eLearning
UNIVERSITI SELANGOR PORTAL

MOODLE TUTORIAL
HOW TO ADD AN ACTIVITIES OR RESOURCES

2016

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Tutorial on how to Add an Activity or Resources

TOPIC 1 : ASSIGNMNET

1) Click “ ” to “ ” for editing any activity or resources page.
2) Click “ Add an activity or resource ” to add an activity or resources.

Figure 1.0

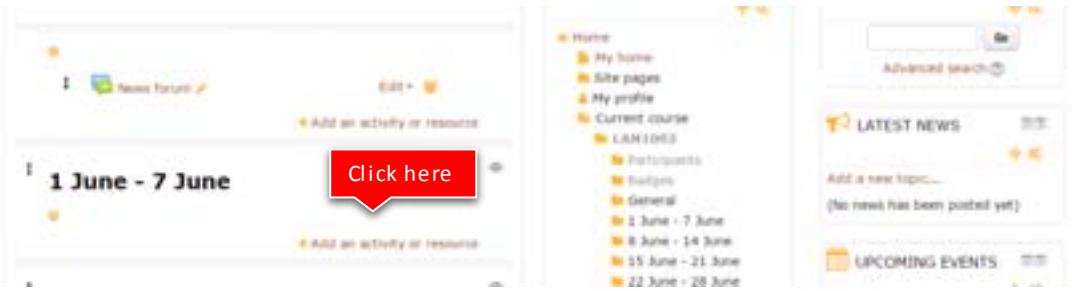


Figure 1.1

3) Choose an “Assignment menu”

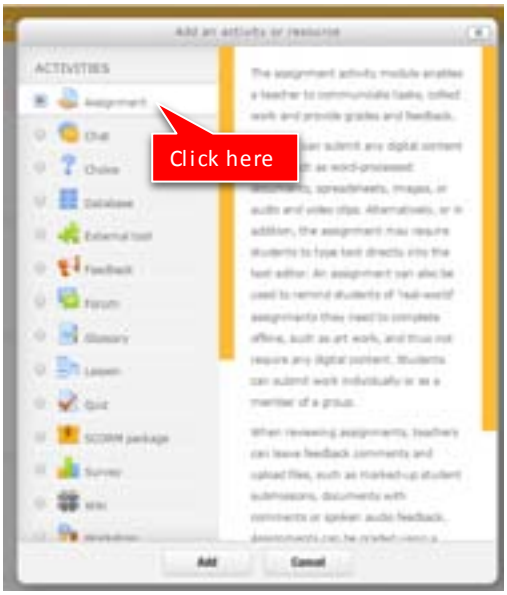


Figure 1.2

4) Click “ Add ” to add an assignment activity.

Assignment activity

ADDING AN ASSIGNMENT

To add a new Assignment activity to your course, login with the appropriate access rights (e.g. editing teacher, course creator or administrator) and Turn Editing On. Within the required Week or Topic Block click Add and Activity or Resource link.

- In the Add an activity or resource dialogue box that appears, select Assignment and click Add.
- To edit an existing Assignment activity, login to your course with the appropriate access rights (e.g. editing teacher, course creator or administrator) and Turn Editing On. Select the Update icon against the relevant Assignment item.

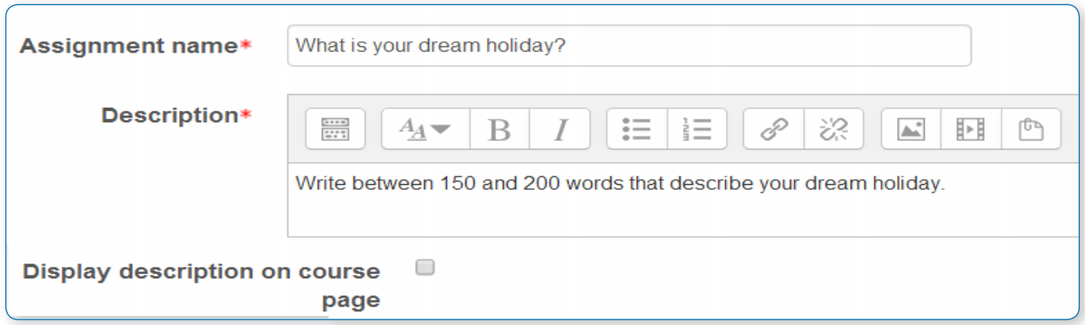
Alternatively, simply click on the name of the Assignment activity you wish to edit and then click the Edit Settings link under Assignment administration within the Settings block.

CONFIGURATION OPTIONS

The following configuration options are available when creating or editing/updating any Assignment activity. Only General, Availability and Submission types are open by default;the others are collapsed. To expand everything, click the "Expand all" link top right. Click on any screenshot to see it full size.

General

The General section allows you to give your assignment a name and description.



Assignment name

Give your Assignment a name (e.g. "Report on Topic 1 Content"). The title entered here will be the name that learners see in the course content area. Learners will click on this name to view the details of the assignment and, if applicable, submit their work.

Description

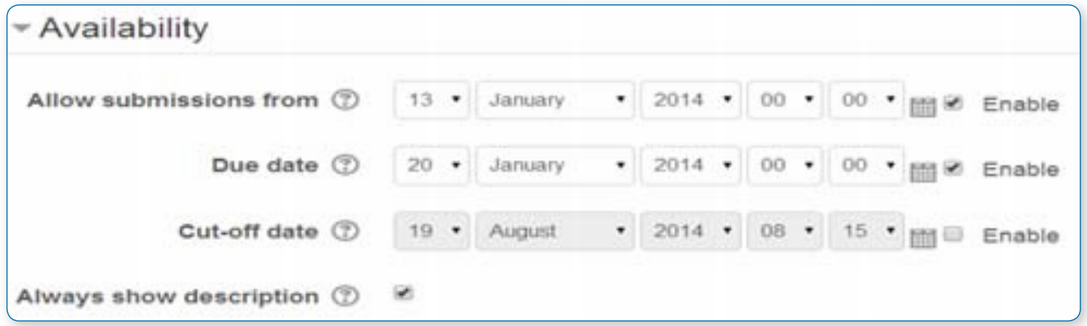
Provide instructions for your students here so they are clear what they have to do. Click "Show editing tools" to display the rich text editor and drag the bottom right of the text box out to expand it.

You can also provide information or resources related to the assignment, such as a video clip, an image, or a link to a webpage.

Display description on course page

Enabling this will display the description on the course page just below the link to the assignment activity.

Availability



Allow submissions from

The Allow submissions from setting prevents students from submitting their assignment before the shown date. A teacher can to set a day, month, year and time (24 hour clock) from which learners can begin to submit their assignments. Please note that this setting does not hide the activity from the learners. Instead, the learner will see the activity, be able to view the instructions and use any materials you have included in the description, but the learner will not be able to submit or complete the assignment until the Allow submissions from date.

This setting is enabled (ticked/checked) by default and is set at the day and time you added the assignment. To disable this, remove the tick/check.

Due date

The Due date setting prevents students from submitting their assignment after the shown date. This option allows an teacher to set a day, month, year and time (24 hour clock) before which learners must submit their assignment. By default the Due date is Enabled (ticked) and is set at 7 days ahead of the day and time you selected Add Assignment. To disable this feature, simply ensure the Enable checkbox is not marked. For more information on using the Due Date see Assignment FAQ

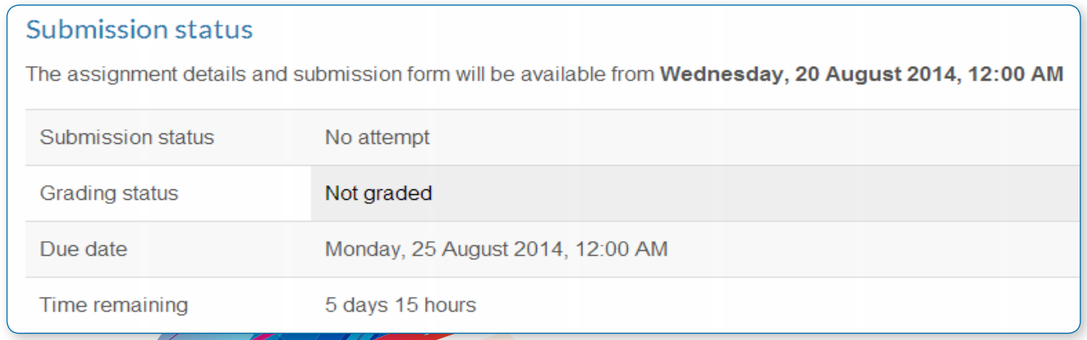
Note: *Assignments without a Due date will appear on the My home page with "No Due date" displayed.*

Cut-off date

The Cut-off date is the date beyond which students will not be able to send in their assignment as the button for doing so will no longer be displayed. After that date (or time) a teacher may, on request, grant an extension by going to the class assignment grading screen, clicking the "Edit" column and choosing "grant extension" for the relevant student.

Always show description

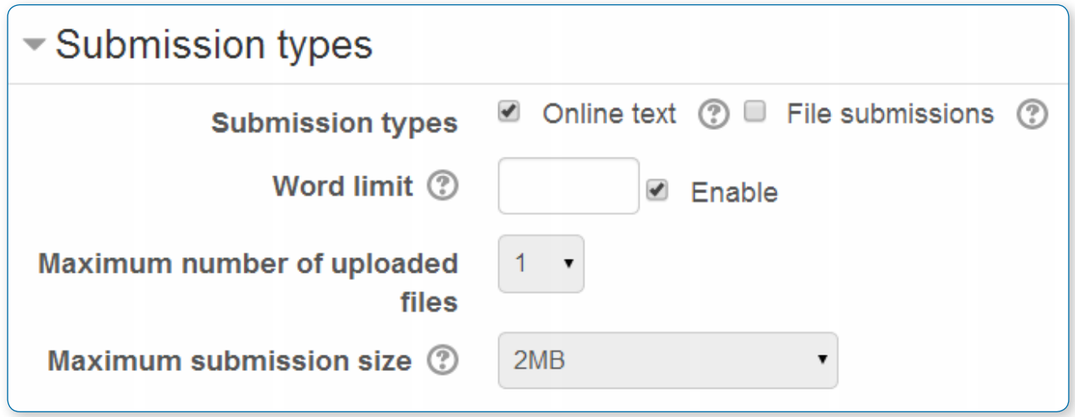
This setting is used in conjunction with the Allow submissions from setting. If it is set to Yes, the assignment Description will become visible to students at the Allow submissions from date. If it is set to No, the assignment Description will be hidden from students until the Allow submissions from date, only the assignment Name will be displayed as shown in the screenshot below.



If 'Allow submissions from' is disabled, then this setting has no meaning: the assignment description will always be visible to students.

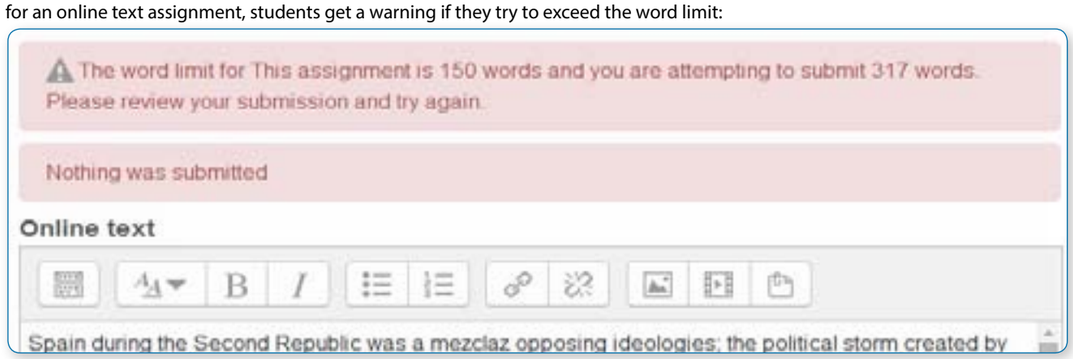
Submission types

Select the type of submission here, and decide how you wish students to submit their work to you.



Online text

Learners can type their response directly in Moodle using the text editor. If a word limit has been set for an online text assignment, students get a warning if they try to exceed the word limit:

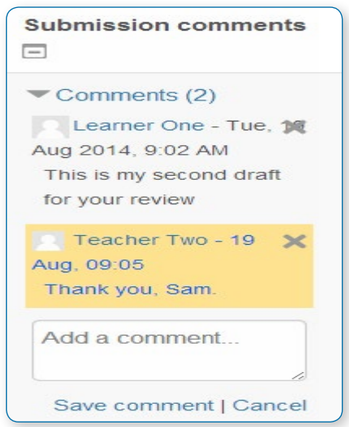


Numbers are counted as one word. Contractions (of two words into one by using an apostrophe) are counted as one word.

File submissions

Learners can upload and edit one or more files of any type the teacher can open.

Submission comments



If Submission comments are enabled in Administration>Plugins>Activity modules>Assignment>Submission plugins then students will be able to add a note to their teacher on submitting work. If Blind marking is enabled, student comments display as from "Participant 01 etc" to avoid revealing identities. These comments will appear in the grading table in the Submission comments column.

***Note** that if Blind marking is enabled, student comments display as from "Participant 01 etc" to avoid revealing identities.)*

Submission comments will appear in the grading table (click on the assignment activity, then click on the View/Grade all Submission button), in the Submission comments column. Submission comments allow two-way communication between the student and teacher.

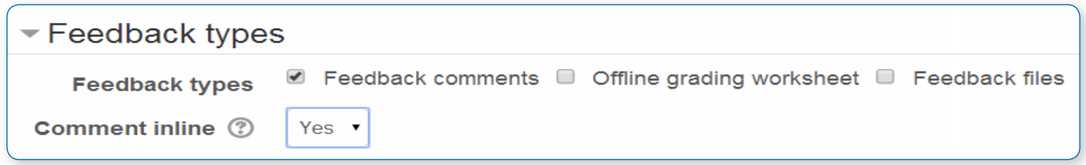
Maximum number of uploaded files

Decide the maximum number of files which may be uploaded by each learner. It is helpful to display the number in the assignment description.

Maximum submission size

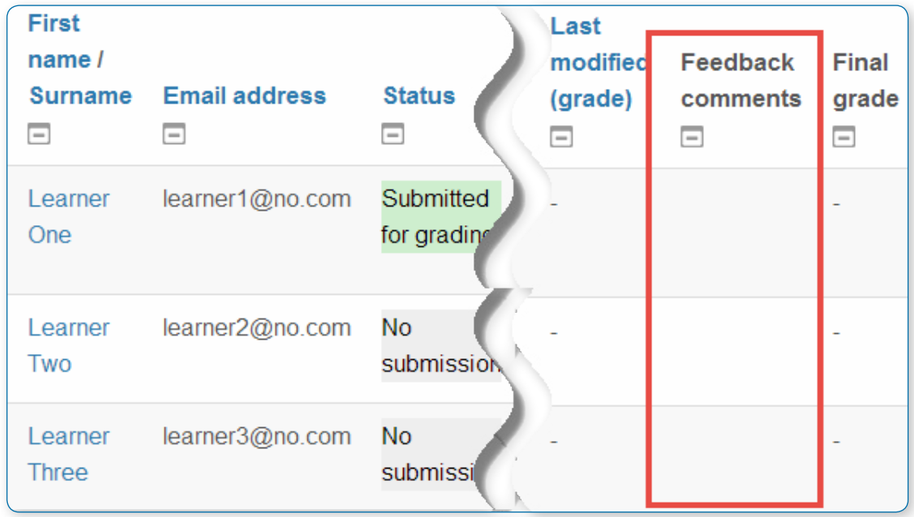
This setting specifies the maximum size per file of each of the files that the students can upload as part of their submission. This maximum upload size may only be equal to or less than the course limit (which in turn may only be equal to or less than the site limit). The maximum size of each file is displayed to students at the point where they upload files.

Feedback types

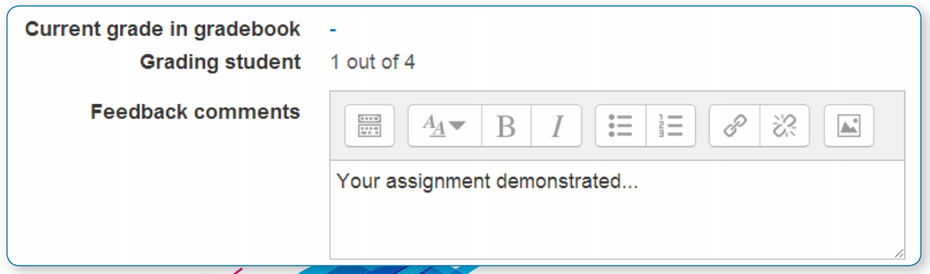


Feedback comments

Setting this to yes means that markers can leave feedback comments for each submission. It enables the Feedback Comments column in the grading table.(To access the grading table, click on the assignment activity and thenView/Grade all Submissions). Feedback comments are also accessible by clicking on the green tick in the grade column on the grading table.

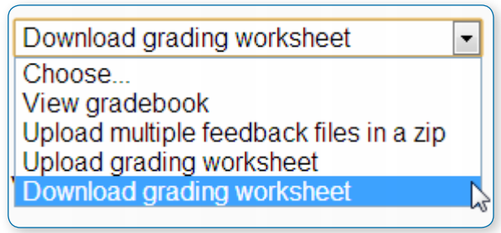


The Feedback comments column



Type feedback comments into the box

Offline grading worksheet



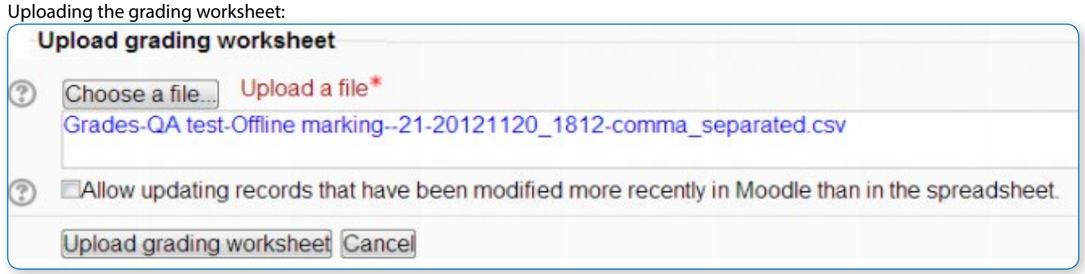
If set to yes, the teacher will have a link to download the grading list as a spreadsheet. They will then be able to enter grades and feedback comments offline.

Editing the grades offline

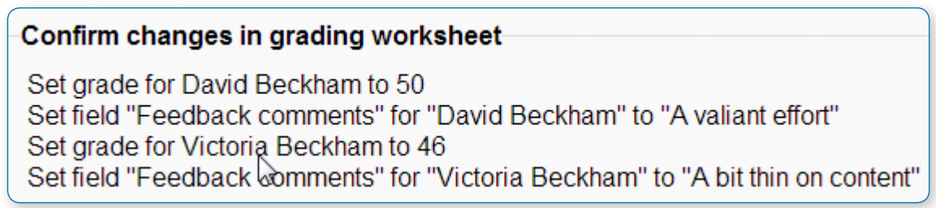
	A	B	C	D	E	F
1	Identifier	Full name	Grade	Maximum Grade	Last modified (grade)	Feedback comments
2	Participan	David Beckham	50	100	-	A valiant effort
3	Participan	Victoria Beckham	46	100	-	A bit thin on content
4	Participan	Cheryl Cole	34	100	-	Watch your style
5	Participan	Matt Baker	88	100	-	Excellent attitude
6	Participan	David Cameron	10	100	-	Limited relevance
7	Participan	Nick Clegg	5	100	-	Concerned about plagiarism

When the teacher has completed their grading offline, they can then upload the spread sheet, confirm the changes and the grades and comments will be transferred over into Moodle's grade book:

Uploading the grading worksheet:



Confirming the changes:



Grades and feedback transferred into Moodle:

First name / Surname	Grade	Edit	Last modified (grade)	Feedback c… files	Final grade
David Beckham	50.00 / 100.00		Tuesday, 20 November 2012, 6:18 PM	A valiant effo	50.00 / 100.00
Victoria Beckham	46.00 / 100.00		Tuesday, 20 November 2012, 6:18 PM	A bit thin on	46.00 / 100.00

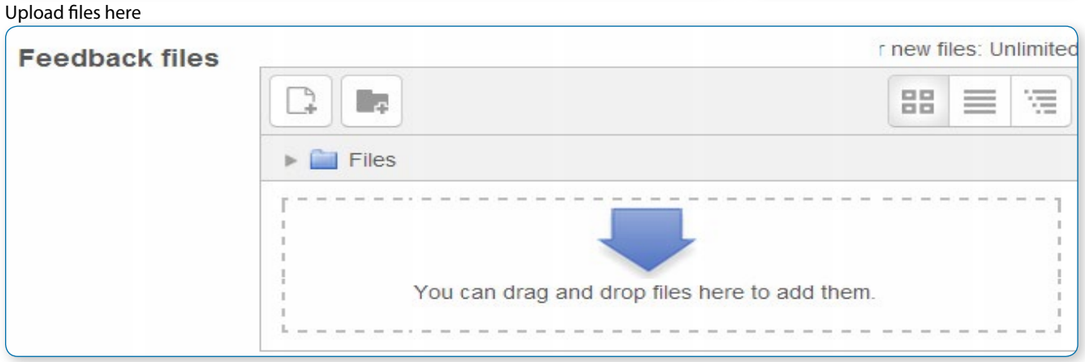
Feedback files

This allows markers to upload files with feedback when marking. These files may be the marked up student assignments, documents with comments, a completed marking guide, or spoken audio feedback. It enables the Feedback Files column in the grading table. To access the grading table click on the assignment activity and then View/Grade all Submissions. To upload feedback files, click on the green tick in the grade column on the grading table and then upload either with drag and drop or using the File picker. Feedback is displayed to students on the assignment submission page.

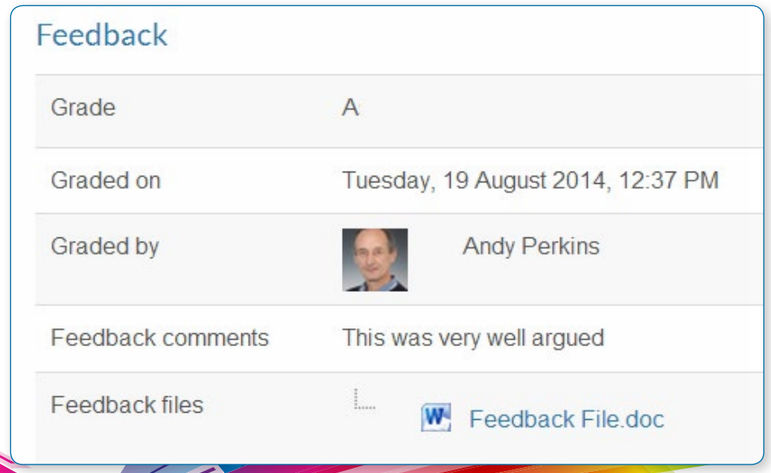
The Feedback files column

First name / Surname	Email address	Status	Grade	Edit	Feedback comments	Feedback files
Learner Two	learner2@no.com	Submitted for grading	-	Edit		
Learner Three	learner3@no.com	No submission	-	Edit		
Leraner Four	learner4@no.com	No submission	-	Edit		

Upload files here

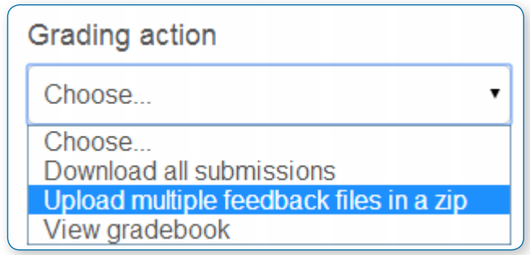


Student view with comments and file feedback both enabled



Uploading multiple feedback files

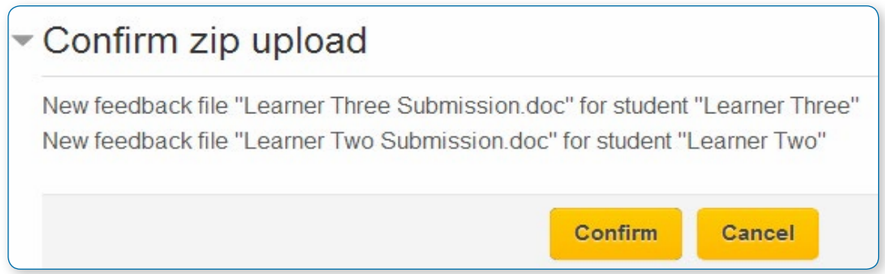
It is also possible to upload multiple feedback files as a zip, from the dropdown above the grading list:

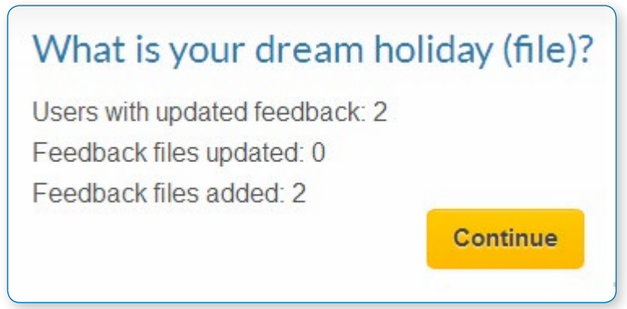


- Download the students' assignments using the "Download all submissions" link from the same dropdown menu.
- Extract the folder offline and add your comments to the student's submissions. Keep the names the same.
- Select the students' submissions and zip them into a new folder. Important: Don't just edit them inside their original folder and re-zip this. The folder name does not matter as long as the feedback files have the same names as before.

• Upload this newly zipped folder.

• You will be presented with a confirmation screen displaying your feedback files. Click 'Confirm'.





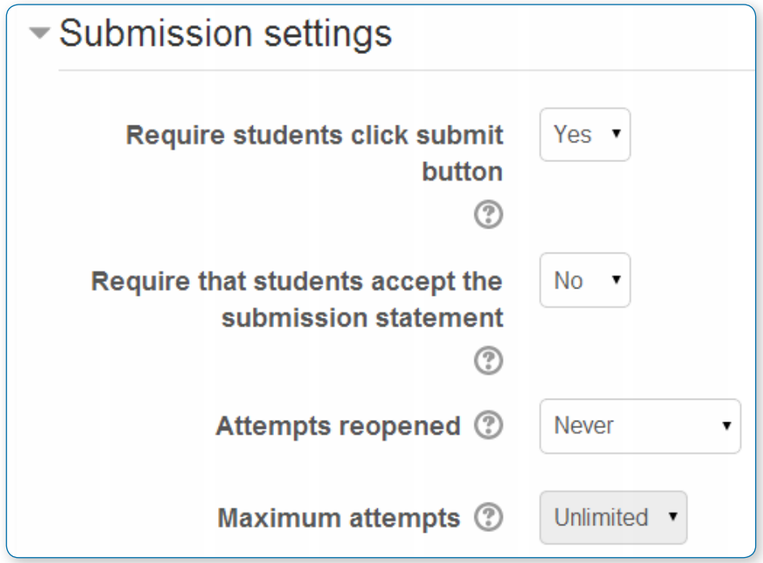
You will then see ascreen showing how many feedback files were updated or added.

Comment inline

If set to Yes, a teacher can comment directly on the text which a student has submitted as an online text type assignment.

Submission settings

Require students click submit button



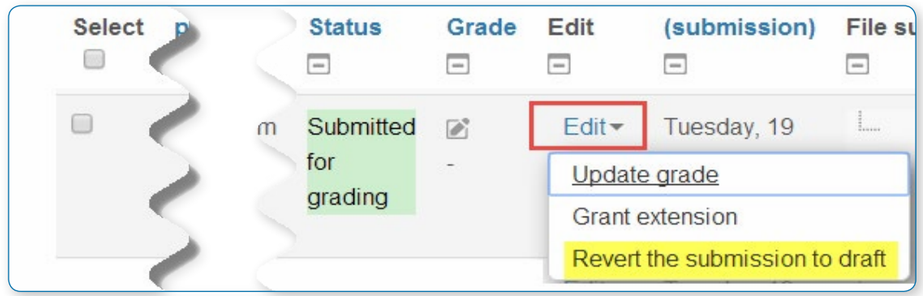
Students can upload draft versions of the assignment until such time as they are ready to submit.

Once they click the submit button they indicate to the teacher that they have finished working on the assignment.

They can then longer edit their submission.

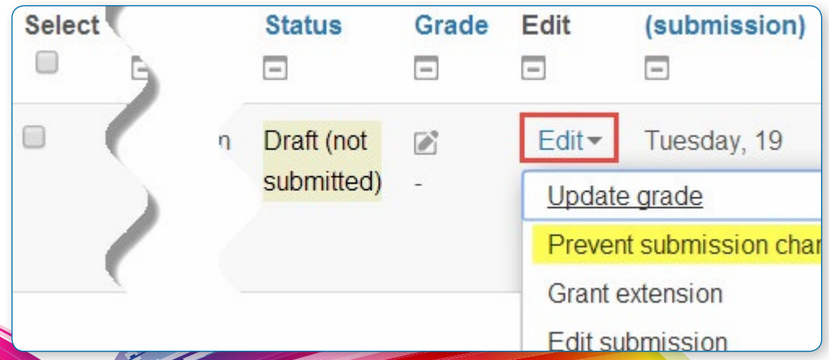
If they need to change it, they must ask the teacher who can revert the assignment to draft status.

To revert to the draft stage, click on the assignment activity and then View/Grade all Submissions. Locate the student and click the action icon in the Edit column. Select Revert the submission to draft.



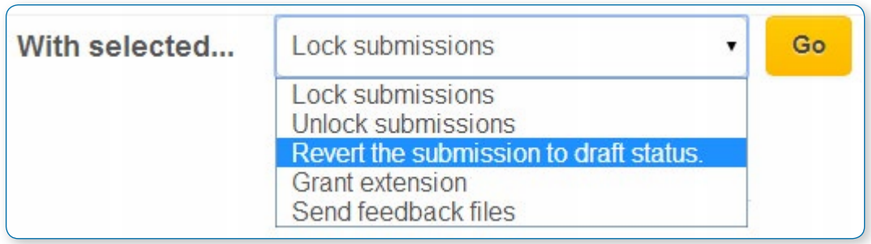
If 'Require students click submit button' is set to No, then students do not have to to click a submit button and are able to make changes to uploaded files at any time.

If this setting is No but the teacher wishes to grade students work, then you can stop students from making further changes by using Prevent submission changes. Prevent submission changes can also be used in cases where students have neglected to click the Submit button and grading has commenced. To prevent submission changes, click on the assignment activity, then click on the View/Grade all submissions button.



On the grading table, locate the student and click the action icon in the Edit column. Select Prevent submission changes.

To do either of these with a number of students, use the 'With selected…' menu at the bottom of the grading table.



Require that students accept the Submission statement

An administrator can define a "Submission statement", ie, a statement where students promise the work is their own and which they must agree to before submitting their work. This may be done via Settings>Site administration>Plugins>Activity modules>Assignment.

If preferred, the available default statement may be used instead: This assignment is my own work, except where I have acknowledged the use of the works of other people.

If the administrator has given teachers the option of using a submission statement or not, then it will be available in the assignment settings screen. The section Submission Statement explains how an administrator can set this up.

- When this setting is enabled, students will have to check a button before they can submit their assignment.
- If the administrator has forced the statement throughout the site, a teacher will not have this option in the settings but a student will see the statement when accessing their assignment.

Attempts reopened

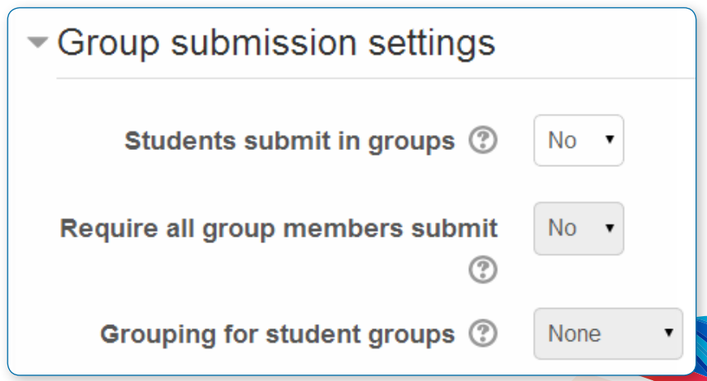
This setting allows the teacher to decide how submissions are reopened. The default is "Never", in that students may only submit once. However, a teacher can set this to "Manually" and reopen it themselves for the student to resubmit, or to "Automatically until pass". The student must then keep trying and resubmitting until they get a pass grade.

For this to work, set the assignment so that students have to click 'submit for marking'. If not, then, unless you manually lock a student's assignment, then they can continue to edit it for as long as they like.

Maximum attempts

If a student is allowed to resubmit, this setting will determine how many times they can resubmit before they are no longer allowed to do so. (For example, if a student has to keep trying until they get a pass grade, the teacher might decide that ten attempts is enough even though they have not yet passed!)

Groups submission settings



Students submit in groups

If this box is ticked, then students are able to collaborate on an assignment. This might involve for example, working in the same online text area, or one student uploading an MS Powerpoint which another student downloads, improves and re-uploads to the common assignment area.

When grading, the teacher may choose to give a common grade and feedback to all students in the group or to give individual grades and feedback to each member.

If no groups have been made, then Moodle will make a default group of every student in the course.

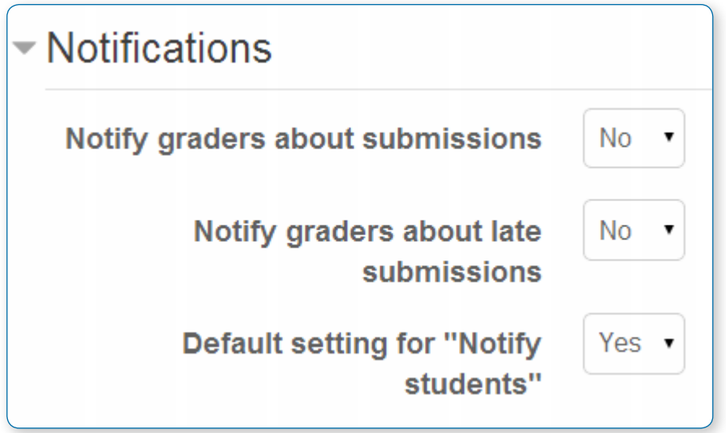
Require all group members submit

This setting will only appear if the teacher has ticked the "Require students click submit button" earlier. The assignment will not be classed as "submitted" until all members of the group have made a contribution. When one student has submitted, the other members of the group will be able to see who still has to submit.

Grouping for student groups

If a particular grouping is selected here, then the grade book will display any other groups and non-grouped students in the "default group", while naming the group(s) that are in the chosen grouping. If "none" is selected, then the grade book will display the names of all groups and put any non-grouped students in the "default group".

Notifications



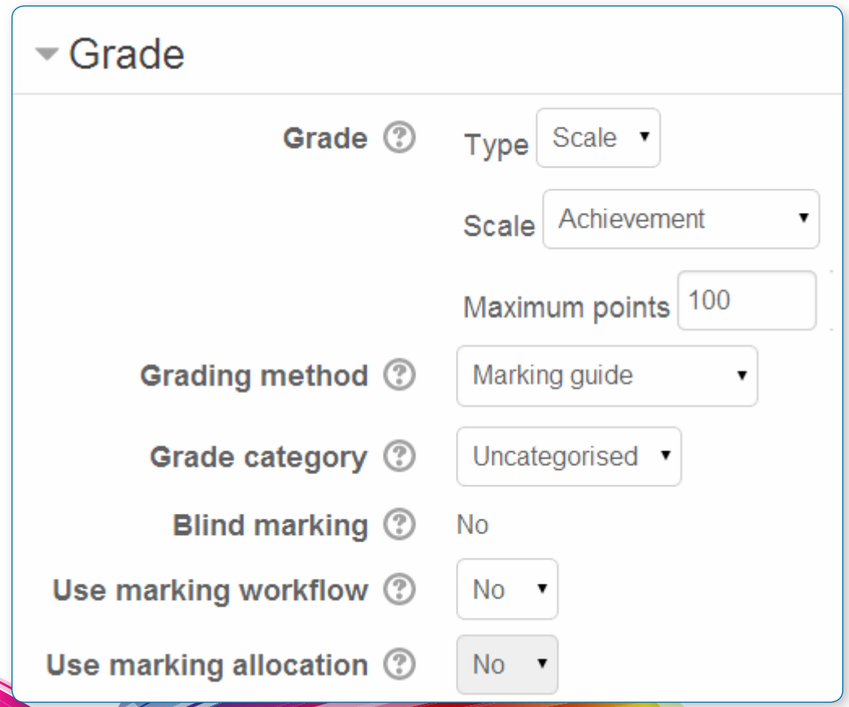
Notify graders about submissions

Teachers will receive a message (of a type they choose) whenever a student submits an assignment.

Notify graders about late submission

Teachers will receive a message (of a type they choose)whenever a student submits a late assignment.

Grade



Grade

Specify the maximum grade or Scale to be applied to the assignment. If you will not be giving a grade for the assignment, choose No Grade.

Grading method

There are three options:

- Simple direct grading (entering a grade or scale item)
- Marking Guide (shown at the end of this section under Advanced Grading)
- Rubric (shown at the end of this section under Advanced Grading)

Grade Category

Any custom Grade Categories that have been created within your site or course will be listed here and will be available for selection. Select the required Grade Category to add this assignment as a Grade item within this Category.

Blind marking

If this setting is enabled, then a teacher will not see the names of students who have submitted their assignments. Instead, they will see randomly generated Participant numbers. (The student view of the assignment does not change.) This is also the case if student comments have been enabled. Once they have graded the assignment, it is however possible for teachers to see who submitted what by clicking on "Reveal student identities" in the Assignment settings.

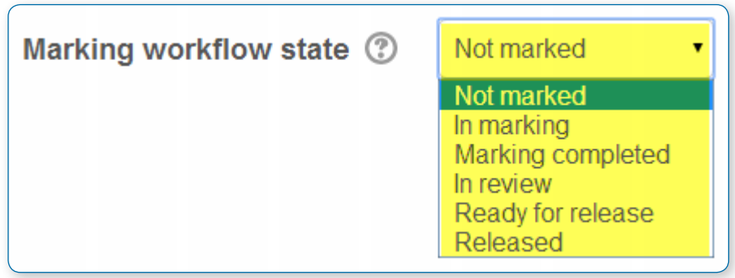
Returning marks to students

Because of the nature of blind marking, the students cannot see the final grade until all of the students names have been revealed. This is found in Assignment Settings > Reveal Student Names. However, feedback comments will appear.

Note: *Because of this, the level of anonymity might not suit the privacy requirements of your establishment.*

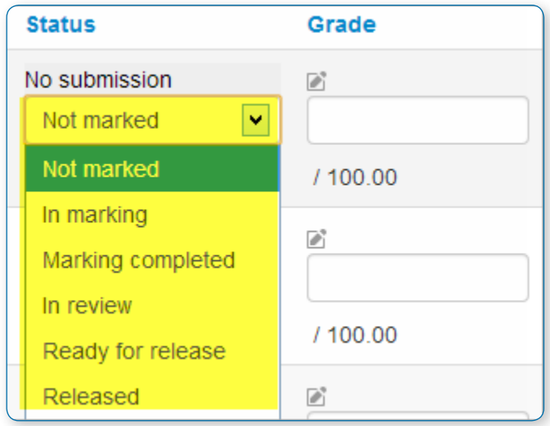
Use marking workflow

When set to Yes, teachers will be able to specify the stage they are at in their grading of individual assignments. One advantage of using marking workflow is that the grades can be hidden from students until they are set to 'Released'.



The view on the left shows the Marking workflow state in the individual grading screen

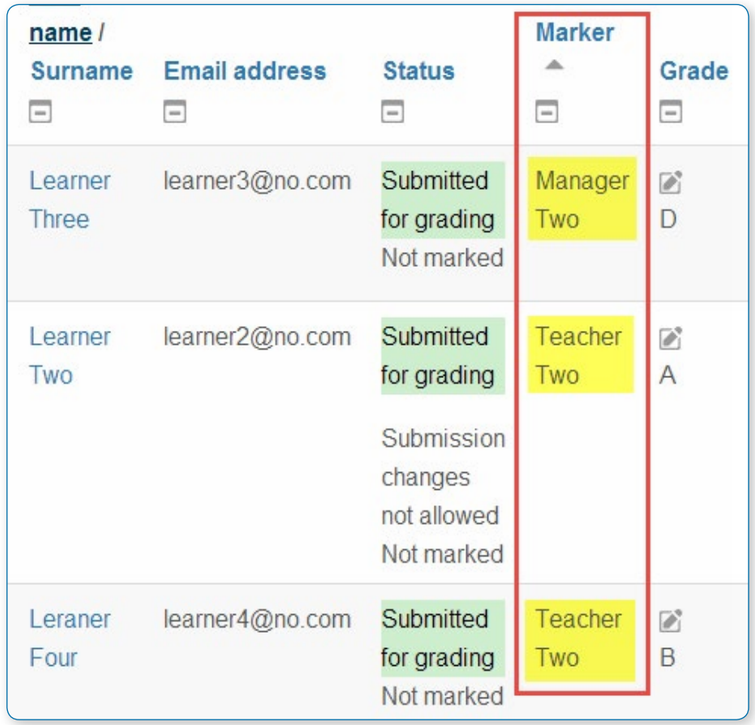
The view below shows the dropdown to select the marking workflow state when quick grading



The marking workflow steps are:

- Not marked (the marker has not yet started)
- In marking (the marker has started but not yet finished)
- Marking completed (the marker has finished but might need to go back for checking/corrections)
- In review (the marking is now with the teacher in charge for quality checking)
- Ready for release (the teacher in charge is satisfied with the marking but wait before giving students access to the marking)
- Released (the student can access the grades/ feedback)

Use marking allocation



If marking workflow (see above) is set to Yes, it is possible to enable marking allocation.

This allows teachers to be selected to grade or review the submitted work of specific students.

Colleagues can monitor progress through the displayed marking workflow states:

The view on the left shows allocated markers on the grading screen

Common module settings

See Common module settings

Restrict access settings

The Restrict access area becomes visible in Moodle activities and resource settings if Conditional Activities have been enabled by the administrator.

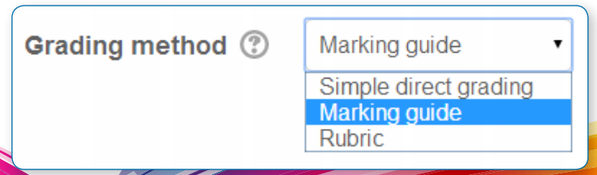
Locally assigned roles

In Settings > Assignment administration > Locally assigned roles, you can select users to give additional roles in the activity.

Advanced Grading

Marking guide

A marking guide is an advanced grading method where a teacher enters a comment and a mark, up to a maximum, per criterion.



Selecting Marking guide

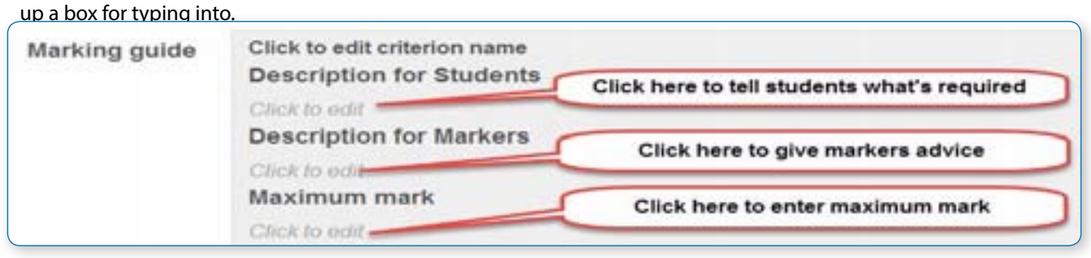
Create an assignment, and in the Grades section, choose from the Grading method drop down menu the Marking guide option:

Creating a new Marking guide

- When the assignment has been created and Marking guide selected as above, click Save and display and choose Define new grading form from scratch.
- Give the guide a name and description.

• Click on the criterion name to edit it. It will open up a box for typing into.

• Click the Click to edit links to provide an explanation for students and for markers as to what is required. It will open up a box for typing into.

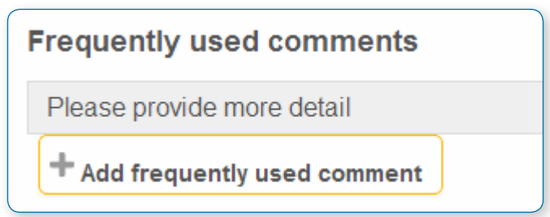


• Click the Click to edit link to allocate a maximum mark for this criterion. It will open up a box for typing into.

Adding more criteria

Click the button to add one or more criteria (and then repeat the process as above)

Adding frequently used comments



If a teacher regularly uses the same comments when marking, it is possible to add these to a frequently used comments bank.

- Click the Click to edit link and add a comment.
- Click the +Add frequently used comment button to add another one and repeat as needed.

Marking guide options

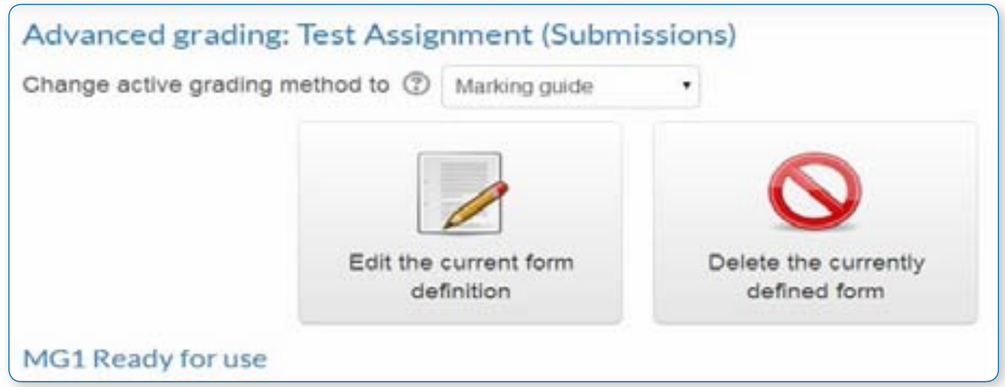
By checking the appropriate boxes it is possible to allow students to see (or not) the guide definition and how many marks are allocated per criterion.

Saving and using Marking guide

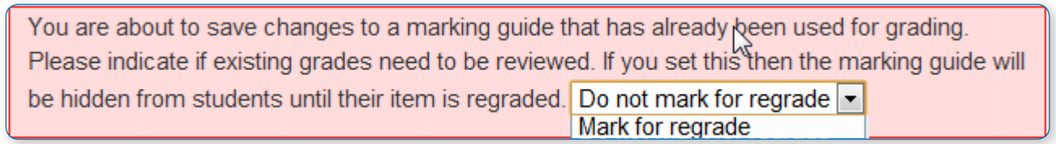
Once completed, the guide may be saved as a draft or saved and made ready to use, according to the button selected at the bottom of the screen.

Editing or deleting Marking guide

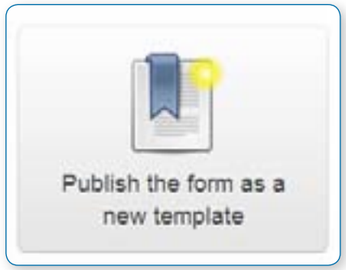
Once completed, a guide may be edited or deleted by going to Settings > Assignment administration > Advanced grading > Marking guide. Options appear to edit or delete the currently defined form.



