USER GUIDE

Flashcards guide

Vocabulary decks, Excel import, students, the study app and what every chart means.

Saturday, 23 Aban 1405

Contents

1. Getting started with Flashcards

- What is it for?
- How your students study
- Prerequisites
- Menu map
- Set up in six steps
- Patterns you will meet everywhere

2. Decks

- What is a deck?
- The deck list
- Create or edit a deck
- Hide or delete?

3. Cards and import

- The deck page
- Add a card
- Edit or delete a card
- Import many cards from Excel or CSV
- Export a deck

4. Students

- Who is a student?
- The student list
- Add a student
- Approve requests
- The student page
- Remove or reset?

5. Settings and join link

- The page
- Student join link
- Settings

6. The student app

- For whom is this chapter?
- Joining
- My decks
- Studying
- Browse cards
- Progress and Messages

7. How the scheduling works

- The idea in one paragraph
- The life of a card
- What the buttons do
- The daily queue
- The Leitner boxes
- Designed for predictable study

8. Statistics and charts

- Where the statistics are
- 1. The number tiles
- 2. Reviews per day, last 30 days
- 3. Card counts
- 4. Leitner boxes
- 5. Coming up
- 6. Answer buttons, last 30 days
- 7. Study time per day (minutes)
- 8. Study calendar, last 16 weeks
- Lists on the dashboard and student pages

9. Scenarios, FAQ and glossary

- Ready-made scenarios: "I want to…"
- Frequently asked questions
- Glossary

CHAPTER 1

🚀 Getting started with Flashcards

What Flashcards does for a language tutor, how your students study, what you need and how to set it up in six steps.

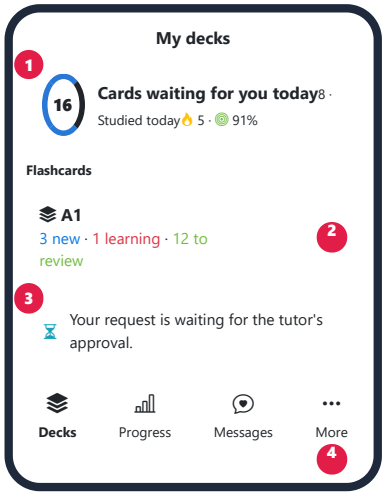
What is it for?

Flashcards is a digital Leitner box for language tutors and schools. You write the vocabulary once; every student studies it in their own app, and the app shows each word again **just before the student would forget it**. The scheduling is built on **spaced repetition**, the most thoroughly researched way to memorise vocabulary, so your students get a proven rhythm without installing anything.

- You build **decks** (for example "A1 · Unit 3" or "Business English"), add cards one by one or **import hundreds of words from Excel or CSV** with meaning and pronunciation.
- You decide **who studies which deck**: students join through your link or you add them by e-mail, mobile number or username.
- Students study on their phone or computer: the card shows the word, they think of the answer, tap to see it and press **Again**, **Hard**, **Good** or **Easy**. That one press decides when the word comes back.
- You see **how far each student is and how well they remember**: progress per deck, retention, the words they forget most, charts and a study calendar.
- You send **notes, study reminders and follow-ups**; they always appear in the student's app and, if you like, also by e-mail or SMS.

How your students study

1. **They get your link**: the join link from **Settings & join link**, or the **Flashcards** tab on your business card.
2. **They sign in and ask to join** (or you add them directly). You approve them and pick their decks.
3. **They open** My decks: every deck shows how many cards are **new**, **learning** and **to review** today.
4. **They study a few minutes a day**: new words first in short steps (1 and 10 minutes), then reviews after days, weeks and months.
5. **They follow their progress**: their own charts, their Leitner box and a streak of days in a row.



The student app in detail

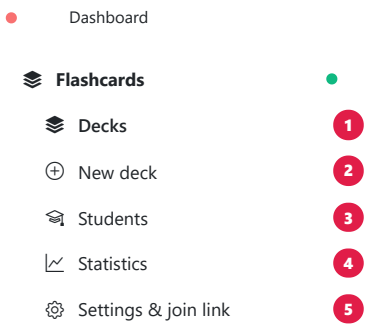
Prerequisites

Prerequisite	Details
A plan with Flashcards	Flashcards is included in the **Tutor** package, in **Pro** and in **Enterprise**. The switch on your business card follows the plan: as soon as your plan has the feature, the **Flashcards** menu turns green (the dot next to it means **Active**).
A business card	Decks and students belong to one of your business cards. Its name and logo are shown to students; its SMS credit pays for SMS messages to students.
Students with an account	Every student needs a (free) account on the site, so that their progress is kept. They can create it from your join link.

Note

If you open the Flashcards dashboard without the feature on any card, you are sent to your cards with the message "Enable the Flashcards feature on one of your cards to use this dashboard."

Menu map



#	Menu	What it is for	Guide chapter
1	**Decks**	All your decks with their cards, learners and status; each deck opens its card list	Decks · Cards and import
2	**New deck**	Shortcut for creating a deck	Create a deck
3	**Students**	Who may study which decks, requests to join, progress and messages	Students
4	**Statistics**	Charts of all your students together, per deck if you like	Statistics and charts
5	**Settings & join link**	Your join link, who may join and the title students see	Settings and join link

The same pages are also tabs at the top of every Flashcards page. With a single business card you also see **Student page**: it opens your public join page in a new tab.

Set up in six steps

1. **Create a deck**: New deck → title, level and the labels of both sides (for example "English" and "Persian"). Keep the **Study options** as they are.
2. **Add the words**: on the deck page type a few cards, or press **Import many cards** and upload your Excel file with word, meaning and pronunciation. How to import
3. **Choose how students join**: Settings & join link → **Who can join**.
4. **Invite your students**: send them the join link, or add them on Students → **Add a student**.

