



## Getting Started and Instructions Manual

Version 3.2, June 2016.

For questions/feedback please use the Feedback option in the Help menu.

<b>USING THE SCALABLELEARNING PLATFORM</b>	<b>2</b>
Accessing ScalableLearning	2
Creating a Teacher Account	2
<b>Creating a new Course</b>	<b>3</b>
<b>Modes</b>	<b>5</b>
<b>Adding a Video to a Course</b>	<b>6</b>
Video Settings: In-order, Required, Appearance, and Due Dates	9
<b>Adding Interactive Quizzes to a Video</b>	<b>10</b>
<b>Adding Markers and Annotations to Videos</b>	<b>17</b>
<b>Previewing as a Student</b>	<b>18</b>
<b>Creating In-class Peer Instruction Quizzes</b>	<b>19</b>
<b>Adding Students</b>	<b>23</b>
Student List	23
<b>About the Main Menu</b>	<b>24</b>
Dashboard	24
My Courses	24
Account	24
Help	24
<b>About the Course Menu</b>	<b>26</b>
Edit Mode	26
Review Mode	26
In-class Mode	26
<b>Reviewing Student Online Progress</b>	<b>27</b>
Reviewing Quiz Performance.	28
Responding to Student Questions and Discussions	29
Responding to Surveys and Making Results Visible to All Students	30
Display Options for Review	31
Class Progress	31
Detailed Lecture Statistics	32
<b>Using ScalableLearning In-Class</b>	<b>34</b>
<b>Viewing your Courses</b>	<b>36</b>
<b>Organizing Courses with Modules</b>	<b>37</b>
<b>Adding Links to a Course</b>	<b>41</b>
Course Links	41
<b>Adding Teachers and TAs</b>	<b>42</b>
<b>Sharing Courses with Other Teachers</b>	<b>43</b>
<b>Recording Videos</b>	<b>44</b>
Setting Up the Screen	44
Recording	45
Trimming	46
<b>Uploading Videos to YouTube</b>	<b>48</b>
YouTube Videos Privacy: Unlisted or Public	49
<b>More Information</b>	<b>50</b>

You can read more about Flipped Classroom teaching and tips and tricks in the **Introduction to Flipped Classroom Teaching** available in the Help menu on ScalableLearning.

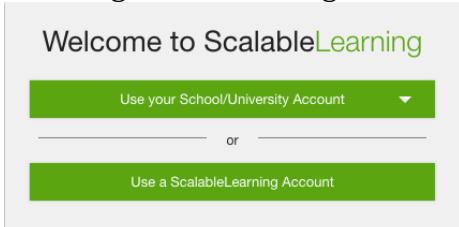
# Using the ScalableLearning Platform

## Accessing ScalableLearning

1. **Browser:** We support Google's Chrome browser ([www.google.com/chrome](http://www.google.com/chrome)). Newer versions of Safari and FireFox will probably work as well. Older versions of Internet Explorer will not work. On the iPad you should use Safari.
2. **Site:** Go to [www.scalable-learning.com](http://www.scalable-learning.com).

## Creating a Teacher Account

1. If your School/University is available in the "Use your School/University Account" menu you can sign in directly with your existing account. If not, click "Use a Scalable Learning Account" to sign in.



Welcome to ScalableLearning

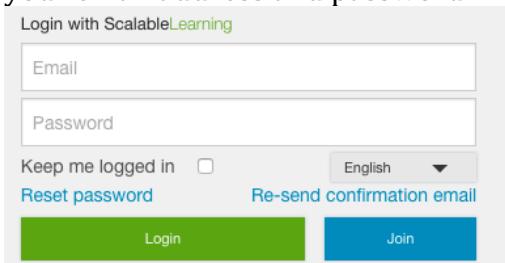
Use your School/University Account ▾

or

Use a ScalableLearning Account

A screenshot of the ScalableLearning login page. It shows two main options: "Use your School/University Account" (with a dropdown arrow) and "Use a ScalableLearning Account". A horizontal line labeled "or" separates the two options.

- a. Enter your account information and choose an "Online Name." The Online Name is what your students see when you respond to their questions. You can use your full name or something like "David (Teacher)".
  - b. You will receive an email with a link to confirm your account before you can log in. If you do not receive the email within a few minutes, check your spam/junk mail folder.
2. **Logging in:** Click on "Login" and either use your School/University account or enter your email address and password.



Login with ScalableLearning

Email

Password

Keep me logged in

English ▾

Reset password Re-send confirmation email

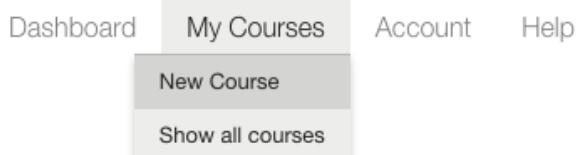
Login Join

A screenshot of the ScalableLearning login form. It includes fields for "Email" and "Password", a "Keep me logged in" checkbox, language selection ("English"), and links for "Reset password" and "Re-send confirmation email". Below the fields are "Login" and "Join" buttons.

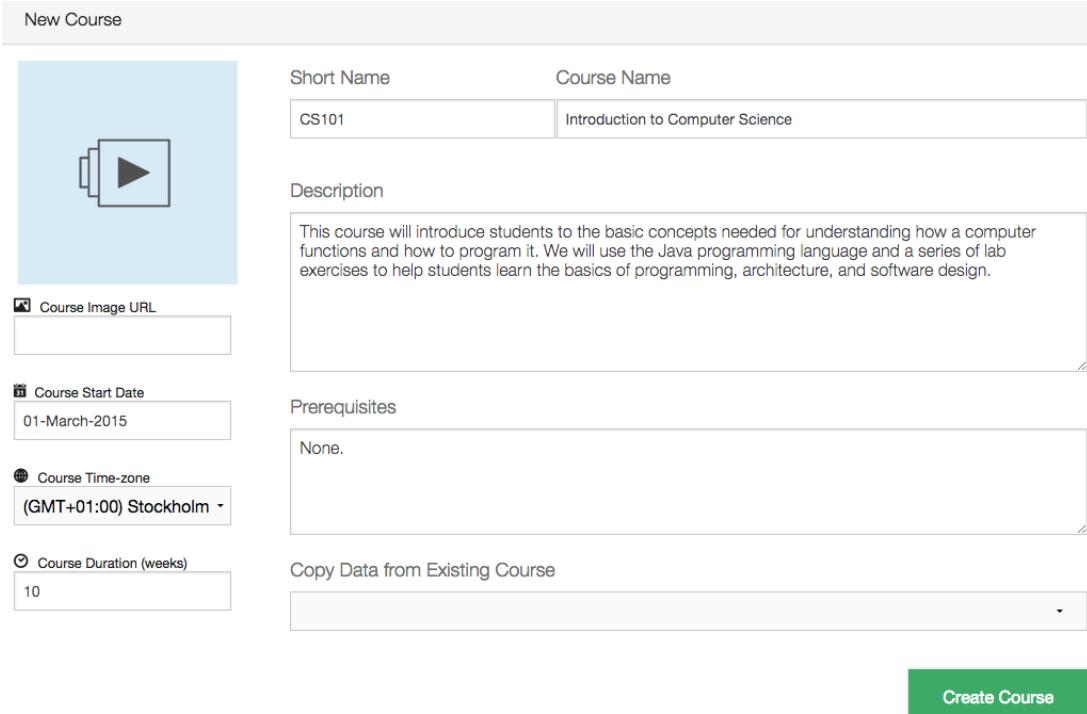
- a. Choose "Keep me logged in" to avoid having to log in each time.
- b. You can choose your language at login.
- c. If you have forgotten your password you can choose "Reset password" to reset it.
- d. You can change your password and email address by choosing "Account Information" in the "Account" menu once you are logged in.

## Creating a new Course

1. Choose “New Course” from the “My Courses” menu.



2. Fill in the course information fields



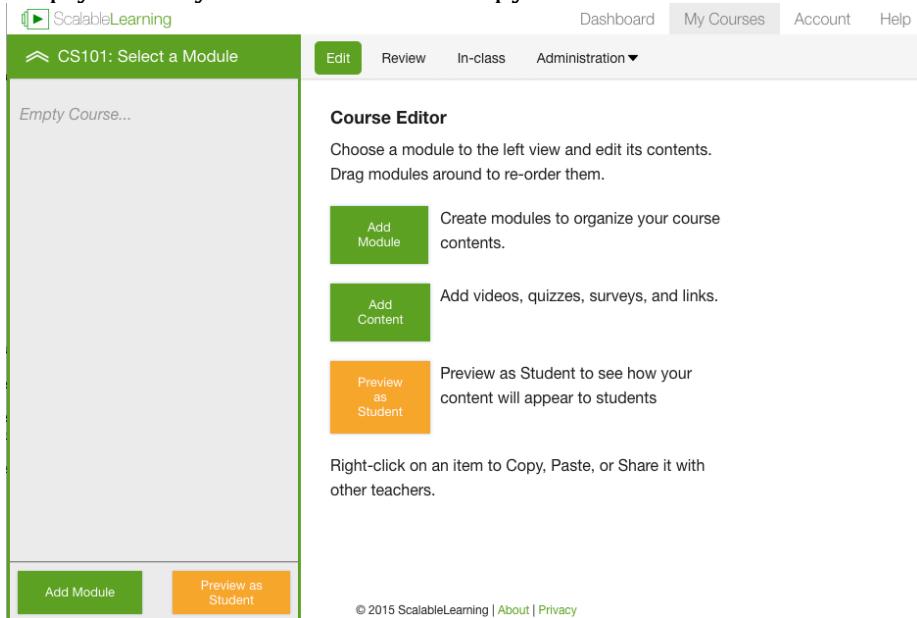
The form has the following fields:

- Course Image URL:** A placeholder image of a play button on a screen.
- Short Name:** CS101
- Course Name:** Introduction to Computer Science
- Description:** A text area containing: "This course will introduce students to the basic concepts needed for understanding how a computer functions and how to program it. We will use the Java programming language and a series of lab exercises to help students learn the basics of programming, architecture, and software design."
- Course Start Date:** 01-March-2015
- Course Time-zone:** (GMT+01:00) Stockholm
- Course Duration (weeks):** 10
- Prerequisites:** None.
- Copy Data from Existing Course:** A dropdown menu.

A green 'Create Course' button is at the bottom right.

- a. The “Short Name” is typically the course code, such as CS101.
- b. You can provide a “Course Image URL” so students are shown a picture for the course when they log in.
3. **[Optional] To Copy an Existing Course:** Choose the course from which you want to copy course content in the “Copy Data from Existing Course” menu. To copy data from a course you need to be registered as a teacher or a TA for that course.
4. Click “Create Course”.

5. After you create a course you will be brought to the **Edit Mode**. This will typically be empty unless you have chosen to copy data from another course.



The screenshot shows the ScalableLearning interface in 'Edit' mode for a course titled 'CS101: Select a Module'. The left sidebar is labeled 'Empty Course...' and contains three buttons: 'Add Module' (green), 'Add Content' (blue), and 'Preview as Student' (orange). The main area is titled 'Course Editor' with the instruction 'Choose a module to the left view and edit its contents. Drag modules around to re-order them.' It also includes a note: 'Right-click on an item to Copy, Paste, or Share it with other teachers.' The top navigation bar includes 'Dashboard', 'My Courses', 'Account', and 'Help'.

- a. The Course Content list on the left is empty for a new course. Here is where you will see content you add with the “Add Content” and “Add Module” buttons.
- b. To add content (videos, quizzes, surveys) click “Add Content”.
- c. To create a module to organize your content, click “Add Module”.

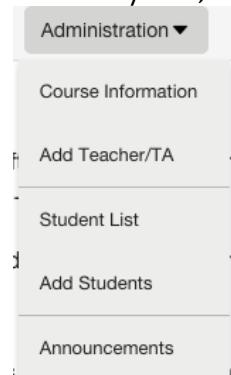
## Modes

1. ScalableLearning has three modes for interacting with your course, which can be accessed by clicking on the mode buttons at the top:



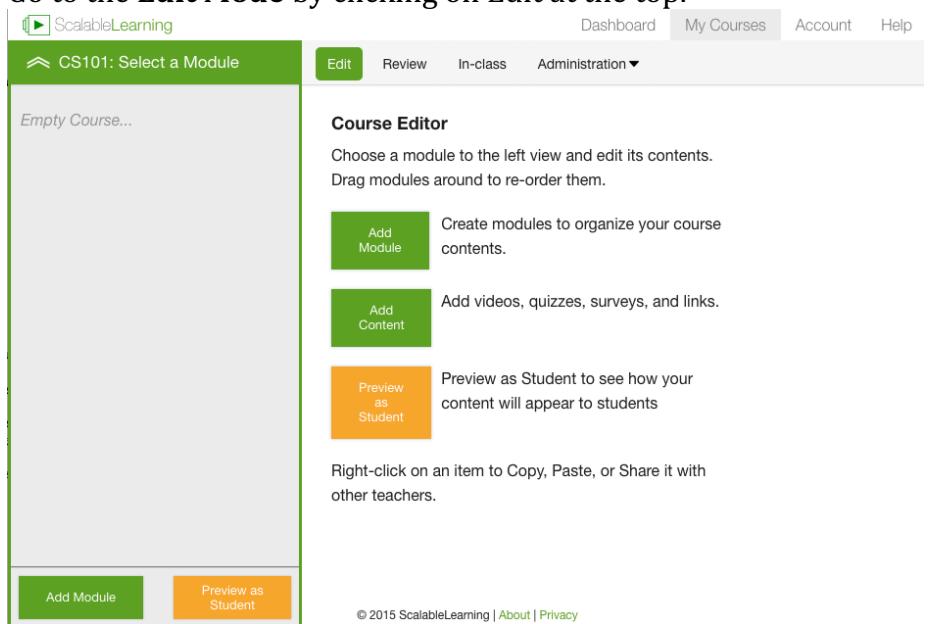
- a. **Edit Mode:** Allows you to create and modify interactive online content, including videos, quizzes, adjust due dates, etc.
- b. **Review Mode:** Allows you to review how students have done online, see the results of interactive quizzes, answer online questions, and choose material for the in-class review.
- c. **In-class Mode:** Allows you to display the material you selected for review formatted for projecting in-class.

2. **Administration** includes functions for editing course information, adding other teachers/TAs, viewing the student list, adding students, and posting announcements.



## Adding a Video to a Course

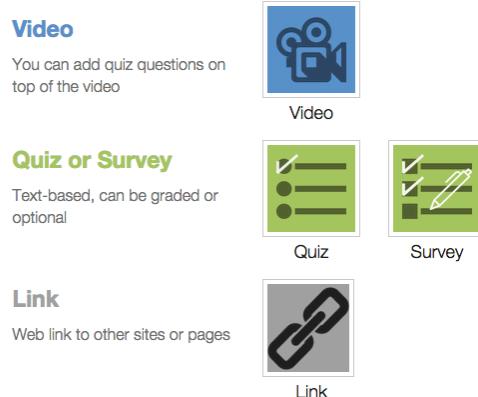
1. Go to the **Edit Mode** by clicking on Edit at the top.



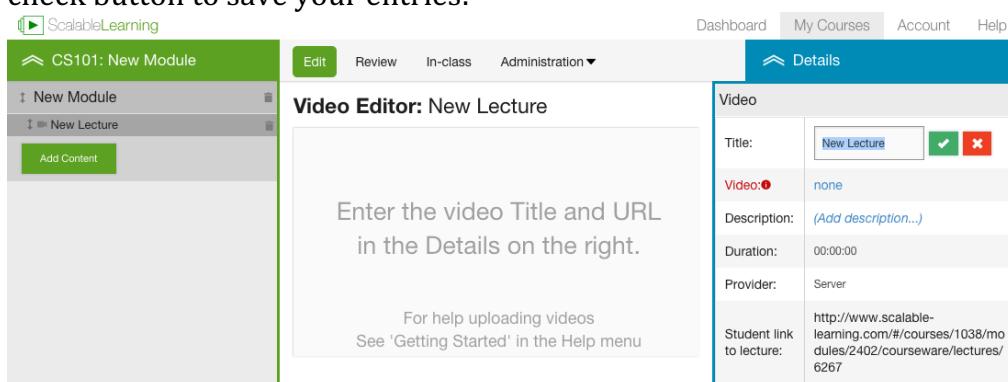
The screenshot shows the ScalableLearning Course Editor in Edit mode. The left sidebar is titled "CS101: Select a Module" and contains the message "Empty Course...". The main area is titled "Course Editor" with the sub-instruction "Choose a module to the left view and edit its contents. Drag modules around to re-order them.". It features three buttons: "Add Module" (green), "Add Content" (green), and "Preview as Student" (orange). Below these is a note: "Right-click on an item to Copy, Paste, or Share it with other teachers.". At the bottom are links for "© 2015 ScalableLearning | About | Privacy". The top navigation bar includes "Dashboard", "My Courses", "Account", and "Help".

2. Click “Add Content” to add new content to your course.
  - a. You can organize content into Modules by clicking Add Module.
3. Click on the Video icon to add a video.

### Add New Content:

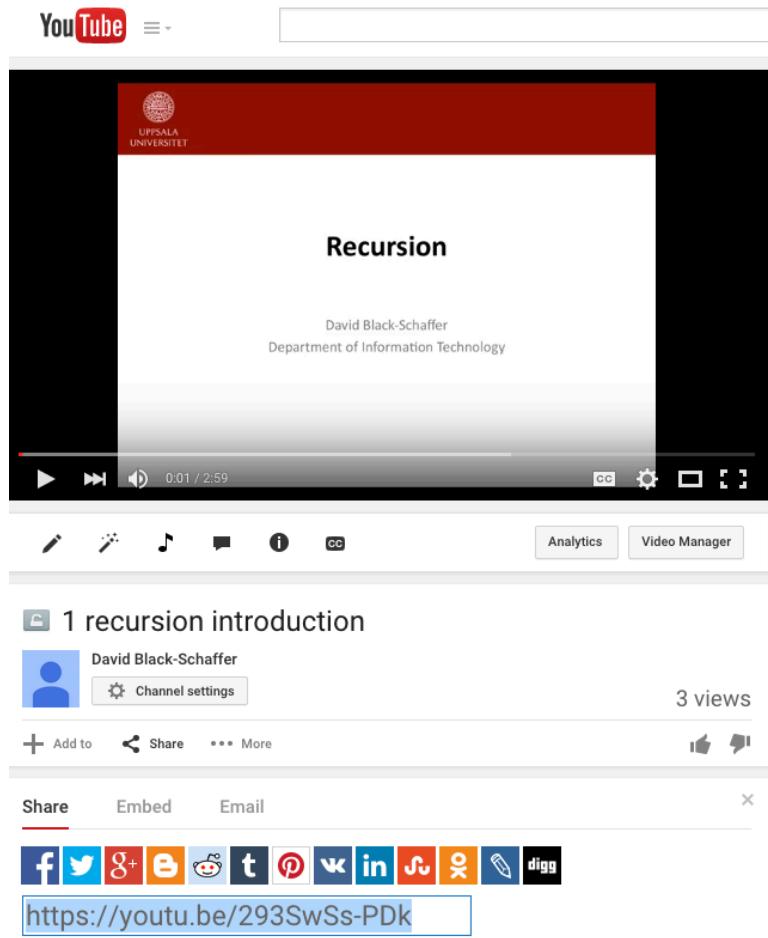


4. Enter the Title and URL for the video in the Details list on the right. Click the green check button to save your entries:



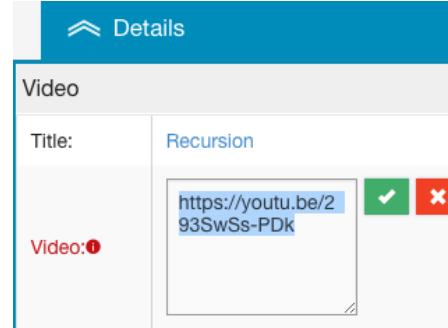
The screenshot shows the "Video Editor: New Lecture" interface. On the left, the sidebar lists "New Module" and "New Lecture" under "New Content". The main area has a placeholder "Enter the video Title and URL in the Details on the right." Below it is a note: "For help uploading videos See 'Getting Started' in the Help menu". On the right, the "Details" tab is selected, showing a form with fields: "Title" (containing "New Lecture"), "Video" (with a red error icon and "none" selected), "Description" ("(Add description...)"), "Duration" ("00:00:00"), "Provider" ("Server"), and "Student link to lecture" ("http://www.scalable-learning.com/#/courses/1038/modules/2402/courseware/lectures/6267"). The "Details" tab has a green checkmark icon.

