LIFE STRATEGIES LEARNONLINE
STUDENT HANDBOOK

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Introduction

This Student Handbook provides important information for students in all Life Strategies LearnOnline programs and courses, including:

- Administrative Policies and Procedures
- Course Learning Activities and Assignments
- Course Completion Requirements
- Writing Guidelines
- Technical Tips and Tricks

If you are unable to find the information you need, please contact us for assistance – 604-856-2386 or info@lifestrategies.ca. Please note: general information about our programs and courses is located in our LearnOnline catalogue.

We also recommend you stay connected with us and, and each other, through our Reconnect LinkedIn group,[1] Twitter,[2] Facebook,[3] and blogs (career-engagement.lifestrategies.ca and learnonlineblog.lifestrategies.ca).

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[1] If you don't already have a LinkedIn account, you can sign up for free at www.linkedin.com.
[2] If you don't already have a Twitter account, you can sign up for free at www.twitter.com
[3] If you don't already have a Facebook account, you can sign up for fee at www.facebook.com

Policies and Procedures

Registration Procedures

To register for courses, visit the Life Strategies Online Store.

Payment can be made at time of purchase via a secure SSL Certificate using Visa or MasterCard. Life Strategies also accepts cheques and money orders. Please note: you will receive an email confirmation of your order immediately after it is placed; however, we will review all orders for accuracy prior to processing.

Some courses require registration 2-3 weeks in advance to allow time to order the required training materials; late registrations (i.e., 1 week prior to start date) may be subject to a $50.00 (plus tax) fee. Register for three or more courses at once to receive a 10% discount. Full payment is due no later than 1 week before the course start date.

If you have any problems with registration or have questions regarding payment, please contact the office at info@lifestrategies.ca or phone 604-856-2386**.**

Courses with insufficient registrations may be postponed or cancelled one week prior to the course start date. If this is the case, any active students will be notified via email. These students may opt to transfer[4] to the next session or request a full refund of training fees.

Application Procedures

New students must submit a one-time new student application form. The application form is located on our website (http://www.lifestrategies.ca/resources/application-form.cfm). There will be a one-time $35.00 (plus tax) non-refundable application fee for new students which can be submitted through our Online Store. Note: webinar attendees are not subject to this application fee.

Refund/Transfer Policies

We strive to be flexible in our refund/transfer policies understanding that life circumstances can change unexpectedly. However, as our courses require active participation and completion of multiple assignments, we also encourage students to ensure they can make time in their lives to advance their education, prior to registering. Do not hesitate to contact a Life Strategies Student Advisor to discuss expectations specific to the program of study you are interested in, helping to ensure you fully understand these expectations before proceeding with your registration.

All **requests for refunds and/or course transfers** must be received in writing (i.e., email).

Courses/Certificate Programs
Our course refund policy is based on the policy created by the BC Private Career Training Industry Association (www.pctia.bc.ca)

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[4] In this circumstance, our regular transfer policy will be waived.

If a student withdraws 2 weeks or more before the program of study starts:
A full refund of course fees, less a $50 administration fee, will be provided.

If a student withdraws 1-2 weeks before the program of study starts:
Ninety percent of the training fee, less a $50 administration fee, will be refunded. The remaining can be applied as credit toward future events within the following 12 months. If course fees have not been received at time of withdrawal, the student will be invoiced for 10% of the training fee plus the administration fee.

If a student withdraws less than 1 week before the program of study starts:
Eighty percent of the training fee, less a $50 administration fee, will be refunded. However, the remaining can be applied as credit toward future events within the following 12 months. If course fees have not been received at time of withdrawal, the student will be invoiced for 20% of the training fees plus the administration fee.

In any of the previous instances, students may opt to transfer to the next session of the same course (see transfer policy for details) rather than receive a refund, or partial refund, of tuition paid.

If a student withdraws after the program of study starts:
If written notice of withdrawal is received or the student is dismissed from the course within 10% of the program, we will retain 30% of the total fees due under the contract plus a $50 administration fee; within 30% of the program, we will retain 50% of the tuition fees due under the contract plus a $50 administration fee. After the first 30% of the program, students are not entitled to any refund and, with the exception of special circumstances, the student may not apply their fees to another session of that same course.

Any courses run in a [directed study format](#) cannot be refunded after the customized course materials have been released to the student (i.e., the Monday prior to the course start date) as, at that point, students have access to all course components (e.g., readings, resources, discussion topics, and assignment details).

Webinar Refund/Cancellation Policy
A full refund will be provided for withdrawals received within 72 hours after registration. After this refund period has passed, there is no refund available. A copy of the recorded webinar, however, will be provided. GoToMeeting requires the download of a "local client" that can be blocked by firewalls and various pop-up blockers, though problems tend to be very rare. Technical issues are the full responsibility of each webinar attendee and refunds are not available for webinars that ran successfully.

Course Transfer Policy
Students are permitted up to 2 transfers per course; transfer requests must be received in writing a minimum of 24 hours **prior to** the start date of the course with the exception of [directed study](#) courses. There is a $50.00 administrative fee for each transfer; however, this fee will only be applied if the student ultimately chooses to withdraw (course withdrawal fees will also apply). Credits can only be applied for one year. After a year has passed, the credit can no longer be applied.

For example:
- Request a transfer from one course to another; successfully complete the course – no transfer fee applies
- Request a transfer from one course to another but withdraw prior to the start of the course - $50 administrative fee for the previous transfer plus $50 course withdrawal fee; the balance

will be refunded
- Request a second transfer but ultimately withdraw - $50 administrative fee for each transfer ($100, total) plus $50 course withdrawal fee; the balance will not be refunded but 50% of it can be applied towards another purchase

Materials/Supplies/Fees Refund Policy

Application fees and PDF copies of any Life Strategies publications are 100% non-refundable. Printed Life Strategies' books may be returned however, they will be subject to a 20% restocking fee and Life Strategies will not be responsible for return shipping fees. Books purchased from other vendors, for specific courses/programs of study, are subject to the specific return policy of the individual vendors. Assessment tools and/or online codes for assessments are impacted by a range of policies which depend on the test publisher. If you are withdrawing from one of our assessment courses, please contact the Student Advisor for any refunds that may be available.

Attendance Policy

Each course is a specified number of weeks in length and follows a set schedule of facilitated discussions and assignments. These courses do not operate on the traditional "distance-education model of self-paced/self-study" but are facilitator-led with participation being worth 20 - 30% of the total available grade (please see Course Syllabus for information specific to your course). As such, you must be able to participate in course discussions at least once per day, including weekends and holidays.

