

Instructor's Guide

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Getting Started

Congratulations on choosing a Heinle book. *iLrn: Heinle Learning Center* not only saves grading time, but also gives you access to a wealth of data about your students' performance, thereby allowing you to teach more effectively. Moreover, students enjoy *iLrn: Heinle Learning Center* because it is fun to use and gives them instant feedback when they complete an exercise. *iLrn: Heinle Learning Center* requires a very small amount of setup before you can begin using it with students. You'll need to enter some information about your course and its sections, which you'll do in the Instructor Workstation.

System Requirements

Microsoft® Windows 98, NT, 2000, ME, XP

Browsers: Internet Explorer 6.x or higher, or Firefox 1.x or higher

Macintosh OS X

Browsers: Firefox 1.x or higher, or Safari

Additional Requirements

- ▶ A high-speed connection with throughput of 256 Kbps or more is recommended to use audio and video components.
- ▶ Screen resolution: 1024 x 768 or higher
- ▶ CPU: 233MHz
- ▶ RAM: 128MB
- ▶ Flash Player 7 or higher
- ▶ You will need speakers or a headset to listen to audio and video components, and a microphone is necessary for recording activities.

Setting Up Your Instructor Workstation

When you login to *iLrn: Heinle Learning Center*, you enter the instructor workstation—a central place where you can:

- ▶ View and change your class roster
- ▶ Assign activities and set due dates
- ▶ View and grade your students' responses
- ▶ Send feedback to your students
- ▶ Customize your book
- ▶ Create your own activities
- ▶ Create and edit your announcement board
- ▶ Send email to your students
- ▶ View your eBook

To begin, you will need to:

- ▶ Create an account
- ▶ Create a course (using an instructor book key provided by Heinle)
- ▶ Create one or more classes

What is the difference between a course and a class?

A course with *iLrn: Heinle Learning Center* is just like a course in your school's course catalog, such as French 101. Within each course, you'll have one or more classes. Classes are analogous to sections in a university course: they are groupings of students within a course. Thus, if you teach five sections of French 101, you will create five classes within your online course. This is easier than it sounds, because you won't have to enter any information about your students. They will add themselves to your course when you are ready.

iLrn: Heinle Learning Center Account

Creating an *iLrn: Heinle Learning Center* account is easy. You will need to enter your name, address, and email address, and then choose a username and password. If you already have an *iLrn: Heinle Learning Center* account, you do not need to create a new one.

To create a new account:

1. Go to <http://ilrn.heinle.com/>
2. Click the **Login to iLrn: Heinle Learning Center** button.
3. Click **Instructors**.
4. Click **Create a new account**.
5. Fill out the form and click **Submit**. Be sure to select the correct time zone. It's also important to enter a valid email address so that we can send you your password if you ever forget it.
6. Remember to write down your username and password.

If you encounter problems, please send an email to bookhelp@quia.com.

Instructor Book Keys

Instructor book keys are 16-19 character codes that give you access to a book. You can request an instructor key from your Heinle sales representative or at <http://books.quia.com/books/bookstore.html> (where you will search for your book by title or author in the bookstore, then click **Adoptions and trials**).

Creating a Course

To create a course:

1. Go to <http://ilrn.heinle.com/>
2. Click the **Login to iLrn: Heinle Learning Center** button.
2. Click **Instructors**.
3. Click **Login**.
 - ▶ If Login is not listed, you may already be logged in to your account. Go to step 5 or click Log out in the top right corner.
 - ▶ If you don't have an account, see the instructions in the previous section to create a new account.
4. Enter your username and password. Click **Login**.
5. Enter your book key in the field labeled **Enter book key**, located in the upper-right corner of your screen. You will be prompted to create a course. If you wish, you can now discard your book key; you will not need to use it again.
 - ▶ If you do not have a book key, please contact your Heinle sales representative or submit a request at <http://books.quia.com/books/bookstore.html> (search for your book by title or author in the bookstore, then click **Adoptions and trials**).

6. Fill out the form and click Submit. (Don't worry—you will be able to edit this information later if you need to.)
7. Click **Create classes now**. Fill out and submit the form. (If you wish, you can make changes later.) Click Create another class until you have set up all of your sections.
8. Click **Done** when you are finished.
 - ▶ At some point before students register, be sure to enter class times and locations.
 - ▶ Note the course code in the beige box in the upper right of your screen. Your students will need this code to register for your course.

The easiest way to tell your students how to sign up for your course is to hand out registration instructions. Just click **Printable registration instructions** in the beige box and print out enough copies for all of your students. These instructions tell students everything they need to know, including your course code.

Why are there two books in my course?

When you login, you will notice that both the online workbook and textbook activities are listed for the book you adopted. *iLrn: Heinle Learning Center* provides you and your students with access to the activities for both books online, and the results of all activities will reside in a common gradebook.

To add an additional book to a course:

1. Login to the Instructor Workstation.
2. Select the course.
3. Click the **Options** tab.
4. Click **Add Book**.
5. Enter the book key and click **Submit**.

If you experience any problems with setting up your course, ask Quia for help. Just submit a request at <http://books.quia.com/support.html>.

Modifying Your Profile and Course Information

Updating Your Profile

When you create your *iLrn: Heinle Learning Center* account, the information you enter, such as your name and email address, is saved in your profile.

To update your profile:

1. Click **Profile** in the upper right corner of your screen.
2. Update the information and press **Save** changes.

It is very important that you keep your email address current in your profile, as Quia uses this email address to respond to your technical support questions. Also, if you ever forget your username or password, we can only send them to the email address saved in your profile, for security.

In addition, it is important to select the correct time zone so that your due dates and students' results are reflected correctly.

Updating Course Information

When you created your course, you entered:

- ▶ Course title
- ▶ Start date
- ▶ End date

To update this information:

1. Go to <http://ilrn.heinle.com/>
2. Click the **Login to iLrn: Heinle Learning Center** button.
3. Enter your username and password to login to the Instructor Workstation.
4. Select a course.
5. Click the **Options** tab.
6. Click **Edit Course**.
7. Update the information and press **Submit**.

Updating Class Information

When you created your classes, you entered information such as:

- ▶ Class title
- ▶ Location
- ▶ Days
- ▶ Times

To update this information:

1. Go to *<http://ilrn.heinle.com/>*
2. Click the *Login to iLrn: Heinle Learning Center* button.
3. Enter your username and password to login to the Instructor Workstation.
4. Select a course and class.
5. Click on the *Classes* tab, then select the *Class Info* sub-tab.
6. Click *Edit*. Update the information and press *Submit*.

Customizing Your Book

You can customize your book by:

- ▶ Changing the tracking, feedback, and grading options for existing activities including:

Grading style: Credit/No credit, Timed and graded, Graded

Accents: Match accents, Don't match accents

Feedback: No feedback, Score only, Score and summary, Score, summary and answers

- ▶ Creating your own, new activities

To change the tracking, feedback, and grading options for all exercises in the book at once:

1. Select the *Books* tab.
2. Select the *Options* sub-tab.
3. To change the grading style, accents or feedback options, click the button for the desired option.
4. Select *Save changes* to confirm your selection or *Cancel*.

To change the tracking, feedback, and grading options for individual exercises:

1. Choose the course that has the book you would like to customize.
All classes in the course will see the customizations you make.
2. Select the **Books** tab.
3. Select the **Customize** sub-tab.
4. From the **Section** drop-down menu, choose the section of the book that contains that exercise you want to change.
5. Follow the instructions described below for each option.

