

CTELL Case Interface Manual

This page contains the complete CTELL user and administrative help for the CTELL early literacy teaching case study interfaces.

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Introduction, Principles Regarding Literacy Instruction, and General Comments

CTELL cases are available online for use by instructors in preservice literacy education classes. The cases were constructed based on an extensive literature review that identified twelve principles of effective literacy instruction:

1. Teacher knowledge, insight, and orchestration of instruction

The teacher's knowledge, the ability to make insightful instructional decisions for individual children, and the ability to orchestrate effective instruction for the classroom are more influential factors in student reading achievement than knowing a specific procedural routine for instruction or following tightly scripted lessons.

2. Language, Culture, Home Background, and Reading Instruction

Providing school reading instruction that builds on students' language, culture, and home backgrounds enhances children's chances for success in learning to read.

3. Emergent Literacy foundations

Basic early literacy concepts, skills, and positive attitudes that form the foundation for subsequent literacy achievement are developed by immersing young children in literacy-rich environments.

4. Phonemic awareness instruction

Instructional activities that develop children's phonemic awareness increase reading achievement.

5. Decoding Instruction

Instruction in the sound-symbol correspondences of language (often called phonics instruction) is positively related to student achievement in reading.

6. Comprehension instruction

Instructional activities that develop children's abilities and strategies for comprehending written language enhance reading achievement.

7. Independent reading

The more young children read a variety of texts that interest them, the more likely they are to achieve well in reading.

8. Fluency

Supporting the development of reading fluency through appropriate instructional activities and extensive opportunities to read fluently is associated with higher reading achievement.

9. Integrating writing and reading

Providing writing instruction linked to reading instruction enhances achievement in reading as well as in writing.

10. Technology and early literacy development

Integrating computer and Internet technologies into reading instruction in the early grades of school provides the foundation for continued learning of both conventional and digital literacies as children proceed through school.

11. Early assessment and instructional intervention

Monitoring children's early reading development and providing appropriate instructional intervention to children who fall significantly behind enhances the chances that these children will, by the end of elementary school, achieve satisfactorily in reading.

12. Enthusiasm for reading

Teaching in ways that foster young children's enthusiasm for and engagement with reading enhances the likelihood that they will learn to read successfully and become lifelong readers.

CTELL cases contain a wealth of information that is accessible through a sophisticated user interface. The content of CTELL cases relates to aspects of classroom instruction and teacher decision making, and includes school/community information: information on school demographics; interviews with various people including teachers in the target school, parents, the school administrator and other individuals knowledgeable about literacy instruction; video of aspects of classroom instruction, including an anchor video, lesson plans, ancillary lessons, teacher commentary; and information on student aspects of the case. Three central children are highlighted in each case, running records are available for these children, standardized test scores are available for all children in the class, and children's interviews and writing samples are also available. In all, each CTELL case contains approximately an hour of video and hundreds of pieces of additional material—from test scores to students' work, to teacher commentary.

CTELL cases are based on an instructional model that combines case-based pedagogy with anchored instruction. Exploring the rich content of the cases allows preservice teachers to understand the contexts in which instructional decisions are made and in which instructional procedures are implemented.

CTELL cases are not intended to be used as examples of what to do. Video is immediate and powerful and there is a danger that preservice teachers will approach the cases with a "do what is shown" mindset. To mitigate this and to facilitate problem solving and decision making,

multiple cases in each of the grades K, 1, 2, and 3 are provided. Suggested instructional procedures include using more than one case so that preservice teachers will come to understand how different classroom situations require modification of similar instructional procedures to best instruct children in a given situation.

Any and all of the information provided about a class in a particular case can be used to discuss and analyze the teaching of literacy in the respective classroom being accessed. Information including standardized test scores, scans of student work, and teacher lesson plans can be printed out and used as artifacts in preservice literacy classrooms. As well, bookmarks can be created to mark video and printed material. These bookmarks can be organized under a heading, viewed, edited, emailed to someone else, and used as an artifact in an electronic portfolio. Students can also view an informal reading assessment of any of the central students and complete their own copy of the running record as well as view a completed running record online as well as complete a portfolio relating to the instructional principles which are reflected in the cases.

The Help Function

This manual provides help and information allowing successful access to CTELL cases.

Online help is available by clicking on the "Help" button available on within the CTELL program. Doing so will open a separate window where an online version of this manual, or specific portions of it, are displayed. The Help button on the main case window provides access to the entire help manual. The help buttons in other areas (e.g., in the Portfolio or Administrator windows) provide help specific to that respective area.

Working On and Off Line

CTELL cases are intended for online use through a high-speed Internet connection. However, if a high-speed Internet connection is not available, it is possible to use CTELL cases through a CD-ROM version. The CD-ROM allows connection to the Internet and allows saving one's work within a case using connection speeds as slow as 56K modem. The CD-ROM also allows working completely offline, but *this is recommended as an emergency measure only, as one's work within a case when offline cannot be saved for future use.*

Finding CTELL Cases with a Direct Online Connection

Each of the CTELL cases can be found through accessing the URL below. Note that the first part of the address is ctell1, with the number one following "ctell," and also that there is an underscore in "ctell_2.0," "ctell_case," and case_place."

http://ctell1.uconn.edu/ctell_2.0/ctell_case_place.html

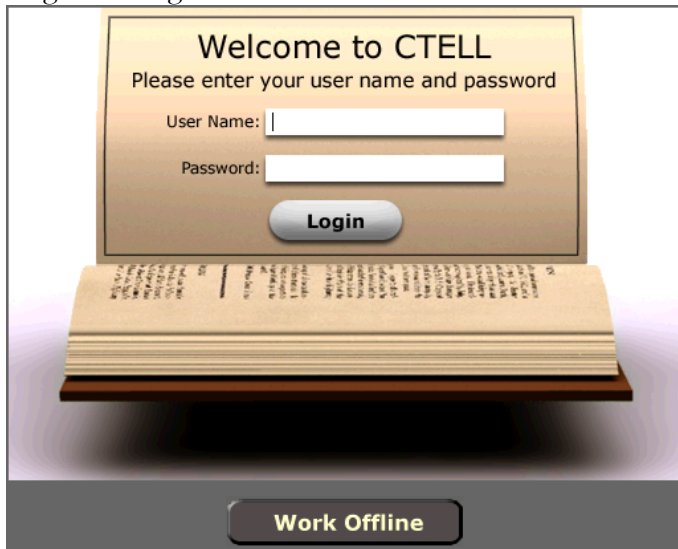
Once you have entered the URL correctly, you will see a screen that tells you the interface is downloading. Follow the on-screen instructions to start the case once it has downloaded (you will be prompted to do so). The instructions throughout this manual apply to the use of CTELL cases through both slow and high-speed Internet connections.

Using the CD-ROM CTELL Cases with a Slow Internet Connection

If a high-speed Internet connection is not available, be sure that your equipment, browser, and browser plug-ins meet the basic requirements for CTELL case use (see the section entitled "Basic Equipment Requirements, Components, Browser Plug-Ins") Then, follow these instructions:

1. Connect to the Internet using your modem or other means of accessing the Internet.
2. Insert the CD-ROM version of the CTELL cases into your computer and wait until you see the CD-ROM's icon appear on your desktop.
3. Double click on the CD-ROM's icon (for Macintosh systems) or (for Windows systems) go to "My Computer" and, from the resulting window, double click on the CD-ROM to open it.
4. Double click on "click_to_begin" to access the login screen (see Figure 1).
5. Enter your username and password in the appropriate areas and click the "Login" button. This allows you to work online with a slow Internet connection (which will allow you to save your work for future use).

Figure 1: Login screen



Working with CTELL Cases Offline

Working offline will not allow you to save your work for future access. Thus, working offline is suggested only in an emergency, when Internet access of any kind is unavailable.

To work offline, be sure that your equipment, browser, and browser plug-ins meet the basic requirements for CTELL case use (see the section entitled "Basic Equipment Requirements, Components, Browser Plug-Ins." Then, follow these instructions:

1. Insert the CD-ROM version of the CTELL cases into your computer and wait until you see the CD-ROM's icon appear on your desktop.
2. Double click on the CD-ROM's icon (for Macintosh systems) or go to "My Computer" and, from the resulting window, double click on the CD-ROM to open it.
3. Double click "click_to_begin" to access the login screen (see Figure 1).
4. Click the "Work Offline" button. With the exception of saving your work, the instructions throughout this manual apply to the use of CTELL cases offline.

Basic Equipment Requirements, Components, Browser Plug-Ins

This section presents information about hardware, browser and browser "plug-in" requirements. We encourage you to consult with your campus technical support about these issues as needed.

"Plug-ins" are items that support audio, video animation, and text manipulation over the Internet through your browser. All plug-ins for using the CTELL cases are available through the Internet as free downloads and will install themselves on your system by following directions at the download site..

Speed of Internet Connection

To access and use the cases as intended, on the Internet, you need a connection that is faster than a dial-up modem (which is usually 56k). Unfortunately, the video will not play back well through a modem connection as the connection is just too slow. Thus, for optimal Internet use you should access the cases through a cable modem, Ethernet connection, or other high speed connection through a computer lab or at home.

To check your bandwidth and download rate, logon to the URL:
<http://webservices.cnet.com/bandwidth/>.

This site will help you determine what the rate of your connection is from the computer you use to connect. Your connection should be in the range of 120KB/s (120,000 bytes per second) or higher.

You can also do the following to test your Internet connection:

- Through Netscape 4.75 or newer, or Explorer 5.0 or newer, please log on to the URL, http://promos.mcafee.com/speedometer/test_0150.asp.

Once you have tested your connection speed, you can provide this information to your technical or support staff.

Connection speed should be tested on all of the machines on which you will be using the interface. Often there will be a difference in the bandwidth between office machines and lab machines as universities may limit or allocate bandwidth differentially.

If your connection speed is too slow to access the CTELL case online, please use the CD-ROM version of the cases, as discussed elsewhere in this manual.

Minimum Hardware Requirements (as of 05/02)

For a Macintosh system:

- RAM: 64MB
- CPU Speed: 250MHz
- Video: 1024 x 768, 16 bit color depth
- Hard disk: Minimum of 200MB free space (the downloaded video uses some hard disk space while it is being viewed)
- PowerPC or better CPU
- Mac OS 8.1 or higher

Windows/PC System:

- 250 MHz CPU, 64MB RAM,
- 200MB free hard disk space available
- Sound Blaster audio card or equivalent

For both Mac and PC systems:

- 800 x 600, 8bit color monitor

Minimum browser requirements (from the Macromedia Shockwave site)

Any of the following browsers will allow you to access CTELL cases.

For both Macintosh and Windows/PC operating systems:

- Netscape 4.77 or greater
- Microsoft Internet Explorer 5.0 or greater

QuickTime and Shockwave Requirements

The CTELL cases require current versions of both QuickTime and Shockwave to work properly. Both Shockwave and QuickTime can be downloaded for free off the Internet for Macintosh and Windows systems at the following URLs:

Macromedia Shockwave player: <http://sdc.shockwave.com/shockwave/download/>

QuickTime player <http://www.apple.com/quicktime/download/>

If your computer has earlier versions of QuickTime and Shockwave already installed, you may need to uninstall either of those two programs in order to upgrade them.

On Windows and Macintosh systems, if QuickTime is already installed, there is a program called "QuickTime Updater" that will check to see if the currently installed version is the latest one and allow you to download the latest version.

On Windows machines, there is a program called "QuickTime Uninstaller" already installed if the respective computer has previously downloaded a version of QuickTime. Using this uninstaller should clean out any earlier QuickTime versions.

On Windows or Macintosh systems, the latest version of QuickTime can be ascertained by opening the QuickTime control panel on either system. On a Macintosh system, the control panel can be found by going to the Apple Menu, selecting the Control Panels item, and selecting the QuickTime item from the resulting choices.

On a Windows system, you need to go to the Start Menu, select the "Settings" item, select "Control Panels" from the resulting list, and then double click the QuickTime item.

On both Windows and Macintosh systems, once the QuickTime Control panel is open, select the "About QuickTime" item from the drop-down menu and it will display the current version.

Tips For Contacting and Working with Technology Support Personnel at Your Site

Before using the cases in a computer lab or other site on your campus, it is helpful to have the technology support staff check all the machines. They need to check the bandwidth (i.e., the download speed), the availability and versions of QuickTime and Shockwave, and the other minimum system requirements listed above before using the cases. The information provided above under the sections on "basic equipment requirements" and "information on upgrading your system" should help provide information about the technology required to run the interface through the Internet successfully.

Getting Started: Logging in and Accessing the Cases

A Word About Login Names and Passwords

Each course instructor is provided with a username and password for his or her personal use. This allows administrative access to the interface and allows a course instructor to add or change his/her students' usernames and passwords (see the section entitled "Instructions for Course Instructors").

Instructors must create a roster of student names and assign an initial password to each student (see the sections for course instructors entitled "Providing Access to CTELL Cases for Your Students," and "Setting Students' Access Privileges").