When an assignment has been graded, a warning appears if the guide is edited to check whether the assignments need to be regraded or not.



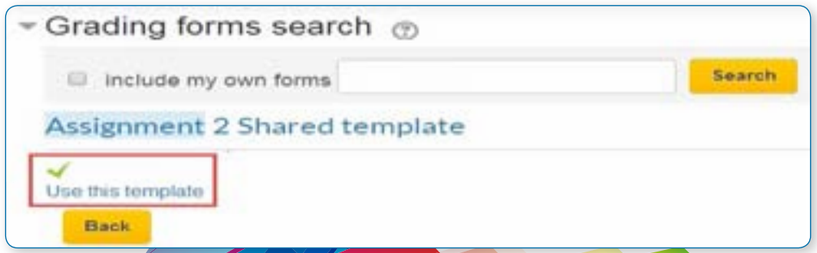
Using templates



Those users with the capability Capabilities/moodle/grade:sharegradingforms (and perhaps Capabilities/moodle/grade:managesharedforms) may save their forms as a template for others to use. They will see an additional option in Settings>Assignment administration>Advanced grading

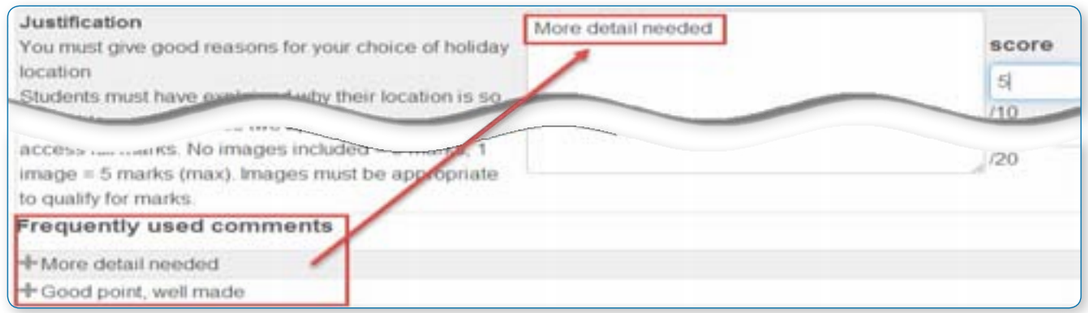
Note *that teachers do not have these capabilities by default*

If templates have been made available, then on first accessing the Marking guide, teachers may select to "Create a new grading form from a template". This will open up a search box to locate the desired template:



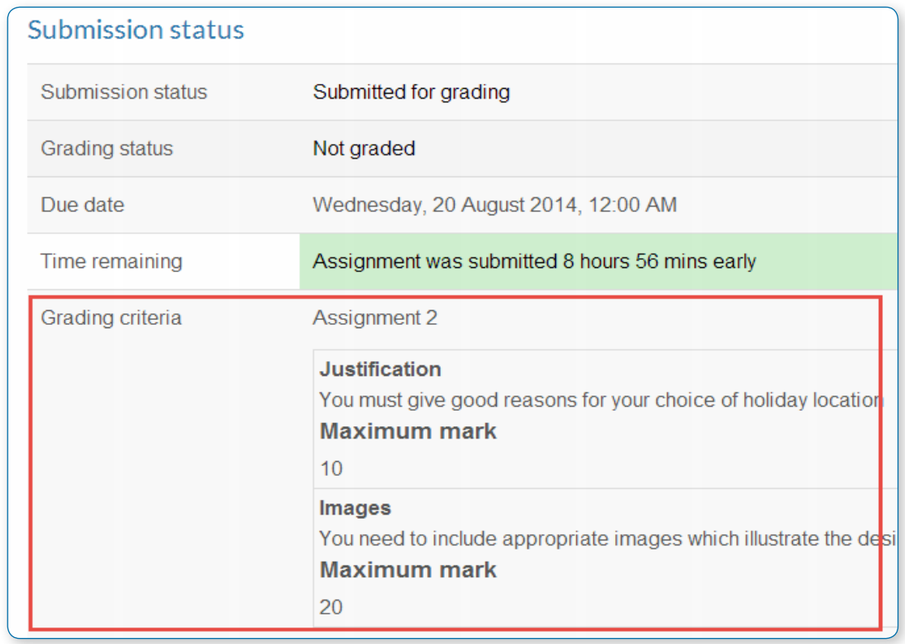
Marking assignments

When the assignment to be graded is accessed in the usual way, the form appears with the criteria and an empty comments and score box. If frequently used comments have been added, the teacher clicks into the box and then clicks on the required comment to insert it:



How students view the marking guide

When students click on an assignment which has a marking guide attached to it, they will see the marking guide as part of the information about their assignment. Thus, they can see the marking guide before they submit.



Student view of marking guide on assignment grading screen

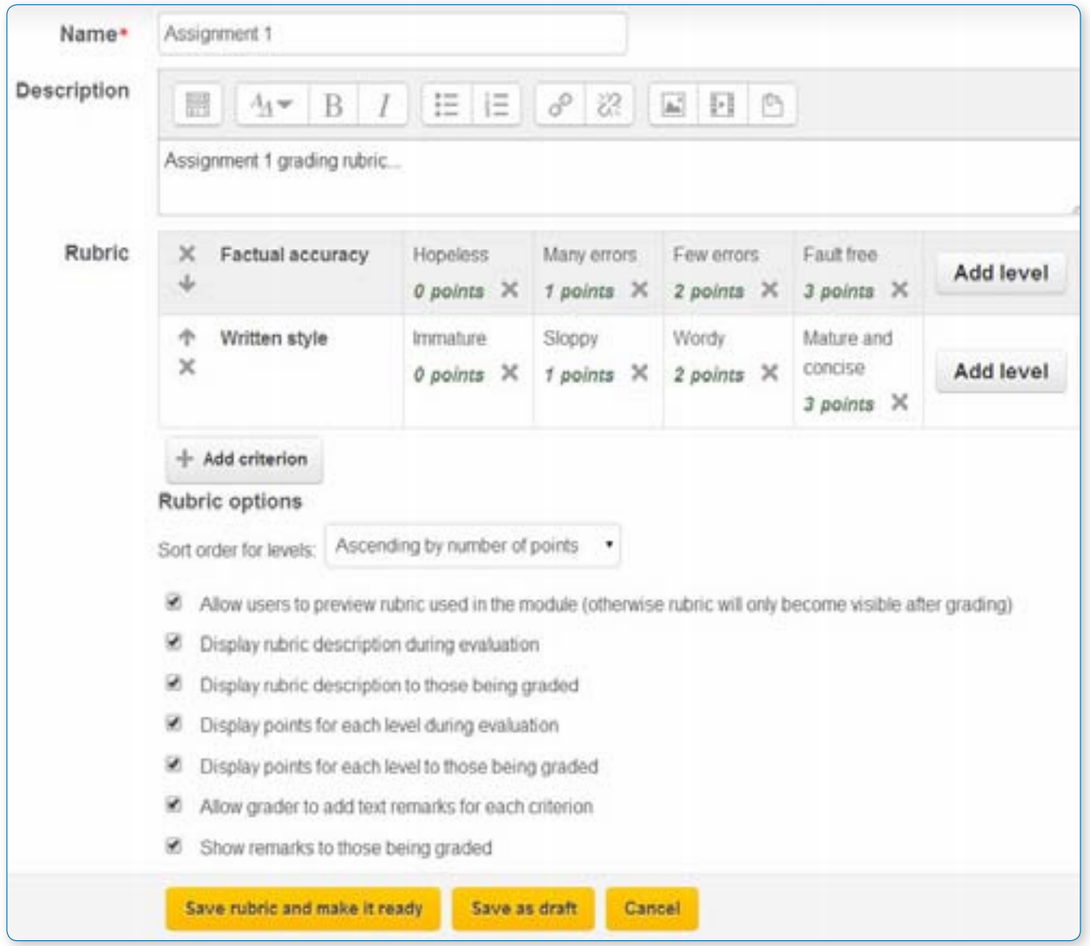
Rubrics

Rubrics are advanced grading forms used for criteria-based assessment. The rubric consists of a set of criteria. For each criterion, several descriptive levels are provided. A numerical grade is assigned to each of these levels. The person rating chooses which level answers or describes the given criterion best. The raw rubric score is calculated as a sum of all criteria grades. The final grade is calculated by comparing the actual score with the worst/best possible score that could be received.

Rubric editor

The rubric editor is available via the advanced grading method management screen which in turn is available via the 'Advanced grading' link in the activity settings block.

The editor lets you set the rubric form name, the description and the rubric itself. The editor lets you add new criteria and levels, delete them and change the criteria order. There are several rubric options that can be configured, too. For each criterion, the criterion description should be filled. For each level, the level definition and the number of points associated with the level should be specified. Neither the criterion description nor the level definition text fields support embedded images yet.



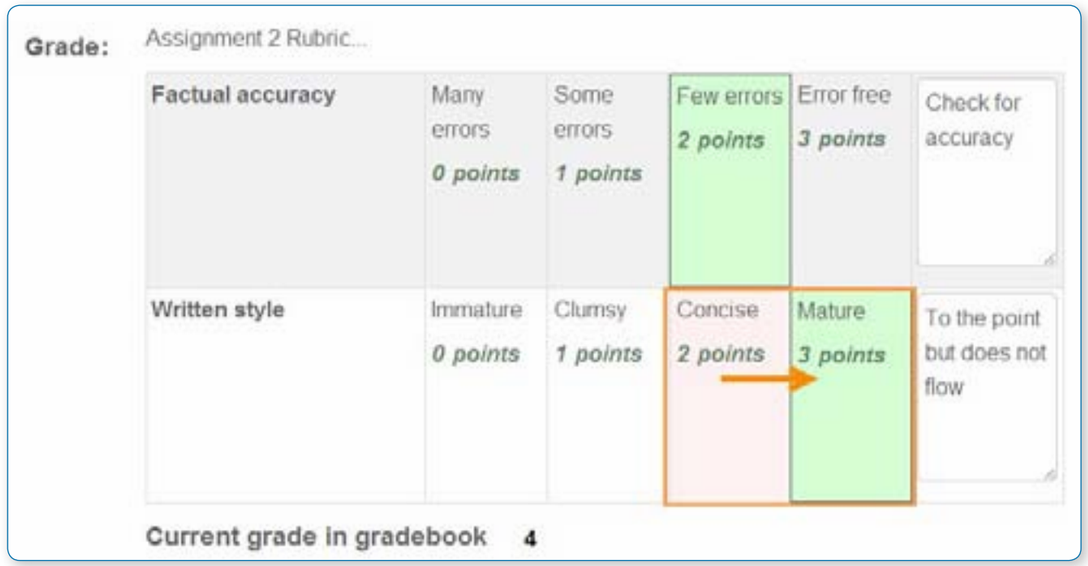
The rubric definition must be saved using either 'Save rubric and make it ready' or 'Save as draft' button.

Tip: *You can modify the effective weight of a criterion by setting the value of the points assigned to its levels. If there is one criterion with levels 0, 1, 2, 3 and the second one with levels 0, 2, 4, 6 then the later one's impact on the final grade is twice as much as the first one's.*

Tip: *Use the Tab key to jump to the next level/criteria and even to add new criteria.*

Using the rubric

When teachers use the rubric to assess some student's work, they select the level describing the student's performance best for each criterion. Currently selected levels are highlighted in light green.

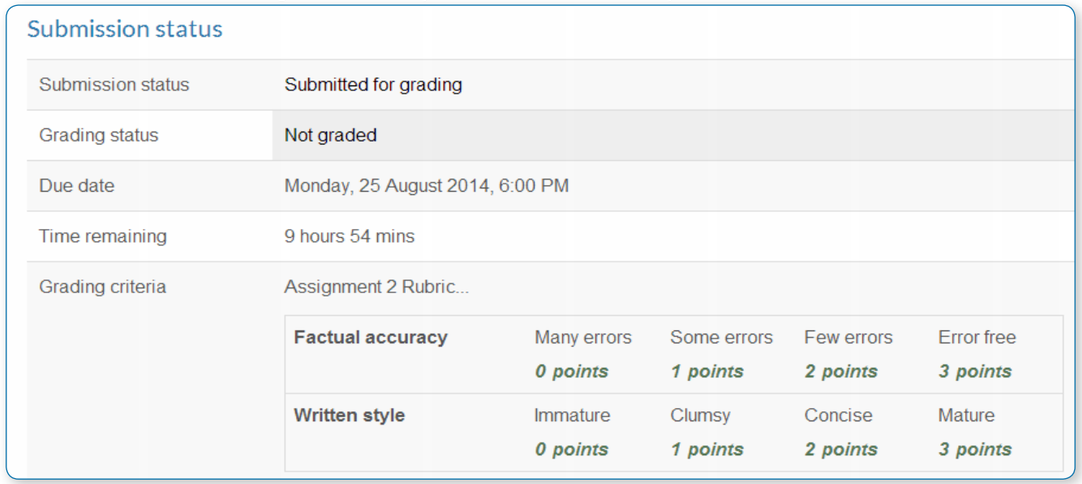


If the rubric filling is re-edited later, the previously selected level is highlighted in light red. A level must be selected for each criterion, otherwise the rubric is not validated by the server as the final grade can't be calculated.

If the form definition allows it, an optional remark can be filled for each criterion providing a detailed feedback/explanation of the assessment.

How students access the rubric

When students click on an assignment which has a rubric attached to it, they will see the rubric as part of the information about their assignment. Thus, they can see the rubric before they submit.



Editing a rubric

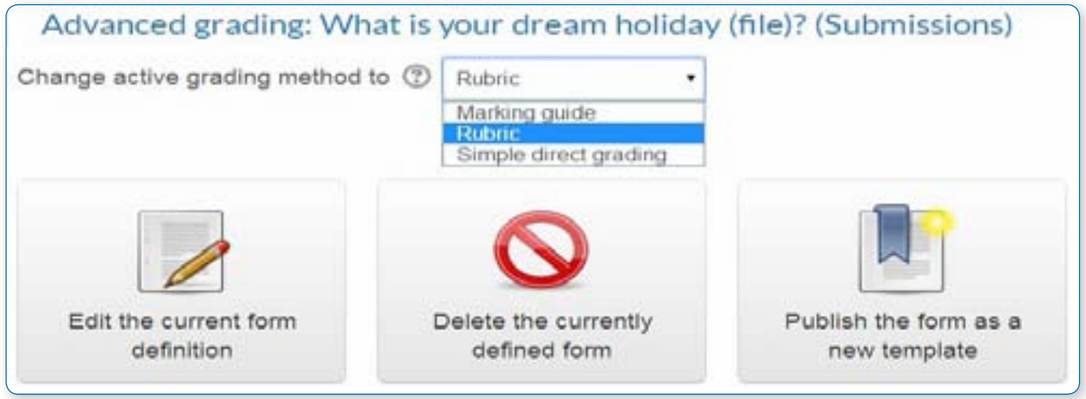
To edit a rubric go to Administration > Assignment Administration > Advanced grading > Define Rubric.

Select 'Rubric' from Change active grading method to drop down menu.

You can see your created rubric with three options shown above it:

- Edit the current form definition
- Delete the currently defined form
- Publish the form as a new template.

Click "Edit the current form definition" to edit your predefined rubric form.



Choosing another rubric

From Administration>Assignment administration>Advanced grading access your rubric and delete it.

Creating a new Marking guide

- When the assignment has been created and Marking guide selected as above, click Save and display and choose Define new grading form from scratch.
- Give the guide a name and description.

• Click on the criterion name to edit it. It will open up a box for typing into.

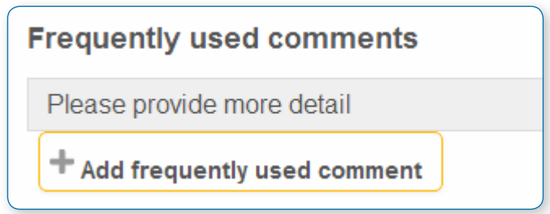
• Click the Click to edit links to provide an explanation for students and for markers as to what is required. It will open up a box for typing into.

• Click the Click to edit link to allocate a maximum mark for this criterion. It will open up a box for typing into.

Adding more criteria

Click the button to add one or more criteria (and then repeat the process as above)

Adding frequently used comments



If a teacher regularly uses the same comments when marking, it is possible to add these to a frequently used comments bank.

- Click the Click to edit link and add a comment.
- Click the +Add frequently used comment button to add another one and repeat as needed.

Marking guide options

By checking the appropriate boxes it is possible to allow students to see (or not) the guide definition and how many marks are allocated per criterion.

Tutorial on how to Add an Activity or Resources

TOPIC 2 : CHAT

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

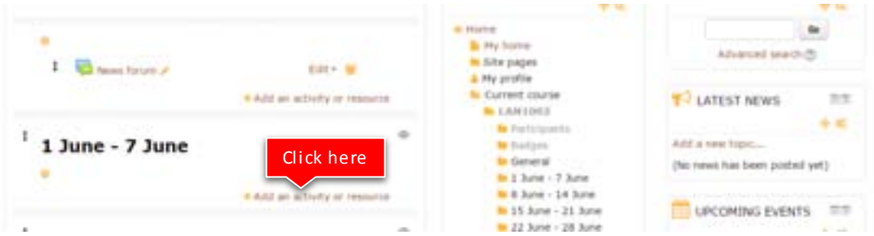


Figure 1.1

3) Choose a "Chat menu"

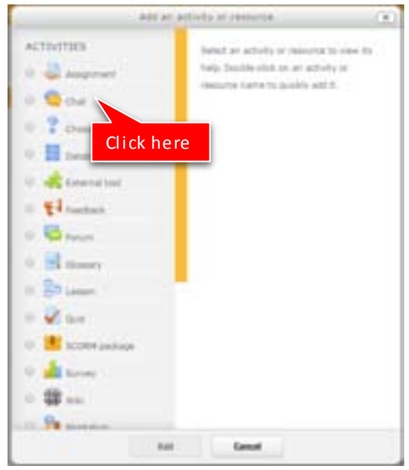


Figure 1.2

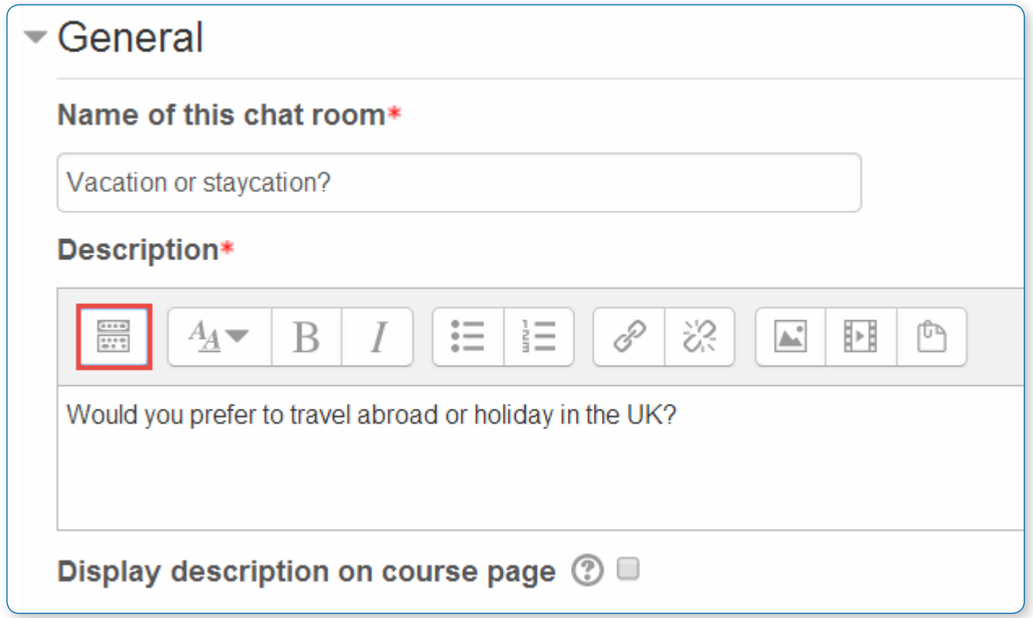
4) Click "Add" to add an activity.

Chat activity

ADDING A CHAT TO YOUR COURSE

With the editing turned on, in the section you wish to add your chat, click the "Add an activity or resource" link (or, if not present, the "Add an activity" drop down menu) and choose Chat. All settings may expanded by clicking the "Expand all" link top right.

General



Name of this chat room

Whatever you type here will form the link learners click on to enter the chat so it is helpful to give it a name that suggests its purpose - for example "Student council discussion" or "Field trip planning meeting".

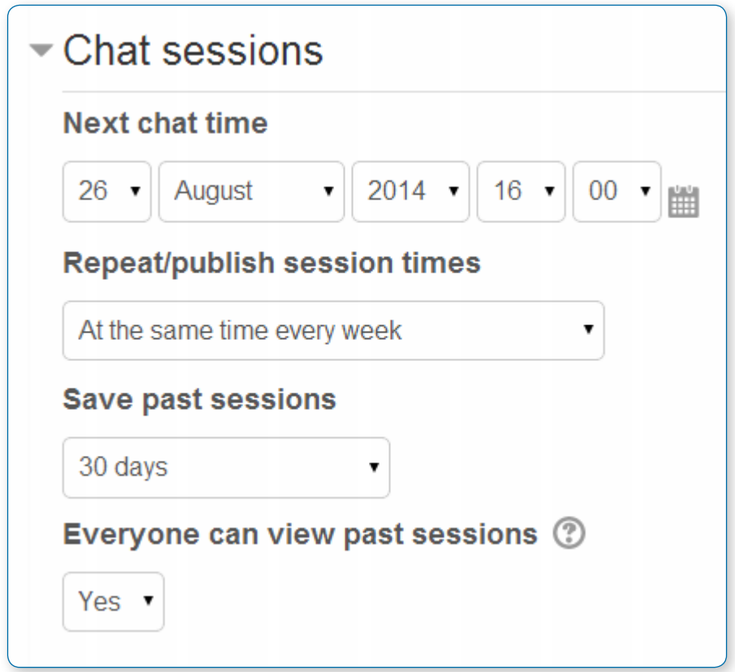
Description

Type the description of the chat here. Include precise instructions for students regarding the subject of the chat. Click the "Show more buttons" icon (top left) to expand the toolbar. Drag the bottom right of the text box out to expand it.

Display description on course page

If this box is ticked, the description will appear on the course page just below the name of the Chat.

Chat sessions



Next chat time

This sets the day and hour of the next chat session. These details will appear in the calendar so students know the schedule but it doesn't stop them accessing the chatroom at any other time.

If you don't want them in the chatroom at other times, then hide it (with the eye icon) or use Conditional activities to restrict access.

If you don't wish to schedule chat times then ignore this and choose from the next settings.

Tip: *For courses involving users across different time zones, it is useful to know that the time you set here will be adjusted to match the time zone of the user viewing it.*

Repeat/publish sessions

There are four options for scheduling future chat sessions:

- Don't publish any chat times - there are no set times and students are welcome to chat at any time.
- No repeats - publish the specified time only- only the Next chat time will be published. This could be used to schedule special events or meetings or simply to help learners identify a common time in which they can expect to find other learners in the chat room.
- At the same time every day- Daily chats are useful for scheduling daily office hours or work sessions with learners.
- At the same time every week--This setting will schedule a chat for the same day and time every week, which could be useful for instance for meeting and reviewing key ideas and questions related to the week's content/assessment.

Save past chat sessions

Choose from the dropdown how many days to save - or save everything by selecting Never delete messages.
If you have any concerns about discussions that might take place in your chat room, you may want to keep transcripts to check the suitablility of what is discussed. If your learners are using the chatroom to collaborate on a group project you won't want to delete the messages until the project is complete.

Everyone can view past sessions

Decide here whether or not allow everyone to view past chat sessions. (Teachers can always view past sessions)

Common module settings

These settings are collapsed by default. See the separate section on Common module settings

Restrict access/Activity completion

These settings are collapsed by default. These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course. See the separate section on Conditional activities and Restricting access.

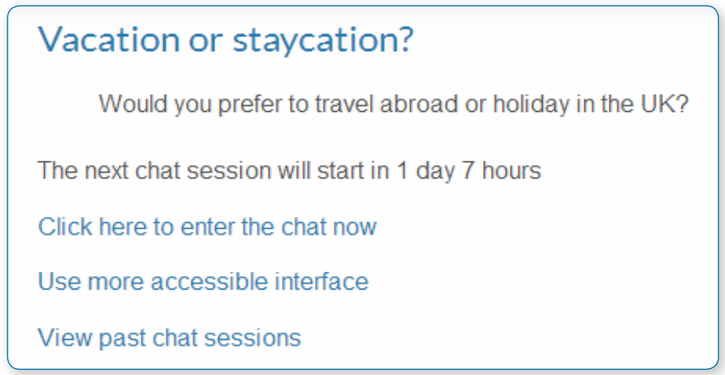
Locally assigned roles

In Administration > Chat administration > Locally assigned roles selected users can be given additional roles in the activity, such as the capability to delete chat logs. Role permissions for the activity can be changed in Administration > Chat administration > Permissions.

USING CHAT

Entering the chat

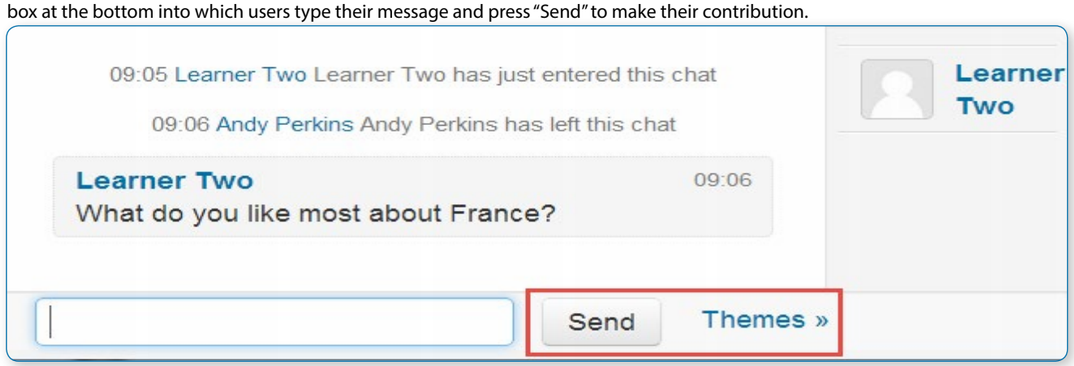
As you click the chat link on the course page you see options:

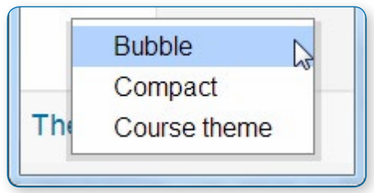


- Click here to enter the chat now - this takes you to the chat using the chosen site default chat method - for example Ajax.
- Use more accessible interface - this gives a simpler chat room without frames and javascript:
- View past sessions - when enabled and the user is allowed to view past chat sessions, this takes them to a list of past sessions with links to the chat.

Joining in a chat session

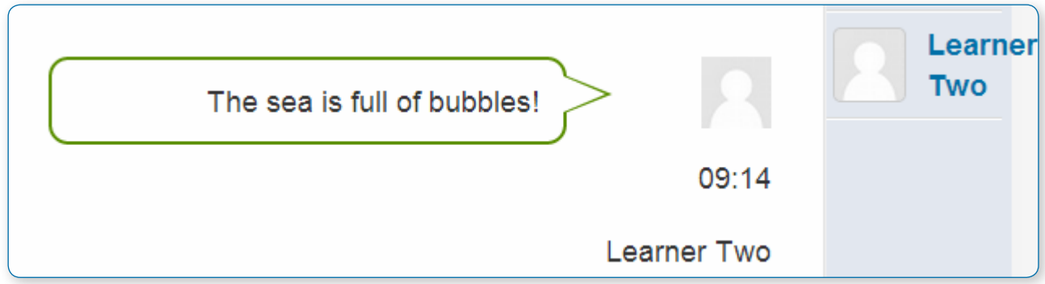
In normal view, the screen is in two parts with the participants on the right, the messages on the left and a box at the bottom into which users type their message and press "Send" to make their contribution.





Users can change the appearance of messages by clicking on 'Themes' next to the 'Send' button.

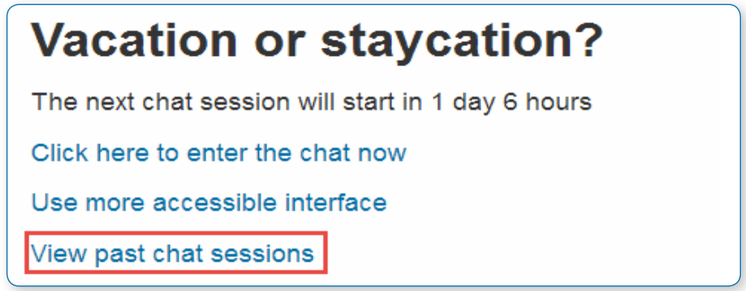
The Bubbles theme looks like this:



The chat module contains some features to make chatting a little nicer.

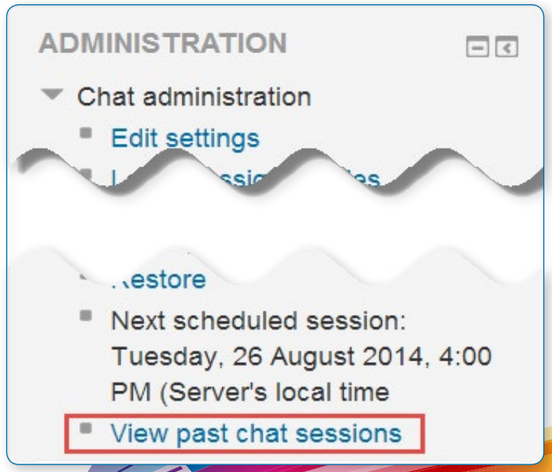
- Smilies: any smiley faces (emoticons) that you can type elsewhere in Moodle can also be typed in here and they will be displayed correctly.
- Links: iInternet addresses will be turned into links automatically.
- Emoting: you can start a line with /me to emote. For example, if your name is Kim and you type /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 coloured and sized text.

Chat reports



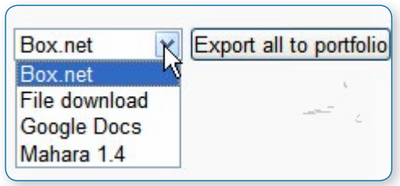
To view previous chats (if you have permission) click on the 'View past chat sessions' link.

Teachers can also access past chat sessions from the Chat administration in the Administration block (where the next scheduled session. is listed):



- This will bring up a listing of each chat session under the current chat topic. The listings include the time the chat started and ended, which users participated, and how many messages each user sent.
- In order for students to see past sessions, the teacher or an administrator must setup the chat to allow everyone to view past chat sessions.

Exporting chat sessions



Managers, teachers and non-editing teachers can download or export past chat sessions to any portfolio enabled by the administrator.

If Portfolios have not been enabled, then users will not see a link to "Export" chat sessions.

Reasons to use chat

Chat has an advantage over a Forum in that it takes place in Real Time. It is especially beneficial when the group chatting is not able to meet face to face. Examples might be:

- Regular meetings of staff on large or split campuses to discuss student or curriculum issues;
- Regular meetings of students doing online courses to enable them to share experiences with others on the same course but potentially in a different city (or country)
- A teacher working with his students even though he is out of school
- A student temporarily unable to attend in person chatting with their tutor to catch up with work.
- Students out on work experience getting together to discuss their experiences with each other and their tutor
- Younger children using chat at home in the evenings as a controlled(monitored) introduction to the world of social networking

Reasons NOT to use chat

Unless a tutor/moderator is permanently present in the chatroom -or unless the chat is hidden and revealed at certain times, it is difficult to control what is said once a chat has started.

Younger students particularly may find it difficult to stay on task and be prone to adding non-useful comments or "beeping" others for the sake of it.

In some situations, a forum might be preferred as it allows for reflection before posting and gives a period of time where the post might be edited.

Tutorial on how to Add an Activity or Resources

TOPIC 3 : CHOICE

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

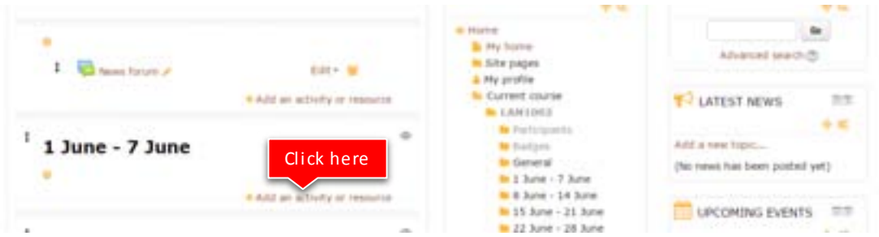


Figure 1.1

3) Choose a "Choice menu"

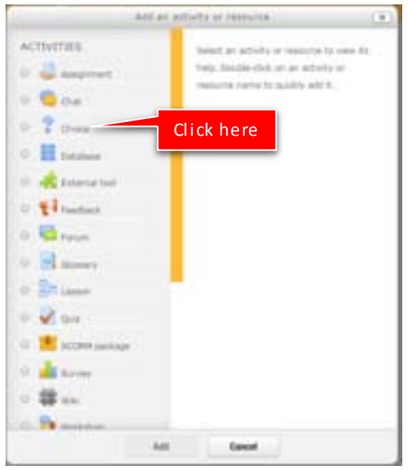
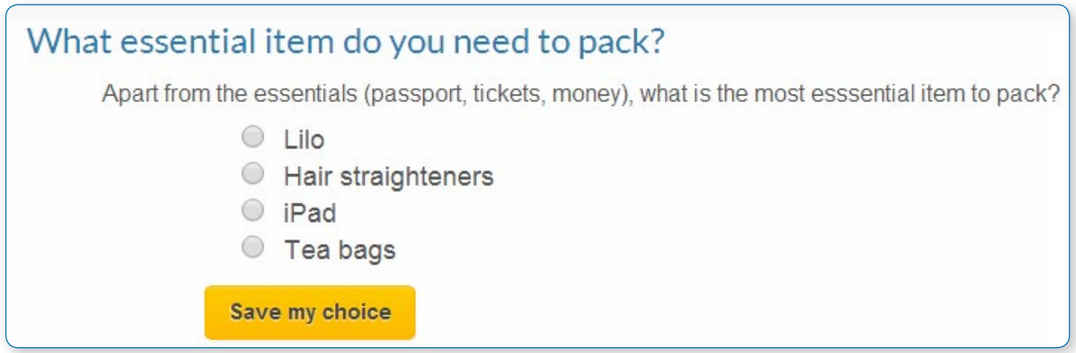


Figure 1.2

4) Click "Add" to add an activity.

Choice activity

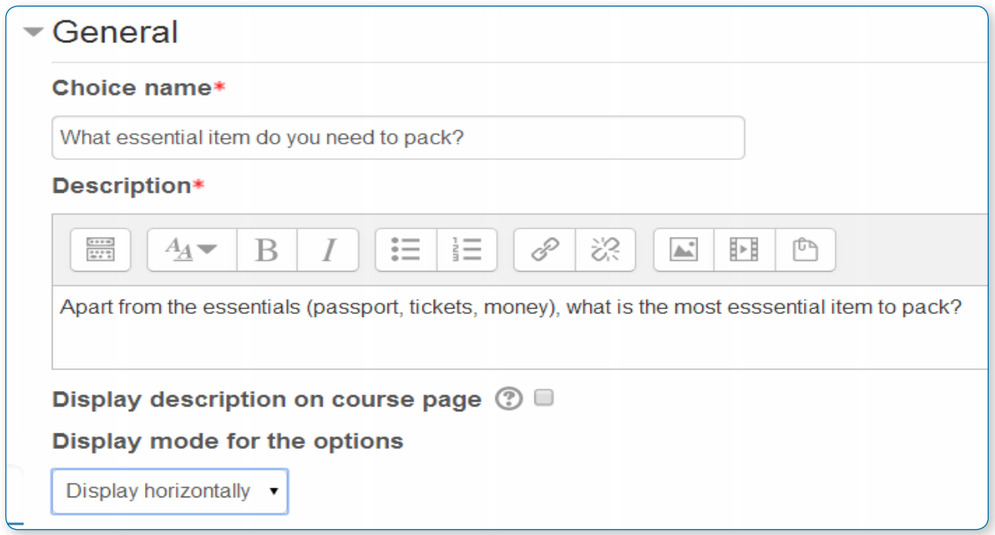
A choice activity is very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.



Choice requires some preparation time for creating your activity and thinking about what results you would like to achieve, but your participation with activity itself is likely to be minimal.

CHOICE ADMINISTRATION SETTINGS

With the editing turned on, choose from the "Add an activity or resource" link (or, if not present, the "Add an activity" drop down menu) the option Choice. To see all the settings expanded, click "Expand all" top right.



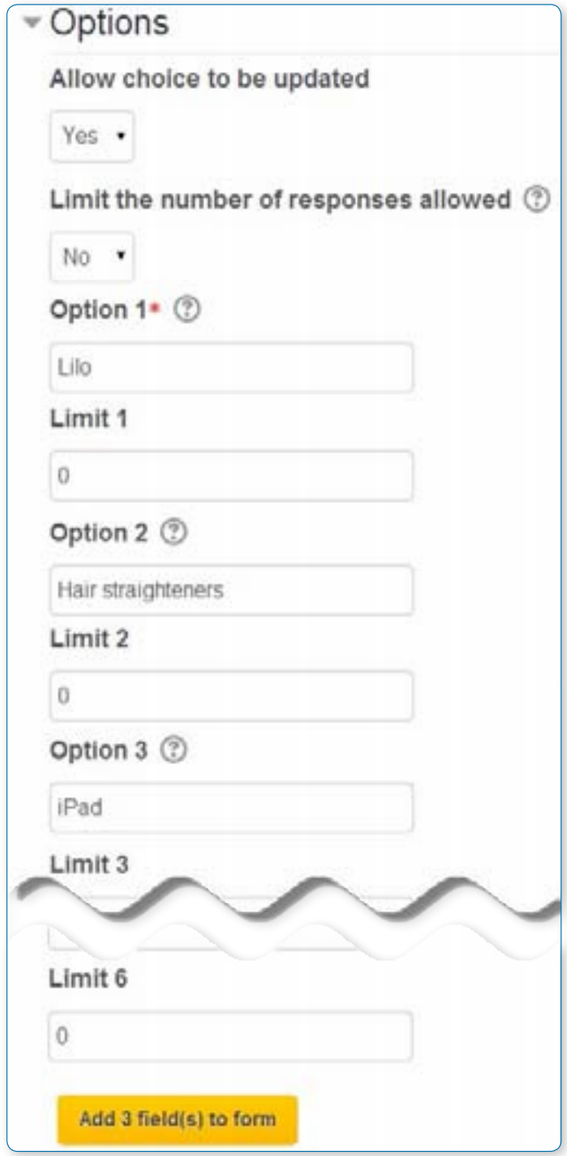
General

Choice name

A short name of the choice (e.g. "Favourite colour"). This will be displayed on the course's homepage.

Description

Type the description of the choice activity here. Click "Show editing tools" to display the rich text editor and drag the bottom right of the text box out to expand it. It should contain the question that you want your students to answer. An example of the choice text could be "What is your favourite colour?" There is also an option to display the choice description on the course page below the link to the activity.



Display mode for the options

Choose "horizontally" if you only have three or four choices maximum; choose "vertically if you have a large number of choices.

Options

Allow choice to be updated

If this is set to "Yes", students can change their mind after they have voted. If it's set to "No", students cannot change their choice.

Limit the number of responses

Enabling this option allows you to limit the number of participants who can select each particular choice. When that number has been reached, no one else can select that choice.

Warning *If you unintentionally check this box but don't add a number then your students won't be able to select any choices and will get confused :)*

Option

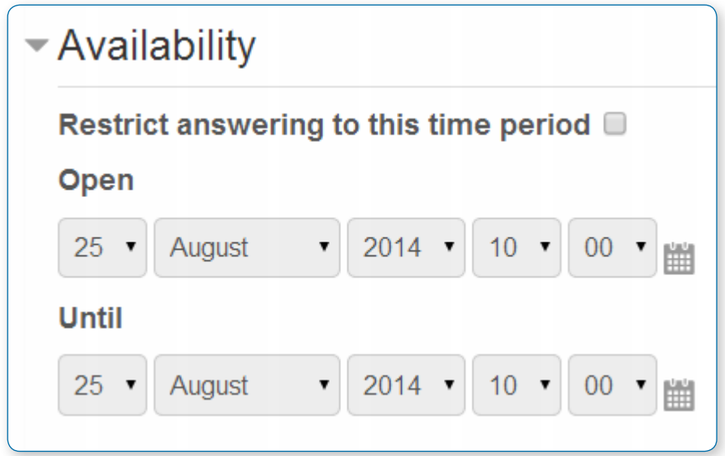
Specify here the options that participants have to choose from.

They will become radio buttons when the choice is saved.

You can leave other options blank or click "Add 3 fields to form" to add more options.

If Limits is disabled, then any number of participants can select any of the options.

Availability



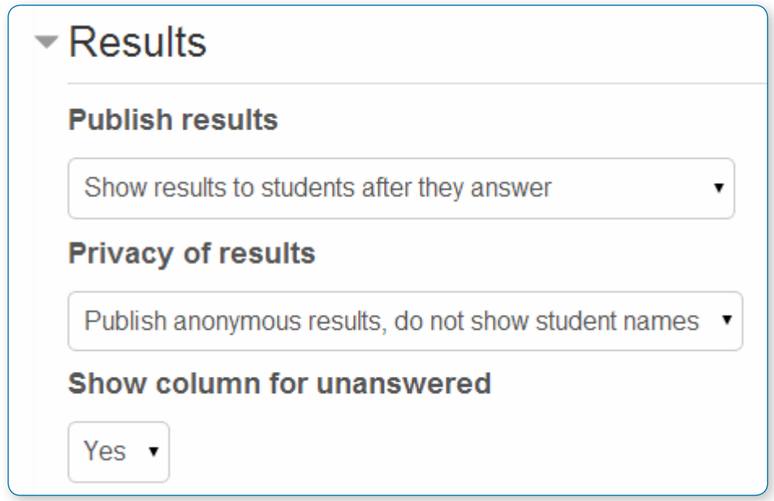
(These settings are collapsed by default)

Restrict answering to this time period

If you check this box you can set an "Open and Close" dates for your choice.

If you do not check the box, students can respond at any time.

Results



Publish results

This determines whether (and when) the students will be able to view the results of the choice activity. They may:

- never see the results of the choice
- see the results only after they have given the answer themselves
- see the results only after the closing date of the choice
- always see the results

Privacy of results

If "Publish" was chosen above, then this dropdown in unlocked. You can decide whether to show names of students or merely the number who responded but without names.

Show column for unanswered

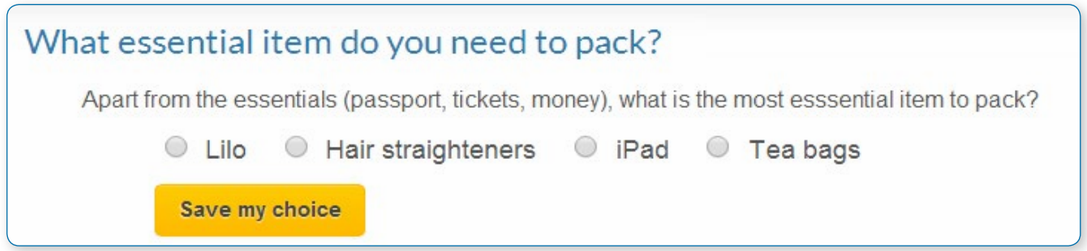
If set to "Yes", this will display a column showing how many participants have not answered the choice activity yet. If this is set to "No", the results will only include the participants who have already voted.

Common module settings

These settings are collapsed by default. See Common module settings for more information.

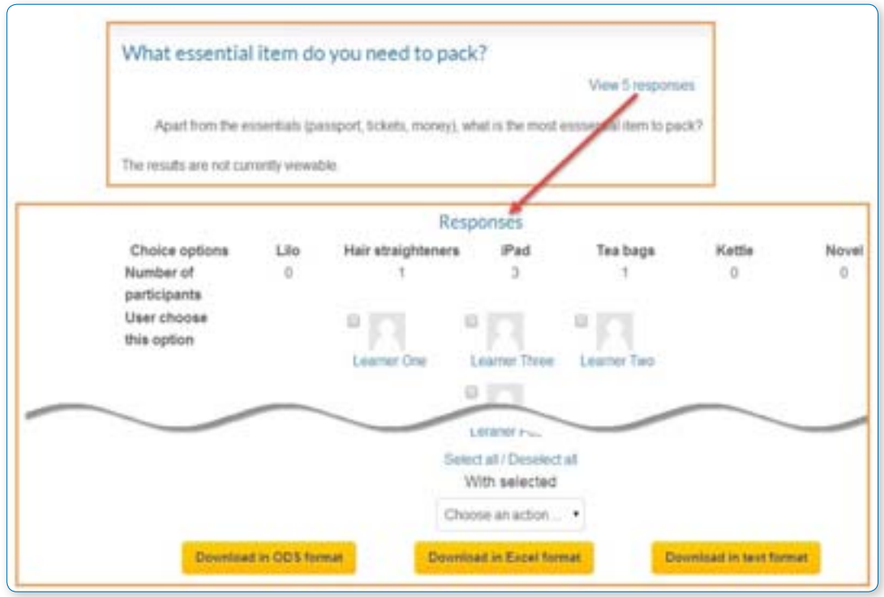
Restrict access and Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course. See the separate section for more information.



What the student sees

When a teacher has created a Choice activity, the student is presented with a number of radio buttons. They click one to make their selection.



Depending on the teacher's settings, the student may then be able to see the results either anonymously or with names (via the "View xxx responses" link) or not see anything.

What the teacher sees

Regardless of how it's been set for students, a teacher will always see user names and choices, via the "View xxx responses" link.

The teacher is also able to delete selected choices or download them in various formats as in the screenshot above.

Some ways to use Choice

Thinking about existing knowledge

Pedagogically, the choice activity can be used to provide an opportunity to share starting points through which learners are encouraged to think about and articulate existing knowledge and understandings of a topic. For example, you can ask students to make 'choices' about a statement such as "in learning to become a teacher, the most significant issue for me is" (giving the following choices): trust, theoretical underpinnings, communication or delivering materials to students.

This has two benefits: firstly, it forces participants to engage with their choice and think, in advance of a further related activity (you might wish to follow up such a choice activity with a forum discussion or a reflective activity like the online text assignment), about the context and consequences of this choice. Secondly, it allows tutors and students to gain a better understanding of existing views/understandings/knowledge related to the question, idea or concept at hand in the Choice activity.

Assessing understanding

For younger students, the choice activity is a secure way to gauge their understanding of a topic without asking them in public: with a question such as "how well did you understand this module?" students can honestly select from "very well", "OK" or "I still don't get it", safe in the knowledge only their teacher knows their response and they will not be shamed in front of their peers.

The choice activity in Moodle only allows a participant to select one choice from a variety of options (that you provide), but you may set the activity so that participants can change their choices - thus, as students make progress and gain confidence, they might want to update their choice to reflect this. You can also set the activity so that it 'closes' or 'locks down' on a specific date, making all choices final from that point on. This allows participants to change their minds several times before a final date.

Selecting groups

Using the choice activity is one way of getting students to put themselves into groups. However in its standard form, it does not add them to the grade book as a group.