- a. For YouTube videos, click on the “Share” link below the video and then copy the [https://link](https://youtu.be/293SwSs-PDk).



The screenshot shows a YouTube video player for a video titled "Recursion" by David Black-Schaffer. The video has 3 views. Below the video, there is a share button with various social media icons and a direct URL link: <https://youtu.be/293SwSs-PDk>. The URL is highlighted with a blue box.

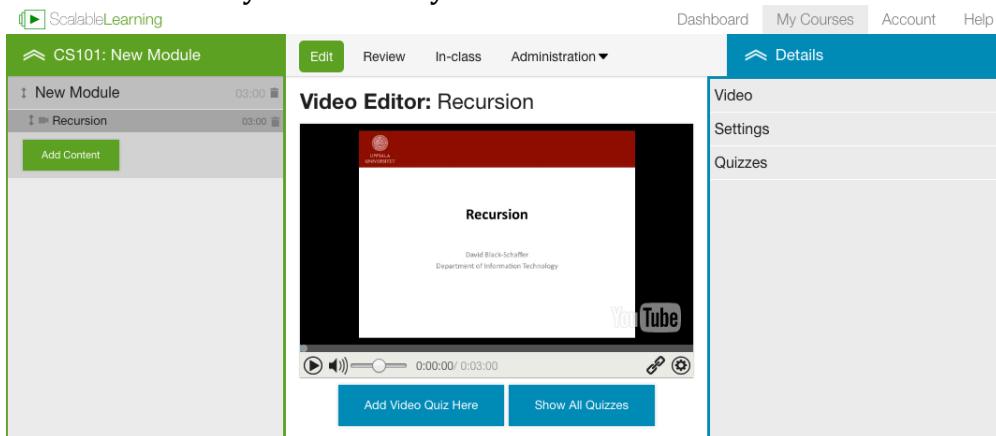
- b. Paste the URL into the Video link field in the Details.



The screenshot shows the "Details" section of a video editor. Under the "Video" tab, there is a "Title" field with "Recursion" and a "Video" field containing the URL <https://youtu.be/293SwSs-PDk>. There are green and red checkmarks next to the URL field.

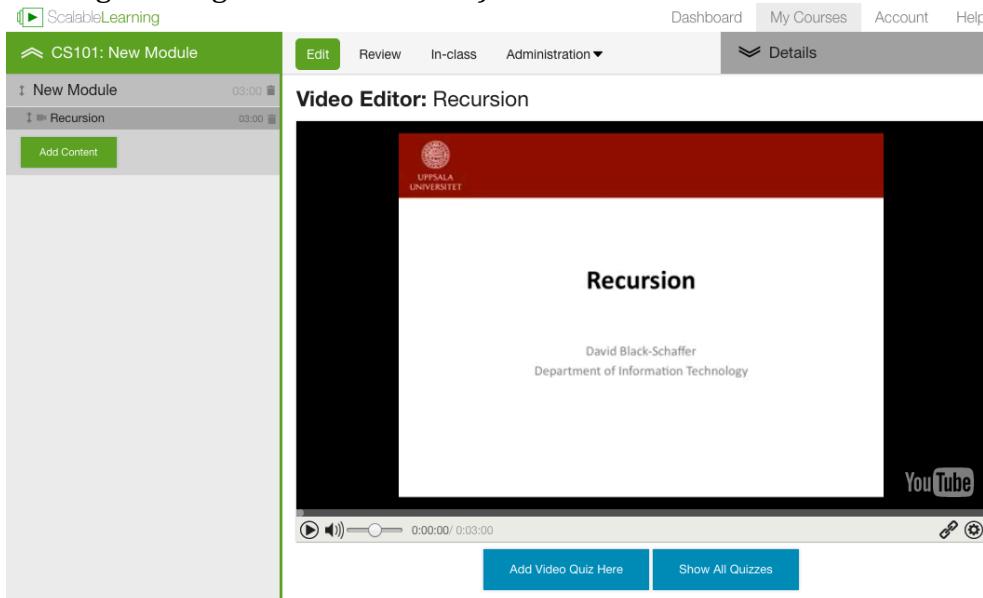
- c. Note: for videos from a server at your institution, contact your local IT support staff for how to access them.

## 5. You will now see your video in your course:



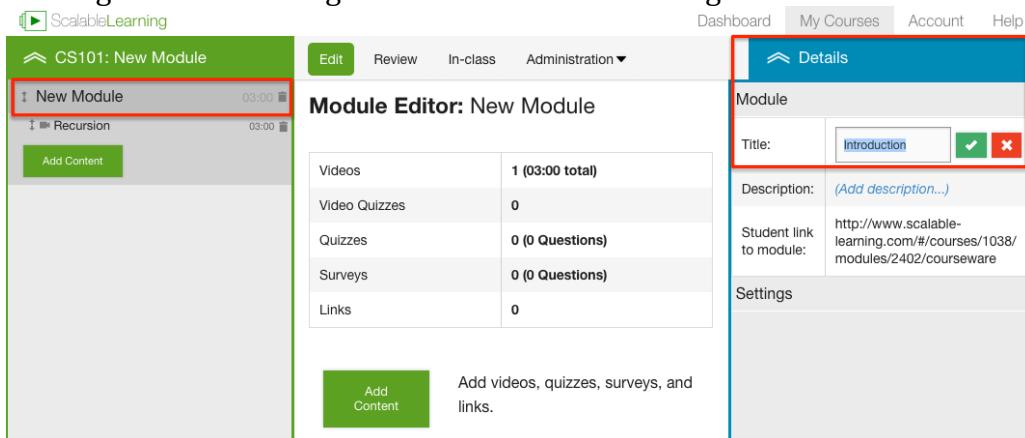
The screenshot shows the ScalableLearning course interface. On the left, there is a module titled "CS101: New Module" with a video titled "Recursion". On the right, the "Details" panel is open, showing the video information and settings. The video thumbnail and title "Recursion" are visible in the center.

6. You can hide the Details menu by clicking on the blue “Details” header it to make the video larger when adding questions. (You can also hide the Course Contents list by clicking on the green course name.)



The screenshot shows the ScalableLearning interface. On the left, a sidebar lists 'CS101: New Module' and 'Recursion'. A green 'Add Content' button is visible. The main area displays a video player for 'Recursion' by David Black-Schaffer from Uppsala University. The video player includes controls like play/pause, volume, and a progress bar showing 0:00/0:03:00. Below the video are buttons for 'Add Video Quiz Here' and 'Show All Quizzes'. At the top, there's a navigation bar with 'Dashboard', 'My Courses', 'Account', 'Help', and a 'Details' button which is currently highlighted.

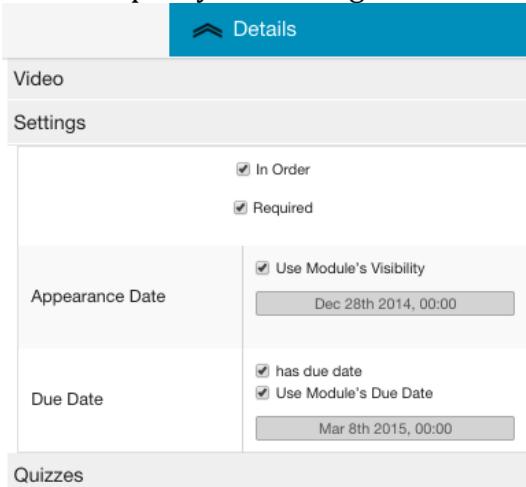
7. Note that if you did not have a Module selected before you clicked Add Content then one was created for you. In this case the video was placed inside a Module called “New Module” in the Course Content list on the left. You can edit the Module’s name by clicking on it and editing it under “Details” on the right.



This screenshot shows the 'Module Editor' for 'New Module'. The left sidebar still shows 'CS101: New Module' and 'Recursion'. The main area shows a table of content items: Videos (1), Video Quizzes (0), Quizzes (0), Surveys (0), and Links (0). A green 'Add Content' button is at the bottom. To the right, a 'Details' panel is open, also titled 'New Module'. It contains fields for 'Title' (set to 'Introduction'), 'Description' (with a link to 'Add description...'), and 'Student link to module' (set to a specific URL). The 'Details' header is highlighted with a red box.

## Video Settings: In-order, Required, Appearance, and Due Dates

You can specify the settings for a video under Details by clicking on “Settings”.



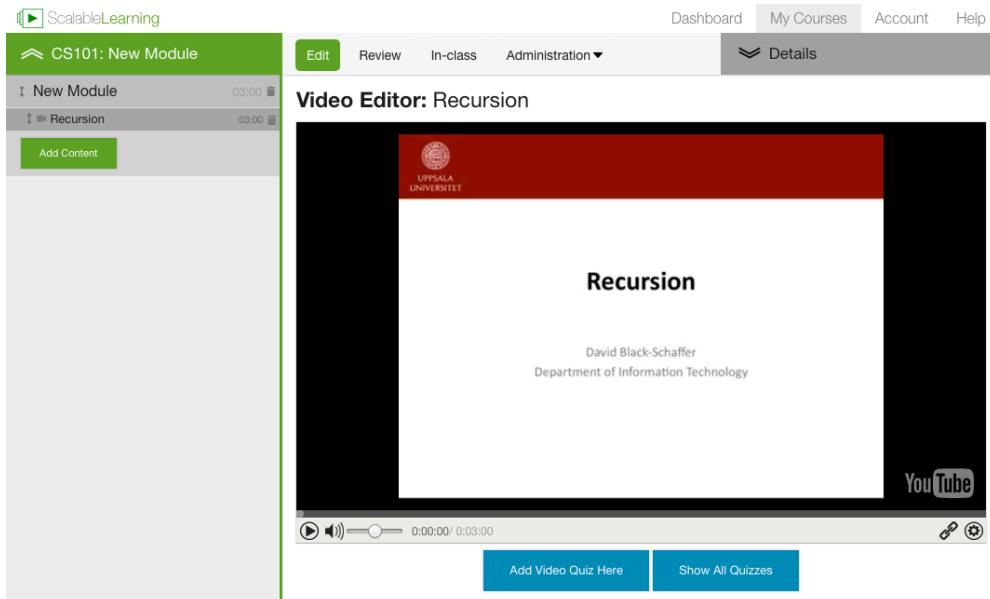
The screenshot shows the 'Details' tab selected in a 'Video' settings interface. Under 'Settings', there are sections for 'Appearance Date' and 'Due Date'. The 'Appearance Date' section has a checkbox for 'Use Module's Visibility' which is checked, and a date field showing 'Dec 28th 2014, 00:00'. The 'Due Date' section has checkboxes for 'has due date' (checked) and 'Use Module's Due Date' (checked), with a date field showing 'Mar 8th 2015, 00:00'.

### Quizzes

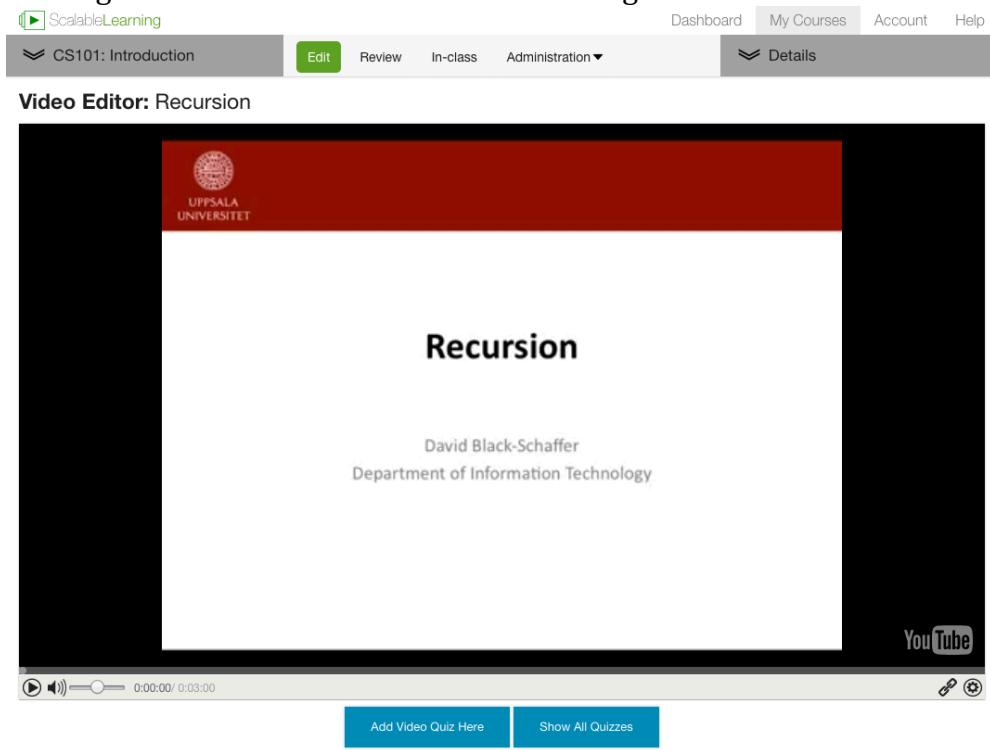
- **In-order:** If checked, students cannot skip ahead to other videos in a module until they have completed all the previous videos.
- **Required:** The students must complete this video to get credit for the module. If a video is not required, then it will be marked as “optional” for the students.
- **Appearance Date:** When a video is visible to the students. By default this will be the Module’s Appearance Date so that all items in a Module appear at the same time.
- **Due Date:** When a video is due for the students to not be marked as late. By default this will be the Module’s Due Date so that all items in a Module are due at the same time.

## Adding Interactive Quizzes to a Video

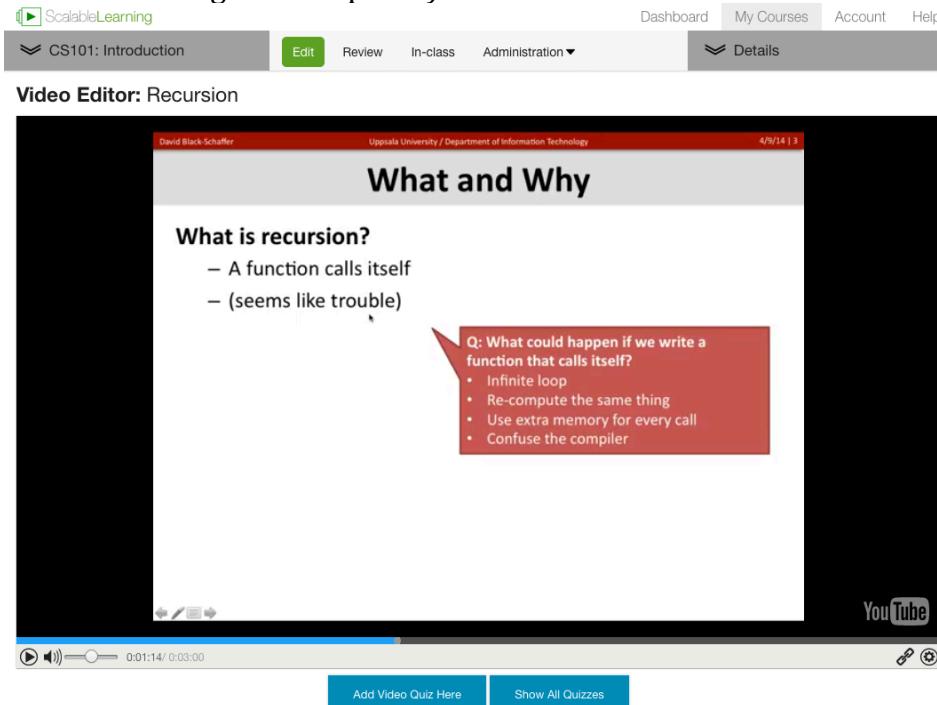
1. Go to a video by choosing the course from the “Courses” menu and then clicking on the Module and video in the Course Content list on the left:



2. You can hide the blue Details list (right side) and the green Content list (left side) by clicking on them. This will make the video larger and easier to work with.



3. To add a quiz, play the video to the point where you want to insert the quiz (or click in the timeline to go to that point.)