NOTE: Students can change their assigned password by going to the URL http://ctell1.uconn.edu/CTELL_changePW.html and following the on-screen directions. We recommend, strongly, that students change and personalize the passwords initially provided to

them by course instructors. *Passwords must be entered without spaces (that is, "Educ_2215," not "Educ 2215").*

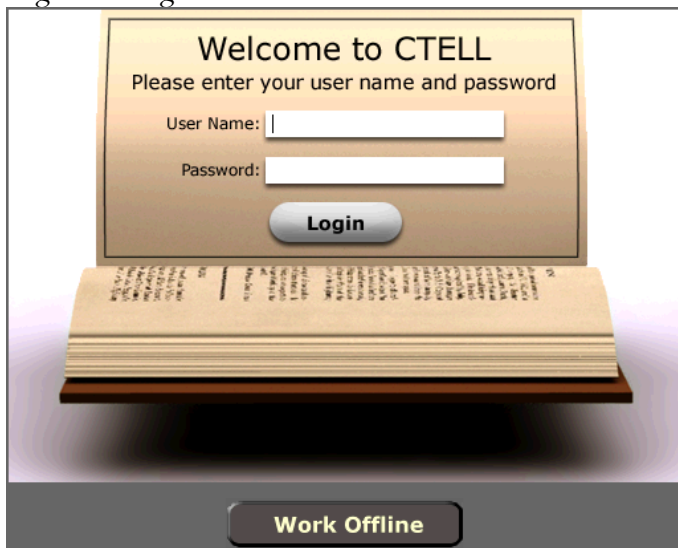
Accessing the Cases

This section assumes use of the CTELL cases as intended, i.e., through a high-speed Internet connection. If your high-speed connection is not available, please go to the section of this manual entitled "Using the CD-ROM CTELL Cases with a Slow Internet Connection." That section also describes how to work offline in an emergency. Working offline is not recommended, as your work cannot be saved for future access.

Instructions for accessing CTELL cases through a direct, high-speed Internet connection are shown below.

1. When in your browser go to the following URL:
http://ctell1.uconn.edu/ctell_2.0/ctell_case_place.html. You will see a list of available cases and should click on the one you would like to work with. NOTE: The examples throughout this manual are taken from Case 3: Mrs. McMinn's Third Grade Classroom."
2. You will be shown a screen that tells you the case is downloading. Once downloading is complete, a button will appear that asks you to click to start case. Click on this button.
3. You will be taken to a screen that asks you to type in your login name and password (Figure 2). These will have been provided to you.

Figure 2: Login screen



4. Once you have entered your login name and password, click the button to login. If you click the "login" button and nothing seems to happen, wait a few minutes because the logon computer may be busy.

After you login, you may see one or more security warnings that access to a web site is being attempted. Go ahead and click to allow access and video to be downloaded from this site. These warnings are a normal part of the authentication process. Should you receive these messages, you can also click an option that will disable these messages from the CTELL site in the future. When the login has completed, the program begins.

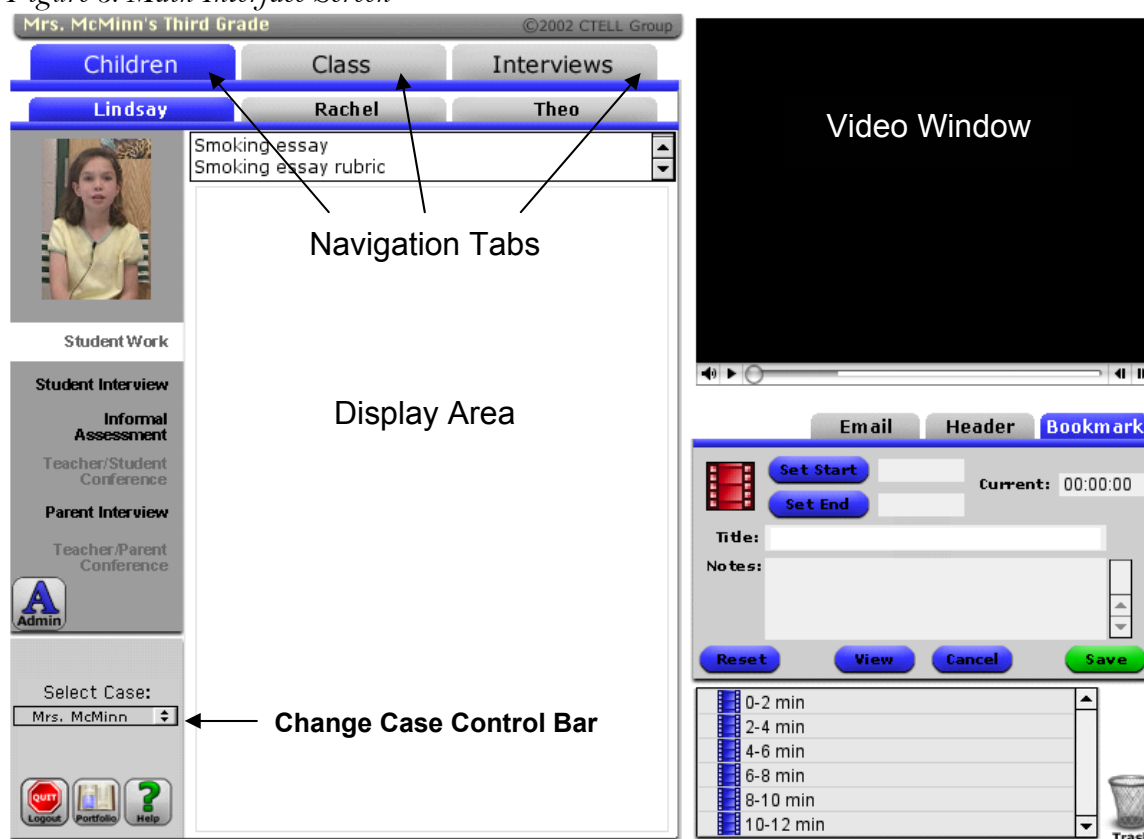
If at any time in the login process you get a message telling you to upgrade software such as QuickTime or Macromedia/Shockwave, go to the section in this manual entitled "Information on upgrading your system" for instructions.

When you want to leave the case, click the "Quit/Logout" button in the lower left corner of the interface. *Do not simply quit using the control shortcut keys or the browser's quit command.* Doing so may cause you to lose information that you have entered into the case. To ensure your work is saved for future sessions, you must leave the case using the "Quit/Logout" button in the lower left corner of the interface.

Interface Components

The interface is built of basic components that make use of the information available in each case (see case descriptions in the training manual for an index of information in each case). Tabs in the interface allow you to navigate between the "anchor" video, ancillary video of various classroom lessons, interviews with teachers, parents, children, and administrators, student work, assessment information, and commentary on each class.

Figure 3: Main Interface Screen



Once you are in the case, you are presented with a screen that has tabs across the top, a video window in the upper right corner, a tools screen below the video window, a bookmark list below the tools window and a blank display area in the middle of the screen (see Figure 3). The anchor video will be shown in the video window and can be accessed from the first time that you use the case.

In order to watch the anchor video, you need to allow it some time to download. The progress of the download is shown in the gray bar directly beneath the video window, which will grow longer to the right as video downloads. While you can watch the video as it is downloading, it needs to be fully downloaded before you can attempt other activities that require its use (such as making a bookmark; see bookmarks in the tools section below).

The three navigation tabs across the top of the screen correspond to the information available in the case.

Changing Cases

To move between cases after you have logged into the interface, simply click on the up/down arrows under "Select Case" and scroll to find the case you want. By clicking on a new teacher's name, a blue "Load" button will appear. Click this blue "Load" button to load a new case. After the new case loads, children, class information, interviews, and bookmarks for the new case will

appear. As when you initially enter any case, the new case's anchor video will take a few minutes to load in the video window. You can see that the anchor movie has finished loading when the gray bar under the video window has filled in all the way to the right.

The Children Tab: Information on Central Children

The Children tab lists the three central children for each case. Clicking on this button will show a row of tabs, directly beneath the Children tab, that provides the three children's names. Clicking on a particular child's tab will show you a screen with that child's picture and, directly below that picture, a list of the information that is available for that child. Items shown in black text are links to that information; if the item is grayed out, then that information is not available in the case you are viewing.

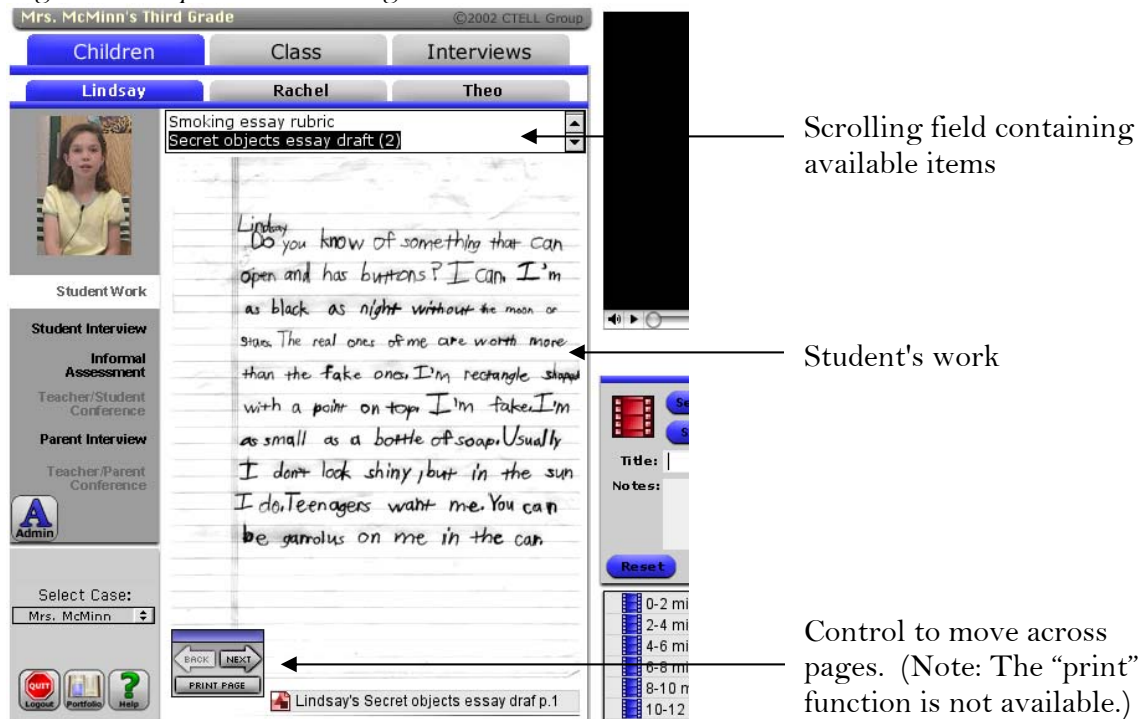
To get to desired information, click on the black text links in the left margin of the interface. Options for information about the respective child, with a brief description, follow:

Student work

Available documents are listed in a scrolling field underneath the tabs at the top of the screen. This is a scrolling field, thus only two of the available document titles will show at any given time. You can scroll through the list of available documents to see what is available. (Figure 4 provides an example.)

Clicking on a document's title will show the document in the display area. To move through pages of a document, use the "next" and "back" buttons in the window at the bottom of the display area.

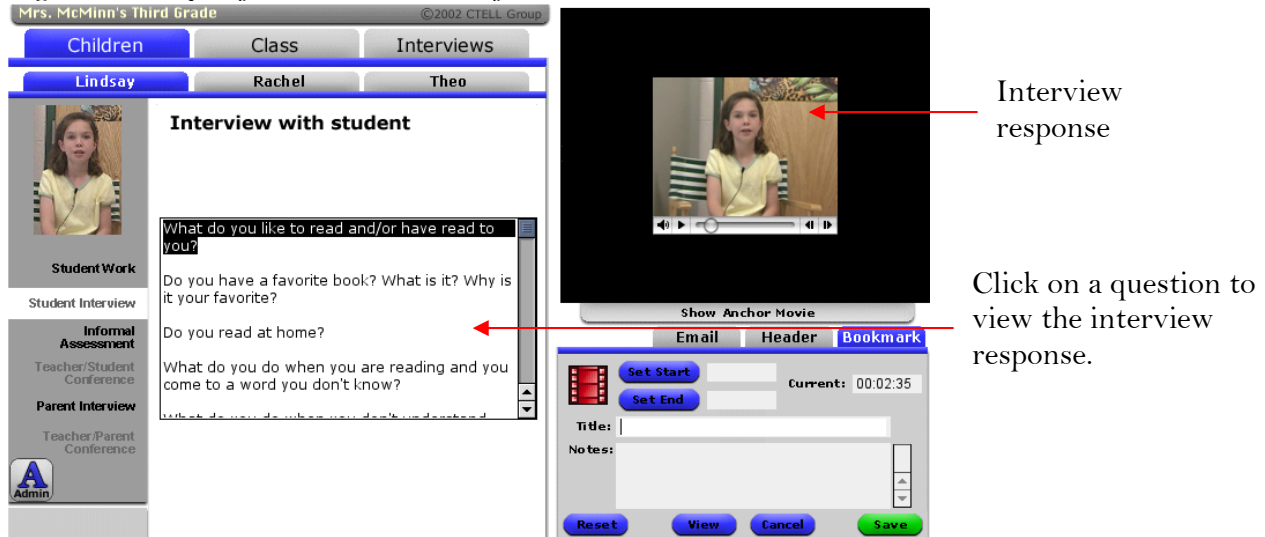
Figure 4: Sample screen showing student work



Student interview

Interviews with the selected student. Clicking on this menu item will show a list of questions in the display area (in the middle of the screen). Clicking on the text of a question will cause a corresponding video clip to play in the video window (see Figure 5).

