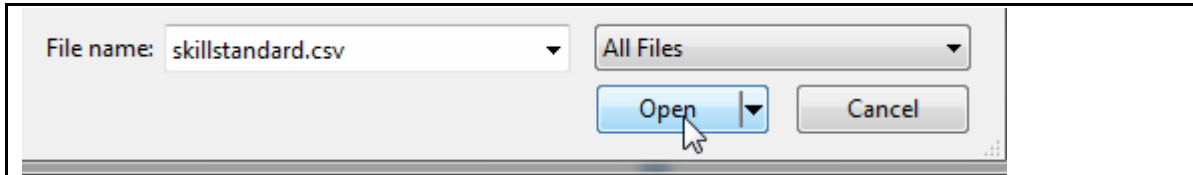
4. Click the course hyperlink to which you want to add outcomes.
5. In the *Administration* block, click **Outcomes**.



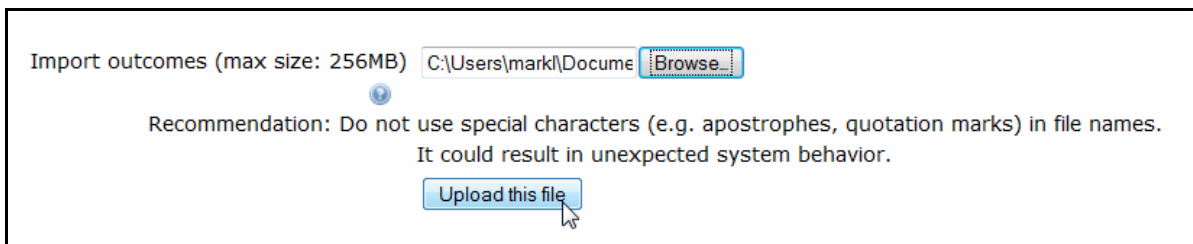
6. Next to *Import Outcomes*, click **Browse**.



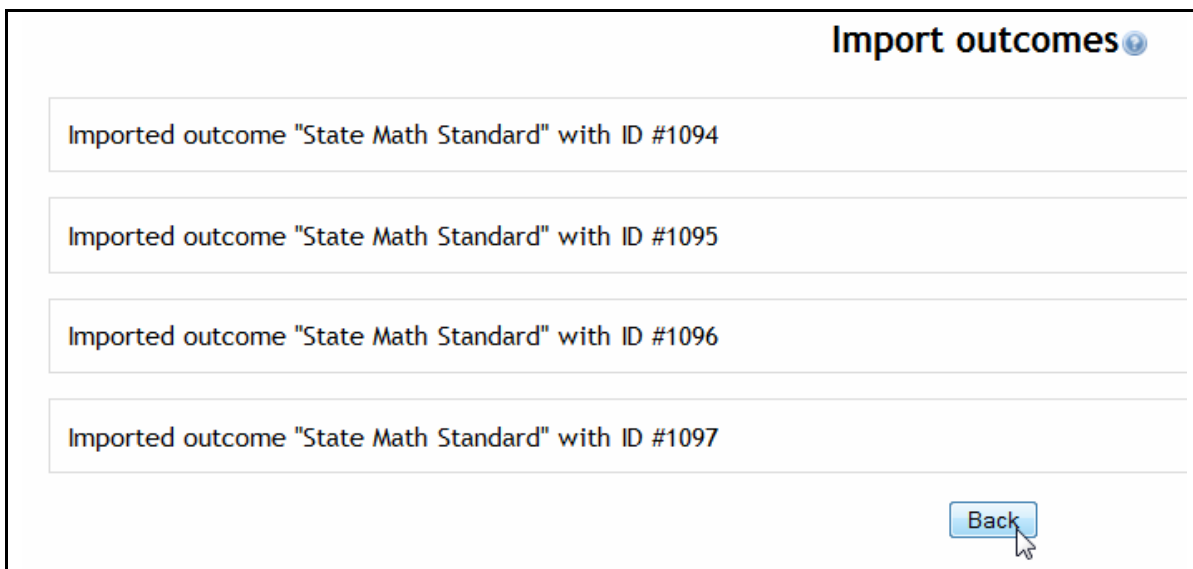
7. Browse to the CSV file you saved and click **Open**.



8. Click **Upload** this file.



9. A report listing the outcomes you added is shown. Click **Back**.



- The **Outcomes** page is displayed. Select your skills standard from the *Skills standard* drop-down menu, to see the outcome that you added.

