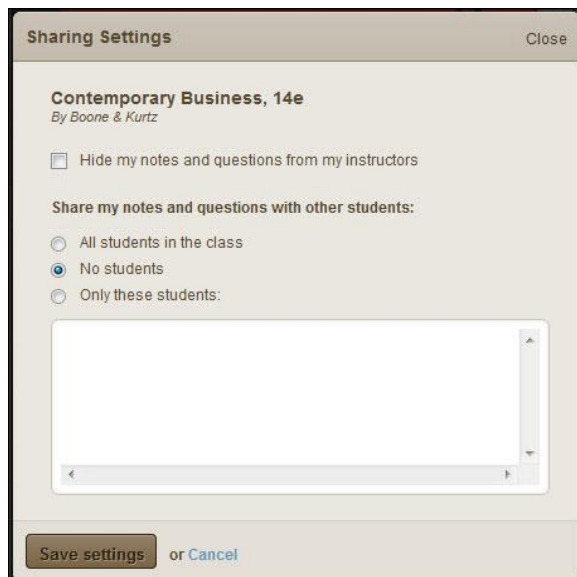


Student Differences in CourseLoad

Students interact with CourseLoad in a very similar fashion to way that you do which helps you when engaging with your students. The main tools such as highlighting, notes and sticky notes work in exactly the same fashion for both you and your students. However, there are some differences of which you should be aware.

Student Sharing Option

The first difference is the Sharing option available to students on all digital content in the course except linked external content. Unlike your notes which are automatically viewable by everyone in the course, students choose whether or not they would like to share their highlights, notes and annotation. The Sharing control is located next to the Print option under title and author of the content in the left panel. Students determine their sharing options for each piece of digital content in the course allowing them to determine what level of sharing is comfortable. By default, students' annotations are viewable to all instructors but to no other students in the course.



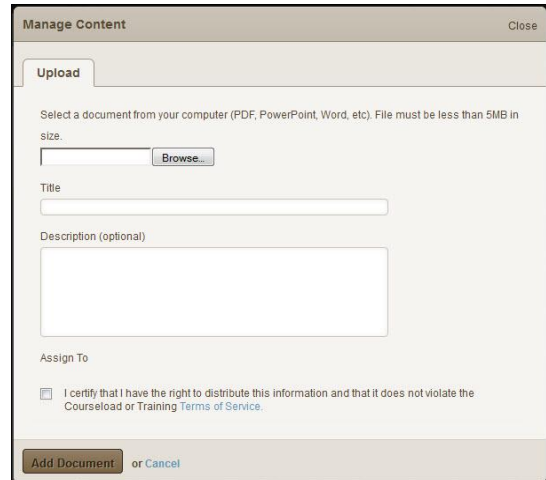
If a student would like to keep all items, notes, and questions private from instructors in the course, they check the box next to that option in the Sharing Setting dialog. Additionally, a student can decide to share his or her annotations with all classmates, no classmates or only specific classmates in the course.

Likewise, students can only see notes from other students in the course if sharing settings are set appropriately. This is important to remember if you are assigning group work that requires students to share notes in the system. You may need to provide

guidance to your students on what their sharing settings should be for your course.

Manage Content

Another difference for students is the options available to them through the Manage Content link. The Manage Content link is available; however, any content they upload does not affect the course as a whole. All student-uploaded content goes into the student's Additional Resources area and is only available to that student. The upload function allows students to locate additional resources that they find with their textbook and course materials in Courseload providing them a one-stop shop for materials.



Manage Content Close

Upload

Select a document from your computer (PDF, PowerPoint, Word, etc). File must be less than 5MB in size.

Browse...

