

# Basic guide to using Digital Mysteries

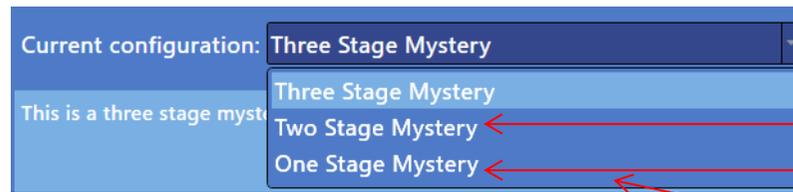
## SETTINGS

The default 'input type' is mouse, but if you are using a device which has a touch screen, you can change it here to use it in touch mode.

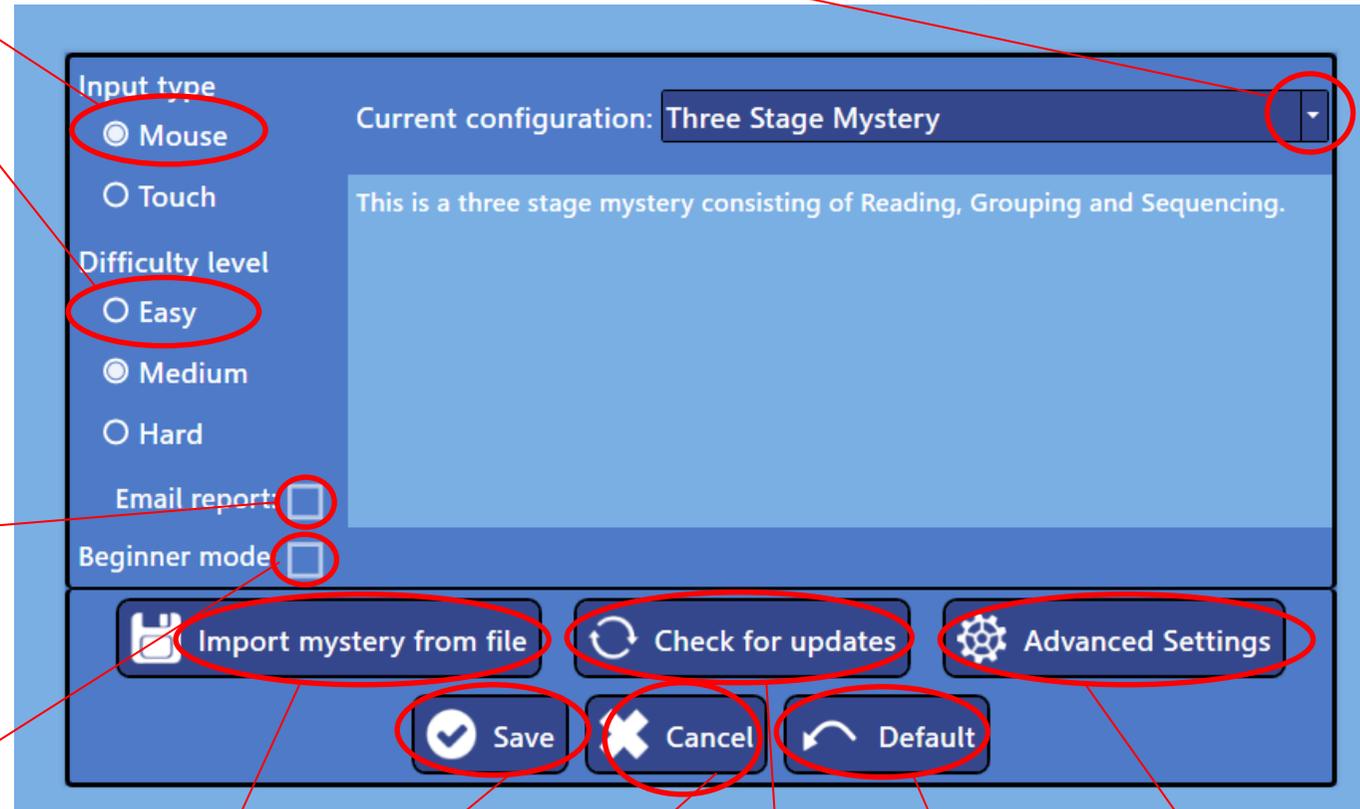
You can choose which level you want the students to be on, then change it here or ask the students to. The default setting is medium. What changes between easy, medium and hard differs from mystery to mystery but usually, the harder the level is, the more slips there will be and often less (or different) hints