Tutorial on how to Add an Activity or Resources

TOPIC 3 : FORUM

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

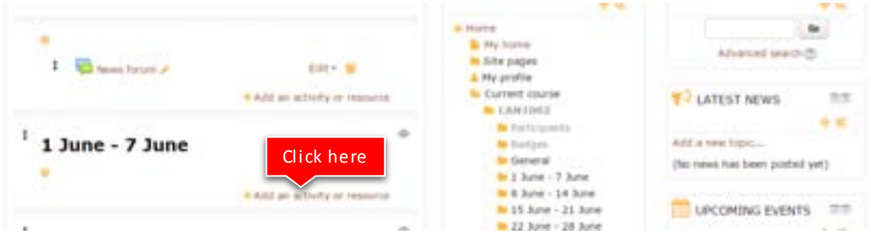


Figure 1.1

3) Choose a "Forum menu"

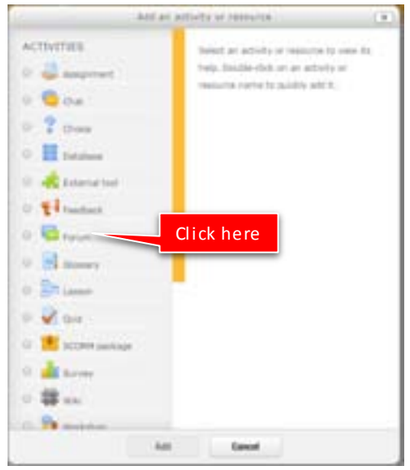


Figure 1.2

4) Click "Add" to add an activity.

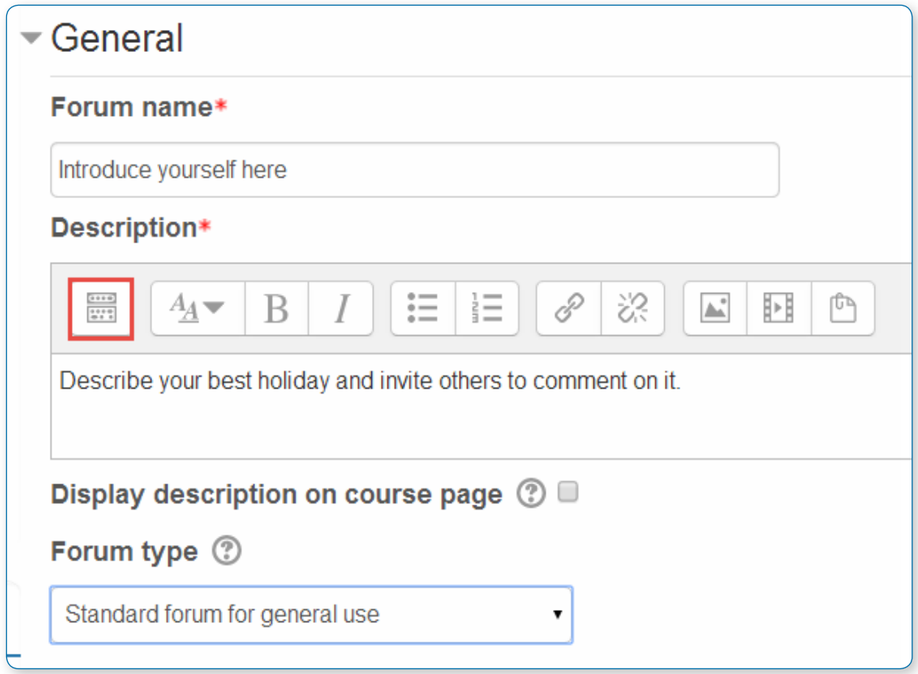
Forum activity

ADD AND EDIT A FORUM

- With the editing turned on, in the section you wish to add your forum, click the "Add an activity or resource" link (or, if not present, the "Add an activity" drop down menu)and choose Forum.
- This will take you to the forum settings page titled "Adding a new forum".

You can access an existing forum by clicking the configure icon or clicking on the forum and then Administration > Forum administration > Edit settings.

General



Forum name

A short name of the forum which will be displayed on the course homepage.

Description

Give clear instructions so users know what to do. Click the top left icon to expand the toolbar. Drag the bottom right of the text box out to expand it.

Display description on course page

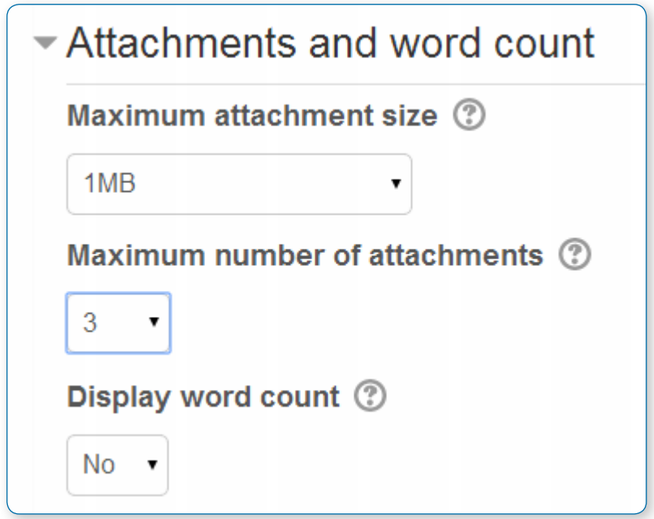
Enabling this will display the description on the course page just below the link to the forum.

Forum type

There are five forum types to choose from:

- A single simple discussion - A single topic discussion developed on one page, which is useful for short focused discussions (cannot be used with separate groups)
- Standard forum for general use - An open forum where anyone can start a new topic at any time; this is the best general-purpose forum
- 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
- Q and A Forum - Instead of initiating discussions participants pose a question in the initial post of a discussion. Students may reply with an answer, but they will not see the replies of other Students to the question in that discussion until they have themselves replied to the same discussion.
- Standard forum displayed in a blog-like format
- News forum is a special type of forum that is automatically created with a new course.

Attachments and word count



Maximum attachment size

The maximum file size that may be attached to a forum post will first be determined by the Moodle site settings. The teacher may want a smaller size limit for the forum. Server file capacity, student downloading speeds and discouraging images in a document centred discussion are a few reasons to limit file size.

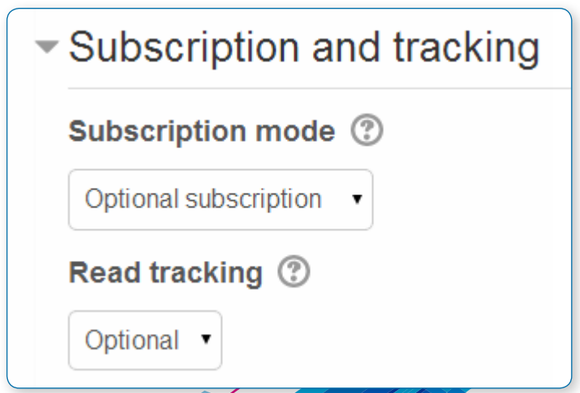
Maximum number of attachments

The maximum number of attachments a user can add to their forum post (from 0 to 100) can be specified here.

Display word count

If "Display word count" is enabled, then the number of words in forum posts will be shown at the bottom of each post.

Subscription and tracking



Subscription mode

When a user is subscribed to a forum it means that they will receive notification (via popup and/or email, depending on the user's messaging settings preferences) of each new posting. By default, posts are recorded about 30 minutes after the post was first written. Depending upon the email settings of each forum member, they may be sent an email immediately after the 30 minute edit window is closed, or in a batch at a time fixed by the site administrator (see below).

People can usually choose whether or not they want to be subscribed to each forum. However, the teacher can choose to force subscription on a particular forum then all course users will be subscribed automatically, even those that enrol at a later time.

There are 4 subscription mode options:

- Optional subscription - Participants can choose whether to be subscribed

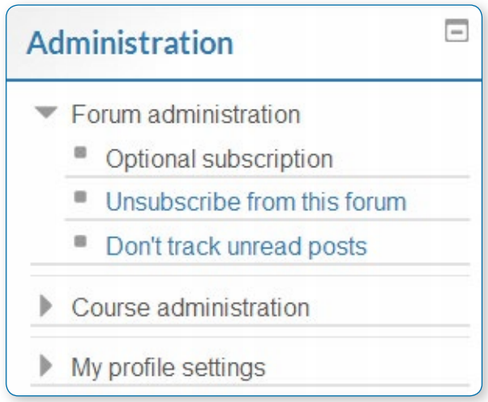
- Forced subscription - Everyone is subscribed and cannot unsubscribe
- Auto subscription - Everyone is subscribed initially but can choose to unsubscribe at any time
- Subscription disabled - Subscriptions are not allowed.

The subscription mode and subscribe or unsubscribe links appear in Navigation>Forum administration when viewing the forum. Teachers can quickly change the mode via the 'Subscription mode' options and view the current subscribers via the 'Show/edit current subscribers' link.

Tips:

- Forcing everyone to subscribe is especially useful in the news forum and in forums towards the beginning of the course (before everyone has worked out that they can subscribe to these emails themselves).
- Changing the setting from "Forced" to "Disabled" will not unsubscribe existing users; it will only affect those who enrol in the course in the future. Similarly changing to"Forced" will not subscribe existing course users, just those enrolling later.
- "Subscriptions disabled" setting prevents Students from subscribing. Teachers may subscribe if they wish to.

Read tracking for this forum?



"Read tracking" for a forum allows users to track read and unread forum posts.

There are three options for this setting

- Optional - Students can turn tracking on or off for the forum via a link 'Track / Don't track unread posts' in Administration > Forum administration, or via their profile 'Forum Tracking' option.
- Off - It is not possible to track unread forum posts
- Forced - Tracking is always on in this forum, regardless of user preference or setting. No link in is present in Administration > Forum administration. This setting is only available when the 'Allow forced read tracking' administrative setting is enabled.

RSS

This setting will only appear if RSS has been enabled site wide and for forums.

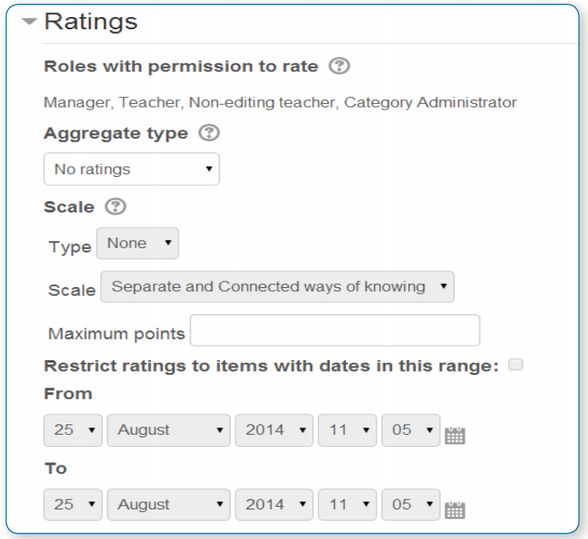
RSS feed for this activity

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.

Post threshold for blocking



Time period for blocking

Choose here the time period in which a user can be blocked from posting more than a given number of posts.

Post threshold for blocking

Set the number of posts here that users may add before they are blocked.

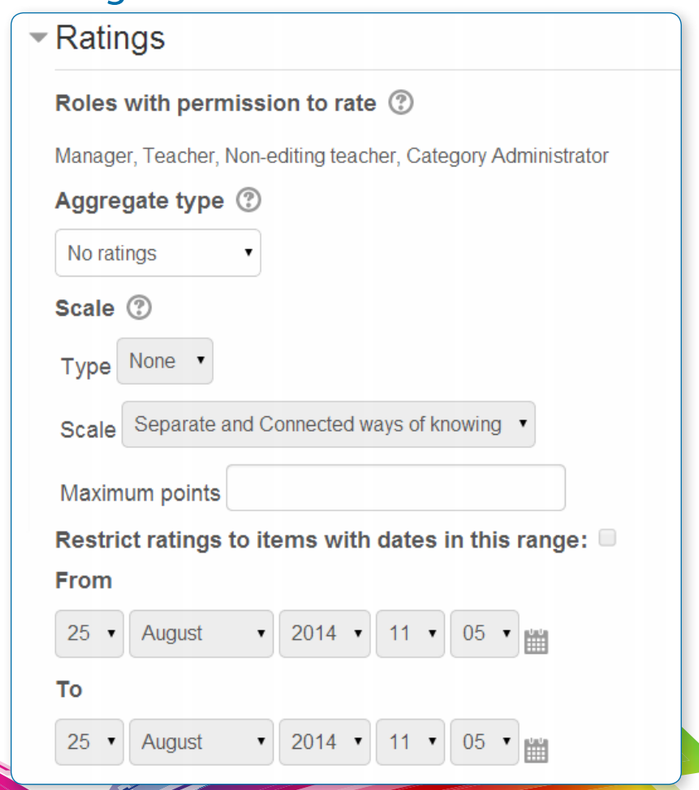
Post threshold for warning

Set the number of posts here after which users will be warned they are about to be blocked.

Grade

This setting is collapsed by default. Choose the category in which this forum will appear if ratings are enabled.

Ratings



Roles with permissions to rate

Forum posts can be rated using a scale. By default, only teachers can rate forum posts, though students can be given permission to do so if desired (see Forum permissions below). This is a useful tool for giving students participation grades. Any ratings given in the forum are recorded in the grade book.

Aggregate type

You can set an aggregate type, in other words, decide how all the ratings given to posts in a forum are combined to form the final grade (for each post and for the whole forum activity). Some scales do not lend themselves to certain types of aggregates. There are five options:

- Average of ratings (default) - This is the mean of all the ratings given to posts in that forum. It is especially useful with peer grading when there are a lot of ratings being made.
- Count of ratings - The counts the number of rated posts which becomes the final grade. This is useful when the

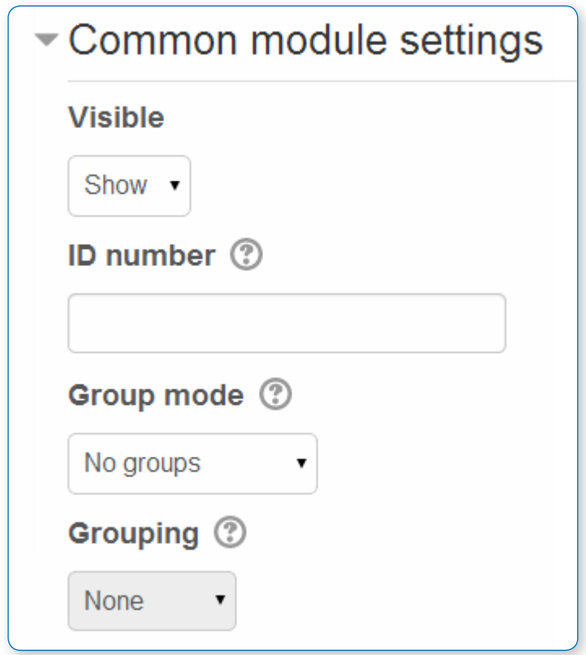
number of posts is important. Note that the total can not exceed the maximum grade allowed for the forum. A count may be used if the teacher simply wants to acknowledge that a reply was given in the case students being required to make a certain number of posts in the discussion. Note: Count of ratings does not work for the "Separate or Connected Ways of Knowing" scale or custom scales due to the limitation imposed by the max grade.

- Maximum rating - The highest rating is returned as the final grade. This method is useful for emphasising the best work from participants, allowing them to post one high-quality post as well as a number of more casual responses to others.
- Minimum rating - The smallest rating is returned as the final grade. This method promotes a culture of high quality for all posts.
- Sum of ratings - All the ratings for a particular user are added together. Note that the total is not allowed to exceed the maximum grade for the forum. Note: Sum of ratings does not work for the "Separate or Connected Ways of Knowing" scale or custom scales due to the limitation imposed by the max grade.

Restrict ratings to items with dates in this range

The teacher can allow only posts within a certain date range to be rated. This is useful if the teacher wants to keep students focused on the most recent content and maintain a specific pace within the forum or course.

Common module settings



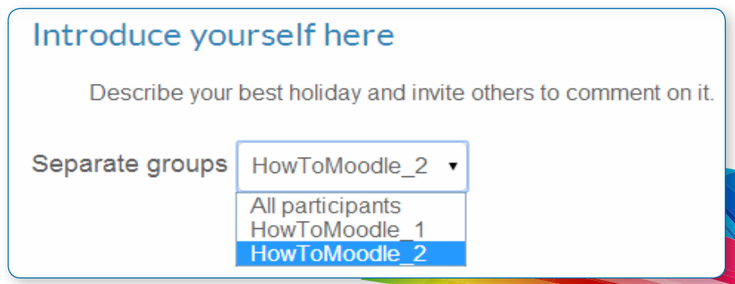
See the section 'Common module settings' for more information, but note the details below relating specifically to use of forums with groups.

Group mode

The group mode setting has three options:

- No groups
- Separate groups - each group can only see their own group; others are invisible
- Visible groups - each group works in their own group, but can also see other groups

If the group mode is set to separate groups:



Teachers are given the option of adding a new discussion topic for all participants or for a selected group. If a teacher adds a new discussion topic for a selected group, then only group members can reply to it. If a teacher adds a new discussion topic for all participants, then students can't reply to it. (This is to ensure that groups are kept separate.)

- Students can only start discussions for their own group.
- Students can only reply to discussions started by other group members or discussions for their own group started by a teacher.

If the group mode is set to visible groups:

- Teachers are given the option of adding a new discussion topic for all participants or for a selected group. If a teacher adds a new discussion topic for a selected group, then only group members can reply to it.
- Students can only start discussions for their own group.
- Students can only reply to discussions started by other group members or teachers.

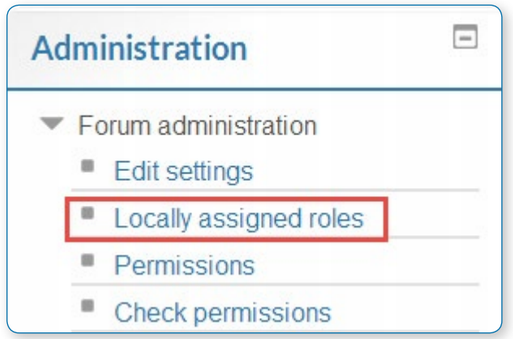
Teachers, and other users with the capability moodle/site:accessallgroups set to allow, can view and post in all forum discussions, regardless of the group mode setting.

Note: *Single simple discussions cannot be set to separate groups (as this feature is not implemented). Instead, a standard forum should be used, with the teacher copying and pasting the same discussion topic for each separate group. If required, a permissions override may be set to prevent students from starting new discussions.*

Restrict access/Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course. See the separate section on 'Conditional activities and Restricting access'.

Locally assigned roles



***In** Administration > Forum administration > Locally assigned roles selected users can be given additional roles in the activity.*

Forum moderator

A forum moderator for a particular forum is able to edit or delete forum posts, split discussions and move discussions to other forums. This role could be useful for example if you wish a student to be able to moderate a student forum but not have editing rights over the whole course.

To assign a student the rights to moderate a forum, assign them the role of non-editing teacher in the forum.

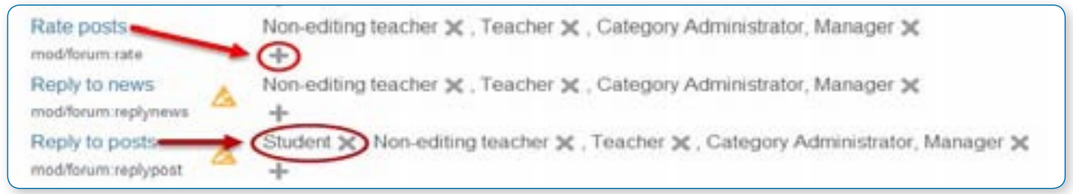
- In Settings > Forum administration > Locally assigned roles click on student
- Select the student from the potential users list on the right, and use the Add button to add them to the existing users list on the left. Multiple users may be selected by holding down the Apple or Ctrl key whilst clicking on the users' names.

Forum permissions

Role permissions for the activity can be changed in Administration > Forum administration > Permissions.

Enable students to rate posts

Click the Allow icon (+) opposite the capability to rate posts and allow the role of student.



Archive a forum

Click the Prevent icon (X) for the student role for the capabilities 'Start new discussions' and 'Reply to posts'. Then a forum becomes closed (archived). Students may no longer start new discussions, nor add replies, but can still read all the discussions.

Guests and posting in a forum

***There** are certain things that guests are never allowed to do, such as posting in a forum, despite the permissions interface suggesting otherwise.*

The guest role has some special functionality, for example when a guest user attempts to post in a forum, they obtain the message "Sorry, guests are not allowed to post. Would you like to log in now with a full user account?"

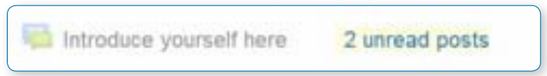
***Note:** If guests don't obtain the "Sorry, guests are not allowed to post" message because they have no reply link, then self enrolment needs enabling in Settings > Course administration > Users > Enrolment methods.*

If you wish guests to be able to post in a forum, you can create a similar role, say "visitor" with very few permissions allowed, then create an account and assign it the role of visitor. Guests can then share this visitor account.

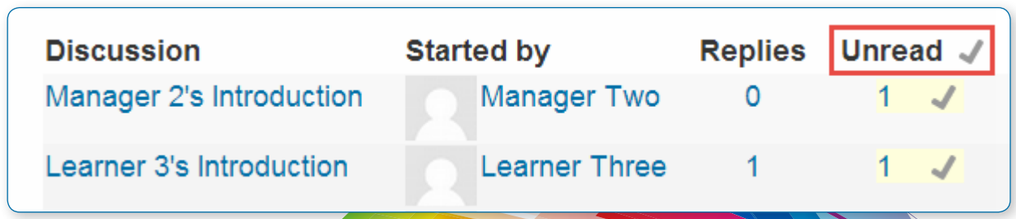
User administration settings

Users can choose whether or not to track unread posts in their profile settings under 'Forum tracking'. The settings are either "Yes: highlight new posts for me" or "No: don't keep track of posts I have seen"

If the user chooses 'Yes: highlight new posts for me' and the forum administrator has set the 'Read tracking for this forum?' to 'On' or 'Optional' then the user will have new posts highlighted for them.



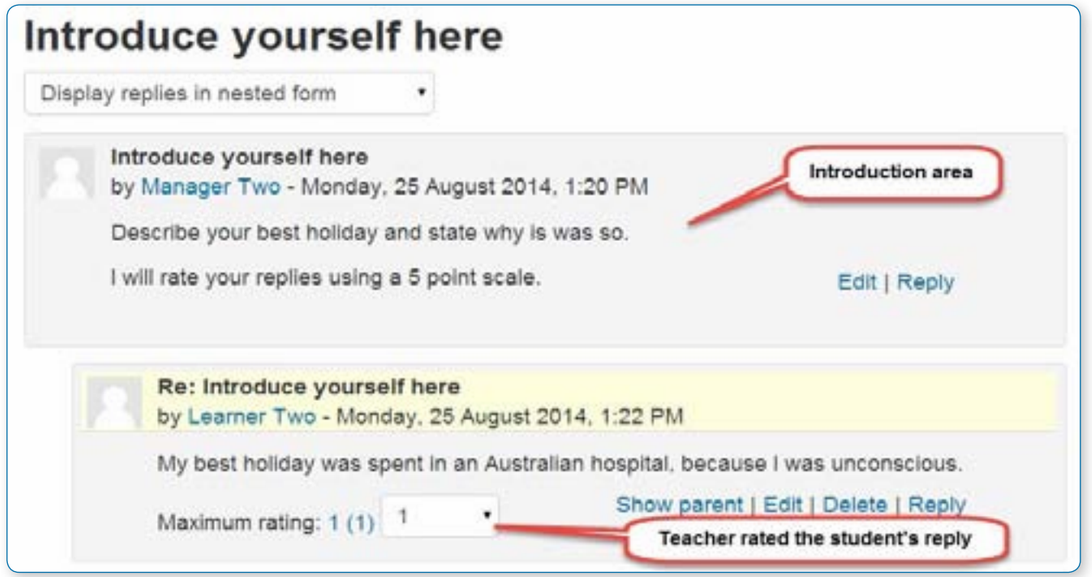
The posts will be highlighted in the following places: My home page, Course page, within the forum itself and in forum discussion threads



FORUM VIEWS

A single simple discussion

Students will see the text you have placed in the Forum introduction setting as the first post of the discussion. Below you will find the replies that have been posted. In the example below, the student sees that their reply was rated.



Each person posts one discussion

The view will be basically the same as in the previous case, the only difference being the 'Add a new discussion' option. Viewing a forum page, the student will see the text you have written at the 'Forum introduction' space while creating the forum, and, if there are any, the discussions that have been started.

Standard forum for general use

In this forum type, students will see the introduction text in a separate space above the discussion field, in which you will see the information such as the title of the discussion (which means the forum's title), its author, the number of replies and the date of the last post.

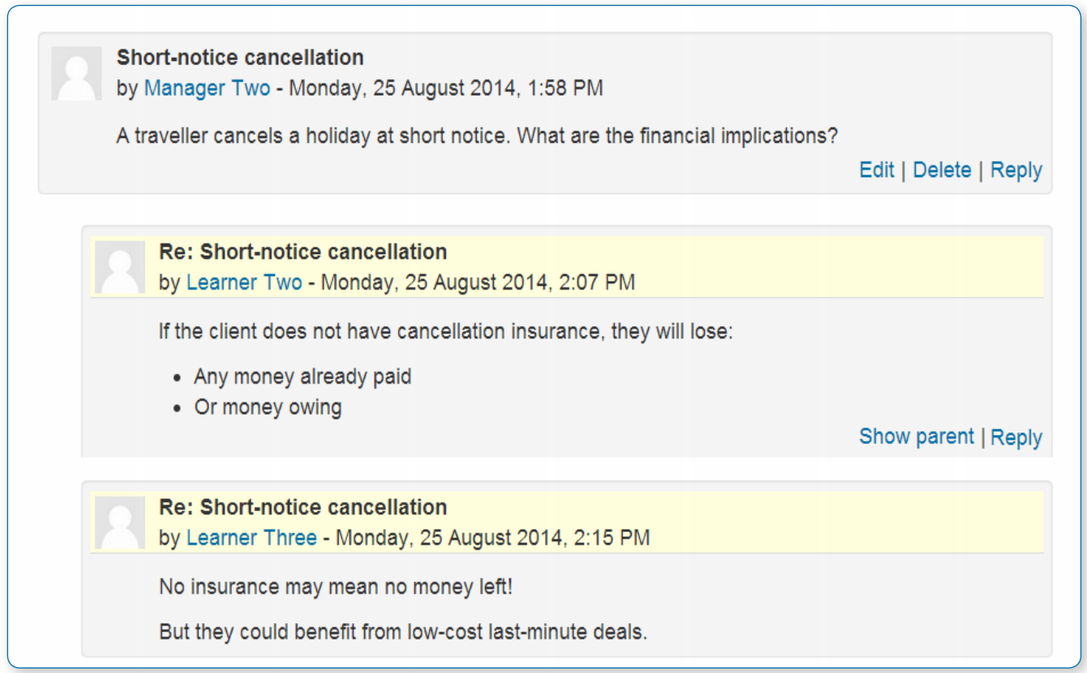
Question and Answer forum

The Q & A forum is best used when you have a particular question that you wish to have answered. In such a forum, teachers post the question and students respond with possible answers. By default a Q and A forum requires students to post once before viewing other students' postings.

Students' initial view of a Q&A forum

Students cannot see posts until they post

Other posts visible when editing time is over

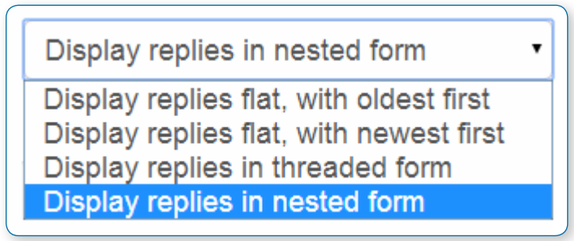


In Administration> Forum administration, students may see the options the teacher has set for subscriptions to the forum.

This is also where the teacher will find the forum "Edit settings" link and other links to forum controls.

Display options

A discussion thread can be displayed in one of four ways. Use the pull down menu at the top of a discussion to coose the type.



- Display replies flat, with oldest first
- Display replies flat, with newest first - The discussion will be displayed in one line and the chronological order from the newest to the oldest. This is the same as the above, just a different sort order.
- Display replies in threaded form - Only the post starting the discussion will be displayed in its full form; replies will be reduced to the headlines (including information about its author and date of release) and organized chronologically; moreover, replies will be shifted towards the right so that only replies to the same post were in the same line.
- Display replies in nested form - All posts are displayed in their full forms; replies will be reduced to the headlines (including information about its author and date of release) and organized chronologically; moreover, replies will be shifted towards the right so that only replies to the same post were in the same line.

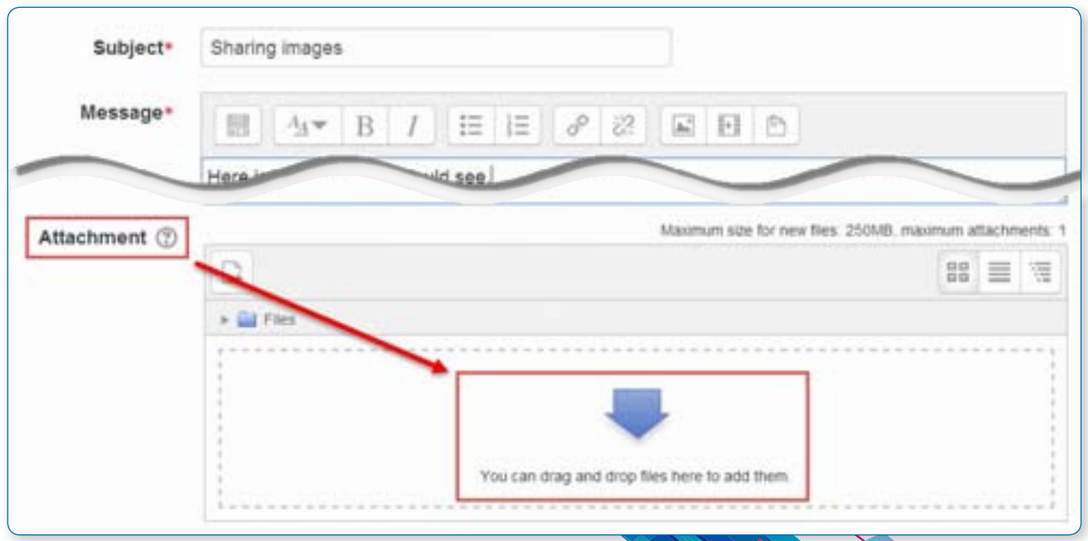
Forum posting

The default content of Subject is usually 'Re: <the name of the 'parent' post>'. You can change it though.

When writing text in Moodle there are several formats you can choose to produce your text, depending on your expertise and the type of browser you are using. Please refer to Formatting text for further information.

Sharing images through forums

When an image is "attached" as a file to a forum message, it is immediately displayed full size after the message (no need to click on an attachment).



This an excellent way of sharing images without having to go through the process of uploading them as files and linking them from within web pages.

Images may be dragged and dropped into the box as well as uploading via the "add" link and the File picker.

Sharing sound and video through forums

If multimedia filters are enabled, a sound file (mp3) or accepted video file can be attached and it will be embedded into the forum post in an appropriate player.

As with images in the previous section, multimedia files may be dragged and dropped from the desktop instead of uploaded via the File picker.

Post length

Extra-long posts cause problems when doing a forum search and can be difficult to read on screen. Rather than creating a very long post, consider copying and pasting the text into a text file and add it as an attachment to your forum post.

Post editing time limit

There is a time limit for editing posts, usually 30 minutes. It is set by an administrator in Administration > Security > Site policies.

Mail now

A mail now checkbox is available for anyone with the capability to manage course activities, normally teachers and administrators.

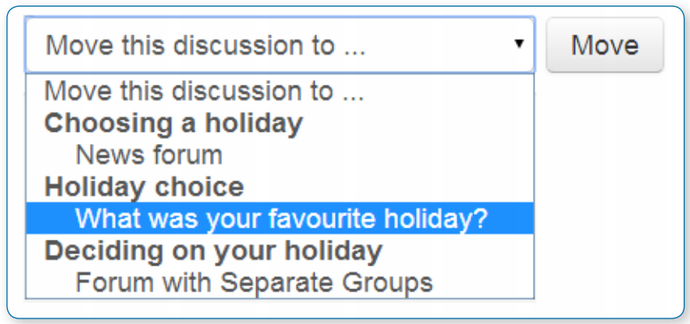
Checking the "Mail now" box results in a notification being sent immediately to everyone subscribed to the forum, rather than after the post editing time limit.

Note: For users who have enabled email digests in their profile, the notification is NOT sent separately from other forum post notifications.

Exporting forum posts

Users with the mod/forum:exportdiscussion or mod/forum:exportownpost or mod/forum:exportpost permission can export forum posts to any portfolio the administrator has enabled:

Moving a discussion



Teachers, non-editing teachers (and managers) may move a discussion to any other forum in the course for which they have appropriate rights.

- Click on the arrow in the 'Move this discussion to...' dropdown menu in the top right corner of the page and select a destination forum.
- Click the Move button.

Note: *Moving a forum post will display incorrect results in the course participation report for the affected forums. For example, take a student who posted in forum A and had their post moved to forum B. In the course participation report the student will still be listed has having made a post in forum A, but will not be listed as having made a post yet in forum B.*

GUIDELINES FOR TEACHING AND LEARNING FORUMS

Moodle has four kinds of forums each with a slightly different layout and purpose.

Which of the forums will best suit your needs for a particular activity? In order to answer this question, it is useful to think how you might lead such a discussion in a face-to-face environment. Would you throw the question out to the class and sit back to observe them in their answers? Or would you break them up into smaller groups first and ask them to have discussions with a partner before bringing them back to the main group? Or perhaps you would like to keep them focused on a particular aspect of a question and ensure that they do not wander away from the topic at hand? All of the above approaches are both valid and useful, depending on your learning outcomes, and you can replicate all of them in Moodle forums.

A standard forum for general use

The standard forum is the most useful for large discussions that you intend to monitor/guide or for social forums that are student led. This does not mean that you need to make a new posting for each reply in each topic, although, in order to ensure that the discussion does not get 'out of control', you may need to be prepared to spend a significant amount of time finding the common threads amongst the various discussions and weaving them together. Providing overall remarks for particular topics can also be a key aspect of your responsibilities in the discussion. Alternatively, you could ask students to summarize discussion topics at agreed points, once a week or when a thread comes to an agreed conclusion. Such a learner-centred approach may be particularly useful once the online community has been established and, perhaps, when you have modelled the summarizing process.

Standard forum displayed in blog-like format

This forum behaves in the same way as the default standard forum for general use, allowing users to start their own discussions. However, it displays differently in that the first post of each discussion is displayed (as in a blog) so that users can read it and then choose to respond by clicking the "Discuss this topic" button bottom right of the post.

A single simple discussion

The simple forum is most useful for short/time-limited discussion on a single subject or topic. This kind of forum is very productive if you are interested in keeping students focused on a particular issue.

Each person posts one discussion

This forum is most useful when you want to achieve a happy medium between a large discussion and a short and focused discussion. A single discussion topic per person allows students a little more freedom than a single discussion forum, but not as much as a standard forum where each student can create as many topics as he or she wishes. Successful forums of this selection can be active, yet focused, as students are not limited in the number of times they can respond to others within threads.

Question and Answer forum

The Q & A forum is best used when you have a particular question that you wish to have answered. In a Q and A forum, tutors post the question and students respond with possible answers. By default a Q and A forum requires students to post once before viewing other students' postings. After the initial posting and once the editing time (usually 30 minutes) has elapsed, students can view and respond to others' postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.

Note: *Students do not see the "add a new question" button in the Q & A forum. If you wish students to be able to add new questions, they need to be given the capability mod/forum:addquestion*

In Question and Answer mode, Moodle hides the replies to the initial thread post by the teacher but not the forum itself.

Tip: *Post each question as a thread in the forum and then have students post replies to the question. In this fashion, Moodle will protect the replies from being viewable (subject to the caveat above) by other students but allow the initial post/thread visible for reply by all students.*

Tip: *Do not post the question in the forum summary because every student answer will become a thread and visible to all students. In this scenario, it may appear as if the Question and Answer forum is not working correctly, since the new initial posts in the thread are intentionally designed not to be hidden, just their replies.*

Tip: *If you have set up groups for your forum the facilitator needs to post a question to each of the groups and not to 'all participants' as questions asked of all participants (students) are able to be read by ALL students. Questions posed to group members are only visible to those group members and replies are only visible once a group member has posted a message.*

Forum subscription

When a person is subscribed to a forum, they will be notified (according to their Messaging settings preferences) of every subsequent post in that forum. Posters have 30 minutes by default to edit their post before it is sent though this time limit can be changed by an administrator.

People can usually choose whether or not they want to be subscribed to each forum. However, if a teacher forces subscription on a particular forum then this choice is taken away and everyone in the class will get notified. This is especially useful in the News forum and in forums towards the beginning of the course (before everyone has worked out that they can subscribe to these emails themselves).

Note *that even if you force subscriptions every user can elect not to be notified in Messaging settings, or elect to have all email sent once a day in a digest contain either all posts or simply the subject headings.*

Choosing Everyone can choose to be subscribed enables you to check (and modify) the number of subscribers (Settings > Forum administration > Show/edit current subscribers) and to subscribe to, or unsubscribe from, the forum (Subscribe to this forum / Unsubscribe from this forum).

Concepts for use in forums

Participation and Scaffolding

Whilst one of the great advantages of e-learning is the flexibility it affords participants, this does not mean that days or weeks should pass without response and discussion in a forum (unless it is appropriate for it to do so). This is perhaps most especially true at the beginning of a course or programme when students and tutors are new to each other and in need of welcome messages/encouragement. Whilst e-learning, and discussions in particular, can support learning that is not always tutor/teacher-centred, your role will be important, especially as an online community begins to develop. It is during these initial stages of introductory material that a group of students can become a community of participants who begin to grow in their understandings of course material and individual contributions to the knowledge construction process.

As the discussions progress and learners become accustomed to the mechanics and the tone of the forums then there are key ways in which your input can be reduced, thereby helping to foster a community that is less dependent on the tutor/teacher. Even then, however, you will probably want to be a presence in the discussions although you may choose to be one of many contributors rather than the font of all wisdom.

Commitment and Participation

Ask yourself if

- you wish to have involvement in the forum or if you want the students to lead and own the space
- you want the forum to add value to the face to face environment or have a life of its own in its own right outside the lecture theatre/classroom or seminar room
- you are prepared to make appropriate contributions to the discussion in order to:
- encourage discussion if students are quiet
- help shape ideas if students begin to wander off-task
- your role will be defined as discussions/a course progresses

- you will explicitly but gradually relinquish control of the discussions
- you will encourage and support learners to share control of discussions(for example you might ask a learner/group of learners to summarise contributions to a discussion thread/topic or you might ask learners to initiate discussion topics)

Student Centred Forums

With the growing popularity of social networking software like Facebook, Bebo, MySpace and the like, students are leaving schools and coming to Higher and Further Education with a new technological sophistication and with new expectations for communication. And as school, colleges and universities recognise that reflective and life-long learning are significant goals in education, student centered learning and the creation of student centred spaces online are also gaining credence in educational settings. We know that effective learning requires access to social and academic networks for both study material and emotional support; as such, online communities can offer a holistic knowledge construction and support mechanism and recognize that affective activity is effective.

Social forums, often called 'Virtual Cafes' or 'Common Rooms' can be set up for courses or for programmes, depending on the student need. Such spaces provide a common area for students to come together and discuss unlimited topics, including social activities and educational ideas. They are supportive spaces for students, most successful with large first and second year courses where students would not otherwise have the opportunity to communicate with others outside their own tutorial group. It is arguable that students will experience a greater sense of community within and a sense of belonging to an educational institution or individual department having had the experience and convenience of the social forum on their course; this could arguably have implications for retention.

These spaces are typically highly active, especially in first term. Depending on your institution, they are usually self-monitored by students, who understand that the same 'rules' and 'netiquette' that apply to them within any computing space, also apply in Moodle.

The News Forum

Moodle courses automatically generate a News forum which defaults to automatically subscribe all participants in a course. The name of the News Forum can be changed to something more appropriate, such as 'Important Announcements' or the like. This is a useful feature and many use this forum in a Moodle course to announce exam dates, times or changes to exams, lectures or seminars, as well as important information about course work throughout a term or special announcements relating to events.

Teacher/Tutor forums

A teacher/tutor-only forum may be added to a course by creating a hidden forum. Teachers are able to view hidden course activities whereas students cannot.

Some forum suggestions to consider

If your course is at a distance, if your face to face time is limited, or if you just wish to foster a sense of community in your Moodle course which supplements your face to face course, it is good practice to begin with a welcome or introductory message or thread in one of your forums. This welcome or introduction from you invites participants, for example, to post some specific details to introduce themselves to you and their peers. This can be your icebreaker or you can have an icebreaker separately.

If you have two questions for participants to answer, starting the two strands or topics within the forum itself will both help learners to see where to put their responses, and remind them to answer all parts of your question.

Remember that you are communicating in an environment that does not have the benefit of verbal tone, eye contact, body language and the like. Careful consideration of your communication is, therefore, necessary.

Postings to a forum are always written but they can take different forms and you may wish to consider what form best suits the activity. For instance, you might choose to articulate a form of contribution in order to be explicit. Thus you might say, 'This is a think-aloud forum in which, together, we will try to tease out ideas and possibilities' or 'This is a formal forum in which you are invited to share your ideas on (topic)' and, where you select the latter, you might have already suggested learners plan those ideas offline or in another kind of activity within Moodle.

Create a forum where only the teacher can start discussions, but the students can only reply. Each thread you start contains an essay question (or several similar ones). The students make a bullet point plan for the essay and post it as a reply. This works well as a revision strategy as the students can see how others have approached the same task. Once everyone has posted their plan, you can start a discussion as to which plans seem better and why. Creating a scale to use for rating the posts can be useful so that the students can see how helpful other people think their effort were. (Note: At this time, there is no option to hide the "Add new discussion topic" button, so you need to tell your students not to start discussion threads, but to only reply to threads started by the teacher. If you only need one thread, then you can use the "a single simple discussion" format and the "Add new discussion topic" button is not available to the students.)

Grading forums

The teacher can use the ratings scales to grade student activities in a forum. The methods are in Forum settings under grades. There are 5 ways to aggregate ratings automatically to calculate a forum grade for the Grade book. These include: Average, Max, Min, Count and Sum.

Forum ratings allow users to evaluate posts in a forum

Forum ratings use Scales to standardize the reporting of performance. A forum rating can be included as part of a student's grade. For example, a teacher might use a custom rating scale in a forum and allow students to rate forum posts.

Forum ratings must be allowed and the potential rater must have role permission. Teachers by default have this ability. The teacher role is also able to give permission to a student role in a specific forum to be able to assign a rating to a post.

How to use

Teacher view of a previously-rated student post

When rating is allowed, the qualified user will see "Rate this post" and a pull down menu after an entry (not their own). The menu displays a scale that the forum creator selected in the Forum grade settings. The user can rate more than one post at a time. When finished they should click the "submit my ratings" button at the bottom of the page.

AJAX forum rating

Forum rating can be made more user-friendly with the use of AJAX. Users can rate forum posts almost instantly. AJAX forum rating needs to be enabled by in Settings > Site administration > Appearance > AJAX and Javascript and by users in their user profile.

Tutorial on how to Add an Activity or Resources

TOPIC 5: GLOSSARY

1) Click “ Turn editing on ” to “ Turn editing off ” for editing any activity or resources page.
2) Click “ Add an activity or resource ” to add an activity or resources.

Figure 1.0

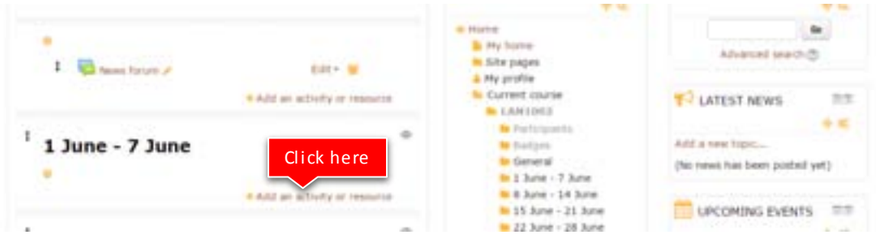


Figure 1.1

3) Choose a “Glossary menu”

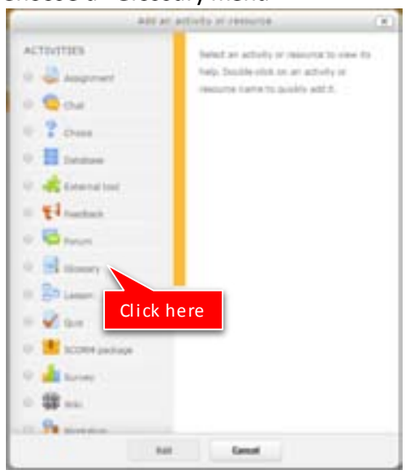


Figure 1.2

4) Click “ Add ” to add an activity.

Glossary activity

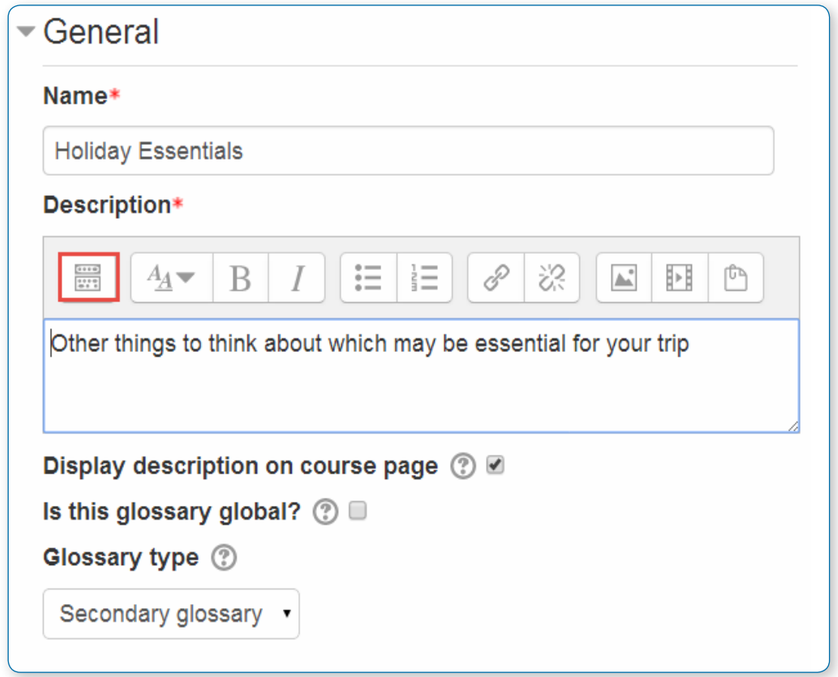
The glossary activity module allows participants to create and maintain a list of definitions, like a dictionary.

Glossary can be used in many ways. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher. Entries can be put in categories. The auto-linking feature will highlight any word in the course which is located in the glossary.

ADDING A GLOSSARY

With the editing turned on, in the section you wish to add your glossary, click the “Add an activity or resource” link (or, if not present, the “Add an activity” drop down menu) and choose Glossary. All settings may expanded by clicking the “Expand all” link top right.

