



# ScalableLearning

## Getting Started and Instructions Manual

Version 3.0, February 2015.

Please send all questions and comments to [david.black-schaffer@it.uu.se](mailto:david.black-schaffer@it.uu.se).

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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.

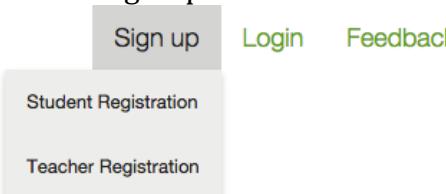
# Using the ScalableLearning Platform

## 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).

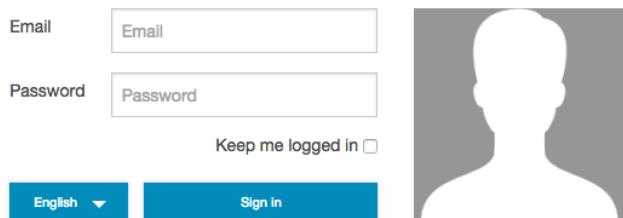
## Creating a Teacher Account

1. Use the "Sign Up" menu to create a teacher account:



- a. 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 enter your email address and password.

## Welcome to ScalableLearning



Email

Password

Keep me logged in

English

Sign in

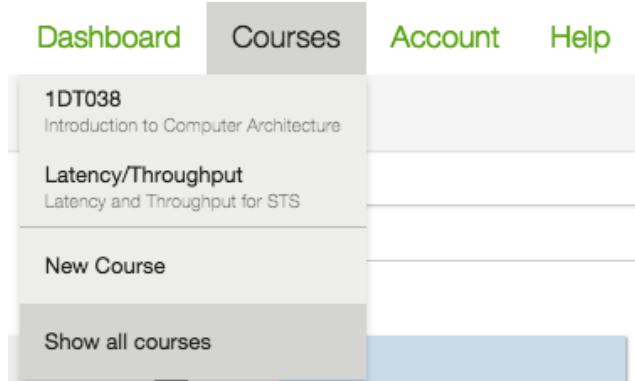
Help:

[Reset password](#)  
[Re-send confirmation email](#)

- 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.

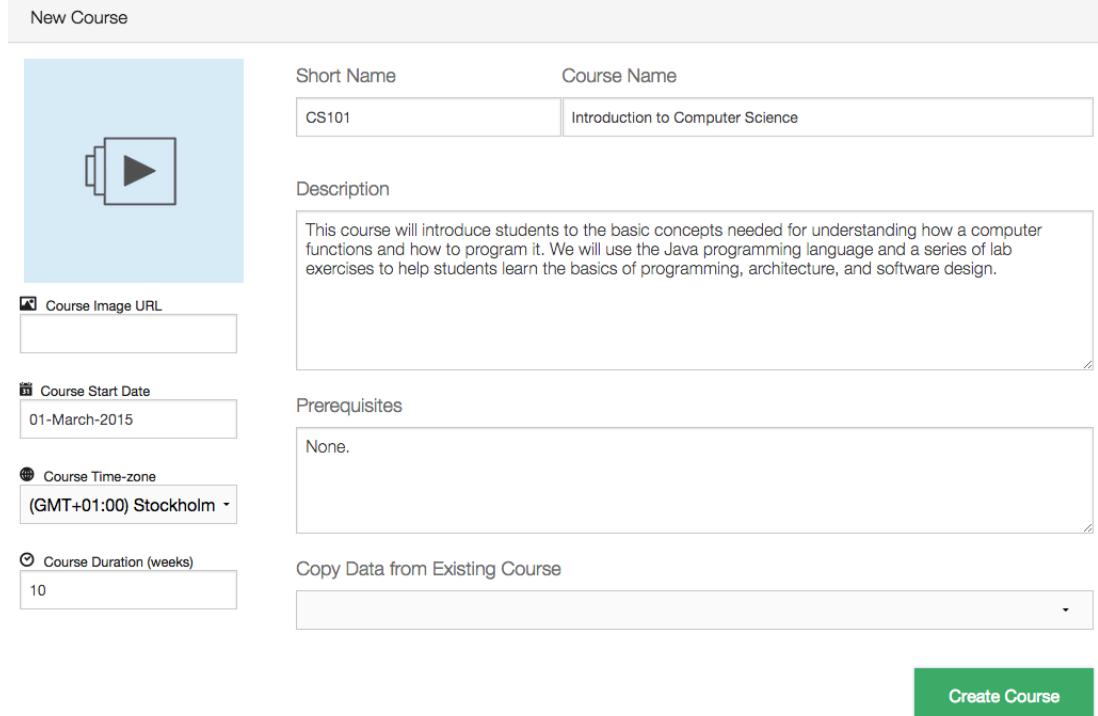
## Creating a new Course

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



The screenshot shows the ScalableLearning interface with the 'Courses' menu open. The 'New Course' option is highlighted. Other visible items in the menu include '1DT038 Introduction to Computer Architecture' and 'Latency/Throughput Latency and Throughput for STS'.

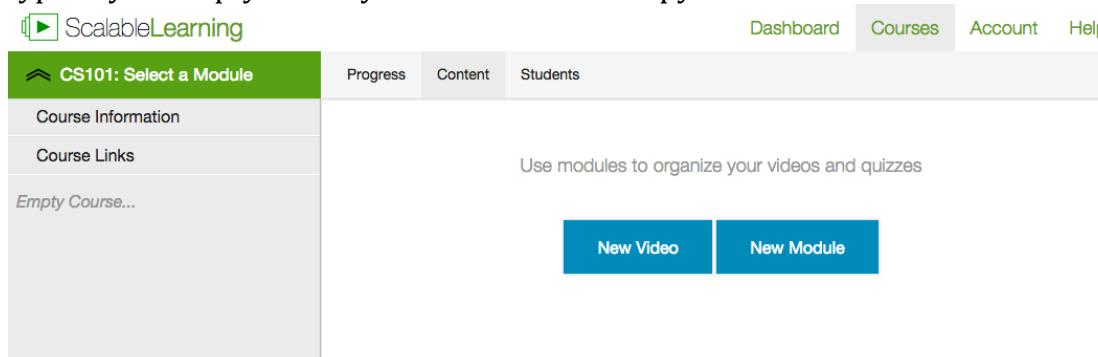
2. Fill in the course information fields



New Course

	Short Name	Course Name
	CS101	Introduction to Computer Science
Description		
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.		
<input type="checkbox"/> Course Image URL <input type="text"/>		
<input type="checkbox"/> Course Start Date 01-March-2015		
<input type="checkbox"/> Course Time-zone (GMT+01:00) Stockholm		
<input checked="" type="checkbox"/> Course Duration (weeks) 10		
Copy Data from Existing Course <input type="text"/>		
<input type="button" value="Create Course"/>		

- 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 Course Content view. This will typically be empty unless you have chosen to copy data from another course.



CS101: Select a Module

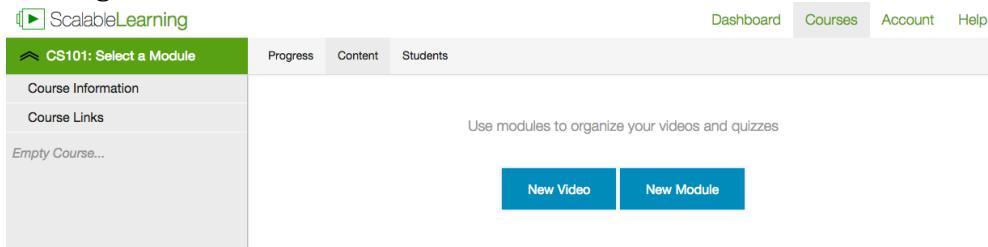
Course Information  Course Links  Empty Course...	Progress  Content  Students
---------------------------------------------------------------	-----------------------------------------

Use modules to organize your videos and quizzes

- a. The Course Content list on the left contains
  - i. **Course Information:** Here you can edit the information you entered when you created the course and add teachers and TAs.
  - ii. **Course Links:** links to external systems and documents
  - iii. Modules to organize videos and quizzes. (In an empty course this will just say "Empty Course...".)
6. To create a new interactive video, click "New Video".
7. To create a module to organize your content, click "New Module".

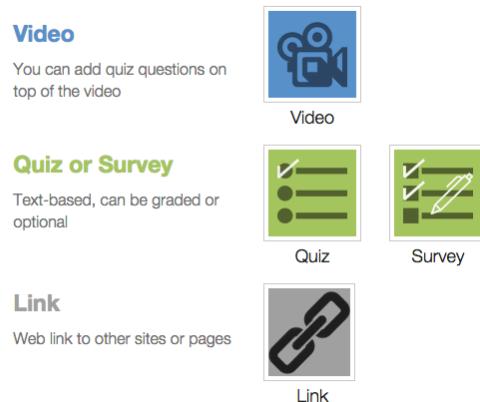
## Adding a Video to a Course

1. Go to the course Content by choosing the course from the “Courses” menu and then clicking on the “Content” menu.

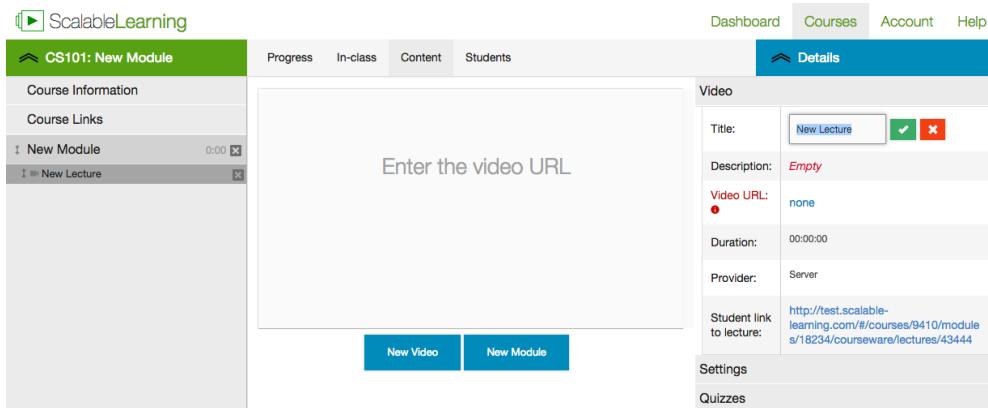


2. Click “New Video” and choose to add a Video.

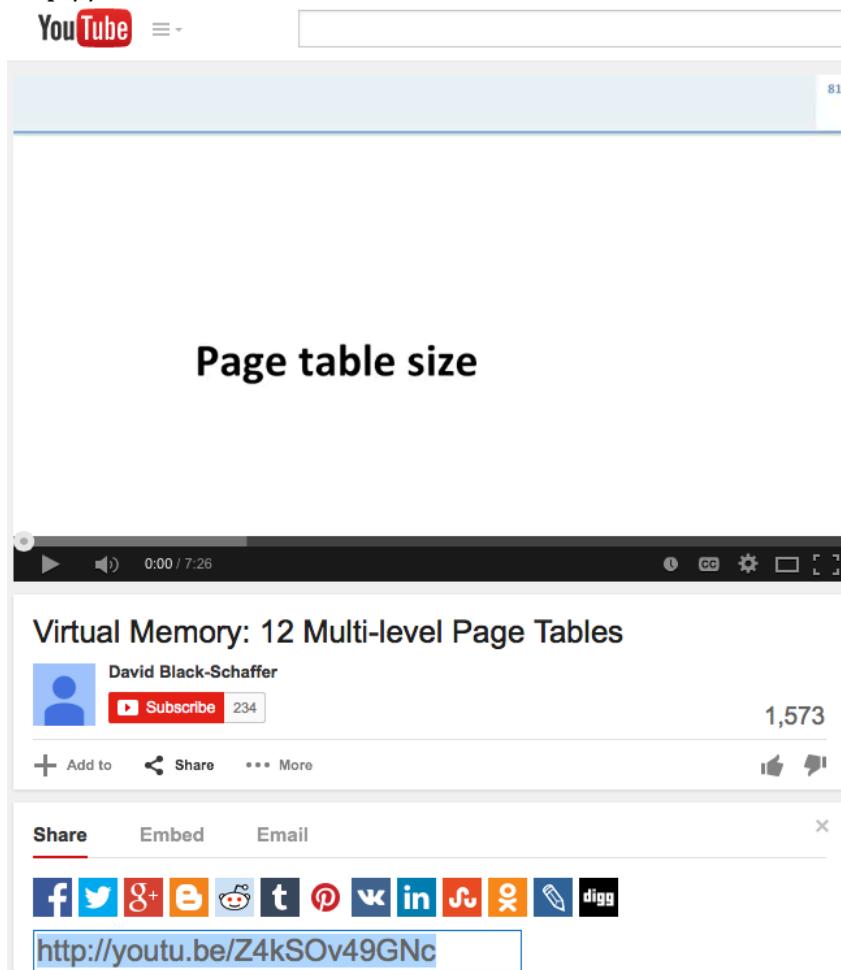
### Add New Content:



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

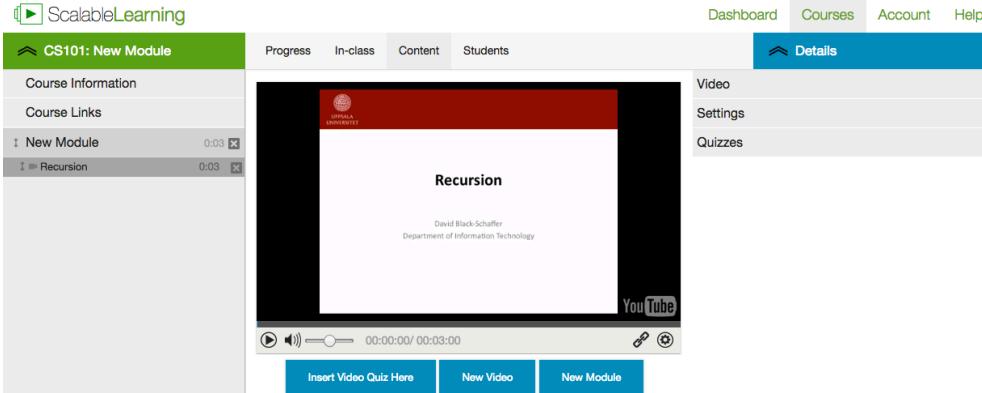


- a. For YouTube videos, click on the “Share” link below the video and then copy the http:// link.



