Instructor Mastering™ Quick Start Guide

Register/Set Up Course/Create an Assignment/Set Up Gradebook/Quick Start Checklist/ Training & Support Resources

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Important: This guide only applies to Mastering (standalone) users. If you use the alternate version of Mastering called Modified Mastering, see the Modified Mastering Quick Start Guide. LMS (Learning Management System) integration is only available with Modified Mastering. If you use Modified Mastering with LMS integration, refer to the appropriate Quick Start Guide for Blackboard, Brightspace by D2L, Canvas, or Moodle.
REGISTER FOR AN EDUCATOR ACCOUNT

You need an educator access code to register and obtain access. You can get an educator access code from your local sales rep or request one during the registration process.

**IMPORTANT:** This guide only applies to Modified Mastering users not integrating with a LMS (Learning Management System). If you use Modified Mastering with LMS integration, refer to the specific Quick Start Guide for your local LMS: Blackboard, Brightspace by D2L, Canvas, or Moodle. If you use the alternate version of Mastering, refer to the Modified Mastering Quick Start Guide.

**Tips**

- **Use your email address for your login.** It is unique and easy to remember.
- **Your educator subscription lasts for 5 years.** After that, you'll need to update your access. Your data and courses will not be lost if you use the same username.
- **Refer to the Mastering Planning Toolkit.** It was designed to help you achieve your goals.

**Step-by-Step Instructions**

1. Go to the Mastering sign-in page for your discipline
   (pearson.com/mastering/biology, pearson.com/mastering/chemistry, pearson.com/mastering/physics, and so on).

2. Under **Register** click Educator.
3. Click **Yes** if you have an instructor code or click **No** if you don’t.
4. Follow the on-screen instructions to complete your registration.
5. Provide the basic information requested to create your account, such as your school, email address, and a username and password for your Mastering site.
6. Check for an email confirmation, which is sent to the email address you entered. The confirmation includes the username you specified.
SET UP A COURSE

Before you create or copy your first course, consider which option is best for you. You can create a new course, copy one of your own courses, copy a pre-built course from Pearson, or copy another instructor’s course. Ensure that your computer meets the system requirements for your Mastering course, and later emphasize to students that they should do the same.

Step-by-Step Instructions

1. The first time you sign in, you’ll be prompted to create or copy a course. If you’ve used Mastering in the past, select My Courses > Create Course.

2. Choose whether to create a new course, copy one of your own courses, copy a pre-built course, or copy another instructor’s course. To copy another instructor’s course, you’ll need the course ID for that course.

3. For Basic Information, enter a Course Title your course, select your Textbook, Country, Time Zone, and Course End Date. It is important to select the correct textbook because student access codes are title, author, and edition specific. Time Zone is important because it affects assignment availability, due date/time, and time stamps.

If you are copying to a new edition, select the new edition and refer to the list of changes provided to know which items will be copied, removed, and edited in your assignments.
4. **Student ID Settings**, select whether you would like to have students enter a student ID during registration. Student IDs are helpful in case you need to export and import student data; however, they are necessary if you would like to import the data into a learning management system. If you do want to prompt students for their IDs, be sure to customize the message to students to let them know which ID to use and the exact ID format they should enter.

5. **Access Settings**, do the following, and then select **Create Course**:
   a. Accept the supplied **Course ID** (or enter a unique ID) that you’ll give to students to use when they enroll in the course, and to instructors if they copy this course. After you create the course, you cannot change its course ID.
   b. Select whether students can join the course. Even if you select **Open**, students can’t join the course until you give them the course ID.
   c. Select whether other instructors can copy this course. Even if you select **Available for copying**, instructors can’t copy the course unless you give them the course ID.

Note: If your course offers an option to add publisher-provided assignments, you can copy pre-built assignments into your course during course creation.
Before you design your course and create your assignments, work through the checklists and worksheets in the Planning Toolkit to help you achieve a successful implementation. Get acquainted with the Mastering Instructor Course Home and with the Mastering Student Course Home.

