BYU Learning Suite

Implementation Support Manual

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implementation of Learning Suite by a member of the faculty of Brigham Young
University.

Printed in the United States of America
First Printing, June 2013

Center for Teaching and Learning
Brigham Young University
3800 Harold B. Lee Library
Provo, UT 84602

http://ctl.byu.edu/

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Introduction

Preface

In January 2012, Brigham Young University released their own learning management system: Learning Suite. Previously the university used a third-party system (BlackBoard) for online course management. In an effort to have an independent system, BYU programmers and consultants designed and created Learning Suite. This tool combines the functionality of several separate components so that students and professors can find all of their course materials in one online location. Learning Suite was designed for three main purposes: **innovation**, **integration** and **independence**.

Learning Suite is an **innovative** way to handle course management. It was designed specifically with BYU students and faculty in mind and is catered to their needs. Learning Suite is integrated with several BYU functions such as the AIM system, the Testing Center and Learning Outcomes.

Learning Suite was designed to **integrate** several components that students and faculty have been using separately in the past. Some of these integrated features include Gradebook, Syllabus Builder and Digital Dialog. Having all of these separate pieces in a centralized location is easier for both students and faculty.

Lastly, Learning Suite allows the university to be **independent** of other companies. By having our own learning management system, we control what updates are created and when they are published. An independent system also allows us to connect to campus specific features. Learning Suite may be a new system but there is a quality team of programmers and consultants who are taking in enhancement requests from faculty and students and implementing them to produce the best product possible. These processes do take time, but we encourage all members of the BYU community to trust this system for its reliability.

Learning Suite is designed for BYU faculty by BYU faculty. The Center for Teaching and Learning greatly appreciates any feedback or enhancement requests so that they can make Learning Suite a stronger tool for the BYU community to use. Enhancement requests are easy to submit. Simply go to lsinfo.byu.edu and click on the Feedback tab. Type in the suggestion for Learning Suite in the top bar or vote for your favorite ideas by clicking on the Vote button beneath each suggestion. The Learning Suite Team reports the status of each project, so it is easy to track progress on enhancement requests that have been submitted. If you have additional questions please see the tutorial on page #154.

Overall, we hope that you enjoy your experience with Learning Suite. As aforementioned the system was created specifically for the benefit of the Brigham Young University community. It is an innovative system that integrates useful learning management components and allows BYU to operate with an independent, BYU-specific system. We hope that these tutorials will assist you as you navigate and help faculty utilize this intuitive system. If you have further questions you may contact the Office of Information Technology at 801-422-4000.

The information in this manual is accurate and up-to-date as of April 28, 2013.

A Guide to Assisting Professors with Learning Suite

Familiarize yourself with the system

This is the most important part in being able to help others with the system and is the foundation upon which trust is built. Make sure you know:

- How all aspects of Learning Suite integrate
- If there are multiple ways to do something
- The multiple uses for each component
- Know common errors and how to work around them (reference page #151 Troubleshooting)
- Where edits can be made to the stand-alone components of Learning Suite, such as the gradebook at gradebook.byu.edu
- How to get help if you need it

It's okay if you don't know the answer, but it's not okay if you don't where to then turn. If you or anyone else is unsure of what to do, first check the following manual, then call OIT 801-422-4000. If they are in a rush, offer to call or email them with anything you are able to figure out from either source.

Focus on the individual needs of each instructor

It's important to remember that we all learn differently and at different paces. Some instructors may find technology overwhelming while others embrace it. When each person's learning speed and style is recognized, higher learning can take place which can lead to even the most insecure instructors becoming confident with the system. Some things to consider during isntructor interactions are:

- Has this professor used Learning Suite before? If the professor has had little to no experience with it, use details, such as "click on the Grades tab on the dark blue bar at the top of the screen."
- Is this professor in a rush? If so, which aspect would he/she most like me to focus on?
- Does the professor prefer to do it him/herself or to watch me?
- Is this professor computer savvy or should I start with the basics?
- Am I using too much computer jargon and they are having trouble understanding?
- Does the professor seem overwhelmed? If so, ask them how they're doing and take a moment to answer any questions or schedule a second meeting to finish covering the material.

It's a good practice to continually ask the professor, "Does that make sense?" or "Any questions about this feature?" If the professor becomes frustrated with something, whether or not it's your fault, say " I'm sorry that's happening" and try your best to help resolve the situation. Professors are often very busy and any trouble with the system can be a big inconvenience for them so be understanding.

Understand Pedagogical Practices

Be able to give examples of how each aspect of Learning Suite is useful and which ones would be most help to the individual professor. For example:

- A professor in Visual Arts may use Digital Dialog to provide feedback on student animations. He uses his webcam to film the computer/animation and to record his audio feedback so the student receives clear and concise feedback.
- A professor in Education may use Content page to post learning modules or assignment examples.
- A professor in History may use exams for reading checks, participation or practice exams.

Pedagogical tips are provided for each individual component of Learning Suite and can be found on the page following the component title. For example, to find teaching practices for Digital Dialog, look at the page following the Digital Dialog heading. These and more tips can be found on the Pedagogy Appendix on page #168.

Adhere to FERPA (Family Educational Rights and Privacy Act)

FERPA laws were passed to protect student confidentiality. Given that violations of FERPA laws can result in temporary suspension, possible prosecution under criminal codes, termination and the cessation of federal funding to the institution, BYU requires its administrative staff and faculty to adhere to its standards. Student grades, Net IDs, emails, phone numbers and other private information are not to be tampered with or distributed in any way.

In order to gain access to the AIM system, BYU requires all faculty to watch a FERPA training video. Therefore, if you have ever taught a course at BYU, you should have already watched this video. The video, which provides an overview of how the FERPA laws affect teaching faculty in particular, can be accessed at the website of the Registrar's Office at http://saas.byu.edu/registrar/aimaccess/ferpavideo.php if you would like to view it again. Alternatively, a DVD copy of this video may be requested from the Registrar's Office at 801-422-1196.

Some particularly pertinent portions of the FERPA law that affect teaching faculty include the following:

- A student enrolled in a course cannot also serve as a TA for the same course as they will have access to all student grades, including the option of changing their own, as well as other private information.
- Class statistics cannot be shown for classes with less than 10 students. This serves to guard protected student information by making it impossible for enrolled students to deduce which students have received which grades displayed in the class statistics.
- Student work and grades cannot be shown to others without the explicit consent of the student. Note that this provision includes peer review of student work.
- The Learning Suite messaging system was designed to protect student email addresses. Should a professor choose to use an outside emailing system, they must show the same discretion by BCCing the students.

A full version of BYU's official FERPA procedure can be found in Appendix F in the appendices of this manual. Appendix F begins on page #181.

Offer Assistance

Make sure professors know that you are ready and willing to help. Professors may not know who to contact for help so make sure they are aware that you are the go-to source. Offer to teach them instead of doing it for them while being aware of time constraints. Additionally, proactively reach out to professors at high-stress times, such as the beginning or ending of a semester to ease some of the frustration that may occur. This will make the transition between semesters smoother for all involved.

Be able to troubleshoot

Know how to troubleshoot an error. Use the following steps if you're not sure what is causing the error:

- Refresh the page. This will resolve the majority of issues.
- Make sure that the professor is in a supported browser, being Firefox, Chrome, or Safari.
- If they are in a correct browser, clear the cache and cookies and try again.
- Try a different browser.
- Make sure the professor is the primary instructor. This is important for certain functionalities such as setting-up a course, adding TAs and submitting final grades.
- Reference the corresponding section in the manual itself or in the Troubleshooting section.
- Call OIT at 801-422-4000 if the error cannot be resolved.

Know External websites

Know where to refer professors for questions on:

- Editing Learning Outcomes: The department chair is typically the person who writes the outcomes and enters them on learningoutcomes.byu.edu. If a professor wants the Outcomes changed for their course, this is who they should speak with.
- BYU Flashcards: Professors can access flashcards at flashcards.byu.edu.
- Testing center website: Test scores must be told to pull in from the Testing Center which is done at testing.byu.edu using the tutorial on page #99.
- Class Rolls (including picture rolls): These lists can be accessed through byu.edu under Faculty then Class Rolls.

Course List

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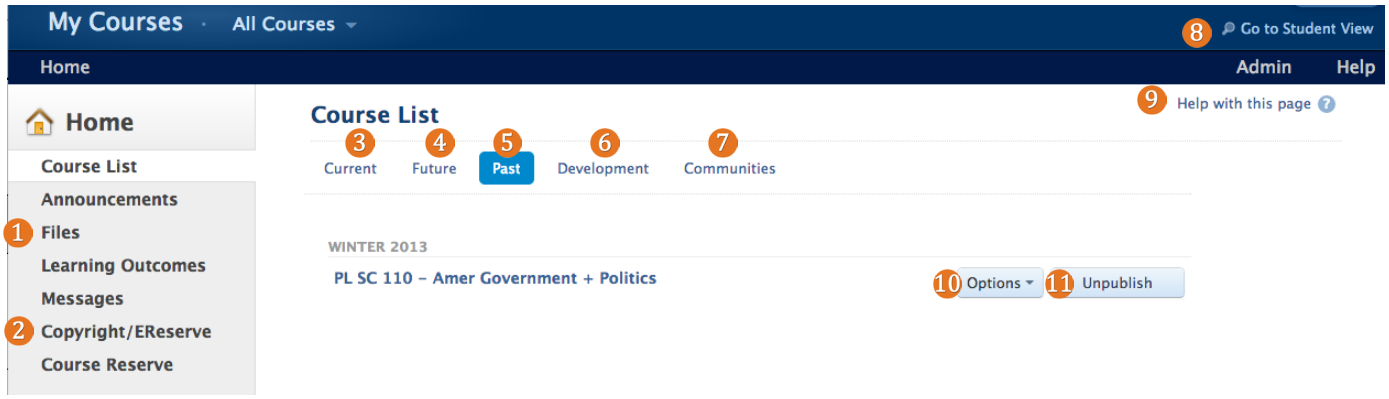
Course List Overview

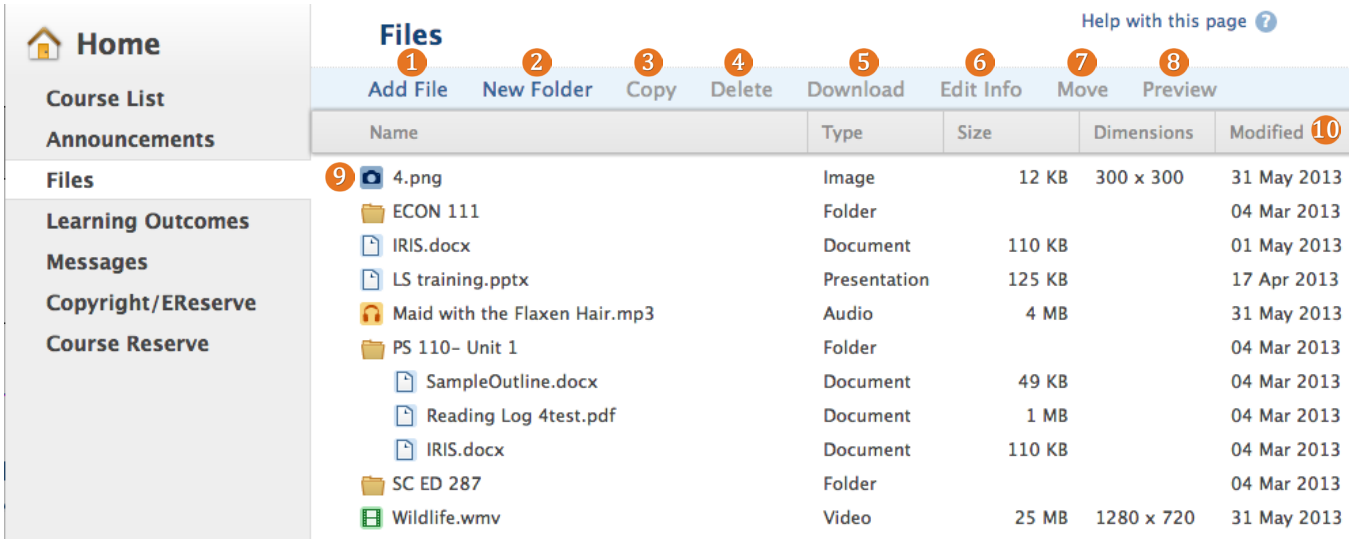
Purpose: Allows you to access all of your courses as well as multi-course tools.



1. *Files:* Stores uploaded files in a centralized location.
2. *Copyright/EReserve:* Access information regarding copyright law or request copyright materials for use in your course through EReserve.
3. *Current:* Display courses for current semester.
4. *Future:* Display courses for future semesters.
5. *Past:* Display courses from past semesters; doesn't have active students.
6. *Development:* Build Learning Suite courses for currently unavailable courses.
7. *Communities:* Build courses or organizations that are not in AIM or don't last the length of a regular semester.
8. *Student View:* View Learning Suite as a static, uneditable page, similar to how a student would view it.
9. *Help Options:* Learn more about Learning Suite features as well as a place to make enhancement requests, view future updates, and tutorials.
10. *Options:* **Edit** or **delete** a course.
11. *Publish/Unpublish:* Toggles between **Publish** and **Unpublish**. **Publish** allows the students to have course access and **Unpublish** hides the course.

File System Overview

Purpose: Stores all files that have been uploaded to your Learning Suite. From this page you can organize, manage, and delete files.



1 *Add File:* Add files to your personal database

2 *New Folder:* Create folders in which to organize files.

3 *Copy:* Copy the selected file into another folder or to the main level of the file system.

4 *Delete:* Delete the file from your file system. If the file has been put elsewhere in Learning Suite, those links will need to be deleted in their respective locations separately.

5 *Download:* Download the selected files to the computer.

6 *Edit Info:* Rename, relocate or change the description of files or folders.

7 *Move:* Relocate the selected item to another location on this page.

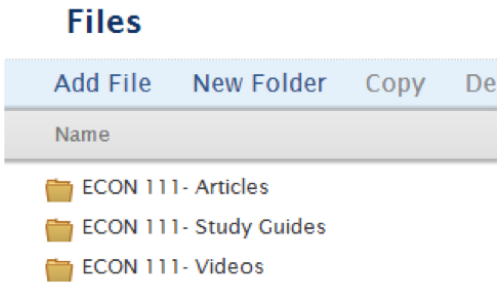
8 *Preview:* View file content. Images and videos will open in a window, while other file types will download.

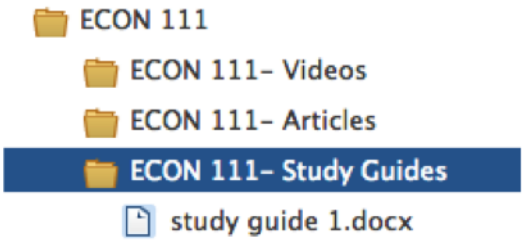
9 *File Icons:* Displays the file type: audio, video, document, flash, etc. When clicked it will open or download the file.

10 *Column Titles:* Click **Name**, **Type**, **Size**, **Dimensions** or date **Modified** to sort the items accordingly.

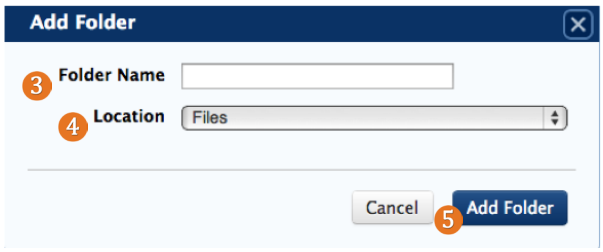
Creating and Organizing the File System

Purpose: Carefully organizing the created files simplifies access to files and semester-to-semester upkeep.



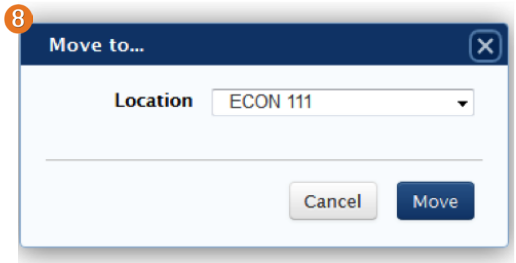


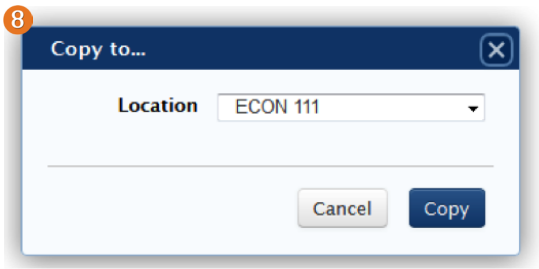
1. To create a folder, click **New Folder** on the blue options bar.
2. Type in a **Folder Name**. Effective organizations begin by course, then file type, unit, week, or topic as shown above.
3. Choose a **Location** for the folder. If you would like the new folder to be a sub-folder, select the folder you would like this one to be under (the parent folder) from the **Location** drop-down menu. If you are creating a main folder, select **Files** as the location. Click **Add Folder** to finish creating the folder.
4. To add a file, click the **Add File** option on the blue options bar.



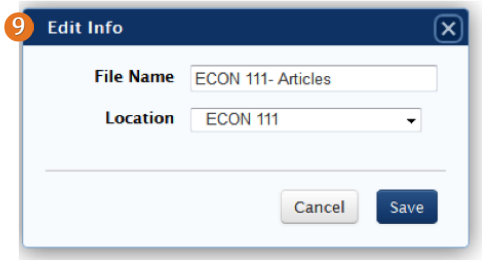
5. In the new window that pops up, select **Browse**. This will open a box which will allow you to select the desired file from your computer's files. Select that file by either double clicking or clicking once then pressing **Open**. The file name will now appear to the left of the **Browse** button.
6. Next, choose a **Location** for the file.
7. You may enter a **Description** into the file, however, this is only for your own use as it will not display for students.

8. Arrange the files and folders by using drag and drop or by clicking on the file or folder and selecting the **Move** or **Copy** features on the blue options bar. Use the dropdown arrow to select a new location.





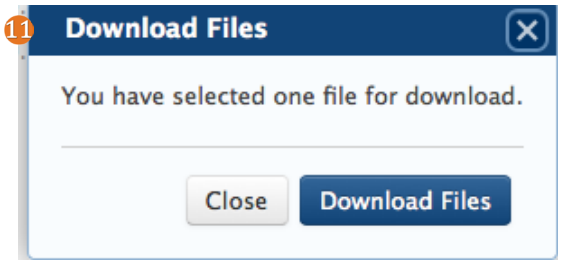
9 Rearranging and renaming can also be done by clicking the name of the item you wish to change, then **Edit Info** on the option bar and selecting a new location.



10 Delete items from the system by selecting the item you wish to delete, then clicking **Delete** on the options bar. A box will then appear to ensure you want to delete that particular item. After double-checking, click **Yes**.

Note: To delete multiple consecutive files, select the first file then press and hold shift while selecting the last file. To finish, select **Delete** on options bar. For nonconsecutive files, select the first file then press and hold control on a PC or command on a Mac, and select the rest of the files. Finish by selecting **Delete**.

11 Download files by selecting the file name and clicking **Download** on the blue bar. Select **Download Files** on the box that appears. If you wish to solely view the file, either click on the file name then on **Preview**, or click on the file icon. These options will automatically open the file or open an option box that provides the options of opening the file or saving/downloading it.



Tips and Tricks

We do not recommend adding files directly into the files system. Adding files is most effectively done when directly inserted into the desired area of Learning Suite i.e. Content, Syllabus, etc.

Deleting a file from the file system will not delete it from the locations it was entered into on Learning Suite, but each deleted file will stop functioning. They will need to be deleted from their respective locations separately.

Files will stay in the file system until removed using the **Delete** option found on the blue options bar. Files are not deleted at the end of the semester.

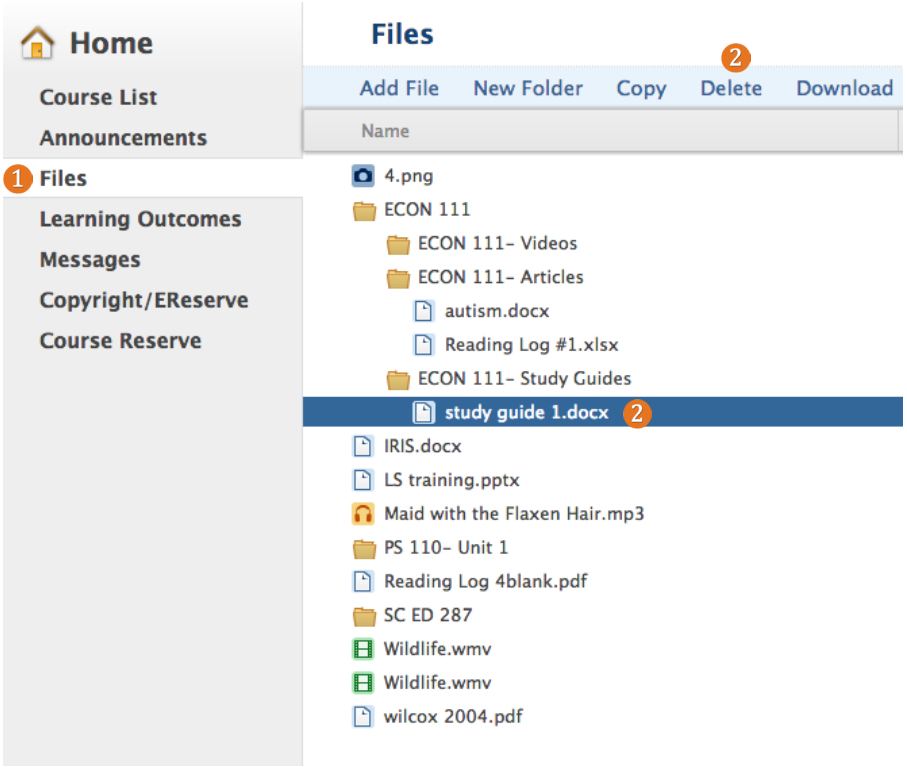
TAs

When a TA uploads a file, the file will upload to the corresponding professor's file system. This ensures that everyone who works with that professor's courses will have access to each file.

Replacing Files

Purpose: Replacing files helps to keep courses current.

1. To replace a file, first go into **Files** from the left side of your Course List page.



2. Next, remove the file from your files system by clicking on the file name (do not click on the file icon, as this will open the file) and click **Delete** on the tool bar.

3. Once the file is deleted, the new file will need to be added and the previous links to the file will need to be deleted. To delete the remaining links, locate the link in your Learning Suite course (i.e. on the content page, syllabus, etc.). From there, use your mouse to highlight the entire file name including download as shown below.

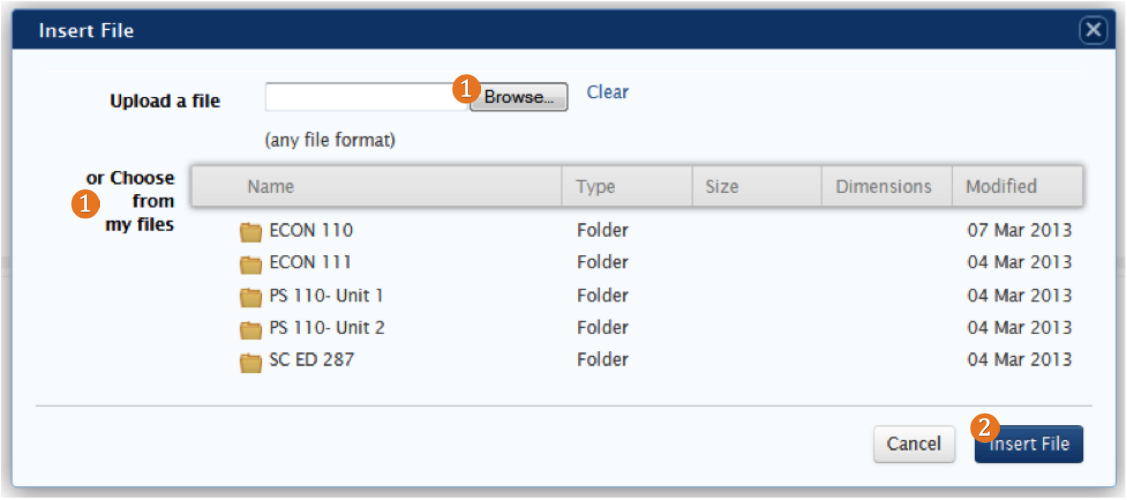
4. Now, push backspace on your keyboard. If properly selected, the file will disappear. Now **Save** your changes.

5. Adding can be done in the files system or in the respective location inside Learning Suite (see Tips and Tricks: on page #18).

Inserting Files Inside a LS Course

Purpose: Allows instructors to share documents, videos and other files to aid in student learning.

When files are inserting into Learning Suite, they are stored into the file system until deleted from the **Files** tab under **My Courses**. Until then, these previously inserted files can be found under the **Insert File** option on tool bars inside Learning Suite. There will be two options: **Upload a file** and **or Choose from my files**.



Upload a file:

1. When inserting a file, the above box will display. If the file has never been added to any one of your Learning Suite courses, you will use **Browse** and select the file from your computer's storage. The file name will now display to the right of **choose files.**
2. Click **Insert File** at the bottom right of the window to complete the process.

or Choose from my files:

1. If the file has been added before, it will now be under **or Choose from my files**. The **or Choose from my files** displays the file system as set up in the **Files** subpage of **My Courses**. If files are hard to find here, they can be reorganized in the there.
2. To add a file from **or Choose from my files**, first find the file from the list of items. If it is in a folder, click on the folder icon to display the files inside, then select the file by clicking on the file name, not icon. Clicking on the file icon will open the file, not select it.
3. Click **Insert File**. The file should now display.

Tips and Tricks

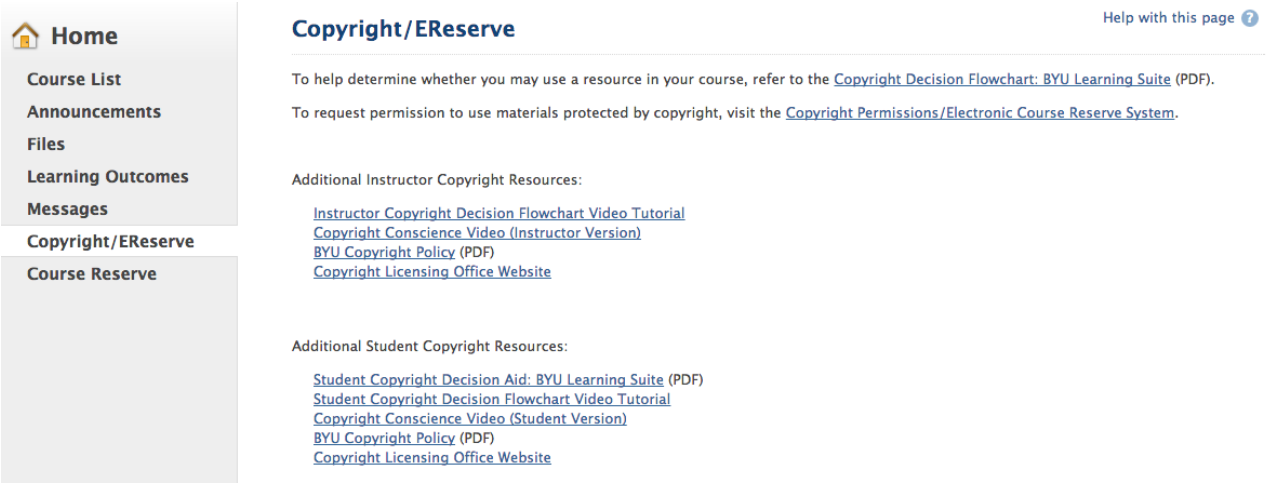
The maximum file upload size is 300MG per file and an approximate length of 10 minutes per video. To use larger videos you may link to Youtube or Vimeo or ask the library about Byugle at https://byugle.lib.byu.edu/.

Clicking on the desired location in the textbox before inserting the file will ensure the file inserts into the correct spot.

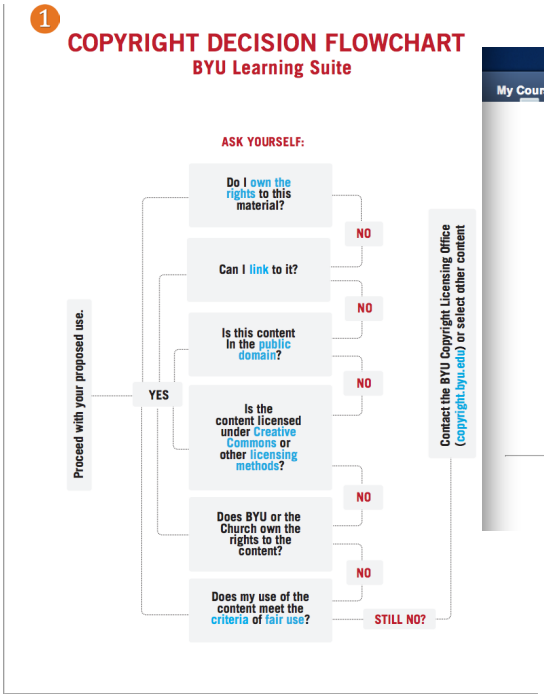
If the file did not insert into the desired location, use your mouse to highlight the entire item including Download then drag and drop or copy and paste it into the correct location.

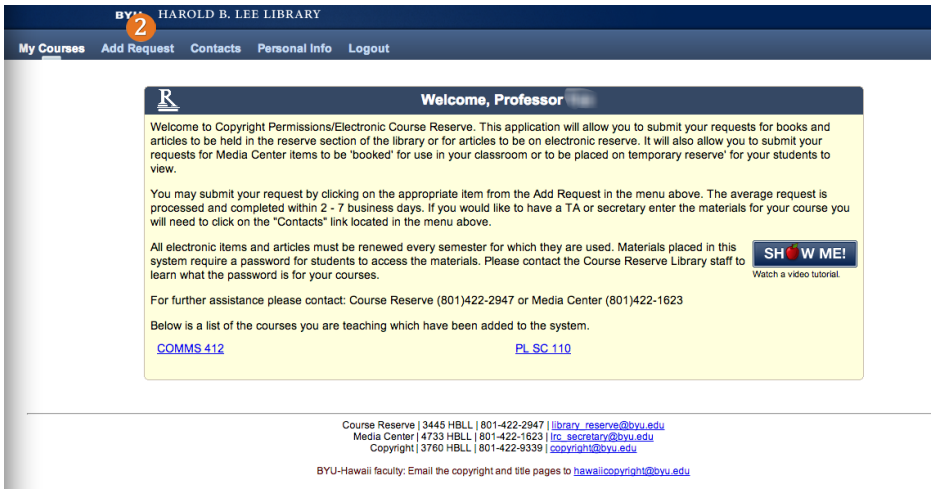
Copyright and EReserve

Purpose: Ensures that all resources utilized in Learning Suite are appropriately used. EReserve allows you to reserve articles, media items and books for use in your course.



1. The first link on this page displays the below flowchart to help you decide whether or not a particular resource can be used.
2. The second link displays the below menu with options for requesting the use of copywright materials for use in your course. To add an item, click **Add Request**. Contact information can also be found at the bottom of this page.





Tips and Tricks

Want more information? Contact the Copyright Licensing Office:

Phone: 801-422-9339

Email: copyright@byu.edu

Website: copyright.byu.edu

Location: 3760 HBLL

Viewing Courses

Purpose: Allows you to specify which group of courses assigned to you in AIM you would like to view.

There are 5 categories of courses: **Current**, **Future**, **Past**, **Development**, and **Communities**. To display a different category, simply click on the word of the category you would like to view.

1 **Current**: Courses assigned to you in AIM for the current semester. **Current** courses will update when the new semester begins.

2 **Future**: Displays courses assigned to you for the next semester with Spring and Summer counting as one semester.

3 **Past**: Courses from previous semesters. These courses will not expire for 7 years in order to make it easy for you to access as well as copy the content of previous courses. The earliest semester that will display is Spring 2012 or Winter 2012 for the faculty who participated in the Beta testing phase.

4 **Development**: Used to create courses that are not yet available in Learning Suite, such as a course for two semesters in the future. Once the course is created here in **Development**, the content can be copied into the real course as soon as it appears in **Future** courses. For more information on **Development** courses, see page #148.

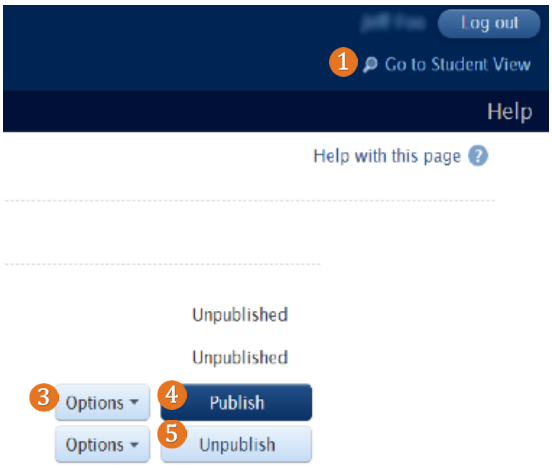
5 **Communities**: Courses that function similarly to the organizations in Blackboard. These courses can go year-round and anyone can be given access as long as they have a BYU Net ID (see below). For more information on **Communities**, see page #144.

Tips and Tricks

To create BYU Net ID, go to my.byu.edu, click sign in, then click create a Net ID. Enter the appropriate information and click continue.

Features

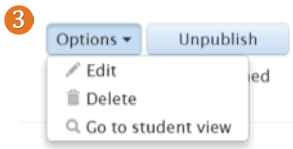
Purpose: Publish or delete your course as well as being able to view Learning Suite in student view.



1 Clicking on **Go to Student View** will change the view of your Learning Suite to the way a student would view it at that moment. It is important to remember that students do not see unpublished material within the course such as an unpublished content page or exam. To view those items, either use **Preview,** if available, or publish them and return to student view.

2 Once clicked, a yellow bar will appear, as will the button that says **Go to Student View** change to **Back to Instructor View.** You will not be able to edit any course material in this mode. Click on either option to return to instructor view and be able to continue editing the course.

3 Clicking the **Options** button enables the **Edit, Delete** and **Go to student view** options. **Edit** allows you to edit the course in the same way as if you clicked on the course name. The **Delete** option will delete the contents of your course, but the course itself will remain available to be set up again. **Go to student view** will take you to the student view of that course.



4 Clicking **Publish** will allow the students to see the course. The students will not see any of the course, even if parts of the course itself have been published, until this button is pressed.

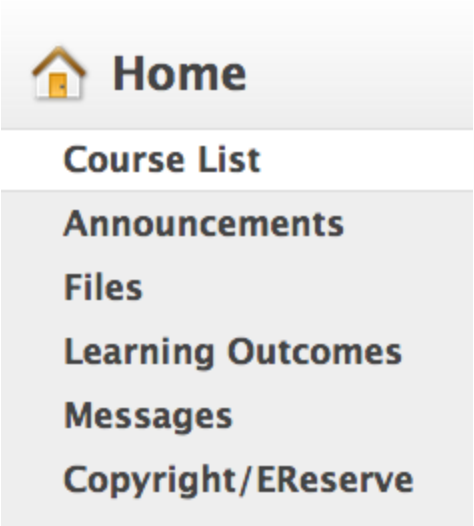
5 Once the course has been published, the **Publish** button will change to display as **Unpublish**. Click **Unpublish** at any time to hide the course from enrolled students. This wil not delete any data, but it will make it inaccessible to students until you choose to click **Publish** again.

Messages and Announcements

Purpose: Send emails or announcements to multiple courses at one time, such as courses with sections setup separately.

The **Messages** and **Announcements** tabs available under **My Courses** can be used to send email messages or post course announcements for multiple courses at once. These are particularly useful if multiple sections of the same course are grouped separately.

Aside from selecting multiple courses to contact, the **Messages** and **Announcements** tabs under **My Courses** work the same as those tabs within a course. For information on how to use these tabs, please see pages #34-35.



Learning Outcomes

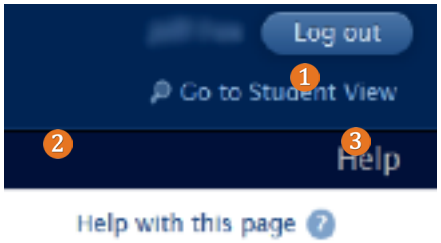
Purpose: View and edit the Learning Outcomes for all of your courses from one place.

This feature can be found inside each individual course. However, by accessing Learning Outcomes from My Courses, you may click the dropdown arrow and switch between courses most efficiently. For more information on Learning Outcomes, see page #36.

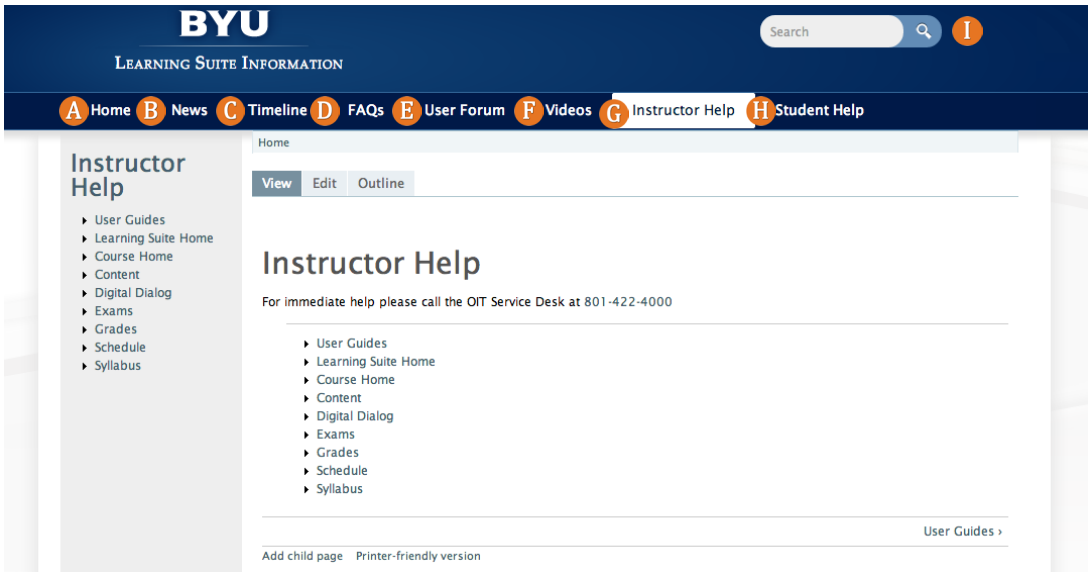
Help Options

Purpose: Provides information on how to use Learning Suite most effectively, answers frequently asked questions and offers tutorials. You may also submit enhancement requests and feedback and view a timeline of future changes to the system.

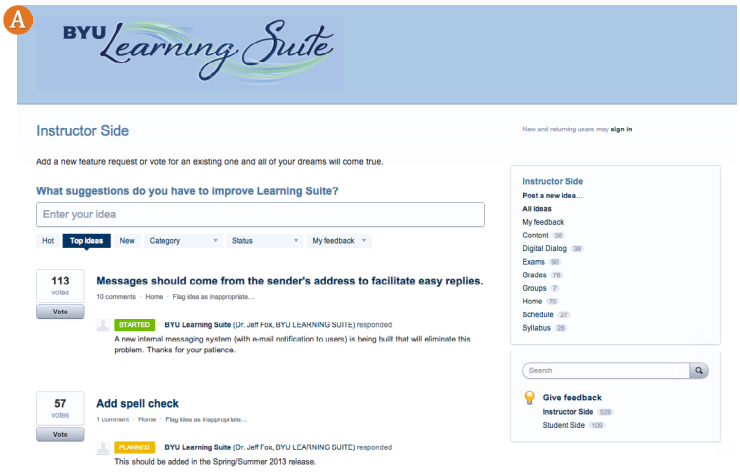
When searching for help, there are three main options: **Help, Help with this page**, and ? .



1 Clicking **Help** at the top right of Learning Suite will open lsinfo.byu.edu as seen below. From here, the following options are found.



A *Home:* Submit enhancement requests by clicking the Feedback option. From there, type in the suggestion in the top bar or vote for your favorite ideas by clicking on the Vote button beneath found each request. Use options on the right side of the screen to filter requests. 10 votes are granted per BYU personnel and each are returned when the request has been implemented into Learning Suite. Once created, these requests go straight to Learning Suite's personnel who continually update the progress made on each request.



B *News:* Announced updates and statements from Learning Suite faculty.

C *Timeline:* View previous and future changes in Learning Suite.

D *FAQS:* See frequently asked questions and their corresponding answers.

E *User Forum:* Submit questions or problems to be answered by a Learning Suite expert.

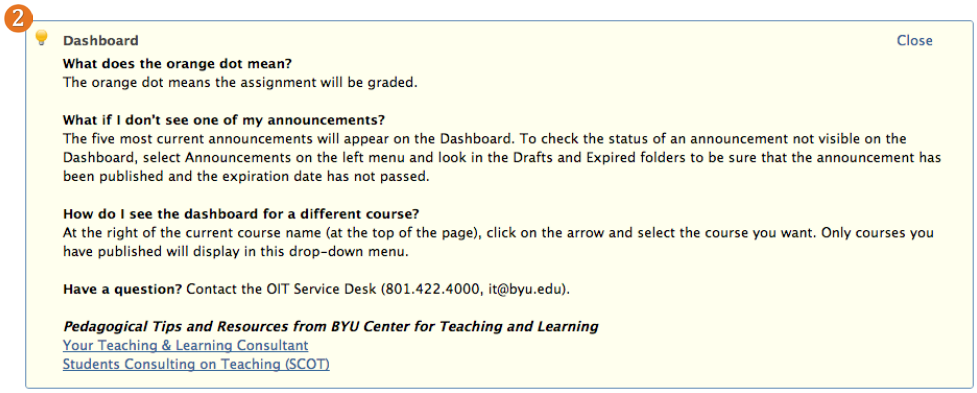
F *Videos:* View video tutorials as well as example of effective ways to use Learning Suite.

G *Instructor Help:* View detailed tutorials on each components of Learning Suite.

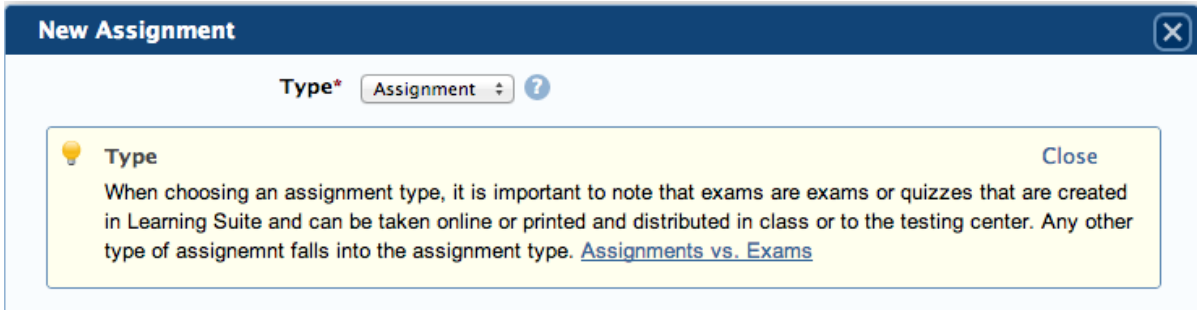
H *Student Help:* A place for students to view tutorials on Learning Suite.

I *Search:* Find related items on this site.

2 **Help with this page** displays the answers to commonly asked questions regarding the features found on the current page.



3 The question marks that display next to items in Learning Suite provide specific information for that item. The below image is an example of what is seen if the question mark beside the type dropdown inside assignments is clicked.



Course Home

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Pedagogical Tips for Course Home

Initial Course Setup:

Here are some considerations you may make when you decide if you are going to use Weighted Categories or Total Points for calculating final grades.

Weighted Categories:

- Example: Assignments: 40%, Quizzes: 10%, Midterm: 20%, Final Project: 10%, Final Test: 20%
- You must decide the various kinds of performance and how they are valued.
- Student performance in each category is kept separate from other categories.
- Each category is averaged and then counted for a certain percentage of the total course grade. In this example, performing well on quizzes will have a more limited effect on students' grades than performing well on assignments.

Total Points:

- Example: 92-100 points=A, 85-91 points=B, 76-34 points=C, 69-75 points=D, 68 points or below=E
- To some extent, poor performance in one area can be compensated by work in other areas.
- Poor performance early in the course is not necessarily crippling if the student performs well later on.
- Conversely, if students perform well during the first three quarters of the class, their participation and work may decline near the end of the course.
- This grading system allows students more control over where they put their effort in the course.

Link to another website: If you have your own website, put the forwarding link in here so students still have a one-stop-shop for accessing their courses.

Announcements:

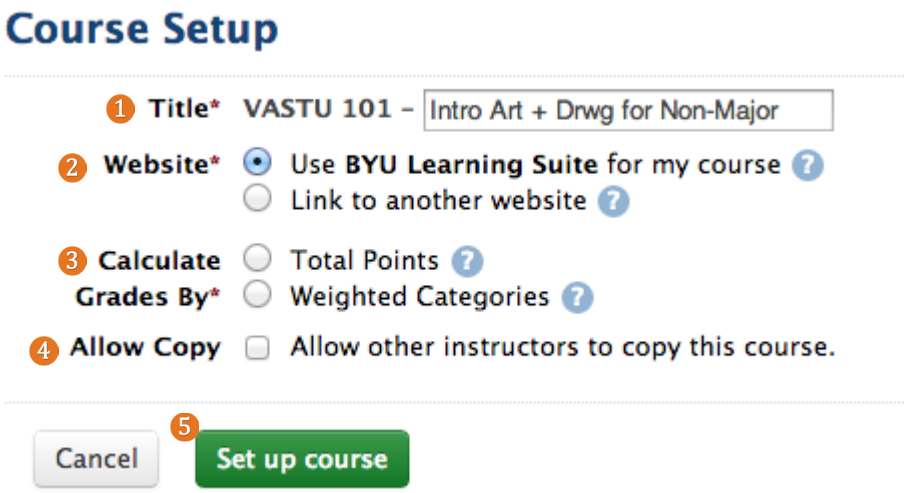
- Save class time by posting 'administrative' information (changes to assignments, due dates, etc.) in the Announcements area. Encourage students to check the Announcements several times a week to stay abreast of current information.
- Click "E-mail students on publish" to push out as e-mail.
- Post announcements that give students a teaser for topics that are coming up. Teasers can pique their interest and help them come to class better prepared to participate.

Learning Outcomes:

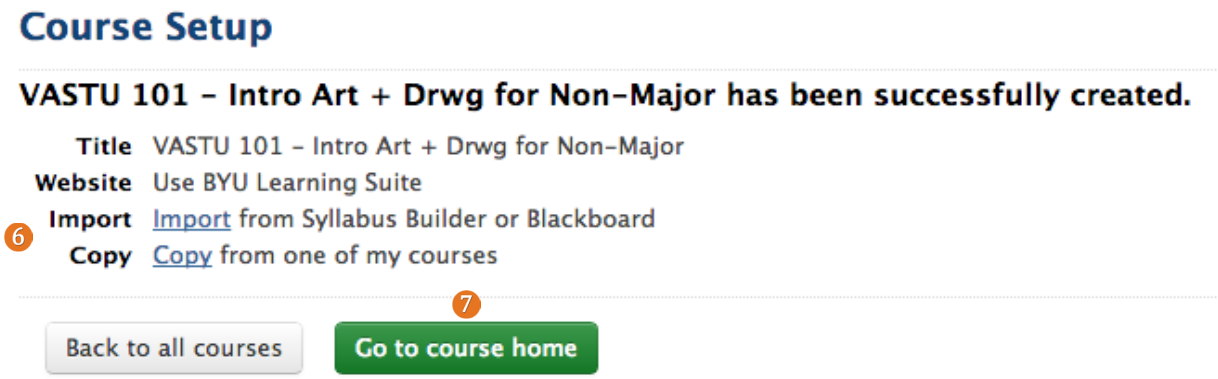
- Good course learning outcomes are central to learning in your course. They specify the abilities, attributes, knowledge, and skills students will gain and will give meaning and purpose to what students do in your course.
- Learning outcomes provide students with guidance for how to direct their learning as well as the language to describe what they are learning. They will help your students know where a course is going. Outcomes can also help students evaluate their progress toward reaching their goals.
- Learning outcomes should be specific and measurable. Consider using action verbs that specifically demonstrate the abilities the students should achieve as a result of your course or program. If you create specific outcomes, it will be easier to measure how well those outcomes have been met. In addition, you will be able to more carefully map the direction your program or course is going.
- General format for writing outcomes: Program graduates will be able to [action verb] + [something].
- Learn more about writing good course Learning Outcomes.

Initial Course Setup

Purpose: Enables Learning Suite's features and adds customization. This page pulls information from AIM to make the setup clear and simple.



1. The title of the course will display here. In development courses and communities, this information, as well as other components, will need to be added manually.
2. To use Learning Suite, select **Use BYU Learning Suite**. To use Learning Suite to redirect students to another website, click **Link to another website** and insert the link. No other Learning Suite features will be available, including the gradebook.
3. Choose how to your grades will be calculated. **Total Points** will add up the points of each assignment and assign student grades respectively. **Weighted Categories** requires grouping assignments based on weight not points (ex. Exams=40% of the total grade no matter how the points add up).
4. Selecting **Allow Copy** will allow other instructors to copy the content of this course. This is not currently an option for Communities.
5. Click **Set up course** to continue. You will then see the following page which displays the **Title**, **Website**, **Import** and **Copy**, as shown below.



6. Select **Import** or **Copy** to retrieve course material from Syllabus Builder, Blackboard, or other Learning Suite courses.
7. Click **Go to course home** to enter the newly created course.

Note: For more information on creating a development course or community, see pages #150 and #145 respectively.

Tips and Tricks

Only the primary instructor can set up the course.

Course Home Overview

Purpose: Provides options for editing course details as well as communicating with students.

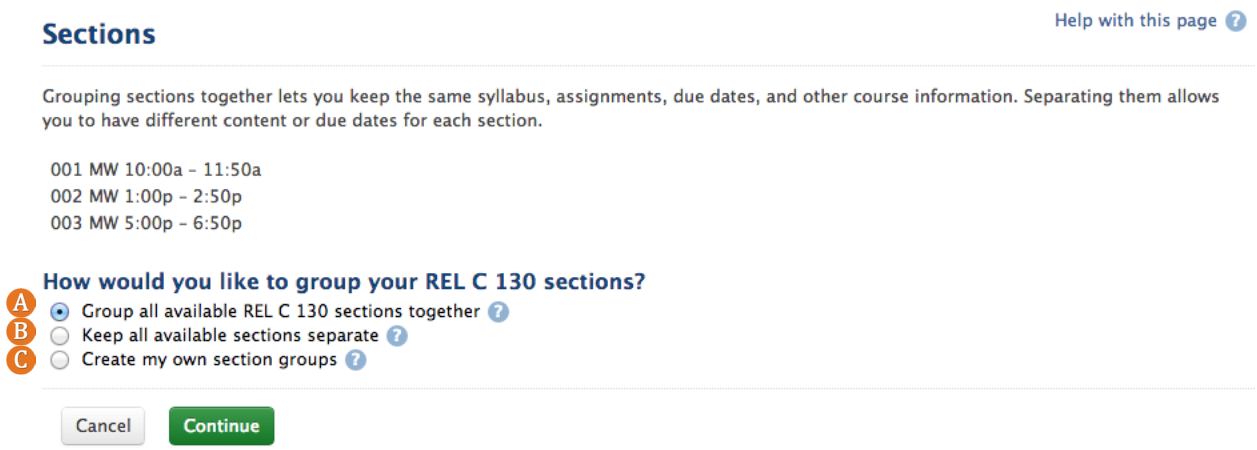
1. *Dashboard:* Displays a brief overview of the schedule as well as any current announcements.
2. *Schedule:* Displays the next week of your **Schedule** once it is created in the **Schedule** tab.
3. *Announcements:* **Announcements** are shown on the **Dashboard** with the most recent announcement showing first.
4. *Learning Outcomes:* Displays the **Learning Outcomes** for the course as set by the department. Instructor specific outcomes can also be added.
5. *Messages:* Learning Suite's messaging system using email.
6. *Setup:* Contains course setup information, as well as the **Copy** and **Import** features.
7. *Users:* Co-instructors and TAs can be added or edited and student enrollment can be viewed. In Communities, students are added here.

Announcements vs. Messages

Announcements:	Messages:
• Posts to Learning Suite and can also email	• Only in email form
• Distributes to all students in a class	• Can add individual students or other email addresses
• Save as draft or as expired	• Once sent, no longer have access
• Sends links	• Sends attachments and any links pasted into body

Sections

Purpose: Combines or separates sections of the same Learning Suite course. When combined, all course components, including grades, will be shared.



1. Select the desired section grouping from the following options:

   A. **Group all available** will merge all course components into one Learning Suite course. This can save time spent managing courses. This option is recommended for courses that are held on the same days of the week and have the same requirements. While the gradebook will be combined for all sections, it is still possible to sort students by clicking on a heading title in the gradebook, such as clicking **Section** which will sort the students by class section as shown to the right.

   B. **Keep all available sections separate** will create a separate Learning Suite course for each section. This is best for courses that are held on different days and would not easily share a schedule or that have different requirements.

   C. **Create my own section groups** gives the option of custom grouping. If some sections have all the same requirements and days, but others do not, you could group accordingly. To use this option, select it then click **New Section Group**. Next, type in a title and and select the appropiate sections. Click **Save Section Group.**

Section
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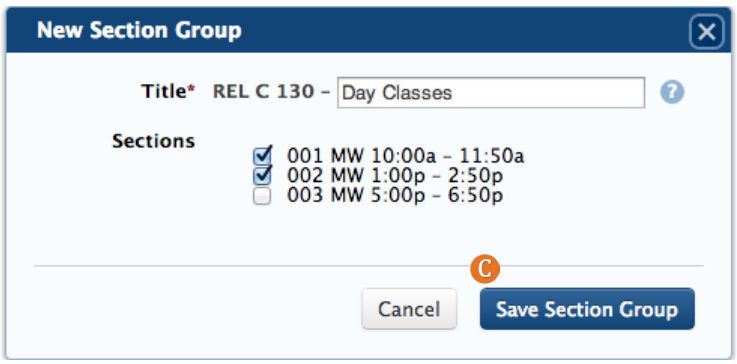
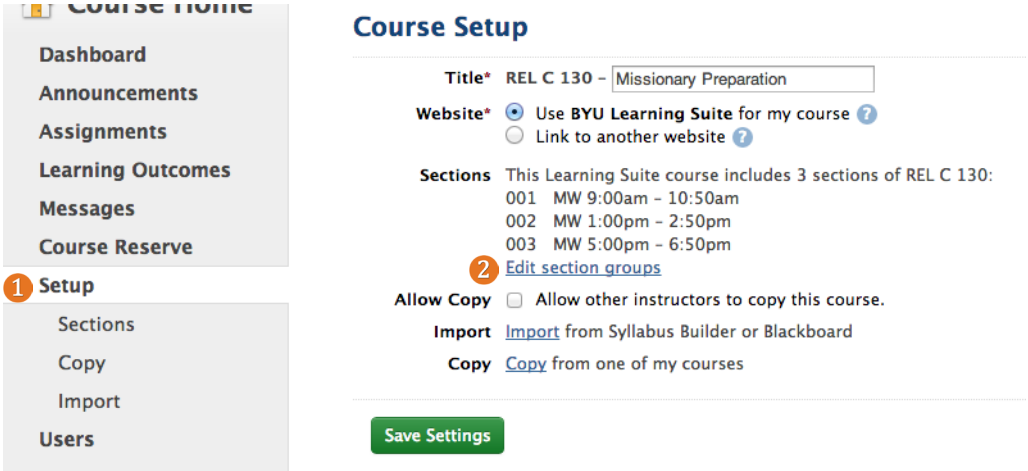


2. Repeat the appropriate steps until each section group has been created.
3. Once the appropriate selection has been made, select **Continue**.