Title

Description (optional)

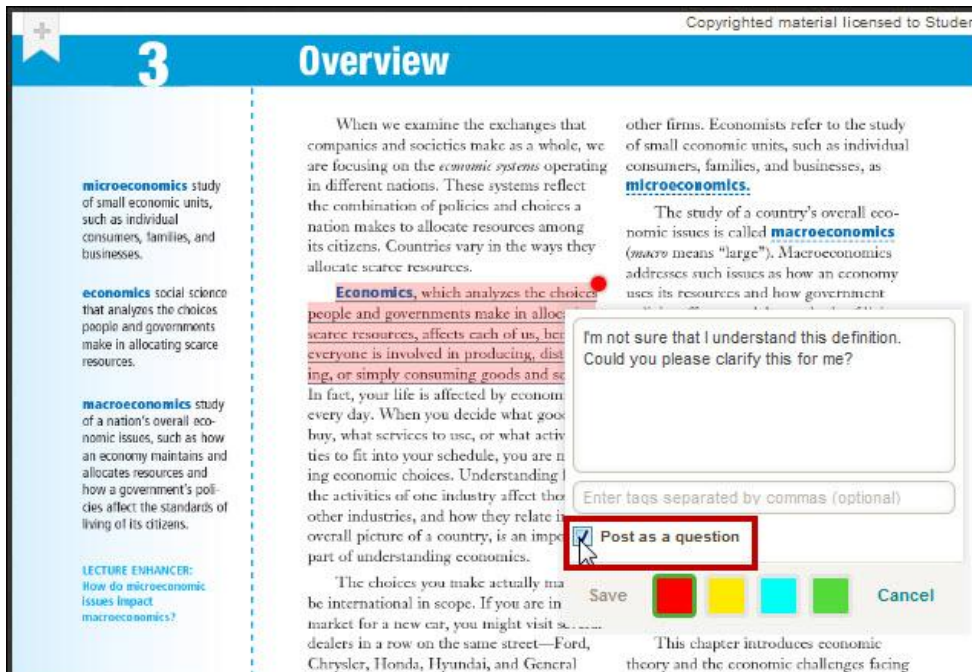
Assign To

☐ I certify that I have the right to distribute this information and that it does not violate the Courseload or Training [Terms of Service](#).

Add Document or Cancel

Post A Question

The last difference students experience in Courseload is the Post as a question checkbox in the Notes dialog. When creating a note, students have the option to send the note to you as a question that they would like answered. This feature provides an avenue for students to ask questions and seek clarification while they are reading their text making the questions more timely and accurate when posed to you.



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3 Overview

microeconomics study of small economic units, such as individual consumers, families, and businesses.

economics social science that analyzes the choices people and governments make in allocating scarce resources.

macroeconomics study of a nation's overall economic issues, such as how an economy maintains and allocates resources and how a government's policies affect the standards of living of its citizens.

LECTURE ENHANCER: How do microeconomic issues impact macroeconomics?

When we examine the exchanges that companies and societies make as a whole, we are focusing on the *economic systems* operating in different nations. These systems reflect the combination of policies and choices a nation makes to allocate resources among its citizens. Countries vary in the ways they allocate scarce resources.

Economics, which analyzes the choices people and governments make in allocating scarce resources, affects each of us, but everyone is involved in producing, distributing, or simply consuming goods and services. In fact, your life is affected by economic choices every day. When you decide what to buy, what services to use, or what activities to fit into your schedule, you are making economic choices. Understanding the activities of one industry affect the other industries, and how they relate to the overall picture of a country, is an important part of understanding economics.

The choices you make actually may be international in scope. If you are in the market for a new car, you might visit several dealers in a row on the same street—Ford, Chrysler, Honda, Hyundai, and General Motors.

other firms. Economists refer to the study of small economic units, such as individual consumers, families, and businesses, as **microeconomics**.

The study of a country's overall economic issues is called **macroeconomics** (*macro* means "large"). Macroeconomics addresses such issues as how an economy uses its resources and how government policies affect the economy.

I'm not sure that I understand this definition. Could you please clarify this for me?

Enter tags separated by commas (optional)

☒ **Post as a question**

Save Cancel

This chapter introduces economic theory and the economic challenges facing

Notes posted as a question show up in the right panel as a new question until answered by the instructor. Answers to questions are posted back to the student in line with the question. Here is an example of both a new, unanswered question and an answered question from the student perspective.