- b. For videos from a server, contact your local IT support staff for how to access them.

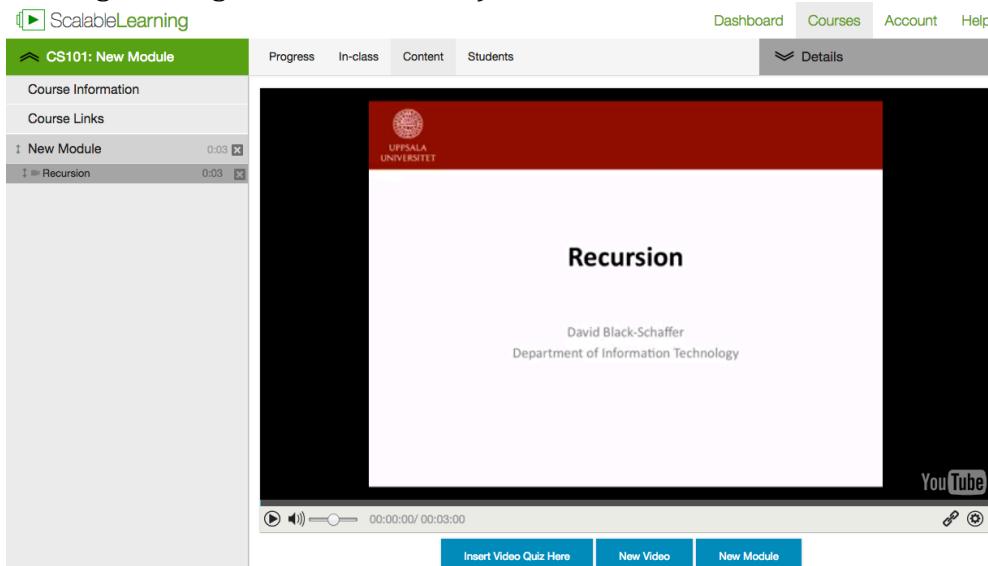
4. You will now see your video in your course:



The screenshot shows the ScalableLearning course interface. On the left, there is a sidebar with course information and links. In the center, a video player is displaying a video titled "Recursion" by David Black-Schaffer. The video duration is 0:03. On the right, a "Details" menu is open, showing options like "Video", "Settings", and "Quizzes".

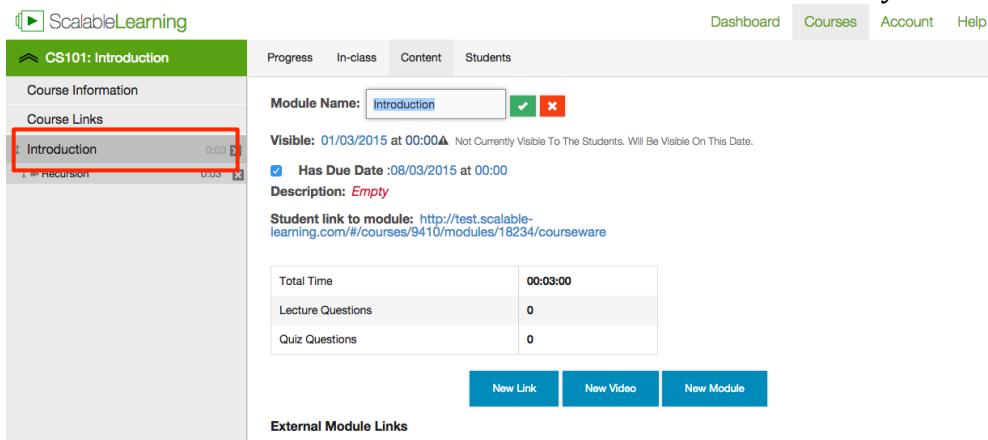
5. You can hide the Details menu by clicking on the blue “Details” header it to make the video larger when adding questions. (You can also hide the Course Contents list by

clicking on the green course name.)



The screenshot shows the ScalableLearning interface. At the top, there's a navigation bar with links for Dashboard, Courses, Account, and Help. Below the navigation is a header for 'CS101: New Module'. The main content area displays a video player for a video titled 'Recursion' by David Black-Schaffer from the Department of Information Technology at Uppsala University. The video player includes controls for play, volume, and progress (00:00/00:03:00). Below the video player are three buttons: 'Insert Video Quiz Here', 'New Video', and 'New Module'.

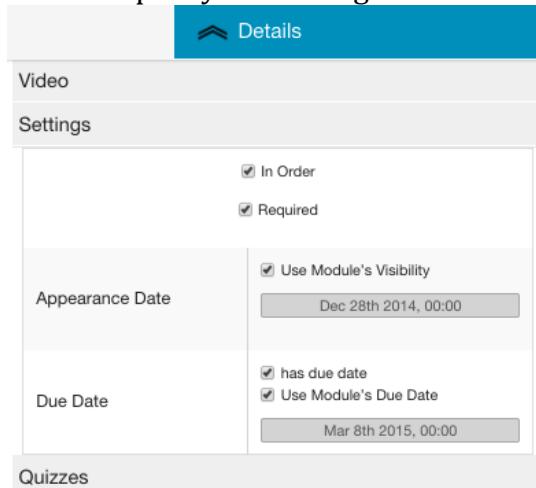
6. Note that if you did not have a Module selected before you clicked New Video then one was created for you. In this case the video was placed inside a “New Module” in the Course Content list on the left. You can edit the Module’s name by clicking on it:



The screenshot shows the ScalableLearning interface with the 'CS101: Introduction' course selected. On the left, the 'Course Content' list shows a module named 'Introduction' with a red box around it. The right side shows the module details: 'Module Name' is set to 'Introduction', 'Visible' is set to '01/03/2015 at 00:00' (Not Currently Visible To The Students. Will Be Visible On This Date), 'Has Due Date' is checked and set to '08/03/2015 at 00:00', and 'Description' is 'Empty'. Below these are tables for 'Total Time' (00:03:00), 'Lecture Questions' (0), and 'Quiz Questions' (0). At the bottom are buttons for 'New Link', 'New Video', and 'New Module'.

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

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



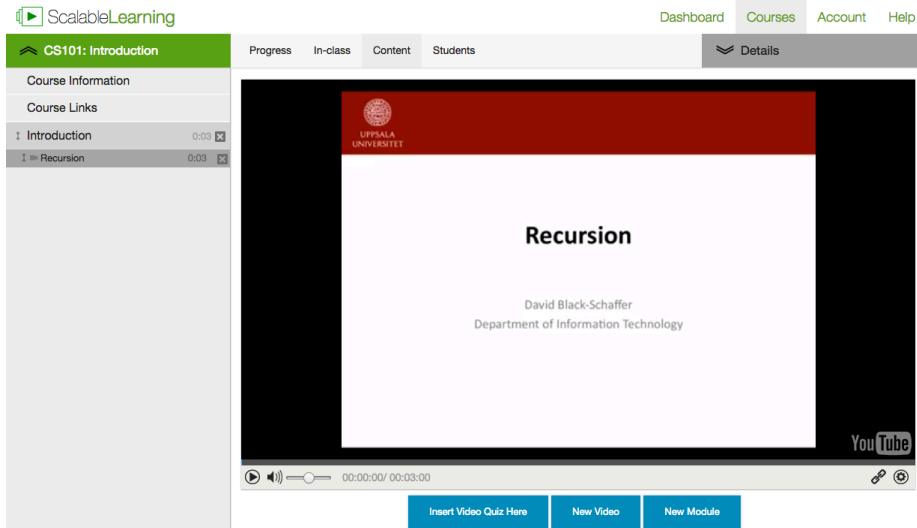
The screenshot shows the 'Details' settings page for a video. It has tabs for 'Video' and 'Settings'. Under 'Settings', there are sections for 'In-order' (checked), 'Required' (checked), 'Appearance Date' (set to Dec 28th 2014, 00:00), and 'Due Date' (set to Mar 8th 2015, 00:00). Below these are tabs for 'Quizzes' and 'Content'.

- **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.

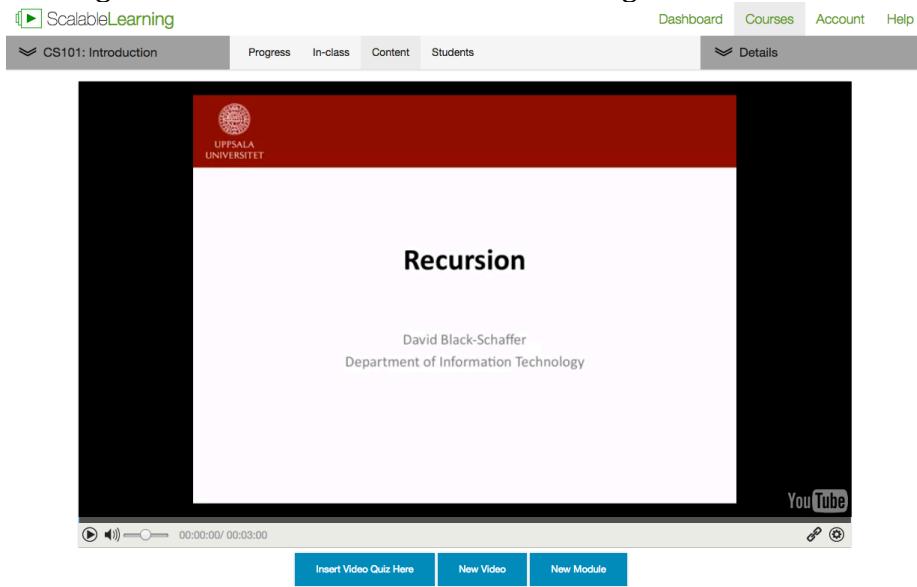
## Adding Interactive Quizzes to a Video

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:



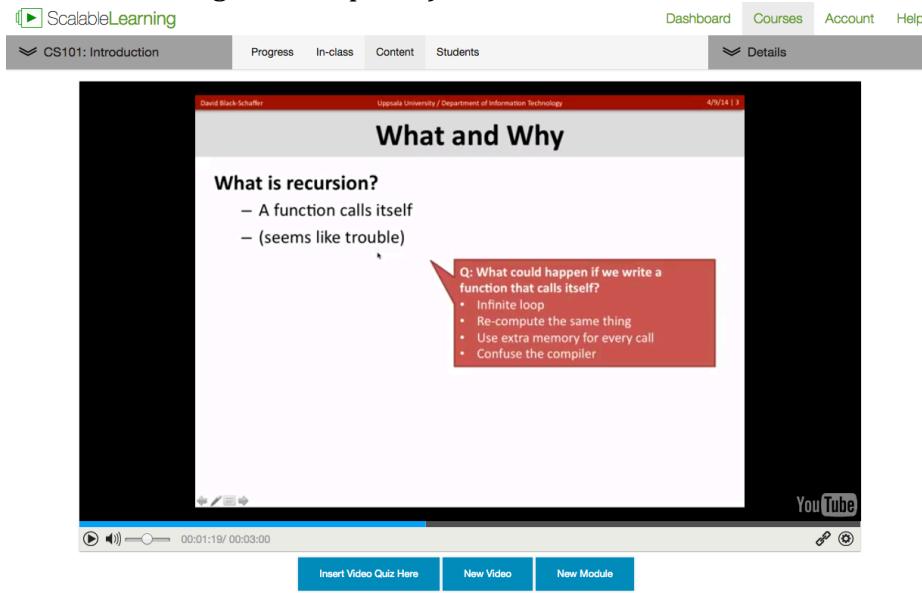
The screenshot shows the ScalableLearning interface. At the top, there's a navigation bar with 'Dashboard', 'Courses', 'Account', and 'Help'. Below it, a green header bar indicates the course is 'CS101: Introduction'. On the left, a sidebar titled 'Course Information' lists 'Introduction' and 'Recursion'. The main area displays a video player for a video titled 'Recursion' by David Black-Schaffer from the Department of Information Technology. The video player includes a progress bar at 0:03, a YouTube logo, and control buttons. At the bottom, there are three buttons: 'Insert Video Quiz Here', 'New Video', and 'New Module'.

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.



This screenshot shows the same ScalableLearning interface as the previous one, but with the 'Details' sidebar collapsed. The video player occupies most of the screen space, and the 'Content' sidebar is also collapsed. The video title 'Recursion' and author information are still visible in the center.

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 “Insert 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

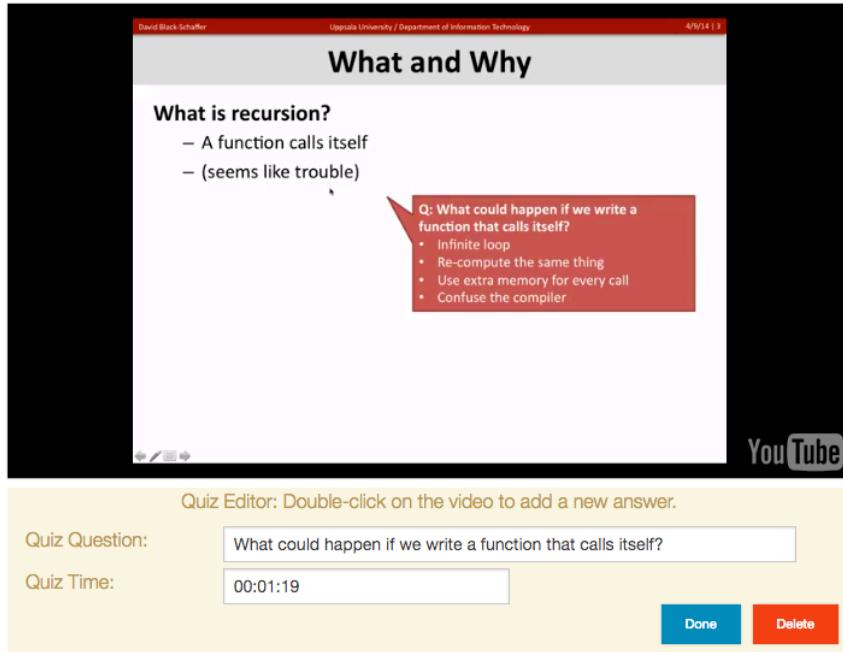


Multiple answers

**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.
- In-video Survey:** These options are the same as the In-Video Quizzes, but they are surveys, so there is no right answer.

