

# Department of Biological Sciences

## On-Line Course Resource Manual

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# On-Line Teaching Resources

The first place to go for faculty and TAs/TFs is the constantly-updated resource page of the **University Center for Teaching and Learning**: <https://teaching.pitt.edu/instructional-continuity/>.

This page has step-by-step instructions for on-line course delivery options and educational technologies, including those for course grading/assessment. The CTL will answer questions and provide help via:

Phone: [\(412\) 624-3335](tel:4126243335)

Email: [teaching@pitt.edu](mailto:teaching@pitt.edu)

Web: <http://teaching.pitt.edu>

A preparedness checklist can be found here:

<https://teaching.pitt.edu/instructional-continuity/#Basic-Considerations-for-Teaching-Online>

## Considering Different Types of Courses

- For large courses, consider making asynchronous media, either pre-recording your lecture, or holding a Synchronous conference and recording that to make it available.
- For small seminar courses, consider using synchronous communication (video conferencing). See options below.
- For writing courses (Biosc 1010 and others), peer review can be done via Turn It In (or via Peerceptiv in CourseWeb). See options below.
- For final presentations, consider synchronous communication (live conferencing). Alternatively, students can narrate their PowerPoint presentation (see below for creating on-line lectures), then upload that file to CourseWeb or Canvas.

## The Workflow

The general workflow can be summarized as:

- Review course lectures and assignments for the coming weeks. Assess which content can be converted and delivered, which content needs to be replaced with a more on-line friendly version, and which content can be abandoned. If you have questions regarding how you can restructure your course and its assessments, please consult with one of the Directors of Undergraduate Studies, Suzanna Gribble ([sgribble@pitt.edu](mailto:sgribble@pitt.edu)) or Valerie Oke ([voke@pitt.edu](mailto:voke@pitt.edu)).
- Decide on mode of content delivery (synchronous vs. asynchronous). Recall that not all students may have on-line access at all times, which can make synchronous attendance more challenging as class size increases.
  - The advantages of synchronous delivery include personal engagement, increased community, more responsive exchanges which can prevent misunderstanding. The disadvantage is the challenge in scheduling shared times (consider that students off-campus may be in dramatically different time zones), technical challenges on both ends, and a lack of available computing resources at that time for some students (not all students will have computer access at home).
  - The advantages of asynchronous delivery include temporal flexibility and increased cognitive engagement (more time to explore course material). Disadvantages to asynchronous delivery

- include an increase in student feelings of isolation and an inability of the instructor to address misconceptions or misunderstandings.
- Some content can be delivered both ways, such as delivering a synchronous lecture and recording it so that others can access it later.
  - Create content as needed, including:
    - Video-captured lectures
    - PDFs of course materials (scanned if needed)
    - Interactive activities
    - Assessments, including quizzes, exams, poster sessions, presentations and the final exam
    - Keep in mind that you may need to narrate content for visually-impaired students. Also keep in mind that, lacking a video of you, hearing-impaired students will be unable to lip-read and may need text accompaniment.
  - Post asynchronous content so that it is available to students; arrange for mechanisms to deliver synchronous content (including office hours).
  - Enable all TAs and UTAs to participate in virtual conferencing as necessary; recall that students will not have immediate access to resources available to faculty (*e.g.*, Canvas Conferences, or CourseWeb Collaborate), so foresight in this arena is needed. Facebook can be used by UTAs and TAs
  - Update your syllabus with clear directions as to what has changed. Include directions to resources so that students will have access to the means you will be using. Again, consult with one of the Directors of Undergraduate Studies if you are unsure of the degree of changes that are permissible.
  - Clarify with students all modes of communication that will be used
    - Email
    - Phone or videoconferencing (*e.g.*, Google hangouts, which is free)
    - Posted materials that were created via course web sites
    - Synchronous virtual conferencing
    - Course portal announcements (CourseWeb, Canvas, Facebook, *etc*)
    - Clarify which on-line assessment tools being used
  - Communicate your expectations to students regarding their participation in the new course delivery methods (emails, on-line content created as above, virtual conferencing, *etc*); that is, what is mandatory, which is options, how are course points earned, *etc*.

# Options for Delivering Course Content

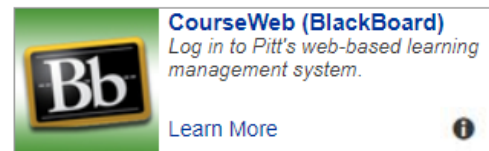
## CourseWeb vs. Canvas

There are two major course content platforms in use. CourseWeb/Blackboard has been used for many years, but it is being transitioned out. Canvas (see below) will replace CourseWeb beginning in summer 2020. The spring 2020 term is the last one where CourseWeb will be available.

Early adopters of Canvas needed to have specified the preference prior to the start of the term that they would use Canvas. If you are currently using Canvas, you CANNOT use CourseWeb. If you have not be using either, or have been using CourseWeb and have activated those courses (see below), you CANNOT use Canvas.

## How to Initialize CourseWeb

Every faculty member has a CourseWeb page listing their courses. By default, your course is not available. For those using it for the first time, and who are NOT using Canvas, click on your course from the Course List on the right. Then go to [Customization](#) item on the left and click [Properties](#). From there, click [Yes](#) on Set availability | Make available to users.



A screenshot of the CourseWeb interface. On the left is a vertical sidebar menu titled 'COURSE MANAGEMENT'. It has several expandable sections: 'Control Panel' (expanded), 'Content Collection', 'Course Tools', 'Evaluation', 'Grade Center', 'Users and Groups', 'Customization' (expanded), 'Packages and Utilities', and 'Help'. Under 'Customization', 'Properties' is selected. The main content area shows the 'SET AVAILABILITY' section. It includes a heading 'CLASSIFICATION' with two dropdown menus: 'Subject Area' set to 'Education' and 'Discipline' set to 'Higher Education'. Below this is the heading 'SET AVAILABILITY' with the question 'Make this course available to users?'. There are two radio buttons: 'Yes' (unselected) and 'No' (selected).

