Open edX Learner's Guide

Release

February 11, 2016

Contents

For Your Information

1.1 Change Log

1.1.1 December 2015

Date	Change
8 Dec 2015	Updated the *Certificates* section.
1 Dec 2015	Added information about uploading additional file types to the *Submit a File with Your Response* topic.

1.1.2 October 2015

Date	Change
8 Oct 2015	Updated the *Certificates* topic to include information about printing web certificates.

1.1.3 August 2015

Date	Change
17 Aug 2015	Updated *The edX Mobile App* section to include information about using the edX mobile apps to access course discussions.

1.1.4 June 2015

Date	Change
1 Aug 2015	Added the Enrolling in a Course and Taking a Course for Academic Credit topics.
8 Jun 2015	Added a section for frequently asked questions about the edX mobile applications, *The edX Mobile App*.
	Added *Searching the Course* and *Notes* sections.
	Updated the *Certificates* section to include information on sharing certificates, including sharing digital badges.

1.1.5 May 2015

Date	Change
22 May 2015	Initial version of this guide for Open edX learners.

1.2 Read Me

The *Open edX Learner's Guide* is created using RST files and Sphinx. You, the user community, can help update and revise this documentation project on GitHub:

```
https://github.com/edx/edx-platform/docs/en_us/open_edx_students/source
```

To suggest a revision, fork the project, make changes in your fork, and submit a pull request back to the original project: this is known as the GitHub Flow.

All pull requests need approval from edX. For more information, contact edX at docs@edx.org.

1.3 Other edX Resources

Course teams, researchers, developers, learners: the edX community includes groups with a range of reasons for using the platform and objectives to accomplish. To help members of each group learn about what edX offers, reach goals, and solve problems, edX provides a variety of information resources.

To help you find what you need, browse the edX offerings in the following categories.

- *The edX Partner Portal*
- *The Open edX Portal*
- *System Status*
- *Resources for Course Teams*
- *Resources for Researchers*
- *Resources for Developers*
- *Resources for Open edX*
- *Resources for Learners*

All members of the edX community are encouraged to make use of any of the resources described in this preface. We welcome your feedback on these edX information resources. Contact the edX documentation team at docs@edx.org.

1.3.1 The edX Partner Portal

The edX Partner Portal is the destination for partners to learn, connect, and collaborate with one another. Partners can explore rich resources and share success stories and best practices while staying up-to-date with important news and updates.

To use the edX Partner Portal, you must register and request verification as an edX partner. If you are an edX partner and have not used the edX Partner Portal, follow these steps.

1. Visit partners.edx.org, and select **Create New Account**.

2. Select **Request Partner Access**, then fill in your personal details.

3. Select **Create New Account**. You will receive a confirmation email with your account access within 24 hours.

After you create an account, you can sign up to receive email updates about edX releases, news from the product team, and other announcements. For more information, see *Release Announcements by Email*.

Course Team Support in the edX Partner Portal

EdX partner course teams can get technical support in the edX Partner Portal. To access technical support, submit a support ticket, or review any support tickets you have created, go to partners.edx.org and select **Course Staff Support** at the top of the page. This option is available on every page in the Partner Portal.

1.3.2 The Open edX Portal

The Open edX Portal is the destination for all edX users to learn about the edX roadmap, as well as hosting, extending the edX platform, and contributing to Open edX. In addition, the Open edX Portal provides product announcements, the Open edX blog, and other rich community resources.

All users can view content on the Open edX Portal without creating an account and logging in.

To comment on blog posts or the edX roadmap, or subscribe to email updates, you must create an account and log in. If you do not have an account, follow these steps.

1. Visit open.edx.org/user/register.

2. Fill in your personal details.

3. Select **Create New Account**. You are then logged in to the Open edX Portal.

Release Announcements by Email

To receive and share product and release announcements by email, you can subscribe to announcements on one of the edX portal sites.

1. Create an account on the Open edX Portal or the edX Partner Portal as described above.

2. Select **Community** and then **Announcements**.

3. Under **Subscriptions**, select the different types of announcements that you want to receive through email. You might need to scroll down to see these options.

4. Select **Save**.

You will now receive email messages when new announcements of the types you selected are posted.

1.3.3 System Status

For system-related notifications from the edX operations team, including outages and the status of error reports. On Twitter, you can follow @edxstatus.

Current system status and the uptime percentages for edX servers, along with the Twitter feed, are published on the edX Status web page.

1.3.4 Resources for Course Teams

Course teams include faculty, instructional designers, course staff, discussion moderators, and others who contribute to the creation and delivery of courses on edx.org or edX Edge.

edX101: Overview of Creating a Course

The edX101 course was built in Studio and is available for enrollment on edx.org. This course takes one to two hours to complete, and is designed to provide a high-level overview of the course creation and delivery process. It also highlights the extensive capabilities of the edX platform.

StudioX: Creating a Course with edX Studio

After you complete edX101, StudioX provides more detail about using Studio to create a course, add different types of content, and configure your course to provide an optimal on-line learning experience.

Documentation

Documentation for course teams is available on the docs.edx.org web page.

- Building and Running an edX Course is a comprehensive guide with concepts and procedures to help you build a course in edX Studio, and then use the Learning Management System (LMS) to run a course.

  When you are working in edX Studio, you can access relevant sections of this guide by selecting **Help** on any page.

- Using edX Insights describes the metrics, visualizations, and downloadable .csv files that course teams can use to gain information about student background and activity.

- edX Release Notes summarize the changes in each new version of deployed software.

- edX Open Learning XML Guide provides guidelines for building edX courses with Open Learning XML (OLX). Note that this guide is currently an alpha version.

These guides open in your web browser. The left side of each page includes a **Search docs** field and links to the contents of that guide. To open or save a PDF version, select **v: latest** at the lower right of the page, then select **PDF**.

Note: If you use the Safari browser, be aware that it does not support the search feature for the HTML versions of the edX guides. This is a known limitation.

Email

To receive and share information by email, course team members can:

- Subscribe to announcements and other new topics in the edX Partner Portal or the Open edX Portal. For information about how to subscribe, see *Release Announcements through the Open edX Portal*.

- Join the openedx-studio Google group to ask questions and participate in discussions with peers at other edX partner organizations and edX staffers.

Wikis and Web Sites

The edX product team maintains public product roadmaps on *the Open edX Portal* and *the edX Partner Portal*.

The edX Partner Support site for edX partners hosts discussions that are monitored by edX staff.

1.3.5 Resources for Researchers

Data for the courses on edx.org and edX Edge is available to the "data czars" at our partner institutions, and then used by database experts, statisticians, educational investigators, and others for educational research.

Documentation

The edX Research Guide is available on the docs.edx.org web page.

This guide opens in your web browser, with a **Search docs** field and links to that guide's contents on the left side of each page. To open or save a PDF version, select **v: latest** at the lower right of the page, and then select **PDF**.

Note: If you use the Safari browser, be aware that it does not support the search feature for the HTML versions of the edX guides. This is a known limitation.

Email

To receive and share information by email, researchers can join the openedx-analytics Google group to ask questions and participate in discussions with peers at other edX partner organizations and edX staffers.

Wikis

The edX Analytics team maintains the Open edX Analytics wiki, which includes links to periodic release notes and other resources for researchers.

The edx-tools wiki lists publicly shared tools for working with the edX platform, including scripts for data analysis and reporting.

1.3.6 Resources for Developers

Software engineers, system administrators, and translators work on extending and localizing the code for the edX platform.

Documentation

Documentation for developers is available on the docs.edx.org web page.

- The edX Platform Developer's Guide includes guidelines for contributing to Open edX, options for extending the Open edX platform, using the edX public sandboxes, instrumenting analytics, and testing.

- Installing, Configuring, and Running the edX Platform provides procedures for getting an edX developer stack (Devstack) and production stack (Fullstack) operational.

- Open edX XBlock Tutorial guides developers through the process of creating an XBlock, and explains the concepts and anatomy of XBlocks.

- Open edX XBlock API Guide provides reference information about the XBlock API.

- edX Open Learning XML Guide provides guidelines for building edX courses with Open Learning XML (OLX). Note that this guide is currently an alpha version.

- edX Data Analytics API provides reference information for using the data analytics API to build applications to view and analyze learner activity in your course.

- edX Platform APIs provide reference information for building applications to view course information and videos and work with user and enrollment data.

Note: If you use the Safari browser, be aware that it does not support the search feature for the HTML versions of the edX guides. This is a known limitation.

GitHub

These are the main edX repositories on GitHub.

- The edx/edx-platform repo contains the code for the edX platform.
- The edx/edx-analytics-dashboard repo contains the code for edX Insights.
- The edx/configuration repo contains scripts to set up and operate the edX platform.

Additional repositories are used for other projects. Our contributor agreement, contributor guidelines and coding conventions, and other resources are available in these repositories.

Email and Slack

To receive and share information by email, developers can join these Google groups to ask questions and participate in discussions with peers and edX staffers.

- For conversations about the code in Open edX, join edx-code.
- For conversations about running Open edX, join openedx-ops.
- For conversations about globalization and translation, join openedx-translation.

Additional Google groups are occasionally formed for individual projects.

Note: Please do not report security issues in public. If you have a concern, please email security@edx.org.

For real-time conversation about Open edX, the edX open source community managers run a Slack team. To join the team, get an invitation to Slack and follow the instructions.

Wikis and Web Sites

The Open edX Portal is the entry point for new contributors.

The edX Engineering team maintains an open Confluence wiki, which provides insights into the plans, projects, and questions that the edX Open Source team is working on with the community.

The pull request dashboard is a visualization of the count and age of the pull requests (PRs) assigned to teams at edX. Select the bars in this chart to get more information about the PRs.

The edx-tools wiki lists publicly shared tools for working with the edX platform, including scripts and helper utilities.

1.3.7 Resources for Open edX

Hosting providers, platform extenders, core contributors, and course staff all use Open edX. EdX provides release-specific documentation, as well as the latest version of all guides, for Open edX users. The following documentation is available.

- Open edX Release Notes provides information on the contents of Open edX releases.

- Building and Running an Open edX Course is a comprehensive guide with concepts and procedures to help you build a course in Studio, and then use the Learning Management System (LMS) to run a course.

  When you are working in Studio, you can access relevant sections of this guide by selecting **Help** on any page.

- Open edX Learner's Guide helps students use the Open edX LMS to take courses. This guide is available on the docs.edx.org web page. Because learners are currently only guided to this resource through the courseware, we encourage course teams to provide learners with links to this guide as needed in course updates or discussions.

- Installing, Configuring, and Running the edX Platform provides information about installing and using Devstack and Fullstack.

- The edX Platform Developer's Guide includes guidelines for contributing to Open edX, options for extending the Open edX platform, using the edX public sandboxes, instrumenting analytics, and testing.

- Open edX XBlock Tutorial guides developers through the process of creating an XBlock, and explains the concepts and anatomy of XBlocks.

- Open edX XBlock API Guide provides reference information on the XBlock API.

- EdX Open Learning XML Guide provides guidelines for building edX courses with Open Learning XML (OLX). Note that this guide is currently an alpha version.

- EdX Data Analytics API provides reference information for using the data analytics API to build applications to view and analyze learner activity in your course.

- EdX Platform APIs provide reference information for building applications to view course information and videos and work with user and enrollment data.

Note: If you use the Safari browser, be aware that it does not support the search feature for the HTML versions of the edX guides. This is a known limitation.

1.3.8 Resources for Learners

Documentation

The EdX Learner's Guide and the Open edX Learner's Guide are available on the docs.edx.org web page. Because learners are currently only guided to this resource through the courseware, we encourage course teams to provide learners with links to these guides as needed in course updates or discussions.

In a Course

All edX courses have a discussion forum where you can ask questions and interact with other students and with the course team: select **Discussion**. Many courses also offer a wiki for additional resources and materials: select **Wiki**.

Other resources might also be available, such as a course-specific Facebook page or Twitter feed, or opportunities for Google Hangouts. Be sure to check the **Course Info** page for your course as well as the **Discussion** and **Wiki** pages.

From time to time, the course team might send email messages to all students. While you can opt out of these messages, doing so means that you can miss important or time-sensitive information. To change your preferences for course email, select **edX** or **edX edge** at the top of any page. On your dashboard of current courses, locate the course and then select **Email Settings**.

From edX

To help you get started with the edX learning experience, edX offers a course (of course!). You can find the edX Demo course on the edX web site. EdX also maintains a list of frequently asked questions and answers.

If you still have questions or suggestions, you can get help from the edX support team: select **Contact** at the bottom of any edX web page or send an email message to info@edx.org.

For opportunities to meet others who are interested in edX courses, check the edX Global Community meetup group.

1.4 edX Browser Support

The edX Platform runs on the following browsers.

- Chrome
- Safari
- Firefox
- Internet Explorer

Note: If you use the Safari browser, be aware that it does not support the search feature for the edX documentation. This is a known limitation.

The edX Platform is routinely tested and verified on the current and previous version of each of these browsers. We generally encourage the use of and fully support only the latest version.

This information is updated as new major operating system and browser versions are released. All point releases are supported unless noted; occasional exceptions are based on specific bug fixes or feature updates.

1.4.1 edX Learning Management System

The following table shows operating system and browser support for the edX learning management system (LMS), which learners and course teams use to interact with course content.

	Chrome	Safari	Firefox	IE 11	IE 10
Windows 8	Yes	N/A	Yes	Yes	Yes
Mac OSX Mavericks or Yosemite	Yes	Yes	Yes	N/A	N/A

For more information about the LMS, see Building and Running an edX Course.

1.4.2 edX Studio

The following table shows operating system and browser support for edX Studio, which course teams use to build a course.

	Chrome	Safari	Firefox	IE 11	IE 10
Windows 8	Yes	N/A	Yes	Provisional	Provisional
Mac OSX Mavericks or Yosemite	Yes	Yes	Yes	N/A	N/A

For more information about Studio, see Building and Running an edX Course.

1.4.3 edX Insights

The following table shows operating system and browser support for edX Insights, which course teams use to review and download data about their courses and learners.

	Chrome	Safari	Firefox	IE 11	IE 10
Windows 8	Yes	N/A	Yes	Provisional	Provisional
Mac OSX Mavericks or Yosemite	Yes	Yes	Yes	N/A	N/A

For more information about edX Insights, see Using edX Insights.

Introduction

Welcome to online learning! Whether you have finished several courses or are embarking on your first course, this guide can help you navigate areas that are unique to the edX platform. The guide answers common questions about topics like getting started, participating in course discussions, and completing some of the exercises you may see in your course.

For more information, see the following topics.

- *Exploring Your Dashboard, Settings, and Profile* - Provides an overview of the learner dashboard and includes information about how to change account settings and create a profile.

- *Course and Video Licenses* - Explains the different kinds of licenses that may apply to your course.

- *Searching the Course* - Describes how to search content inside your course.

- *The edX Video Player* - Contains an illustration of the edX video player and its features.

- *Notes* - Introduces the Notes tool, which allows learners to create bookmarks and write notes directly in the courseware.

- *Embedded Files and Calendars* - Describes the use of Google Drive files and calendars in a course.

- *Certificates* - Covers the different types of certificates edX offers, how to change your certificate type, and when you receive your certificate.

- *The edX Mobile App* - Includes frequently asked questions about the edX mobile app for Android and iPhone.

- *Course Prerequisites* - Describes possible prerequisites for a course, including other courses that must be completed before the course and entrance exams.

- *Entering Mathematical and Scientific Expressions* - Offers detailed information about how to enter mathematical and scientific formulas when you work through exercises in your course.

- *Open Response Assessments* - Contains a detailed description of open response assessment problems, including how to submit a response, perform each step of a self or peer assessment, and access your score.

- *Course Discussions* - Provides information about how to participate in the discussions for your course, including how to add a post, respond to a post, and comment on another learner's response.

- *The Course Wiki* - Covers information about an edX course wiki.

This guide is still under development, and we encourage you to submit feedback to docs@edx.org.

2.1 A Note about Time Zones

As you work through your course, you will see dates and times when new materials are released and when homework assignments and exams are due. It is important to remember that edX lists all times in Coordinated Universal Time (UTC). When you see a time in your course, we recommend that you use a time zone converter to convert the UTC time to your local time. You can use any converter that you want, including one of the following time zone converters.

Time and Date Time Zone Converter

Time Zone Converter

Your Dashboard, Settings, and Profile

3.1 Exploring Your Dashboard, Settings, and Profile

This topic describes the edX dashboard, your account settings, and your profile.

- *Overview*
- *Exploring the Learner Dashboard*
- *Exploring the Account Settings Page*
- *Exploring the Profile Page*

3.1.1 Overview

After you create an edX account, you can view a list of your current courses, change your account settings, or create a profile. You can access course, account, or profile information from any edX page, whether you are in a course or browsing the course catalog.

- Your *dashboard* gives you access to course information, such as start and end dates, email settings, and certificates. To access your dashboard at any time, select your username in the upper right corner of any edX page.

- The *Account Settings* page allows you to change settings such as your email address, education level, and country or region, and to link your edX account to a Facebook or Google account. To access your account settings at any time, select the arrow next to your username in the upper right corner of any edX page, and then select **Account Settings**.

- On your *profile page*, you can create a profile that includes an image and biographical information. To access your profile at any time, select the arrow next to your username in the upper right corner of any edX page, and then select **My Profile**.

3.1.2 Exploring the Learner Dashboard

When you create an edX account or enroll in an edX course, you automatically go to your dashboard. You can also access your dashboard at any time by selecting your username in the upper right corner of any edX page.

Your dashboard contains important information about your courses. You can take several actions on your dashboard.

- Access your current and archived courses.

  To access a current or archived course, select **View Course** or **View Archived Course**. Note that archived courses may provide limited access to content.

- See when courses start or end.

  Course start and end dates appear below the name of the course.

  – If a course has not yet started, you see the course start date.

  – If a course has started but not ended, you see the course end date.

  – If a course has ended, you see the course end date.

- Change your course email settings.

1. Select the Options icon for the course, and then select **Course emails**.

2. Select or clear the **Receive course emails** check box, and then select **Save Settings**.

- Unenroll from a course.

  To unenroll, select the Options icon for the course, select **Unenroll**, and then select **Unenroll** in the confirmation dialog box.

- View your grades in courses that you have completed.

  Your final grade appears under the name of the course.

- Download a certificate.

  To download a certificate, select **Download Your Certificate (PDF)** or **Download Your ID Verified Certificate (PDF)**. You can then print the PDF certificate.

3.1.3 Exploring the Account Settings Page

When you create an account on edX, some basic information is required, including your email address and your name. You can also provide additional, optional information when you create your account, such as the level of education you have completed. Course team members can access this information to find out more about the learners who enroll in their courses. This information also helps edX increase the quality and quantity of our courses.

View or Change Basic Account Information

Basic account information includes the following information. This information is required for every account on edX.

- **Username**: The name that identifies you on edx.org. Note that you cannot change your edX username.

- **Full Name**: The name that appears on your edX certificates. Other learners cannot see your full name.

- **Email Address**: The email address you use to sign in to edX. You may receive communications from edX and your courses at this address.

- **Password**: Your password on edx.org. To reset your password, select **Reset Password**. EdX then sends a message to the email address in the **Email Address** field. You select the link in the message to finish resetting your password.

- **Language**: The language that the edX site uses during your visits. The edX site is currently available in a limited number of languages.

- **Country or Region**: The country or region that you live in.

To view or change this information, follow these steps.

Note: You cannot change your edX username.

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1. On any edX page, select the arrow next to your username in the upper right corner, and then select **Account Settings**.

2. On the **Account Settings** page, locate the **Basic Account Information (required)** section, and then make your changes.

EdX saves your changes automatically.

Specify Additional Information

Additional account information is optional and includes the following information.

- **Education Completed**: The highest level of education that you have completed.
- **Gender**: The gender you identify as.
- **Year of Birth**: The year that you were born.
- **Preferred Language**: The language that you prefer to communicate in.

To view or change this information, follow these steps.

1. On any edX page, select the arrow next to your username in the upper right corner, and then select **Account Settings**.

2. On the **Account Settings** page, locate the **Additional Information (optional)** section, and then make your changes.

EdX saves your changes automatically.

Link or Unlink a Social Media Account

You can link your edX account to your Facebook or Google account. If you link your accounts, you can sign in to edX automatically by signing in to Facebook or Google.

To link your accounts, follow these steps.

1. On any edX page, select the arrow next to your username in the upper right corner, and then select **Account Settings**.

2. In the **Connected Accounts** section, select **Link** next to either Facebook or Google.

   If you want to unlink your edX account from your Facebook or Google account, select **Unlink** next to either Facebook or Google in the **Connected Accounts** section.

3.1.4 Exploring the Profile Page

Your edX profile allows you to share information about yourself with the edX community. Your profile can include an image that identifies you on the edX site as well as your location and other biographical information. Course teams and other learners in your courses can view your profile.

You can share a limited profile or a full profile.

Note: Learners under 13 years of age can only share a limited profile.

A limited profile can include only your username and an image.

A full profile can include biographical information.

Create or Edit a Limited Profile

A limited profile includes only your username and, optionally, an image.

To create or edit a limited profile, follow these steps.

1. On any edX page, select the arrow next to your username in the upper right corner, and then select **My Profile**.

2. On your profile page, locate **edX learners can see my** in the upper left corner of the page, and then select **Limited Profile**.

