This guide explains in detail how to use the cTree digital platform to prepare and manage an e-course for lifelong learning and continuous professional development. It describes the key competitive advantage of the cTree platform: that fact that it enables collaboration among students, professors and mentors on a unified digital platform. The guide has been designed to provide full support to all users of the cTree platform, including students, professors and administrators.
ACKNOWLEDGMENTS

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Cover design: Tricia Barna (REC)

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1 Contents

2 What is cTree? ...........................................................................................................................................................................................................................3

3 Structure....................................................................................................................................................................................................................................5
  3.1 Core application ................................................................................................................................................................................................................5
  3.2 Institution manager ...........................................................................................................................................................................................................6
  3.3 Course manager ................................................................................................................................................................................................................7

4 Users........................................................................................................................................................................................................................................15
  4.1 Administrators .................................................................................................................................................................................................................15
  4.2 Professors ........................................................................................................................................................................................................................ 16
  4.3 Students...........................................................................................................................................................................................................................17

5 For Students ............................................................................................................................................................................................................................18
  5.1 Log-in and basic navigation .............................................................................................................................................................................................18
  5.2 Courses ............................................................................................................................................................................................................................23
  5.3 Units ................................................................................................................................................................................................................................ 29
  5.4 Topics............................................................................................................................................................................................................................... 33
  5.5 Topic card ........................................................................................................................................................................................................................ 44
  5.6 Assessments .................................................................................................................................................................................................................... 49
  5.7 Test .................................................................................................................................................................................................................................. 52
  5.8 Test results ...................................................................................................................................................................................................................... 58
  5.9 Profile page ...................................................................................................................................................................................................................... 60
  5.10 Progress ........................................................................................................................................................................................................................... 66
### For Professors

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Profile</td>
<td>68</td>
</tr>
<tr>
<td>6.2 Student management</td>
<td>74</td>
</tr>
<tr>
<td>6.3 User Groups</td>
<td>83</td>
</tr>
<tr>
<td>6.4 Search through courses</td>
<td>91</td>
</tr>
<tr>
<td>6.5 Assessment tool</td>
<td>95</td>
</tr>
<tr>
<td>6.5.1 Test creation</td>
<td>98</td>
</tr>
<tr>
<td>6.5.2 Test grading</td>
<td>114</td>
</tr>
<tr>
<td>6.6 Course maintenance</td>
<td>119</td>
</tr>
<tr>
<td>6.7 Task manager</td>
<td>130</td>
</tr>
<tr>
<td>6.8 Messages</td>
<td>143</td>
</tr>
</tbody>
</table>

### For Administrators

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Timeline for course organisation</td>
<td>150</td>
</tr>
<tr>
<td>7.2 Institution management</td>
<td>155</td>
</tr>
<tr>
<td>7.3 Competence tool</td>
<td>169</td>
</tr>
<tr>
<td>7.4 User management</td>
<td>188</td>
</tr>
<tr>
<td>7.5 Groups management</td>
<td>200</td>
</tr>
<tr>
<td>7.6 Course template configuration</td>
<td>208</td>
</tr>
<tr>
<td>7.7 Course preparation</td>
<td>229</td>
</tr>
</tbody>
</table>
2 What is cTree?

A digital platform that brings new life to education

cTree is intended for all those who want to meet modern requirements throughout the educational process, including dual education, lifelong learning and on-demand corporate education.

The dynamic nature of cTree allows the multiple use of content by professors, students, mentors, staff, and even alumni. It provides modern and dynamic learning content, teaching activities and personalised exercises. There are various methods of content delivery, such as the offline downloading of documents, multimedia tools and e-learning. The pre-set layouts of the platform can be customised and upgraded by the administrator.

cTree integrates a variety of features, including digital content for offline and online access, blended learning processes, and automated assessments and reporting. The digital content is based on the European Qualifications Framework (EQF), making competences gained in teaching process traceable and transferable.

cTree is designed to meet the challenges of today’s labour market and modern educational systems. By following the latest educational methodologies and EQF, cTree saves both money and time and provides all stakeholders with a better education from a single digital platform. The key competitive advantage of cTree lies in the unique opportunity of collaboration between students, professors and mentors on a unified digital platform. This is made possible through individual access, navigation and activities according to roles, preferences and needs.
With cTree, knowledge grows to everyone’s benefit. It is the ideal solution for each user, as it can be adapted entirely to each person’s lifestyle and particular needs. Current competences and knowledge are assessed, and the programme is subsequently determined and adapted interactively by a mentor and professor. In order to impart precisely the knowledge and competences required in the educational system and labour market, it provides students with appropriate materials and eliminates any materials connected with unnecessary competences, allowing users to develop relevant competences in the shortest period of time. The time saved via cTree can be used to achieve a better balance between work and leisure, which can contribute to greater efficiency and satisfaction in both the business and private spheres.

With customised content that is just one click away on a single digital platform, cTree truly embodies the phrase “Time is Money”. In the context of the dynamic environment and continuous changes in the industrial sector, cTree’s user-friendly resources allow everyone to be in a win-win position. cTree helps directors to create a dream team, ensuring that staff have the competences that are actually needed in the particular business environment. Not only does it save time and money, it also contributes to job satisfaction and successful companies.
3 Structure

The complex cTree platform comprises:

1. Core application
   a. Institution manager
   b. Course management
   c. User manager
2. Assessment tool
3. Competence tool
4. Task manager
5. Messenger

3.1 Core application

The core application is the foundation of the platform and includes all its main functionalities. This component is made up of three layers.
3.2 Institution manager

The first layer of the platform is the institution manager, which is used to arrange users and organise courses. The institution manager is further divided into three sub-layers:

- Sector is the highest sub-layer.
- The “school” sub-layer comes just below the sector. Every sector consists of at least one school.
- The “department” is the lowest sub-layer and is a part of every school (i.e. a smaller unit within each school.) Users and courses are directly linked to departments. A user can be a member of multiple departments, but this is not the case with courses, which can only be linked to one department.
3.3 Course manager

The course manager is the main layer in the platform and requires the most work. It covers courses, units and topics.
Course
The course is the structure through which students obtain a diploma or a certificate, giving them a qualification that makes them eligible for certain jobs.