## Working with Canvas

For many of the function of Canvas we will discuss, you need to make capabilities visible to students. This is always the same protocol, and we will point this out as needed.

# Options for Lecture Capture

Sometimes, unidirectional (asynchronous) delivery can work. Here, you will record lecture material and deliver it on-line and asynchronously to students.

## Recording PowerPoint Slideshows

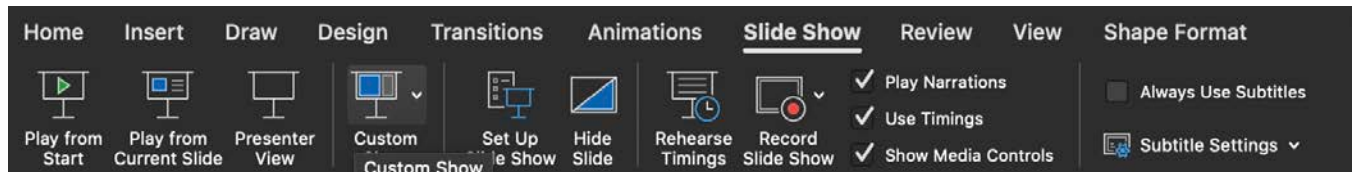
You can record a narration directly in PowerPoint. You then simply save the file and your narrations are included. Here is a support link on recording in PowerPoint:

<https://support.office.com/en-us/article/video-record-presentations-2570dff5-f81c-40bc-b404-e04e95ffab33>

A short video tutorial (4:11) is available here: <https://www.youtube.com/watch?v=QZp3jumnWUg>

A more detailed tutorial (11:41) is available here: [https://www.youtube.com/watch?v=Dxhxvg\\_zUQ](https://www.youtube.com/watch?v=Dxhxvg_zUQ)

*Making a narration.* Go to **Slide Show | Record Slide Show** (see the image below):

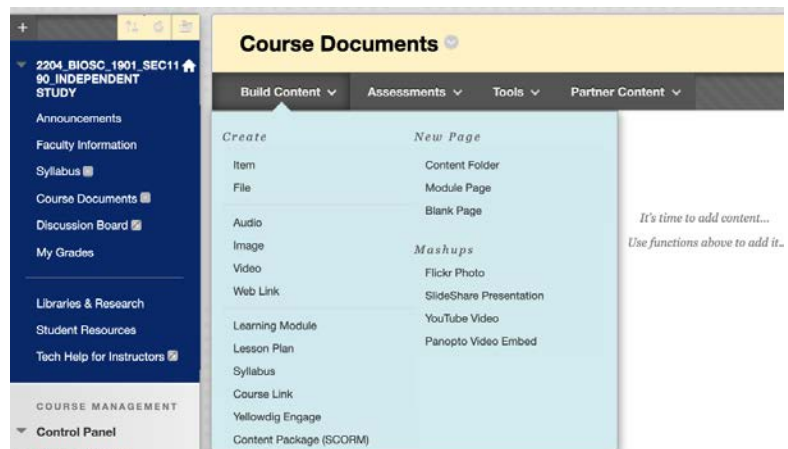


After you press **Record Slide Show**, your microphone will record audio. You can press the **Pause** button at any time, and then restart recording. Audio is available for each slide that includes any narrations. Press **Stop Recording**, then save your presentation as a new, audio-annotated file. We strongly recommend saving and overwriting your original, narration-free, presentation.

## Posting PowerPoint videos

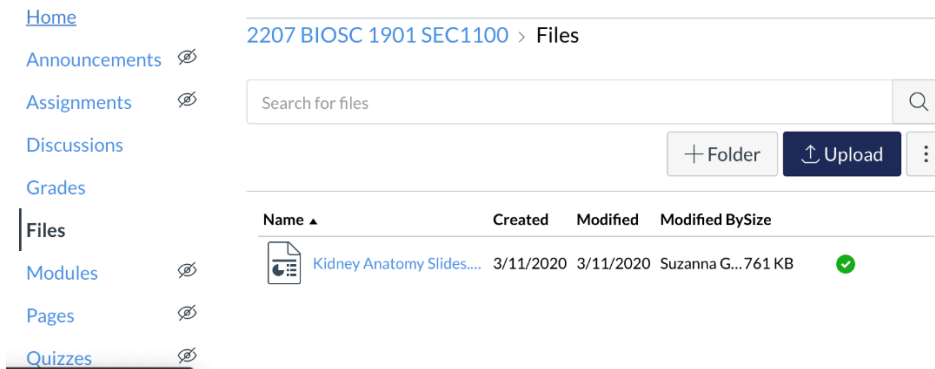
You can create content areas to upload content in either CourseWeb or Canvas.

**Uploading into CourseWeb.** Click the **Course Documents** are for your course. Click the **Build Content** button to either (a) add a file, or (b) create a folder to add particular files, for the more organized among us. Clicking on the **“Create File”** option will lead you to browse for the file on your computer. This is shown in the image on the right.



**Uploading into Canvas 1: Making Files Visible.** To upload content to Canvas, you first need to make this capability visible to students. Go to **Settings** on the bottom of the left-hand control panel. Click the **Navigation** tab. Drag **“Files”** from the lower list of available features to the upper list of features accessible to students. After adding **Files**, scroll all the way to the bottom and click **Save**.

