



Mojo

Implementation

Playbook

25-26



Mojo Overview

What is Mojo?

Mojo is an AI-powered teaching assistant that provides supports to diverse learners by:

- Aligning to a district's ELA curriculum
- Providing individual and small groups of students with interactive practice and feedback
- Promoting dialogue, discussion, and collaboration in the classroom
- Providing teachers with actionable data to inform their instruction

Resource	Page	Description
Mojo Overview	2	A brief overview of the Mojo tool and the different activities supported
Student Success 1 Pager	3	Prioritized teacher actions for effectively facilitating Mojo activities, including systems and routines, setting up physical space, managing technology, and best practices for facilitating activities
Student Data Dashboard 1 Pager	5	Tips for using the Mojo dashboard for data analysis and real time student support
Student Facing Mojo Overview	6	One pager for students about how they should use Mojo
Family Facing Overview	7	One pager for families explaining Mojo and how it will be used with students
Reading and Classroom Discussion Protocols	8	Research based tips and best practices for reading protocols and facilitating classroom discussion effectively
Mojo Troubleshooting Cheat Sheet	13	Cheatsheet with troubleshooting steps for Mojo related tech issues



Teacher Best Practices for Student Success

Level 0: Setting Students Up for Success	<ul style="list-style-type: none"><input type="checkbox"/> Managing Technology: Create a system to store devices in the classroom with a check in/check out process so devices are secured when not in use. Consider how you want to manage spare computers and placing power strips with chargers throughout the room, so students have access to working devices daily. Determine which students you want to use mic'd headphones and how you will store and label them in the classroom (<i>i.e. ziploc bags with student names or assigned numbers</i>)<input type="checkbox"/> Physical Space Set Up: Plan a seating chart where students have elbow or group partners, where you can see all computer screens from multiple vantage points in the room, and you can easily circulate around the room to monitor student progress or conference with groups<input type="checkbox"/> Set Clear Expectations: Provide instructions for the activity students should be completing, how much time they have, and how they should interact with Mojo and each other. This could be a slide that you post during the activity with the timer built in. Include a clear discussion protocol for students during the activity to support collaboration (<i>suggested protocol: talk then type - read the question, discuss with a partner before submitting, then draft your answer for Mojo to receive feedback</i>)
Level 1: Establishing Effective Routines	<ul style="list-style-type: none"><input type="checkbox"/> Pace the Activity: Post a visible timer for students and remind them of remaining time during the activity. Stop the activity once the timer goes off (<i>ideally ~10 minutes when more than 50% of the class has completed questions</i>)<input type="checkbox"/> Increase Student Discourse: Ask students to complete activities in small groups or pairs. If students are struggling with small group discussion, you may need to continue to incentivize participation and provide multiple opportunities for practice with praise and feedback until they build the skill<input type="checkbox"/> Strategically Circulate with the Dashboard: Use the dashboard to strategically circulate around the class and check in with students who are marked as idle (red) or flagged (orange) on the dashboard first to get them started (<i>Note: they may be idle because they are reading the excerpt initially</i>). Use the dashboard to give precise praise to students who are engaged in the activity to build momentum, and/or students who are displaying exemplary behaviors you want to highlight (<i>i.e. responding to feedback, asking questions when stuck, going back in the text, etc</i>)







Level 2: Building Strong Student Engagement

- ☐ **Strategically Conference Using the Dashboard:** Use the dashboard to conference with students marked as **incorrect/limited effort (yellow)** who need extra support. Prioritize the students who are labeled as limited effort before focusing on students who are getting incorrect answers. It's likely students are working through their initial confusion with Mojo, but if they continue to be confused, conference with them. You can review the teacher guide prior to the class and consult it during the lesson for the prompts and criteria for success for each question
- ☐ **Facilitate Effective Discussion:** When students are nearing the end of the activity questions, use the analysis button to surface the biggest student misconceptions. Select a suggested question (*ideally the question most aligned to the target task*), then ask students to turn and talk about the targeted prompt. You may want to debrief any specific questions the majority of the class struggled with as well during the whole group debrief time. Once the discussion is finished, clarify the key takeaway for students before prompting them to complete the target task
- ☐ **Complete the Target Task (Exit Ticket):** Following the class discussion, use the fast forward button to move all students to complete the target task before closing out the activity. Celebrate student work and shout out any students who improve their final score by responding to Mojo's feedback or by using the bright spot teacher tool to show call strong thinking