General



Name

Give your new glossary a descriptive name.

Description

Describe the purpose of the glossary and provide instructions or background information, links etc. Click the top left icon to expand the tool bar. Drag the bottom right of the text box out to expand it.

Display description on course page

If this box is ticked, the description will appear on the course page just below the name of the glossary.

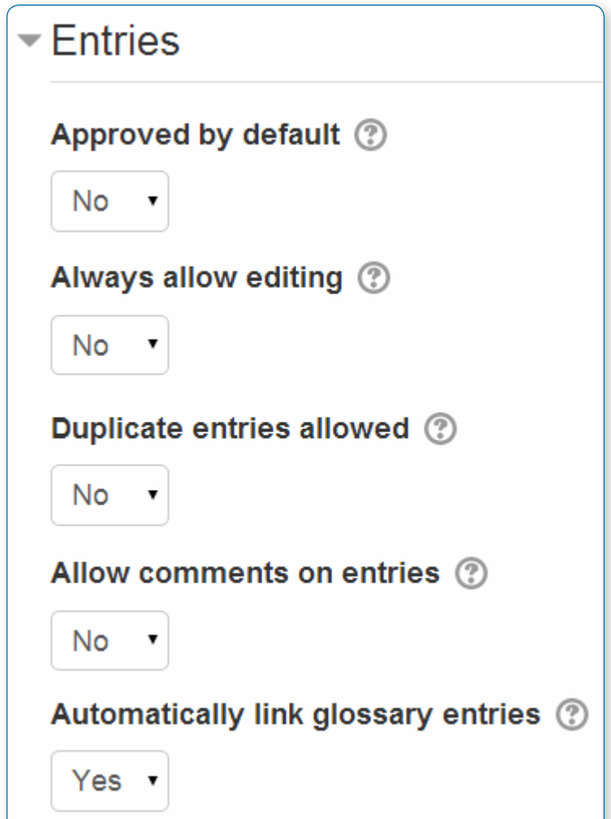
Is this glossary global?

Administrators can make a global glossary, with entries linking throughout the whole Moodle site. Any course may contain a global glossary, though the best practice is to place a global glossary on the site front page.

Glossary type

Here you can decide whether the glossary will be main or secondary. The glossary system allows you to export entries from any secondary glossary to the main one of the course. In order to do this, you should specify which glossary is the main one. You can only have one main glossary per course.

Entries



Approved by default

If set to "yes" then new entries appear automatically. If not, then the teacher must approve each one first.

Always allow editing

If set to "yes", students can edit their entries at any time. If not, then they can only edit for a certain period (defined by an administrator in Site Policies)

Duplicate entries allowed

This allows the entry of more than one definition for a given word.

Allow comments on entries

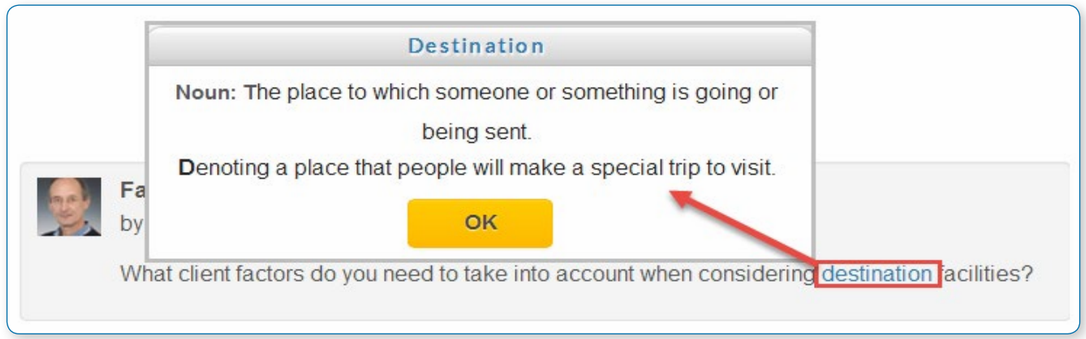
Students and teachers can leave comments on glossary definitions. The comments are available through a link at the bottom of the definition.

Automatically link glossary entries

If the Glossary auto-linking filter is enabled by an administrator, then turning this on allows individual entries in this glossary to be automatically linked whenever the concept words and phrases appear throughout the rest of the same course.

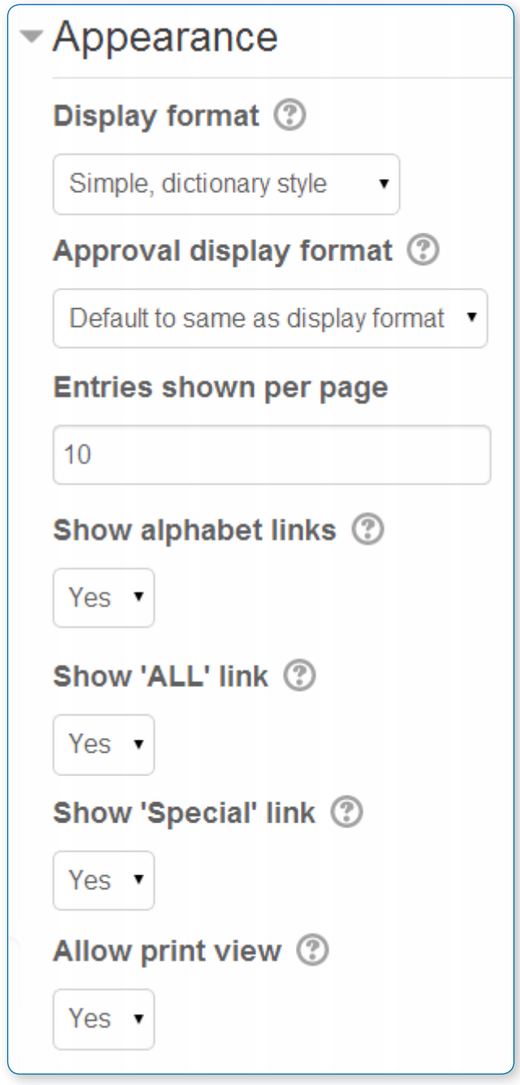
This includes forum postings, internal resources, week summaries and so on.

The screen shot below shows an auto-linked word in a forum.



Note: *Enabling linking for the glossary does not automatically turn on linking for each entry - linking needs to be set for each entry individually. If you do not want particular text to be linked (in a forum posting, say) then you should add <nolink> and </nolink> tags around the text. Note that category names are also linked.*

Appearance



Display format

The default formats are:

- Simple, dictionary style - This looks like a conventional dictionary with separate entries. No authors are displayed and attachments are shown as links.
- Continuous without author - Like the simple style. Shows the entries one after other without any kind of separation but the editing icons if your theme supports it.
- Full with author - A forum-like display format showing author's data. Attachments are shown as links.
- Full without author - A forum-like display format that does not show author's data. Attachments are shown as links.
- Encyclopaedia - Like 'Full with author' but attached images are shown inline.
- Entry list - This lists the concepts as links.
- FAQ - Useful for displaying lists of frequently asked questions. It automatically appends the words QUESTION and ANSWER in the concept and definition respectively.

Approval display format

It is possible to set an alternative display format for when entries are approved that can differ from the display format on the course page. This could be useful for instance if a tutor wants to see who made a particular glossary entry before approving it but doesn't want the students' name to be displayed for others on the course page.

Entries shown per page

Decide here how many entries to show per page.

Show alphabet links

If set to "yes", users can browse the glossary by letters of the alphabet.

Show 'ALL' link

If set to "yes", users can browse all the entries at once

Show 'Special' link

If set to "yes", users can can browse the glossary by special characters, such as @ and #.

Allow print view

This provides a printer-friendly version link for students. (Teachers are always provided with a printer-friendly version link.)

RSS

These settings only visible if RSS has been enabled on the site and for the glossary.

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

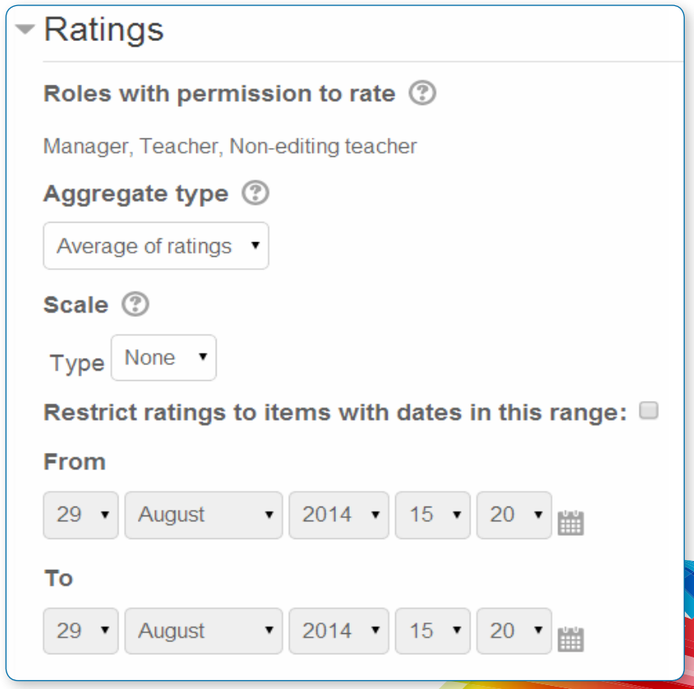
This number sets the number of entries that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers. As new entries get added, the oldest entry gets replaced on the RSS feed. If your glossary gets a lot of posts every day, you will want to set this number high.

When RSS is enabled for your glossary, an orange RSS button appears on the main page (in the upper right-hand side). When a user clicks on the RSS button, they see the XML code displayed, needed by the news-reader. Once a user has the RSS news-feed link, adding it to a reader is simple and will then display Glossary aggregated information, along with other information they subscribe to.

Grade

This setting is collapsed by default. Choose the category in which this glossary will appear if ratings are enabled.

Ratings



Roles with permissions to rate

Glossary entries can be rated using a scale.

By default, only teachers can rate glossary entries, though students can be given permission to do so if desired from Administration>Glossary administration.

This is a useful tool for giving students participation grades. Any ratings given are recorded in the grade book.

Common module settings

These settings are collapsed by default. See the section on Common module settings.

Restrict access/Activity completion

These settings are collapsed by default. The Restrict access and Activity completion settings are visible if Conditional activities and Activity completion have been enabled in the site and the course. Se the section on Conditional activity and Restricting access.

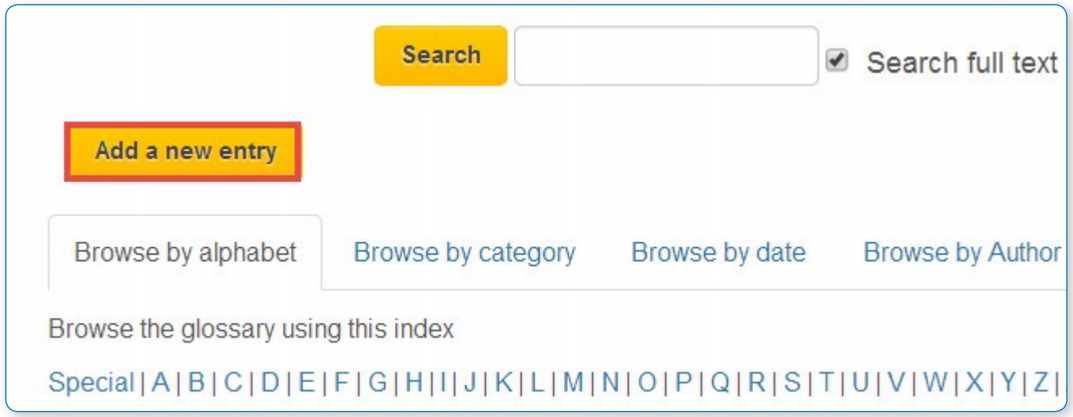
Glossary permissions

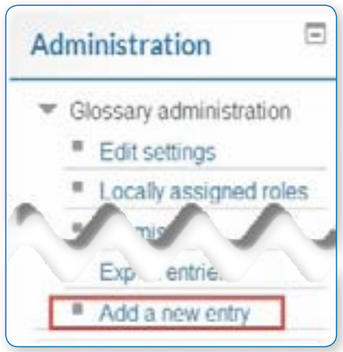
Role permissions for the activity can be changed in Administration > Glossary administration > Permissions.

USING A GLOSSARY

Adding a glossary entry

When you first create a glossary, click "Save and display" to be taken to the "Add a new entry" screen. Alternatively, click on the glossary link and then click the "Add a new entry" button.

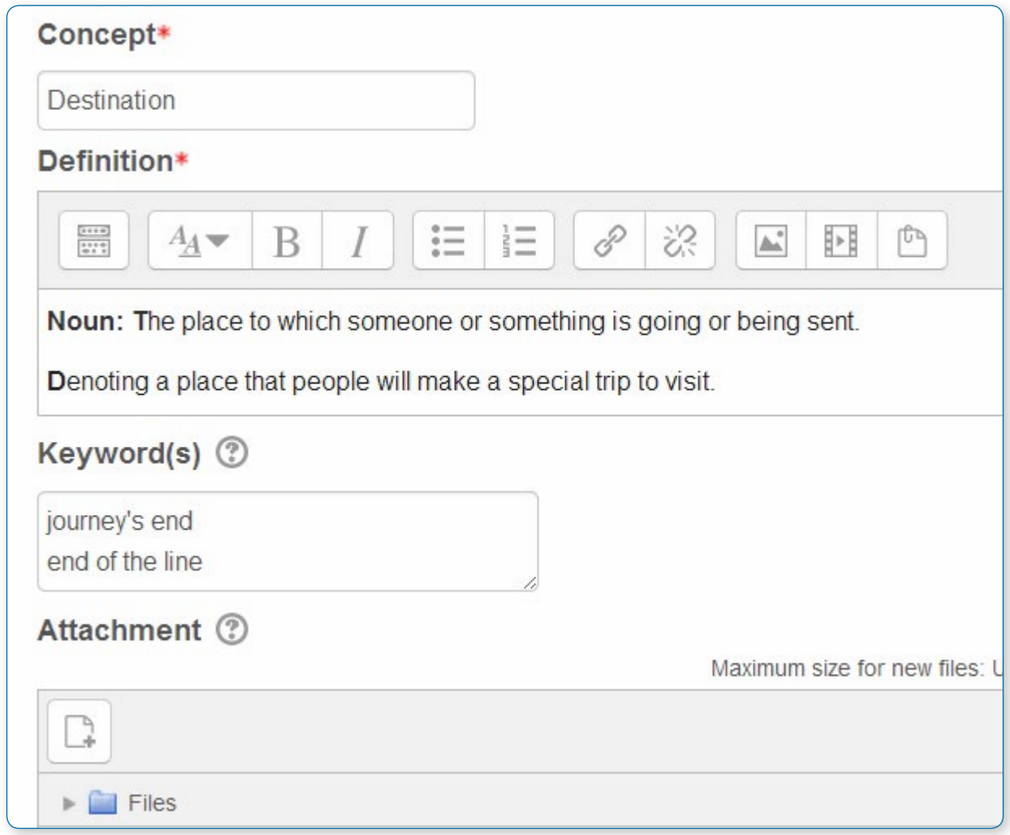




Or click the 'Add a new entry' link in the bottom of the Administration block.

Enter the word you want to define in the Concept text field. dd the definition of the word or concept.

If there are synonyms you want to include with the entry, add them to the Keyword(s) text area. Enter one word per line.



If you want to add an attachment, such as a picture or an article, you can either drag and drop it or click the "Add" button to upload via the File picker

Select the auto-linking options (see below) and save the changes.

This entry should be automatically linked

If site-wide glossary auto-linking has been enabled by an administrator and this is set to "yes", the entry will be automatically linked wherever it appears.

This entry is case sensitive

This setting specifies whether matching exact upper and lower case is necessary when performing automatic linking to these entries. If this is turned on, then a word like "html" in a forum posting will NOT be linked to a glossary entry called "HTML".**Match whole words only**

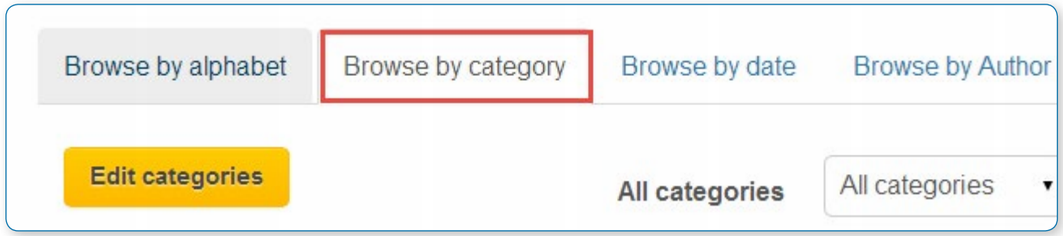
If automatic linking is enabled, then turning this setting on will force only whole words to be linked. For example, a glossary entry named "construct" will not create a link inside the word "constructivism".

Editing glossary entries and Adding categories

Categories may be created to help organize your glossary entries. If you've enabled auto linking, the category names can be linked along with individual entries.

To create a glossary category:

Click the "Browse by category" tab in the main page of the glossary. Then click the "Edit categories" button on the left side of the page.



- Click the "Add category" button on the resulting Categories page.
- Give the category a name.
- Choose whether you want the category name auto linked as well.
- Click the "Save changes" button.

If you auto link the category name, any occurrence of those words will be linked. When a student clicks on the link, they will be taken to the "Browse by category" page of the glossary.

Browse options

You can browse glossaries according to the following options

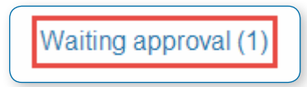
- Browse by alphabet
- Browse by category (if there are any categories added)
- Browse by date (you can sort entries by last update or by creation date)
- Browse by author

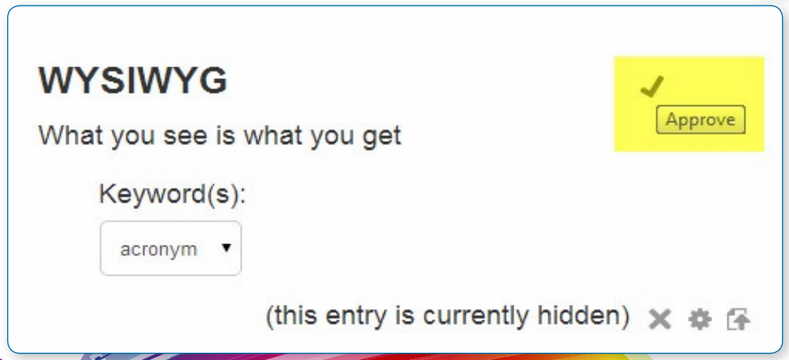
Search options

You can also search for a given word using the Search field. Checking the 'Search full text' option (on the right side of the Search box) allows searching for a given word in any position in the text. This can take longer and return more entries than you might wish, but it is thorough. If you do not check the "Search full text" box, the search only looks for the term names. The index below lets you browse the glossary according to a given letter.

Waiting approval

If entries require teacher approval before being publicly posted, the number of entries will appear in a link.





To approve, the teacher clicks the link and then the 'approve' tick/checkmark icon.

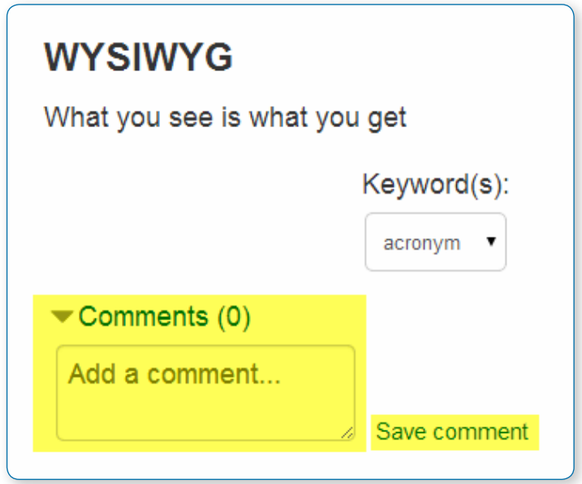
If an entry is approved by mistake, it can be undone by clicking the 'undo approval' icon (a circle with a line through it).

Printing a glossary

- Click the printer icon at the top right of the main glossary page.
- From the newly opened window, choose Print from the File menu of your browser.
- Once the word list has printed, close the printer-friendly format window.

Note: *Teachers are always provided with a printer-friendly format link. To enable students to print a glossary, set "Allow print view" to Yes on the edit glossary page.*

Glossary comments



If you enabled comments on the glossary entries, users can annotate the definitions in the word list.

When you look at a word in the glossary list, you'll see a blue "Comments" link in the lower left-hand corner:

When you click the link, a comments box opens up. Add your comment then click the "Save changes" link.

All the comments for the entry will be displayed.

When you return to the main glossary page, you'll see a new message next to the speech balloon telling you how many comments there are for the entry.

Exporting glossary entries to another glossary

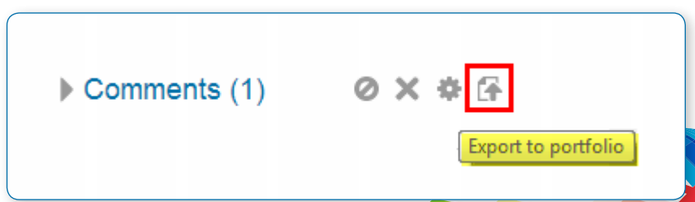
Glossary entries can be exported and then imported into another glossary.

- In Settings > Glossary administration > Export entries click the "Export entries to file" button.
- Save the automatically generated XML file on your computer.

When the entries are imported into another glossary, the user performing the import will be listed as author of all the entries.

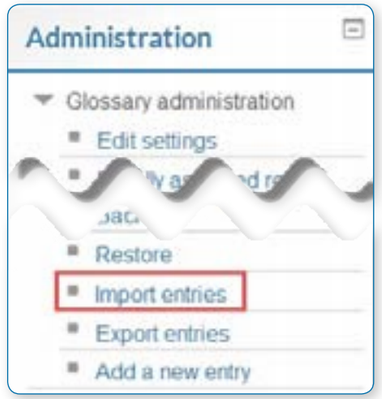
Tip: *A copy of a glossary may also be made by backing up the activity. To include glossary entries in the backup, 'Include enrolled users' must be ticked in the initial backup settings. When the glossary is restored, the authors of the entries will be the same as in the original glossary.*

Exporting glossary entries to a portfolio



Users with permissions to export glossary entries to a portfolio such as Mahara or Google Docs can do this via the export icon at the bottom of each glossary entry.

Importing glossary entries



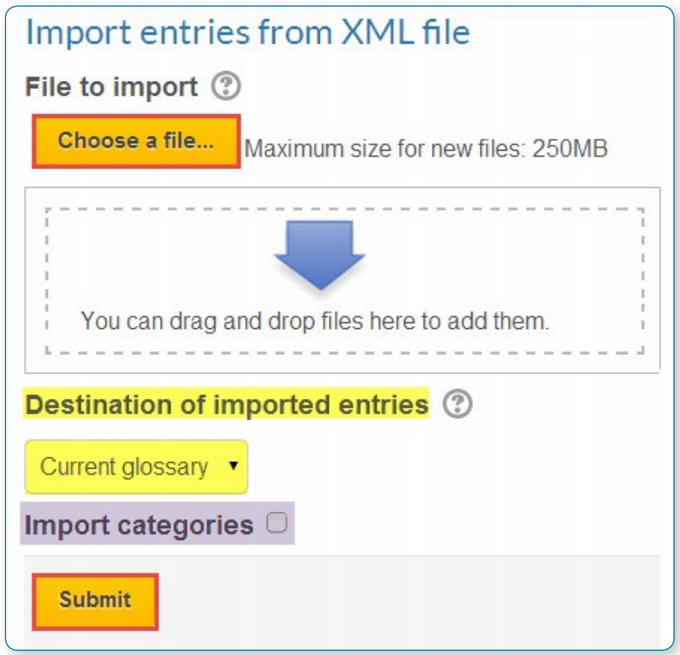
Glossary entries can be imported via XML file in Settings > Glossary administration > Import entries.

- Click the "Choose a file" button and browse for the exported entries XML file on your computer
- Select the destination for the new entries: either the current glossary or a new one
- If you want to import category information, click the checkbox.
- Click the "Submit" button.

You'll then see a report of the entries and categories added to the glossary.

If you enabled duplicate entries when you created the glossary, the import process will add all of the new definitions. Otherwise, it will not allow you to import any duplicate entries.

You will be listed as author of all the entries.



REASONS TO USE A GLOSSARY

Collaborative glossaries

Instead of creating a glossary on your own, why not have the students create them as they encounter unfamiliar terms? A collaborative glossary can serve as a focal point for collaboration in a course. Each member of the class could be assigned to contribute a term, a definition, or comments on submitted definitions. Multiple definitions can be rated by you and by the students, with the highest-rated definitions accepted for the final class glossary.

When students are responsible for creating the definitions, they are much more likely to remember the word and the correct definition. Engaging in the process of learning, debating, and refining a glossary can go a long way toward helping students begin using new terms.

You can also structure multiple glossaries over the course of a semester. Break them up by unit, chapter, week, or any other organizational structure.

If you have a large class, assign student teams to come up with definitions and answers. One strategy for managing large

courses is to make each team responsible for one week's worth of definitions, while all the other teams must rate and comment. Alternatively, each team could be responsible for one definition per chapter and then rate and comment on the other teams' work.

Credit for word use

This is a combination strategy using the forum and the auto-linking feature of the glossary. After you and your students have defined the glossary terms, it's important for students to begin practising using the words in realistic contexts. Students, however, are usually reluctant to experiment with new terms. With the auto-linking feature, it's easy to spot when a glossary word has been used in a forum or in a posting on the web site. To encourage word use, assign a portion of the credit students receive for their forum postings for correct use of glossary terms. As you or other students rate posts, you can quickly scan for highlighted glossary words and award points for usage. You may even want to break the score down further. Perhaps award one point for using the word and two points for using it correctly.

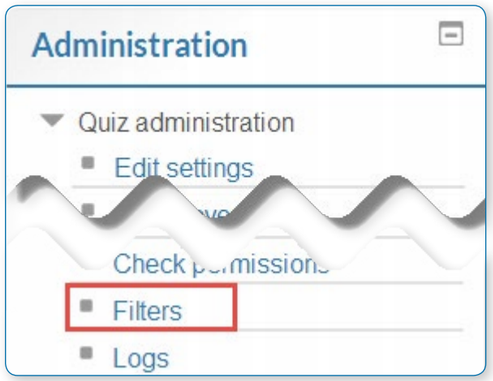
Simple peer assessment

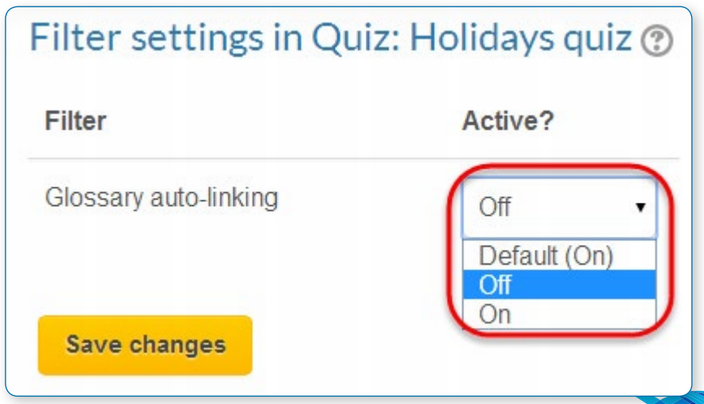
Have students add pieces of work with descriptions to a glossary and allow their classmates to comment on each others' entries to create a basic framework for peer assessment. While this can be done more thoroughly in a Workshop, a glossary is a fast and effective solution.

Turning off links to glossary terms

In places such as forum posts and quizzes, terms will be automatically highlighted and linked if they are in the glossary. Sometimes, this may be unwanted.

To avoid this on a case-by-case basis, click on the blue Filters link in the activity's Settings block.





There you will be able to turn off the glossary auto-linking feature for that particular activity while keeping it enabled elsewhere on the course:

Tutorial on how to Add an Activity or Resources

TOPIC 6 : QUIZ

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

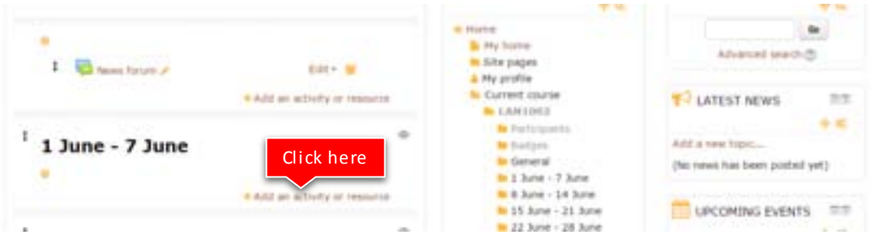


Figure 1.1

3) Choose a "Quiz menu"

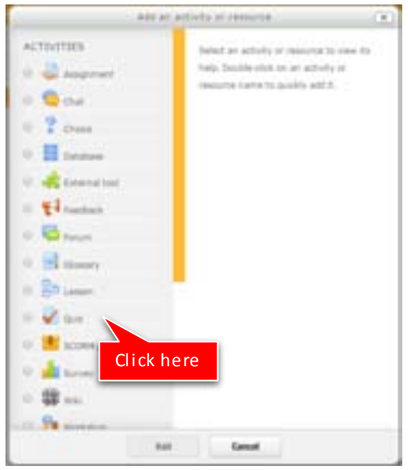


Figure 1.2

4) Click "Add" to add an activity.

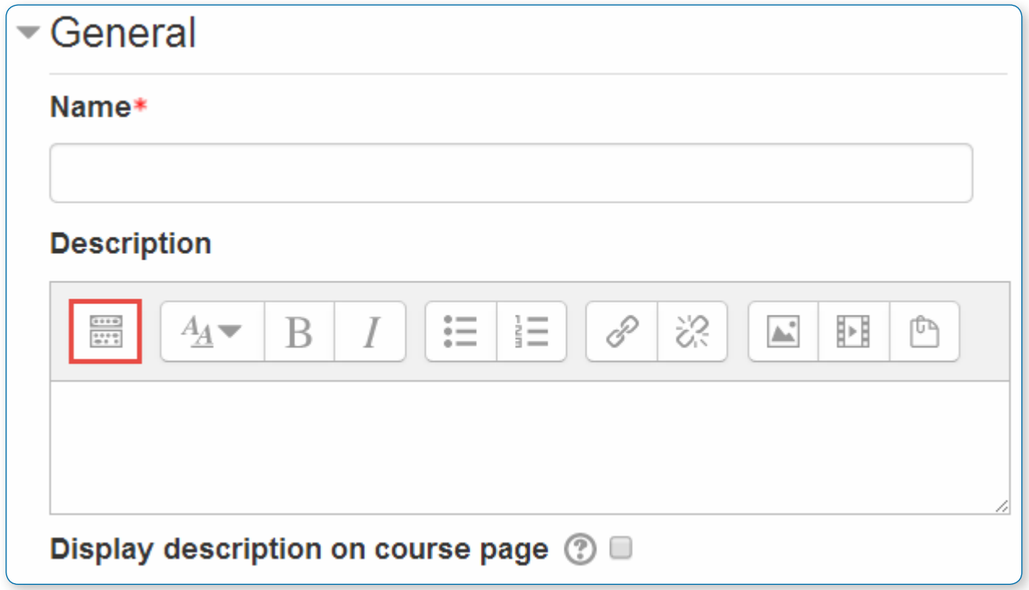
Quiz setup

Creating a new quiz is a two-step process. First, create the quiz activity and set its options. Second, add questions to the quiz.

QUIZ ADMINISTRATION

To create a quiz, choose Add an activity or resource > Quiz, (or, if you don't have this link, use the dropdown Add an activity>Quiz). You will be offered the following settings, which can be changed later in the Edit Settings link of the Quiz administration settings block. All settings may expanded by clicking the "Expand all" link top right.

General



Name

This name appears on the course home page, navigation menu and other places which will show or provide links to this quiz.

Description

Describe the purpose of the quiz and provide instructions. Click the icon top left to expand the toolbars, and drag the bottom right of the text box out to expand it.

Display description on course page

If ticked, the quiz description will appear on the course page directly under the quiz name.

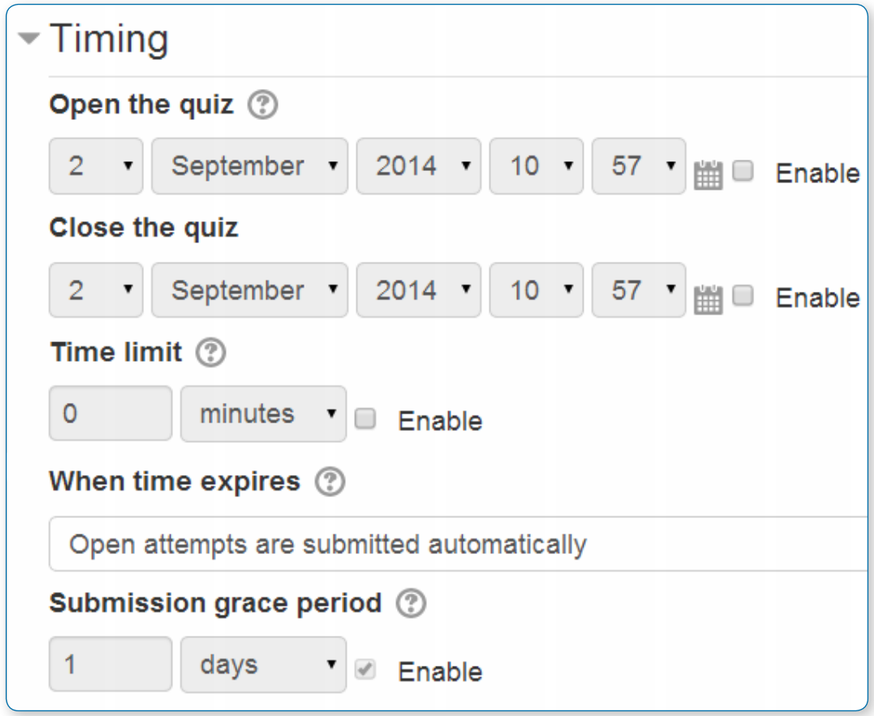
Timing

Open the quiz

You can specify times when the quiz is accessible for people to make attempts. Before the opening time the quiz will be unavailable to students. They will be able to view the quiz introduction but will not be able to view the questions.

Quizzes with start times in the future display both the open and close date for students.

Note: You can make the quiz available at different times for different groups or users in the Group or User override sections of the Quiz Administration settings block.

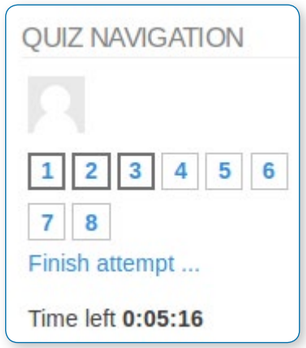


Close the quiz

After the closing time, the students will not be able to start new attempts. Answers that the student submits after the quiz closing date will be saved but they will not be marked.

Even after the quiz has closed students will still be able to see the quiz description and review their attempts. What exactly they will see depends on the settings you choose for review options (see below).

Time limit



By default, quizzes do not have a time limit, which allows students as much time as they need to complete the quiz. If you do specify a time limit, several things are done to try and ensure that quizzes are completed within that time:

- A countdown timer is shown in the quiz navigation block
- When the timer has run out, the quiz is submitted automatically with whatever answers have been filled in so far
- If a student manages to cheat and goes over the allotted time, no marks are awarded for any answers entered after the time ran out

Note: You can make the quiz available for a different period of time for different groups or users in the Group or User override sections of the Quiz Administration settings block (see below).

When time expires…

There are three options for what happens when the time limit is up. Choose the one you need from the dropdown menu:

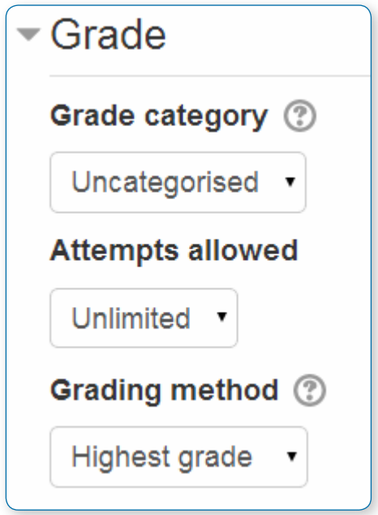
Timing options

If you select "there is a grace period..." then you can check the box to enable the "Submission grace period" and specify a period of time during which learners may still submit the quiz after the time is up.

Examples of how timing is handled

- A student starts a quiz at noon. The quiz has a one-hour time-limit, and a 1 hour delay between attempts. The student gets distracted, and so actually does not submit (using the overdue handling) until 1:30 pm. They are allowed to start their second attempt at 2.00 pm.
- The quiz count-down timer submits a student's quiz attempt at the last second when time expires. Because the server is heavily loaded, it takes 30 seconds to process the student's attempt. The submission is accepted nonetheless.
- Same situation as above but with a 120 second delay: The submission is rejected.
- The delay is not because of server load but because the student found a way to cheat the timer. Moodle cannot know what causes a delay. The behaviour is controlled by the admin setting(quiz | graceperiodmin), 60 seconds by default.
- A student is a member of 3 groups,all of which have different override settings. Which limits will apply to this student? If there is any user-specific override, then that is used, and the group overrides for that setting are not used at all. Otherwise, if there are multiple group overrides, the most generous values are used (the earliest open date, the latest close date, the longest time limit, the most number of attempts, and the student can type any of the passwords).

Grade



Grade category

If you have categories in your grade book, select the one you wish the quiz to be in here.

Attempts allowed

Students may be allowed to have multiple attempts at a quiz. This can help make the process of taking the quiz more of an educational activity rather than simply an assessment. If the quiz is randomized then the student will get a new version for each attempt. This is useful for practice purposes.

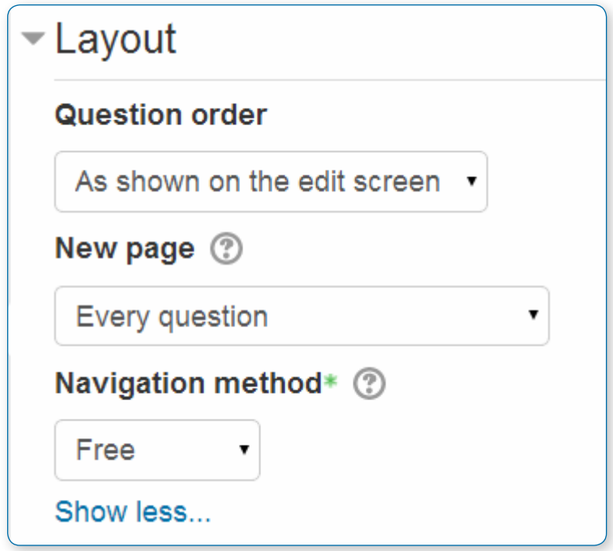
Note: *You can change the allowed number of attempts for different groups or users in the Group or User override sections of the Quiz Administration settings block.*

Grading method

When multiple attempts are allowed, there are different ways you can use the grades to calculate the student's final grade for the quiz.

- Highest grade - the final grade is the highest (best) grade in any attempt
- Average grade - the final grade is the average (simple mean) grade of all attempts
- First grade - the final grade is the grade earned on the first attempt (other attempts are ignored)
- Last grade - the final grade is the grade earned on the most recent attempt only.

Layout



Question order

If 'Shuffled randomly' is selected, then the order of questions in the quiz will be randomly shuffled each time a student starts a new attempt at the quiz. The intention is to make it a little harder for students to copy from each other.

New page

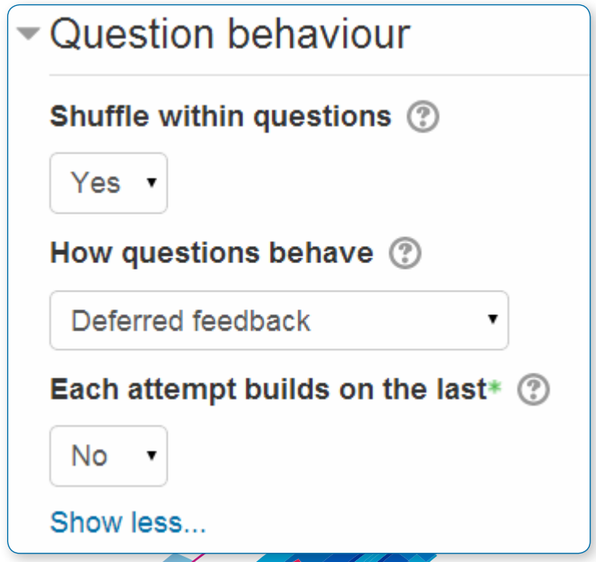
For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to the setting you choose here. However, you will also be able to move page breaks around by hand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

Note *that changing this setting has no effect on questions you have already added to the quiz. The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, tick the 'Show page breaks' checkbox, then use the repaginate control.*

Navigation method

(available by clicking Show More) By choosing Sequential instead of Free, the teacher is forcing the student to progress through the questions in order without being able to go back to a previous question or skip to a later one.

Question behaviour



Shuffle within questions

If set to 'yes', then each time the student takes a quiz the parts of the question will be shuffled randomly.

How questions behave

- Deferred feedback - Students must enter an answer to each question and then submit the entire quiz, before anything is graded or they get any feedback.
- Adaptive mode and Adaptive mode (no penalties) - Allows students to have multiple attempts at the question before moving on to the next question. The question can adapt itself to the student's answer, for example by giving some hints before asking the student to try again.
- Interactive mode - After submitting one answer, and reading the feedback, the student has to click a 'Try again' button before they can try a new response. Once the student has got the question right, they can no longer change their response.

Once the student has got the question wrong too many times, they are just graded wrong (or partially correct) and get shown the feedback and can no longer change their answer. There can be different feedback after each try the student makes.

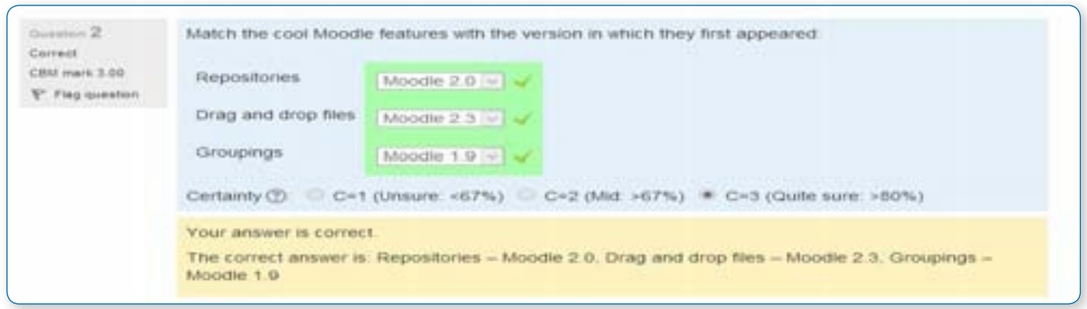
- Immediate feedback - Similar to interactive mode in that the student can submit their response immediately during the quiz attempt, and get it graded. However, they can only submit one response, they cannot change it later.
- Deferred feedback or Immediate feedback with Certainty-based marking (CBM) - With CBM, the student does not only answer the question, but they also indicate how sure they are they got the question right. The grading is adjusted by the choice of certainty, so that students have to reflect honestly on their own level of knowledge in order to get the best mark. See the See Also section below for an example quiz using CBM and a blog post explaining the philosophy.

Note: *There is also an option "Manual grading" which can be enabled from Administration>Site administration>Plugins>Question behaviour. This causes all questions in the quiz to require manual grading.*

Certainty-based marking

When a student answers a question they also have to state how sure they are of the answer: not very (less than 67%); fairly (more than 67%) or very (more than 80%). Their grading is then adjusted according to how certain they are, which means that for example if they answered correctly but were only guessing, their mark is adjusted from 1 to 0.33. If they answered wrongly but were very sure, their mark is adjusted from 0 to -2.

Correct answer - very sure

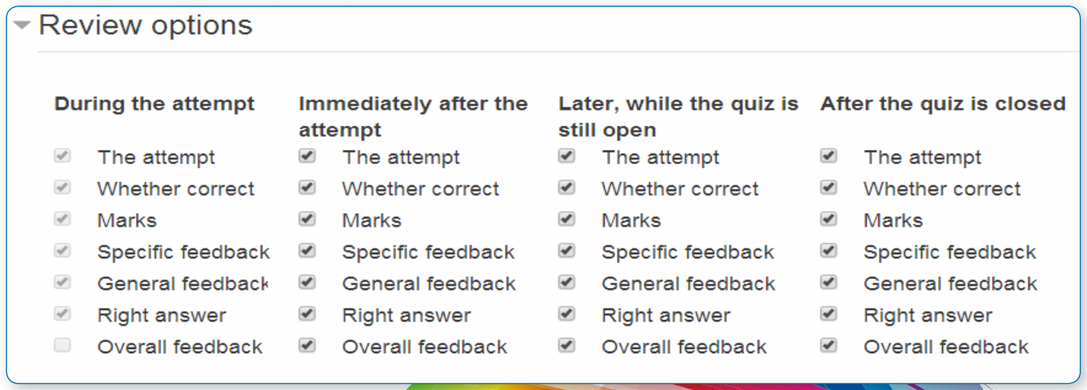


Each attempt builds on the last

(Available by clicking "Show more") If multiple attempts are allowed and this setting is set to Yes, then each new attempt contains the results of the previous attempt. This allows the student on the new attempt to concentrate on just those questions that were answered incorrectly on the previous attempt. If this option is chosen then each attempt by a particular student uses the same questions in the same order, independent of randomization settings. To show a fresh quiz on every attempt, select No for this setting.

Review options

This section controls what information students will be shown when they review their past attempts at the quiz, and during the attempt in adaptive mode. It is a matrix with check boxes.



The various pieces of information that can be controlled are as follows

The attempt

Will show how the student responded to each question.

Whether correct

Displays whether the students response to each question is correct or incorrect.

Marks

Reveals the marks awarded to the student and the grade for the quiz.

Specific feedback

Will show the feedback for the response to the answer as set when adding the question to the quiz.
Each response to a question can have feedback for both correct and incorrect answers.

General feedback

Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.

Right answer

Reveals the correct answer to each question, whether the student answered correctly or not (See note below).

Overall feedback

Displays feedback for the entire quiz as set in the quiz settings (See note below).

For each of the above items, you can determine the timeframe when the students will see them:

During the attempt

This is only available when 'How questions behave' has been set to 'Immediate feedback', 'Immediate feedback with CBM' and 'Interactive with multiple tries'. If set to one of these options then a 'Check' button will appear below the answer and when clicked the student will submit that response and then receive immediate feedback.

Immediately after the attempt

'Immediately' means within 2 minutes of the student clicking "submit all and finish".

Later, while the quiz is still open

'Later' means after 2 minutes, but before the close date (if the quiz does not have a close date, this phase never ends).

After the quiz is closed

This means what it says (you never get here for quizzes without a close date).