4. Click on “Add Video Quiz Here” when you get to the time where you want to add the quiz.  
 5. Choose the type of quiz you want to insert:

#### Insert a Video Question:

##### In-video Quiz

Place quiz choices on top of the video



One answer



Multiple answers



Drag and drop

##### Text Quiz

Text quiz on a white background



One answer



Multiple answers



Drag and drop



Free text answer

##### On-video Survey

Place survey choices on top of the video



One answer

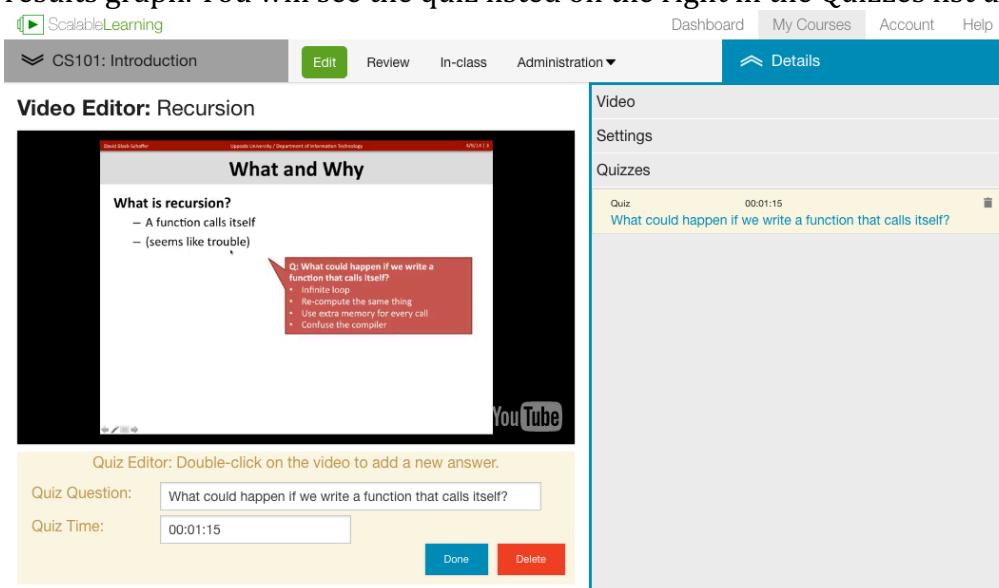


Multiple answers

**Cancel**

- In-video Quizzes:** These are placed on top of the video and should be used if you have placed the quiz options in the video, or you want the students to interact with the graphical content in the video. You can choose:
  - One answer:** Only one of the multiple choice answers is correct
  - Multiple answers:** Any number of the multiple choice answers may be correct
  - Drag and Drop:** Students move answers to the correct destination.
- Text Quiz:** These quizzes cover the video with a white background and present the quiz as a series of text choices. Use this type of quiz if you have a video where the questions are not recorded in the video and you want to insert them.
  - Free text answer:** You can have students enter free text responses, which can be optionally matched to a correct answer.

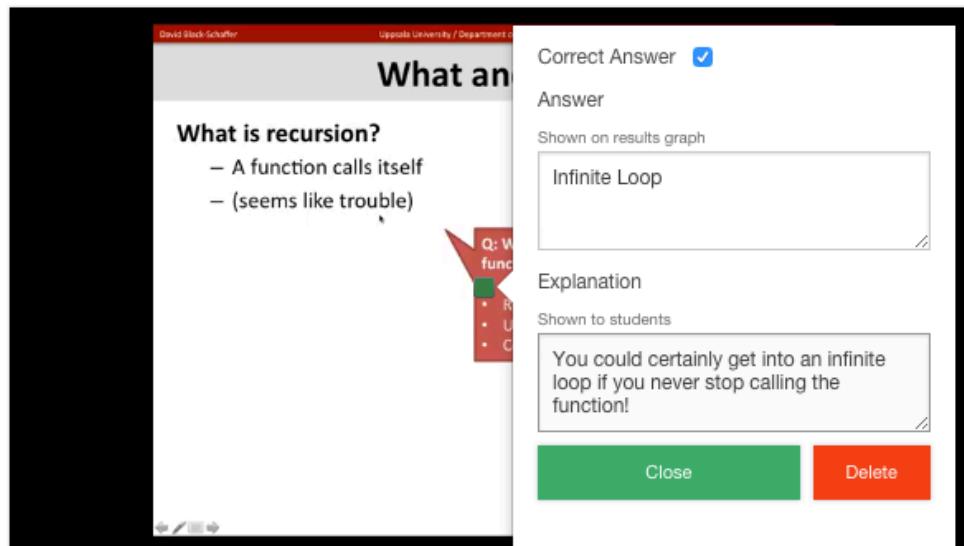
- c. **In-video Survey:** These options are the same as the In-Video Quizzes, but they are surveys, so there is no right answer.
  - d. **In-video Quizzes and Surveys:** Students click on different places in the video to answer the question.
6. Enter the Quiz Question below the quiz. This is the text shown when you review the results graph. You will see the quiz listed on the right in the Quizzes list under Details.



The screenshot shows the ScalableLearning platform's video editor. On the left, a video player displays a slide titled "What and Why" with the question "What is recursion?" and two bullet points: "– A function calls itself" and "– (seems like trouble)". A red callout box on the slide asks "Q: What could happen if we write a function that calls itself?", listing four options: "• Infinite loop", "• Re-compute the same thing", "• Use extra memory for every call", and "• Confuse the compiler". On the right, a "Details" sidebar is open, showing a "Quizzes" section. It lists a single quiz entry with the title "Quiz" and duration "00:01:15". The quiz question is "What could happen if we write a function that calls itself?". Below the video player, a message says "Quiz Editor: Double-click on the video to add a new answer." There are fields for "Quiz Question" containing the same text and "Quiz Time" set to "00:01:15". At the bottom are "Done" and "Delete" buttons.

7. Double click on the video to place each answer:

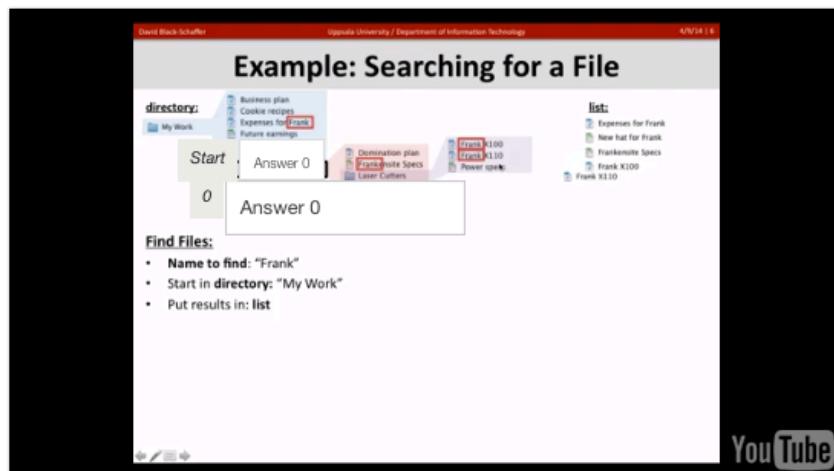
### Video Editor: Recursion



The screenshot shows the ScalableLearning platform's video editor. On the left, a video player displays the same slide about recursion. A red callout box on the slide asks "Q: What could happen if we write a function that calls itself?", with a list of four options. On the right, a "Details" sidebar is open, showing a "Quizzes" section. It lists a quiz entry with the question "What could happen if we write a function that calls itself?". To the right of the question, a "Correct Answer" checkbox is checked. Below it is a "Answer" field containing the text "Infinite Loop". Underneath is an "Explanation" field with the text "You could certainly get into an infinite loop if you never stop calling the function!". At the bottom are "Close" and "Delete" buttons.

- a. When you place an answer you should enter the Answer text as this is what is displayed with the results graphs.
- b. You should also be sure to enter an Explanation. This is what students see when they choose this answer and is particularly important for incorrect answers so students can learn from their choices.
- c. If this is the correct Answer, then choose “Correct Answer”. The choice on the video will turn green to indicate it is a correct answer.
- d. You can move the choices around by dragging them.
- e. You can delete an answer by clicking on the Delete button and then confirming the deletion.
- f. When you are finished with the quiz, click “Done”.

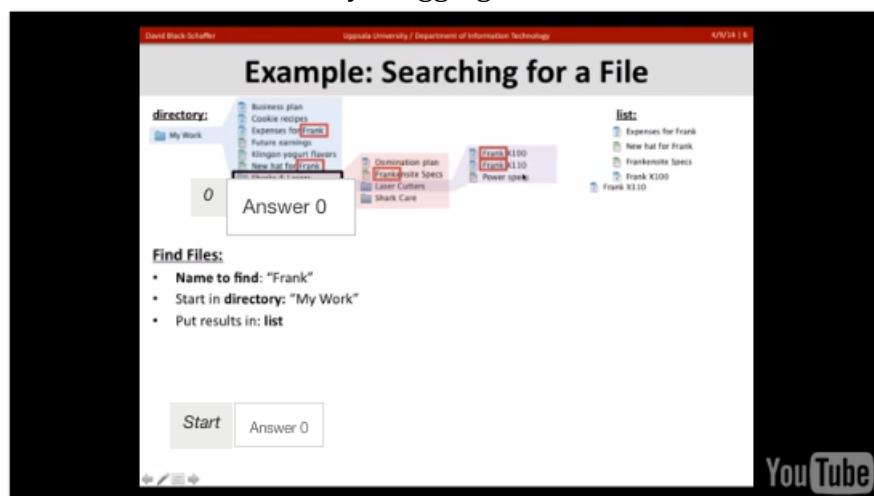
8. **In-Video Drag-and-Drop:** Students move items around over the video to the right location.
- Enter the Quiz Question below the quiz. This is the text shown when you review the results graph.
  - Double-click to create a new answer.



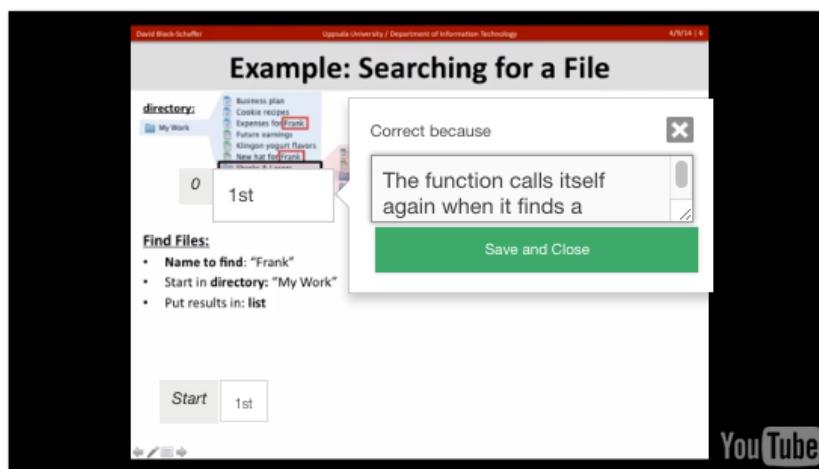
Quiz Editor: Double-click on the video to add a new answer.

Quiz Question:	<input type="text" value="Where does each level of recursion occur?"/>
Quiz Time:	<input type="text" value="00:01:26"/>
<input type="button" value="Done"/> <input type="button" value="Delete"/>	

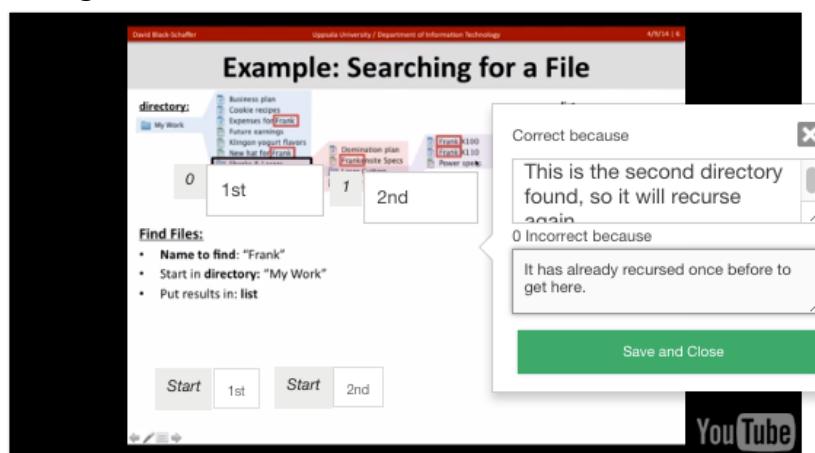
- Drag the "Start" to where you want the item to start when the students first get to the quiz.
- Drag the answer number (in this case 0) to the correct final location. You can resize the final location by dragging the corner of the answer.



- e. Edit the item by clicking on the default text and putting in the name of the item students will drag. Here the item will be called “1st Recursion”.



- i. You should provide an explanation of why this answer is correct.
- ii. You can delete the item by clicking the X and then confirming the deletion.
- f. Continue creating other answers to drag and drop by double clicking.
- g. When you have more than one answer, you can specify why each location is wrong for the other answers.



h. When you are finished, click “Done”.

9. **Text Quiz:** Students choose from text-based answers.

- a. Enter the Quiz Question below the quiz. This is the text shown when you review the results graph.

Question:	How does recursion help?	
Answer	Answer	Correct <input type="checkbox"/>
Explanation	Explanation	
<b>Add Answer</b>		

Quiz Question:	How does recursion help?	
Quiz Time:	00:02:13	
<input type="button" value="Done"/> <input type="button" value="Delete"/>		

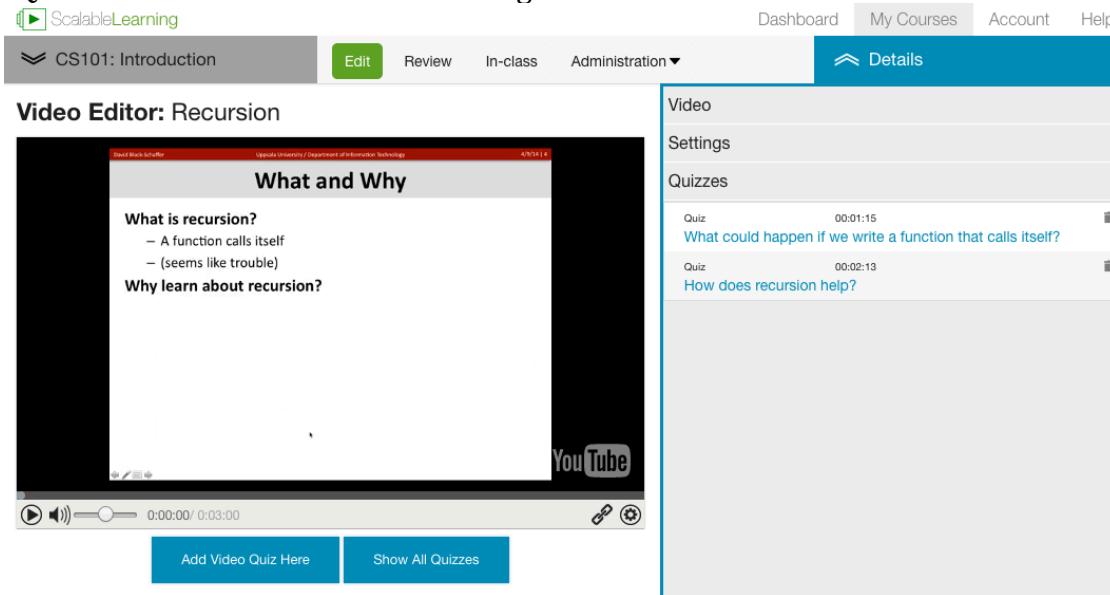
- b. Enter the Answer choice and Explanation, and click the “Correct” box if it is a correct answer.  
c. Use the “Add Answer” button to add additional answers.

Question:	How does recursion help?	
Answer	Speeds up the program	Correct <input type="checkbox"/>
Explanation	Recursion is not inherently faster than any other kind	
Answer	Simplifies the program	Correct <input checked="" type="checkbox"/>
Explanation	It certainly can by expressing the self-similarity of the	
<b>Add Answer</b>		

Quiz Question:	How does recursion help?	
Quiz Time:	00:02:13	
<input type="button" value="Done"/> <input type="button" value="Delete"/>		

- d. You can delete an answer by clicking on the X and then confirming the deletion.  
e. When you are finished, click “Done”.

10. You can see all the quizzes in a video by clicking “Show All Quizzes” or choosing “Quizzes” in the “Details” list on the right.



The screenshot shows the ScalableLearning platform's Video Editor interface. On the left, there is a video player window titled "Video Editor: Recursion". The video content is a slide titled "What and Why" with the following text:  
**What is recursion?**  
– A function calls itself  
– (seems like trouble)  
**Why learn about recursion?**  
The video player has a play button, volume control, and a progress bar showing 0:00:00 / 0:03:00. Below the player are two buttons: "Add Video Quiz Here" and "Show All Quizzes".  
On the right, a sidebar titled "Details" is open, showing the following sections:

- Video
- Settings
- Quizzes

Under the "Quizzes" section, there are two entries:

Quiz	00:01:15
What could happen if we write a function that calls itself?	

Quiz	00:02:13
How does recursion help?	

- You can go to any quiz by clicking on it and edit the quiz.
- You can delete a quiz by clicking on the Trash Can next to the quiz.
- You can move a quiz to a different time by editing it and changing its time.

## Adding Markers and Annotations to Videos

You can add markers to videos to indicate chapters and slides. Markers show up in the video player timeline and in the student's video timeline, and can be used to navigate through the video. You can also provide annotations for markers, which will appear over the video when the student gets to that point in the video.

1. To add a marker or annotation, play to the time where you want a marker and click the "Add Marker" button. You can then give the marker a Title (which will appear in the students' timeline and the in-class mode for easier navigation) and/or an Annotation (which will appear over the video when the students play it).