Uploading to Canvas 2: Uploading content. Click the **Files** button on the left; on the File Pane, click the **Upload** Button on the far right. This will lead you to a dialog box to identify the file you wish to upload. Click the blue **Upload** button to identify a local file to upload (see image below):



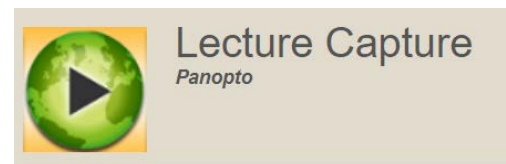
## Panopto

Unlike PowerPoint, Panopto is a screen capture program. You can mix inputs on the screen – a PowerPoint presentation, a web video, a hand sketch on a tablet with a stylus, DocCam input, *etc* – into a single presentation. This platform works on both Mac and PC platforms. Panopto can record audio and make a video of a screen capture of your computer, regardless of your presentation software. It is a pretty intuitive system.

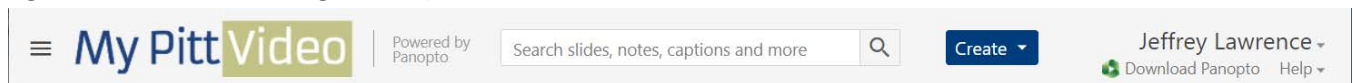
### Installing Panopto

Folks do need to download the software. Do NOT go to software downloads. You can download Panopto by going to this page:

<https://askcathy.pitt.edu/task/all/cssd-panopto>



Click the green and yellow icon, or the text next to it (that text is actually a link). It will take the person to their own Panopto page (after logging on via Pitt Passport and the usual 2-factor authentication) and there you can download the software. Look for the “Download Panopto” icon at the right-hand side of the page header (see right-hand side of the image below).

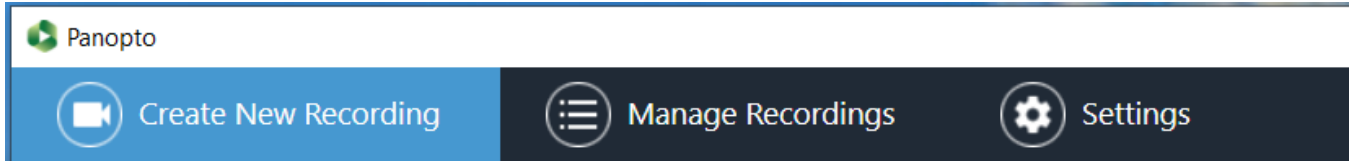


A help page is found here: <https://support.panopto.com/s/article/basic-recording-1>. There are extensive web pages with guided tours of all functions. There are also 11 video tutorials, ranging from 2:00 to 7:00 (see the link to “Video Tutorials” at the top of the page).

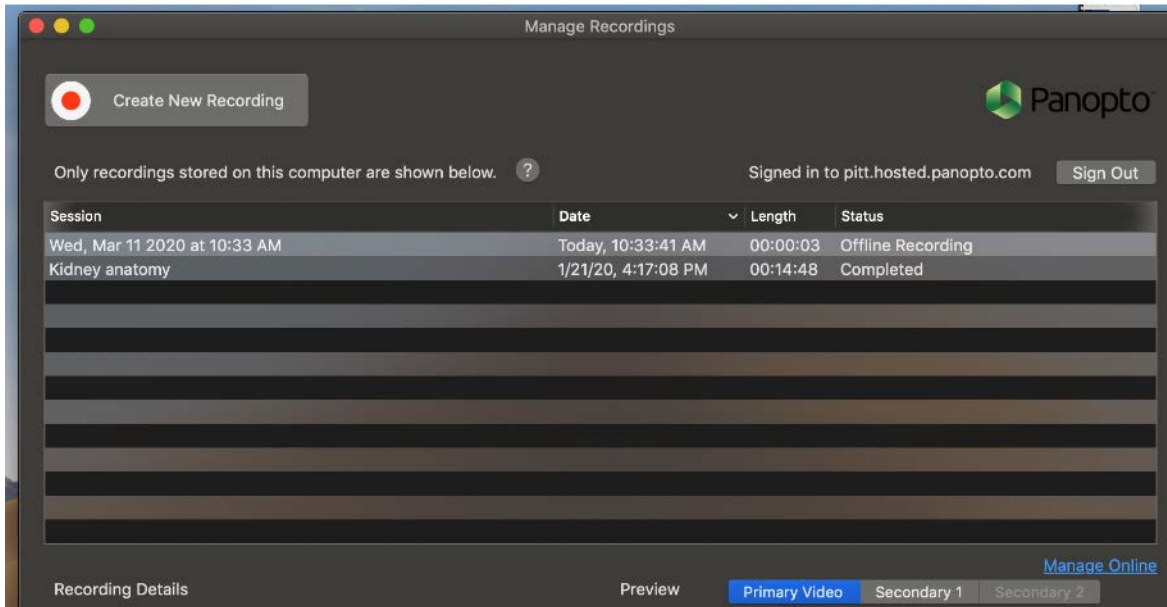
## Navigating to your Panopto content via Panopto

In the Panopto app, click the “sign in” button on the right; sign in using your Pitt credentials (using 2-factor authentication). Click the “**Manage Online**” link (MacOS) or “Manage Recordings” Tab (Windows). There you will see your lectures. All editing of content must occur in the Panopto web interface (see below)

Panopto PC interface (One tab to create new recording, another tab to manage existing recordings):



Panopto MacOS interface; note the button to create a new recording and the link on the lower right to manage:



## Navigating to your Panopto content via the web

You cannot access your Panopto content via my.pitt.edu. Instead, you can access your videos my logging on to: <http://askcathy.pitt.edu> In the search bar, type "Pitt video". While there is a link on my.pitt.edu it will not take you to your Panopto page; you must access this content via AskCathy.