Level 3: Responding to Student Data

- ☐ **Provide Batch Feedback** Review the dashboard data in real time, identify a prevalent misconception, pause the activity and provide a quick piece of feedback whole class; then unpause the activity so students can continue working
- ☐ **Pull Small Groups:** Once all students are working on the activity, identify 2-5 struggling students to pull into a small group for more support. Review their dashboard data to determine their gap (if helpful), then unpack the prompt to ensure students understand what is being asked of them. You can use the prompts in the teacher guide to have a small group discussion addressing the biggest student misconception. After the discussion, ask students to synthesize their learning by capturing their response with Mojo
- ☐ **Debrief the Target Task (Exit Ticket):** After students have completed the target task, provide students with the opportunity to reflect on exemplary responses by show calling student work with the bright spot tool and comparing it to their own or giving students an opportunity to share their key takeaways with other students or the whole class before transitioning to the remainder of the lesson or closing out the class

Effectively Using the Mojo Data Dashboard

Dashboard Overview		
Color	Categories	Description
	Idle	The student has not interacted with Mojo in 3 or more minutes. This student should be prioritized for immediate intervention as soon as possible <i>Note: Students may be marked idle if they are reading an excerpt</i>
	Inappropriate	The student has responded to Mojo with inappropriate content (threats, swearing, copy/pasting, etc). This student should be prioritized for immediate intervention as soon as possible
	Incorrect or Limited Effort	The student has responded to Mojo with answers that are off track or answered a question "I don't know" despite additional prompting from Mojo. After addressing any idle or flagged students, these students would be ideal for 1:1 conferencing or small group work
	Typing or Asking Questions	The student does not yet have data because he/she is asking a question, asking for translation support, or typing. No action is needed until the student responds or Mojo identifies that the student is idle.
	Partially Correct <small>*Note: Some questions will never be categorized as partially correct</small>	The student is working with Mojo but the responses only meet part of the criteria for success, and the student may have some gaps in understanding. Review these responses for trends to offer batch feedback to students. When facilitating the discussion, prioritize these student responses for debrief and analysis. If you don't have students in the yellow, red, or orange, prioritize these students for 1:1 conferencing or small group support.
	Correct	The student is working with Mojo and has a clear understanding of the question. When facilitating the discussion, prioritize these student responses for evaluation.

Real Time Usage Tips	Planning and Data Analysis
<ol style="list-style-type: none"> Be Prepared: Each activity session/period will have a different dashboard. Make sure you have the dashboard link for the activity ready prior to the beginning of class Stay Mobile: Pull the dashboard up on a tablet or laptop so you can circulate around the room and easily monitor student work Use the Data: Use the colors to prioritize students and click into individual transcripts to determine their specific gap before conferencing Use the Resources: As students are working, use the teacher resources that include activity questions, a criteria for success, and backpocket questions to ask students 	<ol style="list-style-type: none"> Look at Student Work: Review transcripts for students who had a partially correct understanding and identify trends in student responses Name the Gap: Use the transcripts to determine a clear student gap or misunderstanding Plan for Reteach: With your coach or PLC, determine next steps for any corrective instruction or reteach to include in upcoming lessons







Student Facing Mojo Overview

How will Mojo help me?


- **Defining New Words and Asking Questions:** Mojo helps you with the same questions that you usually may answer in a workbook or handout. If you don't know a word, you can ask Mojo to define it for you. If you're not sure what a question is asking, you can ask Mojo to rephrase the question.
- **Reading the Text Aloud:** If you need help reading a text, your teacher can turn on a tool that will allow Mojo to read the text to you. If you also click the speaker on any of the chat bubbles, it will also read the question aloud to you.
- **Speak to Mojo:** If you struggle with typing, your teacher can turn on a tool that will allow you to speak to Mojo instead of typing when you click the microphone.
- **Changing the Language:** If you speak a different language, your teacher can turn on a tool that will translate the text and questions for you.