Figure 5. Sample of student interview information.

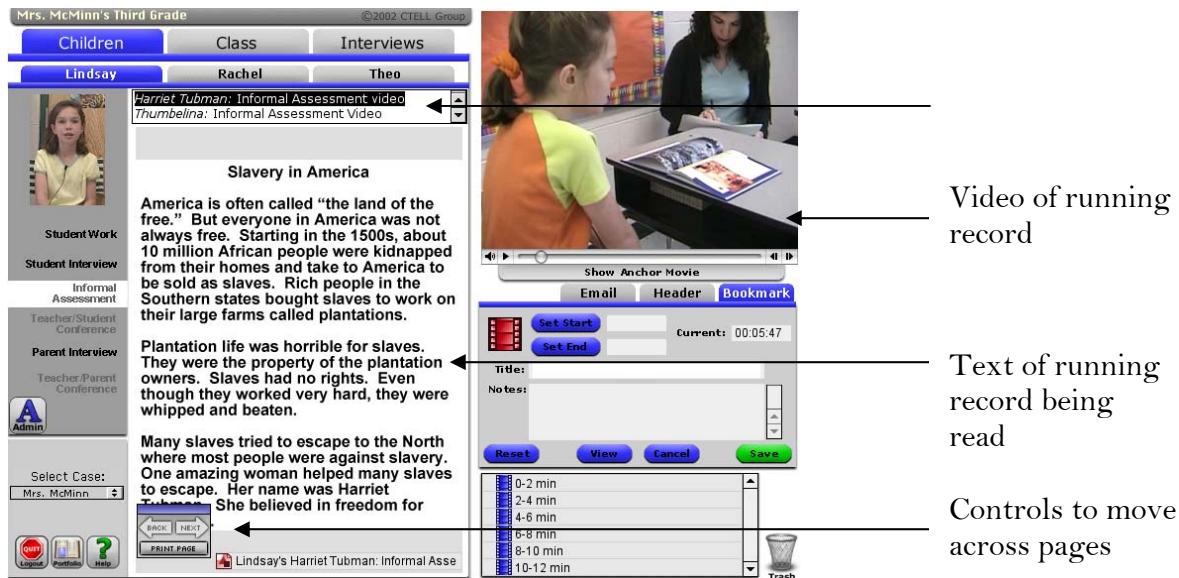


Informal assessment

An informal assessment, using running records, is available for each central student. Choose a specific running record from the scrolling field that is provided by clicking the "running record" option. Each video of a running record, showing the student reading, has the word "video" in its title. While the running record video is playing in the video window, an unmarked copy of the text being read is shown in the display area. To view the marked (scored) text copy, select the running record with the corresponding title in the scrolling field. This will not include "video" in its title and the scored running record will be shown in the display area. Figure 6 provides a sample screen of running record information.

Figure 6. Sample informal assessment screen (running record)

Scrolling field of available assessments



To scroll from one page of the running record to the next, click the "next" arrow at the bottom left. Texts of the running records cannot be printed at this time.

Teacher/student conference

Clicking on the teacher/student conference menu item brings up a window containing a list of questions/links in a scrolling field in the display area. Each of the items corresponds to a question asked during the conference. Clicking on a question will show the response in the video window.

Parent interview

Clicking on the parent interview menu item brings up a window containing a list of questions/links in a scrolling field in the display area. Each of the items corresponds to a question asked of the parent. Clicking on a question will show the parent's response in the video window.

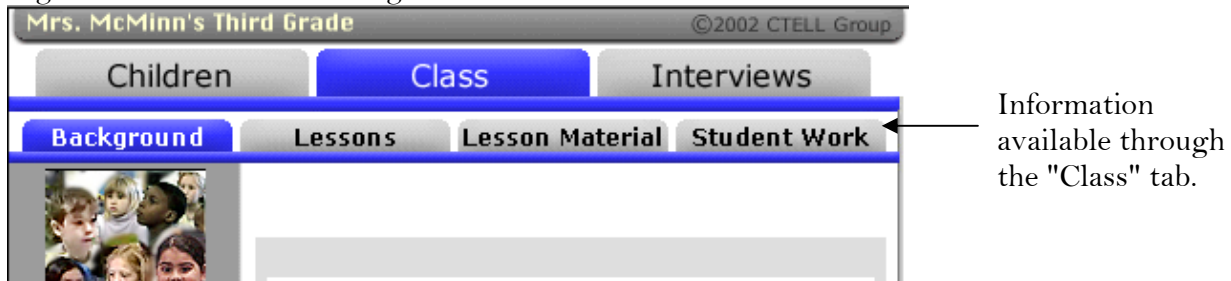
Teacher/parent conference

Clicking on the teacher/parent conference menu item brings up a window containing a list of questions/links in a scrolling field in the display area. Each of the items corresponds to a question asked during the conference. Clicking on a question will show the response in the video window.

The Class Tab: Information Available About the Class

The "Class" tab leads to information available about the class-at-large as opposed to the three central students. When you click on this tab, the interface presents four sub-tabs: Background, Lessons, Lesson Materials, and Student Work (see Figure 7).

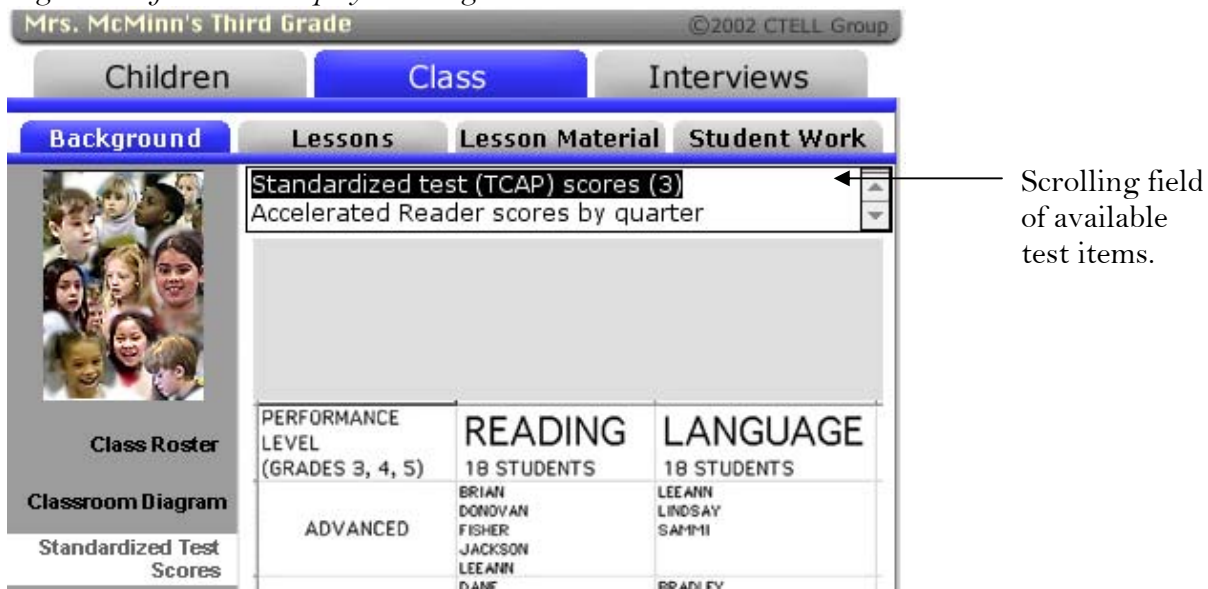
Figure 7. Items available through the "Class" tab



Background

Provides links, shown on the left margin of the interface, to a class roster, classroom diagram, children's standardized test scores, and other information. This information varies somewhat across cases. Clicking on these links will show the respective information in the video or display areas. For example, clicking on the standardized test scores link will show a scrolling field, under the navigation tabs, that contains titles of available test score pages. Clicking on one of the titles in the scrolling field will show the respective test score page in the display area (see Figure 8). The students' test scores cannot be printed at this time.

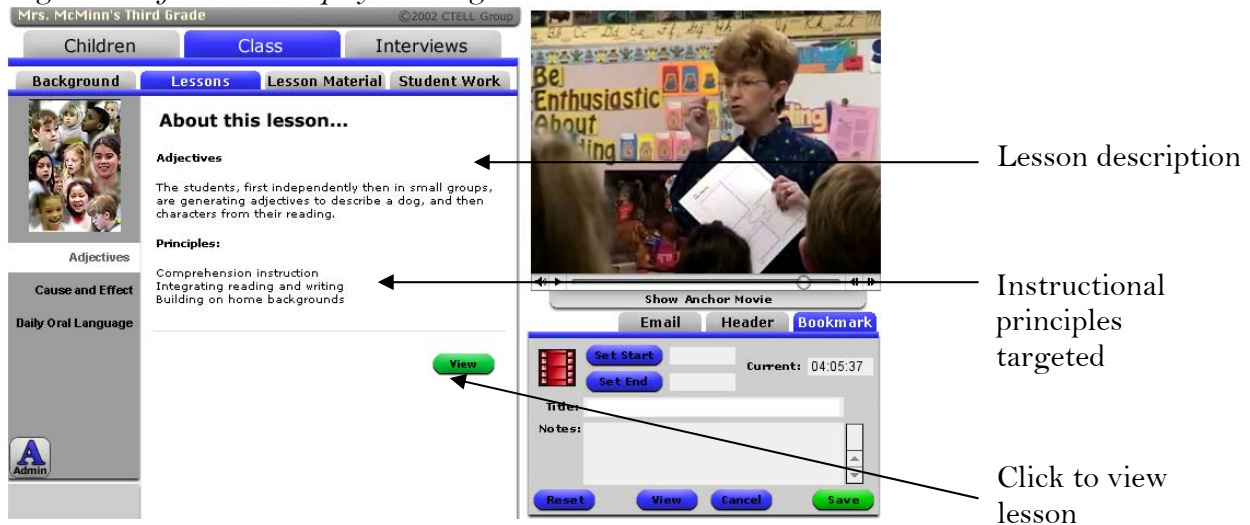
Figure 8. Information displayed through "standardized test scores" link



Lessons

Provides links, shown on the left margin of the interface, to ancillary videos of classroom activities that are not included in the anchor video. Each of the items, in black text, in the left margin of the interface corresponds to a different video. Clicking on one of those items provides a short description of that video in the display area and a green "View" button below that description. Clicking the green "View" button will play the selected lesson in the video window (see Figure 9).

Figure 9. Information displayed through the "Lesson" tab



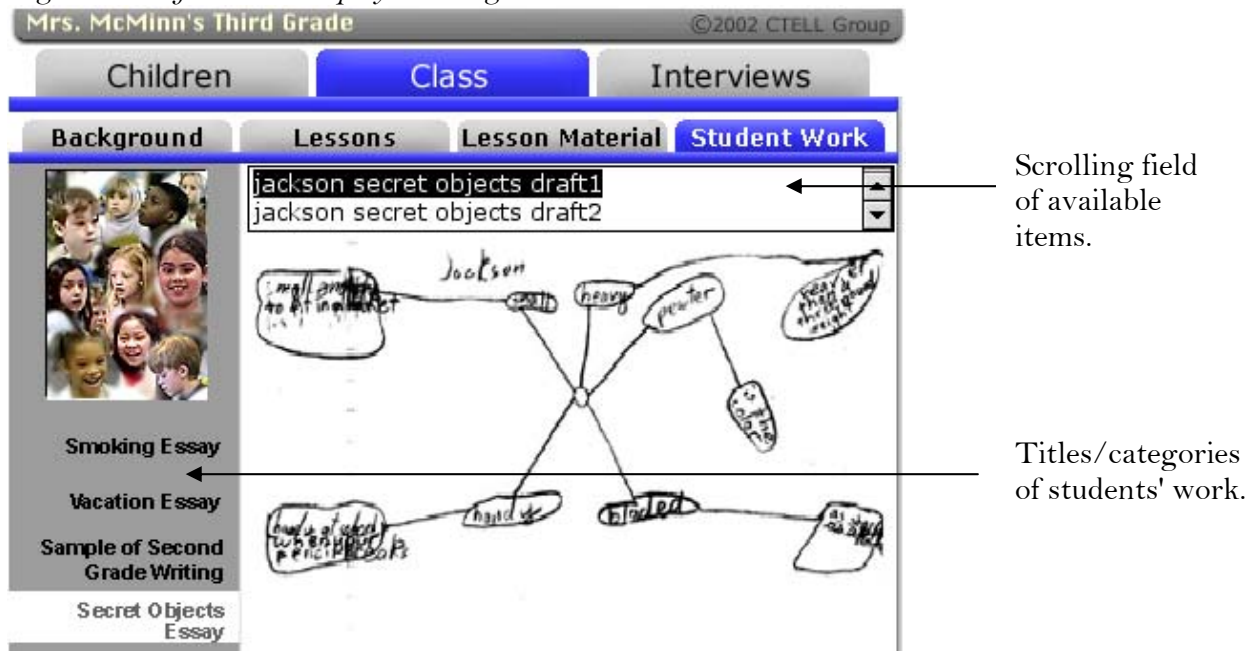
Lesson Material

Provides links, shown in the left margin of the interface, to lesson planning information provided by the teacher. For example, this section contains questions, lesson plans, graphic organizers, and other information used in the class. Clicking on one of the links in the left margin of the interface provides a scrolling list of items available. Clicking on an item in the scrolling field will show the item in the display area. The print function is not available at this time.

