Implementation Guide

MyLanguageLabs™
MySpanishLab | MyFrenchLab | MyItalianLab | MyChineseLab
MyGermanLab | MyPortugueseLab | MyRussianLab | MyLatinLab

This Implementation Guide will include modules & lessons.
# Table of Contents:

## Before You Begin

### Module 1: Overview of MyLanguageLabs
- Lesson 1: The MyLanguageLab Story
- Lesson 2: Explore MyLanguageLabs Implementation Models & Results

### Module 2: Define Your Course Goals & Implementation Plan for MyLanguageLabs
- Lesson 1: Individual Instructor vs Coordinator Implementation Models
- Lesson 2: Determine your Implementation Plan & Role

### Module 3: Getting Started
- Lesson 1: Create an Instructor Account
- Lesson 2: Signing into Your Pearson Account
- Lesson 2: Managing Your Account Profile & Time Zone

### Module 4: Create Your Course or Program – Instructor Role
- Lesson 1: Deciding between a Course vs Program Implementation
- Lesson 2: Creating a Course Version
- Lesson 3: Creating a Program Version
- Lesson 4: Locating Your Course ID
- Lesson 5: Managing Your Course
- Lesson 5: Navigating Your Course & etext set up

### Module 5: Create Your Program – Coordinator Role
- Lesson 1: Creating a Program Version
- Lesson 2: Working with a Template
- Lesson 3: Creating Sections for Instructors to enroll & Course IDs
- Lesson 4: Managing Sections
- Lesson 4: Enrolling Instructors to sections
Module 6: Enrolling in a Coordinator’s Course – Section Instructor Role
- Lesson 1: Enrolling in a Coordinator’s Section(s)
- Lesson 2: Managing Your Section
- Lesson 3: Locating Your Course ID
- Lesson 4: Navigating Your Course & eText set up

Module 7: Getting Students Started & Navigating Student View
- Lesson 1: Locating MyLab Student Getting Started Handouts
- Lesson 2: Locating Student Support Resources within the MyLab
- Lesson 3: Exploring the Student View

Module 8: Create & Manage Assignments
- Lesson 1: Assigning Content to Course Calendar
- Lesson 2: Managing Course Calendar
- Lesson 3: Managing Assignments & Calendar
  - Changing a due date
  - Scheduling an assignment
  - Adding a note
  - Un-assigning Content

Module 9: Managing Course Materials & Today’s View
- Lesson 1: Navigate Course Materials
- Lesson 2: Access Instructor Resources
- Lesson 3: Show/hide content to student
- Lesson 4: Utilizing Today’s View alerts to save time & assess student performance
- Lesson 5: Adding your own content

Module 10: Creating and Managing Tests
- Lesson 1: Accessing Testing Resources
- Lesson 2: Creating an online Test via MyTest
- Lesson 3: Creating an online test (non-Mytest)
- Lesson 4: Managing Online Test Assignment Options
Module 11: Managing the Gradebook
- Lesson 1: Navigating the Gradebook & Student Grades/Submissions
- Lesson 2: Understanding Course Average & Folder Averages
- Lesson 3: Customizing Course Average & Folder Averages
- Lesson 4: Understanding Basic Gradebook Preferences (available 8/12)

Module 12: Personalizing Your Gradebook (Available 8/12)
- Lesson 1: Adding & Customizing Gradebook Columns
- Lesson 2: Creating a Final Grade (to date) weighted Column
Before You Begin

Use the Implementation Guide Based on Your Course Role

Hello and welcome! Whether you are new to implementing a MyLanguageLab and seeking guidance for getting started, or have taught with the program and exploring yet-undiscovered features, you have come to the right place!

At Pearson, we believe that learning is a life-changing opportunity, and that education should have a measurable, proven impact on learners’ lives. The Pearson Efficacy Implementation Guide was created to help you have a successful impact on your students’ lives.

Here’s what you will get from the MyLanguageLabs Implementation Guide:

- Just-in-time assistance for setting up and managing your MyLanguageLab course.
- Insightful best practices and strategies for effective implementation of your course based on the results found in case studies and white papers.
- Best Practices from instructors who have successfully been down the path you are taking.
As you work through the lessons in the Implementation Guide, links are provided to step-by-step instructions and videos for how to complete a specific activity. You will know this additional support is available when you see the following icons:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click to watch a video showing you more details on how to implement steps and best practices.</td>
<td></td>
</tr>
<tr>
<td>Proven Best Practice Tips from current users with proven results.</td>
<td></td>
</tr>
<tr>
<td>Click to open up the relevant Instructor User Guide Help page for the topic.</td>
<td></td>
</tr>
<tr>
<td>Tips, warnings and advice from the Pearson MyLab Efficacy or Product Teams.</td>
<td></td>
</tr>
<tr>
<td>Example of case studies published with proven results of implementing the MyLanguageLab and student outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
## Which Modules do I Select?

<table>
<thead>
<tr>
<th>Why are you here?</th>
<th>Your learning path</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am new and I need to get up and running as quickly as possible</td>
<td><strong>Work through Modules 1, and 2.</strong></td>
</tr>
<tr>
<td>I just started teaching with a MyLanguageLab</td>
<td><strong>Modules 3 and 6 show you how to utilize the Gradebook to view and manage your students’ grades.</strong></td>
</tr>
<tr>
<td>I just finished teaching with a MyLanguageLab and want to learn more about customizing my course</td>
<td><strong>Modules 8 and 9 show you how to create effective assignments and design your course to your specifications.</strong></td>
</tr>
<tr>
<td>I want to know everything there is to know about MyLanguageLabs.</td>
<td><strong>If you are new to using a MyLanguageLab, start with Module 0.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>If you have taught with a MyLanguageLab before, start with Module 4.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Alternatively, work through the modules in any order!</strong></td>
</tr>
<tr>
<td>Just tell me what I need to know</td>
<td><strong>Scan the table of contents to find the lesson that addresses your need.</strong></td>
</tr>
<tr>
<td>I am teaching an Online Course</td>
<td><strong>Module 9 showcases the unique features and instructional tools to customize your course materials.</strong></td>
</tr>
</tbody>
</table>
## Where to go for Help?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am having difficulty setting up my instructor account</td>
<td>Pearson 24/7 Customer Support</td>
</tr>
<tr>
<td>The program or audio is not displaying correctly on my computer</td>
<td>MyLanguageLabs Browser Tune Up &amp; Pearson 24/7 Customer Support</td>
</tr>
<tr>
<td>I would like additional assistance with setting up my course</td>
<td>Get Trained</td>
</tr>
<tr>
<td>I need general information about getting my students started</td>
<td>Get Your Students Started</td>
</tr>
<tr>
<td>I’ve noticed a typo or content error in a MyLab Activity/eText and/or a student was marked wrong when answer should be scored correct.</td>
<td>Email: <a href="mailto:mylanguagelabs.typo@pearson.com">mylanguagelabs.typo@pearson.com</a>&lt;br&gt;Please include the Activity # or eText page and include the textbook name/edition</td>
</tr>
</tbody>
</table>
Module 1: Overview of MyLanguageLabs

Lesson 1: The MyLanguageLabs Story

Before we get into how instructors use MyLanguageLabs, it is helpful to understand why MyLanguageLabs was developed and how it has evolved to include all the great features in the system today. MySpanishLab launched in 2007 and was specifically designed to serve the unique needs of language learners and educators. The program was conceived based on a focus group of language instructors from across different 4 year and 2-year colleges, to help address and identify specific challenges and needs of the language learning community. All of the functionality and features of the system was designed with the language educator and student in mind.

Back in 2007, MySpanishLab was revolutionary in that it was the 1st online program to have all language resources accessible in one place online and provide educators with a way to take language learning to a whole new level in and outside the classroom. Shortly after, we’ve launched MyFrenchLab, MyItalianLab, MyChineseLab, MyGermanLab, MyPortugueseLab, MyRussianLab and MyLatinLab in the same model as MySpanishLab which make up our suite of MyLanguageLabs available.

Since 2007, Pearson World Languages has continued to keep the language educator and student in mind by continuing to collect user feedback from language educator and students. MyLanguageLabs has become evolutionary in that it continues to evolve with new features and functionality each year based on user feedback and unique needs of language learners. We are committed to making each MyLanguageLab product specifically targeted to solve the teaching and learning challenges of each course.
MyLanguageLabs has evolved to also include many additional tools to make learning come full circle. MyLanguageLabs can now be used *before class* to have the student study and learn grammar and vocabulary concepts before class, *during class* to help review grammar and vocabulary and have students participate in communicative activities, and *after class* to assess and build on what learned during class time with additional activities and high stakes assessment and engage students to practice speaking outside of the classroom.
What examples are available to demonstrate the efficacy of MyLanguageLabs?

Throughout this guide, you will see references, best practices, and tips shared from successful applications of MyLanguageLabs from data-driven case studies. Strategies used by educators with demonstrated MyLanguageLab success are shared with you to help you succeed with your intended outcomes. The case studies referenced come from the Pearson Results Library, which is a collection of 12 efficacy studies quantifying MyLanguageLabs’s impact on teaching, learning, and retention, and continues to grow each year.

**Stories – focused on:**
- Increasing class size coupled with decreasing resources
- Ensure consistency across multiple sections
- Control costs for students
- Serve students with varying levels of proficiency
- Need to provide quality resources and multi-layered feedback to ensure student success
How does MyLanguageLabs provide students with personalized remediation and instant feedback?

MyLanguageLabs automatically scores student responses (except free-form answers) including unique features as multi-layered feedback.

MyLanguageLabs provides instant, graded feedback in the form of feedback hints for wrong answers and “Need Help” additional feedback that links the student to specific course resources to help them with that particular grammar or vocabulary concept. Students through the solution of multi-step items with on-demand hints and feedback for wrong answers. Some courses also include enhanced adaptive learning features as Dynamic Study Modules. Students are able to practice outside the classroom, increasing their engagement of the close.

If you’d like more information, see case study examples of increasing student engagement:

➢ Texas Tech University - MySpanishLab
➢ Georgia State University - MySpanishLab
What are suggested approaches to enable students to learn basics on their own so class time can be used for conversation and practice speaking?

MyLanguageLabs can have homework assigned before class time to encourage your students to read their textbook before class, practice grammar and vocabulary activities and tutorials and interact with course materials outside of class to increase speaking time during your class time. Assigning Grammar tutorials, Student Activities Manual activities before class will allow you to focus on practice speaking and group or paired activities in the classroom.

If you’d like more information, see case study examples of pre-classroom implementation to engage students and create time to practice speaking more in the classroom and interactive activities:

- Georgia State University - MySpanishLab
- SUNY Stonybrook - MySpanishLab
- Texas Tech University - MySpanishLab
- Tuskegee University - MySpanishLab (Success Story)
Module 1: Overview of MyLanguageLabs

Lesson 2: Explore MyLanguageLab Results & Implementation Models

As you plan and think about your course and the results you want to achieve from using MyLanguageLabs, it is helpful to learn about the proven results from educators who have successfully implemented MyLanguageLabs into their course. In the Pearson Results Library, you can read through the collection of efficacy studies that illustrate the variety of ways instructors have used MyLanguageLabs.

The Results library also includes video presentations of different Course redesigns that instructors have done at their institutions. We thank the institutions included in the MyLanguageLabs Results Library for sharing their results and providing models of successful implementations.

What Pearson Means by Efficacy and Effectiveness

- Efficacy describes whether a product or intervention has a positive effect on learning, such as reducing wrong answers, increasing retention rates, increasing proficiency, or raising final exam scores.
- Effectiveness measures the size of the educational improvement from a product or educational intervention.

Watch: John Fallon, CEO of Pearson: What Efficacy Means to Pearson

(Read more about this at efficacy.pearson.com).

Return to the Table of Contents
Why Pearson Is Interested in Efficacy Studies?

Learner outcomes are important to Pearson – our fundamental purpose is to help people make progress in their lives through learning. We already have many examples of products that can demonstrate their impact on learners, but going forward our aim is to ensure that every action, every decision, every process, and every investment we make will be driven by a clear sense and understanding of how it will make a measurable impact on learning outcomes.

Pearson, as the world’s largest learning company, has both the responsibility and the potential to pursue and lead this conversation. Toward that goal, we actively seek out educators who wish to explore educational research questions and investigate the efficacy of our digital solutions.

Pearson’s Efficacy Research Team:

Our global efficacy team is headed by Sir Michael Barber, a leading authority on education systems and reform. The North American Efficacy & Quality team includes over 30 professionals dedicated to helping educators deliver desired learner outcomes. We provide practical advice about tracking and analyzing student data as part of the implementation of a Pearson digital solution.

How Pearson and Educators Work Together:

Every research/efficacy project is unique. The process takes time—generally a semester or longer. Educators interested in conducting studies should expect an interactive and rewarding partnership based on your learning outcomes and goals of your language course.
Design your Own Efficacy Study:

Once you’ve decided to participate in an efficacy study, the process starts with a conversation with your Efficacy Results Manager, Sara Owen (sara.owen@pearson.com), who will work with you to identify the quantifiable goals you are hoping to achieve and how you will measure success. For more details on what this process entails:

Watch: *Partnering with Pearson on an Efficacy Study*

**During the process:**

We will provide practical advice, following best practices, and training focused on helping you effectively implement a MyLab into your course, with the goal of improving student learning outcomes. This includes product training as well as specific strategies for positioning students for success.

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**Questions to Consider:**

- What outcomes are you trying to achieve through using the MyLab?
- What evidence do you have to believe it is possible to achieve these outcomes?
- What plans are in place to implement and measure these outcomes?
At the end of the semester we partner with you to collect and analyze student data, writing up a two page case study based on the results. With your approval, your results will be published online and/or in an efficacy report, which may be shared with educators across the country.

**Why conduct your own study?**

All six accreditation boards require information on student learning outcomes and many administrators are now requiring instructors to report their course outcomes. Pearson can do the analysis of your results so you have it for reporting, and this analysis will also help you better understand the impact a MyLanguageLab is having on your course.

**What kinds of studies can Pearson help with?**

- **Case studies** – brief data supported cases discussing the course being taught, how MyLanguageLabs has been implemented, and the results. This is published online in the Pearson Results Library and possibly in Pearson’s annual White Paper.

- **Experimental Studies** – Rigorous, controlled studies intended for publication in a peer-reviewed journal.