Section Regrouping

Purpose: Allows changes to section grouping after a course has been created.

1. Go to the **Setup** tab inside **Course Home**.
2. Click **Edit section groups**.
3. Select the desired option and click **Save Changes** or **Save and Continue** accordingly.



4. *Notes:*

If separating previously grouped courses: Scores in the gradebook will not carry over for students in a newly separated course. It is recommended that you export the gradebook first then import them into your new gradebook. All students will be exported, including those who are not in the newly separated course, but Learning Suite will only import the grades for the appropriate students. For more information on export and import, see pages #97-98.

The newly separated course will now display as a blank Learning Suite course. Use the **Copy** feature to bring over materials from the previous section. See pages #37-38 for more information on copying courses.

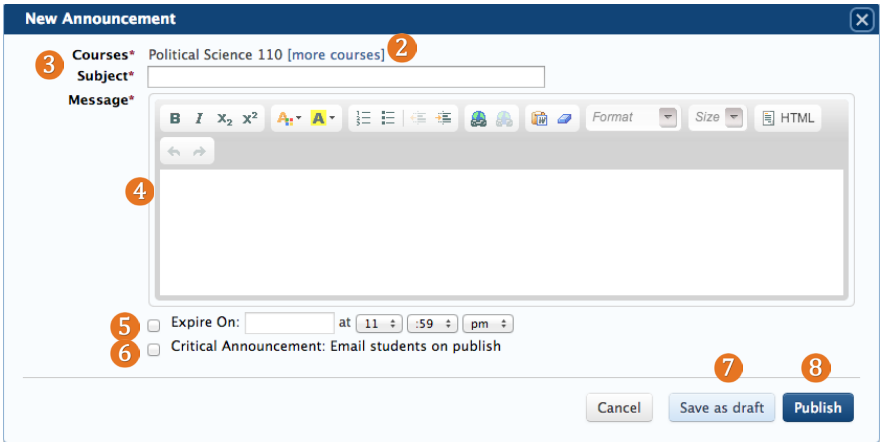
If grouping previously separated courses: If grouping previously separated courses, information will only remain for the course used to merge the others. i.e. If you are in section 1 and decide to group courses, only the material from section 1 will display and grades from the other sections or courses will need to be exported then imported.

Announcements

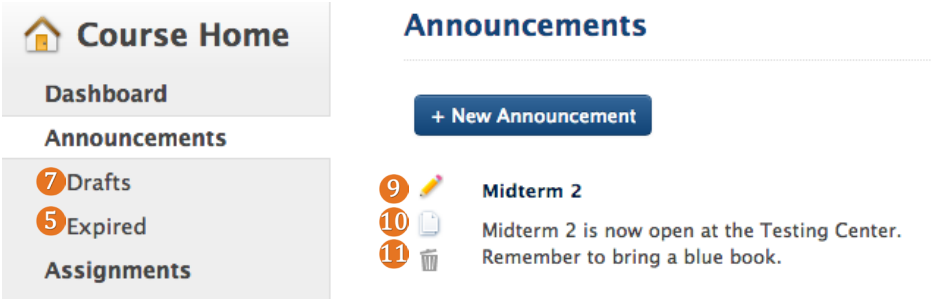
Purpose: Posts important information to the Learning Suite dashboard and/or emails it to students.

1. To create an announcement, click either the **New Announcement** button under the **Announcements** tab in the left side menu, or **Edit announcments** on the **Dashboard**.

   The following box will appear:



2. If the announcement is pertinent to multiple courses, click **more courses** and select the desired courses from the list that appears. This announcement will then be visible to students in each of these courses.
3. Type in a **Subject** or title for the announcement.
4. Click into the **Message** box to add the main body of the announcement. Use the toolbar to format text or add links. For a description of the toolbar, please see page #49.
5. Announcements can be set to **Expire On** a certain time and date. Expired announcements can be found under **Expired** and can be edited or republished from there.
6. **Critical Announcement** will email the announcement to all of the students enrolled in the selected course(s), as well as posting it to the Learning Suite **Dashboard**.
7. If you wish to delay posting the announcement, click **Save as draft**. The announcement will now be located under **Drafts** and can be edited or published from there at a later time.
8. To post the announcement, click **Publish**. The students will now have access.
9. To edit an announcement, click on the name of the announcement or on the pencil to the left of it.

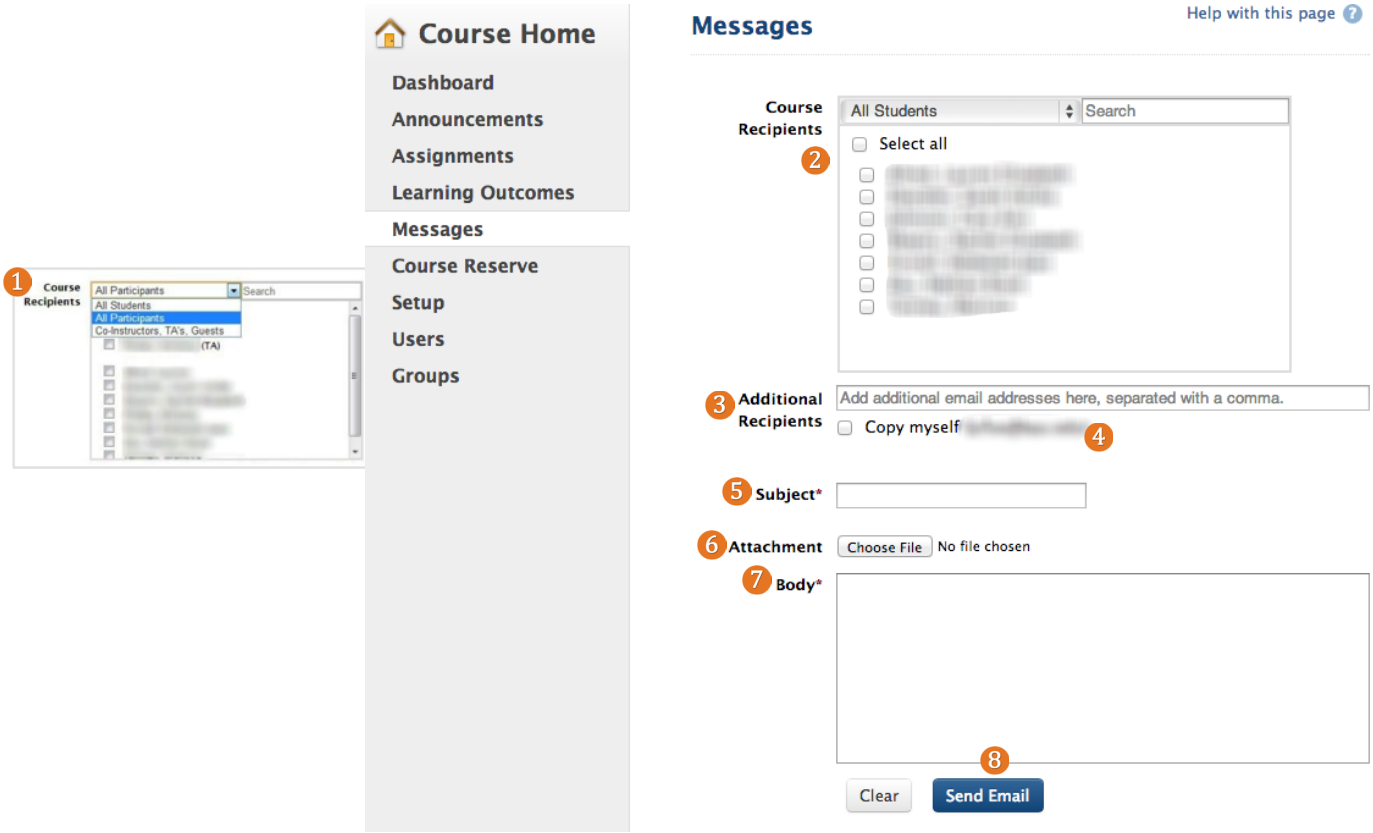


10. The paper icon to the left on an already created announcement will copy the announcement. This is useful when teaching multiple sections of a course that will need similar, but slightly different messages.
11. Announcements will carry over semesters until deleted. To delete, expire the announcement. Once expired, click the trash can. The announcement will now be deleted.

Messages

Purpose: Allows course participants to communicate through email.

1. Use the drop-down menu next to **Course Recipients** to select which group of users you wish to email. By default, recipients is set to **All Students.** If you wish TAs or co-instructors to receive email communications as well, be sure to select **All Participants**. To see only TAs and co-instructors, choose **Co-instructors, TA's, Guests** from the drop down.

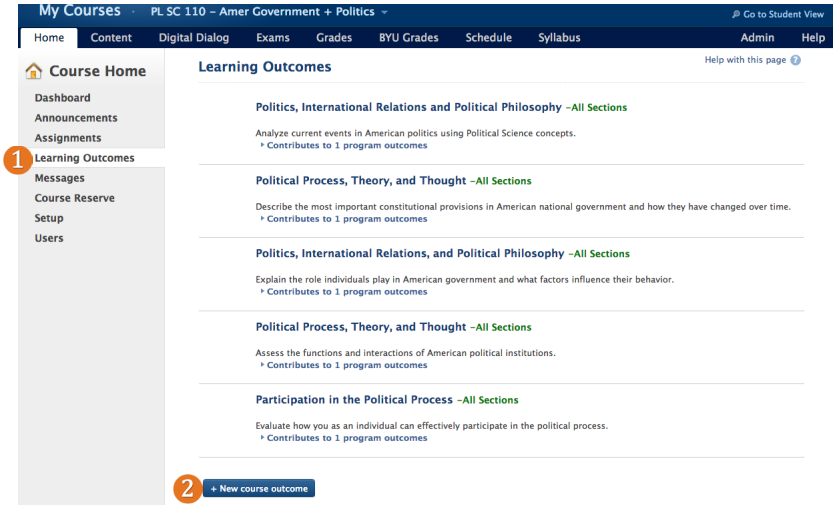


2. To send an email to all the users listed, check **Select all**, otherwise check the box next to individual names. All students enrolled in the class will appear on this list. TAs and instructors will be identified as such in parentheses.
3. People not included in the Learning Suite course may also receive the email by typing their email address in the **Additional Recipients** box. Multiple email addresses should be separated with commas.
4. To receive a copy of the email for personal records, check the box next to **Copy myself**. Learning Suite currently does not keep a record of emails sent.
5. Include a **Subject** for the message.
6. Files from your computer can be attached by clicking on the **Choose File** button next to **Attachment**, then browsing through the files on your computer. Multiple files can be attached one at a time.
7. Insert the body of the email into the **Body** box.
8. When finished, click **Send Email** to send it to the selected recipients. A green confirmation box will confirm the email was successfully sent.

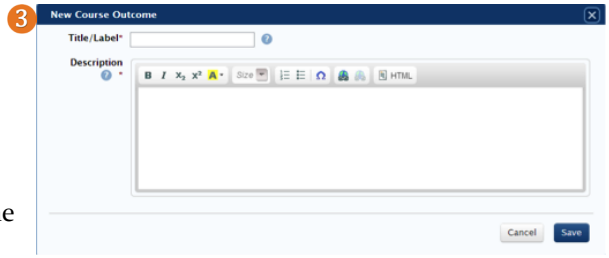
Learning Outcomes

Purpose: Establishes learning expectations for students in the course and provides an evaluation standard.

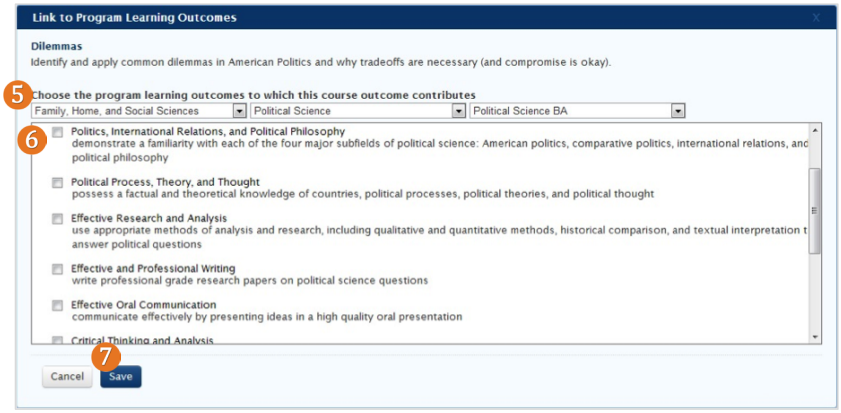
1. To view Learning Outcomes for a course, click the **Learning Outcomes** option inside the course. The outcomes that automatically display have been added by the corresponding department and cannot be edited here. Click the **Contributes to _ program outcomes** below each outcome to view the program outcomes each learning outcome provides.



2. To add an outcome, click **New Course Outcome**.
3. Type in a title and description then click **Save**.
4. The outcome will now show under **Learning Outcomes**. Add program outcomes by clicking **add/edit** next to **Contribues to _ program outcomes**.
5. Choose the college, department and program for the course outcome from the drop-down list.



6. Check the box next to the related program outcome.
7. Click **Save** when finished.
8. Edit or delete added outcomes by clicking the pencil or trash can respectively.

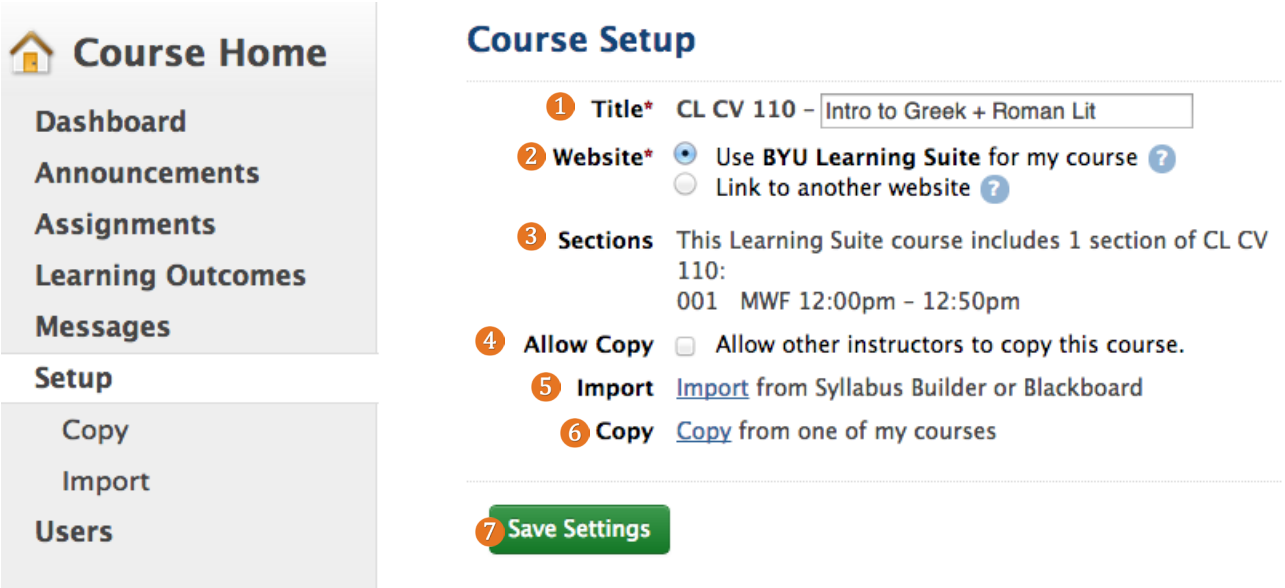


Tips and Tricks

To make edits to department directed outcomes, contact your department secretary.

Setup

Purpose: Allows you to begin creating your course with desired features.

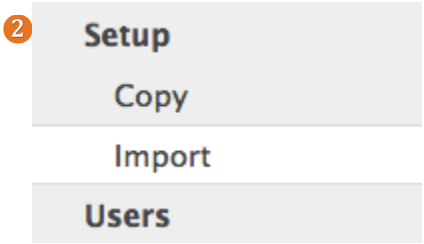


1. *Title:* Edit the course title.
2. *Website:* Change the website being used for this course.
3. *Sections:* View the sections included in this Learning Suite course. For details on grouping sections, see page #32.
4. *Allow Copy:* Check this box to allow other professors to copy this course, such as when creating a master course.
5. *Import:* Copy course materials from one of your Syllabus Builder or Blackboard courses.
6. *Copy:* Copy course materials from your own Learning Suite or from that of another professor.
7. *Save Settings:* Saves the changes made on this page.

Course Copy

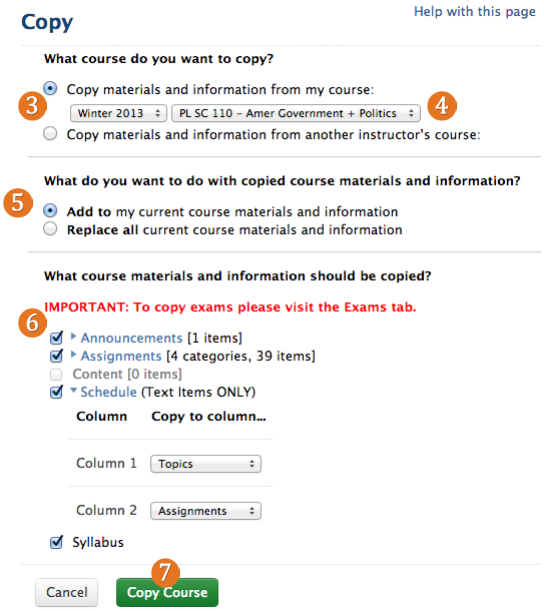
Purpose: Copy materials from Learning Suite courses to make the transition between semesters smoother.

1. Enter the course you wish the materials to copy into.
2. Under Setup, select **Copy from one of my courses** or go into **Copy** tab.

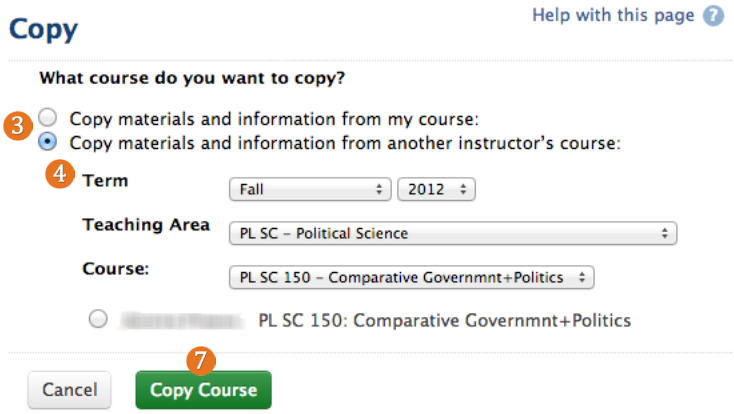


3. Select **Copy materials and information from my course** to copy one of your own courses.

   Select **Copy materials and information from another instructor's course** to copy another instructor's course.
4. From there, use the drop down arrows to find the exact course you wish to copy.
5. Choose whether the copied information will add to information already added to the current course, if any, or if it will replace the current content, meaning any information already added will be deleted and only the copied information will display.
6. Select the course materials to copy by checking the corresponding boxes. Click on the blue arrow beside the field to view more specific options, such as a particular assignment or exam. To copy the schedule, select a match for each column. The left side column names come from the course being copied. If Topics is the name of the first column in the schedule, Topics would align with Column 1 and so on. If there are more than two columns, use the **new column** option.
7. Click **Copy Course**.
8. A bar will then appear to inform you of the copy's progress. This may take several minutes, depending on the size of the course being copied.



Note: Exams will need to be copied from the Exams tab. See page #70.



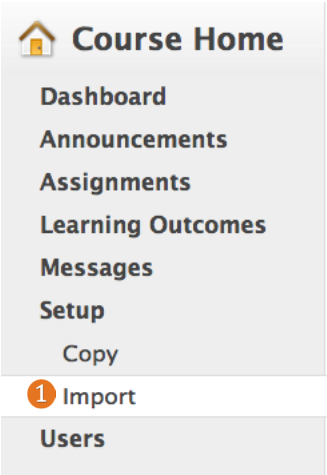
Tips and Tricks

If the instructor you wish to copy from is not shown as an option, they have not enabled **Allow Copy** under **Setup**. Once this is done, they should appear.

Import from Syllabus Builder

Purpose: Retrieves course materials from Syllabus Builder (syllabus.byu.edu) for use in Learning Suite.

1. Click on **Setup**, then **import from Syllabus Builder or Blackboard** or on the **Import** tab under **Setup**.

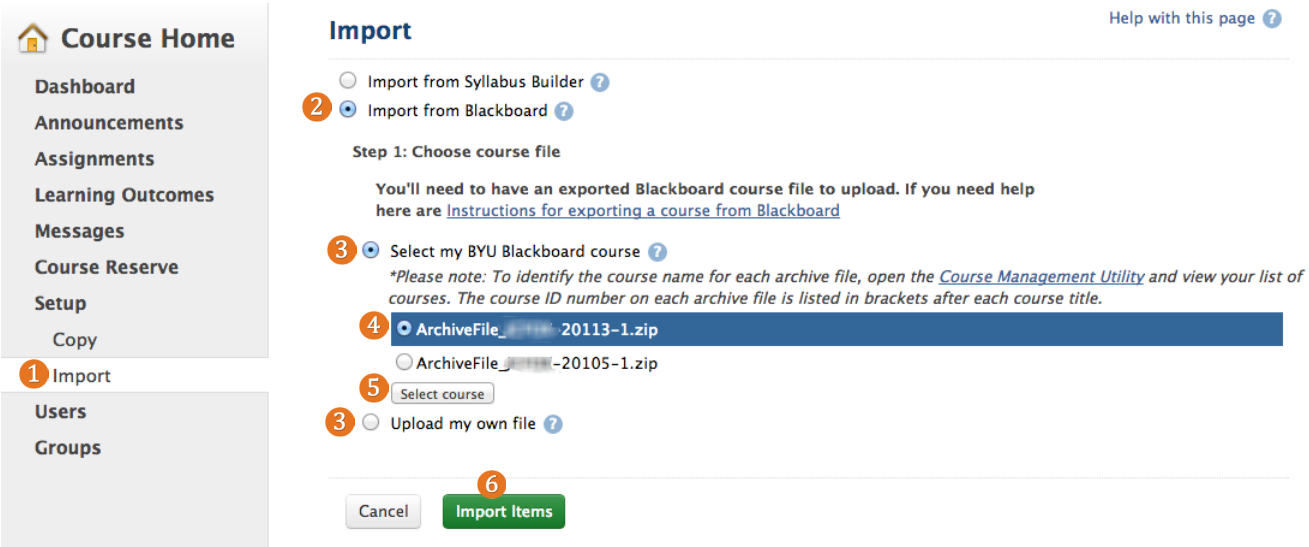


2. Select **Import from Syllabus Builder**.
3. Select the semester and course name of the course in Syllabus Builder.
4. Click **Import Items** to retrieve the Syllabus Builder information.
5. A bar will then appear to let you know the progress of the import. This may take several minutes, depending on the size of the syllabus.
6. Carefully review all imported information once the import is complete, such as assignment due dates. This information can be under the **Syllabus** tab in Learning Suite.

Import from Blackboard

Purpose: Retrieve course materials from BYU courses previously taught using Blackboard.

1. Click on **Setup**, then **import from Syllabus Builder or Blackboard** or on the **Import** tab under **Setup**.
2. Select **Import from Blackboard**. Two options will appear: **Select my BYU Blackboard course** and **Upload my own file**.



Select my BYU Blackboard course:

3. Select this option if pulling in data from a Blackboard course previously taught at BYU.
4. Select the **Archive file** that corresponds with the previously taught course. To better identify the course, click on **Course Management Utility.** Find your course on by name, then look at the corresponding numbers next to it. Close this tab and select the course based on those numbers. The letters are your Net ID, the next four is the year for which the course was created, the next number is the semster (1-either all of Winter of just the first block, 2-second block of Winter, 3-Spring, 4-Summer, 5-either all of Fall or just the first block, 6-second block of Fall) and the last number is the order in which the course was created for the corresponding semester (1 means it was the first created).
5. Click the **Select Course** button.
6. Click **Import Items**.
7. A bar will then appear to let you know the progress of the import. This may take several minutes, depending on the size of the course being imported.

   Note: Carefully review all imported information once the import is complete.

Upload my own file:

3. Select this option if you have a Blackboard course previously exported and saved to your computer or other media storage device.
4. Click Choose File then browse your computer for the file.
5. Once the file is selected, click **Import Items**.
6. A bar will then appear to let you know the progress of the import. This may take several minutes, depending on the size of the course being imported.

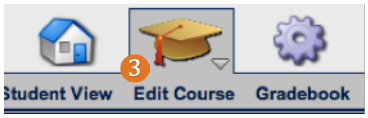
   Note: Carefully review all imported information once the import is complete.

BrainHoney Import

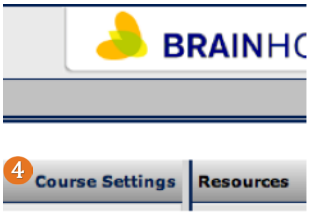
Purpose: Retrieve course materials from BrainHoney.

1. BrainHoney does not integrate directly into Learning Suite. The best way to move course materials from BrainHoney to Learning Suite is to export all of the files from the BrainHoney course and then add them to the Learning Suite course. To start, log in to Brainhoney at byu.brainhoney.com.
2. Click on the yellow graduation cap. Select the class you wish to export.

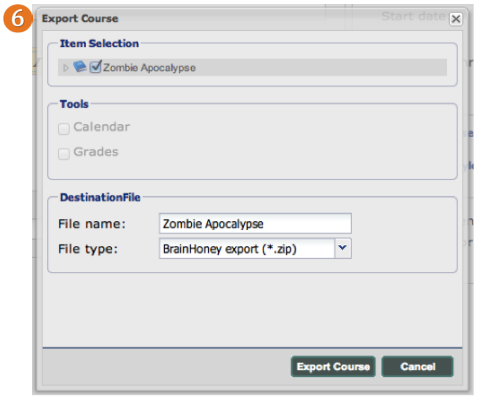
3. Beneath the yellow graduation cap, click **Edit Course**.

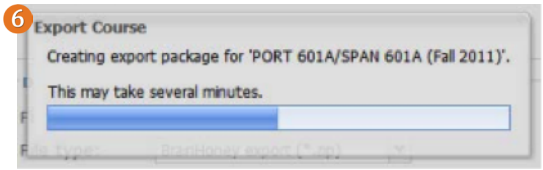


4. Click **Course Settings** in the top right hand corner..



5. The following box will appear. Leave the settings as they are and click **Export Course** in the bottom left hand corner.
6. An additional box will open up. Again, leave the settings as they are and click **Export Course**. A loading box will appear to show progress and may take several minutes, depending on the size of the export file.



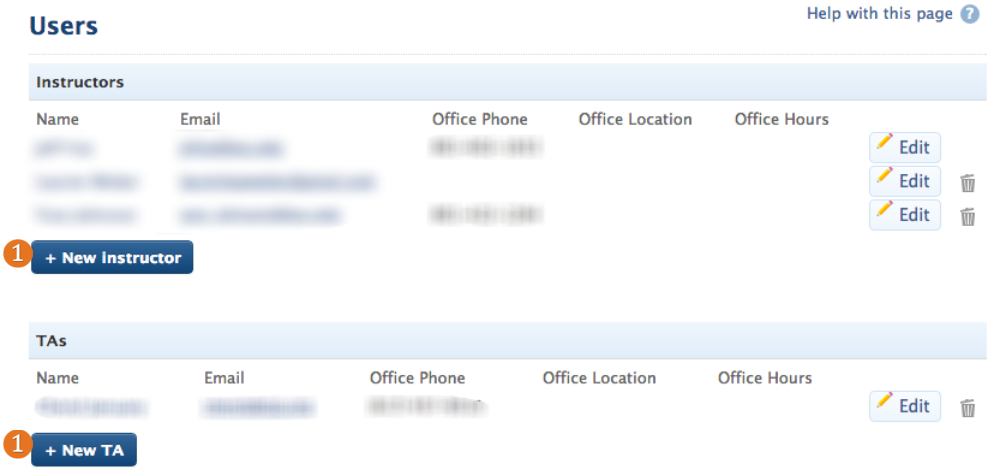


7. Depending on the computer and browser, a **save as** window may appear. If it does, save the file in a easy to find location.
8. Open the folder to access the files that were exported. For information on adding files to Learning Suite, see page #17.

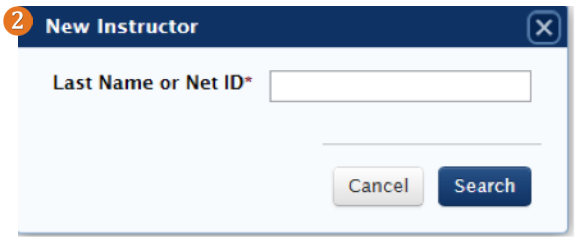
Note: To move a BrainHoney exam, each question and answer must be individually copied and pasted into a Learning Suite exam. Course assignments and content pages will also need to be recreated.

Users

Purpose: Adds co-instructors and teaching assistants to the course and view student usage.

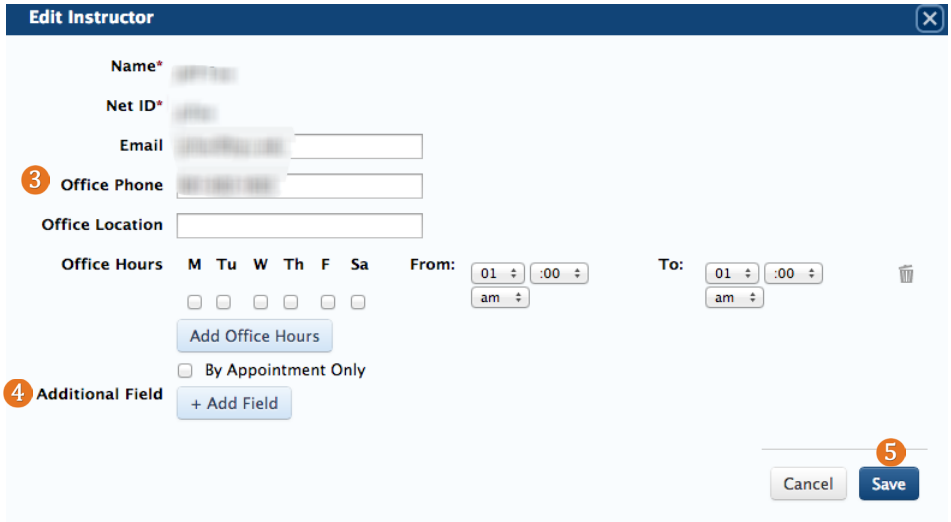


1 To add a new co-instructor or TA, select the **Add New Instructor** or **Add New TA** button respectively. The following dialog box will appear.



2 Type in the last name or Net ID of the faculty member or TA you are adding. Select the appropriate user from the list that appears.

The below box will appear for editing user information.

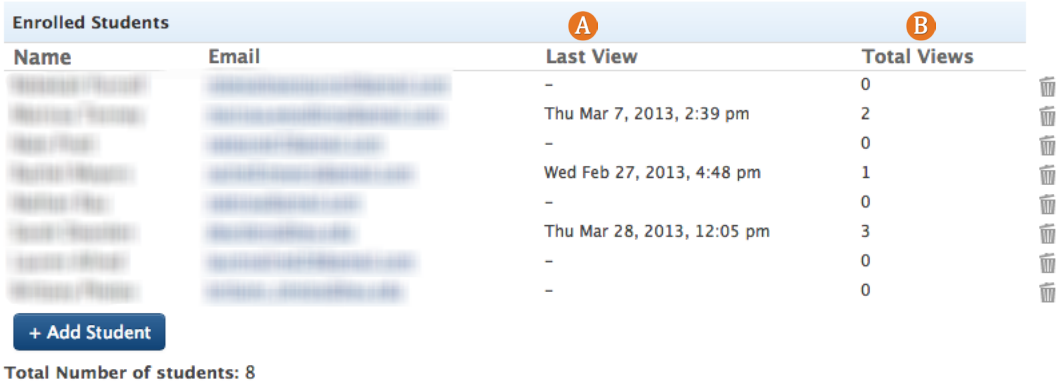


3 Add **Office Hours** by checking the boxes that correspond to the appropriate days. Select available times with the **From:** and **To:** drop down arrows. If office hours vary by day, select **Add Office Hours** to add hours for each day.

4 Press the **Add Field** button to add any additional information.

5 Press **Save** to save changes.

6 To view student data, click **Display Students**.



Enrolled Students

Name	Email	A Last View	B Total Views
		–	0
		Thu Mar 7, 2013, 2:39 pm	2
		–	0
		Wed Feb 27, 2013, 4:48 pm	1
		–	0
		Thu Mar 28, 2013, 12:05 pm	3
		–	0
		–	0

+ Add Student

Total Number of students: 8

A **Last View** displays when each student last viewed this course in Learning Suite.

B **Total Views** displays how many times each student has looked at this course in Learning Suite.

Tips and Tricks

Students in the course are not able to double as a TA due to the full access to information and grades that TAs are granted.

Content

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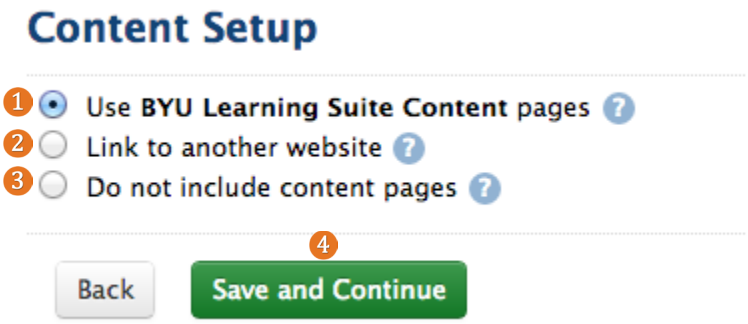
Pedagogical Tips for Content Pages

- National surveys suggest that students overwhelmingly prefer a chronological (Week 1, week 2, etc.) or topic-based organization of content pages. Organizing by file type (powerpoints, assignments, readings, etc.) is much more confusing for students and makes it more difficult for them to find the materials they need for your class.
- Converting video files to .mp4 or flash format will create a better experience for students. Another option for videos is to import the video into Youtube and then embed the video directly into the page.
- Textbox Toolbar: When you add web links to your course, make sure they are set up to open in a new tab so students won't lose their place in the course.
- Convert your Word documents into .pdf so they are viewable within the web browser. It makes them easier for students to access and they can also be embedded within your pages.
- Inserting Files: Convert your Word documents into .pdf so they are viewable within the web browser. It makes them easier for students to access and they can also be embedded within your pages.
- Embedding PDFs: Embedding a file creates a more unified experience for the students because the file appears in context of the instructions and any background information you have given them.

Setup

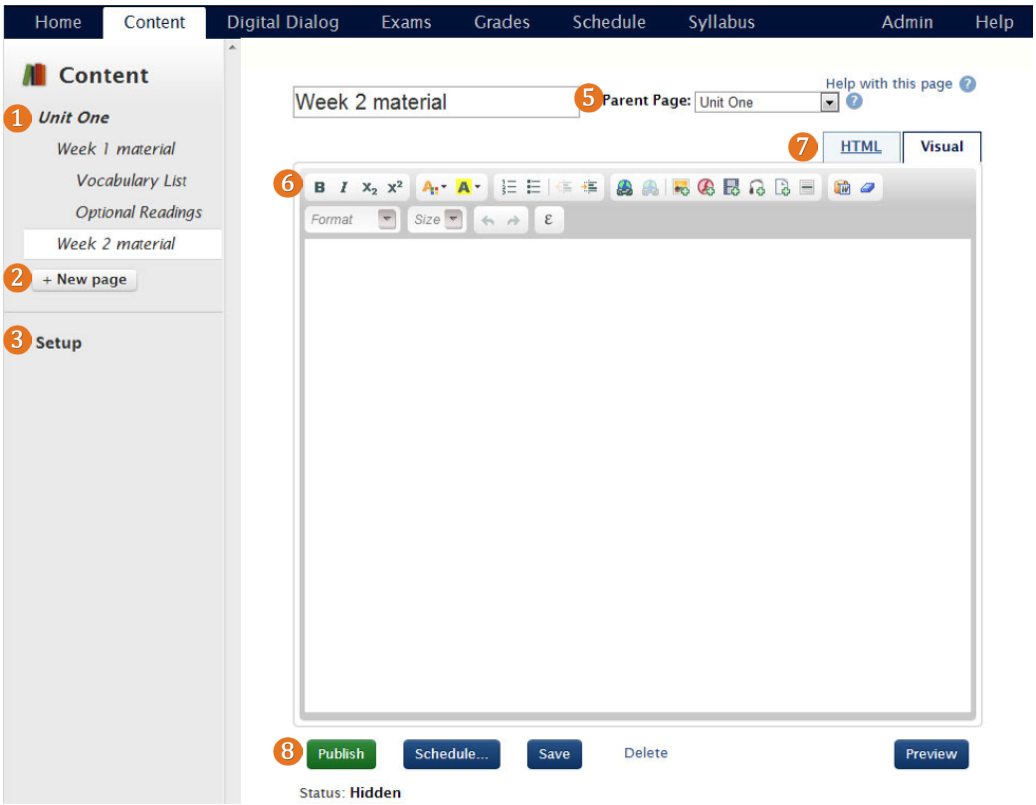
Purpose: Determine how to display course materials.



1. *Use BYU Learning Suite Content pages:* This option allows you to use content pages to distribute files and other course materials to students.
2. *Link to another website:* If using an external site, such as Canvas, BrainHoney, a blog or personal website, link the external website here to redirect students to the respectie site when they click the **Content** tab in Learning Suite.
3. *Do not include content pages:* Removes the **Content** tab from students' views.
4. *Save and Continue:* Click **Save and Continue** to save your selection and begin adding content.

Content Overview

Purpose: Shares course materials with students, such as articles and PowerPoints.

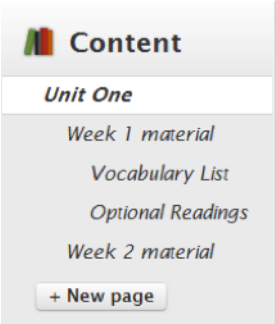


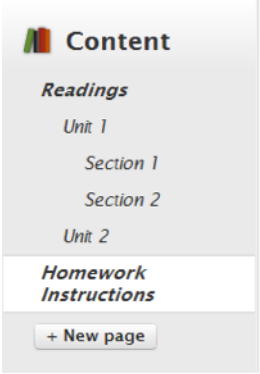
1. *Page List:* Access and navigate through content pages in this left hand menu.
2. *New Page:* Create new content pages to share materials with students.
3. *Setup:* Setup features of the content tab in Learning Suite.
4. *Page Title:* Give pages distinct titles for quick recognition. Click into the textbox to edit.

   Parent Page/Nesting Pages: Organize pages by nesting or layering them.
5. *Textbox Toolbar:* Choose formatting and insert file option with this toolbar.
6. *HTML/Visual:* Switch between **HTML** and **Visual** to have more control of appearance and style for advanced users.
7. *Page Options:* Options to save and delete pages, make them visible to students or time-sensitive, and see a page preview.
8.

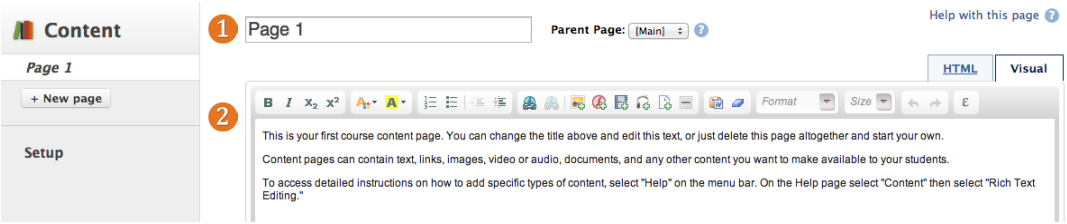
Creating Pages

Purpose: Add and organize pages in which to display course materials.

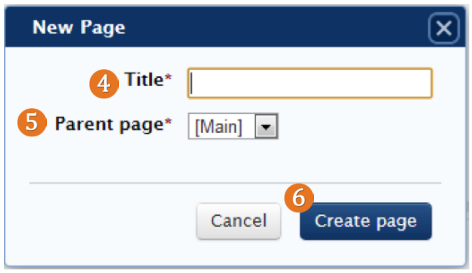




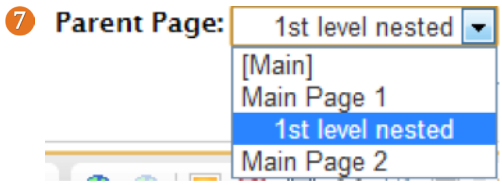
1. Learning Suite provides a starter page titled Page 1. To use this page, select and delete the current Title, *Page 1*, and type in the desired title, such as *Study Guides, Unit One, Powerpoints* or a course topic. The first of the above pictures demonstrates an example chronological organization and the second is organized according to assignment type.
2. Next, select and delete the text inside Page 1 using the backspace button on your keyboard. Do not use the the delete button at the bottom of the page as it will delete the whole page, not just a selection.



3. To create additional pages, click **New page** at the bottom of the left column and the following box will appear:



4. Type in a Title for the page.
5. Determine the organizational location of the page by making it either a parent/main page, or a subpage. If it will be a subpage, click the dropdown arrow to the right of **Parent page** and select the page it will display under. Otherwise, select **[Main]**.
6. Click **Create page**.
7. Reorder pages by dragging and dropping the page titles on the left. The arrow indicates where the page will be dropped. If you'd rather, you may reorganize pages by using the dropdown menu to the right of the page title on the top left of the page itself.



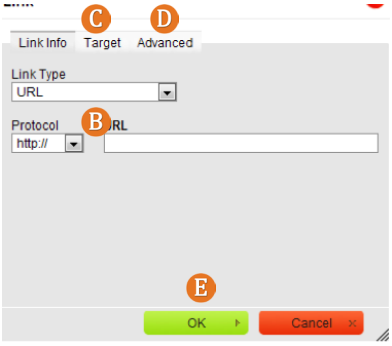
Textbox Toolbar

Purpose: Add and edit text or course materials. This same toolbar is found throughout Learning Suite.

1. The text formatting options function much like in a word processor while the media buttons allow you to add various media types.

2. **Add Link**

   A. To add a link, click **Add Link** and the following box will appear:



   B. Copy and paste the URL into the space provided and click **OK**.

   C. By default the link will open up in the current window, replacing Learning Suite. To change this, click the second tab, titled **Target**. It is recommended you use **New Window** which will open the link in a new window or tab, depending on the browser settings.

   D. To add advanced options to your content pages, such as internal anchors, click on the **Advanced** tab and insert the desired information

   E. To finish click **OK**.

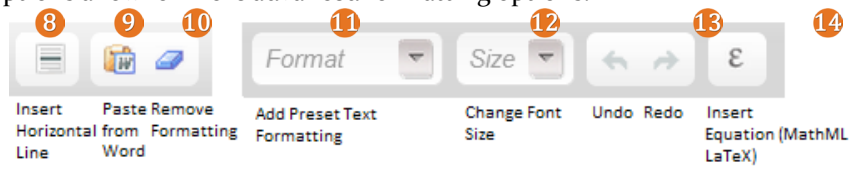
   F. To remove a link, highlight it with your mouse then click **Remove Link**.

3. **Insert Image** inserts .jpg, .gif, .png and .bmp formats. Options will include resizing the image.
4. **Insert Flash** inserts Flash files in .swf format.
5. **Insert Video** inserts .mpg, .mp4, .mpeg, .mov, .wmv, .avi and .flv file types.
6. **Insert Audio** inserts .wav, .aif, .aiff or .mp3 file types.
7. **Insert file** can insert all file types: those listed above as well as PowerPoints, Documents, Excel spreadsheets and PDFs.

Notes: For information on adding files, see page #17.

For information on using copyrighted materials see page #23.

The remaining options allow for more advanced formatting options.



8 Inserting a black horizontal line can help divide a page into clear sections.

9 **Paste from Word** preserves formatting from Word documents when transferring text into Learning Suite. This button will bring up a box where text from Word can be pasted.

10 The **Eraser** removes all previous formatting, leaving only raw text.

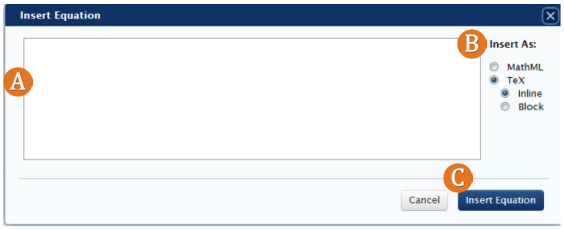
11 The **Format** drop-down menu offers preset headings and fonts to quickly and uniformly format text.

12 The **Size** drop-down menu can be used to change the font size of selected text.

13 The **Undo** and **Redo** buttons can be used to alter changes made on the content page.

14 The **Epsilon** button allows insertion of mathematical equations using MathML or LaTeX as shown below:

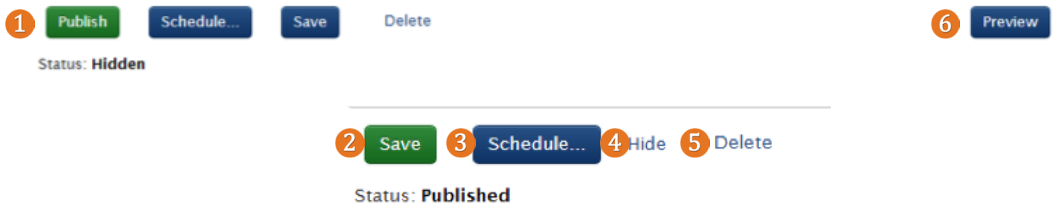
- A Type the equation into the box.
- B Select a format for the equation.
- C Click **Insert Equation**.



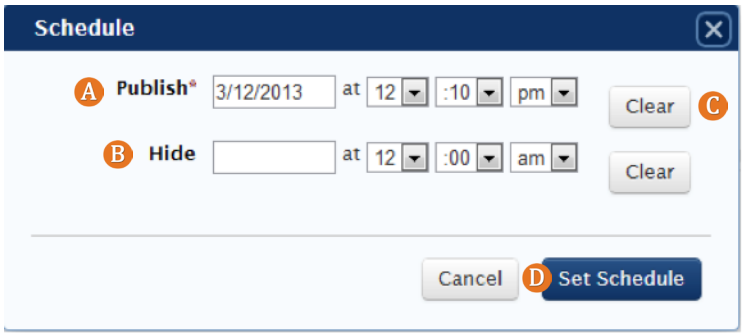
15 Click on the **HTML** button to edit HTML coding and embed items such as YouTube videos or Prezis. For more information, see pages #52-55.

Page Options

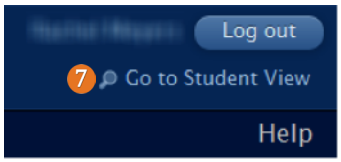
Purpose: Save and delete pages, make pages visible to students, and preview content pages.



1. Click **Publish** to make the content page available to students. If the course itself has not been published, this page will not be available until the whole course has been published.
2. After the page is published, the button will change to say **Save**. Save pages to avoid losing materials. If navigating away from a page without saving, a prompt will appear. Click **Yes** to save the changes.
3. The **Schedule** feature prompts pages to automatically **Publish** and/or **Hide** at a certain time and date.
   - A Select the time and date you want to make the content page available to students.
   - B Select the time and date you wish to remove the students' access to the page.
   - C **Clear** the time and date previously set.
   - D Pressing **Set Schedule** saves the changes made.



4. **Hide** is another option that will appear after the page is published. **Hide** will prevent students from seeing the content page and is often used to provide the instructor and TAs access to a confidential page, such as an answer key. Pages can be published, hidden and published again as is desired.
5. The Delete feature will delete the entire content page, not just a file or selection.
6. The Preview button allows you to see what the page will look to the students when published and allows access to links and files inserted.
7. You can also click on **Go to Student View** to see what the student will currently see and gain access to links and files, however, any pages that are not published will not display. When finished with the student view, click **Back to Instructor View** either on the yellow bar or where Go to Student View used to be in order to edit the page again.

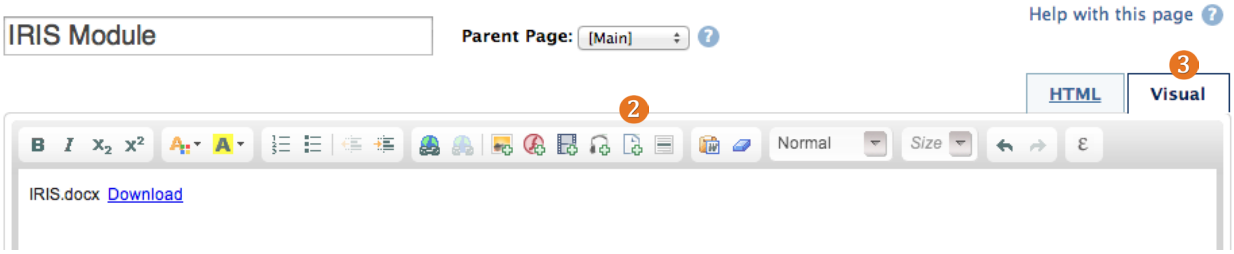


Embedding PDFs

Purpose: Allow students to access the PDF on a content page itself instead of using a link.

Learning Checkpoint 1

1. To embed a PDF, first enter a previously created content page where you would like the PDF to appear, or create a new page. For details on how to create a content page, see page #47.
2. Click **Insert File** on the toolbar. Insert the file using directs found on page #49.
3. Once the file has been added, select the **HTML** button in the top right corner of the text box.



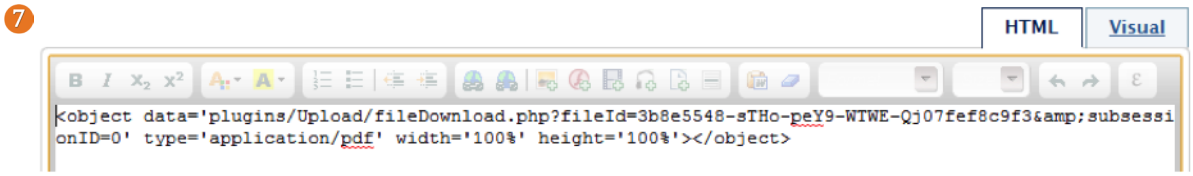
4. Below the existing code, type the following code:

<object data='

5. Locate the **href** in the previous code.

```
<p>
        <span class="ck_embededFile" contenteditable="false"><span class="embededFile_Name">license.pdf<
/span>  <span class="embededFile_FileOptions"><a class="embededFile_Download" href="plugins/Up
load/fileDownload.php?fileId=800b9fda-06zx-sTjc-qeUj-M623f413e8bb" target="_blank">Download</a></span></
span></p>
```

6. Copy everything found between the quotation marks following **href=** and paste it after **data='**. Add a single quotation mark to the end of the code so that one precedes it and one follows it.
7. Add the following text to the end of the pasted code starting with a space (note that the only space inside the text is after pdf'): type='application/pdf' width='100%' height='100%'></object>



8. Click **Save**. If you wish your students to view this page now, click **Publish**. The code will now display as below:
9. The PDF will not be visible from edit view. To view your embedded PDF, click **Preview** at the bottom right of the page.

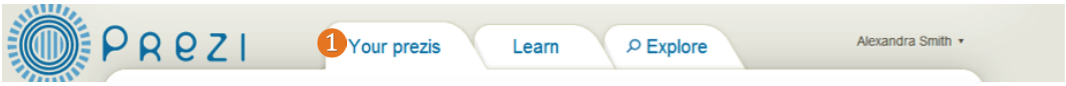
Tips and Tricks

If the PDF does not display in **Preview**, go back to **HTML** view and double check the code. It may help to type the code instead of using copy and paste. If the page is published, you may also see if it displays in **Student View**.

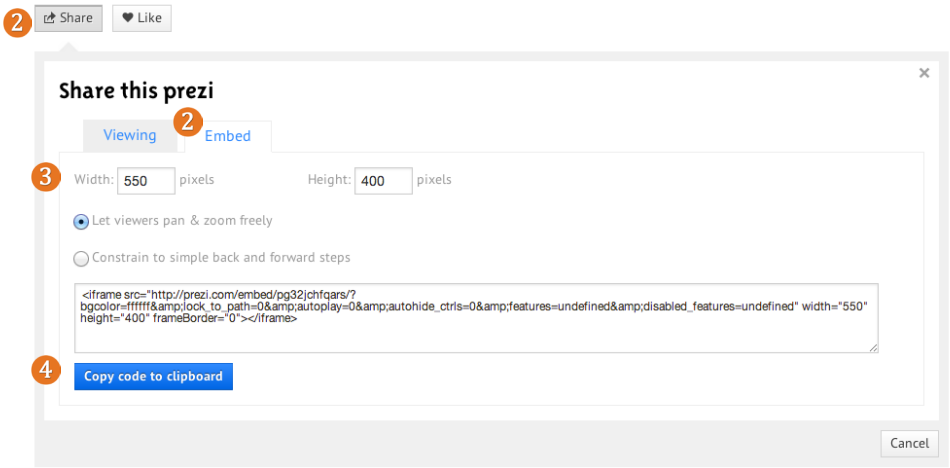
Embedding a Prezi

Purpose: Allow students to access Prezis from a content page instead of using a link.

1. Go to Prezi.com, sign in, and go to the **Your prezis** tab.



2. Select the presentation you wish to share and click **Share** then **Embed**.
3. Adjust the display size of the Prezi by adjusting the width and height (optional).
4. Click **Copy code to clipboard**.