Skills standards State Math Standard

### Outcomes

Skills standard	Outcomes	Description	Items	Edit
State Math Standard	001. Ability to add single-digit numbers	Student can add two single-digit positive numbers, without using a calculator.	0	
State Math Standard	002. Ability to add multi-digit numbers	Student can add numbers larger than 10, without using a calculator.	0	
State Math Standard	003. Ability to multiply multi-digit numbers	Student can multiply numbers larger than 10, without using a calculator.	0	
State Math Standard	004. Understands concepts of units of measurements	Student demonstrates understanding of units of measurements for time, mass and length.	0	
State Math Standard	005. Ability to convert between metric and imperial units	Student convert between inches and centimeters, pounds and kilograms, and feet and meters.	0	

## 13.2 Viewing, Editing and Deleting Outcomes

To view, edit or delete an outcome.

- Enter the course to which you want to add outcomes.
- In the *Administration* block, click **Outcomes**.

**Administration**

- Turn editing on
- Settings
- Assign roles
- Outcomes**
- Groups

- From the *Skills standard* drop-down list, select the skills standard in which your outcome is located.

### Outcomes

Skills standards

State Math Standard

The list of outcomes and their descriptions is displayed.

Outcomes				
Skills standard	Outcomes	Description	Items	Edit
State Math Standard	001. Ability to add single-digit numbers	Student can add two single-digit positive numbers, without using a calculator.	0	
State Math Standard	002. Ability to add multi-digit numbers	Student can add numbers larger than 10, without using a calculator.	0	
State Math Standard	003. Ability to multiply multi-digit numbers	Student can multiply numbers larger than 10, without using a calculator.	0	
State Math Standard	004. Understands concepts of units of measurements	Student demonstrates understanding of units of measurements for time, mass and length.	0	
State Math Standard	005. Ability to convert between metric and imperial units	Student convert between inches and centimeters, pounds and kilograms, and feet and meters.	0	

- Depending on your level of permission, the edit and delete icons in the *Edit* column may or may not be shown. Click the *Edit* icon to edit an outcome or the *Delete* icon to delete it. Even if you do have permission to edit or delete outcomes, outcomes that have already been mapped to course activities cannot be edited or deleted.

## 13.3 Mapping Outcomes

Outcomes can be mapped to:

- Activities, such as online lessons, assignments and assessments. See 13.3.1. Mapping Outcomes to Activities on page 78.
- Individual questions included in assessments. See 13.3.2. Mapping Outcomes to Questions on page 79.

### 13.3.1 Mapping Outcomes to Activities

To map an outcome to an activity:

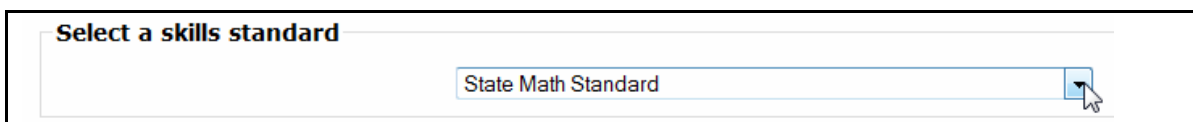
- Enter the course you are teaching.
- Click .



- Click  next to the activity to which you want to assign outcomes.



- From the drop-down list, select the skills standard from which you want to add outcomes.



The list of outcomes in the selected skills standard is shown.



5. Select the outcomes to add.
6. Click **Save mappings**.

**Select outcome/s**

- 001. Ability to add single-digit numbers
- 002. Ability to add multi-digit numbers
- 003. Ability to multiply multi-digit numbers
- 004. Understands concept of units of measurement
- 005. Ability to convert between metric and imperial units

**Save mappings** **Back**

The page refreshes. All outcomes from the selected skills standard that have been mapped to the activity are checked.

**Select outcome/s**

- 001. Ability to add single-digit numbers
- 002. Ability to add multi-digit numbers

If required, you can select additional outcomes, or select a different skills standard from the drop-down list.

7. Once you have added the desired outcomes, click **Back** to return to your course page.

### 13.3.2 Mapping Outcomes to Questions

To map an outcome to a question:

1. From the *Administration* block, click **Questions**.

**Administration**



- Turn editing off
- Settings
- Assign roles
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reset
- Questions**
- Files

2. Select the category in which the questions you want to map outcomes to are located.

**Question bank**

**Category** Default for Functional Math (1)

3. Click the *Assign Outcomes* icon next to the question to which you want to assign outcomes.

Action	Question name	ID	Type
	What is 3 + 4?	6975	


The *Assign outcomes* to question pop-up window displays.

