

# Assessing student work and providing feedback through Quercus-Part II

Cora McCloy and Tamara Bahr  
August 20, 2020  
11am-12pm



UNIVERSITY OF  
**TORONTO**

CENTRE FOR TEACHING SUPPORT & INNOVATION



## In this webinar:

1

Examine options and considerations for online assessment

2

Explore the tools and platforms available for creating assessments in the Academic Toolbox (Quercus)

3

Review sample rubrics for providing students with feedback on their work

4

Explore a Quercus course containing various types of assessments

**Tell us about...**

# Type answer in chat

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Which of the following assessment options have you used in your courses?

- ☐ digital projects (e.g. audio, video, and posters)
- ☐ e-portfolios
- ☐ presentations (both group and individual)
- ☐ seminars
- ☐ discussions
- ☐ other (please type in the chat)

# Considerations for online assessment

# Key Terms

## Assessment

- source of meaningful information about your students' learning and your own teaching
- frequent, varied assessment offers students multiple opportunities to demonstrate their learning

## Feedback

- helps your students sustain effort and motivation
- supports successful long-term habits and learning practices
- frequent, meaningful feedback offers students insight into their own learning progress

# Online assessment is going to look different than F2F



- Think about what can be moved online and what needs to be adapted
- Survey your students on their access to online learning; share [Tips](#) for their own preparations for online
- Bring the best practices of assessment design to the creation of your online assignments
- Be creative if you are redesigning pre-existing assessments
- Use multiple methods of assessment

# Consider multiple categories of assessment

## Diagnostic

### **Pre**-assessment

- provides background on what students know
- use to build on prior knowledge

## Formative

### Assessment **for** learning

- learning-centred
- criteria and standards (rubrics)
- student self & peer-assessment

## Summative

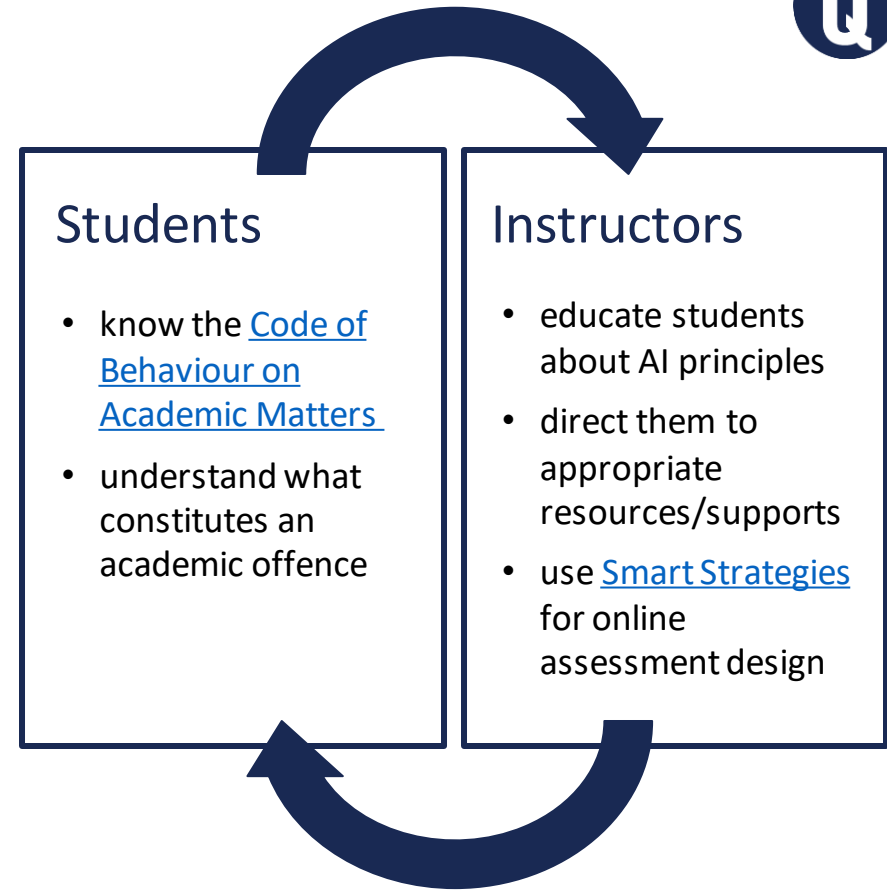
### Assessment **of** learning

- looking back
- content-centred
- traditional
- useful for providing end of course grades

