Creating an Optimized Course in MyLab Math

[Speaker] I want to introduce our presenters for today, Wendy Fresh and Jessica Bernards. Wendy is a full-time mathematics instructor at Portland Community College. She has degrees in both mathematics and education from the University of Oregon and Portland State University and has been teaching since 1992. Jessica is a full-time mathematics instructor at Portland Community College, and an alumni member of AMATYC's Pro, uh, Project ACCCESS. She has degrees in both education and mathematics and has been teaching since 2005. We are so lucky to have both of them with us here today to share their knowledge. And before we officially get started, we'd like to get to know you, our audience, just a little bit better with a quick poll question.

So, if everyone could just take a moment to answer the question that should be appearing on your screen now, “What is your experience using MyLab Math, or aka MyMathLab?” So, if you could just make one of the selections you see there, “I've never used it,” “I've just started using it,” “I've been using it but haven't explored the features much” or “I consider myself a power user.” So, we really appreciate your feedback on this poll question. Give everybody just another minute to vote, here. It looks like most of you have already had a chance to submit your responses.

All right. Lots of answers coming in. Okay. I'm gonna go ahead and share the results now with our audience. It looks like 4 percent of our attendees today say that they have never used it. Um, nobody fell into the category of just starting using it, but we did have 67 percent of our attendees today have been using it but haven't explored the features much. And 29 percent say they consider themselves to be power users. So, that's great information, and we certainly appreciate that. And now, without further ado, I would like to turn it over to Jessica.

[Jessica Bernards] Hi, everyone. Um, so welcome to “Creating an Optimized Course in MyLab Math.” I'm Jessica Bernards, and I'm here with my colleague at Portland Community College, Wendy Fresh. Throughout this webinar, we will share the MyLab Math settings and assignments that we've found work in a variety of class formats, including face-to-face, hybrid, and online classes, so that students don't just use MyMathLab as a hoop to jump through, but as a tool for learning. Wendy's going to start us off.

[Wendy Fresh] Thanks, Jessica. We will begin by looking at different course setups, specifically instructor versus student courses and organizing tabs.

Instructor courses are ideal for setting up a main shell of a course that you can later copy to a student course. Instructor courses allow you to organize your course structure and customize assignments. Any changes that you want to make to the course can happen here. For example, have you ever been in the middle of a term and realize that you assigned a problem that you didn't mean to, but the students have already started the assignment, so you couldn't make the adjustment? This is where the instructor course comes in handy, as it allows you to make that

change right then and there for future courses. The instructor course becomes your template for later, using to copy the course to create a student course for enrollment.

In this screenshot, you can see that the instructor courses are on the top row and are easily identified by being a darker shade than the student course. In this example, Jessica has instructor courses for both her Math 105 course, which is liberal arts math, which is an on-campus course, along with her Math 111 course, which is college algebra, which is her online course. It would be very reasonable to have a different instructor course for a face-to-face versus an online course of the same subject, as we think that there is a difference between teaching in the two delivery systems. You will find the option to select “Instructor Use” versus “Student Use” course under “Courses Type” when you create a course.

Once you've found the textbook of the course that you'll be teaching, you'll find that the tabs listed on the left of the screen may not fit your needs, or at least they didn't… ours always. There may be too many, or maybe they're not descriptive enough. We have found that by organizing the tabs, we can include, or not include, as many details as we want, to help the students be guided through the course. Once in MyLab Math, after you click on your course, you'll go to “Manage Course.” From there, the “Edit Course Menu,” seen in this screenshot, is shown. If you hover over a menu item, you'll see “Edit,” “Add” and “Archive” options.

If you like the item, but you want to make it clearer, you might click on “Edit” and add some more detail. For example, usually in my classes, under “Chapter Content,” I'll give a few more descriptors for students who want… who want to know what they can find in that tab. For example, I might add chapter contents, textbook, student solutions manual and more. “Add” allows you to add a new item, and “Archive” allows you to not show or use the item now but makes sure that it's not gone forever by archiving it.