The screenshot displays a document titled "Chapter 3 Overview" with several red annotations. The annotations include: "microeconomics study of small economic units, such as individual consumers, families, and businesses."; "economics social science that analyzes the choices people and governments make in allocating scarce resources."; "When we examine the exchanges that companies and societies make as a whole, we are focusing on the *economic systems* operating in different nations. These systems reflect the combination of policies and choices a nation makes to allocate resources among its citizens. Countries vary in the ways they allocate scarce resources."; "Economics, which analyzes the choices people and governments make in allocating scarce resources, affects each of us, because everyone is involved in producing, distribut-"; "other firms. Economists refer to the study of small economic units, such as individual consumers, families, and businesses, as *microeconomics*."; "The study of a country's overall economic issues is called *macroeconomics* (macro means 'large'). Macroeconomics addresses such issues as how an economy uses its resources and how government policies affect people's standards of living. The substitution of ethanol for gasoline or biodiesel for diesel fuel has macroeconomic

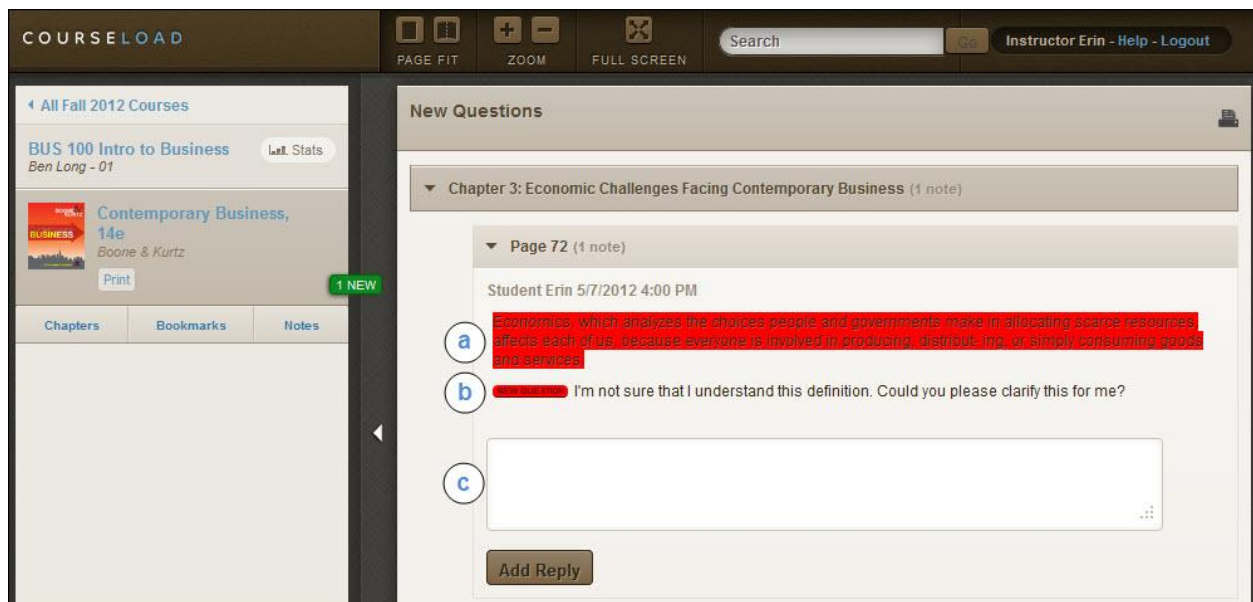
The right-hand panel, titled "Showing Notes From", shows a list of questions and answers. The first question is dated 5/7/2012 4:05 PM and asks for a website to provide more information on the difference between microeconomics and macroeconomics. The answer, dated 5/7/2012 4:06 PM, is from Instructor Erin and provides a link to a website. The second question is dated 5/7/2012 4:00 PM and asks for clarification on the definition of macroeconomics.

How to Answer Questions that Students Post in Courseload

The ability for students to post a question to an instructor is a very helpful feature as it allows students to immediately ask questions while they are interacting with material rather than writing the question down until the next lecture or until the student can draft an email to you. By using this tool, questions become more relevant and timely. It also assists you in identifying concepts that may require additional attention or explanation.



