

# The Great Library - Teacher Manual

## 1 Getting Started

After logging in for the first time you will land on the **Select Course** page. Here you can create new courses, join an existing course and select the course you want to edit.

To create a new course, click on the **Create Course** button. You will be able to choose a template to get you started, and after that you can choose the details and deadlines, including the course code.



The course code needs to be unique across the university, so adding the quarter and year is recommended. Example: SEN2321Q42019.

To join an existing course, fill in the course code and click on the **Join Course** button. You will be brought to the dashboard of that course. At any point during editing you can go back to the **Select Course** page and select a different course to edit.

## 2 Overview

### Dashboard

View the course code and deadlines.

### Structure

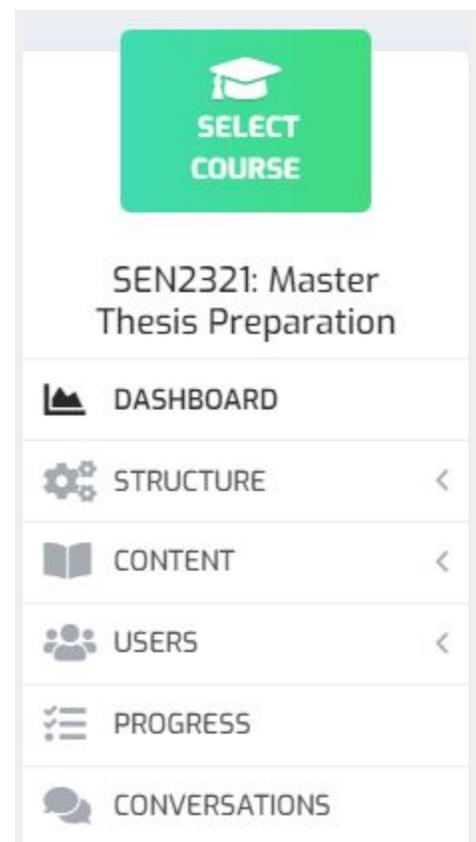
Edit course information, add chapters, and manage review steps and deadlines.

### Content

Manage course sections and resources.

### Users

View and manage teachers and students.



## Progress

View and export progress and grading.

## Conversations

Chat with students one on one or with everyone in class, contact the developers, add announcements.

# 3 Dashboard

Master Thesis Preparation Example Course v5

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Course code  
SEN2321E5

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Deadlines

Step	1. Problem introduction	2. Research question	3. Research approach	4. Research Flow Diagram	5. Alignment
Submission	21-11-2018 22:00:00	28-11-2018 22:00:00	05-12-2018 22:00:00	12-12-2018 22:00:00	09-01-2019 22:00:00
Review	26-11-2018 22:00:00	03-12-2018 22:00:00	10-12-2018 22:00:00	17-12-2018 22:00:00	14-01-2019 22:00:00
Evaluation	28-11-2018 22:00:00	05-12-2018 22:00:00	12-12-2018 22:00:00	19-12-2018 22:00:00	16-01-2019 22:00:00
Rebuttal	07-12-2018 22:00:00	14-12-2018 22:00:00	21-12-2018 22:00:00	11-01-2019 22:00:00	25-01-2019 22:00:00
Assessment	14-12-2018 22:00:00	21-12-2018 22:00:00	11-01-2019 22:00:00	25-01-2019 22:00:00	01-02-2019 22:00:00

In the dashboard you can see the course code. This is the code you will need to share with the students (and additional teachers) so they can join the course. Students can join by entering the course code in the game, and teachers can join through the teacher's portal.



It is important to share the exact code that is displayed in the dashboard. This might be slightly different from your university course code.

An overview of the deadlines is also shown in the dashboard. Each chapter has a deadline for each review step. To edit the deadlines, go to **Structure > Deadlines**.

# 4 Structure

## Course

The screenshot shows a form titled "Edit course" with four input fields and a "SAVE" button. Green lines connect the following labels to their respective fields:

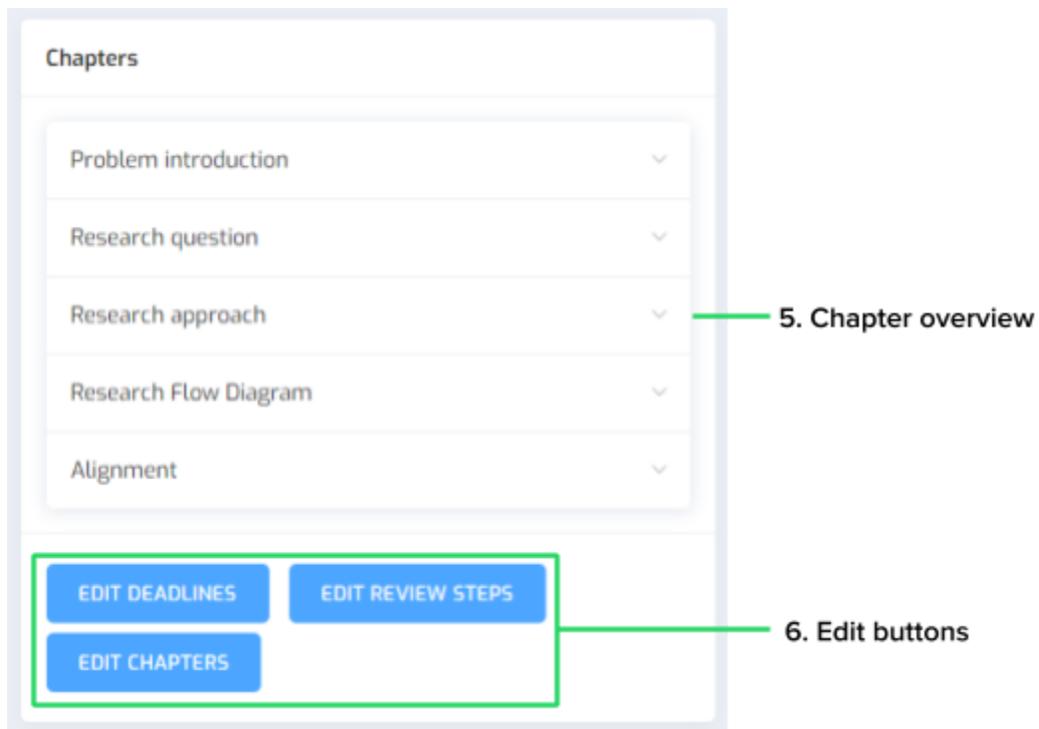
- 1. Edit name (points to the "Name" field containing "Master Thesis Preparation Example Course")
- 2. Edit year (points to the "Year" field containing "2018")
- 3. Edit quarter (points to the "Quarter" field containing "Q 2")
- 4. Edit course code (points to the "Code" field containing "SEN2321E5")

In the course page you can edit general details of the course, including the name (1.), year (2.), quarter (3.) and course code (4.).



The course code needs to be unique across the university, so adding the quarter and year is recommended. Example: **SEN2321Q42019**.

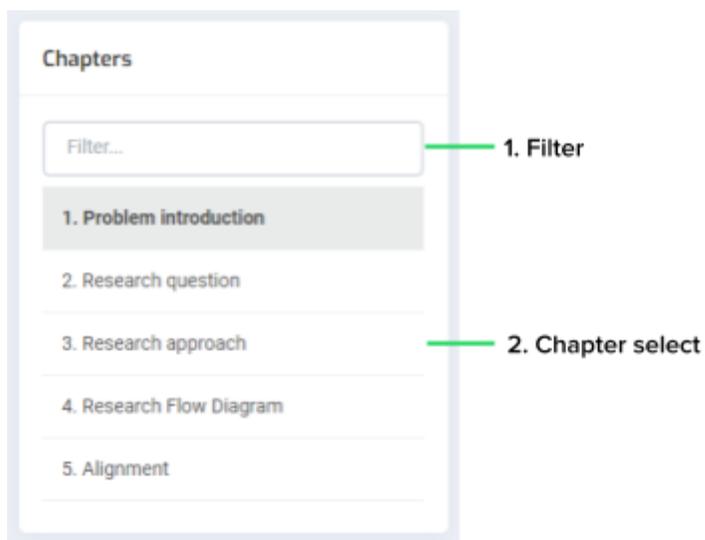
If you change the course code after people have joined the course, they will stay in the course. Any users that are not yet in the course will have to know the new course code, the old one will not work anymore.



In the course page you will also see a chapters panel. In the chapters panel you can see an overview of the chapters (5.). By clicking on a chapter name you will get a more detailed overview. To edit a chapter, click on the **Chapters** button in the menu on the left or on **Edit Chapters** below.

The edit buttons (6.) are quick access links to the deadlines, review steps and chapters pages, which can also be accessed through the menu on the left.

## Chapters



In the Chapters page you can edit the chapters. In this version of the portal you will not be able to add or remove chapters, or change the order of them. You can edit the contents of each chapter. To do that, select a chapter by clicking on its name (2.). A panel will appear on the right. You can also search for a chapter using the filter (1.).