What kind of feedback will Mojo give me?

- **Reading:** Mojo will ask you the same questions you would get in your workbook or handout. If you get a question right (or blue), Mojo will ask another question to push your thinking. If you get a question yellow, Mojo will direct you back to the text and/or ask a different follow up question to help you get to the right answer.
- **Writing:** Mojo will give you a graphic organizer to help structure your writing. Mojo will ask you to select evidence, make a claim, and then write. Mojo will give you feedback on the content of your writing with 3 chances to revise, then it will ask you to proofread your writing, and make revisions to your grammar.

	Fully Correct: The answer you gave Mojo was fully correct! Mojo may ask you more questions to deepen your thinking, but great work!
	Partially Correct: The answer you gave Mojo was partially correct. Mojo will ask you some specific questions to help you get to the fully correct answer.
	Not Yet: The answer you gave Mojo wasn't correct or you didn't try to answer the question (idk), but Mojo will ask you some specific questions to help make sure you're on the right track
	In Progress: You are typing to Mojo, asking questions, or getting translation support

How to Help Yourself?

- **Read and Respond to Feedback:** Mojo is always giving you ways to help improve your reading and writing. Read the feedback and when you get tips on writing, try to incorporate it to improve your work!
- **Refresh When Needed:** If Mojo freezes or you get an error message, click the refresh button 
 - **Tip:** Copy what you've written in the text box first before you refresh to make sure you don't lose your work and if the refresh doesn't fix the problem, let your teacher know so he/she can help
- **Use the Tools:** If you think you can use any of the tools to help you read the text, translate the text, or type questions, ask your teacher to turn on those tools for you.



Coursemojo Overview for Families

What is Coursemojo?

Coursemojo is a company, led by former teachers and school leaders, that provides an AI-powered student tutor, called Mojo, to support students with understanding and analyzing complex texts in ELA class. This year, your child's teacher will be using Mojo a couple times a week to support parts of their ELA lessons.

- **Alignment to ELA curriculum:** Mojo activities are aligned to the most challenging part of daily lessons so students receive differentiated support during the hardest parts of the lesson. The texts and questions students will engage with while working on Mojo are aligned to what is outlined in their curriculum. As one of our students said, "It's like the handout is talking to me."
- **Feedback and Support:** Mojo provides personalized support on reading comprehension and writing. As students work through texts, they are able to get feedback on their thinking throughout the activity. If needed, students can access a suite of accessibility tools for diverse learners who speak multiple languages, are struggling readers, or require additional learning supports. Students also receive multiple rounds of feedback on their writing and are able to make revisions to strengthen their writing.
- **AI with Data Security:** Students can access Coursemojo just using their school email and a specific link/class code (similar to Google Classroom). This allows us to maintain student privacy and data security to make sure student data is not accessible by third-party AI tech companies.

Check out [this](#) Mojo powered classroom to see it in action!

Frequent Family FAQs:

Is Mojo Safe?

The Coursemojo Team has created very narrow guidelines for Mojo to ensure students can only talk about topics related to the text they are reading. These guidelines allow us to harness the benefits of AI, while also providing a safe, consistent, educational experience.

Can I See a Mojo Activity?

Yes, your student's teacher might even assign Mojo activities for homework! If you have the specific class period link, you can access any of the activities your child has completed. Additionally, all interactions with Mojo are captured in a transcript that can easily be printed and shared by your teacher.

Is Mojo Grading My Students Work?

Mojo is not connected to your school's student information system, so ultimately, your teacher will decide if/how to incorporate scores on Mojo activities into student grades. Each Mojo activity comes with a daily exit ticket that is graded by the AI. The teacher then reviews the data dashboard and determines how to include activities as participation or mastery grades.

What Will My Teacher Be Doing?

Teachers using Mojo will still be leading the class. Teachers generally use Mojo 3 times per week for 20-25 minutes each time. While students are working with partners and Mojo, teachers conference with students who need additional support, lead discussions based on the data, provide feedback throughout the activity, and monitor student progress on the dashboard to ensure everyone is on the right track.