1) Tracking

For each activity in the book, you can set how you want to track student results, or whether you want to track results at all. There are four tracking methods to choose from: credit/no-credit, practice, graded, and timed and graded. Game style activities, like matching and challenge board, can only be set to credit/no-credit or practice.

To change an activity's tracking method:

1. Find the activity (under the **Customize** sub-tab).
2. Select the desired tracking method from the drop-down list:
 - ▶ **Practice**—The activity is not tracked; student responses and scores are not recorded.
 - ▶ **Credit/No credit**—The activity is tracked and students receive full credit (in the form of a check mark) for submitting responses, regardless of their scores. Students who do not submit the activity receive no credit.
 - ▶ **Graded**—The activity is tracked and student responses are recorded. You can view students' scores and responses in the **Classes** tab, **Results** sub-tab.
 - ▶ **Graded & Timed**—The activity is tracked and student responses are recorded. *iLrn: Heinle Learning Center* also records the amount of time students spend completing the activity in the gradebook. This is located under the **Results** sub-tab. Select an activity to view the **Elapsed time**.

2) Feedback

The feedback setting determines what students see when they submit their results.

To change an activity's feedback setting:

1. Find the activity (under the *Customize* sub-tab).
2. Select the desired feedback option from the drop-down list:
 - ▶ **No Feedback**—Students see a message thanking them for completing the activity and informing them that their responses have been recorded. They do not see their scores or what the correct answers were.
 - ▶ **Score Only**—Students receive their scores when they complete the activity. They do not see what the correct answers were or which questions they missed.
 - ▶ **Score and Summary**—Students receive their scores and an answer summary after completing the activity. The answer summary includes the student's responses but does not show the correct answers for questions that were answered incorrectly.
 - ▶ **Score, Summary, and Answers**—Students receive their scores, an answer summary, and correct answers after completing the activity.

The answer summary includes the student's responses and correct answers for every question. This is the default setting for most activities.

3) Options

You may set other grading options by clicking the *Options* link. The options are:

Accents Must Match

In most world languages books, student responses are marked incorrect if they do not include the appropriate accents and diacritical marks. You may choose to grade more leniently by ignoring accents.

Case Sensitivity and Punctuation

iLrn: Heinle Learning Center usually ignores capitalization and punctuation (except in German books, which check capitalization). You may force capitalization to match by checking the box labeled **Grading** is case sensitive. You may force punctuation to match by unchecking the box labeled Ignore punctuation. By default, the following punctuation marks are ignored: ! “ ‘ , - . : ; ? — ¡ « » ¿ — ‘ ’ “ ” „ Spacing is always ignored.

4) Creating your own activities

Some books include a *Supplement* section. If your book includes a *Supplement* section, you may add to your book by creating your own activities using any of the 15 templates. Your new activities are placed in your book's *Supplement* section and are available to all of your classes.

To create new activities:

1. Go to the *Books* tab.
2. Select the *Customize* sub-tab.
3. Choose *Supplement* from the Section drop-down list and click *Go*.
4. Choose an activity type from the *Create* drop-down list and click *Go*. An activity editor will open in a new window. Follow the directions, and click on the Help links for more information. You can choose from the following activity types:
 - ▶ **Quiz:** A quiz containing your own questions in a mix of up to eight formats: multiple choice, true-false, pop-up, multiple correct, fill-in, initial answer, short answer, and essay.
 - ▶ **Battleship:** Students try to sink their opponent's ships, but must answer a question correctly to register a hit.
 - ▶ **Challenge Board:** Students score points by answering questions correctly in a game-show-style activity. For one or two players.
 - ▶ **Cloze:** Students complete a paragraph by filling in missing terms.
 - ▶ **Columns:** Students draw lines between matching terms in two columns.
 - ▶ **Concentration:** Students uncover matching squares.
 - ▶ **Flashcards:** Students memorize facts by using a set of online flashcards.
 - ▶ **Hangman:** Students guess the letters in a hidden word or phrase.
 - ▶ **Jumbled Words:** Students unscramble letters to guess a word or phrase.
 - ▶ **Matching:** Students identify matching terms.
 - ▶ **Ordered List:** Students put a list in order before running out of attempts.
 - ▶ **Picture Perfect:** Students put items in order to reveal a hidden picture.

- ▶ **Pop-ups:** Students choose correct answers from a list of choices.
 - ▶ **Rags to Riches:** Students answer increasingly difficult questions in a quest for fame and fortune.
 - ▶ **Scavenger Hunt:** Students track down answers by following Internet links.
 - ▶ **Word Search:** Students find hidden words in a grid.
5. When you finish creating your activity, it will be listed in the **Supplement** section, but it will not be available yet to students (in case you still need to make changes to it).
 6. When you are ready to make your activity available to students, check the box in the **Use in book** column.
 7. At any point, you may edit or copy your activity by clicking the **Edit** or **Copy** links. You may also change your activity's tracking and feedback options.
 8. If you would like to share your activity with other instructors who are using the same book, check the box in the **Share** column. You may use this feature to share your activities with other instructors in your department. Note that instructors who teach with this book at other schools will also be able to use your shared activities.

Copying Activities from Other Instructors

If other instructors using *iLrn: Heinle Learning Center* have chosen to share their activities, you may copy them and then modify them for your own use. Select **Copy from other instructors** and click **Go**. Check the boxes next to the activities and click **Copy activities**. To modify an activity, click **Edit** next to the activity.

Student Registration

Now that you have created your course and classes, you can allow students to register.

You won't need to type any student names, because students will add themselves to your course. If you have set up multiple classes (because you teach multiple sections), make sure that you have entered the location and time for each class. Otherwise students will not know which class to enroll themselves in.

When you are ready for students to register, print and hand out the registration instructions. To find the registration instructions:

1. Go to the main screen of the Instructor Workstation, where you will see a list of all your courses. Click on a course name to drill in.
2. In the upper right corner of the screen, you will see a beige-shaded box with a **Printable registration instructions** link (see Figure 1 below). Click on the link, and then print the page that appears.



Figure 1: Instructor Workstation: Printable registration instructions

3. Make photocopies of the instructions and hand them out to all of your students.

How do I drop a student who doesn't belong in my course?

To drop a student, follow these steps:

1. Login to the Instructor Workstation.
2. Select the course and class.
3. Click the **Classes** tab and the **Roster** sub-tab.
4. Click **Drop** to the far right of the student's name.
5. You will then be asked to confirm this action to drop the student by clicking **Drop Student** or you may **Cancel** the action.

	Last Name	First Name	Student ID	E-mail	Transfer	Drop
1	Conley	Francine		fconley@quiacorp.com	Class 1	Drop
2	Diaz	Marcus		mdiaz@quiacorp.com	Class 1	Drop
3	Feinstein	Linda		lfeinstein@quiacorp.com	Class 1	Drop

Figure 2: Instructor Workstation: Class Roster

How do I transfer a student to a different class?

If you have a student that signed up for the wrong class (in other words, the wrong section), you can transfer him or her into the correct class as follows:

1. Navigate to the roster for the class in which the student is incorrectly enrolled.
2. Find the student's name and, in the *Transfer* column, select the class to which you want to transfer the student.
3. Click *Update* at the bottom of the page.

How do I transfer a student to a different course?

You cannot transfer students to a different course, but students can transfer themselves by following these steps:

1. Login to the Student Workstation.
2. Click the *Options* button beneath the current course information.
3. Click the *Change course/instructor* link.
4. Enter the new course code and click *Submit*.

After they have transferred, students' names will remain in your roster until you drop them. If your students experience any problems with course registration, they should ask Quia for help. They can submit a request at <http://books.quia.com/support.html>.