Unit
A unit is a subject within a course and imparts specific competences necessary for the target qualification. Each course comprises one or more units.

Topic
The topic is the “knowledge carrier” in the platform. It is a direct link between learning outcomes and students, and it presents students with learning materials and tests. Each unit comprises one or more topics.

The organisation of the course manager
The cTree platform is designed to allow large variations within the learning material. This great flexibility is evident in the organisation of the unit and topic, as illustrated below.

Case 1: The topic is one workweek
A unit can be broken down into more than one topic. Each topic represents one workweek and covers a certain content/theme.

Case 2: The topic is one workweek with sub-topics
A unit can be broken down into more than one topic. Each topic represents one workweek and covers a certain content/theme. In this case, each topic consists of sub-topics.
Case 3: The topic is one workday
A unit can be broken down into more than one topic. Each topic represents one workday and covers a certain content/theme.

Case 4: The topic is one workday with sub-topics
A unit can be broken down into more than one topic. Each topic represents one workday and covers a certain content/theme. In this case, each topic consists of sub-topics, which may be the different lectures that students need to cover in one day.

Case 5: The topic is one lecture
A unit can be broken down into more than one topic. Each topic represents one lecture/activity connected to a certain theme.

This selection shows just some of the possibilities for the teaching process. The platform offers many possibilities as well as variations of these examples.
Course template
Since the course is the recurrent element of the platform and is repeated with more or less the same structure, we designed a process to speed up course design in order to make the platform easier to use.

All data that are repeated in the case of each course have been organised within a special structure, known as the course template. The process of completing the templates is referred to as course configuration.

During the course configuration process, all data connected to a course (description, material, professors etc.) are set, with the exception of the date and location of the lectures. This is followed by the “cloning” of templates into an active course, after which dates and locations are established. Only then are students added to the structure, in a process known as course preparation.

The course template and the active course are two separate elements and can be modified at a later stage, even after the above processes have taken place. Even after a template has been cloned, a course can still be changed as many times as needed. It is important to stress that this process is similar to e-banking application templates. A change in a template does not affect an active course, and vice versa.
Assessment tool
The assessment tool component is used to create and manage tests. Although closely related to the course structure, it has been placed in a separate section due to its complexity.

This component covers the following processes:
1. Test creation
2. Testing students
3. Test overview and marking
4. Statistics

Test creation
Test creation is undertaken by the professors assigned to a certain topic. A test can be created on a topic during the course configuration process. It can also be created later, within an active course, during the teaching process. A test on a topic can be created by the professor(s) assigned to the particular topic, the coordinators of the topic, or the administrators.

It is recommended to create a test during the course configuration process, since this will make it possible to re-use the test even after the course has been completed. It is also suggested that tests be created by a topic professor, as an expert in the field.

Testing students
A test on a topic can be completed only by students assigned to that topic. Professors are observers during this process and do not have an active role.
Test overview and marking
The test overview is a task for the professor — typically the professor who created the test. The platform includes a system for this, automatically marking all single-choice and multiple-choice questions. If a test comprises exclusively these types of questions, the professor’s role is only to translate the test score (points) into a grade.

Statistics
In relation to this component, “statistics” refers to an overview of the average test scores, the number of students who pass, the number of students who fail, and other basic elements.
**Competence tool**

The cTree platform uses a competency-based learning system in which competences, skills and learning outcomes are elements of the student competence assessment. The competence tool component is used for competency-based learning system management. This component covers the creation of competences, skills and learning outcomes, and their appropriate structuring.

---

*Learning Outcomes*
- the statements that define what a student is able to know, understand and/or do at the completion of a course or programme.

*Skills*
- an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions.

*Competence*
- a group of related knowledge, skills, abilities and commitments that enable a person to act effectively in a job.
**Competence**
This refers to the student's competence as part of the targeted qualification.

**Skill**
This refers to the ability and capacity, acquired through deliberate, systematic and sustained effort, to carry out complex activities or job functions in a smooth and adaptive manner.

**Learning outcome**
Learning outcomes provide evidence of the learning process. Several categories are differentiated (according to Bloom’s Revised Taxonomy Model):
1. Remembering
2. Understanding
3. Applying
4. Analysing
5. Synthesising
6. Evaluating
7. Creating
4 Users

There are three different types of users on the platform:
1. Administrators
2. Professors
3. Students

The platform is organised in such a way that, in many cases, the rights and privileges of administrators and professors overlap. In this way, each institution that uses the platform can adjust responsibilities according to their own internal structure. We favour a system in which the workload is assigned to an administrator rather than the professor. One advantage of such a system is that a large number of professors are able to learn the process of course creation, although this requires a certain number of administrators to control the whole process.

4.1 Administrators

Administrators are responsible for platform maintenance and can see, add, change or delete anything on the platform. Administrators need to have a thorough knowledge of the whole platform: they have the biggest workload, and therefore the most privileges. There may be one or more administrators on the platform.

Administrators need to be well trained and trustworthy, and must be familiar with the platform and the process of course creation. Experience has shown that the platform works optimally when there is a ratio of one or two administrators to every 50 users.

Obligations
1. Adding professors to the platform is exclusively the administrator’s responsibility. The administrator can also delete professors, or change their profile details.
2. Both administrators and professors can add students to the platform. It is up to the institution to decide how to assign this responsibility.
Due to the large amount of work involved, it is recommended that administrators and professors share responsibility for this task.