- 6. In-video Quizzes and Surveys:** Students click on different places in the video to answer the question.
- Enter the Quiz Question below the quiz. This is the text shown when you review the results graph.



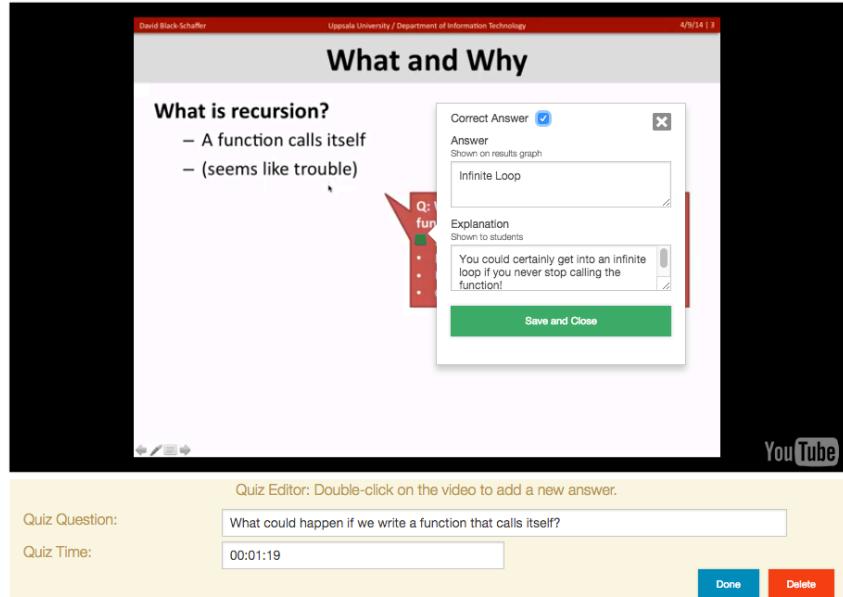
Quiz Editor: Double-click on the video to add a new answer.

Quiz Question: What could happen if we write a function that calls itself?

Quiz Time: 00:01:19

Done Delete

- Double click on the video to place each answer:



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

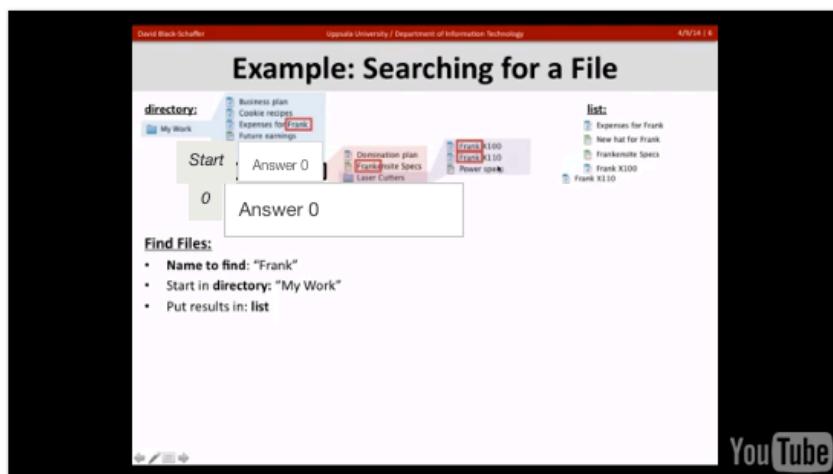
Quiz Question: What could happen if we write a function that calls itself?

Quiz Time: 00:01:19

Done Delete

- When you place an answer you should enter the Answer text as this is what is displayed with the results graphs.
  - 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.
  - 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.
  - You can move the choices around by dragging them.
  - You can delete an answer by clicking on the X and then confirming the deletion.
  - When you are finished with the quiz, click "Done".
- 7. 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.



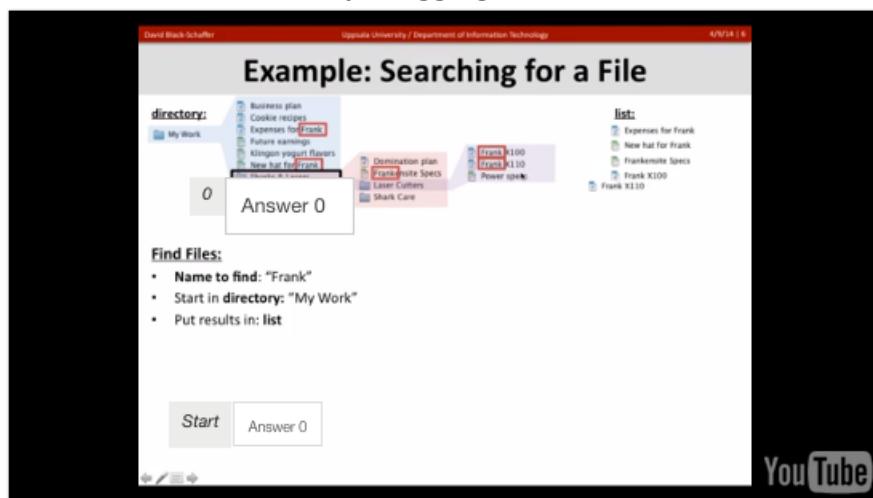
Quiz Editor: Double-click on the video to add a new answer.

Quiz Question: Where does each level of recursion occur?

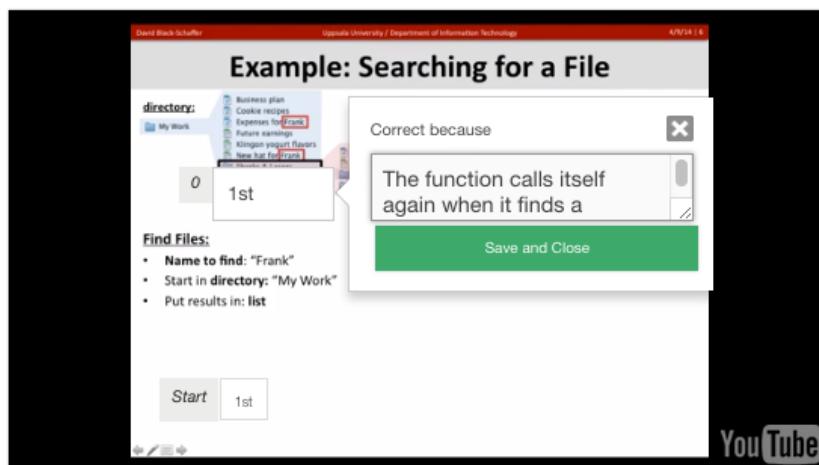
Quiz Time: 00:01:26

Done Delete

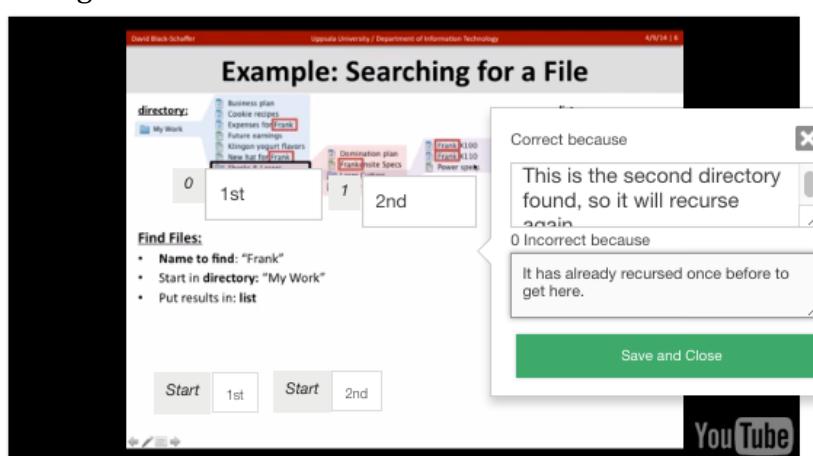
- Drag the “Start” to where you want the item to start when the students first get to the quiz.
- Drag the answer number (in this case 0) to the correct final location. You can resize the final location by dragging the corner of the answer.



- 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”.

8. **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	<input type="text" value="Answer"/>	Correct <input type="checkbox"/> 
Explanation	<input type="text" value="Explanation"/>	
<b>Add Answer</b>		

Quiz Question:	How does recursion help?	
Quiz Time:	00:02:13	
<b>Done</b> <b>Delete</b>		

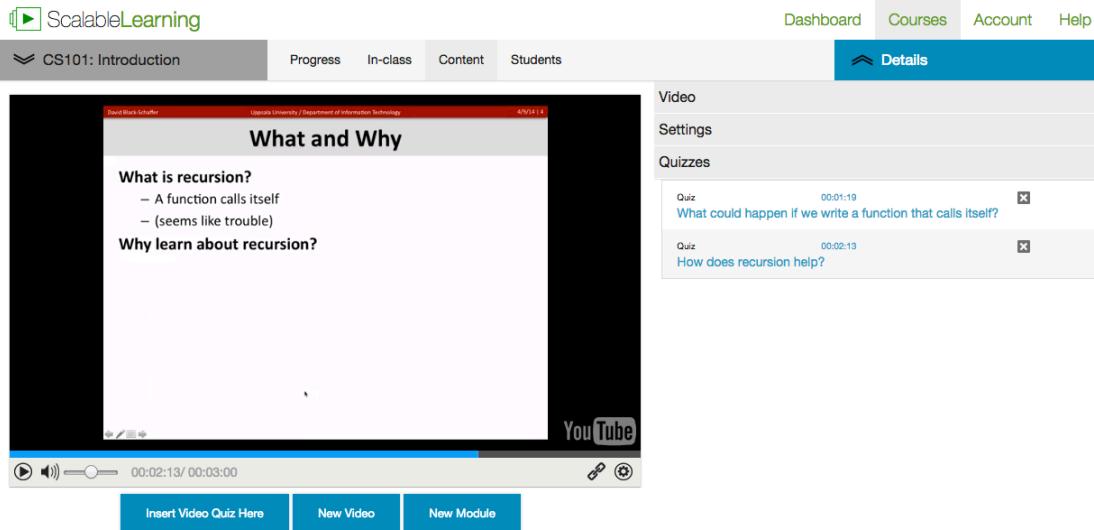
- b. Enter the Answer choice and Explanation, and click the “Correct” box if it is a correct answer.  
c. Use the “Add Answer” button to add additional answers.

Question:	How does recursion help?	
Answer	<input type="text" value="Speeds up the program"/>	Correct <input type="checkbox"/> 
Explanation	<input type="text" value="Recursion is not inherently faster than any other kind"/>	
Answer	<input type="text" value="Simplifies the program"/>	Correct <input checked="" type="checkbox"/> 
Explanation	<input type="text" value="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	
<b>Done</b> <b>Delete</b>		

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

9. You can see all the quizzes in a video by choosing “Quizzes” in the “Details” list on the right.



The screenshot shows the ScalableLearning interface. At the top, there's a navigation bar with links for Dashboard, Courses, Account, and Help. Below that is a secondary navigation bar for the course "CS101: Introduction" with tabs for Progress, In-class, Content, and Students. On the right side, a "Details" sidebar is open, showing sections for Video, Settings, and Quizzes. Under the Quizzes section, two quizzes are listed:

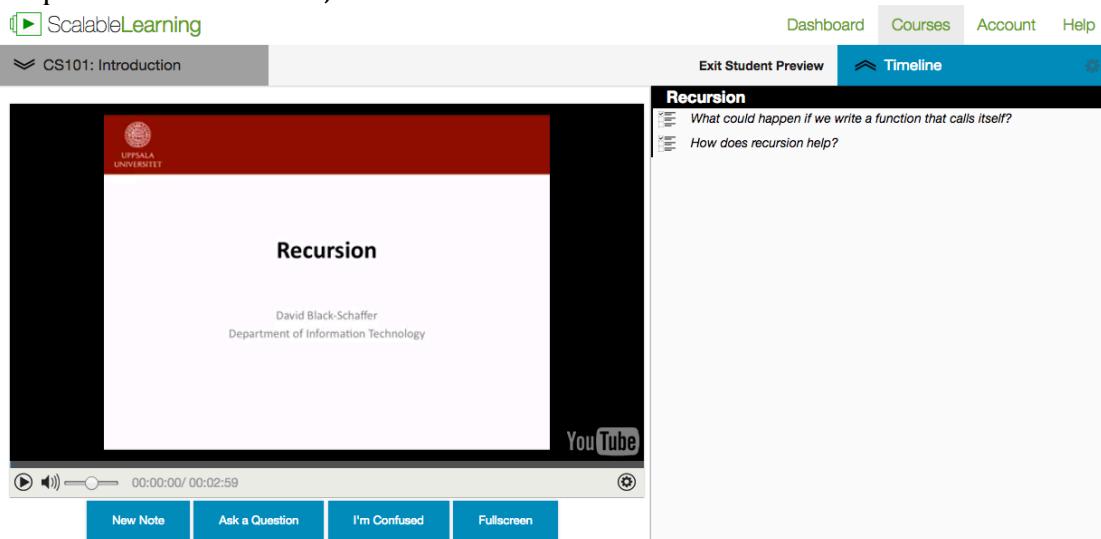
Quiz	Duration	Action
What could happen if we write a function that calls itself?	00:01:19	X
How does recursion help?	00:02:13	X

The main area displays a video player for a video titled "What and Why". The video content includes text about recursion and why it's learned. The video player has standard controls like play/pause, volume, and progress bar. At the bottom of the video player, there are buttons for "Insert Video Quiz Here", "New Video", and "New Module".

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

## Previewing as a Student

To preview as a student, choose “Preview as Student” from the Content menu.

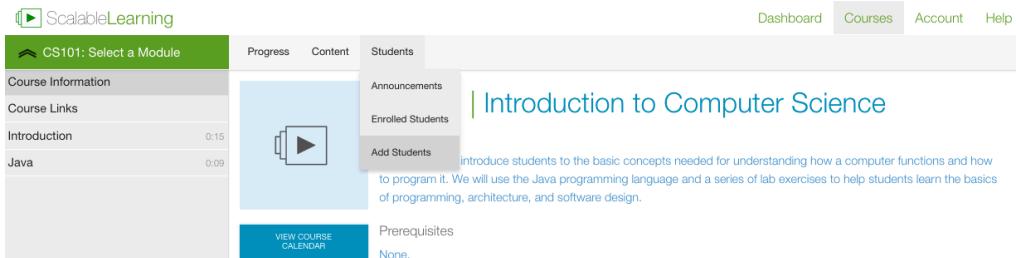


- You can click on the quizzes in the Timeline on the right to go directly to them and try them as a student.
- When you are done, click “Exit Student Preview” at the top next to the Timeline.