Reading and Discussion Protocols



A huge thank you to Teach Like a Champion and Uncommon Schools for publishing these and other thoughtful resources for literacy instructors. If you would like to learn more, you can find more by checking out *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction* by Erica Woolway, Doug Lemov, and Colleen Driggs and *Love and Literacy: A Practical Guide for Grades 5-12 To Finding The Magic In Literature* by Paul Bambrick-Santoyo and Stephen Chiger

Reading Systems

There are three different modes for reading that we recommend as part of each Reading Cycle:

- Accountable Independent Reading (AIR): Independent reading done by students
- Control the Game (CTG): Shared read aloud between students and teachers
- Read Aloud: Teacher reads the text

In many cases we make suggestions about which type of reading teachers should use in each cycle, but we also suggest that teachers adapt their choices to the needs of their students and their own preferences. Our strongest guidance is not about which to choose but about the value of the balanced use of all three together.

Accountable Independent Reading (AIR)

This is silent, autonomous reading by students—in school and at home—done with tools to ensure that students are comprehending what they read successfully.

Tips for Planning and Implementation:

- As you prepare to teach, review the lesson plan, determine whether or not your students are ready for and would benefit from Accountable Independent Reading when it's recommended. Or, use a short round to test their readiness. Remember every text--and often specific sections within a text--is different and this may affect students' ability to comprehend on their own.
- Before students independently read, be sure that they're clear about their focal points for reading, as well as the annotation tasks and follow-up writing tasks (these can be previewed as a focal point for reading).
- In class, when students are independently reading, circulate to monitor their margin notes and written responses. Provide feedback to students that supports them in successfully comprehending the text. It's helpful to determine ahead of time what strong annotations will look like.
- Take notes based on your observation of students' annotations. These will be useful in making decisions about how to best facilitate the discussion that follows AIR.

Control the Game (CTG)

A system for shared read aloud between students and teachers, engineered to allow for lots of practice; it builds a culture that celebrates expressive oral reading and the love of the story by and among students. It also ensures that you get a constant flow of data on how well your students are able to make sense of what they read. And it gives you the opportunity to correct and reinforce swiftly in the case of decoding or fluency errors.

Tips for Planning and Implementation:

- Based on the text, determine when you will read to the class (“Bridging”).
- Determine when/if and how you will Spot Check (use Call and Response for students to fill in key words or phrases when you are reading)
- Jot down the names of student readers in the text. Be sure to keep durations unpredictable and relatively short (unless your students are ready to read aloud longer sections). Consider matching sections of text loosely with students’ reading levels (i.e., plan to have a struggling reader read a more accessible section of text).
- Plan how you will quickly and efficiently call on student readers (“Thomas pick up.” “Alicia, please.” Or simply say a student’s name.)
- Reinforce joyful and or expressive reading as much as possible “Oooh, love the way Daneisha read that!” “Read that line again so we can really hear the sarcasm, David.” You can also facilitate the read aloud as a reader’s theater, with each student dramatically reading their role or portion of the text
- An alternative to reading whole class is putting students in pairs where they take turns expressively reading a portion of the text

Read Aloud

Teachers reading texts—especially the most challenging texts—aloud to students allows them to bring a text to life in all its beauty. It allows teachers to model how the words of a great writer should sound. And it allows students to engage with texts above the level they can read on their own, thus exposing them to greater amounts of complex and inspiring vocabulary, sentence craft, and story craft. Reading aloud also creates a strong culture of reading and helps students to hear the nuances of the author’s tone and style, which you can reinforce during Control the Game.

Tips for Planning/Implementation:

- Determine ahead of time which passages you’ll read aloud
- Practice reading the passage ahead of time—considering how you will intentionally model appropriate expression of the text and vocabulary definitions you will provide (if necessary). You may consider double-checking accurate pronunciation of proper nouns and regionally specific or archaic language.
- Reading aloud the last few lines of text before students write or discuss on their own with a bit of drama can often build suspense or excitement.
- An alternative to reading aloud live is playing a dramatic recording of the text to build student engagement and interest

Literacy Discourse: One-Pager

This one-pager maps out the key components of a discussion-based ELA class.