Student Work

Provides links, shown in the left margin of the interface, to samples of students' work. The links in the left margin show the titles of different assignments available. Clicking on one of these links opens a scrolling field. This scrolling field contains a list of the examples available – for example, drafts of written work, final written products, scoring rubrics that were applied to students' written work, brainstorming concept webs, and so on. After selecting the title of a work category from the left margin, scroll through the available items (they are listed by student in the scrolling field) to find the sample you wish to view. Clicking an item in the scrolling field shows that item in the display area. Moving from page to page (in the case of multiple-page written items) is done by clicking the "next" arrow in the window at the bottom left of the interface (see Figure 10). The print function is not available at this time.

Figure 10. Information displayed through the student work tab



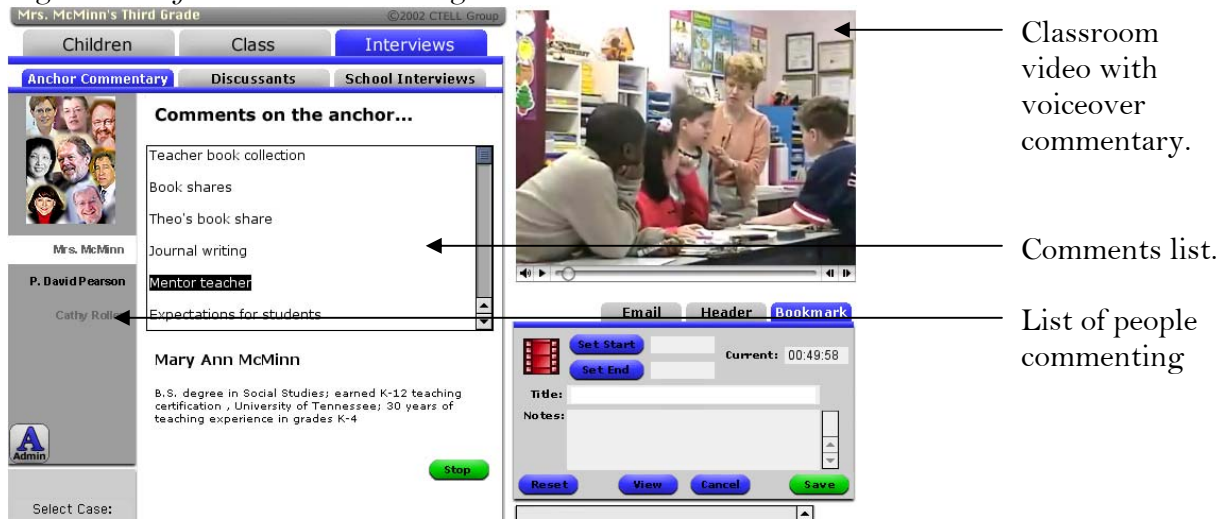
The Interviews Tab: Information Available Through Interviews

Clicking the Interviews tab provides links to information from video interviews with school personnel and others knowledgeable about literacy education. It also contains commentary on classroom activities by the teacher and discussants. Clicking the Interviews tab brings up three sub-tabs: Anchor Commentary, Discussants, and School Interviews (see Figure 11). When you click on a person's name to access their interview comments, a short biography of that person appears in the display area.

Anchor Commentary

Provides links, shown in the left margin of the interface, to video comments about selected activities shown in the anchor video. Comments are by the teacher as well as by others knowledgeable about literacy education. The links, in black text, in the left margin of the interface show the names of those whose commentary is linked to the anchor video. To activate their commentary, click on a person's name. A list of topics will appear in the display area. To see the video and hear the comments related to those topics, click on the topic you would like to access. The corresponding video will play in the video window (see Figure 11).

Figure 11. Information shown through the Interviews tab



Discussants

Provides links, shown in the left margin of the interface, to knowledgeable literacy educators who comment on various principles of effective practices in literacy teaching. To access a particular interview, click on the interviewee's name in the left margin of the interface and then click on one of the questions that appear in the display area (similar to the example shown in Figure 11).

School Interviews

Provides links, shown in the left margin of the interface, to school personnel such as the principal, other teachers in the respective school, and various support personnel. To access a particular interview, click on the interviewee's name in the left margin of the interface and then click on one of the questions that appear in the display area (see Figure 12).

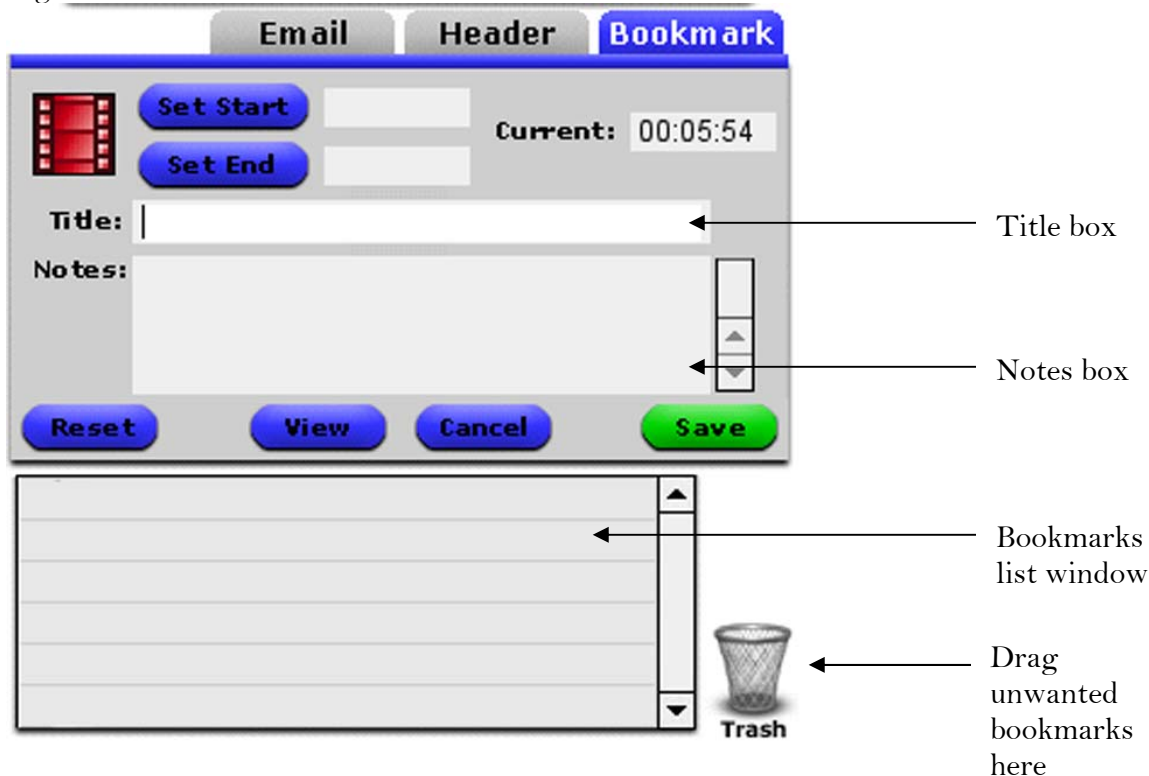
Figure 12. Information available through the School Interviews tab



Tools and Tool Functions

Within the interface, several tools are available for teacher and student use. These appear directly under the video window (see Figure 13). This area contains tabs which activate each of the tools. As with the other tabs, the active tab is white text on blue and the inactive tabs are black text on gray. To use a tool, click on one of the descriptive tabs (Email, Header, and Bookmark) and then use the buttons as appropriate for the area selected (as described below).

Figure 13. The tools area



Bookmarks

Bookmarks allow you to capture information in the case and archive your captures for easy access. For examples, you might want to bookmark a portion of a larger video, a specific item of students' work, or other information for later use. This feature allows you to show a portion of a larger video to a class, or to save a video segment or an item of students' work for later, in-depth analysis. In short, a "bookmark" marks an item for later use. It also allows you to name the item and attach notes to it, as well as to keep a list or index of segments through a list of bookmarks.

NOTE 1: To create a video bookmark, the video from which it will be drawn must be completely downloaded in the video window. You can check to be sure that the video is completely downloaded by looking at the bar under the video window. Downloading is complete when the play bar below the video window is completely gray. If you do not download all of the video before creating or accessing a bookmark, the bookmark may be

incorrectly created, may not play back your segment correctly, or may "freeze" your computer requiring a re-start.

NOTE 2: To create a new bookmark after viewing an existing bookmark, click "New" and follow the instructions listed under "Creating a bookmark," below.

Creating a bookmark

1. Once the video has completely downloaded into the video window, click on the bookmark tab (see Figure 13, above).
2. Play the video in the video window until you reach the place you want to start your segment. (If you have a rough idea of where you want to begin your segment, you can drag the slide control on the playback bar under the video window to move to that approximate location.) That is, you can click-hold and drag the circle below the video window to move through the video once it has downloaded completely.)
3. With the video paused at the beginning of the segment that you wish to define (you can start and pause the video by clicking on the small, "play" triangle at the left side of the playback bar under the video window), click the "Set Start" button. This will set the beginning of the bookmark at the beginning of the clip you want (you will see a time code entered into the box beside the "Set Start" button).
4. To find the end of the segment that you wish to define, either let the video play to that point or drag the slide button on the playback bar under the video window to the end of the segment that you want to define. Click the "Set End" button (you will see a time code entered into the box beside the button).
5. Provide a name for the bookmark by typing a name in the "Title" space. Write any notes or comments that you would like to make in the "Notes" field.
6. Check the bookmark by clicking on the "View" button under the "Notes" field. Clicking "View" will play your segment so that you can confirm that you have captured what you wish, but the "View" button does not save your segment for later use.
7. Save your bookmark by clicking the green "Save" button.

Some hints and cautions about bookmarks

- The bookmarks that you define are not saved automatically, so it is important to click save after you create each one.
- To move in small increments to define your start and end points for a video segment, use the two arrows to the right of the playback bar under the video window.
- To reset the start and end boxes after you have saved the bookmark, click the reset button to the left of the view button.

Once you have created and saved a bookmark, it will appear in the bookmarks list below the "Reset" button. This list will contain all of the bookmarks made and saved under your login name and will be available for your use whenever you login using your password, until you throw away a bookmark by moving it to the trash can at the lower right corner of the interface.

To delete a bookmark, click on it 's icon (to the immediate left of each bookmark's title in the bookmark list) and drag it to the trash can in the lower right corner of the screen.

You can make bookmarks from the anchor video, any of the ancillary videos (the other video available under the class tab under lessons), and any of the interview videos.

To play a bookmark

1. Click on the title of the bookmark in the bookmark list (not the icon that appears to the left of each bookmark's title), that you would like to display. Clicking on a bookmark's title will display the bookmark in it's appropriate area (video will be displayed in the video window, bookmarks for student work will be displayed in the display area).
2. Click the "View" button (in the case of a video segment bookmark) to play the defined segment.

To edit a bookmark

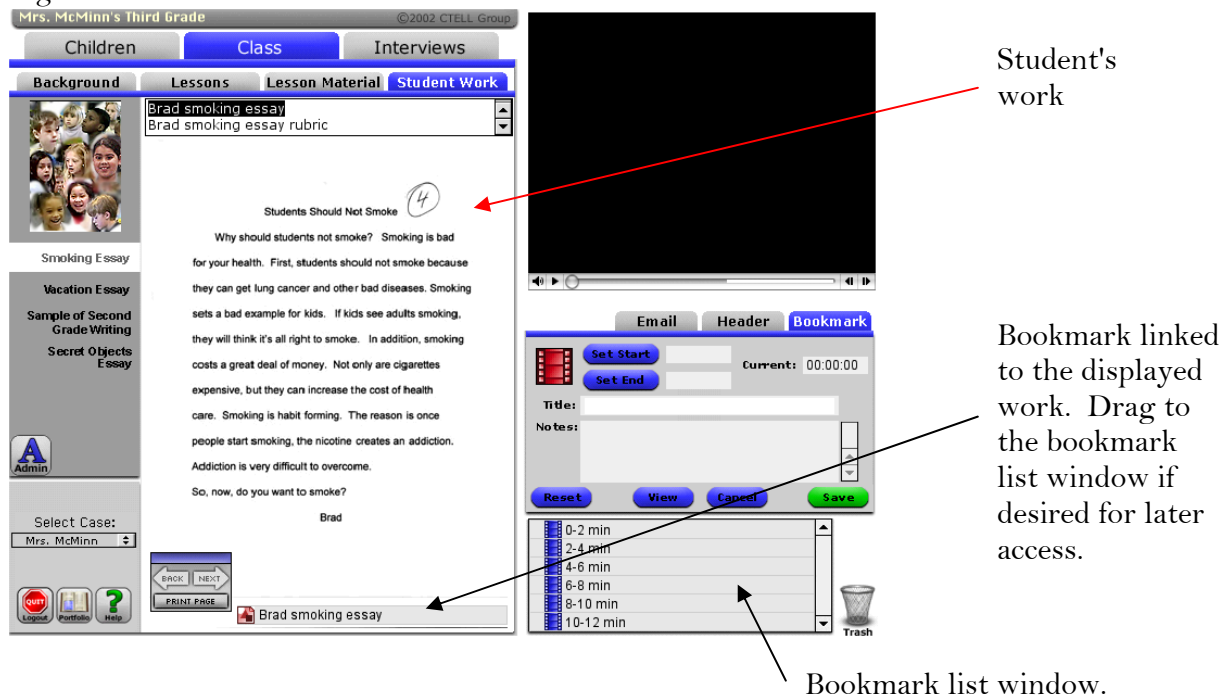
1. Determine the bookmark you want to edit and display (play) it by following the instructions noted above.
2. Once the bookmark you wish to edit has been activated, click the "Edit" button.
3. Change the items that you wish (for example, the title, description, or start and stop points).
4. Preview your changes by clicking the "View" button.
5. Save your changes by clicking the "Save" button.