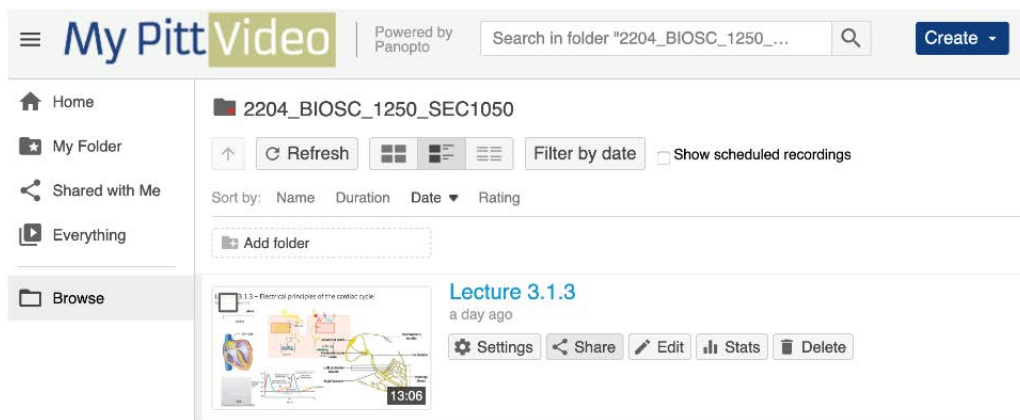


You will need to do all editing and sharing of your Panopto content via this web interface.

## Posting Panopto videos

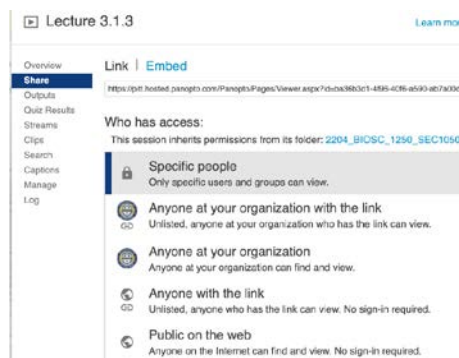
When you navigate to your online Panopto page (NOT the app), there is a link with each video called "share" (<https://support.panopto.com/s/article/Share-a-Video>). You can get a link to the video and set appropriate sharing settings (e.g., only people with this link can watch, etc.). Below, you see this for Lecturer 3.1.3, which selecting the video brought up the **Share** and Edit links:





## Getting links to Panopto Videos

Click the **Share** button in Panopto, select the link and copy it. Just like from Box, you can choose who can use this link (selected folks, or anyone with the link, for example). This is shown in the image to the right, where the link is available to copy near the top and the access to the content is controlled below



## Embedding Panopto videos on course pages

There are ways to embed Panopto videos directly into Canvas courses, but not into CourseWeb/Blackboard courses.

### Embedding in CourseWeb (or not)

In CourseWeb/Blackboard, videos CANNOT be embedded. Links to videos (obtained as above) can be disseminated in a number of ways, including making an announcement or making an assignment. Do NOT click the **Mashups** button and select the **Panopto Video** option; this capability no longer works in CourseWeb.

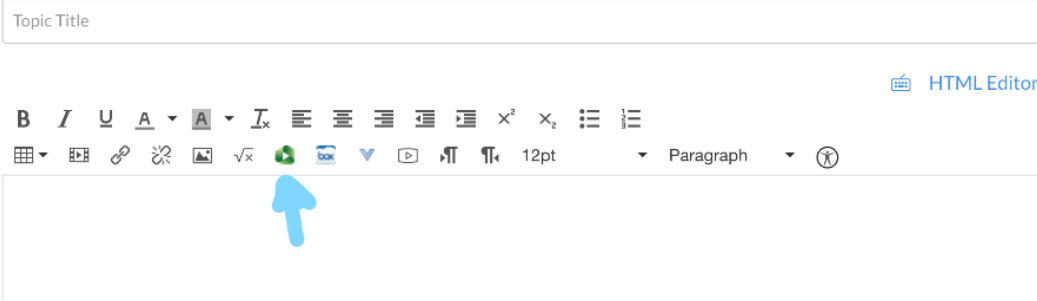
### Embedding in Canvas

For information on embedding videos in Canvas, see:

<https://support.panopto.com/s/article/Embed-Panopto-Videos-in-a-Canvas-Course-Faculty>

Like CourseWeb, links to videos can be posted in Canvas on any text announcement or assignment. In addition, unlike CourseWeb, videos can be embedded within Canvas text announcements.

Create an announcement or assignment to distribute to the class. In the text editor, click the green Panopto icon (see the image below):



# Creating PDFs of Course Materials

You can scan documents on the departmental copiers and have the resulting PDFs delivered to you via email.

If you have extensive paper documents that need to be scanned as PDFs, please bring these to Megan Silagyi in the Departmental Office with as much lead time as possible (at least 24 hours). Please separate the documents – please remove all staples – and paper clip them into packets that need to be scanned into a single collated PDF (one PDF will be created from each paper-clipped packet). You will receive your PDFs via email from the scanner (from [copier@pitt.edu](mailto:copier@pitt.edu)); don't reply to this email as the copier does like to return emails.

We cannot be responsible for naming the resulting PDFs that Megan makes. Those that you receive will have an autogenerated file name. You will have to rename them after you retrieve them from your email. There is no way to name the file at the copier before they are sent.

## Color PDFs

Source documents that are in color will be scanned as color PDFs. There is no need to specify any documents as needing to be scanned in grayscale or in color.

## Posting PDFs

PDFs can be made and disseminated to students for educational purposes. But, keep in mind that copyrighted material cannot be copied and posted on publicly-accessible web sites (like your lab's personal web page). Please post these PDFs to a student-restricted web site like CourseWeb or Canvas. See above for using these sites. Look under the PowerPoint section for guidance on posting files.

