

**How to Use Your
Instructor's
Administrative Control Application**

**(AI)², Inc.
www.psych-ai.com**

Roger D. Ray, Ph.D.

Table of Contents

Chapter 1	- Adoption, Instructor Services, and Course Management	6
	General Adoption Procedures:	6
	Maintaining Course Parameters and Getting Student Grades:	6
	Illustrative Syllabus Components for Designing Your Course Structure	7
	Example I. Modified Traditional Course Structure: The "Prepared Learner" Approach	8
	Example II. On-Line Teaching Course Structure: The "Distance Learner" Approach	9
Chapter 2	- Logging In to the (AI)² Servers	12
	Logging In:	12
Chapter 3	- Selecting a Course Section to Administer	13
	Section Selection:	13
Chapter 4	- Setting Chapter Certification Testing Deadlines	14
	Setting Deadlines for the Entire Class:	14
	Setting Individualized Deadlines for a Single Student:	16
Chapter 5	- Selecting Alternative Course Sections	19
	Alternative Section Selections:	19

Chapter 6 - Changing Parameters for the Adaptive Tutoring System	21
Changing Parameters for Adaptive Tutoring:	21
Chapter 7 - Changing Parameters for Certification Tests: Section Settings and Individual Exceptions	24
Changing Parameters for Certification Tests:	24
Chapter 8 - Setting Required Adaptive Tutoring Services	28
Setting Required Tutoring:	28
Chapter 9 - Setting Bonus Point Options	32
Setting Bonus Point Options:	32
Setting Bonus Points for Tutoring:	33
Setting Points for a Bonus Quiz:	35
Final Registration of Both Tutor and Bonus Quiz Settings:	37
Chapter 10 - Sending Messages to Class or Student	38
Sending Messages:	38
Sending a Message to an Individual Student:	39
Chapter 11 - Obtaining Test Scores for a Class or Student	42
Obtaining Test Scores:	42
Chapter 12 - Creating and Administering Customized Tests for Supervised Testing	46

Customized Testing:	46
Naming a New Test/Exam:	46
Composing your new Test/Exam:	47
Editing/Deleting Items in your Test/Exam:	50
Creating Your Own Items for a Test/Exam:	51
Saving your New Test/Exam:	51
Editing or Adding to a Saved Test/Exam:	52
Saving a Test/Exam as a Printable File for Hard Copy:	53
Scheduling a Test for Administration:	54
Unlocking Computers for Supervised Test Administration:	55
Self-Explanatory Menu Options:	56
 Chapter 13 - Creating and Administering Extra Assignments	 57
Extra Assignments:	57
Creating and Naming a New Assignment:	58
Naming your new Assignment and Giving it a Point Value:	58
Working with the Assignment Spreadsheet:	59
Posting Points for Students:	60
Saving Your Postings to the Server:	60
Checking Maximum Scores for Assignments and Manipulating Data:	60

Chapter 14 - Obtaining Exam Scores from Customized Tests for Supervised Testing **62**

Customized Testing: 62

Chapter 15 - How To Quit or Exit Your Control Application **64**

Quitting/Exiting Your Control Application: 64

Chapter 1

Adoption, Instructor Services, and Course Management

General Adoption Procedures:

Each instructor adopting a MediaMatrix textbook may customize his/her text by selecting the Table of Contents they wish to use. They may delete some topics and/or reorder the sequence of chapters anyway they like merely by submitting the outline they wish to adopt.

When an adoption notification is sent to us by e-mail, we work with that instructor to establish appropriate course records in our database. This involves making a database record for each college/university and each section taught where the text will be required. This allows the text to be used in multiple schools and multiple sections, and we can even customize the text for each section if that is desired (as might be the case, for example, if one section were an honor section or a section for majors vs non-majors). Each instructor must supply a multi-digit code that uniquely identifies access to only that instructor's records for instructor maintenance of course parameters and the retrieval of student grades.

Maintaining Course Parameters and Getting Student Grades:

Each instructor adopting a MediaMatrix textbook is sent via an e-mail attachment an Instructor's Administrative Control Application called "Control.exe". Launching this application gives each instructor protected access to all sections s/he is teaching for establishing course parameters and retrieving student certification scores. The links in the subsequent pages of this section present an "**Instructor's User Guide**" for use of this system, as well as illustrating capabilities to potentially interested adopters. Of course each page of the Instructor's User Guide for this application is printable from your browser, just as any HTML page is. Specifically, details offered in the User's Guide about the use of this application illustrate how it:

1. Allows section-specific control over each and every course section being taught by that instructor. Each instructor has access to only his/her sections via ID protection established by a simple Log-in process.
2. Allows an instructor to specialize the system for each individual student, thus allowing for special settings for excused absence makeups, special needs students, etc.

3. Allows an instructor to set calendar deadlines for each Chapter Certification test, either for the entire class or specific to an individual student.
4. Allows modification of how certification tests should be configured, including how many of each type of question and whether questions should be individually timed-out or browsable with a set time for the entire test.
5. Allows modification of adaptive tutoring decision parameters (ALTHOUGH WE DO NOT RECOMMEND THESE BE CHANGED UNLESS RESEARCH IS BEING CONDUCTED ON PARAMETRIC DIFFERENCES).
6. Allows an instructor to require tutoring in cases where students consistently fail certification tests. Parameter adjustments allow instructors to determine how many failures should be allowed and what percentage of correct answers define passing the test.
7. Allows an instructor to give varying amounts of extra-credit "bonus" points for tutoring or taking topic-by-topic quizzes, or both.
8. Allows an instructor to post class-wide or individual-specific messages to students upon their login into the system.
9. And MOST IMPORTANTLY, this application allows instructors to retrieve certification testing scores for each class anytime desired. Options in this section also allow for saving the data to a tab-delimited Excel-importable file as well as for pre-analyzing and/or sorting the data. For example, scores may be arranged either by successive chapter or by descending order (in case, for example, an instructor desires to drop some number of lowest scores--also an option within the system). Average grades can also be calculated for each student within this control application.

Illustrative Syllabus Components for Designing Your Course Structure

The most critical thing to consider after adopting the MediaMatrix adaptive instructional system for delivering your text assignments revolves around the importance of REQUIRING that students read and test, at a minimum. But if that is all you require, then you are likely to see minimal improvements in student performance over classes where a traditional "printed" text is used. If there is such an improvement it will likely come mostly from the fact that more students are actually reading the text you have assigned. To see more significant improvements in student performance, you need to find additional ways to

assure that students come into contact with the tutorial and self-assessment features that distinguish MediaMatrix and its adaptive instructional strategies from all its competitor products. There are, of course, many variations that instructors may select, so we have outlined below only three of the many Primary Variations for incorporating the Adaptive Instructional System into your course. Adopting instructors may wish to use some of the items below as example syllabus draft elements for explaining to students exactly what their course requirements are. Three common variations are provided below to assist you in writing your syllabus to reflect the course structure you prefer.

Example I. Modified Traditional Course Structure: The "Prepared Learner" Approach

This structure involves significant incorporation of Required and Verified Text Readings to assure that when students come to your class they have done adequate and desired preparation for what you plan to do in class. However, the approach can apply varying emphasis on using Tutoring or Self-Assessment components. This example also includes in-class verifications of out-of-class performance. Example syllabus statement:

There are several important points to be stressed concerning your required reading of the electronic text materials assigned in this course.

- a. Each assigned chapter in your electronic text requires that you take at least one "Mastery Certification" test for that chapter. The average of these test scores contributes 50% of your total course grade (*INSTRUCTOR: replace with percentage you prefer*).
- b. You may take the adaptively constructed variations of a single chapter's test as many times as you like up until that chapter's deadline, which is always the night before its topical material is first discussed in class or presented in lectures. These deadlines are highlighted within your textbook system when you select chapters for certification.
- c. Only the highest score for a given chapter will count toward your final course grade, regardless of how many times you take Certification Tests for a given chapter.
- d. There will be 3 (*INSTRUCTOR: replace with the number you prefer*) in-class tests plus a final exam. These tests will be composed of items from the assigned text and from class presentations and discussions, with each source contributing 50% (*INSTRUCTOR: replace with percentage you prefer*).
- e. Students are encouraged, but not required, to use the adaptive tutoring and self-assessment services in the electronic text as preparation for each chapter's certification tests. (*INSTRUCTOR: You may change the character of this option significantly by incorporating either bonus points for Tutoring and/or self-Quizzing on each topic and/or by*

setting Required Tutoring options to "on" see On-line Course example below).

Example II. On-Line Teaching Course Structure: The "Distance Learner" Approach

This option incorporates an on-line teaching of the Introductory course with varying degrees of verified performance as options. This approach relies heavily upon requiring and/or incentive-approaches to use of tutoring and self-quizzing features as well as Chapter Certification:

Syllabus: About the Course

This course presents an introductory topical survey of the various aspects of Psychology as both a scientific and an applied discipline. Unique to this particular offering of Psy 101 is its sole reliance on electronic text, tutoring and mastery certification testing. This unique mixture of tutoring and testing allows the course to be delivered exclusively on-line. Only a final exam requires you to come to campus. Grades for the course will be determined by a combination of these electronic certification tests and one supervised final exam using the following procedures and rules:

Electronic Certification of Text Mastery

75% (**INSTRUCTOR: -replace with percentages you prefer**). of your final grade for the course will be determined by the composite (average) grades established through electronic certification of chapter readings for *ALL* of the 17 chapters of text assigned. Any missed certification tests count in this average as a zero for each skipped chapter. Certification testing on any and all chapters takes place as follows:

1. You may take any chapter certification test *as many times as you wish*, with only the maximum obtained score counting towards your eventual course grade. Maximum scores are maintained on an Internet server, and you must have an active connection with that server at the time of submission of your test results for the grade to be recorded. Only a score greater than your previous score for that chapter will be recorded to the server.

IMPORTANT NOTE: Students are allowed two (**INSTRUCTOR: replace with the number you prefer**) diagnostic opportunities to make at least a 70% (**INSTRUCTOR: replace with percentage you prefer**) or better score on each chapter. If this level is not accomplished within the administration of these 2 tests, then students are required to use the adaptive tutoring services in the electronic text as preparation for

retaking that chapter's certification tests. Where sufficient data on successful learning of a given topic exists, you may not be required to tutor on that topic. Thus all required topics will appear in a navigable list to aid your tutoring for all required topics in a chapter prior to taking your next certification tests. *(INSTRUCTOR: You may change the character of this option further by incorporating either bonus points for Tutoring and/or self-Quizzing)*

2. You may take any chapter certification at any time *UP TO MIDNIGHT* of the published *Certification Due Date* for that chapter. Thus a test due on, say, Jan 20, will have to be completed before 11:59 PM of Jan 20. When midnight starts Jan 21, your test scores will no longer be accepted by the server. Attempts to start a chapter test after this date will also give you a message that the due date for that chapter has expired and the test is no longer available.

NOTE: All students are *STRONGLY ENCOURAGED* to anticipate due dates in advance and both read and certify well before deadlines. In fact, waiting until the last few hours of the deadline date will almost always meet sufficient traffic on the server as to make the server's responses less than 100% reliable. If you wait until the last minute it is quite likely that you may miss submitting your test score successfully. *DO NOT PROCRASTINATE*; instead, certify often and certify early!

Supervised Testing of All Materials Covered

25% *(INSTRUCTOR: -replace with percentages you prefer)*. of your final grade for the course will be determined by a final exam that is two hours in length, or approximately 300 questions sampled from the text's electronic testing bank.

NOTE: This means that you will be tested on text assignments both electronically without supervision and under supervised conditions.

Example III. Personalized System of Instruction (PSI) Course Structure: The "Independent Learner" Approach - The Personalized System of Instruction (PSI) Format for offering a course would use many of the same components of the "on-line" version of a course, but may (or may not) incorporate personal supervision of student progress in some form. Specifically:

- a. Each assigned chapter in your electronic text requires that you take at least one "Mastery Certification" test for that chapter.
- b. You may take the adaptively constructed variations of a single chapter's test as many times as you like until you satisfy the "passing" criteria of 80%. *(INSTRUCTOR: replace with percentages you prefer)* Please note, however, that EACH such testing effort must be supervised by a course mentor who will log the time of your testing as verification that it was supervised. *(INSTRUCTOR: not required if you prefer to allow unsupervised testing and unmanaged progression.)*

- c. Only the highest score for a given chapter will count toward your final course grade, regardless of how many times you take Certification Tests for a given chapter.
- d. There will be NO FINAL exam. (*INSTRUCTOR: include a Final if you like, but it should be supervised and count in the total course grade only some proportional percentage*).
- e. Students are allowed 2 (*INSTRUCTOR: replace with the number you prefer*) diagnostic opportunities to make at least a 80% (*INSTRUCTOR: replace with percentages you prefer*) or better score on each chapter. If this level is not accomplished within the administration of these 2 tests, then students are required to use the adaptive tutoring services in the electronic text as preparation for retaking that chapter's certification tests. Where sufficient data on your successful preparation of a topic exists, you may not be required to tutor that topic. Thus all required topics will appear in a navigable list to aid your tutoring for all required topics in a chapter prior to taking your next certification tests. (*INSTRUCTOR: You may change the character of this option further by incorporating either bonus points for Tutoring and/or self-Quizzing*)

FINAL NOTE TO INSTRUCTORS: In PSI mode instructors may also wish to use peer-mentors, TA's, or other forms of "supervision" for each Certification Test as a form of "progression management" as well as verification that students aren't cheating on certification tests. In truly "self-paced" PSI course design, instructors would also want to extend the deadlines for all chapters to the end of the course to accommodate "self-paced" progression. If pacing is important, then distributed deadlines make an excellent way of managing this aspect.

Chapter 2

Logging In to the (AI)² Servers

Logging In:

When you launch the Administrative Control Application the first screen you see is a login screen as illustrated below:



When you move a cursor over the number field it will allow you to hilite and retype over the zeros. So type in the instructor ID number you were assigned and click on the "**Log Me In**" button to access the server. Upon a successful connection to our server it will take you immediately to the section where you will select the course section with which you wish to work.

Chapter 3

Selecting a Course Section to Administer

Section Selection:

Immediately after logging in, you will be taken to the "Section Selection" screen illustrated below:

College/University	Year	Term	Section	Course
Evaluation College	2002	All	Visitor	Intro to Psychology
Rollins Brevard	2002	Summer	OnLine_Section	Intro to Psychology
Rollins College	2002	Summer	TTh 9:30	Intro to Psychology
Rollins College	2002	Summer	None	Intro to Psychology

As this graphic illustrates, the "Section Selection" screen shows you College/University, Year, Term, Section, and Course Title for all courses you are teaching using the MediaMatrix system. This allows for instructors to have adjunct courses at other universities and to manage course sections at both the main school and the adjunct school(s). In addition, multiple sections automatically are listed should you teach multiple sections. To activate a particular section, first select the section desired by clicking on that line of data (which will then become highlighted), and then click on the button entitled "**Start Working with the Selected Section.**" This action will bring you immediately to the next screen, called the "**Certification Deadlines**" screen, where you have an opportunity to set/reset certification testing deadlines.