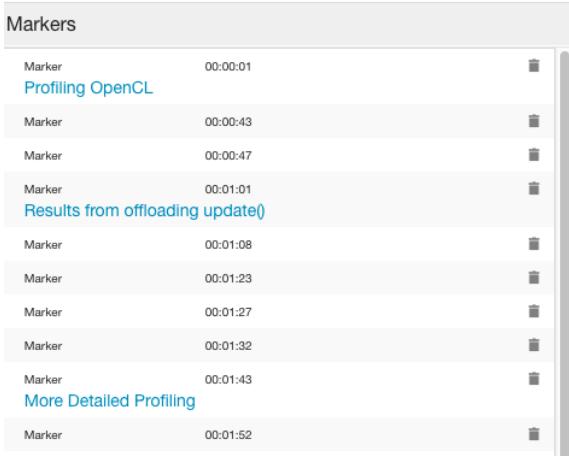
**Video Editor:** Profiling OpenCL



The screenshot shows a video player interface with a bar chart overlay. The chart has three bars labeled 'C-CPU', 'GL-CPU', and 'GL-GPU'. The legend indicates 'Overhead' (red), 'Range' (blue), and 'Update' (black). Below the video player is a marker creation dialog:

- Title:** Results from offloading update()
- Annotation:** (empty text area)
- Marker Time:** 00:01:01
- Buttons:** Done (blue), Delete (orange)

2. You can view/edit markers in the video details pane on the right.

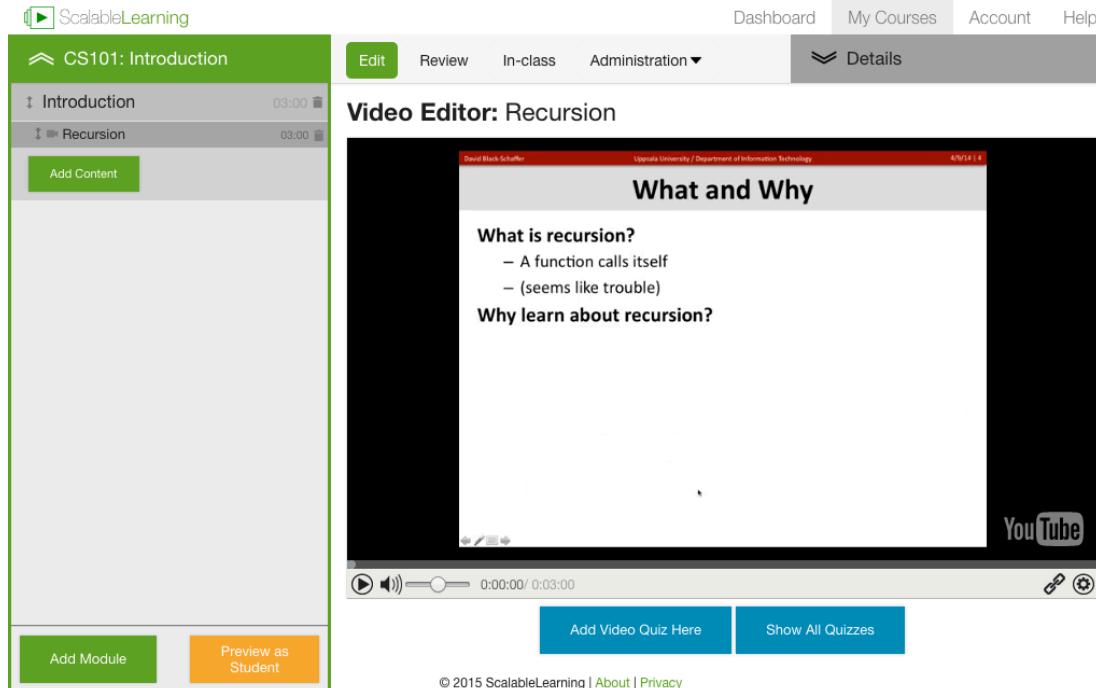


The screenshot shows a list of markers in the video details pane:

Marker	Time
Profiling OpenCL	00:00:01
Marker	00:00:43
Marker	00:00:47
Marker	00:01:01
Results from offloading update()	00:01:01
Marker	00:01:08
Marker	00:01:23
Marker	00:01:27
Marker	00:01:32
Marker	00:01:43
More Detailed Profiling	
Marker	00:01:52

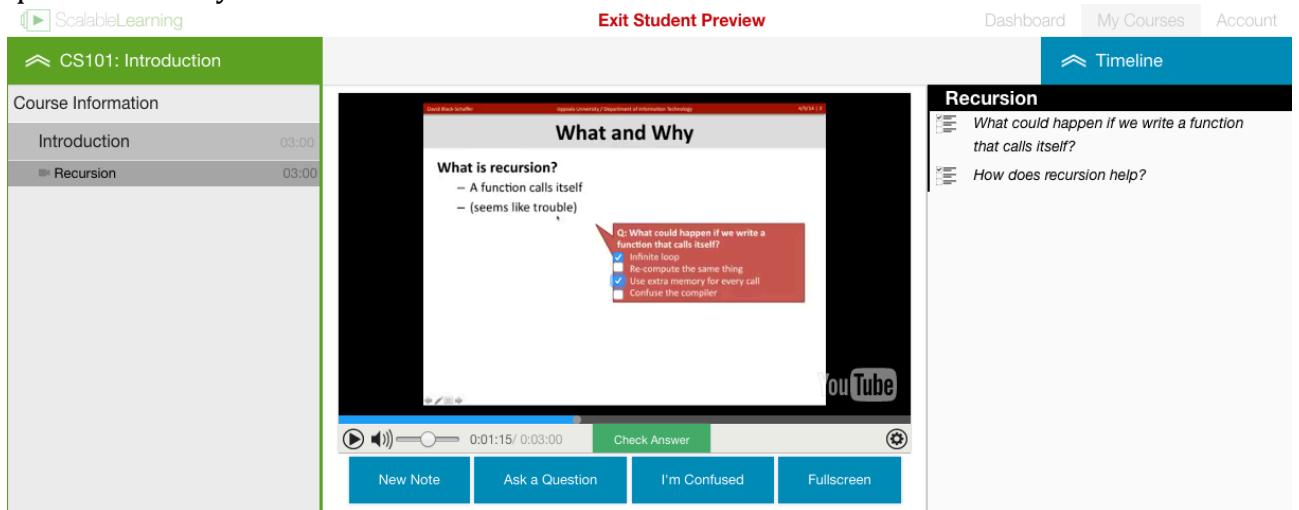
## Previewing as a Student

To preview as a student, click the orange “Preview as Student” at the bottom of the Course Content menu.



The screenshot shows the ScalableLearning interface. On the left, the course content menu for "CS101: Introduction" lists "Introduction" and "Recursion" with a duration of 03:00 each. Below the menu are buttons for "Add Content", "Add Module", and "Preview as Student". The main area displays a video player for a video titled "What and Why" by David Black-Schaffer. The video content discusses recursion, mentioning it's a function calling itself and seeming like trouble. It also asks why learn about recursion. The video player includes controls for play/pause, volume, and progress (0:00/0:03:00). Below the video are buttons for "Add Video Quiz Here" and "Show All Quizzes". The footer of the page includes copyright information: "© 2015 ScalableLearning | About | Privacy".

- You can click on the quizzes in the Timeline on the right to go directly to a quiz question and try them as a student.



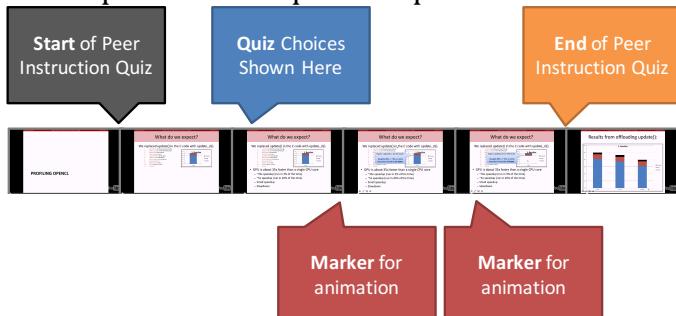
The screenshot shows the ScalableLearning interface in "Exit Student Preview" mode. The course content menu is identical to the previous screenshot. The main area shows the same video player for "What and Why". A red callout box highlights a question in the video content: "Q: What could happen if we write a function that calls itself?". Below the video are buttons for "Check Answer", "New Note", "Ask a Question", "I'm Confused", and "Fullscreen". To the right, a "Timeline" sidebar is open, showing a section for "Recursion" with two questions: "What could happen if we write a function that calls itself?" and "How does recursion help?".

- When you are done, click “Exit Student Preview” at the top to return.

## Creating In-class Peer Instruction Quizzes

In-class Peer Instruction content is created in the same way as online video quizzes: upload a video and add quizzes. However, in-class quizzes have more details to enable the four steps of Peer Instruction: Introduction (teacher introduces the problem), Self (students answer and vote individually), Group (students discuss and vote together), and Discussion (the teacher leads a class discussion). As a teacher you place the quiz in the video, define markers for any slide animations in the video, and set the beginning and end times of the in-class question. When you advance to the question in-class, ScalableLearning will enable student voting at the question and display the results when you advance to the Discussion.

To see how this works, consider this timeline of a video. The Start of a Peer instruction quiz is placed where the quiz first appears in the video and the Quiz itself at the point where the question appears. The End is placed when the explanation for the quiz is finished. Markers can be placed in the quiz to separate different slides or animations for in-class display.



These times are shown in ScalableLearning in the video:



1. To create in-class Peer Instruction content first add an In-Class video to your module by clicking “Add Content” and choosing “In-class Video”.

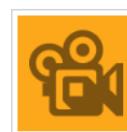
### Add New Content:

#### Video

You can add quiz questions on top of the video.



Video

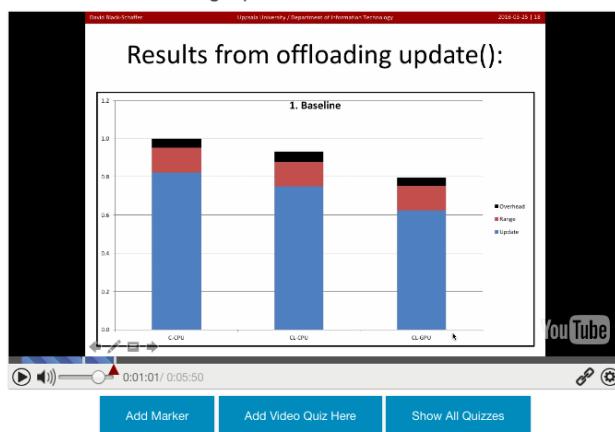


In-class  
Video

2. To display the video in-class as a presentation you will probably want to insert Markers at each transition. (E.g., new slide or animation.) This allows you to use the keyboard or a presentation remote to move between parts of the presentation as you would with slides. To do so, play to the time where you want a marker and click the “Add Marker” button. You can then give the marker a Title (which will appear in the students’ timeline and the in-class mode for easier navigation) and/or an Annotation

(which will appear over the video when the students play it).

**Video Editor:** Profiling OpenCL



Title: Results from offloading update()

Annotation:

Marker Time: 00:01:01

Done Delete

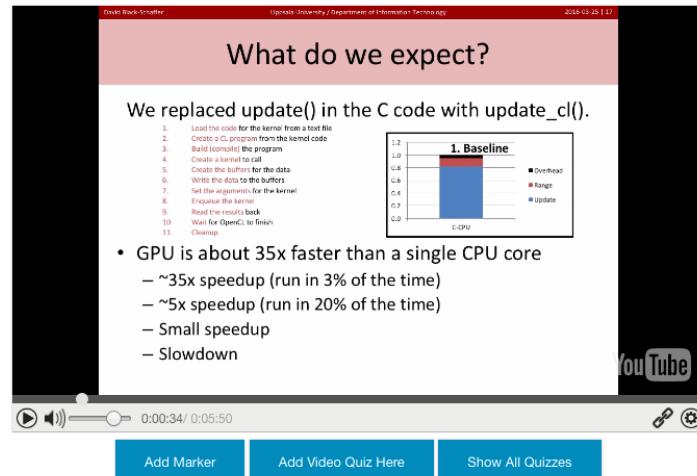
3. You can view/edit markers in the video details pane on the right.

Markers	
Marker	00:00:01
Profiling OpenCL	
Marker	00:00:43
Marker	00:00:47
Marker	00:01:01
Results from offloading update()	
Marker	00:01:08
Marker	00:01:23
Marker	00:01:27
Marker	00:01:32
Marker	00:01:43
More Detailed Profiling	
Marker	00:01:52

4. Then play to the point where the in-class quiz options are displayed, and click "Add Video Quiz Here".

Edit Review In-class Administration ▾

**Video Editor:** Profiling OpenCL

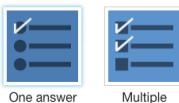


5. You can then choose the type of quiz you wish to insert:

Insert a Video Question:

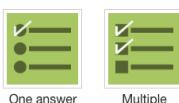
**On-video Quiz**

Place quiz choices on top of the video. Use this if the answers are visible in the video.



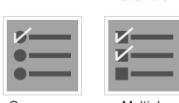
**Text Quiz**

Text quiz on a white background. Use this if the quiz answers are not visible in the video.



**On-video Survey**

Surveys have no correct answer. Use this if the survey choices are visible in the video.



One answer  
Multiple answers

6. Enter the quiz question (which will appear on screen and on students' phones) and insert the quiz options by double-clicking on the screen where you want each option to appear, and configuring them as you would for an online quiz. You can specify that a quiz has a start and end time (used to know where to start the in-class quiz as you go through the material) and provide timers for use in-class to help keep you on track. The timers will be displayed as count down timers while the question is visible in-class.

Double-click on the video to add a new answer.

Quiz Question:

What do we expect?

Quiz Time: 00:00:34

Start time  End time

Intro Timer: 00:02:00

Self Timer: 00:02:00

Group Timer: 00:02:00

Discussion Timer: 00:02:00

**Done** **Delete**

7. The Start and End times of the quiz are displayed in the timeline and can be changed by dragging them. These times determine how much of the video (and any markers during this time) are displayed in-class during the Peer Instruction voting. The Introduction will start at the Start Time, the Self and Group student votes are at the quiz time, and the Discussion goes until the End Time.

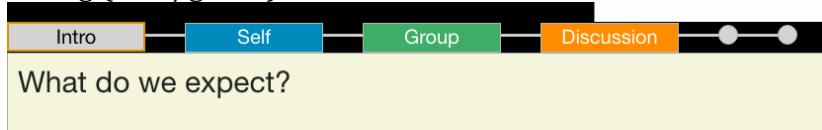


8. During the in-class session, you will see the four steps of the Peer Instruction displayed during the question: Introduction (teacher introduces the problem), Self (students answer and vote individually), Group (students discuss and vote together), and Discussion (the teacher leads a class discussion).



Circles shown in-class indicate markers during these portions so the teacher knows how many slides are present. During the Discussion the results of before and after

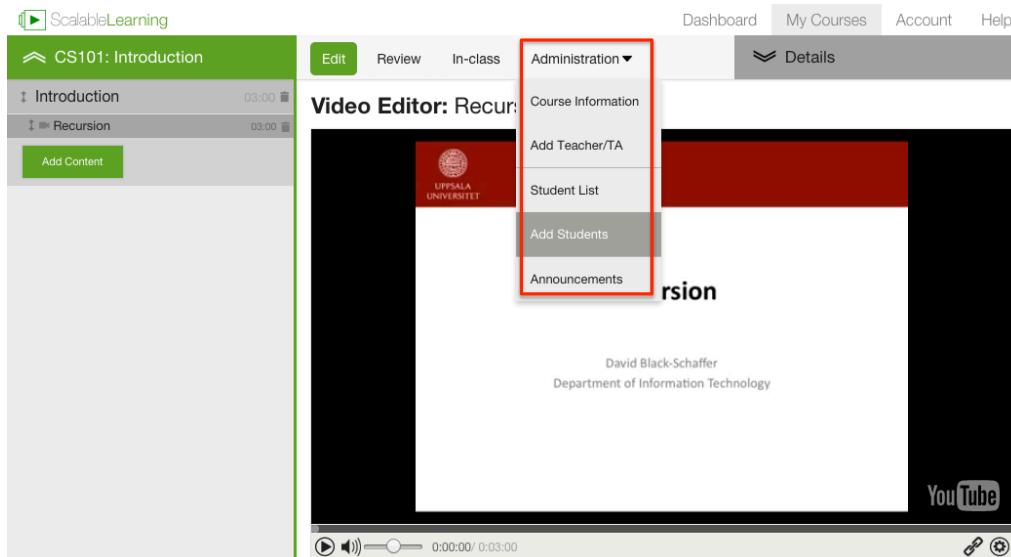
voting (blue/green) are shown on-screen.



## Adding Students

To add students to a course they need to register and join the course with a course Enrollment Key.

1. Go to the course by choosing it from the “My Courses” menu.
2. From the “Administration” menu choose “Add Students”



3. Copy the text provided for student registration, and email it out to your class using your institution’s email list.

Dear Student,

This term in Introduction to Computer Science we will be using ScalableLearning to help make your learning more interactive. To get started:

1. Go to [test.scalable-learning.com](http://test.scalable-learning.com) and create an account with your university email address.
2. Add your course by choosing “Join Course” from the “Courses” menu and entering the Enrollment Key for CS101 : **YPMHU-95491**

Sincerely,  
David Black-Schaffer

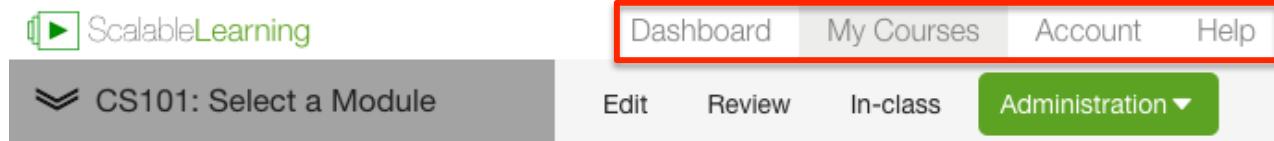
Click to Select  
Copy Item: cmd+C or ctrl+C

4. Students will then register by creating an account on ScalableLearning and adding the course using the Enrollment Key in the email.

## Student List

You can see a list of enrolled students by choosing “Student List” from the “Administration” menu. Here you can see a list of all enrolled students, send emails to students, and remove students from the course.

## About the Main Menu

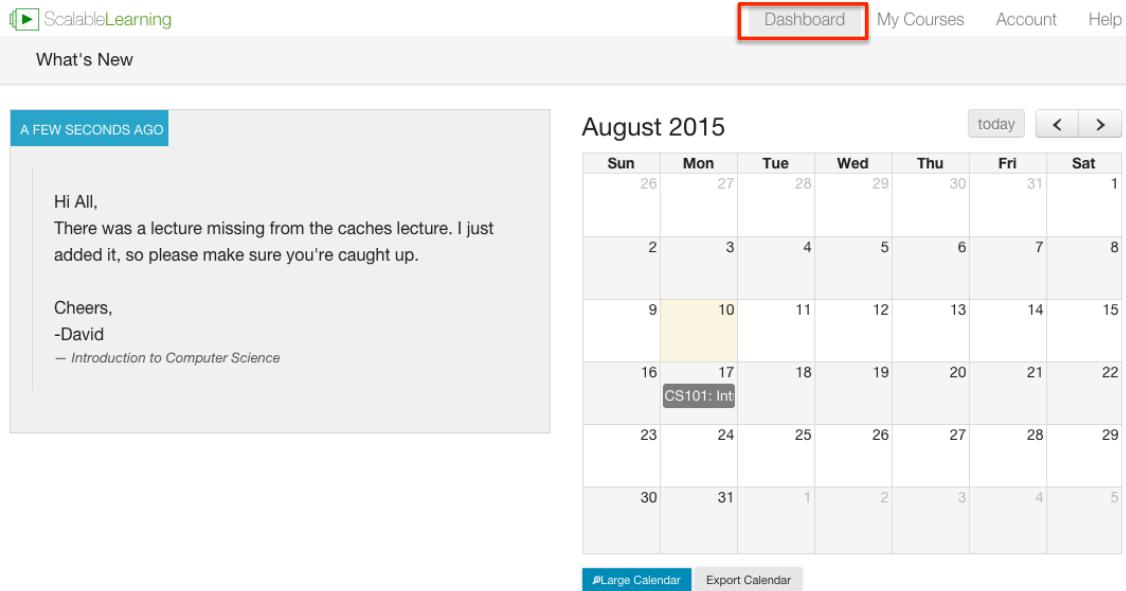


Dashboard   My Courses   Account   Help

CS101: Select a Module   Edit   Review   In-class   Administration ▾

### Dashboard

- Shows a calendar view of the course due dates and a list of course announcements



A FEW SECONDS AGO

Hi All,  
There was a lecture missing from the caches lecture. I just added it, so please make sure you're caught up.

Cheers,  
-David  
*— Introduction to Computer Science*

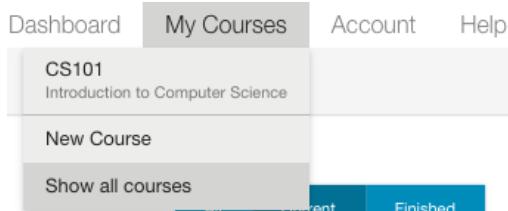
August 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Large Calendar   Export Calendar

### My Courses

- Choose a current course to go directly to it
- New Course:** create a new course or a new copy of an old course
- Show all courses:** show all courses for which you are a TA or Teacher, including old courses.



