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.

> ℹ️ The course code needs to be unique across the university, so adding the quarter and year is recommended. Example: SEN2321**Q42019.**

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.
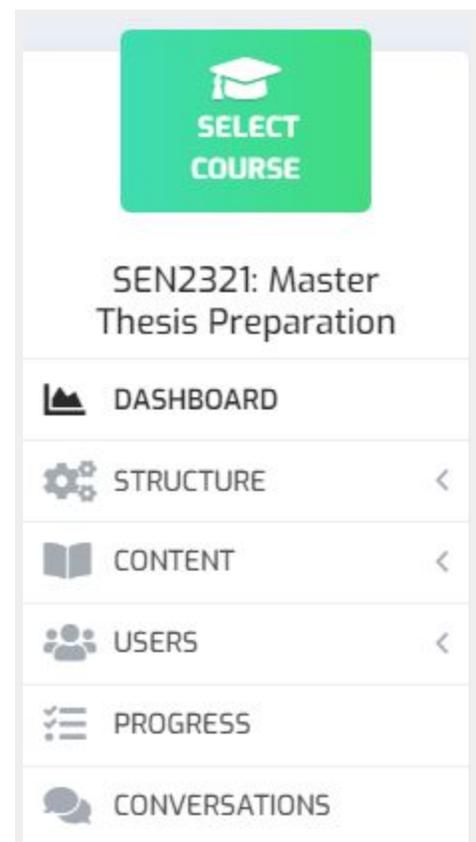
Structure

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

Course code
SEN2321E5

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.

> **i** 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

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: SEN2321**Q42019.**

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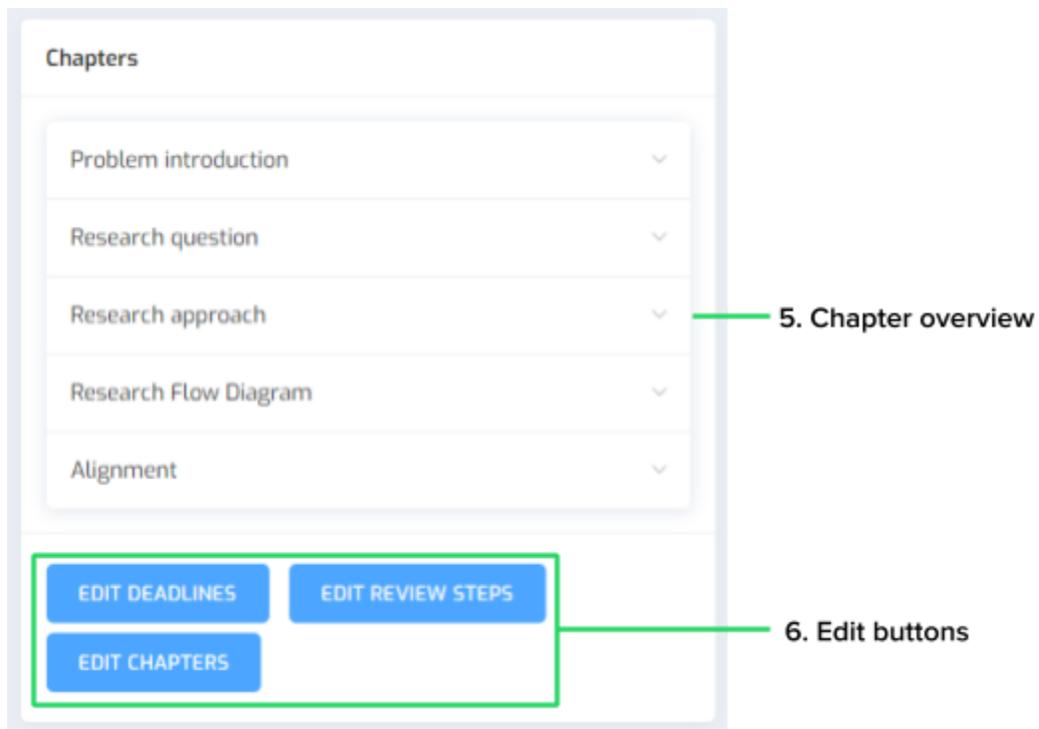
In the course page you will also see a chapters panel. In the chapters panel you can see an overview of the chapters (5.). By clicking on a chapter name you will get a more detailed overview. To edit a chapter, click on the **Chapters** button in the menu on the left or on **Edit Chapters** below.