5. **Approve and assign decks**: approve requests on the **Asked to join** tab and tick the decks each student may study.
6. **Follow up**: after a few days look at Statistics and send a reminder to students who have not studied for a while.

Patterns you will meet everywhere

- **Tabs at the top**: **Decks**, **Students** (with a red count of requests waiting), **Statistics** and **Settings & join link**, and the **New deck** button.
- **Several business cards**: if more than one card has Flashcards, forms ask for the **Business card** first and lists show which card a deck belongs to.
- **Delete with confirmation**: deleting a card, a deck or a student's progress always asks first. Deleting a deck or resetting a deck **cannot be undone**; removing a student keeps their progress.
- **Hide instead of delete**: a deck that is not **Published** disappears for students but keeps every card and all progress.
- **On a phone**: the dashboard sidebar becomes a drawer; the student app is made for phones first and can be installed on the home screen.

CHAPTER 2

Decks

The deck list, creating and editing a deck, the study options and when to hide or delete a deck.

What is a deck?

A deck is a set of cards studied together: a book unit, a level, a topic. Students see each deck you give them as one line in their app with its own daily counts. A card belongs to exactly one deck; to use a word in two decks, add it to both.

The deck list

Flashcards → **Decks** .

Tiles

Tile	Meaning
Decks	Number of your decks, published or hidden.
Cards	Cards in all decks together.
Students	Active students; click to open the student list.
Reviews, last 7 days	Answers your students gave in the last seven days; click to open the statistics.

Table columns

Column	Meaning
Deck	Title; underneath, the level, the side labels ("English → Persian") and ⇄ when the deck is **Asked both ways** .
Card	Only with several business cards: which card the deck belongs to.
Cards	How many cards the deck has.
Learners	How many students have opened this deck at least once.
Status	**Published** (students see it) or **Hidden** .
Actions	**Cards** opens the deck, the upload icon opens **Import** , the pencil opens **Edit deck** .

Decks are listed by their **Order** number, then by title. Without any deck you see **Create your first deck** .

Create or edit a deck

New deck, or **Deck options** on a deck page. The form has two parts.

Deck

Field	Details
Business card	Only when several cards have Flashcards: whose students may get this deck.
Title	What students see, e.g. "A1 · Unit 3".
Level	Optional badge, e.g. A1 or Beginner.
Description	Optional; shown on the deck page of the student app and on your join page.
Front side / Back side	Labels above the question and the answer, e.g. "English" and "Persian". Empty is fine.
Read-aloud language	Language code of the front side for the speaker button, e.g. `en-US`, `de-DE`, `fr-FR`. The student's browser then reads the word aloud. Empty = no read-aloud; a card with an uploaded audio file always plays that file.
Published	"Students only see published decks."
Also ask back → front	"Students get a second card per word, asked the other way round." Each direction has its own schedule.
Order	Lower numbers come first, in your list and in the student app.

Study options

"These defaults are well tested and work well for most learners." Change them only for a reason; what each step does is explained in How the scheduling works.

Field	Default	Details
New cards per day	20	How many unseen cards a student starts per day. 10–20 suits most learners; more new cards means many more reviews in the following weeks.
Maximum reviews per day	200	Cap on review cards per day. Cards above the cap wait until the next day.
Learning steps (minutes)	1 10	The short steps of a new card, in minutes and separated by spaces. "1 10" = again after 1 minute, then after 10 minutes, then the card graduates.
Relearning steps (minutes)	10	The steps of a forgotten review card before it returns to the review rhythm.
Graduating interval (days)	1	Days until the first review after a new card passes its last step with **Good**.
Easy interval (days)	4	Days until the first review when a new card is answered **Easy**.

> **Tip**
> Changing the options affects the **next** answers only. Cards already scheduled keep their dates until they are answered again.

Hide or delete?

Action	What happens
Untick Published	The deck disappears from the student app and the join page. Cards, progress and history stay. Tick it again and everything is back. On the deck page you see **Hidden from students**.
Delete deck	"Delete this deck, its cards and every student's progress on it?" — after confirming, the deck, all its cards and every answer of every student on it are gone. **This cannot be undone.**

> **Warning**
> Export the deck as CSV before deleting it; the file can be imported again later. Export

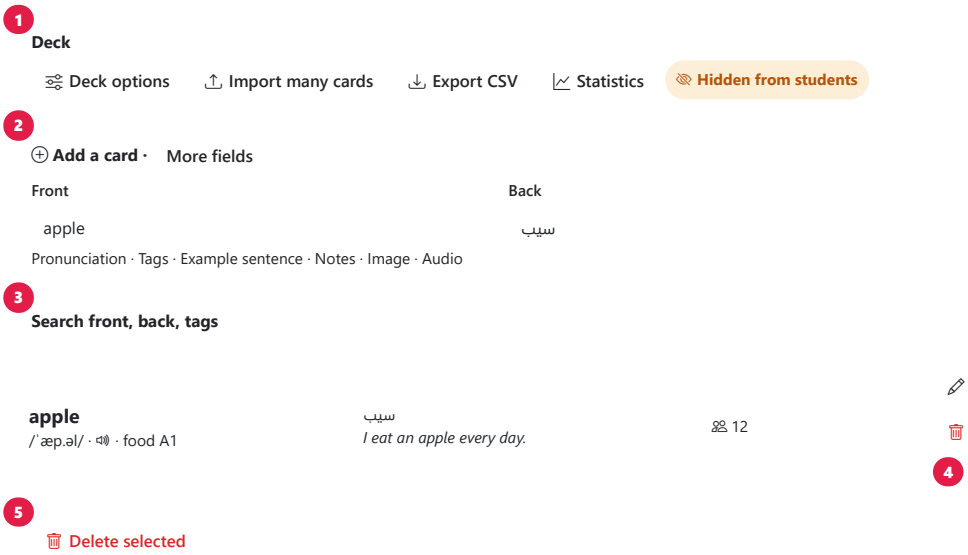
CHAPTER 3

Cards and import

The deck page, adding and editing cards, importing hundreds of words from Excel or CSV with meaning and pronunciation, and exporting a deck.