Chapter 4

Setting Chapter Certification Testing Deadlines

Setting Deadlines for the Entire Class:

As soon as you make active the section with which you wish to work, you will be taken to the "**Certification Deadlines**" screen where you may establish dates for each of your chapter certification tests. The textbook adopted for your active section automatically appears (allowing you to select different textbooks for different sections if you wish). As illustrated below, there is a button (the pop-up button next to the label "**Tests start in**") for initializing the calendars to begin with the month of your first desired testing. Once the starting month for your current semester has been properly established, all other months will also be set:

Chapters' Titles	Deadlines
Chapter 1 Psychology: Its Nature and Nurture	8/31/02
Chapter 2 Methods and Data	8/31/02
Chapter 3 Early Development: From Creation to Adolescence	8/31/02
Chapter 4 Development: Adolescence to Death	8/31/02
Chapter 5 Physiological Processes	8/31/02
Chapter 6 Sensation and Perception	8/31/02
Chapter 7 Learning	8/31/02
Chapter 8 Remembering	8/31/02
Chapter 9 Language and Communication	8/31/02
Chapter 10 Motivations	8/31/02
Chapter 11 Emotions	8/31/02
Chapter 12 Testing	8/31/02
Chapter 13 Personality: Theories	8/31/02
Chapter 14 Personality: Mental and Behavioral Disorders	8/31/02
Chapter 15 Personality: Therapies	8/31/02
Chapter 16 Social Behavior of Groups	8/31/02
Chapter 17 You and Groups	8/31/02

Tests start in: **January**

February

March

April

May

June

July

August

When you reset the calendars, you will be given a dialog reminding you to click on a chapter to set a deadline. To set/reset a deadline for a given chapter you merely click on the chapter desired (it will become highlighted): After selecting the

desired chapter, click on the date within the calendar to set the deadline for that chapter to that date, as illustrated below:

Tutor and Certification Settings, Deadlines, Exams, Assignments

Main Menu Deadlines Menu Selected Section: TTh_9:30

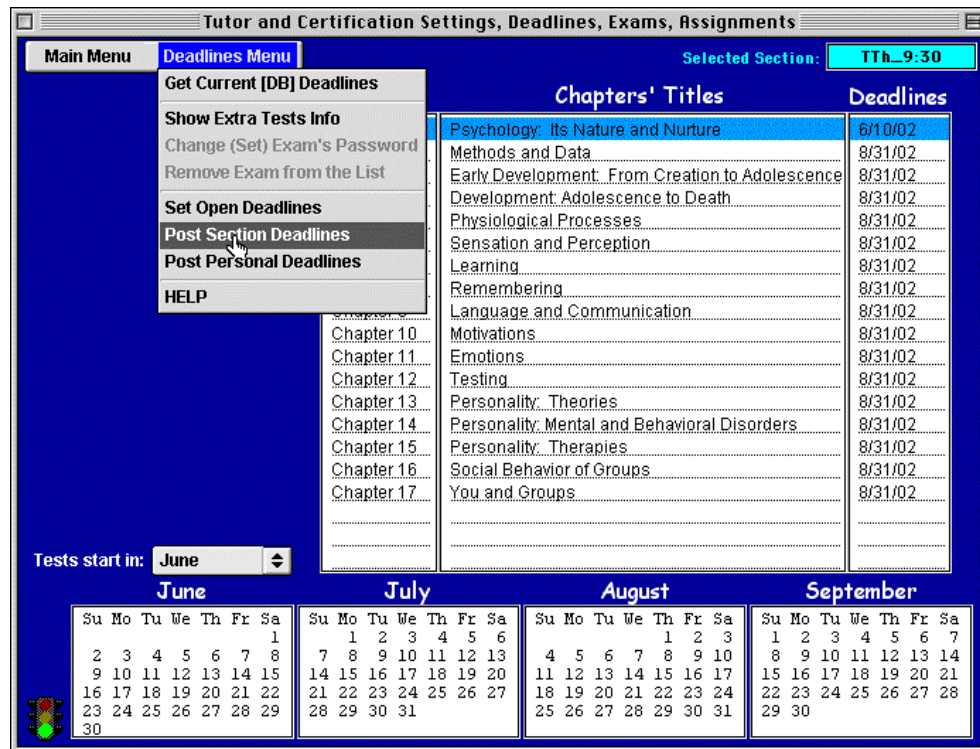
Chapters' Titles	Deadlines
Chapter 1 Psychology: Its Nature and Nurture	6/10/02
Chapter 2 Methods and Data	8/31/02
Chapter 3 Early Development: From Creation to Adolescence	8/31/02
Chapter 4 Development: Adolescence to Death	8/31/02
Chapter 5 Physiological Processes	8/31/02
Chapter 6 Sensation and Perception	8/31/02
Chapter 7 Learning	8/31/02
Chapter 8 Remembering	8/31/02
Chapter 9 Language and Communication	8/31/02
Chapter 10 Motivations	8/31/02
Chapter 11 Emotions	8/31/02
Chapter 12 Testing	8/31/02
Chapter 13 Personality: Theories	8/31/02
Chapter 14 Personality: Mental and Behavioral Disorders	8/31/02
Chapter 15 Personality: Therapies	8/31/02
Chapter 16 Social Behavior of Groups	8/31/02
Chapter 17 You and Groups	8/31/02

Tests start in: June

June							July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1	1	2	3	4	5	6						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30	31	29	30								
30																											

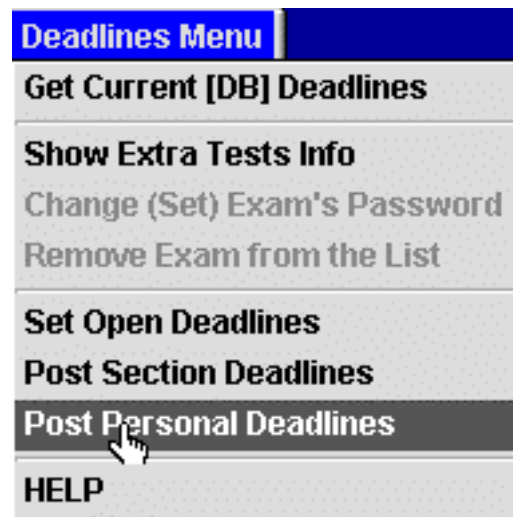
Deadlines imply 12-midnight (Eastern Time Zone) of the date selected, and the servers will not accept any chapter certification scores after that time on the server. It is important to remind students that servers get really busy in the hours just before a given deadline, and thus **service may become unreliable because of high traffic choking bandwidths. Forewarn students to TEST EARLY!!** Of course, we all know you'll hear complaints that the server wouldn't take their submission at 11:45 pm, but we can all try!

If you reset a lot of deadlines, change your mind, and want to revert back to the original deadlines previously posted for your section, there is a menu selection for reloading existing deadlines called **"Get Current (DB) Deadlines"** in the Deadlines Menu. Likewise, if you want to "open" your deadlines to a date well beyond the ending date of your course, thereby effectively eliminating deadlines altogether, you can do this by the selection **"Set Open Deadlines"**. Finally, when you are satisfied with all the deadline settings for this section, you must register these settings with the server. To do this, merely click on the **"Post Section Deadlines"** button as illustrated below:



Setting Individualized Deadlines for a Single Student:

If you have a student who, for whatever reason, needs a deadline extension, you may use your Control Application to override the class deadlines for any given individual. To do this, access the "Deadlines Menu" and select "Post Personal Deadlines" as illustrated below:



A panel will appear to the left of the Chapter listings which includes a button, labeled "Get Student Names," which allows you to bring up the list of student

names. Clicking on this button will bring a dialog window asking if you merely want a list of students from the active selected section or would like a list of all of your students from all of your sections. This complete sequence is apparent in the following illustration:

The screenshot shows the 'Administrative Control Application' interface. At the top, there's a title bar 'Tutor and Certification Settings, Deadlines, Exams, Assignments'. Below it, a menu bar with 'Main Menu' and 'Deadlines Menu'. A status bar at the top right shows 'Selected Section: TTh_9:30'. The main area is divided into two columns: 'Chapters' Titles' and 'Deadlines'. The 'Chapters' Titles' column lists chapters 1 through 7 with their respective titles. The 'Deadlines' column shows dates for each chapter. A 'Make a Choice' dialog box is open in the center, asking: 'Do you want a list of students from the selected Section (TTh_9:30) or the complete list for all your Sections?'. It has three buttons: 'Selected Section', 'All Sections', and 'Cancel'. Below the dialog, there's a 'Post to this ID' button, a 'Get Students' Names' button, and a 'Post to All' button. At the bottom, there's a 'Tests start in:' dropdown set to 'June', and four calendar grids for June, July, August, and September.

After selecting one or more individual names for your individualized date posting, the current deadlines set for each chapter will be saved **ONLY** to those selected individuals when you click on the **"Post to All Selected"** button. To closeout the individual posting session, click the **"Cancel Personal Posting"** button as illustrated.

The screenshot shows a close-up of the 'Post to All Selected' button. The interface includes a text input field for 'Enter the Student's Record ID (if you know it) into this field and use the "ID-button" below:'. Below this is a 'Post to this ID' button. A message says 'or get the list of students' names, select addressee/s from it, and then post.'. Below this is a 'Get Students' Names' button and a text input field containing the number '4'. Below this is a list of student names: 'Begiashvili Victor', 'brian mgee', 'Miraglia Kevin', and 'Price Bennett'. Below the list is a 'Post to All Selected' button. At the bottom, there's an 'Attach Personal Message' checkbox and a 'Cancel Personal Posting' button.

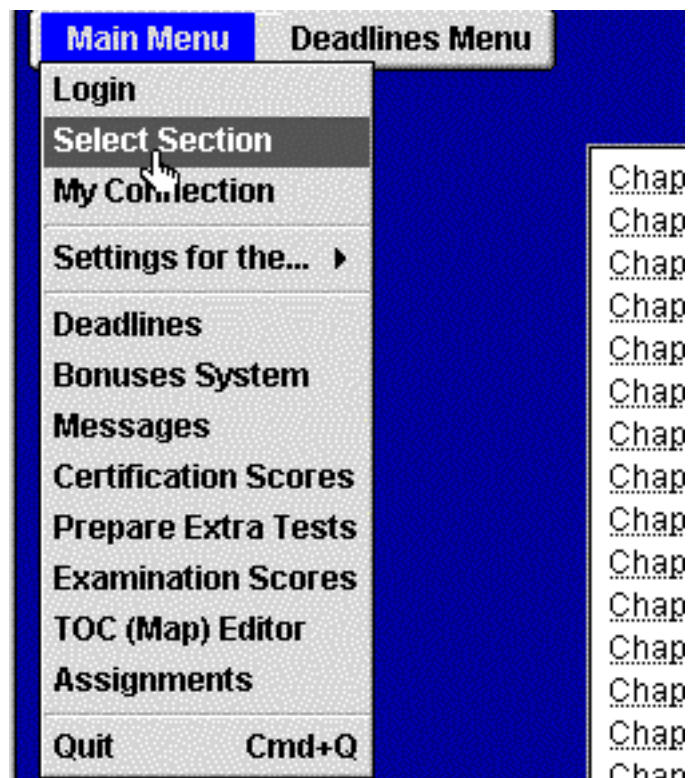
Should you also wish to post a message to the students selected as you post their individualized deadlines, use the “Attach Personal Message” button to obtain a field for typing this message.

Chapter 5

Selecting Alternative Course Sections

Alternative Section Selections:

At any time during your work in the Instructor's Control Application, you may shift to another section to set alternative deadlines, course parameters, get student scores, post messages, etc. This is accomplished by returning to the Course Section screen using the **"Select Section"** alternative from the **"Main Menu"** at the top left of your screen:



The **"Select the Section to Work With"** will reappear and you merely select the section you wish to activate for current edits to hilite it, then click on the **"Start Working with the Selected Section"** button as you did when you first logged in at the beginning of your session:

Tutor and Certification Settings, Deadlines, Exams, Assignments

Main Menu Deadlines Menu Selected Section: TTh_9:30

Chapters' Titles Deadlines

Chapter 1	Psychology: Its Nature and Nurture	8/31/02
Chapter 2	Methods and Data	8/31/02

Select the Section to Work With

Instructor: Dr. Ray

College/University	Year	Term	Section	Course
Evaluation College	2002	All	Visitor	Intro to Psychology
Rollins Brevard	2002	Summer	OnLine_Section	Intro to Psychology
Rollins College	2002	Summer	TTh_9:30	Intro to Psychology
Rollins College	2002	Summer	None	Intro to Psychology

Quit Login Again Start Working with the Selected Section X

Tes

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 31

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Sa

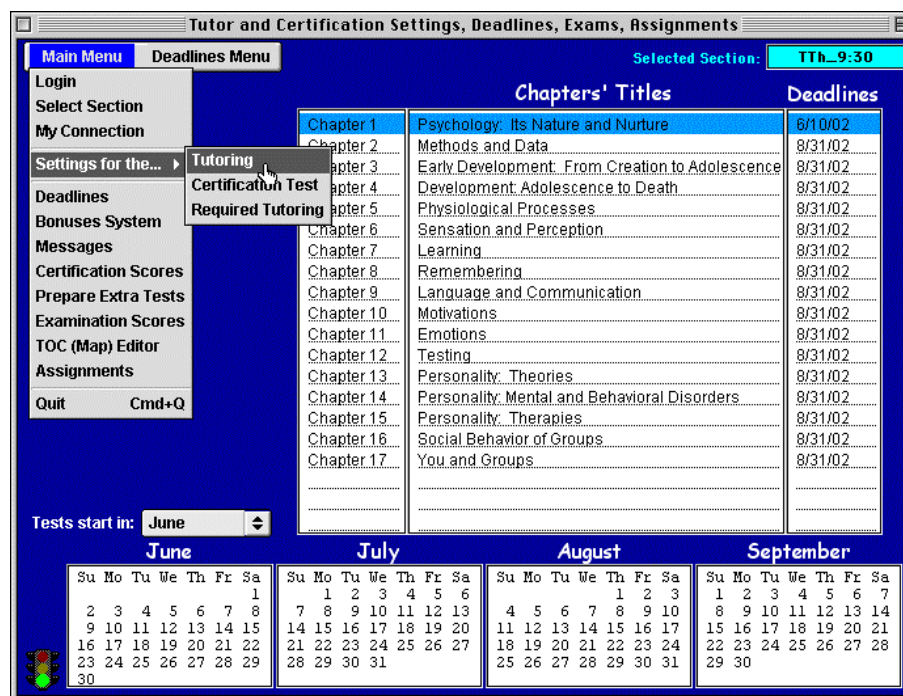
You now have an opportunity to set/reset certification testing deadlines or any other modifications you wish to make for your newly selected section.

Chapter 6

Changing Parameters for the Adaptive Tutoring System

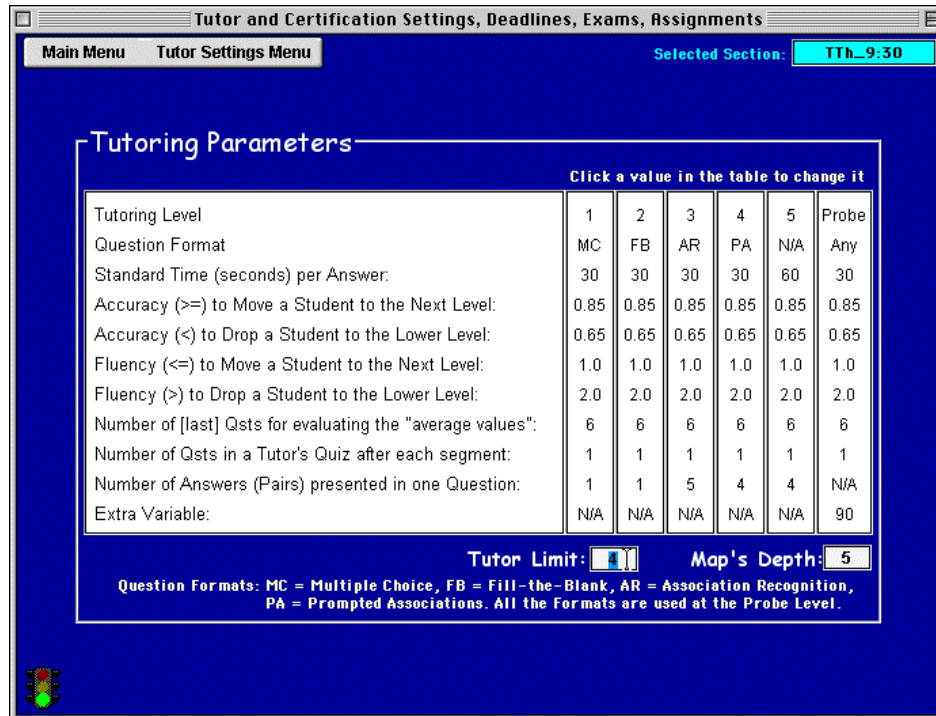
Changing Parameters for Adaptive Tutoring:

MediaMatrix allows instructors to change the parameters which control the adaptive tutoring system. These parameters include how many questions should be used to determine the running average of current progress, how many questions are used for each tutoring segment, how many levels of adaptive tutoring to use, the levels of accomplishment for moving up or down in levels of tutoring, etc. This screen is reached via the **"Tutoring"** selection of the **"Settings for the..."** element of the **"Main Menu"** at the top-left of any screen:



However, there are only two parameters we recommend that you *even consider* changing on this screen: one is the **"Map's Depth,"** which simplifies the coverage by your textbook by eliminating the more detailed elements of the textbook's outline (i.e., moving it to an outline with only, say two levels or 3 levels of

outline depth; and the more commonly changed parameter, the "Tutor Limit" setting, illustrated below:



Tutoring Parameters

Click a value in the table to change it

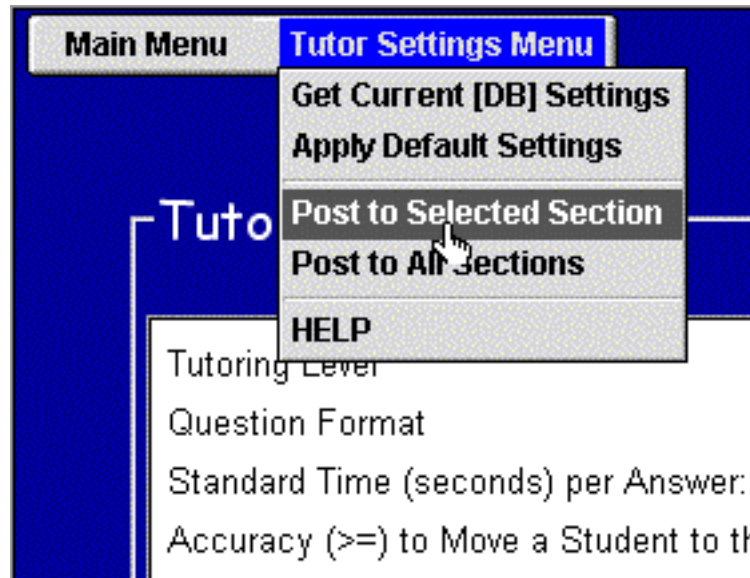
	1	2	3	4	5	Probe
Tutoring Level	MC	FB	AR	PA	N/A	Any
Question Format	30	30	30	30	60	30
Standard Time (seconds) per Answer:	0.85	0.85	0.85	0.85	0.85	0.85
Accuracy (\geq) to Move a Student to the Next Level:	0.65	0.65	0.65	0.65	0.65	0.65
Accuracy (\leq) to Drop a Student to the Lower Level:	1.0	1.0	1.0	1.0	1.0	1.0
Fluency (\leq) to Move a Student to the Next Level:	2.0	2.0	2.0	2.0	2.0	2.0
Fluency ($>$) to Drop a Student to the Lower Level:	6	6	6	6	6	6
Number of [last] Qsts for evaluating the "average values":	1	1	1	1	1	1
Number of Qsts in a Tutor's Quiz after each segment:	1	1	5	4	4	N/A
Number of Answers (Pairs) presented in one Question:	N/A	N/A	N/A	N/A	N/A	90
Extra Variable:						

Tutor Limit: **Map's Depth:**

Question Formats: MC = Multiple Choice, FB = Fill-the-Blank, AR = Association Recognition, PA = Prompted Associations. All the Formats are used at the Probe Level.

Changing the Tutor Limit setting determines how many levels beneath the "Probe" level your system will use in adaptive tutoring. When set to "1" it is not really adaptive at all--it merely switches between "multiple choice questions" with lots of prompts showing and "Probe" mode with multiple choice questions appearing at random intervals and no prompting. Some instructors wish to "simplify" the learning requirements for their students and set this parameter to "2" levels. In this configuration, students move between multiple choice (Level 1), fill-blank (Level 2), and "Probe" which uses both types of questions randomly. For targeting the student development of semantic networks, or verbal associations, the level should be set for 3 or 4. Settings of "3" add a third adaptive level to tutoring with faded prompts and paired-associate types of questions before "Probe" is reached. Settings of "4" add the full power of highly faded prompts and "fill-in blanks" to a prompted association question.

If any changes have been made that you wish to retain or set for use, you must register your newly established default settings to over-ride the old settings. Use the **"Post to Selected Section"** button to save parametric settings to the server for the actively selected section of your course (which implies that different sections may have different parametric settings, of course):



If you wish to post your settings to all sections at once, there is also a selection on this menu to do so. If at any time you have a question as to what the database servers have as your settings, you may request those settings using the “**Get Current (DB) Settings**” selection of the “**Tutor Settings Menu**” as well.

SPECIAL IMPORTANT NOTE: Beyond this Tutor Limit setting, we **DO NOT RECOMMEND** that instructors change **ANY** of the remaining parameters unless you are extremely well versed in the theory, logic, and mechanics of this system! You can easily make this system work to the **DETRIMENT** to learning if you change parameters to ineffective settings. We only condone changing these parameters if you are conducting research on adaptive parametrics, and are thus willing to accept less-than desirable learning outcomes for which your participants have been fully informed and to which they have consented. Under these circumstances, we would appreciate being informed of your research project and its goals.

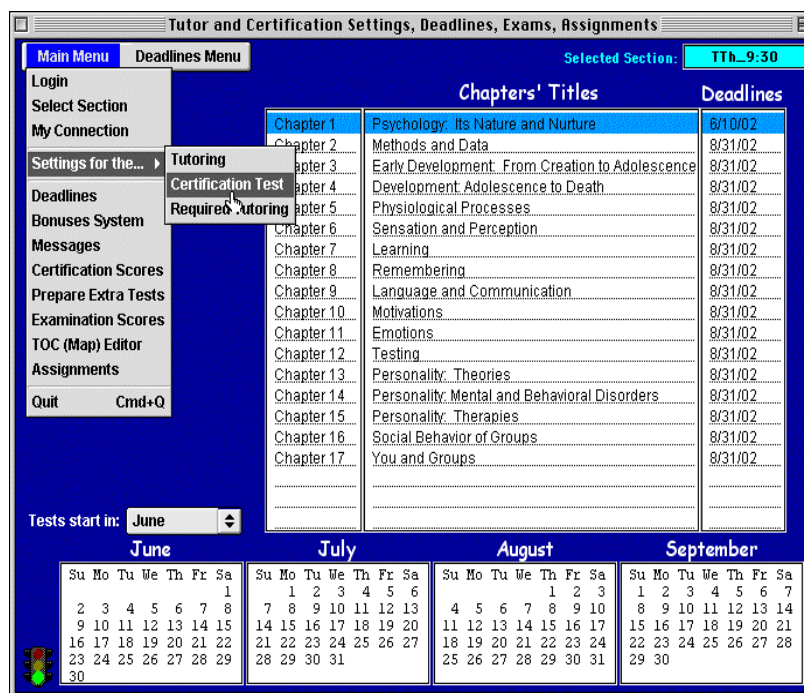
Having said all of this, if you do change these settings and wish to bring the system back to our default settings, there is a selection in the “**Tutor SettingsMenu**” at the top of your screen to “**Apply Default Settings**” that we recommend.

Chapter 7

Changing Parameters for Certification Tests: Section Settings and Individual Exceptions

Changing Parameters for Certification Tests:

MediaMatrix allows instructors a relatively broad range of settings for customizing the Chapter Certification Tests that you must require students to take if you adopt our services. It is only through this requirement for testing and your use of these scores in your final grade that you guarantee that students purchase and read the text. But you may choose to handle testing in a variety of ways, so this is a chapter with which you want to become very familiar. To access the Certification Parameters screen, use the **“Main Menu”** at the upper-left of any screen, use the **“Settings for the...”** section to select **“Certification Test”** as illustrated below:



Among the most commonly used alternatives for testing configuration are:

1. Use testing which is unsupervised, and thus uses "timed" questions to hedge against cheating by not allowing students time to look up answers in printed copies of the text. A more positive view of timed questions is an emphasis on student "fluency" and the fact that you want that to count as well as "accuracy."
2. Use testing which is supervised. In this case, if you want to stress fluency you may still wish to use "timed" question presentations. If you do not want to stress fluency, but rather would prefer to simulate normal "in-class testing using printed tests," you may wish to merely establish a total time period for testing and allow "return access" or "browsing" of all questions formats.

To establish either of these "timed questions" or "un-timed questions" formats, you may select the "style" of your test using the pop-up list selections as illustrated below:

Tutor and Certification Settings, Deadlines, Exams, Assignments

Main Menu Certification Menu Selected Section: TTh_9:30

Certification Test: Format, Composition and Timing

Certification Test's Format:

Fixed Time per Each Type of Question (presented once)
 Certain Amount of Time for the Whole Browseable Test

Certification Test's Composition:

	Number in Test:	Seconds per Qst:	
<input checked="" type="checkbox"/> Multiple Choice Questions:	3	30	Example
<input checked="" type="checkbox"/> Fill-In-The-Blank Questions:	3	45	Example
<input checked="" type="checkbox"/> Association Recognition Qsts:	3	30	Example
<input checked="" type="checkbox"/> Prompted Association Qsts:	3	60	Example
<input type="checkbox"/> Reserved Format Qsts:			Example

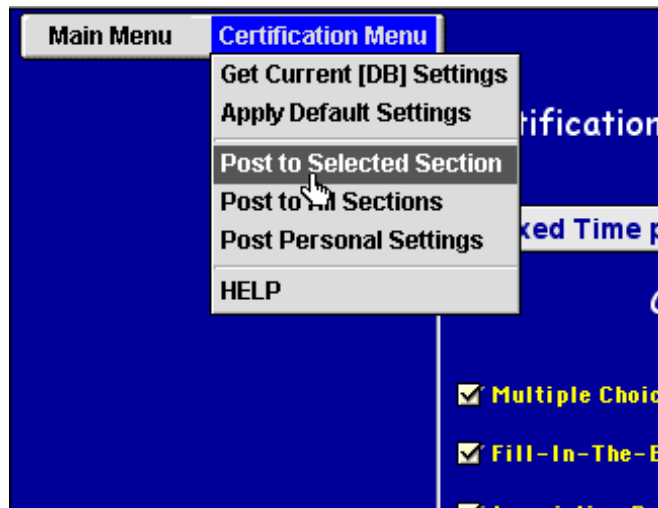
Max Time for a Test, min: 08:15

From this screen, you may not only set the "style" of your test, but also the specific parameters. Such parameters include:

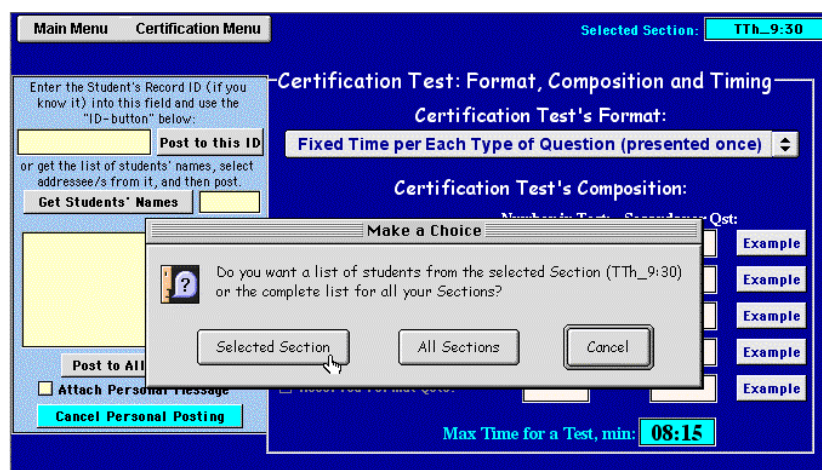
1. How long students have for each question, if you are using timed questions, or how long they have to take their entire test, if you are using total-test time outs.

2. How many, and what type, questions to use to configure the test. This option allows you to determine the "length" of the test in terms of question items.

Mechanics for these are as simple as selecting a field and retyping the parameters to your desired values. And as the graphic below illustrates, you may set these parameters for the entire class/section using the **"Post to Selected Section"** option of the **"Certification Menu"** to register your settings:



Alternatively, you may establish different settings for an individual student (who may, for example, be learning disabled and require extended time parameters different from the class). To accomplish this, use the "Post Personal Settings" selection of the "Certification Menu" to obtain the panel for selecting individual students as illustrated below. From this panel use the "Get Students' Names" button to bring in the list of students. You will immediately be given the option to bring in students only from your currently selected section or for all sections:



When you have selected each of the individual students for which you wish to set individualized parameters, you now need to post these to the server or cancel your process. Post using the **"Post to All Selected"** button or cancel using the **"Cancel Personal Posting"** option as illustrated:

The screenshot shows a software window with a light blue background. At the top, it says "Enter the Student's Record ID (if you know it) into this field and use the 'ID-button' below:". Below this is a yellow text input field and a button labeled "Post to this ID". Underneath, it says "or get the list of students' names, select addressee/s from it, and then post.". There is a button labeled "Get Students' Names" and a yellow box containing the number "4". Below these is the text "Section: TTh_9:30". A list box contains the following names: "Begiashvili Victor", "brian mgee", "Miraglia Kevin", and "Price Bennett". The first name is highlighted in blue. At the bottom, there is a button labeled "Post to All Selected" with a mouse cursor pointing at it, a checkbox labeled "Attach Personal Message" which is currently unchecked, and a red button labeled "Cancel Personal Posting".

If you wish to also post a message to this/these selected students advising them of your special settings or any other note of importance, prior to posting the settings you may click on the "Attach Personal Message" to bring up a field for typing in and posting such a message.

IMPORTANT NOTE ABOUT MEDIAMATRIX ADAPTIVE TESTING: All tutoring and testing in MediaMatrix is "adaptive." Our definition of this term is a bit different from the emerging literature on this topic. In our system, "adaptive" means that any previous interactions an individual student has with tutoring, quizzes, self-assessment, or prior certification attempts will affect the selection of his/her tutoring and test items. We use algorithms which mix 1) unsampled test items with 2) items previously missed (and thus in need of correction), as well as 3) a "base" of previously correct items to guarantee a certain degree of success (if they retain previously learned material, of course). If a student has never taken a test on any topic within a given chapter, then all items are "unsampled" and thus the test is composed of random selections among the chapter. Once a test has been attempted, the student has established a history (or the system has a sample-based "mirror image" of his/her knowledge) and the next test begins with the "mixture" algorithms. We never use the same test twice unless item selection duplication happens by chance, which is extremely unlikely.

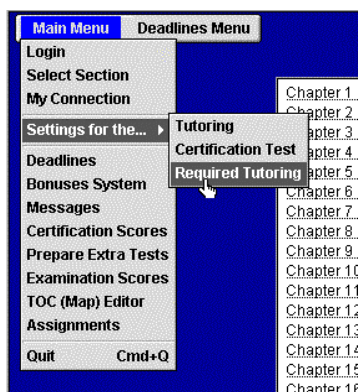
Chapter 8

Setting Required Adaptive Tutoring Services

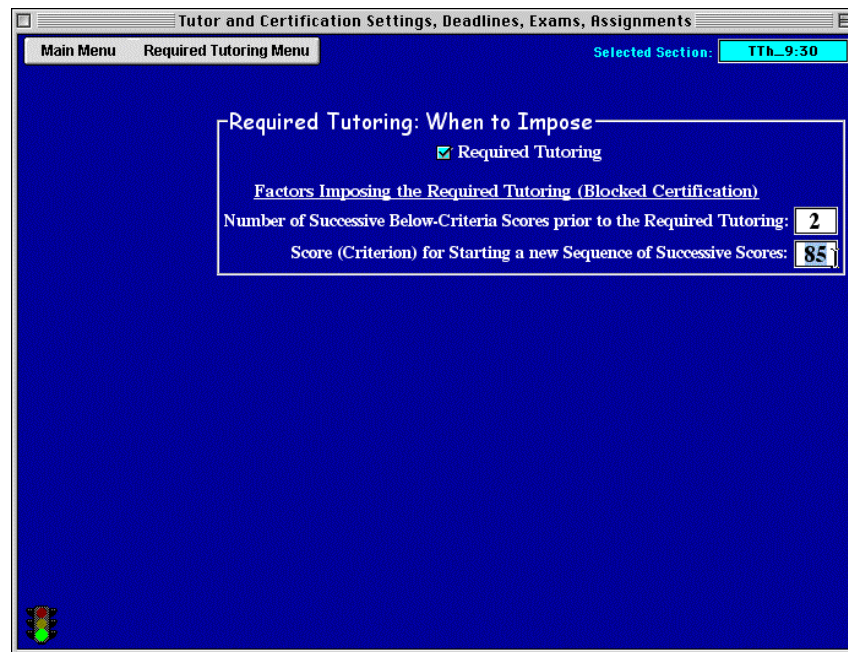
Setting Required Tutoring:

Mediamatrix is built on a pedagogical philosophy which allows students multiple attempts to show that they have "mastered" the material on any given chapter. Thus we **HIGHLY RECOMMEND** that you allow as many testings of a chapter as a student wishes, while retaining only the "highest" score (in fact this is the default way MediaMatrix is designed to work--only special arrangements for singular offerings of supervised testing like those traditionally used in classrooms avoid this feature). This encourages motivated but struggling students to restudy and retake alternative tests until they satisfy themselves with their performance or run out of time by virtue of passing deadlines.