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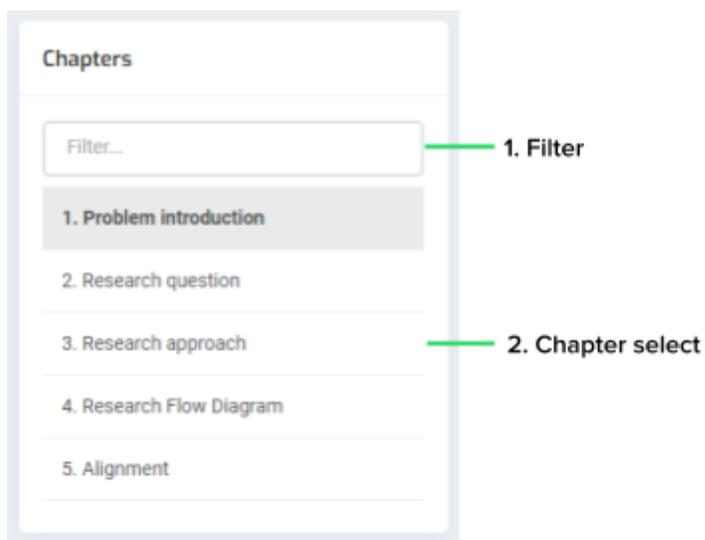
In the Chapters page you can edit the chapters. In this version of the portal you will not be able to add or remove chapters, or change the order of them. You can edit the contents of each chapter. To do that, select a chapter by clicking on its name (2.). A panel will appear on the right. You can also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

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:
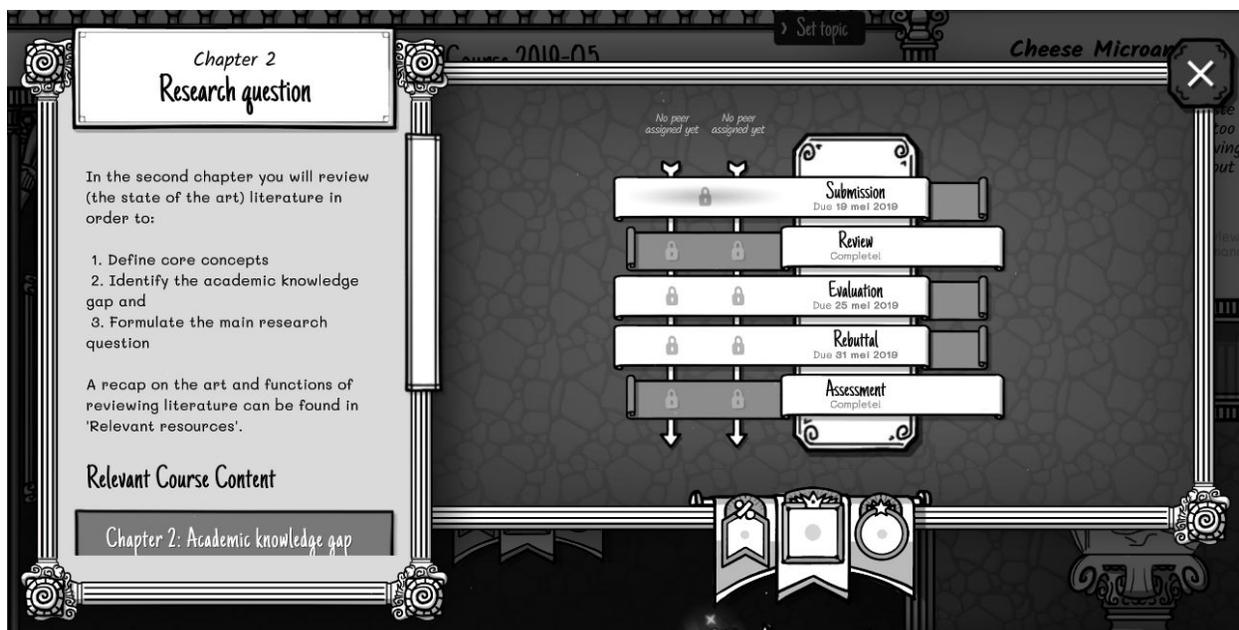
Review Steps

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.

Actions	Chapter	Index	Name	Executed by	Deadline	Discussion	Rubrics	File
	Chapter ▼	Index ▼	Name ▼	Execute ▼	Deadline ▼	Discussio ▼	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.

