Implementation Strategies and Success Sessions

Get Started Part I: Plan for Success

**Play recording** (45 min)
Design a plan to effectively utilize Mastering or Modified Mastering. This 90-minute, interactive workshop is the first part of a two-part Get Started series. This workshop provides an overview of the plan, implementation, and evaluation steps involved in a successful implementation of Mastering or Modified Mastering. Topics include strategies to help achieve course goals and learner outcomes, strategies to assess student performance, course tools to support success, and more.
Presented by: Rebecca Orr, Collin College (Biology)
Recorded: September 10, 2015

Get Started Part II: Course Setup for Mastering (Standalone)

**Play recording** (57 min)
This introductory session provides an overview for getting started with your course. The session covers course setup, getting students started, a tour, and best practices for successful implementation in your course. This session is designed to get you up and running efficiently. After completing this session, you will be ready to take a deeper dive with one of our more advanced topics.
Recommended Prerequisite: Get Started Part I: Plan for Success.
This session is for Mastering users only. If you use Modified Mastering, you should take Get Started Part II: Course Setup for Modified Mastering instead.
Presented by: Craig Lending, SUNY Brockport (Biology)
Recorded: September 11, 2015

Strategies for Assignments

**Play recording** (44 min)
Join this session to explore best practices for creating and customizing your assignments. Discover strategies for implementing various assignment types. Are you interested in homework activities for formative assessment? Are you looking to assign quizzes or tests for summative assessment? Interested in handling unique student cases, assessing conceptual understanding, or provide remediation? Topics will be tailored to focus on just-in-time assignment best practices for each phase of the teaching term.
Presented by: Rebecca Orr, Collin College (Biology)
Recorded: March 26, 2015

Gradebook and Results Strategies

**Play recording** (47 min)
Join this session to explore best practices for using the Gradebook to manage student results in your course. Receive an overview of the Gradebook including settings, filters, and preferences. Discover strategies for identifying at-risk students, handling late submissions, editing grades, viewing student submissions, and much more! Topics are tailored to focus on just-in-time gradebook best practices throughout the term.
Presented by: Gary Glaser, Genesee Community College (A&P and Biology)
Recorded: September 11, 2015
Measure Success: Why, What, and How of Data Collection

**Play recording** (41 min)
This workshop is for any educator interested in using the data within Mastering or Modified Mastering to track student performance and learning gains. The workshop includes a brief overview of student data collection, followed by a faculty advisor presenting his or her personal experience with student data measurement and the ongoing impact it is having on his or her teaching and students' learning. Strategies on using the data to design your course and create assessment plans will be covered.
Prerequisite: Gradebook and Results Strategies
Presented by: Robert Pribush, PhD., Butler University (General Chemistry)
Recorded: September 11, 2015

Best Practices for Adaptive Follow-Ups

**Play recording** (35 min)
This session provides best practices for incorporating more personalized learning into your course. Available with select titles, Adaptive Follow-Up assignments aid the detection of concept gaps and provide an opportunity for personalized learning and remediation before misconceptions take root. Explore how and when to add Adaptive Follow-Ups into your course. Learn about successful implementation and student feedback.
Presented by: Rebecca Orr, Collin College (Biology)
Recorded: March 23, 2015

Best Practices for Dynamic Study Modules

**Play recording** (18 min)
This session provides best practices for incorporating more personalized learning into your course. Available with select titles, Dynamic Study Modules assignments help students check and improve their knowledge of material they must master to do well in the course. Assigning a module provides the additional advantage of motivating students and focusing their study time; and it allows you to track students’ progress.
Presented by: Ramona Smith, Eastern State College (Biology)
Recorded: April 21, 2015

Introduction to Learning Catalytics (All Users – Cross Discipline)

**Play recording** (69 min)
This introduction session provides a demonstration of Learning Catalytics and discusses the many benefits of using Learning Catalytics. Topics include Learning Catalytics best practices and tips, course set up, the student experience, and how to create your own questions and modules for your classes. This workshop is designed to get you up and running quickly and successfully.
Presented by: Terry Austin, Temple College (multiple science courses)
Recorded: January 11, 2016

Strategies for Learning Catalytics (All Users – Cross Discipline)

**Play recording** (52 min)
Learn more about implementation strategies for using Learning Catalytics (LC) both in and out of the classroom. Explore use of Learning Catalytics to promote peer instruction and active learning. Teach critical thinking skills by asking questions that draw from 18 different response options. Finally, consider how Learning Catalytics can be used in a team based learning environment.
Presented by: Rebecca Orr, Collin College (Biology)
Recorded: September 11, 2015

Strategies for Using the Enhanced Simple Editor

**Play recording** (34 min)
This session provides an overview for using the Enhanced Simple Editor (ESE) within Mastering and Modified Mastering. Explore the features of the ESE to enhance and customize your course. Learn to create your own algorithmically generated exercises, questions with media, static questions or edit a publisher question for use in any assignment. Special attention will be on best practices and techniques to use the ESE more efficiently.

Prerequisites: The recommended prerequisites for this workshop are Get Started Part I: Plan for a Successful Implementation, Get Started Part II: Course Setup with Mastering, or Getting Started with Modified Mastering, and Strategies for Assignments

Presented by: Craig Lending, SUNY Brockport (Biology)

Recorded: September 11, 2015