The screenshot shows a chapter editing interface. At the top, the chapter name 'Research question' is displayed with a pencil icon next to it, labeled '3. Edit name'. Below this, a message states 'Saved changes will be visible to all students.' followed by a 'Text:' section containing a rich text editor with bold, italic, link, and underline icons. The text area contains a numbered list: '1. Define core concepts', '2. Identify the academic knowledge gap and', '3. Formulate the main research question', and a note: 'A recap on the art and functions of reviewing literature can be found in 'Relevant resources''. This area is labeled '4. Description'. Below the text is a section titled 'Related course content' with a green '+ ADD SECTION REFERENCE' button labeled '5. Add section reference'. Underneath are two dropdown menus: 'Chapter 2: Academic knowledge gap and main research question' and 'Checking your research question before submitting', both labeled '6. Section references'. At the bottom is a 'Review steps' section with a list: '1. Submission', '2. Review', '3. Evaluation', '4. Rebuttal', and '5. Assessment', each with an 'EDIT' button. This section is labeled '7. Review steps'. A 'SAVE' button is located at the very bottom.

Click on the pencil next to the name to change the chapter name (3.). You can also edit the description of the chapter here (4.) and add references to sections (5.).



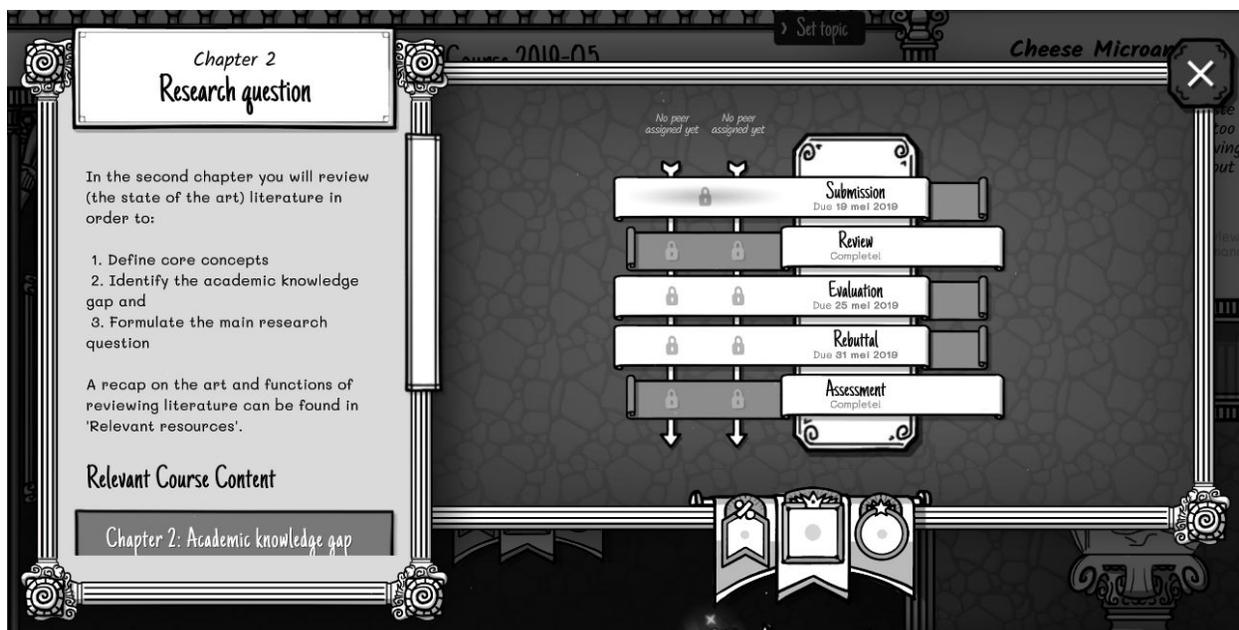
See section 5. **Content** to learn about sections.

Sections are a way to add additional content to the course in an organized manner. Create sections under **Content > Sections** and then reference them in a chapter. Students can also consult any section anytime by going to the overview in the game.

An overview of the referenced sections can be found at (6.). By clicking on a reference, you will see (a part of) the description and a **Remove** button. You can also add a description here explaining why this section is relevant to the chapter.

Below the section references you will find the review steps of the chapter (7). Clicking on the **Edit** button will bring you to the corresponding edit page.

Students will see the description, section references and review steps in this way:



## Review Steps

Here you can see an overview of all the review steps for each chapter. Each chapter has five review steps: Submission, Review, Evaluation, Rebuttal and Assessment.

Review Steps								
Actions	Chapter	Index	Name	Executed by	Deadline	Discussion	Rubrics	File
	Chapter ▼	Index ▼	Name ▼	Executed ▼	Deadline ▼	Discussion ▼	Rubrics ▼	File ▼
Edit	1. Problem introduction	1.1	Submission	Submitter	01-05-2019 22:00:00	No	0	Yes
Edit	1. Problem introduction	1.2	Review	Reviewer	06-05-2019 22:00:00	Arguments (5 required)	6	No
Edit	1. Problem introduction	1.3	Evaluation	Submitter	08-05-2019 22:00:00	No	3	No
Edit	1. Problem introduction	1.4	Rebuttal	Submitter	17-05-2019 22:00:00	Reply	0	No

 See section 9. Using Tables to learn how to use tables in the teacher's portal.

