LEARNING TOGETHER

Synergy

synergylearn.net

Instructor User Guide

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1. Creating a course

Once you login, you will be automatically navigated to the Course page where all the courses that you have created are listed as shown in the following image. In your first login, there will be no course to display. In order to create a new course, you should click on +Create New Course button.

Clicking on this button will display the following form in the same page. In this form, you need to enter a course title, course code, the year, and the term of the teaching.

Once you fill the form correctly and click on the Submit button, the new course will be created and listed, as shown in the following image.

2. Managing enrollments

In order to manage the enrollments, please click on the Enrollments button in the Courses page.
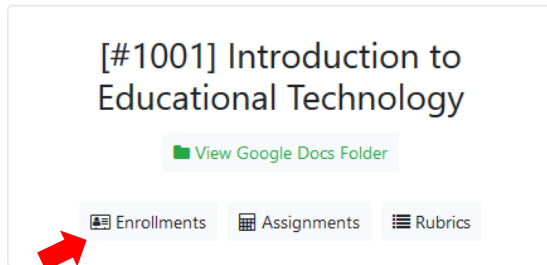
In Synergy, the recommended way of enrolling students to a course is ***enrollment through code***. When a new course is created, a course enrollment code is automatically generated which is displayed in the Enrollments page of a course. Students can use this code to locate and enroll for your course. Further instructors are provided on the page as shown below.

Alternatively, instructors themselves enroll students manually by (1) importing them from an excel file or (2) by locating already existing students by the search box.

The enrolled students will be listed as shown below. You can reset password for students (which will email them their new password) or you can unenroll students.

| (UN) SELECT ALL | For selected students: | ⟳ Reset password | ✖ Unenroll |

☐ Lilias Elcom [erkanvalladolid@gmail.com]   ⟳ Reset password   ✖ Unenroll

☐ Rebekah Chipps [erkanvalladolid6@gmail.com]   ⟳ Reset password   ✖ Unenroll

☐ Chauncey Agar [erkanvalladolid3@gmail.com]   ⟳ Reset password   ✖ Unenroll

☐ Dun Rossey [erkanvalladolid4@gmail.com]   ⟳ Reset password   ✖ Unenroll

3. Creating a rubric

Creating a rubric precedes creating an assignment. If you intend to first create an assignment you will see a warning message saying that you need to first create a rubric to be able to create an assignment, if your course does not have a rubric yet. Please see the image below.
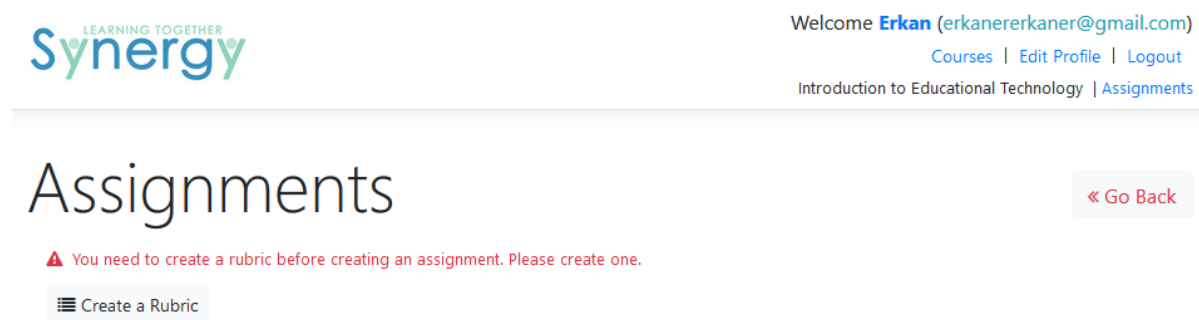
In order to create a rubric, please click on **Rubrics** button in the course home page.
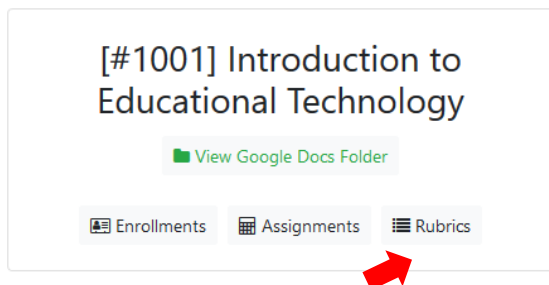
Clicking this button will take you to the Rubrics page shown below.