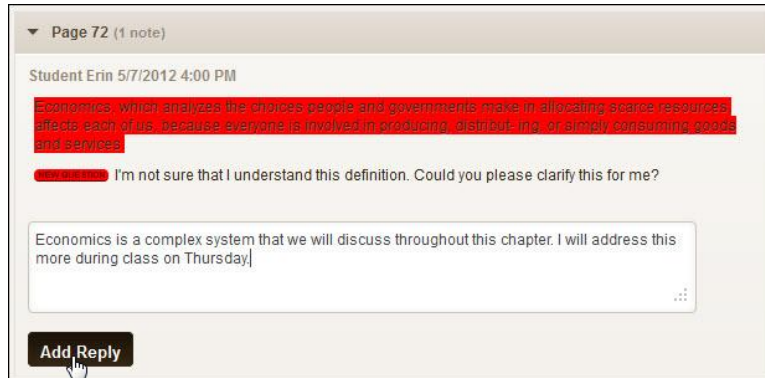
Courseload makes identifying new questions in your course easy to find. When you select a piece of content in your course, Courseload provides an indicator next to the text summary information in the left panel with the number of new questions associated with that content. Click on the indicator and the system displays all new questions in the Notes Summary view for easy response.



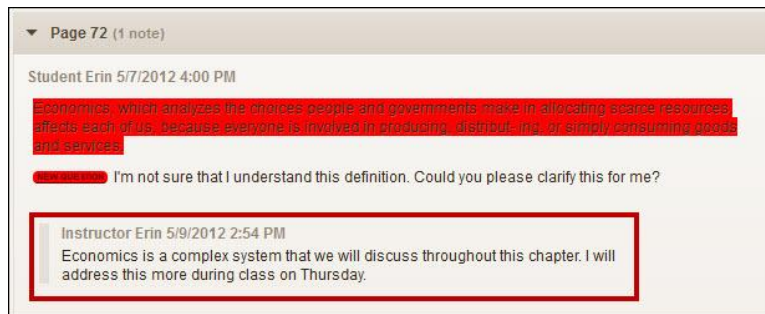
Everything you need to provide an answer to the question is there.

- The text highlighted by the student
- The question posed by the student
- A reply box for your answer

To respond to the student, review the text and question, type your reply and click the Add Reply button.

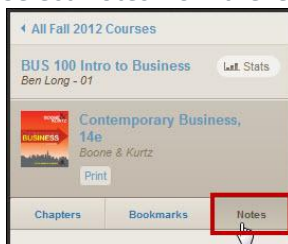


Your reply becomes visible in the Notes Summary view in case you need to review your response at a later date.

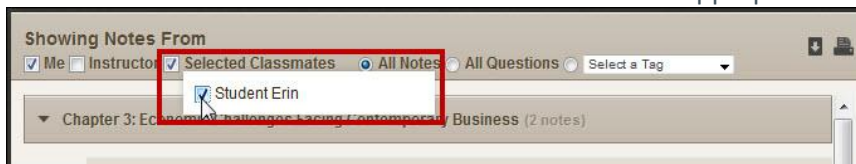


At any time, you can view all questions or a subset of questions in the Notes Summary view whether answered or not by using the filters at the top of the view. To see only questions:

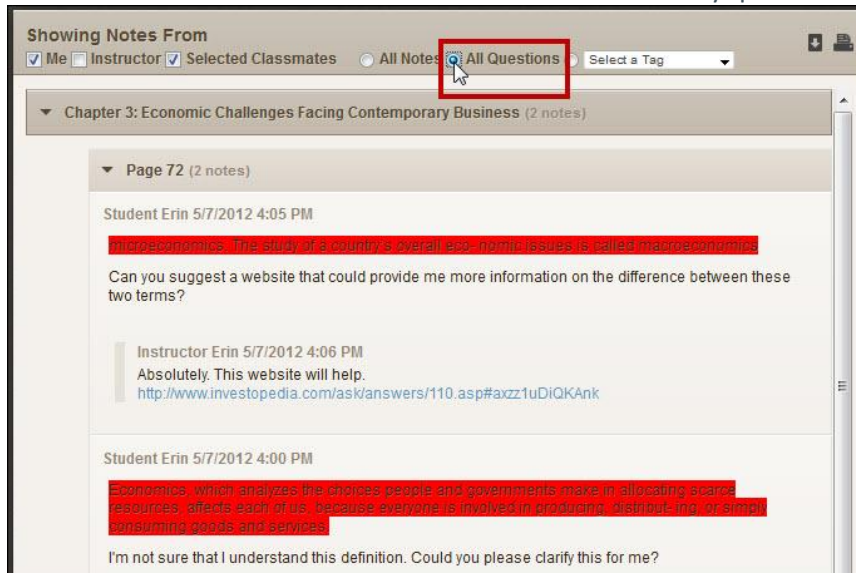
1. Select Notes from the left panel for the content to open the Notes Summary view