Dashboard   My Courses   Account   Help

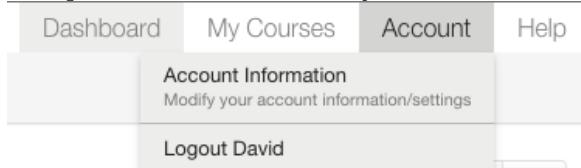
CS101  
Introduction to Computer Science

New Course

Show all courses   Current   Finished

### Account

- Account Information:** Change your account information including your name, email, and password, and delete your account.



Dashboard   My Courses   Account   Help

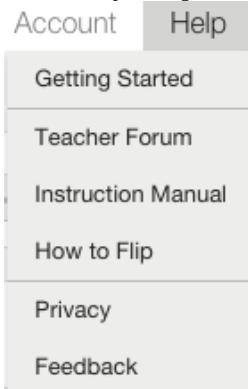
Account Information  
Modify your account information/settings

Logout David

### Help

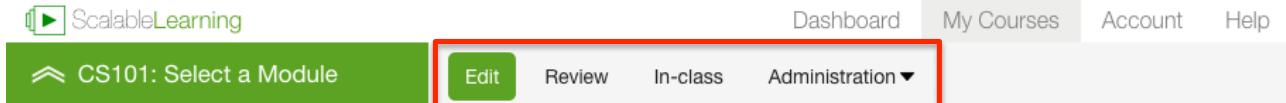
- Access help for using the system, including Getting Started tutorials and the Instruction Manual.
- Direct access to the ScalableLearning Teacher Forum.

- Privacy policy
- **Feedback:** Provide feedback about ScalableLearning, including reporting problems with the system or suggestions for improvements. (We take every report very seriously, so please do let us know how we can improve!)



## About the Course Menu

The course menu lets you choose to **Edit** a course content, **Review** student progress, and present material **In-class**. The course menu also gives you access to **Administrative** functions such as viewing a class list, adding students and teachers, and sending announcements.



When you click on **Edit**, **Review**, or **In-Class** you will see instructions:

### Edit Mode

CS101: Select a Module

Introduction 03:00

**Course Editor**

Choose a module to the left view and edit its contents.  
Drag modules around to re-order them.

Add Module Create modules to organize your course contents.

Add Content Add videos, quizzes, surveys, and links.

Preview as Student Preview as Student to see how your content will appear to students

Right-click on an item to Copy, Paste, or Share it with other teachers.

### Review Mode

CS101: Select a Module

Introduction 03:00

**Review Module Completion**

Choose a module to review the students' online progress, respond to questions, and select material for in-class review.

View Module Completion View which students have completed each module on-time or late.

### In-class Mode

CS101: Select a Module

Introduction 03:00

**Display In-class Content**

Choose a module to display selected materials

In-class

## Reviewing Student Online Progress

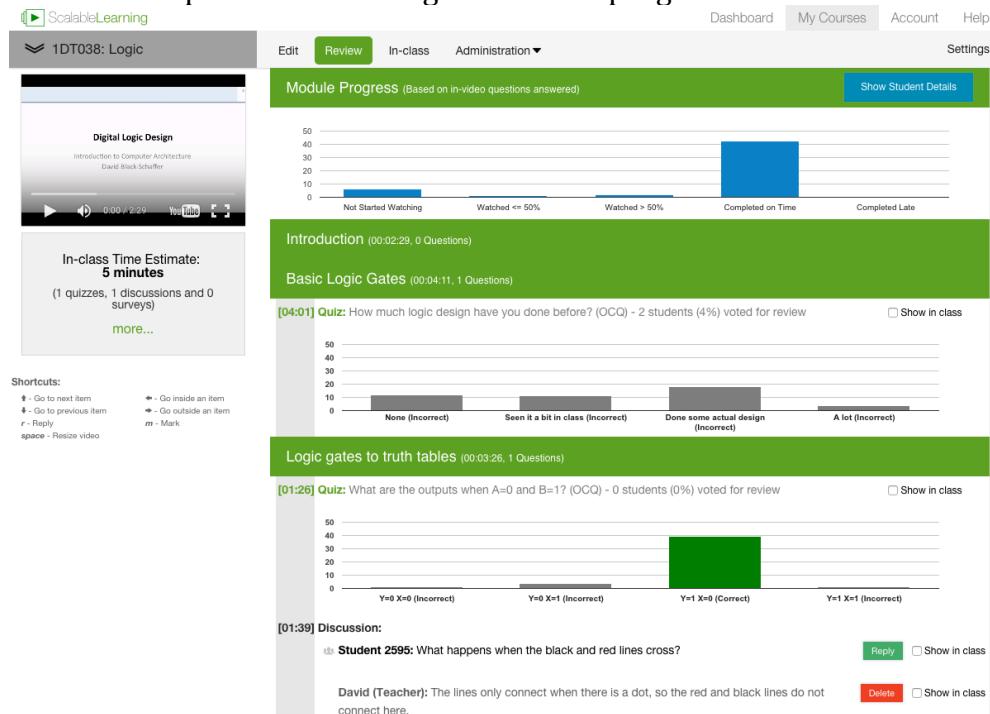
Before each class meeting you will want to review how students did on the online quizzes and what questions they had about the material. While you are reviewing their progress, you should also select which parts of the online material you would like to bring into the classroom for an in-class review.

1. Go to the course by choosing it from the “Courses” menu.
2. Click on **Review** to switch to Review Mode

3. Choose the Module to review from the Course Content list on the left.
4. The Progress review has four parts:

- a. **Lecture Preview:** Shows you the location in the video lecture where the quiz or question occurred. This is useful for reviewing the context of the quiz or question. To make the preview larger just press the space bar on your keyboard.
- b. **In-class Review Time Estimate:** Estimates how much time it will take you to review the material you have selected for in-class review. It is important to make sure you don't spend too much time reviewing the online material in-class since you want to focus in-class time on active learning.
- c. **Module Progress Timeline:** Shows you all the quizzes and student discussions in time order (top is earlier, bottom is later) for the whole module.
- d. **Keyboard Shortcuts:** Lists shortcuts you can use to make it faster to review your students' progress and respond to their questions.

5. Tip: You can close the Course Content list on the left by clicking on the green title to make more space for reviewing the student progress.



In-class Time Estimate: 5 minutes  
(1 quizzes, 1 discussions and 0 surveys)  
[more...](#)

Shortcuts:  
 ↗ Go to next item  
 ↙ Go to previous item  
 ⌂ Reply  
 ⌂ Space - Resize video

Module Progress (Based on in-video questions answered)

Dashboard My Courses Account Help Settings

Module Progress (Based on in-video questions answered)

Introduction (00:02:29, 0 Questions)

[04:01] Quiz: How much logic design have you done before? (OCQ) - 2 students (4%) voted for review  Show in class

Basic Logic Gates (00:04:11, 1 Questions)

[04:01] Quiz: How much logic design have you done before? (OCQ) - 2 students (4%) voted for review  Show in class

Logic gates to truth tables (00:03:26, 1 Questions)

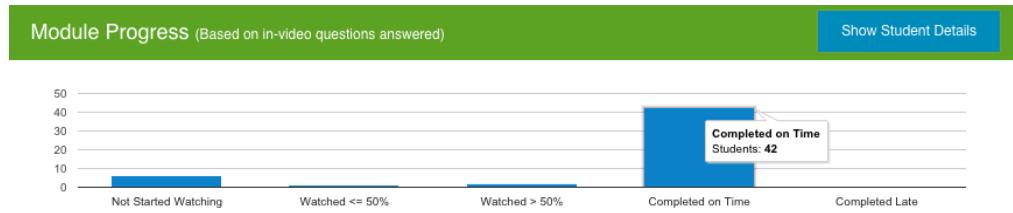
[01:26] Quiz: What are the outputs when A=0 and B=1? (OCQ) - 0 students (0%) voted for review  Show in class

[01:39] Discussion:

 Student 2595: What happens when the black and red lines cross? [Reply](#)  Show in class

 David (Teacher): The lines only connect when there is a dot, so the red and black lines do not connect here. [Delete](#)  Show in class

6. The first part of the Progress Timeline shows you how many students have completed the Module:



Module Progress (Based on in-video questions answered)

Show Student Details

Module Progress (Based on in-video questions answered)

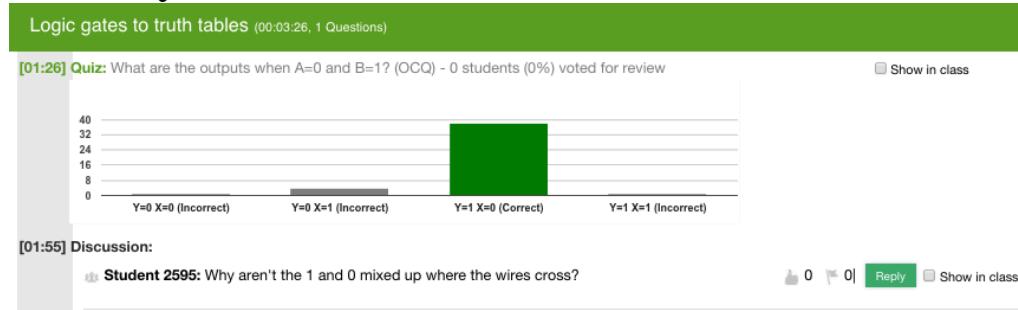
Completed on Time Students: 42

- a. You can click on "Show Student Details" to see how much each student has completed in this module.

7. The second part shows you, for each module, how students did on each quiz and questions they asked and where they clicked the Confused button. You can scroll down to go through all quizzes and questions in the whole Module.

## Reviewing Quiz Performance.

1. Here is an example from the Module "Logic gates to truth tables," which is 3:26 long and has 1 Quiz.



Logic gates to truth tables (00:03:26, 1 Questions)

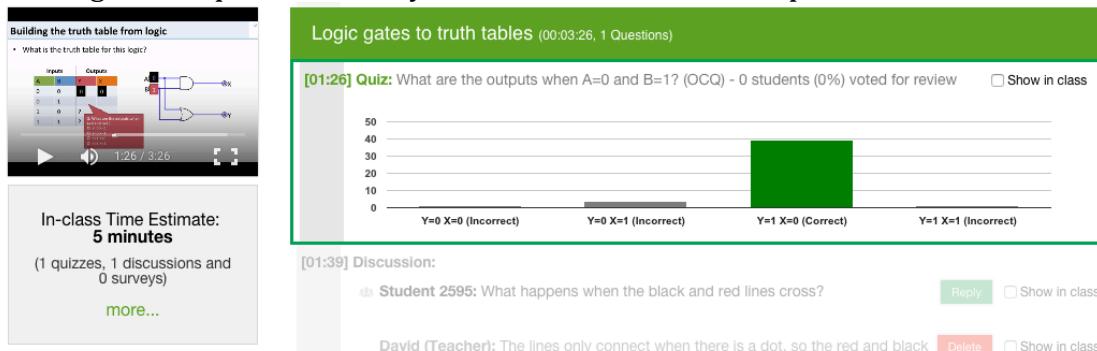
[01:26] Quiz: What are the outputs when A=0 and B=1? (OCQ) - 0 students (0%) voted for review  Show in class

[01:55] Discussion:

 Student 2595: Why aren't the 1 and 0 mixed up where the wires cross? [Reply](#) 0  Show in class

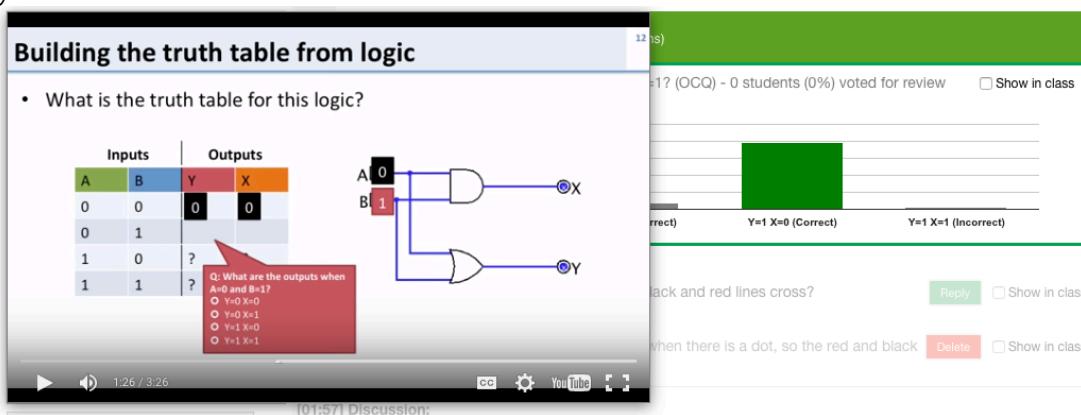
2. There was one quiz (at time 1:26) and you can see how students answered. The green answer is the correct one.

3. Clicking on the quiz will show you the lecture in the video preview.



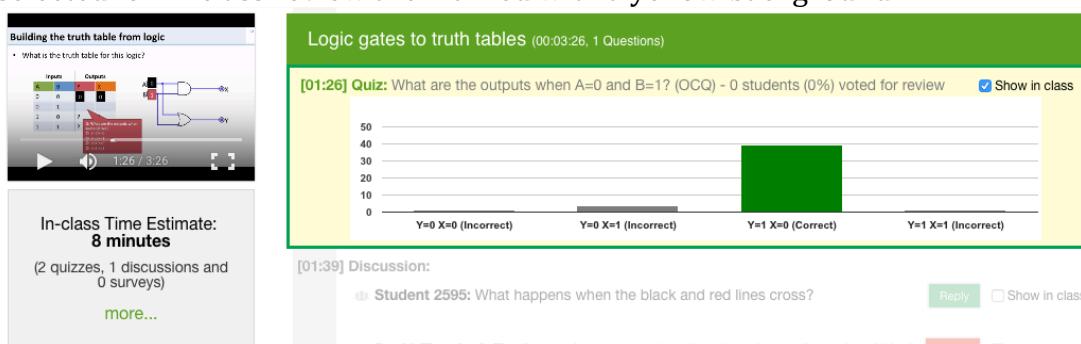
The screenshot shows a quiz item titled "Logic gates to truth tables (00:03:26, 1 Questions)". The quiz question is "[01:26] Quiz: What are the outputs when A=0 and B=1? (OCQ) - 0 students (0%) voted for review". Below the question is a graph with four horizontal bars: "Y=0 X=0 (Incorrect)" (grey), "Y=0 X=1 (Incorrect)" (grey), "Y=1 X=0 (Correct)" (green), and "Y=1 X=1 (Incorrect)" (grey). To the left of the graph is a video preview window titled "Building the truth table from logic" showing a truth table and a logic circuit. A red arrow points to the "Y=1 X=0 (Correct)" bar.

4. Pressing the space bar on the keyboard will temporarily enlarge the video preview so you can see it in more detail.



The screenshot shows the same quiz item as above, but the video preview window is enlarged. The video title is "Building the truth table from logic" and the question is "What is the truth table for this logic?". The truth table and logic circuit are clearly visible. A red arrow points to the "Y=1 X=0 (Correct)" bar.

5. Pressing the space bar again will shrink the video preview.  
 6. You can choose to make a quiz part of the in-class review by clicking the "Show in class" button next to it or typing "M" on the keyboard when it is selected. Items selected for in-class review are marked with a yellow background.



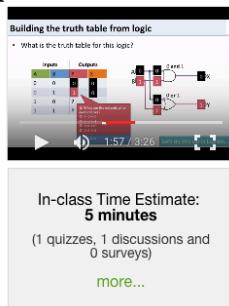
The screenshot shows the same quiz item as above, but the video preview window is now shrunk. The video title is "Building the truth table from logic" and the question is "What is the truth table for this logic?". The truth table and logic circuit are partially visible. A red arrow points to the "Y=1 X=0 (Correct)" bar. The "Show in class" checkbox is checked, and the entire video preview area has a yellow background.

7. When you mark an item for in-class review, the Time Estimate is updated to tell you how long much in-class time your review will take. Here the time estimate is 3 minutes because one quiz has been selected for review.  
 8. To go on to the next item either click on it, or press the down-arrow on the keyboard.

## Responding to Student Questions and Discussions

- Students can ask questions and have discussions while watching the video. When such a discussion is selected, the video preview goes to the place in the video where the student asked the question and you can press the space bar to enlarge the video

preview.



**In-class Time Estimate:**  
5 minutes  
(1 quizzes, 1 discussions and 0 surveys)  
[more...](#)

10:59 DISCUSSION:

Student 2595: What happens when the black and red lines cross? Reply  Show in class

David (Teacher): The lines only connect when there is a dot, so the red and black lines do not connect here.   Show in class

[01:57] Discussion:  
Student 2595: Why do you have Y before X? Isn't that just confusing! Reply  Show in class

[02:05] Discussion:  
Student 2595: I can't get this to work on my computer. Where can I get help from the TAs? Reply  Show in class

- a. You can see next to the question how many students voted for this question to be reviewed in-class, how many flagged it as inappropriate, and you can reply to the question by typing “R” or pressing “Reply” and mark it for in-class review by clicking “Show in class” or typing “M” for mark.

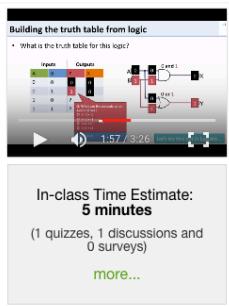
Reply  Show in class

- b. Students can ask Public (visible to all other students) and Private (visible only to the instructor) questions. Private discussions are marked with a lock icon and public ones with a group icon.

[01:57] Discussion:  
Student 2595: Why do you have Y before X?

[02:05] Private Post  
Student 2595: I can't get this to work on my the TAs?

2. You can reply to students and answer their questions by clicking on “Reply” or typing “R”.



**In-class Time Estimate:**  
5 minutes  
(1 quizzes, 1 discussions and 0 surveys)  
[more...](#)

10:59 DISCUSSION:

Student 2595: What happens when the black and red lines cross? Reply  Show in class

David (Teacher): The lines only connect when there is a dot, so the red and black lines do not connect here.   Show in class

[01:57] Discussion:  
Student 2595: Why do you have Y before X? Isn't that just confusing!   Show in class

The order doesn't matter as long as you cover all the output combinations.  
Post reply and send message to student

- a. When you post your reply the student will receive an email with your answer, and they can see the reply in their video timeline.
- b. If the student’s question was public, then other students can see your reply as well.
- c. You can delete your reply by clicking “Delete”, but an email is still sent when you post the reply.

## Responding to Surveys and Making Results Visible to All Students

Anonymous surveys can be included in your Modules. The results are shown and you can reply to students comments (without knowing who the student is) by clicking “Reply”. You can also choose survey responses for in-class review by choosing “Show in class.”