In order to create a rubric please click on +Create Rubric button, which will display the form for adding a new rubric to your course. Please see the image below.

Rubrics

+ Create Rubric

Enter the title:

```
Enter a new item...
```

Describe the standards in details for each score/grade level:

| B | I | S | {} | U | ☰ | ☰ | " | % | ⅏ | 🖻 | Normal ⇅ | ↩ | ↪ |

Enter the maximum score for assessment (e.g., 5 for a scale of 1-5):

Submit Cancel

What follows is the illustration of creating the rubric[1] shown below in Synergy.

Category	Poor	Fair	Good	Excellent
Curriculum Connection Enter description	Reinforced skills are not clearly connected to curriculum.	Reinforced skills are the foundation skills for the curriculum.	Reinforced skills are related to curriculum.	Reinforced skills are strongly connected to curriculum
Personalization Enter description	Tool offers no flexibility to alter settings or content to meet student needs.	Tool offers limited flexibility to alter settings or content to meet student needs.	Tool offers some flexibility to alter settings or content to meet student needs.	Tool offers complete flexibility to alter settings or content to meet student needs.
Authenticity Enter description	Skills are practiced in a rote or isolated fashion (flash cards).	Skills are practiced in a game or simulation format.	Skills are presented in an authentic learning environment.	Skills are presented in an authentic format/problem-based learning environment.
Technology Integration	Tool delivers curriculum content or is used in a conventional way.	Tool allows students to explore content independently.	Tool provides students to with the ability to achieve an outcome or produce a product.	Tool provides higher order learning activity (the learning activity would not be possible without the tool).
Thinking Skills	Tool is limited to the use of understanding and remembering.	Tool facilitates the student to apply knowledge and skills.	Tool facilitates students to analyze and evaluate.	Tool provides students the opportunity to create.
Usabiltiy	Tool is difficult to operate. Students would need constant teacher supervision and support.	Teacher would need to review or model the tool each time it is used.	Tool requires minimal instruction or modeling for student use.	Students could launch and navigate tool independently.

You need to first enter a valid title, description, and scale in the form and then click on Submit button to create the rubric, as indicated below.

---

[1] https://www.rcampus.com/rubricshowc.cfm?code=KX6X755&sp=yes&

Enter the title:

Educational Technology Tool Evaluation Rubric

Describe the standards in details for each score/grade level:

B *I* S {} U ≣ ≣ " % ⁒ 🖼 | Normal ⬍ | ↶ ↷

Use this rubric to evaluate the appropriateness of tool adoption for the intended classroom setting.

Enter the maximum score for assessment (e.g., 5 for a scale of 1-5):

3

Submit Cancel

No rubric is created for this course.

The new rubric will be created and automatically displayed as shown below.

Rubrics

« Go Back

✚ Create Rubric

Educational Technology Tool Evaluation Rubric

✏ Edit Rubric   🗑 Delete Rubric

Scale:1 to 3

Use this rubric to evaluate the appropriateness of tool adoption for the intended classroom setting.

+ Create Category ⬅

ℹ You can categorize the assessment according to different aspects of the work to be assessed. Each category will contain its own assesment items. If you prefer otherwise (i.e., without categories), just create one and name it Assessment (or any other generic term you prefer).

Next, a category needs to be created. A category is an overarching dimension of evaluation that may contain multiple assessment items. If there are no such dimensions in this evaluation task, please create one category with a generic name as shown below.

In order to create a category please click on the **+Create Category** button as indicated image above. This will display the following form shown below. Please enter a title and an option description. You can keep the order value as it is. This value is intended to help you order the categories if you have more than one.

Once you click on the **Submit** button, the new category will be created and shown:

Now, you can begin to add the rubric items under the category. To do that, you need to click on **+Add Item** button as shown below. You can also display any existing items by clicking on **Show the Items** button.