# Facilities in the Department to Capture Lectures

## Recording Room

If you do not have the capability to capture lectures on your computers, we have established a recording room to do so in 365 Crawford Hall. The combination to the room is 1-3. There is a Dell Windows 10 computer with PowerPoint and Panopto installed and the acoustics are fabulous. The browsers available are Microsoft Edge and Google Chrome. It is hard-wired into the network, so you can easily access your materials via Box or via a USB drive. Please use the sign-up list on the door to reserve the room for recording your lecture content.

You will need to sign onto the laptop with your university credentials. When leaving, remember to:

- Log off of your my.pitt.edu account
- Log off of any other accounts (*e.g.*, Panopto)
- Log off of the computer itself. Do not accept any offers to remember your credentials.

## Document Cameras

We have ordered the hardware needed to convert the HDMI signal from the document cameras into appropriate USB signals that can be routed into your laptop. This would enable lecture recording with both an electronic presentation and document camera inputs to be used interchangeably. If you need access to a document camera, then access those in the classrooms as they are available. The HDMI-to-USB converters will be available in the Departmental Office in A234B Langley Hall when they arrive (likely by the afternoon of Monday 16 March 2020).

## Conference Rooms

The best conference room for video conferencing is A219A Langley Hall, which has high-quality, built-in video-conferencing capabilities. If that room is unavailable, consider using any available conference room, which may be quieter than your personal office in many cases.

# Live Conferencing Options

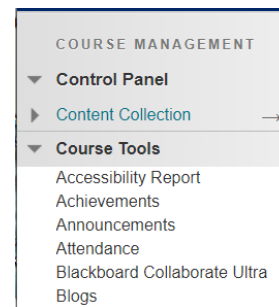
Sometimes asynchronous delivery cannot work. Consider these options for small, interactive courses like undergraduate seminars or writing courses. There are options to perform these functions in both CourseWeb AND Canvas. Moreover, Live Conferencing can work well for interactive office hours.

## CourseWeb Collaborate

An interactive environment is available from CourseWeb (BlackBoard). This includes audio and video sharing and a virtual whiteboard. Only a web browser is needed (no additional plug-ins are required). A Faculty Knowledge Base page, which has tips, guidelines and a short (2:14) video overview is available here:

[https://www.etskb-fac.cidde.pitt.edu/blackboard/getting-started-in-collaborate/?doing\\_wp\\_cron=1583852211.2017810344696044921875](https://www.etskb-fac.cidde.pitt.edu/blackboard/getting-started-in-collaborate/?doing_wp_cron=1583852211.2017810344696044921875)

**How to use CourseWeb.** From the CourseWeb app listed along the right-hand side, click your course (which you activated above, if necessary). Click on the link to your course from the list on the right-hand side (My Course); In your menu along the left, choose **Course Tools | Collaborate**. You can record a session as you deliver content, so if an instructor wants to live-stream a lecture with students in the course, they could presumably record it and post the video for those who couldn't live-stream.



Collaborate also has a “**Share application**” option that also gives the presenter the option of sharing a screen (e.g., a PowerPoint presentation) that could potentially be useful if they want to live-stream content. Collaborate also has a “**Share whiteboard**” option that gives the presenter a white screen that they can draw on (if your device has stylus input); this can be useful for drawing while holding virtual Office Hours.

**How students access it.** Students would log into CourseWeb as usual via <http://courseweb.pitt.edu> or through the <http://my.pitt.edu> portal.

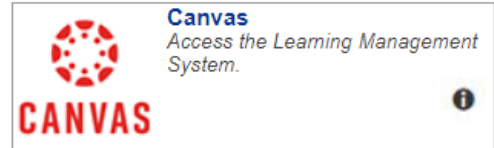
## Canvas Conferences

Here, an interactive conference can be created to hold office hours or run small classes (a recommended limit is 100 users). A conference invitation will be sent out from Canvas when a new conference is created. You can create an event in the course calendar to alert students to upcoming conferences.

You can schedule the duration of a conference and enable video recording. By default, all students are invited to a conference. For running recitations with subsets of students, choose to remove all course members first, then add back those in the recitation section you are scheduling. For more information, see:

<https://community.canvaslms.com/docs/DOC-12687-415241306>

How to initiate Canvas Conferences. You can only use Canvas Conferences if you agreed to use Canvas prior to the start of this term. If you are not already a Canvas user, this is not an option.

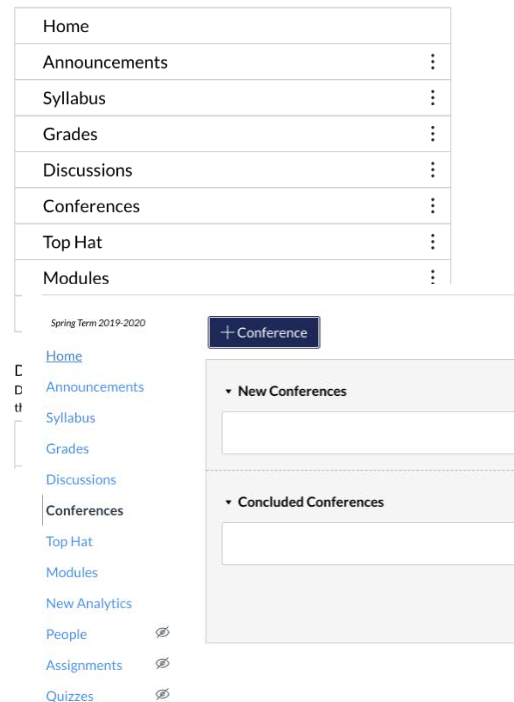


How to access Canvas Conferences. You can access your courses via the <http://my.pitt.edu> portal, choosing the Canvas app from along the right-hand side. Click on your course from your dashboard.

How to make Conferences visible to students. Go to **Settings** on the bottom of the left-hand control panel. Click the **Navigation** tab. Drag “**Conferences**” from the lower list of available features to the upper list of features accessible to students. The image to the right shows the **Navigation** pane, the full list of available options (with **Conferences** available), and the start of the list of disabled features. After adding **Conferences**, scroll all the way to the bottom and click **Save**.