The deck page

Decks → click a deck title (or **Cards**).



#	Part	What it does
1	Tool buttons	**Deck options** (title, labels, study options), **Import many cards**, **Export CSV** and **Statistics** filtered to this deck. A hidden deck shows **Hidden from students**.
2	**Add a card**	Front and back, plus **More fields** for the rest.
3	Search	**Search front, back, tags**.
4	Card rows	Front with pronunciation, icons for image and audio and the tags; back with the example sentence; the number of students who have studied the card; edit and delete.
5	**Delete selected**	Tick cards (or the box in the header for all on the page) and delete them together.

The list shows 50 cards per page, in the order they were added. Students meet new cards in the same order.

Add a card

Type the **Front** and the **Back** and press **Add card**. The form stays open for the next word. **More fields** opens the rest:

Field	Details
Front	**The word or question** . Up to 500 characters.
Back	**The meaning or answer** .
Pronunciation	Shown under the word, e.g. `/ˈæp.əl/` or a transliteration.
Tags	**Space-separated** , e.g. `food A1` . They are searchable.
Example sentence	Shown with the answer.
Notes	Extra hint shown with the answer (grammar, irregular forms…).
Image	A picture shown above the question.
Audio	An audio file (MP3, M4A, OGG, WAV, WebM or AAC, up to 5 MB). It plays with the speaker button instead of the browser's read-aloud.

> **Tip**
>
> If the deck has a **Read-aloud language** , you do not need audio files: the student's browser pronounces the front side. Upload audio only where the browser voice is not good enough.

Edit or delete a card

The pencil opens **Edit card** with the same fields. "Editing a card keeps every student's progress on it." Fixing a typo therefore never resets anybody.

Deleting a card (trash icon, or **Delete selected**) removes it with every student's progress on it.

Import many cards from Excel or CSV

Import many cards on the deck page, or the upload icon in the deck list. You can paste lines or upload a file.

The columns

flashcards-sample.xlsx

	A	B	C	D	E
1	**Word**	**Meaning**	**Pronunciation**	**Example**	**Tags**
2	apple	سیب	/ˈæp.əl/	I eat an apple every day.	food A1
3	to borrow	قرض گرفتن	/ˈbɒr.əʊ/	Can I borrow your pen?	verbs A2
4	library	کتابخانه			

Column	Required	Details
1. **Word**	yes	The front of the card.
2. **Meaning**	yes	The back of the card.
3. **Pronunciation**	no	IPA, a transliteration or any hint.
4. **Example**	no	The example sentence.
5. **Tags**	no	Separated by spaces or commas.

- **With a header row** (pin 1 in the figure): if the first row names the columns — "Word, Meaning, Pronunciation, Example, Tags", the Persian or German names, or simply the header of a file exported from this page — the columns may be **in any order** and extra columns are ignored. A "Notes" column fills the card's notes.
- **Without a header row**: the order above is used. A file with only two columns (word and meaning) is perfectly fine.
- **Rows without a word or a meaning** are skipped; the message after the import lists their line numbers. Empty rows and rows starting with `#` are ignored.

Upload a file

1. **Prepare the sheet**: one word per row. Press **Download a sample Excel file** for a ready-made template with the header row and three examples.
2. **Choose the file** under **...or an Excel / CSV file**: `.xlsx`, `.csv` or `.txt`, up to 2 MB and 5000 rows. Only the first sheet of an Excel file is read.
3. **Keep** **Skip words that are already in this deck** **ticked** to avoid duplicates (the word is compared without upper/lower case). Untick it to add every row anyway.
4. **Press** **Import**. You return to the deck page with the number of cards added and, when needed, how many words were skipped as duplicates and which lines had no word or meaning. The new cards go to the end of the deck.

Note

Old Excel files (`.xls`), LibreOffice (`.ods`) and Numbers files are not read: save them as `.xlsx` or CSV first. CSV files may use commas, semicolons or tabs, in UTF-8 or the Windows Persian/Arabic encoding.

Paste lines

Copy the columns in Excel or Google Sheets and paste them into **Cards, one per line**: the cells arrive separated by tabs, which is understood directly. You can also type lines yourself and separate the columns with `;` or `=`:

```
apple سیب /ˈæp.əl/ book; کتاب; /bʊk/; I read a book every week. to run = دویدن
```

Warning

The column order is word, meaning, **pronunciation**, example. In a pasted line with three parts the third part is the pronunciation; to give only an example sentence leave the pronunciation empty (`book; کتاب; ; I read a book.`) or use a header row.

Export a deck

Export CSV downloads the deck as a CSV file that opens correctly in Excel (also with Persian text). It has a header row and the import's columns: word, meaning, pronunciation, example, tags. So you can:

- keep a backup before big changes or before deleting a deck;
- edit many cards in Excel and import them into a new deck;
- copy a deck to another business card: export, then import into a deck of the other card.

Images, audio files and student progress are not part of the file.

CHAPTER 4

Students

Adding students, approving requests, choosing their decks, following their progress, sending notes and reminders, and removing or resetting.