**How much time do you need to commit for the studies?**

*ALWAYS LEARNING*

[Return to the Table of Contents]
The time commitment is relatively low for a case study and includes:

- 30 minute phone call to discuss course and MyLanguageLab usage.*
- You would need to take the time to gather course data which may include scores, exam, and final course grades for one or more semesters. It is ideal if you can send pre- and post-MyLanguageLab data.
- Pearson does the data analysis and provides you with a summary of the findings.
- Pearson writes up the case study based on the information from the call and the analysis of results, and sends it to you for feedback and edits.

*An experimental study requires a much higher commitment of time and works on the professor’s part, and must get IRB approval. Pearson will work with anyone that is interested in pursuing this type of study, including providing additional data gathered in Mastering that they do not have access to and statistical support.

Our research team includes PhD-level statisticians who provide practical advice about tracking and analyzing student data after the redesign of a course to incorporate technology. Our research team also includes experts in psychometrics, educational statistics, and journal publications. These individuals support instructors who want to (1) conduct efficacy studies, (2) provide our editorial staff with detailed reports on the quality of our online content, and (3) advise our software engineers of new methodologies for collecting and processing student learning data within MyLanguageLab products.
Research Standards

Pearson adheres to Software & Information Industry Association guidelines for evaluation of educational technology products. The key guidelines are:

- Ask the right question
- Support the implementation of the product or service
- Plan a study of sufficient size and duration to demonstrate an effect
- Plan for plausible causal claims
- Avoid (the appearance of) conflicts of interest
- Provide a comprehensive and detailed research report
- Make the research findings widely available
- Accurately translate research for customers

*Every efficacy case study for MyLanguageLabs was submitted voluntarily and without compensation to the contributors, to whom we extend our deepest gratitude. Their dedication to their students’ learning is invaluable.*

For more information on how to participate in an efficacy study, please contact Sara Owen at sara.owen@pearson.com

Return to the Table of Contents
Effective MyLanguageLab Implementation Models

Let’s begin by determining the model of implementation for your course. In general, courses models have been categorized as **Traditional, Online, or Hybrid/Blended**.

Traditional courses are usually considered “face-to-face” time in a seated classroom. Online courses are typically technology-based with little to no live interaction. Hybrid, by definition, is a combination of the seated classroom experience and an online learning environment.

Although most courses continue to be labeled Traditional, Online, or Hybrid, the structures of these models are shifting in design. The Traditional and Hybrid course models are quickly transitioning to a more blended learning approach, sometimes referred to as **Flipped Learning** (or a Flipped Classroom.)

In other words, students master the content outside of the classroom (before class) so that the classroom time can be used for more communicative activities and increase the time spent during class for talking in the target language.

To explore our evidence-based case studies in accordance with your course goals, please review the following:

**I am interested in a flipped classroom model.**

If you’d like more information, see case study examples that highlight use of using MySpanishLab in a Flipped model:

- [Georgia State University - MySpanishLab](#)
- [SUNY Stonybrook - MySpanishLab](#)
- [Texas Tech University - MySpanishLab](#)
- [Tuskegee University - MySpanishLab (Success Story)](#)
I am interested in a Hybrid classroom model.

If you’d like more information, see case study examples that highlight use of using MySpanishLab in a hybrid model:

- New Mexico State University - MySpanishLab
- Community College of Baltimore County - MySpanishLab

I want to increase student engagement

If you’d like more information, see case study examples that highlight use of using MySpanishLab to help increase student engagement:

- Georgia State University - MySpanishLab
- Metropolitan Community College - MySpanishLab
- Texas Tech University - MySpanishLab
- University of Rhode Island - MyItalianLab

I need consistency in instruction across multiple sections or campuses.

If you’d like more information, see case study examples that highlight use of using MySpanishLab to develop consistency in your program across multiple sections or campuses:

- Community College of Baltimore County - MySpanishLab
- University of South Alabama - MySpanishLab

Return to the Table of Contents
I want to improve Student Performance/Exams

If you’d like more information, see case study examples that highlight use of using MySpanishLab in a Flipped or hybrid model:

- Community College of Baltimore County - MySpanishLab
- Guilford Tech CC - MySpanishLab
- Leigh Carbon Community College - MySpanishLab
- Metropolitan Community College - MySpanishLab
- New Mexico State University - MySpanishLab
- University of Rhode Island - MyItalianLab
- University of Texas El Paso - MySpanishLab
- University of South Alabama - MySpanishLab

I want to build an effective online course.

If you’d like more information, see case study examples that highlight use of using MySpanishLab in a Flipped or hybrid model:

- Community College of Baltimore County - MySpanishLab
- Leigh Carbon Community College - MySpanishLab
- Metropolitan Community College - MySpanishLab
- New Mexico State University - MySpanishLab
Planning Your Implementation

To help you **Plan, Implement and Evaluate**, please refer to our **Planning Toolkit** that is a quick reference document that will walk you through the 3 areas and help guide you to make decisions that fit your course goals and align to your course objectives and help match to the features and functionality of MyLanguageLabs. There are helpful **planning worksheets** that you can fill out based on how you will be implementing the MyLab.

To view & download a printable **MyLanguageLabs Planning Toolkit**:
[Click here](#)

To view & download the **Planning Toolkit Workbook**:
*(Worksheets that accompany the toolkit)*
[Click here](#)

*Note: The Planning Toolkit is also available at [www.mylanguagelabs.com](http://www.mylanguagelabs.com) -> Educator -> Get Trained*
There are some fundamental questions that are applicable regardless of the type of implementation model selected. These include:

1. What are the main issues you are trying to solve?
2. What are the quantifiable goals you want to achieve such as increased student retention or better attainment of learning gains?
3. When do you want to start integrating MyLanguageLabs into your course? Will you start with a pilot course?
4. What course materials are you using? Do they align with your intended outcome?
5. Have you pursued grants or initiatives? If yes, what are they?
   
   **Note:** Check with your Pearson partner or visit Pearson’s Grant Help Center at [www.pearsonhighered.com/granthelp/](http://www.pearsonhighered.com/granthelp/) to learn more.

6. Do you plan to hold organizational or professional development meetings for the faculty, lab staff, IT administrators, or others?
7. List three ways to educate the culture of your involved faculty.
   
   **Example:** Invite guests from institutions that have successfully implemented or redesigned with MyLanguageLabs.

8. Who comprises your implementation or redesign team (faculty, staff, lab directors, instructional technologist, senior administrators)? Who will be responsible for managing the actual implementation or redesign?
9. How will you measure success? (retention rates, exam scores?, etc)

10. Will you use historical data to support the efficacy of MyLanguageLabs? Will you administer common exams and assessments?

11. What percentage will MyLanguageLab contribute to a student’s grade?

12. Do you have approval from your Institutional Review Board?

13. What is your main concern about implementing MyLanguageLabs?

14. Would you like assistance in analyzing data and results?

   **If so, contact your sales representative or Sara Owen, MyLanguageLabs Efficacy Results Manager, at sara.owen@pearson.com.**
What are some of the best practices utilized by successful MyLanguageLab users using any implementation model? Take a few minutes to review the table.

## Best Practices for Any Implementation Model

<table>
<thead>
<tr>
<th>Topic</th>
<th>Ideas</th>
</tr>
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<tbody>
<tr>
<td><strong>Course Set Up</strong></td>
<td>- Bookmark instructor &amp; student User Guides for FAQs.</td>
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<tr>
<td></td>
<td>- Require MyLanguageLabs for at least 10 -20% percent of the grade. (some instructors will even require it for higher)</td>
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<tr>
<td></td>
<td>- If teaching 3 or more sections, Save time by using one template (Program Version) to set up assignments, preferences and gradebook preferences for multiple sections.</td>
</tr>
<tr>
<td></td>
<td>- Copy your previous course from last semester to save time each semester</td>
</tr>
<tr>
<td></td>
<td>- Connect with another user of the MyLanguageLab to discuss how they are implementing the MyLab in their course and the results they are getting with their students, personalize your course to match your intended learning outcome for your students using the MyLab.</td>
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</tbody>
</table>

| Working with Students | • Provide students with clear expectations and help students get started. |
|                       | • Change a student’s status in your roster if he/she withdraws from the course, so your roster is current. |

| Assignments            | • Incorporate personalized learning to maximize study efficiency and improve long-term retention. Do this by assigning Readiness Check (English grammar tutorials), Vocabulary tutorials and or Dynamic Study Modules. |
|                        | • Assign weekly assignments, with due dates on the calendar. |
|                        | • Assign the MyLanguageLabs Quiz (located in Instructor Resource folder in Course Materials) assignment to help students understand the 1st steps of using the MyLab. |
|                        | • Use the default grading settings that are automatically set up in your course. |
MyLanguageLabs can be an integral part of the solutions you propose by identifying learner trends and patterns as well as providing data, statistics, and correlations to help you overcome these challenges.

As higher education institutions are increasingly pressed for quantifiable data to substantiate student learning outcomes, having a plan in place that facilitates your ability to readily produce measurable results of your students’ learning is critical. Determining how you will address anticipated challenges is key at this point.

Let’s take a closer look at some common challenges in achieving positive measurable results regarding your course learning outcomes. Then, let’s consider how MyLanguageLabs offers metric-based solutions to overcome these challenges. As you glance over the example chart as well as personalize your own chart, begin thinking about what your desired targets might be as you address each challenge.
10 Tips for a Successful Implementation

1. Define the goals and outcomes you have for using Pearson technology in your classroom.

2. When choosing which features and assets to use, make sure they align with your goals, syllabus, and assessment plan.

3. Identify how you will measure your success.

4. Take advantage of Pearson's professional development and training opportunities to improve learner outcomes.

5. Customize the course to best meet your goals and outcomes.

6. Use your “Getting Started” resources to set your students up for success.

7. Monitor student performance throughout the term.

8. Improve student performance by using communication tools and other intervention methods.

9. Be open to making revisions during the term to improve the course’s effectiveness.

10. Review data to measure success and plan course revisions.

Return to the Table of Contents
Module 3: Getting Started

Lesson 1: Create an Instructor Account

There are 2 ways to gain instructor access to a Pearson MyLanguageLab.

1. Your Pearson Representative can create a login/password for you
2. You can request an instructor access code to use to create your own login/password.

Note for Coordinators: All instructors should be given instructor access, if they will be enrolling in section course created by you. (There is also an option for adding a TA (limited permissions/access to instructor side of course, click here for instructors on how TA access is created. Your Pearson Representative can also help set up TA access accounts)

Q: Did your Pearson Representative or a Pearson Specialist provide you with a login name and password for MyLanguageLabs?

If yes, then you can Sign in at www.my languagelabs.com and start creating your courses!
If you answered no, you have two options:
1. You may request access from your local Pearson Representative.
2. Go to www.my languagelabs.com, look for Register, and click Educator.

Follow the steps to request access.

- If you are already identified as in instructor in our system, you will be emailed an access code immediately.
If you are not identified as an instructor, an email will be sent to your local Sales Representative, who will verify your status (we don’t want students getting instructor access), and then you will be approved and sent access. *This process of requesting access could take up to 48 hours.*

**Not sure if you already have an account?**

- If you previously registered for a Pearson online product but have forgotten your login name or password, go to [www.mylanguagelabs.com](http://www.mylanguagelabs.com), look for **Sign In.**

- On the Sign in Screen select:
  
  **Forgot your Login Name/Password?**

  Provide the information requested.

  ![Enter Your Username and Password](image)

- **Check your email.** Your login name and password will be sent to you by email to the email address that Pearson has on file for you.
Module 3: Getting Started

Lesson 2: Signing into Your Instructor Account

Signing into your MyLanguageLabs Account:

Go to www.my languagelabs.com.

Click Sign-in which will bring you to the login screen.

To log into your MyLanguageLab account enter the Login Name and Password combination that you created during the registration process (or that your Pearson Rep provided for you) in the appropriate text boxes and click Sign In.
After signing in at www.mylanguagelabs.com, Students & Instructors will be brought directly My Courses Home Page and access your courses directly.
Managing your Account Profile:

As an instructor, you have the ability to manage your Pearson MyLanguageLab Account profile at any time. This allows you the flexibility of making quick changes to your account without having to contact Pearson.

With a few clicks, you can update your username, password, email address and contact information.

To update your account profile:

1. Sign into your MyLanguageLabs account at www.mylanguagelabs.com

2. Once signed in, you’ll be on your My Courses page. Click on My Profile in the upper right hand corner to access your account profile.

3. Choose Edit Pearson Account
4. Enter and confirm your current username and password and **Log In**

5. Select **Edit Account Information**
6. A page will appear that will now allow you to make changes and adjustments to your Profile account.

**Note:** Due to security reasons, you will not be able to change the **first and last name** on the account. If you need to change the spelling or update a name (you got married, etc) please contact Pearson Customer Technical Support ([http://247pearsoned.custhelp.com/](http://247pearsoned.custhelp.com/)) or call them directly at: **1-888-378-3486** (toll-free)

**Best Tip & Practice:**
Your students will also have similar access to change your account profile by doing the same exact steps when they sign into their student mylanguagelab account.
Managing Course Time Zone Settings

Your **Time Zone** settings are very important in your course. They control the time zone the students will have for items you assign with a due date and time on the calendar.

All MyLanguageLab Course Time Zone settings are default set to **Eastern Time**.

If you are on Eastern Time, you do not need to change your settings and your students will automatically be set to Eastern Time when they enroll in your course.

Once you adjust your Course Time Zone settings as an instructor, your students will automatically be set to the same time zone.

**Important Time Zone Settings:**

There are **two** Time Zone Settings that you should change in your course.

**Time Zone Setting #1: My Profile Setting**

This will set your Time Zone for your instructor account.

1. Click **My Profile** after signing in to your course at the top right of the screen.

2. Select your **Time zone** from the menu and click **Save**.
Time Zone Setting #2: Course Preference Settings

You will also want to set your Course Preference Time Zone. This should be done in each course or (Template) you create. As a default your course setting preference is set to Eastern Time. If you copy a course in the future, this setting will be saved.

**Note:** If you are using a Program version with Template/Sections, if this setting is changed in your Template prior to creating sections, all sections will have this setting implemented at the section level. This setting can also be changed at any time in individual section preferences by following the same steps below.

**How to Adjust Course Time Zone Settings (Eastern Time is the default):**

1. From the Today’s View, Click **Preferences**

2. Select **Time Zone and Locations** from the preference menu, select your time zone.

3. Click **Save Preferences**.
4. If you already have items assigned to the Assignments Calendar before adjusting these settings, you'll need to re-set the due time for those items back to your desired due time. (for example, 11:59 PM).

Go to Preferences--->General.