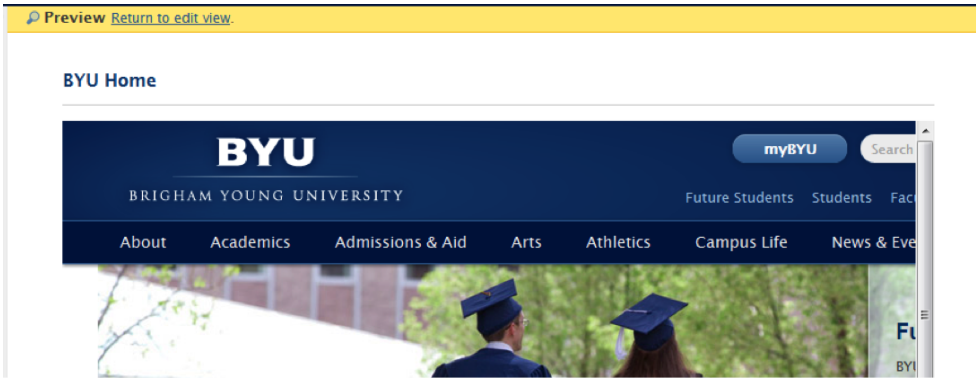


5. In Learning Suite, open the content page where you would like the prezi to be located. Click the **HTML** button on the right side of the page.
6. Paste the copied code into the textbox then press **Save**.
7. Switch out of **HTML** into **Visual**. From here you will see a **FLASH** frame.

8. To see and test your Prezi, click **Preview** at the bottom right of the content page.

Embedding a Website

Purpose: Allow students to access the website on the content page instead of using a link.



1. Enter or create the content page in which you wish for the website to display. For information on creating content pages, see page #47.
2. Click on the **HTML** button in the top right corner of the text box. Type the following code:

   <object data='

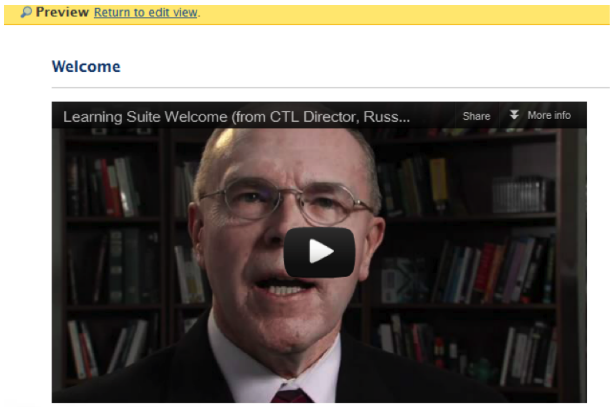
3. After data=', type or copy the full url of the website. Be sure that the URL is enclosed in single quotation marks. Type the following text after adding a space (note that the only space in the text is after html'):

   type='text/html' height='100%' width='100%'></object>

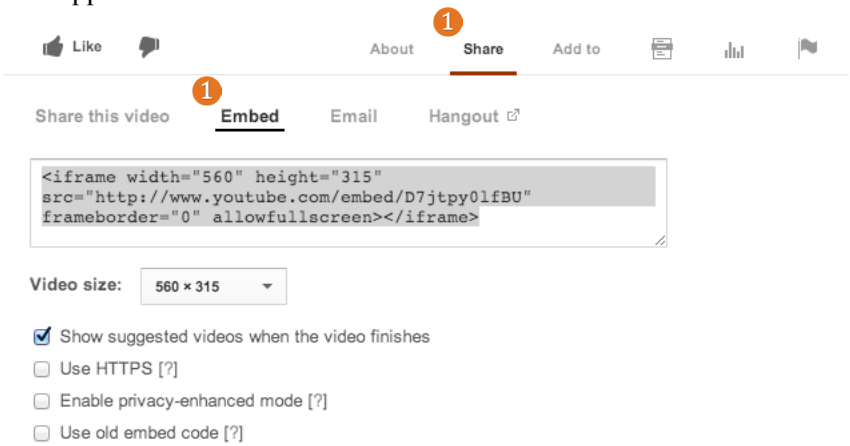
4. Click **Save**.
5. The actual webpage will not be visible from edit view. Click on **Preview** at the bottom right of the screen to view the webpage.

Embedding YouTube Videos

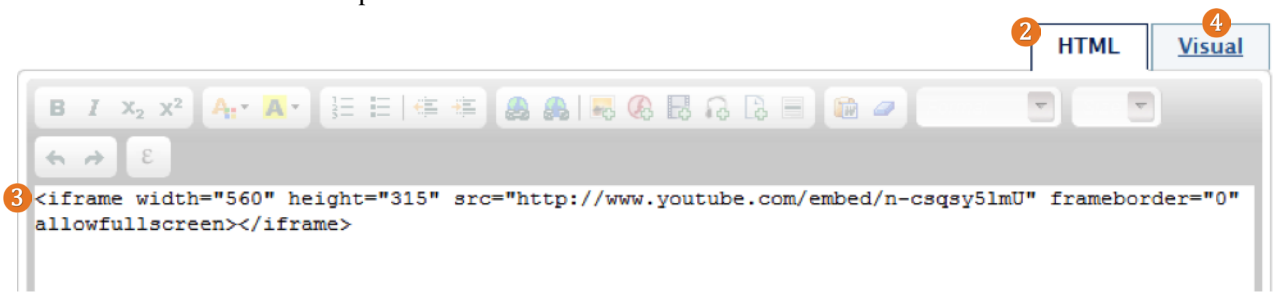
Purpose: Allow students to access the Youtube video on the content page instead of using a link.



1. Locate the video you wish to use on Youtube.com. Click **Share** beneath the video, then click **Embed**. Highlight and copy the code from the box that appears.



2. In Learning Suite, navigate to the desired page and click the **HTML** option on the top right of the page.
3. Paste the code into the textbox then press **Save**.



4. Switch back to the **Visual** tab where you will see a red **iFRAME** box. To view the video, click **Preview**.

Digital Dialog

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Pedagogical Tips for Digital Dialog

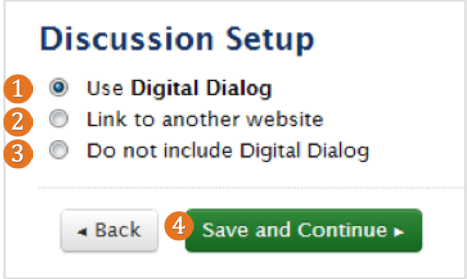
- Digital Dialog is the best place to create workspaces for groups. For large classes that would have too many discussion threads to read, divide the class into groups. Within each group, the students can discuss the question, come to a general consensus, and then post their group's consensus in the general discussion area.
- Use the individual messaging area (click on "students") of DD to provide private feedback and messages to students.
- Give an assignment at the beginning of the semester where students post a "getting to know you" response in the discussion board where they introduce themselves to the class. They can make it text, audio, or video.
- During the first week of class, have the students read the course syllabus and look at the course schedule. After looking at the material to be covered, have them think of one question they would like to have answered during the semester and post that question on the discussion board. Incorporate the questions into class discussion at the appropriate times in the semester and have the students respond.
- Create a 'Questions' discussion board where students can post questions about the policies and procedures for the class. It is beneficial (and time saving) to post the questions and answers all in one area.
- Research indicates that student participation in discussion boards increases when it is required and graded. If you choose to do this, clearly indicate in your syllabus your expectations of how often they are to make a response to the discussion board, what percent of their grade it will be, and how to write a quality response. In the discussion, publicly thank a student for a comment posted if the comment shows particular depth or insight. This will serve as a model of the type of desired responses.
- Use the following chart to determine how to organize your discussions to get the results you want:

	All Students	Select students	Multiple groups	1 group
One discussion including all selected students or groups	All students will be able to view and participate in the discussion.	Only the student(s) you select will be able to view and participate in the discussion.	Students in the selected groups will be able to view and participate in a single discussion.	Only the students in the selected group will be able to view and participate in the discussion.
Separate discussions with each student or group	This will create a discussion for each student in which only the instructor and the individual student can view and participate in the discussion.	This will create a discussion for each student that is selected. Only the instructor and the individual student can view and participate in the discussion.	This will create a discussion for each group selected. Students will only be able to view and participate in the discussion for their respective group.	This will create a separate discussion for each student in that group. Only the instructor and the individual student can view and participate in the discussion.

Setup

Purpose: Allows you to choose whether or not you will use Digital Dialog.

1. If you choose to **Use Digital Dialog**, select this response and hit **Save and Continue**.

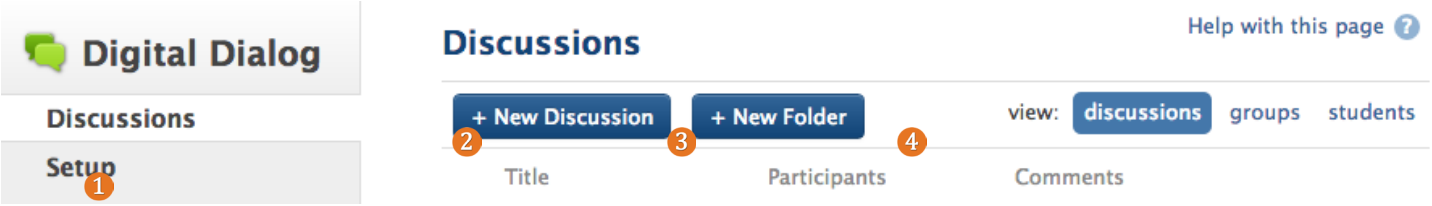


2. **Link to another website**: If you would like to use the discussion features of an external site, such as a blog or forum, select this option. You will then be prompted to enter the URL. Click **Save and Continue**.

3. **Do not inlcude Digital Dialog**: Selecting this option will hide the Digital Dialog tab from student view. If you decide not to use Digital Dialog now, it can be setup later, or vice versa.
4. Click **Save and Continue** when done.

Digital Dialog Overview

Purpose: Provides student feedback, fosters student collaboration, and facilitates class or group discussions and participation for all class sizes.



1 *Setup*: General use options.

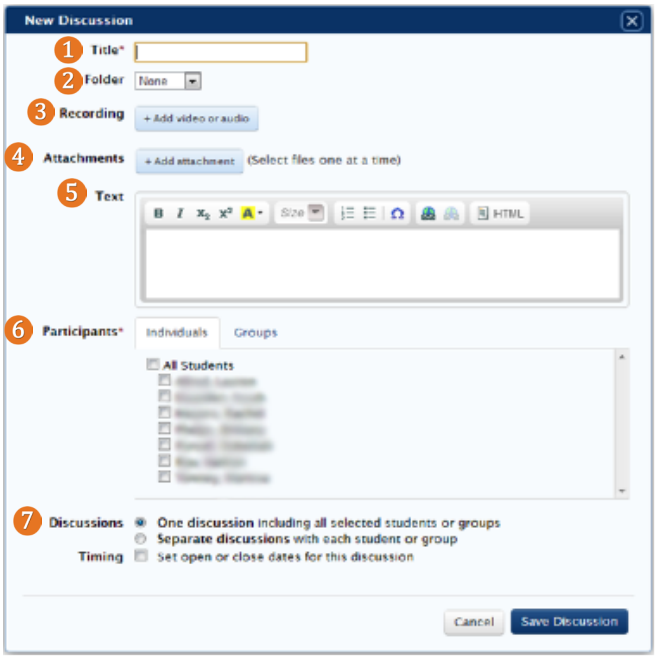
2 *New Discussion*: Creates new discussion topics for students to engage with.

3 *New Folder*: Organizes discussions for easier access.

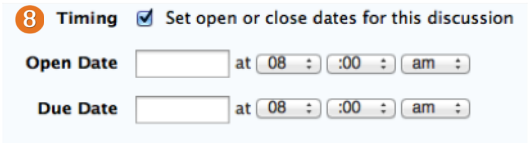
4 *View*: Toggle views between discussions, groups and students.

New Discussion

Purpose: Create a location for students and professors to converse and collaborate in response to specific prompts.

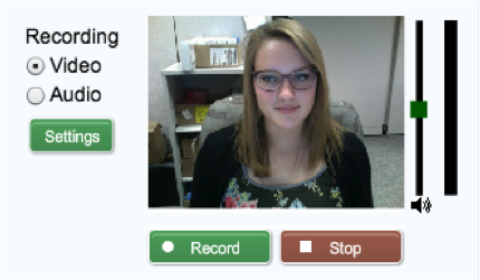


1. **Title:** Enter the discussion title.
2. **Folder:** Organize discussions into folders by clicking the **Folder** dropdown arrow and selecting the appropriate folder. If you do not want this discussion to go in a folder, choose **None**. For instructions on creating folders, please see page #62.
3. **Recording:** If you would like to include a video or audio recording, see page #49.
4. **Attachments:** If you would like to add a file to the discussion, click **Add attachments** and browse your files system for the desired file. You may add multiple files, but they must be selected one at a time.
5. **Text:** Enter the discussion text here. A unique toolbar option can be found here, inserting special characters, which includes characters from various languages. For a description of the toolbar, please see page #49.
6. **Participants:** Select who will have access to the discussion.
   - A. Click on **All Students** to autoselect the whole class or click on the individual students you would like to participate.
   - B. Click on the **Groups** tab to include groups in the discussion. Select an existing group or click **New Group** to create a group. For more information about creating a group, please see page #65.
7. **Discussions:** Determine how the discussion is delivered. Select **One discussion including all selected students or groups** to create an inclusive discussion to which everyone will have access. Use this type of discussion for class assignments, generalized discussions or feedback. Selecting **Separate discussions with each student or group** will create private discussions between the professor/TA and a selected student or group. Use this type of discussion when discussing grades, group-specific instruction or personalized feedback.
8. **Timing:** Use these options to set open and close dates for the discussion that will display on the schedule. When the discussion opens it will become accessible for the participants. When it closes it will disappear from the students' discussion lists.



Video and Audio

Purpose: Use video and audio to communicate with course participants in Digital Dialog.



1. When creating or replying to a discussion, click **Add video or audio.**
2. Click **Allow** to give access to your computer's camera and microphone. You can use either built-in or external devices.
3. Once you have clicked **Allow,** the camera will connect and show a live video in the window. Select either **Video** or **Audio**. Video will connect to the camera and record both visual and audio discussion. Choosing audio will only use the microphone for verbal discussion.
4. Click on **Settings** to see the following options:
   - A **Display:** Enabling the hardware acceleration will improve the playback speed.
   - B **Privacy:** Choose for Flash player to **Allow** or **Deny** access as was done before and choose to have the Flash Player remember your choice so you don't have to select **Allow** each time you open the video recorder.
   - C **Local Storage:** Set the kilobyte limit as to how much information Learning Suite can store on your computer.
   - D **Microphone:** Select a microphone, adjust its sensitivity and reduce speaker echo.
   - E **Camera:** Select a video camera to use.

5. **Record:** Click on this button to begin recording video or audio. Recording time will show to the left of the Record button once you begin. You will also see a **Remove recording** button should you choose not to include a finished recording.
6. **Stop:** Click on this button to stop the recording. After stopping, the buttons will change as shown below:

   - A Not satisfied with the video or audio? Click **Re-Record**. Only the most recent recording will be posted in the discussion.
   - B To see the video or hear the audio recorded, click **Play Back**. You'll also be given the option to **Pause** while watching the playback.
7. **Volume and Sound control:** While recording, the sound level will indicate how much volume is being picked up, as shown to the right. To produce the best audio, adjust the volume until the audio meter stays primarily in the green when you are speaking. If there is too much sound, the bar will turn red and you may need to adjust the volume using the slide scale or the Microphone settings shown on the previous page.

Tips and Tricks

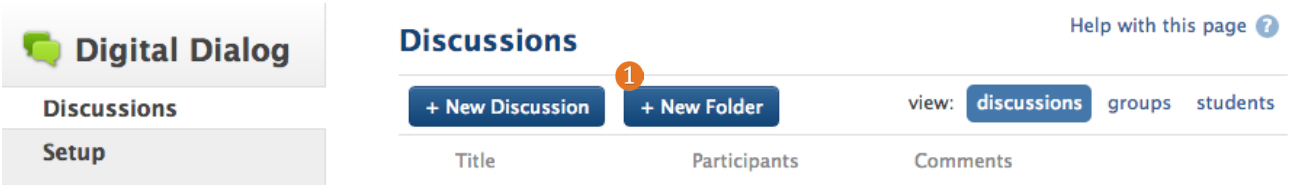
If a camera is not connected or is incorrectly connected, you will see **No webcam found!** To rent a camera or microphone, contact the CSR for your department. For assistance connecting a camera or microphone, call OIT at 801-422-4000.

To use the camera, Adobe Flash Player is needed. It it is not installed, you can download at adobe.com.

New Folder

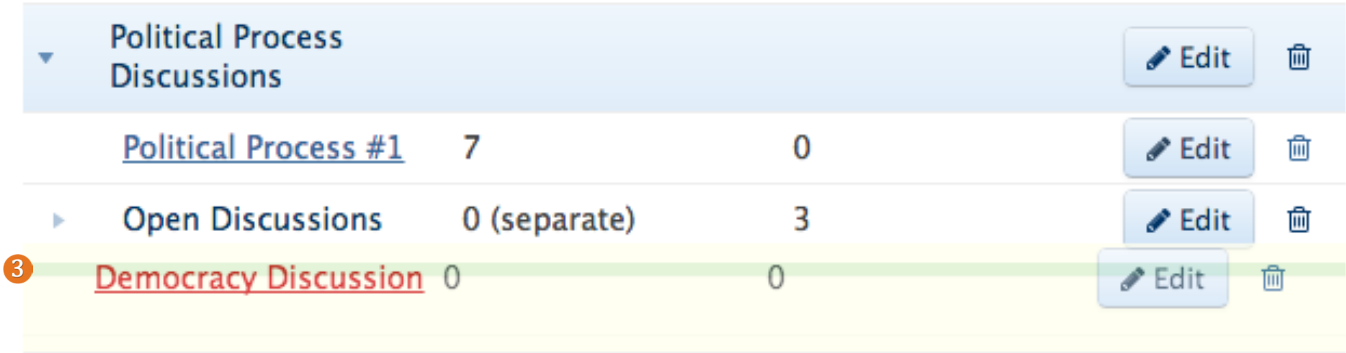
Purpose: Add folders to Digital Dialog for a strong organization.

1. To create a folder, click **New Folder**.



2. Add a folder name, such as *Introductions*, *Reflections*, or by topic.

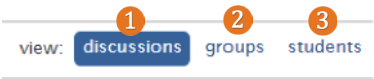
3. Move discussions into folders for maximum organization. For previously created discussions, click on the discussion title and use drag and drop to move it into the appropriate folder. The green line signifies where the discussion will be dropped. In the picture below, *Democracy Discussion* is being moved.



4. Using the same drag and drop technique, folders can be reordered.

View

Purpose: Select which discussion type you wish to view.



1 **Discussions** view, found at the top right of Digital Dialog, displays a list of all discussions and folders. Next to the discussion title you will see the number of participants and the number of comments. For instructions on creating a discussion, see page #59-60. For instructions on how to create a folder, refer to page #62.

A Folder names will show in the blue bar. Folders can be expanded or collapsed with the down arrow.

B Discussion titles will show as links that when clicked, will display the corresponding discussion feed.

C For discussions set up with separate participants, click the dropdown arrow to expand or collapse the discussion in order to see the participant names.

D Participants will be shown here. Depending on the participants chosen, **(all students)**, **(group names)** or **(separate)** will appear next to the number of participants involved in the discussion.

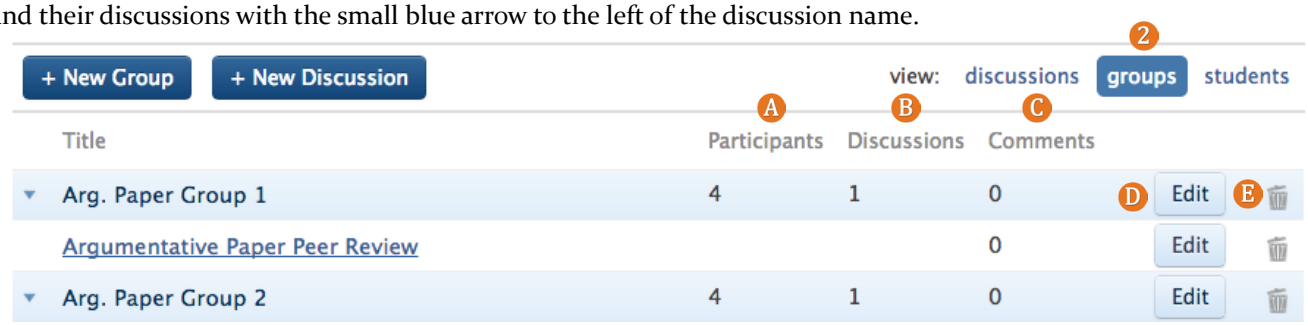
E This is the number of comments in the discussion.

F Discussions with new comments will be highlighted in yellow and will show the number of new comments next to the total number of comments. Clicking on the new comments link will bring up that discussion and corresponding comments.

G This button will allow you to edit the discussion. For more information on setting up a discussion please refer to page #59.

H Clicking on the trashcan icon will delete the discussion permanently. A prompt will appear to ensure you wish to delete it.

2 The **groups** view will show a list of all created groups. **Group names** will show in the blue bar. Collapse or expand groups and their discussions with the small blue arrow to the left of the discussion name.



A The number of **Participants** in the discussion will appear in this column

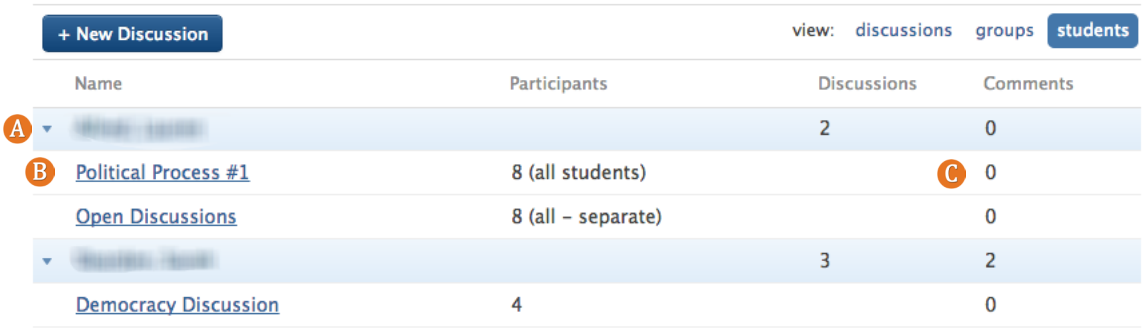
B The number of **Discussions** in which the group is participating will appear in this column.

C The number of **Comments** on a discussion will appear in this column. If new comments are posted, they will be highlighted in yellow.

D The **Edit** button in the blue bar brings up the group **Edit** window. The **Edit** button for the discussion will display the options seen on page #60.

E The trashcan icon will delete the group. Deleting a group does not delete discussions or comments.

3 The **students** view will allow you to see individual students and the discussions in which they are participants.



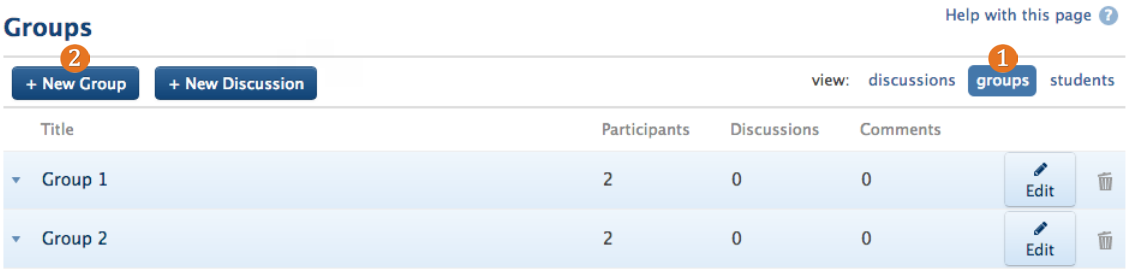
A Click on the students' names to expand the box to show all discussion they are participating in.

B Discussion titles will appear as well as the number of participants in that discussion.

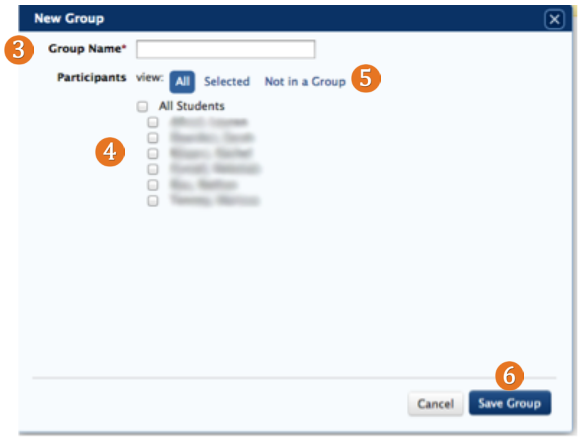
C Under the comments you will see how many times that student has commented.

New Group

Purpose: Allows for smaller collaboration sizes, such as for partners in a project.

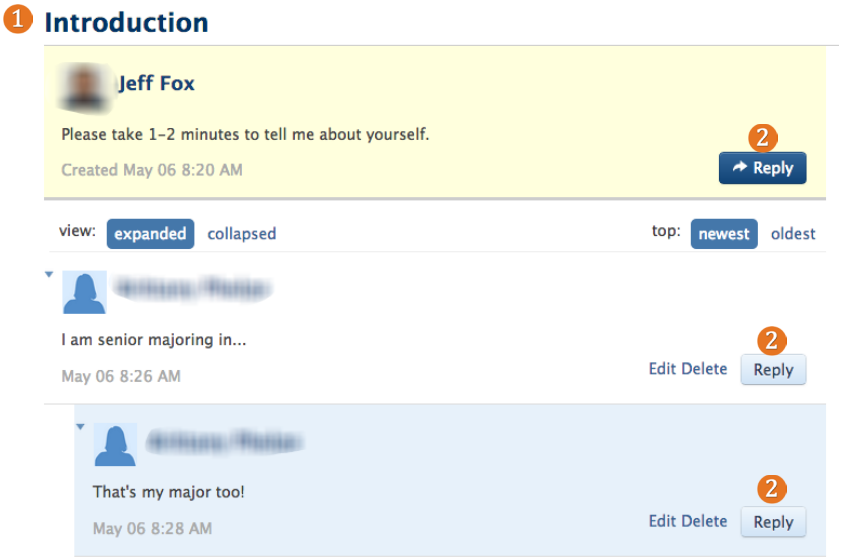


1. To create a group, enter the **Groups** view on the top right of the page.
2. Click **New Group**.
3. Give the group a title, such as *Group A* or by topic.
4. Select the student participants.
5. The view options allow you to see who is a member of group under **Selected**, and who is not in a group at all, **Not in a Group**.
6. Click **Save Group**.

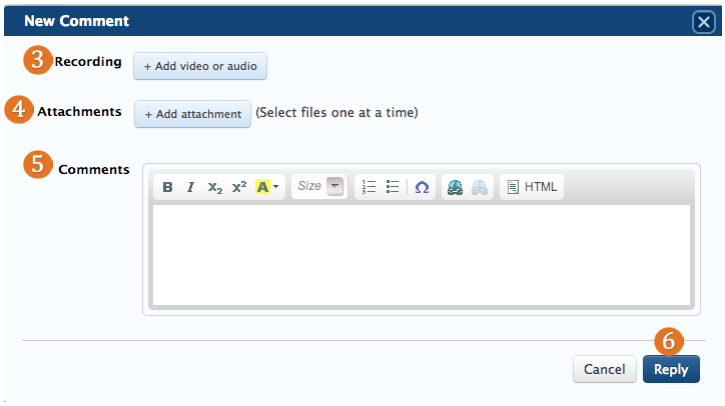


New Comment

Purpose: Continue discussions by commenting on posts.



1. Click on the desired discussion title to enter the discussion.
2. Click Reply on the response you wish to reply to. The above picture shows comments to the second layer as shown by the single indent, but you may respond all the way to the fourth level. This means you are able to reply specifically to the third level of response on a particular comment. The below box should now appear.



3. To make a recording, click **Add video or audio**. For more information on adding recordings, see page #61.
4. To add an attachment such as a file, click **Add attachment**. From there, browse your computer and add the file.
5. Insert any written response in the **Comments** box. For a description of the toolbar, see page #49.
6. Click Reply.

   The response will now display on Digital Dialog.

Exams

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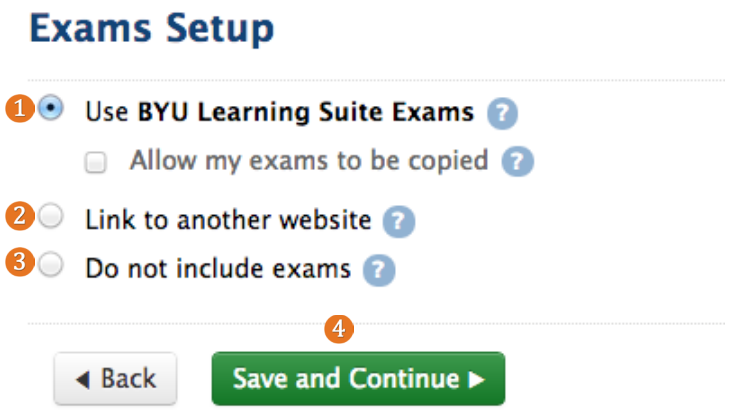
Pedagogical Tips for Exams

Exam Options:

- Multiple randomized forms of the test can be useful if you are concerned that your students may cheat. That way they can't memorize the order of the answers because the questions are likely to appear in a different order.
- Setting a time limit on the exam can also discourage cheating. Give the students enough time that they can finish the exam comfortably if they are prepared, but not enough that they would have time to look up every answer in the book or online.
- Allowing students to take an exam more than once is a good way to check for mastery of the material. Some instructors give their students quizzes or practice exams and then they give them midterms and final exams with parallel items that have more weight toward the students' grades. You can use the feedback options to provide just-in-time teaching to help your students master the content by helping them learn from their mistakes.

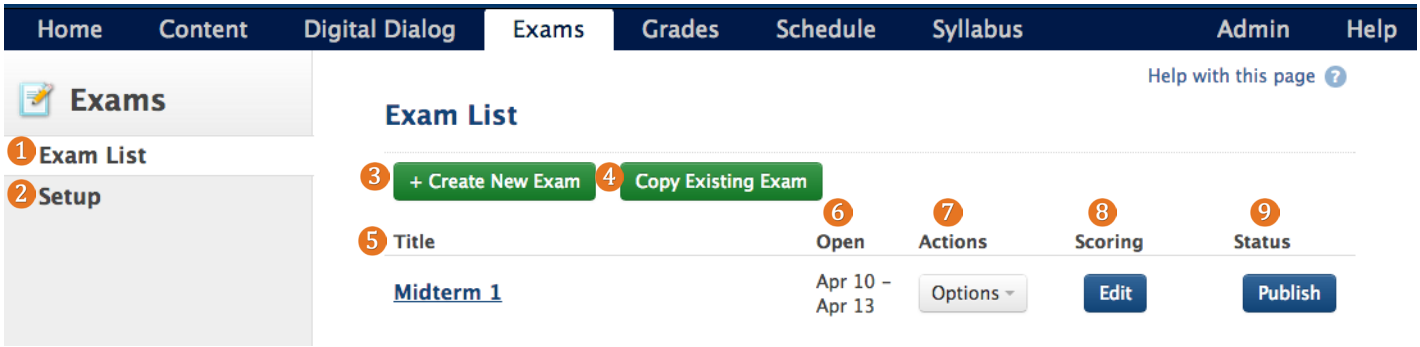
Setup



1. *Use BYU Learning Suite Exams:* Enables the use of the Learning Suite **Exams** tab.
2. *Link to another website:* Select this option and insert the link to link the Exam tab to another website such as Canvas or Moodle.
3. *Do not include exams:* Keep this option selected if you are not going to use the **Exams** tab in Learning Suite. Selecting this option will also hide the **Exams** tab from the students.
4. *Save and Continue:* Saves the option selected and continues to the next screen.

Exams Overview

Purpose: Creates exams, quizzes and other online assessments.



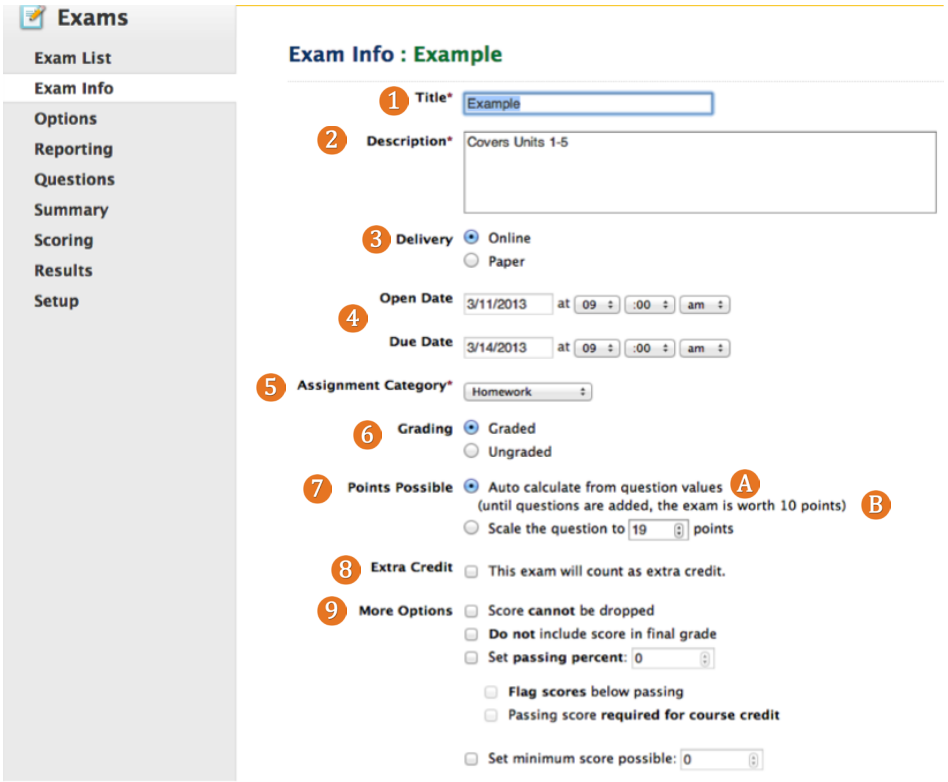
1. *Exam List:* All created **Exams** will be listed on the **Exam List**.
2. *Setup:* General setup options. Exam copy can be accessed here.
3. *Create New Exam:* Click here to create a new exam.
4. *Copy Existing Exam:* Click here to copy an exam from a previous semester or from another instructor.
5. *Title:* Lists exams first by open date, then close date, then alphabetically.
6. *Open:* This refers to the date on which the students will be able to take the exam.
7. *Actions:* Listed under **Options** are the capabilities to **Edit**, **Copy** or **Delete**.
8. *Scoring:* Before the exam has been taken, **Edit** takes you to the **Exam Info** page to edit all exam options. After students have taken the exam, the **Score** button allows exam grading.
9. *Status:* Shows if an exam is published and available to students.

Tips and Tricks

Copy features, such as Copy Existing Exam, are not available in Communities. The Exams must be hand-migrated. For more differences found in Communities, see page #146.

Exam Info

Purpose: Allows you to set and edit basic information about an exam such as a title, open and close dates and points possible.



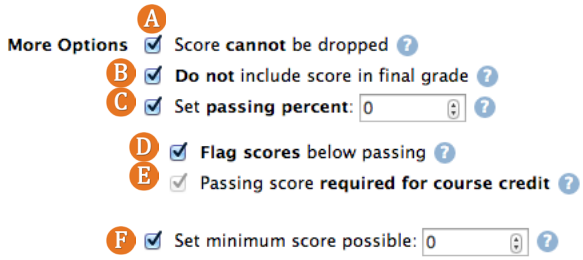
1. Enter a distinguishing **Title** name here.
2. Enter specifics about exam content and material being tested in the Description.
3. Choose **Online** or **Paper Delivery**.
   - A. Select **Online** if your students will take the test on Learning Suite.
   - B. Select **Paper** if administering the test in class or distributing it in the Testing Center. A printed version of the **Paper** exam will be in traditional paper test format and will not show the answers.
4. Select an **Open Date** and a **Close Date** for the exam.
   - A. The **Open Date** is the time and date at the test will become available to the students.
   - B. The **Due Date** is the the time and date that the test will no longer be accessible for the students. The test will automatically close at this time, even if students are not finished taking it. If the exam is on **Paper**, these dates can relay when the exam is offered in the Testing Center.

Tips and Tricks

For **Open Date** and **Due Date**, if the exam is to close at midnight, know that 12:00 am is the *first* minute of the day, not the last. It may be helpful to set the close time to 11:59 pm to avoid confusion.

5. Organize exams into the appropriate Assignment Category, usually created on the **Assignments** tab, or by clicking **New Category** (see page #101). After selecting a **Category**, **Grading**, **Extra Credit** and **More Options** will appear.
6. **Graded** exams will affect a student's grade. **Ungraded** exams, such as a practice test, will not display in the gradebook, nor will they affect a student's grade; however, students may still access their scores in the Exams tab.

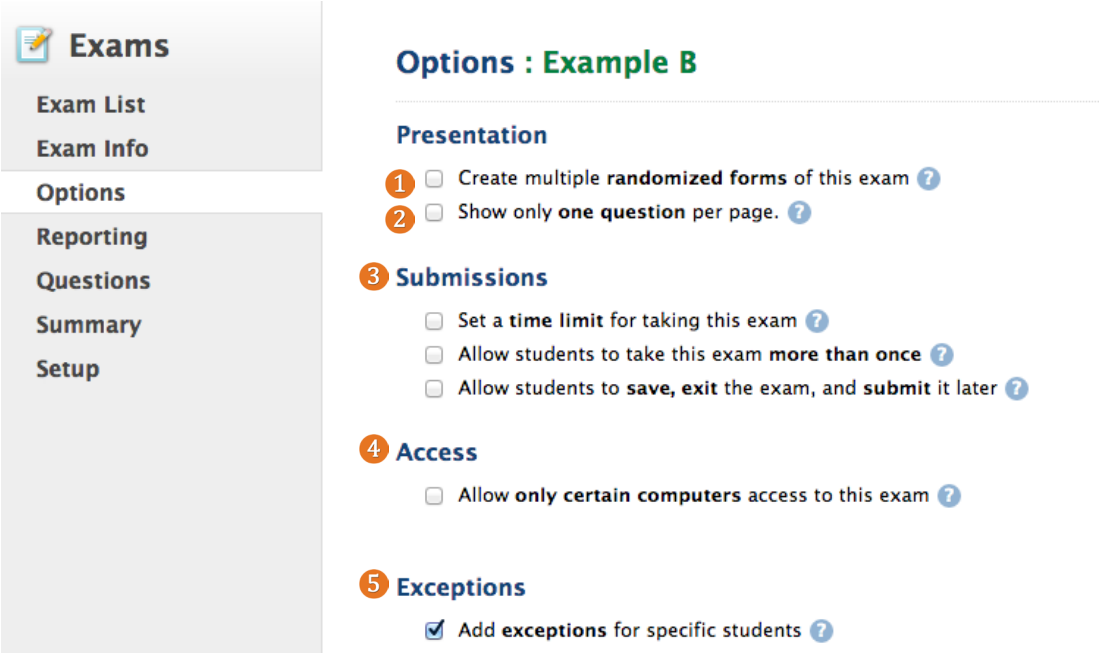
7. Choose between the two following options:
   - A. **Auto calculate from question values** calculates the total from how many are points assigned to each question.
   - B. **Scale the question to ___ points** will scale the exam to be worth a certain amount of points, despite how many points each question is worth. For example, if test questions add up to 150 points, but you would like the exam to be worth only 100 points, each question's points will change to reflect this new total score.
8. Check the **Extra Credit** box to make an exam extra credit. An extra credit exam will not increase the overall points in Grades.
9. **More options** offers choices for how the score will display in Grades.



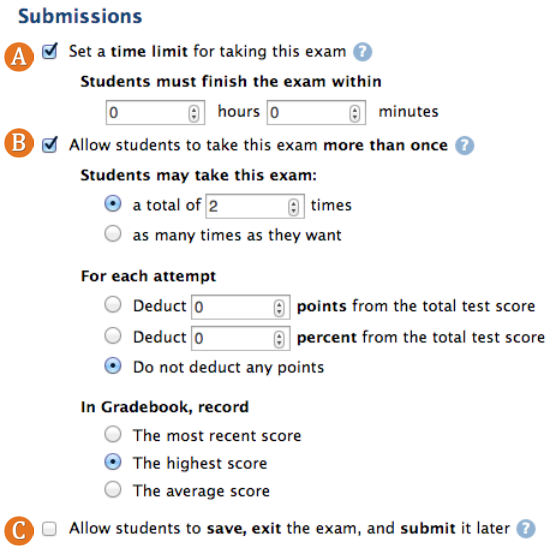
   - A. Select **Score cannot be dropped** if an exam should not be dropped from a category that has enabled dropping low scores (refer to page #102). Checking this box will not allow this particular exam to be dropped even if it a student's lowest score.
   - B. Select **Do not include score in final grade** to exclude the exam from the final grade calculation. This option can be used for surveys, self-assessments or practice tests. Scores will display in the Exams tab, but will have no effect on the students' grades.
   - C. Select **Set passing percent** to require students to reach a certain percent to pass the exam. This is a helpful option when used in conjunction with flagging scores below passing (see below). Students do not see this information.
   - D. Select **Flag scores below passing** to highlight the scores in Grades that are below passing. For further explanation refer to page #91.
   - E. Select **Passing score required for course credit** to require students to achieve the passing percent set for this exam in part C to receive credit for the course.
   - F. Select **Set minimum score possible** to provide a safeguard against low scores. All students will automatically receive a score at least this high, even if they technically earn a zero. If a score is entered in Grades that is below the set minimum, a prompt will appear confirming the intention to give the student a lower than minimum score.

Options

Purpose: Allows you to set how the exam will be presented to students and also allows you to add time and date **exceptions** for specific students.



1. Choose **Create multiple randomized forms of this exam** to create up to five versions of the exam with the same questions, but presented in a different order.
2. While the default is to show five questions per page, you may select **Show only one question per page** to change that number to one.
3. The **Submissions** area provides options as to how students will be able to submit exams online.

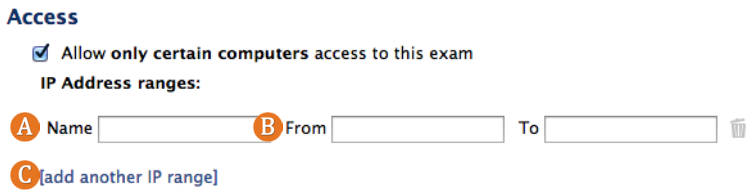


A. **Set a time limit for taking this exam** will limit the exam to an allotted duration. The student will see a countdown timer and when time runs out, the exam will be submitted, even if incomplete.

B. **Allow students to take this exam more than once** allows you to designate the number of times students may take the exam. You may also choose whether or not to **deduct points** or **percent from the total test score** for each attempt, and which score will be reported in **Grades**.

C. **Allow students to save, exit the exam, and submit it later** will allow the exam to be taken in multiple sittings. Selecting this option will negate any time limits set for the exam.

4 **Allow only certain computers to access this exam** restricts exam access to individual computers on campus. This option is helpful when hesitant to give an online exam for reasons of honesty as there are supervisors in each computer lab.

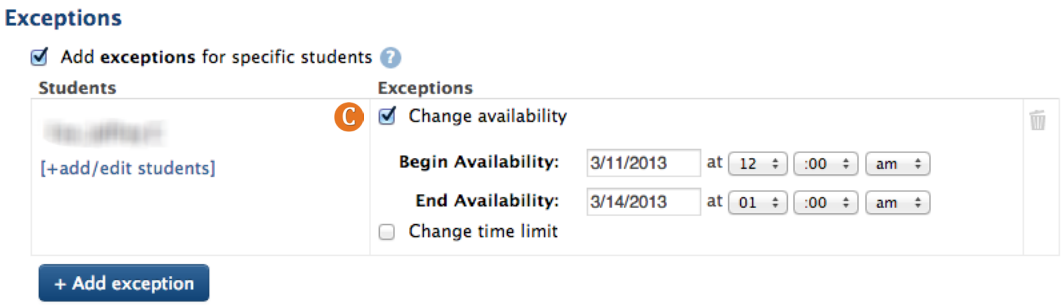


Tips and Tricks

To retrieve IP Addresses for computers or labs, contact your department CSR (Computer Service Rep.).

- A Enter the room name/number where the exam can be accessed. For example, *Humanities Computer Lab JFSB*.
- B Enter the IP Address Range of computers in the lab (e.g., from 10.25.107.2 to 10.25.107.254).
- C For multiple ranges, choose **add another IP range**.

5 **Add exceptions for specific students** provides options for changing the dates of availability and the time limit of exams for selected students. This option is helpful for students with special circumstances.

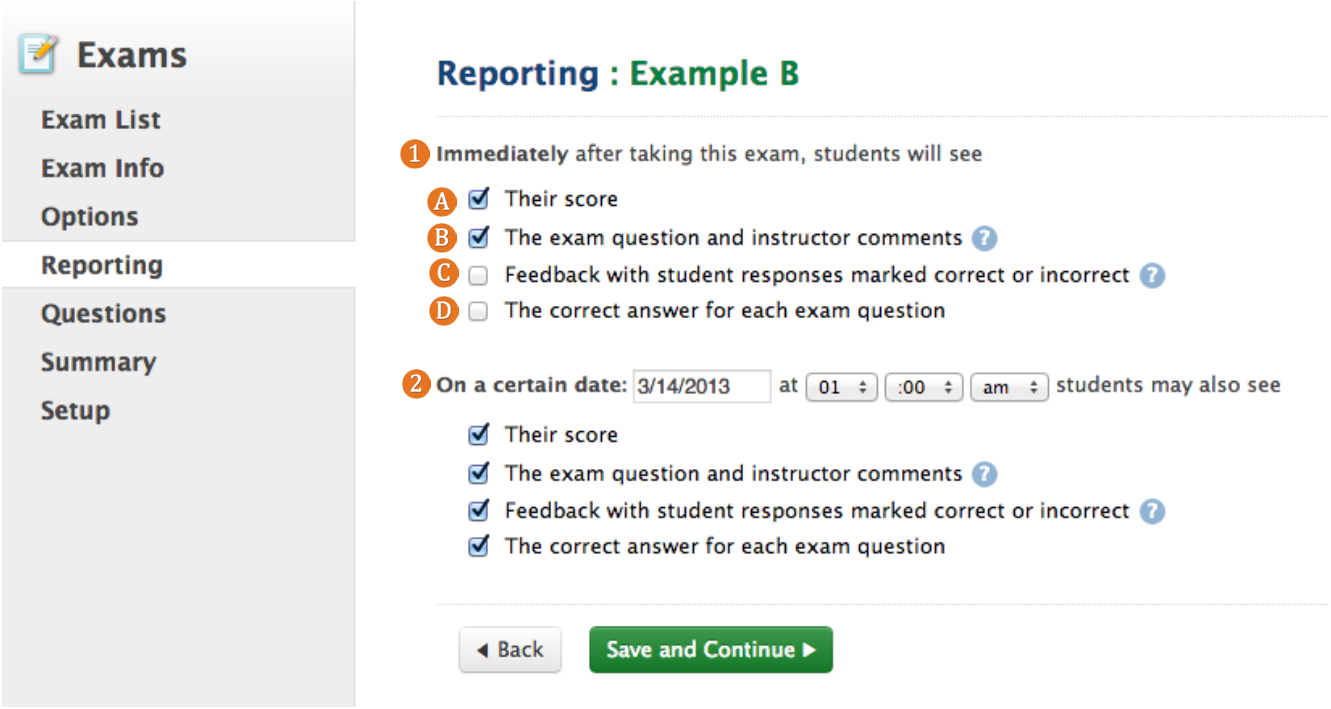


- A To add an exception, click **Add exception**.
- B Select **add/edit students**. A box will appear with all the students in the course listed. Select the checkbox next to the appropriate student(s) then click **Save**.
- C Select **Change availability** and/or **Change time limit** then make the appropriate changes.
- D Click **Save and Continue** once you are done adding exceptions.

Note: For students who need to retake the exam after the allotted availability, **Reset** the exam on the **Results** page (see page #82) then add the exception.

Reporting

Purpose: Select what information students will see after completing the exam and when that will be.



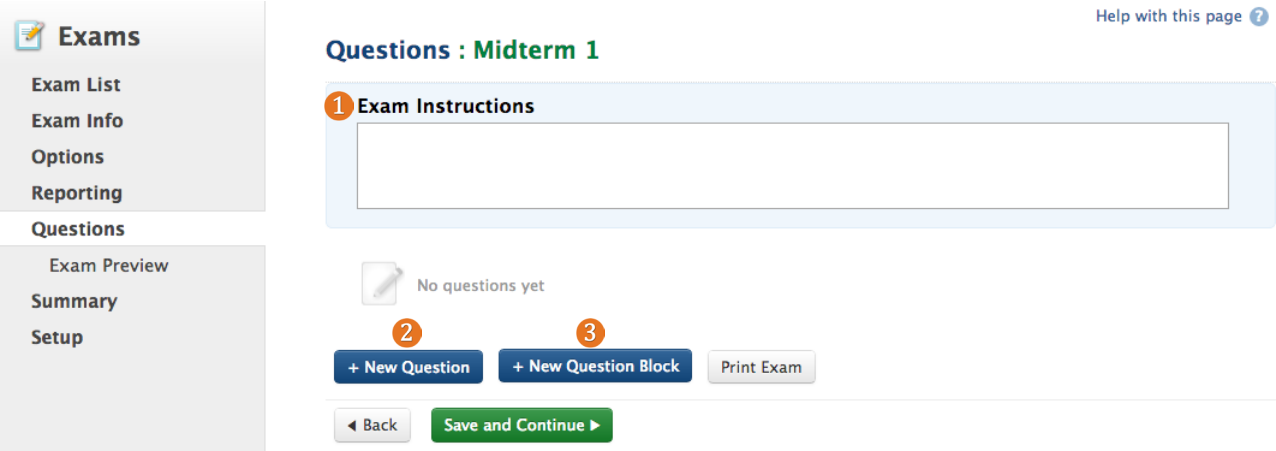
1 **Immediately after taking this exam, students will see**:

- A **Their score** or the computer-graded score. If a test has questions graded by instructor, the score will reflect those questions as zero. For example, if a test is worth 100 points, 50 multiple choice and 50 essays or free response, and a student receives full credit on all multiple choice, their score would show as 50/100 because the open response or essays question have yet to be graded.
- B **The exam question and instructor comments**: Instructor comments are added to the students' exams from the Scoring tab after the student has taken the exam. See page #84 for more details
- C **Feedback with student responses marked correct or incorrect** shows the students whether or not they got the question right and any feedback, but will not reveal the correct answer. Feedback can be added to each response when creating question in the Questions tab, before the exam is published. See page #83 for more details.
- D **The correct answer for each exam question** allows the student to see the correct answers. Selecting this option will also allow the student to see their score, exam questions, instructor comments and feedback .

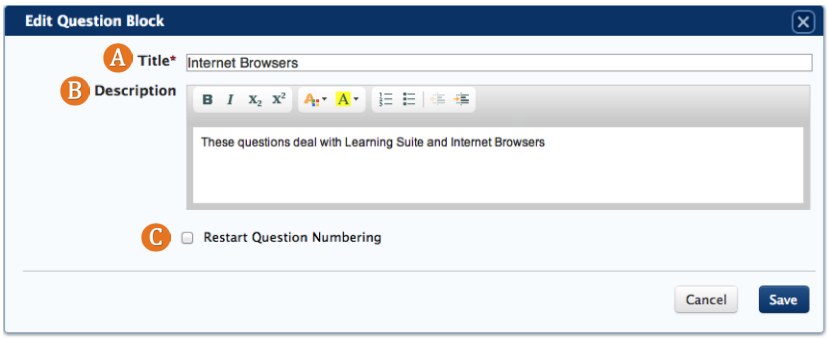
2 The reporting options will be revealed **On a certain date**. Using the **On a certain date** option can be a helpful security and anti-cheating mechanism.

Questions

Purpose: Create exam questions as well as determine question order and grouping.

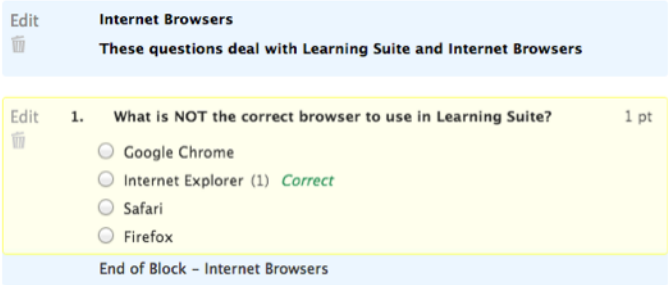


1. Type the specific **Exam Instructions** to students pertaining to the test as a whole, such as materials to be used during the test or general test instructions (optional).
2. Click **New Question** to add a question. For information on the multiple question types and how to create each, see **Question Types** on pages #77-79.
3. **New Question Block** is used to divide the test into sections that share a common diagram, story problem or the information comes from the same chapter.



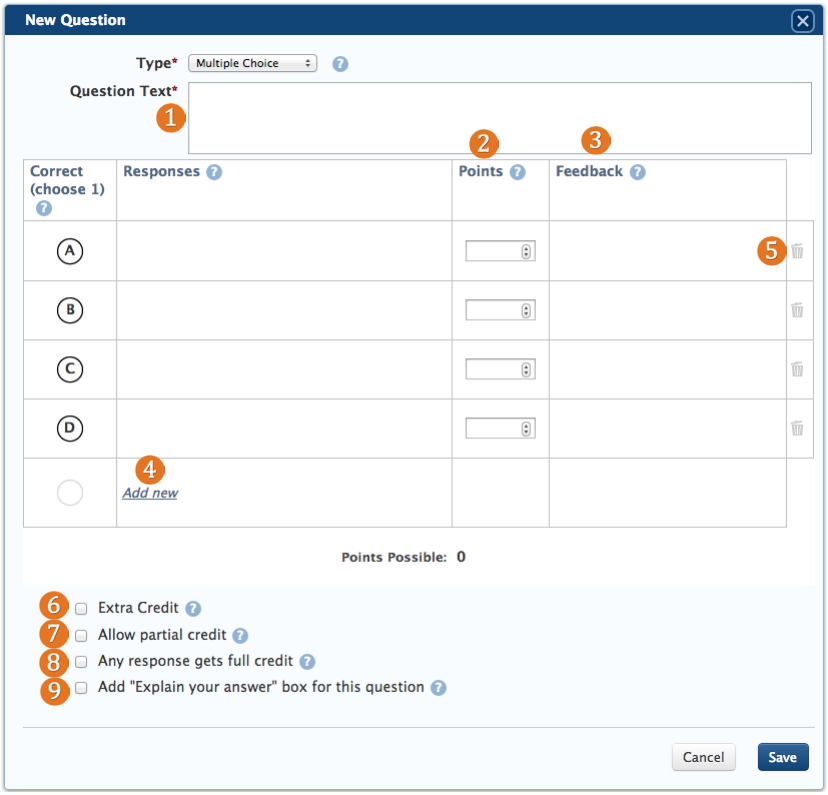
A. Enter a **Title**.
B. Create a **Description.** This is where the shared component may be posted, such as a story problem.
C. Determine whether or not to **Restart Question Numbering** for the block.
D. Click **Save**. The question block will display as below:

4. Questions and question blocks can be reorganized by selecting the component, then dragging and dropping the component into the appropriate spot. Questions can be added into blocks this way as well.