**Logic Survey(4 Questions)**

Make Survey Visible to Students

**Title:** How was the pace of this lecture? (OCQ)  Show in class



**Free Text Question:** List one thing you liked about this lecture:  Show in class

- combin gates   Related  Show in class
- Learning about muxes, encoders and how its used to access memory.   Related  Show in class
- I like how everything is demonstrated in the simulator. Like theory + practice in one go.   Related  Show in class
- how you read out from memory   Related  Show in class
- The connection to the very common terms of clock speed and processor MHz/GHz was very interesting. I would have liked that to me explained some more to get more "real life" understanding.   Related  Show in class

Surveys also allow you to see which responses came from the same student by clicking “Related”. You can make the survey results visible to the whole class by clicking “Make Survey Visible to Students” at the top of the survey.

## Display Options for Review

You can choose which items from the online lecture to display in the Progress Review from the Settings menu and format the output for printing or saving to a PDF:

**Settings**

- Show Lecture Quizzes
- Show Confused
- Show Discussion
- Show Quizzes
- Show Surveys

 Print

## Class Progress

To see overall class progress, click on the **Review** mode and choose “View Module Completion”.

Edit    **Review**    In-class    Administration ▾

### Review Module Completion

Choose a module to review the students’ online progress, respond to questions, and select material for in-class review.

**View Module Completion**

View which students have completed each module on-time or late.

ScalableLearning

Dashboard Courses Account Help

1DT038: Select a Module Progress Content Students

Course Progress Progress Graph

✓ Finished Not on Time ✓ Finished on Time ✘ Not Finished

	Introduction	ISA 1	ISA 2	Lab 1 (MIPS Tutorial)	Arithmetic	Logic	Processor Control and Datapath	Lab 2	Midterm Review	Midterm course evaluation	Process Pipelining
	✓	✓ (20 days)	✓ (44 days)	✓	✓ (13 days)	✓ (12 days)	✓ (33 days)	✓	✓ (3 days)	✓ (3 days)	✓
	✓	✓ (9 days)	✓ (7 days)	✓	✓ (2 days)	✓	✓	✓	✓ (3 days)	✓ (3 days)	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓ (4 days)	✓ (4 days)	✓
	✓	✓ (37 days)	✓ (45 days)	✓	✓ (40 days)	✓ (39 days)	✓	✓	✗	✗	✓
	✓	✓	✗	✓	✓	✓	✓	✓	✗	✗	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✗	✓	✓	✓	✗	✗	✓	✗	✗	✗
	✓	✗	✓ (2 days)	✓	✗	✗	✗	✓	✗	✗	✗
	✓	✓	✓	✓	✓	✓	✓	✓	✓ (3 days)	✓ (3 days)	✓

You can manually change a student's progress by clicking on a lecture and choosing a different status.

Change Status

Original  On Time  Not Done

✓  
(37 days)      ✓  
(45 days)      ✓

## Detailed Lecture Statistics

You can get more detailed lecture statistics by clicking on "Show Student Details" at the top of the Lecture Review. Under the Lecture Statistics tab you can see a timeline of where students paused, asked questions, reviewed, and clicked confused.



Under the Lecture Progress tab you can see which students have completed which parts of each Module.

## Student Details: Logic

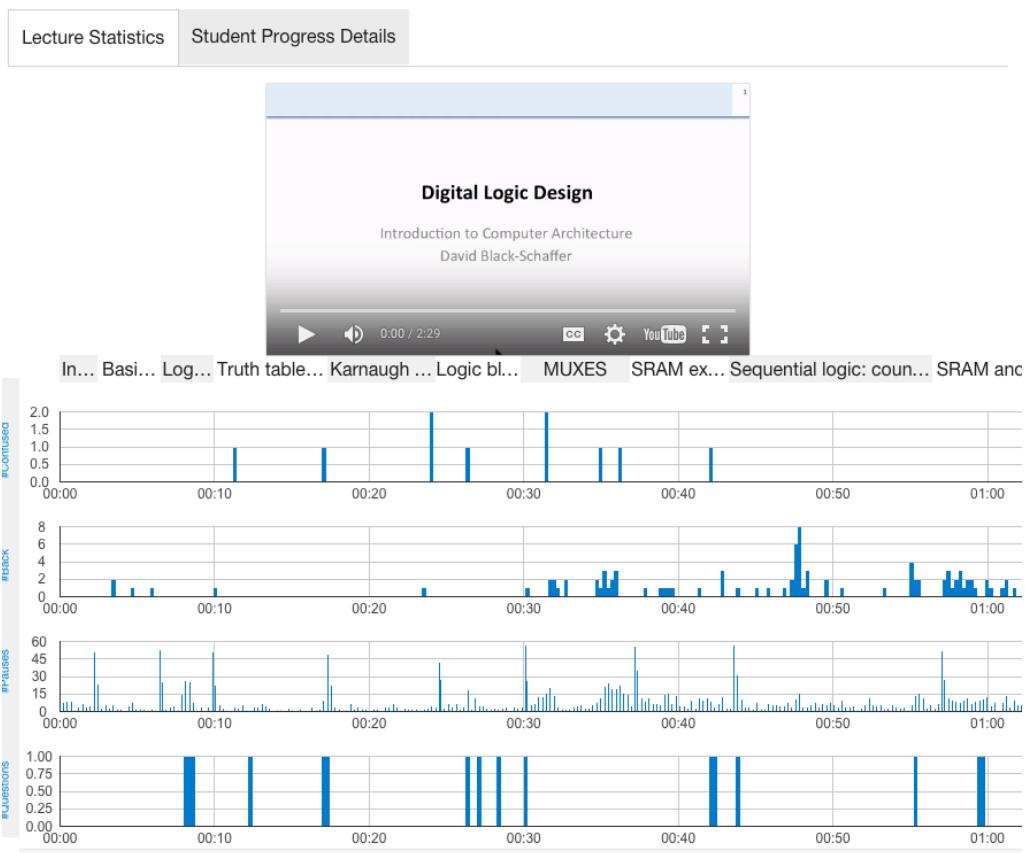
[Show Progress](#)

Lecture Statistics | Student Progress Details

✓ Finished Not on Time ✓ Finished on Time ✘ Not Finished

	Introduction	Basic Logic Gates	Logic gates to truth tables	Truth tables to logic gates	Karnaugh Maps	Logic blocks and busses	MUXES	SRAM example	Σ
ah al-eah	✓	✓	✓	✓	✓	✓	✓	✓	✓
der	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hoff	✓	✓	✓	✓	✓	✓	✓	✓	✓
la amm	✓	✓	✓	✓	✓	✓	✓	✓	✓
;	✓	✓	✓	✓	✓	✓	✓	✓	✓
is	✓	✓	✓	✓	✓	✓	✓	✓	✓
i	✓	✓	✓	✓	✓	✓	✓	✓	✓
dling	✓	✓	✓	✓	✓	✓	✓	✓	✓

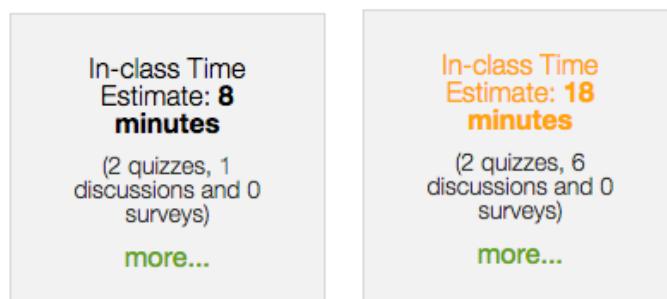
## Student Details: Logic

[Show Progress](#)


## Using ScalableLearning In-Class

To use ScalableLearning in-class, you first select the items from the Module you wish to review in-class while Reviewing the Students' Progress. Then in-class, ScalableLearning will help you review that material by displaying it on a projector along with the quiz results or the students' questions. This helps you bring the material you have selected from the online preparation into the classroom with minimal effort.

1. Before coming to class, review the students' online progress and select the quizzes and questions you wish to review in-class.
  - a. Pay special attention to the in-class time estimate to make sure do not spend too much time lecturing in-class! The time estimate will turn orange or red if your in-class time estimate is too high.



2. In the classroom, connect your compute to the projector, and go to the course and Module you wish to review in-class. Click "In-class" to see a list of the items you have selected from the Module for in-class review.

Item	Description
ISA 2	1:18:14
Lab 1 (MIPS Tutorial)	33:33
Arithmetic	1:02:29
<b>Logic</b>	<b>1:10:48</b>
■ Introduction	02:29
■ Basic Logic Gates	04:11
■ Logic gates to truth tables	03:26
■ Truth tables to logic gates	07:29
■ Karnaugh Maps	07:05
■ Logic blocks and busses	05:36
■ MUXES	07:08
■ SRAM example	06:29
■ Sequential logic: counter e...	13:23
■ SRAM and latches	08:11
■ Memory arrays	05:21

3. To start the in-class review, click "Display for In-Class Review." The in-class review will then switch to a full-screen (presentation) display and load the first item in your list. You may be asked to give permission to display in full-screen, in which case click "Agree". You can always exit full-screen by pressing the escape key on the keyboard or

pressing the Exit button.

Logic gates to truth tables

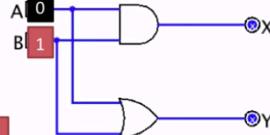
### Building the truth table from logic

- What is the truth table for this logic?

Inputs		Outputs	
A	B	Y	X
0	0	0	0
0	1	?	
1	0	?	
1	1	?	

**Q: What are the outputs when A=0 and B=1?**

Y=0 X=0  
 Y=0 X=1  
 Y=1 X=0  
 Y=1 X=1



YouTube

Quiz:  
What are the outputs when A=0 and B=1?

Y=0 X=0      Y=0 X=1      Y=1 X=0      Y=1 X=1

Exit      5sec<<      >>5sec      ►►

07:45      Pause      Hide

- The full-screen view is designed to be projected in a classroom.
  - You can use a standard presentation remote control to control the screen, including the arrow keys to go between questions.
  - The display shows the estimated time as a countdown in the lower right hand corner.
  - You can switch to higher resolution by clicking on the "HD" button at the top.
  - You can start the video playing with the play button at the top and mute/unmute the audio. (Typically you will just advance through the questions in the video that you have marked during the progress review, but you can also play it if it is helpful in the classroom.)
  - Using the controls at the bottom you can go to the next/previous question and advance the video by +/- 5 seconds to get to the next slide.
4. If you click "hide" or type "b" (typically a button on a presentation remote) you can hide the question or the graph and just show the slide.

Logic gates to truth tables

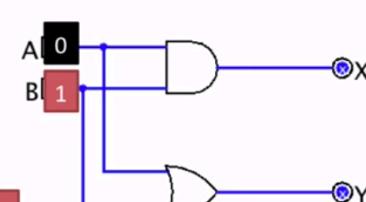
### Building the truth table from logic

- What is the truth table for this logic?

Inputs		Outputs	
A	B	Y	X
0	0	0	0
0	1	?	
1	0	?	
1	1	?	

**Q: What are the outputs when A=0 and B=1?**

Y=0 X=0  
 Y=0 X=1  
 Y=1 X=0  
 Y=1 X=1



YouTube

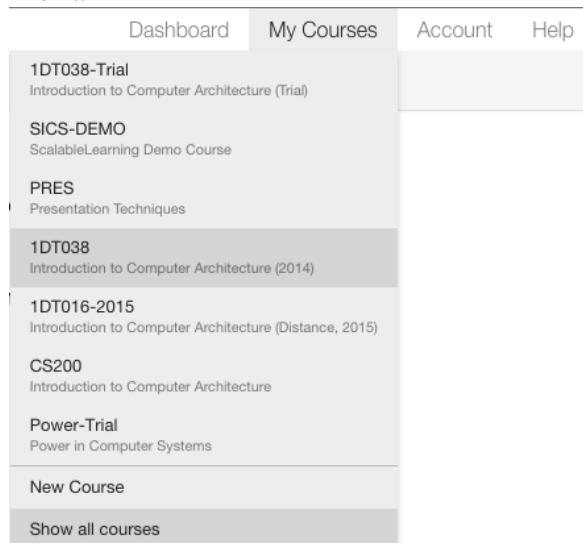
Exit      5sec<<      >>5sec      ►►

07:53      Pause      Unhide

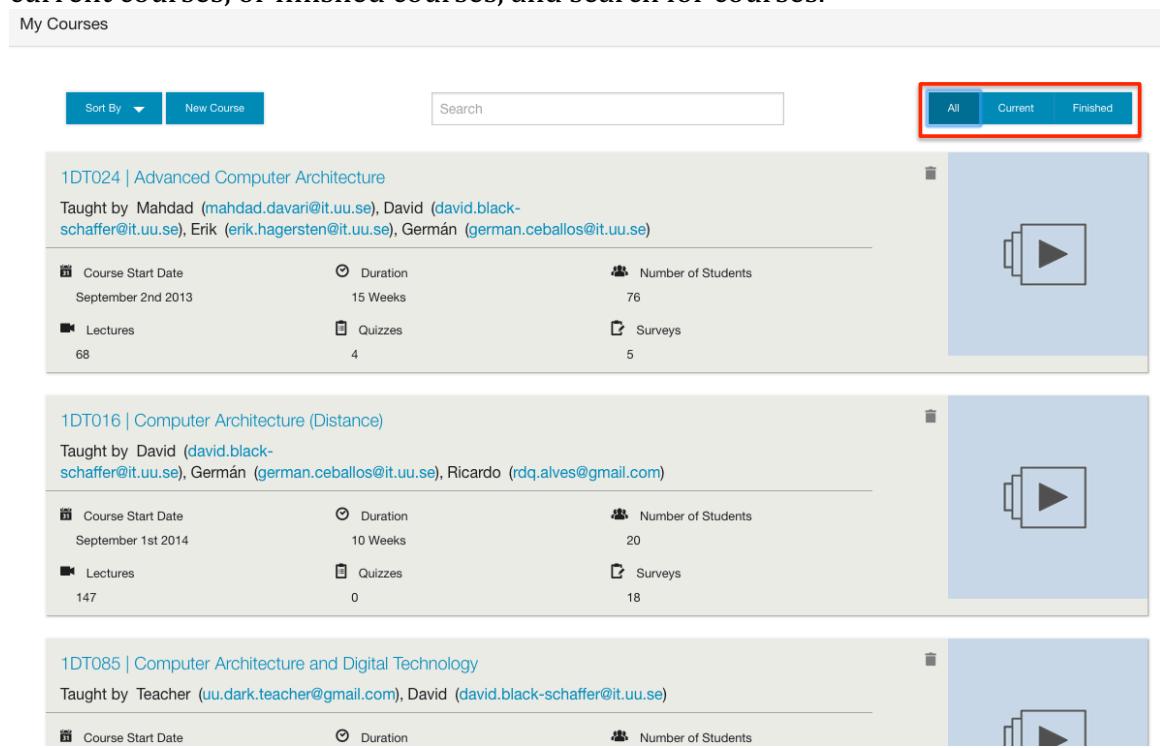
- When you are done with the in-class review, click exit to end.

## Viewing your Courses

- **Current Courses:** You can see a list of your **current courses** under the “My Courses” menu.



- You can go directly to any course by choosing it here.
- **All Courses:** You can see all courses (including finished courses) by choosing “Show all courses” from the “Courses” menu. You can then choose to view all courses, your current courses, or finished courses, and search for courses.



Course	Start Date	Duration	Students	Lectures	Quizzes	Surveys
1DT024   Advanced Computer Architecture	September 2nd 2013	15 Weeks	76	68	4	5
1DT016   Computer Architecture (Distance)	September 1st 2014	10 Weeks	20	147	0	18
1DT085   Computer Architecture and Digital Technology						

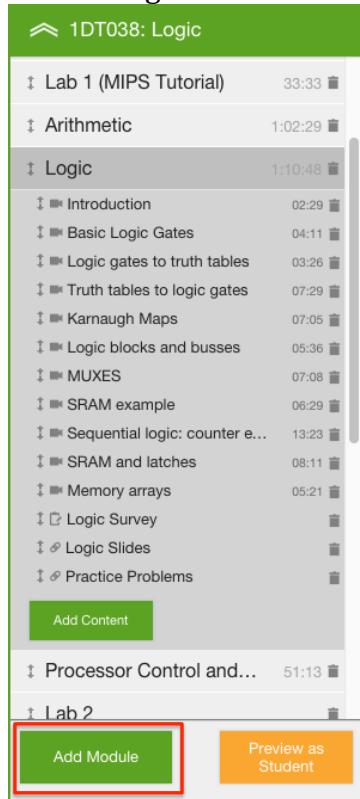
- You can go directly to a course by clicking on its title in the All Courses list.
- **Deleting Courses:** You can delete a course by clicking on the trash can to the right of the course in the “All Courses” view and then clicking on the confirmation button.
- **New Courses:** You can create a new course by choosing “New Course” in the “Courses” menu.

## Organizing Courses with Modules

You can use Modules to organize your course. Modules allow you to group multiple videos, surveys, and quizzes, and can all have the same due dates and visibility dates.

Modules can be thought of as complete lectures or units in your course. By dividing up your videos into short segments you give students an indication of their progress (each completed video gets a green checkmark) and make it easier for them to navigate the course material.

**Example.** Here you can see an example of a course with multiple Modules (Introduction, ISA 1, ISA 2, Lab 1, Arithmetic, Logic) and multiple items within the Logic Module (short videos, a survey, and links to extra material.) You can also see how the student has completed the first 5 video segments of the Module.

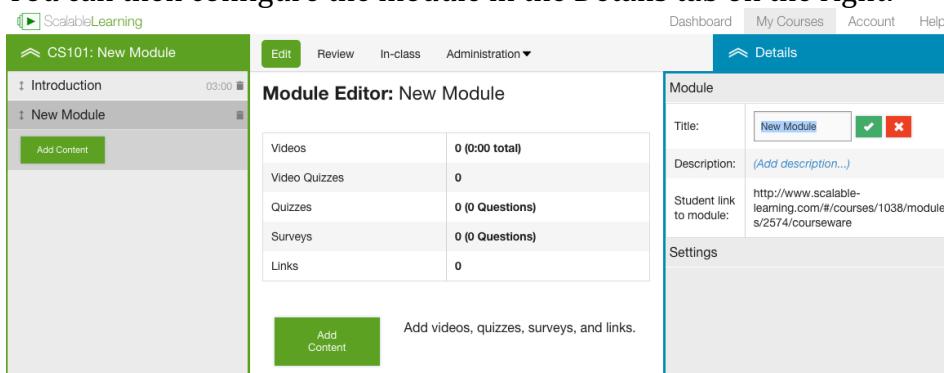


The screenshot shows a course navigation menu on the left with sections like 'Dashboard', 'My Courses', 'Account', and 'Help'. Below is a list of modules and their contents:

- 1DT038: Logic
  - Lab 1 (MIPS Tutorial) 33:33
  - Arithmetic 1:02:29
  - Logic 1:10:48
    - Introduction 02:29
    - Basic Logic Gates 04:11
    - Logic gates to truth tables 03:26
    - Truth tables to logic gates 07:29
    - Karnaugh Maps 07:05
    - Logic blocks and busses 05:36
    - MUXES 07:08
    - SRAM example 06:29
    - Sequential logic: counter e... 13:23
    - SRAM and latches 08:11
    - Memory arrays 05:21
    - Logic Survey
    - Logic Slides
    - Practice Problems
- Add Content
- Processor Control and... 51:13
- Lab 2

At the bottom left, there are two buttons: 'Add Module' (highlighted with a red box) and 'Preview as Student'.