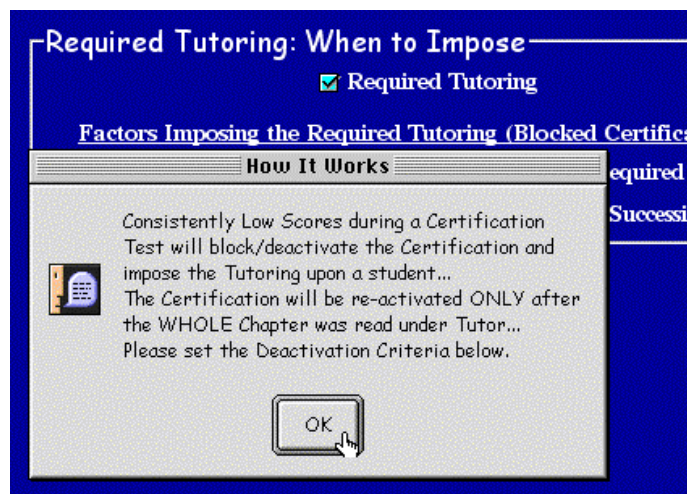
However, many poor students merely practice poor study habits over and over in these cases. If your teaching philosophy concides with ours, you may wish to let a student determine his/her "baseline" of knowledge and study ability on any given chapter by taking only one or two certification tests "diagnostically." If they pass your criteria of "mastery" then they don't have to take it again (although they might wish to in order to improve their score). But if they don't pass your criteria, in however many diagnostic attempts you wish to allow, then you may wish to require tutoring by those students who need tutorial help in acquiring not only mastery of a chapter's content, but who also need help in building their study skills (this "meta-learning" skill development is a primary goal for which MediaMatrix's Adaptive Tutoring was originally designed). Thus MediaMatrix allows instructors to specify what their minimal criteria are. To work with these parameters, you need to navigate to the "**Required Tutoring**" screen by selecting that option from the "**Setting for the....**" option of the "**Main Menu**":



The Required Tutor Parameters screen is a relatively simple and straight-forward screen that presents only one selection option and two parametric options. The selection option is whether to turn "Required Tutoring" on or off, and if you turn it on, then how many "diagnostic" tests you wish to allow prior to a student being required to use the tutoring system to unlock chapter certification testing for a subsequent series of this number, and what your "minimal criterion" score is that must be met to avoid the required tutoring system from being activated:

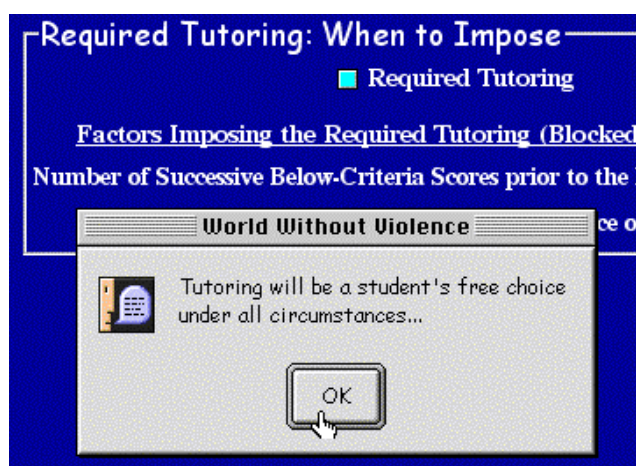


As the graphic below illustrates, when Required Tutoring is first set to "On" you will receive a dialog informational screen telling you the implications of your selection:

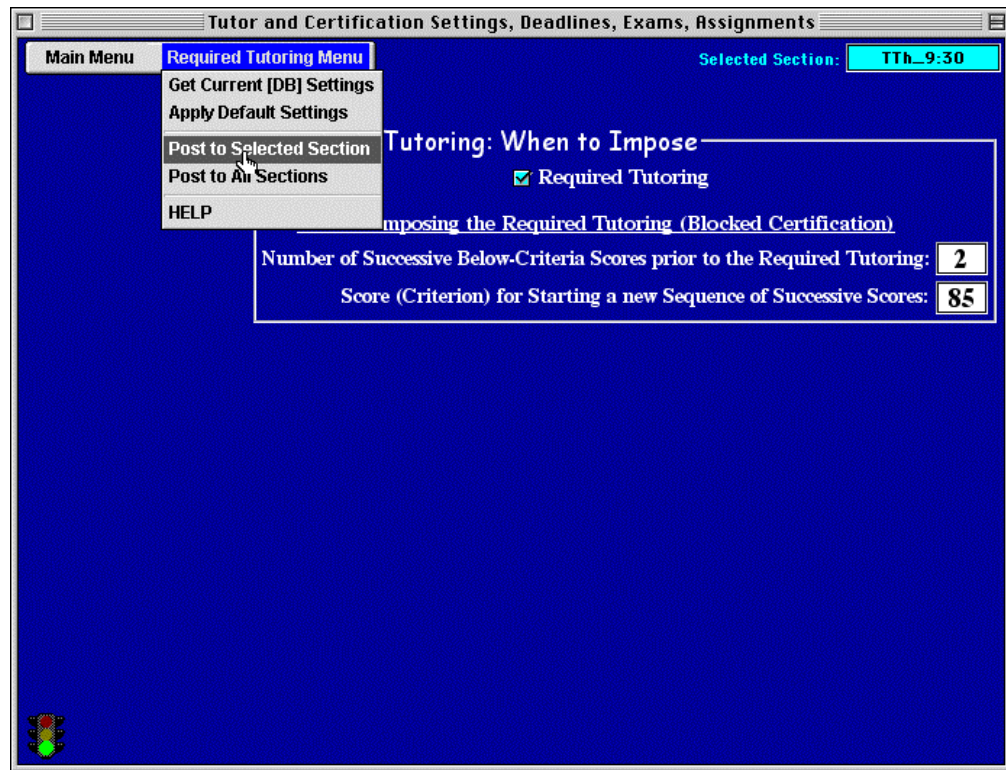


When tutoring "lock-in" occurs, the student is informed on screen that any and all topics within the current chapter being certified that has had a question missed on prior Certification Tests will have studying in Tutor Mode required before another Certification Test becomes available to the student. Topics that have had successful assessment are not in the required list until such time that some question from that topic is missed in a future test. In the Required Tutoring condition, the student sees a "Required Tutoring" menu in the left margin of all topics. This menu marks all such required topics as a prompt that it needs studying. This menu also presents a selectable navigation menu to each topic requiring tutoring. As a topic is successfully tutored, that topic drops from the required list. When the list is fully satisfied, Certification Testing for the involved chapter again becomes available and the "number of tests and passing criteria" become active for a new cycle.

If Required Tutoring has been On and you change it to Off, a similar informational dialog appears:



As noted earlier, after setting Required Tutoring to "On" you should first determine how many certification attempts below criteria you will allow before a student is "locked-in" for Required Tutoring. You will also want to set what the required "Passing" criteria will be for a student not to experience required tutoring. To change either of these values, merely select the existing value and over-type it with your desired value. As with all interactions in the Instructor's Control Application, your selection and all subsequent parametric changes do not take effect until they are actually registered with the server (the equivalent of "Saving" a file in normal computer use) via the **"Post to Selected Section"** button as illustrated below:



As suggested by the above menu illustration and as with all postings within the control application, you may also reapply company recommended default settings, verify current settings by bringing in the existing database settings for viewing, or even post your settings to all of the class sections you are teaching at once.

Chapter 9

Setting Bonus Point Options

Setting Bonus Point Options:

Are you an instructor who would like to have a way to give rewards that "shape" students into engaging in the kind of studying behaviors you'd prefer they practice? And would you like to be able to point to this system as a preferred alternative to, say, the implied "tangential and/or distracting" behaviors students typically suggest when they ask for "extra credit" opportunities? Well, we've built in a means by which you can address this issue and still accomplish your intentions of getting students to better understand your originally assigned materials! If you would like to incentivize tutoring or self-assessing on each topic, you will want to set the system to give bonus points for tutoring and/or self quizzing. To do this, navigate to the **"Bonuses"** screen by selecting the **"Bonuses System"** option from the **"Main Menu"** menu:

Tutor and Certification Settings, Deadlines, Exams, Assignments

Main Menu | **Deadlines Menu** | **Selected Section: TTh_9:30**

Chapters' Titles

Chapters	Titles	Deadlines
Chapter 1	Psychology: Its Nature and Nurture	8/31/02
Chapter 2	Methods and Data	8/31/02
Chapter 3	Early Development: From Creation to Adolescence	8/31/02
Chapter 4	Development: Adolescence to Death	8/31/02
Chapter 5	Physiological Processes	8/31/02
Chapter 6	Sensation and Perception	8/31/02
Chapter 7	Learning	8/31/02
Chapter 8	Remembering	8/31/02
Chapter 9	Language and Communication	8/31/02
Chapter 10	Motivations	8/31/02
Chapter 11	Emotions	8/31/02
Chapter 12	Testing	8/31/02
Chapter 13	Personality: Theories	8/31/02
Chapter 14	Personality: Mental and Behavioral Disorders	8/31/02
Chapter 15	Personality: Therapies	8/31/02
Chapter 16	Social Behavior of Groups	8/31/02
Chapter 17	You and Groups	8/31/02

Tests start in: February

February

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

Su	Mo	Tu	We	Th	Fr	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

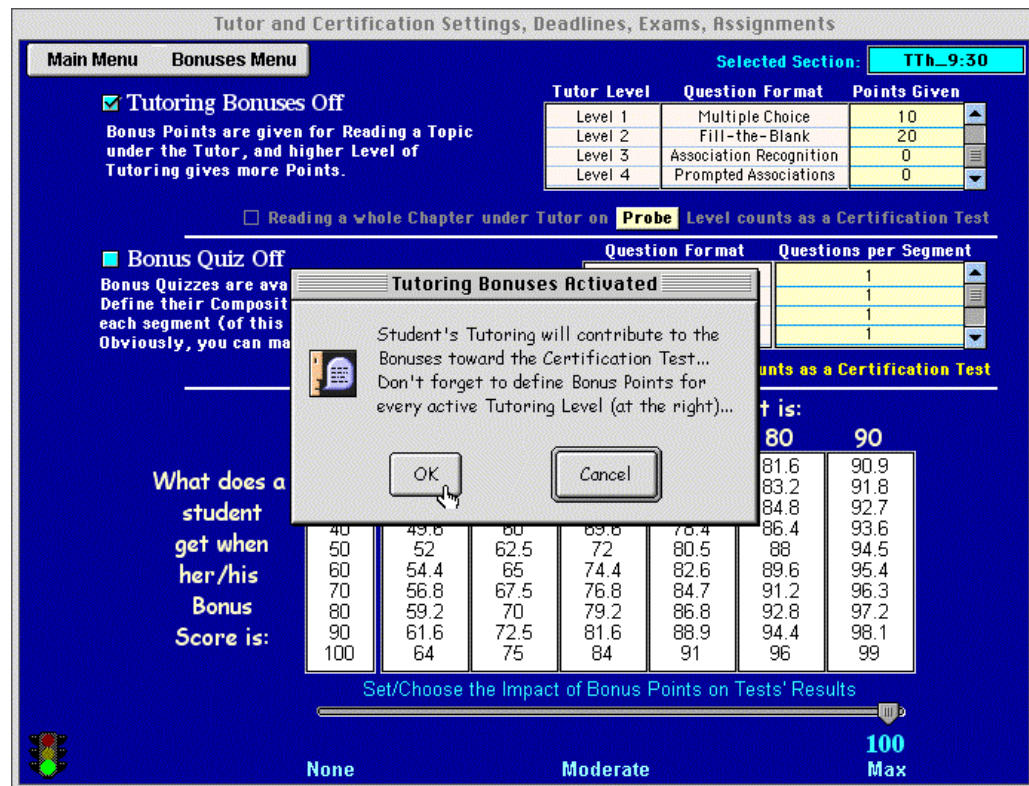
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

This screen offers two on/off options for you (Tutoring Bonuses and Quiz Bonuses), and you may set either or both to "On" or "Off." We'll discuss each in

turn, but recognize that there is a degree of overlap in how parameters are set and saved, if not how they function.

Setting Bonus Points for Tutoring:

The first option, "**Tutoring Bonuses**," is for offering bonus points if a student uses the tutor mode while studying topics throughout a chapter. When you set this option to "On" you first see a feedback screen which briefly explains what you have done and what you still need to do:



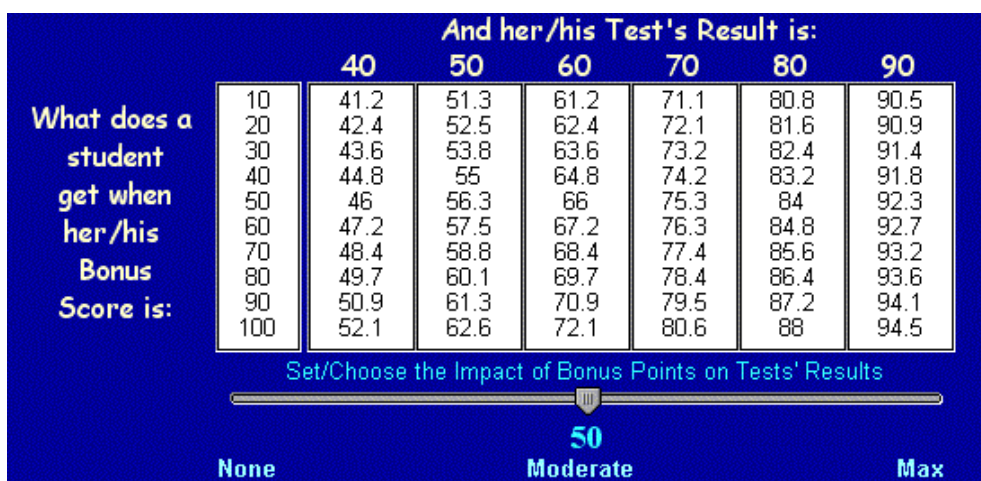
Of course nothing is registered with the server yet, even though you have selected to turn Tutoring Bonuses "On." Before registering with the server, you should also attend to the parameter settings to make sure they are values with which you are satisfied. There are actually two "point" systems at work when bonus is on:

1. One point system is the percentage of correct answers on certification tests and feedback given on multi-part questions in tutoring or self-assessment. In the case of Chapter Certification Tests, these percentage of correct answers are the "scores" reported to instructors for grade calculations.
2. The second "point system" is a "credit reward" system that is totally separate from percentage of correct answers points, and there is no

direct translation between the two systems. The credit reward system offers points for doing the tutorial and self-assess activities that should have a direct impact, as well as an extra-credit indirect impact, on grades. The direct impact is from the acquisition effects of studying more. The indirect impact is via the "reward points" earned for putting in this particular type of effort. However, the impact of points earned as "Reward Credits" is through their weighted addition to the testing percentage scores.