# Academic Integrity at U of T



[U of T Academic Integrity Resource Guide](#)



# Academic Integrity and Online Assessment

Introduce students to [learning outcomes](#) and goals for the course

[Use authentic assessment](#)

[Ask real questions](#)

Map out [scaffolded assignments](#) and provide guidance for students

Become familiar with [Bloom's Taxonomy](#) to create questions

Explore other ideas to support [Academic Integrity](#)

# Academic Integrity and Online Assessment

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# Bloom's Taxonomy & Online Assessment Options

	Learning Process	Associated Verbs	Assessment Option
<b>create</b>	Produce new or original work	Design, assemble, construct, formulate	project presentation, poster, ePortfolio
<b>evaluate</b>	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value	student-led seminar
<b>analyze</b>	Draw connections among ideas	Differentiate, organize, relate, compare, contrast	case studies, group discussions
<b>apply</b>	Use information in new situations	Execute, implement, solve, use, sketch, demonstrate	essay, research project, journal
<b>understand</b>	Explain ideas or concepts	Classify, describe, discuss, report, translate, recognize	short-answer test or quiz
<b>remember</b>	Recall facts & basic concepts	Define, duplicate, list, repeat, state	multiple-choice quiz

# Online assessment options in Quercus

# QUERCUS

The University of Toronto's Academic Toolbox

# QUERCUS



Create and  
organize content

Connect and  
communicate



The Academic Toolbox helps you...



Assess student work  
and provide feedback

Teach from a distance



# QUERCUS



Create and  
organize content

Connect and  
communicate



The Academic Toolbox helps you...



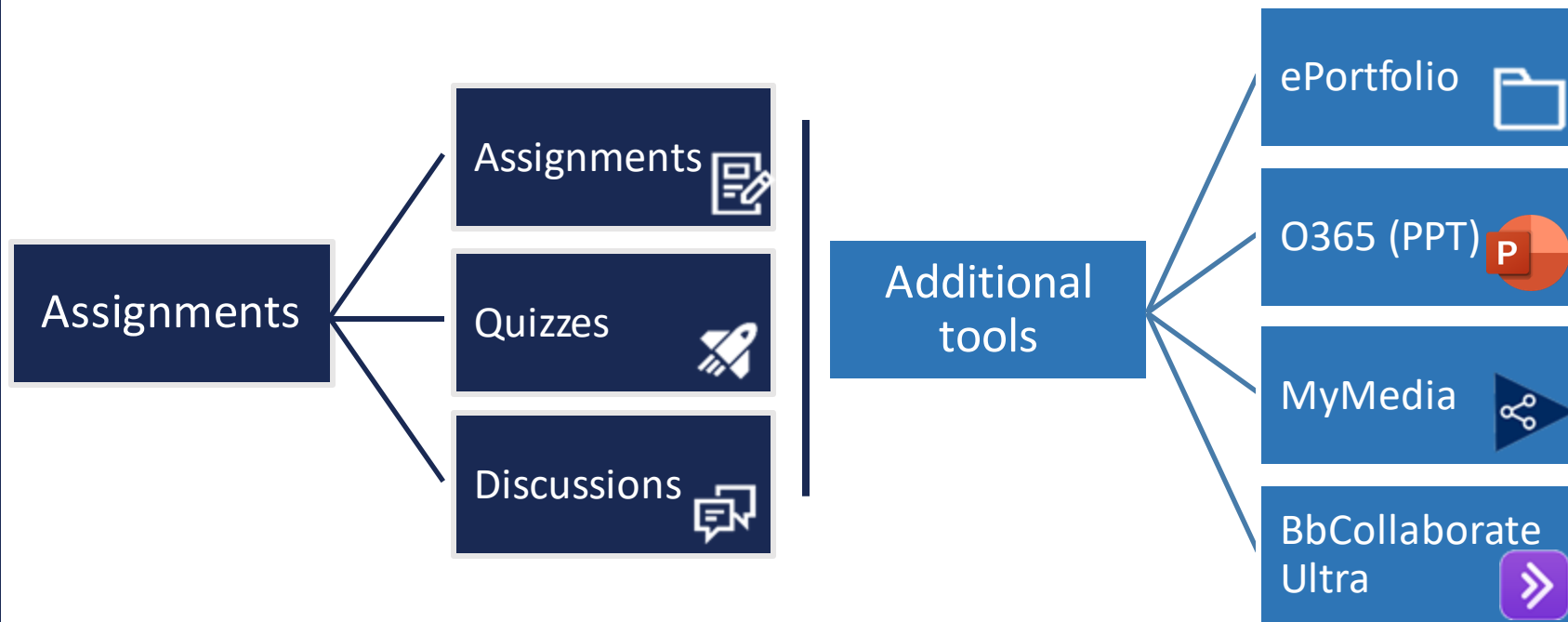
Assess student work  
and provide feedback