If this is selected, students will have the option of entering an email address under their names on the first screen, and if the machine they are using is connected to the internet, they will be emailed a report afterwards. Alternatively, they could put your email address in so that you will receive them.

If this is selected, nothing changes about the mystery or the process itself, but students will be given basic 'how-to' instructions throughout the process such as 'How to enlarge a slip' or 'How to create a group'



This drop down menu changes the mystery process:  
2: Just reading and grouping  
1: 1 stage, with all tools included



Use this to import mysteries you've created in the Authoring Tool – when you do, they'll appear in the Digital Mysteries library

**Click save after making any changes, or they won't save**

**Click here to cancel any changes and return to the main menu**

We will let you know if there is an update, but you can also check here then update here too

Click here to set everything on this menu back to default

This option is for administrator only to reduce likelihood of students changing anything crucial – the license key and the option to change log save location.

## START A NEW MYSTERY SESSION

If the mystery has an image in this column, it means it is stored on your machine and ready to use

If you are connected to the internet, and mysteries appear with this icon, it means the mystery is available to download (free)

When you have selected a mystery you want to use, click this and you will go straight to the names screen

This can be used to quickly load mysteries you have created in the Authoring Tool, but they won't appear in the library next time.  
Alternatively, click this to select a folder with text, images and/or videos (e.g. from a field trip), then they'll appear in Digital Mysteries format

Type in the first few letters of a mystery name, topic or author and the relevant mysteries will come up

Drop down menus – click any subject or age group and only mysteries in those particular categories will appear

Click on any of the headers, and the mysteries will be sorted by them, e.g. if clicked 'Age group':

Please select a Mystery

	Mystery Name	Subject	Topic	Author	Age Group
	Shopping And Land Use Change	Geography	CBD, Economy, Society,	Paul Lawrence	KS3/KS4
	King Ted	Maths	Mental methods additio	Anne de A'Echevar	KS2/Year 4
	Peter Pan	English/Drama	Literature, Relationships	Elizabeth Doyle	KS3
	Haiti Earthquake	Geography	Nature, Earthquake, Dis	Paul Lawrence	KS3/KS4
	The Roman retreat from Hadrian	History/English/PSI-	Romans, Hadrians Wall,	Gavin Johnston	KS2
	Flooding In Bangladesh	Geography	Flooding, Nature, Disast	Paul Lawrence	KS3/KS4
	Help Poor Law	History/English	Literature, Welfare, Cha	Elizabeth Doyle	KS3

Status: Official mystery, authored by Anne de A'Echevarria

Topic	Author	Age Group
War, poppy, service, hist	Lynne Flint	KS1/KS2
Christmas, Baboushka, F	Lynne Flint	KS1/KS2
PSHE, Citizenship, Relati	Anne de A'Echevar	KS1/Year 2
Evolution and inheritanc	Anne de A'Echevar	KS2

This will remove the mystery from your computer but if it is one of our included mysteries, it will re-appear with the 'browser icon' so you can download it

When this is clicked, you/the students will be taken back to the home screen

Click this to view a description of the mystery. Most mysteries also have suggested learning objectives/outcomes, which you can read here