The “Hide” box allows the instructor to choose which tabs are seen by the student. In this case, the student will see everything except the instructor resources, which will only be visible to the instructor. You can identify this on the course homepage by the person that you see on the left that has a slash mark through it. The “My Content” box allows you to make sure that any custom content that you've created will be included in any future, new editions of the course.

[Jessica Bernards] Now, we're going to talk about two different types of assignments: media assignments and adaptive assignments. Media assignments. These are ideal for online, emporium, or flip-style classes because they regulate what students do before practicing problems. Now you can create an assignment where students must first complete a media item, such as watching a video or exploring with an applet, before the questions associated with that item become available. Wendy and I worked on the Sullivan Developmental Math Series to create the digital MyLab Math courses for each book in the series for instructor adoptions. As you can see from this screenshot from the intermediate algebra book, each section has a “Learn,” “Explore” and “Quick Check” assignment, as well as a regular “Homework” assignment.

These “Learn,” “Explore” and “Quick Check” assignments are the media assignments for each section and include objective-level videos and geogebra explorations that Wendy and I created.

Once students click on that type of an assignment, a screen pops up where the media items are on the left and the associated questions are on the right. Notice that the questions on the right are black. That means that students cannot access them yet. However, once they click on the media item, the questions then become blue, indicating to the student that they can now attempt them. What I love about these assignments is that it organizes the content in a meaningful way, and it forces the students to have to engage in the learning process of watching a video or exploring with an applet before just jumping straight to the homework problems, as we know a lot of students try to do usually.

You're probably asking yourself, "How do I create these assignments?" So, first, you're gonna go to the Assignment Manager and create a new assignment as you normally would, as you can see in this screenshot. When you get to the “Select Media and Questions” part, you'll see in the bottom left corner the “Questions” and “Media” tabs. In that column, click on “Media.” You can see the “Questions” is on the left and that's what it automatically comes up with, but when you click on the “Media” tab, it becomes blue. And it will show all of the different media items that are available for whatever section you're creating an assignment for in your book. You simply will click on the ones you want to assign, just as you would in a regular MyLab Math homework assignment with questions and move those associated items into the “My Selections” pane.

There are a lot of different types of media that you can assign. In the Sullivan Intermediate book, for example, there are media items such as activities, animations, guided visualizations, and this is where all of the geogebra applets that Wendy and I created for the series are, uh, slated. Section lecture videos. You can link students straight to the textbook. And, in this particular book, it links students straight to the exact objective instead of just to the beginning of the section. And you can even add in your own media items, so if you have your own videos or applets that you want your students to go through, you can actually import these into MyLab Math, which I think is pretty amazing, and assign those for your students to do.

Once you've chosen your media items, go back to the “Question Media” tab and select the questions you want associated with each media item. Make sure you have these placed in order, where the media item is first and then the associated questions are next. That way, when you set your assignment settings to require media item first, MyLab Math will know which questions are correlated with which media item, so it unlocks the correct questions after the student has accessed the associated media item. You can see here, um, if you've ever tried to do a pooling of questions for a quiz, it ends up coloring the different questions, um, that go together. So, you can see the different color coding here.

Another type of assignment is called adaptive assignments, and in MyLab Math, you can make adaptive assignments that create a personalized batch of homework questions for each student. The setup is extremely easy. When you create an assignment, on the first page, you simply

check, “Yes, omit questions from objectives that were mastered” in whatever test or quiz that you want. And then you select the quiz or test that you want to use. Once they've done that, the personalized… or so... well, the student will do first is they'll first complete the quiz or test. And then once they've done that, the personalized learning assignment that is associated with that quiz or test will adapt by deleting questions that students have already shown mastery on. I love using this setting for exam reviews, especially. You can set up exam review quiz that covers each objective at a high level of difficulty, then have an associated exam review homework assignment. After students have completed the review quiz, the review homework will adapt to only covering the objectives they didn't show mastery on. This will help students hone in on focusing more of their time on their weak areas, rather than spending time on material that they already know.

In the Sullivan books, we set this up at the chapter level. This is what the student assignment tab view looks like. For each personalized learning assignment you've created, you'll see this green flag. That designates that there is a prerequisite assignment associated with this particular homework that students must complete first. If a student tries to bypass this, they will see this prerequisite warning on their screen that tells them they first must go back and complete the review quiz before they can work on this assignment.

[Wendy Fresh] Once you've got your assignment set up, you can adjust the assignment settings to make sure that students will have an optimal learning experience while doing the assignments. Under “Course Tools,” and then “Assignment manager,” is where you'll have the option to edit homework. Here, you can adjust the homework name, omit questions based on mastering of a specific quiz, or get additional coaching and targeted practice using the skill builder adaptive help feature. We will explore this feature more at the end of the presentation. Then you would click next to continue editing the homework.

There's a lot to look at on this slide, so we're gonna go over some of the highlights. On the far right, you'll see what looks like an ear. Got that circled. This indicates that this question is screen-reader accessible. You'll also see estimated time that each question will take. This is based on anonymous statistics that Pearson collects once there's enough data to analyze. Depending on the number of credits that your course is worth, you'll want to make sure that this time spent outside of class meets accreditation standards. In setting up the Sullivan Developmental Math Digital MyMath... excuse me… MyLab Math course, we strove to make each assignment approximately 45 minutes to meet this standard.

Along with the data that Pearson collects to determine how long a question will take a student, it can also determine how difficult the question is. This is shown by either one, two, three, or four bars, representing easy, moderate, hard, or very hard, in difficulty level. It is good to mix the difficulty level problems while making sure to be cognizant of the fact that, of course, a harder question may require more time.

Clicking on “View Assignment Details” will open up this screen. Again, there's a lot to see on here, but I wanna point out a few things. Um, one of them is the “Tries Within Each Question” box. For our personal courses, we like to allow students three tries on each question, and we'll show that in a later slide. However, we don't want this to be three tries on the same question. By selecting one on this screen, it makes sure that each of the three tries that a student gets is on a similar type of question, but not the exact same question. We think this is important, because if certain features are allowed in MyLab Math, like help me solve this or do an example, which we'll point out in a future slide, a student who doesn't get a new problem may just be rewriting what they saw without understanding it. Having to show mastery of a new, but similar question ensures that MyLab Math is working the way it was intended.

The final tab in editing homework is to choose your settings. I'm going to talk about the “Scoring Options,” “Access Controls,” and “Presentation Options” feature. If you want to allow students to turn in late work, this is the area to make those adjustments. You can not only tell the students when the late due date or time is, but you can choose what the penalty may or may not be. For this course, the penalty is 50 percent, but notice that we have it set to only apply to the questions that were scored after the due date. This motivates students to continue working on any questions they didn't quite get to, knowing that what they did get in on time isn't affected. Finally, since many of the questions contain multiple parts, by checking this box, the students get credit for parts they got correct, while only losing credit for parts they didn't get correct.

Under “Access Controls” is where you'll see the option I talked about previously, to set the attempts per question at three. So, for example, if a student was trying, let's say, question number 20, they would have up to three different versions of question number 20, and only one try per version. This takes away the student's ability to continue plugging in answers until they finally get one right. In other words, it forces learning, rather than just being lucky with the roll of a dice. By clicking on the media access, as Jessica mentioned earlier, you can direct students to view media assignments, before homework questions are made available.

Under presentation options, you can lock correct answers. This is useful in a multiple-part question. Once the question is attempted, if one part is incorrect and the other correct, the problem will lock the correct answer, so that the student knows which part is incorrect so that they can determine where their mistakes are before they try the next question.

By clicking on “Save Values,” you will preserve the question value, so that each time a student returns to the assignment, to either continue to work on or review it, the values and answers are saved. The question values will only change if the student decides to try again with a similar question.

Clicking on, printing, allows the student to print the assignment, which is nice if the students want a way of including problems in their physical notebook. The learning aides include “Help Me Solve This,” “View an Example,” “Textbook,” “Video,” “Animation” and “Ask My Instructor.”

We typically don't include “View an Example” as we feel many students open this feature in a new screen and will use it line-by-line to recreate the answer to their homework question. In other words, it doesn't encourage an active learning environment the way “Help Me Solve This” does, where the student has to input answers to questions line-by-line when prompted. By clicking on “Graphing” you allow students to move points by typing in coordinates.

We think that this is really useful for points that, for example, might contain a decimal or moving the point manually can be difficult, even with the zoom feature. And the “Study Plan” option is used, so that the mastery of content that is demonstrated in the homework, can be used to modify or update the study plan. That way, the study plan is useful to only study those concepts where mastery hasn't been achieved.

[Jessica Bernards] There's several other math features in MyMathLab that we wanna quickly highlight, that really aide in student engagement in both in and outside of the classroom. The first being Skillbuilder. In Skillbuilder, instructors can choose to make this available within MyMathLab and MyStatLab homework assignments, to give students just-in-time adaptive practice in select Pearson textbooks.

To enable it, check the “Yes, give additional targeted coaching and targeted practice with the Skillbuilder Adaptive Help.” When students are struggling with their assigned homework, they can click the “Skillbuilder” button on the top of the problem. When they do that, additional problems will be provided to help each student improve their skills until they're able to complete the assignment.

The adaptive engine tracts each student's performance and delivers questions to each individual. This helps them have a high probability of successfully completing the assigned exercise. Once it feels that the student has reached that, it suggests that the student return to the assignment. When Skillbuilder is enabled for an assignment, student can choose to do the extra practice without being prompted. This new feature allows instructors to assign fewer questions for homework, allowing students to complete as many or as few questions as needed.

Another great feature of MyLab Math is Work Space. Work Space assignments allow students to work through an exercise step by step and show their mathematical reasoning as they progress. Students receive immediate feedback after they complete each step, and helpful hints and videos are available for guidance when they need it.

When accessed via mobile devices, Work Space exercises use hand recognition software that allows students to write out their answers naturally using their fingertip or a stylus. For more information on Work Space, we recommend you sign up for Pearson's next upcoming webinar on April 18, entitled, “Using MyLabs Plus Work Space to Unpack Student's Mathematical Errors and Develop Reasoning Skills.” This is an incredible new feature that MyMathLab just incorporated.

In the last feature we wanted to note, is Learning Catalytics. Learning Catalytics is an interactive student response tool that encourages team-based learning by using student's smartphones, tablets or laptops, to engage them in interactive tasks and thinking. As an instructor, you compose a variety of open-ended questions that help your students develop critical thinking skills, while monitoring responses with real-time analytics to find out where they're struggling.

With this information, you can adjust your instructional strategy in real time and try additional ways of engaging your students during class. Learning Catalytics also lets you manage student interactions by automatically grouping students for discussion, team-based learning and peer-to-peer learning. There's a ton more we could say about Learning Catalytics. In fact, there have been full webinars and presentations done just on it.

If you'd like to know more about it, we recommend you contact your Pearson rep. Thank you so much for taking the time to listen to our webinar. We hope you've learned something that you can bring into your classroom. Do you have any questions? No?

[Speaker] Yeah. Thank you so much. We do have some questions that have come in and I… I do also just wanna take a moment to, um, encourage everyone to go ahead and submit your questions now. We still have plenty of time to address them. Um, but I'll go ahead and start with the ones that we already have.

Um, so the first question from our audience is asking, “Can you speak to some context around some of, the features and the importance of those features in your classroom?”

[Jessica Bernards] So, meaning, um, I'm guessing, they're meaning the setups, or the different media assignments and, um, adaptive assignments that we've created.

[Speaker] Let me see if I can get some clarification. Um, let's see. I'm gonna reread it. Uh. Yeah, let me get some clarification. I'll go on and move. We had another question come in, so, um. Oh, looks like what they're saying is, different assignments, if you're able to go into that.

[Jessica Bernards] Yeah, so I teach, um... I think, so the media assignment is one of my new favorite features to use. And so, in my online college algebra course, um, I noticed that, I had created these videos that I spent so long creating, asked students to watch that first, before they jumped into the MyMathLab homework, and I noticed, especially by the questions that I was getting asked by students as they were working through homework, that they really weren't watching the videos fully, um, or they were trying to sit down and watch the entire section lecture video without doing any type of practice on their own, even though the video asked them to.