There are several components to participating actively:
- Checking into the course site each day, including weekends and holidays.
  - Daily participation in course discussions will help you manage the overall work load and ensures active and ongoing dialogue among all students.
- Reading posts from fellow students, and the instructor, and posting your own contributions.
  - Students are expected to make a minimum of two posts in each of the required discussion threads over at least 2 of the days that a course topic is active.
- Ensuring that your posts reflect:
  - Your understanding of the readings, course activities, and underlying theories/constructs.
  - Your integration/application of the information to the work of a career development practitioner.
  - Your thoughtful response to others' contributions to the discussion.
- Completing any required activities (e.g., Wikis, Chats) described in the Course Syllabus.

Remember it's not all about quantity (i.e., overwhelming or dominating the discussions with your contributions will not improve your learning experience and may impair that of others) or length (i.e., we are not looking for "mini essays"). Instead, strive for succinct, meaningful posts. Focus on quality and timeliness of your contributions. Avoid "drive-by" posts (i.e., significant posts made just as a topic is closing) or "cheer" posts (e.g., "Really great comment, Cindy" or "I really enjoyed the readings for this topic") which don't contribute substantially to the discussion.

You must notify course instructor(s) if you are going to be "offline" for more than 48 hours. After 48 hours the course instructor, or other administrative staff, will contact you via email. If no response is received to that email and there is no additional activity for a further 24 hours, we will assume that you decided to withdraw from the course. Therefore, if you are offline for more than 72 hours you will be un-enrolled. Because these courses are relatively short and intensive in nature, you cannot afford to be away from the course for very long.

Plagiarism

LearnOnline instructors take plagiarism and incorrect credit for another's work very seriously. All assignments must be original work (i.e., something you've prepared specifically for your current course) appropriately crediting sources for concepts and words. Plagiarism in any assignments may result in a grade of zero. For more details, see the writing section of this handbook.

Grievance Policy

In the event a dispute arises between you and an instructor, the following procedures will be followed:
1. You must raise the concern with the instructor, with a specific request for action
2. If the dispute isn't resolved, you must submit the concern in writing to the instructor, cc'ing Dr. Roberta Neault (president of Life Strategies Ltd.) at Roberta@lifestrategies.ca
3. Dr. Neault will follow-up with you within 3 working days to see if the issue has been satisfactorily resolved
4. If the issue hasn't been resolved, Dr. Neault will clarify the concerns and provide a resolution within 5 working days of receipt of written complaint

Course Challenge (CMPP Only)

If a student is completing a certificate within the Career Management Professional Program (CMPP) he/she may challenge up to two courses. Each challenge has several components including:
- Remittance of the $100 (plus tax) fee per challenge
- Brief summary of how he/she has already achieved the course learning objectives (see course outlines)
- Demonstration of his/her knowledge, skills, and abilities related to the course topics, through a tip sheet assignment (i.e., handout for clients or colleagues) or some other resource that can be shared on the course site

A student can challenge any course to receive full course credit. Note: transcript will state "successfully challenged."

Upon purchase of each course challenge the student has 30 days to submit an outline as to how he/she has meet the learning objectives, plus 1 week to complete and submit a tip sheet or similar assignment as stipulated by Life Strategies.

Certificate Completion (CMPP Only)

To ensure certificates are kept current with relevant, up-to-date information, CMPP students completing a full certificate must complete **all** coursework within **2 years** of the starting the program.

Students who are unable to complete all coursework within the 2 year period are no longer eligible to receive their CMPP certificate from Yorkville University; however, they are welcome to continue taking individuals courses at their own pace for professional development. All students, whether completing a full certificate or taking individual courses with Life Strategies Ltd., are eligible to receive course transcripts as documentation of successful course completion. Transcripts are issued upon request and carry both Life Strategies Ltd. and Yorkville's logos. The first transcript is free of charge; however, multiple requests will result in a small fee.

Alternatively, students may **apply for a certificate deadline extension**. To do so, they must make a formal application to Life Strategies Ltd. and pay the certificate extension application fee ($50.00) to

cover the costs of reviewing course plans and identifying which courses may be challenged and which must be redone. Click here for the official Certificate Extension Application Form; submission of this form is required at least one month prior to the 2 year deadline. We strongly recommend early applications so our student advisor can review the application and assist in course planning. Certificate extensions will only be permitted for 3 months passed the certificate expiry date. Submission of an application for certificate extension does not guarantee an extension will be granted. Applications are considered on a case-by-case basis

Course Audits

If you are a past student, you may audit any course that you have successfully completed, for no additional charge. However, assignments will not be marked and you will get limited one-on-one time from course instructors.

Transcript Policy

Life Strategies will provide you with one transcript free of charge at program completion (e.g., CMPP, JD) or, upon special request, for individual courses (e.g., Career Development Foundations, Emerging Theories, and Models). Additional transcripts for individual courses, or reprints of program transcripts, can be issued upon special request; however, a nominal fee of $10.00 (plus tax) per transcript will apply. Payment can be made via our online store.

All transcripts will be issued via email unless otherwise requested. If an official transcript needs to be sent directly to an organization or institution, please send an email request to studentadvisor@lifestrategies.ca identifying the student's name, the course(s), and detailed instructions about where to send the information and in what format it is required (e.g., mailed with original signature, signature over seal).

For an unofficial record of your grades, please print a copy from your course before it closes. Click on "grades" within the administrative block on the left side of the course site to access your grades.

Educational Tax Credit

Only those courses/programs offered in arrangement with Yorkville University, as educational partner, (i.e., Career Management Professional Program [CMPP], CPE 510, and CPE 521) qualify for the Educational Tax Credit.

As a designated educational institution with Canada Revenue Agency (CRA), Yorkville will only issue educational tax receipts (T2202A) for qualifying educational programs (i.e., courses that are a minimum of 12 hours [each CMPP course is 20 hours; each CPE course is 30 hours] AND a minimum of 3 weeks [each CMPP course runs for only 2 weeks; each CPE course runs for 3 weeks]). As such, CPE courses are eligible, but CMPP courses are only eligible if two are taken back-to-back or overlapping (i.e., a minimum of 4 consecutive weeks of training).

For more information on Educational Tax Credit, see www.cra-arc.gc.ca/E/pub/tp/it515r2/it515r2-e.html

Tuition Tax Credit

Even if your courses do not qualify for the [Educational Tax Credit](#), you may still be able to use your tuition receipts for credit on your taxes provided you were not reimbursed for the fees (e.g., by an employer). For more information on Tuition Tax Credit, see www.cra-arc.gc.ca/E/pub/tp/it516r2/it516r2-e.html

Continuing Education Units/Credits

Many courses have been pre-approved for Continuing Education Units/Credits (CEU/Cs) by the Canadian Counselling and Psychotherapy Association (CCPA) and the Vocational Rehabilitation Association (VRA) of Canada. In addition, Life Strategies LearnOnline courses and webinars may be eligible for CEU/Cs from many other professionals associations such as the BC Career Development Association, Alberta Career Development Association, the Center for Credentialing and Education (CCE), and the BC Human Resources Management Associations. Please contact the [Student Advisor](#) for further information.