Click **APPLY TO ALL** next to the setting for "Make all activities due at time". Your current and future assignments will now have the correct due time and time zone in your course.

![Preference Settings](image)

**Best Practice & Tip for Setting Course Time Zone:**

We recommend setting your time zone before your students enroll to minimize student confusion regarding time zone settings.

*COURSE Overrides user profile preferences’ setting will automatically change the time zone for any student that enrolls in this course/section to the time zone that is selected in this window. The student will not need to manually change their time zone when this is setting is selected.*
This preference is selected automatically in all courses. This way, you do not need to worry about making sure your students select the proper time zone, you’ve done it for them!

If you do not change this setting and you are on a different time zone then Eastern, your students may see their due date (alarm clock) on the next day on the calendar. This is because the due date time is automatically set to 11:59pm of the date due. When your student logs in, they may see their due time as 2:59 AM the next day.

You can easily adjust your course time zone settings at any time in your course. ** Once you adjust the settings, (and click “apply to all” in the Preferences→General→Make activities due at Time Setting and SAVE. ** The alarm clocks and due times will appear in the correct time zone for your students. Previous late submissions will not change, but can be adjusted manually in the gradebook. Future assignments will be set to correct time zone.
Module 4: Create Your Course or Program – Instructor Role

Lesson 1: Deciding Between a Course Vs Program Implementation

The Pearson MyLanguageLabs catalog offers instructors two options for course creation for any Pearson MyLanguageLab Textbook or online classroom manual. With either version, you will receive the same content, materials and resources included inside the course.

This catalog choice is to help you manage your MyLab courses.

This lesson will help you decide which version you should use to use to create your course(s) based your specific course needs.

After you sign-in to your MyLanguageLab account, you will need to “Create a Course”. When you search for the textbook that you are using, you will always get TWO options for that book. Which one do you choose?

A Course and Program Version:
Which do you choose?

Select Course

or

Create Program

What is a Course Version?

Course Version: The course version allows you to manage one individual section from the catalog. This is the most simplistic way to create your course. A course ID will be created and provided to you as soon as the course is created. *(This course can be copied later for future semesters)*.

What is a Program Version?

Program Version: The program version allows you to work in a template and create multiple sections of this template. This can save you time by allowing you to make assignments to the calendar in the template 1st, and then create multiple sections (courses) with the same assignments! You can run reports to gather data across multiple sections. *(Template(s) or sections can be copied)*. Course ID(s) are created at the Section level.

*Coordinators that will be creating the courses for other instructors to enroll, choose this option.*

How do you decide?

☐ Are you an instructor that is teaching one or two sections?

  If you answer yes, then you need to select from the catalog
  Select Course

☐ Are you teaching more then 3 sections at a time and want to manage them all in one place OR Are you a coordinator that will be creating sections for other instructors?

  If you answer yes, then you need to select from the catalog
  Create Program

Return to the Table of Contents
**Example of a Course Version:**

One of the most commonly used options. It’s a simplistic way to create and manage one course at a time.

When you click on the name of the course you will enter directly into the course Today’s View.

**Example of a Program Version:**

A “Program” set up provides you with additional Program Administration functionality. A program set up can save you time to allow you to customize (make assignments, change settings, gradebook customizations, etc) in a template 1st.

Then create as many sections (courses) from the template. This can save you time if you set up your assignments ahead of time in the template. Make your assignments 1 time and create as many sections you need from the template!

A Program will be represented by a cover of the textbook in use.
Once you click the link you’ll be brought to the Program Admin area where you can access the template and later create sections.

Best Practice Tip
Other instructors can enroll in sections you create. So you can create a course for a colleague that will have the same course set up, or if you are a coordinator, this is a great way to manage all courses being taught in the department.

Do you need help or have questions deciding which is the best solution for you?

There is help! We have a live expert available to help you with this decision.

Join a “Getting Started” Live Online Webinar Session from your home or office and talk with an experienced user that consult with you to go over your specific course set up and guide you in the correct direction and answer your questions!
Module 4: Create Your Course or Program
– Instructor Role

Lesson 2: Signing into Your Instructor Account

Sign-in to your MyLanguageLabs account at www.mylanguagelabs.com

From the MyCourses & Testbanks Page:

1. Create Course

3. Select Search by Discipline or Search by Textbook.

💡 Best Practice Tip:
Type the 1st word of the main title of your textbook in use in the “search by textbook” option. (for example: “Arriba”, Anda, Points, Ponto, etc)

3. Click Search.
4. Choose **Select Course** for the **textbook** and **edition** you are using.

5. Enter your **Course Information** to complete the course creation process.
**Name:** The name of your specific course section.

💡 **Best Tip & Practice:**
This is the name that your students will see when they enroll in your course. We recommend that you name the course something that will relate to your students. The name of your course on your campus registry.

**Start Date:** The 1st day students can enter your course with a Course ID.

💡 **Best Tip & Practice:**
If students try to use your course ID prior to your selected start date, they will not be able to enroll in your course. We recommend that you choose the date that you create your course. This way, you know that that whenever you hand out your Course ID your students will be able to access your course. Students can not search for your course ID, so you can determine when to hand out your ID and when they can access your course.

**End Date:** The last day students will be able to open and access this specific course and course materials. There is no limit to a end date. You can select any day that you wish. **As an instructor, you will always have access to your course, even after the end date passes.**

💡 **Best Tip & Practice:**
We recommend that you do **not** select the last day of class. Instead, choose the dates after the last final exam or after grades are due.

**You have successfully created a course!**

Take note of the **COURSE ID** that is created.

Your course will then appear on your Course home page along with your **Course ID**. You can now access your course and course materials and customize it to fit your course needs.

Return to the Table of Contents
**Course ID:**

A unique **Course ID** will be created. This is an **important ID** that you need to provide to your students. Your students will need to use this ID the 1st time they login to [www.mylanlanguageLabs.com](http://www.mylanlanguageLabs.com) and “enroll in your course”.

An example of a **Course ID**

*(Example only)*:

![Image of My Courses and Testbanks](image)

Students will **not be able to enroll without this Course ID**.

💡 **Best Practice and Tip:**

*Save time if you are teaching 2 sections*

After you **Select** Course, you can make assignments to the course you create and then “copy as instructor course” to create a **2nd course** (with a separate Course ID).

The 1st time you make the copy, settings and assignments will copy over to the copied version of the course. Everything after that will need to be managed **separately**. You can re-name the course by choosing **edit course info** from the drop down menu of the copied course.

*Remember once the course is copied, changes you make to the 1st course will **not** appear in the copied course. You’ll need to make changes separately at that point.*
If you’d like more information, see case study examples that highlight use of the Program Version (Template/Sections) course creation to help with consistency across all sections offered of the program and saving time making assignments, course set up:

University of Southern Alabama - MySpanishLab

New Mexico State University - MySpanishLab

From the MyCourses & Testbanks Page:

1. Create Course
2. Select Search by **Discipline** or Search by **Textbook**.

![Choose to Search or Browse the catalog]

- **Search by Textbook**
  - Arriba

- **Browse by Discipline**
  - Select a Discipline

---

**Best Practice Tip:**
Type the 1st word of the main title of your textbook in use in the “search by textbook” option.
(For example: “Arriba”, Anda, Points, Ponto, etc)

3. Click **Search**

4. Choose **Select Create Program** for the **textbook** and **edition** you are using.

![Search Results: Arriba](image)

**MySpanishLab** for ¡Arriba! Comunicación y cultura, 6e, Summer 2013
Re-Release by Zayas-Baza

Type: Program

![Select Program](image)

THIS IS THE PROGRAM VERSION. Click “Select Program” to create a copy of MySpanishLab for ¡Arriba! Comunicación y cultura, 6e, Summer 2013 Re-Release in your account. The program version of the course gives you administration tools to manage multiple sections. If you need help with any of

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Return to the Table of Contents
Decide on a name for your program:

**Note:** This is **not** the name your students will see. This is a general name of your program where you can create as many courses (sections) as you wish from semester to semester. No one sees this name but you in your account. You will not be able to change this name later.

💡 **Best Tip & Practice:**
Try to avoid putting a year or time frame in your Program Name, since you can use this program from year to year (Semester to semester). No one sees this but you.

**An example of a Program Name:**
“Elementary Spanish 100” or “FRN 100” or “Intermediate Chinese”

Enter a name and choose **Finish**

Your Program is now created. Click on the name to open the Program.

You will now be in your Program Administration area of your Program. This is where you can manage your template and sections.
Working in your Template:

You can assign content to the calendar, access instructor resources, eText and customize course preferences and gradebook settings, columns and weighted final grade.

You will need to create a SECTION in order to have a Course ID (live course) for student enrollment in a Program.

You should customize and make assignments to your Template 1st before creating Sections.

Best Practice & Tip:
As a time saver, do as much as you can 1st in your template. When you are ready, you can then create your ‘live’ courses (sections). You will need to create Sections to allow your students to access your course. (Students enroll in sections, and never enroll in a template).

This template is for your eyes only. (At the section level, you have the same functionality of what you can do at the template level so you can make any changes in a section later).
How to Create Sections:

Remember: A section is your live course. You must create a section so your students can enroll into it. A section is a one time creation of the course template of your choice.

IMPORTANT: Once your section is created, you must make ALL changes or new assignments at the Section level itself (we have a new feature that you can adjust assignment due dates and properties across all sections when you adjust it in one section).

After a section is created, you must provide the Course ID to your students. Students need this ID in order to enroll in your course. Students will not be able to access your course without it.

To create a Section:

1. Click “Sections” tab. Then click +Add Sections
2. A new window will pop up as shown below.

Name:
Type the section title here. (e.g.: SPN 100 Section, CHN:101-23, FRN 100 MWF 10:00 AM)
**This is the title your students will see.

Content Template:
Select the template to which you want to use to create the section(s). A section is a “copy” of the template that you choose. Choose the template you did your work in.

Number of Sections:
Select the number of sections you want to create at one time. You may create up to 40 at one time. If you create more than one section at a time, it will automatically add the numbers 1-40 to the name that you supply. The section names may be edited at any time.

Start Date & End Date:
Use the pop-up calendar to select the start and end date for the course (in terms of semester/quarter).

- **Start Date**: The 1st day that students can use your Course ID and enroll in your course.
- **End Date**: The date after which students may no longer access the that specific course.

Description: You may enter a description, if you’d like. Students will see this description.
3. Click **Save** to finish the process.

*(Immediately, your requested number of sections will appear in the Sections area along with your Course ID. The sections will take a few minutes to prepare and fully load to open. This could take up to 24 hours, but usually takes about 30 min on average.)*

**Very Important:**

Once your section is created, you must make all future changes/edits and assignments to your course at the **section** level. Do not go back and make changes to your template.

Changes you make in a template **AFTER** a section is created will **NOT** automatically flow into any existing sections. You have the same functionality and preferences at each section, so please remember to make all changes there. This includes changes to Preference settings and gradebook columns, and assignments.

**UPDATE:** We do have a NEW Feature that will allow you to make changes to all sections (or select sections) at once. Please see the next page for details.
NEW FEATURE: Making Changes to Multiple Sections!

Instructors can now apply changes to multiple sections at once after the sections have been created!

This applies to the following functionality:
- Assign an activity to a day/time on the calendar
- Change a due date and time on the calendar
- Create new Course Materials Content (upload files (documents, powerpoint, PDF, create folders, links, videos and audio files)

To see steps on how assign or add content to multiple sections at once, please refer to our Instructor User Guide: [click here](#).
Module 4: Create Your Course or Program  
- Instructor Role

Lesson 2: Signing into Your Instructor Account

Lesson 4: Locating Your Course ID

Locating your Course ID

A course ID is generated when a coordinator or instructor creates a section. Instructors must provide this course ID to their students.

The ID looks like the following:

**Example: CRSWE5J-8291**

Students will **not be able to enroll without this Course ID**.

*If a coordinator has created the sections for other instructors, instructors will be provided the Course ID by the coordinator.*

Students will use this Course ID at the beginning of the semester to enroll in your MyLanguageLab Course. Your Course ID will change each semester. Students will not be able to access your course or section without this ID. The student will enter this Course ID after they have registered and created a student MyLanguageLab account.

If the student has purchased a Multi-Semester access code and the student is enrolling in the next semester. All the student will need to do is sign-in with their current MyLanguageLab username and password and then enter the NEW Course ID that you provide to them.

Students only need to access this Course ID 1 time. Once they enroll in your course, they will have a link to your course available to them every time the sign-in.
BEST TIP AND PRACTICES DISTRUBING YOUR COURSE ID:

- Include the COURSE ID on your Course Syllabus
- Download and include the MyLanguageLabs Student Registration Handout which includes a place to write the COURSE ID and steps for student registration. To access the handout: click here (or go to www.mylanguagelabs.com -→ Get Trained-→ Get Your Students Started)
- Post the COURSE ID in your campus learning management system (Blackboard, Moodle, Desire2Learn, etc)
- Take a couple of minutes on the 1st day of class to point out the Course ID to your students and encourage them to register and enroll in your MyLanguageLab Course

Locating a **Course ID** from a **Course Version**:

![Course ID example image]

(Example only):

Locating a **Course ID** from a **Program Version** (Templates/Sections)

*(Note: You’ll need to create a SECTION in order to find your Course ID)*

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**Return to the Table of Contents**
Module 4: Create Your Course or Program
– Instructor Role

Lesson 2: Signing into Your Instructor Account

Lesson 5: Managing Your Course

Adjust Your Course Settings

You can adjust your course settings at any time to a Course or Program Section.

To adjust your settings for a Course:
(roll down if you use a Program/section)

1. Hover your mouse over the name of your course and select the options arrow.
2. Choose Edit Course Info
2. You will be able to edit the **Name, Start Date & End Date**. All changes will update immediately to your course settings.

**Best Practice & Tip:**
Your **start** and **end** dates reflect student access to your course. Please make sure these dates are in the appropriate range.

If your students try to use your Course ID before the **start date**, students will receive an message that their “**Course is not available**”.

If this happens, simply go and edit your **START DATE**. As soon as you adjust the start date to “today”, this will immediately update your settings and your students will be able to try again and enroll in your course successfully.
Adjust Course Settings to a Section *(Program Version Users)*

1. From **Manage Sections**, find the section (course) you wish to edit settings.
2. Hover mouse over **section name**
3. Choose **Edit Section Information**

![Manage Sections](image)

**Manage Sections**

Below is the list of sections available for instructor and student enrollment. Click Add to create new section.