2. Check the Selected Classmates checkbox and choose the appropriate students



3. Click the All Questions radio button to filter the view on only questions



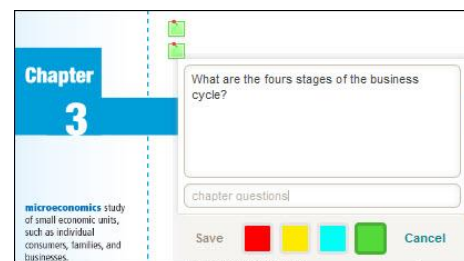
Getting students to ask the question is an important part of the process. How you choose to respond to the questions is completely up to you. Instructors employ many different strategies for answering questions. Here are some ideas for you to consider:

- Answer questions directly in Courseload
- Gather all questions and respond to them at the beginning of the next lecture for the benefit of all students.
- Compile all questions, answer them, and post them in the course as an FAQ document. This document can be used and expanded term after term.

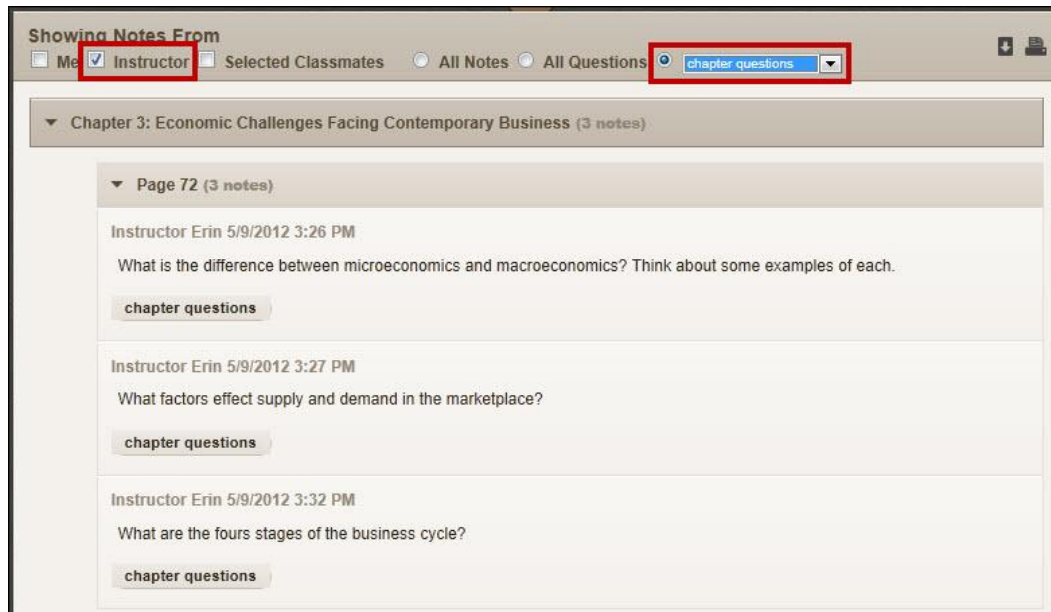
Additional Uses for Annotations and Tagging

An Indiana University eTexts study found that 66% of students found notes from instructors helpful in the course. So, write down your own notes, thoughts, and assignments in Courseload. If students expect to find useful information from you within the digital content, they will be sure to make it a priority in their studies.

