

IETC myCourses Survey Results

Executive Summary

The majority of faculty preferred the administrative features of myCourses best (Grades - 35%, Content – 34%, and Dropbox – 16%). The collaborative features ranked next with Email at 19% and Discussions at 10%. The Assessment category had the least amount of votes with Quizzes at 10%. All major features of myCourses are shown below (Fig. A).

- 95% of respondents currently use or have used myCourses in the past.
- 78% of respondents were either tenured or tenure track
- 63% of respondents have worked at RIT for 10 years or less
- 62% of respondents felt they could move their course entirely online for a period of time due to an extended illness or other absence
- 61% of respondents were from College of Science, Liberal Arts, or Engineering

Although the Grades and Content features of myCourses were considered the most popular features, they were also cited as being the most frustrating. The common theme in the comments was that most aspects of the myCourses system are not intuitive. Routine tasks either take too many steps or don't offer the desired functionality. However, many faculty acknowledged that they seldom have time to attend training or read the documentation. In fact, the number one tip from faculty was to seek assistance and attend training sessions.

Fortunately, The Wallace Center offers multiple methods for faculty to get help and quick answers on myCourses

- Documentation, Tutorials, and Best Practices - <http://online.rit.edu/faculty/support/>
- Workshops, Webinars, and Archived Recordings - <http://wallacecenter.rit.edu/events/webinars/>
- Live Support - <http://online.rit.edu/contact/>
- Customized Individual Training - <http://wallacecenter.rit.edu/events/register/1on1.cfm>

Fig. A) Favorite Feature (n=94)

Communication/Collaboration		
Email/Classlist	18	19%
Discussions	9	10%
News	5	5%
Groups	4	4%
Blog	0	0%
Course Management		
Grades	33	35%
Content	32	34%
Dropbox	15	16%
Calendar	3	3%
Assessment		
Quizzes	9	10%
User Progress and Attendance	1	1%
Surveys	0	0%
Self-Assessments	0	0%
Competencies and Rubrics	0	0%
Intelligent Agents	0	0%

Fig. B) Most Frustrating Feature (n=86)

Grades	21	24%
Content	19	22%
Dropbox	4	4%
Quizzes	3	3%
All others	<2	<2%

Fig. C) Most Frustrating Aspect (n=86)

Not Intuitive	36	42%
Too many steps/clicks	18	21%
Lack of Particular Feature	18	21%
Performance	2	2%
All others	<1	<1%

Fig. D) Most Popular Tip (n=68)

Seek Assistance/Training	20	29%
Use myCourses Regularly	13	19%
Master basic features first	9	13%
Customize your course	2	3%
Copy from existing courses	2	3%
All others	<1	<1%

Raw Survey Results

Have you used myCourses, either currently or in the past?

87 - Yes

5 - No

[Have Not Used myCourses]

What has kept you from using myCourses? Check all that apply.

3 - No time to learn how to use it

1 - Not interested

0 - Not currently teaching

0 - Frustrated after using it in the past

1 - Have/had an alternative means to have an online presence

0 - Doesn't offer the feature(s) that I need (please explain below)

Other Responses (2)

- I've been using Ideatools because of the many features I can have that MyCourses doesn't
- I do not know how to use it for the limited teaching I do

87 users did not answer

Have you ever had to move your course entirely online for a period of time? (For example, due to extended illness or other absence)

0 - Yes, and I used myCourses

1 - Yes, and I used a means other than myCourses

0 - Yes, but I was not prepared

0 - No, but I could do this if needed

4 - No, and I'm not prepared to at this time

87 users did not answer

[Have Used myCourses]

Have you ever had to move your course entirely online for a period of time? (For example, due to extended illness or other absence)

18 - Yes, and I used myCourses

0 - Yes, and I used a means other than myCourses

0 - Yes, but I was not prepared

38 - No, but I could do this if needed

30 - No, and I'm not prepared to at this time

6 users did not answer

What is your college/division?

