Social Learning Platform

User Guide
TEACHER

http://platformname.learnsoci.al
Version: 1n – 25 April 2017

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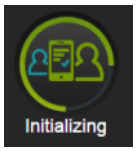
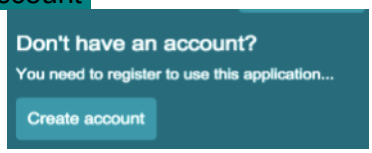
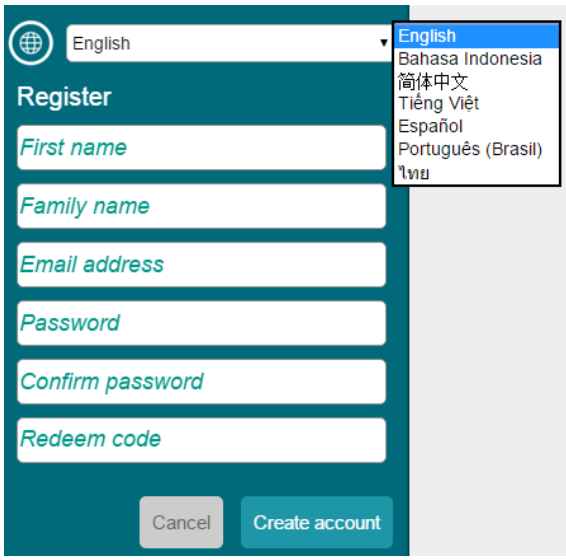
First use: Create account

- See the document "*Learn Social – technical requirements.pdf*" to check your browser version etc.
- Open your browser (***use the Chrome browser***: *www.google.com/chrome*)
- Go to **http://platformname.learnsoci.al**
    - The first time you use the platform you will see a Loading application sign.
    - In future, you will only briefly see an Initializing sign.



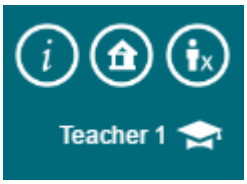
- Choose a **language** for the navigation buttons, error messages etc.
  (Usually the language will be selected automatically to match the language of the user's browser.)
- Select Create account





- Add
- a first name
- family name
- email address (this will be your login)
- a password for your login
  (minimum 8 characters using a-z, 0-9)
- a teacher access code
  (this can only be used once);
  this will allow you to create groups, grade Speaking/Writing exercises, view Scores/Grades etc.

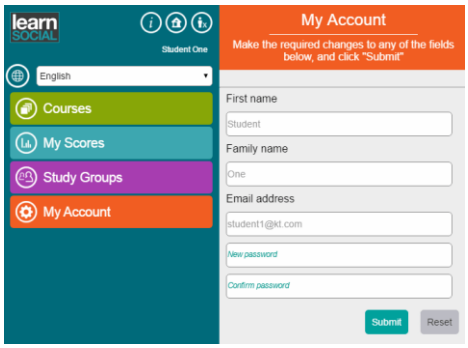
If you register using a teacher access code, you will see this Teacher icon each time that you login.



My Account

On the home screen, any user can change any of their details *(first name, family name, email address and password)* using My Account.
Just select Submit to save any change

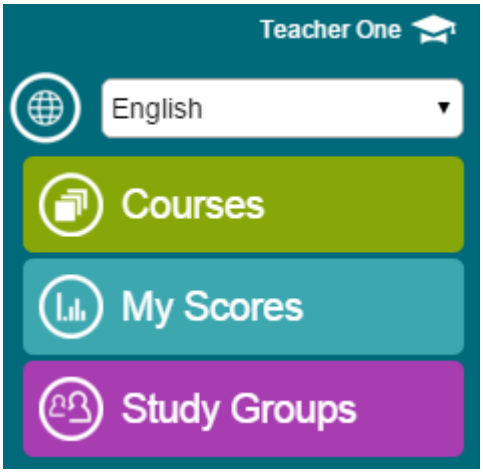
(The user does not have to change their password each time.)

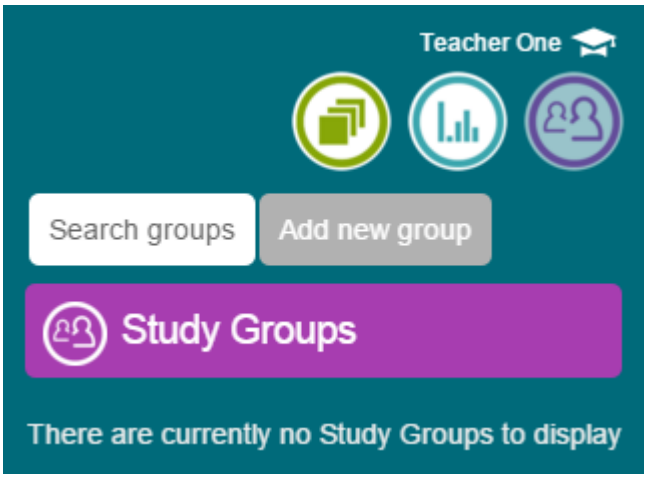


First user (teacher): Create a Study Group

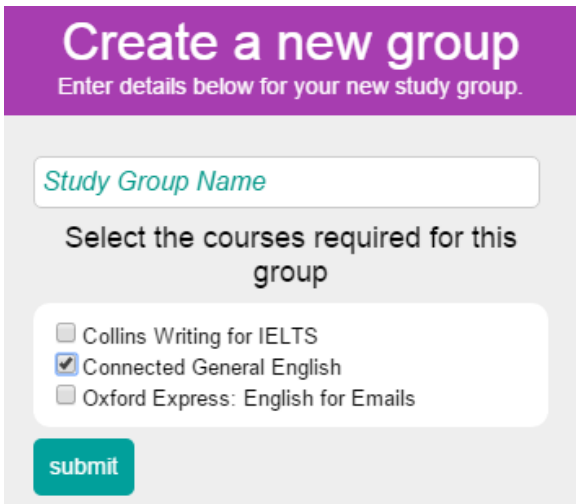
As a teacher, you can create a Study Group that students will need to submit their completed exercises for Speaking & Writing exercises (for the production of language).
It is a good idea to **create a Study Group when you create your teacher account**. If you are not sure of the names that you want to use for Study Group, you can rename/delete it later.

- From the main menu, select Study Groups
- Select **Add new group**



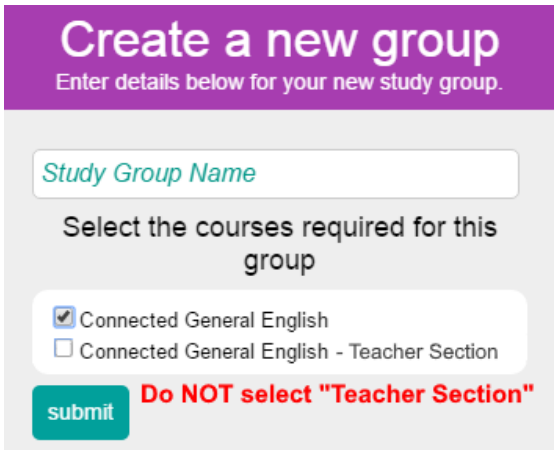


- Add a name for the Study Group
- Select the course(s) that the Study Group will be using:
- Select **submit** to create the Study Group

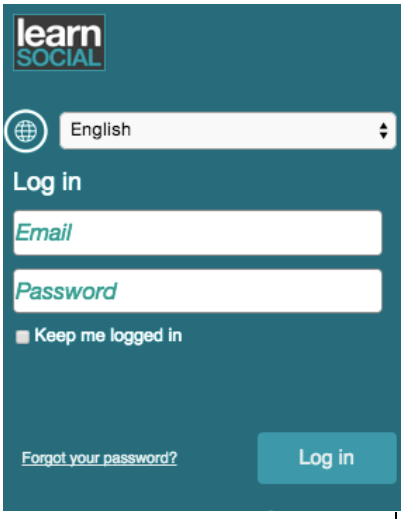


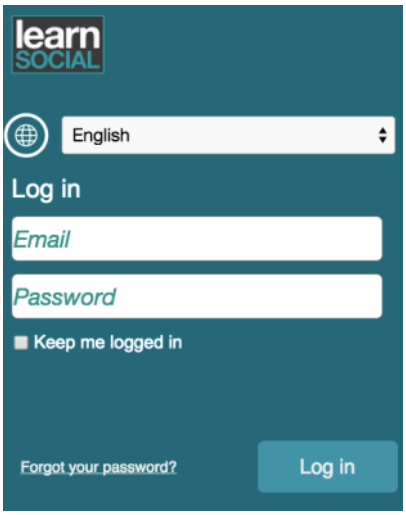
(Other courses can be added later by the teacher.)

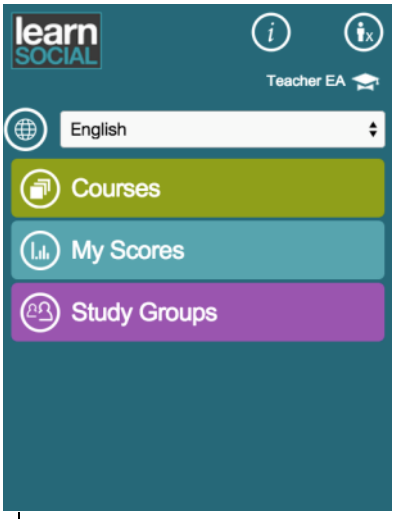
If you have access as a Teacher to a **Course with a Teacher Section**, do **not select** that version from the list as your students will not be able to access that version of the course.



Login (returning user)







Login using the ***email address*** and ***platform password*** used to create your account.

If you select **Keep me logged in**, you will not have to enter your email and platform password next time. Select the **Login** button to enter the platform.

After you login, you will automatically be taken to the main menu.

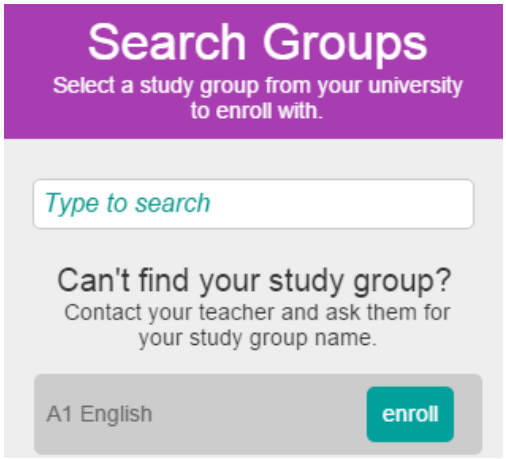
To reset your password, you can select 'Forgot your password' and enter your email address to receive a link to reset your password

First use: Joining a Study Group (student)

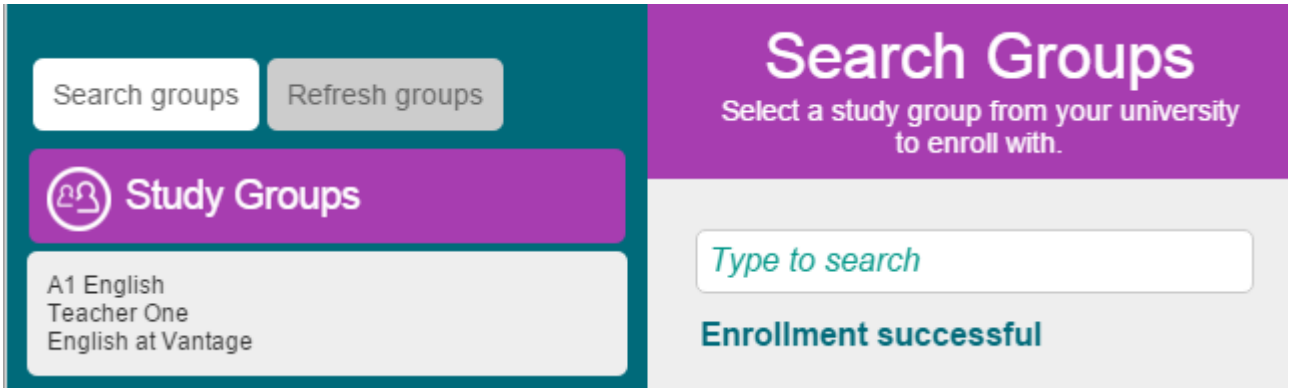
Students need to join a study group to be able to submit social writing and speaking exercises, and to enable them to review their peers' answers.

Click **Study Groups** from the home screen and you will see this screen.

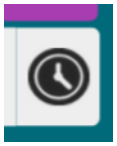
Next, in the left menu, click Search groups.
The list of Study Groups will then be shown in the main panel.
Find the name of the Study Group your teacher has told you to join and click **enroll**



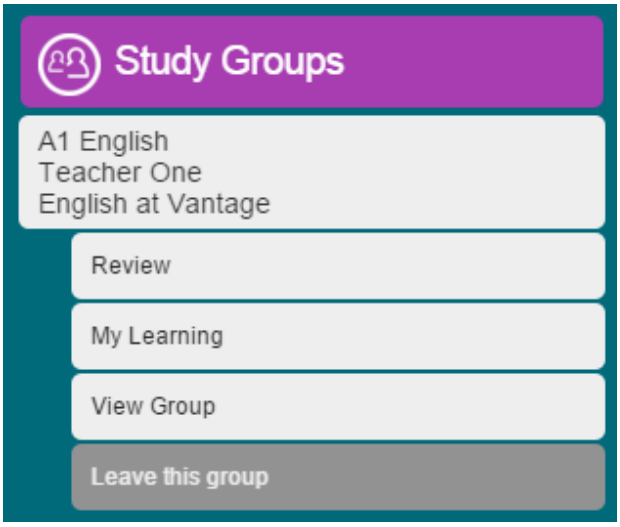
Your new study group appears on the left-hand side.



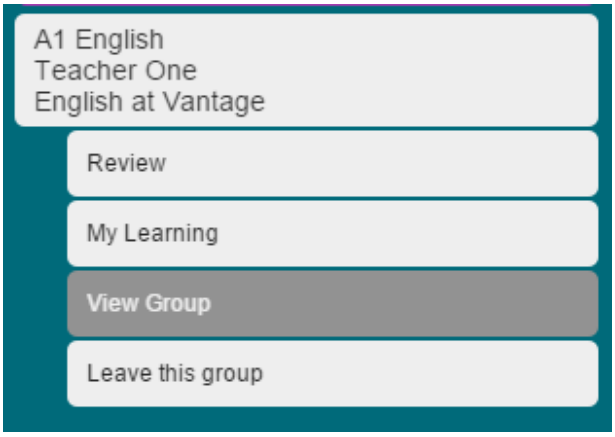
If your teacher wants to approve your enrollment you will see a clock icon.



If you join the wrong group by mistake, click on your study group and choose **Leave this group** from the menu.



You can view who else is in your group by clicking **View group**.



The Review and My Learning sections are described on pages 16-17 and 18-21.

Navigation icons

To go **back to the previous menu**, use the back arrow.

To return to the **main menu**, click the top-middle icon ("home").

To **log out**, click the top-right icon.

To go to **the courses menu**, use the green 'courses' icon

To go to **'My scores',** use the blue 'scores' icon.

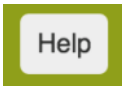
To go to **'Study Groups',** use the purple 'Study Groups' icon

Popup buttons

Throughout the courses there are **popup buttons** to help learners, for example:

Tips displays useful study tips.

Read displays a piece of text needed for the exercise.

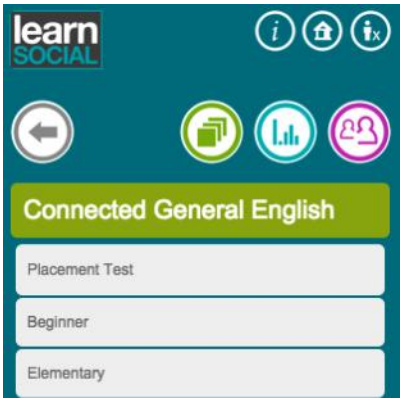


Help displays extra information.

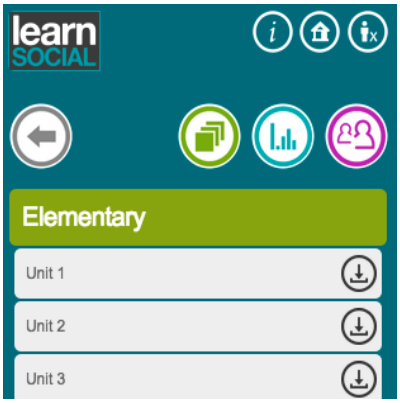
Course Menus

Use the menu to choose the course, level and unit:

Click **Connected General English**



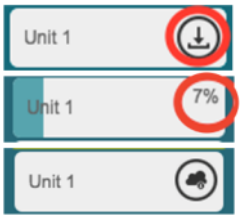
Click on a level - such as:
Beginner
Elementary
Pre-Intermediate etc.



Click a unit name to try its exercises.

Download to use offline

To download units to use offline, click the down arrow icon next to the unit name and wait a few moments for it to download. When you see the cloud icon, the unit is ready to be used offline.
You can use a downloaded unit even if there is no Internet connection.



Available to download

Downloading

Downloaded; can use offline

You can switch off the device, go somewhere there is no internet connection (or just turn off 3G/Wi-Fi) and then access the downloaded unit.

To access the downloaded unit:

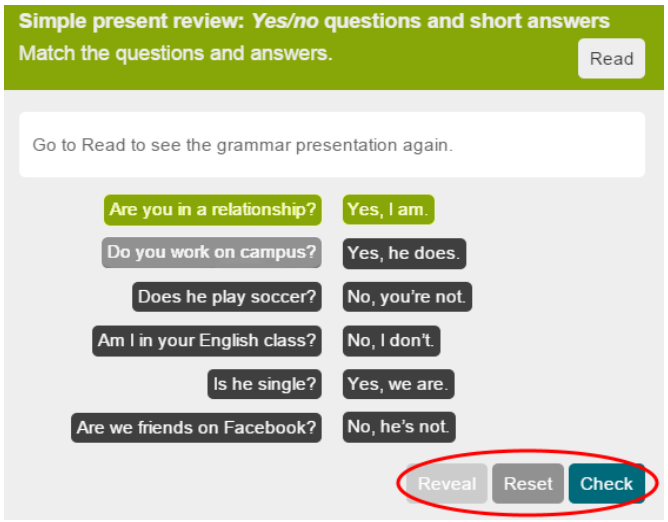
- open the browser, and put in the platform URL/website address*http://.....learnsoci.al*
- the laptop/phone/tablet detects that there is no connection
  and opens a downloaded version of the platform menu and asks for the user to login as usual.
- then select *"Courses"* > *"Level"* >
  and select the downloaded unit (which will show a cloud icon in the menu).

The user's scores are saved for the 6 downloaded sections in a unit:
Vocab, Dialogue, Pronunciation, Grammar, Reading, Listening.
The Social Exercises (*Speaking & Writing*) cannot be used offline as they need an internet connection to submit answers to the Study Group or Teacher.

More information and troubleshooting on downloading can be found in Appendix 2: Downloading.

Exercise types

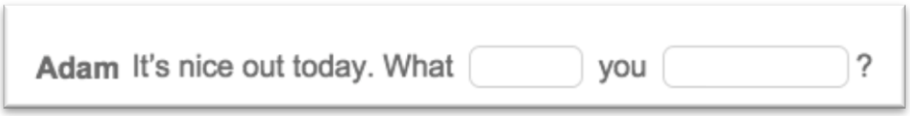
Matching



Select a phrase on the left and a phrase on the right.
The **selected words will move to the same row** and be highlighted in **green**.
Click the words again to deselect them to change your answer.

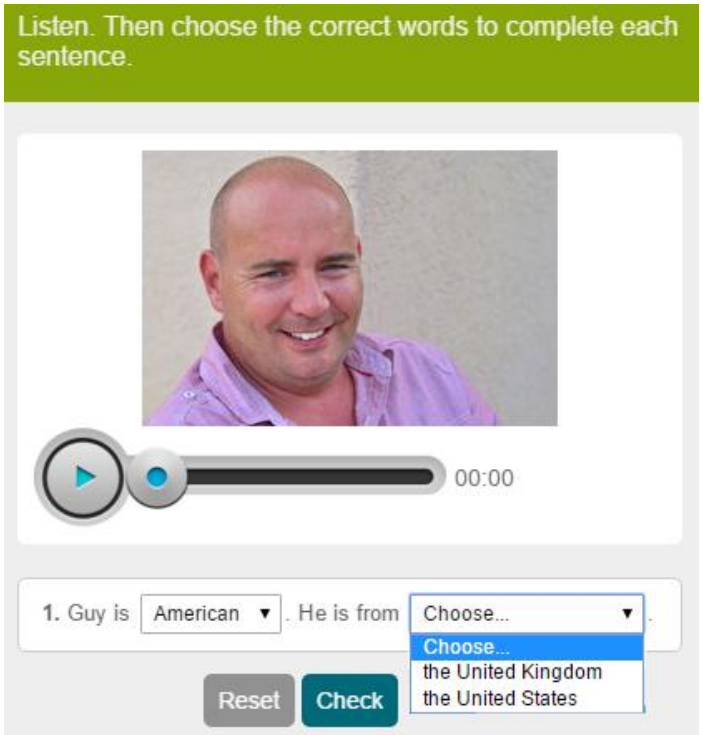
- Click Check to see if the answer is correct.
- Click Reset to clear the answers.
- Click Reveal to see the correct answer. (This will appear after the user has checked their answers)

Text-entry (e.g. gap-fill)



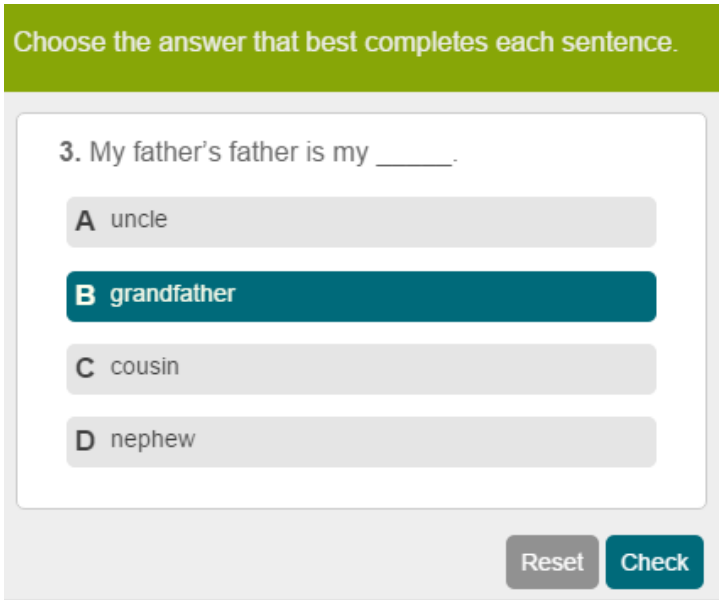
Click in the box and type in your answer.

Dropdown (e.g. gap-fill)



Select Choose… and choose the correct word to complete the sentence.

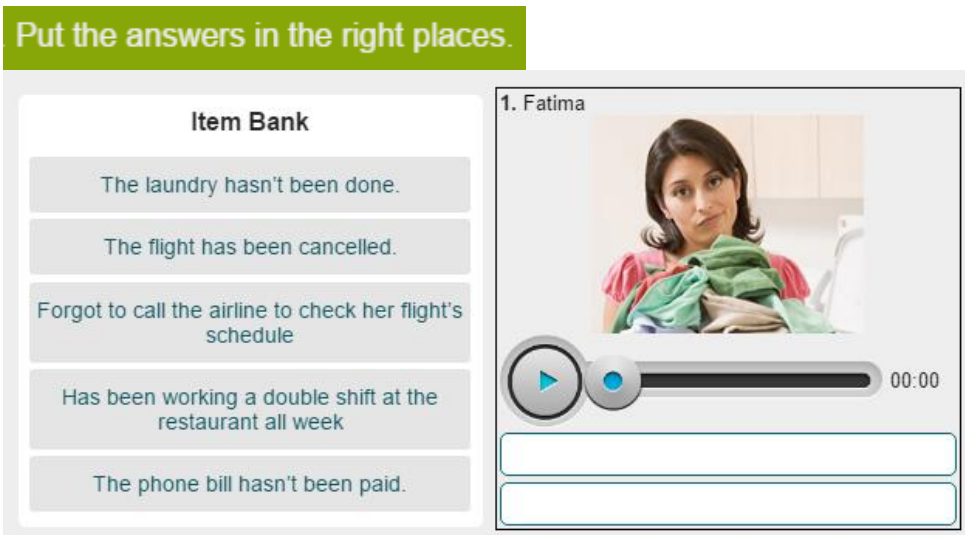
Multiple-choice questions



Your selected answer is highlighted in **blue**.

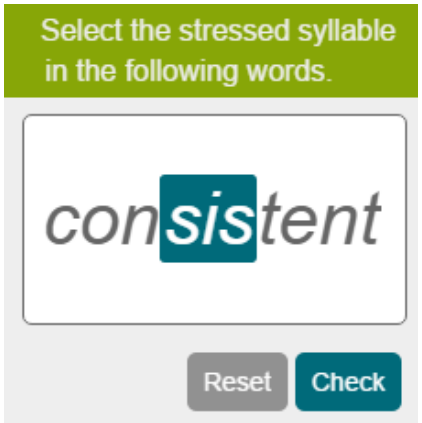
You can click another word to change your answer.