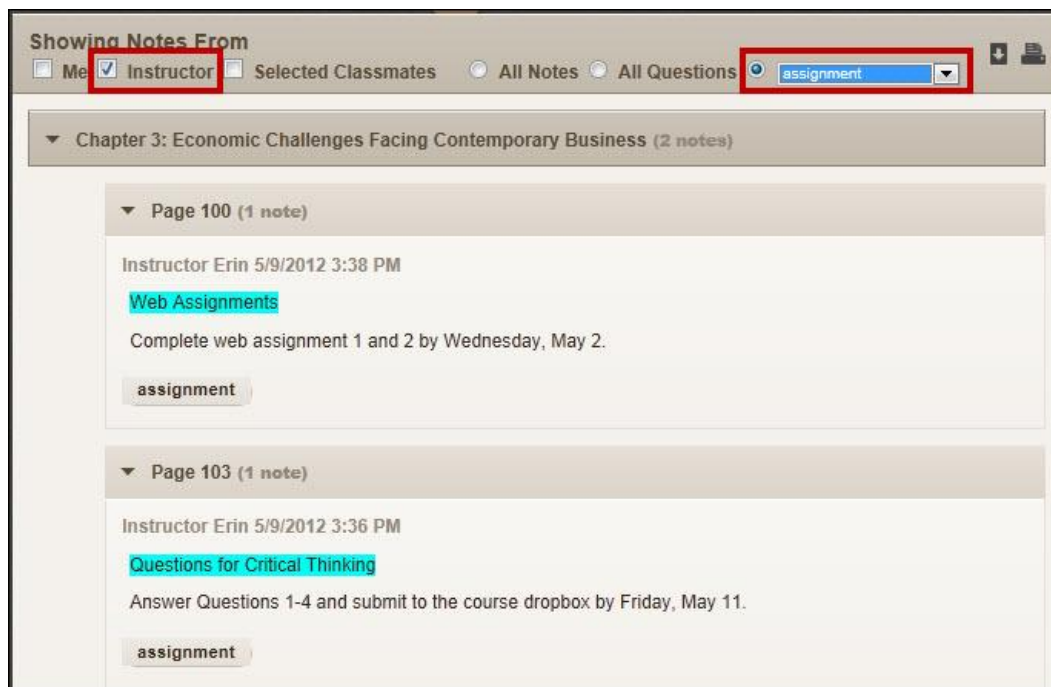
You can go beyond just notes and thoughts and use annotations to help the students think critically about the course material. Consider posting a few questions at the chapter-level for your students to keep in mind as they read and interpret the materials. These questions create a



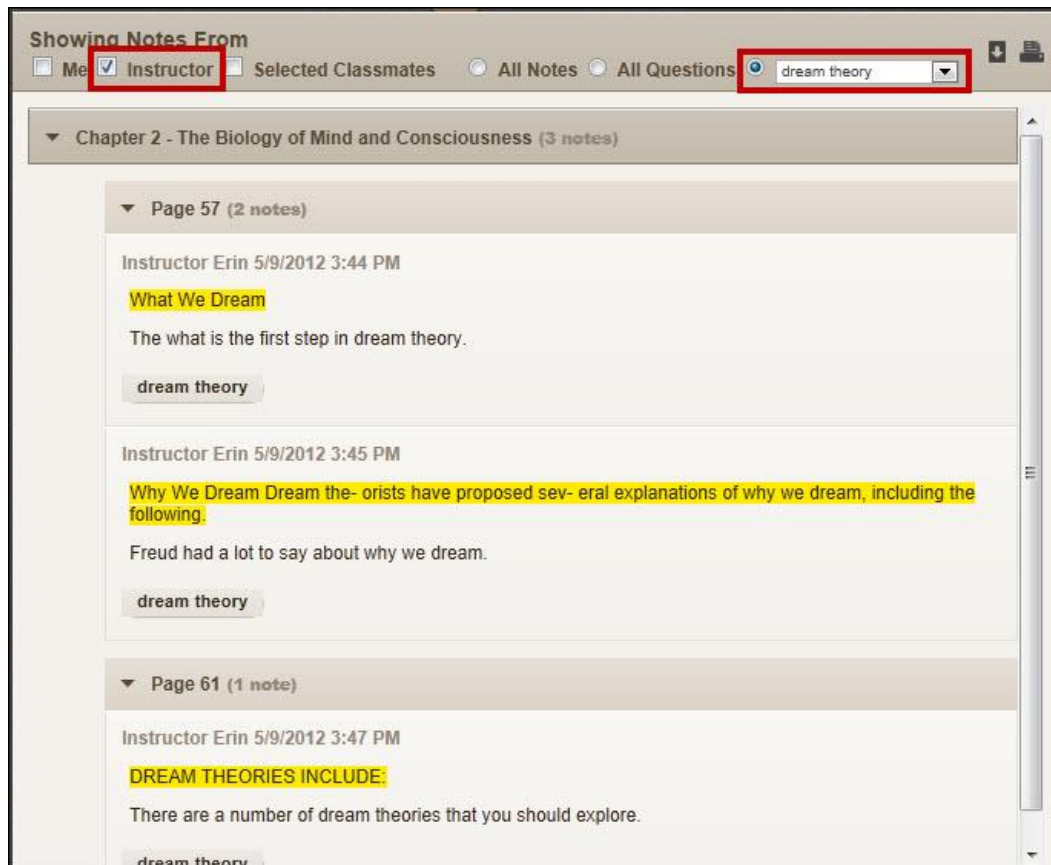
foundation and prime students to focus on those topics that are most important in the text. The image below shows the student-view of the chapter questions.