Facilitate Discourse	
Activate	<p>ACTIVATE KNOWLEDGE (PRIOR TO & DURING DISCOURSE, AS NEEDED)</p> <ul style="list-style-type: none"> • Use a word wall and/or resource/text: “Use your notes. Turn to ____” • Recall: “Think back to _____. What do we already know about _____?” • Drop knowledge/vocab: “Some additional context is... How does this support/shift our thinking?”
Launch	<p>LAUNCH THE DISCOURSE CYCLE</p> <ul style="list-style-type: none"> • Start with your prioritized high-rigor question • Follow the sequence: Everybody Writes, Turn & Talk, Cold Call, Volley (multiple students speak before the teacher does)
Maximize	<p>MAXIMIZE STUDENT TALKING & THINKING Let students drive 95% of the discourse:</p> <ul style="list-style-type: none"> • Strategically call on students: <ul style="list-style-type: none"> ○ Call on students who are ‘further off’ and ‘partially there’ first. ○ Call on students who are ‘almost there’ to push the group forward. ○ Call on originally incorrect students to stamp new understanding. • Use universal prompts (students and teachers): <ul style="list-style-type: none"> ○ Revoice (student or teacher) —prompt students to strategically paraphrase other students’ reasoning. <ul style="list-style-type: none"> ▪ Teacher: “If I hear you correctly, you seem to be saying X. Is that correct?” ▪ Student: “Are you really saying [paraphrase or re-work their argument to see if they still defend it]?” ○ Press for Reasoning (student or teacher) —justify your answer with evidence, key terms, vocab <ul style="list-style-type: none"> ▪ “Why/why not?”; “How do you know?”; “Prove it.”; “What text evidence supports this idea?” ○ Open up the debate (teacher): <ul style="list-style-type: none"> ▪ “Evaluate.” “Build.” “Agree/Disagree.” • (When needed) Teach habits of Discussion: <ul style="list-style-type: none"> ○ Rollout, model or give reminder of a specific habit of discussion prior to launching discourse. <ul style="list-style-type: none"> ▪ See “Habits of Academic Discussion Guide” for guidance and a list and examples of various habits ○ Prompt/praise students to use habits of discussion with each other.
Deepen	<p>DEEPEN & STRETCH IT When you have an ‘almost there’ responses, use your scripted prompt(s) to push the class:</p> <ul style="list-style-type: none"> • Drop new knowledge: “[new knowledge]. How does this connect to...?” • Problematicize (create tension) <ul style="list-style-type: none"> ○ Name the debate: “Some of you say X. Some of you say Y. What do you think?” ○ Provoke debate: “[Name] would say this [name alternative argument]. How would you respond?” ○ Highlight contradictions: “These two ideas are contradictory. How can we make sense of this?” ○ Play devil’s advocate: “I disagree. I actually think...” or “Who can play devil’s advocate?” ○ Feign ignorance: “I don’t understand. I was thinking...” • Sophisticate (add complexity) <ul style="list-style-type: none"> ○ Zoom in/Zoom out: “What do we associate with ____? What’s the effect of this choice?” ○ Narrow the focus: “Let’s test our hypothesis against pages _____. Review and see if they support or challenge our view.” ○ Apply within different or new context/perspective: “What’s another way we could think about this?” “What would ____ think about this?” ○ Give a hypothetical: “What if...”
Stamp	<p>STAMP IN STUDENT VOICE</p> <ul style="list-style-type: none"> • Stamp the Content and/or Purpose <ul style="list-style-type: none"> ○ “Stamp this for us—what do we need to remember about ____?” “How has our thinking changed?” ○ “Why does this matter?” “What does this enable us to do?” • Stamp the Skill <ul style="list-style-type: none"> ○ “What steps did we take to ____?” “How did we ____?”



Teach Intellectual

Habits of Discourse

Reading and writing float on a sea of talk. Learn how to navigate an intellectual exchange of ideas.