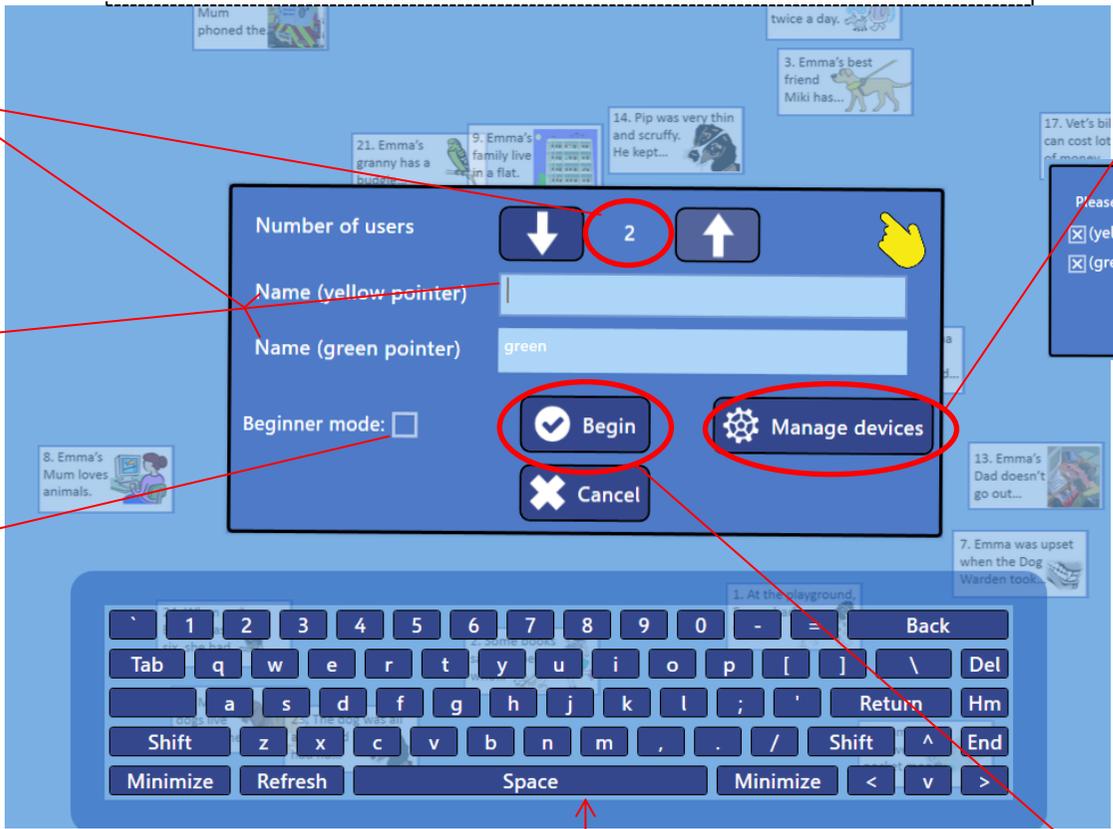
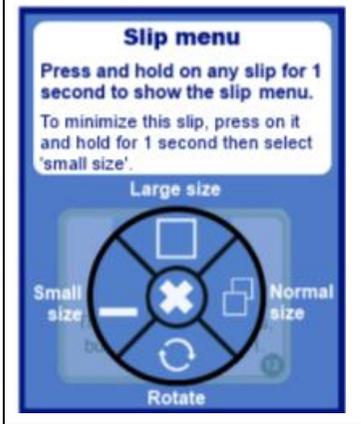
BEGIN SESSION

When students 'begin mystery', it should look something like this:

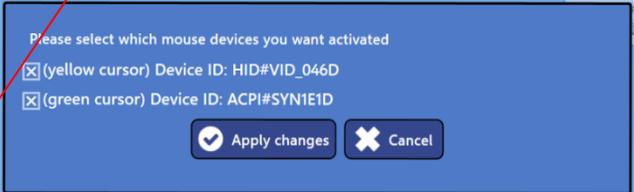
Number of users is assigned depending on how many mice are plugged in the machine. In this case, I have the laptop touchpad and a mouse plugged in, so it's 2.

Students type in their names and are assigned a different coloured cursor/hand.