To determine what the "Reward Credit" points' impact should be on percentage test scores earned, instructors may set an arbitrary point value for each type of question successfully answered in tutoring as well as the proportional impact these will have collectively on test scores. We default to more points for fill-blank questions (20 extra points) than multiple choice (10 extra points) because recall is typically more demanding of students than recognition, even when students are highly prompted. Students receive a "total bonus score" by tutoring through a topic based on how many, and what type of, questions they encounter. Accumulating points are earned for correctly answering an appropriate type of question on each "frame/segment" of presented text based on the student's current "adaptive tutorial" levels. Total points earned on each topic are maintained as a "running average" across all topics within a chapter, with non-tutored topics adding a "zero" into the average for each such topic. A student earns the number of points you set in the parameters field for getting a specific format of question correct and 0 points for getting it wrong. All such points earned for each topic is summed and divided by the total number of topics presented.

We have a proportional algorithm which translates these accumulating averaged points into varying impacts on final test scores based on the assumption that lower test scores should be more impacted than higher scores, with no extra points ever moving a student beyond 100 points for a chapter. You can use the "slider" to adjust this algorithm's effects, but, again, it never gives a student more than "100" on any given existing test score:



Students may see this "impact matrix" via their "margin service menu" in their textbook, and it reflects the settings you have established. Students will also see the points they get both from testing and from rewarded efforts, as well as the total points earned in combination, when they check their scores in the Certification screen. Once you have set the scores and weighting system to your desired setting, don't forget to use the **"Post to Selected Section"** menu option in the **"Bonuses Menu"** to register them:

Tutor and Certification Settings, Deadlines, Exams, Assignments

Main Menu **Bonuses Menu**

☒ Tutor Bonus under Tutoring

Get Current [DB] Settings
Apply Default Settings
Post to Selected Section
Post to All Sections
HELP

Selected Section: **TTh_9:30**

Tutor Level	Question Format	Points Given
Level 1	Multiple Choice	10
Level 2	Fill-the-Blank	20
Level 3	Association Recognition	0
Level 4	Prompted Associations	0

Chapter under Tutor on **Any** Level counts as a Certification Test

☒ Bonus Quiz On

Bonus Quizzes are available for every Topic, and you Define their Composition: number of questions per each segment (of this or that Level) of a Topic. Obviously, you can make them quite thorough.

Question Format	Questions per Segment
Multiple Choice	1
Fill-the-Blank	1
Association Recognition	1
Prompted Associations	1

☒ 100 Points for a Chapter counts as a Certification Test

And her/his Test's Result is:

	40	50	60	70	80	90
What does a student get when her/his Bonus Score is:	10	41.2	51.3	61.2	71.1	80.8
	20	42.4	52.5	62.4	72.1	81.6
	30	43.6	53.8	63.6	73.2	82.4
	40	44.8	55	64.8	74.2	83.2
	50	46	56.3	66	75.3	84
	60	47.2	57.5	67.2	76.3	84.8
	70	48.4	58.8	68.4	77.4	85.6
	80	49.7	60.1	69.7	78.4	86.4
	90	50.9	61.3	70.9	79.5	87.2
	100	52.1	62.6	72.1	80.6	88

Set/Choose the Impact of Bonus Points on Tests' Results

50
None Moderate Max

This "registration" is required if you wish to set the values before you displace them to set the "Bonus Quiz" values, should you decide to also use this system, and it is to this topic that we now turn.

Setting Points for a Bonus Quiz:

To work with Bonus Quiz settings, you should first turn the Bonus Quiz system "On," which immediately brings you a feedback screen illustrated below:

Tutor and Certification Settings, Deadlines, Exams, Assignments

Main Menu Bonuses Menu

Selected Section: TTh_9:30

☒ Tutoring Bonuses On
 Bonus Points are given for Reading a Topic under the Tutor, and higher Level of Tutoring gives more Points.

Tutor Level	Question Format	Points Given
Level 1	Multiple Choice	10
Level 2	Fill-the-Blank	20
Level 3	Association Recognition	0
Level 4	Prompted Associations	0

☐ Reading a whole Chapter under Tutor on Probe Level counts as a Certification Test

☒ Bonus Quiz Off
 Bonus Quizzes Define their Composition for each segment (Obviously, you can't have a Bonus Quiz for a segment that is not a Certification Test)

Whoever Works Hard Gets Bonuses

Bonus Quiz will be available after every Topic, and its result will contribute to the Total Chapter's Bonus toward the Certification Test... Don't forget to define the rules for composing a Quiz for a Topic (at the right)...

OK Cancel

Question Format	Questions per Segment
Multiple Choice	1
Fill-the-Blank	1
Association Recognition	1
Prompted Associations	1

90

40	49.8	60	69.8	78.4	88.4
50	52	62.5	72	80.5	88
60	54.4	65	74.4	82.6	89.6
70	56.8	67.5	76.8	84.7	91.2
80	59.2	70	79.2	86.8	92.8
90	61.6	72.5	81.6	88.9	94.4
100	64	75	84	91	96

Set/Choose the Impact of Bonus Points on Tests' Results

None Moderate 100 Max

Acknowledging this feedback will hide it and reveal all of the parametric settings available for establishing the rules for how a Bonus Quiz will be constructed and how points will be accumulated based on type of questions asked.

A Bonus Quiz is a bit different from the self-assessment (Assess Mode) options in the textbook. Self-assessment allows students to self-select for as many, or few, of any and all types of questions for a score that doesn't really count in any way other than offering feedback to the student as to how well s/he is doing in learning a topic. A Bonus Quiz guarantees that at least one (how many of each type is a parameter for you to set--see the upper right of the illustration) of each type of question for each associated frame/segment of text used for tutoring is included. Thus every segment at every possible tutoring level is covered with an appropriate type of question when a Bonus Quiz is composed. As with all testing in MediaMatrix, this composition is still "adaptive" in that the selection of questions is also influenced by the student's individual history with questions from this topic. Because bonus quizzes test a topic as thoroughly as one would want, as opposed to tutoring which allows a student to test only on selected "levels" of tutorial skill, bonus quizzes count double the total value of tutoring bonus points. We justify this because the item "sample" is so much more reliable a measure of what the student really has learned.

As with the Tutoring Bonus system, each Bonus Quiz on a topic is maintained as a running average for the entire set of topics within a chapter. Thus taking a Bonus Quiz only on a few topics will add extra credit points, but those points are diluted by the zeros of all topics not quizzed. And, as with the Tutoring Bonus, Bonus Quiz points earned must be translated into their impact on Test Scores using the slider scale.

IMPORTANT NOTE: When both bonus reward systems are turned "On," and students engage in both tutoring and bonus-quizzing, the highest averaged points acquired via one behavior or the other are used, not both. That is, if bonus quizzes result in a higher average than bonus tutoring, then only the bonus quiz scores are used, and vice-versa. Further, if you chose to activate the option (clearly labeled on the Bonus Quiz Parameters panel), you may allow a bonus quiz average of 100 to "exempt" this student from subsequent "Chapter Certification Testing."

As with the Bonus Tutoring Parameters, Bonus Quiz parameter settings must also be registered using the "**Accept as Group Set**" button before submitting all such settings to the server.

Final Registration of Both Tutor and Bonus Quiz Settings:

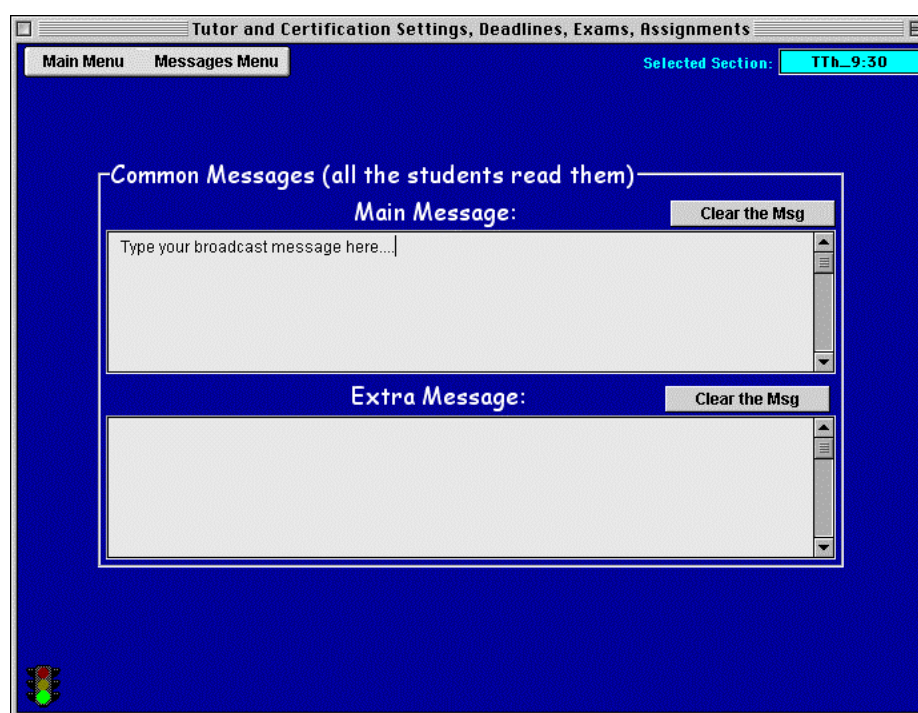
If you have turned both the Tutor and Quiz bonus systems on don't forget to use the "**Post to Selected Section**" menu option in the "**Bonuses Menu**" to register them.

Chapter 10

Sending Messages to Class or Student

Sending Messages:

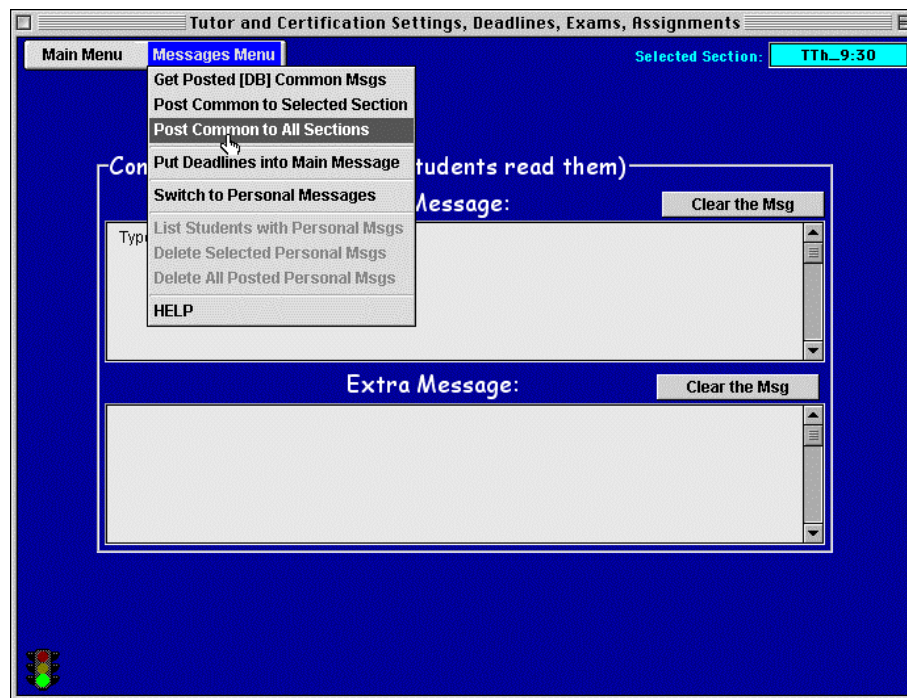
The Administrative Control Application gives instructors the ability to "broadcast" up to two separate written announcements or messages to an entire class as well as sending one to an individual. To use the messaging system, you need first to navigate there by using the now familiar "**Main Menu**" menu at the top of any screen, where you should select "**Messages**" to take you to the screen for posting messages to your student or your whole class:



The screenshot shows a web application window titled "Tutor and Certification Settings, Deadlines, Exams, Assignments". At the top, there are two buttons: "Main Menu" and "Messages Menu". To the right, it says "Selected Section: TTh_9:30". The main content area has a blue background. It contains a section titled "Common Messages (all the students read them)". Inside this section, there are two message fields. The first field is labeled "Main Message:" and has a "Clear the Msg" button next to it. The second field is labeled "Extra Message:" and also has a "Clear the Msg" button next to it. Both fields are empty text areas with a placeholder text "Type your broadcast message here...".

The messages screen offers you two message fields for broadcasting to each course section whatever announcements or messages you want students to receive. Move your cursor into the first (top) field if you haven't yet posted any messages and type your message. If a message already exists that you wish to retain, leave it and use the second field to post your new message. All students in your [selected section](#) will see these messages as soon as they login to their textbook following your posting to the server. You post a message by selecting

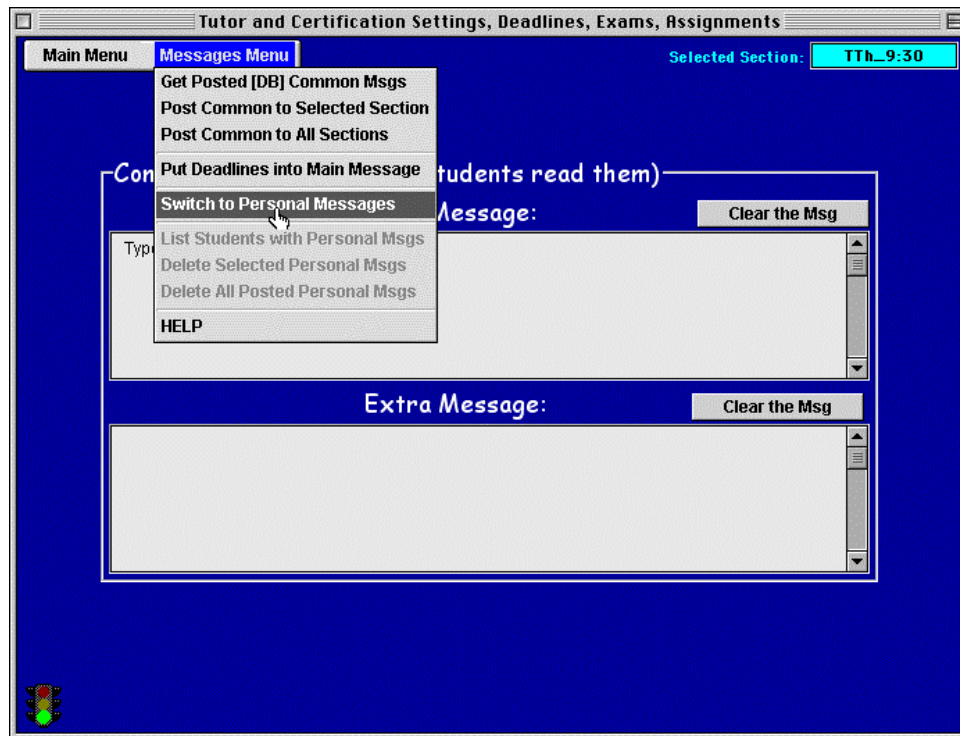
from the **"Messages Menu"** either the **"Post Common to Selected Section"** if you wish the message to be seen by only your currently selected section, or the **"Post Common to All Sections"** alternative if you wish it to be seen by all of your course sections:



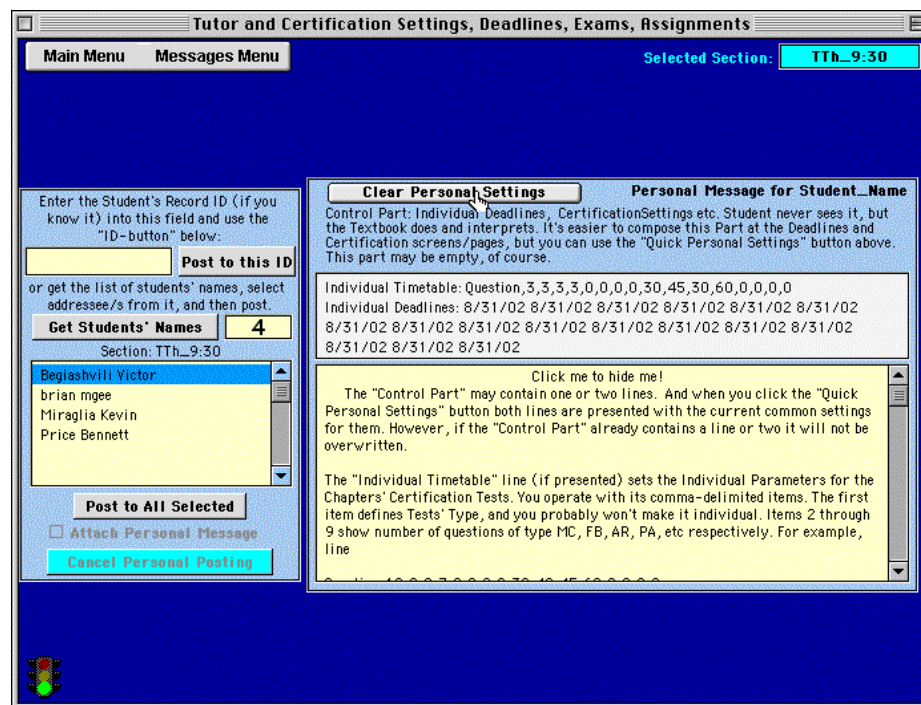
Note that this same menu offers you the options of bringing in from the server any existing message(s) you have presently posted to students. It also gives you the option of automatically posting within this message field the Deadline Dates for all Certification Testing should you wish to emphasize those in this way. NOTE: These dates also appear automatically along with the chapter number and title where a chapter is selected for Certification by the student, so it isn't necessary to post them as a broadcast message for students to know those deadlines.