Clicking on the **Edit** button will bring you to the edit page for that review step.

PREVIOUS
SAVE
NEXT

### Assessment

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**Chapter** 1. Problem introduction

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**Index** 1.5

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**(To be) executed by** Reviewer

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**Deadline**   :

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**Disabled**

### Description

**B I G U**

Below, you see the rebuttal text written by the original submitter. They should have replied content-wise to both reviews, from you and another reviewer.

You are now asked to assess the rebuttal. The author of original document was expected to explain how your comments were interpreted and dealt with. Did they take your feedback seriously, and do they offer an explanation for not following up on specific parts of your peer review?

1. Details
2. Description

Here you can edit the description the students will see (2.) and the deadline for that review step (1.). Depending on the type of review step, you can also edit the argument types and rubrics. For an overview of what you can and cannot edit, refer to the table below.

Can Edit?	Description	Deadline	Argument types	Rubrics
1. Submission	✓	✓	✗	✗
2. Review	✓	✓	✓	✓
3. Evaluation	✓	✓	✗	✓
4. Rebuttal	✓	✓	✗	✗
5. Assessment	✓	✓	✗	✓

See section 10. Using the Test and Rubrics Editor to learn how to edit rubrics.

Additionally, review steps may be disabled. Only the last active review step may be disabled, so if you want to disable steps 3, 4 and 5 (Evaluation, Rebuttal and Assessment), you will need to disable step 5, then step 4, then step 3.

Argument types are not yet editable.

## Deadlines

On this page you can edit the deadlines. Each chapter has 5 deadlines: one for each review step. You can set the time for each deadline individually or you can use the **Set for all deadlines** button to set them all at the same time. Do not forget to save your edits after you are done.

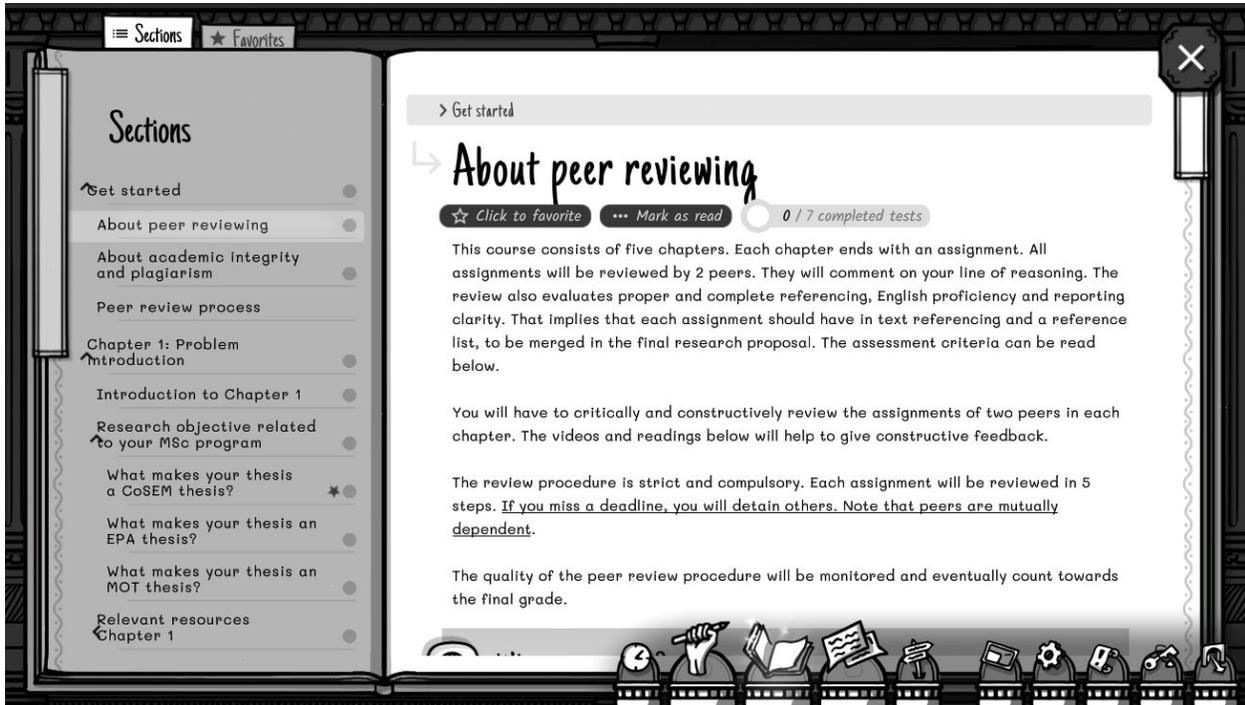


Setting the time to 0:00 will set the deadline at the start of the day. This may cause confusion. It is recommended to set the deadline to 23:59 instead.