Question Types

Purpose: Add variety in assessments and test multiple student capabilities.



The default question type is **Multiple Choice**. Click on the dropdown arrow to switch to **Fill in the Blank**, **Matching**, **Multiple Response**, **Open Response** and **True/False**. After the question type is changed, the default will change to become the most recently used type.

General question options:

1. Enter the exam question in the **Question Text** box. Images, videos, files, etc., may also be added here. For an explanation of the toolbar, refer to page #49.
2. Give each answer a numeric point value in the **Points** column by either typing in the number or using the up and down arrows. Points can be entered up to the hundredth decimal place and past that the computer will round, for example, .038 will become .04. Incorrect answers can be left blank; it is not necessary to type a zero.
3. Enter **Feedback** for students to view after they take the exam. This text box allows for a typed response, links to external websites, HTML, embedded objects (e.g. YouTube videos) and inserted files.
4. Add new creates a new row. Use this to increase the number of possible answers. Most question types allow for 25 (A-Y).
5. The trash can deletes the whole row. Use this to reduce the number of response options.
6. A question can be marked as **Extra Credit**. Extra credit questions will not affect the total points the exam is worth.
7. Clicking **Allow partial credit** will allow you to add partial points to incorrect answers. This option is good for participation questions or questions that have one best answer with other not as good, but acceptable answers. Be sure to type the appropriate amount of credit for each answer in the **Points** column.
8. **Any response gets full credit** is good option for survey–like questions that don't have a correct or incorrect answer. Students are not alerted when questions have this option selected, but it is still important to review the responses in Scoring to ensure students still gave valid responses.
9. **Add "Explain your answer" box for this question** provides students with a text box in which to justify their answer.

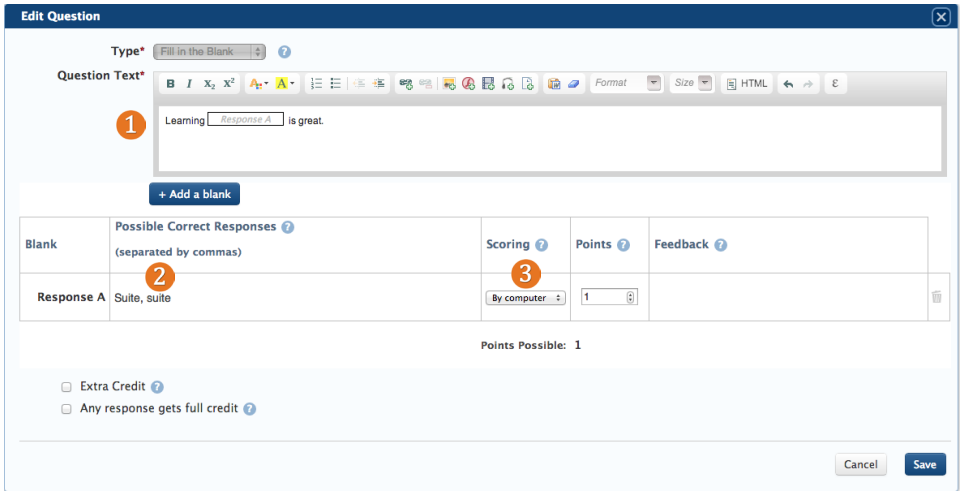
Fill in the Blank: Students complete a sentence

1. Type the question into the **Question Text** box and click **Add a blank** to add the blank which will be filled in by the students. Adding a blank automatically creates a response box where you may type in the correct answer(s).

2. Type in the correct response(s). These may include variations in spelling or capitalization, numerical or typed numbers, multiple answers, etc. There is no limit to correct responses for any given blank as long as commas separate each possible answer. Add the points possible for each response.

3. Fill in the Blank questions can be scored automatically by the computer or manually corrected by instructor. Use the scoring drop-down next to each answer to select the desired scoring method.

Explanations of the other options are found in General Question Options on page #82.



Matching: Students must match response to an answer

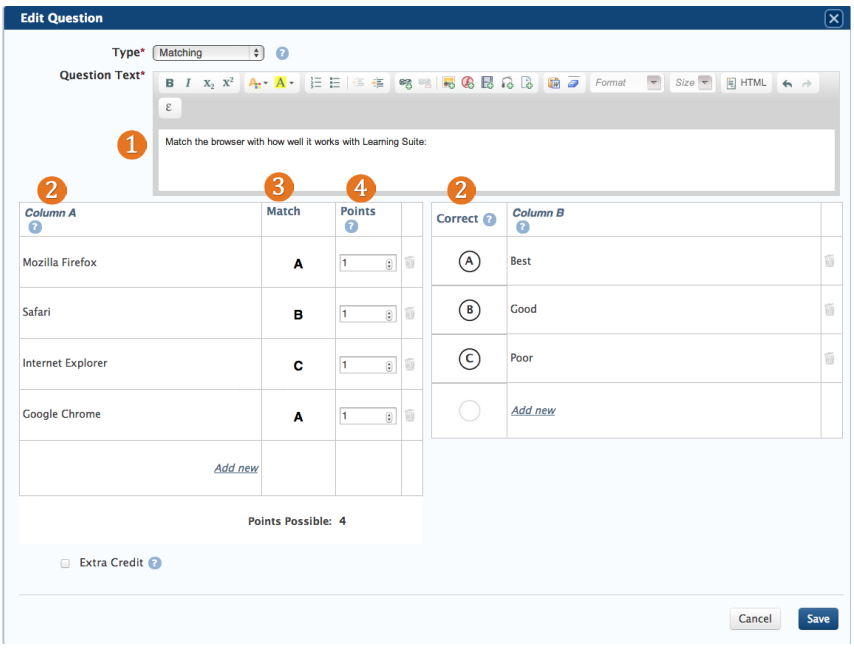
1. Type the question in the **Question Text** box then use the two answer columns to provide the matching options. Answer options go in **Column A**. Matches go in **Column B**.

2. To rename columns, click on the column name and type in the new title.

3. To mark correct matches, click on a response in **Column A**, then click on the letter for the corresponding match in **Column B**. The letter will then appear in the **Match** column. Please note that there can be more or fewer responses in **Column B** than options in **Column A**. Not all **Column B** items need to be used.

4. Assign points to each match.

Explanations of the other options are found in General Question Options on page #82.



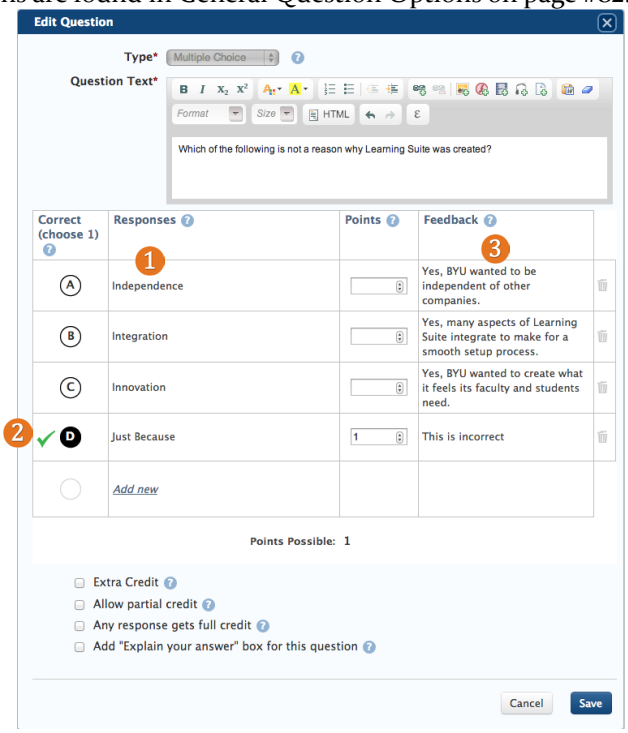
Multiple Choice: Students select the correct answer

1. Type in the question and answers. Pictures, audio and video can be inserted into the question text and feedback.

2. Select one of the answers to be correct by selecting the corresponding letter in the left-side column and assign it a point value under **Points**.

3. Insert any desired feedback, such as *Good Job* for correct answers and a page reference for incorrect answers.

Explanations of the other options are found in General Question Options on page #82.

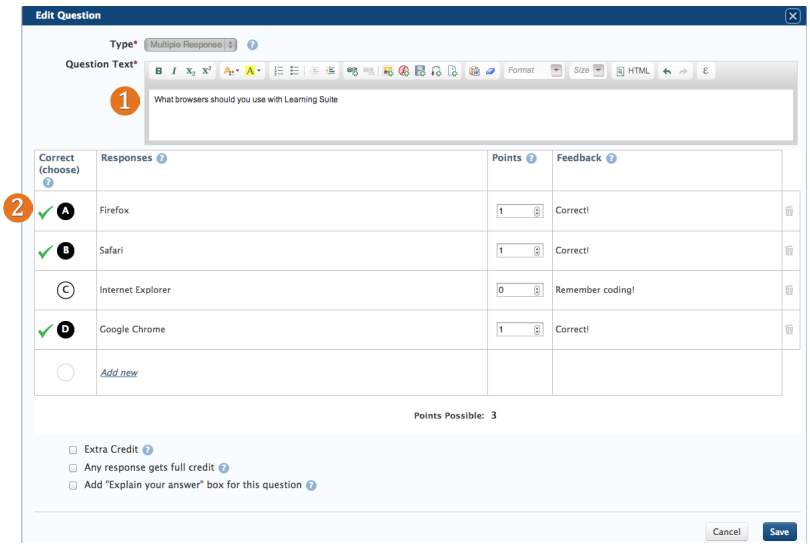


Multiple Response: Students select all the answers that are correct

1. Type the question in the **Question Text** box and answers under **Responses**.

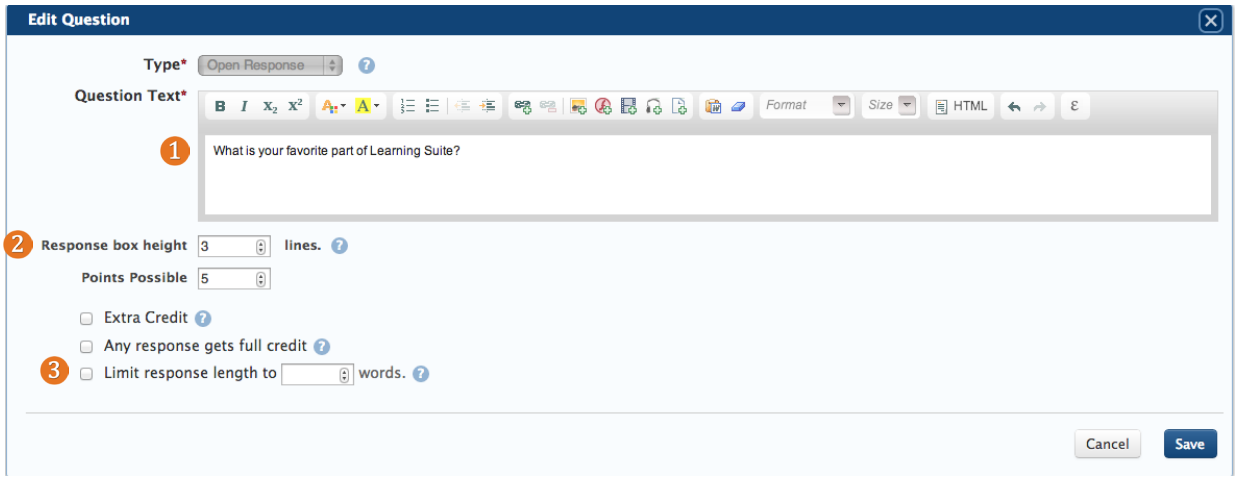
2. Select as many correct answers as desired and award point values for each. Students will be informed of how many correct answers there are when they see the question.

Explanations of the other options are found in General Question Options on page #82.



Open Response: Students must write a response, such as a short answer or essay

1. Enter the question or prompt into the **Question Text box**.
2. Decide how large the response box will appear for students by using **Response box height**. This will create an expectation for response length, but students taking the exam online may exceed the response box height. On a printed version of the test, this is the number of lines that will follow the question. The maximum number of lines available is 255.
3. To restrict the length of a student's response, use **Limit response length to __ words**.

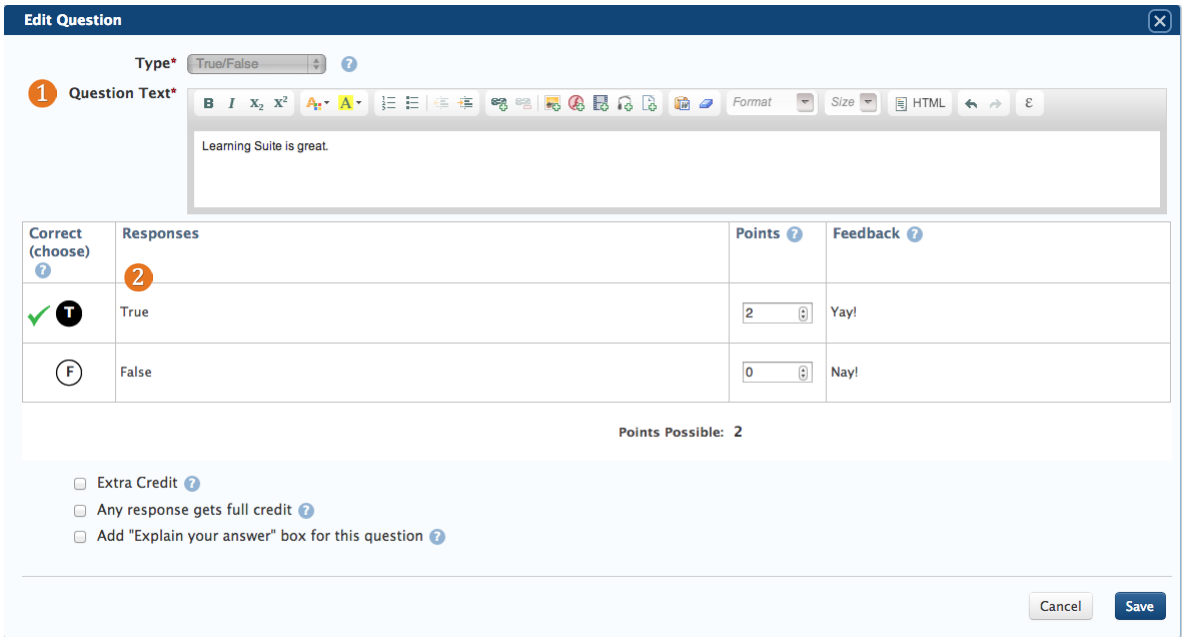


Explanations of the other options are found in General Question Options on page #82.

True/False: Students must determine whether a statement is true or false

1. Type the question into the **Question Text** box.
2. True/False questions come with provided responses. Click into the **Responses** box to edit the text, such as changing it to Yes/No.

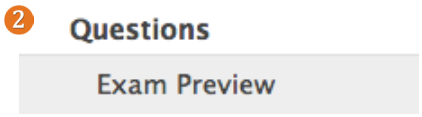
Explanations of the other options are found in General Question Options on page #82.



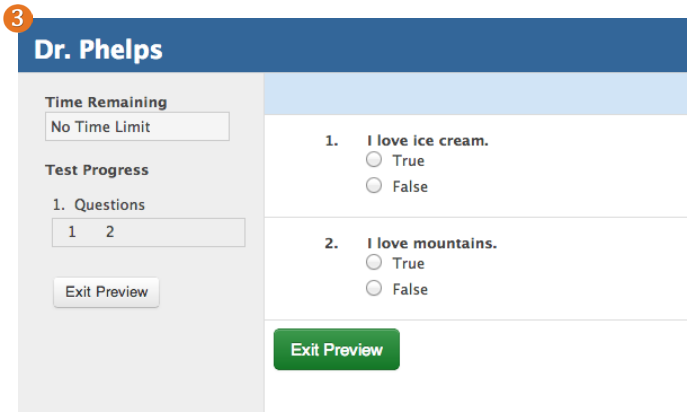
Exam Preview

Purpose: Take a glimpse into how students will view the exam.

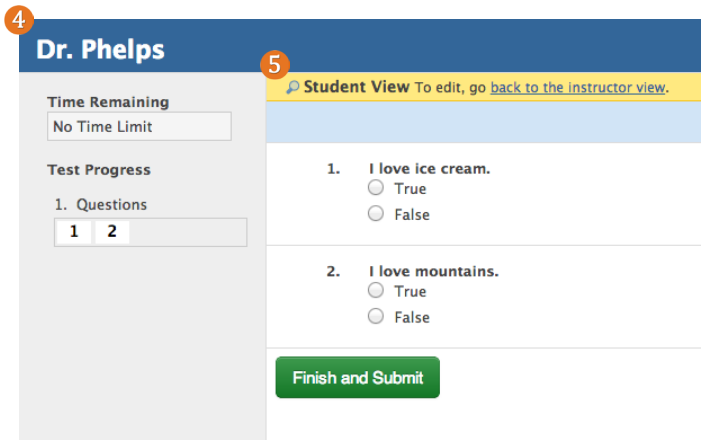
1. To preview an exam, enter an exam with questions already created.
2. Click on the **Questions** tab and an extra tab, **Exam Preview**, should appear.



3. Click on **Exam Preview** to see the questions displayed as the students will see them.



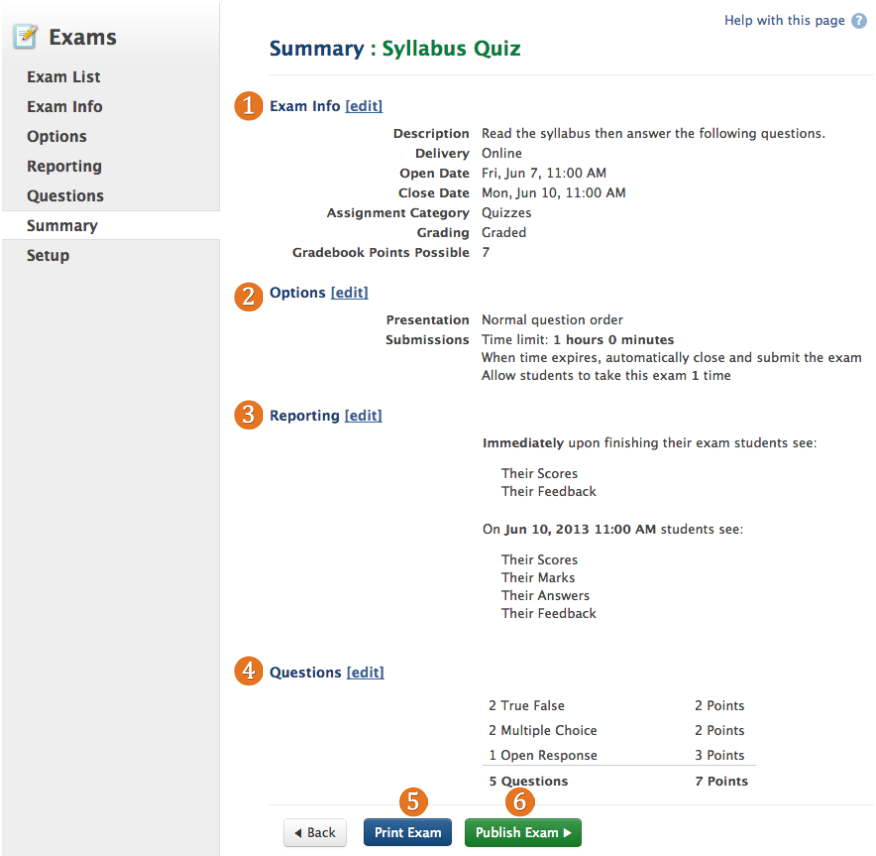
4. **Go to Student View** at the top right of Learning Suite is another option for previewing an exam, but the exam must be published for this feature to work. Student View shows more exactly what students will see, complete with entering and exiting the exam.



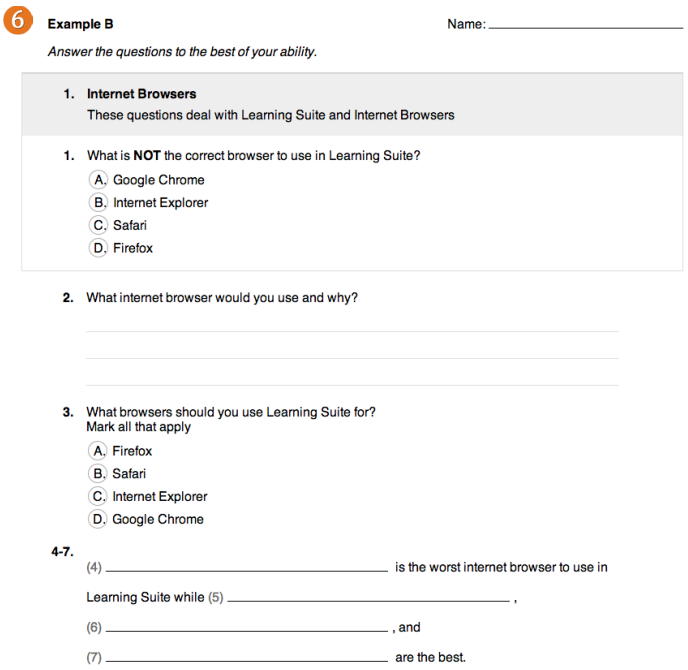
5. To exit student view, click on the yellow bar or **Back to Instructor View**.

Summary

Purpose: Provides a review of the exam settings and options and allows you to publish or print a completed exam.

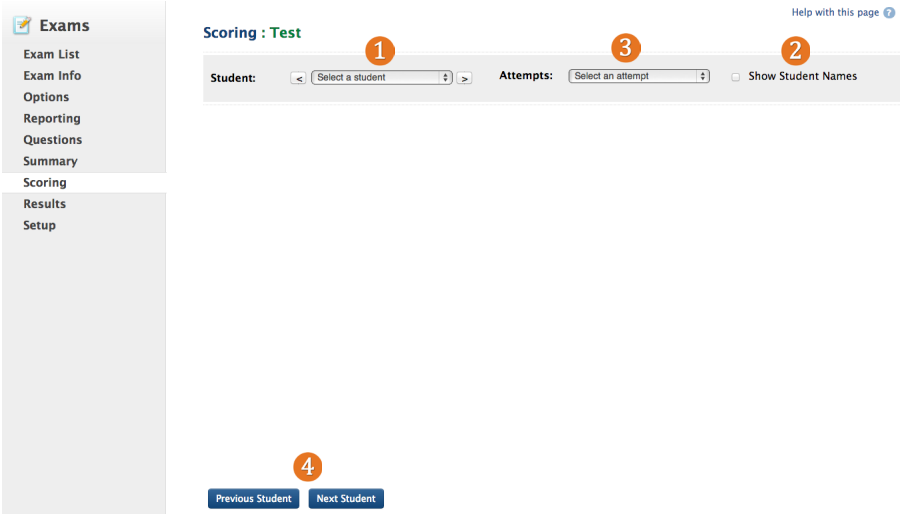


1. **Exam Info** includes the written **Description**; mode of **Delivery**; **Open** and **Close Dates**; the **Assignment Category**; whether or not the assessment is graded and the **Gradebook Points Possible** displays the point value assigned.
2. **Options** reviews selections made previously in the **Options** tab for how the assessment will be presented and submitted.
3. **Reporting** summarizes selections made previously in the **Reporting** tab by displaying when the students will be able to see their scores, feedback, etc.
4. This section gives an overview of the questions created and how may points are assigned to each question type.
5. Click the **edit** button next to a heading or click on the corresponding tab on the left to make changes in specific areas of the exam. The page you are currently in will display as white while the other tabs will be grey.
6. Click **Print Exam** to convert the exam to a paper version that can be printed using the browser and distributed to students, or given to the Testing Center. The answers will not display on this version. Grey boxes represent Question Blocks as shown to the right.
7. **Publish Exam** will make the exam automatically available to students during the scheduled time. Once published, an exam cannot be unpublished.

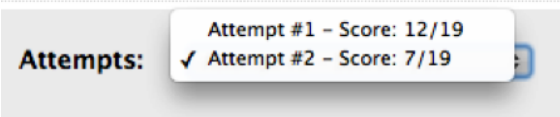


Scoring

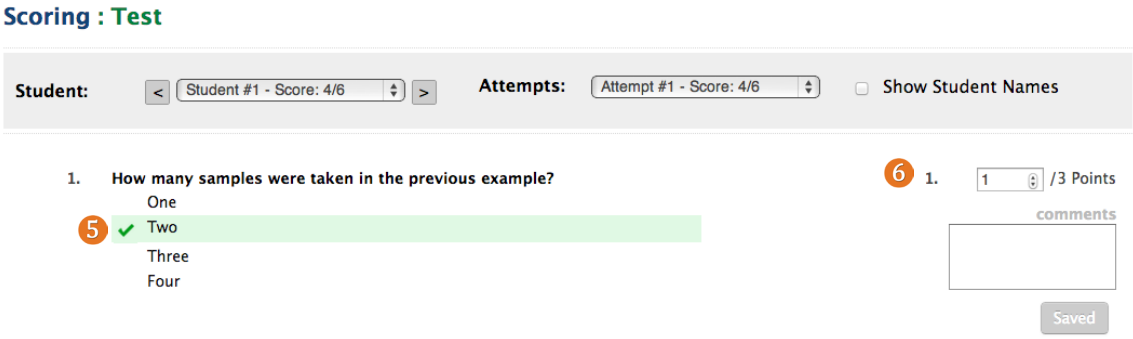
Purpose: Allows you to score hand-graded portions of the exam and review student exam answers.



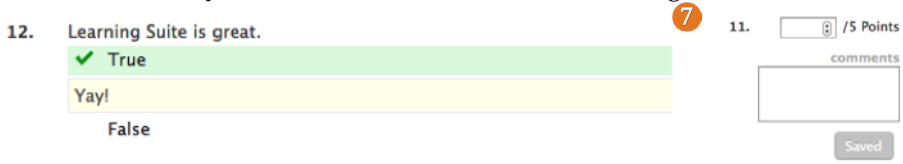
1. The **Student** drop-down menu reveals a list of students who have taken the test. Use the drop-down menu to select students for grading.
2. By default, students will show under the generic name of "Student," allowing for unbiased scoring. They will be numbered based on time of completion. To see student names, check **Show Student Names**.
3. If students have taken the exam multiple times, their attempts will show on the **Attempts** drop-down menu with the score received. Click on an attempt to grade it.



4. Navigate through student responses using the **Previous Student** and **Next Student** buttons.
5. The following is an example of a student response ready for commments. Correct responses are highlighted in green while incorrect are in red.



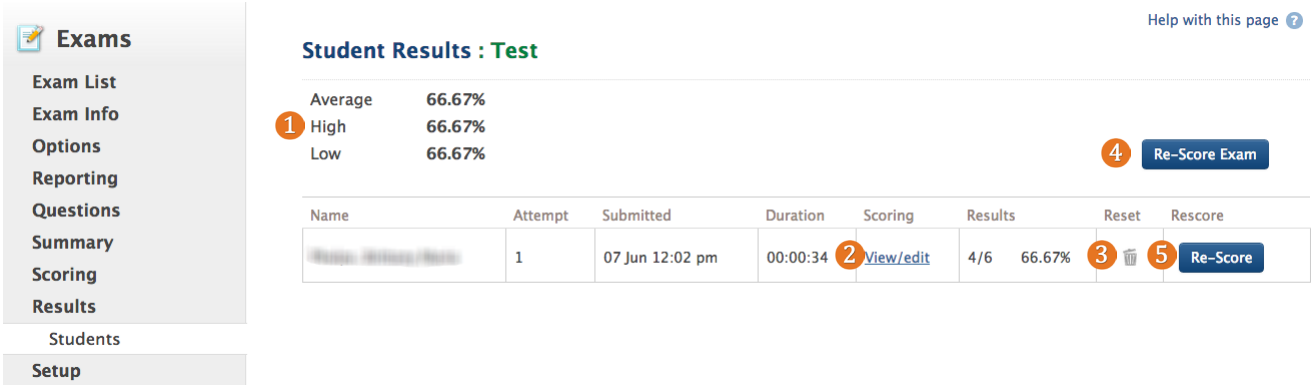
6. Computer generated points will display here. Professors can manipulate this score by adding or subtracting points from a response.
7. In addition to general feedback as shown in the first picture below, specific **Instructor Comments** can be added. Prewritten feedback is in yellow and added comments are to the right, underneath the points.



8. For open response questions, the student response is listed below the question. Award points and add comments as seen above. Instructor graded fill in the blank questions will act in the same manner.
9. Please note that any time changes are made, the **Save** button must be clicked.

Student Results

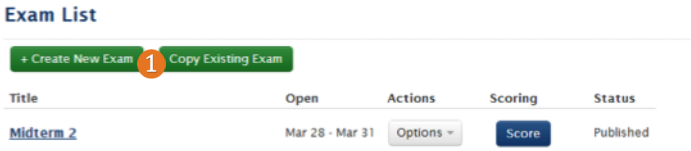
Purpose: Displays a summary of student performance on the exam.



1. Class statistics and specific student results will display regarding the overall exam.
2. **Score now** or **View/Edit**, depending on the settings, links you back to the **Scoring** page (see page #75).
3. Click on the trash can to delete a student's attempt. This is helpful if a student needs to retake the exam. If the exam is closed, the student will also need to be given an exception (page #82) before they can retake the exam.
4. Click **Re-Score exam** if any changes to the exam have been made, such as adjusting points and altering or deleting questions. Re-scoring the exam will prompt the computer to recalculate all student grades and push the new scores to Gradebook. This is also a useful option for cases when the grades are not appearing in Gradebook in a timely manner.
5. Use the individual **Re-Score** button to rescore a single exam.

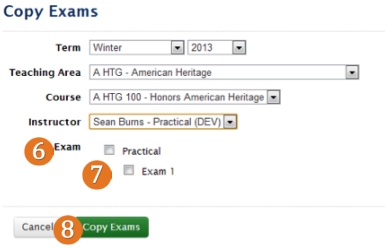
Copying Exams

Purpose: Allows exams to be copied and used over multiple courses, semesters, and instructors.



1. To copy exams from a past course or another instructor, select **Copy Existing Exam** on the **Exam List** page of the course you wish to copy the exam into.

2. Select which **Term** and year the exam is to be copied from.
3. Select the **Teaching Area** of the course.
4. Select the **Course** in which the exam is currently listed.
5. Select which **Instructor** taught the course from which the exam will be copied.
6. When all of the drop-down menus are filled, a list of the exams available will appear.



7. Select the box next to the exam(s) you wish to copy.
8. Click **Copy Exams**.
9. To access the exams that were copied select **Exam List** and click on an exam title to enter. Check the exam to ensure all dates are correct. Reporting options will not copy.

Tips and Tricks

If you are trying to copy exams from another professor and the professor's name does not appear on the instructor list, then this professor has not allowed exam copy.

To fix this problem, contact the professor and ask him/her to go to the **Setup** page under **Exams** and click the box that says **Allow other instructors to copy my exams**. The exam will then be accessible.

Grades

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Pedagogical Tips for Grades

Scores:

- From a student survey, one of the requests by students is that faculty use the gradeboook and keep it as up-to-date as possible so they know where they stand in the course. This reduces student anxiety, allowing them to increase their learning.
- Create your assignments early in the semester so students know what is expected of them. They will also be able to use the what-if calculator to predict their final grade in the class. You may need to demonstrate where the What-if Calculator is for the students when you demonstrate the navigation of your course.

Display Options:

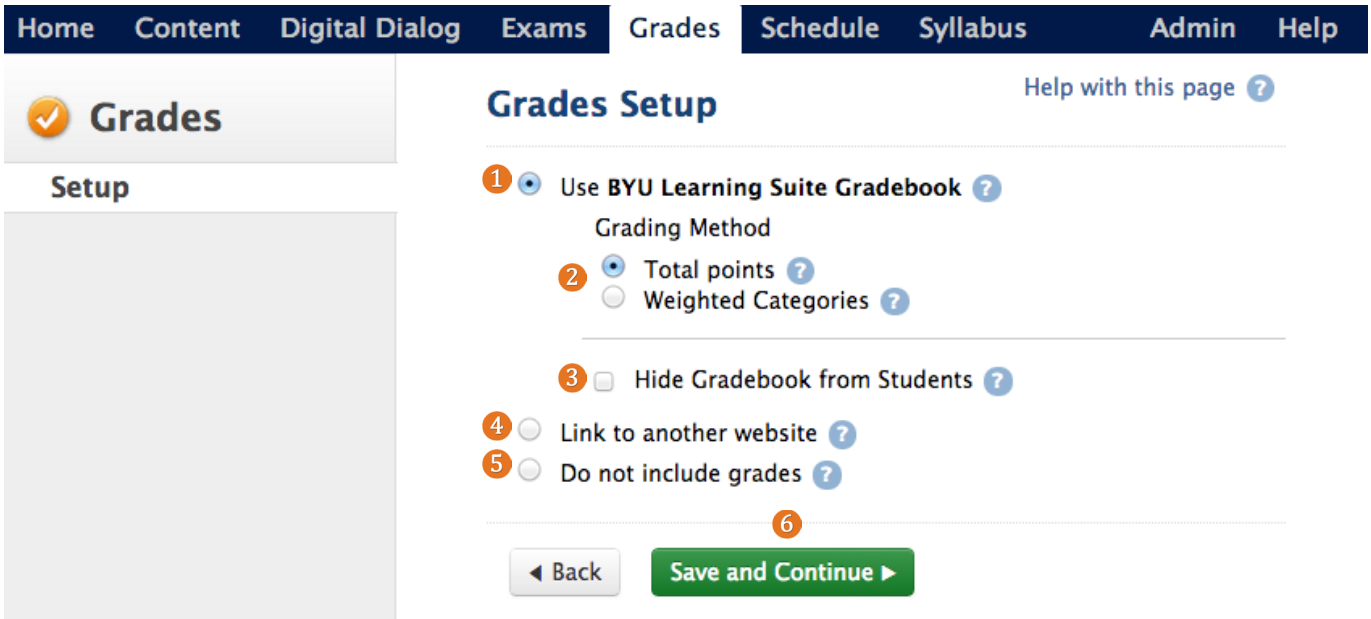
- When you turn on the Visible Rows, checking the Missing and Low Scores options will allow you to easily contact each of your students who missed an assignment or scored below a percentage you set. This encourages open communication between faculty and students and demonstrates that you really care about your students.

Grademark:

- Even if you aren't especially concerned with checking for plagiarism, Turnitin's Grademark can be a powerful tool for adding feedback quickly and easily for your students. It has an easy interface to use and it is easy to create reusable comments that can be used from student to student. It is a tool that can save you significant time.

Grades Setup

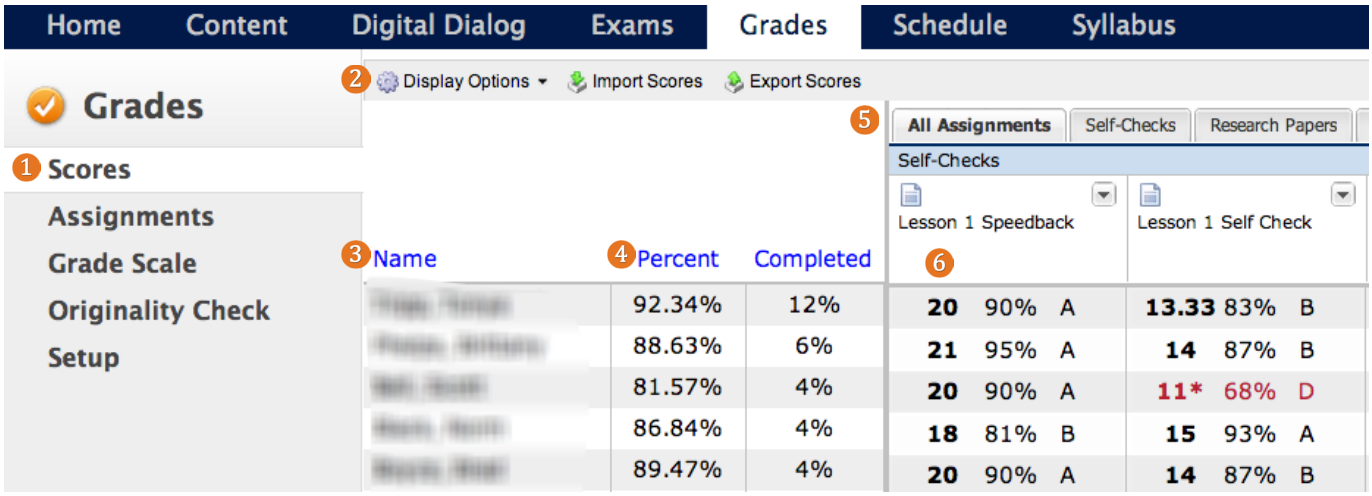
Purpose: Decide whether or not to use the Grades tab to create assignments and record student grades.



1. *Use BYU Learning Suite Gradebook:* This option allows you to use the full grading options offered by Learning Suite.
2. *Grading Method:* Select the grading method you will use. **Total points** will calculate grades by totaling each student's points and dividing them by the points possible. **Weighted Categories** allows you to assign specific weights to groups of course assignments.
3. *Hide Gradebook from Students:* This option prevents students from seeing their scores in the course.
4. *Link to another website:* If you use an external grading website, you can link to it here, allowing students easy access.
5. *Do not include grades:* If grades are unnecessary in this course, or another grading method will be used, select this option to hide the **Grades** tab from students.
6. *Save and Continue:* After selecting the desired grading method, click here to continue.

Scores/Gradebook Overview

Purpose: Allows you to enter and track student scores throughout the semester, allowing for easy final grades submission.



1. *Scores:* Allows you to enter students' current grades in the course.
2. *Display Options:* Customize which student and grade information is displayed in the rows and columns.
3. *Students:* Students officially enrolled in the course will appear here two weeks before the start of the semester.
4. *Current Grade:* These columns display student scores and track performance.
5. *Categories:* Each column created on the **Assignments** tab will appear here, allowing for easy filtering of assignments.
6. *Scores Box:* Student scores are entered here.

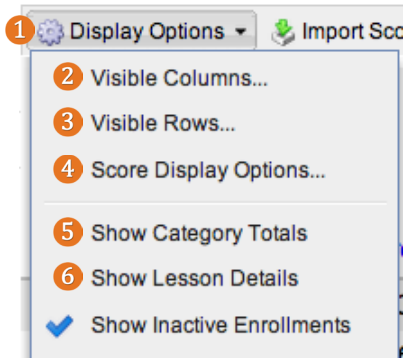
Tips and Tricks

To use the Scores tab in Safari, you will need to enable cookies on the preferences menu or use another browser (Firefox or Chrome). See page #156.

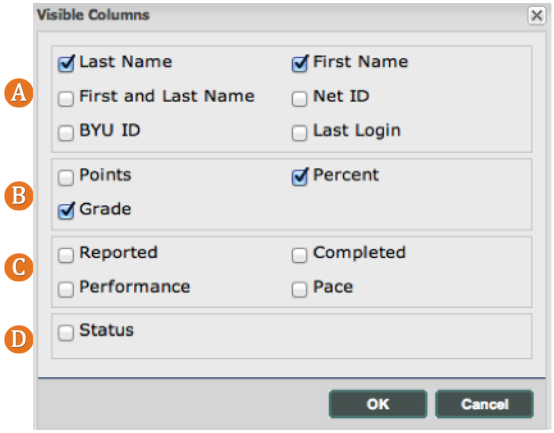
Creating all assignments at the start of the semester will grant students an accurate view of their grades as the semester progresses.

Display Options

Purpose: Allows for the customization of how student information appears in the gradebook.

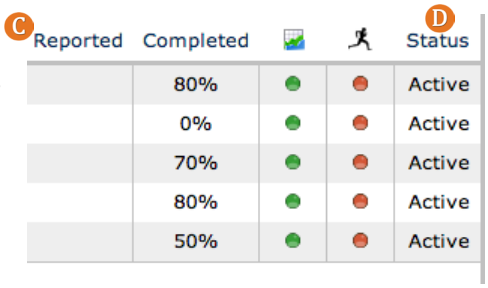


1 To change how information is displayed, select **Display Options** and select the desired option.

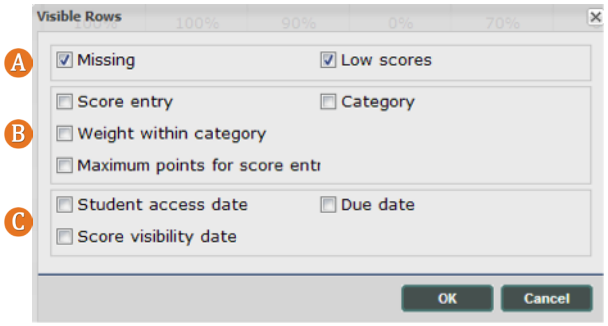


2 **Visible Columns** allows you to change what student and assignment information will display. Gradebook information can then be sorted based on the specific columns (i.e., grade or last name) when the column title is selected on the **Scores** page.

- A The first set of options allows you to select what student information will display in the left side columns on the **Scores** page.
- B The second set of options determines what grade information will display. **Points** will display as current points out of available points. **Percent** will display the student's current percentage in the course. **Grade** will display the student's current letter grade in the course based on the grading scale. If you are using a Distribution grading scale, a current grade will not display. For more details on the grading scale, see page #138.
- C The third set of options displays specfics as to each student's performance in the course. Selecting **Reported** will show the each student's final grade reported in AIM and will be empty until final grades are submitted. Selecting **Completed** will show the percentage of the course each student has received scores for and can help you see who hasn't turned everything on or whose work has not yet been graded. **Performance** will show if each student is on track to pass the course. A green icon means the student is performing at least 10% above the minimum passing grade for the course, yellow means the student has failed one of the past 5 assignments or is within a 10% of failing the class and red means at least 2 of the past 5 assignments were failed or the student is currently failing the course. **Pace** will show if score entry is up to date based on the due dates for each assignment. A green icon means the student is on pace, yellow means 10% or more of the student's assignments are past due and red means 30% or more are past due.
- D Select **Status** to display each student's current enrollment status in the course as either Active or Inactive. This option is useful in determining if a student has withdrawn from the course.



3 **Visible Rows** allows you to enable additional rows on the **Scores** page to better track student performance on each assignment as well as viewing information on each assignment.



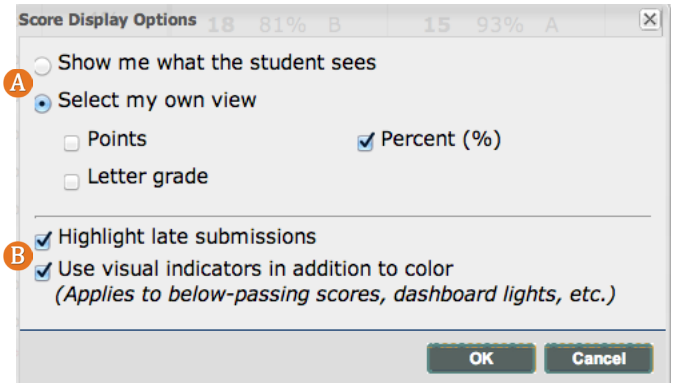
A The first set of options pertains to student performance on each assignment. Selecting these options will create a row at the bottom of each assignment column that includes the number of **Low Scores** and **Missing Scores** for that assignment. Clicking on the number of low or missing scores will bring up a box with the names of students included in that number. *Note:* To use **Low Scores**, you will need to set a passing percent on each assignment and select Flag scores below passing.

Missing	0	4
Low scores	2	0

B The second set of options displays assignment information. **Score entry** will display which type of score entry is set for each assignment (points or percent). **Weight within category** will show how the assignment will be scaled (if applicable). **Maximum points for score entry** will show the points possible on each assignment and **Category** will show which category the assignment is in.

C The third set of options displays the dates associated with each assignment such as when the assignment is available to students or is due, and when the scores are visible to the students.

4 Score Display Options allows you to customize how the instructor/TAs will view student scores.



A View scores either as how the student sees them, as selected when setting up each assignment category, or you may choose to view them using a different option, such as **Points**, **Percent**, or by **Letter Grade**.

B **Highlight Late Submissions** pertains to files that are uploaded past the due date on assignments where late submissions are enabled. You may also add **visual indicators** which will add a symbol to each icon already enabled which will make failing scores, etc. extra noticable.

5 **Show Category Totals** will create a column at the end of each category which has multiple assignments and will show the total points earned by each student in each category.

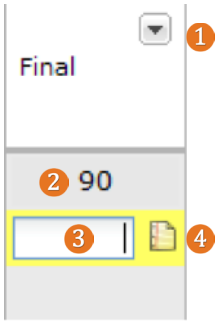
6 **Show Inactive Enrollments** will display any students who have dropped or withdrawn from the course. By default, student's disappear from the gradebook when they are no longer enrolled in the course. Turning on inactive enrollments will display all students who were registered for the course after the gradebook was created (two weeks before the start of classes). This is a useful option for when students have dropped the course, but need to see the progress made before it was dropped.

Tips and Tricks

If any of the dates or assignment details are incorrect on the Scores tab, the information can be edited in the Assignments tab.

Score Entry

Purpose: Within the score entry box, you can enter student scores, download online submissions and provide feedback.



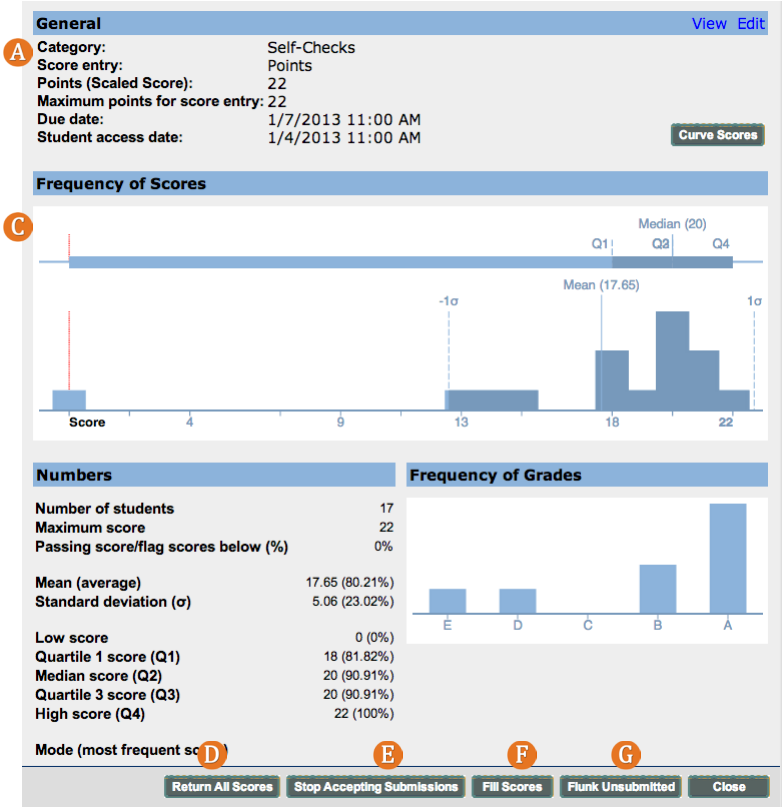
1. *Assignment Details:* This arrow will open a window with statistics, score details, and options for each assignment.
2. *Score Entry:* Simply type in this box to enter a student score then press enter to save the score.
3. *Score Details:* The paper icon will open a box with advanced options for each student. The paper will appear inside the score entry box for assignments with online submissions.
4. *Student Score:* Student scores are recorded here. Depending on your grading method, scores will either display as raw points or scaled weights.

Tips and Tricks

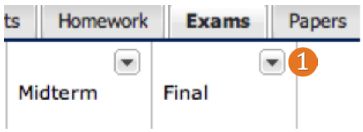
If you are using weighted categories, scores will be scaled to the weight set in the gradebook. Hover over a score to see the raw points entered for that assignment.

Assignment Details

Purpose: Provides statistics on student scores and options relating to class scores.

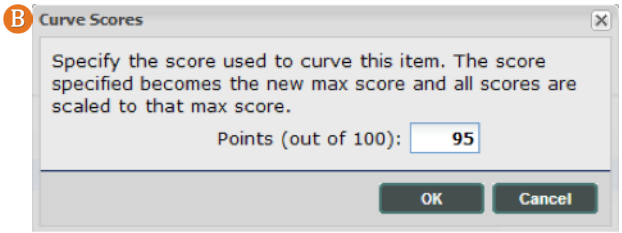


1 At the top right of each assignment column there is a small arrow. Click on this arrow to open up a window with advanced options for each assignment.



A The **General** box displays the basic assignment information. If information here needs to be edited, go to the **Assignments** tab.

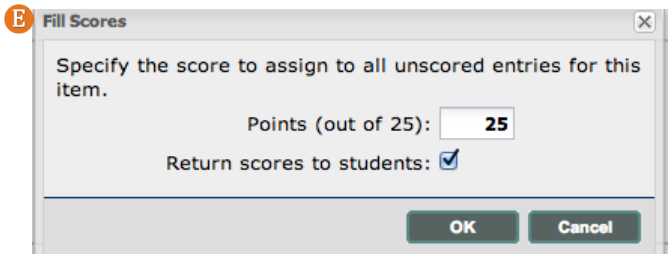
B **Curve Scores** allows you to scale student scores to a new points possible. This option does not create a true curve. For example, if you enter a 95 here pertaining to an assignment worth 100 points, students who received a 95 on the assignment will now have 100%. All other student scores will be scaled up respectively. This is a useful tool if you choose to discard a test question or for assignments on which students scored suprisingly low. Hover over student scores in the **Scores** tab to see the pre-curve score.



C This window displays advanced statistics on each assignment including the frequency of scores and grades, mean, mode, standard deviation and quartile statistics.

D When entering student scores, select **Continue Later** to temporarily hide the score from the student. **Return All Scores** makes all hidden scores on this assignment visible to the respective students and no one will see anyone else's score. If you are using online submissions and have enabled late submissions, you can use **Stop Accepting Submissions** to disable further late submissions. There is no undo for this action.

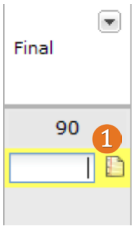
E The **Fill Scores** button allows you to give every student in the class who does not yet have a score for an assignment an identical score. This option is particularly useful for participation assignments. If a student already has a score for this assignment, this option will not override that score. **Return scores to students** will make this change visible to the affected students.



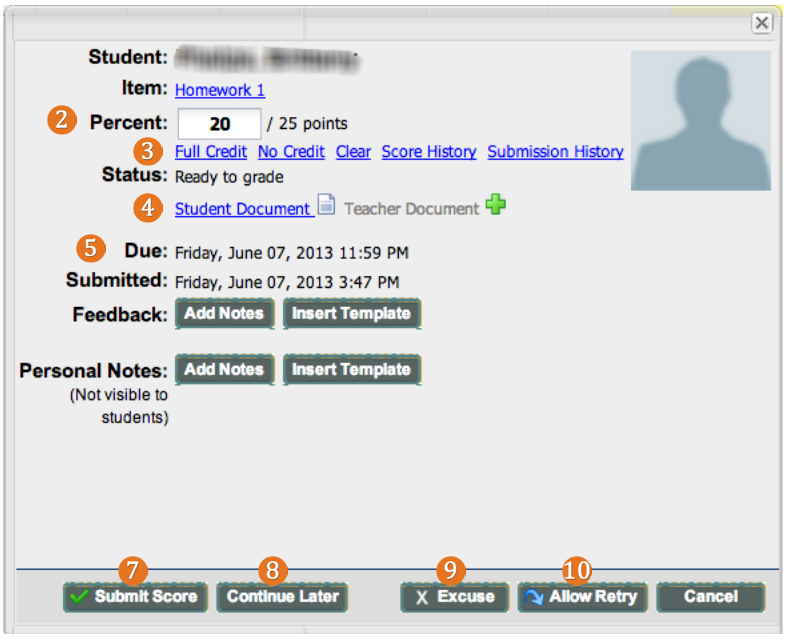
F The **Flunk Unsubmitted** button gives a zero to every student who does not already have a score or online submission for this assignment.

Score Details

Purpose: Provides advanced scoring options for a student's assignment, the ability to download online submissions and leave assignment feedback.



1. To access the score **Details** box, click on a score entry cell, then on the paper icon as shown to the right. For assignments with online submissions, this icon will appear inside the cell for each student who has submitted the assignment.



2. The student's score can be entered in the white box. This should be consistent with the score entry selected when creating the assignment, the default of which is points. The information after this box should inform you of your choice (above it says /100 points which means points were selected). If you are using weighted categories, the yellow box will show how the score will be scaled.

3. The blue links below the score entry box provide advanced scoring options.

   A. **Full Credit** and **No Credit** respectively assign either full credit or no credit.

   B. **Clear** will remove any score the student has been given, enabling it to be left blank or a new score entered.

   C. **Score History** will show a history of the scores entered for the assignment as well as the time when scores were entered and the name of who entered each score. This option is particularly helpful in classes with multiple graders.

   D. **Class Statistics** will display the advanced assignment statistics previously discussed.

   E. If you are using online submissions, **Submission History** will display the date and time of all online submissions.

4. If you are using online submissions, a link titled **Student Document** will appear after the student has successfully submitted an assignment. Click on this link to download the document for grading. If you are interested in online grading, please see the section on Turnitin. To return graded documents to your students, click the green plus sign to the right of **Teacher Document.** This is an effective way to provide comments and feedback on submissions.

5. **Due** and **Submitted** display when the assignment was due and when it was submitted by the student if online submissions are enabled. A date may be added here if desired for other types of assignment as shown below.

6. If **Late Submissions** are enabled and the assignment was submitted late, the time past the due date will be noted in red next to **Submitted**.

