



Ready to go! A Start-of-Term CoursePlus Refresher

Term 1, AY2024-2025

THIS SESSION IS BEING RECORDED!

Learning Objectives

Identify new
CoursePlus
tools and
features

Discuss start-
of-term tasks
and explain the
role of
CoursePlus

Identify and
answer start-
of-term FAQs

Share
resources



UPDATES



Agenda

- What's New in CoursePlus? (10 minutes)
- Start-of-Term Tasks and CoursePlus Tools (20 minutes)
- Start-of-Term FAQs and Resources (8 minutes)
- Open Q&A (remaining time)



What's New in CoursePlus?

Identify new CoursePlus tools and features

Q&A 1



Start-of-Term Tasks

Discuss recommended start-of-term tasks and explain how CoursePlus tools and features can be used to accomplish these tasks

Common Start-of-Term Tasks

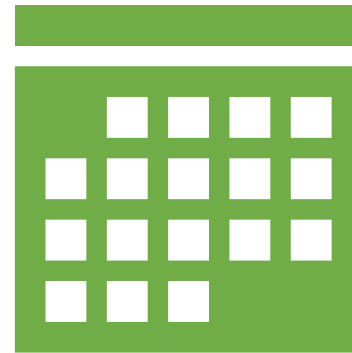
**Teaching Teams
and Bios**



**Syllabus and
Gradebook**



**Content and
Resources**



Communication



Faculty Tools

The screenshot shows a web browser window with the URL `courseplus.jhu.edu/core/index.cfm/go/factools:factools.main/coID/17137`. The page header includes the CoursePlus logo, the course title "140.646.01 - Essentials of Probability and Statistical Inference I: Probability", the semester "2022-2023", and a "Sign Out" button. A navigation menu contains "Syllabus", "Content", "Communication", "Resources", "Help", and "Home". The user is identified as "Celine Greene" with a dropdown arrow and a "Go to Faculty Tools" link. A "CoursePlus Guide" button is also present. A green status bar indicates "Site is available to students." with a "Make unavailable" button. The main content area is titled "Faculty Tools" and is divided into three sections: "Activities and Assignments" (listing Drop Box, Quiz Generator, Peer Assessments, PathFinder, Signup Sheets, and Gradebook), "Content Tools", and "Administrative Tools". The "Administrative Tools" section is further divided into "Site Administration" (listing "Add TAs, Editors, Guest Faculty, and Guests") and "Student Activity Reports" (listing "Emails sent to a student in this offering", "Class attendance", and "Discussion Forum" with sub-items: "Activity by each student", "Who responded to each category/topic", and "Number of visits by each student").

- To make edits to the course site, always go to Faculty Tools!

Start-of-Term Tasks: Teaching Teams and Bios

How do I add/remove teaching assistants and site content editors?

Managing Non-Student Access

Verify

People Who Have Access

Chi, Lu	Course Faculty - Of Record
Haagenson, Emily	Course Faculty - Of Record
Pinkerton, Amy	Course Faculty - Of Record
NAMES HIDDEN FOR PRIVACY	TA
	TA
	TA
	TA
Greene, Celine	Site Content Editor

Add

Give Someone Access

Give

access to this offering of this course in the role of:

Add This Person in This Role

Remove

Remove Access

Remove Access

Remove Access

Remove Access

Remove Access

Remove Access

Updating the Faculty Page

Manage Faculty Groups

Facilitators

Lu Chi MS
Emily Haagenson MA

Amy Pinkerton MA

↑ ↓ × Remove ✎ Edit

🗑 Delete

Guest Lecturers

Xi Chen PhD
Celine Greene MEd
Tainá Hanno MA, MS
Mia Lamm MSIS, MSLIS

Update Course Faculty

First Name:

Middle Name:


Last Name:

Suffix:

Title:

Affiliation:

Faculty Image:


Current Image: 

Delete this Image?

Replace Image: (No file selected)

Biography:

Amy Pinkerton joined the CTL instructional design team in July 2017. As a senior instructional



Amy Pinkerton, MA

Senior Instructional Designer
Center for Teaching and Learning, Johns Hopkins Bloomberg School of Public Health

Amy Pinkerton joined the CTL instructional design team in July 2017. As a senior instructional designer, she provides course and program design, development, production management, and evaluation services, and works with groups around the School to promote excellence in teaching and learning. Amy also co-instructs the CTL Teaching Assistantship Training course and provides training for both TAs and faculty. In addition to her work at CTL, Amy also provides volunteer instructional design and technology services for international higher education programs for various non-profit organizations.