3. The management of the competence tool is the task of the administrators, and they alone have access to this component of the platform. It is the administrators’ responsibility to create all the competences, skills and learning outcomes, as part of the course preparation process.

4. Course configuration is the process of creating the complete course structure. Professors have access to part of this process (the last two steps).

5. Course preparation is the process of cloning a course template and completing the template until it becomes active. This process is completely available to professors.

Administrators should either be in charge of the complete course configuration process, or, alternatively, should leave step four (topic completion) to the professors.

6. Professors as well as administrators are involved in the assigning of tasks.

7. Institution structure maintenance is the process of creating and maintaining sectors, schools and departments. This process is available only to administrators and should be done at the very start of platform configuration.

Due to the large amount of work involved, when handling larger systems it is good practice to have a different system administrator and content administrator.

The system administrator is responsible for platform maintenance, and in particular institution management and user management (see 1, 2, 6 and 7).

The content administrator is responsible for creating and managing content related to course management and the competence tool (see 3, 4, 5 and 6).

4.2 Professors
This group of users is responsible for managing the teaching materials and organising students within courses. Each professor is in charge of the teaching material for the course, unit or topic to which they have been assigned by the administrator.
Obligations
1. Complete topic organisation is the responsibility of the professor. This refers to sub-topic organisation, uploading materials, completing information and updating information.
2. Each professor must add and distribute students within topics.
3. The professor should add students to the platform with the help of the administrator.
4. The organisation of assessments is entirely the professor’s responsibility. This involves creating test questions, administering the test to students, reviewing the tests and publishing the results.
5. Communication between the professors and students should be regular, and as frequent as possible.

Coordinators
Coordinators are professors with special privileges within a certain institutions. Coordinators can be assigned to an active course or unit. Professors who have been assigned as coordinators have special privileges in certain courses or units. While regular professors can see and edit only certain units or topics, coordinators can see all entities within a particular course/unit.

Obligations:
The coordinator supervises the work of other professors and helps the administrators in the organisation of the course structure.

4.3 Students
Students are all users who are participating in courses. They have access to the materials and tests created by the professors and administrators, and can follow their own progress in the courses.
5 For Students

5.1 Log-in and basic navigation
If your email address is in the system you will receive a link to a password reset form, but it will be active only for a limited time.
Welcome Jennifer Greene

- View all your current, pending and past Courses.
- View complete schedule for your Topics and Assessments.
- Connect with other Users.
- Create group chats and discuss Courses, Topics, Assessments...
- View your progress on all Assessments.
5.2 Courses
Click on one of the Courses to see all details.
Click to expand and view more details about this course.
A Brief History of the World

Level: 1
Human: 7000
Code: 123
Number of Units: 3
Department: Demo Department
Coordinator: Carl Harvey
From: 11/24 - 10/04/2016
Tel: 11/24 - 10/04/2016

Description:
This course presents some of the highlights of the world historical approach to the past, suggesting major changes in the framework of the human experience, from the rise of agriculture to the present day. The lectures cover the emergence of distinct major societies as they deal with common problems but generate quite different institutional and cultural approaches. The course also discusses key changes in belief systems—the emergence and spread of the great world religions, for example—as well as alterations in trading patterns and basic shifts in technology, exploring why some societies reacted differently to technological change than others.

Professors:
1. Karl Harvey
2. Richard Garrett
3. Rebecca Nelson
4. Anna Phillips

Requirements:
Basic knowledge of history

Units:
5.3 Units

A Brief History of the World

Units:

The Neolithic Revolution

The rise of agriculture was one of the greatest changes in the human experience. Many important developments occurred before this, yet the emergence of agriculture was neither tidy nor uniform, and this messy business must be taken into account when studying this period. The fact is that agriculture greatly changed the nature of life for most people around the world. Further, much of what we deal with in world history involves societies that were primarily agricultural. Indeed, the world is

The Classical Period in World History

Almost all world historians define a period running roughly from 1000 or 800 BCE to 300 or 600 CE. The period saw great activity and many changes, but it takes its basic definition from the rise of three or four major civilizations and the unfolding of their key characteristics, followed by a fairly dramatic decline in each case.

The Postclassical Period
A Brief History of the World

Units:

The Neolithic Revolution
The rise of agriculture was one of the great changes in the human experience. Many important developments occurred before this, yet the emergence of agriculture was neither tidy nor uniform, and this messiness must be taken into account when studying this period. The fact is that agriculture greatly changed the nature of life for most people around the world. Further, much of what we deal with in world history involves societies that were primarily agricultural. Indeed, the world is

The Classical Period in World History
Almost all world historians define a period running roughly from 1000 or 800 BCE to 500 or 600 CE. The period saw great activity and many changes, but it takes its basic definition from the rise of three or four major civilizations and the unfolding of their key characteristics, followed by a fairly dramatic decline in each case.

The Postclassical Period
A Brief History of the World

The Neolithic Revolution

The rise of agriculture was one of the great changes in the human experience. Many important developments occurred before this, yet the emergence of agriculture was neither tidy nor uniform, and this messiness must be taken into account when studying this period. The fact is that agriculture greatly changed the nature of life for most people around the world. Further, much of what we deal with in world history involves societies that were primarily agricultural. Indeed, the world is still grappling with the legacies of agricultural patterns and the incomplete transition between agricultural and more urban and industrial ways of life.

Units:

The Neolithic Revolution

Exam: 10/05/2016
End: 01/06/2016
Coordinator: Teacher, Test Final exam: Yes
Number of Topics: 7
Must pass all assessments: No
Percentage to pass: 50

SSLH: 2950
PLN: 2980
ALM: 2052

You don't have to pass all assessments.

Unit contains final exam that you must pass.