Teach from a distance





# Guide to assessment tools in Quercus



# Online assessment options

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Presentations

Journals &  
ePortfolios

Seminars &  
Discussions

Posters



# Selecting an assessment tool

## Outcomes

What are the learning outcomes?

## Assessment

How will students demonstrate achievement of learning outcomes (e.g., presentation; journal)?

## Assessment tool

Which tool best aligns with your outcomes and assessment?

# General assessment guidelines

## Rationale

e.g., emphasize alignment with learning outcomes; professional development

## Resources

e.g., share readings, videos, examples

## Structure

e.g., provide an outline, clear instructions

## Support

e.g., offer office hours for questions

## Expectations

e.g., share a rubric

## Practice

e.g., include lower or no-stakes activities

# Presentations

# Considerations

	<b>Synchronous (live)</b>	<b>Asynchronous (recorded)</b>
stable high-speed internet capabilities	YES	NO
time zones conducive to attendance	YES	NO
nature of presentation	interaction between presenters and audience; individual	interaction between presenters and audience is not required or not immediate; group
length of presentation	shorter presentation	longer presentation
size of class	smaller class	larger class



# Synchronous presentation

Individual presentation

### Schedule BbCollaborate session

Final Presentations

☐ Guest access

#### Event Details

**Start**

2020-06-121:00 PM

**End**

2020-06-122:00 PM

☐ No end (open session)

☐ Repeat session

**Early Entry**

15 min before start time

[Provide a description](#)

Session Settings

### Create a no-submission assignment for grading/feedback

Submission Type

No Submission

No Submission

Online

On Paper

External Tool

### Host live presentation

23

*“In many ways, this [the full process] worked out quite well...there was a sense of an emotional separation as these presentations are normally done face-to-face. There was no clapping after each student presented, but the students turned on their mics and woo-hoo’d at the end of each presentation.”*

Michael Connolly, MFA  
Sessional Lecturer  
Centre for Drama, Theatre &  
Performance Studies

## Synchronous Individual Presentation (DRM413)

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**Purpose:** live presentation to approximate classroom experience for voice skills final exam

**Grade:** 10% of course grade

**Timing:** 10 minutes per student

**Class size:** 10 students

**Preparation:** previous work in class and Bb Collaborate sessions; link to set of voice exercises developed by instructor

**Follow-up and feedback:** individual appointments with students (also on BbCollaborate) to review recording of their presentation and provide feedback

	<b>A (80-100) Outstanding</b>	<b>B (70-80) Proficient *SGS Pass</b>	<b>C/D (50-69) Basic *CE Pass</b>	<b>F (&lt;50) Below Expectations</b>
<b>Organization</b>	The opening statement is clear and catches the audience's interest. Learning objectives are clearly articulated. Presentation is well organized and provides an excellent organizing framework for the learners.	The opening statement is clear and relevant to the topic. Learning objectives are stated. Presentation of opening statement is mostly organized and provides a good organizing framework for the learners.	The opening statement is not clear or relevant to the topic. Learning objectives are not explicitly stated. Presentation of opening statement is adequate but lacks an organizing framework for the learners.	There is no opening statement. The presentation has no focus or objectives for the presentation.
<b>Content</b>	Presentation content demonstrates substance and depth, is comprehensive, shows mastery of material, cites appropriate scholarly sources. Presenter demonstrates an excellent understanding of the application of selected technology to teaching and learning.	Presentation content covers the topic, shows an understanding of the material, cites and uses appropriate scholarly sources to support the content. Presenter demonstrates a good understanding of the application of selected technology to teaching and learning.	Presentation content adequately addresses the content, shows a basic understanding of the material, uses non scholarly sources to support the content. Presenter does not demonstrate a good understanding of the application of selected technology to teaching and learning.	Presentation content does not give adequate coverage of the topic and lacks sources. Presenter lacks understanding of the practical application of selected technology for teaching and learning.
<b>Quality of Conclusion</b>	The conclusion is persuasive, well informed, and supported. It revisits & summarizes the presentation objectives.	The conclusion summarizes the presentation's main points and draws conclusions based upon these points.	The conclusion is weak and does not summarize the main supporting points or objectives.	The conclusion is missing. There is no summary of main points or the objectives.