Office Hours

The instructor(s) for every course will check into the course site at least once per day and often far more than that. Instructors will also respond to emails that come directly to them (i.e., not via the course site) within 24-hours – typically you will get a far quicker response. If you need a "real-time" conversation either via telephone or an Instant Message "chat," please contact the instructor through the course site or via email to set an appointment. Some of our instructors travel extensively, across a variety of time zones, others work from home offices so incoming phone calls late at night, early in the morning, or on weekends may disturb their families. Scheduling any necessary phone calls in advance will ensure that you will get the instructor's focused attention, wherever s/he may be in the world at that time.

Technical Support

Our technical support team is available to you via phone (604-856-2386) or email (techsupport@lifestrategies.ca). The phone is checked during our regular office hours (i.e., Monday – Friday 8:00am – 4:30pm PT) and the tech support email is checked throughout the evenings and weekends. Your instructor can also assist you outside of regular office hours.

Computer Requirements

We recommend that students have a relatively new computer, either PC or MAC, with reliable high-speed Internet access. While slower computers and/or dial-up Internet will work, students may find the slow response times (e.g., loading course discussions or resources, following webinar presentations) frustrating and find they spend more time on course work than they'd anticipated. Webinar attendees also need, at minimum, a computer with speakers or reliable telephone line; note, long distance charges will apply for those calling in and are the responsibility of the individual webinar attendee.

Students must submit their written assignments using products from the Microsoft Office Suite (i.e., Word, Excel, and/or PowerPoint) or compatible software. PDF assignment submissions will not permit instructors an opportunity to provide detailed feedback and so consequently be avoided. It is also expected that students have the latest version of Adobe Acrobat Reader for viewing resources; it can be downloaded free of charge, at www.adobe.com/products/acrobat/readstep2.html.

Course Learning Activities & Assignments

Tips for Keeping Discussion Forums Manageable

To keep discussions flowing naturally, please keep posts and responses within one thread for each question (unless otherwise instructed), building on each other's contributions. Facilitators are not looking for mini-essays . . . you can earn full marks if your posts are a thoughtful response to someone else's contribution, bringing in a new perspective or something from the readings (i.e., you won't earn extra marks for submitting a small essay and facilitators are not grading posts like an assignment looking for specific key ideas).

You'll be able to recognize new posts if you set your preferences to show unread posts (new posts should come up with a yellow coloured frame around the box); if you set your preferences to show recent messages first, then they are especially easy to find.

CPE Volunteer Assessment "Client" Policy

Although it's not recommended, students who want to work with a particular client group or a different set of assessments for their 3rd assignment may opt to select a volunteer "client" from outside the course. Students must demonstrate they have obtained informed consent from their "client" well in advance of assignment preparation (i.e., by the close of week 1 at the very latest). Informed consent must demonstrate that the "client" understands that the test administrator is a student and therefore there are limits to his/her expertise as well as confidentiality (i.e., that, although you'll use a pseudonym, your instructor and your supervisor will be reviewing the assessment results and also your final report). We recommend avoiding vulnerable populations; however, if the "client" is a child or unable to give informed consent, a guardian must provide consent on his/her behalf.

Students are asked to either forward an email exchange between themselves and their "client" or prepare a formal signed document detailing the "client's" consent and understanding.

Students who select a volunteer "client" are responsible for arranging and purchasing assessment materials and, in situations where the course instructor is unfamiliar with the selected assessment tools, arranging for a qualified external supervisor. If you do not have access to the tools you have selected (e.g., through your workplace or from your supervisor), some assessments tools are available through Life Strategies Ltd.

External supervisors must be qualified to supervise the assessment selection, administration, and interpretation, and sign off as approving the student's final report. To document this agreement, an email exchange or signed letter from the supervisor confirming his/her qualifications and willingness to supervise is also required.

All documentation of informed consent and supervision should be sent either directly to the instructor or to info@lifestrategies.ca.

Assignments

As mentioned previously 20 - 30% of the total available mark is for participation. The other 70 - 80% is divided into 3 assignments.

Participation
Specific participation guidelines are posted within your course and in the Attendance Policy section

of this handbook. Review expectations carefully; you will be expected to balance the quality and quantity of posts. Your responses may incorporate ideas about the specific topic, as well as reflection and thoughts about the ideas and responses of others.

The following chart provides some guidelines for the evaluation of participation.

Percentage	Points /20	Points /25	Interpretation	Grading Criteria
95% and over	19-20	23.8-25	Excellent	Student consistently makes 2 or more posts in each required discussion thread distributed across at least 2 days that the topic is active. Contributions indicate: (a) exceptional understanding of the material covered in the course readings and topical resources, (b) integration and application of this information to the discussion topic and/or work of a career management professional, (c) accurate interpretation of the theories and constructs (and their shortcomings when applicable) that underlie the discussion topic.
85-94.4%	17-18.9	19-23.6	Good	Student generally makes 2+ posts in each required discussion thread distributed across 1-2 days that the topic is active. Contributions are generally above average in quality, indicating good understanding of course material, integration and application of the information to the work of a career management professional, and understanding of underlying theories and constructs. Contributions show evidence of thoughtful consideration, reflection and attention to the issues addressed, and add valuable information to the discussion.
80-84.4%	16 – 16.9	20-21.1	Average	Student generally makes only 1 post in each required discussion thread. Contributions lack depth but show some thought, reflection, and attention to the issues, and add to the discussion.
Less than 80%	<16	<20	Below Average	Student consistently makes less than 1 post in each required discussion forum per topic, or clusters contributions on the last day or after the topic closes. Contributions may also lack thought,

				reflection, and/or effort, and add little to the discussion.

Assignments

Assignments are explained in the "Course Syllabus" document that is posted on the site and linked from the course welcome message. You must review this document to understand how the course will flow, topics to be covered (and on what days), and assignment expectations with their due dates. It is your responsibility to monitor when assignments are due, address every item in the grading criteria, and upload assignments on time. Instructors will generally not review draft assignments; however, in special circumstances, an instructor may be willing to review a draft assignment. In these cases; however, a maximum grade of 85% may be applied. It is always acceptable to ask questions regarding any assignment to ensure you understand the expectations. This can be done in the course questions forum. Leave yourself enough time to ask questions, get a response, and then complete your assignment.

When uploading assignments, please use a unique identifier such as your name and assignment number – we recommend "Course Name Assignment # Student Name" for your file name. This will help ensure the instructor doesn't overwrite files when downloading to his/her computer and so that he/she can easily identify your assignment when sending feedback.

The following chart provides some guidelines for the evaluation of course assignments.