Once you click on +Add Item button, the following form will be displayed where you should write the rubric item, which is "*Curriculum Connection*", and in the description section, you should provide what each score means for this item, as shown below. Also, you should provide an abbreviation (typically based on the initials of the item title, such as CC -Curriculum Connection). This abbreviation will be used in some visualizations.

1. EVALUATE ✏ Edit 🗑 Delete

☰ Show the Items   ➕ Add Item

Enter the text for the assessment/rubric item:

Curriculum Connection

Enter a description [optional]:

| B | I | S | {} | U | ☰ | ☰ | 99 | % | ⚡ | 🖼 | Normal ⬍ | ↩ | ↪ |

[1] Poor: Reinforced skills are not clearly connected to curriculum.

[2] Fair: Reinforced skills are the foundation skills for the curriculum.

[3] Good: Reinforced skills are related to curriculum.

[4] Excellent: Reinforced skills are strongly connected to curriculum.

Enter an abbreviation [required]:

CC1

[Submit] Cancel

Once you provide the required details and click on **Submit** button, the new item will be created and displayed as shown below:

1. EVALUATE ✏ Edit 🗑 Delete

☰ Show the Items   ➕ Add Item

CC1# Curriculum Connection	Edit · Delete
[1] Poor: Reinforced skills are not clearly connected to curriculum. **[2] Fair:** Reinforced skills are the foundation skills for the curriculum. **[3] Good:** Reinforced skills are related to curriculum. **[4] Excellent:** Reinforced skills are strongly connected to curriculum.	

You should follow the same steps until all the rubric items are created. The complete version of the rubric is displayed in the next page.

Educational Technology Tool Evaluation Rubric

✏ Edit Rubric   🗑 Delete Rubric

Scale:1 to 4

Use this rubric to evaluate the appropriateness of tool adoption for the intended classroom setting.

✚ Create Category

ℹ You can categorize the assessment according to different aspects of the work to be assessed. Each category will contain its own assesment items. If you prefer otherwise (i.e., without categories), just create one and name it Assessment (or any other generic term you prefer).

1. EVALUATE   ✏ Edit   🗑 Delete

≣ Show the Items   ✚ Add Item

CC# Curriculum Connection   Edit · Delete

[1] **Poor:** Reinforced skills are not clearly connected to curriculum.
[2] **Fair:** Reinforced skills are the foundation skills for the curriculum.
[3] **Good:** Reinforced skills are related to curriculum.
[4] **Excellent:** Reinforced skills are strongly connected to curriculum.

PE# Personalization   Edit · Delete

[1] **Poor:** Tool offers no flexibility to alter settings or content to meet student needs.
[2] **Fair:** Tool offers limited flexibility to alter settings or content to meet student needs.
[3] **Good:** Tool offers some flexibility to alter settings or content to meet student needs.
[4] **Excellent:** Tool offers complete flexibility to alter settings or content to meet student needs.

AU# Authenticity   Edit · Delete

[1] **Poor:** Skills are practiced in a rote or isolated fashion (flash cards).
[2] **Fair:** Skills are practiced in a game or simulation format.
[3] **Good:** Skills are presented in an authentic learning environment.
[4] **Excellent:** Skills are presented in an authentic format/problem-based learning environment.

TI# Technology Integration   Edit · Delete

[1] **Poor:** Tool delivers curriculum content or is used in a conventional way.
[2] **Fair:** Tool allows students to explore content independently.
[3] **Good:** Tool provides students to with the ability to achieve an outcome or produce a product.
[4] **Excellent:** Tool provides higher order learning activity (the learning activity would not be possible without the tool).

TS# Thinking Skills   Edit · Delete

[1] **Poor:** Tool is limited to the use of understanding and remembering.
[2] **Fair:** Tool facilitates the student to apply knowledge and skills.
[3] **Good:** Tool facilitates students to analyze and evaluate.
[4] **Excellent:** Tool provides students the opportunity to create.

US# Usability   Edit · Delete

[1] **Poor:** Tool is difficult to operate. Students would need constant teacher supervision and support.
[2] **Fair:** Teacher would need to review or model the tool each time it is used.
[3] **Good:** Tool requires minimal instruction or modeling for student use.