# Asynchronous presentation

Group presentation

Create online submission (URL submission), group assignment

Submission Type

☒ Online

Online Entry Options

☐ Text Entry

☒ Website URL

☐ Media Recordings

☐ File Uploads

Group Assignment

☒ This is a Group Assignment

☐ Assign Grades to Each Student Individually

Group Set

Project Groups

New Group Category

Share set of instructions for narrating over PPT slides

Microsoft guides: [Record a slide show with narration and slide timings](#)

Share instructions for uploading to MyMedia

MyMedia guide (UTL): [Welcome to MyMedia](#)

Share instructions for submitting URL to assignment

Canvas guides: [How do I enter a URL as an assignment submission?](#)

*“Given our students’ wide range of physical circumstances we wanted to minimize requirements...Using narrated slides allowed students to collaboratively prepare a final presentation, without having to share a time zone.”*

*“... the narrated videos were easier to evaluate than the live oral presentations since I could pause and rewind.”*

Jason Bazylak, P.Eng., M.Ed.  
Associate Professor, Teaching  
Stream, Mechanical Engineering

Dr. Peter Eliot Weiss  
Associate Professor, Teaching Stream  
Engineering Communication Program

## Screencast Group Presentation (APS112)

**Purpose:** Simulate final client meeting common in Engineering; presentation aims to persuade client that the final design meets their needs and is ready for implementation

**Grade:** 20% of course grade

**Timing:** max 15 minutes

**Groups:** 171 groups x 4-6 students

**Support resources:** videos (how-to screencast, logistics, requirements); online help sessions (drop-in and by appointment)

**Feedback:** Graded for delivery & content; team and individual feedback rubrics shared with students

*“I was extremely pleased with the simplicity of adding narration to PowerPoint... I was surprised at the quality of the narration. It seemed a lot easier and more natural for students than speaking in person and so they were really quite clear.”*

*“We liked it so much that in the fall course (APS111) we normally have a final exam and no final presentation. This fall ...we are hoping to use this narrated slideshow final presentation model.”*

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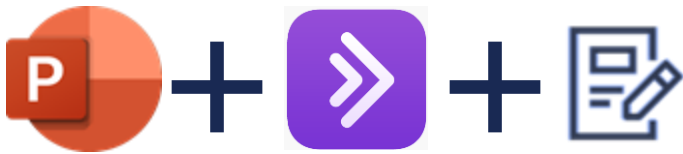
# Posters

# Overview

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- Benefits similar to F2F poster sessions
- Allows students to conduct in-depth research on a specific topic
- Poster design appeals to diverse student abilities
- Eliminates need for large room space
- Scaffolding works well with this type of assessment:
  - submit topic for approval
  - submit abstract (250 words)

*“Having small assignments due throughout the length of the project encourages students to distribute their work throughout the time of the project rather than wait until night before the final poster is due to start their research.” (Menke, 2014:215)*



# Synchronous poster presentation

Group Poster +  
Oral Presentation

**Create online submission assignment (File Upload)**

Submission Type

Online

**Online Entry Options**

☐ Text Entry

☐ Website URL

☐ Media Recordings

☒ File Uploads

☐ Restrict Upload File Types

**Schedule BbCollaborate session(s)**

Poster Presentation

☒ Guest access

**Guest role**  
Participant

**Guest link**  
<https://ca.bbcollab.cc>

**Host live presentation**

Everyone

It's quiet in here!  
Nothing has been said since you joined.  
Start chatting.

Welcome!  
You're the only one in the room.  
Jump in and get started! Upload your content and check your audio.

