



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.



Welcome **Erkan** (erkanererkaner@gmail.com)

[Courses](#) | [Edit Profile](#) | [Logout](#)

Courses

[« Go Back](#)

[+ Create New Course](#)

You have no courses in the system.

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.

Write the course title:

Introduction to Educational Technology

Write the course code:

1001

Enter the year of teaching:

2020

Choose the term:

Fall

[Cancel](#)

[Submit](#)

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.

1 course is listed below.

[#1001] Introduction to Educational Technology

[View Google Docs Folder](#)



Enrollments



Assignments

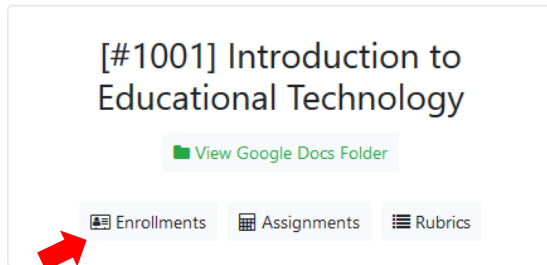


Rubrics

For every course created, a *read-only* course folder in Google Drive is automatically created. This folder will keep all student submissions (as Google Docs) inside the sub-directories of assignments. To access this course folder, you just need to click on **View Google Docs Folder**. Initially, this folder will be empty.

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.

Enrollments

[<< Go Back](#)

Introduction to Educational Technology

Enrollment through Code

Course enrollment code: **1Gg1zaouS4_BzV7pDBNI0hi-5jBATJQVK**

Please share the course registration code with your students so that they can enroll for the course themselves. For students who are already in Synergy can search for your course and enroll using the page: <https://synergylearn.net/courses>. The others can use the code to create their account for the first time using the page: <https://synergylearn.net/register-with-code>.

Enrollment by the Instructor

You can enroll new students by importing them through an Excel file or or you can search for the existing students to enroll them.

Import students from Excel file

The column headers should follow: **userName, email, firstName, lastName, photo [optional]**

No file selected.



Search students to enroll

Enter name, surname or the email.



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 Ecom](#) [erkanvalladolid@gmail.com]

 Reset password  Unenroll



☐ [Rebekah Chipps](#) [erkanvalladolid6@gmail.com]

 Reset password  Unenroll

☐ [Chauncey Agar](#) [erkanvalladolid3@gmail.com]

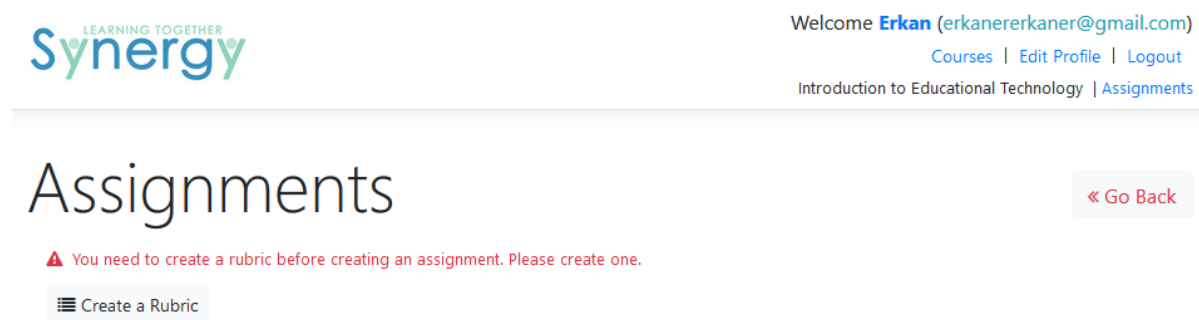
 Reset password  Unenroll

☐ [Dun Rossey](#) [erkanvalladolid4@gmail.com]

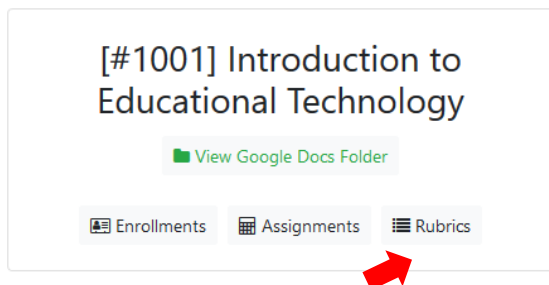
 Reset password  Unenroll

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.