If this box is checked, basic instructions on using Digital Mysteries will be provided to students when they begin. Example:



When you click this, the following box will come up:



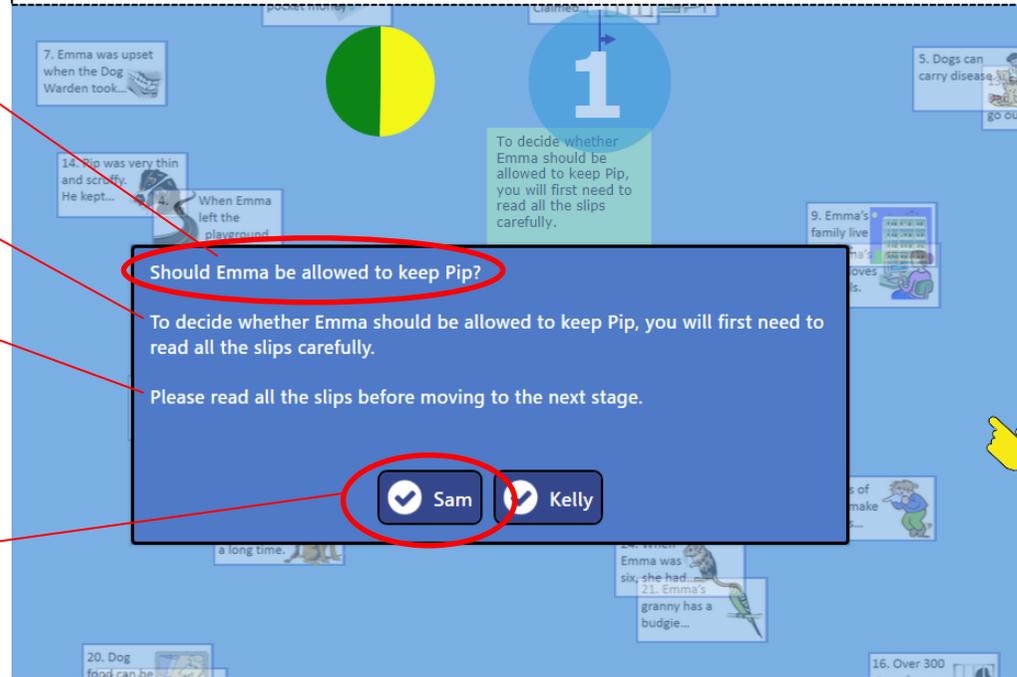
This is probably best set up before a session with students. It is to deactivate mice which you don't want to use. The best example is if you have a laptop with its own touch pad AND 3 USB mice plugged in, and you only want to use the 3 mice, you can deactivate the touch pad. It will also remember this for next time.

When names are typed in, click begin.

You/students can use the on-screen keyboard or your laptop/PC keyboard to type.

## INTRODUCTIONS

When students begin, they will be presented with the reading stage introduction



### Mystery question

The question assigned to the mystery will appear followed by the

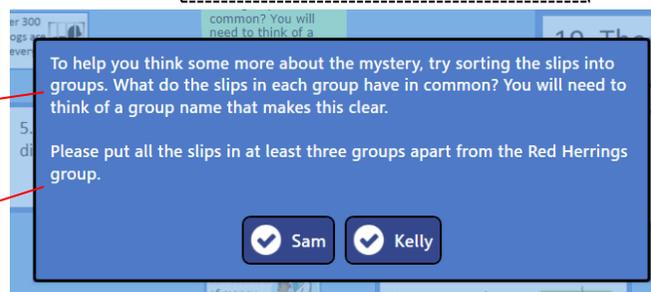
**Mystery introduction to the reading stage** (editable in Authoring Tool)

**Generic introduction** (will appear on every mystery)

Sam is the yellow cursor. He can click on his name to say he is ready to move on to the next stage, but he can't click on Kelly's name. She must agree herself by clicking on her own name with her own mouse.