Say something

# Sample poster rubric

Menke, 2014



CHEM 100 Online Poster Evaluation Rubric (Used for instructor and poster peer evaluation)

Name of Evaluator:

Group Number of Poster Being Evaluated:

Titles, text and typography	None	Poor		Fair		Good
Titles and headings are well-positioned on the poster and easy to read	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Body font is clear and effective	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Images are clear	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Layout, structure and formatting	None	Poor		Fair		Good
Figures, diagrams, and charts are appropriately placed	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Figures are properly referenced	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The poster structure leads you through the content	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The portions of content are logically connected	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Content	None	Poor		Fair		Good
Clearly states the topic	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
Clearly states why the topic is important	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
The content correctly uses chemistry to describe the problem	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
Makes a clear connection between the topic and the local region (WI and/or northern IL)	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
The information is appropriate for a general, non-science audience	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
<b>References</b>						
Sources are properly cited within the text and in the reference section with proper formatting	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
References are from credible sources	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10

Any additional comments may be made here or on the back:

Total = \_\_\_\_\_/100

*“With the shift to online new things can be possible. Exploit this new environment. For our Research Poster we realized there were now no limits on participant numbers – friends, family, PT community more broadly with more time to connect and forge links and embrace this revamped assessment and event.”*

Stephanie Nixon  
Associate Professor  
Department of Physical Therapy

## Group Research Poster Presentation (Physical Therapy)

**Purpose:** A pre-existing F2F assessment that had shifted to online for the 6-week research component of the course; a culminating activity for the PT Program

**Grade:** 30% of course grade

**Timing:** 3 mins & 5mins Q&A

**Group #:** 18 groups x 5-6 students

**Support resources:** Virtual office hours to discuss Poster plans; clear instructions on using PPT, Poster dimensions & submissions of both PPT & Pdf; Dress rehearsal in BbCollaborate

**Feedback:** Graded for delivery & content; rubric provided in advance; the rubric did not require any revisions from F2F to online.

# Seminars & Group Discussions

# An Overview

## Seminars

- Synchronous
- Suited for smaller classes
- Individual to full class
- E.g., lead an article critique; engage peers in discussion and/or activities

## Group Discussions

- Asynchronous
- Suited for larger classes
- Group activities using Quercus tool
- Opportunities for creativity, collaboration, and knowledge building



# Synchronous Seminar

Individual presenter

[Sample rubric](#)

Schedule BbCollaborate session

✕

Seminar

☐ Guest access

Event Details

Start

2020-06-12 1:00 PM

End

2020-06-12 2:00 PM

☐ No end (open session)

☐ Repeat session

Early Entry

15 min before start time

[Provide a description](#)



Create a no-submission assignment for grading/feedback

Submission Type

No Submission

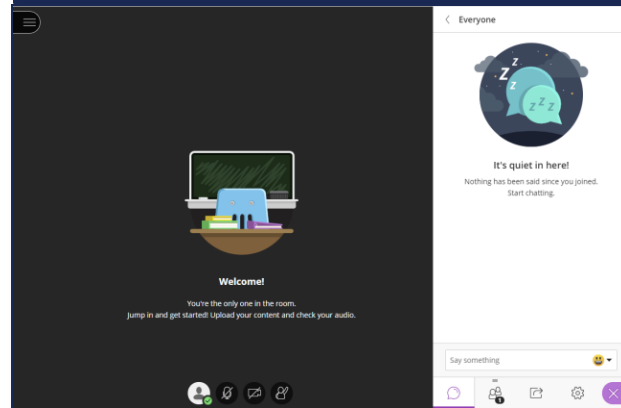
No Submission

Online

On Paper

External Tool

Host live seminar session





# Asynchronous Discussion

## Groups

[Example discussion  
w/rubric](#)

### Create Group Set

Canvas guides: [How do I add a group set in a course?](#)

### Add Groups

Canvas guides: [How do I manually create groups in a group set?](#)

### Create Graded Group Discussion

#### Options

- ☒ Allow threaded replies
- ☐ Users must post before seeing replies
- ☐ Enable podcast feed
- ☒ Graded
- ☐ Allow liking

#### Group Discussion

- ☒ This is a Group Discussion

Group Set

Discussion Groups ▼

New Group Category

# Journals & ePortfolios

# An Overview

## Journals

- regular, written or multimedia online reflective posts that can viewed by the student and instructor
- scaffolding is important
- are often more informal