Drag and drop



Select your answer from the 'Item Bank', and then click in the correct box to place your answer.
To change your answer, select it in the answer box, and then click in the 'Item Bank' to return it.

Word select



Select the correct words/phrases or part of words to answer the question.

Your selections will be highlighted in blue.

You can select multiple answers, to de-select answers, click them again.

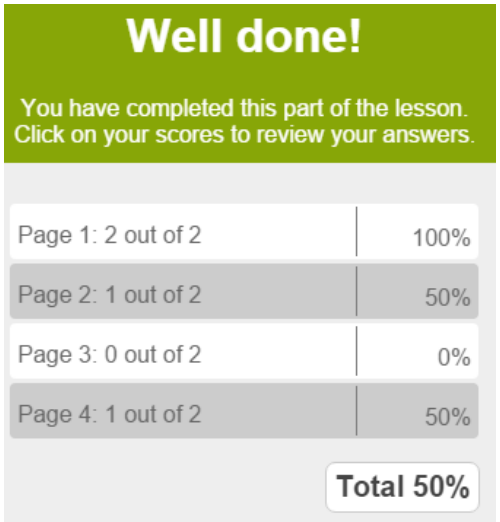
At the end of a section of exercises, students can see their scores.

Scores are saved on each exercise screen.

Some exercises do not result in marks/grades that appear in the scores. For example, "record and compare" exercises in *Pronunciation, Dialogue*) have no marks/grades as they are just practice exercises for the student to do.

The student can **click any of the panels** to go back to that exercise to try again.

If the student tries an exercise again, the highest score is the one that is saved.



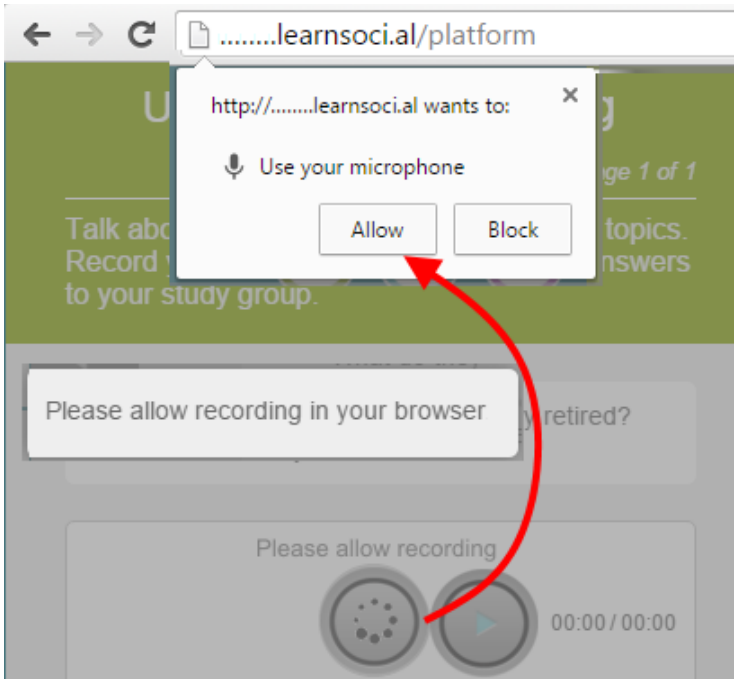
A teacher might want to evaluate the students' performances without the check / reset / reveal options being available to the students. If the course has specific tests included, then the teacher should use *Study Group* > *Scheduling* to set a time for a test (such Progress Test or Level Test, making sure to select the setting "*Include tests*". (See *Scheduling of Tests* page 30)

Record and Compare

Initial setup

In the browser Google Chrome, **the first time** you use a "*Record and compare"* exercise, you must allow your browser to record your audio.

Click Allow when you see this message.

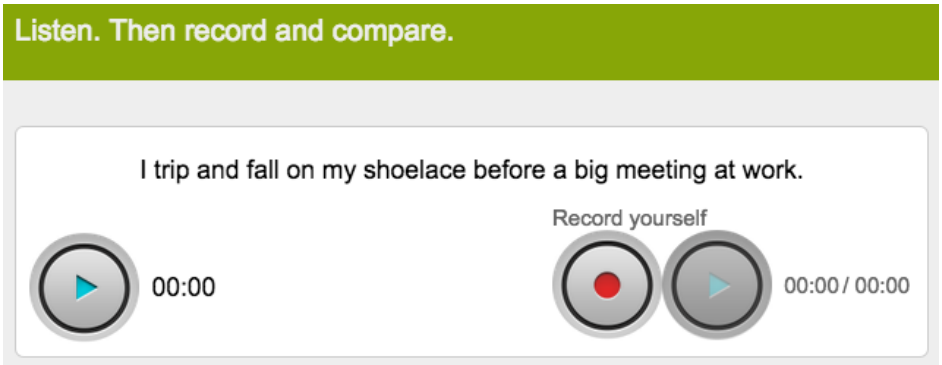


If the recording does not work, see pages 38-41:
Appendix 1: Browser version and
Appendix 2: Allow microphone or browser differences or iPad/iPhone.

Record and Compare exercises are not marked; and are for students to practice and improve their speaking skills by themselves.

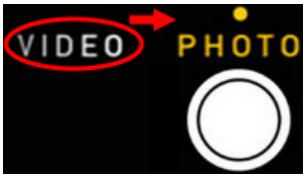
Doing the exercise

- Listen to a recording by clicking the blue ▶ button on the left.
- Click the red "Record" ● button to start recording your answer.



- Click the red "Stop" ■ button to end your recording
- Click the blue "Play" ▶ button to listen to your recording to compare your pronunciation to the original recording.

- If you want to re-record your answer, repeat the process.
- If you have an older browser that doesn't support in-browser recording, you will need to use the phone's own recording app and select the file to submit it.
  (If you have not allowed access to the microphone, see page 41to allow it.)
- On some iPhones/iPads,
  you will be prompted *"Video / Photos?"*
  Select *"Video"* to make your recording, then submit;
  the Platform will convert it to an audio file.



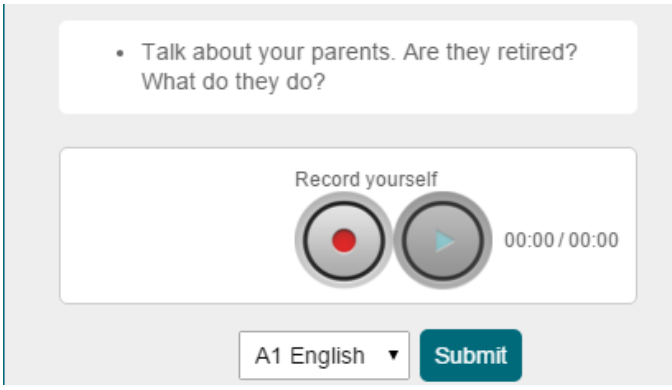
Social Exercises

Social exercise: Speaking (Audio)

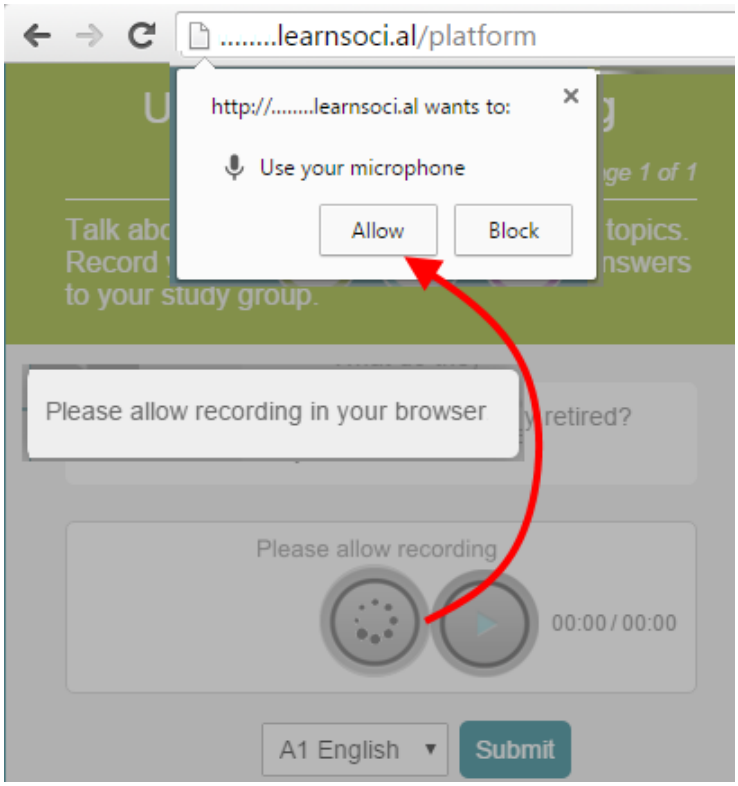
Social exercise: Speaking (Audio) – initial set-up by students

Be aware that when students use a Speaking Exercise, they **must allow their browser to record their audio**.

A student first clicks the red “Record” ● button to start recording an audio file of their own answer to the question.

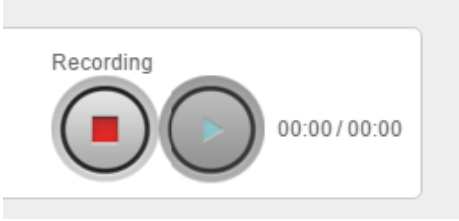


Select ‘Allow’ to enable recording

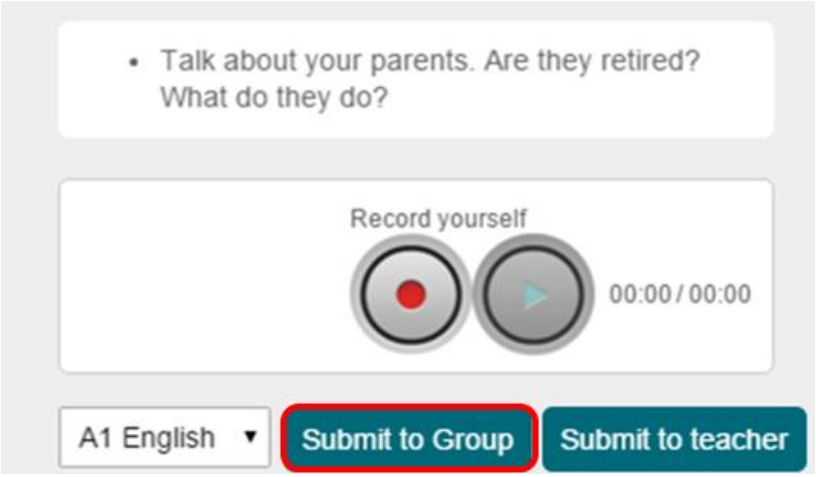


The student clicks the red “Stop” ■ button to end recording.

The student clicks the blue “Play” ► button to listen to their audio file.



Social exercise: Speaking (Audio) –submit to the Study Group

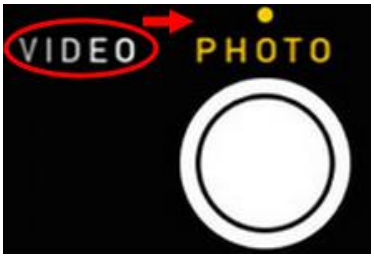


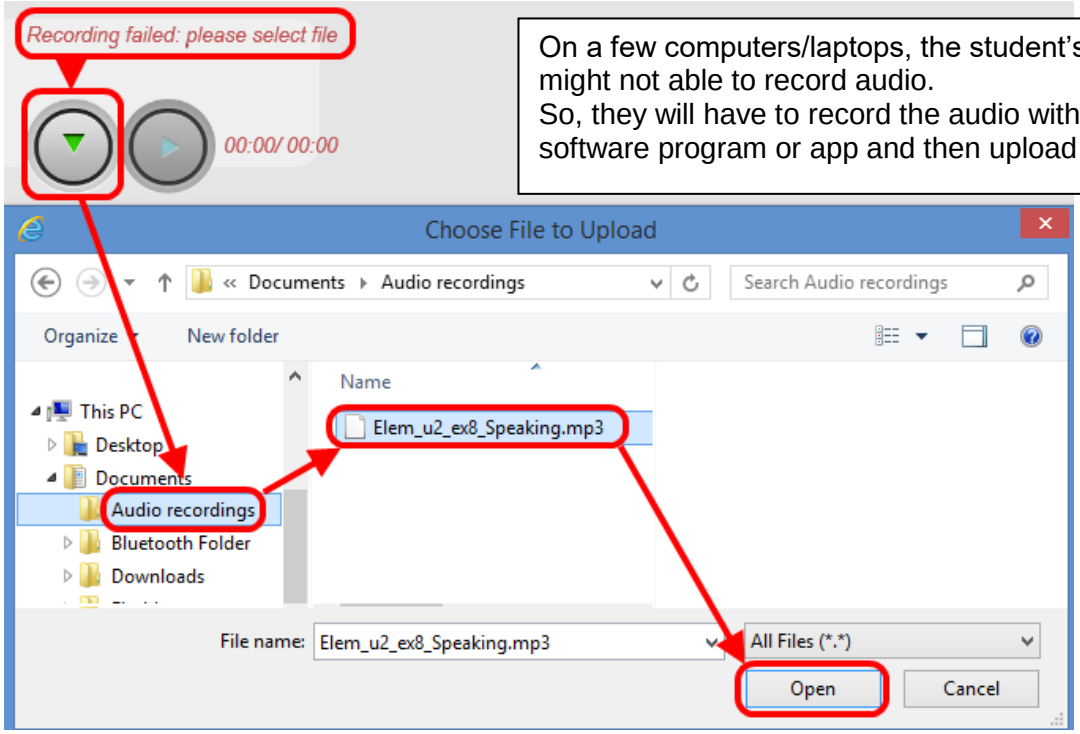
- If the student wants to re-record their answer, they click "Record" ● again
- The student selects their Study Group from the dropdown list (highlighted in red) and **clicks** **Submit to group**
- The button then changes to **Submitted** and their answer is submitted to all the learners in their study group.
- The classmates can then give the student feedback on their answer.

On some mobile devices, they will need to use its own recording app and select the file to submit it.

Some iPhones/iPads will prompt with *"Video / Photos"*

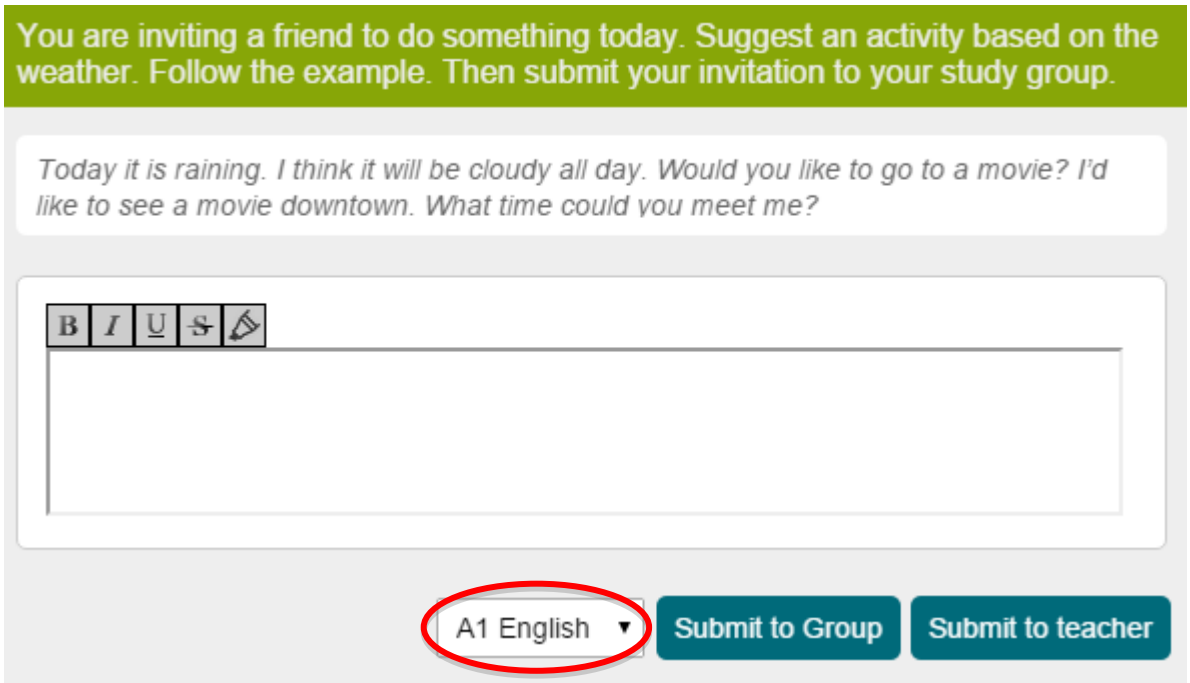
- select *"Video"* to make a recording,
- then submit - the Platform will convert it to an audio file.





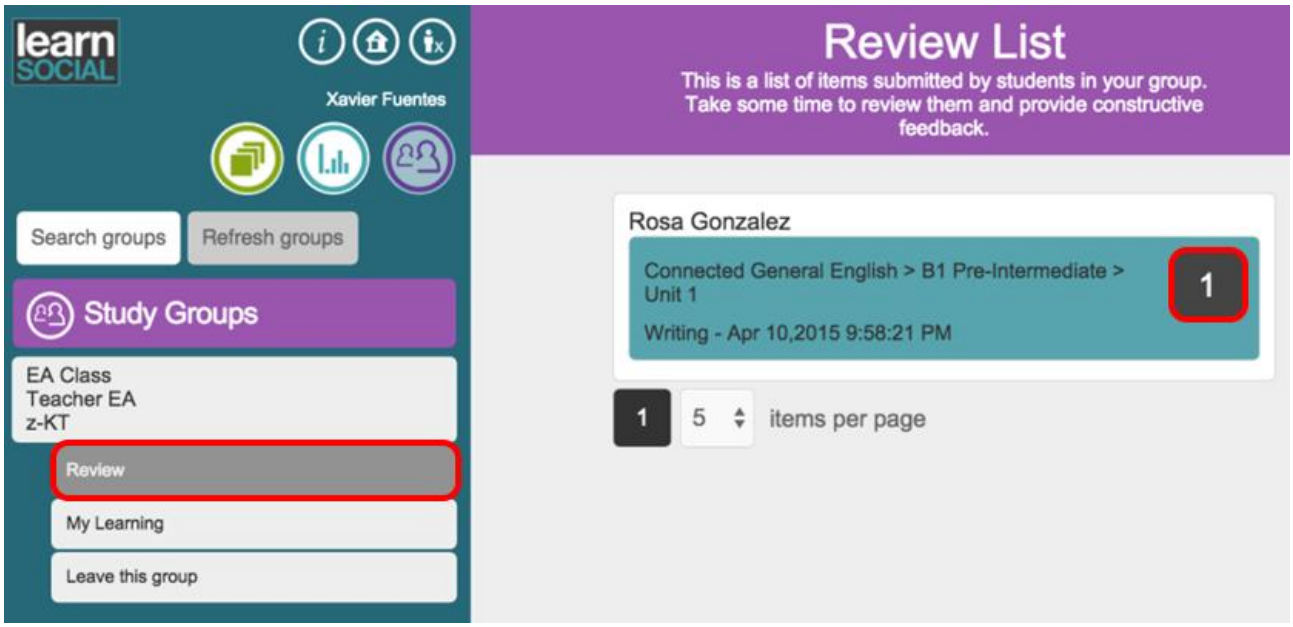
On a few computers/laptops, the student's browser might not able to record audio.
So, they will have to record the audio with another software program or app and then upload the file.

Social exercise: Writing



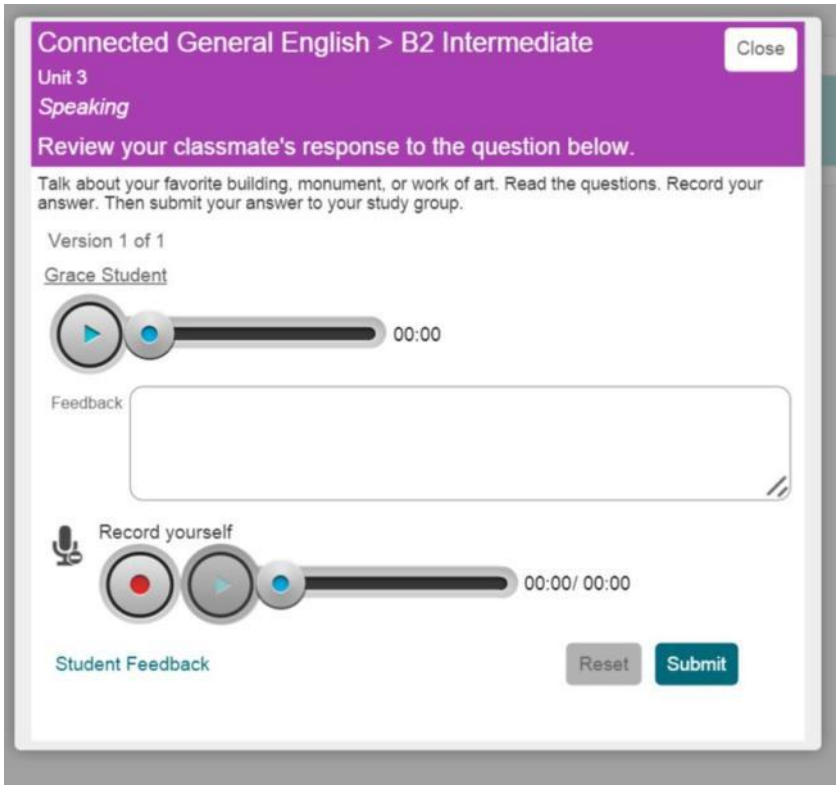
- The student types their answer to the question in the box.
- The student selects their Study Group from the drop-down list (circled above in red) and **clicks** **Submit to group**
- The button changes to **Submitted** and their answer will be submitted to all the classmates in their study group.
- The classmates can then give the student feedback on their answer. (See page 17)
- The exercise then appears in **My Learning** in the Study Group.

Social exercise: Review

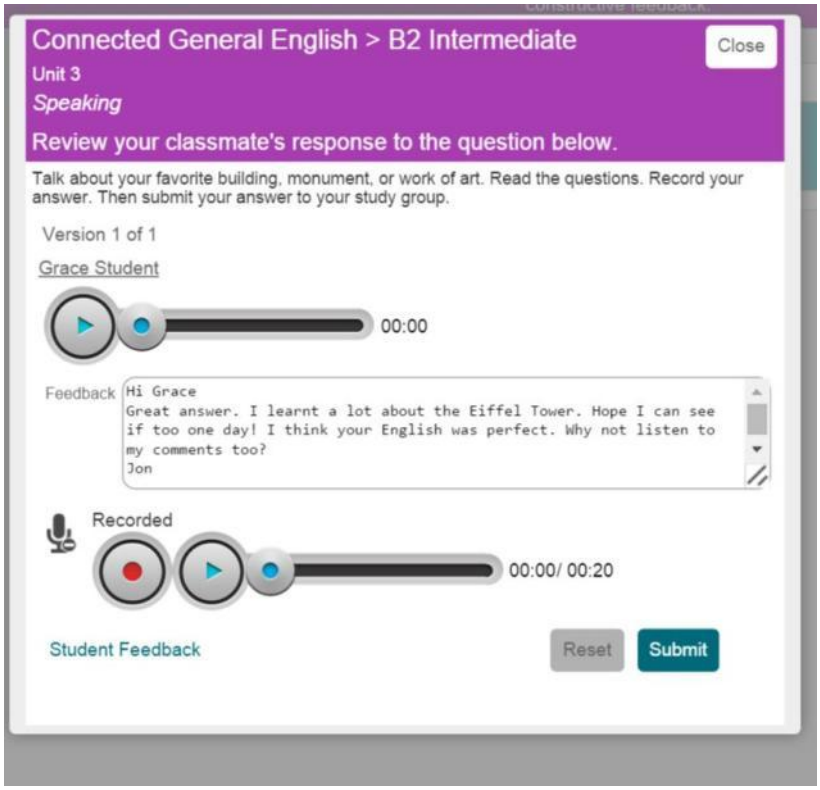


Review (in the Study Groups menu) shows the exercises submitted by the other students.
Click on an exercise to view and add feedback.
The number (circled in red above) shows the number of times other students have already given feedback on that task.

For a Speaking Exercise:



- Click the blue "Play" ► button to listen to the recording by the other student.
- To give **written feedback**, write in the box and to give **spoken feedback**, click on the microphone symbol which will show the recording tool.
- A student can choose to submit just audio feedback, just written feedback or both written and audio feedback.



- If the student wants to start again, they can click Reset.
- Click **Submit** to provide feedback to the student.

For a Writing Exercise:

Read the answer from the other student.

Give **feedback** in the box.

Click **Submit** to provide feedback to the student.

Social Exercise: My Learning

In My Learning (in the Study Groups menu) students see which of their submitted exercises have been reviewed by other students.