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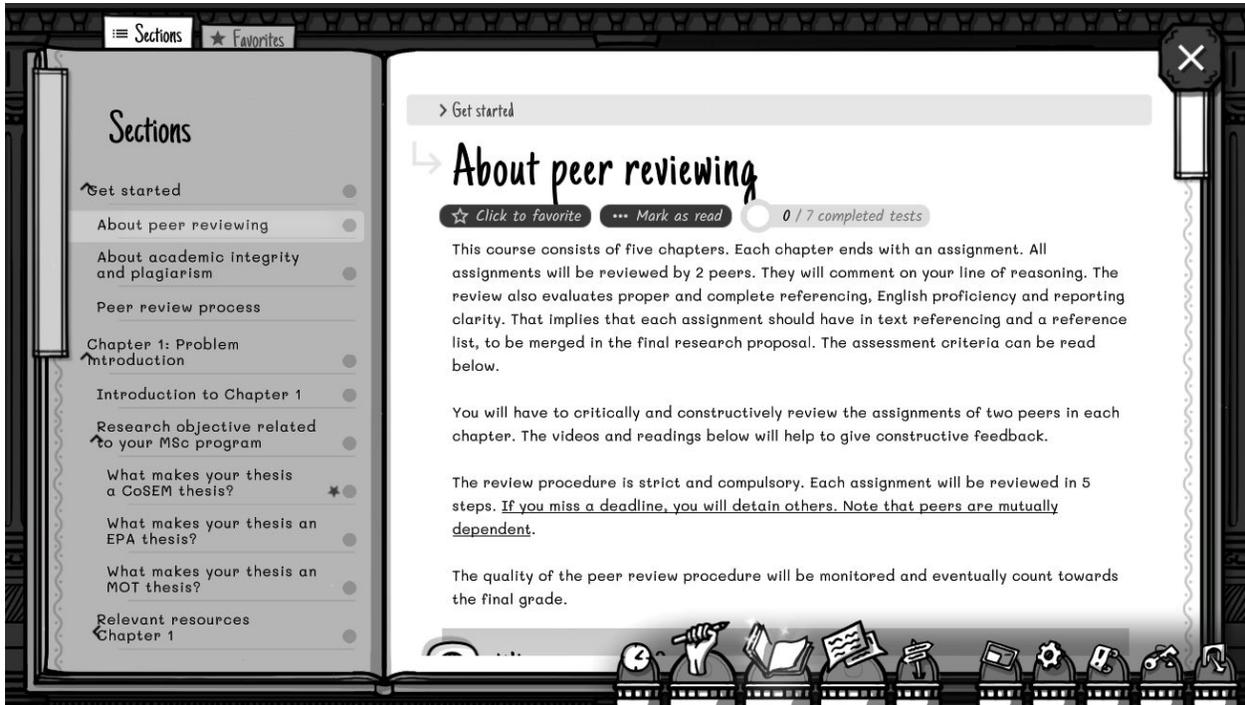
> ⓘ Setting the time to 0:00 will set the deadline at the start of the day. This may cause confusion. It is recommended to set the deadline to 23:59 instead.

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.
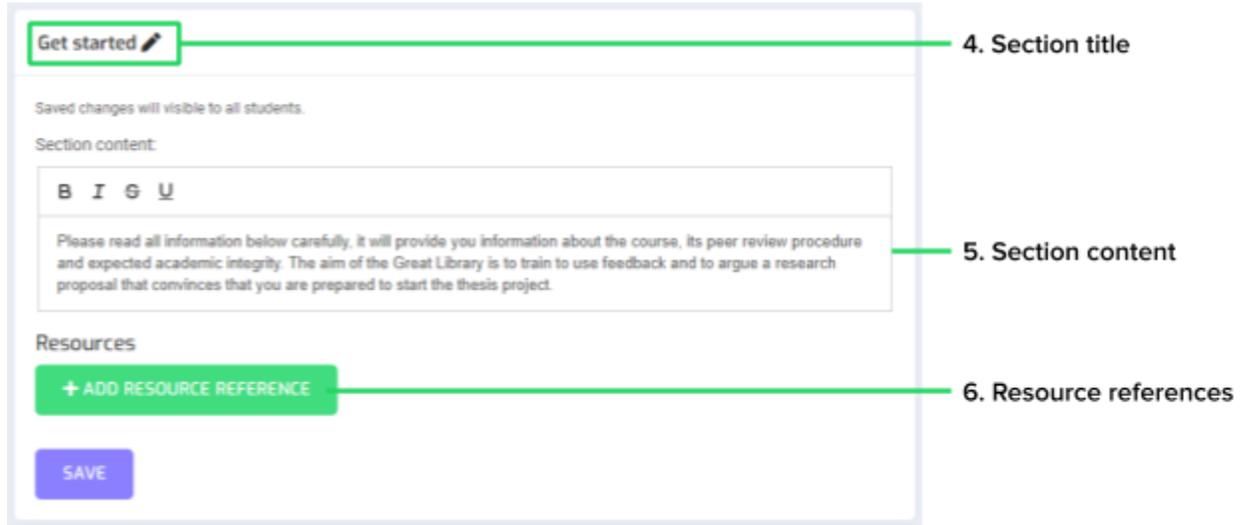
> Get started