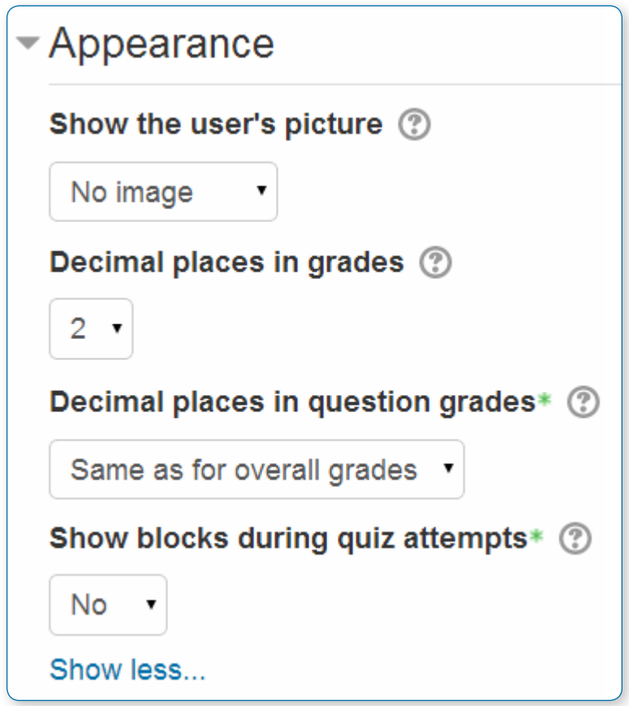
Tip: *Checking any of the boxes in the timeframe row will reveal the test to the student. For example, to allow students to see their quiz immediately after taking it but not later, make sure none of the boxes in "Later" or "After" rows are checked. The student will be able to see their grade but not get into the quiz.*

Note: *Currently, the Answers display is a bit inconsistent between different question types. For example, the matching question type shows students which of their responses are correct, but does not tell them the right answer for the ones they got wrong. The short answer and multiple choices question types do tell the student what the correct answer is.*

Users with the capability 'View hidden grades' moodle/grade:viewhidden (typically teachers and administrators) are not affected by these Review Options settings and will always be able to review all information about a student's attempt at any time.

In your list of review options, you must have 'The attempt' (the first option in the lists) selected before you can enable the options to show 'Whether correct', 'Specific feedback', 'General feedback', and 'Right answer'. If you choose not to let the students review the attempt, your only options are to display 'Marks' and 'Overall feedback'.

Appearance



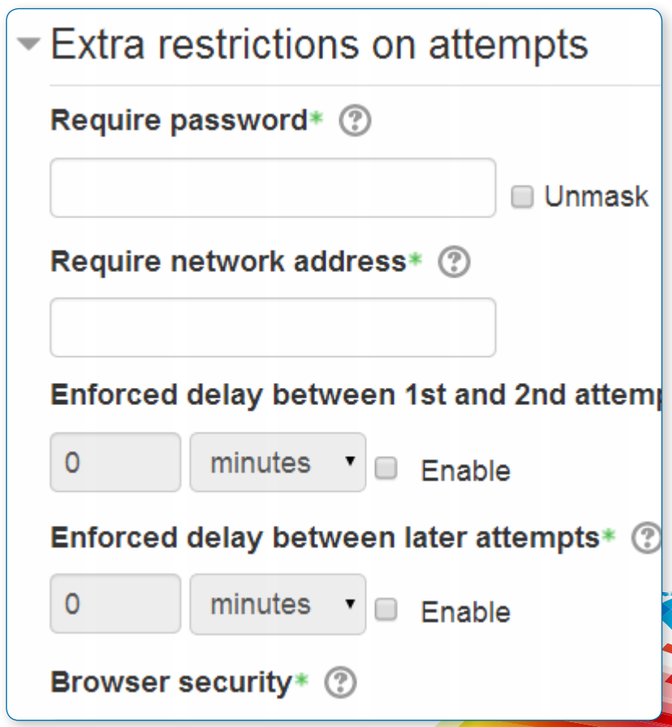
Show user's picture

When displaying the user's profile picture for proctoring purposes, you can choose whether a large image or thumbnail will be displayed.

Decimal places in grades

This option determines how many digits will be shown after the decimal point when the grade is displayed. A setting of 0 for example means that the grades are displayed as integers. This setting is only used for the display of grades, not for the display or marking of answers.

Extra restrictions on attempts



Require password

This field is optional. If you specify a password in here then participants must enter the same password before they are allowed to make an attempt on the quiz. This is useful to give only a selected group of students access to the quiz.

Require network address

This field is optional. You can restrict access for a quiz to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This is especially useful for a proctored (invigilated) quiz, where you want to be sure that only people in a certain room are able to access the quiz. For example: 192.168. , 231.54.211.0/20, 231.3.56.211

There are three types of numbers you can use (you can not use text based domain names like example.com):

- Full IP addresses, such as 192.168.10.1 which will match a single computer (or proxy).
- Partial addresses, such as 192.168 which will match anything starting with those numbers.
- CIDR notation, such as 231.54.211.0/20 which allows you to specify more detailed subnets.

Enforced delay between attempts

You can set a time between the first and second attempt of a quiz. You can also set a time delay for subsequent attempts after the second.

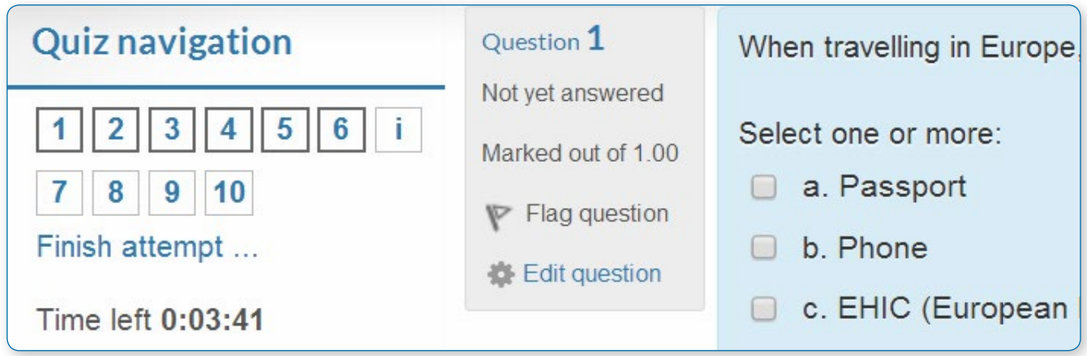
Browser security

Visible by clicking "Show advanced". The options in this section offer various ways to try to restrict how students may try to 'cheat' while attempting a quiz. However, this is not a simple issue, and what in one situation is considered 'cheating' may, in another situation, just be effective use of information technology. (For example, the ability to quickly find answers using a search engine.)

***Note** also that this is not just at problem of technology with a technical solution. Cheating has been going on since long before computers, and while computers make certain actions, like copy and paste, easier, they also make it easier for teachers to detect cheating - for example using the quiz reports. The options provided here are not fool-proof, and while they do make some forms of cheating harder for students, they also make it more inconvenient for students to attempt the quizzes, and they are not fool-proof.*

Full screen pop-up with some JavaScript security

There is a limit to the quiz module's ability to restrict what the student can do while attempting the quiz. This option does what is possible:



The quiz will only start if the student has a JavaScript-enabled web-browser.

The quiz appears in a full-screen popup window that covers all the other windows and has no course navigation controls. The students are prevented, as far as is possible, from using facilities like copy and paste.

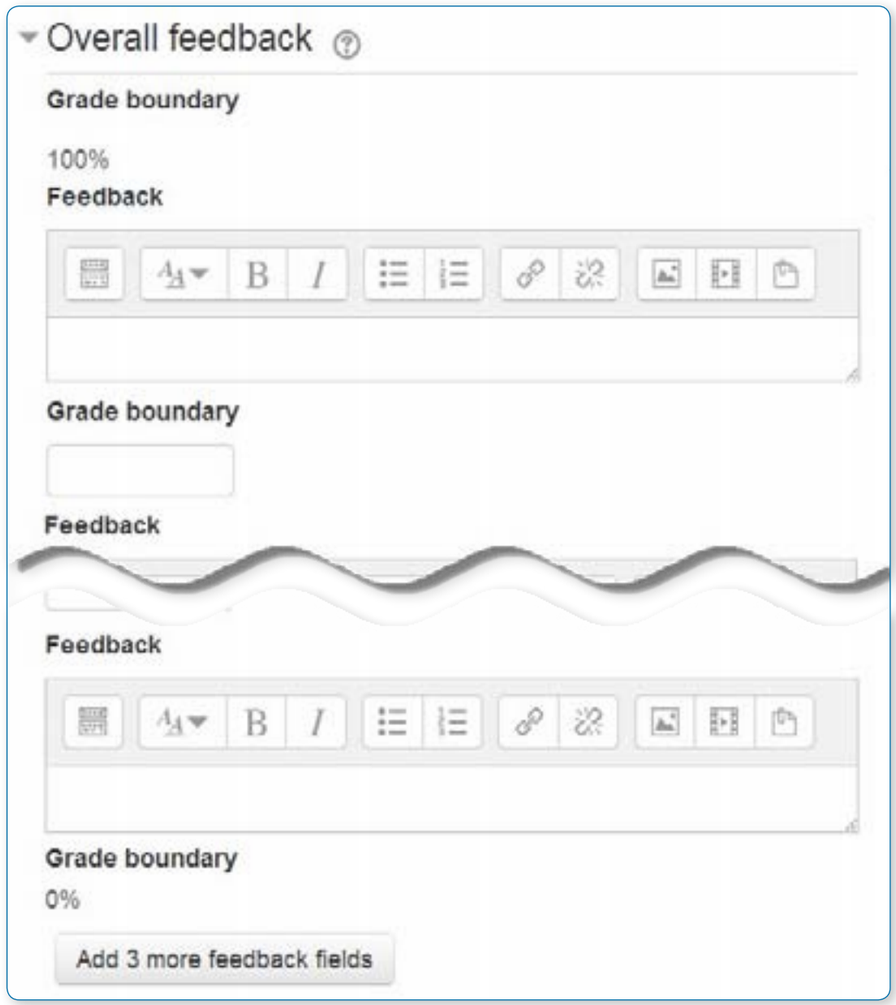
This setting does not work well with the MyMobile theme for mobile devices included in the standard installation. In particular, quiz time limits do not function correctly.

Require the use of Safe Exam Browser

This option will only appear if your administrator has enabled it in Settings > Site administration > Development > Experimental > Experimental settings.

Safe Exam Browser is a customised web browser that must be downloaded and installed on the computer that the student uses to attempt the quiz. It restricts student use more effectively than a pop up window option. Features include full screen, without web navigation options, shortcut keys including copy and paste are disabled and of course surfing the web during an exam.

Overall feedback



Overall feedback 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. Click "Show editing tools" to display the rich text editor, and drag the bottom right of the text box out to expand it.

For example, you might enter:

Grade boundary: 100%

Feedback: "Well done"

Grade boundary: 40%

Feedback: "Please study this week's work again"

Grade boundary: 0%

Then students who score between 100% and 40% will see the "Well done" message, and those who score between 39.99% and 0% will see "Please study this week's work again". That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

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.

Note that the maximum and minimum grade boundaries (100% and 0%) are set automatically.

You can set as many or as few grade boundaries as you wish. The form allows you up to 5 ranges at first, but you can add more by clicking the "Add 3 fields to form" button underneath.

If you're getting confusing error messages about a boundary being out of sequence (when it's obviously *in* sequence), or "boundaries must be between 0% and 100%" (and they are) -- check that the Maximum Grade for this quiz is set to something greater than zero.

Common module settings

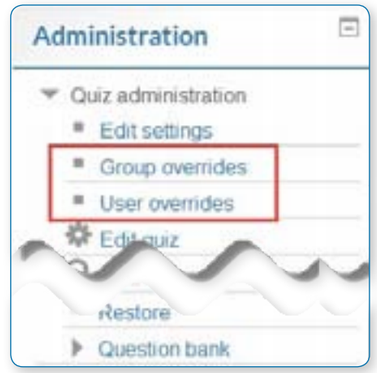
(These settings are collapsed by default) See Common module settings

Restrict access/Activity completion

(These settings are collapsed by default). The Restrict access and Activity completion settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

Group and User overrides

Dates, timing and number of allowed attempts may be changed for individual users or groups by following the links Group Overrides or User Overrides in the Quiz Administration settings block.



Group overrides

To change a quiz setting for a particular group, click the "add group override" button in Quiz Administration>Group overrides, make the changes you wish and save or enter another override.

User overrides

To change a quiz setting for a particular user or users, click the "add user override "button in Quiz Administration>Group overrides, make the changes you wish and save or enter another override.

Site administration settings

The quiz module has additional settings which may be changed by an administrator in Administration > Site administration > Plugins > Activity modules > Quiz.

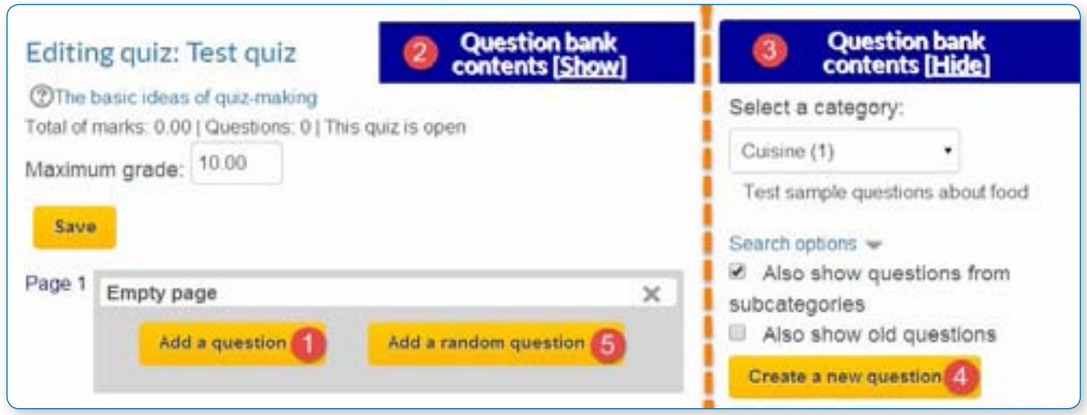
Autosave period (from Moodle 2.5) If enabled, student responses will be saved every minute/ two minutes/five minutes (according to selection). This is useful, because students don't lose work, but it does increase the load on the server.

How questions behave can be configured in Administration>Site administration>Plugins>Question behaviours>Manage question behaviours.

Once you have completed the quiz administration, you can add questions from a number of locations.

Add a question

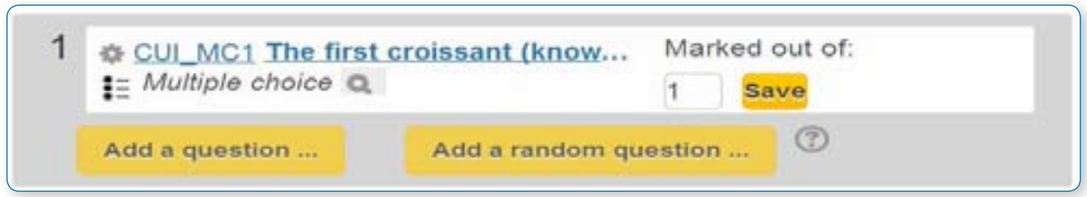
- Click the "Add question" button to begin a new question (1 below)
- Click "Show" (2) to reveal the contents of the question bank (3) and then choose a pre-made question or click "Create new question" (4)
- Click (5)"Add a random question" to add a random question, providing there are questions in the question bank already.



Creating a new question

- To make a brand new question, click "Add a question".
- From the next screen, choose the question type you want to add and click "Next"
- Fill in the question form, making sure to give a grade to the correct answer.
- Click "Save changes"

A question when it has been created

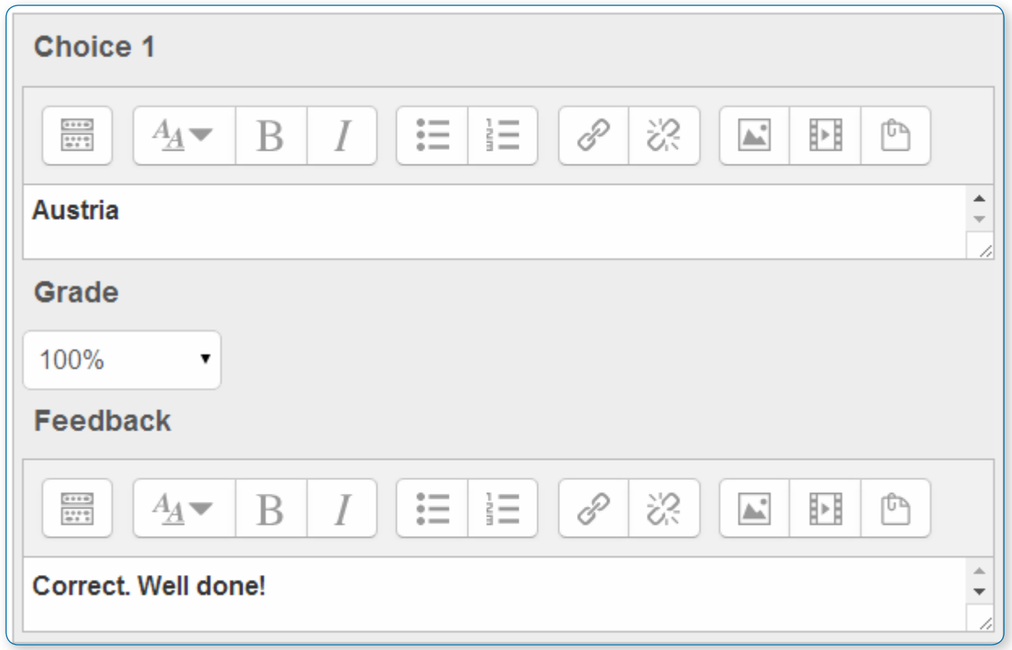


Note: *If you have a very complex question, and you want to check it as you go along, you can preview it and then click "Save changes and continue editing".*

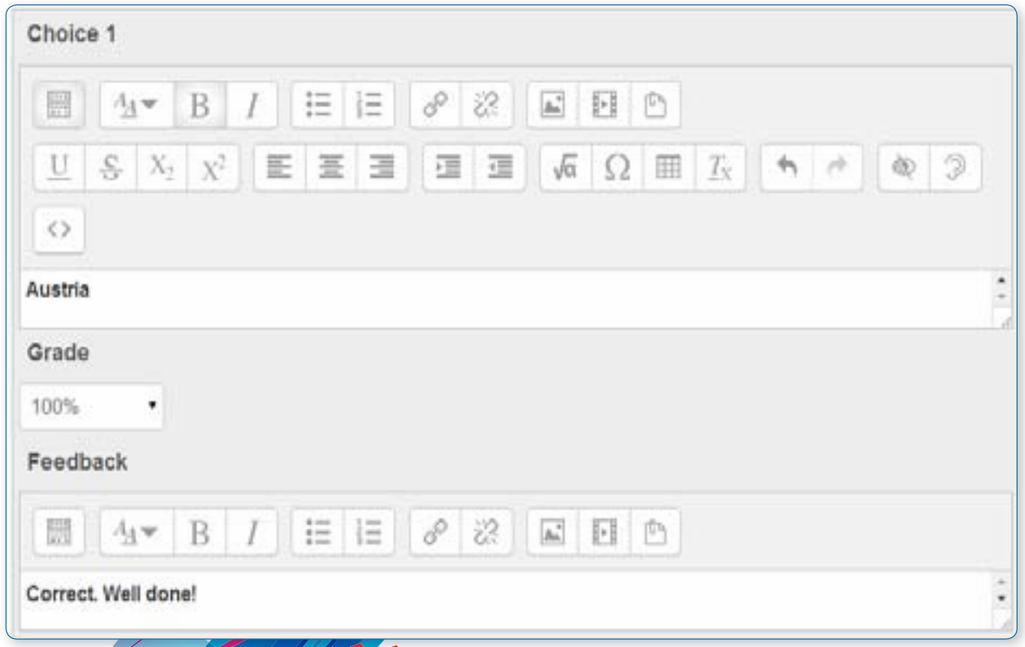
Adding responses and feedback

When you add responses and feedback you can hide or display the text editor:

Without the editing tools



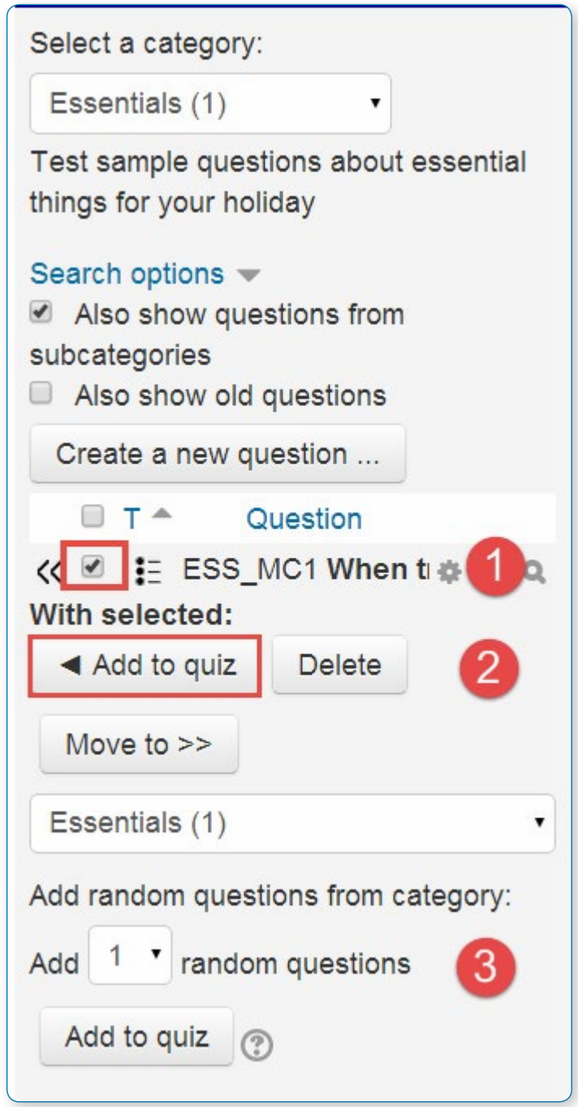
With the editing tools



You can continue adding questions this way, clicking the "Add a question" button each time.

Note that when a question has been created, an icon and words display its type (eg multiple choice) and a magnifying glass icon allows you to preview it.

Choosing a pre-made question



If you or other teachers in the course have made questions, or if there are questions from an earlier quiz, you can add them to the current quiz.

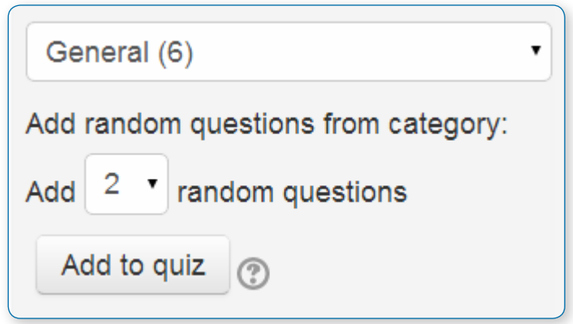
Click the arrows next to the questions the question bank (1 below) or check/tick the box of several.

Then click the button "add to quiz" (2). To ensure all previously made questions are available, make sure to tick the boxes "also show questions from sub-categories/old questions".

Adding a random question

As long as you have questions in the question bank, you can add random questions to your quiz (3). This might be useful if you have students in a class taking a quiz at the same time, because they are unlikely to get the same questions at the same time. 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. This does imply that you need to provide enough questions in the category from which the random questions are chosen, otherwise the student will be shown a friendly error message. The more questions you provide the more likely it will be that students get different questions on each attempt.

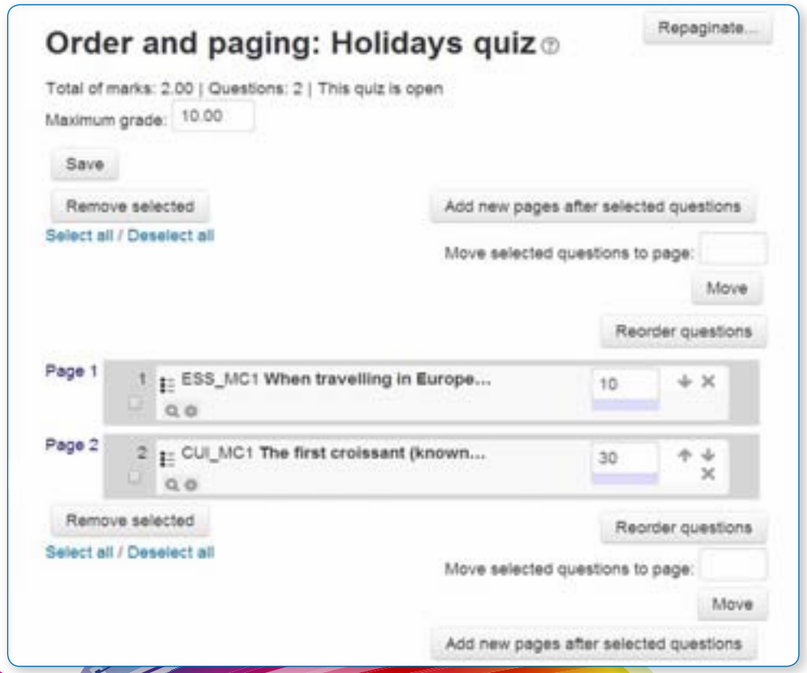
The grade for the randomly chosen question will be rescaled so that the maximum grade is what you have chosen as the grade for the random question.



You can add one or more random questions by choosing the number and category in the question bank.

Note the die icon to highlight random question selection.

Quiz layout



You can choose in Settings>Quiz administration>Edit settings>Layout whether to have a new page for every question or after a certain number of questions.

You can click the "Add a page here" button to add a page at selected intervals and move questions up and down by clicking the arrow button.

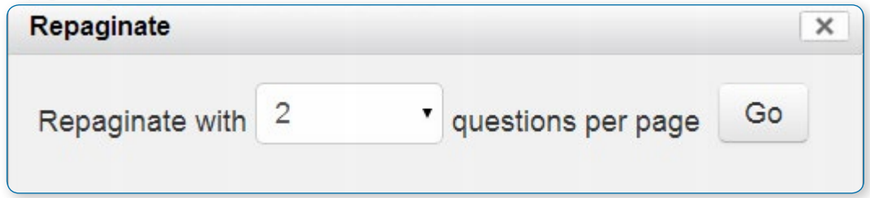
You can also set the pages by clicking the tab "Order and paging" on the Edit quiz screen.

Questions may be moved up and down with the arrows, or you can check the boxes to their left and then click "reorder questions"

You can check a box to select a question and then click "Add new pages after selected questions"

You can "repaginate" by setting the number of questions per page. After setting the number of questions per page, you can move questions so that there are a different number of questions on each page.

Repaginating

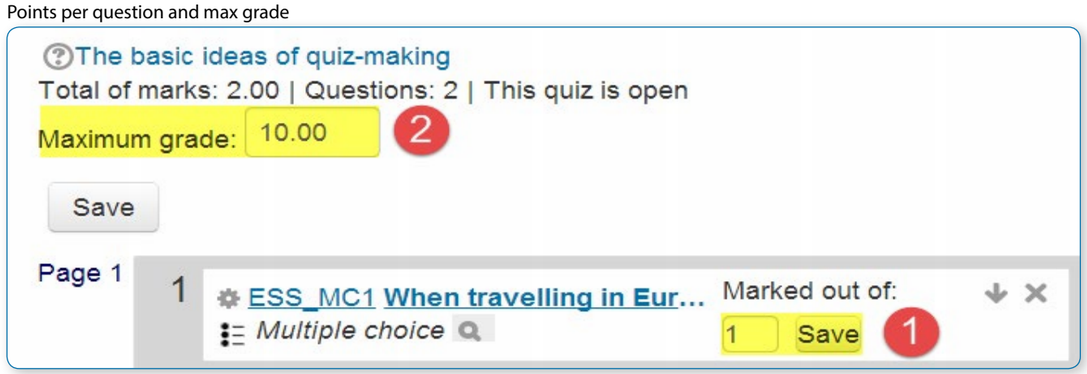


Assigning points to questions

Go to Settings > Quiz administration > Edit quiz > Editing quiz

Pre-made questions will have points already assigned to them. However, you can alter how many points each question is worth within a quiz by changing the number in the box to the right of each question (1). You can change the maximum grade by changing the number in the box at the top of the quiz (2). The default is one point per question and 100.00 maximum grade.

Points per question and max grade



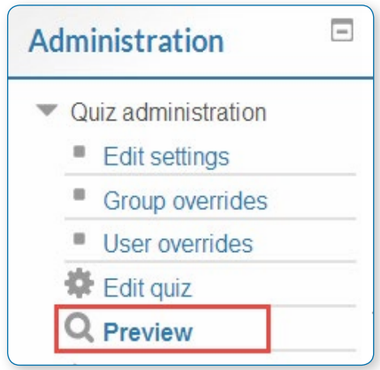
Tip: *Each save button is independent of each other. Thus if you change 2 grade boxes and click on the "Save" button, only the grade next to that button will be saved. Your other changes will revert to what they were before. Best practice is to change the grade and save one question at a time.*

The quiz module will do any maths, so for example, a 2 point question will be worth 2 times more when the Quiz module determines how many point out of 10 to award the student.

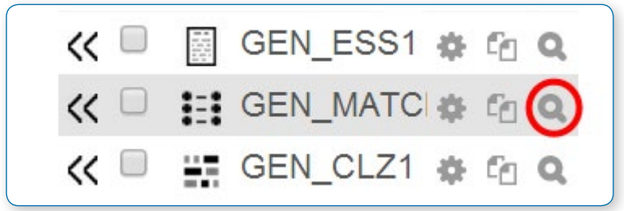
Previewing the quiz

- You can preview individual questions by clicking the magnifying glass icon.
- You can preview the whole quiz by clicking the "Preview" link in Settings>Quiz administration>Preview
- The quiz works like a real quiz so you can see your grades and any feedback for correct/incorrect answers just as a student would see them.

Click to preview the whole quiz



Previewing a single question



Quiz in preview mode

After quiz has been attempted

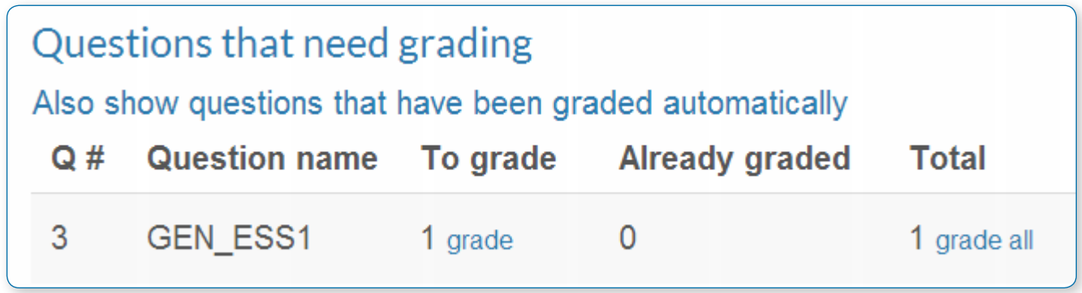
If one or more students have taken the quiz, you will see a list of all the questions in the quiz and a notice saying that you cannot add or remove questions.

You can change the order of questions, re-grade them, preview an individual question and click on a question edit link that will allow you to directly edit the question stored in the question bank.

You *can delete all quiz attempts by students and then edit the quiz as if no students had attempted it. To do this, click the quiz name and then the Results link in the Navigation block. This will present a list of students and their scores. Click "Select all" and then "Delete selected attempts".*

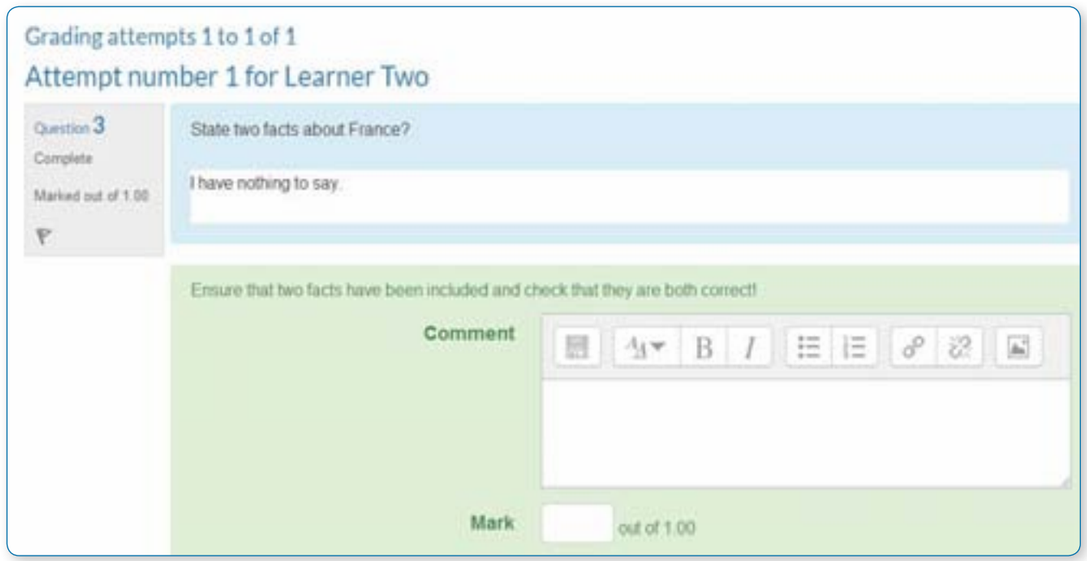
Manual Grading

The manual grading report may be viewed by clicking the quiz in question and then accessing Administration> Quiz administration >Results > Manual grading



The first screen of the report lists all the questions in the quiz that need to be, or have been, manually graded (for example essay questions) with the number of attempts. There is an option to also show the questions that have been automatically graded, which is useful if you ever need to edit the grades by hand.

Example of student attempt ready for manual grading



Dealing with faulty questions

There are several ways to deal with "bad" questions in a quiz.

- Change the grade for the bad question to 0 in the quiz.
- Edit the question, changing what you will accept as a correct answer, then re-grading the exam. Remember, when you change a question, the next time it is used the question will be as it was in the last edit. Also, re-grading will only affect one quiz at a time.
- You can edit the question to explain the situation to the student and then you can set the grade for the question to zero. After you make such changes you should re-grade the quiz by clicking on the Results tab and then the Re-grade tab. This will change the grade for all students who have taken the quiz so far. Remember, if the question is used by another quiz, your "explanation" will appear as part of that quiz.
- You can change the grade for the bad question and then move or delete the question from your question category. The question will still appear on the quiz. Some places do not like to delete any question, but will move them to a "dead" or "bad" question category.
- When you discover a bad question in your quiz, it may affect the question bank. Remember that a final might be made up of a certain number of random questions drawn from different question categories, the same categories used in a smaller subject quiz. It can be very important do something about bad or invalid questions in a question category when the categories are use in other places.

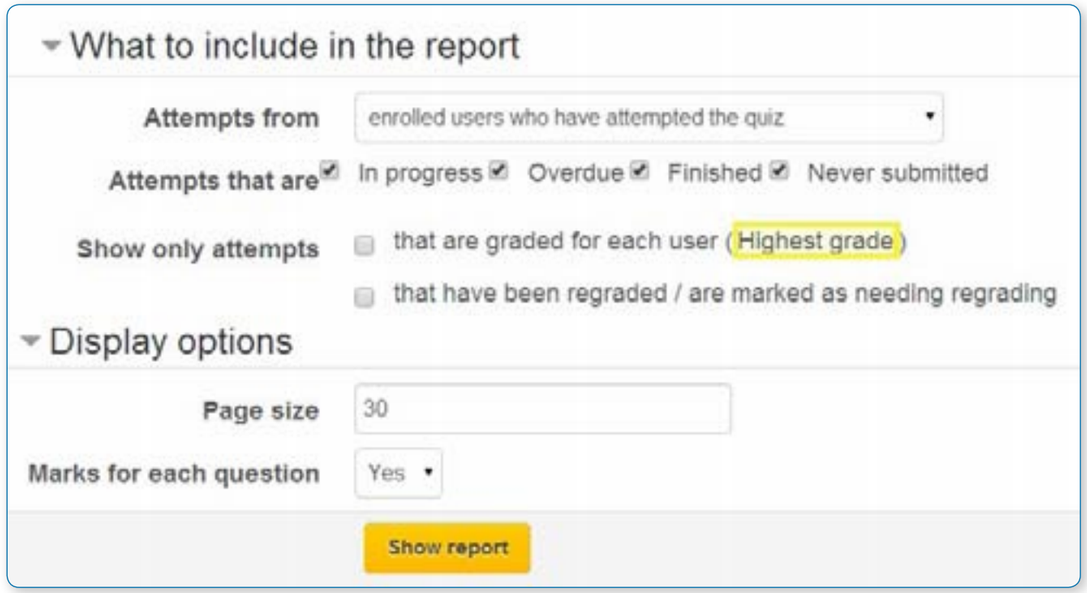
QUIZ REPORTS

Grades report

The quiz grades report may be viewed by clicking on the quiz and accessing Administration > Quiz administration >Results > Grades.

It shows all the students' quiz attempts, with the overall grade, and the grade for each question. There are links to review all the details of a student's attempt, just as the student would see it. The results can be downloaded in a variety of formats.

There is a setting form at the top of the page that can be used to control what is displayed.



At the bottom of the page is a graph showing the distribution of scores.

There are check boxes to allow you to individually re-grade or delete the selected attempts.

Deleting attempts

The grading report can be used to delete selected quiz attempts, which may sometimes be necessary.

***Note** that you cannot edit the quiz after it has been attempted, so that is one reason you may wish to delete all attempts.*

Re-grading attempts

The grading report allows the teacher to select quiz attempts that need to be re-graded. The teacher can 'dry-run' a re-grade. That is, see which scores would change if you did a real re-grade, but without actually updating the grades yet.

***Warning:** This function does not touch automatically graded questions. If you have accidently set Question*

behaviour to "Manual grading", then all questions, even those usually set to automatically grade will not be automatically graded. Changing this setting to something like Deferred feedback, and them clicking Re-grade will NOT change the state of the ungraded Multi-choice questions etc. You need to manually grade all the questions.

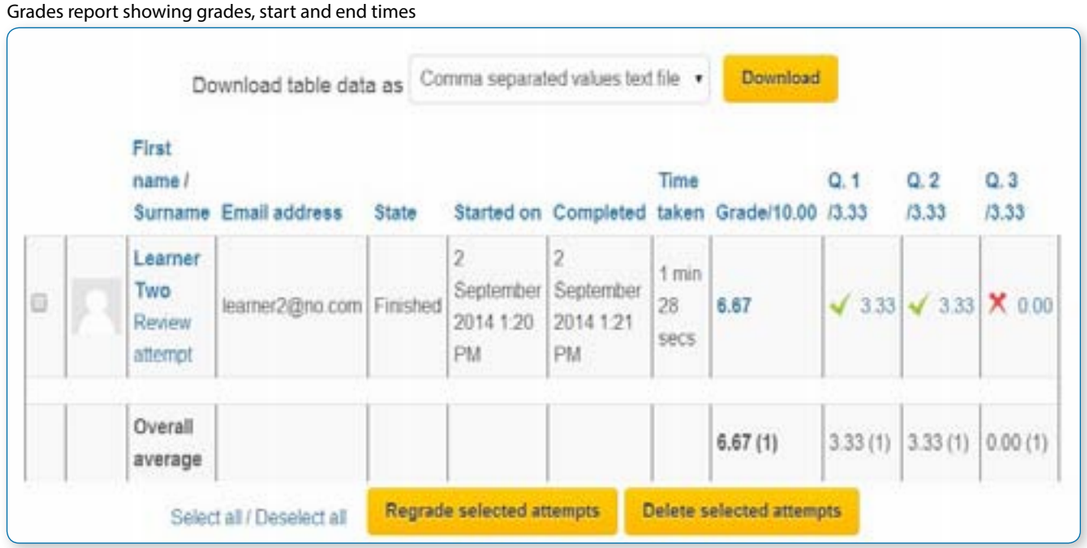
Report options

- Which students/attempts
- Whether to show the individual question grades
- How many attempts per page

Report columns

- First name / Surname
- Started on - the date and time quiz was started
- Completed - the date and time completed
- Time taken - the amount of time it took the student to start and submit the quiz
- Grade/x - the number of points students scored; 'x' is the maximum number of points
- Feedback - any feedback remarks

Grades report showing grades, start and end times



Display options

Show / download options:

- Participants who have attempted the quiz
- Participants who have not attempted the quiz
- All attempts - list all the students in the course, no matter if they took the quiz or not
- All Participants who have or have not attempted the quiz

Only show / download attempts check boxes for:

- That are graded for each user (Highest grade)
- That have been regraded / are marked as needing regrading

Report preferences

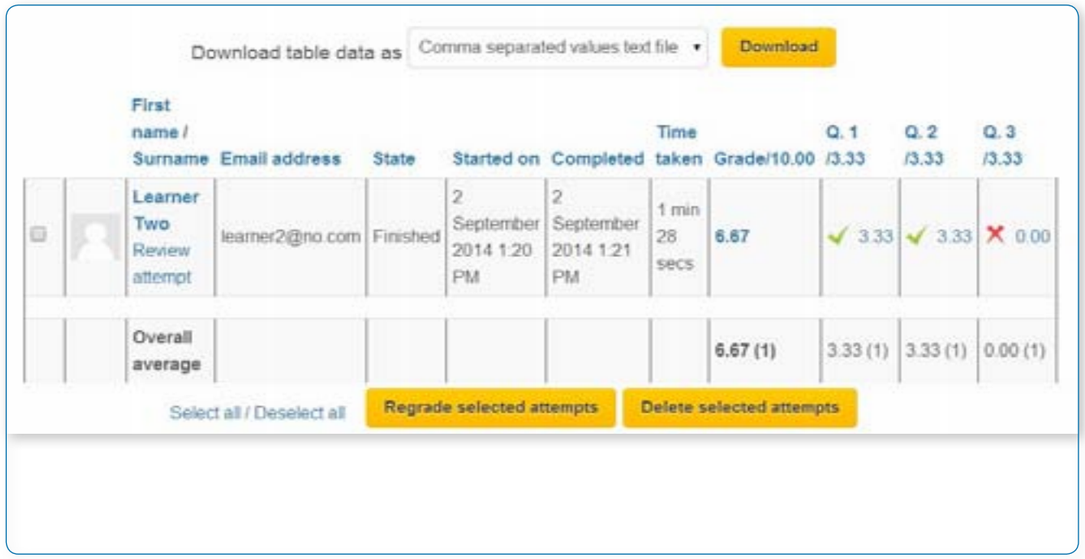
- Page size
- Show/download marks for each question

Tip: 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.

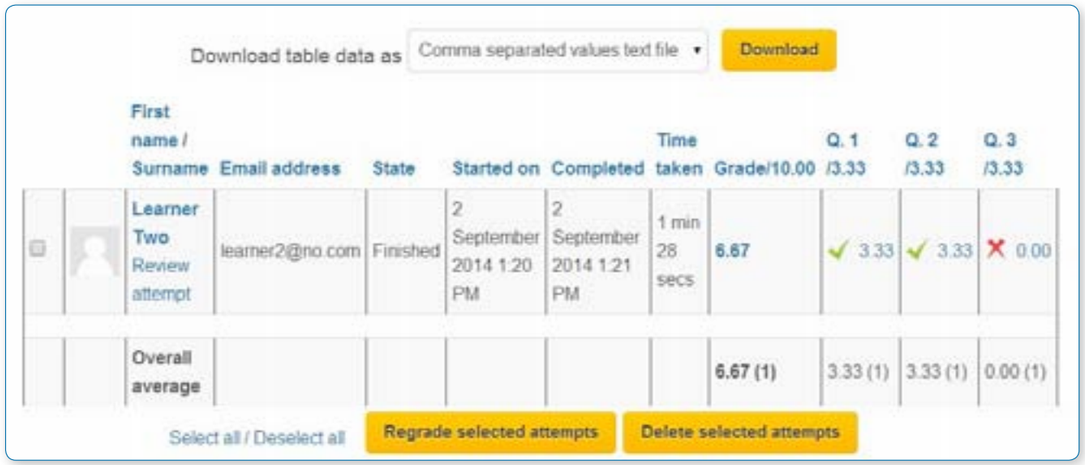
Responses report

The quiz responses report may be viewed by clicking on the quiz and then accessing Administration > Quiz administration> Results > Responses

The quiz responses report allows the teacher to see a table of answers for a quiz, with a row for each student. For example, it is possible to scroll down and see each student's answer to the same question. Here are some examples:



Preferences



Basic report, no preferences checked

Statistics report

The quiz statistics report may be viewed by clicking on the quiz and then accessing
Administration > Quiz administration> Results > Statistics

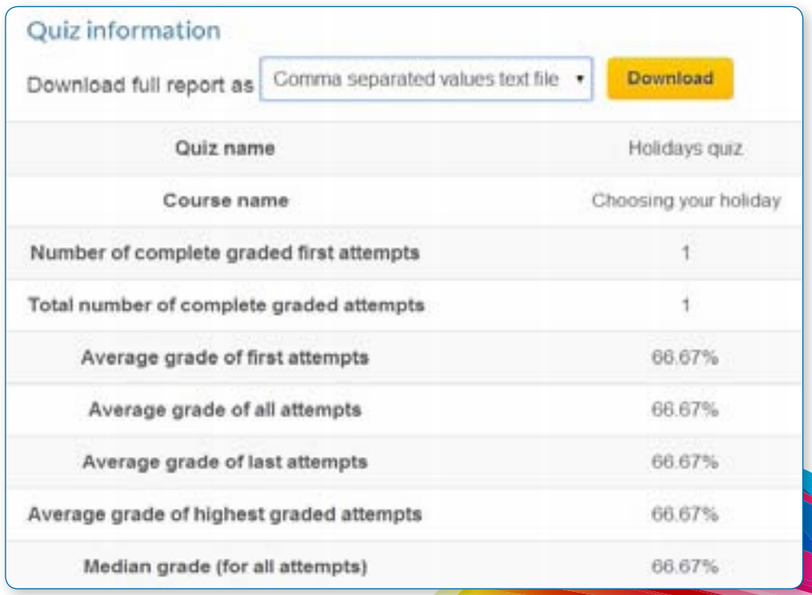
This report gives a statistical (psychometric) analysis of the quiz, and the questions within it. The top section of this report gives a summary of the whole quiz. The next section gives an analysis showing all questions in a table format. There are links in this section to edit individual questions or drill down into a detailed analysis of a particular question. The last section of this report is a bar graph of the percentage of correct answers (Facility index) and the Discriminative efficiency index.

The full report (overview and detailed analysis of all questions) can be downloaded in a variety of formats, as can the quiz structure analysis table.

Quiz information

This section gives some basic information about the test as a whole. You will see:

- Quiz name
- Course name
- Open and close dates (if applicable)
- Total number of first/graded attempts
- Average grade for first/all attempts
- Median grade
- Standard deviation of grades
- Coefficient of internal consistency, sometimes called Cronbach Alpha. This is a measure of whether all the items in the quiz are testing basically the same thing. Thus it measures the consistency of the text, which is a lower bound for the validity. Higher numbers here are better.
- Error ratio - the variation in the grades comes from two sources. First some students are better than others at what is being tested, and second there is some random variation. We hope that the quiz grades will largely be determined by the student's ability, and that random variation will be minimised. The error ratio estimates how much of the variation is random, and so lower is better.
- Standard error - this is derived from the error ratio, and is a measure of how much random variation there is in each test grade. So, if the Standard error is 10%, and a student scored 60%, then their real ability probably lies somewhere between 50% and 70%.



