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Moodle

An electronic classroom

Moodle is the name of a program that allows the classroom to extend onto the web. This program allows a common place for students to go for many classroom resources. Using Moodle, you can post news items, assign and collect assignments, post electronic journals and resources, and more. This manual seeks to introduce you to the features of this program.

*Please note, most screen shots were taken from the Cuyahoga Valley Christian Academy and Sweet Briar College Moodle Websites. Since much of the content in Moodle is customizable from an administrative level, there will likely be some slight variants from how our systems look, and the way yours will look. However, the basic content and concepts should remain the same.

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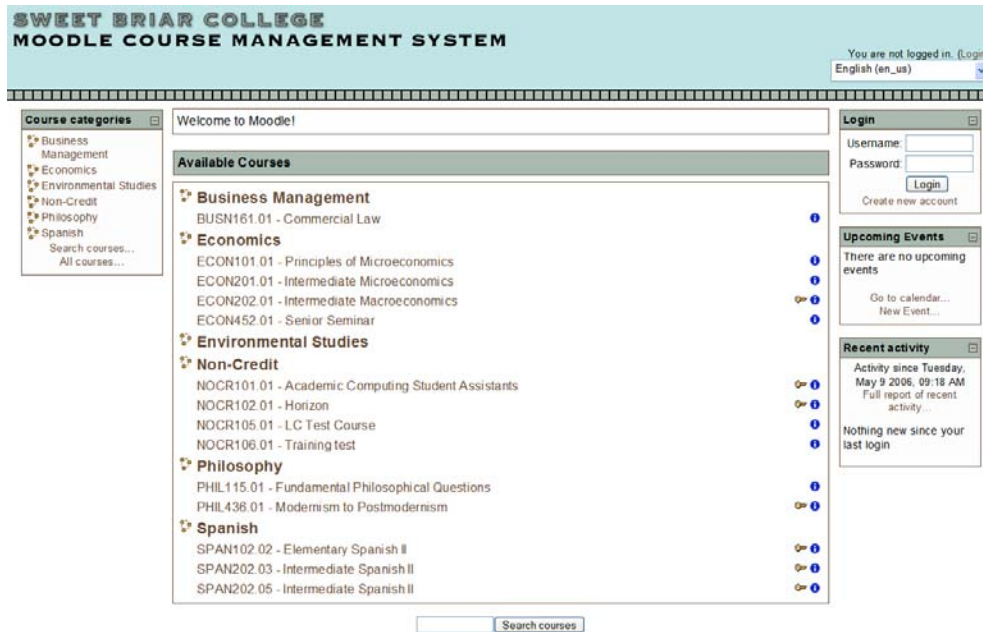
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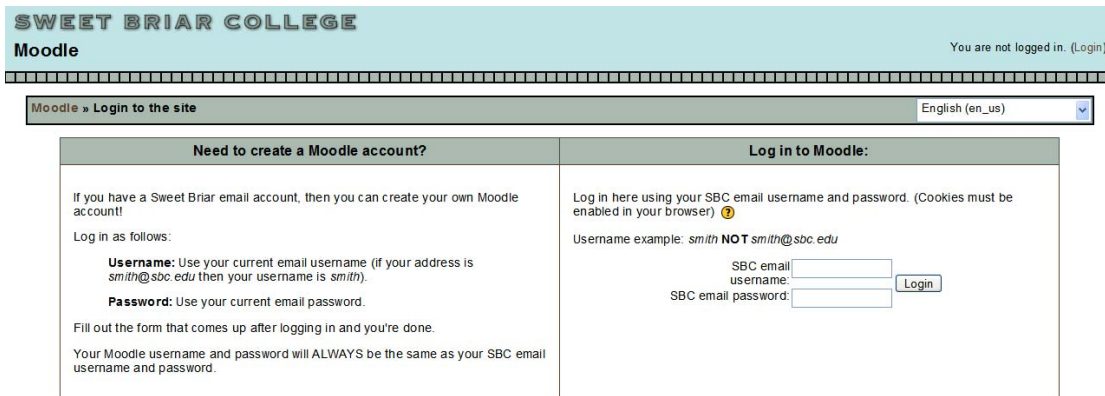
0.0 Logging On

Have your Moodle administrator set up a class for you. Then, go to your Moodle site (usually www.yoursite.com/moodle), and you will see the class screen:



There are several ways you can log in to your account. You could just type your Username and Password in the “Login” block, and then press the Login button. This will take you directly to one of your classes.

Or, you could click on the login hyper-link in the upper-right corner. You could also click on your class name. Either of these actions will bring you to this login screen:



Fill in your “Username” and “Password,” and click on “Login.” This will take you into your class.

1.0 Your Class Space

If this is the first time you are entering the class, it will be mostly blank:

The screenshot shows a Moodle course interface for 'NOCR106.01 - Moodle Training Class Example'. The page is titled 'SWEET BRIAR COLLEGE' and indicates the user is logged in as 'Trainer Tom (Logout)'. The course page is mostly blank, with several blocks visible:

- People:** A block for 'Participants'.
- Activities:** A block for 'Forums'.
- Search Forums:** A block with a search bar and a 'Go' button.
- Administration:** A block with various administrative options such as 'Turn editing on', 'Settings', 'Assign roles', 'Groups', 'Backup', 'Restore', 'Import', 'Reset', 'Reports', 'Questions', 'Scales', 'Files', 'Grades', and 'Unenrol me from NOCR106.01'.
- My courses:** A block showing the user's enrolled courses, including 'NOCR103.01 - Teacher's Lounge' and 'NOCR106.01 - Moodle Training Class Example'.
- Weekly outline:** A central block containing a list of dates and times, each with a checkbox to its right:
 - 11 May 17 May
 - 18 May 24 May
 - 25 May 31 May
 - 1 June 7 June
 - 8 June 14 June
 - 15 June 21 June
 - 22 June 28 June
 - 29 June 5 July
 - 6 July 12 July
 - 13 July 19 July
- Latest News:** A block with the text 'Add a new topic... (No news has been posted yet)'.
- Upcoming Events:** A block with the text 'There are no upcoming events' and a link to 'Go to calendar... New Event...'.
- Recent Activity:** A block with the text 'Activity since Monday, 21 May 2007, 01:23 PM Full report of recent activity...' and 'Nothing new since your last login'.

Please note that all of the individual sections (called “blocks”) can be shifted around to customize the space to your liking. For the purposes of this manual, I will refer to the blocks where they are by default (like on the screen above). I will go into how to move the blocks around later in the manual.

1.1 Administering Your Class:

Probably the most important block for the teacher is the **Administration** block. By default, on the left-hand side of the screen are the administrative tools for your class. A brief synopsis of each link is as follows:



Turn editing on - allows you to make changes to your class.

Settings - allows you to change the look of your class (more on this later).

Assign Roles – allows you to set roles for your class (much more on this later).

Groups - allows you to establish group settings for your class (more on this later)

Backup - allows your class data to be backed up.

Restore - allows you to restore old class data (that was previously backed up).

Import – allows you to transfer data from another course you are currently teaching

Reset – allows you to remove user data from your course, while retaining activities and resources

Reports - shows you all of the activity in your class for a set amount of time.

Questions - This link takes you directly to your question bank, which you can use to generate questions for your quizzes

Scales - allows you to define special scales for evaluation. These are made up of word evaluations (i.e., Excellent, Good, Average, etc.).

Files - allows you to upload files to your “classroom,” or to view any files that are already there.

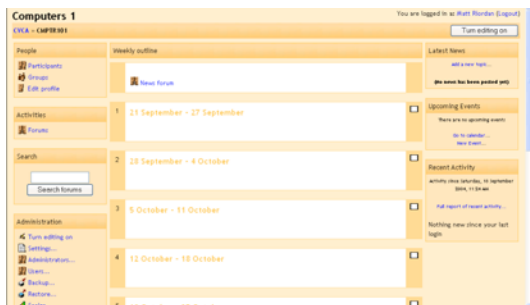
Grades - lists the grades of the tests and quizzes of each enrolled student.

Now I will discuss each one of these areas in detail. (Although I’ll skip “Turn editing on” for now, and get to that one later).

ID number – this field is used to create a number that can be used to interface with other programs. Moodle itself does not use this number internally, so in many cases, this field can be left blank. However, at Sweet Briar, we just use the same information as our short name.

Summary – this can be anything. If you have HTML editors enabled, you can use full formatting, including superscripts, subscripts, emoticons, etc. At Sweet Briar, we use the same course description that is in our published course catalog.

Format – this is an important field. There are three different formats for the class – Weekly, Topic, and Social. The weekly format organizes the class into weeks, with assignments, discussion boards, tests, etc. all residing in a week-by-week block. The Topic format organizes everything by topics (or units), regardless of how long they take. The Social format is built around a forum (bulletin board), which is good for announcements and discussions. I find the Weekly and Topic boards to be the more useful, but someone may come up with a creative Social format use. The different formats look like this:



Weekly



Topic



Social

Notice that the Weekly and Topic formats look very similar, but they are organized very differently. Weekly format lends itself to classes that are structured in a regular format, and Topic lends itself to classes that have units that are chronologically dynamic.

For the rest of this manual, I will be using the Topic format, but all the functions work in the Weekly and Social formats as well.

Number of weeks/topics – this displays the number of weeks or the number of topics displayed on your class page (the default is 10 weeks or 10 topics).

Course start date - This is where you specify the starting date of the course. If you are using a 'weekly' course format, the first week will start on the date you set here. This setting does not affect courses using the 'social' or 'topics' formats except in the display of reports, which use this date as the earliest possible date you can display. In general, if your course does have a real starting date then it makes sense to set this date to that, no matter what course formats you are using.

Hidden sections – this setting controls how hidden sections appear (or don't) in your class. You want to hide a section in your classroom if you are making changes on it, or if you do not want the students working ahead (on a future topic). If you hide a section (a topic or a date), a small bar will normally appear to let the student know there is a hidden section there. The students cannot see anything in the section, but will know it is there. If you set this control to “Hidden sections are completely invisible,” then nothing shows up in the class for the students to see.

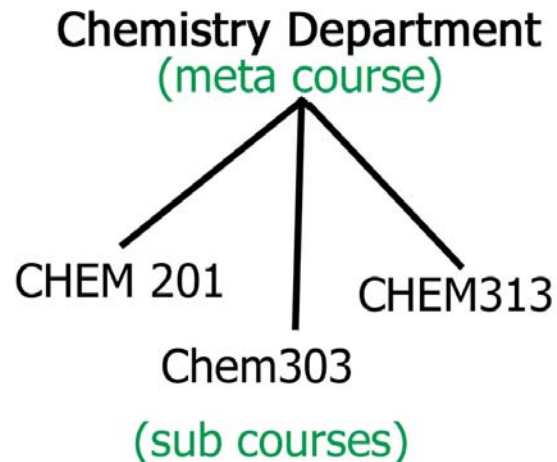
News items to show – this sets how many news items to show for your class. Any time you post something in the News forum (at the top of the classroom), the title will appear in the “Latest news” box (at the top of the page by default). The number you set here limits how many news items to post before old ones get dropped. If you enter “0” for this menu, the “Latest news” box will not be displayed.

Show grades – this item sets whether or not students can see the grades you give them on any assignments that support giving grades (which is most of them). By default, this is set to “Yes” so the student can see the grade you gave. If this is set to “No,” then students cannot see the grades that were given.

Show activity reports – this feature defaults to “No.” If this is switched to “Yes,” then students can see their activity log (logon times, what they did while on, etc.). Note that this can put a strain on a server if this is turned on for large classes. The teacher can always see the activity log of a student, no matter what this feature is set to.

Maximum Upload Size – this lets you choose how large of a file you want users to be able to upload within your site (the upper limit is set by the administrator of your Moodle installation).

Is this a Meta Course? - In Moodle, you can create Meta Courses which are designed to be a shared space for multiple regular courses. In the Meta Course, you can provide information... without having to duplicate it in all the other courses. Instead of enrolling students in the Meta Course, you enroll sub-courses. All the students enrolled in those sub courses have access to the data provided in the Meta course. An example is illustrated below:



In this example, all the students enrolled in CHEM 201, CHEM303 and CHEM313 would have access to any content created in the Chemistry Department site. Obviously this is an excellent way to share information, without having to re-create it for each class!

Default role – this lets you choose the default role of each user when they enroll in your course. We will discuss roles in detail later.

ENROLMENT SETTINGS

Enrolment Plugins – Moodle is a flexible system that allows for many methods of enrolling students. The default (and the only one currently used at Sweet Briar) is internal enrolment, where users enroll themselves into courses. Other enrolment options include: Authorize.net Payment Gateway, External database, Flat file, IMS Enterprise (1.6), LDAP, Paypal, OSCommerce. These options will only be available if your administrator has enabled them.

Course enrollable - Whether this course is enrollable or not. With a third option of allowing enrolment within a range of date.

Enrolment duration – This sets how long a student can be enrolled in a class from when the student registers. After the time set here, the student will be unenrolled from your class.

ENROLMENT EXPIRY NOTIFICATION SETTINGS

Notify – If set to “yes”, this will notify you if a student’s enrolment period is about to expire (obviously this doesn’t matter if the enrolment duration is set to unlimited)

Notify students – If set to “yes”, this will notify the student if their enrolment period is about to expire.

Threshold – this is the point at which notifications will be sent out if either of the two above options are set to “yes”. (e.g., if set to 3 days, a student would receive notification that they are about to be unenrolled three days in advance)

GROUPS SETTINGS

Group mode – This is the default setting for groups for the course. You have three settings to choose from if you use groups:

- No* – if this is set, the class is one big group. Everyone can see everyone.
- Separate* – if this is set, each group is separate – the groups cannot see each other (can not see other groups’ postings, assignments, etc.).
- Visible* – if this is set, students belong to groups, but the groups can see each other.

Force - if this is set to “No,” then groups can be assigned for each module added (each assignment). In this case, the class group setting is the default setting, but that can be changed. If this is set to “Yes,” then the group setting cannot be changed at the assignment level – the setting for the class level is always the setting.

AVAILABILITY SETTINGS

Availability - This option allows you to "hide" your course completely. It will not appear on any course listings, except to teachers of the course and administrators. Even if students try to access the course URL directly, they will not be allowed to enter.

Enrollment key – this is the classroom password. If you fill in this field, students will have to put in the password the first time they log in to the class. This is to keep people who are not in your class from joining. The enrollment key can be anything – a word, numbers, or a combination. This can be changed as many times as you like in case the password gets spread outside of class. Again – students only need to put this key in the first time – after that they do not have to. If someone from outside of the class joins and then you change the key, they do not have to put in the new key because they have already joined, but they can be kicked out by you. Once they are kicked out, they would have to know the new key to rejoin the class.

Guest access – this controls if people without accounts can get into your classroom. This is set to “Do not allow guests in” by default, but it can be changed to allow guests in who have the classroom enrollment key (the password) or to allow in any guest, even if they do not have the enrollment key. Note that guests cannot change anything in a course – they can only read or see what has been done.

LANGUAGE SETTINGS

Force language – this feature let’s you pick the language for your course! By default, it will be in English, but you can select another language instead. Then, all the buttons, and system files will appear in the language you chose. (This is an excellent use for foreign language instructors!)

When done modifying the class settings, click on the “Save changes” button.

1.1.2 Roles

The next link in the Administration block is “Assign Roles”, but before we can discuss this link, we need to explain what roles are. Moodle now uses a set of **Roles** throughout its system. Roles are mostly managed and maintained by your system administrator, but as a teacher, you do need to know the basic concept of the roles. A role is basically a collection of permissions defined for the whole site that you can assign to specific users in specific contexts.

For example, you may have a Role called "Teacher" that is set up to allow teachers to do certain things (and not others). Once this role exists, you can assign it to someone in a course to make them a "Teacher" for that course. You could also assign the role to a user in the course category to make them a "Teacher" for all the courses under that category, or assign the role to a user just in a single forum, giving that user those capabilities just in that forum.

To better understand this, we should talk about contexts. Contexts are the "areas" in Moodle where roles can be assigned to people. They are arranged in a hierarchical fashion, with permissions inherited from "higher" to "lower" contexts.

1. Site (System)
2. Course Categories
3. Course Sub-categories
4. Courses
5. Blocks and Activities

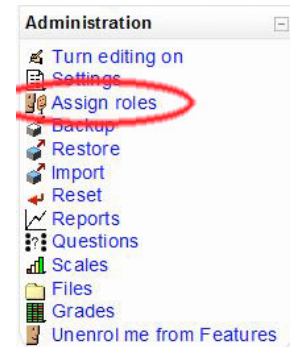
So... if a user was defined as a “Teacher” role for a Course Category, they would be a teacher in all of the course sub-categories, courses and blocks and activities that resided beneath that particular Course Category.

By default, when your course is created and you are assigned as the teacher for that course by your administrator, you will have the role of “teacher” for your course. When students enroll in your course, they will have the role of “student” for your course. Other roles that exist include a “non-editing teacher” and a “guest”. Your system administrator can also create any additional non-conventional roles as necessary.

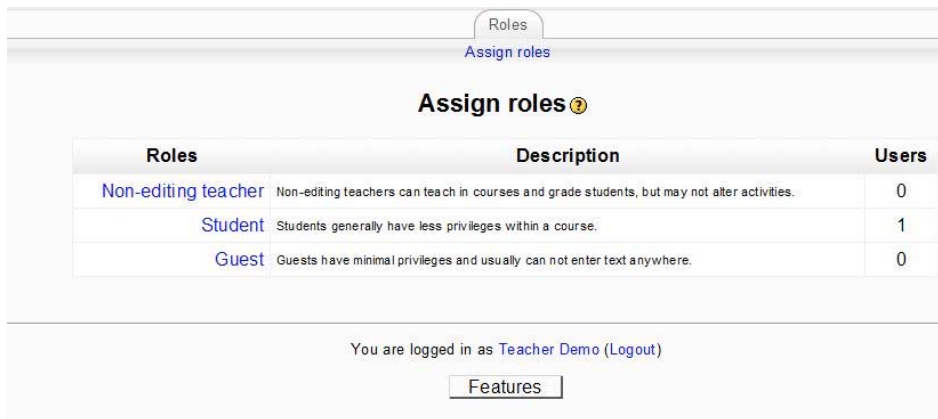
Why is this important to you? Well... as a teacher in your class, you will be able to assign roles for all the blocks and activities in your class (as well as for the actual course itself). So, if you wanted to allow a student teacher in your class to grade assignments, but not alter activities... you could set their role for the course to be “non-editing teacher”. Or, if you wanted to set up a forum where one of your students had total control in running the forum, you could set their role for just that activity to be “teacher”. Then, they could edit all the forum settings... but they would still remain as a student for the rest of your course. Basically, roles simply give you the flexibility to decide who gets to do what.

1.1.2.1 Assign Roles for the entire course

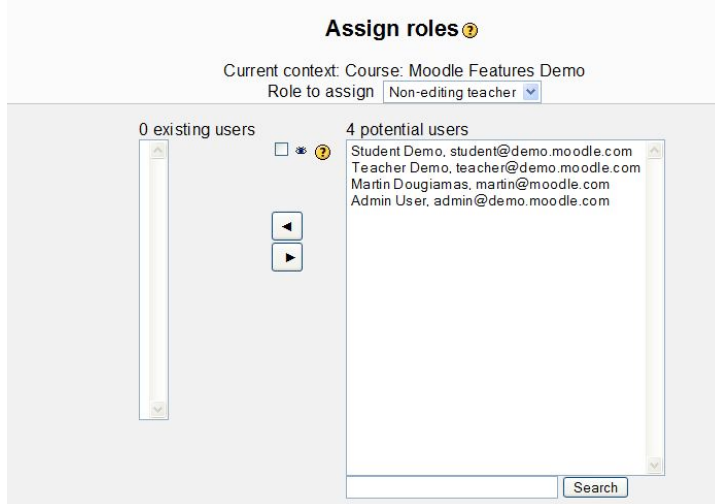
So, now that you understand about roles... how do you implement them? Well, remember you can assign roles either for the entire course... or on a block-by-block or activity-by-activity basis (we'll get to those later). To assign roles for the entire course, look at your administration block.



You'll notice that you now have an **Assign Roles** option. When you click on this link, you will see the following screen:



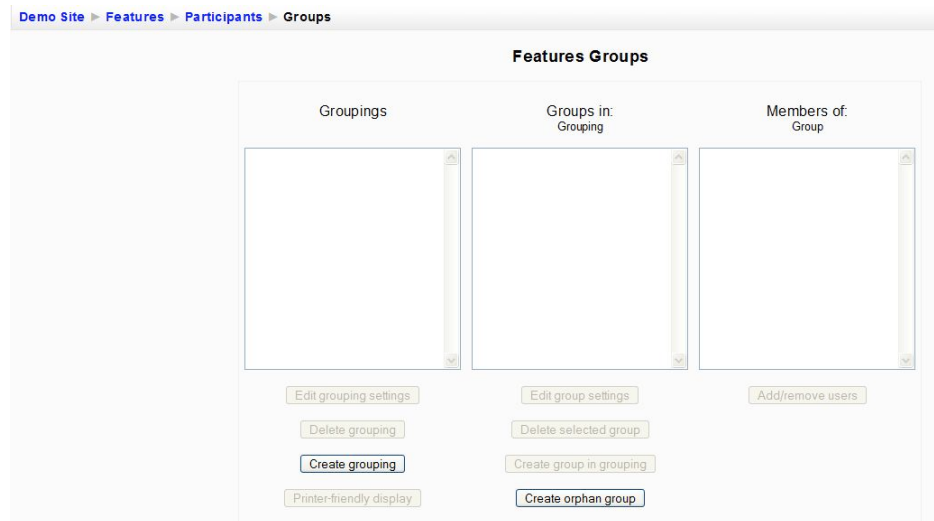
Here you can click on any of the roles that you have the ability to assign to the students enrolled in your course. For our example, I'll click on "Non-editing teacher". This will bring us to our next screen.



At this point, you simply select the name from the list of potential users, and use the arrow buttons to move them to the existing users list. This user will now be a Non-editing teacher for your entire course. If you want them removed from this role in your course, just select them from the "existing users" column and click the opposite arrow. (This is how you can manually add and remove users from your course)

1.1.3 Groups

Notice that in your Administration block, you have a link called **Groups**. When you click on this button, the following page will appear:



In Moodle 1.8, the concept of **Groupings** is introduced: a way of organizing various groups in a hierarchical structure. While this approach may prove to be more powerful, using groups is no longer as intuitive. For example, a teacher teaches four sections of the same class. The teacher could have 4 groupings (i.e. one for each section). Within those sections the teacher could assign various students to various groups within the groupings. Another great advancement is that students may now belong to multiple groups.

1.1.3.1 How to add students to groups

To add students to a group, the teacher must follow these steps:

Create a grouping: First, click on the “Create grouping” button. On the new screen that appears, enter the "Grouping name" and optionally a description. Press the "Create grouping" button at the bottom of the screen.

Create a group in the grouping: Select the title in "Groupings" that you just created. Then, click the "Create group in grouping" button. On the new screen that appears, enter the "Group name" and optionally a description. Also, you can optionally enter an Enrollment key. (If you define a **group enrolment key** then not only will entering that key let the user into the course, but it will also automatically make them a member of this group.) Press the "Create group" button at the bottom of the screen

Assign users to the group: Select the title in "Groups in: Groupings" that you just created. Click the "Add/remove users" button. In the next screen from the "Potential members" list, select the students you want to add to the group. Click the arrow button that points towards the "Existing members" list. When finished, Click the "Back to groups" button to return for more editing.

1.1.3.2 Editing Groupings & Groups

After you've created your groups, you'll be able to edit them by using the various buttons located underneath the group lists, as illustrated in the picture below:



Edit grouping settings: Allows you to update the grouping name and/or description

Delete grouping: Removes the grouping (note any groups that are in the grouping will remain, but will no longer be part of a grouping unless they have already been assigned to another one)

Create grouping: Allows you to give a name and description to a new grouping

Printer-friendly display: Shows an indented list of all your groupings & groups

Edit group settings: Allows to update the group name, description, enrollment key, picture and add the group to other groupings

Create group in grouping: Allows you to create a new group in a grouping

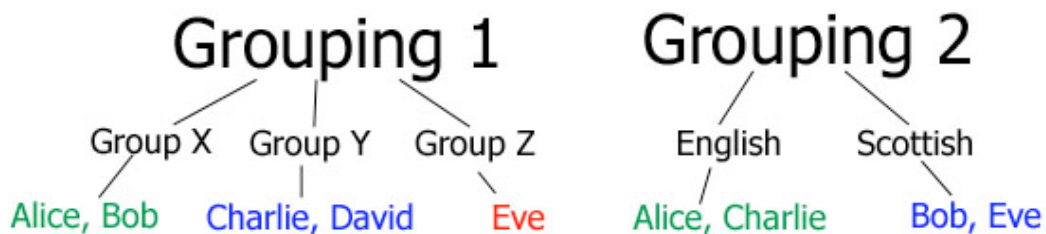
Create orphan group: Allows you to create a new group that is not assigned to any grouping

Add/remove users: Lets you add or remove users to your selected group

1.1.3.3 An example to illustrate how groupings/groups work

(Provided from: http://docs.moodle.org/en/Development:How_groups_work_in_Moodle)

- Your course has five students: Alice, Bob, Charlie, David and Eve.
- You create two groupings - 'Grouping 1' and 'Grouping 2'. You create three groups for Grouping 1 called Group X, Group Y and Group Z and you create two groups in Grouping 2 called 'English student' and 'Scottish students'.
- You put Alice and Bob in Group X, Charlie and David in Group Y and Eve in Group Z.
- You put Alice and Charlie in 'English students' and Bob and Eve in 'Scottish students' (David is Welsh so we don't put him into a group at all).



- You now create a wiki and a forum. You assign Grouping 1 to the wiki and Grouping 2 to the forum.
- The wiki now uses the groups Group X, Group Y and Group Z. The forum now uses the 'English student' and 'Scottish students' groups. As David isn't in any of the groups for Grouping 2, he doesn't even see that the forum exists.

As you can see groups in Moodle 1.8 are extremely flexible. You can have users in multiple groups, and they can only see content in the groups they are assigned to. Groups will be discussed more when we look at adding activities (chat rooms, forums, assignments, etc.) later in this manual.

1.1.4 Backup

The Backup link in the Administration block allows you to choose not only the type of activity you want to backup... but you can also choose between individual activities as well. Note the example illustrated below:

Course backup: Moodle Features Demo (Features)

Include: All/None All/None

<input checked="" type="checkbox"/> Assignments	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> An Upload File assignment	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> An Online Text Assignment	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> An Offline assignment	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> Chats	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> A repeating chat with public session logs	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> An open chat event	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> Choices	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> A Choice with anonymous results	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> A Choice that allows you to update anytime	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> A Choice with non-anonymous results	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> A Choice with a limited number of responses allowed	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> Databases	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> Exercises	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> Forums	<input checked="" type="checkbox"/> User Data
<input checked="" type="checkbox"/> News forum	<input checked="" type="checkbox"/> User Data

All you have to do is choose the individual activity you want, decide if you want to include the user data (any student files, grades, comments, etc...), and then you can click on the **Continue** button. This will bring you to a new screen, which will allow you to give the backup file a name (note that the file is a ZIP file format) and will give you a synopsis of your backup. When you press the **Continue** button again, the file will be created, and can be accessed through your files section (which we'll get to in a little bit).

1.1.5 Restore

If you have backup files you wish to restore to the system, click on the **Restore** link in the Administration block. It will show you a list of your file section, and if you have any backup zip files already created, you will have a link labeled “restore” next to the file.

Name	Size	Modified	Action
Parent folder			
<input type="checkbox"/> backup-nocr106.01-20061214-0855.zip	4.8MB	14 Dec 2006, 08:55 AM	Unzip List Restore Rename

With chosen files...

When you click on this **Restore** link, it will take you to a new screen, asking if you want to start the restore process. Notice that later in this process you will have a choice of adding this backup to an existing course or creating a completely new course. Press the **Yes** button to continue, and you will be taken to a summary screen, which will tell you information about the file you are attempting to restore. Press the **Continue** button to proceed. Finally you will be taken to a screen similar to this:

Course restore: backup-nocr106.01-20061214-0855.zip

Restore to:

Include: All/None

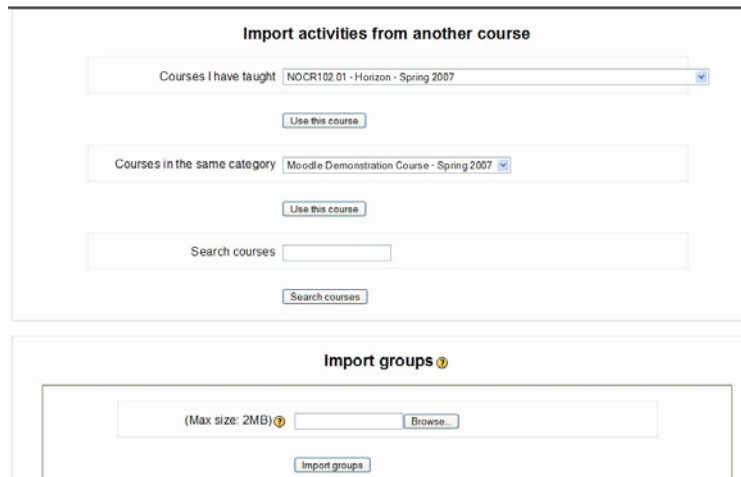
All/None

- | | |
|--|---|
| <input checked="" type="checkbox"/> Assignments | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Chats | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Choices | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Forums | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Glossaries | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Hot Potatoes Quizzes | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Journals | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Labels | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Lessons | <input checked="" type="checkbox"/> User Data |
| <input checked="" type="checkbox"/> Quizzes | <input checked="" type="checkbox"/> User Data |

Here you can pick to either **Restore to** the “Current course, adding data to it” or to the “Current Course, deleting it first”. You can also select the types of activities, as well as the individual activities you would like to restore. When finished press the **Continue** button, and your files will be restored.

1.1.6 Import

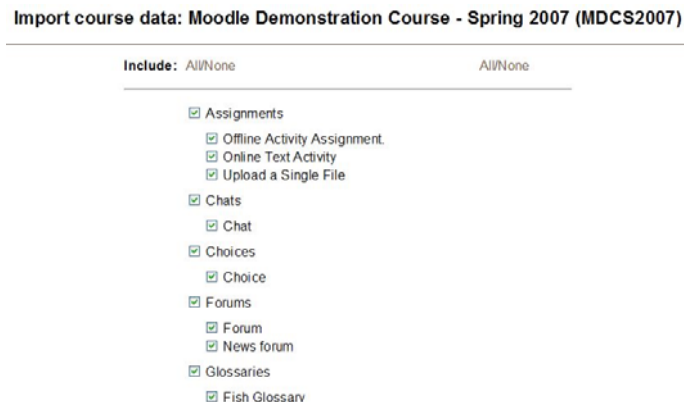
The “Import” link in the Administration block will take you to the following screen:



Here, you can choose another Moodle course that you want to copy some content from. (This is great for instructors who use some of the same material in multiple courses) Either choose the course from the drop down lists “Courses I have taught” or “Courses in the same category”, or type in the name of the course and click the search courses button. Notice that you will only see courses that you are enrolled in as a teacher.

Also before we move on, note that there is also an import groups section. This area lets you upload a CSV (comma separated value) file with pre established groups. You can click on the help icon for more information, but we won’t go into great detail on this subject since most instructors will manually create groups for each course.

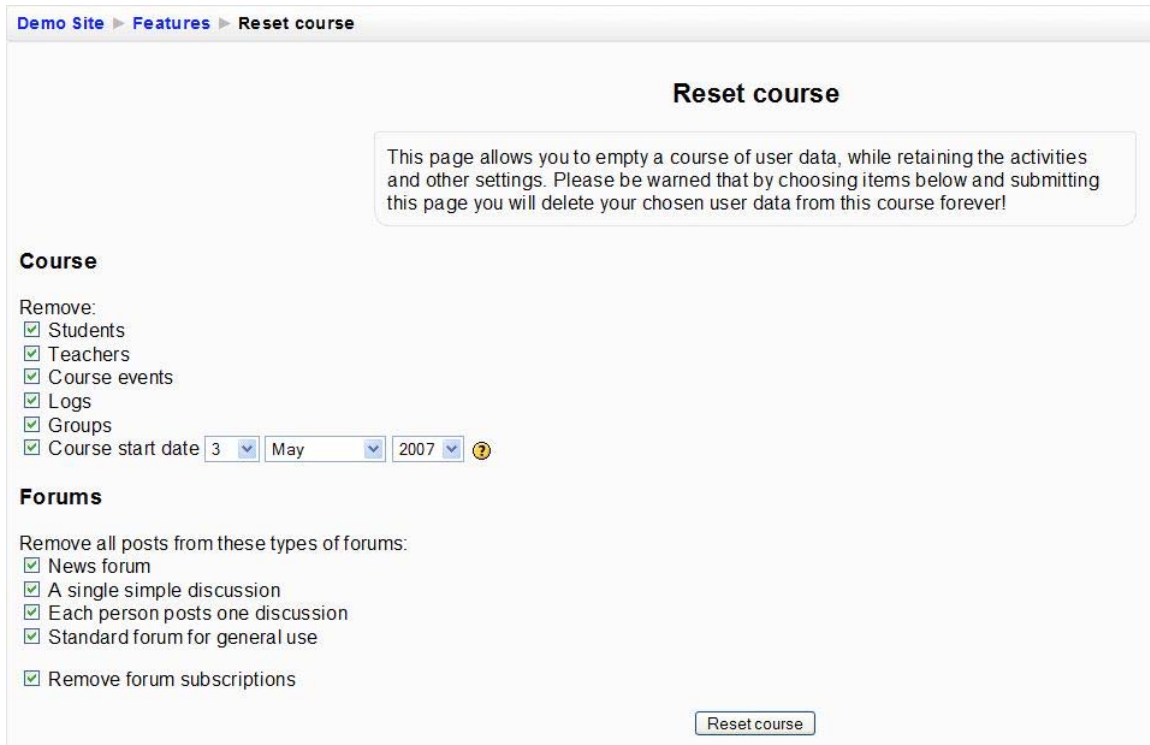
When you have selected the course you want to copy data from, you should see a window similar to this one:



Here, you can pick which areas you want copied to your course. When you have made your choices, press the “Continue” button and follow the instructions to complete the process.

1.1.7 Reset Course

Another link in the Administration block is the “Reset” link. This link will take you to the following screen:



The screenshot shows the 'Reset course' page. At the top, there is a breadcrumb trail: 'Demo Site > Features > Reset course'. The main heading is 'Reset course'. Below the heading is a warning box: 'This page allows you to empty a course of user data, while retaining the activities and other settings. Please be warned that by choosing items below and submitting this page you will delete your chosen user data from this course forever!'. Under the heading 'Course', there is a 'Remove:' section with a list of items, each with a checked checkbox: 'Students', 'Teachers', 'Course events', 'Logs', 'Groups', and 'Course start date'. The 'Course start date' is set to '3 May 2007' with a help icon. Under the heading 'Forums', there is a section 'Remove all posts from these types of forums:' with a list of forum types, each with a checked checkbox: 'News forum', 'A single simple discussion', 'Each person posts one discussion', 'Standard forum for general use', and 'Remove forum subscriptions'. At the bottom right, there is a 'Reset course' button.

This page allows you to remove user data from your course, while retaining any activities and other settings you may have implemented in your course. Types of user data you can remove include: Students, teachers, course events, logs, and/or groups. You can also reset the course start date. Also, you have the option to remove posts and/or subscriptions from any forums created in your course. **USE CAUTION** when using this feature, because once you click the “reset course” button, your user data from the course is gone for good!

1.1.8 Reports

The next link in the Administration block is named “Reports”. When you click on the “Reports” link, the following screen appears:

The screenshot shows the Moodle Reports page. At the top, it says "Choose which logs you want to see:". Below this are several dropdown menus: "Moodle Features Demo", "All participants", "Today, 3 May 2007", and "All activities". There are also buttons for "All actions", "Display on page", and "Get these logs". Below this section, it says "Or watch current activity:" and "Live logs from the past hour". There is a link for "Activity report". At the bottom, there are more dropdown menus for "Activity module", "Look back", "Show only", and "Show actions", along with a "Go" button and a "Statistics" link.

As you can see, the reports page is divided into four boxes, or sections. The top section entitled “Choose which logs you want to see:” has a variety of different drop-down menus that let you narrow your results of the logs. The drop downs are (from left-to-right, top-to-bottom) courses, participants, date, activities, actions (view, add, update, delete all changes) and display (Display on page, download in text format, download in ODS format, or download in Excel format). When you click on the “Get these logs” button, you’ll see the following information:

NOCR106.01 - Moodle Training Class Example: All participants, Tuesday, 22 May 2007 (Server's local time)

The screenshot shows the Moodle Reports page with a table of logs. The table has columns for Time, IP Address, Full name, Action, and Information. The table displays 3 records.

Time	IP Address	Full name	Action	Information
Tue 22 May 2007, 09:14 AM	198.28.46.108	Tom Marcais	course report log	NOCR106.01 - Moodle Training Class Example
Tue 22 May 2007, 08:53 AM	198.28.46.108	Tom Marcais	course view	NOCR106.01 - Moodle Training Class Example
Tue 22 May 2007, 08:52 AM	198.28.46.108	Trainer Tom	course view	NOCR106.01 - Moodle Training Class Example

Up at the top, you have the same drop down boxes as previously mentioned, where you can refine your logs if necessary. Notice that the results shown at the bottom gives you the Time, IP Address, Full Name, Action and Information about the records that meet your criteria.

If you return the main page of reports, notice that the second section has a link for “Activity Report”. When you click on this link, you’ll see a summation of all the activity in your course. It should look something like this:

Moodle Features Demo		
Activity report		
Topic 0		
News forum	1 views	Sunday, 6 August 2006, 02:11 PM (270 days 7 hours)
Download This Course (Optional)If you want to in...	-	
How to install the Features Demo	-	
Features Demo Course Download (2.43 Mb)	2 views	Monday, 15 May 2006, 02:28 PM (353 days 7 hours)
Topic 1		
Overall design of Moodle	1 views	Monday, 15 May 2006, 02:25 PM (353 days 7 hours)
Site management	1 views	Monday, 15 May 2006, 02:26 PM (353 days 7 hours)
User management	2 views	Sunday, 6 August 2006, 01:53 PM (270 days 8 hours)
Course management	1 views	Sunday, 6 August 2006, 01:54 PM (270 days 8 hours)

Here, you are shown a break down of the activities and resources in your course, the number of times they have been viewed, and the last time they were viewed.

The third section on the main page lets you run a participation report. Here, you can choose an Activity Module, a period of time to “Look back”, which users to show, and which actions to show. When you press the “Go” button, a page similar to this one will appear:

The screenshot shows the Moodle Participation report interface. At the top, the breadcrumb trail is "Demo Site > Features > Reports > Participation report". Below this, there are several dropdown menus and buttons: "Activity module" set to "Wiki", "Look back" set to "Choose...", "Show only" set to "Teacher", and "Show actions" set to "All actions". There are also "Wiki uses" and "Go" buttons. The main content area displays "Wiki Views: view, view all" and "Wiki Posts: hack". Below this, it says "1 Teacher" and shows a table with columns "First name / Surname", "All actions", and "Select". The table contains one entry: "Teacher Demo", "No", and an unchecked checkbox. At the bottom of the table, there are buttons for "Select all", "Deselect all", "Select all 'no'", and a "With selected users..." dropdown menu with an "OK" button. At the very bottom, it says "You are logged in as Teacher Demo (Logout)" and a "Home" button.

This screen shows you some basic information about what that user did, based on your criteria. You can also check mark the “Select” box next to their name, and then from the “With Selected Users” drop down, you can choose to send them an email message.

The final section on the main page has a link for “Statistics” (if this is replaced by the phrase “Statistics is not currently enabled” this means that your administrator hasn’t activated this feature). When you click on the “Statistics” link, you will see graphs and tables which show how many hits there have been on various parts of your site during various time frames. They do not show how many distinct users there have been.

1.1.9 Questions

The next link in the Administration block is “Questions”. This link will take you to a screen similar to this one:

The screenshot shows the 'Question bank' interface. At the top, there are navigation tabs for 'Questions', 'Categories', 'Import', and 'Export'. The main content area is titled 'Question bank' and includes a 'Category' dropdown menu set to 'Copyright' with an 'Edit categories' button. Below this are three checkboxes: 'Display questions from sub-categories too' (checked), 'Also show old questions' (unchecked), and 'Show question text in the question list' (unchecked). There is a 'Create new question:' dropdown menu set to 'Choose...'. A table lists various question types with icons for search, edit, and delete, and a 'Type' column. At the bottom, there are 'Select all / Deselect all' options, a 'With selected:' dropdown, and buttons for 'Delete', 'Move to >>', and 'Copyright'.

Action	Question name	Sort by type, name	Type
	-		
	Audio		
	Coursepak/PDF		
	Fair Use		
	Fines		
	Information		
	Responsibility		
	Video		
	Visual Images		
	Photocopy		
	Sample letter		
	Software		

Basically, this area is your question bank for any questions that you create for your quizzes. There is a lot of material to cover here, but it makes more sense to discuss it once we get to the topic of quizzes. So for now, the important thing to know is simply that you can access your question bank at any time through the administration block.

1.1.10 Scales

This screen allows you to create a word-based evaluation scale (like “fair,” “excellent,” etc.). The screen should look something like this:

The screenshot shows the 'Scales' administration interface. At the top, there is a 'Logout' link. Below the navigation bar, there is a 'Scales' heading with a help icon and an 'Add a new scale' button. A table lists existing scales with columns for 'Scale', 'Activities', 'Group', and 'Action'. At the bottom, there is a login status message: 'You are logged in as Matt Riordan (Logout)'. The page footer shows 'CMPTR101'.

Scale	Activities	Group	Action
Satisfactory Not satisfactory, Satisfactory, Outstanding	6	Standard scales	
Separate and Connected ways of knowing Mostly Separate Knowing, Separate and Connected, Mostly Connected Knowing	1	Standard scales	

From here, you can add a new scale by clicking on “Add a new scale.” This will bring up a scale like this:

Name – This is the name of the scale. It can be anything that you like. In my example, I will call it “Computer Scale.”

Scale – This is where you input your scale words. You can have as many as you like, but they need to be separated by commas, and they should be from the lowest level comment (like “Poor”) to the highest level comment (like “Excellent”).

Description – This is an optional field. You may type anything you like here.

My example now looks like:

The screenshot shows a web interface for editing a scale. The page title is "Computers 1" and the breadcrumb is "CVCA > CMPTR101 > Scales > Editing Scale". The main heading is "Scales" with a help icon. The form contains three input fields: "Name" (text input with "Computer Scale"), "Scale" (text input with "Poor, Needs Improvement, Fair, Good, Excellent"), and "Description" (text area). A "Save changes" button is located at the bottom of the form.