[« Go Back](#)

+ 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 rubric¹ shown below in Synergy.

Curriculum Connection Enter description	Poor	Fair	Good	Excellent
	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	Poor	Fair	Good	Excellent
	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	Poor	Fair	Good	Excellent
	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	Poor	Fair	Good	Excellent
	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	Poor	Fair	Good	Excellent
	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.
Usability	Poor	Fair	Good	Excellent
	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](#)

You can categorize the assessment according to different aspects of the work to be assessed. Each category will contain its own assessment 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.

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).

Enter the title

Enter a description

Enter its order:

Submit

Cancel



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

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).

1. EVALUATE [Edit](#) [Delete](#)

[Show the Items](#)

[+ Add Item](#)

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       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.

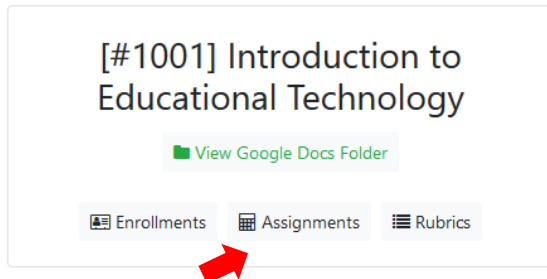
US# Usability

[Edit](#) • [Delete](#)

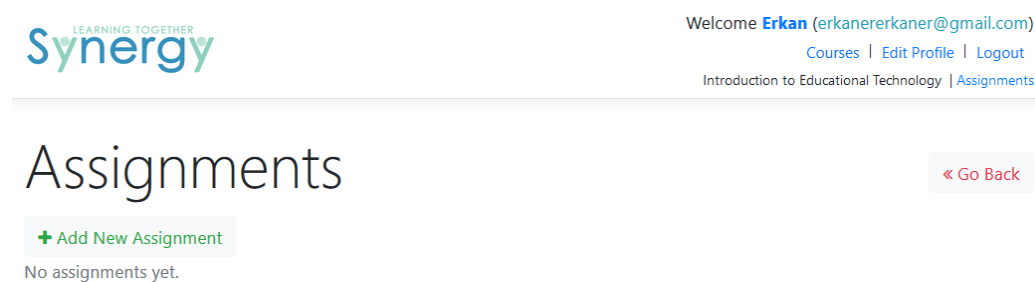
- [1] **Poor:** Tool is difficult to operate. Students would need constant teacher supervision and support.
- [2] **Fair:** Teacher would need to review or model the tool each time it is used.
- [3] **Good:** Tool requires minimal instruction or modeling for student use.

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 evaluation of the assignment. Details are shown below:

Create Assignment

[« Go Back](#)

Title

Integration of a digital tool into a classroom setting

Description

B *I* S { } U Normal

In this assignment, you are required to choose a specific digital tool and outline its integration into a classroom setting to support student learning. The integration of the tool should align well with the curriculum, and offer a personalized and authentic learning experience where students take active role and responsibility in their learning.


Please read the rubric thoroughly to understand the assessment criteria well and prepare your work according to these criteria.

Choose the due date for the assessment: April 8, 2020 14:13

Choose the rubric:

Educational Technology Tool Evaluation Rubric

Submit Cancel



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.

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

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.

Create Review Round

« Go Back

Description for the review round

B *I* U `{ }`

-
-
-

Normal

↶ ↷

In this first review round, please review and provide constructive feedback on peers' first draft on technology integration design.

Choose the start date: March 16, 2020 00:00

Choose the end date: March 30, 2020 00:00

Choose the due date for the submissions: March 17, 2020 00:00

Submit Cancel

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

Integration of a digital tool into a classroom setting

EDIT DELETE






SUBMISSION DUE: APRIL 8, 2020 12:13

VIEW GOOGLE FOLDER SHOW DESCRIPTION

Revision rounds	Start-End	Deadline for submissions	Actions
Round #1	March 15, 2020 23:00 - March 29, 2020 22:00	March 16, 2020 23:00	Configure Monitor

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**.

Revision rounds	Start-End	Deadline for submissions	Actions
Round #1   	March 15, 2020 23:00 - March 29, 2020 22:00	March 16, 2020 23:00	<div><div> Configure</div><div> Monitor</div></div> <div><div>Review Tasks</div><div>Reviewers & Groups</div></div>

[+ New Review Round](#)

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.