4. Creating an assignment

In order to manage the assignments, please click on the **Assignments** button in the course page.
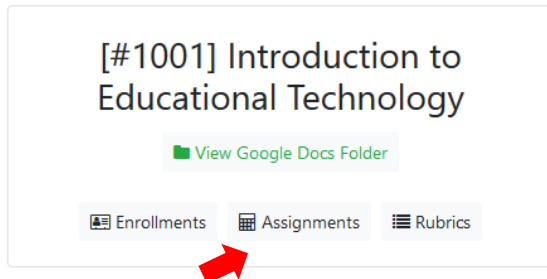
This will take you to the Assignments page, where you will have no items initially, as shown below.
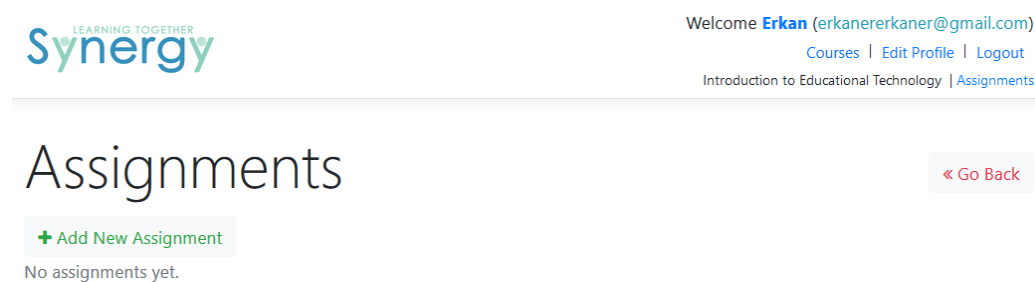
To create a new assignment, please click on the **+Add New Assignment** button. This will take you to the following form, where you need to enter a title, description, due date for the submissions, and the associated rubric for the evalation of the assignment. Details are shown below:

Once the details are provided correctly and the **Submit** button is clicked, the assignment will be created and displayed as shown below.

Assignments « Go Back

+ Add New Assignment

1 assignment is listed below.

Integration of a digital tool into a classroom setting ✏ Edit 🗑 Delete

SUBMISSION DUE: APRIL 8, 2020 12:13

📁 View Google Folder ☰ Show Description

No review rounds exist yet.

+ New Review Round

On the same page, you can edit or delete the assignment, or view the Google Drive folder corresponding to this assignment.

5. Creating a review round

In order to create a review round, please click on **+New Review Round** for the intended assignment.

You will be navigated to the following page where you need to provide a description, start date, and end date for the review round. You also need to provide a deadline for students to upload their work for to be reviewed.

Clicking on **Submit** button will create the review round and list it just under the corresponding assignment as shown below.

6. Configuring the review tasks

After creating a review round you should configure the review tasks. In order to do that, as shown below, please click on **Review Tasks** menu item under *Configure***.**

As listed below, by default there are three tasks for students receiving reviews and two tasks for reviewing peers. These tasks are automatically created (with a new review round) and they have some system default titles, descriptions and dates. You should edit these details about the tasks so that they better fit to your context.

You need to choose the specific task to be able to update it. The following image shows an example for updating the *Assess the peer's work* task.

Tasks for *peers providing* feedback:

Assess the peer's work	⌄

Update the Task:

Enter the title

Assess the peer's work

Enter a description for the assessment

B	*I*	S̶	{}	U̲	☰	☷	🙶	%	⸿	🖼	Normal ⬍	↰	↱

In this first task, your responsibility is to assess your peer's work based on the rubric used for the current assessment. You will be provided with the work submitted by your peer and the assessment items in the same page. When you complete ranking the quality of work per each assessment item, you will be able to mark this task as complete. You can later update your responses. Remember that this task is precursor to the second task.

Start date to start: | 03/13/2021 | [mm/dd/yyyy, e.g., 04/25/2019]

Due date to complete: | 03/14/2021 | [mm/dd/yyyy]

[Submit] Cancel

7. Setting up the review groups

After creating a review round you should configure the review groups. In order to do that, as shown below, please click on *Review Groups* menu item under *Configure*.