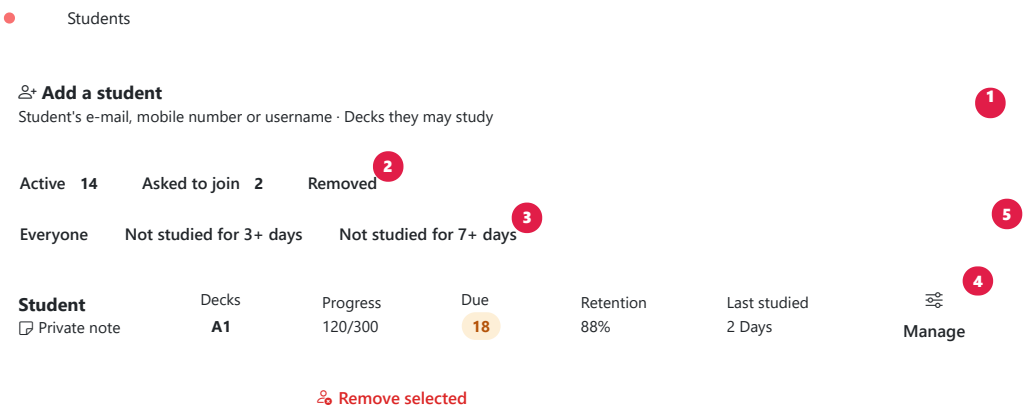
Who is a student?

A student is a user with an account on the site who belongs to one of your business cards. A student studies **only the decks you tick for them**, and only while those decks are **Published**. Every student keeps their own schedule and history; you see all of it.

Status	Meaning
Asked to join	They asked through your join link and wait for you. They cannot study yet.
Active	They study the decks you gave them.
Removed	They can no longer study. Their progress is kept: when you let them study again, they continue where they stopped.

The student list

Flashcards → **Students**.



#	Part	What it does
1	**Add a student**	Give someone access directly (below). Under the form you find your join link for people without an account.
2	Status tabs	**Active**, **Asked to join** (red count = requests waiting) and **Removed**.
3	**Show:**	On the active tab: **Everyone**, **Not studied for 3+ days** or **Not studied for 7+ days** — the students who need a nudge.
4	Row	Name, e-mail or mobile, your private note, their decks and the columns below; **Manage** opens the student.
5	Bulk actions	Tick students (or all) and message, remove, approve or decline them together.

Columns of the active tab

Column	Meaning
Progress	Studied cards of all assigned decks / all their cards, with a bar.
Due	**Reviews waiting today** : cards already studied that are due today (new cards not counted, daily limits not applied).
Retention	"Share of review answers that were not Again, last 30 days" . — when there were no reviews yet. What retention means
Last studied	How long ago their last answer was; **never** if they have not started.

The list is sorted by the most recent study first.

Add a student

1. **Open** **Add a student** at the top of the list.
2. **Enter** **Student's e-mail, mobile number or username .** "The student needs an account on this site. Ask them to sign up first if they have none."
3. **Pick the** **Business card** (only with several cards) and tick the **Decks they may study** .
4. **Press** **Give access .** The student is active at once and sees the decks in their app.

If no account is found you see "No account found. Ask the student to sign up first (they can use your join link)."

Approve requests

Students who ask through your join link wait on the **Asked to join** tab.

- **One by one**: **Review** → the student page → **Approve** or **Decline** . After approving, check the decks they may study.
- **Several at once**: tick them → **Approve selected (all published decks)** or **Decline selected** .

> ⓘ **Note**
>
> A student approved without any ticked deck gets **every published deck** of that card. Narrow it down on the student page if needed. Declining moves the request to **Removed** .

The student page

Manage on a row.

Status and contact

At the top: e-mail, mobile, the join date and the status with its button: **Approve** / **Decline** for a request, **Remove student** for an active student, **Let them study again** for a removed one.

Decks this student may study

Tick or untick decks and press **Save** . Hidden decks show "(hidden)": the student gets them only once you publish them. The **Private note** field is for you only — level, goals, class time — and appears in the student list.

Send a note, reminder or follow-up

Field	Details
Type	**Note**, **Study reminder** or **Follow-up**: a coloured label in the student's app.
Subject (e-mail)	Used as the e-mail subject.
Message	Up to 2000 characters.
Also send by e-mail	Ticked by default. Needs an e-mail address on the account.
Also send by SMS (uses your SMS credit)	Needs a mobile number; costs SMS credit of the business card.

"It always appears in the student's app (Messages)." The reminder button fills in a ready text with the number of cards due today; edit it if you like and press **Send**. After sending, a message tells you how many e-mails or SMS were delivered.

> ⚠ **Warning**
>
> Reminders are **not sent automatically**. Use the filters **Not studied for 3+ days** or **Not studied for 7+ days** once or twice a week, tick everybody and send one reminder to all of them (**Message the selected students** → **Use the reminder text**).

Progress per deck

Column	Meaning
Studied	Studied cards / all cards of the deck.
Today	Their three numbers for today: new · learning · to review (same colours as in their app).
Mature	Cards with an interval of 21 days or more: words that are really in long-term memory.
Retention	Right answers on reviews in the last 30 days.
Last studied	Their last answer in this deck.
↺	**Start this deck again from zero**.

> ⓘ **Important**
>
> "Reset this deck for the student? All their progress and history on it is deleted." The deck starts again with only new cards. This cannot be undone.

Charts, hardest words and messages

Below follow the same charts the student sees, with their forecast for the next 30 days (all charts explained), **Words this student forgets most** (cards ordered by how often they were forgotten) and **Messages sent** with **read** and the e-mail / SMS delivery status.

Remove or reset?

Action	Effect
Remove student / **Remove selected**	Access ends at once; progress and history stay. **Let them study again** restores them.
Untick a deck	The student no longer sees that deck; their progress on it stays.
↺ reset a deck	Progress and history of that student on that deck are deleted.

CHAPTER 5

Settings and join link

Your students' join link, the three ways to let students in, the join code and the title students see.

The page

Flashcards → **Settings & join link** . With several business cards, a tab per card is shown at the top: every card has its own link, join rule and title.

Student join link

"Send this link to your students (or let them open the Flashcards tab on your card). They sign in or create a free account, then join."

