Planning Toolkit

MyMathLab® • MyStatLab™ • MathXL®
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Introduction

Welcome to the Implementation Planning Toolkit for educators using MyMathLab, MyStatLab, and MathXL. On the pages that follow, you’ll find helpful worksheets and checklists designed to facilitate the three phases of the implementation process: planning, implementation, and evaluation. Working the toolkit step-by-step will help you develop the most strategic and effective plan to both implement your MyLab & Mastering program and measure its impact on course outcomes, goals, and student achievement.

Whether you’re brand new to Pearson’s MyLab & Mastering or a seasoned user, taking your time with this toolkit can help you make more informed decisions on course design, decide which assets and functionality most suit your course goals, and establish how best to measure your success.

“Phase 1: Plan” will help you get started. Here you’ll identify the problems you want to solve by using MyLab & Mastering so that when it comes time to measure outcomes, you’ll know exactly how far you’ve come and what areas still need work. You’ll also decide which pieces and features of the course will best fit your unique configuration and support your stated goals.

“Phase 2: Implement” is where your plan will take shape. You’ll explore the available resources and learn how to most effectively use them to integrate the product into your course. This is also where you’ll decide how to best customize assignments and configure the gradebook to align with your desired outcomes. You may also customize resources to help students get started successfully.

Finally, “Phase 3: Evaluate” is where you’ll consider how you will analyze student performance and predict future success. You will devise strategies for student intervention and student performance issues. Depending on what the data indicates during the term, you may decide to revise the course setup and configuration, so this phase also includes how to analyze end-of-term data to correlate results with learner outcomes and course goals.

After examining the most successful MyLab & Mastering implementations, one thing is consistent: those schools that achieve success know precisely where they stand, they establish clear goals at the onset and then specifically design their implementations to reach them. Thank you for taking the time to prepare for your Pearson MyLab & Mastering implementation.
Define the goals and outcomes you have for using Pearson technology in your classroom.

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

Identify how you will measure your success.

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

Customize the course to best meet your goals and outcomes.

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

Monitor student performance throughout the term.

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

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

Review data to measure success and plan course revisions.

Retrace your steps for another successful term if you’re teaching this course again!
Phase 1. Plan

Get Ready: Some Things to Think About

Think about the following:

- What problem(s) will this implementation address?
- What is the overall purpose of the implementation plan?
- What are some implicit dynamics? External variables?
- What do I have to work with?
- What will I do with my resources?
- What are measurable results?
- What changes do I expect to see as a result of this plan? Consider short-term as well as long-term impacts.

Now answer the following questions to create an overview of your implementation project.

What resources are available?

What are the activities/events, etc?

What are the initial products of the activities?

What changes do I expect after one semester?

What long-term changes do I want (after two semesters or more)?

What results do I want over the long haul?

What are my biggest concerns or questions?
Planning Worksheet

Fill in this worksheet to create your planning roadmap—a powerful tool to help you achieve your course goals and learner outcomes. These fundamental questions are applicable regardless of the type of implementation.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Define the goals and outcomes you have for this MyLab &amp; Mastering course.</td>
<td></td>
</tr>
<tr>
<td>What are the main issues you want to address? E.g., poor attendance or homework completion, high drop/withdraw/failure rate, low student engagement or satisfaction, poor student performance, underprepared students.</td>
<td></td>
</tr>
<tr>
<td>What are the desired learner outcomes you want to achieve? Consider end goals, goals within/during the course, and evidence of progress. E.g., attain personal goals (stated at start of course), job promotion or change, progression to next course, learner satisfaction, mastery of specific skills or course-specific competencies, the level of performance on a standardized test.</td>
<td></td>
</tr>
<tr>
<td>What are the course goals that will lead to these learner outcomes? E.g., increase active learning, improve retention and student success, utilize early intervention strategies, improve critical thinking or problem-solving skills, increase reading and homework completion, increase student engagement. For additional suggestions, see the MyLab &amp; Mastering 10 Best Practices white paper.</td>
<td></td>
</tr>
</tbody>
</table>
### TOPIC NOTES

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

<table>
<thead>
<tr>
<th>When do you plan to start integrating MyMathLab or MyStatLab into your course(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you start with a pilot course?</td>
</tr>
<tr>
<td>What course materials are you using? Do they align with the desired outcome?</td>
</tr>
<tr>
<td>MyMathLab or MyStatLab will contribute what percentage to a student’s course grade?</td>
</tr>
</tbody>
</table>