Tips and Tricks

If a student believes he has submitted the assignment, but it does not appear here, ask the student to resubmit the assignment. If the student continues to have trouble, have the student contact OIT at 801-422-4000.

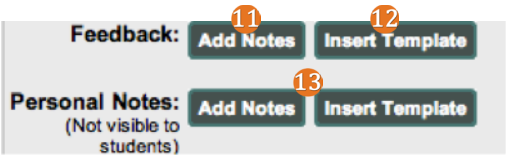
7 When you are finished grading an assignment, click **Submit Score** to save the score and feedback and to make the score visible to the student. *Note:* If you selected Hide scores from students until on the Assignments tab, the student will not see the score until the allotted time, even if Submit Scores is later selected.

8 If you are not done grading the assignment, but would like to save your work or you do not want the student to see the score yet, select **Continue Later**. If you select **Continue Later** the score will have a red flag next to it in the gradebook until you return and **Submit** the score or use **Return all scores** under the **Assignment Details** window. 30

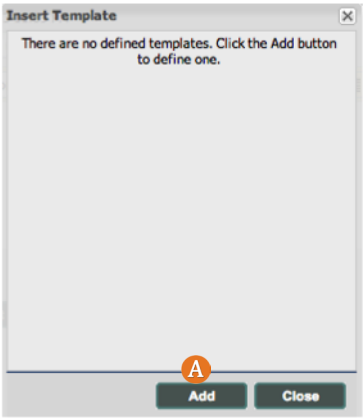
9 Select **Excuse** to remove this assignment from the final grade for this particular student. The assignment will not count for or against the student. An 'X' will appear in the score box.

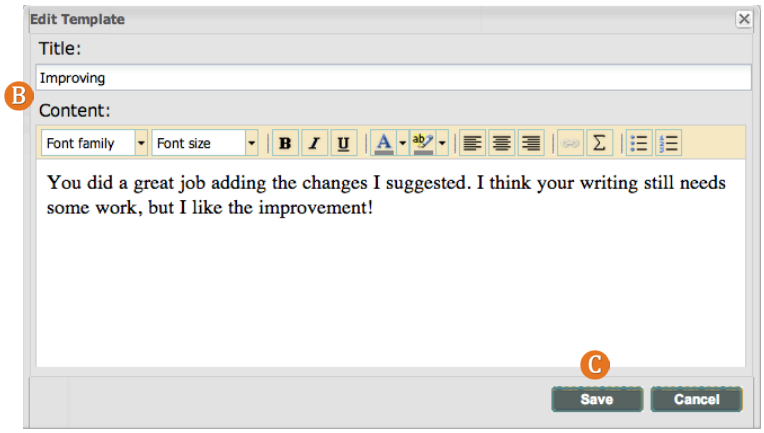
10 The **Allow Retry** button will only appear if the assignment uses online submissions. If you would like a student to resubmit the assignment click this button. The original submission will be deleted. This option does not work with Turnitin assignments. For further tips on resubmitting assignments, see the Troubleshooting section.

11 Select **Add Notes** to write the student a note. The toolbar across the top of the text box allows you to format the text, including adding formulas. For a description of the toolbar, see page #49.



12 If you will be providing similar notes or feedback to your students, you can create a template to speed up the grading process.





A Click **Insert Template**, then **Add**.

B Add a title for the template, then add the feedback under **Content**.

C Once you have created the template, click **Save**. The template will be added automatically to your template list.

D To use this feedback with later students or assignments, click **Insert Template** then select the appropriate template from the list.

E Once a template is inserted for a particular student, the text can be edited as needed.

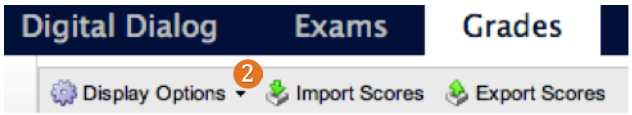
13 *Note:* Students will access feedback from the Assignments tab once they click on the assignment, then **View/Submit**.

Personal Notes are used in the same way as feedback, but are not visible to the student. Templates may also created for this feature.

Import Scores

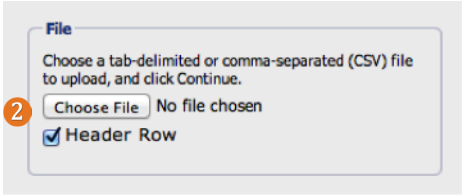
Purpose: Allows you to easily add scores from another location, such as a spreadsheet, iClicker or other external grading software.

1. To import scores to your gradebook, corresponding assignments must first be created in Learning Suite (see page #103).

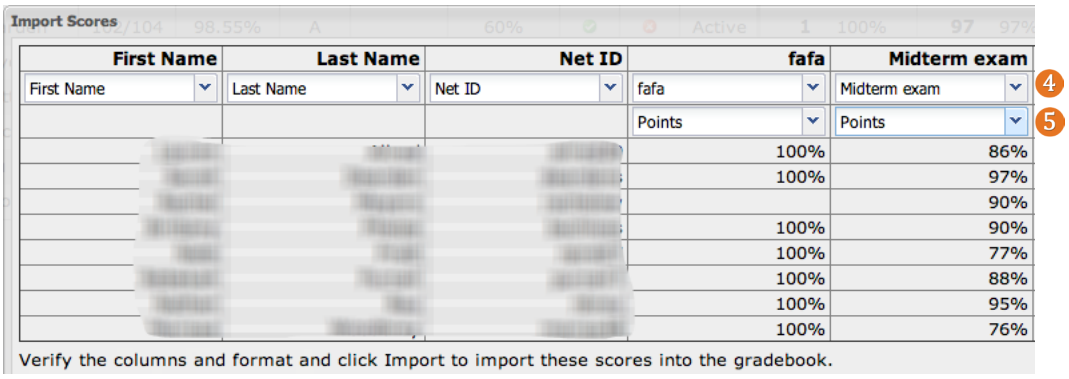


2. Once complete, click the **Import Scores** button at the top of the **Scores** screen.
3. In the new window that appears, select **Choose File** and then locate the file on your computer or flash drive. Only tab-delimited (.xls or .xlx) or comma-separated (.csv) files may be imported. If you are adding a file from a spreadsheet program, such as Excel, you can select one of these file formats when you click 'Save As.' To do this, select the file then use the dropdown arrow below the name to select the correct file type. This file should have scores matched to student Net IDs.

   After you have selected the correct file, be sure to click whether or not your file has a **Header Row**. Leave this option selected when importing Iclicker scores.

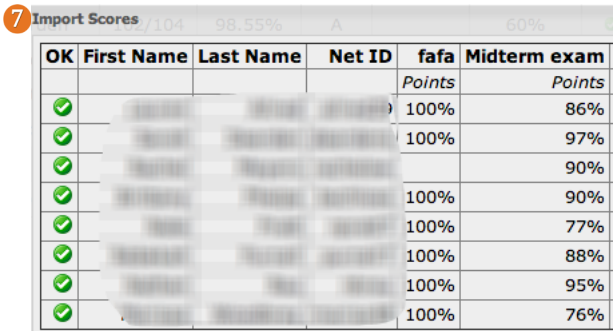


4. Use the drop-down menus at the top of each column to match the software's columns with the assignments in Learning Suite.



First Name	Last Name	Net ID	fafa	Midterm exam
First Name	Last Name	Net ID	fafa	Midterm exam
			Points	Points
			100%	86%
			100%	97%
				90%
			100%	90%
			100%	77%
			100%	88%
			100%	95%
			100%	76%

5. Check the type of score entry drop-down menu for each assignment. The incorrect score entry type will cause scores to import incorrectly.
6. Select **Import** after verifying the information.
7. A green checkmark will appear next to each student whose score imported successfully. Any errors in the import will be identified by a red X. After you have confirmed the import was successful, click **Close** at the bottom of the window.

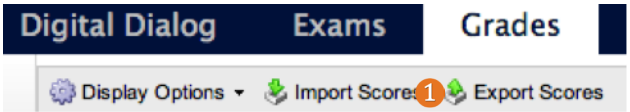


OK	First Name	Last Name	Net ID	fafa	Midterm exam
				Points	Points
✓				100%	86%
✓				100%	97%
✓					90%
✓				100%	90%
✓				100%	77%
✓				100%	88%
✓				100%	95%
✓				100%	76%

Export Scores

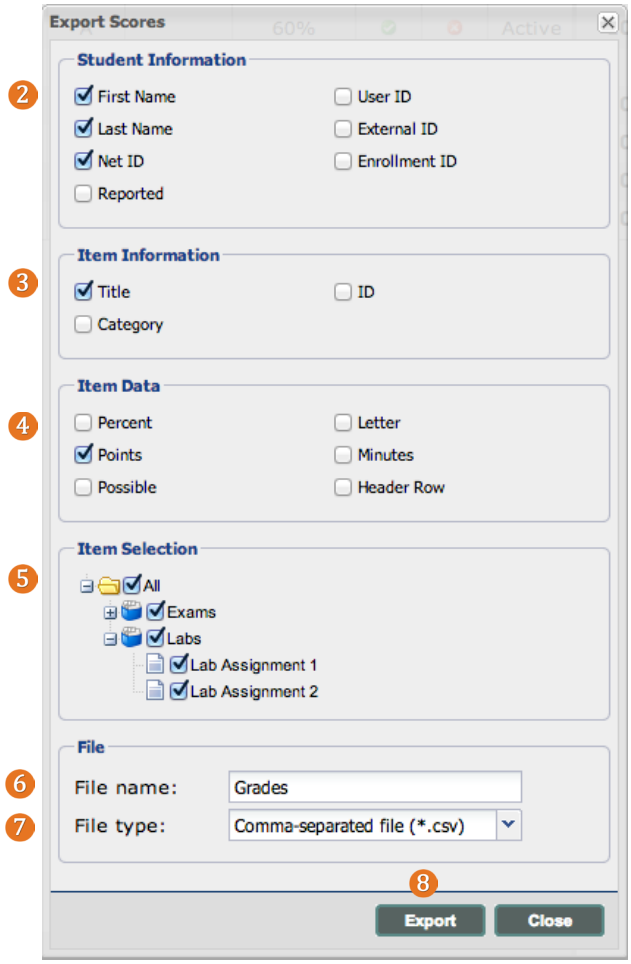
Purpose: Export scores or student information from Learning Suite to be used in another location, such for your own grade calculations or iClicker.

1



Click the **Export Scores** button at the top of the **Scores** screen

The below image illustrates the recommended settings:



Select First Name, Last Name, and Net ID to best organize students.

2 **Item Information** pertains to assignments. **Title** refers to assignment titles.

3 Under **Item Data**, select the score format in which you regularly enter assignment scores, generally **Points**.

4 Select which assignments to export. Click on the plus sign icons to display additional categories and assignments.

5 Name the file.

6 Select the file type, either .csv or .txt. Select .csv for use in Excel and iClicker. If you are unsure, select .csv.

7 Once the correct options have been selected, click **Export**.

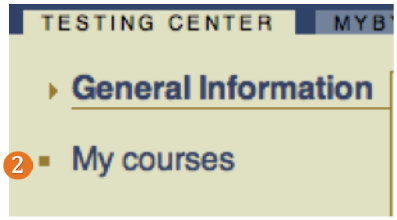
8 The file will then be saved to your computer and may then be opened and changed as needed from the its new location.

Note: See **Import Scores** for information on adding scores into Learning Suite after an export.

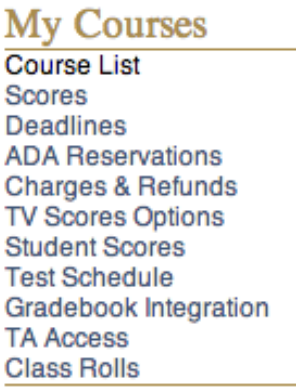
Testing Center Integration

Purpose: Set tests taken in the Testing Center to automatically send student scores to your Learning Suite gradebook, before or after a test has been taken by the students.

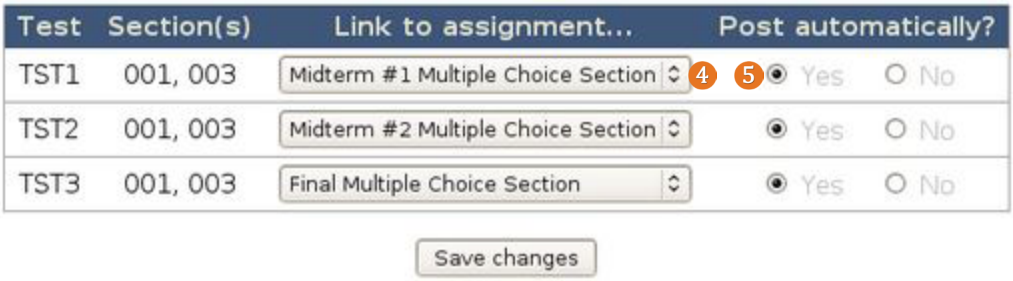
1. Make sure the test has been created as a graded assignment in Learning Suite. If it has not been, create it under Assignments.
2. To access Testing Center scores, go to testing.byu.edu and select **My courses**.



3. *Before a test opens*, you can set the scores to automatically import to your gradebook as soon as the test closes. To do this, select **Gradebook Integration** on the left side menu.



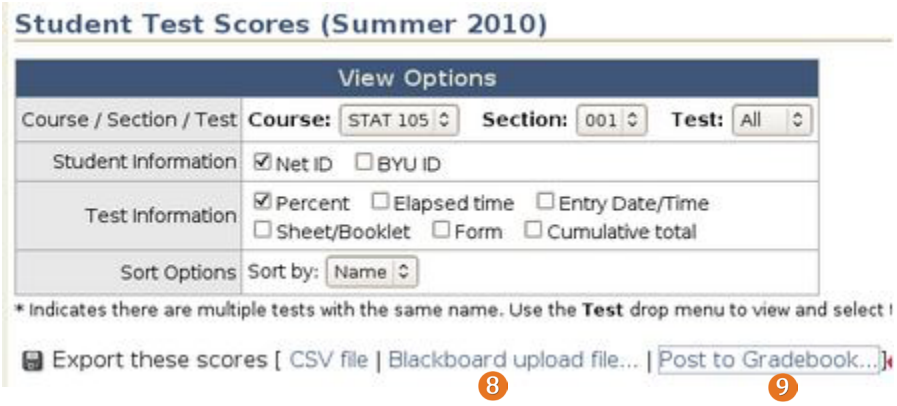
4. On the integration screen, use the drop-down menu next to each exam to specify which Learning Suite assignment that test's scores should add to.



5. Select **Yes** under **Post automatically**. Click **Save Changes** after setting the options for each exam.

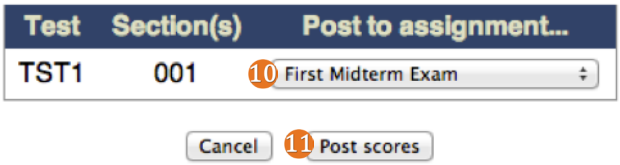
6. *After the test has been taken*, if wanting to import scores, select **Student Scores** next to the proper course on the **My Courses** page.

7 On the scores page, check the course, section and test information to ensure it is correct.



8 If the exam includes a hand-graded portion as well, you can download it as a **CSV file**, which can be opened and edited in Excel. See the importing scores page on how to add these files to Learning Suite.

9 Click the **Post to Gradebook** link to add the scores directly to your Learning Suite gradebook.

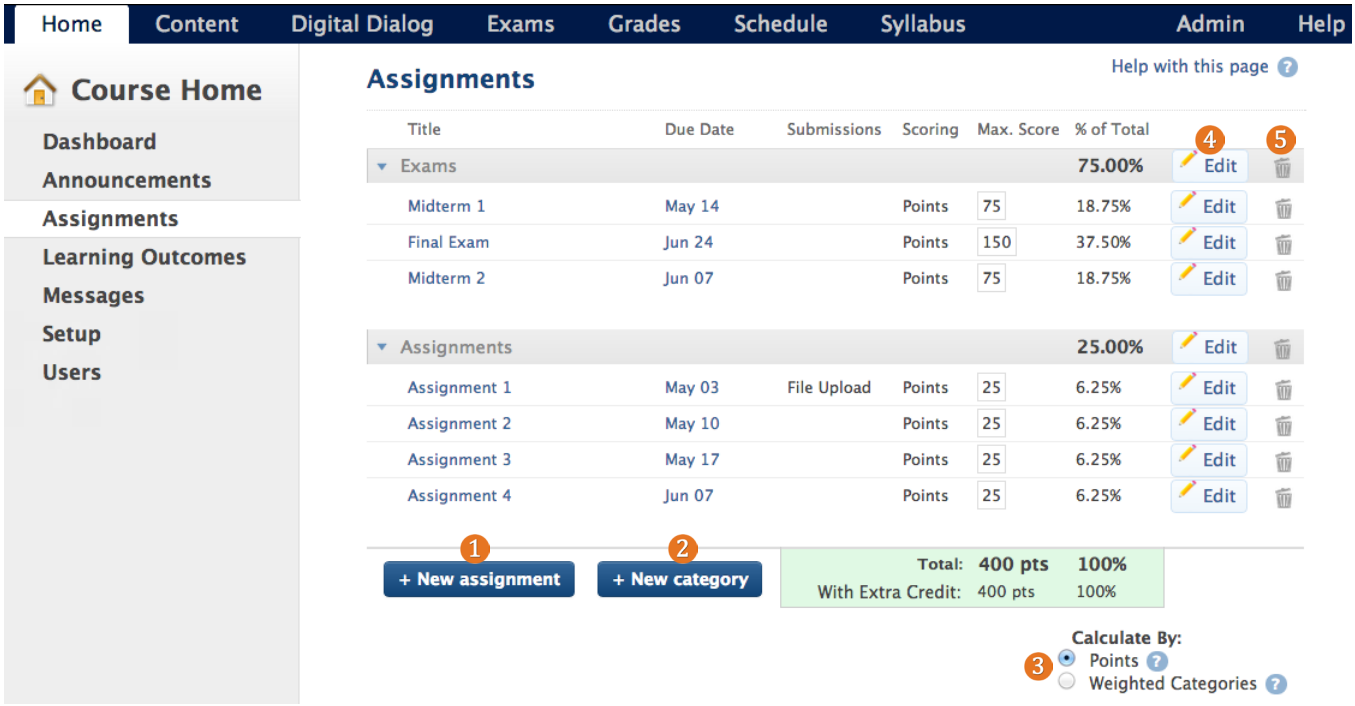


10 Select the Learning Suite assignment the scores should be posted to on the **Post to assignment** drop-down menu.

11 Click **Post scores** to add the scores to your gradebook. Do not navigate away or refresh this page while scores are importing.

Assignments

Purpose: Create and organize the assignments in your course which will integrate with the Schedule, Grades, and Syllabus.



1. *New assignment:* Create course assignments.
2. *New category:* Create categories to organize course assignments.
3. *Calculate By:* Select the way the course grades will be calculated using either total points or weighted categories.
4. *Edit:* Edit previously created categories or assignments.
5. *Trash Can:* Delete previously created categories or assignments.

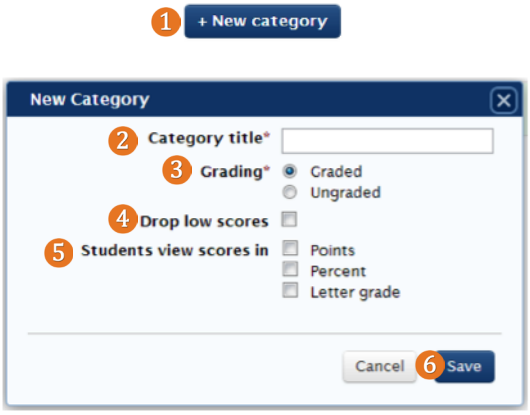
Tips and Tricks

The **Assignments** page can be found under the **Home**, **Grades** or **Syllabus** tabs and changes made in one will reflect in all.

Assignments can also be created in the **Schedule** tab.

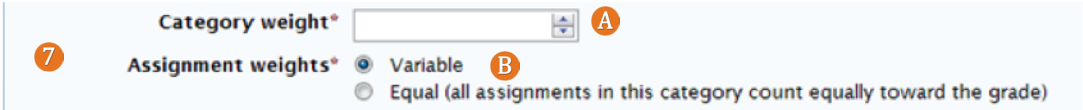
New Category

Purpose: Allows for the grouping of assignments for easier organization and weight distribution.



1. Click **New Category**.
2. Type in an appropriate title for the category such as *Homework, Quizzes* or *Exams*.
3. Select whether the category will be graded (scored for the final grade) or ungraded (not included in gradebook).
4. Check the **Drop low scores** box to prompt Learning Suite to automatically drop the number of low scores selected once all assignments in the corresponding category have been scored.
5. To the right of **Students view scores in**, determine the format in which your students will view their grade in the the gradebook.
6. Push **Save** to create the category.

7. *Note:* If **Weighted Categories** is the current grading method, the following two options will also appear.



A **Category weight** determines what portion of the students' total grade the assignments in this category will account for. It is recommended that category weights add to 100 for the clearest grades calculation.

B **Assignment weights** determine how individual assignments will be weighed in respect to the category weight. Select **Variable** if assignments within the category will account for different percentages of the students' grades. Selecting **Equal** will adjust assignment weights, regardless of individual point value, to count equally toward students' grades.

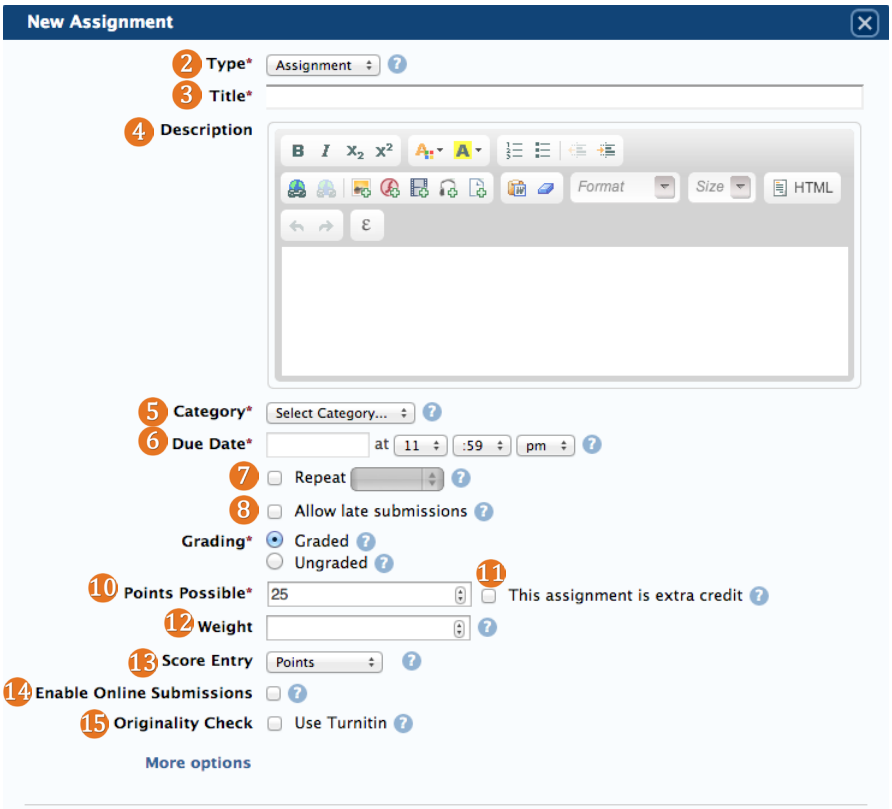
Tips and Tricks

Before you create a category, make sure that you have selected either **Points** or **Weighted Categories** next to the **Calculate by** box on the bottom right of the assignments page or when setting up the Grades tab.

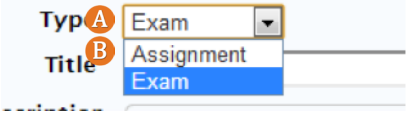
New Assignment

Purpose: Serves as a placeholder for assignments so that they may be graded in Learning Suite and keeps students up-to-date on what is due each day.

1. Click **New Assignment**.



2. The **Type** drop-down menu allows you to select which type of assignment is being created.



   A. The **Exam** option is for assignments that have an open and close date. Selecting this option will also create an exam under the **Exams** tab that can be ignored and left unpublished.

   B. Select **Assignment** for all other assignments, including in-class tests or quizzes, papers, homework, attendance, etc.

3. Type the name of assignment in the **Title** box.

4. Type in assignment information which will help the students to complete the assignment in the **Description** box. For example: on a midterm, the description could specify the location and late day, if any. If wanted, use the toolbar to insert files with instructions, rubrics, or materials students may need. See the **Insert File** tutorial on page #49.

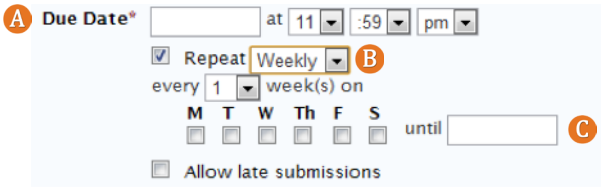
5. Select the corresponding assignment category using the **Category** drop-down menu. If the category does not yet exist, choose **New Category**.

6. Click the empty box next to **Due Date** to select the due date. Use the accompanying drop-down menus to select the due time.

Tips and Tricks

When setting the due time, remember 12:00 AM is the *first* minute of the day. If you an assignment will be due at midnight, set the due time for 11:59 pm. Setting the due time for 12:00 am, or even 1:00 am can easily cause confusion among students as it will appear on the next calendar day.

7 If the same type of assignment is given multiple times in the course, such as as attendance or daily quizzes, use the **Repeat Every** option. Assignments can be set to repeat daily, weekly or monthly. Repeated assignments will automatically be numbered, so give the assignment a generic title (i.e. the title Homework will create Homework 1, Homework 2).



A Set the **Due Date** as the date the *first* assignment is due.

B Select the frequency of the assignment.

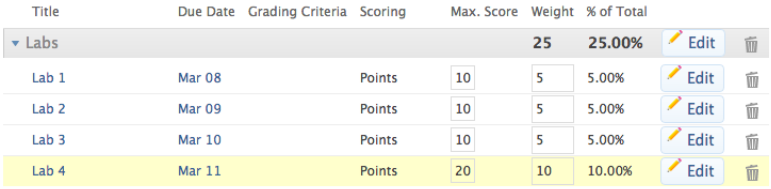
C Select the date the *last* assignment is due in the **until** box. For more information see the **Repeat Every** on page #108. If an assignment is using **Online Submissions**, checking the **Allow late submissions** box will allow students to submit work after the due date and time and will notify you of any late work in the gradebook. If this option is not checked, students will be prevented from submitting late work.

8 Next to **Grading**, select whether the assignment will be **Graded** (score counts toward grade) or **Ungraded** (score does not count towards grade and will not be in the gradebook).

9 In the **Points Possible** box, enter the number of points possible for the assignment; 25 points is the default amount. Negative scores are currently unavailable, but if desiring to subtract points from students for something like attendance, create an extra assignment and give everyone full credit except for those deserving a negative score.

10 To create an extra credit assignment, select the checkbox next to the **Points Possible** box which says **This assignment is extra credit**. Extra credit assignments can positively impact students' grades and will not be added to the **Total Points**.

Note: If using weighted categories, there will be an additional option, titled **Weight.** This is where you will enter the weight for each assignment. These weights pertain to a percentage of the category's weight, not the whole course. If the category is set to 20 (20% of the total grade) and an assignment's weight inside that category is set to 50 (50% of the category), the assignment will be worth half of that category, or 10% of the total grade. Leave this box empty if you would like Learning Suite to create a weight based on each assignment's points possible. This box will be grey if when creating the category, you selected Equal under Assignment weights.



Title	Due Date	Grading Criteria	Scoring	Max. Score	Weight	% of Total		
Labs					25	25.00%	Edit	
Lab 1	Mar 08		Points	10	5	5.00%	Edit	
Lab 2	Mar 09		Points	10	5	5.00%	Edit	
Lab 3	Mar 10		Points	10	5	5.00%	Edit	
Lab 4	Mar 11		Points	20	10	10.00%	Edit	

Use the **Score Entry** drop-down menu to choose the method of inputting grades for this assignment. This option only effects how grades will be entered and does not change how students will view the score as determined when creating a **Category**. Under **Letter Grade**, you may create a custom grading scale for one or multiple assignments by clicking **Add New** on the right.

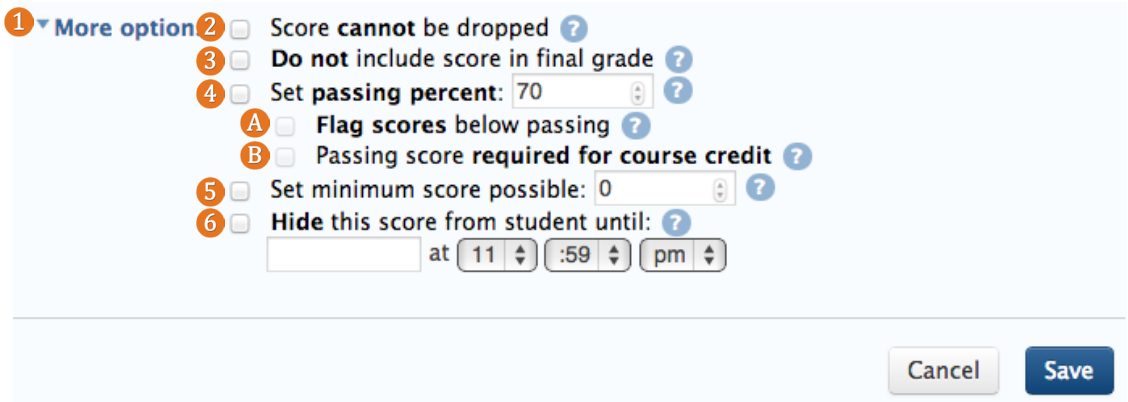
Select **Enable Online Submissions** to allow students to submit an assignment file, such as an essay, through Learning Suite. For more information on online submissions, see page #95.

Originality Check enables the Turnitin plagiarism check and the Grademark Feedback system for student submissions. For more information about Turnitin, see page #113.

More Options

Purpose: Contains advanced grading and visibility options.

1 Click **More options** at the bottom of an assignment box.



2 **Score cannot be dropped** prevents the score on this assignment being dropped from the final grade. This option is only applicable if the assignment is in a category set to drop low scores as seen on page #102.

3 **Do not include score in final grade** will exclude the score later recorded under assignment from all students' final grades. This option is useful for practice assignments or progress checks where you wish for students to submit an assignment on which you can provide them with a score and feedback, but do not want it to count toward their final grade.

4 **Set Passing Percent** allows you to set a score for the assignment which all students must achieve in order to be counted as passing the assignment. At least one of the following options must also be selected:

- A Select **Flag scores below passing** to flag any failing scores in the gradebook - they will be highlighed in red. This will only be visible to instructors and TAs.
- B If this assignment is required for course credit, select **Passing score required for course credit**. This will cause any student who fails this assignment to fail the course, regardless of other assignment scores.

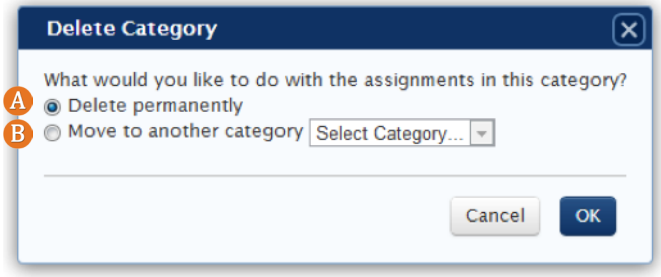
5 **Set Minimum Score Possible** allows you to enter a minimum score for the assignment. If entering a score lower than this in the gradebook, you will receive a prompt confirming your intention to enter the lower score.

6 The **Hide this score from students until** allows you to hide all scores on this assignment from students until the specified date and time. This option is particularly useful when grading sensitive assignments that not all students complete at the same time, such as a quiz or essay.

Editing and Deleting Assignments/Categories

Purpose: Edit or delete previously created assignments or categories.

1. To make changes to a previously created assignment or category, click on the title or on the **Edit** button to the right of the title. The assignment or category window will appear, allowing you to edit all information, such as the due date and points possible.
2. To quickly edit the due date of an assignment, click on the date as shown above and use the calendar to select the new due date.
3. To quickly edit the points possible, click on the number of points as shown above and type in a new number.
4. To **Delete** an assignment or category, click on the trash can to the far right of an item. When deleting an assignment, a prompt will pop up confirming the deletion of the assignment. When deleting a category, the following prompt about the assignments in the category will appear.



A. **Delete Permanently** removes all assignments listed under the selected category permanently.
B. **Move to Another Category** moves the assignments under the selected category to another category. Select the new location using the drop-down menu.

Tips and Tricks

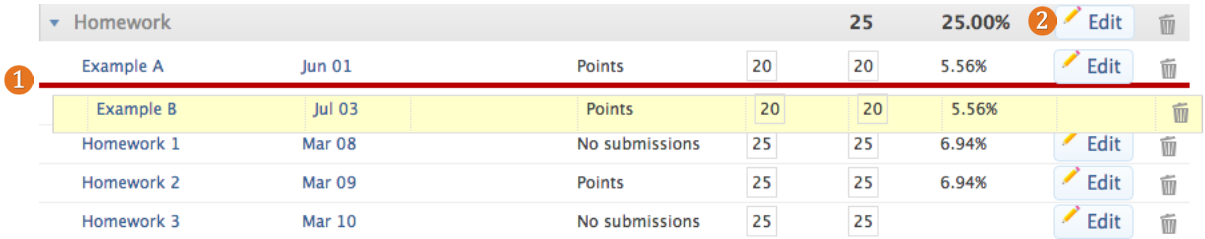
If you come across an error that says "There was an error, the Assignment/or Category was not deleted" refresh the page, clear your cache and retry the delete. If the error continues please contact OIT at 801-422-4000.

Reordering Assignments/Categories

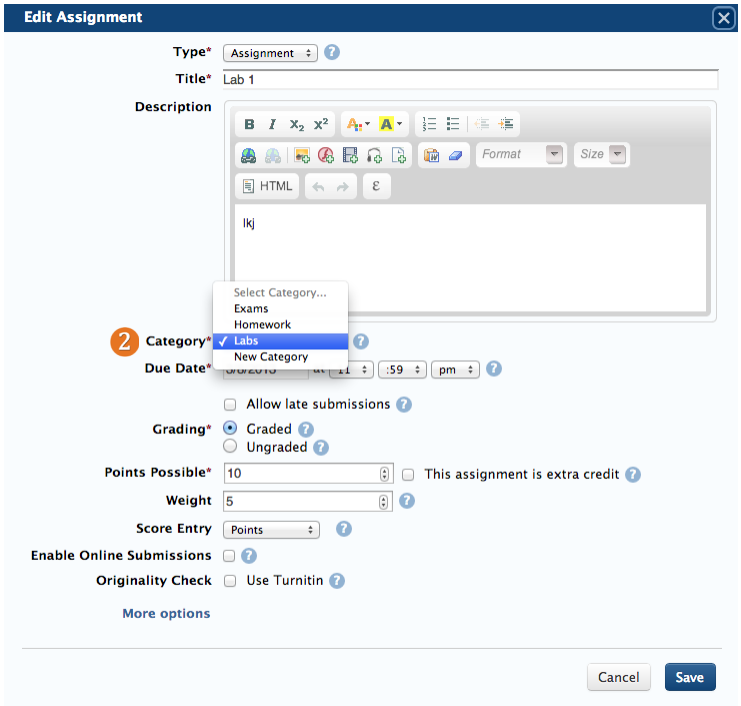
Purpose: Changes the order of assignments and categories.

1. Assignments and categories can be reordered using drag and drop. Hover the mouse over a blank part of the assignment or category heading you wish to move and a four directional arrow should appear. Click and drag the assignment or category into the appropriate place. A red line will reveal where the it will go if dropped.

   If moving a category, all assignments within that category will move with it.



2. An assignment can be moved to a different category by using either the above technique, or by clicking the **Edit** button to the right of the assignment and then changing the Category.

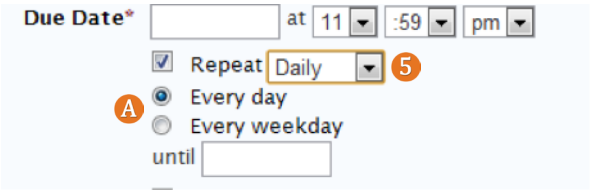


Creating Multiple Assignments at Once

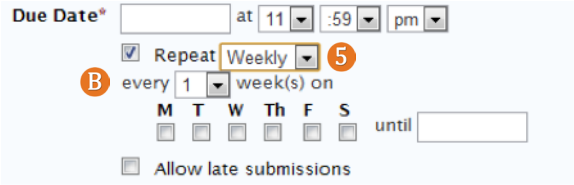
Purpose: Create multiple assignments at once with the Repeat Every feature, such as daily quizzes, weekly essays or monthly exams.

1. Create a new assignment and click the box next to **Repeat**.
2. Enter a generic title for the assignment, such as *Quiz* or *Homework* as repeating assignments will be automatically numbered to become *Quiz 1, Quiz 2*, etc.
3. Enter a generic description for this assignment that will automatically display on each of the assignments created.
4. The **Due Date** for repeating assignments should be set to the day the first assignment is due. Under **until**, select the date the last assignment will be due.
5. Select the frequency of the assignment: daily, weekly or monthly.

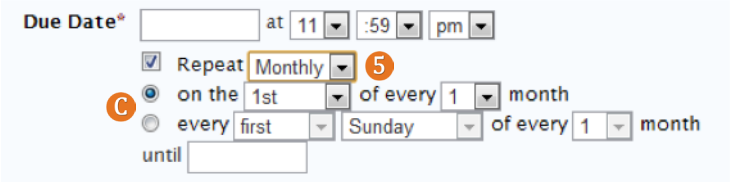
   A. If **Daily** is selected, the options of **Every Day** (including weekends) and **Every Weekday** will appear. Select the desired option.



   B. If **Weekly** is selected, you will need to choose how spaced the apart the assignments will be as well as the days of the week on which the assignments will be due. If multiple days of the week are selected, multiple assignments will be created for each week. This option can be used to create assignments for each class period.



   C. If **Monthly** is selected, choose to either have the assignment automatically created for a certain day, such as the 20th, of each month, or to have one created on a certain day of the week, such as the first Sunday of each month .

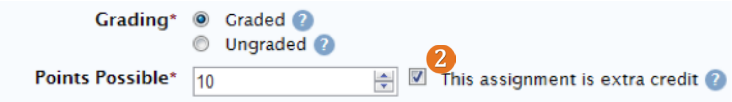


Note: Repeated assignments will need to be edited separately. There is not currently an edit batch option.

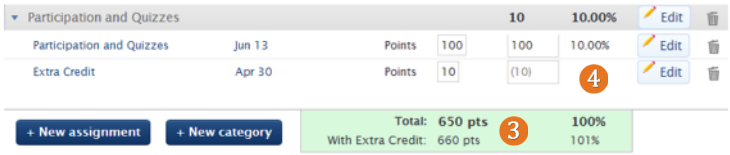
Extra Credit

Purpose: Create extra credit assignments that can positively impact student scores.

1. To create an **Extra Credit** assignment, either create a **New assignment** or click **Edit** next to the assignment title.
2. Next to the **Points Possible** box select the checkbox for **This assignment is extra credit**.



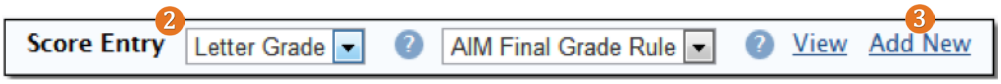
3. **Extra credit** assignments can positively impact students' grades, but instead of being added to the **Total Points**, will display in the **With Extra Credit** option following the Total points.
4. When using weighted categories, extra credit will only count toward the category it is included in and not the overall grade. The weight of the extra credit will be determined in ratio to the other assignments in the category.



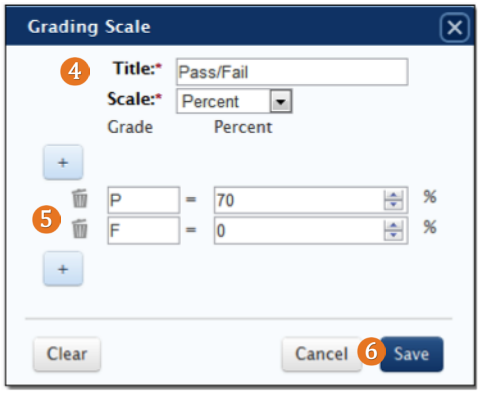
Pass/Fail Assignments

Purpose: Create an assignment that will be graded pass/fail, rather than on the standard grading scale.

1. To create a pass/fail assignment, create a **New assignment** or click the **Edit** option next to an existing assignment.
2. Under **Score Entry**, use the drop-down arrow to select **Letter Grade**.



3. A drop-down menu will appear next to **Letter Grade** that says **AIM Final Grade Rules**. To create a pass/fail scale, select **Add New** to the right of the drop-down.



4. Insert a title for the new **Grade Scale** being created.
5. Delete all rows using the trash can except 2 and retitle those "P" for pass and "F" for fail. Assign the appropriate grade breaks.
6. Click **Save** when complete.
7. When entering grades for this assignment, type either a P or F into the score entry box.

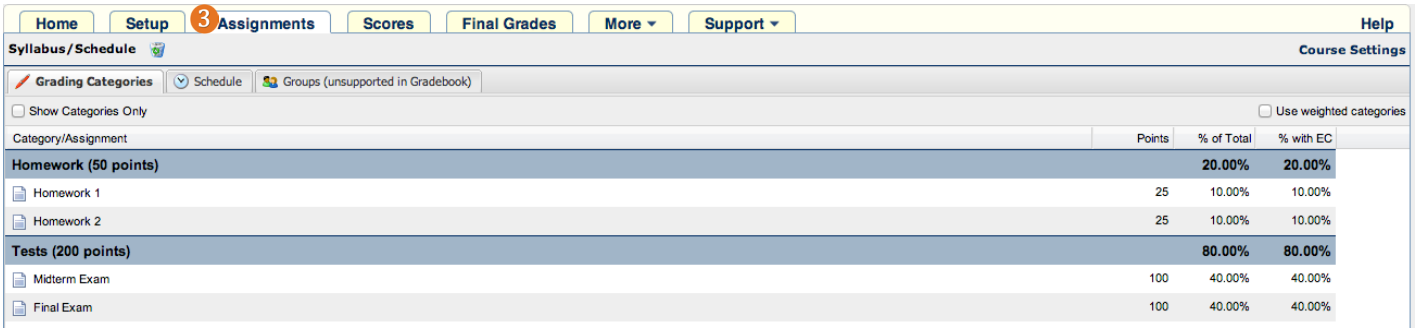
Tips and Tricks

Pass/Fail Course

To make the entire course pass/fail, it must be set as such in AIM. Contact your department secretary to complete this process.

Incorrect Assignment Order in the Gradebook

1. Assignments will appear on the **Scores** tab in the order they are listed on the assignments page. If the order of assignments on the **Scores** tab does not match the order on the **Assignments** tab, you can edit the order at gradebook.byu.edu.



2. Once in gradebook.byu.edu select the semester and course from the drop-down menus at the top left.
3. Click on the **Assignments** tab to see the assignment list.
4. Using your mouse, hover over a blank area of the assignment heading. Once the cursor changes into four arrows, click and drag the assignments into the appropriate location. A red bar will notify you of where the assignment will be dropped.
5. Exit gradebook.byu.edu and check the assignment order on Learning Suite. If the order is still not fixed, contact OIT at 801-422-4000.

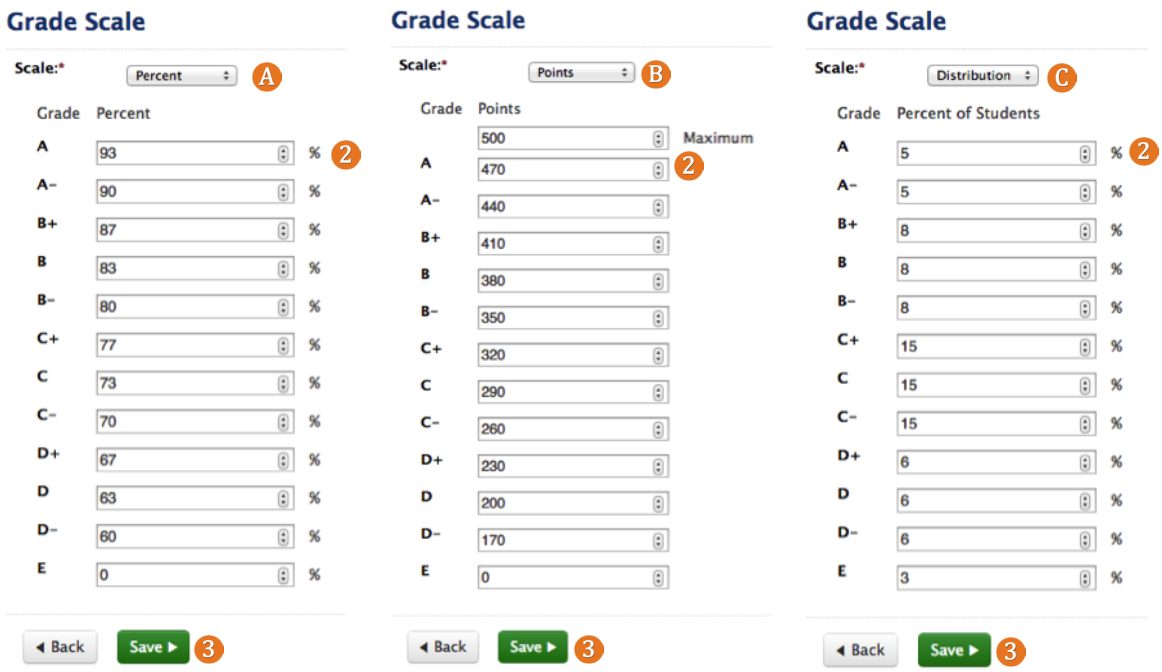
Tips and Tricks

All discrepancy between how assignments appear on the Assignments tab and the Scores tab can be fixed at gradebook.byu.edu. For help, call OIT at 801-422-4000.

Grade Scale

Purpose: Sets the standard from which student grades will be calculated and is costumizable.

1. The Grade Scale can be set to **Percent**, **Points**, or **Distribution** scales. Use the drop-down menu at the top of the page to change the type of scale.



   A. **Percent** allows you to assign letter grades based on percentages. In the field next to each letter, enter the lowest percentage a student must earn to receive that letter grade.

   B. **Points** adds up the total points earned by each student and compares them to the total points possible when calculating grades. In the field labeled **Maximum**, enter the total points possible in the course. In the field next to each letter, enter the minimum number of points a student must earn to receive that letter grade.

   Note: Until students reach the point threshold for each letter grade, they will display in the gradebook with a failing letter grade. However, the points/percentage will be correct and this is all that the students will see.

   C. **Distribution** allows you decide on the percentage of students who will receive each letter grade. In the field next to each letter grade, enter in the percentage of students who will receive that letter grade. Make sure the percentages equal 100. Students will not be able to see an estimated grade until the end of the semester.

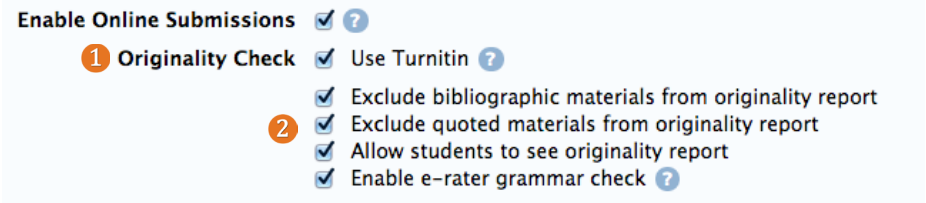
2. Click into a entry box or use the up and down arrows to the right of each box to edit an item,.

3. Click **Save** after editing the Grade Scale.

Turnitin

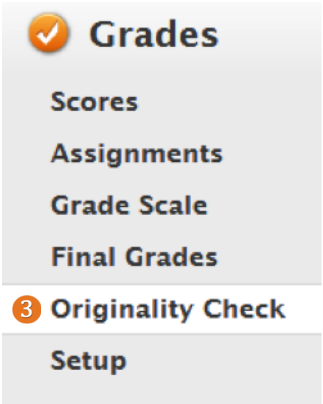
Purpose: Check for plagiarism and appropriate source citing in student papers using the Originality Check. Use Turnitin's GradeMark on-screen grading system to grade papers with or without a rubric.

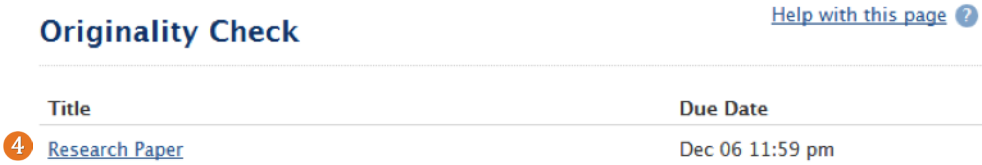
1. To enable Turnitin, create a new assignment on the **Assignments** tab or **Edit** an existing assignment. Select **Enable Online Submissions** near the bottom of the assignment window, then choose **Use Turnitin**.
2. Select what you would like included in Turnitin's originality report, whether you would like students to be able to see their originality report, and if you would like to enable the **e-rater grammar check**, which functions similarly to the grammar check in Microsoft Word.



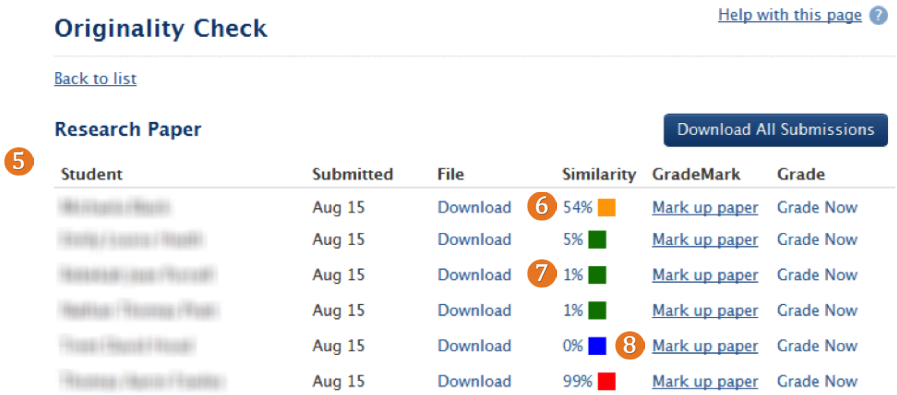
3. Once an assignment has been created using Turnitin, navigate to the **Originality Check** tab under **Grades** to see the assignment.
4. Click on the title of an assignment to view all student submissions and the Originality report scores.

   From this page you can download students' papers, view the Originality reports, or use the





5. GradeMark on-screen grading system. On this page, paper order is based on time of submission with the earliest submissions displaying first.

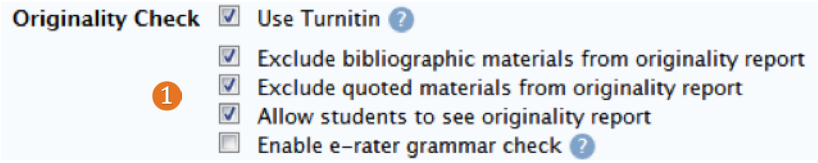


6. The **Similarity** column displays the results of the Turnitin's originality report. The percent displayed shows the amount of each student's paper that matched other sources in the Turnitin database. These percentages are color coded (blue, green, yellow, red; with red being the most similar and blue being the least) to help you quickly identify problem papers.
7. Click on the similarity percentage to view students' Originality reports in a pop-up window. The originality report will highlight the portions of the student's paper that match another source. Each source that matches were found in will be highlighted in a different color.
8. Clicking on **Mark up paper** will take you to Turnitin's GradeMark program. This program allows you to mark and grade students' papers electronically. GradeMark allows you drag and drop common comments onto the paper, type comments directly onto the paper, add voice comments and add rubric grading to make grading your students' papers online as convenient as possible.

Originality Check

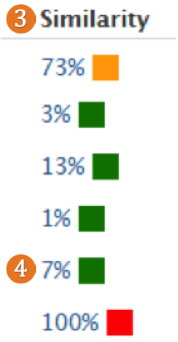
Purpose: Instantly compare student papers with billions of other sources, such as webpages, electronic journals, and previously submitted student papers to check for plagiarism and appropriate source citing in student papers.

1. When first creating a Turnitin assignment, you may choose which parts of the paper you would like the Turnitin originality report to examine. Including bibliographic and quoted materials will result in a higher similarity percentage, but will also allow you to easily check for proper source citing. These options can be turned on and off within the originality report.

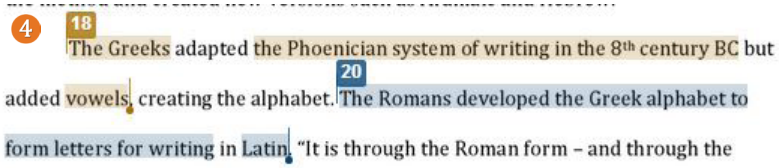


2. To access the originality report, click on the **Originality Check** tab within the **Grades** section of your course and select the assignment you would like to view.

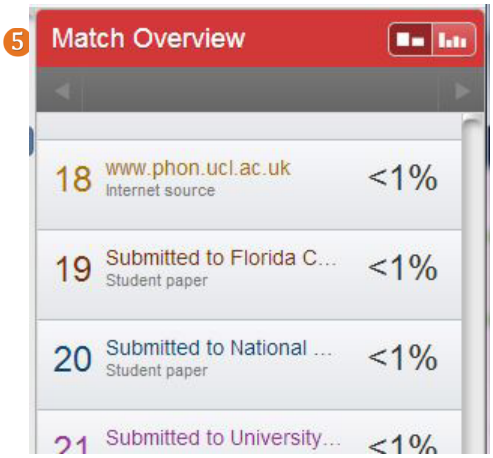
3. On this page the results of the originality report are displayed in the **Similarity** column. The similarity percentage shows you how much of the paper matches other items in the Turnitin database. The Turnitin database includes billions of webpages, electronic journals and academic sources, as well as millions of student papers. To view the originality report, click on the percentage for a particular student. A pop-up window will appear with the originality report.



4. The originality report will highlight all portions of the paper that match other sources in the Turnitin database. Each source will be highlighted in a different color.



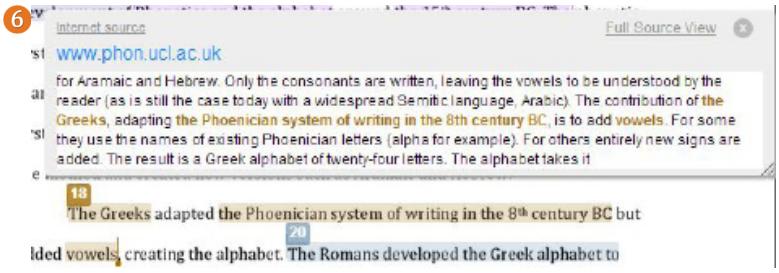
5. A list of the matching sources will display in the right column. The sources are color coded to correspond with the source highlighting on the student's paper.