Creating Bookmarks for Documents

In addition to video, bookmarks can also be archived to refer to a document, such as a child's writing sample or class test scores. Each document that appears in the display window has an accompanying bookmark, which bookmark appears at the bottom of the display window.

Document bookmarks have a "scanned graphic" icon and contain the title of the document (if the menu text is too long to fit, it is truncated). See Figure 14.

Figure 14. Document bookmark



To place and save a document's bookmark into the bookmark list for later access, follow these steps:

1. Click the "Bookmark" tab to activate the bookmark tools. [Or, if having previously viewed a bookmark, click the "New" button to activate the bookmark tools.]
2. Drag the document's bookmark from where it initially appears (at the bottom of the display window) into your bookmark list window. It will appear with its icon and title. To drag or move a bookmark, you must "grab" its icon, not its title icon, with your mouse pointer.
3. Save the document's bookmark for later access by clicking the "Save" button.
4. To activate (display) the document referenced by a particular bookmark, click on the bookmark's title (to the right of the respective bookmark's icon).

Organizing Bookmarks

Bookmarks can be reordered so that similar items can be grouped together in the bookmark list window. Move bookmarks by clicking on their icon (to the left of their respective title) and dragging them up or down within the bookmark list. Bookmarks can also be grouped and categorized under a header (see below).

Creating a bookmark header

A header creates a title under which the bookmark titles can be organized. The procedure for creating a bookmark header is:

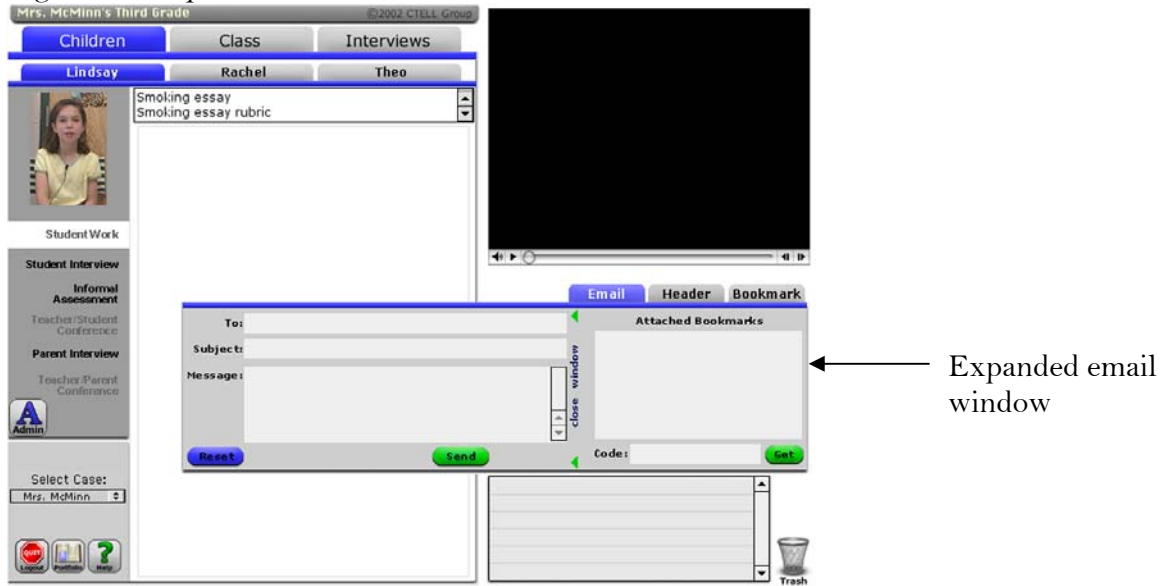
1. Click on the Header tab.
2. Click in the title or notes fields to place a cursor where you wish. Type a title and any notes you would like.
3. Save the header by clicking "Save." The saved header will appear in the list of bookmarks with a unique icon (a diagonal slash) indicating that it is a header rather than a video (film strip icon) or document (scanned graphic) bookmark.
4. Place bookmarks that are to be grouped under the created header by clicking their respective icons and dragging them to a location under the header. Conversely, drag the header by clicking on its icon (not its title) to a location above previously grouped bookmarks.

Emailing a Bookmark

Bookmarks can be emailed to others for discussion or other purposes. To create and email and to email a bookmark, do the following:

1. Click on the email tab. You will see a window that looks similar to an email window.
2. On the very right edge of the email window are two small green triangles with the phrase "open bookmark window" between them. Click within that strip. This will expand the email window into the display area, creating space to append bookmarks and message text for email purposes (see Figure 15).

Figure 15. Expanded email window

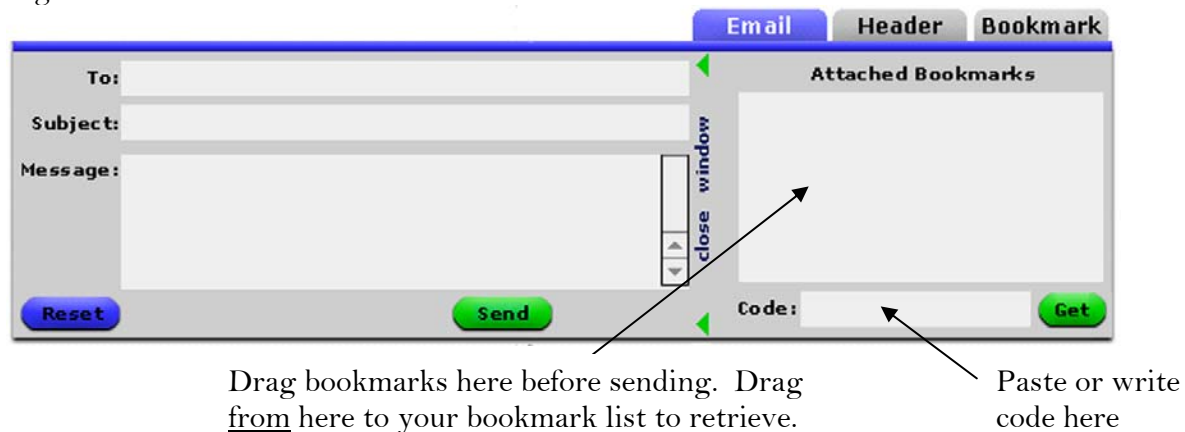


3. Drag the bookmark that you would like to mail by its icon (not its title) into the white square beneath the words "attached bookmarks."
4. To send the bookmark, type an email address in the "To" field, a descriptive subject phrase in the "Subject" field, and any message you would like to include in the "Message" field.
5. Click "Send" to send the bookmark information and message to the person's email account as noted in the "To" field.

Retrieving and Playing Emailed Bookmarks

Email messages sent from inside the CTELL interface will appear in your regular email account (as noted in the "To" line of the address). If you receive a CTELL email, follow these steps to retrieve emailed bookmarks and display their contents (see Figure 16):

Figure 16. The Email window



1. Access your email message, which will contain a code identifying the CTELL bookmark and message.
2. Copy this code using the "Copy" command within your email application, or write down the code for reference. You will need the code to access the email message once you are inside the CTELL case interface.
3. Close your email application and open the CTELL case interface.
4. Activate the email function in the CTELL interface by clicking on the email tab.
5. Click on the small, green arrows to the right of the email window to expand that area into the display space.
6. In the square text box marked "Code," use your browser's "Paste" command to place the previously copied code into this box. You can also manually type the code into this box.
7. Click "Get" to bring the bookmark into the email area.
8. Click-hold the bookmark's icon (not its title) and drag it into your bookmark list.
9. Click the bookmark's title (not its icon) while it is in the bookmark list window to access its information. Once in the bookmark list window, it can be edited or discarded in the same way as other bookmarks.

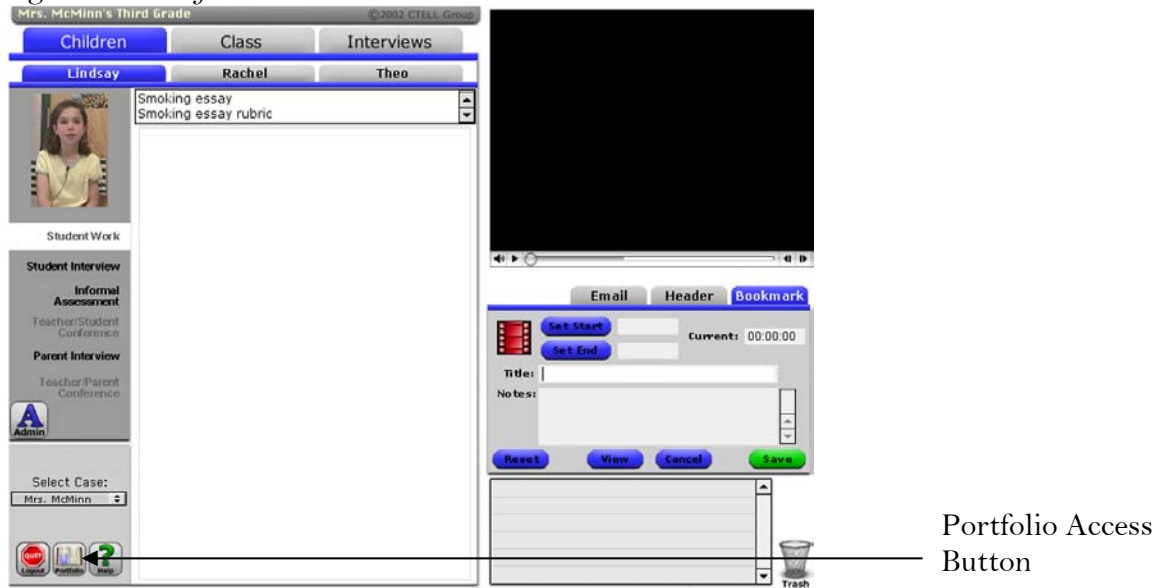
The Portfolio Function

The Portfolio function allows users to capture and store bookmarks, and to access these archived items across cases. It also provides a space where effective principles of reading instruction can be illustrated, across cases, to demonstrate understanding of these principles and to store and send portfolios via email to others using the CTELL interface. This section of the user manual provides information about accessing and using the Portfolio area.

Accessing the Portfolio Area

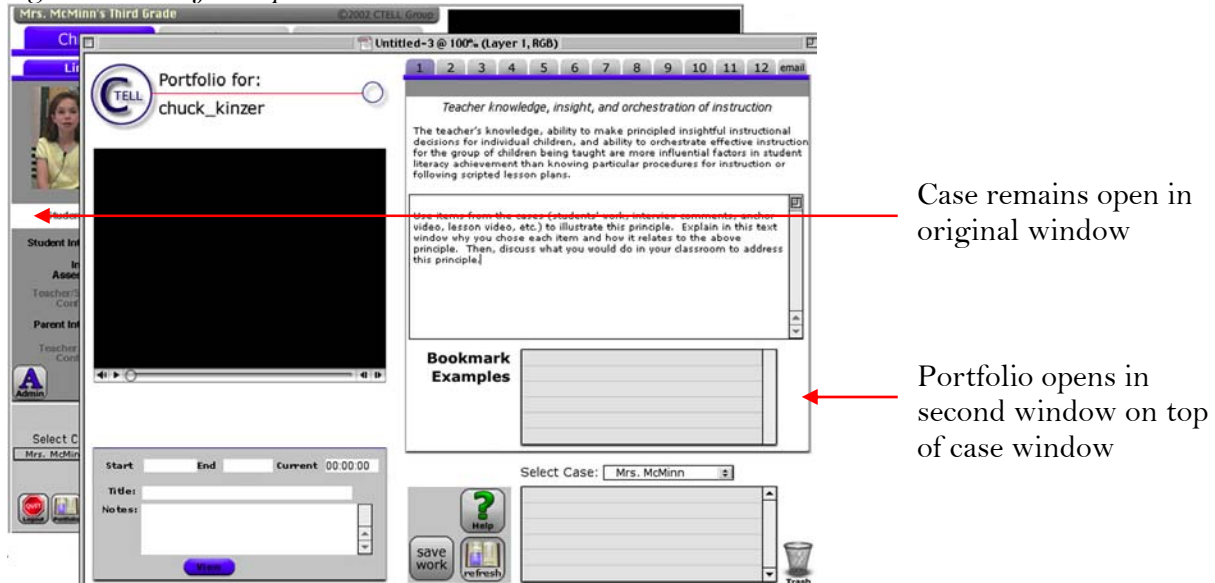
To access the Portfolio area you must first log into a CTELL case. When you are ready to view and interact with the portfolio, click the portfolio button (see Figure 17). There is no need to wait for the case to completely download while accessing the portfolio.