Other stage introductions are very similar to the reading stage

Grouping stage introduction



### Mystery introduction to the grouping stage

(editable in Authoring Tool)

**Generic introduction** (will appear on every mystery)

Sequencing stage introduction

You may already have come across slips that seem to connect together to help you solve the mystery. Can you show the connections you have made by linking the slips together in a chain or 'sequence'?

Please build a webbed sequence that reflects your reasoning. Your sequence should tell the story which explains your answer.



### Mystery introduction to the grouping stage

(editable in Authoring Tool)

**Generic introduction** (will appear on every mystery)

## READING STAGE & OVERRIDE

When students click their names, the screen will look something like this:

**Participation chart**      **Progress chart**      **Reading stage introduction in note form**

**Question**

**Icon-size slips**

**Keyboard**  
– click to expand

Most of these (plus the override tool) will be similar in the other stages

If students try to move to the grouping stage without reading all of the slips, they are told the following then returned to the reading stage (Digital Mysteries determines if the group have read a slip or not by if it has been enlarged):

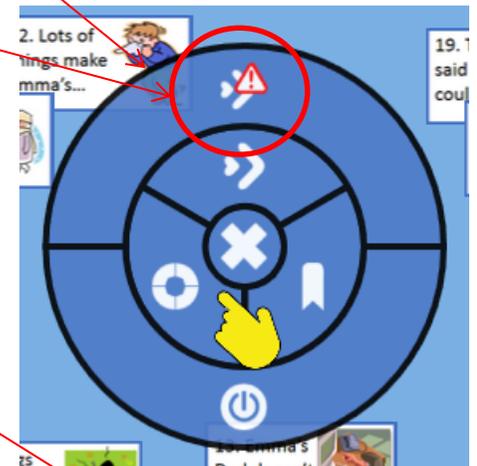
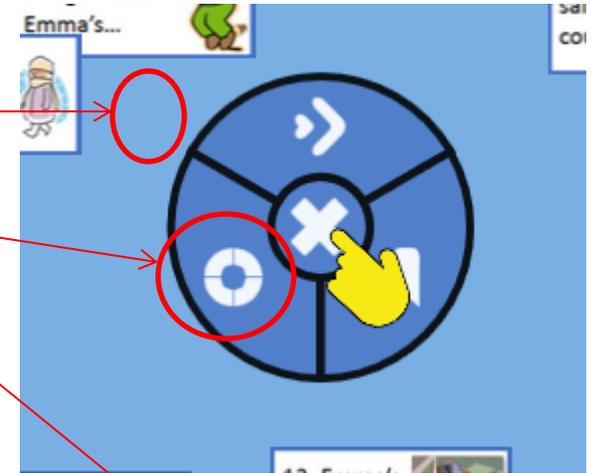
Please make sure that you have read all the slips before moving to the next stage.

Sam Kelly

We advise this should take a good amount of time as in our experience the longer spent here, the better quality their answer tends to be at the end.

However, if you would like to move some students on who haven't read all of the slips, you can ask them to use the 'override feature'. This can be done at any stage to move

1. Either click, or ask a student to click, in the blank background
2. Then, click, or ask a student to click, the outer menu icon
3. This menu will appear
4. Click, or ask a student to click, the override icon
5. This box will appear
6. Click, or ask a student to click, the override icon
7. They'll now be in the next stage, and this will be in the background



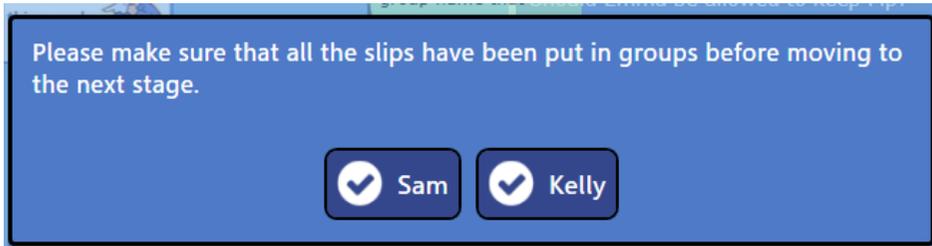
Please make sure that you have read all the slips before moving to the next stage.