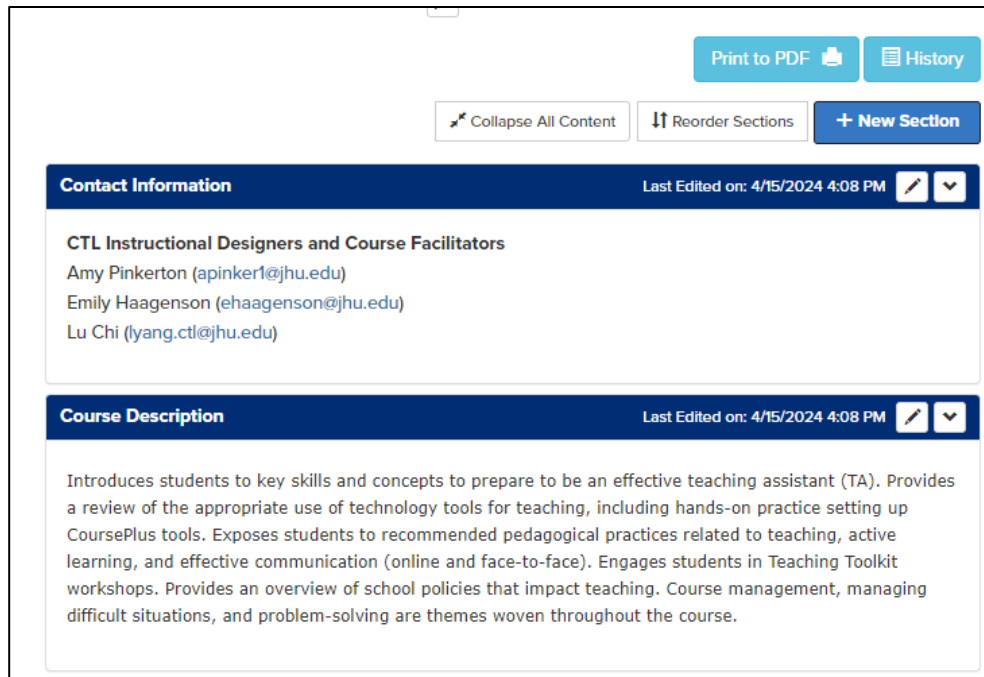
Before joining CTL, Amy was an instructional designer and systems support manager for the Association of Jesuit Colleges and Universities: JesuitNET Global, during which time she worked with U.S. and international Jesuit colleges, universities, and nonprofit organizations including Georgetown University, Pontifical Gregorian University, and Jesuit Worldwide Learning. Amy has an M.A. in Instructional Design and Technology from West Virginia University and a B.S. in Psychology from Wheeling Jesuit University. Her professional interests include learning in crisis environments, online grading and assessment, cognitive multimedia learning, and educational applications of artificial reality (AR), virtual reality (VR), mixed reality (MR) and 360 video technologies.

Start-of-Term Tasks: Syllabus and Gradebook

How do I update my syllabus and gradebook?

Updating the Syllabus Overview

Review the Information



The screenshot shows a syllabus overview page with a top navigation bar containing 'Print to PDF' and 'History' buttons. Below this are 'Collapse All Content', 'Reorder Sections', and '+ New Section' buttons. The main content is divided into two sections: 'Contact Information' and 'Course Description', both with 'Last Edited on: 4/15/2024 4:08 PM' and edit/delete icons.

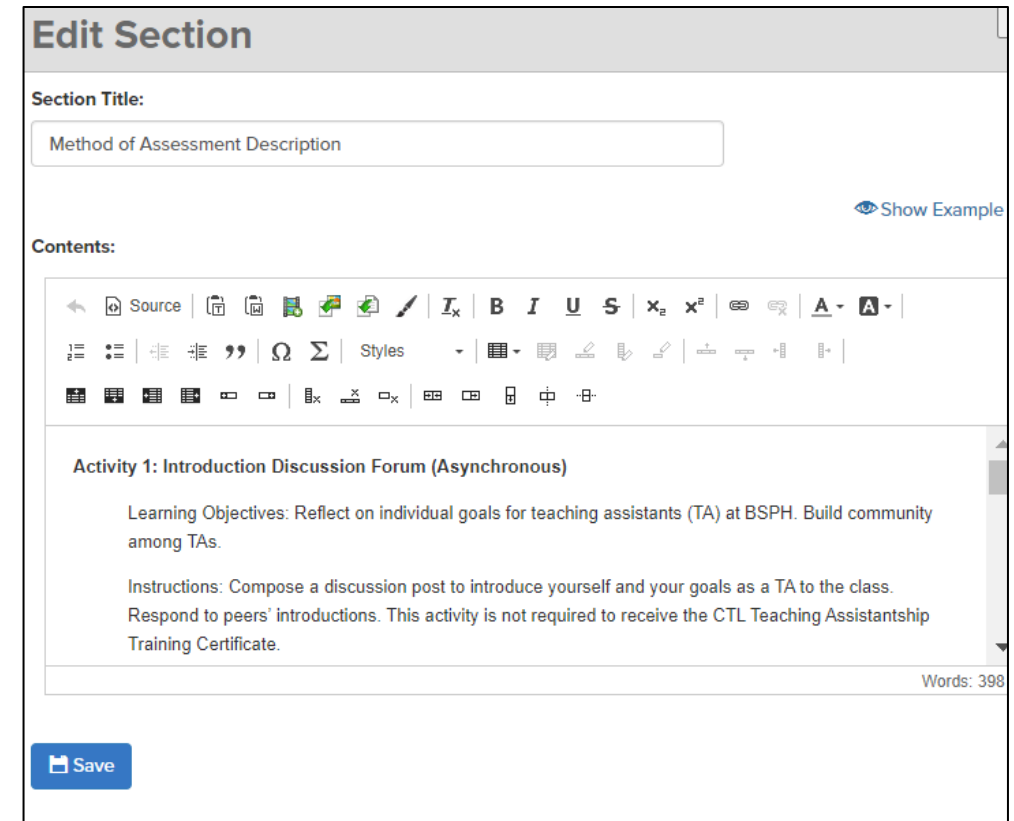
Contact Information Last Edited on: 4/15/2024 4:08 PM

