



## Adaptive Learning Assignments

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### Quick Start

#### Build an Adaptive Learning Assignment

From your Section Dashboard, click the **Assignments** tab, click **Add assignment**, then choose **Adaptive Learning Assignment (ALA)**.

Add assignment	
Question Bank	Create an assignment from end-of-chapter questions, test bank or your own question banks.
SmartBook	Create an assignment from the newest version of SmartBook to help students maximize their studying and be better prepared for class.
Adaptive Learning Assignment	Create an assignment providing a learning experience that adapts to the unique needs of each learner through ongoing formative assessment, feedback, and learning resources. This replaces older assignment types such as LearnSmart, Prep, and Achieve.

Select **New Assignment** and then choose content you want to assign. Under Select Content, choose chapters/modules for the assignment. Click **Continue**.

### Create Assignment

Select the assignment type and the chapters / modules you want to include in the assignment to continue. You can adjust your content selections on the next screen.

**Select Assignment Type**

☒ **New Assignment:** Allows you to tailor topics and subtopics across one or multiple chapters/modules to create a targeted assignment.

☐ **Review Assignment:** Allows you to combine new content with content students previously worked on. Prior performance will affect the order of questions and number of questions on each topic.

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**Select Content**

**Source**

☒ Student Success and Well-Being

☐ Adaptive Econ Prep: Math & Graphing (Beta)

☐ Succeeding in Your Online Course

**Chapters / Modules**

☒ Select All (10 Chapters / Modules)

☒ Well-Being

☐ Introduction to Higher Education

☐ Managing Your Time

☐ Goal Setting

☐ Note Taking

☐ Memory and Test Taking

☐ Self-Assessment

☐ Communication, Groups, and Diversity

☐ Writing Process

☐ Critical Reading

On the **Select Content** page, use the dropdown arrow to expand and assign at the subtopic level. Use the checkboxes to specify topic and sub-topics to include in your assignment.

Use the **Assignment Scope** slider on the right side of the page to adjust the estimated amount of time students will work on the assignment. Using the slider bar will also adjust the number of concepts assigned to students. You can add concepts back in using the checkboxes on the left side of the page.

We recommend keeping assignments about an hour to complete. You can create multiple assignments out of a single chapter if you want to include more learning objectives. Click **Continue** to move to the next step.

**Select Content**

Select content to include in your assignment by checking the boxes. Use the [Assignment Scope slider](#) to modify the estimated time and number of concepts.

8 concepts selected

- ☒ Well-Being 8 of 10 concepts selected
  - ☒ Getting and Giving Help 1 of 1 concept selected
 [View Topic Overview](#)
  - ☒ Recall where to go to find more help.
 [Preview Sample Question](#)
- ☒ College in Perspective 1 of 2 concepts selected
- ☒ Taking Care of Yourself 3 of 4 concepts selected
- ☒ Emotional Awareness and Resilience 3 of 3 concepts selected

**Assignment Scope**  
10 minutes — 14 minutes  
8 concepts selected

10  
8 Concepts  
4  
- +

Continue

You're almost done! On the Set Up Policies page you will add the **Assignment Name** and select **Start** and **Due Dates**. If the start date is left blank it will be available for students to work on as soon as the assignment set up is complete. Select **Accept Late Submission(s)**, if applicable. Finally, set a **Score** for the assignment. Then click **Assign**. The new ALA assignment will be listed on your Section Dashboard with your other assignments.

**Mc Graw Hill connect®**  
| ECONOMICS

**Economics 101**  
Econ 101 - AM

**Set Up Policies**

Assignment Name: \*

Adaptive Learning Assignment - Well-Being

Start Date:

08/26/2024 12:00am US/Eastern

Due Date: \*

09/09/2024 11:59pm US/Eastern

☐ Accept Late Submission(s)

Score \*

100

\* Required

Cancel

deploy Bb on off Assign

## Accessibility Capabilities

The assessment questions contain images with alt descriptions. Concept resources include screen reader-compatible slide content and captioned video concept resources. A VPAT is available upon request for this assignment.

## Using ALA Reports

The screenshot shows the McGraw Hill Connect interface for a course named 'Econ 101 - AM'. The 'Performance' tab is active, and the 'Reports' dropdown menu is open, displaying various reporting options. The 'Assignment results' option is highlighted. The dashboard includes a 'Section performance' section with a bar chart showing assignment averages, a 'Section information' sidebar with instructor details, and a 'Course materials' section.

To access the ALA reporting dashboard, click on the **Performance** tab on your section dashboard at the top of the section homepage. In the dropdown menu, hover over **Reports** and select **Assignment Results**.