Sam Kelly

⚠️ OVERRIDE

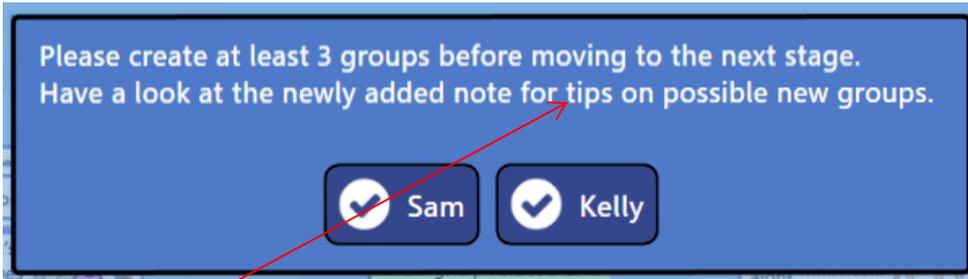


GROUPING STAGE – The default setting at this stage is to ask students to create at least three groups, as well as the red herrings, and put all slips in groups. If they don't do this, and they try to move to the next stage, the following box will come up:

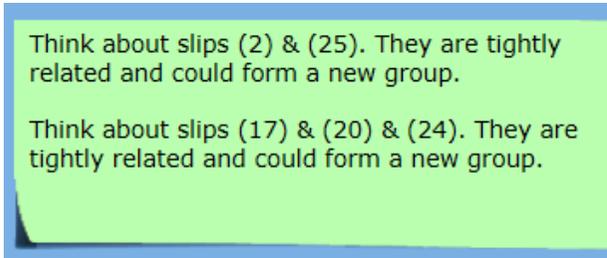


After this, the students are then returned to where they were before clicking to try to move to the next stage.

If they then put all the slips in groups, but there's only two groups (and the Red Herrings), they will then be told:



The note mentioned here, will be something like this



These notes can be edited/added/deleted in the Authoring Tool.

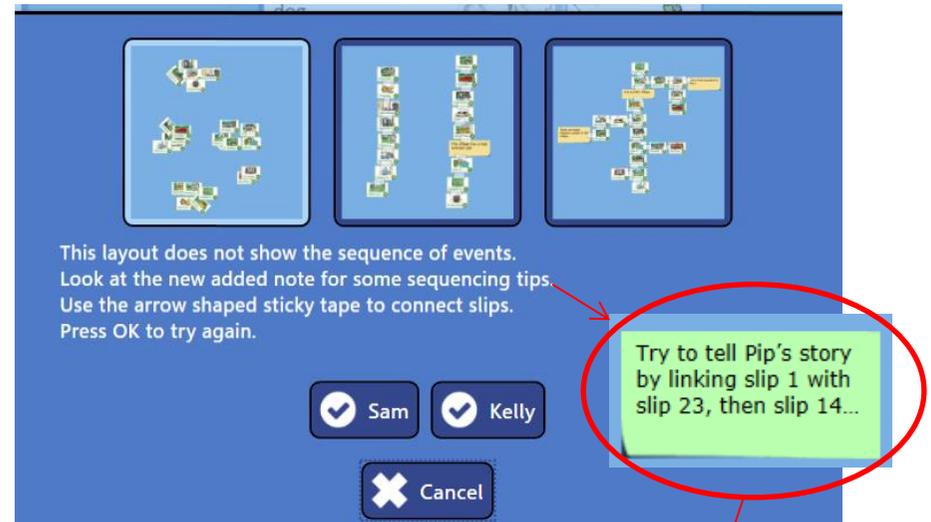
If you'd like to move students on at any point at either the grouping or sequencing stage, you can use the override tool (as explained on the reading stage page)



SEQUENCING STAGE - At this stage, we ask students to arrange their slips in a sequence/order. When they try to finish, they are asked to:



If they select one of the first two options, the following note will come up. This is to provide guidance and help them to re-arrange their slips.