Example of quiz information section

Quiz structure analysis

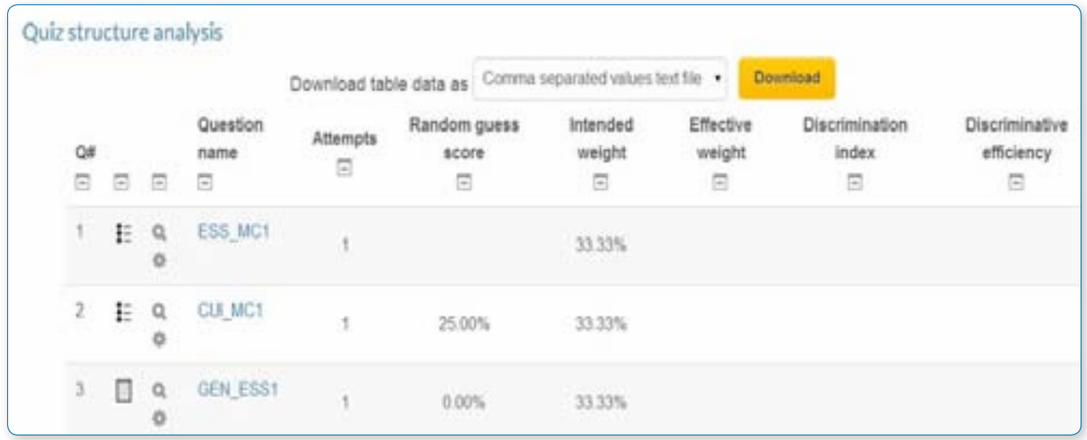
This section lists all the questions in the quiz with various statistics in a table format.

- Q# - shows the question number (position), question type icon, and preview and edit icons
- Question name - the name is also a link to the detailed analysis of this question (See Quiz Question Statistics below).
- Attempts - how many students attempted this question.
- Facility Index - the percentage of students that answered the question correctly.
- Standard Deviation – the variation of scores for the question.
- Random guess score - the score the student would get by guessing randomly
- Intended/Effective weight - Intended weight is simply what you set up when editing the quiz. If question 1 is worth 3 marks out of a total of 10 for the quiz, the intended weight is 30%. The effective weight is an attempt to estimate, from the results, how much of the actual variation was due to this question. So, ideally the effective weights should be close to the intended weights.
- Discrimination index - this is the correlation between the score for this question and the score for the whole quiz. That is, for a good question, you hope that the students who score highly on this question are the same students who score highly on the whole quiz. Higher numbers are better.
- Discriminative efficiency - another measure that is similar to Discrimination index.

Where random questions are used, there is one row in the table for the random question, followed by further rows, one for each real question that was selected in place of this random question.

When quiz questions are randomized for each quiz, the quiz module determines a default position.

Example of statistics structural analysis section

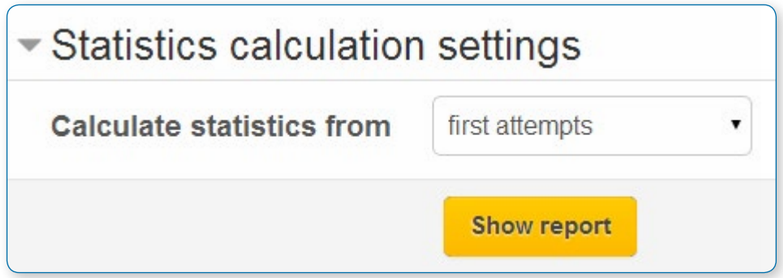


Quiz question statistics

Use Navigation > quiz's name > Results > Statistics (click on any question title). It is possible to see the statistics for one question on a single page. This view will also tell you what percentage of quiz takers selected each answer (Analysis of responses) and give you basic information about the question.

- Question information- The basic information about the question, the name of the quiz, the question, the question type, the position in the quiz and the question itself. There are preview and edit icons in this page.
- Question statistics - This repeats the information from the table row from the Quiz structure analysis that relates to this question.
- Report options - You can choose whether to run the report on all attempts, or just the first attempt by each student. Some of the calculations used in the report are based on assumptions that may not apply to quizzes that allow more than one attempt.

Tip: Computing the statistics takes some time. The report will store the computed values and re-use them for up to 15 minutes. Therefore, there is a display of how recently the statistics were calculated, with a button to recalculate them immediately.



Individual question page preferences

Individual question's statistic information

Analysis of individual question responses

This gives a frequency analysis of the different responses that were given to each part of the question. The details of the analysis

Q#			Question name	Attempts	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1			ESS_MC1	1		33.33%			

depends on the question type, and not all question types support this. For example, essay question responses cannot be analyzed.

Tutorial on how to Add an Activity or Resources

TOPIC 7 : WIKI

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

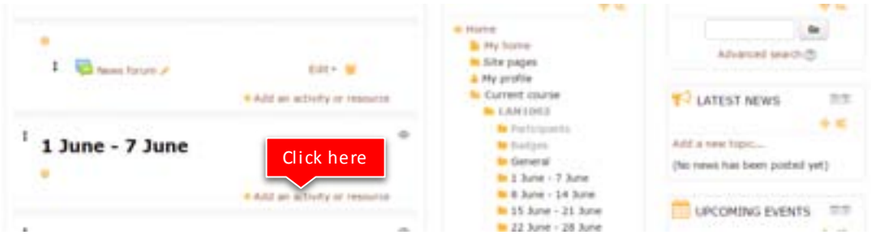


Figure 1.1

3) Choose a "Wiki menu"

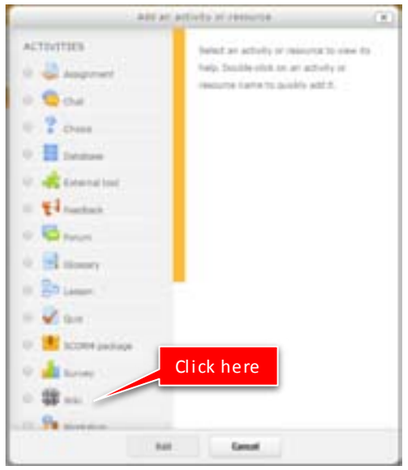


Figure 1.2

4) Click "Add" to add an activity.

Wiki activity

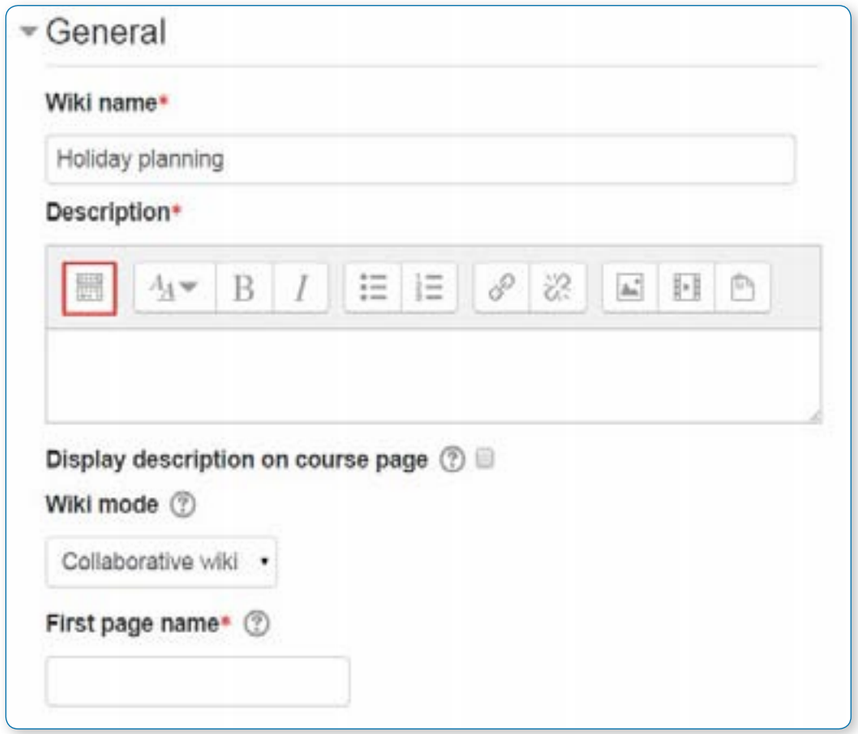
ADDING A WIKI

With the editing turned on, in the section you wish to add your wiki, click the "Add an activity or resource" link (or, if not present, the "Add an activity" drop down menu)and choose Wiki.

This will take you to the wiki settings page titled "Adding a new wiki". All settings may expanded by clicking the "Expand all" link top right.

In an existing wiki, the wiki settings can be found in Administration > Wiki administration > Edit settings.

General



Wiki name

The name you give to your wiki here will appear as the link on the course page for your students to click.

Wiki description

Explain the purpose of your wiki here. (This description may or may not be compulsory depending on your admin's settings.)

Display description on course page

If this box is checked, then the description you added above will appear with the wiki link on the course page.

Wiki mode

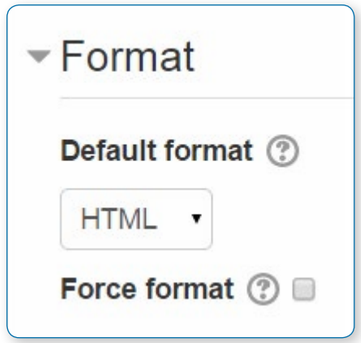
Either "Individual wiki" where each student gets their own. Only the student and the teacher, or non-editing teacher can see or use that wiki.

Or "Collaborative wiki" where students work together on a single wiki, which teachers and on-editing teachers can also see and use.

First page name

The name you add here will form the first page of your new wiki. It is a required field and once a name has been entered, it can't be changed.

Format



(These settings are collapsed by default)

Default format

Set the default type of editing your wiki will use. Choose from

HTML - editing using the normal text editor

Creole - a popular wiki editing language. If this is selected, a small editing toolbar will appear.

NWiki - a wiki editing language used in the contributed NWiki module.

Force format

If you check this box then students cannot choose their own method of editing the wiki.

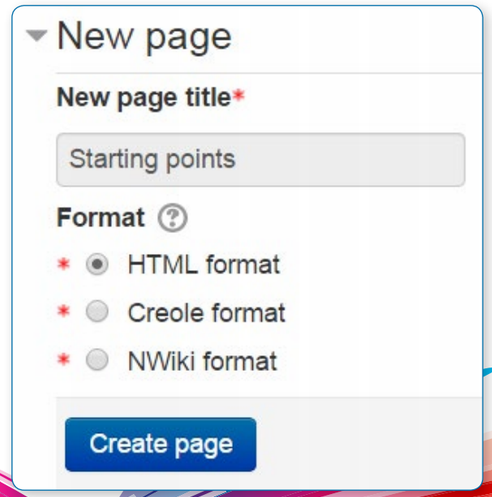
Common module settings

Restrict access/Activity completion

Locally Assigned Roles

USING A WIKI

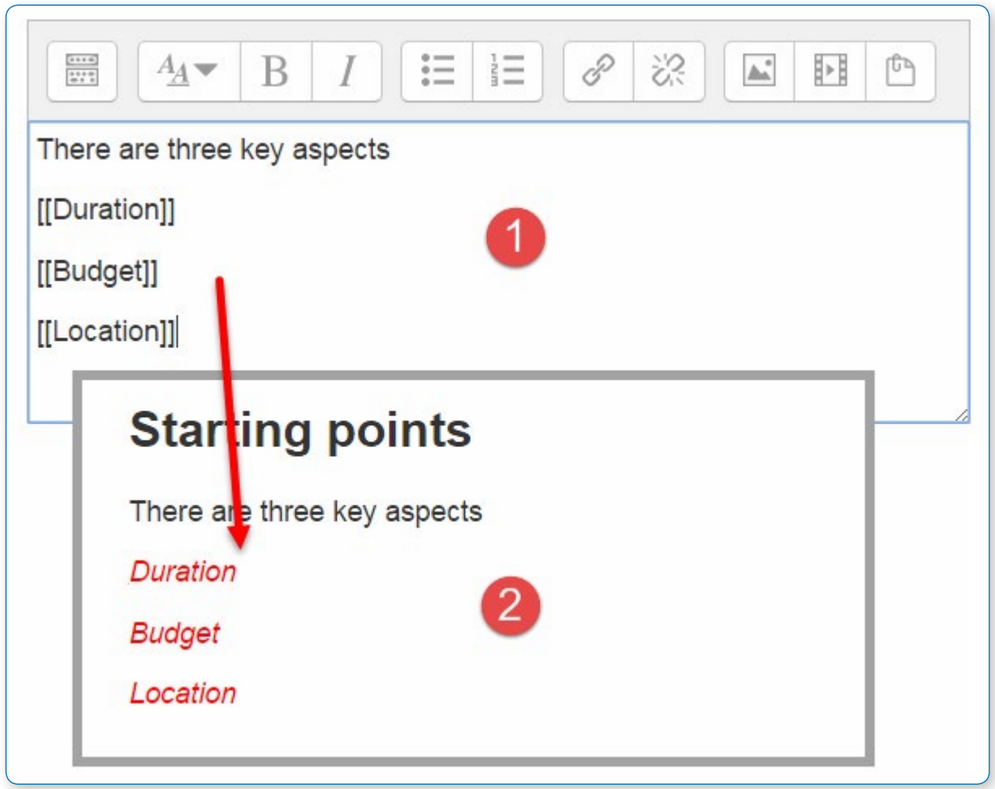
Creating the first page



Once the wiki is set up, a user will click the link and reach this screen:

Adding more pages

Type the name of your page inside double brackets. (1 in screenshot left). You can preview it by clicking the "preview" button towards the bottom of the screen. Press the "save" button.



Now click the (red) link for one of the pages (2 in screenshot left) and you will be prompted to create it in the same way you create the first page: Once created, a page has a blue link.

Tip *If you use the New option from the navigation block you will still need to copy and paste the name of the new page onto the immediate parent page and surround it with double brackets. This creates a link to your new page and makes it accessible from the main Wiki page. Otherwise nobody will recognise the so called lost new page.*

Wiki editing in general

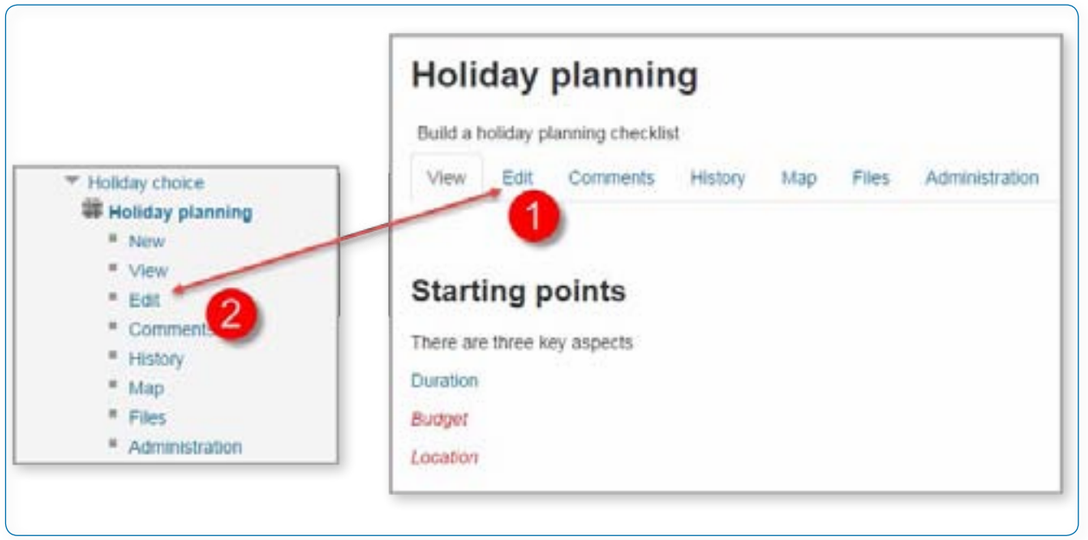
Depending on the type of the wiki, there are several ways to edit your page. But don't worry: The best thing of a wiki is, that nothing is lost. The old version will be there - and if someone changes your version of the page - your version will also be there. Note that the options for editing, commenting viewing history, map and files may all be accessed both from tabs at the top (1 in screenshot below) and links in the navigation block (2 in screenshot below):

View

The View tab at the top or link in the navigation block allows users to display and view the wiki page.

Edit

The Edit tab at the top or link in the navigation block allows users to edit the wiki page.



Comments

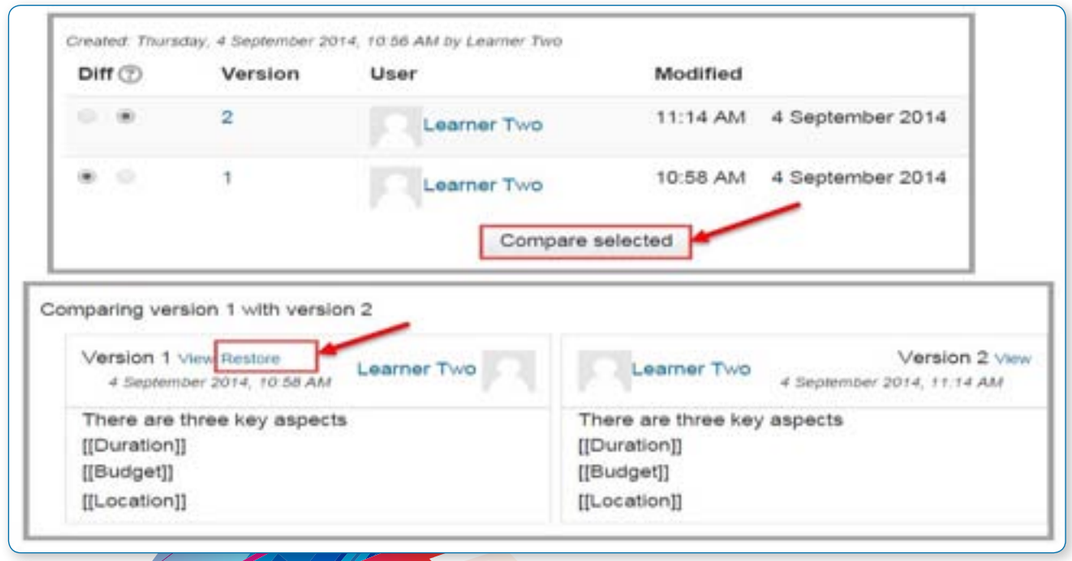
The Comments tab at the top or link in the navigation block allows users to see and add comments about the wiki.

History

The History tab at the top or link in the navigation block allows users to see what has been altered in the wiki.

Compare edits

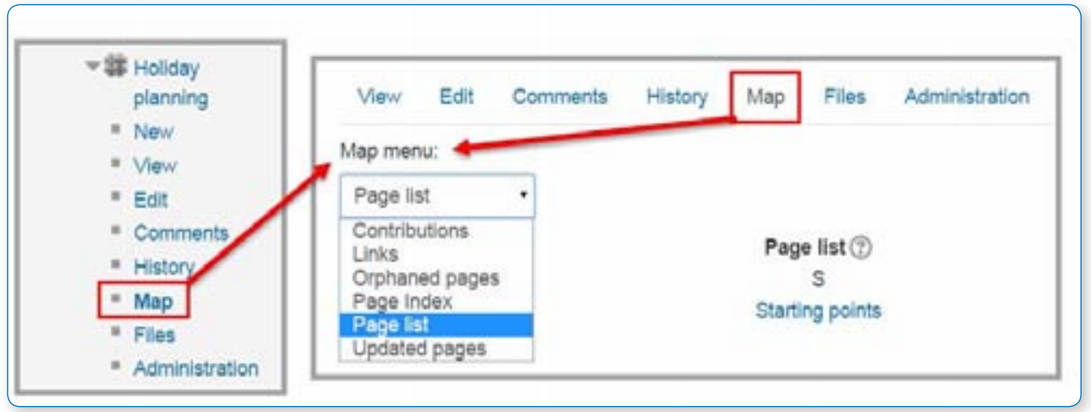
To compare edits, click the "Compare Selected" button. Click the "Restore" button of the version you want to restore if the latest edit is unsuitable:



Map

The Map tab at the top or link in the navigation block allows users to view areas of the wiki such as a list of pages (as in the following screenshot), updated or orphaned pages etc. (Orphaned pages are pages not linked to anywhere.)

To select what you want to see, click the Map menu dropdown box.



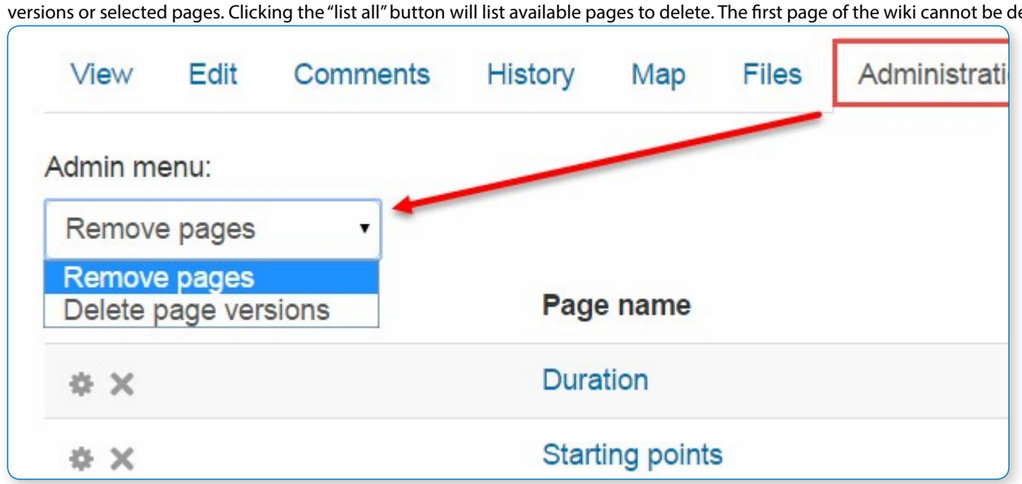
Files

The Files tab at the top or link in the navigation block allows users to access any files which have been added to the wiki.

By default, the Teacher role can add and manage files to the Files tab, but the Student role can only view them. You could change this though with a permissions override to the Manage wiki files capability (mod/wiki:managefiles) in any particular wiki.

Administration

The Administration tab at the top or link in the navigation block is available to editing teachers in the course so they can delete page versions or selected pages. Clicking the "list all" button will list available pages to delete. The first page of the wiki cannot be deleted.



Deleting pages

Teachers and other users with the mod/wiki:managewiki capability can delete any page or page version, with the exception of the first page, via the Administration link in the navigation block or the Administration tab. See the section Administration above.

Mark-up language

You miss all the formatting you know from other moodle activities? That's because the wiki-type of your wiki is e.g. nwiki.

Why use a wiki?

Wikis are a simple, flexible tool for collaboration. They can be used for everything from simple lists of web links to building entire encyclopaedias. As an example, Wikipedia is the largest wiki in the world. In your own class it's important to have a plan for your wiki so students know how it fits in with their learning. If it's a individual wiki, will they be graded? Is it simply a staging area for group work that will be submitted as assignments later? Will you let the students be completely responsible for the work? How will you deal with offensive content? The great advantage of a wiki is that all edits are clearly visible and reversible.

Tutorial on how to Add an Activity or Resources

TOPIC 8 : BOOK

1) Click “ Turn editing on ” to “ Turn editing off ” for editing any activity or resources page.
2) Click “ Add an activity or resource ” to add an activity or resources.

Figure 1.0

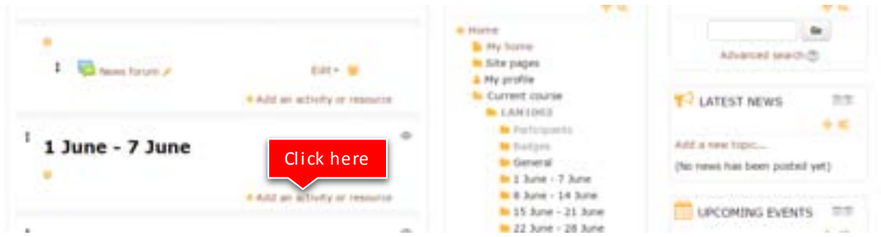


Figure 1.1

3) Choose a “Book menu”

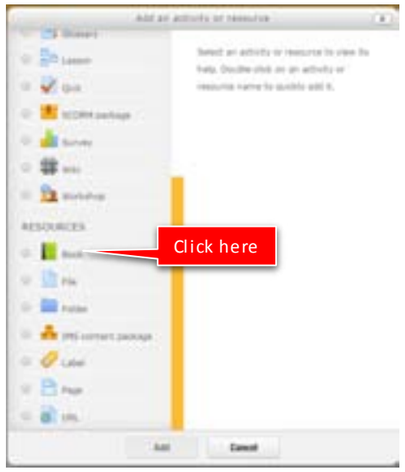


Figure 1.2

4) Click “ Add ” to add a Resources.

Book resource

The Book module makes it easy to create multi-page resources with a book-like format.

Previously created websites can be imported directly into the Book module. Books can be printed entirely or by chapter.

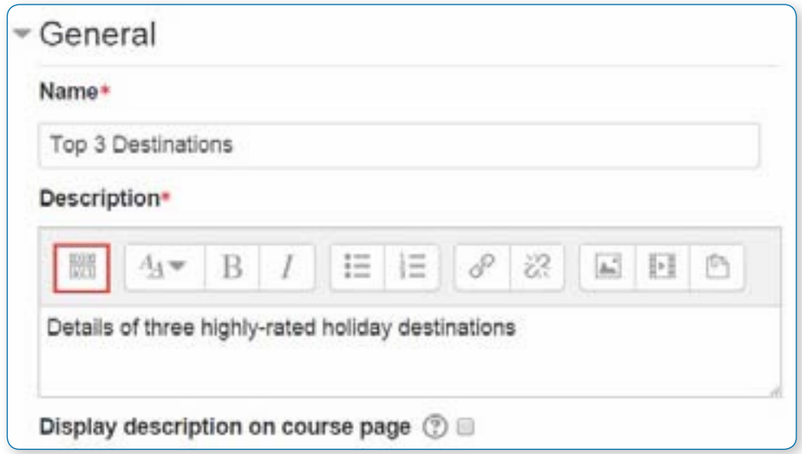
The book module allows you to have main chapters and sub chapters, but it goes no deeper. In other words, sub chapters cannot have their own sub chapters, as the module is intended to be a simple resource for teachers and students.

The book module is not interactive. You can, however, link to choices, forums etc., from within a book. Also, Flash movies and other multimedia may be included in a book

ADDING A BOOK

A teacher can add a book by choosing it from the “Add an activity or resource” link (or, if not present, the “Add a resource” drop down menu in course.) All settings may expanded by clicking the “Expand all” link top right.

General



Name

Use a descriptive name for your book as it will form the link the students will click on to access it.

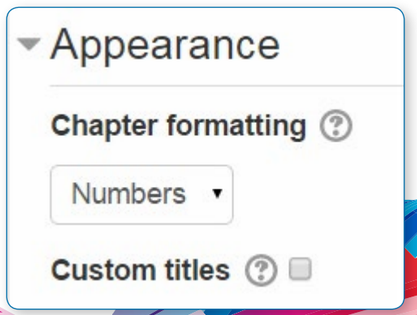
Description

Provide information for your students here so they are clear what the book is about. Click “Show editing tools” to display the rich text editor and drag the bottom right of the text box out to expand it.

Display description on course page

Enabling this will display the description on the course page just below the link to the book.

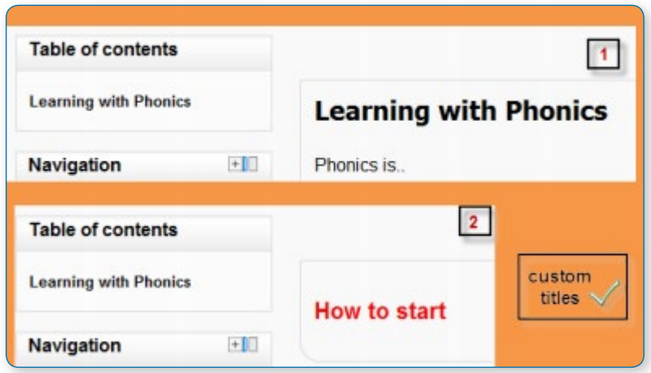
Appearance



Chapter formatting - options:

- None - chapter and subchapter titles are not formatted at all, use if you want to define special numbering styles. For example letters: in chapter title type “A First Chapter”, “A.1 Some Subchapter”,...
- Numbers - chapters and subchapters are numbered (1, 1.1, 1.2, 2, ...)
- Bullets - subchapters are indented and displayed with bullets.
- Indented - subchapters are indented.

Custom titles



If you disallow custom titles, the chapter title (the one that appears on the table of contents) will appear as a header at the top of your content (1 on the left) If you enable custom titles, you will be able to create a title different from the one that appears in the ToC or display no title at all (2 on the left) If you enable custom titles, you will need to enter the chapter title as part of the page content.

Common module settings

See Common module settings

Restrict access/Activity completion

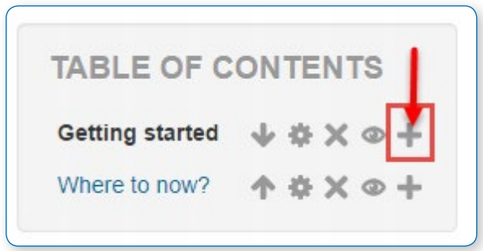
These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

Site administration settings

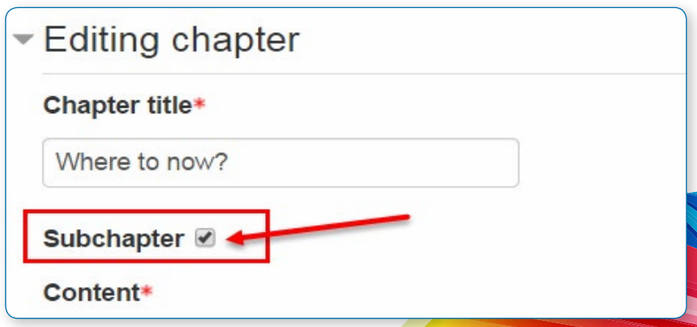
The administrator can set the default values for chapter formatting, the available options for chapter numbering and whether or not to require a description from Administration > Site administration > Plugins > Activity modules > Book.

Adding chapters and subchapters

Titles of chapters appear as links in the table of contents to the left of your content. Keep your titles short.



To add another chapter, click on the cross in the Table of Contents. The new chapter will be inserted directly after the chapter whose title is on the same line as the cross you click



Note that the sub chapter box is checked. A chapter may have many sub chapters, but sub chapters cannot have subchapters. In order to keep this resource simple, you are limited to two levels.

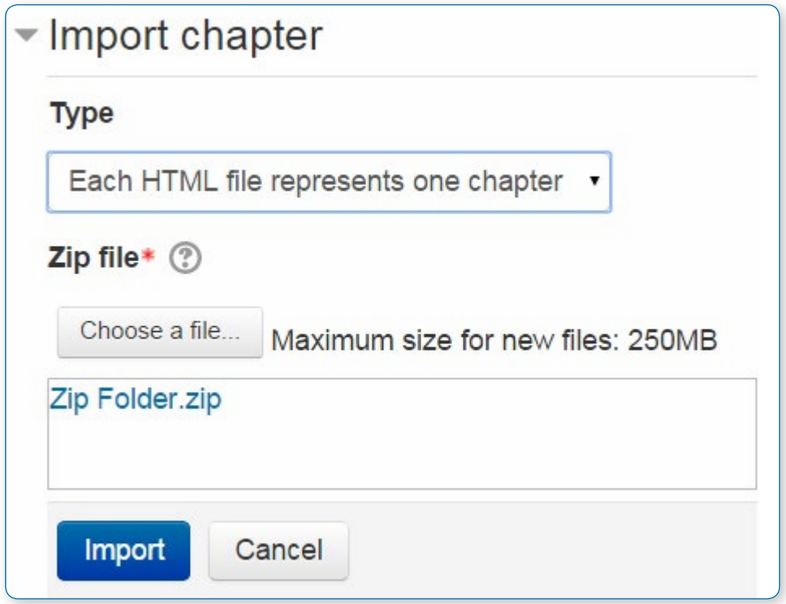
You now see a chapter and a sub chapter. Because we did not elect to number chapters, the fact that the second chapter is a sub chapter cannot be seen in the table of contents. Note that you do, however, see this in the title above the content.

The items in the table of contents are neither numbered nor are they indented, because that is the option chosen when setting up the book. That can be changed later.

Importing chapters

To import chapters:

- Create a zip file of HTML files and optional multimedia files and folders.
- If you wish to upload subchapters, add "_sub" to the end of HTML file or folder names.
- Go to Administration > Book administration > Import chapter



Choose whether each HTML file or folder represents one chapter

Browse for and select the zip file, either using the Add button or the drag and drop method:

Click the import button

Note: *Relative file links are converted to absolute chapter links. Images, Flash and Java are re-linked too. Remember to upload images and multimedia files as well as HTML files.*

Tutorial on how to Add an Activity or Resources

TOPIC 9 : FILE

1) Click “ Turn editing on ” to “ Turn editing off ” for editing any activity or resources page.
2) Click “ Add an activity or resource ” to add an activity or resources.

Figure 1.0

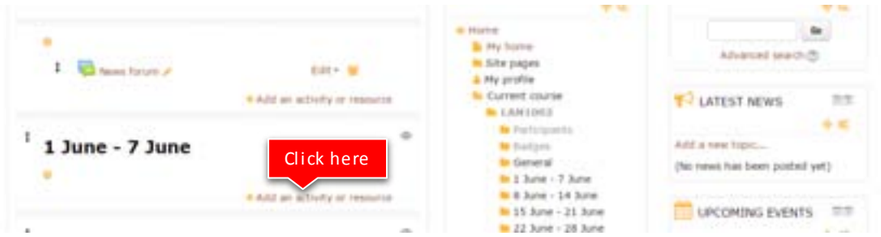


Figure 1.1

3) Choose a “File menu”

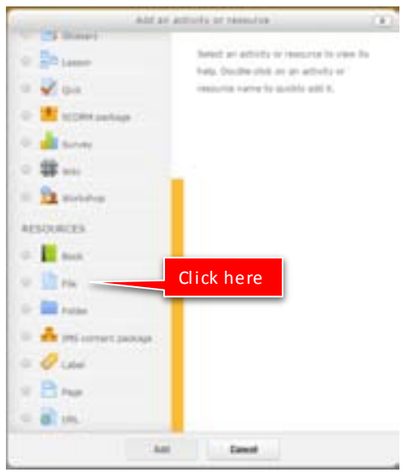


Figure 1.2

4) Click “ Add ” to add a Resources.

File resource

When you wish to share with your students a simple file such as a Word-processed document or slideshow (e.g. created in MS Word, PowerPoint, or Open Office) you use the file resource type. It allows you to upload and display a variety of resources on your course.

How your students access them depends on your choices in File resource settings. Note also that they will only be able to open your files if they have the appropriate software on their own computers.

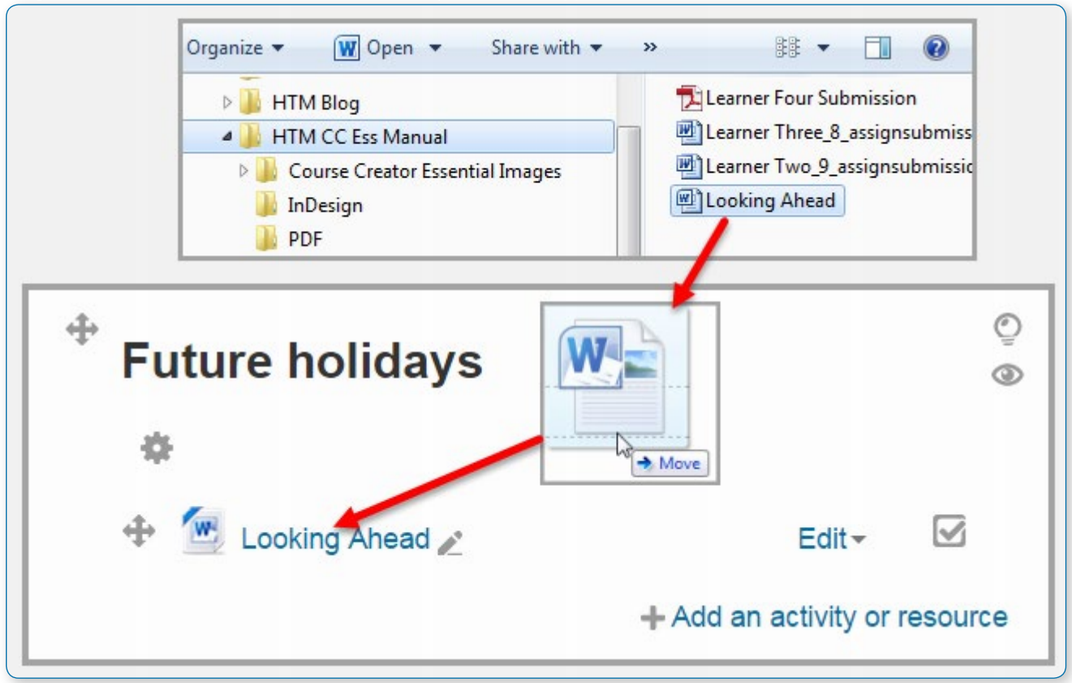
ADDING A FILE

Quick method

Note: *Does not work with Internet Explorer 9 or lower*

Click the ‘Turn editing on’ button at the top right of the course page

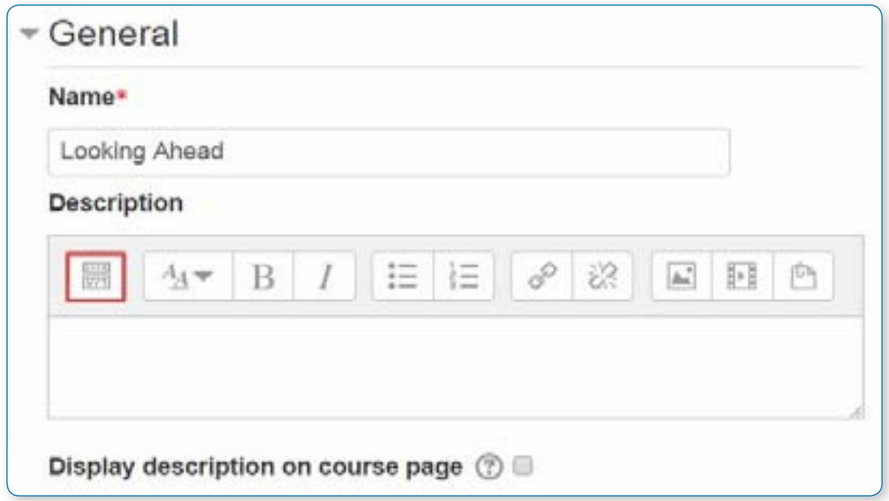
Drag and drop the file onto the course section where you’d like it to appear



If necessary, edit the title of the file by clicking the pencil icon, or edit other options (see left) by clicking the editing icon.Longer method

Click the ‘Turn editing on’ button at the top right of the course page. Click ‘Add an activity or resource’ link, then in the activity chooser, select file then click the Add button (or select file from the “Add a resource” dropdown menu). All settings may expanded by clicking the “Expand all” link top right. Select your options as below:

General



Name

Whatever you type here will form the link learners click. So it is helpful to give it a name that suggests its purpose.

Description

Add a description of your file here if desired. Click the top left icon to show more toolbar buttons. Drag the bottom right of the text box out to expand it.

Display description on the course page

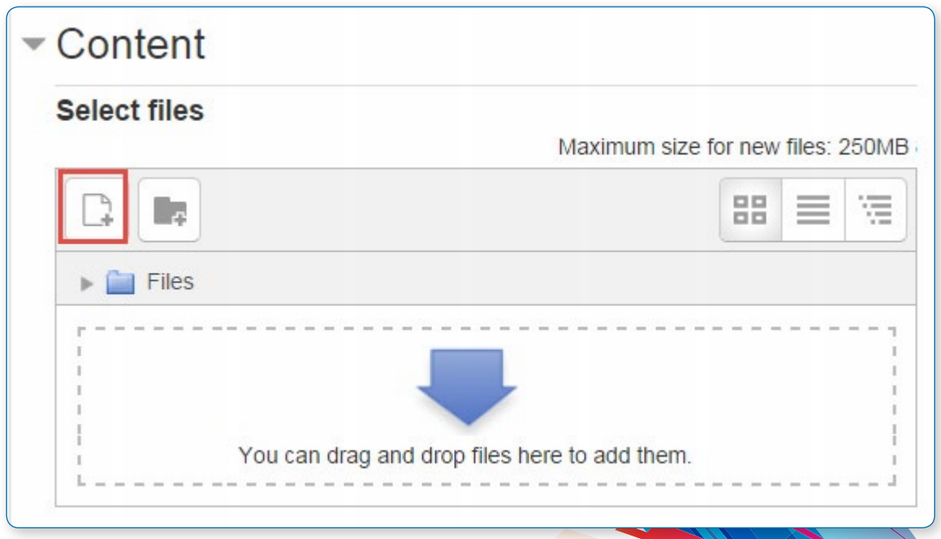
If this box is ticked, the description will appear on the course page just below the name of the file.

Content

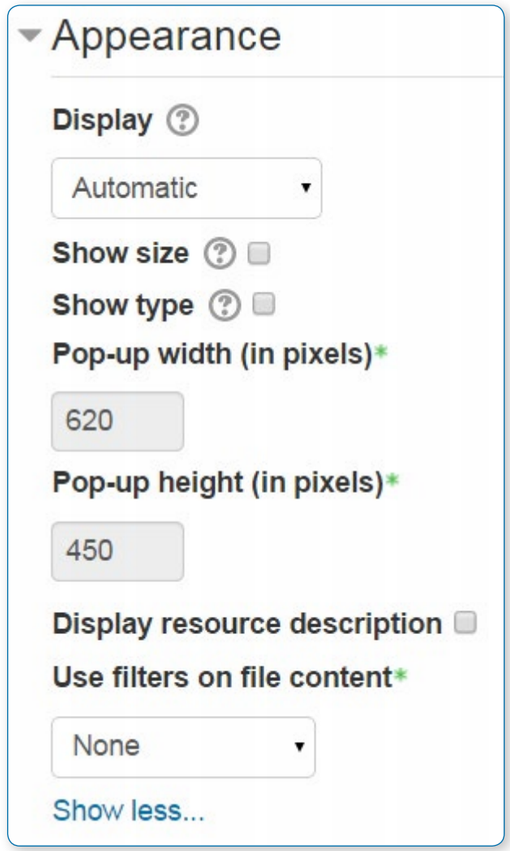
Either drag and drop your file onto the arrow if you are using an appropriate browser, or click on "Add" and use the File picker to upload your file.

Note:

Ifegacy files were used there will be a setting "Migration of old course file"



Appearance



Display

- Automatic - Make the best guess at what should happen (probably what is wanted 99% of the time).
- Embed - Show the Moodle page with heading, blocks and footer. Show the title/description of the item and display the file directly in the page as well (good for images, flash animations, videos?, PDFs).
- Force download - user clicks on the file, then the web browser pops up with the 'where do you want to save this file' box.
- Open - No Moodle heading, blocks, footer or description - just show the file in the web browser (e.g. shows image, PDF, flash animation, taking up the whole browser window)
- In pop-up - Same as 'Open', but opens a new browser window to show this file (without the Moodle heading, blocks, etc) - this browser window also does not have all the menus and address bar in it.

The following additional options are only there if you enable them via Site administration > Plugins > Activity modules > File:

- In frame - show the Moodle heading and the file description, with the file displayed in a resizable area below (images, PDF, flash, etc. supported).
- New window - very much like 'in pop-up', but the new window is a full browser window, with menus and address bar, etc.

All of the above is true of items that can be displayed inside the browser directly (e.g. images, text files, PDFs (with plugin)). If the file cannot be displayed within the browser (e.g. word documents, without a suitable plugin, or other files that need to be loaded by an external program), then the pop-ups or frames, etc. will be created, but then the browser will take over and ask if you want to save the file.

To summarise:

- Do you want Moodle to sort it all out for you? - Automatic
- Do you want to force the user to save the file (or open it in a program on their desktop)? - Force download
- Do you want to show the file as part of the Moodle page (images, PDFs, videos)? - Embed
- Do you want to show the file in the browser, but without the Moodle page decorations (images, PDFs, videos)? - Open
- Do you want that, but in a new window? - In Pop-up (or possibly 'New window')
- Do you want to use a horrible bit of non-strict HTML that should never be allowed in polite company? - In frame

Show size/type

To show the file size and/or type on the course page and also on the resource page, simply tick the appropriate checkboxes.

Display resource name/description

To show the resource name and/or description when clicking to access the file, simply tick the appropriate checkboxes.

Pop-up width/height

(This setting is visible when "Show more" is clicked.) If your file is to be displayed in a pop-up, specify the width and height here.

Use filters on file content

(This setting is visible when "Show more" is clicked.) If you wish included media, such as images and mp3, to appear embedded in the files then select "all files" or "HTML files only", according to your file types. (Note that this setting may cause problems for some Flash and Java applets.)

Common module settings

See Common module settings

Restrict access/Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

Displaying a website index page

Setting the main file

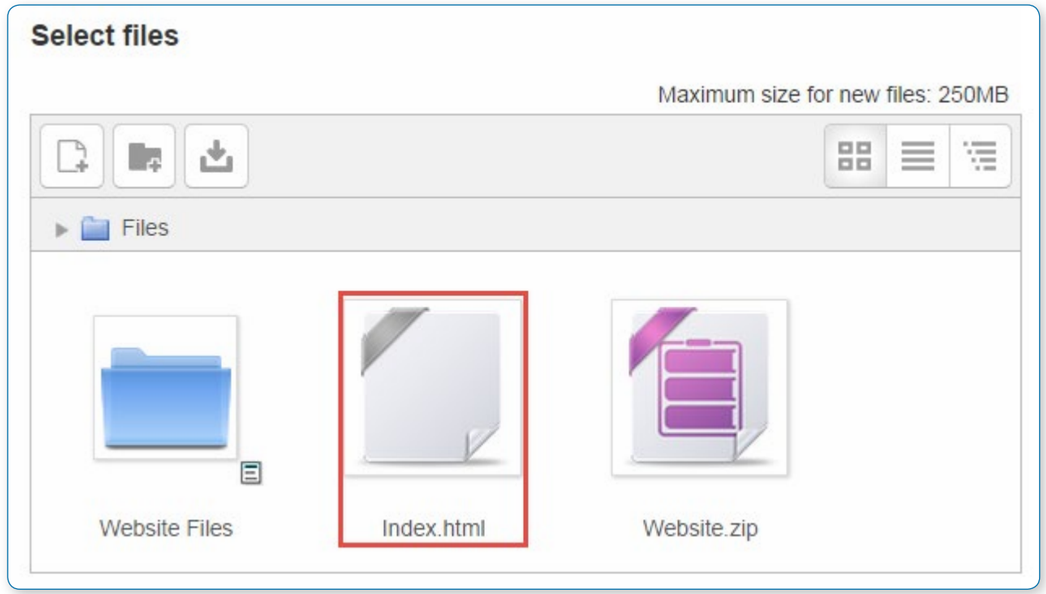
The file module may be used if you have a folder with linked files such as a website with an index.html file or a flash activity with xml/swf and index file.