Figure 17. Portfolio Access Button



After clicking the portfolio button you will see an "Updating Portfolio" message. The message will disappear in a few seconds and a new window will open with the contents of your portfolio. The case remains open in its original window, layered behind the Portfolio window. If you don't see the case window, drag the Portfolio window a little to one side (see Figure 18). The portfolio is a separate program from the case interface so you can leave both windows open while you work, allowing you to toggle between the Portfolio and Case windows.

Figure 18. Portfolio open in second window



Populating (Using) the portfolio

The portfolio section has many of the same components as the case interface, but it has a different role. It is used to collect bookmarks from different cases and to make notes and save them in a common place for cross-case comparisons. Bookmarks from different cases can be placed in the portfolio and, when a bookmark is clicked from within the portfolio, there is no need to open a given case to see a particular bookmark. Instructors may find particular relevance for the Portfolio as a space that is populated throughout a course; a space that ultimately can be a window into students' understanding of the principles of effective reading instruction on which CTELL cases are built.

The Portfolio area contains a viewing area on the left, where bookmark contents are displayed (video, students' work, etc.), and an interactive, tools area on the right (where students type responses and populate the portfolio).

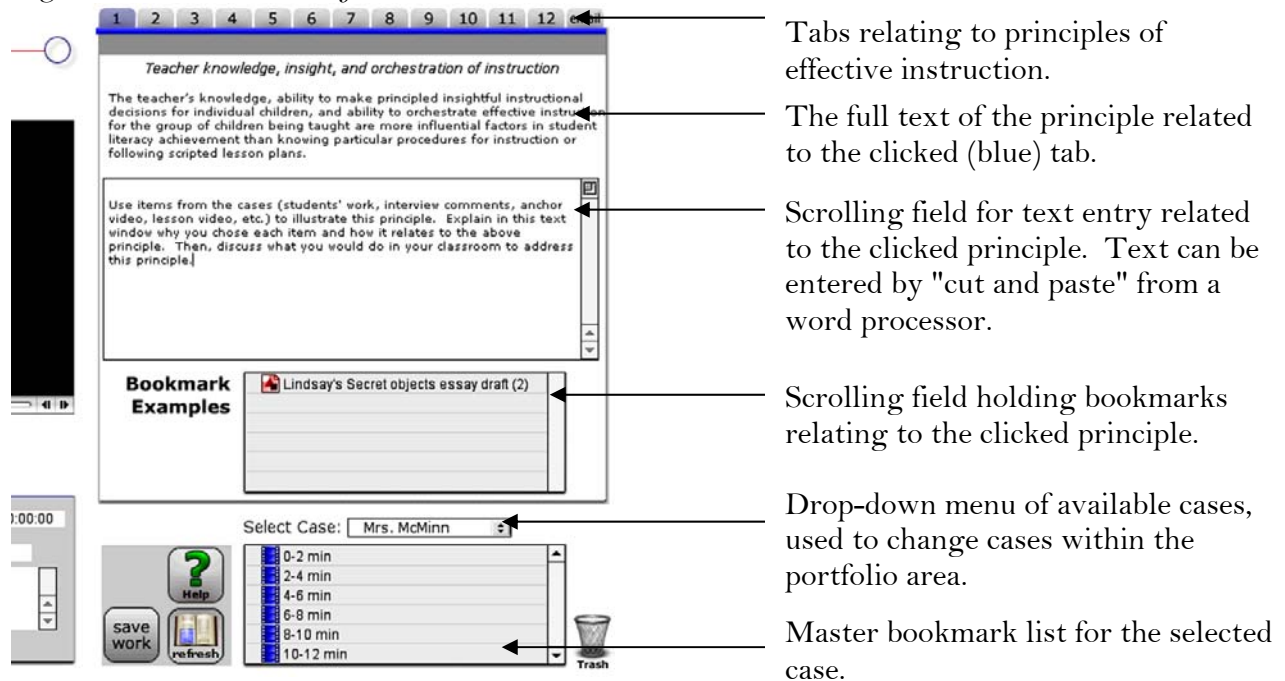
The portfolio is populated by collecting bookmarks that illustrate instructional principles, and by writing about the instructional principle and illustrative bookmarks, as well as general thoughts that pertain to the principle being worked on. Thus, in its typical use students would open the portfolio and add information about each of the principles. This information is then stored under each students' username.

This is done by dragging bookmarks from the case-specific master bookmark list to the example bookmark area that is tied to each principle of effective instruction. Once bookmarks are moved from the case-specific window to one of the portfolio bookmark windows, they can be accessed at any time. Thus, one could have excerpts from any of the cases in the portfolio bookmark area and each would be accessible. However, just as in the case area, it may take some time for video to download. This will become most noticeable when you are accessing segments across cases.

To populate a given principle, follow these steps:

1. Decide which principle you wish to work on. Do so by running your mouse over the numbered tabs across the upper right part of the screen (see Figure 19). Each tab represents a principle of effective reading instruction. Running the mouse cursor over a tab results in a descriptive phrase appearing under the row of tabs. Clicking on a tab turns that (selected) tab blue and results in the entire text of the principle being displayed.

Figure 19. Interactive Portfolio sections



2. Read the principle that you have selected and think back to the case(s) you have analyzed and the list of master bookmarks that you have made (these appear in the window under the "select case" drop-down menu, see Figure 19). All of the bookmarks you created for that case you are in appear in the master, case-specific bookmark area. This window duplicates exactly the bookmarks you have in the case that you were in before opening the portfolio. So, if you entered the Portfolio area from case 3 (McMinn) the bookmarks would be those that you had collected in the McMinn case area.
3. Choose a bookmark from your master list that you want to discuss in the context of the selected principle. Drag that bookmark into the "Bookmark Examples" window. Doing so links the bookmark to the selected principle. To move a bookmark from the master list to the "Bookmark Examples" window, do the following:
4. Click-hold the icon for the bookmark that you want to move (the icon is to the left of its title) and drag-then-drop it into the "Bookmark Examples" window. This places a copy of the bookmark into the "Bookmark Examples" window. It does not erase the bookmark from the master list.
5. Place a comment into the scrolling field. As there is no spelling check capability in this program, it is best to write your comments in a word processor, then cut-and-paste your comments into the scrolling text field above the "Bookmark Examples" window. There is no limit to the amount of text you can enter. The comment field has a prompt to help you think about populating the Portfolio. This is constant across principles, and is reprinted here: "Use items from the cases (students' work, interview comments, anchor video, lesson video, etc.) to illustrate this principle. Explain in this text window why

you chose each item and how it relates to the above principle. Then, discuss what you would do in your classroom to address this principle."

6. Move on to the next principle by clicking the desired tab and reading the principle's text. Selecting a new principle tab provides a blank "Bookmark" Examples" window and text entry scrolling field. This is because each principle has it's own discussion section and principles list.

Remember: you can change cases by using the drop-down, "Select Case" menu above the master bookmark window (see Figure 19). You can select bookmarks from the master list in any case by switching from one case to another using this menu.

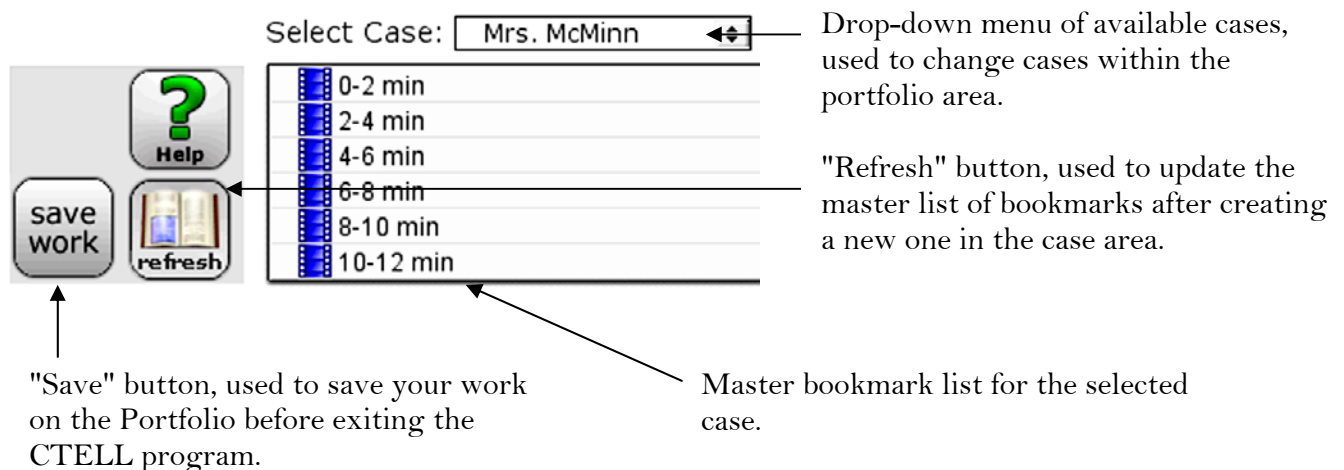
A note on bookmarks in the portfolio

Because the portfolio serves a separate function than the interface, it also has different capabilities. It is not possible to create new bookmarks within the portfolio window. To create a new bookmark, you must return to the case window interface (which should have remained open) and do so there. The case window should have remained open behind the Portfolio window. If you don't see the case window, click-hold and drag the upper margin of the Portfolio window and move it slightly to the right. Once a portion of the case window becomes visible, you can toggle from one to the other by clicking the respective window.

Only the bookmarks you have created (or create by moving from the Portfolio window to the case window, leaving both open), can be used in the portfolio. If you wish to create a new bookmark for use in the Portfolio:

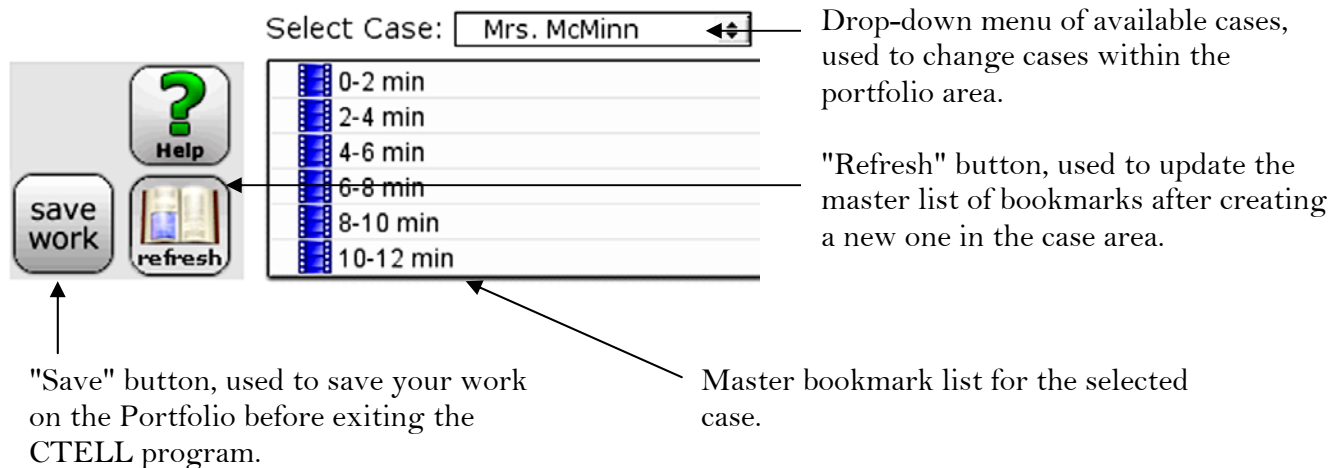
1. To create a bookmark for the selected principle from the case that is open, move to the case window. If you don't see the case window, click-hold and drag the upper margin of the Portfolio window and move it slightly to the right. Once a portion of the case window becomes visible, you can toggle from one to the other by clicking the respective window. To create a new bookmark for use in the selected principle from a different case, then use the "Select Case" drop-down menu to move to another case (see Figure 20).

Figure 20. Saving and updating your portfolio: The "save" and "Refresh" buttons



2. Create the bookmark as usual.
3. Move back to the Portfolio window by clicking on the still-open window.
4. Use the "Refresh" button (see Figure 21) to update your Portfolio list.

Figure 21. Saving and updating your portfolio: The "save" and "Refresh" buttons



5. Find your newly-created bookmark in the master list (the lower bookmark window) in the Portfolio section).
6. Click-hold the icon for the bookmark that you created and want to move (the icon is to the left of its title) and drag-then-drop it into the "Bookmark Examples" window. This places a copy of the bookmark into the "Bookmark Examples" window. It does not erase the bookmark from the master list.