Configure the Review Tasks

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Review tasks are separated into two categories: **(1)** tasks for *students receiving feedback* and **(2)** tasks for *peers providing feedback*.

Please select each task below to set its starting and ending dates. Optionally, you can also customize their generic title and description.

Tasks for *students receiving feedback*:

--SELECT--

--SELECT--

Assess your work

Check the feedback received and discuss

Revise the work

Tasks for *peers providing feedback*:

--SELECT--

--SELECT--

Assess the peer's work

Provide feedback

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* ~~S~~ {} U   " "    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: [mm/dd/yyyy, e.g., 04/25/2019]







Due date to complete: [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**.

Revision rounds	Start-End	Deadline for submissions	Actions
Round #1   	March 15, 2020 23:00 - March 29, 2020 22:00	March 16, 2020 23:00	<div><div>Configure  Monitor</div><div>Review Tasks</div><div>Review Groups </div></div>
<div> New Review Round</div>			

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

Configuring Review Groups

[« Go Back](#)

Integration of a digital tool into a classroom setting

Use the form below to configure the activity.

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

SELECT 

Student Groups

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


No groups have been created yet.

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:

Use the form below to configure the activity.

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

Individually 

Mutually match students to review each other's work:

YES [A reviews B and B reviews A] 

[This may affect the individuals/groups with no submission yet.]

This will (randomly) create the following matchings for the review. Rebekah Chipps and Dun Rossey review each other's work. Similarly, Liliias 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.

Student Groups

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

#	Submission by	Reviewing students	View submission	Explore
#1	Rebekah Chipps Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	Dun Rossey Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	No submission.	No actions.
#2	Dun Rossey Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	Rebekah Chipps Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	No submission.	No actions.
#3	Liliias Elcom Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	Chauncey Agar Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	No submission.	No actions.
#4	Chauncey Agar Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	Liliias Elcom Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	No submission.	No actions.

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

Use the form below to configure the activity.

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













Mutually match students to review each other's work:

Number of peers to assign for the review:

[This may affect the individuals/groups with no submission yet.]

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: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	 Lilias Elcom ✖  Chauncey Agar ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	No submission.	No actions.
#2	 Chauncey Agar ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	 Dun Rossey ✖  Rebekah Chipps ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	No submission.	No actions.
#3	 Dun Rossey ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	 Chauncey Agar ✖  Lilias Elcom ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	No submission.	No actions.
#4	 Lilias Elcom ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="Search"/>	 Rebekah Chipps ✖  Dun Rossey ✖ Add new student: <input type="text" value="Search by name/surname..."/> <small>Enter at least 3 letters.</small> <input type="button" value="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 Liliias Elcom, and vice versa. These matchings can be manually edited by the instructor by dropping existing students and/or adding new students.

Student Groups

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

#	Submission by	Reviewing students	View submission	Explore
#1	Chauncey Agar Liliias Elcom Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	Rebekah Chipps Dun Rossey Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	No submission.	No actions.
#2	Rebekah Chipps Dun Rossey Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	Chauncey Agar Liliias Elcom Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/>	No submission.	No actions.

4) For group submissions without 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:

NO [A reviews B and B reviews C]

Number of peers to assign for the review:




























2

[This may affect the individuals/groups with no submission yet.]

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: Please enter at least three letters to search.

#	Submission by	Reviewing students	View submission	Explore
#1 	 Rebekah Chipps   Sara Villagr� Sobrino  Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/> <small>Enter at least 3 letters.</small>	 Dun Rossey   Chauncey Agar  Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/> <small>Enter at least 3 letters.</small>	No submission.	No actions.
#2 	 Dun Rossey   Lillas Elcom  Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/> <small>Enter at least 3 letters.</small>	 Sara Villagr� Sobrino   Patrick tseng  Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/> <small>Enter at least 3 letters. No matching students.</small>	No submission.	No actions.
#3 	 Patrick tseng   Chauncey Agar  Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/> <small>Enter at least 3 letters.</small>	 Lillas Elcom   Rebekah Chipps  Add new student: <input type="text" value="Search by name/surname..."/> <input type="button" value="Search"/> <small>Enter at least 3 letters.</small>	No submission.	No actions.