Website index page set as main file

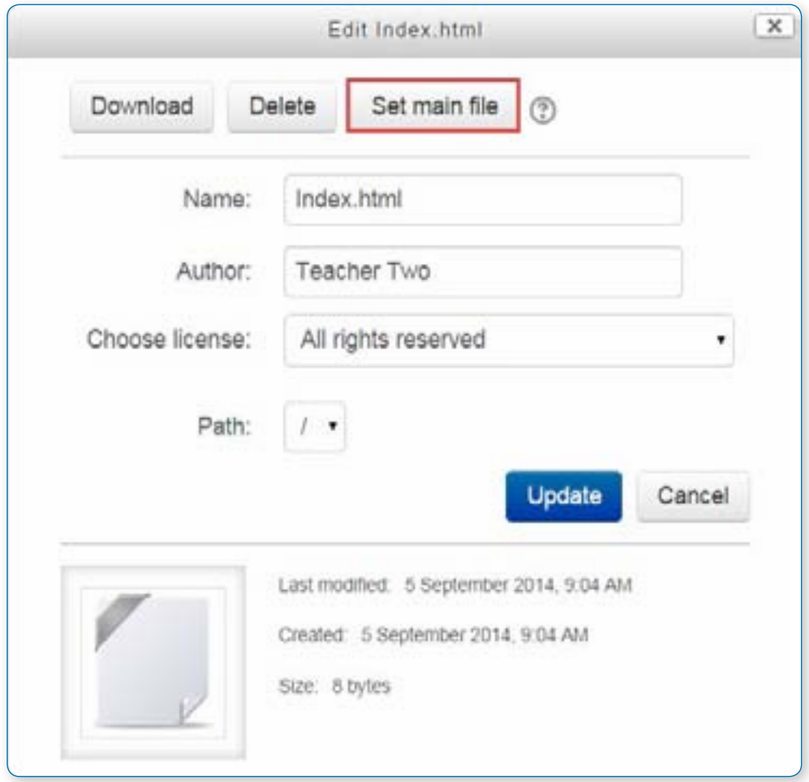
Click the 'Turn editing on' button at the top right of the course page

Drag and drop the zipped folder onto the course section where you'd like it to appear, answer 'Create file resource' to the popup dialogue, then click the upload button

Click the edit link then click on the zip file and unzip it



Click on the index.html file or the file you want to start displaying your linked files from then in the popup dialogue click the button 'Set main file'.

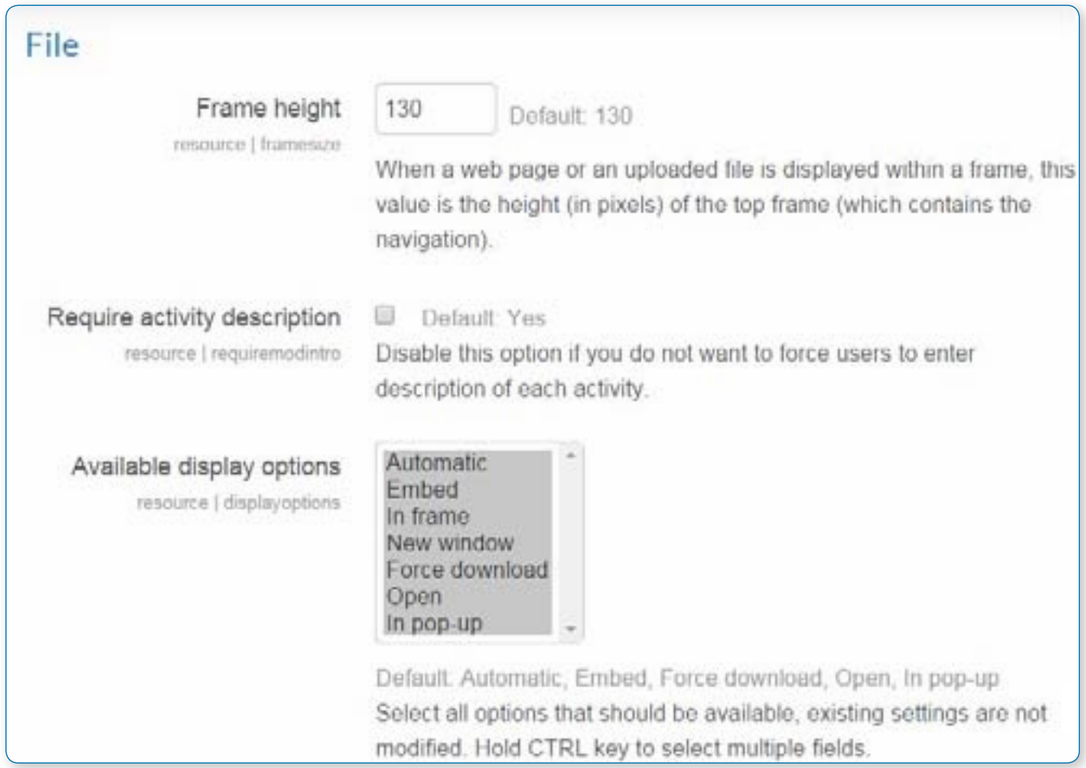


This ensures this file is the one that appears on the course page for students to click on. The main file is then indicated with a title in bold.

Click the button 'Save and display' at the bottom of the page.Site administration settings

Site administration settings

The file module has additional settings which may be changed by an administrator in Settings > Site administration > Plugins > Activity modules > File.



Frame height

Here you can specify the height of the top frame (containing the navigation) if you choose the "in frame" display option. Note: If your theme has a large header then the resource_framesize variable should be increased to prevent horizontal and vertical scrollbars.

Require activity description

This setting allows you to turn off the requirement for users to type something into the description box.

Available display options

This setting allows you to add different ways the resource may be displayed on the course page. By default Moodle doesn't enable "New window" or "In frame", so you need to set them available here if required, and you can also disable other options if not applicable.

Default values for activity settings

Here you can set the defaults for this resource. You can also choose which setting(s) to class as "Advanced". These settings will only then appear if the user clicks "Show More" in the settings.

Tutorial on how to Add an Activity or Resources

TOPIC 10 : FOLDER

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

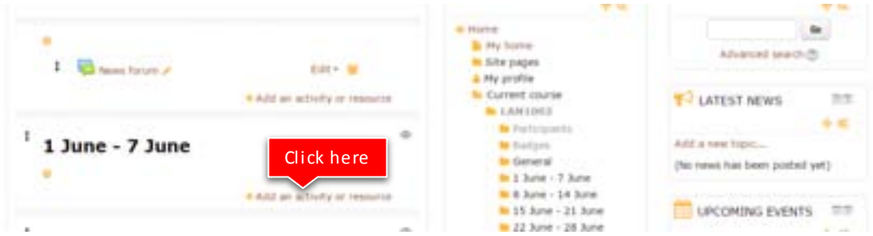


Figure 1.1

3) Choose a "Folder menu"

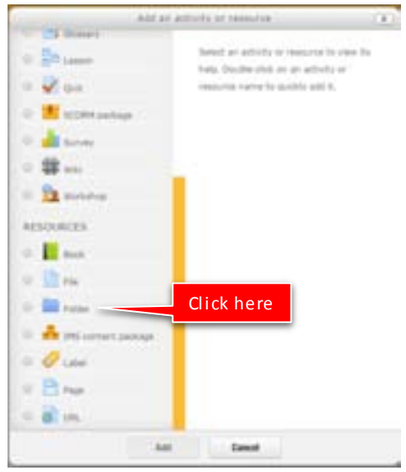
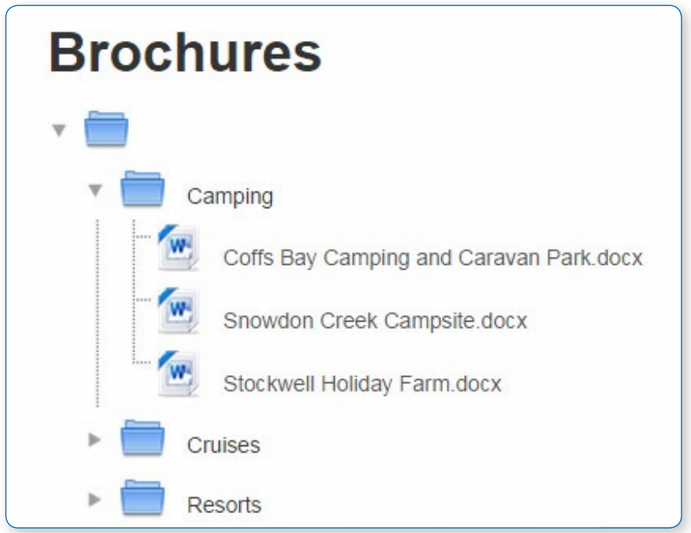


Figure 1.2

4) Click "Add" to add a Resources.

Folder resource



A folder allows a teacher to display several course resources together. The resources may be of different types and they may be uploaded in one go, as a zipped folder which is then unzipped, or they may be added one at a time to an empty folder on the course page.

Using a folder to display resources is neater than displaying files one by one in a list. It takes up less space on the course page.

The downside is that at present you are forced to download files stored in a folder resource. You cannot have (for example) a folder of pictures where the user can view the pictures in Moodle without a download.

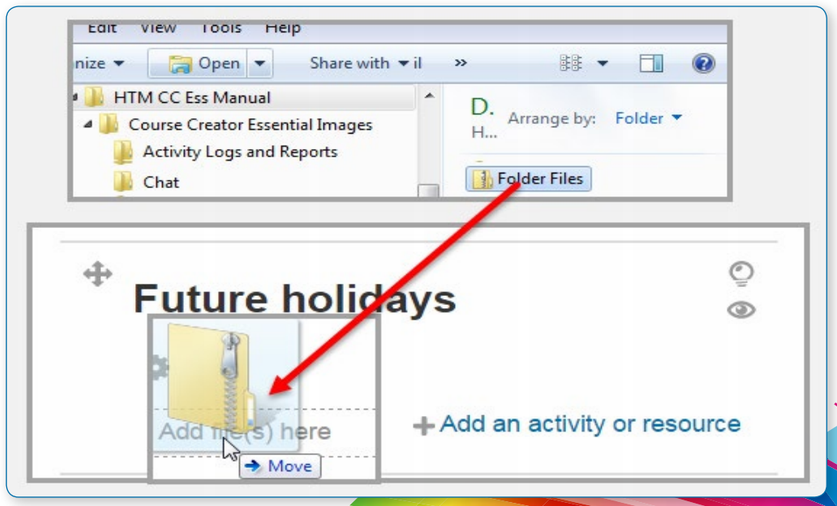
ADDING A FOLDER TO A COURSE

Note: *Folders you wish to upload to Moodle have to be "zipped" or "compressed" first. The way you do this depends on your computer and operating system.*

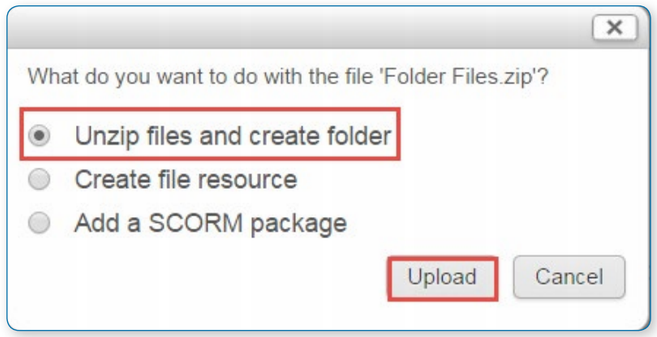
If you already have a folder of files you would like to display, there are two methods:

Quick method

Click the 'Turn editing on' button at the top right of the course page



Drag and drop the zip folder onto the course section where you'd like it to appear



Click the button of the action you would like to take with the folder (in our case, "Unzip") and click "Upload"

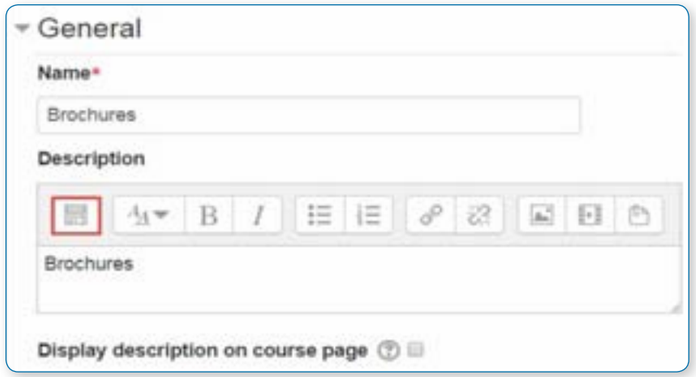
If necessary, edit the title of the folder by clicking the pencil icon

Longer method

Click the 'Turn editing on' button at the top right of the course page

Click 'Add an activity or resource' link, then in the activity chooser; select folder then click the "Add" button (or select folder from the "Add a resource" dropdown menu). All settings may expanded by clicking the "Expand all" link top right.

General



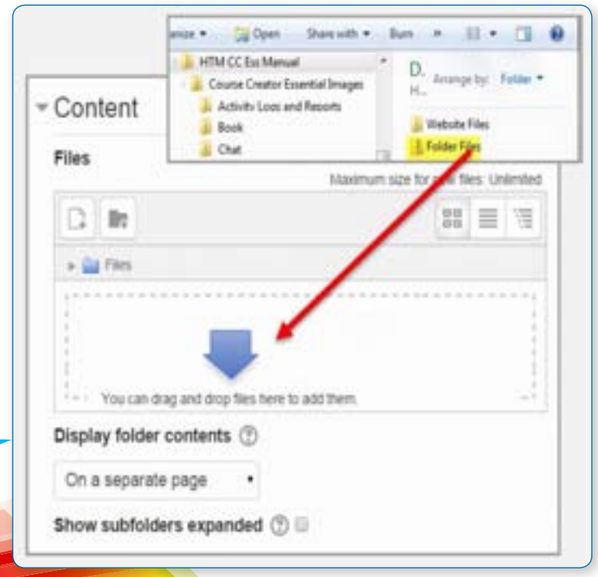
Add a descriptive name.

Enter a description (which may be required or optional according to the admin settings). Click the top left icon to display more toolbar buttons. Drag the bottom right of the text box out to expand it.

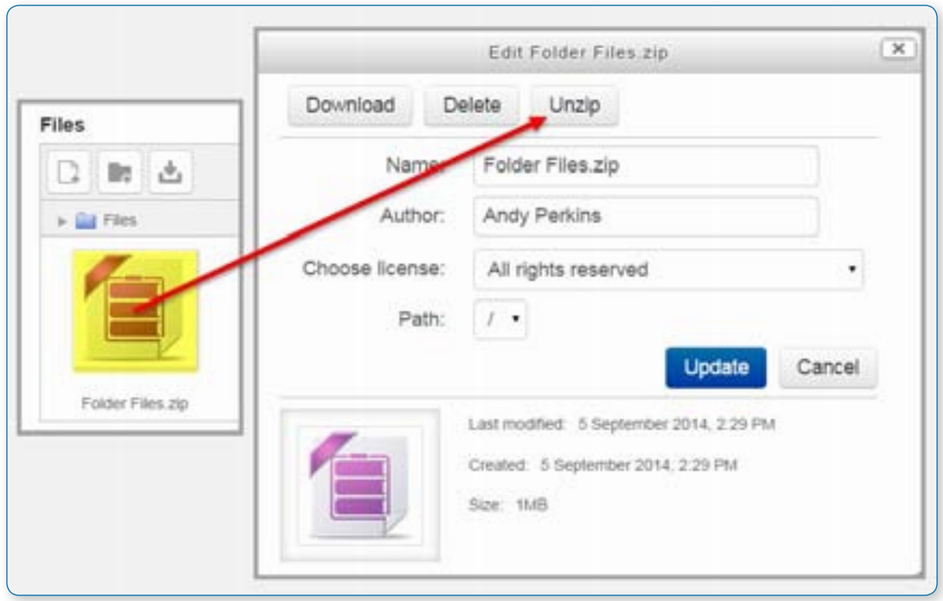
Ticking "Display description on course page" will show it just below the link to the folder.

Content - option 1

Drag and drop a zipped folder into the box with an arrow or click the Add button to open the File picker menu in order to choose a file from your computer or a repository.



When the folder thumbnail appears, click on it and select "Unzip":



Click the original (zipped) folder and click the "Delete" button to delete it if you wish

Select how you want to display your folder contents, your Common module settings and, if enabled, Conditional activities settings and Activity completion and click "Save and return to course"

Click the button 'Save and return to course' at the bottom of the pageCreating and uploading to a new folder

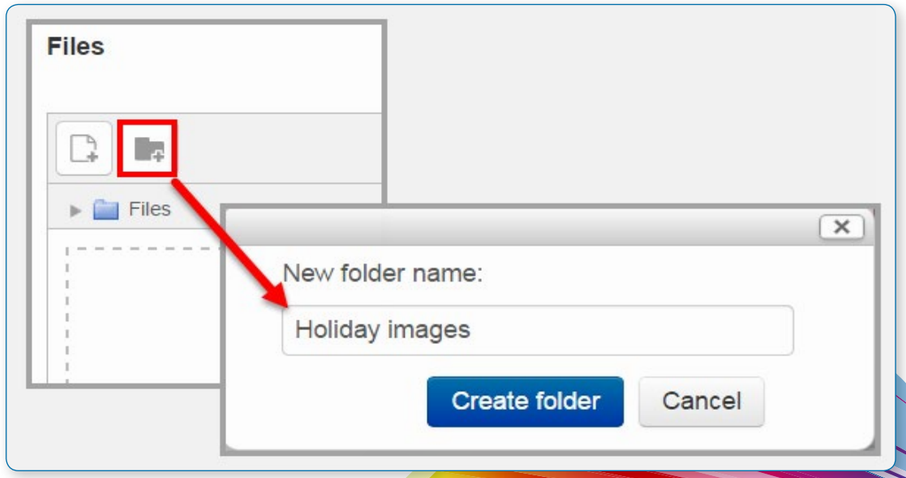
CREATING AND UPLOADING TO A NEW FOLDER

Use this method if you want to create a folder on your Moodle course and then upload files into it.

Click the 'Turn editing on' button at the top right of the course page. Click 'Add an activity or resource' link, then in the activity chooser; select folder then click the "Add" button (or select folder from the "Add a resource" dropdown menu)

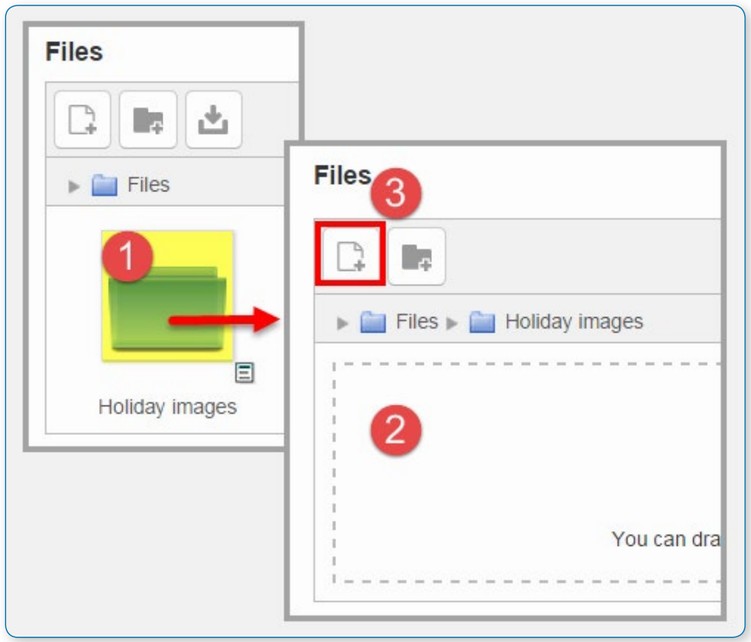
Enter a name and a description (which may be required or optional according to the admin settings)

Click the "Create folder" icon as shown below.



Choose a name for your new folder and then click "Create folder"

Click INTO the folder (1 below)



You can then add individual files into the folder:

- Either drag and drop the files individually into the box (2 on the left)
- Or click the "Add" (2 on the left) to upload files from the File picker

Choose how you want to display the folder contents.

Set the Common module settings and, if enabled, Conditional activities settings

Click "Save and return to course"

Tutorial on how to Add an Activity or Resources

TOPIC 11 : LABEL

1) Click “ Turn editing on ” to “ Turn editing off ” for editing any activity or resources page.
2) Click “ Add an activity or resource ” to add an activity or resources.

Figure 1.0

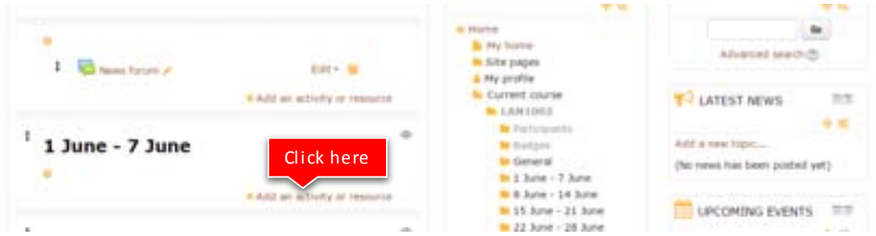


Figure 1.1

3) Choose a “Label menu”

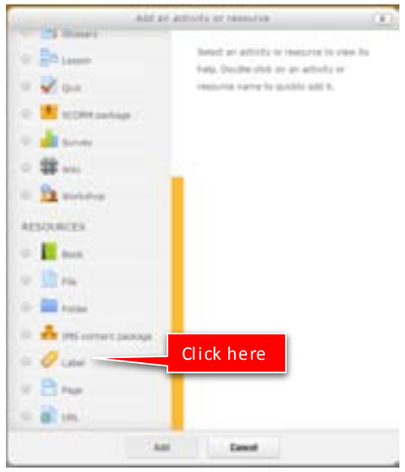


Figure 1.2

4) Click “ Add ” to add a Resources.

Label resource

A label serves as a spacer on a Moodle course page. It can be used to add text, images, multimedia or code in between other resources in the different sections. It is a very versatile resource and can help to improve the appearance of a course if used thoughtfully. Banners or descriptions may be added to labels to distinguish between and highlight different areas.

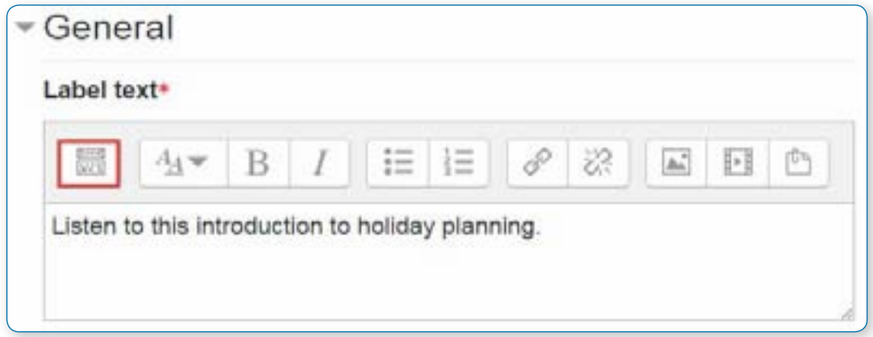
On the other hand, over-use of multimedia (sound, video) in labels can slow down the loading of a course page.

Example of a label with an embedded mp3 file

With the editing turned, choose Label from the “Add an activity or resource” link (or, if not present, the “Add a resource” drop down menu) in the section where you want to add the label. Click “Expand all” top right to see all the settings expanded.

General setting

Collapsed view of the editor. Click the top left icon to display more toolbar buttons. Drag bottom right corner to enlarge the editor



Type your chosen words or add your resources.

Note: Because the label has the text editor, it is possible not just to type words but also to add images, links, media or code from within the labels’ editor. See here for suggestions about using labels in your course.

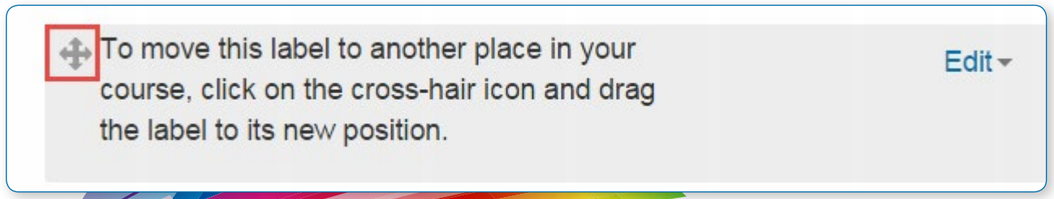
Common module settings

Leave Common Module settings as “show” for the label to be visible.

Restrict access/Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

Click “Save and return to course”.

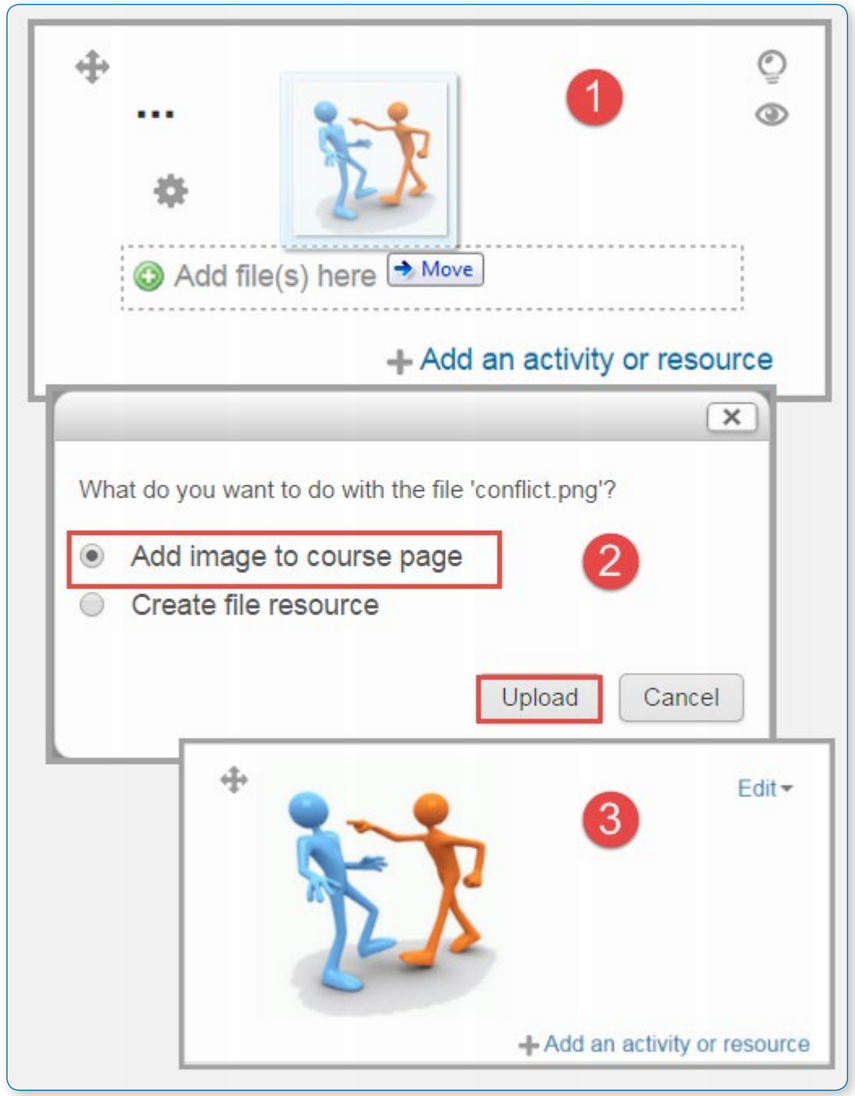


ADDING IMAGES TO A LABEL

Drag and drop images

Note: *this does not work with IE 9, Safari 6 or below or earlier versions of Firefox.*

Media drag and drop must be enabled in Administration > Site administration > Plugins > Activity modules > Label



With the editing turned on, drag your image into the section you want it to appear.

In the box that follows, choose "Add image to course page"

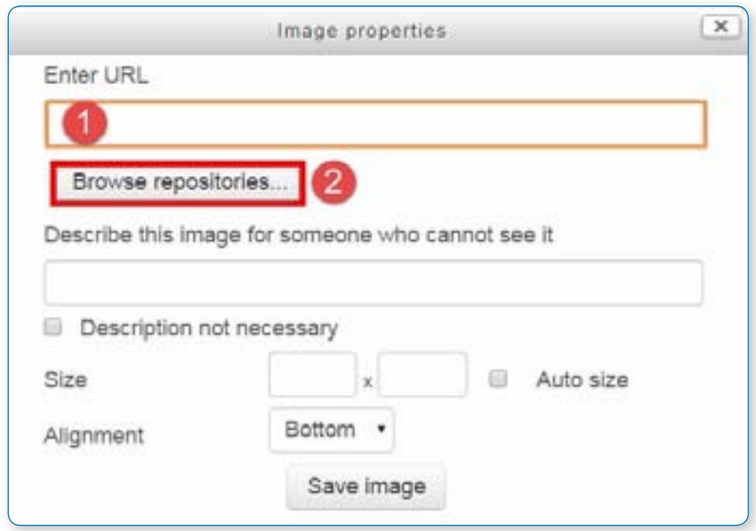
The image will appear embedded in a label.

Conventional method

Follow the instructions for adding a label. Click the image icon in the text editor.

In the Image Properties pop-up:

- Either enter a URL to the image (1)
- Or click "Browse" (2) to choose or upload your image using the filepicker.



Leave Common module settings at "show" if you wish the label to be visible

Click "Save and return to course"

ADDING TEXT TO A LABEL

Conventional method

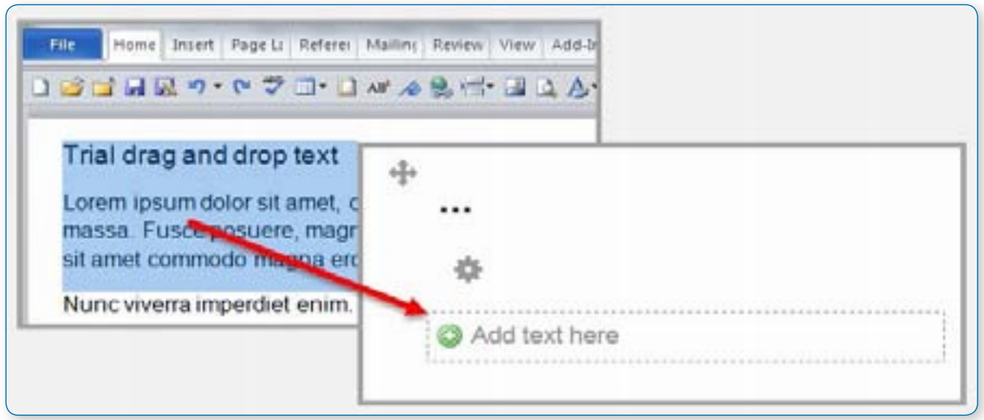
As the label uses the Text editor it is straightforward to enter text and other required symbols and equations. It is however possible also to drag and drop text directly into a label.

Drag and drop text

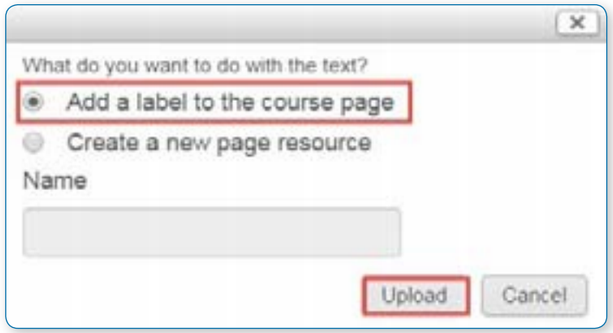
Note: *this does not work with IE, Safari 6 or below and is unreliable with Firefox.*

Drag and drop upload of text/links must be enabled in Administration > Site administration > Development > Experimental > Experimental settings

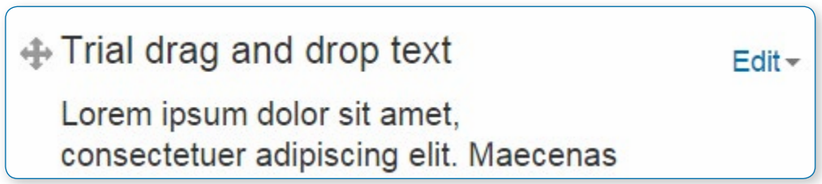
Select the text you wish to use, for example in a Word document. Turn editing on and drag the text over to the section you want it to appear.



From the box that appears, choose "Add a label to the course page" and then "Upload".



And the text appears in the label



ADDING A LINK TO A LABEL

Conventional method

As the label uses the Text editor it is straightforward to click the "link" icon and enter your linked URL. It is however possible also to drag and drop links directly into a label.

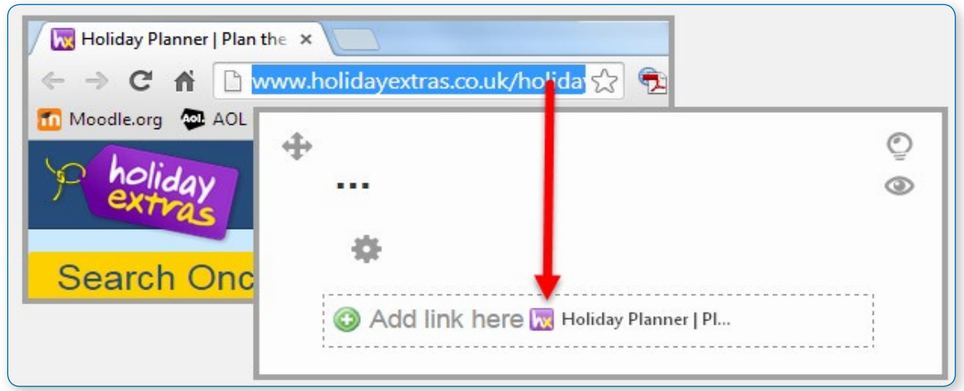
Drag and drop links

Note: *this does not work with IE, Safari 6 or below and is unreliable with Firefox*

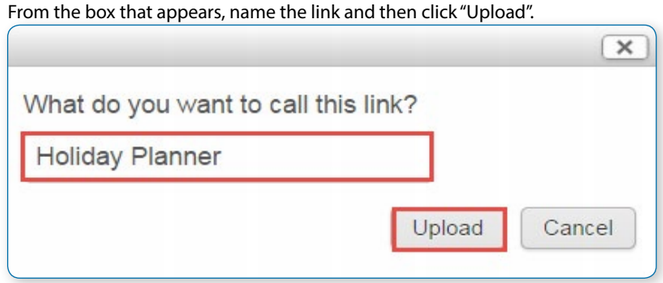
Drag and drop upload of text/links must be enabled in Administration > Site administration > Development > Experimental > Experimental settings

Open up a new window with the URL you wish to link to. Select the link in the browser bar.

With the editing turned on, drag the URL over to the section you want it to appear.



From the box that appears, name the link and then click "Upload".

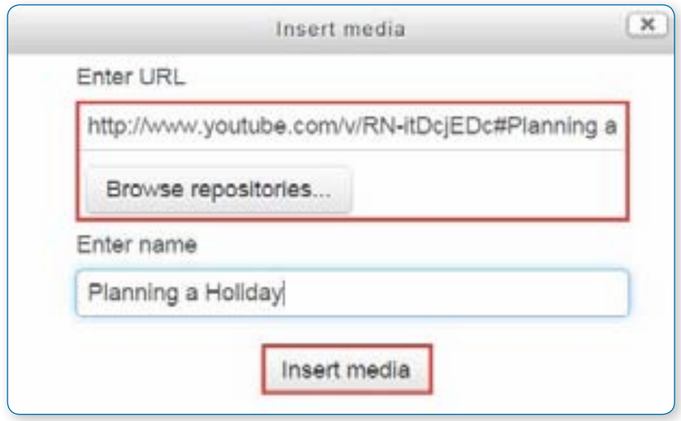


The named URL link appears in the label

ADDING SOUND OR VIDEO TO A LABEL

If multimedia filters are enabled, a label is a neat way of displaying sound or video in an inline player on the course page.

Follow the instructions for adding a label. Click the media icon in the text editor.



In the Insert media pop-up, either enter the sound or video file's URL, or select Brwose repositories and choose or upload the file with the Filepicker.

Enter a name to display and click Insert media

Note: *You can search YouTube for a video to embed if your admin has enabled the YouTube repository.*

Leave Common module settings at "show" if you wish the label to be visible.

Click "Save and return to course"

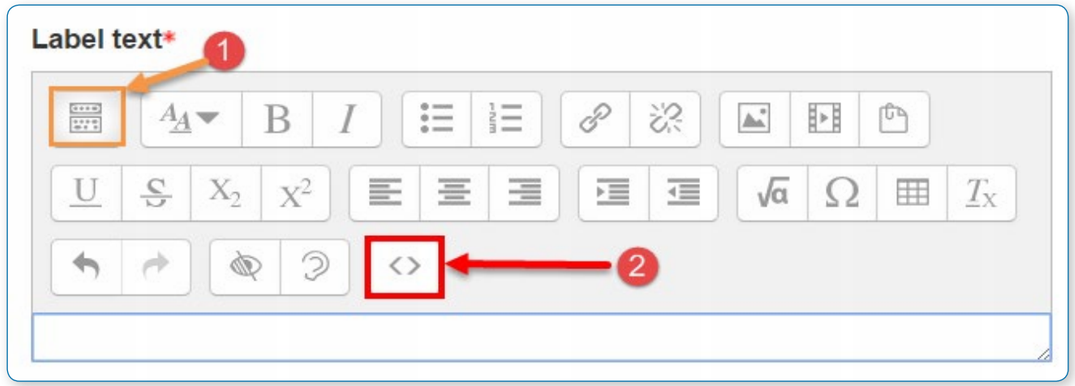
The video player is embedded in the label.

ADDING CODE TO A LABEL

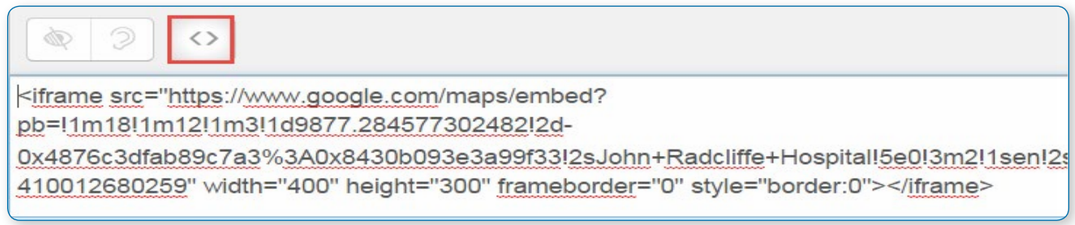
An example of this is the ability to embed a Google map into a label.

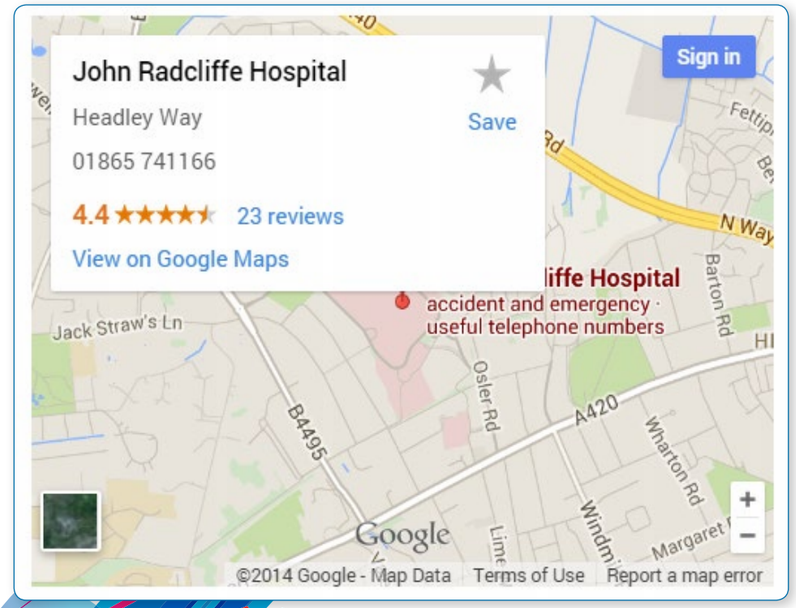
Follow the instructions for adding a label.

Click the text editor's top left icon (1) to show more toolbar buttons. In the text editor's expanded view, click the HTML icon (2 last of row three). This brings up the screen in code (HTML) view.



Paste the code you grabbed from Google maps into this screen. Then scroll down and click "Save and return to course"





Note: The success in adding code to a label depends both on the type of code and the permissions of the user.

Tutorial on how to Add an Activity or Resources

TOPIC 12 : PAGE

1) Click “ Turn editing on ” to “ Turn editing off ” for editing any activity or resources page.
2) Click “ Add an activity or resource ” to add an activity or resources.

Figure 1.0

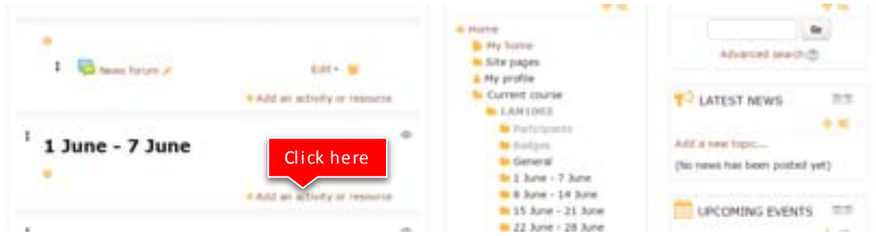


Figure 1.1

3) Choose a “Page menu”

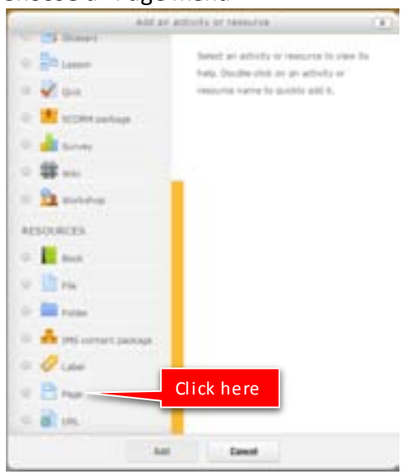


Figure 1.2

4) Click “ Add ” to add a Resources.

Page resource

A page resource creates a link to a screen that displays the content created by the teacher. The robust Text editor allows the page to display many different kinds of content such as plain text, images, audio, video, embedded code or a combination of all these.

ADDING A NEW PAGE TO YOUR COURSE

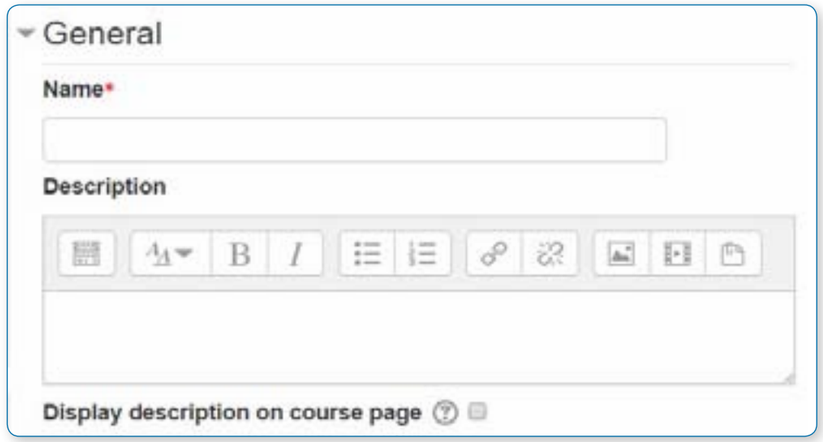
From the the “Add an activity or resource” link (or, if not present, the “Add a resource” drop down menu),choose Page

In the “Adding a new page” screen, complete it as follows:

General

Name

Whatever you type here will form the link learners click on to view the page so it is helpful to give it a name that suggests its purpose.



Description

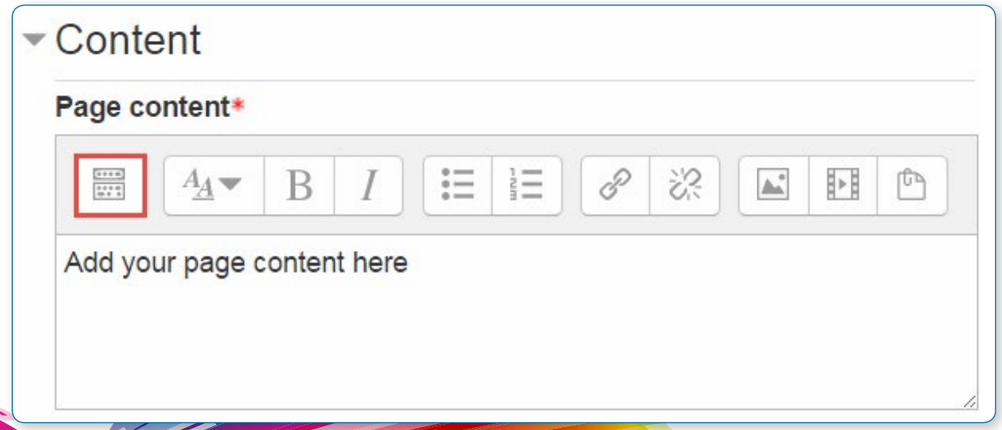
Add a description of your page here. Click “Show editing tools” to display the rich text editor, and drag the bottom right of the text box out to expand it.

Display description on the course page

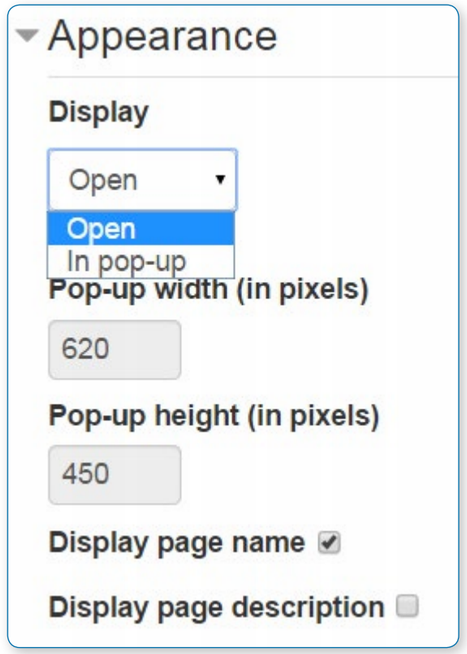
If this box is ticked, the description will appear on the course page just below the name of the page.

Content

Add your page content here. Click the top left icon to show moore toolbar buttons. Drag the bottom right corner to expand the display. Use the Text editor to add media, images, links and more.



Appearance



To have both the Open and Pop-up display options, the administrator must allow this at Administration>Site administration>Plugins>Activity modules>Page.

If pop-up is chosen, you can select the width and height of the pop-up window.

Choose here whether or not to display the page name and description along with the page content when a user clicks on the page.

Common module settings

See Common module settings

Restrict access/Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

SITE ADMINISTRATION SETTINGS

The page module has additional settings which may be changed by an administrator in Administration > Site administration > Plugins > Activity modules > Page.

Require activity description

This setting allows you to turn off the requirement for users to type something into the description box.

Available display options

This setting allows you to add different ways the resource may be displayed on the course page.

Default values for activity settings

Here you can set the defaults for this resource. You can also choose which setting(s) to class as "Advanced". These settings will only then appear if the user clicks "Show advanced" in the settings.

WHY A PAGE AND NOT A FILE?

Opens seamlessly - no clunky attempts to launch third party software (e.g. Microsoft Word) which some users may not be able to access.