Tips and Tricks

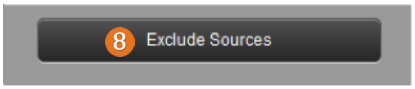
The originality report and GradeMark open in pop-up windows. Depending on your browser settings, you may need to enable pop-up windows in order to see these items. Click the pop-up blocked icon on your browser's address bar and select **allow**.

6 Click on a highlighted portion of the paper to view the source in context.

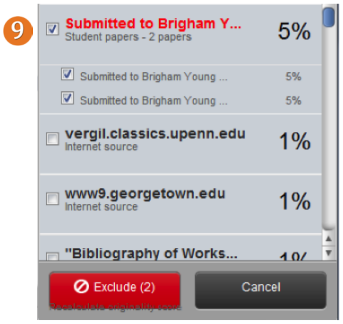


7 To exclude particular sources from the Originality Check, click on the **All Sources** button at the top of the right column.

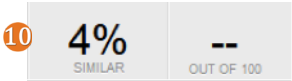
At the bottom of the column select the **Exclude Sources** button.



9 Select the check box next to the source(s) you wish to exclude, then select **Exclude**.

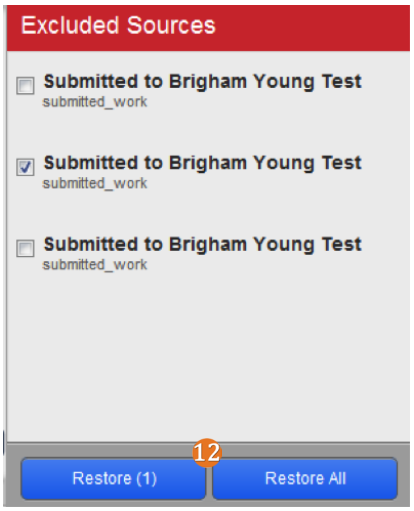


10 A new similarity score will be generated based on the excluded sources.



11 To restore excluded sources, click on the icon displayed below which is found at the bottom of the right column.

12 Select which sources you would like to restore, then click **Restore** or click **Restore All**. The similarity report will be re-adjusted.



Tips and Tricks

Find more information on Turnitin features and functionality at: http://turnitin.com/

13 To quickly move between students' papers, use the arrow buttons in the top right corner of the page. Papers are arranged by similarity score; paper 1 will be the paper with the lowest similarity scores, while the last paper will have the highest score.

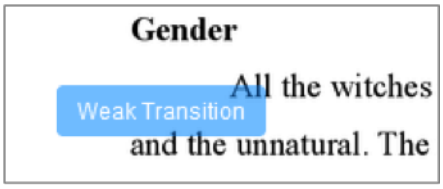
GradeMark

Purpose: Allows instructors to quickly provide clear and detailed feedback on student submissions.

1. QuickMark comments are commonly used feedback items provided by Turnitin. These comments cover frequent writing errors. QuickMark comments are divided into three major categories: composition, format and punctuation.

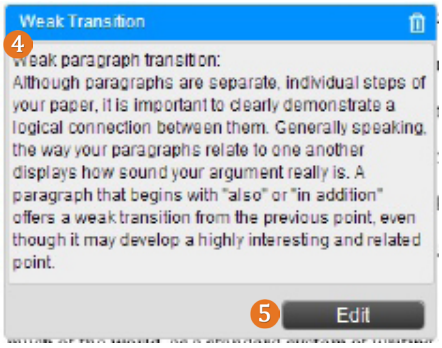
2. Click on the list icon at the top of the column to choose which comment set, composition, format or punctuation, you would like to use or create your own set.

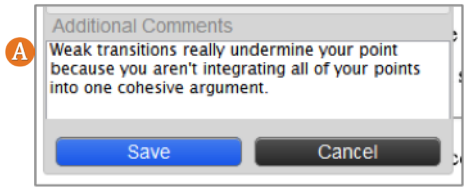
3. To add a QuickMark comment, click the appropriate comment in the left column and drag it to the desired place on the student's paper.



4. Hover over a QuickMark comment to see a full explanation of the comment. This allows students to learn how to improve their writing by better understanding their mistakes, without taking a lot of grading time.

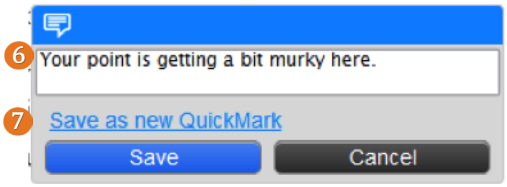
5. The **Edit** button at the bottom of a QuickMark comment allows you to add your own comment or explanation beneath the prewritten explanation.

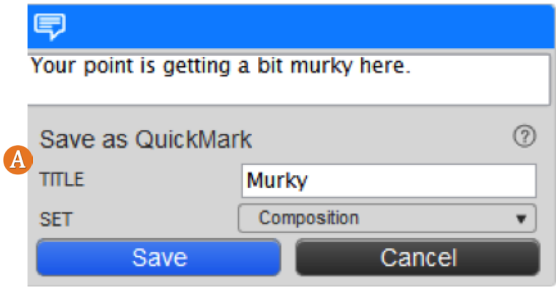




6. To add an entirely new comment, click anywhere on the student's paper. A box will appear allowing you to insert a comment in that location. Click **Save** when you are done.

7. If this is a comment you will use frequently, click **Save as new QuickMark**, then add a title and select the comment set it will be assigned to.

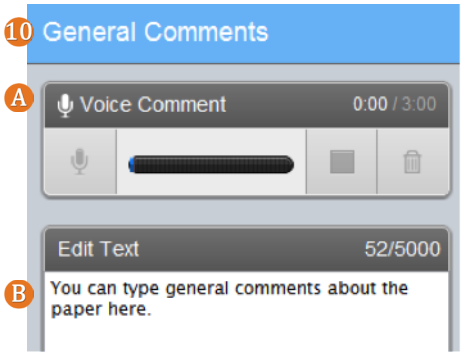




8. Instructor comments added as regular comments will appear as blue comment bubbles. When hovering over the comment bubble, the full comment will become visible.

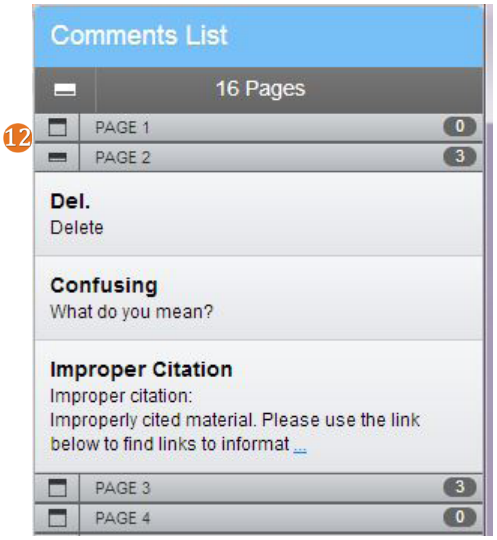
9 GradeMark also allows you to leave audio or text comments about each paper. To do this, click on the word bubble icon at the bottom of the right column.

10 Here you can type general text comments of up to 5000 characters or make a voice recording of up to three minutes long per comment.



11 Select the stacked box icon at the bottom of the page to view all the comments included in this paper.

12 Here, the numbers of comments per page are listed. Click on the icon to the right of a page to view all of the comments posted on that page.



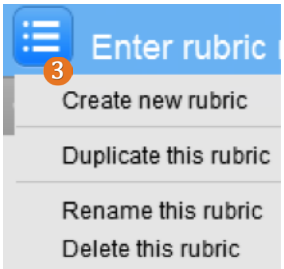
GradeMark Rubrics

Purpose: Grade student papers using an uploaded rubric or one created here.

1. To add a rubric to the paper in Turnitin, first open a student's paper from the **Originality Check** page in Learning Suite. Be sure you are in the GradeMark view, then click on the rubric icon at the bottom of the right column.

2. To add a new rubric, click on the wrench icon at the top of the column.

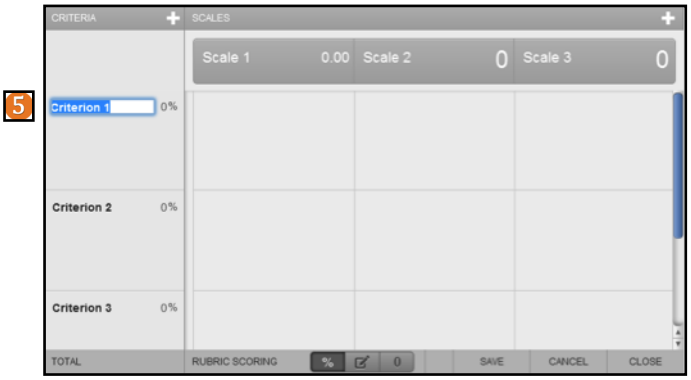
3. A new window will appear. Click on the list icon in the top left corner and select **Create new rubric**.



4. At the bottom of the box, select which type of rubric you would like to use.

   A. The percentage symbol creates a standard rubric.
   B. The pencil icon creates a rubric, with custom values in each cell.
   C. The zero icon will allow you to provide textual feedback using a rubric without including a scoring scale.

5. Click anywhere on the rubric to add or edit listed information and format the rubric to fit the needs of the assignment.



6. To add additional criterion or scales, click on the plus icon in the appropriate column. To delete a criteria or scale, hover over the item and click on the trash can icon that appears in the box.

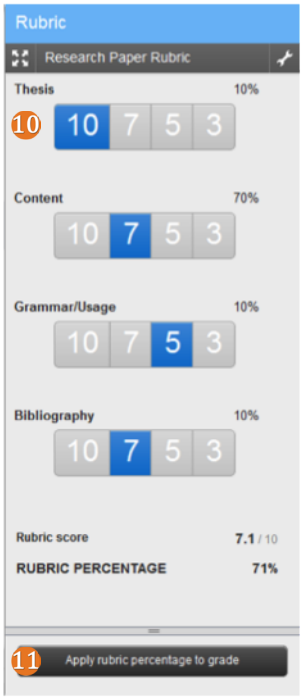
7 When you have finished creating your rubric, click **Save** at the bottom of the box.

8 Click on the link icon at the top of the box to link this rubric to the assignment.

9 Once the rubric has been added click **Close**.

10 The rubric will now appear in the right column. To add a rubric score, click on the appropriate value.

11 If using a graded rubric, the rubric will be automatically totaled. When you have finished grading the paper, click **Apply rubric percentage to grade**. The score will be added at the top of the page.



12 Rubric scores are not integrated with Learning Suite and must be entered in the Learning Suite gradebook to be reflected in students' grades and to be visible to the students. For more information on entering grades, see page #92 & #97.

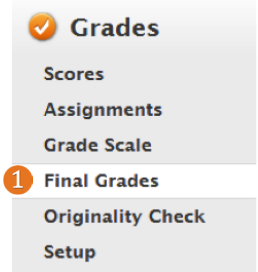
13 If you are using a qualitative rubric (a rubric without a scoring scale) a grade will not be calculated, but the feedback from the rubric will be provided to students.

Note: Students will see all feedback once they click to view the assignment in the Assignments tab.

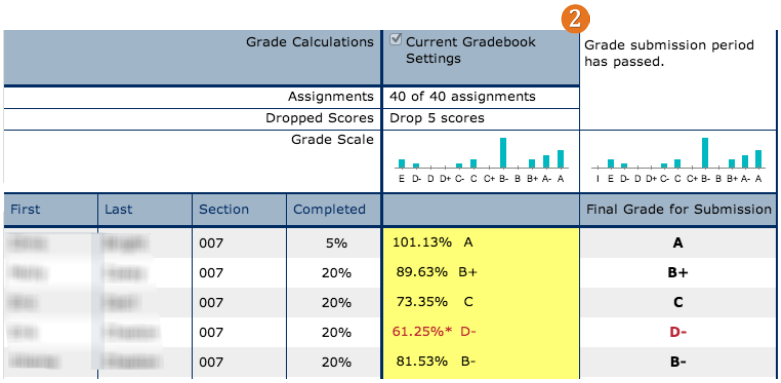
Final Grades

Purpose: Provides one-click final grade submission as well as individual changes to final grades.

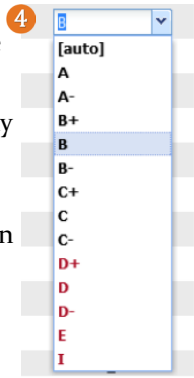
1. To submit final grades to AIM, go to the **Final Grades** tab. Only the primary instructor is able to submit grades, so if you are not the primary instructor, please see page #153 on changing primary instructors.



2. Students' final grades, as calculated by the current gradebook information, will be listed under **Current Gradebook Settings** in the second column. The third column shows the final grade that would currently be submitted to AIM for each student.

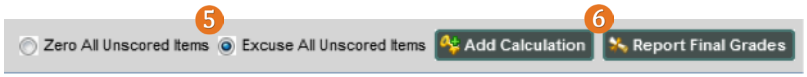


4. If you would like to adjust a student's grade, click on the grade in the last column and select a new grade from the drop-down list as shown to the right.



5. Futher alter student grades by selecting either **Zero All Unscored Items**, which will assign a zero to any assignment that does not have a score in the gradebook, or select **Excuse All Unscored Items**, which will exempt the student from any assignment that does not yet have a score.

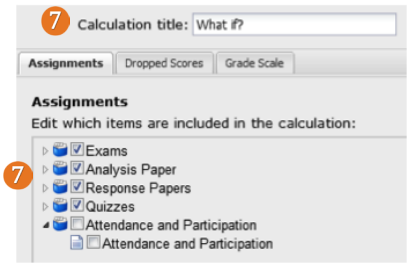
6. To experiment with different grading approaches before reporting final grades, click **Add Calculation** in the bottom right corner.

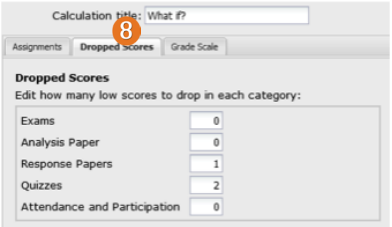


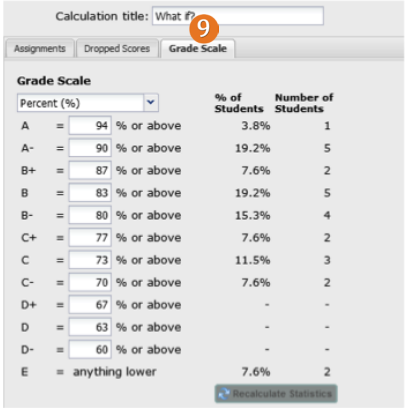
7. Begin by titling the calculation, then under **Assignments**, deselect any assignment categories or individual assignments you wish to remove from that grade calculation.

8. Under the **Dropped Scores** tab, you may adjust how many scores to drop from each category.

9. The **Grade Scale** tab will allow you to adjust the course grade scale for this calculation.

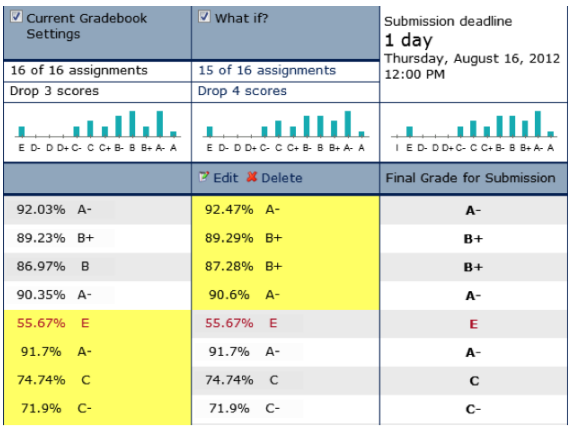






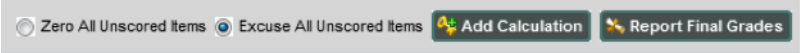
10. The created calculation will be shown in a new column, displaying students' hypothetical grades using that calculation. Each student's highest grade across all calculations will be highlighted.

11. Select or deselect the boxes at the top of each calculation to choose which calculations to include when determining students' final grades. If more than one calculation is checked, each student's highest grade out of those calculations will be submitted.



Current Gradebook Settings	What if?	Submission deadline 1 day Thursday, August 16, 2012 12:00 PM
16 of 16 assignments	15 of 16 assignments	
Drop 3 scores	Drop 4 scores	
E D- D D+ C- C C+ B- B B+ A- A	E D- D D+ C- C C+ B- B B+ A- A	I E D- D D+ C- C C+ B- B B+ A- A
	Edit Delete	Final Grade for Submission
92.03% A-	92.47% A-	A-
89.23% B+	89.29% B+	B+
86.97% B	87.28% B+	B+
90.35% A-	90.6% A-	A-
55.67% E	55.67% E	E
91.7% A-	91.7% A-	A-
74.74% C	74.74% C	C
71.9% C-	71.9% C-	C-

12. When the grades are complete, click the **Report Final Grades** button in the bottom right corner of the page.



13. Select if you would like to **Post** or **Report** final grades. Post will submit student's grades to AIM while simultaneously allowing students to see their final grades in through AIM; **Report** will submit the grades to AIM, but will not make them visible to students until after the grades submission deadline.

14. Select **Report Grades Now**. A confirmation box will appear as well as an email confirmation which will state that your grades have been sent to AIM.

    Note: If a student's grade needs to be adjusted, grades may be re-submitted by following this same submission process as many times as needed up until the grade submission deadline.

Schedule

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iCalendar 130
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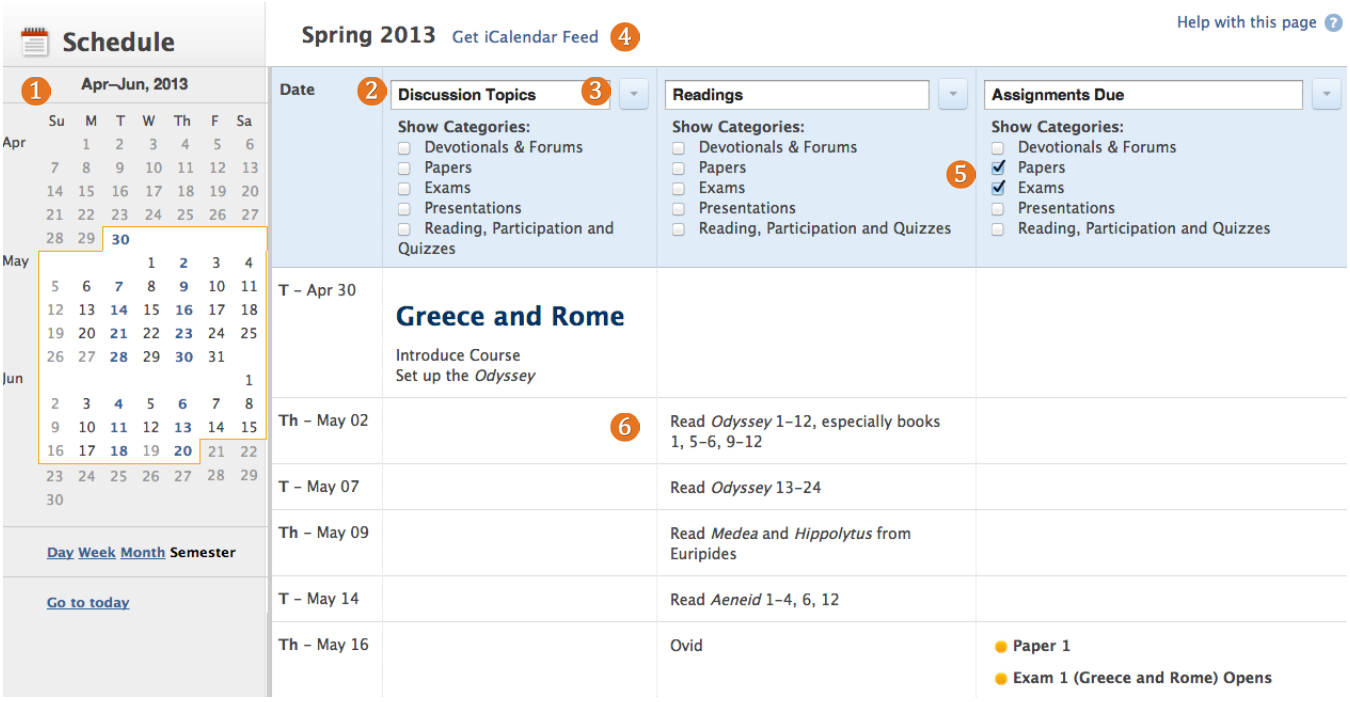
Pedagogical Tips for Schedule

Students often request that their professors just use the Schedule in Learning Suite. It makes it easier for them to see what is expected and allows them to prioritize their tasks for all of their classes. Soon (expected Fall 2013), students will have an all-in-one calendar so they can see all of their courses on one schedule. Students can export their calendar into their own calendar applications. You can also make modifications to the schedule during the semester if you need to and it will immediately update for the students. If you make the initial investment to create your calendar in the Schedule, you can copy it from one semester to the next and then make small modifications. We will approximate the dates as closely as we can and also provide the dates for holidays and alternate schedule days.

Schedule Overview

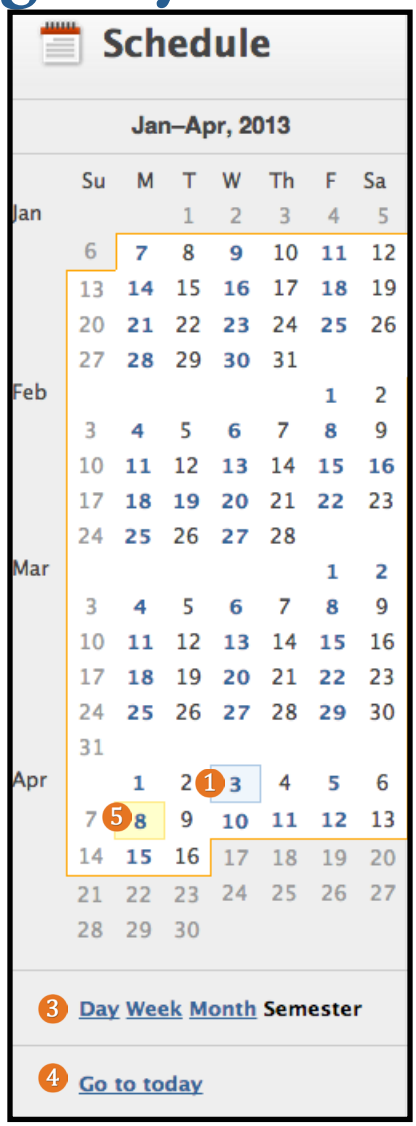
Purpose: Organize your course chronologically and easily make adjustments throughout the semester for an up-to-date teaching schedule.



1. *Calendar:* Jump to days or add days.
2. *Column Title:* Customize column names.
3. *Column Dropdown:* Edit column options.
4. *iCalendar Feed:* Sync Learning Suite with your calendar application.
5. *Categories Shown:* Determine assignments that are seen in the schedule.
6. *Schedule:* View and edit assignments, exams and calendar items. Drag and drop items as the schedule changes.

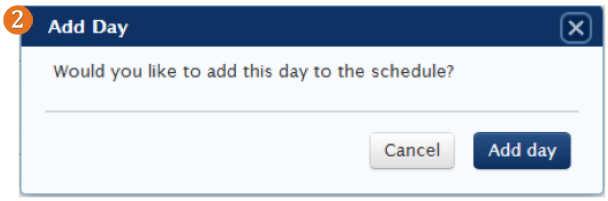
Viewing and Organizing Days

Purpose: Select which days will display on the schedule and arrange those days according to the course's organization.



Using the Calendar (pictured to the right):

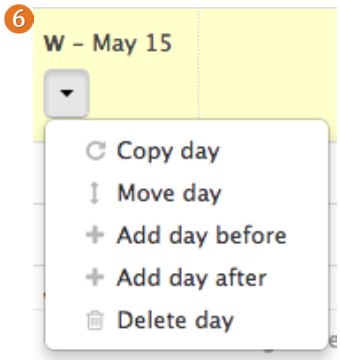
1. On the left of the schedule is a calendar. Today's date will highlighted by a blue box. Days included in the course display in blue. As Learning Suite is integrated with AIM, the days the class is held on will already be populated on the schedule.
2. To add a day to the calendar, such as for a field trip, click on the corresponding day on the calendar. When the following prompt appears, select **Add day.** The date will become blue and appear on the schedule.



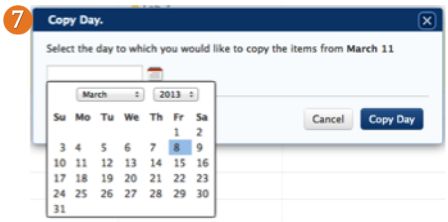
3. Click on **Day**, **Week**, **Month**, or **Semester** to adjust the calendar and schedule to display only those days. To do this, you must first click on a blue day within that time frame, i.e. if you would like the month of April to display, you would first need to click on a day in April then select **Month**.
4. Click on **Go to today** to display only the current day in the calendar and schedule.
5. Click on a day to quickly view that day on the schedule and make any desired changes. It will display in yellow to show that it is ready to be edited.

Using the Schedule:

6. When a particular date has been clicked and displays in yellow, a drop-down arrow will appear on the left of the day with the following options:

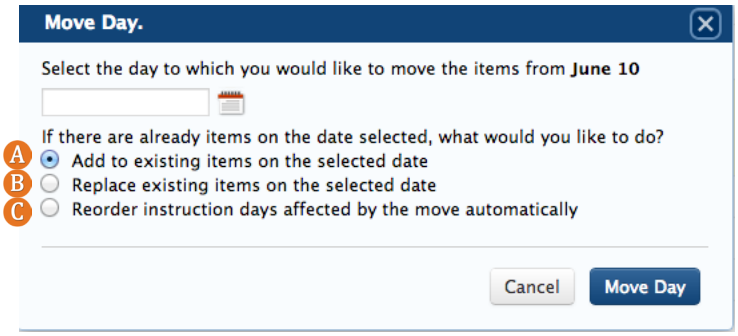


7. **Copy day** will allow you to copy a day's content into another day. Clicking on the calendar icon pops up a minicalendar (shown) to assist you in choosing a day. Navigate through themonths and years and then simply click on the day you would like to copy the content to. Then click **Copy Day**.



8 **Move Day** allows you to move all the items from one day to another without having to drag and drop individual items. Click **Move Day**, then choose the day from the popup calendar. And then choose from the three options:

- A **Adding to existing items on the selected date** will not delete anything.
- B **Replacing existing items on the selected date** will remove any text and assignments from the selected date meaning that it will be deleted from not only the Schedule, but also the Gradebook and Assignments.
- C **Shift instruction days affected by the move automatically** will simply push down your calendar items while maintaining the order.

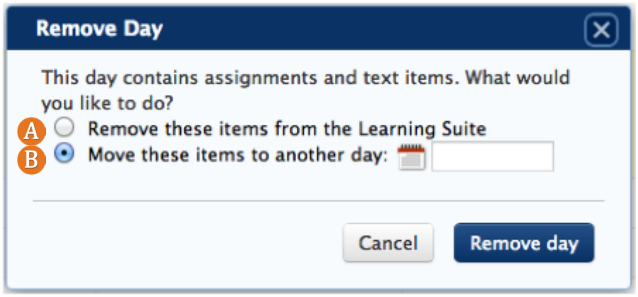


9 **Add day before** will insert an extra day in your calendar that is not a scheduled class day before the selected date.

10 **Add day after** will insert an extra day in your calendar that is not a scheduled class day after the selected date.

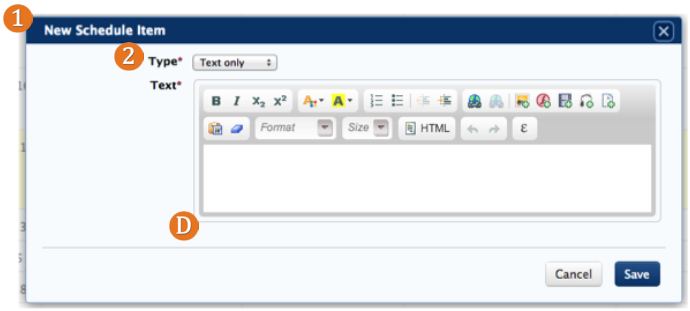
11 **Delete day** will delete a day from the calendar. If the day contains any items, you will receive the following prompt:

- A **Removing these items from the Learning Suite** will remove them from the Schedule, Gradebook and Assignments.
- B **Move these items to another day** will remove the day but transfer the items to the selected day.

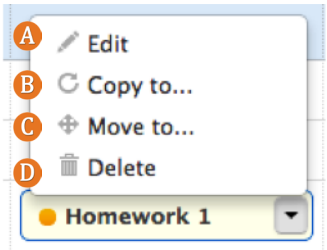


Creating Schedule Items

Purpose: Provide text, such as a topic or required reading; media, like a video the students should watch; or files to organize the course. Also, create assignments here in the same way you would in the Assignments tab.



1. Click on a cell in the schedule where you would like to enter text. Depending on how this done, either the above box will immediately appear or the day will turn yellow. If the day turns yellow, click again on the desired cell.
2. There are three types which can be selected under **Type**:
   - A **Text only** is used when the content being entered is in the form of text, media, files, or other toolbar options. For more information on the toolbar, see page #49. Click on the text box and either type or copy and paste text here.
   - B **Assignment** and **Exam**, when selected, allow you to create an assignment or exam, respectively, using the same options as found under the Assignments tab. Once created, these items will fully integrate with the system, including the gradebook. For more information on using the Assignments tab and corresponding options, see page #108.
3. Hover over a created item, then click on the arrow for the following options:



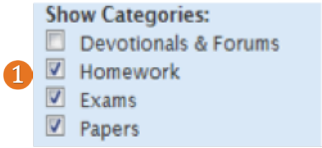
- A **Edit** will bring up the prompt seen in above.
- B **Copy to**... will duplicate the individual item to the selected date. This is a helpful tool in creating many duplicated on an item, including assignments. For example, you could copy a text item with information about a Testing Center exam to each day the exam is available.
- C **Move to**... will move the individual item to the selected date.
- D **Delete** will delete the individual item. Assignments deleted from the schedule will also be deleted from Grades and Assignments.

Column Options

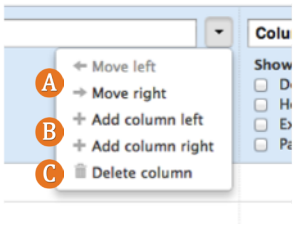
Purpose: Organize the schedule items into categories, such as *Topic, Readings,* and *Assignments Due* to further organize the course.

1. Name the columns by clicking directly into the title box where it says **Column 1** as shown below.
2. Type in the new column name. Consider organizing your columns with titles such as *Lecture Topics, Homework Due, Preparatory Readings* etc.

3. As you create categories in the **Assignments** tab, corresponding checkboxes will appear here. To move assignments from one column to another, click the check by the category name in the column that you wish for those assignments to appear in.



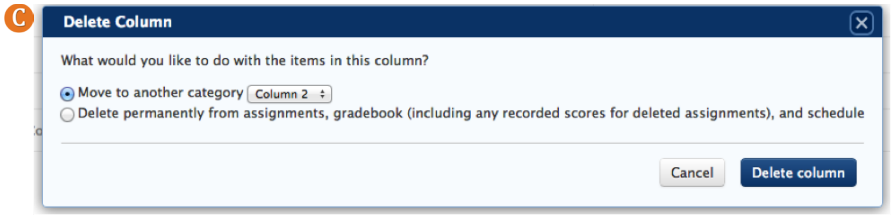
4. Check **Devotionals & Forums** in the first column to prompt your daily schedule to populate with the BYU Devotional & Forum Speakers on each Tuesday in your schedule. Tuesdays must be included on your schedule for the devotionals and forums to appear.
5. If you have a category, such as daily attendance, that may clutter your schedule, leave the corresponding category unchecked. The assignments in the category will now disappear from the schedule. However, this will not hide the assignments as a whole from the students as they will still see the due dates in their assignment tab.
6. To reorganize columns, click on the arrow next to the column title to access the edit options for each column.



A **Move left/right** will move the column and all its contents to the left or right of its current location.

B **Add column left/right** will create a new column for you to the left or right of the current column.

C **Delete column** will remove the column and offer the following prompt regarding the items within the column. Select to either move the items to another category or to delete them all of Learning Suite permanently. To finish, click **Delete column**.

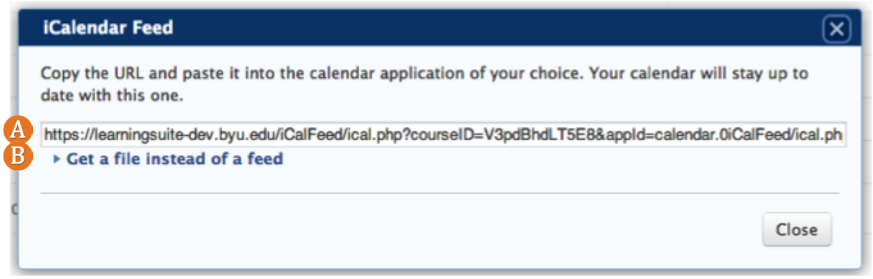


iCalendar Feed

1 **Purpose:** Allows you to synch your Learning Suite Schedule with an electronic calendar application, such as Outlook, Google Calendar, Entrourage, and iCalendar.

A When you click on **Get iCalendar Feed,** the following prompt will appear. The link can be used to set up a live feed with a calendar application.

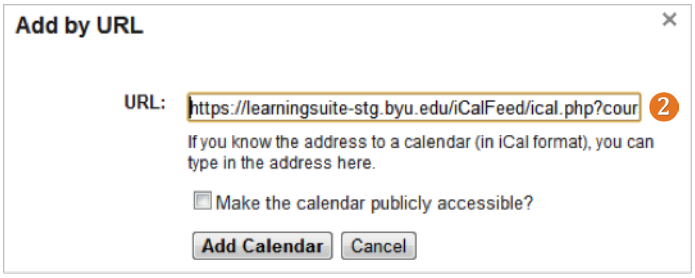
B Click **Get a file instead of a feed** to download the schedule in file format. This file will not update as the schedule changes in Learning Suite.

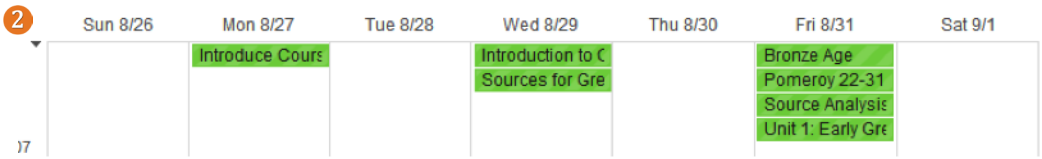


To Setup a Feed with Google Calendar:

1 In another tab or window, open your Google Calendar. On the left side column, click on the drop-down arrow next to **Other calendars** and select **Add by URL**.

2 Paste in the URL copied from Learning Suite and click **Add Calendar**. The calendar will display under **Other Calendar** and items from Learning Suite will be added to your schedule as all day events.

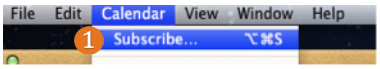




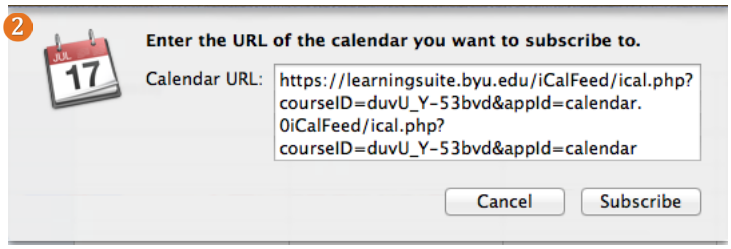
3 To add other Learning Suite course schedules to your Google Calendar, simply repeat this process for each course. Remember that while this calendar is set up as a feed and will change if the schedule is changed in Learning Suite; these changes will only be updated once a day according to Google's documentation.

To Set up a Feed with iCal:

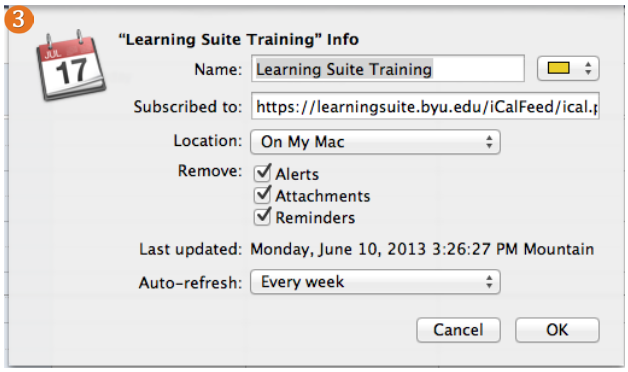
1. Open iCal. On the menu bar at the top of the screen select **Calendar**, then click on **Subscribe...**.



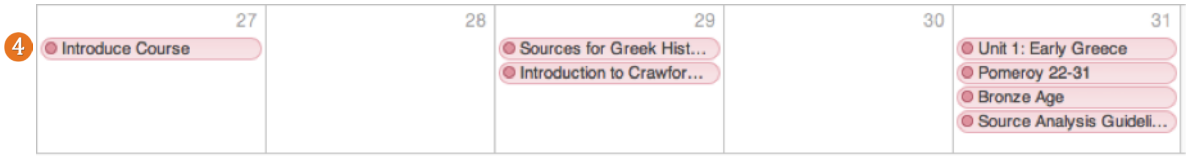
2. Paste in the URL you copied from Learning Suite into the **Calendar URL** box provided, then click **Subscribe**.



3. You will then have the option to rename the calendar, choose the color, and set notifications. If you would like this calendar to automatically appear on your other Mac devices (iPhone/iPad/etc.) be sure to select **iCloud** on the **Location** drop-down menu. You must first have iCloud set up with Apple for this option to appear. If iCloud has not been set up, visit www.iCloud.com. iCloud calendars will automatically be synced between all your Mac devices. Calendars can also be synced between devices manually by connecting your iPhone or iPad to your Mac using a either a USB cord or wireless synching.



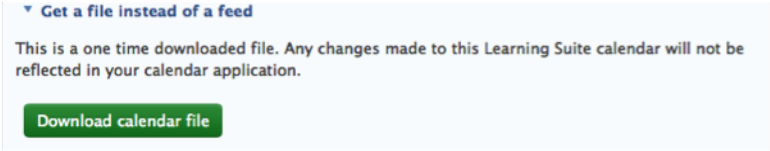
4. The calendar will now appear in your calendar list. Items from Learning Suite will be added to your schedule as all day events. This calendar will change instantaneously if the schedule is changed in Learning Suite



Tips and Tricks

If using Outlook on a Mac, the feed will not update. For a live feed, use iCal.

To Download the Schedule as a File:



1. Click **Get a file instead of a feed** then on **Download a calendar file**. Save the file for later use. This file will not be a live feed and will not update as Learning Suite is changed.

Syllabus

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Pedagogical Types for Syllabus

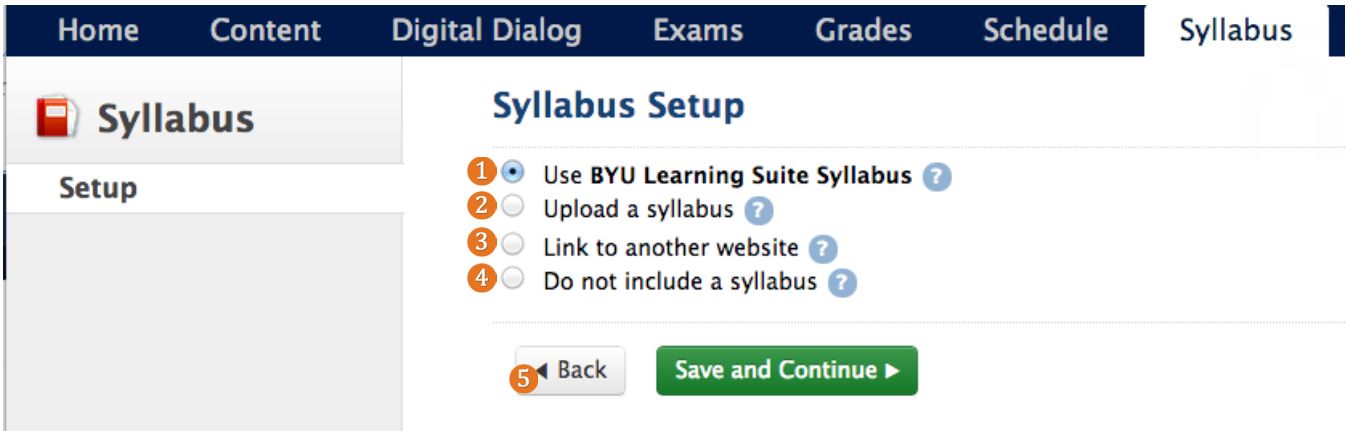
Create your syllabus with Learning Suite so students can easily access it. They can also view it in the Course Catalog so they can know what to expect before they register for your class. This makes it more readily accessible and easier to update from one semester to another than an uploaded syllabus.

Upload a Syllabus:

Remember if you upload a syllabus document, it is not viewable in the course catalog.

Syllabus Overview

Purpose: Create an online version of your syllabus to increase accessibility. The Syllabus integrates with other features in Learning Suite, such as Assignments and Schedule to make creating the syllabus simple.



1. *Use BYU Learning Suite Syllabus:* Set up a syllabus using the structure provided in Learning Suite.

2. *Upload a syllabus:* Upload a file containing your syllabus instead of using the syllabus structure in Learning Suite.

3. *Link to another website:* When selected, students will be directed to another website whenever they click on **Syllabus**. After selecting this option, type or paste the web address in the space provided.

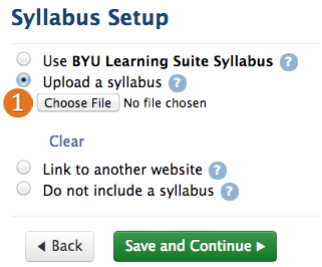
4. *Do not include a syllabus:* If a syllabus is not part of your course or you choose to distribute the syllabus in hard copy only, choose this option and the **Syllabus** tab will no longer appear for students.

5. *Save and Continue:* Click here to move on to the next section of the syllabus and/or save the changes to the Setup menu.

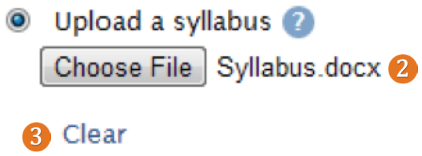
Upload a Syllabus

Purpose: Upload a file containing your syllabus for students to download instead of using the structure provided on Learning Suite.

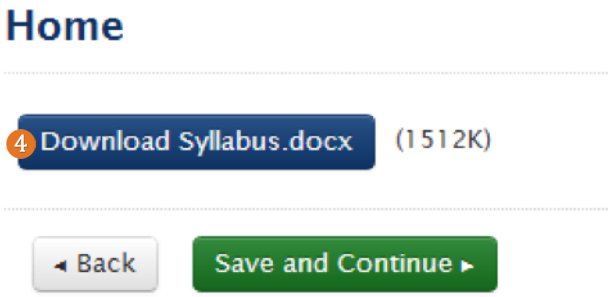
1. After selecting **Upload a syllabus,** the **Choose File** button will appear. Click this button to browse the files on your computer and upload the syllabus file.



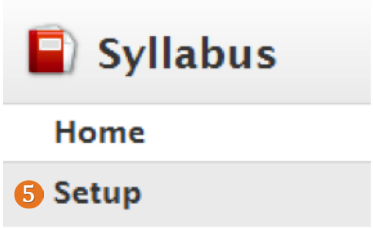
2. After the syllabus file has been selected, the file name will appear next to the **Choose File** button.



3. To select a different file, click **Clear** and then select **Choose File** again.
4. Once the correct file has been added, click **Save and Continue** to finish. You will then see a button to download the file.



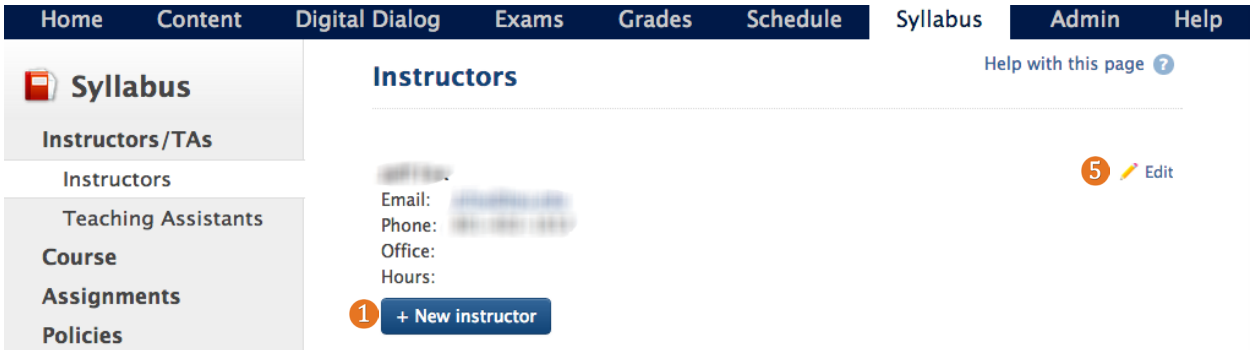
5. To change the type of syllabus used or upload a different file, click on the **Setup** tab on the left sidebar.



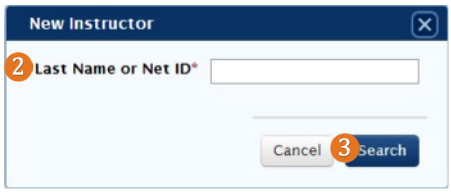
Note: Uploaded syllabi will not display in the Course Catalog.

Instructors/TAs

Purpose: Add and Edit Instructor and TA information. Integration with AIM makes the process simple.



1. To add a co-instructor or, course coordinator or administrative supervisor, click the **New Instructor** button. To add a TA, navigate to **Teaching Assistants** on the left, then click **New TA**.

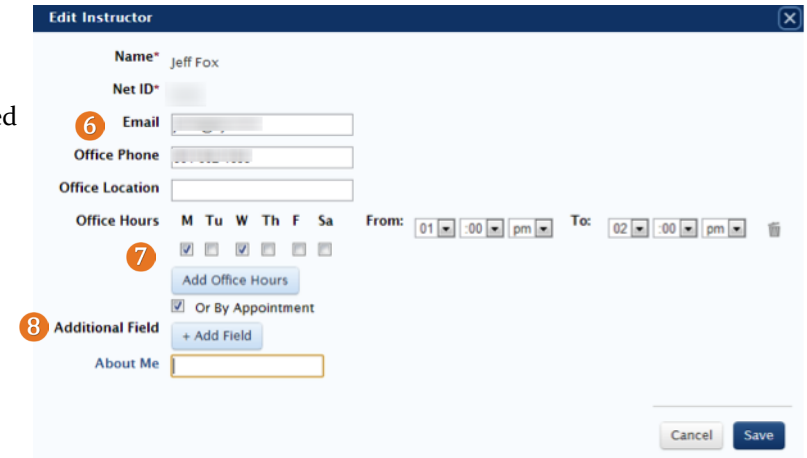


2. Type the last name or Net ID into the space provided
3. Click **Search**.
4. If you search by last name, choose the correct person from the list provided by clicking the bubble next to their name then click **Choose**. If you search for a common last name, this box may take a couple of minutes to load.

   Note: TAs and co-instructors have the same rights within a course. The following are the only actions a TA or co-instructor cannot perform:

   Create the course
   Publish the course
   Copy the course
   Delete the course
   Submit final grades
   Add other TAs or Co-instructors
   Add Learning Outcomes

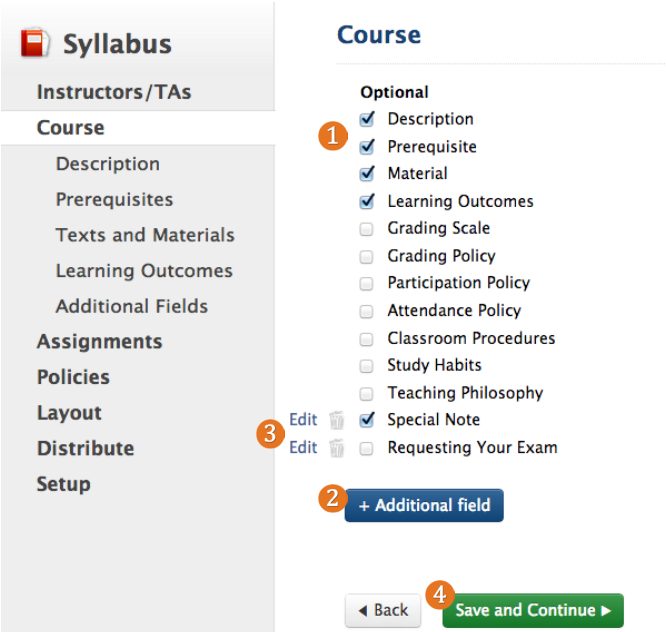
   TAs and Co-instructors can perform any other action within the Learning Suite course to which they are added, including inserting grades, and as such, a student in the course cannot also be a TA. Instructors and TAs cannot be hidden from the students.



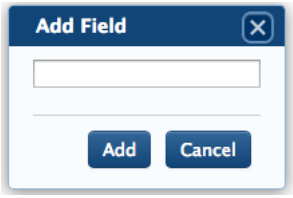
5. To add or edit information, use the box which now appears, or for previously added persons, click **Edit** on the far right of the screen.
6. **Email** and **Office Phone** have been prepopulated using information from AIM. Changes made for these cells using Learning Suite will only change this page and will not change the return address attached to emails sent. To change this information, go to Update my Personal Information on my.byu.edu. Type into the desired field to edit person contact information.
7. To add office hours, select the appropriate day(s) of the week and then use the time drop-down menus to add specific times. To add additional Office Hours, click the **Add Office Hours** button. A new row will appear allowing you to repeat the previous step. The **By Appointment** checkbox can be selected instead of or in conjunction with other office hours.
8. To add other personal information, such as an "About Me" paragraph, click the **Add Field** button. Add a title for the additional information, then type the desired information in the box that appears.

Course

Purpose: Select the course content areas to include in the syllabus.



1. Check the boxes next to the headings you would like to include in the syllabus. Except for Learning Outcomes, Materials and Grading Scale, these headings will provide a blank field in which to add information—they do not include pre-written information. If you later decide not to use a selected heading, uncheck the same box.
2. To add a custom section heading, such as *Special Note*, click the **Additional field** button and enter a title, then **Add**.

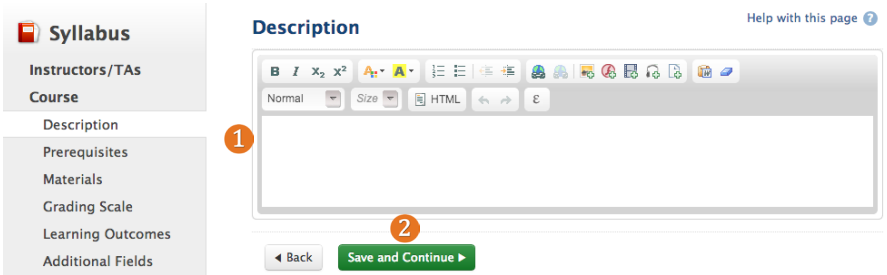


3. Use the **Edit** button or trash can icon to edit or delete any added fields.
4. Save your changes and move on to the next step by clicking **Save and Continue**.

Syllabus Items

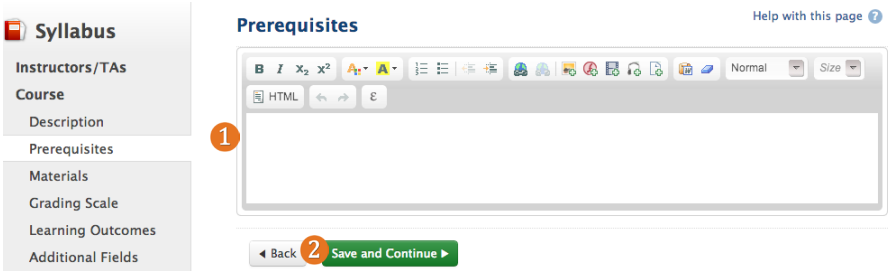
Purpose: Add course information to the areas selected under Course.

Description:



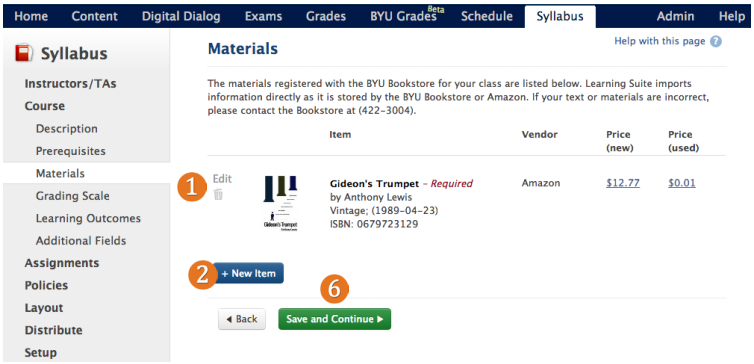
1. To enter a course description, click into the text box. Copy and paste the text from another location or type it in here. Use the toolbar to emphasize certain words, or to add files. For more information on how to use the toolbar see page #49.
2. Click **Save and Continue** to move on to the next section of the syllabus.

Prerequisites, Grading Policy, Participation Policy, Attendance Policy, Classroom Procedures, Study Habits, and *Teaching Philosophy:*



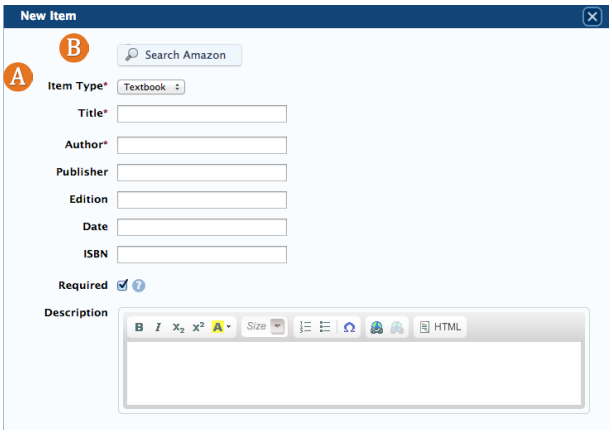
1. To enter information into any of these fields, click into the text box. Copy and paste the text from another location or type it in here. Use the toolbar to emphasize certain words, or to add files. For more information on how to use the toolbar see page #49.
2. Click **Save and Continue** to move on to the next section of the syllabus.