Course Details Sections Navigation Apps Featu

Drag and drop items to reorder them in the course navigation.



How to use Canvas Conferences. After making **Conferences** visible, it should appear on the left-hand side of your Canvas Course. Click the **Conference** button to expose the **Conference** pane. Click the **+Conference** button to create a new conference. You can click the **Enable Recording** button to save a recording and make it available to students as asynchronous content. When you start the conference, you will be sent to an external site (Big Blue Button) which enables this content.

How students access it. Students would log into Canvas as usual via <http://courseweb.pitt.edu> or through the <http://my.pitt.edu> portal. They could click the link as well to be brought to Big Blue Button. When you start a conference, students will get an email notification that a conference has begun and they are able to join the conference. This is true even if you are testing this feature during spring break.

## Skype for Business

An extensive tutorial (a 2-hour, 37-minute on-line class) is available here:

<https://www.lynda.com/Skype-tutorials/Skype-Business-Essential-Training/574675-2.html>

Everyone at the University of Pittsburgh has access to this Lynda class; you log in using your Pitt credentials.

While this works for small groups (*e.g.*, a graduate class), this is not the best options for undergraduate classes. You must add each group member individually, and the application cannot import a list of students. For more than a handful of users, this can get very tedious and you may wish to consider the other options below.

How students access it. Skype for Business is available for mobile phone (both Android and iOS) as a free basic app. This app can be accessed here:

<https://products.office.com/en-us/skype-for-business/download-app>

## Microsoft Teams

This is a virtual collaboration platform that supports instant messaging, meetings and file sharing. It works with Office 365 applications (such as PowerPoint). You could invite students to a conversation and share a presentation. Apps are available for desktops, Android phones and iOS phones. An overview can be found here:

<https://www.technology.pitt.edu/services/microsoft-teams>

How students access it. Students can obtain the app here:

[https://play.google.com/store/apps/details?id=com.microsoft.teams&hl=en\\_US](https://play.google.com/store/apps/details?id=com.microsoft.teams&hl=en_US)

## Zoom

Zoom maintains virtual conference rooms suitable for small classes. We understand that the University will be purchasing licenses for the Enterprise version of **Zoom** that might be helpful in courses that cannot be delivered through resources on the Center for Teaching and Learning page. We will update you when we know more. For general information for now, see <https://zoom.us/zoomrooms?zcid=2438>. We will update this section when the software link is available.

How students access it. You would provide students with a meeting ID. Student would log onto that meeting via:

<https://zoom.us/join>

# On-Line Exam Options

There are three major ways available now for on-line testing:

- TopHat Test
- Canvas Quizzes
- CourseWeb tests



TopHat Test is available to everyone at the university.

Canvas Quizzes is available only to those instructors who are early adopters of Canvas this term, having signed up last term. If you haven't been using Canvas, this is NOT an option.

CourseWeb Test is available to everyone at the university who is NOT using Canvas for their course.

## Top Hat Test

This option requires that students (and the instructor) have access to the TopHat application. The University now has a license, so it is free to all faculty and students. Moreover, TopHat Test is included in the license this year. If your course already requires students to activate TopHat onto their mobile devices, then this is a viable option. If not, then your students would not necessarily have TopHat available to them and this is not the best option.

An overview of TopHat test – including short (5:00, 3:00, 2:00) video tutorials – can be found here:

<https://support.tophat.com/s/article/Professor-Getting-Started-With-Top-Hat-Test>

**Time frame for testing.** TopHat test is available to all students during a specified time frame. You CANNOT limit the time availability for individual students. For example, if your exam is available from 9:00 am until 1:00 pm for students to start, there is no way to limit them to a 50-minute exam time. In contrast, the Canvas and CourseWeb options below do allow for time limitations for individuals.

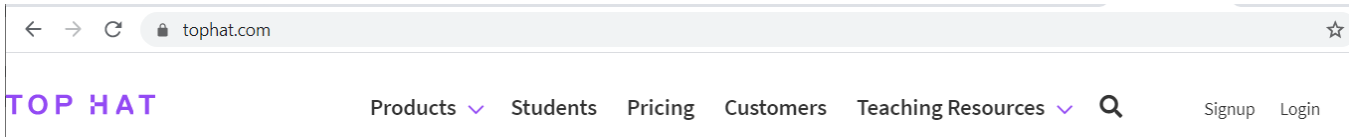
**Content limitations.** The Top Hat text editor is limited. Text editing (including rich text editing and the inclusion of video, images, math equations or flash activities) is far more flexible in either Canvas Quizzes or CourseWeb Tests (see below). TopHat is limited to slightly rich text (bold and italics are available, no underlines; only 3 font sizes; there are subscripts and superscripts; there is a “math” editor, but no simple option for a symbol fonts) and images. There is no way to import a test; all questions must be entered individually.

**Grading.** Question options include multiple choice, word answer, numeric answer, formula, fill-in-the-blank, matching, click-on-target, sorting, and long answer. You will enter the answers and TopHat will grade for you (except for “long answer”). There is no partial credit, so be wary.

**Multiple exam versions.** You can create multiple versions of your questions and you can randomize question order. This is easier to accomplish in TopHat than in either Canvas Quizzes or CourseWeb Tests.