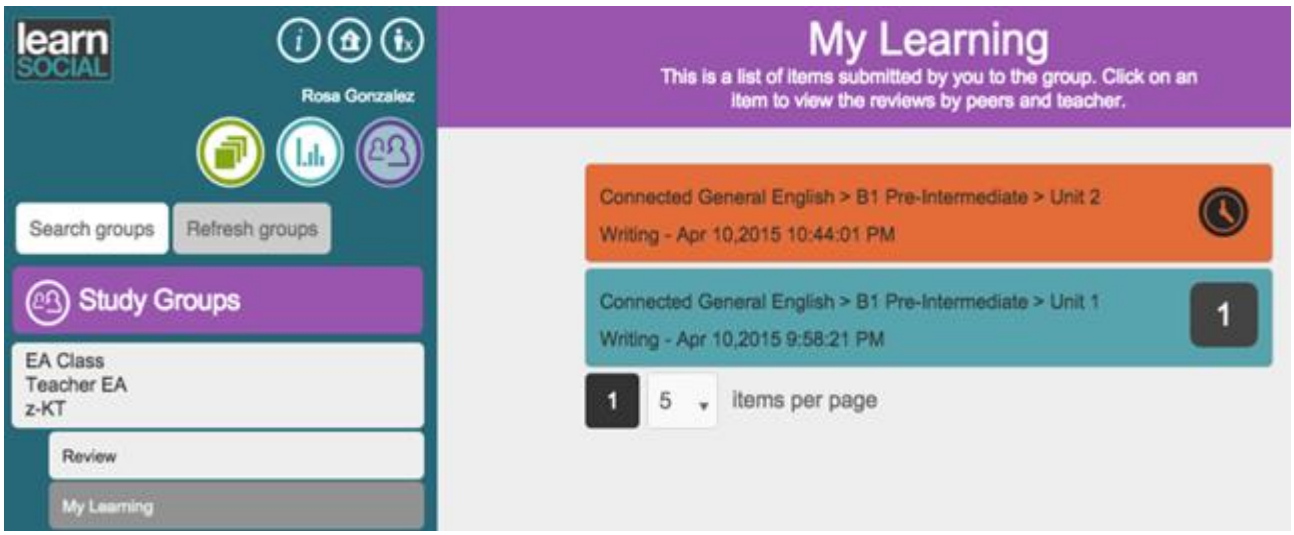
Blue panel: an exercise that **has been reviewed by other students**; the number shows the number of reviews 0; click on the blue panel to view the feedback.

Orange panel: an exercise that has been submitted to the teacher and which is **waiting for grading by the teacher**.

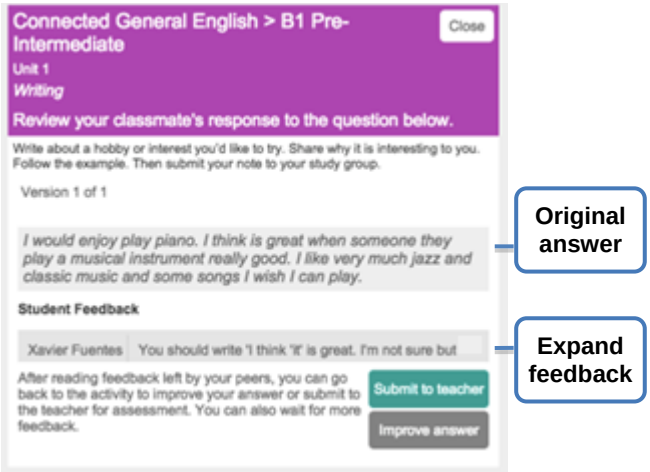
Green panel: an exercise that **has been graded** by the teacher.

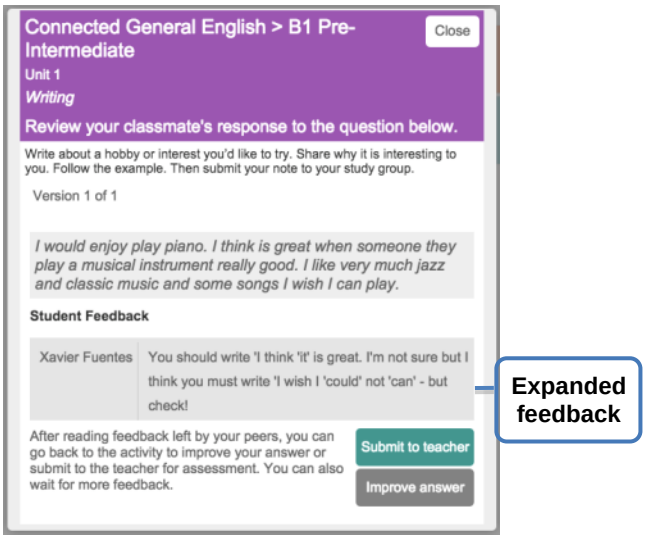
Social Exercise: Improving an answer

When the student has feedback or wants to improve their answer, or submit it to the teacher, they click on a blue pane



If the student has feedback, they will see it below their answer.
Click on the feedback provided by the student to expand the feedback.





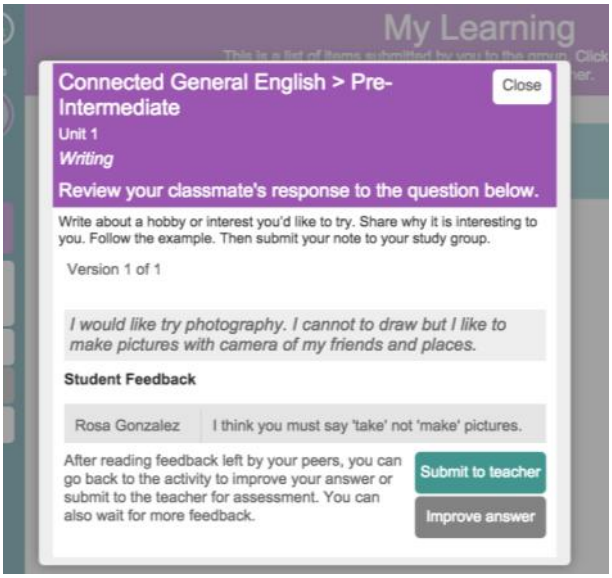
The student can decide what to do next with their answer:

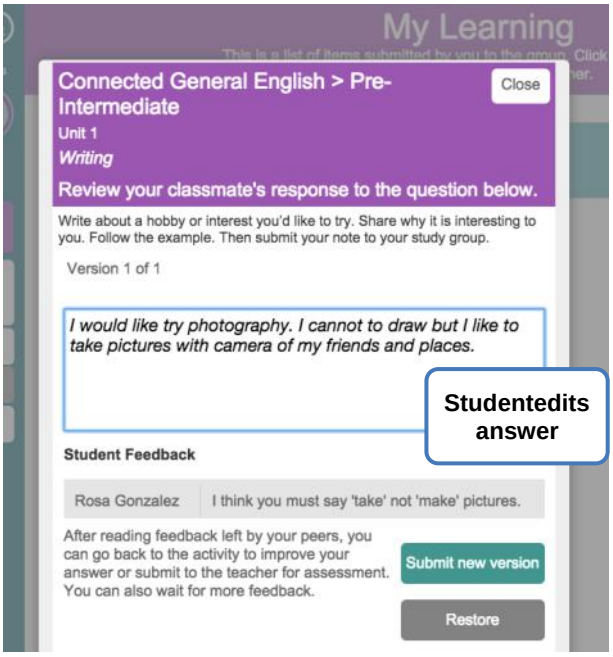
- **Submit to the teacher** for marking/grading
  or
- **Improve answer** and submit back to the group for more feedback

Until a teacher marks/grades the exercise, it will show in *My Scores* and *Groups Scores* as 0/10.

Submit new version

First, the student edits their previous answer:



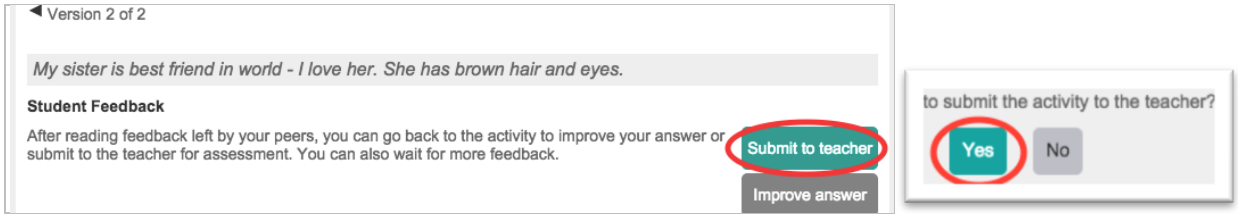


If the student decides to improve the answer, it will be submitted to the Group for review: **Submit new version**

If the student tries to improve it, but decides to go back to the original answer, they can use **Restore**

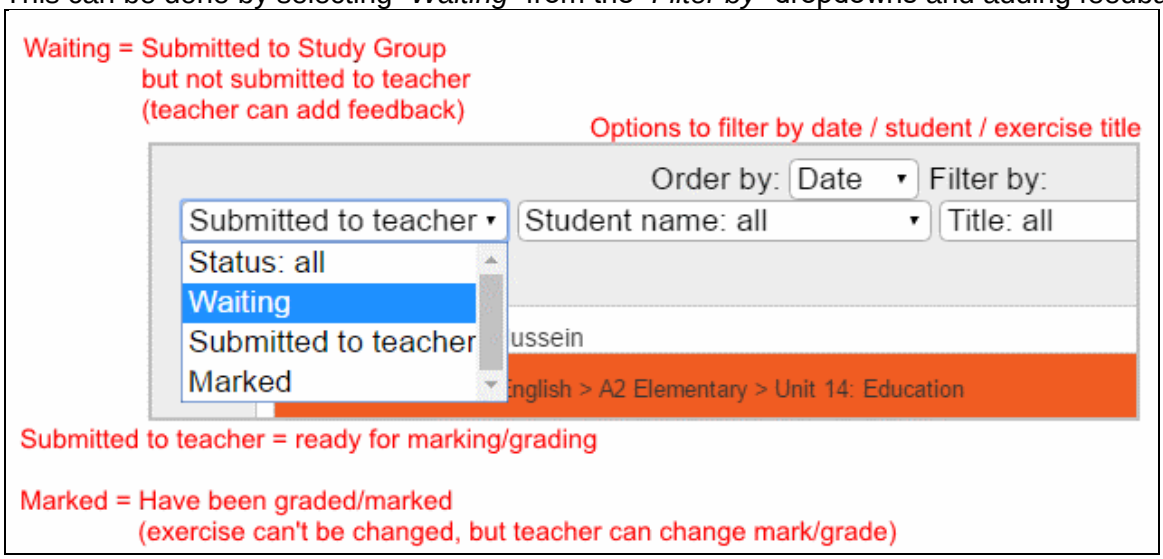
Submit to teacher

When the answer is ready for grading select **Submit to teacher** and select **Yes**
After submitting to the teacher, the student cannot change the exercise.

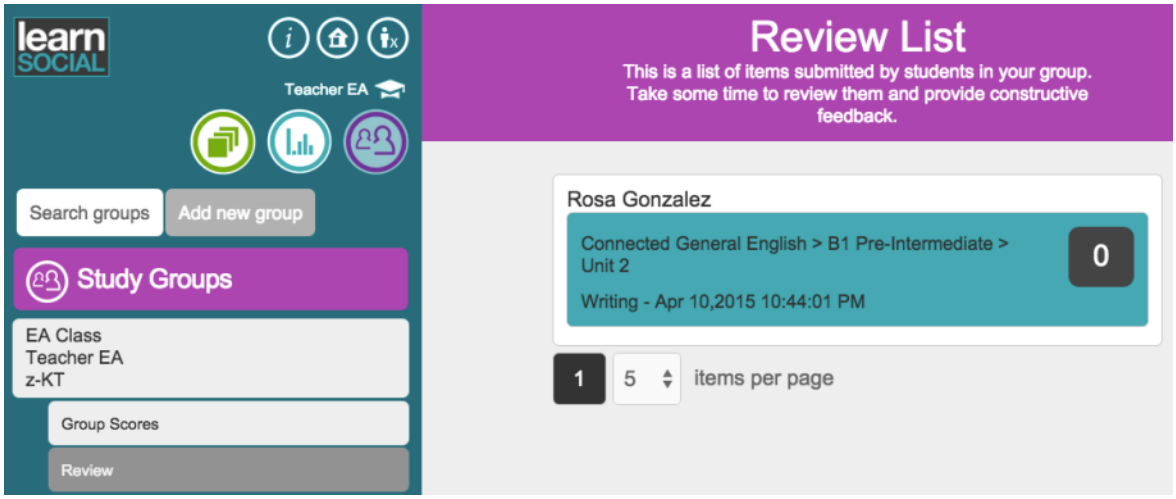


How to add teacher feedback and score

When you login as a teacher, you can go to Study Groups and select **Review** to see students' exercises.
Some teachers like to give feedback before the student submits to the teacher to enable the student to make key improvements.
This can be done by selecting "*Waiting*" from the "*Filter by*" dropdowns and adding feedback.



Click on a **blue panel** to be taken to the marking/grading screen.

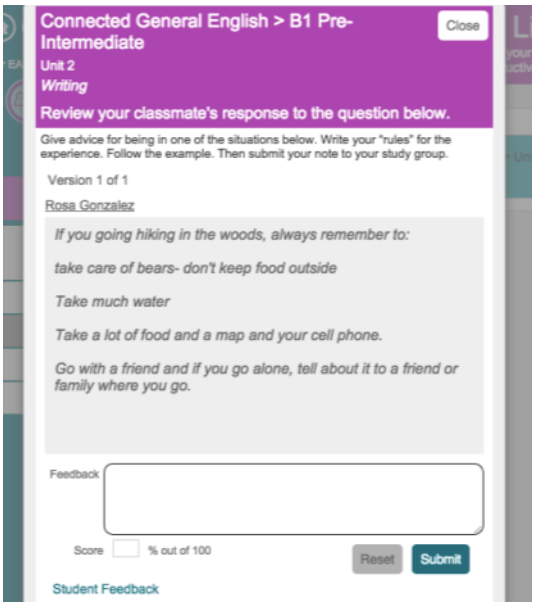


This opens a pop-up panel containing the students' work including classmate feedback.

If the teacher has selected "*Submitted to teacher*", the teacher can leave feedback in the space provided and give a grade (% out of 100). The exercise can then not be changed by the student.

Tip for teachers:
For each exercise, have a document open to paste in some standard comments.
For example:
"To get a better grade in the next unit, write a longer answer with …"
"Check your answer for spelling mistakes"

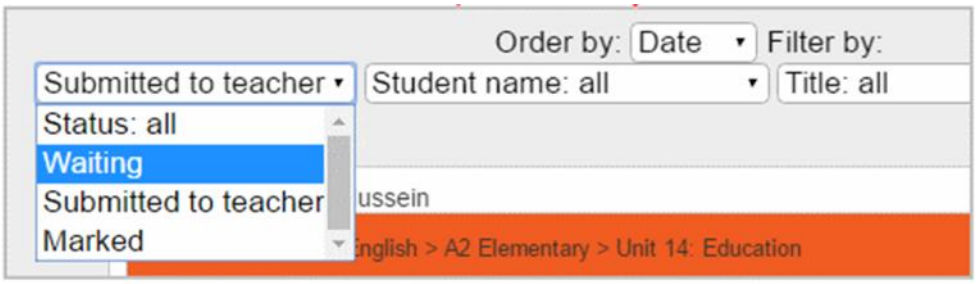
If teacher selected *"Submitted to teacher"*, the exercise is graded.



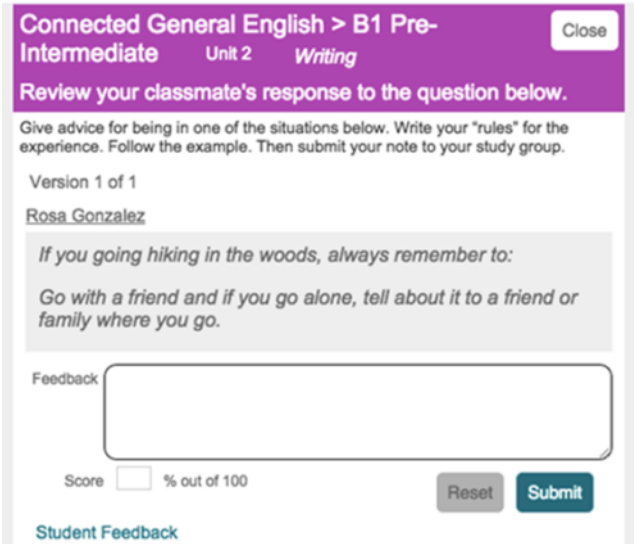
For % marks, it is best if teachers use multiples of 10%, to avoid confusing the students as the marks will be rounded.

Teacher feedback for exercises not yet submitted to the teacher

Teachers are now able to provide feedback on students' work that has been submitted to the group (Waiting), but not yet submitted to the teacher.



First teachers need to select 'Waiting' in **Review** from the Study Groups menu.

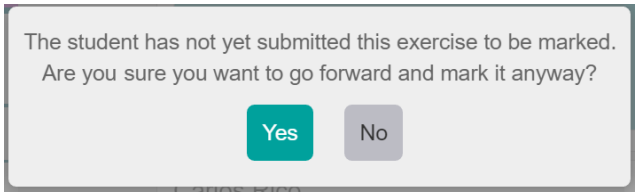


Teachers can provide feedback as:

- Guidance for students before the exercise has been finally submitted to the teacher
- Information as to the suitability and accuracy of other students' feedback.

Marking exercises not yet submitted to the teacher

If the teacher has selected "*Waiting*" they can still mark the exercise before it has been submitted to the teacher (e.g. if a deadline has been reached, but the student did not remember to "Submit to Teacher")



Teachers will see this prompt to confirm that they wish to add a mark to an exercise that has not yet been submitted to the teacher.

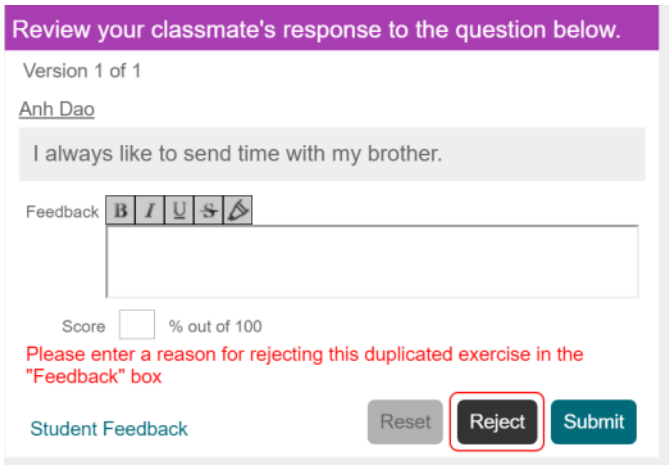
After the teacher has graded the exercise, the student will see a green panel in My Learning.

Now the grading is complete, the scores are recorded in the Scores section.
If the teacher selects "*Marked*"in the "*Filter by*" dropdowns from the Review menu, then the teacher can change the grade.

The student is not able to change the marked exercise, but the student can go back to the original question in the course and create a new answer to the exercise. After the student submits the new version to the teacher, both versions will appear in the *My Learning* list, but only the most recent score will be saved in *My Scores* and in *Group Scores*.

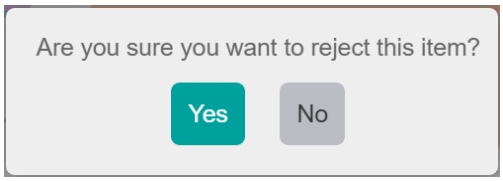
Deleting duplicated exercises

If students submit social exercises more than once (by accident, or because they think their exercise hasn't been marked), the teacher has the option to choose and reject answers.

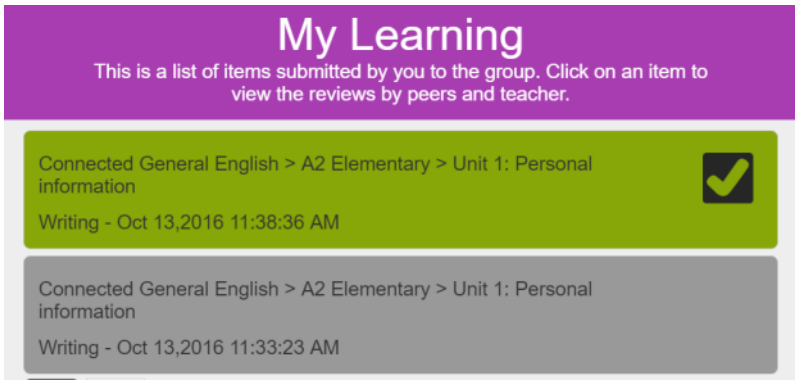


Teachers select **Reject** to reject an answer.

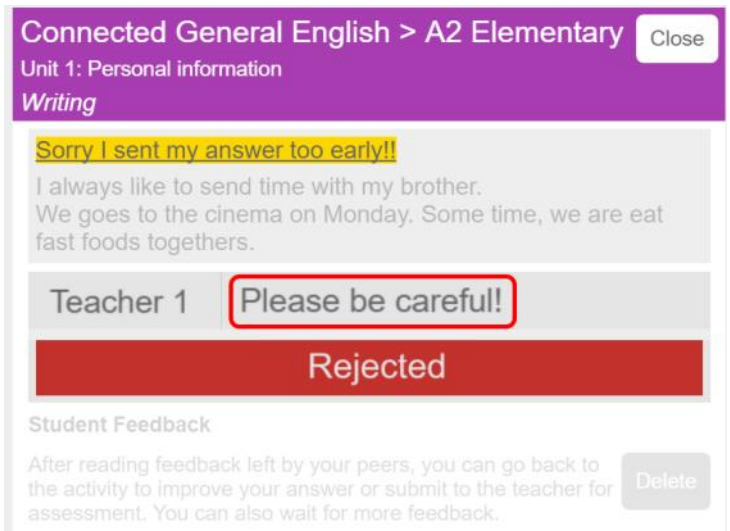
They will need to enter a reason for rejecting an answer in the "Feedback" box.



Select **Yes** to confirm rejection of an exercise.



Students can see rejected answers in 'My Learning' as greyed out exercises.



Students can select rejected answers to see comments and feedback from the teacher

Social Exercises: Implementation

To ensure teachers and students understand the social exercises and get the full benefits of social learning, it is recommended to introduce and demonstrate them in a structured way.
This enables students get the most out the exercises, and reduces the time spent on troubleshooting.

Implementation examples:

- **Teacher Trial**: spend 10-15 minutes trying any *Speaking/Writing* exercises with 3 teachers (using student log-ins) in the same room on 3 separate computers.
  This is a good way to get an immediate impression of the interest/expectation created when you get feedback online from a colleague on your answer.
  It is also a good opportunity for all 3 teachers to become clear at the same time about how to submit/review exercises.

- **Preparation**: a teacher could set up 1-3 Study Groups for 1-2 weeks toward end of preceding term/semester as preparation ahead of the new semester to become familiar with describing the process to students and how the teacher can do grading/feedback.

First student session of *Speaking/Writing* "submit & review": Do during a class with students so:

- Guidelines can be given (praise & constructive comments such as "*even better if*")
- Any queries can be addressed.

Further guidance

- Schedule social exercises to spread them out over a period of study, so students answer questions regularly. This prevents the teacher from having to mark too many exercises at the end of the semester.
- Grade/mark exercises promptly (within 2-3 days of scheduled deadline).
- *Re-visit and improve*: as the course progresses, perhaps get students to return to exercises in earlier units and get students to submit significantly better answers.
- *Extra Scores* - allocate some marks for good reviews: for example up to 5 marks for a minimum of 3 reviews that make constructive comments.

Social Exercises: Grading guidance

When grading answers, you can give written feedback and assign a percentage score.
The percentage is translated into a grade out of ten by the platform, we recommend, therefore, that you always give a percentage in the tens e.g. 20%, 60%, 80% (2/10, 6/10, 8/10).

It is up to teachers on how to grade exercises, but they may wish to use the following guidelines:

- Pick out answers to exercises by 3 students (strong/average/weak) to use as reference point for marks, such as exercises deserving 30 / 60 / 90 %.
- Record example comments or feedback for exercises that teachers can use across multiple examples, enabling teachers to easily respond to common errors.
- Consider whether the student has responded to valid feedback that would have improved their answer, and add/deduct marks if required.

Over the next two pages are three example student answers: weak, average and strong. Each example includes feedback from another student, an improved answer by the original student, followed by teacher feedback and grading.

These answers are examples of answers a teacher might pick to help guide grading for social exercises, as well as showing the structure of the social exercises.

Answer that needs improving

Connected General English > B1 Pre-Intermediate
Writing

Close

Decide who in your study group is the most cheerful. Write a sentence about him or her.

Student 1 Answer

I think Hian is most cheerful. She happy everyday and she make me smile.

Student 2 Feedback

Remember to use "he" for a man. "She" is for woman. "everyday" is an adjective, it should be two words to mean *each day*.

Student 1 Improved Answer

I think Hian is most cheerful. He was happy every day and he make me smile.

Teacher Feedback

B I U S

Well done!. You answer the question and give reasons. Be careful with tenses. You say "he was happy". This is the past simple tense.

You mean that Hian *is* always happy, so you should use the present simple tense: "He is happy". Also, pay attention to subject-verb agreement: "she make" should be "she makes". (Remember: I make, you make, he/she/it makes, we make, they make.)

Score 40 % out of 100

Reset Submit

Average Answer

Connected General English > B1 Pre-Intermediate
Writing

Close

Decide who in your study group is the busiest. Write a sentence about him or her.

Student 1 Answer

I think Juan is the busiest. She has a job evening, but she study a lot still.

Student 2 Feedback

I think you should say “a job in the evening” or “an evening job”.

Student 1 Improved Answer

I think Juan is the busiest. She has an evening job, but she still study a lot. She works hard.

Teacher Feedback

B I U S

Very good. I like the way you used “still”. It makes the sentence more complex.