101 HABITS - CREATE CONVERSATION	
CORE HABIT	KEY DISCUSSION MOVES
Project	<ul style="list-style-type: none"> Speak audibly and make eye contact with classmates, not just the teacher.
Share in turn	<ul style="list-style-type: none"> Speak in turn. Invite others in. <i>"We haven't heard from everyone yet. Would someone who hasn't spoken yet like a chance?"</i>
Speak as an intellectual	<ul style="list-style-type: none"> Use classmates' names. Use complete sentences. Address questions succinctly.
Listen as an intellectual	<ul style="list-style-type: none"> Make eye contact with the speaker. Nod or affirm nonverbally. Turn to page if speaker references it (pause to give time to turn to page).
Take notes as an intellectual	<ul style="list-style-type: none"> Write down/summarize key information. Evaluate the arguments. Annotate diagrams. Share exemplary student notes for students to see a model.
Build & Critique	Agree with all or parts of ideas and elaborate: <ul style="list-style-type: none"> <i>"I agree that...but I would add..."</i> <i>"Mark's point is right, but/and I think there is better/additional evidence for it..."</i>
	Disagree <ul style="list-style-type: none"> <i>"Actually, there is evidence in the text that refutes that view."</i> <i>"Respectfully, I have a different view."</i>
	Examine evidence in a different way. <ul style="list-style-type: none"> <i>"I actually viewed that text differently."</i>



Teach Intellectual

Habits of Discourse

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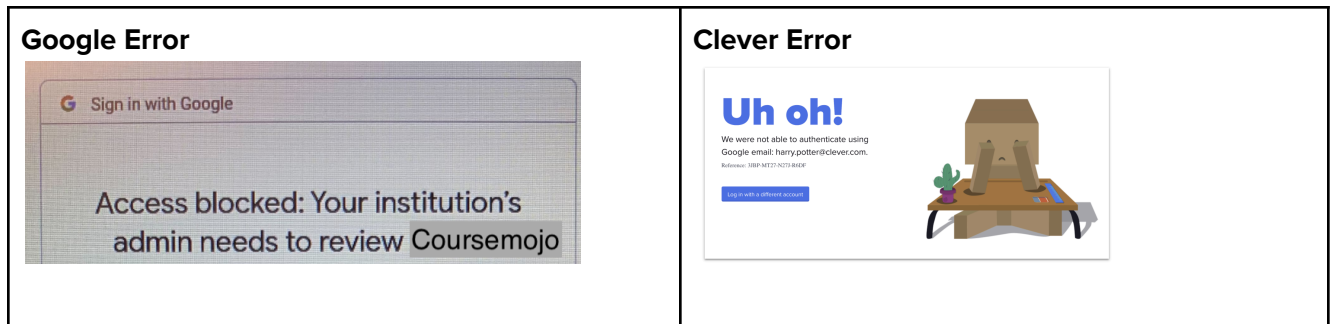
201 HABITS – DEEPEN DISCOURSE	
CORE HABIT	KEY DISCUSSION MOVES
Activate or Drop Knowledge	<ul style="list-style-type: none"> • “X is....” • “I’ve heard of X. It means....” • “I’d like to connect Leon’s interpretation to the article we read about the Harlem Renaissance.”
Revoice	<ul style="list-style-type: none"> • “What you’re arguing is X.” • “If I understand you correctly, are you saying X [paraphrase argument]?”
Press for Reasoning	<ul style="list-style-type: none"> • “Why do you think [rephrase argument]?” • “What evidence supports your argument?” • “How do you know?” • “Could you walk me through your thought process?”
Problematize	<ul style="list-style-type: none"> • Name or provoke debate: “It sounds like we’re divided between X and Y. I think....” • Name contradictions: “Rene and Gabriel have opposite readings of X. I think....” • Play devil’s advocate: “I’m going to play devil’s advocate here. What if I argued....”
Sophisticate	<ul style="list-style-type: none"> • Zoom in & out: <ul style="list-style-type: none"> ○ “I want to focus on the connotations of X.” ○ “X is important because....”, “Y creates or makes Z in the text.” • Dive deeper into the text: <ul style="list-style-type: none"> ○ “Let’s turn to page XX. Does it support or challenge our theory?” • Apply within different or new context/perspective: <ul style="list-style-type: none"> ○ “What do you think ____ would think about X?” • Give a hypothetical: <ul style="list-style-type: none"> ○ “What if...” ○ “I have a theory I’d like your opinions on....”

