

**creating & delivering
online courses with
Dokeos 1.8**



Trainer's manual

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Table of contents

| | |
|---|----|
| Foreword..... | 5 |
| What is Dokeos?..... | 5 |
| What does Dokeos do?..... | 5 |
| For whom is this manual intended?..... | 6 |
| A word about the author | 6 |
| Structure of the manual..... | 6 |
| Part 1..... | 7 |
| New features of version 1.8..... | 7 |
| A customizable interface!..... | 8 |
| Templates for creating online content..... | 9 |
| Oogie: conversion of Ms-PowerPoint presentations into e-learning modules..... | 10 |
| Videoconferencing..... | 11 |
| Advanced reporting tools..... | 11 |
| Part 2..... | 12 |
| Creating the first course structure..... | 12 |
| Chapter 1 : Registering online..... | 13 |
| Chapter 2 : Creating the first course structure | 14 |
| Chapter 3 : The course home page..... | 15 |
| Structure of the home page..... | 15 |
| Navigating the Dokeos interface..... | 16 |
| Customizing the introduction text by using the internal editor..... | 17 |
| Chapter 4 : Configuring course settings..... | 18 |
| Controlling access to the course | 18 |
| Part 3..... | 20 |
| Using Dokeos 1.8 course tools..... | 20 |
| Chapter 1 : Managing courses and categories..... | 21 |
| Chapter 2 : Course description tool..... | 24 |
| Chapter 3 : Documents tool..... | 25 |
| Creating a folder..... | 25 |
| Quick folder navigation..... | 25 |
| Transferring a document from your work space to the platform..... | 26 |
| Adding comments to documents and folders..... | 26 |
| Changing the visibility of documents and folders..... | 28 |
| Moving a document or a folder..... | 27 |
| The image gallery..... | 28 |
| Creating a new document in html format in Dokeos..... | 28 |
| Downloading files, folder content, entire Documents content..... | 29 |
| Deleting a file or a folder..... | 29 |
| Watching the course quota..... | 30 |
| Chapter 4 : Links tool..... | 31 |
| Adding a new link category..... | 31 |
| Managing link categories..... | 31 |
| Adding a link | 31 |
| Managing links | 32 |
| Chapter 5 : Tests tool..... | 33 |
| Create a test..... | 33 |
| Managing tests..... | 34 |
| Add a question..... | 34 |
| Multiple Choice (one correct answer) | 36 |
| Multiple answers (several correct answers)..... | 36 |
| Matching..... | 36 |
| Fill in the blanks..... | 37 |
| Open question | 37 |
| Image Zones (hotspot)..... | 37 |
| Questions pool (question bank)..... | 38 |
| Modifying a question related to many tests..... | 38 |
| Managing questions..... | 38 |
| View test results, comment and correct..... | 39 |
| Chapter 6 : Agenda tool..... | 40 |
| Add an event item to the agenda (addressed to all course users)..... | 40 |
| Add an event item to the agenda (addressed to selected course users)..... | 40 |
| Managing agenda items | 41 |
| Managing the personal agenda | 41 |
| Chapter 7 : Announcements tool..... | 42 |
| Adding an announcement (and sending it by email to one or many users)..... | 42 |
| Managing announcements | 43 |

| | |
|--|----|
| Deleting all course announcements..... | 43 |
| Chapter 8 : Forums tool..... | 44 |
| Forum views..... | 44 |
| Adding a category to the forum..... | 45 |
| Adding a forum..... | 45 |
| Managing categories and forums..... | 46 |
| Starting a new thread..... | 46 |
| Managing threads..... | 47 |
| Replies to a message..... | 47 |
| Quoting a message..... | 48 |
| Replies to a thread..... | 48 |
| Deleting a message..... | 48 |
| Chapter 9 : Dropbox tool..... | 49 |
| Creating categories..... | 49 |
| Sending a file to selected recipients..... | 49 |
| Managing sent and received files (save, move, delete)..... | 50 |
| Creating and accessing feedback attached to a sent or received file | 50 |
| Chapter 10 : Users tool..... | 51 |
| Seeking additional information from users..... | 51 |
| Subscribing users to the course..... | 52 |
| Unsubscribing a user | 52 |
| Add/change the role of a user..... | 52 |
| Subscribing/deleting Classes..... | 53 |
| Searching the users list..... | 53 |
| Exporting the users list..... | 53 |
| Accessing the Tracking report of a user..... | 54 |
| Chapter 11 : Groups tool..... | 55 |
| Configuring group settings..... | 55 |
| Creating new groups..... | 55 |
| Assigning users (automatically)..... | 56 |
| Assigning users (manually)..... | 56 |
| Self-Registration in groups (registration by learners)..... | 56 |
| Modifying the properties of a group..... | 57 |
| The Group area..... | 57 |
| Emptying a group..... | 57 |
| Deleting a group..... | 57 |
| Managing many groups together..... | 58 |
| Group overview/Exporting group user lists..... | 58 |
| Creating group categories (with the authorization of the administrator)..... | 58 |
| Chapter 12 : Chat tool | 60 |
| Sending a message..... | 60 |
| Revisiting and Deleting Chats..... | 60 |
| Chapter 13 : Assignments tool..... | 61 |
| Adding introduction text..... | 61 |
| Configuring the Assignments tool | 61 |
| Sending an assignment file..... | 61 |
| Creating folders for organizing assignments | 62 |
| Managing assignments..... | 62 |
| Chapter 14 : Reporting tool..... | 63 |
| Chapter 15 : Course Maintenance tool..... | 64 |
| Deleting a course..... | 64 |
| Emptying a course | 64 |
| Copying a course..... | 64 |
| Creating a backup..... | 65 |
| Importing a course backup..... | 65 |
| Chapter 16 : The Survey tool..... | 66 |
| Creating a new survey..... | 66 |
| Adding questions to the survey..... | 66 |
| Previewing the survey..... | 67 |
| Publishing the survey..... | 67 |
| Survey reports..... | 67 |
| Managing surveys..... | 67 |
| Chapter 17 : Videoconferencing..... | 68 |
| Preparing a virtual class..... | 68 |
| Conducting a virtual class..... | 68 |
| Conducting a virtual meeting | 69 |
| Part 4..... | 70 |

| | |
|---|----|
| Learning Paths..... | 70 |
| Chapter 1 : Working with learning paths..... | 71 |
| Creating a Learning Path..... | 71 |
| Adding the first chapter..... | 71 |
| Adding a step to the chapter..... | 71 |
| Changing the names of the steps..... | 72 |
| Structuring the navigation tree..... | 72 |
| Reordering chapters and steps..... | 72 |
| Defining pre-requisites..... | 73 |
| Adding narration (audio) to a step..... | 73 |
| Testing the path..... | 73 |
| The learning path display area..... | 73 |
| The navigation and feedback zone..... | 74 |
| Managing learning paths..... | 74 |
| Exporting a learning path as a SCORM package..... | 74 |
| Chapter 2 : Managing SCORM format courses..... | 75 |
| Importing a SCORM course..... | 75 |
| How to create a SCORM course..... | 76 |
| Chapter 3 : Oogie : PowerPoint conversion..... | 77 |
| Converting a presentation to a learning path..... | 77 |
| Annexe 1..... | 78 |
| Resources..... | 78 |
| Useful links..... | 78 |

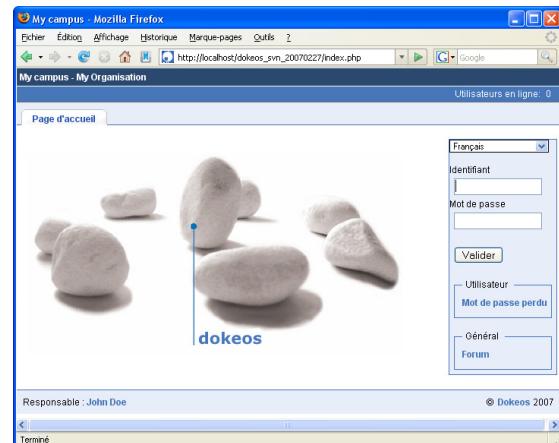
Foreword

What is **Dokeos**?

Dokeos is a web-based e-learning system, technically known as an LMS (Learning Management System) or CMS (Course Management System) or VLE (Virtual Learning Environment).

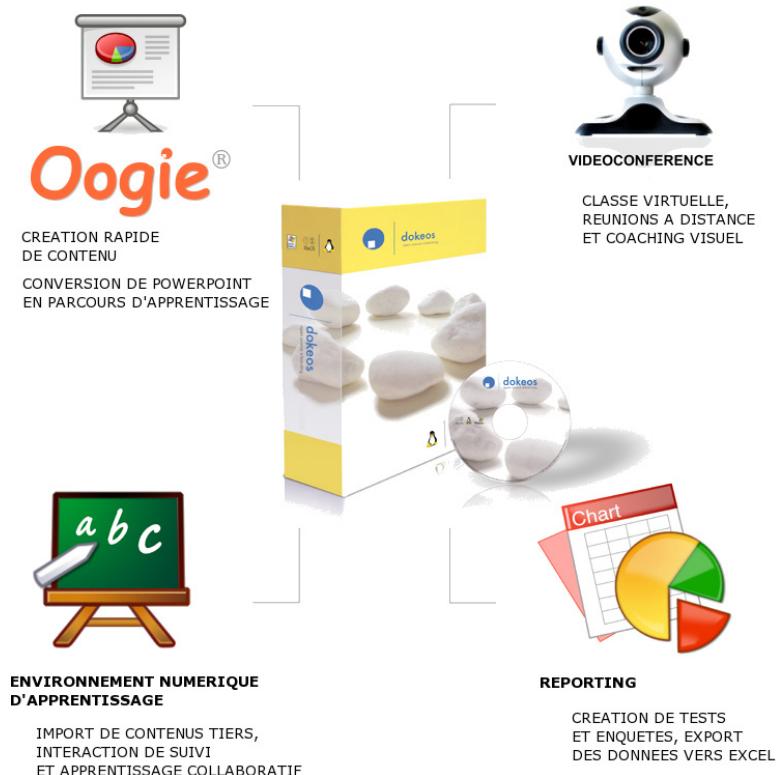
Intuitive and easy to use for all its users (teachers, trainers, students, continuing education providers, etc...), **Dokeos** offers a wide range of e-learning tools and provides abundant scope for creating and organizing interactive multimedia-rich training content and assessment (tests) in an engaging manner.

Apart from its ease of use **Dokeos** is free open source software. The **Dokeos** code is accessible to all and can be modified or adapted for specific requirements by anyone.



What does **Dokeos** do?

Dokeos offers an efficient user friendly e-learning environment with online content and assessment creation tools, collaboration tools, as well as sophisticated tracking and reporting tools for monitoring user activity and progress.



For whom is this manual intended?

This manual is meant for teachers, trainers and mentors who are keen to use tools that will help them deliver their courses to learners via the Internet. You will soon discover that **Dokeos** is a versatile platform capable of satisfying your most imaginative online teaching and training needs.

If you are convinced that delivering an online course is more than just transferring documents to a server and authorizing access to teachers and students, if you are keen to exploit the interactive multimedia aspects of digital educational content, if you think that collaborative exchanges between users also contribute to the development of competence and acquisition of knowledge - then **Dokeos** is made for you. It will satisfy your concerns as a teacher, instructor or trainer who expects and demands a genuine value-added tool for web-based distance education and training.

Do you require specific technical competence to use Dokeos?

Technically speaking, to use Dokeos you only have to be familiar with your favorite web browser. You should be able to handle text and forms and click on icons and buttons (« OK », « Browse », etc...) and to prepare on your own digital documents to place in your courses. That is all. With such ease of use, you will be able to concentrate on what is most important for a creator of an online course - the content. And, of course, the excellent educational environment!

This manual is not concerned directly with the creation of instructional content. We expect that you are already familiar with editing text, and you know how to surf and browse and how to use a messaging/chat tool.

A word about the author

Emmanuel Pecquet is a mechanical engineer. He has been teaching mechanical construction since 1997 at the Saint Joseph de Troyes School (France). Along with his teaching assignments he is also a trainer for Computer-aided concepts with many companies for continuing education and training programs. He has been using the **Dokeos** platform on a daily basis since 2004 and has written trainer/teacher manuals for Dokeos 1.6 and 1.8 with the intention of creating useful documentation for new users.

Structure of the manual

Each section of this manual, illustrated with numerous screenshots, will guide you in learning the different tools offered by **Dokeos**. By following the steps shown by the author you will quickly discover new possibilities for online training and teaching.

This manual has four separate sections:

- The first section (page 7 onwards) presents the main new features of the 1.8 version – customizable interface (by the administrator of the platform), templates for creating online educational content, **Oogie** (conversion of Microsoft PowerPoint presentations into learning paths), videoconferencing, and advanced reporting tools.
- The second section (page 12 onwards) gives steps on how to proceed with your online registration, and how to create your first course structure.
- The third section (page 20 onwards) demonstrates how to use the different authoring and interaction tools you will need to build and deliver your course.
- The fourth section (page 70 onwards) covers the usage of one widely used tool - learning paths.

Part 1

New features of version 1.8

A few months of waiting since **Dokeos** 1.6.5...

By listening attentively to the requests made by users (you and me!)... A lot of reflection and work by the developer team.... Many tests, experiments, learning... And **Dokeos** 1.8 has arrived with new features!

Five of them are presented briefly in the following pages; just enough to stimulate you to explore. You will then proceed to the third part of the manual where the functions of this platform are explained in detail.

Let's get on with it and discover...

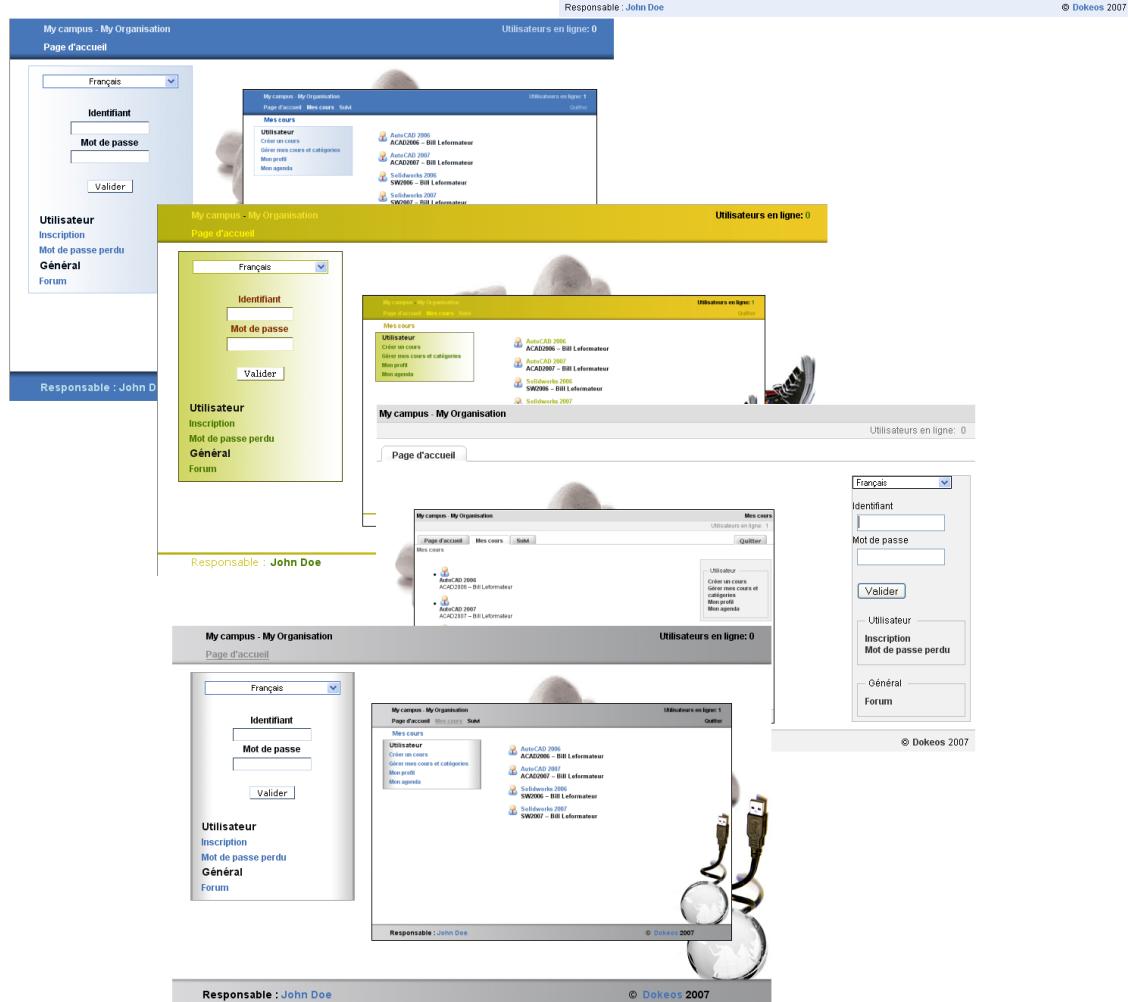
- The customizable interface, via the administration panel (accessible only to the administrator of the platform)
- Templates for creating online learning content
- **Oogie**, or how to convert your Ms-PowerPoint presentations into e-learning modules
- Videoconferencing
- Advanced reporting tools

A customizable interface!

Regular users of the older versions of **Dokeos**, you are accustomed to the classic blue interface...

Just imagine... now in three clicks the administrator of the platform can radically change the sober blue look into something more...bright! You are not dreaming! **Dokeos** 1.8 has done it! (Excuse me if in my excitement I am overdoing the exclamations)!

Which **Dokeos** would you choose?



Perhaps you would be tempted to retain the familiar existing blue of **Dokeos**, while replacing the links on the top left of the screen with tabs? The screenshots used for illustrating the third part of the manual display this interface.

Templates for creating online content

The screenshot shows the Dokeos content creation interface. On the left, a sidebar lists 'Modèles de Contenu' with options like 'Content Introductory title' and 'Content Explanation'. The main window shows a 'Page d'accueil' tab selected. A form is open for 'Créer un document' with fields for 'Nom du fichier' (set to 'autocad2006_objectifs') and 'Titre' (set to 'Objectifs du cours'). Below the form is a rich text editor toolbar. The content area features a cartoon character holding a quill pen, with the heading 'Objectifs AutoCAD 2006'. It includes a list of objectives and a note about prerequisites. At the bottom is a 'Valider' button.

With great simplicity you can create and modify content directly online; the content templates offered have a pleasant appearance and are very readable.

The content templates allow you to concentrate on what you want to convey rather than spending time and effort on the look and feel of the screens. Additionally, you get a consistent looking flow of screens from one course to another.

Here are some examples:

The image displays three examples of Dokeos content templates:

- Unit overview:** Features a cartoon character holding a book and a pencil. The title is 'Unit overview' and there is a placeholder 'Write here a subtitle'.
- Explanation:** Features a cartoon character pointing at a chalkboard. The title is 'Explanation' and there is a placeholder 'Write here a subtitle'.
- Objectifs:** Features a cartoon character holding a quill pen. The title is 'Objectifs AutoCAD 2006'. It includes a list of objectives, a note about prerequisites, and a note stating 'Aucun pré-requis pour ce module'.

Oogie: conversion of Ms-PowerPoint presentations into e-learning modules

You have created innumerable lessons as Ms-PowerPoint presentations, but you have no idea how to use them online? **Dokeos** 1.8 comes to your rescue with **Oogie**. **Oogie** converts PowerPoint presentations into online lessons! This tool transforms your presentations into a series of slides which are directly integrated into your learning modules. You can also add narration and sound effects, and integrate tests and other training content with the learning path that is created when you convert your presentation!

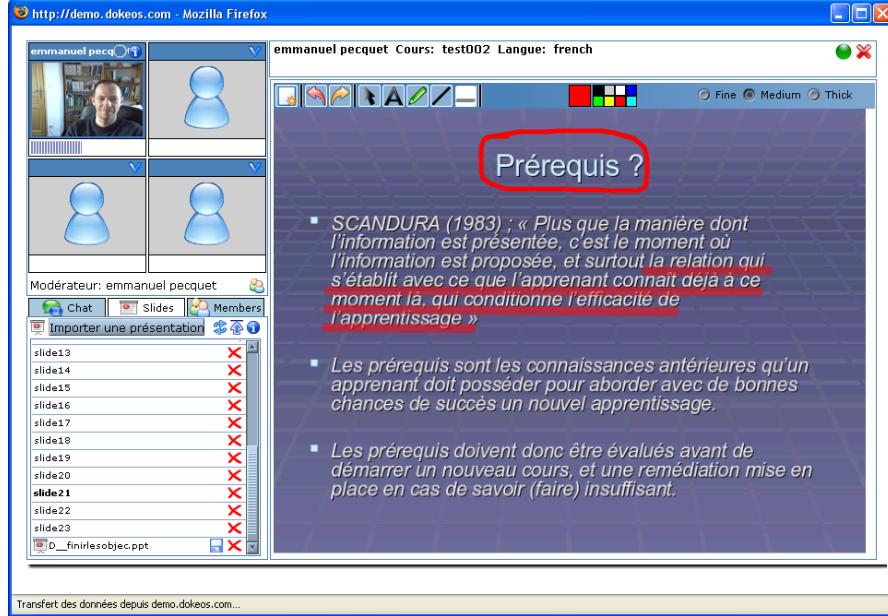
The image consists of three screenshots illustrating the Oogie conversion process:

- Top Left:** Microsoft PowerPoint interface showing a slide deck titled "Définir les objectifs pédagogiques". The slide content includes a list of objectives and a screenshot of a document titled "Constats concernant la théorie F77201b". A red arrow points from this slide to the second slide in the deck.
- Middle Left:** Microsoft PowerPoint interface showing the second slide, "Une préoccupation ancienne", containing a list of bullet points. A red arrow points from this slide to the corresponding slide in the Firefox browser.
- Bottom Left:** Mozilla Firefox browser window titled "Oogie : conversion PowerPoint - TEST002 - Dokeos 1.8 BETA 3 demo - Mozilla Firefox". It shows the "Oogie" homepage with instructions for conversion. A red arrow points from this page to the final converted slide in the Firefox browser.
- Right Side:** Mozilla Firefox browser window titled "TEST002 - Dokeos 1.8 BETA 3 demo - Mozilla Firefox". It displays the converted e-learning module in Dokeos. The slide title is "Une préoccupation ancienne". The slide content includes sections on Bobbitt's 1918 objectives, Tyler's 1934 theory, and Landsheere's 1978 perspective. On the left, a navigation tree shows the slide structure under "definir_les_objectifs_pedagogiques". On the right, there is an "Audierecorder" interface with a recording button and volume slider.