This will take you to the following page, where you can configure the review groups for the selected review round.

There are several options to offer you flexibility in setting up the review groups. These options are presented through following scenarios.

1) For individual submissions with mutual matching, please use the following options:

This will (randomly) create the following matchings for the review. Rebekah Chipps and Dun Rossey review each other's work. Similarly, Lilias Elcom and Chauncey Agar also review each other's work. That is the reviews are mutual. These matchings can be manually edited by the instructor by dropping existing students and/or adding new students.

2) For individual submissions with 2 reviewers (without mutual matching), please use the following options:

This will (randomly) create the following matchings for the review. For each individual submission there are two random peers are assigned for review. In this case, there are no mutual matchings. For example,

Rebekah Chipps and Dun Rossey review Chauncey Agar's work. These matchings can be manually edited by the instructor by dropping existing students and/or adding new students.

#	Submission by	Reviewing students	View submission	Explore
#1 🗑	🏆 Rebekah Chipps ✖ Add new student: [Search by name/surname..,] [Search]	🟢 Lilias Elcom ✖ 🔵 Chauncey Agar ✖ Add new student: [Search by name/surname..,] [Search]	*No submission.*	*No actions.*
#2 🗑	🔵 Chauncey Agar ✖ Add new student: [Search by name/surname..,] [Search]	🟣 Dun Rossey ✖ 🏆 Rebekah Chipps ✖ Add new student: [Search by name/surname..,] [Search]	*No submission.*	*No actions.*
#3 🗑	🟣 Dun Rossey ✖ Add new student: [Search by name/surname..,] [Search]	🔵 Chauncey Agar ✖ 🟢 Lilias Elcom ✖ Add new student: [Search by name/surname..,] [Search]	*No submission.*	*No actions.*
#4 🗑	🟢 Lilias Elcom ✖ Add new student: [Search by name/surname..,] [Search]	🏆 Rebekah Chipps ✖ 🟣 Dun Rossey ✖ Add new student: [Search by name/surname..,] [Search]	*No submission.*	*No actions.*

3) For group submissions with mutual matching, please use the following options:

Use the form below to configure the activity.

In this round, students will work *collaboratively* or *individually*:

[Collaboratively]

The group size of the student groups:

[2]

Mutually match groups to review each other's work:

[YES [A reviews B and B reviews A]]

[Create Groups and Peer Review Assignments] [This may affect the individuals/groups with no submission yet.]

This will (randomly) create the following matchings for the review. Collaborative groups will be randomly created, and these groups will be mutually match with each other for the reviews. In this case, there are no mutual matchings. For example, Rebekah Chipps and Dun Rossey review the collaborative work

submitted by Chauncey Agar and Lilias Elcom, and vice versa. These matchings can be manually edited by the instructor by dropping existing students and/or adding new students.

4) For group submissions without mutual matching, please use the following options:

This will (randomly) create the following matchings for the review. In this case the submissions groups are randomly created, and the reviewing peers are randomly selected to review the group work. For example, the collaborative work submitted by Rebekah and Sara will be reviewed by two random peers, Dun and Chancey. These matchings can be manually edited by the instructor by dropping existing students and/or adding new students.

Student Groups

Search for a student: | Enter a student name... | Search | Please enter at least three letters to search.

#	Submission by	Reviewing students	View submission	Explore
#1 🗑	Rebekah Chipps ✖ Sara Villagrá Sobrino ✖ Add new student: Search by name/surname.., | Search	Dun Rossey ✖ Chauncey Agar ✖ Add new student: Search by name/surname.., | Search	*No submission.*	*No actions.*
#2 🗑	Dun Rossey ✖ Lilias Elcom ✖ Add new student: Search by name/surname.., | Search	Sara Villagrá Sobrino ✖ Patrick tseng ✖ Add new student: Search by name/surname.., | Search	*No submission.*	*No actions.*
#3 🗑	Patrick tseng ✖ Chauncey Agar ✖ Add new student: Search by name/surname.., | Search	Lilias Elcom ✖ Rebekah Chipps ✖ Add new student: Search by name/surname.., | Search	*No submission.*	*No actions.*