3. (optional) Add an image that you want to associate with your edX username. Your image must be a .gif, .jpg, or .png file. The image must be between 100 bytes and 1 MB in size. If you do not add an image, the placeholder image appears as your profile image.

    (a) Move your cursor over the placeholder image, and then select **Upload Image**.

    (b) In the dialog box, select the image file that you want, and then select **Open**.

    To change or remove your profile image, move your cursor over your image, and then select either **Change Image** or **Remove**. When you remove your profile image, the placeholder image appears as your profile image.

EdX saves your changes automatically.

Create or Edit a Full Profile

Note: You must specify your year of birth on the **Account Settings** page before you share a full profile. If you are under age 13, you can only share a limited profile.

A full profile can include the following information. Your username and country or region are required.

- Your username.

- An image that you select to identify you on the edX site.

- Your country or region.

- Your preferred language.

- A paragraph about yourself. You might include your interests, goals, or other information that you want to share. This paragraph can contain up to 3000 characters.

To create or edit your profile, follow these steps.

1. On any edX page, select the arrow next to your username in the upper right corner, and then select **My Profile**.

2. Locate **edX learners can see my** in the upper left corner of the page, and then select **Full Profile**.

3. On your profile page, move your cursor over the information that you want to add or change.

    If you have not added information to the field, the field appears highlighted and surrounded by a dashed line.
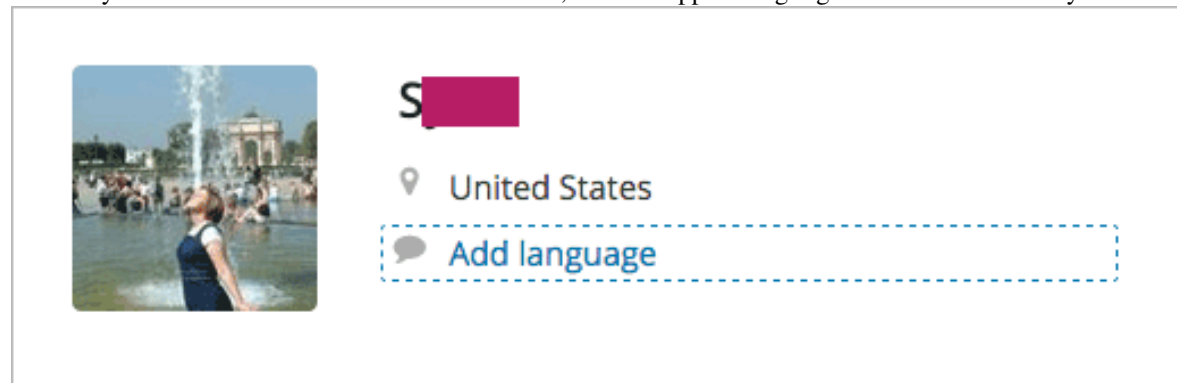
If the field already has information, the field appears highlighted, and a pencil icon appears in the upper right corner.

About me

¡Hola! Me llamo S█ y vivo en los Estados Unidos. He tomado 5 cursos de edX, incluyendo Justice (de Harvard) y Mejores Pensiones - Mejores Trabajos (de IBDx). Sueño con aprender más de las esfuerzas que efectuan el cambio en nuestro mundo.

Hi! I'm S█, and I live in the US. I've taken 5 edX courses, including Justice (Harvard) and Mejores Pensiones - Mejores Trabajos (IBDx). I want to learn more about how to effect change in the world.

4. Move your cursor inside the field, and then either enter text in the field or select a different option from a list.

EdX saves your changes automatically.

Note: If you change the profile type selection from **Full Profile** to **Limited Profile**, your location, language, and descriptive paragraph are not visible on your profile page. However, this information is saved. To make this information visible again, select **Full Profile**.

View Another Learner's Profile

You view other learners' profiles through the course discussions.

1. On the **Discussion** page, select the username of any learner in a post, a response, or a comment.

2. When the **Active Threads** page for that learner opens, select the learner's username in the upper left corner of the page.

The following image shows a learner's username in a post, the learner's username on the **Active Threads** page, and the learner's profile page.

Course and Video Licenses

This topic describes licenses in your course and restrictions on using course content.

- *Overview of Licenses*
- *All Rights Reserved*
- *Creative Commons License*
- *Viewing Licenses*

4.1 Overview of Licenses

The course author can specify licensing options for course content as well as for each video in the course.

The course and video licenses specify whether and how you can reuse course content.

4.2 All Rights Reserved

All Rights Reserved indicates that the course author owns the copyright but reserves all rights for sharing copies of course content or videos. You cannot reuse or republish course content or videos that have All Rights Reserved licenses.

4.3 Creative Commons License

The Creative Commons license indicates that the course author owns the copyright but is granting certain permissions for reuse, depending on the license options selected by the course team.
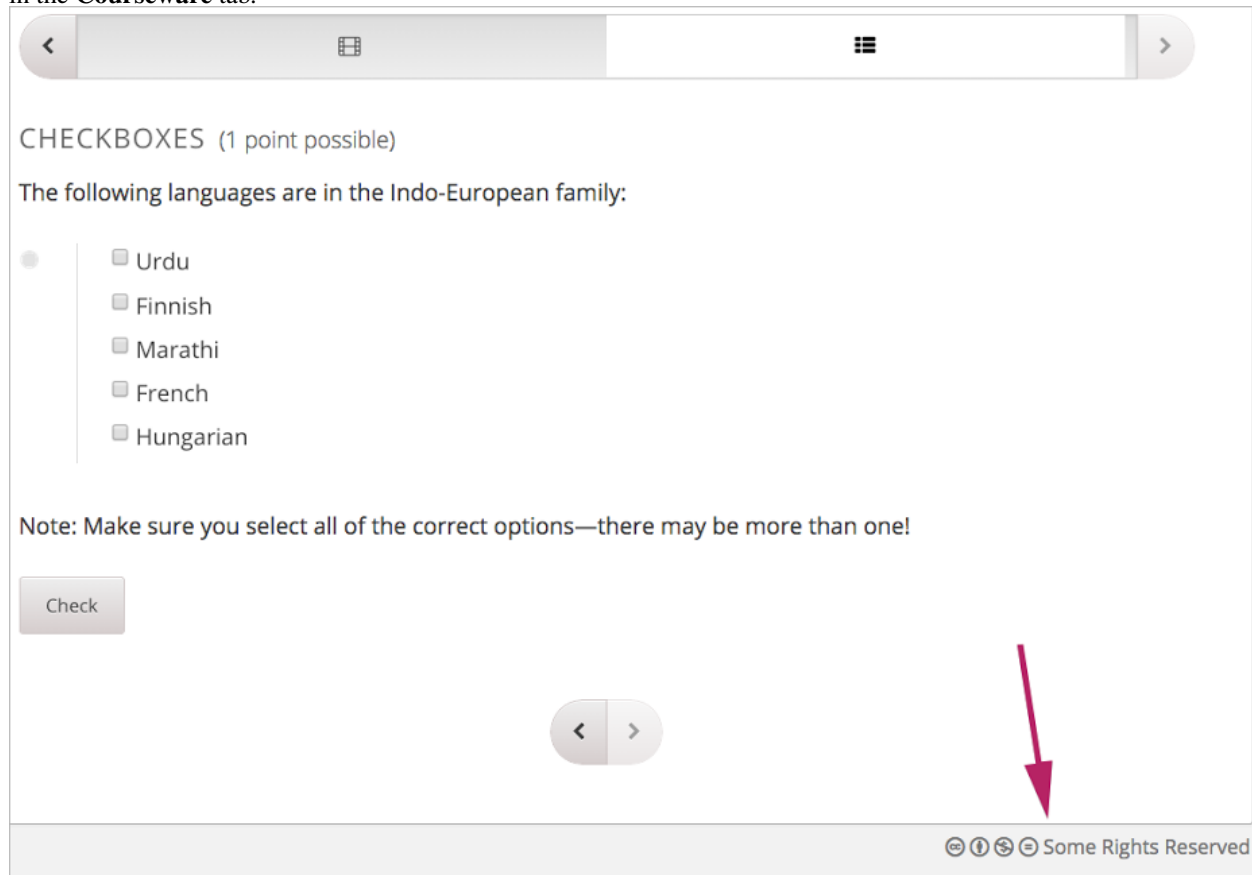
A Creative Commons license has one or more of the following options.

License Option	Description
Attribution	This option allows you to copy, distribute, display, and perform copyrighted work but only if they give credit the way you request. This option is always selected for edX courses and videos under a Creative Commons license.
Noncommercial	This option allows you to distribute, display, and perform work–and derivative works based upon it–but for non-commercial purposes only.
No Derivatives	This option allows you to distribute, display, and perform only verbatim copies of the work, not derivative works based upon it. This option cannot be in use with the **Share Alike** option.
Share Alike	This option allows you to distribute derivative works only under a license identical to the license that governs the work. This option cannot be in use with the **No Derivatives** option.

For more information, see the Creative Commons website.

4.4 Viewing Licenses

If the course author has set a license for the course, you see the license a the bottom of the page when you view content in the **Courseware** tab.

If a video has a different license than the course as a whole, you see the license at the bottom right of the video player.
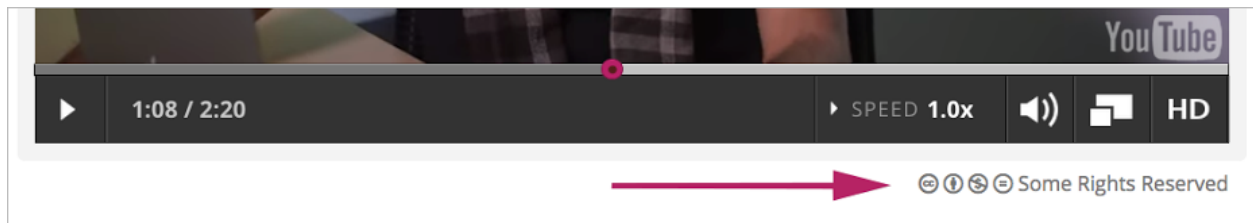
For a license that reserves some, but not all, rights, you can select the license to get see information about your rights.

Searching the Course

This topic describes how to search for edX course content.

- *Overview of Search*
- *Search a Single Course*
- *Search All Your Courses*

5.1 Overview of Search

You can search much of the content of your edX courses, including the course title, description, text, and video transcripts. You can search for a term in an individual course, or you can search for that term in all of the courses that you are enrolled in, whether the course is active or archived. When the search engine returns results, either for an individual course or across all courses, you can select any search result to view that result in the courseware.

Note: Course exercises and problems, including homework and exam problems, are not currently searchable.

The search engine returns not only exact matches for search terms, but also matches that contain the search term. These matches must contain the entire search term. For example, a search for "grade" returns results for "grades" and "graded", but a search for "graded" would not return "grade" or "grades".

5.2 Search a Single Course

To search for a term in a single course, go to the **Courseware** page for that course, enter your search term in the **Search** field in the upper left corner of the page, and then press Enter. Your search term can contain more than one word.

After you press Enter, your search results appear in the right pane. The search results include the following items.

- Your search term.

- A brief excerpt from the surrounding text.

- The place in the course where the search term appears.

To view your search term in the body of the course, select **View** to the right of the search result.

Note: You cannot use the **Search** field on the **Courseware** tab to search course discussions. To search course discussions, use the **Search all posts** field on the **Discussions** tab. For more information, see *Course Discussions*.

5.3 Search All Your Courses

You can search for a term across all your edX courses. To do this, go to your dashboard, enter your search term in the **Search Your Courses** field in the upper right corner of the page, and then press Enter. Your search term can contain more than one word.

After you press Enter, your search results appear on the **Search Results** page. The search results include the following items.

- A brief excerpt from the text surrounding your search term, with your search term in bold.

- The name of the course and the place in the course where the search term appears.

- The type of content, such as text or video, that contains the search term.

To view your search term in the body of the course, select **View** to the right of the search result.

The edX Video Player

All edX courses include videos, and edX has its own video player. Most of the controls on the player will be familiar to you if you have watched online videos before. However, the edX video player has some extra features you may not have seen.

The following image shows the video player in the middle of a video, followed by an explanation of each option or control on the video player.
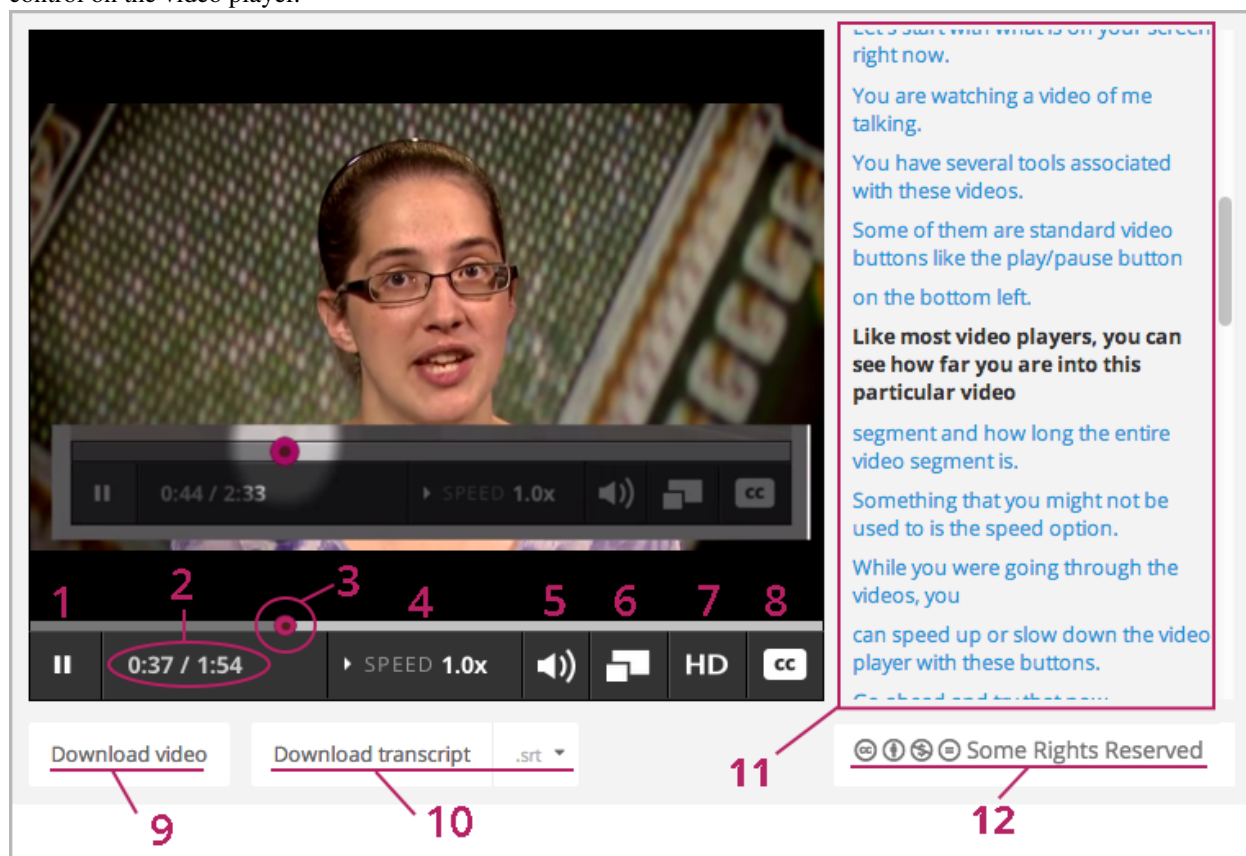
1. **Play/pause control**: You can play or pause the video by using this control.

2. **Time**: The first number indicates the time the video has played. The second number indicates the total length of the video.

3. **Time slider**: You can drag this control to any point in the video if you want to go back or skip ahead to a particular time.

4. **Speed control**: If you want the video to play faster or slower, you can select different speeds using this control.

5. **Volume control**: You can use this control to change the volume of the video.

6. **Full screen control**: You can expand the video to fill your browser window by selecting this control. To return to default mode, press ESC on your keyboard.

7. **HD control**: Some videos have a high-definition option that you can use if you have a fast internet connection. You only see this control if your video has a high-definition option.

8. **Show transcript control**: You can show or hide the scrolling transcript to the right of the video by selecting this control.

9. **Download video option**: This option allows you to download the video to watch later. You only see this option if the video is available for download.

10. **Download transcript option**: This option allows you to download a copy of the video's transcript. You can download the transcript as a SubRip (.srt) file or as a text (.txt) file. You can open files of both types in a text editor such as Notepad. You only see this option if the transcript is available for download.

11. **Transcript**: The transcript for the video plays by default when your video starts. You can scroll through the transcript and select any word to go to that point in the video.

12. **License**: If the course author has specified a license for the video that is different than the course-wide license, license details appear at the bottom of the video. For licenses that reserve some but not all rights, you can select the license to open a web site with more information about your rights. For more information, see *Course and Video Licenses*.

For a demonstration of the edX video player, see Videos on edX in the edX DemoX course.

Notes

This topic describes how to work with notes in your edX course.

- *Overview of Notes*
- *Highlight a Passage or Add a Note*
- *View Notes*
- *Edit or Delete a Note or Highlight*
- *Show or Hide Notes*
- *Search Notes*
- *Keyboard Shortcuts for Notes*

7.1 Overview of Notes

As you work through an edX course, you may want to highlight a particular passage or make a note about what you have read. In some edX courses, you can highlight passages and make notes right in the courseware.

Note: You can create notes for most text in the courseware. However, notes are currently not available for exercises, videos, or PDF textbooks.

When a course includes the notes feature, every page has a **Notes** page at the top and a pencil icon in the lower right corner.

Your notes can contain text as well as tags that help you organize and find your notes. You can see individual notes inside the course content, or you can see all of your notes at once on the **Notes** page. For more information, see *The Notes Page*.

7.2 Highlight a Passage or Add a Note

You can use either the mouse or keyboard shortcuts to create, access, and delete notes. For more information about using keyboard shortcuts, see *Keyboard Shortcuts for Notes*.

To highlight a passage or add a note that includes text and tags, follow these steps.

1. Select the text that you want to highlight or make the note about. You can select as much text as you want.

2. When a pencil "edit" icon appears above the selected text, select the icon to open the note editor.

3. When the note editor opens, enter your note and any tags that you want to add. You can also save the highlight for the passage without entering a note or tag.

   • To highlight a passage without adding a note or tag, select **Save** or press Enter. When you move your cursor over the highlighted text, the note field contains the words "no comment".

- To enter a note, select **Comments**, and then type the text of your note. Your note can contain as many words as you want.

- To add one or more tags, select **Add some tags here**, and then type any tags that you want to add.

  Tags cannot contain spaces. If you want to add a tag that has more than one word, type multiple words as one word with no spaces, or use hyphens (-) or underscores (_) to separate words in the tag.
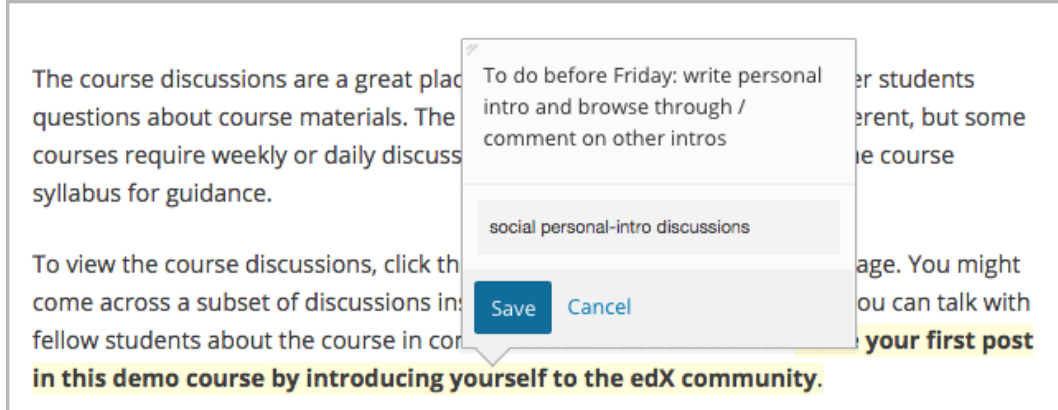
1. After you finish writing your note and adding tags, select **Save** or press Enter. The note editor closes, and the text that you selected remains highlighted.

7.3 View Notes

You can view your course notes in two places.

- You can view individual notes on the page where you created the notes. To see your notes, go to the unit that contains your note and move your cursor over or select the highlighted text. When you select the highlighted text, your note remains open until you move outside the highlighted text.

- You can view all the notes you have made in the course on the **Notes** page. You can also search your notes on this page.

7.3.1 The Notes Page

On the **Notes** page, you can see all the notes you have made in your course in one place. You can also search the text of your notes.

The **Notes** page shows you both the text that you selected and the note that you made. You can also see the following information next to each note.

- A link to the location in the course that contains the highlighted text and your note. To go to that location, select the link under **Noted in**.
- The time and date when you last edited the note.
- Any tags that you added.

The **Notes** page has three different views: **Recent Activity**, **Location in Course**, and **Tags**.

- When you select **Recent Activity**, notes are sorted by the date you created or edited them, with the most recently modified first.
- When you select **Location in Course**, notes are sorted sequentially by the location of the note in the courseware.
- When you select **Tags**, notes are sorted by the tags you have added.
  - The most frequently used tags are at the top of the list. The number of notes that have a particular tag appears in parentheses after the tag.
  - If some tags have the same number of notes, those tags are sorted alphabetically.
  - Notes without tags are at the bottom of the list.