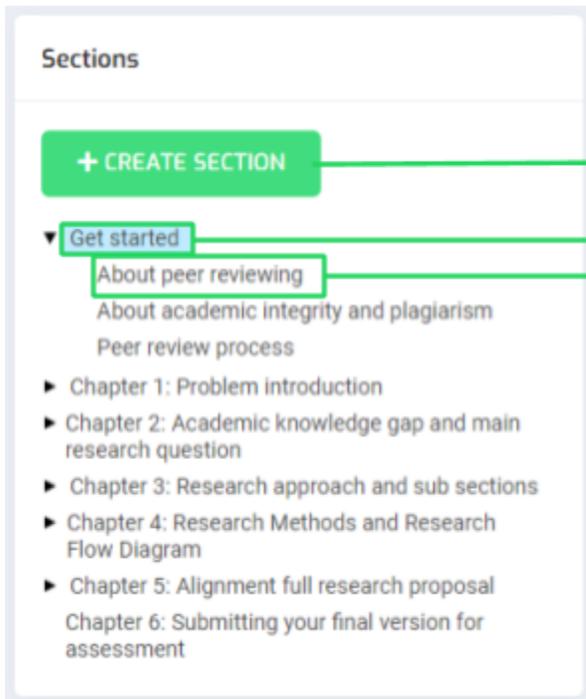
## 5 Content

### Sections

You will likely have more content about a chapter than can fit in a chapter description, such as articles with background information, and PDFs about the assignment. This is where Sections come into play. Sections are a way to add additional content to the course in an organized manner.

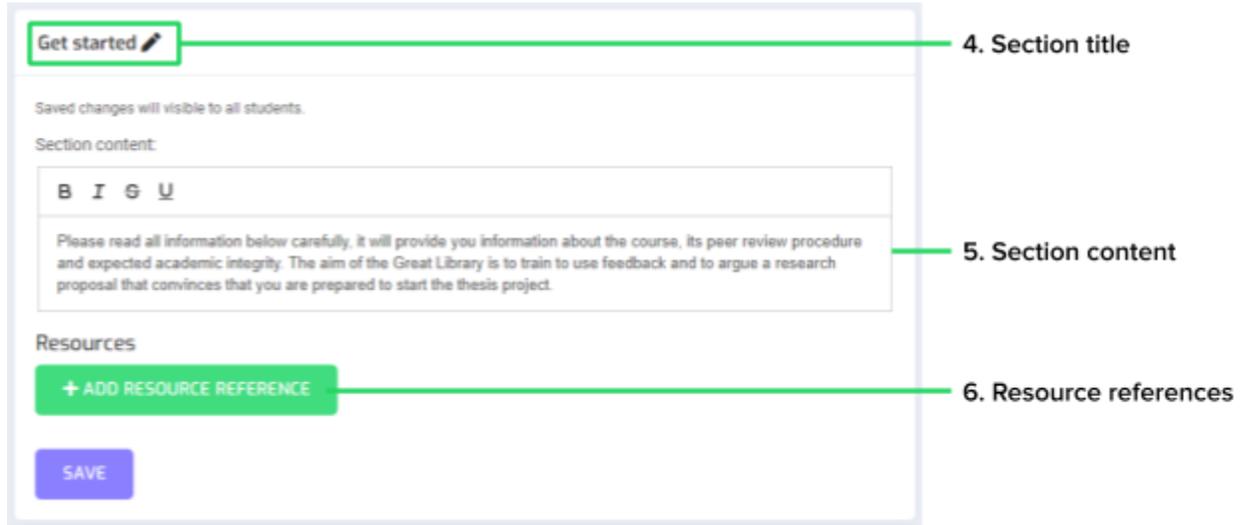


**i** Students can consult an overview of all sections at any time. Each chapter can also have references to several sections.



Create a section by clicking on the **Create section** button (1). You can change the order of the sections by dragging it in the list on the left. If you drop it on top of another section, it will become

a child section (3.). If you refer to the parent section (2.) in the chapter, the students will also get to see the child sections.



The image shows a screenshot of a section edit panel. At the top left, there is a green box containing the text "Get started" with a pencil icon. A green line extends from this box to the right, pointing to the label "4. Section title". Below this, there is a message "Saved changes will be visible to all students." followed by the label "Section content:". Underneath is a text editor with a toolbar containing icons for bold (B), italic (I), link (G), and underline (U). The text in the editor reads: "Please read all information below carefully. It will provide you information about the course, its peer review procedure and expected academic integrity. The aim of the Great Library is to train to use feedback and to argue a research proposal that convinces that you are prepared to start the thesis project." A green line points from this text to the label "5. Section content". Below the text editor is a section titled "Resources" with a green button that says "+ ADD RESOURCE REFERENCE". A green line points from this button to the label "6. Resource references". At the bottom left of the panel is a purple button that says "SAVE".