Sending a Message to an Individual Student:

There is also a procedure for sending messages to an individual student, but it requires that you first identify the student's database record ID prior to posting. We discussed this procedure in the section on posting individualized certification testing deadlines, but will review it here as well. To set your Control Application to work with a given individual student's database record, which is required for ALL individualized settings, merely select the **"Switch to Personal Messages"** option under the **"Messages Menu"** to begin:



Selecting the personal message option will bring you an additional panel within the messages screen that allows you two options for working with a given student. The option you will want to use most allows you to bring in the class names listing for individual student(s) selection via a button labeled “Get Students’ Names”:



Once the listing is available, you may select one or more names by clicking to highlight each with which you wish to work. Now that you have identified an individual you will the two informational fields either empty or populated with prior postings. The first (top) field will contain any and all personalized "settings" you may have established, such as personalized testing deadlines or other testing parameters (such as extended time on questions). The student never sees this highly coded information. In fact the coded nature of it makes it difficult for you to make sense of as well. It is shown merely to inform you that you do or do not have such individualized settings for this student (which, of course, is one means for checking whether you actually have established such settings). The second, or lower, field is for typing your specific student message:

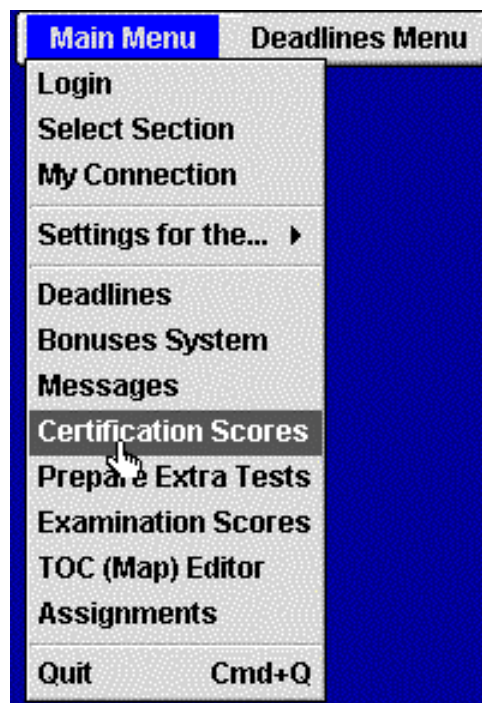
Buttons on the lower half of the Student Listings panel allow you to **"Post to All Selected"** names you have highlighted, which places your message into those students' records on the server, as illustrated below:

Chapter 11

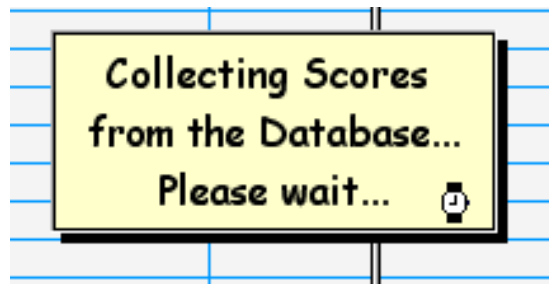
Obtaining Test Scores for a Class or Student

Obtaining Test Scores:

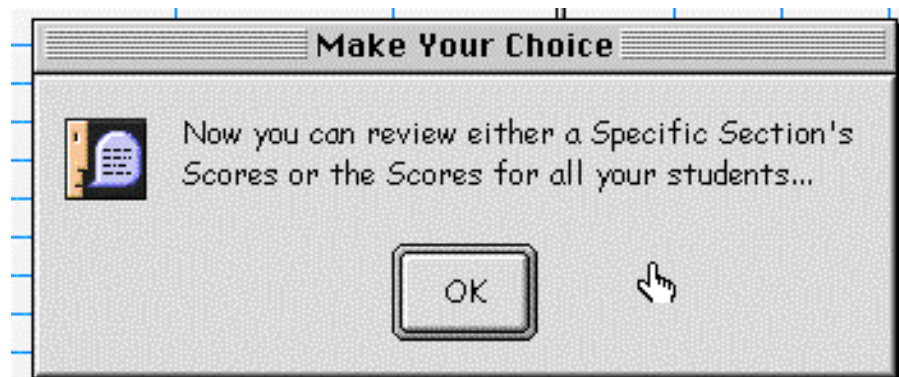
If you have read this User's Guide in sequence, you already know how to obtain and manipulate certification testing scores for each section of your course. But in case you came here first, let's review the process. In fact, there are some features not yet discussed we will want to cover as well. First you want to make sure you have activated the section for which you wish to access certification testing scores (see Chapter 3: Selection a Section). Then you need to navigate to the Scores screen by using the "**Certification Scores**" selection in the "**Main Menu**" as illustrated below:



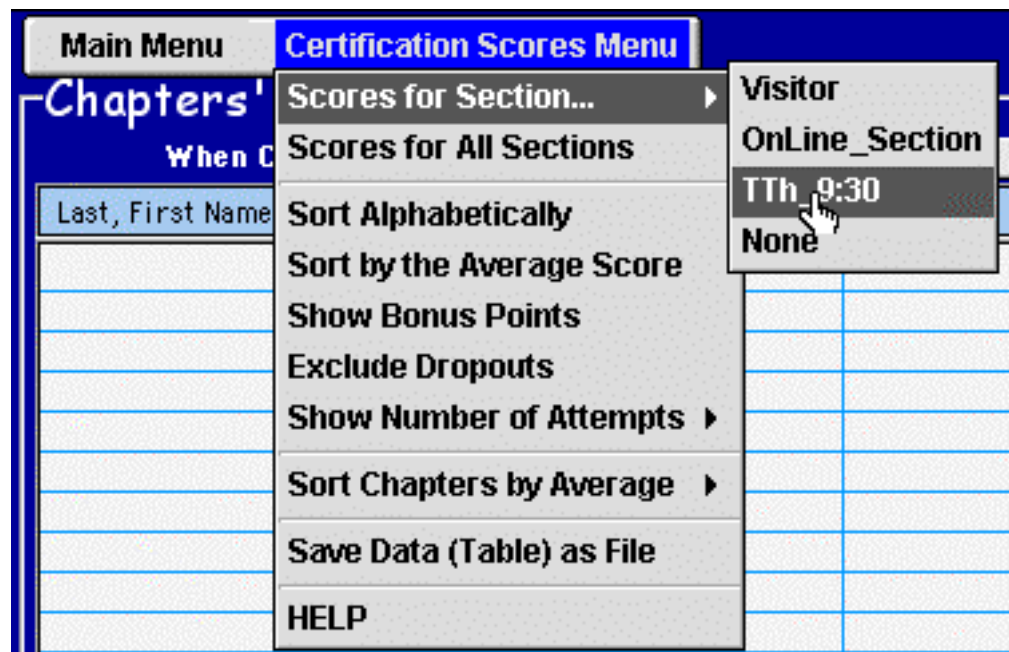
As you arrive at the Scores screen your application will alert you to the fact that it is getting a list of all students currently enrolled in all sections of your course:



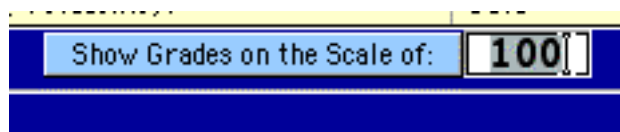
When this is complete, you will see a dialog window telling you to select the section for which you wish to view scores:



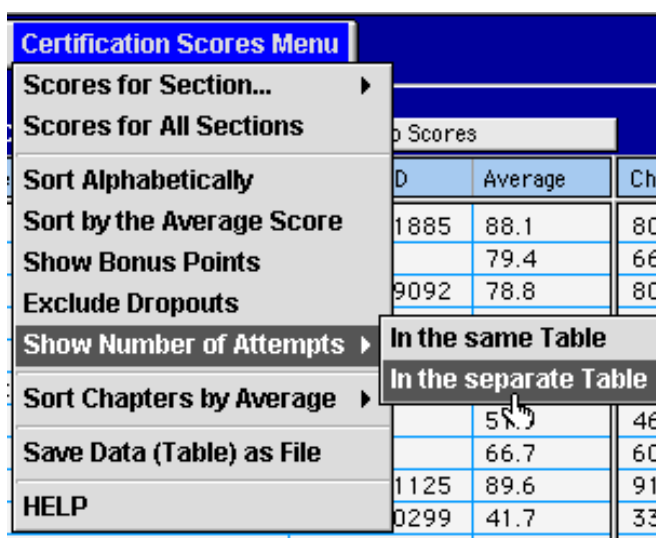
First select a section by using the "Scores for Section..." pop-up menu as illustrated below:



There are a variety of manipulations you can use for your score data. For example, you may wish to base your scores on some point value scale other than percentage. To reset the maximum value of each chapter, you merely select and retype in the field at the bottom of the names list, as illustrated below:



Many other manipulations available are suggested in the previous **"Certification Scores Menu"** illustration. These include **"Sort Alphabetically," "Sort by the Average Score," "Show Bonus Points," "Exclude Dropouts," "Show Number of Attempts," "Sort Chapters by Average,"** and **"Save Data (Table) as File."** Most of these are self explanatory and are used primarily when you wish to explore your data beyond simple grade-posting purposes. For example, if you wish to review how many times each student has taken a certification test on each chapter (attempts), you may bring them in from the server's database and display them either as numbers in their own separate table or as adjacent (#) numbers beside the actual test scores. Thus, to display them as a separate table you select from the **"Certification Scores Menu"** the **"Show Number of Attempts -> In the separate Table"** sub-option as illustrated below:



Results appear as a set of attempt numbers for each chapter, and include averages both for individual students and for chapters, as illustrated below:

Average	Chp 1		Chp 2		Chp 3		Chp 4		Chp 5	
2.3	1	2	0	0	4	2	2	1	0	2
7.8	9	5	0	0	7	7	10	4	0	24
4.6	4	5	0	0	1	5	3	11	0	7
3.6	3	2	0	0	5	10	3	1	0	1
0	0	0	0	0	0	0	0	0	0	0
2.5	3	2	0	0	4	0	1	2	0	3
2.3	1	4	0	0	1	4	1	2	0	0
2.2	2	1	0	0	2	3	2	3	0	4
6.4	10	5	0	0	1	3	8	10	0	14
2	1	1	0	0	1	7	1	3	0	1
3.9	2	5	0	0	1	7	12	1	0	1
2.5	1	4	0	0	0	0	0	0	0	0
2.6	4	3	0	0	2	2	3	2	0	5
4.1	0	1	0	0	1	5	6	8	0	4
3.6	3	1	0	0	7	3	3	2	0	5
10.1	21	16	0	0	6	16	14	4	0	6
2.7	6	5	0	0	4	3	2	1	0	2
4.3	10	5	0	0	3	10	3	3	0	1
9.7	2	25	0	0	6	11	7	8	0	15
4.6	2	4	0	0	9	5	5	5	0	8
3.4	9	3	0	0	3	4	4	2	0	5
2.7	4	3	0	0	1	2	1	6	0	4
5.2	7.2	6.6	2	3	5.7	6.6	5.6	5.3	6.8	4.8

Other options allow you to change the order from "chapter sequence" to "descending score values" to make it easy to review low scores. You may want to do this, for example, in deciding if you wish to drop some number of low scores (and how many) for calculating an average (yet another option discussed below) across all testing you wish to count in your course grading. The saving as file is used primarily when you wish to export your data into Excel or some similar spreadsheet or statistical analysis program.

In addition, if you wish to selectively drop scores or other similar manipulations prior to calculating averages for each student, you may use the secondary data manipulation button labeled **"When Calculating Average:"** as illustrated below:

Main Menu		Certification Scores Menu	
Chapters' Certification Scores			
When Calculating Average:		Don't	
Last, First Name	Exclude Zero Scores	Chp 1	Chp 2
Begiasvili Victor	Exclude Zeroes, Exclude Min	74.1	80.3
brian mgee	Exclude Zeroes, Min and Max	0	0
Miraglia Kevin	Include Zero Scores	69.9	0
Price Bennett	Include Zeroes, Exclude Min	0	0
	Include Os, Exclude Min and Max		
	Exclude Next Minimal Score		
	Exclude Lowest Scored Chapter		

Chapter 12

Creating and Administering

Customized Tests for Supervised Testing

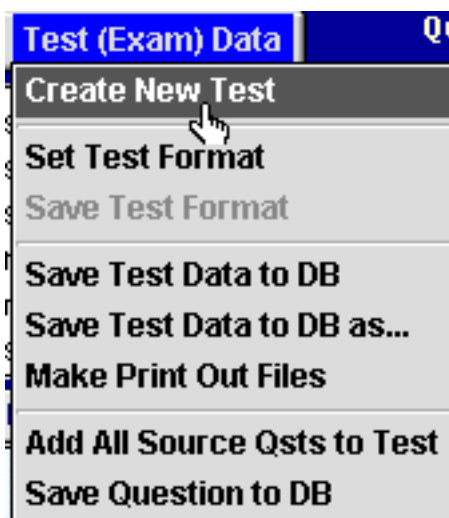
Customized Testing:

The Administrative Control Application gives instructors the ability to develop and administer supervised tests, such as Unit Tests, Mid-Terms, Finals, etc., which are delivered and graded electronically. Thus if an instructor has access to a computerized classroom or lab, a "group" test may be administered covering lectures, other assigned materials, and/or multiple-chapter coverage of assigned electronic readings. The "editor" tool for developing such tests allows you to import pre-typed questions from a text file, to type in your own questions (as you might wish to do for coverage of lectures), to select questions from topics included in the textbook's test bank, or to combine any or all of these sources into one test with your own customized test label/name. These tests may then be scheduled for a specific delivery date and given on only "unlocked" computers assuring only supervised test administration. Such supervised testing allows a student only one opportunity to take the test and thus becomes "locked" to further testing once the first testing results have been submitted and posted.