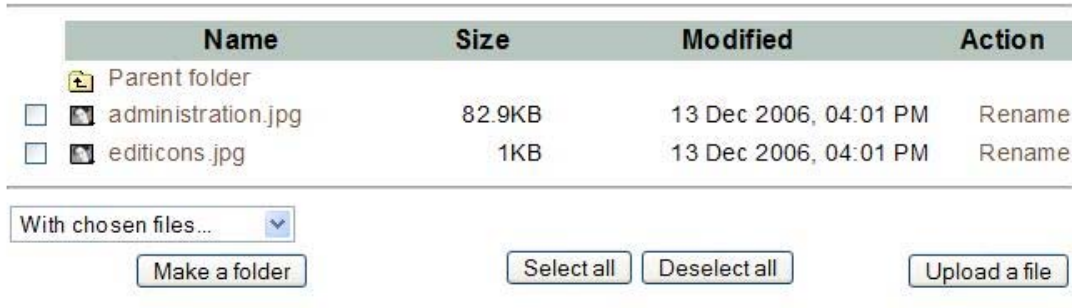
When you are done typing in the information, click on “Save changes.” The new scale will now be available to the resources that can use it (more on that later), and it appears on the list of scales:

The screenshot shows the "Scales" page in the "Computers 1" system. The breadcrumb is "CVCA > CMPTR101 > Scales". The main heading is "Scales" with a help icon. There is an "Add a new scale" button and a green message: "Computer Scale: Changes saved". Below is a table listing scales.

Scale	Activities	Group	Action
Computer Scale Poor, Needs Improvement, Fair, Good, Excellent	0	Custom scales	
Satisfactory Not satisfactory, Satisfactory, Outstanding	6	Standard scales	
Separate and Connected ways of knowing Mostly Separate Knowing, Separate and Connected, Mostly Connected Knowing	1	Standard scales	

1.1.11 Files

This allows you to upload files to the server. Students do not have access to these files unless you link them to another part of the site (more on that later). A file can be text documents, sound files, spreadsheets, and more. When you click on this link, you will see a screen like this:



You can select files or folders, by check marking the box to the left of the name (or by using the “Select all” / “Deselect all” buttons). Once the file or folder is selected you can choose from the “With chosen files” drop-down menu to either:

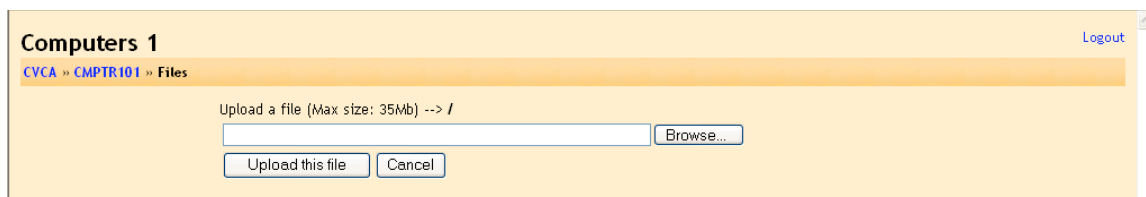
Move to another folder – will let you choose which folder you want to move the file to

Delete completely – removes the file from the system

Create Zip archive – creates a zip file of the files or folders that have been selected

Under the action column, you will always have the option to “Rename” the file... and if you have a zip file, you will also have the option to unzip, list (which will show a list of the contents) or restore (which, if it is a backup file can be used to restore your course, as previously discussed).

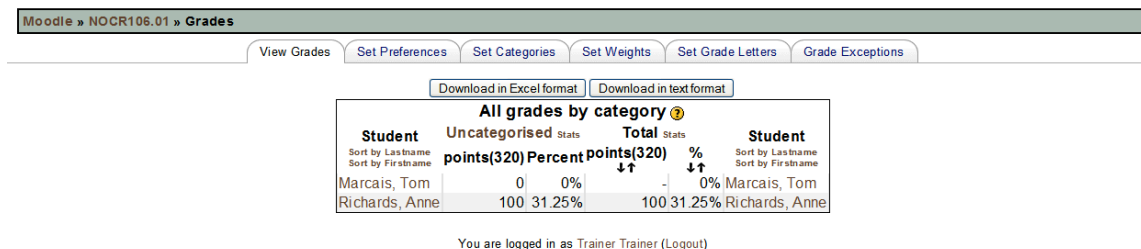
You can create a new folder for organizational purposes by clicking on “Make a folder.” Or, to add a file to your classroom, click on “Upload a file.” This will take you to a screen that looks like this:



You can browse for a file on your computer by clicking on the “Browse” button. When you have located the file, click on “Upload this file” to load the file into your class.

1.1.12 Grades

This shows the grades of tests, quizzes and projects that students have done. When you click on this link, you see the following page:



The screenshot shows the Moodle Grades page. At the top, there is a breadcrumb trail: Moodle » NOCR106.01 » Grades. Below this are several navigation tabs: View Grades, Set Preferences, Set Categories, Set Weights, Set Grade Letters, and Grade Exceptions. Under the View Grades tab, there are two buttons: Download in Excel format and Download in text format. The main content is a table titled "All grades by category" with a help icon. The table has columns for Student, Uncategorised Stats, Total Stats, and Student. The data rows are as follows:

Student	Uncategorised Stats	Total Stats	Student
Sort by Lastname Sort by Firstname	points(320) Percent	points(320) %	Sort by Lastname Sort by Firstname
Marcais, Tom	0 0%	- 0%	Marcais, Tom
Richards, Anne	100 31.25%	100 31.25%	Richards, Anne

Below the table, it says "You are logged in as Trainer Trainer (Logout)".

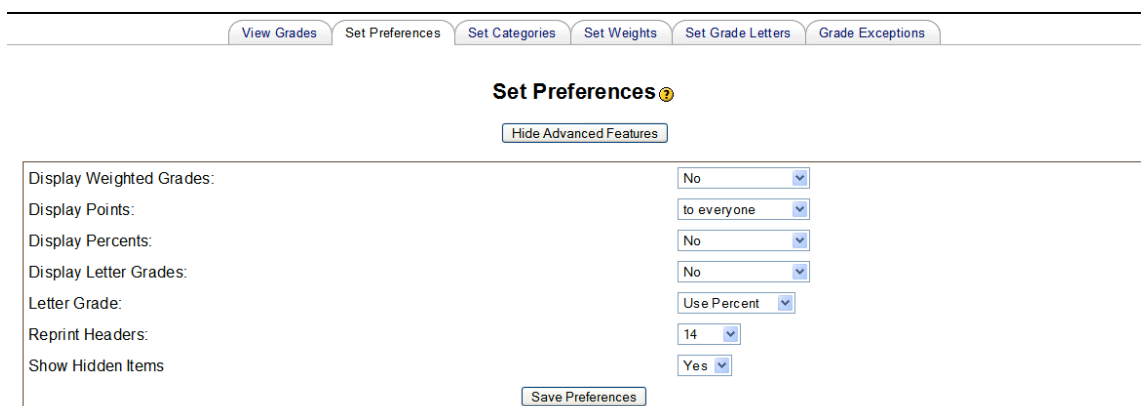
There are six tabs that appear: “View Grades”, “Set Preferences”, “Set Categories”, “Set Weights”, “Set Grade Letters” and “Grade Exceptions”.

1.1.12.1 View Grades

In this tab, you have two buttons. The button labeled “Download in Excel format” allows you to download your entire grade book as a Microsoft Excel file. The button labeled “Download in text format” allows you to download your entire grade book as a text (.txt) file. In this location, you also see a summary of your grade book. You can click on the links “Sort by Last Name” and “Sort by First Name” to sort the grade book. You can also click on the “Stats” link that appears next to any grade book item to get a statistical summary of that item.

1.1.12.2 Set Preferences

In the “Set Preferences” tab, you can change some options for your grade book. When you click on this tab, you should see the following window:



The screenshot shows the Moodle Set Preferences window. At the top, there are navigation tabs: View Grades, Set Preferences, Set Categories, Set Weights, Set Grade Letters, and Grade Exceptions. The main content is titled "Set Preferences" with a help icon. There is a button labeled "Hide Advanced Features". Below this are several settings:

- Display Weighted Grades: No
- Display Points: to everyone
- Display Percents: No
- Display Letter Grades: No
- Letter Grade: Use Percent
- Reprint Headers: 14
- Show Hidden Items: Yes

At the bottom, there is a "Save Preferences" button.

If you see a button that says “Show advanced features”, I recommend that you press it, so that you can see all your options. These options include:

- Display Weighted Grade: Determines whether or not the weighted percent will be displayed. You can also choose whether or not students see this.

- **Display Points:** Determines whether or not the points are displayed. Student settings can be adjusted separately from the instructor view
- **Display Percent:** Determines whether or not a percent is displayed. Student settings can be adjusted separate from instructor view.
- **Display Letter Grade:** Determines whether or not a letter grade is displayed for the course total.
- **Letter Grade:** Determines how the letter grade is calculated either using raw percent or weighted percent.
- **Reprint headers:** Determines how often the column headings are reprinted. This can help to keep track of a large class of students.
- **Show Hidden Items:** Will show or hide grade items that are hidden. This applies to the instructor view only. Students will not see grade book entries for items that are not visible to them. Student totals will include hidden items if this is set to "Yes"

1.1.12.3 Set Categories

This is where graded items can be placed into categories, curved and set as extra credit items. New categories can also be added and existing ones deleted. When you press the tab, you should see a window similar to this appear:

View Grades
Set Preferences
Set Categories
Set Weights
Set Grade Letters
Grade Exceptions

Set Categories ?				
Grade Item	Category	Max Grade	Curve To	Extra Credit
Lesson	Uncategorised	0	0	<input type="checkbox"/>
Assignment	Uncategorised	100	100	<input type="checkbox"/>
test	Uncategorised	0	0	<input type="checkbox"/>
quiztest	Uncategorised	10	10	<input type="checkbox"/>
Quiz	Uncategorised	10	10	<input type="checkbox"/>
Creative Writing	Uncategorised	200	200	<input type="checkbox"/>
test	Uncategorised	0	0	<input type="checkbox"/>

Add Category:

Delete Category:

Note: Setting all items for a category to extra credit will effectively remove them from the grade calculation. Since there will be no point total

Category: Adjusts which category a graded item belongs to. Just select the appropriate category from the drop down list. Items that have not been assigned a category or were in a category that was deleted will be automatically placed in "Uncategorized"

Curve To: Allows you to curve grades. Set this item to what you would like the particular graded item graded out of. So if the max grade was 30 and curve to was set at 28 students grades and percents would be calculated against a possible 28 points rather than 30.

Extra Credit: Check this box if you would like a particular category to be calculated as extra credit. Please note that setting all items to extra credit for a particular category will have unexpected results, and will most likely not count the category or extra credit at all.

At the bottom, you can add or delete categories.

1.1.12.4 Set Weights

When you click on the “Set Weights” tab, you should see the following window:

Category	weight	Drop X Lowest	Bonus Points	Hidden
Uncategorised	100.00	0	0	<input type="checkbox"/>

The total weight is equal to 100

Note: If you use drop x lowest the grading assumes that all items in the category have the same point value. If point values differ results will be unpredictable

You are logged in as Trainer Trainer (Logout)

This is where you can set the grade weights for a category as well as dropping the lowest X assignments from grade calculation, adding bonus points to a category, hiding a category from grade display and calculation.

- **Weight:** This allows you to weight grades by category. The weight is the percent that a category will contribute to a grades total. A total will be listed at the bottom in green text if the total weights for all categories totals 100 and red otherwise.
- **Drop X Lowest:** This is used drop the X number of lowest scores from a student’s grade calculation. The point totals for a category should be all the same value or unpredictable results may occur.
- **Bonus Points:** Is used to give extra points that do not change the point total for a category. This can be used to adjust for unfair questions or similar. These will be applied equally to all students. If you wish to selectively provide extra credit; add a new graded item and set it to extra credit in "Set Categories".
- **Hidden:** if this box is checked it will remove a category from display and also from grade calculation. This is an easy way to only add items to the grade book after they have been graded. Since graded items that have not been categorized will automatically be assigned to "Uncategorized" you can set the "Uncategorized" category to hidden and then as you grade items move them to whichever category you like and students can then see their grade.

1.1.12.5 Set Grade Letters

When you click on the “Set Grade Letters” tab, you should see the following window:

View Grades Set Preferences Set Categories Set Weights Set Grade Letters **Grade Exceptions**

Set Grade Letters ⓘ

Grade Letter	Low	High
A	93	100
A-	90	92.99
B+	87	89.99
B	83	86.99
B-	80	82.99
C+	77	79.99
C	73	76.99
C-	70	72.99
D+	67	69.99
D	60	66.99
F	0	59.99

To delete a grade letter just empty any of the three text areas for that letter and click submit.

You can set your grade letter scale here. Initially a "suggested" scale is presented and all that needs to be done to use this scale is to click "Save Changes". If however you do not like this scale, just change any entries you want and then click "Save Changes". After this initial setting you will see your current selected scale. Leave an entry blank to not include it or delete it from the grade scale.

1.1.12.6 Grade Exceptions

When you click on this tab, you will see the following window:

View Grades Set Preferences Set Categories Set Weights Set Grade Letters **Grade Exceptions**

Grade Exceptions ⓘ

Included in Grading	Grade Items	Excluded from Grading
<div style="border: 1px solid gray; padding: 2px; min-height: 100px;"> Anne Richards Tom Marcais </div> <p style="text-align: center;"><input type="button" value="Exclude from Grading"/></p>	<div style="border: 1px solid gray; padding: 2px; min-height: 100px;"> Assignment (0) Creative Writing (0) Lesson (0) Quiz (0) quizest (0) test (0) test (0) </div>	<div style="border: 1px solid gray; padding: 2px; min-height: 100px;"> </div> <p style="text-align: center;"><input type="button" value="Include in Grading"/></p>

This can be used to exclude students from individual assignments. This is useful if two class sections merge or a student transfers from a different section several weeks into a semester. It is also useful for extenuating circumstances: sickness, injury, etc. There are three columns:

Left: Is students for the course that are "Included in Grading" for a particular graded item.

Middle: A listing of all graded items followed by a total number of students excluded from grading in parenthesis.

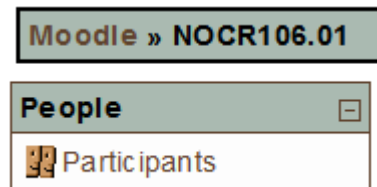
Right: A list of students that are excluded from a particular assignment

To exclude students click the assignment in the middle and then click the students name in the left column (holding down CTRL or APPLE will allow selection of multiple items). Then click "Exclude from Grading" at the bottom. The student(s) should be moved from the left column to the right, and they will now be excluded from grade calculations for that assignment.

To include students that have been excluded; Choose the appropriate assignment, click the student in the right column and finally "Include in Grading" at the bottom. The student should be moved from the right column to the left column.

1.2 The People Block

By default, in the upper left of your course is the "People" block:



When you click on the "Participants" link, you will see a page like this:



Notice that there is a lot more going on here now. First, there are two tabs "Participants" and "Blogs". (We're going to concentrate on the information in the Participants tab for now, but we'll get back to Blogs later).

At the top of your list, you have several drop-down menus:

My Courses: Allows you to see participant lists of any courses you are teaching

Current Role: Allows you to limit your list to particular roles (teachers, students, etc...)

User List: Lets you pick between a less detailed, and a more detailed view of your participants

You can sort this list by clicking on the "First name", "Last Name", "City/town", "Country" or "Last Access" links. Notice that you can select each user, either by using


the check mark in the **Select** column, or by pressing the **Select all** or **Deselect all** buttons at the bottom of the list. Once you have selected users, you can then use the drop-down menu at the bottom of the screen to choose “Add/Send message”. This will bring up an HTML editor where you can compose an email, and send it off to the participant. Unfortunately, you can not add attachments, so I still recommend using third-party installations, such as Quickmail (which I’ll discuss later), which your administrator can install on your Moodle server.

1.2.1 Profiles

To see all of the information on a person in your class, click on the person’s name. You should see a screen like this:


Trainer Tom

[Profile](#) [Edit profile](#) [Forum posts](#) [Blog](#) [Activity reports](#)



Trainer

City/town: Sweet Briar

Email address: [redacted] 

Courses: NOCR103.01 - Teacher's Lounge

Last access: Tuesday, 22 May 2007, 08:52 AM (1 hour 32 mins)

Roles: Teacher

[Unenrol me from NOCR106.01](#) [Login as](#) [Send message](#)

(This screen will appear anytime you click on a person’s hyperlinked name anywhere in the Moodle system) You will notice a picture of an envelope next to your email address. If you click on the envelope, it disables all Moodle-generated email (from any discussion forums that you are subscribed to, etc.) from being sent to that address. This is a quick way to disable email from being sent to you when you are on vacation or the like.

In addition to the “Profile” tab, there can also be an “Edit Profile”, “Forum posts”, “Blog”, and “Activity reports”. Edit profile will only show up if you’re looking at your *own* profile. “Activity reports” will only appear if you’re looking at one of your student’s profile.

1.2.1.1 Edit Profile

To edit your personal information, click on “Edit profile.” This allows you to change information about yourself. If you click on this you will see something like this:

The screenshot shows a web form for editing a user profile. The form is titled "Required" and has a "Hide Advanced" link. The fields and their values are:

- First name*: Trainer
- Surname*: Tom
- Email address*: tmarcais@abc.edu
- Email display: Allow only other course members to see my email address
- Email activated: This email address is enabled
- Email format*: Pretty HTML format
- Email digest type*: No digest (single email per forum post)
- Forum auto-subscribe*: Yes: when I post, subscribe me to that forum
- Forum tracking*: No: don't keep track of posts I have seen
- When editing text*: Use HTML editor (some browsers only)
- AJAX and Javascript*: No: use basic web features
- Screen reader*: No
- City/Town*: Sweet Briar
- Select a country*: United States of America
- Timezone: Server's local time
- Preferred language: Afrikaans (af)
- Description*: A rich text editor containing the text "Trainer".

Most of the fields are straightforward, but several need special attention:

Email display – This allows you to show or hide your email in the class. You can set it so all users (including guests) can see your email, or so that only other students in the class can see your email address, or so that no one can see your email address at all.

Email digest type – This setting allows you to choose how you want to receive any emails you get from forums. There are three choices:

“No digest” – there is no email digest created – you will get every post, in full, that is made to a forum that you are subscribed to.

“Complete” – this creates a single email digest of all the posts made to a forum you are subscribed to. You will get one email per day containing all of the posts made to the forum.

“Subjects” – this creates a single email digest that contains just the subject lines from the posts to any forums you are subscribed to. You can go to any topic that you are interested in.

Forum auto-subscribe – This setting lets you decide if you want email copies of posts that are added to forums (bulletin boards). If you set this to subscribe, the system will email you copies of new posts in forums that you join.

When editing text – This can usually be left on “Use HTML editor.” This allows for text formatting options, but requires newer browsers. If you find your browser is not letting you edit text, change this setting to “Use standard web forms.”

Description– This can be anything you like – “Teacher,” “Mr. Riordan – CVCA,” or any text you like.

New picture – If you wish, you may upload a picture to represent you. To do this, click on the “Browse” button and find the picture you would like to upload, and click on “Open.”

When you are finished, click on “Update profile.” You will now see your updated profile.

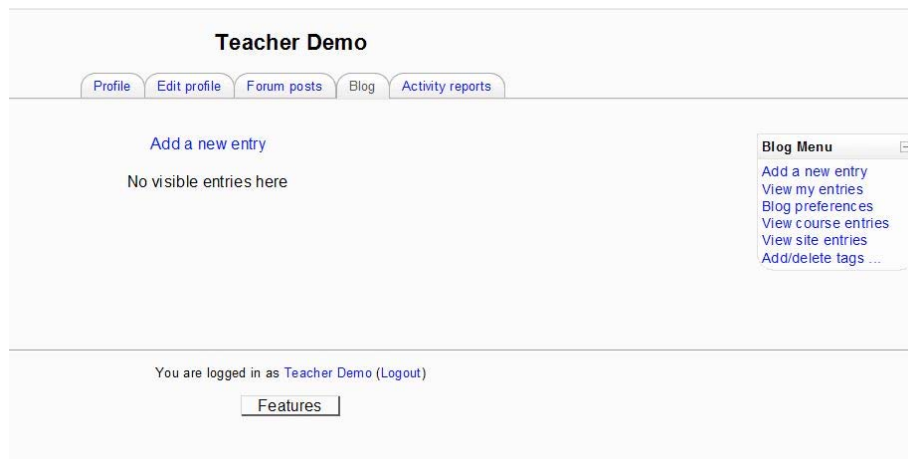
1.2.1.2 Forum posts

If you click on the “Forum posts” tab, you will see a screen like the one shown at right. Here, you can click on either the “Posts” or the “Discussions” tab, to see any posts or discussions that person has participated in. We discuss Forums in greater detail later in this manual.



1.2.1.3 Blogs

One of the huge enhancements to Moodle is that it now supports blogs. Blogs allow students, teachers and administrators to have a public web log. This online journal has various settings to control who can read them. Every user can create their own blog by going to their profile page. Once you are at your profile, notice that there is a tab called “Blogs” at the top. Click on this tab, and you should see the following screen:



Here's some basic Blog terminology... to help you as you create your blog:

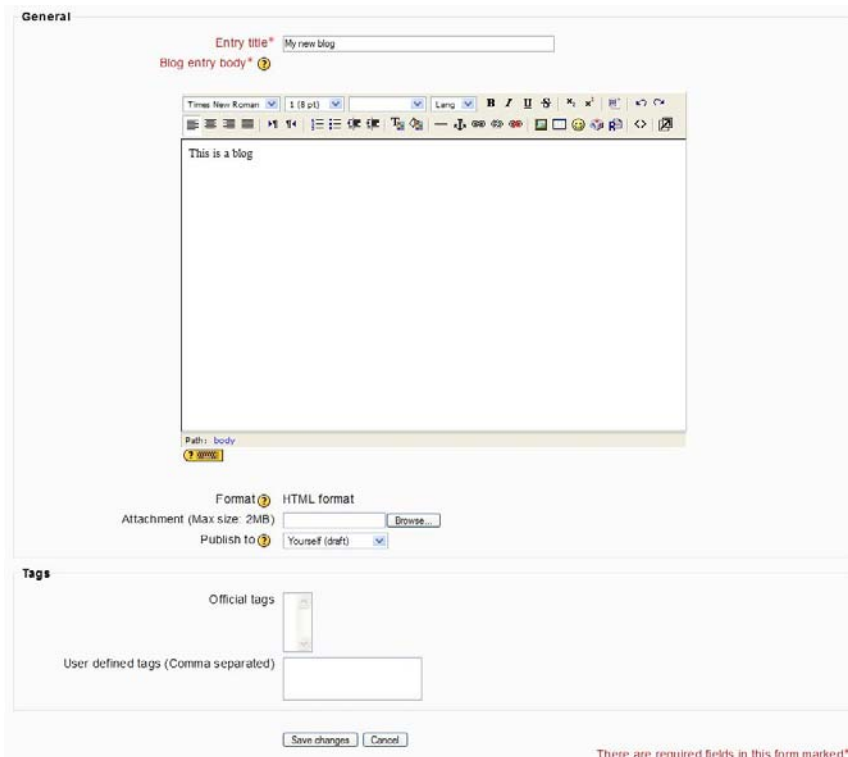
Blog: An online web journal (kind of like a published diary)

Entry: Think of this as a new page in your journal. You create a new entry any time you have something new to add to your blog.

Tags: Keyword identifiers used to classify your blog entry

Add an entry

To add a new entry to your blog, click on the “Add a new entry” link (either at the top of the page, or on the right in the “Blog Menu” section). Here you will see the following screen:



The screenshot shows a web form titled "General" for creating a new blog entry. At the top, there is a text input field for "Entry title*" with the value "My new blog". Below it is a larger text area for "Blog entry body*" containing the text "This is a blog". A rich text editor toolbar is visible above the text area. Below the text area, there is a "Format" dropdown menu set to "HTML format", an "Attachment (Max size: 2MB)" field with a "Browse..." button, and a "Publish to" dropdown menu set to "Yourself (draft)". At the bottom, there is a "Tags" section with "Official tags" and "User defined tags (Comma separated)" input fields. The form has "Save changes" and "Cancel" buttons at the bottom. A red error message at the bottom right states "There are required fields in this form marked*."

At this point, you can give your entry a title, type the body of your message, and add an attachment if desired. You can also choose how you are going to publish this particular entry. Your choices will be:

Yourself (Draft) - Only you and the administrators can see this entry.

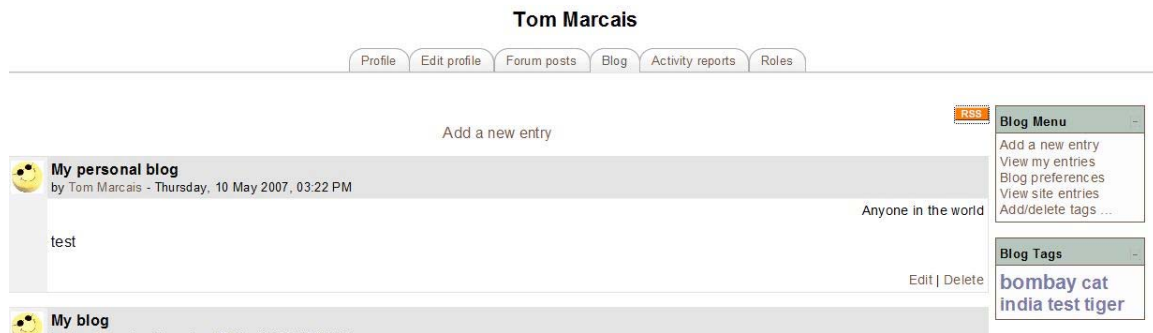
Anyone on this site - Anyone who is registered on this site can read this entry.

Anyone in the world - Anyone, including guests could read this entry.

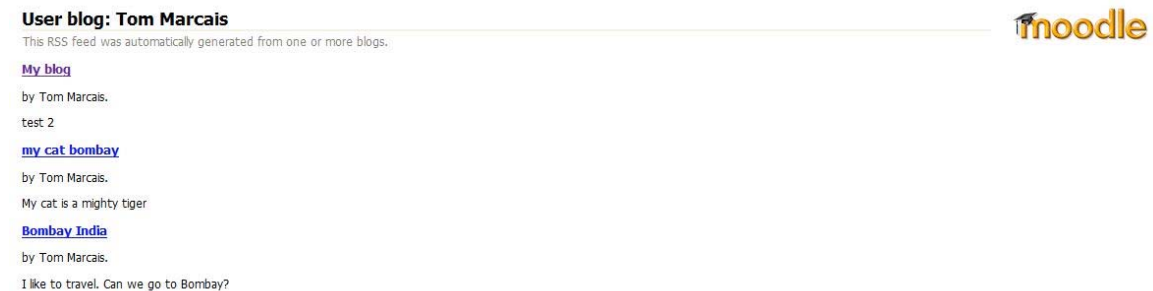
Then, finally you can add tags to your entry. If you are writing about your pet cat's birthday in your blog entry... you might want to add the tags “cat” and “birthday”. Or, if you're writing an entry for your CHEM101 class, you might want to use the tag CHEM101. Using these descriptive tags will help other users find your blog entry.

Generating an RSS Feed to Share Your Blog

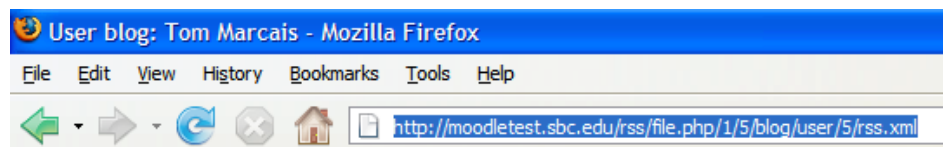
So... once you've made your blog... how do you share it with other people? Well, first keep a few things in mind. If you made your blog entry only visible to yourself... no one else will be able to see it. If you made it visible just to anyone on the site... people will only be able to view your blog if they're already in the Moodle system. However, most people want to find a way to share their blog with people outside of their Moodle system. To do this, your entries must be set to be available to "Anyone in the world". Once that is done, you can generate RSS feeds for your blogs. There are basically three types of blogs you can view in Moodle... a user blog, a course blog and a site blog. A user blog is accessed by clicking on the persons profile link. A course blog is accessed by clicking on the "view course entries" in a course blog menu. And, a site blog can be accessed by clicking on the "view site entries" link in a blog menu. Once you see the blog, it will look something like this:



Notice, how at the top in bold, larger letter there is either a person's name, a course name, or the name of your Moodle site. That should help you recognize whether you're viewing a user, course or site blog. Just to the left of the "Blog Menu" block, there is an orange "RSS" button. When you click on that, it will take you an RSS feed for that particular blog, such as this example:



If you look at the address bar of your browser, you will see the RSS feed URL. You can share this with anyone else interested in viewing that particular blog.



1.2.1.4 Activity Reports

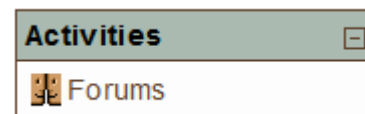
If you click on the “Activity Reports” tab, you will see the following page:



Here, you can click on the links “Outline report”, “Complete report”, “Today’s logs”, “All logs”, “Statistics” or “Grades”. The Outline Report will show you a basic outline of activity. The complete report shows you a detailed summary. Today’s logs show you detailed information about all activity for this profile today. All logs gives you detailed information about the profile since its creation. Statistics will show a statistical analysis of the user. And grades will show all of their grades in your class.

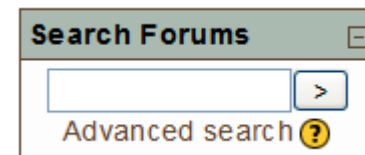
1.3 Activities

This block lists all of the categories of the things that are available in your classroom (forums, quizzes, assignments, etc.). The first time you enter your classroom, the only category that is listed is “Forums.” This is because one forum (discussion board) exists by default – the news forum. The activities list will grow as you add activities to your classroom.



1.4 Search Forums

The search forums block allows you or your students to search for any word (or words) that occur in any forums (discussion groups) you have in your class. This lets you track down any keyword(s) that you are interested in.



1.5 My Courses

This block lists all of the classes you are enrolled in or teach.



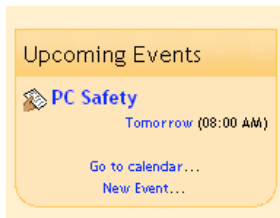
1.6 Latest News

This block shows the latest discussion posted to the News Forum.



1.7 Upcoming Events

This block shows your class what events are coming up (based on the calendar). It also includes a link to go to the calendar or to add new events (see 1.9.4 Calendar for more details on adding events). My example looks like this:



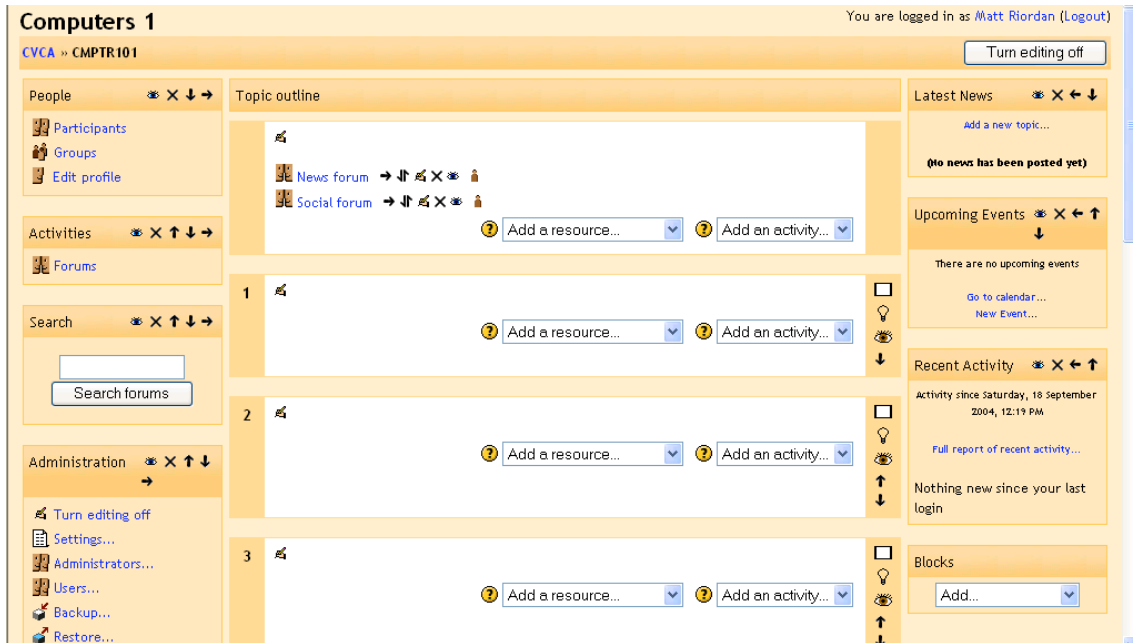
If you click on a date, you will go to the day-view calendar for that day. If the title of the event is a link, and you click on it, you will be taken to that event. In my example, if you clicked on "PC Safety," you would be taken to the journal entry called "PC Safety."

1.8 Recent Activity

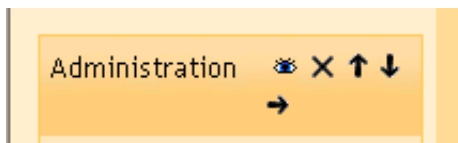
This block shows you what has changed since the last time you have logged in. It is a good way to keep track of what is changing in the class. This is very useful for the students to see what has happened since the last time they logged in.

1.9 Blocks (customizing your classroom)

Moodle organizes all of the information on the sides of the classroom into units called blocks. Blocks can be moved around and turned on or off to suit the needs of your classroom. If you click on “Turn editing on” at the top of the page, or as the top entry under the “Administration” block, you should see a screen something like this:



All of the blocks (“People,” “Activities,” “Calendar,” etc.) now have additional symbols showing. The symbols change the appearance or the location of the individual block. The symbols look like this:



The symbols do the following:

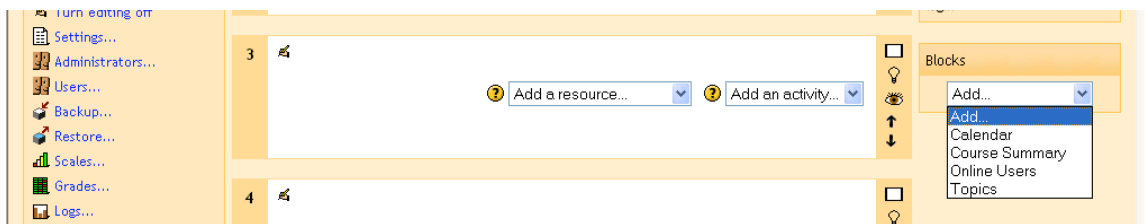
-The eye – if you click on the eye when it is open, it will shut. When the eye is shut, you can see the block (in this example, the calendar), but the students in the class cannot see the block. If the eye is shut and you click on it, it will open, and the block will be visible to the students again.

-The “X” – if you click this symbol, the block will be deleted from your class page. If you delete a block and want to show it again later, add it from the menu in the “Blocks” block, which is located at the bottom right of the page.

- The arrows – these arrows move the block in that direction. If you click on an up arrow, the block will move up the screen. If you click on a down arrow the block will move down. If you click on a right arrow, the block will move all the way across the screen to the right-hand side of the screen. If you click on a left arrow, the block will move to the left-hand side of the class screen. These arrows move blocks around the screen, and this can be repeated as many times as you wish.

1.9.1 Adding Blocks

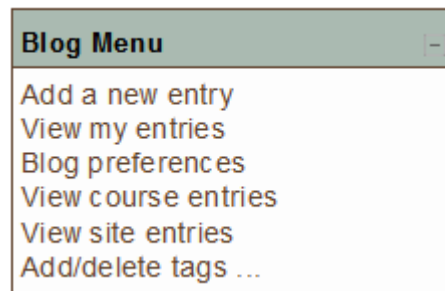
If you delete a block and wish to add it back, or if you wish to add a few of the blocks not shown by default, you can add them through the “Add” menu under the “Blocks” section in the upper right of the screen. The “Add” menu will show all the available blocks:



Some of the blocks not on by default are discussed here. These blocks can be added to your class at any time.

1.9.2 The Blog Menu Block

You now have another block you can add to your course called “Blog Menu”. To add this block, first turn editing on in your course, and then from the “Blocks” block, choose “Blog Menu” from the drop-down menu. This puts a block in your course that looks like this:



Add a new entry: When any user in your class clicks on this, they will add a blog entry that will be directly associated with your particular class

View my entries: Any user that clicks here will see all the posts they’ve created, whether they are personal, for your course or for another course

Blog preferences: Here any user can set the number of blog entries that will appear per page.

View course entries: This will show ONLY the blogs that were created in association with this particular class.

View site entries: Will give access to view all the blogs throughout the Moodle installation.

Add/delete tags: Gives the user the ability to manage their user defined tags.

1.9.3 The Blog Tags block

Another block you can add to your course is called “Blog Tags”. To add this block, first turn editing on in your course, and then from the “Blocks” block, choose “Blog Tags” from the drop-down menu. This puts a block in your course that looks like this:



This block is what is called a “Tag Cloud” it lists all the different tags that are used in the blogs, and the more often a tag is used (throughout different blogs) the larger the tag becomes. When you click on any tag, it will take you to the blogs that contain that tag. For example, these are the blogs that generated the above tag cloud:



The tag “Bombay” was used as a tag in both blogs, so that is why “Bombay” is a larger word. This can be an extremely efficient way to sift through user-generated content, as long as it is constructively tagged.

You can also edit the “Blog Tags” block, by clicking on edit button (hand holding a pencil) when editing is turned on for your course. When you do, you’ll see the following screen:

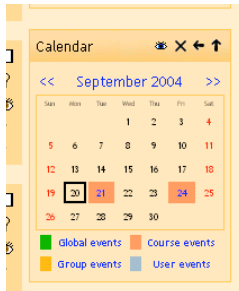
Configuring a Blog Tags block

Blog tags block title:	<input type="text" value="Blog Tags"/>
Number of tags to display:	<input type="text" value="20"/>
Display tags used within this many days:	<input type="text" value="90 days"/>
Sort the tag display by:	<input type="text" value="Tag text"/>
<input type="button" value="Save changes"/>	

Here, you can give the Blog tags block a different title, choose how many tags to display (up to 50 of the most commonly used ones), choose how many days old tags can be to be displayed, and choose to sort the tags either by the tag text, or by the date the tag was last used.

1.9.4 Calendar

The calendar shows events that are happening in your classroom. Events are added to the calendar, and can be for individual users, for your defined groups, or for your courses. If you add closing dates to assignments, forums, quizzes, etc., these will also show up on the calendar. My calendar looks like this (with a few assignment dates on it):



You can view previous or future months by clicking on the left or right arrows next to the current month's name. Today's date is always outlined in black (September 20th in my example). Other events are color coded based on what the event is (the color key is under the calendar). On my calendar, I have due dates for course activities showing (on the 21st and the 24th).

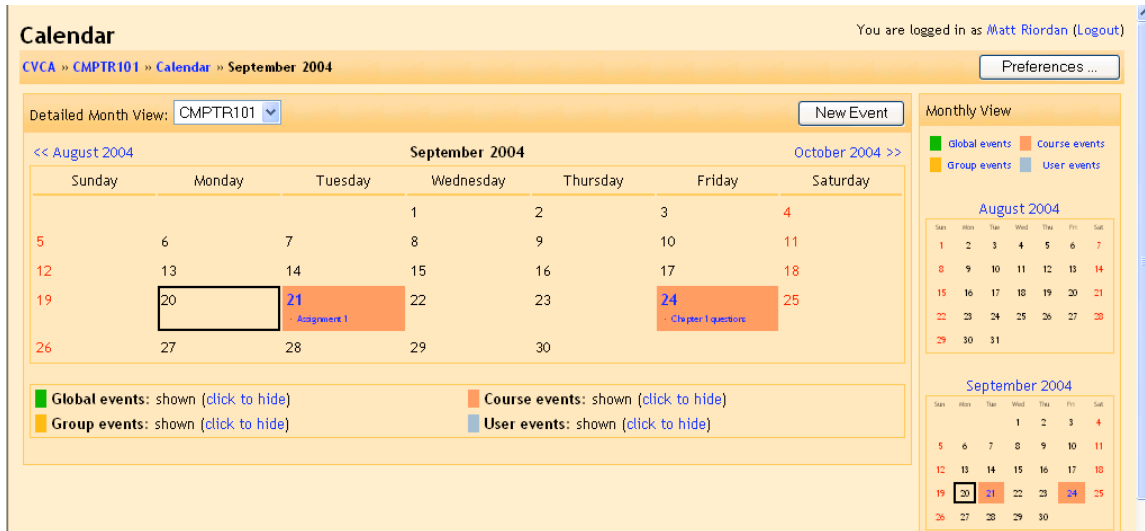
You can hide or show the various categories of events by clicking on the color key. This can make the calendar easier to read (especially if there are many events on the calendar). For example, if I wanted to hide any group events dates (events assigned to groups you create), I would click on "Group events" on the bottom of the calendar. This would hide all the (group) events, and the color code would disappear from the link on the calendar. To show the events again, click on the link at the bottom of the calendar ("Global events," etc.). Any (and multiple) of the categories can be hidden. Hiding/showing events changes only your account – hiding group information does not hide it for every member of the group, but only for you. Also, hiding a category of events is only temporary – you will see all events the next time you log in.

To see more detail on an event, you can click on the date in question. If I click on the 21st I get a screen like this:



This tells me all of the events on the day I on which clicked.

Back on the main screen, if I click on the month link (“September 2004”), I will get an expanded month view:



Both the daily detail screen and the monthly detail screen have the “Preferences” button in the upper right. This button leads to a screen like this:

Preferences

Time display format:

You can choose to see times in either 12 or 24 hour format. If you choose "default", then the format will be automatically chosen according to the language you use in the site.

First day of week:

Calendar weeks will be shown as starting on the day that you select here.

Maximum upcoming events:

This sets the maximum number of upcoming events that can be displayed. If you pick a large number here it is possible that upcoming events displays will take up a lot of space on your screen.