When you create a new section, or when you select an existing section, the section edit panel will appear. In this panel you can change the section title (4.), the content (5.) and add references to resources such as files, URLs and tests (6.). When clicking on an added resource reference, you will be able to remove it or change the description explaining why the resource is relevant to this section.

## Resources

Resources can be text, a link or a file. Sections can have references to resources. This is the only way students can reach a resource. If the resource is not referenced in any section, it is inaccessible by the students.



Make sure to reference a resource in at least one section. If a resource is not referenced in any section, it is inaccessible by students.

In the panel on the left you can create a new resource, search for resources and see all resources in a list. When you create a new resource or you select one, an edit panel will appear on the right. On this panel you can edit the resource title, the type of resource and the description. If the type is a URL you can specify the URL beneath, and if it is a file you can upload the file here.

You can also add a test to each resource, as a way to check if the student has consulted the resource and understands it.



See section 10. Using the Test and Rubrics Editor to learn how to edit tests.

## 6 Users

### Teachers

This page contains a list of all the teachers in the course. To add a teacher, share the course code (which you can find on the dashboard) with the teacher, and tell them to login to the teacher's portal and join the course.



See section 9. Using Tables to learn how to use tables in the teacher's portal.

Click on **View** in the table to get detailed information about a teacher, such as their full name, email, when they registered and were last active and the courses they are enrolled in. You can also start a one-on-one conversation with a teacher here.

### Students

This page contains a list of all the students in the course. To add students, share the course code (which you can find on the dashboard) with them, and tell them to start the game and join the course.



See section 9. Using Tables to learn how to use tables in the teacher's portal.

Click on **View** in the table to get detailed information about a student, such as their full name, email, when they registered and were last active and the courses they are enrolled in. You can also start a one-on-one conversation with a student here, and you can set a student to inactive. Inactive students will be excluded from the review process, meaning they will not be assigned to review their peers' assignments. Set a student to inactive when they stop with the course halfway through.



Inactive users of a course will not be included in the review process, but can login, view the library content, and take tests/rubrics in the library.

## 7 Progress

This page gives an overview of the progress and grades of all the students.



See section 9. Using Tables to learn how to use tables in the teacher's portal.

Problem introduction		Research question	Research approach	Research Flow Diagram	Alignment			
Actions	Submitter	Reviewer	Submission	Review (score)	Review (words)	Evaluation (score)	Rebuttal (words)	Assessment (score)
	Submitter ▼	Reviewer ▼	Submitted ▼	Review (score) ▼	Review (words) ▼	Evaluation ▼	Rebuttal ▼	Assessment ▼
View	Lin Chileert Laleonen	Groove Polightguy Zebang	23-04-2019	6.4	14	+1	18	+1
View	Groove Polightguy Zebang	Lin Chileert Laleonen	23-04-2019	7.6	10			

Click on the tabs above the table to switch between chapters. Click on **View** next to a row to view the review track, including their submission and all review steps. The table shows the scores for the Review, Evaluation and Assessment steps and the number of words for the Review and Rebuttal steps.

Cells in the table can have a number of colors:

Cell color	Meaning
Orange	The student was late with performing the action, and submitted it after the deadline has passed.
Purple	The student has performed the required actions but has not clicked the submit button.
Red	The student has not submitted anything and the deadline has passed.

You can always remind yourself what the colors mean by hovering over the purple **Guide** button in the top right of the screen.

The submitter and reviewer are either displayed as avatar names or as real names. Switch between the two by clicking the toggle on the top right of the screen:

Avatar names  Real names



If a student forgets to click submit when handing in their assignment in the Submission step, it is submitted automatically when reviewers are assigned. This is an exception for the Submission step and is not the case for the other review steps.

Lastly, there are two export buttons to export either just the grading or the full progress to an Excel file. The grading file will contain the evaluation score and assessment score received for each chapter per reviewer. The maximum score depends on the rubric used in that review step (see Structure > Review Steps).

The grading file contains, per user:

- the total minutes that the student was late with handing in their actions. Check the table in the portal to see at what steps the student was late.
- the total incomplete steps: the number of steps the student has not handed in. This includes steps for which the deadline has not passed yet
- the evaluation score and assessment score received for each chapter per reviewer. If a student had two reviewers, there will be two evaluation scores and assessment scores, one for each reviewer.



The grading file includes inactive students.



The grading file does not contain the score given to the submission by the reviewer, as that should usually not influence the final grade.

The full progress file contains, per user:

- everything included in the grading file, plus:
- the minutes late per review step, given and received
- the scores given to other students
- the review scores given and received. This is in relation to the total points that can be gotten, not on a scale of 1 to 10 like the table in the portal.
- the number of words written in the review and rebuttal steps, given and received.