Points /20	Points /25	Points /30	Interpretation	Grading Criteria
19-20	24-25	28-30	Excellent	Assignments address all of the assignment criteria and demonstrate: (a) good understanding of the material covered in the course readings and topical resources, (b) integration and application of this information to the assignment topic and/or work of a career management professional, (c) accurate interpretation of the theories/models (and their shortcomings when applicable) that underlie the assignment topic.
17-18	22-23	26-27	Good	Assignments lack at least one of the above criteria but are generally above average in quality. Assignments show evidence of thoughtful consideration, reflection, and attention to the issues addressed.
16	20-21	24-25	Average	Assignments lack some of the required components and miss some of the above criteria but show some thought, reflection, and attention to the issues.
<16	<20	<24	Below Average	Assignments are missing significant components and give insufficient evidence of thought, reflection, or effort.

Assignments that are submitted late will receive an automatic 5% deduction for each day it's late (i.e., after 24 hours 5%, after 48 hours 10%, after 72 hours 15%). For exceptional circumstances, contact instructor(s) in advance to request an extension.

The developers and facilitators of LearnOnline courses support the concept of mastery learning. If you do not achieve 80% on any individual assignment, you have one opportunity to resubmit that assignment, incorporating facilitator feedback. The revised assignment must be submitted for

marking no later than 48 hours after the original assignment was returned, unless otherwise negotiated. The maximum grade that can be earned for a resubmitted assignment is 85%.

Generally, assignments are marked within 24-48 hours of the due date (not submission date). Detailed feedback and marks will be provided a minimum of 24 hours prior to the due date of the next assignment to allow you to integrate feedback into subsequent work. Although the focus of our courses is not specifically on writing, you can expect to receive feedback on writing style and formatting, as well as assignment content.

Course Completion Requirements

Successful Course Completion

Successful course completion requires you to achieve a grade of 80% overall (please see your Course Syllabus for specific information on the assignment grade breakdown). As Life Strategies supports mastery learning, at the end of the course if you have not achieved 80% overall, you will have an opportunity to resubmit one assignment in an effort to improve your grade (note: any resubmitted assignment has a maximum available grade of 85%). This assignment re-submission must be negotiated with your instructor and must be handed in no later than one week after the course ends. Further, it cannot be an assignment that you've previously re-submitted (see assignments section for further detail). There is no opportunity to negotiate or increase participation grades.

If you are still unable to achieve an overall grade of 80%, you will be given an incomplete for the course; however, you will be eligible to reregister for the course the next time it is offered, at 50% of the current course fee. Successful completion of the course the 2nd time it is attempted will result in a maximum grade of 80%, regardless of how well you do in all the assignments.

Certificates of Completion

Yorkville University issues certificates upon completion of any of the three certificates within the Career Management Professional Program; certificates will not be issued for individual courses. Yorkville also issues certificates upon completion of the Psychometric Assessments "B Level" Qualification Training program. Career/Life Skills Resources issues certificates for Personality Dimensions® and MajorsPTI/PTE qualification. Life Strategies issues certificates for Job Developer and Case Manager.

Please refer to Transcript Policy section for details on obtaining a record of your grades.

Writing Guidelines

There are many writing style guides; the writing "rules" change depending on which format you follow. What is your format? Consistency is the key to effective written communication. We've included some writing pointers here to help you as you write your assignments.

Understanding and Avoiding Plagiarism

Yorkville University, the academic home of the Career Management Professional Program and Psychometric Assessments "B Level" Qualification training program, defines plagiarism as follows:

Quoting verbatim or almost verbatim from any source without the proper acknowledgment of the author, and without formatting quoted material in accordance with the style guide adopted by the relevant Faculty.

For detailed information on this topic, the University of Indiana has a great article at www.indiana.edu/~wts/pamphlets/plagiarism.shtml. Also check out www.plagiarism.org for a variety of information on defining plagiarism and providing tips on how to avoid it.

Although not always intentional, plagiarism is **not** acceptable in an academic environment. The Referencing the Work of Others section (below) should help you to acknowledge and format quoted material in your assignments. Although you are not required to submit assignments in APA format, you do need to ensure that any sources used for the assignment are credited accurately.

Referencing the Work of Others

When writing your assignments, you may find it useful to directly quote from another source (e.g., website, course readings, book). However, it is important to try to write using your own words; this is one of the best ways to measure whether or not a concept has been understood. Aim to provide a brief summary, paraphrasing and sourcing key concepts and ideas, and adding your own interpretation and reflection. Direct quotes should be limited to just a few lines, with no more than one or two per page.

It is equally important to be consistent. Choose one format for references and be consistent throughout your document.

Examples
- Example of a direct quote from a book:
  "Career counselors, counselor-educators, and corporate consultants hear lots of stories" (Neault, 2007, p. 1).

  In this example, Neault's own words was thought to be the most effective way of communicating the information.

- Example of a direct quote from a website:
  "Career counselors, counselor-educators, and corporate consultants hear lots of stories" (Life Strategies, ¶1).

  In this example, the quote is from a website. In the absence of page numbers, the paragraph number is given. This requires counting the paragraphs to determine which number the quote is from.

- Example of expressing someone else's idea in your own words:
  The graph of frequency and range in a normal curve, with the middle score indicating that half of the population is to the left of centre and the other half to the right of centre, would look like a bell (Hood & Johnson, 2007).

  In this example, Hood and Johnson, is cited as the source of the information, but the text has been re-written (i.e., the author has expressed the idea in his/her own words). .

Creating a Reference List

Once you have quoted or referenced the work of another person in your writing, you need to create a reference list that will allow your reader to find the original source of the quotes or ideas expressed. While a reference list at the end of the document is most common, footnotes are also acceptable.

Be sure to include enough information to allow your reader to find the original source of the information that you have referenced. At a minimum, each reference should include author name, year of publication, resource title, and URL if applicable. Two common examples are included below. Information about the publisher is nice, but not necessary.
- Example of a reference list entry for information from a website:
  Neault, R. (2008, July). *That's just plain silly! Channeling outrage to champion change.* Retrieved from http://counselingoutfitters.com/vistas/vistas09/Neault.doc
- Example of a reference list entry for a book:
  Hood, A. B., & Johnson, R. W. (2007). Assessment in counseling: A guide to the *use of psychological assessment procedures.* Alexandria, VA: American Counseling Association.

Creating a Tip Sheet

In many LearnOnline courses, the *Tip Sheet* assignment provides students the opportunity to explore a specific topic related to the course material. Formatted as a handout to be used by clients (or for training coaches), the "tip sheet" represents a tangible, take-away resource that can be readily used in practice after the course ends. Samples can be found within our *Resource Library*.

An integral component of the tip sheet assignment is the inclusion of an annotated reference list (also known as an annotated bibliography). An annotated reference includes two components: (1) the reference citation and (2) the annotation.

1. Reference Citation

Although a formal citation style is not required (e.g., APA, MLA), it's important that students present references in a consistent format (e.g., if you italicize book titles, ensure you italicize all titles) and provide enough information so that the reader can locate the resource that you've cited. Two examples are provided below; the first is for a book and the second is for a website.