Upcoming events look-ahead:

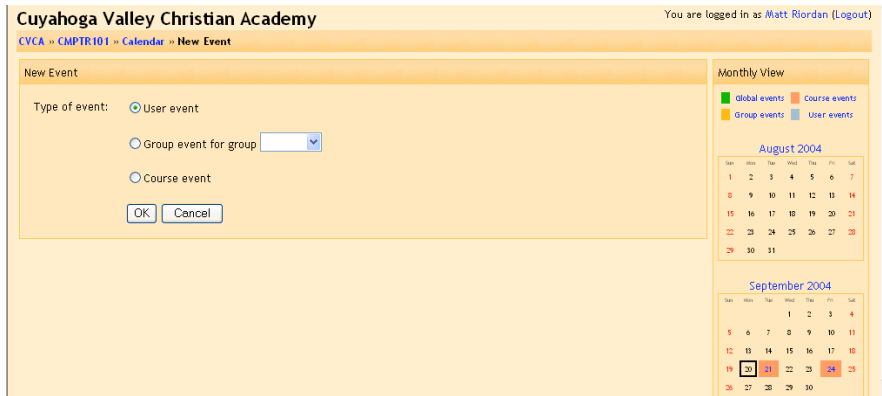
This sets the (maximum) number of days in the future that an event has to start in in order to be displayed as an upcoming event. Events that start beyond this will never be displayed as upcoming. Please note that **there is no guarantee** that all events starting in this time frame will be displayed; if there are too many (more than the "Maximum upcoming events" preference) then the most distant events will not be shown.

Remember filter settings:

If this is enabled, then Moodle will remember your last event filter settings and automatically restore them each time you login.

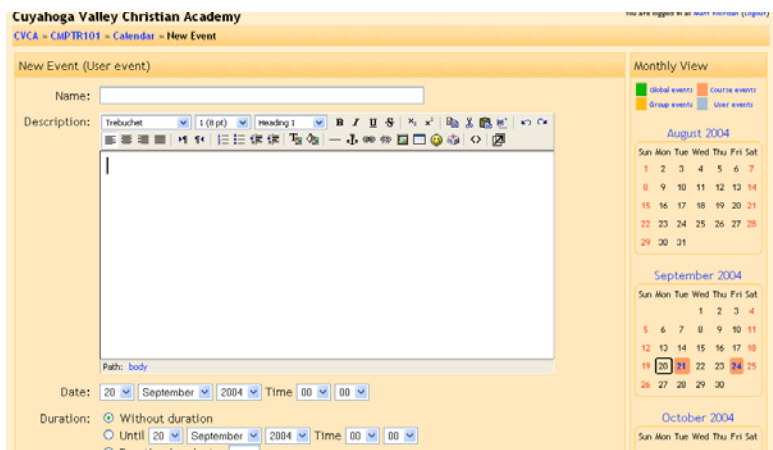
In the “Time display format” setting, you can choose either a 12 or 24 hour format. In the “First day of week” setting, you can choose the day of the week that your calendar week will start on. The next two settings (“Maximum upcoming events” and “Upcoming events look-ahead”) affect how the “Upcoming Events” block displays information. You may change any of these settings to suit your class needs. “Remember filter settings” if enabled, will remember your last event filter settings and automatically restore them each time you login. When you have finished any changes, click on “Save changes.”

Both the daily and monthly detail screens have the “New Event” button. This allows you to manually add events for your classes (However, please note that the system will automatically add due dates for assignments, quizzes, etc. when you create those activities). If you click on “New Event,” you will see a screen something like this:



In my example, I can add a user event, a group event, or a course event. A user event is private – no one else can see your user events (a personal date book). A group event can only be seen by the members of the group you choose in the pull-down menu. A course event is viewable by everyone enrolled in your class. The other type of event, global events, are set by site administrators.

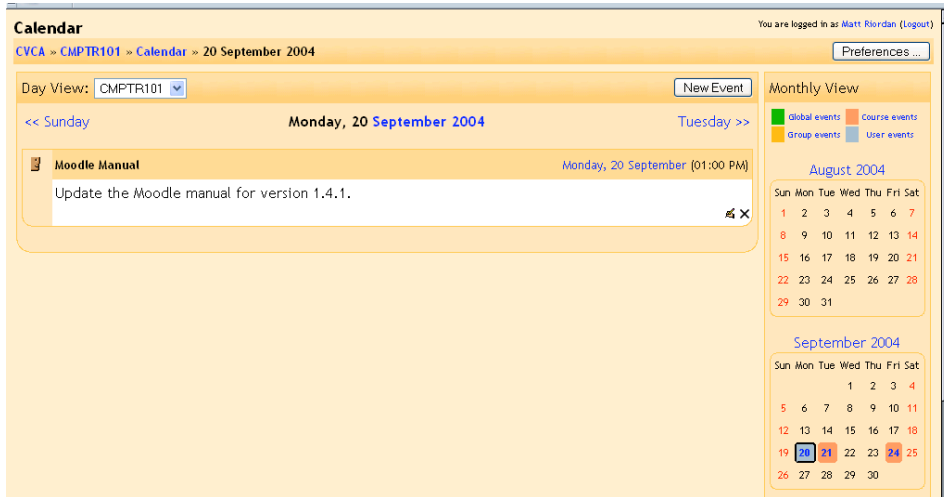
An event is anything you want to show up on the calendar. For my example, I will add a user event. If I click on “OK,” I will see a screen like this:



- Name – this can be anything you like, but probably should be short.
- Description – this is the full details of the event.
- Date – this sets the date and time of the event. The default is today’s date.
- Duration – this sets how long the event lasts. It can have no duration (the default), can last minutes, days, or more (by setting the date in the “Until” line), or can last a set number of minutes.

- Repeats – this field sets if the event repeats weekly or not. If it does repeat, you must set how many events to create.

When you are done filling in the information, click on “Save changes.” You will then be taken to a detail screen of the event you just put in:



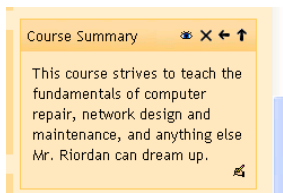
You may edit the entry by clicking on the hand holding the pencil and you may delete the entry by clicking on the “X” on the right-hand side.

One thing to notice – the small calendar on the right should update; there is now a light-blue (user event) entry on the 18th.

For any given day, only one color will show. The highest “rank” color will show – the global event color always shows if it is present, then course events, then group events, and finally user events (the user event colors only show if there are no other higher events on the same day).

1.9.5 Course Summary

If you like, you may add the “Course Summary” block to your class. To do this, choose the “Course/Site Description” from the Blocks drop-down menu. My example looks like this:

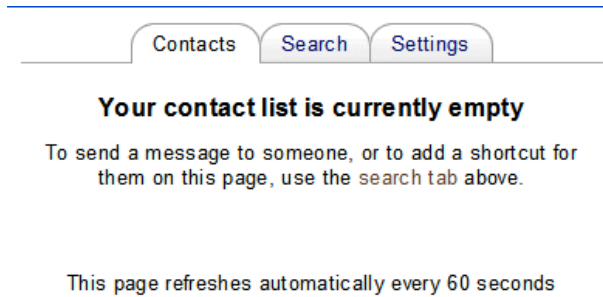
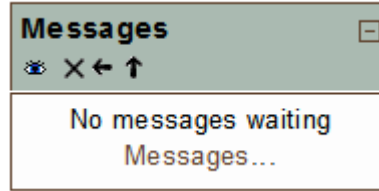


1.9.6 HTML

This block lets you create your own custom block, by adding whatever HTML content you want. You can add as many of these custom blocks as you’d like.

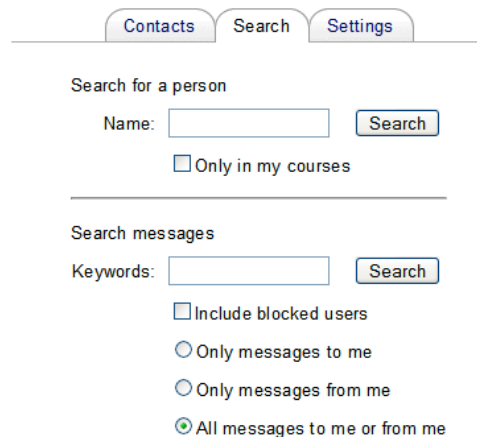
1.9.7 Messages

If you add the “Messages” block, you can create your own instant messaging area. The block will initially look like the picture shown at right.



If you click on the “Messages...” link, it will open a new window that looks like the picture shown at left. In the “Contacts” tab, you will see a list of any contacts you have added to your account. (In this example, none have been added yet).

To add contacts, you can click on the “search tab. You will see the page shown at right. Here, you can search for a person to send a message to, or to add to your contacts. Or, you can search your messages for certain keywords.



Search results: 1 users found



[New search](#)

If you search for a person, the results will appear like what you see at the left. If you click on the name, you will send a message to that person. If you click on the white face after the name, it will add the person to your contact list (or if the face is brown, it will remove the person from your contact list). If you click on the green octagon, it will block that person from your messages (or if the octagon is red, you can click it and unblock). If you click on the last icon, it will show you a history of the messaging you have had with that person.

The last tab in the messaging window is the “Settings” tab. When clicked, your window will look like this:

Contacts Search Settings

- Automatically show Message window when I get new messages (your browser needs to be set so that it doesn't block popups on this site)
- Block all new messages from people who are not on my contact list
- Beep when a new message comes in (may require browser plugin that can play sounds, such as Quicktime)
- Use HTML editor (some browsers only)
- Email messages when I am offline

For more than: mins

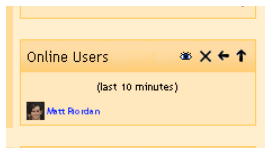
SBC email address:

Format:

These settings are all self explanatory. You can make the appropriate changes that suit your needs, and then press the “Save my settings” button.

1.9.8 Online Users

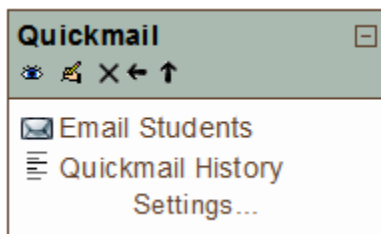
The “Online Users” block displays the name and picture of anyone who has been online in the last five minutes (by default, but may be changed by the site administrator):



1.9.9 Quickmail

Quickmail is not a standard block in Moodle. However, one of the great things about Moodle is that there are some additional Modules and Plugins that have been developed by the Moodle community which can be installed on your system by your administrator. Quickmail is one that I recommend be installed on all Moodle systems (versions 1.5 and up). This block allows you to send emails with an optional attachment to other users in the same course. Teachers can configure Student access and the group mode. A history of all your sent emails is recorded by Quickmail for later reference as well.

If your administrator has installed it correctly, you will see Quickmail as a choice in the Add Block section. Once added, the block will look like this:



If you click on the “Email Students link, a window will open that will let you compose and send a message to students enrolled in your course. If you click on the “Quickmail History” link, you will be shown a history of all your sent emails. If you click on the “Settings” link, you will be taken to the following window:

Configuring a Quickmail block

Allow Students to use Quickmail:

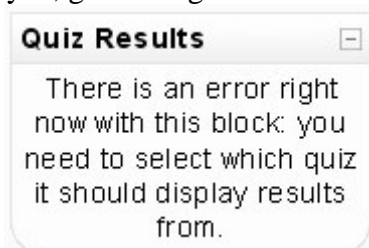
Group mode:

You are logged in as Trainer Trainer (Logout)

Here you can give students the ability to also use Quickmail to contact anyone enrolled in the course, and you can also set Group modes (in case you want to limit student’s communication within groups).

1.9.10 Quiz Results

The quiz results block displays the highest and/or lowest grades achieved on a quiz within your course. Therefore, your course must have at least one quiz created in order to use this block. When you first add this block you will not have selected which quiz you wish the results of to be displayed, generating the notice:



Clicking the Configuration icon (the hand with the pencil) allows you to choose which quiz you want to see the results for from the following window:

Configuring a Quiz Results block

Which quiz should this block display results from? **This course does not contain any quiz activities . You must add at least one before you are able to use this block correctly.**

How many of the highest grades should be shown (0 to disable)?

How many of the lowest grades should be shown (0 to disable)?

Show groups instead of students (only if the quiz supports groups)? Yes No

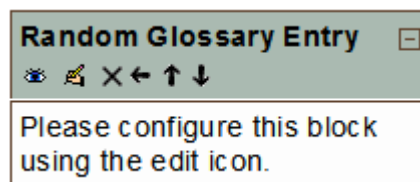
Display grades as:

You are logged in as Trainer Trainer (Logout)

Here, you can pick the quiz you want to display (unless you don't have any quiz activities created, like our example above). You can also set several other options such as the number of the lowest and highest grades displayed. If both the highest and lowest grades are set to zero then no results will be displayed; to display all grades you would need to set either of these to the number of participants in the course. You can also determine whether grades will be displayed as percentages, fractions or absolute numbers. If the quiz supports groups you can also show group results instead of students.

1.9.11 Random Glossary Entry

The random glossary block can be used to display random entries from a glossary, which usually take the form of dictionary style definitions. However the flexibility of Moodle's HTML editor allow users to adapt this block for other purposes such as 'Quote of the Day' or a random picture gallery that changes each time the page is refreshed. When this block is added to your course, you should see a window like the one shown at right.



Before using the **Random Glossary Entry** block you have to configure it using the edit icon (hand holding a pencil). There you will have the following window with a number of fields to complete:

Configuring a Random Glossary Entry block

Title:

Take entries from this glossary:

Days before a new entry is chosen:

How a new entry is chosen: ⓘ

Show concept (heading) for each entry:

You can display links to actions of the glossary this block is associated with. The block will only display links to actions which are enabled for that glossary.

When users can add entries to the glossary, show a link with this text:

When users can view the glossary but not add entries, show a link with this text:

When users cannot edit or view the glossary, show this text (without link):

You are logged in as Trainer Trainer (Logout)

Title:

Here you will write the title of that block. The default is Random Glossary Entry.

Take entries from this glossary

This allows you to choose from which glossary the entries in this block will be chosen.

Days before a new entry is chosen

This sets the number of days for how long that a given entry is

How a new entry is chosen

You have three options: *Last modified entry* will always display the entry that was last modified, and *Random entry* will choose a new one at random every time. The option *Next entry* will cycle through the entries in order. This last option is especially useful when a number of days is also chosen, allowing you to make a Quote of the week or a Tip of the day that everyone sees.

Show concept (heading) for each entry

Enabling that option will show headings for each entry that appears in the block.

Links

You can display links to actions of the glossary this block is associated with. The block will only display links to actions which are enabled for that glossary. You can type texts to appear for whichever of the three options: *Users can add entries to the glossary*, *Users can view the glossary but not add entries* or *Users cannot edit or view the glossary*.

1.9.12 Remote RSS feeds

The “Remote RSS Feeds” block enables RSS feeds from external websites to be displayed within Moodle. As the information on the other site (e.g. news headlines, recently added documents) is updated the block will update to show the latest info. When this block is added, you should see the following block appear:



To set-up this block, click on the configure icon (the hand with the pencil), and the following window will appear:

Configuring a Remote RSS Feeds block

Configure this block Manage all my feeds

Display each link's description? ▾

Max number entries to show per block:

Choose the feeds which you would like to make available in this block: There are no RSS feeds defined for this site.

Title:

Should a link to the original site (channel link) be displayed? (Note that if no feed link is supplied in the news feed then no link will be shown) : ▾

Show channel image if available : ▾

You are logged in as Trainer Trainer (Logout)

In the “Configure this block” tab, you have the following options:

Display each link's description?

Choose yes or no from the drop-down menu to determine whether the block will display a description of each article, or just the title of the article. Both the title and description are generated by the external feed.

Max number of entries to show per block:

Determines how many articles will be displayed. The most recent will be displayed first.

Choose the feeds which you would like to make available in this block:

Check the box next to each feed you would displayed in this block. You can have more than one instance of the RSS feed block if you would like to break them up.

Title:

Enter a title for the block. If you leave this blank a title will be taken from the RSS feeds, which can be confusing if there are multiple feeds in one block.

Should a link to the original site (channel link) be displayed?

Each article headline should link to the full article, but you can also display a link to the original site where available.

Show channel image if available?

Some feeds supply an image or logo from the original site which you can choose to display when available.

Now, if you click in the “Manage all my feeds” tab, the following window should appear:

Configuring a Remote RSS Feeds block



Configure this block Manage all my feeds

Nothing to display

Add a news feed URL:

Custom title (leave blank to use title supplied by feed):

[Validate feed](#)

You are logged in as Trainer Trainer (Logout)

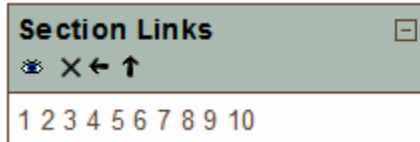
Adding a new feed requires you to copy and paste (or type) the URL address of the RSS feed in the space provided. You will find this on the original site generating the feed. You can then choose a custom title if you would prefer to use your own in place of the one generated by the feed.

Click the *Add* button to submit the feed. There is a validation tool (the “Validate feed” link) included to confirm the feed URL is accurate.

Please note that to actually add the new feed to your course you will have to configure an RSS feed block to include the new feed by using the “Choose Feed” field in the previous “Configure this block” tab.

1.9.13 Section Links

The “Section Links” block helps you quickly navigate to a particular topic/week section of the course (depending on whether the course uses either the "Topics" or "Weekly" format. The numbered links displayed within the block are the numbers assigned to the course topic/week sections. The block should look like this:



Where a topic/week section is highlighted, the link to that section within the "Section Links" block is emboldened. In addition, a link for the highlighted section ("Jump to the current topic/week") is displayed. Click the "Jump to the current topic/week" link to display the highlighted section at the top of the screen.

If there are a large number of topic/week sections, the block displays every other even number i.e. 2, 4 etc. or every fifth numbered topic/week section.

1.9.14 Assigning Roles for Blocks

To assign roles for a particular block in your course, you need to first “turn editing on” by pressing the button in the upper right of your course. Notice that you now have an additional “assign roles” icon that appears at the top of each block. When you click on this block, the following window will appear:



Roles

Assign roles

Assign roles ?

Roles	Description	Users
Non-editing teacher	Non-editing teachers can teach in courses and grade students, but may not alter activities.	0
Student	Students generally have less privileges within a course.	1
Guest	Guests have minimal privileges and usually can not enter text anywhere.	0

You are logged in as [Teacher Demo](#) (Logout)

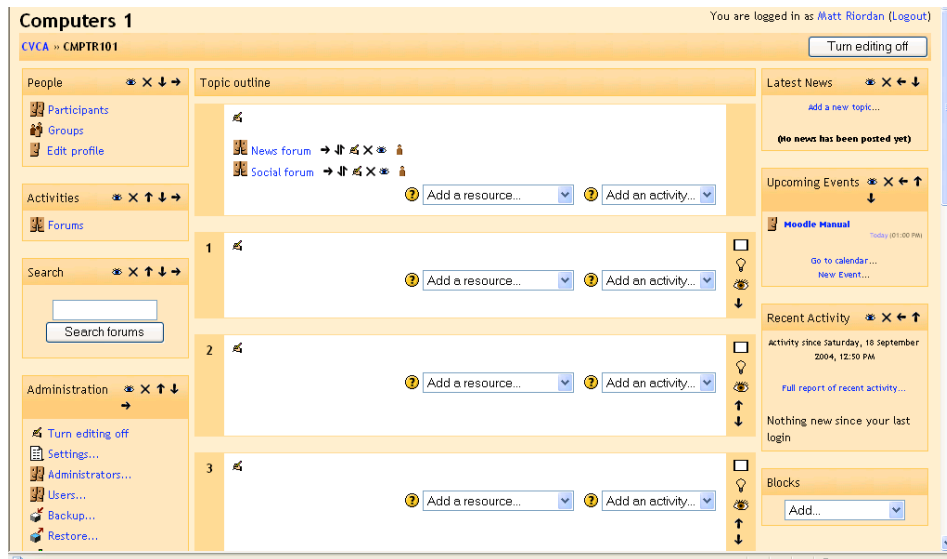
Features

At this point, the process of assigning roles is identical to the steps discussed in the previous “1.1.2.1 Assign Roles for the entire course” section. The only difference is that the user will ONLY have that role for this particular block.

2.0 Editing your class:

This is where the majority of things happen in your classroom. This is where you add discussion boards, journals, tests, quizzes, online resources and more. To start editing your page, click the “Turn editing on” button (on the left-hand side, or at the top right of the page).

This will change the look of the page slightly. Editing symbols will now appear next to existing features, and two “Add” boxes will now be in each topic box (or week box if you use Weekly format):



For existing items (like “News forum” above) there is a series of symbols next to the item. If you “hover” over each symbol with the mouse, it will tell you what the button does:



The right-facing arrow indents the item (for organizational purposes). If the item is already indented, there will be a left-facing arrow to “un-indent” the item.

The double arrows move the item up or down in the list.

The hand holding the pencil edits the item.

The “X” deletes the item.

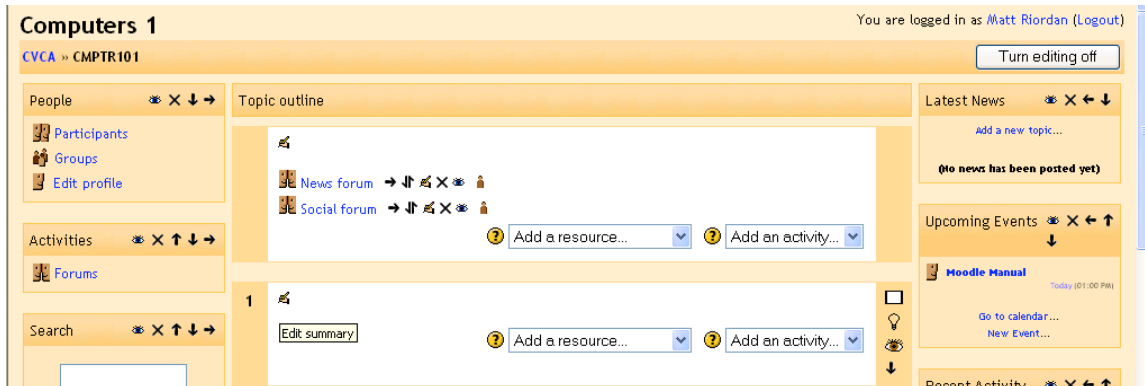
The eye hides the item from students (or shows the item if it is already hidden).

The person symbol allows you to toggle the item between “No Groups,” “Visible Groups,” and “Separate Groups.” (See 1.1.3 Groups for more details on groups.)

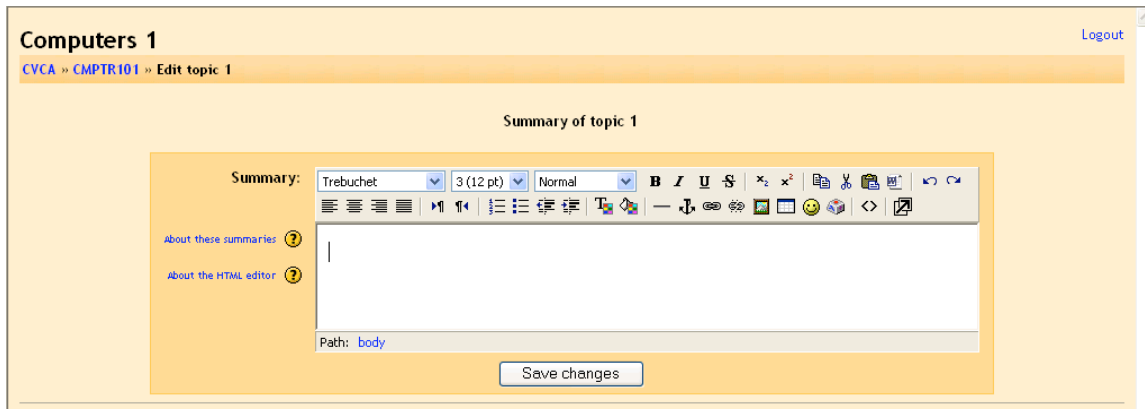
2.1 Adding Content

We can now add content to each topic. Note that next to each “Add” menu there is a “?” symbol. This brings up a window that explains what each item is, in case you need help.

The first thing we can do is to add text to the topic box (or week box if using Weekly format). To do this, click on the hand holding the pen in the box to which you wish to add text:



This will bring up the editing box:



Add the summary (a short description of the week or topic), and click on “Save changes.”

My example class now looks like this (after several edits):

The screenshot shows a Moodle course page for 'Computers 1'. The page is organized into several sections. On the left, there are navigation menus for 'People' (Participants, Groups, Edit profile), 'Activities' (Forums), 'Search' (Search forums), and 'Administration' (Turn editing off, Settings..., Administrators...). The main content area is titled 'Topic outline' and contains two topics. Topic 1 is 'PC Repair - in this unit we will study how to troubleshoot and repair a PC. This will include the repair of a real PC. Your grade will include observing safety measures.' Topic 2 is 'Networking - for this unit we will, as a class, propose and build a network of 10 computers. This network must include a file-storage server.' Each topic has an 'Add a resource...' and an 'Add an activity...' dropdown menu. On the right side, there are sections for 'Latest News' (Add a new topic...), 'Upcoming Events' (Moodle Manual), and 'Recent Activity' (Activity since Saturday, 18 September 2004, 12:57 PM).

2.1.0 The Add a Resource Menu

We can now add more content from the “Add” menus. This section will look at the “add a resource” menu. See below for details on the “Add an activity” menu. The “Add a resource” menu contains:

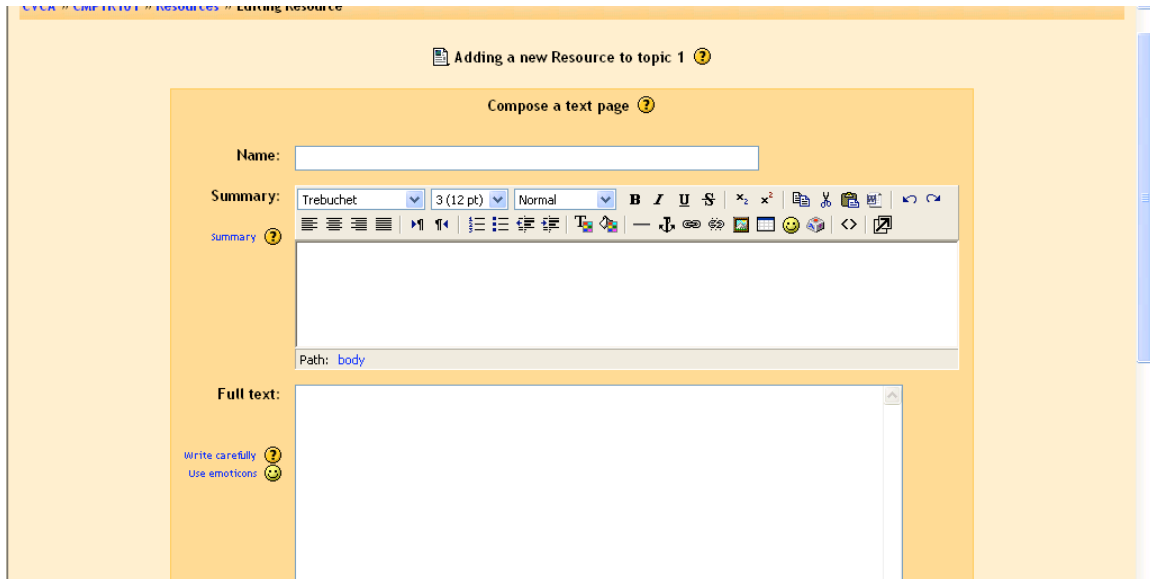
- Compose a text page
- Compose a web page
- Link to a file or web site
- Display a directory
- Insert a label
- Add an IMS Content Package

2.1.1 Compose a text page

This resource allows you to post a page of text (text that you type in or cut-and-paste from another document). To add a text page, select it from the “Add a resource” menu:

This screenshot is similar to the previous one, but the 'Add a resource...' dropdown menu is open, showing the following options: 'Add a resource...', 'Compose a text page', 'Compose a web page', 'Link to a file or web site', 'Display a directory', and 'Insert a label'. The 'Compose a text page' option is highlighted in blue.

You will then see a screen like this:



Name - can be anything you like. This is what the students will see in the classroom.

Summary - is a brief summary of the main text. It is used to help students quickly determine if the resource is relevant to what they are looking for. The summary box supports formatting (bold, underline, etc.) that can be found on the tool bar.

Full text - is where the main text is entered. By default, the text box supports emoticons and web addresses become hyper-links. This behavior can be changed in the “Formatting” pull-down menu under the full text box.

Formatting - is a pull-down menu that defines how the text box is interpreted. You have the following options available:

- Moodle auto-format.” This is a good all-purpose setting that supports hyper-linking and emoticons.
- Plain-text – pick this formatting if you want the text to look just like you typed it (no emoticons or hyper-links).
- Markdown format – pick this formatting if you want to use markdown formatting (which looks a lot like text email formats).

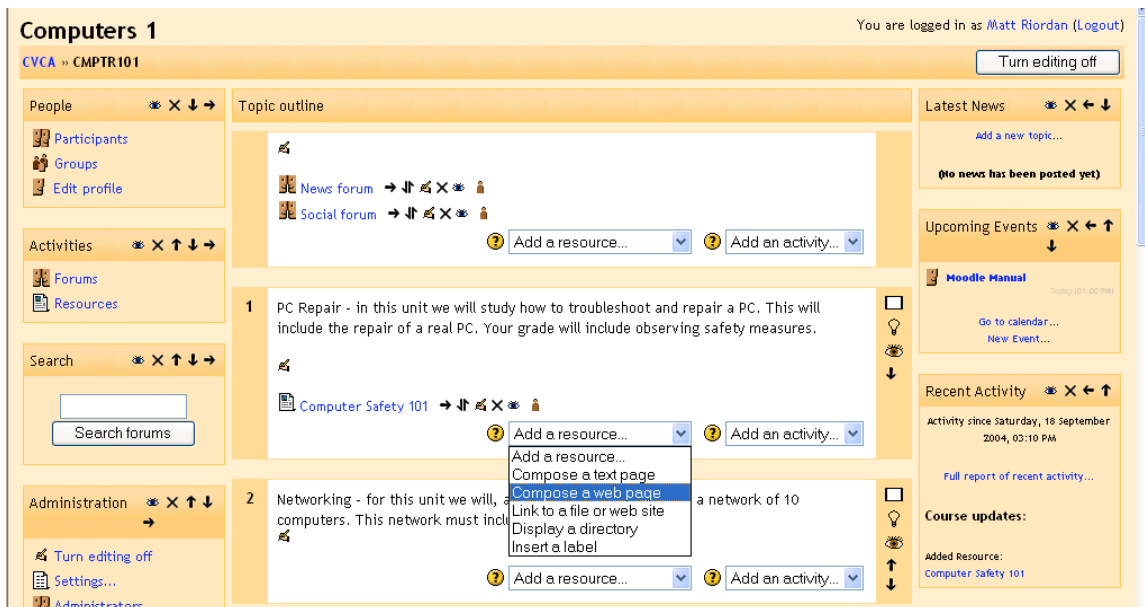
Window: Show (or Hide) settings - lets you change how the resource is viewed. By default, the resource appears in the same browser window that the user started in. If you want it to open another browser window, click on “Show settings” and select “New window.” You can then also define how big the new window will be, and other options.

When you are finished, click on “Save changes.” My classroom now has a resource called “Computer Safety 101”:



2.1.2 Compose a web page

This resource is very similar to the text page (see above), except it supports full formatting in the main “Full text” box. To add a “Compose a web page” resource, select it from the “Add a resource” menu:



This will take you to a page like this:

Name - can be anything you like. This is what the students will see in the classroom.

Summary - is a brief summary of the main text. It is used to help students quickly determine if the resource is relevant to what they are looking for. The summary box supports formatting (bold, underline, etc.) that can be found on the tool bar.

Full text - is where the main text is entered. This box supports all formatting tools on the tool bar (bold, underline, etc.).

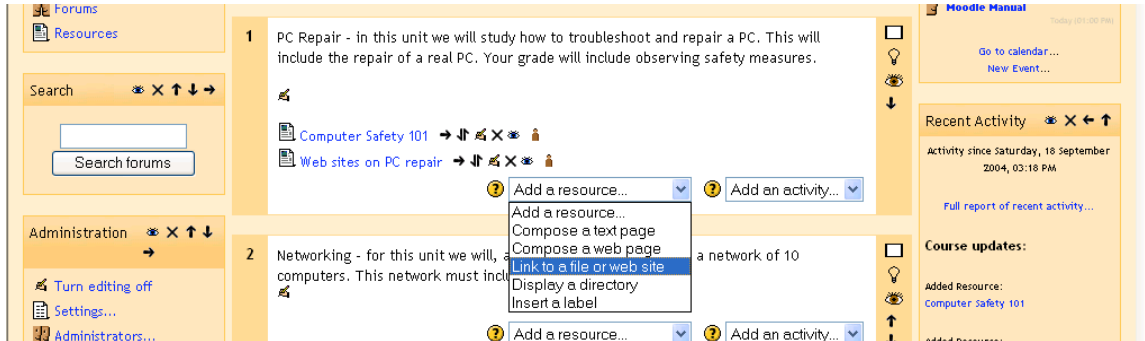
Window: Hide (or Show) settings - lets you change how the resource is viewed. By default, the resource appears in the same browser window that the user started in. If you want it to open the page in a new browser window, click on “New window.” You can then also define how big the new window will be, and other options.

Visible to Students - If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

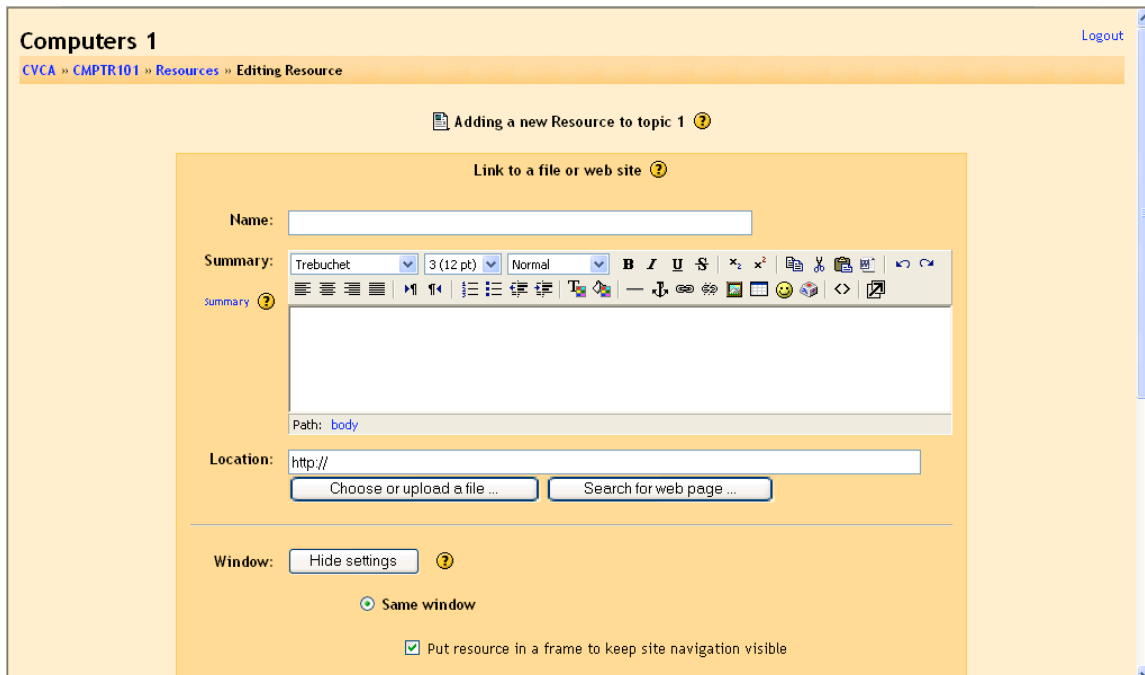
When you are finished, click on “Save changes.” My class now has an example called “Web sites on PC repair:”

2.1.3 Link to a file or web site

This resource adds a quick link to files you have uploaded to the classroom, or it adds a link to other websites. To add a link, select “Link to a file or web site” from the “Add a resource” menu:



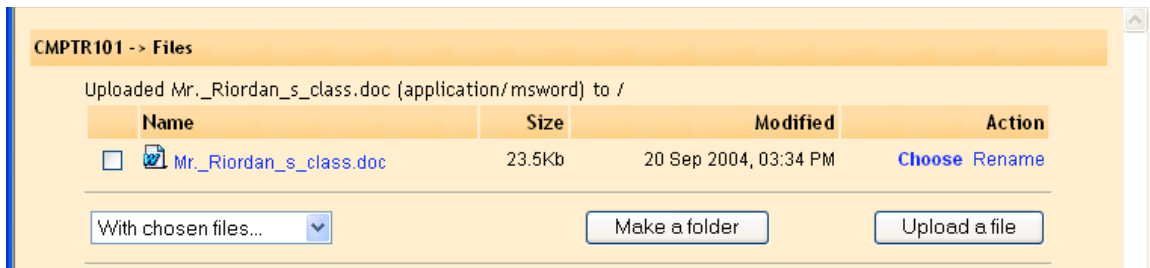
This will take you to a screen like this:



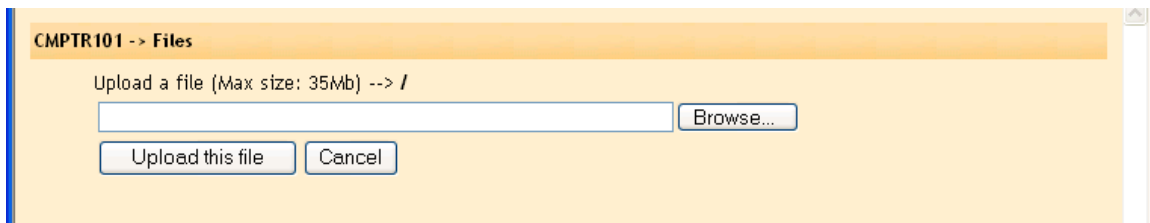
Name – this is the name of the resource. It can be anything (it does not have to be a web address).

Summary – this is a brief description of the resource. It shows up in the listing of all resources (in the Activities block or in the navigation “breadcrumb” at the top of the page). This helps students quickly decide if the information is relevant to what they are looking for.

Location - is the actual path to the file or web site that you want to post. If you are uploading a file, you click on the “Choose or upload a file” button. This brings up a page like this:



If the file you want is there, click on “Choose” on the right-hand side of the screen. If you need to upload the file from your computer, click on the “Upload a file” button. This opens up a screen like this:



This allows you to browse for the file you are looking for by clicking on the “Browse” button. Once you find the file, double-click on it. The path will fill in for you; click on “Upload this file.” The file will then be available for you to select.

If you want to add a web address, you can simply type it, or you can click on “Search for a web page.” This opens up a new window for you to search for the web page you want. Once you find it, you can copy the address and paste it in the “Location” box.

Window: Hide (or Show) settings - lets you change how the resource is viewed. By default, the resource appears in the same browser window that the user started in. If you want it to open the page in a new browser window, click on “New window.” You can then also define how big the new window will be, and other options.

Parameters: Show (or Hide) settings - lets you see and set parameters for settings you might need to pass to another website. A common use of this is to pass a user name and password to another site so your students can have access to the site. There are many options of parameters to pass, and the ones you would use depend on the site you are linking to. You can leave these settings blank for most uses.

Visible to Students - If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

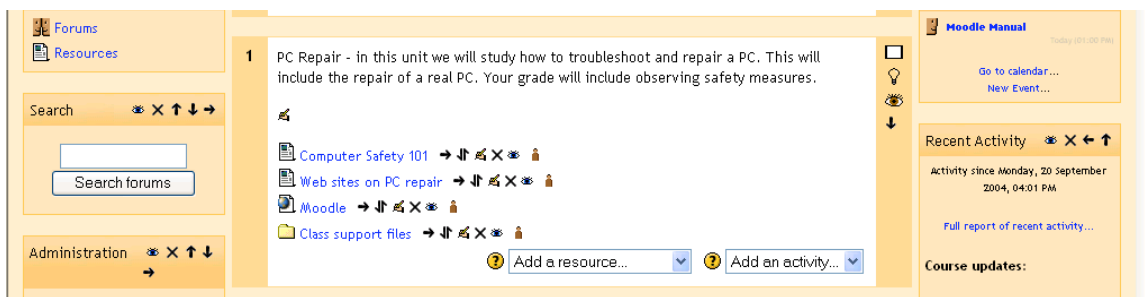
Name – this can be anything you like (it does not have to be the same as the name of the directory).

Summary – this is a short description of what the directory contains. This helps students quickly determine if the files will be relevant to what they are looking for.

Display a directory – this drop-down menu allows you to pick from any directories (folders) that you have created for your classroom. These directories must already exist (they can be created using the “Files” section of the “Administration” block). Note that if you pick a directory that has other directories (folders) inside of it, the students have access to those files as well.