**Add Sections**

<table>
<thead>
<tr>
<th>View by</th>
<th>Active</th>
<th>Parent Template</th>
<th>Template Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name</td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPN 100 Section 1</td>
<td>None Enrolled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPN 100 Section 2</td>
<td>None Enrolled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPN 100 Section 3</td>
<td>None Enrolled</td>
<td></td>
</tr>
</tbody>
</table>

![Options](image)

**Options**

- Enter Section as Instructor
- Edit Section Information
- Set to Inactive
- Delete
- Copy as Section
- Copy as Template
4. You will be able to adjust the **Name, Start** and **End dates**. All changes will be immediately updated.
Drop a student from your course:

Occasionally you may need to drop a student from your course for various reasons. You may want to block their access to your course and not have their name appear in your MyLanguageLab Gradebook.

Here are the quick and easy steps to drop a student from your course. These steps apply to both Course & Program (Template/section) versions.

1. Navigate to the course or section that you wish to drop a student.
2. Go to Gradebook and choose Manage Roster
3. Change the view to Students (to quickly find your students)
4. Find the student you wish to drop from your course.
5. Hover your mouse over the student name and choose the options arrow
6. Select Deny Access

---

Return to the Table of Contents
What does ‘Deny Access’ mean?

The student will no longer be able to access your specific course. (At any time, they can enroll in another instructor’s course using the other instructors’ course ID).

If a student is switching sections of yours, you can deny access from the 1st section and provide the student the Course ID of your other section. The student will use the new Course ID to enroll in your other section.

**Note:** Student grades do not transfer with them. Their grades will remain saved in your gradebook.

When a student has access denied they will no longer appear in your gradebook.

Can I change a “Denied Student” status back to access my Course?

You can always “grant” access back to any student that has been set to “Denied” status. Their grades and scores will be saved and appear again in the gradebook.

You can always “Grant” access back to any student that has been denied access. Their grades will re-appear in your gradebook.
How to Grant Access:

From Manage Roster:

1. Change the View to Denied
2. Hover mouse over student name and select options arrow
3. Select Grant Access. Access is immediately granted back to the student and they can re-enter your course. (Student does not need to re-enter your Course ID).
Transferring Grades of a Student

When a student transfers sections between you or another instructor, their grades do not transfer with them automatically.

There are two options you have as an instructor.

1. The instructor can download the grades for the student from the original course and email them to the new instructor that the student has transferred to that semester. The other instructor can then manually edit the grades for the student in their gradebook.

2. The student can complete the activities again in the new section.

How to transfer a student’s grades:

You can filter the gradebook to show only 1 student and export their grades.

1. Navigate to your gradebook
2. Select Filters in the bottom left hand corner of the gradebook.
2. Choose **Students** then **Select students**

3. Select **Search Students** and enter the student’s name

4. Select **Search**

The gradebook will now be filtered to show the selected student only.

*(This is only a filter, your other student’s grades are still saved in the gradebook and have only been filtered out of view for the moment).*
You can now download your student’s grades.

Since you applied the filter, only that student’s grades will be downloaded. You can then email this grade file to the other instructor.

**To Download the Selected Student’s Grades:**

1. Once you have filtered to the selected student

2. At the bottom of the Gradebook area change “Current Display” to **ALL GRADES**

3. Click **Download**

   ![Image of download button]

   *The file will be downloaded as a .csv file (excel based) file. You can save this file to your desktop and then email (With attachment) to the instructor or print out and give to the instructor.*
Module 4: Create Your Course or Program – Instructor Role

Lesson 6: Navigating Your Course and eText Setup

Navigate Course Materials

<table>
<thead>
<tr>
<th>Today's View</th>
<th>Assignment Calendar</th>
<th>Course Materials</th>
<th>MyTest</th>
<th>Gradebook</th>
<th>Communicate</th>
</tr>
</thead>
</table>

The Course materials area of your course is where you can view and manage:

- **Textbook specific publisher provided content:**
  (Activities Manual, Videos, Flashcards, VoiceRecording Activities, Extra Practice Activities, English Grammar Readiness Checks)

- **Add your own** folders, documents, website links

- **Create your own** activities

- **Show/Hide content** to your students (it’s automatically all shown to the student)

- Access **Instructor Resource Materials** (including supplemental materials that go with your Textbook!)

- **Organize** the content any way you would like!
Best Practice Tip!
Hover your mouse over an item, activity or folder to use the **Options** arrow to find additional options for that item.

Choose **View Submissions** to get a shortcut directly to your student’s submitted work and score that was recorded in the gradebook!
How can you quickly preview an activity or item?

Click the name of an item or activity to open the activity to **preview mode**

(Tip...make sure your pop-up blocker is turned off)
Explore the eText

What is the Pearson eText?

Click the video icon to

view a

video
tutorial

or

Click to Watch Video Tutorial on YouTube

Key Features of the Pearson eText:

Click the video icon to

view a

video
tutorial

or

Click to Watch Video Tutorial on YouTube
To access your eText *(if applicable):*

The eText is can be accessed in *two convenient ways* for instructors & students:

1. In your MyLanguageLab course (via your computer)

2. On an iPad or **Android Tablet** (via the iTunes App Store & Google Play Store and search for “Pearson eText” app.

**IMPORTANT STEP FOR STUDENTS TO VIEW THE ETEXT:**
Instructors need to click to open the eText in their course to unlock it for the Students to access.

Once the instructor opens the eText students enrolled in the course will have **instant** access to view the text.

**Open the eText in a MyLanguageLab Course:**

1. From the **Today’s View** select **eText** from the **Instructor Resource Tool bar**
2. This will open your eText.

3. The eText will open in a new window.
4. You’ll have access to:

- Table of Contents,
- Index
- Notes Manager
- Bookmarks Manager
- Videos
- Audio/listening portions of the etext
- Audio pronunciation on all vocabulary

**Helpful Tools:**

- Create Notes
- Share Notes with Students
- Highlighter too
Access the eText from a Tablet/iPad:

Pearson has a free eText app that is available to download on your tablet (iPad or Android device).

To access instructions on how to download the free app on either you iPad or Android Tablet please review the steps:

Click: How to use the Pearson eText App on a Tablet Device (includes frequently asked questions)

Download the Pearson iPad eText app on your iPad:

- Tap the App Store icon on your iPad.
- Type ‘pearson etext’ into the search box in the upper right hand corner.
- Tap the Free button to install the Pearson eText App onto your iPad
Once the eText app has been downloaded:

- Students and Instructors simply use their current MyLanguageLab Username and Password to sign-into the app and will see their bookshelf with their text loaded.

- This app syncs with the eText found inside your MyLanguageLab course. Students and Instructors can make highlights, insert notes and it will sync the next time you have an internet connection on your tablet.

- Instructors and Students can also download chapters of the eText to view ‘offline’ when traveling without internet access. Any notes or highlights you make, will be synced up again the next time you connect to the internet with the device.
Module 5: Create Your Program
– Coordinator Role

Lesson 1: Creating a Program Version

Before you create your Program version, we highly recommend you take a moment to think about your plan for setting up the program course.

The Program (Template/Sections) set up has been designed with ‘coordinators’ in mind. The main goal of this program version set up is to give a Language Program Coordinator an affective, easy and consistent way to set up MyLanguageLab courses for many sections at once!

This saves you time as a coordinator and also will allow your courses to be consistent across all sections. Including an easy way for the section instructors to enroll and control their own sections that you create.

If you’d like more information, see case study examples that highlight use of the Program Version (Template/Sections) course creation to help with consistency across all sections offered of the program and saving time making assignments, course set up of coordinators (These examples can apply to any language set up)

University of Southern Alabama - MySpanishLab

New Mexico State University - MySpanishLab

University of Texas - El Paso - MySpanishLab
When you are ready to create your Program Template:

From the MyCourses & Testbanks Page:

1. Click Create Course

2. Select Search by Discipline or Search by Textbook.

Best Practice Tip:
Type the 1st word of the main title of your textbook in use in the “search by textbook” option. (For example: "Arriba", Anda, Points, Ponto, etc)

3. Click Search

4. Choose Select Program for the textbook and edition you are using.
Decide on a **name** for your program:

**Note:** This is **not** the name your students will see. This is a general name of your program where you can create as many courses (sections) as you wish from semester to semester. No one sees this name but you in your account. You will not be able to change this name later.

![Image of Program Name Input]

*Best Tip & Practice:*
Try to avoid putting a year or time frame in your Program Name, since you can use this program from year to year (Semester to semester). No one sees this but you.

**An example of a Program Name:**
“Elementary Spanish 100” or “FRN 100” or “Intermediate Chinese”

**Enter a name** and choose **Finish**

Your Program is now created.

Click on the **name** to open the Program.

![Image of Program Open]

You will now be in your Program Administration area of your Program. This is where you can manage your template and sections.

*Return to the Table of Contents*
Module 5: Create Your Program – Coordinator Role

Lesson 2: Working with a Template

Working in your Template:
You can assign content to the calendar, access instructor resources, eText and customize course preferences, time zones and gradebook settings, columns and weighted final grade. You’ll want to do as much set up as possible in your template 1st before creating sections.

(If you have limited time and need to create your sections for student enrollment— you can also do these same steps at the “section level” and can work from within the section(s) to set up your course preferences and assignments using the same steps.)

Note: You will need to create a SECTION in order to have a Course ID (live course) for student enrollment in a Program. Wait to create your section until you have your template ready.
If possible, it’s best to customize and make assignments to your Template 1st before creating Sections.

💡 Best Practice & Tip:

As a time saver, do as much as you can 1st in your template. When you are ready, you can then create your ‘live’ courses (sections). You will need to create Sections to allow your students to access your course. (Students enroll in sections, and never enroll in a template).

This template is for your eyes only. (At the section level, you have the same functionality of what you can do at the template level so you can make any changes in a section later).
How to Create Sections:

**Remember:** A section is your live course. You must create a section so your students can enroll into it. A section is a one time creation of the course template of your choice.

**IMPORTANT:** Once your section is created, you must make ALL changes or new assignments at the Section level itself (we have a new feature that you can adjust assignment due dates and properties across all sections when you adjust it in one section).

After a section is created, you must provide the specific **Course IDs** to the appropriate instructor that will be teaching that section. They will need the Course ID to be able to link to section from their own account. This same Course ID will also need to be distributed to the students of each section.

Students need this Course ID in order to enroll in your course. **Students will not be able to access the course without it.**
To Create a Section:

1. Click "Sections" tab. Then click **+Add Sections**

2. A new window will pop up as shown below.
Fill in the following areas:

Name:
Type the section title here. (e.g.: SPN 100 Section, CHN: 101-23, FRN 100 MWF 10:00 AM)
**This is the title your students will see.**

Content Template:
Select the template to which you want to use to create the section(s). A section is a “copy” of the template that you choose. Choose the template you did your work in.

Number of Sections:
Select the number of sections you want to create at one time. You may create up to 40 at one time. If you create more than one section at a time, it will automatically add the numbers 1-40 to the name that you supply. The section names may be edited at any time.

Start Date & End Date:
Use the pop-up calendar to select the start and end date for the course (in terms of semester/quarter).

- **Start Date**: The 1st day that students can use your Course ID and enroll in your course.
- **End Date**: The date after which students may no longer access the that specific course.

Description: You may enter a description, if you’d like. Students will see this description.

3. Click **Save** to finish the process.

(Immediately, your requested number of sections will appear in the Sections area along with your **Course ID**. The sections will take a few minutes to prepare and fully load to open. This could take up to 24 hours, but usually takes about 30 min on average.)
**Very Important:**

Once your section is created, you must make all future changes/edits and assignments to your course at the **section** level. Do not go back and make changes to your template.

Changes you make in a template **AFTER** a section is created will **NOT** automatically flow into any existing sections. You have the same functionality and preferences at each section, so please remember to make all changes there. This includes changes to Preference settings and gradebook columns, and assignments.
**Update:** We have a Feature that will allow you to make certain changes to all sections (or select sections) at once. Please see below for details.

**NEW FEATURE: Making Changes to Multiple Sections!**

Instructors can now apply changes to multiple sections at once after the sections have been created!

This applies to the following functionality:
- Assign an activity to a day/time on the calendar
- Change a due date and time on the calendar
- Create new Course Materials Content (upload files (documents, powerpoint, PDF, create folders, links, videos and audio files)

To see steps on how assign or add content to multiple sections at once, please refer to our Instructor User Guide: [click here](#).
Module 5: Create Your Program – Coordinator Role

Lesson 4: Managing Sections

Sections are your live courses and you can manage them from the “Manage Sections” area of your Program. If you need to edit a section name, adjust start and end dates you can do so from this area.

Adjust Course Settings to a Section

1. From Manage Sections, find the section (course) you wish to edit settings.

2. Hover mouse over section name

3. Choose Edit Section Information

---

Return to the Table of Contents
4. You will be able to adjust the **Name**, **Start** and **End dates**.

All changes will be immediately updated.

```
Update Section
```

<table>
<thead>
<tr>
<th>Type</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course format</td>
<td>MyLab (General)</td>
</tr>
<tr>
<td>Name</td>
<td>SPN 100 Section 3 *</td>
</tr>
<tr>
<td>ID</td>
<td>CRSKL3D-6002794</td>
</tr>
<tr>
<td>Start date</td>
<td>07/13/2013 MM/DD/YYYY</td>
</tr>
<tr>
<td>End date</td>
<td>08/29/2014 MM/DD/YYYY</td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
</tbody>
</table>

5. Click **Update**.

**Best Practice & Tip:**

Your **start** and **end** dates reflect student access to your course. Please make sure these dates are in the appropriate range.

If your students try to use your Course ID **before** the start date, Students will receive an error message that their "Course is not available".

As soon as you adjust the start date to “today”, this will immediately update your settings and your students will be able to try again and enroll in your course successfully.
Drop a student from your course:

Occasionally you may need to drop a student from your course for various reasons. You may want to block their access to your course and not have their name appear in your MyLanguageLab Gradebook.

Here are the quick and easy steps to drop a student from your course.

These steps apply to both Course & Program (Template/section) versions.

1. Navigate to the course or section that you wish to drop a student.

2. Go to Gradebook and choose Manage Roster

3. Change the view to Students (to quickly find your students)

4. Find the student you wish to drop from your course.

5. Hover your mouse over the student name and choose the options arrow
6. Select **Deny Access**

What does ‘Deny Access’ mean?
The student will no longer be able to access your specific course. (At any time, they can enroll in another instructor’s course using the other instructors’ course ID). If a student is switching sections of yours, you can deny access from the 1st section and provide the student the Course ID of your other section. The student will use the new Course ID to enroll in your other section.