Tech Troubleshooting Cheat Sheet

1. You can reach Coursemojo Support by emailing help@coursemojo.com

2. **Student is getting a login error**

Students may experience these errors if your school is using either Google or Clever. If your school has both Google and Clever, students should be able to use either. If a student is getting an error using one method, please try the other. If both methods don't work, please contact Coursemojo Support and describe the error you are seeing. Please take a screenshot of the error message to help the team diagnose the issue.



3. **Student cannot access an activity or sees the wrong activity (student name is not in the tracker)**

Make sure that students are entering the right code - check the letter L. They may be entering the capital letter I, or the number 1, the number 0 vs the letter O. If you are sharing direct links, they may be accessing a link from a previous session. Students can also re-enter class codes by going to app.coursemojo.com/activity.

4. **Mojo is slow or not loading**

Mojo usually takes a few seconds to respond to student messages. A 7-10 second wait is normal, but if you experience anything beyond this:

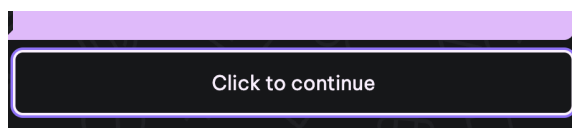
- a. Check if the internet is working: on a student computer, visit the website **fast.com** or **speedtest.net** to run an internet speed test. If you are unable to access the sites, or the download speed is less than 10Mbps, please contact your IT department
- b. If the internet is working as expected, please send an email or text to Coursemojo Support

5. **Student gets disconnected, the computer restarts, or they need to switch computers**

Students will need to enter the class code, or visit the same link again. Mojo will remember student progress when the browser is refreshed, even when the code is entered from a different machine.

6. **Student cannot type anything/the text chat box is grayed out**

If a student sees a grayed out text chat box, this typically means that the student has an action to complete before being able to type. Check if the student has a "Click to continue" button or multiple choice buttons visible, or if Mojo is asking them to highlight some text before moving to the next step. If not, try refreshing the page.

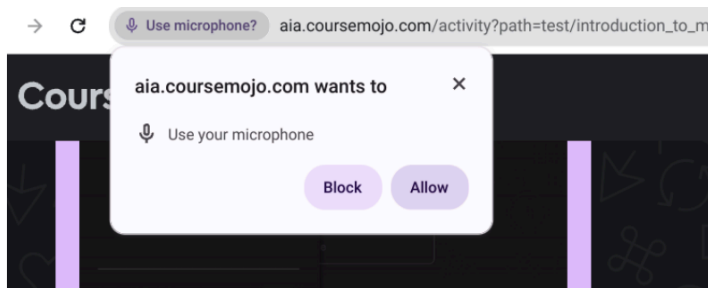


7. Student wants to use the microphone/speech-to-text feature (optional for students, requires a headset or earphones with microphone)

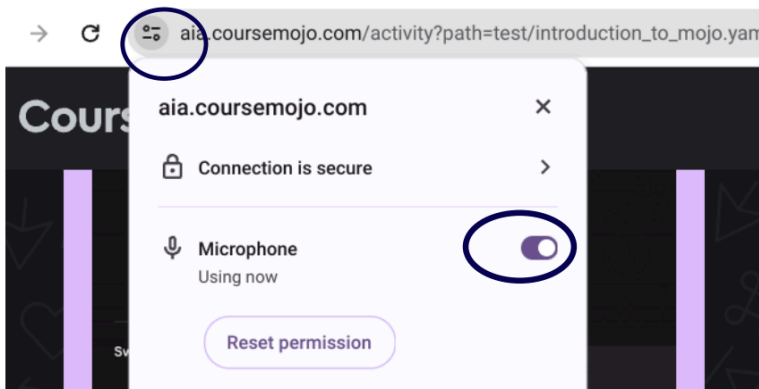
Mojo's speech-to-text feature allows students to speak into the app instead of typing their responses. Press the microphone icon in the chat box to start recording. The microphone button will turn green as the mic is recording what the student is saying. **The microphone button needs to be pressed again** to see the speech turned into text. Students still need to hit "Enter" to send their recorded response.