You must acquire 50% of points on this Unit in order to pass it.

Show full content of this unit.
Click to expand and view more details about this unit.

All Topics on this Unit

The Neolithic Revolution

1.1 Harappan civilization

OVERVIEW

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<td>3. Rebecca Nelson</td>
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<td>4. Anne Phillips</td>
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Agriculture began around 9000 BCE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points...
5.4 Topics

Progress for all tests on this unit. There are 5 states for tests.

The Neolithic Revolution

1. Harappan civilization

- Details:
  - From: 11,300 - 10,040 BCE
  - To: 11,222 - 11,004 BCE
  - Type: Regular
  - TLH: 1
  - SSSLK: 1
- Professors:
  - 1. Carl Harvey
  - 2. Richard Garrett
  - 3. Rebecca Nelson
  - 4. Anna Phillips

Agriculture began around 9000 BCE. Between the emergence of humans about 5 million years ago and about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points:
This test is locked and will be available in the future.

1. 1. Harappan civilization

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Agriculture began around 9000 BCE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points.
This test is available for starting and you can go and submit your answers.

### 1. I. Harappan civilization

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Agriculture began around 9000 BCE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points:

1. **Carl Harvey**
2. **Rebecca Nelson**
3. **Richard Garrett**
4. **Ann Phillips**
The Neolithic Revolution

You submitted your answers and waiting for professor to publish results.

1. I. Harappan civilization

OVERVIEW

PROFESSORS:
1. Carl Harvey
2. Richard Garrett
3. Rebecca Nelson
4. Anne Phillips

DETAILS:
From: 11:30 - 10/04/2016
To: 11:122 - 11/04/2016

Type: Regular
TLH: 1
PLH: 1
SSKL: 1
ALM: 1

Agriculture began around 9000 BCE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points.
Professor published results and you failed the test with grade 1.
You can click on test state to view more details.

The Neolithic Revolution

1. I. Harappan civilization

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The Neolithic Revolution

1. 1. Harappan civilization

OVERVIEW

1. 1. Harappan civilization

DURATION:

From: 11/30 - 10/04/2016

Type: Regular

TECH: 1

SSLK: 1

COMMENTS:

1. Carl Harvey
2. Richard Garrett
3. Rebecca Nelson
4. Anne Phillips

Agriculture began around 9000 BCE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points.
The Neolithic Revolution

1. I. Harappan civilization

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- ALH: 1

### OVERVIEW

Agriculture began around 9000 BDE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points:

1. **Point 1:**
   - Carl Harvey
   - Rebecca Nelson

2. **Point 2:**
   - Richard Garrett
   - Anna Phillips
There are different types of topics.

Regular topic

Theoretical topic

Practical topic

Assessment

1. 1. Harappan civilization

OVERVIEW

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The Neolithic Revolution

And different topic states.

Current topic

Locked topic

1. I. Harappan civilization

OVERVIEW

PROFESSORS:
1. Carl Harvey
2. Richard Garrett
3. Rebecca Nelson
4. Ann Phillips

DETAILS:
From: 11/30 - 10/04/2016
To: 11/22 - 11/04/2016
Type: Regular
TLH: 1
PLH: 1
SSLK: 1
ALH: 1

Agriculture began around 9000 B.C.E. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points.
5.5 Topic card

The topic card shows all details related to that specific topic.
You can consult with professors and other students via the comments tab.

The assessment card shows additional details about the test.
Some topics are locked. You need to wait for them to start to be able to view all the details.
This assessment is locked. Again, you need to wait for it to start.
The assessment card shows additional details about the test.
This page shows your progress in all the assessments related to this unit.
5.7 Test

Test has 4 questions.

Test has 4 questions.

And you must score minimum 51 points to pass.

Time limit of 45 minutes.
You can leave the test page whenever you choose and return later to finish the test. You have until the timer runs out, the assessment ends, or the professor publishes the results. Refreshing the page does not affect the answers.
First question is "File upload" type. You must upload a file that contains the answer.

Second question is "Test answer" type. Simply type in your answer.

This question has image attached to it. Click to enlarge it.

Test 2 - The Neolithic Revolution

Questions: 4

1. A seigneur (noble) has knocked out the tooth of a seigneur of his own rank, they shall knock out his tooth. But if he has knocked out a commoner's tooth, he shall pay one-third mina of silver.
   - Code of Hammurabi

   Which idea of Babylonian society does this portion of the Hammurabi code of law reflect?

   Points: 25

2. The early civilizations of the Nile River Valley, Mesopotamia, and the Yellow River Valley were similar because they were

   dependent on fertile land

   Points: 25

3. One reason for the development of an early civilization in the Tigris-Euphrates river valleys was that

   - these rivers provided a direct trade route between Europe and Asia
   - Roving rivers deposit fresh silt along their banks from areas upstream
   - when rivers overflow, the silt pours onto the land providing rich soil ideal for farming

   Points: 25
A preview of the enlarged image.
Third question is "Multiple answers" type. Select any number of answers that you think answer the question.