- **Copy** copies the link; the arrow button opens your join page in a new tab.
- The join page shows your title, description and the published decks with their number of cards, then — depending on the visitor — **Sign in** / **Create account** , **Ask to join** , the join code field or **Go to my decks** .
- Your business card shows a **Flashcards** tab with the same decks and the button **Ask to join as a student** (or **Study my decks** for your students).

Settings

Field	Details
Title	"Shown to students, e.g. "English with Sara". Empty = card name." It heads your decks in the student app and the join page.
Description	A few lines about your course on the join page and the card tab.
Who can join	See the table below.
Join code	Only used with "join code". Letters and digits, saved in capitals. Change it to stop an old code from working.

Who can join

Option	What students experience	Good for
"Anyone with an account can ask to join (you approve)"	Anyone who opens the link can press **Ask to join** ; the request waits on **Asked to join** .	Public courses, your website and social media.
Requests need the join code (you approve)	The join page asks for **Enter the join code your tutor gave you** ; a wrong code gives "That join code is not right." You still approve.	A class: give the code in the lesson; strangers cannot even send a request.
"No requests: I add students myself"	The join page says "Your tutor adds students personally. Give them the e-mail or mobile number of your account."	Private students only.

In every mode a request is only a request: nobody studies before you approve them. Removed students who use the link again see "Your tutor has removed you from this course. Please contact them."

> **Tip**
>
> When the code mode is on, the code is shown under the link in large letters, so you can show it on a screen in class.

CHAPTER 6

The student app

What your students see and do: joining, the deck list, the study screen with its four buttons and shortcuts, browsing cards, progress and messages.

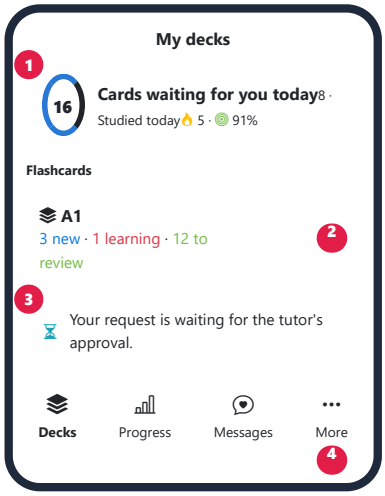
For whom is this chapter?

For you, so that you can explain the app to your students — and for students themselves. The app is a separate, phone-first page at `/flashcards/` (the language prefix comes first, e.g. `/en/flashcards/`). It can be installed on the home screen: **More** → **Install the app on this phone**, or in the browser menu "Add to Home screen".

Joining

1. **Open the tutor's link** (or the **Flashcards** tab on the tutor's business card).
2. **Sign in** **or** **Create account**. The account is free.
3. **Ask to join** (with the join code if the tutor uses one).
4. **Wait for approval**: the app shows "Your request is waiting for the tutor's approval." The decks appear as soon as the tutor approves and picks them.

My decks

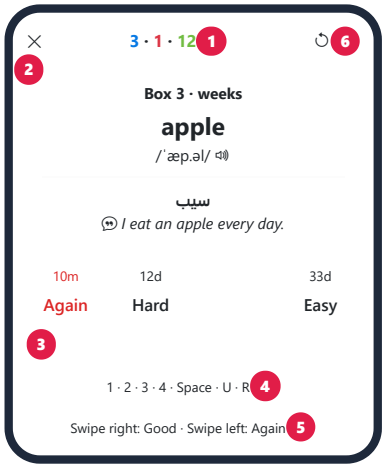


#	Part	Meaning
1	Today ring	The number in the ring = cards still waiting today across all decks; the ring fills as you study. Below: cards studied today, the streak (days in a row) and retention. When nothing is left: "All done for today!"
2	Deck rows	One block per tutor. Each deck shows today's three numbers in colour: **blue** **new**, **red** **learning**, **green** **to review**, and a progress bar. Tap the deck to start studying; the tick means **Done for today**.
3	Requests	Tutors who have not approved you yet.
4	Tab bar	**Decks**, **Progress**, **Messages** (with a count of unread messages) and **More**: language, install, **Go to the website**, **Sign out**.

The deck page

Tapping a finished deck (or the back arrow from studying) opens the deck page: the three numbers, **Study now**, the deck description, **Your Leitner box** — how many of your cards sit in each box — and the buttons to browse the cards and see the statistics. When the deck is done: "Congratulations! You have finished this deck for now." with the time until the next cards.

Studying



#	Part	Meaning
1	Counts	New · learning · to review still waiting in this session.
2	The card	The box badge (**New card** for a first-time card), the question with its label, the pronunciation and the speaker button. Tap the card or press **Show answer** to turn it.
3	Answer buttons	**Again** , **Hard** , **Good** , **Easy** . Above each button: when the card would come back with that answer (here: 10 minutes, 12, 25 or 33 days).
4	Keyboard	Space or Enter: show the answer · 1–4: the four buttons · U or Ctrl+Z: undo · R: listen.
5	Swipe	On a phone, swipe right for **Good** and left for **Again** .
6	Undo	**Undo last answer (U)** puts the last card back exactly as it was.

Which button?

Button	When to press it
Again	You did not know it, or got it wrong. The card returns in a few minutes.
Hard	You knew it, but only with real effort. The next gap grows only a little.
Good	You knew it after a moment of thought. **The normal answer** — press it most of the time.
Easy	You knew it instantly, without thinking. The gap jumps much further.

> **Tip**
>
> Be honest with **Again** . Pressing **Good** on a word you did not know pushes it weeks away and you will forget it; the app only works if the answers are true.

When the session is over you see "Congratulations! You have finished this deck for now." , how many cards you studied in how many minutes and, if learning cards come back later today, when — the page continues by itself.