**Note:**
Student grades **do not transfer with them. The grades will remain saved in your gradebook.**

When a student has **access denied** they will no longer appear in your gradebook.
**Best Practice Tip:**
You can always **Grant** access back to any student that has been denied access. Their grades will re-appear in your gradebook.

**How to Grant Access:**

From **Manage Roster**:

1. Change the **View** to **Denied**
2. Hover mouse over student name and select options arrow
3. Select **Grant Access**. Access is immediately granted back to the student and they can re-enter your course. (Student does **not** need to re-enter your Course ID).
Transferring Grades of a Student

When a student transfers sections between you or another instructor, their grades do not transfer with them automatically. There are two options you have as an instructor.

1. The instructor can download the grades for the student from the original course and email them to the new instructor that the student has transferred to that semester. The other instructor can then manually edit the grades for the student in their gradebook.

2. The student can complete the activities again in the new section.

How to transfer a student’s grades:

You can filter the gradebook to show only 1 student and export their grades.

1. Navigate to your gradebook
2. Select Filters in the bottom left hand corner of the gradebook.
3. Choose **Students** then **Select students**
4. Select **Search Students** and enter the student’s name
5. Select **Search**

The gradebook will now be filtered to show the selected student only.

(This is only a filter; your other student’s grades are still saved in the gradebook and have only been filtered out of view for the moment.)

You can now download your student’s grades.

Since you applied the filter, only that student’s grades will be downloaded. You can then email this grade file to the other instructor.
To Download the Selected Student’s Grades:

1. Once you have filtered to the selected student

2. At the bottom of the Gradebook area change “Current Display” to **ALL GRADES**

3. Click **Download**

*The file will be downloaded as a .csv file (excel based) file.*

You can save this file to your desktop and then email (With attachment) to the instructor or print out and give to the instructor
Lesson 5: Signing into Your Instructor Account

If you are creating sections for other instructors to enroll into to teach and manage, this section will walk through what you need to do to have instructors enrolled and managing their specific section(s) from their own instructor account.

Instructors enrolled in a section(s) will only see and have access to the sections that they are enrolled in and will not have access to the entire program.

**Note:** *We do have a functionality that will allow for Co-Program Admin access – this will allow for another instructor to access and manage the entire program (templates and sections) from their own account and make changes in the same Program.*

*This is described in our Instructor User Guide: Section 3.4 Adding Additional Program Admins to your Program*
Instructors will need information from you in order to enroll and have access to the appropriate sections.

Please provide the following to Section Instructors:

✔ Provide each instructor with their appropriate Course ID(s) for the sections they will be teaching that semester.
  • The Course ID is the same ID that the students need to enroll in their appropriate section/course. This can always be found in your account under Manage Sections ➔ Course ID column.

✔ Quick Start Guide for instructors enrolling in a coordinator’s section: Click the following link to download the Instructor Quick Start Guide and download or print for instructors to follow.
**Steps for Instructors to enroll in your Course as a Section Instructor:**

*(These steps are also outlined in the Instructor Quick Start Guide)*

1. Instructors must have their own unique Pearson MyLanguageLabs Instructor account username & password. *This can be provided and arranged by your Local Pearson Representative.*

2. Instructor signs-in at [www.mylanguagelabs.com](http://www.mylanguagelabs.com) and uses their instructor account username & password.

3. Instructor clicks **Enroll in a Course** from MyCourses Page.

4. Instructor enters **Course ID** (which was provided by you).

5. Instructor confirms that it is the correct section to enroll.

6. Instructor will now see a link to the section from their MyCourses Page and can click to access that section at any time.

7. Instructor repeats steps 2-6 for additional sections they are teaching/managing. (A Course ID is provided for each section they are teaching/managing).

*Once an instructor enrolls in your section course, they will have access as an instructor to manage and control that section.*

*You’ll see confirmation of successful enrollment by seeing the instructor’s name under the “Instructor” column in your Manage Sections are of the Program in your account.*
Quick Start Guide for instructors enrolling in a coordinator’s section: Click the following link to download the Instructor Quick Start Guide and download or print for instructors to follow.

If a Coordinator or another instructor created your course shell for you, you will receive a Course ID from the coordinator or other instructor.

The Course ID looks like the following:

Example: CRSWE5J-8291

Students will not be able to enroll without this Course ID.

To enroll and access your course as an instructor:

1. Sign-in to www.mylanguagelabs.com

2. Enter your username and password (You should receive instructor access (login/password) from your coordinator or Pearson Representative)

3. Select Enroll in a Course
3. Enter the **Course ID** provided by another instructor or coordinator

![Course ID input field example](image)

A Sample Course ID looks like: CRSWE99-10000000378

*Required

Note: The instructor is the only person who can provide your Course ID. If you do not have a Course ID, please contact your instructor to obtain your Course ID.

4. **Confirm** the course.

*You will see the name of the coordinator/instructor that originally created the course.*
You course will now appear on your MyCourses & Testbanks page and you can access this course as any time as an Instructor.

If you are listed as “Denied Access”, please contact your Coordinator or the original instructor and ask them to “grant” access from the course’s Gradebook › Manage Roster area of the course. You can also contact your Local Pearson Representative or Pearson Technical Support. (http://247pearsoned.custhelp.com/)

**Important:** You will also provide the same Course ID to your students. Students will need this ID to enroll in your course and appear in your gradebook roster in the MyLab and access their MyLab assignments. They will do similar steps the 1st time they login to www.mylanguagelabs.com and enroll in your course.
Module 6: Enrolling in a Coordinator’s Course – Section Instructor Role

Lesson 2: Locating Your Course ID

Instructors must provide this course ID to their students. The ID looks like the following:

*Example: CRSWE5J-8291

Students will **not be able to enroll without this Course ID.**

*If a coordinator has created the sections for other instructors, instructors will be provided the Course ID by the coordinator.*

Locating a **Course ID:**

1. Sign in to [www.mylanguagelabs.com](http://www.mylanguagelabs.com) with your instructor username and password.
2. On the MyCourses and Testbanks Page, you’ll see your course name and ID.

*(Example only):*
Module 6: Enrolling in a Coordinator’s Course – Section Instructor Role

Lesson 3: Navigating Your Course & eText Set Up

Make the eText available to your students

You must open the eText so your students will be able to access this resource. If you do not complete this step then your students will receive an error message when they try to access the eText from any location within the course.

1. Click the eText link that is located in the upper right side of the Today’s View.

2. Let the eText fully load.

3. Close the eText.
Module 7: Getting Students Started & Navigating Student View

Lesson 2: Signing into

It’s important that students have clear instructions on how to register and enroll in your MyLanguageLab course. We’ve created helpful handouts that you can distribute to your students at the beginning of the semester. These documents also include a place for you to enter your unique Course ID to your students in your course.

Common ways instructors distribute these documents are:

- Distribute on 1st day of class with other course handouts
- Upload/Post this file in your local Learning Management System (LMS) (ie. Blackboard, eCollege, Canvas, Moodle, etc)
- Email to students before class along with your syllabus
- Mention this document in your syllabus
To locate & download these Student Registration Handouts:

Go to www.mylanguagelabs.com

1. Under Educators & Administrators choose Get Trained.

2. Select Get Your Students Started

Get Your Students Started

Get your students up and running quickly with a brief Get Started lesson on the first day of class following materials for your convenience.

MyLab & Mastering

Presentation

Handout for First-Semester Students

Handout for Second- or Third-Semester Students
Select either:

✔️ Handout for First Semester Students:
   Use this handout for:
   1\textsuperscript{st} time users! A student that has never registered for the specific MyLanguageLabs Text + MyLanguageLab component to your course.

✔️ Handout for Second or Third Semester Students:
   Use this handout for:
   Returning students! Students that are returning for a 2\textsuperscript{nd} or 3\textsuperscript{rd} semester and had previously purchased a multi-semester access code. Students will not have to purchase access, but will need instructions on how to “enroll” in their new course this semester with a new Course ID.
Every MyLanguageLab course will have Student Support Resources available to help your students learn how to use the MyLab. Below we’ll outline 4 student support resources.

- **Getting Started** (Available on Today’s View)
  This area of the Today’s view will include a link to the Browser Tune up, Pop Up Blocker help, Time Zone help and a quick “Take a tour” introductory video for the student.
• **Student User Guide**
  This includes PDF and Video links that walk students through common areas and functions of the MyLanguageLab course. This is a ‘one stop shop’ for anything a student may have a question about how to do something in the MyLab.

  *Available in the upper RIGHT corner of the MyLab.*

• **Student “How To” Video Assignable Links** - The same videos that are available in the Student User Guide are also available to be assigned (Drag/dropped) to calendar for students to view and access from the course calendar. This is helpful to assign a video before a student completes a task the 1st time. (for example, assign the “how to complete a voice recording video, on the same day you assign your 1st Voice Recording Activity).

  *Available in Instructor Resources on Instructor side. You will need to make these available to the students.*

  *Course materials ➔ Instructor Resource Folder ➔ Assignable Student Videos. Drag and drop to calendar or cut & paste to another area of your course to ‘show’ to student.*

• **Customer Technical Support**
Student’s always have access to Pearson Technical Support if they have any issues on their computer using a MyLanguageLab. Pearson Tech Support can help them troubleshoot and are available 24/7 via a Live Chat room or phone.
Module 7: Getting Students Started & Navigating Student View

Module 8: Create & Manage Assignments

Lesson 2: Signing into Assignments Calendar via Assignments Calendar

Assign Content via Assignments Calendar

Use the *drag and drop* calendar to assign content with a due date to your students via the Assignment Calendar. Students will be able to easily find the assignments on their student calendar and start to work on their homework prior to the due date. If a student does not complete an activity by the due date, they will receive a past due zero in the gradebook as a penalty. This will only apply to items that are assigned that receive a score.

**Note:** You can assign all types of content to the calendar, including documents, links, videos and other items that do not receive a score.

Click the icon to watch a *How do I? Video Tutorial* or [click this to watch this tutorial on YouTube](#)
1. Select **Assignment Calendar** from the top navigation bar of your course.

2. Navigate to a folder by **clicking the folder title** itself or by **clicking the plus sign (+)** to the left of the folder title.

**Best Practice Tip!**

Do **not** select the check box next the chapter or folder name. This step will assign the entire chapter or folder selected and all contents inside the folder/chapter, which you most likely will not want to do.
3. Each Chapter/Module folder has several folders nested below it. **Click the name of the folder** from which you wish to make assignments, for example, the Student Activities Manual (SAM) folder.

4. Place a **check mark** to the left of the individual items that you wish to assign. You may select one or several items at a time. Note below how checked items turn the column light purple.
5. Now place your cursor over the light purple colors of any one of the selected items **hold the mouse down and drag the items to the day on the calendar** where you’d like to assign them. The targeted date will also turn light purple. **Release the mouse.** This action places an alarm clock on the day on which the assignment is due.

6. Notice that the calendar will now have an **alarm clock** representing a due date. Also, items or activities that have been assigned to the calendar will have an alarm clock icon next to them in the list. This will help you easily tell later, which items you have already assigned.
Best Practice Tip!
Hover your mouse over an alarm clock, in the list and the due date will appear. This will tell you where the item is located on the calendar.

Best Practice Tip!
Apply a Filter when assigning to save time!
Filter your view to see the content you need, when you need it. Do you quickly want to find Machine graded items only or only see items you have not assigned yet?

Filters can help save you time to quickly filter to see only the items you have not assigned yet, and/or only machine graded items or items with multimedia (listening or voice recording activities)!
**To Apply a Filter**

1. Select the drop down menu under **Show** at the top of the page. You can apply more then 1 filter at a time.

2. Click **Apply**.

   - This filter will stay on as you navigate to different folders on the page.
   - The filter will re-set back to “show all” after you navigate away from this page or logout/login again.
Best Practice Tip!

Save more time! You can assign items from different folders to the same due date all in one drag & drop move! While you are assigning, you can continue to expand other folders, so you can assign from different areas of your course.

For example:

Do you want to assign a group of **SAM activities**, a **Readiness Check** and a **Video** to the same due date? You can do so in one drag & drop motion.

Simply select all the items (check mark) you wish to assign to a day and when you are finished, drag and drop them all to the calendar.
Important Icons to know when assigning content:

Clicking the down arrow opens the legend. To know what a particular icon means. Look for the Legend box in the upper right corner.

2 Helpful Icons:

- The **multimedia icon** next to an item indicates that an activity contains audio, video, or the Blackboard/Wimba recording tool.
- The **pencil icon** next to an item indicates that the item requires instructors to grade the activity. (Instructor Graded)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAM 02-21 Selección la respuesta lógica. (Estructuras: Interrogative words)</td>
<td>![Multimedia Icon]</td>
</tr>
<tr>
<td>SAM 02-22 La amiga de un amigo. (Estructuras: Interrogative words)</td>
<td>![Pencil Icon]</td>
</tr>
<tr>
<td>SAM 02-23 Completar ideas. (¿Cuánto saben?)</td>
<td></td>
</tr>
<tr>
<td>SAM 02-24 ¿Saben qué horas es? (¿Cuánto saben?)</td>
<td></td>
</tr>
</tbody>
</table>
Add a note to any day on the calendar. This note will be seen by your students via the same Note Icon in their view of the calendar. They’ll be able to see this note by clicking on the day of the calendar.

1. Go to Assignments Calendar
2. Click the day on the calendar you wish to add a note
3. Select Add Note

3. The note window will open. Type in your note to the students.

4. Click Save and Close.

The note will be saved and immediately available for your students.
To edit or delete a note:

1. Click **edit** or **delete** from the day on the assignments calendar.

**Best Practice Tip:**
Use notes to communicate with your students. Give them advice, reminders of what is happening in class that day, reminders about upcoming tests, page numbers of the textbook, any other helpful advice.

You can add a note to a day with or without an assignment and you can only add one note per day.
Explore Advanced Calendar Views

The advanced calendar will allow you to have a Month, week or day view of the calendar assignments.

To access the Advanced Calendar views:

1. Click **View Advanced Calendar** located directly above the calendar.
Month View:

The month view will give you an overview by month of which days have assignments and the # of assignments per day.

Best Practice Tip! Click a day to jump to the day view.

Week View:

The week will provide you a week view ‘at a glance’. You’ll be able to see the number of items assigned to a day of week selected, toggle to different weeks and also see the items that are assigned in a list per day.

To view the week view select week in the top navigation of the calendar.
Day View:

The day view will allow you to see a list of the items that are assigned to that day and you can re-arrange the order of the items by using the order icon on the right hand side.