Fourth question is "Single answer" type. You can select only one answer.
Waiting for test results to be published
Please come back later

CONTINUE
The assessment card shows whether you passed the test, how many points you obtained, and what grade you received.
On this page, you can review your test results. To go back to the assessment card, click CONTINUE.
5.9 Profile page

![Profile page screenshot]

Welcome Jennifer Greene

- Courses
- Calendar
- Progress
- Messages
The password reset form.
You can change any of your personal details using the edit form.
Under the COURSES tab you can see all your current, future and past courses.
Under the ACHIEVEMENTS tab, you can see a list of all the awards obtained in the topics and assessments.
5.10 Progress

![Image of the Progress page in the cTree interface, welcoming Jennifer Greene]
On this page, you can track your progress in all your current courses, units and assessments.
6 For Professors

6.1 Profile

Welcome Arthur West
All your personal details can be seen on your profile page.
Password reset form.
You can change any of your personal details using the edit form.
Under the COURSES tab, you can see all your current, future and past courses.
Under the COORDINATING tab you can see a list of all the courses and units you are coordinating.
6.2 Student management
On the users page you can view anyone's profile. As a professor, you have permission only to add and delete students.
### Users

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<thead>
<tr>
<th>Type</th>
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<th>Username</th>
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Click to view profile details of this user.
This page shows the personal details of this particular user.
Under the COURSES tab you can see all the student’s current, future and past courses, units and topics.
Under the ACHIEVEMENTS tab, you can see a list of all the awards that the student has obtained for topics and assessments.
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<td>male</td>
<td></td>
</tr>
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And you can add new Students.
User creation form.
6.3 User Groups

Administrators and professors have access to user groups. If the same users are repeatedly added to courses, units or topics, it is easier to combine them into a user group.
The user groups page shows a list of all groups.
Professor group can contain only professors. Same logic applies for Student groups.

User Group can be linked to only one Department.
In the professors’ group you can add only professors, or sub-groups of professors.
This page shows how to navigate to a newly created user group.
Edit details, manage users or delete User Group.
6.4 Search through courses
You can preview all courses but do not have any editing rights on courses to which you are not added.
6.5 Assessment tool

The assessment tool component is used to create tests and organise student assessments. Component functionalities can be divided into three processes: creating tests, testing students, and grading tests.

Creating tests
The assessment tool is accessed through a topic (assessment). The tool is intended for use by professors, although administrators also have access. For a particular assessment topic, either a new test can be created or one of the tests already added to the unit can be used.

Using existing tests
This is a very good option if you would like to give the same test to different groups of students at different times. It is possible to choose tests only from the unit in which the test is being created.

Creating new tests
Test creation starts with a form in which several options can be set.

- **Show results after completion**
  If this option is selected, the student will be able to see the test results as soon as they have finished the test. This option will be active only if the test comprises exclusively single-choice or multiple-choice questions, making it possible to mark the test online.

- **Min/max points**
  With this option, you can define the number of points needed for a student to pass the test.

- **Number of questions on the test**
  The assessment tool makes it possible to include an unlimited number of questions in a test, and the system will randomly select a certain number of questions for each student. This makes it possible to choose the number of questions for each student, and it also affects the number of points per question, which in turn affects the maximum number of points on the test.
Time limit

With this option, it is possible to decide whether or not the test will have a time limit, and to set the duration of the test.

Once the test has been set up, the next step is to add the questions. As already mentioned, one test can have an unlimited number of questions. The platform supports four types of questions: multiple choice, single choice, text answer, and file upload. These differ in the type of answers required from students. A picture may also be associated with each question.

Multiple choice

Students must select more than one correct answer from among the various answers that are offered. There can be an unlimited number of answers offered, while the number of randomly appearing correct answers and randomly appearing wrong answers that students see in the test can be set each time. In this way it is possible to ensure that different students are given different answer choices, and that when the test is repeated, not only the questions are randomly chosen, but the answers as well. This type of test can be automatically marked immediately in the platform.

Single choice

This type of test is very similar to the multiple-choice test, but in this case the number of correct answers among the proposed answers is fixed at only one. Like the multiple-choice test, it can be marked automatically.

Text answer

In this type of test, students are not offered answers from which to choose, but instead need to type in their answers in text format. This type of test cannot be marked automatically.

File upload

This type of question requires students to upload a file. Like the text answers, these tests cannot be marked automatically.
Testing students
In this process, students give answers to test questions. Like the tests created by the professors, the testing starts from the assessment topic. The test can be time limited, in which case the countdown begins as soon as the student clicks “Start”. It is not possible to stop the countdown. The assessment tool is configured in such a way that every change to the test is saved, so if a student has to leave the test page for any reason everything they have already entered is saved, and when they return to the test they are able to continue where they left off. Of course, if the test is time limited, students can continue with the test only for as long as they have time remaining.

Grading tests
Professors can access this process via the topic. Here they can open a list of test results. If all tests contained multiple-choice or single-choice questions, the assessment tool will immediately calculate the number of points obtained by each student. The professor can access each test, mark the questions that still need to be marked or correct marks that have been automatically calculated, and enter the final grade. In this way the professor is in charge of the marking and grading, but at the same time has an automatic marking system available that can save them a considerable amount of time and enable them to pay greater attention to those questions that are not marked automatically. Although the platform makes it possible to automatically mark all tests, the results are made visible to students only after the professor has published them.
6.5.1 Test creation

On this page it is possible to navigate to your courses
Courses can be selected on this page.
Units can be selected within the course where your assessment is located.
To begin test creation, select assessment and click on the TOPIC TEST button.
If you select an existing test, you will be able to preview all details before using it.
If you are creating a new test from scratch, enter all the details and click CREATE.
You can preview/edit test details or delete the test and start again. Questions can be added with the + NEW QUESTION button.
There are four types of questions.
One reason for the development of an early civilization in the Tigris-Euphrates river valleys was that:

Image:

Answers:

1. flowing rivers deposit fresh silt along their banks from areas upstream [X]
2. when rivers overflow, the silt pours onto the land providing rich soil ideal for farming [X]
3. the location protected the people from land invasion [X]
4. these rivers provided a direct trade route between Europe and Asia [X]
5. these rivers flowed into the Mediterranean Sea [X]

Enter number of right answers ... Right answers: 2

... and number of wrong answers ... Wrong answers: 2

[SAVE] [SAVE AND ADD NEW QUESTION]
"Single choice" question where you can select only one answer.