1. To create a new Module, click “Add Module” at the bottom of the course content list on the left.
2. You can then configure the module in the Details tab on the right:



The screenshot shows the 'Details' tab for a new module named 'New Module'. The tab includes fields for Title (set to 'New Module'), Description (with a placeholder '(Add description...)'), and Student link to module (containing the URL 'http://www.scalable-learning.com/#/courses/1038/modules/2574/courseware'). A 'Settings' section is present but collapsed. On the left, there's a 'Module Editor: New Module' sidebar with sections for Videos, Video Quizzes, Quizzes, Surveys, and Links, all currently showing 0 items. At the bottom of the editor, there's a 'Add Content' button and a note: 'Add videos, quizzes, surveys, and links.'

- a. You can set the Module Name

Details	
Module	
Settings	
Appearance Date	Set Date: 11/08/2015 02:00
Due Date	<input checked="" type="checkbox"/> has due date Set Date: 18/08/2015 02:00

- b. You can choose a “Visible Date” to prevent the students from seeing the module until a given time and date. This is useful if you do not want them to skip too far ahead in the course. Note that if the module is not currently visible to students you will see a warning:

**Visible:** 01/03/2015 at 00:00  Not Currently Visible To The Students. Will Be Visible On This Date.

- c. You can set a “Due Date” by choosing “Has Due Date” and setting the date. Students who complete the module after this date will be marked as late, and students will see this module in their calendar as due on this date.

**Has Due Date :08/03/2015 at 00:00**

- d. You can provide a description of the Module to help students know what content it will cover. This is particularly helpful if you share your course with other teachers so they can quickly see what is in each module.
- e. You can copy the “Student link to module” if you want to email a link directly to the module to your students.
- f. You can see the contents of the module, including the total video time and number of video questions and extra quizzes.

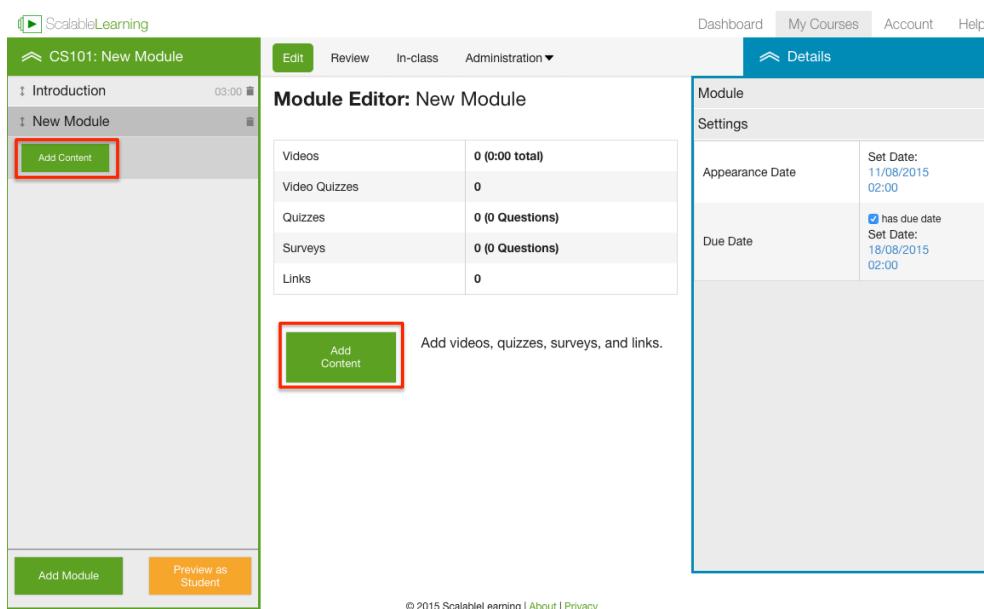
#### Module Editor: New Module

Videos	0 (0:00 total)
Video Quizzes	0
Quizzes	0 (0 Questions)
Surveys	0 (0 Questions)
Links	0

Add Content

Add videos, quizzes, surveys, and links.

3. To add items to the Module click “Add Content” in the Module Editor or at the bottom of the module in the content list, and choose what you would like to add:



The screenshot shows the ScalableLearning interface for editing a module. On the left, there's a sidebar with 'CS101: New Module' and two items: 'Introduction' and 'New Module'. A red box highlights the 'Add Content' button in the sidebar. The main area is titled 'Module Editor: New Module' and contains a table of content types: Videos (0), Video Quizzes (0), Quizzes (0), Surveys (0), and Links (0). Below the table is a green 'Add Content' button with a red box around it. To the right, a blue-bordered box is titled 'Details' and contains 'Module' and 'Settings' sections. Under 'Settings', 'Appearance Date' is set to '11/08/2015 02:00' and 'Due Date' is set to '18/08/2015 02:00' with a note that it has a due date.

#### Add New Content:

##### Video

You can add quiz questions on top of the video



Video

##### Quiz or Survey

Text-based, can be graded or optional



Quiz



Survey

##### Link

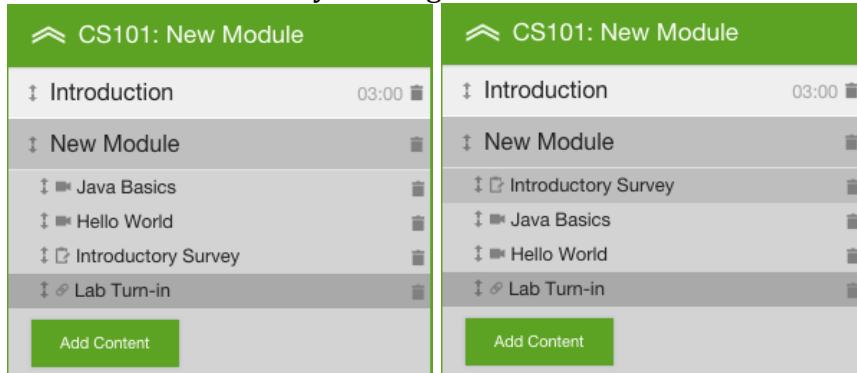
Web link to other sites or pages



Link

- Videos, quizzes, and surveys will show up in the module. Links will show up under Course Links.
- Videos:** Videos with interactive quiz questions
- Quiz:** A text-based graded quiz. (Right/wrong answers.)
- Survey:** A text-based un-graded survey. (No correct answers.)
- Link:** Links to other websites or online content.

4. You can re-order items in a Module by dragging on the arrows to the left of the items. You can delete items by clicking on the Trash Can and the confirming the deletion.

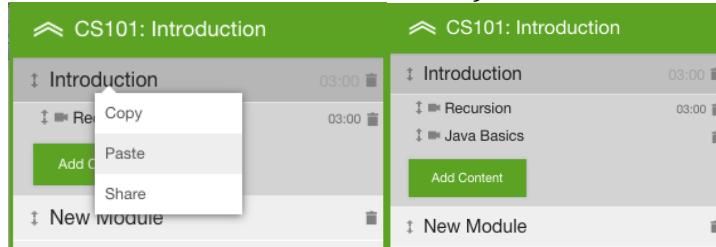


The screenshot shows the ScalableLearning interface for editing a module. On the left, there's a sidebar with 'CS101: New Module' and five items: 'Introduction', 'New Module', 'Java Basics', 'Hello World', and 'Lab Turn-in'. A red box highlights the 'Add Content' button in the sidebar. On the right, a blue-bordered box shows the same list, but the items have been reordered: 'Introduction', 'New Module', 'Introductory Survey', 'Java Basics', 'Hello World', and 'Lab Turn-in'. The 'Introductory Survey' item is highlighted in grey, indicating it was moved from its original position.

5. To move items between modules use Copy and Paste by right-clicking on the item.
  - Select the item you want to move and choose "Copy" by right-clicking on the item. (Here the video "Hello World" is selected in the "New Module" module.)



- b. Go to the module where you would like to paste the item, and choose “Paste Item” from the Content menu. (Note you can copy and paste whole Modules and individual items between courses.)

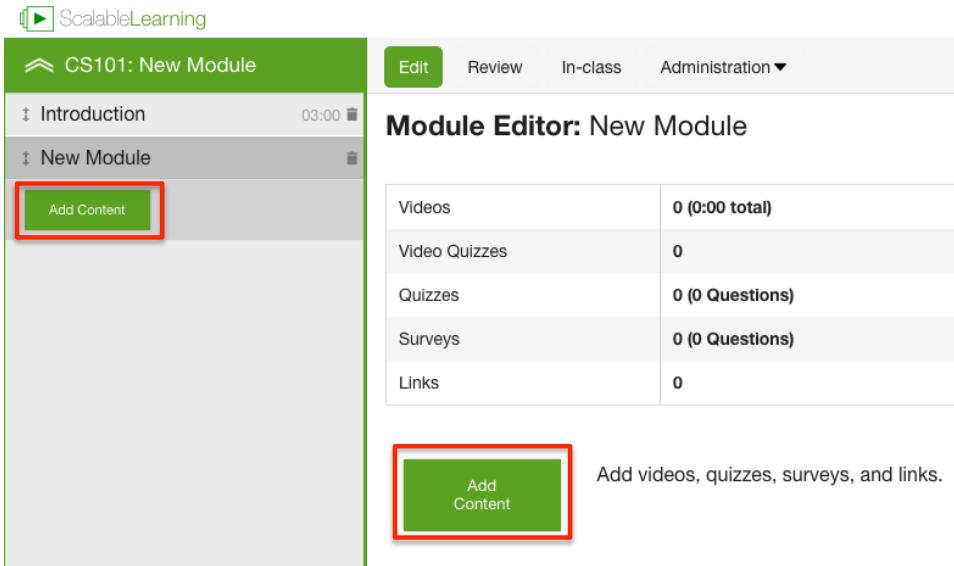


## Adding Links to a Course

You can add links to Modules. Links can be used to point to external online resources for a course, such as a university LMS, course discussion forums, tools, etc.

### Course Links

1. Create a course link by clicking “Add Content”.



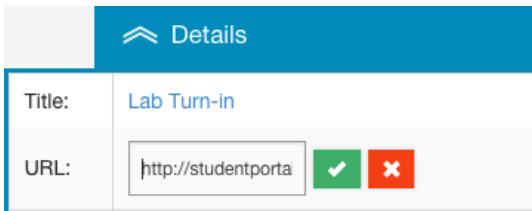
The screenshot shows the ScalableLearning interface. On the left, there's a sidebar for 'CS101: New Module' with sections for 'Introduction' and 'New Module'. A red box highlights the 'Add Content' button. On the right, the 'Module Editor: New Module' panel displays statistics for Videos, Video Quizzes, Quizzes, Surveys, and Links. Below these stats is a large green 'Add Content' button, also highlighted with a red box. A tooltip below the button says 'Add videos, quizzes, surveys, and links.'

2. Choose “Link” from the New Content types:

#### Add New Content:

<b>Video</b> You can add quiz questions on top of the video	 Video
<b>Quiz or Survey</b> Text-based, can be graded or optional	 Quiz  Survey
<b>Link</b> Web link to other sites or pages	 Link

3. Edit the Course Link by clicking on the link in the course content list and editing the link Title and URL in the Details tab on the right.

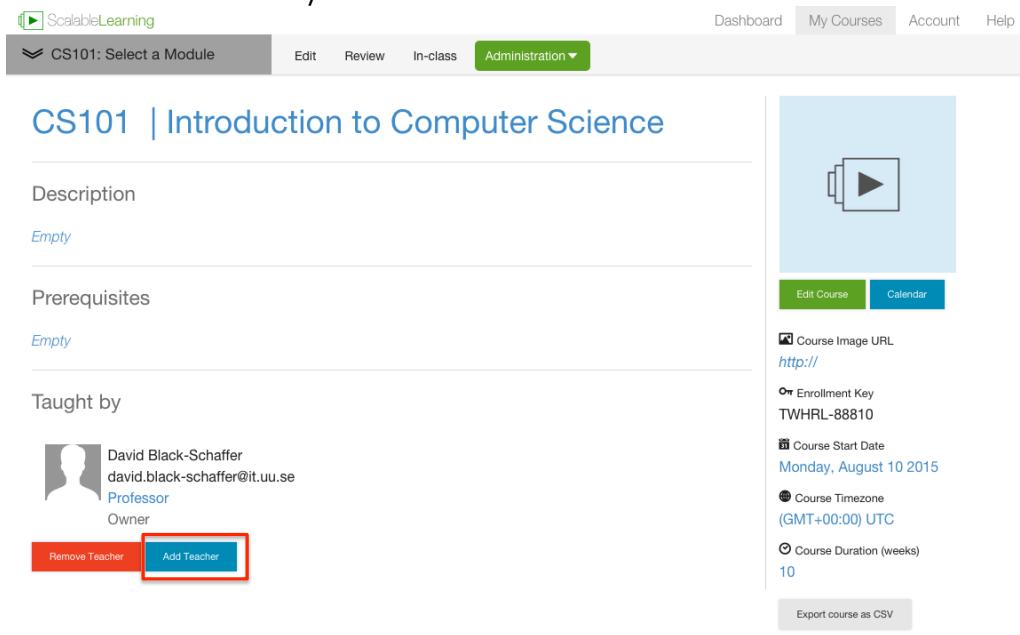


The screenshot shows the 'Details' tab for a course link. It has two rows: 'Title:' with 'Lab Turn-in' and 'URL:' with 'http://studentporta'. To the right of each URL field are a green checkmark icon and a red X icon.

## Adding Teachers and TAs

Adding other Teachers and TAs to a course allows others to review student progress, edit the course content, and reply to student questions.

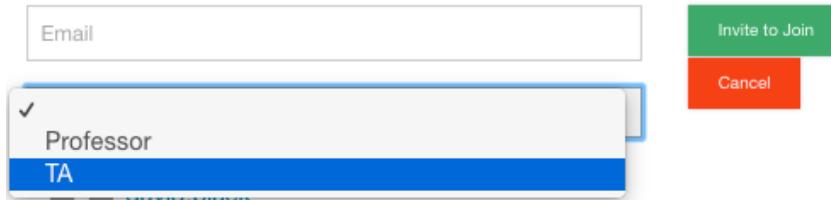
1. Go to the course by choosing it from the “Courses” menu.
2. Click on “Add Teacher/TA” from the Administration menu.



The screenshot shows the ScalableLearning course administration interface for a course titled "CS101 | Introduction to Computer Science". The top navigation bar includes links for Dashboard, My Courses, Account, and Help. Below the title, there are sections for Description (empty), Prerequisites (empty), and Taught by. A teacher profile for David Black-Schaffer is listed, showing the email address david.black-schaffer@it.uu.se, title Professor, and role Owner. There are "Remove Teacher" and "Add Teacher" buttons. To the right, there are course settings for Course Image URL (http://), Enrollment Key (TWHLR-88810), Course Start Date (Monday, August 10 2015), Course Timezone (GMT+00:00) UTC, and Course Duration (weeks) (10). A "Export course as CSV" button is also present.

3. Click “Add Teacher” and enter the email address for the teacher and specify whether the teacher is to be added as a TA from the menu.

*A teacher or TA must have a teacher account on scalable-learning.  
To create a teacher account visit: <http://www.scalable-learning.com/#/users/teacher>*



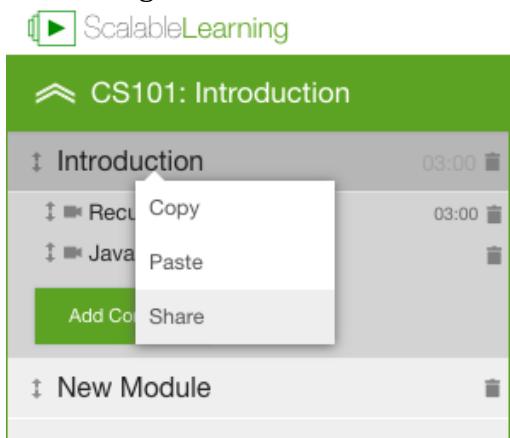
The screenshot shows a modal dialog box for adding a teacher. It has fields for "Email" and "Role". The "Email" field contains "david.black.schaffer@it.uu.se". The "Role" dropdown menu is open, showing options "Professor" and "TA", with "TA" selected. There are "Invite to Join" and "Cancel" buttons.

4. The teacher will receive an email inviting them to join the class. If they do not have a teacher account on ScalableLearning they will have to create one to join the class.
5. Once the teacher has been invited to join the course, he or she will see a Notifications list in ScalableLearning and will be able to choose to join the course from there.

## Sharing Courses with Other Teachers

You can share a copy of your course content with other teachers.

1. Go to the course by choosing it from the “Courses” menu.
2. Choose the Module you wish to share by clicking on it in the Course Content list on the left and right-click to choose “Share”.



3. Select the items from the Module to share and enter the teacher’s email address.

Share Material

Teacher Email:

Module: Introduction

Lecture: Recursion

Lecture: Java Basics

4. When the teacher logs into ScalableLearning he or she will receive a notification that the material has been shared and can place a copy of it in his or her course.

## Recording Videos

How you record a video depends a bit on what type of computer and program you are using.

- For the Mac we recommend:

Program	Record Yourself	Auto scaling to 1280x720	Start/Stop Shortcut	Trimming Ends of Video	Auto Upload to YouTube	Cost
<b>QuickTime Player</b>			(stop)	Yes	Yes	Free
<b>ScreenFlow</b>	(complex)	(complex)	Yes	(complex)	Yes	700SEK
Screen Record		Yes		*	*	35SEK
<b>Screen Record Studio</b>	Yes	Yes	Yes	*	*	105SEK
iScreen Record Pro	Yes	(soon?)	Yes	*	*	80SEK
U2Any Screen Recorder	Yes	Yes	Yes	*	*	100SEK
Screeny	Yes	Yes	Yes	*	*	100SEK
<b>Camtasia</b>	(complex)	(complex)	Yes	(complex)	Yes	700SEK
Snagit			Yes		Yes	260SEK
Screenium	Yes	(complex)	Yes	(complex)		280SEK
Screencast Maker	Yes	Yes	Yes	*	*	35SEK
Adobe Presenter Video Express	Yes	Yes	Yes	Yes	Yes	<b>14SEK per video</b>

\* Supports this indirectly by opening in QuickTime Player after recording.