CTL Instructional Designers and Course Facilitators
Amy Pinkerton (apinker1@jhu.edu)
Emily Haagenson (ehaagenson@jhu.edu)
Lu Chi (lyang.ctl@jhu.edu)

Course Description Last Edited on: 4/15/2024 4:08 PM

Introduces students to key skills and concepts to prepare to be an effective teaching assistant (TA). Provides a review of the appropriate use of technology tools for teaching, including hands-on practice setting up CoursePlus tools. Exposes students to recommended pedagogical practices related to teaching, active learning, and effective communication (online and face-to-face). Engages students in Teaching Toolkit workshops. Provides an overview of school policies that impact teaching. Course management, managing difficult situations, and problem-solving are themes woven throughout the course.

Edit Information *before* the term starts



The screenshot shows the 'Edit Section' page. It features a 'Section Title' field with the text 'Method of Assessment Description' and a 'Show Example' link. Below is a 'Contents' section with a rich text editor toolbar. The content area contains 'Activity 1: Introduction Discussion Forum (Asynchronous)' with learning objectives and instructions. A 'Save' button is at the bottom left, and a word count of 'Words: 398' is at the bottom right.

Edit Section

Section Title:
Method of Assessment Description

[Show Example](#)

Contents:

Activity 1: Introduction Discussion Forum (Asynchronous)

Learning Objectives: Reflect on individual goals for teaching assistants (TA) at BSPH. Build community among TAs.




Instructions: Compose a discussion post to introduce yourself and your goals as a TA to the class. Respond to peers' introductions. This activity is not required to receive the CTL Teaching Assistantship Training Certificate.

Words: 398

Save












Setting up the Gradebook

Match to the Methods of Assessment in the Syllabus

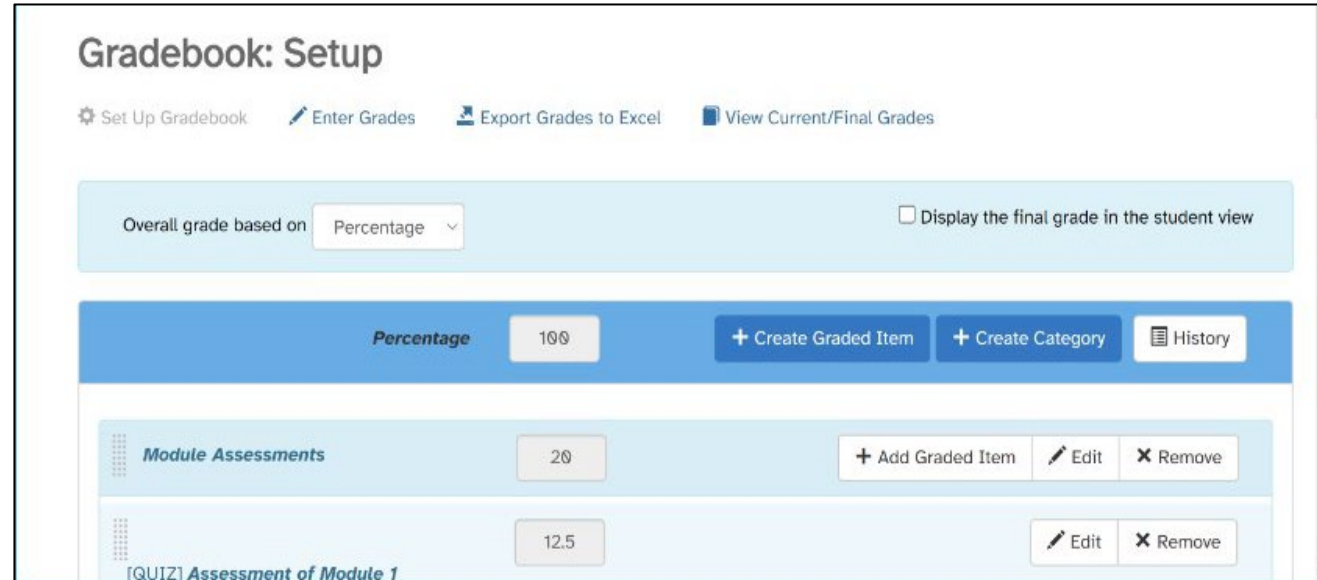
Methods of Assessment Last Edited on: 6/04/2024 10:38 AM   

CoursePlus Sandbox Technology Demonstration: 20%; Feedback Practice: 20%; Resource Quiz: 20%;
Workshop Participation and Reflection: 20%; Classroom Scenarios Pathfinder: 20%.