Use your mouse to drap and drop the order of items. Changes are saved automatically and available to students.
Module 8: Create & Manage Assignments

Lesson 2: Managing Due Dates & Assignment Properties

How to Change a due date:

Occasionally you may need to extend/change a due date. Students will have extended time to complete and submit the activity by the new due date. Students that previously submitted in the work prior to the due date change, will continue to have their scores counted and recorded in the gradebook. If students have already completed the work their work will still count in the gradebook.

Follow these easy steps to change/extend a due date:

Click the icon to watch a How do I? Video Tutorial or click this to watch this tutorial on YouTube
To change a due date:

You’ll navigate to the Advanced Calendar → Day View.

1. **Click the day on the calendar** you wish to change the due date.

2. **Select View Advanced Calendar**

4. From the Day View, select the items (or select all) you wish to move.
4. Select **Move**

5. Select (with your mouse) the new day you wish to move the items to in the calendar that appears.

6. Click **Save**.
Assigning without due date

In some cases, you may want to assign items for your students to complete that are not due until the end of the semester. These items can be assigned without a due date on the calendar.

This means that students will not see an alarm clock on their student calendar for these items, but will be able to see the items assigned on their To Do list that can be found by going to the Student’s View→Today’s view→Assignments→To Do List.

- Students can complete the activities at any time and their grade will be included in the gradebook.
- Students will not be penalized (given a past due zero in the online gradebook) until you course end date passes for your course.

To Assign content without a due date (end of the semester):

1. Navigate to Assignments Calendar or Course materials (the steps are the same from either place)

2. Navigate to the particular activity or activities you wish to assign.

3. Place a check mark to the left of the item(s) that you wish to assign.
4. Click **Assign/Unassign** from the tool bar above.

A blue **checkmark** will appear next to the item that is assigned to be due at the end of the semester.
An activity that is **Assigned with out a due date** is now due at the end of the semester. This date is determined by the **Course End date** that is set by the instructor.

If a student completes the activity that is **assigned without a due date**, their grades are recorded in the gradebook and will automatically roll up into the Course and Folder Average columns in the gradebook. (Unless, as an instructor, you change this setting.)

**How do students find which activities you assigned without a due date?**

In the student view, the item will now appear as **Assigned**, not on the Course Calendar, but on the **To Do** list on the **Assignments** tab. They will all show as due on the **course end date**.

**STUDENT VIEW:**

[Image of a student view showing the 'Assigned' tab]

Click Click to watch a **How do I? Video Tutorial** or [click this to watch this tutorial on YouTube](#)
**Un-assigning Content**

Any content that is assigned can be un-assigned at any time in the course.

- When an activity is un-assigned, the student’s grades (when applicable) are not deleted from the gradebook.
- Un-assigned activities will not count towards the student’s average (by default) in the gradebook.
- An item can always be re-assigned again if needed.
- If an item is re-assigned later, the grades will then be included in the gradebook averages.

**To Un-assign an item(s):**

There are 2 options that instructors can un-assign content. You can un-assign content directly from the calendar or from the Assignments Calendar Content List.

It’s just a matter of how you think about your assignments. When you need to unassign something, are you the type of person that would like to “unassign all items I assigned on X day on the calendar”. You may not remember what those items were, but you know they were assigned to X day.
Use **Option 1** below:

**Option 1: Un-assigning directly from the calendar.**

1. From the Today’s View click the **day** on the calendar that you wish to **un-assign** items.

2. **Click View Advanced Calendar**
3. From the **Day view** select the items (or all items) you wish to un-assign

4. **Confirm** you wish to un-assign the item(s).
Option #2:

If you do not remember what day you originally assigned an item, but you know that you need to un-assign it. For example, You know that you need to un-assign SAM 02-18, SAM 02-19 but you do not know what day it is assigned on the calendar. Option #2 is the best option for you.

1. From Course Materials, navigate to and open (by clicking on the name) of the folder that has the items you wish to un-assign.
2. Select the item(s) you wish to un-assign
3. Select Assign/Un-assign from the toolbar.
4. Items will now be un-assigned
Module 9: Managing Course Materials & Today’s View

Lesson 1: Navigate Course Materials

Navigate Course Materials

The Course materials area of your course is where you can view and manage:

- **Textbook specific publisher provided content**: (Activities Manual, Videos, Flashcards, Voice Recording Activities, Extra Practice Activities, English Grammar Readiness Checks)
- **Add your own** folders, documents, website links
- **Create your own** activities
- **Show/Hide content** to your students (it’s automatically all shown to the student)
- **Access Instructor Resource Materials** (including supplemental materials that go with your Textbook!)
- **Organize** the content any way you would like!

Manage Course Materials

- Use the drop down menu to navigate Course Materials
- Or...
  - Click the name of a folder to open the folder and view contents
**Best Practice Tip!**

Hover your mouse over an item, activity or folder to use the **Options** arrow to find additional options for that item.

Choose **View Submissions** to get a shortcut directly to your student’s submitted work and score that was recorded in the gradebook!
How can you quickly preview an activity or item?
Click the name of an item or activity to open the activity to **preview mode**.
Module 9: Managing Course Materials & Today’s View

Lesson 2: Access Instructor Resources

Access Instructor Resources

Along with textbook specific materials for your students, in your course you will also find an area that is dedicated to providing you with Instructor Resource Materials. These materials will correlate specifically with the textbook or program you have decided to adopt, along with additional general resources that can be helpful for 1st time teachers, or if you are teaching for the 1st time in a hybrid or online setting.

Go ahead...explore the Instructor Resources that we have provided. We hope they are helpful to you and to help supplement and provide a creative spirit to your classroom or online environment!

Note: Instructor Resources materials available will vary by program and textbook.
To access the **Instructor Resources**:

1. Navigate to **Course Materials**

2. Find the “**Instructor Resources**” Folder. It’s usually the 1\textsuperscript{st} folder in your list. (Don’t worry...this folder is automatically ‘hidden’ to your students, For your eyes only!)

3. Click the name of the folder to open it.
There are two different views of Instructor Resources, depending on your textbook.

1. You may see an area called “**Downloadable Instructor Resources**”, Click the name.

   This is area is your “one stop shop” to all the instructor resources & materials with your textbook, and helpful syllabi, lesson plans, textbook images, answer keys, audio scripts, etc, etc...

   **Go exploring!**
In some courses, you may have a different organization to the **Instructor Resources** area.

2. You may see **Resource folders** organized by, **General**, **Chapter** and **Type**. You will still have access to similar content; it’s just been organized differently in your course.

Many of the items in the Instructor Resources can be downloaded and/or printed by you.

*Go exploring!*
Module 9: Managing Course Materials & Today’s View

Lesson 3: Show/Hide Content to Students

How to Show/Hide Content to Students

Instructors have the ability to control the content that is available to students. Shown content will be visible to students in their “Course Materials” area of their course.

**Shown** = Shown to the student in the student’s view.

**Hidden** = Hidden (invisible) to the student in the student’s view

As an Instructor, you **always** have access to the content regardless of its shown or hidden status.

Manage Course Materials

![Image of course materials management interface]
How can you tell what is Shown or Hidden in your course?

Manage Course Materials:

1. There is a column called Shown.
2. This column will let you know if that item or folder is shown to none or all students.

Tip!
- If a folder or item name is in **bold**, it means it is currently shown to student.
- If the folder or item is in *italics*, it means that it is currently hidden to student.

Remember, as an instructor you can access hidden and shown content at any time.

Default Course Settings:
All main content folders (except Instructor Resources) will be automatically set to a Shown status. This means that your students will have access to this content, including unassigned item.
How to tell what is Shown/Hidden from Assignments Calendar:

When you are on the Assignment Calendar area you will be able to tell which folder/items are in a hidden/shown state by looking for the “light bulb” column.

- If a folder or item name is in **bold**, it means it is currently **shown to student**.

- If the folder or item is in *italics*, it means that it is currently **hidden to student**.
How to Show/Hide Content to Students:

1. Go to Course Materials à Manage Course Materials

2. Select an item(s) to show or hide (Note: You can select more than 1 at a time)

3. Click Show/hide from the toolbar

Best Practice & Tip

When you click show/hide it will change the status to the opposite of what the status is of the item when you select it. Anything you show/hide can always be reversed. The status will change immediately for your students.

You can show/hide any content folder, subfolder or individual item by following the same steps listed above. Some instructors will hide the chapters that they are not covering that particular semester. It’s up to you and your course needs!
Module 9: Managing Course Materials & Today’s View

Lesson 4: Utilizing Today’s View Dashboard Alerts to save time & access student performance

Today’s View

The Today’s View was designed to save you time as an instructor managing your course and student progress. You can:

- ✔ Message your students
- ✔ View alerts and notifications on this page
- ✔ Access action items (instructor grading, late work submissions)
- ✔ Access eText and Instructor tool bar
- ✔ Student Performance (help you view how your students are doing in your course)

*Why dig in a gradebook?* You will not need to with the Today’s View feeding you data from your gradebook into notifications that instructors told us would be the most helpful in managing a course. Let the Today’s view save you time and easily gauge how your students are progressing through the MyLanguageLab assignments.
Adding a Welcome Message to Students

One of the areas of the Today’s view allows you to add your own personalized message to your students. You can add this message at any time. Students will be able to see this message on the student’s Today’s View.

To Add a Welcome Message:

1. From the Today’s View click Customize on the blue bar
2. A new **window** will open.

3. A box to customize your Welcome Message will appear, enter your welcome message (or cut and paste from something you’ve already written) and **Save and Close**.

![Customize Notifications](image)

**Best Tip and Practice:**
This is a great place to post your contact information, class information, office hours, and any other basic information about your course.

If you are using a **Program** version, and would like the Welcome Message to be the same in all sections: Create your Welcome message 1st in your **template before** adding your sections. If you want to customize a welcome message for each section, leave this blank in the template. Instructors that enroll in a section will be able to customize their own message or edit any previously created welcome messages at the section level.
Locating the Instructor Resource Toolbar

This toolbar follows you around the course and gives you access to the following resources:

The items on the Instructor Resource toolbar may differ depending on your course. Generally you may find one or more of the following:

1. eText
2. Grammar and Vocabulary Tutorials
3. Instructor User Guide
4. More Resources→ Access to Media Share (Video Assignments), Learning Catalytics, Podcasting and Pronunciation Guide (when applicable
Today’s View Notifications

The Today’s view alerts, action items and performance area was designed to enable you to manage everything that happens in your course from this one location. It is the default view when you enter your MyLanguageLab courses.

Getting Started

This area contains important and helpful tips to ensure you & your students have a great experience using a MyLanguageLab. Click on the icons in the channel for help with some important 1st steps you (and your students should complete). The Getting Started channel in your instructor view will give you instructor tips. (The Student view of this channel will provide student specific tips!)

Tip!: Click an icon to get more information on the getting started topic.
**Notifications**

On the Today’s View, the largest box is called **Notifications**.

- Are you wondering if a student sent you a mail message *today*?
- Do you have something to grade that your student submitted to you *today*?
- Do you have students that submitted late homework *today*?
- Are you wondering where in your course your students may be struggling or excelling?

Today’s View, is your **“one stop shop”** of important alerts and notifications **so you do not have to dig in your gradebook** or other places in the course. The alerts and action items are brought right to you on your 1st page in the course!
The notifications are subdivided into: **To do, Alerts, and Performance**. All to help save you time, manage your student’s results and “action items”.
Action Items

Instructor Grading:
This section displays activity submissions that require grading by instructors. When a student completes an activity that requires instructor grading, MyLanguageLabs saves the activity as part of the gradebook with a “Pending” status and places a notification on the instructor’s Today’s View under Action Items.

The number of activities submitted for instructor grading is displayed in parentheses next to the Instructor Grading link. (This counter is updated every 30 minutes, but the items inside the channel are accurate and immediate).

To access the activities that require instructor grading, click Instructor Grading
After clicking **Instructor Grading**, a list of activities that have been submitted by one or more students will be displayed in the center panel.

### To access the submissions to grade:

1. Click the name of the activity

2. The View Submissions window will appear.

3. You can grade and give feedback to your students here (and this grade will report directly to the gradebook!)

4. If you provide any feedback or comments to your student, they will get an alert on the Student Today’s view in the “Instructor Comments” alert.
Unread messages

This section displays the unread messages. The total number of unread mails in the Inbox is displayed in brackets next to the Unread Messages link.

To view your unread mail messages, click Unread messages.

You will see the name of the sender, the subject and the date received.
To read the message:

1. Click the sender’s name, the subject, or the date received.

You will be able to respond to the student once the message opens.

**Note:** Once you have opened the message, the message will be removed from this alert. This alert is only to show you unread messages.

To access any previously sent or received mail messages, click on the **Communicate** tab at the top of your course and then **mail**.
Alerts:

Not Passed

The **Not Passed alert** displays the number of students who have not obtained a passing score for the activity. The total number of activities for which the students have not obtained passing scores is displayed in brackets next to the Not Passed link.

The not passed Alert was designed for only one purpose: to alert you to potential areas where students are having problems.

In the screenshot below, you can see that one student of 6 did not pass. However, if you saw that half of your students had not passed this particular activity, that might be a sign that the topic of the activity needs further explanation or practice.
You may set the time frame for which you want the **Not passed** alert displayed. To do so, click **Customize** on the Notifications taskbar.

Select the time frame. Click **Save and close** at the bottom of the Customizations window.

**Tip!**
The customize settings for the Today’s View are **only a filter**. You can always adjust these settings at any time and you will **not** delete any data. Adjust these settings any time, don’t lose sleep!
**Idle Students**

This section allows you to view which students who have registered for your course have not logged into the course in a certain period of time. The number of students who have not entered the course in the specified time is displayed in brackets next to the Idle Students link.

**The default (automatic) setting is set to 1 week.**

To change the time frame, click **Customize** on the Notifications taskbar.

Select the time frame. Click **Save and close** at the bottom of the Customize window.
Past due: Submitted - How to Accept Late Work

As a default, this section displays the names of students who have submitted activities after the due date (past due). The number of activities that have been submitted after the due date is displayed in brackets next to the Past due: Submitted link.

This area allows you to manage late submissions to your gradebook. You will be able to accept or decline the grade to your online gradebook.

By default, students will be able submit and complete late assignments on their own. When they complete an assignment that is past due they will receive a message (along with their score) that the activity was submitted after the due date and will not be included in the gradebook without instructor approval.