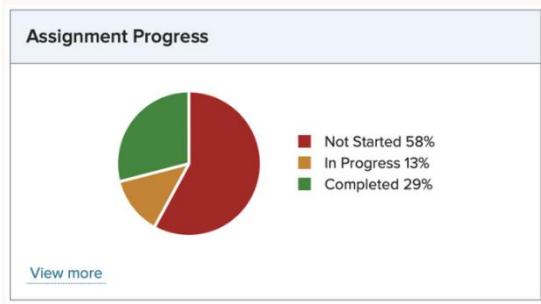
At the Assignment Results page choose the name of the assignment, and then click **View Report**. You can only view one assignment report at a time.

The 'Assignment Results' page displays a list of assignments for 'Unit 1 Review' and 'Unit 2 Review'. The 'Unit 1 Review' assignment is selected. The 'More options' section provides filters for 'Assignment attempt' (Best, Last, All, Average) and a 'Specify a report date range' field. A 'View report' button is located at the bottom of the page.

The ALA reporting dashboard includes four tiles that give you a variety of data on your course and your students. Click on any tile in the dashboard for more detailed information.

The ALA reporting dashboard consists of four tiles providing data on course and student performance. The 'Assignment Progress' tile shows a pie chart with 'Not Started 8%', 'In Progress 7%', and 'Completed 85%'. The 'Completion Time' tile shows a bar chart with '2 learners 12-13 min', '6 learners 13-20 min', and '2 learners 21-24 min'. The 'Learners' Metacognition' tile shows a bar chart with 'Overconfident 8%', 'Underconfident 11%', 'Uncertain 22%', 'Realistic 10%', and 'Knowledgeable 49%'. The 'Challenging Concepts' tile shows '7 out of 13 concepts are challenging for over 20% of learners'.

The **Assignment Progress** box in the upper left shows how students are progressing in the assignment, as well as a detailed breakdown of the percentage completed for each student, which can be downloaded.



Exit Report

< Assignment Progress

Download

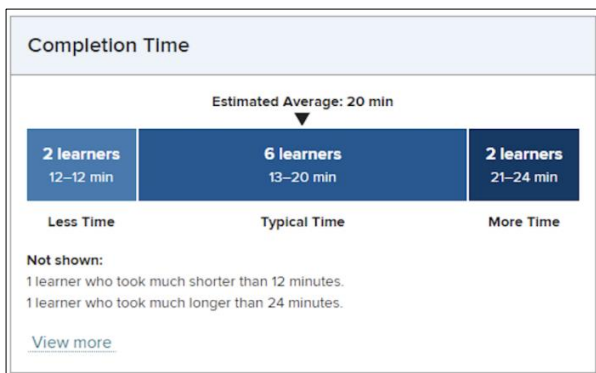
Sorted by Learner Name: Ascending

Learner Name	Total Progress
<a href="#">Brooks, Briana</a>	
<a href="#">Davison, Andre</a>	69%
<a href="#">Green, Kaitlyn</a>	100%
<a href="#">Le, Thuan</a>	100%
<a href="#">Ling, Susan</a>	100%
<a href="#">Moore, Adam</a>	100%
<a href="#">Morgan, Melissa</a>	100%
<a href="#">Murray, Kevin</a>	100%
<a href="#">Osman, Minwals</a>	100%
<a href="#">Rees, Karen</a>	100%

Rows per page: 10

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The **Completion Time** box in the upper right shows student accuracy, how long it took to complete the assignment, and the time spent reviewing resources and answering questions.



Exit Report

< Time Spent

Download

**Average Completion Time: 19 min** (Estimated 16 min - 23 min)  
Completion time includes time spent on questions and resources for learners who completed the assignment. Accuracy includes accuracy data from work done in both the assignment and Recharge.