Neault, R. (2012). *Career strategies for a lifetime of success* (3rd ed.). Aldergrove, BC: Life Strategies Ltd.

Knott, D. (n.d.).*Writing an annotated bibliography*. Toronto, ON: University of Toronto. Available at http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography

2. Annotation

The annotation is a brief description of the selected resource. Beyond a simple overview of content, the annotation should examine why the resource is helpful (i.e., why are you recommending it?). Discuss the usefulness, examine strengths and weaknesses, and describe your impression of the resource.

> Neault, R. (2012). *Career strategies for a lifetime of success* (3rd ed.). Aldergrove, BC: Life Strategies Ltd.
>
> An essential resource for career development practitioners (CDPs) and clients alike, this book provides an overview of the career management process across a lifetime and for a wide variety of client types. Readers will learn how to assess personal attributes relevant to career paths in *Time to Reflect: Understanding Yourself*, explore developing labour market trends in *Time to Explore: Understanding the Workplace*, decide on careers that "fit" in *Time to Choose: Identifying Career Possibilities*, and prepare essential work-search documents in *Time to Prepare: Developing Portfolios, Resumes, and Interview Skills*. In *Time for Action: Successful Marketing Strategies*, readers will examine the role of marketing themselves to employers. *Time to Look Ahead: Proactive Career Management* supports ongoing career-life management activities.

Collectively these chapters provide important insights about workplace realities, conceptual frameworks to guide the career development process, and helpful activities for practitioners and clients. The six-chapter modularized format enables readers to quickly identify relevant sections. My recommendation for practitioners is to purchase the PDF version so you can easily reproduce handouts for specific clients.

For more information on annotated references, refer to the following resources:
> Concordia University Libraries. (2011). *How to prepare an annotated bibliography*. Montreal, QC: Author. Available at http://library.concordia.ca/help/howto/annotatedbibliog.php
>
> Knott, D. (n.d.).*Writing an annotated bibliography*. Toronto, ON: University of Toronto. Available at http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography

General Writing Tips

Although writing style only represents a small portion of your assignments, clear writing is essential to adequately expressing your ideas. We recognize that our students come from diverse educational backgrounds and may not have experience with academic writing. As such, here are some general tips for improving you writing.
- Use consistent verb tense
- Ensure "parallel construction"
  - e.g., "The students **completed** assessments, **participated** in workshops, and **met** individually with their coaches throughout the program." Here, all verbs fit with the beginning of the sentence (i.e., "The students" . . . completed, . . . participated, met . . .)
- Watch for single/plural agreement
  - e.g., you can't have "one of your team" and "their" (one / his or her; team members / their)
- Minimize use of footnotes (e.g., 2 max. per page); create a reference list if necessary
- Avoid biased language (i.e., gender, ethnic, disability, age)
- Be concise – it's better to find simpler ways of saying things than to shrink fonts and margins

to accommodate extra text
- Once you have finished writing your paper, let it sit and return to it later to proofread or engage the help of a study partner to proofread your paper

For further resources, check the LearnOnline Resource Library and/or Sandra Collins' *Professional Writing in the Health Disciplines* at http://epub-fhd.athabascau.ca/professionalwriting/front-matter/quick-links/.

Style Guides

There are numerous style guides available for your use. Although we do not require that you adopt one of these styles, we do recommend that you use a consistent style throughout your writing. Inconsistent styles and formats can detract from your writing and distract your reader from the ideas that you are presenting.

American Psychological Association (APA) Style:
- http://www.apastyle.org/
- https://owl.english.purdue.edu/owl/resource/560/01/
- http://library.concordia.ca/help/howto/apa.php

Canadian Press (CP) Style:
- http://www.thecanadianpress.com/products_and_services.aspx?id=86
- http://www.ualberta.ca/~gifford/handouts/cp.pdf

Chicago Style:
- http://www.chicagomanualofstyle.org/tools_citationguide.html
- https://owl.english.purdue.edu/owl/resource/717/01/

Modern Language Association (MLA) Style:
- http://www.mla.org/store/CID24/PID363
- https://owl.english.purdue.edu/owl/resource/747/01/
- http://library.concordia.ca/help/howto/mla.php

Technical Tips & Tricks

These technical tips and tricks have been compiled to support you in using the Moodle system. There is also a Technical Support forum where you can post additional questions or concerns that are not addressed in this document. For direct assistance, please feel free to call our offices (604-856-2386) or email techsupport@lifestrategies.ca.

Setting Your Profile Preferences

Here are some tips to help you set your profile preferences. You can access this function from the learnonline.lifestrategies.ca home page or within your specific course site.

1. Access your profile
   a. From the learnonline.lifestrategies.ca home page, click on your name at the bottom of the page or in the top right hand corner of the page.
   b. Within your specific course site, click on your name at the bottom of the page or in the top right hand corner of the page.
2. Click "Edit profile"
3. Review the options and set your account preferences (click on "Expand all" to display all settings and options). We've set your account to some standards. Here are some recommendations for your settings, though, feel free to customize to fit your needs
   a. Email display: Set to "Allow other course members to see my e-mail address"; only hide if you do not want your email shared with other students
   b. Time Zone: Set to "Server's local time" so the Moodle times will match your time zone.
4. Post a brief bio within the "Description" section. This is similar to the type of introduction you would make in a traditional classroom. For this program it would be particularly interesting to read about your relevant work experience
5. Upload a photo of yourself or some other picture that represents you (e.g., an "avatar") within the "User picture" section. Because we won't "see" you in person, a photo can help create the classroom atmosphere. You can either drag and drop the picture or click the ad file icon to bring the "File picker" where you can select "Upload a file" and then
6. Add any addition information you'd like within the additional names, interests, and optional sections
7. Save your changes by click "Update profile"

Managing Forum Post

To manage your discussion/forum posts, from the course page click on your name at the top right hand side of the page. From here, click on *Preferences*. On the next page, under *User Account*, select *forum preferences*.

1. Email digest: Set to "Pretty HTML format" as plain text will not show any special formatting.
2. Forum auto-subscribe: Set to "No: don't automatically subscribe me to forums" if you are subscribed to forums, every post you make (and those made by other students) will be emailed to you. This can be helpful for keeping track of course activities but can also get overwhelming. You can also subscribe to a particular forum when you post to it.
3. Forum tracking: Set to "Yes: highlight new posts for me;" this is a very helpful function for keeping track of new messages.

Creating a Personal Blog

The Blog section provides space for you to privately reflect; if you like, you can also choose to "publish" your blog, making it available for others in the course to read. Here are some tips to help you create a blog.