Can be accessed by mobile devices e.g. smartphones (again, not all smartphones can handle word-processed documents)

Much easier for the Teacher to edit (i.e. saves time)

Much more accessible, and readily configurable for reading (easier to resize text, change colours, etc, in the web browser)

Can contain links - e.g. to files, to web pages, or to Glossary entries

Use a page if:

The document doesn't need to be printed

You need to update it fairly often

You don't need to impose strict control over the way it looks (for accessibility reasons you should, if educationally appropriate, avoid taking control)

Your students may need to refer to it (on their smartphone for example) frequently for reference e.g. timetable, schedule, tutorial groups, reading list.

HOW TO CREATE A PAGE

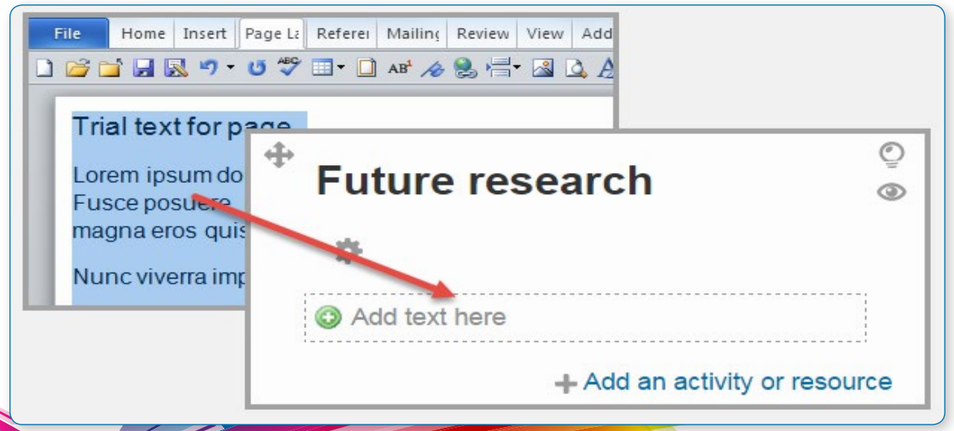
Typing directly into the Editor

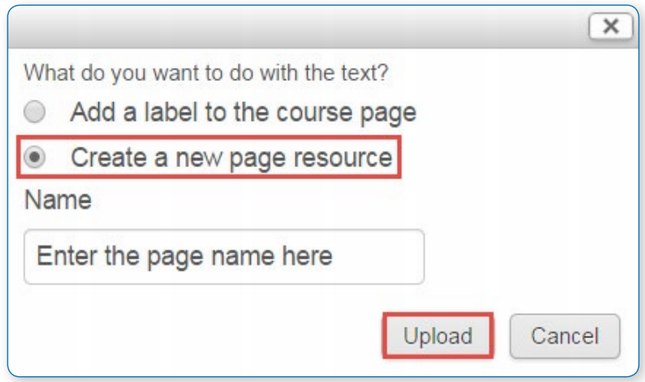
See Adding a page to your course > Content.

Drag and drop text into a page

Note: *this does not work with IE, Safari 6 or below and is unreliable with Firefox. Drag and drop upload of text/links must be enabled in Administration > Site administration > Development > Experimental > Experimental settings*

Select the text you wish to use, for example in a Word document. With the editing turned on, drag the text over to the section you want it to appear.



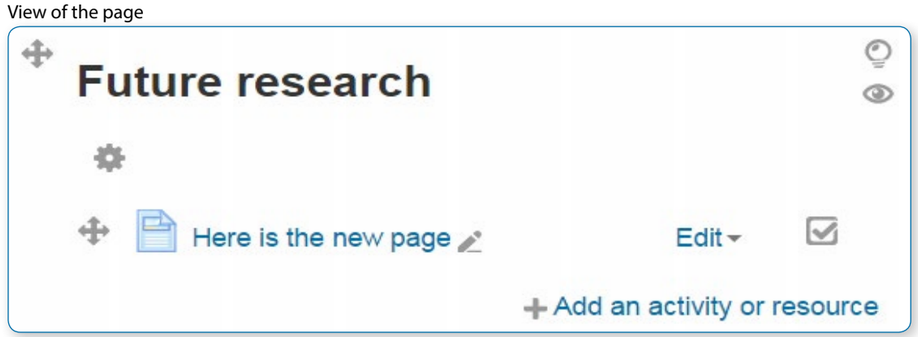


In the pop-up box that appears, choose "Create a new page resource"

Enter the page name.

Click "Upload", and the page is created

View of the page



Pasting from another document

To safeguard against unpredictable, ugly, and inaccessible results, it's important to take some easy extra steps when pasting word processed and other text into web authoring software including Moodle.

Open the document containing the text you want to paste into your new Page, and copy that text ready to paste.

When you are ready to paste the content into Moodle, you have two options:

Keeping the original formatting

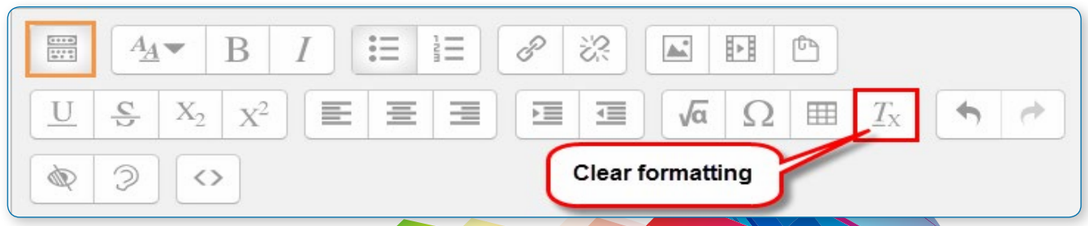
• Click into the Moodle page and press your keyboard's Control + V keys to paste what you copied.

Stripping out the formatting

Copy the text ready to paste and:

• Click into the Moodle page and press your keyboard's Control + V keys to paste what you copied.

• Hightlied the pasted text and click the "Clear formatting" icon in the Text editor's third row. If it isn't visible, click the text editors top left icon to show the extra toolbar buttons.



Tutorial on how to Add an Activity or Resources

TOPIC 13 : URL

1) Click "Turn editing on" to "Turn editing off" for editing any activity or resources page.
2) Click "Add an activity or resource" to add an activity or resources.

Figure 1.0

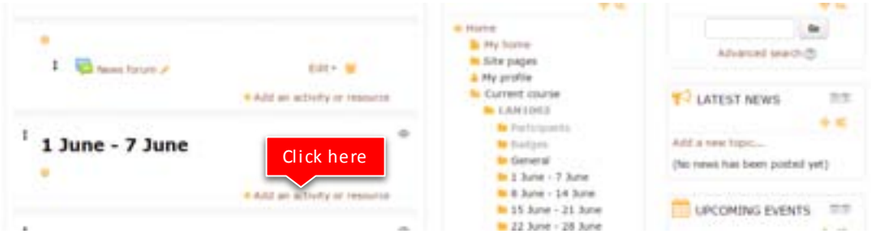


Figure 1.1

3) Choose a "URL menu"

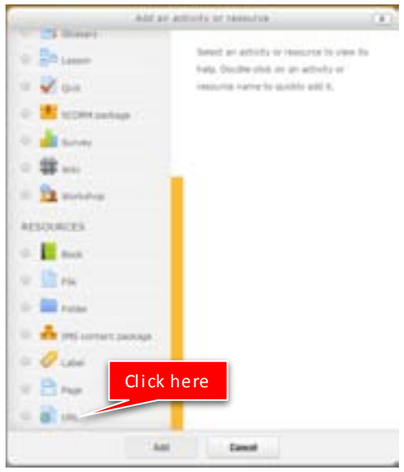


Figure 1.2

4) Click "Add" to add a Resources.

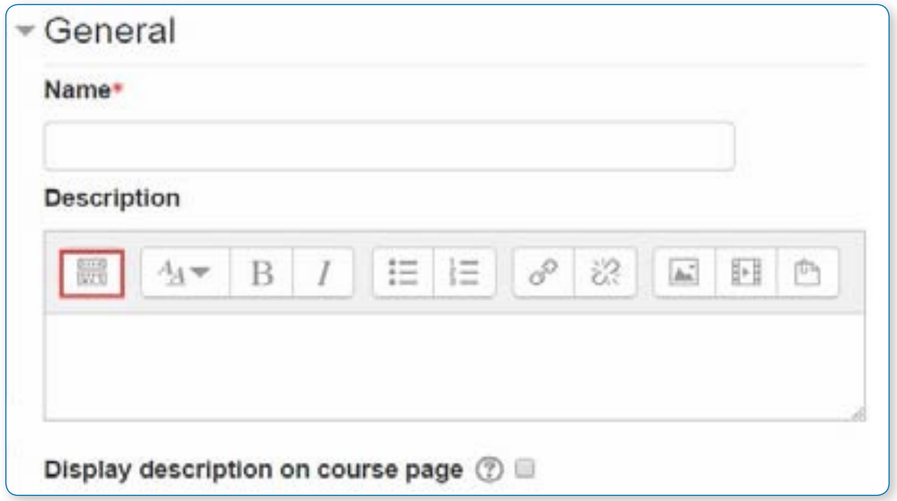
URL resource

ADDING A URL RESOURCE TO YOUR COURSE

Turn editing on.

From the "Add an activity or resource" link (or, if not present, the "Add a resource" drop down menu), choose URL. All settings may expanded by clicking the "Expand all" link top right.

General



Name

Whatever you type here will form the link learners click on to view the URL so it is helpful to give it a name that suggests its purpose.

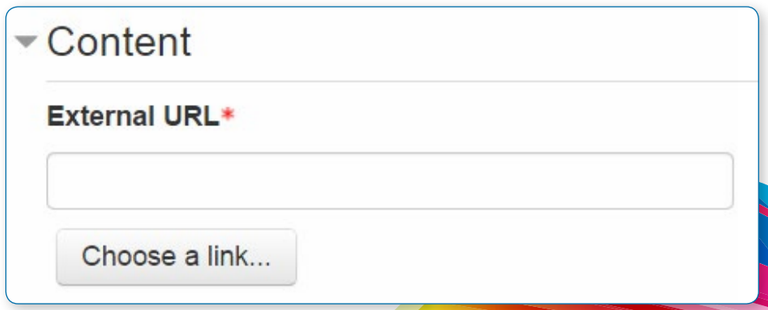
Description

Add a description of your page here. Click the top left icon to reveal more toolbar buttons. Drag the bottom right of the text box out to expand it.

Display description on the course page

If this box is ticked, the description will appear on the course page just below the name of the URL.

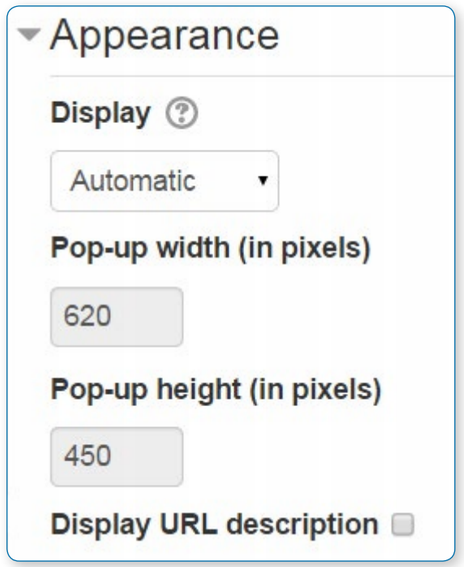
Content



If you know the URL, enter it in the external URL field.

Or click the "Choose a link" button to open the file picker and choose a URL for YouTube, Picasa etc (depending on which repositories are enabled for the site).

Appearance



Display

- Automatic - Make the best guess at what should happen (probably what is wanted 99% of the time).
- Embed - Show the Moodle page with heading, blocks and footer. Show the title/description of the item and display the file directly in the page as well
- Open - No Moodle heading, blocks, footer or description - just show the file in the web browser (e.g. shows image, PDF, flash animation, taking up the whole browser window)
- In pop-up - Same as 'Open', but opens a new browser window to show this file (without the Moodle heading, blocks, etc) - this browser window also does not have all the menus and address bar in it.

The above options are the default display options.

Tip: Additional display options may be enabled by an administrator in Site administration > Plugins > Activity modules > URL.

Pop-up width/height

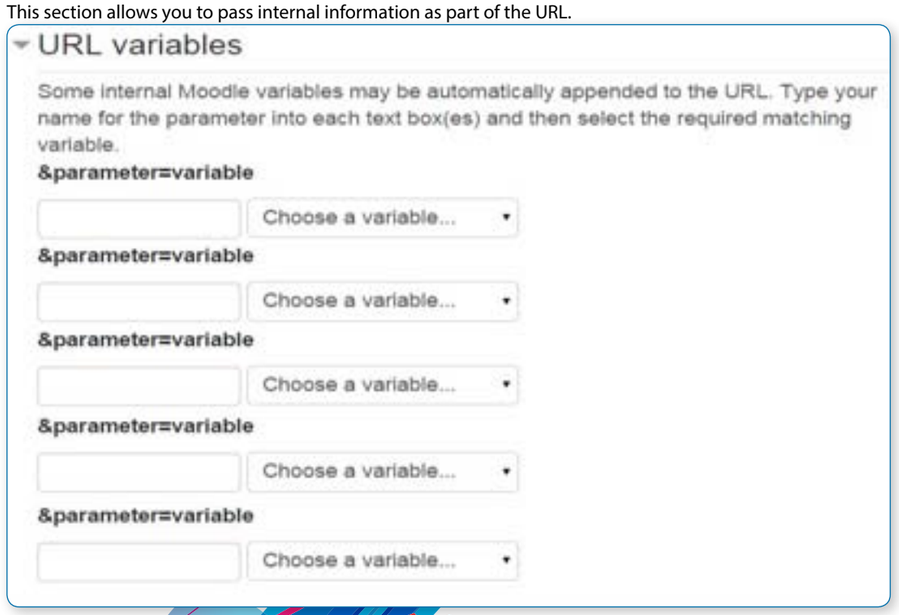
If your URL is to be displayed in a pop-up, specify the width and height here.

Display URL description

To show the resource description when clicking to access the URL, tick the checkbox.

URL variables

This section allows you to pass internal information as part of the URL.



This is useful if the URL is actually an interactive web page that takes parameters, and you want to pass something like the name of the current user, for example.

Common module settings

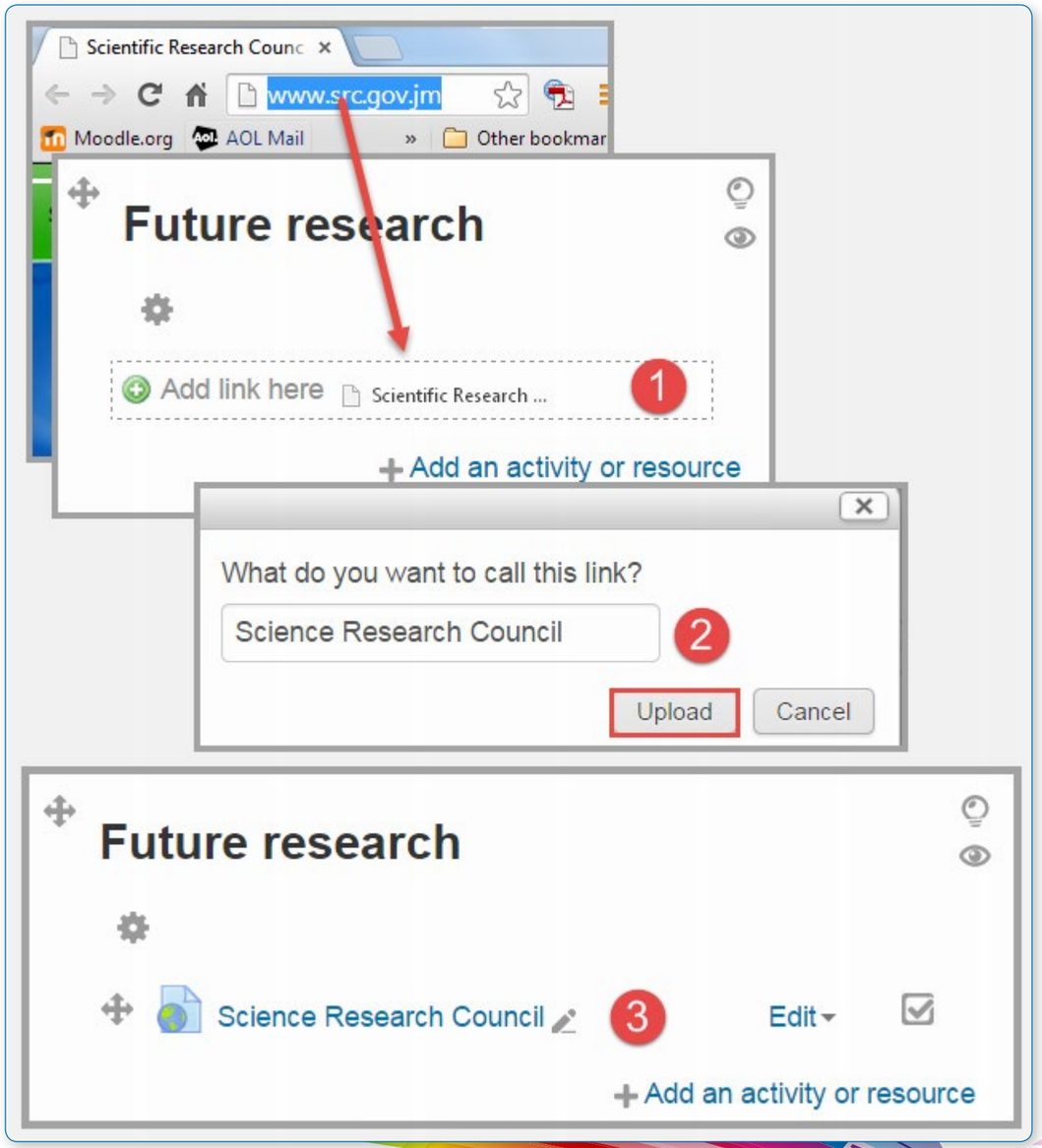
See Common module settings

Restrict access/Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

Drag and Drop a URL

If an administrator has enabled the experimental feature 'Drag and drop upload of text/links' in Settings > Site administration > Development > Experimental > Experimental settings, a link can be dragged into a section of the course and given a name, as shown in the images below.



Site administration settings

The URL module has additional settings which may be changed by an administrator in Administration > Site administration > Plugins > Activity modules > URL.

Frame height

Here you can specify the height of the top frame (containing the navigation) if you choose the "in frame" display option. Note: If your theme has a large header then the height should be increased to prevent horizontal and vertical scrollbars.

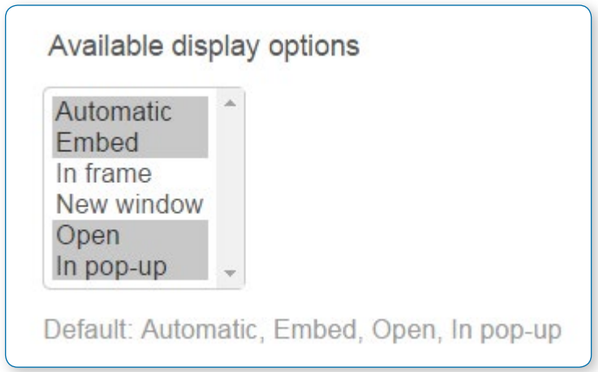
Require activity description

This setting allows you to turn off the requirement for users to type something into the description box.

Password

Here you can add a password that will connect your users to a secure site.

Available display options



This setting allows you to add different ways the resource may be displayed on the course page. There are a number of defaults but you can add or change them here. Other display options are:

- In frame - show the Moodle heading and the file description, with the file displayed in a resizeable area below
- New window - very much like 'in pop-up', but the new window is a full browser window, with menus and address bar, etc.

Default values for activity settings

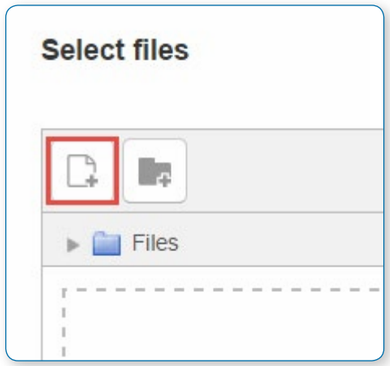
Here you can set the defaults for this resource. You can also choose which setting(s) to class as "Advanced". These settings will only then appear if the user clicks "Show advanced" in the settings.

File Picker

TOPIC 14 : FILE PICKER

The file picker enables files to be selected and displayed in Moodle - for example, when an editing teacher clicks Add an activity or resource > File, or when a forum participant adds an attachment to a post.

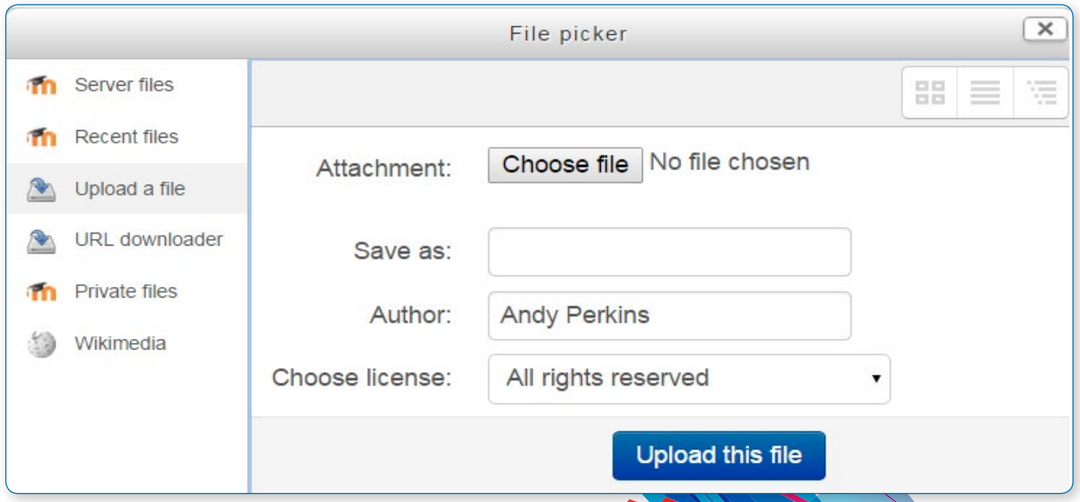
Usually the file is copied into Moodle from wherever you have chosen it from (e.g. a repository or your computer), though for some repositories, such as the YouTube videos repository, a link is created, and in some situations an alias or shortcut may be created.



An "add" button appears which is clicked on to access the file picker.

Getting files from the file picker

When the file picker screen appears, a number of links are listed down the side. These are links to Repositories which hold files you might want to use. There is also a link Upload a file which you would click on to add a file yourself from your computer.



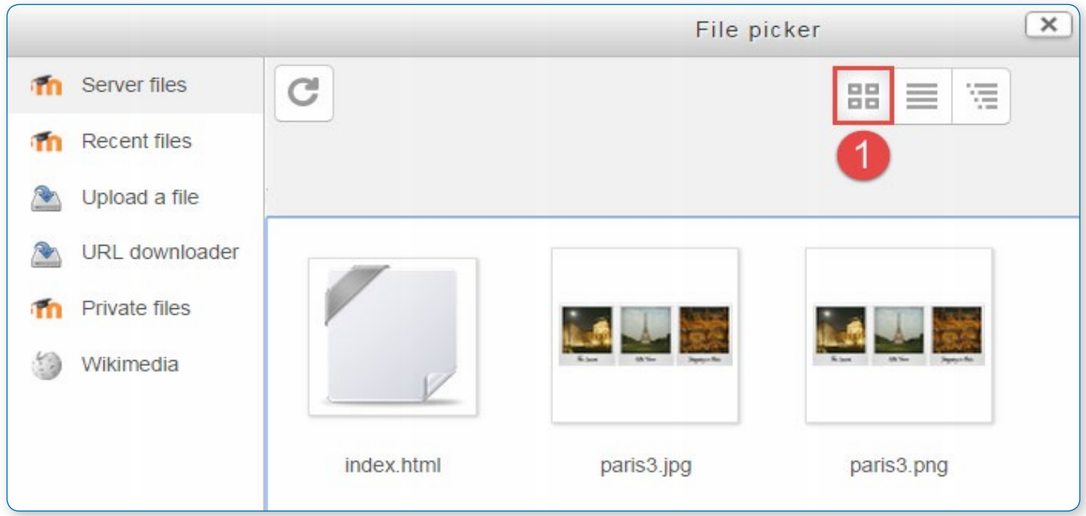
Which repositories are included depends on which ones have been enabled by the administrator and also the context in which you access the file picker. For example, if you have reached the file picker by clicking on the media icon in the text editor, you might see the Youtube videos repository link. If you have reached the file picker by clicking on the image icon in the text editor, you might see the Flickr repository repository link. The order in which repositories are listed in the file picker is set by an administrator in Settings > Site administration > Plugins > Repositories > Manage repositories.

Viewing files in the file picker

There are three ways to view files in the File picker, depending on your personal preference.

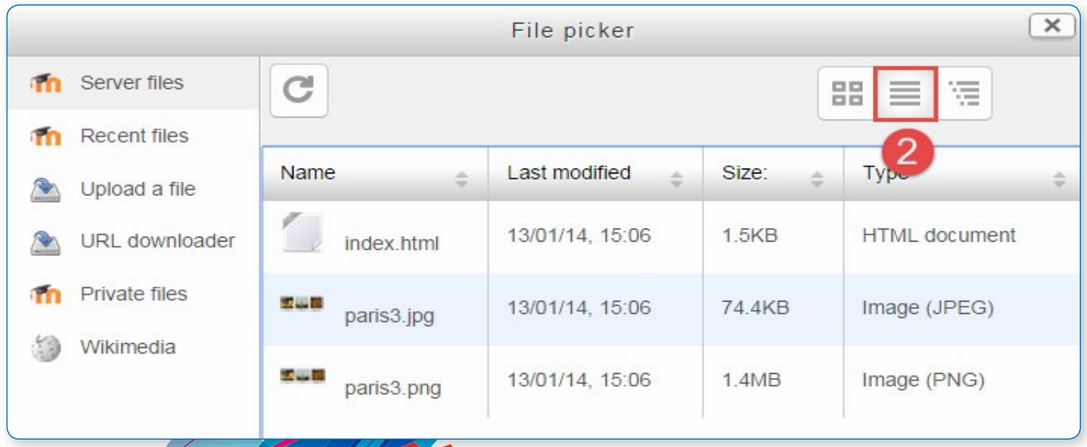
View as icons

This shows the files as easily identifiable thumbnails:



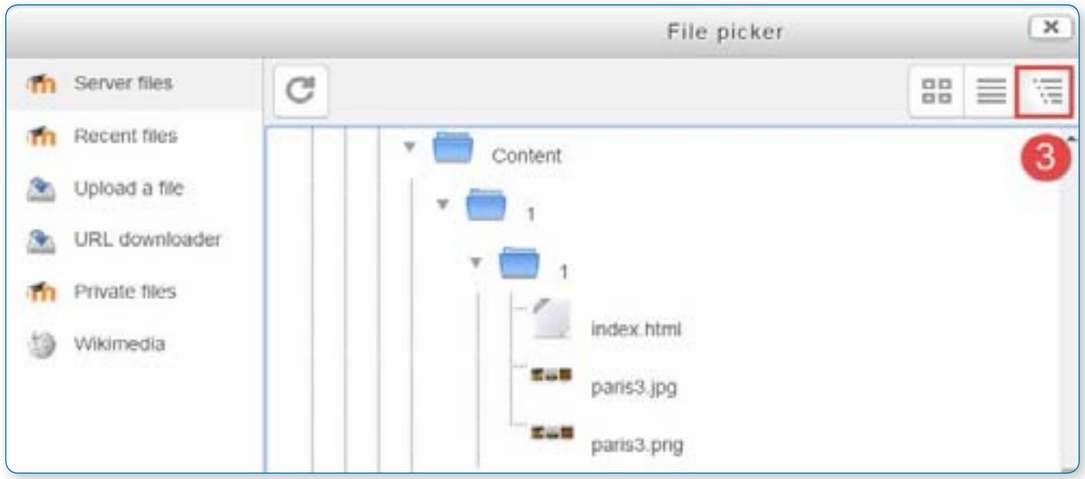
View as table

This shows the files with details such as licence, date uploaded, size etc:



View as a list

This shows the files in a hierarchical list:



The text editor

TOPIC 15 : THE TEXT EDITOR

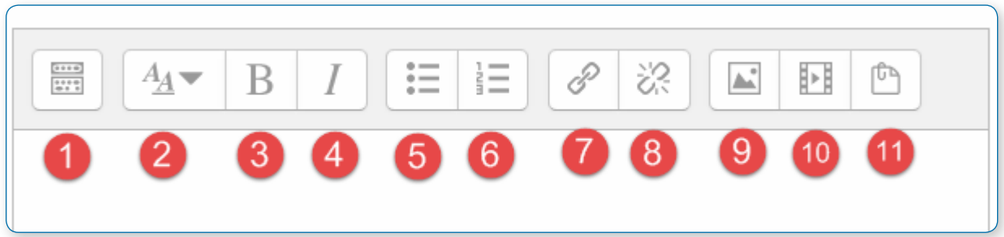
The text editor (sometimes referred to as the 'HTML editor' has many icons to assist the user in entering content. Many of these icons and functions should be familiar to anyone who uses a word processor. Some examples of where you will see the text editor include: Editing Section headings, description of an activity, writing an answer to a quiz question or editing the content of many blocks. The default text editor in Moodle is the Atto editor, built specifically for Moodle. There is also a version of the TinyMCE editor and a plain text editor.

Text editors can be enabled, disabled or a different one set to default from Administration > Site administration > Plugins > Text editors > Manage editors. The order of priority may also be specified here.

An individual user can select an editor in their profile from Administration > My Profile settings > Edit profile. Collapsing and expanding the editor

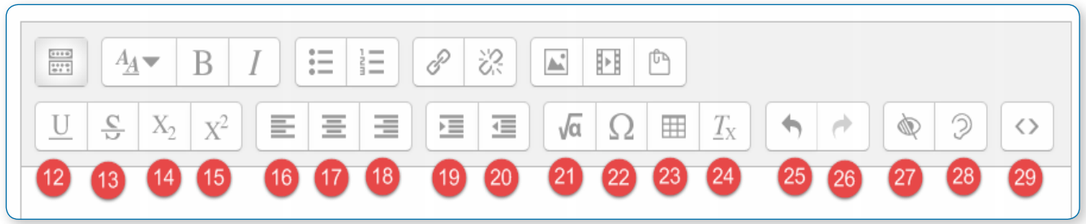
Atto HTML editor

Row 1



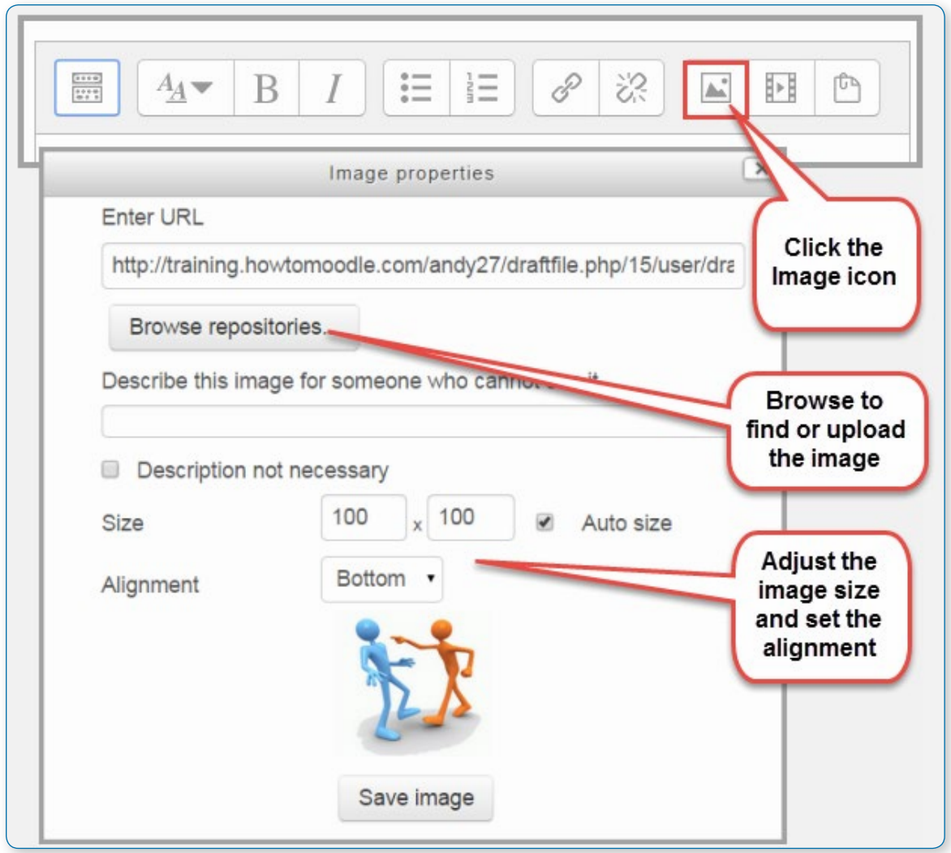
1 Expand	2 Style	3 Bold	4 Italic	5 Bulleted list	6 Numbered list
7 Add link	8 Unlink	9 Add image	10 Add media	11 Manage embeded files	

Row 2

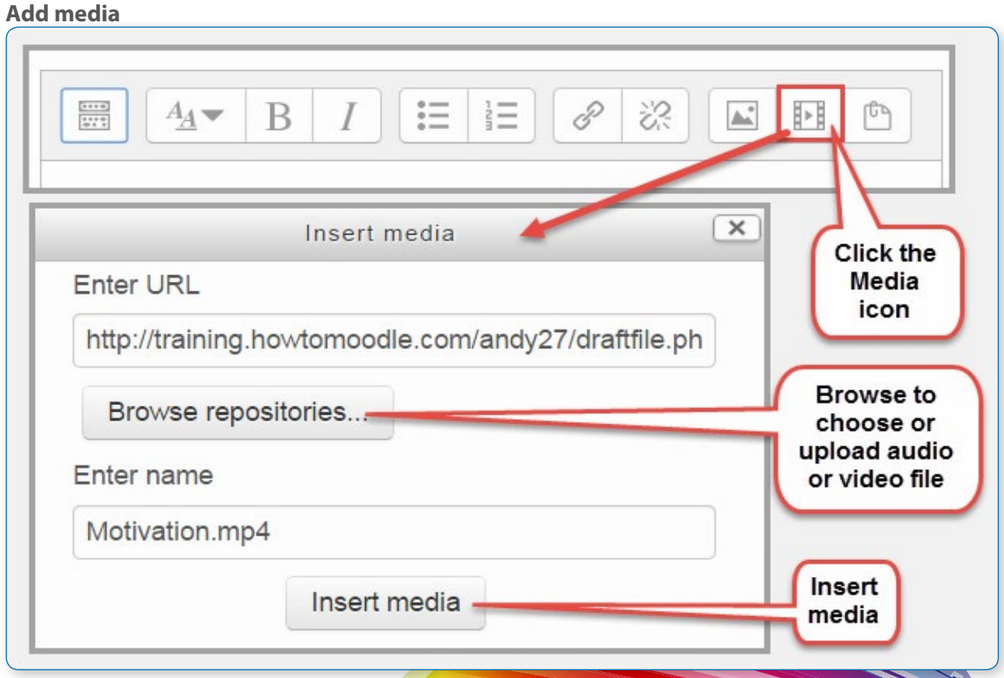


1 Underline	2 Strikethrough	3 Subscript	4 Superscript	5 Align left	6 Align centre
7 Align right	8 Increase indent	9 Decrease indent	10 Equation editor	11 Special character	12 Table
13 Clear formatting	14 Undo/redo	15 Undo/redo	16 Accessibility checker	17 Screenreader helper	18 HTML/code view

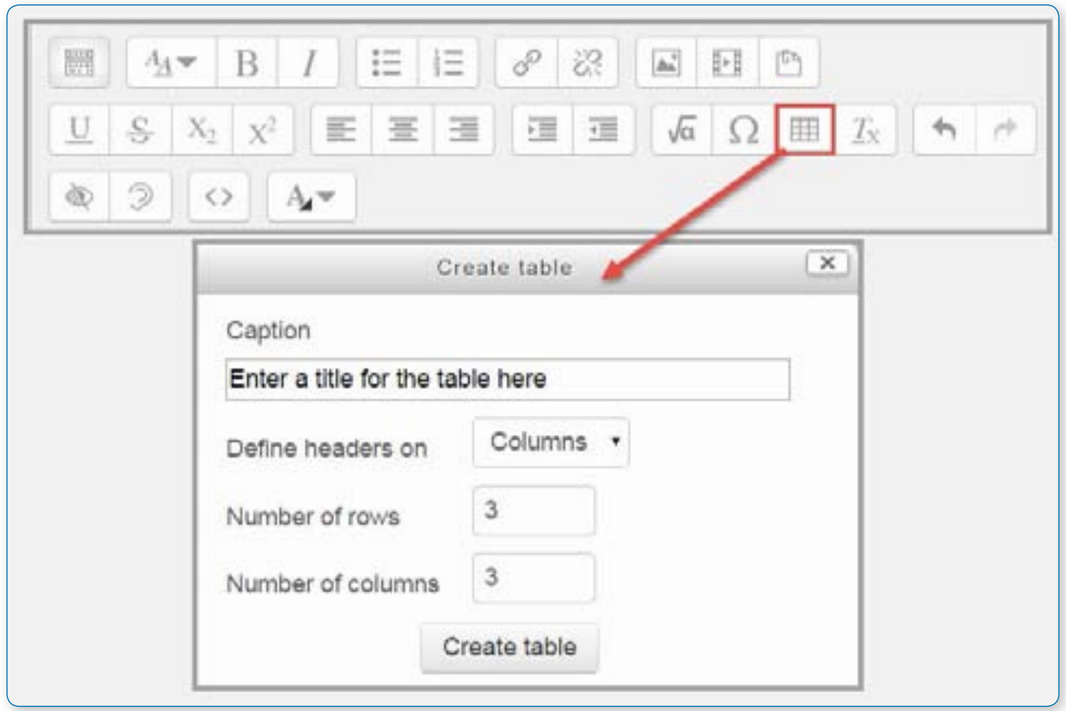
Add an image

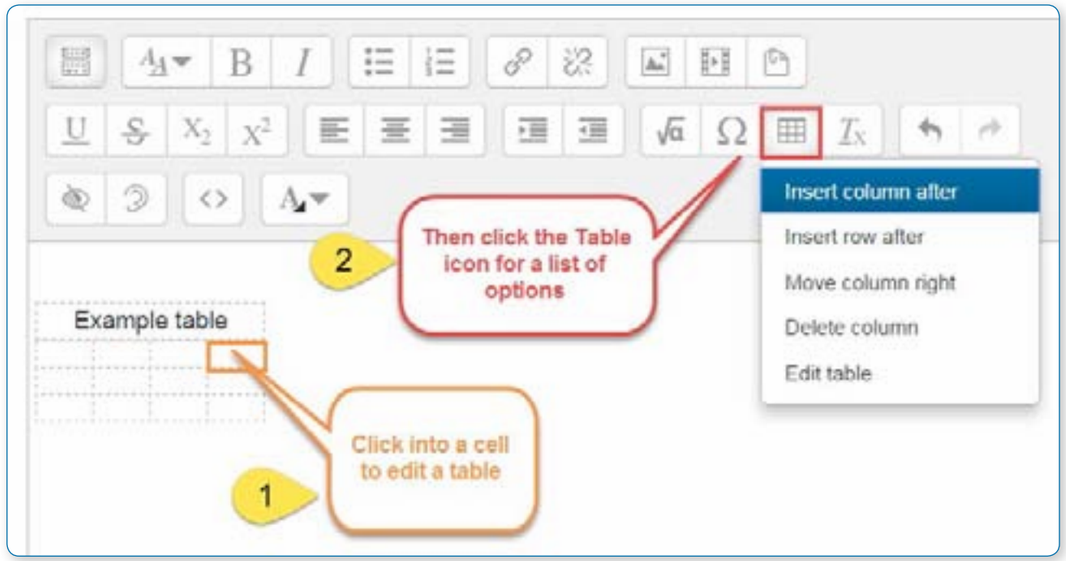


Add media



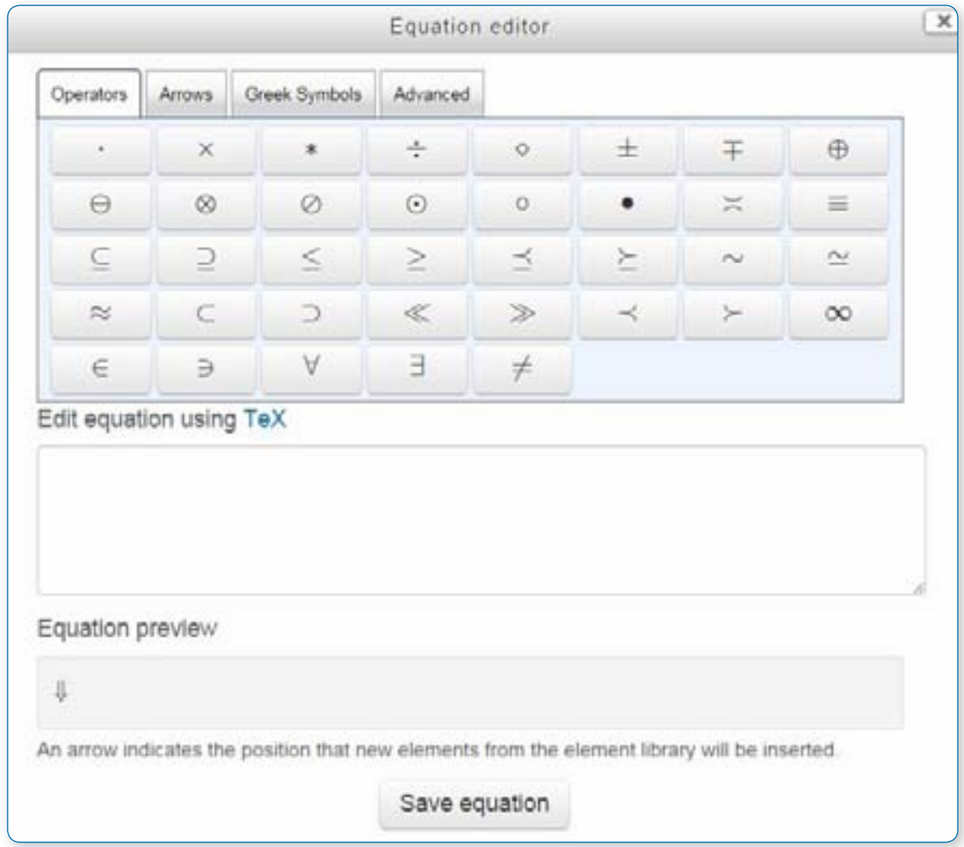
Create a table





Equation editor

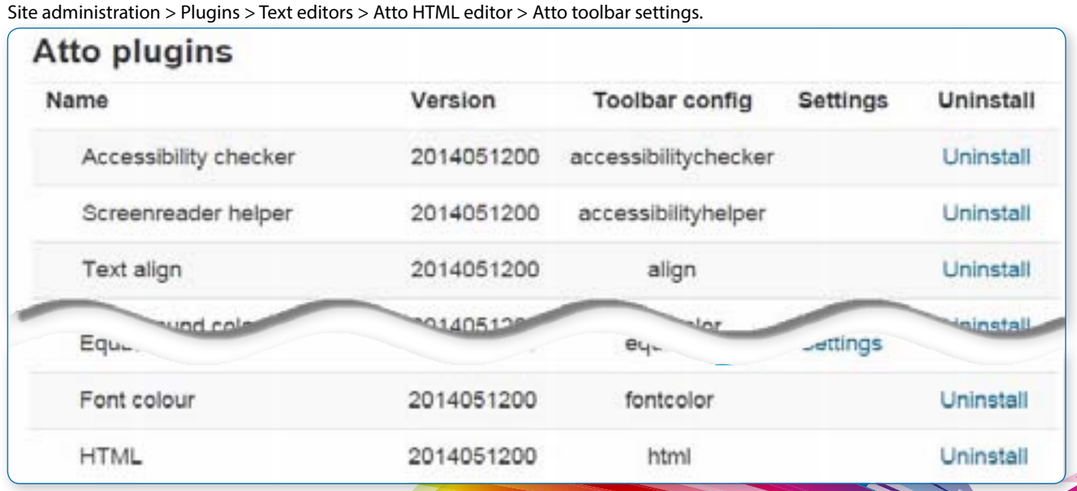
If either the MathJax or the TeX notation filters are enabled (in Administration > Site administration > Plugins > Filters > Manage filters) then an equation editor button is provided in the toolbar for launching the equation editor.



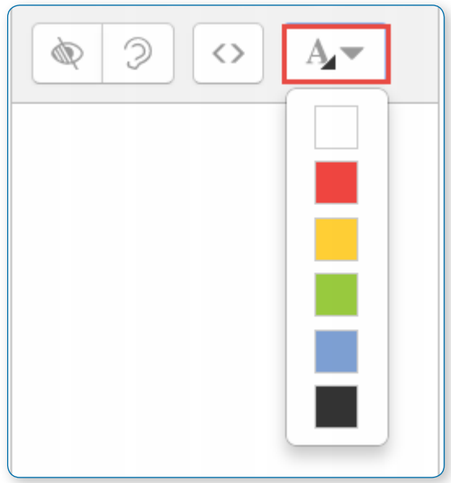
Site administration settings

Toolbar settings

The administrator can specify which plugins to display and in which order from Administration > Site administration > Plugins > Text editors > Atto HTML editor > Atto toolbar settings.



Extra plugins from the list (for example 'Font color' or 'Emoticon') may be added by typing the toolbarconfig term into the toolbar config table.



Here for example are the available colours when 'fontcolor = fontcolor' is added to the table

The icons are displayed in related groups and the administrator can decide how many groups to display in the default collapsed state of the toolbar (that is, how many groups to display on Row 1).

Non default Atto plugins

Not all plugins are enabled by default and the administrator of each site should give careful thought as to which plugins they choose to enable for their users. Here are some things to consider before enabling the non-default plugins:

Background colour / Font colour

While these are very popular plugins, there are downsides to enabling their use on a site. Firstly - user specified colours may conflict visually with the site colours chosen by the theme designer. Even if the colours of the content does not conflict with the colours of the current theme, if the theme is changed in future, or the content is reused on a different site conflicts may be introduced. There are 2 possible types of conflicts, the first is just a visually unappealing combination of colours, the second is a combination of colours that may produce text that is hard to read for some people. It is preferable if the theme designer uses some interesting colours that meet the accessibility standards required for the site in the theme for the site, and the person creating the content simply uses the proper heading levels (for example) to make use of those styles.

Emoticons

The emoticon plugin inserts text representations of the emoticons in the content. The emoticon filter is responsible for converting these text sequences into proper smiley images. The emoticon filter is not enabled by default, which is why the emoticon plugin for Atto is not enabled by default.

No-auto link

In general, the more plugins are added to the Atto toolbar, the harder it becomes to find specific plugins. Because the no-auto link plugin is not felt to be widely used it is not enabled by default.

Right to left

Because this plugin is only useful for courses where text needs to be written in a mixture of both "left to right" and "right to left" languages, it is not enabled by default.

Moodle plugins directory

There are more plugins available for Atto than just those included in a default install. See the Moodle plugins directory for additional plugins.

Equation editor settings

Equation editor commands may be removed, added or reordered in Administration > Site administration > Plugins > Text editors > Atto HTML editor > Equation editor settings.

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