Example of the past due submitted message students receive after submitting an activity late:

You submitted this activity after the due date. Your instructor must accept the submission before it is included in the gradebook or counted in any course scores.

Your Score: 83.33%
To view the list of students that have submitted work in late, click **Past due: Submitted**.

You will be able to **accept** or **decline** late submissions per student or for all students.

**Accept:** Will accept the highest grade the student scored to the gradebook. By default, the highest grade is counted and recorded in the gradebook of multiple attempts. Full credit will be given to the student.

**Decline:** Will decline the grade from the gradebook. A zero will continue to be displayed in the gradebook for that student/activity. The late submission will be cleared from this channel and not have the grade reported to the gradebook, but still visible in the view submissions options of the activity for student and instructor.
Past due: Not Submitted

This alert lists all of the activities that are past due but that have not been submitted. It gives you a sense of how much outstanding work there is.

This is a great way to quickly see which students have not completed their homework activities and list the activities per each student.

This alert is here to easily allow you to see which students have not completed their assignments after the due date has passed. (ie. Never did their assigned work to date)

Reynolds, Bailey
SAM Activity: SAM 06-04 Los alimentos. (Vocabulario: Las comidas y las bebidas)  
Due 5/30/2013
SAM Activity: SAM 06-39 ¿Presente, pretérito o cualquiera de los dos? (Estructuras: The present of regular verbs)  
Due 5/30/2013
Pre Test: Readiness Check Ch01  
Due 6/26/2013
Post Test: Readiness Check Ch01  
Due 6/26/2013
SAM Activity: SAM 01-04 ¡Hola! ¿Qué tal? (Vocabulary: Saludos y despedidos)  
Due 6/26/2013
SAM Activity: SAM 01-08 ¿Similares o diferentes? (Letras y sonidos: Spanish vowels)  
Due 8/27/2013

Student, Spanish
SAM Activity: SAM 06-01 ¿Así es la vida? (Vocabulario: Las comidas y las bebidas)  
Due 5/30/2013
You may remove this alert by click on **Customize** on the Notifications taskbar.

Uncheck the setting: **Notify me if a student has not submitted an activity by due date.**

You may set the time frame for which you want the *Not passed* alert displayed.

**Default setting:** Automatically set to “Show All” (for the entire semester)

To do so, click **Customize** on the Notifications taskbar.

Select the time frame. Click **Save and close** at the bottom of the Customizations window.
Performance

Course performance

The data for this view is pulled from the gradebook. This is an area of the course that instructors have always loved. Clicking on this notification will give you an overview of how well your class is doing as a whole and individually per student.

Course Performance: (Class Averages)

This view shows the chapter on the left, the average class grade and the percentage of work completed by the class as a whole.

1. You can click on the chapter to drill down to subfolders.
2. If you want to turn off the time on task column, click **Customize** and uncheck the **Time on task** feature.

3. If you want to know what is being calculated, click **What’s being calculated?** just under the **Customize** button on the taskbar.

Remember, **this performance view is updated every 2 hours.** A notification of the last update time is listed under **What’s being calculated?**
Student Performance

The data for this view is pulled from the gradebook. Clicking on this notification will give you an overview of how well an individual student is doing on assigned activities. You can get an overview of how the student is doing overall (all assigned chapters) and also drill down and get individual student grades on specific chapter averages and activities.

To view an individual students performance, click **Performance: Student**.

This window will appear.

1. This view shows course-level performance.

2. You can click on the chapter to drill down to subfolders. To get Folder Averages and further down to get individual grades for each student on activities.

3. If you want to turn off the time on task column, click **Customize** and uncheck the Time on task feature.

4. If you want know what is being calculated, click **What’s being calculated?** just under the **Customize** button on the taskbar.

Remember, this performance view is updated every 2 hours. A notification of the last update time is listed under **What’s being calculated?**
Customizing notifications on Today’s View

The Notifications on Today’s View may be very easily customized to fit the individual situations and preferences of each instructor. Changing the preferences does not remove any data. It simply changes your view of the data.

To change any of the notifications, click **Customize** on the Notifications taskbar. This is what you will see.
1. **Default View:** Use the pull-down menu to select which notification you want as your default when you land on Today’s View.

2. **Welcome Message:** place a check mark next to **Edit Welcome Message,** if you want to change the Welcome Message. If you want to remove the Welcome Message, remove the check mark next to **Enable Welcome Message.**

3. **Uncheck** any notification that you do not want displayed on Today’s View.

4. Select **Timeframe** for **Passed, Idle students,** and **Past due: submitted.**

   Be sure to click **Save and close** to make your changes stick!

   **Note:** Unchecking the calendar removes the calendar from the course—from your view and from your students’ view. You will not be able to assign due dates using the calendar.
Module 9: Managing Course Materials & Today’s View

Lesson 2: Signing into MyLanguageLabs allow you the ability to customize and add your own unique content to the course materials area and you can assign anything you create or add into the MyLab Course Materials area.

Common materials that are generally added to a Course:

- Syllabus (file)
- Course Handouts (files)
- A link to a video or internet site (a link, url)
- Create Folders (to organize content)
- PowerPoint Slides (file)
- Audio links, songs (file)
- Your own online activities (voice recordings, essays or compositions or machine-graded questions)
- Discussion Topics
To add items to your course, you can do so under the **Course Materials** area of your course.

Go to **Course Materials**→ **Manage Course Materials** page. From here you can manage and decide where you wish to add your content. Decide where you wish to have the content available in your course before adding it to your course.

**Option 1:**
If you wish to add your content to the current list, click **Add Course Materials**.
Option 2:
If you wish to create a folder 1st and then add materials, click **Add Folder**. Then name the folder and click Ok.

1. Open the folder (click on it)
2. **Add Course Materials.**
Option 3:
If you wish to add material to a pre-existing folder or a folder that you just created, **click the name of the folder to open it**

and then click **Add Course Materials**.
Select Single File or Multiple Files
For a Syllabus, PDF, Powerpoint, Images or any other types of file type.

Select ADD LINK
To add a website url link (enter the url website address you would normally cut and paste from your browser window. When students click this link, it will open to the URL page outside of MyLanguageLabs.
Are you interested in Creating Your Own Activities?

You can also create your own activities and content as well inside the MyLanguageLabs!

✔ Your own online activities (voice recordings, essays or compositions, LiveChat, MediaShare or machine-graded questions)

✔ Online Tests (including publisher provided online test bank + your own questions)

✔ Discussion Topics

We are currently offering an **Online Workshop** on how to **Create Activities & Online Tests** through our Live Online Training. We welcome you to register and complete the workshop to learn how to create your own activities and online tests.

[Click here](#) to register and see workshop dates/times.

Click to see the current descriptions of our [Session Topic (Agendas)](#).
Module 10: Creating & Managing Tests

Lesson 1: Accessing Testing Resources

In most MyLanguageLab courses, you will have publisher provided testing content available in either .Word documents or available as an online test bank to add/include in your online test in MyLanguageLabs.

The testing content is created specifically to match the textbook you are using in the course and are different questions then what is found in the SAM or extra practice activities, but testing on similar content and level.

The online test banks are organized by chapter and will include:

✓ Machine-graded testing activities
✓ Voice Recording testing activities
✓ Essay (free response) testing activities
✓ Listening activities (including videos or audio files)
To Access the Printed Test Bank (Paper tests)

1. From *Today’s View* ➔ *Course Materials* ➔ *Manage Course Materials*.

2. From *Manage Course Materials* click *Instructor Resources* Folder.
In *Instructor Resources*, depending on the text you are using, you’ll have one of two options to access your testing content.

**Option 1:**

If you see *Downloadable Instructor Resources, click that option.*

A new window will open that will give you access to the printed test bank and answer keys.
Option 2:
If you do not see the Downloadable Instructor Resources link, then go to one of the following:

**Text Resources by Type**
(to view all files for each printed test banks for each chapter in the same folder)

**Text Resources by Chapter**
(to navigate by chapter to view the test bank resources along with other chapter resources).
To Access the Online Test Bank:

From **Today’s View →** Select **MyTest** from the tabs across the top of your course.

The testbank will appear in the box on the left broken down by Chapter. Click a chapter to open and view the testing content. Green checkmarks indicate the ‘correct answer’ key.
Module 10: Creating & Managing Tests

Lesson 2: Creating an Online Test via MyTest

Creating an Online Test (via MyTest):

For Step by Step Instructions on how to [Click here] to access the specific section of our Instructor User Guide.

To watch at video that reviews the steps to create an online test via the online test bank in MyTest [click here]

We are currently offering an Online Workshop on how to Create Activities & Online Tests through our Live Online Training. We welcome you to register and complete the workshop to learn how to create your own online tests.

[Click here] to register and see workshop dates/times.

Click to see the current descriptions of our [Session Topic (Agendas)]
Creating an Online Test (Non-MyTest):

Select Texts and MyLanguageLabs will have an alternate option to create online tests from an Online Test bank of testing activities or older versions of the MyLanguageLabs.

You can also create a quiz or test from the Testing modules (Activities) that have been natively built into MyLanguageLab for use online. These steps should be used for courses that do not have a MyTest tab built in to the course.

The following MyLanguageLab titles have online testing modules available using the steps in this section.

**MySpanishLab:**
- Hoy día 1e
- Conexiones 4e
- Fusión 1e

**MyFrenchLab:**
- Chez nous 4e (non-media enhanced)
- Intrigue 3e

**MyItalianLab**
- Giardino italiano 1e

**MyChineseLab:**
- Chinese Link: Beginning 2e
- Chinese Link: Intermediate 2e

**MyLatinLab:**
- Discel 1e

For Step by Step Instructions on how to create an online test (non-mytest) [Click here](#) to access the specific section of our Instructor User Guide.
There are a variety of options to manage assigning online tests to your students. Depending on the level of high stakes or low stakes you are considering your online testing in the MyLanguageLabs you have several different ways to assign your online test. Below are the most common options that instructors will decide to assign the test to the students. Outlined below are options commonly used by language instructors

**Option 1:** Assign the test with **restricted availability** to the calendar.

Students will be able to see that the test is coming up on the calendar, but will be unable to access the test until the date/time that you have set. (Availability window). This availability range is flexible to the same day or over multiple days. Students will not be able to open and complete the test until the date/time you set. They would still be limited in the number of attempts and other timing options. You also have an option for an ‘end date’ as well to lock down the test after a certain date/time so students can no longer open and access. (*Assigning with restricted availability is a common setting for most instructors).*
Option 2: Assign the test with open access (with limited attempts) to the calendar.

Students can access and open the test whenever they want and will have a limited attempt # (default is 1 attempt) to complete the test and submit for grading. *you can also determine the # of attempts to allow your students as well.

Option 3: Assigning the test with a “proctor password”.

When a proctor password is applied, the test is not able to be open and viewed without the proctor password being entered. The test can be opened from anywhere as long as the correct password is entered. You will be able to determine the password and change it at any time. Students will only be able to view this test once the password is entered in their specific link to the online test. *This is commonly used option for online tests that are going to be proctored in a campus computer lab.

Follow the instructions based on the best option for you and your course objectives:
Option 1: Assigning the test with restricted availability.

Students will be able to see the test on the calendar and in their Course Materials but will not be able to open the test until the date/time you set in the assignment properties window.

1. From Course Materials, hover mouse over test activity, select Properties.

To make the quiz/test available for a certain window of time, place other restrictions on the test, mouse over the title of the quiz/test, click the down arrow, and select Properties.

2. Assign the test with a due date (if desired) this will allow the item to appear on the calendar with an alarm clock icon
3. Scroll to **Restrict Availability**, select **Set Availability date range** and enter a **start date** and **end date** and time for each.

4. Check the following boxes:

   ✓ Always show item to student but prevent student from opening before or after the start date above.
   
   ✓ Show availability notification on the calendar (this will place a **on the calendar to alert the student that the ‘activity is available’ starting on X date. (this is highly recommended if you are allowing a ‘window’ of opportunity to complete the activity over a number of days.)

5. Click **Save**
Option 2:

Assign the test with **open access** (with 1 attempt only) to the calendar with a due date/time.

Students can access and open to complete test whenever they want and will have a limited attempt # (default is 1 attempt) to complete the test and submit for grading. They also cannot save for later or re-open the test without you changing the # of attempts or ‘resetting their submission.

1. Under Assignment Calendar Tab, navigate to the test/quiz you wish to assign.
2. Select the quiz/test and drag/drop the activity to the calendar on the due date you selected. This is the day that the students must complete the test by on the calendar.
3. The test is assigned with a due date and time and the student will be limited to 1 attempt.

**To change the due time of the quiz:**

1. Hover your mouse over the quiz/test and choose the **Assignment Properties** option.
2. Change the due time and click **Save.**

To confirm preferences or to add a “time limit” in the settings of the test, or change the # of attempts:

1. Hover your mouse over the quiz/test and choose the **Edit** option.

2. Select **Preferences tab**

3. Scroll down to see “number of attempts” and “time limit”

4. Make changes

5. Click **Save & Return**
**Option 3:** Assigning the test with a “proctor password”. Students will only be prompted for a password to able to open & view this test. Once the proctor password is entered in their specific link to the online test, they will be view the test. *This is commonly used option for online tests that are going to be proctored in a campus computer lab. The proctor will enter the password after the student logins to their course and is ready to open to complete the test.*

This setting can be applied in the Assignments Calendar or Course Materials Tab of your course.

1. Hover your mouse over the quiz/test and choose the **Assignment Properties** option.
2. Scroll down and select **Advanced Options**
3. Enter the **proctor password**.

   ![Advanced Options](image)

   **Note:** The password is **case sensitive**, we recommend that you note the password (write it down) in a safe place so you remember the password. Tech Support will not be able to look up your proctor password if you forgot it, for security reasons.

4. Click **Save**
Module 11: Managing the Gradebook

Lesson 1: Navigating the Gradebook & Student Grades/submissions

View submissions of students

By Default, the **highest score** will be recorded in the gradebook for your students. Instructors can always review and access all students’ submission(s) for any activity that is graded in the gradebook including machine graded activities.

The **view submissions** option is a helpful option that you have access to throughout your course. If a student has a question about any activity that they have submitted into the system, you have a way to easily look at their answers.

**Accessing submissions via the Gradebook:**
1. To access the Gradebook, click Gradebook on the main tool bar.

2. On the left side panel, navigate to the folder that contains the items you’d like to view
3. When you arrive at an individual activity column, you may:

- View an individual student’s submission (View Grade/Submission of recorded grade)
- View all student’s submissions/attempts (View All Submissions/Multiple attempts)
View All Submissions Window:

Instructors can view all submissions/attempts by all students for an individual activity in this view. (This is a commonly used view by instructors). **View All Submissions** is your ‘best friend’ in the course, as it gives you helpful information on the date/time of each submission, how many times the students completed the activity and the individual grades for each attempt all in one view!