## 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 “Courses” menu.
2. From the “Students” menu choose “Add Students”



The screenshot shows the ScalableLearning course interface. At the top, there's a navigation bar with links for Dashboard, Courses (which is highlighted in grey), Account, and Help. Below the navigation bar, there's a header for "CS101: Select a Module" with tabs for Progress, Content, and Students. The Students tab is currently selected. Under the Students tab, there are sections for Announcements, Enrolled Students, and Add Students. The Add Students section contains a button labeled "VIEW COURSE CALENDAR". To the right of the main content area, there's a sidebar with course information: "Introduction" (0:15) and "Java" (0:09). At the bottom right of the interface, there's a note: "Click to Select Copy Item: cmd+C or ctrl+C".

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

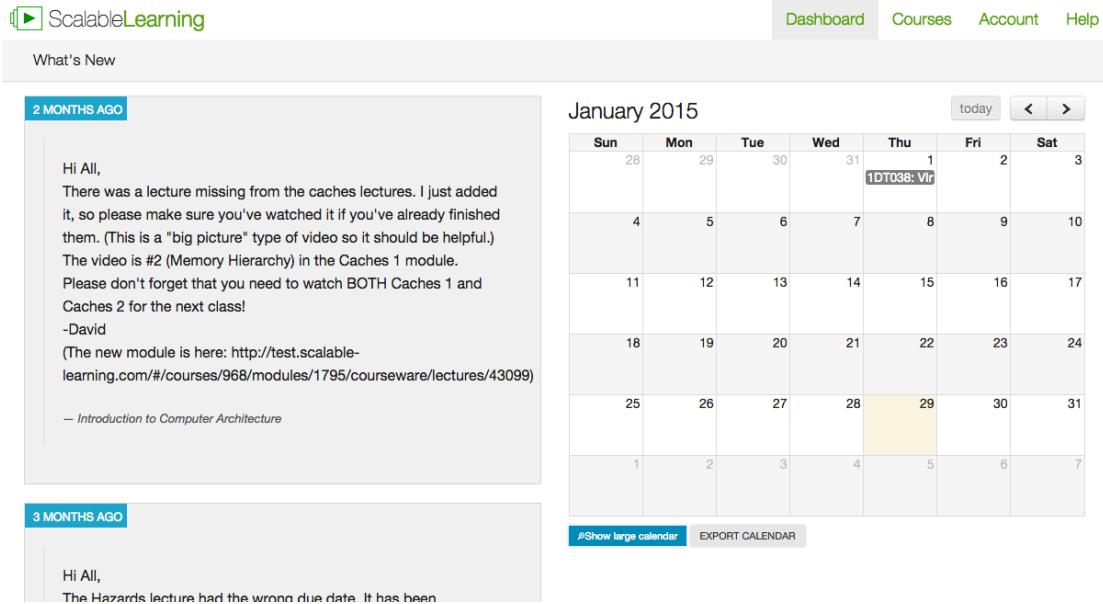
You can see a list of enrolled students by choosing “Enrolled Students” from the “Students” menu. Here you can see a list of all enrolled students, send emails to students, and remove students from the course.

## About the Main Menu

[Dashboard](#)   [Courses](#)   [Account](#)   [Help](#)

### Dashboard

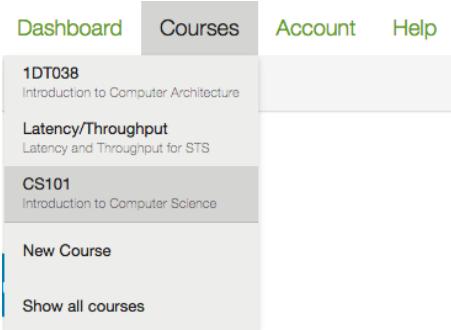
- Shows a calendar view of the course due dates and a list of course announcements



The screenshot shows the ScalableLearning dashboard. At the top, there's a navigation bar with links for Dashboard, Courses, Account, and Help. Below the navigation bar, there's a "What's New" section. Under "2 MONTHS AGO", there's a message from David about a missing lecture in the Caches module. Under "3 MONTHS AGO", there's a message about a lecture having the wrong due date. To the right of these sections is a monthly calendar for January 2015. The days of the week are labeled Sun through Sat. Specific dates are highlighted: January 1st has a red box around it with the text "1DT038: Vir"; January 29th has a yellow box around it; and January 28th, 29th, and 30th have a light orange background. There are also small buttons for "Show large calendar" and "EXPORT CALENDAR".

### 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.



The screenshot shows the ScalableLearning Courses page. At the top, there's a navigation bar with links for Dashboard, Courses, Account, and Help. The "Courses" link is highlighted. Below the navigation bar, there's a sidebar with course categories: "1DT038" (Introduction to Computer Architecture), "Latency/Throughput" (Latency and Throughput for STS), "CS101" (Introduction to Computer Science), "New Course", and "Show all courses".

### Account

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

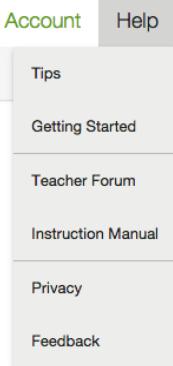


The screenshot shows the ScalableLearning Account page. At the top, there's a navigation bar with links for Dashboard, Courses, Account, and Help. The "Account" link is highlighted. Below the navigation bar, there's a "Account Information" section with the sub-instruction "Modify your account information/settings". At the bottom of the page, there's a "Logout David" button.

### Help

- Access help for using the system, including Getting Started tutorials and the Instruction Manual.

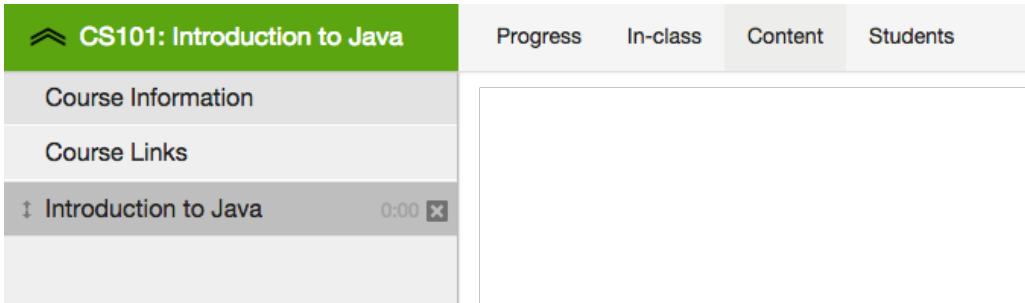
- Direct access to the ScalableLearning Teacher Forum.
- Privacy policy
- **Feedback:** Provide feedback about ScalableLearning, including reporting problems with the system or suggestions for improvements. (We take every report very seriously, so please do let us know how we can improve!)



## About the Course Editor Menu

The course menu gives you options for working with a course. When you first enter a course it will provide access to Progress, Content, and Students. When you select a Module in the Course Contents list you will also see the In-Class menu.

Here is the Course Menu when the “Introduction to Java” Module has been selected in the Course Contents list:



The screenshot shows the ScalableLearning Course Editor interface. At the top, there's a navigation bar with tabs: Progress, In-class, Content (which is highlighted in light gray), and Students. On the left, a sidebar titled "CS101: Introduction to Java" lists "Course Information" and "Course Links". Below this, under the "Content" section, is a list item for "Introduction to Java" with a play button icon and the time "0:00". To the right of the sidebar is a large, empty white area.

### Progress

- **Review Module Progress:** See how students did in a module, including reviewing their quiz performance and any online questions they asked.
- **Progress Details:** More detailed information about student interactions.
- **All Student Progress:** See which students have completed which Modules across the whole course.

### In-class

- List items from the module selected for in-class review and a time estimate for the in-class review.
- Start the in-class review.

### Content

- **New Module:** Create a new Module for organizing videos, quizzes, etc.
- **New Module Item:** Create a new video, quiz, survey, or link.
- **Copy:** Copies the item currently selected in the Course Content list.
- **Paste:** Pastes a copy of the most recently copied item into the current Module.
- **Share Material:** Allows you to select material from the current Module to share with another teacher.
- **Preview as Student:** View the current module as students will see it.

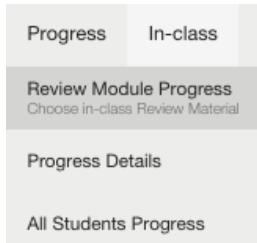
### Students

- **Announcements:** View or create new announcements for the class. These announcements are emailed out to all students and are visible on the Dashboard.
- **Enrolled Students:** View a list of all enrolled students.
- **Add Students:** Help on enrolling students.

## 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. Choose the Module to review from the Course Content list on the left.
3. Choose “Review Module Progress” from the “Progress” menu.

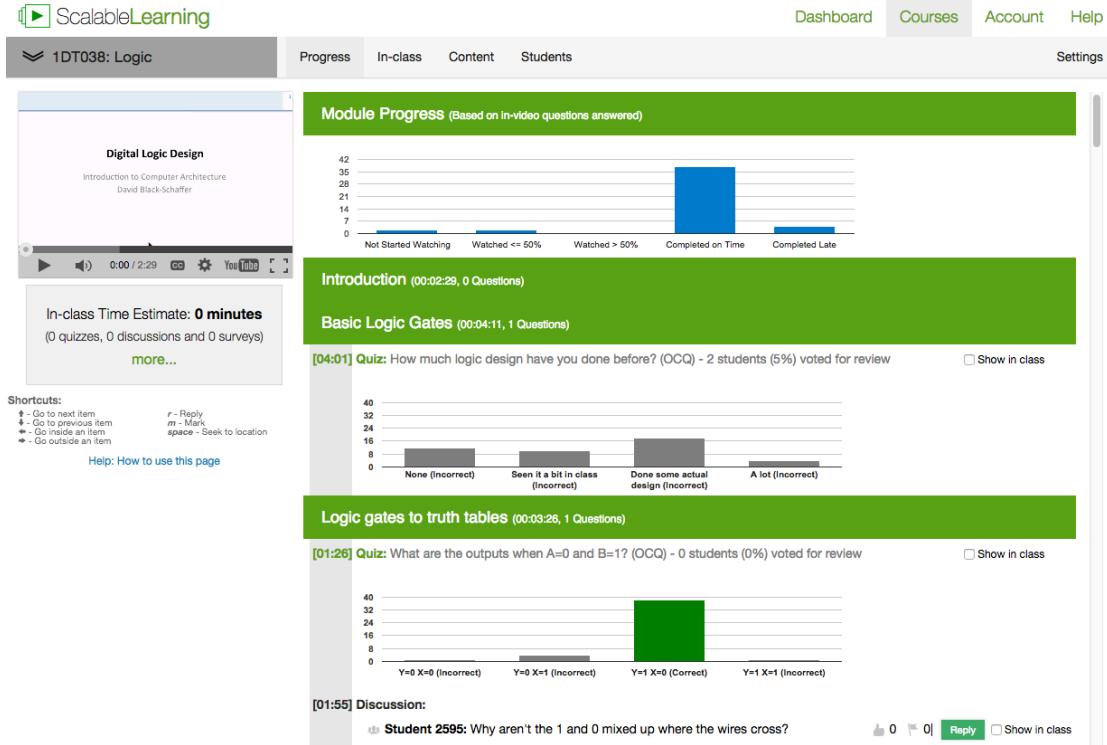


4. The Progress review has three parts:

The screenshot shows the ScalableLearning dashboard for the '1DT038: Logic' module. On the left, there's a sidebar with course content and links. The main area has tabs for 'Progress', 'In-class', 'Content', and 'Students'. A large red box highlights the 'In-class Review Time Estimate' section, which displays a bar chart for a quiz on logic gates. Below this, a large black arrow points down to the 'Module Progress Timeline' section, which lists various quizzes and student discussions in chronological order.

- 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.
- 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.

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.



**Digital Logic Design**  
Introduction to Computer Architecture  
David Black-Schaffer

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

Shortcuts:  
 ↩ - Go to next item  
 ⇩ - Go to previous item  
 ⌂ - Go to item  
 ➔ - Go outside an item  
 r - Reply  
 m - Mark  
 space - Seek to location

Help: How to use this page

**Module Progress (Based on in-video questions answered)**

42  
35  
28  
21  
14  
7  
0

Not Started Watching   Watched <= 50%   Watched > 50%   Completed on Time   Completed Late

**Introduction (00:02:29, 0 Questions)**

[04:01] Quiz: How much logic design have you done before? (OCQ) - 2 students (5%) voted for review  Show in class

40  
32  
24  
16  
8  
0

None (Incorrect)   Seen it a bit in class (Incorrect)   Done some actual design (Incorrect)   A lot (Incorrect)

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

[04:01] Quiz: How much logic design have you done before? (OCQ) - 2 students (5%) voted for review  Show in class

40  
32  
24  
16  
8  
0

Y=0 X=0 (Incorrect)   Y=0 X=1 (Incorrect)   Y=1 X=0 (Correct)   Y=1 X=1 (Incorrect)

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

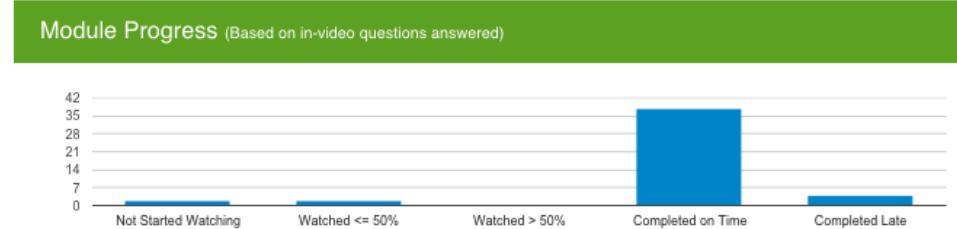
[01:26] Quiz: What are the outputs when A=0 and B=1? (OCQ) - 0 students (0%) voted for review  Show in class

40  
32  
24  
16  
8  
0

Y=0 X=0 (Incorrect)   Y=0 X=1 (Incorrect)   Y=1 X=0 (Correct)   Y=1 X=1 (Incorrect)

[01:55] Discussion:  
 Student 2595: Why aren't the 1 and 0 mixed up where the wires cross? Reply  Show in class

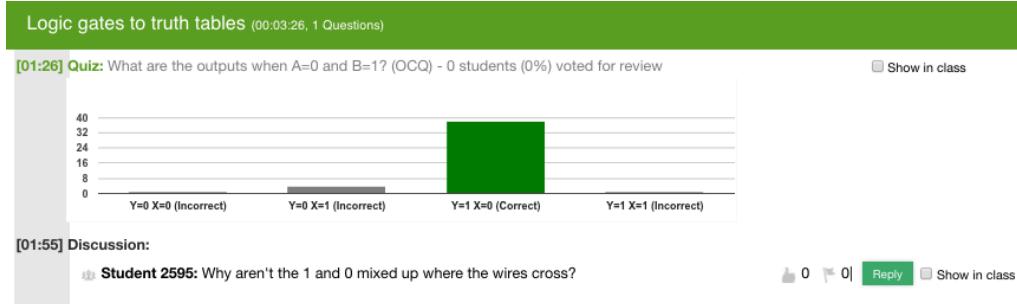
6. The first part of the Progress Timeline shows you how many students have completed the Module:



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

40  
32  
24  
16  
8  
0

Y=0 X=0 (Incorrect)   Y=0 X=1 (Incorrect)   Y=1 X=0 (Correct)   Y=1 X=1 (Incorrect)

[01:55] Discussion:  
 Student 2595: Why aren't the 1 and 0 mixed up where the wires cross? Reply  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.