About peer reviewing

☆ Click to favorite   ••• Mark as read   ◯ 0 / 7 completed tests

This course consists of five chapters. Each chapter ends with an assignment. All assignments will be reviewed by 2 peers. They will comment on your line of reasoning. The review also evaluates proper and complete referencing, English proficiency and reporting clarity. That implies that each assignment should have in text referencing and a reference list, to be merged in the final research proposal. The assessment criteria can be read below.

You will have to critically and constructively review the assignments of two peers in each chapter. The videos and readings below will help to give constructive feedback.

The review procedure is strict and compulsory. Each assignment will be reviewed in 5 steps. If you miss a deadline, you will detain others. Note that peers are mutually dependent.

The quality of the peer review procedure will be monitored and eventually count towards the final grade.

ⓘ Students can consult an overview of all sections at any time. Each chapter can also have references to several sections.
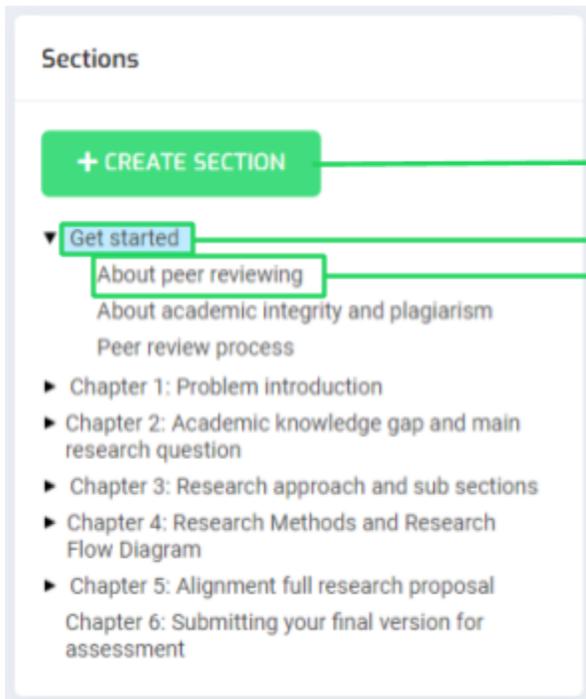
Create a section by clicking on the **Create section** button (1.). You can change the order of the sections by dragging it in the list on the left. If you drop it on top of another section, it will become

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.

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.

> **i** 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.

> ℹ️ 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.

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:

> **i** 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.

> **i** The grading file includes inactive students.

> **i** 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**.

9 Using Tables

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):

Test

REMOVE TEST ————————————————————————— 1. Remove test

Header

[   ] ————— 2. Header

Description

B I S U

Insert text here ...

———— 3. Description

+ ADD QUESTION ————————————————— 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.).

Question 1/1

What larger work can a comprehensive review be a part of?