If at 'Select the layout that looks similar to yours', the students select the third option (which is the desired outcome), they will then be able to answer the question and move to the reflection stage.

After the dialogue (white text), students will be returned to the session and the note will appear in this format. Most mysteries have built in hints and they can be edited/added/deleted in the Authoring Tool.

REFLECTION STAGE – When students have finished, then they've written their answer, they will automatically be taken to the Reflection Stage.

This can be carried out as a group, as a group with the teacher, or even as a class.

It is a fully-usable playback, so you can move slips around, arrange them again and continue. However, any changes won't be saved.

The process starts off with the very beginning (the reading stage)

Any failed attempts to move to the next stage, overrides or highlights used will be marked on the timeline with small icons. Just click on one to be taken back to that moment

This is the amount of time spent at each stage. As this is a test session, which I used to create screenshots, this is why on this timeline it appears very disproportionate

Click here to play the process back

Click here to pause

Click one of the arrows to change the speed of playback (1-10)

Click here to exit Digital Mysteries

Students can click on any blank space to be provided with this menu:

Screenshots of beginning of: reading stage grouping stage sequencing stage. End of session

Click on any of the screenshots to be taken back to that moment.

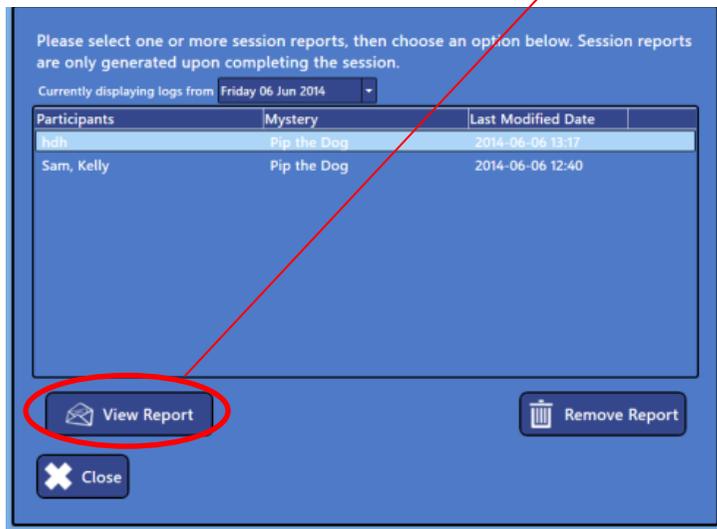
If they click on the backwards arrow, they'll then be able to go back and change their answer if they would like to.

REPORTS – If a session has been completed from start to finish, you or your students can then open a report which can be printed off.

Go to the home screen, and click 'view session reports'



From here, you can select the date of the sessions that you'd like to see reports on. You then select one (or many, to create multiple reports in one document) and click 'view report'.



This is a zoomed out, cropped screenshot of the report:

### Pip the Dog (completed by Sam and Kelly)

**The Question:**  
Should Emma be allowed to keep Pip?

**Participants:**  
Sam and Kelly

**Date:**  
06/06/2014, completed at 12:40

**The groups:**

- Red herrings
- Not keep
- Keep
- Medium

**Your answer:**  
Stage 3: We think that Emma shouldn't be allowed to keep Pip as she may not be able to afford to feed him, he won't be able to go for many walks, and having the dog around may make Emma's mum poorly.

**The notes:**

- £5 may not be enough
- It could make Emma's mum poorly

### Screenshots



This is a basic guide to using Digital Mysteries. If you have any questions, want any help or have any suggestions for a future help document, please call us on 0191 222 3695 or email [info@reflectivethinking.com](mailto:info@reflectivethinking.com) – alternatively, visit [www.reflectivethinking.com/resources](http://www.reflectivethinking.com/resources) for more help documents, guides, videos and blogs.