Percentage + Create Graded Item + Create Category History

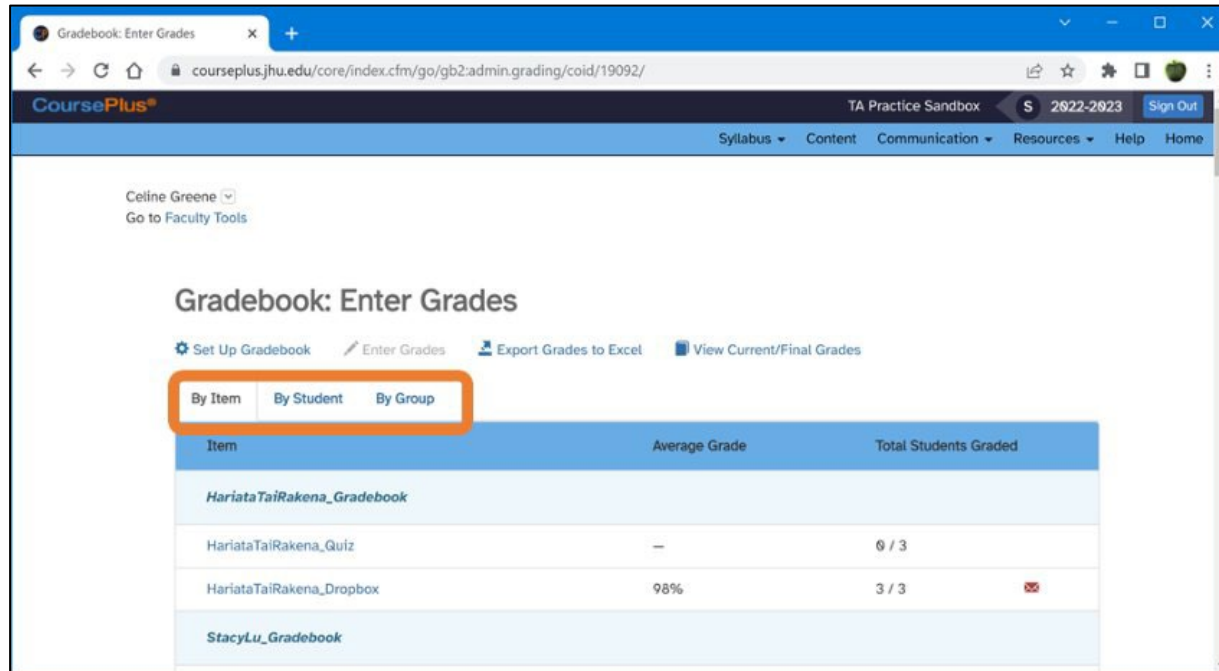
Required	100	  
Assignment 1: CoursePlus Sandbox <small>Grade type: Pass/Fail</small>	20	 
Assignment 2: Feedback Practice <small>Grade type: Pass/Fail</small>	20	 
Assignment 3: CTL Workshop Reflection <small>Grade type: Pass/Fail</small>	20	 
Assignment 4: Classroom Scenarios	20	 

What to review



- If applicable, link graded items to CoursePlus tools (Peer Assessment, Discussion Forum, Quiz Generator, DropBox, In-Lecture Quizzes, Path Finder)
- Mark extra credit assignments as extra credit
- Add rubrics when applicable to graded items