Notes

Highlights and notes you've made in course content

Search notes for... 🔍

VIEW NOTES BY: 🕐 Recent Activity   ☰ Location in Course   🏷 Tags

social (3)

join the edX Meetup Community

You commented...
Check on local Meetup group

NOTED IN:
Social Media

LAST EDITED:
Apr 30, 2015 at 17:47 UTC

TAGS:
social, meetup, face-to-face

other social med

NOTED IN:
Be Social

discussions (1)

Make your first post in this demo course by introducing yourself to the edX community.

You commented...
To do before Friday: write personal intro and browse through / comment on other intros

NOTED IN:
Course Discussions

LAST EDITED:
Apr 30, 2015 at 17:29 UTC

TAGS:
social, personal-intro, discussions

expectations (1)

expectations

You commented...
To do: Check syllabus for info about discussion expectations (once a week? more?)

NOTED IN:
Course Discussions

LAST EDITED:
May 16, 2015 at 23:13 UTC

TAGS:
expectations, requirements

help (1)

ma

OTED IN:
ons

[no tags] (7)

This process can take a couple of weeks, so don't worry if you don't see your certificate right away.

You commented...
Ask course team how long it will take to get certificates

NOTED IN:
Passing a Course

LAST EDITED:
May 16, 2015 at 23:06 UTC

7.4 Edit or Delete a Note or Highlight

To edit a note, follow these steps.

1. In the courseware, move your cursor over the highlighted text until your note appears.

2. When the note appears, select the pencil icon in the upper right corner to open the note editor.
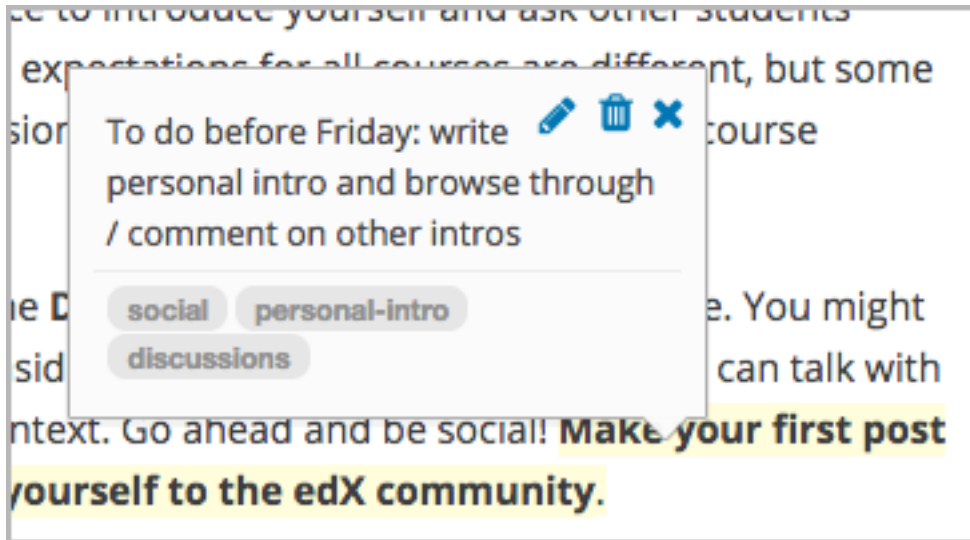
3. In the note editor, edit your note, and then select **Save**.

To delete a note or highlight, follow these steps.

1. Move your cursor over the highlighted text until your note appears.

2. When the note appears, select the trash icon in the upper right corner to delete the note or highlight.

7.5 Show or Hide Notes

By default, you can see all of your notes. You can hide your notes, and show them again, by selecting the pencil icon in the lower right corner. When the pencil icon has a dark gray background, notes are visible. When the pencil icon has a light gray background, notes are hidden.
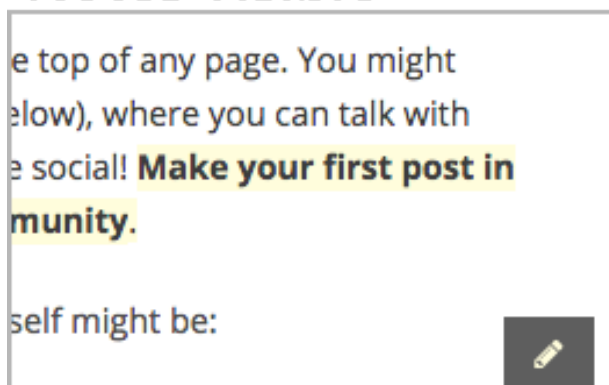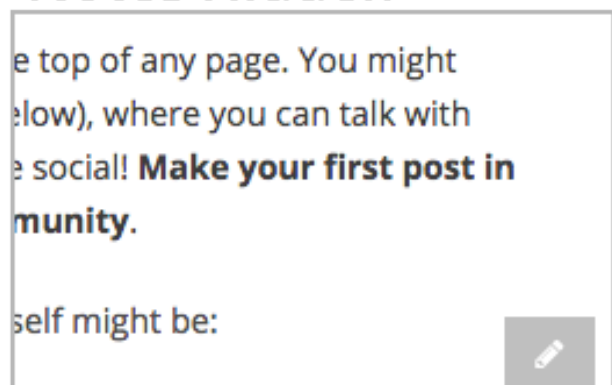
Note: If you hide notes, you cannot make new notes. To make new notes, select the pencil icon to show notes.

7.6 Search Notes

To search your notes, follow these steps.

1. At the top of any courseware page, select **Notes** to open the **Notes** page.

2. In the upper right corner of the page, type a search term in the **Search notes for** field.

3. Select the magnifying glass icon or press Enter.

7.7 Keyboard Shortcuts for Notes

You can use keyboard shortcuts to create, edit, and delete your notes.

Note: These keyboard shortcuts are for both PCs and Macintosh computers. However, you can only use these keyboard shortcuts on browsers that support caret browsing.

- Internet Explorer and Firefox support caret browsing by default. To enable caret browsing in Firefox, press F7.

- Safari supports caret browsing when VoiceOver is turned on. For more information about VoiceOver, see the VoiceOver for OS X website.

- Chrome does not support caret browsing.

Before you use the following keyboard shortcuts, you must make sure that notes are visible. To show or hide notes, press Ctrl + Shift + left bracket ([ ).

7.7.1 Create a Note Using the Keyboard

To create a note using keyboard shortcuts, follow these steps.

1. Enable caret browsing mode.

2. Use the arrow keys to move the cursor to the left of the text that you want to highlight.

3. Hold down Shift + right arrow to select the text.

4. Press Ctrl + Shift + right bracket ( ]) to open the note editor. The note editor opens with the cursor in the text field.

5. In the text field, type your note.

6. To add tags, press Tab to move to the tag field, and then add your tags.

7. To save your note, press Tab to move to the **Save** button, and then press Enter.

To close the note editor without creating a note, press Tab to move to the **Cancel** button, and then press Enter. You can also press Esc to close the note editor.

7.7.2 Edit or Delete a Note Using the Keyboard

To edit or delete a note, follow these steps.

1. Press Tab to move focus to the note that you want.

2. Press Ctrl + spacebar or Ctrl + Enter to open the note editor.

3. Press Tab to move the cursor to the text field or the tag field, and then make the changes that you want.

4. Press Tab to move to the **Edit**, **Delete**, or **Close** button, and then press Enter.

To close the note editor without making any changes, press **Esc**.

Embedded Files and Calendars

This topic describes how to work with files and calendars in your edX course.

- *Overview of Embedded Files and Calendars*
- *Google Drive Files*
- *Google Calendars*

8.1 Overview of Embedded Files and Calendars

Courses can include files, such as documents, spreadsheets, and presentations, and a calendar. Your course team uses Google to create and maintain these files and calendars. They appear in the body of your course just like any other course content.

Note: Google services are not available in some regions and countries. If Google services are not available in your area, you might see an "image unavailable" message in the place of the Google file or calendar. The course team might provide alternative resources if Google services are not available for you.

8.2 Google Drive Files

Your course might include the following types of Google Drive files.

- Google Docs (text documents)

- Google Drawings (images)

- Google Forms (forms or surveys)

- Google Slides (presentations)

- Google Sheets (spreadsheets)

For example, your course might include a spreadsheet that resembles this one.

Event Fees : Sheet1								
Email	**Adults**	**Children**	**Due**	**Comped**	**Amt Rec'd**	**Donated**	**Balance**	**Ck #/Cash**	**Notes**
client1@example.com	1		$50.00				$50.00		
client2@example.com	1		$50.00	$50.00			$0.00		Staff
client3@example.com	1		$50.00		$50.00		$0.00	412	
client4@example.com	2		$100.00	$50.00			$50.00		Staff
client5@example.com	1		$50.00		$60.00	$10.00	-$10.00	7334	
client6@example.com	3	2	$200.00	$50.00			$150.00		
client7@example.com	1		$50.00	$50.00			$0.00		Scholarship
client8@example.com	2	1	$125.00				$125.00		
client9@example.com	4		$200.00	$50.00			$150.00	580	Staff
client10@example.com	2		$100.00				$100.00		
client11@example.com	2		$100.00	$50.00	$50.00		$0.00	327	Staff
client12@example.com	1		$50.00				$50.00		
		Total	$1,125.00	$300.00	$160.00	$10.00	$665.00		

Sheet1

You can interact with these Google Drive files in your course. For example, you can complete forms, look through the slides in a presentation, and enter different values in a spreadsheet. However, you cannot save changes that you make to the Google Drive file.

8.3 Google Calendars

If your course includes a Google calendar, you see that calendar in the body of the course. You can also add it to your own Google calendar.
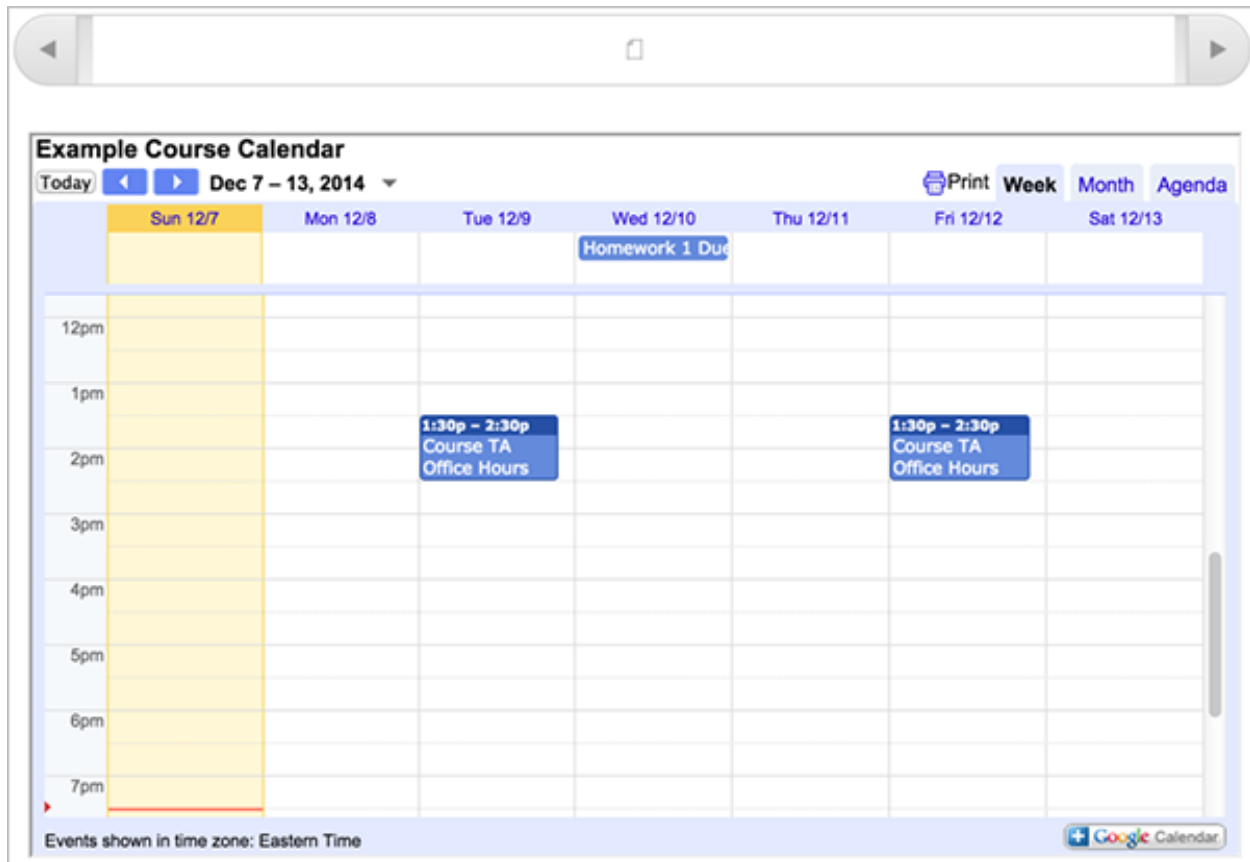
By default, the view that opens in the course calendar is the view that the course team set. You can change the view by selecting the **Week**, **Month**, or **Agenda** tabs in the upper-right corner.

When you view the calendar in your course, the dates and times on the calendar automatically adjust to your local time. Your time zone information appears in the lower-left corner of the screen.

8.3.1 Add the Course Calendar to Your Own Calendar

If you have your own Google calendar, you can add the Google calendar from a course to it. After you add a calendar, you see that calendar whenever you view your personal calendar, even if you are not signed in to your edX account. The course information appears together with your own information.
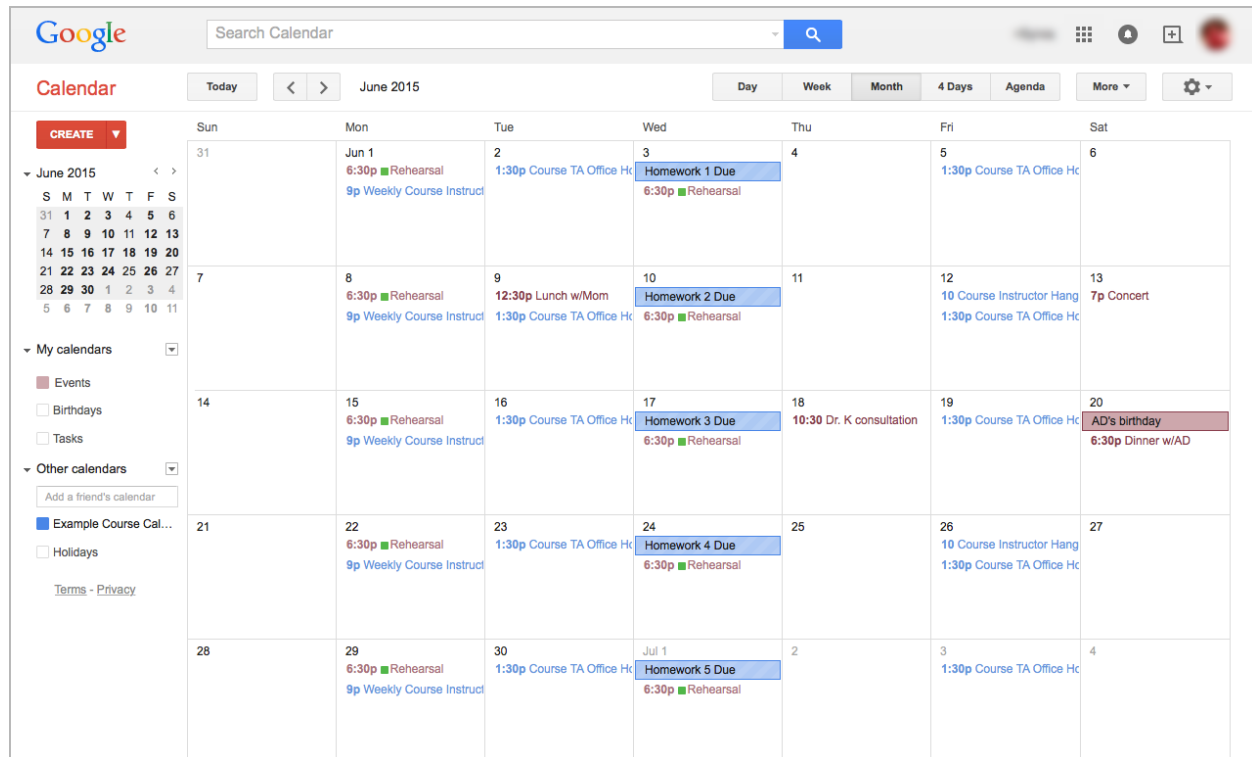
To add the course calendar to your own calendar, view the course calendar in the course, and then select the **Google Calendar** icon in the lower-right corner of the course calendar.

For more information about Google calendars, see the Google Calendar website.

Certificates

Your course might be set up to issue certificates as evidence that you successfully completed the course. Different types of certificates might be available for courses you take. For information about the certificates that your course offers, contact the course team or institution that created your course.

9.1 Upload a Badge to Mozilla Backpack

Some courses that offer certificates allow you to download a badge that represents your certificate and share the badge on a badging site such as Mozilla Backpack. You can download your badge as soon as your certificate appears on your dashboard. Many courses distribute certificates within two weeks of the course end date.

To share your certificate on a Mozilla badging site, follow these steps.

1. On your dashboard, locate the course that you want, and then select **View Your Certificate**.

   If this option is not available, the course might not have distributed certificates yet. Check your dashboard again in a few days.

2. On the certificate web page, select the badge icon.

   You see instructions for downloading your badge and then sharing it on the Mozilla Backpack site. You have to create an account on Mozilla Backpack to share your badge.
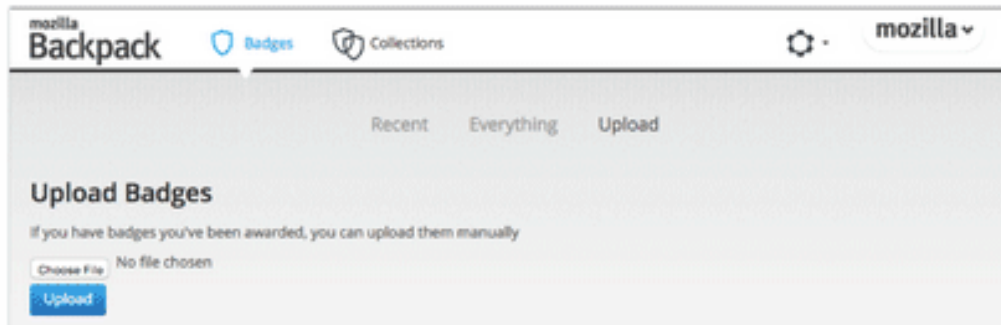
The edX Mobile App

This topic describes how to use the mobile app to take edX courses.

- *Overview of the edX Mobile App*
- *Courseware Questions*
- *Video Questions*
- *Troubleshooting*

10.1 Overview of the edX Mobile App

You can use the edX mobile apps to download course videos so that you can watch them whenever you want to, even without an Internet connection. When you have an Internet connection, you can also read course announcements, participate in course discussions, and get started on homework and other assignments. To complete an entire course, you use a web browser on a computer.

There is currently an edX mobile app for Android smartphones and another for iPhones.

10.2 Courseware Questions

10.2.1 Can I take a course entirely on my mobile device?

Not entirely. With the edX mobile app, you can download course videos to watch when you do not have an Internet connection. When you have an Internet connection, you can also read course announcements and content, and do some, but not all, of the problems in your assignments. To complete an entire course, including participating in course discussions, you use a web browser on a computer.

10.2.2 How do I post questions on the discussion board?

You can read and contribute to course discussions in the edX mobile apps whenever you have an Internet connection. After you select your course, select **Discussion**. You can then browse through different topics or search for words or phrases that interest you.

10.3 Video Questions

10.3.1 How do I download videos?

To download videos, you must be connected to the Internet. Select the "download" icon that appears to the right of a subsection or video name.

- If you select download for a subsection, you download all of the videos in that subsection.

- If you select download for a video, you download only that video.