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

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

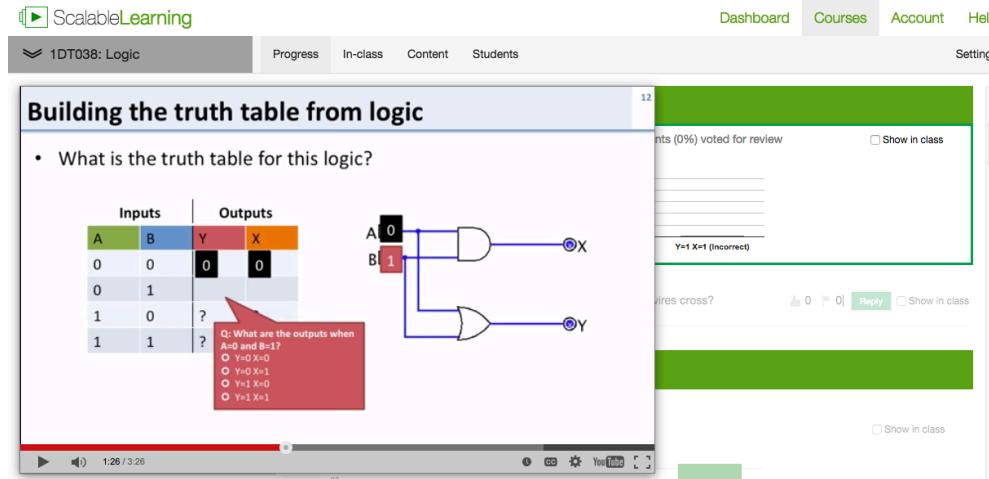
[01:26] Quiz: What are the outputs when A=0 and B=1? (OCQ) - 0 students (0%) voted for review  Show in class

40
32
24
16
8
0

Y=0 X=0 (Incorrect)   Y=0 X=1 (Incorrect)   Y=1 X=0 (Correct)   Y=1 X=1 (Incorrect)

[01:55] Discussion:  
Student 2595: Why aren't the 1 and 0 mixed up where the wires cross?  Show in class

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



**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

A: 0   B: 1

Y=0 X=0 (Incorrect)   Y=0 X=1 (Incorrect)   Y=1 X=0 (Correct)   Y=1 X=1 (Incorrect)

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.



**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

40
32
24
16
8
0

Y=0 X=0 (Incorrect)   Y=0 X=1 (Incorrect)   Y=1 X=0 (Correct)   Y=1 X=1 (Incorrect)

[01:55] Discussion:  
Student 2595: Why aren't the 1 and 0 mixed up where the wires cross?  Show in class

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: 3 minutes  
(1 quizzes, 0 discussions and 0 surveys)  
[more...](#)

**[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? 0 0  Show in class

- 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.

0 0 Reply  Show in class

- 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.

**[01:55] Discussion:**

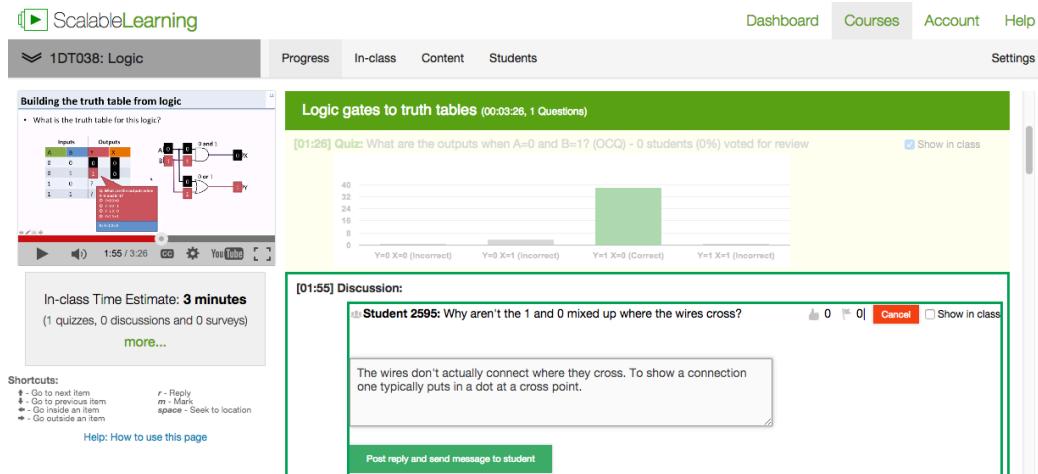
Student 2595: Why aren't the 1 and 0 mixed up where the wires cross?

David (Teacher): The wires don't actually connect where they cross. To show a connection one typically puts in a dot at a cross point.

**[02:05] D Private Post**

Student 2595: I can't get this to work on my computer. Where can I get help from?

- You can reply to students and answer their questions by clicking on "Reply" or typing "R".



In-class Time Estimate: 3 minutes  
(1 quizzes, 0 discussions and 0 surveys)  
[more...](#)

**[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: I can't get this to work on my computer. Where can I get help from? 0 0 Cancel  Show in class

The wires don't actually connect where they cross. To show a connection one typically puts in a dot at a cross point.

**Post reply and send message to student**

- When you post your reply the student will receive an email with your answer, and they can see the reply in their video timeline.
- 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.

[01:55] Discussion:

 Student 2595: Why aren't the 1 and 0 mixed up where the wires cross? 0 0 |   Show in class

 David (Teacher): The wires don't actually connect where they cross. To show a connection one typically puts in a dot at a cross point.   Show in class

0 0 |   Show in class

## 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



Too fast	Okay	Too slow
----------	------	----------

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

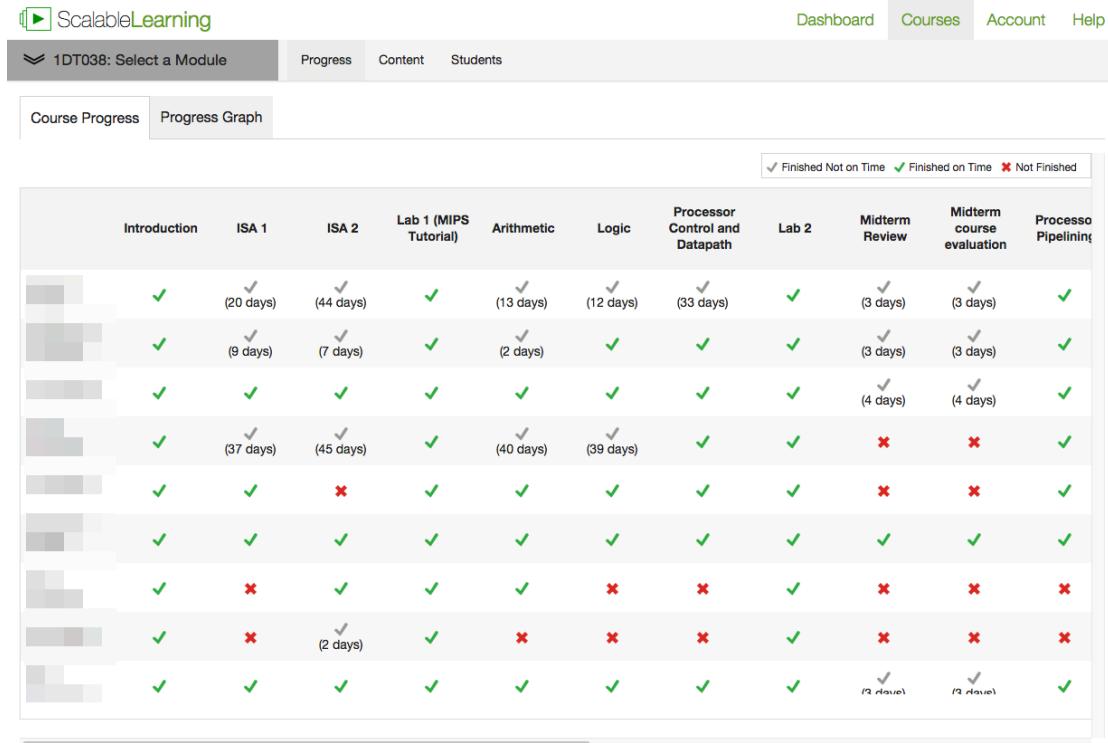
You can choose which items from the online lecture to display in the Progress Review from the Settings menu and format the output for printing or saving to a PDF:

**Settings**

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

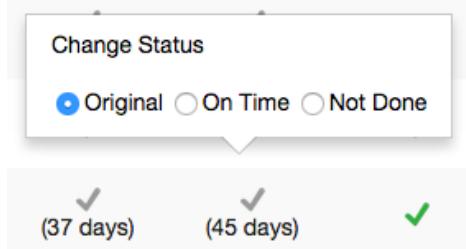
## Class Progress

To see overall class progress, choose “All Student Progress” from the Progress menu.



	Introduction	ISA 1	ISA 2	Lab 1 (MIPS Tutorial)	Arithmetic	Logic	Processor Control and Datapath	Lab 2	Midterm Review	Midterm course evaluation	Process Pipelining
Student 1	✓ (20 days)	✓ (44 days)	✓ (13 days)	✓ (12 days)	✓ (33 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓
Student 2	✓ (9 days)	✓ (7 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓
Student 3	✓ (3 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓ (4 days)	✓
Student 4	✓ (37 days)	✓ (45 days)	✓ (40 days)	✓ (39 days)	✓ (39 days)	✓ (39 days)	✓ (39 days)	✓ (39 days)	✗ (39 days)	✗ (39 days)	✓
Student 5	✓ (3 days)	✓ (3 days)	✗ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✗ (3 days)	✗ (3 days)	✓
Student 6	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓
Student 7	✓ (2 days)	✓ (2 days)	✓ (2 days)	✓ (2 days)	✗ (2 days)	✗ (2 days)	✗ (2 days)	✓ (2 days)	✗ (2 days)	✗ (2 days)	✗
Student 8	✓ (2 days)	✗ (2 days)	✓ (2 days)	✓ (2 days)	✗ (2 days)	✗ (2 days)	✗ (2 days)	✓ (2 days)	✗ (2 days)	✗ (2 days)	✗
Student 9	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓
Student 10	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓ (3 days)	✓

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



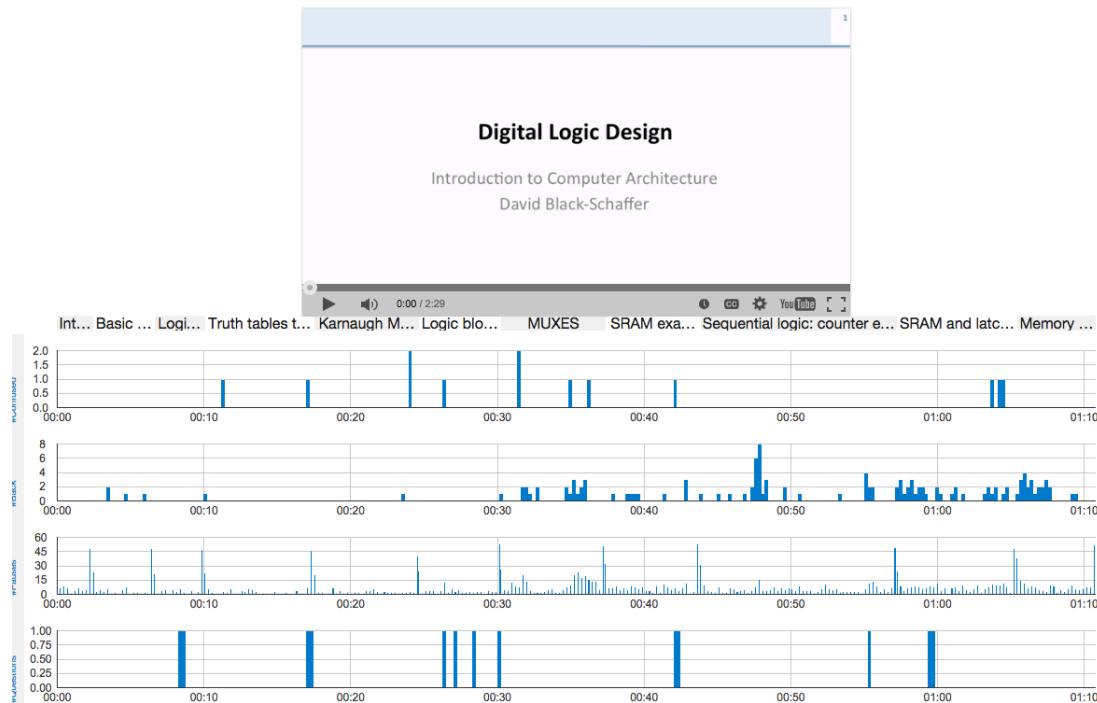
Change Status

Original  On Time  Not Done

✓ (37 days)    ✓ (45 days)    ✓

## Detailed Lecture Statistics

You can get more detailed lecture statistics by clicking on a Module and choosing “Progress Details” from the Progress menu. Under the Lecture Statistics tab you can see a timeline of where students paused, asked questions, reviewed, and clicked confused.