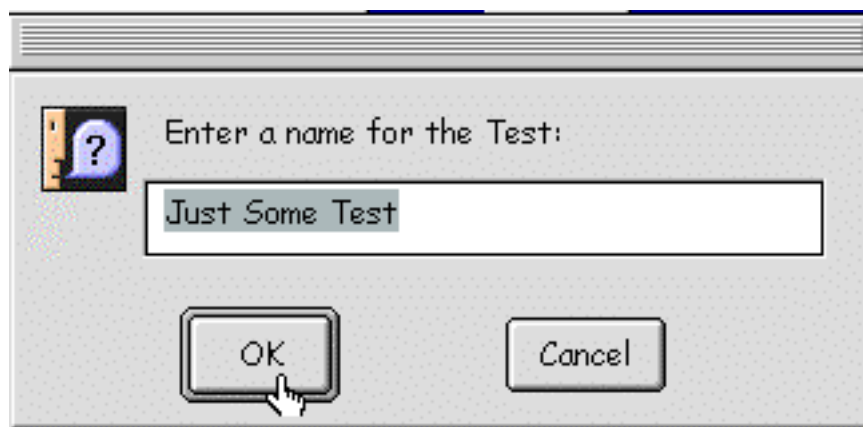
To begin the process of working with customized tests, you first must have selected a course section with which to work, then use the "**Main Menu**" menu at the top left of your screen to select "**Prepare Extra Tests**"

Naming a New Test/Exam:

The first thing you are likely to want to do when you go to the exam creation/editing tool is to create a new exam for supervised administration. To begin this process, you first need to decide upon a name for this particular exam. Your test's name is registered by using the "**Test (Exam) Data**" menu to select the "**Create New Test**" option, as illustrated:



This will bring up a dialog box asking you for an appropriate name to distinguish this test from your other custom tests:

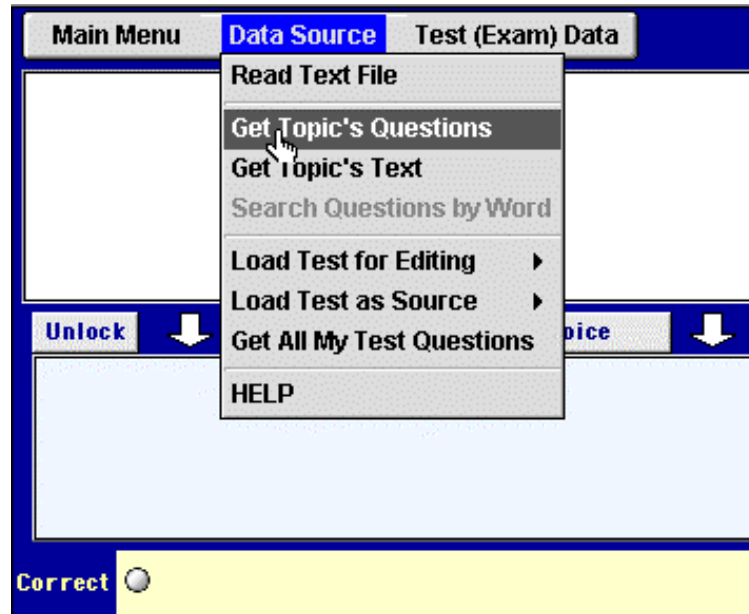


You may want to call your new test simply "Test 1" or "Sect 1 Mid-Term Exam" or any other descriptive label by which students will know this test and use it to find their respective grades earned on this test within their electronic textbooks. (Yes, student performances are immediately graded electronically upon completion. Individual grades are posted as a part of a student's **"Scores History"** which is accessible at any time on the student's **"Certification"** screen and/or through the **"Scores"** retrieval process in the Instructor's Administrative Control stack!)

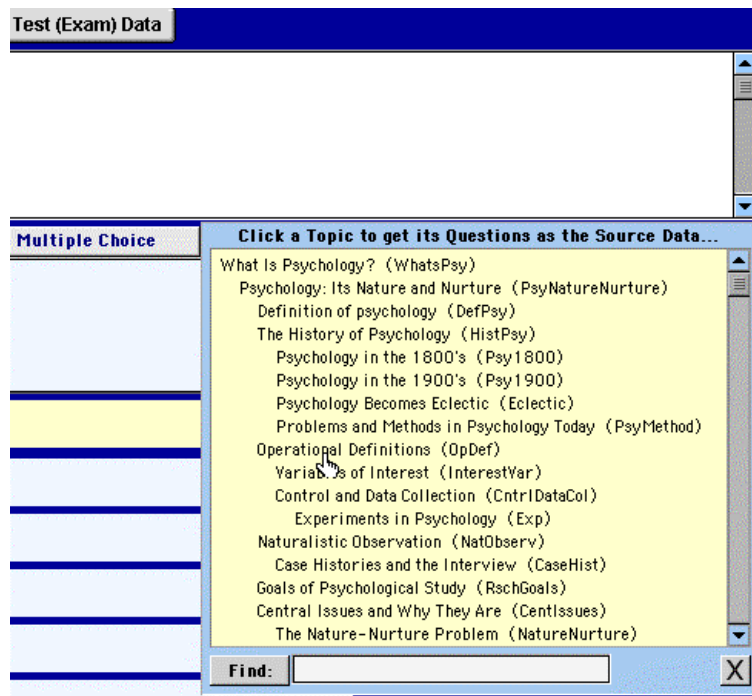
Composing your new Test/Exam:

Once you have primed the editor/creation tool for working with a new test you have several options for populating this test with questions. You may, for example, choose to select some questions used within the electronic textbook's tutorial and certification test bank. To do this, use the **"Data Source"** menu at the

top of your application and select the option "Get Topic's Questions" as illustrated:



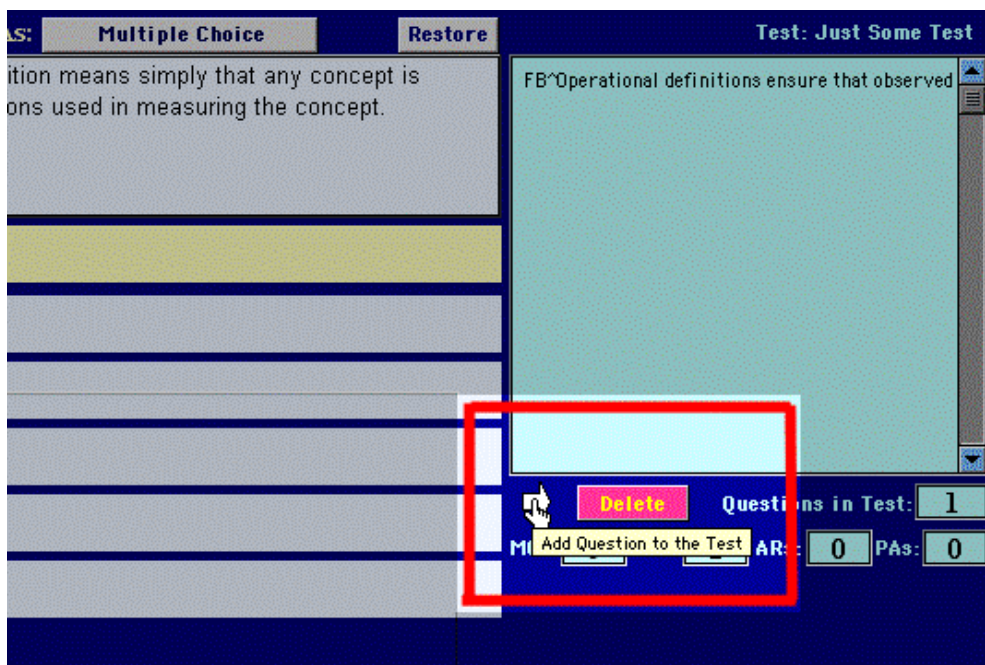
This brings up an outline of the entire textbook, chapter by chapter and topic by topic (the first topic in each chapter is the Chapter Review topic), as illustrated below:



Select any desired topic and the questions (or Text if you use that option and want to read the respective topic to create your own questions) will appear within the "source" field at the top of the screen. Clicking on any line of text in this field will place that line as a formatted question in the lower-left field, which has "Use As:" followed by the native format of the question (whether Multiple Choice, Fill-Blank, etc.) as illustrated:

Should you decide you wish to use this question in your new test, you may alter its format as it is to be used in your test. If you desire to do this, use the "Use As:" pull-down menu to select the desired format as illustrated:

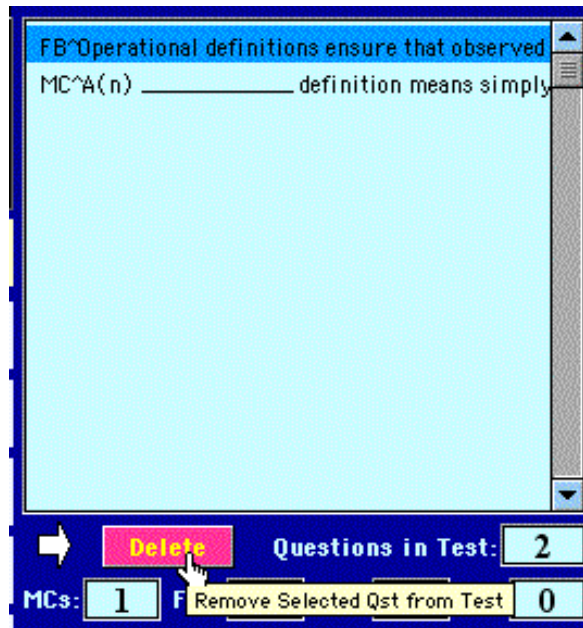
After you have the question and desired format selected, merely click on the arrow at the far-left-bottom of the aqua-colored Test Field to include the question into your new test construction. This process is illustrated by the highlighted area showing cursor placement and help pop-up in the picture below:



Clicking on this arrow moves your question in its currently selected format (as verified by the first two letters leading the question line in the test field) into the test field. You can see the first portion of the question following that format code, and the status fields beneath the test field report how many of each kind and how many total questions you currently have in the test field.

Editing/Deleting Items in your Test/Exam:

You may select a question in your current exam at any time merely by clicking on that line in the Test field. This causes the question selected to appear in the question format field where it may be edited any way you like. If you wish merely to remove the selected question from your test, click on the **"Delete"** button that is located just to the right of the question insertion arrow described earlier. To edit this question you should use the **"Lock/Unlock"** toggle button at the top-left of the Question Field to unlock the field so you may select text and retype, just as you would in any word processor. When you have completed your editing, you may wish to replace the old with the new. Use the arrow button as if you were adding the question and the following dialog appears asking whether you wish to replace the selected line or add the edited question without deleting or replacing the original:

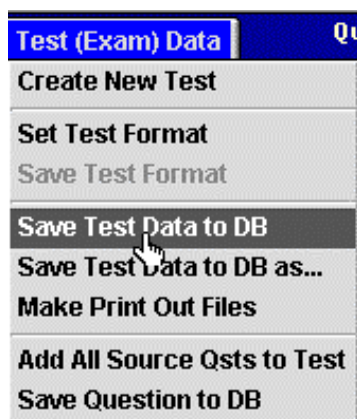


Creating Your Own Items for a Test/Exam:

Unlocking the question field as just described also allows you at any time to use the question layout field to type in your own question and answers, to decide on an appropriate presentation format, and then to move it into your test. Thus, if you wish, you may begin with a totally new test, give it a name, begin constructing your own items (for example, items testing your lectures), moving them to the test field one-by-one, then saving them as a test entirely of your own items.

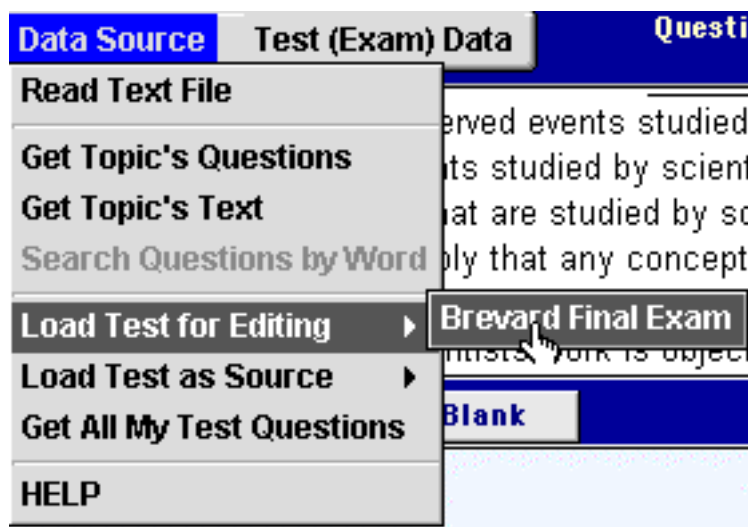
Saving your New Test/Exam:

All test construction work must be saved, either as a local file or to the server's databases. It is a good idea to save your work (preferably to the server) occasionally as you are working. You will definitely want to do this when you have complete your new test! To do this, use the "**Test (exam) Data**" menu and select "**Save Test Data to DB**" as illustrated below:



Editing or Adding to a Saved Test/Exam:

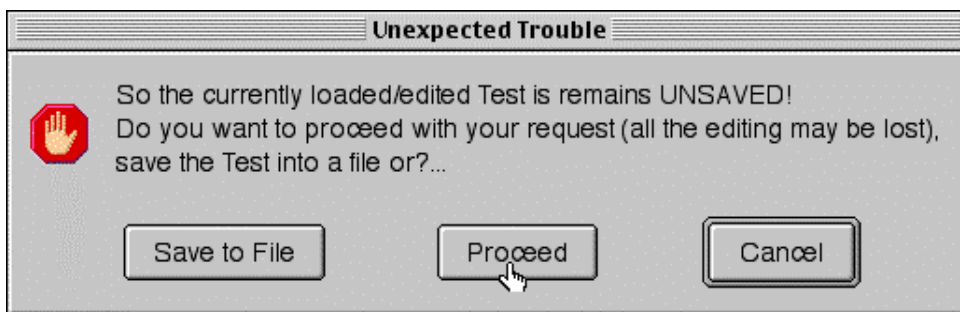
If you wish to save your work at some stage and then return later to continue composing or editing your exam, or if you wish to "recycle" an old exam for a new one, you may. To continue work on an existing exam you will use the "**Data Source**" menu and select the desired test from the pop-up list connected to the "**Load Test for Editing...**" option, as illustrated below:



If you wish to use a previous test as a source for questions to be used in constructing a new test, use the "**Load Test as Source...**" option instead of the "**Load Test for Editing...**" option. These two options work in much the same manner, except for the field in which the data are loaded (i.e., the question source field or the current test construction field).

Should you select to load a new test for editing while currently working on an existing test, you may encounter an reminder dialog telling you that the current test hasn't been saved, and thus allowing you to save it so it isn't lost. **NOTE** that

it offers the option of saving your test to **File**, not the server. To save your test to the server, use the **Cancel** button and then save your test to the database on the server as described previously:



Saving a Test/Exam as a Printable File for Hard Copy:

There is an option for saving an existing test to formatted text files that may be opened in any word processor and printed to hard-copy, should you find a need to create and store exams electronically but administer them as paper-pencil exams.

However, we would caution that printing questions that were obtained from the electronic textbook's tutorial and certification test bank may ultimately compromise on-line certification if tests are allowed to circulate!

First load any existing exam as if you were planning to **Edit** that exam (i.e., using the "**Load Test for Editing...**" option). Then the option for making files of the loaded test is in the "**Test Data**" menu under "**Make Print Out Files**" as illustrated below. Printable files of both unkeyed and keyed versions of the test are made simultaneously and are placed in the root folder where your Instructor's Control Administration application resides.



Upon selecting this option, you will see a dialog telling you that you have the option of printing your test in the exact order in which the items appear in your test field, or you may randomize them within types of questions. That is, you will have a numbered, but randomized, listing of all Multiple Choice questions followed by a succeeding randomized listing of Fill-Blank, etc.

When the files have been created, another dialog appears reminding you that two files (one with unmarked correct answers--always randomly presented, and one with correct answers marked with a double asterik as a Test Key).

Scheduling a Test for Administration:

There are two steps involved in scheduling your custom test for administration. The first step involves setting the administrative format parameters for that administration. This includes selecting whether the test should be administered in a "**Browseable Test**" within a restricted "**Certain Amount of Time for the Whole Test**" mode or in a "**Timed Questions**" with no "return-to-questions" access mode.