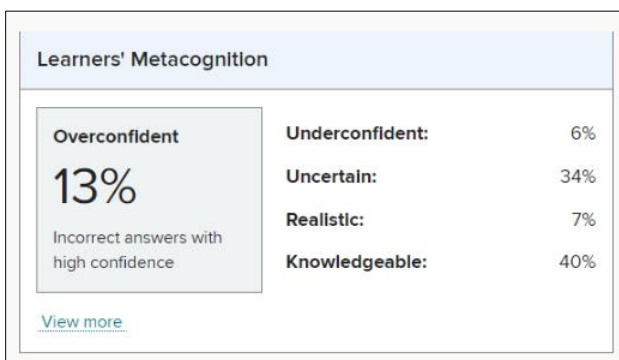
Sorted by Completion Time: Descending

Learner Name	Accuracy	Completion Time	% on Questions	% on Resources	Time in Recharge
<a href="#">Ricci, Perry</a>	63%	1 hr 2 min	74%	26%	
<a href="#">Meyers, Katie</a>	76%	24 min	100%	0%	
<a href="#">Daze, Vance</a>	81%	23 min	89%	11%	
<a href="#">Ling, Susan</a>	63%	18 min	81%	19%	
<a href="#">Rees, Karen</a>	63%	17 min	71%	29%	
<a href="#">Green, Kaitlyn</a>	60%	16 min	98%	2%	
<a href="#">Usher, Yvonne</a>	94%	15 min	74%	26%	
<a href="#">King, Henry</a>	90%	15 min	100%	0%	
<a href="#">Chipcart, Gerry</a>	81%	14 min	89%	11%	
<a href="#">Hills, Bryce</a>	79%	13 min	81%	19%	

Rows per page: 10

1 2 1-10 of 14

The **Learners' Metacognition** box in the lower left reports student metacognition data or how confident they were about the answers as they went through the assignments. This helps gauge if they understood the concepts or were guessing throughout the assignment.



Exit Report

< Learners' Metacognition

Download

**Class Metacognition**

<b>Overconfident</b> <b>13%</b> Incorrect answers with high confidence	<b>Underconfident:</b> 6% correct answers with low confidence
	<b>Uncertain:</b> 34% answers with medium confidence
	<b>Realistic:</b> 7% incorrect answers with low confidence
	<b>Knowledgeable:</b> 40% correct answers with high confidence

**Individual Learner Metacognition**

Sorted by Overconfident: Descending

Learner Name	Overconfident	Underconfident	Uncertain	Realistic	Knowledgeable
<a href="#">Le, Thuan</a>	50%	0%	0%	0%	50%
<a href="#">Sharma, Sarah</a>	50%	0%	50%	0%	0%
<a href="#">Shields, Erica</a>	31%	3%	3%	3%	60%
<a href="#">Rees, Karen</a>	17%	2%	32%	0%	49%
<a href="#">Zhao, Xin</a>	15%	0%	26%	3%	56%
<a href="#">Davison, Andre</a>	10%	14%	45%	7%	24%
<a href="#">Moore, Adam</a>	5%	13%	51%	8%	23%
<a href="#">Green, Kaitlyn</a>	5%	2%	58%	7%	28%
<a href="#">Ling, Susan</a>	5%	0%	39%	15%	41%
<a href="#">Morgan, Melissa</a>	3%	10%	23%	3%	61%

The Challenging Concept box in the lower right summarizes how challenging the concepts in the assignment were for your students, as well as the specific concepts they struggled to answer correctly. This helps identify concepts that students might need to review for better understanding.

Challenging Concepts

**9 out of 13 concepts** are challenging for over 20% of learners.

[View more](#)

<div> <div>McGraw Hill</div> <div>Exit Report</div> </div>		
<div> <div>&lt; Concept Performance</div> <div>Download</div> </div>		
<div>View</div> <div> <div>9 Challenging Concepts</div> <div>All 13 Concepts</div> </div>		
Assignment Concepts	Preview Sample Question	Number of Learners with Low Accuracy
Know how to handle fire and explosion hazards.		5
Discuss exposure to hazardous drugs.		4
Discuss emergency preparedness.		4
Know the importance of reporting hazards.		3
Identify chemical hazards and prevention practices.		3
Know how to properly clean up biohazardous spills.		3
Identify medical biohazards, and know state and federal handling and disposal regulations.		3
Discuss the Needlestick Safety and Prevention Act.		3
Identify the symptoms and dangers of allergen exposure.		3
Rows per page: 10		1-9 of 9

Clicking View More in the lower left corner of any of these four boxes will lead you to student-specific details for that category.

All this information can be downloaded for your reference or records. You can also use these reports to help build review assignments that can help students prepare for an exam, selecting the specific learning objectives they struggled with the most.

## Deeper Dive

### Create a Review Assignment

Review assignments are a great tool to help students get ready for an exam. From your Section Dashboard, click **Assignments**, click **Add assignment**, then choose **Adaptive Learning Assignment (ALA)**. Select **Review Assignment**. Then select the chapters/modules you want to assign, just like you did for a New Assignment. On the Select Content page you'll choose specific concepts and the estimated assignment completion time, just like you did for New Assignments. We recommend tracking which concepts are included so you're confident students aren't being introduced to new material in a review assignment. Click **Continue** to go to the Assignment Policies page, where you'll name the assignment, set the due date, and the point value for it. Then click **Assign**. The ALA review assignment will be listed on your course homepage with your other assignments.