Videoconferencing

Do you need to conduct both synchronous and asynchronous training? **Dokeos** 1.8 lets you do that! Tools such as « Documents » and learning paths confined **Dokeos** 1.6.x to asynchronous delivery. Now **Dokeos** 1.8 offers a powerful, simple to use videoconferencing tool – prepare a presentation as a support lesson, connect your webcam and microphone to your PC, and have a live dialogue with your students.

Your students can respond at once and so can you!



Important - do remember to inform your students of the videoconferencing schedules... Being alone in a live classroom is no fun!

Advanced reporting tools

The tracking and reporting tools have been redone and their functionality has been greatly expanded.. The individual user's report is more refined and detailed now, and can be exported to your spreadsheet (Excel etc.) for further analysis.

| | | |
|--|---|---|
| | Nom : Bill Leformateur E-mail : Pas d'adresse email Tél. Aucun numéro En ligne : Non | Action > Envoyer mail Rendez-vous agenda Vidéo-conférence Discuter Format Excel |
|--|---|---|

| Coach : | | | | | |
|----------------------|-------------|---------------|--------------------|------------|------------------|
| Parcours pédagogique | Temps | Progrès | Dernière connexion | | |
| Part A | 12h34 | 100% | 17/11/06 | | |
| Part B | | | | | |
| 08h26 | 100% | 12/12/06 | | | |
| Tests | Score | Détails | Essais | Correction | Corriger le test |
| Pas d'exercices | | | | | |
| Productions | Date limite | D'ate d'envoi | Commentaires | Annoter | |
| Pas de production | | | | | |

Part 2

Creating the first course structure

Dokeos is accessible via Internet and/or via the intranet of your company/university. The URL address of the **Dokeos** home page is given to you by the platform administrator or the IT incharge. If you do not have the URL address, please contact the concerned persons to obtain this information.

Apart from the home page address, the administrator has perhaps provided you with a user id and a password. The administrator has in fact to make multiple registrations, which helps in avoiding a series of individual registrations. The user id and the password allow you to be recognized by the Dokeos system as the course creator.

If you already have this information, you can directly move to chapter 2 of the second part, where you will create a first structure of a simple course. In chapter 1 you will learn how to register yourself as a course creator.

Chapter 3 will familiarize you with the home page of the first course you create, while chapter 4 gives you a quick tour of the properties related to each course. The course functionality will be discussed in detail in part 3 of the manual.

Chapter 1 : Registering online

Once you have entered the home page address in the address bar of your browser you reach the landing page of the **Dokeos** platform. If no user id or password has been given to you, you can register yourself as a course creator by clicking on the link « **Registration** ».

This screenshot shows the first step of the registration process. It includes a language selection dropdown set to 'Français', a 'Identifiant' input field, a 'Mot de passe' input field, a 'Valider' button, and a 'Utilisateur' section containing a 'Inscription' link and a 'Mot de passe perdu' link.

You immediately arrive at a simple form. Now you have to decide and fill in a user id and a password with which you wish to log in to **Dokeos** on your subsequent visits. Your user id and password should be kept confidential (they are your unique identifiers for **Dokeos**). We recommend that you keep them carefully and not communicate them to anyone else.

During this part of the registration, please check on the box marked « **Create course areas** », or else you will be assigned the status of a student and will not be able to create any courses!

This screenshot shows the second step of the registration process, titled 'Inscription'. It contains fields for 'Nom*', 'Prénom*', 'Code officiel (ID)*', 'Identifiant*', 'Mot de passe*', 'Confirmation*', 'Adresse e-mail*', and 'Statut'. The 'Identifiant' field is filled with 'leformateur'. The 'Mot de passe' and 'Confirmation' fields both contain '*****'. The 'Adresse e-mail' field contains 'eur@mondomaine.com'. Under 'Statut', there are two checkboxes: 'M'inscrire à des cours' (unchecked) and 'Créer des cours' (checked). A 'Valider' button is located at the bottom right.

Click on the button **Valider** to confirm your registration as a course creator.

You will then see a confirmation screen. By clicking on the button **Suivant**, you will come to a new form authorizing the creation of your first course. You have to complete this form to create your new course.

This screenshot shows a confirmation screen titled 'Inscription'. It displays a message: 'Cher(ère), Vos coordonnées personnelles ont été enregistrées. Vous pouvez maintenant créer votre cours.' Below this are two buttons: 'Suivant' and '<< Retour'.

Chapter 2 : Creating the first course structure

You have just self-registered online. After clicking on the button [Suivant](#) the « Create a course area » form appears.

By default, you are in-charge of this course.

Now you only have to provide :

- A clear and detailed course title
- A course category among those displaying in the drop-down list
- A code for your course (use alphanumeric format, matching the title of your course: *EPISTEMOL001* or *ENGLISH004* for example). Even if you type in lower case, the course code will automatically be changed to capital letters. Similarly, the spaces between letters and numbers will be eliminated
- The language used for publishing your course (you can use English for your course, even if **Dokeos** is installed in French). The choice of language will not influence the content of your course, only the text of the interface within which your content is published

* Titre AutoCAD 2006
p. ex. Gestion de l'innovation
Catégorie IPROJ1 Projects
Il s'agit du département ou de toute autre structure de votre organisation
* Code cours acad2006
* Responsables Bill Leformateur
Langue Français
Valider
* Le contenu de ce champ est requis

Finally click on the button [Valider](#). You will see a confirmation page, where you will be asked to return to your personal course space (My courses) by clicking on the link «**Back to my courses list**». Once this is done, you will come to your personal course list (My courses), displaying the courses you have created.



Do you already have a user ID and a password?

If you already have a user ID and password (which would be the case if you have registered earlier or if your administrator has provided these) you can directly reach your course after identifying yourself (logging in) on the home page.

On your first visit, this personal course space will not contain any course. By clicking on the link « **Create a course** », you will reach the course creation form and will be able to proceed to create your first course.

For your subsequent visits, you will proceed in the same way to create new courses.

The structure of your first course is now ready. By using the instructional material you have with you (text, images, flash, video, audio ...) you will be able to populate this structure which right now is just an empty area with many powerful tools, but no learning content whatsoever.

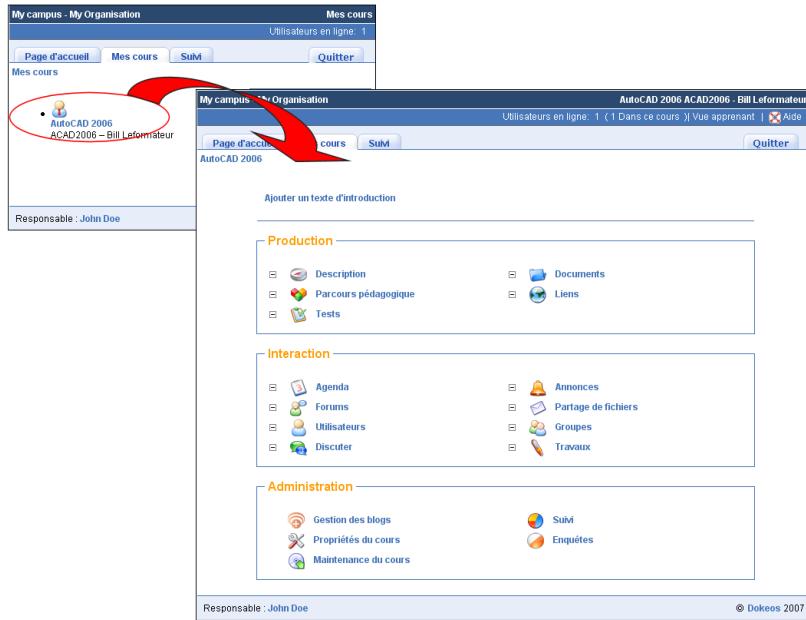
What is new between two visits?

In the « My courses » area you are informed of the access by participants to certain tools by icons which appear to the right of the title of your course.

If you have to manage many courses, this information can be very useful – for example, you will get to know of new posts in the forum since your last visit, new documents received etc.

Chapter 3 : The course home page

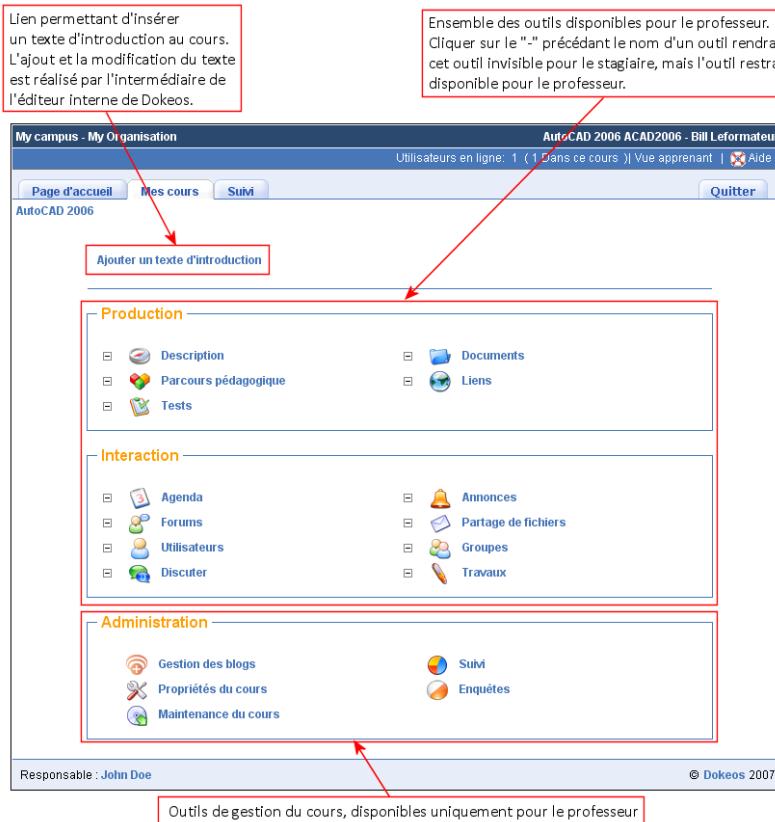
From your « My courses » page one click is enough to reach the course home page :



Structure of the home page

The home page of the course is divided into four zones:

- The course heading present on all screens. This allows quick and efficient navigation,
- Customizable Introduction, which can be created/edited by using the **Dokeos** html editor
- The list of tools that are visible to students
- The section visible only to course creators – the Administration tools



A course, as defined by **Dokeos**, is a set of tools visible to the user. An invisible tool is inaccessible to users who do not have the status of course creator.

The choice of tool visibility lies with the course creator. Based on the teaching strategy they devise, course creators can hide or show certain tools to learners.

Drawing on their extensive training experience, the designers of the **Dokeos** platform have classified the tools meant for students into two groups : the Authoring tools, and the Interaction tools. If the administrator of the platform has not changed the options, by default all the Authoring and Interaction tools are visible when a new course is created. It is for you to decide, as per your teaching plan, which tools to show and which to hide.

Navigating the Dokeos interface

The different pages of your course are quickly accessible from the navigation bar at the top of the screen :

This screenshot shows the top navigation bar of the Dokeos interface. The title bar reads "My campus - My Organisation" and "AutoCAD 2006 ACAD2006 - Bill Leformateur". Below the title bar, there are links for "Utilisateurs en ligne: 1 (1 Dans ce cours) | Vue apprenant | Aide" and "Quitter". The main menu bar contains three tabs: "Page d'accueil" (highlighted in blue), "Mes cours", and "Suivi". Underneath the tabs, a breadcrumb trail shows "AutoCAD 2006 > Description du cours".

The tabs give convenient access to the home page of the platform, to your list of courses, to the reporting section and logout (link « **Log out** ») :

This screenshot shows the "Mes cours" (My Courses) section of the Dokeos interface. The title bar reads "My campus - My Organisation" and "Mes cours". The sub-title "Utilisateurs en ligne: 1" is also present. The main content area displays a single course entry for "AutoCAD 2006" created by "Bill Leformateur". To the right of the course entry, there is a sidebar with links for "Utilisateur", "Créer un cours", and "Gérer mes cours et". Below the course list, there is a reporting section titled "Suivi" (Monitoring). This section includes links for "Apprenants (0)", "Administrateurs (1)", "cours (4)", and "Parcours". Under "Parcours", there are links for "Progression" and "Réussite".

Below the tabs there is a series of links for quick navigation :

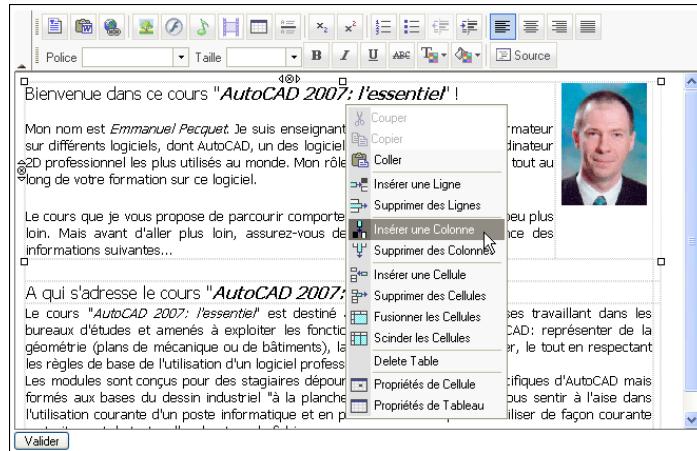
- The first link (on the left, the title of the course) lets you return directly to the home page of the course
- The following link/s allow navigation between different tools of the course (course description, documents, links, learning path etc.)
- You can also connect with online users on the platform by clicking on the link « **Users online** »

And finally, by clicking on the link « **Student View** », you get to see the interface your students will encounter when they log in to the course. Click on the link « **Teacher View** » to get back to the editing/configuration view of the course. **Note:** if it is not activated by the platform administrator you will not see the Student/Teacher View link.

Customizing the introduction text by using the internal editor

The introduction text can be changed by using the **Dokeos** internal html editor. The editor applet has been enhanced considerably since **Dokeos** 1.6.5. You will come across this editor in its more (or less) simplified form in many pages.

Using the editor it is possible to format text, add images and create hyperlinks without resorting to html coding. It is also possible to insert Flash, mp3, videos, tables... In addition, the editor gives you access to attractive templates for creating content - covered in the first part of this manual.



After placing and formatting all the necessary material in the editor click on the button **Valider** to preview the result :



Take advantage of the internal editor to lend impact to key content elements of your course. If activated by the administrator of the platform, the internal editor is available for creating introduction text content for most of the tools you provide to students.

To use the internal editor just click on the link « **Add introduction text** ». You will be able to use the internal editor to create *html* documents directly in **Dokeos**.

Documents

Ajouter un texte d'introduction

Chapter 4 : Configuring course settings

While creating a course you fill in information such as: title and code of the course, the category to which it belongs, etc... All this information, and more, is accessible and modifiable through « Course settings ».

Administration

- Gestion des blogs
- Propriétés du cours

Controlling access to the course

During the course building stage it is preferable not to allow participants to have access. Student users would be disappointed with incomplete content and hardly be motivated to return - even if in the meantime you have finished setting up the course.

You can control course access in « Course settings ».

When preparing courses a wise decision would be to prevent access by anyone except course creators, (check the radio buttons « Completely closed » under Course Access and « This function is only available for course admins » under Subscription. See screenshot below). Now, course access is restricted to the course creator, and no registration is possible by students. Another option - you can allow registration to the course but not allow access (leave the radio button « Completely closed » under Course Access checked and check « Allowed » under Subscription). In this case, students can enroll but can not access the course.

Eventually you can close registrations and allow access only to registered participants (check the radio buttons « Private access » under Course access and « This function is only available for course admins » under Subscription). Then, if you need to, from the « Users list » you can identify and unsubscribe intruders.

Some organizations do not allow self-registration by learners. They prefer a centralized enrollment approach. The above method is ideal in such situations because you as the course in-charge are in total control of student registration.

Page d'accueil Mes cours Suivi

AutoCAD 2006 > Propriétés du cours

| | |
|--|---|
| Code du cours | ACAD2006 |
| * Co-responsables | Leformateur Bill (b) |
| * Titre | AutoCAD 2006 |
| Catégorie | (PROJ) Projects |
| Département | |
| URL du département | |
| Langue | Français |
| Cette langue vaudra pour tous les visiteurs de votre cours. | |
| Accès à ce cours | <input type="radio"/> Ouvert à la planète <input checked="" type="radio"/> Ouvert à la plateforme <input type="radio"/> Accès privé (site réservé aux personnes figurant dans la liste utilisateurs) <input type="radio"/> Complètement fermé - le cours est seulement accessible à son administrateur |
| Inscription | <input checked="" type="radio"/> Autorisé <input type="radio"/> Refusé |
| Annuler l'inscription | <input checked="" type="radio"/> Autoriser l'annulation de son enregistrement <input type="radio"/> Ne pas autoriser l'annulation de son enregistrement <input type="radio"/> Activer alerte par e-mail pour nouveau travail soumis |
| Alerte par mail pour nouveau travail soumis | <input checked="" type="radio"/> Désactiver alerte par e-mail pour nouveau travail soumis <input type="radio"/> Activer alerte par e-mail pour nouveau document soumis dans partage de fichiers |
| Alerte par e-mail sur nouveau document soumis dans partage de fichiers | <input checked="" type="radio"/> Désactiver alerte par e-mail pour nouveau document soumis dans partage de fichiers <input type="radio"/> Activer l'édition de l'agenda du cours par les utilisateurs |
| Autoriser les utilisateurs à éditer l'agenda du cours | <input checked="" type="radio"/> Désactiver l'édition de l'agenda du cours par les utilisateurs <input type="radio"/> Activer l'édition par les utilisateurs |
| Autoriser les utilisateurs à éditer les annonces du cours | <input checked="" type="radio"/> Désactiver l'édition par les utilisateurs Par défaut votre cours est public. Mais vous pouvez définir le niveau de confidentialité ci-dessus. |
| Mot de passe du cours | <input type="password"/> <input type="button" value="Valider"/> |

* Le contenu de ce champ est requis

You have created your first course and you know how to control access in « **Course settings** ». But the course is empty. It does not contain any learning material and the interaction tools are not set up. Part 3 will help you discover the functions of the different course tools.

Your Dokeos course as an instructional offering to the whole world!

If you wish to let the whole world benefit from your course, why not let everyone in? By checking the corresponding box, via a link (installed automatically) on the welcome page of your platform, you make the course accessible to anybody. Only restriction – interactive learner participation is not feasible - no posting of messages in the forum, no sending of documents, assignments etc.

Part 3

Using Dokeos 1.8 course tools

In the second part of this manual you created an empty course structure. Right now, as mentioned earlier, there is no content in the course and the various course tools have not been set up.

To help you select which tools to use in your course we are going to look at the functions of each tool. Each chapter of the third part covers one tool in detail. In **Dokeos** 1.8 the organization of the tools has been changed. First, the Authoring tools, Then, the Interaction tools, and finally, the Administration tools. The « learning path » tool, owing to its powerful features, will be explained separately.

Chapter 1 : Managing courses and categories

You will soon have to manage a large number of courses. In **Dokeos** 1.8 you can create personal course categories, visible only to you - to help you classify and arrange your courses the way you want in your « **My courses** » page. These categories are not linked to the global course categories created by the platform administrator.

Mes cours

- **AutoCAD 2006**
ACAD2006 – Bill Leformateur
- **AutoCAD 2007**
ACAD2007 – Bill Leformateur
- **Solidworks 2006**
SW2006 – Bill Leformateur
- **Solidworks 2007**
SW2007 – Bill Lefor

Utilisateur

Créer un cours
Gérer mes cours et catégories
Mon profil
Mon agenda

In the « **User** » menu click on the link « **Course Management** » to reach the page with the course management tools. Click on the link « **Create a course category** », fill in the name of the new category and then click on the button **Suivant**

Page d'accueil Mes cours Suivi

Gérer mes cours et catégories

Gérer mes cours et catégories

- Trier mes cours
- Créer une catégorie de cours
- S'inscrire aux cours

Créer une catégorie de cours

Valider

Catégories de cours existantes

The category created appears in a list at the bottom of the page. You can at this stage create many personal categories.

Once the categories are created, click on the link « **Sort my courses** ». The list of courses appears on top of the page, and of categories at the bottom of the page.

Trier mes cours

Solidworks 2007
SW2007 - Bill Leformateur Vous êtes l'administrateur de ce cours.

AutoCAD 2007
ACAD2007 - Bill Leformateur Vous êtes l'administrateur de ce cours.

Solidworks 2006
SW2006 - Bill Leformateur Vous êtes l'administrateur de ce cours.

AutoCAD 2006
ACAD2006 - Bill Leformateur Vous êtes l'administrateur de ce cours.

AutoCAD

Solidworks

Valider

The link « **Sort my courses** » permits the up/down sequencing of courses with the help of the Up and Down arrows. To allocate a course to a personal category click on the icon « **Edit** » and then select the category from the drop down list. Click on the button **Valider** to confirm the allocation.

Trier mes cours

AutoCAD 2006
ACAD2006 - Bill Leformateur

AutoCAD 2007
ACAD2007 - Bill Leformateur

Pas de catégorie de cours Valider

Trier mes cours

AutoCAD

AutoCAD 2006
ACAD2006 - Bill Leformateur Vous êtes l'administrateur de ce cours.

AutoCAD 2007
ACAD2007 - Bill Leformateur Vous êtes l'administrateur de ce cours.

Solidworks

Solidworks 2006
SW2006 - Bill Leformateur Vous êtes l'administrateur de ce cours.

Solidworks 2007
SW2007 - Bill Leformateur Vous êtes l'administrateur de ce cours.

Once your courses are sorted and linked to personal categories, your « My Courses » space will be much better organized. Courses which you have not put in categories will show on top of the page :

The screenshot shows a list of courses on a web page. At the top, there are navigation links: 'Page d'accueil', 'Mes cours', and 'Suivi'. Below them is a link 'Mes cours'. The main content area contains two sections: 'AutoCAD' and 'Solidworks'. Under 'AutoCAD', there are three items: 'Cotation Géométrique (Geometrical Product Specification) COTAGEOGPS - Bill Leformateur', 'AutoCAD 2006 ACAD2006 – Bill Leformateur', and 'AutoCAD 2007 ACAD2007 – Bill Leformateur'. Under 'Solidworks', there are two items: 'Solidworks 2006 SW2006 – Bill Leformateur' and 'Solidworks 2007 SW2007 – Bill Leformateur'. Each course item has a small profile icon next to it.

To delete a personal category, click on the link « **Course Management** », then on the link « **Sort my courses** ». A click on the icon permanently deletes (after asking for confirmation) the personal category. The courses within the category then show up on top of the page along with other non-categorized courses :

The screenshot shows a course management interface. On the left, there is a section titled 'AutoCAD' containing two courses: 'AutoCAD 2006' and 'AutoCAD 2007', both listed as 'ACAD2006 - Bill Leformateur'. To the right of this section are edit icons (down arrow, pencil, delete). A large red arrow points down towards a confirmation dialog box. This dialog box has a title 'La page sur http://localhost dit :'. It contains a question mark icon and the text 'Etes vous certain de vouloir supprimer cette catégorie de cours? Les cours de cette catégorie seront déplacés en dehors de toute catégorie de cours.' At the bottom are 'OK' and 'Annuler' buttons.

Interaction between global course categories and personal categories
Whenever a course is created you have to link it to one of the existing global course categories visible to the users of the platform. The personal categories described in this section are only meant to help you organize your « My courses » space. The personal categories do not interact with the global course categories of the platform. Other users will not see your personal categories.

For supervision or other reasons you may wish to register as a student user (not as a course creator) in a course offered by a colleague.

By clicking on the link « **Subscribe to courses** », you will see the list of course categories. If you know to which category a course belongs, you can easily reach the course title.

Otherwise, you can search the whole or a part of the course title (search by full title, by keyword or by a part of the title, whichever works. If you are more precise in your search you will reach the course faster).

The screenshot shows a search interface for 'S'inscrire aux cours'. It includes a sidebar with 'Catégories de cours' containing 'Conception Assistée par Ordinateur (2)', 'Language skills', 'PC Skills', and 'Projects (4)'. Below this is a section 'Cours dans cette catégorie' with a search bar and a 'Rechercher parmi les cours' button. The main content area shows a list of courses under 'S'inscrire aux cours'.

Once your colleague's course title appears, click on the icon « **Subscribe** » to proceed with the registration. A confirmation message will appear immediately, indicating that the registration has taken place. You will then have a student user's status and be able to use only those tools enabled for students by your colleague.

The screenshot shows a confirmation message for course registration. It includes a sidebar with 'Catégories de cours' and a link 'Cours dans cette catégorie vers le haut'. The main content area shows course details: 'Cotation dimensionnelle COATDIM - e' and 'Cotation Géométrique (Geometrical Product Specification) COTAGEOGPS - b'. For the second course, there is a green checkmark icon and the text 'Déjà inscrit'.

Unsubscribing is equally easy. Start by clicking on the link « **Course Management** ». The course list appears. Proceed by clicking on the icon  . A confirmation message will appear. Click « Ok » to unsubscribe. You cannot, of course, unsubscribe from a course you have created.

Gérer mes cours et catégories

- Trier mes cours
- Créer une catégorie de cours
- S'inscrire aux cours

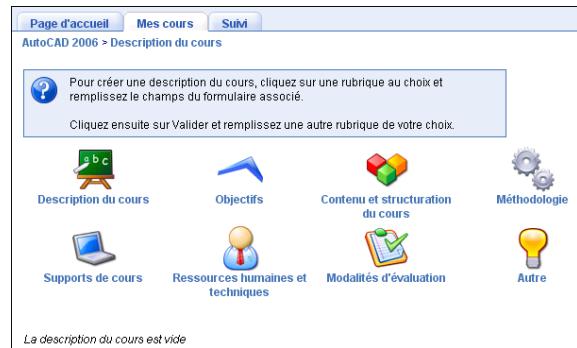
Trier mes cours

| | |
|--|---|
| Cotation Géométrique (Geometrical Product Specification) COTAGEOGPS - b |   |
| Cotation dimensionnelle COATDIM - e |    |

Chapter 2 : Course description tool

The « **Course description** » tool gives you formal course headings to help you describe the course to your learners, i.e. Objectives, Topics, Methodology, Assessment process etc. Your students will appreciate good, clear and detailed course descriptions for they will get a clear idea of what to expect.

The headings are offered as suggestions. If you need to add your own headings all you have to do is create these in the section « **Other** ».



To complete the course description :

- Click on one of the seven course description items, or on « **Other** », to create a new description item
- The internal editor appears. Fill in the details, highlighting important information.

You can delete an item by clicking on the icon **X**, or change the details via the internal editor by clicking again on the description title of the item.

Chapter 3 : Documents tool

The « **Documents** » tool works like the file management system of your computer. You can transfer all types of documents (html, Word, PowerPoint, Excel, Acrobat, Flash, QuickTime, etc.), rename them, and place them in the folders you create. To view and use the documents, users need to have the related applications or viewers installed in their computers. For example, students will not be able to view .doc files if they do not have Microsoft Word or other compatible viewer or application installed in their PCs.

The « **Documents** » tool is probably one of the first tools you will be using. Just as you do with the files in your computer, it is advisable to organize the contents of the « **Documents** » tool with care, so that minimum time is spent searching.

A screenshot of the Dokeos Documents tool interface. The top navigation bar includes 'Page d'accueil', 'Mes cours', 'Suivi', 'Quitter', and 'AutoCAD 2006 > Documents'. Below the navigation is a section titled 'Ajouter un texte d'introduction'. A dropdown menu 'Répertoire courant' shows 'racine'. There are four buttons: 'Créer un document', 'Envoyer un document', 'Créer un répertoire', and 'Sauvegarder (ZIP)'. A status bar at the bottom indicates '1 - 6 / 6' and '1 / 1'. The main area is a table with columns 'Type', 'Nom ↓', 'Taille', and 'Date'. It lists six items: 'audio' (144.39k), 'documents_pédagogiques' (0B), 'example_document.html' (3.29k), 'flash' (134.49k), 'images' (3.42M), and 'video' (41.45k). Each item has edit and delete icons. At the bottom are buttons 'Tout sélectionner - annuler toutes les sélections', 'Effacer', 'Valider', and 'Montrer les quotas du cours'.

Creating a folder

For effective file organization **Dokeos** offers folder and sub-folder (directories and sub-directories) creation facility in the Documents tool.

To create a new folder, click on the link « **Create a folder** » , enter the name of the folder and click on the button .

A screenshot of the Dokeos Documents tool interface. A red arrow points from the 'Créer un répertoire' button in the top toolbar to a 'Create a folder' dialog box. The dialog box contains a question mark icon, a text input field 'Nom du nouveau répertoire' with the value 'fichiers applications', and a 'Valider' button. The main area shows a table with the same six items as the previous screenshot. A red circle highlights the 'Créer un répertoire' button in the toolbar.

Quick folder navigation

When you create a new course, the « **Documents** » tool contains many folders by default (audio, chat, flash, etc...) and an example document (example_document.html). For quick navigation in the folder tree of your course, a drop down list called « **Current folder** » is present on the top left of the screen. With a click or two you can reach any level of the folder tree you have created for structuring your course.

When you reach a sub-folder, you can use the « **Up** » button to reach an upper level of the tree.

For even quicker folder navigation you can use the drop down menu

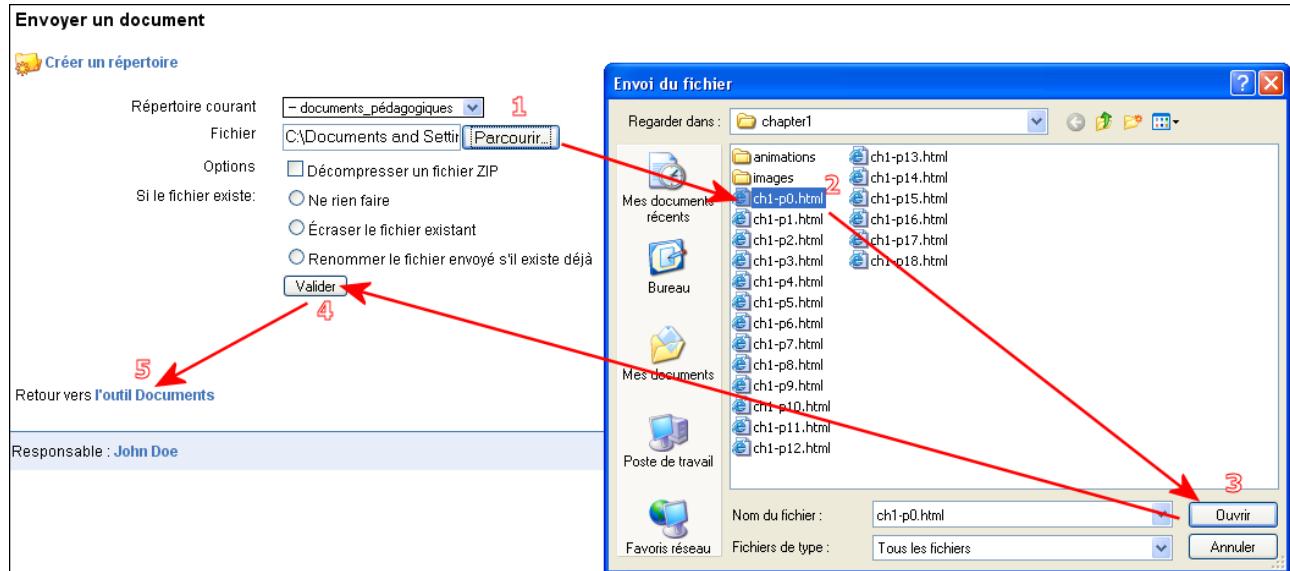
A screenshot of the Dokeos Documents tool interface. A red box highlights the 'Répertoire courant' dropdown menu. The menu shows a tree structure starting with 'racine', then 'documents_pédagogiques', which is expanded to show 'audio', 'flash', 'images', 'examples', 'diagrams', 'animated', 'mi_dokeos', 'small', and 'video'. At the bottom right of the menu is a 'flash' icon.

Transferring a document from your work space to the platform

From drop down menu « **Current folder** », reach the folder where you wish to place the document. Click on the link « **Upload a document** »  . On the page that appears, click on the button « **Browse** »  . A dialogue box appears which allows you to explore your computer or network's hard disk(s) enabling you to choose the document to transfer. After selecting the document close the dialogue box by clicking on the button « **Open** »  (That's right!).

Be careful of files that have the same name as an already uploaded file in the selected folder. If this is the case (the existing file could, for example, be an older version of a document that has been modified), then :

- Ticking « **Do nothing** » will prevent the transfer and leave the older version of the file on the server.
- Ticking « **Overwrite the existing file** » replaces without confirmation the older file with the uploaded version
- Ticking « **Rename the uploaded file if it exists** » allows you to preserve the older version on the server. The new version will have an extension added to its name (_1, then _2, etc...).



Several files to be transferred? Compress then uncompress!

It is not possible to upload multiple files. The work-around is to compress many files to upload into a zipped archive. This way, with a single upload, you can send not only text files but images, animations and audio as well. If the document to be transferred is a compressed document (a file with the « zip » extension) tick the box « **uncompress zip** » to inform the server that it has to uncompress the zip archive file.

Adding comments to documents and folders

Click on the icon « **Edit** »  in the group of icons next to the file or folder to be modified, fill in the field « **Feedback** » then click on the button  .

| | |
|--|--|
| Editor: documents_pédagogiques | |
| * Nom du fichier | documents_pédagogiq <i>i</i> |
| Méta-données | Visualiser/modifier métadonnées |
| Commentaire | Dossier de stockage des documents de cours destinés aux stagiaires |
| <input type="button" value="Valider"/> | |
| * Le contenu de ce champ est requis | |

Viewing and modifying metadata

Metadata is data that describes files. Metadata can be compared to printed information on the label of a food can, and the content of the file to the food contained in the can.

When you set the properties of the document on which you are working, you can enter the title of the document, the subject, the author's name, the course in-charge... This information does not necessarily appear in the body of the document, but helps in describing the document without having to view it. Just like the information printed on the label of a food can which describes the content of the can, so that you do not have to open the can to check its contents (which would be messy...so many cans to open for choosing a few!). The metadata available in the « Documents » tool is based on Learning Object Metadata (LOM), proposed by the American consortium, IMS Global Learning. You can view/edit metadata for a document by following the editing procedure described above. Click on « View/Edit Metadata » link above Feedback.

Changing the visibility of documents and folders

Click on the visibility icon in the group of icons next to the name of the document. The name of a hidden document or folder appears in grey, a visual indication that the document is not visible to student users. The document (or the folder) still exists, but is visible only to the course creator. Click again on the visibility icon to unhide the document or folder. To see what students see click « Student View » on top right of the screen :

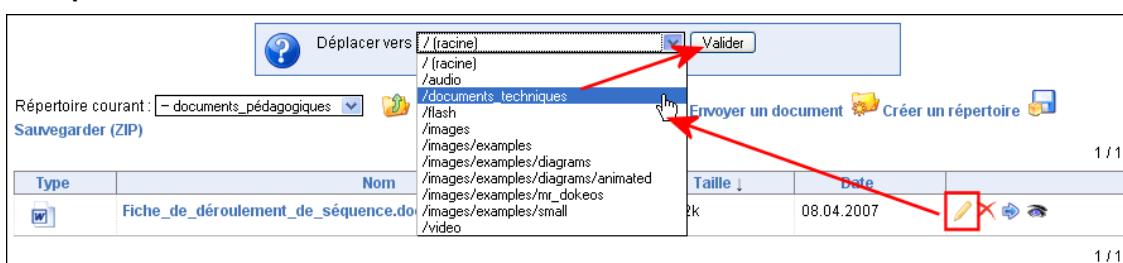
| Type | Nom | Taille | Date | |
|------|---|---------|------------|--|
| | audio | 144.39k | 24.03.2007 | |
| | documents_pédagogiques Dossier de stockage des documents de cours destinés aux stagiaires | 42k | 08.04.2007 | |
| | example_document.html | 3.29k | 08.04.2007 | |
| | flash | 134.49k | 24.03.2007 | |
| | "Vue prof" | 3.42M | 24.03.2007 | |
| | images | 41.45k | 24.03.2007 | |
| | video | | | |

| Type | Nom | Taille | Date |
|------|---|--------|------------|
| | documents_pédagogiques Dossier de stockage des documents de cours destinés aux stagiaires | 42k | 08.04.2007 |

"Vue apprenant"

Moving a document or a folder

Click on the icon « Move » in the last column of the table listing the document. The « Move to » drop down list of the course folders appears. Select the folder/destination, then click on the button « OK » . The contents of the current folder are displayed below. To go back to the main/parent folder, click on the icon/link « Up » .



Déplacer vers

Répertoire courant :

Sauvegarder (ZIP)

| Type | Nom | Taille | Date |
|------|--------------------------------------|--------|------------|
| | Fiche_de_déroulement_de_séquence.doc | 2k | 08.04.2007 |

Sorting the documents

Just like in your PC's file explorer, the documents folders and sub-folders can be sorted by type, name, size and date.

Clicking on the heading of each of the columns allows sorting by ascending or descending order; sorting by name sorts alphabetically.

A small trick helps in controlling the order of folders and documents. Before the names of the files or folders you can put an index number 01_, 02_ etc. to get an ordered sequence.

The image gallery

The presence of images (in gif, jpeg or png format) in folders is detected by **Dokeos**. The link « **Images gallery** » appears when images with these extensions are stored in the folder.

| Type | Nom ↓ | Taille | Date | |
|------|----------------------------|--------|------------|--|
| | assemblage_des_calques.gif | 2.31k | 08.04.2007 | |
| | calque_courant.png | 70.77k | 08.04.2007 | |
| | calque_vue1_a.png | 49.65k | 08.04.2007 | |
| | calque_vue2_a.png | 47.07k | 08.04.2007 | |

A click on the link « **Images gallery** » displays the image gallery, which is a simple manual slideshow displaying the images in actual size, as thumbnails, or resized if they are larger than the screen size. The gallery options can be configured via the link « **Set Slideshow Options** ».

Creating a new document in *html* format in Dokeos

Click on the link « **Create a document** » . In the page displayed, start by naming the file. Avoid accented letters and spaces (as per the naming rules for files on the Internet). The extension *.html* is added by **Dokeos**. Use the inbuilt html editor to enter and format the information. You can add comments for the newly created document by following the procedure described above in **Adding comments to documents and folders**.

Do not forget that a web page is not a Word document and there are important limitations (file size, page layout constraints, changing display from one browser to another and from one computer to another). A quick way to produce content with the help of the inbuilt editor is to copy/paste the content of your Word pages (a command « **Paste from Word** » is available in the html editor of **Dokeos** 1.8). You may lose some elements from the page and at times the links to images, but you will get a quick result.

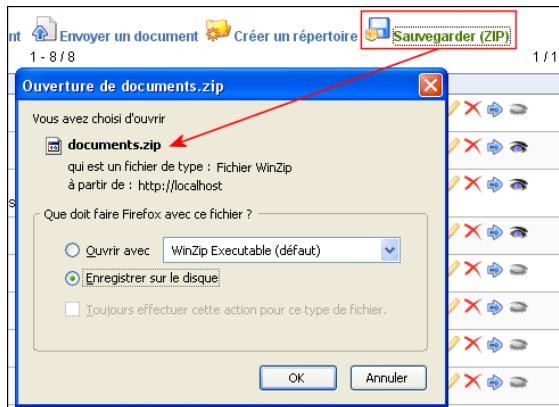
To create acceptable web pages, you have to learn three procedures - creating hyperlinks, inserting images

and manipulating tables in the inbuilt html editor.

Downloading files, folder content, entire Documents content

You may need to edit and re-upload files, or you may need backups. You can download an individual file, a folder or the entire content of the Documents repository by using the following downloading options:

- For downloading a zipped archive (file compressed in zip format) containing all the files and folders in the Documents repository, click on the link/icon « **Save (ZIP)** » 



- For downloading an archive containing all the files and sub-folders of a folder, click on the icon located on the right of the folder name: 
- For simply downloading a file, click on the icon located on the right of the file name: 

| Type | Nom ↓ | Taille | Date | |
|------|------------------------|---------|------------|---|
| 📁 | audio | 144.39k | 24.03.2007 |    |
| 📁 | catures_ecran | 169.8k | 08.04.2007 |    |
| 📁 | documents_pédagogiques | 42k | 08.04.2007 |    |
| 📁 | documents_techniques | 0B | 08.04.2007 |    |
| 📄 | example_document.html | 3.29k | 08.04.2007 |    |

Deleting a file or a folder

To delete, simply click on the icon  located next to the file or folder name. You will be asked for a confirmation. The file or folder will be deleted from the « **Documents** » tool.

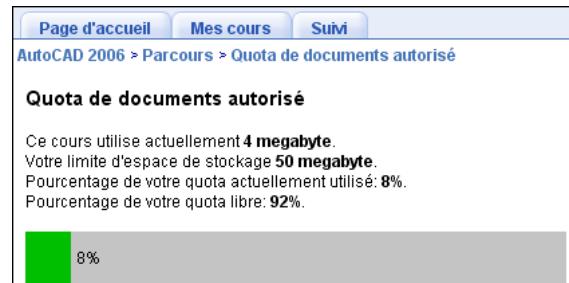
| | | | | | |
|---|------------------------|--|-------|------------|---|
| 📁 | documents_pédagogiques | Dossier de stockage des documents de cours destinés aux stagiaires | 42k | 08.04.2007 |    |
| 📁 | documents_techniques | | 0B | 08.04.2007 |    |
| 📄 | example_document.html | | 3.29k | 08.04.2007 |    |
| 📁 | flash | | 0B | 03.2007 |    |
| 📁 | images | | 0B | 03.2007 |    |

Unknown folders in the Documents tool?

You will by default see Folders with the names *audio*, *flash*, *video* in the « **Documents** » tool - these folders are automatically created by Dokeos when a course is created or, while using other tools (discussion, test, ...). Do not worry about the content of these folders - they are *essential* for the correct functioning of certain tools. Please do not delete!

Watching the course quota

By default the size quota of a course is limited to 50 MB. The platform administrator can decide to increase or decrease this amount. You can verify the space available by clicking on the link « **Show course quota** » at the bottom left of the Document tool's home page.

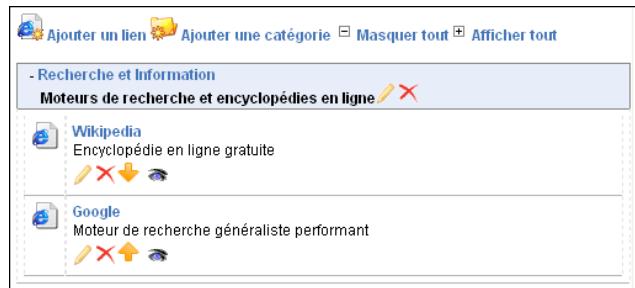


Chapter 4 : Links tool

The « **Links** » tool allows you to create a library of hyperlinks to resources on the web.

When the list of links gets long it is useful to organize them in categories so that students can find them easily. You should verify often whether the links are active or not.

The « **Description** » field can be used effectively to add not just descriptions of documents or sites, but explanations of activities you expect from your students in relation to the resources. If you have pointed students to a page on Aristotle, for example, you can inform them that they should study the difference between synthesis and analysis.



Adding a new link category

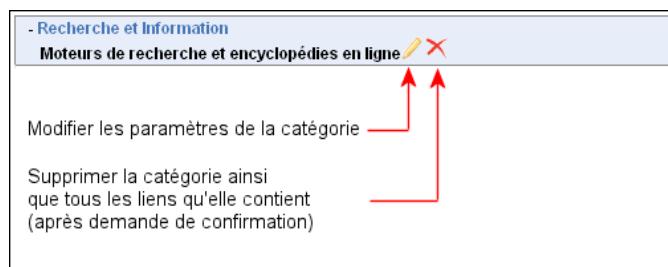
Click on the link « **Add a category** » Fill in the field « **Category name** ». Then the « **Description** » and click the button

The diagram illustrates the process of adding a new link category. It starts with a 'Ajouter une catégorie' (Add a category) form where 'Nom de la catégorie*' is set to 'Recherche et Information' and 'Description' is 'Moteurs de recherche et encyclopédies en ligne'. A red arrow points from this form to a list of categories titled 'Recherche et Information' which now includes the newly added category.

Managing link categories

The current link management is very similar to the management of personal course categories.

To display or hide links in a particular category, click on the category name. To see or hide all links in categories you can click « **Open all categories** » or « **Close all categories** ».



Adding a link

To add a link, click on « **Add a link** ». Enter the « **URL** » (by copying the link from the address field of the browser, for example), then the « **Link name** » (important – *this* is the name your users will click!), then the « **Description** » (optional information, explanation of what is on the site etc.). Finally, from the drop down menu select (if available) the category under which the link should belong.

Modifier un lien

| | |
|--|--|
| URL [*] : | <input type="text" value="http://www.google.com"/> |
| Nom du lien: | <input type="text" value="Google"/> |
| Description: | <input type="text" value="Moteur de recherche généraliste performant"/> |
| Catégorie: | <input type="text" value="–"/> <input type="text" value="–"/> <input style="background-color: #0070C0; color: white; border: none; font-weight: bold; padding: 2px; margin-left: 10px;" type="text" value="Recherche et Information"/> |
| Sur la page d'accueil ? | <input type="checkbox"/> |
| <input type="button" value="Valider"/> | |

You can decide if the link has to appear directly on the home page of the course by checking the box before « **Show link on homepage** », or if it is to be accessible only through the « **Links** » tool (do not do anything in this case, this is the default). Click on the button to finish this process.

Managing links

The management of links is exactly like the management of link categories.

Ajouter un lien Masquer tout

- Recherche et information
Moteurs de recherche et encyclopédies en ligne

| | |
|---|---|
| Wikipedia Encyclopédie en ligne gratuite | <input type="button" value="X"/> <input type="button" value="Up"/> <input type="button" value="Down"/> <input type="button" value="Eye"/> |
| Google Moteur de recherche généraliste performant | <input type="button" value="X"/> <input type="button" value="Up"/> <input type="button" value="Down"/> <input type="button" value="Eye"/> |

Contrôle la visibilité du lien pour le stagiaire
Permet la réorganisation des liens entre eux
Supprime le lien
Edite les paramètres du lien (URL, nom, description)

Chapter 5 : Tests tool

The Tests tool is for creating tests/quiz (evaluation, assessment).

Types of questions :

- Multiple choice (one correct answer)
- Multiple answers (several correct answers)
- Fill in the blanks
- Matching
- Open question
- Image zones (hotspot)

A Test can contain any number of questions of different types.

The screenshot shows a list of tests in a table:

| Intitulé du test | Description | Modifier |
|-----------------------------|-------------|----------|
| 1. Cotation | 1 Questions | ☒ ✗ ☺ |
| 2. Gérer les calques | 6 Questions | ☒ ✗ ☺ |
| 3. Mettre en plan le dessin | 3 Questions | ☒ ✗ ☺ |

Below the table is a link "Résultats >>" and a table showing user results:

| Utilisateurs | Test | Date | Résultat | Corriger le test |
|-----------------|-------------------|-------------------------------|----------|------------------------|
| LeStagiaire1 Mr | Gérer les calques | Tuesday 17 April 2007 à 09:18 | 25 / 32 | Editer |
| LeStagiaire2 Mr | Gérer les calques | Tuesday 17 April 2007 à 09:26 | 34 / 35 | Editer |

Create a test

Click on the link « New test » Fill in the field « Test name ». The description field is optional but can be used for providing instructions.

Choose a display mode for the test « Test type » - all the questions grouped in the same page; or one question per page. Click on the button « OK ». The test is created, but there are no questions in it.

The form includes fields for:

- * Intitulé du test: Gérer les calques
- Description du test: Evaluation du module 1: organiser le dessin
Cette évaluation concerne la gestion des calques et l'organisation d'un nouveau dessin.
An illustration of a blue cartoon character with a question mark on its head is shown.
- Type de test:
 - Questions sur une seule page
 - Une question par page
- Validation button

A note at the bottom states: * Le contenu de ce champ est requis

A page of questions or a question per page?

When creating a test you will have to choose between displaying the whole set of questions on one page or each question on its own page.

Each method has its advantages and disadvantages.

Just one page with the whole set of questions, from the point of view of students, helps them in returning to a question (to change the answers) anytime during the test. The disadvantage - the pages can get rather long and would need scrolling.

With one question per page the student cannot return to change a previous answer. But this method, with the creation of shorter pages, is a better option for viewing on the screen.

Managing tests

The tests management interface uses icons you are already familiar with:

Edite l'intitulé et la description du test
Modifie le type: 1 question par page
ou toutes les questions sur une même page

| Intitulé du test | Description | Modifier |
|-----------------------------|-------------|----------|
| 1. Cotation | 1 Questions | |
| 2. Gérer les calques | 6 Questions | |
| 3. Mettre en plan le dessin | 3 Questions | |

Permet de modifier les questions existantes,
ou d'en ajouter de nouvelles

Supprime le test et toutes ses questions
(après demande de confirmation)

Contrôle la visibilité du test pour les stagiaires

Add a question

Once the test is created you can choose questions from among the six types offered. Proceed by adding one or more questions. Fill in the field « **Question** » with the question. The additional text...etc. field is optional. Complete the question as per the type chosen. Each question type is detailed in the next part of this section. Finally click on the button **Valider**.

Gérer les calques
Evaluation du module 1: organiser le dessin
Cette évaluation concerne la gestion des calques et l'organisation d'un nouveau dessin.

Ajouter une question :

- Choix multiple
- Réponses multiples
- Réponses multiples
- Remplir les blancs
- Apparier
- Question ouverte
- Zones sur image
- Base de questions

Question : Quel est le nom du calque présent dans chaque nouveau dessin?
Commentaire facultatif : (une seule réponse autorisée)

Réponses :

| N° | Vrai | Réponse | Commentaire | Score |
|----|----------------------------------|----------------|---|-------|
| 1 | <input checked="" type="radio"/> | Le calque nul | Ce n'est pas le calque nul, mais le calque 0 ! | 2 |
| 2 | <input checked="" type="radio"/> | Le calque 0 | C'est exact, le calque 0 est présent dans tous les nouveaux dessins ! | 5 |
| 3 | <input checked="" type="radio"/> | Je ne sais pas | Le calque présent dans tous les nouveaux dessins est le calque 0 ! | -2 |

-réponse Valider
* Le contenu de ce champ est requis

Gérer les calques
Evaluation du module 1: organiser le dessin
Cette évaluation concerne la gestion des calques et l'organisation d'un nouveau dessin.

Ajouter une question :

- Choix multiple
- Réponses multiples
- Remplir les blancs
- Apparier
- Question ouverte
- Zones sur image
- Base de questions

| Question | Type | Modifier |
|---|--------------------|----------|
| 1. Quel est le nom du calque présent dans chaque nouveau dessin ? | Choix multiple | |
| 2. Peut-on dessiner sur le calque 0 ? | Réponses multiples | |
| 3. Quelle est la caractéristique commune à la couleur et au type de ligne d'un calque ? | Remplir les blancs | |
| 4. Associer les noms de calques et la géométrie d'un plan de bâtiment : | Apparier | |
| 5. Décrivez l'organisation d'un nouveau dessin destiné à recevoir le RdC d'un pavillon. | Question ouverte | |
| 6. Cliquer sur la commande permettant de rendre un calque courant: | Zones sur image | |

Six types of exercises for broader assessment scope

While creating a test you have six question types to choose from. Keep in mind that the same question can be put as any of these types. To break the monotony, and to cover a range of evaluation needs, you can use different question types.

Type 1 : Multiple choice (one correct answer)

This is the classic MCQ where one answer is correct. You can strengthen this by giving a negative score for an incorrect reply, which makes the participant think and prevents guessing.

Type 2 : Multiple answers (several correct answers)

A variant of the classic MCQ, allows several correct answers. In this case also you can enter positive and negative scores to give answers appropriate weights.

Type 3 : Matching

This type of answer can be chosen to create a question where the user will need to link/match elements from a series of propositions P1 with the elements of a second series of propositions P2. Matching can also be used to ask the user to sort elements in a certain order.

Type 4 : Fill in the blanks

These are text strings with blanks. The objective is to make the user fill in words that you have removed from the text. This is a common type of exercise used by language teachers.

Type 5: Open question

In this case the student will answer freely. This answer is not evaluated immediately as the evaluation requires the intervention of the teacher. The final score will be given by the teacher after corrections.

Type 6: Image zones (hotspot)

In this type of exercise the student will need to identify (by clicking) zones in an image as a reply to a question asked by the teacher.

Multiple Choice (one correct answer)

By clicking on the buttons **+ réponse** or **- réponse**, at the bottom of the Answer and Feedback areas, you can add or reduce the number of answers you wish to display. By default there are two answer fields given in this type of question. Fill in the « **Answer** » fields but take care to give only one correct answer. Check « **True** » to indicate the correct answer.

Fill the « **Feedback** » fields. Remember that the feedback linked to a wrong answer can help the learner understand better why the answer is wrong, and the feedback linked to a correct reply can enhance the learner's knowledge. Next, you can assign a positive or a negative score for each answer. Click on the button **Valider** to save the question.

| Question | | Quel est le nom du calque présent dans chaque nouveau dessin | | | | |
|------------------------|--|--|----------------------------------|--------------------|---|-------|
| Commentaire facultatif | | | | | | |
| | | (une seule réponse autorisée) | | | | |
| Réponses | | N° | Vrai | Réponse | Commentaire | Score |
| | | 1 | <input checked="" type="radio"/> | Le calque nul | Ce n'est pas le calque nul, mais le calque 0 ! | 2 |
| | | 2 | <input checked="" type="radio"/> | Le calque 0 | C'est exact, le calque 0 est présent dans tous les nouveaux dessins ! | 5 |
| | | 3 | <input checked="" type="radio"/> | Je ne sais pas | Le calque présent dans tous les nouveaux dessins est le calque 0 ! | -2 |

- réponse **+ réponse**
Valider

Multiple answers (several correct answers)

The steps for creating this kind of question are identical to the preceding question type. Make sure you check « True » multiple correct answers and allocate adequate weights to the answers by entering positive and negative scores.

| | | | | | |
|------------------------|-------------------------------------|-------------------------------------|---|--|-------|
| Question | Peut-on dessiner sur le calque 0 ? | | | | |
| Commentaire facultatif | (Plusieurs réponses autorisées) | | | | |
| Réponses | N° | Vrai | Réponse | Commentaire | Score |
| | 1 | <input checked="" type="checkbox"/> | Oui, on doit créer les blocs sur le calque 0 | En effet, le calque 0 ne peut contenir que les blocs, lors de leur création. | 3 |
| | 2 | <input type="checkbox"/> | On peut utiliser le calque 0 pour créer le dessin complet, à condition de modifier les couleurs des entités | L'organisation des calques est la base d'un dessin bien pensé. Le calque 0 ne peut contenir que les blocs, lors de leur création. | -2 |
| | 3 | <input checked="" type="checkbox"/> | Non, on ne doit pas représenter de géométrie faisant partie du dessin | Le calque 0 ne peut contenir que les blocs, lors de leur création. Le reste de la géométrie doit être représenté sur d'autres calques. | 3 |
| | 4 | <input type="checkbox"/> | Je ne sais pas | Le calque 0 ne peut contenir que les blocs, lors de leur création. | -2 |
| | | | <input type="button" value="+ réponse"/> | <input type="button" value="- réponse"/> | |
| | | | <input type="button" value="Valider"/> | | |

Matching

By clicking on the buttons or at the bottom of the page you can add or reduce possible matches. By default there are two given matches for this type of question. Fill in the appropriate fields, then the propositions above and the matches below, and with the help of the drop down menu in front of each proposition select the correct corresponding match.

Enter a score (positive or negative) for each possible match. Click on the button .

| Question | Associer les noms de calques et la géométrie d'un plan de bâtiment | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--|------------------------------------|-------|--|----|---------|--------------|-------|---|---------------------------|------------------------------------|---|---|------------------------------------|------------------------------------|---|---|------------------------------------|------------------------------------|---|----|---------|---|------------|---|---------------------------------|---|-------------|
| Commentaire facultatif | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Réponses | Faites correspondre <table border="1"> <thead> <tr> <th>N°</th> <th>Réponse</th> <th>Correspond à</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Le calque 0 doit contenir</td> <td>B <input type="button" value="▼"/></td> <td>2</td> </tr> <tr> <td>2</td> <td>Le calque "ouvrants" peut contenir</td> <td>A <input type="button" value="▼"/></td> <td>2</td> </tr> <tr> <td>3</td> <td>Le calque "doublage" peut contenir</td> <td>C <input type="button" value="▼"/></td> <td>2</td> </tr> </tbody> </table> <input type="button" value="- élément"/> <input type="button" value="+ élément"/> <table border="1"> <thead> <tr> <th>N°</th> <th>Réponse</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>les portes</td> </tr> <tr> <td>B</td> <td>les blocs lors de leur création</td> </tr> <tr> <td>C</td> <td>l'isolation</td> </tr> </tbody> </table> <input type="button" value="- élément"/> <input type="button" value="+ élément"/> <input type="button" value="Valider"/> | | | | N° | Réponse | Correspond à | Score | 1 | Le calque 0 doit contenir | B <input type="button" value="▼"/> | 2 | 2 | Le calque "ouvrants" peut contenir | A <input type="button" value="▼"/> | 2 | 3 | Le calque "doublage" peut contenir | C <input type="button" value="▼"/> | 2 | N° | Réponse | A | les portes | B | les blocs lors de leur création | C | l'isolation |
| N° | Réponse | Correspond à | Score | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Le calque 0 doit contenir | B <input type="button" value="▼"/> | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Le calque "ouvrants" peut contenir | A <input type="button" value="▼"/> | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Le calque "doublage" peut contenir | C <input type="button" value="▼"/> | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| N° | Réponse | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | les portes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | les blocs lors de leur création | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | l'isolation | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Fill in the blanks

After filling in the field « **Question** », write the required answer in the « **Answer** » box by placing the word(s) that the user has to enter between two square brackets [...]. Allocate a score (positive or negative) to each blank to be filled. Click on the button **Valider**. As per your need you can also add an introduction, images etc. by using the html editor.

| | |
|------------------------|--|
| Question | Quelle est la caractéristique commune à la couleur et au type de |
| Commentaire facultatif | |
| *Réponse | Veuillez introduire votre texte ci-dessous, et utilisez des crochets [...] pour créer un ou des blancs La caractéristique commune est [ducalque]. |
| Score | [ducalque] 5 |
| Valider | |

Open question

This type of question is easiest to create but tedious to correct! Fill in the field « **Question** » and some (optional) instructions in the « **Additional text..** » field, and that's it!

| | |
|------------------------|---|
| Question | Décrivez l'organisation d'un nouveau dessin destiné à recevoir le |
| Commentaire facultatif | |
| Score | 10 |
| Valider | |

The rest of the work is to be done by the trainer during correction. You will then be asked to add a comment and to enter the score you feel the student deserves for the answer.

| | |
|--|---|
| Question 5 | Décrivez l'organisation d'un nouveau dessin destiné à recevoir le RdC d'un pavillon. |
| Réponse | calque 0: création des blocs calque fondations: fondations calque murs: murs porteurs calque ouvrants: portes, fenêtres calque doublage: isolation calque cloisons: murs de refend, cloisons brique ou placoplatre calque EC: circuit de distribution de l'eau chaude calque EF: circuit de distribution de l'eau froide calque EU: circuit d'évacuation des eaux usées calque sanitaires: WC, baignoire, douche calque électricité: circuit électrique |
| Commentaire | Éditer les commentaires et les notes |
| Très bonne organisation, à laquelle vous pouvez ajouter un calque VMC (ventilation mécanique contrôlée). | |
| Score : 9/10 | |

Image Zones (hotspot)

In this type of question, as an answer the student has to click on one or many zones (hotspots) in an image which you have earlier uploaded to the server.

Fill in the field « **Question** », click on the button **Parcourir...** and browse for the image that you wish to display.

Note! Only a jpeg format image (jpg) is accepted for hotspots. Click on the button **Valider**. A second screen appears, which lets you place one or many hotspots. Add hotspots with **+hotspot**. Then give the appropriate description, feedback and score for each hotspot created.

The screenshot shows a Dokeos interface for creating a question. On the left, there's a toolbar with various icons for text, images, and tables. A file input field shows 'C:\Documents and Settings\Parcourir...' and a 'Valider' button. The main area contains a question text: 'Cliquer sur la commande permettant de rendre un calque courant:' followed by a list of instructions. To the right is a 'Gestionnaire des propriétés des calques' window showing a list of layers with checkboxes for 'Actif' (Active) and 'Geler' (Lock). A table on the right lists a single hotspot entry: 'bouton courant' with a score of 3 and the comment 'Rend courant un calque déjà créé.' Below the table are buttons for 'hotspot' and 'Valider'.

Questions pool (question bank)

All questions created, irrespective of the tests to which they are linked, get stored in the « **Questions pool** ». This question bank can be very useful when you want to reuse or adapt questions. The « **Questions pool** » page shows the list of all existing questions in your course. With the help of the drop down menu « **Filter** » and the button **Valider**, you can display questions related to a specific test. Click on the button « **Re-use** » to immediately reuse the question in your exercise. Easy!

The screenshot shows the 'Banque de questions' (Question Bank) page. It has a search bar 'Filtre : -- Tous les exercices --' and a 'Valider' button. Below is a table with columns 'Question' and 'Récupérer'. The table contains five rows, each with a question text and a green plus sign icon in the 'Récupérer' column.

| Question | Récupérer |
|---|-----------|
| Cliquer sur la commande permettant de rendre un calque courant: | |
| Cocher l'emploi de la commande "cotation linéaire" | |
| Comment pouvez-vous décrire les emplois respectifs de l'Espace Objet et de l'Espace de Présentation ? | |
| Quelle est la fonction de l'Espace de présentation | |
| Quelle est la fonction du zoom XP ? | |

Modifying a question related to many tests

We just saw that the questions pool facilitates reusing of questions from one test to another. In case modifications are made in questions that are part of many tests, all the tests in which the modified questions appear will be affected. Thus, you have to be very careful when you modify a reused question from the questions pool - the changes will be reflected in all the tests which carry this question!

Managing questions

The management of questions is done through icons you are already familiar with :

The screenshot shows a table for managing questions. The columns are 'Question', 'Type', and 'Modifier'. Two rows are shown: '1. Quel est le nom du calque présent dans chaque nouveau dessin ?' (Type: Choix multiple) and '2. Quelle est la fonction du zoom XP ?' (Type: Choix multiple). Each row has a 'Modifier' button with edit, delete, and move icons. Red arrows point from text labels to these icons: 'Modifie les paramètres de la question (énoncé, commentaire, réponses, score)' points to the edit icon; 'Supprime la question (après demande de confirmation)' points to the delete icon; and 'Réorganise l'ordre des questions dans le test' points to the move icons.

| Question | Type | Modifier |
|---|----------------|----------|
| 1. Quel est le nom du calque présent dans chaque nouveau dessin ? | Choix multiple | |
| 2. Quelle est la fonction du zoom XP ? | Choix multiple | |

View test results, comment and correct

By clicking on the link « **Results** »  , you can display the results of the tests taken by all the students in your course.

One click on the link « **Edit** » in front of the test result displays the answer details. Here you can enter feedback for each question, plus you can also enter scores for answers to open questions. Students can see their scores for open questions only after you have entered them.

| Utilisateurs | Test | Date | Résultat | Corriger le test |
|-----------------|-------------------|-------------------------------|----------|------------------------|
| LeStagiaire1 Mr | Gérer les calques | Tuesday 17 April 2007 à 09:18 | 25 / 32 | Editer |
| LeStagiaire2 Mr | Gérer les calques | Tuesday 17 April 2007 à 09:26 | 34 / 35 | Editer |

Question 4
Associer les noms de calques et la géométrie d'un plan de bâtiment :

Liste des éléments Correspond à

| | |
|------------------------------------|---|
| Le calque 0 doit contenir | les blocs lors de leur création/ les blocs lors de leur création |
| Le calque "ouvrants" peut contenir | les portes/ les portes |
| Le calque "doublage" peut contenir | l'isolation/ l'isolation |

Commentaire [Ajouter des commentaires](#)

Score : 6/6

Question 5
Décrivez l'organisation d'un nouveau dessin destiné à recevoir le RdC d'un pavillon.

Réponse

calque 0: création des blocs
calque fondations: fondations
calque murs: murs porteurs
calque ouvrants: portes, fenêtres
calque doublage: isolation
calque cloisons: murs de refend, cloisons brique ou placoplâtre
calque EC: circuit de distribution de l'eau chaude
calque EF: circuit de distribution de l'eau froide
calque EU: circuit d'évacuation des eaux usées
calque sanitaires: VMC, baignoire, douche
calque électricité: circuit électrique

Commentaire [Éditer les commentaires et les notes](#)

Très bonne organisation, à laquelle vous pouvez ajouter un calque VMC (ventilation mécanique contrôlée).

Score : 9/10

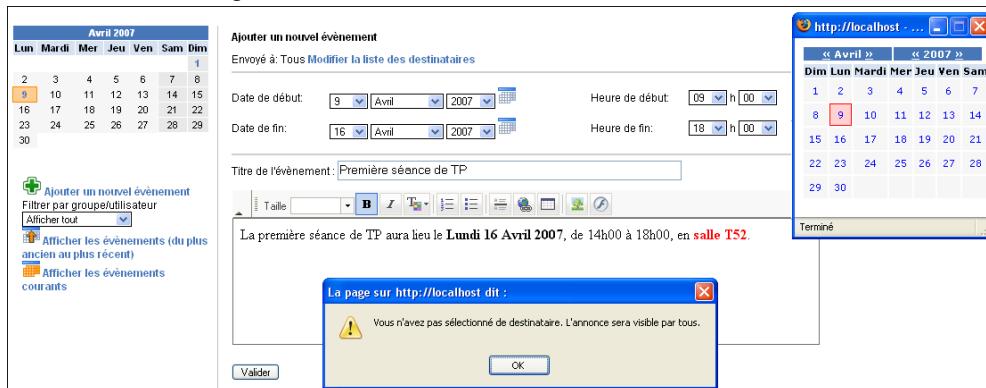
Chapter 6 : Agenda tool

The Agenda tool is a part of each course and can be used for planning, coordination and scheduling. The agenda is also accessible from « **My courses** » page from the « **User** » menu on the right, « **My agenda** ». The agenda records course events. You can also make personal event item entries which will not show in students' courses.

In **Dokeos** 1.8, the agenda tool has been enhanced. It is now easier to use and has a better interface.

Add an event item to the agenda (addressed to all course users)

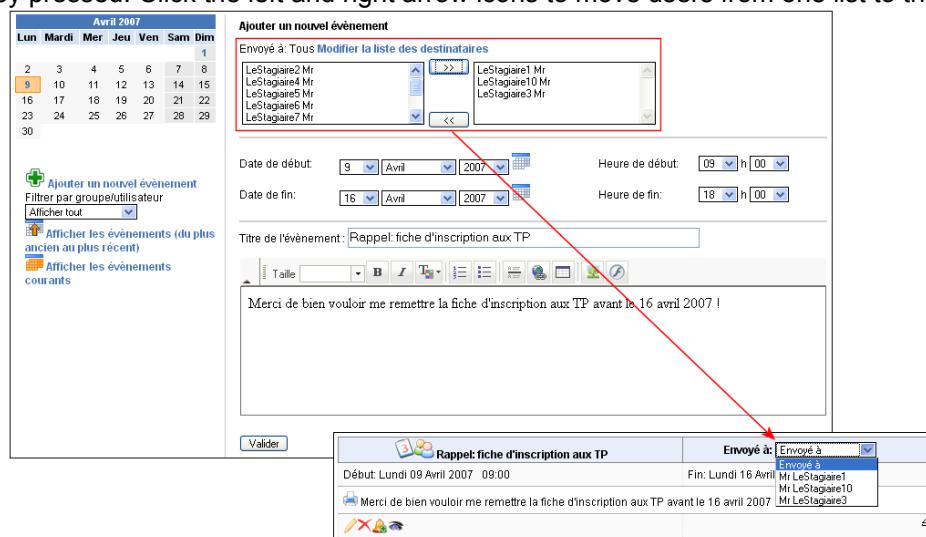
Click on the link « **Add an Agenda item** » , then fill in the fields *Start Date and End Date*, *Starting Time and Ending Time*, *Title* of the event. Select the starting and finishing dates with the help of the calendar by clicking on the  icon. Finally click on the button **Valider** to add the event to the list. By default, the added event is visible to all who are registered for the course.



Add an event item to the agenda (addressed to selected course users)

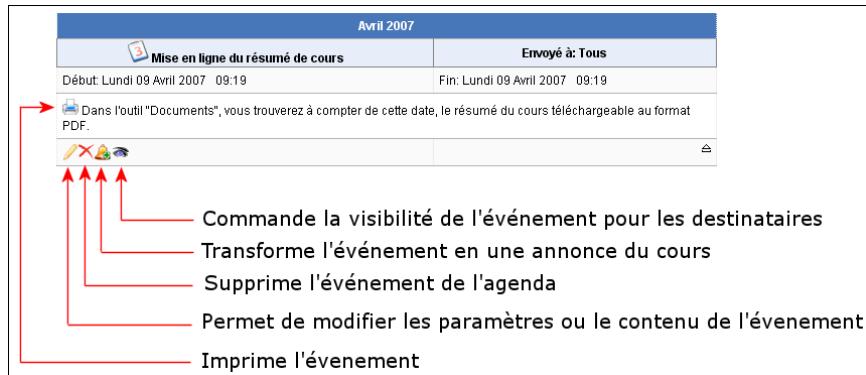
After clicking « **Add an Agenda item** » click on the link « **Modify recipient list** » to choose specific users.

Two lists appear. The left list shows potential users, the right the users already selected. In each list multiple selections are possible. Keep the « **Ctrl** » key pressed to select non-sequentially. To select sequentially keep the « **Shift** » key pressed. Click the left and right arrow icons to move users from one list to the other.



Managing agenda items

The management of agenda items is done with icons you are already familiar with. :



Icons specific to the « Agenda » tool :

| Icon | Action |
|------|------------------------------------|
| | Sort Agenda chronologically (down) |
| | Sort Agenda chronologically (up) |
| | Show current Agenda items |

Managing the personal agenda

The personal agenda, « My agenda », not only displays all event items related to the course, but also personal event items you create for yourself. By default « My agenda » shows a monthly view. By clicking the icons below the calendar you can see daily as well as weekly views.

The procedure for creating a personal agenda item is the same as that for a course agenda item. Please note in the screenshot below that the two types of event items are displayed differently.

Clicking on the event displays the full list of events, both course-wide and personal.

The screenshot shows the personal agenda interface for April 2007. On the left, a monthly calendar highlights the 9th of April. Below the calendar are navigation icons:

- Vue par mois
- Vue par semaine
- Vue par jour
- Ajouter un événement perso
- Visualiser l'agenda perso

The main area displays a list of events for April 9th, 2007, with some entries in red:

| Time | Description |
|---------|---|
| 5 h 00 | Mise en évidence des événements liés aux cours et des événements personnels, dans l'agenda personnel (vue par jour) |
| 6 h 00 | 09:00 ACAD2006 Première séance de TP 09:19 ACAD2006 Mise en ligne du résumé de cours |
| 10 h 00 | 10:24 Mettre à jour la section "Agenda" 10:25 Créer la page d'accès à la documentation |

Chapter 7 : Announcements tool

The « **Announcements** » tool allows you to send messages to students by email and/or publish important information directly in your course. You can inform learners that you have inserted new documents, or announce dates for submitting reports/assignments, or praise a student for good work.

The functioning of the « **Announcement** » tool is much the same as the functioning of the « **Agenda** » tool. Many of the screenshots will be similar.

This screenshot shows the 'Announcements' section of a Moodle course. It displays two announcements:

- Corrigé des travaux dirigés**: Published on Thursday, April 12, 2007. Content: "Les TD seront rendus et corrigés le vendredi 20 avril, de 14h à 17h, en salle F18." Action buttons: edit, delete, preview, download.
- Travaux en salle E25 - Changement de...**: Published on Thursday, April 12, 2007. Content: "En raison des travaux d'isolation phonique ayant lieu en salle E25, les séances de travaux pratiques se dérouleront en salle E17, jusqu'au 20 avril inclus." Action buttons: edit, delete, preview, download.

Adding an announcement (and sending it by email to one or many users)

Click on the link « **Add announcement** »  , then fill in the field « **Subject for this mail** », then the content of the announcement in the html editor. By default an announcement is visible to all users registered for the course. You can select specific recipients (individual participants or groups of participants) by clicking on the link « **Modify recipient list** ».

This screenshot shows the 'Modify recipient list' dialog box. It contains two lists of users and a central area for moving users between them:

- Envoyé à: Tous** **Modifier la liste des destinataires**
- Left list: LeStagiaire10 Mr, LeStagiaire2 Mr, LeStagiaire5 Mr, LeStagiaire6 Mr, LeStagiaire7 Mr
- Right list: LeStagiaire1 Mr, LeStagiaire3 Mr, LeStagiaire4 Mr
- Movement buttons: <> (move selected), << (move all left), >> (move all right).

Two lists appear. The left list shows potential users, the right the users already selected. In each list multiple selections are possible. Keep the « **Ctrl** » key pressed to select non-sequentially. To select sequentially keep the « **Shift** » key pressed. Click the left and right arrow icons to move users from one list to the other.

Finally click on the button **Valider** to add the announcement.

This screenshot shows the 'Add announcement' form. It includes fields for recipient selection, subject, and content:

- Envoyé à: Tous** **Modifier la liste des destinataires**
- Sujet du mail:** Annulation de séance
- Content (HTML editor):** La séance de Travaux Pratiques du vendredi 13 avril 2007 (13h - 16h) est annulée.
Cette séance est reportée au Vendredi 27 avril 2007 (9h - 12h).
- Buttons:** Valider (bottom left), Annuler (top right).

Managing announcements

The management of announcements is done with more or less the same icons as the agenda tool.

Indique que l'annonce n'a été adressée qu'à quelques destinataires ou groupes et non à l'ensemble des inscrits au cours

Liste des destinataires de l'annonce

Corrigé des travaux dirigés

Envoyé à : Envoyé à

Publiée le : Jeudi 12 Avril 2007

Les TD seront rendus et corrigés le vendredi 20 avril, de 14h à 17h, en salle F18.

Réorganise la liste des annonces

Contrôle la visibilité de l'annonce

Supprime l'annonce (après demande de confirmation)

Permet de modifier le sujet, le contenu ou les destinataires de l'annonce

Deleting all course announcements

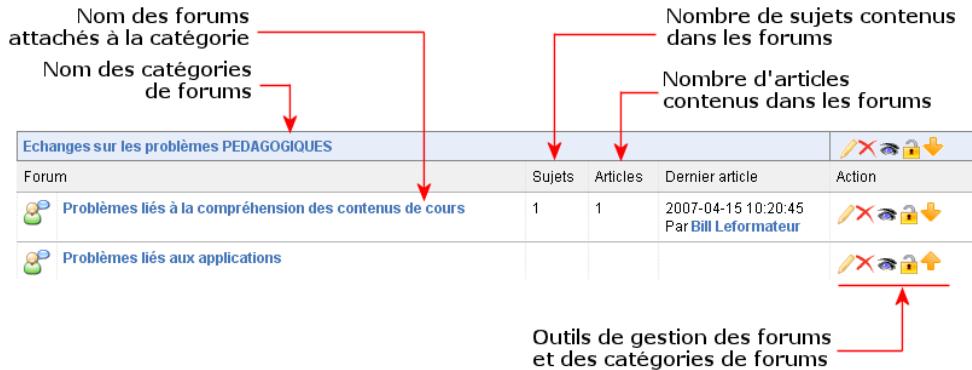
During the final cleaning up of your course you would probably like to delete all announcements instead of deleting them one by one. Use the link « **Clear up list of announcements** » .

Chapter 8 : Forums tool

The forum is an asynchronous discussion tool. Unlike email, forum discussions take place in a public or semi-public space with several participants.

To use the « **Forums** » tool provided by **Dokeos** users only need a web browser (Firefox, Opera, Internet Explorer, ...), and not an email application (Thunderbird, Eudora, Outlook...).

The structure of the forum pages is as follows:



Forum exchanges are organized in a hierarchical manner as follows:

Categories > Forums > Topics > Posts.

Forum views

For browsing discussion posts effectively three different forum views can be invoked.

The **Flat** view simply displays the posts chronologically :

Répondre à ce sujet | Vue linéaire | Vue thématique | Vue hiérarchique

Mr LeStagiaire 1
2007-04-15 10:13:30

Répondre à ce message | Donner une note à ce message

Bill Leformateur
2007-04-15 10:16:22

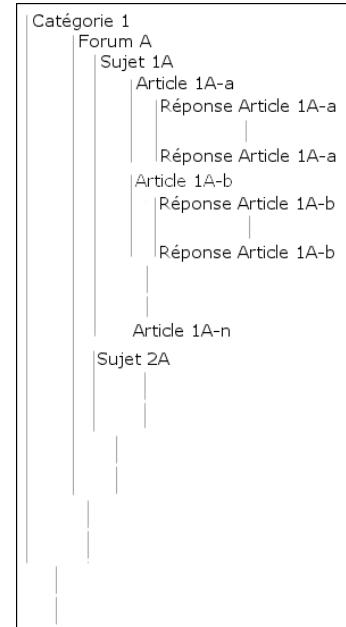
Répondre à ce message | Donner une note à ce message

Mr LeStagiaire 1
2007-04-15 10:17:36

Répondre à ce message | Donner une note à ce message

Bill Leformateur
2007-04-15 10:18:36

Répondre à ce message | Donner une note à ce message



The **Threaded** view shows only one post at a time:

Répondre à ce sujet | Vue linéaire | Vue thématique | Vue hiérarchique

Mr LeStagiaire 1
2007-04-15 10:17:36

Répondre à ce message | Donner une note à ce message

Structure
Installation et anti-virus
ReInstallation et anti-virus
ReReInstallation et anti-virus
ReReReInstallation et anti-virus

The **Nested** view nests posts related to a topic:

Installation et anti-virus
Le logiciel me demande de fermer l'anti-virus durant le temps de l'installation.
Que dois-je faire ?

Reinstallation et anti-virus
Le risque est faible de fermer l'anti-virus, à condition de ne pas être connecté à internet durant la phase d'installation. Dans le cas contraire, la procédure d'installation sera ralentie, mais pourra aller correctement à terme. Préférez la seconde solution, quitte à perdre une bonne dizaine de minutes pendant l'installation.

ReReInstallation et anti-virus
Merci pour la rapidité de votre réponse !
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé. Bonne journée.

Adding a category to the forum

Click on the link « Add a new forum category » . Fill in the field « Title » on top of the page, put in a description for the category in « Feedback », then click on the button .

| Forum | Sujets | Articles | Dernier article | Action |
|---|--------|----------|---|--------|
| Problèmes liés à la compréhension des contenus de cours | 1 | 1 | 2007-04-15 10:20:45 Par Bill Leformateur | |

Adding a forum

In the forum home page click on the link « Add a new forum » . Fill in the field « Title » on top of the page and then the field « Feedback ». Then choose a category from the drop down list, if applicable. You can decide to allow or prevent students from editing their own posts. It is recommended that you allow them; at least they can correct spelling mistakes! It is also recommended that you allow them to start new discussion threads to bring in more richness to the exchanges. Finally, you choose the default view for the new forum. Click on the button .

| Forum | Sujets | Articles | Dernier article | Action |
|--|--------|----------|-----------------|--------|
| Libre expression Articles sans rapport avec le cours. | | | | |

Managing categories and forums

The management of categories and forums is identical to that of agenda and announcements tools and uses the same icons :

| Echanges sur les problèmes PEDAGOGIQUES | | | | |
|---|--------|----------|--|--------|
| Forum | Sujets | Articles | Dernier article | Action |
| Problèmes liés à la compréhension des contenus de cours | 1 | 1 | 2007-04-15 10:20:45 Par Bill Leformateur | |
| Problèmes liés aux applications | | | Permet la modification du titre, de la description ou des catégories et des forums associés Permet aussi de modifier la catégorie de référence d'un forum, ainsi que les paramètres du forum Supprime (après demande de confirmation) les catégories ou forums Contrôle la visibilité des catégories et forums: une catégorie invisible rend invisibles tous les forums associés Contrôle la modification du contenu des forums: une catégorie verrouillée rend inaccessible le contenu de tous les forums associés Contrôle l'ordre d'affichage des catégories et forums | |

Starting a new thread

When the content of a forum is displayed, click on the link « New Thread » . Fill in the fields « Title » and « Text ».

Before clicking on the button « OK » , you can consider the option of being notified by email if someone replies, and the option of making the thread sticky - it will always appear on top of the threads list with a sticky icon. You can check the boxes next to these options to enable them.

Forum

Nouveau sujet

Echanges sur les problèmes TECHNIQUES

Problèmes d'installation

Titre : Indicences de l'OS sur l'installation

Texte :

Merci de bien vouloir reporter ici les éventuels problèmes rencontrés pendant l'installation du logiciel de CAO, avec vos différents systèmes d'exploitation.
Les expériences des uns pourront ainsi servir aux autres (et inversement!).

Forum

Répondre à ce sujet

Echanges sur les problèmes TECHNIQUES

Problèmes d'installation

Indicences de l'OS sur l'installation

Bill Leformateur 2007-04-15 14:32:19

Répondre à ce message

Donner une note à ce message

Managing threads

The management of threads is identical to that of categories or forums, with the additional feature that you can move a thread from one forum to another, i.e. where the context is more appropriate :

| Echanges sur les problèmes TECHNIQUES | | | | | |
|---|----------|----------------------------------|------|--|--------|
| Problèmes d'installation | | | | | |
| Titre | Réponses | Auteur | Vues | Dernier article | Action |
| Indicences de l'OS sur l'installation | 2 | Bill Leformateur | 8 | 2007-04-15 14:48:42 Par Mr LeStagiaire1 | |
| Installation et anti-virus | 3 | Mr LeStagiaire1 | 18 | 2007-04-15 10:18:36 Par Bill Leformateur | |
| ouverture du forum | 0 | Bill Leformateur | 11 | 2007-04-15 10:13:30 Par Bill Leformateur | |

Supprime (après demande de confirmation)
 le sujet ainsi que tous les articles qu'il contient
 Contrôle la visibilité d'un sujet
 et de tous les articles qu'il contient
 Clôture un sujet, celui-ci n'étant alors
 plus accessible qu'en lecture seule
 Permet de déplacer un sujet, ainsi que tous les
 articles qu'il contient, d'un forum à un autre

To move a thread, first click the arrow icon in the group of icons in the Action column of the thread. Then select the destination forum from the « Move Thread » drop down list. Click on the **OK** button to shift the thread to the new forum.

Replying to a message

To the left of every message there is a link « **Reply to this message** ». Clicking on this link will open a page with the internal html editor where you can enter your reply. Below the editor you can re-read the messages related to the same subject. Click on the button « **OK** » **Valider** to submit your reply.

Mr LeStagiaire1 2007-04-15 10:17:36

[Répondre à ce message](#) [Donner une note à ce message](#)

ReReInstallation et anti-virus

Merci pour la rapidité de votre réponse !
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé.
Bonne journée.

Echanges sur les problèmes TECHNIQUES

Problèmes d'installation

Titre: Re Re Installation et anti-virus

Texte:

Parfait, vous êtes maintenant à même de pouvoir commencer les TP !
Bon courage !

Me prévenir par mail si quelqu'un répond à ce message (bill.leformateur@formatore.net)

Valider

Mr LeStagiaire1 2007-04-15 10:17:36

[Ce message est syndiqué](#)

ReReInstallation et anti-virus

Merci pour la rapidité de votre réponse !
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé.
Bonne journée.

Zone permettant de relire les articles appartenant au même sujet

Mr LeStagiaire1 2007-04-15 10:17:36

[Répondre à ce message](#) [Donner une note à ce message](#)

ReReInstallation et anti-virus

Merci pour la rapidité de votre réponse !
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé.
Bonne journée.

Bill Leformateur 2007-04-15 15:15:09:27

[Répondre à ce message](#) [Donner une note à ce message](#)

ReReRedinstallation et anti-virus

Parfait, vous êtes maintenant à même de pouvoir commencer les TP !
Bon courage !

Quoting a message

Click on the link « **Quote this message** ». When replying in a forum discussion it is often practical to quote all or a portion of the preceding message for easy reference. Your reply will be attached to the message you are referring to. The quoted message appears in green text.

The screenshot illustrates the quoting process. The top window shows a reply message with a red box around the 'Re:Re:Re:Installation et anti-virus' part. The bottom window shows the quoted message in green.

Replying to a thread

If you use the link « **Reply to this thread** », you will insert a reply which is situated on the same level as the starting topic of the thread (you will notice this when you choose the « Threaded View »).

The screenshot shows a reply inserted at the same level as the original post in a threaded view. Red arrows point from the reply message back to the original post, indicating they are at the same level.

Deleting a message

To delete a message, click on the cross icon (shown below). You will get a warning that you will also be deleting all replies to the message. Click « **OK** » if you wish to delete, or « **Cancel** » to close the alert box. You can switch to the the Threaded view to check which posts would get deleted.

See the screenshot below :

The screenshot shows the deletion process. A red box highlights the cross icon on the original post. A red box highlights the 'Article de départ' (original article) in the threaded view. A red box highlights the confirmation dialog box. Another red box highlights the 'Ensemble des articles effacés en même temps que l'article de départ' (all articles deleted at the same time as the original article) message.

Chapter 9 : Dropbox tool

The « **Dropbox** » facilitates file exchange between course participants. The course creator can send files to one or many students; students can send files to the course creator; students can also send files to each other (if the administrator of the platform has enabled this option). Apart from this, the files sent can contain comments; thus, the trainer can annotate the personal work of a student, or the student can inform the trainer that the sent document is perhaps not very clear!

Creating categories

The Dropbox has two sections, Sent Files and Received Files. As the dropbox fills up you will find this basic division very useful. Categories are also easy to create, using the same procedures as in the « **Documents** » tool.

Click on the link « **Add a new category** » , assign a name to the category and click on the button « **OK** »



Ajouter une nouvelle catégorie
Nom de la catégorie: Compte-rendu de TD
 Valider

Fichiers reçus Fichiers envoyés

Envoyer un nouveau fichier Ajouter une nouvelle catégorie

| Type | Titre | Auteurs | Description | Taille | Renvoyé pour la dernière fois le | Envoyé à | Modifier |
|------------|----------------------------|---------|-------------|--------|----------------------------------|----------|----------|
| Ordinateur | Envoyer un nouveau fichier | | | | | | |

Envoyer un nouveau fichier Ajouter une nouvelle catégorie

| Type | Titre | Auteurs | Description | Taille | Renvoyé pour la dernière fois le | Envoyé à | Modifier |
|------------|--------------------|---------|-------------|--------|----------------------------------|----------|----------|
| Ordinateur | Fiches de synthèse | | | | | | |
| Ordinateur | Compte-rendu de TD | | | | | | |
| Ordinateur | Compte-rendu de TP | | | | | | |

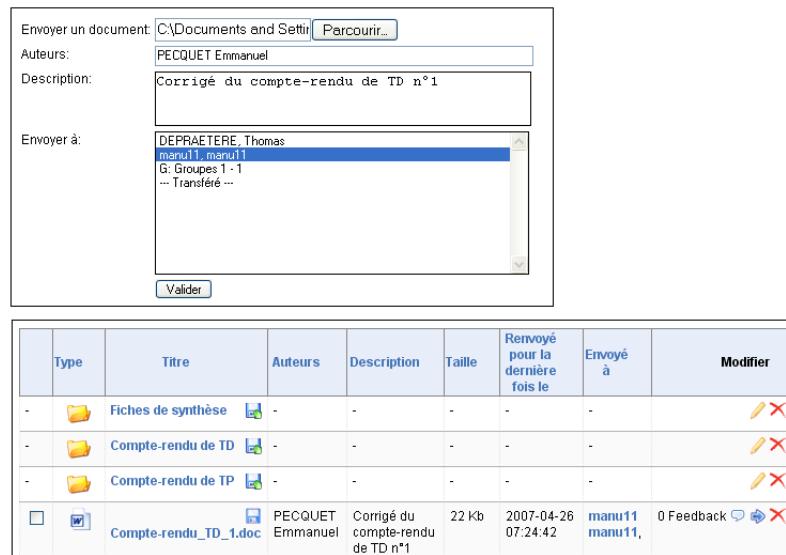
Tout sélectionner - annuler toutes les sélections

Sending a file to selected recipients

Click on the button « **Send a new file** »  to browse and locate the file to be sent/shared. Select the file and click on the button « **Open** ». Then, fill in the field « **Remarks** » to add instructions/comments.

In the « **Send to** » list, by using the keystrokes « **Ctrl+click** », select one or many recipients for the file. One or many groups can also be recipients. Finally click on the button .

The « **Sent Files** » list now shows the file you just sent and the recipient can immediately access the file. The area « **Received Files** » contains files sent by other users of the course.



Envoyer un document: C:\Documents and Settings\PECQUET\Parcourir...
Auteurs: PECQUET Emmanuel
Description: Corrigé du compte-rendu de TD n°1
Envoyer à:
DEPRAETERE, Thomas
manu11, manu11
G: Groupes 1 - 1
... Transféré ...

| Type | Titre | Auteurs | Description | Taille | Renvoyé pour la dernière fois le | Envoyé à | Modifier |
|------------|-----------------------|------------------|-----------------------------------|--------|----------------------------------|----------------------------|----------|
| Ordinateur | Fiches de synthèse | | | | | | |
| Ordinateur | Compte-rendu de TD | | | | | | |
| Ordinateur | Compte-rendu de TP | | | | | | |
| Word | Compte-rendu_TD_1.doc | PECQUET Emmanuel | Corrigé du compte-rendu de TD n°1 | 22 Kb | 2007-04-26 07:24:42 | manu11, manu11, 0 Feedback | |

Managing sent and received files (save, move, delete)

Apart from the common administration icons you are familiar with, you will find some specific ones for managing sent/received files.

Modifie le nom de la catégorie

Sauvegarde le fichier partagé ou le dossier complet

Modifier

Ajoute un feedback au fichier partagé

Déplace le fichier vers la racine ou vers une autre catégorie

Supprime (après demande de confirmation) le fichier partagé ou la catégorie

| Type | Titre | Auteurs | Description | Taille | Renvoyé pour la dernière fois le | Envoyé à | Modifier |
|------|-----------------------|------------------|-----------------------------------|--------|----------------------------------|----------------|----------|
| 📁 | Fiches de synthèse | | | | | | |
| 📁 | Compte-rendu de TP | | | | | | |
| 📄 | Compte-rendu_TD_1.doc | PECQUET Emmanuel | Corrigé du compte-rendu de TD n°1 | 22 Kb | 2007-04-26 07:24:42 | manu11 manu11, | |

In the « Dropbox » tool when a student deletes a file sent to her/him, the same is not deleted at the trainer's end.

Creating and accessing feedback attached to a sent or received file

By clicking on the icon « Feedback », you can add and read comments attached to a sent or received file. The comments with their creation date appear in the lower half of the screen.

Ajouter nouveau feedback

Bien, vous pourrez poursuivre votre travail en insérant les ouvrants sur le plan.

Feedback écrit coté professeur

Submit

Date: 2007-04-26 07:34:53
Auteur: Emmanuel PECQUET
Texte: Bien, vous pourrez poursuivre votre travail en insérant les ouvrants sur le plan.

Ajouter nouveau feedback

Submit

| Type | Titre | Auteurs | Description | Taille | Renvoyé pour la dernière fois le | Envoyé à | Modifier |
|------|-------------------|---------------|------------------------------------|--------|----------------------------------|----------|----------|
| 📄 | application_1.dwg | manu11 manu11 | Fichier AutoCAD - Plan de pavillon | 30 kb | 2007-04-26 07:32:51 | | |

Chapter 10 : Users tool

The « **Users** » tool displays the users list, the list of participants registered for the course. You use this tool for managing users, like adding new students and allocating roles. The « **Users** » tool also gives you access to reports of user activities.

| | Code Officiel | Prénom | Nom | Descriptif | groupe | Coach | Responsable | |
|--------------------------|---------------|--------|--------------|------------|--------|-------|-------------|--|
| <input type="checkbox"/> | - | Bill | Leformateur | Professor | - | Coach | Responsable | |
| <input type="checkbox"/> | - | Mr | LeStagiaire1 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire2 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire3 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire4 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire5 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire6 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire7 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire8 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire9 | - | - | - | - | |

Tout sélectionner - annuler toutes les sélections 1 / 1
Réservé au responsable :

Seeking additional information from users

You can add new sections (headings) in the user information areas of your course participants. The users will then have access to one or many additional fields permitting them to add more details about themselves. Click on the button at the bottom right of the users list (you will see the « **Define Headings** » button only if it is enabled by the platform administrator). In the new page that appears scroll down and click on the button , at least fill in the field « **Title** », which will become a heading for the section that is added in the user information area of each course participant. The field « **Feedback** » is optional; you can add instructions/comments to help the user. Finally, from the drop down menu choose the number of lines of text that you wish to allocate to the added section.

Click on the button to display the supplementary sections (headings) page.

AutoCAD 2006 > utilisateurs > utilisateurs

utilisateurs

Ajouter un intitulé Retour à la liste des membres

utilisateurs

* Titre : Compétences informatique

Commentaire :

Nombre de lignes : 3 lignes * Le contenu de

utilisateurs

Compétences informatiques

X/↑↓

Logiciels maîtrisés

X/↑↓

Compétences linguistiques

X/↑↓

Ajouter un intitulé Retour à la liste des membres

Retour à la liste des membres

You can manage the headings by using the usual icons for editing, deleting etc.

Subscribing users to the course

On the users list page, click on the link « **Subscribe users to this course** ». A list of users appears. These are the registered users of the platform, but they are not yet registered for your course.

If you wish to register only one person for your course, click on the link « **Register** » to the right of the student's name.

If you wish to register many participants in one go, tick on the boxes in the first column of each user's information. Then from the actions drop down at bottom select « **Register** » and then click the button **Valider**.

| Inscrire des utilisateurs | | | | | |
|---------------------------|-----------------|---------------|--------|--------|-------------------------|
| | Code Officiel ↓ | Nom | Prénom | E-mail | Incrire |
| <input type="checkbox"/> | - | LeStagiaire15 | Mr | 15 | Incrire |
| <input type="checkbox"/> | - | LeStagiaire14 | Mr | 14 | Incrire |
| <input type="checkbox"/> | - | LeStagiaire13 | Mr | 13 | Incrire |
| <input type="checkbox"/> | - | LeStagiaire12 | Mr | 12 | Incrire |
| <input type="checkbox"/> | - | LeStagiaire11 | Mr | 11 | Incrire |
| <input type="checkbox"/> | - | LeStagiaire10 | Mr | 10 | Incrire |
| <input type="checkbox"/> | - | LeStagiaire16 | Mr | 16 | Incrire |

Tout sélectionner - annuler toutes les sélections [Inscrire](#) [Valider](#)

1 / 1

Managing groups from the « Users » tool

You will see the link « **Group management** » above the users list. Group management is discussed exhaustively in the next chapter. To know all about groups, simply turn the page!

Unsubscribing users

Even in this case you have the choice of individual or group action.

If you wish to unsubscribe one user, click on the icon in the icons column next to the user's name. Once you click « **OK** » in the confirmation alert message box the selected user is deleted from the list.

If you wish to unsubscribe several users in one go, tick the boxes next to the names of the users to be unsubscribed, select « **Unsubscribe** » from the actions drop down, and click « **OK** »

| | Code Officiel ↓ | Prénom | Nom | Descriptif | groupe | Coach | Responsable | |
|-------------------------------------|-----------------|--------|--------------|------------|--------|-------|-------------|--|
| <input type="checkbox"/> | - | Mr | LeStagiaire7 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire8 | - | - | - | - | |
| <input checked="" type="checkbox"/> | - | Mr | LeStagiaire9 | - | - | - | - | |
| <input type="checkbox"/> | - | Bill | Leformateur | Professor | - | Coach | Responsable | |
| <input type="checkbox"/> | - | Mr | LeStagiaire6 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire5 | - | - | - | - | |
| <input type="checkbox"/> | - | Mr | LeStagiaire2 | - | - | - | - | |
| <input checked="" type="checkbox"/> | - | Mr | LeStagiaire3 | - | - | - | - | |
| <input checked="" type="checkbox"/> | - | Mr | LeStagiaire4 | - | - | - | - | |
| <input checked="" type="checkbox"/> | - | Mr | LeStagiaire1 | - | - | - | - | |

Tout sélectionner - annuler toutes les sélections [Désinscrire](#) [Valider](#)

1 / 1

Add/change the role of a user

In the users list, click on the icon « **Edit** » . Fill in or change the entry in the « **Role** » field to inform other participants of the role played by one of them in the training schedule. Tick the box « **Coach** » (coach) or the box « **Teacher** » to assign the level of responsibility you wish to give to a participant.

The screenshot illustrates the workflow for changing a user's role:

- User List:** Shows a list of users with columns: Code Officiel, Prénom, Nom, Descriptif, groupe, Coach, Responsable, and icons for Edit and Delete.
- Edit Dialog:** A modal window for "utilisateurs" with fields for Nom (Mr LeStagiaire1), rôle/statut (Tuteur checked, Responsable unchecked), and an Ok button.
- Updated User List:** Shows the user with the new role assigned in the Coach column.

Roles - Coach or Teacher?

The role of a Coach would amount to giving the user the permission to moderate a group forum. The 'coach' student will be able to delete and change users' messages in a group forum.

Assigning the role of Teacher will give a student exactly the privileges you have as the course creator! Displaying/hiding tools, populating the « Documents » repository, adding and deleting users to the course... This can be useful if there is a co-incharge for a course.

However, ticking the box « **Teacher** » will not display the name of the new teacher in the course title. For this, you will have to use the « **Course settings** » tool and select the name of the new teacher from the « Teachers » drop down list.

Subscribing/deleting Classes

A class is a group of learners created by the platform administrator. If you wish to register only one class for your course click on the link « **Register** » on the extreme right of the name of the class.

If you wish to register many classes in one go, tick on the boxes in the first column of the list, then select « **Register** » and click on the button **Valider**.

To delete a class, click on the icon .



The screenshot shows a user interface for managing course classes. At the top, there's a search bar and a 'Rechercher' button. Below it, a table lists classes with columns for 'Nom de la classe', 'Nombre d'utilisateurs', and an 'Inscrire' button. One row is selected, showing 'Classe CAO' with 7 users. A 'Tout sélectionner - annuler toutes les sélections' button is at the bottom. Below this, another table shows the details for the selected class, with a red 'X' icon next to the user count '7'.

To delete a class, click on the icon .

Searching the users list

When you have many registrations in a course you will at times need to use the search function to locate a user.

The search function will help you find one or many users from a part or whole of the first name or last name.

Just enter in the search field the name information you have and click on the button **Rechercher**.

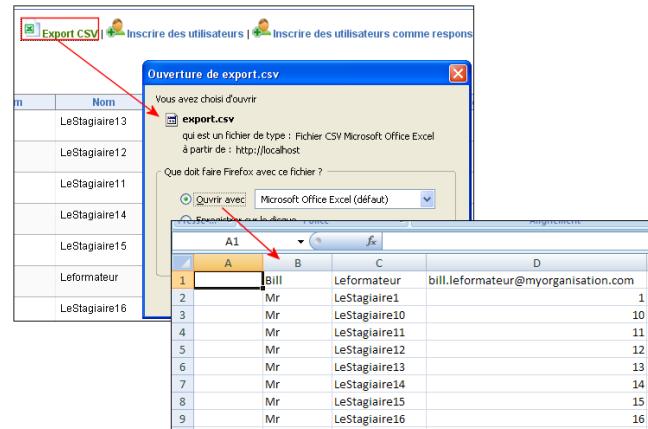
A list of learners with similar names will appear almost immediately.



The screenshot shows a search results page for users. A search bar contains 'lefor' and a 'Rechercher' button. Below is a table with columns 'Code Officiel', 'Prénom', and 'Nom'. One result is shown: 'Bill Leformateur'.

Exporting the users list

On the users list page, click on the link « **Export as CSV file** »  to download a file containing the list of users registered in your course. You can import this file's contents into your spreadsheet application. It is advisable to take a CSV snapshot of your users list at regular intervals.



The screenshot illustrates the CSV export process. On the left, a user list table shows names like 'LeStagiaire13' through 'LeStagiaire16'. In the center, a 'Ouverture de export.csv' dialog box is open, showing the file path 'export.csv' and options to open with 'Microsoft Office Excel (défaut)' or 'Enregistrer le document'. On the right, a Microsoft Excel spreadsheet is displayed with columns 'A', 'B', 'C', and 'D'. The data corresponds to the user list, with 'Bill' in cell A1 and other entries following.

Displaying the Tracking report of a student

On the users list page, click on the icon « Tracking »  next to the student's name. A comprehensive user activity report will be displayed. The user's activity in each tool is shown in detail - downloaded documents, work submitted to teacher, discussion forum posts...

You can correct tests by clicking on the button , and obtain learning path details by clicking on the  icon in front of each learning path.

The students' tracking reports put within quick and easy reach their complete course activity information, you will find these very useful when evaluating individual performance.

| Informations | | Suivi | | Action | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--------------------|---|-----------------------|-------|-------|-------------|--------------------|---------|---------------------|---------|---|-----|---------------|---|-------|-------|------------|------------------|-------------------|------|---|--|--------------------------|------|---|--|----------|-----|---|--|---------------|--|---------|---|----------|----|---------------|---|-----------------------|---|--|--|--|--|--|--|-------------------|--------|--------|-------|---|---------------------------|-------------|---|---------|--|----------------------------|-------------|---|---------|--|---|-------------|---|---------|--|-------------------------------------|-------------|---|---------|--|---------------------------------|-------------|---|---------|--|-----------------------------|--|---|---------|
|  | Nom : Mr LeStagiaire1 E-mail : 1.2@start.com Tél. Aucun numéro En ligne : Non | Dernière connexion 21 Avril 2007 Temps passé sur la plateforme 0:09:51 Progression 0 % Score 0 % |  Imprimer  Export CSV  Envoyer mail | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AutoCAD 2006 Coach : Bill Leformateur <table border="1"><thead><tr><th>Parcours pédagogiques</th><th>Temps</th><th>Score</th><th>Progression</th><th>Dernière connexion</th><th>Détails</th></tr></thead><tbody><tr><td>acad2006_welcome12e</td><td>0:00:06</td><td>0</td><td>80%</td><td>18 Avril 2007</td><td></td></tr></tbody></table> <table border="1"><thead><tr><th>Tests</th><th>Score</th><th>Tentatives</th><th>Corriger le test</th></tr></thead><tbody><tr><td>Gérer les calques</td><td>68 %</td><td>1</td><td></td></tr><tr><td>Mettre en plan le dessin</td><td>50 %</td><td>1</td><td></td></tr><tr><td>Cotation</td><td>0 %</td><td>1</td><td></td></tr></tbody></table> <table border="1"><thead><tr><th colspan="2">Autres outils</th></tr></thead><tbody><tr><td>Travaux</td><td>7</td></tr><tr><td>Messages</td><td>21</td></tr><tr><td>Liens visités</td><td>0</td></tr><tr><td>Documents téléchargés</td><td>9</td></tr></tbody></table> <table border="1"><thead><tr><th colspan="5">AutoCAD 2006 - acad2006_welcome12e - LeStagiaire1 Mr</th></tr><tr><th></th><th>Titre de la leçon</th><th>Statut</th><th>Points</th><th>Temps</th></tr></thead><tbody><tr><td></td><td>Bienvenue dans ce cours !</td><td>Complété(e)</td><td>-</td><td>0:00:00</td></tr><tr><td></td><td>De quoi avez-vous besoin ?</td><td>Complété(e)</td><td>-</td><td>0:00:01</td></tr><tr><td></td><td>Pour accéder aux informations essentielles...</td><td>Complété(e)</td><td>-</td><td>0:00:01</td></tr><tr><td></td><td>Comment le cours est-il structuré ?</td><td>Complété(e)</td><td>-</td><td>0:00:02</td></tr><tr><td></td><td>Découvrir l'interface d'AutoCAD</td><td>Complété(e)</td><td>-</td><td>0:00:02</td></tr><tr><td></td><td>Total des étapes accomplies</td><td></td><td>-</td><td>0:00:06</td></tr></tbody></table> | | | | | | Parcours pédagogiques | Temps | Score | Progression | Dernière connexion | Détails | acad2006_welcome12e | 0:00:06 | 0 | 80% | 18 Avril 2007 |  | Tests | Score | Tentatives | Corriger le test | Gérer les calques | 68 % | 1 |  | Mettre en plan le dessin | 50 % | 1 |  | Cotation | 0 % | 1 |  | Autres outils | | Travaux | 7 | Messages | 21 | Liens visités | 0 | Documents téléchargés | 9 | AutoCAD 2006 - acad2006_welcome12e - LeStagiaire1 Mr | | | | | | Titre de la leçon | Statut | Points | Temps |  | Bienvenue dans ce cours ! | Complété(e) | - | 0:00:00 | | De quoi avez-vous besoin ? | Complété(e) | - | 0:00:01 | | Pour accéder aux informations essentielles... | Complété(e) | - | 0:00:01 | | Comment le cours est-il structuré ? | Complété(e) | - | 0:00:02 | | Découvrir l'interface d'AutoCAD | Complété(e) | - | 0:00:02 | | Total des étapes accomplies | | - | 0:00:06 |
| Parcours pédagogiques | Temps | Score | Progression | Dernière connexion | Détails | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| acad2006_welcome12e | 0:00:06 | 0 | 80% | 18 Avril 2007 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tests | Score | Tentatives | Corriger le test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gérer les calques | 68 % | 1 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mettre en plan le dessin | 50 % | 1 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cotation | 0 % | 1 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autres outils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Travaux | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Messages | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Liens visités | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Documents téléchargés | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AutoCAD 2006 - acad2006_welcome12e - LeStagiaire1 Mr | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Titre de la leçon | Statut | Points | Temps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Bienvenue dans ce cours ! | Complété(e) | - | 0:00:00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | De quoi avez-vous besoin ? | Complété(e) | - | 0:00:01 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Pour accéder aux informations essentielles... | Complété(e) | - | 0:00:01 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Comment le cours est-il structuré ? | Complété(e) | - | 0:00:02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Découvrir l'interface d'AutoCAD | Complété(e) | - | 0:00:02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total des étapes accomplies | | - | 0:00:06 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

You can see in this screen that you can export the tracking report in CSV format, unless you prefer to print it. If you notice that a learner is slowing down do not hesitate to send her a motivational message!

Chapter 11 : Groups tool

The « **Groups** » tool allows trainers to create and manage workgroups. When a course is created there are no groups and thus no users assigned to groups. After groups are created, users can be added automatically or manually. You can also allocate documents, agenda, assignments, announcements and forums tools specifically to each group :

| Créer nouveau(x) groupe(s) | | | | | |
|-----------------------------------|----------|---------|------------|----------|--|
| Aperçu du groupe | | | | | |
| 1 - 3 / 3 | | | | | |
| Groupes ↑ | Inscrits | maximum | Modérateur | Modifier | |
| <input type="checkbox"/> Groupe 3 | 3 | 4 | - | | |
| <input type="checkbox"/> Groupe 2 | 3 | 4 | - | | |
| <input type="checkbox"/> Groupe 1 | 3 | 4 | - | | |

Configuring group settings

On the Groups home page, click on the link « **Modify settings** ». Decide if a learner can belong to many groups, set the maximum limit of the number of learners in each group, permit or prevent learners from self-registering/unregistering.

You can decide on the availability and the public or private character of the tools provided to each group (**public** : all learners of the course will have access to the tools of the group, even if they are not a part; **private** : only the learners registered to a group will have access to the tools of the group). Finally click on the button « **OK** ».

Modifier les propriétés

Limite Un membre peut être inscrit dans groupes

Paramètres par défaut pour les nouveaux groupes

Limite Sans limite maximum places (facultatif)

Inscription Utilisateurs autorisés à s'inscrire eux-même dans les groupes Les utilisateurs sont autorisés d'annuler leur inscription des groupes.

Documents Non disponible public privé

Travaux Non disponible public privé

Agenda Non disponible public privé

Années Non disponible public privé

Creating new groups

On the Groups home page, click on the link « **Create new group(s)** ». Enter the number of groups to be created and click on the button « **OK** » . On the page that appears change, if required, the names of the groups to be created and set, if you need to, the maximum number of learners allowed in a group. Click on the button « **OK** » .

The new groups appear. At this stage they are still empty.

Création de groupes

nouveau(x) groupe(s)

créer nouveau(x) groupe(s)

Création de groupes

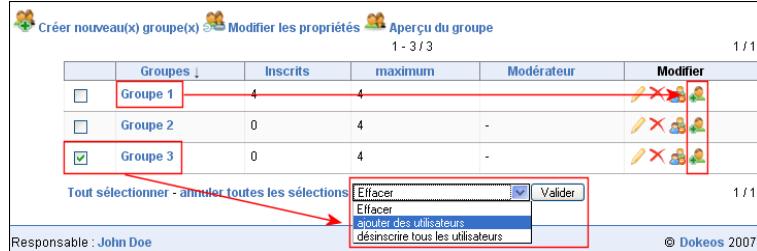
| Nom du groupe | places (facultatif) |
|---------------|--|
| Groupe 1 | <input checked="" type="checkbox"/> Même chose pour tous <input type="text" value="4"/> |
| Groupe 2 | <input type="text"/> |
| Groupe 3 | <input type="text"/> |

| Groupes ↓ | Inscrits | maximum | Modérateur | Modifier |
|-----------------------------------|----------|---------|------------|----------|
| <input type="checkbox"/> Groupe 1 | 0 | 4 | - | |
| <input type="checkbox"/> Groupe 2 | 0 | 4 | - | |
| <input type="checkbox"/> Groupe 3 | 0 | 4 | - | |

Tout sélectionner - annuler toutes les sélections 1 / 1

Assigning users (automatically)

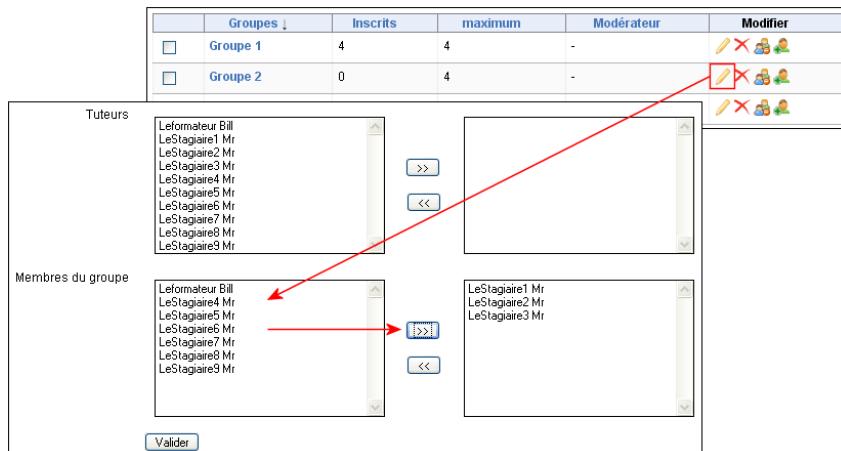
On the Groups home page, click on the icon « **Add users** »  to automatically assign users to a group. If you wish to automatically assign users to several groups, tick the boxes before the groups names, then from the drop down list select « **Add users** » and click on the « **OK** » button. The groups are assigned registered learners who are not yet allocated to any group. The names are added randomly, you do not control the user composition of the groups. But, you can do that manually whenever you want to.



Assigning users (manually)

On the Groups home page, click on the name of the group you want to add users to. You come to the « Group area » of the group. Click on the button « **Edit this group** ». At the bottom of the page that appears, on the left are the names of learners who have registered in the course but are not yet part of a group. Use the button  to transfer the learners to the area on the right which shows the list of learners registered to the group. You can make multiple selections by using the following key combination « **Ctrl + click** ». Click on the button  to return to the « Group area » of the group.

This method is definitely more tedious, but you get full control of group composition and can comprehensively configure the group's properties as well.



Self-Registration in groups (registration by learners)

This facility is offered to course participants provided you have selected self-register in the group's property settings page (check the group properties options described earlier). By using this method, you partially control the initial composition of the groups, and can fine-tune manually when needed.

| | |
|---|--|
| Paramètres par défaut pour les nouveaux groupes | |
| Limite | <input type="radio"/> Sans limite <input checked="" type="radio"/> maximum 1 places (facultatif) |
| Inscription | <input checked="" type="checkbox"/> Utilisateurs autorisés à s'inscrire eux-mêmes dans les groupes <input type="checkbox"/> Les utilisateurs sont autorisés à annuler leur inscription des groupes. |

Gestion des groupes coté professeur



Modifying the properties of a group

On the Groups home page, click on the button « **Edit this group** »  in the « Modify » column next to the group name. You now have direct access to the group's properties.

Editer ce groupe

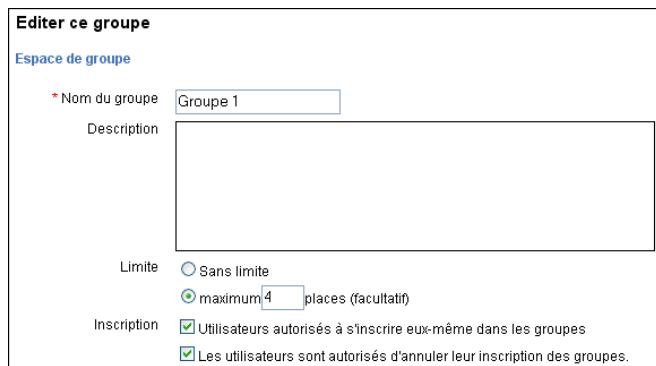
Espace de groupe

* Nom du groupe: Groupe 1

Description:

Limite: Sans limite maximum places (facultatif)

Inscription: Utilisateurs autorisés à s'inscrire eux-même dans les groupes Les utilisateurs sont autorisés d'annuler leur inscription des groupes.



Reaching the Group area

On the Groups home page, click on the group's name. You reach the « Group area » of the group. The links « **Documents** », « **Agenda** », « **Assignments** », and « **Announcements** » are specific to a group (see « Modifying group properties » above).

You can also, from the group area, look up information on a learner. Click on a learner's name which appears at the bottom of the screen in the list of members of the group.

Note: In **Dokeos** 1.8, the group forums are not directly managed from group areas. A group's forum is created through the « **Forums** » tool, using the « public » or « private » options (see the screenshot below).

Ajouter un nouveau forum

* Titre: Forum du groupe 1

Commentaire:

* Crée dans la catégorie: Forum des groupes

Autoriser les apprenants à éditer leurs propres articles ? Oui Non

Autoriser les apprenants à ouvrir de nouveaux sujets de discussion ? Oui Non

Vue par défaut: Linéaire Thématische Hiérarchique

Paramètres de groupe

Pour le groupe: Groupe 1

Le forum du groupe doit-il être public ou privé ? Pour tous les membres du cours Pour les membres du groupe seulement

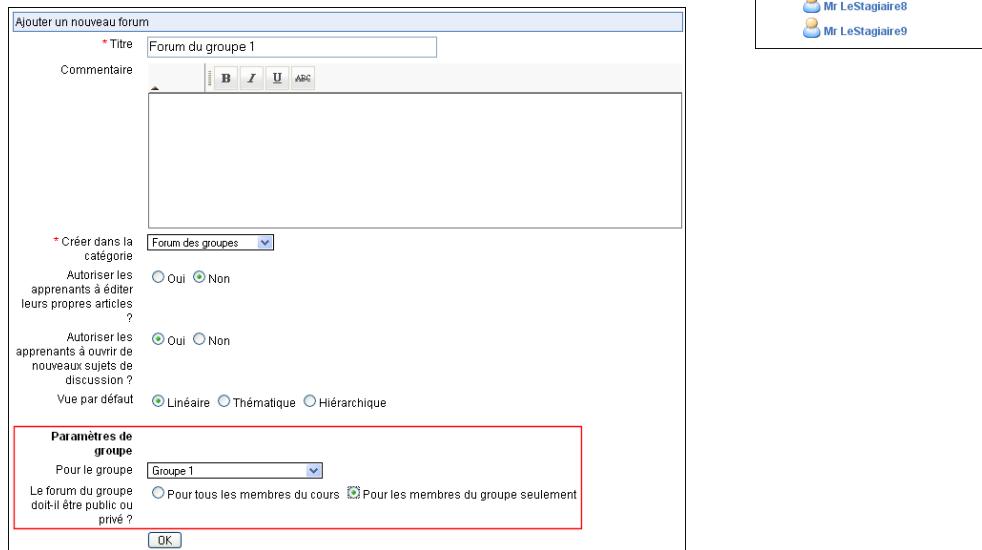
Outils:

- Documents
- Agenda
- Travaux
- Announces

Tuteurs: (aucun)

Membres du groupe:

- Mr LeStagiaire6
- Mr LeStagiaire7
- Mr LeStagiaire8
- Mr LeStagiaire9



Emptying a group

To delete all learners assigned to a group, click on the icon « **unsubscribe all users** »  in the « Modify » column next to the group's name.

Deleting a group

To delete a group, click on the button « **Delete** »  in the « Modify » column next to the group's name. After a request for confirmation the group is deleted.

Managing many groups together

By ticking one or many groups and by using the drop down menu below the list of groups you can manage two or several groups together – the lot actions are limited to automatic deletion/assigning/unassigning of users.

| | Groupes ↓ | Inscrits | maximum | Modérateur | Modifier |
|-------------------------------------|-----------|----------|---------|------------|----------|
| <input checked="" type="checkbox"/> | Groupe 1 | 4 | 4 | - | |
| <input checked="" type="checkbox"/> | Groupe 2 | 0 | 4 | - | |
| <input type="checkbox"/> | Groupe 3 | 0 | 4 | - | |

Tout sélectionner - annuler toutes les sélections

Effacer Valider

1 / 1

Group overview/Exporting group user lists

By clicking on the link « **Group overview** », you get the list of groups and the learners registered in them.

The export CSV or XLS file functionality described in the Chapter on « **Users** » tools is also available here.

| A | B | C | D |
|---|----------|-----------------|---|
| 1 | Groupe 1 | LeStagiaire1 Mr | |
| 2 | Groupe 1 | LeStagiaire2 Mr | |
| 3 | Groupe 1 | LeStagiaire3 Mr | |
| 4 | Groupe 2 | LeStagiaire4 Mr | |
| 5 | Groupe 2 | LeStagiaire5 Mr | |
| 6 | Groupe 2 | LeStagiaire6 Mr | |
| 7 | Groupe 3 | LeStagiaire7 Mr | |
| 8 | Groupe 3 | LeStagiaire8 Mr | |
| 9 | Groupe 3 | LeStagiaire9 Mr | |

Aperçu du groupe

Export CSV | Export Excel

- Groupe 1
 - Mr LeStagiaire1
 - Mr LeStagiaire2
 - Mr LeStagiaire3
- Groupe 2
 - Mr LeStagiaire4
 - Mr LeStagiaire5
 - Mr LeStagiaire6
- Groupe 3
 - Mr LeStagiaire7
 - Mr LeStagiaire8
 - Mr LeStagiaire9

Ouverture de export.csv

Vous avez choisi d'ouvrir **export.csv** qui est un fichier de type : Fichier CSV Microsoft Office Excel à partir de : http://localhost

Que doit faire Firefox avec ce fichier ?

Ouvrir avec Microsoft Office Excel (défaut)

Enregistrer sur le disque

Toujours effectuer cette action pour ce type de fichier.

OK Annuler

Creating group categories (with the authorization of the administrator)

You can create group categories if the platform administrator has activated this feature.

If activated, the groups home page looks a little different from the standard groups home page : a link « **Add a category** » appears, and you will have to click on another link « **Default groups** » to see the list of regular groups.

| | Groupes ↓ | Inscrits | maximum | Modérateur | Modifier |
|--------------------------|-----------|----------|---------|------------|----------|
| <input type="checkbox"/> | Groupe 1 | 3 | 4 | - | |
| <input type="checkbox"/> | Groupe 2 | 3 | 4 | - | |
| <input type="checkbox"/> | Groupe 3 | 3 | 4 | - | |

Tout sélectionner - annuler toutes les sélections

Effacer Valider

1 / 1

When you add a new category for the groups you have to name the category, describe it, and then configure properties for the new groups that will fall in the category, just as you did for default groups.

Ajouter une catégorie

Titre **Groupe Option CAO**

Description

Limité Un membre peut être inscrit dans **1** groupes

Paramètres par défaut pour les nouveaux groupes

Limité Sans limite maximum **1** places (facultatif)

Inscription Utilisateurs autorisés à s'inscrire eux-mêmes dans les groupes Les utilisateurs sont autorisés à annuler leur inscription dans les groupes.

Documents Non disponible public privé

Travaux Non disponible public privé

Agenda Non disponible public privé

Announces Non disponible public privé

Afficher tout

Groupe par défaut (3 Groupes)

Groupe Option CAO (0 Groupes)

Valider

One of the advantages of creating new group categories is that you can create groups from existing classes (classes have to be created by the platform administrator). Thus, you can allocate group tools to one or many classes, without having to recreate a new course just for these classes.

Création de groupes
nouveau(x) groupe(s)

Créer [] nouveau(s) groupe(s)

Créer des sous-groupes

Cette option vous permet de créer de nouveaux groupes basés sur un groupe existant. Indiquez le nombre de groupes et choisissez un groupe existant. Le nombre de groupes désirés sera créé et tous les membres du groupe existant seront inscrits dans ces nouveaux groupes. Le groupe existant ne sera pas modifié.

Créer [] groupes avec des membres de **Groupe 1 (3 utilisateurs)**

Groupes dans classes

En utilisant cette option, vous pouvez créer des groupes basés sur les classes inscrites dans le cours.

• Classe Option CAO (7 utilisateurs)

Groupe Option CAO

Groupes par défaut (4 Groupes) 1 - 4 / 4 1 / 1

| Groupes | Inscrits | maximum | Modérateur | Modifier |
|-------------------|----------|---------|------------|----------|
| Classe Option CAO | 7 | 7 | - | |
| Groupe 1 | 3 | 4 | - | |
| Groupe 2 | 3 | 4 | - | |
| Groupe 3 | 3 | 4 | - | |

Tout sélectionner - annuler toutes les sélections 1 / 1

Groupe Option CAO (1 Groupes) 1 - 1 / 1 1 / 1

| Groupes | Inscrits | maximum | Modérateur | Modifier |
|-------------------|----------|---------|------------|----------|
| Classe Option CAO | 7 | 7 | - | |

Chapter 12 : Chat tool

The « Chat » tool helps you interact live with the learners of the course. Unlike the different chat tools available online, this one functions within Dokeos in the browser and does not need installation of an additional application (like Microsoft Messenger®, Yahoo! Messenger® etc). The advantages of this solution are Dokeos integration and immediate availability. The shortcoming - the list of messages does not refresh immediately; it can take 5 to 10 seconds.

If a learner has uploaded his photo from the « My profile » area, this will appear when you click on the name of the learner. Only the trainer can clear (delete) the chat list (messages) when the discussion is over.

The screenshot shows a chat window titled "AutoCAD 2006 > Discuter". The left sidebar lists "Connectés" with icons for Mr LeStagiaire1 and Bill Leformateur. The main area shows a message exchange:

Mr LeStagiaire1 : Bonjour, je rencontre un problème dans l'application 1, pour créer mes blocs...

Bill Leformateur : Quel est le problème que vous rencontrez ?

Mr LeStagiaire1 : Lorsque je créé mon bloc (une porte, par exemple), celui-ci reste bleu quand je l'insère dans un nouveau dessin.

Bill Leformateur : Je vois où se situe le problème... Vous avez créé votre bloc sur un calque qui n'est pas le calque "0". Et ce calque, sur lequel le bloc a été créé, est justement de la couleur "bleue". Le bloc reste donc bleu lors de son insertion dans un nouveau dessin, mais en plus il emporte avec lui son calque de création, dans tous les dessins dans lesquels il est inséré ! Pouvez-vous vérifier ça ?

Mr LeStagiaire1 : Vous avez raison ! J'ai créé ma porte sur le calque "ouvrants", affecté de la couleur "bleue". Je retrouve bien ce calque dans tous les dessins dans lesquels j'insère mon bloc porte... Comment puis-je résoudre ce problème ?

At the bottom right is a "Envoyer" button with an envelope icon.

Sending a message

Simply type your text in the field located at the bottom of the page and click on the button « Send ». In the message display the name of the trainer has a different color from the learners'.

Revisiting and Deleting Chats

Message exchanges from Chats are available date wise in the folder « chat_files » which is located in the « Documents » tool. You can revisit past chat exchanges and delete the file(s) as you would do for any other type of document: by clicking on the icon « Delete » .

The screenshot shows the "chat_files" folder in the "Documents" tool. A file named "messages-2007-04-23.log.html" is selected. A red box highlights the file name in the list. A red arrow points to the "Delete" icon (a red X) next to the file entry.

The folder contents table:

| Type | Nom | Taille | Date | Actions |
|------|------------------------------|--------|------------|---------|
| | messages-2007-04-23.log.html | 1.08k | 23.04.2007 | |
| | messages-2007-04-24.log.html | 393B | 24.04.2007 | |

A confirmation dialog box is displayed over the folder window:

La page sur <http://localhost> dit :
Etes vous sûr de vouloir supprimer messages-2007-04-23.log.html ?