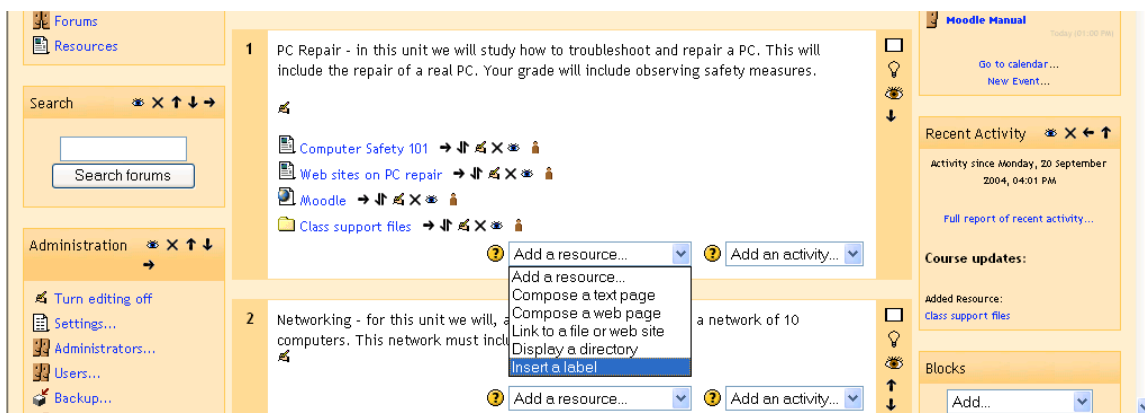
Visible to Students - If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

When you are finished, click on “Save changes.” My class now has an example directory called “Class support files”:

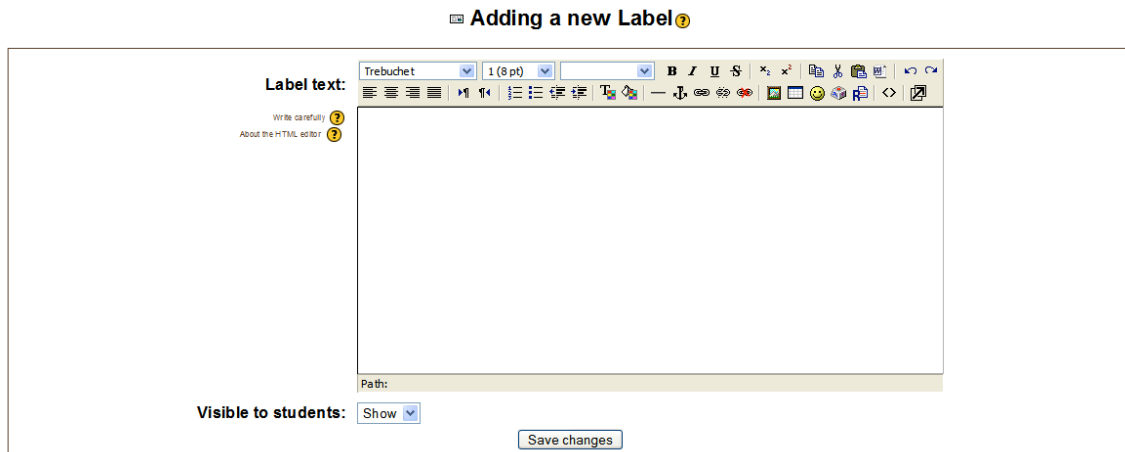


2.1.5 Insert a label

This feature allows you to insert text, images, and other things directly into the topic (or week) box. To add a label, click “Insert a label” in the “Add a resource” menu:



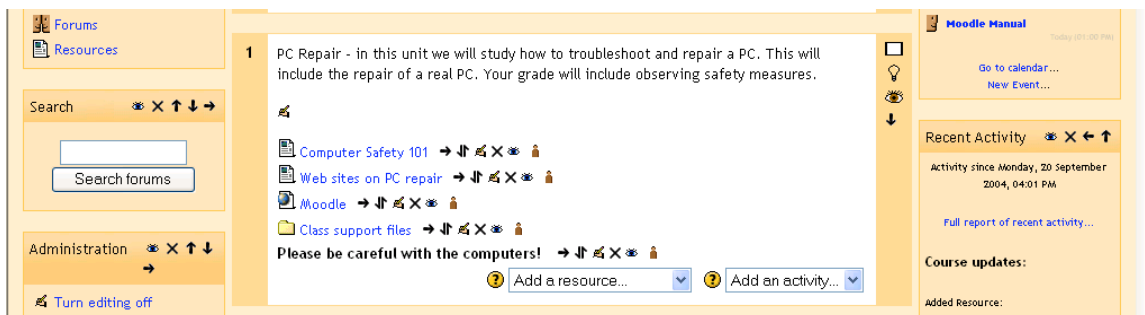
This will take you to the label editing page:



Label Text – Here, you may now type what you want to add to the class topic (or create a link, or add a picture, etc.).

Visible to Students: If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

When you are done, click on “Save changes.” In my example, I have added a (bold faced) label that says “Please be careful with the computers!”



2.1.6 Add an IMS Content Package

When you turn editing on in your class, you have a drop-down menu labeled as “Add a resource”. There is now a choice in this drop-down list, called “Add an IMS content Package”. An IMS content package is one of the standards used for sharing content back-and-forth between different Learning Management systems. If you were using a different Learning Management system at another institution, and exported your course information in an IMS compatible format, you would then be able to upload that content as a resource in Moodle. When you choose “Add an IMS content Package” from the drop-down list, you get the following screen:

The screenshot shows the Moodle interface for adding a new resource. The title is "Adding a new Resource to topic 3". The form is divided into several sections:

- General:** Contains a "Name*" field with a red error message "You must supply a value here." and an empty text input box. Below it is a "Summary" field with a rich text editor toolbar (including options for font color, size, bold, italic, underline, strikethrough, link, unlink, list, and image) and an empty text area. A "Path:" label is visible below the text area.
- Add an IMS Content Package:** Contains a "Location" text input field and a "Choose or upload a file ..." button.
- Window:** Contains a "Window" dropdown menu set to "Same window" and a "Show Advanced" button.
- Parameters:** Contains five dropdown menus: "Navigation side menu" (Yes), "Table of contents" (No), "Navigation buttons" (No), "Skip sub-menu pages" (Yes), and "Up button" (Yes).
- Common Module Settings:** Contains a "Group mode" dropdown menu set to "No groups" and a "Visible" dropdown menu set to "Show".

At the bottom of the form are "Save changes" and "Cancel" buttons.

Here, you can give your IMS package a name and summary, choose the location of your package file, and choose whether the contents open in the same window or a new window. You can also set various parameters for your content, including: a navigation side menu, table of contents, navigation buttons, skip sub-menu pages and an up button.

This covers all of the options in the “Add a resource” menu.

2.2 The “Add an activity” menu

The “Add an activity” menu allows you to add assignments, forums, and more. These differ from resources in that they are interactive – they encourage and in some cases require student participation. There are many options available in the “Add an activity” menu:

Assignments

- Advanced uploading of files
- Online text
- Upload a single file
- Offline activity

Chat

Choice

Database

Forum

Glossary

Lesson

Questionnaire (Note: this is not standard w/ Moodle, it is an added feature)

Quiz

Scorm/AICC

Survey (Note: this one is mostly for online course evaluation)

Wiki

Workshop

2.2.1 Advanced uploading of files

This activity is useful when you want your students to turn in multiple files (Word Document, Excel Files, etc...) as an assignment. When you choose the “advanced uploading of files” activity, you are brought to the following screen:

Assignment name – is required, but can be anything you like.

Description - is also required and describes the assignment. It can have full formatting using the toolbar (bold, underline, images, etc.).

Grade - sets the grade as either a number (from 1-100) or as a custom word-based scale set up in the “Scales” section (see earlier section).

Available from - lets you pick the date that your students will begin to have access to this assignment

Due Date - sets the date the assignment is due.

Prevent late submissions - if set to “Yes” then students can submit their assignment after the Due Date. Otherwise they will not be able to submit a late assignment.

Maximum size – lets you choose the maximum size of the files which will be uploaded

Allow deleting - If enabled, participants may delete uploaded files at any time before grading.

Maximum number of uploaded files – This is the maximum number of files each participant may upload. This number is not shown to students, so it’s best to write the actual number of requested files in the assignment description.

Allow notes - If enabled, participants may enter notes into a text area. It is similar to an online text assignment. This text box can be used for communication with the grading person, assignment progress description or any other written activity.

Hide description before available date - If enabled, assignment description is hidden before the opening date.

Email alerts to teachers If enabled, teachers are alerted with a short email whenever students add or update an assignment submission.

Common Module settings

The last two settings are common to all activities. So, we’ll discuss them at this point, but won’t talk about them for each subsequent activity. Just keep in mind that these options will always be available to you in any activity that you create:



Groups - The group mode for each activity can be one of three levels:

- No groups - there are no sub groups, everyone is part of one big community
- Separate groups - each group can only see their own group, others are invisible
- Visible groups - each group works in their own group, but can see other groups

Visible – If set to show, students will see the assignment. If not, the assignment will be hidden. This is useful if you want to prepare an assignment in advance (like a pop-quiz).


2.2.2 Online Text





















On online text assignment allows students to submit editable text, using the normal editing tools. Teachers can grade them online, and even add inline comments or changes. To add an Online Text assignment, click on “Online Text” under the “Add an activity” menu. This will take you to the screen:

 **Adding a new Assignment** 

General

Assignment name* You must supply a value here.

Description* 

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ \times_2 \times^2                    


2.2.3 Upload a Single File





With this activity, each participant will be able to upload a single file, of any type. This might be a Word processor document, or an image, a zipped web site, or anything you ask them to submit. To add an “Upload a Single File” assignment, click on “Upload a Single File” under the “Add an activity” menu. This will take you to the screen:




































Adding a new Assignment

General



Assignment name*


Description* 

Trebuchet | 1 (8 pt) | Lang | **B** | *I* | U | ~~S~~ | x₂ | x² |  |  |  | 

 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 

Path:


Grade  100


Available from 24 May 2007 09:00 Disable

Due date 31 May 2007 09:00 Disable

Prevent late submissions No


Upload a single file

Allow resubmitting  No

Email alerts to teachers  No

Maximum size 2MB

Common Module Settings

Group mode  No groups

Visible Show

These fields are identical to the ones found in the previous activities.


2.2.4 Offline activity




If you choose “offline activity” Students can see a description of the assignment, but can't upload files or edit anything. Grading works normally, and students will get notifications of their grades. This is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face. The screen for an Offline Activity is as follows:



































Adding a new Assignment

General

Assignment name* You must supply a value here.

Description* 

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x: x²   

2.2.5 Chat


A chat is a chat room. It is used for live-time discussions. Moodle also supplies a bulletin-board discussion space (see “Forum” below). The main difference is that Chat is a very efficient way to discuss things in live-time. If you expect your students to log in over several days at different times, then the forum is a better choice. Please note: Chat will archive a session if two (or more) people interact within a five-minute span. Otherwise, the program will not archive the session (why archive only one person talking?).





































When you add a chat, you should get a screen like this:


Adding a new Chat

General

Name of this chat room*

Introduction text* 

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x₂ x²                                    

Path: 


Next chat time 24 May 2007 09 00

Repeat sessions Don't publish any chat times

Save past sessions Never delete messages

Everyone can view past sessions No

Common Module Settings

Group mode  No groups

Visible Show

There are required fields in this form marked*.

Name of this chat room – This can be anything you like.

Introduction text – You can type anything you like here. Whatever you type will appear on the chat room’s introductory screen. This text supports formatting (bold, underline, etc.) using the tool-bar.

Next chat time – This is to advertise to students when to enter the chat room. Students may enter the chat room before the scheduled time, but this is useful to organize the start of a chat session.

Repeat sessions – This sets whether or not to advertise when the chat room will be in session. If you choose to advertise the “opening” time, you can choose whether it is a one-time chat event, a daily event, or a weekly event.

Save past sessions – This is where you set how long a chat room should be archived (from two days to “never delete”).

Everyone can view past sessions – This sets if students can see past chat sessions (the teacher can always see past (archived) sessions regardless of this setting). Please remember that a session will not archive unless there is interaction between two (or more) users within a five-minute period.

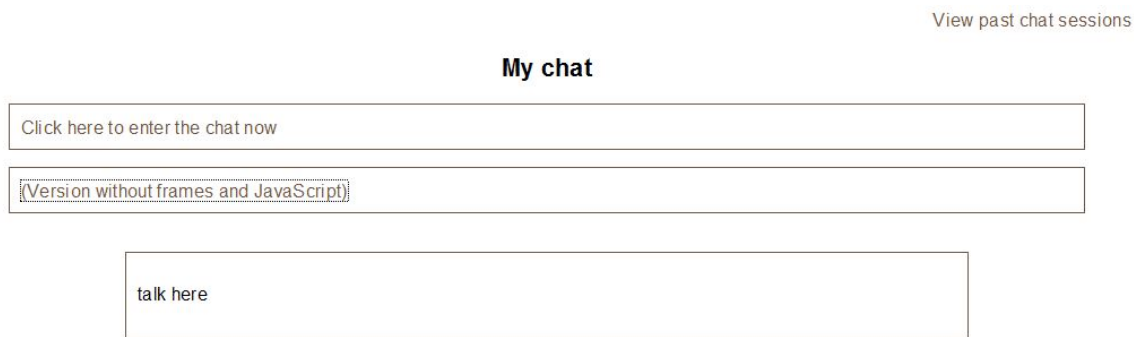
Group Mode - You can use this section to assign how groups will operate with this activity.

Visible - If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

When finished, click the *save changes* button.

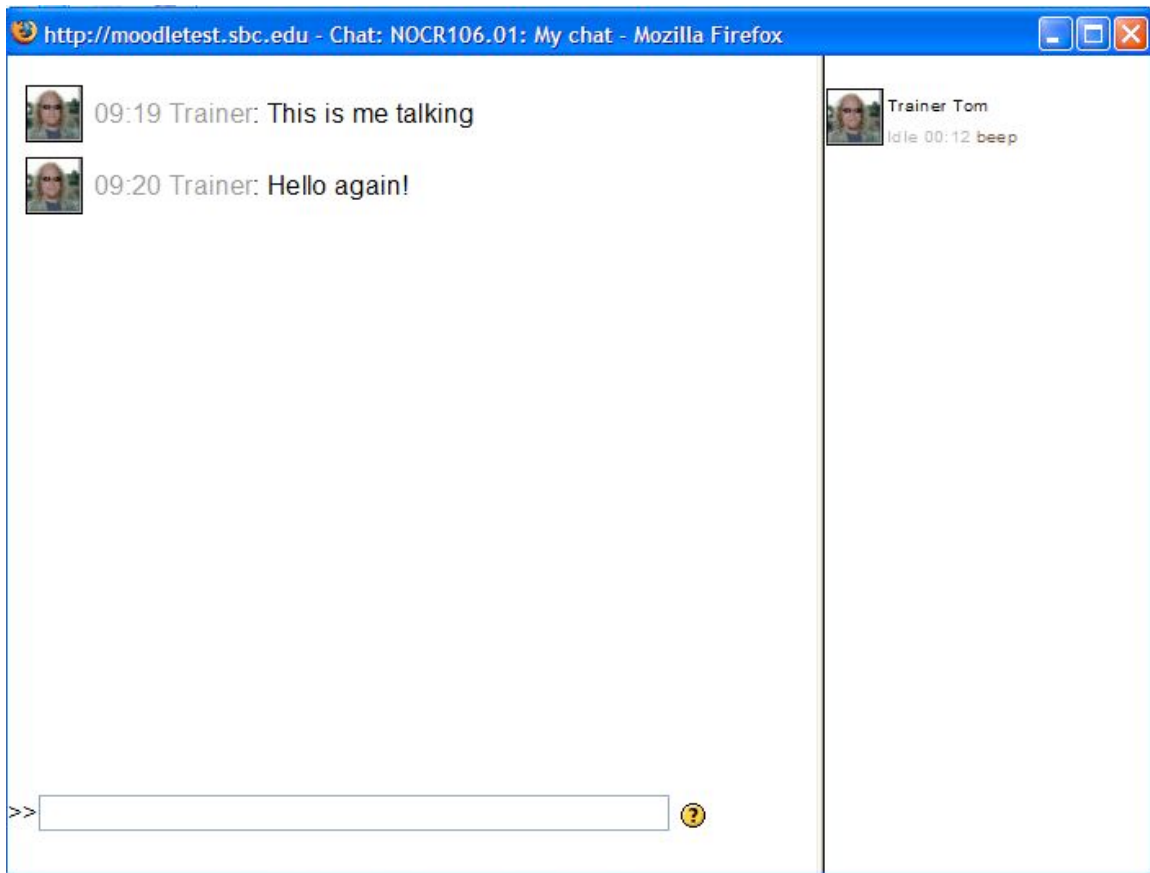
2.2.5.1 Using the Chat Room

You can then enter the chat by clicking on the link in your course. You’ll see something like this screen:



View past sessions – This link in the upper right, will take you to an archive of any past sessions

Click here to enter the chat now – will take you to a frame based chat room. It will look similar to this:



You'll see a list of all the people who have entered the chat room on the right. On the left, will be each message entered by the users, along with their name and time stamp. To enter a message just type in the bottom section and press the "return" or "enter" key on your keyboard. The chat module contains some features to make chatting a little nicer.

Smilies - Any smiley faces (emoticons) that you can type elsewhere in Moodle can also be typed in here and they will be displayed correctly. For example, :-) = 😊

Links - Internet addresses will be turned into links automatically.

Emoting - You can start a line with "/me" or ":" to emote. For example, if your name is Kim and you type ":laughs!" or "/me laughs!" then everyone will see "Kim laughs!"

Beeps - You can send a sound to other people by hitting the "beep" link next to their name. A useful shortcut to beep all the people in the chat at once is to type "beep all".

HTML - If you know some HTML code, you can use it in your text to do things like insert images, play sounds or create different colored and sized text.

Version without frames and JavaScript – will take you to a simpler chat room that doesn't use frames or JavaScript. This page looks like this:

Here, you see a list of participants at the top, and can send a message beneath the list of participants. You can use the submit button to submit your message, and the refresh button to see the list of messages below. If you check mark the “show only new” box, you will only see new messages. This option is good if students are on machines that have JavaScript disabled for some reason.

Also worth noting... is that some of your students can enter the normal frame chat, while others enter the non-frame chat room. They will still all interact with each other. They are just different windows to the same information.

2.2.6 Choice

A choice is basically a poll. When you add a choice, you ask a question, and supply two or more answers to the question. Then students may vote. This only asks one question at a time, so works well as a poll, but would not work well as a multiple choice test (that is under the quiz module). One great way to use this is to hand out topic assignments to your class on a first-come, first-serve basis. To add a “Choice,” select “Choice” from the “Add” menu. This will take you to the “Choice” screen:

At this point, add a name and a question. The question (“Choice text”) can be formatted (bold, underline, etc.) using the tool-bar. Then fill in the possible answers in the “Choice #” boxes. If you enable the limit, you can set a limit for the number of responses for each choice. If you need more choices, press the “Add 3 fields to form” button. You also have the option to restrict when the students can vote on the choice. Next, you can set the display mode for the choices. (If you’ve got a long list, I recommend vertically, rather than horizontally). You may then choose when to publish the results of the choice – never, after a student votes, after the poll closes (based on the closing time you set) - or you can select to always have the results available. You then choose how the results are displayed: with student names, or anonymously.

You then set if students may update (or change) their vote. You may also select if you want students to see a list of who has not yet answered the choice with the “Show column for unanswered” field (teachers always see who has not yet answered). You also can set Group options and choose if this activity is visible to students. When finished, click on “Save changes.”

2.2.7 Database

The Database activity allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things. You may be familiar with similar technology from building Microsoft Access or Filemaker databases. One useful way to use activity in a classroom would be to use it as a student portfolio area, where students could share their work.

To create a Database activity, choose “Database” from the “Add an Activity” drop-down menu. The following screen will appear:

Adding a new Database to topic 4

General

Name* You must supply a value here.

Introduction*

Trebuchet 1 (8 pt) Lang B I U S x₂ x²

Path:

Available from 11 May 2007 Disable

Available to 11 May 2007 Disable

Viewable from 11 May 2007 Disable

Viewable to 11 May 2007 Disable

Required entries None

Entries required before viewing None

Maximum entries None

Comments No

Require approval? No

RSS articles None

Allow posts to be rated? Use ratings

Grade Scale: Satisfactory

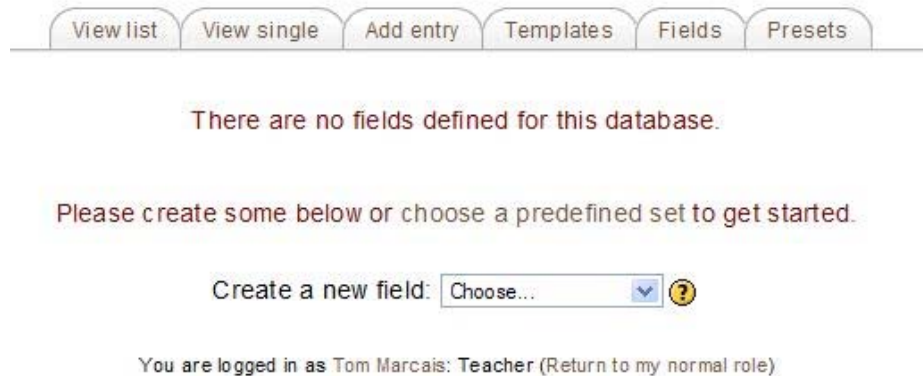
Common Module Settings

Group mode No groups

Visible Show

Here, you can give the database a name, a bit of introduction text, and set the available & view dates. You can also choose how many entries are required for the users to complete this activity, and how many entries are required before the users can view the rest of the entries. You can also set a maximum number of entries each user can submit, and whether or not each student can comment on other entries. If you require approval, the user’s entry will not be visible to other users until you have approved it. You can also rate the posts, and set the format for the grading.

When you've finished configuring your database settings, press the "Save Changes" button. At this point, you will see the following screen appear:



At this point, you can use the drop down menu labeled "Create a new field" to begin creating fields for your database.

2.2.7.1 Fields

There are 12 different preset fields you can create for your database. Below is a description of each field, along with a picture of the settings needed to be completed for each field.

Checkbox: Allows you to create one or more checkboxes. You need to give this field a name, and an optional field description. Then, each line in the options box is a different checkbox. For example, if you had the following in "Options":

Red
Blue
Green

would give you three checkboxes to choose from when creating your entry, one for each color. If your object was red and blue, you could check both of them. When viewing the entry, you would only see the text for the options that had been checked during the creation of the entry.

Checkbox field

Field name

Field description

Options (one per line)

Date: Allows users to enter a date by picking a day, month and year from a drop down list. You need to give this field a name, and an optional field description.

Date field

Field name

Field description

File: Asks users to upload a file from their computer. You need to give this field a name, and an optional field description. You can also restrict the maximum size of the file. (If it is an image file then the picture field may be a better choice.)

File field

Field name

Field description

Maximum size

Latitude/longitude: Users can enter a geographic location, by specifying the location's latitude and longitude. For example, Sweet Briar, VA is located at 37.5614722744 latitude & -79.0859141522 longitude. You need to give this field a name, and an optional field description. Then, you need to pick a link-out service, so that when viewing the record, links are automatically generated linking to a geographic data services such as [Google Earth](#), [OpenStreetMap](#), [GeaBios](#), [Mapstars](#) and more.

Latitude/longitude field

Field name

Field description

Link-out services to display

How to label items in KML files (Google Earth)

Menu: This field is used to create a drop-down list for the user when creating an entry. You need to give this field a name, and an optional field description. Then, the text entered in the “Options” area will be presented as a drop-down list for the user to choose from. Each line becomes a different option in the drop-down list.

Menu field

Field name

Field description

Options (one per line)

Menu (Multi-select): Almost identical to the “Menu” field; however by holding down control or shift as they click, users will be able to select multiple options. (Not all users might be comfortable with this method of selection, so it may be wise to use multiple checkboxes instead.)

Multiple-selection menu field

Field name

Field description

Options (one per line)

Number: Asks the user to enter a number. The number must be an integer, though it can be negative (e.g. ..., -2, -1, 0, 1, 2, 3, ...). If you enter anything else but numbers and a leading minus sign the number will be truncated or converted to zero e.g. "3.14" becomes "3", "1,000,000" becomes "1" and "six" becomes "0". You only need to give this field a name, and an optional field description.

Number field

Field name

Field description

Picture: The user can upload an image file from their computer. You need to give this field a name, and an optional field description. You can also set the width and height of the picture when viewed in either single or list view. You can also set a maximum size for the picture.

Picture field

Field name

Field description

Width in single view

Height in single view

Width in list view

Height in list view

Maximum size

Radio buttons: Allows the user to choose only one of a range of options. If the user doesn't select any of these options then they will be prompted to do so and can only submit the entry when the option is chosen. You need to give this field a name, and an optional field description. Then, the text entered in the "Options" area will be presented as radio buttons for the user to choose from. Each line becomes a different radio button.

Radio button field

Field name

Field description

Options (one per line)

Text: Users can enter text up to 60 characters in length. You need to give this field a name, and an optional field description. You may also allow terms to be autolinked to other sections of your Moodle course.

Text field

Field name

Field description

Allow autolink

Textarea: Allows users to enter a long piece of text including formatting similar to that found when creating forum posts. You need to give this field a name, and an optional field description. You also need to set the width (number of columns) and height (number of rows) for your text area field.

Textarea field

Field name

Field description

Width columns

Height rows

2.2.7.3 Viewing Entries

To view the database entries, you can either click on the “View List” tab, which will show you all your entries in a list form, like this:

[View list](#) [View single](#) [Add entry](#) [Templates](#) [Fields](#) [Presets](#)

last name:
Todays Date:
File to Share:
Synopsis of file:
  X

last name: marcais
Todays Date: 14 May 2007
File to Share: 
Synopsis of file: test
  X

Entries per page Search Sort by

Or, you can click on the “View Single” tab, which will show you each record one-by-one, like this:

[View list](#) [View single](#) [Add entry](#) [Templates](#) [Fields](#) [Presets](#)

Page: 1 2 (Next)

last name:
Todays Date:
File to Share:
Synopsis of file:
 X

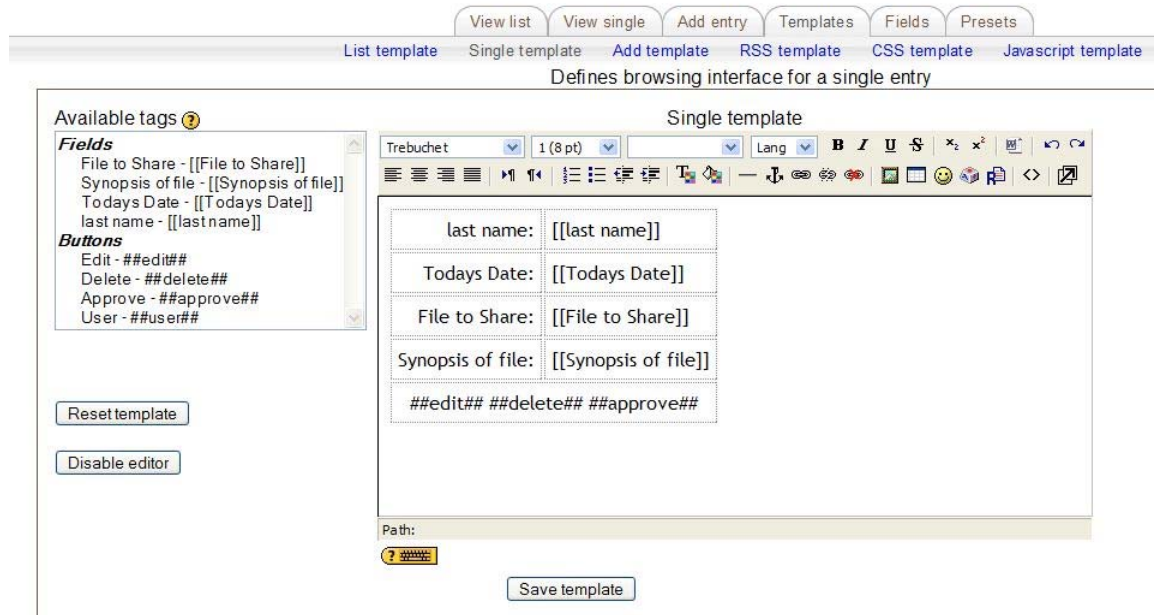
Page: 1 2 (Next)

Entries per page Search Sort by

Either way you choose, you will have the ability to arrange your results by selecting options at the bottom of the page. You can choose your number of entries per page, you can search your entries, and you can sort by any of the fields you created in either an ascending or descending fashion.

2.2.7.4 Templates

Templates are basically the way you control the visual display of the data from your database. Formatting is similar to the way you would set up a mail merge in Word. When you click on the “Templates” tab, it will take you to a screen like this:



This section can get kind of complicated, and may not be very intuitive for the average computer user. If you want to learn in detail how to make changes to the various sections here, there is some good information at:

<http://docs.moodle.org/en/Templates>

Otherwise, my main recommendation is to leave these areas at their default settings. If you do make changes, you can always click the “Reset template” to revert the template to show just the fields that were added to the database.

2.2.7.5 Presets

When you click on the “Presets” tab, it will take you to a screen that looks like this:

My database

View list View single Add entry Templates Fields Presets

Export

Export as zip ?

Save as preset ?

Import

Import from zip file ?

Use a preset ? Image Gallery

In the Export section you can export the templates (not the data, just the structure) of your database as a Zip file. Or, you can save the templates as a “Preset”... which will allow any other instructors on Moodle to use the same templates that you have when they create their databases.

In the Import section, you can import a zip file (that you would have previously exported from another database) to use the template structure from that file. Or, you can use any presets that are available on your Moodle installation (by default, there should just be an image gallery choice).

2.2.8 Forum

This is basically a bulletin board. You may create a forum to discuss various topics for your class. To add a “Forum,” select “Forum” from the “Add an activity” menu. This will take you to the “Forum” page:

Adding a new Forum

General

Forum name*

Forum type

Forum introduction*

Force everyone to be subscribed?

Read tracking for this forum?

Maximum attachment size

RSS

RSS feed for this activity

Number of RSS recent articles

Grade

Allow posts to be rated? Use ratings

Grade

Restrict ratings to posts with dates in this range:

From

To

Post threshold for blocking

Time period for blocking

Post threshold for blocking

Post threshold for warning

Common Module Settings

Group mode

Visible

There are required fields in this form marked*.

Again, there are help buttons next to each pull-down menu (the “?” buttons). You will be required to give the forum a name, and an introduction.

The “Forum type” offers four choices: “A single simple discussion,” “Each person posts one discussion,” “Q and A” or “Standard forum for general use.” In “A single simple

discussion,” you have just a single topic, all on one page. Useful for short, focused discussions. In “Each person posts one discussion,” each person can post exactly one new discussion topic (everyone can reply to them though). This is useful when you want each student to start a discussion about, say, their reflections on the week's topic, and everyone else responds to these. The “Q & A” forum requires students to post their perspectives before viewing other students' postings. After the initial posting, students can view and respond to others' postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking. In “Standard forum for general use,” you have an open forum where any one can start a new topic at any time. The “Standard forum” is the most commonly used forum.

Next is the “Force everyone to be subscribed?” option. If this is set to “Yes,” then every student in your class will get an email copy of every post in the forum. This might get old in a big discussion group, but would be useful if the forum were a class news forum where students would be emailed any new announcements. Students can always elect to be subscribed to a forum if this setting is set to “No.”

Your next option is “Read tracking for this forum”. If 'read tracking' for forums is enabled, users can track read and unread messages in forums and discussions. The instructor can choose to force a tracking type on a forum using this setting. There are three choices for this setting:

- Optional [default]: students can turn tracking on or off for the forum at their discretion.
- On: Tracking is always on.
- Off: Tracking is always off.

The next setting is “Maximum attachment size,” which allows you to limit the size of any attachments that students may want to upload.

If your administrator has enabled RSS feeds (news feeders), you will see two additional entries:

Maximum attachment size: 500KB  

RSS feed for this activity: None  

Number of RSS recent articles: 0  

Allow posts to be rated?: Use ratings

If the RSS questions do not appear on your screen, then your administrator probably has not enabled RSS feeds. See your administrator for more information. Since RSS is available in multiple modules, it is covered in its own section. For more information, see Appendix 3: RSS Feeds.

The next section of setting up a Forum is the option to rate posts in a discussion. If you do not want to rate posts, then leave the “Use ratings” checkbox blank (or uncheck it if it is checked). If you do want to rate posts, check the box next to “Use ratings.”

Once you check “Use ratings,” the other options become available. Under the “Users” menu, you have the option of setting who can rate posts. Then you can set who can rate posts. You can allow everyone to rate posts, or you can select to only have administrators (teachers) rate posts.

Under the “Users” menu is the “View” menu. This lets you select if a user can see everybody’s ratings, or only the ratings for the user.

Once you have determined who can rate posts, then you can select the rating method. To set the evaluation method, select what you would like from the “Grade” menu. Under this menu, you will see any custom scales you set up under “Scales” (see above), as well as any numerical evaluation from 1 to 100. If you select a custom scale, the evaluator (you or the students) can select any of the words you set up (Excellent, Good, etc.). If you select a numerical evaluation, the evaluator can select a number from 0 to the upper limit you set (if you set a grade of 85, then the evaluator can select any number from 0 to 85).

If you wish, you can limit the rating of posts to just certain days or times. If you wish to do this, check the “Restrict ratings to posts with dates in this range” box. Set your “From” date and your “To” date, and the evaluator will only be able to assign grades during those times.

The **Post Threshold for Blocking** section has three options: “Time period for blocking”, “Post threshold for blocking” and “Post threshold for warning”. The concept of managed postings is very simple. Users will be blocked from posting after a given number of posts in a given period (set in the “Time period for blocking” field), and as they approach that number, they’ll be warned that they are approaching the threshold. Setting the warn threshold to 0 will disable warnings, and setting the block threshold to 0 will disable blocking. If blocking is disabled, warnings will automatically be disabled. None of these settings affect teachers posting

You also can set Group options and choose if this activity is visible to students. When you are done with the “Forum,” click on “Save changes.”

2.2.9 Glossary

The “Glossary” option adds a flexible way to present definitions (and more) that can be linked through your entire class site. For example, if you define the term “sonnet” and the word sonnet comes up in a forum discussion, the word sonnet will appear as a link that will take the user to the definition. To add a Glossary, select “Glossary” from the “Add an activity” pull-down menu. This will take you to the Glossary screen:

Adding a new Glossary

General

Name* You must supply a value here.

Description* ?

Trebuchet 1 (8pt) Lang **B** *I* U ~~S~~ ^x _x Path: ?

Entries shown per page* 10

Glossary Type ? Secondary glossary

Duplicated entries allowed ? No

Allow comments on entries ? No

Allow print view ? Yes

Automatically link glossary entries ? Yes

Approved by default ? Yes

Display format ? Simple, dictionary style

Show 'Special' link ? Yes

Show alphabet ? Yes

Show 'ALL' link ? Yes

Edit always ? No

RSS

RSS feed for this activity ? None

Number of RSS recent articles ? 0

Grade

Allow entries to be rated? Use ratings

Users Only teachers can rate entries

Grade ? Scale: Satisfactory

Restrict ratings to entries with dates in this range:

From 24 May 2007 10:30

To 24 May 2007 10:30

Common Module Settings

Group mode ? No groups

Visible Show

Save changes Cancel

Name: This field can be anything you like – it is the name that shows up on the class page. For my example, I will call it “Computer Terms.”

Description: This can be anything you like. This does support formatting (bold, italics, etc.) by using the tool-bar.

Entries shown per page: This is useful to help users with slow connections. If you limit the entries to 10 or 15 per page, the load time is faster. If you do not specify a number, the system will load every definition.

Glossary Type: This can be either “Secondary glossary” or “Main glossary.” You can only have one Main Glossary for your entire classroom. You may have as many Secondary Glossaries as you like. Entries from Secondary Glossaries can be transferred to the Main Glossary. This allows you to build a Main Glossary with the definitions you want from any definition in the Secondary Glossaries. Students cannot modify a Main Glossary.

Duplicated entries allowed: This sets if students can define a term more than once (if two or more students can define “sonnet” or the like).

Allow comments on entries: This sets if others in the class can make comments on glossary entries or not.

Allow print view: Students can be allowed to use the print view of the glossary. You can choose whether this feature is enabled or disabled. Teachers always can use the print view.

Automatically link glossary entries: If this option is set to “Yes”, then every time a term is used anywhere on the site, the term will link to the definition in the glossary. For example, if I define sonnet, and someone uses the term sonnet in a forum discussion, the word sonnet will become a link to the definition I wrote.

Approved by default: If this setting is set to “No,” then all student entries must be approved by the teacher before they become available to everyone. If this is set to “Yes,” then all entries are available to everyone.

Display format: This sets how the glossary will appear to the students. There are several choices:

- Simple, dictionary style – this presents the terms like a dictionary, in alphabetical order. Any attachments are shown as links. Author information is not presented.
- Continuous without author – this presents the terms as one big page, and sorts the terms by date. The author is not indicated.
- Encyclopedia – this presents the terms like an encyclopedia. All uploaded images are seen in the article, and the author is indicated.
- Entry list – this presents the terms as a list of the terms with no definitions. Your Moodle administrator must set what happens when you click on the term – it may or may not show the definition depending on what is set by the administrator.
- FAQ – this presents the terms as a frequently asked question forum. The term’s “Name” field will be presented as a question, and the “Description” field will be given as the answer.

- Full with author – this is similar to the “Encyclopedia” setting, except attachments are seen as links instead of being in the definition. Author information is given.
- Full without author – this is the same as “Full with author,” except no author information is given. This looks very much like the “Simple, dictionary style” except time and date information is given.

Here are what the various settings look like:

Simple, dictionary style

The screenshot shows a web interface for a glossary titled "Computers 1". At the top, there is a breadcrumb trail: "CVCA » CMPTR101 » Glossaries » Computer Terms". A search bar is present with a "Search" button and a checkbox for "Search full text". Below the search bar are four buttons: "Add a new entry", "Import entries", "Export entries", and "Waiting approval". Underneath these are four more buttons: "Browse by alphabet", "Browse by category", "Browse by date", and "Browse by Author". A section titled "Browse the glossary using this index" contains a list of letters: "Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL". The main content area shows a definition for "Technician": "A person who repairs computers. Mr. Riordan is our technician." To the right of the definition is a small image icon labeled "Matt.JPG". At the bottom right of the definition box are icons for a comment, a close button, and a refresh button.

Continuous without author:

The screenshot shows the same web interface as above, but in a different style. The breadcrumb trail and search bar are identical. The navigation buttons are also the same. The "Browse the glossary using this index" section is identical. The main content area shows a list of terms. The first term is "Moodle": "Moodle: A distance-learning software suite. It is available at moodle.org." The second term is "Technician": "A person who repairs computers. Mr. Riordan is our technician." The "Technician" entry includes the author "Matt.JPG" and the same comment, close, and refresh icons as seen in the previous screenshot.

Encyclopedia:

The screenshot shows an encyclopedia page with three entries. Each entry is in a yellow-bordered box with a header, author information, a description, and a 'Rate...' button. The entries are:

- Moodle**: by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:39 AM). A distance-learning software suite. It is available at moodle.org.
- Network**: by Matt Riordan (Last edited: Thursday, 16 December 2004, 05:48 PM). A series of computers joined together to share resources.
- Technician**: by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:23 AM). A person who repairs computers. Mr. Riordan is our technician.

Entry list:

The screenshot shows a glossary entry list for 'Computer Terms'. It includes a search bar, navigation buttons, and an alphabetical index.

Computer Terms

A collection of computer terms.

Search full text

[Add a new entry](#) [Import entries](#) [Export entries](#) [Waiting approval](#)

[Browse by alphabet](#) [Browse by category](#) [Browse by date](#) [Browse by Author](#)

Browse the glossary using this index

[Special](#) | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#)
[P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [ALL](#)

M

[Moodle](#)

N

[Network](#)

T

[Technician](#)

FAQ:

The screenshot shows a Moodle FAQ page with three entries. Each entry has a question and an answer, with a 'Rate...' button and icons for reporting, deleting, and editing. The entries are:

- M**
Question: Moodle
(Last edited: Tuesday, 21 September 2004, 11:39 AM)
Answer: A distance-learning software suite. It is available at moodle.org.
- N**
Question: Network
(Last edited: Thursday, 16 December 2004, 05:48 PM)
Answer: A series of computers joined together to share resources.
- T**
Question: Technician
(Last edited: Tuesday, 21 September 2004, 11:23 AM) Matt.JPG
Answer:
A person who repairs computers.
Mr. Riordan is our technician.

Full with author:

The screenshot shows a Moodle FAQ page with three entries, each including the author's name and profile picture. The entries are:

- Moodle**
by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:39 AM)
A distance-learning software suite. It is available at moodle.org.
- Network**
by Matt Riordan (Last edited: Thursday, 16 December 2004, 05:48 PM)
A series of computers joined together to share resources.
- Technician**
by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:23 AM) Matt.JPG
A person who repairs computers.
Mr. Riordan is our technician.

Full without author:

The screenshot shows a Moodle glossary page with three entries. Each entry has a title, a last edited timestamp, a description, and a 'Rate...' button. The entries are:

- Moodle** (Last edited: Tuesday, 21 September 2004, 11:39 AM): A distance-learning software suite. It is available at moodle.org.
- Network** (Last edited: Thursday, 16 December 2004, 05:48 PM): A series of computers joined together to share resources.
- Technician** (Last edited: Tuesday, 21 September 2004, 11:23 AM): A person who repairs computers. Mr. Riordan is our technician.

Getting back to the “Adding a new Glossary” screen:

The screenshot shows the 'Adding a new Glossary' settings screen. The settings are:

- Show 'Special' link: Yes
- Show alphabet: Yes
- Show 'ALL' link: Yes
- Edit always: No
- RSS: RSS feed for this activity: None, Number of RSS recent articles: 5
- Grade: Allow entries to be rated? Use ratings, Users: Only teachers can rate entries, Grade: Grade Satisfactory, Restrict ratings to entries with dates in this range: From: 24 May 2007, To: 24 May 2007
- Common Module Settings: Group mode: No groups, Visible: Show

Buttons: Save changes, Cancel

Show 'Special' link: if this setting is set to yes, it allows students to browse using special characters (like \$ % #).

Show alphabet: if this is set to yes, it allows students to browse by letter of the alphabet.

Show 'ALL' link: if this is set to yes, it allows students to list all entries in the glossary at once.

Edit always link: if this is set to yes, then students can edit their glossary entries at any time. If this is set to no, students cannot edit their entries once they are submitted.

If your administrator has enabled RSS feeds (news feeders), you will see two additional entries:

Edit always: No ?

RSS feed for this activity: None ?

Number of RSS recent articles: 0 ?

Allow entries to be rated?: Use ratings: _____

If the RSS questions do not appear on your screen, then your administrator probably has not enabled RSS feeds. See your administrator for more information. Since RSS is available in multiple modules, it is covered in its own section. For more information, see Appendix 3: RSS Feeds.

The next section of setting up a Glossary is the option to rate posts in a discussion. If you do not want to rate posts, then leave the “Use ratings” checkbox blank. If you do want to rate posts, check the box next to “Use ratings.”

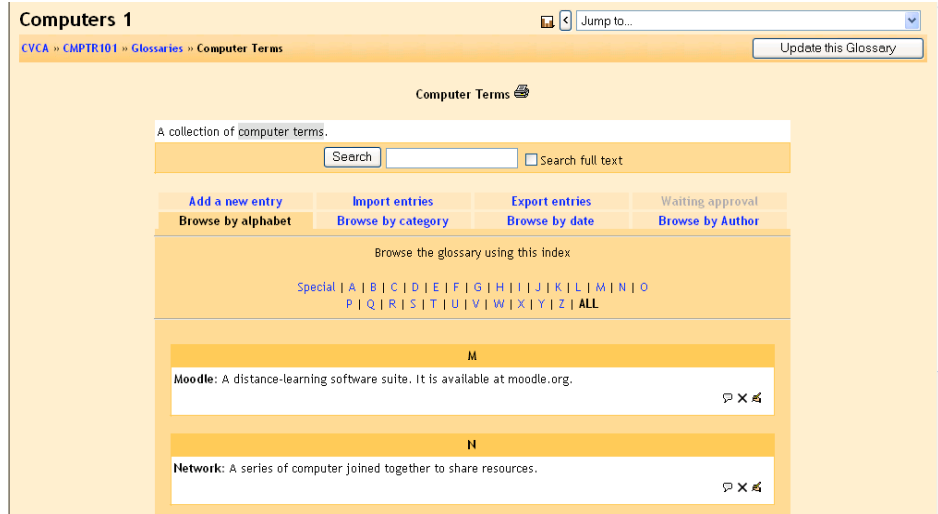
Once you check “Use ratings,” the other options become available. Under the “Users” menu, you have the option of setting who can rate posts. If you want to restrict rating posts to just yourself (as the teacher), select “Only administrators can rate entries” from the “Users” menu. If you would like the students to be able to rate entries (for peer review or the like), select “Everyone can rate entries.”

