Adaptive Release & Performance Dashboard

These tools were designed to work together so they have been combined in one document.

Adaptive Release

The Adaptive Release provides instructors the ability to create custom learning paths through course content and activities. Using Adaptive Release rules, access to course content can be triggered by student achievement of predetermined requirements, or instructors can set up course content to display to specific users for a limited period of time. For example, the instructor can set up a rule such that a student who completes a quiz with a 70% or better will trigger the release of the next reading assignment. If the student fails to achieve the 70% benchmark, the reading assignment remains hidden.

The Adaptive Release option is accessible only after the instructor has created a content item in a Content Area. Any type of item added to a Content Area (uploaded files, assignments, tests, links, etc.) can have an Adaptive Release rule assigned to it. After creating the item, instructors can access Adaptive Release options by clicking on the chevron button next to the item and selecting Adaptive Release.

Assignment 1: The History of Underwater Basket Weaving

Underwater basket weaving (UBW) is a time-honored tradition in many cultures worldwide and the activity has had various formats and cultures. Your assignment is to choose a country and create a PowerPoint presentation slides and should include the following:

- Ten important dates or events in the country’s UBW history
- Twelve important dates or events in the country’s history that may have affected the UBW process

○ Social
○ Political
○ Religious
○ Intellectual
○ Technological

Accessing the Adaptive Release Options

VERY IMPORTANT: “Availability” settings for will supersede the Adaptive Release rules. Any item that is marked unavailable remains so despite any Adaptive Release rule.
The following describe the three Adaptive Release options:

1. **Adaptive Release (single rule)**

The Adaptive Release option can be used to set up a single rule for an item. To do this:

1. Add an item to a Content Area (e.g., Course Documents).
2. Click on the chevron button next to the item name.
3. Select **Adaptive Release** to set up a rule for the item.
4. Select from the following criteria:
   - **Date**: Use this option to release content by specified dates.
   - **Membership**: release content to specific students (good for makeup tests).
   - **Grade**: releases content based on the grade a student earns.
   - **Review Status**: releases content after student reviews another item first.
You can choose multiple criteria for this rule. For example, you may want to release content to a selected group of students (Membership) after they review an item (Review Status) and complete an assignment (Grade). However, if you would like to set different criteria for different groups, or use the same criteria more than once (e.g. to have the assignment available on two different dates, or have a student earn a particular grade on multiple assignments), you will need to set up advanced rules.

2. Adaptive Release: Advanced

Advanced Adaptive Release allows instructors to create multiple rules per item. If an instructor wants to create different criteria for different students on the same item, the instructor will need to create more than one rule. For example, if different rules apply for different Groups in a course, Advanced Adaptive Release is used. The instructor may set up a rule for Group A that enables all students in the group to view an item once they earn an 85 on a test. The instructor may set up a separate rule for Group B that enables them to see the same content item after they earn an 80 on the test. To set up advanced rules:

1. Click on the chevron next to the item name and select Adaptive Release: Advanced.
2. Select the Create Rule button.
3. Assign a name to the rule you are about to create and Submit.
4. Point to Create Criteria on the Action Bar and select the criteria you would like to use: Date, Grade or Membership. You can repeat this process to add additional criteria.
5. If you would like students to review a particular item first, click on Review Status and select an item from your course for students to view.

3. Review Status

Instructors can request that students mark content as “reviewed” after completing an item or assignment. This information is then recorded in the Performance Dashboard. To set up a review option:

- Click on the chevron next to an item and select Set Review Status.
- Select Enable.
- Click Submit. A Mark Reviewed button will appear below the content item.

Initial Course Assignment

Before we delve into the ways in which Underwater Basket Weaving (UBW) has developed over time around the world and the impact it has had on different countries and cultures, please let me know what you already know about UBW, and why you chose this course. Your assignment is to write a short, informal essay including your current knowledge about UBW, a couple of reasons why you took this course, and what you hope to learn.
**Important:** Students can click on the “Mark Reviewed” button without actually downloading the file/assignment, so instructors should be careful when using the “Reviewed” status as a basis for a grade.

**Performance Dashboard**

The Performance Dashboard works closely with Adaptive Release, as it allows instructors to see key information and outcomes for students in a course in “one stop shopping”. Instructors access the Performance Dashboard directly from the Control Panel, under the Assessment area.

**The Performance Dashboard**

Selecting specific information areas such as Review Status, Discussion Board or View Grades will reveal additional information. For example, selecting the View Grades icon provides a shortcut to that student’s grades in the gradebook. Selecting the Discussion Board will provide very detailed information on the student’s use of the discussion board.
Getting Help with Technology at the University of Hartford

**Faculty Center for Learning Development (FCLD)**
FCLD provides consulting and instructional support to faculty and staff who are using technology in teaching and learning. The FCLD Faculty Lab in Mortensen 203a is available for faculty support and use and is equipped with instructional technology-related equipment including: PCs, Macs, scanners, and projectors as well as support staff. Faculty wishing to use the lab may contact FCLD.

**Phone:** (860) 768-4661  
**Email:** fcld@hartford.edu  
**Website:** [http://uhaweb.hartford.edu/fcld/](http://uhaweb.hartford.edu/fcld/)

**Information Technology Services (ITS)**
ITS Help Desk – Computing Center
For general computer and Internet/network support questions (not directly related to the classroom but rather passwords, Internet/email problems, printer not working, Banner, Facebook, and grades).

**Phone:** (860) 768-5999  
**Email:** its@hartford.edu  
**Website:** [http://uhaweb.hartford.edu/its/](http://uhaweb.hartford.edu/its/)

**Media Technology Services (MTS) – Harry Jack Gray Center E113**
MTS maintains and installs classroom equipment, such as projectors, Symposiaums, and interactive white boards, delivers and sets up technology needed for classes such as laptops, overhead projectors, microphones, sound systems, DVD/VCRs, digital cameras, etc., and provides instruction on its use. MTS is also responsible for overseeing ECHO360 Lecture Capture classrooms and administers WebEx web conferencing accounts.

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