For "Single choice" question type, only one right answer can be selected.
For "Text answer" questions you don't have to define answers. Just type in the question.

The early civilizations of the Nile River Valley, Mesopotamia, and the Yellow River Valley were similar because they were...
For "File upload" questions you don’t have to define answers. Just type in the question.
When you have finished adding questions, go back to the test overview.
This is the test preview page, where you can see a list of all the questions and answers and how they will appear to your students.
When you have created and published the test, the GRADE button becomes available. The grading process can begin once students have submitted their answers.
This page shows a list of all students in this assessment. Those who did not submit answers are automatically failed. The answers to the single-choice and multiple-choice tests are predefined, which is why some points have already been calculated.
On this page you can read/download the students’ answers and enter the points earned for each question individually.
At the end, you can enter the final grade and leave feedback for the student (if needed).
The points, status and grade are then updated. You can review students’ tests again and make adjustments, although once you have published the results the grading process is complete.
6.6 Course maintenance

All professors are responsible for maintaining the topics that are assigned to them.
View list of all students that are on this course.

A Brief History of the World

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<thead>
<tr>
<th>#</th>
<th>Username</th>
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Units:

The Neolithic Revolution
Start: 15/04/2016
End: 30/04/2016
The rise of agriculture was one of the great changes in the human

The Classical Period in World History
Start: 15/04/2016
End: 30/04/2016
Almost all world historians define a period running roughly from 1000

The Postclassical Period: 500–1450
**The Neolithic Revolution**

**1. Harappan civilization**

**Overview**

**DETAILS**
- **From:** 1052 - 13/05/2016
- **To:** 00:00 - 01/06/2016
- **Type:** Regular

**PROFESSORS**
- 1. Arthur West
- 2. Teacher_2 Test
- 3. Teacher_3 Test
- 4. Teacher_4 Test

**E-learning**

**COMMENTS**
- 2. Teacher_1 Test
- 4. Teacher_3 Test

**Edit all unit details and distribute students you added on Course.**
Basic unit details can be changed using the edit form.

You can manage all users on this unit, although only the course/unit coordinator can add or remove professors.
The Neolithic Revolution

1. I. Harappan civilization

**DETAILS:**
- **From:** 05/23 - 06/30/2016
- **To:** 05/23 - 06/30/2016
- **Type:** Regular

**OVERVIEW:**
Agriculture began around 9000 BCE. Between the emergence of humans about 2.5 million years ago until about 11,000 years ago, our species was involved in hunting and gathering. This long period between the emergence of our species and the rise of agriculture raises three important points.

**E-LEARNING:**

**STUDENTS:**
1. Teacher_1 Test
2. Teacher_2 Test
3. Teacher_3 Test
4. Teacher_4 Test
5. Teacher_5 Test

**COMMENTS:**

**Edit all topic details.**
In addition to student management, professors can edit any detail in the topics.
Professor can also add new topics ...

... or new subtopics.
If needed, professor can repeat assessment for particular group of students.
6.7 Task manager

Welcome Arthur West
Under the “TO DO” tab you will see a list of tasks assigned to you.
Task owner is the user that created the task. Owner is responsible for reviewing tasks in REPORTS tab, after it is marked as FINISHED.

Participants are users who are overseeing task progress and can answer all questions and help with task completion.

Responsible person is user who has to complete the task.

See all the people on this task and their roles.
Discuss the task with all participants.
Finishing the task will send it to history tab.
Under the “MY TASKS” tab, you can see all the tasks you have created, or tasks where you are named as responsible.
You can select multiple participants.

Set deadline for this task.
Under the “REPORTS” tab, you can review all the tasks that you have assigned to someone else, and can mark them as DONE.
Under the “HISTORY” tab you can see all tasks that have been completed or declined by the person to whom they were assigned.
6.8 Messages
Select User/s to send message to.

Type your message.
When you send a message, a new thread will appear. Click to open it.
7  For Administrators

7.1  Timeline for course organisation

Course organisation is a complex process that requires the involvement of several people with different tasks and profile types. To facilitate the process of course organisation, we have divided it into several parts:

1. Platform configuration
2. Pre-preparation of content
3. Configuration of course template
4. Course preparation
5. Course maintenance
Platform configuration
This first part is done exclusively by the content administrator. The main goal is to establish the structure. This includes institution management and consists of creating sectors, schools and departments. The aim is also to create the whole of the administrator team in this process.

Pre-preparation of content
In this stage, the system administrator adds professors and students (if needed), while the content administrator enters all the competences, skills and learning outcomes and connects them with one another. It is expected that there will already be a partially configured curriculum for this process.

Configuration of course template
Course template configuration includes the whole process of template creation, which is made up of four parts:

1. Creating the template and entering basic information
2. Adding professors to the template
3. Creating units
   a. Basic information
   b. Assigning professors
4. Configuring topics
   a. Basic information
   b. Rewards (competences, skills and learning outcomes)
   c. Materials
   d. External links
   e. Assigning professors
   f. Creating tests

While the content administrators are configuring the template, the system administrators can add new professors and students to the platform, if needed. For this, a complete curriculum is expected to have been prepared.

The idea of the configuration process as a whole is to fill the course template with as much information as possible, so that the following course initiation can be as simple as possible. A well-configured course template can lower the cost of course maintenance by up to 70 percent.
Course preparation
This is the process of cloning the course template into an active course. During this process, the date and location of the course, the unit(s) and the topic(s) are defined. The entire process is carried out by the content administrator, while the system administrator can add professors and students, if needed.

Course preparation is also carried out in four steps:
1. Basic information, and setting the start and end dates of the course
2. Adding users to the course
   a. Professors
   b. Students (if there are any)
3. Preparing units
   a. Basic information
   b. Setting start/end dates
   c. Assigning professors to units, if needed
   d. Assigning students to units
4. Preparing topics
   a. Basic information
   b. Setting start/end dates
   c. Assigning professors to topics, if needed
   d. Assigning students to units

If the course template is properly configured, the process of course preparation is far easier than the configuration process. However, if needed the whole course can be reconfigured in this process — that is, all the details predefined in the configuration can be changed.