- Journal article
- Course assignment
- Thesis or dissertation
- Review article

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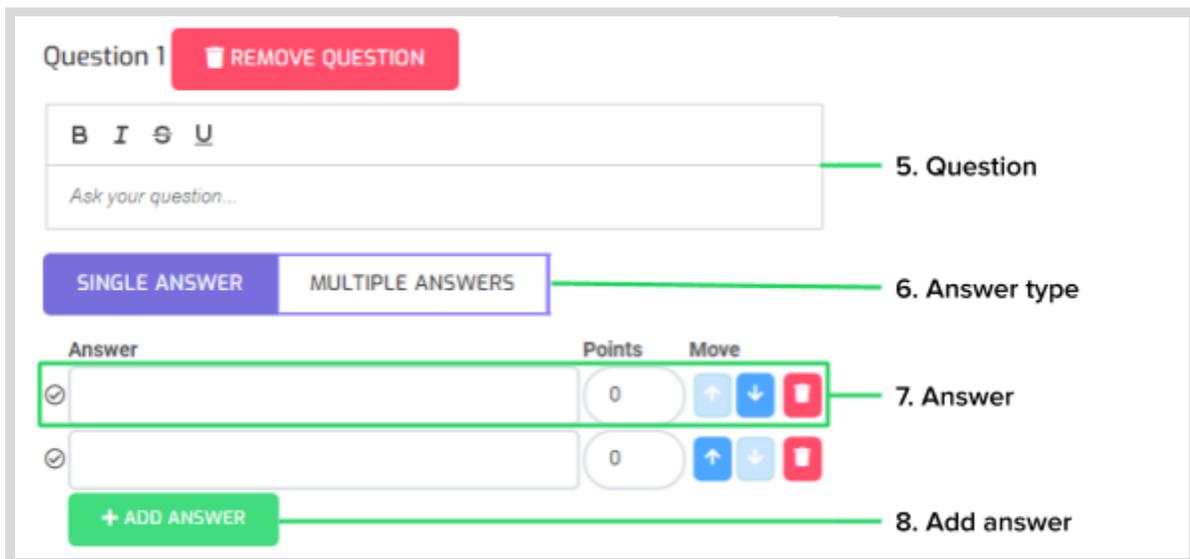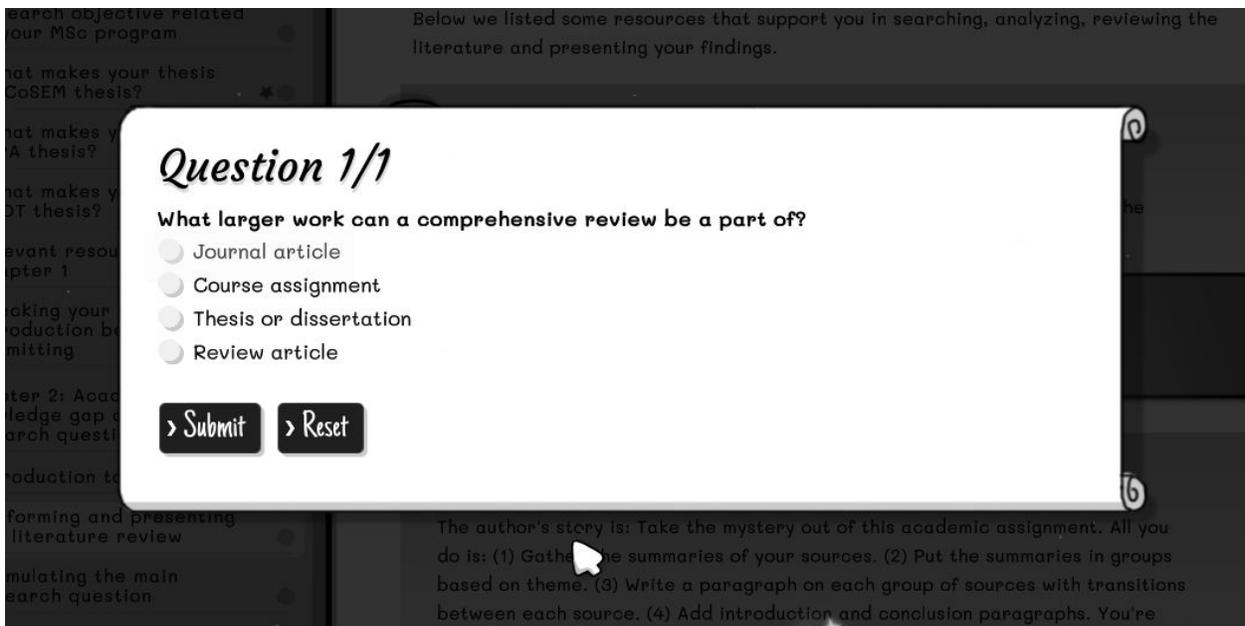
Each question has a text area (5.), an answer type (6.) and several answers (7.). There are two types of answers:

- 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.

9. Minimal and maximal test score

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.