Once you have determined who can rate posts, then you can select the rating method. To set the evaluation method, select what you would like from the “Grade” menu. Under this menu, you will see any custom scales you set up under “Scales” (see above), as well as any numerical evaluation from 1 to 100. If you select a custom scale, the evaluator (you or the students) can select any of the words you set up (Excellent, Good, etc.). If you select a numerical evaluation, the evaluator can select a number from 0 to the upper limit you set (if you set a grade of 85, then the evaluator can select any number from 0 to 85).

If you wish, you can limit the rating of posts to just certain days or times. If you wish to do this, check the “Restrict ratings to posts with dates in this range” box. Set your “From” date and your “To” date, and the evaluator will only be able to assign grades during those times.

You can also choose if this glossary is or is not visible to your students. Once you have these settings the way you want them, click on “Save changes.”

After the glossary is created, if you click on its link, you will go to your glossary page:



The heading tabs are:

Browse by alphabet – sorts the terms by letter.

Browse by category – sorts the terms by categories you define (define categories by clicking on the “Edit categories” button under the “Browse by category” tab).

Browse by date – sorts the terms by date. This can sort by modification date or by creation date.

Browse by Author – sorts the terms by author of the definition. This works even when the author information is not displayed.

Add a new entry – this allows a new term and definition to be added to the system. See below for more detail.

Import entries – allows you to import glossaries that have been exported from other glossaries.

Export entries – this allows you to export your glossary to share with another glossary.

Waiting approval – if entries require teacher approval before being publicly posted, this is where those entries are approved.

Also note the search option at the top of the page. If you do not check the “Search full text” box, then the search only looks for the term names. If the “Search full text” box is checked, the system will search through every word. This can take longer and return more entries than you might wish, but it is thorough.

Adding a new entry – if you click on the “Add new entry” tab, you will see a screen like this:

The screenshot shows a web interface titled "Computers 1" with a breadcrumb trail: "CVCA » CMPTR101 » Glossaries » Computer Terms » Edit". A search box labeled "Jump to..." is in the top right. The main heading is "Computer Terms" with a description: "A collection of computer terms." Below this are navigation tabs: "Browse by alphabet", "Browse by category", "Browse by date", and "Browse by Author". A secondary row of tabs includes "Add a new entry" (which is highlighted), "Import entries", "Export entries", and "Waiting approval". A message states: "Add a new entry to the current glossary. Concept and definition are mandatory fields." The form contains several fields: "Concept:" with a text input, "Keyword(s):" with a dropdown menu, "Categories:" with a dropdown menu showing "Not categorised", and "Definition:" with a rich text editor. The rich text editor toolbar includes options for font face (Trebuchet), size (3 (12 pt)), style (Normal), bold, italic, underline, strikethrough, link, unlink, list, and other standard editing tools.

You must specify the “Concept” field. You may add keywords that the system will link to this definition if those words are used. For example, if I define “sonnet” with a keyword of “poem,” then the system will link to the definition of “sonnet” if someone uses “poem” in a discussion. You may also put the term into a category if you have any defined. You then can fill in the “Definition” field, and can attach any attachments you want to. When you are done, click on “Save changes.”

2.2.10 Lesson

This feature allows you to add entire lessons that guide the student based on the student's answers. It might be helpful to think of a lesson as a kind of flowchart. The student reads some content. After the content, you ask the student some questions. Based on the answers the student gives, the system sends him or her to another page. For example, if a student chooses answer one, then the system goes to page 3. If the student chooses answer two, the system goes to page 1. If the student answers 3, the system goes to page 5. Lessons are very flexible, but do require some set-up. To add a lesson, select "Lesson" from the "Add an activity" menu. This will take you to the lesson page:

Adding a new Lesson ?

General

Name*

Timed ? No ▾

Time limit (minutes)*

Maximum number of answers/branches ? 4 ▾

Grade options

Practice lesson ? No ▾

Custom scoring ? Yes ▾

Maximum grade ? 0 ▾

Student can re-take ? No ▾

Handling of re-takes ? Use mean ▾

Display ongoing score ? No ▾

Flow control

Allow student review ? No ▾

Display review button ? No ▾

Maximum number of attempts ? 1 ▾

Action after correct answer ? Normal - follow lesson path ▾

Display default feedback ? No ▾

Minimum number of questions ? 0 ▾

Number of pages (cards) to show ? 0 ▾

Lesson formatting

Slide Show ? No ▾

Slide show width* ?

Name: This names the lesson. You can name it anything you like.

Timed: This puts a time limit on the lesson. Students are shown a JavaScript counter and the time is recorded in the database. Due to the inconsistent nature of JavaScript, the timer does not evict a student from the lesson when the time is up, however a question answered after the time limit is not counted. The time in the database is checked each time a student submits a question.

Time Limit (minutes): Type a number in minutes here for the time limit.

Maximum number of answers/branches: This value determines the maximum number of answers the teacher can use. The default value is 4. If the lesson uses only, say, TRUE or FALSE questions throughout then it is sensible to set this value to 2. This parameter also sets the maximum number of Branches that can be used in a Branch Table. It is safe to change the value of this parameter in a lesson with existing content.

Practice Lesson: A practice lesson will not show up in the grade book.

Custom Scoring: This will allow you to put a numerical point value on each answer. Answers may have negative values or positive values. Imported questions will automatically be assigned 1 point for correct answers and 0 for incorrect, though you may change this after the import.

Maximum grade: This sets the maximum grade available for the lesson.

Student can retake: This setting determines whether the students can take the lesson more than once or only once. The teacher may decide that the lesson contains material which the students ought to know thoroughly. In which case, repeated viewing of the lesson should be allowed. If, however, the material is used more like an exam then the students should not be allowed to re-take the lesson.

Handling of re-takes: When the students are allowed to re-take the lesson, the grades shown in the Grades page are either their average (mean) grade over the re-takes or their best (maximum) grade for the lesson.

Display ongoing score: Will show the current score while the student works on the lesson.

Allow student review: This will let the student navigate back through the lesson to change their answers.

Display review button: This will display a button after an incorrectly answered question, allowing a student to re-attempt it. It is not compatible with essay questions, so leave this off if you are using essay questions.

Maximum number of Attempts: This sets how many times a student can try a question before the lesson automatically moves them on. This allows students to make progress even if a particular question stumps them.

Action after Correct Answer: This has three options:

- Normal – follow Lesson Plan – this is the normal use of a lesson. When a student gets a correct answer, the lesson moves them on to the next page (whatever the lesson defines as the next page).
- Show an Unseen Page – this allows the lesson to act like a group of flash cards. When this is set, the student will see a new page (card) that has not been seen before (this does not show cards that were answered incorrectly).
- Show an Unanswered Page – this allows the lesson to act like a group of flash cards. When this is set, the student will see a card that could be new (not seen before), or a card that has been seen before but was answered incorrectly.

Display default feedback: If set to *Yes*, then when a response is not found for a particular question, the default response of "That's the correct answer" and "That's the wrong answer" will be used. If set to *No*, then when a response is not found for a particular question, then no feedback is displayed. The user taking the Lesson will automatically be directed to the next Lesson page.

Minimum number of Questions: This sets the number of questions that a student is expected to answer. The grade is calculated from this number. If this is set to zero, the grade is figured based on the number of questions the student tried. If this is set to another number (like 10), the system calculates the grade out of at least that number. If a student only answers 5 questions and this number is set to 10, the grade is 5 out of 10, or 50%.

Number of pages (Cards) to show: This sets the number of pages that a student will be shown. The lesson ends when this number is reached. If this is set to 0 (the default), every page is shown. Also, if this number is set to a number greater than the number of pages available, then lesson will end after every page has been shown.

Slide show: This enables the display of the lesson as a slide show, with a fixed width, height, and custom background color. A CSS based scroll bar will be displayed if the width or height of the slide is exceeded by the content of a page. Questions will 'break out' of the slide show mode, only pages (branch tables) will be shown in a slide by default. Buttons labeled with the lang default for "Next" and "Back" will be shown at the far right and left of the slide if that option is chosen on the page. Other buttons will be centered below the slide.

Slide Show Width: Type a number for how many pixels wide the slides will be.

Slide Show Height: Type a number for how many pixels high the slides will be.

Slide show background color: Type in a 6 letter hexadecimal code for the color of the slides.

Display left menu: This will show a list of the pages (Branch Tables) in the lesson. Question pages, cluster pages, etc. will not be shown by default (you may choose to show question pages by checking that option on the question). Also, by specifying a grade greater than 0, the user taking the Lesson must have a grade equal to or greater than the grade set in order to view the Left Menu. This allows Lesson designers to force users to go through the entire lesson during the user's first attempt. Then, if a user retakes the Lesson after meeting the required grade, s/he can see the Left Menu to help with review.

Progress Bar - Display a progress bar at the bottom of the Lesson. Currently, the progress bar is most accurate with a linear Lesson.

Password Protected Lesson: This will not allow a student to access the lesson unless they type the password.

Password: If you have set Password Protected Lesson to "Yes", type a password here.

Available from: This sets the start date of the lesson.

Deadline: This sets when the lesson will no longer be available.

Dependent On: This section allows this current lesson to be dependent upon a student's performance in another lesson that is in the same course. You would select that lesson from the "Dependent On" drop-down menu. If the performance requirement(s) is not met, then the student will not be able to access this lesson. Conditions for the dependency include:

- **Time Spent:** the student must spend this set amount of time in the required lesson.
- **Completed:** the student must complete the required lesson.
- **Grade better than:** the student must earn a grade in the required lesson that is better than the one specified here.

Any combination of the above can be used if needed.

Pop-up file or web page – This section allows you to create a pop-up window at the beginning of a lesson to a file (example: a mp3 file) or a web page. Also, a link will be printed out on every lesson page that re-opens the pop-up if necessary. Optionally a "Close Window" button be printed at the bottom of the pop-up and the height and width of the window can be set as well. Supported embedded file types: MP3, Media Player, Quicktime, Realmedia, HTML, Plain Text, GIF, JPEG, PNG. All other file types will default to a link for download.

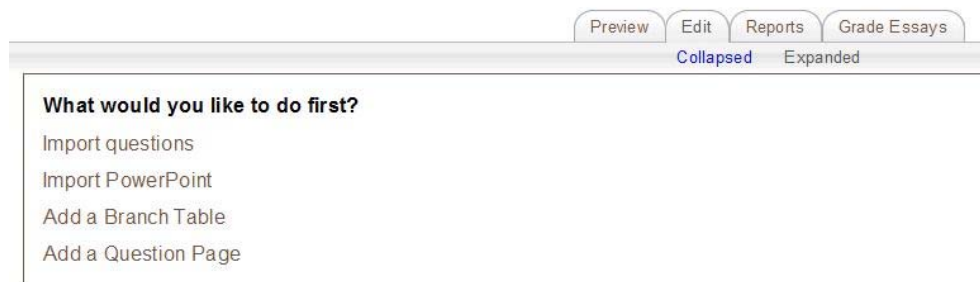
Link to an activity - The drop-down menu contains all of the activities for this course. If one is selected, then a link to that activity will appear at the end of the Lesson.

Number of High Scores Displayed: Type a number to limit how many of the top scores are displayed. As long as this number is greater than 0, a list of the high scores for the lesson will be shown. Students who get a high score can choose a custom name to list their score by. There is a 'badwords' filter which checks for naughty names. High scores do not display if the "Practice lesson" option is turned On.

Use this lesson's settings as defaults: Select yes before Saving the lesson, and the settings you have chosen for this lesson will be the default settings for the next time you create a lesson for this course.

Visible – If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you're still editing it!).

When you are finished with these settings, click on “Save changes.” This will take you to a screen like this:



This is the structure page of the lesson. You can Import Questions, Import Powerpoint, Add a Branch Table or Add a Question Page here. Once you have started adding questions, you will also be able to edit them here.

2.2.10.1 Import Questions

This function allows you to import questions from external text files, uploaded through a form. A number of file formats are supported:

GIFT format: GIFT is the most comprehensive import format available for importing Moodle quiz questions from a text file. It was designed to be an easy method for teachers writing questions as a text file. It supports Multiple-Choice, True-False, Short Answer, Matching and Numerical questions, as well as insertion of a _____ for the "missing word" format. Various question-types can be mixed in a single text file, and the format also supports line comments, question names, feedback and percentage-weight grades. Below are some examples:

```
Who's buried in Grant's tomb?{~Grant ~Jefferson =no one}

Grant is {~buried =entombed ~living} in Grant's tomb.

Grant is buried in Grant's tomb.{FALSE}
```

Who's buried in Grant's tomb?{=no one =nobody}

When was Ulysses S. Grant born?{#1822}

Aiken format: The Aiken format is a very simple way of creating multiple choice questions using a very clear human-readable format. Here is an example of the format:

What is the purpose of first aid?

- A. To save life, prevent further injury, preserve good health
- B. To provide medical treatment to any injured or wounded person
- C. To prevent further injury
- D. To aid victims who may be seeking help

ANSWER: A

Missing Word: This format only supports multiple choice questions. Each answer is separated with a tilde (~), and the correct answer is prefixed with an equals sign (=). Here is an example:

As soon as we begin to explore our body parts as infants we become students of {=anatomy and physiology ~reflexology ~science ~experiment}, and in a sense we remain students for life.

AON: This is the same as Missing Word Format, except that after importing the questions all Short-Answer questions are converted four at a time into Matching Questions. Additionally, the answers of multiple-choice questions are randomly shuffled during the import. It's named after an organization that sponsored the development of many quiz features

WebCT: Currently, the WebCT format only supports importing multiple-choice and short answers questions

Course Test Manager: This will enable you to import questions from the Course Test Manager from Course Technology

Other formats available include: Examview, Hotpot, Learnwise, Multianswer, Qti2, Xhtml and xml.

2.2.10.2 Import PowerPoint

When you click on the “Import PowerPoint” link, it will take you to this screen:

Import PowerPoint ?

Upload:

Here, you can browse your file section, or upload a file, to find the PowerPoint file you want to use. Each slide will come in as a new branch page in your lesson. The title of the page comes from the title of the PowerPoint slide. The descriptions on the branch page are blank, so the initial settings will follow the flow control parameter in lesson settings. You can, of course go in and edit the settings after the pages have been created through the import process.

2.2.10.3 Add a Branch Table

Branch tables are simply pages which have a set of links to other pages in the lesson. Typically a lesson may start with a branch table which acts as a table of contents. They are used for navigation in the lesson. Branches give the students choices of where to go in the lesson. There are no “Responses” fields like the ones found in standard Pages. When a branch ends, you can have the lesson end, or you can have the program jump back to the original branch page. An example might be helpful. Here is a branch page:

Computers 1 Jump to...

CVCA » CMPTR101 » Lessons » Troubleshooting Update this Lesson


Troubleshooting

Printers

Printer troubleshooting can be difficult. It can take months or years to build up the experience to accurately diagnose computer problems. The first concern when troubleshooting printers is safety. Always make sure the printer is unplugged before opening the case!

Clicking on “Click here to learn more about safety” would take the students to pages about safety. You, as the teacher, define where the buttons jump to – it could be the next page, or it could be to page 27 (if you had one).


To add a branch, click on “Add a Branch Table.” This will take you to a screen like this:

Add a Branch Table 

Page title:

Page contents:

Trebuchet | 1 (8 pt)



Path:


Arrange Branch buttons horizontally in slideshow mode?
 Display in left menu?

Description 1:

Add the name of the page, and add the contents of the page. The contents can be fully formatted (bold, italics, etc.) using the format bar. You can also choose if you wish to “arrange branch buttons horizontally in slideshow mode” and if you want to “display in left menu”. You then fill in the various Description boxes (you do not have to use them all). You then can choose where the page will “jump” to if this description is chosen. You can always select “This page” (which will just refresh the current page), “Next page” (which will take to the next page in the lesson) or “Previous page” (which will take you the page before this one). Once you have inserted other branches and/or question pages, you will also see their names as selections here. You will also have the option to jump to the end of the lesson. Note that you may want to jump to a page you have not yet created. If that is the case, you create the page you want later, and then come back and edit this branch table so it will point to the correct page. When you are finished, click on “Add a branch table.” My example looks like this:

Check navigation

Import questions | Add a Cluster | Add a Branch Table | Add a Question Page here

Printers 

Printer troubleshooting can be difficult. It can take months or years to build up the experience to accurately diagnose computer problems. The first concern when troubleshooting printers is safety. Always make sure the printer is unplugged before opening the case!

Branch Table

Description 1:	Click here to learn more about safety.
Jump 1:	This page
Description 2:	Click here to learn more about diagnosing printer problems.
Jump 2:	This page

Import questions | Add a Cluster | Add an End of Cluster | Add a Branch Table
Add an End of Branch | Add a Question Page here

Note that both of the “Jump” fields have “This page” set. I would need to go back and change those when and if I added more pages.

Also notice that we now have a variety of links at the top and bottom. In addition to the “import questions” and “add a Branch table”, we also have “add a Cluster”, “add an end of cluster”, “add an End of Branch”, and “add a question page here”.

2.2.10.4 Add an End of Branch

This ends a branch from a branch table. When the system sees one of these, it returns to the first page of the branch table. Once added, you can edit an End of Branch if you want it to jump somewhere other than back to the start of the branch. If a branch does not have an End of Branch, it will continue to the last question in the branch, and then the lesson will end.

2.2.10.5 Add a Question Page

This is the standard page of a lesson. These pages consist of information, questions, responses and “jump to” menus. Click on “Add a Question Page here” above or below the current page (depending if you want to add it above or below the current page). This will take you to a screen like this:

The screenshot shows a web form titled "Add a Question Page" with a help icon. Below the title is a "Question type" section with tabs for "Multiple Choice", "True/False", "Short Answer", "Numerical", "Matching", and "Essay". There is a "Multianswer" checkbox. The main content area is a text editor with a toolbar (font: Trebuchet, size: 1 (8pt), bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, undo, redo) and a large text area. At the bottom, there are fields for "Page title", "Path", and "Answer 1".

Before adding a question, you might want to note that a great overview of Lessons is found by clicking on the “?” at the top of the page.

Type a page title and the page contents. The page contents may be formatted (bold, italics, etc.) by using the tool-bar. After the page contents are several fields for “Answers” and “Responses” and selections for “jump to” menus. Typically, you will end the page content with a question. Each answer is a possible answer to that question, and each response is optional information that will display if the student picks that answer. At the top of the page, there are tabs labeled “Question Type.” This allows you to pick the

style of question that you want. Note the help “?” next to the menu. This help screen is very useful if you want more details on a type of question. In most questions, you put in the Answers in order, but the system will scramble them when the students see them. There are several choices:

Multiple Choice – in this style of question, the student must match one answer from several choices. There can be more than one correct answer to the question if you want, and if any of these answers are selected, the question will be counted as correct. There is a special variation of this – you can have a multiple choice question that has more than one answer and where the student must correctly identify ALL of the correct answers. To activate this kind of multiple choice question, click on the “Multianswer” box found under the “Question type” tabs. If you choose this, make sure all of your correct answers “jump” to the same page and all of your incorrect answers “jump” to the same page (more on this below).

True/False – this is a question that has only two possible answers (true or false).

Short answer – this type of question forces the student to type in an answer. Spelling matters! You can put in both correct and incorrect answers. If an answer matches, that result is returned. If no answer matches at all, the program counts it as wrong. You can use a wild card character in your answers. The wild card is the asterisk (*). You can use this to fill in parts of a word, or replace a whole word. For instance, if you wanted to be able to accept 2002, 2003 and 2004 as answers, you could put in 200* and all three answers would be correct. In the same way, Matt* would accept Matt and Matthew (and Mattanything!). The lesson will stop on the first matching answer it finds. If you have two answers, longest and long*, and if the student types longest, the program will stop at whichever answer you typed in first (longest or long*). Finally, short answers, by default, are not case-sensitive. If you want to force the question to be case-sensitive, check the “Case Sensitive” box under the “Question type” tabs.

Numerical – this type of question requires a number for an answer. It may be a simple number (like “1”), or you can specify a range of numbers by separating the low number and the high number by a colon (e.g. 1:10 would accept any number from 1 to 10). You can have more than one answer, but the program tests each answer in order. If answer one is a match, the program stops checking. If it is not a match it moves on to the next answer, and so on. An example would be “Name a prime number below 10.” The answers would be 1, 2, 3, 5, 7, 9 – one answer in each answer box. You could have wrong answers in the system as well if you wanted to comment on a common error or the like (in the prime number example, I could put in “4” as a wrong answer and give feedback on it).

Matching – this type of question matches two columns of information. The first list goes in the “Answer” boxes and the second list goes in the “Response” boxes. For example, the question could be “Match the following baseball teams with the city where they play” and Answer 1 would be Red Sox, Answer 2 would be Yankees, Response 1 would be Boston and Response 2 would be New York. It is important to note that the list in the

Answer boxes is not scrambled (Answer 1 is always Red Sox and Answer 2 is always Yankees). This allows you to ask questions like “Put this list in order” and have the Answers all be in the order you want. The list built from the Response boxes is always scrambled. If the match is made correctly, the lesson will look to the Answer 1 action (go to the next page, go to page 5, or whatever). If the match is not made correctly, then the system will always look to the Answer 2 action (go back one page, etc.), even if the student picked Answer 3 or 4 (or any incorrect answer).

After you select the type of question you want, you type in the various answers. Remember that for some questions, order is important (see the “?” help or the section above for details). The system will scramble the answers for the students (except for matching, where it scrambles the responses instead). You may fill in responses if you wish. If you do not fill in a response to an answer, the system will fill in a default response (like “That’s correct”).

Essay – This question type allows you to type in a question, and your students can respond in an essay form.

When you are finished creating the question, click on “Add a Question Page.” My example now looks like this (this is the teacher view, with answers):

Check navigation

Import questions | Add a Cluster | Add a Branch Table | Add a Question Page here

Printers ⚙ ⏪ ⏩ ×	
Printer troubleshooting can be difficult. It can take months or years to build up the experience to accurately diagnose computer problems. The first concern when troubleshooting printers is safety. Always make sure the printer is unplugged before opening the case!	
Branch Table	
Description 1: Click here to learn more about safety.	
Jump 1: This page	
Description 2: Click here to learn more about diagnosing printer problems.	
Jump 2: This page	
Check branch table	

Import questions | Add a Cluster | Add an End of Cluster | Add a Branch Table
Add an End of Branch | Add a Question Page here

Essay #1 ⚙ ⏪ ⏩ ×	
Give me your comments on printer safety	
Essay	
Score 1: 1	
Jump 1: Next page	
Check question	

Import questions | Add a Cluster | Add an End of Cluster | Add a Branch Table
Add a Question Page here

End of branch ⚙ ⏪ ⏩ ×	
End of branch	
End of branch	

Note the “Check navigation” link – this lets you check the lesson flow any time you wish. The navigation is defined by the “Jump” menus, so the lesson might not follow the logical order that you see on the screen as you are building the lesson.

2.2.10.6 Add a Cluster and Add an End of Cluster

A cluster represents a set of questions from which one or more may be randomly chosen. Clusters should be completed with an End of Cluster page for best results (otherwise they treat the End of Lesson as the EOC). Questions within a cluster are randomly selected by choosing "Unseen Question within a Cluster" as a jump. Questions within a cluster may either link to the EOC to exit the cluster, or jump to an unseen question within the cluster, or jump to any other page in the lesson. This also enables the creation of scenarios with a random element using the lesson module.

2.2.10.7 Grades

If your lesson is graded, the system computes the number of right and wrong answers to compute a grade. A right answer is any answer that moves the user to a page DOWN in the logical order (the screen we have been looking at). A wrong answer is any answer that sends a user UP in the logical order or has the user stay on the same page. Remember that the logical order (what you as the teacher see) and the navigational order (what the student sees) do not have to be the same (but they can be, depending on your lesson). Grades are computed only from the logical order. The first page of a branch table (the one with the navigational buttons) is not graded. The logical order versus the navigational order can be confusing. The logical order is the order you see when building the lesson. The navigational order is what the student sees when taking the lesson (and what you can check by clicking on the "Check navigation" link). Note that essays must be manually graded.

2.2.10.8 Moving Pages

If you have a page that exists and you want to move it up or down the logical order (the screen you see), click on the arrow icons next to the edit icon on the page you wish to move:



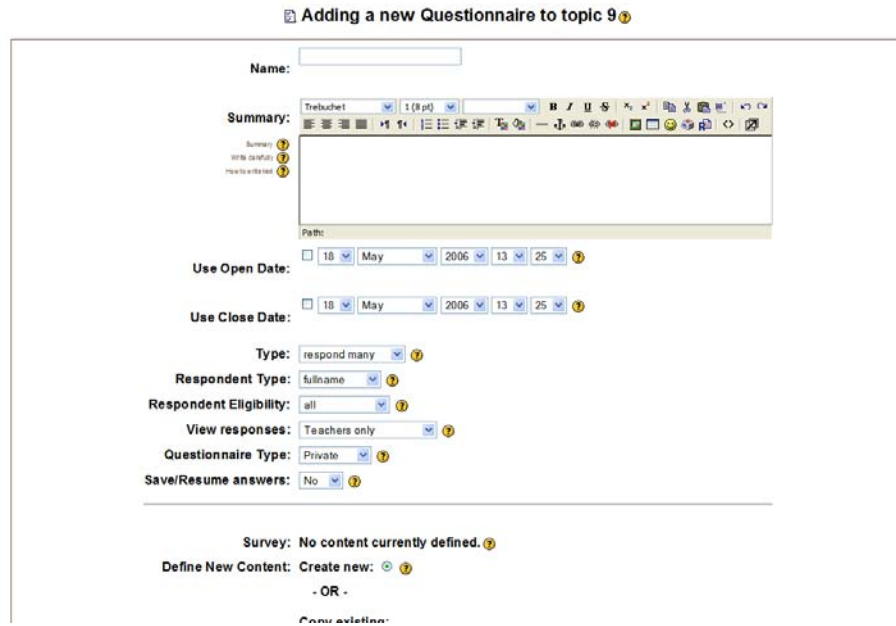
This allows you to select where you want the page to be:



If you move a page, make sure the jump menus still point to the page correctly. When the "jump" menu names the page by real name of the page ("More Safety"), then the navigation will stay the same. If the "jump" menu has "Next page" selected (as opposed to the actual name of the page), it will now be pointing at a different page (the new next page, whatever that is).

2.2.11 Questionnaire

The Questionnaire module allows users to complete online feedback style forms using a variety of user input methods. This is a non-standard module for Moodle, but if your administrator hasn't installed it already, I do recommend that you request it. When you choose "Questionnaire" from the Activity list, you get a window that looks like this:



The screenshot shows the Moodle interface for adding a new questionnaire. The title is "Adding a new Questionnaire to topic 9". The form includes the following fields and options:

- Name:** A text input field.
- Summary:** A rich text editor with a toolbar and a text area.
- Path:** A text input field.
- Use Open Date:** A checkbox followed by date pickers for day (10), month (May), year (2006), and time (13:25).
- Use Close Date:** A checkbox followed by date pickers for day (10), month (May), year (2006), and time (13:25).
- Type:** A dropdown menu set to "respond many".
- Respondent Type:** A dropdown menu set to "fullname".
- Respondent Eligibility:** A dropdown menu set to "all".
- View responses:** A dropdown menu set to "Teachers only".
- Questionnaire Type:** A dropdown menu set to "Private".
- Save/Resume answers:** A dropdown menu set to "No".

At the bottom, there is a section for "Survey" with the text "No content currently defined." and a "Define New Content: Create new:" button. Below this is a separator line and the text "- OR -".

2.2.11.1 Adding / Editing a Questionnaire

In the window that appears, fill out the following fields:

Name: Give your questionnaire a name (e.g. "Feedback"). The name entered here will be the name that learners see in the course content area. Learners will click on this name to view the feedback form.

Summary: Provide a summary of the assignment if necessary. There will be options later to add instructions and information for completing the questionnaire.

Open/Close dates: Set the date window for when users can complete the questionnaire. You can leave the boxes unchecked if you want the questionnaire to be continually available.

Type: Decide whether users are allowed to respond once or can repeatedly respond to adjust their feedback.

Respondent Type: Determine whether the questionnaire will be submitted anonymously or with the user's name. You will still need to be logged in to a course to complete the questionnaire.

Respondent Eligibility: Decide whether everyone can answer or whether you want to restrict it to tutor only or student only responses.

Questionnaire type:

Private - Only available on the course it was set up in.

Public - Allows the questionnaire to be shared across multiple courses.

Questions/content are maintained by the original creator.

Template - Creates a template for a questionnaire that can be used when new questionnaires are created. This questionnaire is not used directly but stored for future use.

Save/Resume answers: Decide whether the questionnaire can be saved and completed over a period of time, or whether it needs to be completed in one go.

Survey Options:

Create new - Define a new set of survey questions and responses

Copy existing - Use a previously created template as the basis for your questionnaire - you can edit some questions/content.

Use public - Use a previously created public survey - you cannot edit the questions/content.

2.2.11.2 Setting up a Questionnaire

When you're done filling out the above fields, press the continue button. If you chose to create a new survey or edit an existing template, you will now see the following window:

Moodle » Questionnaires » Editing survey

The information on this tab applies to the whole survey. Fill out this page then go to the **Fields** tab to edit individual fields.

Name *Required*
Survey filename. This is used for all further access to this survey. (no spaces, alpha-numeric only)

Owner NOCR106.01 / Private

Title *Required*
Title of this survey. This appears at the top of every page of this survey. (free-form, including spaces)

Subtitle
Subtitle of this survey. Appears below the title. (free-form, including spaces)

Additional Info
Text to be displayed on this survey before any fields. (i.e. instructions, background info, etc.)

Confirmation Page (URL)
The URL to which a user is redirected after completing this survey.

OR (Heading text)

Additional Info
Text to be displayed on this survey before any fields. (i.e. instructions, background info, etc.)

Field types

For each field type you should use a unique Field Name that allows you to identify it. You can then select different field types from the drop-down menu. You can choose whether each field is required or optional from the Required? drop-down menu. After each field is complete either add a new field or save.

Yes/No

A simple YES/NO question. The Length and Precision parameters are not used so you can leave them as zero. Type your question in the text area. You do not need to supply possible answers for this field.

Text

Allows limited character text entry via a single line text area. Use length to define the visible width of the text box and Precision to determine the maximum number of characters allowed. If Precision is greater than Length then the text will extend within the box. Type your question or information in the Text area. You do not need to supply possible answers for this field.

Essay

Allows essay style responses via a multi line text area, with no character limit. Length and Precision define the size of the available text area, although this will scroll. Length determines the number of columns (character width) and Precision the number of rows (lines). This can involve trial and error, although Length: 90, Precision: 7, should be a good general starting estimate. Type your question or information in the Text area. You do not need to supply possible answers for this field.

Radio Buttons

Radio buttons provide the user with a choice of options from which they can pick only one. This field ignores the Length and Precision parameters so you can leave them. Type your question or information in the Text area and the list of available options in the boxes underneath. You can add more possibilities using the *Add another answer line* button and add an other text field using **!other** as a possible answer.

Check Boxes

Check boxes allow the user to select multiple answers from a list of options. Length determines the minimum number of answers require and Precision the maximum number of selections allowed (these may not function fully as implemented). Type your question or information in the Text area and the list of available options in the boxes underneath. You can add more possibilities using the *Add another answer line* button and add an other text field using **!other** as a possible answer.

Dropdown Box

Users select one option from a drop-down list. This field ignores the Length and Precision parameters so you can leave them. Type your question or information in the Text area and the list of available options in the boxes underneath. You can add more possibilities using the *Add another answer line* button and add an other text field using **!other** as a possible answer.

Rate (scale 1..5)

Allows users to rate statements on a scale from 1 to N, where N is determined by the Length value. If you wish to include a N/A option set Precision to 1 (any non-zero number may work). Type your question or information in the Text area and the list of available statements to be rated in the boxes underneath. You can add more statements using the *Add another answer line* button.

Date

Requires users to submit a date. This field ignores the Length and Precision parameters so you can leave them. Type your question or information in the Text area. You do not need to supply possible answers for this field.

Numeric

Require users to submit a numeric response. This field ignores the Length and Precision parameters so you can leave them. Type your question or information in the Text area. You do not need to supply possible answers for this field.

Section Text

This is a text field that allows you to present information in between different fields. It does not offer user feedback.

Arrangement

The buttons underneath the field setup options, allow you preview the current status of your questionnaire and reorder the question fields.

2.2.11.4 Viewing Response

If you click on a questionnaire on a course to which you have editing access, you receive the option to **View 'n' responses** in the top-right corner, where 'n' refers to the number of completed surveys. Clicking this will take you to the *Survey Reports* page which gives you a graphical (bar chart) and numerical breakdown of responses using both total and percentage results.

There is no mechanism to automatically make the results available to students who have taken the questionnaire. You could however save the displayed results as an HTML file and upload that as a resource.

At the bottom of this page you have the option to switch your view between individual responses and all responses and/or download a CSV version of the responses. In the CSV file fields are identified by the name you entered when creating them.

2.2.12 Quiz

This feature adds a quiz to the class. It can contain any number of questions, and they can be true/false, multiple choice, and fill-in-the-blank. The quiz may also have feedback, where it can explain to the students why the answer is what it is. To add a “Quiz”, select “Quiz” from the “Add an activity” menu. This takes you to the “Quiz” editing screen:

Adding a new Quiz ?

General

Name

Introduction ?

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x: x²

Path:

Timing

Open the quiz ? 24 May 2007 12 00 Disable

Quiz closes ? 24 May 2007 12 00 Disable

Time limit ? 0 Enable

Time delay between first and second attempt ? None

Time delay between later attempts ? None

Display

Again, there are help buttons available if you need them (the “?” buttons).

Name – this can be anything you like.

Introduction – this is the introduction to the quiz. You can add full formatting using the formatting tools (bold, italics, etc.).

Open the quiz – this sets the opening date and time for the quiz. Students cannot take the quiz before this time.

Quiz Closes - this sets the ending date and time of the quiz. Students cannot take the quiz after this time.

Time limit – this sets how long a student has to take the quiz (1-110 minutes). The default is “0,” which means the student can take as much time as needed.

Time delay between first and second attempts - If you set a time delay, then a student has to wait for that time before they can attempt a quiz after the first attempt.

Time delay between later attempts – amount of time required to wait before they can attempt their third or later attempts.

Questions per page - For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz page breaks will automatically be inserted according to the setting you choose here. However you will also be able to move page breaks around by hand later on the editing page.

Shuffle Questions – this changes the order of the questions on the quiz every time the student takes it (or for every different student who takes the quiz). This helps to prevent students from copying each other.

Shuffle within questions – this is very similar, except it changes the order of the answers given for multiple choice or matching questions.

Attempts allowed – this sets the number of times a student may take a quiz. This can be very useful if the quiz is a review exercise, as the student can take it as many times as the teacher wants (and each grade does get reported to the teacher).

Each attempt builds on the last – this sets whether or not the quiz builds on previous quizzes. If multiple attempts of a quiz are allowed, and this is set to “Yes,” then the former quiz results will be included in this attempt (including feedback, if turned on). If this option is set to “no,” then the quiz will be a fresh (blank) quiz every time the student takes it.

Adaptive Mode - If you choose Yes for this option then the student will be allowed multiple responses to a question even within the same attempt at the quiz. For example, if the student's response is marked as incorrect the student will be allowed to try again immediately. A penalty will usually be subtracted from the students score for each wrong attempt (the amount is determined by the penalty factor).

Grading method – this allows you to set how quizzes are scored if the student can take the quiz multiple times. You can choose from keeping the highest grade, keeping the average of all the grades, keeping the first score, or keeping the latest score.

Apply Penalties - If a quiz is run in adaptive mode then a student is allowed to try again after a wrong response. In this case you may want to impose a penalty for each wrong response to be subtracted from the final mark for the question. The amount of penalty is chosen individually for each question when setting up or editing the question. This setting has no effect unless the quiz is run in adaptive mode.

Decimal digits in grades - By using this setting you can select the number of decimals to be showed in the grade of every attempt.

Students May Review - This option controls whether and when students will be able to review their past attempts at this quiz.

Show quiz in a “secure” window - The "secure" window tries to provide a little more security for quizzes (making copying and cheating more difficult) by restricting some of the things that students can do with their browsers. What happens is that:

JavaScript is made a requirement.

The quiz appears in a new fullscreen window.

Some mouse actions on the text are prevented.

Some keyboard commands are prevented.

NOTE: This security is NOT watertight. Do NOT rely on these protections as your sole strategy. It is impossible to implement complete protection of quizzes in a web environment so please do not rely on this option if you are really worried about students cheating. Other strategies you can try are to create really large databases of questions from which you randomly choose questions, or even better, rethink your overall assessment to put more value on constructive forms of activity such as forum discussions, glossary building, wiki writing, workshops, assignments etc.

Require password – this is an option field. You can type a password here that students are required to type in before they can take the quiz.

Require network address – this is an option field. You can fill in IP addresses here, and only those addresses can take the quiz. The system can understand partial IP addresses, like 10.0. and can accept multiple addresses separated by commas (10.0.0.1, 10.0.0.2, etc.).

Group Mode - You can use this section to assign how groups will operate with this activity.

Visible - If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

Overall feedback - The overall feedback is some text that is shown to a student after they have completed an attempt at the quiz. The text that is shown can depend on the grade the student got. For example, if you enter:

Grade boundary: 100%

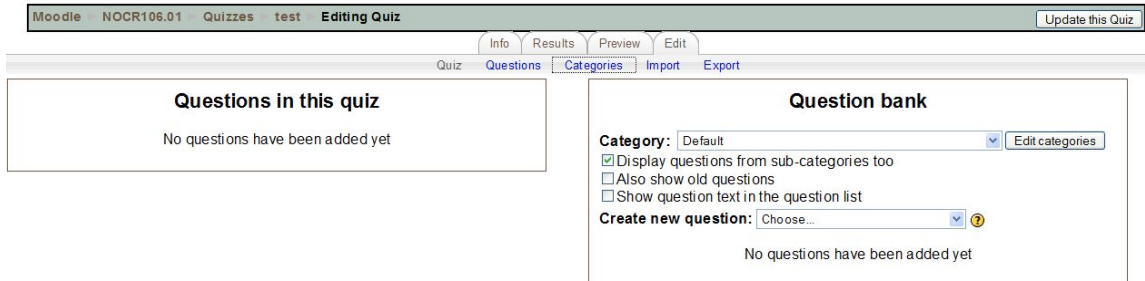
Feedback: Well done

Grade boundary: 40%

Feedback: Please study this week's work again

Then students who score between 100% and 40% will see the "Well done" message, and students who score between 39.99% and 0% will see the other message. That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range. The grade boundaries can be specified either as a percentage, for example "31.41%", or as a number, for example "7". If your quiz is out of 10 marks, a grade boundary of 7 means 7/10 or better.

When you have the settings the way you want them (and they can always be changed), click on “Save Changes.” This will take you to a screen like this (note that you can also get to this questions bank by going to the “Questions” link in your administration block):



On the right, you may select a category (there is one set up called “default”). These are ways of organizing your questions. If you use the same questions over and over, you may wish to organize them (into categories like “Othello,” “Hamlet,” etc.). The questions are then available to pick and choose from to create your quiz (this is useful if your electronic classroom has spanned several semesters and you have questions built up). To add new categories, click on “Edit categories,” add the new category, and click on “Save changes.” Also, you have the option to publish categories to all teachers (this is an option under “Edit categories”). This makes all the questions in that category available to any teacher, which can be handy if you are teaching the same book/lesson/unit as someone else.

To “build” a question, select a category (for my examples, I will use “default”). The screen will then show any existing questions, and allow you to add new ones. When you create a question, it is stored in the category you selected. It is then always available to add to any quiz at any time. To create a new question, select the type of question you want from the pull-down menu.

You have the option of adding a Calculated, Description, Essay, Matching, Embedded Answers (Cloze), Multiple Choice, Short Answer, Numerical, Random Short-Answer Matching or True/False questions.

2.2.12.1 Calculated

To add a calculated question, select “Calculated” from the pull-down menu. This will take you to the calculated question editing screen:

Editing a Calculated question ?

General

Category: Default

Shared wild cards: No shared wild card in this category

Question name*

Question text ?

Trebuchet 1 (8 pt) Lang **B I U S** $x_1 x_2$

Path:

Format ? HTML format

Image to display: None

Default question grade*

Penalty factor* ?

General feedback ?

Trebuchet 1 (8 pt) Lang **B I U S** $x_1 x_2$

Click on the help button (the “?” next to “Editing a Calculated question”) for additional details about this type of question. A calculated question requires a numeric response, but you can use variables within the question and there are options for the type of tolerance used for the answer.

Category – this is the category to which the question is assigned.

Shared wild cards – if you have created wild cards for other calculated questions in this category, you can access them here.

Question name – this can be anything you like.

Question text – this is the question itself. The question can support full formatting (bold, italics, etc.) by using the formatting toolbar. You would typically include variables in the question, contained in curly brackets. An example would be “What is {x} times {y}?”

Image to display – you can select an image to display from any uploaded files you have in the class.

Default Question Grade – default number of points assigned to this question

Penalty factor - You can specify what fraction of the achieved score should be subtracted for each wrong response.

General feedback - text that gets shown to the student after they have attempted the question. Unlike feedback, which depends on the question type and what response the student gave, the same general feedback text is shown to all students. You can use the general feedback to give students some background to what knowledge the question was testing. Or to give them a link to more information they can use if they did not understand the questions.

Correct answer formula – this is where you set the formula for the answer. This would use the same variables used in the question. For my example above, this would be $\{x\}*\{y\}$. This will support +, -, *, /, as well as other functions (like sin, cos, etc.).

Grade – This lets you assign the grade the student would get if they used this formula to solve the equation. (note that you can add more than one formula if you wanted to give partial credit). For example if you wanted your students to calculate the surface area of a sphere, you might give them 100% if they used the correct $4\pi r^2$ formula... but you might also decide to give them 25% if they used just πr^2 to solve the question. (making sure to note the reason for partial grade in the feedback section!)

Tolerance – this sets the tolerance of the answer. What actual number you put here depends on the Tolerance Type (set next).