It should be noted that changes made to an active course will not affect the details in the course template.
Course maintenance
Changes made in the process of maintaining an active course are those that the professors find necessary during their instruction. If the course is well planned and well organised, this process comprises only grading tests and communicating with students. During this process it is also possible to change the whole structure of the course, if needed.
7.2 Institution management
Administrators and professors have access to sectors, but only administrators can create or edit them.

This page shows a list of all sectors.
To create a sector, you need to enter a title and description and choose a cover image.
Administrators and professors have access to schools, but only administrators can create or edit them.
This page shows a list of all schools.
To create a school, you need to enter a title and description and choose a cover image.
See list of all Schools inside this School...

...list of all Professors inside this School...

...and list of all Students inside this School.

Edit details of this School.

Full description of this School.
Administrators and professors have access to departments, but only administrators can create or edit them.
This page shows a list of all departments.
To create a department, you need to enter a title and description and choose a cover image.
Department Overview

BFI Main Department


---

COURSES (48)

1. Test Course 13.12.15.
2. test
4. Donec
c
8. Test Course 1 - 20.01.2016.
7.3 Competence tool

Only administrators have access to the competence tool page.
Under the COMPETENCES tab you will find a list of all competences.
Competence Creation

Title
Competence example 1

Code
2112

TJH
1

PLH
2

STILH
3

ALH
4

Description

Skills

Select skills that are connected with this Competence.
### Competence List

<table>
<thead>
<tr>
<th>Competence</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competence</td>
<td>12345679012345</td>
</tr>
<tr>
<td>2. Competence</td>
<td>C02000202</td>
</tr>
<tr>
<td>3. Competence</td>
<td>012000202</td>
</tr>
<tr>
<td>4. Competence</td>
<td>023000202</td>
</tr>
<tr>
<td>5. Competence</td>
<td>034000202</td>
</tr>
<tr>
<td>6. Competence</td>
<td>045000202</td>
</tr>
<tr>
<td>7. Competence</td>
<td>056000202</td>
</tr>
<tr>
<td>8. Competence</td>
<td>067000202</td>
</tr>
<tr>
<td>9. Competence</td>
<td>078000202</td>
</tr>
<tr>
<td>10. Competence</td>
<td>089000202</td>
</tr>
</tbody>
</table>

**Let's search for our new Competence.**
Click on card to expand it.
Skill Creation

Title
Skill example 1

Code
2112

TIH
1

PLH
2

SILH
3

ALH
4

Description:

Competences

Learning Outcome
Knowledge 1
Knowledge 2
Knowledge 3

Materials

Browse
healthio-14-04-2016-05-13.docx

Assessment

Cancel
Create

Our Competence is already preselected, but you can change it or connect this Skill with even more Competences.

Select Learning Outcomes that are connected with this Skill.
If you search for your competence, you will find the newly created skill and related information.
Select one of seven types for our Learning Outcome.

Our Skill is already preselected, but you can change it or correct this Learning Outcome with even more skills.
If you search for your competence, you will see the newly created learning outcome and related information.
Under the SKILLS tab you can see a list of all the skills created.
Under the LEARNING OUTCOMES tab you can see a list of all the learning outcomes created.
7.4 User management
On the users page you can view anyone's profile. As an administrator, you have full rights over all users.
Only administrators have the right to create new professors and administrators.
<table>
<thead>
<tr>
<th>Type</th>
<th>Full name</th>
<th>Username</th>
<th>Email</th>
<th>Address</th>
<th>Gender</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>🗻</td>
<td>admin 1 test</td>
<td>testadmin1</td>
<td><a href="mailto:testadmin1@email.com">testadmin1@email.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>admin 2 test</td>
<td>testadmin2</td>
<td><a href="mailto:testadmin2@email.com">testadmin2@email.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>admin 3 test</td>
<td>testadmin3</td>
<td><a href="mailto:testadmin3@email.com">testadmin3@email.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Back Jacob</td>
<td>student3</td>
<td><a href="mailto:student3@ctree.dev">student3@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Chapman Eric</td>
<td>student1</td>
<td><a href="mailto:student1@ctree.dev">student1@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Greene Jennifer</td>
<td>student01</td>
<td><a href="mailto:student01@ctree.dev">student01@ctree.dev</a></td>
<td>Student Address 123</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Knight Flynn</td>
<td>student4</td>
<td><a href="mailto:student4@ctree.dev">student4@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Miodic Vladan</td>
<td>admin</td>
<td><a href="mailto:admin@ctree.dev">admin@ctree.dev</a></td>
<td>Admin Address 123</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Rogers Ashley</td>
<td>student2</td>
<td><a href="mailto:student2@ctree.dev">student2@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>superadmin superadmin</td>
<td>superadmin</td>
<td><a href="mailto:miodic.miosic90@gmail.com">miodic.miosic90@gmail.com</a></td>
<td></td>
<td>male</td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Test Student10</td>
<td>student10</td>
<td><a href="mailto:student10@ctree.dev">student10@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Test Student12</td>
<td>student12</td>
<td><a href="mailto:student12@ctree.dev">student12@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Test Student13</td>
<td>student13</td>
<td><a href="mailto:student13@ctree.dev">student13@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗻</td>
<td>Test Student14</td>
<td>student14</td>
<td><a href="mailto:student14@ctree.dev">student14@ctree.dev</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On each student’s profile page you can see all their personal details.
Under the COURSES tab you can see all their current, future and past courses.
Under the ACHIEVEMENTS tab, you can see a list of all the awards the student has obtained from topics and assessments.
On the professors’ profile pages you can see all their personal details.
Under the COURSES tab you can see all their current, future and past courses.
Under the COORDINATING tab, you can see a list of all the courses and units that a particular professor is coordinating.
7.5 Groups management

Administrators and professors have access to user groups. If the same users are repeatedly added to courses, units and topics, they can be combined into user groups to make the process easier.
The user groups page shows a list of all groups.
User Group Creation

Title
Example Group 1

Type
Professors

Department
BRI Institute - BRI Man Department

Description

User Group can be linked to only one Department.