Browse cards

The list icon on the deck page. Filters: **All**, **Due today**, **New (not studied)**, **Learning**, **Young**, **Mature**, **Suspended**, each with its count, and a search. Each card shows its state, its box and when it is due. The ⋮ menu offers:

Action	Effect
Suspend (stop showing)	The card is no longer shown until you choose **Unsuspend**. Useful for a word you already know perfectly.
Forget (start again as new)	The card becomes new again; its next appearance counts against the daily new-card limit.

Progress **and** Messages

- **Progress** (**My progress**) shows your charts for all decks or one deck. What every chart means
- **Messages** lists the notes, reminders and follow-ups from your tutors; unread ones have a dot. Opening the page marks them as read (your tutor sees "read").

CHAPTER 7

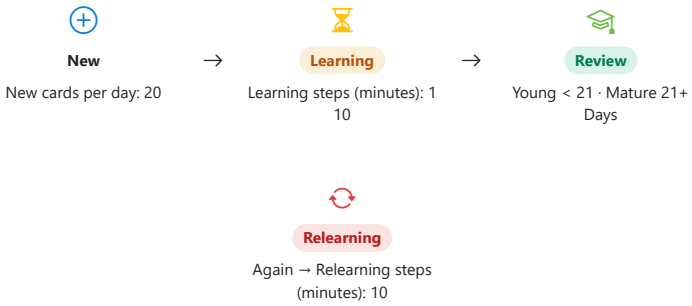
How the scheduling works

Spaced repetition step by step: card states, learning steps, intervals and ease, what each button does, the daily queue, the Leitner boxes and the choices that keep the schedule predictable.

The idea in one paragraph

We forget a new word quickly, but every time we recall it just before forgetting, it stays longer. So the app shows a new word again after minutes, then after a day, then after days, weeks and months — and each answer decides the next gap. Easy words soon come back only rarely; difficult words come back often. That is **spaced repetition**, the idea behind the Leitner box. The app's scheduler puts it into exact rules, and the numbers above the buttons show the student in advance when each answer will bring the word back.

The life of a card



State	Meaning
New	Never studied. Up to **New cards per day** of them are introduced each day, in the deck's order.
Learning	Just seen for the first time; it goes through the short **Learning steps (minutes)**, e.g. 1 minute, then 10 minutes.
Review	Learned. It now comes back after days: the **interval**. Below 21 days a review card counts as **Young**, from 21 days on as **Mature**.
Relearning	A review card that was forgotten (**Again**). It goes through the **Relearning steps (minutes)** and then returns to review with a short interval.

What the buttons do

New and learning cards

Button	Effect (default steps 1 and 10 minutes)
Again	Back to the first step: again in 1 minute.
Hard	Repeat the current step. On the first step it waits the average of the first two steps (5½ minutes).
Good	Next step (10 minutes). After the last step the card **graduates**: first review after the **Graduating interval (days)** (1 day).
Easy	Graduates at once: first review after the **Easy interval (days)** (4 days).

Review cards

Every card has an **ease** that starts at 250 % and changes with the answers; it is the factor by which the interval grows.

Button	New interval	Ease
Again	The card is forgotten (a **lapse**): relearning steps, then 1 day.	−20 points
Hard	Interval × 1.2 (at least one day more).	−15 points
Good	Interval × ease (at least one day more than Hard).	unchanged
Easy	Interval × ease × 1.3 (at least one day more than Good).	+15 points

Example: a card with an interval of 10 days and an ease of 250 % shows 10 minutes · 12 days · 25 days · 33 days above the four buttons. After **Good** it comes back in 25 days; the next **Good** takes it to about two months.

- The ease never drops below 130 %, so even a hard word keeps growing a little.
- A card reviewed **late** gets credit for the extra days: half of the delay with **Good**, all of it with **Easy**.
- The longest interval is 100 years.

> **Note**
>
> Students who often press **Hard** or **Again** on the same word lower its ease, so it comes back more often. That is intended: the card adapts to how hard **this** word is for **this** student.

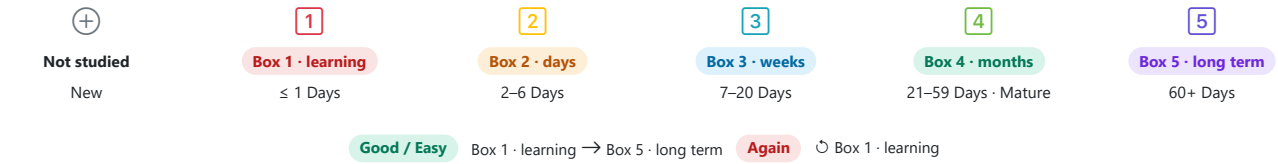
The daily queue

When a student presses study, the next card is chosen in this order:

1. Learning and relearning cards that are due now.
2. Review cards due today, up to **Maximum reviews per day**.
3. New cards, up to **New cards per day**.
4. When nothing else is left: learning cards due in the next 20 minutes (so the session can finish).

A day runs from midnight to midnight in the site's time zone. Reviews not done today simply stay due and are shown first tomorrow; nothing is lost, but the gap was longer than planned.

The Leitner boxes



A classic Leitner box has a few compartments: a right answer moves the card one compartment further and a wrong one sends it back to the first. The app shows your cards in five such **boxes**, but the box is **read from the card's real interval**, so it always agrees with the schedule:

Box	Interval
Not studied	New card.
Box 1 · learning	Learning, relearning, or an interval of 1 day.
Box 2 · days	2–6 days.
Box 3 · weeks	7–20 days.
Box 4 · months	21–59 days (these cards are also **Mature**).
Box 5 · long term	60 days or more.

Because a right answer makes the interval longer, a card climbs boxes over time — but not necessarily one box per answer: a card going from 7 to 17 days stays in box 3, and an **Easy** on a new card goes straight from box 1 to box 2. **Again** always sends a card back to box 1.

