Mastering™ Instructor Quick Start Guide

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

Updated 6/13/2017
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.

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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 will need to reregister. Your data and courses will not be lost as long as you use the same login name.
- Refer to the Mastering Planning Toolkit. It was designed to help you achieve your goals.

Step-by-Step Instructions

2. Under Register click Educator.
3. Click Yes if you have an instructor code or click No if you do not.
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, 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 will be prompted to create or copy a course. If you've used Mastering in the past, select My Courses > Create Course.

2. 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 need to have the other instructor's course ID.

3. For Basic Information, enter a Course Title for 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. For **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. If you do want to prompt students for their IDs, be sure to customize the message to students to let them know which ID and the exact ID format they should enter.

5. For **Access Settings**, do the following, and then click **Create Course**:
   a. Accept the supplied **Course ID** (or enter a unique ID) that you will 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 the 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 (labeled image in a PDF file) and with the Mastering Student Course Home (updated in June 2017).

After you create your course, make use of Get Your Students Started Materials that can be accessed from the Learn More area on your Course Home page. From the link, you can open an editable handout or presentation which gives students directions on how to register. Add your course ID to the handout. If you teach with Mastering for a second term, copy or create a new course and share your new course ID. Do not try and share your course ID from a prior term so your gradebook is accurate for the term.

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 and grant privileges on the Course Settings page.

Note that there are two options for section instructor access based on your needs. To review the options and to see how to set up section instructors, please refer to 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]
- Introducing the Mastering Interface [3 min 10 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 student confusion and complaints about how to use Mastering, it is suggested to assign it as the first assignment due in your course. To make sure students do the assignment, make it worth at least a few points.

**Step by Step Instructions**

1. To get started creating or copying assignments, click ✯Create Assignment✯ from the Course Home or the Assignments area 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.

2. In ✡Start, 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. Make sure to make any changes to the assignment category settings before you create the individual assignments to save you time.

   - a. Title the assignment.
   - b. Select the category. Each category has default settings that can be edited. *The goal of the default homework settings is to keep students within the Mastering*
course using the help available to them when they need assistance. For example, students are encouraged to access hints. 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 defaults 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 need to provide info about the assignment to section instructors, enter the information into the field. Students do not see this information.

3. In Select Content, filter to find the content you'd like to assign. Make your filter selections and click Apply Filters. After you filter based on your needs, review and select the content for your assignment from this page.

a. Select the chapter. You can also display by concept or learning outcome.

b. Click How do I find accessible content? within Mastering for help on how to find accessible content.

c. Filter by New Items, Mobile Items, Items with Feedback, Randomizable Content, or Item Difficulty. For homework assignments, it is suggested to use items with feedback to get the most out of Mastering for your students. Each title has specific filters based on the content included in the course.
d. Filter by Item Types, Answer Types, Special Features, and Bloom’s Taxonomy. Each title has specific filters based on the content included in the course.

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

   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 n 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.
   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.
   e. View the estimated time for the assignment to get help manage your students time-on-task.
5. In **Specify 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 are satisfied with the provided outcomes, skip this step.

6. At the end of creating an assignment, or when you edit an assignment, click **Preview and Assign**. If your course includes Adaptive Follow-Up assignments, this page is called **Assign and Add Follow-Up**. You can postpone this step and set the due dates and availability dates for multiple assignments by using the Assignments Calendar View or List View.

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.

More information

- Creating, Copying or Deleting Assignments
- Adjust Assignment Settings or Scores per Student
- Create an Assignment and Set Properties [1 min 26 sec]
- Change Default Assignment Settings [1 min 18 sec]
- Select Assignment Content [2 min 19 sec]
- Organize Assignment Content [56 sec]
- Preview Assignment and Assign Due Dates [1 min 55 sec]
- View Assignment (student view and print an assignment) [1 min 24 sec]
SET UP YOUR 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.
3. Search for a student by name or student ID to quickly pull up an individual student’s performance (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 have 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.

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]
  - See also How to Read My Scores [2 min 43 sec]
- Grade Essays [2 min 42 sec]
- Reset a Student’s Assignment [44 sec]
- See Student Diagnostic Graphs (Score, Time, Difficulty Data) [2 min]
## 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 or Customer Success Representative.
- 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 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.

**Prerecorded Sessions:** Access recordings of the Live Online Training sessions to watch at your convenience. All prerecorded sessions are led by experienced Faculty Advisors who offer advice and best practices.

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