And so, by creating these media assignments for this class, it actually now is considered a homework assignment for them. So, there's more buy-in, A, where they get credit for it, instead of just me saying, "Go watch this video." Um, I can see how long they were on each video. I can

see which videos they accessed. Um, and then it also really breaks things up for them in a way that I think makes sense, where it's watch this two to three minute video and now here's the questions that open up, that go along directly with that.

Here's the next video. Um, and the other thing that is really neat that you can do for those media assignments we didn't show on here, is you can create it where they have to get, for example, 70 percent right on the questions that are associated with those media items, before the regular homework assignment will open up. And, when you do that, that is huge for making students really have to take the time to learn the material, before they just jump and use MyMathLab as a hoop.

[Speaker] Awesome.

[Wendy Fresh] I'm just wondering if we should show that slide. Let me just go back for a second so you see exactly what Jessica's talking about here. Let's see. Sorry, we have a lot of stuff here. Keep going. Couple more. There we go. What students can see. Wanna go back one more, yeah. Gonna go back a couple more. There we go. There it is. So, on the left, you see that media, and what's so, I, just I love the organization of this. I mean, I think it makes it so clear for the student, what they have to do, before they get to the question.

[Jessica Bernards] And in the Sullivan book, we... you'll see there's specific geogebra applets in there. Not all the books have that, but they do have with any book that you're using, there's usually some type of media animation that you can also assign in there, other than just videos, or if you have an applet that you've created, um, which I think is great, because students learn by doing. Um, and so, it really forces them to have to, kind of, get in that discovery mode and explore the concepts, before just jumping into number crunching I guess.

[Jessica Bernards] Um, and then the adaptive assignments that we talked about after the media assignment. Um, I think we talked a little, bit about how we use that. We use that a lot for, um, reviews for exams, because reviews for exams can be huge. They can cover two to three chapters, or even just one chapter is still a lot. Um, and so, students don't have the time to go through and do, you know four, five, six hours of problems from the entire chapter, and so this is a really great way, uh, nor should we do that if they've already learned some of the concepts and mastered it. And so, by doing these adaptive assignments, where students first go through and do a test or a quiz that you've created over the specific objectives, to see what they need to work on and what they've already mastered, then when they get to that homework for the review, they're focusing more on just what they need to focus on, so their time is really spent on things that they need. Um, and we actually, for the testing quiz that we do for the pre-req for this, we don't have that be counted as part of their grade. Um, we just have it as an assignment that they must do before this will open.

And, the biggest reason that I don't recommend having it as part of their grade is, you don't want them to cheat on it, or to try to do better than they're really know, um, than they really are. It gets

more of a way for them to just, they're… it's a place for them to self reflect on what they've mastered and what they haven't honestly, so that they get the questions that they need to on the review.

[Speaker] Alright. Great information. Thank you very much. Um, alright, we've had some more questions come in, so I'm gonna keep on, going here. Um, “Can you tell us how you handle, on Learning Catalytics, when you have one or two students without a phone?”

[Jessica Bernards] Hmm. I would have them pair up.

[Wendy Fresh] Yeah. That's what I was gonna say too. Pairing up, um, seems to be the best way to handle it. Um, we're fortunate here at PCC that we, a lot of our classrooms have full desktops. Um, I know some schools have tablets they can bring in. Um, and we've seen research that says even in the poorest of communities, 90–91 percent of students have some way to access being online, but if you specifically have someone who doesn't have it, yeah, pairing up would be the way that I would handle that.

[Jessica Bernards] The other thing that I think our department is now looking into is, um, using some money to buy some tablets that students can check out from the library, so then that way they have those to bring to class, because as Wendy said, we've done some research on this, um, and this was actually two years ago, so I'm sure it's gone up since then even. There was a, Reuters, um, study that was done on this, that showed that 91 percent of students had either a smartphone or a laptop or a tablet. Um, so it, it's very rare that you'd have more than I think one or two in your class.

[Speaker] Perfect. Thank you very much. Alright, the next question from our audience is asking. Um, let's see. “How many attempts for a quiz or exam do you normally provide?”

[Wendy Fresh] Well, for… for my class I... I actually have two different types of quizzes set up. I have one quiz that's called a high-score quiz. And, I let them practice that as much as they want to. Um, I take that to be as part of the learning experience. And then I have a one-track quiz. It's sort of like their exit quiz. Um, now this is for my online class, so it might be different in a face to face.

But, um, that final quiz there's just one try, and it is timed, as well. What I normally do for a quiz, because I know people can struggle with anxiety, is I'll take the amount of time that Pearson has, um, said that the question should take, and I often times will double that, just to ensure that students have enough time and don't feel too stressed out.

[Jessica Bernards] And, just to kind of add to that, I have the same setup as well in my class, so there's at the end of each week, or each module, there's a quiz that they take, and there's the two quizzes. So, one is, the high score and one is, the one chance. So, the high-score question, they can do that on unlimited...or quiz. They can do an unlimited amount of time. And what that

does is, I have a pool of questions that it pulls from, so every time they take the quiz, it's a different quiz, but it's the same types of questions. Um, and I always make sure to put the harder, for sure, the harder questions in there. Um, and then once they... so, that way, they can kind of get that practice to make sure they're ready, and then they go and they take the one-chance quiz, and both of those are due at the same time. And the one-chance quiz has more of the medium level questions in there.

Um, and I do the same thing as Wendy does where I do have at times biggest reason I recommend doing that is, you don't want to give students a chance, if you... if you don't allow them on your exams, to go through and use their notes, and, you know, review things, then you want them to be emulating that in a quiz. And so, um, by doing that timed, that does not allow them too much to go through and use extra resources to try to review a question as they're seeing a question.

Um, both of us do not do exams online whatsoever. Um, at PCC, we require even for our online classes that the exams are proctored, face-to-face exams. So, we have students, um, have to come to class to take them and we proctor them. If students live more than 60 miles away from PCC, um, which is where we teach, um, they are allowed to take their exam at a local college testing facility. And if there is no college within the area, then, uh, a testing facility such as a library there, but we really have, try to have it be at a local testing facility.

[Wendy Fresh] And, and that's a traditional pencil/paper exam. Questions modeled after what they've been practicing in MyMathLab, but it is pencil/paper.

[Speaker] Great. Thank you very much. Um, alright, it looks like our next question is from someone that teaches mostly developmental math courses, and she says, "I have seen students have difficulty completing homework for fractions. Do you have any suggestions?"

[Jessica Bernards] Manipulatives. Honestly, I would get into MyMathLab. There are some great, depending on the textbook series that you're using, there are some great manipulatives in there in the “Media” tab that you can assign students to do. Um, you can also find some amazing electronic ones out there as well and apps... there are some great apps even, too, but I think, I think that's one of the biggest reasons students struggles, is they just can't see it and they're trying to memorize instead of really conceptually understanding what a fraction is. And really being able to get them to get their hands kind of dirty in it and explore them, I think, really helps.

[Wendy Fresh] Yeah, by using, in MyMathLab, I think we often think of media as being just videos, but there are animations that are part of the media. And that was part of why we developed the geogebra for the Sullivan Series, was we wanted it to be a more interactive, explore why this is rather than just give a definition. And I, and I hope that, as more technology becomes available, you're gonna see more of those interactive types of applets to really use MyMathLab as the learning experience, not just a vehicle to type in answers.

[Jessica Bernards] Yeah. So, for example, that GeoGebra applet, I'll go, I think it's right here. Oops. Let me bring that up. The GeoGebra applet that's right here on slope, um, that we put, so, we just found students who were trying to memorize the slope formula. They would forget by the next term, they were switching X's and Y's, and they were not understanding that slope was a rate of change. Instead, again, they were just trying to memorize things. And so, before we even, this video down here teaches about slope, but before we have them even watch a video teaching about what it is in the formula, we have them do this applet that is a skier on mountain. And they go through and they move the points on this mountain to see what's happening to the skier and what's happening to the slope, and they start to see that recognition of, oh, it's the rate that the mountain is either increasing or decreasing. It's that steepness. And so, it really gives more ownership to them really understanding that slope is a rate of change, instead of us just either telling them that or them seeing that in a video.

[Speaker] Alright. Thank you. Great information. Um, okay. I'm gonna go ahead and just continue with a couple questions here. Um, this next question from an audience member is asking, "Do you require a minimum score on associated homework before releasing a quiz? And if so, do you have any suggestions as to a reasonable minimum score?"

[Jessica Bernards] Do you want me to take this one?

[Wendy Fresh] Yeah.

[Jessica Bernards] Um, I don't. Um, I think at PCC, I've been told, we can't do that because there could be certain reasons why students can't do an assignment in time or what not, and so we can't allow... we have to allow them to be able to continue to move on in the course and not get stuck. So, both Wendy and I don't require a specific homework score. But I know, for example, Mike Sullivan who we've worked it, obviously a lot, he has an interactive stats book. And on his, he requires 70 percent on homework for it to move on to the… or the interactive assignment, for the homework assignment to move on. And so, I know that 70 percent, I think, is usually that kind of sweet spot where you need to show a C-level before you can move on to the next thing.

[Speaker] Alright, great. Thank you. “Do you know if additional test bank items are linked to objectives? And therefore, can be used for test review assignments?”

[Wendy Fresh] Can you say that question one more time? I think neither one of us is quite clear.

[Speaker] Yeah, sure. Um, okay. So, the question reads, “Do you know if additional test bank items are linked to objectives? And therefore, it can be used for the test review assignments?”

[Jessica Bernards] Oh. So, are you meaning like the test bank like if you go through the tests instead of pulling questions from the book? I'm assuming this person is asking about if you pull from the test bank from the test generator.

That I'm not sure about. That would be a great question for the MyMathLab folks here.

[Speaker] Alright. Yeah. We'll make sure, Connie will make sure that you get a response to that question. Um, let me see if any other questions have come in while we're reading those. Um, let's see. Um, okay. This one is just asking, um, sorry, just one moment. We've got some questions coming in as I'm talking here. Okay. Um, do you ever have students get frustrated with only having three tries per problem instead of having unlimited amounts of tries?

[Jessica Bernards] Yeah. At first, they do. And, um, we actually have a whole page that we post that explains why we give them only three tries for our online class. Um, and we actually talk about it in our face-to-face as well. But I think once they realize why we've given them three tries and we explain, look, homework is not supposed to be a place that you are learning the material for the first time. It's supposed to be a place where you've watched our videos, you've done the explorations, you've come to class or whatever, however you have your class setup, and then you go and practice. And so, if on your first or second try you're still not getting it, we expect that you are reaching out to us, so that we can work with you one-on-one and you're not just using this as a hoop to jump through where you're just putting in answer, after answer, after answer until it finally gets counted as correct.

[Wendy Fresh] Yeah. And I do have students that are frustrated, um, but I remind them that, what they get frustrated with is if they entered it in wrong. "Well, I meant this, why did it mark me wrong?" And, um, you know, it's a computer system, so we know those things can happen, and I say, "Well, that's why you get three tries. If you had put “22” and you meant “2” on a quiz or a written homework it would have been just immediately marked wrong.” So, really by getting the three tries you're getting a better deal than you would have normally in a traditional class.

[Speaker] Perfect. Thank you. And then I'm kind of molding a few questions that are really, really similar from our audience members here on this one. Um, but we've had some questions asking do you feel that MyMathLab or MyLab Math would work well in a class that was face to face, and maybe even has a computer lab, but with minimal lecture?

[Jessica Bernards] Yeah. I mean, I, so, what my, so I teach this class face to face, one of the classes that I teach normally is Liberal Arts Math as well online College Algebra a lot and Development Math, but, um, the, I think doing this, using, especially with those media assignments, you can do a flipped classroom with that. And I think that's huge because so much of the lecture is students passively learning. And so, why not have that passive learning happen at home when they can pause and rewind and re-watch things, so they can hear you or whoever the, whoever's made the videos, say it multiple times until they understand it. And then when they're in class, they're no longer just doing... you're not doing the passive learning part. You're doing the, you can do the applets, you can do the explorations. For the fraction question, you could bring in manipulatives and have students spend more time on those types of

hands-on activities and working in groups and really understanding the concepts, then doing that passive learning part of it.

[Wendy Fresh] Yeah. And we actually worked on, um, another series, um, college algebra where we created guided notes that come with the MyLabs or MyMathLab. And in those guided notes, we actually intended for, maybe a traditional lecture where someone is standing at the front, but we also included, um, signals like little asterisk that meant that there was a video that went with it.

So, what my students have liked is maybe I am gonna do a traditional lecture for, I don't know, 30 minutes, but they'll know at certain points within those guided notes that they can go to My Lab Math and see the videos or watch the, um, or do the applets, or whatever they need to further understand.

[Speaker] Right. Thank you very much. Um, okay. I'm gonna ask this question too. Coming from Mark, it's asking, "Do you mind reviewing again how you link a body of questions to a prerequisite video?"

[Jessica Bernards] Absolute, oh, a prerequisite video? So, so, I'm assuming, can you ask him, does he mean this? Like, what we see on the screen right now where the questions are linked, or to each, specific questions are linked to a video?

[Speaker] He responded with “Yes.”

[Jessica Bernards] Okay. So, to have it look like this, this is creating a media assignment. So basically, I know, I think I talked a little fast on this part. You'll go through, create an assignment like you normally would. So you can see that here. And then when you get to this part, which is the second part of creating an assignment, that “Select Media and Questions,” that's when you'll go over here and instead of having the question tab highlighted like you normally, like, I think MyMathLab already does, you'll click the media tab. And when you do that, that's when all of the different media items in the book, um, for your particular section will show.

And then, what you'll do is you'll just add them like you normally would. You'll check which ones you want, click add, and add them over here in the “My Selections” pane. Once you have those, you'll go back to the “Questions” tab, and you'll click the questions that you want. Now, this is where it's important. Make sure that you have your questions right directly after the media item that you want the questions associated with. So, for example, you can see this is a media item up here and then underneath there's four questions that go with it. Then there's the next media item and two questions. So, you have to make sure that when you're creating these, you're putting and dragging the questions so that they're right underneath the media item.

And then, when you go to, I'm gonna click ahead really quickly. Um, give me one second to the assignment setting. When you go to your assignment setting, what you'll do is you'll click on,

let's see, it's gonna show up right here. So, under “Access Controls” when you're at the end of your, when you're doing your assignment settings, which is that third step in creating an assignment, that's where you'll check. This “Media Access” box will be available, and you'll wanna check that, and when you do that, that's what pulls those specific problems to each media item that they're underneath. And so, that's what'll require the students to have to watch or work that media item before they can answer the questions. Does that help answer, Mark?

[Speaker] Perfect. I'll follow up and make sure that we got that one answered sufficiently. So, thank you very much for that. Um, I think that might conclude the question segment. So, obviously, if there is a question that we needed to dig a little deeper into, I will have someone reach out to you with more details on that. Um, and I wanted just to give a couple quick reminders before I turn it over, uh, to you guys for closing, but I wanted to remind all of our attendees that you will have the opportunity to give some feedback at the end of today's session and participate in a survey. So, please participate in that. We value your opinions, so just take a moment, moment to let us know your thoughts on today's event.

And if you are interested in receiving that digital badge that we talked about at the first of the session, you'll need to complete a multiple-choice assessment following today's event. That will be available along with a recorded copy of today's full presentation in an email that you will receive by the end of the week. So, please keep a lookout for that. And thank you all for your time and participation today, and Jessica and Wendy for sharing your knowledge with us. I'm gonna go ahead and turn it back over to guys for any final thoughts.

[Jessica Bernards] Um, let us know if you guys have any questions or need help kind of going through your course and setting things up with the different settings that we talked about. Please let us know. Um, you can see our email addresses on this page. Um, just to give, I think, a little bit more background, too, on us, both of us have a four-year degree in education. And so, we try to use a lot of that when we set up our... the different settings, and kind of did the research on why we only allow three tries and one try per time per problem. And, um, and so, hopefully you'll see that there's value to it and you'll really, hopefully, see improvement. We saw a 14 percent increase in our pass rates once we started bringing in these settings. So, thank you.

[Speaker] Alright. Thank you both so much. Everyone have a great afternoon.