Materials:



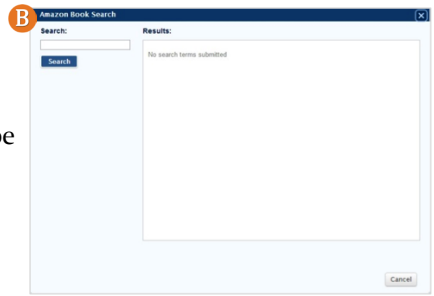
1. This page automatically includes any books the Bookstore has on file for this particular course. First, check to make sure all materials are correct and contact the Bookstore at 801-422-3004 with any questions or concerns.

2 To include additional items not using the BYU Bookstore, click the **New Item** button at the bottom of the page. This option is useful for including links to electronic materials, listing optional books, or adding any non-text materials.

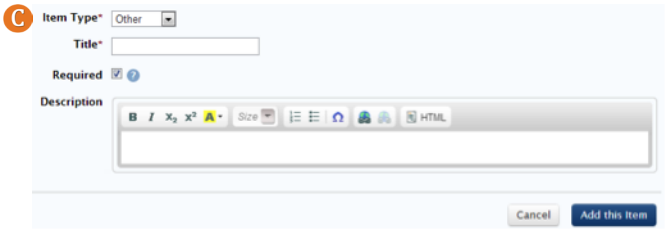


A Use the **Item Type** drop-down menu to add either a textbook or other type of material, such as a CD.

B If adding a textbook, you can use the **Search Amazon** feature to quickly find all the book information as well as provide students with the Amazon price and cover image.

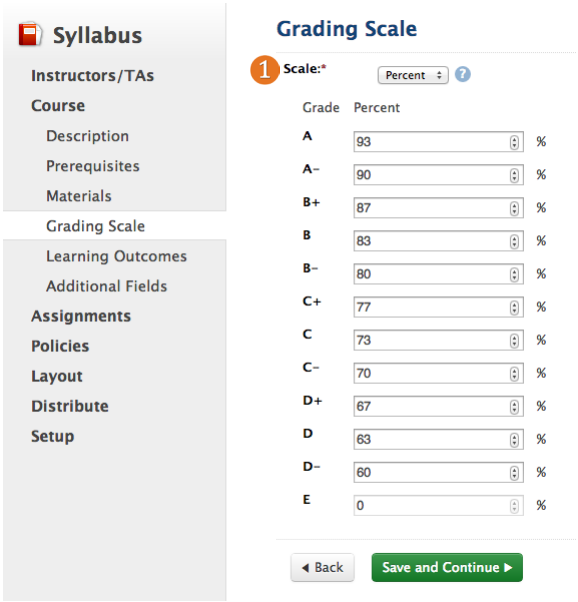


C If **Other** is selected on the **Type** drop-down menu, the number of fields will be reduced, allowing you to add items without an author.



3 Click **Save and Continue** to move on to the next section of the syllabus.

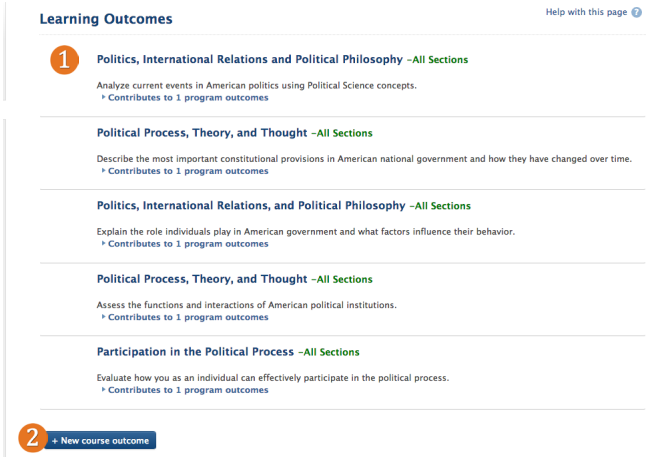
Grading Scale:



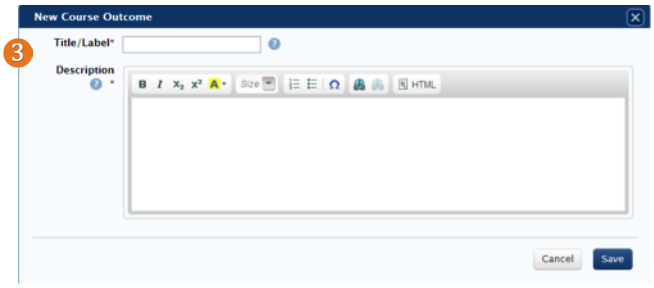
1 The Grading Scale integrates with the Grading Scale in the Grades tab so changes made in one place will display in the other and have the same effect on student grades. Choose from a **Point**, **Percent**, or **Distribution** grading scale then enter the desired numbers into the corresponding fields.

2 Click **Save and Continue** to move on to the next section of the syllabus.

Learning Outcomes:

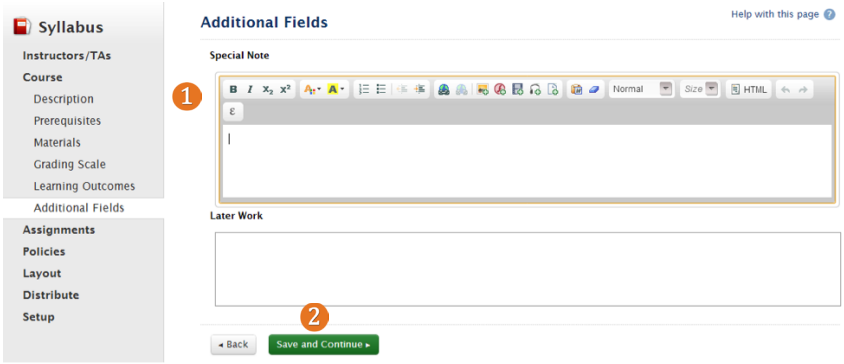


1. Learning Outcomes also integrate with the Learning Outcomes located in the Home tab and are pre-written statements about what students should learn by taking this course and are entered by each department chair. They cannot be edited by anyone other than the department chair, so if you feel that changes need to be made to your Learning Outcomes, please contact them directly.
2. To add a Learning Outcomes to your course, click **New Course Outcome**.



3. Enter a descriptive title in the **Title** field.
4. Enter the Learning Outcome in the **Description** box.
5. Click **Save** when you are done.
6. For more information, see page #36.

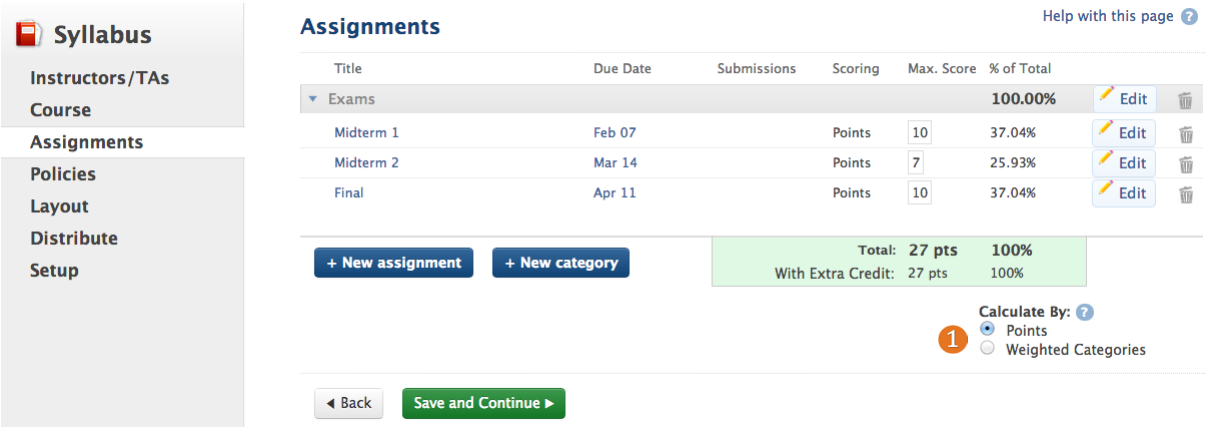
Additional Fields:



1. If any Additional Fields have been added, they will be found under the **Additional Fields** page. If there are multiple Additional Fields, they will each be found on this page, one after another. Click into the desired field and add text or use the toolbar to add files. For a description of the toolbar, see page #49.
2. Click **Save and Continue** to move on to the next section of the syllabus.

Assignments

Purpose: Serves as another location in which to create assignments that integrate with Learning Suite.



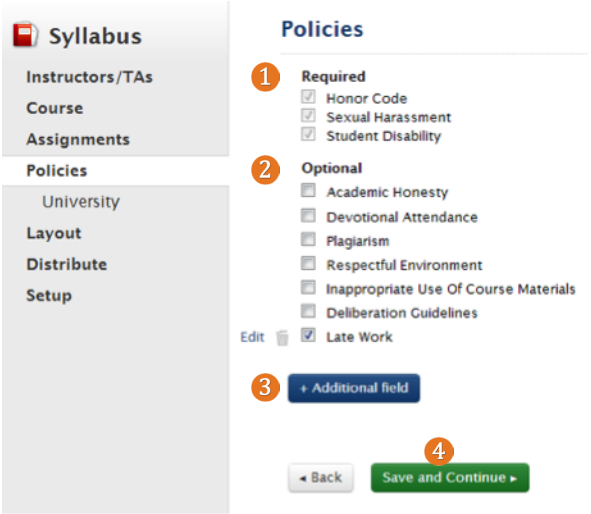
1 Decide whether to use points or weighted categories with the help of page #109.

Create categories to help organize your assignments using page #102.

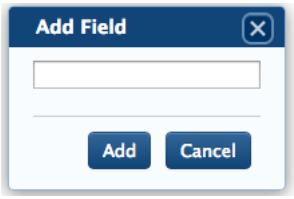
Create assignments using page #106.

Policies

Purpose: Altert the students to university and course rules and regulations.



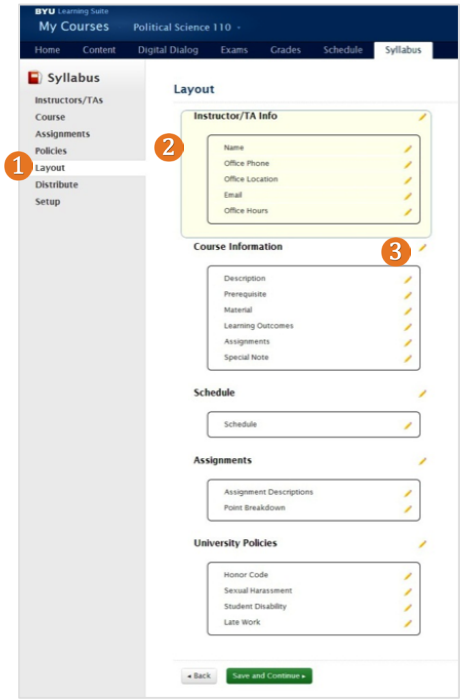
1. **Required** displays pre-written statements provided by the University that must be included in each syllabus. These items are force checked and cannot be removed.
2. **Optional** displays the pre-written University statements that you may choose whether or not to include in your syllabus. If you are unsure of what a policy says, check the policy and click **Save and Continue** to view it on the next page.
3. To add a new policy, click the **Additional Field** button. Type the name of the policy in the box that appears and click **Add**. Additonal policies can be useful to add college, department or personal policies about expectations, classwork or student behavior.



4. Click **Save and Continue** to view University Policies and **Save and Continue** again to add additional policies.

Layout

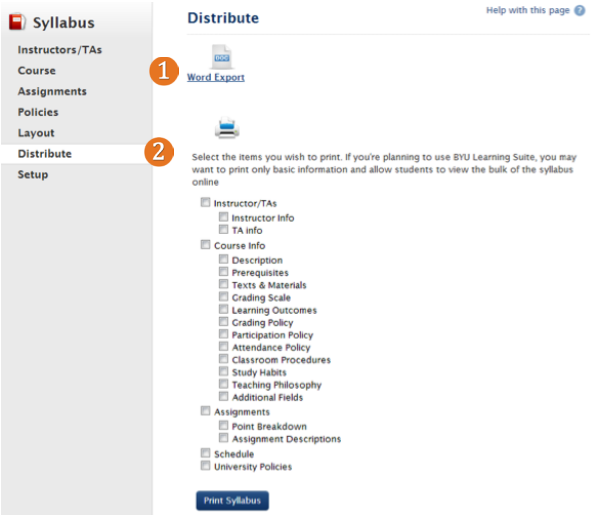
Purpose: Organize the sections of the syllabus.



1. Using your mouse, hover over a major section (such as *Course Information*) or a sub-heading (such as *Description*) and drag and drop it to the preferred location. All items can be moved to any destination other than the headings found in the **Instructor/TA Info** section which must remain within that section.
2. Click on the pencil icon to edit the name of any section or heading, such as translating the name into a foreign language.
3. *Note:* This will only change the order for students or professors in Student View, sections will always appear in the same order when the professor is in editing mode.

Distribute

Purpose: Provides options for distributing a hard copy of the syllabus.



1. The **Word Export** link will download a complete version of the syllabus to your computer. This file can then be opened, edited and shared as necessary and since it can be edited, is the recommended export. Any edits made to this export will not be added to Learning Suite. You may also use this feature to create a PDF version as done when saving the file as a .pdf instead of .doc.
2. Another option is to directly print selected portions of the syllabus. Check the portion of the syllabus you wish to print then click the **Print Syllabus** button. You will then be able to select to which printer the syllabus will be sent, as well as other standard printing options.

Communities

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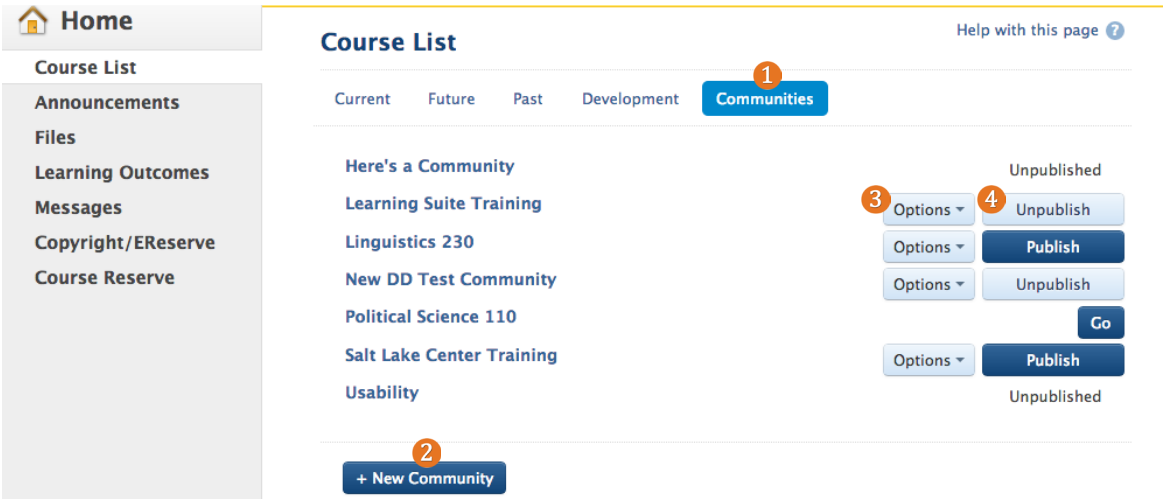
Communities

Purpose: Create a course or organization that is not in AIM, does not last the length of a regular semester, or that requires users that do not attend BYU. It is often used for internships, research courses and in the workplace.



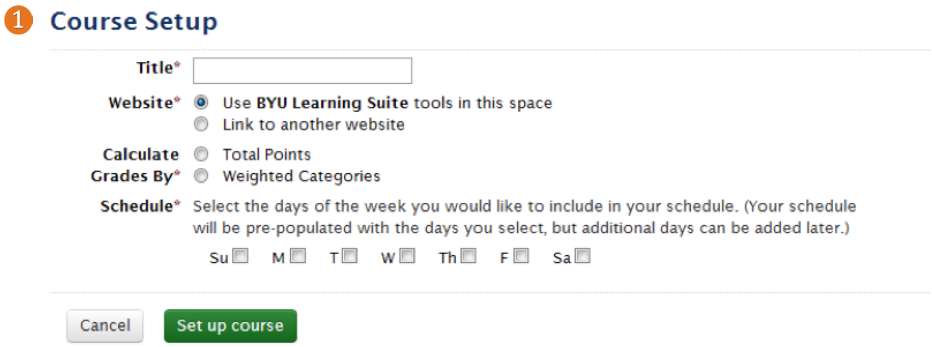
1. *Communities:* Select communities at the top of the **Course List** page to access communities.
2. *New Community:* Create new community.
3. *Options:* Allows you to edit or delete courses, and to view the course from a student's view.
4. *Publish/Unpublish:* Make the community available to users by clicking the dark blue **Publish** button. To unpublish a community and make it unavailable to users, click the light blue **Unpublish** button.

Differences in Communities

Purpose: Communities function in the same way as other course types, but some changes have been made to best serve the needs of community users.

Setup and Copy:

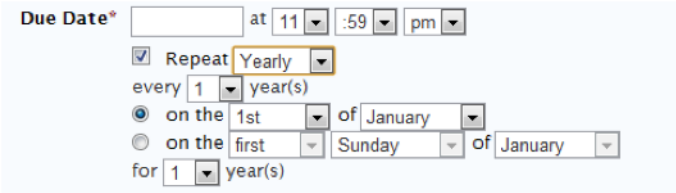
1. Course Setup includes a minor change to the schedule in that the days are not automatically pulled from AIM as they would be in a regular course. Instead, you must select the days of the week you wish to be included. For instructions on the other options available in Course Setup, see page #23.



2. Communities cannot be copied into a regular course. Also, exams do not copy into or out of a community. There is no community to community copy.

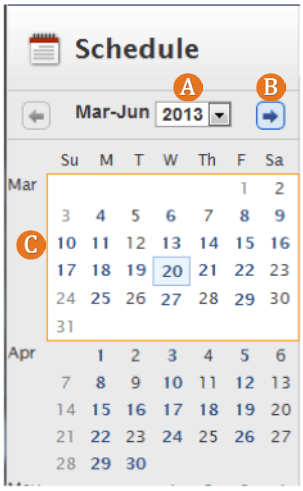
Grades and Assignments:

1. Communities do not have a **Final Grades** page. Final grades will need to be submitted through AIM.
2. There is an additional option when creating assignments that is **Repeat Yearly**. When **Yearly** is selected, two additional options will show, one for date-specific repeats, the other for day repeats. Select a start and an end day for the batch creation. For instructions on how to create the rest of a repeating assignment, refer to page #108.



Schedule:

1. The schedule will display by month instead of semester as the community does not run the length of a regular semester.
   - A To view a different month, use the calendar on the left of the schedule page to select a day the community runs (it will display in blue) in the appropriate month. If the month is not currently displayed, use the right or left arrows at the top of the calendar.
   - B To view past or future years on the schedule, use the drop-down menu at the top of the calendar to select the desired year.
   - C For instructions on adding and editing content to the schedule see page #124.



Syllabus:

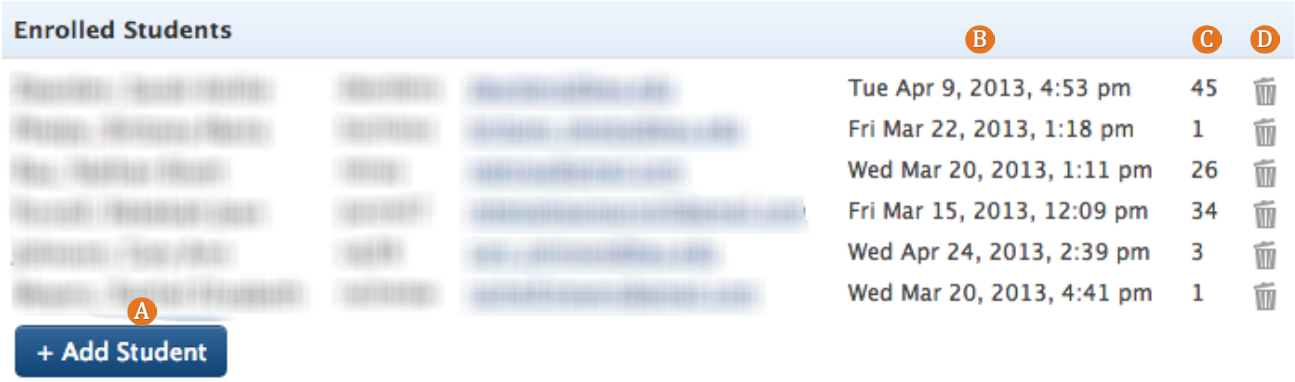
1. Communities do not integrate with AIM and therefore do not come with prepopulated learning outcomes or materials.

Adding Users

Purpose: Communities do not integrate with AIM, so use this page to add students, instructors, and TAs to a community space.

1. Enter the **Users** page from either the Home or Syllabus tab.
2. Click the **New Instructor**, **New TA**, or **Add Student** button respectively.

3. Add the Net ID(s) of the desired instructor, TA, or student. If entering multiple Net IDs, insert a comma between each.
4. Click **Add**.
5. If students were added, they will now appear under the **Enrolled Students** bar.



A The total number of students is shown at the bottom of the section.

B Last view displays the time and date of the student's last entry into this course on Learning Suite.

C Total Views displays how many times each student has viewed the course.

D Trash cans to the right allow deletion of students from the community.

6. If Instructors or TAs were added, see page #35 for more details.

Development

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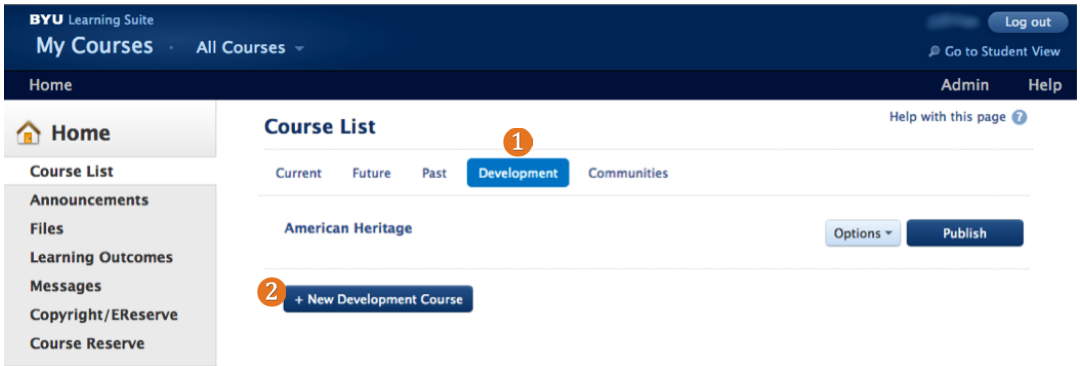
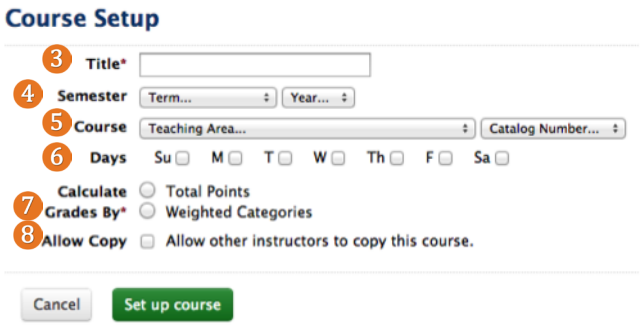
Creating Development Courses

Purpose: Practice creating a course or create a future that is not yet available in Learning Suite.

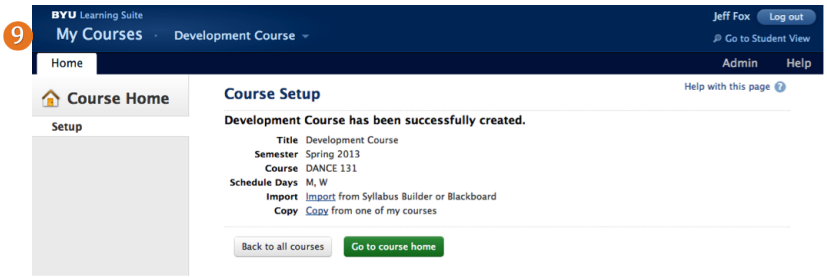
1. Access Development courses by clicking on the **Development** tab from the **Course List** page. Previously created development courses will be listed on this tab.



2. Click **New Development Course**.



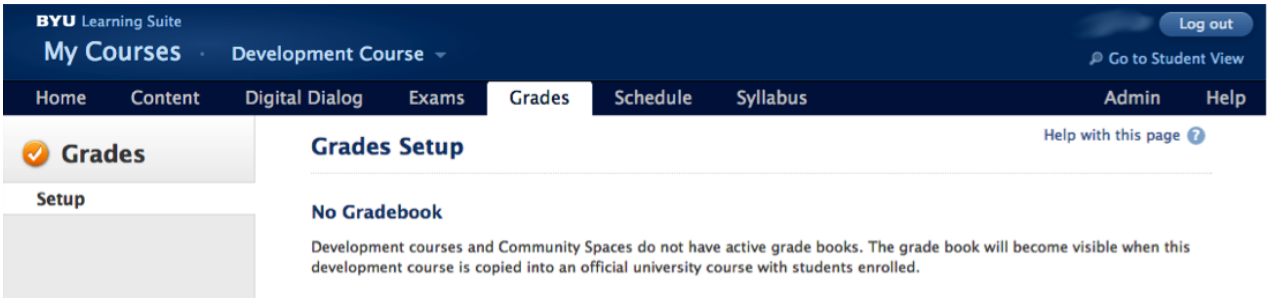
3. Enter a title for the course.
4. Choose the **Term** and **Year** for the course.
5. Select the official course number for the development course. **Teaching Area** refers to the category it is located under; the **Catalog Number** is the official number assigned to each course, such as *Afrikaans 201*. If the course is not yet in the catalog, select a similar one and Learning Suite will automatically make the change once the course is copied.
6. Select which **Days** of the week the **Development** course will display in the schedule. If the Development course is later copied to a live course, the dates will automatically correct, so an estimate is appropriate.
7. Choose how gradebook will calculate your grades. As **Development** courses do not have a gradebook, this option mainly applies to the Assignments tab. For information on both of these options, see page #93.
8. If desired, Allow other instructors to copy the course by clicking the check box.
9. After the initial setup, **Development** courses will look very similar to regular courses. Copy and Import from other courses as desired. For directions, see pages #38 and #39-41 respectively.



Differences in Development Courses

Purpose: Development courses function in the same way as other course types, but some changes have been made to best serve the needs of Development course users.

1. There are no students in a Development course, but Instructors and TAs may be added. This also means that no Course Recipients will be available in Messages unless an Instructor or TA is added into the course. Students will be automatically added if this course is copied into a live course.
2. Development courses do not have the same integration and as such, these courses will not come with learning outcomes or materials prepopulated. However, these will appear if copied into a regular course.



4. There is no gradebook as there are no students. Assignments can be created, but will not be viewable through the gradebook. Assignments created here will automatically populate the regular course when copied, including appearing in the course gradebook.
3. There is also no Digital Dialog as there are no students.

Note: All other functionality in Development courses is the same as a regular Learning Suite course.

Appendix A: Troubleshooting

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Computer Basics

How do I log in to Learning Suite?

To log into Learning Suite, type learningsuite.byu.edu into the URL bar. You may also navigate to Learning Suite from byu.edu by clicking Faculty › BYU Learning Suite or from My BYU by clicking Quicklinks › campus resources › Learning Suite.

Next, log in to Learning Suite using your BYU Net ID and password. If you do not currently have a Net ID, go to my.byu.edu and from the Sign in screen click Create a Net ID.

How do I copy and paste?

Windows: To copy press the key sequence "ctrl"and "c" simultaneously; to paste press "ctrl"and "v."

Mac: To copy press the key sequence "command" and "c" simultaneously; to paste press "command" and "v."

Can I make the text larger or smaller?

Windows: To zoom in select the key sequence "ctrl" and "+" simultaneously. To zoom out select the key sequence "ctrl" and "-."

Mac: To zoom in select the key sequence "command" and "+" simultaneously. To zoom out select the key sequence "command" and "-."

You can also zoom in from the browser by clicking on the View menu and using the zoom options.

How do I refresh the page?

Refreshing the page pushes your browser to display the most recent version of the current web page. The icon to refresh the page is located in slightly different locations along the URL bar in each browser and will look similar to the following:

You can also refresh the page by holding down "CTRL" + "F5" on a PC or "COMMAND" + "F5" on a Mac.

General Questions

Can I change the colors of my Learning Suite?

No, the colors of the site cannot currently be personalized. This is to provide consistency for the students.

Does Learning Suite support mobile devices?

Learning Suite is currently only partially supported on mobile devices; It may be used from mobile devices, but problems may be experienced. The platform your phone uses will affect LS performance. A Learning Suite App is scheduled to release in time for Fall semester.

How long until Learning Suite logs me off?

Learning Suite times out after approximately an hour of inactivity. We recommend that you save pages at least every thirty minutes. One way ensure no information is lost is to type the information into a word document (this also helps with spell check) and paste that into Learning Suite once completed, especially if you are entering a lot of text in a content page.

Why can't I switch between courses using the drop-down arrow at the top of my screen?

The All Courses drop down menu currently works for instructors alone meaning that students and TAs do not yet have this capacity. If the drop down is not working for an instructor, refresh the page and if that doesn't work, call OIT at 801-422-4000.

Why can't I see my course?

Courses are populated in Learning Suite according to the Instructors listed in AIM. If you have been listed in AIM as the instructor, check the Course List to make sure the correct semester is selected. For instructions on accessing other semesters, see page #22.

Another reason may be that the semester in which your course would be found is not yet available. Courses will display one semester ahead of the current semester with Sp/Su counting as one semester, i.e. if it is currently Fall semester, Winter courses will be available, but nothing further in the future.

If the original primary instructor started creating the course in Learning Suite and then was removed as the primary instructor and another professor was put in his or her place, then the original primary instructor must delete the course that he or she originally created. This way the new primary instructor can create the course.

Who can create communities?

Full-time faculty has access to create Communities. Part-time and adjunct faculty can be given access by calling the OIT help desk 801-422-4000.

Why are my changes not saving?

After about an hour of inactivity the BYU system will automatically log out. The screen will stay on the page that was previously left open and will not show the log in page until you have refreshed the page.

If more than one tab of Learning Suite is open and on the same page, there may be some saving errors. For example: if two tabs are open on the same content page, with Tab 1 being empty and changes made in Tab 2, saved and then closed. If the user then goes into Tab 1 and makes changes without refreshing, the page will not save the edits made in Tab 2.

If an error box pops up saying that "The Changes were not saved," refresh the page. If the problem persists, call OIT.

Do TAs have access to student ID pictures?

Visit the Dept. Secretary and add the TA through AIM. Next, follow the Flashcard tutorial. If the TA is not added in AIM, they do not have access to Flashcards and therefore do not have access to student ID pictures.

Why can't I add a TA who is a student in the course?

Adding a TA who is a student in the course violates FERPA (Family Educational Rights and Privacy Act) guidelines. TAs can edit grades and see unpublished information that may contain private information. This makes having a student also serve as a TA too risky of a choice. For more information on FERPA, refer to page #13 and #153.

Where can I find exam statistics?

Unfortunately there is currently no way to break down and see reports for individual questions. Compiling student answers and issuing them in a summary form is scheduled for a futrue release. Further advances in statistics are planned for other future releases. For updates on future releases, check out lsinfo.byu.edu.

How do I submit feedback and enhancement requests?

Visit lsinfo.byu.edu or click Help at the top right of your Learning Suite, then click Feedback. Do a quick search using the sidebar to see if the suggestion is already in the system, then type the suggestion in the text box or by clicking Post a new idea. Help prioritize requests by placing votes. To do this, click on the Vote button beneath the idea. Enter your email address and select the number of votes you would like to give that request. Your email will be used to send updates as to the requests submitted or voted on, but will not be used for anything else. Each user is allotted 10 votes. Once a request has been implemented, the user will be given back the number of votes they used on the item.

What is the Temporary Access button?

This feature was initially designed to grant access to the Learning Suite team. It is no longer applicable. This button does not give course access to guests. There has not been a chance to remove this feature yet, but for all intents and purposes it performs no function. To give guests access to your course, they must be added as a TA or co-instructor in the course or as a student in community spaces. Be advised that guests gaining access as a TA or co-instructor will have full privileges in the course including grade access and editing.

Internet Problems

Why is Learning Suite running slowly?

There are a few reasons why this could be happening:

- A great deal of network traffic meaning that there is a large number of users all attempting to access the same web pages simultaneously. High traffic times include The first and last few days of the semester.
- A server could be down meaning that there are fewer sources providing service to all of the users accessing Learning Suite and it becomes more difficult to provide. This does not occur often, but if it does occur the Office of Information Technology will immediately work to restore the server to avoid delays as quickly as possible.
- Learning Suite operates best with Google Chrome, Mozilla Firefox and Safari. Using an internet browser other than these three may result in delayed services.

Why did Learning Suite stop responding?

This might occur if there has been over an hour of inactivity and the session has timed out. If this occurs, refresh the page and log back in.

What should I do if my Learning Suite page is stuck on a loading screen?

Check the browser to ensure you are using Google Chrome, Mozilla Firefox or Safari, in which Learning Suite works best. If that is not the concern, try refreshing the page and logging back in. If your work did not save, re-try it. If this happened while inserting a file, the file may now display under or Choose from my files and cannot be submitted using Upload a file.

How do I identify a server problem?

Fatal errors often result from server problems or outages. These can span a varying length of time and may affect all of campus services. Try refreshing the page, but if the fatal error messages are persistent and/or if you cannot log in as usual, then it is likely a server error and will be restored as quickly as possible by the OIT team.

Browser Issues

What is a browser and why does it matter which I use?

A browser is software designed to enable users to locate and access web pages and applications. The recommended browsers include: Google Chrome, Mozilla Firefox, and Safari. Safari will need to have have cookies enabled (located under "Preferences," then "Privacy"). Each browser has slightly different capacities and may work better with some programs than others, for example, Google Chrome automatically updates without needing prompted and works well with most programs. Internet Explorer is not recommended as it may cause Learning Suite to run slowly and is prone to many errors due to a unique coding configuration. These browsers appear as icons on your desktop or in your startup menu. To use one of these browsers, click on the icon and allow the corressponding window to open up.

How do I update my browser?

Using the most up-to-date browser means that the web will be at its fastest. Each browser has its own method to update.

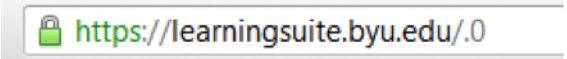
- Google Chrome was created with an auto-update feature so there is no need to worry about updating it. For more information on Google Chrome updates go to http://support.google.com/chrome/bin/answer.py?hl=en&answer=95414
- Firefox also automatically checks for updates, but will take a moment to install them when you restart Firefox. Your college CSR may need to log in to your computer for this to happen
- Safari users can update their browser by going to the Apply menu and selecting Software Update. In the Software Update window select the items you want to install and then click install. (Usually you will install all the available updates). Enter in an administrator account name and password. After the installation is complete, restart the computer if needed.

What is the URL bar?

The URL bar, also known as the location or address bar, is the component of the browser where you type in the address of the website you would like to visit. The URL bar should look like the following:

What should I do if I get a redirect loop message?

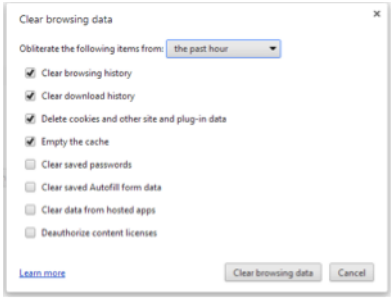
If you get an error that says that Learning Suite cannot be accessed because of a redirect loop, delete the '.2' at the end of the URL and press enter. This should stop the problem and take you to Learning Suite.



When should I clear my cache and how can I do it?

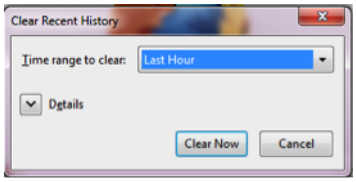
Clearing the cache cleans the memory of your computer which often helps it to run better.

- Safari: On the tool bar click Preferences then select the Advanced tab. Click the checkbox for Show Develop menu in menu bar. Now from the menu bar click Develop and then Empty Caches.
- Google Chrome: Click on the icon of 3 horizontal bars on the right side of the browser (beneath the Minimize and Maximize buttons.) A drop-down menu will appear. Click History. A new tab titled History will open. Click the Clear browsing data button. The top dialog box will appear. Click the Clear browsing data button to clear the cache.
- Mozilla Firefox: Click on the orange Firefox button in the top left corner of your browser. Hover over the History option and the side menu will appear. Click on the Clear Recent History option and the bottom dialog box will appear. Change the Time range to clear to Everything. Make sure that the automatically selected options under Details include Cookies and Cache. Then click Clear Now.



Shortcuts:

- PC: use the shortcut "CTRL" + "Shift" + "Del."
- Mac: use the shortcut "COMMAND" + "Shift" + "Delete."



If you were clearing your cache because of an error message, try reproducing the steps you took before the error appeared in Learning Suite. If the problem persists try using a different browser. If the issue is still not resolved contact the Office of Information Technology at 801-422-4000.

Course Copy

Can I import my Gradebook information into Learning Suite?

Information previously stored at gradebook.byu.edu (the standalone gradebook not in Learning Suite) cannot be imported into Learning Suite. The information in gradebook only links to the Grades portion of Learning Suite and does not push the assignments to the Assignments page. However, the grades themselves could be exported from the standalone and imported into Learning Suite if desired. For more information on export and import, see pages #97-98.

Why are the links imported from Blackboard not working?

The links that were imported were internal links through Blackboard which BYU no longer has access to. The links will no longer work because a chain in the link has been broken.

Which Blackboard file do I import?

Follow the course management utility link provided above the Import options and use the tutorial on page #40.

What should I do if course copy fails?

Try refreshing the page and clearing the cache (page #156) then recopy. If it still doesn't work, contact OIT at 801-422-4000.

Files

Why d I get an error when inserting a file?

If you get an error when inserting file there are a few things to consider.

- Has the file already been uploaded into Learning Suite? If so, this file will be found under Or choose from my files, found below the Upload a file option when inserting a file.
- Does the file have the same name as another file? If this is the case, give the file a unique name or delete the old file before adding the new one. For more information see page #19.
- Has there been a little while of inactivity? Try refreshing your page, logging back in and re-uploading it.
- Are you uploading an incorrect file type? Once the insert button is clicked, the appropriate file types will display under Choose Files. If your file is not listed, try using a different option, such as Insert File on the toolbar.
- Is it a large file? If the file you are trying to upload is more than 300 megabytes, it will not upload. Break down the file, or if it's a movie or long video clip consider using BYUgle (refer to page #180) or YouTube (refer to page #50).

Why haven't my files updated?

Word processors are not connected to the Internet and do not create live documents that automatically save and update on-line. See page #19 on replacing files.

Why do things display incorrectly after being pasted?

Web formatting is different from plain text and sometimes when pasting text from a document or other web source, the formatting needs to be adjusted. The best way to resolve this is by editing the text once it is in Learning Suite.

Which equation formats are accepted?

The epsilon button located on the Learning Suite text box toolbar allows professors to insert equations written in MathML and LaTeX.

Why is myequation displaying strange symbols?

While Learning Suite uses MathML and LaTeX for equations, many BYU professors use American Mathematical Society (AMS) LaTeX which has slightly different symbols than the supported LaTeX and will display incorrectly. Make sure that you are using the correct equation formats when creating equations.

Digital Dialog

Why isn't my video/audio working?

Visit your department CSR. For a more comprehensive approach to Digital Dialog and this error, see page #56.

Grades

Why can't I submit final grades?

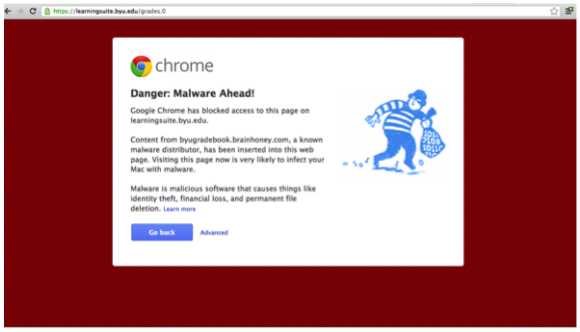
Make sure that you are the primary instructor for the course. Instructors cannot submit final grades unless they are listed as the primary instructor. If you are listed as the primary instructor and cannot submit final grades, contact the Office of Information Technology at 801-422-4000.

How do I change the order of the assignments in the gradebook?

This will need to be done using the standalone Gradebook at gradebook.byu.edu. For instructions on how to do this, see page #107.

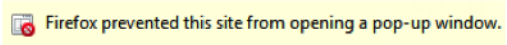
Why do I have a malware warning in Grades?

If an error comes up that reports BrainHoney as Malware,choose to proceed anyway. Google software flagged a component of BrainHoney's coding, but this is an error that can be ignored.



Why isn't Turnitin working?

When a professor uses the Mark up paper feature on the Originality Check tab, a pop-up will appear that allows them to edit the paper. If the browsesr has been set to prevent pop-ups and this particular one has been blocked, you will see a symbol signifying that something was blocked on the URL bar. In Google Chrome the pop-up block will look like this:

In Firefox a bar will appear below the URL that looks like this: 

In Safari, links with pop-ups will not work. To enable them, navigate to Preference under the Safari tab or hit "CTRL" + "," or "COMMAND" + "," then choose Security and deselect the Block pop-up windows checkbox.

Why can't students resubmit using Turnitin?

Learning Suite currently does not have the capability to resubmit through Turnitin using Learning Suite. To work around this situation, create a dummy assignment that is not included in the final grade (under More options when creating a graded assignment) . Have the student submit through this assignment, manually copy the score over to the appropriate assignment

and then delete the dummy assignment at the end of the semester. For more on assignment creation see page #103.

Why can't my students resubmit an assignment online?

Students actually can resubmit but the professor first must allow a resubmission. For instructions on allowing resubmission refer to page #95.

Why can't students access feedback?

This is most likely due to an error made when creating the item. Students need to click on a particular assignment on the Assignments page, then select **View**. A dialog box should then appear with the score details, including feedback. If regarding Turnitin, feedback can only be found in the Assignments page.

Why did a student disappear from my gradebook?

The student might have withdrawn or dropped the course. To see if this is the case, click on **Display Options** then select **View Inactive Enrollment**. The scores page will then display all of the inactive students in the class. To see the status of all students, click **Display Options**, then **visible columns** and check the **Status** box.

Why do my students have higher grades than they should?

Gradebook does not calculate empty spaces as zeros so make sure all students who earned zeros have that entered. Often the problem is found under the grade scale so check that it is set up correctly.

Why have no scores dropped?

Scores will not drop until all assignments in the chosen category have been graded. Often this is at the end of the semester. The total points on the Assignments page will show all available points, including those that will be dropped. Gradebook, however, will drop the scores and show the new total for each student with their adjusted grade. To see which score was dropped for each student, click a student's name.

Can I hide class statistics?

Class statistics may be hidden using the standalone gradebook at gradebook.byu.edu. From there, click **Assignments**, then **Course Settings** in the top right corner. Deselect **Allow Students to see Comparative Class Statistics**. If this concerns a class with fewer than 10 students, statistics will automatically be hidden to protect student scores. If preferred, you may hide the entire gradebook under **Grades**, then **Setup**.

Exams

Why can't my students access the feedback in an exam?

The option for students to be able to view feedback needs to be selected under Reporting. For instructions on how to change the reporting options see page #75.

If the exams were copied from another instructor, feedback files may not work because the rights to the files were not transferred. If this is a problem call OIT at 801-422-4000 for assistance.

Why can't my students access the exam?

An exam needs to be published before students can access it. For instructions on how to publish an exam refer to page #70.

Make sure the exam was set to open and close at the appropriate time and date. For instructions on how to set due dates and time refer to page #73.

If students still can't access the exam, call OIT at 801-422-4000. If a single student cannot access the exam, have him/her call OIT directly as it is likely either a user error or a computer-specific problem.

Can I export or print my exams with the questions and answers?

Unfortunately only the questions will be exported as a protection to professors who choose to distribute paper copies to their students. To export see page #81 To print see page #71.

How can I unpublish an exam?

Exams cannot be unpublished, but if you no longer need the exam or its scores, delete the exam. Remember that this will also delete any scores received from the gradebook. If you would like the exam to close on a different date, make the change in exam options (see page #73).

How can I let a student see or take an exam if it has already closed?

The student must be added under Exceptions (see page #73). Exams can also be printed so that the student can see or take the exam on paper. For instructions printing exams refer to page #71.

Does Learning Suite support question pools?

Question pools are not currently available, but due to demand, will be implemented in a future release.

Why can't I see the changes I made to an exam after it was published?

If you do not yet see the changes made, go to Exams, then Scoring on the left side menu. Click the Re-Score Exam button at the top right of the screen.

Schedule

Why isn't my live feed syncing with the schedule?

Google Calendar has been programmed to only update once a day. If changes were made that day on Learning Suite, they may not have been pulled in to the calendar yet. If using Outlook on a Mac, the feed will not become live as a result of a push by Apple to use iCal.

If not using either of those programs, check to make sure that the calendar sync was set up properly as seen in the tutorial on page #129. If those steps were followed properly, check to see if the synced schedule is listed with another name or as another calendar on the left hand side. If the problem is still not fixed, call OIT at 801-422-4000.

Why is there a specified final exam time at the end of the schedule?

The university assigns every course an exam time and puts it in each course's calendar. The professor is not required to administer the exam at that time, but if he or she decides to do use it, this will keep the students reminded of the time. You may remove these from your schedule if you'd like. Refer to page #127 for instructions on editing or removing an item from the schedule.

Syllabus

Why isn't my syllabus printing?

When printing a syllabus make sure that the correct printer location has been selected and no printer alerts have appeared, such as no paper left. If printing still does not work call OIT at 801-422-4000.

Can my students print the syllabus?

Students do not have the ability to print a syllabus directly from Learning Suite. They can, however, print from their browser or download then print a syllabus file posted by the instructor. To make the syllabus available for printing, do a Word Export from Learning Suite and put the file on a content page for students to access. For instructions on how to do a Word Export see page #143. For instructions on how to insert a file into a content page, see page #49.

Why does my syllabus export/print differently?

The syllabus is exported to a word document so the formatting must change the page to match Word's programming. Once in Word it can be edited like any other document. Any unnecessary information can be deleted or moved using copy and paste. Please note that these changes will not reflect in the Learning Suite syllabus, but will in the file uploaded.

