# Helping students succeed with 24/7 Online Academic Support

## Faculty Handbook



SMARTHINKING.COM

Dear Professor:

On behalf of the education team at SMARTHINKING, I would like to thank you and your institution for choosing us as an academic support option for your students. As Vice President of SMARTHINKING's Education Department, I would like to introduce our team and provide some information about how students and professors typically have used our services. Please view this letter as the beginning of a dialogue with us—we welcome your feedback and encourage you to contact us with any questions or comments.

My department consists of the academic directors of our mathematics, writing, and business studies programs—as well as our online tutors who work from various locations. Our academic directors have extensive training in their given fields as well as university-level teaching experience. Dr. Kirk Benningfield is our Mathematics and Statistics Director. He has taught at University of Houston and McNeese State University in Louisiana. Allyson Fetterhoff is our Writing Director. Yesim Yilmaz directs the Economics and Accounting programs. Yesim has taught at George Mason University and has her Ph.D. in Economics, also at George Mason. I completed my Ph.D. in Education at Oxford University, England. My research explores teaching and learning in higher education, peer tutoring and learning support at American and British universities.

Each academic director oversees the training, evaluation and monitoring of the online tutors in his or her program. Over 90% of our online tutors have post-graduate degrees and an average of eight years of teaching experience. Given the differences between face-to-face and online support, we take the training of our online tutors very seriously. All online tutors complete a one-on-one real-time online training program that focuses on online instructional practices. In addition, all online tutors engage in ongoing evaluation and professional development exercises.

To date, SMARTHINKING's team of experienced educators has provided 500,000 Tutoring sessions to 115,000 students in 300 colleges and universities. And those numbers are increasing daily. In addition to viewing our programs as supplemental student support services, many professors have incorporated online tutoring directly into their courses. For example, some require students to submit drafts to our Online Writing Lab prior to turning in final copies of their assignments. Other professors have required that students work through practice problems with our online tutors. Further, with institutional permission, faculty have accessed SMARTHINKING's administrative interface to analyze student usage of our programs as well as the actual tutoring interactions that their students have had.

Should you have questions about the training or evaluation of our instructors or any discipline-specific issues, please do not hesitate to contact me or one of our academic directors. Your feedback is welcomed and appreciated. Additionally, please contact me if you would like to arrange a demonstration of the service with a member of the SMARTHINKING staff.
Warm Regards,

*Christa Ehmann*

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# Topics Supported by SMARTHINKING

## Mathematics and Statistics

*Basic Math Skills, Algebra, Geometry & Trigonometry, Calculus I & II (Single Variable Calculus), Statistics*

**Basic Math Skills:** Operations on Whole Numbers. Addition and Subtraction Using Fractional Notation, Addition and Subtraction Using Decimal Notation, Multiplication and Division Using Fractional Notation, Multiplication and Division Using Decimal Notation, Ratio and Proportion, Percent Notation, The Real Number System, Dimensional analysis, Number systems other than base 10, Order of Operations, Exponents, Set Operations, Venn diagrams, Logic; Truth tables, Conditionals and Bi-conditionals.

**Algebra:** Linear equations; Applications, Absolute value - Inequalities; Linear, Absolute value, Non linear - Functions / Graphs; Function notation, Linear, Polynomials, Translations / Shifting / reflecting graphs, Composition, Inverse functions - Roots of polynomials; Quadratic, Factoring, Complete square, Quadratic formula, Complex Numbers, Higher Degree, Factoring special cases, Synthetic division - Exponentials and Logs; Graphs, Properties, Solving equations - Systems of linear equations; 2 equations 2 unknowns, Matrix algebra, Gaussian elimination, Inverses, Determinates - Conics - Mathematics of finance; Simple/compound interest, Annuities, Amortization - Linear programming; Geometric approach, simplex method.

### Geometry & Trigonometry

*Geometry:* Basic Definitions; Points, Lines, Rays, Angles, Triangles - Angles, Types, Measurements - Congruent Triangles - Planes and Parallel Lines - Circles, Polygons, Quadrilaterals - Coordinate Geometry, Midpoint, Slope, Distance Formula - Theorems, Postulates, and Proofs.

*Trigonometry:* Trigonometric functions; Angles and their measure, Right triangle trigonometry, Functions of any angle, Applications - Graphs of trigonometric functions; Inverse trig functions - Analytic Trigonometry, Solving equations, Verifying identities, Formulas -Law of Sines, Law of Cosines - Complex numbers - Vectors - Analytic Geometry; Conics, Polar equations.

**Calculus:** Limits; definition, limit theorems, L'Hopital's Rule - Continuity; intermediate value theorem - Derivatives; chain rule, implicit differentiation - Applications of Derivatives; Analysis of Graphs, mean value theorem, max/min, related rates - Integrals; definition, definite integrals, fundamental theorem of calculus - Integration techniques; polynomials, exponential and logs, trigonometric, substitution, trig substitution, parts, partial fractions - Applications of Integrals; length of curves, work, volume, surface area - Parametric equations - Polar coordinates - Sequences and Series; Convergence test, Power series, Taylor series.

**Statistics:** Descriptive Statistics, Data Analysis (Graphic Representations, Measures of Central Tendency, Dispersion, Position, Regression and Correlation); Probability (Combinatorics, Random Variables, Probability Distributions for Discrete and Continuous Random Variables; Inferential Statistics (Sampling and Sampling Distributions, Central Limit Theorem, Confidence Intervals, Hypothesis Testing, Inference Concerning Correlation and Regression); Analysis of Variance (Categorical Data Analysis; Chi-square; Contingency Tables; Homogeneity tests; Decision Theory); Process and Quality Control (Control Charts)

## Spanish

Spanish tutoring supports introductory to intermediate level subjects in Spanish. For introductory level students, we cover a topics of varying levels of difficulty-students receive help on basic grammar questions, such as number and gender agreement between nouns and adjectives, or higher level topics such as the subjunctive or preterit/imperfect, "if" clauses, and the passive voice. At more advanced levels, SMARTHINKING e-structors provide help on short stories, poems and cultural readings. For questions regarding grammatical structure, or for receiving help on short paragraphs or sentences, we encourage students to submit their questions or pre-schedule sessions with an e-structors. Students may submit longer writing pieces to the Spanish Essay Center where they may choose to receive e-structor responses in English or Spanish. In their responses, e-structors provide comments, suggestions and a road map for the student to follow in improving the essay, but e-structors would not edit, proofread, or "fix" student papers.

## Writing

The SMARTHINKING Online Writing Lab is designed to assist students with writing across the curriculum.  SMARTHINKING writing e-structors (tutors) have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities.  They are trained to respond to essays in a range of academic subjects (e.g. lab reports, business plans, and literary analyses) and at a range of academic levels (from "developmental" writers to graduate students).  Specifically, SMARTHINKING e-structors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business).

## Science

*Biology, Introductory Human Anatomy & Physiology, Chemistry, and Physics*

**Biology:** Chemistry of Life; Evolution; Cells; Molecules; Energy; DNA; Genetics; Biodiversity; Plant Form and Function; Physiology; Ecology. SMARTHINKING tutorial support aligns with the AP™ Biology course*.

**Introductory Human Anatomy & Physiology:** cells, tissues, organs, and skeletal, muscular, circulatory, lymphatic, respiratory, nervous, endocrine, digestive, urinary and reproductive systems.

**Chemistry:**  Measurement; Atomic Structure; Chemical Formula & Equations; Chemical Reactions; Thermo Chemistry; Electron Configurations; Bonding; States of Matter; Solubility; Reaction Rates; Acids & Bases; Equilibria; brief introduction to Nuclear chemistry; simple organic nomenclature & introduction to functional groups. SMARTHINKING tutorial support aligns with the AP™ Chemistry course*.

**Organic Chemistry:**  Atomic orbital hybridization, covalent bonding, electronegativity, resonance, Lewis acid-base theory. Functional groups and nomenclature. Structure, properties, and reactions of alkanes, alkenes, alkynes, cycloalkanes. Aromaticity, properties and reactions of aromatic hydrocarbons. Structure, properties and reactions of alkyl halides, alcohols, ethers, epoxides, aldehydes, ketones, amines, carboxylic acids and carboxylic acid derivatives. Common reaction mechanisms: free radical chain mechanism, electrophilic addition, nucleophilic substitution, elimination, electrophilic substitution, nucleophilic acyl addition. Stereochemistry: E/Z-isomers, R/S-isomers, Fischer projections, enantiomers, diastereomers, optical activity. Topics supported will be of interest to students preparing for MCAT™ Organic Chemistry.

**Physics:**  Kinematics; Forces and Newton's Laws of Motion; Work and Energy; Circular Motion; Momentum; Simple and Harmonic Motion; Fluids; Heat and Temperature; The Ideal Gas Law; Thermodynamics; Electric Forces and Electric Fields; Electric Circuits; Magnetic Forces and Fields; Optics; Special Relativity; Particles and Waves; Nuclear Physics and Radioactivity; Waves and Sound; Electromagnetic Waves. SMARTHINKING's tutorial support aligns with the AP™ Physics B, AP™ Physics C (Mechanics), AP™ Physics C (Electricity & Magnetism)* courses.

## Business Studies

*Accounting, Economics, and Introductory Finance*

**Accounting:** Topics covered in Principles Accounting 1 and Principles Accounting 2 classes including topics such as Financial Reporting and Accounting Cycle, Operating Activities, Investing and Financing Activities, Foundations of Management Accounting, Capital Investment Decisions, and Planning, Control, and Performance Evaluation.  SMARTHINKING e-structors™ are also qualified to provide support to students taking intermediate Managerial and Financial Accounting, Cost Accounting, and Tax Accounting on a pre-arranged basis.

**Economics:** Topics covered in Principles Microeconomics and Principles Macroeconomics classes including topics such as Basic Price Theory, the Theory of the Firm, Public Economics, Analysis of the Market Structure, Resource Allocation and Welfare Analysis, National Income Analysis, Monetary System and the Federal Reserve, Business Cycles and Growth and International Trade. SMARTHINKING e-structors are also qualified to provide support to students taking Intermediate Microeconomics and Macroeconomics, Money and Banking, International Trade and Finance, Mathematical Economics and Industrial Organization on a pre-arranged basis.

**Finance:** Role and objective of financial management; review of the four basic financial statements; analysis of financial statements and financial performance; the financial environment: markets, institutions, interest rates, and taxes; risk and rates of return; time value of money; bonds and their valuation; stocks and their valuation; cost of capital; capital budgeting, including cash flow estimation, decision criteria, and risk analysis; capital structure and leverage; distributions to shareholders: dividends and share repurchases/treasury stock; managing current assets/working capital; financing current assets/managing current liabilities; financial planning, budgeting, and forecasting.

## Helping Students Use **SMARTHINKING**

When students who need help do not use SMARTHINKING, it is usually because they do not know that it is available and/or do not know how to get started. While email, posters, snail mail, articles in the student newspaper, and other marketing efforts increase awareness of the service, they are not a substitute for the information students can receive from their instructors. When instructors provide information and guidance about this service, students listen and take advantage of it when the need arises. Consider the following ways of helping your students gain access to online tutoring.

- Mention SMARTHINKING in your syllabus when discussing the resources available to students who need assistance in your course, and include a reminder in the weeks when exams will be given or projects will be due.

- Post a link to SMARTHINKING on your course web page, and include links to student support documents including the SMARTHINKING Student Flyer, Whiteboard Overview, and Orientation Modules (FLASH™ Movies).

- Conduct orientation sessions for your classes to show them how to access SMARTHINKING, to discuss the ways in which the service can be used, and to review the ways in which use of this service can help them succeed. When possible, have students logon to the service and begin using it.

- Whenever assignments are soon to be due or tests are coming up, remind students that SMARTHINKING can help them prepare for an exam or can help them improve their writing.

# Integrating **SMARTHINKING** with Your Instruction

At SMARTHINKING, we have found that students are more likely to benefit from the academic services available to them if their instructors recommend and support those services. The suggestions below reflect the best practices of instructors who have integrated SMARTHINKING within their instructional programs.

- **Pre & Post Exam Review**
  - *Before you give a test*, have students complete a pretest or review sheet and work with a tutor on problems or concepts they do not understand. Doing this helps
  - *After you give a test* have students review missed questions with a tutor to ensure that they are ready to proceed with new course content.

  As an extra step to ensure that students follow through, have them submit a transcript of their tutoring session as a homework assignment.

- **Help at Each Step of the Writing Process:**
  - *As part of the pre-writing process*, have students use SMARTHINKING's Live Writing Center to clarify assignments, generate ideas, and develop plans for completing assignments.
  - *Once a first draft has been completed,* have students submit it to SMARTHINKING for review and critique, and then use the e-structors' feedback as the basis for their essay revisions.
  - *Have students brush up on their editing skills* by reviewing concepts in the *SMARTHINKING Writing Handbook* and working with a tutor in the Live Writing Center for further clarification.

  As an extra step, have students include transcripts of their live sessions, and copies of their critiqued drafts when they submit their final essays to you.

- **Special Applications**
  - *Help students build* **Quantitative Literacy** *by writing about mathematics.* Assign students to write narratives describing solutions to open-ended problems and work with a SMARTHINKING tutor in a live or asynchronous session to review the accuracy and clarity of the content of their work.
  - *Encourage students to* **Show Their Work***:* when completing homework assignments, and have them work with a SMARTHINKING e-structor to review the processes and solutions underlying this work. This strategy helps students understand specific concepts, and helps them to develop effective problem-solving methods.
  - *Assign* **Creative Exercises** designed to promote deep understanding of course concepts and topics, and have them work with a tutor to verify the accuracy of the content they produce.  These could include
    - Writing and answering new examination questions or questions that parallel those included in homework assignments or as exams.
    - Writing short (e.g. 300 words) explanations of concepts discussed in class without using numbers or jargon
    - Creating mnemonics for concepts that may be difficult to remember.

- **Class Participation**
  - *Encourage students to* **Ask for Help** when they need it. Many students are reluctant to ask questions in class, and private one-to-one tutoring allows them to receive help when they need it.
  - *Award* **Class Participation Credit** to students who obtain help through tutoring.  Instructors may ask students to print copies of the tutoring sessions as part of their class portfolio.

**SMARTHINKING's E-structor Response Form**

**(Your marked-up essay is below this form.)**

**\*Strengths of the essay**:  Hi, Joe!  I'm Jen and I'll be working with you today.  I think that your specific details are great.  The examples you provided about problems students have if they aren't punctual really help to explain why being on time is important.  I also liked your concluding statement.  It really helped to close your paragraph.

**Content Development**:  The beginning of this paper tells us about punctuality in business meetings, social engagements and military activities.  That covers a lot of ground!  However, you don't develop any of these options.  Instead, you give a specific example about a student beginning late for an exam.  That's a good example, too.  I wondered if you could add specific details about the other areas you mentioned, too.  That is, give us specific details about why you should be on time for business engagements and so forth.

Or you could focus just on one aspect (importance of punctuality as it relates to military activities, for example) and really explain how you feel about being punctual there.  For example, how do you feel if someone is late for a date?  Are there any good excuses?  What should they do?  Will you forgive them?  Why or why not?

There are a lot of options for this paragraph, Joe!  Whatever you decided to do, please make sure you support it with specific details.   Keep in mind: a paragraph usually uses details and examples to develop one central idea.  If your central idea is the importance of punctuality to many events, you'll need specific examples to demonstrate how being on time to many events is important.  If you'd rather focus on one kind of event, then you will provide many details to explain why it's important to be on time to that kind of event.

**Main Idea/Thesis**: Joe, your submission form said that your topic sentence was important, so I wanted to deal with it specifically.  Let's take a look at it:
> In my opinion punctuality in any bodies life is most important in North America and
> Europe people believe in punctuality for professional activities and social engagement.

**This sentence really can be divided into two sentences:**
> In my opinion punctuality in any bodies life is most important.
> In North America and Europe people believe in punctuality for professional activities and
> social engagement.

When you wrote both sentences together, you created a run-on.  You also made it seem as if being punctual for professional and social engagements was part of your topic sentence.  That meant your whole paper would be about just those two areas.  Is that what you wanted to do?  If not, you could just use the first part of your sentence as your topic sentence.  What do you think?

**\*Joe has requested that you respond to the Grammar & Mechanics:**  Please watch for subject/verb agreement, Joe.  If you use "you" as the subject of a sentence, you don't need to use the –s on the end of the present tense verb.  Can you find the places where you've

made that mistake?  I'll include a link below that will take you to the "agreement" section of our student handbook.   You'll find more information there.

**\*Joe has requested that you respond to the Sentence Structure**:  Joe, some of the sentences you've written are actually run-ons.  Run-ons are sentences in which two independent clauses (complete sentences with their own subject and verb) are joined together without the proper connections. Let me show you some ways to fix run-ons.

- ❖ **You could separate them into two sentences.**
    - o My daughter hates spinach.  I make her eat it every night.
- ❖ **Some can be joined either with a coordinating conjunction and comma or with just a semicolon.  (Coordinating conjunctions:  for, and, nor, but, or, yet, so). A corrected sentence with a coordinating conjunction could be**
    - o My daughter hates spinach, but I still make her eat it.
    - o Or: My daughter hates spinach; I make her eat it every night.

**\*\*\*\* Another helpful way to join 2 independent clauses is to use a semicolon and a transitional word, followed by a comma.  (Transitional words or phrases include: however, for example, nevertheless, furthermore, on the other hand……).  I could say,**

**My daughter hates spinach; however, I make her eat it at every meal.**

**Now, let's look at one of your run-ons:**

The person who is not punctual in his life is always a looser, think of a student reaches late for its examination, first he will have less time to attempt, also if there is strict examiner and he does not allow him to sit in the exam he will loose his whole semester due to his habit of being late.

**The changing colors show where each new sentence is.  Can you use the information above to join these sentences correctly?**

<u>Summary of Next Steps</u>:  **Joe, as you revise please consider:**

- o **Correcting your topic sentence**
- o **Developing your content.  You'll want to spend most of your revising time here.**
- o **Watching for run-ons and subject-verb agreement errors (see links to our library below)**

**Joe, thanks for submitting your work.  We look forward to reviewing your future writing projects!  Jen**

**Suggested Resources from our library:**

**Lesson 3: Avoiding Run-ons and Comma Splices:**
http://www.SMARTHINKING.com/static/Document_Library/docs/ESOLman/3_03.cfm
**Chapter 5: Lesson 3: Subject-Predicate Agreement:**
http://www.SMARTHINKING.com/static/Document_Library/docs/writeman/5_03.cfm
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**Please look for more comments in your essay below. Thank you for using our service, and we encourage you to submit future essays.**

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## *Time Management: Punctuality*

"Time is a precious gem that can not be wasted at any cost." **[This is a great opening quote, Joe!]** In my opinion punctuality in any bodies life is most important in North America and Europe people believe in punctuality for professional activities and social engagement. **[When you write "any bodies," are you referring to more than one person's life?  There is not a plural form of "Anybody'; rather, it's like saying "in any person's life." Check usage for "Anybody" in order to be sure you understand how to use the word in a setence.  I think you mean to use the possessive form here.]** Furthermore, for military or diplomatic personnel, arriving late to any event is completely unacceptable. The person who is not punctual in his life is zalways a looser, think of a student reaches late for its examination, first he will have less time to attempt, also if there is strict examiner and he does not allow him to sit in the exam he will loose his whole semester due to his habit of being late. **[I don't think you want the words "loose" and "looser" here.  "Loose" refers to something that isn't tight or secure. Perhaps "lose" and "loser" would be better?  Check a dictionary to be sure.]**  You may be late for some reason at one time but never make it a habit. In my native country in India there is a relaxed attitude towards time which I never like. In my view for success in life you should always be punctual and knows the value of time.

# Sample Math Interaction

Actions    Show    Edit    Tools    Help

▼ 15 ▲    B    Z    Verdana    ▼                                    Page:  1

$\int \ln(y^2+9)dy$  I am not sure how to approach this problem, can you give me a hint?

Hi Dave.  This looks daunting.  But, the method that works on it is the method you usually use when you have one type of a function times another type fo a functino for the integrand.

Like if you had    $\int x \sin(x)\, dx$   what method would you use here?

i would use the integration by parts methon

so should the integral be broken as lny^2*ln9

You've got that backwards....  lnx + lny = lnxy, not ln(x+y) = lnxlny... a common misconception

right now I don't have a clue as how to break it up

This one can drive you nuts until you see how it breaks up....  It's actually very easy, but you just don't think of doing it that way.  I'll give you a hint.

$u = \ln(y^2+9)$   so what's left for dv=    2y/y^2 +9        That's du, not dv.  One part of the

integrand becomes u, the other part becomes dv    oh then it would be one

Almost.... it would be 1dy

$\int \ln(y^2 + 9)\, dy$

u          dv

okay so then I would treat it as an integration by parts type of equation Okay

Yes, but once you apply parts, then you still have to integrate the vdu.  Still no small task.  But apply parts here.

Math Characters    Greek Characters    Language Characters    Chemistry Characters

Submit Question    Exit / Options

Done                                                                    Internet

# FAQs for Faculty

**Q: What is SMARTHINKING?**

    **A:** SMARTHINKING, based in Washington, DC, provides people, technology and training to help institutions offer their students outstanding academic support. Schools, colleges, universities, libraries, government agencies, textbook publishers and other education providers work with SMARTHINKING to increase student achievement and enhance learning. SMARTHINKING connects students to qualified e-structors (online tutors) anytime, from any Internet connection. From supplementing current learning support programs with SMARTHINKING's qualified and trained e-structors, to licensing SMARTHINKING's technology platform to create a private-labeled virtual learning assistance center, SMARTHINKING develops custom solutions to enable institutions to better support their faculty and students. SMARTHINKING works with more than 500 institutions.

**Q: What is SMARTHINKING's philosophy?**

    A: SMARTHINKING is a student-centric service that supplements on-campus courses, distance ed courses and academic support centers. SMARTHINKING provides academic assistance in the same manner its clients do on campus; that is, our tutors assist students one-on-one without giving answers or rewriting / editing papers.

**Q: What tutoring services will my students receive?**

    A: The SMARTHINKING online learner support service is designed for students who are taking core academic courses. Online learning assistance is available in mathematics (from basic math to calculus II), economics, statistics, accounting, chemistry, Spanish, and writing for all subjects. See your campus contact for information on what services are being offered to your students.

**Q: Who are the SMARTHINKING tutors ("e-structors")?**

    A: Unlike other online tutoring companies, SMARTHINKING e-structors are screened, trained, managed and professionally developed by SMARTHINKING's staff. SMARTHINKING e-structors are recruited from a variety of sources and include a mix of professional tutors, retired teachers, graduate students and adjunct college faculty members. Only tutors with strong backgrounds in tutoring / teaching in their respective fields are hired by SMARTHINKING. Over 80% of e-structors have a Masters degree or a PhD in their field.

**Q: What kind of training and support does the e-structor receive?**

    A: To prepare e-structors to provide high-quality instruction, SMARTHINKING has developed a training program for online, one-to-one tutoring that has emerged as the industry model.
Once an applicant passes a subject-specific test and matches SMARTHINKING's hiring criteria, s/he receives extensive training on effective teaching methods in an online environment, including student management, the SMARTHINKING technology and course-specific pedagogy.

**Q: How does SMARTHINKING ensure quality?**

    **A:** SMARTHINKING is committed to ongoing quality assurance and effective pedagogy. This is reflected in SMARTHINKING's extensive training program for e-structors and dedication to ongoing professional development. All interactions between students and e-structors are saved, which allows SMARTHINKING to provide the tutor with additional feedback and professional development.

**Q: How do my students access SMARTHINKING?**

    **A:** SMARTHINKING supports a variety of registration/logon options in order to meet the needs of the institutions we serve. Students may logon from our home page ([www.smarthinking.com](www.smarthinking.com)), from a designated location on your website, or may authenticate directly from within your portal. Please check with the contact at your institution to be sure of the steps involved in accessing SMARTHINKING. Once students logon to SMARTHINKING they can drop in for real-time, subject-specific tutoring with a SMARTHINKING e-structor (tutor); submit a writing assignment to the online writing lab for review; submit an asynchronous question to an e-structor; pre-schedule time with an e-structor; or help themselves to a host of independent study resources

**Q: How does the Online Writing Lab work?**
A: SMARTHINKING views writing as an act of communication between a writer and reader. A helpful way to enhance the writing of individuals at any level is to share it with others during the composing and drafting process. The SMARTHINKING Online Writing Lab provides asynchronous assistance with all types of academic writing, including help from technical writing, creative writing, and "English as a Second Language" specialists. After students upload and submit papers, they are critiqued and returned to a student's inbox on their SMARTHINKING homepage usually within 24 hours.

The SMARTHINKING Online Writing Lab e-structor is a supportive and critical reader poised to help students develop their writing, but will not give answers or rewrite papers. Tutor feedback will focus on larger issues or 'higher order concerns': for example, the essay's thesis statement and overall organization. Surface-level features including grammar will be addressed as second order concerns. A tutor's written response to an essay is designed to improve the immediate draft but, above all, to improve a student's broader skills as a writer.

**Q: What are the administration's responsibilities?**
A: SMARTHINKING asks partner schools to provide a single point of contact within the school, encourage the students to use the service, and help to gain faculty support.

**Q: What are the responsibilities of the faculty?**
A: SMARTHINKING assists faculty by providing additional assistance to their students. The SMARTHINKING service is designed to ease the faculty's work, not add to it. Faculty are asked to make students aware that the service is available and integrate use of the service into their courses. Students will receive usernames and passwords, instructions for use, customer service and technical support from SMARTHINKING.

**Q: How else can students find out about SMARTHINKING?**
A: SMARTHINKING will coordinate with the campus contact to develop the best method(s) of making students aware of the service. SMARTHINKING will provide password cards with the campus login name and password for the students, student flyers, and posters to put up around campus. In addition, SMARTHINKING representatives can make campus visits to orient the faculty and students to the service.

**Q: What if my students have problems with the service?**
A: SMARTHINKING provides a toll-free number and e-mail support for students having technical difficulties. Students can access a customer service representative from 8 AM to 6 PM EST at 1-888-430-7429 x 1 or can send an e-mail to: support@smarthinking.com. In addition, the SMARTHINKING Web site hosts an interactive demonstration of the service and contains a menu of Frequently Asked Questions.

**Q: How does SMARTHINKING handle privacy issues?**
A: SMARTHINKING takes all reasonable steps to ensure the privacy of students using our service. We realize that our partner schools are bound by FERPA and SMARTHINKING posts a complete privacy policy on our site. SMARTHINKING does not disclose any information to outside vendors. SMARTHINING does provide administrative access to one main contact on your campus to view student usage both on the individual and aggregate levels.

**Q: What is SMARTHINKING's Policy on Advertising?**
A: There is no advertising on the educational areas of the SMARTHINKING site. SMARTHINKING has a number of content partners whose sites may contain advertising.

**Q: A number of companies have told me that their platform can support online tutoring. What's the difference?**
A: Indeed a number of commercial platforms can enable real-time, person-to-person interaction over the Internet. However, only SMARTHINKING's platform collects data on usage and saves student – e-structor interactions for access at a later date. Also, SMARTHINKING is the only organization that provides academic support around-the-clock and which provides tutors that are screened, trained, and monitored by an in-house education team of former college professors.

# The Whiteboard

Students use the SMARTHINKING whiteboard to interact with an e-structor either in an online session or by submitting a question. The whiteboard allows you and the tutor to enter text, symbols, and drawings that identify and help resolve your questions.

*Entering Text*
- Right click with your mouse and type at the point where you want text to appear on the whiteboard.
- To delete text, place your cursor to the right of the letter (or word) you want to delete and hit the backspace key until you have removed all of the letters/words you want to remove. Each time you hit the backspace key, you will delete the letter to the left of the cursor.

*Setting Text Properties*
Use the property bar at the top of the whiteboard to establish the characteristics of your text. You must set the properties *before* you begin typing. Changes cannot be made to text after it is entered.
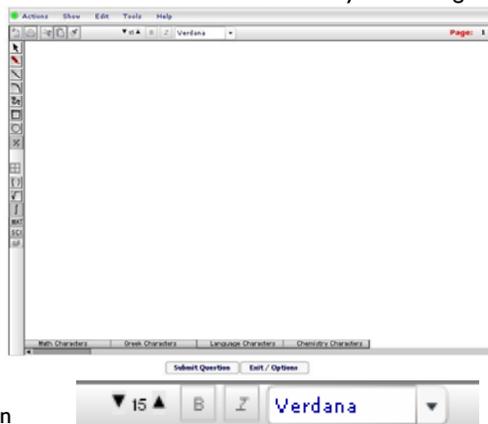
You can set the **FONT** and **POINT SIZE** of your text, and you can determine whether it will appear as standard, **BOLD**, or **ITALIC**.
- Available **FONTS** include verdana, serif, and symbol. Click on the arrow to the right of the font name and select the one you want from the list.
- **POINT SIZES** between 8 and 30 may be used. To adjust point size, click on the up or down arrow on the left side of the properties bar.
- Click on the **B** to make your text **BOLD**, click on *I* to use **ITALICS**.

> **Note:** *Your* text will always be **red**, and your tutor's text will always be **blue**; these colors cannot be changed. This way, you will always be able to tell who typed what on the whiteboard, even when you come back later to review a session.

*Pasting Text from Other Applications*
- Choose **TOOLS** from the top menu bar.
- Select **PASTE TEXT**.
- Use **CTRL V** to insert the text you want to paste on the whiteboard
- Click **PASTE** to place the text on the whiteboard.

*Using Special Language Characters*
In addition to standard text, the whiteboard includes four special character sets: Math, Greek, Language, and Chemistry. These can be used whenever you use the whiteboard. Just click on the name of the character set you want and a pop-up menu will appear, listing the available characters from the selected set. These menus can be moved around on the whiteboard so that they are available for use during a tutoring session. Click on the character you want to use, and it will appear on the whiteboard.

**Special Tools**

The tools listed below are found at the top of the whiteboard, and are used to change the whiteboard's contents.

**Clear Board:** Deletes all content on the current whiteboard page.

**Print**: Prints the contents of the whiteboard.

**Cut:** Cuts/deletes drawings from the whiteboard.

**Copy:** Copies a drawing to the clipboard.

**Paste:** Places a copy of your drawing on the whiteboard.

> **Note:** The cut/copy and paste functions only apply to drawings. A separate function (select) is used to move text around on the whiteboard. See below for information on moving text.

These tools are found along the left side of the whiteboard.

Use **Select** to mark text or drawings that you want to move, or drawings whose properties you want to change. Selected items will be placed in a yellow box . You can move items around on the whiteboard by holding and dragging the yellow box. When selected, you can resize drawn items (but not text) and you can change their properties (weight or thickness and color).

> **Note:** Leave at least 4 spaces around the perimeter of the work you want to move to ensure that text and objects are moved together.

Use the **Highlighter Tool** to draw attention to drawings and text. You can change the weight (thickness) and color of the highlighting by using the properties menu.

Use the **Line, Curve** and **Freehand Drawing Tools** to create lines, curves, and freehand drawings. Use the properties menu to change the weight (thickness) and color of these drawings.

Use the **Rectangle** and **Oval Tools** to create basic shapes. Select these items to reshape or resize them. Use the properties menu to change the weight (thickness) and color of these drawings.

Use this tool to **Draw Fractions** on the whiteboard. Select the tool and then click on the whiteboard. Enter the numerator of your fraction and

hit enter to move to the denominator. Enter the denominator. Hit enter again to complete the fraction and move to the next step.
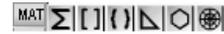
Use this tool to **Draw Rectangular Graph Paper** on the whiteboard.

Use the **Parentheses, Root** and **Integral** tools to place these symbols on the whiteboard.

Use the **MAT**h button to choose one of the available math symbols.

Use the **SCI**ence button to choose one of the available scientific symbols.

Use the layer button to change the order of items that have been placed on top of each other on the whiteboard.

# The **SMARTHINKING** Image Capture Tool

The SMARTHINKING whiteboard includes an Image Capture Tool that allows you to bring images or text to the tutoring session. Anything that you can display on your computer can be captured and sent to the whiteboard quickly and easily.
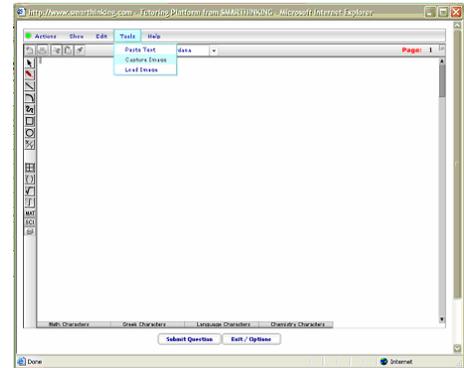
The image capture tool is found under the tools menu within the whiteboard. Click on **TOOLS** and then **IMAGE CAPTURE** to access this option.



Once you access the **IMAGE CAPTURE TOOL,** you will have three options available:



Use of each is described below, and complete instructions are provided for each of these options within the **IMAGE CAPTURE TOOL** window.

## *SELECTED AREA*
With this option, you select a portion of the image or document to display on the whiteboard.

- Open the document or image you want to bring to the whiteboard, and position it directly behind the **IMAGE CAPTURE TOOL** window.



- Click **CAPTURE.** The **IMAGE CAPTURE TOOL** window will be minimized and the window directly behind it will be displayed. In addition, your cursor will turn to cross hairs - hold down the left mouse button and drag the cross hairs across the screen to select the desired capture area. In the picture below, the selected area is enclosed in dashed lines.



- Once you release the mouse button, the **IMAGE CAPTURE TOOL** window will appear again; however, this time the image you have captured will be displayed.
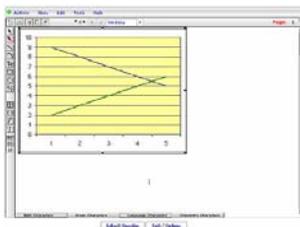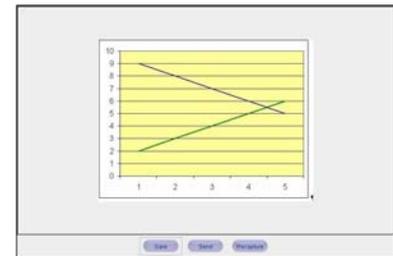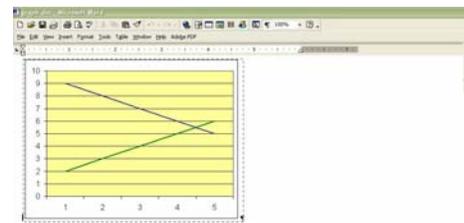


At this point, you have three options available to you.

- **SAVE-** Save the image you have captured to your hard drive in either .jpg or .png format. Files in .jpg or .swf formats may be uploaded directly to the whiteboard using the **LOAD IMAGE** option on the **TOOLS** menu.
- **SEND-** Send the item to the whiteboard.
- **RECAPTURE-** Re-start the capture process.

With this option, you select a window to display. Its entire contents will be moved to the whiteboard.

- Open the document or image you want to bring to the whiteboard, and position it Once you release the mouse button, the **IMAGE CAPTURE TOOL** window will reappear.
- Click **CAPTURE.**
- Click the icon on the Windows taskbar that corresponds to the window you want to capture. Click **OK** when prompted.
- The contents of the selected window will now appear in the **IMAGE CAPTURE TOOL** window, where your choices are the same as they were when the **SELECTED AREA** option was used: **SAVE**, **SEND**, or **RECAPTURE**.

*FULL SCREEN*

With this option you can send the entire contents of your desktop to the whiteboard.

- Arrange your desktop so that the information you wish to send to the whiteboard is displayed. You may need to move the **IMAGE CAPTURE TOOL** window or other windows to the side in order to accomplish this.
- Click **CAPTURE.**
- The contents of the selected window will now appear in the **IMAGE CAPTURE TOOL** window, where your choices are the same as they were when the **SELECTED AREA** option was used: **SAVE**, **SEND**, or **RECAPTURE**.

# Getting Started with SMARTHINKING

## Technology Requirements and Troubleshooting Tips

*Technology Requirements*

- **OS:** Windows 98 +, Mac OS9 +
- **Browser:** *Windows: Netscape* 6 +, *Internet Explorer* 5.01 +**.**
  **Apple Mac: Internet Explorer 5.0+ required**.
- **Connection:** 28.8K min. / 56K+ preferred
- **Cookies/Javascript** should be enabled.
- **Popup Blockers?** Please disable all popup blockers for www.SMARTHINKING.com .

*Troubleshooting Tips:*

- Make sure that your browser is set up to allow cookies and pop-up windows. SMARTHINKING uses both of these.
- Make sure that you have Java installed. If you need to install Java, go to http://www.java.com, and follow the instructions for the free download.
- Make sure that you have Flash™ version 7.0.19+of for Windows or 7.0.24+ for Mac OS X installed. If you need to install Flash™, go to http://www.macromedia.com, and follow the instructions for the free download.

## Technical Support

The SMARTHINKING Technical Support team is available to assist you via phone or email:

- Call SMARTHINKING customer support toll-free: **(888) 430-7429, ext. 1**
  Monday - Friday 8:00 AM - 6:00 PM EST
- Email us at support@SMARTHINKING.com, and someone will respond to you within 24-48 hours. P 888.430.7429 ext. 1

# SMARTHINKING Hours of Service 2006-2007

**Live Tutoring-** *Live Sessions are metered to the minute + five minutes for archiving.*

*September – May\**

- **Math (Basic Skills-Calculus):**
  24 hours a day, 7 days a week
- **Intro Human A & P, Biology, Organic Chemistry, and Introductory Finance:**
  Sunday – Thursday: 9 PM to 1 AM ET
- **Spanish**
  Available via *Submit Your Question*, and *the Spanish Essay Center*

- **Accounting, Chemistry, Physics, Economics, Mathematics with Spanish-speaking tutors, Statistics, Writing:**
  Sunday – Thursday:   3 PM to 1 AM ET
  Friday & Saturday:   12 PM to 6PM ET

*June - August\**

- **Math (Basic Skills-Calculus):**
  Sunday-Thursday: 9AM to 1AM ET
  Friday-Saturday: 9AM to 6PM ET
- **Intro Human A & P and Biology:**
  Sunday-Thursday: 9PM to 1AM ET
- **Spanish**
  Available via Prescheduled Sessions

- **Accounting, Chemistry, Physics, Economics, Mathematics with Spanish-speaking tutors, Statistics, Writing:**
  Sunday-Thursday: 6PM to 1AM ET
- **Introductory Finance**
  Available via *Submit Your Question* only.

**Submit Your Questions\* -** *Metered at 20 minutes per question:.*

*Available 24 hours a day, 7 days a week.*

**Submit Your Writing\* -** *Metered at 35 minutes per essay*

*Available 24 hours a day, 7 days a week.*

**Academic Resources and Archives-***No Charge:*

*Available 24 hours a day, 7 days a week.*

**\***Service hours are subject to change. Please check our website at
http://www.smarthinking.com/static/pub_common/hours.cfm
for an up-to-date schedule of service hours and for a list of observed holidays.
***Please note: tutoring will not be available during holiday closures.***