## 8 Conversations

The conversation page is where you can chat with students, teachers and the developers. The default group chats are:

- **Announcements:** a place where teachers can make announcements, to be read by students. Students cannot chat here.
- **Teachers only**
- **Everyone in class:** a place where teachers and students can chat about the course.

You can **contact the developers** with any question using the button in the bottom left of the screen. This button is always visible.

You can start a **one-on-one conversation** with anybody by going to their user page (under Users) and clicking **Start Conversation**.

The screenshot displays a chat application interface. On the left is a sidebar titled "Conversations" containing a list of chat threads. The selected thread is "You, Tina von Bunn the Kind". The main chat window on the right shows a conversation history with messages from both parties, a timestamp, and a text input field with a "SEND" button.

Conversations	
<b>Announcements</b> administrators, teachers; Can be viewed by players	05-11-2018
<b>Jaydangle Pong, teachers</b> Jaydangle Pong: dit is een bericht	05-11-2018
<b>Edge Way, teachers</b> Edge Way: ja kan gelijk	02-11-2018
<b>You, Fuffle Jafuffle</b> You: ja weet ik	23-10-2018
<b>You, Sheep Nose</b> You: bleep bloep	23-10-2018
<b>You, Tina von Bunn the Kind</b> Tina von Bunn the Kind: yee	22-10-2018
<b>You, Cute Cheeseny</b> You: fired	22-10-2018
<b>You, Mc Lobster von der Esa</b> You: hey	22-10-2018 <span>2</span>
<b>You,</b> You: hello	22-10-2018 <span>1</span>
<b>You, Eng Paprika</b> You: Hello!	22-10-2018

**You, Tina von Bunn the Kind**

22-10-2018 15:12:34

hey

what's going on ;)

22-10-2018 15:51:51 Tina von Bunn the Kind

yee

Type your message SEND

## 9 Using Tables

Actions	Chapter	Index	Name
	Chapter ▼	Index ▼	Name ▼
View	1. Problem introduction	1.1	Submission
View	1. Problem introduction	1.2	Review

1. Column names (click to order)

2. Filters

On several occasions you will come across tables in the teacher’s portal. These tables share some common functionality that prove to be quite useful. Tables have filters for each column. If you only want to see the Submission steps, for example, you can type “submission” in the **Name** filter. Tables can also be ordered by any column, for that simply click on the column’s name. One click will put it in ascending order, a second click will put it in descending order.

## 10 Using the Test and Rubrics editor

In every resource and in review steps 2, 3 and 5 of each chapter it is possible to add a test with multiple questions. Students will see the test in this fashion (in this case, a test related to a video resource):

### Literature review: what and why?

What is the role of a literature review in research? What does it mean to "review" the literature? Get the big picture of what to expect as part of the process.

#### Literature review

*Take the test to win this book!*

[> Take test](#)

Test

[+ADD TEST](#)