This example lists subsections in a course and shows how many videos that will download when you select the icon.
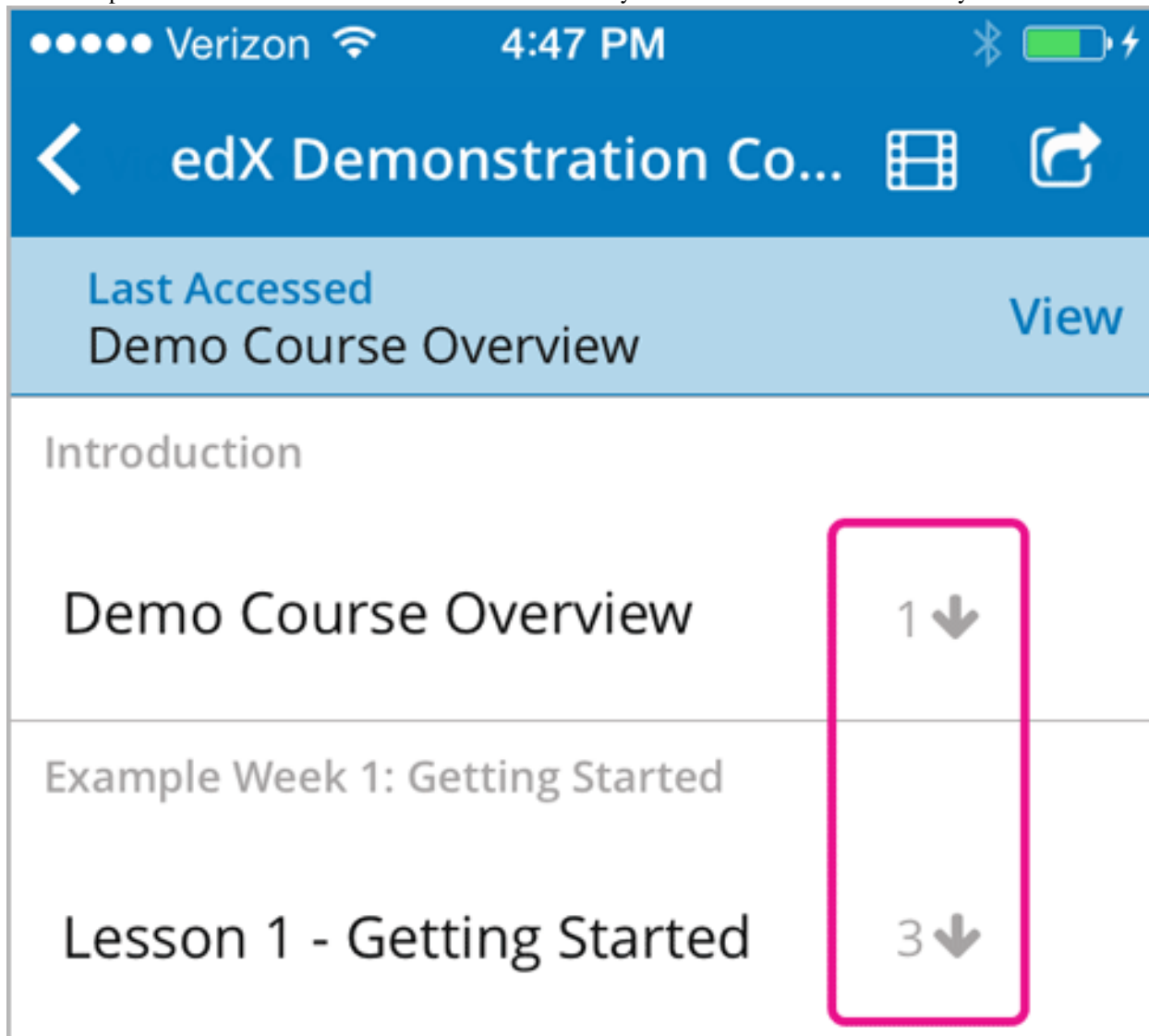
To download videos, you must be connected to the Internet. After you download a video, you can watch it at any time.

10.3.2 How much data will the videos in this app use?

Course videos are optimized for mobile playback, but watching or downloading any video can result in heavy data use. EdX recommends using a Wi-Fi connection if you intend to watch or download a lot of videos. The edX mobile

apps have a **Download only on Wi-Fi** setting that is enabled by default to help you avoid using your cellular network accidentally.

10.3.3 What are the numbers to the right of subsection names?

The number to the right of a subsection name indicates the number of videos in that subsection.

10.3.4 How can I make the video full screen?

Rotate your phone until the video changes to landscape mode, or select "full screen" in the bottom right corner of the video player.
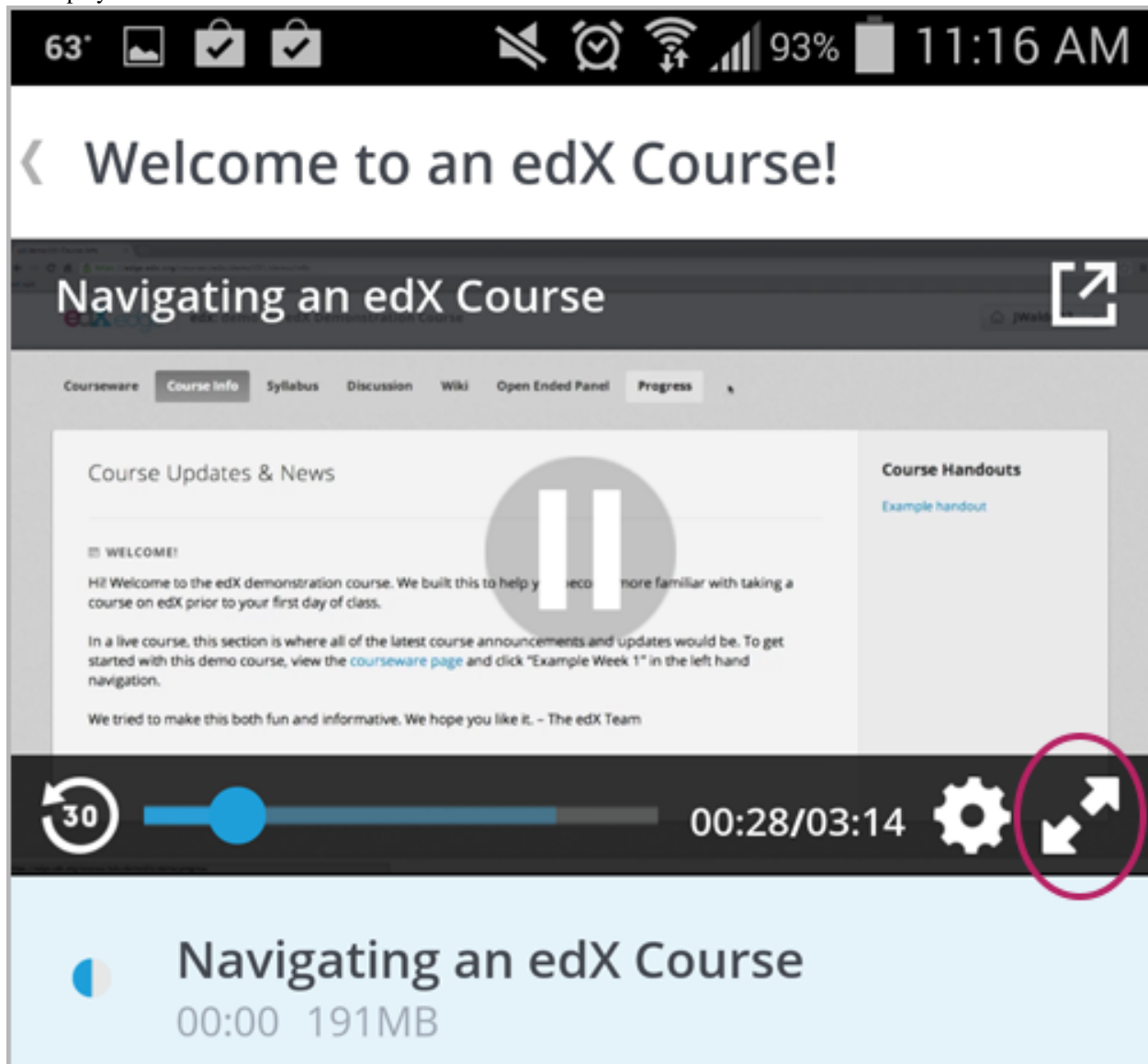
10.3.5 Can I speed up the videos?

You can change video speeds on the iPhone app. While a video plays, select **Settings** (the "gear" icon) at the lower right, and then select **Video Speed**.

On the Android app, videos currently play only at their original speeds.

10.3.6 How do I change my download settings?

1. On the **My Courses** page, select the menu in the upper left corner.

2. Select **My Settings**.
3. Change the **Wi-Fi only download** setting.

Note: By default, the apps are set so that they only download content, including videos, if you are on a Wi-Fi network. If you change this setting, you might exceed the data allowance for your cellular plan.

10.3.7 How do I delete downloaded videos?

1. On the **My Courses** page, select the menu in the upper left corner.
2. Select **My Videos**.

3. On the **All Videos** page, select the course that has the video that you want to delete. Alternatively, select **Recent Videos**.

4. At the bottom of the list of videos, select **Edit**. A "selection" icon appears next to each video name and at the top of the page.

5. Select the videos that you want to delete. To select all of the videos, select the icon at the top of the page.

6. Select **Delete**.

10.3.8 What are the circles to the left of the video names?

Each circle indicates whether you have already played a video. A blue circle means that you have not started playing the video. A half-filled circle means that you played part of the video. A gray circle means that you played the entire video.

10.4 Notification Questions

10.4.1 Will I get notified about upcoming due dates and exams?

Many course teams send notifications to remind you when assignments are due or make other announcements. However, each course team decides what to announce and when, and whether to send notifications to the mobile app.

10.4.2 Where can I read all of the announcements for my course?

You can use the edX mobile app or a web browser to visit the **Course Info** page and read all of the announcements.

10.4.3 How do I turn off course notifications (or turn them back on)?

You can turn notifications off, or on, for each of your courses. In the edX mobile app, select the course and visit its **Course Info** page to change the notification setting.

10.4.4 Can I turn off notifications for all of my courses at once?

You can turn off all notifications for the edX mobile app. To change the notification setting on an Android smartphone, visit the **App info** page for the edX mobile app. On an iPhone, visit **Settings** and then select the edX mobile app.

10.5 Completing Assignments

10.5.1 Can I use the edX mobile app to do my homework?

You can use the edX mobile app to do some, but probably not all, of the problems in your assignments. EdX courses include a variety of problem types. Currently, you can read questions and submit answers only for problem types that require a simple action as a response.

For example, you can use the edX app to answer multiple choice questions, but you cannot use it to draw molecules or design circuits. To complete problems that require complex actions, you must use a web browser.

Note: EdX recommends that you complete all of your graded assignments in a web browser on a computer.

10.5.2 What types of problems can I do?

The edX mobile app is best suited for completing ungraded, practice problems.

In the edX mobile app, you can do problems that you answer in one of these ways.

- Multiple choice selection
- Dropdown list selection
- Checkbox selection
- Text input
- Numerical input

EdX is working to add more types of problems to this list.

10.5.3 Can I read all of the questions for my assignments in the app?

No. After you select the **Full Course** option, the courseware list includes every section in the course. After you select a section, a "readable" (piece of paper) icon or a "web only" (PC) icon appears next to each piece of content.

When you select a readable assignment, you can read and answer questions in the app. For graded assignments, edX recommends that you review the entire assignment in a web browser to make sure that you read and answer all of the questions.

When you select a web only assignment, you can follow a link to open that part of the course in a web browser. The question does not appear in the app.

10.6 Troubleshooting

10.6.1 I see "This video is not available" when I try to watch a video. What can I do?

If you have problems viewing videos, make sure that you have an Internet connection and then try to view or download the video again.

If problems persist, let us know. On the **My Courses** page, select the "menu" icon, and then select **Submit Feedback**.

Course Prerequisites

This topic describes how to take prerequisites, if required, in your edX course.

- *Overview of Prerequisites*
- *Prerequisite edX Course*
- *Entrance Exam*

11.1 Overview of Prerequisites

Some edX courses require that you have a particular set of skills or knowledge before you begin the course. Many courses include information about these general requirements on their About page.

In addition to requiring general skills and knowledge, some courses require students to pass a specific prerequisite edX course or pass an entrance exam.

11.2 Prerequisite edX Course

When a course has a prerequisite edX course, you can see information about the prerequisite course on the About page for the course that you want to take.

It is possible to enroll in the course even if you haven't taken the prerequisite course. When you enroll in the course, the course appears on your Student Dashboard. However, you cannot select the course to access the course content. Below the name of the course, you can see the name of the prerequisite course, as well as a link to that course.
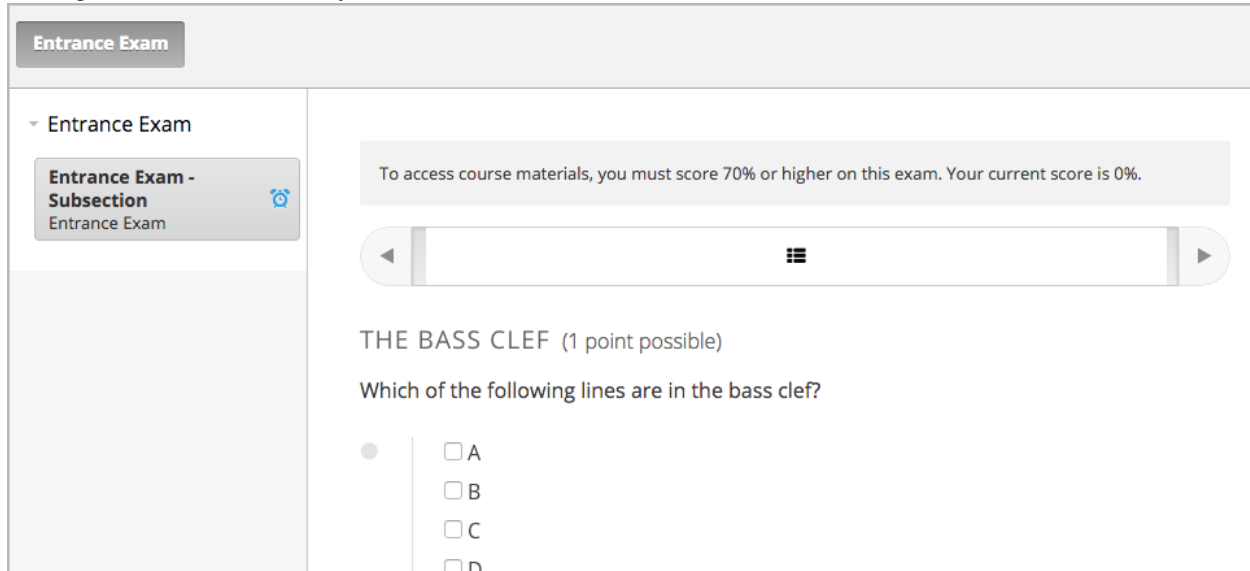
When you select the link, the About page for the prerequisite course opens. You can then enroll in the prerequisite course.

After you successfully complete the prerequisite course, the other course becomes available on your dashboard, just like other edX courses. You can then select the course to access any available materials.

11.3 Entrance Exam

If you enroll in a course that requires an entrance exam, the course appears on your Student Dashboard. However, you cannot access all released course content immediately.

The first time that you access the course, the course opens to the **Entrance Exam** page. At the top of the page, you can see a message that lists your current score and the minimum score that is required to pass the entrance exam. You can begin the exam immediately.

To take the exam, answer all the available questions, and then select **Check** to submit your answers.

To see your score on the exam, refresh the page after you submit your answers. The message at the top of the page tells you if you have passed the exam. If you refresh the page before you answer all the questions in the exam, the message tells you your current score.

After you pass the entrance exam, in addition to the message at the top of the page, you can see all currently available course sections in the left pane, and you can access all available course materials.

The course team can allow students to skip the entrance exam. If a course team member allows you to skip the entrance exam, you do not see the entrance exam when you access the course.

Entering Mathematical and Scientific Expressions

This topic describes how to enter mathematical and scientific expressions for problems in your edX course.

- *Overview of Mathematical and Scientific Expressions*
- *Entering Math Expressions*

12.1 Overview of Mathematical and Scientific Expressions

For some math, science, and other problems, you must enter a numerical or math expression, such as a formula, into a response field. You enter your response as plain text, and the edX system then converts your text into numbers and symbols that appear below the response field.

n*x^(n-1)

$n \cdot x^{n-1}$

sqrt(pi^2+e^2)

$\sqrt{\pi^2 + e^2}$

sqrt((pi-0)^2+(0-3)^2)

$\sqrt{(\pi - 0)^2 + (0 - 3)^2}$
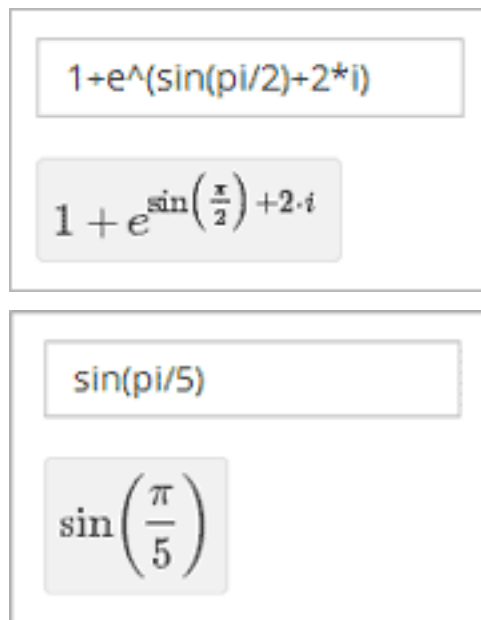
Additionally, some edX courses offer a calculator tool that you can use while you work through the course. If the course has a calculator, the calculator appears as a small icon on all courseware pages.
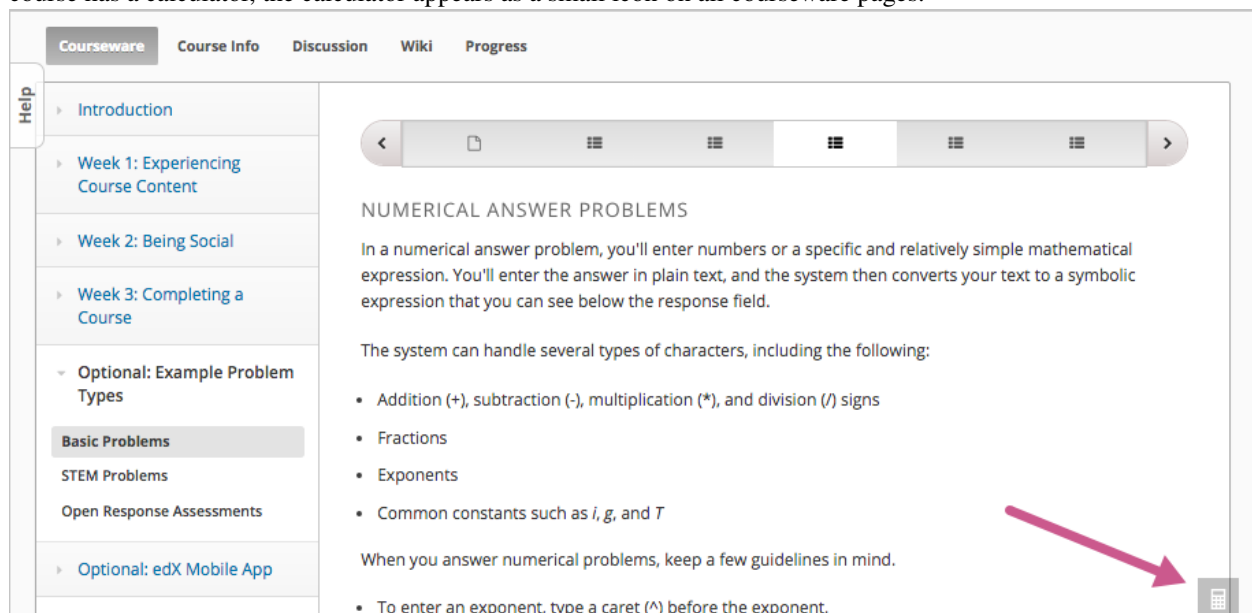
To use the calculator, select the calculator icon. To close the calculator, select the X.

12.2 Entering Math Expressions

Both the calculator and the response fields in math problems accept a selection of characters that represent numbers, operators, constants, functions, and other mathematical concepts. You might recognize parts of this system if you have used math programs before.

Note: The calculator includes an information page that shows an abbreviated version of the information in this topic. To see the information page, select the circled `i` icon next to the input field.

When you enter your plain text into the calculator or the response field, follow these guidelines.

- **Arithmetical operations**: Use standard characters for addition (+), subtraction (-), multiplication (*), and division (/).

    - **Multiplication**: Be sure to indicate multiplication explicitly. That is, instead of `mc^2` type `m*c^2`, and instead of `5a+4b+3c` type `5*a+4*b+3*c`.

- **Operation order**: Use parentheses (( )) to specify the order of operations and to make your expression as clear as possible. Use curved parentheses (( )) only. Do not use brackets ([ ]) or braces ({ }).

- **Exponents or superscripts**: Insert a caret (^) before an exponent or superscript. If the exponent or superscript includes multiple characters or is an expression, surround the expression with parentheses. For example, you can enter `x^n` or `x^(n-1)`.

- **Subscripts**: Insert an underscore (_) before a subscript to indicate a subscript. If the subscript has multiple characters, type the characters without a space. For example, you can enter `v_IN-v_OUT`. Note, however, that subscripts cannot currently include operators or parentheses.

- Avoid whitespace.

- Don't use equal signs (=).

- Because the system is case-sensitive, make sure you use uppercase and lowercase letters carefully.

For more information about the types of characters you can use, see below.

> - *Numbers*
> - *Scientific Notation and Metric Affixes*
> - *Constants*
> - *Greek Letters*
> - *Functions*

Note: The edX system accepts both constants and metric affixes. Be careful to distinguish between constants and metric affixes. Constants stand alone, while metric affixes must be combined with numbers.

For example, `c` can be a constant representing the speed of light or a metric affix meaning "centi". When you use `c` as a metric affix, don't include a space between `c` and the number. When you use `c` as a constant, indicate multiplication explicitly. The following examples show the difference:

- `2c = 0.02` (2 multiplied by 0.01)

- `2*c = 599584916.0` (the speed of light multiplied by 2)

- `2M = 2,000,000` (2 multiplied by 1,000,000)

- `2*M = 2` multiplied by the variable M

For more information, see *Scientific Notation and Metric Affixes* or *Constants*.

12.2.1 Numbers

You can use the following types of numbers:

- Integers: 2520

- Fractions: 2/3

- Normal floats: 3.14

- Floats with no integer part: .98

The largest number you can use is **1.7977e+308**, which is the largest float possible in the Python programming language.

12.2.2 Scientific Notation and Metric Affixes

You can enter metric affixes or scientific notation to indicate very large or very small numbers. For scientific notation, you can type either a caret (`^`) or the letter `e` followed by a number to indicate an exponent. You can use both positive and negative exponents.

For example, to indicate `0.012`, you can enter either of the following expressions:

- `1.2^-2`

- `1.2e-2`

To indicate `-440,000`, you can enter either of the following expressions:

- `-4.4^5`

- `-4.4e5`

The following table shows how to enter numbers with metric affixes, with scientific notation, and with `e` notation.

To enter this number	Use this metric affix	Use this scientific notation	Use this `e` notation	Other notation
0.1	1d (deci)	10^-1	1e-1	
0.01	1c (centi)	10^-2	1e-2	1% (percent)
0.001	1m (milli)	10^-3	1e-3	
0.000001	1u (micro)	10^-6	1e-6	
0.000000001	1n (nano)	10^-9	1e-9	
0.000000000001	1p (pico)	10^-12	1e-12	
1000	1k (kilo)	10^3	1e3	
1,000,000	1M (mega)	10^6	1e6	
1,000,000,000	1G (giga)	10^9	1e9	
1,000,000,000,000	1T (tera)	10^12	1e12	

Note: When you use metric affixes or `e` notation, make sure you do not include spaces between the number and the metric affix or the `e`.

12.2.3 Constants

You can use several different constants in your mathematical expressions.

Note: When you enter constants multiplied by a number, make sure to indicate the multiplication explicitly. For example, enter `2*c` instead of `2c` and `-4*i` instead of `-4i`.

Constant	Value
c	The speed of light in m/s (2.998^8)
e	Euler's number (2.718...)
g	Gravity (9.80 m/s^2)
i	The square root of -1
j	The square root of -1
k	The Boltzmann constant (~1.38^-23 in Joules/Kelvin)
pi	The ratio of a circle's circumference to its diameter (3.14159...)
q	The fundamental charge (~1.602^-19 Coloumbs)
T	The positive difference between 0K and 0°C (273.15)

12.2.4 Greek Letters

To use any of the following Greek letters, type the name of the letter in the calculator or the response field.

alpha	beta	gamma	delta
epsilon	varepsilon	zeta	eta
theta	vartheta	iota	kappa
lambda	mu	nu	xi
pi	rho	sigma	tau
upsilon	phi	varphi	chi
psi	omega		

Note: `epsilon` is the lunate version, whereas `varepsilon` looks like a backward 3.

12.2.5 Functions

To use a function, type the letters that represent the function, and then surround the expression in that function with parentheses. For example, to represent the square root of `4*a+b`, type `sqrt(4*a+b)`.

You can use the following functions.

- Common functions
    - sqrt
    - log10
    - log2
    - ln
    - exp
    - abs
- Trigonometric functions and their inverses
    - sin
    - cos
    - tan
    - sec
    - csc
    - cot
    - arcsin
    - arccos
    - arctan
    - arcsec
    - arccsc
    - arccot
- Hyperbolic trigonometric functions and their inverses
    - sinh
    - cosh
    - tanh
    - sech
    - csch
    - coth
    - arcsinh
    - arccosh
    - arctanh
    - arcsech
    - arccsch

– arccoth

- Factorials: Enter factorials as `fact(3)` or `factorial(3)`. You must use integers. For example, you can't enter `fact(1.5)`.

- A "parallel resistors" operator (`||`). For example, `1 || 2` represents the resistance of a pair of parallel resistors (of resistance 1 and 2 ohms), evaluating to 2/3 (ohms).

Open Response Assessments

This topic describes how to work with open response assessments in your edX course.

- *Overview of Open Response Assessments*
- *Instructions for Learners*
- *Peer Assessment Scoring*
- *Canceled Responses*
- *Try an Example Open Response Assessment Problem*

13.1 Overview of Open Response Assessments

In an open response assessment, you provide written responses to questions that might not have simple or definitive answers. For some open response assessments, you can submit an image or other file to accompany a written response.

Open response assessments can include a peer assessment, a self assessment, or both.

- In the peer assessment, you assess, or grade, responses that several of your peers have submitted, and several of your peers assess your responses.

- In the self assessment, you assess your own responses.

To assess a response, you compare the response to a rubric that the course team provides. A rubric is a list of expectations that the responses in an open response assessment should meet. Rubrics are made of criteria and options.

- Criteria describe characteristics that each response should have, such as topics the response should cover.

- The options for each of the criteria describe how well each response satisfies the criteria.

The following image shows a rubric with two criteria. Each of the criteria has several options.

When you assess a response, you select the option that best describes the response for each of the criteria.

Some open response assessments provide a **Top Responses** section that shows the top-scoring responses for the assignment and the scores that these responses received. If provided, this section appears below your score after you complete each step of the assignment.

13.2 Instructions for Learners

When you come to an open response assessment in the course, you see the questions and a response field for each question. After you submit your responses, you assess some of your peers' responses, your own responses, or both, depending on the assignment. You can see the steps that your assignment includes below each response field.

This assignment has several steps. In the first step, you'll provide a response to the question. The other steps appear below the **Your Response** field.

Question

Censorship in the Libraries

'All of us can think of a book that we hope none of our children or any other children have taken off the shelf. But if I have the right to remove that book from the shelf -- that work I abhor -- then you also have exactly the same right and so does everyone else. And then we have no books left on the shelf for any of us.' --Katherine Paterson, Author

Write a persuasive essay to a newspaper reflecting your views on censorship in libraries. Do you believe that certain materials, such as books, music, movies, magazines, etc., should be removed from the shelves if they are found offensive? Support your position with convincing arguments from your own experience, observations, and/or reading.

Read for conciseness, clarity of thought, and form.

Current step → 1 | **Your Response**

Status of current step → IN PROGRESS

Enter your response to the question. You can save your progress and return to complete your response at any time. **After you submit your response, you cannot edit it.**

Response field

I think that censorship shouldn't be allowed per se, but that libraries should use judgment when they acquire books. Librarians can also work with kids to make sure the kids know what they're checking out. When I was 13 I was going to check out a book and the librarian told me it had mature content. I told him that was OK and he didn't have a problem with me checking out the book. But I'm glad he was paying enough attention to let me know. I think other kids might not have checked out the book.

YOU MAY CONTINUE TO WORK ON YOUR RESPONSE UNTIL YOU SUBMIT IT.

| Save Your Progress | THIS RESPONSE HAS BEEN SAVED BUT NOT SUBMITTED. |

Submit your response and move to the next step ▸

| 2 | Learn to Assess Responses | NOT AVAILABLE |

Next steps

| 3 | Assess Peers | NOT AVAILABLE |

Status of next steps

| 4 | Assess Your Response | NOT AVAILABLE |

Your Grade: Not Started

You have not started this problem yet.

This section describes how you complete an open response assessment that includes a learner training step, a peer assessment, and a self assessment.

> - *Submit Your Response*
> - *Learn to Assess Responses*
> - *Assess Peer Responses*
> - *Assess Your Response*
> - *Receive Your Score and Provide Feedback*
> - *Assess Additional Peer Responses (optional)*

At any time during an assessment, you can see your progress at the bottom of the page under **Your Grade**. A message tells you the steps that you still have to perform before you can receive your grade. For example, you might see the following message.

```
Not Completed

You have not completed the peer assessment step and self
assessment step of this problem.
```

13.2.1 Submit Your Response

Read each question carefully. Some course teams include important information in the question, such as how long a response must be, or specific topics your response must cover.

Note: The total word count for all responses within the assessment cannot be more than 10,000 words (approximately the equivalent of 20 pages of 8.5x11 inch paper, with text single-spaced).

For each question, type your response into the field under **Your Response**. When you have completed responses for all the questions, select **Submit your response and move to the next step**. If you need more time, you can select **Save Your Progress** to save a draft of your responses, and then come back and submit them later.

After you submit your responses, if other learners have already submitted responses, the peer assessment step starts immediately. However, you do not have to start grading right away. If you want to stop working and come back later, just refresh or reopen your browser when you come back. New peer responses will be available for you to grade.

If no other learners have submitted responses yet, you see the following message.

```
Waiting for Peer Responses

All submitted peer responses have been assessed.
Check back later to see if more learners have submitted responses. You'll
receive your grade after you complete the peer assessment and self assessment
steps, and after your peers have assessed your response.
```

Note that you can view your own responses at any time after you submit them. To do this, for the response you want to view, select the **Your Response** heading to expand the response field. Your response appears, along with the status of your response, and information about additional steps you have to complete before you receive your grade.

Submit a File with Your Response

For some assignments, you might be asked to submit a file along with your text response. Those assignments include **Choose File** and **Upload your file** options below the response field. Note the following requirements.

- A text response is required.

- You can only upload one file to submit with your response.

- The file that you upload must be smaller than 5 MB in size.

- Image files can be in .jpg, .gif, or .png format.

To upload your file, follow these steps.

1. Below the response field, select **Choose File**.

2. Select the file that you want to upload, and then select **Open**.

3. Select **Upload your file**.

The name of the file that you selected and uploaded appears below the response field.

You can replace the file that you uploaded with a different one until you submit your response. To do so, follow steps 1-3 again.

13.2.2 Learn to Assess Responses

As part of an open response assessment, you learn how to assess responses effectively by reviewing and assessing sample responses provided by the course team. You then try to give the sample responses the same scores that the course team selected.

Note: Not all course teams provide sample responses for training. If the course team did not provide sample responses, this step is not included in the assignment.

After you submit your own response, a sample response appears along with the rubric for the assignment. Read the sample response and the rubric carefully, select the options that you think best reflect the response, and then select **Compare your selections with the instructor's selections**.

- If all of your selections are the same as the defined selections, the next sample response opens automatically.

- If any option that you select is not the same as the defined selection, you see the response again, and the following message appears above the response.

```
Learning to Assess Responses

Your assessment differs from the instructor's
assessment of this response. Review the response and consider why the
instructor may have assessed it differently. Then, try the assessment again.
```

For each of the criteria, you see one of the following two messages, depending on whether your selections matched those defined by the course team.

```
Selected Options Agree
The option you selected is the option that the instructor selected.
```

```
Selected Options Differ
The option you selected is not the option that the instructor selected.
```

In the following example, the learner chose one correct option and one incorrect option.

---

2 | **Learn to Assess Responses**

LEARNING TO ASSESS RESPONSES

Your assessment differs from the instructor's assessment of this response. Review the response and consider why the instructor may have assessed it differently. Then, try the assessment again.

TRAINING ESSAY # 1 OF 2

(optional) To train students to perform peer assessments, replace this text with your own sample response for this assignment. Below, list the names of each of the criteria for this assignment, and then specify the name of the option that you would select for this response. Students will assess this response and compare the rubric options that they select with the rubric options that you specified.

If you don't want to provide sample responses and scores, delete the entire 'assessment name="student-training" element.

▼ **DETERMINE IF THERE IS A UNIFYING THEME OR MAIN IDEA.**

SELECTED OPTIONS DIFFER

The option you selected is not the option that the instructor selected.

⦿ **Poor**	Difficult for the reader to discern the main idea. Too brief or too repetitive to establish or maintain a focus.	0 POINTS
○ Fair	Presents a unifying theme or main idea, but may include minor tangents. Stays somewhat focused on topic and task.	3 POINTS
○ Good	Presents a unifying theme or main idea without going off on tangents. Stays completely focused on topic and task.	5 POINTS

▼ **ASSESS THE CONTENT OF THE SUBMISSION**

SELECTED OPTIONS AGREE

The option you selected is the option that the instructor selected.

○ Poor	Includes little information with few or no details or unrelated details. Unsuccessful in attempts to explore any facets of the topic.	0 POINTS
○ Fair	Includes little information and few or no details. Explores only one or two facets of the topic.	1 POINTS
⦿ **Good**	Includes sufficient information and supporting details. (Details may not be fully developed; ideas may be listed.) Explores some facets of the topic.	3 POINTS
○ Excellent	Includes in-depth information and exceptional supporting details that are fully developed. Explores all facets of the topic.	3 POINTS

You continue to assess the sample response until the options you select for all criteria match the options defined by the course team.

When you have successfully assessed all of the sample responses, you move to the next step in the assignment.

13.2.3 Assess Peer Responses

When the peer assessment step starts, you see each original question, another learner's responses, and the rubric for the assignment. Above the responses you can see how many responses you are expected to assess and how many you have already assessed.

Censorship in the Libraries

'All of us can think of a book that we hope none of our children or any other children have taken off the shelf. But if I have the right to remove that book from the shelf -- that work Labhor -- then you also have exact... they are found offensiv... everyone else. And then we... vincing arguments from yo... for any experience, observations, and/or reading.

Read for conciseness, clarity of thought, and form.

1	**Your Response**	✔ COMPLETE

2	**Assess Peers**	IN PROGRESS (1 OF 3)

Read and assess the following response from one of your peers.

ASSESSMENT # 1 OF 3

I don't think there should be any censorship at all. Adults need to trust children more that they can handle material. Most kids grow up really fast these days and anyway they should learn about how the world is outside wherever they live. Especially if they live in some countries life is really hard and kids from other countries should learn about it.

▼ DETERMINE IF THERE IS A UNIFYING THEME OR MAIN IDEA.

○ Poor	Difficult for the reader to discern the main idea. Too brief or too repetitive to establish or maintain a focus.	0 POINTS
◉ Fair	Presents a unifying theme or main idea, but m... ...lude minor tangents. Stays s... ...he topic.	3 POINTS
○ Good	Includes sufficient information and supporting details. (Details may not be fully developed; ideas may be listed.) Explores some facets of the topic.	5 POINTS
○ Excellent	Includes in-depth information and exceptional supporting details that are fully developed. Explores all facets of the topic.	8 POINTS

(OPTIONAL) WHAT ASPECTS OF THIS RESPONSE STOOD OUT TO YOU? WHAT DID IT DO WELL? HOW COULD IT IMPROVE?

> The main idea was pretty clear, but the response didn't have any supporting details and only covered one very specific situation instead of talking about censorship in lots of situations.

Submit your assessment & move to response #3 ▶

3	Assess Your Response	NOT AVAILABLE

You assess other learners' responses by selecting options in the rubric, in the same way you assessed the sample responses in the *learn to assess responses* step. Additionally, this step has a field below the rubric where you can provide comments about the learner's responses.

Note: Some assessments have an additional **Comments** field for one or more of the assessment's individual criteria. You can enter up to 300 characters in these fields. In the following image, both criteria have a **Comments** field. There is also a field for overall comments on the response.

After you have selected options in the rubric and provided additional comments about the responses, select **Submit your assessment and move to response #<number>**.

When you submit your assessment of the first learner's responses, another set of responses opens for you. Assess these

---

responses in the same way that you assessed the first learner's responses, and then submit your assessment. You will repeat these steps until you have assessed the required number of responses. The number in the upper right corner of the step is updated as you assess each set of responses.

Assess Additional Peer Responses

You can assess more peer responses if you want to. After you assess the required number of responses, the step "collapses" so that only the **Assess Peers** heading is visible.

To assess more responses, select the **Assess Peers** heading to expand the step, and then select **Continue Assessing Peers**.

13.2.4 Assess Your Response

When you have completed the required number of peer assessments, your self assessment opens. You see your responses along with the same rubric that you used in the peer assessment step. Assess your responses, then select **Submit Your Assessment**.

13.2.5 Receive Your Score and Provide Feedback

After you submit your self assessment, if other learners are still assessing your responses, you see the following message under the **Assess Your Response** step.

```
Your Grade: Waiting for Peer Assessment

Your response is still undergoing peer assessment. After your peers have
assessed your response, you'll see their feedback and receive your final
grade.
```

If you see this message, keep checking back periodically until the peer assessments of your work are complete.

When peer assessment is complete, you can see the scores you received from all of the peers who scored your work, as well as your self assessment. You can also see any additional comments that your peers have provided.

Your Grade: 8 out of 8

YOUR RESPONSE

I think that censorship shouldn't be allowed per se, but that libraries should use judgment when they acquire books. Librarians can also work with kids to make sure the kids know what they're checking out. When I was 13 I was going to check out a book and the librarian told me it had mature content. I told him that was OK and he didn't have a problem with me checking out the book. But I'm glad he was paying enough attention to let me know. I think other kids might not have checked out the book.

PEER ASSESSMENTS OF YOUR RESPONSE

▼ IDEAS   5 / 5 POINTS

PEER 1	PEER 2	PEER 3
Good ⓘ	Fair ⓘ	Good ⓘ
5 POINTS	3 POINTS	5 POINTS

YOUR SELF ASSESSMENT
Fair ⓘ

▼ CONTENT   3 / 3 POINTS

PEER 1	PEER 2	PEER 3
Good ⓘ	Excellent ⓘ	Good ⓘ
3 POINTS	3 POINTS	3 POINTS

YOUR SELF ASSESSMENT
Good ⓘ

▼ ADDITIONAL FEEDBACK ON YOUR RESPONSE

PEER 1

PEER 2

PEER 3

▼ PROVIDE FEEDBACK ON PEER ASSESSMENTS

Course staff will be able to see any feedback that you provide here when they review course records.

Select the statements below that best reflect your experience with peer assessments.

☐ These assessments were useful.

☐ These assessments were not useful.

☐ I disagree with one or more of the peer assessments of my response.

If you want to, you can provide feedback on the scores that you received under **Provide Feedback on Peer Assessments**.

13.2.6 Assess Additional Peer Responses (optional)

If you have assessed the required number of peer responses and completed your self assessment, you can assess additional peer responses. To do this, select the **Assess Peers** heading. If any responses remain to be assessed, a new response opens.

13.3 Peer Assessment Scoring

Peer assessments are scored by criteria. An individual criterion's score is the median, not the average, of the scores that each peer assessor gave that criterion. For example, if the Ideas criterion in a peer assessment receives 10 from one learner, 9 from a second learner, and 5 from a third learner, the score for that criterion is 9 (the median), not 8 (the average).

Your final score for a peer assessment is the sum of the median scores for each individual criterion.

For example, a response might receive the following scores from peer assessors.

Criterion Name	Peer 1	Peer 2	Peer 3	Median
Ideas (out of 10)	10	7	8	**8**
Content (out of 10)	7	9	8	**8**
Grammar (out of 5)	4	4	5	**4**

To calculate the final score, the system adds the median score for each criterion.

> Ideas median (8 out of 10) + Content median (8 out of 10) + Grammar median (4 out of 5) = final score (20 out of 25)

Note, again, that your final score is not the median of the scores that each individual peer assessor gave the response.

13.3.1 View Top Responses (optional)

If the course team included a **Top Responses** section, you can review the highest-scoring responses submitted for each question. This section appears only after you have completed all the steps of the assignment.

Top Responses

Top-Scoring Responses for This Assignment

1	8 POINTS

Sed id leo nec lorem sollicitudin consectetur id sed diam. Aenean facilisis, nulla et adipiscing consequat, felis ante feugiat velit, in sodales metus mi sed odio. Integer sit amet sagittis felis, in commodo mauris. Pellentesque eget sem ut eros accumsan gravida. Curabitur vestibulum nibh nibh, eget pretium neque adipiscing vitae. Praesent sed tellus ut est feugiat venenatis.

2	8 POINTS

Sed id leo nec lorem sollicitudin consectetur id sed diam. Aenean facilisis, nulla et adipiscing consequat, felis ante feugiat velit, in sodales metus mi sed odio. Integer sit amet sagittis felis, in commodo mauris. Pellentesque eget sem ut eros accumsan gravida. Curabitur vestibulum nibh nibh, eget pretium neque adipiscing vitae. Praesent sed tellus ut est feugiat venenatis. Aenean at dolor non nisl faucibus mollis. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.

3	3 POINTS

consequat, felis ante feugiat velit, in sodales metus mi sed odio. Integer sit amet sagittis felis, in commodo mauris. Pellentesque eget sem ut eros accumsan gravida. Curabitur vestibulum nibh nibh, eget pretium neque adipiscing vitae. Praesent sed tellus ut est feugiat venenatis.

commodo mauris. Pellentesque eget sem ut eros accumsan gravida. Curabitur vestibulum nibh nibh, eget pretium neque adipiscing vitae. Praesent sed tellus ut est feugiat venenatis. Aenean at dolor non nisl faucibus mollis. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.

13.4 Canceled Responses

If a member of the course team deems a response that you have submitted to be inappropriate, she can cancel that response and remove it from peer grading. In the open response assessment you see an indicator that your submission was canceled, with the date and time of the cancellation, and a comment by the course team member about the reason.

The course team member might allow you to submit a replacement response for the canceled one, or she might not. If she does not allow you to submit a replacement response, your grade is zero for the assignment.

13.5 Try an Example Open Response Assessment Problem

If you want to try an example open response assessment problem, check out the edX demonstration course, edX Demo course. In addition to giving you a tour of a typical edX course, the edX Demo course contains information about open response assessments and an example peer assessment.

Course Discussions

14.1 Introduction to Course Discussions

Course discussions give you the opportunity to start conversations with other students, ask questions that other students or the course team can answer, and participate in the course community. If you have not previously participated in an online discussion forum, see the introductory *Anatomy of edX Course Discussions* section.

This chapter also describes features of edX discussions that can make your participation more effective:

- *Explore Posts*
- *Add, Edit, or Delete a Post, Response, or Comment*
- *Keep Up with New Activity*
- *Provide Feedback on Contributions*

14.2 Anatomy of edX Course Discussions

This topic describes how course discussions are organized in an edX course.

> - *Basic Elements: Posts, Responses, and Comments*
> - *The Discussion Page*

14.2.1 Basic Elements: Posts, Responses, and Comments

Discussions are made up of *posts*, *responses*, and *comments*. Together, posts, responses, and comments are known as *contributions*, and a post together with its responses and comments is an *exchange*.

- Posts initiate a conversation by asking a question or making a statement for learners to consider.
- Responses reply directly to the post.
- Comments, in turn, reply to specific responses.

The following conversation shows each of these contributions:

```
Post: "Please introduce yourself."
  - Response: "My name is Lee and I teach secondary school maths in Canberra,
    Australia."
```

```
      - Response: "Hello everyone, I am Sumei from Hong Kong, China."
        - Comment: "Hi Sumei, I am taking this course in Hong Kong too. Maybe we
          should make a study group!"
        - Comment: "I'd like to join the Hong Kong study group too, I think it
          will help me keep up with the homework."
      - Response: "Hi from Johannesburg! I am taking the course to prepare for my
        matric exams."
```

You can see posts, comments, and responses, as well as other information about the course discussions and individual posts, on the **Discussion** page.

14.2.2 The Discussion Page

When you go to the **Discussion** page in your course, you see a page that looks like the following image. You can select the image to enlarge it.
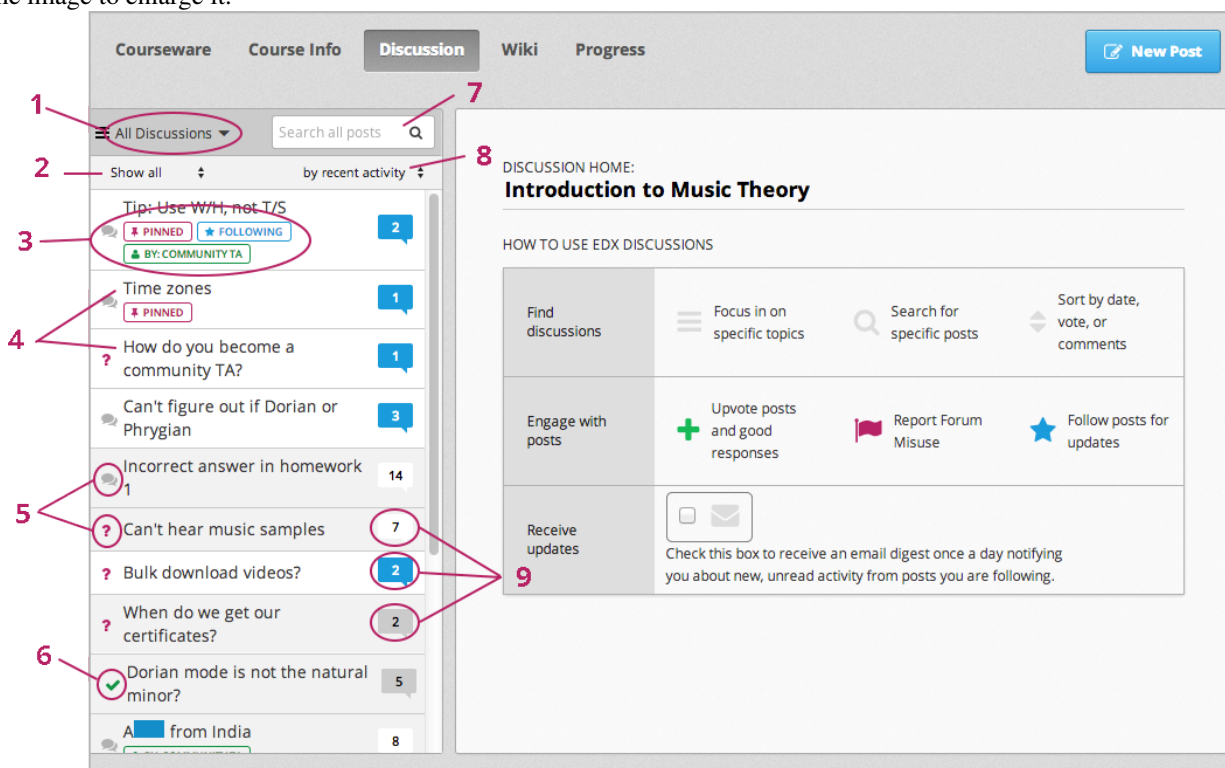
List of Posts

The list of posts in the left pane lists titles and information for all the individual posts in the course. The list of posts also has filters that you can use to sort discussions by topic, status, and activity.

The list of posts includes the following elements.

- The drop-down Discussion list. When you select this list, you can see all of the topics in the course discussions, or you can view only the posts that you are following. For more information about discussion topics, see *View Discussions about a Specific Topic*. For more information about following posts, see *Follow Posts*.

- The status filter. You can filter discussions that you have not read yet, or that contain unanswered questions. For more information, see *Answer Questions and Mark Questions as Answered*.

- Specific identifiers. If a moderator has pinned a post, if you chose to follow a post, or if the person who created the post is a community TA, moderator, or administrator, you see a colored identifier with this information.

- The title of the post. The title lets you know what the post is about.

- The post type. A post can be a question or a discussion. For more information, see *Determine the Post Type: Discussion or Question*.

- A "correct answer" status indicator. The green check mark indicates that one of the responses to the post correctly answers the question that the post asks.

- The post search box. You can search all posts, responses, and comments for individual words or phrases. For more information, see *Search the Discussions*.

- The activity sorting control. You can sort discussions by recent activity, most activity, or most votes. For more information, see *Keep Up with New Activity*.

- Status indicators. These indicators show whether you have read a post and the responses and comments for that post. For more information, see *Keep Up with New Activity*.

Right Pane

When you select the **Discussion** tab, the right pane opens to a home page that lists ways that you can interact with posts. Each of these interactions is covered later in this topic. For more information, see the following sections.

- *Explore Posts*
- *Follow Posts*
- *Provide Feedback on Contributions*

On the home page, you can also specify that you want to receive an email message each day that summarizes discussion activity for the posts you are following. To receive this daily digest, select the **Receive updates** check box.
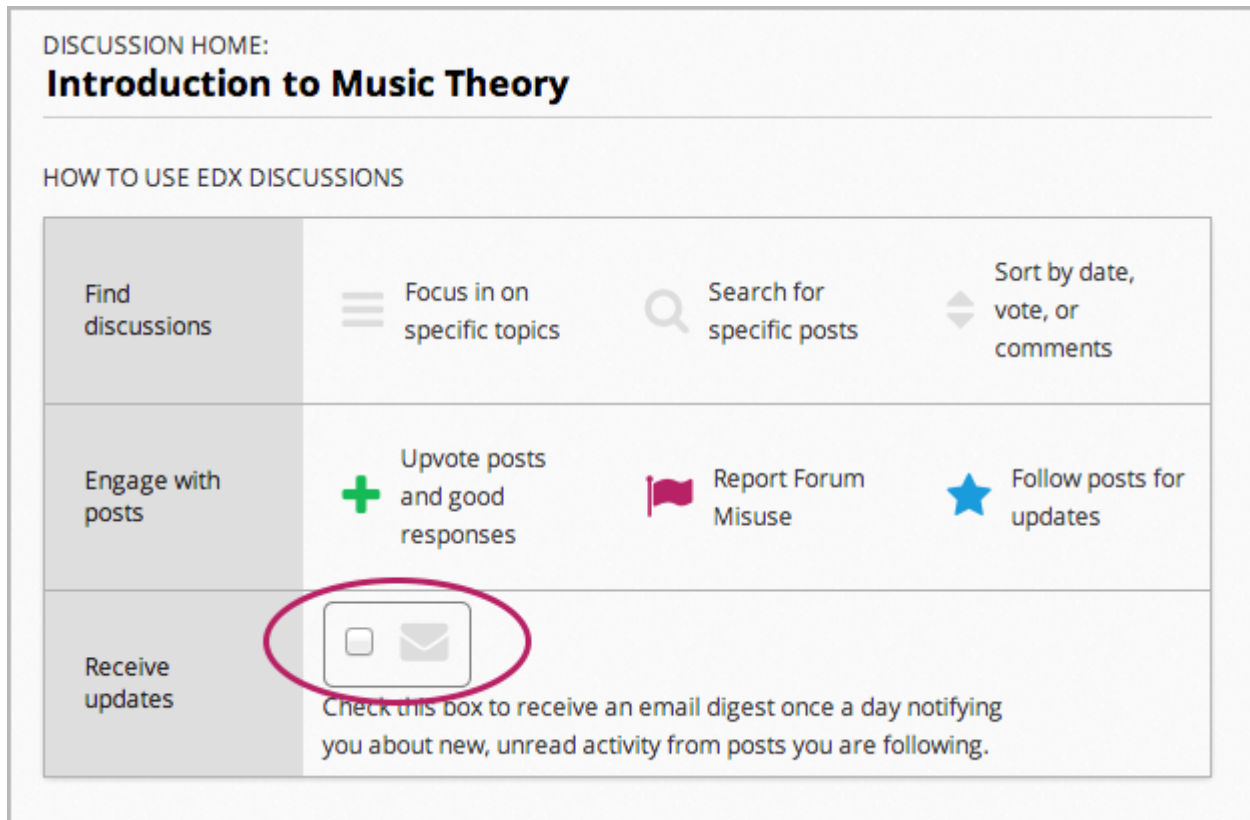
After you select the title of a post, the right pane shows the original post, responses to the post, and comments on responses. The page is formatted to help distinguish between posts, responses, and comments:

- The post and its title appear at the top of the page.

- Responses appear indented and with a white background below the original post.

- Comments on a response appear with a gray background below the response. The font size for comments is smaller than the font size for responses.

These elements appear in the image below. You can select the image to enlarge it.

Additionally, in the upper-right corner of every post, response, and comment, you can see several option icons. The icons that you see depend on the type of contribution. (For more information, see *Provide Feedback on Contributions*.)

The icons that you see might include the following options.

- A plus sign (+), together with the number of votes the post has received. Select this icon to vote for the post or response. For more information, see *Vote for Posts or Responses*.

- A star (posts only). Select this icon if you want to follow the post. For more information, see *Follow Posts*.

- A check mark (responses only). For questions, the student who posted the question, or discussion team member, can use this icon to indicate that the response is correct. For more information, see *Answer Questions and Mark Questions as Answered*.

- An ellipsis, or "more", icon (...). When you select this icon, you may see several additional options:

  - **Edit**. This option is only visible if you are the author of the post, response, or comment. You can change the text of your contribution, or, for posts, you can change the type of post. For more information, see *Edit or Delete a Post, Response, or Comment*.

  - **Delete**. This option is only visible if you are the author of the post, response, or comment. For more information, see *Edit or Delete a Post, Response, or Comment*.

  - **Report**. You can use this option to report an inappropriate post, response, or comment. For more information, see *Report Discussion Misuse*.

14.3 Explore Posts

This topic describes how to explore discussion posts in your edX course.

- *Overview*
- *Search the Discussions*
- *View Discussions about a Specific Topic*
- *View Only Unread or Unanswered Posts*
- *View Pinned Posts*
- *View Contributions from a Specific Participant*

14.3.1 Overview

Finding out whether someone else has already asked the same question or initiated a conversation about the subject that interests you, and then reading and contributing to that exchange instead of starting a new one, helps make the time that everyone spends with the course discussions more productive. You can search for something specific, or you can browse through the posts in a single discussion topic.

14.3.2 Search the Discussions

To search for text, select **All Discussions** and enter a phrase, a word, or part of a word in the **Search all posts** field above the list of posts. When you press Enter, the search tries to find:

- A match or close match to your text in any post, response, or comment. The display updates to show a list of the posts that have a match at any level of interaction.

- A similar value in any post, response, or comment (if no exact matches are found). A "No results found for {text}. Showing results for {similar}" message appears above the posts that have similar text at any interaction level.

- Any usernames that are an exact match to your text. A "Show posts by {username}" option appears above any posts that have an exact text match at any interaction level. Select the username in the message to read that user's posts, responses, and comments. For more information about viewing contributions from a specific user, see *View Contributions from a Specific Participant*.

14.3.3 View Discussions about a Specific Topic

Every post in the course discussions has an associated topic. When a participant creates a post, the participant selects a topic from a list of topics that the course team has provided. You can look through topics in the discussions to find one that you're interested in.

Discussion topics for edX courses can be *course-wide* or *content-specific*.

- Course-wide discussion topics cover matters that affect the entire course, and can include topics such as "Frequently Asked Questions" and "Troubleshooting".

- Content-specific discussion topics cover specific video lectures, reading assignments, homework problems, or other course content.

View Topics on the Discussion Page

On the **Discussion** page, you can view both course-wide and content-specific discussions. Select **All Discussions** in the upper left corner of the left pane to see all discussion topics in the course. To see all the discussions in an individual topic, select the topic name.

Note that course-wide topics do not have other topics indented below them, while content-specific topics are indented under a category name. For content- specific topics, you can select either the category name to see all the posts in that category, or you can select an individual topic name.
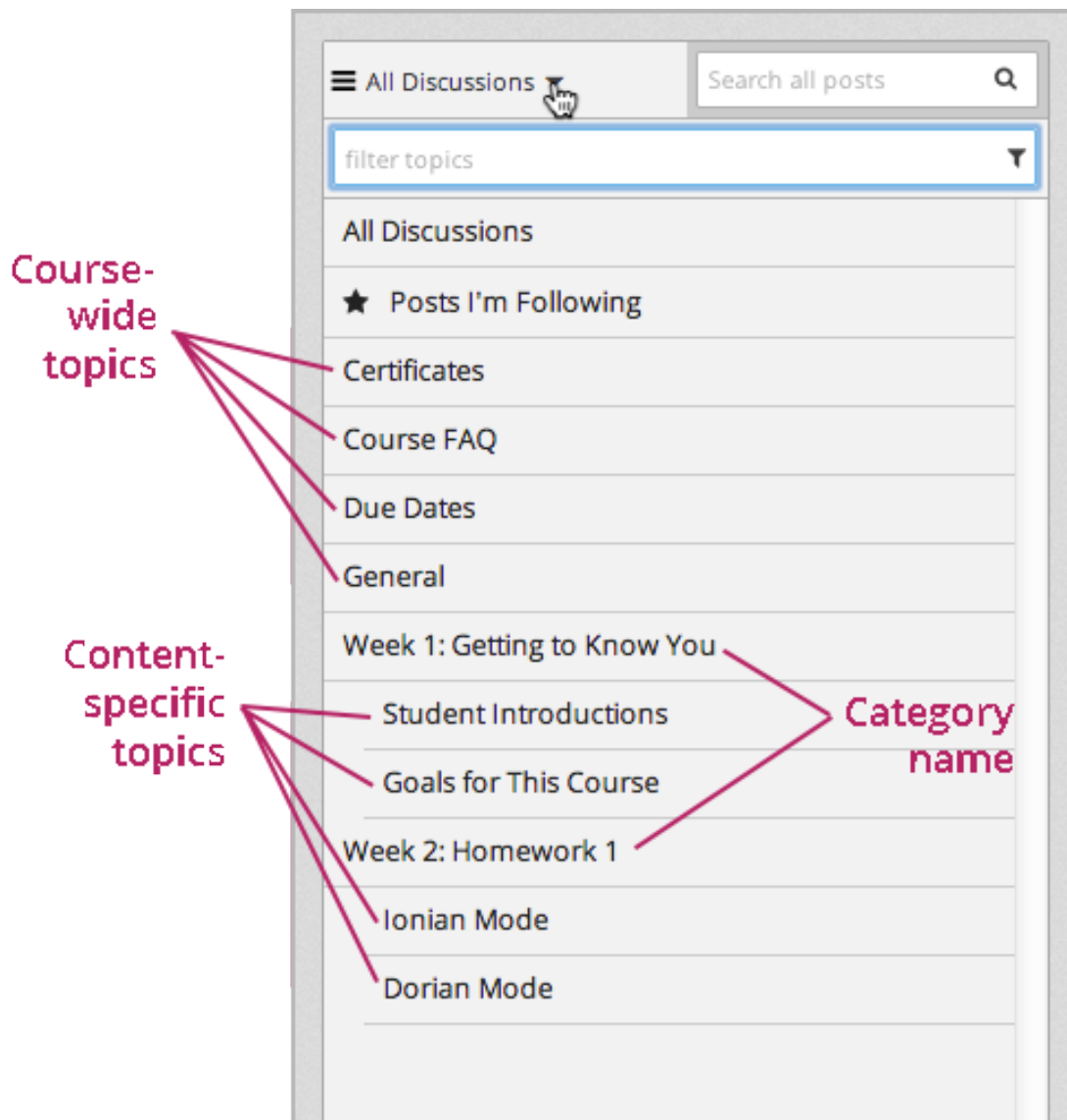
### View Topics in a Course Unit

Content-specific topics are located in specific units in the course. They typically appear below the content they apply to.

You can access a content-specific topic by viewing the unit that contains the topic. To see the discussion, select **Show Discussion**.
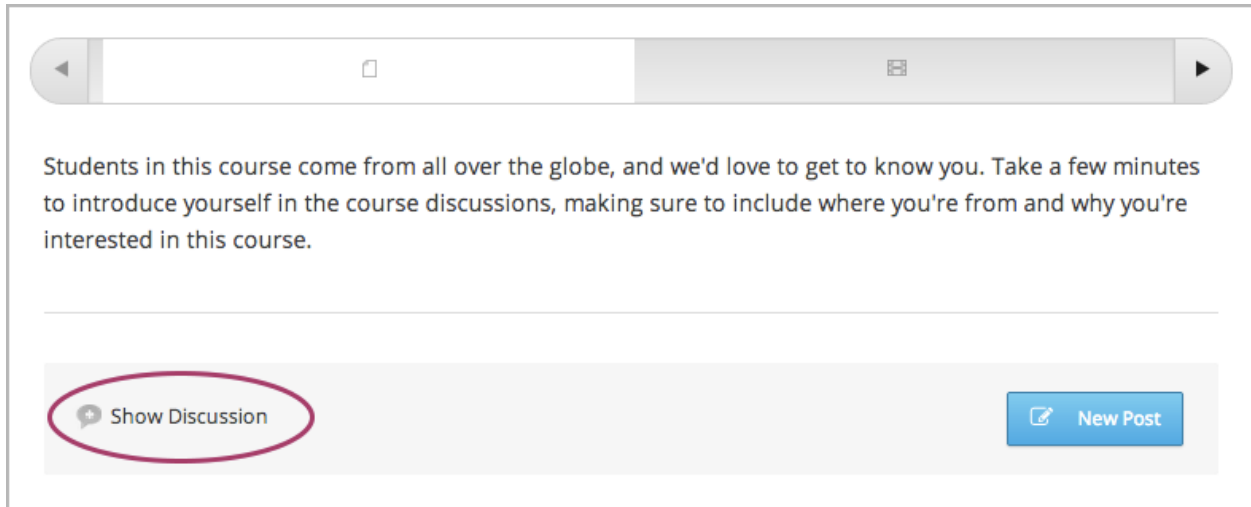
You can also use the **Discussion** page to access a discussion in the unit where that topic is located.

1. In the list of topics, select the topic that you want.

2. Select the name of a post to open the post in the right pane.

3. In the right pane, select the name of the discussion topic below the text of the post to go to the discussion inside the unit.
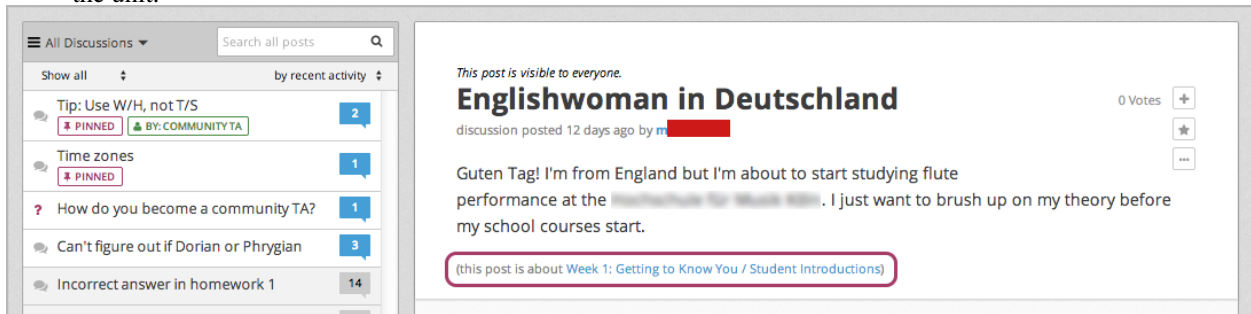
14.3.4 View Only Unread or Unanswered Posts

To limit the posts shown on the **Discussion** page, you can select one of the filter options. Above the list of posts, the **Show all** filter is selected by default.

- To list only the discussions and questions that you have not yet viewed, select **Unread**.

- To list only question posts that do not yet have any responses marked as answers, select **Unanswered**.
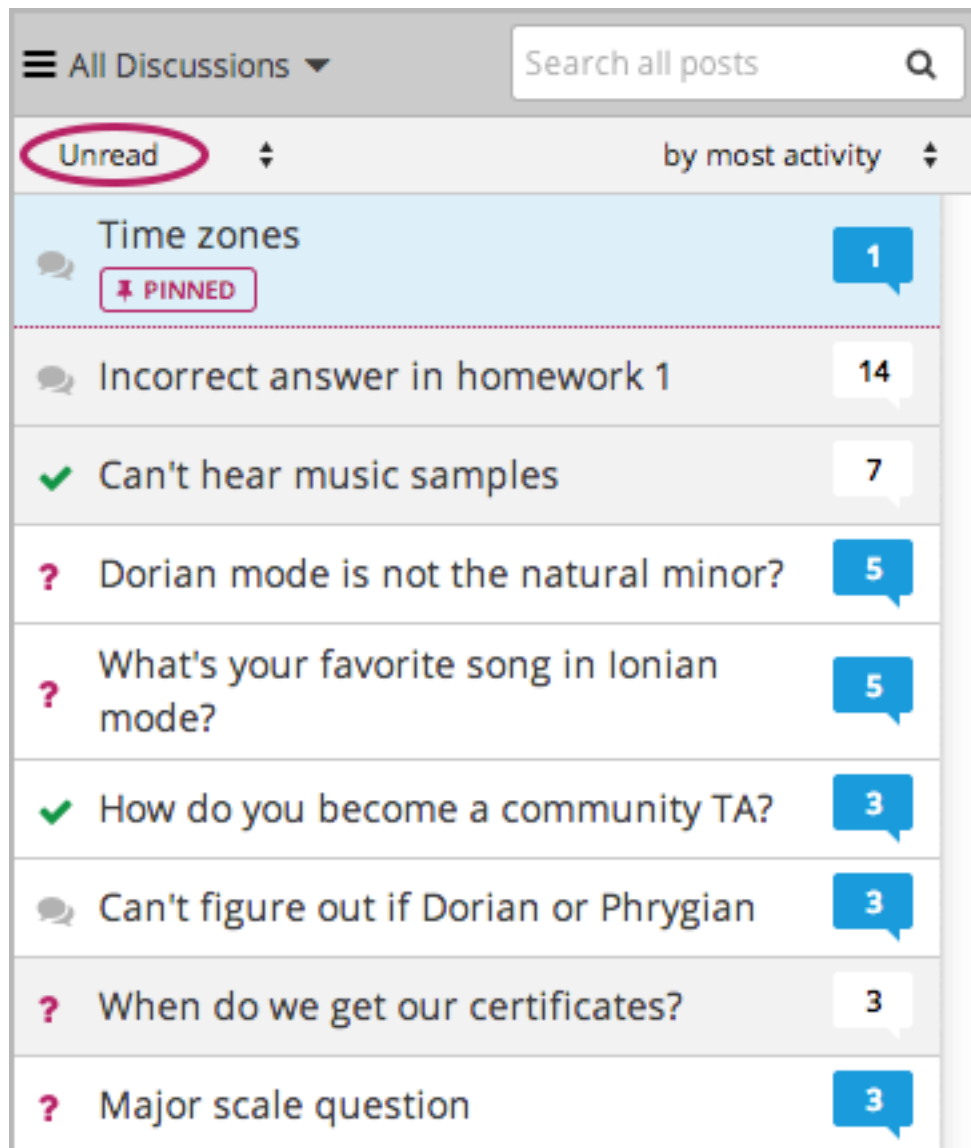
14.3.5 View Pinned Posts

Pinned posts appear at the top of the list of posts when you view all discussions. Pinned posts can contain important information about the course or any part of the course, such as a particular video or problem. The pinned post may originate from anyone in the course, including students and the discussion moderation team, but only members of the moderation team can pin posts.
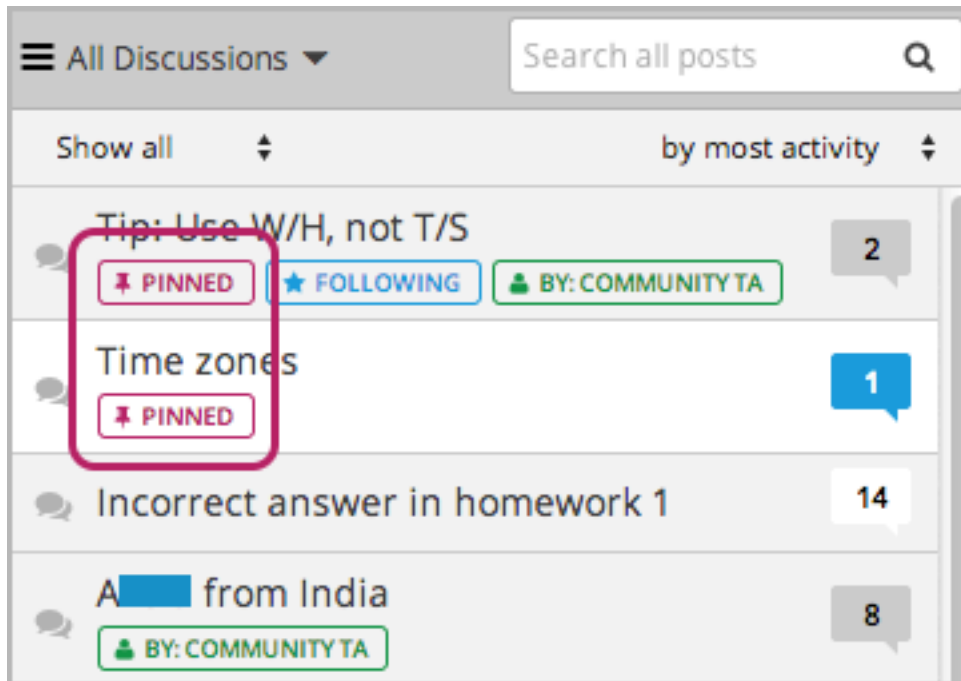
14.3.6 View Contributions from a Specific Participant

You can review all the posts, responses, and comments that a specific participant has made. You can select other learners, or members of the course team. To do this, select the username that appears at the top of any of the participant's contributions. A page opens that shows the following information about the participant.

- The participant's username.

- The participant's role (for example, student or community TA).

- The number of posts the participant has created (listed in the upper-left corner as the number of discussions started).

- The total number of responses and comments the participant has added to other posts (listed in the upper-left corner as the number of comments).

- A list of all the posts that contain a contribution from the participant, whether the participant created the original post or contributed a response or comment to a different post. The list of posts includes the title of the post and the username of the participant who created the post. To see the comments or responses on any post, select **View Discussion** below the post to open the discussion on the **Discussion** page.

14.4 Add, Edit, or Delete a Post, Response, or Comment

This topic describes how to add, edit, and delete contributions to discussions from inside the course or from the **Discussion** page.

- *Add a Post*
- *Determine the Post Type: Discussion or Question*
- *Determine the Post Topic*
- *Add a Post on the Discussion Page*
- *Add a Post in a Course Unit*
- *Add a Response or Comment on the Discussion Page*
- *Add a Response or Comment in a Course Unit*
- *Edit or Delete a Post, Response, or Comment*

14.4.1 Add a Post

When you add a post to a discussion in your course, you decide what type of post to make and the topic of the post. You then add the post either directly inside the course unit or on the **Discussion** page.

14.4.2 Determine the Post Type: Discussion or Question

To make sure that other students and the course team can find and respond to your post, decide what type of post you want to make: either question or discussion.

- A question post raises an issue so that the discussion moderation team or community can provide answers.
- A discussion post starts a conversation by sharing thoughts and reflections, and inviting community participation.

If you have any difficulty deciding which type of post you want to add, think about whether you want to get concrete information (a question) or start an open-ended conversation (a discussion). If you are asking a question about the course and need an answer from the course team, be sure to create your post as a question, so that the course team sees that a response is required and responds appropriately.

After you make your post, on the **Discussion** page for your course, a question mark image identifies posts that ask questions and a conversation bubble image identifies posts that start discussions.

Note: You can change the post type from discussion to question or vice versa at any time after you add your post. For more information, see *Edit or Delete a Post, Response, or Comment*.

14.4.3 Determine the Post Topic

Every post in the course discussions has an associated topic. The course team creates the list of discussion topics for each course, and you'll choose a topic from the list when you create your post. Before you add a post, you should look through the list of topics in the course discussions so that you can decide which topic is the most appropriate for your post. For more information, see *Explore Posts*.

After you've decided on a post type and topic, you can add your post on the **Discussion** page or in the body of the course.

14.4.4 Add a Post on the Discussion Page

You can add a post for course-wide or content-specific discussion topics on the **Discussion** page.

1. Select the **Discussion** page.
2. In the upper-right corner, select **New Post**.
3. Select **Question** or **Discussion** to select the type of post that you want to create.
4. Select the most appropriate discussion topic for your post.

5. In the **Title** box, enter a short, descriptive title. The title is the part of your post that others see when they are browsing on the **Discussion** page or scrolling through one of the content-specific topics.

6. Enter the complete text of your post. To format the text or add links or images, select the buttons above the text field.

In a few courses, you can add posts, responses, and comments anonymously. If this is the case, you'll see a **Post Anonymously** check box under the field where you enter your text. When you post anonymously, the discussion moderation team can see your username, but other students cannot.

14.4.5 Add a Post in a Course Unit

If you come to a discussion as you work through the units in your course, or if you know where in the course a particular discussion originates, you can add a post for that discussion right from the unit in your course. This only applies to content-specific discussions.

1. Select **Courseware**.

2. Open the unit in the course that includes the discussion topic that you want to add to.

3. Select **Show Discussion** to read what others have already contributed to the conversation.

   You can scroll through the posts that have already been added: the title and the first sentence or two of each post appear. To read an entire post, view the responses to it, and see any comments, select **Expand discussion**.

4. Select **New Post** to add a post.

5. Select **Question** or **Discussion** to select the type of post you want to create.

6. In the **Title** field, enter a short, descriptive identifier for your post. The title is the part of your post that others see when they are browsing on the **Discussion** page or scrolling through one of the content-specific topics.

7. Enter the complete text of your post. Select the buttons above the text field to see options for formatting the text and for adding links or images.

In a few courses, you can add posts, responses, and comments anonymously. If this is the case, you'll see a **Post Anonymously** check box under the field where you enter your text. When you post anonymously, the discussion moderation team can see your username, but other students cannot.

Add a Response or Comment

To participate in an ongoing discussion, you reply to the initial post by adding a response, or expand on a particular response by adding a comment.

The same options for formatting the text and for adding links or images are available for responses and comments as for posts.

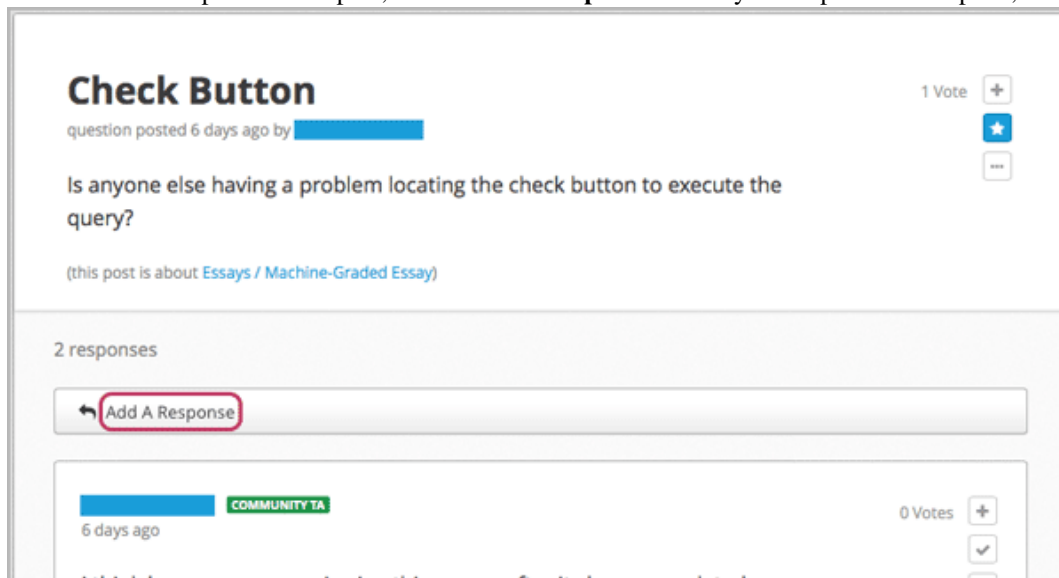## 14.4.6 Add a Response or Comment on the Discussion Page

You can add a response or comment to course-wide or content-specific discussion topics on the **Discussion** page.

1. On the **Discussion** page, find the post that you want to contribute to. To help you decide where to add your thoughts, review the current responses and their comments.

   For more information about finding posts by searching, sorting, or using filters, see *Explore Posts*.

2. Add a response or comment.

   • To add a response to the post, select **Add A Response**. When your response is complete, select **Submit**.

   • To add a comment to a response, select inside the **Add a comment** field below the response. When your comment is complete, select **Submit**.

14.4.7 Add a Response or Comment in a Course Unit

You can add a response or comment to a content-specific discussion topic inside the course.

1. In the unit that contains the discussion topic where you want to make your contribution, select **Show Discussion**.

2. Scroll to the post that you want to contribute to. To help you decide where to add your thoughts, review the current responses and their comments.

3. Under the text of the post, select **Expand discussion**.
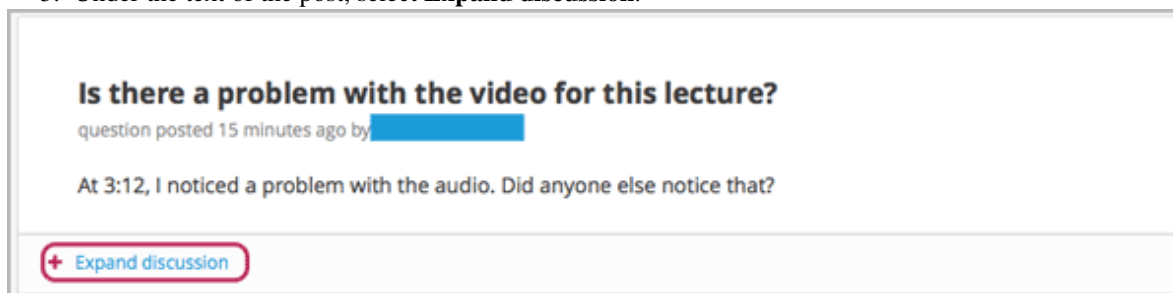
4. Add a response or comment.

- To add a response to the post, select **Add A Response**. When your response is complete, select **Submit**.

- To add a comment to a response, select inside the **Add a comment** field below the response. When your comment is complete, select **Submit**.

14.4.8 Edit or Delete a Post, Response, or Comment

You can edit or delete your own posts, responses, or comments at any time. You cannot edit or delete contributions from other students.

1. Locate the contribution that you want to edit or delete, either in the body of the course or on the **Discussion** page.

2. In the upper-right corner of the contribution, select the "More" icon (...). A menu opens.
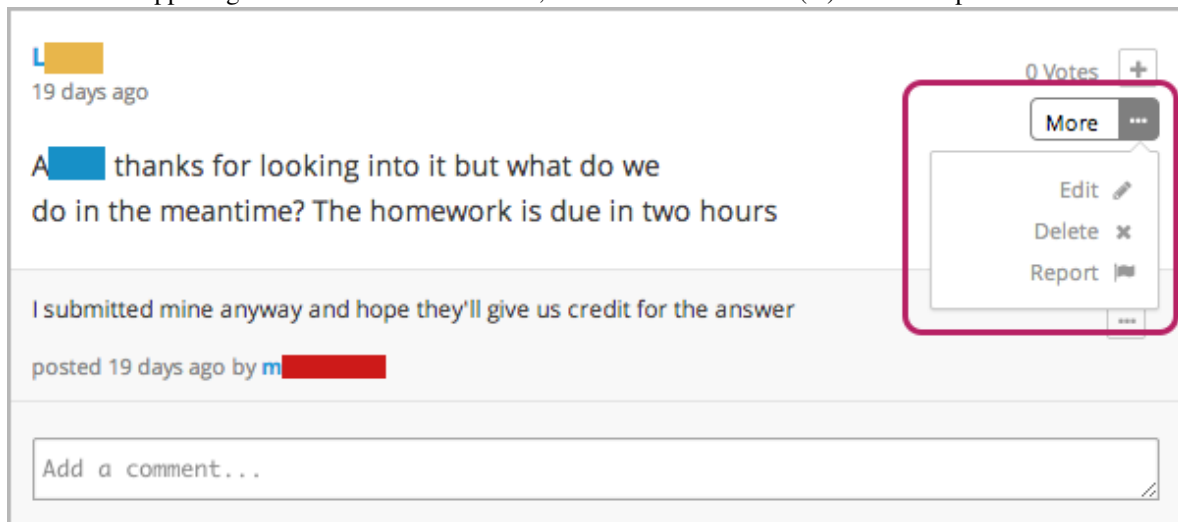
3. Edit or delete the contribution.

- To edit the contribution, select **Edit**, make the changes that you want in the text editor that opens, and then select **Update Response**. For posts, you can change the post topic and the post type as well as the text of the post.

- To delete the contribution, select **Delete**, and then select **OK** in the pop-up confirmation box.

14.5 Keep Up with New Activity

This topic describes how to keep up with discussion activity in your edX course.

- *Read New or Updated Posts*
- *Receive Daily Digests*

14.5.1 Read New or Updated Posts

The list of posts on the **Discussion** page provides visual cues to help you distinguish posts that are new, or that have responses or comments that you have not read yet, from exchanges that you have already read completely.

Sort by Activity

Color-coded callout images appear when you sort the list of posts **by recent activity** or **by most activity**. This is the default view when you open the **Discussion** page.

- A **gray callout image on a gray background** indicates that you have read the post and all of its responses and comments.

- A **white callout image on a gray background** indicates that you have read the original post, but the post has new responses or comments that you have not read yet.

- A **blue callout image on a white background** indicates that you have not yet read the post.
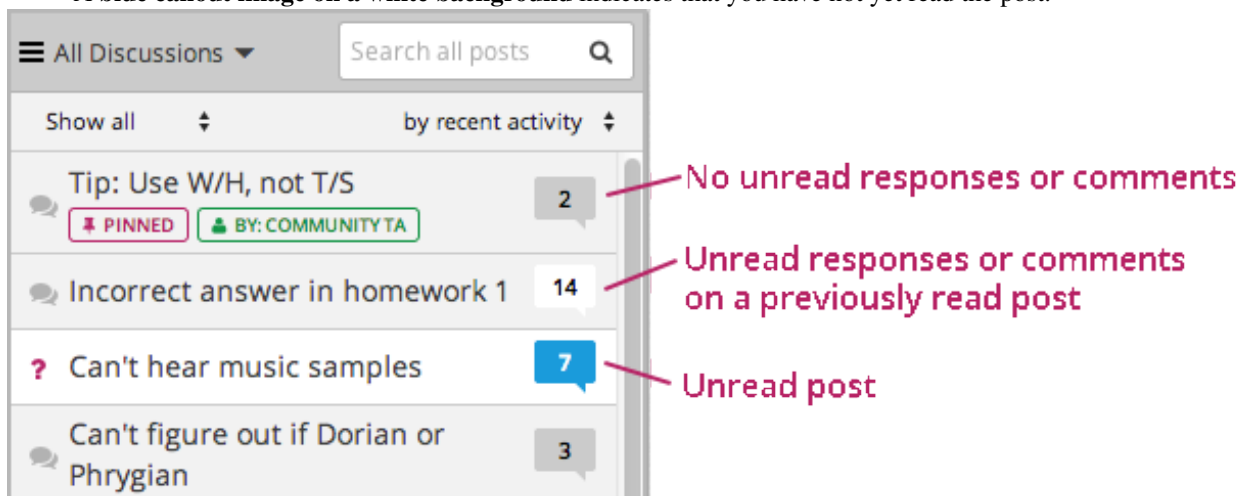
The number in each callout image indicates the total number of contributions in the exchange (the post and its responses and comments). To see the number of contributions that you haven't read yet, move your cursor over the callout image.
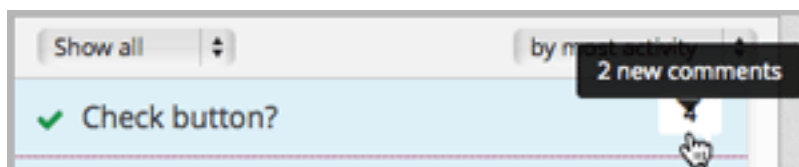
Sort by Votes

You can also sort the list of posts by number of votes. To do this, select the sorting list in the upper-right corner of the list of posts, and then select **by most votes**.

If you sort by most votes, the number of votes that the post has received appears in place of the callouts. For more information, see *Vote for Posts or Responses*.

All Discussions ▼	Search all posts	🔍

Show all ↕   by most votes ↕

	Tip: Use W/H, not T/S 📌 PINNED ★ FOLLOWING 👤 BY: COMMUNITY TA	+4
💬	Time zones 📌 PINNED	+2
💬	Incorrect answer in homework 1	+2
?	What's your favorite song in Ionian mode?	+2
?	When do we get our certificates?	+1
✔	Dorian mode is not the natural minor?	+1
?	Major scale question	+1
?	How do you become a community TA?	+0
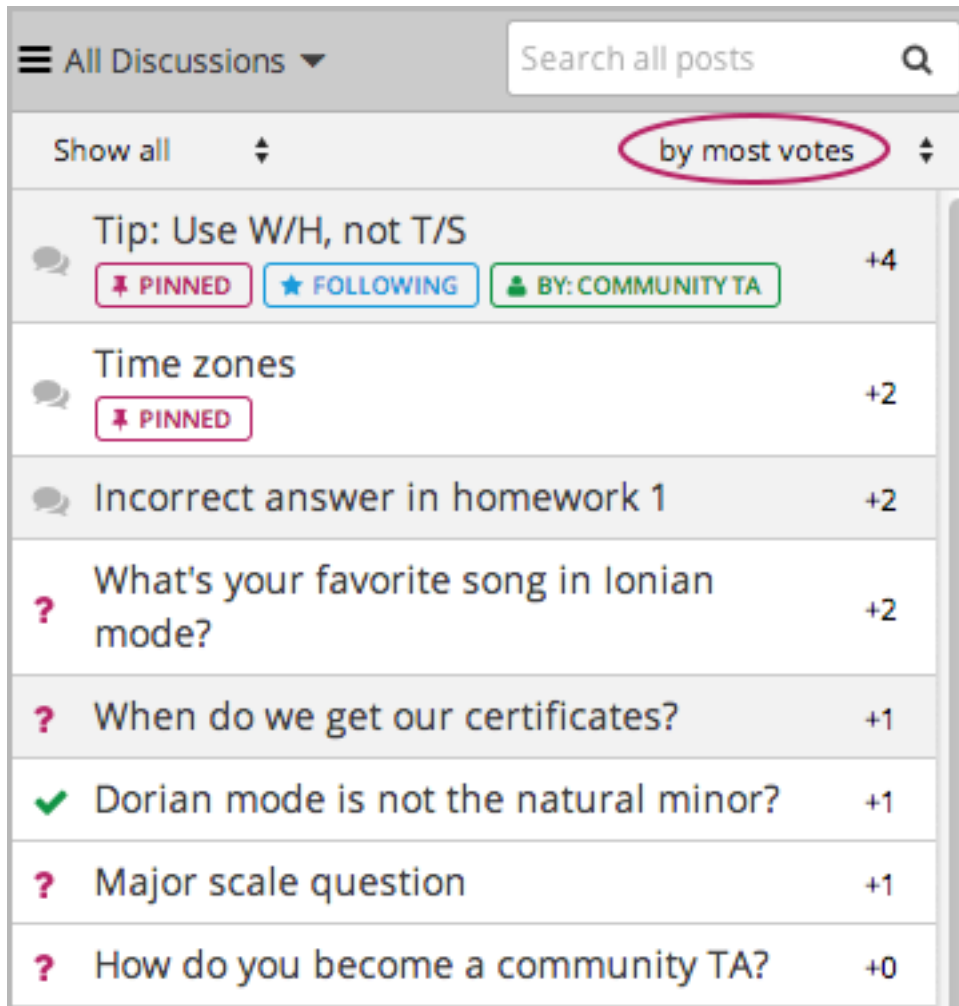
14.5.2 Receive Daily Digests

You have the option to receive an email message each day that summarizes discussion activity for the posts you are following. To receive this daily digest, select **Discussion** to go to the discussions home page, and then select the **Receive updates** check box in the right pane.

14.6 Provide Feedback on Contributions

This topic describes how to provide feedback on discussion contributions.

- *Overview*
- *Vote for Posts or Responses*
- *Follow Posts*
- *Answer Questions and Mark Questions as Answered*
- *Report Discussion Misuse*

14.6.1 Overview

As you read the contributions that other students and course team members make to discussion topics, you can provide feedback without writing a complete response or comment. You can:

- *Vote for posts and responses* to provide positive feedback.

- *Follow posts* so that you can check back in on interesting conversations and questions easily.

- *Answer questions, and mark your questions as answered*.

- *Report a contribution* that is inappropriate to the course team.

To select a feedback option, you use the icons at the top right of each post, response, or comment. When you move your cursor over these icons a label appears.
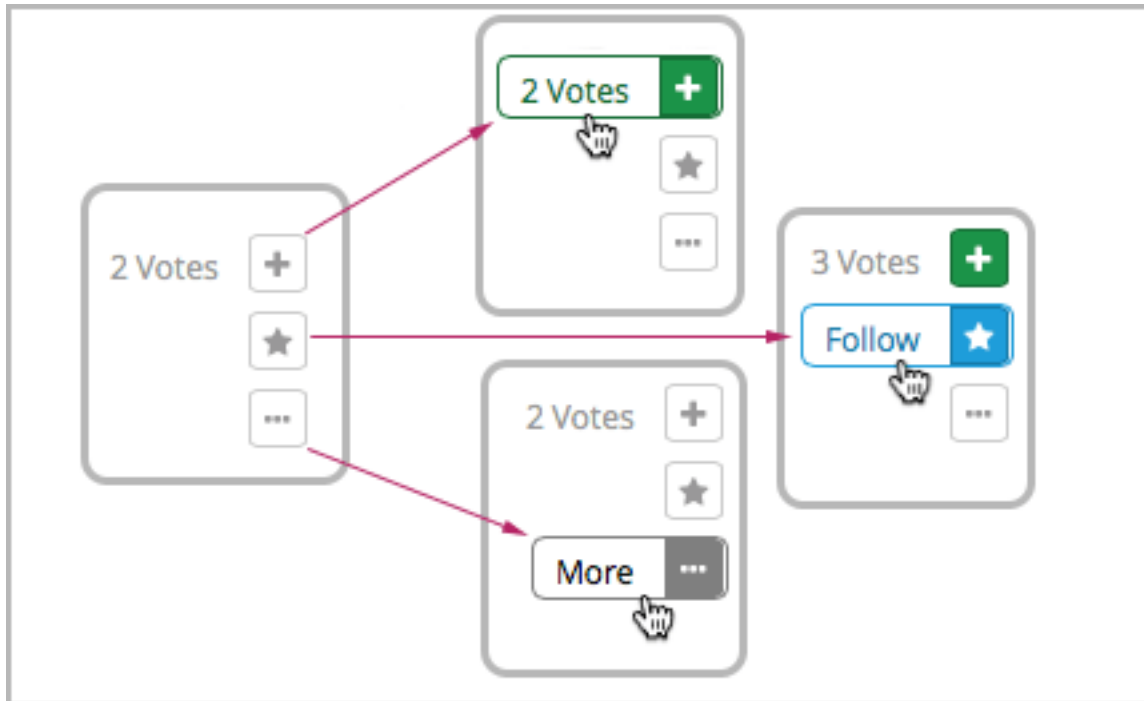
When you select the "More" icon, a menu of available options opens. Options vary depending on whether the contribution is a post, response, or comment, and on whether you are a student or a member of the discussion team.
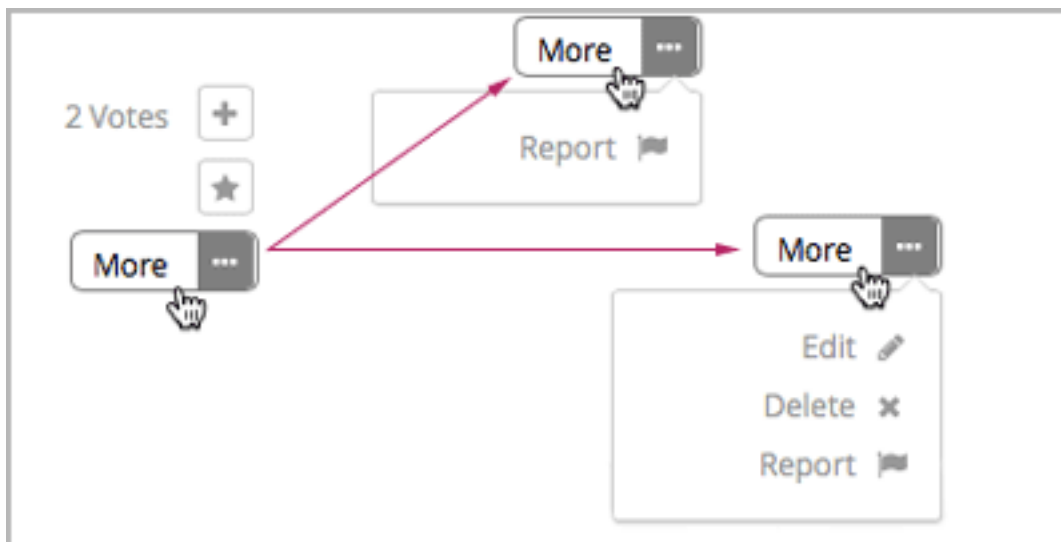
14.6.2 Vote for Posts or Responses

If you like a post or one of its responses, you can vote for it. Hover over the plus sign (+) icon for the post or response, and then select **Vote**.

You can sort the list of posts so that the posts with the most votes appear at the top: select the drop-down list of sorting options and select **by most votes**.

You can see the number of votes that each post has received in the list of posts. (Votes for responses are not included in the number.)

14.6.3 Follow Posts

If you find a post particularly interesting and want to return to it in the future, you can follow it. To follow a post, hover over the star icon for the post, and then select **Follow**.
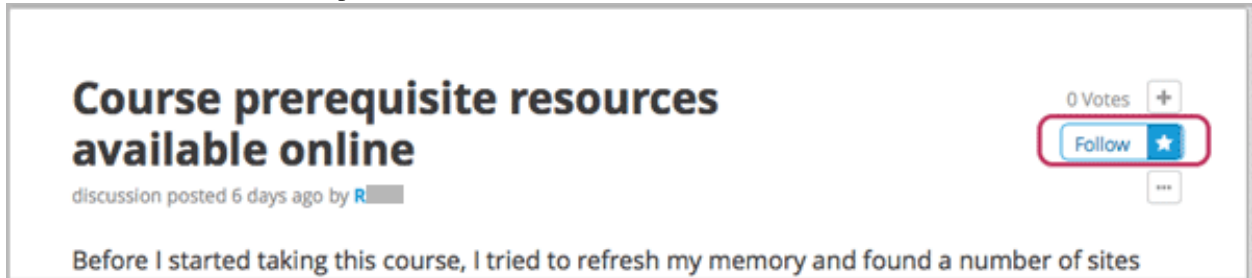
Each post that you follow appears with a "Following" indicator in the list of posts.

To list only the posts that you are following, regardless of the discussion topic they apply to, select the drop-down Discussion list and select **Posts I'm Following**.
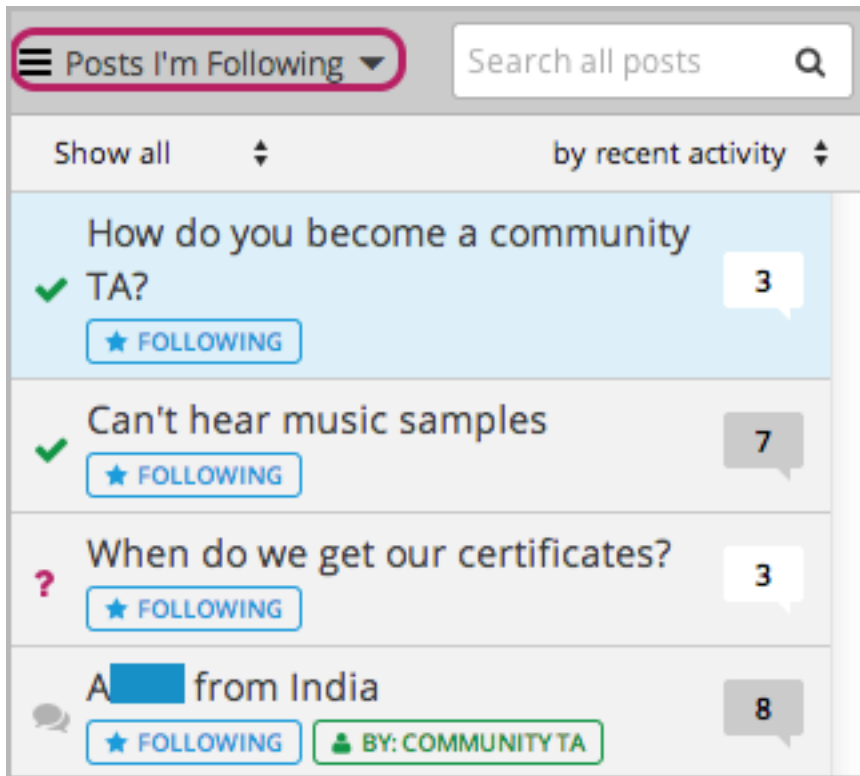
14.6.4 Answer Questions and Mark Questions as Answered

Anyone in a course can answer questions. Just add a response with your answer to the question post.

You can indicate that a response to your own question post is the correct answer. To do this, hover over the check mark icon for the response, and then select **Mark as Answer**.

This post is visible to everyone.

Dorian mode is not the natural minor?

0 Votes

question posted 19 days ago by L▮▮▮

I thought Dorian mode and the natural minor scale were the same but someone said that they're not. Which mode is the natural minor scale? What's the difference between the natural minor and Dorian mode?

(this post is about Week 2: Homework 1 / Dorian Mode)

m▮▮▮▮▮▮▮

a day ago

0 Votes

Mark as Answer ✔

Aeolian is the natural minor, with a diminished sixth. Dorian has a major sixth. Phrygian is also very similar to the Aeolian but it has a minor second.

Show Comments (1) ▾

After at least one response is marked as the answer, a check or tick mark image replaces the question mark image for the post in the list of posts.
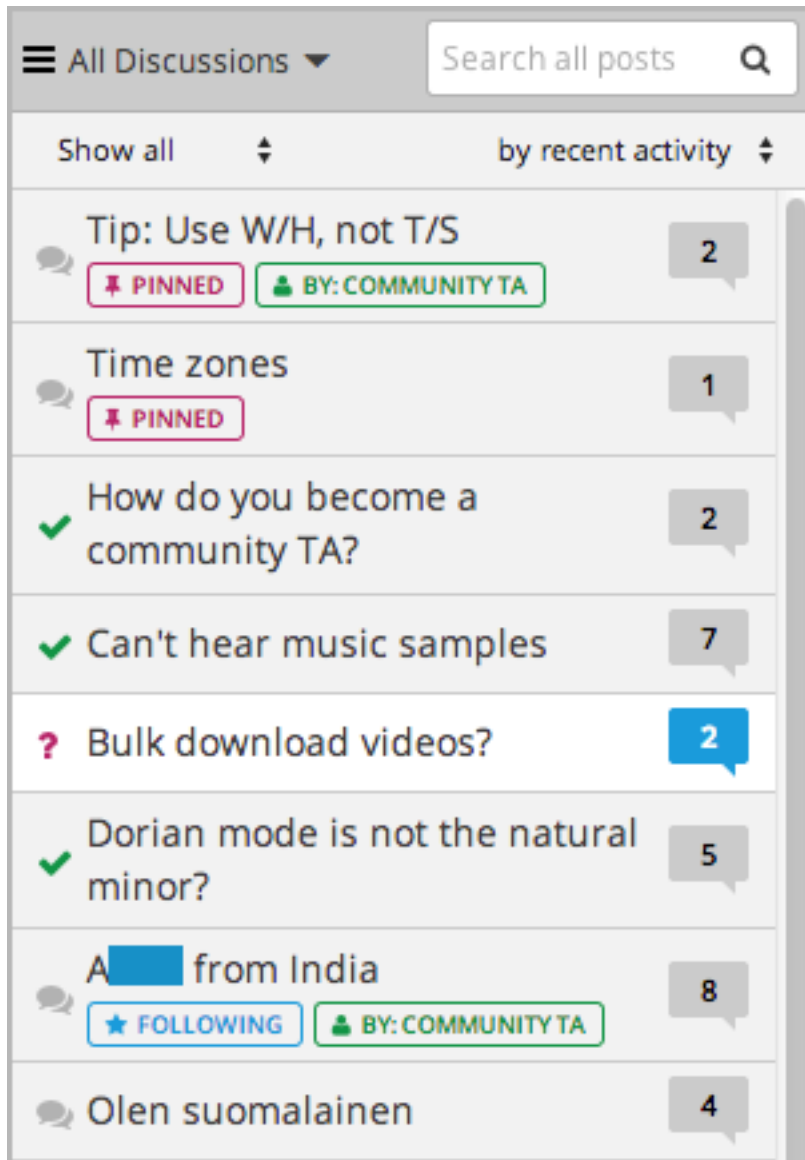
Note: The discussion moderation team can mark any response as correct. Students can only mark responses as correct for their own posts.

14.6.5 Report Discussion Misuse

You can flag any post, response, or comment for a discussion moderator to review: view the contribution, select the "More" icon, and then select **Report**.

The Course Wiki

Some courses include a wiki, which provides a public forum for both students and the course team to access, share, and collaboratively edit information about the course. If your course includes a wiki, you access it by selecting the **Wiki** tab at the top of any page. (If your course does not include a wiki, this tab is not present.)

The instructional team for your course might use the wiki for the following purposes, among others.

- Sharing answers to course FAQs and collecting new FAQs.

- Sharing editable course information, such as download and installation instructions for software required for the course.

- Allowing students to create and share resources, perhaps as part of a collaborative exercise.

- Sharing errors and corrections for the course.

- Collecting suggestions for future runs of the course.

As a student, you can perform the following tasks, depending on the permissions that are set for the wiki.

- *Add a wiki article*.

- *Edit a wiki article*. If you allow students to edit an article, you see an **Edit** option for that article on the right side of the page. Note that only course team members can delete articles completely.

- *Search for wiki articles*.

- *Manage versions of a wiki article*.

This section describes how you can contribute to the course wiki.

15.1 Adding a Wiki Article

When you add an article to the wiki, be aware of what level you are currently viewing, to make sure that you add your new article to the correct level in the course wiki.

To move down a level in the wiki, select **See all children**; to move up, select the appropriate level in the wiki breadcrumb trail links at the top of the page.

15.1.1 Add Articles at the Same Level

To add a wiki article at your current level, follow these steps. If you do not have permissions to add an article, when you select **Add Article**, a message indicates "Permission Denied" .

1. In your course, select **Wiki**.

2. Navigate to the level where you want to add a new article.

3. Select the **Add Article** button near the top right of the page.

4. On the new article page, add a title for the page, and optionally a few keywords to create a "slug" that provides a more specific location identifier for your article.

5. Add contents to the article. You can enter plain text and use Markdown syntax to add formatting. For help with Markdown syntax, select the link to the cheat sheet at the upper right corner of the **Contents** field.

6. When you have finished entering content for your wiki article, select **Create Article**.

15.1.2 Add Articles Below the Current Level

To add a child article to your current article, follow these steps. If you do not have permissions to add an article, when you select **Add Article**, a message indicates "Permission Denied" .

1. In your course, select **Wiki**.

2. Navigate to the level above where you want to add the new child article.

3. Select **See all children**.

4. Select the **Add Article** button under the wiki title.

5. On the new article page, add a title for the page, and optionally a few keywords to create a "slug" that provides a more specific location identifier for your article.

6. Add contents to the article. You can enter plain text and use Markdown syntax to add formatting. For help with Markdown syntax, select the link to the cheat sheet at the upper right corner of the **Contents** field.

7. When you have finished entering content for your wiki article, select **Create Article**.

15.2 Editing a Wiki Article

If you have permissions to edit an article, you see an **Edit** button and icon to the right of the article content.

To make changes to a wiki article, follow these steps.

1. In your course, select **Wiki**.

2. Navigate to the article you want to edit.

3. Select **Edit**.

4. Make your changes. For help with Markdown syntax, select the link to the cheat sheet at the upper right corner of the **Contents** field.

5. In the **Summary** field at the bottom left, below the **Contents** field, enter a short description of the changes you made. This description appears in the **Changes** list, and helps other users of the wiki understand what changes you made to the article.

6. When you have finished making edits, select **Save changes**.

15.3 Searching for Wiki Articles

A **Filter** field is available only if any level of the wiki contains multiple articles.

Enter a text string in the **Filter** field to find a list of all articles with that text string in their titles.

15.4 Managing Versions of Wiki Articles

The wiki includes a change history for each article. You can view each past version of the article, roll back to a selected earlier version of the article, or merge the current version of the article with a selected earlier version.

15.4.1 View a List of Previous Versions of a Wiki Article

1. In your course, select **Wiki**.

2. Navigate to the wiki article for which you want to see the change history.

3. Select **Changes**. Previously saved versions of the current article are listed, with the most recent at the top.

15.4.2 View a Previous Version of a Wiki Article

1. On the **Changes** page for your wiki, select the revision of the article that you want to view.

2. Select **Preview this revision** to see the article as it appeared after the revision was made.

15.4.3 See Line by Line Changes in a Previous Version

1. On the **Changes** page for your wiki, select the revision of the article that you want to view.

2. Select the linked date, time, and author information to see the line-by-line changes made in that revision. Text that is highlighted in red has been replaced by the text that is highlighted in green below it.

15.4.4 Replace a Current Version with a Previous Version

1. On the **Changes** page for your wiki, select the revision of the article that you want to roll back to.

2. Select **Switch to selected version** to replace the current version with the selected one.

15.4.5 Combine a Current Version with a Previous Version

1. On the **Changes** page for your wiki, select the revision of the article that you want to merge with the current version.

2. Select **Merge selected with current** to combine the current and the selected versions.

The wiki for each course is a "child" wiki of the edX-wide wiki. From within any course wiki, selecting the top level **Wiki** link in the breadcrumb trail in the upper-left corner of the page takes you to the edX-wide wiki. To get back to your course wiki, select the **Wiki** tab at the top of the page.