Creating an Announcement Board

The announcement board enables you to communicate with all students enrolled in your course. You can post messages, announce assignments, and provide links to useful Web sites. Your students can conveniently access the announcement board by clicking *Announcement Board* in the top navigation bar of their books.

To create an announcement board:

1. Login to the Instructor Workstation.
2. Select a course.
3. Click the *Announcements* tab.
4. Type your announcements.

There are two editors to choose from:

- ▶ Visual Editor (Internet Explorer only)



Figure 3: HTML Editor in the Announcement Board

The visual editor uses Microsoft ActiveX technology to provide an easy, graphical editing environment. You can edit your announcement board using many of the same controls found in Microsoft Word and other popular Windows applications. With no knowledge of HTML, you can create a sophisticated announcement board that includes:

- ▶ bold, italic, and underlined text
 - ▶ tables
 - ▶ text and background colors
 - ▶ multiple font styles and sizes
- ▶ HTML Editor

The HTML editor gives you complete control over the layout by allowing you to directly edit in HTML. This is the default editor for Netscape and other non-Microsoft browsers. Each page begins with a skeletal HTML structure that you can modify. You can switch back and forth between these editors by pressing Switch to HTML Editor and Switch to Visual Editor.

Useful Links

You can provide links to other Web resources in the *Useful Links* section of your announcement board. To do so:

1. Enter the complete address of each Web resource in the URL text box (including `http://` at the beginning of the URL). You can add as many links as you want.
2. Click *Add more links* if you run out of room.

Does each course have its own announcement board?

Yes, you create a separate announcement board for each course. All classes within a course share the same announcement board. For example, if you teach three sections of French 101 and two sections of French 102, then you will have two announcement boards: one for French 101 shared between three classes, and another for French 102 shared between two classes.

Granting Access to your Assistants

If you have teaching assistants who will be assisting you with your classes, you can grant them access to the class or classes they will be monitoring. Assistants will only have access to the roster, results, assignments, and class information for the class or classes to which you grant them access. Assistants will not have access to book and course level settings, customizations, or grading options.

Granting access to your assistants is easy. Assistants do not need to enter book keys or class codes. Your assistants only need to create an iLrn: Heinle Learning Center account and provide you with their *iLrn: Heinle Learning Center* username. Once you know your assistants' *iLrn: Heinle Learning Center* usernames, you can follow these steps to grant your assistants access to your classes:

1. Click the *Classes* tab and the *Class Info* sub-tab.
2. Press *Edit* next to a class name.



Title	Location	Days	Time	# of Students	
Section 1	Room 203	M W F	9:00 AM - 10:00 AM	11	Edit
Section 2	Room 205	Tu Th	11:00 AM - 12:00 PM	10	Edit

Figure 4: Instructor Workstation: Class Info Screen

3. Scroll down to the **Assistants** box and enter your assistant's *iLrn: Heinle Learning Center* account username. If you have multiple assistants who will be accessing this class, enter the usernames separated by commas.

Classes	Books	Files	Announcements	Options
Roster	Results	Assign	Class Info	feedback help
Class Info				
Title	<input type="text" value="Section 1"/>			
Location	<input type="text" value="Room 203"/>			
Day(s)	<input type="checkbox"/> Sunday <input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input checked="" type="checkbox"/> Friday <input type="checkbox"/> Saturday			
Time	Starts <input type="text" value="9"/> <input type="text" value=":"/> <input type="text" value="00"/> <input type="text" value="AM"/> Ends <input type="text" value="10"/> <input type="text" value=":"/> <input type="text" value="00"/> <input type="text" value="AM"/>			
Enter your assistant's Quia username. If you have multiple assistants, enter the usernames separated by commas (for example: jsrith,bjones).				
Assistant(s)	<input type="text"/>			
<input type="button" value="Submit"/>				

Figure 5: Instructor Workstation: Edit Class Info Screen

Instructor-only Resources

Resources available only to instructors can be found under the **Files** tab in the Instructor Workstation. The type of digital resources will vary, but Powerpoint files, Instructor Manuals, sample tests, and audio files are among the types of materials that may be included.

To add a file to your account, click **Upload** and then select the file from your local drive. The file will be uploaded to the current folder displayed below. To create a new folder, click **New folder**. To move or delete files and folders, first check the boxes next to them, and then click the desired action button.

Classes
Books
Files
Announcements
Chat
Options

[feedback](#) [help](#)

To add a file to your account, click *Upload* and then select the file from your local drive. The file will be uploaded to the current folder displayed below. To create a new folder, click *New folder*. To move or delete files and folders, first check the boxes next to them, and then click the desired action button.

Current folder: **/files/quia/users/heinleinstructor**

Name		Last Modified (US/Pacific)	Size (KB)
<input type="checkbox"/> zipfile1	rename	2007/05/23 09:36:30 AM	
<input type="checkbox"/> 1413031765_01_Le-Verbe--4CB.mp3	rename	2007/01/23 06:23:39 PM	2,406
<input type="checkbox"/> 1413031765_01_Le-Verbe--4CB.zip	rename unzip	2007/01/23 06:23:19 PM	1,668
<input type="checkbox"/> avp.ppt	rename	2007/05/23 09:38:01 AM	272
<input type="checkbox"/> MEXICO.ppt	rename	2007/05/25 01:59:04 AM	634
<input type="checkbox"/> The-Maya-Powerpoint.ppt	rename	2007/05/25 01:59:05 AM	840

Upload
New folder
Move
Delete
Clear

68% free space

Disk space used: 8,225 KB
Available: 17,375 KB
Total: 25,600 KB

Figure 6: Instructor Workstation: Files Screen

Student View

As an instructor, you are also provided access to the complete student view. This will help to better you understand what your students' are experiencing and have access to.

Adding Yourself to the Class Roster

The first step to accessing the student view is to add yourself to the class roster.

1. Click the **Classes** tab.
3. Click the **Results** sub-tab.
3. Select a class from the **Class** drop-down menu and click **go**.
4. Select **Submit activities as a student** link.

The student view will be displayed (see Figure 8), and the next time you open your gradebook or roster for the class, your name and results will be listed.

Accessing the Student Workstation

Once you have added yourself to the roster, you can access the Student Workstation anytime by clicking the **Student Workstation** button in the top right corner of the Instructor Workstation.

The screenshot displays the iLrn HEINLE Learning Center interface. At the top, there are links for Profile, Logout, Bookstore, and FAQ. Below this, there are buttons for Instructor Workstation and Student Workstation. A welcome message reads "Welcome, Professor Stanton" and "Student Workstation" with a home icon. To the right, there is a search box for "Enter book key" with a "Go" button and a link for "(What is a book key?)".

The main content area is titled "My classes" and includes a "feedback help" link. It lists a class: "1. iTú dirás! 4th Edition : Class 1". To the left of the class details is a book cover for "iTú dirás!". The class details include:

- Class duration:** 31-May-2007 - 31-Dec-2012
- Book used:** iTú dirás! 4th Edition iLrn: Heinle Learning Center
- Instructor:** Professor Stanton

At the bottom of the class details, there are five buttons: "Open book", "Class details", "My results", "Announcements", and "Options".

Figure 7: Student Workstation: My Classes Screen

In this view, students will see the books available for your course including the Workbook/Lab Manual and the Textbook Activities. They can choose one of the five tabs:

1) Open book

This tab brings students to the *Welcome* page iLrn: Heinle Learning Center, where they have access to all the resources for the course.



Figure 8: Student Workstation: iLrn: Heinle Learning Center

Students have access to these tabs:

- ▶ **Workbook Lab Manual**—An online version of the Workbook and Lab Manual with audio allows students to get immediate feedback on their work—anytime, anywhere—and features a wide variety of high-interest exercises, games, and assessment tools; floating and stationary accent bars for a specific language; and self-scoring tools that allow students to track their own progress.

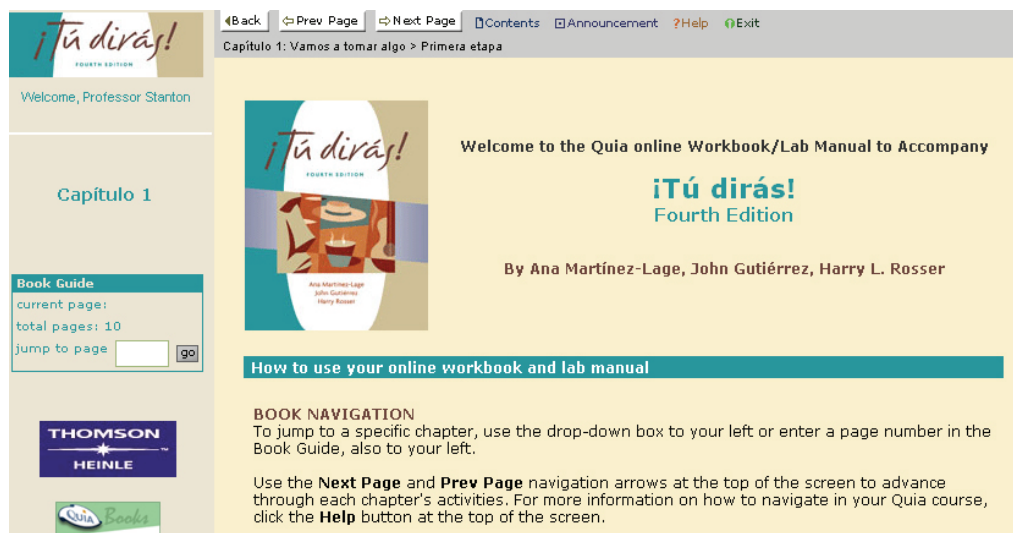


Figure 9: Student Workstation: Workbook/Lab Manual Welcome Screen

- ▶ **Textbook Assignments**—Students can select a chapter and view all of the exercises for each chapter. They can see at a glance if the exercises are graded (indicated by a “G” in the *Tracking option* column), when they are due and if they have been completed. Links to the exercises are also available here.

Figure 10: Student Workstation: Textbook Assignments

- ▶ **eBook**—This page-for-page reproduction of the printed book features embedded audio, video, and note-taking and text highlighting capabilities. The page view can be magnified and the content searched via the index, table of contents, or search functions. Please refer to the online help for using the eBook by clicking the icon.

Figure 11: Student Workstation: eBook with Table of Contents displayed

- ▶ **Video Library**—For every chapter, students can access accompanying video segments. The video segments take online learning to a new level—students can not only see the video and hear the spoken language, but they can also see translations of difficult vocabulary and a running video transcript as an aid to understanding. Video segments may be accompanied by pre and post-viewing exercises.

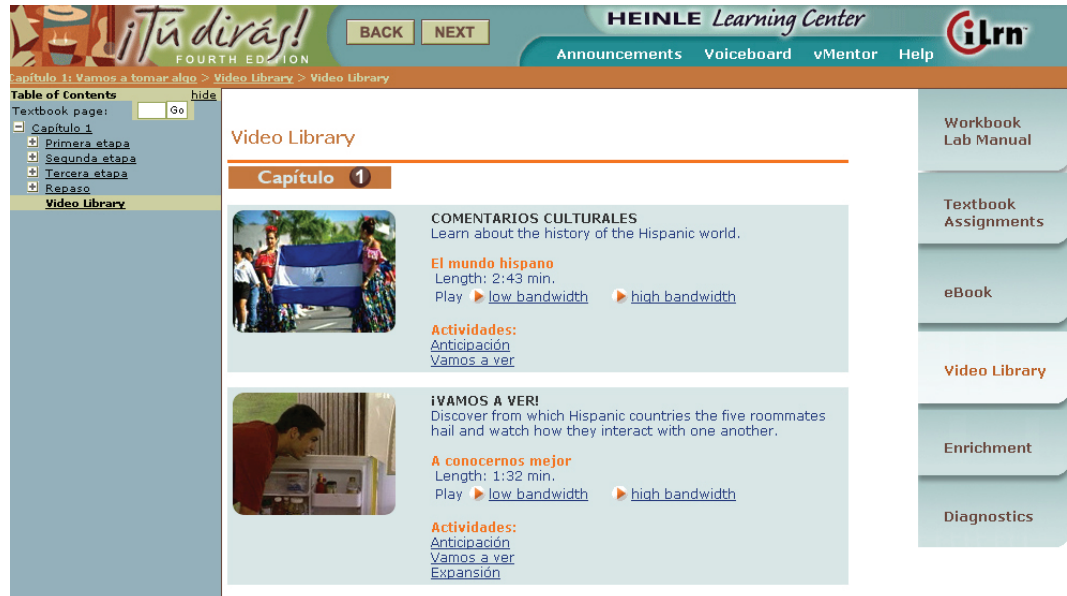


Figure 12: Student Workstation: Video Library

- ▶ **Enrichment**—Depending on the title, enrichment activities might include any or all of the following additional Vocabulary, Grammar, Culture, and Audio activities: vocabulary flashcards; grammar and pronunciation tutorials; additional self-graded quizzing; access to Heinle iRadio’s MP3-ready cultural exploration activities; and access to Student Multimedia CD-ROM activities.

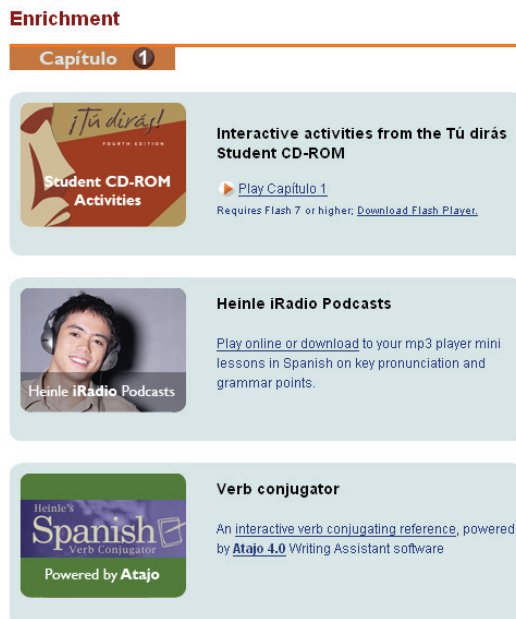


Figure 13: Student Workstation: Enrichment Page

- ▶ **Diagnostics**— Students may take an online diagnostic Pre-Test before or after working through a text chapter to get an initial assessment of what they know and what they still need to master. Student results are graded automatically and displayed according to Learning Outcome.

A Personalized Study Plan, based on the automatically graded Pre-Test, directs students to additional study aids that focus their efforts and study time on the areas where they need the most help. Please see the **Student Diagnostics and Personalized Learning** section for more information.