Switching between the case window/interface and the portfolio window to create bookmarks: An example

Suppose you were working in the McMinn case and wanted to go to the portfolio to add some bookmarks you just created in the case to the decoding instruction (tab 5) principle. You would open your portfolio, move to tab 5 (note that the principles are displayed for each tab as the mouse is over that tab) and open that principle. You would see your McMinn master bookmarks in the lower, case-specific window and you could drag them into that principle's bookmark window. Now you decide you want to go back to the McMinn case window to create more bookmarks. Since the window is still open behind the portfolio window, you click it to make it active. You can then add more bookmarks to the case. When you want to go back to the portfolio, click on its window (which should still be open) and click the "refresh" button to update your master bookmark list in the portfolio area. This will update your case-specific window with the recently added bookmark

Changing the teacher's name:

Once in the portfolio you can move to other cases by clicking the teacher's name. This opens a popup menu with all of the existing cases. Highlight the case you want to open. If it is different from the one you are currently on, a "load" button will appear. Clicking that load button will move you to that case, replacing the case-specific bookmarks with those from the new case.

Playing/viewing bookmarks inside the portfolio window

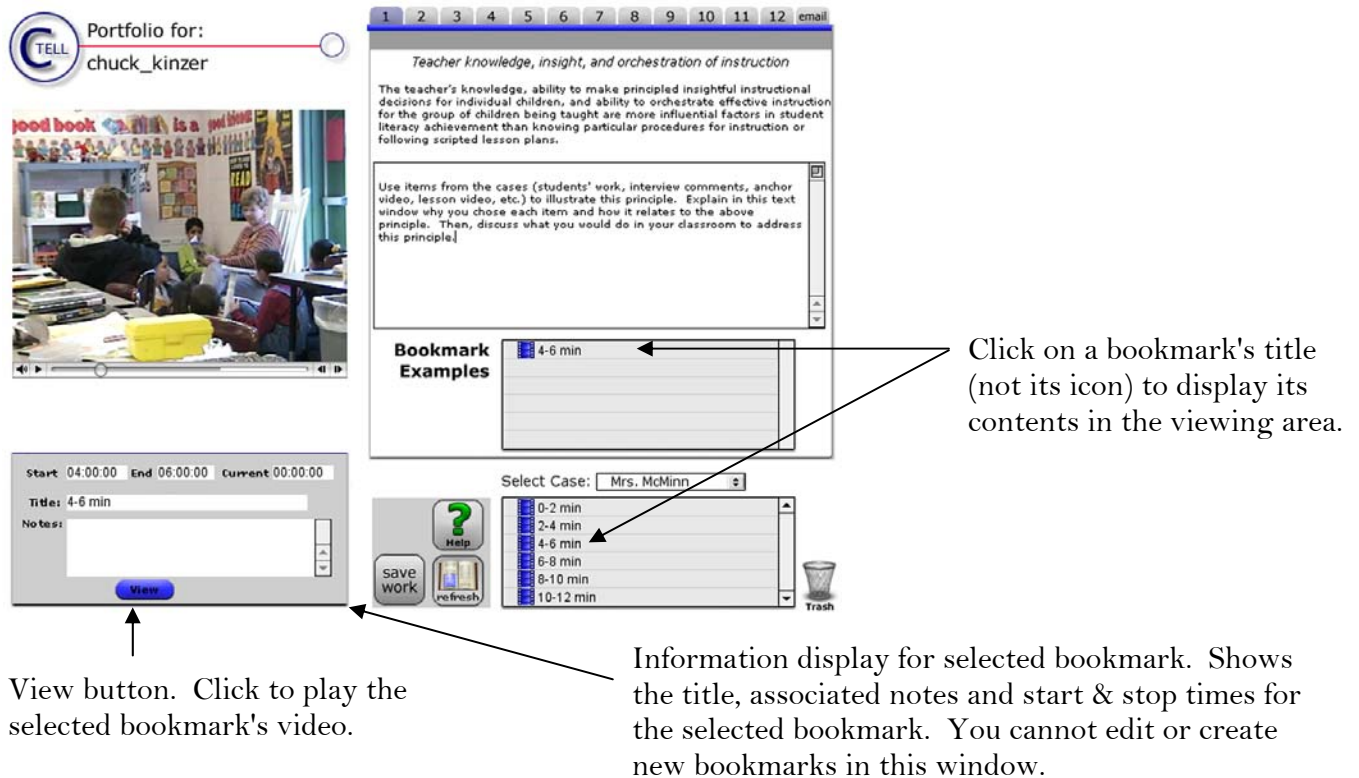
Bookmarks can be played/viewed, but not created or edited, from the Portfolio area. To create or edit a bookmark, go to the case window (see the section, above, called "A Noted on Bookmarks in the Portfolio").

To play bookmarks from inside the Portfolio area, click on the bookmark's title (not its icon). The bookmark's information and contents will appear in the information/display window at the bottom left of the window. This window will show the bookmark's title, associated notes and start and stop times (see Figure 22).

If the bookmark contains a video segment, click the "View" button to play the video.

If the bookmark is a student's work sample or other non-video item, it will be replace the video window and be displayed above the bookmark information window.

Figure 22. The playing/viewing area inside the portfolio window



A Note on Email in the Portfolio Area

This feature is not yet supported. However, when it is activated emailing the contents of a portfolio will work very much like email in the case area. An email window will open and be used to send the portfolio to someone's e-mail address. When that message is received, it will contain a code. The email's recipient will need to either cut-and-paste or remember the code. The recipient will log into the CTELL program and then (1) type the code while in the email window of the Portfolio area and (2) click a "Get" button to retrieve the Portfolio message.

Note that course instructors can access students' portfolios from within the administrative area. Thus, while email is one way to share portfolios, it is probably most appropriate for student peer-to-peer sharing.

Special Instructions For Course Instructors: The Administrator Area

Administrator vs. Student Functions

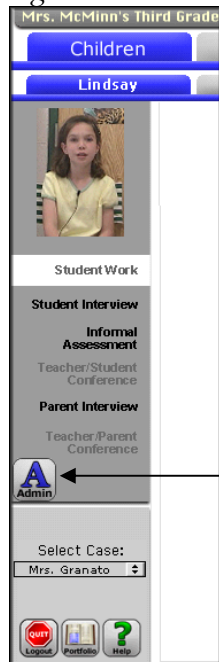
Course instructors have access to administrator functions. These functions allow instructors to grant CTELL access privileges to their students and to create permanent bookmarks that will be available to their students. Thus, when a given instructor's students log-in to the interface, the predetermined bookmarks set by their instructor will be available to them. In this way, a

course instructor can identify video segments or documents that s/he wishes the class to access for discussion or analysis purposes and distribute those items to the entire class.

Accessing the administrator function opens a different part of the interface and allows instructors to enter class members' names, assign passwords, create permanently displayed (default) bookmarks for the class, and make active or inactive certain parts of the interface.

- To open the administrator area click the "Admin" icon in the left margin (see Figure 23). The software will access and load existing students' records; this must be completed before the Administrator functions become available for use.

Figure 23. Administrator icon



Click for administrator access and functions. (Only appears for login names tied to course instructors.)

Providing Access to CTELL Cases for Your Students

Course instructors need to provide their students with access to CTELL cases by adding students' names to a roster and entering a password for each person. To provide your students with access privileges, follow these instructions:

1. Log in and select a case as described elsewhere in this manual. Use your assigned username and password. This identifies you to the interface as having instructor/administrator privileges.
2. Click the "Admin" icon in the left margin (see Figure 23). The administrator area will open, replacing the case/lesson screen (see Figure 24).

Figure 24. The administrator screen

The screenshot shows the administrator interface. On the left is a table with columns: user name, password, portfolio 1, and portfolio 2. The 'user name' column lists 31 students (1-31) and a 'students' section with 'add' and 'delete' buttons. The 'password' column contains 'ctell' for all users. The 'portfolio 1' and 'portfolio 2' columns show 'portfolio1' and 'open' for all users. To the right of the table is a 'Class Administration and Maintenance' section with 'Instructor: chuck_kinzer'. Below this is a 'Working bookmarks from McMinn case' window with a list of bookmarks and 'save' and 'assign' buttons. Below that is a 'Master list from McMinn case' window with a list of time intervals (0-2 min to 10-12 min) and a 'Trash' icon. At the bottom are 'Help' and 'return to case' buttons. Arrows point from text labels to specific elements: 'General access control (toggle switch)' points to the top right; 'Enter numbers here for specific access control.' points to the portfolio columns; 'Bookmark distribution list window.' points to the 'Working bookmarks' window; 'List area. Students' names go here.' points to the 'user name' column; 'Assigned passwords go here.' points to the 'password' column; 'Click to add or delete students.' points to the 'add' button; 'Click to save (write) your entries and edits.' points to the 'save' button; 'Click to return to case screen.' points to the 'return to case' button; and 'Your master list of bookmarks (created on the normal access screen) appear here.' points to the 'Master list' window.

General access control (toggle switch).

Enter numbers here for specific access control.

Bookmark distribution list window.

List area. Students' names go here.

Assigned passwords go here.

Click to add or delete students.

Click to save (write) your entries and edits.

Click to return to case screen.

Your master list of bookmarks (created on the normal access screen) appear here.

3. Type students' names into the list area in the far left column of the screen that is displayed. *Names must be entered without spaces (that is, "John_Smith," not "John Smith").*
4. Assign each student a password, which you will write in the second column from the left margin of the screen that is displayed. *Passwords must be entered without spaces (that is, "Educ_2215," not "Educ 2215").* Students can change assigned passwords by going to the URL http://ctell1.uconn.edu/CTELL_changePW.html and following the on-screen directions.
5. After adding names, click the green "add" button to save your work. Names will not be saved until the "add" button is clicked. When you add students, you will know that your changes are being saved when a flashing gray window with the red word "writing" appears in the middle of the screen. The flashing message "writing" will change to "done," then disappear after your additions have been saved.
6. To delete students names from the list, **highlight the name(s)** you would like to delete, then click the "delete" button under "students" to save your changes. Your work will not be saved until you click the "delete" button. When you delete students, you will know that your changes are being saved when a flashing gray window with the red words "deleting students" appears. This message will quickly change to "finding student data" and then to "downloading student data" as the names you've not chosen to delete reload one by one. After your new list of students is complete the "downloading student data" message will change to "done," then disappear.

Providing and Changing Passwords

Instructors can assign passwords to students by typing them into the second column from the left, beside each student's name.

Students can change assigned passwords by going to the URL http://ctell1.uconn.edu/CTELL_changePW.html and following the on-screen directions.

Any changes they make to their passwords will be reflected beside their names on the administrator page. Thus, as a course instructor, you will always know what the current password is for each student. We recommend, strongly, that initial passwords be constant across students (such as using your course number for the password) and that students be told to change their password after their first session with the cases.

Setting Students' Access Privileges

The theoretical underpinnings of CTELL instructional procedures come from a blending of case-based and anchored instructional pedagogies. A central tenet is that all students and instructors form a community of learners where all have shared a central experience. This experience then serves as shared background knowledge and allows references and springboards to discussion to occur more easily.

Thus, all users of CTELL cases are, by a default setting in the administrator interface, required to view the anchor video for the respective cases before other functions become available. This has the added benefit of working with other aspects of the cases only after a basic understanding of the class that forms the case has occurred.

Once you have created your student roster and assigned passwords, you have two options with regard to access privileges for your students. One option allows you to set access privileges for the entire list of names in your student roster. The other allows you to set access privileges for individual names within your student roster. In either case, you may want to wait on setting access privileges until you have completely entered your roster of names and their corresponding passwords.

Setting or Changing Access Privileges for Your Entire Student Roster

Figure 25 shows an enlarged area from the administrator screen with five students and their corresponding passwords entered in their appropriate locations.

Figure 25. Administrator area with entries

user name	password	1	portfolio 1	portfolio 2	
1 dana_cammack	ctell	1	portfolio1	open	General access control (toggle switch).
2 joanne_ratliff	ctell	1	portfolio1	open	
3 mary_love	ctell	1	portfolio1	open	
4 sallie_miller	ctell	1	portfolio1	open	
5 susan_keechn	ctell	1	portfolio1	open	

Roster entries (no spaces)

Password entries (no spaces).

Immediately to the right of the "password" column is a small box that contains either a "0" or a "1." Clicking on this box toggles the number that you will see. Each time you click on the box, the number will change from a "0" to a "1," or from a "1" to a "0."

When you click on the toggle box, the number that appears there will appear in the resource column for the entire list of student names. Thus, clicking the toggle box can set access privileges for the entire list. Use the following code to set the corresponding access privilege:

0 (zero) = the anchor video must be viewed before the rest of the case becomes available for use. On initial login to a case, the left side of the normal, lesson window will be "grayed out," allowing access to the anchor video only. Once the video has been viewed, then the gray mask will disappear and all resources in the case become available.

1 (one) = all resources are immediately available, without viewing the anchor video first (not recommended).