## ePortfolios

- a space to demonstrate one's work through a collection of artefacts and a reflective journal, captured during the learning process
- may share work & achievements with instructors, peers, future employers



# Journal using Assignments

multiple submissions to  
a single assignment

[Journal assignment  
example w/ rubric](#)

## Create **online submission** assignment; # Attempts

### Submission Type

Online

### Online Entry Options

☒ Text Entry

☒ Website URL

☒ Media Recordings

☒ File Uploads

☐ Restrict Upload File Types

### Submission Attempts

#### Allowed Attempts

Unlimited

## View and give feedback on students' submissions

### Submission to view:

May 10 at 8:39pm

May 10 at 8:39pm

Jun 10 at 8:40pm

Submitted Files: (click to load)

[Journal Assignment Submission 1.docx](#)





# ePortfolio

set to private,  
URL shared in  
Assignments

[Sample portfolio  
assignment](#)

[Sample rubric](#)

[Sample portfolio](#)

## Create **online submission** (URL submission)

### Submission Type

Online



### Online Entry Options

- ☐ Text Entry
- ☒ Website URL
- ☐ Media Recordings
- ☐ File Uploads

Share set of instructions for  
accessing and creating ePortfolio

Canvas guides: [How do I  
create a new ePortfolio as a  
student?](#)

Share instructions for submitting  
URL to assignment

Canvas guides: [How do I enter  
a URL as an assignment  
submission?](#)



## Online assessment options

Presentations

Journals &  
ePortfolios

Seminars &  
Discussions

Posters



## Guide to assessment tools in Quercus

Assignments

Assignments



Quizzes



Discussions



Additional  
tools

ePortfolio



O365 (PPT)



MyMedia

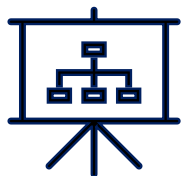


BbCollaborate  
Ultra



# After this webinar

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## Slides

[uoft.me/ctsi-videos](https://uoft.me/ctsi-videos)



## Recording

[uoft.me/ctsi-videos](https://uoft.me/ctsi-videos)  
in approx. 24 hours



## Feedback Survey

link via email

**Tell us about...**

# Type answer in chat

---

1. What's one thing I learned today that I plan to try in my course(s)?
2. How will I share back to my colleagues, department, and division something I learned today?



Q & A

Thank you!

---

# Quercus course templates

# Downloadable Template 1



## View Course

<https://q.utoronto.ca/courses/81302>



## Download template

[uoft.me/ctsi-videos](https://uoft.me/ctsi-videos)

### Example Remote/Online Course Template - U of T



Welcome to XYZ - Full Course Title!

This course will run fully online/remotely. To begin, I've prepared some tips and strategies, as well as some resources to help you be successful in this mode of learning. Before diving into course content, click on the "How This Course Works" button below for a module to orient yourself to this course specifically and to learning online generally.

How This Course Works

<https://q.utoronto.ca/courses/46670/pages/example-courses>

# Assessment & Feedback: Downloadable Template 2



## View Course

<https://q.utoronto.ca/courses/159368/>



**Download  
template (in approx.  
24 hrs)**

[uoft.me/ctsi-videos](https://uoft.me/ctsi-videos)

## CTSI Teaching with Quercus: Assessment and Feedback Template Course



Photo by [Frank Vessia](#) on [Unsplash](#)

Welcome!

Welcome to the Assessment and Feedback Template Course. This course is designed to provide Quercus users some sample assessments created with the tools and platforms available in the University of Toronto Academic Toolbox. Click on the "Get Started" button below for a module to orient yourself to this course and to assessments in Quercus.

Get started

Assessment examples

Resources

# Quercus support resources

# Quercus support resources

## Quercus Support Resources

Home

Modules

Search

### The Basics



Start here. Navigate Quercus, modify settings and access courses.

Learn More

### Build Your Course



Create course content and learn about features and integrated tools.

Learn More

### Assessments



Create and grade different types of assessments.

Learn More

### Students



Navigate Quercus, access courses and student mobile apps.

Learn More

### Ed Tech Catalogue



Explore the full list of educational technologies at U of T.

Learn More

### Support



Additional resources, training and support contacts.