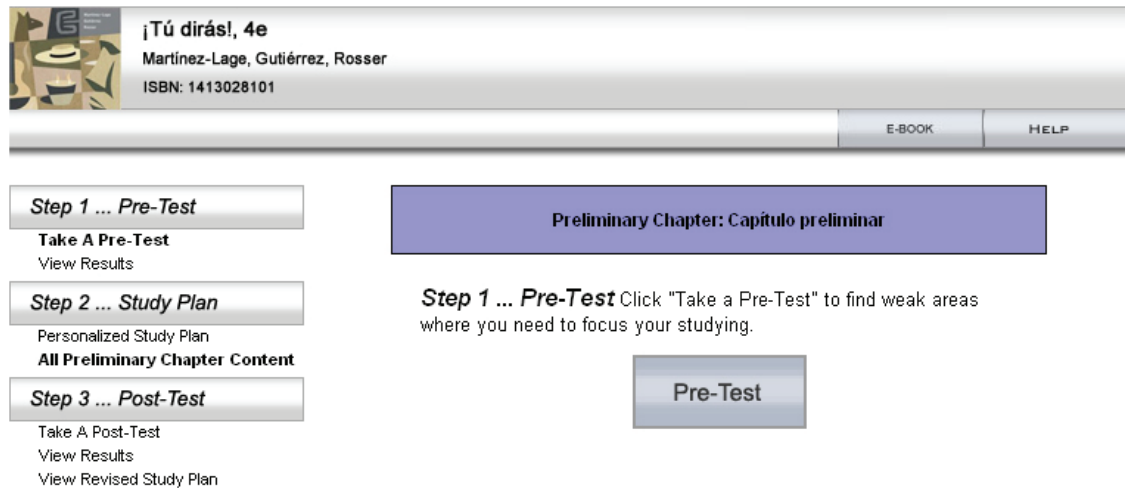


Figure 14: Student Workstation: Diagnostic Pre-Test

2) Class details

Students see:



Figure 15: Student Workstation: Class Details Screen

- ▶ Course Information: Name (the title and section), Instructor (with a button to click for easy contact: [E-mail your instructor](#)), Code (course number), School, Duration (dates of course)
- ▶ Book Information: Book title, Publisher, Book duration (where text and workbook are listed separately and students can click [Open book](#)).

3) My results

Students see information about their performance, with a clear presentation of several categories viewable by book and chapter. The Book drop-down menu allows students to toggle between viewing their results for Workbook/Lab Manual and Textbook activities.

Book

Section

My scores (Professor Stanton) - Graded Activities

The results below are based on graded activities that you have completed so far. There are 106 possible adjusted points.

Statistics (Práctica)			
Section	Points	Score	
Capítulo P - Práctica	8/106	8%	

Performance Summary							
	Exercise #		Submitted	Time Completed (US/Pacific)	Time Elapsed	Points	Score
<input type="radio"/>	P-1						
<input type="radio"/>	P-2						
<input checked="" type="radio"/>	P-3		20-Jun-07	01:12:52 PM		8/8	100%
<input type="radio"/>	P-4						
<input type="radio"/>	P-5						
<input type="radio"/>	P-6						
<input type="radio"/>	P-7						
<input type="radio"/>	P-8						
<input type="radio"/>	P-9						
<input type="radio"/>	P-1c						

Figure 16: Student Workstation: My Scores Screen

- ▶ My scores (for Graded Activities)
- ▶ Statistics (broken down by chapter)
- ▶ Performance Summary (Exercise #, Due Date, Submitted, Time Completed, Time Elapsed, Points, Score)

4) Announcements

Students can consult this to see if the instructor has created any announcements.

5) Options

Students can drop a course, transfer to a different class, or transfer to a different course.

Accessing Open Book Only

To access the Student view directly, click the **Preview** button. This will take you to the Welcome screen for the Textbook Activities.

8. iTú dirás! 4th Edition (demo) <input type="button" value="Go"/>		Class	# of Students
	Course Code: JTHFJ687	1. Brandi	0
	School: CSU	2. Class 1	11
	Package: <input type="button" value="Preview"/> iTú dirás! 4th Edition iLrn: Heinle Learning Center	3. Class 2	10
	Duration: 31-May-2007 ~ 31-Dec-2012	4. Demo 1	2

Figure 17: Instructor Workstation: Preview book

Student Diagnostics and Personalized Learning

Students may take an online diagnostic Pre-Test before or after working through a text chapter to get an initial assessment of what they know and what they still need to master. Student results are graded automatically and displayed according to Learning Outcome. A Personalized Study plan, based on the automatically graded Pre-Test, directs students to additional study aids available online, including workbook/lab manual activities and pages in the eBook, that focus their efforts and study time on the areas where they need the most help.

The work flow for a Personalized Study chapter is broken into three parts:

- ▶ Step 1 ...Pre-Test (or What Do I Know?) provides an evaluation of what the student already knows.
- ▶ Step 2 ... Personalized Study Plan (or What Do I Need to Learn?) provides a focus for student work. Chapter sections and additional study materials are chosen to cover concepts that the student had problems with in the pre-test.
- ▶ Step 3 ... Post-Test (or What Have I Learned?) provides an evaluation of what the student has learned after working through the personalized study plan.

Step 1—Taking the Pre-Test

Taking the pre-test is a good way for students to find out exactly which areas they should concentrate on for additional study. The test consists of a series of multiple-choice questions matching the difficulty level and knowledge base found in the book chapter. Each student’s personalized study plan will be based on the results of the pre-test.

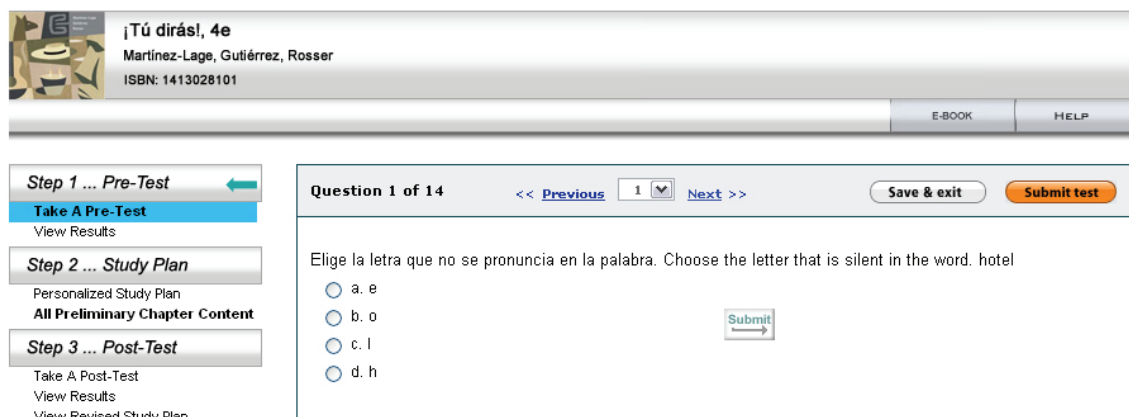


Figure 18: Student Workstation: Diagnostic Pre-Test

► To take a pre-test

1. Under Step 1 ... Pre-Test (or What Do I Know?), click Take a Pre- Test. The page refreshes, displaying the list of test questions.
2. Answer all the questions in the test.
3. To end the test and show the results, click **View Results** and **Submit for Grading**.

To save and close the test before finishing it so that you can return to it later, click Save and Finish Later. (This does not submit your test for scoring.) Please also note that the results are only saved for the current session. If a student logs out of *iLrn: Heinle Learning Center* and returns, they will be able to take the pre-test again.