1. Access your blog from the learnonline.lifestrategies.ca home page[5]
   a. Click on "Site pages" from the Navigation block on the right-hand side
   b. Select "Personal Blogs"
2. Adjust your blog settings
   a. Name your blog
      i. The default will be "First Name Last Name's blog"
      ii. Enter is a summary for your blog
      iii. Click "Save changes"
3. Add an entry by clicking on "New blog post"
   a. Enter your "Title" and compose your "Message"
   b. Set any "Tags" (e.g., keywords)
   c. Enter your preference for "Allow comments"
      i. The Life Strategies team will not moderate any comments
   d. Set your sharing preference
      i. The default setting is private; however, if you'd like to make it public, please feel free.
   e. Add any attachments
   f. Click "Add post" to save and post your blog

Uploading Files (e.g., pictures, assignments)

We do not expect you to upload many files to the course site. The exceptions may be a photo for your profile, and your assignments. There is a maximum file size (100 MB) that the system allows. If you try to upload a file that is too big as the system will tell you that no file was found. On rare occasions, some assignments that are particularly graphic/image heavy may be too large to upload. Please keep this in mind when completing your assignments. If you are not sure how big your file is, highlight the file in the dialog box (as if you were going to double-click to open the file) then right-click and choose properties. The size will be displayed for you. (If you'd like to check while still creating the document within MSWord, simply left click on File/Properties/General.). Please ensure you submit files in a standard program and editable format, such as a Word document.

Accessing Course Resources & Activities

On your course site, you'll notice several icons, which represent different kinds of resources/activities

Course Resources include:	Course Activities include:
Book (Course Syllabus)	Discussion Forums
Pages (Course Notes and Study Process)	Assignments
Web Resource (URL)	Wikis
PDF Resource	Chat Rooms
MS Office Resource	Lessons

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[5] You can also access your blog through a specific course; however, you must go through your profile, accessing it from the "Users" section within the "Course administration" option of the "Administration" blog.

Course resources are posted directly on the main course page; however, you'll also find web, PDF, and MS Office resources linked from books (i.e., *Course Syllabus*) and pages (i.e., *Course Notes and Study Process*).

There are three ways to access course activities
1. Directly via the topical section of the course home page
2. Indirectly via the hyperlinks within the topical *Course Notes and Study Process*
3. Indirectly via the hyperlinks from the *Course Syllabus*

We've briefly described each here to get you started; however, you may also find the narrated PowerPoint resource within the [LearnOnline Orientation](#) helpful.

Book

Your *Course Syllabus* is posted as a book resource in the general course area. Read this carefully at the beginning of the course so you know what to expect and can plan your time accordingly. The book is divided into chapters and sub-chapters. You can read these in order, navigating back and forth with the arrows at the top and bottom on the page, or jump to specific sections using the table of contents on the right-hand side.

The sections include:
1. Course Outline
2. Assignments
3. Topical Content

If you'd like, you can print the full *Course Syllabus* or a specific chapter by using the "Print book" or "Print this chapter" under the Book administration settings within the Administration block on the right-hand side of the web page.

Pages

For each topic, including the introduction and course summary, you will find a corresponding *Course Notes and Study Process* page resource. This resource provides topical notes, directions for completing learning activities, and hyperlinks to required readings/resources. Pay attention to the gentle reminders which refer to important deadlines and requirements.

Although we've hyperlinked everything you'll need to do within the topic from the *Course Notes and Study Process* page, you can also access readings and the discussion forums on the main course site. You'll also notice these pages replicated in the *Course Syllabus*. If you'd like to review them before a topic opens up, please feel free; however, discussion forums will only be available when the topic is open.

Web Resources (URL)

Beyond textbook readings, you will find links to various web resources which will enhance your learning. To ensure functionality, our LearnOnline team checks each link prior to the start of the course. If you are unable to open a weblink, this may be a temporary glitch on the website. Try back a little later and if it's still not available, let us know ***immediately*** (phone our office, email techsupport@lifestrategies.ca, or a post within the Technical Support discussion forum). Our team can help you to access the resource or provide an alternative.

PDF Resources

Some course resources have been developed by Life Strategies or we have obtained permission to share with students. These are typically posted in a PDF format to ensure compatibility.

If you are having problems opening PDF resources on the course site, ensure you have the latest version of Adobe Reader or a similar PDF reading software. You can download Adobe Reader for free at http://get.adobe.com/reader/.

MS Office Resources (PowerPoint, Word, and Excel)
You may encounter other resources posted on the course site including PowerPoint, Word, or Excel documents. Due to compatibility issues on computers, you may experience issues opening files. It's important to ensure you have MS Office or a compatible program on the computer you're using.

Depending on how quick your computer is and whether you're using high speed or dial-up Internet access, it takes some time for a document to open. After you click on the icon, you'll usually see a blank white screen while the file is uploading. On a fast computer with high speed Internet access, it may take 30 seconds to a minute before the file appears. From older computers or a slower Internet connection, it could take several minutes for documents to load. This is a good time to walk away from your computer for a minute or so . . . to go get a coffee or something. Otherwise, you'll be tempted to keep clicking away and then the computer has other commands to deal with. It gets "confused" or "overwhelmed" and nothing will happen for you. Remember - the mouse has a higher priority so, every time you click or move it, you are telling the computer "stop what you are doing, I need something else."

The version of MS Office you have may be older than the file you are trying to opening. You can either open it on a computer with a newer version or contact us to send you an older version of the document or to send it to you in a different format (e.g., PDF).

For PowerPoint files, you can download a viewer at http://www.microsoft.com/en-ca/download/details.aspx?id=13. Many PowerPoint files include narration so be sure to open it on a computer with speakers so you can follow along.

Depending on the computer and Internet browser you are using, you may find the file doesn't open up automatically. You may find it in your download folder on your computer. Check there if you don't see anything pop up.

Discussion Forums
These forums are a place to engage in discussion with fellow students, your instructor, and course administrators. You will notice some forums, located within the general course area, which will be open throughout the duration of your course. They include:
- **News:** This forum will be for general news and announcements. Posts to this forum are automatically emailed to every student, even if individual student accounts are set to not send new posts via email. This helps to ensure important announcements aren't missed.
- **Welcome:** This forum is a place to introduce yourself to others in the course.
- **Learning Goals:** This forum is where you can post your learning goals for the course; we will revisit these at the end of the course
- **Course Questions:** This forum is for any general course/assignment related questions. Although we strongly encourage shared learning, if you have a private question, you can contact your instructor directly via email.
- **Café:** This is the place for any "off-topic" discussions . . . think of it as the coffee shop that you meet in before and after class. Feel free to use this forum to chat, get to know each other, and share your ideas. Your instructor and the course administrators do not monitor this forum so if you have questions for your instructor either post them in the appropriate forum or email your instructor directly.

- **Technical Support:** This is the place to share technical challenges, questions, and tips about how to "live" in our online community. If you can't find the answer to your query in the student handbook, post your question here. One of our team members will do their best to help.