Remember subject-verb agreement: “she studies”, not “she study”.

Score 70 % out of 100

Reset Submit

Strong Answer

Connected General English > B1 Pre-Intermediate
Writing

Close

Decide who in your study group is the funniest. Write a sentence about him or her.

Student 1 Answer

Sigit is the funniest. He tell great joke and he makes the other students in the class laugh. This makes class more interesting

Student 2 Feedback

It’s true, his jokes are not bad! “He tells” is correct, not “tell”.

Student 1 Improved Answer

Sigit is the funniest student. He tells great joke and he makes the other students in the class laugh. This makes class more interesting and enjoyable.

Teacher Feedback

B I U S

Very good! This is an excellent answer.

You corrected the one mistake you made in your first answer, and made other changes that improved your answer.
Good vocabulary use with “interesting” and “enjoyable”.

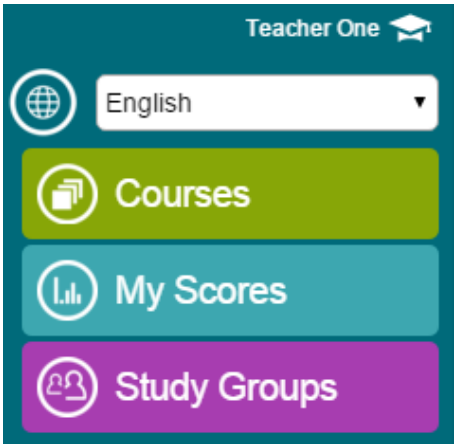
Score 100 % out of 100

Reset Submit

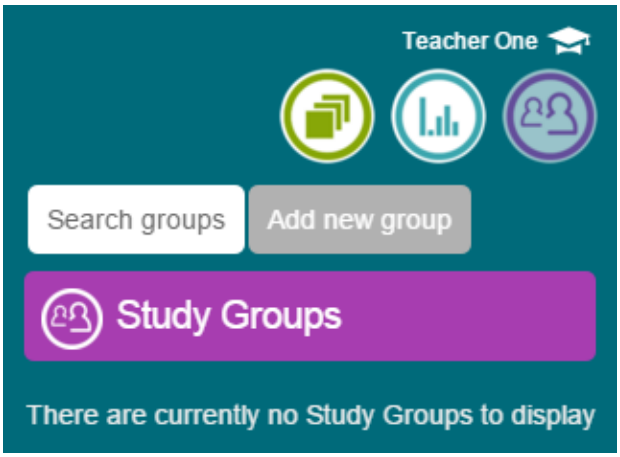
Study Groups

As a teacher, you can create a Study Group that students will need to submit their completed exercises for Speaking & Writing exercises (for the production of language).
As mentioned earlier, it is a good idea to **create a Study Group when you create your teacher account**. If you are not sure of the names that you want to use for Study Group, you can rename/delete it later in the Study Group > Manage Groups menu.

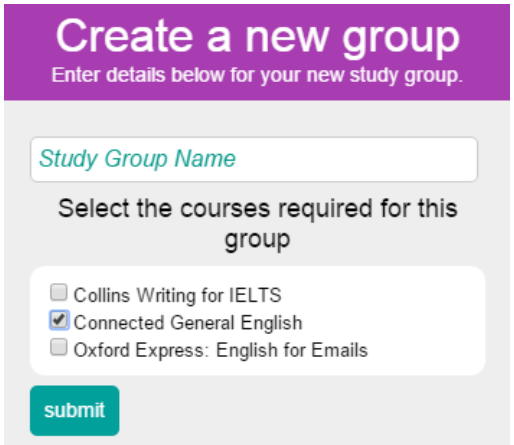
- From the main menu, select Study Groups

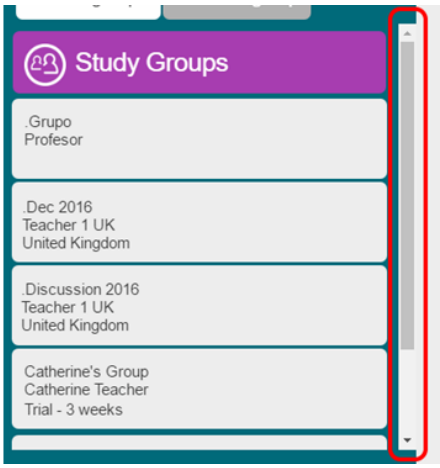


- Select **Add new group**

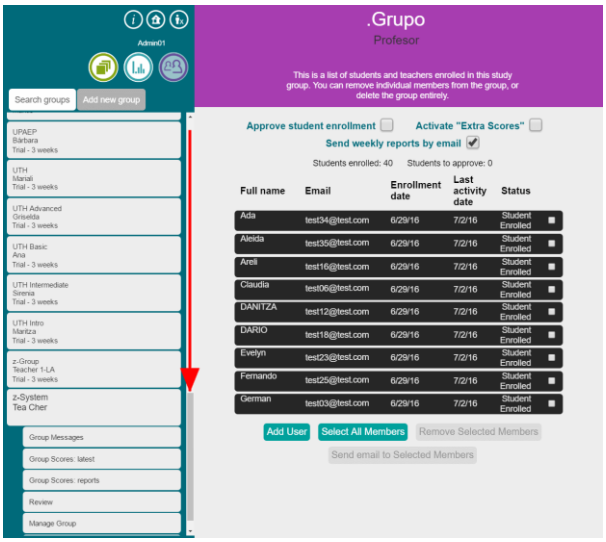


- Add a name for the Study Group
- Select the course(s) that the Study Group will be using:
- Select **submit**
- Other courses can be added later by the teacher.

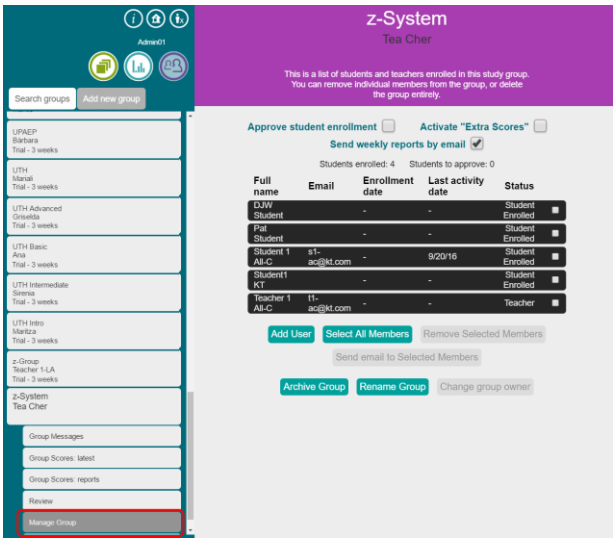




- Teachers will see the new study group added on the left.
- If there are more study groups than can be displayed on the screen, a scroll bar will appear, allowing teachers to scroll up or down to their group.



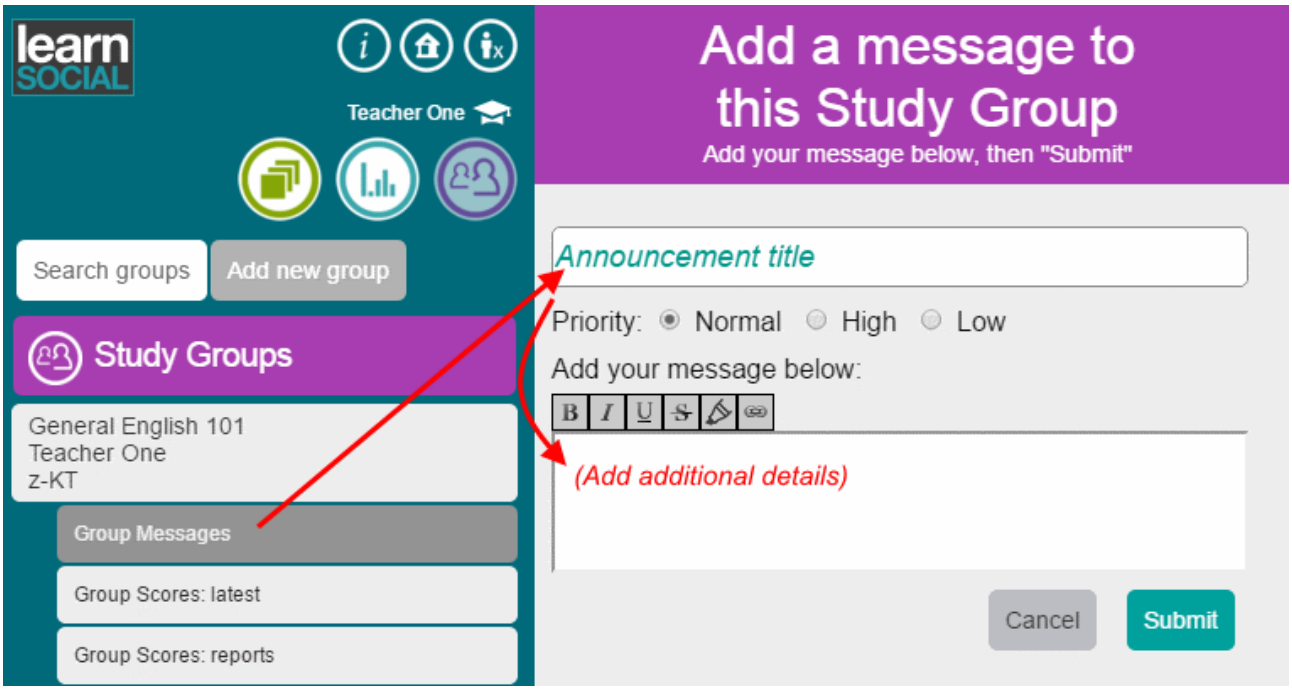
Teachers can scroll down the study group list without scrolling the information on the right hand side of the screen.



Selecting a new study group menu from a study group lower on the list will display the information on the right-side of the screen without the need to scroll back up.

Group Messages

A teacher can add messages for the *Study Group* in Group Messages by clicking "*Create Message*".

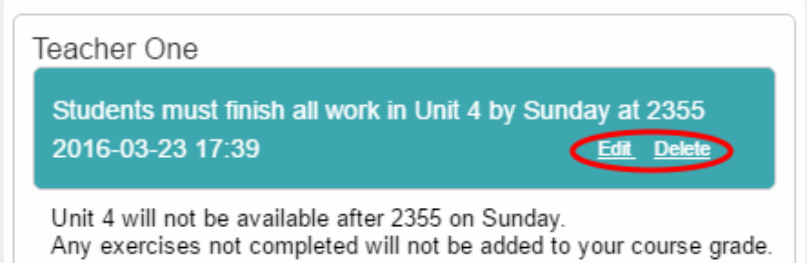


Here are some examples of messages that might be useful for the teacher to add:

- Start/end date of units/exercises/tests with specific schedules set by the teacher:
  Students must finish all the work in Unit 4 by 23:55 on Sunday.
  Unit 5 will be available from 0800 on Monday.
  The Progress Test for Units 1-5 will be only available between 1400-1700 on Friday.
- A reminder to the students about reviewing / amending / submitting Social Exercises (Speaking and Writing):

Each student must go to "Review" and add feedback to at least 3 exercises from other students.
Remember to go to "My Learning" to see if you have received feedback from other students.
Don't forget to go to "My Learning" by 1700 on Friday to use "Submit to Teacher" for any exercises you have there so the teacher can grade them. Any exercises submitted after that time might not get graded by the teacher.

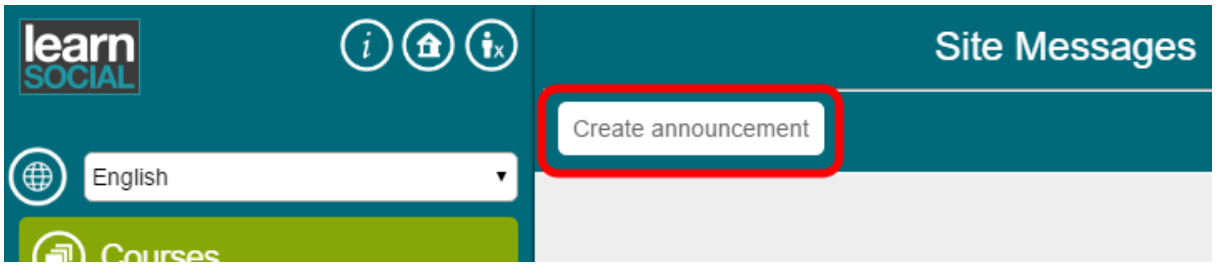
Students can reply to the teacher's message to the Study Group, but they should be aware that their reply will be seen by everyone in the Study Group, not just the teacher.
Teachers can edit the message if it needs to be changed
or delete the messages when they are no longer relevant.
The most recent message will be at the top, unless the teacher sets a "*Priority*" (High/Low) to move it to the top/bottom of the set of messages.



Platform Announcements

These are like *Group Messages*, but can **only** be created by the Administrator

- '*Create announcement'* appears on the home screen when logged in as an administrator
- The announcements appear on the home screen (for students using a computer or tablet)



Platform Announcements should be things which will affect most/all students using the platform. For example:

- If students are required to set up their own accounts and then join a Study Group, it would be useful to have a *Platform Announcement* to remind all students of that requirement.
- *Platform Announcements* can also be used to indicate start/end dates across all Study Groups, or reminders, to use Review to add feedback to the exercises of other students.

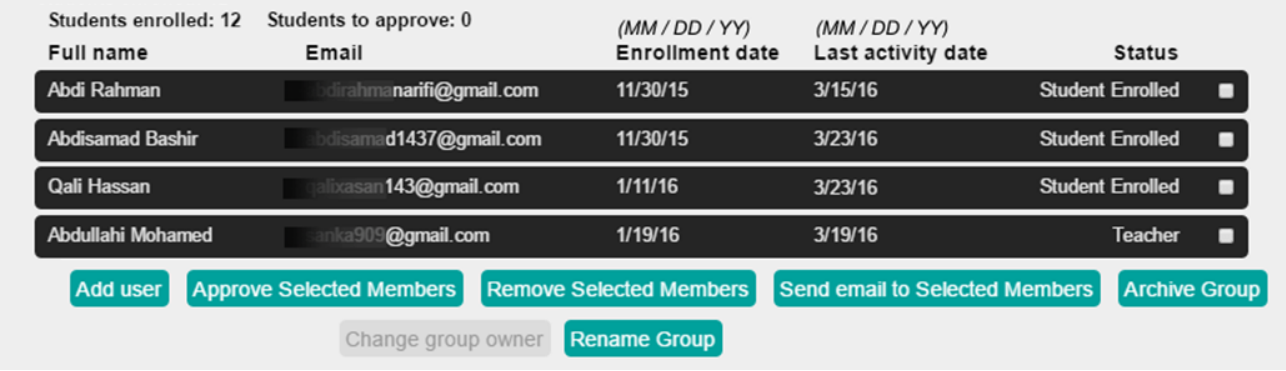
Group Scores: view students' scores

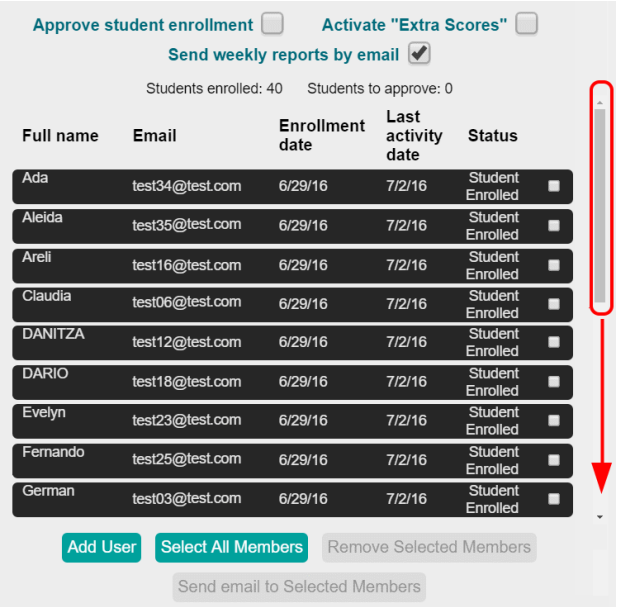
After students have joined the study group, teachers can view their scores by clicking **Group Scores**.For detailed instructions go to the *Scores* section (pages 32-35).

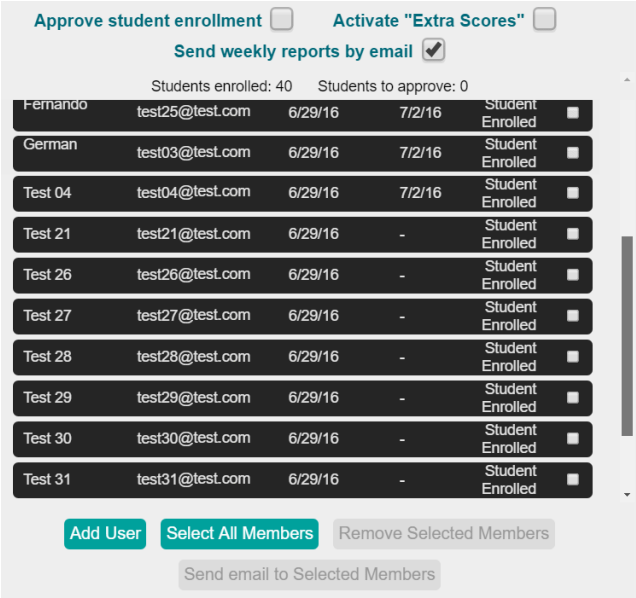
Manage Group

To see which students are enrolled in a Study Group, click **Manage Group**.
This will display the students that are enrolled in that group and other information about them:

- *Email*: the email login used by the student to create their account
- *Enrollment date*: The date the student enrolled in this Study Group
- *Last activity date*: the most recent date that a student did an exercise which had a score.
- Status: whether a student is
  - *Student enrolled* = already enrolled in this Study Group
  - *Awaiting approval* (see next page)
  - *Teacher*: Another teacher that shares this Study Group







The user information list will is scrollable, with the option buttons always remaining visible at the bottom of the screen

Change group owner

If an Administrator created the Study Group, or a teacher needs to pass ownership of the Study Group to another teacher:

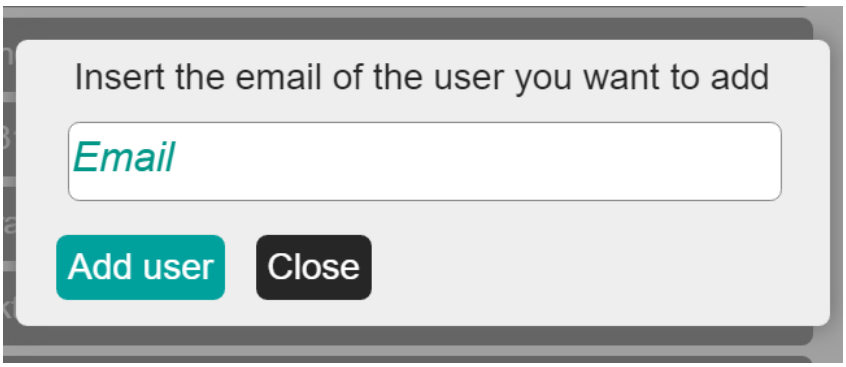
1. the new owner first needs to join the Study
2. the current owner (Admin or another teacher) selects the new teacher from the list
3. this makes **Change group owner** become available
4. selecting **Change group owner** transfers ownership to the selected teacher

Add user

Students can join a Study Group in one of two ways:
Either the student enrolls in a Study Group

or

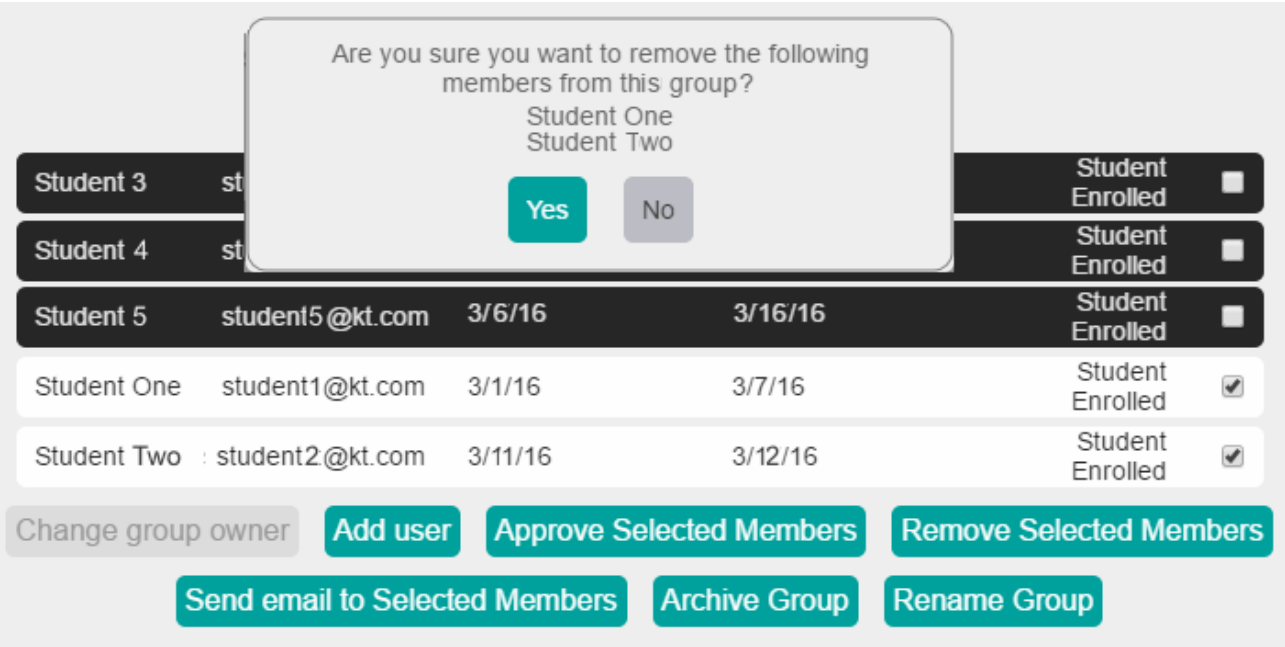
if the student has already created an account in the platform, but not yet joined a Study Group,
then the teacher has the option of enrolling a student by selecting **Add user**
typing the student's login email and selecting **Add user**



Teacher-Approved enrollment

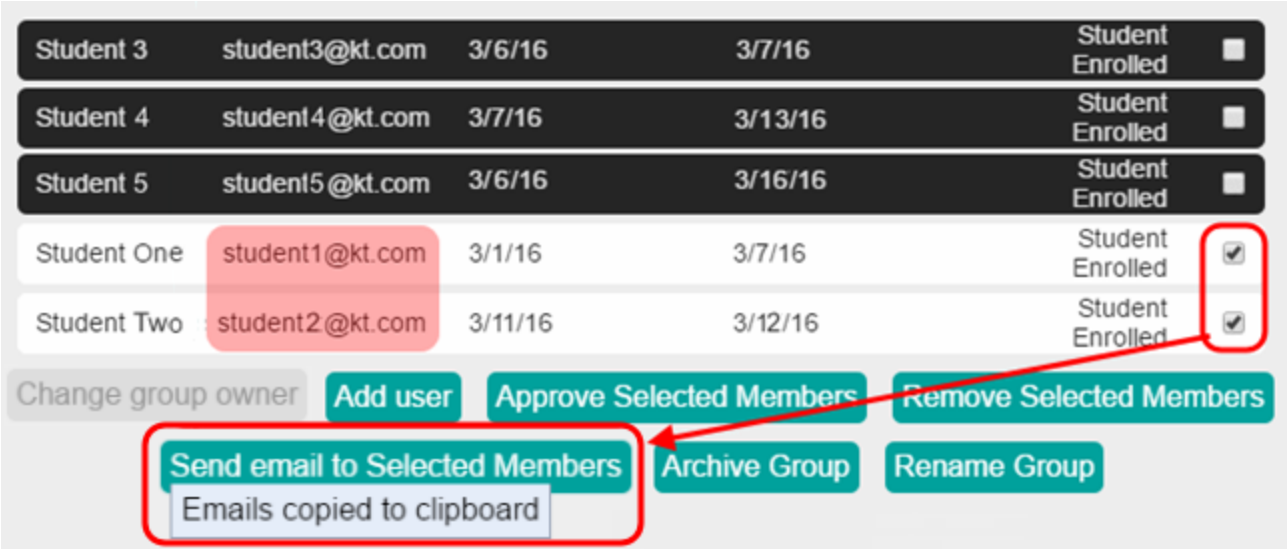
If the teacher has selected **Approve student enrollment** in '*Manage Group*', the teacher has to approve which students join that group. (This is provided in case there is a concern that students might join the wrong Study Group. However, most teachers do not feel the need to use this option.) To approve students to join the group, the teacher ticks the box next to the student's/students' name(s) and chooses **Approve Selected Members**.

To remove students from the Study Group, the teacher ticks the box next to the student's/students' name(s) and chooses **Remove Selected Members**. A pop-up will appear asking for confirmation of the deletion(s).



Send email to selected members

By selecting some/all students in the Study Group, the teacher can copy the email addresses of those students for pasting into the teacher's email software.
Then the teacher can send an email to those students.



Archive Group

When a Study Group and any of its information is no longer required, it can be removed using **Archive Group**. However, there is no subsequent option for the teacher/admin to restore the Study Group. It can **only** be restored by sending a request to support@learnsoci.al with details of the Study Group name and the teacher for that Study Group.
Restoring an archived Study Group might take up to 3 working days.