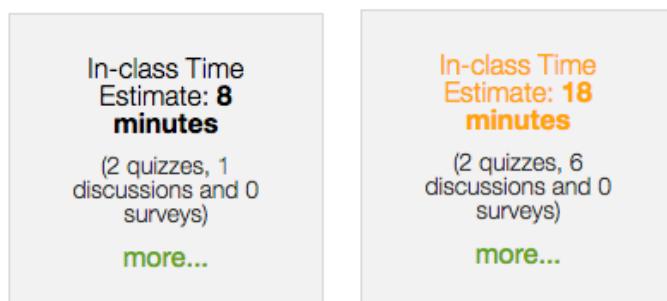
Under the Lecture Progress tab you can see which students have completed which parts of each Module.

	<input checked="" type="checkbox"/> Finished Not on Time <input checked="" type="checkbox"/> Finished on Time <input type="checkbox"/> 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	Sequential logic: counter example	SRAM and latches	Memory arrays
	(9 days)	(12 days)	(12 days)	(12 days)	(12 days)	(12 days)	(12 days)	(12 days)	(12 days)	(12 days)	(12 days)
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	(4 days)	(4 days)	(4 days)	(4 days)	(4 days)	(4 days)	(4 days)	(4 days)	(5 days)	(5 days)	(5 days)
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 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.

The screenshot shows the ScalableLearning interface. At the top, there's a navigation bar with icons for play/pause, course name, and account. Below that is a main header with tabs: Dashboard, Courses (which is selected), Account, and Help. The main content area has a sidebar on the left listing course information and links. The main panel is titled 'Display For In-Class Review' and contains two sections: 'Logic gates to truth tables' and 'Truth tables to logic gates'. Each section includes a quiz question, a discussion forum, and a link to more items.

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.

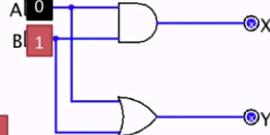
Logic gates to truth tables

### 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



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    YouTube    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.

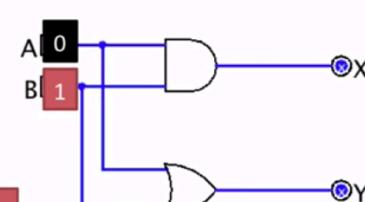
Logic gates to truth tables

### 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

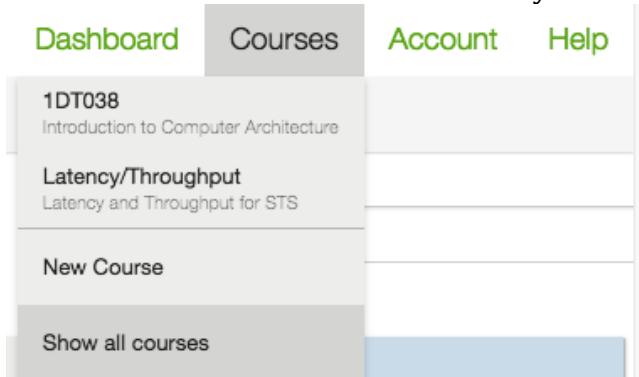


Exit    5sec<<    >>5sec    YouTube    07:53    Pause    Unhide

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

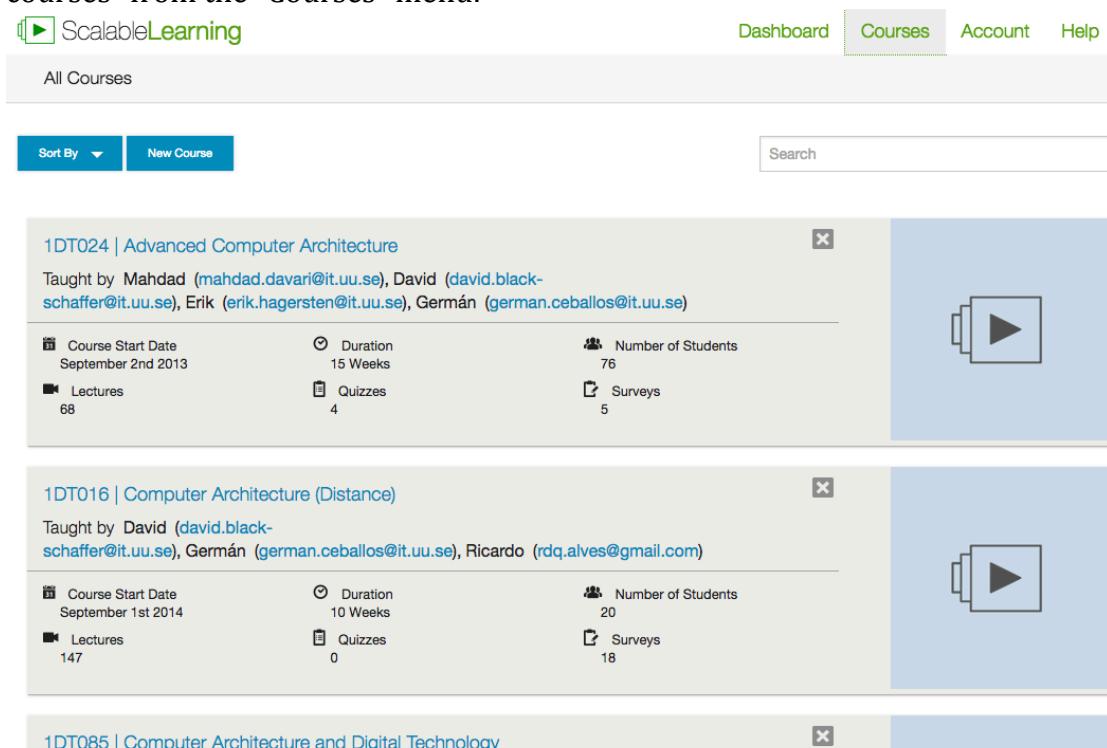
## Viewing your Courses

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



The screenshot shows a navigation bar with four items: Dashboard, Courses (which is highlighted), Account, and Help. Below the navigation bar, there is a list of courses. The first course listed is "1DT038 Introduction to Computer Architecture". Below it is another course entry. At the bottom of the list is a button labeled "Show all courses".

- 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:



The screenshot shows a header with the ScalableLearning logo and a navigation bar with Dashboard, Courses (highlighted), Account, and Help. Below the header is a search bar and a "Sort By" dropdown. A "New Course" button is also visible. The main area displays three course cards. Each card contains the course title, taught by information, and basic statistics like start date, duration, number of students, lectures, quizzes, and surveys. To the right of each card is a play button icon.

Course Title	Taught by	Start Date	Duration	Students	Lectures	Quizzes	Surveys
1DT024   Advanced Computer Architecture	Mahdad (mahdad.davari@it.uu.se), David (david.black-schaffer@it.uu.se), Erik (erik.hagersten@it.uu.se), Germán (german.ceballos@it.uu.se)	September 2nd 2013	15 Weeks	76	68	4	5
1DT016   Computer Architecture (Distance)	David (david.black-schaffer@it.uu.se), Germán (german.ceballos@it.uu.se), Ricardo (rdq.alves@gmail.com)	September 1st 2014	10 Weeks	20	147	0	18
1DT085   Computer Architecture and Digital Technology							

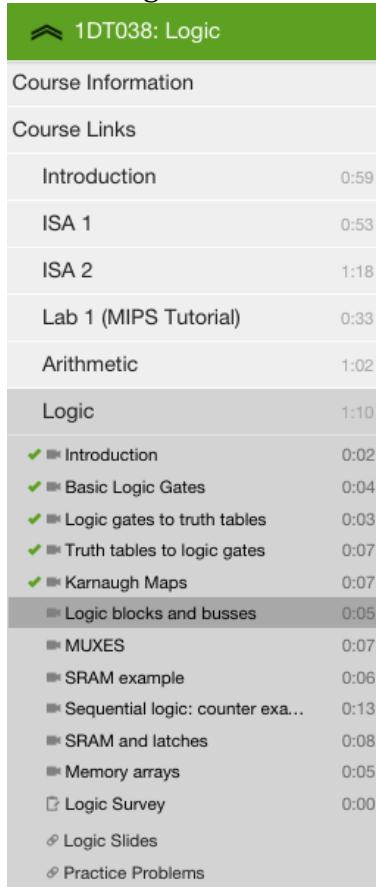
- You can go directly to a course by clicking on its title in the All Courses list.
- **Deleting Courses:** You can delete a course by clicking on the X to the right of the course in the “All Courses” view and then clicking on the confirmation button.
- **New Courses:** You can create a new course by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

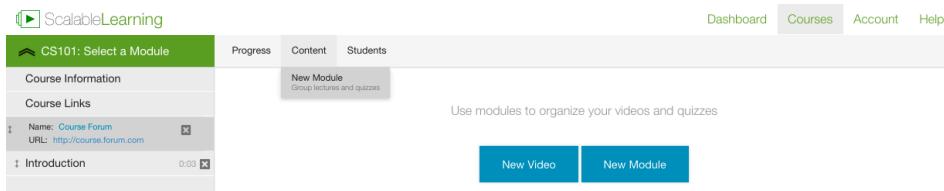
**Example.** Here you can see an example of a course with multiple Modules (Introduction, ISA 1, ISA 2, Lab 1, Arithmetic, Logic) and multiple items within the Logic Module (short videos, a survey, and links to extra material.) You can also see how the student has completed the first 5 video segments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



The screenshot shows a course navigation menu on the left with sections like Course Information and Course Links. The main content area displays a list of modules and their sub-items:

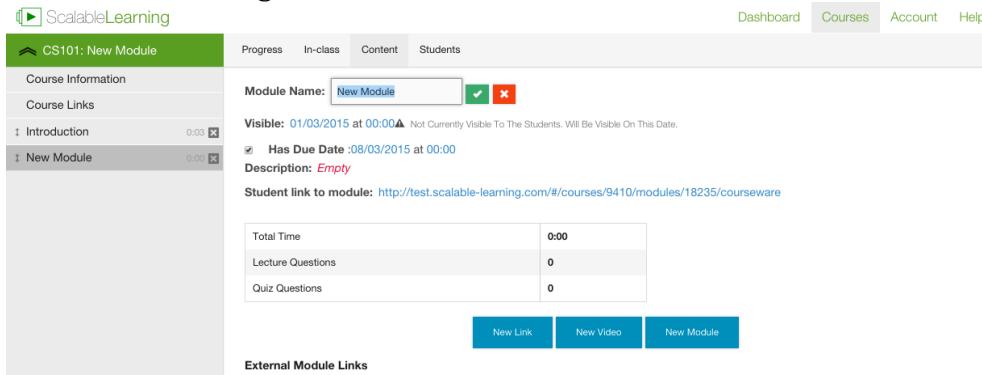
- Introduction**: 0:59
- ISA 1**: 0:53
- ISA 2**: 1:18
- Lab 1 (MIPS Tutorial)**: 0:33
- Arithmetic**: 1:02
- Logic**: 1:10
  - ✓ **Introduction**: 0:02
  - ✓ **Basic Logic Gates**: 0:04
  - ✓ **Logic gates to truth tables**: 0:03
  - ✓ **Truth tables to logic gates**: 0:07
  - ✓ **Karnaugh Maps**: 0:07
  - Logic blocks and busses**: 0:05
  - MUXES: 0:07
  - SRAM example: 0:06
  - Sequential logic: counter exa...: 0:13
  - SRAM and latches: 0:08
  - Memory arrays: 0:05
  - Logic Survey: 0:00
  - Logic Slides: 0:00
  - Practice Problems: 0:00

1. To create a new Module, choose the course from the Courses menu and then click on “New Module” or choose “New Module” from the Content menu.



The screenshot shows a course creation interface for CS101. It includes tabs for Progress, Content, and Students. A prominent “New Module” button is visible. The interface also includes fields for Name and URL, and a “New Video” button.

## 2. You can then configure the module:



The screenshot shows the ScalableLearning interface for creating a new module. The top navigation bar includes links for Dashboard, Courses, Account, and Help. The main area is titled "CS101: New Module" and contains sections for Course Information, Course Links, and two items: "Introduction" and "New Module". A "Module Name" field is set to "New Module". A warning message states: "Visible: 01/03/2015 at 00:00 Not Currently Visible To The Students. Will Be Visible On This Date." There is also a checked checkbox for "Has Due Date" set to "08/03/2015 at 00:00". A "Description" field is marked as "Empty". Below these settings is a table showing "Total Time" as 0:00, "Lecture Questions" as 0, and "Quiz Questions" as 0. At the bottom are buttons for "New Link", "New Video", and "New Module".

- You can set the Module Name
- 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.

- 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
- 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.
- You can copy the “Student link to module” if you want to email a link directly to the module to your students.
- You can see the contents of the module, including the total video time and number of video questions and extra quizzes.

Total Time	0:00
Lecture Questions	0
Quiz Questions	0

## 3. To add items to the Module click “New Video” or choose “New Module Item” from the Content menu, and choose what you would like to add:

### 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

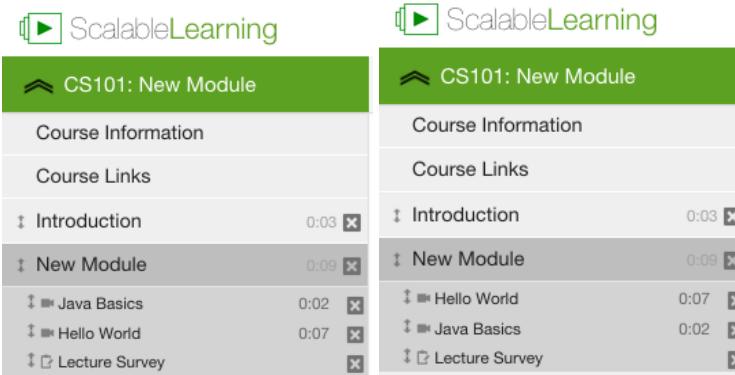
- c. **Quiz:** A text-based graded quiz. (Right/wrong answers.)
- d. **Survey:** A text-based un-graded survey. (No correct answers.)
- e. **Link:** Course-wide links to other websites.
- f. If you want to add a link to just this Module, then click the “New Link” button and the links will show up just in the Module.