Tolerance Type – This sets how the tolerance is calculated. There are three methods for calculating tolerance:

- Relative – this sets the tolerance relative to the actual answer, based on using the “Tolerance” number (from above). The tolerance is set by multiplying the “Tolerance” number by the answer, and then allowing the answer to be +- the result. For example, if the real answer is 50, and the “Tolerance” number is set to .5, the resulting tolerance would be +- 25 (50 times .5 = 25). So any answer from 25 to 75 would work. When using Relative tolerance, you will usually set the “Tolerance” number between 0 and 1 (you can use a number larger than 1, but the acceptable answer range will be larger than the real answer – i.e., a “Tolerance” number of 2 would yield $50 \pm 100 = -50$ to 150).

- Nominal – this is the simplest type of tolerance. This simply sets the “Tolerance” number as the tolerance. For example, if the real answer were 50, and the “Tolerance” number were set to 7, then a correct number is any

in the range $50 \pm 7 = 43$ to 57. This type of tolerance can use any “Tolerance” number equally well.

- Geometric – this sets the tolerance relative to the actual answer, based on using the “Tolerance” number. The upper limit of the acceptable answers is just the same as in the Relative tolerance. If the real answer is 50, and the “Tolerance” number is set to .5, the resulting UPPER limit would be + 25 (50 times .5 = 25). So the upper range would be any number from 50 to 75. To calculate the LOWER range, the system takes the real answer and divides it by (1 plus the “Tolerance” number). In this example, this would be 50 (the real answer), divided by 1.5 (1 plus the “Tolerance” number of .5). This would make the lower range to be $50/1.5 = 33.33$. So, in this example, the full range would be any number from 33.33 to 75. Generally, this type of tolerance would use a “Tolerance” number between 0 and 1.

Correct Answer Shows – this sets how many decimals or significant figures are shown in the answer. If the answer is 33.33 and the decimals is set to 1, then the answer would be 33.3. If the answer is 1234 and the significant figures is set to 2, then the answer is 1200.

Format – this determines whether you are using decimals or significant figures for the correct answer

Feedback – you can include feedback if the student answered using this formula

Unit (optional) – This is an optional field to add units (like meters, kilograms, etc.). You may also add additional units with the appropriate conversion multiplier. For example, if your main units were meters, you could also add a multiplier of 100 with the units of centimeters. **IMPORTANT:** If you add units, the question will be wrong if the student does not give the exact units. For example, 10 kph and 10 k.p.h. are different answers because the units are different (spaces are okay – 10kph and 10 kph are the same).

When you have set all these fields, click on “Next Page.” This will take you to a screen to set information about the variables. In my example, the screen looks like this:

Choose dataset properties ?


The wild cards {x..} will be substituted by a numerical value from their dataset

Mandatory wild cards present in answers

Wild card x	will use a new private dataset ▼
Wild card y	will use a new private dataset ▼

Possible wild cards present only in the question text

Each variable has two options. You can have the question use data that are used only by this question a “private dataset”, or you can have the variables pull data from a common data set a “shared dataset”. Either way, you will add the actual data on the next screen. Set each variable then click on “Next Page” This will take you to this screen:

Edit the datasets 

Item To Add

Param {x}

Range of Values -

Decimal Places

Distribution

Param {y}

Range of Values -

Decimal Places

Distribution

{x}*{y} $4.7 * 1.3 = 6.11$
 Min: 6.0488999999999
 Max: 6.1711000000001

Next 'Item to Add' reuse previous value if available force regeneration

The system generates initial values for the variables, with new values appearing when you click the “Update the datasets parameters” button. If you prefer, you can simply type in the value for each variable. These values will replace the wild cards in the question when it appears to the student. You can add multiple datasets, so that each student gets their own numbers... but are tested on the same formula. (great way to prevent cheating!)

When you have variable numbers you want, click on “Add item” This adds the set to the data set, and then you can create more possible values for the variables. You can repeat this process as often as you wish. The actual question will randomly pull data from the data set you just created. When you are done adding data, click on “save changes.”

2.2.12.2 Description


To add a description, select “Description” from the pull-down menu. A description is not actually a question. It allows you to add text to a quiz (such as a story or an article) that you can then ask other questions about. The description editing screen looks like this:













Editing a Description


General

Category

Question name*

Question text 

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x_2 x^2            

Path: 
















Format  HTML format

Image to display

General feedback 

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x_2 x^2            

Path: 

Fill in the “Question name” with a name that will help you remember the description. Then, in the “Question text” box, fill in your description (story, article, etc.). If you have uploaded pictures in the “Files” section, you can choose to display them with the description (so your description can describe a picture). You can even leave feedback (although not sure why you’d need too...) When everything is filled out the way you want it, click on “Save changes.” Your description should now appear in the list of questions.

2.2.12.3 Essay


You will notice that there is an “Essay” choice when you click on the “Create new Question” drop-down menu. This allows you to add an essay question to your quiz.




Editing Essay




































General

Category

Question name*

Question text 

Trebuchet Lang **B** **I** **U** **S** x_2 x^2   

2.2.12.4 Matching

To add a matching question, select “Matching” from the pull-down menu. This will take you to the matching question editing screen:

Editing a Matching Question ?

General

Category

Question name*

Question text ?

Trebuchet Lang **B I U S** $x_2 x^2$

Path:

Format ? HTML format

Image to display

Default question grade*

Penalty factor* ?

General feedback ?

Trebuchet Lang **B I U S** $x_2 x^2$

Fill out a question name that you will recognize, and then write the “big” question – this is the introduction the student sees in the “question text” field. This could be “Match the following questions with the correct answers,” or “Match the name of the president with the year he was elected,” or anything else you like. Note that you can add an image, assign the default question grade, apply a penalty factor and include general feedback. You then need to fill in at least 3 questions that will be matched to the answers you provide. The “questions” can be one word to be matched to the answer. Each matching part is worth an equal amount (if you have four matches, each is worth 25% of the whole question. The whole question then can be weighted on the quiz – more on weighting later).

You can use the same answer for multiple questions. For example... if you wanted your students to classify the following items as: Dairy, Grain, Meat, or Fruit/vegetable.

Steak
Cereal
Milk
Cheese
Apple
Peas
Hamburger

The answers would be:

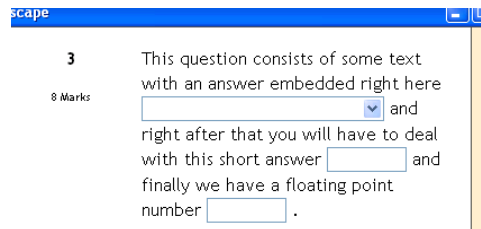
Meat
Grain
Dairy
Dairy
Fruit/Vegetable
Fruit/Vegetable
Meat

Yet, the students would only see the four choices in the drop down list. The only important thing about this is you have to make sure type the answers *exactly* the same each time they are used. You can also provide extra wrong answers for your students to choose from. Simply enter the wrong answer in one of the answer fields, leaving the corresponding question field blank. For example, if you put the phrase “Junk Food” in one of the answer fields, and did not have anything in the question section for that answer... your students would now see FIVE choices in their drop down list (the previous four, plus “Junk Food”). If they selected “Junk Food” for any of the previous examples, they would lose points from this question.

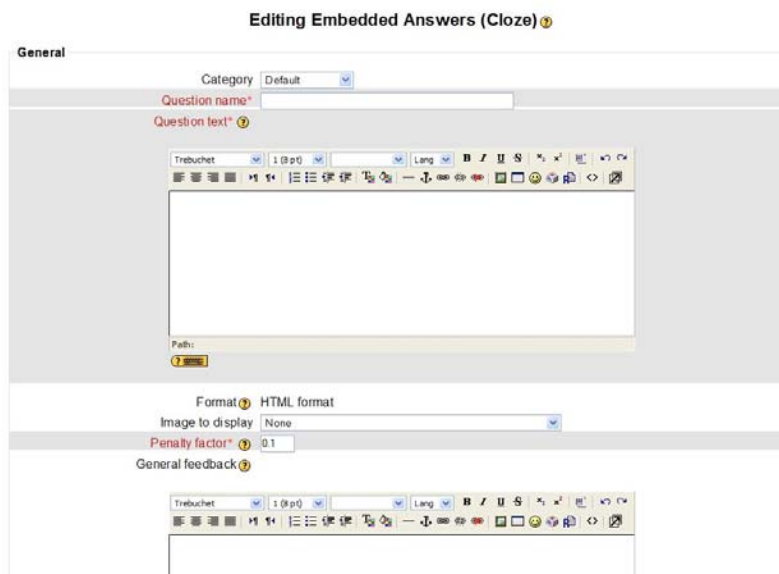
When you are finished filling in the whole question (remember that the program treats all the matches – even if there are eight – as one question), click on “Save changes.” You will then be taken back to the quiz editing screen, and the new matching question should be listed.

2.2.12.5 Embedded Answers (Cloze)

These questions embed the answers into the question. This allows you to have questions that look like this (taken from Moodle help):



These are great questions, but do require some formatting. The Embedded Answer (Cloze) editing page looks like this:



The “Question name” names the question for the list. The “Image to display” near the bottom lists any pictures you have uploaded to your “Files” section. The “Question text” part is where you type your question, but this MUST include the formatting. This can take some getting used to. This text (from Moodle help) is a valid question, and produces the example shown at the beginning of this section:

This question consists of some text with an answer embedded right here {1:MULTICHOICE:Wrong answer#Feedback for this wrong answer~Another wrong answer#Feedback for the other wrong answer~=Correct answer#Feedback for correct answer~%50% Answer that gives half the credit#Feedback for half-credit answer} and right after that you will have to deal with this short answer {1:SHORTANSWER:Wrong answer#Feedback for this wrong answer~=Correct answer#Feedback for correct answer~%50% Answer that gives half the credit#Feedback for half credit answer} and finally we have a floating point number {2:NUMERICAL:=23.8:0.1#Feedback for correct answer 23.8~%50%N/A#Feedback for half-credit answer in the nearby region of the correct answer}.

The formatting works like this:

- Normal text is just typed (like “This question consists of some text with an answer embedded right here” from above).
- To open a field in the embedded question, use the left bracket { and close the field with the right bracket }.
- To insert a pull-down menu, type the number of points the field (the menu) is worth (1,2,3, etc.). The entire question is worth the total of all the points of each part (the menus and the short answer parts). Follow the number by a colon, followed by the word MULTICHOICE followed by another colon (1:MULTICHOICE:). Then type your possible answers followed by tildes (~). The correct answer must start with an equals sign (=). An answer that counts for partial credit starts with the percent sign followed by the credit followed by a percent sign (%50% for 50 % credit). A full example would be:

```
{2:MULTICHOICE:Washington~Jefferson~Lincoln~=Franklin~%50% Adams }
```

This would make a pull-down menu of 5 items. This menu would be worth 2 points. In this example, Washington, Jefferson and Lincoln are wrong, Franklin is right, and Adams is worth half-credit.

- To insert a short answer (fill-in-the-blank), put in the points the short answer is worth, followed by a colon followed by SHORTANSWER followed by a colon (2:SHORTANSWER:). Then put an equals sign (=) followed by the right answer inside the brackets. An example would be {2:SHORTANSWER:=Maine}. This would make a blank worth 2 points where the answer is Maine (and spelling does count!). You may list other correct answers by separating them by a tilde sign (~) – like this (don’t forget the “=” sign):

```
{2:SHORTANSWER:=Maine~=Ohio}.
```

When you have everything the way you want it, click on “Save changes.” Your Embedded Answers question will now be in the list.

2.2.12.6 Multiple Choice

To add a multiple choice question, select Multiple Choice in the “Create new question” pull-down menu. This will take you to the multiple choice question screen:

Editing a Multiple Choice question 🗨

General

Category: Default

Question name*

Question text? 🗨

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x_2 x^2

Path:

Format? 🗨 HTML format

Image to display: None

Default question grade*

Penalty factor*? 🗨

This works like a standard multiple choice question. Type in the name of the question (something to help you identify the question in the list), and type in the question. The “Question text” box allows formatting (bold, italics, etc.) by using the formatting tool bar above the text area. You do not have to type the answers in the “Question text” box – the program will list the answers you type in the various “Choice #” boxes.

You may select an image to display, if you have any loaded in your “Files” section.

Default question grade – the number of points assigned to the multiple choice question

Penalty factor - You can specify what fraction of the achieved score should be subtracted for each wrong response. This is only relevant if the quiz is run in adaptive mode so that the student is allowed to make repeated responses to the question. The penalty factor should be a number between 0 and 1. A penalty factor of 1 means that the student has to get the answer right in his first response to get any credit for it at all. A penalty factor of 0 means the student can try as often as he likes and still get the full marks.

You may then select if students are allowed to select more than one answer, or if there is only one answer allowed. You can also choose to shuffle the answers.

You may then fill in your answers, grades, and feedback for the multiple choice question, and include feedback text if you wish.


Something that is different for multiple choice questions is they have weight, based on the grade you give each answer. The positive answers must add up to 100%, or the system will ask if that is what you want to do. You do have the option to assign negative weight to an answer, such that a wrong answer might actually count against the student, instead of being no credit. This might be true where multiple answers are possible, such that A) is worth 50%, B) is worth -50% and C) is worth 50%. A student selecting A) and C) would get full credit, but a student selecting A) and B) would get no credit at all. You do have the option to make a wrong answer not count either way as well.

Feedback can also be given for any correct, partially correct or incorrect response.


When you are done filling in your questions, answers, feedback, and grade, click on “Save changes.” You should go back to the quiz screen again, with the new question listed.

2.2.12.7 Short Answer


To create a short answer question, select Short Answer from the “Create new question” pull-down menu. This will bring you to the short answer question screen:











Editing a Short-Answer question 



General

Category Default 

Question name*

Question text 

Trebuchet 1 (8 pt) Lang **B** *I* U $\$$ x_2 x^2          

Path:  




Format  HTML format

Image to display None 

Default question grade*

Penalty factor* 

Fill in the question name (something that will tell you what the question is) and the question itself. The question can have multiple “answers.” This can be very flexible. You can make a fill-in-the-blank (Matt is ___ years old), or just ask for answers (Name the first 3 presidents). One big caution to pass on to students: a misspelled answer is WRONG (unless you put in the right answer and the 2 or 3 most common misspellings – that would work).

Note that you can choose to force case sensitivity if you desire. You can also set the total points for this question and a Penalty factor, like in our other question types.

Above each answer is the “Grade” field. The total points of the question must equal 100%. In the case of the presidents question above, you would make each answer worth 33% of the question. In the case of the fill-in-the-blank question, one answer (33 years old right now...) would be worth 100%.

You can have multiple answers be worth 100% (in the case of listing common misspellings, or in the case of “Name 1 of the first 3 Presidents” – where 3 answers would be worth 100% each).

You may also fill in feedback for each answer. This feedback would only appear if they submitted that particular answer. If you wanted them to see feedback when they answered incorrectly, you could use the general feedback section. That feedback could show the student the correct answer if the student guesses wrong, even if the wrong answer is not in the list of answers.

Once you are finished, click on “Save changes.” This will take you back to the quiz screen, and the new question should be

2.2.12.8 Numerical Question

To add a numerical question, make sure “Numerical” is selected in the “Create new question” pull-down menu. This will take you to the numerical question screen:

Editing a Numerical question ?

General

Category

Question name*

Question text?

Trebuchet Lang **B** **I** **U** **S** x_2 x^2

Path:

Format? HTML format

Image to display

Default question grade*

Penalty factor* ?

General feedback ?

A numerical question is a question that expects a number for the answer. It has the added flexibility to accept a range of answers (10 +- 3 would accept anything from 7 to 13). Fill in the “Question name” with anything that will help you identify the question. In the “Question text” box, fill out the question you wish to ask (“How fast can Matt run?”). If you have loaded any picture images to the system (in the “Files” section from above), you will have the option to display the image as part of the question. You may also set the default number of points assigned to this question and a Penalty factor. You then fill in the correct answer (10 in my example) and the accepted error (2 in my example would allow a correct answer of 8-12). You may then fill in feedback if you wish to use that feature.

Note that you can have multiple answers. This might work well for a question like “Identify one of the first odd-numbered 5 prime numbers”. Then, you could give a grade of 100% for the answers “1”, “3”, “5”, “7” and “11”. And maybe you’d give a grade of 50% for the answer “2”... since it is one of the first 5 primes... but it’s not an odd number.

There are also optional fields to add units (like meters, kilograms, etc.). You may also add additional units with the appropriate conversion multiplier. For example, if your main units were meters, you could also add a multiplier of 100 with the units of centimeters. **IMPORTANT:** If you add units, the question will be wrong if the student does not give the exact units. For example, 10 kph and 10 k.p.h. are different answers because the units are different (spaces are okay – 10kph and 10 kph are the same). When everything is filled out the way you want it, click on “Save changes.” The question will then appear in the list of questions.

2.2.12.9 Random Short-Answer Matching

This question makes a matching question by drawing random questions and answers from among the short-answer questions you have created. You must have at least two short-answer questions in a category for this feature to work. The random short-answer matching editing page looks like this:

Editing a Random Short-Answer Matching question ?

General

Category

Question name*

Question text ?

Trebuchet **B I U S** $x_2 x^2$

For each of the following questions, select the matching answer from the menu.

Path:

Format ? HTML format

Default question grade*

Penalty factor* ?

General feedback ?

Trebuchet **B I U S** $x_2 x^2$

The category is whatever category you were in when you selected the random short answer matching question. The question name can be anything you like, but I would suggest adding a number to the end (#1, #2, etc.). You may leave the existing default introduction, or you may change it if you wish. You then select the number of questions you would like to have (the number of matches to make). When you are finished, click on “Save changes.” You should see the quiz editing screen with the new question listed.

2.2.12.10 True/False

The questions are just that – true/false. To add a true/false question, select True/False from the “Create new question” pull-down menu. This will take you to a screen like this:

Editing a True/False question ?

General

Category

Question name*

Question text?

Trebuchet Lang **B** *I* U \$ x₂ x²

Path:

Format ? HTML format

Image to display

Default question grade*

Penalty factor ? 1

General feedback ?

Fill in a question name (a short name that tells you what the question is), and then fill in the actual question in the question text box. If you have uploaded images to your course (in the “Files” section from earlier), you can add an image if you want to ask a question about the picture. Just like in the Multiple Choice page, you can set the Penalty Factor. Then you select the answer (true or false). You may then add feedback to each answer (text explaining why the answer the student chose is right or wrong) if this is a feature you wish to use. When everything is the way you want it, click on “Save changes.” This will take you back to the questions page. You should see your question added to the available questions.

2.2.12.11 Adding questions to the quiz

Let us suppose that those are all the questions I want for my quiz. To construct my quiz, I check the box next to each question I want (remember, there may be questions I don't want to use because they are from another unit), and I click on the "Add selected to quiz" button:

The screenshot shows a quiz management interface with two main panels. The left panel, titled "Questions in this quiz", contains a table with the following data:

Order	#	Question name	Type	Grade	Action
↓	1	Audio	≡	1	☒
↑ ↓	2	Fines	≡	1	☒
↑ ↓	3	Photocopy	≡	1	☒
↑	4	Sample letter	≡	1	☒

Below the table, it shows "Total: 4" and "Maximum grade: 10". There is a "Save changes" button and checkboxes for "Show page breaks" and "Show the reordering tool".

The right panel, titled "Question bank", has a "Category" dropdown set to "Copyright" and a "With selected:" dropdown also set to "Copyright". It contains a list of questions with checkboxes and icons. At the bottom, there is a "Select all / Deselect all" section with "Add to quiz", "Delete", and "Move to >>" buttons, and a "Add 1 random questions" button.

I selected four questions for my quiz. I may edit them just for the quiz and leave the originals alone by editing the "quiz" side of the screen (the left half of the screen). I can also change the order of the questions by clicking on the up or down arrows on the left. The random short-answer matching question will pick a question from the remaining short answer questions that were not selected for this quiz.

You can also add random questions to your quiz from the bottom of your question pool. Simply choose how many random questions you want, and press the "add" button. When you add a Random Question to a quiz, then it will be replaced with a randomly-chosen question from the same category - for each attempt.

This means that different students are likely to get a different selection of questions when they attempt this quiz. When a quiz allows multiple attempts for each student then each attempt will also contain a new selection of questions.

The same question will never appear twice in a quiz. If you include several Random Questions then different questions will always be chosen for each of them. If you mix Random Questions with non-random questions then the random questions will be chosen so that they do not duplicate one of the non-random questions. The grade for the randomly chosen question will be rescaled so that the maximum grade is what you have chosen as the grade for the Random Question.

Finally, I can weight each question. Next to each question name is a “Grade” box. I can type any number in that box, and then press the “save grades” button to update the grades. If most questions are weighted as a “1,” then a weight of “5” will be worth five times as much as the “1” questions. This is important as you can use this to make matching questions worth more than normal questions. If most of your questions are worth “1,” and you have 2 matching questions of 5 parts each, you might want to make those worth “5” each to reflect that they have more parts. The total of the quiz can be anything (it does not have to total 10 or 100). This total will be “scaled down” to the maximum grade you set on the first screen.

2.2.12.12 Importing questions

Notice at the top, under the tabs, you have a variety of links. One of them is “import”. When you click on this link, the following screen appears:

The screenshot shows the Moodle interface for importing questions. At the top, there are navigation tabs: Info, Results, Preview, Edit, Quiz, Questions, Categories, Import, and Export. The 'Import' tab is selected. Below the tabs, the title is 'Import questions from file'. The form contains the following fields and options:

- Category: Default (dropdown menu) from file: (checkbox with help icon)
- File format: GIFT format (dropdown menu) (with help icon)
- Match grades: Error if grade not listed (dropdown menu) (with help icon)
- Stop on error: (checkbox with help icon)

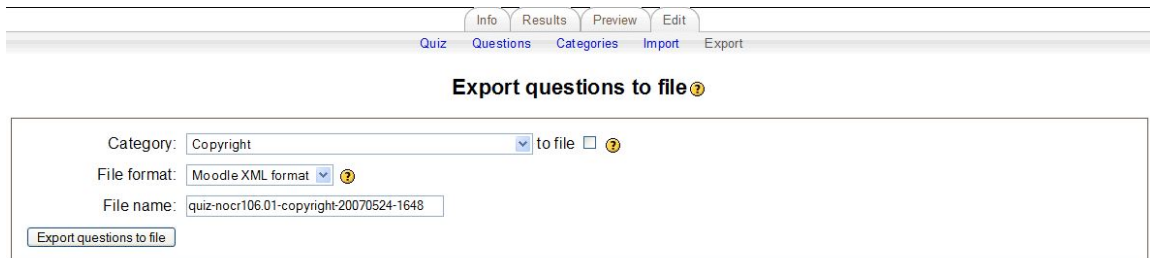
Below these fields, there are two sections for file selection:

- Import from file upload...**
Upload: Browse...
- Import from file already in course files...**
File:

Here, you can pick a category for the imported questions to be transferred to. You can pick the file format, and how the grades will be matched up (in case your previous format used different grade percentages than Moodle). Then, pick the file you want to upload... or pick a file that you’ve already uploaded to your course files.

2.2.12.13 Exporting questions

You can also export files from your question bank, so that you can use them in other systems (or, so that you can import them into a Lesson activity). To do this, click on the Export link at the top. The following screen will appear:

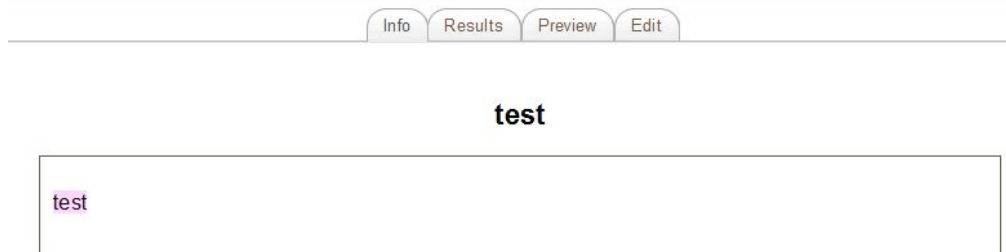


The screenshot shows a navigation bar with tabs for 'Info', 'Results', 'Preview', and 'Edit'. Below the navigation bar, there are links for 'Quiz', 'Questions', 'Categories', 'Import', and 'Export'. The main heading is 'Export questions to file'. Below this, there is a form with the following fields: 'Category' set to 'Copyright', a 'to file' checkbox, 'File format' set to 'Moodle XML format', and 'File name' set to 'quiz-nocr106.01-copyright-20070524-1648'. An 'Export questions to file' button is at the bottom of the form.

Here, you can pick a category to export, choose the file format you want to save it as, and give the file a name. When finished, click on the “Export questions to file” button.

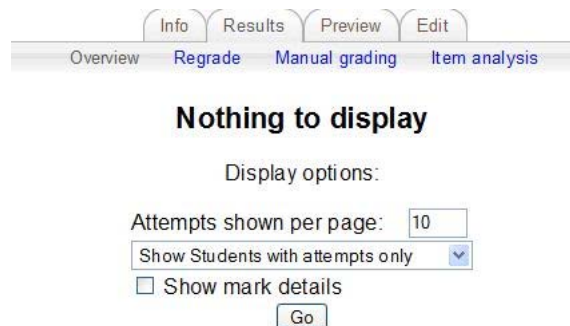
2.2.12.14 Reviewing your Quiz

When your quiz appears, note that you have a variety of the tabs above it:



The screenshot shows a navigation bar with tabs for 'Info', 'Results', 'Preview', and 'Edit'. Below the navigation bar, the word 'test' is displayed. Below 'test', there is a text input field containing the word 'test'.

The tabs include “Info”, “Results”, “Preview” and “Edit”. The “Info” tab, as shown above, basically just shows you the quiz’s name and description. The “Edit” tab would take you back to the previous area (where you could add more questions, change the order, etc...). The “Preview” tab, takes you to a screen where you can see what the Quiz would look like to students. The “Reports” tab, takes you to a screen like this:



The screenshot shows a navigation bar with tabs for 'Info', 'Results', 'Preview', and 'Edit'. Below the navigation bar, there are links for 'Overview', 'Regrade', 'Manual grading', and 'Item analysis'. The main heading is 'Nothing to display'. Below this, there is a 'Display options:' section with the following fields: 'Attempts shown per page' set to '10', 'Show Students with attempts only' dropdown menu, and a 'Show mark details' checkbox. A 'Go' button is at the bottom of the 'Display options:' section.

Notice how you now have four additional links above “Overview”, “Regrade”, “Manual grading” and “Item analysis”.

Overview

This contains the list of quiz attempts arranged in four columns:

First name / Surname

Started on - that contains the information about the exact time the test was started

Completed – the exact time the test was finished

Time taken - the amount of time it took a given student to do the test

Grade/x - the number of points students scored; 'x' is the maximum number of points students could score

With the Select all / Deselect all options you can check / uncheck all the names in the list, and, with selected, delete. You also have buttons that will allow you to download the overview results as either an ODS, Excel or Text file.

The default view lists only the students who attempted the test. You can, however, change the display options by:

- Changing the number in the **Attempts shown per page** box
- Narrow the results of students, by selecting either **Show students with attempts only**, **Show students with no attempts only**, **Show all students**, or **Show all attempts** from the drop down menu
- Check mark the **Show mark details** box, which will extend the list with as many columns as there are questions in the test; each column is headed by 'n' (where 'n' stands for the question number)

To sort the results by two columns, first click on the column heading you want to be the *second* key, and then click on the column heading you want to be the *primary* key.

Regrade

That tab will recalculate the quiz grades. This may become necessary if you have changed one of the questions or the grade possible for the quiz or a question.

Manual grading

The grade of any question in a quiz can be manually overridden, and a comment added. A teacher can do this from the results page. There are also some question types that Moodle does not grade automatically (at the moment only the Essay question). This report helps you grade questions of these types by listing just the questions that still need to be graded.

Item analysis

This table presents processed quiz data in a way suitable for analyzing and judging the performance of each question for the function of assessment. The statistical parameters used are calculated as explained by classical test theory. (If you need help interpreting the data, click on the “?” icon on this page).

Maximum grade – this sets the maximum grade, from 1 to 100.

Number of attempts – allows you to choose the number of times a student can attempt this activity.

Activation – when enabled, allows you to restrict the dates this activity is available

Stage Size – determines the width and height of the SCORM/AICC activity.

Once you have all these fields set, click on “Save changes.” Your Scorm activity will now appear in your activities section.

2.2.14 Survey

This adds pre-built surveys to the class. These are typically used for online, distance-learning courses. If you are curious, feel free to add one – you can always delete it later if you don't find it useful. Future versions of Moodle are supposed to allow the user to design surveys (although, if your administrators add the Questionnaire module, you'll have it already!)

Type – This sets the type of wiki. There are three types, and each type sets access rules that also depend on whether or not classroom Groups are used or not. This chart is directly from the built-in Moodle help:

Wiki types

There are three wiki types: Teacher, Groups, Student. In addition, like any activity, the wiki has the Moodle group modes: "No Groups" "Separate Groups" and "Visible Groups". This leads to the following matrix of nine possibilities:

	No Groups	Separate Groups	Visible Groups
Teacher	There is only one wiki which only the teacher can edit. Students can view the contents.	There is one wiki for every group which just the teacher can edit. Students can view the wiki of their group only.	There is one wiki for every group which just the teacher can edit. Students can view the wikis for all groups.
Groups	There is only one wiki. The teacher and all students can view and edit this wiki.	There is one wiki per group. Students can view and edit the wiki of their own group only.	There is one wiki per group. Students can change the wiki of their own group only. They can view the wikis for all groups.
Student	Every student has their own wiki which only they and their teacher can view and edit.	Every student has their own wiki, which only they and their teacher can edit. Students can view the wikis of other students in their group.	Every student has their own wiki, which only they and their teacher can edit. Students can view the wikis of all other students in the course.

Unless the group mode has been forced by the course settings, it can be set with the groups icons on the course home page after the wiki has been created.

- A teacher can always edit every wiki in the course

The left-hand column is the “Wiki Type” setting (Teacher, Groups, or Student), and the top row is the classroom Group setting (No Groups, Separate Groups, or Visible Groups). The “Wiki Type” setting “Groups” is not related to the classroom group setting – it is just called the same name.

So, for example, if you set the wiki type to “Groups” and you have no classroom Groups set for the class or for the wiki (remember that classroom groups can be set on a per-activity basis), then the wiki will be viewable and editable by the teacher and by all the students.

Print wiki name on every page – this sets if the name is displayed or not.

HTML Mode – this sets how the wiki is authored. It has three settings:

- No HTML – this mode ignores all HTML commands and the authors cannot use the formatting bar (which is based on HTML). All formatting of the wiki is done using Wiki Words (a formatting style special to wikis).
- Safe HTML – this mode allows the use of hand-coded HTML, but does not allow use of the formatting bar.
- HTML only – this allows full use of standard HTML and the formatting bar, but Wiki Words are not used. If you and your students are new to Wikis, this is probably the mode you want to start with.

Allow binary files – this sets if the wiki will allow binary attachments (like images, Zip files, etc.). Note that this only applies to attachments – even if this is set to “no,” students can still link to images if HTML is allowed.

Wiki auto-linking options – By default, the wiki can auto-link certain words used in the wiki. You can turn the feature off by checking the “Disable CamelCase linking” box. If in doubt, leave linking on. As an aside, CamelCase is any single word that has multiple capitals in it (like CamelCase or like ThiS).

Student admin options – these set what students can do to any wiki they administer (if you allow students to have their own wikis). There are four options:

- Allow ‘set page flags’ – page flags define what a wiki page is (text, data, read only, etc.). If this is checked, students can set page flags.
- Allow ‘strip pages’ – strip pages cleans up the wiki by removing old versions of pages and only keeping the most recent ones.
- Allow ‘remove pages’ – this allows the student-administrator to remove individual pages from the wiki. This feature should be used with caution.
- Allow ‘revert mass changes’ – this allows the removal of changes made by an author.

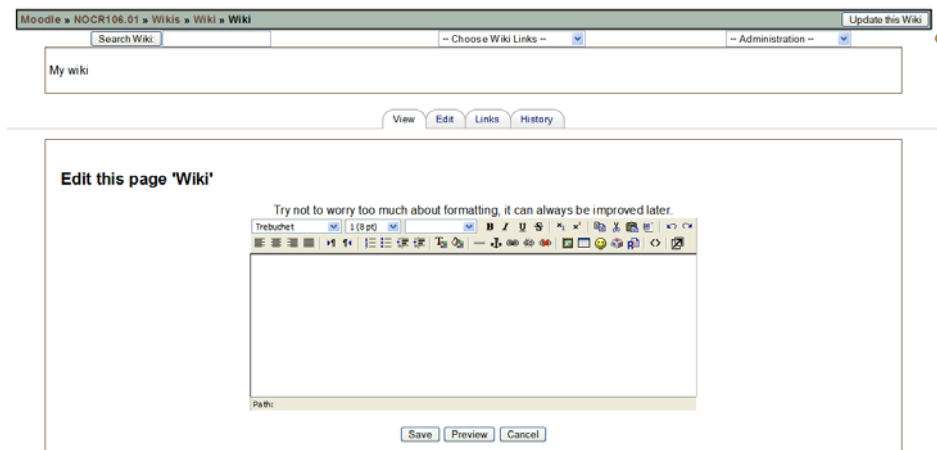
Page name (optional) – you can fill in the name of the first page of the wiki here. If you leave it blank, the first page of the wiki will be the wiki’s name (set at the top of the edit page).

Choose an Initial Page – this lets you upload a text file that will become the content of the first page of the wiki. If there are multiple text pages in a directory in the Files section of your classroom, all the text files will become content for the wiki, but the page specified here will be the first page.

Group Mode - You can use this section to assign how groups will operate with this activity.

Visible - If it is set to “Show” will allow your students to see this page. If it is set to hide, your students will not see the page (useful if you’re still editing it!).

When you have all of the options set, click on “Save changes.” You will then go to a screen where you can edit the actual content of your Wiki:



If you are using WikiWord formatting, click on the “?” help button in the upper right for a great discussion on how to format WikiWords. If you are using HTML (like in my example above), simply use the formatting tool-bar. There are three menus at the top of the page:

Search Wiki – if you have existing pages in the wiki, you can search for terms using this field.

Choose Wiki Links menu – if you have pages in your wiki, this menu will jump you to the pages that fit the categories in the menu (like “Newest pages” or “Most visited pages”).

Administration menu – this allows you to do administrative functions like strip pages, set page flags, etc.

The wiki page also has 4 tabs:

View – this is the default tab. It lets you see the wiki page. You can edit the wiki tab if you are creating new content.

Edit – this tab allows you to edit existing content on the wiki page.

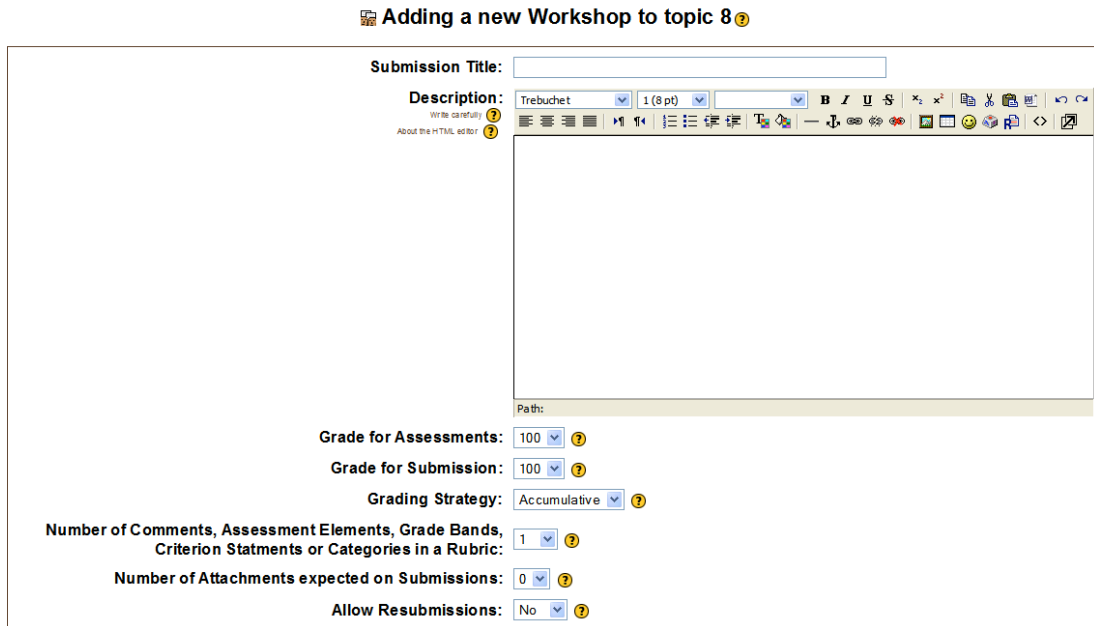
Links – this shows you what pages link to this page in the wiki.

History – this shows you the history of the wiki page (date of creation, modified date, etc.).

You have the option to preview the page if you like, or you can cancel the changes you made. Once you are happy with the page, click on “Save.”


2.2.16 Workshop

This creates a workshop space for the class. It is used to facilitate peer review. It has a range of options. To add a workshop, select “Workshop” from the “Add an activity” menu. This will take you to the workshop edit screen:



Adding a new Workshop to topic 8

Submission Title:

Description: Trebuchet 1 (8 pt) **B I U** **x² x³** 

Path:

Grade for Assessments: 100 ?

Grade for Submission: 100 ?

Grading Strategy: Accumulative ?

Number of Comments, Assessment Elements, Grade Bands, Criterion Statements or Categories in a Rubric: 1 ?

Number of Attachments expected on Submissions: 0 ?

Allow Resubmissions: No ?

The “Submission Title” and “Description” can be whatever you like (“Peer Review,” “Othello,” etc.).

- Grade of Student Assessments - This is the maximum grade given to the assessments made by students of their own and/or other work. That is, the grade for their assessments. The actual grades for an assessment is calculated by the workshop module by comparing that assessment with the "best" assessment of the same submission. The "best" assessment is the one which is closest to the mean of all the assessments. (This is a "weighted" mean if the teacher's assessment is given a weight greater than one.) Note that if there is only one assessment of a submission, that single assessment is taken as the best. If there are two assessments of a submission, both are considered "best". Only when there are three or more assessments does the module start to make distinctions between the assessments.

This grade is sometimes called the "grading grade" and is *not* the maximum grade given to the work, that grade is called "Grade for Submissions". A student's grade for the workshop is the sum of this grade and the grade for their submission(s). Thus if the (maximum) grade for the Student assessments is set at 20 and the (maximum) grade for submission is set to 80, then the (maximum) grade for the workshop is 100.

This value can be changed at any time and the effect on the grades seen by the students (and the teacher) is immediate.

- The Grade of the Submissions - This value determines the maximum grade which can be awarded to a submission. The overall grade for the workshop is the sum of the (average) grade of the student's assessments and the grade from their submission(s). Thus if the (maximum) grade for the student's assessments is set to 30 and the (maximum) grade for the submissions is 70 the (maximum) grade for the workshop is 100. This value can be changed at any time and the effect on the grades seen by the students (and the teacher) is immediate.

- The “Grading strategy” has several options – Accumulative, Not Graded, Error Banded, Criterion, and Rubric. These will be covered in detail shortly.

Accumulative grading – This is the default setting. Accumulative grading breaks each project into sections (you determine the number, from 1-20) that can be individually graded and commented upon. The grades of each piece determine the final grade (based on the maximum grade you set). This style of review uses yes/no questions, grading scales (i.e., “poor” to “excellent”) and purely numeric grading (1-100).

Not Graded – This setting is used for peer review where the students may comment on work, but not grade it. The teacher may assign grades to the comments that are made; not assigning grades on the comments means the assignment does not count for a grade (it is used for peer comments only).

Error Banded – This style of grading sets up multiple yes/no expectations for an assignment. If the element is there (a “yes” answer), credit is given; if not (a “no” answer), no credit is given for that part of the assignment. Each individual part may be weighted if desired.

Criterion – For this type of grading scale, you set up criteria for the peers to choose from. The students then choose ONE criterion that most closely matches the project. Each criterion has a grade assigned to it, so by choosing one criterion, the reviewer gives the grade associated with that comment.

Rubric – This review setting is very similar to “Criterion,” except that the teacher assigns different sections to each project. Then, within each section, the reviewer selects one comment that most closely matches the project being reviewed. The grades from each section are then combined to give the final grade.

The “Number of Comments, Assessment Elements, Grade Bands, Criterion Statements or Categories in a Rubric” field determines how many elements an assignment will have evaluated. This is the number of things you wish to have evaluated. You could set this to “3,” and have the peers evaluate on style, content, and grammar (for example). If this field is set to 0, then the group may only make comments in the “General Comments” section of an assignment.

The “Number of Attachment expected on Submissions” field lets you choose a number from 1-5 from a drop-down box. The number entered here determines how many "upload boxes" are shown when the student submits a piece of work. The number can be zero, that is no attachments are allowed. If attachments are expected, the number is set to 1, 2, up to 5. Normally the number will be 0 or 1, but in some assignments the students may be asked to submit more than one attachment. If the number is set to 3, say, and the student only attaches two files to their submission, the two files are attached and there is no warning message. Thus, when submitting work (in a single operation) students can attach an arbitrary number of files to their submissions, up to the maximum number given by this option. Note this option does not set the maximum number of attachments a student can add to their submission. It just determines how many "upload boxes" are shown. The student is free to add more attachments to their submission by editing that submission. This would be unusual. The default value for this option is zero, that is no attachments are required.

The “Allow Resubmissions” field allows students to resubmit their assignment at any time. This can be useful to encourage students to write several drafts incorporating suggestions made. The system will then keep the highest grade of all the assignments submitted by the student (the highest grade is the largest teacher-peer combined score).

The “Number of Assessments of Examples from Teacher” forces the students to walk through one or more example projects that the teacher has put online. The student will have to make comments and grade the project, and then these comments can be graded by the teacher. Students can NOT submit their own work until they have gone through all of the examples the teacher has set up.

The “Comparison of Assessments” field gives you a drop down box with five choices. In a workshop it is common for the same piece of work to be assessed by the teacher and the students. If examples are used then the teacher first assesses them before the students assess a selection of them. The work from the students may well be assessed by the teacher, at least in part, and very possibly by a number of students. A workshop allows the teacher to award a proportion of the grade to the student's assessments; the remainder of the grade is allocated to the assessments of the work itself. (The proportions of the grade given to these two areas is set towards the end of the workshop.) A student's assessments are given a grade based on how well they match the corresponding assessments made by the teacher. (In the absence of a teacher assessment then the average of the peer assessments is used).