1. Use the options arrow at the top of the activity column in the gradebook.
2. Select **View All Submissions**
3. Toggle between different students and submissions by clicking on the **student name** in the **left side** of the window.

**Best Practice Tip:**
Click the **+ sign** next to a student’s name to expand ALL attempts for that student for the activity. (Most students will complete the activity more then 1 time). You can toggle between each attempt/submission to review the student’s answers.
View Single Submission of Recorded Grade Window:

Instructors can also hover the mouse over the **recorded grade** in the gradebook to quickly review the submission of that attempt only.

*Note: A student could have multiple attempts but you will not see them in this view. You’ll only review the recorded submission of that student. To see all attempts for a student, use the “View all submissions” option covered above.*

1. Once at the individual activity column in the gradebook.
2. Hover mouse over the individual score you wish to view of a student.
3. Select the Options menu □ **View Grade/Submission**

4. The View submission window will open.
**Edit a Grade**

Instructors have the ability to edit any grade in the gradebook. This includes machine (auto)-graded activities and instructor graded activities.

**To Edit a Grade:**

1. Once at the individual activity column in the gradebook.
2. Hover your mouse over the individual score you wish to view of a student.
3. Select the Options menu→ **Edit Grade**

![Options menu showing Edit Grade option]

4. The edit grade window will open.
5. Enter in the new value in the boxes below. Be sure to keep the denominator the same. This represents the total point value for that specific activity.

![Edit Grade](image)

The total points for the activity will appear in the box on the right. Type in the same number in the box below.

6. Click **Update**.

7. The score will be immediately recorded in the gradebook for student and instructor.

**Best Tip and Practice:**
When editing a grade, if you leave a comment in the edit grade window, it will appear to your students.
NEW FEATURE!

Students will receive a **blue icon** in their gradebook to let them know that their grade has been revised by the instructor and they can click the icon to view the comments you have left that student.

Enter a comment in the **edit grade window**

![Edit Grade Window]

**Click Update**

Most instructors will use this ‘comment’ box in the gradebook to:

- Make a note as to why they are modifying /editing a score. This could be if the machine-graded the activity in a way that you disagree with, you can add a comment here to alert your student that you adjusted the points.
- Add additional credit for an activity you can point it out in the comments box.
- Student came to class with their answer written down in the printed workbook, and you want to update their score in the online gradebook and note WHY.
View from Student Gradebook:

Student will see a blue icon next to their score. Student clicks on the icon to view your comments. This icon only appears when there are comments from you left in this box when editing a grade.

View from Instructor Gradebook:

Comments you write are also saved on the instructor side and are viewable in the “grade history” option area of every grade in the gradebook.

You’ll be able to see the comments and grade history in the new window that will open in your course.
Delete and/or force submission of a student

There may be times when you will need to delete a submission or force a submission (submit student’s answers) of an activity.

*When is this most commonly used?*
This functionality will be most used when an instructor has limited the # of attempts on an activity or online test or quiz.

A student may have used up all of their attempts and as an instructor you can delete an attempt/submission so that the student may go back and re-open the activity.

**To Delete a student submission:** *(re-set a student to open the activity again):*

1. Navigate to your gradebook and to a specific activity column in the gradebook.
2. Use the options arrow at the top of the activity column in the gradebook.
3. Select **View All Submissions**

   ![View All Submissions](image)

5. The **View All Submissions** window will open
6. Select a Student on the left and use the **+ sign** to expand all the submissions/attempts of the student.
7. Click the submission/attempt you wish to delete

8. The submission of the attempt will appear in the area on the right.
9. Choose **Delete This submission**
10. Confirm this is ok.
Let’s review questions about the gradebook that are frequently asked by instructors.

Q1: How do my students’ names appear in my online gradebook?

You do not enter any student names in your gradebook. The student’s name will automatically appear when the student uses your **Course ID** number to enroll in your course.

(If a student’s name is not appearing in the gradebook, it simply means that your student has not used your Course ID yet and you should ask them to enroll in your course.)
Q2: Who is student_student?

**Student_student** is not an actual student in your course.

The **student_student** grades are the scores for any activities that you complete in the **Student View** of your course.

The student_student scores do not count in any class averages calculations.
Q3: How quickly are my student’s scores recorded in the gradebook?

As soon as your students complete an activity that is auto-graded in the system, the grade is immediately recorded in the gradebook and viewable for student and instructor.

Q4: Are the scores for unassigned activities recorded in the gradebook?

Yes, all grades are always recorded in the gradebook, but they could be out of view for you. The Gradebook is automatically set up to filter your gradebook to view to only show assigned items. (Courses/Programs released after 2014 will have “all items” in view, but organized to show you the assigned items 1st in your filter view).

This means that all activities students complete that are un-assigned will not be in your view at first glance (if you have “Assigned only” set as your ‘filter’ view).

You can adjust your filter permanently by going to Preferences—> Grading

Note: This will NOT change the average column calculations. (for example, if you switch your filtered view to “all items”, the average columns will still only calculate the average of ‘assigned items’ in your course.)
**Alternative option**: If you do not want to change the default, you can adjust your filter for session in the gradebook (After you sign-out the filters will go back to the auto-setting.)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>SAM 01-41 El artículo definitivo</th>
<th>SAM 01-12 El artículo indefinido</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Average:</td>
<td>70.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Melo, keila</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Reynolds, Bailey</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Spanish, Student</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Student, Language</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Student, Spanish</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>_Student, _Student</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
In every MyLanguageLab gradebook there will be pre-built average columns in your gradebook that are set up by Pearson with default settings (that can always be customized). These columns will allow you to see a cumulative average of grades and also chapter/folder averages of student’s grades. Let’s go over how it’s originally set up 1st when your course is created.

**Can your students view these columns?**
Yes! By Default, we make all of these columns “Released” to your students. (They can only see their grades and averages only, not any other student’s).

In your main gradebook view, you will see a **Course Average** column. Navigate to **Gradebook:**

**Course Average Column:**
Calculates a cumulative average of ALL ASSIGNED activities from any chapter/folder in your course that are gradable.

At the end of the semester, instructors can use this grade as the student’s overall average for all assigned activities in the course, including any past due zeros.

At any time in the semester instructors can see how their students are doing in the course based on the assigned homework due dates.
Note: Readiness checks and Practice Tests with Study Plans that are assigned are not included automatically in this calculation.

Note: The Course Average column is customizable and you can change the name of this column along with what it calculates at any time in the semester. Every folder in the gradebook will have also have a Folder Average Column.

Folder Average Columns:

Calculates the average of ASSIGNED activities from within that folder and any subfolders only. (ie. Chapter averages)

When you 1st open any Chapter/Lesson folder on the left side navigation of the gradebook, the Folder Average Column that is 1st displayed will tell you the Chapter average of all assigned activities for that student within that folder (chapter/lesson).

Important Note:
The Course Average Column and Folder Average Columns are updated every 2 hours. The gradebook itself is NOT on a two hour update, only the Course and Folder Average Columns.

Students’ grades are instantly recorded in the gradebook. The grades will be averaged into the Course and Folder Average columns every 2 hours. It will always tell you when the column was last updated.
Module 11: Managing the Gradebook

Lesson 3: Customizing Course and Folder Average Column Settings

The Course and Folder Average columns can easily be customized to align with your syllabus and goals of your course. In addition, there are quick customizations that you can do in your course to keep things simple and clear to your students regarding which grades are being calculated into which averages in your MyLab Gradebook.

This section will cover some of the most common customizations done to the Course and Folder average and why they are done.

Let’s review what is automatically set up for these columns.

**Common Customizations:**

1. **Changing the name of the Course Average Column**
   Most instructors will change the name of this column to clarify to students what this column is calculating and how it fits into their overall grade for the course. Most instructors will require the MyLanguageLab homework activities for a part of the overall grade (i.e. 15%, 20%, etc). This column can be used to identify what part of the grade this is contributing to their overall school. Instructors that have changed this column have had less questions from students about how their grade is calculated.

2. **Changing which assigned activity types the Course Average column calculates**
   If you are assigning more than 1 activity type in the MyLab and do not want them all to be weighted equal, you can customize this column to only include certain types of activities in the average, and then create additional average columns for other weights.
This section will review both common customizations.

1. Changing the name of the Course Average Column

It is highly recommended that you change the name of the **Course Average** column in your course.

![Image of Gradebook interface]

**Why change this column name?**

This will ensure clarity to your students and reduce the number of questions you may receive from your students throughout the semester. By default, it will be named the “Course Average” column. If you have different elements of your course that are ‘weighted’, this column will not reflect those weights. (You can create your own weighted column to reflect all the different weights and components in your course).

If you are using the MyLanguageLabs course for “online homework” or if you are assigning different activity types in the course and will be applying different weights to them for their final course grade, you will want to change the name of this column.
Let’s walk through some common examples of what to change this column to:

1. Using the MyLab as the **online HW component of the course only**. If you are using the MyLanguageLabs to be the ‘online homework’ component of your Language Course and will have their online homework weighted a certain % of the final course grade, it’s recommended that you change the name of this column to the name that you are calling this component in your course syllabus.

   **For Example:**
   
   If everything you are assigning in the MyLab course will fall under the “Online HW” or “Workbook” or MySpanishLab average, you may want to change the name of this column to:

   - “HW AVERAGE”
   - “SAM AVERAGE” (if you are only assigning the SAM workbook activities in your course)
   - “MSL” (or MFL, MIL, etc) Average
   - “Online HW “
   - “Workbook Average”

   The best rule of thumb is to name this column what you call this part of the overall grade in your syllabus. (match it with your syllabus!)

   If you state the MySpanishLab HW will be worth 15% of their overall grade in your syllabus, then name this Course Average column “ MSL HW Average”.

   This way, students will know that this score is their MyLab average only part of their overall grade.
2. Using the MyLab to **assign different weights to different activity types**. You may be assigning different types of activity types in the course that will have different weights applied to them for their overall grade.

Some of the most common examples are:

- The instructor is assigning Student Activities Manual (SAM) Activities for 15% of their homework grade and assigning Online Quizzes for 20% of their overall grade, and assigning Oral Practice activities for 5% of the overall grade. These 3 different activity types will be weighted differently but they are all assigned in the MyLab course. How can you tell the gradebook to separate this out? You can easily!

Name the Course Average column the average of the type of activity you are assigning the most activities. (ie. SAM Average)

*For example:*

*If you are assigning 100 SAM Activities (20 activities per chapter, and are covering 5 chapters), and then assigning 10 Oral Practice activities and 5 quizzes. Instructors will change the name of the “Course Average” column to the “SAM Average” column.*

This way this column will automatically give you the overall SAM average of all your assigned SAM Activities (NOTE: You will need to adjust 1 more setting to this column that is outlined in the next section, to make sure this column is only calculating the SAM Average). Then you can easily create 2 other “Average” columns to calculate the average of your “quizzes” and “oral Practice” so students will see 3 separate averages in their gradebook and it matches to your syllabus.
For steps on how to change the name of the Course Average column:

For **Step by Step Instructions** on how to *Change the Name of the Course Average Column*:

[Click here](#) to access the specific section of our Instructor User Guide.

### 3. Changing which assigned activity types the Course Average column calculates

If you are assigning more than 1 activity type in the MyLab and do not want them all to be weighted equal, you can customize this column to only include certain types of activities in the average, and then create additional average columns for other weights.

**An Example:**

*In your Language Course this semester, you have decided to assign **SAM (Student Activities Manual/workbook) activities**, **Oral Practice Activities (Voice recordings)** and **online chapter tests** in MyLanguageLabs.*

You’ve decided that each type of activity will be worth a different weight % to the student’s overall grade in the Language Course. You may have put in your syllabus that you will have each of the following assigned in MyLanguageLab worth a certain % of the overall grade:

- Student Activities Manual (SAM) = 20%
- Chapter Tests = 30%
- Oral Practice Activities = 10%

In addition, you may have other weights for different components of your course. In this situation, we are referring to the different weights you may want to apply with the materials and activity types available in the MyLanguageLab course.
The Course Average column will be default, automatically include an average of all assigned activity types in your course, and weight them evenly. This means that all your grades will be averaged together.

Therefore, it’s best for you to change & customize this Course Average column and gradebook to align with your syllabus.

The MyLanguageLab Gradebook allows you to do your own customizations to align your online gradebook to how you have aligned your syllabus and overall course grade structure.

What you’ll want to do in this scenario is to choose 1 activity type (SAM, Online tests or Oral Practice) to be including in the current Course Average Column. This column will allow you to customize it to only calculate certain activity types that you assign. It will know when you assign and un-assign this activity type and whether or not to include it in the average of this column.
Best Practice Tip:

Choose the activity type that you are assigning the most # of activities to be the type of activity to calculate in this column.

For example, if you plan on assigning 100 SAM Activities this semester, 5 Chapter Tests and 8 Oral Practice assignments... Choose the SAM activities to be included in this column, and exclude the Tests and Oral Practice. *You’ll have a way to include the tests and oral practice in your gradebook separately.

To adjust which assigned activity types are being included in the Course Average column, follow the steps below.

1. Under Preferences, select Grading.
2. Click Edit Calculation Settings
3. A new window will open. **Select Activity Types**, uncheck the activity types you do not want included in this calculation column. Then Click SAVE.

Uncheck the activity types that you will be assigning but do NOT want to be included in the “Course Average” column. IF you uncheck something you assign, it will still stay assigned in the course and also grades will show in gradebook. Those scores will not be included in this particular average only.

You’ll be able to make your own separate average (Calculated) columns to get the average of the other activity types. This will also allow you to weight these averages differently.

In this example, the instructor would un-check everything but the SAM Activities. This way this column will only calculate the average of the assigned SAM Activities in this column.

For **Step by Step Instructions** on how to **Adjust the activity types calculated in the Course & Folder average columns**: [Click here](#) to access the specific section of our Instructor User Guide.
Module 11: Managing the Gradebook

Lesson 4: Understanding Basic Gradebook Preferences – Most Used Settings

Available 8/13
Module 12: Personalizing Your Gradebook

Lesson 2: Signing into

Lesson 1: Creating & Customizing Gradebook Columns

Available 8/13
Module 12: Personalizing Your Gradebook

Lesson 2: Creating a Final Grade (to date) with Weights

Available 8/13