Test's (Just Some Test) Format:

Fixed Time per Each Type of Question (presented once)

Certain Amount of Time for the Whole Browseable Test

	Number in Test	Seconds per Qst.
<input checked="" type="checkbox"/> Multiple Choice Questions:	1	0
<input type="checkbox"/> Fill-In-The-Blank Questions:	0	0
<input type="checkbox"/> Association Recognition Qsts:	0	0
<input type="checkbox"/> Prompted Association Qsts:	0	0

Time for Test (secs) can be **Sum** or you can type

Show Grade As: ☒ % Score (65.8, 75, 81.4, 97.5 etc) on the Scale of 100

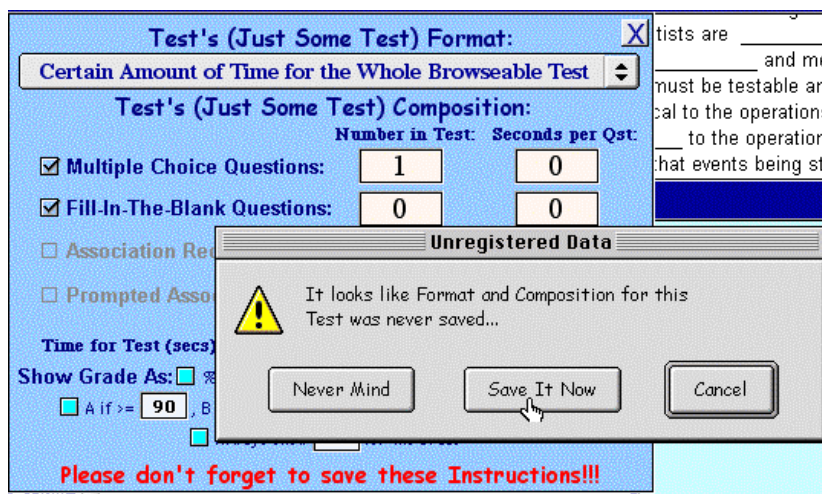
☐ A if >= , B if >= , C if >= , D if >= , F otherwise

☐ Always show for the Grade

Please don't forget to save these Instructions!!!

This panel also shows you the current number and type of each question in your test, and gives you alternative ways of scoring the test. Scoring may be on a graded scale and merely show letter grades earned or may be set to show the percentage earned out of your choice of total points assigned to each test. Once

all parameters have been set, you will need to save your composition to the server, as illustrated below:



Now you are ready to assigned a date for your test. This is accomplished using the familiar test scheduling section. You should navigate to this page for the scheduling process by selecting the "Certification" option of the "Main Menu" menu.

You should now see all of your customized tests at the bottom of the Certification Chapters' listing. Select the desired test for scheduling, then click on the calendar date desired for administration. Be sure to save these new deadlines to the server. **Note that for Custom tests, unlike chapter tests, only this specific date will be honored for test administration, and only from "unlocked" computers.**

Unlocking Computers for Supervised Test Administration:

There are two required "states" that must be met for a student to be allowed to take a supervised test. First, each specific computer must be "unlocked" for testing. This process requires secured key combinations which are used to access a panel asking for your supervisor password. Both the password and the key combinations are sent to registered instructors via e-mail correspondence with administration at (AI)². Using this process repeatedly during the day, instructors may actually "toggle" a computer on/off at any time, such as when there are multiple sections of administration during a day interrupted by non-testing periods.

The second condition to be met is the scheduled date, which is checked against the date on our servers, not the administering computer. This assures instructors that a student may not take the test except under required conditions.

Self-Explanatory Menu Options:

Other options afforded by the menus are relatively self-explanatory, with many serving functions also afforded by buttons, such as the "move question to test" arrow, the "delete question from test" button, etc.

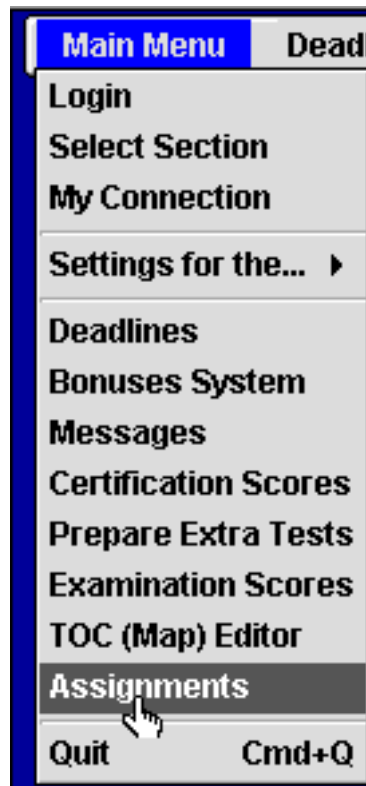
Chapter 13

Creating and Administering Extra Assignments

Extra Assignments:

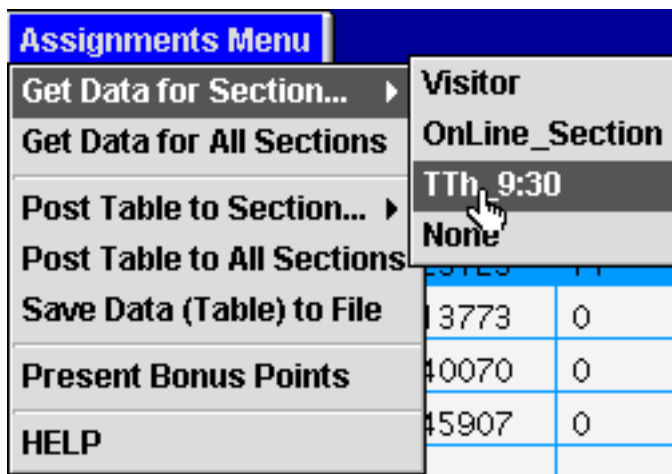
The Administrative Control Application gives instructors the ability to develop and administer course assignments which lie outside textbook and testing, such as Papers, Labs, Extra Credit Activities, etc. Categories for labeling or describing such assignments are highly flexible, with the only requirement being that they contain a minimum of 6 characters for each category. Various point credits may be assigned to each assignment category and class results may be totalled, averaged, or exported in Excel spreadsheet format for external manipulation.

To begin the process of working with custom assignments use the "Main Menu" at the top left of your screen to select "Assignments":

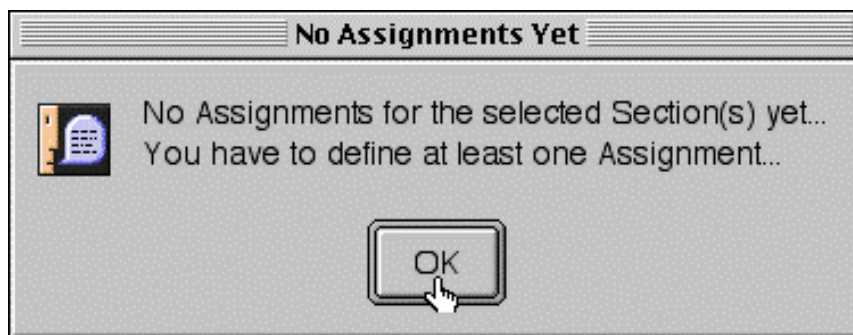


Creating and Naming a New Assignment:

The first thing you will encounter when taken to the Assignments screen is a Help message describing the process of creating and managing assignments. The first thing you must do is to select the course section with which you wish to work by using the "Get Data for Section..." option of the "Assignments Menu" as illustrated:



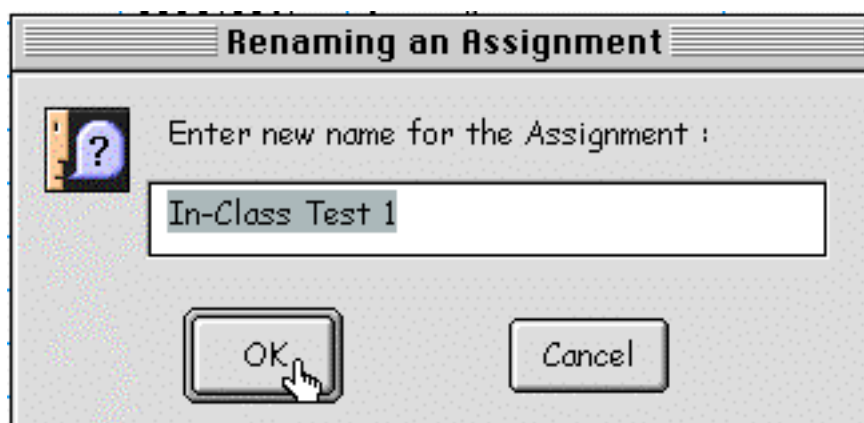
After selecting a section with which to work, the existing data for all students assigned to that section will appear. If you are just setting up your first Assignment, a dialog will appear telling you that you must create at least one assignment and name it at this time:



Other assignments may be added later and the process for this is described in a subsequent section below.

Naming your new Assignment and Giving it a Point Value:

Acknowledging the requirement to create at least one assignment will bring a second dialog requesting the name or category you wish to give to your first (new) assignment:



In the illustration above the first assignment being created is being named "In-Class Test 1" and when the "OK" button is clicked another dialog appears asking for the maximum number of points you wish this assignment to be worth for grading purposes.

Once the assignment has been named and its maximum points assigned, you will see the label for this assignment added to the spreadsheet that was loaded with your student information. Only the assignment components of this spreadsheet are editable from the Assignments screen, so let us now consider this process.

Working with the Assignment Spreadsheet:

Once you have created at least one assignment category, you may edit its name, its assigned point values, or create new additional assignment categories. Any time your cursor pauses over a category title bar on the spreadsheet, a reminder pop-up appears suggesting you may click on the assignment category header to obtain a menu for editing purposes. As the note suggests, clicking on this (or any other) assignment category will display an editing menu, as illustrated below:

Main Menu		Assignments Menu		Click a Label to get the "Column Menu"			
Last, First Name	Student ID	Total	In-Class Test 1	In-Class Test 2	In-Class Test 3	In-Class Test 4	
Begdashvili Victor	123123123	41			3	4	
brian mgee	550813773	0					
Miraglia Kevin	594140070	0					
Price Bennett	595645907	0					

Rename "In-Class Test 1"
 Delete "In-Class Test 1"
 Insert Category
 Add New Category
 Edit Max Score (100)
 Calculate Average

As this menu suggests, you may **Rename** your currently selected assignment, **Delete** it from your list, **Insert** a new category (inserts a new category to the left of the currently selected category), **Add** a new category (adds the new category at the end of the existing listing), or Edit the Maximum Score assigned to the selected category. If you select "Add New Category" you will see a dialog for

first typing the name of the assignment and then another for giving it a maximum value as you did for your first assignment category.

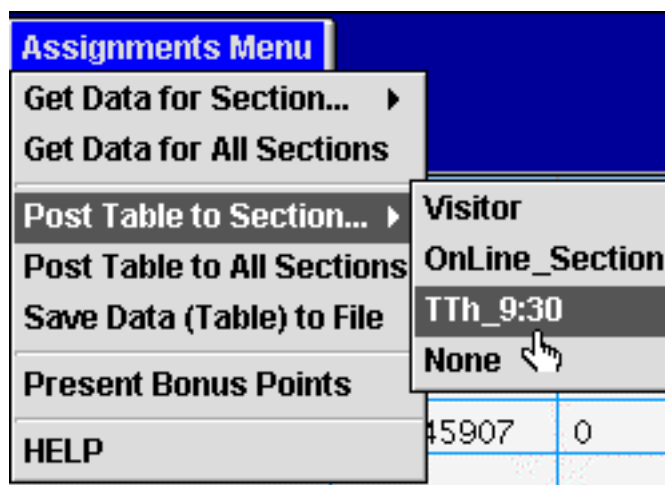
Posting Points for Students:

Posting points for students is as simple as clicking on the appropriate cell in the spreadsheet where the student and assignment intersect, then typing in the actual value that student earned on that assignment, as illustrated:

Main Menu Assignments Menu		Click a Label to get the "C"		
Last, First Name	Student ID	Total	In-Class Test 1	In-Class Test 2
Begiasvili Victor	123123123	71	12	20
brian mgee	550813773	0		

Saving Your Postings to the Server:

As with most computer applications, modifying data or configurations requires subsequent Saving that work for it to become permanent. To save any modifications, whether assignment category edits or student score postings or both, use the "Assignments Menu" selection of "Post Table to Section..." as illustrated below:



Checking Maximum Scores for Assignments and Manipulating Data:

If you wish to review what maximum values you have allocated to each assignment, those scores appear when you click on the assignment label to reveal its menu. One of the selection options in this menu is to "Edit Max Score (##)"

where the ## reflects the actual assigned maximum score for that assignment as illustrated below:

Click a Label to get the "Column Menu"			
Class Test 1	In-Class Test 2	In-Class Test 3	In-Class Test 4
	2		

Rename "In-Class Test 3"

Delete "In-Class Test 3"

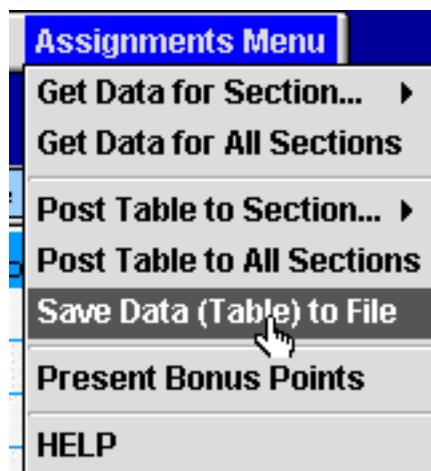
Insert Category

Add New Category

Edit Max Score (100)

Calculate Average

The "Assignments Menu" menu also affords some simple opportunities to manipulate your data, including exporting them as an Excel spreadsheet readable file:



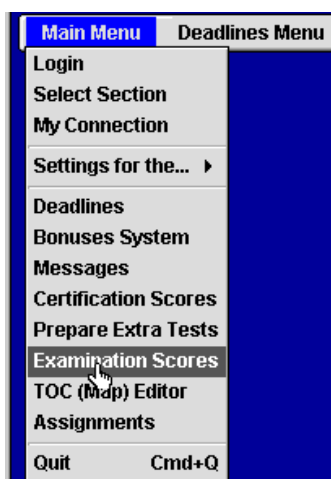
Chapter 14

Obtaining Exam Scores from Customized Tests for Supervised Testing

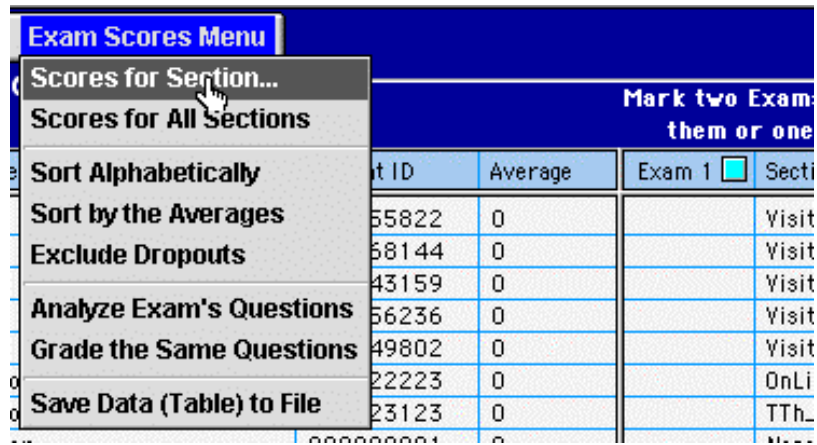
Customized Testing:

As noted in Chapter 12, the Administrative Control Application gives instructors the ability to develop and administer supervised tests, such as Unit Tests, Mid-Terms, Finals, etc., which are delivered and graded electronically. Thus if an instructor has access to a computerized classroom or lab, a "group" test may be administered covering lectures, other assigned materials, and/or multiple-chapter coverage of assigned electronic readings. The "editor" tool for developing such tests allows you to import pre-typed questions from a text file, to type in your own questions (as you might wish to do for coverage of lectures), to select questions from topics included in the textbook's test bank, or to combine any or all of these sources into one test with your own customized test label/name. These tests may then be scheduled for a specific delivery date and given on only "unlocked" computers assuring only supervised test administration. Such supervised testing allows a student only one opportunity to take the test and thus becomes "locked" to further testing once the first testing results have been submitted and posted.

To begin the process of working with customized tests, you first must have selected a course section with which to work, then use the "**Main Menu**" menu at the top left of your screen to select "**Examination Scores**" as illustrated below:



Viewing the scores once they are obtained from the server is a matter of selecting the section you wish to view:



Chapter 15

How To Quit or Exit Your Control Application

Quitting/Exiting Your Control Application:

From any screen within the Instructor's Administrative Control Application you can access the "Quit" option of the "Main Menu" as illustrated:

