joule
Participate

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Participate
How do I log in?

Log in to your site by following the steps below.

Visit your site.

Enter your site's URL in the browser.

Look for a place to enter your credentials.

You may be directed to a page similar to this. Enter your username and password credentials. After you have entered your information, press the "Login" button.

Alternately, look for the "You are not logged in. (Login)" text in the top right of the page.

Click Login, and you'll be presented with a page where you can enter your username and password. After you have entered your information, press the "Login" button.
Alternately, your site might have a login block on the front page.

Enter your username and password credentials. After you have entered your information, press the "Login" button.
How do I visit my course?

Login to your site.

First, login with your credentials.

Look in the center column of the site's front page, your courses may be listed there.

Once you find the course titles, click on the one you want to visit.

If you don't find a list of courses there, go to your dashboard link in the top right corner of the screen.

Once your dashboard opens, you'll see a list of your courses (among other things). Click on the title of the course to visit the course.
If you don't find a list of courses there, check the blocks on the left or right column of the site.

Once you find the course titles, click on the one you want to visit.
How do I create an account in Moodle/joule?

Visit your site.

Enter your site's URL in the browser.

Look for the "You are not logged in. (Login)" text in the top right of the page.

1. Click on Login

You'll be presented with a page where you can find instructions on how to create a new account.

1. Click the Create new account button.
Complete the New Account form.

1. Complete all required fields in the form marked *.
2. Then, click the Create my new account button. A message will display telling you to check your email.

Confirm your registration.

1. Log in to your email account that you used for your registration.
2. Find the email from Admin User
3. Open the email and click the link to confirm your new account. Your registration has been
confirmed.
4. Click the **Courses** button. The available courses will display.
How do I add a glossary entry?

Navigate to the glossary in the course view and click on its title.

Click on the "Add a new entry" button.

Enter a word, phrase, or sentence into the "concept" field.

Fill in the "definition" field.

Click on a glossary category.

To select more than one category, depress the "control" key while you click on each category.

If you do not see multiple categories, this feature was not enabled by the instructor.
If desired, add one or more "keywords"

These are essentially synonyms for the "concept" itself.

If desired, select the check box to automatically link to your entry.

This means that each instance of your concept or keywords within the course will become a link to this entry. (A great way to add context to discussion forums).

If desired, select the check box to make the entry "case-sensitive."

This means that "Bill" is not treated the same as "bill" when autolinking.

If desired, select the box to link only to whole words.

This means that a glossary entry for "dent" will not create a partial link when the word "President" is a glossary concept.

Note: If your instructor has enabled editing, you may edit or delete your glossary entry by clicking on the appropriate icon in the lower right-hand corner of the entry.
How do I add a topic to a forum?

Navigate to the forum within the course and click on its title.

Click on the "Add a new discussion topic" button.

Create a subject for your post

Create a message for the forum.
Choose the format of the message.

1. **Moodle auto-format**

This format is best for when you are using normal web forms for entry (instead of the Richtext HTML editor). Just type text normally, as if you were sending an email.

When you save your text, Moodle will do a number of things to automatically format your text for you.

For example, URLs such as http://yahoo.com or even www.yahoo.com will be turned into links.

Your line breaks will be retained, and blank lines will start new paragraphs.

Smiley characters such as :-) will automatically become their graphical equivalents.

You can even embed HTML code if you want to and it will be retained.

2. **HTML** format

This format assumes the text is pure HTML. If you are using the HTML editor to edit text then this is the default format - all the commands in the toolbar are producing HTML for you.

Even if you are not using the Richtext HTML editor, you can use HTML code in your text and it should come out exactly as you intended.

Unlike the Moodle auto-format, no automatic formatting is performed.

3. **Plain** text format

This format is useful when you need to include lots of code or HTML that you want to be displayed exactly as you wrote it.

It still translates spaces and new lines, but otherwise your text isn't touched.

4. **Markdown** text format

Markdown format tries to make it easy as possible to type well-formatted XHTML pages using nothing but text written more or less like you would write an email.
It's very good for writing clean text pages with some headings and some lists but without many links or messages.

Choose the subscription method for the message post.

When a person is subscribed to a forum it means that they will be sent email copies of every post in that forum (posts are sent about 30 minutes after the post was first written).

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 email copies.

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).

Choose file(s)* to upload as an attachment.

* If this is an Advance Forum, you will be able to add more than one attachment file.

Click the "Post to forum" button to complete.
How do I reply to a forum?

Navigate to the forum within the course and click on its title.

Click on the discussion topic to view its thread.

Scroll to the post to which you want to reply, then click the reply link in the lower corner.

Create a subject for your post
Create a message for the forum.

Choose the format of the message (optional).

1. Moodle auto-format

This format is best for when you are using normal web forms for entry (instead of the Richtext HTML editor). Just type text normally, as if you were sending an email.

When you save your text, Moodle will do a number of things to automatically format your text for you.

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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).

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Choose file to upload as an attachment (optional)

---

Click the "Post to forum" button to complete.
How do I see a list of people in my course?

In your course, look for the "People" block in the left or right column.

Click on the Participants link within the block.

If you do not see the People block in your course, your instructor may have it disabled.

After you click "Participants" you will see a table of students within the course.

This view will provide information about each user, where they are from, and when they last accessed the course. Click on a column heading to sort the table by that particular column.

Click on a participant's name to visit their profile page and learn more.

You may also filter the list by choosing a letter in their first or last name.

The course may be organized in different groups/sections.

Click on the section of students you want to view.
You may want to see an extended view of each participant in the course.

A more detailed view will also enlarge the profile picture of the participants.
How do I see recent activity by myself and others in the course?

Navigate to the "Recent Activity" block in the course.

Frequently, it is located in the right column near the bottom of the page.

The block will reveal public activities in the course since your last login date.

Click on the "Full report of recent activity" link. Click the "Show Advanced" button.

Filter participants and activities, as well as set a date for the report. The report will reveal all the public actions within the course by participants since that specific date.

You may click on the links next to the public activities.

Clicking on the links will send you to the participant's contribution in the public activity.
How do I delete a forum post?

Navigate to the forum within the course and click on its title.

Navigate to the discussion thread within the forum and click on its title.

Or scroll to the post that you want to delete.

This will delete the post and any posts that stem from it. You may choose to "Edit" the post, if you don't want to lose the branch of posts that stem for this one.

Instructors and admins have the ability to delete, edit, and split a post in a forum.

Students may also delete their post, until someone else replies to it, or until the editing period concludes. **Note:** Most sites allow 30 minutes of post edits/deletes for changes that authors might make.
How do I participate in a choice activity?

A choice activity is a one-question survey.

Navigate to the choice activity in the course and click on its title.

On the front page of the course, locate the link to the choice activity and click on it.

Read the prompt.

Note: You will be able to see the votes that have been cast so far if your instructor has enabled this feature.
Make a selection.

- orange
- yellow
- green
- blue
- indigo

Save your selection.

- green
- blue
- indigo
- violet

Your choice has been saved.

Which color is the best?

Note: You will be able to see the votes that have been cast so far if your instructor has enabled this feature.
How do I add a calendar event?

Students may add "User events" to their personal Moodle calendars. A user event is a private event. Only the student can see it.

Locate the Upcoming Events block on the course page and click on the "New Event" link.

If you do not see the Upcoming Events block, the course creator may not have enabled it for the course.

Give the event a name.

Tip: Try to avoid generic names. Be specific.
Add a helpful description.

Choose your date and time, duration and repeat settings. Click the "Save changes" button to save.

Your event has been added to your calendar.

Remember that this is a user event. It is not visible to other members of the class.
Your entry is visible in the daily view, the weekly view and the monthly view of the calendar.

You may edit or delete your entry.

To edit the entry, click on the edit icon. In this image, that is the little hand. To delete the entry, click on the delete icon. That is generally an "X," as seen in this image.

You may export the calendar.

Windows users click on the "Export calendar" button. Mac users click on the "iCal" button.
How do I edit a calendar event?

It is possible to edit a calendar event.

Locate the calendar block and click on the "Go to calendar" link.

Locate the event you want to edit.

Click on the date of the event you want to edit.

Click on the edit icon.

The edit icon is usually a little hand holding a pencil. Your instructor may choose a theme that uses a different icon set.
Make your changes and save your work.

Click on the "Save changes" button to save your work.
How do I view the different levels of my calendar?

Locate the calendar block and click on the month/link.

Click on the arrows at the top of the calendar to move to the month you want to view.
View the calendar and note the events.

Note: Different types of events will have different background colors. Note the key at the bottom of the calendar. (These colors are determined by the Moodle theme your instructor chooses.)
To hide the global events, click on the "click to hide" link.

Note: The January 30, 2010 event on this example calendar is a global event.

To "unhide" the global events, click on the "click to show" link.
Follow the same procedure to hide/unhide course events, group events and user events.
How do I set my calendar preferences?

You may tell Moodle how you want the calendar to work for you.

On the front page of your course, locate the calendar block and click on the month/link.

Note: You may also click on the "Go to calendar" link in the "Upcoming events" block.

Click on the "Preferences..." button.
Using the drop-down menus, choose your preferences for the time display format, the first day of the week, etc. Then click on the "Save changes" button.

Note: While it is permissible to simply accept default values, you must select "Yes" for "Remember filter settings" (number five in the image above) if you want Moodle to maintain these values for you. It is possible to return to this page and edit these settings at any time, of course.
How do I view the different levels of my calendar?

Locate the calendar block and click on the month/link.

Click on the arrows at the top of the calendar to move to the month you want to view.
View the calendar and note the events.

Note: Different types of events will have different background colors. Note the key at the bottom of the calendar. (These colors are determined by the Moodle theme your instructor chooses.)
To hide the global events, click on the "click to hide" link.

Note: The January 30, 2010 event on this example calendar is a global event.

To "unhide" the global events, click on the "click to show" link.
Follow the same procedure to hide/unhide course events, group events and user events.
What are the different kinds of Glossaries for?

When you set up a Glossary, you'll notice a variety of types to choose from under the "Display format" setting.

This setting specifies the way that each entry will be shown within the glossary.

The default formats are:

Simple, dictionary style:
- Looks like a conventional dictionary with separate entries. No authors are displayed and attachments are shown as links.

Continuous without author:
- Shows the entries one after other without any kind of separation but the editing icons.

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.

Encyclopedia:
- 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.
What is the focus box?

The focus box offers a way to narrow down the focus of the whole course to a specific week or topic. This is very helpful when the participant/instructor doesn't want to see all of the topics at once.

If the user has a slow internet connection, it also helps to focus the course to a topic, so that the whole page does not have to load.

**Video Tutorial:**

Inside a course, look for a single box in the top, right corner of the topic/weekly section.

Click on the box in order to narrow down the focus to the specified topic. Notice the appearance of two boxes.

You have now "focused" your course view to this specific topic.
Notice that when you scroll down the page, you will see a "jump" box, rather than the other topics.

Click on the jump box to navigate to the other topics.
In order to return to a full view of the course, click on the double boxes with your mouse.

Here is an image of a course that has not been focused onto a topic.

Note the different topic areas, shown in sequence.

**Advanced Tip #1**

If you want to create links to your course that are already in "focus" mode, view the URL of the page, while in the focus mode. In this example, the # for the id represents the course id. The "&topic=" element tells the site to only show a specific topic. e.g. The second topic in the course will have "&topic=2" in the URL.
How do I view my grades?

Go to your site.

First, log into your site.

Visit your course.

Follow, these instructions.

Locate the "Administration" block in the left or right column.

Click on the "Grades" link.

View your grades for all assignments.

Clicking on the name of a graded assignment may take you to that assignment.

You have another option to see your grades by visiting your profile, selecting the "Activity Report" tab and then clicking on the "Grades" sub-tab.
How do I see my activity reports?

In the upper right-hand corner of the page, you see "You are logged in as Your Name." Click on your name.

Click on your name to go to your profile.

Select the "Activity Report" tab in your profile.

Choose the "Outline report" sub-tab.

The Outline report will list all of the course activities along with your associated grades.

Choose the "Complete report" sub-tab.

The Complete report will list all of the course activities along with your submitted work, your instructor's feedback, and your associated grades.
How do I view my activity logs?

In the upper right-hand corner of the page, you see "You are logged in as Your Name." Click on your name.

Click on your name to see your profile.

Select the "Today's Logs" sub-tab.

This will reveal each action that you visited within your course during the day.

Select the "All logs" sub-tab.

This will reveal each action that you have made in your course during your association with the course.
How do I submit an advanced upload of files assignment?

Navigate to the assignment in the course view and click on its title.

Read the instructions for the assignment.

Near the "Upload a file" label you will see a small upload form. Click on the "Browse" button.

Locate the file you wish to upload from the folders on your computer, the click the "Upload this file" button.

After your file has been copied to Moodle, you may upload another in the same way.

To delete a file you have copied to Moodle, click on the "X" beside the link to the file.

Note: If you do not see the "X" icon, your instructor has not enabled this feature.

To enter text notes about the files, click on the "Edit" button near the bottom of the page.

Note: If you do not see this button, your instructor has not enabled this feature.

Your submission is complete.
How do I submit an upload file assignment?

Navigate to the assignment in the course view and click on its title.

Read the instructions for the assignment.

Near the "Upload a file" label you will see a small upload form. Click on the "Browse" button.

When you click "browse" a selection of files will appear that are on your computer. Locate the correct file and select it.

Locate the file you wish to upload from the folders on your computer, the click the "Upload this file" button.

Your submission is complete.
How do I submit an online assignment?

Navigate to the assignment within the course. Click on the assignment title.

Read the assignment instructions.

Here are the instructions for this particular online assignment...

Available from: Tuesday, 3 November 2009, 08:35 AM
Due date: Saturday, 10 November 2012, 08:35 AM

You have not submitted anything yet

Edit my submission

When ready, click the "Edit my submission" button.
Note: Because network connections can break down, before you click "Save changes" and submit your assignment, consider selecting your text and copying it to your clipboard. If there is an error with the submission, you will still have a full copy of your assignment and can resubmit it after the network connection is re-established.

Your submission is complete.

Your assignment will be time-stamped with the date-time of submission.
How do I submit a quiz?

Navigate to the quiz in the course view and click on its title.

Read the instructions.

Click on the "Attempt quiz now" button.

Answer questions.

Depending upon how your instructor set up the quiz, you may be able to submit one answer at a time, to save your answers without submitting or to just submit a page at a time.

When you have completed the quiz, click the "Submit all and finish" button.
How do I view an offline assignment?

Your instructor may create a graded assignment that does not require you to make an online submission. (For example, he or she may require you to create a poster and bring it to class with you.) This is known as an offline assignment.

Navigate to the assignment in the course view and click on its title.

Read the instructions for the assignment.

After your instructor grades the assignment, return to the assignment as described above to view your grade.
What am I looking at in my course? I am new here.

What is in the center column?

Course activities can be found in the center column of most courses. When you scroll up and down the page, you'll see links to those activities.

Instructors may add multimedia and text to the course page in order to articulate or express ideas, as well.

Often, course activities are grouped into topics or weekly sections. In the example above, "Origins of American Film" is the first topic (see #1 next to it). One could expect different activities within different topic areas, as you scroll down the page.
What elements are in the right and left columns?

The side columns provide spaces for "blocks," which are essentially widgets providing some kind of specialized function. A "calendar" block provides quick access to upcoming activities. A "people" block provides access to views of people. Instructors may design courses with multiple blocks or just a small collection of them.

How do I navigate with the breadcrumb?

A navigation bar near the top of the page provides clarity about "where" in the course you may be at any given time. If you click on the course name, you will return to the front page of the course.

In this example, if you click on "joule demo home," you will be sent to the front page of the site.
If you click on "American Film" you will be sent to the course page.
If you click on "Forums", you will see all of the forums in the course.

This bar is called a breadcrumb, because you can always click on previous links to get back "home" to your course page.
Where do I look for help?

Scroll to the bottom of the page and choose the context that best meets your use.

You can also click on the question-mark icon throughout Moodle for help and guidance. In this example, the question-mark will offer reflective ideas about posting to a forum.
How do I add survey questions to a feedback activity in 2.x?

Teachers create surveys with the Feedback module.

Create a new feedback activity or update an existing one.

Click here for instructions on how to create a new feedback activity.

View the survey screen.

1) Use the tabs to move between a survey Overview, Edit questions, Templates, Analysis, Show responses.
2) This is the title of this feedback activity.
3) The "Description" is the instructions for the participant.
4) The "Page after submit" is the text offered to the participant at the conclusion of the survey (click to see).
Choose the "Edit questions" tab from the menu.

Next, choose a question type from the "Add question to activity" drop-down menu.

1. Add a page break: Adds a page break to the survey. Can be helpful for organization, and breaking up the activity.
2. Captcha: A test to make sure a real person is filling in the form and not an automatic spamming program of some sort. Asks a person to write out some distorted text which is displayed on screen.
3. Information: Displays one of three types of information: the time of responding; the course and/or the category where the feedback is located.
4. Label: Adds images or text between questions allowing for an extra explanation or to divide the Feedback into sections.
5. Longer text answer: Adds a text box (you specify how big it will appear in rows and columns) which people can write a long answer into.
7. Multiple choice (rated): Adds a multiple choice question with ratings.
8. Numeric answer: Adds a question which must have a number as an answer and specify the acceptable range e.g. 1-10.
9. Short text answer: Adds a single line answer, with an input box which is a set number of characters long. You specify the maximum number of characters you will accept, so that the answer is not too long and/or does not run over the length of the box on screen.

Create questions and review what you've added.

1) Add additional questions from the drop-down menu.
2) Move, edit, require, or delete questions from the current survey.
Choose the "Templates" tab after you are finished writing/editing the survey.

1) If you have previously saved a template of questions, choose it from the drop-down menu.
2) If you want to save the survey as a template of questions, give it a name and save it.
3) If you want to delete an existing template, click the "Delete template..." link.
4) If you would like to export or import questions

Choose the "Analysis" tab to view analytics on responses to the survey.

You may also export the results to an Excel file.

Choose the "Show responses" tab to view participant results.
How do I view Reports in a Moodle course?

View activity reports for all activities by following the steps below.

Go to the course you want to pull the report from and find the Navigation block and click the "Reports link."
Scroll down and click "Activity report."

Or watch current activity:
Live logs from the past hour

Activity report

Participation report

The Activity report table expresses the number of views each course activity has received from participants.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Views</th>
<th>Related blog entries</th>
<th>Last access</th>
</tr>
</thead>
<tbody>
<tr>
<td>News forum - Click here for course announcements!</td>
<td>54</td>
<td>-</td>
<td>Thursday, 17 February 2011, 11:02 AM (2 hours 26 mins)</td>
</tr>
<tr>
<td>I need help! Post your questions here.</td>
<td>42</td>
<td>-</td>
<td>Thursday, 17 February 2011, 11:32 AM (2 hours 26 mins)</td>
</tr>
<tr>
<td>How to contact your course facilitator</td>
<td>6</td>
<td>-</td>
<td>Tuesday, 15 February 2011, 01:21 PM (2 days)</td>
</tr>
<tr>
<td>Virtual Student Lounge - Online chat with others in the course - This feature only works if other students are online</td>
<td>3</td>
<td>-</td>
<td>Tuesday, 15 February 2011, 01:22 PM (2 days)</td>
</tr>
<tr>
<td>Start Here! - Information about Online Learning</td>
<td>4</td>
<td>-</td>
<td>Tuesday, 15 February 2011, 01:22 PM (2 days)</td>
</tr>
</tbody>
</table>

Clicking the course activity links will direct you to the individual activities.
Alternately, you can choose to look at the "Participation report."

Alternately, you may produce filtered reports on individual course activities by choose elements from the drop down menus.

After choosing the appropriate filters, click "Get these logs" for raw logs of participant actions within course activities.
How do I edit a forum post?

By default, joule allows participants to have 30 minutes to edit and make changes to forum posts. In this tutorial, you will understand how to edit a discussion within that 30-min time frame.

Navigate to the forum within the course and click on its title.

Click on the discussion topic top view its thread.

Scroll to the post to which you want to edit, then click the edit link it is right, lower corner.
Update Subject line and/or Message body.

Choose file to upload as an attachment (optional)

Click the "Save changes" button to complete.
How do I restrict access in 2.x?

A new standard feature in joule 2.0 onwards, allows you to restrict resources and/or activities with your course.

Turn on editing mode.
Click here to learn how.

Choose a resource or activity to be added to the course

Complete the settings for that particular resource or activity and scroll down to the Restrict access settings area.

Select the settings to restrict access to this resource or activity

1) **Allow access from**: Access from/to dates determine when students can access the activity via a link on the course page.

2) **Grade condition**: This setting determines any grade conditions which must be met in order to access the activity. Multiple grade conditions may be set if desired. If so, the activity will only allow access when ALL grade conditions are met.

3) **Activity completion condition**: This setting determines any activity completion conditions which
must be met in order to access the activity. Note that completion tracking must first be set before an activity completion condition can be set.

4) **Before activity can be accessed:** This setting will allow students to see restrict information about the activity or hide it completely

**Scroll down to the end of the page and save settings**

[Save and return to course] [Save and display] [Cancel]
How do I send a message to my teacher/facilitator?

joule has many channels of communication. In this tutorial you will understand how to send a message to your teacher/facilitator by accessing his/her profile.

Go to your site.

First, log into your site.

Visit your course.

Follow, these instructions.

Locate the "People" block

This block has to be placed in the course by the course creator.

View a list of all students

* Please note that you can also send a message to other participants by clicking in their names.
Use the drop down menu to select the role you want to contact (Teacher, Facilitator, Instructor, etc.).

Click on their teacher's name to access his/her profile.
Click on the link Send a message.
Write text in the Message field.

1) Send Message.
How to edit a course section summary which has become corrupted by content pasted from Microsoft Word.

Sometimes when a user copies and pastes material from Microsoft Word into an area of the site, such as a course section summary, extraneous markup is brought over which renders the “Edit” button for that section summary unclickable. In order to edit that section and correct the issue, the section ID number must be identified and entered directly into the URL field of the browser.

In order to identify the correct section ID for the corrupted section, apply the following strategies:

**Within the affected course, click the “Edit summary” icon for the section either directly before or directly after the corrupted section.**

Note that in the address bar at the top of your browser, the URL will end in “editsection.php?id=x”, where “x” is a number corresponding to the current section being edited.
Note that in the address bar at the top of your browser, the URL will end in “editsection.php?id=x”, where “x” is a number corresponding to the current section being edited.

Try incrementing or decrementing the number “x” by 1, depending on whether you are editing the section before or after the target section (i.e., if editing the section before it, then add 1 to “x”, and if editing the section after it, subtract 1 from “x”). In most cases, this will take you to the editing page for the correct section, since the sections are numbered sequentially. However, in some cases, particularly with the overall course summary, or “topic 0” section, the section ID is unrelated to the other section ID numbers in the course. If that is the case, proceed to the next step.

Right-click on the page and select “View source” or “View page source” from the context menu, and then press CTRL-F (CMD-F on a Mac) to open the find tool. Look for the string “editsection.php?id=” (without quotes) in the page source.
Scroll through the matches until you see one that appears to belong to the affected section. This can be determined by looking for the content immediately preceding the part of the page where the “Edit summary” button would normally be (i.e. key words from that section which can be found in the page source). This process may involve some trial and error.

Once you have identified the correct section ID number, return to edit another section of the course (any section), and replace “x” from step 2 with the ID number for the corrupted section. This process will take you to the page to edit the target section, at which point you can remove all of the corrupted text/markup and click “Save changes” to correct the issue.
Facilitate -- Getting started
How do I get started with course facilitation? (video)

Thoughts to consider, when facilitating online courses
Facilitate -- Observing participants
How do I view activity logs for a particular activity?

Navigate to the "Administration" block and click on the "Reports" link.

Scroll down to the "Activity report" link on the page, then click on it.

Note: Joule has "native" reports and "advanced" reports. This lesson describes the native reports.
The "Activity report" table expresses the number of views each course activity has received from participants.

Clicking on the course activity links will direct you to the individual activities.

Alternately, you may want to view the break-down participation report of a particular course activity. Click on "Participation report" from the course report page.

On the participation report, select the "Choose..." drop down menu to select an activity.

You may also filter the report by "looking back" only a certain number of days, or filtering out the roles or the particular actions that you want to view.
Alternately, you may want to view the raw logs for activities and students within the course. These filters are available on the course report page.

Click on the various drop down menus to filter the report.

Click "Get these logs" when you have made your selection.
This example shows how you can filter from "all activities" down to a specific activity.

Clicking on "Get these logs" will produce a list of all the logged actions associated with the "A Trip to the Moon trailer 1902 activity."
How do I view activity reports for all activities?

Navigate to the "Administration" block and click on the "Reports" link.

Scroll down to the "Activity report" link on the page, then click on it.

Or watch current activity:

- Live logs from the past hour
- Activity report
- Participation report

Note: joule has "native" reports and "advanced" reports. This lesson describes the native reports.
The "Activity report" table expresses the number of views each course activity has received from participants.

Clicking on the course activity links will direct you to the individual activities.

Alternately, you may choose to look at the "Participation report" by clicking on the Participation report.

Note: joule has "native" reports and "advanced" reports. This lesson describes the native reports.

Alternately, you may produce filtered reports on individual course activities by choose elements from the drop down menus.

After choosing the appropriate filters, click "Get these logs" for raw logs of participant "actions" within course activities.
How do I view quiz grades?

On the front page of the course, locate the link to the quiz and click on it.

Click on the "Attempts" link.
View quiz scores.

<table>
<thead>
<tr>
<th>First name / Surname</th>
<th>Started on</th>
<th>Completed</th>
<th>Time taken</th>
<th>Grade/10</th>
<th>#1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Student</td>
<td>17 November 2008, 02:05 AM</td>
<td>17 November 2008, 02:08 AM</td>
<td>19 secs</td>
<td>10</td>
<td>10/1</td>
</tr>
</tbody>
</table>

Overall average

Note: This will enable you to view the scores for all students for all graded activities.

Alternate Method: Click on the "Grades" link in the administration menu.
How do I view which outcomes I have in the course?

Navigate to the "Administration" block and click on the "Outcomes" link.

Note: joule has "native" reports and "advanced" reports. This lesson describes the native reports.

You may select and move outcomes from the "Available" column (right) to ones that you want to use within the course (left).

Highlight the standards in the right column, then click the "Add" button to move it into the "Outcomes used in course" column. If all of the available standard outcomes are being used within the course, the list on the right will be empty.
How do I view how my students are succeeding within outcomes?

Locate the Joule Reports block on the front page of the course and click on the "Joule Reports" link.

Click on the "Learner Outcome Report" link.
Choose from the drop-down menu which user's outcomes you want to view.

Note: You may select "All Users" to view the outcomes of all students in a course.

Select from the drop-down menu which outcomes you want to view.

Note: You may select "All Course-Level Outcomes" to view all outcomes.
Click on the "Filter" button and view outcomes.

<table>
<thead>
<tr>
<th>User</th>
<th>Outcome</th>
<th>Outcome Grade</th>
<th>Outcome Percentage</th>
<th>Course Grade</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo10</td>
<td>GE Synthesis</td>
<td>2.50000000</td>
<td>82.50000000000000</td>
<td>0.00</td>
<td>2</td>
</tr>
<tr>
<td>Demo</td>
<td>GE Logic</td>
<td>3.0666666666</td>
<td>76.66666665000000</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reading and Literature: Comprehend Variety of Rhetorical Texts</td>
<td>1.8333333333</td>
<td>91.66666665000000</td>
<td>0.00</td>
<td>does not meet standard</td>
</tr>
<tr>
<td></td>
<td>Speaking, Listening and Viewing: Media Literacy</td>
<td>3.1666666666</td>
<td>79.16666665000000</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GE Writing</td>
<td>3.1666666666</td>
<td>79.16666665000000</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reading and Literature: Comprehend Variety of</td>
<td>1.6666666666</td>
<td>83.33333333000000</td>
<td>0.00</td>
<td>does not meet standard</td>
</tr>
</tbody>
</table>
Facilitate -- Engaging participants
Is there a way to send everyone in my course a message?

Navigate to the Participants page of your course from the "People" block.

Scroll to the bottom and click "Select all"

Click the "With selected users" dropdown menu and choose "Add/Send message"

Create your message

Click the "Preview" button

Take a look at your message. If you need to make changes, click "Update," otherwise, click "Send message"
The message will be sent to everyone in your course.
Facilitate -- Feedback, ratings, and grades
How do I grade a forum?

Navigate to the forum within the course and click on its title.

Navigate to the discussion thread within the forum and click on its title.

Scroll to the post that you want to grade.

Click on the drop down menu that says "Rate..." and choose a grade for the post.
How do I move a graded item or category?

Navigate to the course and open the Gradebook from the course Administration menu

Click the "Grades" link

Open the "Categories and items" page. If your gradebook uses tab-based navigation, click on the tab that says "Categories and items." If your gradebook uses a dropdown menu, locate "Categories and items" and select "Simple view."

Locate the graded item or category that you wish to move, and select the "Move" icon next to it.
Select the box that represents the space you wish to move the item to.

That's it, you're done! The item will now appear in the space and order you selected.
How do I set up weighting in the gradebook?

Navigate to the course and open the Gradebook from the course Administration menu.

Click the "Grades" link.

Open the "Categories and items" page. If your gradebook uses tab-based navigation, click on the tab that says "Categories and items." If your gradebook uses a dropdown menu, locate "Categories and items" and select "Simple view."

Set the course Aggregation to "Weighted mean of Grades."

![Grades Navigation](image)
Enter the weighted values you wish to apply to your assignments. A value of "30" will cause that item to be weighted 30%. You can assign a weight to an assignment individually, or to an entire category.

If you assign a weight to a category, then note that the individual category's aggregation strategy does not need to be set to "weighted mean of grades." Instead, the category-level aggregation may be set to "Sum of grades."

Be sure to click "Save Changes" at the bottom to save your weights.
How do I grade an online assignment?

Navigate to the assignment within the course. Click on the assignment's title.

Click on the "View _ submitted assignments" link in the top right corner of the screen.

Click on "Grade" or "Update" in order to review the assignment.
Click the "Grade" drop down menu for scores. Type feedback in the text area.

The student's work appears below the grading/feedback area of the page. Scroll down to read the submitted assignment.

Click one of the four buttons below.

Save changes will save your feedback and close the window.
Cancel will ignore your feedback.
Save and show next will save your feedback and bring up the next "ungraded" assignment.
Next will advance you to the next "ungraded" assignment, without saving any feedback.
How do I grade a glossary entry?

Navigate to the glossary activity and click on the title.

Navigate to the glossary entry that you want to grade. Then look in the bottom right corner of the entry.

Choose a grade from the "Rate..." drop down menu.

Scroll to the bottom of the page and click the "Send in my latest ratings..." button.
How do I grade an upload file assignment?

Navigate to the assignment within the course. Click on its title.

Click on the "View _ submitted assignments" link in the top right corner of the page.

Click on "Grade" or "Update" to create feedback for the activity.

You can also click on the assignment itself to download the file to your desktop.

1) Click the file link to download to your desktop. 2) Click the "Grade" drop down menu for scores. 3) Type feedback in the text area.

Note the document's submission time (e.g. Tuesday, 25 August 2009) indicates (in red) if the student missed the deadline.
Click one of the four buttons below.

Save changes will save your feedback and close the window.
Cancel will ignore your feedback.
Save and show next will save your feedback and bring up the next "ungraded" assignment.
Next will advance you to the next "ungraded" assignment, without saving any feedback.
How do I add a new scale?

Navigate to the course and open the Gradebook from the course Administration menu.

Click the "Grades" link.

If your gradebook uses tab-based navigation, click on the Scales tab. If your gradebook uses a dropdown menu for navigation, select the menu and choose "View" under "Scales".

Click "Add a new scale".

Create a name for the Scale.
Create your scale in list form, starting from negative to positive.

Create a description of the Scale.

Click the "Save Changes" button to complete.
How do I manually enter grades in the gradebook?

1. Navigate to the course and open the Gradebook from the course Administration menu.

2. Click the "Grades" link.

3. Click the "Turn editing on" button in the upper right hand corner.

4. Navigate to the assignment you wish to enter grades for. Enter numerical grades in the associated students’ cells.

You may need to scroll to the right to find an assignment. In this case, you will no longer see the student's names on the left. To know the student you are entering a grade for, you can mouse over a cell to bring up a menu which displays the student's name.
Click the "Update" button at the bottom to save your changes and submit the grades.

Once a grade is submitted from the gradebook, it will be marked as "Overridden." This means that the grade can only be changed from the gradebook - you will be unable to enter grades from the activity itself.
How do I associate outcomes with a particular activity?

On the front page of a course, locate and click on the link to an assignment, a quiz or another graded activity.

Note: This tutorial assumes that you are working with an existing assignment.

Click on the "Update this Assignment" button.

Note: If you are working with a quiz, a lesson, etc., the update button text will be slightly different.

Scroll down to the "Outcomes" section.

Note, if you do not see an "Outcomes" section, please ask the site administrator to enable the Outcomes capability.
Select the outcomes you wish to associate with the activity.

Note: Depending on the Site-wide and Course-wide outcomes for your course, you'll see a different list of options in this view.

At the bottom of the page, click one of the "Save" buttons.

Note: If you are creating a new graded activity, simply select the outcomes you wish before you save your work.
How do I edit/add outcomes?

Other terms for Outcomes are Competencies and Goals. Outcomes are specific descriptions of what a student is expected to be able to do or understand at the completion of an activity or course.

Navigate to the course and open the Gradebook from the course administration block

Click the "Grades" link.

If your gradebook uses tab-based navigation, click on the Outcome tab. If your gradebook uses a dropdown menu for navigation, select the menu and choose "View" under "Outcomes"
1) Click on the edit icon to change an existing outcome.

2) Click on the button "Add new outcome" to add a new set.
1) Define full and short name for the outcome.

2) If checked, this outcome will be available site-wide, for all courses.

3) This setting determines the scale used when using the scale grade type. The scale for an activity-based grade item is set on the activity settings page.

4) Write full description of the outcome.

Click the "Save Changes" button to complete.
How do I add a new scale?

Navigate to the course and open the Gradebook from the course administration block

Click the "Grades" link.

If your gradebook uses tab-based navigation, click on the Scales tab. If your gradebook uses a dropdown menu for navigation, select the menu and choose "View" under "Scales".
Click "Add a new scale"

Create a name for the Scale

1) if you check Standard scale this scale will be available site-wide, for all courses.

Create your scale in list form, starting from negative to positive.

This is the space where you will define the scale. The scale should be written in list form separated by commas starting from negative to positive. For example: Disappointing, Not good enough, Average, Good, Very good, Excellent!
Create a description of the Scale.

Scales should also include a good description of what it means and how it is expected to be used. This description will appear in help pages for teachers and students.

Click the "Save Changes" button to complete.
How do I set up gradebook categories?

It is possible to set up the grade book to show division in time such as semesters and quarters. This can be done by creating categories.

For example, Semester 1 = main category 1 with quarter 1 and quarter 2 as sub-categories; all of Semester 2 = main category 2 with quarter 3 and quarter 4 as sub-categories.

Often times, gradebook categories are used to delineate types of assignments.

For example, a category for "assessments" might include all quizzes and term papers, while a "participation" category could include graded forums and attendance.

Locate the Administration block and click on "Grades"
Under the drop down menu, choose Full View or Simple View under Categories and Items.

At the bottom of this page click the Add Category button.
Select category name and aggregation settings

1) The aggregation determines how grades in a category are combined, such as

* Mean of grades - The sum of all grades divided by the total number of grades
* Median of grades - The middle grade when grades are arranged in order of size
* Lowest grade
* Highest grade
* Mode of grades - The grade that occurs the most frequently
* Sum of grades - The sum of all grade values, with scale grades being ignored

2) Aggregate only non-empty grades: This setting determines whether empty grades are not included in the aggregation or are counted as minimal grades, for example 0 for an assignment graded between 0 and 100.

3) Include outcomes in aggregation: If enabled, outcomes are included in the aggregation. This may result in an unexpected category total.

4) Aggregate including subcategories: This setting determines whether grades in subcategories are included in the aggregation.

5) Drop the lowest: This setting enables a specified number of the lowest grades to be excluded from the aggregation.
Configure total for the category

Rather than a simple average or sum, Moodle can perform very complex calculations to produce the totals for each category and for the whole course.

1) Item info: This setting provides space for entering information about the item. The information is not displayed anywhere else.

2) ID number: Setting an ID number provides a way of identifying the activity for grade calculation purposes.

3) There are 4 grade types:

   * None - No grading possible
   * Value - A numerical value with a maximum and minimum
   * Scale - An item in a list
   * Text - Feedback only

4) Scale: This setting determines the scale used when using the scale grade type. The scale for an activity-based grade item is set on the activity settings page.

5) Maximum grade: This setting determines the maximum and minimum grades when using the value grade type.

6) Grade to pass: This setting determines the minimum grade required to pass.
7) This setting determines how grades are displayed in the grader and user reports.
   * Real - Actual grades
   * Percentage
   * Letter - Letters or words are used to represent a range of grades

8) Determine the number of decimal points to display for each grade. It has no effect on grade calculations, which are made with an accuracy of 5 decimal places.

9) If ticked, grades are hidden from students. A hidden until date may be set if desired, to release grades after grading is completed.

10) Locked: If ticked, grades can no longer be automatically updated by the related activity.

---

Create other categories

Optional: Create sub-categories

1) Add sub category by moving new category to existing ones.
How do I associate outcomes with a particular activity?

Turn on editing mode.

Click here to learn how.

On the front page of a course, locate and click on the update link of an assignment, a quiz or another graded activity.

Note: This tutorial assumes that you are working with an existing assignment.

Scroll down to the "Outcomes" section.

Select the outcomes and the weight you wish to associate with the activity.

At the bottom of the page, click one of the "Save" buttons.

Note: If you are creating a new graded activity, simply select the outcomes you wish before you save your work.
Design -- Getting Started
How do I edit my course?

Go to your site.

First, log into your site.

Visit your course.

Follow, these instructions.

Look in the top right corner for the "Turn editing on" button. Click it.

Or you could also look for a link in your course settings block.

Click the link that says "Turn editing on."

Now you'll be able to edit existing activities in the course.

Each icon performs different functions. Hover over the icons to learn what it does. Click on them to perform the task.
The left/right arrows will indent the activity within the course list either right or left. The up/down arrows will move the activity to another location in the course. The editing pen will allow you to edit the activity itself. The red x will allow you to delete the activity. The eye will "hide" or "unhide" the activity from student view. The lock will turn the activity into a conditional event with a prerequisite event in a prior activity.

**In editing mode, you can also add new activities and resources.**

![Add a resource...](image)
![Add an activity...](image)

These are drop down menus that reveal the activities that you can add to the course. Click on the menu and then choose the activity that you want to add to the course.

**You may also adjust the sections/topics of the course.**

![Lightbulb]
![Eye]
![Arrows]

Hover over the icons to learn what they do. Click on them to perform the task.

The lightbulb will emphasize the section with a highlight color for student view. The eye will "hide" or "unhide" the section from student view. The arrows move the topic sections up or down within the course.
In editing mode, you can also add new blocks to your course.
How do I plan and organize my course in 2.x?

The organization of a course serves as a visual clue about the priorities of the course. Setting up the course, like setting up rooms of a house, requires planning.

Organize your course using activity sequences and course sections.

Turn on editing mode.

Click here to learn how.

By default, courses are organized as a one-page sequence of activities.

This allows participants to have a full view of everything in the course. The sequence also indicates which activities should be addressed at a specific time.

Note: Many activities can be configured to be available only during specific windows of time; therefore, participants may see that there is an upcoming quiz, but will not have access to it until the appropriate dates.
Further, the course is broken into different sections.

Course sections can be configured using course formats. See: How do I choose a course format?
Can I view a sample of a course organized by week?

A weekly format makes it very clear to participants, when they should be addressing activities within the course.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 March - 28 March</td>
<td>Pre-modern threads, Ezra Pound: In a Station at the Metro, Ezra Pound: Cantos LXXXII, Ezra Pound: Passage Analysis</td>
</tr>
<tr>
<td>5 April - 11 April</td>
<td>Similarities and Differences between the Moderns, William Carlos Williams: Iroquois, William Carlos Williams: The Red Wheelbarrow</td>
</tr>
<tr>
<td>12 April - 18 April</td>
<td>Ezra Pound: Thematic Paper (3 pages), T.S. Eliot: Thematic Paper (3 pages)</td>
</tr>
</tbody>
</table>
Note that the days of the week are automatically placed at the top of each section.
Notice how the "current" week of the course is highlighted with alternate color.
Can I view a sample of a course organized by type?

Organizing a course by type, allows clear differentiation of activity types.

<table>
<thead>
<tr>
<th>Topic outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>- Ezra Pound: In a Station at the Metro</td>
</tr>
<tr>
<td>- Ezra Pound: Cantos LXXI</td>
</tr>
<tr>
<td>- T.S. Eliot: The Love Song of J. Alfred Prufrock</td>
</tr>
<tr>
<td>- T.S. Eliot: Portrait of a Lady</td>
</tr>
<tr>
<td>- William Carlos Williams: The Red Wheelbarrow</td>
</tr>
<tr>
<td>- William Carlos Williams: Tract</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>- Ezra Pound: Passage Analysis</td>
</tr>
<tr>
<td>- Ezra Pound: Thematic Paper (3 page)</td>
</tr>
<tr>
<td>- T.S. Eliot: Passage Analysis</td>
</tr>
<tr>
<td>- T.S. Eliot: Thematic Paper (3 pages)</td>
</tr>
<tr>
<td><strong>Discussions</strong></td>
</tr>
<tr>
<td>- Modernist Traditions</td>
</tr>
<tr>
<td>- Similarities and Differences between the Moderrn</td>
</tr>
<tr>
<td>- Non-literary Modernist Movements</td>
</tr>
<tr>
<td><strong>Videos</strong></td>
</tr>
<tr>
<td>- Pre-modern threads</td>
</tr>
<tr>
<td>- Modern Art</td>
</tr>
</tbody>
</table>
An instructor can organize this way by labeling each topic area as a different type.

A downside to organizing by type is that the participant requires another method of understanding the flow and sequence of the course.
Can I view a sample of a course organized by topic?

Using a topic outline, the instructor can label each section using key words or questions.

### Topic outline

- What were the Moderns refusing from Tradition?
  - Modernist Traditions
  - Modern Criticism
  - Modern Art
  - Modern Architecture

- What were they saying?
  - Similarities and Differences between the Moderns
  - Ezra Pound: In a Station at the Metro
  - Ezra Pound: Cantos LXXI
  - Ezra Pound: Passage Analysis
  - T.S. Eliot: The Love Song of J. Alfred Prufrock
  - T.S. Eliot: Portrait of a Lady
  - T.S. Eliot: Passage Analysis

- How was what they said different from tradition?
  - Non-literary Modernist Movements
By using resource labels, instructors can further organize activities within a topic.

2  What were they saying?

- **Pound**
  - Ezra Pound: In a Station at the Metro
  - Ezra Pound: Cantos LXXXI
  - Ezra Pound: Passage Analysis

- **Eliot**
  - T.S. Eliot: The Love Song of J. Alfred Prufrock
  - T.S. Eliot: Portrait of a Lady
  - T.S. Eliot: Passage Analysis

3  How was what they said different from tradition?

- **Non-literary Modernist Movements**
  - William Carlos Williams: Tract
  - William Carlos Williams: The Red Wheelbarrow

4  What should you do?

- **All participants should be drafting the two Thematic Papers that are due on May 5.**
- T.S. Eliot: Thematic Paper (3 pages)
- Ezra Pound: Thematic Paper (3 page)
- Post-Modern Art
Can I view a tutorial of someone constructing a sample course?

Watch as a simple course gets constructed.
Design -- Navigation
What is the course menu?

Video tutorial:

Add the Course Menu block to the course.

Click the "edit icon" to configure the block.
Configure a Course Menu block

- Hide elements of the menu by clicking the "eye icon" in order to close it.
- Re-order the menu by clicking the arrows next to the item.
Configure other:

1) pertains to the length of the text stored in the "topic area summary" of a course section. 
2) what text should alert the reader of truncated text 
3) determines whether the course menu links will open sections as "focused" topics or jump the cursor to the appropriate topic.

Save changes after you have completed your configuration.

The "calendar" link will take you to the course calendar.
The "gradebook" link will take you to the course gradebook.

The "outline" area of the course menu will dynamically display each topic area of the course.

Note: by pressing the "+" icon next to the topic, a list of the activities within the topic will appear in the course menu.
The "messages" link will take you to the user messaging area.

The course menu will also aggregate all instances of course activity-types and link those types from the menu.

1) If your course has one or more Resources, they will be linked from the menu.
2) If your course has one or more Questionnaire activities, they will be linked from the menu.
3) If your course has one or more Book resources, they will be linked from the menu.

This menu is dynamically generated and will link to these aggregate areas automatically.
The "Participants" link will take you to the list of participants in the course.
What is the people block?

The People block contains a link to the list of the course participants. Generally speaking, a teacher will see this block in their course.

The participants profiles are available by clicking on their name or picture. The list can be sorted by first name, surname, city, country and last access. There is a pull down menu which can filter the list for a specific role (tutors, students).

The "People" block can assign roles when the course's edit mode is turned on. This is done on the title bar and the "assign role" icon. This is a way to add students to a course. Users without the correct permissions will not see this block.

A video tutorial:
What is the recent activity block?

The Recent Activity block lists course activity, such as updated resources and activities, forum posts and assignment submissions, since the user last accessed the course.

The activity report filter and generator may be accessed via the Full report of recent activity link.

---

**Video tutorial of block:**

**If you want to remove the ability for students to see whether other students are submitting assignments...**

The setting assignment_showrecentsubmissions in the Assignment settings (accessed via Administration > Modules > Activities) determines whether students can see other students' recent assignment submissions or not. Teachers can always see all recent submissions and students can always see their own recent submissions.
Design -- Course Format
How do I create different groups within the same course?

Participants in a course can be placed in separate groups. This is useful when you teach multiple sections of the same course with different participants.
How do I enable Groups in my course?

The Groups feature allows a teacher to assign teachers and students to one or more groups. This can be on the course or on the activity level.

Navigate to the "Administration" block and click on the "Settings" link.

Scroll down the page until you reach the Groups area.

Use the drop down menu to select Group mode

The group mode can be one of three levels:

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

Select if you want to force group mode.

The group mode can be defined at two levels:

1. Course level

   The group mode defined at the course level is the default mode for all activities defined within that course

2. Activity level

   Each activity that supports groups can also define its own grouping mode. If the course is set to "force group mode" then the setting for each activity is ignored. This is useful when, for example, one wants to set up a course for a number of completely separate cohorts.

Setting the default grouping

Once some groupings have been created, a default grouping for course activities and resources may be set.

Scroll down and save changes
How do I set up Groupings?

Groupings are sets of groups. Membership to the grouping depends upon being a member of a group associated with that grouping.

Navigate to the "Administration" block and click on the "Settings" link.

Click the groupings tab on the groups page.
Click on Create Grouping

Add Grouping info and save changes

On the Groupings page, click the "Show groups in grouping" under edit to add a group into this set.
Use the Add button to add Groups to the Grouping

Note: If you add more than one group into this grouping, the activity or resource will be visible for all groups that have been added.
How Do I Restrict an Activity or Resource to one Grouping?

Groupings are sets of groups. In joule, you can select if activities and resources will be exclusive for one grouping. This can be done under the settings of a resource/activity.

Create groups and groupings

Click here to understand how to create a group
Click here to understand how to create groupings

Add or update a resource/activity

Under settings, go to the ‘Common module settings’ area

1. Click on the button Show Advanced
Check the ‘Available for group members only’ box

Choose the grouping that you want this activity to be shown and save changes

In the main page, you will see now the name of the grouping in the side of the resource or activity.

**Note:** If you are adding a graded activity, be aware that the grouping feature will not be applied to the gradebook. Therefore if you create a graded assignment for each grouping, the members of separate groups will be able to see them under the gradebook.
What should be considered in course design?

The design of the course provides participants with a visual clue about the priorities of the course.

Setting up the course, like setting up rooms of a house, requires planning.
How do I choose a course format?

Course designers use course formats to organize content into topics or weeks.

**Video tutorial:**

Turn on editing mode.

Click [here to learn how](#).

Navigate to the course administration block and click on the "Settings" link.

Scroll down to the settings areas where you can select the different course formats.

Select the format.

Identify the number of weeks/topics.
Determine the course start date.

Once you select the format and the number of weeks/topics, scroll down to the bottom and click “Save Changes”
How do I configure the topic course format?

Course format is toggled in the settings of the Course Administration panel.

Navigate to the Course Administration panel and click on the "Settings" link.
Choose "topic" from the "Format" drop-down menu.

Note that the sections are now numbered as topics.
In editing mode, click the "edit icon" in order to change the topic summary name.
How do I add or remove a student in a course?

Instructors can use the site administration block to enroll or remove users from a course.

Navigate to the Course Administration panel and click on the "Assign Roles" link.
Choose what role you want to add or remove users.

Click in one of the roles to start the process. In this example we will choose Student, by reading the description you will be able to select the appropriate role that you want to edit.
1. The user listed in the left side are currently enrolled in the class (Press Ctrl to select multiple names).
   * To remove a users from a course, click in their names and press Remove

2. The users in the right are potential user whom are not enroll in the class (Press Ctrl to select multiple names).
   * To add users in that role click in their name and press Add

3. If your list of potential users is to large, use the Search button to find the people you want to enroll
How do I configure the weekly course format?

Course format is toggled in the settings of the Course Administration panel.

Navigate to the Course Administration panel and click the "Settings" link.
Choose "weekly" from the "Format" drop-down menu.

Identify the start date of the course.

Save changes by clicking the button at the bottom of the page.
Note that the sections are now expressed as weeks.
How do I configure the flex page course format?

Course format is toggled in the settings of the Course Administration panel.

The flex page course format allows for the creation of courses with multiple pages and navigational structures.

Visual Tutorial:

Navigate to the course administration panel and click on the "settings" link.
Choose "Page format" from course format options.

Save changes by clicking on the bottom at the bottom of the page.
View options for creating flexible pages.

1) Edit existing pages in the course.
2) Add pages to the course. These pages can be available via Tab or Menu.
3) Manage all of the pages and navigate to their settings pages.
4) Add activities to the course that you can later add to the pages.
Add a page to the course.

1) Give the new page a name. (You may want to design the course in multiple learning units. If so, add a Unit 1 page).
2) Determine whether the page is ready to be published yet.
3) Identify whether the page should be available via menus.
4) Identify whether the page should be available via a tab on the top of the course.
5) Determine the width of the three columns.
6) Add an additional navigation link to the page, in order to connect pages in sequences.

Save the changes to your new flex page.
How do I manage activities using the flex page course format?

In the "Manage Activities" tab, you will add activities using the "Add a resource..." and "Add an activity...." drop-down menus. All of the course's activities will appear in this list.

In a later step, you will add the activity to a specific page.

On the "Manage Activities" tab, go ahead and add an activity by using the drop-down menu.

On the "Manage Activities" tab, go ahead and add a resource by using the drop-down menu.
View all of the available course activities and resources on the "Manage Activities" tab.

Update and delete activities, as you normally would.
How do I manage pages using the flex page course format?

Using the flex page course format, a designer can create a course with multiple pages.

**Click on the "Manage Pages" tab of the course.**

1) Edit or delete individual page items.
2) Provide a tab for the page that is visible on the top of the screen.
3) Make the page visible in a menu or not.
4) Publish (or not publish) the page for participant viewing.
5) Designers can lock pages from participants until they meet conditional requirements (e.g. accessing elements of a course, or receiving a minimum grade on an activity within the course).

**Click on the individual "eye icons" in order to toggle the visibility of the pages.**
How do I edit pages using the flex page course format?

Flex pages can be designed and edited by adding activities and blocks.

Navigate to the page that you want to edit, using the page drop-down menu.

Click on the "Add existing activity..." drop-down menu.
Click on the "Add block" drop-down menu.

Move the blocks and activities to your preferred columns using the "arrow" icons.
If you want to change the settings of the course (columns widths, etc.), click on the page settings link.
How do I create a page menu for a flex page course format?

Flex page menus can provide Top Tab navigational structures, as well as left and right column navigational menus.

Navigate to the "Manage Activities" tab in the flex page course format.
Click the "Add an activity..." drop-down menu and add a Page menu.

Configure the new page menu.

1) Provide a unique name for the menu.
2) Choose between a "list" or "drop-down" menu.
3) Choose whether the menu should display its name.
4) If this is selected the tab will offer a drop-down menu in the top navigation bar.
5) Determine the order of the tabs within the course.

Click the "Save and display" button.

Click the "edit" tab to add links to the page menu.

Configure a link.

1) Add a link to an URL.
2) Add a link to one of the course activities.
3) Add a link to one of the different pages.
4) Add a link to the Trouble Ticket block.

**Review and edit the links that you add.**

1) Move, edit or delete existing links.
2) Add additional links.

**When complete, click on the View Tab, then navigate back to the course.**
Add the new menu to your course using the "Add existing activities" using the drop-down menu.
Move the Menu to the appropriate location on the page.
Design -- Adding and updating resources
How do I add an image using the HTML editor?

The HTML Editor lets you do complex text and image task. For this example, we will add an image to a post within a forum, however, you may follow the same steps to add an image to any text, as long as the HTML editor appears to offer help.

Determine where you want to place your image.

Type the text that accompanies the image (if relevant):
Next, click on the "image" icon in the HTML Editor bar:

Depending on where your image resides, you can select it... Paste in a URL for image files on the web:

Be sure to complete the Alternate text for people using page readers in order to "see" the page.

Next, click the OK button to paste the image into your text.
If your image file already exists in a folder within your course, navigate to it:

Click on a folder to navigate into it. To return to a higher folder, click the folder with the "up" arrow inside it. Once you find the image file, click on its name, then click the "OK" button in the top right to add the image to your text.
Browse for the file, select it, then Upload it to the course. Then click on its title when it is within the File Browser. Once selected, click the OK button to insert the image into your text.
When you have selected the file, you will have an opportunity to resize its dimensions:

You can change the layout, spacing, and size of the image by adjusting these settings.
After you have selected the "OK" button from the "insert image" window, you can see your results:

Capybaras are the world's largest rodent. They also happen to be an obsession of mine since childhood.
Later, if you want to edit the image settings, click the image itself and press the "image" icon in the editor again.

Note that the selection of the image is clear by the drag icons around the image.

After you have made changes to your settings, click "OK" and resave your work.
How do I add or update a resource in a course?

"Resources" are links to files, URLs, repository items, or constructed web pages. In general, resources don't require direct interaction from the participant. This contrasts with course activities, which require interaction.

Turn on editing mode.

Click here to learn how.

Notice how instructors are provided with an "add a resource" drop-down menu.

If you want to update an existing resource, click on the "edit" icon next to the resource.

You will be returned to the "set-up" screen that you viewed when you created the activity.

Make your changes to the resource settings.
Instructional considerations: Tips on Chunking Content

If we ran a contest for the favorite esoteric word of Instructional Designers, the term “chunking” might win. It’s one of those terms you never hear until you enter the world of online learning or writing for the Internet. Chunking is a great concept that’s worth diving into, so let’s examine the purpose of chunking and how to accomplish it.

**Chunking Defined**

Chunking refers to the strategy of breaking down information into bite-sized pieces (Oh, that’s the visual!) so the brain can more easily digest new information. The reason the brain needs this assistance is because working memory, which is the equivalent of being mentally online, holds a limited amount of information at one time.

**Why We Chunk Content**

George A. Miller formulated the chunk concept in 1956, as he presented evidence that working memory is limited in capacity. Although Miller stated that working memory could hold seven (plus or minus two) chunks of information at once, it is now thought that the number is closer to three or four. Also, cognitive researchers now know that the capacity of working memory depends on the type of information, the features of the information and the abilities of the person under experimentation.

The pearl of wisdom here is that if a learner’s working memory is full, the excess information will just drop out—as in disappear. That’s a big challenge for a course designer. It means that if you are explaining something complex and the learner must hold several factors in mind to understand it, you’ll need to chunk information into, well … bite-sized pieces.
Chunking for eLearning

Chunking is particularly important for online learning. Without an instructor to answer questions and to guide the learning process, eLearning content has to be organized in a logical and progressive way through chunking. Chunking doesn't only work for your typical linear instruction, it also works for learning objects, for non-linear approaches to learning as well as discovery learning, because it groups together conceptually related information. Content that is conceptually related is meaningful, making it easier to understand.
How do I create a webpage resource?

Turn on editing mode.

Click [here to learn how](#).

Scroll to the section of the course where you want to add a resource

Select the resource you would like to add
Add a name for the resource, as well as a summary of it.

Add the content of the webpage, using the HTML editor for formatting.

Click "Show Advanced " to see Window options.
Configure the Window settings.

1) Determine whether the resource should open in the "same window" or a "new window."
2) Choose whether course blocks should be visible in a new window.
3) Choose the settings of a new window.
4) Determine the size of a new window.

Click the "Save and return to course" button at the bottom of the page.
How do I create a "link to a file or website" resource?

Click on the "Add a resource" drop-down menu and select "Link to a file or website".

Add a name for the resource, as well as a summary of it.

Optionally, add the URL for the destination page.
Optionally, click the "Choose or upload a file..." button for the site.

Click on "Show Advanced" button to determine window settings.

Configure window settings.

1) Determine whether the file should be forced to download upon selection.
2) Determine whether the resource should open in the "same window" or a "new window."
3) Choose whether the website or file is framed with a navigational window.
4) Choose the settings of a new window.
5) Determine the size of a new window.
Optionally, choose some parameters to pass with the link.

Sometimes a destination site will want data passed with the link. This feature allows for the creation of a parameter string using custom fields and real user/course data.

Click on "Save and return to course" button at the bottom of the page.
How do I create a label resource?

A label is a way to add text to the content area of your course. Labels can be used to give a quick instruction or for telling users what to click on next.

**Turn on editing mode.**

Click here to learn how.

**Click on the "Add resources..." drop-down and select a "insert a label" resource.**

Add information that you would like in the label.
Note the label displays the information within the course in an inline format.
How do I get inline images and media in my course?

Inline course content is created by adding a "label" resource to a topic area.

**Turn on editing mode.**

Click [here to learn how](#).

**Scroll to the section where you would like to add media, then click the “Add a resources” link within that section.**

Choose "Insert a label" from the dropdown menu.

Insert text, images, or links to media files in the label's body area.

See, [How do I use the HTML editor?](#) for more detail on inserting media.
Use the Common Module Settings to associate it with specific groups and/or make it visible.

Select any grouping you would like to associate with the label
Select from the drop down list if you would like this label to be visible now or if you would like it to be hidden

Scroll to the bottom of the page and click "Save and return to course."

Examples of inline images:

In this screenshot, the labels are inserted in the course above the regular activities (Attendance, Course Syllabus, etc.).
How do I create a book module?

The Book module makes it easy to create multi-page resources with a book-like format. This module can be used to build complete book-like websites inside of your Moodle course.

**Video Tutorial:**

**Turn on editing mode.**

Click [here to learn how](#).

Select "Book" from the "Add a resource" drop-down menu.
Add a name and summary for the activity.

Configure book settings.

Click "Save and display" button at the bottom of the page.
Create the first chapter of the book by entering information.

1) Add a chapter title.
2) Determine whether the chapter will be a subchapter of another chapter.
3) Place the content within the chapter.

View the current Table of Contents. Click the "+" icon to create a new chapter in the book.
Optionally, move, edit, delete, or hide specific chapters.
How do I create a Directory resource?

The directory resource exposes specified folders within the course file directory to participants.

Turn on editing mode.

Click here to learn how.

Choose "Display a Directory" from the "Add a resource..." drop-down menu.

Add a name and summary to the resource.
Pick a directory from the drop-down menu.

The drop-down menu maps to folders stored in the course file directory.

When users click on the new resource link within the course, they will be presented with a file menu.

This can be useful, when instructors want to provide access to a large number of files to the course.
How do I add an Equella resource?

Note these instructions are for adding Equella items to a course that are already in the repository. See "How do I contribute an item to the Equella repository" for other instructions.

Turn on editing mode. Click here to learn how.

Scroll to the course topic where you want to add the resource.

Click the "Add an activity" drop down menu and select "Equella Resource".

Search or browse for the resource item that you want to add to the course.

1) Quick search for the item using keywords (then press the "Search" button).
2) Or choose from items that you have recently selected.
3) Or choose from items that you have saved in your "favorites" area.
If searching for an item (1), review the results of the keyword query.

Next, choose one of the results by clicking on its title.

The item’s details are visible from this screen.
1) The item resides at the National Photo Company Collection at the Library of Congress.
2) The item is marked as circa 1920.
3) The URL link goes directly to the photograph.

To Select the item to be added to the course, click the "Select item" button. This particular item links to this "landing page" with a link to the photograph.
In some cases, a "Select item" button will accompany one or more photographs or other media or file type. This will add the file or link directly to the course link without a "landing page."

Once you have "Selected" the item, it will be added as a link to your course.

Note the addition of the link to your course activities.

You may edit, delete, and move this activity like all other activities within the course.
How do I contribute an item to the Equella repository?

Video Tutorial:

Turn on editing mode.

Click [here to learn how](#).

Scroll to the course topic where you will likely add the contributed item.

Choose "Equella resource" from the "Add an activity" menu.

Choose "Contribute" from the "Choose by" drop down menu.
Give the item that you want to contribute a name and description.

Next identify what kind of resources you want to add to the item.

The item may be an uploaded file, it may be a link to a webservice, it may be a link to a GoogleBook or a Youtube video, etc.. A repository item may consist of multiple files or links. Simply click on the box that coincides with your interest and watch the bottom of the contribution page. A corresponding interface will appear for each "type" of resource that you select.

If you choose to upload a file to the item, you will see the following interface.

In this scenario, "Choose File" by browsing your desktop for the correct file. Then type a name in the box for whatever you want to call the uploaded file. Then choose "Attach" to save the file to the repository item. This can be completed multiple times, depending on how many files you want to
If you choose to "search YouTube" for a video, you will see the following interface:

1) Type keywords into the search field to find results.
2) Select video to add it to the repository item.
3) View more results by toggling the results list.

Again, you may add multiple videos to a repository item.
If you choose to "Link to a web resource" for the item, you will see the following interface:

1) Type the link location
2) Type a description for the link
3) Then Add the link to the item by clicking the "Add" button.

You may add multiple links to the repository item with this process.

If you choose to add iTunes University resources to your item, the interface looks like this:

1) Browse the various categories by clicking the "+" icons.

Note: Many schools have iTunes University accounts. Unless you have coordinated your account with the MoodleRooms implementation team, Stanford's account will be the default option.

1) Browse the various categories by clicking the "+" icons.
2) When you find something to add to the repository item, click the "Add" button. You may add multiple iTunes University elements to a repository item.

If you choose to add "Googlebooks" to your repository item, the interface looks like this:

1) Search for keywords at Googlebooks.
2) Select the book to add it to the repository item.
3) View more results by toggling the results icons.

You may add multiple Googlebooks to a repository item.

Once you have added assets to the new repository item, click the "next" link.

This is located in the bottom right corner of the screen.

You may want to add metadata to your repository item.

Choose "Yes" in order to add searchable keyword tags to the item.

After adding tags choose the "Next" link once again.
Review the item that you will contribute and choose "Save" if you have what you need.

1) You may also "Cancel" your contribution.
2) Or travel back to previous pages.
3) Or you may Preview your item.

Once "saved" Equella will ask whether you want to save the item as a draft, or publish it to the community selections.
At this step you may choose to add the item to your course, as well.

Click the "Select this item" button in order to add it to the course list.

Otherwise, click the "Cancel" link in the top right corner of the Contribution window.
Design -- Adding and updating activities
How do I add or update an activity?

"Activities" are interactive events within the course. A forum activity, for example, requires participants and instructors to engage and communicate in a shared event. Activities contrast with course resources, which are generally static items that do not require interaction.

Turn on editing mode.

Click here to learn how.

Notice how instructors are provided with an "add an activity" drop-down menu.

You will be returned to the "set-up" screen that you viewed when you created the activity.

If you want to update an existing resource, click on the "edit" icon next to the activity.

Or visit the activity, then click the "Upgrade this [activity]" button in the top right corner.

Make your changes to the activity settings.

Scroll to the bottom of the page and click "Save and return to course"
How do I move an activity in the course sequence?

Turn on editing mode.

Click [here to learn how](#).

If "Ajax" mode is on, click on the "move" icon and drag the object up or down in the sequence.

Alternately, you will see the "up/down" icon next to each activity.

Click on the icon next to the activity that you want to move.

Note how the screen refreshes with a number of "destination" boxes.

Click on the box where you want to move the selected activity. The screen will refresh again with the activity moved to the new location.
How do I hide or delete an activity in the course?

Turn on editing mode.

Click here to learn how.

Navigate to the "Administration" block and click on the "Settings" link.

Locate the "eye" icon next to activities and course sections.

Click on the open eye to close it.
Click on the closed eye to open it.
This toggle will hide course elements from student view.

Locate the "x" icon next to activities.

Click on this icon to delete the activity from the course.
How do I create a "standard" forum?

Standard forum for general use - is an open forum where anyone can start a new topic at any time. This is the best general-purpose forum.

Turn on editing mode.

Click here to learn how.

Scroll to the section of the course where you want to add the forum.

Frequently, sections will be marked with a date or a number (e.g. topic 11 and topic 12).

Choose "forum" from the "Add an activity" drop down menu.

Give the forum a name.
Choose the forum type that you want for the discussion.

Provide the introductory text for the discussion.

Note: This is the text that participants will see when they visit the forum. Provide clear instructions for them.

Configure the general settings:

1) If "yes" then participants will receive emails of all forum posts. And they will not be able to unsubscribe.
2) If "yes" then each post will track whether it has been viewed/read by the participant.
3) File attachments to the post can be limited in size.

Configure the grade settings:

1) If posts are rated, then the ratings are aggregated.
2) Select a custom rating scale, or how many points should be scored.
3) This restricts the dates when participants can rate a peer's post.
Configure the "blocking" for forum posts.

1) If you want to block participants from posting more than a certain number of posts in a given period of time, select the period of time from the drop-down menu.
2) This is the maximum number of posts allowed during the given period of time. Any number above this will be blocked.
3) This is the number of posts during the given period of time that triggers a warning. Set the warning # of posts lower than the blocking # of posts.

Scroll to the bottom of the page and "Save and return to course."
How do I create a "single simple" forum?

A single simple discussion - is just a single topic, all on one page. Useful for short, focussed discussions.

Turn on editing mode.

Click [here to learn how](#).

Scroll to the section of the course where you want to add the forum.

Frequently, sections will be marked with a date or a number (e.g. topic 11 and topic 12).

Choose "forum" from the "Add an activity" drop down menu.

Give the forum a name.
Choose the forum type that you want for the discussion.

Provide the introductory text for the discussion.

Note: This is the text that participants will see when they visit the forum. Provide clear instructions for them.

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Scroll to the bottom of the page and "Save and return to course."
How do I create an "each person posts" 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.

**Turn on editing mode.**

Click [here to learn how](#).

**Scroll to the section of the course where you want to add the forum.**

Frequently, sections will be marked with a date or a number (e.g. topic 11 and topic 12).

**Choose "forum" from the "Add an activity" drop down menu.**

**Give the forum a name.**

Enter the name of the forum.
Choose the forum type that you want for the discussion.

Provide the introductory text for the discussion.

Note: This is the text that participants will see when they visit the forum. Provide clear instructions for them.

Configure the general settings:

1) If "yes" then participants will receive emails of all forum posts. And they will not be able to unsubscribe.
2) If "yes" then each post will track whether it has been viewed/read by the participant.
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2) This is the maximum number of posts allowed during the given period of time. Any number above this will be blocked.
3) This is the number of posts during the given period of time that triggers a warning. Set the warning # of posts lower than the blocking # of posts.

Scroll to the bottom of the page and "Save and return to course."
How do I create a "Q and A" forum?

The Q & A forum requires students to post their perspectives before viewing other students' postings. After the initial posting, students can view and respond to others' postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.

Turn on editing mode.

Click [here to learn how].

Scroll to the section of the course where you want to add the forum.

Frequently, sections will be marked with a date or a number (e.g. topic 11 and topic 12).

Choose "forum" from the "Add an activity" drop down menu.
Give the forum a name.

Choose the forum type that you want for the discussion.

Provide the introductory text for the discussion.

Note: This is the text that participants will see when they visit the forum. Provide clear instructions for them.

Configure the general settings:

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2) This is the maximum number of posts allowed during the given period of time. Any number above this will be blocked.
3) This is the number of posts during the given period of time that triggers a warning. Set the warning # of posts lower than the blocking # of posts.

Scroll to the bottom of the page and "Save and return to course."
How do I create a quiz?

Turn on editing mode.

Click here to learn how.

Scroll to the section of the course where you want to add the assignment.

Choose "quiz" from the "Add an activity" drop down menu.

Give the quiz a name.

Provide a description for the quiz.

Note: this is the text that participants see when they visit the quiz. Provide clear instructions for them.
Configure the timing elements of the quiz:

1) Determine when the quiz should be open for participants.
2) Determine when quiz access should be blocked.
3) If the quiz is timed, how much time should participants be given for it?
4) If participants can make multiple attempts at the quiz (see setting below), how much time should pass between the first and second attempts?
5) If participants can make multiple attempts at the quiz (see setting below), how much time should pass between subsequent attempts?

Choose how many questions to display per page.

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

Choose whether questions should be shuffled within the quiz attempts.

If you enable this option, then the order of questions in the quiz will be randomly shuffled each time a student attempts the quiz.

This is not related to the use of Random Questions, this is only about the displayed order of questions.

The intention is to make it a little harder for students to copy from each other.
Choose whether answers within questions should be shuffled.

If you enable this option, then the parts making up the individual questions will be randomly shuffled each time a student starts an attempt at this quiz, provided the option is also enabled in the question settings.

The intention is simply to make it a little harder for students to copy from each other.

This only applies to questions that have multiple parts, such as Multiple Choice or Matching Questions. For multiple choice questions the order of the answers is shuffled only when this option is set to "Yes". For matching type questions the answers are always shuffled, this setting controls whether in addition the order of the question-answer pairs is shuffled.

This option is not related to the use of Random Questions.

Determine how many quiz attempts will be 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.

Decide whether each quiz attempt builds on the last.

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 a quiz to be completed over several attempts.

To show a fresh quiz on every attempt, select No for this setting.

Choose whether to use adaptive mode.

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

This mode also allows adaptive questions that can change themselves in response to a student's answer. Here is how the IMS QTI specification defines adaptive questions (items):

An adaptive item is an item that adapts either its appearance, its scoring (Response Processing) or both in response to each of the candidate's attempts. For example, an adaptive item may start by prompting the candidate with a box for free-text entry but, on receiving an unsatisfactory answer, present a simple choice interaction instead and award fewer marks for subsequently identifying the correct response. Adaptivity allows authors to create items for use in formative situations which both help to guide candidates through a given task while also providing an outcome that takes into consideration their path.

In adaptive mode an additional Submit button is shown for each question. If the student presses this button then the response to that particular question is submitted to be scored and the mark achieved is displayed to the student. If the question is an adaptive question then it is displayed in its new state that takes the student's answer into account and will in many cases ask the student for another input. In the simplest adaptive questions this new state may differ only in the feedback text and prompt the student to try again; in more complicated question also the question text and even the interaction elements can change.

Configure the grading method for the quiz.

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 gained on the first attempt (other attempts are ignored).
**Last grade**

The final grade is the grade gained on the most recent attempt only.

**Decide whether to apply penalties for wrong answers.**

If a quiz is run in adaptive mode then a student is allowed to try again after a wrong response. In this case you may want to impose a penalty for each wrong response to be subtracted from the final mark for the question. The amount of penalty is chosen individually for each question when setting up or editing the question.

This setting has no effect unless the quiz is run in adaptive mode.

**Determine how many decimals to include in quiz grades.**

By using this setting you can select the number of digits that should be shown after the decimal point when displaying student scores or grades. For example choosing '0' means the displayed grades will be rounded to integers.

This setting only effects the display of grades. It does not affect the internal calculations and rounding of the grades.

**Select conditions for automatic review access to the quiz.**

These options control what information users can see when they review a quiz attempt or look at the quiz reports.

Immediately after the attempt means within two minutes of the attempt being finished by the user.
clicking 'Submit all and finish'.

Later, while the quiz is still open means after this, and before the quiz close date.

After the quiz is closed means after the quiz close date has passed. If the quiz does not have a close date, this state is never reached.

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

Choose whether you want to require a secure browser.

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. The restrictions placed on students are similar to those in pop-up window case, but because Safe Exam Browser is software running on the student's computer, it can do a much more effective job of restricting their actions. If you select this option:

- Students will only be able to attempt the quiz if they are using Safe Exam Browser.
- The browser window will be fullscreen (without any navigation elements).
- The window cannot be closed until the test is submitted.
- Shortcuts keys such as Win, Ctrl+Alt+Del, Alt+F4, F1, Ctrl+P, Printscreen, are disabled.
- Copy and paste, and the context menu, are disabled.
- Switching to other applications is disabled.
- Surfing to other web sites is prohibited.

Note: not all Moodle and joule installations will include the Safe Exam Browser feature.

Decide whether you want to require a password for the quiz.

Configure whether you want to require all students to be a the same network address.

Determine one of the group types that you want applied to the activity.

The group mode can be one of three levels:

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

Optionally, choose whether the activity should be visible or not to students.

Choose an ID for the activity, for the purposes of using IDs in the gradebook calculations.

Decide the gradebook "grade category" for this activity, when appropriate.

Scroll to the bottom of the page and "Save and return to course."

Now that the activity is configured, choose which questions will appear in the quiz.

See this lesson.
How do I add questions to a quiz?

A quiz is composed of questions in the question bank. This lesson reveals how to move questions from the bank into the quiz.

Update an existing quiz.

Whether you have just created a quiz in your course or are needing to edit a quiz that already has questions in it, the steps are the same for adding new questions or editing questions--with the exception that you WON'T be able to edit questions or add questions after attempts have been made on that quiz.

View the content area of the quiz.

From the Edit tab (1) of the quiz page, you'll see two panes. The right pane (2) reveals questions that can be added to the quiz. The left pane (3) shows the questions that have already been added to the quiz.
Check the question categories that are available to you:

Quiz questions are stored in categories. The categories of questions can be stored within different contexts within the site.

1) This question category is the default category for this particular quiz instance. These questions are only available within the context of this particular quiz.
2) This question category is the default category for this particular course. These questions are available to any quiz within the course.
3) This question category is the default category for this particular course category. These questions are available to any quiz within any course within this course category. (Very useful, if all the courses within a department are organized within the same category).
4) This question category is the default category for any course on the entire site.

If you are creating new questions, choose the category where they will be added.

By choosing "Default for Reading Quiz", any new questions added on this panel, will be available within the context of this particular quiz. If you plan on re-using questions for other quizzes, we recommend that you choose a "broader" category context.
Next, create a new question by clicking on the type from the "Choose..." drop-down menu.

You have numerous question type options to choose.

View the various question types by linking to these other lessons.
How do I use the "calculated" question type?
How do I use the "drag-and-drop matching" question type?
How do I use the "description" question type?
How do I use the "essay" question type?
How do I use the "matching" question type?
How do I use the "embedded answers (Cloze)" question type?
How do I use the "short answer" question type?
How do I use the "numerical" question type?
How do I use the "random short-answer matching" type?
How do I use the "true/false" type?

Your new question will now appear in the list of available questions.
Now that you have added a question to your question bank, move the question into your actual quiz.

Click the double arrow icon to move the question into the quiz.

View the questions within the quiz.

This quiz now contains "peach" as its only question.

After adding additional questions, you may change the order of the questions in the quiz.

If you aren't shuffling your questions within the quiz, you may want to order the questions according to a logical progression of the covered concepts.

You may perform various actions on the questions, too.

The magnifying glass icon provides a preview of the question.
The edit icon allows you to edit the question.
The double arrows icon allows you to remove the question from the quiz (though it remains in the
Configure how the questions should appear in the quiz.

Select or deselect the page breaks and reordering tool.

1) the page break line indicates which questions belong together on a given page.
2) the ordering tool allows for quick reordering of questions. Change the #s within the boxes and press the "Go" button to reorder.

Lastly, note that the quiz automatically calculates question weights based on the combination of individual question grade assignments and maximum grade for the whole quiz. For instance, in the above example, the total number of questions is 2, but the total points is set at 10. This means each question will automatically be calculated at five points.

It also means quiz grade totals can have decimal points. Another example: say the total number of questions is 20, but the total points is set at 10. This means each question will automatically be calculated at half of a point. If you seek a whole number grade output, make sure your question totals = your maximum grade total.
After you have constructed your quiz, click the "Save changes" button.
What is the assignment module?

The assignment activity module allows teachers to collect work from students, review it and provide feedback including grades.

Students can submit any digital content (files), including, for example, word-processed documents, spreadsheets, images, audio and video clips. Assignments don't necessarily have to consist of file uploads. Alternatively, teachers can ask students to type directly into Moodle using an online text assignment. There is also an offline activity assignment which can be used to remind students of 'real-world' assignments they need to complete and to record grades in Moodle for activities that don't have an online component.

There are 4 types of assignments:

1. Upload a single file
2. Advanced uploading of files (1.7 onwards) - options include: multiple file submission, allowing students to type a message alongside their submission & returning a file as feedback.
3. Online text - students type directly into Moodle, teachers can provide inline feedback.
4. Offline Activity - teachers provide a description and due date for an assignment outside of Moodle. A grade & feedback can be recorded in Moodle.

Iterative Assignments

It is possible to create iterative assignments - where the piece of work is graded by the teacher, re-edited by the student, re-graded and so on using either the single file or the online text and setting 'Allow resubmitting' to 'Yes' in the assignment settings.
How do I create an upload file assignment?

Turn editing mode on.

Click [here to learn how](#).

Scroll to the section of the course where you want to add the assignment.

Choose "upload file assignment" from the "Add an activity" drop down menu.

Give the assignment a name.

Provide the "description" text for the assignment.
Choose grade options.

Grade 📘 100

Choose availability dates.

Available from 🕒 4 December 2009 19 40
Due date 🕒 11 December 2009 19 40

Choose whether late submissions will be accepted.

Prevent late submissions 🕒 No

Choose whether participants can resubmit assignments.

Allow resubmitting 🕒 No

Choose whether instructors should receive email notifications of submissions.

Email alerts to teachers 🕒 No

Choose maximum size of upload file.

Maximum size 🕒 2MB

Choose one of the group types that you want applied to the activity.

Group mode 🕒 Separate groups

The group mode can be one of three levels:

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

Choose whether the activity should be visible or not to students.

Choose an ID for the activity, for the purposes of using the ID in gradebook calculations.

ID number

Choose the gradebook "grade category" for this activity, when appropriate.

Grade category

Scroll to the bottom of the page and "Save and return to course."
How do I create an online assignment?

Turn on editing mode.

Click [here to learn how].

Scroll to the section of the course where you want to add the assignment.

Choose "Online Text" from the "Add an activity" drop down menu.

Give the assignment a name.

Provide the "description" text for the assignment.
Choose availability dates.

Choose whether late submissions will be accepted.

Choose whether participants can resubmit assignments.

Choose whether instructors should receive email notifications of submissions.

Choose maximum size of upload file.

Choose one of the group types that you want applied to the activity.

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

Choose whether the activity should be visible or not to students.
Choose an ID for the activity, for the purposes of using the ID in gradebook calculations.

ID number

Choose the gradebook "grade category" for this activity, when appropriate.

Grade category

Scroll to the bottom of the page and "Save and return to course."
How do I create an offline assignment?

Turn editing mode on.

Click here to learn how.

Scroll to the section of the course where you want to add the assignment.

Choose "offline activity" from the "Add an activity" drop down menu.

Give the activity a name.

Provide the "description" text of the activity.
Choose grade options.

Grade 💡 100

Choose availability date.

Available from 4 December 2009 20 00
Due date 11 December 2009 20 00

Choose one of the group types that you want applied to the activity.

Group mode 💡 Separate groups

The group mode can be one of three levels:

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

Choose whether the activity should be visible or not to students.

Visible 💡 Show

Choose an ID for the activity, for the purposes of using the ID in gradebook calculations.

ID number 💡

Scroll to the bottom of the page and "Save and return to course"
How do I create an advanced upload of files assignment?

Turn on editing mode.

Click here to learn how.

Scroll to the section of the course where you want to add the assignment.

Choose "Advanced uploading of files" from the "Add an activity" drop down menu.

Give the assignment a name.

Provide the "description" text for the assignment.

This is the text that participants will see when they visit the assignment. Provide clear instructions for them.
Choose grade options.

| Grade | 100 |

Choose availability and due dates.

<table>
<thead>
<tr>
<th>Available from</th>
<th>December 2009</th>
<th>Due date</th>
<th>December 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Choose whether late submissions will be accepted.

Prevent late submissions: No

Choose maximum size of upload files.

| Maximum size | 1MB |

Choose whether participants should be able to delete previously uploaded files.

Allow deleting: Yes

Choose how many files can be uploaded per activity.

| Maximum number of uploaded files | 3 |

Choose whether participants can leave private notes for the instructor regarding the files.

Allow notes: No

Choose whether the assignment description is hidden prior to the availability date of the assignment.

Hide description before available date: No
<table>
<thead>
<tr>
<th>Setting</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose whether instructors receive emails upon submission.</td>
<td>Email alerts to teachers: No</td>
</tr>
<tr>
<td>Choose one of the group types that you want applied to the activity.</td>
<td>Group mode: Separate groups</td>
</tr>
<tr>
<td>Choose whether the activity should be visible or not to students.</td>
<td>Visible: Show</td>
</tr>
<tr>
<td>This setting is helpful when the activity is being designed and should not be available yet.</td>
<td></td>
</tr>
<tr>
<td>Choose an ID for the activity, for the purposes of using the ID in gradebook calculations.</td>
<td>ID number: enter ID number</td>
</tr>
<tr>
<td>Choose the gradebook &quot;grade category&quot; for this activity, when appropriate.</td>
<td>Grade category: Uncategorised</td>
</tr>
<tr>
<td>Scroll to the bottom of the page and &quot;Save and return to course&quot;</td>
<td>Save and return to course</td>
</tr>
</tbody>
</table>
How do I create a glossary?

The Glossary activity 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 collaborative or entries only made by the teacher. Entries can be put in categories. The autolinking feature, will highlight any word in the course which is located in the glossary. Autolinking can be turned off in the quiz module. It is possible to import and export entries from one glossary to another. Site wide (global) glossaries can be created that work in all courses. An entry can be linked to more than one key phrase.

Video Tutorial:

Turn on editing mode.

Choose "Glossary" from the "Add an activity" drop-down menu.
Provide a name and description for the glossary.

The description describes what kinds of items you want to collect in the glossary. The glossary could be a collection of course terms, vocabulary, biographies, etc. You may create categories within the glossary (as a later step).

Configure the settings.

1) Prevent confusion with content, by reducing the total # of glossary entries rendered on the page.
2) Allow the hyperlinks of this glossary to be visible across the entire site, rather than just within this course.
3) By default, only instructors contribute to a "main glossary," whereas, a "secondary glossary" includes participants as contributors.
4) This allows two glossary entries with the same title.
5) Participants can comment upon glossary items (like blog comments).
6) This provides a link so that participants can print the entire glossary in a print-friendly collection.
7) Glossary items are automatically hyperlinked to the entry, as the "name" and "keywords" of the entry appear throughout activities and resources of the course.
8) Instructors can require approval for glossary entries.
9) The glossary entries can be displayed in different formats:
    * **Simple, dictionary style**: Looks like a conventional dictionary with separate entries. No authors are displayed and attachments are shown as links.
    * **Continuous without author**: Shows the entries one after other without any kind of separation but the editing icons.
    * **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.
    * **Encyclopedia**: 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.
10) Instructors can determine the navigation tools for the glossary.
11) By default, entries can only be modified for a short period of time.

**Optionally, determine whether glossary entries will receive ratings.**

![Image of grade options]

1) An instructor may want glossary items to be rated. Ratings are reflected in the gradebook.
2) Instructors can rate entries, or everyone can rate entries.
3) The instructor determines the custom scale to be applied as a rating.
4) If selected, ratings can be restricted to a window of time for peer review.
Click the "Save and display" button at the bottom of the page.

View what the participant sees:

1) Import glossary items from a separate glossary, or export (this setting is only visible to instructors).
2) Search for keywords within the glossary.
3) Add a new glossary entry by pressing this button.
4) Sort the view of glossary entries by browsing between alphabet, category, date, or author. Pick a letter of the alphabet and filter all of the entries starting with that letter.
5) A list of entries will appear here, sorted by type and filtered.

Depending on your configuration choices, the participant view of the glossary will be similar to this image.
How do I create a 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.

Choose "Choice" from the "Add an activity..." drop-down menu.

Provide a name for the activity.
This description can be as simple as: Choose your favorite color.

Choose whether you want to limit a certain number of responses to a particular choice.

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

Once Limits have been enabled, each option can set a limit. When the limit is reached then no-one else can select that option. A limit of zero (0) means that no-one can select that choice. This is an excellent tool for allowing participants to place themselves into groups, while making sure any one group doesn't get over-subscribed.
Add your choice options.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Choice</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Place the name of each choice in the blank.

If you have enabled limits, choose the total number of participants who can choose that option.

If you require more choices, click the "Add 3 fields to a form" button.
If you want to restrict the answering time to a time period, configure the dates.

Configure the "look and feel" of the display.

1) The results can be presented in a horizontal or vertical graph.
2) If desired, the results can be published to participants under different conditions (e.g. after they answer, only after the choice is closed, always).
3) If results are published to participants, decide whether to show participant names or not with the choices.
4) Allow participants to update their choice (prior to the close).
5) Show the column of participants who have not selected a choice.

Click the "Save and display" button at the bottom of the page.

View the new choice activity.

1) Based on your configuration, you will see the choice text and the options.
2) Instructors can also click a link to see the responses.
Instructionally, 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:
1) 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.
2) 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.
What is the question bank?

This feature allows a teacher to create, preview, and edit questions in a course question bank, a database of questions. These questions can then be used in Quizzes and through the export process in a lesson activity. The teacher enters the question bank by creating or editing a quiz activity or through the Administration block.

Questions are organised into categories. Initially each course has only one category called "Default." It is good practice to create more categories to organize your questions. This not only makes it easier to find questions, but makes the use of random questions and matching question easier. You can create a hierarchy of categories because you can create subcategories inside parent categories. To add or edit categories click on the "Categories" tab.

The question editing screen shows the questions from the currently selected category. You choose this category from the Category: drop-down menu. Using the tick box below that menu you determine whether to also show the questions from all subcategories.
The Quiz activity module allows the teacher to design and set quizzes consisting of a large variety of Question types, among them multiple choice, true-false, and short answer questions. These questions are kept in the course Question bank and can be re-used within courses and between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.

Feedback on performance is a critical part of a learning environment and assessment is one of the most important activities in education. As educators, we can’t tell what’s going on inside the heads of students, so we need a way for them to demonstrate what they understand and what they don’t. A well-designed test, even a multiple-choice test, can give you critical information about student performance. If the feedback is rapid enough, it can also be a critical tool for students to gauge their own performance and help them become more successful.

Moodle’s quiz module has a large number of options and tools, making it extremely flexible. You can create quizzes with different question types, randomly generated quizzes from pools of questions, allow students to have repeated attempts at a question or retake quizzes multiple times, and have the computer score it all.

These features open up a number of strategies which usually aren’t practical with paper based testing. It’s hard enough to score one batch of quizzes, and nearly impossible to score it 10 times for each student. When the computer does the work for you, it’s easy to give students a chance to practice taking a test, or to give frequent small quizzes.
How do I create quiz questions?

Turn on editing mode.

Click here to learn how.

Go to the Administration panel and click on questions

Choose the type of question you would like to create

You can also select a category to place the questions in.
There are many different types of questions to choose from.
How do I edit a quiz question?

Turn on editing mode.

Click [here to learn how](#).

Go to the Administration panel and click on questions

Select the question you wish to edit and click the pencil to edit the question
Edit the question then scroll to the bottom and select the save option that fits your needs

Save changes will save the question as the same name
Save as new question will save the question as a new question name
How do I create a feedback activity?

The Feedback module allows you to create and conduct surveys to collect feedback from participants.

Turn on editing mode.

Click [here to learn how](#).

Select “Feedback” from the “Add an activity...” drop-down menu.

Provide a name for the activity.
Offer a description of the activity. Participants will see this description at the beginning of the survey process.

Configure the timing of the survey.

If you want time restrictions for the survey, click the box next to the dates and identify the appropriate dates.

Configure the feedback options.

1) Determine whether the feedback should be anonymous, or tied to the participant’s name.
2) Decide whether participants should see the feedback report.
3) Identify whether instructors should be notified of the survey completion.
4) Allow participants to submit multiple times.

Prepare a statement for the conclusion of the survey.

After submitting the feedback, participants will receive this message from the instructor.

Next, add survey questions to the feedback activity.

See: How do I add survey questions to a feedback activity?
How do I add survey questions to a feedback activity

Instructors create surveys with the Feedback module.

**Create a new feedback activity or update an existing one.**

Click here for instructions on how to create a new feedback activity.

**View the survey screen.**

1) Use the tabs to move between a survey overview, editing questions, configuring templates, analytics, and actual participant responses.
2) Here is the title of this feedback activity.
3) Here are the instructions for the participant.
4) Here is the text offered to the participant at the conclusion of the survey (click to see).

**Choose the "Edit questions" tab from the menu.**
Next, choose a question type from the "Select" drop-down menu.

Each of the question types are rather self-explanatory. The "add a pagebreak" and "label" allow the instructor to format the look-and-feel of the survey somewhat.

Create questions and review what you've added.

1) Add additional questions from the drop-down menu.
2) Move, edit, require, or delete questions from the current survey.
Choose the "Templates" tab after you are finished writing/editing the survey.

1) If you have previously saved a template of questions, choose it from the drop-down menu.
2) If you want to save the survey as a template of questions, give it a name and save it.
3) If you want to delete an existing template, click the link.
4) If you would like to export or import questions

Choose the "Analysis" tab to view analytics on responses to the survey.

You may also export the results to an Excel file.

Choose the "Show responses" tab to view participant results.
How do I create a notification template?

A notification template is like a form letter that can be used and re-used by teachers when creating notification alerts.

An institution can create a series of templates in order to increase the consistency of communication between instructors and learners.

**Video Tutorial:**

**Turn on editing mode.**

Click [here to learn how](#).

Add "Templates" as a block to the course, if you have not already.

(Choose "Templates" from the list).

**Click "Manage Templates" from within the block.**
if you want to edit an existing template, click on the "edit" icon next to the template.

<table>
<thead>
<tr>
<th>Plugin</th>
<th>Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification - course</td>
<td>Reminder to please visit our course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reminder to please interact with our course</td>
<td></td>
</tr>
<tr>
<td>Notification - graded activity</td>
<td>Participation reminder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Congratulations on your work</td>
<td></td>
</tr>
<tr>
<td>Notification - non-graded activity</td>
<td>Participation reminder</td>
<td></td>
</tr>
</tbody>
</table>

The "X" icon will erase the template.

If you want to create a template, click on the "Add new template" drop down menu.

Currently, three different template types are available: ones for courses, graded activities, or non-graded activities. These are separated because each template includes key data that can be included in the notification message.

Provide a name and title for the template.

The name will be what appears in your list of available templates. The title will be what appears in the Subject area of your notification email.
If you want to add specific token information in the title, click on tokens from the list in order to insert the data into your title line.

Provide text for the template body.

The body of the template can include specific information (about the user or the course activity) from the token list. Either copy the token (e.g. `((student_firstname))`) into your template, or position the cursor within the body and click the token on the list, in order to insert.

One of the reasons that a graded-activity is different from a non-graded activity is the difference in the token list.

Click the "Save changes" box in order to complete your template.

Alternately, you can cancel the changes that you've made.
How do I create a notification alert?

Navigate to the notification block and click on the "Alert Notifications" link.

View the options.

From this page, you can review the existing notifications (1) and (3). Or click the Recipient tab in order to review the recipients who are scheduled to receive notifications for individual students (2). Or click the Alert history to review past alerts (4). Or view the actual alerts that have been sent out (5).

In order to create a notification alert, simply click on the "Create new alert notification" drop down menu.

Choose the activity that requires the alert.
Next, choose what the "trigger" for the alert should be. In this case, the Essay is an assignment type, so the available triggers include:

- View (when a student views the activity).
- Post (when a student submits an assignment).
- Grade (when a student receives a specific grade for the assignment).
- Grade range (when a student receives a grade within a range for the assignment).

Note: different activities will have different triggering types...

After you have chosen a trigger, click the "Go" button.

Give the alert a name (this will be visible only to instructors).
Identify what grade percentage is necessary to trigger this alert.
Identify which notification template should be mailed as the alert.

The next two items don't have to be changed, but they can be adapted for special situations. They essentially identify a date when the notification should no longer be relevant.
Save your changes or cancel by selecting the appropriate button.
How do I create a Central Resource System?

Create a Central Resource System at the site level.

Login to site

First, login with your credentials

Click Turn Editing on

Select Central Resource system from the Activities drop down
Enter the name of Central Resource system

Click "Save and display" button
How do I add Files to the CRS?

Login to site

First, login with your credentials

Navigate to the main Central Resource System page

To add a CRS text content type, select "Text" from the Add new content drop down.

Add Tag, Keywords and File name

Give the file a tag name (any spaces will automatically be replaced with _). Type in any keywords associated with this the file and can be used to search for it in the future. The filename is will be displayed in joule when ever the file is shown. Use the Revision comments to inform other CRS
users of why you are making the modification to this version of the CRS item.

Click the "Browse" button

This will bring up your computer's file browser. Navigate to and select your file.

Click the "Save Changes" button
How do I add a string item to CRS?

Login to site

First, login with your credentials

Navigate to the main Central Resource System page

To add a CRS text content type, select "String" from the Add new content drop down.

Click the "Save Changes" button
How do I add a text item to CRS?

First, **login with your credentials**

**Navigate to the main Central Resource System page**

To add a CRS text content type, select "Text" from the Add new content drop down.
Fill in the Tag, Keywords and Content

Give the text page a tag name (any spaces will automatically be replaced with _). Type in any keywords associated with this text page that can be used to search for it in the future. You may then use the HTML editor (currently not supported in Safari) to format your text and insert images and links. Use the Revision comments to inform other CRS users of why you are making the modification to this version of the CRS item.

Click the "Save Changes" button
How do I add video as a Flash Media to CRS?

Login to site

First, login with your credentials

Navigate to the main Central Resource System page

To add a CRS text content type, select "Flash" from the Add new content drop down.

Click the "Save Changes" button
How do I add a SCORM package to CRS?

Login to site

First, login with your credentials

Navigate to the main Central Resource System page

To add a CRS text content type, select "SCORM" from the Add new content drop down.

Click the "Save Changes" button
How do I create a page resource in 2.x?

Adding a page resource creates a new page in the course.

**Turn on editing mode.**

Click [here to learn how](#).

**Scroll to the section of the course where you want to add a resource.**

Select the resource you would like to add.
Add a name for the resource, as well as a description of it.

Add the content of the webpage, using the HTML editor for formatting.
Select Window options.

Options

- Display page name
- Display page description

Define Page Settings.

1. Page is visible for participants
2. Determines when students can access the page
3. Determines any grade conditions which must be met in order to access the page

Select activity completion settings.

1. If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met.
2. The activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.

3. This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

Click the "Save and return to course" button at the bottom of the page.
How do I create a podcast activity?

Podcasts are audio files transferred via the Internet. Podcasts are very easy to be created and can be related to all kinds of things - just like in blogs. This terminology arose from the merger of iPod (Apple's MP3 player) and broadcast (radio transmission).

Besides enabling the public exposure of various themes, Podcasts allow listeners of the program schedule. The files downloaded onto computers or portable players, can be heard at any time.

In the following tutorial, you will understand how to add your own podcasts into a course in joule.

**Turn on editing mode**

Click [here to learn how](#).

**Choose "Podcast" from the "Add an activity..." drop-down menu.**
Provide a title for the activity.

Insert a description for what kind of podcast you will add to the course

This description can be as simple as: Choose your favorite color.

Add podcast information and Save changes
Click on the tab Add an item to upload a podcast file.

1. Create a title
2. Add a description of the audio
3. Click on browse to find the file in your computer
4. Add file into your course
After adding file, click on the tab View Podcast to see the list of podcasts available.
How do I set up fields in a database activity?

Once you have created a database and save its preferences you'll need to designate some fields that will be part of your database. A field is a named unit of information that can be displayed in different formats. The field definitions create the basic structure of the database and determine what kind of information students can enter into your database.

**Turn on editing mode.**

Click [here to learn how.](#)

**Create a database and save its preferences**

Click [here to learn how.](#)

**Define Database fields**
Select a type of field

* Checkbox: To select options from a set and mark them in a checkbox.

* Date: To enter a date by selecting day, month, and year from a drop-down list.

* File: To uploads a file of any type from their computer. (Use the field pictures for images)

* Latitude/longitude: To enter a geographic location by specifying the location’s latitude and longitude. Links will be automatically generated to geographic data services such as Google Maps, Google Earth, or Multimap.

* Menu: To select an option from a drop-down menu. Enter each option on a different line in the options text field.

* Menu (multiselect): To select multiple options from a drop-down menu (by holding down the Control or Shift).

* Number: To enter a number (positive, negative, or zero).

* Picture: To upload an image file from their computer.

* Radio buttons: To select just one option from a list.

* Text: To enter text up to 60 characters in length.

* Textarea: To enter text longer than 60 characters in length and/or include HTML formatting.

* URL: to enter a URL. Selecting “Autolink the URL” will make the URL a clickable link, and
entering a forced name for the link means that the name will be used for the hyperlink.

Repeat the procedure and add more fields if needed
After finishing adding the fields, it is then optional to edit the database templates.

Templates allow you to control the visual layout of information when listing, viewing or editing database entries. It is a similar to the technique used to mail merge letters in word processors such as Open Office Writer or Microsoft Word.

Click in the tab "Add Entry" to insert data into the database.
Use the Database to upload the work that has been made by your group.

Date: 9 February 2011
File: M82000_CourseSyllabus_v6.0.pdf

View List or View Single tab to see the entry.
How do I create a database activity?

The database activity module allows the teacher and/or participants to build, display and search a bank of record entries about any conceivable topic. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things. This module will create one table per instance, but you may create as many instances you need. The records can be linked to other tables and all resources in the course, if you allow autolink in a name field.

Turn on editing mode.

Click here to learn how.

Find a place for the assignment

Scroll to the section of the course where you want to add the assignment.

Add activity

Choose the "Add an activity" drop down menu, under Assignments choose "Database".
1. Give the database a name.

2. Provide the "Introduction" text for the database.
   a. This description is where a facilitator would put the instructions or information about what
      the participant is being asked to upload.

3. Choose availability dates.
   a. Available from: is the first date the participant can submit the assignment
   b. Available to: is the last date the participant can be submitted.
   c. Enable: You can enable either the available from or the available to or both, depending on if
      you want the database to only be available for a certain period of time or always accessible.

4. Choose read dates.
   a. Read from: is the first date the participant can read the database entries
   b. Read to: is the last date the participant can read the database entries.
   c. Enable: You can enable either the read from or the read to or both, depending on if you want
      the database to only be open to read for a certain period of time or always accessible.
1. Required entries: the number of entries a participant is required to submit before the activity can be considered complete.

2. Entries required before viewing: the number of entries a participant is required to submit before they can view entries from other participants.
   a. Note: If entries are required before viewing, the database auto-linking filter should be disabled. This is because the database auto-linking filter can't determine whether a user has submitted the required number of entries.

3. Maximum entries: the maximum number of entries a participant is allowed to submit for this activity.

4. Comments: enable comments to be submitted in response to participant entries.

5. Require approval?: if enabled, entries require approving by a facilitator before they are viewable by everyone.

Outcome settings

If you have established outcome for this course, select them in this area.
Rating Settings:

1. Check to allow entries to be rated.

2. Select the type of grade (Scales, points, no grade)

Common Module Settings:

1. Choose one of the group types that you want applied to the activity:
   a. No groups - there are no subgroups, everyone is part of one big community
   b. Separate groups - each group can only see their own group, others are invisible
   c. Visible groups - each group works in their own group, but can also see other groups
2. Choose a grouping…. (**Note Show Advanced button may need to be clicked to see this option)
   a. A grouping is a collection of groups within a course.
   b. If a grouping is selected, then users assigned to groups within the grouping will be able to work together.
   c. Group mode must be set to separate or visible groups.

3. Choose whether the activity should be visible or not to participants.

4. Choose an ID for the activity, for the purposes of using the ID in gradebook calculations.
   a. Setting an ID number provides a way of identifying the activity for grade calculation purposes. If the activity is not included in any grade calculation then the ID number field can be left blank.

5. Choose the gradebook "grade category" for this activity, when appropriate.
   a. This is only available if you have previously created categories within the course gradebook.

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Select activity completion settings

1. If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met.
2. The activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
3. This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.
Save/Cancel settings:

1. "Save and return to course" this view will take you back to the front page of your course where you can see the link to the assignment.
2. “Save and display” this view will show you what the assignment looks like to the participants.
3. “Cancel” will stop the activity from being created and all settings you choose to be lost.
How do I create a workshop activity?

The Workshop activity provides a process for students to receive both instructor and peer feedback on open-ended assignments, such as essays and research papers. Workshop allows students to create their own projects and assess the work produced by their peers. It also coordinates the collection and distribution of these assessments in a variety of ways.

Typical Workshop is not a short-term activity, and it takes up to several days or even weeks to complete. The Workshop workflow can be divided into five phases. The teacher controls which phase the workshop activity is in at any time.

• Setup phase - Teacher creates and determines workshop, students cannot do anything
• Submission phase - Students turn in work within a time frame
• Assessment phase - Peer assessment by students
• Grading/evaluation phase - Teacher grades submissions and peer assessments
• Closed phase - Final grade is calculated. Students may see grades and their work

Click here to learn how.
Select "Workshop" from the "Add an activity..." drop-down menu.

Provide a title for the activity.

Add a description for the workshop activity

In this assignment, you have to create a tutorial that will be offered to students who need to complete an activity in Moodle (e.g. Forum, Quizzes, Chat, etc.).

In this tutorial, you should explain not only how to access the activity but also the procedure for students to submit their work.

Please feel free to use your favorite format to develop this tutorial. You can create a written tutorial, a slide show or even a video to explain how to use one of the activities present in Moodle.
A student's grade for the workshop activity is the sum of the following:

1) **Grade for Assessment**: This is the grade for the student's ability to effectively assess their peers. Grade for Assessment is automatically calculated by Moodle. Moodle tries to estimate the quality of assessments the participant provided to their peers.

2) **Grade for Submission**: This is the grade for the student's work. It is calculated based on the weighted mean of the grades given during the peer review process.

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**Grading Strategies**

Grading Strategies determines the look of the assessment form and how the final grade for submission is calculated from all completed assessment forms in a given submission. Grading Strategies cannot be changed after work has been submitted. Workshop has the following Grade Strategies:

- **No grading**: Students who review assignments don’t give each other grades, just comments. Instructors can then grade the comments, which will give a student his/her final grade.

- **Accumulative grading**: The grade of each assessment is made up of a number of assessment elements. Each element should cover a particular aspect of the assignment.

- **Error Banded Grading**: Submissions are graded on a set of Yes/No scales. The grade is determined by the Grade Table, which gives the relationship between the number of errors and the suggested grade.
**Criteria Grading:** This is the simplest type of assessment to grade (although not necessarily the most straightforward to set up). The submissions are graded against a set of criteria statements. The assessor chooses which statement best fits the piece of work.

**Rubric:** This is similar to Criterion Grading except there are multiple sets of criteria. Each set covering a particular Category can have up to five statements.

1) The number entered here determines how many items will be used in the assessments. Depending on the type of grading strategy, this number gives the number of comments, assessments elements, bands, criteria or categories (sets of criteria) in a rubric.

2) The number entered here determines how many "upload boxes" are shown when the student submits a piece of work.

3) Allow students to resubmit work.

4) This number determines whether the students are asked to assess any example pieces of work before submitting their own work.

5) This will establish how Moodle should compare a student's assessments of a peer's work to the assessments made by the instructor.
1) Select the number of assessments a student should make

2) Define weight of instructor assessment.

3) Use this setting to vary the number of times that certain assessments can be evaluated.

4) A workshop assignment can optionally include the student's own work in the set of pieces each student is asked to assess.

5) This setting allows students to respond to feedback provided by others.

6) This option can be used in a workshop assignment where there must be agreement between the students on each assessment. If the option is taken to hide grades in the peer assessments, the grades are revealed once agreement has been reached.

7) The League Table lists the best submissions produced in the assignment.

8) A peer-graded assignment can be graded anonymously.

9) Set up a password for this activity.
1) Select the desired start and end dates and times for submission(s) and assessment(s).

2) Select date to release teacher grades.

3) Select group mode.

4) Make this activity visible or invisible to students.

5) Save changes.
Creating the workshop activity is only the first step. Once you’ve created the activity, you’ll need to set up your rubric, upload exemplars, and finish setting up the workshop for your students.
Design -- Adding and updating blocks
How do I use the Activity Locking block?

The activity locking block allows the instructor to "lock" courses from participants until certain conditions (with other activities) have been satisfied.

Video Tutorial:
How do I add, move, hide or delete a block?

Turn on editing mode.

Click here to learn how.

Select the drop down arrow in the “Blocks” area to add additional blocks to a course.

Select the Block you would like to add

Once you add a block you can make select changes to the block

Go to the block you would like to hide, delete, or move

Click on this link to assign roles to the block

An open eye is the symbol to show the block is available. A closed eye indicates a hidden block.
Click on this link to delete the activity from the course

Click on one of the arrows to move the block to the right, left, up or down
What is the HTML block?

A HTML block provides a space for text, images, or multimedia in the left or right columns of the course.

The block is flexible and can incorporate a variety of functions and uses in the content area. It has the standard Moodle HTML editor for formatting text, adding images or creating links, switching to code view and allows any valid HTML markup to be used. This enables embedding video, sounds, Flash, and other files which can add unique elements to a course or site page.

Video tutorial of block:

Add HTML Block to course.

Click on the edit icon to configure the block.
Add a title (optional) and content to reside in the block.

Text, images, and widgets can be placed in the HTML block area.

Advanced Tip #1: switch out of HTML editor mode in order to paste widget code.
What is the Messages block?

The message block displays a list of new messages you have received, with a link to your Messages window.

To add a Messages block to your course page or dashboard:

1. Click on the "Turn editing on" button.
2. Select Messages from the Add blocks dropdown menu.
3. Move the Messages block to where you'd like it displayed on your course page or dashboard.

When you click "Messages" a Message window will pop up.

This window will show information on incoming messages and current contacts who are online at the same time.
Don't forget to configure your preferences before you begin using this internal IM option.
Site Administration
How do I change "look and feel" using the Express Design block?

Please click this link to download a PDF describing how to use Express Designer.
How do I extract and convert course content from Angel to joule?

Go to Angel course

Create and download and Angel export from the 'Manage' -> 'Export' page of the course that is to be converted. Be sure that the format of the export is 'Angel Archive' and not 'IMS Package'. The converter only works with the 'Angel Archive' export format.

Move the file to the joule environment.

Upload the export to the converter by SFTP.

Or move the export file by using the Course Converter block and using the "Manage Files" tab of the converter.

Navigate to the "Convert" tab.

Choose "Angel 7.2" from the "Choose converter..." drop-down menu.

Check the checkbox(es) next to the course(s) that are to be converted.
Choose the appropriate options

"Auto-restore" will automatically restore the converted courses into the chosen course category. "Unattended operation" will continue to convert selected courses without user intervention.

Click the "Convert" button to start the process.
How do I convert courses from another LMS format?

**How to convert courses**

- Export or Backup your course from an LMS recognized by the converter
- Download your export or backup to your desktop
- Login to your joule site as an admin and turn editing on
- Add the Course Converter Block to your joule site

![Course Converter Block](image)

**Click on the "Manage files" link within the Course Converter Block**

![Course Converter Interface](image)

**Click on Browse to upload the exported or backup file**

Then click Save Changes
You can upload many files and convert more than one at a time
Once the files have been uploaded, you will click on Convert Tab

Your courses will be listed in the uploaded files area

Select the format the files are being converted from (1)
Place a check mark beside the courses to be converted (2)
You can select to Auto-restore into a certain category (3)
Click Convert (4)
Click the "Restore" beside the converted file

- res00084/Chapter 5.doc
- res00085/Chapter 2.doc
- res00086/Chapter 6.doc
- res00087/Chapter 10.doc
- res00089/Chapter 9.doc
- res00090/Chapter 4.doc
- Created backup file Accounting203_original_Blackboard8-topics.zip
- Saved log file to Course_convert_log_201002_17-1706.txt

Click "Yes" that you want to begin the restore process

You are about to start the restore process for:
Accounting203_original_Blackboard8-topics.zip

Later in this process you will have a choice of adding this backup to an existing course or creating a completely new course.

Do you want to continue? [Yes, No]

Click Continue on the next screen

Make some destination and naming decisions about the course

1. Select the if you want to restore into a new course or existing course
2. Select the Category you would like the course placed in
3. Add a Short Name for the Course
4. Add a Full Name for the Course

Select the if you want to restore into a new course or existing course (1)
Select the Category you would like the course placed in (2)
Add a Short Name for the Course (3)
Add a Full Name for the Course (4)

**Selecting Items**

You can select All to include All Items (1) or select None (2) to place a check mark beside each item (3) you would like to include.

Scroll to the bottom of the page and click the "Continue" button.
Click the "Restore this course now" button to finalize the process

You have now converted and restored a course
How do I setup notification recipient types for the site?

Turn on editing mode. Click here to learn how.

Add the "joule notifications" block to the course, if you have not already.

Choose "joule Notifications" from the list.

Navigate to the joule Notification block.
Click the "Recipients" link in order to review.

First, an administrator should determine the kind of recipient types available on the site (1).

Next, the administrator should check to see whether the recipients can be added (2).

Click the "Recipient types" link.

From here, you'll see existing types, or be able to add new types. This is a critical step in determining what constituents should receive notification information from alerts. Note: an instructor may create notifications that simply go to the student; however, this system allows different constituents to be added to more critical alerts.

Create a new type by clicking on the button (1).
Edit a type by clicking on the "edit" icon (2).
Delete a type by clicking on the "delete" icon (3).
Click the "Recipients" tab to see the recipient contact list.

In this case, the administrator has added an advisor (1) and a tutor (2) to her notification list. These contacts can be edited or deleted using the icons in the Action category.

Note: an administrator will see all of the recipients for the site and can filter these with the Recipient owner menu (3).

A teacher will see all of the recipients within her class and can filter these with the Recipient owner menu (3).

A student will only see his own recipients (and won't see a filter on this page).

Click the "Create new recipient" link to add a new contact.

You may add name email, and an identifying note about each recipient.
What is the Site Administration block?

Once logged in as an administrator, locate this block on the front page of the site.

If you do not see the block you are either NOT assigned to an administrator role, or you need to add the block to the site. As a workaround, you may type: /admin at the end of your site's URL (e.g. http://mysite.com/admin), in order to see the block.

Click on the various administrative folders to learn more about each area.
If you are unclear where to find certain administrator elements, use the "search" field for keywords.

The search will reveal all areas in the administration area that match the keyword.
How are courses managed with the administration block?

Once logged in as an administrator, locate the administration block on the front page of the site.

Course management is divided into five major categories in the admin block.

See: How do I add/edit courses on the site level?
See: How do I manage enrollment plugins on the site level?
See: How do I manage the course default settings on the site level?
See: How do I manage course requests on the site level?
See: How do I manage automatic course backups on the site level?
How can I manage course default settings on the site level?

Navigate to the "Course default settings" link in the Administration block.

Review the current default settings.

These are the settings that any new courses to the site will receive upon creation.

Changing these settings will not override older courses that used previous default settings.
Changes, then, apply to newly created courses.

SEE: How do I manage my course settings?

**Make changes to the defaults and then scroll to the bottom of the page and click the "Save changes" link.**
How can I add/edit courses on the site level?

Navigate to the "add/edit courses" link in the Administration block.

Review the existing courses and categories.

Categories are listed in the left column and the number of courses within that category are available in the second column.

The third column provides the ability to edit, delete, or hide the category from view.

The fourth column provides the ability to move the category into a nest of other categories, or to the "top" of the category list.
If you click the "Add new category" button, you will be presented with this screen.

The Parent category indicates where in the category taxonomy, you want to nest your new category. Click the "Create category" button to save your changes.

Clicking on a category name, will send you to a page that lists the courses within the category.

From this page, you can navigate to different categories using the "Course categories" dropdown menu (1).
You may edit the category or add an additional category by clicking the corresponding buttons (2).

You have a number of choices in editing courses: Here you can edit, assign roles, delete, hide, backup or restore courses. (3).

You may also select one or more courses and then move them by choosing a location in the "Move selected courses" dropdown menu (4).

You may also alphabetically sort the course names within the category (5).
How can I manage course enrollment plugins on the site level?

Navigate to the "Enrollments" link in the Administration block.

Review the existing enrollment plugin modules.

Each module provides a different way to assign users into courses. If you want to use a module, you must enable it and configure its settings.
By default, most Moodlerooms sites offer Internal Enrollment or UIB (Conduit) as the default plugins.

Internal enrollment allows instructors to enroll users using enrollment keys.

The UIB (Conduit) plugin enrolls users into courses using webservices or batch files from a student information or registration system.
The other enrollment plugins are very useful, but your choice should reflect your institutions "master" source of enrollment data.

After your initial implementation services, you may want to contact Moodlerooms support if you need to configure additional modules.
How can I manage automated course backups on the site level?

Navigate to "Backups" in the Administration Block.

View the existing settings that focus on what should be included within a backup.
The next settings focus on whether grade histories, messages, or blogs are included in the archive.

The final settings determine when, where, and how many backups should be processed and stored.

Unless you include a path directory for the archives, the courses get saved within the courses themselves. The downside to this strategy is that the backup will be deleted, if the course is accidentally deleted.
Often, MR clients who are saving archives to a single path, will create an SFTP script to download the contents of that directory to a local destination for additional safe-keeping.

Click the "Save changes" button at the bottom of the page when complete.
How can I allow videos to be embedded in activities?

In this tutorial you will understand how to allow students to embed videos in the activities. This procedure is divided in three steps.

**STEP 1:** Navigate to "Multimedia Plugins in the Administration Block."
Enable .swf filters

Enable .swf filters
chebox

Enable .swf filter
Default: No

As a default security measure, normal users should not be allowed to embed .swf files.

Click the "Save changes" button at the bottom of the page when complete.

STEP 2: Navigate to "Site polices" in folder Security in the Administration Block.
Check the box "Allow EMBED and OBJECT tag"

As a default security measure, normal users are not allowed to embed multimedia (like Flash) within texts using explicit EMBED and OBJECT tags in their HTML (although it can still be done safely using the mediaplugin filter). If you wish to allow these tags then enable this option.

Click the "Save changes" button at the bottom of the page when complete.
STEP 3: Navigate to "HTML settings" in folder Appearance folder in the Administration Block.

Uncheck this setting to allow HTML tags in activity and resource names.

1. Click the "Save changes" button at the bottom of the page when complete.
Features and functions
What is the certificate module?

The Certificate module creates PDF certificates/diplomas for students of the course and is completely customizable. You can add borders, watermarks, seals and even show grade information.
The Chat activity module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat module contains a number of features for managing and reviewing chat discussions.
What is the exercise module?

The Exercise activity is a simple but powerful assignment tool where the teacher asks the students to do a piece of practical work. The student's self-assessment and the teacher's evaluation of the self-assessment and the submitted work make up the grade for the assignment.

An exercise could be writing an essay or a report, preparing a presentation, etc. When the student has done the task they must first self-assess their work before submitting it to the teacher. Once submitted the teacher assesses the piece of work itself. The teacher can give feedback to the student and ask the student to improve the work and re-submit it or not. The final grade is based on how well the student assessed their own work and the work itself.

Note: The Exercise module is a contributed module which is included in the standard Moodle download for historical reasons. It is disabled by default.
What is the forum module?

Forums activities can contribute significantly to successful communication and community building in an online environment. You can use forums for many innovative purposes in educational settings, but teaching forums and student forums are arguably the two more significant distinctions.

Guidelines for Teaching and Learning Forums

When you decide to use a discussion forum as an activity in an e-learning environment it is important to be aware that your time will be needed in some sense in order to make the activity successful. If your goal is to encourage discussion, the forum will only work if:

a) participants feel there is a need/reason to participate and they will gain something from the experience. Incentives for learning, gathering support, etc. should be explored and encouraged early on in order to clearly convey the purpose of the forum to others. Anyone considering offering grades or marks for participation is advised to think very carefully about the difference between quantity and quality of discussions in forums.

b) a sense of community and purpose can be fostered amongst participants. This sense of community can be fostered through tutor/teacher initiative and scaffolding, or primarily through the students/participants themselves depending on the intentions of the activity.

Selecting forum type

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 probably 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 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 modeled the summarizing process.

Asingle 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. Asingle 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.

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, students can view and respond to others’ postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.

Tips for Question and Answer

When the Question and Answer mode is selected, Moodle hides the replies to the initial thread post by the teacher but not the entire 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 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.
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

1. you wish to have involvement in the forum or if you want the students to lead and own the space
2. 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
3. you are prepared to make appropriate contributions to the discussion in order to:
   1. encourage discussion if students are quiet
   2. help shape ideas if students begin to wander off-task
   3. your role will be defined as discussions/course progresses
   4. you will explicitly but gradually relinquish control of the discussions
   5. 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 Centered 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 centered spaces online are also gaining credence in educational settings. We know that effective learning requires access to
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

Prior to Moodle 1.7, each course had a teacher forum, accessible via a link in the course administration block.

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**

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

**Grading forums**

The teacher can use the ratings scales to grade student activities in a forum. There are several methods for calculating the grade for a forum that can be found in the Forum settings under grades. There are 5 ways in Moodle 1.9 to aggregate ratings automatically to calculate a forum grade for the Gradebook. These include: Average, Max, Min, Count and Sum.

* In older versions of Moodle, only the average aggregate function was available. Teachers often use the Assignment module as a work around in order to manually calculate and then manually give a grade for a specific or all forum activities. The Forum grade would appear in the gradebook as an assignment, called for example "Weather forum participation".
What is the hotpot module?

The Hotpot activity module allows teachers to administer Hot Potatoes and TexToys quizzes via Moodle. The quizzes are created on the teacher's computer and then uploaded to the Moodle course. After students have attempted the quizzes, a number of reports are available which show how individual questions were answered and some statistical trends in the scores.

Note for administrators: The Hotpot module is disabled (hidden) by default in Moodle.
What is the journal module?

The Journal Module has been disabled during install by default since Moodle 1.5 (when all Journals were converted to Online Assignments)

NOTE: From Moodle 2.0 you will no longer find the Journal module installed by default as part of your CVS version of Moodle. You'll need to install it separately from contrib.
What is the LAMS module?

LAMS stands for Learning Activity Management System and is used for designing, managing and delivering online collaborative learning activities. This is done through a visual authoring environment for creating sequences of learning activities. These activities can include a range of individual tasks, small group work and whole class activities based on both content and collaboration.

It is a standard module and also a course format in Moodle 1.6.
What is the lesson module?

The lesson module presents a series of HTML pages to the student, who is usually asked to make some sort of choice underneath the content area. The choice will send them to a specific page in the Lesson. In a Lesson page's simplest form, the student can select a continue button at the bottom of the page, which will send them to the next page in the Lesson.

There are 2 basic Lesson page types that the student will see: question pages and branch table pages. There are also several advanced navigational pages which can meet more specialized needs of the Teacher. The Lesson module was designed to be adaptive and to use a student's choices to create a self directed lesson.

* The significant difference between a Lesson and other activity tools available in Moodle comes from its adaptive ability. With this tool, each answer to a question may send the student to a different series of pages in the lesson. The teacher's response and the next page the student will see has already been thought out by the teacher. Thus Lesson can deliver content in interesting and flexible ways to each student, with no direct or time sensitive action required by the teacher once the lesson has been created.
What is the lightbox gallery module?

The Lightbox Gallery Resource is a contributed module for Moodle 1.8 or later. This resource allows you to create image galleries within your Moodle course. The Lightbox system is a set of scripts that can be used to apply various effects to image galleries.

Options

As a course teacher, you are able to create, edit and delete galleries. The main configuration option involves telling Moodle which directory contains the images you want to include in the gallery. Small thumbnails will then be generated, which are used for the thumbnail view of the gallery.

Clicking on any of the thumbnails brings that image into focus, and allows you to scroll through the gallery at your leisure. Using the Lightbox scripts creates nice transition effects when loading and scrolling through the images.

Versions

This plugin was designed to be compatible from Moodle version 1.8 upwards, and as such may not behave the same in older versions.
What is the questionnaire module?

The Questionnaire module allows users to complete online feedback style forms using a variety of user input methods. It allows you to create your own questions, unlike the Survey module which has presets to choose from, and it allows for more advanced questionnaires than the simpler and easier Feedback module.
What is the quiz module?

The Quiz activity module allows the teacher to design and set quizzes consisting of a large variety of Question types, among them multiple choice, true-false, and short answer questions. These questions are kept in the course Question bank and can be re-used within courses and between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.

Feedback on performance is a critical part of a learning environment and assessment is one of the most important activities in education. As educators, we can’t tell what’s going on inside the heads of students, so we need a way for them to demonstrate what they understand and what they don’t. A well-designed test, even a multiple-choice test, can give you critical information about student performance. If the feedback is rapid enough, it can also be a critical tool for students to gauge their own performance and help them become more successful.

Moodle’s quiz module has a large number of options and tools, making it extremely flexible. You can create quizzes with different question types, randomly generated quizzes from pools of questions, allow students to have repeated attempts at a question or retake quizzes multiple times, and have the computer score it all.

These features open up a number of strategies which usually aren’t practical with paper based testing. It’s hard enough to score one batch of quizzes, and nearly impossible to score it 10 times for each student. When the computer does the work for you, it’s easy to give students a chance to practice taking a test, or to give frequent small quizzes.
What is the resource module?

Moodle supports a range of resource types which teachers can add to their course sections: text pages, web page, file or website link, directory, IMS content, lightbox, and label.
What is the SCORM module?

The SCORM/AICC module is a course activity which allows you (the teacher) to upload any SCORM or AICC package to include in your course.

SCORM (Sharable Content Object Reference Model) is a collection of specifications that enable interoperability, accessibility and reusability of web-based learning content. SCORM content can be delivered to learners via any SCORM-compliant Learning Management System (LMS) using the same version of SCORM.

What is SCORM

SCORM was developed as a result of collaboration in the public and private sectors. Former President Bill Clinton issued an Executive Order that created an agency (ADL) to oversee the standard for developing and distributing online learning. All Federal agencies are mandated to use programs that meet those standards. SCORM is one result of that order.

There's a really simple "What is SCORM" introduction here:

A slightly more detailed introduction here:
http://www.rusticisoftware.com/resources/whatisscorm/What%20Is%20SCORM.htm

Compatibility with Moodle

SCORM 1.2 is supported in Moodle 1.9.3 (or higher) and Moodle 1.8.7 (or higher) and passes all the tests in the ADL Conformance test suite 1.2.7 for SCORM 1.2. Moodle 1.9.5 is certified SCORM 1.2 compliant.

SCORM 2004 is not completely supported in Moodle at this stage. Parts of the API have been implemented, but others such as Navigation and Sequencing have not yet been implemented. Rustici Software have a commercially hosted service (currently in Beta) that provides full SCORM 2004 support via their SCORM Cloud and a Moodle plugin if required.
What is the survey module?

The Survey activity module is a course activity that provides a number of verified survey instruments, including COLLES (Constructivist On-Line Learning Environment Survey) and ATTLS (Attitudes to Thinking and Learning Survey), which have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.
What is the wiki module?

A wiki activity is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML. A wiki starts with one front page. Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet.

Wikis get their name from the Hawaiian term "wiki wiki," which means "very fast." A wiki is indeed a fast method for creating content as a group. It's a hugely popular format on the Web for creating documents as a group. There is usually no central editor of a wiki, no single person who has final editorial control. Instead, the community edits and develops its own content. Consensus views emerge from the work of many people on a document.

Moodle's wiki is built atop an older wiki system called Erfurt wiki: http://erfurtwiki.sourceforge.net.

In Moodle, wikis can be a powerful tool for collaborative work. The entire class can edit a document together, creating a class product, or each student can have their own wiki and work on it with you and their classmates.

It may be useful to think of a wiki's front page as a structured table of contents.

Creative Wiki practices

The free-form, collaborative nature of wikis makes them easy to apply in creative ways. Any sort of group process can be facilitated using a wiki. For instance, a course may make use of many resources and have, as an aid to instructors, a wiki devoted to equipment located in several remote classrooms. The wiki's links to equipment and process pages can become useful in giving directions. The front page would then be organized differently than an individual teacher's page.

Group lecture notes

Usually, lecture notes are a solitary activity, but one person can easily miss an important point during a lecture through daydreaming or trying to understand a prior point. Students may also have difficulty deciding what information is important and what is elaboration or example. Creating a wiki for group lecture notes after a lecture gives students a chance to combine all their notes. Those that missed information can get it from their peers. The group can also decide what information is critical and give it proper emphasis. Group lecture notes could be done with the entire class, if it is small enough, or with small working groups. Groups can also compare notes for further discussion and refinement.

Group Project management
The most straightforward use of a wiki is as a tool for group collaboration for creating group projects. A teacher assigning a group project can give students a place to work by creating a wiki with the group mode enabled. This will give each group their own space to record research, to develop outlines and to create the final product. The teacher may create a submission date on which to turn off editing capabilities for students so that he or she can grade the final projects. Afterwards, the teacher may enable visible groups so that everyone can see each other's work.

Brainstorming

Brainstorming is a non-judgmental group creative process in which group members are encouraged to give voice to any ideas they personally consider relevant to the group exercise. In a face-to-face meeting, a brainstorming facilitator will usually stand in front of a big piece of paper and elicit ideas from the participants in the room. A teacher can create an online version of this process by setting up a wiki for the entire class or for smaller student groups and asking people to submit ideas around a brainstorming topic. People can add ideas as they occur and link to other pages for elaboration.

Contribute to other wikis

A teacher might assign his or her class the task of contributing to Wikipedia, Wikiversity, or to another wiki on the Web, on any class topic, perhaps by assigning students to groups (or making it a class project if the class is small enough and the topic broad enough) and challenging them to collaboratively create an article they would feel confident posting to a public-information space. Students will use the course wiki to create drafts of the article they will eventually publish to the community at the end of the semester.

This type of assignment has a number of benefits:

* It gives students additional motivation to do their best, since they know their work will be viewed and critiqued by the public instead of just by their instructor.
* It can act as a summarizing activity for an entire semester’s worth of material.
* Students will know their work will be used by other people, not just graded and filed away.
What is the workshop module?

A Workshop is a course peer assessment activity with many options. It was the very first contributed module, but it's been largely unmaintained for a long time except for emergency fixes by various developers to keep it operational. Other modules such as assignment have some of its functionality.

Workshop allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments.
Adding Attendance Activity

After the attendance block and module have been properly installed, you (the teacher) must add attendance as an activity to each course you wish to keep attendance in. This is done by first ensuring that you are in the edit mode and then selecting, "Attendance" from the "Add an activity..." pull-down menu. Note that you may only add the attendance activity once per class and it may be located in any of the section blocks. Because attendance is for the entire course, it seems logical to put it in the top box (the one that always shows).

Once you have added the attendance activity, you are ready to start using the attendance module. However, the section link that was just added in the preceding paragraph is the "clunky way" to work with the attendance module. In fact, it is recommended that you simply hide that link! That way students won't see it cluttering up the section block where you placed it. Of course, we DO want students to be able to view their attendance records, just not with that link. There is a second, better, way to accomplish this. Select "Attendance" from the pull-down menu in the "Blocks" block. This will create a block with teacher options to take attendance, report on attendance, or change the attendance settings. The same block will instead have an attendance report for students.

Setting Attendance Categories and Grading Options

Now it is time to set your attendance options. Select "Settings" from the attendance block. This brings you to the letters, descriptions, and grade (points) to assign for the four attendance options. By default these are Present, Absent, Late, and Excused. You may prefer to change the descriptions (e.g., change the word Late to Tardy), change the order, or change the way points are counted so make appropriate changes here to the names, order, and grades. Be sure to click the "Update" button when you are done.

Adding Sessions

Next it is time to add sessions. Note that there is a restriction here. You can only have one session per day. Since you can only have one attendance activity installed (which means that you cannot have a lab attendance activity and a lecture attendance activity) and can only have one attendance session per day, if you have more than one class session per day you will have to be creative in taking attendance. And if you have more than seven class sessions for a single class in a week--then you are overworked!

To add class sections, click the "Add" tab (second from left) at the top of the page (if you left the attendance page, select any of the three links from the attendance block to return to the attendance page and gain access to the "Add" tab). You have two options here, to add a single session or to add multiple sessions. The single session is self-explanatory as well as time
consuming to use when you have many class sessions so I will go straight the more useful option, how to add multiple sessions.

Under the "Create multiple sessions" label choose the date for the first session you wish to add followed by the date for the last session you wish to add. Next select the days of the week on which the class meets. The final option, frequency, may look confusing but it is actually straight-forward. If your class meets every week (the normal situation) then you want a frequency of 1 week which is the default. If your class meets every other week, then you want a frequency of 2 weeks, and so on. When you click the "Add multiple sessions" button, your sessions will be created and you will see a message indicating this.

**Taking Attendance**

Now head to the attendance tab. Here you see the list of all attendance sessions you have added. You can delete an individual session by clicking the X to the right of it. (Personal note, it sure would be nice if there was an option to select a few sessions and delete them all at once--I use the multiple sessions option to put my sessions in for the entire semester and then have to go and remove sessions for vacation days one at a time.) You can edit a session (change the date or add a description) with the standard hand icon to the right of the session, or you can take attendance for a session by clicking the green radio button to the right of the session. Sessions where attendance has already been taken do not have the green button, but instead the description is a link that takes you to the screen to modify the attendance record for that session.

You will note that when taking attendance the column headings for attendance state are links. If you click one of these column headings, all students will have their status changed to the status you selected. Thus, if everyone is absent (God forbid!), you merely click the A and it will change everyone's status to absent. If Little Johnny is the only student absent, you would logically click P to set everyone to present and then go down to Little Johnny and change his status to A. Enter remarks as appropriate (e.g., the reason for an absence if known or the minutes late if someone is tardy) and click OK to complete taking record.

**Reports**

Finally, you have the reports. This is, again, obvious. One of my colleagues prefers to take record on paper and transfer it to Moodle. She suggested printing the monthly report before the start of the month and then taking record on this report. It has an added advantage because you have each student's picture with the record sheet. Of course, that is only useful for students who actually put photos of themselves in for their picture.

A final note here. If you added the attendance block as recommended, you may wonder what it looks like for students. It is completely different--showing a summary of their attendance record and having a single link for them to view the details of their personal attendance. Another reason why I think the attendance block should always be added when you use the attendance module.
What is the course repository system (CRS)?
What is the dimdim module?

Dimdim lets anyone deliver synchronized live presentations, whiteboards and web pages and share their voice and video over the Internet - with no download required.

This module allows dimdim conferences to be scheduled and displayed as course activities.
What is the Elluminate module?

Elluminate provides web conferencing and tools for collaborative, synchronous learning.

This plugin allows course activities to schedule and link to Elluminate sessions.
What is the face-to-face module?

Face-to-face activities are used to keep track of in-person trainings which require advance booking.

Each activity is offered in one or more identical sessions. These sessions can be given over multiple days.

Reminder messages are sent to users and their managers a few days before the session is scheduled to start. Confirmation messages are sent when users sign-up for a session or cancel.
What is the flashcard module?

The flashcard module allows editing and playing flashcards. Flashcards are a "memory training" device that uses the concept of repetition. Checking a flashcard deck will present the student the couples of relationships to be memorized. More often the associations are reviewed, deeper the memorization will be engraved into our memorial circuits.
What is the game module?

This module contains 8 games and is translated to Basque, Dutch, French, Greek, Norwegian, Russian, Spanish.

**Hangman**

This game takes words from either a Glossary or quiz short answer questions and generates a hangman puzzle. Teacher can set the number of words that each game contains, if shows the first or last letter, or if show the question or the answer at the end.

**Crossword**

This game takes words from either a Glossary or quiz short answer questions and generates a random crossword puzzle. Teacher can set the maximum number of columns/rows or words that contains. Student can press the button “Check crossword” to check if the answers are correct. Every crossword is dynamic so it is different to every student.

**Cryptex**

This game is like a crossword but the answers are hidden inside a random cryptex.

**Millionaire**

This game takes words from multiple choice quiz questions and creates a “Who wants to be a Millionaire” style game complete with the three lifelines.

**Sudoku**

This game shows a sudoku puzzle to the students with not enough numbers to allow it to be solved. For each question the student correctly answers an additional number is slotted into the puzzle to make it easier to solve.

**The hidden picture**

This game randomly grabs an image from a glossary and hides it behind panels. As each question is answered correctly a portion of the image is revealed. How fast can they guess the image?

**Snakes and Ladders**

The students have to traverse a traditional “Snakes and Ladders” board by answering questions taken from either a Glossary or quiz short answer questions. As they get an answer right, the dice
is rolled and a random number displayed. The game piece is moved ahead that many squares. If
the game piece is in the bottom of a ladder and the answer is correct, it goes to the top. If the
game piece is in head of snake and the answer is wrong, it goes to the tail.

**Book with questions**

When the student answers correct can go to the next chapter.
What is the maps (Google maps) module?

This is a map activity module. It allows the creation of geographic maps to be used in courses. It can be used for student locations and/or other course content.

Map Level Settings

Show Student Locations on Map?

This setting determines whether students personal locations will show up on this map. Require students consent to appearing on this map?

If student locations will be shown on this map then this setting determines whether students will need to explicitly set their location. If this is set to "No" then teachers and administrators will be able to update all user locations from their profile location.

Allow Students to add extra map locations?

This setting determines if students will be able to add locations to this map that are not their own personal locations. Teachers and administrators can always add extra locations to maps.

Show address field for extra locations?

This setting determines if an address field will be shown for the extra locations. If the address field is not shown then locations will only be able to be shown to the city level. Personal locations never have the address field for privacy reasons.
What is the Mindmap module?

This contributed code activity module can add, create and share mindmaps within Moodle.

* Create and share mindmaps online.
* Make mindmaps public or share them with groups or make them public.
* Export maps to XML, PDF, image or Freemind-files.
* Edit mindmaps offline via Gears or Adobe AIR
What is the podcast module?
What is the question create module?
What are the "start" and "resume" modules?

This is a simple module which provides a function which allows moodle uses to have an automatic bookmark of the last resource page they viewed in a moodle course, so that they can easily resume viewing course material after a break. This is similar to the WebCT 'Continue where I left off function'. For Moodle 1.5.3 and above, there is also a 'Start Course' module which takes the user to the first resource in the course.
What is the Sloodle module?

Sloodle is an integration with Second Life's virtual world. A course activity links the student into a virtual room where course activities can be represented visually with 3D.
What is the SP Resources module?

SP Resources integrates McGraw Hill protected content into a course. Requires licensed content from the publisher.
What are the Wimba modules?

Wimba provides web conferencing and synchronous tools. This module creates course activities that link to the tools.
What is the WizIQ module?

WizIQ provides synchronous tools that integrate with course activities.
What is the World Wide Whiteboard Dashboard module?

The WorldWideWhiteboard™ has live modes - for group collaborations, more structured leader-led sessions, and one-on-one tutorials featuring a queuing tool - and offline modes - for Q&A, review of previously conducted sessions and threaded messaging - to support every teaching and learning need.

There are no custom installations or third-party downloads required, and the WorldWideWhiteboard™ supports all popular browsers on both Windows and Macintosh platforms.
What is the activities block?

The Activities block lists and allows navigation between the different activities available in your course (Forums, Quizzes, Assignments, Lesson module and so forth). The activities list will grow as you add activities to your course. Therefore, the first time you enter your course, the only category that is listed is Forums. This is because one forum exists by default – the news forum.

Whenever you add a different activity or resource to your course, an icon will appear in this block representing the specific Moodle module. These icons will link to a list of all instances of that modules activity that appear throughout the course.

The activity block is on the left and the activity pulldown menu is on the right.
What is the admin bookmark block?

Admin can save “frequently visited areas” of the admin panel by bookmarking the page in this block.
What is the blog menu block?

The blog menu block provides links to:

- Add a new entry
- View my entries (in the Blog tab of your profile page)
- Blog preferences
- View site entries (in the Blogs tab of the site participants page)
- Add/delete tags (in a pop-up window)
What is the blog tags block?

A Blog Tags block displays a list of blogs where font size visually indicates each blog's use. The more frequently used blogs appear in a larger font size and least used in smaller fonts. This format is sometimes called a "tag cloud".
What is the calendar month block?

The Calendar block displays the following events:

* Site (event viewable in all courses - created by admin users)
* Course (event viewable only to course members - created by teachers)
* Groups (event viewable only by members of a group - created by teachers)
* User (personal event a student user can create - viewable only by the user)
What is the calendar upcoming block?

The Upcoming Events block displays future events in a summarised list. The number of days in advance is determined by the calendar_lookahead setting in Site Administration > Appearance > Calendar.

Events are generated directly from the calendar and/or activity deadlines, providing a link to full details or directly to the activity.

There are also links to Go to calendar... and add a New Event....

If you click on a date, you will go to the day-view calendar for that day. If the title of the event is a link, and you click on it, you will be taken to that event.
What is the course block?

This page refers to the block "blocks/course_list". There are other, similar, blocks in existence, such as "blocks/myCourses"

The Courses block lists and allows navigation between all of the courses in which the logged in user is a participant (as tutor and/or student). The block title shows as "My courses" and allows one-click access to a course's home page.

There is also the option to list All courses... available within the Moodle site. In 1.6 this will display a list of course types and a click on one of the types will reveal all the courses in that category. There is also a search all courses option on this page.

A brand new user to a Moodle site, who has not enrolled in any course, will see the block title as "Course Categories".

When a student enters an unassigned course using the course block, they will be asked to enroll.
What is the random glossary block?

The random glossary block can be used to display random entries from a glossary, which usually take the form of dictionary style definitions. However the flexibility of Moodle's HTML editor allow users to adapt this block for other purposes such as 'Quote of the Day' or a random picture gallery that changes each time the page is refreshed.

Before using the Random Glossary Entry block you have to configure it using the edit icon. There you will have a number of fields to complete:
What is the login block?

Allows a user to login with credentials from the front page of the site, rather than from a separate login page. Doesn't work with SSL enabled sites.
What is the news items block?

Recent posts made in the News forum will display as a listed item in the Latest News block, along with a link to older archived news.

By default, the Latest News block displays 3 news items. This may be changed in the course administration block>Settings>News items to show.
What is the online user block?

The Online Users block shows a list of users who have been logged into the current course. This block can be added or deleted by a teacher. The list is updated on a regular basis (the default is every 5 minutes). The time frame can be modified for the entire Moodle site in Administration >> Configuration >> Blocks >> Online Users by the site administrator.

Note that even though a user may have been logged into a course within the last 5 minutes, it does not necessarily mean that this user is still online.

* Bold type indicates a teacher
* If you hold the cursor over somebody's name, you will see how long ago that person was last "seen" in the course
* If you click on the envelope icon next to somebody's name, you will be able to send a private message to that person (using Moodle's messaging system)
* You must keep your messaging window open to receive notice of messages being sent to you
What is the quickmail block?

The quickmail block adds a link to a tool that has a checkbox list of all students in the course, and a mail composition text area. You can check the students you like, and email those and only those. This enhances the existing communications systems of messaging (one user) and subscribed forums (all subscribers) by allowing teachers to select a specific subset of students.
What is the quiz results block?

The quiz results block displays the highest and/or lowest grades achieved on a quiz within a course. There must be a quiz in the course to correctly configure this block.
What is the RSS client block?

The RSS feeds block enables RSS feeds from external websites to be displayed within Moodle. As the information on the other site (for example, news headlines or recently added documents) is changed the block will update to show the latest information. One or more RSS feeds can be added to a course by selecting them from an existing list. Site and course home pages are common places to place an RSS feed block(s).
What is the search block?

The Global Search, in Moodle 1.9 onwards, enables users to search all activity modules.

In addition to the 'Search Forums' and 'Search Courses', many users or designers might find the ability to search the actual content of the site/courses helpful. This can be done by adding the 'Global Search' block.
What is the search forums block?

The Search Forum block allows you to search the course forums for a word or phrase. Type the word or phrase you want to find in the text field space.

For basic searching of one or more words anywhere in the texts, just type them separated by spaces. All words longer than two characters are used. If you want to use advanced search options you can either move to the Advanced Search page (clicking Advanced Search in the Search Forums block) or use

To force exact matching of a word, use the plus sign, and the minus sign if there are particular exact words you don't want included in the search. To search for a particular phrase, use double quotes around it. To search for texts by a particular user, prefix a word from their name with "user:". If you know the user id of a particular user, you can search for them like this. To search for a word within the subject or title of a text only, prefix the word with "subject:"

To use the advanced search options press the Advanced search button or the search button without typing anything in the Search field. You will see a complete form that makes it easier to do advanced searches.

* These words can appear anywhere in the post works in the same way as the Search field: one or more words you type in here will be found in all the places in the post they appear.

* This exact phrase must appear in the post searches for an exact phrase in the post

* You should use These words should NOT be included if there are any particular words you don't want included in the search

* Posts must be newer / older than this narrows down the number of posts searching according to time limits.

* Choose which forums to search allows searching only in one forum

* These words should be in the subject narrows down the number of posts found to those containing a given word/phrase in the forum subject

* This name should match the author allows searching for the posts by one author
What is the section links block?

The Section Links block helps the student or teacher to quickly navigate to a particular topic/week section of the course (depending on whether the course uses either the "Topics" or "Weekly" format. The numbered links displayed within the block are the numbers assigned to the course topic/week sections.

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

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

On the Front page, a site Administrator can add a block from a list that is called "Main Menu". This is one way the site administrator can add Resources and Activities to the main page of the site.
What is the activity locking block?

This places conditional locks on all of the sequential activities in a course. Results of one activity, then, can condition the visibility of another activity.

Moodle 2.0 will offer this feature natively and upgrades will not likely carry 1.9 activity locking settings into the newer version.
What is the add user block?

This block allows an instructor to add users to the list of registered users, as well as to the site. The block is convenient for those who do not want instructors having other administrative capabilities on the site.
What is the ajax marking block?

The AJAX marking block allows you to view and complete all of your marking without leaving the page you are on. It displays all the ungraded work you need to mark in a tree structure of all of the courses you teach in, along with a count of how many items there are for each course & assessment item.
What is the attendance block?

Students view their attendance records with this block. Instructors may take attendance, report on attendance, or change the attendance settings from the same.
What is the course convert block?

This block provides access to the course conversion tools created by Moodlerooms. Upload course archive files to a staging area, convert them into Moodle archives, and then restore them to the site.
What is the course management block?

This block provides advanced course deletion, archival, and restore capabilities.
What is the "courses available to you" block?

This block is an efficient way of viewing what courses are available (by enrollment) for participants. It does not include glimpses into course descriptions, etc. that the participant should not be viewing.
What is the course complete block?

Provides a way to create requisite elements within a course that signal its completion.
What is the data collector block?

This works entirely in the background, but extracts data from the site into optimized tables for the purpose of efficient reporting.
What is the gradebook enrollment block?

This block provides conditional enrollment into some courses based on success in other courses.
What is the Elluminate block?

The Elluminate block provides quick access to upcoming Elluminate events.
What is the Exabis e-Portfolio block?

The exabis e-Portfolio block enables portfolio work for students from within Moodle. The block has to be activated at least once in any course (or on the mymoodle-page)- students can then do eportfolio-work across courses building up and using their individual category-system.
What is the face-to-face block?

Face-to-face activities are used to keep track of in-person trainings which require advance booking.

Each activity is offered in one or more identical sessions. These sessions can be given over multiple days.

Reminder messages are sent to users and their managers a few days before the session is scheduled to start. Confirmation messages are sent when users sign-up for a session or cancel.
What is the Google Apps block?
The Invite block provides a process for an instructor to invite a registered (or non-registered) user access to a course. The acceptance of the invitation registers (if necessary) and enrolls the participant within the course.
What is the iTunes University block?

iTunes University Block has links to resource items stored in the instructors iTunes U repository.
What is the Mentees block?

The Mentees block, from Moodle 1.8 onwards, may be added to the site front page or to My Moodle. It provides a mentor with quick access to their mentee(s) profile page(s).
What is the express design block?

The express design block allows admins to quickly edit themes and store them as express themes.
What is the notify block?

The notification block allows instructors to create alerts on various elements of course activities. An instructor could request an alert to be sent to a recipient list if, for example, a student receives a certain grade on an assignment. Likewise, an instructor could request an alert if a student fails to visit an activity within a period of time.
What is the participant pix block?

Displays icons of course/group members in a block...
What is the profile redirect block?

The profile redirect block essentially provides a way to keep users from viewing site pages that might otherwise be public, but none of their business.
What is the question tags block?

Place tags on individual questions, so that they can be retrieved more easily while building quizzes.
What is the Sloodle menu block?

Provides an easy way to view Sloodle actions and events from within the course.
What is the "tags" block?

Blogs and profiles are some of the elements that can be tagged with keywords on the site. This block provides a cloud of all of those tags.
What is the tags flickr block?

The Flickr block can only be added to a Tags page. The Flickr block settings allow you to change the images that are displayed in the block based on Relevance (default), Date Posted, Date Taken and Interestingness.
What is the tags YouTube block?

The Youtube block can only be added to a Tags page. Once you have edited your Profile or made a Blog entry and provided keywords in the “interests” portion, these words become tags. From the Tags block you can click any tag to be taken to that word’s Tags page, where you can edit it to add the Youtube block.

This block will pull Youtube videos with the same tag words related to the current Tags page. The title is optional. Select the number of videos you would like to display in the block. You can also select the category from which the videos will be pulled in Youtube. In addition, you can specify which specific playlist you would like to pull the videos from by including the playlist id.
What is the trouble ticket block?

The trouble ticket block allows users to notify Moodle site administrators of a problem with the site or a specific module or block. The trouble ticket block allows Teachers to add multiple types of trouble tickets to a page as either a link or a button. Each Trouble ticket can be configured with a specific email to send the notification to as well as a custom response to the user.
What is the TyBit Internet search block?

TyBit is a specialized search engine. The TyBit block can be configured within the course. With an account, the site can be paid for search results from the TyBit vendor.
What is the Conduit block?

Conduit is an advanced mapping tool for user authentication, course enrollment, and grades between the site and a SIS system.
What are the Wimba blocks?

Wimba blocks provide quick view access to events and synchronous events within Wimba.
What is the WizIQ block?

This block provides a public view of live classes on the schedule.
joule Mobile
How do I import content from one course to another?

Import function allows instructors and administrators to select and transfer resources and activities from one course to another.

Navigate to the "Administration" block and click on the "Import" link.

Select the course you wish to import from and click the "Use this course" button.

There are three methods for you to select a course:
1. Select a course you have taught
2. Select a course from the same categories as the course in which you want to export items.
3. Search for a course

You will be presented with a check box list from which you can select the type of activities or resources you wish to import

The list is organized with activities and resources grouped by type. Here are a couple of examples:

1. You can select to import all Assignments activities
2. You can select to import only two of the forums.

Click on continue once you are finished with your selection.
Confirm your selection and click on Continue

Note: This backup contains no users and so all activities have been switched to “without user data” mode. Exercise and Workshop activities will not be included in the backup, since these modules are not compatible with this type of backup.

Once you finalized the process the imported features will be displayed in the topics of the course.