5 - CAST
5 - CIAS
19 - CLA
19 - COS
8 - GCCIS
15 - KGCOE
9 - NTID
2 - SCB
5 - ASC
1 - FYE

Other Responses (1)

- student affairs

4 users did not answer

What type of position do you hold?

22 - Tenure track, not tenured
45 - Tenured
19 - Non-tenure track

6 users did not answer

How long have you worked at RIT?

20 - Less than 5 years
35 - 5-10 years
10 - 11-15 years
4 - 16-20 years
3 - 21-25 years
16 - more than 25 years

4 users did not answer

Is this the first IETC survey you have completed this academic year?

10 - Yes

77 - No

5 users did not answer

What is your favorite feature of myCourses

- Posting lecture notes and assignments.
- Being able to post content.
- On-line communication is simple and powerful. I can post all my course documents and grades. Students have 24/7 access to track their progress.
- Ability to post course content like PowerPoint, assignments, etc.
- Discussions and Content. I have students post their writing to Discussions so everyone can read and comment of everyone else's. I post the syllabus and assignments on contents and keep them updated easily. Oh, and I use Classlist for email.
- Email entire class list feature
Content page structure
GRADEBOOK!!!!!!
- The gradebook.
- The dropbox with timestamps
- Easy way to share papers and data between group members. I created a "committee" that I can add and remove students from for lab activities for my research. It's also a repository for past research presentations/posters/abstracts.
- being able to email students, post grades, messages
- content page, dropboxes, discussion
- I am probably answering the question, but I like the range of features and especially how they are integrated (e.g., dropbox due dates and calendar, quizzes and gradebook, &c.)
- I don't have one.
- Chat rooms
- The grade book as it is an instantaneous way for students to know how they are doing in the class.
- Online tests
- transfer of a prior year's setup into a new class
- emailing students in bulk, uploading documents for students to have access too
- Grading and syllabus
- Everything - Contents, grade book and classlist functions.
- class email
- posting Content, also grade book.
- All students are automatically entered into the system without any effort on the instructor's part.
- All time favorite: Peer2Peer-peer evaluation tool. I use it for all group work and have seen that students actually work better in groups when they know their team mates are evaluating them and it will be a part of their grade.

Quiz feature- once you set up a good test bank, you can randomize questions and randomize answers.

Turn it in- Since I started using the Drop Box with the Turn it in feature I have been amazed and disappointed of the level of copying of other student's work and information from the Internet. This feature should be used by all professors!

- grading

- Being able to post material. Second most favorite is being able to send an email to the entire class, including interpreters.
- grades
- automation
- dropboxes
- I can list course content, post articles and lectures (PP) and know that everyone in my class has access.

I can list grades on assignments and make comments and students can respond and know their standing in class.

I can use the drop box for assignments and know when and if a student submitted an assignment,

I can communicate with everyone in my class via the E-mail function.

- Discussion forums
- The predefined structure and ability to import from past courses. I am not a sophisticated user of the tool. The basic structure is what I derive value from.
- The copy files feature. This allows me to quickly copy courses that I teach more than once during the quarter or year. I then make the appropriate changes easily and quickly. I also like the fact that I do not have to photocopy assignments and hand them out. Also the email feature that allows me to quickly contact students in the class.
- Gradebook.
- Lots of things- most recently the drop box
- Dropbox
- Content, Grading, NEWS, Quizzing, Attendance, and Discussion
- The ability to copy (import) content, grades, or other things from a previous course so that I don't have to retype everything.
- Quizzes
- The dropbox is a great way to keep track of submitted documents.
- There are several, so this is a hard one. The ability to put all my materials (syllabus, PowerPoint presentations, messages/news, daily agendas, calendar, grades, etc.) in one place for students to access is why I use it, but there are a couple of features I LOVE. One is the Paw pager function which allows me to be in contact with students in my class on a pretty immediate basis. (My email is too full of junk, so I ask students to message me using the "paw" pager. I also LOVE that the program keeps track of who participated in the discussion board and to what extent. It keeps track of how many posts AND how many messages each student has read. This helps me determine the extent of each student's participation in the discussions, not only what I can read as their responses, but whether or not they are reading what I or their classmates have posted.
- One Stop Teaching resource
- The ability to copy a course from one quarter to the next (content/handouts, gradebook format, etc). Related to that, the ability to merge courses, if you're teaching or coordinating many sections of the same class (or lab)
- The ability to post the syllabus, assignments, and other course material in one easy to access place. I also like the way in which it can stimulate dialogue and discuss among the class outside of the classroom.
- Content and classlist and quizzes
- online quizzes and grade book
- Ability to easily upload course material.
- Self grading quizzes/tests.
- Content, email, gradebook