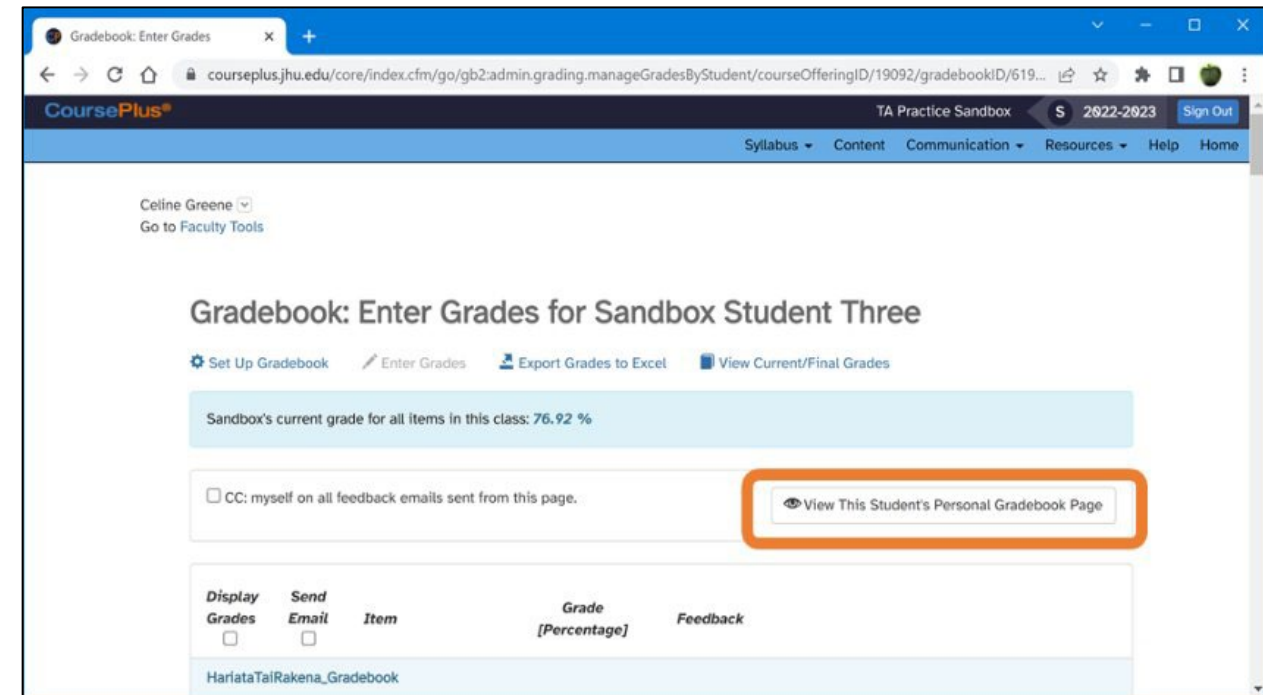
Managing Your Gradebook



Gradebook: Enter Grades

By Item | By Student | By Group

Item	Average Grade	Total Students Graded
<i>HariataTaiRakena_Gradebook</i>		
HariataTaiRakena_Quiz	—	0 / 3
HariataTaiRakena_Dropbox	98%	3 / 3
<i>StacyLu_Gradebook</i>		



Gradebook: Enter Grades for Sandbox Student Three

Sandbox's current grade for all items in this class: 76.92 %

CC: myself on all feedback emails sent from this page.

[View This Student's Personal Gradebook Page](#)

Display Grades	Send Email	Item	Grade [Percentage]	Feedback
<input type="checkbox"/>	<input type="checkbox"/>	HariataTaiRakena_Gradebook		

Start-of-Term Tasks: Content

How will my students access course content?

Confirming the Course Schedule (Content): Using Schedule Builder

▼ Welcome to the Course (approx. 30 minutes) + ✎ 🗑️

- 📄 Lecture 0: Welcome to the Course Mon, Jul 1 ▼
- 📄 Personal Introduction: Why are you a TA? Mon, Jul 1 ▼
- 📄 🗣️ VoiceThread Discussion: Introduction Mon, Jul 1 ▼

▼ Module 1: Introduction to the Job of Teaching Assistan... + ✎ 🗑️

- 📄 Overview: Everything You Need to Know for Module 1 Mon, Jul 1 ▼
- 📄 Lecture 1: Introduction to the Roles and Responsibilities of BSPH Teaching Assistants Mon, Jul 1 ▼
- 📄 Resource: Teaching Team: Who Does What? Mon, Jul 1 ▼

Date	Events, Activities & Assignments	Due	Completed?
This offering runs from July 1, 2024 to December 31, 2024.			
Welcome to the Course (approx. 30 minutes)			
	Lecture 0	Welcome to the Course (<i>Pinkerton, Haagenson, Chi</i>)	<input type="checkbox"/>
	Personal Introduction	Why are you a TA?	<input type="checkbox"/>
Module 1: Introduction to the Job of Teaching Assistant (approx. 20 minutes)			
	Overview	Everything You Need to Know for Module 1 (<i>Pinkerton</i>)	<input checked="" type="checkbox"/>
	Lecture 1	Introduction to the Roles and Responsibilities of BSPH Teaching Assistants (<i>Pinkerton</i>)	<input type="checkbox"/>
	Resource	Teaching Team: Who Does What?	<input checked="" type="checkbox"/>
Module 2: Technology (approx. 155 minutes)			
	Overview	Everything You Need to Know for Module 2 (<i>Pinkerton</i>)	<input checked="" type="checkbox"/>

What do different dates mean in Schedule Builder?

Open/ Available
On Date

Due Date

Access Ends/
Closed Date

Dates:	Available On:	Due Date:	Access Ends:
	<input type="text" value="07/01/2024 1"/>	<input type="text"/>	<input type="text"/>



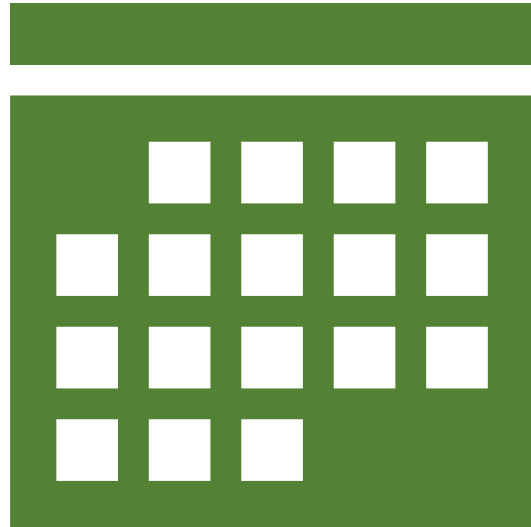
Content Page: Import Calendar

Note: Items become accessible on the dates listed in the "Date" column. All assignments are due no later than 11:59 p.m. Eastern Time on the date indicated, unless otherwise noted. All times are for Baltimore, Maryland (Eastern United States). Visit <http://www.timeanddate.com/worldclock> to convert to your local time.