Topic	Your Score
0.1 Pointer 1: El abecedario español	0.00%
0.2 Pointer 2: Los sonidos y las letras	50.00%
0.3 Pointer 3: Los acentos y la puntuación	0.00%
0.4 Enfoque léxico: Saludos, presentaciones y despedidas informales y formales	50.00%
0.5 Enfoque léxico: En la clase	0.00%

PROJECT SUMMARY			
CORRECT	3	INCORRECT	0
TOTAL ANSWERED	3	SCORE	21%

Click 🔗 to the right to show correct answer details		
1.	Elige la letra que no se pronuncia en la palabra. Choose the letter that is silent in the word. hotel	✓ 🔗
2.	¿ Contexto informal o formal? An informal or formal setting? ¿ Cómo se llama usted?	✓ 🔗

Figure 19: Student Workstation: Diagnostics Pre-Test Results

Step 2—Working Through the Study Plan

Once a student has completed the pre-test, the interface indicates which areas require additional study. The personalized study plan provides links to tutorials, interactive lessons, specialized reviews, and instructional simulations.

Step 1 ... Pre-Test ✓
Take A Pre-Test
View Results

Step 2 ... Study Plan ←
Personalized Study Plan
All Preliminary Chapter Content

Step 3 ... Post-Test
Take A Post-Test
View Results
View Revised Study Plan

Study Plan for:
✓ = studied

Printable Version

0.1 Pointer 1: El abecedario español
 E-Book
Textbook page 5
 Activities Manual
P-1 ¿ Qué letra es? (What letter is it?)

0.2 Pointer 2: Los sonidos y las letras
 E-Book
Textbook page 5
 Activities Manual
P-2 ¿Qué desorden! (What a mess)
P-3 Las lenguas románicas (The Romance Languages)

0.3 Pointer 3: Los acentos y la puntuación

Figure 20: Student Workstation: Diagnostics Personalized Study Plan

To view a study plan, students can choose between the following two options:

► Personalized Study Plan

Students click this option to view recommendations for study based on their pre-test results. Recommended items are indicated by symbols, with links provided to the pages in the eBook, Workbook/Lab Manual and web site. Items they already studied are indicated by a green check mark ✓.

► All Chapter Content

Students click this option to view the entire list of study material available for the chapter, with links to the resources provided.

Step 3—Taking the Post-Test

The post-test is an evaluation of what students have learned from working through their personalized study plans. The post-test assesses comprehension and is the basis for scoring assigned chapters. Students can take post-tests as many times as they like.

You can give students the following instructions:

► To take a post-test

1. Under Step 3 ... Post-Test (or What Have I Learned?), click **Take a Post-Test**. The page refreshes, displaying the list of test questions.
2. Answer all the questions in the test.
3. To end the test and show the results, click **Show Results**.

To save and close the test before finishing it, click **Save & Exit**. (This does not submit the test for scoring.)

Student Results and Grading

Once your students have begun using a book, you can click on the **Results** tab to view their scores and responses and to grade subjective exercises.

Viewing Student Results

You'll find that many of the exercises in your *iLrn: Heinle Learning Center* book are completely computer graded. As soon as students complete an exercise, *iLrn: Heinle Learning Center* immediately corrects their work, reports a score, and stores their results. You don't need to do anything, although you may review and adjust the computer's grading decisions if you wish.

To view student results:

1. Login to the Instructor Workstation.
2. Select a course.
3. Click the **Results** sub-tab under the **Classes** tab.
4. You will see a screen like the one below.
5. To switch to a different class, make a selection from the **Class** menu.
6. To switch to a different section of the book, make a selection from the **Section** drop-down list.
7. You can toggle between the Workbook/Lab Manual and Textbook activity results by selecting from the Book drop-down menu.

Section Summary (Lección 4)

	Points (out of 24) adjust	Score
Mean	11.7	49%
Low	8	33%
High	15	63%

View by Student

Student Switch to ID	Section Summary		Activity Scores				
	Points (out of 24) adjust	Score	4-1	4-2	4-3	4-4	4-5
Alexander Zorn	15	63%	0%	100%	100%	100%	✓
David Palad	8	33%	0%	60%	0%	63%	
Gina Perez	15	63%	0%	100%	100%	100%	✓
Hiren Ray	12	50%	0%	80%	0%	88%	✓
Julie Beaumont	8	33%	0%	60%	0%	63%	

Figure 23: Instructor Workstation: Class Results by Student Screen

The Section Summary table shows you overall statistics, like mean, low, and high scores, for a particular class and a particular section of the book. You may wish to alter these scores by weighting the book's exercises differently. To do so, click adjust in the Section Summary table.

Section Summary (Chapitre 5)		
	Points (out of 151) (adjust)	Score
Mean	125.1	33%
Low	98	55%
High	151	100%

Figure 22: Instructor Workstation: Class Results by Student, Section Summary

Below the Section Summary table are detailed results, by student, for each exercise in the selected section of the book. From here you can do the following:

- ▶ View the percentage earned on a particular exercise, by student, or a check mark if an exercise is credit/no-credit.
- ▶ Click the magnifying glass icon to view an exercise.
- ▶ Click the “A” icon to assign or unassign an activity.
- ▶ Click the 100% Quick Grade button to assign full credit to students who have completed an exercise, regardless of their responses. (Some instructors use this feature; others don't use it at all.)
- ▶ Click the pencil icon next to an exercise to grade it (and optionally, to leave feedback for students).
- ▶ View a particular student's results on an exercise by clicking an underlined percentage score or checkmark.

Click student's name to see detailed results and grading screens

To view the exercise

To grade this exercise

To convert all scores to 0% or 100%

To assign the activity

View by Student	View by Activity	Single Student View	Section Summary					Activity Scores						
Student	Points (out of 24) <u>adjust</u>	Score												
<u>Switch to ID</u>			4-1	4-2	4-3	4-4	4-5							
Alexander Zorn	15	63%	0%	100%	100%	100%	✓							
David Palad	8	33%	0%	60%	0%	63%								
Gina Perez	15	63%	0%	100%	100%	100%	✓							
Hiren Ray	12	50%	0%	80%	0%	88%	✓							
Julie Beaumont	8	33%	0%	60%	0%	63%								
Linda Feinstein	12	50%	0%	80%	0%	88%	✓							
Lydia Wilson	12	50%	0%	80%	0%	88%	✓							
Reena Mennon	8	33%	0%	60%	0%	63%								
Sarah Miller	15	63%	0%	100%	100%	100%	✓							
Simon Koenig	12	50%	0%	80%	0%	88%	✓							

Student submitted a credit / no-credit activity

Figure 23: Instructor Workstation: Class Results by Student Detail

- ▶ View a particular student’s results for an entire chapter by clicking on the student’s name.
- ▶ Adjust the number of points an activity is worth by clicking *adjust*.
- ▶ View results by activity instead of by student by clicking the *View by Activity* tab.
- ▶ View student results one student at a time, by clicking the *Single Student View* tab.

Grading and Entering Feedback

Computer Grading

Many of the exercises in your *iLrn: Heinle Learning Center* book are completely computer graded. As soon as students complete an exercise, *iLrn: Heinle Learning Center’s* software immediately corrects their work, reports a score, and stores their results. You don’t need to do anything, although you may review the results and revise the grading if you wish. Computer grading works best with multiple choice questions, true/false questions, and short-answer questions, where there are a limited number of student responses that one would consider “correct.” Of course, open-ended questions, like those requiring written paragraphs or essays, still require your review.

Grading Status Indicators

Exercises in *iLrn: Heinle Learning Center* books fall into three categories:

- ▶ **Green exercises** (marked with a green dot) are completely computer graded. You do not need to grade these.
- ▶ **Yellow exercises** (marked with a yellow dot) are also computer graded, but are somewhat open-ended, with the possibility that a student might type a correct response that the computer software doesn’t recognize. We recommend that you scan through students’ responses just to make sure that there aren’t any correct responses that the computer grading software overlooks.
- ▶ **Red exercises** (marked with a red dot) are too complicated for the computer software to attempt to grade. These are typically questions requiring paragraph- or essay-length responses. You must always grade these questions.