Appendix B: Troubleshooting: Decision Flowcharts

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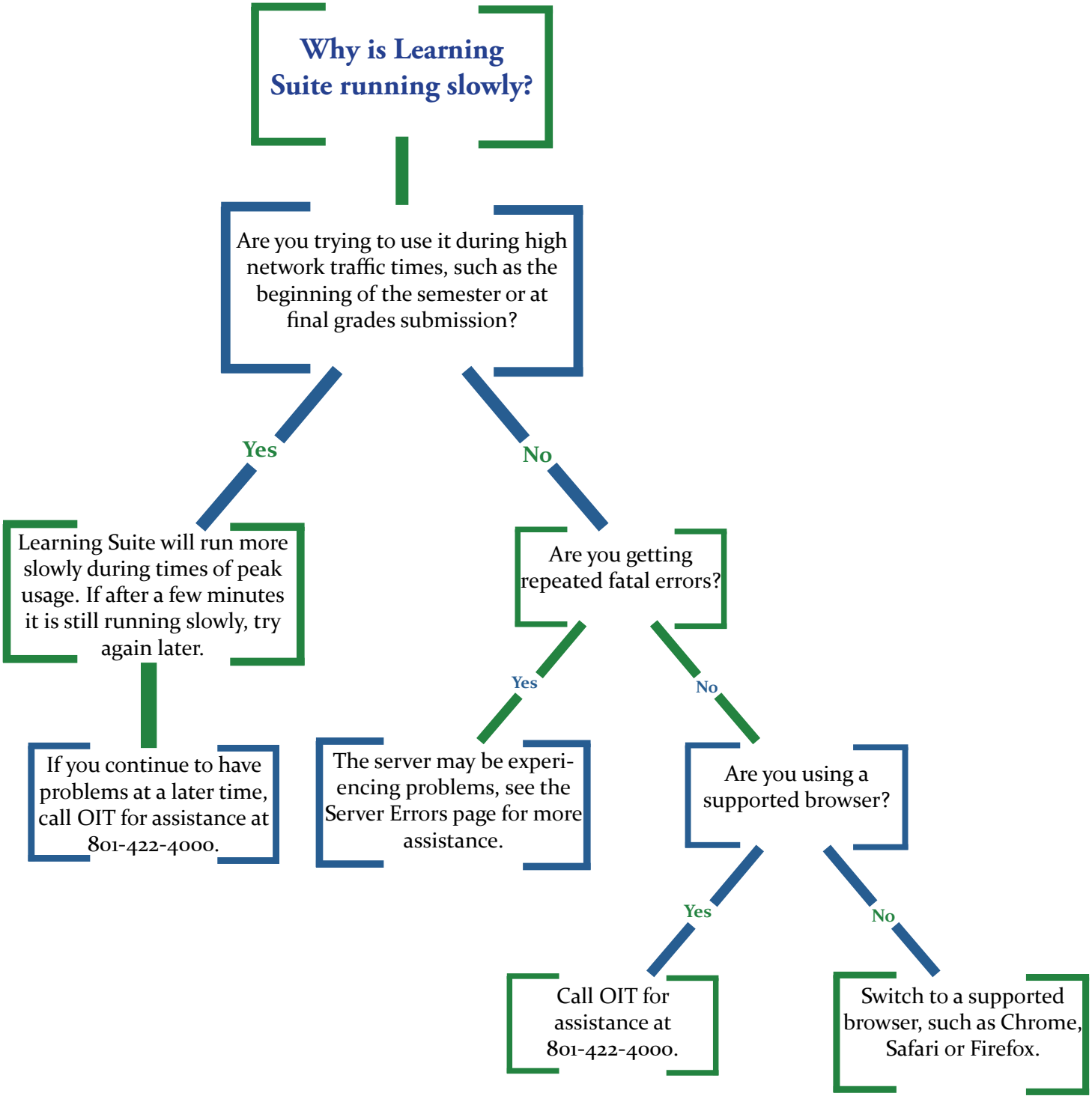
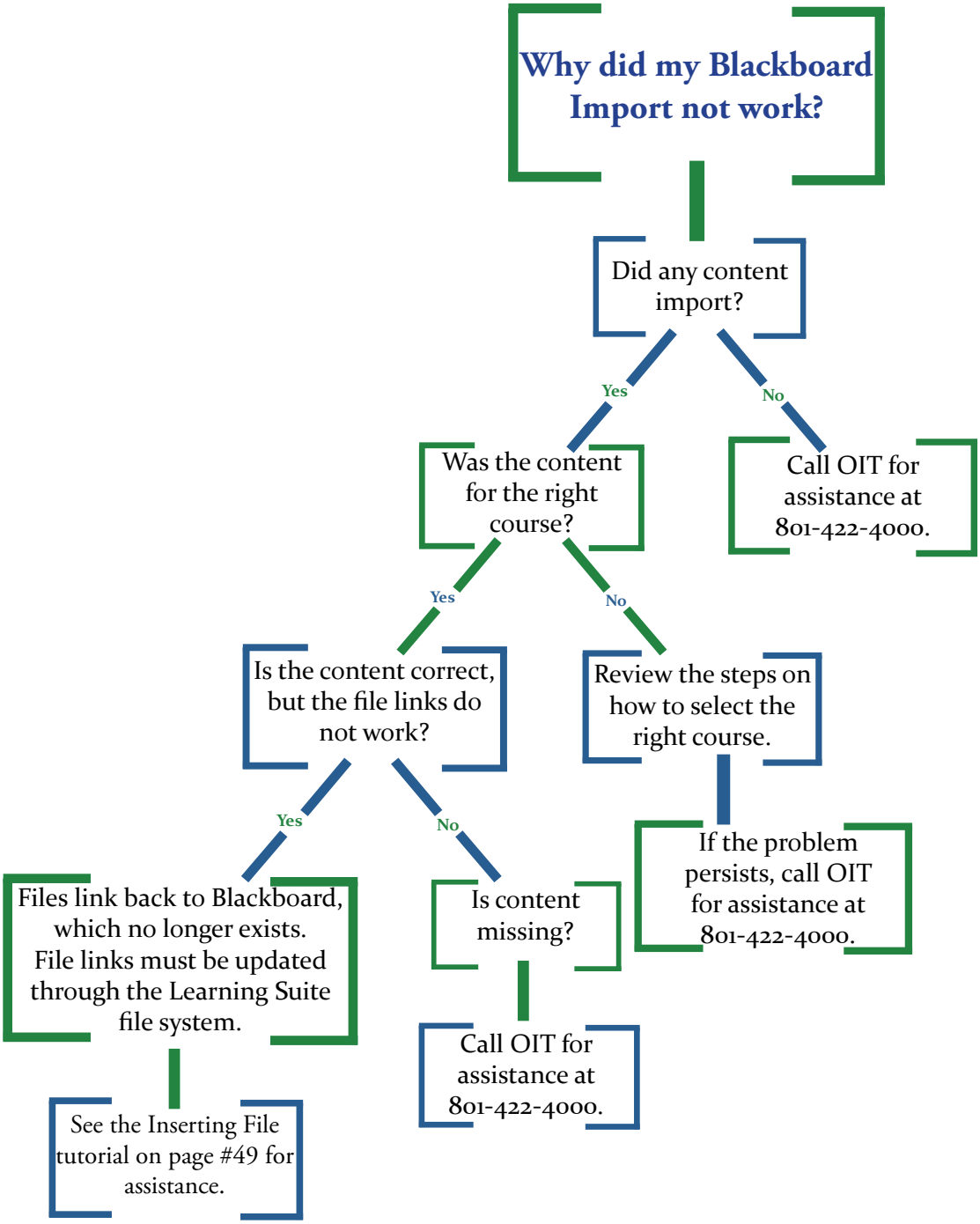
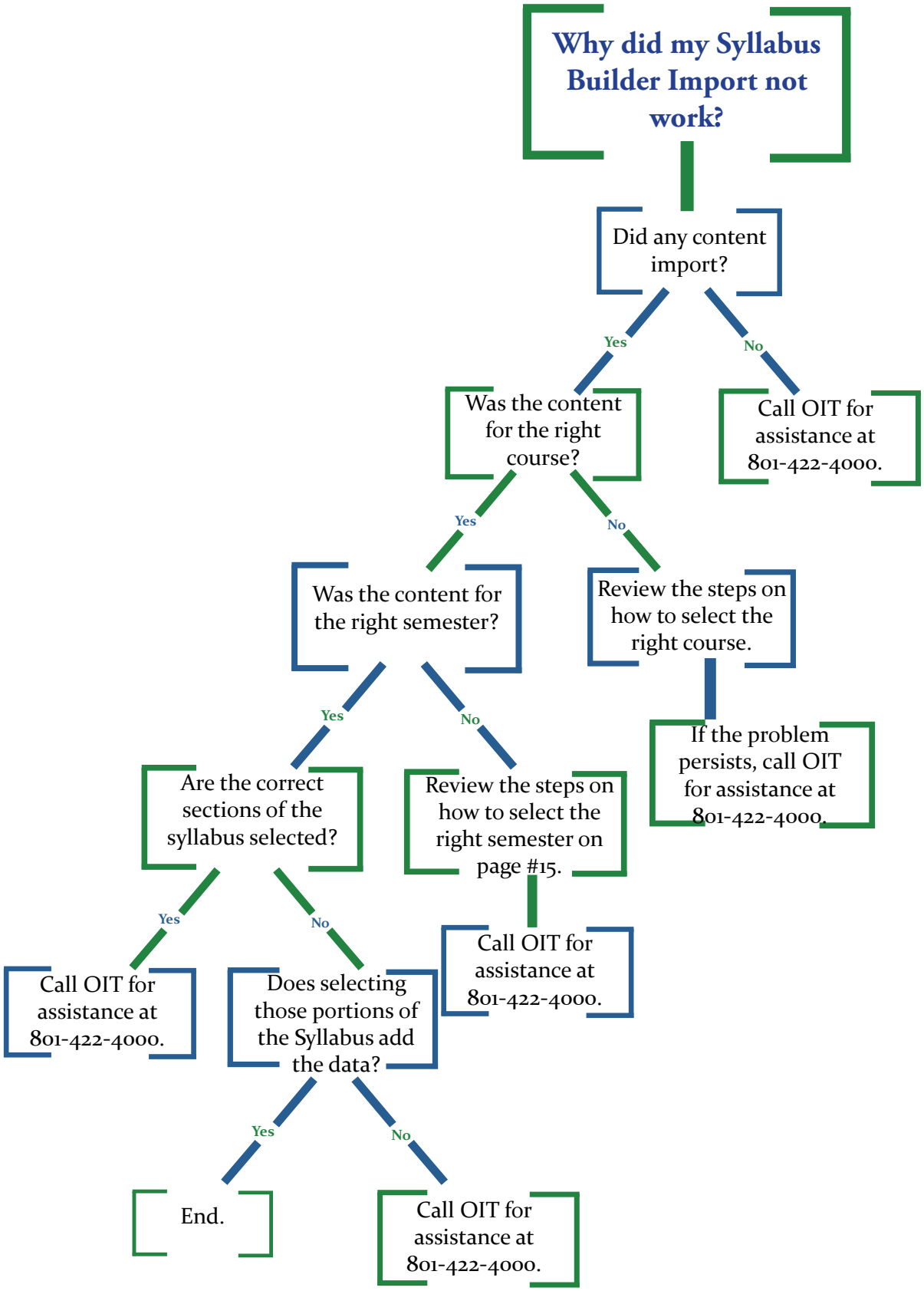
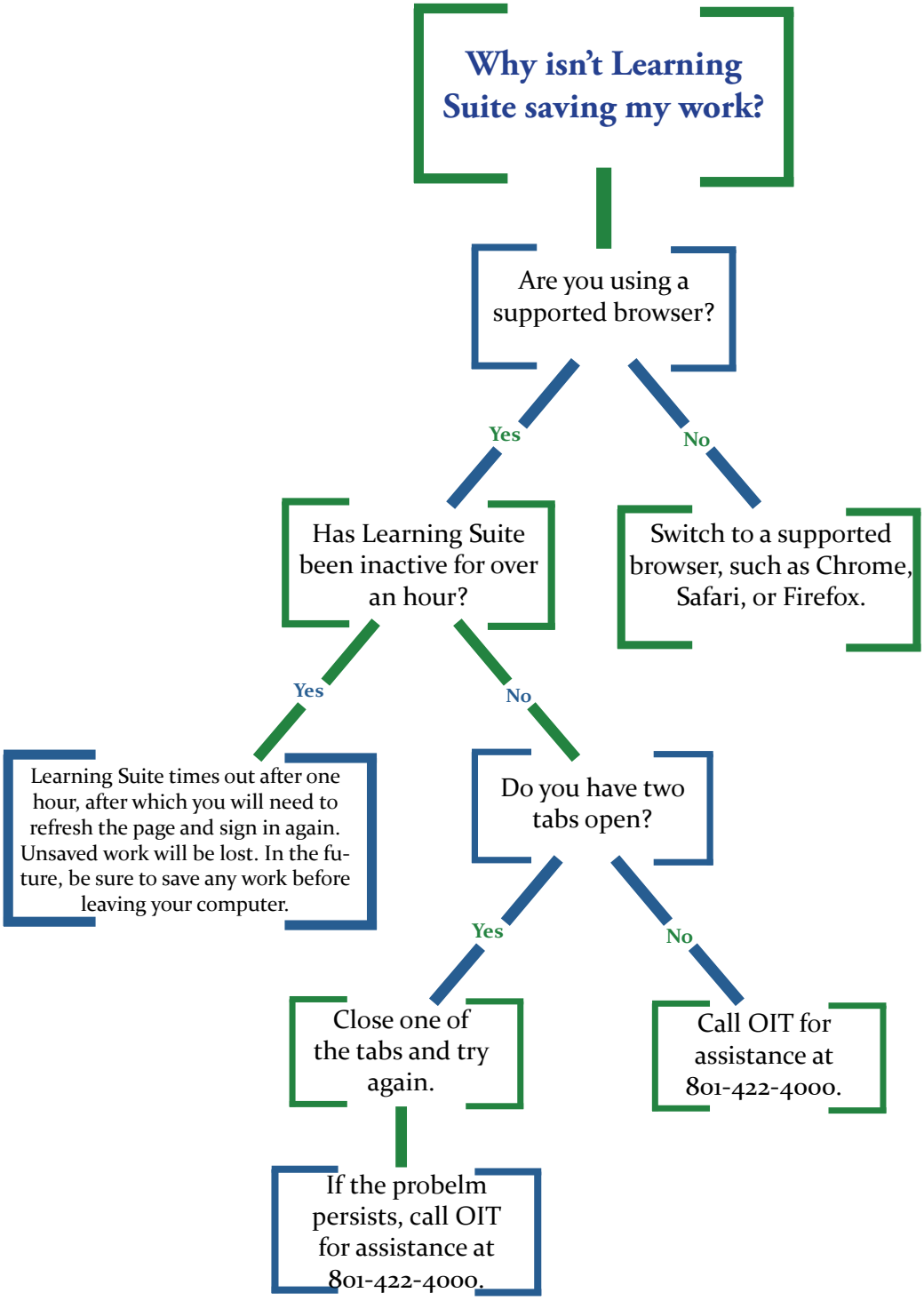
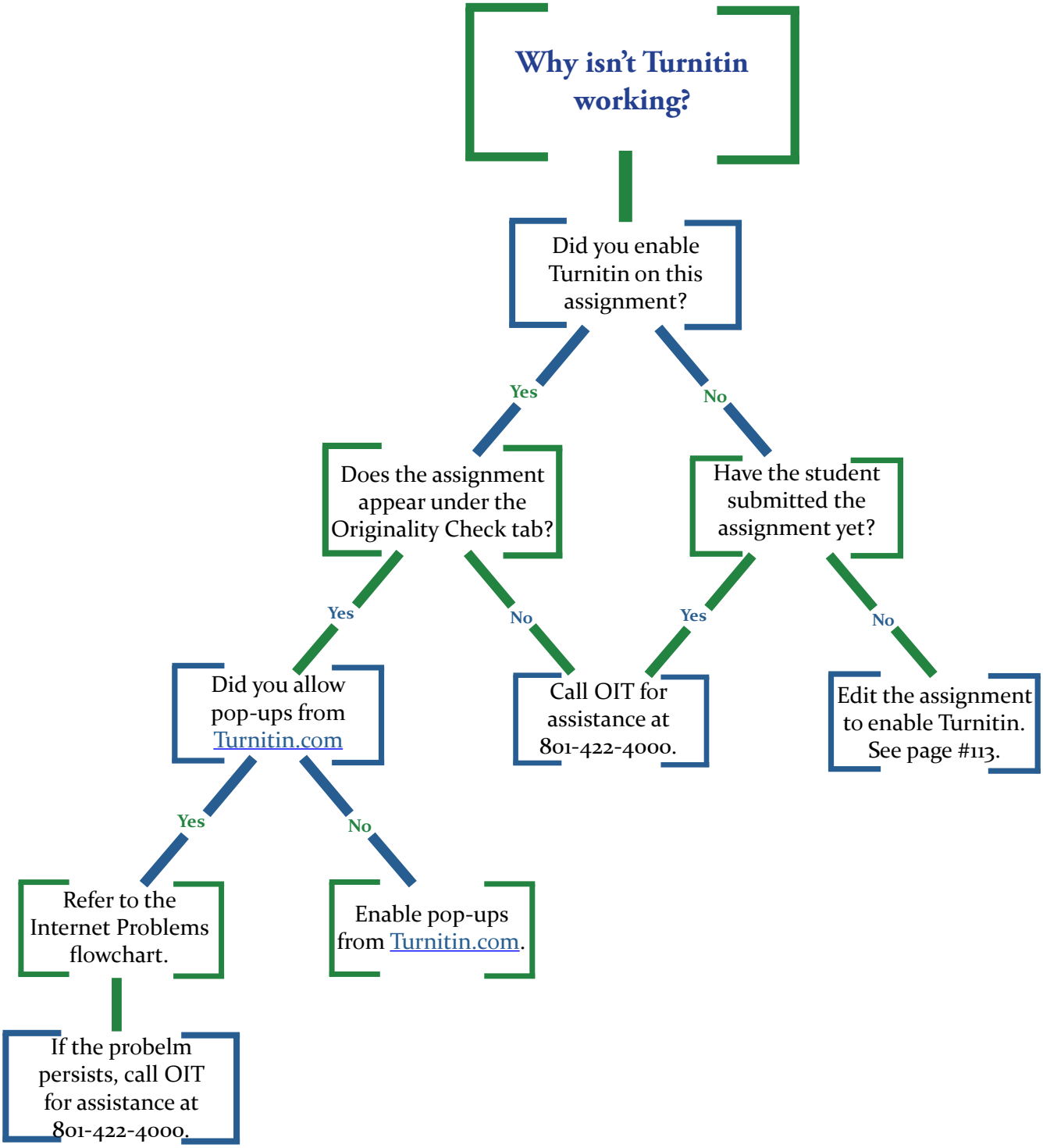
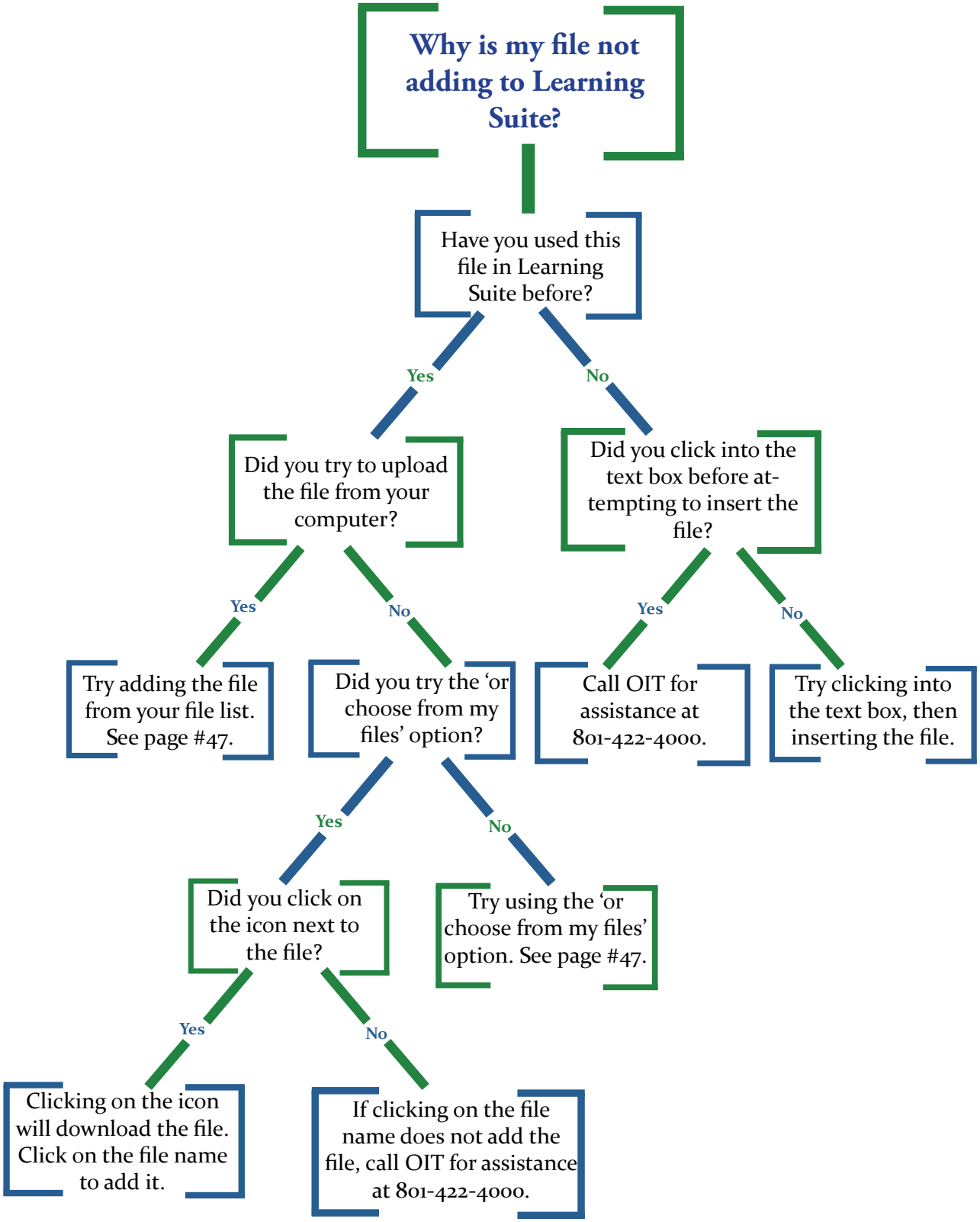

Why is Learning Suite running slowly?
Are you trying to use it during high network traffic times, such as the beginning of the semester or at final grades submission?
Yes
No
Learning Suite will run more slowly during times of peak usage. If after a few minutes it is still running slowly, try again later.
Are you getting repeated fatal errors?
Yes
No
If you continue to have problems at a later time, call OIT for assistance at 801-422-4000.
The server may be experiencing problems, see the Server Errors page for more assistance.
Are you using a supported browser?
Yes
No
Call OIT for assistance at 801-422-4000.
Switch to a supported browser, such as Chrome, Safari or Firefox.


Why did my Blackboard Import not work?
Did any content import?
Yes
No
Was the content for the right course?
Call OIT for assistance at 801-422-4000.
Yes
No
Is the content correct, but the file links do not work?
Review the steps on how to select the right course.
Yes
No
If the problem persists, call OIT for assistance at 801-422-4000.
Files link back to Blackboard, which no longer exists. File links must be updated through the Learning Suite file system.
Is content missing?
Call OIT for assistance at 801-422-4000.
See the Inserting File tutorial on page #49 for assistance.


Why did my Syllabus Builder Import not work?
Did any content import?
Yes
No
Was the content for the right course?
Call OIT for assistance at 801-422-4000.
Yes
No
Was the content for the right semester?
Review the steps on how to select the right course.
Yes
No
If the problem persists, call OIT for assistance at 801-422-4000.
Are the correct sections of the syllabus selected?
Review the steps on how to select the right semester on page #15.
Yes
No
Call OIT for assistance at 801-422-4000.
Call OIT for assistance at 801-422-4000.
Does selecting those portions of the Syllabus add the data?
Yes
No
End.
Call OIT for assistance at 801-422-4000.


Why isn't Learning Suite saving my work?
Are you using a supported browser?
Yes
No
Has Learning Suite been inactive for over an hour?
Switch to a supported browser, such as Chrome, Safari, or Firefox.
Yes
No
Learning Suite times out after one hour, after which you will need to refresh the page and sign in again. Unsaved work will be lost. In the future, be sure to save any work before leaving your computer.
Do you have two tabs open?
Yes
No
Close one of the tabs and try again.
Call OIT for assistance at 801-422-4000.
If the probelm persists, call OIT for assistance at 801-422-4000.


Why isn't Turnitin working?
Did you enable Turnitin on this assignment?
Yes
No
Does the assignment appear under the Originality Check tab?
Have the student submitted the assignment yet?
Yes
No
Yes
No
Did you allow pop-ups from Turnitin.com
Call OIT for assistance at 801-422-4000.
Edit the assignment to enable Turnitin. See page #113.
Yes
No
Refer to the Internet Problems flowchart.
Enable pop-ups from Turnitin.com.
If the probelm persists, call OIT for assistance at 801-422-4000.


Why is my file not adding to Learning Suite?
Have you used this file in Learning Suite before?
Yes
No
Did you try to upload the file from your computer?
Did you click into the text box before attempting to insert the file?
Yes
No
Yes
No
Try adding the file from your file list. See page #47.
Did you try the 'or choose from my files' option?
Call OIT for assistance at 801-422-4000.
Try clicking into the text box, then inserting the file.
Yes
No
Did you click on the icon next to the file?
Try using the 'or choose from my files' option. See page #47.
Yes
No
Clicking on the icon will download the file. Click on the file name to add it.
If clicking on the file name does not add the file, call OIT for assistance at 801-422-4000.

Appendix C: Pedagogy Section

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Pedagogical Notes on the Implementation of Learning Suite

Using technology in your teaching does not make you a "good" professor. The question is how the technology is used to empower and enhance the learning experience for students. The pedagogy that is behind the use of the technology is what will make the biggest difference for your students and their learning.

We have talked with students using Learning Suite as well as looked at the research around the country with students using Learning Management Systems and compiled the best practices here for you. We've tried to make them applicable to Learning Suite in every case. Above all else, students request that you use Learning Suite so they have their information in one place. Organizing your course and helping students know how to navigate it are two other requests that are within your control. Take some time and think about how you are using Learning Suite and use some of these ideas to make your course even better than it already is and you and your students can have a better experience with Learning Suite.

General:

- Students request time and time again that faculty members use Learning Suite. That way they can access all of their course materials in one spot.
- Demonstrate in class how to navigate your course. Do it at the beginning of the semester when you discuss your syllabus and course outline. Then students know how to find your materials without having to guess. That will give them an idea of how you have organized the materials so they can find them.

Initial Course Setup:

- Here are some considerations you may make when you decide if you are going to use Weighted Categories or Total Points for calculating final grades.
- Weighted Categories:
- Example: Assignments: 40%, Quizzes: 10%, Midterm: 20%, Final Project: 10%, Final Test: 20%
- You must decide the various kinds of performance and how they are valued.
- Student performance in each category is kept separate from other categories.
- Each category is averaged and then counted for a certain percentage of the total course grade. In this example, performing well on quizzes will have a more limited effect on students' grades than performing well on assignments.
- Total Points:
- Example: 92-100 points=A, 85-91 points=B, 76-34 points=C, 69-75 points=D, 68 points or below=E
- To some extent, poor performance in one area can be compensated by work in other areas.
- Poor performance early in the course is not necessarily crippling if the student performs well later on.
- Conversely, if students perform well during the first three quarters of the class, their participation and work may decline near the end of the course.
- This grading system allows students more control over where they put their effort in the course.

Link to another website:

- If you have your own website, put the forwarding link in here so students still have a one-stop-shop for accessing their courses.

Announcements:

- Save class time by posting 'administrative' information (changes to assignments, due dates, etc.) in the Announcements area. Encourage students to check the Announcements several times a week to stay abreast of current information.
- Click "E-mail students on publish" to push out as e-mail.
- Post announcements that give students a teaser for topics that are coming up. Teasers can pique their interest and help them come to class better prepared to participate.

Learning Outcomes:

- Good course learning outcomes are central to learning in your course. They specify the abilities, attributes, knowledge, and skills students will gain and will give meaning and purpose to what students do in your course.
- Learning outcomes provide students with guidance for how to direct their learning as well as the language to describe what they are learning. They will help your students know where a course is going. Outcomes can also help students evaluate their progress toward reaching their goals.
- Learning outcomes should be specific and measurable. Consider using action verbs that specifically demonstrate the abilities the students should achieve as a result of your course or program. If you create specific outcomes, it will be easier to measure how well those outcomes have been met. In addition, you will be able to more carefully map the direction your program or course is going.
- General format for writing outcomes: Program graduates will be able to [action verb] + [something].
- Learn more about writing good course Learning Outcomes.

Content Pages:

- National surveys suggest that students overwhelmingly prefer a chronological (Week 1, week 2, etc.) or topic-based organization of content pages. Organizing by file type (powerpoints, assignments, readings, etc.) is much more confusing for students and makes it more difficult for them to find the materials they need for your class.
- Converting video files to .mp4 or flash format will create a better experience for students. Another option for videos is to import the video into Youtube and then embed the video directly into the page.
- Textbox Toolbar: When you add web links to your course, make sure they are set up to open in a new tab so students won't lose their place in the course.
- Convert your Word documents into .pdf so they are viewable within the web browser. It makes them easier for students to access and they can also be embedded within your pages.
- Inserting Files: Convert your Word documents into .pdf so they are viewable within the web browser. It makes them easier for students to access and they can also be embedded within your pages.
- Embedding PDFs: Embedding a file creates a more unified experience for the students because the file appears in context of the instructions and any background information you have given them.

Digital Dialog:

- Digital Dialog is the best place to create workspaces for groups. For large classes that would have too many discussion threads to read, divide the class into groups. Within each group, the students can discuss the question, come to a general consensus, and then post their group's consensus in the general discussion area.
- Use the individual messaging area (click on "students") of DD to provide private feedback and messages to students.
- Give an assignment at the beginning of the semester where students post a "getting to know you" response in the discussion board where they introduce themselves to the class. They can make it text, audio, or video.
- During the first week of class, have the students read the course syllabus and look at the course schedule. After looking at the material to be covered, have them think of one question they would like to have answered during the semester and post that question on the discussion board. Incorporate the questions into class discussion at the appropriate times in the semester and have the students respond.
- Create a 'Questions' discussion board where students can post questions about the policies and procedures for the class. It is beneficial (and time saving) to post the questions and answers all in one area.
- Research indicates that student participation in discussion boards increases when it is required and graded. If you choose to do this, clearly indicate in your syllabus your expectations of how often they are to make a response to the discussion board, what percent of their grade it will be, and how to write a quality response. In the discussion, publicly thank a student for a comment posted if the comment shows particular depth or insight. This will serve as a model of the type of desired responses.

- Use the following chart to determine how to organize your discussions to get the results you want:

	All Students	Select students	Multiple groups	1 group
One discussion including all selected students or groups	All students will be able to view and participate in the discussion.	Only the student(s) you select will be able to view and participate in the discussion.	Students in the selected groups will be able to view and participate in a single discussion.	Only the students in the selected group will be able to view and participate in the discussion.
Separate discussions with each student or group	This will create a discussion for each student in which only the instructor and the individual student can view and participate in the discussion.	This will create a discussion for each student that is selected. Only the instructor and the individual student can view and participate in the discussion.	This will create a discussion for each group selected. Students will only be able to view and participate in the discussion for their respective group.	This will create a separate discussion for each student in that group. Only the instructor and the individual student can view and participate in the discussion.

Exams:

Options:

- Multiple randomized forms of the test can be useful if you are concerned that your students may cheat. That way they can't memorize the order of the answers because the questions are likely to appear in a different order.
- Setting a time limit on the exam can also discourage cheating. Give the students enough time that they can finish the exam comfortably if they are prepared, but not enough that they would have time to look up every answer in the book or online.
- Allowing students to take an exam more than once is a good way to check for mastery of the material. Some instructors give their students quizzes or practice exams and then they give them midterms and final exams with parallel items that have more weight toward the students' grades. You can use the feedback options to provide just-in-time teaching to help your students master the content by helping them learn from their mistakes.

Grades:

Scores:

- From a student survey, one of the requests by students is that faculty use the gradeboook and keep it as up-to-date as possible so they know where they stand in the course. This reduces student anxiety, allowing them to increase their learning.
- Create your assignments early in the semester so students know what is expected of them. They will also be able to use the what-if calculator to predict their final grade in the class. You may need to demonstrate where the What-if Calculator is for the students when you demonstrate the navigation of your course.

Display Options:

- When you turn on the Visible Rows, checking the Missing and Low Scores options will allow you to easily contact each of your students who missed an assignment or scored below a percentage you set. This encourages open communication between faculty and students and demonstrates that you really care about your students.

Grademark:

- Even if you aren't especially concerned with checking for plagiarism, Turnitin's Grademark can be a powerful tool for adding feedback quickly and easily for your students. It has an easy interface to use and it is easy to create reusable comments that can be used from student to student. It is a tool that can save you significant time.

Schedule:

- Students often request that their professors use the Schedule in Learning Suite. It makes it easier for them to see what is expected and allows them to prioritize their tasks for all of their classes. Soon (expected Fall 2013), students will have an all-in-one calendar so they can see all of their courses on one schedule. Students can export their calendar into their own calendar applications. You can also make modifications to the schedule during the semester if you need to and it will immediately update for the students. If you make the initial investment to create your calendar in the Schedule, you can copy it from one semester to the next and then make small modifications. We will approximate the dates as closely as we can and also provide the dates for holidays and alternate schedule days.

Syllabus:

- Create your syllabus with Learning Suite so students can easily access it. They can also view it in the Course Catalog so they can know what to expect before they register for your class. This makes it more readily accessible and easier to update from one semester to another than an uploaded syllabus.

Upload a Syllabus:

- Remember if you upload a syllabus document, it is not viewable in the course catalog.

Seven Principles for Good Practice – Arthur Chickering and Zelda Gamson (1987):

Principle	Application in Learning Suite
Encourages contact between students and faculty. ("Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working.") Keyword: "Presence"	Announcements Messages Digital Dialog "Ask the Teacher" discussion boards Private discussions in Digital Dialog Faculty and TA sections in Syllabus. Messages to students with missing or low scores through Grades.
Develops reciprocity and cooperation among students. ("Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated.")	Group discussions Messages Introductions in Digital Dialog
Encourages active learning. (Learning is not a spectator sport. ....Students must talk about what they are learning, write about it, relate it to their daily lives. They must make what they learn part of themselves.)	Flip your class and do active learning in class. Case studies, group projects, web searches, interviews, blogs, portfolios, "minute paper" discussion boards, use discussion board to report on active experiences outside of class, discussions to deliver problems or answers, etc.
Gives prompt feedback. ("Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses.")	Automatic feedback in exams Turnitin's Grademark markup Digital Dialog video message Discussion board about homework, quizzes, tests, etc. Announcements with timely correction and information
Emphasizes time on task. ("Time plus energy equals learning. There is no substitute for time on task.")	Readings, application, discussions Post additional information, web links Ongoing projects Reflection exercises
Communicates high expectations. ("Expect more and you will get more.") Create scaffolding.	Rubrics for all graded activities Examples of exemplary work and unacceptable work Turnitin for plagiarism detection Integrity policies in your syllabus
Respects diverse talents and ways of learning. ("People bring different talents and styles of learning to college. .... Students need the opportunity to show their talents and learn in ways that work for them.")	Auditory: Readings, discussions, podcasts, reflection exercises Visual: Videos, graphics, simulations Kinesthetic: Active learning exercises, application, sharing

Appendix D: Directory of Important Phone Numbers

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Directory of Important Phone Numbers

Office of Information Technology Help Desk (801) 422-4000

The OIT Help Desk is your first and primary resource for solving technical errors and implementation struggles regarding Learning Suite.

Center for Teaching and Learning Front Desk (801) 422-8180

The staff at the Center for Teaching and Learning can assist you with pedagogical resources, as well as helping you to identify those who can assist you with your miscellaneous Learning Suite concerns.

Testing Center (801) 422-2861

The Testing Center at BYU can assist you in administering paper examinations during the implementation of your course.

Library EReserve (801) 422-2947

The Harold B. Lee Library is able to assist you in making available course resources through electronic distribution means, without violating copyright laws.

BYU Operator (801) 422-4636

The BYU Operator can be used to help you find the contact information for any office or service on campus.

Registrar's Office (801) 422-2631

The Registrar's Office is your resource for AIM course registration and grades submission, amongst other important services for both faculty and student.

Copyright Licensing Office (801) 422-9339

The Copyright Licensing Office is available to faculty for the proper navigation of copyright rules and regulations, as well as the procurement of copyright licenses for the use of materials for educational purposes.

The Usability Center (801) 592-3055

The Usability Center is a resource for you to test the ease of use of your software, web content or application. The center provides feedback to evaluate the design, usability and accessibility of your product.

Learning Suite Consultants

The consultants at the Center for Teaching and Learning are available to the faculty to strengthen pedagogical practices through in-class visits, feedback, course planning consultations and other services.

Bryan Bradley: Assessment and BYU Testing Center (Available for All Disciplines) (801) 422-8194

Ken Plummer: Education, Physical & Mathematical Sciences, Student development (801) 422-3187

Lynn Sorensen: Fine Arts & Communication, Humanities, Law School, Athletics (801) 422-7420

Richard Swan: Life Sciences, Undergraduate Education, Graduate Studies (801) 422-9346

Susan Eliason: Marriott School, Religious Education (801) 422-3236

Taylor Halverson: Engineering & Technology, FHSS, Intational & Area Studies, Nursing, Maxwell Institute (801) 422-7085

Appendix E: Directory of Important Web Resources

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Directory of Important Web Resources

Academic Calendar **saas.byu.edu/calendar/2013.php**

This site shows the academic calendar for the next several years.

BrainHoney **byu.brainhoney.com**

BrainHoney is an alternate learning management system in use at BYU.

BYU Homepage **byu.edu**

This is BYU's main portal for faculty, students and prospective students.

BYUGLE Services **byugle.lib.byu.edu/byugle/**

BYUGLE is the university's private hosting service. Especially in cases where individual files exceed the maximum file size allowable by Learning Suite, the BYUGLE service can provide valuable hosting services. More information about this resource can be found in Appendix ?? on page ??.

Course Catalog **saas.byu.edu/classschedule**

The course catalog lists courses offered at BYU, as listed in the AIM database. For those who have completed their syllabus in the Syllabus tab in Learning Suite or in the Syllabus Builder standalone component, the syllabus can be accessed by students and prospective students through the course catalog. For more information on completing a syllabus in Learning Suite, please see page ??.

Center for Teaching and Learning **ctl.byu.edu**

The Center for Teaching and Learning can assist you with pedagogical resources, as well as helping you to identify those who can assist you with your miscellaneous Learning Suite concerns. Additionally, the center's website provides many pedagogical and course framework resources.

Dear Professor, Dear Student **ctl.byu.edu/dp/**

This website provides a forum for professors and students to interact with one another in order to provide feedback for classroom learning techniques. Faculty members can have used this tool effectively in the past to garner student opinions on current or proposed teaching methods.

EReserve **lib.byu.edu/reserve.php**

The Harold B. Lee Library is able to assist you in making available course resources through electronic distribution means, without violating copyright laws.

ExamStat Online Test Analysis **ctl.byu.edu/tools/examstat-online-test-analysis**

The Center for Teaching and Learning provides the ExamStat Online Test Analysis service in order to aid faculty in discovering the strengths and weaknesses of test questions, receiving customized feedback for improving test items and quickly finding confusing or miskeyed items.

Faculty and Staff Directory **lambda.byu.edu/ae/prod/person/cgi/personLookup.cgi**

This directory can be helpful in your efforts to reach out to your colleagues, both faculty instructors and administrative staff. Additionally, a student directory can be found at a link at the top of the page that can prove helpful in contacting your students, if necessary. Please note that the directory allows individual BYU community members to refuse the availability of their contact information, so not all contact information may be available for every BYU community member.

Faculty Center **facultycenter.byu.edu**

The Faculty Center supports the professional development of faculty throughout all stages of their academic career with a variety of programs, services and resources on scholarship, rank advancement, interdisciplinary learning, mentoring, grant writing, professional leaves, academic administration, citizenship, retirement and life management skills.

FlashCards **flashcards.byu.edu**

The FlashCards application is a resource available to both faculty and students. Traditionally, faculty have used this app to assist in the memorization of student names. Teaching Assistants can also access this service if they are registered as your Teaching Assistant through the AIM database. Additionally, students can use the app for their own personal studying use by logging into the website URL. Lastly, faculty members can make a set of flashcards available to students registered for their course(s).

Gospel Perspectives on Teaching **ctl.byu.edu/gospel-perspectives**

This website provides an extensive list of articles discussing teaching from a Gospel perspective.

Gradebook Standalone **gradebook.byu.edu**

Appendix F: Miscellaneous

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What is Publishing?

Common questions we get are "What is publishing?" or "Why can't my student's see my course?" Many parts of Learning Suite must be "Published" before students can see them. The entire course must be published before students can view it and individual content pages and exams must also be published.

Publishing Your Course

Student's will not be able to view anything in your course until you publish the course. To do this go to the main page of Learning Suite by clicking on **My Courses** in the top left corner.

Next to each course are two buttons: **Options** and **Publish**.

If you click on the "Publish" button, your students will then be able to view the course. Once a course is published students will be able to view the schedule, syllabus, any published content pages, and currently available exams. This publish button will not force publish any exams or content pages.

Once a course is published the two buttons next to the course name will be **Options** and **Unpublish**.

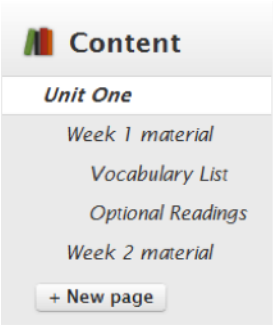
It is important to remember that the word on the button is the action you can take, not the current status of the course.

You are free to publish and unpublish your course at any time. Unpublishing your course will revoke student access but will not delete anything in your course. You may publish the course prior to the semester starting and the students will be able to get into the course early.

Publishing Content Pages

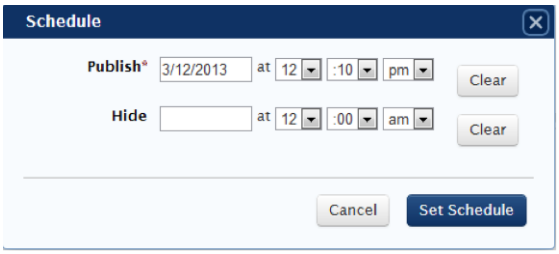
Content pages must be published individually. This allows you to easily control what content the students can and cannot see at different times. When you create a new content page it starts out unpublished. Content pages imported from Blackboard start out published.

To determine whether a page is published or not look at the left-hand column. Published pages appear in normal font. Unpublished pages appear in italics.



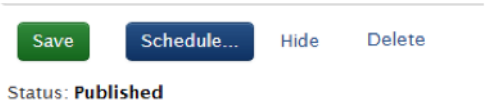
At the bottom of each content page you have several options about how the students view the page. If a page has not been published, these will be the available options:

With the "Schedule..." button you can set when the page will be automatically published or hidden from the students. If a page is scheduled, hitting the "Publish" button will override the schedule date and publish the page immediately. It will not override the hide date.



After a page is scheduled, the page status will show the scheduling details.

After a page is published, the available options will change to:



You can continue to edit content pages after they have been published. Click “Save” to save your changes and those changes will immediately be available to students.

Selecting “Hide” will revoke student access to the page.

Publishing Exams

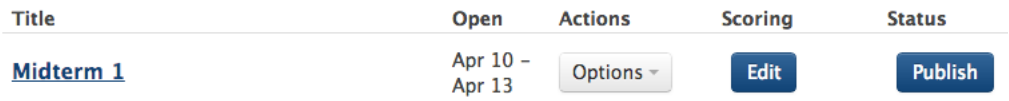
Exams must be published before students will be able to take the exam, but exams cannot be edited after they have been published.

When you create an exam, you go through four screen to create the exam, clicking “Save and Continue” in between each page. After you’ve added the questions for an exam, the next screen is the “Summary” page. On this page you will see all of the options you’ve set on the exam. If you are completely done with the exam you can click **Publish**.

After an exam is published and once the exam period begins, students will be able to take the exam. If you have not published the exam, even if the exam period is open, students will not be able to take the exam. Unpublished exams still appear in the gradebook.

If you would like to come back and edit the exam later, do not click “Publish Exam”. Instead just leave the summary page by clicking on a different tab in Learning Suite. To begin work on another exam click “Exam List” on the left side bar.

To check the status of an exam go to the “Exam List” page. Next to each exam, its status will be listed as “Published” or “Draft”



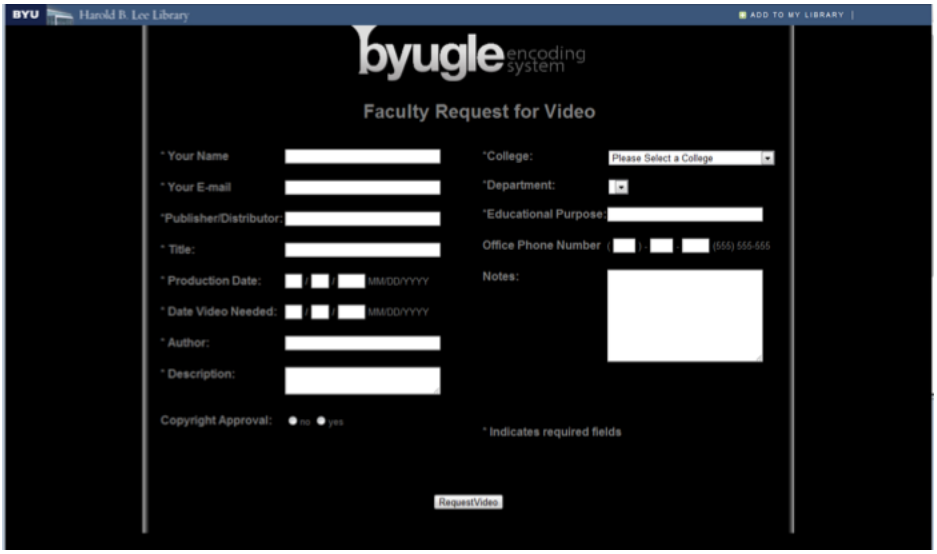
BYUGLE

What is BYUGLE?

Do you need more memory for files? Learning Suite is limited in how large files can be uploaded. If you really need your students to use these files, use a helpful site from BYU called BYUGLE. BYUGLE has the ability to share large files, like movies, with your students as long as they follow copyright laws.

How do I upload to BYUGLE?

Go to byugle.lib.byu.edu. Click 'Suggest Streaming Media' and fill out all of the fields and click 'RequestVideo.' You may need to then drop your media off via portable Flash or USB drive, CD, etc., at their office in 6527 HBLL.



How do students see your media?

Students will then be able to access it on their website. They can only access it while on campus.

Students will need to 'Log in' with their Net ID and password, and then search by 'Department' by clicking down on the drop-down menu and navigating to which department their class is in. may browse and locate it.

Instructors will need to tell the Students the title of the file they are looking for so that they may browse and locate it.

After students find their videos, they can create playlists and such as needed as they click 'Add to Playlist' if they have to come back to it for numerous times.

Access to Student Records Procedures

These procedures, in compliance with the Family Educational Rights and Privacy Act, (FERPA) govern access to student education records and identify the procedures students may follow to obtain or restrict access to their education records. These procedures are also designed to be in compliance with the Solomon Amendment which governs the rights of the military services to obtain student recruiting information. Individual academic departments and administrative areas may prepare their own policies and procedures consistent with these comprehensive university procedures.

The University Registrar is responsible for university compliance with these procedures. These procedures apply to the records of students who are both admitted and enrolled or who have previously attended the university on campus or via video conferences, satellite, internet, or by other electronic means. The rights are effective on the first day of the semester/term. They do not apply to applications of persons who were not admitted nor to other correspondence with the university.

Education Records

These procedures apply to any education record (in handwriting, print, tapes, film, electronic or other media) maintained by BYU regardless of its date of origin which is directly related to a student. The following are NOT classified as education records under FERPA:

- Records kept by faculty, staff, administrative or auxiliary personnel for their own use as memory aids or reference tools if kept in the personal possession of the person who made them and the record has not been made available to any other person except the maker's temporary substitute. These personal notes are to be referred to in departmental and administrative records policies as "sole possession" records. Records that contain information taken directly from a student or that are used to make decisions about the student are not sole possession records.
- An employment-related record which does NOT result from student status.
- University law enforcement records that are created and maintained by University Police for a law
- enforcement purpose.
- Parents' confidential financial statements, income tax records and reports received by the university.
- Records maintained by BYU health or counseling services that are used only for treatment and made available only to those individuals providing the diagnosis and treatment. Patient access to medical or counseling records is provided upon submission of written patient authorization according to university policy.
- Alumni records which contain only information about a student after he or she is no longer attending the university and do not relate to the person as a student.

Annual Notification

Student education records at BYU are generally accessible to eligible students according to the Family Educational Rights and Privacy Act (FERPA). BYU has adopted Access to Student Records Procedures that explain in detail student rights relating to their education records. A copy of these procedures is available at the Office of the Registrar, B-150 ASB, Provo, Utah 84602-1114.

The following explains student rights to their education records, summarizes the procedures for exercising those rights, and describes student directory information that may be disclosed to the public without the students consent as required by law.

Eligible students, admitted and enrolled at BYU, generally have the right to:

1. Inspect and review their education records within a reasonable period of time upon submitting to the appropriate department managing their education records a written request, with proof of identification, specifying the records to be inspected. The department will notify the student of the time and place the records may be inspected.

2. Petition BYU to amend or correct any part of the education record believed to be inaccurate, misleading, or in violation of their privacy rights. Students may submit a written request to the department holding the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the department decides not to amend the record as requested, the department will notify the student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures as outlined in university procedures will be provided to the student when notified of the right to a hearing.

3. Control the disclosure of personally identifiable information contained in the student's education record, except as otherwise authorized by law. Examples of exceptions to consent for disclosure include:

-Access of education records by BYU officials and agents having a legitimate educational interest in the records. This

category generally includes any BYU official or agent who accesses student education records for the purpose of performing a task or responsibility relating to his or her employment or professional responsibility at the university. These individuals may include faculty, administration, staff and other university agents who manage student education record information including, but not limited to, student education, discipline, and financial aid.

-Parents who establish the student's dependency for federal income tax purposes.

-Upon request, BYU will disclose education records or information without consent to officials of another college or university to which the student seeks or intends to enroll, or to a school in which the student is currently enrolled.

4. File a complaint with the U.S. Department of Education concerning failures by BYU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605. www.ed.gov/offices/om/fpco/

Directory Information

BYU has designated the following student information as directory information that it may disclose to the public

without the consent of the student:

- Name
- Addresses and telephone numbers
- E-mail address
- Month, day and place of birth
- Names of parents or spouse
- Major and minor fields of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Pictures
- Dates of attendance (current and past)
- Number of months/semesters enrolled
- Class standing (freshman, sophomore, etc.)
- Enrollment status (full-time, part-time, less than half-time)
- Degrees and awards received
- Previous educational institutions attended
- Dates of employment and job title for student employment positions
- Anticipated future enrollments
- Course registrations prior to the beginning of a semester/term
- Expected date of graduation
- Deferred registration eligibility

Students have the right to restrict disclosure of the above directory information. To request restriction of disclosure, students must file a written request in the Registrar's Office. This will remain until the student specifically rescinds the restriction.

Directory information is not provided to third parties in the form of mailing lists or labels.

Departments or colleges requesting mailing list information or other directory information may do so by contacting the Registrar's Office. Departments or colleges should provide a written request with the signature of the dean, department chair, or director explaining the need for the information and how it will be used.

Military Recruiters and the Solomon Amendment

BYU supports and complies with the Solomon Amendment. Requests for student recruiting information from military recruiters are made with the Registrar's Office. Student recruiting information will not be supplied with respect to students who have not reached the age of 17. Additionally, if a student has formally requested BYU to withhold FERPA directory information from third parties, BYU will withhold this information from military recruiters as well. This file will contain all students enrolled in day school for the year term in which the request is made. The file will contain the following information: name; street; city; state; zip; telephone; birth date; class standing; department; major; emphasis; first degree from BYU; degree name; degree year; second and third degrees from BYU by name and year, last college/university attended; credit hours; citizenship; email, and anticipated graduation date.

Locations of Student Education Records

The following list describing the type, location and custodian of university student education records is illustrative and not comprehensive. Other student education records may be found in a variety of locations throughout campus. A student having questions concerning the location of education records should direct an inquiry to the applicable department or college.

TYPE	LOCATION	CUSTODIAN
Admissions, Registration, Records, and Graduation Evaluation Services	B-150 ASB	Registrar
Student Life	3500 WSC	Dean of Student Life
Honor Code	4440 WSC	Director of Honor Code Office
Academic Support	2500 WSC	Director of Academic Support
Financial Aid	A-41 ASB	Director of Financial Aid
Housing	100 SASB	Director of Housing
Placement Center	2400 WSC	Director of Placement
Progress Reports, Graduate Admissions	Dean's Office or Student Advisement Center of each College or Department	Dean or Student Advisement Coordinator
Faculty Records	Faculty Office at each College or Department	Instructor
Law School	341 JRCB	Law School Records Custodian
Graduate Studies	105 FPH	Dean of Graduate Studies
Occasional Records (student education records not included in the types listed above.)	The appropriate official will collect such records, direct the student to their location, or otherwise make them available for inspection and review.	University personnel who maintain such occasional system records.

Procedure to Inspect Education Records

FERPA controls access to student education records. BYU will make a reasonable effort to provide eligible students and qualifying parents the rights granted by the Act. On presentation of appropriate identification and under circumstances that prevent alteration or mutilation of records, a student with proper identification will be permitted to inspect all education records not restricted by a pledge of confidentiality or considered to be private records of university personnel. In those instances when the university is willing to allow copies, those with legitimate access to the records will be charged a reasonable fee for the copies.

Students are encouraged to submit to the record custodian or to appropriate university personnel a written request that identifies as precisely as possible the record the student wishes to inspect. However, oral requests may be honored upon proper presentation of identification and in circumstances where a written request would be burdensome or impractical.

The record custodian or appropriate university personnel will make reasonably prompt arrangements, generally within 45 days, for access and notify the student of the time and place where the records may be inspected.

When a record contains information about more than one student, the student may inspect and review only that

portion relating to the requesting student.

Right of the University to Refuse Access

The following records are not available for review by students:

- The financial statements and tax returns of the student's parents.
- Letters and statements of recommendations to which the student has waived the right of access, or which were placed in the student's file before January 1, 1975.
- Records connected with an application to attend BYU or a component unit of BYU if that application was denied.
- Any records which are not education records as defined by FERPA or these procedures and which are not otherwise accessible pursuant to law.

Refusal to Provide Copies

BYU reserves the right to deny transcripts or copies of education records if:

- The student has an unpaid financial obligation to the university;

- The student is in default under any federal loan program,
- There is an unresolved disciplinary action against the student;
- There is unresolved litigation between the student and the university;
- The student has failed to comply with the decision of the arbitrator(s) under the Arbitration Rules of the BYU Center for Conflict Resolution; or
- Other cases as determined by the university procedures on Registration and Academic Holds;
- Or as otherwise determined appropriate by the university.

BYU will not provide copies of those education records related to disciplinary action taken against a student, even at that student's request, unless refusal of such a request would unreasonably limit the student's right to inspect and review those records.

Copies of Records

If for any valid reason such as work hours, distance from a student's place of residence to a record location, distance between record location sites, or health, a student cannot inspect and review his or her education record in person, BYU may arrange for the student to obtain copies. A reasonable fee for copies will be charged. There is no charge for search or retrieval of education records nor for personal inspection of education records.

Disclosure of Student Education Records

BYU will disclose student education records to a third party with written consent from the student. This written consent must:

- Specify the records to be released,
- State the purpose of the disclosure,
- Identify the party or class of parties to whom disclosure may be made, and
- Be signed and dated by the student.

BYU will disclose student education records without the written consent of the student in the following limited circumstances:

- To school officials and to specified agents of the university who have a legitimate educational interest in the records.

A school official or specified agent of the university is:

- the Board of Trustees or its agents; or
- a person employed by the university in an administrative, supervisory, academic, research or support staff position, (including law enforcement unit personnel and health staff); or
- a person or company, with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as Student Clearinghouse, an attorney, auditor or collection agent); (the contracted party is subject to the same conditions of use and redisclosure of education records that govern other school officials); or
- a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or
- a person employed by, under contract to, or designated by the university to perform a specific task.

A school official or specified agent has a legitimate educational interest if the official is:

- performing a task that is specified in his or her position description or by contract agreement;
- performing a task related to a student's education;
- performing a task related to student discipline; or
- performing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement or financial aid.
- To officials of another school, upon request, in which a student is enrolled, or seeks or intends to enroll.
- To the Secretary of the U.S. Department of Education, the Attorney General of the United States, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs.
- In situations where a student has sued the university, or the university has taken legal action against a student, as necessary for the university to proceed with legal action as a plaintiff or to defend itself.
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility,

amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.

- As required by state law disclosure that was adopted before November 19, 1974.
- To organizations conducting certain studies for or on behalf of the university on condition that the organizations conducting the studies not permit the personal identification of students by anyone other than the organizations' representatives. Additionally, all information provided must be destroyed by the requesting organizations when no longer needed for the study's purposes.
- To accrediting organizations to carry out their functions.
- To either parent of an eligible student if the student is claimed as a dependent for income tax purposes regardless of which parent claims the student as a dependent. Parents requesting information from a student's file shall be responsible to demonstrate that the student in question is a dependent pursuant to Section 152 of the Internal Revenue Code. In addition, BYU may disclose to parents of an eligible student information regarding violations of local, state or federal law or of the Church Educational System Honor Code regarding the use or possession of controlled substances for student violators under the age of 21.
- To comply with a judicial order or a lawfully issued subpoena in which case the order or subpoena shall be directed to the Office of the General Counsel for review prior to dissemination of the education record. The university will make a reasonable attempt to notify the student in advance of disclosure when non-directory information is released in response to subpoenas or court orders.
- To appropriate parties, including parents or guardians, in a health or safety emergency.

BYU may (without the consent of the perpetrating student) disclose to the victim of a crime of violence or a sex-offense, (as defined in the Clery Act) the results of any disciplinary proceeding conducted by BYU against the alleged student perpetrator regardless of the outcome of the proceeding.

Upon request, information received from the state of registered sex offenders pursuant to the Campus Sex Crime Prevention Act Amendment to the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act who are employed, carry on a vocation, or who are students enrolled at BYU will be made available to the requesting party.

Record of Request for Disclosure

Each custodian of education records at BYU will maintain a record of all requests for and disclosures of information from a student's education records file made by anyone other than a school official or the student. The record will indicate the name of the party making the request and the reason for the release. The record of the request for disclosure may be reviewed by an eligible student.

Redisclosure of education records by a third party is prohibited.

Correction of Education Records

Students have the right to ask to have education records corrected that are inaccurate, misleading or maintained in violation of their privacy or other rights. In cases of alleged academic dishonesty or of an unfair or mistaken evaluation, the students must pursue redress under the Student Academic Grievance Policy. In cases of alleged violations of the Church Educational System Honor Code, the student must pursue redress under the applicable policies and procedures of the Honor Code Office. In cases of other non-academic, extenuating circumstances or emergencies potentially affecting a student's education records, students must pursue redress through BYU's Student Academic/Registration Record Appeals Committee. In all other cases of challenge to the content of a student's education records, not otherwise governed by established university policy, these procedures will apply. Under these procedures, the process must be initiated within one year from the semester or term in question. The following are the applicable procedures:

- A student must file a written request with the custodian of the applicable BYU education record to amend the record. The request should identify the part of the record requested to be changed and specify why the student believes it to be inaccurate, misleading or in violation of the student's privacy or other rights.
- The dean or supervisor of the university area maintaining the records shall promptly review the facts and seek to resolve the complaint by informal discussions with the student.
- If the dean or supervisor decides not to comply with the request, BYU will notify the student in writing.
- A student who disagrees with the decision has a right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's rights. Upon written request to the University Registrar, a hearing will be scheduled and the student will be provided reasonable advance notification of the date, place and time of the hearing. The hearing will be conducted by the University FERPA Committee consisting of three disinterested individuals appointed from the Office of the Dean of Students and the Office of the University Registrar or another appropriate custodian of the student education records. The student shall be afforded a meaningful opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The

student may have one or two individuals, physically present at the hearing panel to confer with him or her. Because the hearing is not intended to be adversarial, however, such individuals will not be allowed to address the hearing panel nor advocate, unless specifically invited to do so by the Chair. The hearing panel will be advised on matters of procedure and law by the Office of the General Counsel. The hearing panel will prepare a written decision based on the evidence presented and/or considered at the hearing. The decision will include a summary of the evidence and the reasons for the decision.

- The hearing panel will strive to ascertain the truth and to make determinations that are reasonably supported by the evidence. Note: this hearing is an administrative proceeding and no attempt shall be made to apply the formal rules of evidence applicable in judicial proceedings. In general, any evidence, whether oral testimony or documentary, which is considered by the hearing panel to be relevant should be received subject to the discretion of the hearing panel to exclude frivolous, repetitive or merely cumulative testimony.
- If the hearing panel finds that the information is not inaccurate, misleading or in violation of the student's right of privacy or other rights, the record will be maintained, but the student will be notified of the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If BYU discloses the contested portion of the record, it will also disclose the statement. If the hearing panel decides that the information is inaccurate, misleading or in violation of the student's right of privacy or other rights, it will amend the record and notify the student, in writing, that the record has been amended.
- Generally, the university will follow the procedural guidelines as outlined above. However, the procedures set forth above are merely guidelines and are not intended to create any contractual obligations or expectations. The university reserves the right, at its reasonable discretion, to vary these procedures according to the circumstances of individual matters, provided that the student is not significantly prejudiced.

Interpretation

Questions concerning the application of these procedures should be addressed to the Office of the Registrar, B-150 ASB, Provo, UT 84602. The Registrar, in consultation with the BYU Office of the General Counsel, will determine all questions of interpretation.

January 5, 2011

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