Download the schedule to your calendar

Date	Events, Activities & Assignments	Due	Completed?
This offering runs from July 1, 2024 to December 31, 2024.			
Welcome to the Course (approx. 30 minutes)			
Lecture 0	Welcome to the Course (<i>Pinkerton, Haagenson, Chi</i>)		<input type="checkbox"/>

Checking Dates Not Linked to the Content Page



- Drop Box
- Signup Sheet
- Discussion Forum
- Quizzes
- **Online Library items**
- Etc.

Start-of-Term Tasks: Communication

How will I communicate with my students and welcome them to the course?

Forms of Communication

Faculty to Student

- Tools
 - Email
 - Announcements
 - Discussion Forum
 - Wiki
 - Surveys
 - Signup Sheets

Student to Faculty

- Tools
 - Email
 - Discussion Forum
 - Wiki

Student to Student

- Tools
 - Discussion Forum
 - Email
 - Course Groups
 - Wiki

Welcoming Students

Class Email



Class Announcement



Recording



Sending Message to Everyone: Class Email Tool

Select Email Recipients

Directory Filters

Search

Send Message To:

Everyone

Select listed

-
-

Post as Announcement; Scheduled Delivery

[View Class Email Archive](#)

From:

To:

CC:

External CC:

Options:

- Display on the class email archive page
- Display as an announcement on course home page
- Send a copy to me
- I need technical support
- Enable Scheduled Delivery

Subject:

Attachment(s): (Maximum 3 attachments)

Import Message from Last Offering:

Archiving and Reusing Past Emails

From: apinker1@jhu.edu

To:

CC:

External CC: i.e. colleague@us.gov; researcher@nonprofi

Options:

- Display on the class email archive page
- Send a copy to me
- Enable Scheduled Delivery

Please Select Offering: -- Select One -- Include All Education

Welcome to the TA Training Course!

Scheduled Send Time: 07/1/24, 5:12 PM
To: [Everyone] This message is for the entire Teaching Assistantship Training class.
Sender: Haagenson, Emily

Body:

Hello Everyone,

Welcome! The new TA Training course session opened on July 1st! This session runs from July 1 - December 31, 2024.

The course is self-paced and has a rolling enrollment. You may complete the activities on your own time or by your department coursework within the six-month session, you may enroll in the next session that starts on January 1, 2025. If you decide to complete work from this session will carry over. Members of the [CTL Instructional Design team](#) take turns facilitating the

Using Email Filters

The screenshot shows a user interface for configuring email filters. At the top, there are two tabs: 'Directory' and 'Filters', with 'Filters' being the active tab. Below the tabs, there are three filter rules, each in a white box with a dropdown arrow on the right:

- Site Visit
- Last 28 days
- Did not visit the site during this time

Below the filter rules, there is a checkbox labeled 'Select listed'. Underneath this checkbox is a list of student names, each with a checkbox to its left. The names are partially redacted with the text 'NAMES REMOVED FOR PRIVACY'.

Filter Options


- Discussion Forum
- Drop Box
- Quiz
- **Site Visit**
 - **Email students who have not logged into the course site within the first week of term**
- Survey Tool

Setting up the Discussion Forum









The screenshot shows a web interface for a Discussion Forum. At the top left, the title "Discussion Forum" is displayed. Below it, a blue button with a plus sign and the text "+ Add New Topic" is highlighted with an orange border. To the right of this button are several navigation links: "Bookmarks", "Search", "View/Subscribe Options" (highlighted with an orange border), "Reports", and "Admin" (highlighted with an orange border). Below these links is a checkmark icon followed by the text "Mark all new posts as read".

Below the navigation links, there are four tabs: "All Posts", "New Since Last Visit" (with a badge showing "121"), "New Replies to Me" (with a badge showing "0"), and "My Posts" (with a badge showing "0").

The main content area is titled "All Posts" and includes two buttons: "Hide Read Topics" and "Expand All". Below this is a table with the following structure:

Category / Topic	Originator	Last Post
> NEW Course Welcome	+ Add Topic	
<i>Interesting items, articles, websites including current events</i> Please also include any Facebook groups or Twitter feeds that you feel are relevant	+ Add Topic	

Check out the Discussion Forum Settings

Icon		Meaning
Hourglass		Read-only after a certain date.
Slashed Eye		Hidden until a certain date.
Lock		Locked - Only faculty, TA, and staff can read and post .
Slashed Topic		Only faculty, TA, and staff can start a new topic .
PBV		Students must Post Before Viewing .
Timer		Students only have 15 min to edit or delete a post .
Person		Private (specific users) category.
Gradebook		Category linked to Gradebook .