To participate in a discussion:
1. Read the opening post
   a. Almost all discussions will have an opening thread stared by course administrators. If not, start your own discussion by clicking "Add a new discussion topic"
2. Click "Reply" when you're ready to respond
3. Compose your reply in the message box.
   a. You'll notice some common formatting options (e.g., bulleted lists, bolded font) are available to you.
   b. If you don't see a function you are looking for, click the "Toggle Toolbar" (⌨; aka the kitchen sink) button to view more options.
   c. Some students prefer to compose their reply in Word and then copy and paste it in. If you do this, please be aware that your formatting may not copy over perfectly.
4. Adjust your subscription settings (optional)
   a. By default, you are not subscribed to receive email copies of posts to this forum
5. Attach a file (optional)
   a. You have two options to upload a file
      i. Dragging/dropping the file
      ii. Using the "Add" (⎙) button to bring up the file picker where you can browse/upload a file from your computer.
6. Check off "Mail now" if you'd like send your post to forum subscribers right away
   a. We don't recommend this
7. Click "Post to forum" to save and share your contribution with the rest of the class.

Although these discussions are asynchronous, it is important to participant in a timely fashion in any open threads as specified in your *Course Syllabus*. Topical discussions are only available when the topic is open.

Remember, our goal is to mimic face-to-face classroom contributions; however, you do not need to respond in a linear, chronologic manner. Reading and responding to comments from your fellow students and additional prompts from your instructor throughout the duration of the topic will maximize your participation grade. In addition, it will help enrich your learning experience; you connect with peers, and stretch your thinking on the topic.

You will only have access to course discussions when the course is active. As such, you may wish to save and/or print the discussions for future reference. Although Moodle doesn't have a print/save all discussions, you can:
1. Use the print option from your web browser
2. Copy posts from the web page and paste them into another document.

Assignments
Beyond your participation contributions, you will be graded on the submission of three assignments. Specific instructions for completion, criteria for grading, and deadlines for submission are posted within your *Course Syllabus* and the assignment activity. To maximize your grade, read assignment requirements carefully and plan your time accordingly. If you have questions, ask them early within the *Course Questions* discussion forum in the general course area. For more information on successfully completing assignments see Assignments.

Assignments will be prepared offline using Microsoft Word, or some other word processing software, and then uploaded privately to the course site using the submission section within the assignment activity. Only you, the instructor, and course administrators will be able view what is posted here; it is not public to other students. Once your assignment has been reviewed, your instructor will provide you with feedback and upload your grade which you can access via the feedback section within the assignment activity.

Wikis

The Wiki enables you to work collaboratively with your fellow students to add, expand, and change the content. It may be helpful to think of it as a white board or flip chart.

To contribute to a wiki:
1. Read the directions and any existing contributions
2. Select the "Edit" tab to access the editing functions
    a. Only one person can edit at one time
3. Make your contributions and edits within the HTML
    a. Some common formatting options (e.g., bulleted lists, bolded font) are available to you.
    b. If you don't see a function you are looking for, click the "Toggle Toolbar" (⌨; aka "the kitchen sink") button to view more options.
4. Click "Save" to share your contribution with the rest of the class.
    a. If you'd like to first review you edits first, click "Preview" – changes will not be saved until you click save

In some courses you'll need to work collaboratively in a wiki on a specific activity or task. Here you can edit each other's work (great for catching spelling mistakes), add comments (just like you might have a conversation with each other before adding a bullet to a flip chart), and can expand on an existing point (Consider using a different colour and adding your name or initial).

In other courses, you may find wikis as group activity sign-up sheets. Here a table will be uploaded for you to find a partner, entering your name any other requested information.

Old versions are archived and can be restored by course administrators.

Please note: Internet Explorer does not seem to support the Wiki function very well. We suggest you use an alternative web browser for best functionality.

Chat Room

Although the bulk of communication in your course will take place asynchronously, students may need to meet "live" (e.g., role play).

To access a chat room:
1. Select the relevant chat room
2. View the available chats
    a. Select the chat you'd like to enter, or
    b. Open by new chat by selecting "click here to enter the chat now"
3. Your chat will open in a pop-up window
    a. Your text will show on the right-hand side
    b. Attendees will show on the left-hand side
4. Type your text in box at the bottom of the window

5. Hit "enter" on your keyboard to send your message
6. End your chat by closing the browser window

Although chat logs should automatically save in Moodle, we have lost some before. Therefore, before ending your chat, you might want to appoint someone from the group to save your transcript (by choosing edit, select all, copy, and then pasting into a Word document that can be saved and emailed to everyone in the group).

The Moodle chat is not like messenger, skype, or other instant messaging systems. It is not as advanced which results in the following:

- It is built on a short delay between when you type/send the message and when the message appears
- When it refreshes, it does "ripple"
- You can't see if someone else is online (and active in a chat) until you start typing
- You can't tell if someone else is typing a message which could leave you feeling uncertain whether to type or remain "quiet." When in doubt, just ask.
- You can copy and paste into the chat window; however, no formatting will copy over

If a "live chat" is part of your course and you would prefer to use a different program, please feel free to do so; however, you must remember to save your chats (many chat programs do not do this automatically; Moodle does). If not, you will have no record to refer back to and this will affect your ability to do your assignment.

Lessons

Lessons will walk you through content in a structured manner. Although these lessons are not graded, they are an important learning activity. Set yourself aside 30 minutes or so to work through the content.

Within the lesson, you'll find some brief content followed by a question. Select the answer you think is correct and click "Submit." The page will refresh and at the bottom, it will show if your answer was correct and why or why not. If incorrect, we'll suggest some additional readings to help you better understand the topic.

Move onto the next section by clicking "Continue" at the bottom of the page. When you've reached the end of lesson, you can return to the main course page.

Problems Opening Resources

Occasionally, you may experience some problems trying to open the resources posted within the course. This could be due to an issue with your computer / Internet connection, our server, the course site, the resource itself, or a combination of any of these factors. Please let us know *immediately* (phone our office, email techsupport@lifestrategies.ca, or a post within the Technical Support discussion forum) if you can't open a resource. Our team can help you to access the resource or provide an alternative.

To best support you, our team will need to know the following:
1. Name of the course you are enrolled in
2. Name of the resource you are trying to open and topic it is posted in
3. Operating system you are using (e.g., Windows 8, OS X v10.11 El Capitan)
4. Web browser and version you are using
5. Details on what specifically happened (e.g., URL no longer active, file won't download)

While you wait for our team to respond, here are a couple of points to remember:
- Be patient: The more you move your mouse around and keep clicking, the longer it will take, as this action interrupts what your computer is trying to do
- Check your system: Ensure that you have the adequate program to view the file (e.g., Adobe or PDF viewer)
- Log out and in again: If Moodle is experiencing a temporary glitch, you may simply need to log out and back in again
- Restart your computer: Sometimes, glitches in your system can be solved by simply restarting the computer thus closing any interfering programs
- Don't panic. If you've notified our team, we will get back to you within 12-24 hours with a solution. Don't let this problem get overwhelming or frustrating by trying the same thing over and over again. If you are concerned this issue will impact your completion of course requirements in a timely fashion (e.g., assignment submissions), email your instructor directly.