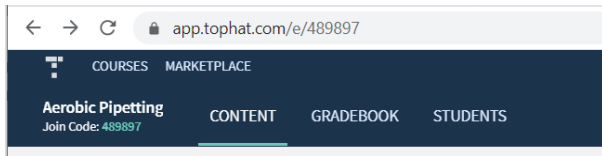


**Installing TopHat.** Faculty and students all work directly through the TopHat web site. Access this at <http://tophat.com> which, counterintuitively, has nothing to do with men's' eveningwear. Click the **Login** button at the upper right-hand side of the screen:

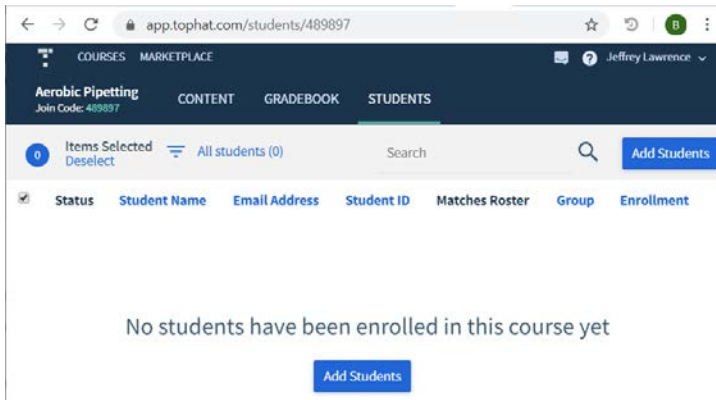


Type "University of Pittsburgh" when asked to search for your school. This will direct you to log in with your Pitt credentials. If you have never used it before, you will need to sign up (as a Professor for you, as a student for your students). You will then need to create a course.

**Inviting students.** You can list students to include. Click the **Students** tab:



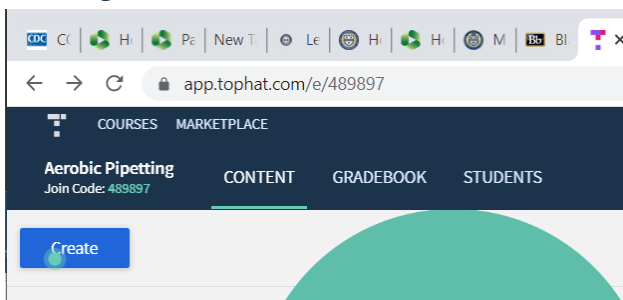
On the Students tab, click the **Add Students** button:



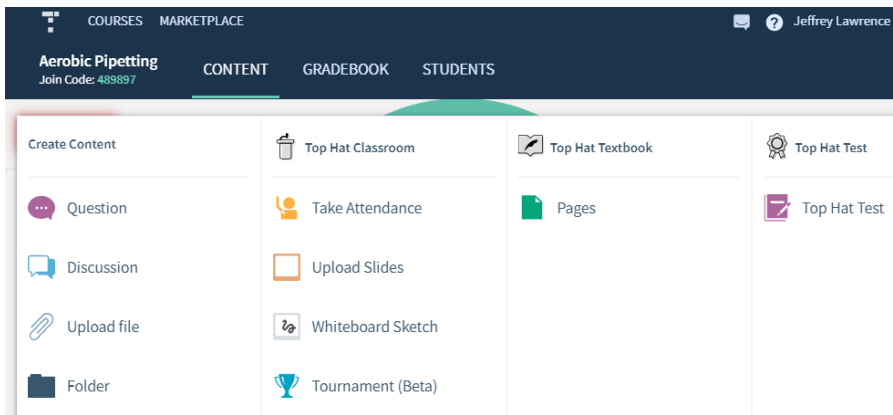
Here, you can import a list of email addresses from Excel, or paste a list of emails. Use a semicolon to separate the emails.

When invited, a student will receive a join code in an email. This join code is also displayed on your TopHat Professor web site (notice the join code 489897 for *Aerobic Pipetting* above).

**Creating a test.** Click the blue **Create** button to create content (see image below).



Among the content options available, the TopHat Test option is on the far right (see image below):



## Canvas Quizzes

A short (4:30) video tutorial can be found here:

<https://community.canvaslms.com/videos/3922-new-quizzes-overview-instructors>

An extensive FAQ can be found here:

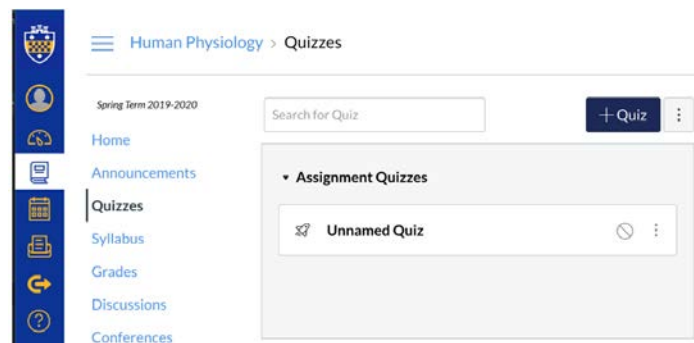
[https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive\\_content\\_id\\_Quizzes](https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Quizzes)

**Access for instructors.** If you specified that you will be using Canvas this term, log onto Canvas via the <http://my.pitt.edu> portal and click on the Canvas app on the right-hand side. If you have not used Canvas, you must use CourseWeb. Click on your course.

**Making Quizzes visible.** Go to **Settings** on the bottom of the left-hand control panel. Click the **Navigation** tab. Drag **“Quizzes”** from the lower list of available features to the upper list of features accessible to students. After adding **Quizzes**, scroll all the way to the bottom and click **Save**.

**Creating a quiz.** After making it visible, click on the **Quizzes** button on the right. Click the blue **+Quiz** button to create a new quiz.

Creating multiple versions of an assessment in Canvas Quizzes is possible, but not very simple. Test availability and time restrictions – that is, limiting the time each student has to take the quiz - are possible.