After you create your course, select Get your students started from the Course Home (Getting Started area). From the Help page that opens, you can select an editable handout or presentation which gives students directions on how to register. Add your course ID to the handout. If you are teaching more than one class, or are preparing to teach a second term, remember to create a new course and share your new course ID. Don't share your course ID from a prior term, as the students may not be able to enroll and the gradebook may not be accurate.

**IMPORTANT:** If you are teaching multiple sections, it is best practice to create an individual course for each section you are teaching, as opposed to having students across multiple sections register into one single Mastering course. This allows for a much simpler and better organized course management experience.

**Section Instructors (colleagues, teaching assistants, and co-teachers):** In Mastering, co-teachers and assistants are called section instructors. It is important to note that all section instructors can view student grades in the Gradebook and view correct answers in the Item Library.

If you need to add assistants to help with setup or teaching, add section instructors or grant privileges, you can do so on the Course Settings page.

Note that there are two options for section instructor access (e.g., teaching assistant access or eductor section instructor access) based on your needs. To review the options and to see how to set up section instructor, please refer to the Online Help.
More information

- Create, Copy, or Delete a Course
- Tips for Working with a Copied Course
- Tips for Working with a Pre-Built Course

- Create a Course [2 min 21 sec]
- Copy a Course [1 min 5 sec]
- Add Assistants or Colleagues as Section Instructors [1 min 22 sec]

CREATE AN ASSIGNMENT

The special Introduction to Mastering assignment is added to your course automatically to help students learn how to respond to the question formats they will likely encounter in your Mastering homework, quizzes, and tests. To avoid possible student confusion or complaints about how to use Mastering, consider assigning it as the first assignment due in your course. To make sure students do the assignment, make it worth at least a few points.

For tips and best practices regarding creating assignments and selecting content for assignments in Mastering please reference our Tips for Selecting Content in Assignments.

Step-by-step Instructions

1. To get started creating or copying assignments, select Create Assignment from the Course Home (Assignments Area) or after choosing Assignments from the course menu in your course. You can create a new assignment, copy an existing assignment, or copy pre-built assignments from the publisher. If available for your course, you can also copy and modify a Dynamic Study Module.

   Pre-built assignments: If you copy a pre-built assignment, it is recommended you preview and edit the assignment to make sure you understand the content in your copied assignment and that it properly aligns with the topics you plan to cover.

2. In Settings, create a new homework, quiz, or test with default settings or edit any of the settings for your assignments, either for an individual assignment or for the entire assignment category. To save time, make sure to make any changes to the assignment category settings before you create the individual assignments.
a. Enter a title for the assignment.
b. Select or accept the category. Each category has default settings that can be edited. **The goal of the default homework settings is to keep students in the Mastering course using the question help available to them.** For example, students are encouraged to open any provided hints if they get stuck. When students get questions wrong on items with feedback, they receive answer-specific feedback. Quizzes and tests have more security settings in place by default. You can also add a new category if you plan to have a lot of assignments that have the same settings such as a Timed Quiz category.

c. Select **Edit Settings** to review or edit the default settings for that category. The PDF document, [Default settings in Homework, Quiz, and Test categories](#), shows images of the Basic, Advanced, and Security tabs, which you can compare side by side.

d. If you want to share any notes about the assignment with section instructors, enter the information into the **Notes** area. Students don't see this information.

3. In **Items**, filter to find the content you’d like to assign. After you filter based on your needs, review and select the content for your assignment from the bottom of this page.
a. Select the chapter. You can also search by section or learning outcome.

b. Filter by My Favorites, Mobile items, Randomizable Items, and With Feedback. (The filters available can vary by chapter or other selected source, depending on course content.) **For homework assignments, it is suggested to use items with feedback to get the most out of Mastering for your students.**

c. Filter by Item Type, Answer Type, Special Features, Taxonomy, and Difficulty. (Content types can vary by chapter or other source selection.) Your filter selections remain until you change them or choose **Clear All** next to Selected Filters.

d. Filter by Item Type, Answer Type, Special Features, Bloom’s Taxonomy, and Difficulty. (Content types can vary by chapter or other source selection.) Your filter selections remain until you change them or choose **Clear All** next to Selected Filters. For help in finding accessible items, select the information button next to the number of items found and then choose **How do I find accessible content?**

4. In **Organization**, pool or randomize items, reorder or remove items, add
messages, adjust points and practice vs. credit or extra credit.

![Image of a screenshot from an educational software interface]

1. **Settings**
2. **Items**
3. **Organization**
4. **Outcomes**
5. **Dates & Follow-Up**

**a.** Once you select an item, you can move it, add a message above it, or remove it.

**b.** Select the **Pool Assignment** check box, and then in the “Give each student _ of _ items worth _ [credit] each” row, select the following:
   - Fewer than the total number of items in the assignment. Each student is given the number of items you select, randomly drawn from the pool.
   - The single point value that applies to every item in the assignment.
   - The impact on grading (practice, credit, extra credit) that applies to every item in the assignment.

With pooled assignments, you can't select differing point values and you can't use the **Require Previous** feature. In addition, it is suggested you add items to the assignment that are similar in time and difficulty to make sure students are provided with similar assignments. Note that you can't create multiple pools.

**c.** Randomize the sequence of items in an assignment to make it more difficult for students to share answers.

**d.** Change point values: Enter a new Point Value from 0–100 for any item. You can assign a fractional point value, such as 1.5. You can also assign as extra credit (optional for students) or practice (no point value) instead of credit. **Note: some learning management systems do not allow the import of assignments which are set to be entirely extra credit.**

**e.** Check the estimated time for the assignment to help manage your students’ time-on-task.

5. **Outcomes** (optional), you can associate items with your own learning outcomes. There are also publisher-provided outcomes. If you don’t plan to use learning outcomes or you’re satisfied with the provided outcomes, skip this step.
6. At the end of creating an assignment, or when you edit an assignment, select **Dates & Follow-up**. This area allows you to establish a due date, due time, and an availability window for your assignment.
a. Preview: You can optionally preview the assignment as students will see it.
b. Dates: You can postpone this step and set the due dates and availability dates for multiple assignments later by using the Assignments Calendar View or List View.
c. Follow-Up: Selecting the check box to add an Adaptive Follow-Up assignment is optional.

More information

Tip: To address cheating concerns, please refer to Methods to Mitigate Cheating. Suggestions include: choose assignment content that minimizes cheating, use assignment security settings, create questions with the Simple Editor, use adaptive assignments, incorporate Learning Catalytics sessions, and more.

- Creating, Copying or Deleting Assignments
- Adjust Assignment Settings or Scores per Student

SET UP GRADEBOOK

Your Mastering Gradebook is an incredibly powerful and useful tool with color-coding that highlights students who may be having difficulties. After students enroll using the course ID you gave them, their names appear in the Gradebook and Roster for the course. After students complete assignments, check their progress by viewing diagnostic graphs with statistics for student scores, time to complete an assignment, item difficulty, and more.

1. Flexible exportable filters let you refine your analysis by looking at data for a specific
group of students or only a selected category of assignments, like quizzes.

2. The Gradebook provides a quick view of scores, time spent, and difficulty of each standard Mastering assignment for each student. A standard Mastering assignment is distinguished from these specialized assignments, Adaptive Follow-Ups, Dynamic Study Modules, Learning Catalytics, and Offline Activities, via color-coding. A legend for this color-coding is available to you and your students in the Gradebook by selecting **View Legend**.

3. Search for a student by name or student ID to quickly pull up an individual student’s performance (click on specific assignment results, for example, to see exactly how the student interacted with the assignment and how each of the student’s scores contributes to the student’s current total).

4. Select **Manage** to set your display preferences, change weights and default category settings, export data, and add offline items.

5. Select **View Learning Outcomes Summary** to assess the achievement of publisher-provide outcomes or learning outcomes you’ve added and associated with items.

6. If available for your course, click **Dynamic Study Modules** to select from several reports about student activity and class performance in the modules.

7. Select an assignment title to drill into assignment diagnostic graphs and data to assess class performance and sort data in useful ways.

**Align the Gradebook to Your Syllabus**

Even before the term begins, you can use the Gradebook to see all the assignments you’ve set dates for in Mastering’s course calendar. To see the assigned points for each assignment or activity, and the total points for the term, as shown below, use course settings to display the Gradebook by points or percentages.

*For information regarding how to set your Mastering gradebook to display percentages or points please refer to the section titled Display Grades as Points or Percentages in Edit additional course settings.*
More information

- Welcome to the Mastering Gradebook (PDF)
- Use the Gradebook
- Grade Essays
- About Diagnosis and Assessment
- Manage Grades and Grading

- Use the Gradebook [1 min 26 sec]
- Weight Assignments [2 min 18 sec]
- How to Read My Scores [2 min 43 sec]
- Grade Essays [2 min 42 sec]
- Reset a Student's Assignment [44 sec]
QUICK START CHECKLIST

Course Set Up – Prior to Term

- I have reviewed the system requirements
- I have a Mastering Educator Username and Password
- I have attended training with my Pearson Sales Representative, Customer Success Representative, or a Pearson Faculty Advisor
- I have reviewed the Planning Toolkit, Instructor Implementation Guide, and How Do I? Videos

- I have bookmarked Instructor Help and know how to contact Pearson Support
- I have created a new Mastering course or copied my course from a prior term
- I have set the proper time zone in my course
- I have required Mastering for at least 10-20 percent of the course grade

Working with Students – Prior to Term / Start of Term

- I have shared the registration handout with my students that I downloaded from the Learn More area on the Course Home
- I have encouraged students to use the Study Area (if available) and other Mastering resources
- I have shared data from educator studies so students see the value of Mastering
- I have shared the Student Guide and Student Help with students

- I have set clear expectations with students and shared information about Mastering in the syllabus
- I have shared how to contact Pearson Support with students
- I have kept my roster current by dropping students from the roster
- I have used the Announcement feature to maintain communication with students

Assignments – Prior to Term / During the Term

- I have assigned the Introduction to Mastering assignment to teach students how the system works
- I have selected a mix of tutorials and other items for my assignments
- I have selected content using the time and difficulty data in Mastering to create feasible assignments and manage students’ time on task
- I have reviewed the default grading settings that are based on data analysis and experience from educators
- I have made adjustments to settings and assignments to mitigate cheating

- I have provided both formative and summative assessments for my students
- To facilitate active class discussion and student preparedness, I have assigned pre-lecture homework due prior to class
- I have incorporated personalized learning with tutorials, Adaptive Follow-Ups (if available), or Dynamic Study Modules (if available)
- I have kept assignment due dates consistent from week to week
- I have incorporated Learning Catalytics for peer instruction, active learning, and collaborative learning
Gradebook Results and Assessment – During the Term / Post Term

- I have checked Mastering diagnostics to identify common student misconceptions and inform course plans
- I have used individual student data for early intervention
- I have downloaded scores to calculate students’ overall Mastering score at the end of the term
- I have evaluated course results to inform future course revisions and improve course effectiveness

TRAINING & SUPPORT RESOURCES

Planning Toolkit: Start with this resource to access worksheets and checklists that facilitate and support a successful implementation.

Get Your Students Started Materials: From your Course Home page, select Get Your Students Started Materials from the Learn More area.

Implementation Guide: Provides insightful best practices and strategies for effective implementation based on the results found in case studies and white papers.

Online Help: Provides detailed information about Mastering features and functions. Also available from within your Mastering course.

How Do I? Videos: Short videos that demonstrate tasks such as creating an assignment or using the gradebook. Videos are also available from within the Learn More area on your Course Home page.

Pearson Support is also always available. Search for articles by topic or contact us if you need additional help.