Designed for predictable study

A few deliberate choices make the schedule easy to follow for tutors and students:

- **Exact intervals.** The same answer always gives the same interval, with no random spread, so what the student sees above the buttons is exactly what happens.
- **The day starts at midnight** in the site's time zone, so "today" means the same for you and your students.
- **You decide about difficult words.** A word a student keeps forgetting is never hidden automatically: it appears in **Words this student forgets most**, and you improve the card or suspend it by hand.
- **Proven defaults, nothing to fiddle with.** Only the options in the deck form can be changed; everything else (ease limits, the longest interval) is fixed at well-tested values.

CHAPTER 8

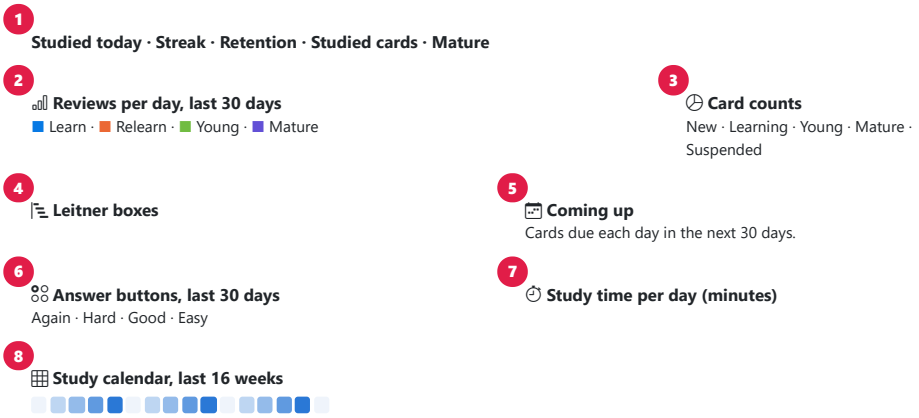
Statistics and charts

Every number and chart of the statistics pages explained — what it counts, how to read it and what a healthy picture looks like.

Where the statistics are

Page	Whose data	Extras
Statistics (dashboard)	All your active students together; the deck menu narrows it to one deck.	How many of your students studied in the last 7 days, and **Hardest words (most "Again" answers)**.
Student page → charts	One student, their assigned decks.	**Coming up** (forecast), **Words this student forgets most**.
Progress in the student app	The student, all decks or one deck.	**Coming up**.
Deck page in the student app	The student, one deck.	**Your Leitner box** only.

All pages use the same block of numbers and charts, in this order:



Hover over (or tap) a bar or a calendar day to see its exact value. The colours mean: **blue** = learning new cards, **orange** = relearning forgotten cards, **green** = young cards, **purple** = mature cards.

1. The number tiles

Tile	What it counts	How to read it
Studied today	Answers given today and the minutes spent (measured per card, up to one hour each).	Ten to twenty minutes a day is a good, sustainable amount.
Streak	**days in a row** with at least one answer, up to today (or yesterday, if today has not started yet).	Regularity matters more than long sessions.
Retention	**reviews answered right, 30 days**: the share of answers on **review** cards that were not **Again**. Learning steps are not counted.	See below.
Studied cards	Cards that are no longer new / all cards; underneath, how many are still new.	How much of the material has been started.
Mature	Review cards with an **interval 21+ days**.	Words that are really in long-term memory — the best single measure of real progress.

Retention

Retention answers "when a word comes back for review, how often does the student still know it?". It is the share of review answers in the last 30 days that were not **Again**.

Retention	Meaning	What to do
85–95 %	Healthy. The intervals fit the student.	Nothing.
Above 95 %	Very easy, or the student presses **Good** too generously.	Fine; if they find it boring, more new cards per day.
75–85 %	Somewhat hard.	Fewer new cards per day; check the hardest words.
Below 75 %	The student forgets too much — or does not review on time, or guesses.	Talk to them: honest **Again** answers, daily short sessions, fewer new cards.

An empty value (—) means there were no review answers in the last 30 days yet.

2. Reviews per day, last 30 days

A stacked bar per day: how many answers were given, split by the kind of card **at the moment of the answer**:

Colour	Series	Meaning
Blue	**Learn**	Answers on new and learning cards.
Orange	**Relearn**	Answers on forgotten cards in their relearning steps.
Green	**Young**	Reviews of cards with an interval under 21 days.
Purple	**Mature**	Reviews of cards with an interval of 21 days or more.

How to read it: gaps are days without study. Over the weeks the purple part should grow — the material moves into long-term memory. A lot of orange means many forgotten cards.

3. Card counts

A ring of all cards by state today, with the same numbers in the table: **New**, **Learning** (including relearning), **Young**, **Mature** and **Suspended**. On the dashboard it counts every student's copy of every card (two students × 100 cards = 200), so it shows the class as a whole.

4. Leitner boxes

A bar per box: how many cards are **Not studied** and how many sit in boxes 1 to 5. The box comes from the card's interval (box 1 up to 1 day, box 2 up to 6 days, box 3 up to 20 days, box 4 up to 59 days, box 5 longer), so the chart is simply the same progress drawn as a Leitner box. A healthy deck moves its weight from the low boxes to the high boxes over the weeks. How the boxes work

5. Coming up

"Cards due each day in the next 30 days." The first bar includes everything overdue. Use it to plan: a big bar on one day often follows a day with many new cards. Not shown on the all-students dashboard page.

6. Answer buttons, last 30 days

How often **Again**, **Hard**, **Good** and **Easy** were pressed, in three groups: learning and relearning cards (blue), young (green) and mature (purple).

- On learning cards many **Again** answers are normal — the words are new.
- On young and mature cards **Good** should be by far the tallest bar.
- Almost no **Again** at all, or mostly **Easy**, can mean the student is not honest with themselves.
- Many **Hard** answers shorten the intervals; **Hard** is for "I knew it, but with difficulty", not for "I did not know it".