Viewing Students' Portfolios

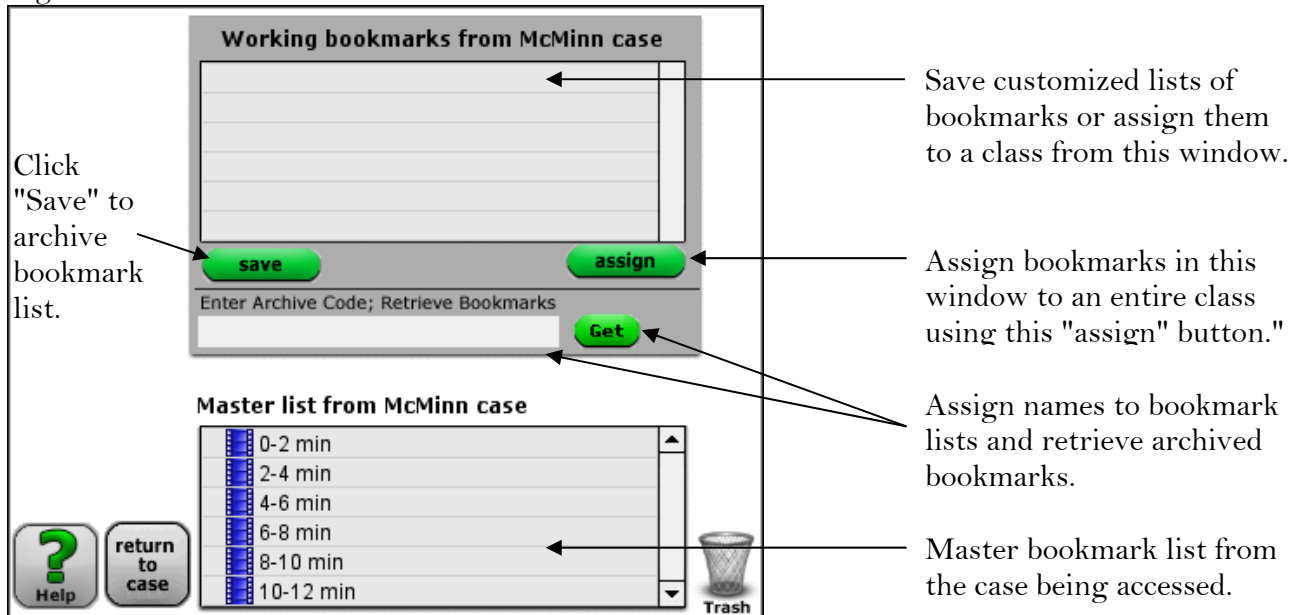
To the right of the access privilege numbers in the Administrator area are two columns labeled "Portfolio 1" and "Portfolio 2" (see Figure 25, above). If a student has created a portfolio (or two) you can click on the "Portfolio 1" or "Portfolio 2," and a separate window will open taking you to a given student's respective portfolio. There, you can see how the student is making connections across cases with regard to understanding principles of effective reading instruction. (Please refer to the previous Portfolio Function section for more information about student portfolios.)

Each student is granted enough space to create two separate online portfolios. If the second portfolio has not been developed, you will see the word "open" in the "Portfolio 2" column to indicate that this space has not yet been used.

Bookmarks in the Administrator Area

On the right side of the administrator screen are two bookmark windows. The top bookmark window allows course instructors to create customized lists of bookmarks and save them for later use. For example, an instructor might want to create a list of bookmarks specific to each class that she or he teaches. Each class-specific bookmark list can be saved and used for the respective class, rather than leaving all bookmarks, across classes, in one potentially unwieldy list. The top bookmark window also allows an instructor to send a list of bookmarks into the case bookmark window of all registered students in a class, thus assigning bookmarks to an entire class for discussion or other purposes. Figure 26 shows an enlargement of this part of the administrator screen.

Figure 26. Administrative area Bookmark and control buttons



Archiving Bookmark Lists for Later Retrieval

The upper bookmark window is labeled "Working bookmarks." The lower bookmark window is labeled "Master list" (see Figure 26) and contains the bookmarks from the case being accessed (the case from which you clicked the "admin" button to access administrator functions). To create a list of bookmarks that can be saved for later retrieval, do the following:

1. Click-hold a bookmark's icon (to the left of its title) in the master list, drag and then drop it into the upper, "Working bookmark" window. The original bookmark is copied into the upper window. It is not deleted from your master list. Do this with other bookmarks that you want to archive or use in a list with other, selected bookmarks, until you have finished making the list that you want.
2. Assign a name to your bookmark list by typing a name into the white rectangle labeled "Enter archive code; Retrieve bookmark." You will need to remember the name for later retrieval purposes. If you do not assign a name of your choice, then the program will assign a name for you. However, the assigned name will not be intuitive, so be sure to write it down so that you will be able to retrieve your bookmark list.
3. Click the green "save" button to save your bookmark list. If you did not assign a name of your choice in step 2, above, then the program will assign a name for you. However, the assigned name will not be intuitive, so be sure to write it down for later retrieval purposes.

A Note on filenames for archived bookmarks

Filenames for archived bookmarks all follow this format: <login_name>:<case number>:<your name of choice>. Each of the variables is separated by a colon and there must not be any spaces anywhere in the name.

For example, if a user had the login name "chuck_kinzer," was accessing the administrative area through case 3 and assigned his bookmark list the name "first_bookmark_list," the archive filename would be:

"chuck_kinzer:case3:first_bookmark_list" Note that there is never an underscore between the word "case" and the case number, that all other spaces have been replaced by underscores, and that there is no space between the colons that separate the various parts of the filename.

Even if simply typing "first_bookmark_list" into the name area to assign this name, the program will automatically add " chuck_kinzer:case3:" before your chosen filename. Thus, *to retrieve an archived bookmark you will need to enter the entire name, not just the name that you entered.*

Retrieving Archived (Saved) Bookmark Lists

1. In the upper bookmark window (labeled "Working bookmarks; see Figure 26, above), type the name of a previously-saved bookmark list. Note that filenames for archived bookmarks all follow this format: <login_name>:<case number>:<your name of choice>. Each of the variables is separated by a colon and there must not be any spaces anywhere in the name.

For example, if a user had the login name "chuck_kinzer," was accessing the administrative area through case 3 and assigned his bookmark list the name "first_bookmark_list," the archive filename would be:
"chuck_kinzer:case3:first_bookmark_list" Note that there is never an underscore between the word "case" and the case number, that all other spaces have been replaced by underscores, and that there is no space between the colons that separate the various parts of the filename.

Even if you simply typed "first_bookmark_list" into the name area to assign this name to your list, the program will automatically add " chuck_kinzer:case3:" before your chosen filename. Thus, *to retrieve an archived bookmark you will need to enter the entire name, not just the name that you entered.*

2. Click the "get" button and your list will appear in the upper, "Working bookmarks" window.

Assigning a bookmark list to a class

The upper bookmark window is labeled "Working bookmarks." The lower bookmark window is labeled "Master list" (see Figure 26, above) and contains the bookmarks from the case being accessed (the case from which you clicked the "admin" button to access administrator functions). You can assign bookmarks from the upper window to the students that have been identified in the left column of the Administrator area. If you have previously saved a bookmark list and wish to distribute it, then you must first retrieve that list (see the section "Retrieve Archived (Saved) Bookmarks). Assign bookmarks by doing the following:

1. Click-hold the icon beside a bookmark in the master list, drag and then drop it into the upper, "Working bookmark" window. The original bookmark is copied into the upper

window. It is not deleted from your master list. Do this with other bookmarks that you want to send to your students until you have finished making the list that you want.

2. Click the green "assign" button to send your list to students who have been placed in the list on the administrative page (the left column of the administrative area). A flashing gray window that says "writing" will appear. After the assignment has been sent, this message will change to "done" then disappear. Now the next time your students access the case for which you've assigned bookmarks, they will see these bookmarks you've sent them. The bookmarks you assign will appear in the window at the bottom right of the screen where students' bookmarks are normally listed.

Deleting Bookmarks from the "Working Bookmarks" window

When you are creating bookmark lists to send to your students or to save in an archive file for later retrieval, you may change your mind and want to delete a bookmark. To do so, click-hold the bookmark's icon (to the left of its title) and drag it to the trash can. Deleting bookmarks from the "Working bookmarks" window will not delete bookmarks from your master list or from your case bookmark list (the list that appears on the main case screen).

Hints About Student Roster, Password, and Access Privilege Data Entry

1. As you enter names and passwords, using the <Return> key on your keyboard moves your cursor down to the next line.
2. While counterintuitive, the "tab" key on your keyboard does not work to skip across columns. In fact, trying to do so can cause your student roster list to malfunction. You must use your mouse and click in each column as you move across the page to enter data in the Administrator area.
3. While counterintuitive, using the "enter" key after typing a filename to save an archived bookmark list will not work. Doing so simply moves the filename field down one line. You must use your mouse to click on the "save" button manually.
4. The student roster does not alphabetize names. You must enter names in alphabetical order if you wish the list to be in this sequence. Similarly, the list will not re-order itself if you add or delete a name; the list will, in this instance, remain out of alphabetical order.
5. Assigning an initial, constant password to a whole class is a good idea, along with instructions for students to change and personalize their passwords for security purposes. The easiest way to enter a constant password is to enter the first one, then copy that password and "paste" it on each successive line in the password column. This procedure removes repeated typing.
6. Use the toggle access privilege box to set a constant access privilege for the entire roster. Then, change individual students' access privileges as desired. It's faster to set the entire list to one thing and then make several unique changes than to enter each item individually.

Some considerations about access privilege settings are:

- If you decide to show the anchor video to an entire class as a common experience, then you would want to set access to "1," thus making all resources available to everyone from the first time they enter a case. If you want to assign case work for homework before viewing the anchor video together, then you would set access privileges to "0," making everyone watch the anchor video first.
- If you watched the anchor video as a whole class, but two students were absent, then you would set those two students' access privileges to "0" and the rest of the classes' privilege to "1."
- If student joins your class after, for example, drop/add period, after other students had worked with the case, then those students' access privileges would differ from the rest of the class.

Troubleshooting and Frequently Asked Questions

What do I do if I can't login?

Check your login username and password carefully. Passwords and login names are case sensitive, so if the "caps lock" key on your keyboard is activated or the password or login name does not match the one assigned exactly, it will not allow you to log in. As well, it may take a little longer than you expect to login, as the number of users accessing the interface at a given time can affect access speed. Try waiting a full minute for authentication of your username and password before asking your technical support staff for help.

What do I do if I can't view the anchor?

Once you login to the interface and choose a particular case, the anchor has to download completely. This will take more or less time depending on the speed of your connection and the bandwidth available. You can check on the progress of the download by watching the play bar directly underneath the video window. It will turn progressively gray as the video downloads.

What do I do if the video window doesn't display video or turns white?

This could indicate that your QuickTime or Shockwave browser plug-ins are out of date. Check the pertinent sections of this manual for upgrading instructions.

What do I do if I don't have the correct versions of QuickTime or Shockwave?

See the section in this manual under "Information on upgrading your browser's 'plug-ins'" for instructions. Also, you might want to provide the instructions to your technical support people and work with them to solve this issue.

What do I do if the bookmark I created is not playing the correct piece of video?

If you see something displayed in the video window or display area, but it's not the correct item, **or** if the correct item doesn't play to its end before stopping, then check to be certain that the anchor video has downloaded completely. You can do so by checking to see if the playback bar under the video window is gray all the way across from left to right. If not, then wait until the entire bar turns gray.

Why isn't a bookmark displaying its information? Nothing comes up in the video window or the display area.

You must click on bookmark's title, not its icon, to access a bookmark's information.

Why can't I move a bookmark or header around in the bookmark list? I'm trying to click and drag its title.

Clicking on a bookmark's text/title will activate the bookmark and display its contents, but will not allow you to move it. Click a bookmark's icon, to the left of its title, to move or reorder bookmarks and headers.

Where to go for Additional Help

As part of your CTELL training session, you will be given the name and contact information for someone who can help with issues related to access and use of the CTELL program. Write that person's name and contact information below, for future reference.

Please try to find a solution to your problem in this manual before calling, as personnel resources are limited.

Also, before calling please have the following information available:

1. The model of your computer and it's specific operating system (e.g., Windows 98, 2000, XP, NT, etc. ; Macintosh 9.0, 9.1, 9.2, 10.0, 10.1, 10.1.2, etc.).
2. The memory configuration of your computer (amount of internal memory) AND how much memory is allocated to your Internet browser.
3. The speed of your Internet connection (see the section of this manual called "Speed of Internet Connection" for information about testing your connection speed)
4. Your connection type (e.g., DSL, cable modem, Ethernet connection, etc.).
5. The specific name and version of your Internet browser (e.g., Netscape 4.75, 4.77, 6.0, 6.2, etc.,; Explorer 4.5, 5.0, 6.0, 6.2, etc.).
6. The specific version of Shockwave and QuickTime that is installed on your computer.

When trying to problem solve, we have found that inadequate connection speed and outdated versions of Shockwave and QuickTime account for most problems. Before calling, you may want to go to the Shockwave and QuickTime web sites and reinstall these programs to ensure that you have the most recent versions. If the connection speed is too slow (e.g., if you are using a telephone modem) a faster connection will have to be used. Other sections of this manual describe how to download and install QuickTime and Shockwave.

If you need additional help, please contact:
