

Group Leader Quick Guide to Progress & Reports

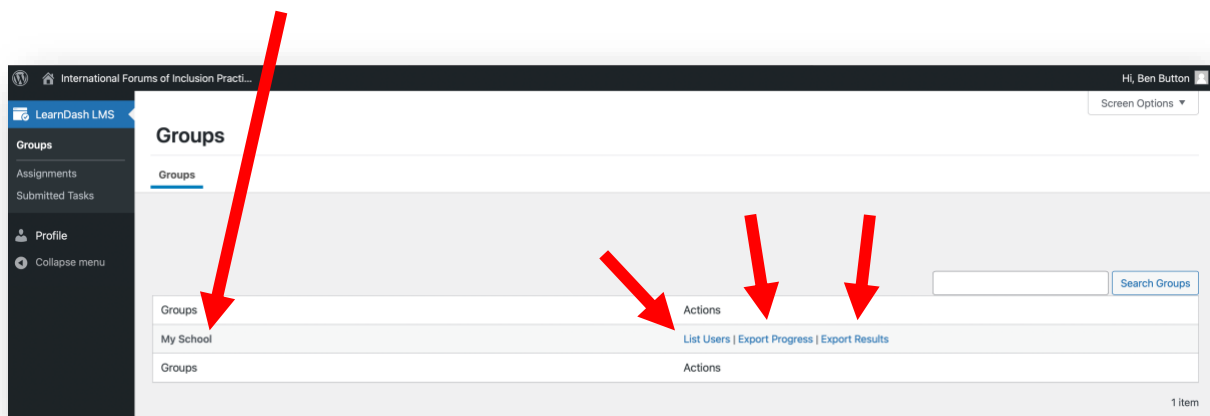
(See also the Group Leader Training Course and video)

To access the **Group leader** functions log into www.ifip.group, click on the **'Courses'** menu in the top right-hand corner and this will take you to the **'IFIP Training Hub'**.

IMPORTANT: Roll over **'Courses'** again with your mouse to reveal **'Manage Groups'**!

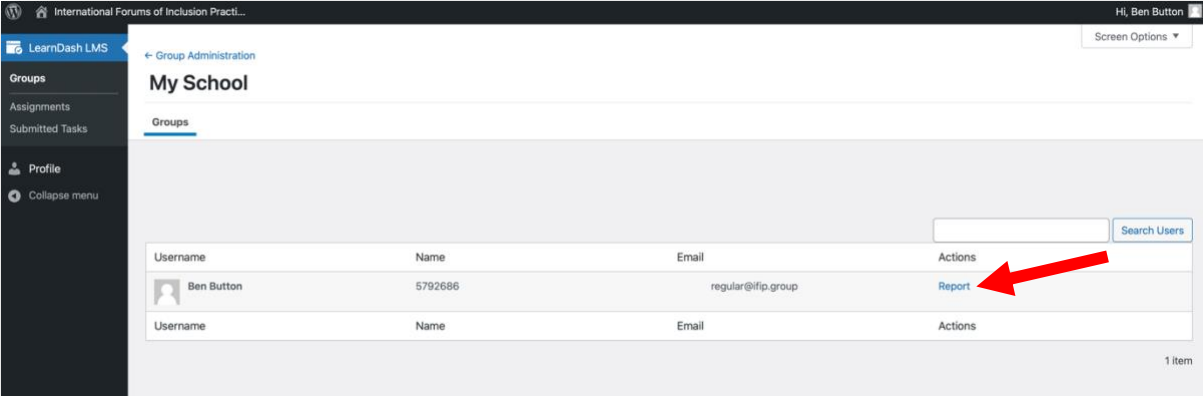


You will see the name of your school.



The three main areas are: 1) List Users 2) Export progress 3) Export results

Click on **'List users'** to find a list of your users. Click on **'Report'** to monitor their progress.



International Forums of Inclusion Practi... Hi, Ben Button

LearnDash LMS Group Administration

My School

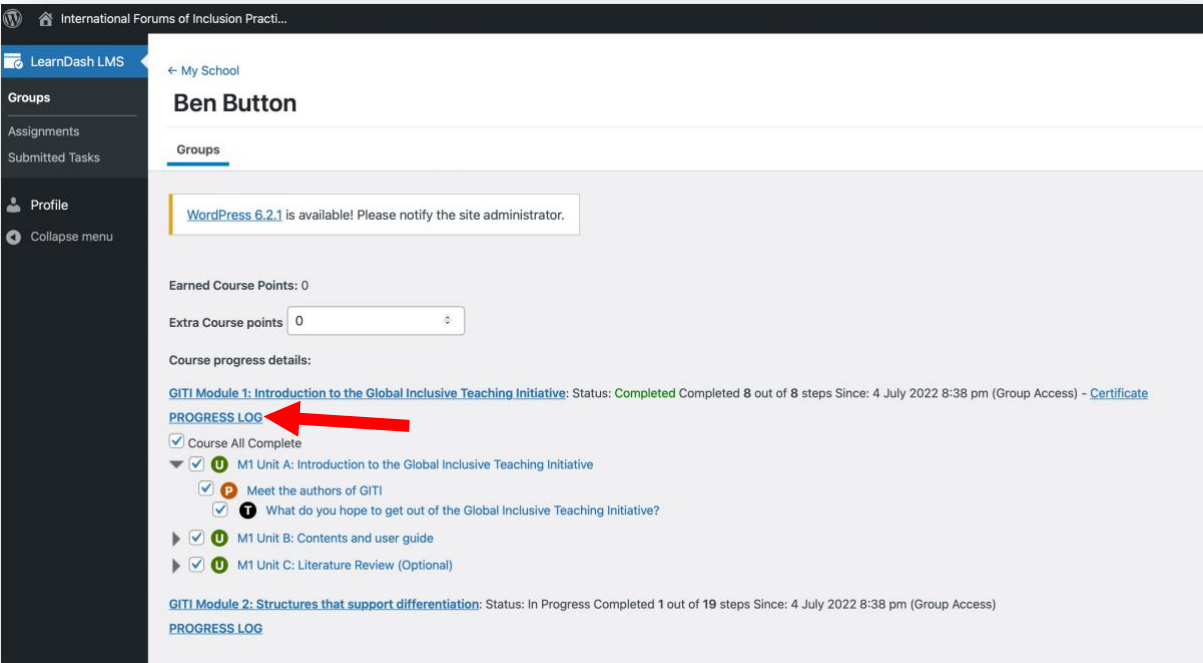
Groups

Search Users

Username	Name	Email	Actions
Ben Button	5792686	regular@ifip.group	Report
Username	Name	Email	Actions

1 item

Click on **'Progress Log'** to see which UNITS your users have completed.



International Forums of Inclusion Practi... Hi, Ben Button

LearnDash LMS My School

Ben Button

Groups

WordPress 6.2.1 is available! Please notify the site administrator.

Earned Course Points: 0

Extra Course points: 0

Course progress details:

[GITI Module 1: Introduction to the Global Inclusive Teaching Initiative](#): Status: **Completed** Completed 8 out of 8 steps Since: 4 July 2022 8:38 pm (Group Access) - [Certificate](#)

[PROGRESS LOG](#)

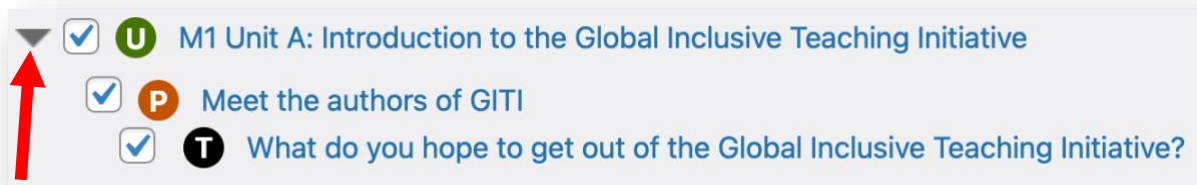
Course All Complete

- M1 Unit A: Introduction to the Global Inclusive Teaching Initiative
 - Meet the authors of GITI
 - What do you hope to get out of the Global Inclusive Teaching Initiative?
- M1 Unit B: Contents and user guide
- M1 Unit C: Literature Review (Optional)

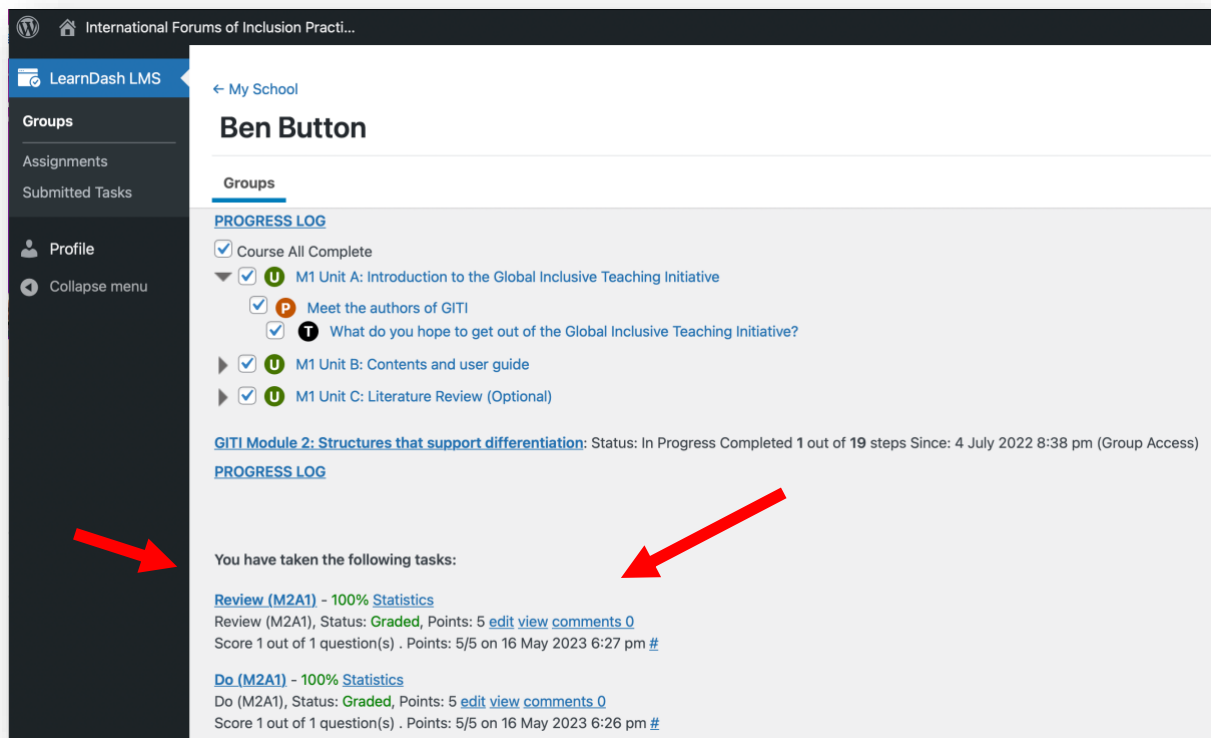
[GITI Module 2: Structures that support differentiation](#): Status: **In Progress** Completed 1 out of 19 steps Since: 4 July 2022 8:38 pm (Group Access)

[PROGRESS LOG](#)

Click on the **arrow** to toggle between views of which **PARTS** and **TASKS** your users have completed in the drop-down lists. You are also able to add and remove 'ticks' to show their progress.



Scroll down further to view the **completed tasks**.



For all 'Do' and 'Review' tasks, you will see 'edit' and 'view' links.

PROGRESS LOG

You have taken the following tasks:

Review (M2A1) - 100% Statistics

Review (M2A1), Status: **Graded**, Points: 5 [edit](#) [view](#) [comments](#) 0
Score 1 out of 1 question(s) . Points: 5/5 on 16 May 2023 6:27 pm

To see the completed task, click on 'View'.

1. Watch: Entering the classroom

Review (M2A1)

My response:

My response:

1. By having a clear routine within the classroom, it allows students to adapt a little more to the structure of the class and to focus and organize themselves in the face of the activities that are done in class, however it is important that this routine be motivating, and that engages the students in order to have an optimal development of the class.

2. Most students focus and focus their attention on the instruction. On the other hand, using these differentiated instructions allows the student to create security and autonomous work.

3. By showing my classmates they began to try to use this tool and it has been possible for those children with some specific needs to become more involved with the activities and more participatory, successfully completing their tasks.

PROGRESS LOG

You have taken the following tasks:

Review (M2A1) - 100% Statistics

Review (M2A1), Status: **Graded**, Points: 5 [edit](#) [view](#) [comments](#) 0
Score 1 out of 1 question(s) . Points: 5/5 on 16 May 2023 6:27 pm

To add a comment or add/reduce points click on **'edit'**.

PROGRESS LOG

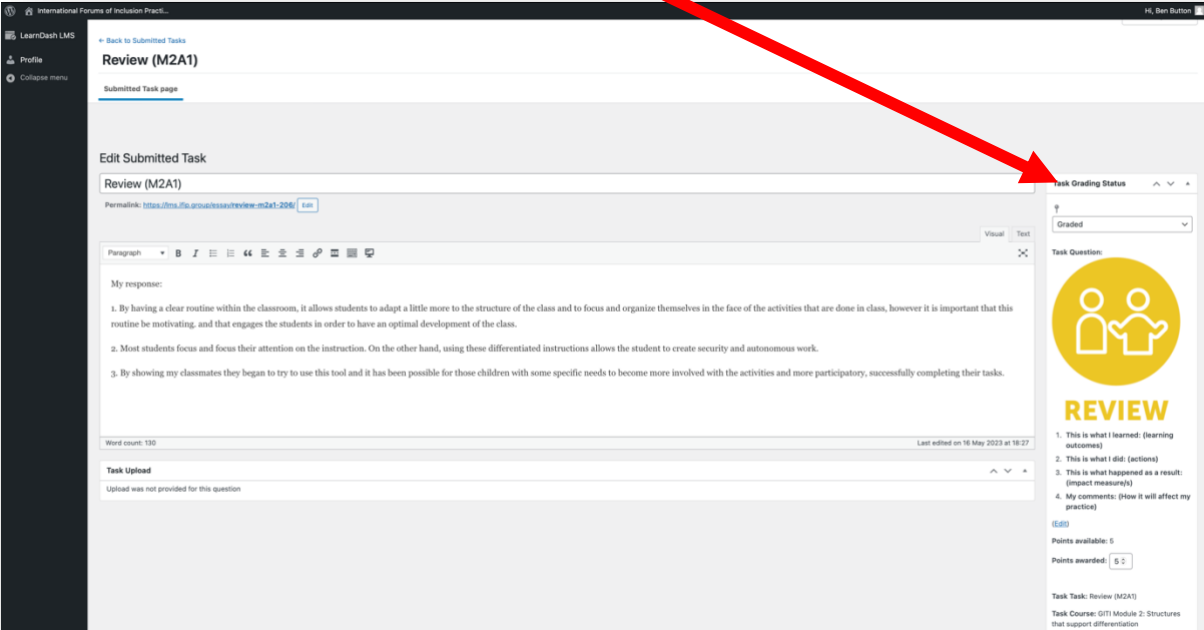
You have taken the following tasks:

Review (M2A1) - 100% **Statistics**

Review (M2A1), Status: **Graded**, Points: 5 [edit](#) [view](#) [comments](#) [0](#)

Score 1 out of 1 question(s) . Points: 5/5 on 16 May 2023 6:27 pm

Look at the panel on the right-hand side



The screenshot shows a web browser window displaying a task review page. The main content area is titled "Review (M2A1)" and contains a text editor with the following text:

My response:

1. By having a clear routine within the classroom, it allows students to adapt a little more to the structure of the class and to focus and organize themselves in the face of the activities that are done in class, however it is important that this routine be motivating, and that engages the students in order to have an optimal development of the class.
2. Most students focus and focus their attention on the instruction. On the other hand, using these differentiated instructions allows the student to create security and autonomous work.
3. By showing my classmates they began to try to use this tool and it has been possible for those children with some specific needs to become more involved with the activities and more participatory, successfully completing their tasks.


Word count: 130

Last edited on 16 May 2023 at 16:27

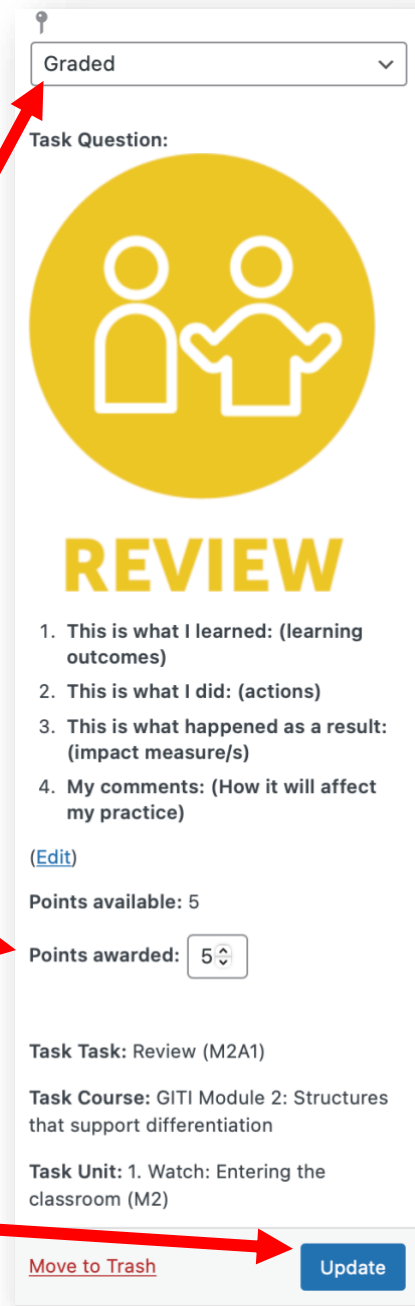
Task Upload

Upload was not provided for this question

The right-hand side panel, titled "Task Grading Status", shows the following information:

- Grading Status: Graded
- Task Question: 
- REVIEW**
- 1. This is what I learned: (learning outcomes)
- 2. This is what I did: (actions)
- 3. This is what happened as a result: (impact measure(s))
- 4. My comments: (How it will affect my practice)
- [\(Edit\)](#)
- Points available: 5
- Points awarded: 5/5
- Task Task: Review (M2A1)
- Task Course: GIT1 Module 2: Structures that support differentiation

The Learning Management System automatically awards points as users' complete tasks, but if you want to suspend a task, toggle between 'graded' and 'ungraded'.



Graded

Task Question:

REVIEW

1. This is what I learned: (learning outcomes)
2. This is what I did: (actions)
3. This is what happened as a result: (impact measure/s)
4. My comments: (How it will affect my practice)

[\(Edit\)](#)

Points available: 5

Points awarded: 5

Task Task: Review (M2A1)

Task Course: GITI Module 2: Structures that support differentiation

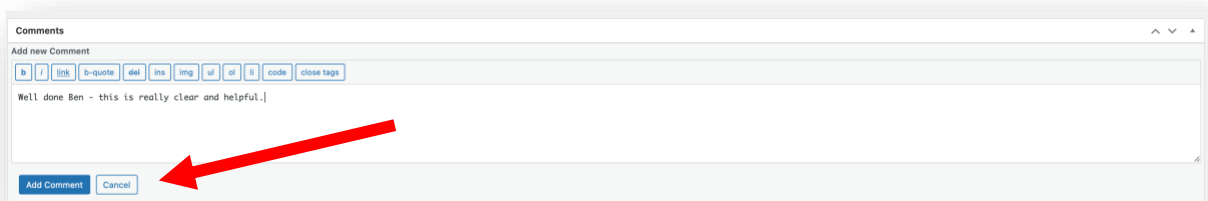
Task Unit: 1. Watch: Entering the classroom (M2)

[Move to Trash](#) [Update](#)

You can **award (or remove) points** here.

Save your changes by clicking on the blue **'Update'** button.

You can also **add a comment** if you scroll down the page further:



Comments

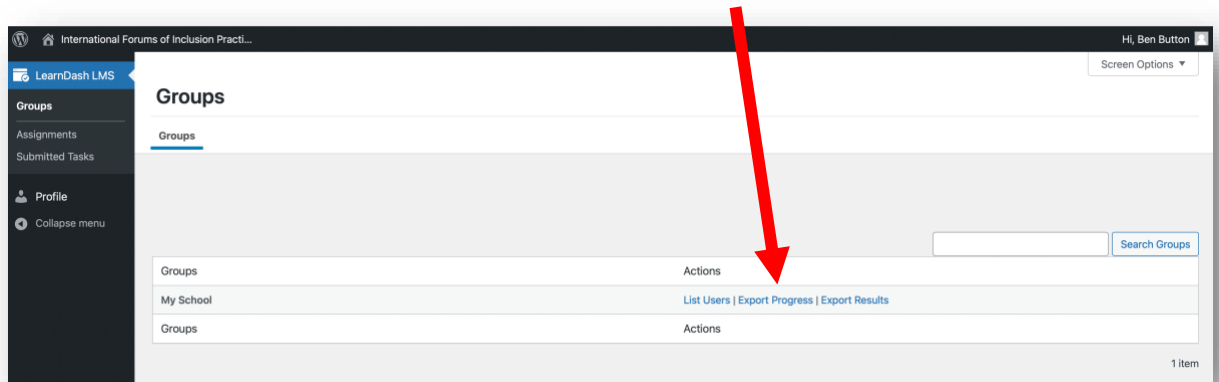
Add new Comment

Well done Ben - this is really clear and helpful.

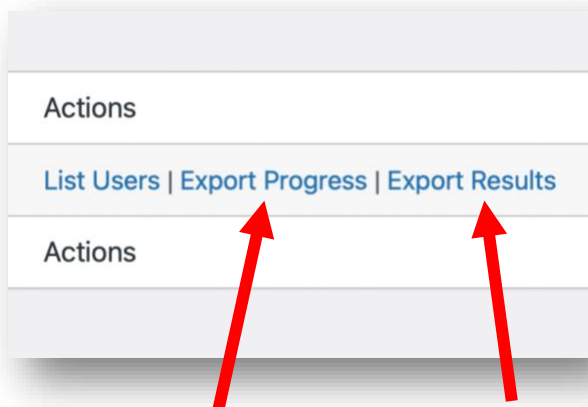
[Add Comment](#) [Cancel](#)

REPORTS

You can download and print management reports on the **'Groups'** page. The reports provide current user data, in spreadsheet (CSV) format.



Click on **'Export Progress'** or **'Export Results'** to download a spreadsheet in CSV format of the current results:



Progress Report

This is the most useful report. It gives shows you the Module title and number of steps completed by each user, as well as the date they started and finished.

user_id	name	email	course_id	course_title	steps_completed	steps_total	course_completed	course_completed_on	course_started_on
34	Jon Brown	Jon@TestSchool	940	Global Inclusive Teaching Initiative	18	18	YES	2022-03-06	2022-02-27
82	Simone Luca	Simone@TestSchool	940	Global Inclusive Teaching Initiative	9	18	NO		2022-03-06
33	Ben Button	Ben@TestSchool	940	Global Inclusive Teaching Initiative	8	18	NO		2022-03-06
10	Tatiana Breshna	Tatiana@TestSchool	940	Global Inclusive Teaching Initiative	6	18	NO		2022-03-04
43	Desta Awofeso	Desta@TestSchool	940	Global Inclusive Teaching Initiative	4	18	NO		2022-03-06

Results Report

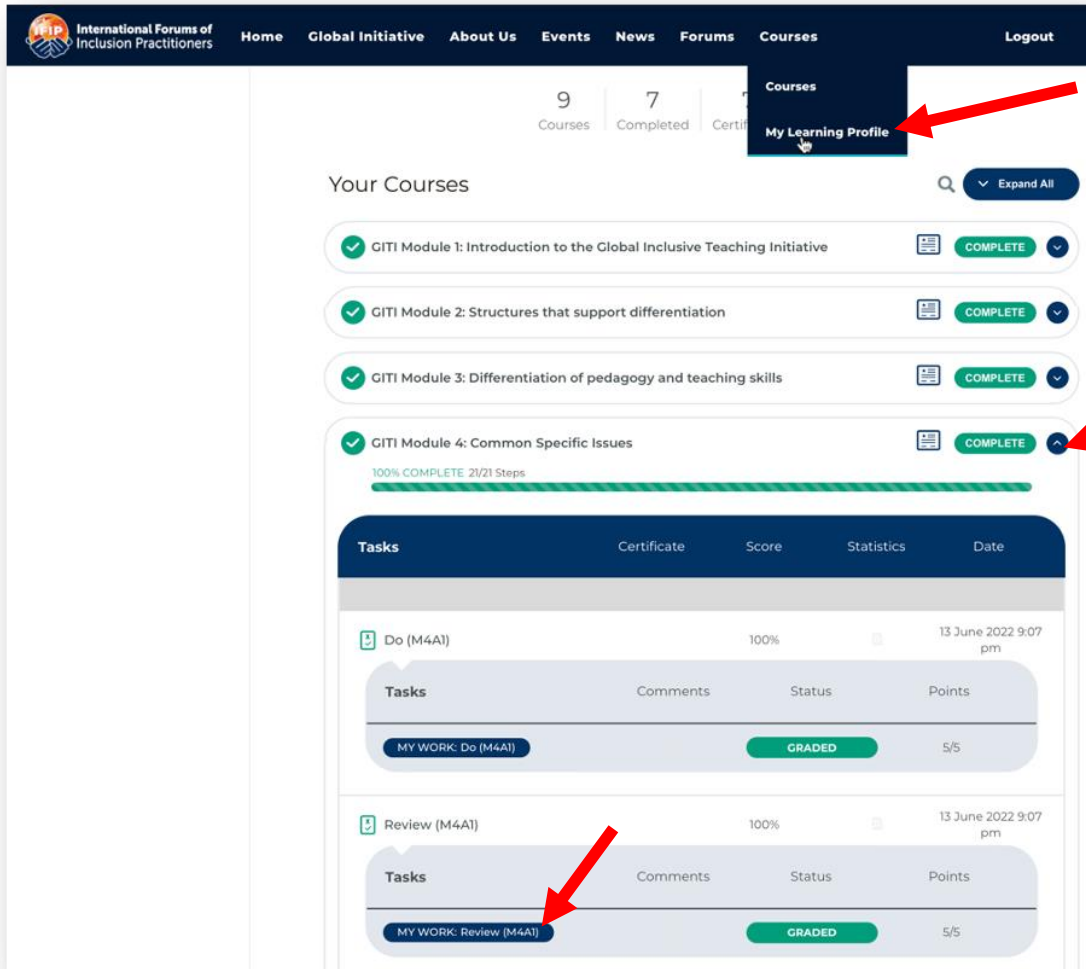
The Result's Report gives a break-down of the individual tasks completed by each user, including all their Read, Do's and Reviews as well as surveys and quiz results.

user_id	name	email	quiz_id	quiz_title	score	total	date	points	points_total	percentage	time_spent	passed	course_id	course_title
34	Jon Brown	Jon@TestSchool	1234	Do (M2A1)	1	1	2022-03-04	1	1	100.00	2m 46s	YES	940	Global Inclusive Teaching Initiative
82	Simone	Simone@TestSchool	1372	Read (M2A1)	1	1	2022-03-04	5	5	100.00	20s	YES	940	Global Inclusive Teaching Initiative
33	Ben Button	Ben@TestSchool	1374	Review (M2A1)	1	1	2022-03-04	1	1	100.00	1m 22s	YES	940	Global Inclusive Teaching Initiative
10	Tatiana Breshna	Tatiana@TestSchool	1234	Do (M2A1)	1	1	2022-03-03	1	1	100.00	26s	YES	940	Global Inclusive Teaching Initiative
43	Desta Awofeso	Desta@TestSchool	1234	Do (M2A1)	1	1	2022-03-03	1	1	100.00	5s	YES	940	Global Inclusive Teaching Initiative

‘My Learning Profile’: The Users’ GITI Course Journal

The place your users find all their completed tasks, track their progress and download certificates.

All your online completed ‘Do’ and ‘Review’ entries can be found under ‘Courses’ and ‘My Learning Profile’ - see below. Teachers can click on the down arrow to reveal their completed units and exercises within each module.



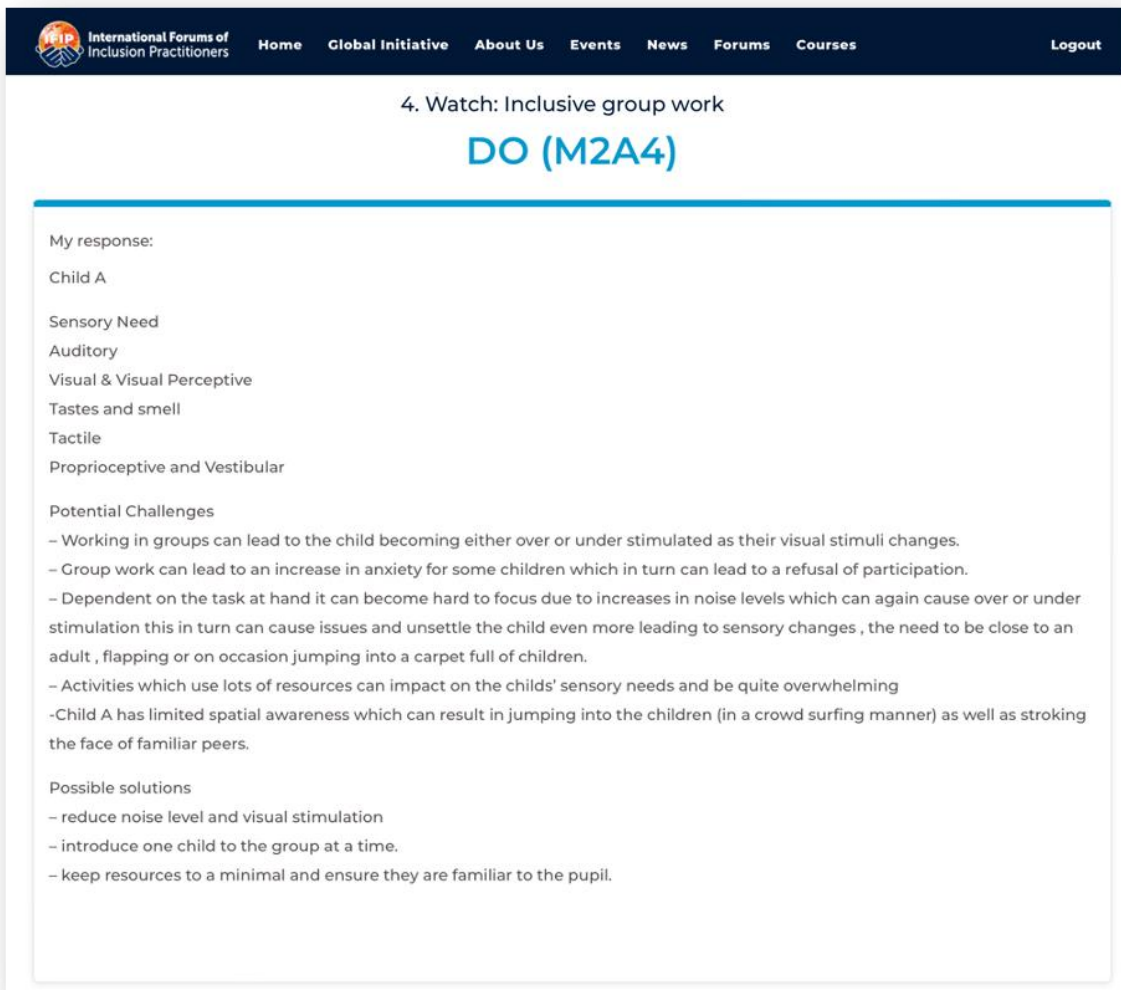
The screenshot displays the 'My Learning Profile' page. At the top, a navigation bar includes 'Home', 'Global Initiative', 'About Us', 'Events', 'News', 'Forums', 'Courses', and 'Logout'. The 'Courses' menu is open, showing 'My Learning Profile' as the selected option. Below the navigation, a summary shows 9 Courses, 7 Completed, and Certificates. The main content area is titled 'Your Courses' and lists four modules, all marked as 'COMPLETE'. The fourth module, 'GITI Module 4: Common Specific Issues', is expanded to show a progress bar at 100% (21/21 Steps) and a table of tasks. The table has columns for 'Tasks', 'Certificate', 'Score', 'Statistics', and 'Date'. Two tasks are listed: 'Do (M4A1)' and 'Review (M4A1)', both with a score of 100% and a date of 13 June 2022 9:07 pm. Each task has a 'MY WORK' button and a 'GRADED' status with a score of 5/5.

If teachers click on the blue ‘My Work’ buttons for each section – they can see what they entered (as can their Group Leaders.)

Example of a completed 'Do' exercise.

In this activity (in Module 2, Unit A, Part 4) users are asked to:

Read the practical 'Do' task in the PDF below. Think about how you might adapt this to use within your own class, group or setting. Plan it into a session and write up what you do and how it goes. Enter your findings into the report form below.



The screenshot shows a web interface for a report form. At the top, there is a navigation bar with the logo for 'International Forums of Inclusion Practitioners' and links for 'Home', 'Global Initiative', 'About Us', 'Events', 'News', 'Forums', 'Courses', and 'Logout'. The main heading is '4. Watch: Inclusive group work' followed by 'DO (M2A4)'. The form content is as follows:

My response:

Child A

Sensory Need

Auditory

Visual & Visual Perceptive

Tastes and smell

Tactile

Proprioceptive and Vestibular

Potential Challenges

- Working in groups can lead to the child becoming either over or under stimulated as their visual stimuli changes.
- Group work can lead to an increase in anxiety for some children which in turn can lead to a refusal of participation.
- Dependent on the task at hand it can become hard to focus due to increases in noise levels which can again cause over or under stimulation this in turn can cause issues and unsettle the child even more leading to sensory changes, the need to be close to an adult, flapping or on occasion jumping into a carpet full of children.
- Activities which use lots of resources can impact on the child's sensory needs and be quite overwhelming
- Child A has limited spatial awareness which can result in jumping into the children (in a crowd surfing manner) as well as stroking the face of familiar peers.

Possible solutions

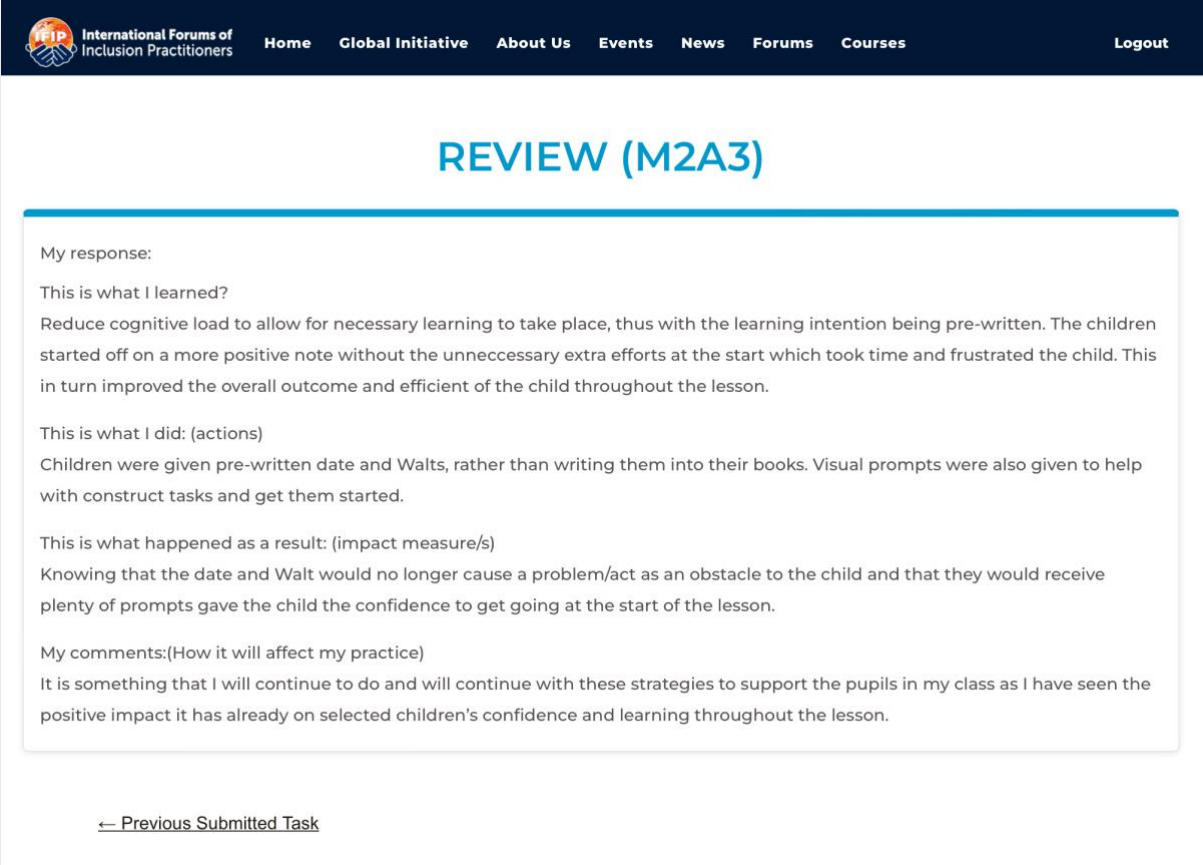
- reduce noise level and visual stimulation
- introduce one child to the group at a time.
- keep resources to a minimal and ensure they are familiar to the pupil.

Example of a completed 'Review' exercise.

In this activity (in Module 2, Unit A, Part 3) users are asked to:

Read the practical 'Review' task below. Think about how you implemented your 'Do' activity within your own class, group or setting. Reflect on what you did and what happened as a result. Enter your findings into the report form below.

- *This is what I learned (learning outcomes)*
- *This is what I did (actions)*
- *This is what happened as a result (impact measure)*
- *My comments (How it will affect my practice)*



International Forums of Inclusion Practitioners Home Global Initiative About Us Events News Forums Courses Logout

REVIEW (M2A3)

My response:

This is what I learned?
Reduce cognitive load to allow for necessary learning to take place, thus with the learning intention being pre-written. The children started off on a more positive note without the unnecessary extra efforts at the start which took time and frustrated the child. This in turn improved the overall outcome and efficient of the child throughout the lesson.

This is what I did: (actions)
Children were given pre-written date and Walts, rather than writing them into their books. Visual prompts were also given to help with construct tasks and get them started.

This is what happened as a result: (impact measure/s)
Knowing that the date and Walt would no longer cause a problem/act as an obstacle to the child and that they would receive plenty of prompts gave the child the confidence to get going at the start of the lesson.

My comments:(How it will affect my practice)
It is something that I will continue to do and will continue with these strategies to support the pupils in my class as I have seen the positive impact it has already on selected children's confidence and learning throughout the lesson.

[← Previous Submitted Task](#)