You can also use annotations to write down assignments which provides context to the assignment because it is placed with the supporting material. Use a tag on the annotations such as assignment, so students can easily filter your annotations to locate the assignments.



Help your students connect the dots through using thematic tags. For example, Chapter 2 in Introduction to Psychology discusses the influences of dream theory. You can tag the items that influence our understanding of dream theory and assist the student with identifying common threads.



Ideas for Further Student Engagement

Encourage Analytical Thought

Ask students to use the tagging feature to identify themes within the digital content. This allows you to quickly see if they are connecting the right themes within the material. As an exercise, you could identify 4-6 tags that you would like for students to use throughout the term for their notes. These tags can align to the course objectives from your syllabus and will help you see if students are correctly identifying the themes in the course materials.

Encourage Outside Research

Implement an exercise where students must locate supporting materials on the Internet and insert links to those supporting materials within their annotations including their thoughts explaining the

connection. Students can use the search capabilities within Courseload or other online resources. The exercise encourages outside exploration and research, as well as, keeps them engaged with the digital course materials in Courseload.

Promote Group Review and Discussion

Group students together to study. Instruct that each student in the group to review the material, highlight and annotate key learning points, and write probing questions. Groups then meet online or in person to review the notes, discuss their annotations, and answer open questions posed by members of the team.

Provide Content for All Learning Styles

Use the Manage Content tool to meet needs of all your students and keep the course interesting. A visual learner is much more likely to stay engaged when a video is present, so you can embed a video of this week's lecture or find online content to supplement the text. An auditory learner may benefit from listening to your lecture again, so you could add an audio recording. Through additional content, you can provide options for all learning styles.

How to Use Stats

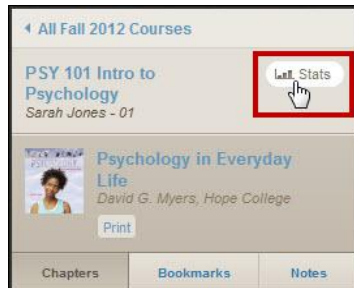
Knowledge is power, and the Courseload Stats tool gives you insight into students' activities and participation in your courses. Stats is a built-in analytics tool that allows you to monitor who is reading and who is engaged in your courses. Through this tool, you can proactively monitor your students and their activity. Although there are many ways to use Stats, the two most common scenarios where instructors use the tool are:

- Keeping a pulse on the class
- Detect early retention and counsel student

As you are prepping for a lecture, it may be helpful to find out how well your students have prepared. By analyzing the data from Who Is Reading, you know whether students are completing the required reading prior to class. Knowing this information may help you to build your lecture appropriately. Understanding your student preparedness can also help you set expectations and assign work.