7. Study time per day (minutes)

Minutes per day, from the time spent on each card (from showing the card to the answer, at most one hour per card). Long time with few cards = the student thinks long or leaves the screen open.

8. Study calendar, last 16 weeks

One square per day, darker = more answers that day, relative to the busiest day of the period. The number in the header is the total of all answers ever. Gaps show missed days at a glance.

Lists on the dashboard and student pages

List	Meaning
Hardest words (most "Again" answers)	The 10 cards with the most **Again** answers by all students (each click opens the card). Improve them: a clearer meaning, an example sentence, an image — or split one difficult card into two.
Words this student forgets most	The student's 10 cards forgotten most often during review, with "forgotten n times". Practise them in class.
Progress / Due / Retention in the student list	See Students.

Note

On the dashboard, **Card counts** and the Leitner boxes describe your **active** students' cards, while the charts of answers (reviews, buttons, time, calendar) include every answer ever given in your decks, also by students you removed later. Suspended cards appear only in **Card counts**.

CHAPTER 9

🪧 Scenarios, FAQ and glossary

"I want to…" recipes for everyday tutoring, answers to common questions and the meaning of every term.

Ready-made scenarios: "I want to…"

…put a whole word list from Excel into a deck

1. **Prepare the sheet**: New deck → create the deck → **Import many cards** → **Download a sample Excel file**.
2. **Fill it**: word, meaning and pronunciation (example and tags if you have them). Keep the header row.
3. **Import**: choose the file, keep **Skip words that are already in this deck** ticked → **Import**.
4. **Check**: the message shows how many cards were added and which lines were skipped.

…start a new class

1. **Turn on the code**: Settings & join link → **Who can join** = **Requests need the join code (you approve)**.
2. **Share link and code** in the first lesson.
3. **Approve everybody at once**: Students → tick all → **Approve selected (all published decks)**.

…give a student only the units we have covered

Keep later units unpublished, or open the student → **Decks this student may study** → tick only the covered decks → **Save**.

…remind everybody who has not studied this week

Students → tick all → **Message the selected students** → **Use the reminder text** → **Send**. Tick **Also send by SMS (uses your SMS credit)** for students who rarely read e-mail.

…let a student practise a deck from zero again

The student page → **Progress per deck** → ↺ **Start this deck again from zero**. Their history on that deck is deleted.

…ask the words in both directions

Deck options → tick **Also ask back → front**. Every word gets a second card (meaning → word) with its own schedule; the daily number of new cards counts both.

…have the words read aloud

Deck options → **Read-aloud language** = `en-GB` (or `en-US`, `de-DE`, `fr-FR` …). For a word with a special pronunciation, upload an audio file on that card.

…fix a mistake in a card without resetting anybody

The pencil next to the card → correct it → **Save**. "Editing a card keeps every student's progress on it."

…copy a deck to my other business card

Export CSV on the deck → create a deck on the other card → **Import many cards** → choose the CSV file.

…improve the words my students find hardest

Statistics → **Hardest words (most "Again" answers)** → open each word and add an example sentence, an image or clearer meaning.

Frequently asked questions

Is the schedule based on a proven method? Yes. It applies spaced repetition with well-tested default settings: learning steps, growing intervals, an ease that adapts to each word, and four answer buttons. A few deliberate choices (exact intervals, the day starting at midnight, you deciding about difficult words) are explained in Designed for predictable study.

Is the Leitner box a separate method? Here it is the same schedule, drawn as five boxes: the box is read from the card's interval. A right answer lengthens the interval, so the card climbs; **Again** sends it to box 1.

A student says they have no decks. Check, in this order: is the student **Active** (not still **Asked to join**)? Are decks ticked on their page? Are those decks **Published**? Does the deck have cards?

A student says "nothing to study" but has not finished the deck. They reached today's limit of new cards or reviews, or their remaining learning cards are due later today (the app shows when). Raise **New cards per day** if they want more.

The import added nothing / skipped lines. Each row needs a word and a meaning. Without a header row the order must be word, meaning, pronunciation, example, tags. Old `.xls` files must be saved as `.xlsx` or CSV. With **Skip words that are already in this deck** words already present are skipped on purpose.

The pronunciation ended up as example sentence (or the other way round). Without a header row the third column is the pronunciation. Add a header row ("Word, Meaning, Pronunciation, Example") and the columns may be in any order.

Persian text looks broken in the exported CSV. Open the file in Excel by double-clicking it (it is UTF-8 with a marker Excel understands). If you import it into Google Sheets choose UTF-8.

Does removing a student delete their progress? No. Only ↺ resetting a deck or deleting a deck or card deletes progress.

Do students get reminders automatically? No; send them yourself from the student list (filters **Not studied for 3+ days** / **Not studied for 7+ days**). Every message always appears in the student app; e-mail and SMS are optional.

Can a student study offline? No, every answer is saved on the server at once — that is why the tutor sees it immediately.

Glossary

Term	Meaning
Deck	A set of cards studied together.
Card	One word: front (question) and back (answer), with optional pronunciation, example, notes, image, audio and tags.
Spaced repetition	Showing a word again at growing intervals, just before it would be forgotten.
Learning steps	The short first repetitions of a new card, in minutes.
Graduating	A new card passing its last learning step and becoming a review card.
Interval	Days until the next review of a card.
Ease	A card's growth factor (starts at 250 %); lowered by **Again** and **Hard**, raised by **Easy**.
Lapse	A review card answered **Again**: forgotten.
Young / mature	Review cards with an interval under / from 21 days.
Retention	Share of review answers that were not **Again**, last 30 days.
Leitner box	Five compartments that show how far each card is; here derived from the interval.
Suspend	Stop showing a card until it is unsuspended.
Streak	Days in a row with at least one answer.
Due	A card whose next review date has come.