The degree of agreement between the student's and teacher's assessment is based on the differences between the scores in individual elements (actually the squared differences are used). The mean of these differences must be converted into a meaningful grade. The "Comparison of Assessments" option allows the teacher a degree of control on how these comparisons are converted into grades.

To get some idea on what effect this option has, take the (fairly simple) case of an assessment which has ten Yes/No questions. For example the assessment might use questions like "Is the chart correctly formatted?", "Is the calculated profit \$100.66?" etc. Assume there are ten such questions. When the "Very Lax" setting is chosen, perfect agreement between the student's and teacher's assessment gives a grade of 100%, if there is only one question which does not match the grade is 90%, two disagreements give a grade of 80%, three disagreements 70%, etc.. That might seem very reasonable and you might be thinking why is this option called a "Very Lax" comparison. Well, consider the case of a student doing a completely random assessment where the answers of the ten questions are simply guessed. On average this would result in five of the ten questions being matched. So the "monkey's" assessment would get a grade of around 50%. The situation gets a little more sensible with the "Lax" option, then the random assessment gets around 20%. When the "Fair" option is chosen, random guessing will result in a zero grade most of the time. At this level, a grade of 50% is given when the two assessments agree on eight questions of the ten. If three questions are in disagreement then the grade given is 25%. When the option is set to "Strict" having two questions out of sync gives a grade of 40%. Moving into the "Very Strict" territory a disagreement in just two questions drops the grade to 35% and having a single question in disagreement gives a grade of 65%.

This example is slightly artificial as most assessments usually have elements which have a range of values rather than just Yes or No. In those cases the comparison is likely to result in somewhat higher grades than the values indicated above. The various levels (Very Lax, Lax, Fair...) are given so that the teacher can fine tune the comparisons. If they feel that the grades being given for assessments are too low then this option should be moved towards the "Lax" or even "Very Lax" choices. And alternatively, if the grades for the student's assessments are, in general, felt to be too high this option should be moved to either the "Strict" or "Very Strict" choices. It is really a matter of trial and error with the best starting point being the "Fair" option.

During the course of the workshop the teacher may feel that the grades given to the student assessments are either too high or too low. These grades are shown on the exercise's Administration Page. In this case, the teacher can change the setting of this option and re-calculate the student assessment grades (the "Grading Grades"). The re-calculation is done by clicking the "Re-grade Student Assessments" link found on the administration page of the workshop. This can be safely performed at any time in the workshop.

The "Number of Assessments of Student Submissions" field sets how many other projects the student can evaluate and comment on. If there are more submissions than the allowed assessments, the reviewer will get a random set to evaluate.

The “Weight of Teacher's Assessments” option, usually set at 1, can be used to either "switch off" any assessments made by the teacher, to give them an equal weight as the student assessments, or give them more weight than the student assessments. The normal value for this option is 1. This gives the teacher's assessments the same weight as student assessments.

There may arise circumstances when it is felt that the students are consistently "over grading" assessments, that is giving their peers too high a grade. The opposite may happen when the peer grading is too low (but that is more unusual). The poor grading by the students can be compensated, to a degree, by increasing the value of this option. Setting the value to 5, for example, means that if there are 5 student assessments of each submission, say, then the teacher's assessment has the same weight (in dropping suspect assessments and in determining the grade) as all 5 of the student assessments. Further in the analysis of assessments, student assessments which do not agree with that of the teacher are more likely to be dropped when this option is greater than one. The remaining assessments are closer to the teacher's grade thus giving even more weight to the teacher's assessment. This option can be changed at any time during the assignment.

The “Over Allocation Level” field determines whether the allocation of peer assessments to the class is balanced or not. Here the term "balanced" applies to the number of times each student submission is allocated for (peer) assessment. When the Over Allocation Level is set to ZERO, all the submissions are allocated the same number of times, that is, the allocation is balanced. When the Level is set to ONE then some of the submissions may be allocated once more than other allocations (and it follows from this that some of the submissions may be allocated once less than other allocations), that is the allocation is unbalanced. Similarly if the Level is set to TWO then a greater unbalance is allowed. Ideally all peer assessments should be balanced. However, the disadvantage is that some students will not have their full quota of submissions to assess until AFTER the last student has submitted their work. When the Over Allocation Level is set to ONE, then most students will find that they have their full "quota" of submissions to assess and they do not have to wait for late submissions. Waiting for late submissions should be even rarer when the level is set to TWO.

So in a Workshop assignment where the number of peer assessments is set to 5, and there is no concerns that some of the submissions will be (peer) assessed 4 times, some 5 times and others 6 times, then the assignment will "flow" smoother and the students will not have to wait so long (if at all) for others to submit work if the Over Allocation Level is changed from its default value of ZERO and set to ONE.

The “Self Assessment” field, if set to “Yes,” allows students to evaluate and grade their own work. This is added to the “Number of Assessments...” (if the “Number of Assessments...” is set to 5, the student must still evaluate 5 other students’ work). If the “Number of Assessments...” is set to “0” and this field is set to “Yes,” then the project is for self-evaluation only.

If the “Assessments must be agreed” field is set to “Yes,” then the assessments from students are open to review from other students. If other students disagree with the evaluation made by the original reviewer, then the evaluation process will continue until the students do agree, or until the assignment passes the closing time.

The “Hide Grades before Agreement” field allows the teacher to hide the numeric grades from other reviewers while they are trying to reach agreement. If this field is set to “Yes,” then all the numeric parts of the evaluation are hidden – students can only see each other’s comments. The grades will appear after the reviewers agree with each other.

The “League Table of Submissions” lists the best submissions produced in the assignment. The number of entries can be set to zero, a number between 1 and 20, 50 or 100. If set to zero, the League Table is not displayed. If it is set to a number between 1 and 20, 50 or 100 then that number of submissions are shown, for example, setting the number to 10 shows the top ten submissions.

The “Hide Names from Students” field can be set to yes, or no. A peer graded assignment can be graded anonymously. In this case the names (and any photos) of the students doing the grading are not shown. Only the (file) names of the submissions are used to identify the pieces of work being graded. When the peer graded assignment is not graded anonymously, the pieces of work are shown with the names (and any photos) of the students who submitted the work. This may lead to bias in the grading. Note that if the teacher’s grades are shown to the students, these are never shown anonymously.

The “Use Password” and “Password” fields limit access to an exercise. The password can be up to 10 characters long. The password can be reset at any time during the workshop. Whether students are asked for the password to enter the workshop is determined by the "Use Password" option.

“Maximum Size” limits how big the project can be. In general, I recommend making this as big as you can unless space is an issue.

The “Start of submissions”, “Start of assessments”, “End of submissions” and “End of assessments” fields set the beginning and ending dates for assessments and submissions.

The “Release Teacher Grades” date can be used to withhold the assessments (and grades) made by the teacher until the given date. By default the date is set to the workshop’s creation date and time. If the date is not changed then the teacher’s assessments are available to the students a short time after they are done (the short time is typically half an hour, the "maxeditingtime"). Setting this option allows the teacher to withhold their own assessments until later in the assignment. For example if the teacher wishes to withhold their own assessments until the deadline date, then the Release date is set to the same date as the deadline.

There is also a “Group mode” field to control the types of groups used in the workshop and a “visible to students” field to control if the students can see this activity.

Workgroup Evaluation Types

Getting a workgroup ready for evaluation requires setting up each section (called evaluation elements). These elements vary depending on the type of evaluation you select. Once you have filled out the basic editing screen and hit “Save changes,” you will be taken to screens to fill out the evaluation elements, based on what grading strategy you selected.

2.2.16.1 Accumulative Grading Strategy

This is the default grading strategy. It allows for various styles of evaluation, including yes/no questions, scaled questions, and numeric evaluations:

The screenshot shows a web interface for editing assessment elements. The title bar reads "Computers 1" and "Logout". Below the title bar is a breadcrumb trail: "CVCA > CMPTR101 > Workshops > Uses of Computers > Assessments". The main heading is "Editing Assessment Elements ?". The interface displays three elements for configuration. Each element has a text input field for the question, a dropdown menu for "Type of Scale" (set to "2 point Yes/No scale"), and a dropdown menu for "Element Weight" (set to "1").

I have chosen to have 5 elements on my evaluation (2 are off-screen). 5 to 10 elements is pretty typical, but you can have anywhere from 1 to 20 elements.

In the blank space next to “Element 1,” fill in your evaluation standard. This varies on the type of element you are using. For Element 1, I will use a “2 point Yes/No scale.” Note that the “2 point” does not refer to how much the question is worth (that is set using the weight). The “2 point” refers to the fact that there are 2 options available (yes or no). Since I am using a yes/no answer, I need an element that can be answered using yes or no. For my example, I will use “Is the paper 2 pages long or longer?”

“Type of Scale” allows you to set how you want the element evaluated. The options are:

- 2 point Yes/No scale
- 2 point Present/Absent scale
- 2 point Correct/Incorrect scale
- 3 point Good/Poor scale (a sliding scale with 3 options)
- 4 point Excellent/Very Poor scale (a sliding scale with 4 options)
- 5 point Excellent/Very Poor scale (a sliding scale with 5 options)
- 7 point Excellent/Very Poor scale (a sliding scale with 7 options)
- Score out of 10
- Score out of 20
- Score out of 100

In all cases, the points are for the element ONLY. A “Score out of 100” is not for the whole project, but only for the element to which it is assigned. In my “Element 1” example, I will use a 2 point Yes/No scale.

“Element Weight” sets the weight of the element. In my example, right now all 5 elements are weighted with a weight of 1. That means each element is worth the same, or 20% (5 elements at 20% each = 100%). If I feel an element should be worth more or less than other elements, I can change the weight (from 0 to 4 times weight – there are negative weights as well, but they are experimental). In my examples, I will leave the weight as 1.

For “Element 2,” I will choose one of the sliding scales, the 5-point Excellent/Very Poor scale. This creates a scale that has 5 options, from Excellent to Very Poor. The grade of the element is based on the choice. In my example, each element is worth 20%. If someone rates my paper as a 3 on the scale, I will get 3/5 (a rating of 3 out of a possible 5) of 20, or 12 points for this element. I need to fill in the element description in a way that can be answered by the scale Excellent to Very Poor. In my example, I will use “Rate the paper on how well it is written.”

For “Element 3,” I will use the “Score out of 100” scale. This allows the reviewer to select a score of 0 to 100 for this element. The grade of this element is based on the score given. If I get a score of 75 on the scale, I will get 75/100 credit, or 15 points (75% of 20 total points). I need to describe the element in a way that can be evaluated on a 100-point scale. For this example, I will use “On a scale of 100, rate how well the author did research.”

Other elements are filled out in a similar way. When I have filled out the other elements, my example looks like this:

The screenshot shows a web interface titled "Editing Assessment Elements" with a help icon. It contains three assessment elements, each with a description, a scale type, and a weight.

Element	Description	Type of Scale	Element Weight
Element 1	Is the paper 2 pages or longer?	2 point Yes/No scale	1
Element 2	Rate the paper on how well it is written.	5 point Excellent/Very Poor scale	1
Element 3	On a scale of 100, rate how well the author did research.	Score out of 100	1

Click on “Save changes” to save your changes.

What an accumulative evaluation looks like:

At this point, it might be useful to see what a student would see for an evaluation. For the accumulative evaluation from above, a student would see this:

The screenshot shows a web-based assessment interface titled "Assessment". It contains three distinct evaluation elements, each with a question, a grade selection area, and a feedback text box. Element 1 asks "Is the paper 2 pages long or longer?" with radio buttons for "Yes" and "No", and a weight of 1.00. Element 2 asks "Rate the paper on how well it is written" with radio buttons for "Excellent", "Very Poor", and two unlabeled options, and a weight of 1.00. Element 3 asks "On a scale of 100, rate how well the author did research." with a dropdown menu showing "0" and a weight of 1.00.

2.2.16.2 Not Graded Grading Strategy

This grading strategy is used for peer comments only. You may still have as many elements as you like, but each elements only has a comments section – there is nowhere for a numerical evaluation. When you click on a workgroup that has been set up with “Not Graded,” you will see a screen like this (mine has five elements):

The screenshot shows a form titled "Editing Assessment Elements" with a help icon. It features five empty text input fields, each preceded by a label "Element 1:" through "Element 5:". The fields are separated by horizontal orange bars.

Fill in each element field with a description to guide the reviewer’s comments (like “Discuss the strength or weakness of the thesis statement.”) When you have filled in all of the elements, click on “Save changes.”

2.2.16.3 Error Banded Grading Strategy

This grading strategy is based entirely on yes/no responses for the evaluation. Each element is set up with a yes/no system. When you first click on the workgroup, you should see something like this:

Computers1 Logout
CVCA -> CMPTR1 -> Workshops -> Uses of Computers -> Assessments

Editing Assessment Elements ?

Element 1:

Element Weight: 1

Element 2:

Element Weight: 1

Element 3:

Element Weight: 1

In addition, there is a Grade Table to set up at the bottom of the page (mine is set up as an example):

Element 3:

Element Weight: 1

[[gradetable]]

[[numberofnegativeresponses]]	Suggested Grade
0	100
1	95
2	85
3	70

Save changes Cancel

The grade table allows the teacher to set up suggested grades based on the number of “No” answers recorded by the reviewer. It does not have to be linear (my example takes off 5 for the first “No,” 10 for the second “No,” and 15 for the third “No”). These are only suggested grades – the reviewer may modify the grade up or down by up to 20 points (you might want to stress to the students they should have good reasons for changing your suggested grades!).

Fill out each element with a yes/no question and set the weight. When you weight a question, it will count that weight against the yes or no count. For instance, if I had 3 questions, and weighted one question as “2,” and the other two questions as “1,” the first question would have twice the weight of the other two. That means if a reviewer selects “No” on the first question (the weighted one), it would count as two “No” answers on the grade (or an 85 in my example grade chart).

When done, click on “Save changes.” My example screen looks like this:

The screenshot shows a web interface for configuring assessment elements. It contains three rows, each representing an element. Each row has a text input field for the element description and a dropdown menu for the element weight. Below the elements is a table with two columns: 'Suggested Grade' and a value field.

[[gratable]]	
[[numberofnegativeresponses:]]	Suggested Grade
0	100

2.2.16.4 Criterion Grading Strategy

This strategy lets the reviewer pick ONE statement that matches the project. Each statement has a grade assigned to it. When you click on a Criterion workgroup for the first time, you will see a screen like this:

The screenshot shows the 'Editing Assessment Elements' interface for a criterion grading strategy. It features three criteria, each with a text input field for the criterion description and a dropdown menu for the suggested grade. The interface includes a breadcrumb trail and a 'Logout' link.

Computers1 Logout
 CVCA -> CMPTR1 -> Workshops -> Uses of Computers -> Assessments

Editing Assessment Elements ⓘ

Criterion 1:	<input type="text"/>
Suggested Grade:	100
Criterion 2:	<input type="text"/>
Suggested Grade:	95
Criterion 3:	<input type="text"/>
Suggested Grade:	85

In each element section, write the statement you want and assign a suggested grade to that statement. The reviewer may change the suggested grade up or down by up to 20 points. When you are finished, click on “Save changes.” My example looks like this:

The screenshot shows a web interface titled "Editing Assessment Elements" with a help icon. It contains three rows, each representing a criterion. Each row has a label on the left and a text area on the right. Below each text area is a "Suggested Grade" dropdown menu. At the bottom of the interface are two buttons: "Save changes" and "Cancel".

Criterion Label	Statement	Suggested Grade
Criterion 1:	The paper covered all the basic requirements, was thoughtfully written, had good style, and was entertaining.	100
Criterion 2:	The paper covered all the basic requirements, but did not go beyond them.	90
Criterion 3:	The paper did not cover the basic requirements.	70

2.2.16.5 Rubric Grading Strategy

This strategy is very similar to the Criterion. In the Rubric, the reviewer must select ONE statement that most closely matches the project. Each statement has a grade attached to it. The difference with the Rubric is that it allows a statement for multiple elements, so a project might have 5 elements to it, each of which has statements to be matched to the project. The total grade is based on each element grade. When you click on a Rubric workshop for the first time, you will see a screen like this:

The screenshot shows a web interface titled "Editing Assessment Elements" with a help icon. It contains a single "Element 1" section. Below the element name is a text area for the statement. Underneath is an "Element Weight" dropdown menu set to "1". Below that are six rows, each labeled "Grade 0:" through "Grade 4:", each with its own text area for a statement. At the bottom of the interface is a thick orange bar.

The Element box is where you describe what you want the reviewer to evaluate. You may then set the weight of the element. You then fill in at least two of the “Grade” boxes. You do NOT have to fill in all five (but you can if you wish). The system will ignore everything after the first blank box, and will calculate the grade based on how many possibilities are present. An example will help. If I have 5 elements all weighted as 1, each element is worth 20%. Each grade box (inside each element) divides the 20 points available to the element. If I fill in 2 boxes, Grade 0 is worth zero points (Grade 0 is always worth zero points, no matter how many boxes are filled out), and the statement in Grade 1 is worth all 20 points. If I fill out 3 boxes, Grade 0 is worth 0, Grade 1 is worth 10 points, and Grade 2 is worth all 20. If I fill out all 5 boxes, Grade 0 is worth 0, Grade 1 is worth 5, Grade 2 is worth 10, Grade 3 is worth 15, and Grade 4 is worth all 20 points. The reviewer will pick ONE statement for EACH element.

Fill in each element description, pick the weight, and fill in as many grade boxes as you like for each element (you must fill out at least two Grade boxes for each element, or the element will not count). The best grade is always the last statement. Click on “Save changes.” My example looks like:

The screenshot shows a web interface titled "Editing Assessment Elements" with a help icon. It contains a form for "Element 1" with the following fields:

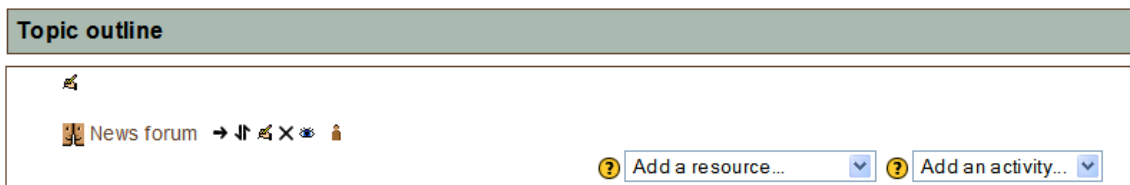
- Element 1:** Evaluate the style of the paper.
- Element Weight:** 1 (with a dropdown arrow)
- Grade 0:** The paper's style was difficult to work through. The author's intent was not clear, and the paper was hard to follow.
- Grade 1:** The paper's style was okay. I was able to follow the author's train of thought.
- Grade 2:** The paper's style was great. The paper was easy to read and the author's argument was logical and clear.
- Grade 3:** (Empty text box)
- Grade 4:** (Empty text box)

In my example, Element one would have 3 choices. The reviewer would pick one of them for this element, and would then do the same for the remaining elements.

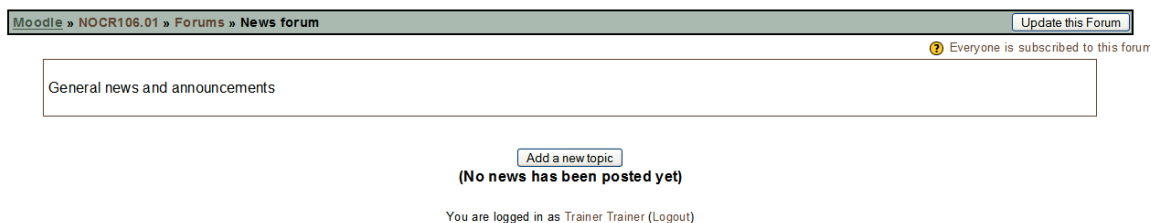
2.2.17 The News Forum

This covers all of the activities available from the “Add an activity” menu. There is another activity that is useful – the News forum. You will notice that at the top of the class pages there is a forum called “News forum.” The “News forum” is always present, and the system recreates it if you delete it.

The News forum is a place for you to post news items relating to your class. To add a news item, click on the News forum icon at the top:

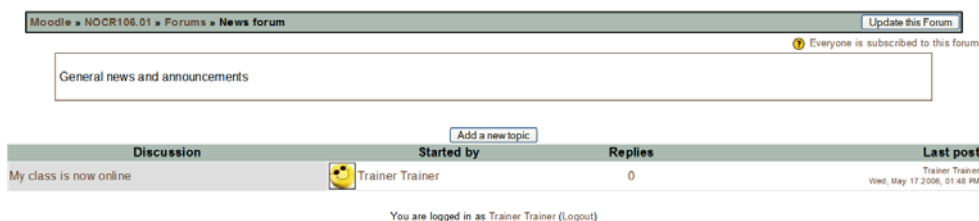


This will take you to a screen like this:



Before we “Add a new topic,” I want to point out the link in the upper right. By default, “Everyone is subscribed to this forum.” This means that every time you add a news item, the system will email everyone in the class automatically. To change this option, click on the “Everyone is subscribed to this forum” link, and it will change to where the students have the option to sign up to get emailed. If you do change this, and then want to change back, click on the “Everyone can choose to subscribe” link.

If you click on the “Add a new topic” button, you will be taken to a screen where you give the announcement a name, type the details of the actual announcement, and have the option to attach a file to the announcement. The attachment can be any file – Word, PowerPoint, etc. When you are done adding the announcement, click on “Save changes.” The system will then tell you that you have 30 minutes to make changes to the announcement. Click on “Continue.” The news item will now show up in the news forum:



If you go back to the main screen (click on the short class name), you will see that the “headline” now appears on the right under “Latest news” (unless you have “Latest news” disabled):



One word of warning – the default news forum allows students to reply to your posting, but not add new postings. To turn this off, click on the edit button (the hand holding a pen) next to “News forum,” and change the menu item “Can a student post to this forum?” from “No discussions, but replies are allowed” to “No discussions, no replies.”

This covers everything about editing your class page. When you are finished, click on the “Turn editing off” button to see how your page looks.

If you have any questions, remember to click on the “?” buttons – Moodle’s help is very good. Thank you for using this resource!

Appendix 1: Adding audio and/or video to your classroom

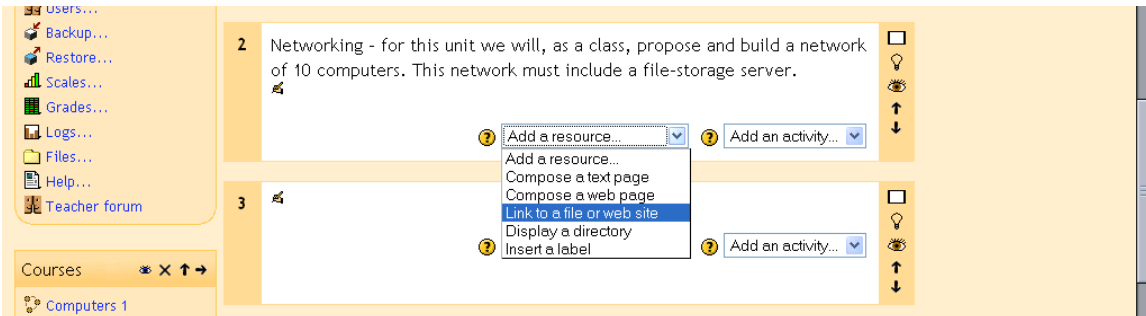
App. 1.1 Audio

Moodle allows you to add audio to classroom modules (forums, quizzes, etc.). There are two ways to do this: add the sound file as a resource (this is a separate module), or add it as an embedded sound to the module you are in (forum, quiz, etc.). Both methods are pretty straightforward.

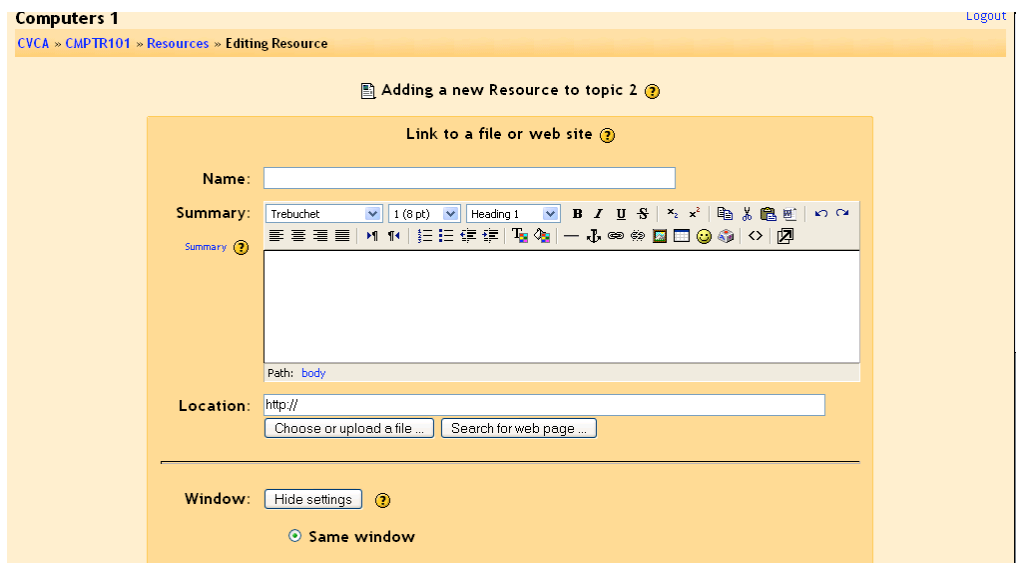
Please note that for sound to work, your administrator must enable multi-media plug-ins for Moodle. See your administrator if these features do not work.

App. 1.1.1 Adding sound as a resource:

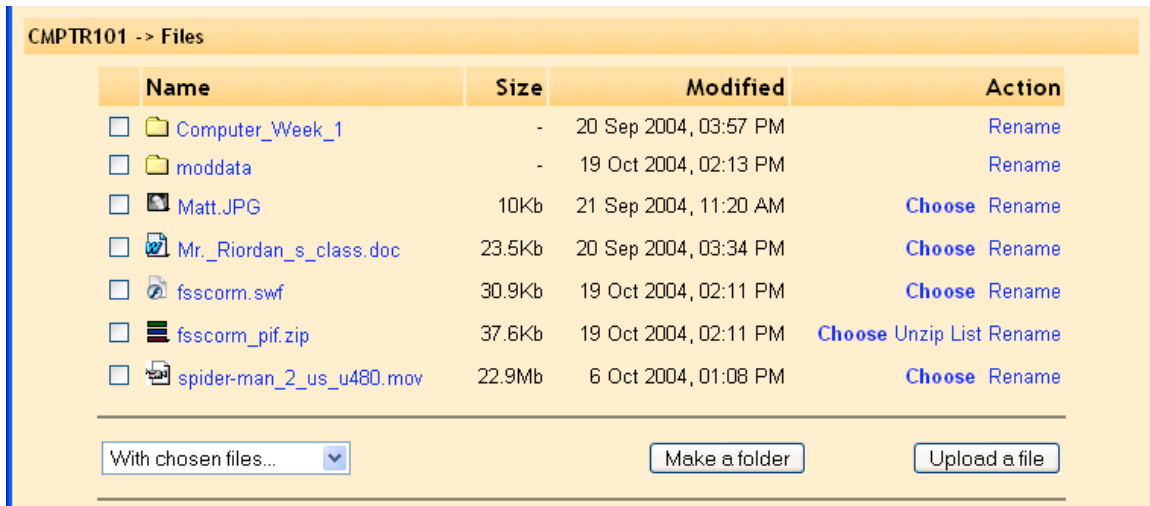
Make sure you are in edit mode in your classroom. Go to the topic (or week) where you want to add the sound and select “Link to a file or web site” from the “Add a resource” menu:



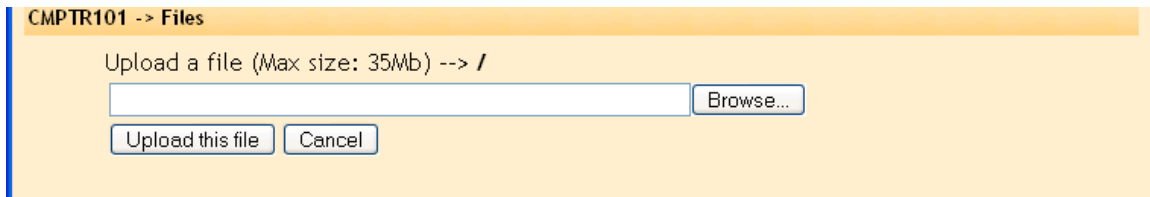
This will take you to this screen:



Type in a name for your sound resource, and type a summary of the resource. Then click on the “Choose or upload a file” button. You will then get a screen like this:



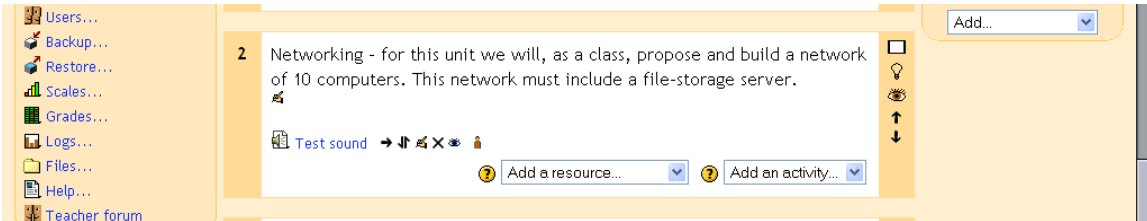
This lists all the files currently available in your class. If your sound file is here, click on “Choose” on the right-side of the screen. If your file still needs to be uploaded to your classroom, click on “Upload a file.” You then can browse for your file by clicking on “Browse”:



Once you find your file, double-click on it. The path to the file will be filled in for you. Click on the “Upload this file” button. Your file will then be made available in your files list. Click on “Choose” on the right-hand side to select your new file. My class now has a file called “project.mp3”:



You can then select if you want the sound to play in the same window, or if you want it to play in a new window (the sound will open in a new window of the browser) . When you are finished, click on “Save changes.” Your sound will now appear as a resource in your class page:



When you click on the resource, it will play for you (using the default media player for that type of file – Real Player, Quicktime, Media Player, etc.).

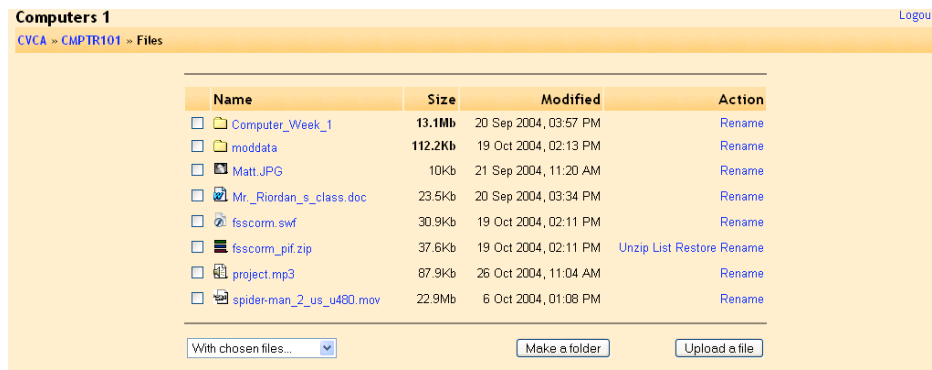
App. 1.1.2 Adding embedded sound:

Adding a sound as a resource works well, but it requires your students to click on the resource, which means opening another browser window, or leaving the module they are in. Moodle has the ability to embed sound in another module (like a forum or a quiz).

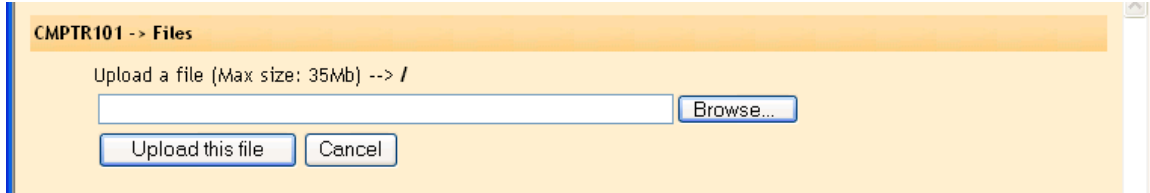
You can only add sounds that you have already uploaded to your classroom, and the sound files should be in mp3 format (they should end in .mp3). Other sound files formats will work, but mp3 files work the best. If you need to add a new sound, click on the “Files” link on the left-hand side of the basic class page:



This will take you to the files section:



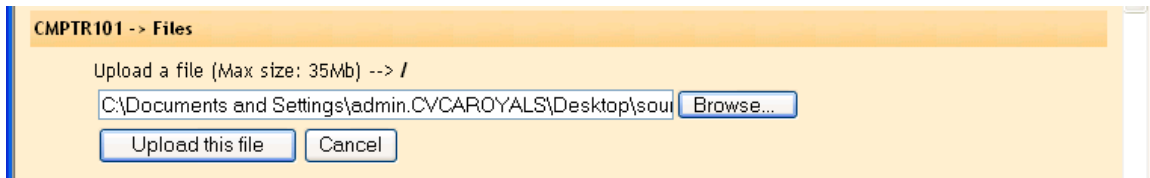
To add a new file, click on “Upload a file.” This will take you to this screen:



CMPTR101 -> Files

Upload a file (Max size: 35Mb) --> /

Click on “Browse” and find the file you want on your computer. Mp3 files work very well, but other formats may work as well. When you find the file you want, double-click on the file and the system will fill in the information:

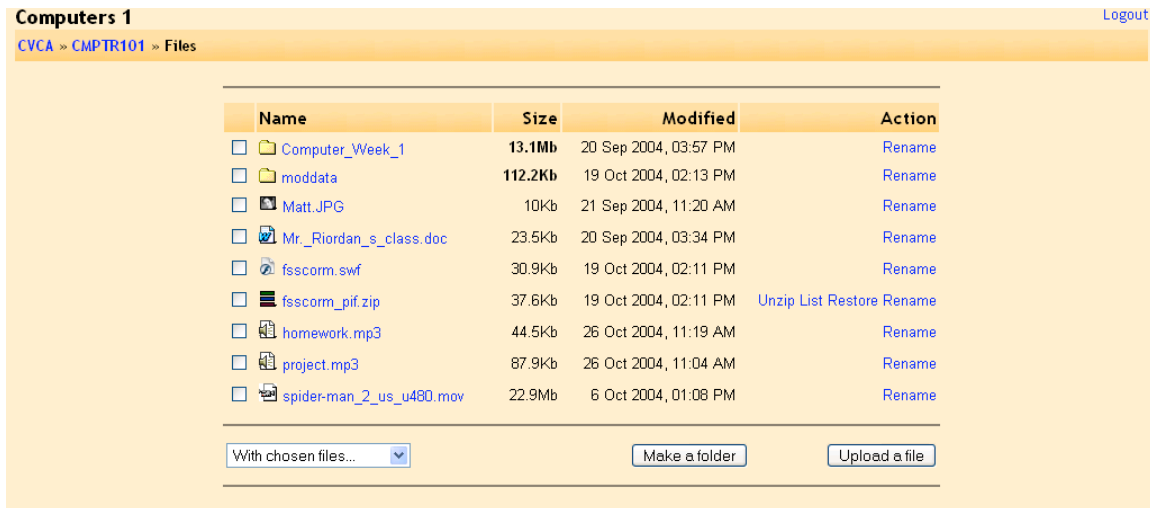


CMPTR101 -> Files

Upload a file (Max size: 35Mb) --> /

C:\Documents and Settings\admin.CVCAROYALS\Desktop\sou

Click on “Upload this file,” and the system will add the file to your classroom:



Computers 1 Logout

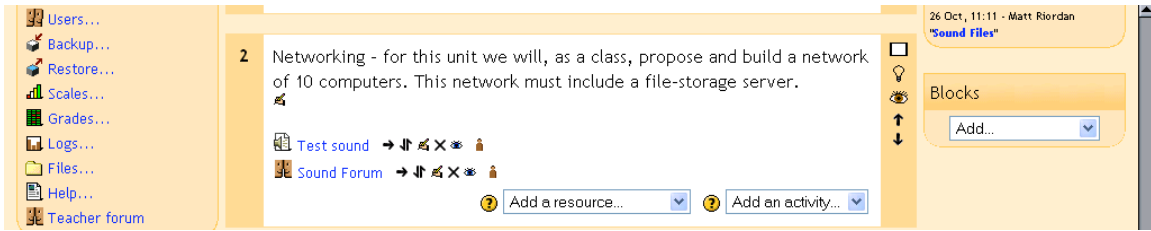
CVCA » CMPTR101 » Files

	Name	Size	Modified	Action
<input type="checkbox"/>	Computer_Week_1	13.1Mb	20 Sep 2004, 03:57 PM	Rename
<input type="checkbox"/>	moddata	112.2Kb	19 Oct 2004, 02:13 PM	Rename
<input type="checkbox"/>	Matt.JPG	10Kb	21 Sep 2004, 11:20 AM	Rename
<input type="checkbox"/>	Mr_Riordan_s_class.doc	23.5Kb	20 Sep 2004, 03:34 PM	Rename
<input type="checkbox"/>	fsscorm.swf	30.9Kb	19 Oct 2004, 02:11 PM	Rename
<input type="checkbox"/>	fsscorm_pif.zip	37.6Kb	19 Oct 2004, 02:11 PM	Unzip List Restore Rename
<input type="checkbox"/>	homework.mp3	44.5Kb	26 Oct 2004, 11:19 AM	Rename
<input type="checkbox"/>	project.mp3	87.9Kb	26 Oct 2004, 11:04 AM	Rename
<input type="checkbox"/>	spider-man_2_us_u480.mov	22.9Mb	6 Oct 2004, 01:08 PM	Rename

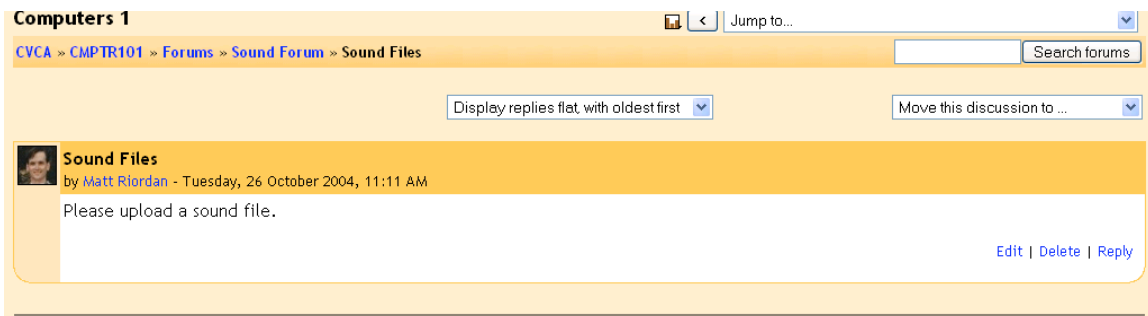
With chosen files...

The sound “Homework.mp3” can now be added to any module I want. Go back to the basic class page by clicking on the name in the upper left (CMPTR101 in my example). You are now ready to add the sound anywhere you like.

For this example, I am going to add a sound to a forum, but it works the same way in any module. Create a forum (or use an existing one). My example looks like this:

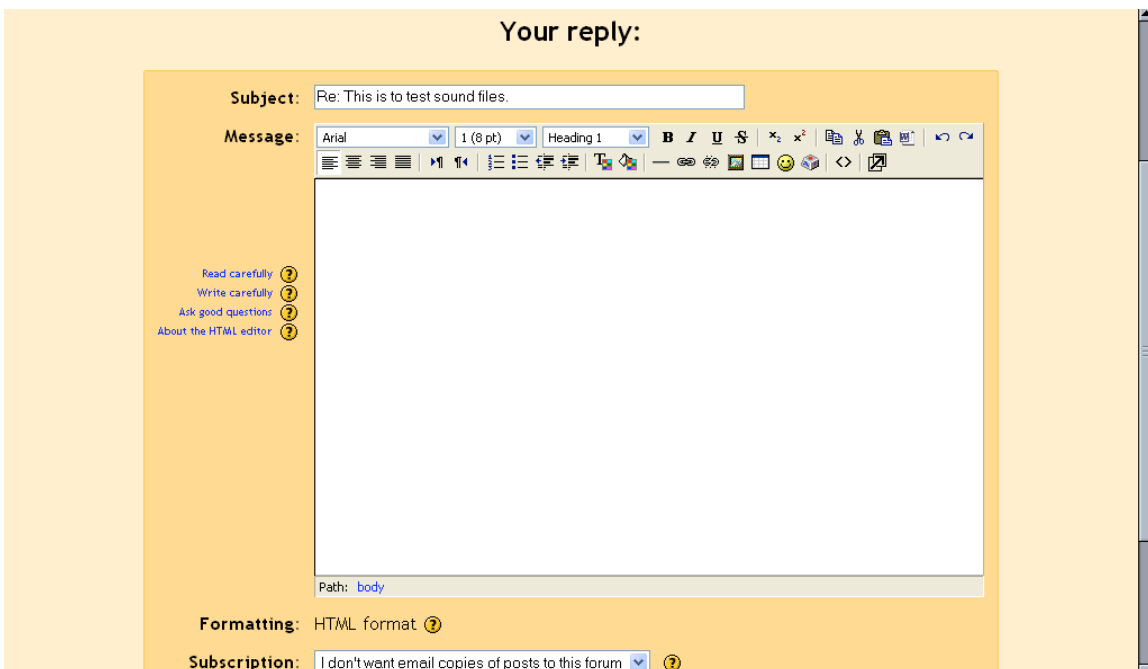


Go into your forum and find the discussion group to which you want to add the sound. My example looks like this:

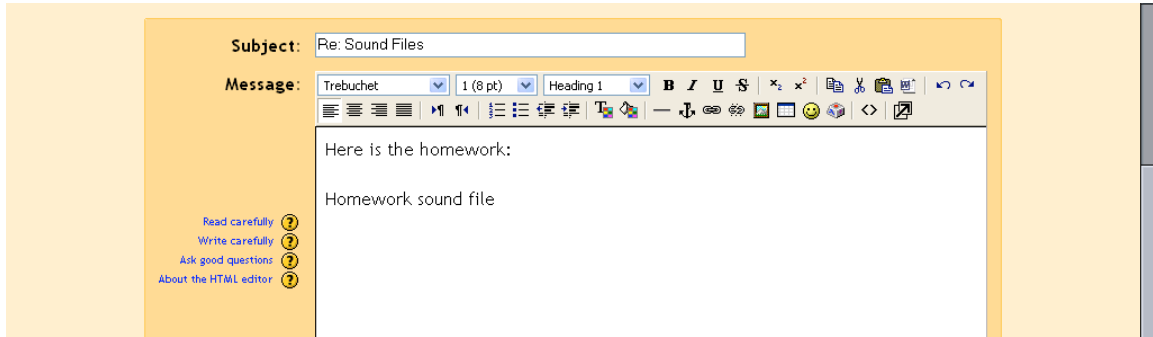


I will reply to this posting, but you can use the same procedure to start a new discussion with a sound.