Setting up Course Groups and Sign-up Sheets

Sign-Up Sheets

Course Groups

Signup Sheets

[+ Add New Signup Sheet](#)

Event Name	Signup opens on	Signup closes on	Action
<p>Signup Sheets allow you to create virtual sheets on which students can sign up for participation in course activities like office hours, LiveTalk presentations, or group topic selection. To get started, click the "Add New Signup Sheet" button above.</p>			

Direct link to student view of Signup Sheets: <https://courseplus.jhu.edu/core/index.cfm/go/signu>

Course Groups

[+ Create New Group](#) [Assign Students Randomly](#) [Student View](#)

[Export to Excel](#) [Export to PDF](#)

Groups for This Class: [Reveal All Group Details](#)

There are no course groups for this course.

[View Students Not In Any Group](#)

[View Log of Adding/Removing Students and Groups](#)

Q&A 2



Start-of-Term FAQs

Identify and answer frequently asked questions that are typically submitted to CTL Help at the beginning of an academic term

FAQ 1

Why are Students Unable to Access my Course?

- **Online:** The start date has not yet arrived.
- **Other courses:** Check to make sure you have made the course site available.



Site is **not available** to students.

Make available

A student may ask, "*I registered for [insert course], but it is not showing up in my CoursePlus account. Why?*"

FAQ 2

- It may take a few hours after registration.
- For an online course, a student may not have completed IOL (*Introduction to Online Learning*).
- If there are multiple sections and a student drops and adds one, they will usually stay dropped. Please send them to CTL HELP.
- The student may need to log out of CoursePlus and then log back in.

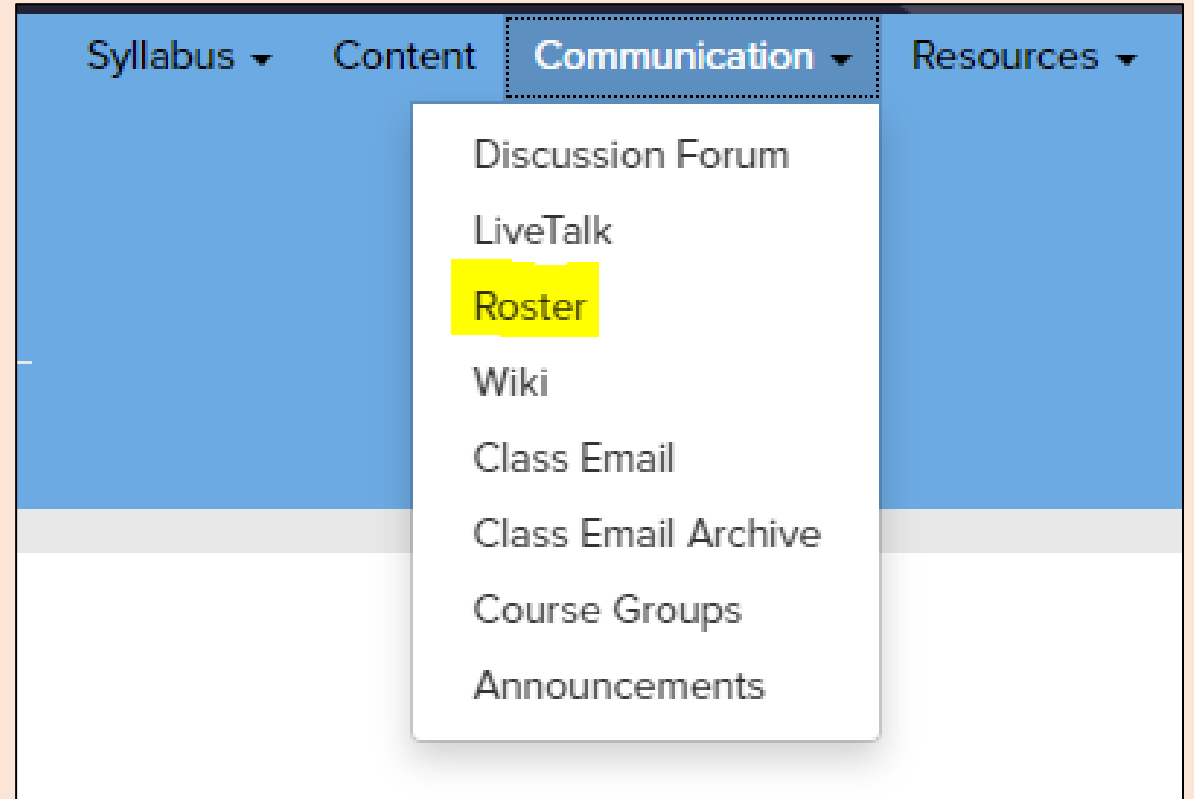
FAQ 3

A student may ask, "*I completed IOL, but the IOL site doesn't reflect this. Why?*"

- Not all the exercises were completed
- Students registered for multiple offerings and completed work in both.
- If the student is confident they completed the course, have them reach out to [CTL Help](#).

FAQ 4

How do I see the roster for my course?



FAQ 5

Why can't students see all the files in the Online Library?