Professor group can contain only professors. Same logic applies for Student groups.

CANCEL  CREATE
As this is a professors’ group, it is possible to add only professors, or a sub-group of professors.
Once group editing has been completed, you can navigate to the newly created user groups.
### Example Group 1


<table>
<thead>
<tr>
<th>#</th>
<th>Username</th>
<th>First name</th>
<th>Last name</th>
<th>Email</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>teacher0</td>
<td>Arthur</td>
<td>West</td>
<td><a href="mailto:teacher0@ctree.dev">teacher0@ctree.dev</a></td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>teacher1</td>
<td>Teacher_1</td>
<td>Test</td>
<td><a href="mailto:teacher1@ctree.dev">teacher1@ctree.dev</a></td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>teacher2</td>
<td>Teacher_2</td>
<td>Test</td>
<td><a href="mailto:teacher2@ctree.dev">teacher2@ctree.dev</a></td>
<td>X</td>
</tr>
</tbody>
</table>

**Edit details, manage users or delete User Group.**
7.6 Course template configuration
Administrators and professors have access to course templates, but only administrators can create new templates.
The first step in template creation is to add basic information about the course.
The second step in template creation is the management of professors. You can add professors who will be involved throughout every course iteration.
Once you have updated the list of professors you can move on to step 3.
In step 3, the first thing you need to do is to create units. Fill out the form with all the details you have.
First create all units before moving on to the next step.
In step 4, you can configure all topics inside units.
Here you can complete a form for every individual topic.
Transform this topic to Assessment.

Enter min/max points and mark it as final exam if you want.

And select any number of rewards you get for finishing this assessment.
If Topic is not Assessment, you can select only one reward.

Add outgoing e-learning links and make them visible or hidden (if you want to make some links visible only at the certain time)
Add materials and make them visible or hidden (if you want to make some materials visible only at the certain time).

Add individual professors or already predefined groups.

You can also add Subtopics inside this Topic. They use the same form and details as Topics.

If you are done, save it.
Topic number will change color in relation to its type.

Move on to the next one.
Continue until you have finished editing all topics.
If you can't continue with configuration, you can always skip everything and continue later.

When you are done with this Unit, move to the next one.
When all units have been configured, the course preparation is complete and the FINISH button becomes active.
You can fully customise all topic details, as before.
When you have finished the configuration and adjusted your template, you will find it on the course templates page.
7.7 Course preparation

Course preparation begins from the course template page. If the configuration has been done properly, the preparation will involve no more than adding date, location and students.
Here you can set the start and end time/date for this course.
The coordinator oversees the entire course/unit and has full control over it.
Switch to students tab.
You can select as many students as you wish and add them to the course.
Once the student list has been updated and you have completed the user management, you can move to the next step.
The unit preparation process is almost the same as configuration, but with a few additional details.
The rise of agriculture was one of the great changes in the human experience. Many important developments occurred before this, yet the emergence of agriculture was neither tidy nor uniform, and this messiness must be taken into account when studying this period. The fact is that agriculture greatly changed the nature of life for most people around the world. Further, much of what we deal with in world history involves societies that were primarily agricultural. Indeed, the world is still grappling with the legacies of agricultural patterns and the incomplete transition between agricultural and more urban and industrial ways of life.

Add individual professors and students, or already predefined groups.
Here you can edit the form for each individual topic.
If Topic is not Assessment, you can select only one reward.

Add outgoing e-learning links and make them visible or hidden (if you want to make some links visible only at the certain time).

Add individual professors and students or already predefined groups.
If Topic is not Assessment, you can select only one reward.

Add outgoing e-learning links and make them visible or hidden (if you want to make some links visible only at the certain time)

Add individual professors and students or already predefined groups.
CONGRATULATIONS!
You have successfully prepared this Course.
You can find your course on the courses page when you have completed the preparation process.
The REC’s educational programmes are developed with a strong outcome-based learning approach. With the cTree digital platform, the REC enables knowledge growth to everyone’s benefit. The platform is an ideal solution for all users as it can be adapted entirely to each individual’s lifestyle and particular needs. Current competencies and knowledge are assessed, and the programme is subsequently determined and adapted interactively by a mentor and professor. In order to impart precisely the knowledge and competencies required in the educational system and labour market, the REC provides students with appropriate materials and eliminates any materials connected with unnecessary competencies, allowing users to develop relevant competencies in the shortest possible period of time. The time saved via cTree can be used to achieve a better balance between work and leisure, which can contribute to greater efficiency and satisfaction in both the business and private spheres.
The cTree platform is intended for all those aiming to meet modern requirements throughout the educational process, including dual education, lifelong learning and on-demand corporate education. The dynamic nature of cTree allows the multiple use of content by professors, students, mentors, staff, and even alumni. It provides modern and dynamic learning content, teaching activities and personalised exercises. There are various methods of content delivery, such as the offline downloading of documents, multimedia tools and e-learning. The platform’s pre-set layouts can be customised and upgraded by the administrator. The REC is focusing on the key competitive advantage of the cTree platform: the unique opportunity for collaboration between students, professors and mentors on a unified digital platform. By using the cTree platform, the REC is transforming knowledge into required competencies.