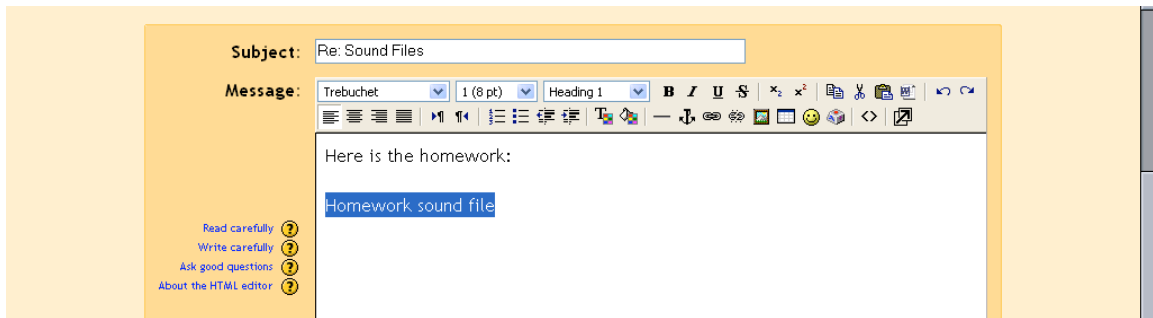
When I click on “reply,” I get to the reply screen:




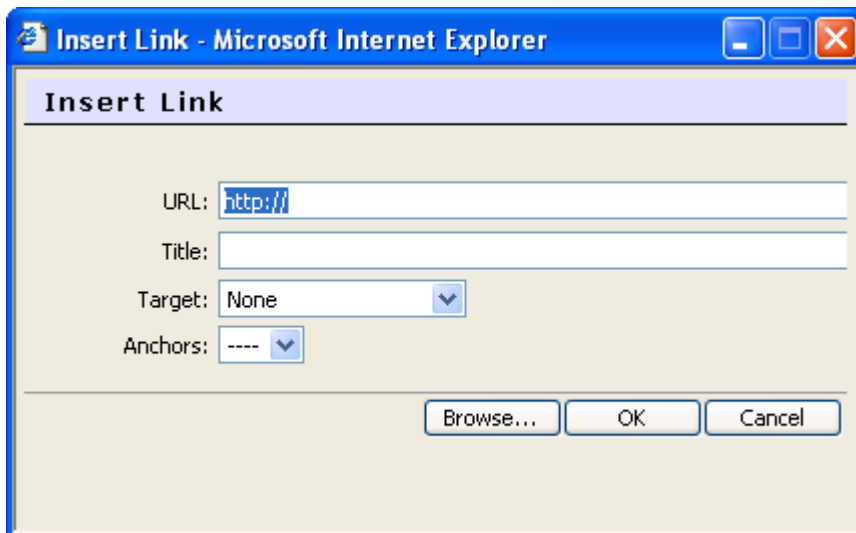
Fill in the body of the message. At some point, add some text that will be a link to the sound (usually, but not necessarily, at the end). My example looks like this:



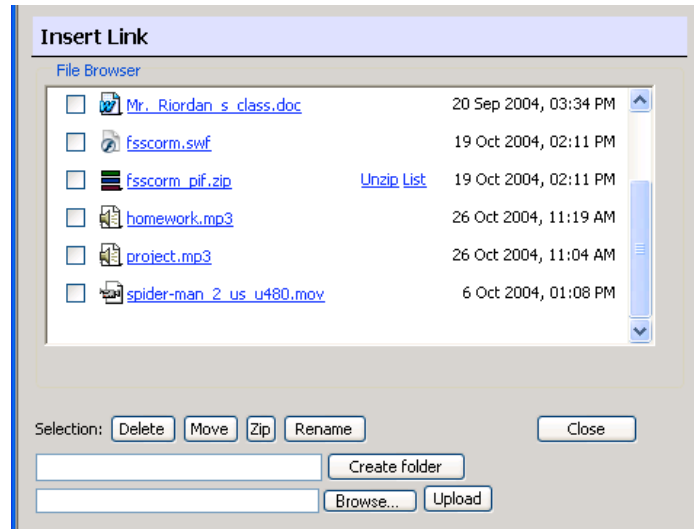
To add the sound, use your cursor to highlight the text that will link to the sound file (“Homework sound file” in my example):



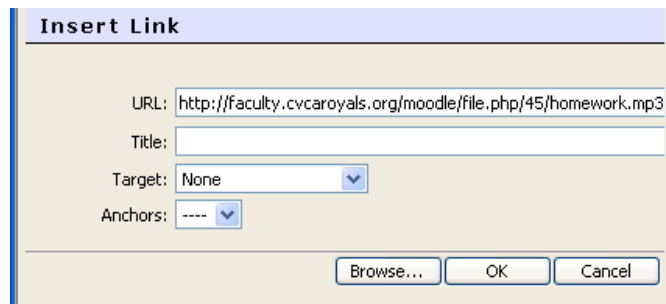
Then, click on the link icon on the tool bar (it looks like a chain): . This will open up a dialog box like this:



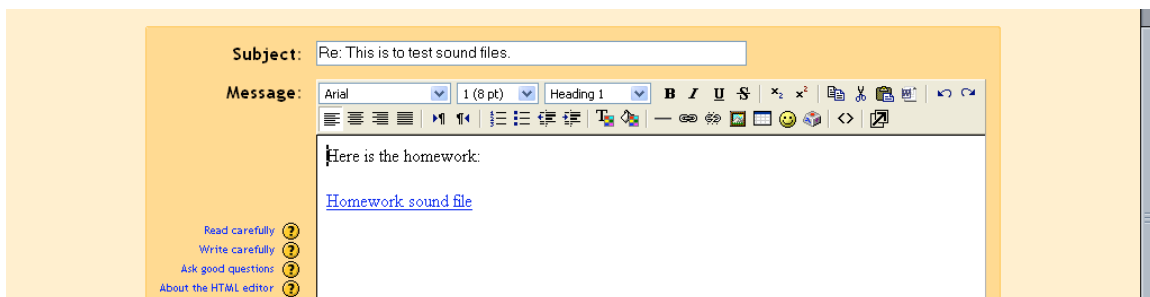
To select the file you uploaded (or any file in your class), click on “Browse.” You will then see the files in your class:



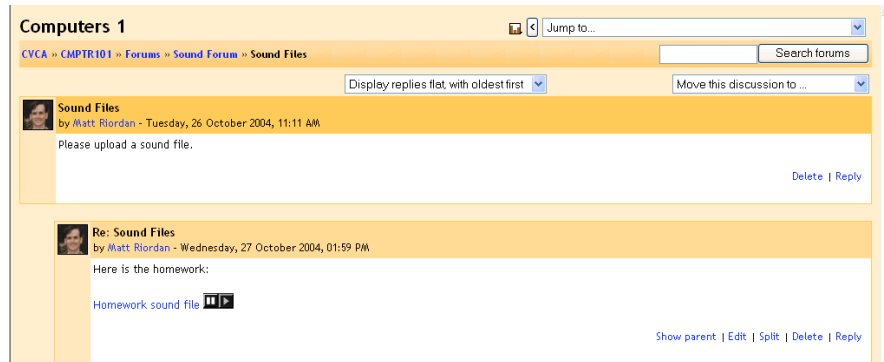
Click on the name of the sound file you want to play (Homework.mp3 in my case). The system will fill in the URL box for you:




Add a title for the sound file (“Homework” in my example). You may also choose to have the sound open in another window and other options under the “Target” menu, but the default (“None”) works just fine. When you are finished, click “OK.” Your window will now show the sound as a link:



You may add more sounds or more text if you wish. When you are finished, click on “Post to forum.” My example forum now looks like this:



To hear the sound that was added, I just have to click on the play button  and the system will play the sound for me.

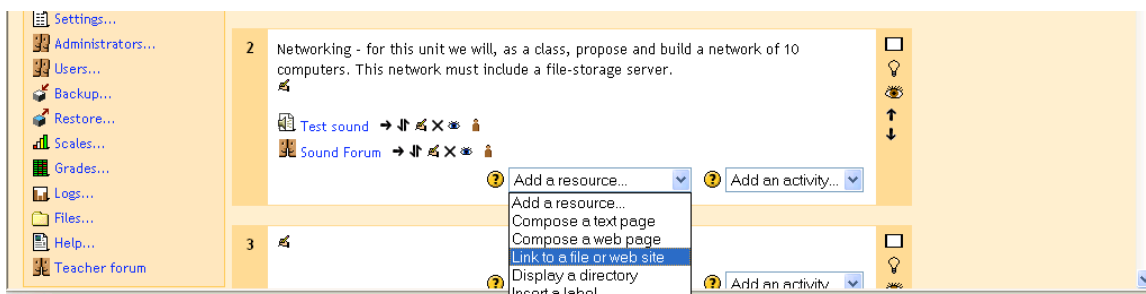
If your sound plays faster than it should, you may need to change the sample rate of your sound using a sound editing program. For my examples, I sampled at 44100 and exported the mp3 at a bit rate of 128. Any file you change using a sound editing program would need to be uploaded again. If you need an editing program, there is an open-source (free) program call Audacity at <http://audacity.sourceforge.net/> .

App. 1.2 Video

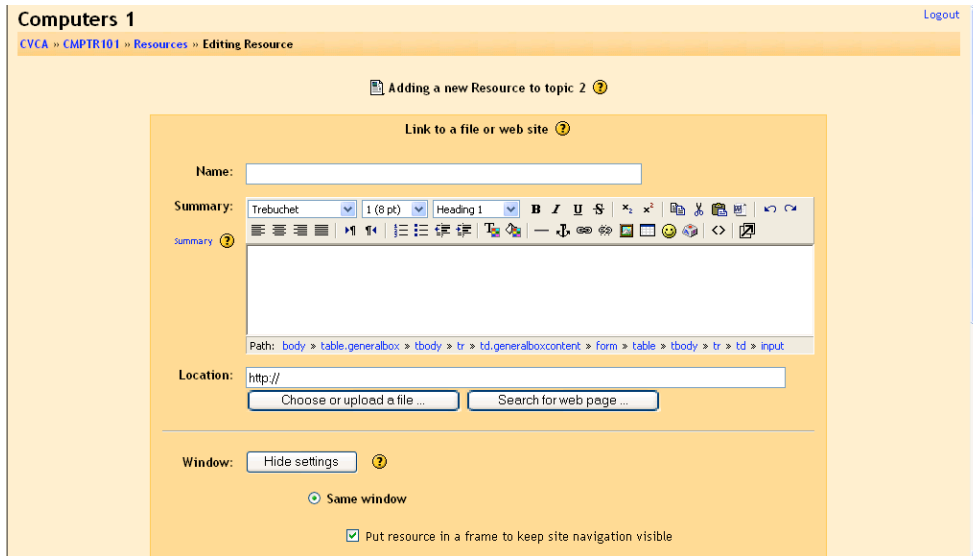
Adding video works the same as adding audio files. Moodle supports Quicktime, Windows Media Player and Flash Player formatted video. Video can be uploaded as a separate resource, or it can be integrated into forums and other Moodle modules.

App. 1.2.1 Adding video as a resource

Adding video as a resource is almost identical to adding sound as a resource. Go to the “Add a resource” menu and add “Link to a file or web page:”



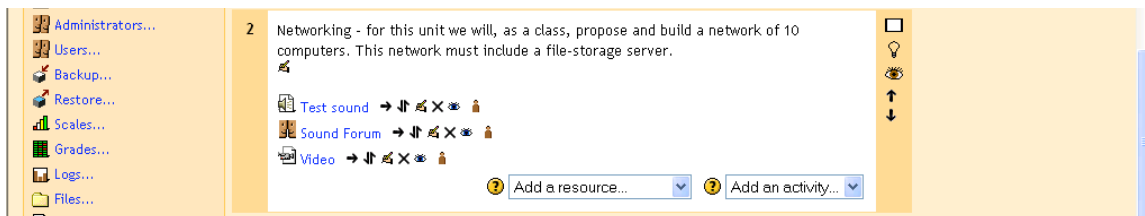
You will then need to choose an existing movie file, or upload one. Click on the “Choose or upload a file” button:



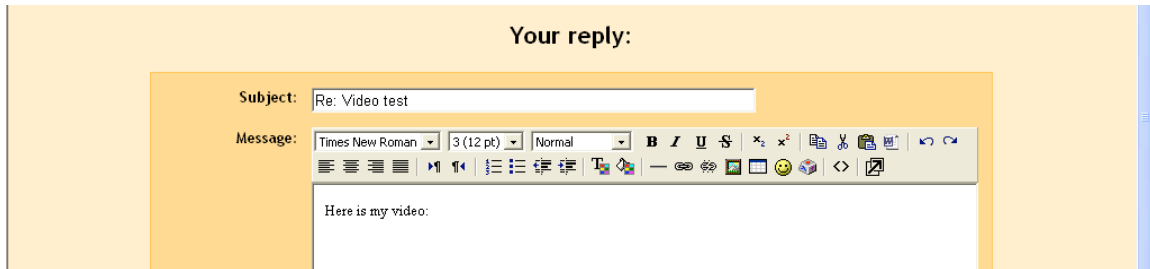
You will then see a screen like this:



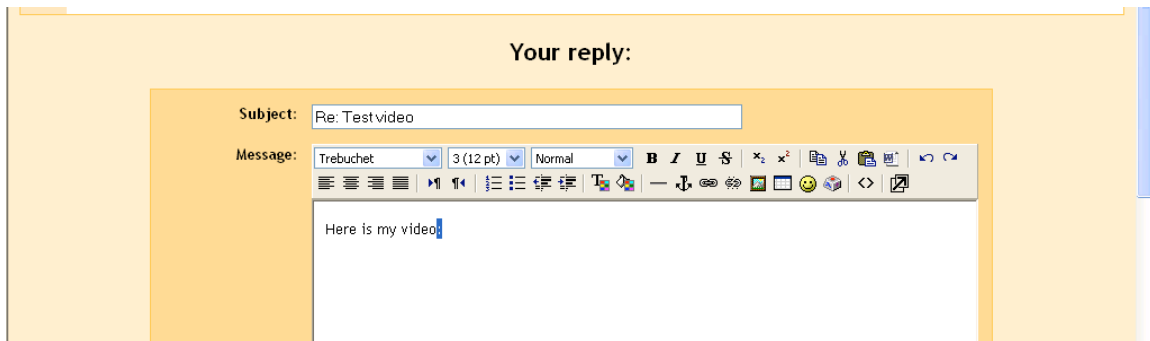
If your file already exists, click on “Choose” on the right-hand side, or if you need to upload the movie file, click on “Upload a file.” If you upload a file, you may browse for it and then upload it to your classroom. In my example, after I have uploaded and chosen a movie file called “video.wmv,” I now have a resource called “Video” in my class:



Type your post in the text box:



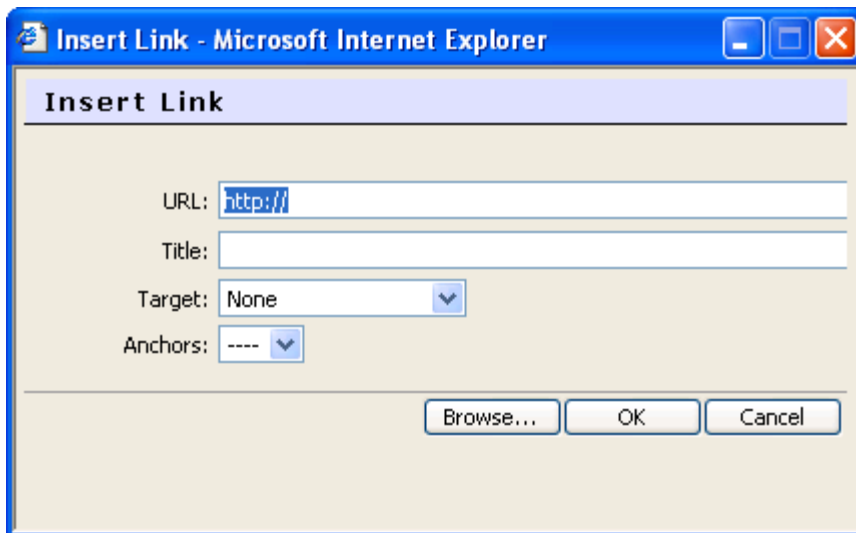
You then need to link your video to the post. Any text in your message will work, but I like to use the punctuation of the post (the colon in this case). That keeps the link subtle and puts the video after the posting. To add the link, highlight the text you want to link:



To add the link, click on the picture of the chain on the toolbar:

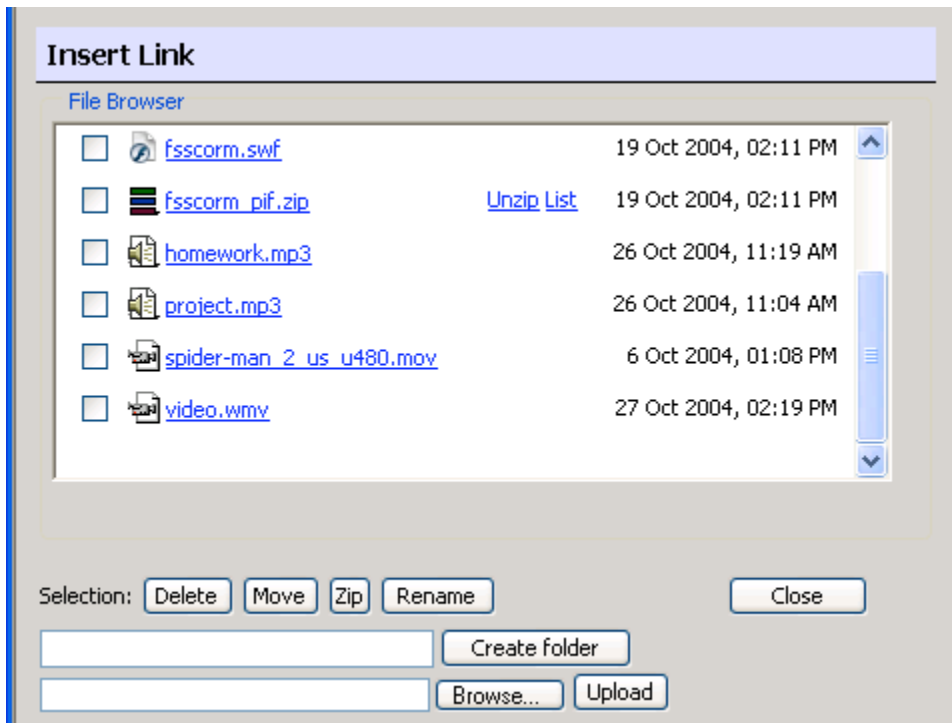


This will open the Insert Link box:

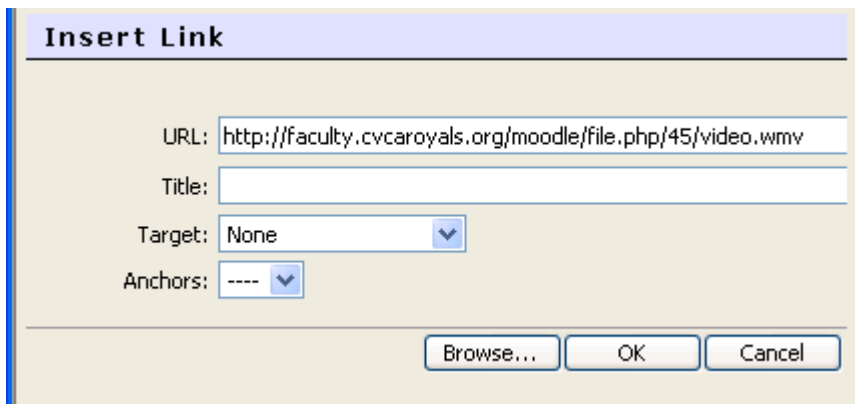


Click on "Browse" to look for your file.

This will take you to the files in your class:

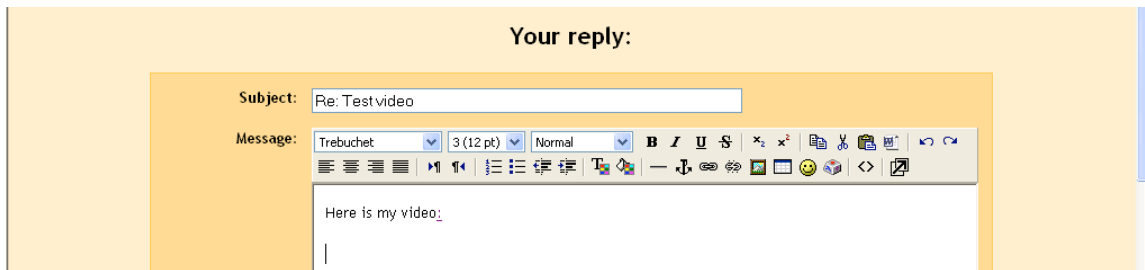


You may now select an existing movie, or you may upload a movie. To upload a video, first browse for it; then after you have found it, click the “Upload” button. To select a listed movie (like “video.wmv”), click on the file name. The system will then fill in the URL box:

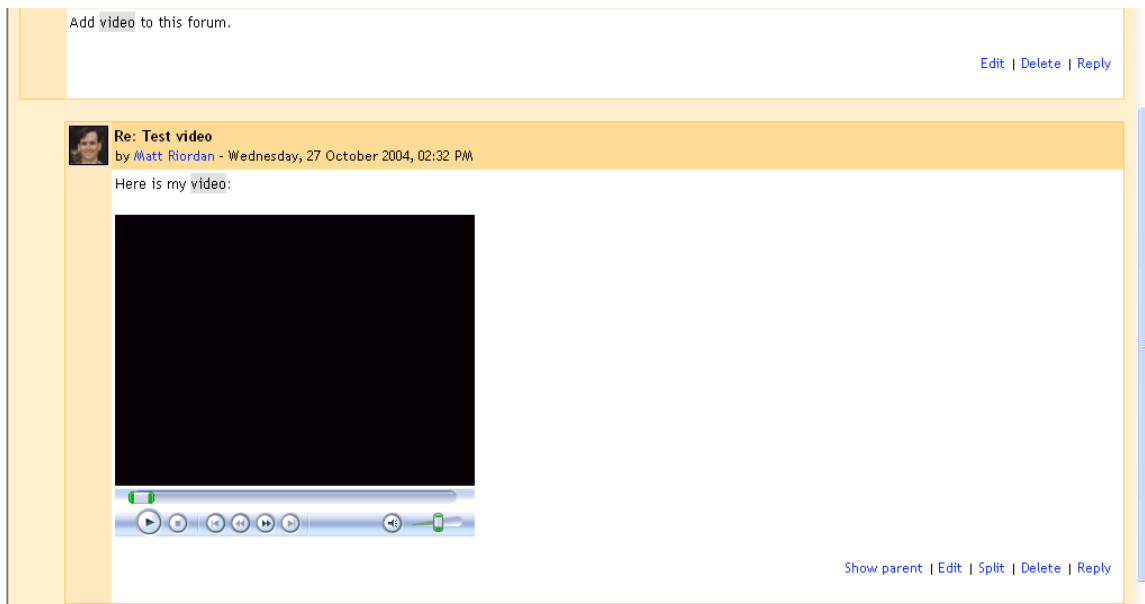


Fill in the “Title” box, and click “OK.”

You will then be taken back to the text box with the link showing (in my example, it is the colon – it is hard to see). The video will not show up yet – that plays in the forum:



Click on “Post to forum” (and “Continue” on the next screen) and you will be taken back to the forum. The video should play. Please note that your students must have the appropriate program and plug-ins loaded on their computers (Quicktime, Media Player, or Flash):



One final note on video – the files can be very large. Make sure your class has enough space and that your Moodle administrator has set the maximum upload size big enough to allow for video uploads.

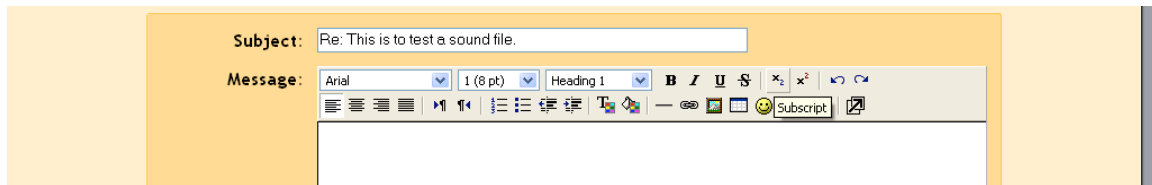
Appendix 2: Adding Mathematical Equations, Algebra

Moodle supports TeX and Algebra notation to add mathematical expressions anywhere in a module. Please note that your Moodle administrator must turn on support for TeX and Algebra for these functions to work.

2.1 Algebra

(based on postings by Zbigniew Fiedorowicz at www.moodle.org).

There are a couple of ways to add mathematical expressions. For very simple expressions, you can use the superscript and the subscript functions in the html editors:



More complicated expressions (fractions, calculus, etc.) need more advanced formatting, using the algebra filter. This filter uses coding to create mathematical expressions. The good news is that it is very simple to use. The code looks like a mathematical expression you would type (like $x^2 = y$), except you enclose it in double “@” signs, like this: `@@x^2 = y@@`. The filter is flexible and can ignore spacing: `@@xy=z@@` is the same as `@@ x y = z @@`. The filter can make full use of parentheses for organization, so `@@(length)/(height)@@` is a valid expression.

Here are some examples of what the input into Moodle would look like, with the corresponding output (from <http://moodle.org/mod/forum/discuss.php?d=5402>):

<code>@@x^2@@</code>	x^2
<code>@@A=pi r^2@@</code>	$A=\pi r^2$
<code>@@dy/dx=3x^2/y^3@@</code>	$\frac{dy}{dx} = \frac{3x^2}{y^3}$
<code>@@asin(x/y)@@</code>	$\sin^{-1}\left(\frac{x}{y}\right)$
<code>@@int(x/(x^2+4) dx)@@</code>	$\int \frac{x}{(x^2+4)} dx$
<code>@@int(x/(x^2+4) dx,0,1)@@</code>	$\int_0^1 \frac{x}{(x^2+4)} dx$
<code>@@sqrt(x^2+y^2)@@</code>	$\sqrt{x^2+y^2}$

<code>@@sqrt(x^2+y^2,3)@@</code>	$\sqrt[3]{x^2+y^2}$
<code>@@x>=1@@</code>	$x \geq 1$
<code>@@x<=pi@@</code>	$x \leq \pi$
<code>@@x<>infy@@</code>	$x \neq \infty$
<code>@@cos(x,2)+sin(x,2)=1@@</code>	$\cos^2(x) + \sin^2(x) = 1$
<code>@@cosh(x,2)-sinh(x,2)=1@@</code>	$\cosh^2(x) - \sinh^2(x) = 1$
<code>@@lim((x-2)/(x^2-4),x,2)=1/4@@</code>	$\lim_{x \rightarrow 2} \frac{(x-2)}{(x^2-4)} = \frac{1}{4}$
<code>@@lim(x/(x^2+1),x,infy)=0@@</code>	$\lim_{x \rightarrow \infty} \frac{x}{(x^2+1)} = 0$

2.2 More complicated expressions – TeX

Moodle supports TeX notation for more complicated mathematical expressions. TeX expressions are always enclosed in double \$. A TeX expression looks like $\sin x^2$. Since TeX expressions can be more complicated, I suggest sticking with algebra notation unless you know TeX or need to learn it. For more information on TeX formatting, see <http://www.math.uiuc.edu/~hildebr/tex/course/intro2.html> <http://www.math.tamu.edu/~harold.boas/courses/math696/LaTeX-in-line-equations.html> <http://abel.math.harvard.edu/computing/latex/manual/node21.html> <http://www.matheboard.de/formeeditor.php>

For a GREAT (Moodle) glossary on TeX commands, go to <http://emathpool.net/login/index.php> and log in as a guest.

To test TeX formatting “live,” go to <http://moodle.org/filter/tex/texdebug.php> or <http://yoursite.org/moodle/filter/tex/texdebug.php>

Appendix 3: RSS Feeds

Moodle supports outgoing (out of Moodle) RSS feeds. This option needs to be enabled by your Moodle administrator. Once enabled, RSS is available in the Forum and Glossary modules.

3.1 RSS

RSS is a technology where visitors to your site can choose to have the site send new postings to an RSS aggregator (a collector). RSS allows a user to build a custom news service. When users “subscribe” to your RSS-enabled page, they will get new postings from forums and/or new entries in glossaries without having to visit your Moodle site every day. The end user does need a way to collect the news-feed, called an aggregator. Some aggregators can be found at:

<http://www.bloglines.com/> (web based)

<http://www.fastbuzz.com/main.jsp> (web based)

or you can put RSS into a search engine to find more.

Fortunately, MOST of the current browsers (Firefox, Safari, Netscape Navigator, Internet Explorer) allow RSS feeds to appear directly in the browser. If you are using an earlier version of one of these browsers, I would recommend you upgrade.

Why use RSS? If you normally try to keep updated on what is happening on 10 or 15 different webpages, RSS can help. If all 15 pages are RSS enabled, then you can put all 15 RSS feeds into your one aggregator, and can see all the new things going on in all the pages, but you only have to look one place.

3.2 RSS in Forums

When RSS is enabled, you will see two new questions in the Forum setup:



The screenshot shows a Moodle forum configuration form with the following fields:

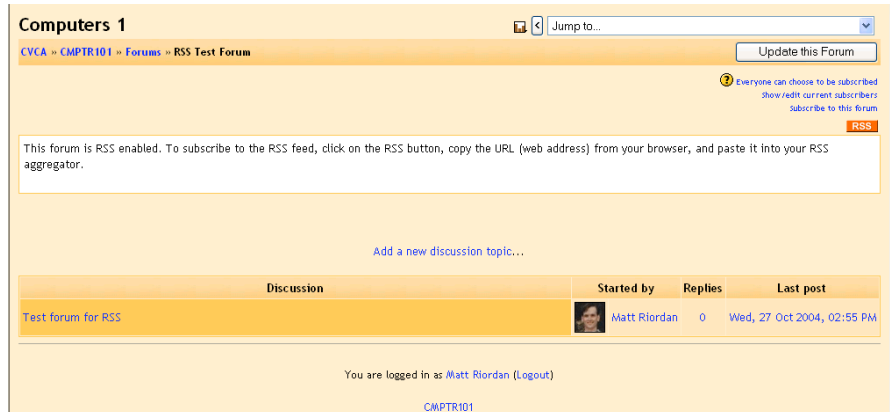
- Maximum attachment size: 35Mb (dropdown menu)
- RSS feed for this activity: None (dropdown menu)
- Number of RSS recent articles: 0 (dropdown menu)
- Allow posts to be rated?: Use ratings: (checkbox)

- RSS feed for this activity: This turns RSS on or off for this forum. When set to “None,” RSS is disabled. When set to “Discussions,” the RSS feed will send out new discussions to subscribers. When set to “Posts,” the RSS feed will send out any new posts to subscribers.

- Number of RSS recent articles: This number sets the number of articles that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers.

As new posts (or discussions) get added, the oldest post/discussion gets replaced on the RSS feed. If your forum gets a lot of posts every day, you will want to set this number high.

When you enable RSS in your forum, your users will see an orange RSS button on the main page of the forum (in the upper right-hand side):

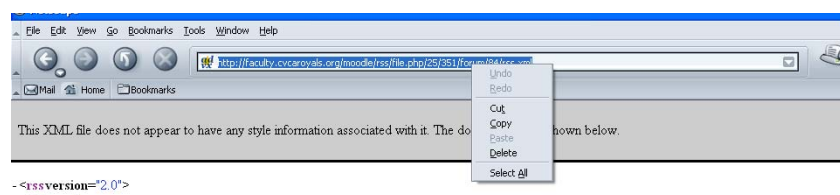


Notice the forum description tells the users about RSS. I do that in case students are not familiar with RSS.

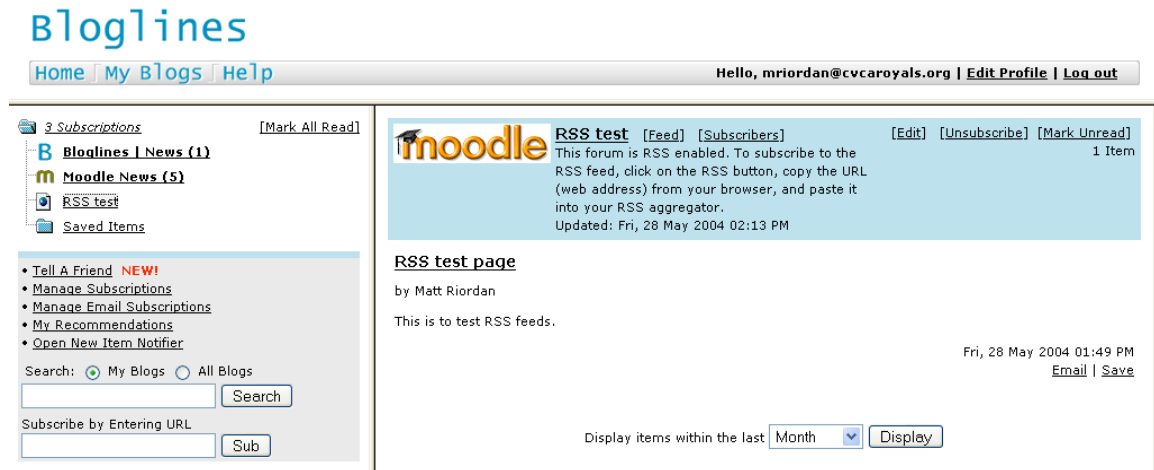
If you click on the RSS button, you might be taken to a page that looks something like this:



If this happens, your browser does not have RSS support, and you should upgrade to a newer version. The stuff on the page is not important to you or your users (but Moodle needs it!). Or, you could copy the URL (the web address) from the top of the browser, like this:



You (or your user) could also paste this address into an RSS aggregator, or browser that supports RSS. When I put the address into my test account at bloglines.com, it looks like this (it should look similar in any browser that supports RSS as well):



Now you (or your user) can get the latest posts or discussions along with all the other RSS (news) feeds that you are subscribed to.

3.3 RSS in Glossaries

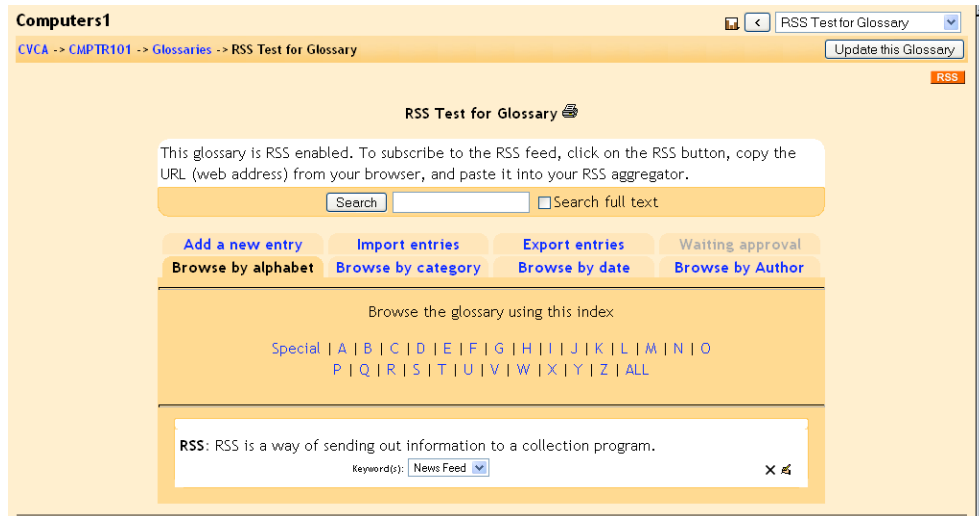
Moodle’s RSS feed works almost the same in the glossary module as it does in the forum module (see 3.2 for RSS in forums). If RSS is enabled, you will see two additional fields under the glossary setup page:



- RSS feed for this activity: This turns RSS on or off. When set to “None,” the RSS feed is disabled. When set to “Concepts with authors,” the RSS feed will send out the glossary entries with the name of the author. When set to “Concepts without authors,” the RSS feed sends out glossary entries without the name of the author.

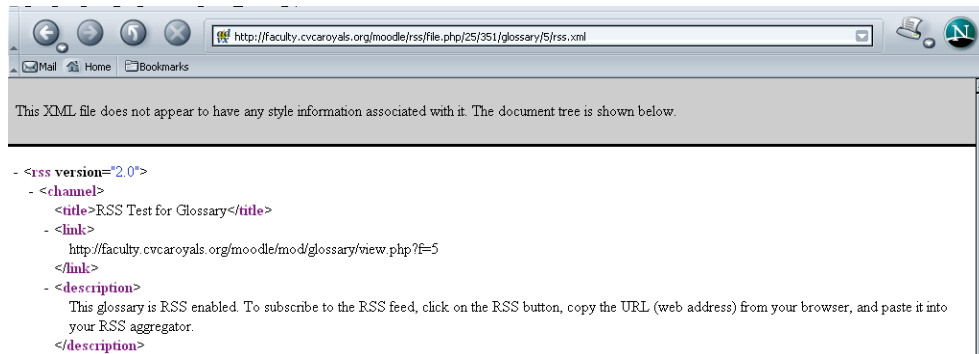
- Number of RSS recent articles: This number sets the number of entries that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers. As new entries get added, the oldest entry gets replaced on the RSS feed. If your glossary gets a lot of posts every day, you will want to set this number high.

When RSS is enabled for your glossary, an orange RSS button appears on the main page (in the upper right-hand side):

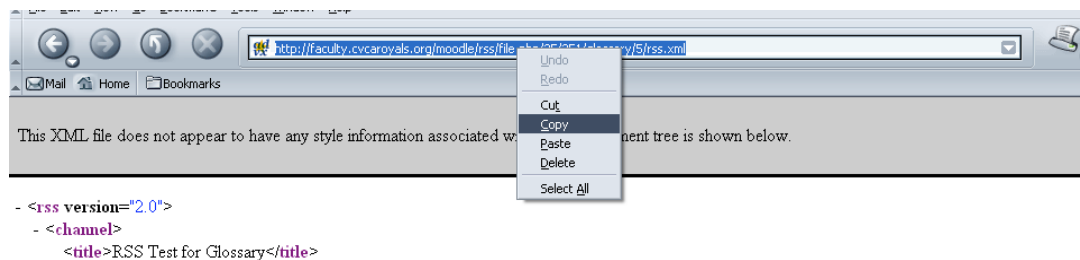


Notice the glossary description tells the users about RSS. I do that in case students are not familiar with RSS.

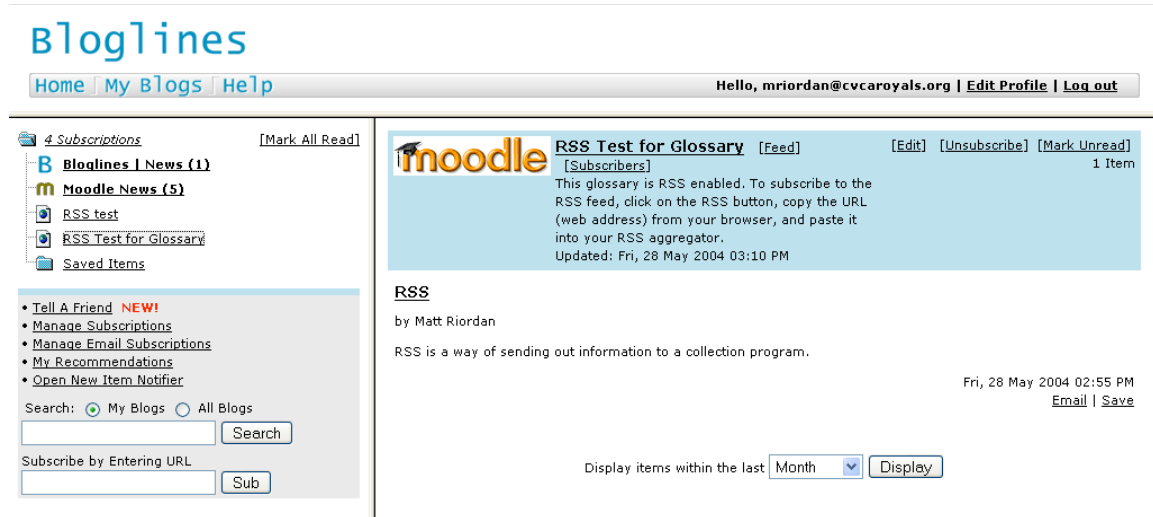
If you click on the RSS button, you might be taken to a page that looks something like this:



If this happens, your browser does not have RSS support, and you should upgrade to a newer version. The stuff on the page is not important to you or your users (but Moodle needs it!). Or, you could copy the URL (the web address) from the top of the browser, like this:



You (or your user) could also paste this address into an RSS aggregator. When I put the address into my test account at bloglines.com, it looks like this (it should look similar in any browser that supports RSS as well):



The screenshot shows a web browser displaying a Bloglines RSS feed. At the top, the Bloglines logo is visible, along with navigation links for Home, My Blogs, and Help. A user greeting reads "Hello, mriordan@cvcareoyals.org | Edit Profile | Log out".

The main content area features a "moodle" logo and a post titled "RSS Test for Glossary". The post includes a description: "This glossary is RSS enabled. To subscribe to the RSS feed, click on the RSS button, copy the URL (web address) from your browser, and paste it into your RSS aggregator." It also shows the update time: "Updated: Fri, 28 May 2004 03:10 PM".

Below the post, there is a section titled "RSS" by Matt Riordan, with a brief explanation: "RSS is a way of sending out information to a collection program." The date "Fri, 28 May 2004 02:55 PM" and links for "Email" and "Save" are also present.

At the bottom of the feed, there is a control for displaying items: "Display items within the last" followed by a dropdown menu set to "Month" and a "Display" button.

The left sidebar contains a list of subscriptions: "4 Subscriptions" (with a "[Mark All Read]" link), "Bloglines | News (1)", "Moodle News (5)", "RSS test", "RSS Test for Glossary", and "Saved Items". Below this is a menu with options like "Tell A Friend NEW!", "Manage Subscriptions", "Manage Email Subscriptions", "My Recommendations", and "Open New Item Notifier". There is also a search box with radio buttons for "My Blogs" (selected) and "All Blogs", and a "Subscribe by Entering URL" section with a "Sub" button.

Now you (or your user) can get the latest posts or discussions along with all the other RSS (news) feeds that you are subscribed to.