These indicators show the highest level of review that is needed in an exercise. For example, if an exercise consists solely of green questions, it will be tagged with a green indicator, telling you that none of the questions require instructor review. However, if an exercise contains just a single yellow or red question, the exercise as a whole will be tagged yellow or red to show that there is at least one question in the


exercise that you should look at. For example, an exercise consisting of nine green questions (for example, multiple-choice questions) and one red question (for example, an essay question), would be tagged with a red indicator, since the essay question would need your review. The nine multiple-choice questions still would not need any review, however, because they would be computer graded.

There are two ways to grade an exercise:


1. **By student.** When you grade by student, you grade all of student A's responses, then all of student B's responses, and so on. This is how traditional, paper-based assignments are usually graded.
2. **By question.** When you grade by question, you grade every student's response to question 1 at the same time. Then you move on to question 2, and so forth.

In general, grading by question is much faster and lets you more easily compare students' responses and assign more accurate grades.

To grade:

1. Click the pencil icon  that appears next to an exercise number. This will take you to the grading workbench.
2. To grade by question, click the pencil icon next to the questions that have red or yellow indicators.
3. To grade by student, scroll down to see a list of students, and click the pencil icon next to a student name.


100% Quick Grade

For a grading shortcut, you can click the 100% quick grade icon  to give full credit to students who have completed a particular activity, regardless of their responses. If you prefer, you may change the 100% quick grade setting so that it only gives full credit for questions that have been answered, and gives no credit for unanswered questions.

To change the 100% quick grade setting:

1. Go to the **Options** tab.
2. Click **Grading** options.

Credit/No-Credit Activities

Another timesaving grading option is to make exercises Credit/No credit. When an exercise is Credit/No credit, students receive full credit (in the form of a check mark) for submitting responses, regardless of their scores. Students who do not submit the exercise receive no credit. Credit/No credit exercises are always marked with a green indicator , meaning that no additional instructor review is required.

► **To convert an exercise to Credit/No credit:**

1. Click on the *Books* tab.
2. Click the *Customize* button next to the book's title.
3. Select a section or chapter of the book to find an exercise.
4. Select *Credit/No credit* from the drop-down list in the Tracking column.

► **To convert all exercises in a book to Credit/No-credit:**

1. Click on the *Books* tab.
2. Click the *Options* sub-tab.
3. Click the *Credit/No credit* button.

Allowing multiple attempts

You have the option of allowing students to do a particular exercise multiple times to practice and improve their performance. You can choose whether to use their first attempt, their last attempt, or their best attempt when calculating scores; you can also limit the number of times that a student may do an activity.

To define the number of attempts and choose which one to score:

1. Click on the *Options* tab.
2. Click the *Grading options* button.
3. Choose whether to use students' first, last, or best attempt in scoring.
4. If you want to limit the number of times a student may do an exercise to improve his or her score, check the box and select a value from the drop-down list. For example, if you allow students to try an exercise three times, check the box and select 3rd from the drop-down list.

Entering Feedback

When grading, you may enter personalized feedback for your students. You can leave comments for a particular question or for an exercise as a whole in the fields labeled Comments. When students login to *iLrn: Heinle Learning Center* to review their scores, they see your feedback.

Assigning Activities

By default, all activities in a book are assigned. When an activity is assigned, it is included in cumulative scores. You may unassign activities that are not important to you. Or, you may unassign activities until you are ready for students to complete them.

When you assign or unassign an activity from the **Books** tab, the activity is assigned or unassigned for all of your students in all of your classes. To assign or unassign activities for a particular class only, go to the **Classes** tab.

When assigning activities, you may also set due dates. Student results submitted after a due date are not recorded.



► **To assign an activity for all classes in your course, follow these steps (this will override any activity settings at the class level):**

1. Go to the **Books** tab.
2. Click the **Assign** sub-tab.
3. Check the boxes next to the activities you want to assign. Optionally, choose due dates.
4. Uncheck the boxes next to any activities you want to unassign.
5. Click **Save changes**.

► **To assign activities at the class level:**

1. Go to the **Classes** tab.
2. Click the **Assign** sub-tab and select the class from the list at the top of the page.
3. Check the boxes next to the activities you want to assign. Optionally, choose due dates.
4. Uncheck the boxes next to any activities you want to unassign.
5. Click **Save changes**.

Alternately,

1. Go to the **Classes** tab.
2. Click the **Results** sub-tab.
3. Click the **Assign** icons to change an activity's status.  indicates assigned and  indicates unassigned.

Helpful Tips for the Voice-enabled Activities

Voice-enabled activities can be completed alone or with a partner. Students can talk to a partner and write text messages to work together on the activity, then record a conversation that you, the instructor, will grade.

Tips for Students

1. If a student has a partner, his or her name will appear at the top of the **Partner Record and Chat** box.



Figure 24: Student Workstation: Partner Record and Chat

2. If you don't have a partner, click the find a partner link at the top of the **Partner Record and Chat** box. This will take you to the partner switchboard where they can invite someone online to partner with him or her.

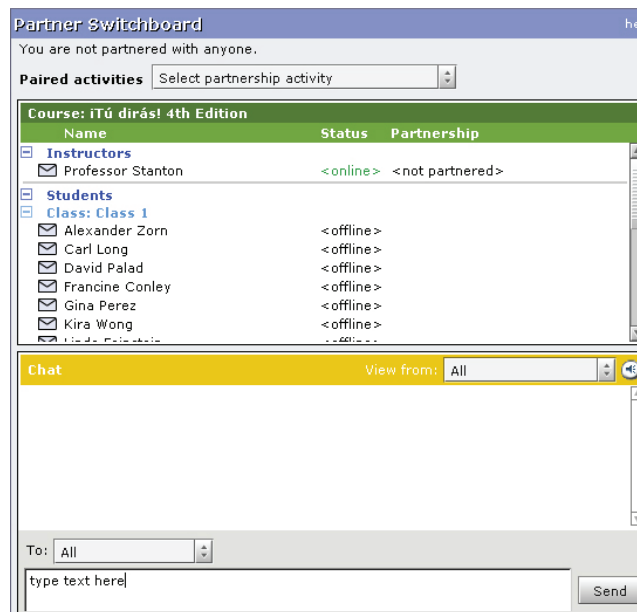


Figure 25: Student Workstation: Partner Switchboard

3. To send text messages to your partner, type in the text box and press **Send** or press the **Enter** key.
4. To talk to your partner, press the **Talk to your partner** button. Make sure that you and your partner have microphones and a headset or speakers, and that the volume is turned on. Note: Your partner cannot speak to you or hear what you say until he or she presses **Talk** to your partner as well.

5. Coordinate with your partner on what you'd like to say. When you're ready to record the conversation, press the **Record** your conversation button. After both partners have pressed the **Record** button, the computer will start to record your conversation. You will know it is recording because a red circle indicating "recording..." will blink until either one of the partners presses **Stop recording**.
6. Press **Stop** when you want to stop recording. You can still talk with your partner when the recording stops.
7. To listen to your recording, press **Play**. You can pause the recording at any time by pressing **Pause**. If you are not satisfied with your recording, you may delete your current recording, then record again. You can not record again until the current recording is deleted. Only the latest recording will be submitted to your instructor.
8. When you are satisfied with your recording, press **Submit answers** to send your recording to your instructor. Note: Both partners must press **Submit answers** in order for the recording to be counted in both of your grades.
9. If you can't find a partner, you can record answers on your own; just press **Record** to record your voice, then stop the recording and submit it when you're done. Check with your instructor to see if an individual recording is acceptable, since these activities are designed to be done with a partner.

Tips for Instructors

As an instructor, can record audio comments in response to your students' voice-enabled exercises. In the gradebook (under the **Results** sub-tab), you will find at the end of a student's response, you will find a play button to listen to the students' recording. The recordings for paired activities can be found in both student's results, and you can leave individual feedback for each student.

Student answered:

Individual recording recorded on 5/31/2007



Comments:

Audio Comments

 Record comments

Figure 26: Instructor Workstation: Student Results Screen

Using Personal Tutor

Personal Tutor is text-specific, one-to-one, online tutoring help with a subject area expert who has a copy of the text you are using in class. *Personal Tutor* features two-way audio, an interactive whiteboard for displaying presentation materials, and instant messaging. With *Personal Tutor*, students interact with the tutor and other students using standard Windows or Macintosh microphones and speakers. Inside the *Personal Tutor* virtual classroom, icons indicate who is in the class and who is speaking, sending a message, or using the whiteboard. To ask a question, students simply click on the “hand” icon. *Personal Tutor* is a joint product of Thomson and Elluminate. For information about Elluminate, go to the following Web sites:

- ▶ For documentation:
<http://www.illuminate.com/support/docs/>
- ▶ For training information:
http://www.illuminate.com/support/docs/learn_about_illuminate.jsp
- ▶ For online support:
<http://supportcenteronline.com/ics/support/default.asp?deptID=2653>

Personal Tutor Classroom Features

2-Way Voice over IP

Students and tutors speak to each other through a standard microphone connected to the computer. Personal Tutor incorporates state-of-the-art technology that delivers incredibly clear and crisp audio, on bandwidth as low as 28.8Kbps.

Shared Interactive Whiteboard

The shared interactive whiteboard features easy-to-use and flexible tools for writing, drawing, and erasing. The tutor can also assign separate whiteboards to students or groups of students so that they can work individually or collaborate on questions.

Direct Messaging™

Students and tutors can communicate using a variety of messaging capabilities, including private messaging between student and tutor, one-to-one messaging between participants, and one-to-many messaging between participants. The tutor monitors all messages, private or public.

Content-Sharing Features

PowerPoint Import: PowerPoint files are converted and loaded automatically with a single click of the mouse.

AppSnap™: You can capture a screen shot from an application or your desktop and show it on the whiteboard. This is another quick and easy way to share content in the Personal Tutor classroom.

Web Push: Students and tutors can share Web content, such as WebQuizzes, and *iLrn: Heinle Learning Center* materials for extra guided practice.

Starting a New Semester

This section explains how to begin a new term with a new set of students—after you have already used *iLrn: Heinle Learning Center* in a course that has ended.

Here is how to start a new term:

1. Login to the Instructor Workstation.
2. Select the course that has ended.
3. Select **Start new term** and fill out the form.
 - ▶ Depending on the book you are using, you may be asked to enter a new book key. In addition, if newer editions of your book are available, you will have the option of choosing a newer edition of the book. If you have made any customizations to your book that you want to keep, besides creating new activities, you should choose the edition that you are currently using. Any new activities you created in the **Supplement** section will be saved regardless of which edition you select.
4. Click **Submit** when you are finished.

Once you have created your new course, you can create classes:

- ▶ Select **Create a new class** from the Instructor Workstation home page (the page you see immediately after logging in). You may create as many classes as you want.

What do students do when their books expire?

Student book keys generally provide access to a book for 12 to 18 months. When a student's book is about to expire, the student can extend the book for an additional 12 to 18 months by following these steps:

1. Login to the Student Workstation.
2. Go to the **My Books** tab.
3. Click on the **Book** details button.
4. Click on the **extend** link next to the book dates.
5. Fill out the order form and click **Submit**.

Frequently Asked Questions

What is the difference between a course and a class?

A course in *iLrn: Heinle Learning Center* is just like a course in your school's course catalog, like French 101. Within each course, you'll have one or more classes. Classes are analogous to sections in a university course: they are groupings of students within a course. Thus, if you teach five sections of French 101, you would create five classes within your online course.

Can I have two books in my course?

Yes. To add another book to your course:

1. Login to the Instructor Workstation.
2. Select a course.
3. Click the *Options* tab.
4. Click *Add Book*.
5. Enter the book key and click *Submit*.

The book is now included in your course. Students will need to enter two book keys to sign up for your course—one key for each book.

How do I drop a student who doesn't belong in my class?

When you drop a student, all records of his or her scores and responses are removed. To drop a student:

1. Login to the Instructor Workstation.
2. Select a course and class.
3. Click *Roster* under the *Classes* tab.
4. Click *Drop* to the far right of the student's name.

How do I transfer a student to a different class within my course?

To transfer a student to a different class:

1. Navigate to the student roster (*Classes* tab, *Roster* sub-tab).
2. In the *Transfer* column to the right of the student's name, select the class you want to transfer the student to.
3. Click *Update* when you are finished.

To transfer a student to an entirely different course, you should drop the student and give the student the course code and registration instructions for the new course. Students can switch courses by:

1. Logging into the Student Workstation.
2. Clicking the **My Books** tab and selecting the book that will be used in the new course.
3. Clicking **Book Options**, clicking **Change course/instructor**, and entering the new course code.

How do I start a new semester with a new set of students?

Just follow these steps:

1. Login to the Instructor Workstation.
2. Select the course that has ended.
3. Select **Start new term** and fill out the form.
 - ▶ If newer editions of your book are available, you will have the option of choosing a newer edition of the book. If you have made any customizations to your book that you want to keep, besides creating new activities, you should choose the edition that you are currently using. Any new activities you created in the **Supplement** section will be saved regardless of which edition you select.
4. Click **Submit** when you are finished.

Once you have created your new course, you can create classes by selecting **Create a new class** from the Instructor Workstation home page (the page you see immediately after logging in). You may create as many classes as you want.

Do I need a new book key to start a new course for a new semester?

For most books, you do not need a new book key to start a new term (as long as you will be using the same book). However, certain books do require new book keys each semester. If you are using a book that requires a new book key each semester, you will be prompted to enter the new key.

What do students do when their books expire?

Student book keys generally provide access to a book for 12 to 18 months. When a student's book expires, the student can extend the book for an additional 12 to 18 months by following these steps:

1. Login to the Student Workstation.
2. Go to the **My Books** tab.
3. Click on the **Book** options button.
4. Click on the **Extend** link that appears next to the book duration.
5. Fill out the order form and click **Submit**.

Why do error messages from Microsoft appear when I click on the Announcement Board tab?

The version of Internet Explorer that comes with Microsoft Office has a bug that prevents it from immediately recognizing ActiveX applications like the announcement board editor. If you click **OK** after each error message, they will pass and you will be able to edit your announcement board. You can get rid of the error messages permanently by reinstalling Internet Explorer.

Whom can I contact for help?

If you experience any problems with setting up your course, ask Quia for help. Just submit a request at <http://books.quia.com/support.html>.

Whom can my students contact for help?

If your students experience any problems with course registration, they should ask Quia for help. They can submit a request at <http://books.quia.com/support.html>.

Contacting Technical Support

- ▶ Visit <http://books.quia.com/support>
- ▶ View FAQs at <http://books.quia.com/help/books/faq.html> for immediate answers to common problems.
- ▶ Send an email to bookhelp@quia.com
- ▶ Call Toll-free 1-877-282-4400 Ext: 2