Navigating Through Moodle

To help you navigate to and from resources and activities, all links from within the *Course Notes and Study Process* are set to open in a new tab. This way you can just close the window when you are done with the resource/activity.

If you use the back button on your browser to access a previously viewed page, you may run into problems within the course site. You can get "kicked out" of the course and have to login to re-enter . . . a bit tedious and frustrating! A better strategy to move to different parts of the course is to use the (1) breadcrumb trail and/or (2) Navigation block.
1. Breadcrumb trail: This is the small writing at the top of your screen under the course title. To navigate back to your course's main page, click on the course name with the date.
2. Navigation block: This block, organized by topic sections, provides links to all activities and resources posted on your course's main page. It is located on the left-hand side and accessible from any section of the course site.

Topics will open according to set schedule as detailed in the *Course Syllabus*. Topics which are not live will not yet be available. Although you'll see a spot for them on the main course site, you will not be able to access them. Watch for an announcement via the News forum for when the topic opens. You'll then be able to wrap up your learning activities from the previous topic and move onto the new topic. You'll notice the current topic will be highlighted in grey on the main course site.

Working Effectively with a "Virtual" Group

Coordinating schedules is tricky in this virtual world. It's why, when you're collaborating on an online project, that it's so important to check in often (2-3 times a day would be ideal), both with the project website (in this case, the course site) and also with the email that you're using.

If you can make that work (and not everyone can because of travel and limited computer access), you'll actually find it much easier to work online. You might even find it helpful to connect using an Instant Messaging systems (e.g., Messenger[6] or Skype[7]) or web conferencing (e.g., GoToMeeting[8]) that you may have access to. You can also exchange any other contact information you are comfortable with including phone, email, Facebook, and LinkedIn.

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[6] https://ca.messenger.yahoo.com/
[7] www.skype.com
[8] http://www.gotomeeting.com/

As with any group, taking time in the beginning to share your expectations and working styles and set "group norms" will make the rest of your time together flow much more smoothly.

Sharing Computers

Just to remind you that when you share computers with anyone (e.g., a shared office or using computers in your resource centre), it is always best practice to:

- Shut down/restart the machine after you have finished your session. Computers are set to store "cookies" (i.e., tiny bits of stored information about each user) to make it easier for you to login to various systems. You will need to get rid of these . . . if you share machines.
- Use the "Logout button" at the top right-hand corner of the LearnOnline site instead of using the little "x" to close the browser window.

Using an Old Internet Browser

If you are using an old Internet browser to view web pages, you might have problems viewing certain features on any webpage, including Moodle. We recommend using the most up-to-date browser to ensure the best functionality, security, and speed.

To figure out which version you are using:

- Open your Internet browser
- Find and select the "About" option
    o The specific location of this will vary depending on which system you are using. Use the help feature or search through your settings menu
- A dialogue box will indicate the version or edition being used and if there are any updates

We've found that some Internet browsers seem to be consistently better with our Moodle system than others (e.g., Google Chrome and Mozilla Firefox vs. Internet Explorer). If you do run into tech issues due to your Internet browser, try using an alternative.

If you are using an older browser and can't see the reply box in Moodle, try this:

- Go to your course
- Select "My profile settings" under the Administration block on the right-hand side
- Click on "Edit profile"
- Under "Text editor," select "Plain text editor"
- Click "Update profile" to save your changes

Attention MAC Users

When accessing the course site using a Mac computer, you may experience one of a few known compatibility issues. The course site has been tested using both Safari and Firefox browsers.

Some courses have video resources which have been uploaded as .wmv files. Although these will open using Safari, you may experience issues with Firefox. We recommend downloading Flip for Mac or some other compatibility program.

PowerPoint files that are created using a more recent version of Office that incorporates open XML in the files (.PPTX format). If you have difficulty opening these slide shows from your Mac, download the "open XML converter" tool from Microsoft's website

Depending on your browser settings, when accessing documents using Safari, the documents will

open into a second window, quite easily and without downloads. When opening documents using Firefox, the document will open in another window and will create a download to your desktop.

Site Time-Outs . . . Losing What You've Typed

Nobody wants to lose what they've typed within the discussion forums, especially if it took a long time to compose a post. Our forums are set to "time out" after 4 hours (e.g., if you walk away from your computer, with a reply partially composed but not posted, you'll lose it after 4 hours).

For longer replies to a discussion thread, it's likely a good idea to prep your response using your word-processing software (e.g., Word) that is usually set to save every few minutes. You can then cut and paste to the course site when you're ready to post your discussion. Please see the section on cutting/pasting into the Moodle system.

Bottom line is "computers crash" so it's always a good idea to save as you go. Another option is to post your partial message to the site. You have 30 minutes to edit any of your posts. If for any reason you need to edit your post after the 30 minutes has passed, please email your instructor with the edits.

Cutting and Pasting

We've discovered that it may not be that straightforward to cut and paste from Word into Moodle. Some issues include:
- Formatting either doesn't copy over correctly or "hidden" formatting copies over but cannot be edited
- Coding is automatically added to your post which may or may not be visible to you until you post

As such, if you decide to cut/copy a selection and paste into Moodle, we recommend to:
1. Compose your response within your word processing program
2. Highlight and copy (or cut) the as you normally would
3. Navigate to where you'd like to paste the selection (e.g., discussion forums)
4. Paste in the content as you normally would (e.g., by right-clicking and selecting "paste" or using the keyboard short for paste [Ctrl + V]).
5. Highlight your text and select the "Clear formatting" (I_x) functions
   a. Click the "Toggle Toolbar" (▦; aka the kitchen sink) button to view more options if you don't see the icons.
6. Post your response as you normally would

Spell Check

When posting to discussion threads (within each topical forum), you will want to ensure your contributions are free from spelling errors. With the enhanced abilities of Internet browsers, spell check is now a common function Firefox, Google Chrome, Safari, and Internet Explorer. Ensure you have installed the latest version of their browser and enabled the spell checker in your browser settings. We have included some directions for the most common Internet browser systems below:
- Firefox: This is in Preferences → Advanced Settings → General,
- Safari: This is in the tool bar → Edit → Spelling and Grammar → Check Spelling While Typing
- Google Chrome: Settings → Languages → Language and input settings → Enable spell checking
- Internet Explorer: Auto enabled

Remember, spell check will only look for misspelled words, not incorrect words, so read carefully before posting!

Accommodation

If you have a disability that needs accommodation for this course, please let the Student Advisor know at studentadvisor@lifestrategies.ca and we will work with you to more effectively meet your needs.

We hope these tips help to make your time in this course more enjoyable
and less technically challenging!