Rename Group

In the *Study Groups* menu, the Groups are listed in the order 0-9 then A-Z.
Sometimes when teachers create various Study Groups, there might be some inconsistencies in the naming of Study Groups.

For example: *General English - Group 1.2*
General English - Group 1-1

The names of the Study Groups can be changed by the teacher who is the owner of the group (who created the Study Group) or by a user with an Administrator login.

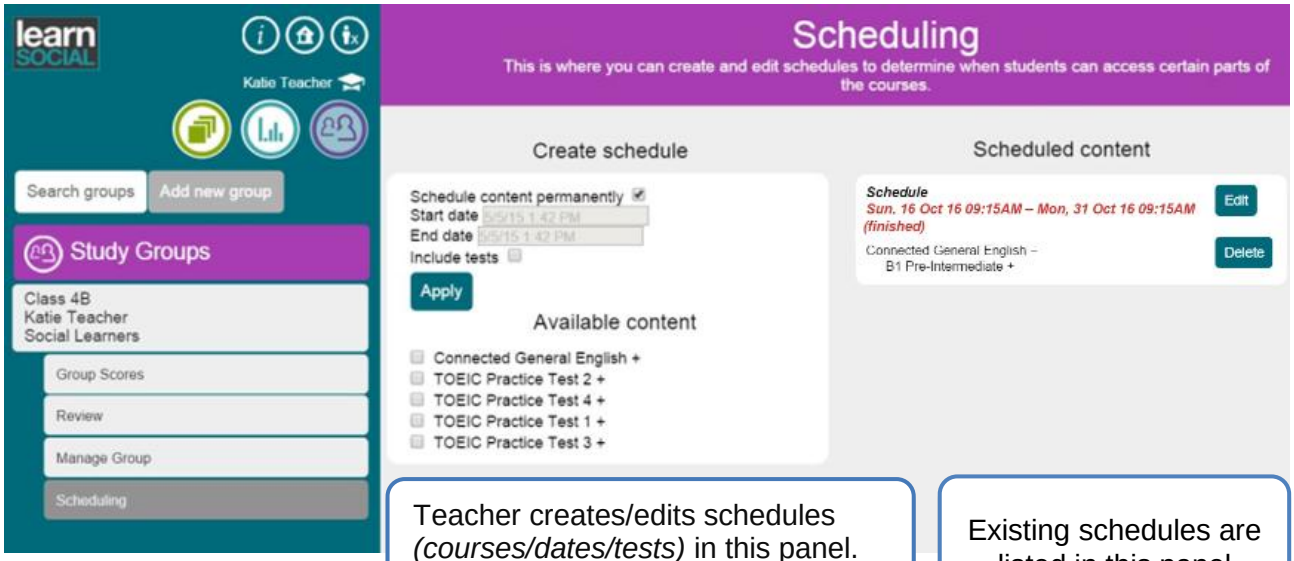
This can be done by selecting **Rename Group**.

General English - Group 1.1
General English - Group 1.2

Course scheduling

Create a Course Schedule

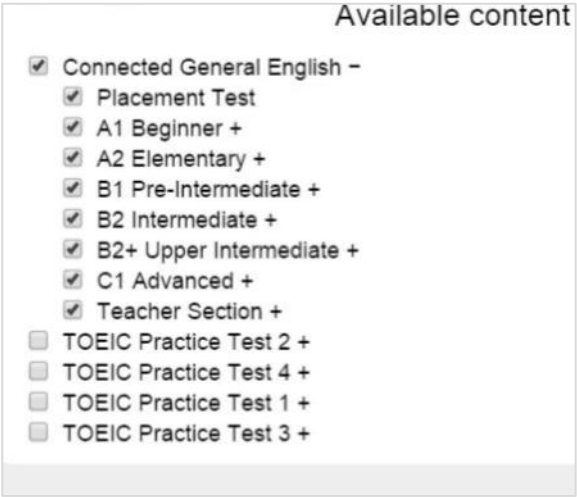
The teacher clicks Study Groups, selects the appropriate Study Group and then **Scheduling**.
The teacher creates a schedule on the left-hand side of the Scheduling screen.
The default setting is ***Schedule content permanently***☑.
This means that the selected content is always available to the student as long as their course access lasts.



Teacher creates/edits schedules *(courses/dates/tests)* in this panel. (See next page)

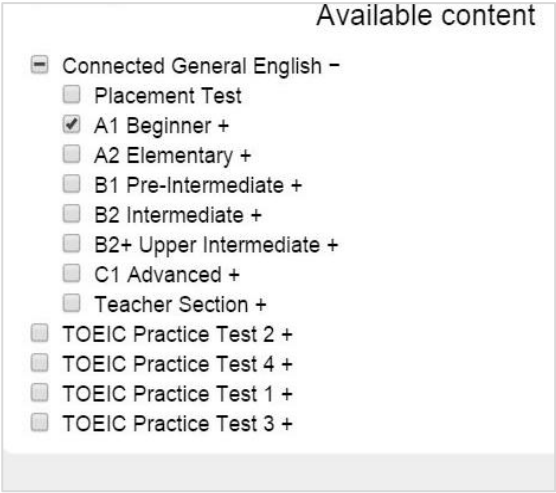
Existing schedules are listed in this panel

From the **Available content** list, the teacher ticks the courses they would like their students to have access to.
To make only some parts of a course available to students, click on the + button next to each course(or parts of a course)
(See next page)

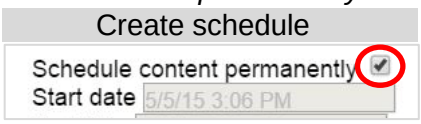


If the teacher clicks **+** next to the course they want to schedule,
then a full list of levels within the course appears. These are all ticked by default when the list is first opened.

The Teacher **unticks** the level(s) **that are not wanted** in the schedule.

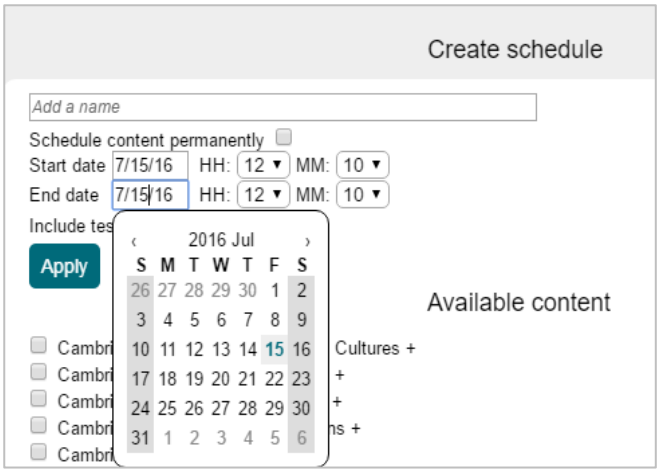


To create a time specific schedule,
untick *Schedule content permanently*☐



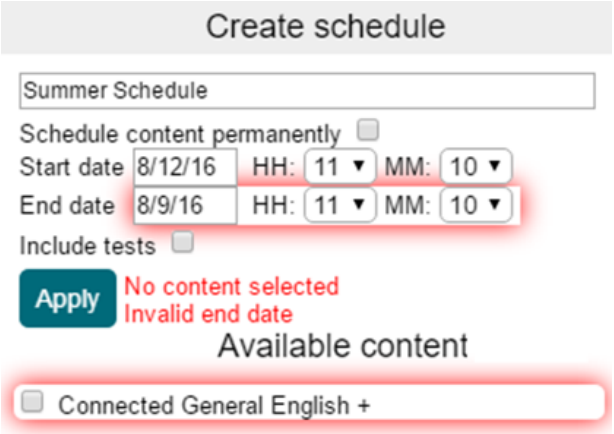
Choose start and end dates for the selected content.

The Teacher clicks **Apply**
to complete creating the schedule.



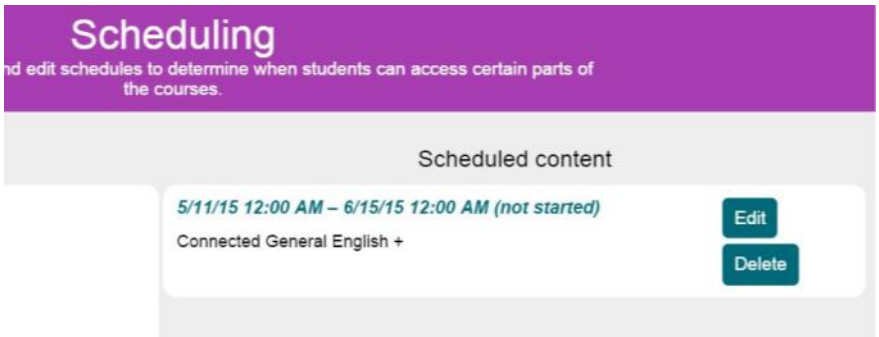
If any errors have been made whilst creating a schedule, the section that needs changing will be highlighted in red.

An error message will also appear, indicating what needs to change.



The new schedule appears on the right-hand side.

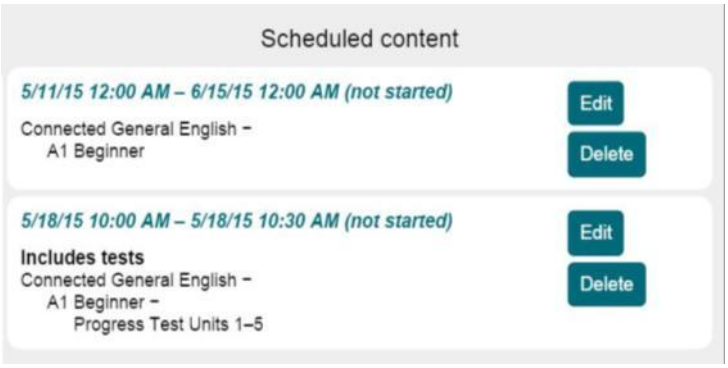
Students will now only see content that has been selected by their teacher for the selected time period.



Under Scheduled content on the right,
click **+** to see more details about the schedule(s) listed
(such as which parts of the course are covered by that schedule).

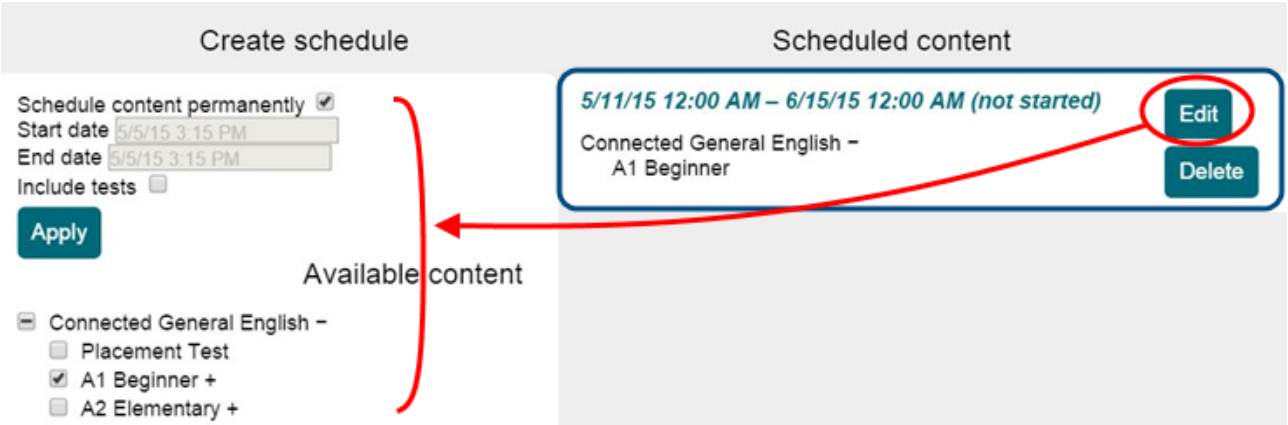
Edit a Course Schedule

To make changes to an existing schedule, choose the schedule from the list on the right under Scheduled content
and
click **Edit** for the schedule to be edited.



The schedule being edited is then highlighted with a blue border (see below).

Details of that schedule appear on the left side.



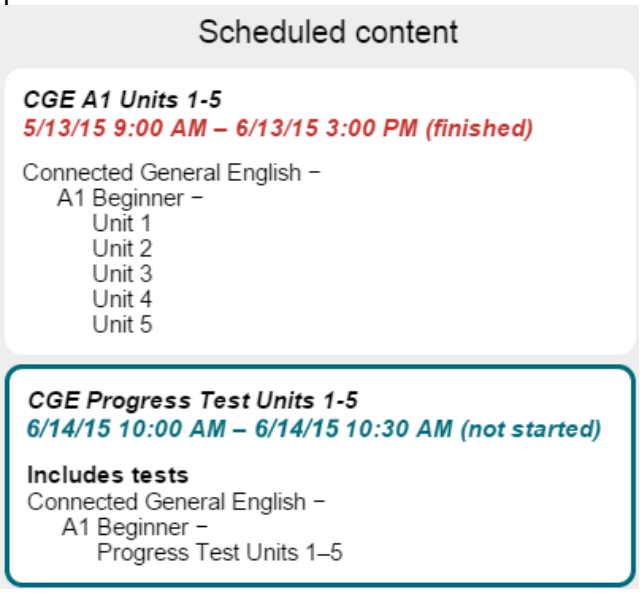
Scheduling of tests

Teachers have the option of creating schedules for timed tests.
To schedule a timed-test, teachers can choose both a date/time-schedule for students to be able to access the test (e.g. Monday – Friday) and a time limit for the duration of the test.

When a test is scheduled, students will have to complete the test within the time limit. The time is set by the teacher and will start when the student begins the test. After the test has finished, students will no longer be able to access the test questions.

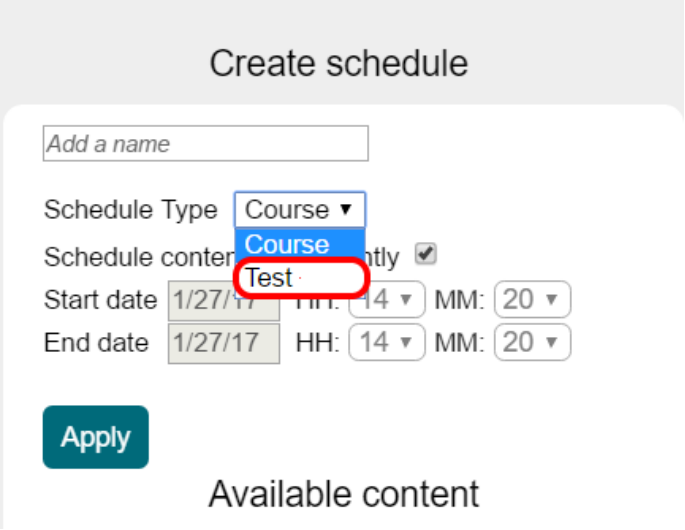
Usually, it is expected that a teacher will **not** want students to have access to course units during the time of the test.
This is achieved by:

- **making a separate schedule just for that test**
- and
- **not having a different schedule active** at the same time **that includes course units**.

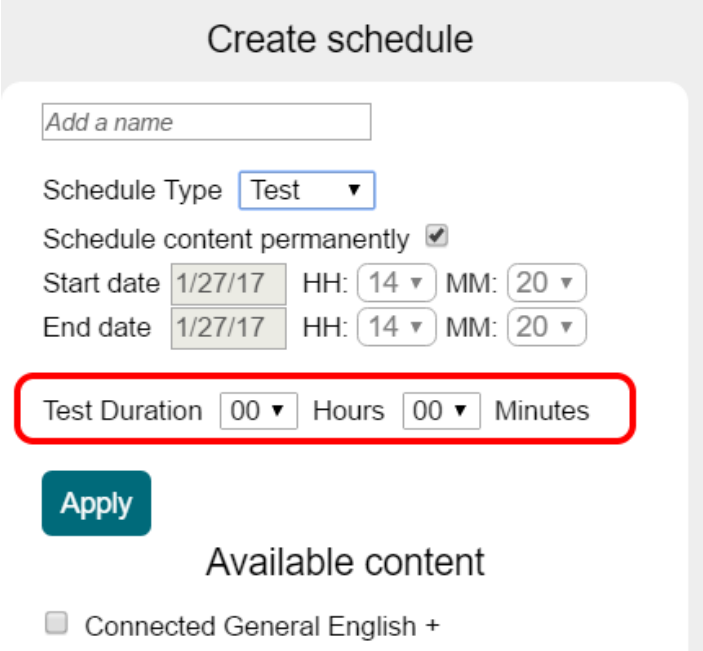


Note:

- ***The default is that tests are <u>not</u> included as part of a scheduled course.***
  This is to avoid accidently giving students access to the test questions throughout the course instead of only during the specific time period that the teacher chooses for the exam/test.
- *If the teacher does not create a course schedule, students will have access to all course content.*



The Teacher schedules a test by selecting 'Test' from the drop down menu next to 'Schedule Type'.



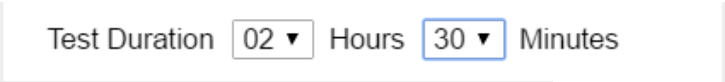
Content can be scheduled permanently, or with a *Start date* and *End date*.

Permanent: Students can access and start the test any time.

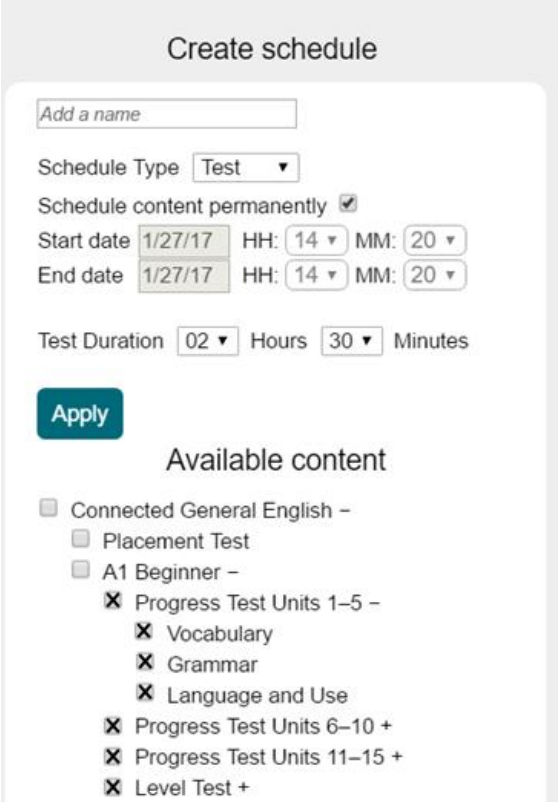
Start and End date: students can only start and finish the test between the chosen dates and times.

In both cases the test will be time limited in duration.

The option to set a duration for the test now appears underneath the *Start date* and *End date* selection boxes.



Select the duration of the test using the drop down options.

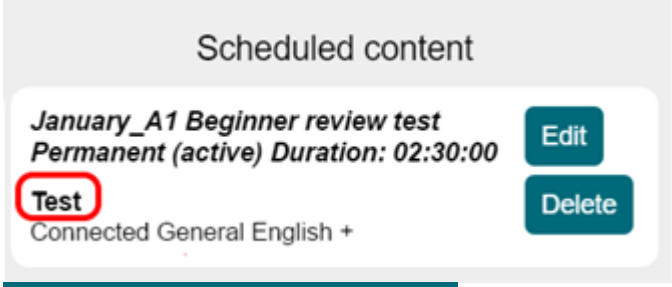


Teachers then select the test sections from the Courses they wish to schedule from **Available content.**

- Teachers can schedule the whole test, or click + to select individual parts of the test.

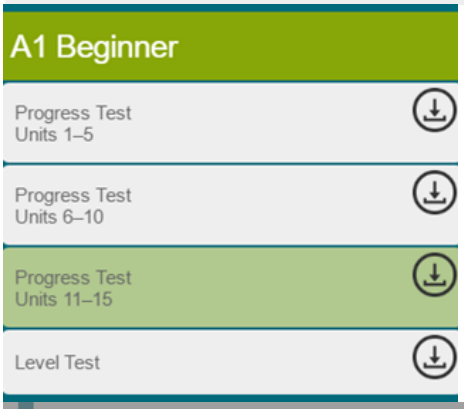
Only test sections from available courses will show in **Available content.**

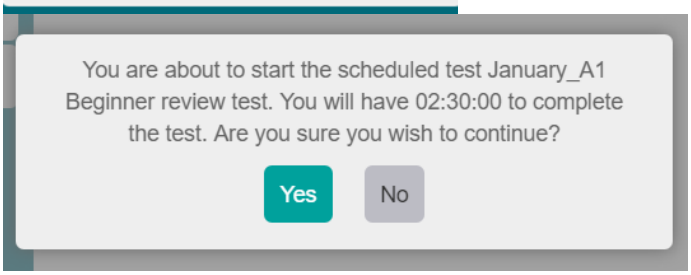
Click Apply to create the test schedule.



The test schedule will appear on the right-hand side of the screen under **Scheduled content.**

The schedule will be labelled **Test** to indicate it is a timed test schedule. The duration will be displayed under the schedule name.



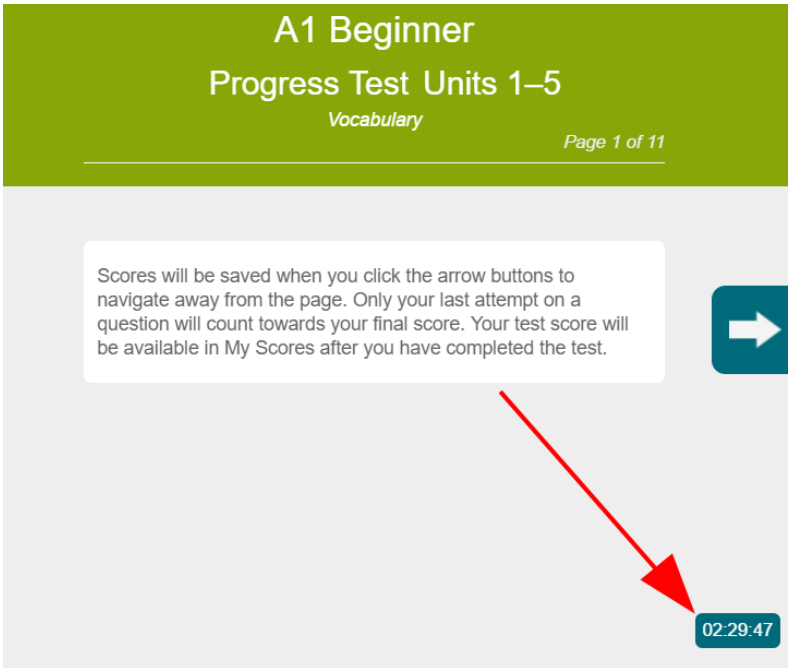


To start a test, students go to 'Courses' and select the scheduled test content.

They will see a pop-up, informing them they are about to start a test which has a time limit.

Yes starts the test

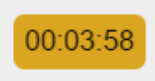
No allows them to come back later and start the test.



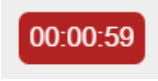
Students will be able to attempt the questions multiple times during the test.
Only their last attempt will be saved.

Students can see their results after the test has finished.

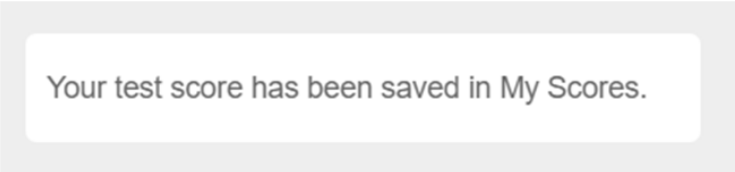
The time remaining will show in the bottom right corner of the screen (hh:mm:ss).



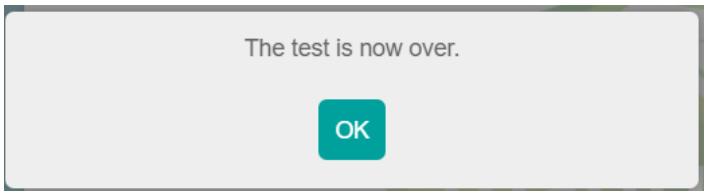
When the test has less than four minutes left, the timer will turn orange.



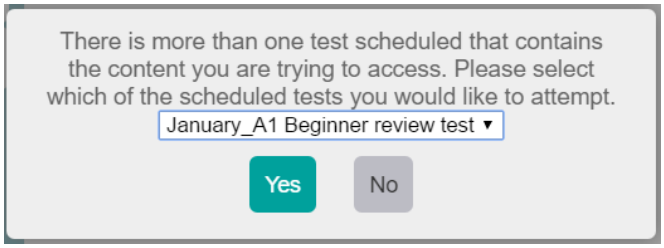
The timer will turn red for the last minute of the test.



After a student has completed all the test questions, their scores will be saved in
My Scores



When a student navigates by pressing the left/right buttons after a test has ended they will see a pop-up and be taken back to the main menu.



If more than one test has been scheduled using the same content, the student will be asked to select the test which they wish to take.

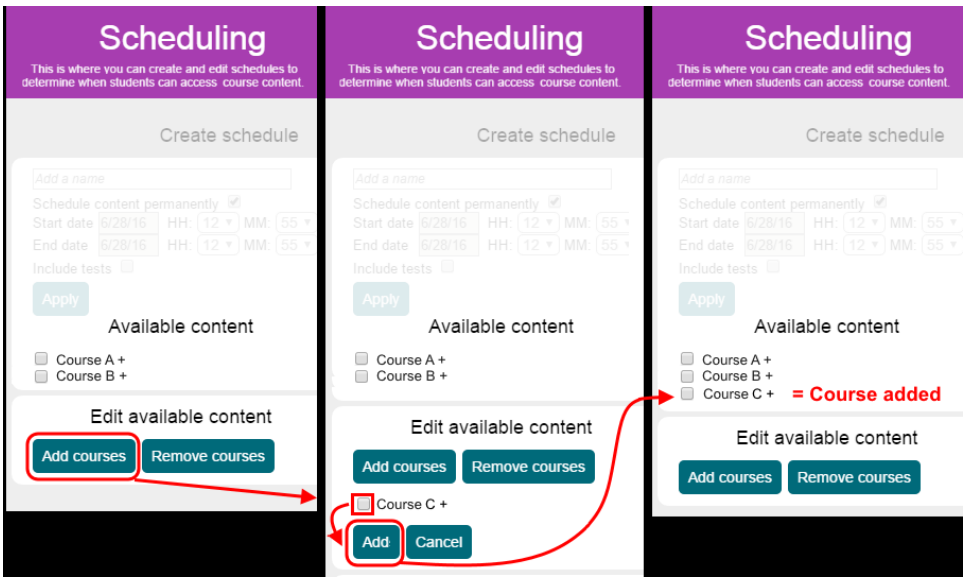
The next page shows a full screen with both Create schedule and the associated Scheduled content.

To increase the number of available courses in Scheduling

For a Study Group, the Scheduling screen will list in **Available content** the course(s) selected for that Study Group at the time the Study Group was created by the Teacher (or Administrator).

If the platform has extra courses available that are not included for that Study Group, these can be viewed in Edit available content by selecting **Add courses** then ticking the required course(s) and selecting **Add**.

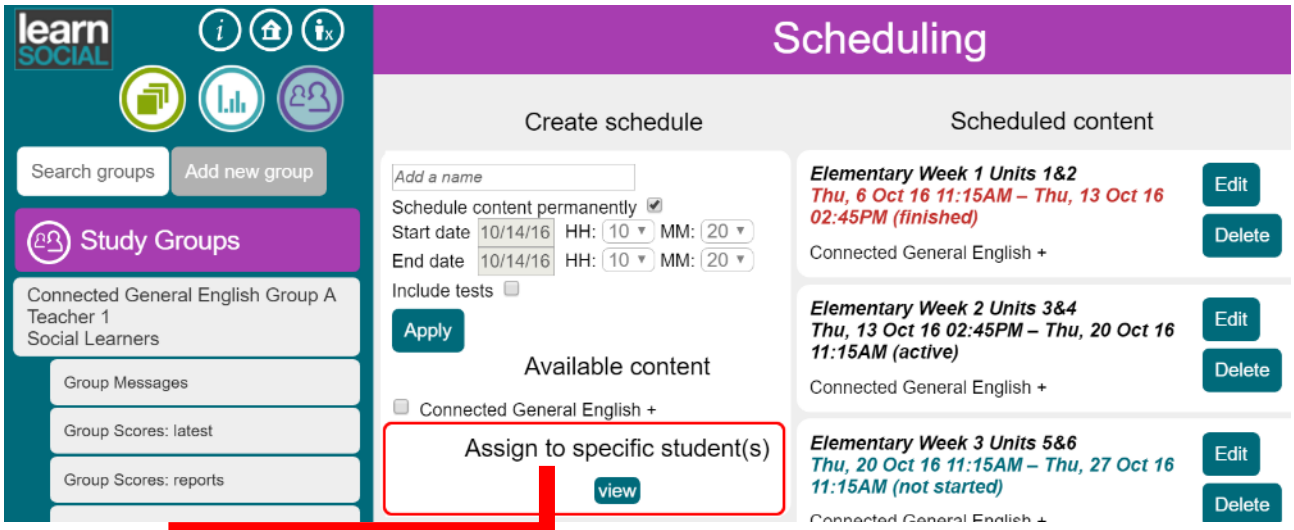
The selected course(s) will then appear in the list of Available content.

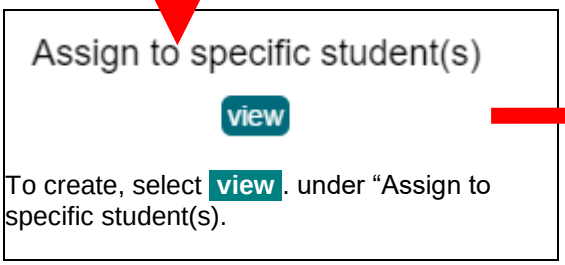


To remove course(s) from the list of Available content, follow a similar process:
First select **Remove courses**.
The current list will then be shown with checkboxes: select the course(s) to remove and select **Remove**.
Removing courses will reduce the number of courses that a student needs codes for to join a Study Group.

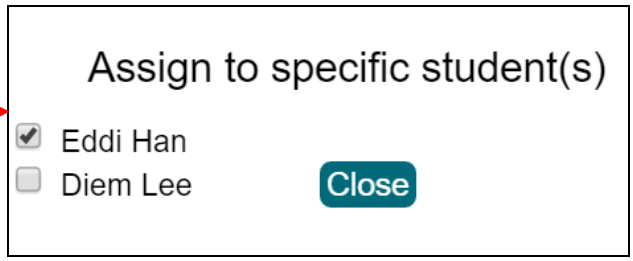
Assign a schedule to specific student(s)

Teachers can now assign schedules to specific students to allow them to access course content that may not be available in the group schedules set in **Scheduling** in the **Study Groups** menu

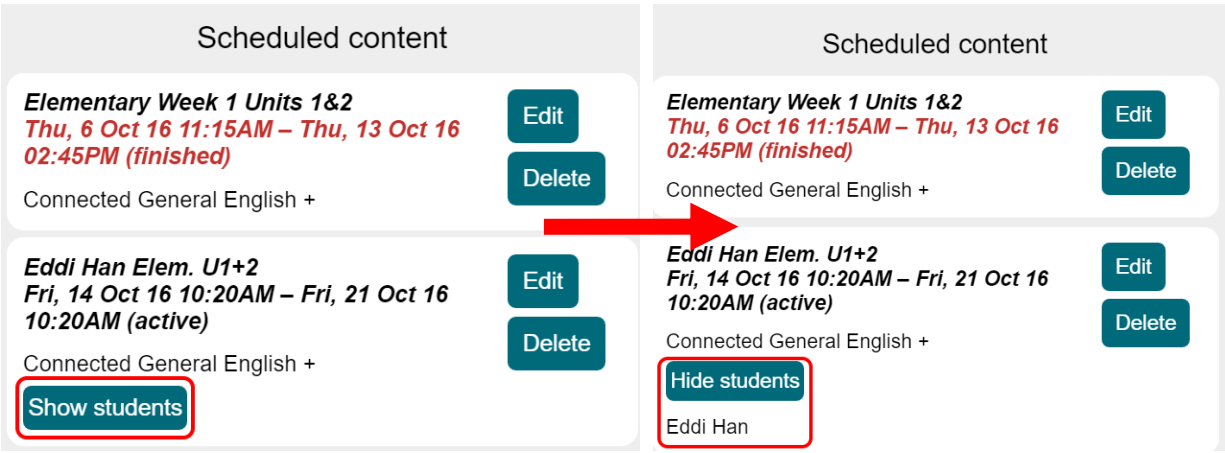




To create, select **view**. under "Assign to specific student(s).

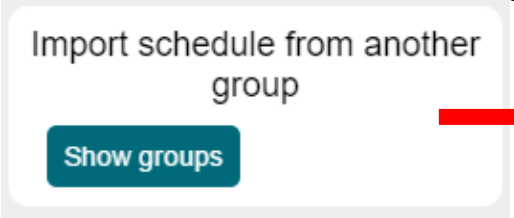


- after selecting the course dates and content for your schedule select **view**.
- select the students to create a schedule for
- select **Apply** to create the schedule.
- The new schedule will appear in the panel on the right, select **Show students** to view which student the schedule applies to.

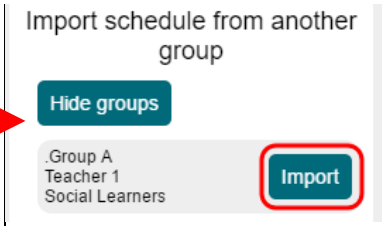


Import schedules

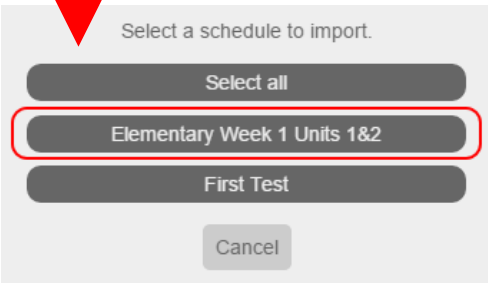
Schedules can be imported from other groups studying the same courses at the same time.



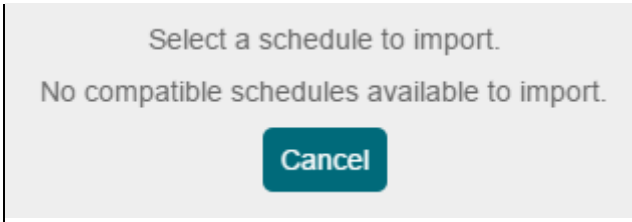
Select *"Show groups"* to show a list of available study groups.



Select *"Import"* to add the schedule from a Study Group.



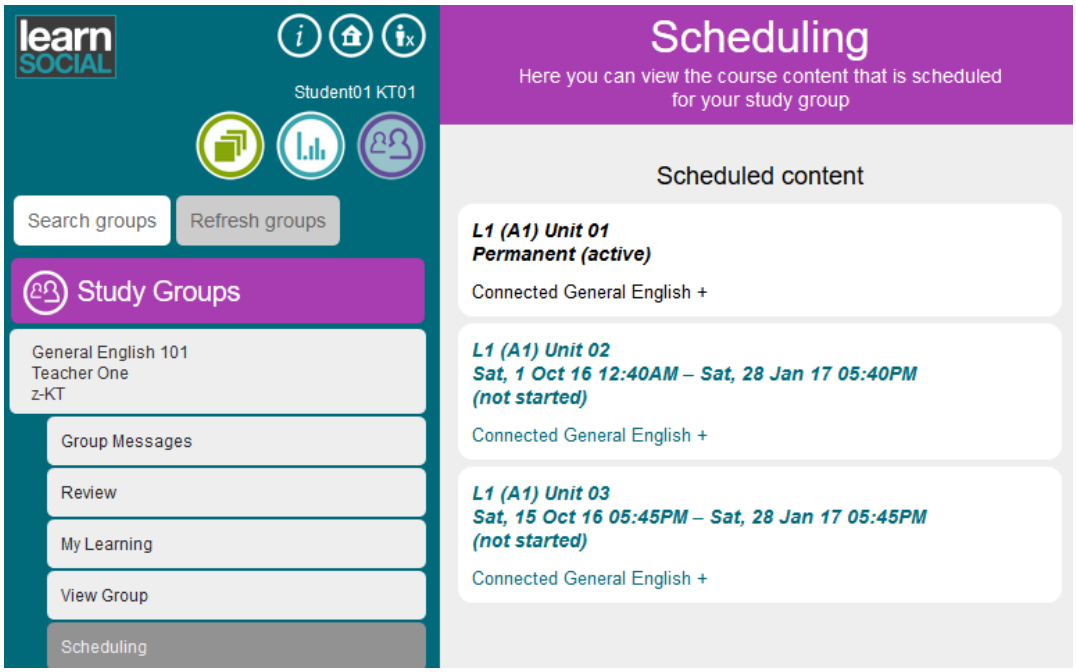
If the Study Group has compatible schedules, they will be listed
The teacher can import the schedule by clicking the named schedule.
Teachers can import multiple schedules from other groups by selecting **Select all**.



If the selected Study group has no compatible schedules, the teacher will see the above message.

Scheduling – Student View

Students can now view schedules for their Study Group in the Study Groups menu by selecting Scheduling

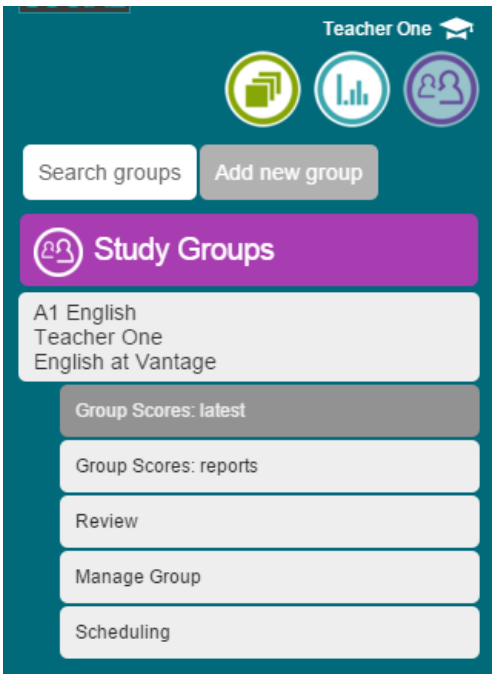


Group Scores

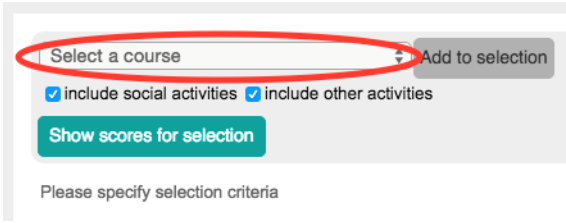
The scores from social exercises are added to the rest of the scores from automatically graded exercises.

Group Scores: Latest

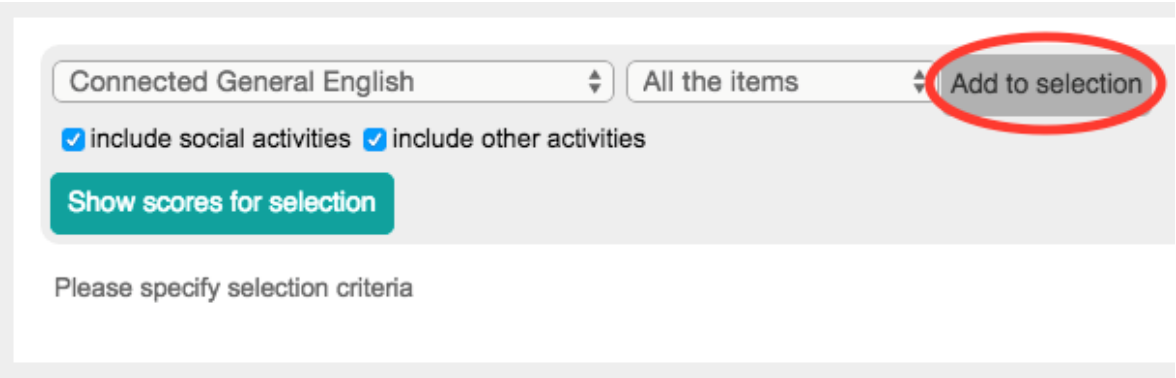
To see students' most up-to-date scores, teachers go to
Group Scores: Latest.



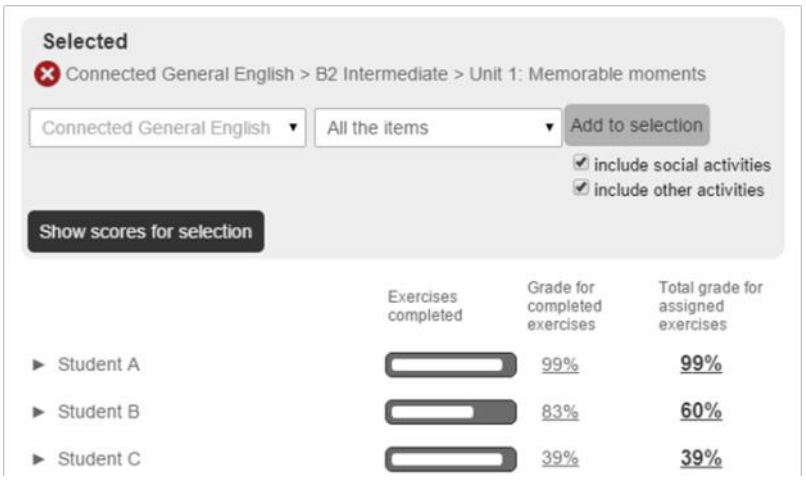
The teacher clicks Select a course,
(specific parts of the course can also be selected)
then clicks **Add to Selection**.



The **selected** course/level will appear above the selection tool.
The teacher clicks **Show scores for selection** to see the list of scores.



The students will then be displayed underneath.

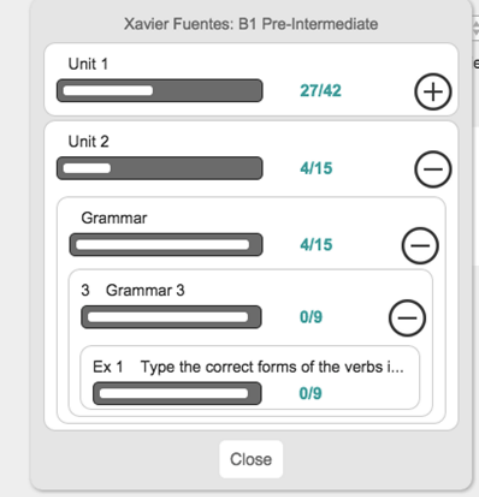


If there is a **triangle** by the student's name, they have **completed some exercises** and you can see their scores by clicking the triangle ►

For any student with a triangle ►, click it to see the marks that produced the % score for that student.

Click the underlined section-name in a grey panel to view the scores for each unit etc. in a pop-up panel.

Click any ⊕ icons to see scores broken down by section/skill and exercise.

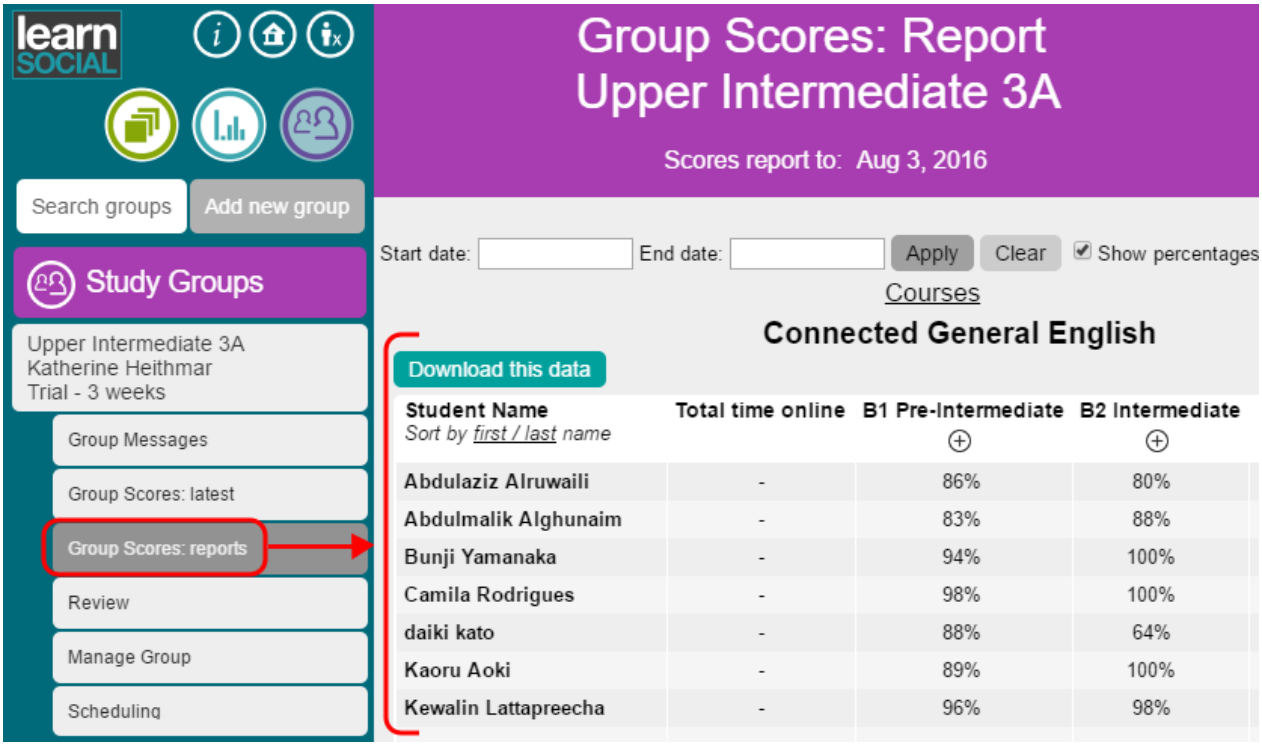


Group scores: reports

Group Scores: Reports is updated every night. It provides the teacher with a table of scores/grades to see the data for all students in the Study Group and the options to:

- see as either as marks or as percentages.
- expand/contract the data to see for a specific course/level/unit/section
- filter the scores/grades to a particular date-range
- download the data to open in a spreadsheet.

Here is an example of reports. The teacher can **change from % to marks** and **search by date**.



Teachers can filter reports by date by choosing a start date and an end day for reports. The reports will show scores up to the day **before** the end date, but no scores for exercises completed on that date.

E.g.: Start date: 12/6/2016 End date: 15/8/2016
Will show scores for exercises completed on dates 12/6/2016 up to and including 14/8/2016, but **not** for any completed on the End date 15/8/2016.

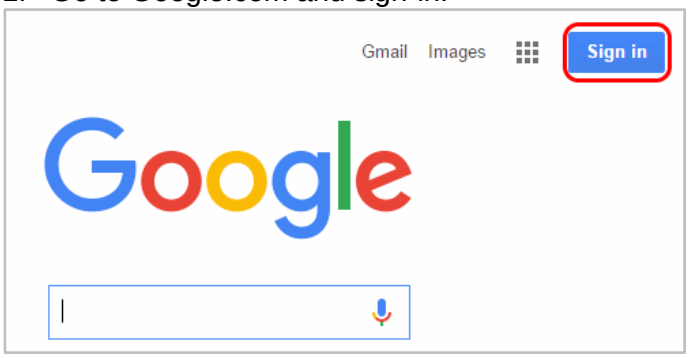
Download report

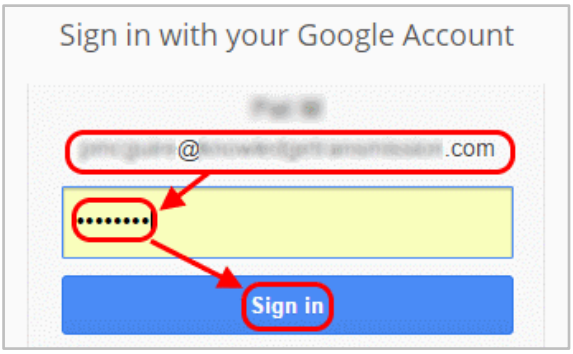
The button **Download this data** downloads that is shown on the screen. (It does not include the data for any levels/sections/below what is shown on the screen).
It is downloaded as a .CSV file (comma-separated values).
This file can be opened either by

- using Google Spreadsheets *(which you can do if you have a Gmail account)*
  or
- Using Excel

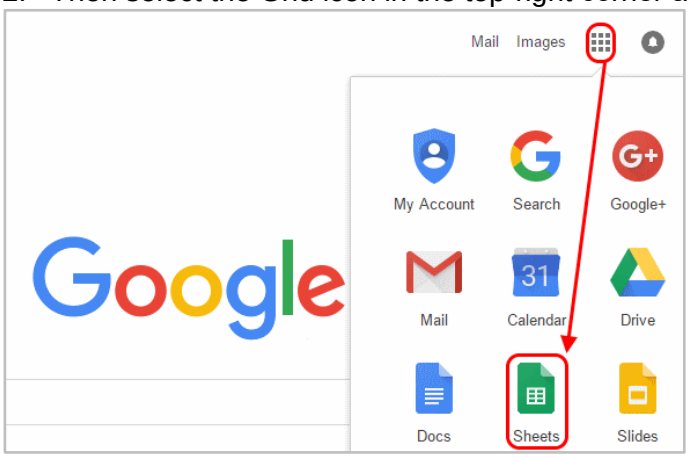
To open using Google Spreadsheets:

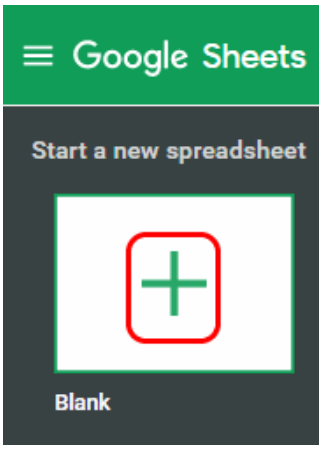
1. Go to Google.com and sign-in.



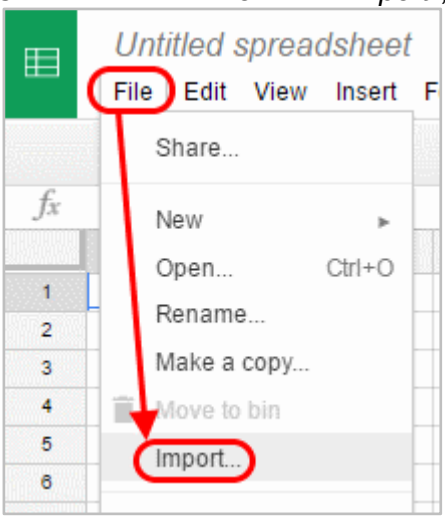


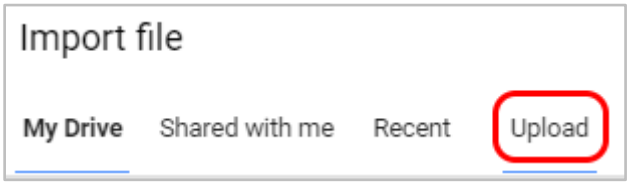
2. Then select the Grid icon in the top-right corner and select "*Sheets*" then "*Blank*"



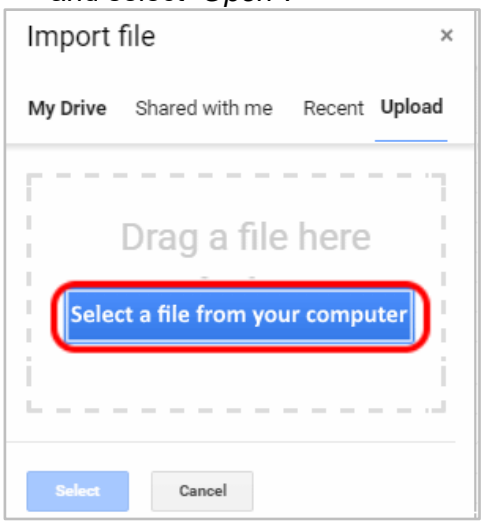


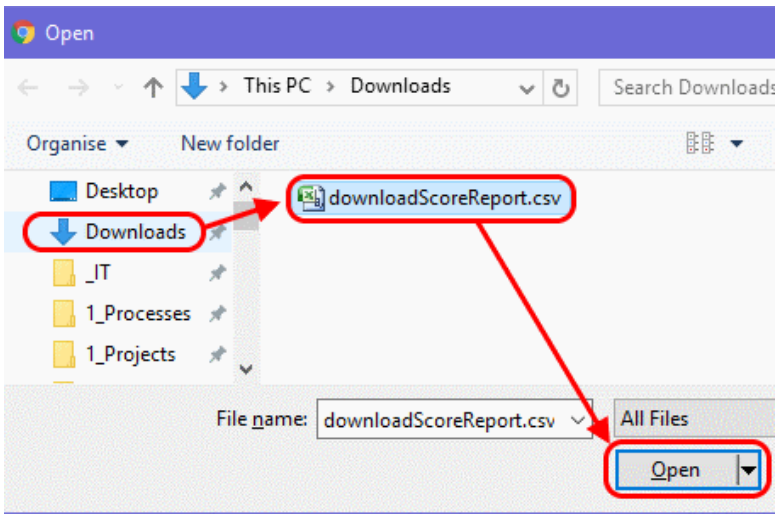
3. Now select "*File*" then "*Import*", then "*Upload*".



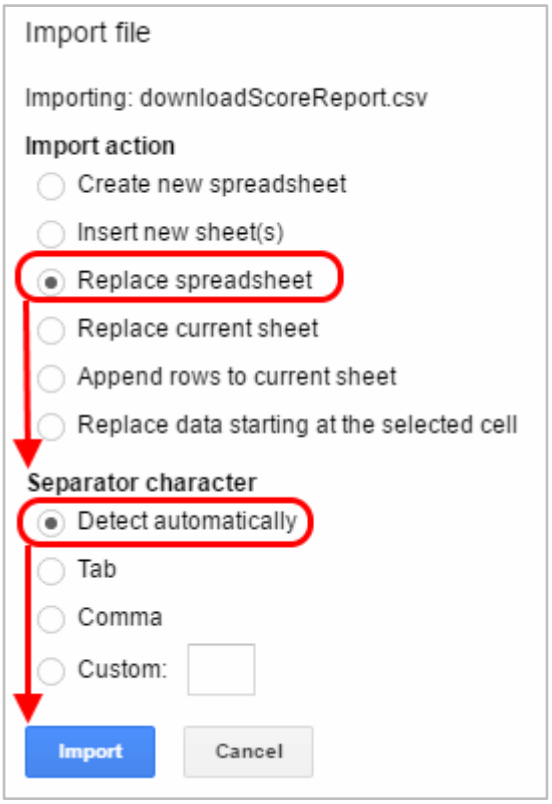


4. Select the file to upload from your "*Downloads*" folder: **downloadsScoreReport.csv** and select "*Open*".





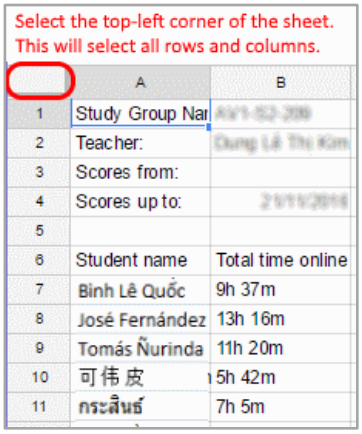
5. Select "*Replace spreadsheet*" and for 'Separator character': "*Detect automatically*"

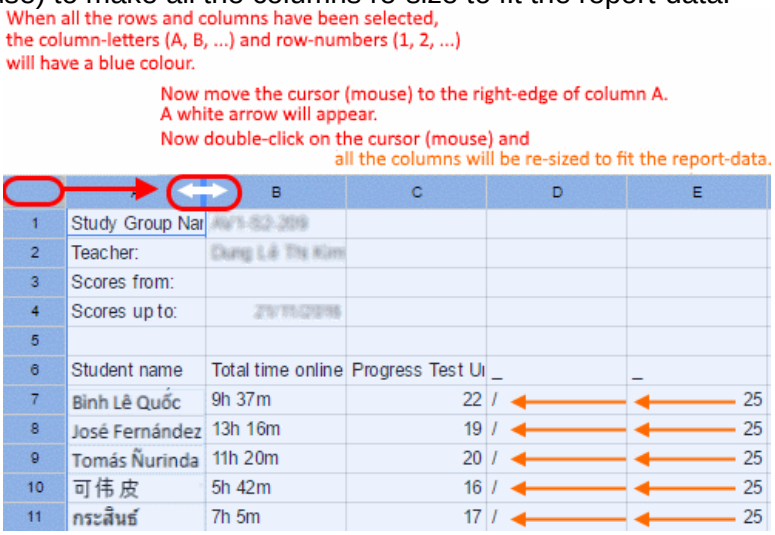


The report-data will then be uploaded into the Google spreadsheet.

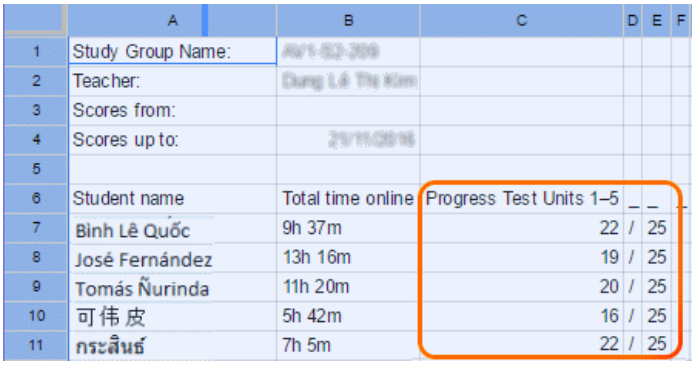
You will now need to **adjust the formatting**.

6. First *select the top-left corner* of the spreadsheet.
   This will select all the rows and columns - the column-letters (A,B,…) and the row-numbers (1,2,..) will be highlighted by a blue colour.
7. Move the cursor (mouse) to the right-edge of Column A.
   This will make a white arrow appear.
8. Double-click the cursor (mouse) to make all the columns re-size to fit the report-data.

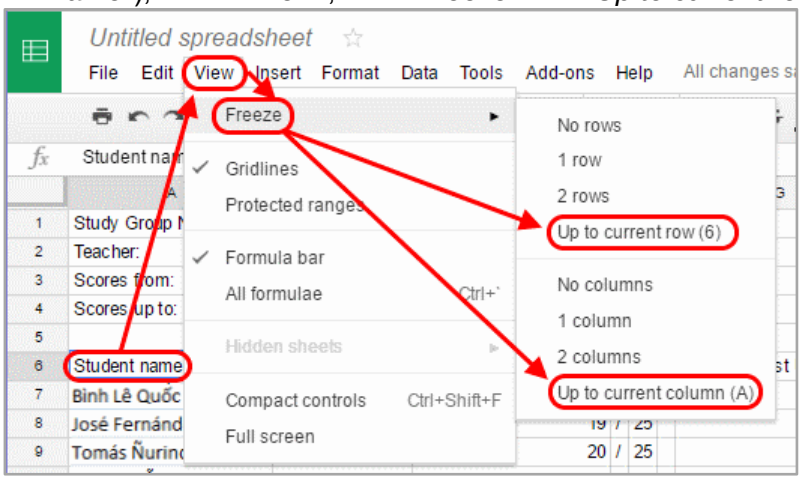


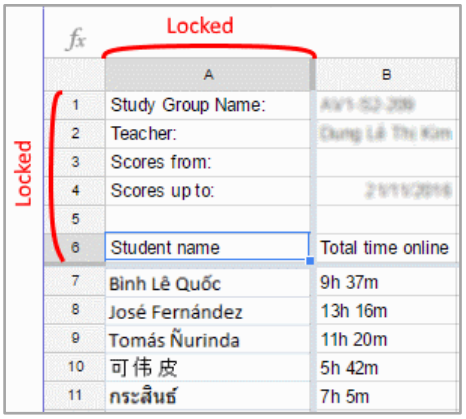


All the columns are now re-sized.



9. **To lock the rows (1-6)** with *headings* **and the "*Name*" column** (A), go to cell **A6** ("*Student name*"), select "*View*", then "*Freeze*" and "*Up to current row (6)*" and "*Up to current column (A)*":





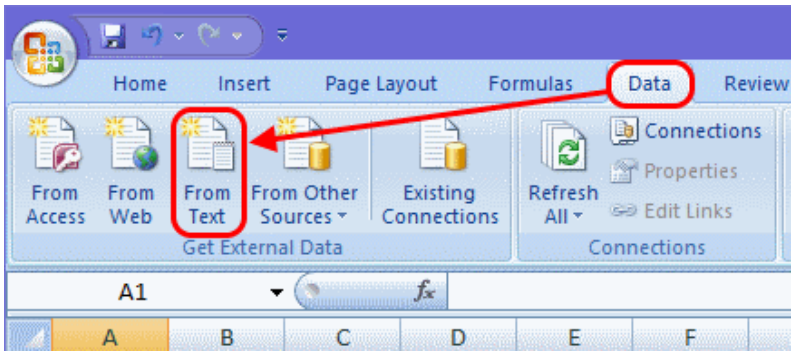
The file is now ready for you to review the report-data.

To open the Reports download file using Excel follow this sequence of steps:

1. Open a blank spreadsheet

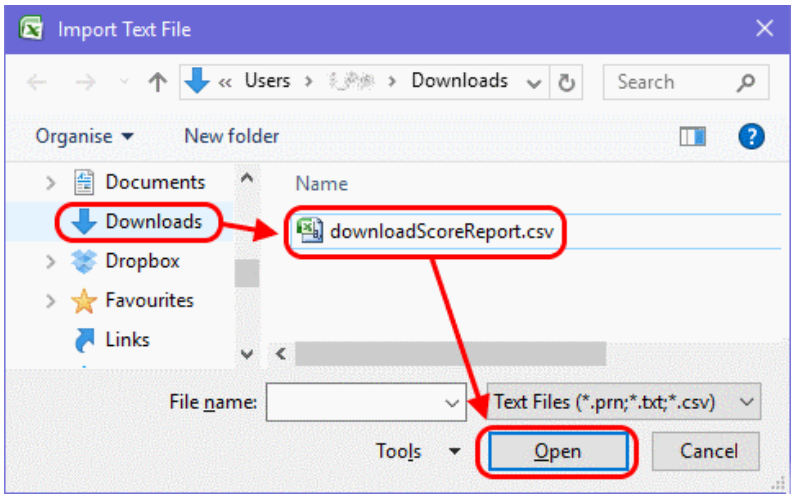
2. In Excel
   from the top menu,
   select the *Data* section

3. Select "*From text*"

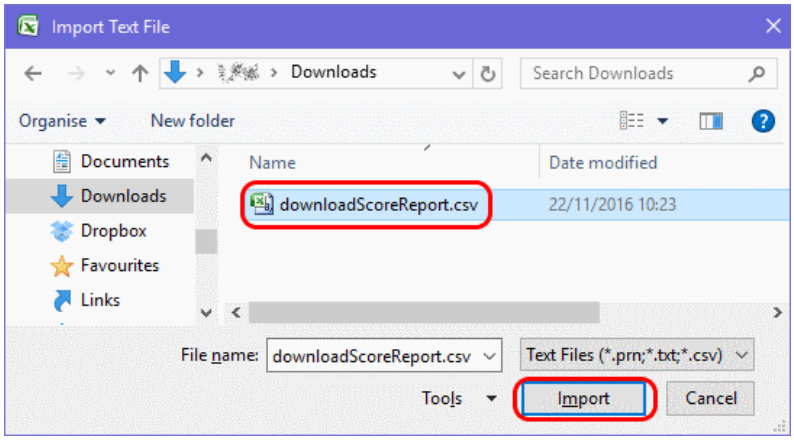


4. From your "*Downloads*" folder,
   select the file
   downloadsScoreReport.csv

5. Select "*Open*"



6. Then select "*Import*"

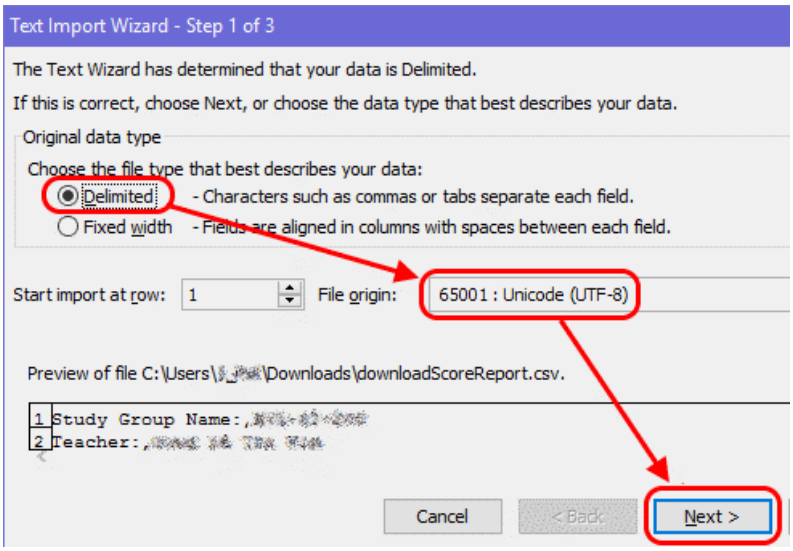


(Continues on next page)

7. Select "*Delimited*"

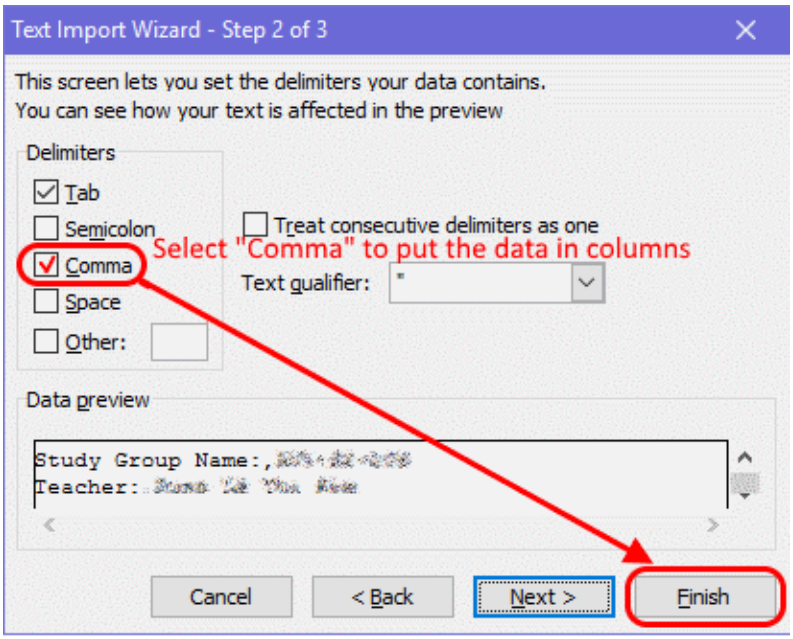
8. *To **make special characters display correctly in student names**:*
   For "*File origin*" select "***65001: Unicode UTF-8***"

9. Then select "*Next*"

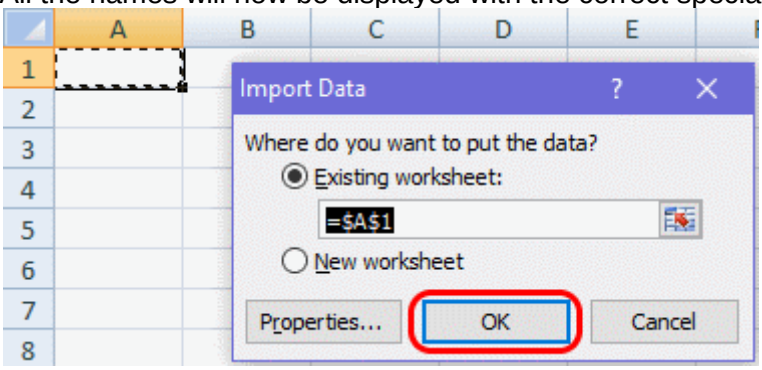


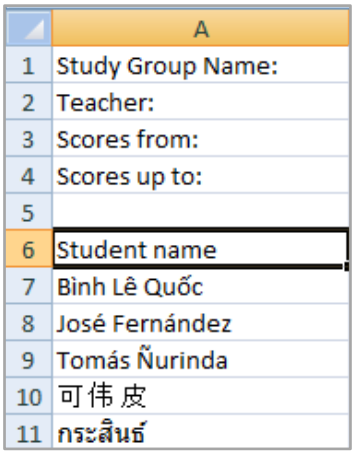
10. To make the data in columns: From the list of Delimiters, select "***Comma***"

11. Then select "***Finish***"



12. Choose where to add the data to the spreadsheet (usually cell A1)
    All the names will now be displayed with the correct special characters:





Weekly email reminder

When a new Study Group is added (or later in Manage Group), at the top of the screen, the teacher has the option to select "*Weekly email reports*". If this is selected, then as a reminder at the end of **each week the teacher gets an email** with a link to the Group Scores:reports part of a Study Group – the teacher does not have to do anything when they receive the email, it is just an optional reminder. The weekly email reminder can be turned off in Manage Group .
The email goes automatically to the email account used to register/login to the teacher account.

Total time online

Group Scores: Reports includes an estimate for each user for "*Total time online*". This is calculated by logging the time difference between significant actions made by the student, such as completing an exercise (as indicated by the user seeing the "*Interim Scores screen*") or navigating to the sections "*My Scores*" or "*Study Groups*" (including submitting exercises/reviews to the Study Group etc.). If the time difference is excessive, the user is assumed to have not been using the platform and such excessive time-differences are not added to this total.
There is no "typical" time for students to complete exercises:

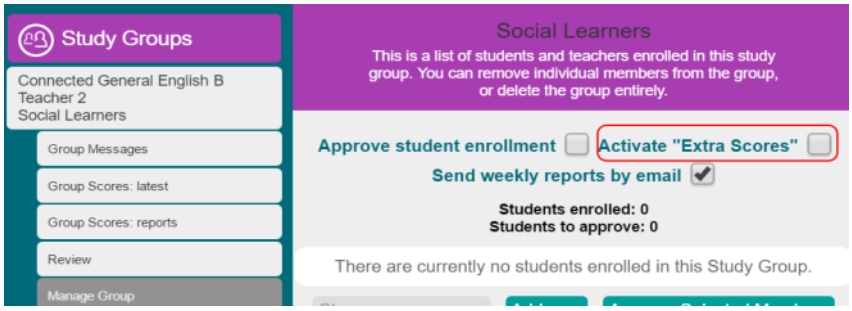
- weak students might either:
  - just guess and answer quickly
  - spend 10-20 minutes thinking through the answer and still make the wrong choice;
- strong students might either:
  - answer quickly because they are working on the correct level and know the answer (or be working on too low a level)
  - might spend 10-20 minutes to prepare an excellent answer for *Speaking* or *Writing* exercise.

Therefore, teachers are advised that the "*Total time online*" for a student is **not** a definite measure of how much or how little work a student has been doing.

Group Scores: Extra Scores

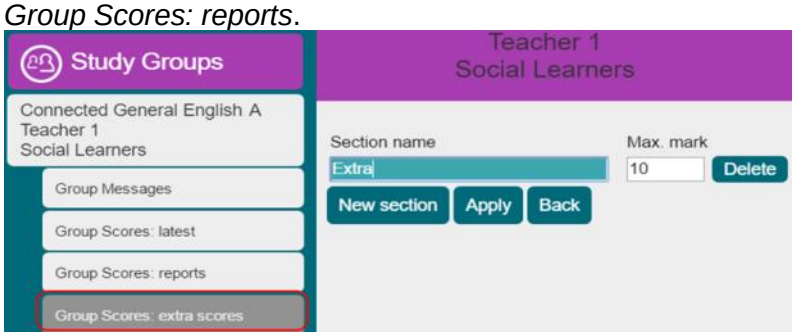
Teachers have the option to add in extra scores for work completed by students outside of the platform. Teachers may assign students extra scores to recognize students' work in multiple areas, including (but not limited to):

- Submitting Reviews of other students' work
- Participation in class discussion
- Additional test/exercises set by the teacher
- Attendance



Teachers can activate extra scores for a Study Group after creating a group by selecting 'Activate "Extra Scores"' in Manage Group.

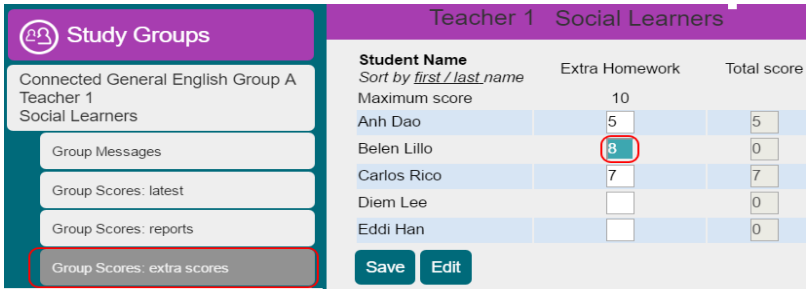
The *Extra Scores* total is *not* added to the overall course total, nor is it seen by students - it is just a way for a teacher to log scores from additional non-platform assignments and have those listed in *Group Scores: reports*.



Teachers can then Extra Scores sections in Group Scores: extra scores in the Study Group menu.

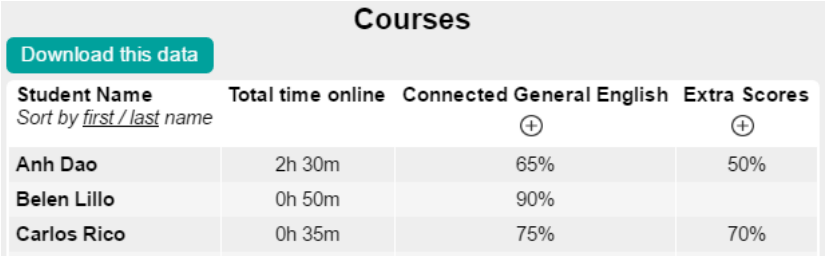
Each section requires a name and a maximum score.

Click **Apply** to create a section.



Teachers can then add extra scores to the section they created by entering scores in and selecting **Save**.

To create multiple sections, or delete sections, teachers can select **Edit**.



Extra Scores can also be viewed in Group Scores: reports.

Scores: different perspectives – the learner& the teacher

Student - "My Scores"

The learner sees in "*My Scores*" the scores saved for exercises that the learner has finished. Even if the learner has got a perfect score for each section/exercise (11/11, 4/4, 28/28, ...) their total score is shown for what they have attempted so far
– ***not*** out of the total that they will get ***if*** they complete all the sections of the unit.

Completed:	*Fri*	*Sat*	*Sun*	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	
Unit 1 Student View: *My Scores*	Vocabulary	Dialogue	Pronunciation (no marks)	Grammar	Reading	Listening	Speaking	Writing	
Student A	11/11	4/4							15/15
				28/28					43/43
					4/4				47/47
						6/6			53/53

The learner thinks they are 100% every day

Teacher – "Group Scores: report"

The Teacher's view *"Group Scores: report"* is based on scores saved by the end of a Sunday:

Completed:	*Fri*	*Sat*	*Sun*	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	
Unit 1 Teacher View: *Report*	Vocabulary	Dialogue	Pron.	Grammar	Reading	Listening	Speaking	Writing	
Student A	11/11	4/4		-/28	-/4	-/6			15/53 = 28%

The Teacher's view '*Group Scores: report'* shows the teacher that at the end of Sunday the learner had scored 15 out of a maximum of 53 (the total for all the automatically-marked exercises).

Teacher – "Group Scores: latest"

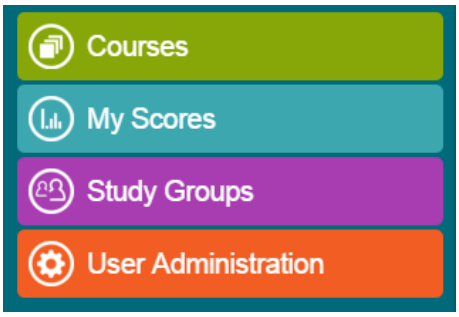
The Teacher's view *"Group Scores: latest"* is based on scores saved up to the current minute:

Completed:	*Fri*	*Sat*	*Sun*	*Mon*	*Tue*	*Wed*			
Unit 1 Teacher View: *Latest*	Vocabulary	Dialogue	Pron.	Grammar	Reading	Listening	Speaking	Writing	
Student A	11/11	4/4		28/28	-/4	-/6			43/53 = 81%
					4/4	-/6			47/53 = 89%
						6/6			53/53 **= 100%**

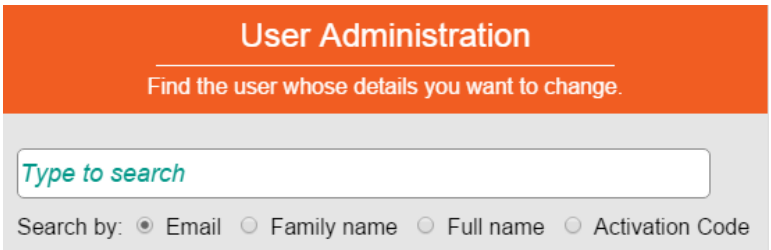
The Teacher's view '*Group Scores: latest'* shows the teacher that at the moment the learner has scored 43►47►53 out of a maximum of 53 (for total for all the automatically-marked exercises).

Administration Login

An Adminstration login can



- access as a teacher all Study Groups for an institution
- search for students/teachers by:
  - email (login)
  - full name)
  - family name
  - activation code (access code)



The search looks in the order that the letters are typed.
Searching for a full name *"Andreas"* will not find *"Andrew"*,
but searching for *"Andre"* will find *"Andrea/Andreas/Andrew/Andre"*

A successful search lists the details for that user:

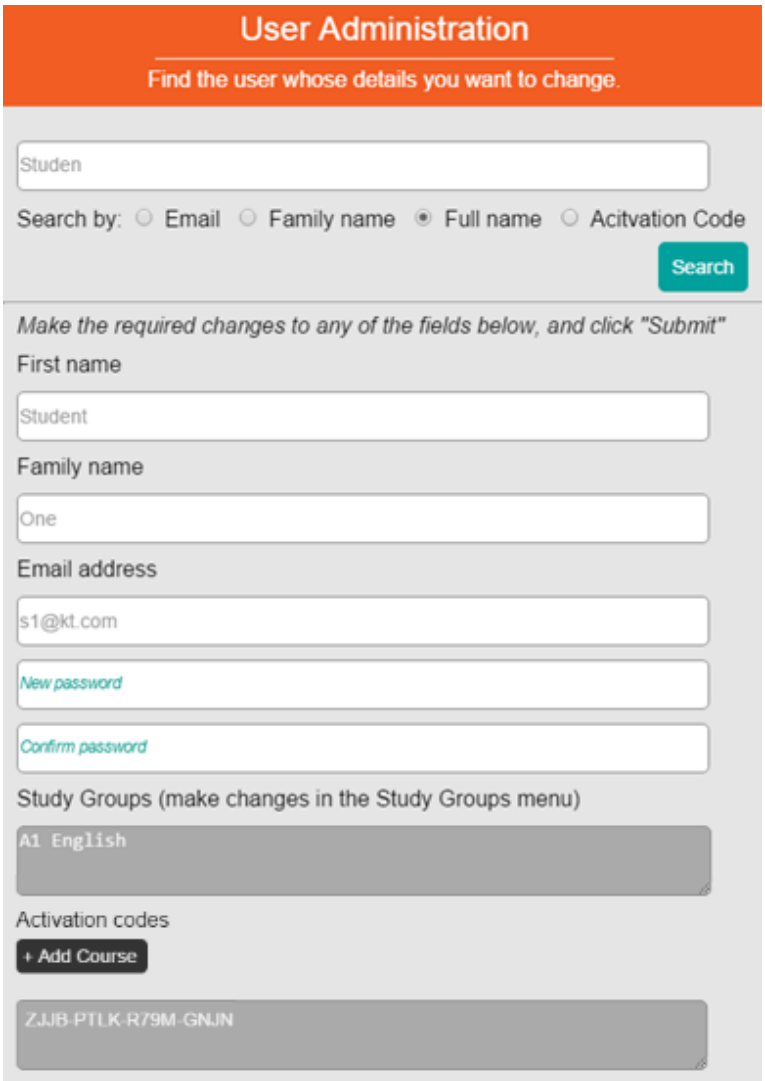
- First name
- Family name
- Email address (login)
- Password
- Study Group(s)
- Activation codes

(If multiple results are found, then click on the correct result in the list that appears.)

The Admin can change any of the first 4 aspects.

For example, if a student/teacher wants to change one of those aspects, the Admin can change:

- first name
- family name
- email address (login)
- password

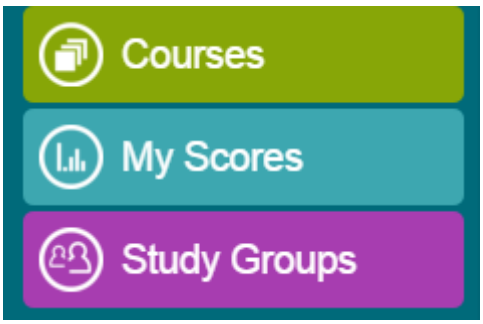


Admins can add courses for students

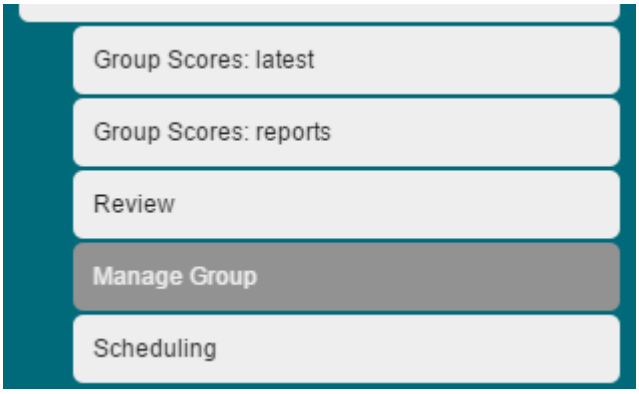
- by selecting + Add Courses
- add the relevant new code
- select the arrow

(if no new password is added, then the existing password is not changed).

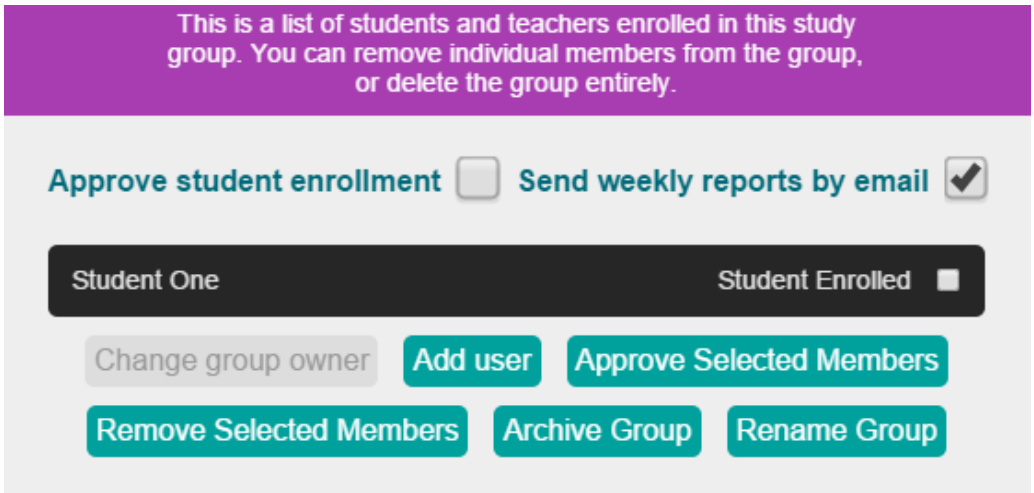
To change a Study Group for a user, the Admin has to use the left-hand menu to:



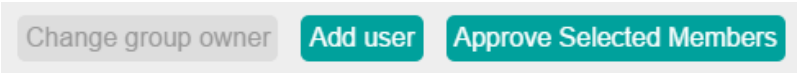
- select **Study Groups**
- select current group
- select **Manage Group**



- Select the student to remove
- Select **Remove selected members**

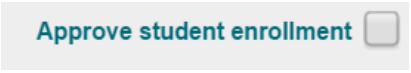


- Then select the new Study Group
- Select **Manage Group**
- Select **Add user**



- Add that user by adding their email

If *"Approve student enrollment"* is selected, then after "*Add user*" next select "*Approve selected members*"



Appendix 1: Technical requirements

How to find out if any current issues are affecting users

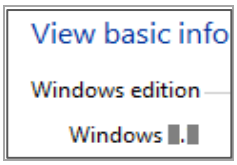
Go to www.LearnSoci.al/support.html to find out if there are any unexpected issues that might affect usage.

Browser & Operating System requirements

Operating systems (OS)			
PC	Windows 7 & above	**Mac**	OSX
Phone /Tablet	*Android* 4.0 & above	***iPad/iPhone***	iOS 6 & above
Other:	Email your OS details to support@learnsoci.al we will reply in relation to your specific setup.		

How to find which operating system your device is using

PC: Press ⊞ + X, then select "*System*".
Your version of Windows will be at the top of the screen that opens: "*Windows edition ....*"



Mac: Click on the Apple icon in the upper left-hand corner of your desktop and then click on the "*About This Mac*".
The OS information will be displayed *"OS ...."*

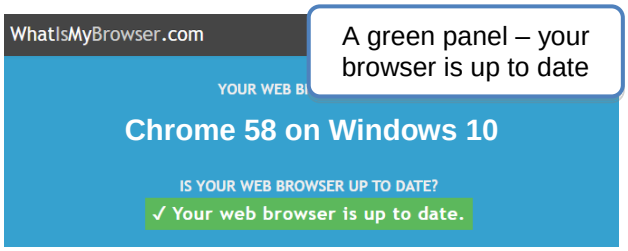
Android: Find and tap the "*Settings*" icon.
Tap "*About Phone*" or "*About Device*", then tap "*Android Version*".

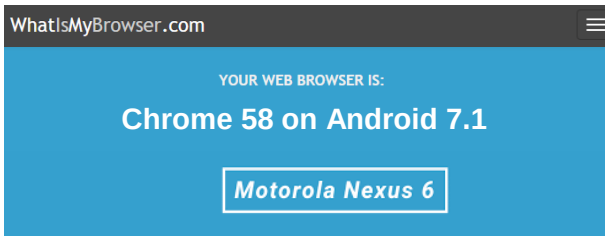
iOS (iPad/iPhone):
From the Home Screen, tap *Settings* > *General* > *About*.

Browsers			
Chrome	Version 50 & above www.google.com/chrome/browser	**Firefox**	Version 44 & above www.mozilla.com/firefox
Safari (version 7.1 & above) &*Internet Explorer* (version 11 & above) will work with the platform, but some aspects (e.g. audio-recording) are more straightforward in Chrome or Firefox.			
Other:	Email your browser details to support@learnsoci.al& we will reply in relation to your specific setup.		

How to find out which browser version is being used

When introducing a group of users to the platform, **make sure all users first go to www.whatismybrowser.com**to clarify what browser and OS they are using, and the versions.



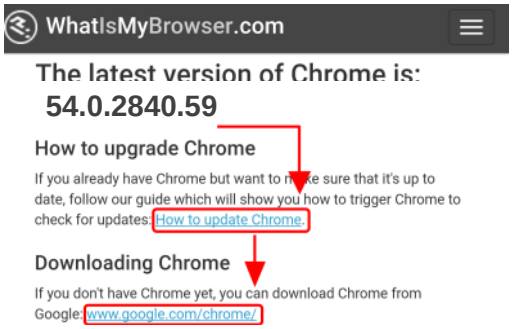


On a mobile device, you will see your current browser version, but not whether it is up to date.

(see next page)

To determine the latest browser version, click the menu button ☰ and select Guides

Scroll down to find Chrome (or your browser), and select



You will then be told the most recent version of that browser, along with instructions on how to upgrade.

The browser must have 'JavaScript' enabled

JavaScript is usually enabled in browsers.
The Learn Social platform will show a message if JavaScript is not enabled:
"*Error: this website requires JavaScript*".

If JavaScript is not enabled, details are given here on how to enable it in various browsers:
www.whatismybrowser.com/guides/how-to-enable-javascript/

Is the Flash software required?

No – Flash is not required.

What bandwidth/connectivity is required?

Our platform should load about as quickly as the home pages of major websites such as Yahoo.com or Ebay.com or Facebook.com, then your connection will be more than good enough to use the platform.
The platform has been developed with an **emphasis on small file sizes and fast-loading**, making it suitable for use on home connections, 3G phone data connections and Wi-Fi.
The initial page-load is under 1MB *(less than the size of most everyday email attachments)*.
1 unit of content (consisting of about 10-20 exercises) involves a total download of **under 5MB**.
Most of this will load in far smaller files as the user navigates through the screens/exercises.
Our **average page-load time is between 1-2 seconds**, and usually not more than 10 seconds, even on weak 3G phone data connections.

If you would like to check how fast your connection is, you can use this website:www.speedtest.net
However, speed tests can be misleading as some only test certain aspects of the connection.

Equipment: microphone and speakers/headphones

Any tablet/phone and most laptops/netbooks will have speakers and a microphone built-in.

Users of tablets/phones will hear the audio more clearly if they use a standard phone/mp3 headphones, particularly if using the platform in a classroom.

Desktop PCs/Macs will need speakers (or headphones) and a microphone connected as all the *Listening* exercises involve playing of audio & the *Speaking* exercises also require a microphone.

Appendix 2: Settings

What will happen if a user does not select *"allow local storage"* at the first prompt?

Some browsers might show the prompt "... *allow local storage*..." appears the first time a user accesses the platform: the user should select '*Ok/Allow*'

The Learn Social platform works best if it can use a part of the browser called "*local storage*" to reduce the number of times it needs to connect to the platform over the internet. This makes the platform much faster to use than other e-learning websites.
If a user does not select "*allow local storage*" the pages will load more slowly.

How to change *"allow local storage"* if not allowed on first prompt

Just refresh/reload the page (press F5 on a PC or click the browser icon:) and the '*…allow local storage*' message should appear again.

If this does not work:
For Chrome: Go to *Settings* > *Show Advanced settings* > *Privacy* > *Content settings* > *Allow local data* > *Manage exceptions* > *Remove from list*

to change the *"allow microphone"* settings

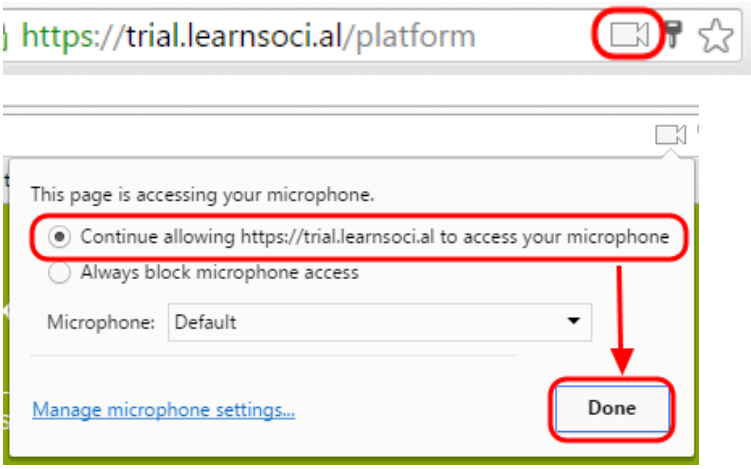
iPhone/iPad: Go to *Settings* > *Privacy* > *Microphone* > see the browser you wish to use the microphone with> make sure its setting is "On".

Android: Go to *Settings* > *Apps* > in the list find your browser: 'Firefox' or 'Chrome' >*Permissions*> make sure 'record audio' is on. OR
Go to *Settings* > *More* > *Application manager*> in the list find your browser: 'Firefox' or 'Chrome' >*Permissions* > make sure 'record audio' is on.

Desktop/Laptop: Chrome - click the Chrome menu on the browser toolbar.

1. Select "*Settings"*, then select "*Show advanced settings*".
2. In the *"Privacy"* section, click *"Content settings"*.
3. Scroll down to the "*Media*" section:
   - *Ask when a site requires access to your camera and microphone*
     Select this option if you want Chrome to alert you whenever a site requests access to your camera and microphone.
   - *Do not allow sites to access your camera and microphone:*
     Select this option to automatically deny any site requests to access your camera and microphone.
4. Click "*Manage exceptions*" to remove previously granted permissions for specific sites.

You can also access microphone settings by selecting the icon from the address bar in Chrome.
Select "*continue allowing…."* and then "*Done"* to allow recording.



How to "clear application cache"

Your browser may occasionally load old content that it had cached instead of updating the content with any new releases.
Therefore, it is sometimes necessary to clear the cache to improve the performance of the platform.
Desktop/Laptop

Chrome: Go to *Settings* > *Show Advanced Settings* > *Privacy* > *Content settings* > *Cookies* > *All cookies and site data*> search for "....learnsoci.al", remove it from the list

iPhone/iPad: In Chrome open to *Settings* > *(Advanced)* > *Privacy* > *Clear cache*

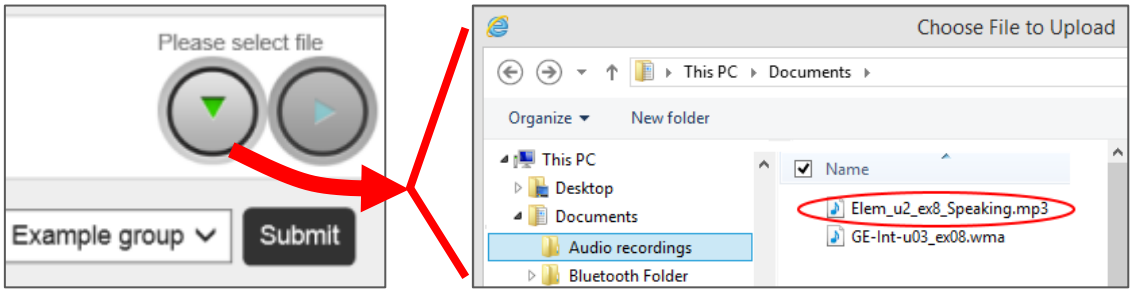
Android: In Chrome open

Settings> *(Show Advanced Settings)* > *Privacy* > *Clear browsing data* > *Clear cache* > *Clear cookies and site data*

Audio-recording – browser differences

On Speaking exercises, if you are using *Chrome* or *Firefox* as the browser (which are now the major browser in use), you can make a direct recording of an audio answer.

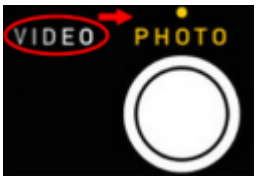
However, if you are using *Internet Explorer* or *Safari* those browsers do not have the functionality to allow direct recording of an audio answer.
Instead, the user has to record a spoken answer in a separate application (e.g. on a PC the built-in "*Sound Recorder*" or on a Mac the built-in QuickTime 10 player).
For these two browsers, in *Speaking* exercises the user will be presented with a way to select the audio file that has been recorded separately.



Audio-recording – iPhone/iPad

On an iPhone/iPad there is no built-in audio recorder and instead, it uses its built-in video-recording app to capture audio.

The platform will only take the audio data from the file recorded with the video application.



Downloading

How to download units for offline use

On the *Units* menu, just click the download icon on the right-hand side of the unit that you require. If there is no download icon next to the unit menu, the offline function is not supported by your device.

The '*Download for offline use*' function is designed to be used to download just one or two units at a time. If you need to download a higher number of units, you will need to increase your browser's offline cache size. Some browsers have a limitation on the amount of data that can be stored on them. Chrome does not have any limitation on data storage.

If you have downloaded a unit to use offline but none of the images load, unfortunately this is due to the phone/tablet being used. It is caused by a lack of processing power in the phone/tablet. Smartphones/tablets should be OK if they are using Android version 4 & above or iPhones/iPads using iOS 6 & above.

On returning online to the platform after using downloaded units, some menu links (to units etc.) are not working

This might happen occasionally – if it does, try deleting any units which have been downloaded for offline use.

You can do this by clicking the cloud-image on the right-hand side of the unit. A popup box will appear saying '*Would you like to remove this content from offline use?*' Select '*Yes*'.

If this does not work, you need to clear your application cache - see page 40.

No access – it just shows "Initializing"

If the platform is not loading and only shows "*Initializing*" and your internet connection is good:

- If using Chrome, type into the URL-bar: chrome://appcache-internals
  A plain-looking list of various websites will appear. Scroll to find the URL for your platform http://.....learnsoci.al and select the link "***Remove***" that is below it.
  Then refresh the browser and everything should be OK.
- Are you attempting to use the platform in an institution/university?
  It could be that your institution blocks certain websites, and has mistakenly labeled '...learnsoci.al' as a site to block.
  Please check with your IT team if such site-blocking is being used.
  If so, ask for *.learnsoci.al to be listed as an allowed website address.

How can a login/password/username be changed?

Administrators can change any user's log in details in the User Administration Menu – search for a user's name and then change the required details and click Submit

There will be one or more person with administrator privileges in each institution.

How to report a problem

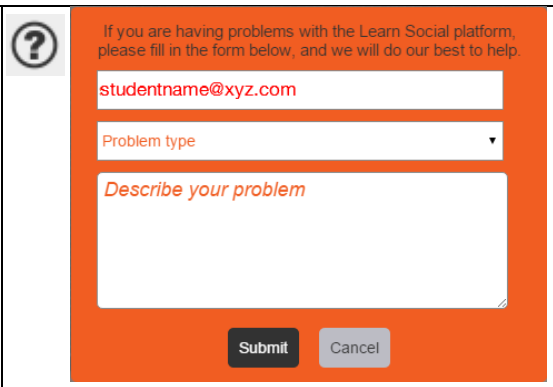
Select this Support icon near the top-left corner.

This will open a **form that can be used to report a problem**.

Include a brief description of the problem and what you were trying to do at the time. The form also sends technical information that helps us to identify potential causes.

The user's email address will be automatically added to the support field. Replies will be sent to this address. This can be changed if required by typing a different email address.

In the case of a problem which prevents access to the platform (and so the form cannot be accessed) then use this email: support@learnsoci.al



Appendix 3: Previous versions

(page number references refer to page numbers at time of update, and may have changed with later edits)

2017-01-27 1n

- p23-25Updated Added- Social Exercises Implementation ideas and grading guidance.

2017-01-27 1m

- p24,25,27 Updated study group pages to include scrolling menus feature
- p33-36 Added – New timed test features in scheduling (replaced previous test scheduling content)

2016-11-22 1l

- p38-40Updated – Group Scores: Reports
  Options for teacher;
  Download & import CSV (into Google Sheet p39-41 or Excel p42-42)

2016-11-08 1k

- p21 Updated section on teacher feedback for submitted exercises
- p22 Updated –Marking exercises not yet submitted to the teacher
- p35 Updated – import all schedules
- p38 Updated – Extra scores
- p44 Updated – How to detect/update browser

2016-10-14 1j

- p22 Added – Marking exercises not submitted to teacher
- p23 Added – deletion of duplicated exercises
- p37 Added – Extra scores

2016-09-22 1h

- p37 Added – Add Code feature for Admin
- p32 Students can view schedules
- p39 Updated What is my Browser screenshots and added image for mobile
- Various small edits

2016-08-09 1g

- p4 First use: Create Account – change order of 'select' language, updated icons screenshot
- p11 Added '*Drag and Drop'* and '*Word select*' exercise types
- p32 *Scheduling*:
  - scheduling for individual users in a Study Group
  - importing schedules from other groups
- p35 *Group Scores: Reports* – "Total time online"
- Various small edits
  - p4 'choose a language' and 'select Create account' re-ordered; screenshot changed to show home icon
  - p7 information and screenshots added regarding the icons for Courses, My Scores and Study Groups
  - p9 added reference to Appendix; Added text in parenthesis to 'Click Reveal' in table.

- p12 added intro text under title
- p14 first screenshot updated, accompanying text changed to reflect options
- p15 first screenshot updated, accompanying text changed to reflect options
- p17 added text information to first table regarding 'Reset'; changed second screenshot
- p24 added screenshot and extra information regarding creating platform announcements
- p26,28,35 updated screenshots

2016-06-28 1f

- p1 Title-page: platform address now generic (not specific)
- p31 *Scheduling*: "add/remove courses" added

2016-03-14 1e

- *My Account:* for students/teachers to edit their own login, password and on-screen names
- *Platform Announcements* + *Group Messages*
- *Manage Group*: improvements (shows user *email address, enrolment date, last activity*)
- For Teacher/Admin: filters in *Review*
  (and suggestion to have set of standard comments in another document)
- Various small edits
  - p4 *UI-language* auto-select
  - p9 *Offline*: need to login,
- p20 *Social Exercises*: can't amend after submitting