- The Gradebook.
- Deaf students have equal access to all information. Quiet students speak up.
- post course readings and links; send class e-mails
- students can access it at any time.
- The ability to post handouts and news items, and to email the entire class easily.
- Posting information in the content area and the ability to e-mail the entire class (even those who are guest and/or interpreters).
- Timed customizable (per-student) dropboxes
- Students can access the material on them easily.
- Groups, Content, and Dropbox
- grading
- Posting content
- class email
- discussion board
- gradebook
- Content feature to post workshops, homework, and course information
- grades
- on-line grade distribution, PowerPoint uploading for lectures
- Grading feature so students can see their grades easily.
- posting lectures, links, readings, etc.
- The calendar of class sessions kept both me and the students on track.
- e-mail
- Repository of class materials
- quizzes
- The news section, the grades, the different widgets you can create, the option to email the whole class at once
- Grades and dropbox

Grades are very convenient in keeping track of grades and in letting the student's know about their progress.

Dropbox is very useful. I don't have to use my e-mail to collect assignments... I can download them at my convenience, etc.

- dropboxes, grades, discussion, content area
- Support for groups
- Being able to add course materials at will.
- Posting slides, emailing to class
- the dropbox
- The Grade Book
- the grade book- I think it's really important to let students have that info
- Grading and emailing are quite helpful.
- Announcements and feedback for student assignments. The best feature so far has been the locker for students and the discussion forum for the instructor.

3 users did not answer

What do you see as the most frustrating feature of myCourses? If you have a means of dealing with it, please share!

- Posting grades
- The number of clicks it takes to do things...
- Not having complete blackboard training, has hindered my ability to explore the full capabilities of the service. My experience with the myCourse training sessions has been on the most basic level. I would like to learn of more topic based myCourse training sessions other than content, classlist, and grades.
- The worst feature is that it can't be shared with people not in RIT. If I have a colleague at another university who is interested in knowing what I do with my course, I have to email him or her little pieces of it. Why can't I just give an interested outsider a guest ID and password? Or if a student is having registration problems, why can't s/he get a temporary pass?
- It is not very user intuitive to transfer content from one course in one year to the same course in a different quarter.

I don't like the business of the first page to a course. All of the dishonety policy stuff busies it up so much....this is minor however!

- Content management.
- The fact that it is relatively easy for students to upload, but not "submit" an assignment to a dropbox.
- I used to hate having to post material over and over again for multiple lab sections, but discovered that you can ask the helpdesk to merge the sections together, which is nice.

Overall, the interface is not really intuitive and is kind of clunky. And sometimes asks you contradictory questions. ("You already have a file called x.doc. Do you want to write over it or cancel? Yes. No.")

- If you don't use it regularly it's not user friendly and sometimes hard to figure out how to use certain functions
- gradebook
- Setup (and changing) gradebook is tedious and not very intuitive
- Don't know as I have not used many of the features.
- The learning curve --- the interface should make things obvious, even to the novice user.