Learn More

# Student support resources

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## The Basics



Start here. Navigate Quercus, modify settings and access courses.

[Learn More](#)

## Build Your Course



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[Learn More](#)

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Create and grade different types of assessments.

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Explore the full list of educational technologies at U of T.

[Learn More](#)

## Support



Additional resources, training and support contacts.

[Learn More](#)

- [Technology Requirements for Remote Teaching and Learning](#)
- [Quercus Student Guide](#)
- [Blackboard Collaborate information for students](#)

## Centre for Teaching Support & Innovation

130 St. George Street, Robarts Library, 4th floor

### 3 Pathways for CTSI Summer Programming for Online/Remote Teaching

Choose your pathway or select from all 3!



#### Self-Guided

Teaching Online/Remotely Planning Guide for next term:

This **resource guide** explores key considerations and provides examples and how-to guides for course planning.



#### Webinars/Course Design Events

Synchronous and asynchronous programming to support online/remote teaching:

- Global Calendar to Support Online/Remote Teaching at the University of Toronto
- CTSI Events Calendar
- CTSI Course Design for Online (July and August, 2020 – Stay tuned for details!)



#### Connect with Experts

Schedule individual, personalized support:

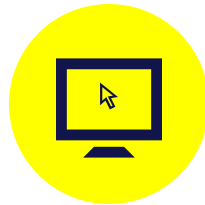
- Divisional Contacts
- Quercus Help
- CTSI Consultations
- Library Liaisons

<https://teaching.utoronto.ca>



# Academic Continuity Planning

## Next Steps..

1. Visit the **Global Calendar** for a list of events to support Online/Remote Teaching: <https://online-remote.teaching.utoronto.ca/>
2. Sign up for the **CTSI newsletter** to stay up to date with upcoming <http://eepurl.com/l8arv>
3. View **recordings and resources** from past CTSI webinars: [uoft.me/ctsi-videos](https://uoft.me/ctsi-videos)



# Divisional support

Support Contacts	
If you have other questions or wish to speak with an individual, please contact your Divisional support.	
DIVISION/ FACULTY	CONTACT
<a href="#">Applied Science and Engineering</a> 	<a href="mailto:tsa.edtech@utoronto.ca">tsa.edtech@utoronto.ca</a>
Architecture and Forestry	<a href="mailto:j.hill@utoronto.ca">j.hill@utoronto.ca</a>
Arts and Science	Instructors: <a href="mailto:tsa.artsci@utoronto.ca">tsa.artsci@utoronto.ca</a>
Dentistry	<a href="mailto:marissa.cornell@dentistry.utoronto.ca">marissa.cornell@dentistry.utoronto.ca</a> <a href="mailto:michael.lindberg@dentistry.utoronto.ca">michael.lindberg@dentistry.utoronto.ca</a> <a href="mailto:marilyn.murphy@dentistry.utoronto.ca">marilyn.murphy@dentistry.utoronto.ca</a>
<a href="#">Education</a> 	<a href="mailto:portal.office@utoronto.ca">portal.office@utoronto.ca</a>



CTSI website: <https://teaching.utoronto.ca>

Upcoming events: <https://teaching.utoronto.ca/events>

Quercus Support Resources: <https://uoft.me/qresources>

Divisional Support: <https://uoft.me/qsupportcontacts>

Questions: [q.help@utoronto.ca](mailto:q.help@utoronto.ca)

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# Resources/References

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Menke, J. (2014). Implementation of Online Poster Sessions in Online and Face-to-Face Classrooms as a Unique Assessment Tool. *Journal of Chemical Education*, 91: 414–416. (Rubric included in the Online Journal)

Conrad, S. & Openo, J. (2018). *Assessment Strategies for Online Learning Engagement and Authenticity*. Athabasca University Press.

- Ch.5: Assessment Using E-Portfolios, Journals, Projects, and Group Work :Free:

[https://www.aupress.ca/app/uploads/120279\\_99Z\\_Conrad\\_Openo\\_2018-Assessment\\_Strategies\\_for\\_Online\\_Learning.pdf](https://www.aupress.ca/app/uploads/120279_99Z_Conrad_Openo_2018-Assessment_Strategies_for_Online_Learning.pdf)

[Evaluating Discussion Forums for Undergraduate and Graduate Students](#)

[Getting Ready for Online \(Resource for Students\)](#)