**Step 3: Identify how you will measure your success.**

<table>
<thead>
<tr>
<th>What quantitative results will you measure to evaluate the success of the implementation? E.g., Grade distribution or final course grades before and after implementation, drop/withdraw/failure rates and test averages over terms, pre- and posttest assessment, subsequent course success. For help, see the MyLab &amp; Mastering 10 Best Practices white paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What qualitative observations will indicate implementation success? E.g., More engaged/prepared students, improved class discussions (students asking higher-level questions), students taking ownership of their learning.</td>
</tr>
<tr>
<td>Will you administer common assessments and tests? Coordinator/member courses?</td>
</tr>
<tr>
<td>Will you use historical data to measure the efficacy of your implementation?</td>
</tr>
</tbody>
</table>
Best Practices Checklist

Successful MyMathLab and MyStatLab implementations employ proven best practices. Review the following checklist for ways to ensure your implementation reaches its fullest potential.

Course Set Up

- Bookmark instructor and student help files for FAQs.
- Modify course menu for ease of navigation.
- Require MyMathLab or MyStatLab for a significant portion of the grade.
- Attend trainings and utilize training resources such as this toolkit and the e-learning course to improve your understanding of MyMathLab or MyStatLab resources.
- Consider coordinator/member courses for standardization of instruction and assessment.
- To save time, copy prebuilt assignments or another instructor’s course when you first begin using MyMathLab or MyStatLab.
- Use MyMathTest as a diagnostic for placement.

Working with Students

- Offer students clear expectations and resources to help them get started. Use the first-day registration sheet specific to your course.
- Use discussion boards, Chat, and other group tools.
- Keep your roster current by changing a student’s status if he or she withdraws from the course.
- Use the Email by Criteria and Announcement features to maintain communication with students.
- Encourage students to use Learning Guides, Guided Study notes, and other learning resources.

Assignments

- Facilitate active class discussion and student preparedness by assigning prelecture homework.
- Use Learning Catalytics in class or online for peer instruction and collaborative learning.
- Incorporate personalized learning to maximize study efficiency and improve long-term retention.
- Shorten assignments and increase their frequency.
- Provide both formative and summative assessments.
- Embed media in assignments.
- Modify use of learning aids in assignments.
- Increase the point value for more complicated problems.
- Enhance assignments by importing questions.
- Use the Study Plan.
- Assign an orientation to review the grading system.
- Use the default grading settings that are based on extensive feedback from experienced professors.

Gradebook Results and Assessment

- Use MyMathLab or MyStatLab Gradebook Item Analysis and Quick Exports diagnostics to identify common student misconceptions.
- Use Learning Catalytics to evaluate student comprehension during class sessions.
- At the end of the semester, export your course data.
- Evaluate course results after implementation.
- Use Reporting Dashboard reports to enhance data reporting and observe trends.
Phase 2. Implement

Implementation Worksheet

Complete the following worksheet to create an implementation roadmap.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4: Take advantage of Pearson’s professional development and training opportunities to learn strategies for improving learner outcomes.</td>
<td></td>
</tr>
<tr>
<td>Who is responsible for managing the implementation? Who is on the implementation team (faculty, staff, lab directors, administrators)?</td>
<td></td>
</tr>
<tr>
<td>Do you have institutional leaders (deans, provosts, chairs) who are supportive of your implementation commitments?</td>
<td></td>
</tr>
<tr>
<td>What financial resources are available to support the implementation?</td>
<td></td>
</tr>
<tr>
<td>Will you attend professional development workshops offered by Pearson? If you coordinate adjuncts, will you require them to attend professional development courses to teach the course?</td>
<td></td>
</tr>
<tr>
<td>How will you inform the culture of involved faculty? E.g., invite guests from institution that have successfully implemented with MyMathLab and MyStatLab.</td>
<td></td>
</tr>
</tbody>
</table>
## Possible Implementation Concerns to Consider

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is/are your main concern(s) about implementing the product?</td>
<td>What can you do to mitigate these?</td>
</tr>
<tr>
<td>Do you need Institutional Review Board approval?</td>
<td></td>
</tr>
<tr>
<td>Do you need assistance in analyzing data and results? If so, contact your sales representative or Efficacy Implementation Manager.</td>
<td></td>
</tr>
<tr>
<td>Who else needs to be trained and informed? E.g., Consider advising, tutoring, faculty advisors, the registrar’s office.</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5:** Design the course to align with your goals, assessment plan, and syllabus.

See these tools for help:
- Implementation Guide
- Instructor Exchange
- Toolkit for redesign and Redesign page
- Efficacy site

Link to Results
## Phase 2. Implement

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 6: Use student Getting Started resources to set your students up for success.</strong></td>
<td></td>
</tr>
<tr>
<td>How can these resources help students prepare for a successful semester?</td>
<td></td>
</tr>
<tr>
<td>• Getting Registered</td>
<td></td>
</tr>
<tr>
<td>• Top Questions for registration</td>
<td></td>
</tr>
<tr>
<td>• Additional Support</td>
<td></td>
</tr>
<tr>
<td>• Student User Guide</td>
<td></td>
</tr>
<tr>
<td>• YouTube Student Channel</td>
<td></td>
</tr>
<tr>
<td>• Document about course registration generated with instructor course</td>
<td></td>
</tr>
<tr>
<td>Do you use Guided notes, Study Guides, Learning Guides, Worktexts, or Explanations and Notes features? (These vary by text.)</td>
<td></td>
</tr>
<tr>
<td>Consider the use of student solutions manual, technology resources manuals, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Course Checklist

Menu Settings

☐ Are your more commonly used tools near the top?
☐ Is your menu easy and clear to navigate?

☐ Did you hide or archive tools not used?
☐ Did you consider using a hierarchical menu, modular format, weekly lists, and so forth?

Course Documents

☐ Did you upload an updated syllabus, other documents?
☐ If you post multiple documents, are they sorted by chapter or module for access?

☐ If you use file and URL links, check that they all work.
☐ Share a First-Day-Of-Class document to assist students in getting registered.

Orientation Information

☐ Is your course information easy to locate?
☐ Did you create a welcome video or use Class Live to do an orientation and save it for others to view?
☐ Did you update announcements?

☐ Have you emailed a welcome letter or posted it in your campus LMS?
☐ Did you remind students of technology requirements and direct them to Browser check?

Assignment Settings

☐ If you are using the Study Plan, did you set assessments to update it?
☐ Did you set time for quizzes and tests, review options, lockdown, and so forth, using Change Settings for Multiple Assignments?
☐ Did you modify settings for students with special accommodations?

☐ Are your due dates updated?
☐ Did you consider updating assignments with custom questions, modified learning aids, questions from other texts, or custom questions?
☐ If you are using the LockDown Browser, has it been installed in all relevant areas, including classrooms, labs, testing centers, disability services?

Study Plan Settings

☐ Is the Adaptive Study Plan enabled?
☐ Did you modify Coverage/Scoring and drill to Study Plan Question details to align review questions and course content?

☐ Did you modify the Mastery settings?
☐ If you use the Companion Study Plan, did you modify the number of objectives required for students to master prior to taking the quiz/test?

Discussion Board

☐ Did you sort by topics or chapters for access to material?

☒ Remember to adjust discussion post settings as desired.

Gradebook

☐ If you are using offline items, did you add them to the gradebook so all assignments are displayed?
☐ Did you set your assignment and category weights/points?

☒ Omit assignment grades you don’t want counted.
☒ Did you post an announcement about the computation of grades?
Phase 3. Evaluate

Evaluation Worksheet

Complete the following worksheet to create an implementation roadmap.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 7: Monitor student performance throughout the term.</strong></td>
<td></td>
</tr>
<tr>
<td>To what degree were your resources sufficient to implement your plan effectively? What do you still need?</td>
<td></td>
</tr>
<tr>
<td>To what extent was your plan implemented as intended? What changes occurred along the way?</td>
<td></td>
</tr>
<tr>
<td>To what extent did your plan achieve expected short-, mid-, and long-term outcomes?</td>
<td></td>
</tr>
<tr>
<td>What measures will you be using to assess the effectiveness of your course? What key indicators will you be tracking?</td>
<td></td>
</tr>
</tbody>
</table>

How will you track and assess student understanding and performance?
- Ungraded activities and feedback built into study materials
- Self-assessment quizzes and tests that allow learners to check their own learning
- Formal feedback on assignments from instructors and peers
### TOPIC NOTES

<table>
<thead>
<tr>
<th>Step 7: Monitor student performance throughout the term, cont’d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ungraded tests that prepare learners for formal graded assessments</td>
</tr>
<tr>
<td>• Item Analysis</td>
</tr>
<tr>
<td>• Quick Export</td>
</tr>
<tr>
<td>• Advanced Export</td>
</tr>
<tr>
<td>• Gradebook alerts</td>
</tr>
<tr>
<td>• Reporting Dashboard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 8: Improve student performance by using communication tools and other intervention methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you communicate with your students?</td>
</tr>
<tr>
<td>• Search/email by criteria</td>
</tr>
<tr>
<td>• Discussion boards</td>
</tr>
<tr>
<td>• Chat/ClassLive</td>
</tr>
<tr>
<td>• Email</td>
</tr>
<tr>
<td>• Use of Jing or Camtasia for quick video how-tos</td>
</tr>
<tr>
<td>• Provide prompt feedback</td>
</tr>
<tr>
<td>• Use Learning Catalytics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What tools will you use for intervention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gradebook alerts</td>
</tr>
<tr>
<td>• Learning Catalytics for real-time feedback</td>
</tr>
<tr>
<td>• Email by Criteria</td>
</tr>
<tr>
<td>• Embed remedial material in Study Plan/integrated review</td>
</tr>
<tr>
<td>• Diagnostics with companion study plans</td>
</tr>
<tr>
<td>TOPIC</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Step 9: Be open to making revisions during the term to improve the course’s effectiveness.</td>
</tr>
<tr>
<td>Did you make a copy of your course to practice in and include changes as the semester passes?</td>
</tr>
<tr>
<td>What would you set up differently next time?</td>
</tr>
<tr>
<td>Is there other information you’ll need next time to better assess the course?</td>
</tr>
<tr>
<td>What new features might you like to learn about or use?</td>
</tr>
<tr>
<td>Have you considered coordinator/member sections?</td>
</tr>
<tr>
<td>Did you collect pre- and post-implementation feedback from the educators and other constituents?</td>
</tr>
<tr>
<td>Step 10: Review data at the end of the course to measure success, and inform changes and improvements for next term.</td>
</tr>
<tr>
<td>Did you have a sufficient amount of professional development/training?</td>
</tr>
<tr>
<td>How many faculty were involved in this project? Do you foresee that changing in the next semester? How so?</td>
</tr>
<tr>
<td>To what degree did the plan improve student success metrics? E.g., Be specific—are you targeting DFW, completion, longitudinal success rates?)</td>
</tr>
<tr>
<td>Using your qualitative data, did student engagement/attitudes change?</td>
</tr>
<tr>
<td>Would you do anything differently?</td>
</tr>
</tbody>
</table>
Additional Resources: Tools, Links, and Checklists

Student Engagement Tools

Are you looking for:
- Strategies to deal with poor attendance or homework completion
- Ideas to address a high D/W/F rate
- Ways to improve student engagement and satisfaction
- Tools to assist students who are performing poorly
- Tools to effectively support unprepared students
- Methods to increase active learning
- Resources to assist you in flipping the classroom

Consider:
- Email by criteria
- Gradebook alerts
- Learning Guides
- Guided Notes
- Work Texts (like Grimaldo/Rochibaud)
- Special course tools
- Learning Catalytics
- Embedding applicable media in your homework
- Flipping your classroom (website resources)

Training for Faculty New to MyMathLab

Are you new to MyMathLab or responsible for training those who are? This can be an especially challenging process if you have limited time to prepare prior to the beginning of class. Here are some great resources to help you.

- E-learning course
- Instructor Resources in MyMathLab located on your Course Menu
- Instructor Exchange
- Educator Support site
- Implementation Guide

Coordinator/Member Course Management

Does your school offer multiple sections of a course taught by different faculty, or do you teach several sections of the same course? In either case, it’s helpful to have a coordinator course to maintain consistency in curricular structure across sections. Individual section instructors can have varying levels of control over their own courses. This model is helpful not only in maintaining consistency across sections, but facilitates easy export of data from multiple sections.

Gradebook and Assessment

Time for assessment? Looking at a redesign? Updating your course to a new edition? There are many gradebook tools to make your job easier.

- Use a common assessment template across sections using coordinator courses.
- Measure student success by tracking mastery of specific skills or course-specific competencies; this can include data from Companion Study Plans (CSPs).
- Track the level of performance on a diagnostic.
- Compare grade distributions or final course grades before/after implementation.
- Compare D/W/F rates and test averages over terms.
- Track course completion and achievement in subsequent course success.
- Review time on task and objective mastery if using a CSP.

Don’t forget qualitative observations to evaluate the success of the implementation.