Additionally, stats data help you with students who may be struggling in class. Take for example a situation where you have two students who are experiencing problems and require help. You've reviewed the Who Is Reading and Who Is Engaged statistics for both students and found that Student A

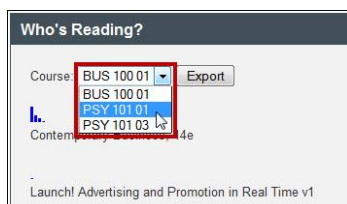
is completing all of his/her reading, but Student B is not. Having this information helps guide your counseling session with each student and supports your retention efforts.



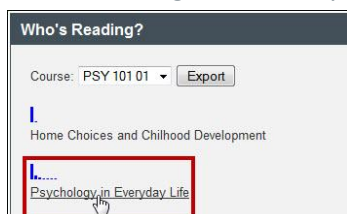
You access Stats in the left panel next to the title of the course. Click on the Stats control, and Stats opens in a new browser window. Once Stats is open, you have two reporting options, and the data can be viewed by graph or by export.

Who is Reading summarizes the course data by content title and student. For each member of the class and each content item, you can see the number of pages read.

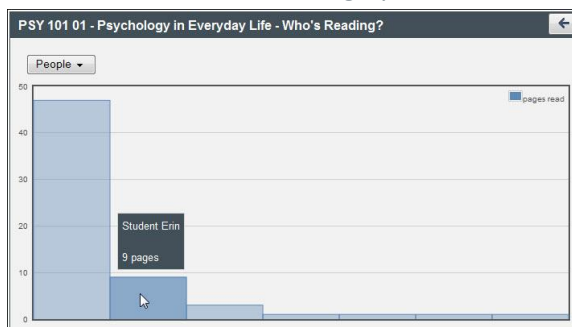
1. Select a course from the course drop-down.



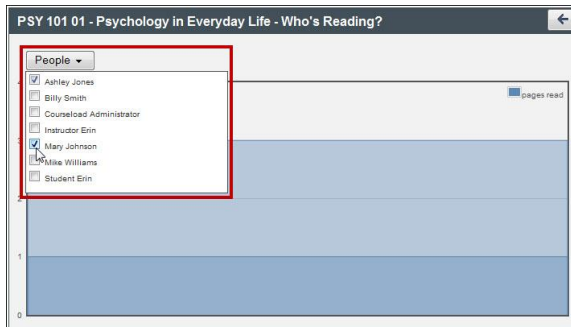
2. Click on the digital content you would like to review.



3. Review the bar graph that appears. Each bar represents a different member of the course. Mouse-over the bars on the graph to see who is reading and how many pages.



- If you would like to filter the data, you can do so through the People drop-down in the upper, left-hand corner.



Who is Engaged supplies detailed annotation information about the by student and content title combination. By looking at this information you will be able to review the type of markup (highlight, note or annotation).

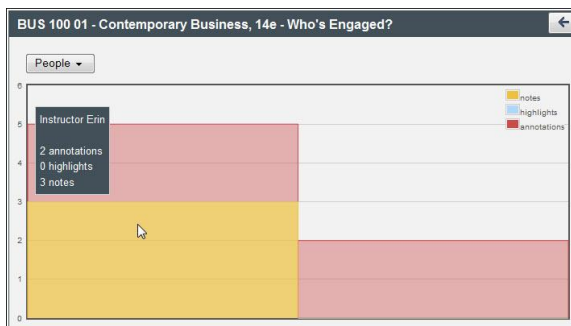
- Select a course from the course drop-down.



- Click on the digital content you would like to review.



- Review the stack bar chart. There is one stacked bar for each person in the course. The stacked bar displays the number of the notes, highlights, and annotations for the user. Mouse-over the stacked bars on the graph to see the number of markups.



4. If you would like to filter the data, you can do so through the People drop-down in the upper, left-hand corner.



As you explore Stats, you will find many ways that you can use the tool. To spark some further ideas, we will leave you with one additional way to use the tool.

In order to encourage reading and participation, you can offer extra credit for students who use annotations in course materials. At the end of the term, you can review the Who's Engaged stats to quickly identify students who met the requirements for extra credit. Using Stats, you've encouraged participation without having to spend a lot of time determining students' "grades."