Test

**REMOVE TEST**

Header

Description

**B I G U**

*Insert text here ...*

**+ ADD QUESTION**

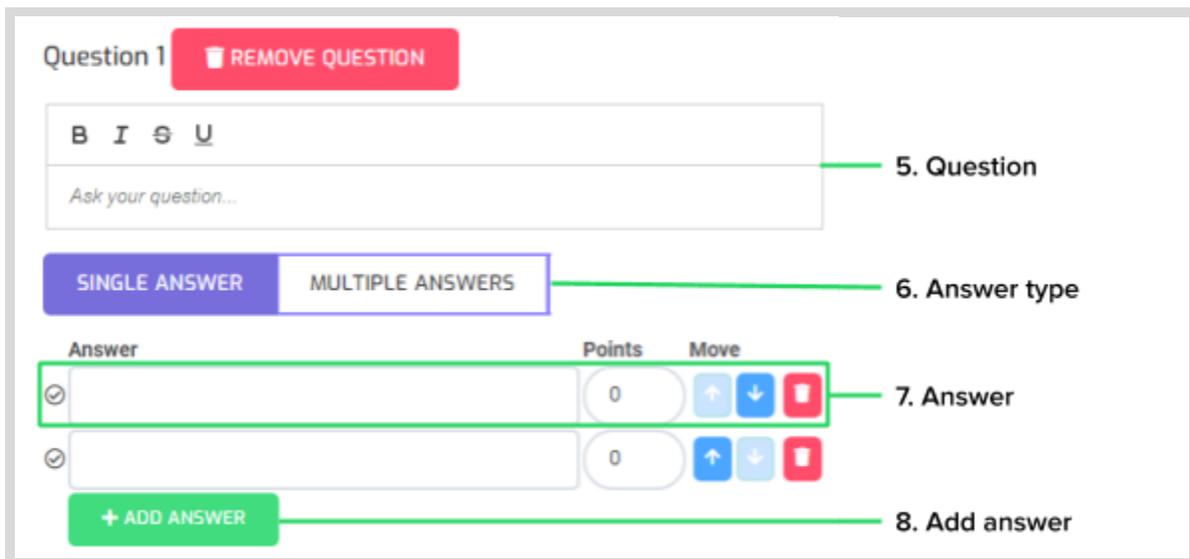
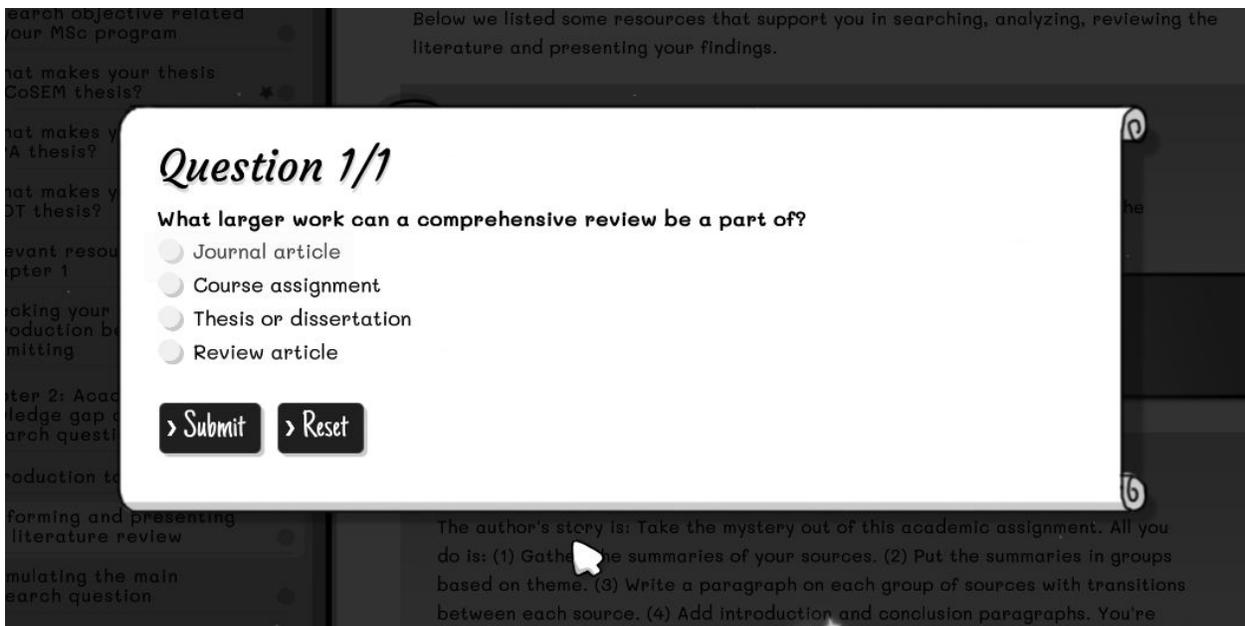
1. Remove test

2. Header

3. Description

4. Add question

When adding a test, you will first be asked to fill in the header (2.) and description (3.). Then you can add questions (4.).



Each question has a text area (5.), an answer type (6.) and several answers (7.). There are two types of answers:

- Single Answer: the student can pick only one of the answers, and gets the points associated with that answer.
- Multiple Answers: the student can pick more than one answer, the points for each chosen answer are added up.

Each answer has a text area, points, two move buttons and a remove button. The order of answers can be changed by clicking on the arrow buttons next to the answer. The answer can also be removed by clicking on the trash bin.



Tests can have as many questions as you like. Points can also be negative, if there is an answer the students should never pick.

The screenshot shows a configuration interface for a test. At the top, there is a section for 'Minimal test score' and 'Maximal test score: 3'. Below this is a text input field labeled 'Skill/Book' containing the text 'Understand the peer review process'. To the right of the input field are two buttons: 'EDIT SKILL' (blue) and 'ADD SKILL' (green). Two callout boxes are present: one on the right pointing to the score fields, labeled '9. Minimal and maximal test score', and another on the right pointing to the skill input area, labeled '10. Skill to earn'.

Finally, when you are finished adding questions, it is time to fill in the minimal test score, and the skill to earn. The minimal test score (9.) is the minimal score students need to get in order to earn the skill. To help you choose a minimal score, the maximal score is automatically calculated and displayed to the right. If the minimal score is equal to the maximal score, students need to get every question right to earn the skill.

Skills (10.) are collectibles (represented as books) that students can earn throughout their time in The Great Library. Each test (connected to a resource) can reward one skill and each review step can reward one skill as well. To add an existing skill, start typing in the text area and it will autocomplete. To add a new skill, click the **Add Skill** button. You will be asked to name the skill and optionally provide a description. To edit the name or description of an existing skill, click the **Edit Skill** button.