I'd also like to be able to work with the grade book as though it's an Excel spreadsheet --- not to upload/download them, but to work on-line with Excel-like capabilities.

- Drop boxes with multiple faculty. The way I have figured it out, if you want to cut the access off, you have to create a new event for each graded item. This means you have to set up the students associated with the faculty for each drop box event. If there is a short cut for this, I'd love to know!
- embedding sound files and videos
- I said I have used it...but don't feel like I have used it effectively....it is not as user friendly as I need....others may have no problem with it. I have received one-on-one tutorials and viewed the on-line tutoring...but I am still not understanding it. Guess I need a step-by-step manual that I can use/refer to, something like a "Visual Quick Start" guide for people...like me!
- the effort needed to change/update a linked file.
- not much. I'm not much of a power user so setting up modules is a bit of a trial and error process. Likewise I often struggle with getting the grades uploaded in a manner it accepts. Again probably a training issue.

- UNderstanding-not clear
- I would like to see the class link be visible the moment the shell is created as in past years. For some reason, the newest version only makes the shell visible only after accessing the shell for the first time. Once accessed, it is on the menu page, but finding it at the start is not a necessary step, in my opinion.
- the need to click on several things to get to what you really need.
- The repetitive number of clicks needed to do some tasks, such as entering extra feedback for a student when entering a lot of grades. Click on the box, input the grade, click on the icon for feedback, click again on the input window, type your feedback, click save. Etc etc. This is just one example, but there are plenty of other places in mycourses where it seems like a thousand clicks to get something done (dealing with Quiz questions and grading is another). When you have a LOT of material to cover or quizzes to grade, this results in so much clicking that I got serious wrist pain when teaching an online course. I temporarily switched to a browser that could be navigated with the keyboard for the duration of that course, and it was cumbersome but saved my wrists.
- Only students registered for a course have access to the materials. Other instructors cannot easily look at the materials. Other students cannot easily look at the materials.

The system is "closed", and I prefer (and use instead) a more "open" system.

- That students have access to quizzes, tests and items in drop box even after course is over. As much as I like these same features (and essential for on-lien course) it is a double edged sword because then it makes it easier for students to share their work with other students. I also occasionally post homework solutions and need to remember to post an end date for viewing or delete the content. I don't think the students have a right to content access. If there is something they want to save from the course it should be their responsibility to save it.
- 1. navigating from class to class
2. having to reconfirm saving data
3. Editing informaion in course content
- Unwieldy and unclear paths to the same task.

I wanted to put up a lot files in many folders but rather than do this automatically, I would have to load up each individual files separately. At least I couldn't find a way to just drop folders.

- late submissions (I have asked repeatedly for a system in which we can keep a dropbox open past a given date--*MARK* something as late, don't just close the dropbox)

few other annoyances: when creating an assignment via the dropbox, we have to enter the "out of total points" TWICE (once for dropbox and once for assignment--jsut default to the same value!); it takes a few clicks to get to an assignment to edit it -- please let it be accessible via the grades via; maybe allow drag/drop to reorder Content (see Netflix)

- I teach a large class with 5 lab sections. I do not teach all the lab sections and each lab instructor is a separate entity. If I put all the sections together, lab instructors have problems putting grades up on MyCourses. However, I have to post all material 5 times, once per section.

If someone has solved this problem, please let me know.

- The page and email editors are crap. I will either do my page editing in a reasonable quality webpage editor and then copy the HTML into myCourses, or put course webpage content outside of myCourses so I can use decent website creation tools. If the webpage content is outside of myCourses, I use myCourses for discussion forums, dropboxes, chat, file lockers.
- Some of the data entry functions seem more cumbersome than they need to be. For example, when I am adding people manually, say to a group of something like that, the screen I would logically expect is to be able to redo that function. Instead, I have to completely reload the task. I just deal with it because it is a small volume problem.

- Sometimes when I save something I need to double check that students can see it. The restriction option does not update easily.
- It is hard to learn what the commands are. No manual, in general the FIT courses on HTML made HTML easier to use, especially with page generators in the last Netscape.
- It is very convoluted, too many functions.
- Not sure really. I do wish that we could have an online grading component that would allow you to grade/edit or mark up students work that was sent into the dropbox.
- Inability to adapt to other browsers - newest IE, et cetera. Causes blank spots in pages
- Clicking content it is slow to come up.

I wish Attendance was easier to use - more than just a record book. If I could see names by the %, then I could send note to students I'm concerned about.

I wish the quiz question library was out there in cyberspace so faculty could more easily share questions.

- That you cannot (or at least I don't know how), while working in the content section, change the "parent" module of several previously uploaded documents at one time. I have to physically go into each document, change the parent module, click save, go back to manage mycourses, click the next document, change the parent module...
- Grades, but you only have to set up once. After that, you can copy from course to course.
- The content editor. I would love to see it upgraded so it is more like Microsoft Word.
- Setting up the grade book can be frustrating when you have some categories with sub-categories and others that don't have different levels. You have to be careful about making sure each category sums up to 100% within a category and that all categories sum up to 100%. But the MOST frustrating feature is that the default calendar entry is "personal." I like to set up events and reminders for the class on the calendar, but always forget about the default and sometimes have not realized that only I can see the events!
- When I make some changes in Words documents, myCourses did not update documents. It wasted my time to download the document to my Desktop from myCourses for making small changes then go back to myCourses to upload it from Desktop. It is gruesome time. I did use WebDev which is no good and complication to set up the long path, etc...
- The gradebook is hard to set up, so do it once and copy it from quarter to quarter of the same course! Also, it's clunky to leave comments for a student along with their grade - extra clicks required rather than just a spreadsheet-y feel. No good solution to that problem yet...
- It is still kind of clunky, over-complicated and counter-intuitive in my opinion. At first I found it downright intimidating, but I am growing more and more accustomed to it, and I am much better at negotiating its characteristics and using it as I see fit.
- Setting up a gradebook.
- not being able to "batch upload" files to Content
- Too much clicking. Having to constantly go through menu after menu to get things done.
- The repeating windows asking you if you are sure you want to save what you just did. Then you are not taken back to the original screen. Way too many clicks to get one thing done.

Some of the terminology they use makes no sense.

- quiz
- When setting up the gradebook, there does not seem to be anyway to create multiple items within a category at once. For example, suppose I create a category called homework, and set it to weight all items evenly within the Homework category. Now suppose I want to create 20 items within this category. HW1, HW2, ..., HW20. As far as I can tell, I have to create each one separately, going through the same choices many times.

- gradebook
- it's not intuitive. icon descriptions should be rewritten.
- The cluttered nature of the default course home page. For each course I teach, the first thing I do is to delete the home page and replace it with a simple one of my own. Students see just two areas, one for class announcements and one for handouts. I also delete the feature tabs I do not use and make the banner simpler as well. I've found that faculty are often surprised to learn that they can actually replace the cluttered home page. Students too are pleased with the simpler look, and say that they wish other teachers scraped the default page.
- Gradebook is cumbersome
- Having to constantly reload web pages for every change instead of being able to more directly edit content.
- Trying to upload documents
- Grade setup and grade calculations.

Content transfer from one course to another.

- none
- Creating groups
- not intuitive
- not having discussion with multiple users at the same time.
- quizzes
- Inserting grades on mycourses is time consuming and it is irritating to try and enter scores above 100%. So I do not use the grade book feature.
- none
- Unable to join cross-listed classes easily. I know you can request it but I wish that I could just do it myself with a click of the button.
- Grades do not transfer over to SIS
- I don't use the grade book very well yet, and have only begun to learn about using the dropbox, which seems helpful but not transparent.
- All communication from the students to me should include the student's photographic portrait, so I can improve my ability to work with students as individuals.
- every time I try to learn how to use it the system changes. Please stop trying to "improve" it, when some of us are trying to learn how to use it in the first place.
- Typing in group comments is REALLY slow and I tend to lose the messages with alarming frequency.
- ease of finding things
- The lack of use by faculty for grades
- There should be some connection between grades in MyCourses and official grades... I kind of makes you do the work twice.

Setting up grades can be overwhelming... too many choices!

- losing content when you forget to save and you move to another browser page.
- It doesn't seem I have an option for uploading an updated content/topic file. I.E. I create a new topic by uploading a *.pdf file. I update the *.pdf at a later time and need to update the topic. I end up deleting the topic and creating a new one with the updated file.
- Not having a way to manage multiple sections of a course once it's up and running. You can set up one section, and then copy all info to the second section easily - but if you later add info? There's no way to feed it into both sections without doing it twice.
- Sometimes the site design is not intuitive enough, so I had to read other descriptions to figure out.

- gradebook is unworkable

it is a hassle even to upload a syllabus

- The Confusion of how to transfer content from one shell to another
- Creating shells to put in content is time-consuming. Having to do two steps instead of one is counter-intuitive.

Not visually appealing. Still relatively slow. Grouping of discussion threads is awkward.

- Lack of a wiki embedded like in Blackboard, also why are we not using Blackboard like the 1000 other schools?

6 users did not answer

What myCourses tip would you offer to a new or potential user?

- Start by using only certain features of mycourses that work well and are easy to use.
- Over communicate everything.
- Figure out how to transfer course content (like a gradebook, content, discussion assignments) from one quarter to the next. It saves a lot of time and allows you to simply duplicate courses from quarter to quarter.
- Discussions has potential!
- Use it...especially the gradebook. It puts the responsibility of their progress in a course up to them to keep track of. They'll notice any errors you may have made too in their grade in case you input something incorrectly. Keeps them informed in real time.
- It is easy to reorder objects in lists.
- Ask for help. Other people have probably had your problem and know how to fix it.
- use it routinely for class management activities
- Boldly do what no one has done before (i.e., play, have fun, and push the envelope to put myCourses to a real test)
- Find someone who can give you about 15 minutes of their time to show you how to navigate. Then get that person to give you access to their mycourses page for one of the classes, so that you can explore how things are put together.
- None
- PLEASE share any tips you have...thanks.
- learn how to upload/link/delete files first
- use it. It's very helpful
- Not intuitive nd get instructon first
- There is a learning curve, but it is not long. Take a primer course that the library offers from time to time.
- pick what you really need and stay with it.
- Use the gradebook -- it is so powerful and allows you to break down your grades in ways that are computationally infeasible if you're doing the math by hand. For example, you can assign a category of items a certain percentage of the final grade, then have it distribute the proportions automatically among the items in the category. For instance, say you had the category "In-class assignments" that was worth 30% of the final grade. You planned for one each day (10 total), so each would then be worth 3% (1/10 of 30%). However, if you give a pop quiz in the middle of the term, you just add that Grade Item in there, and myCourses readjusts everything, making each of the 10 original assignments plus the pop quiz worth an equal amount (1/11 of 30%). You can even have it drop one or more of the lowest scores

from a category automatically. Great stuff, very powerful, and the students appreciate having up-to-date info on their grades.

- Use it!
- Everyone should use it to post some minimum amount of material, such as the course syllabus. Beyond that, use only the portions of it that you think are beneficial to your course.
- Not sufficiently up on it to share
- set up a "plain" dropbox called "Late Anything" and tell them to tell the students NOT to mail you files (which often end up stripped by Exchange) and to post to that dropbox with explanations in the comments field
- Just get started. Go to the support people for help if necessary. The support people may make you go to one of their classes, but also ask for a one on one session and often you can wear them down and they will do a session helping you set up a class on MyCourses.

Best thing I do is to go to friends who use my courses and ask them how they solved their problems. Most faculty are glad to help out and boy are they smart!