4. Select the skills standard that contains the outcomes you want to map from the drop-down menu.

### Assign outcomes to question

**Question: What is 3 + 4?**

Select a skills standard

State Math Standard 

5. Select the outcomes to map and click **Save** mappings.

#### Select outcome/s

- 001. Ability to add single-digit numbers
- 002. Ability to add multi-digit numbers
- 003. Ability to multiply multi-digit numbers
- 004. Understands concept of units of measurement
- 005. Ability to convert between metric and imperial units

Save mappings Close this window

The page is refreshed. Outcomes that are mapped to the current questions are checked.

#### Select outcome/s

- 001. Ability to add single-digit numbers
- 002. Ability to add multi-digit numbers
- 003. Ability to multiply multi-digit numbers
- 004. Understands concept of units of measurement
- 005. Ability to convert between metric and imperial units

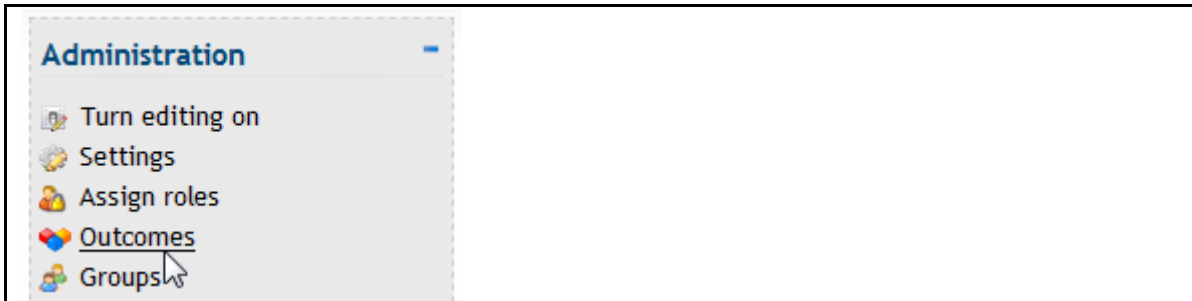
6. If required, you can select additional outcomes, or select a different skills standard from the drop-down list.
7. Once you have added the desired outcomes, click **Close** this window.

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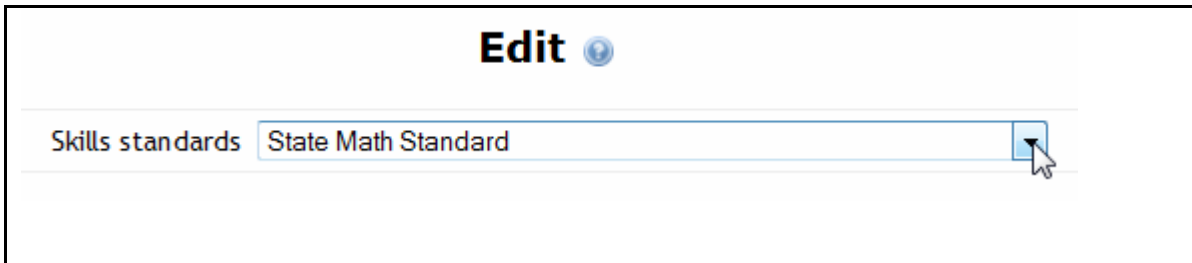
## 13.4 Exporting Outcomes

To export a skills standard to a CSV file:

1. Enter the course to which you want to add outcomes.
2. In the *Administration* block, click **Outcomes**.

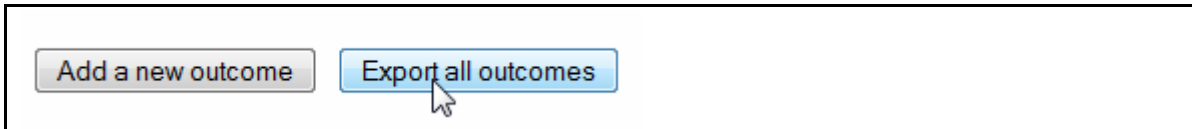


3. From the *Skills standard* drop-down menu, select the skills standard that you want to export.



The outcomes in the selected skills standard are displayed on the page.

4. Click **Export all outcomes**.



You will be asked if you want to save or open the file. Make your selection. If you elect to open the file, the CSV file will open in your spreadsheet program. If you elect to save it, you will be asked to choose a location for the file. You can later open the saved file using your spreadsheet program.