Link to Learning and Teaching Information/Bloom’s Taxonomy

Engagement in Learning Catalytics

Features to review:
- Gradebook Tools
- Generating Quick and Advanced Exports
- Item Analysis
- Reporting Dashboard (Be sure to put snapshot of trends, mastery, etc.)

This may be collected from both students and faculty. For example, an instructor might report that students are coming to class more engaged and prepared, or note improved class discussions because students are asking higher-level questions.

Redesign Questions: What Are Your Goals?

Professional Development and Support

- Who is responsible for managing the implementation? Who is on the implementation team (faculty, staff, lab directors, administrators)?
- Do you have institutional leaders (e.g., deans, provosts, chairs) who are supportive of your implementation commitments?
- What financial resources are available to support the implementation?
- Will faculty attend professional development workshops offered by Pearson? If you coordinate adjuncts, will you require them to attend professional development courses prior to teaching the course?

Redesign site

Use of Faculty Advisor network

Ask your rep about best practices

Online training (live and self-paced)
Adaptive Learning

Many different software packages market their adaptive learning features. What exactly does that mean? How do you use it in your course? Have you read about this feature and are wondering how it works? Or how you might use it effectively in your course? Some faculty use the adaptive learning tools to help students more effectively prepare for quizzes and tests using the Companion Study Plan feature. Others use the Study Plan in lieu of homework. In addition, you can use personalized homework in conjunction with the Companion Study Plan or as a standalone option.


Utilizing Special Course Tools

Are you looking to engage your students with technology tools or enhance your existing curriculum resources? Perhaps you want to learn more about tools specific to teaching calculus, statistics, and methods classes for education majors. All instructors have access to Learning Catalytics, a classroom response system similar to clickers, but far more powerful.

Link to Learning Catalytics.
Link to i-figs home page, discussion of Briggs calculus or Shultz precalculus.
Link to e-manips/teacher ed.
Links to Statistics resources, animations, the StatCrunch homepages, or the YouTube channel.
## Tools and Settings Checklist

### Menu Settings
- [ ] Are there concerns about navigation and location of resources?
- [ ] Do you keep your roster updated if students withdraw?

### Course Documents
- [ ] Are you missing any pertinent course documents?
- [ ] Do you want to reorganize or add any resources?

### Assignment Settings
- [ ] Are your due dates in alignment if you need to change the pacing on assignments?
- [ ] Do you need to modify any assignment settings?

### Study Plan Settings
- [ ] Is your Adaptive Study Plan working as you anticipated?
- [ ] Do you need to drill to Study Plan Question detail to align the review questions with the course material?

### Discussion Board
- [ ] Are students engaged? Do they interact with each other on the discussion board?

### Gradebook
- [ ] If you use “drop lowest grade” more than once, note that it is only effective since the last time you used the tool.
- [ ] Are you keeping your roster up to date?
- [ ] Did you use Quick Export to determine midterm grades?

### Additional Resources: Tools, Lists, and Checklists
- [ ] Do you want to move frequently used tools higher up on the menu?
- [ ] If you use linking, have you checked to make sure your file/URL links all work? Do any need to be updated?
- [ ] Did you modify settings for students with special accommodations?
- [ ] Do you use the assignment results to inform your lessons and/or Learning Catalytics questions?
- [ ] If you use the Companion Study Plan, are the number of objectives required for students to master prior to taking the quiz/test appropriate?
- [ ] Did you check Mastery settings as desired?
- [ ] Are you posting pertinent articles/resources?
- [ ] What tools are you using for intervention, to determine if students are struggling, or to assist them?
  - Gradebook alerts
  - Email by Criteria
  - Embed remedial material in Study Plan/integrated review
  - Use diagnostics with companion study plans
- [ ] Chat/ClassLive
- [ ] Email
- [ ] Use of Jing, Camtasia for quick video how-tos
Resource Assessment Checklist

Semester ________________________________

☐ To what degree were your resources sufficient to implement your plan effectively? What do you still need?

☐ To what extent was your plan implemented as intended? What changes occurred along the way?

☐ To what extent did your plan achieve the expected short/mid/long-term outcomes?

☐ How did you track/assess student understanding and performance?
  • Ungraded activities and feedback built into study materials
  • Self-assessment quizzes and tests that allow learners to check their own learning
  • Formal feedback on assignments from instructors and peers
  • Ungraded tests that prepare learners for formal graded assessments
  • Item Analysis
  • Quick Export
  • Advanced Export
  • Gradebook alerts
  • Reporting Dashboard

☐ How will you be using these results to assess the effectiveness of your implementation?