- Work with a little bit at a time as you get used to the system.
- Use the tutorials, they have gotten me through most of what I needed to do.
- Use it! It saves you a ton of work.
- -
- Not sure.
- Be patient, it is a clunky system
- Start with content and grading only and work up from there.
- The best way to get a feel is to have someone briefly explain some things about mycourses. Which features are you most interested in? Then go back to your office and play around yourself. There is nothing like hands-on practice.
- Go to training. There is a lot myCourses can do, but it is not intuitive or obvious. It is nice to be able to set up everything in advance (content, news items, quizzes, etc.) and then have everything become available automatically week by week.
- Keep it simple, particularly in the beginning. Make it easy for the students to follow what is expected of them. It is easy for them to get confused.
- If you use the calendar to inform the class of upcoming events -- topics, quizzes, guest speakers, changes in location on specific days, etc., make sure to check that you choose the class. Otherwise, the event will only show up on your personal calendar.
- It's worth putting the time in to get a little bit up the learning curve. You'll more than make it back in the savings of time to copy handouts and answer questions about grades!
- Don't be intimidated and don't hesitate to ask any of the support staff for help. They are all amazingly helpful and patient.
- Get help from the online learning staff.
- set it up earlier .. and be ready for "trouble" .. typically based on user error. growing pains are common at first, but once you get in the groove, it is a good tool for most classes.
- Get help with it for an overview! Take your time to get used to its 'clunkiness'.
If you activate the grade book, be sure to use it - students want to see grades ASAP. You activate it, you have to be sure to keep up!
- Commit to it. Even though it can be frustrating it saves you time in the long run.
- Get to know the online staff
- Use the Gradebook. Give your TA or grader (if any) access to enter grades directly. Keep on your TAs/Graders case throughout the quarter to enter zeros -- NOT BLANKS -- for assignments that have

not been turned in by the due date. Set the gradebook to display a running average to the students using the "calculated final grade" feature.

- Quality is better than quantity in responses.
- Practice! And set aside a certain regular block of time to keep up.
- Learn to customize it. You don't have to put up with the ugliness as it now is. Also, there are relatively few features that are truly important. Don't go hog wild with what is possible. Simpler is better for everyone.
- use the discussions!
- Read the training material carefully
- It serves as a good communication tool for posting course material - especially for those students that may miss class or are off campus.
- none
- plan on needing a lot of training
- use streaming videos and YOU Tube video clips.
- use the pro.'s in the online center - they are helpful!
- students like it and it gives you an effective way to get info to your class
- Keep it simple. Start with just grading and uploading content (course notes, homework assignments / solutions, etc).
- learn to use it, probably do what I haven't and take a course
- Only use the e-mail and don't bother trying anything else. I would also tell them that I have attended training for it and that I was in the FITL audience in which the presenter (on mycourses) couldn't get beyond answering a question with descriptions of the shells. Voices became raised and people walked out.
- Get some one to walk you through it.
- Take the training because it was very helpful!
- Create a template of classes that works for you and use it for your classes... that way you don't have to figure out again the features/settings that work for your class organization.
- Use randomly created groups for class activities - forces students to meet new people in class.
- Just start using it. Don't worry about using all of it the first time.
- Use it. Once you get familiar with it, it will be very useful and instrumental.
- Use the "sleep" feature to set up your entire syllabus then just "let it roll". Also - i like that I can email the whole class from the site.
- go in and become a little familiar with the system, then go to the training
- Check discussions frequently.
- Set up groups and allow them to put their files there. It allows a central repository for everyone in the group to transfer files around. This would be even better with the wiki but that functionality is not available yet within mycourses. Setup quizzes for autograding if you give multiple choice exams. Post announcements on front page and enable the page button. It is also possible to hold office hours online via mycourses this way. Check the student reports function to see who looks at the material and who does not.

20 users did not answer