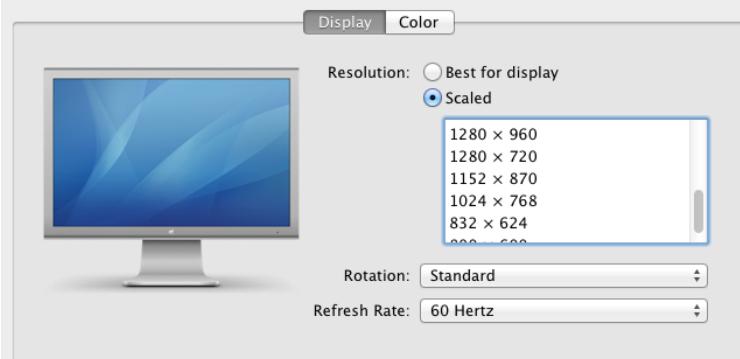
- Note that the programs that scale the screen by themselves will make the mouse pointer really small. You can make it larger with programs such as ScreenFlow and Camtasia, or with utilities such as Keymo (\$5), PinPoint (\$5). (The built-in MacOS X pointer enlargement does not get recorded.)
- For Windows we recommend:
  - Camtasia (170EUR, lots of features, record yourself as well)
  - Snagit (30EUR, simple screen recorder)
  - Adobe Presenter (\$500, lots of features)
  - (There are lots of other free utilities, which we have not tried.)
- Most of these programs will easily upload your videos directly to YouTube for hosting.

## Setting Up the Screen

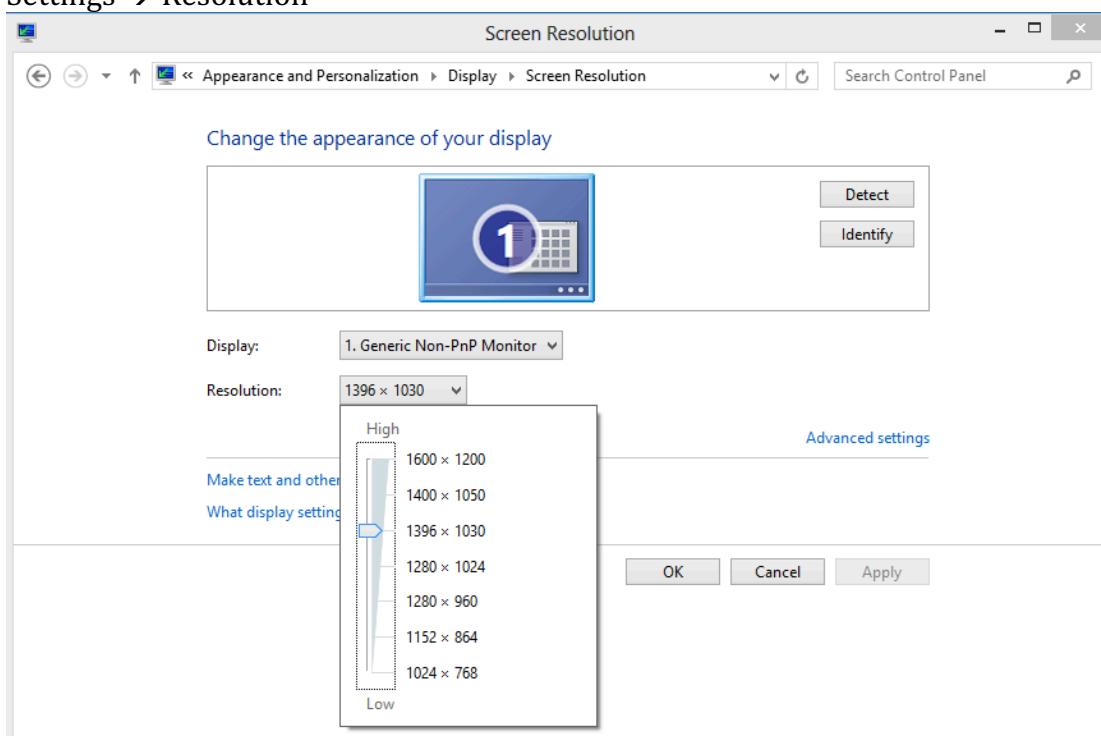
1. When you record your video you don't want to make it too large. Normally people have their computer screens set to full HD resolution (1920x1080). For recording videos you want to reduce this resolution to reduce the file sizes. Typically you want 1280x720 for widescreen (or 1024x768 for non-widescreen presentations if you don't want the black on the sides).
2. On a Mac: Apple Menu → System Preferences → Displays



- Choose “scaled” and then select either 1280x720 for widescreen or 1024x768 for normal presentations. (Do not use widescreen for non-widescreen slides or you will just end up recording a lot of black on the sides.)



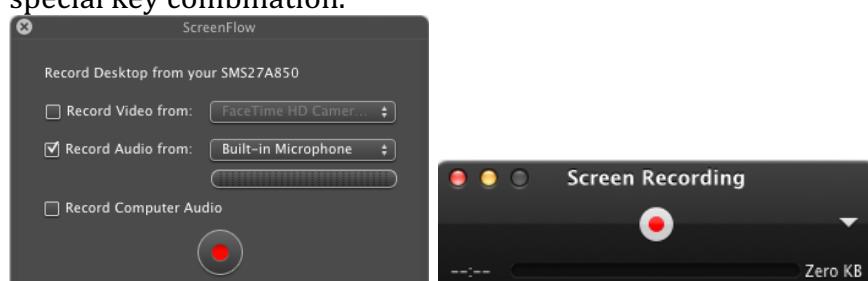
3. On Windows: Control Panel → Hardware and Sound → Display → Change Display Settings → Resolution



4. When you change the resolution to a lower one than what you usually use, everything will look larger and blurry. This will not be a problem because the video will record fewer pixels (the resolution is lower) and will look fine. When you are done recording set your screen back to the previous values.

## Recording

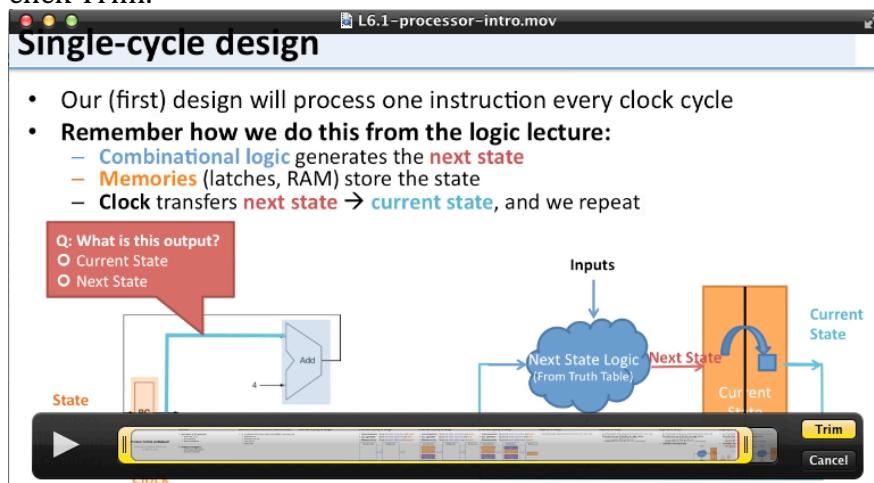
5. To record, launch your presentation program and your screen recording program.
6. Tell your screen recorder to start recording.
  - This is typically done by choosing “New Screen Recording” or typing a special key combination.



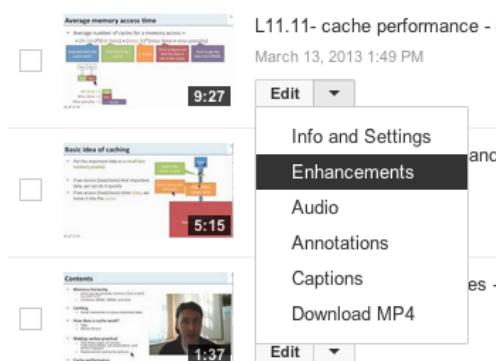
- Make sure that your microphone is recording well and close the door!
- Once you have started recording, switch your presentation into full screen mode and record your presentation.
- When you are done, stop the recording either by clicking on the stop button or using the special key combination.

## Trimming

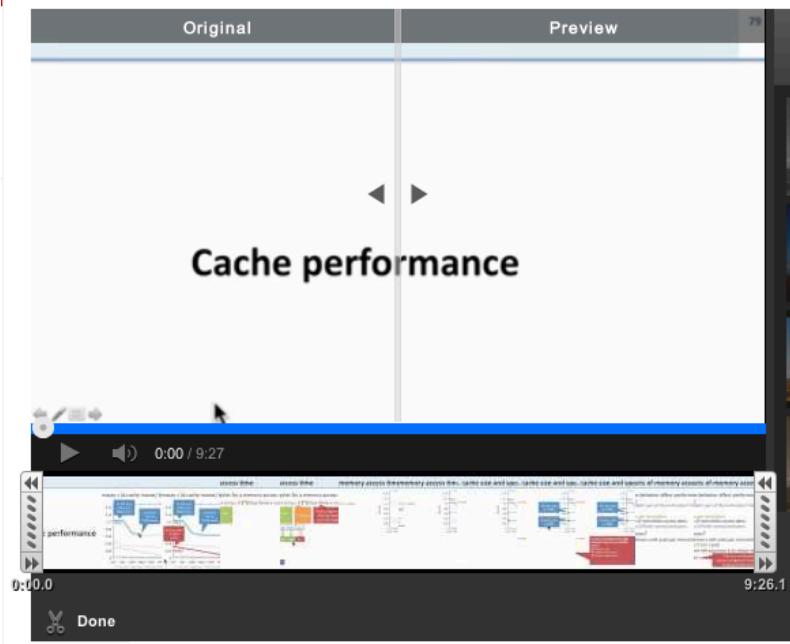
7. Once you have recorded your video, you need to trim off any starting or ending parts you don't want in your video.
8. Trimming can be done on your own computer or in YouTube after you have uploaded the video.
  - In QuickTime Player you chose "Trim" from the Edit menu and drag the yellow handles. Drag them until any extra material at the start or end is removed and click Trim.



- If you want to trim after you have uploaded your video, choose Edit→Enhancements in the YouTube video manager:



- Then click on the trim scissors at the bottom and drag the handles at the left and right:

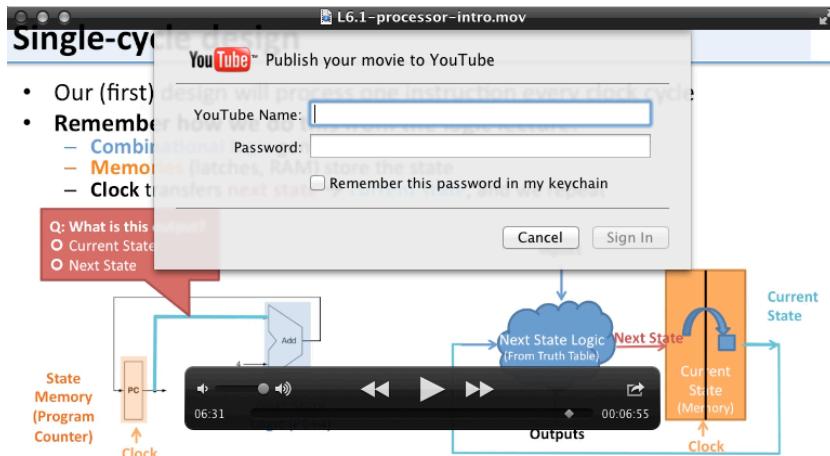


Once you have recorded your video we recommend you save a copy on your computer in case you want to edit it again or upload it to another service. (You can re-download it from YouTube, but it will have been recompressed.)

## Uploading Videos to YouTube

Most video capture programs let you directly upload a video to a YouTube account. Otherwise you have to save the video to your local computer, log into YouTube, and drag the video into the YouTube upload window to upload it.

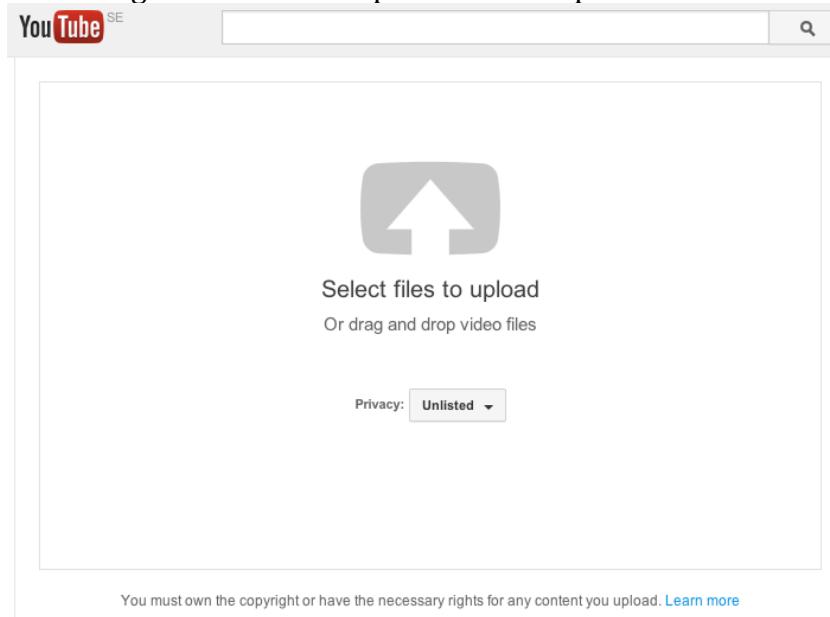
- In QuickTime Player choose File→Share→YouTube and use your YouTube account information:



- To upload a video manually, log into your YouTube account with your web browser and click on "Upload"

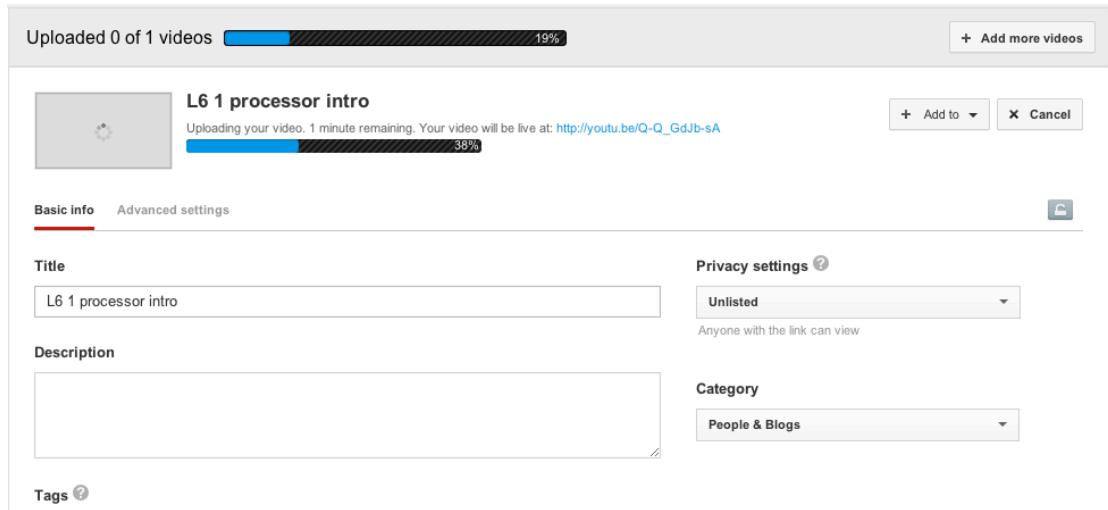


- Then drag the files to the upload icon to upload them:



- When you first upload a movie, YouTube will process it. This can take several minutes depending on the size of the movie. Until it is done being processed you cannot view or

edit the movie.



Uploaded 0 of 1 videos 19%

**L6 1 processor intro**  
Uploading your video. 1 minute remaining. Your video will be live at: [http://youtu.be/Q\\_Q\\_GdJb-sA](http://youtu.be/Q_Q_GdJb-sA)

**Basic info** Advanced settings

**Title** L6 1 processor intro

**Privacy settings** Unlisted  
Anyone with the link can view

**Description**

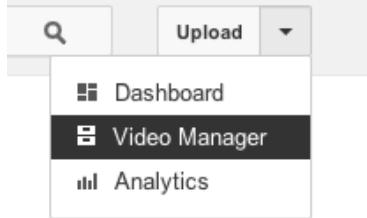
**Category** People & Blogs

**Tags**

### YouTube Videos Privacy: Unlisted or Public

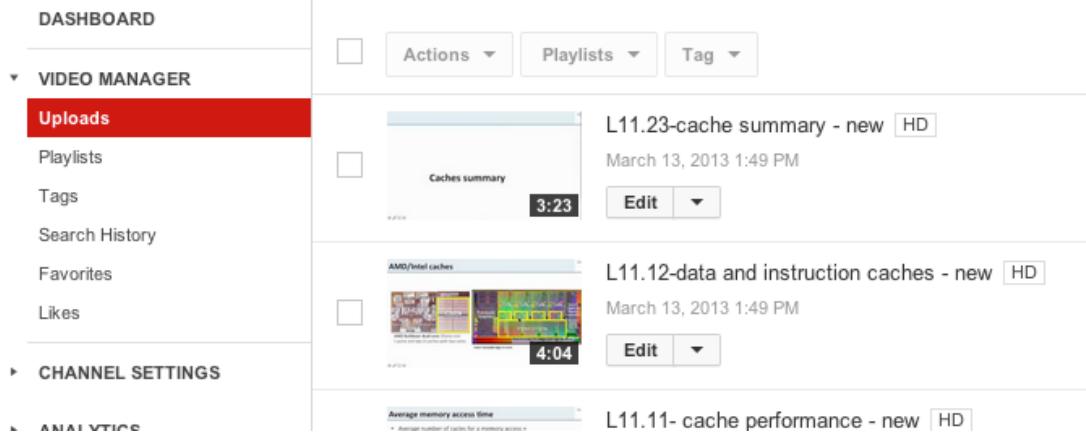
When you upload YouTube videos they can be public (anyone can see them and find them by searching), private (only google accounts you allow can see them), or unlisted (anyone with the right URL can view them, but no one can find them via search). You should keep your videos either **public** or **unlisted**.

9. Go to the YouTube Video Manager



- 
- 
- 
- Video Manager**
- 

10. Click “Edit” on your video:



**DASHBOARD**

**VIDEO MANAGER**

**Uploads**

Playlists Tags Search History Favorites Likes

**CHANNEL SETTINGS**

**ANALYTICS**

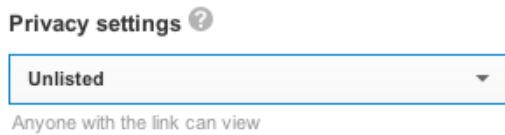
Actions Playlists Tag

L11.23-cache summary - new HD  
March 13, 2013 1:49 PM  
**Edit**

AMD/intel caches 4:04  
March 13, 2013 1:49 PM  
**Edit**

Average memory access time L11.11- cache performance - new HD  
March 13, 2013 1:49 PM  
**Edit**

11. Set your desired privacy settings and save the changes:



Privacy settings

Unlisted

Anyone with the link can view

## More Information

You can read more about Flipped Classroom teaching and tips and tricks in the **Introduction to Flipped Classroom Teaching** available in the Help menu on ScalableLearning.

If you have any questions, comments, or feedback, please feel free to email me directly at [david.black-schaffer@it.uu.se](mailto:david.black-schaffer@it.uu.se) or join in the discussion with other teachers in the ScalableLearning teacher forum from the Help menu.