[New Link](#)   [New Video](#)   [New Module](#)

#### External Module Links

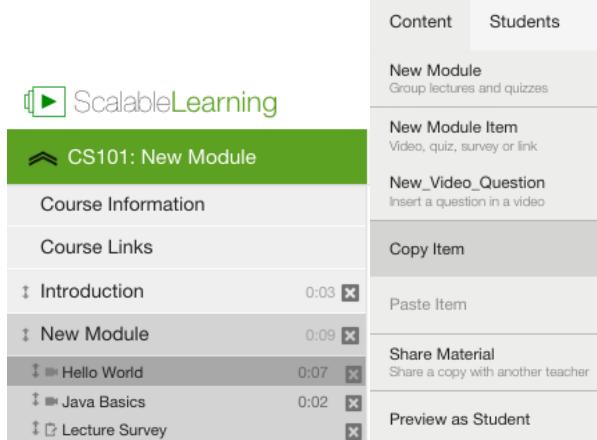
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Name: <a href="#">Module Handout</a>	X
		URL: <a href="http://myclass/handout1.pdf">http://myclass/handout1.pdf</a>	

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 X and the confirming the deletion.



5. To move items between modules use Copy and Paste.

- a. Select the item you want to move and choose “Copy Item” from the Content Menu. (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.)

Content	Students
<b>New Module</b> Group lectures and quizzes	
<b>New Module Item</b> Video, quiz, survey or link	
Copy Item	
<b>Paste Item</b> Hello World	
<b>Share Material</b> Share a copy with another teacher	
Preview as Student	

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 ScalableLearning

 **CS101: Introduction**

Course Information

Course Links

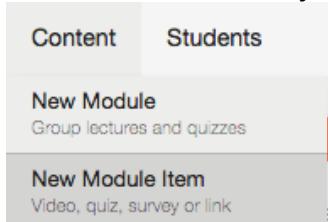
 <a href="#">Introduction</a>	0:10 
 <a href="#">Recursion</a>	0:03 
 <a href="#">Hello World</a>	0:07 
 <a href="#">New Module</a>	0:09 

## Adding Links to a Course

You can add links to individual Modules or to the whole course as Course Links. 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 choosing “New Module Item” from the “Content” menu.



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

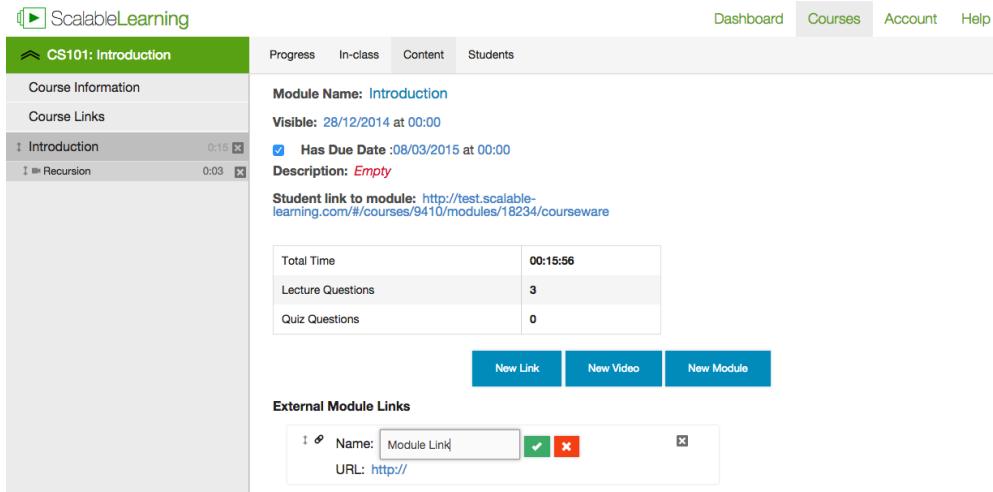
3. Edit the Course Link by clicking on the Name and URL in the Course Content list and clicking the green check box to save your changes.



A screenshot of a course management system interface for 'CS101: Select a Module'. The left sidebar shows 'Course Information' and 'Course Links'. Under 'Course Links', there is a list item with 'Name: New Link' and 'URL: http://'. To the right of this list item is a form with fields for 'Name:' (containing 'Course Forum') and 'URL:' (containing 'http://'). Below the URL field are two buttons: a green checkmark button and a red X button. The entire row has a delete 'x' icon at the end.

## Module Links

1. You can add links to individual Modules by clicking on the Module and then clicking "New Link".



The screenshot shows the ScalableLearning platform interface. At the top, there is a navigation bar with links for Dashboard, Courses, Account, and Help. The main content area is titled "CS101: Introduction". On the left, there is a sidebar with sections for Course Information and Course Links. Under Course Links, two modules are listed: "Introduction" (with a duration of 0:15) and "Recursion" (with a duration of 0:03). Below the sidebar, there is a summary table:

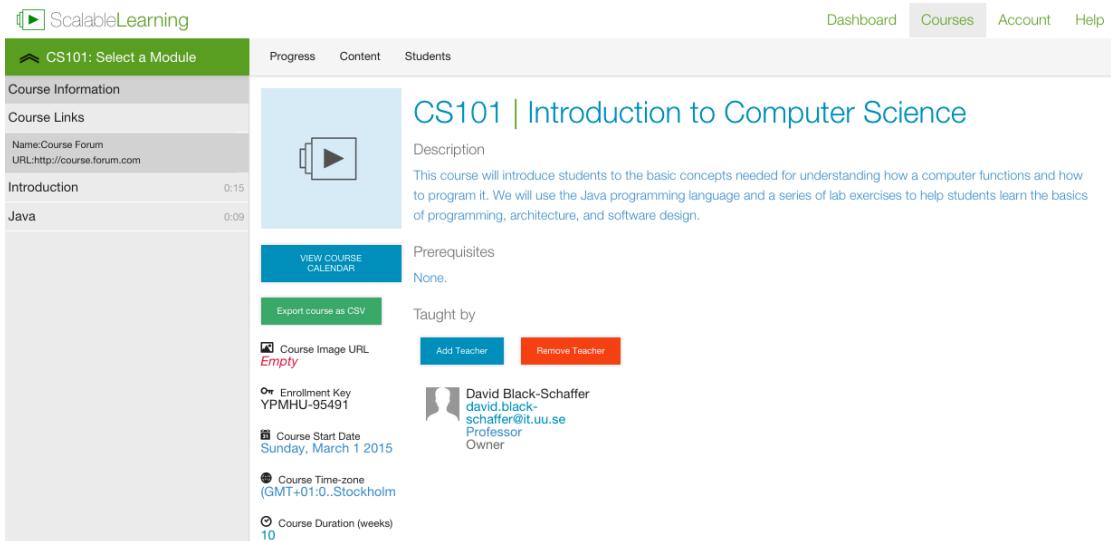
Total Time	00:15:56
Lecture Questions	3
Quiz Questions	0

At the bottom of the page, there are three buttons: "New Link", "New Video", and "New Module". A section titled "External Module Links" contains a form with fields for Name and URL. The "Name" field has "Module Link" typed into it, and the "URL" field has "http://" typed into it.

## 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.

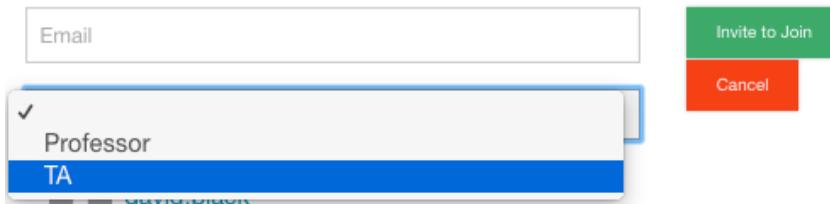
1. Go to the course by choosing it from the “Courses” menu.
2. Click on “Course Information” in the Course Content list on the left.



The screenshot shows the ScalableLearning interface. On the left, there's a sidebar with "CS101: Select a Module" and sections for "Course Information" (Name: Course Forum, URL: http://course.forum.com), "Introduction" (0:15), and "Java" (0:09). Below these are buttons for "VIEW COURSE CALENDAR" and "Export course as CSV". On the right, the main content area is titled "CS101 | Introduction to Computer Science". It includes a "Description" section with a play button icon, stating: "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." Below the description are fields for "Prerequisites" (None), "Taught by" (David Black-Schaffer, david.black-schaffer@it.uu.se, Professor, Owner), and course details like "Enrollment Key" (YPMHU-95491), "Course Start Date" (Sunday, March 1 2015), "Course Time-zone" (GMT+01:00 Stockholm), and "Course Duration (weeks)" (10).

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 dialog box has an "Email" input field containing "david.black-schaffer@it.uu.se". To the right are "Invite to Join" (green button) and "Cancel" (red button) buttons. A dropdown menu is open, showing "Professor" and "TA" with "TA" selected. There is also a "CANCELLATION" link at the bottom of the dropdown.

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.

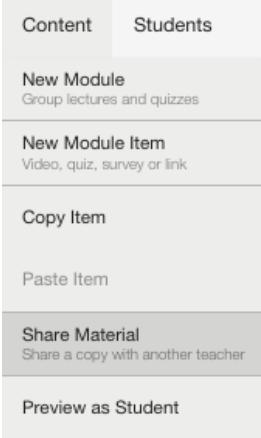
## Sharing Courses with Other Teachers

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

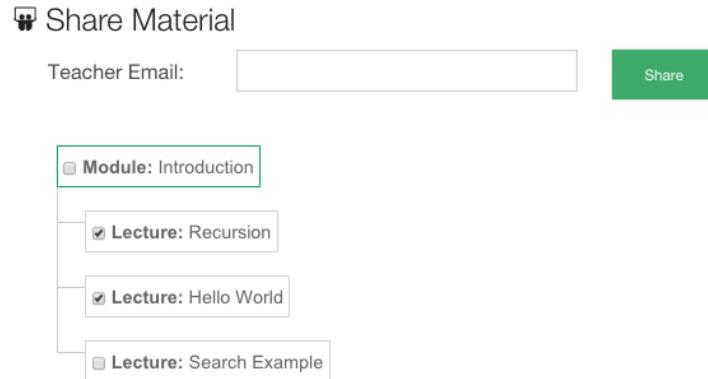
1. Go to the course by choosing it from the “Courses” menu.
2. Choose the Module you wish to share by clicking on it in the Course Content list on the left.



3. Choose “Share Material” from the “Content” menu



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



5. 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.

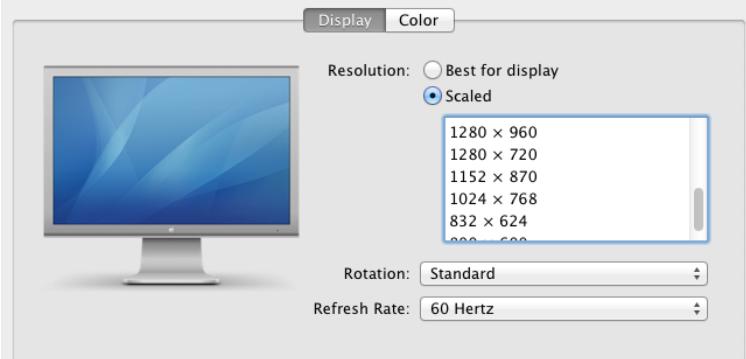
- Note that the programs that scale the screen by themselves will make the mouse pointer really small. You can make it larger with programs such as ScreenFlow and Camtasia, or with utilities such as Keymo (\$5), PinPoint (\$5). (The built-in MacOS X pointer enlargement does not get recorded.)
- For Windows 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

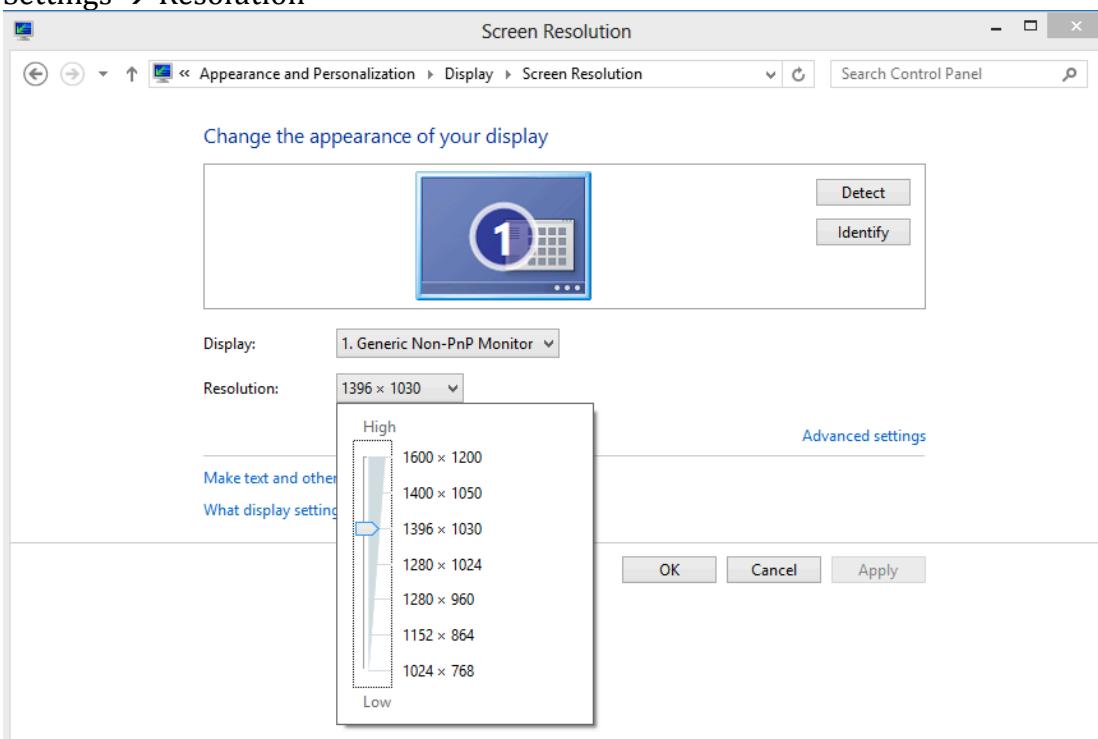
1. When you record your video you don't want to make it too large. Normally people have their computer screens set to full HD resolution (1920x1080). For recording videos you want to reduce this resolution to reduce the file sizes. Typically you want 1280x720 for widescreen (or 1024x768 for non-widescreen 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.)