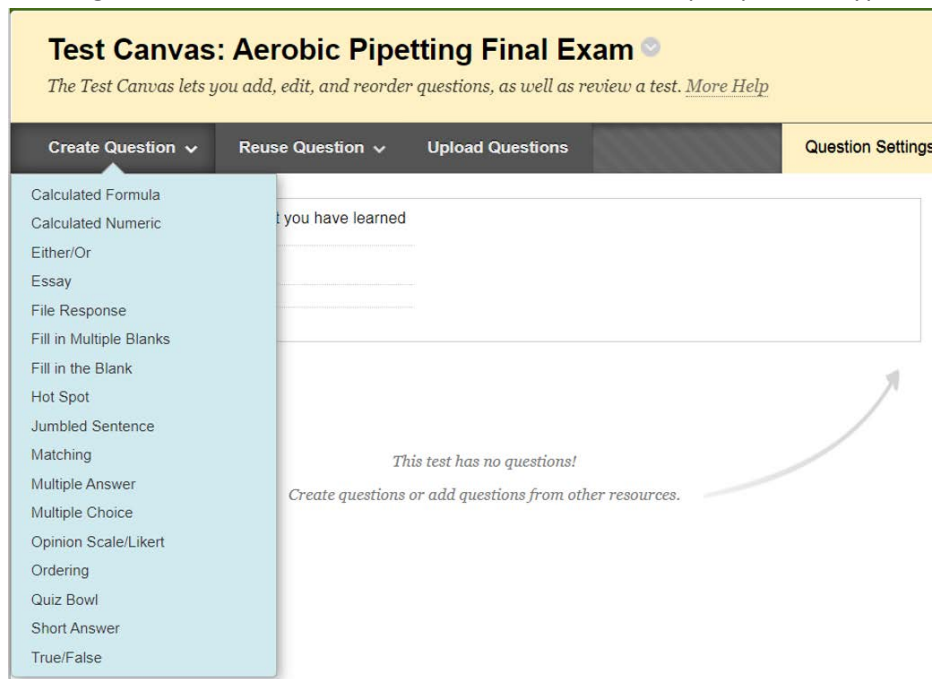
## CourseWeb Tests

For an overview, consult:

<https://community.canvaslms.com/videos/3922-new-quizzes-overview-instructor>[https://help.blackboard.com/Learn/Instructor/Tests\\_Pools\\_Surveys/Create\\_Tests\\_and\\_Surveys](https://help.blackboard.com/Learn/Instructor/Tests_Pools_Surveys/Create_Tests_and_Surveys)

**Access for instructors.** Log onto CourseWeb via the <http://my.pitt.edu> portal and click on the CourseWeb app on the right-hand side. Click on your course (see instruction above for activating CourseWeb if you have not used it and you have not used Canvas). Click on **Course Tools | Test, Surveys and Pools**. You may build a test in CourseWeb, or import a test.

After entering a name and description for the test, click the Submit button on the bottom of the page to begin creating content. As with Canvas Quizzes, there are multiple question types available:



Creating multiple versions of an assessment in CourseWeb Tests is possible, but not very simple. Test availability and time restrictions are possible.

## GradeScope

This is an automated grading facility, should you elect a format that is not automatically graded (for example, if you distribute a take-home exam for them to complete and return). Some faculty have found it extremely useful. Learn more at:

<https://teaching.pitt.edu/featured/introducing-gradescope/>

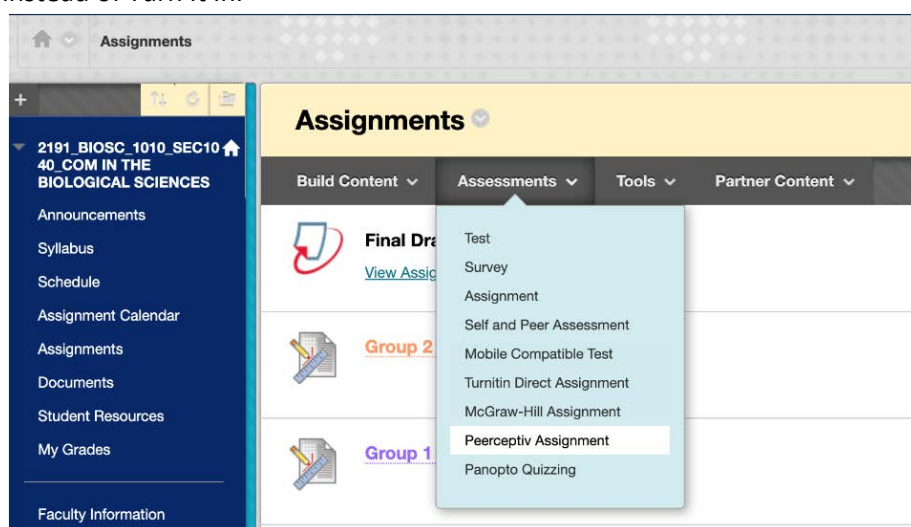
## Options for Peer Review

The university has a Turn It In subscription which allows students to review each other's work. For more information, see:

<https://www.etskb-fac.cidde.pitt.edu/other-applications/turnitin/>

You can access Turn It In via CourseWeb. Log into CourseWeb via the <http://my.pitt.edu> portal, click on CourseWeb, and choose your course. See instructions above for activating your course if you have not done so. Choose **Course Tools | Turn It In**.

Also in CourseWeb, if you have created an assignment, you can choose Peerceptiv as the assessment mode instead of Turn It In.



## Instructional Laboratories

More information is coming to me on Wednesday. Stay tuned.

## IT Resources

Information on **IT Resources to Support Remote Work** can be found at

<https://www.technology.pitt.edu/remoteworkresources>.

### Setting up your home computer

Importantly, you can physically bring your devices to walk-in and drop-off IT support desks, and they will set you up for remote work, including remote desktop capability (where you can access your work computer from home). This service is available in the University Store on Fifth Avenue. See:

<https://www.technology.pitt.edu/help-desk/technical-support-walk-locations>

Questions on IT should be directed to: [Contact the 24/7 IT Help Desk](#)

Please do not query poor Eric Polinko directly. Dude is swamped.