8. Student microphone is not working or nothing happens when students press the microphone button (speech-to-text functionality)

When students access Mojo's mic speech-to-text feature for the first time or on a new device, students will be prompted to allow mic access. It will look like the prompt below. Students should select "Allow"

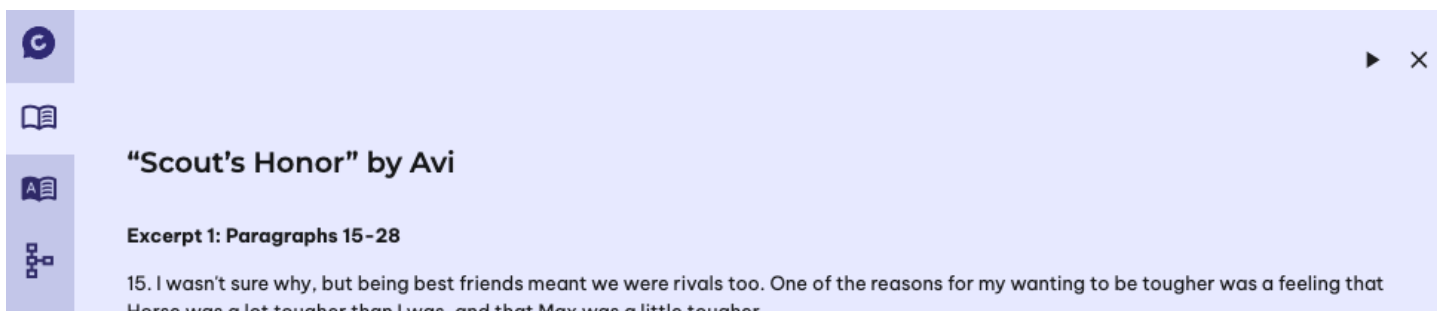


If a student accidentally clicks "Block", click on the area/button to the right of the url. From here, students can allow microphone access. They might need to refresh their browser if the mic is still not working.



9. Student wants to hide or resurface the reader panel

Some Mojo activities will feature a reading pane on the left side. Students can toggle between the reader and the graphic organizer using the icons on the left banner of their activities






10. How to access and change accessibility settings

Navigate to the section that you want to update. Click on the settings icon on the upper right corner of the section. You will see a list of students here, and you can select/unselect options. If you don't see a student name here, ensure that they have entered at least one activity in that section code.

Student Permissions

Student Names ⓘ		Chat Translation ⓘ	Reader Translation ⓘ	Text to Speech ⓘ	Speech to Text ⓘ
		<input checked="" type="checkbox"/> Select all	<input type="checkbox"/> Select all	<input type="checkbox"/> Select all	<input type="checkbox"/> Select all
Sadurniño Thompson	•	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aiden Thompson	•	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aubrey Wilson	•	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addison Smith	•	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Isabella Moore	•	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How to send real-time feedback to Coursemojo (for Mojo content)

Students can go to the bottom right corner of each Mojo chat bubble and click the Flag Icon . From here, students can select from a few choices or type the issue they want to report.

12. How to ask for help & who to contact for specific issues

Please contact BOTH Coursemojo Support and your school IT/tech department for the following issues:

1. Coursemojo website is completely blocked (an error message will typically appear saying that your school/district admin has blocked a website).
2. (For Google Districts) Your students are getting the Google error "Access blocked: Your institution's admin needs to review Coursemojo"

Contact Coursemojo Support

- Send an email to help@coursemojo.com
- Send a text to (844) 995-2751

Contact school IT/tech department

- Email your School Operations or Tech Rep
- Send a help desk or IT ticket

- General app slowness (not due to school internet issues)
- Teacher is unable to login or access Mojo for activity creation
- Teacher needs help sharing activity with other teachers or staff
- Teacher is unable to find specific activity (ex. The activity is supposed to be published/visible, but teachers cannot locate it)
- Mojo teacher tracker or student transcript questions
- Data questions
- Text-to-speech or speech-to-text issues

- Internet is unusually slow or not working in classroom or building
- Chromebook, charging cart, or headset/earphone issue (broken, not charging, need replacement, need additional student machines, etc)
- Students cannot get into their Google or Clever accounts, or they are unable to sign-in to their computers with the password they know. A password reset may be necessary.

For video tutorials, visit bit.ly/mojopdplaylist.