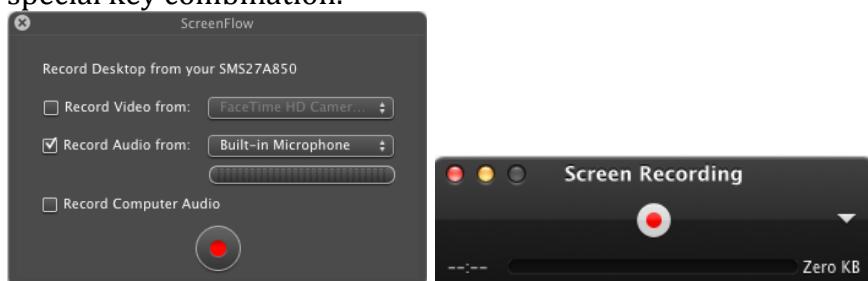
3. On Windows: Control Panel → Hardware and Sound → Display → Change Display Settings → Resolution



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

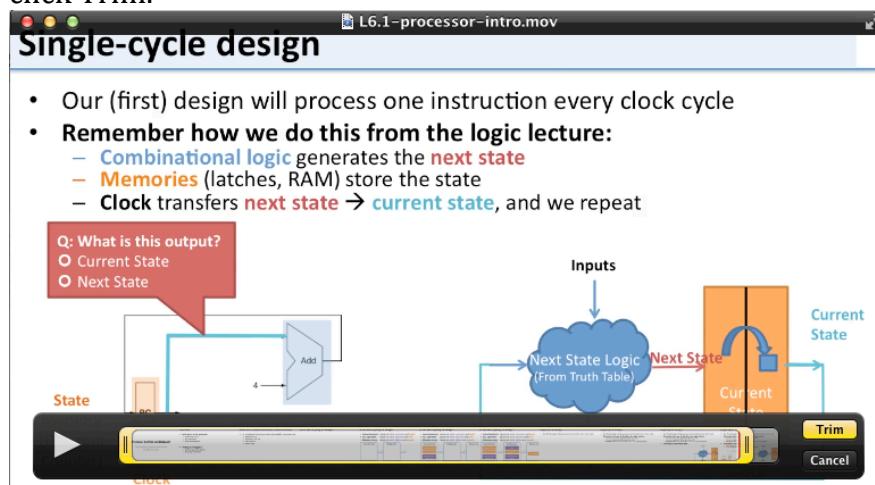
5. To record, launch your presentation program and your screen recording program.
6. Tell your screen recorder to start recording.
  - This is typically done by choosing “New Screen Recording” or typing a special key combination.



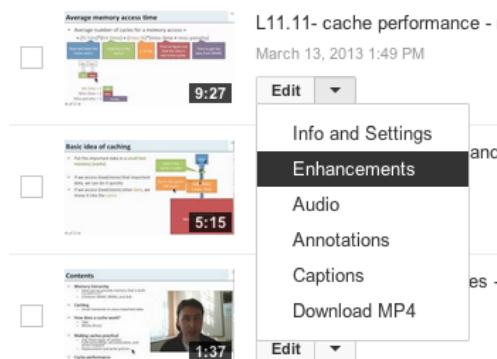
- Make sure that your microphone is recording well and close the door!
- Once you have started recording, switch your presentation into full screen mode and record your presentation.
- When you are done, stop the recording either by clicking on the stop button or using the special key combination.

## Trimming

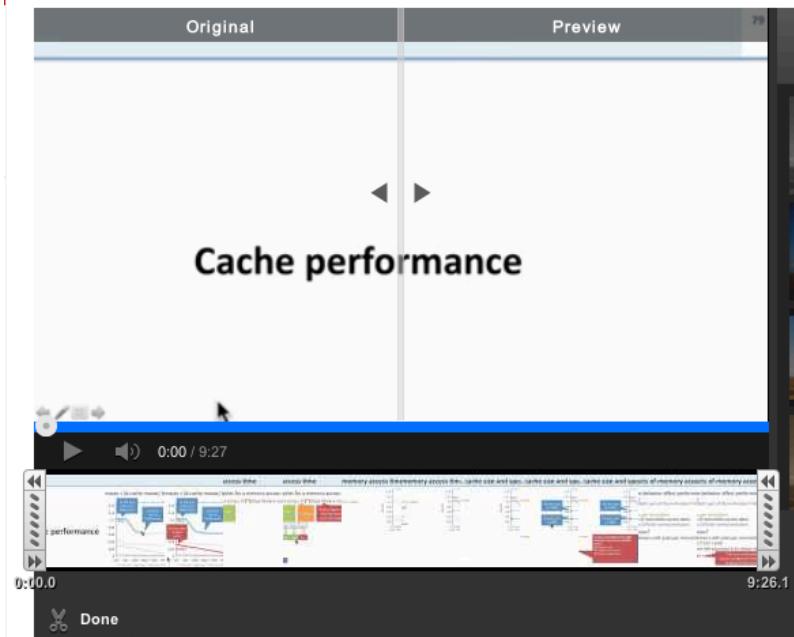
7. Once you have recorded your video, you need to trim off any starting or ending parts you don't want in your video.
8. Trimming can be done on your own computer or in YouTube after you have uploaded the video.
  - In QuickTime Player you chose “Trim” from the Edit menu and drag the yellow handles. 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:

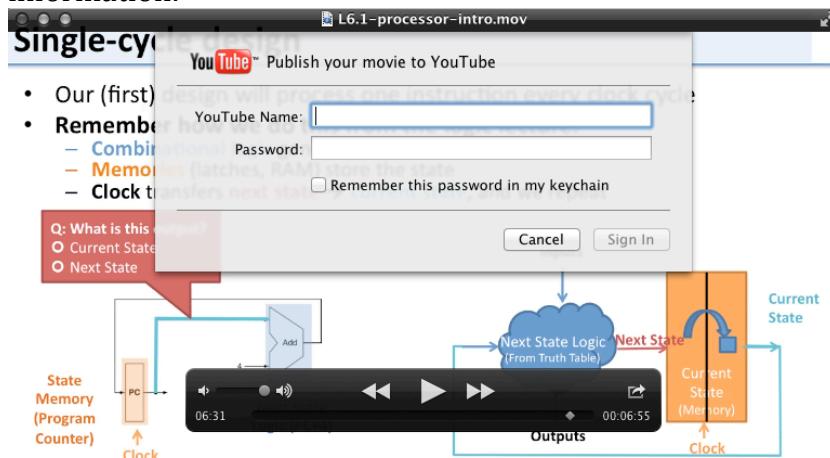


Once you have recorded your video we recommend you save a copy on your computer in case you want to edit it again or upload it to another service. (You can re-download it from YouTube, but it will have been recompressed.)

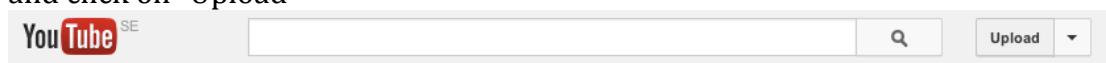
## Uploading Videos to YouTube

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.

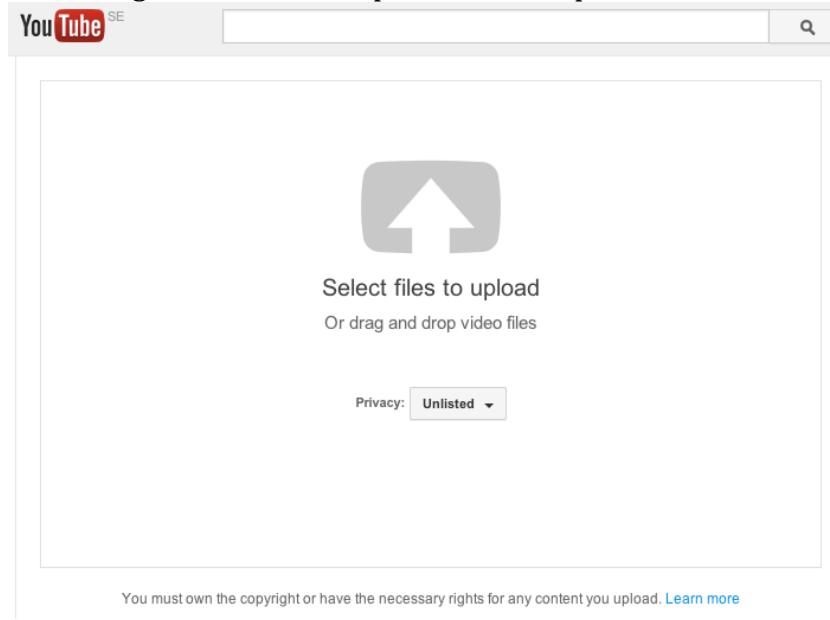
- In QuickTime Player choose File→Share→YouTube and use your YouTube account information:



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

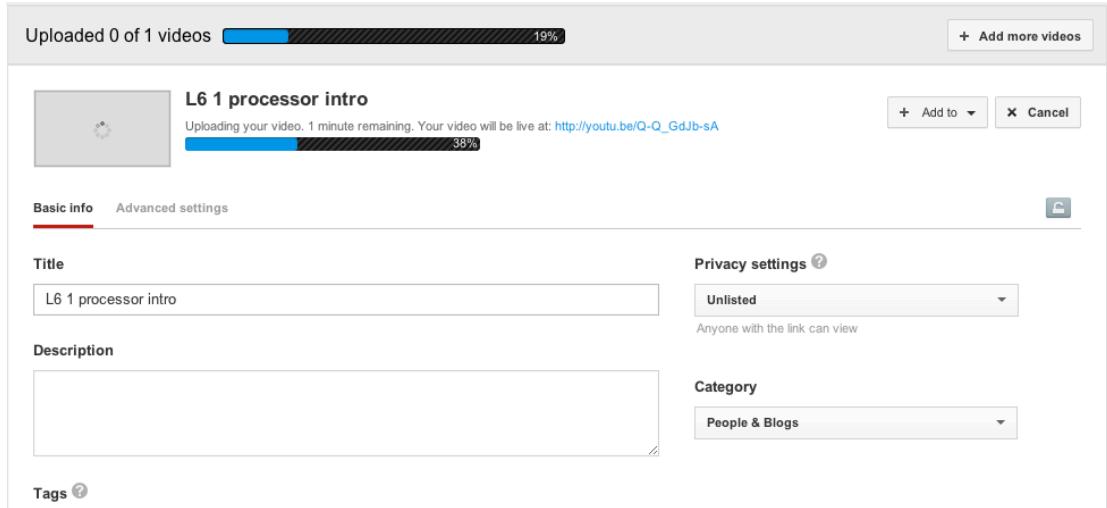


- Then drag the files to the upload icon to upload them:



- 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)

+ Add more videos

+ Add to Cancel

**Basic info** Advanced settings

**Title** L6 1 processor intro

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

**Description**

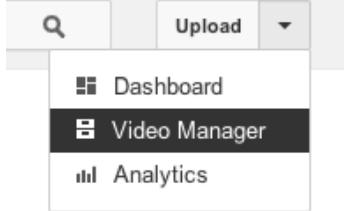
**Category** People & Blogs

Tags (0)

### YouTube Videos Privacy: Unlisted or Public

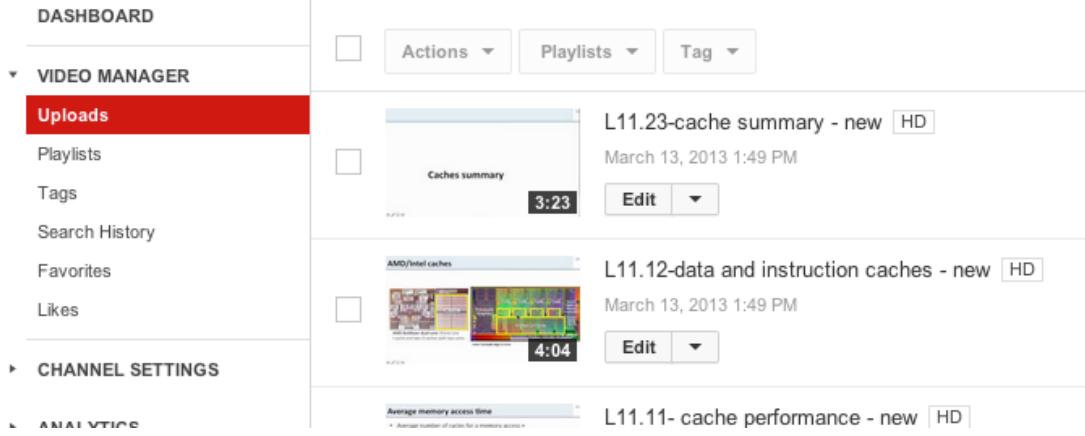
When you upload YouTube videos they can be public (anyone can see them and find them by searching), private (only google accounts you allow can see them), or unlisted (anyone with the right URL can view them, but no one can find them via search). You should keep your videos either **public** or **unlisted**.

9. Go to the YouTube Video Manager



- 🔍
- Upload
- ☰
- Dashboard
- Video Manager
- Analytics

10. Click “Edit” on your video:



DASHBOARD

VIDEO MANAGER

**Uploads**

Playlists  
Tags  
Search History  
Favorites  
Likes

CHANNEL SETTINGS

ANALYTICS

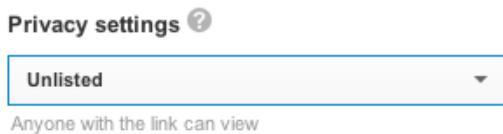
Actions Playlists Tag

**L11.23-cache summary - new** HD  
March 13, 2013 1:49 PM  
3:23 Edit

**L11.12-data and instruction caches - new** HD  
March 13, 2013 1:49 PM  
4:04 Edit

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