- Sometimes files or folders have date controls.
- Some folders or files may be marked "hidden"

FAQ 5, continued

Edit File

File Title (as Shown to Students):

Replace File?:

Folder:

Description:

Date Posted:

Link to Pages:

- The Presentation (2/16-2/22)**
 Overview: Presentation
- Semester 2 Review (1/22- 1/26)**
 Overview: Semester 2 Review
- Content Curation (4/27-2/4)**

Use Open Date:

Use Close Date:

Importance:

CTL Resources

Share resources relevant to teaching teams and site content editors

Resources

CTL Help and the CoursePlus Faculty Guide



CTL Help: Technical Support for CoursePlus

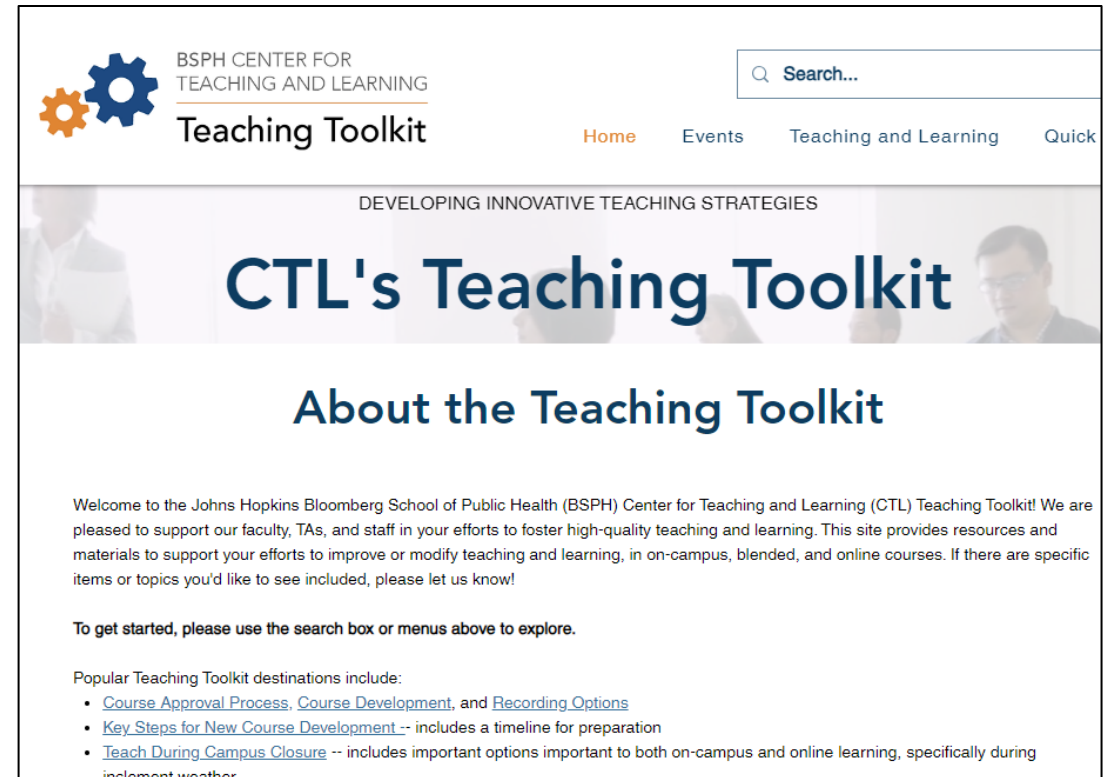
Open Help Call

Search

CoursePlus Guide

Faculty Students

CTL Teaching Toolkit Website



BSPH CENTER FOR TEACHING AND LEARNING
Teaching Toolkit

Search...

Home Events Teaching and Learning Quick

DEVELOPING INNOVATIVE TEACHING STRATEGIES

CTL's Teaching Toolkit

About the Teaching Toolkit

Welcome to the Johns Hopkins Bloomberg School of Public Health (BSPH) Center for Teaching and Learning (CTL) Teaching Toolkit! We are pleased to support our faculty, TAs, and staff in your efforts to foster high-quality teaching and learning. This site provides resources and materials to support your efforts to improve or modify teaching and learning, in on-campus, blended, and online courses. If there are specific items or topics you'd like to see included, please let us know!

To get started, please use the search box or menus above to explore.

Popular Teaching Toolkit destinations include:

- [Course Approval Process](#), [Course Development](#), and [Recording Options](#)
- [Key Steps for New Course Development](#) -- includes a timeline for preparation
- [Teach During Campus Closure](#) -- includes important options important to both on-campus and online learning, specifically during inclement weather

Professional Development with CTL

*Essentials of
Course Design,
Development,
and Teaching at
BSPH*

*Teaching
Assistantship
Training Course*

Workshops, On-
demand Videos,
and the CTL Blog

2-minute Workshop Evaluation Survey:

AY24-25: <https://forms.office.com/r/Gs1pzkrqSQ>

BSPH CTL Teaching Toolkit
Workshop Evaluation AY24-25



We value your feedback!

Please complete the survey whether you attended this session synchronously or watched the recording asynchronously.

*Responses are **anonymous**.*