Buttons: OK, Annuler.

Chapter 13 : Assignments tool

The « **Assignments** » tool is a very simple tool allowing all learners to send documents to trainers. It can be used to receive individual and collective homework assignments, answers to open questions and all other forms of documents.

Adding introduction text

Click on the icon « **Edit** »  to use the inbuilt html editor to format the content of your introduction. Click on the icon « **Delete** »  to delete the introduction - a link « **Add introduction text** » will replace it. You can then add the introduction later.

Note: the Introduction text functionality has to be activated by the platform administrator. You will not see the « **Edit** » and « **Delete** » icons if this functionality has not been activated.

Configuring the Assignments tool

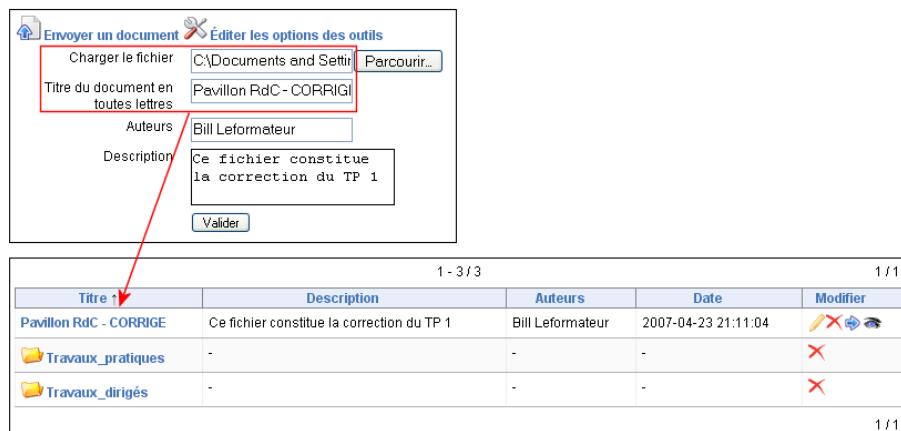
The essential function of the « **Assignments** » tool is to make it possible for learners to send files (exercises, reports, written work...) to trainers. Then it is up to the trainer to make corrections etc.. Another useful function the tool serves is to allow all learners registered in a course to enrich their learning by consulting each others' work/assignments.

The choice between private (solely meant for the trainer) or public assignments (all learners can consult each other's assignments) can be configured by clicking on the icon/link « **Edit Tool Options** »  . Trainers can choose to show or hide the entire lot of assignments sent. You decide on the public or private character of the learners assignments by checking the corresponding radio button.



Sending an assignment file

Click on the link « **Upload a document** », then click on the button « **Browse** » to locate the file on your hard disk or on the network. Give a title to this document. It is this name which will be the link allowing access to the file. By default, the name of the file is the title. Finally fill in the fields « **Author** » and « **Description** ». Click on the button « **OK** ». The document is added to the list at the bottom of the page.



Note: The procedure described above is exactly the one which learners will follow to send you their assignments.

Creating folders for organizing assignments

If the number of learners in your course is large, you will undoubtedly receive a large number of assignments to be corrected....To help you with grading assignments, **Dokeos** 1.8 now lets you create folders. The procedure is very simple, but you must know that these folders are totally invisible to the learner. Moving assignment files from the root to a folder (or from one folder to another) is only for the trainer's convenience. Students do not see any change in their Assignment areas.

To create a new folder, click on the link « **Edit Tool Options** », then on the link « **Create a folder** ». Give a name to the new folder, click on the button « **OK** ». The folder is created.

The screenshot shows the 'Edit Tool Options' interface. A sub-menu 'Créer un répertoire' is open, prompting for a new folder name: 'Compte-rendus divers'. Below this, a list of existing folders is shown:

| Titre | Description | Auteurs | Date | Modifier |
|------------------------|--|------------------|---------------------|--------------------------------|
| Compte-rendus_divers | - | - | - | X |
| Travaux_dirigés | - | - | - | X |
| Travaux_pratiques | - | - | - | X |
| Pavillon Rdc - CORRIGE | Ce fichier constitue la correction du TP 1 | Bill Leformateur | 2007-04-23 21:11:04 | edit, delete, move, visibility |

Managing assignments

For managing assignments you use the same icons as for managing documents :

The screenshot shows a list of assignments with their respective icons:

| Titre | Description | Auteurs | Date ↑ | Modifier |
|------------------------|--|------------------|---------------------|--------------------------------|
| Pavillon Rdc - CORRIGE | Ce fichier constitue la correction du TP 1 | Bill Leformateur | 2007-04-23 21:11:04 | edit, delete, move, visibility |
| CR TP 2 | Compte-rendu du TP n°2 | Mr Lestaginaire2 | 2007-04-23 18:41:41 | edit, delete, move, visibility |
| CR TP 1 | - | Mr Lestaginaire2 | 2007-04-23 18:41:10 | edit, delete, move, visibility |
| Travaux_dirigés | - | - | - | X |
| Travaux_pratiques | - | - | - | X |

Annotations explain the icons:

- Modifier (Edit): Permet de modifier les titre, auteur ou description du document
- Delete (X): Supprime (après demande de confirmation) le document coté professeur, mais pas coté utilisateur
- Move (Up arrow): Déplace le document vers la racine (emplacement le plus haut) ou vers un dossier préalablement créé
- Visibility (Eye icon): Contrôle la visibilité du document pour le(s) stagiaire(s)

Chapter 14 : Reporting tool

The «Reporting» tool allows you to track course activity in two ways:

- **Globally:** by clicking on the « Reporting » tab (or the link « Reporting »). You will get access to course-wide statistics of the courses you are in charge of. From here, you can also access the reports of individual learners.

The screenshot shows a 'Suivi' (Monitoring) page with two main sections. The top section displays course statistics for four courses: AutoCAD 2006, AutoCAD 2007, Solidworks 2006, and Solidworks 2007. The bottom section shows learner details for 'LeStagiaire1' and 'LeStagiaire2'. Red arrows point from the 'Suivi du cours' link in the top section to the 'Suivi des apprenants' link in the bottom section, and from the 'Suivi' tab at the top to the 'Suivi' section in the bottom table.

| Titre du cours | Nombre d'apprenants | Temps passé sur le cours | Progression moyenne des apprenants | Score moyen des apprenants | Messages par apprenant | Travaux par apprenant | Détails |
|-----------------|---------------------|--------------------------|------------------------------------|----------------------------|------------------------|-----------------------|---------|
| AutoCAD 2006 | 16 | 0:00:56 | 4.53 % | 0 % | 0 | 0.19 | |
| AutoCAD 2007 | 7 | 0:00:04 | 0 % | 0 % | 0 | 0.29 | |
| Solidworks 2006 | 10 | 0:00:00 | 0 % | 0 % | 0 | 0 | |
| Solidworks 2007 | 10 | 0:00:00 | 0 % | 0 % | 0 | 0 | |

| Nom | Prénom | Temps | Progression | Score | Travaux | Messages | Dernière connexion | Détails |
|--------------|--------|---------|-------------|-------|---------|----------|--------------------|---------|
| LeStagiaire1 | Mr | 0:09:29 | 57.5 % | 0 % | 1 | 0 | 24 Avril 2007 | |
| LeStagiaire2 | Mr | 0:01:28 | 15 % | 0 % | 2 | 0 | 24 Avril 2007 | |

- **By User:** by accessing the « Reporting » tool of the course , on the course home page, you can keep track of how much time a particular learner has spent on a course, what results she has obtained in the exercises, how many assignments she has sent, how many documents she has downloaded etc.?

The screenshot shows a 'Suivi' (Monitoring) page for a user named 'Mr LeStagiaire1'. It includes sections for 'Informations' (User info), 'Suivi' (Monitoring), and 'Action' (Action). Below this is a table of course activities for 'AutoCAD 2006' and a table of lesson steps for 'Titre de la leçon' (Lesson title). Red arrows point from the 'Parcours pédagogiques' table in the main monitoring section to the 'Corriger le test' (Grade test) section in the activity table, and from the 'Titre de la leçon' table back up to the 'Titre de la leçon' header in the main monitoring section.

| Informations | Suivi | Action |
|--|---|--------------|
| Nom : Mr LeStagiaire1 E-mail : 1 Tél. Aucun numéro En ligne : Non | Dernière connexion 24 Avril 2007 Temps passé sur la plateforme 0:13:16 Progression 0 % Score 0 % | Envoyer mail |

| Parcours pédagogiques | Temps | Score | Progression | Dernière connexion | Détails |
|-----------------------|---------|-------|-------------|--------------------|---------|
| acad2006_welcome12e | 0:00:10 | 0 | 100% | 24 Avril 2007 | |
| acad2006_ch1a | 0:00:35 | 0 | 100% | 24 Avril 2007 | |
| acad2006_ch2a | 0:00:04 | 0 | 30% | 24 Avril 2007 | |
| acad2006_ch3b | 0:00:00 | 0 | 0% | - | |

| Tests | Score | Tentatives | Corriger le test |
|--------------------------|-------|------------|------------------|
| Gérer les calques | 0 % | 0 | |
| Mettre en plan le dessin | | | |
| Cotation | | | |

| Titre de la leçon | Statut | Points | Temps |
|---|-------------|--------|---------|
| Bienvenue dans ce cours ! | Complété(e) | - | 0:00:05 |
| De quoi avez-vous besoin ? | Complété(e) | - | 0:00:01 |
| Pour accéder aux informations essentielles... | Complété(e) | - | 0:00:01 |
| Comment le cours est-il structuré ? | Complété(e) | - | 0:00:02 |
| Découvrir l'interface d'AutoCAD | Complété(e) | - | 0:00:01 |
| Total des étapes accomplies | | - | 0:00:10 |

Chapter 15 : Course Maintenance tool

Dokeos 1.8 simplifies the maintenance of courses by separating the maintenance tool from the properties (settings) tool. Deleting a course, copying all or part of a course to another course, saving or re-importing a course which is already saved... All these procedures can be performed very quickly.

The screenshot shows the 'Maintenance' section of the Dokeos interface. It includes four main items: 'Supprimer ce cours' (Delete course), 'Sauvegarder et importer' (Save and import), 'Vider ce cours' (Empty course), and 'Copier un cours' (Copy course). Each item has a brief description and a warning or note below it.

Deleting a course

Click on the link « **Delete the whole course area** » to remove all traces of the course on the server. Given the irreversible character of this step, a warning will appear before the course vanishes! The delete function is to be used cautiously.

A confirmation dialog box titled 'Supprimer ce cours' (Delete course) appears. It contains a warning message about deleting the course and its contents, followed by a 'YES | NO' button. Below the dialog, a success message indicates the course was deleted, and a link returns to the main page.

Emptying a course

This tool empties the course of selected or of all the components it contains. It deletes documents, forums, links... This procedure can be put in practice at the end of a training program, or at the end of a university year. Of course, before emptying the course you should ensure that you have saved all that is necessary and recyclable!

A confirmation dialog box titled 'Vider ce cours' (Empty course) appears. It contains a warning message about emptying the course, followed by a 'YES | NO' button. Below the dialog, a success message indicates the course was emptied, and a link returns to the main page.

To empty the course of its content, click on the link « **Empty this course** » . In the page that appears next, you can choose to recycle the whole course, or certain components (choose in the following screen). Click finally on the button « **Recycle course** » to launch the cleaning process.

Copying a course

On the Maintenance page, click on the link « **Copy course** » . The screen that appears allows the choice of a destination course to which the course or components of it have to be copied. In case there are certain components (files) that already exist in the destination course, you have the choice of not doing anything (skip same file name), renaming files or overwriting the files which are in the destination course. Finally click on the button « **Copy course** ».

A configuration dialog box titled 'Copier un cours' (Copy course) appears. It contains a warning message about copying the course, followed by a 'YES | NO' button. Below the dialog, a success message indicates the course was copied, and a link returns to the main page.

If you wish to select parts of the course to copy, the next screen helps you choose. Select the components you need, then click on the button « **OK** ».

A message will appear confirming the duplication.

Creating a backup

As a security measure, as well as for record and reusability, it is safer to create a backup of the complete content of the course. This process is automated. It offers the choice between creating a backup of the entire course, or of components you have selected by a process similar to the one which allows the copying of components of one course to another course. This process has been described earlier.

To start the backup click on the link, « **Create a backup** ». In the page that appears, choose to backup the whole course, or some of its components (choose in the next screen). Finally Click on the button « **create a backup** » to launch the backup process. Backups are compressed files (zip) which are downloadable to your hard disk and ready for saving in a secure place.

The screenshot shows the 'Sauvegarder et importer' (Backup and Import) section. It includes two main sections: 'Créer une sauvegarde' (Create a backup) and 'Importer les informations de sauvegarde' (Import backup information). In the 'Créer une sauvegarde' section, there are two radio buttons: 'Faire un sauvegarde complète de ce cours' (Create a full backup of this course) and 'Me laisser sélectionner les sections de cours' (Let me select course sections). A 'Créer une sauvegarde' button is at the bottom. Below this, a green checkmark icon indicates success with the message: 'La sauvegarde (backup) de ce cours a été effectuée. Le téléchargement de ce fichier démarra dans quelques instants. Si rien ne se produit, veuillez cliquer sur le lien suivant.' A download link '2_ACAD2006_20070424211923.zip' is shown.

Importing a course backup

Each backup creates a date specific compressed file. This Zip file is stored on the server (in the folder « **archive** »). You can also download it to your own workstation.

If you create a new empty course, **Dokeos** lets you import the content of a backed-up course to the new empty course.

To start importing, click on the link « **Import backup** ». In the page that appears, choose the importing source : either a zip file stored in your hard disk (or on the network), or a zip file stored on the server. Then choose to import the whole course, or some components (choose in the next screen). Then, decide what to do with the files that may be overwritten during the importing process. Finally, click on the button « **Import backup** » to start importing. A message will inform you if the backup is successful or not.

The screenshot shows the 'Sauvegarder et importer' (Backup and Import) section. It includes two main sections: 'Créer une sauvegarde' (Create a backup) and 'Importer les informations de sauvegarde' (Import backup information). In the 'Importer les informations de sauvegarde' section, there is a radio button 'Charger un fichier depuis votre ordinateur' (Upload from your computer) with a 'Parcourir...' (Browse...) button. Another radio button 'Utiliser un fichier de sauvegarde qui se trouve sur le serveur' (Use a backup file located on the server) is selected, with a dropdown menu showing 'ACAD2006 (2007-04-24 21:19:23)'. Below these are two radio buttons: 'Importer toutes les sections contenues dans le fichier de sauvegarde' (Import all sections contained in the backup file) and 'Me laisser sélectionner les sections de cours' (Let me select course sections). A question 'Que faire des fichiers importés qui ont le même nom que des fichiers existants?' (What to do with imported files that have the same name as existing files?) is followed by three radio buttons: 'Sauter les fichiers' (Skip files), 'Renommer les fichiers (ex: fichier.pdf devient fichier_1.pdf)' (Rename files (e.g., file.pdf becomes file_1.pdf)), and 'Ecraser les fichiers' (Overwrite files). A 'Importer les informations de sauvegarde' button is at the bottom.

Chapter 16 : The Survey tool

Getting proper feedback on your courses is always a major concern, isn't it? You will appreciate the dedicated **Survey** tool which you can use to effectively seek feedback from users.

The screenshot shows a table with columns: Nom de l'enquête, Code de l'enquête, Nombre de questions, Auteur, Langue, Partagée, Disponible à partir de, Valable jusqu'au, Invités, and Modifier. The selected row is highlighted in blue.

| | Nom de l'enquête | Code de l'enquête | Nombre de questions | Auteur | Langue | Partagée | Disponible à partir de | Valable jusqu'au | Invités | Modifier |
|--------------------------|-------------------------|----------------------|---------------------|------------------|--------|----------|------------------------|------------------|---------|----------|
| <input type="checkbox"/> | Enquête de satisfaction | satisfaction_2007042 | 6 | Emmanuel PECQUET | french | - | 2007-04-23 | 2007-04-30 | 0 / 1 | |

Creating a new survey

Click on the link « **Create a new survey** » and fill in the field « **Survey code** » and « **Survey title** ». With the help of the calendar, you can control the duration of your survey. No need to keep it on for a whole year; at most for some days at the conclusion of the training program. Filling up the text fields « **Survey introduction** » and « **Survey thanks** » is also good practice; you will add some clarity and warmth to your survey.

The form contains several input fields and dropdown menus. The title is set to "Enquête de satisfaction". The introduction text is "Cette enquête est destinée à mieux cerner votre satisfaction à l'issue de la formation".

Adding questions to the survey

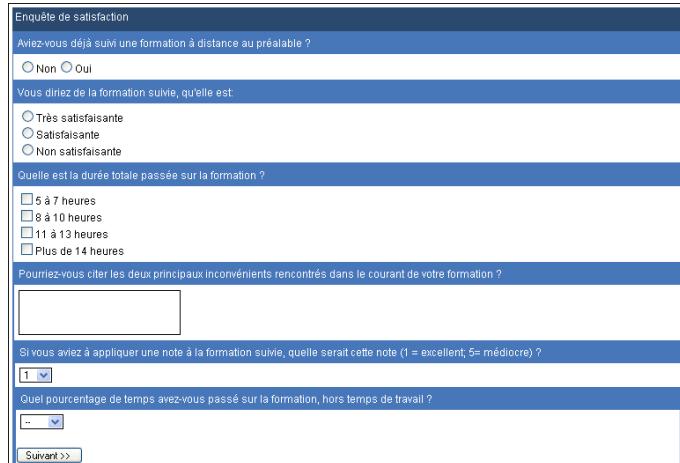
Once the survey outline is created, it is for you to create the questions. The « **Survey** » tool has many question types: open/closed questions, percentage, QCM, multiple responses... You will definitely find what you need for your (ever increasing) feedback needs.

The interface allows creating various question types. The selected question is a "Choix multiple" type with two options: "Oui" and "Non".

Previewing the survey

Now that the questions have been created, you would perhaps like to preview what the survey looks like to learners.

Click on the « Preview » icon  and the preview screen will show you what the survey will look like to end users.



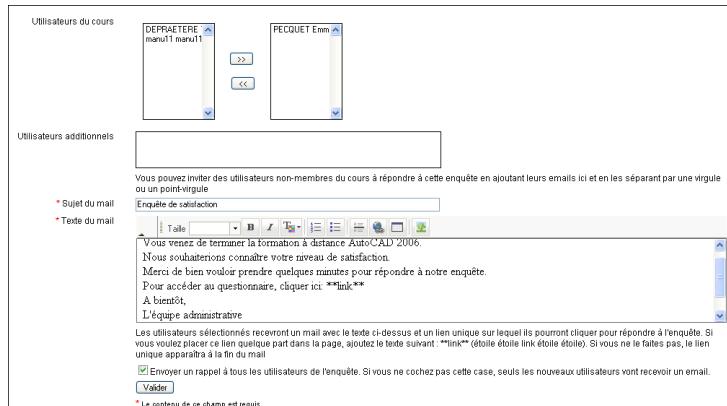
The screenshot shows a survey preview with the following sections:

- Enquête de satisfaction**
- Avez-vous déjà suivi une formation à distance au préalable ?** (Radio buttons: Non, Oui)
- Vous diriez de la formation suivie, qu'elle est :** (Radio buttons: très satisfaisante, satisfaisante, Non satisfaisante)
- Quelle est la durée totale passée sur la formation ?** (Checkboxes: 5 à 7 heures, 8 à 10 heures, 11 à 13 heures, plus de 14 heures)
- Pourriez-vous citer les deux principaux inconvénients rencontrés dans le courant de votre formation ?** (Text area)
- Si vous avez à appliquer une note à la formation suivie, quelle serait cette note (1 = excellent; 5= médiocre) ?** (Text input field: 1)
- Quel pourcentage de temps avez-vous passé sur la formation, hors temps de travail ?** (Text input field with dropdown: -)
- Suivant >>**

Publishing the survey

Happy with the preview? Any modifications to be made? No? Then click on the icon « Publish survey »  to send the survey to the selected list of receivers.

Just like in creating groups, use the list « Users of this course » on the left and the one for receivers on its right to sort out the samplers. Next, you fill in the email subject « Title of the email » and the content, « Text of the email ». The future samplers will be alerted by email of the availability of a survey. Give good thought to the email content for it will play a big part in motivating users to take the survey.

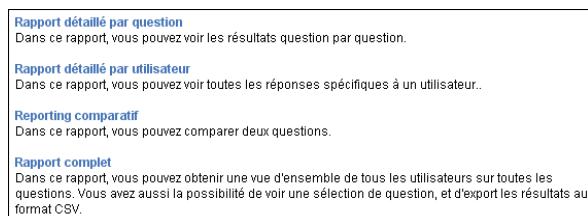


The screenshot shows the publishing interface with the following steps:

- Utilisateurs du cours**: Shows users DEPRAETERE manu11 manu11 and PECQUET Enn. Buttons for moving users between lists are shown.
- Utilisateurs additionnels**: An empty text area for additional users.
- Sujet du mail**: Subject line: Vous venez de terminer la formation à distance AutoCAD 2006.
- Texte du mail**: Body text: Nous souhaiterions connaître votre niveau de satisfaction. Merci de bien vouloir prendre quelques minutes pour répondre à notre enquête. Pour accéder au questionnaire, cliquez ici: [**link**](#). A bientôt,
L'équipe administrative
- Validation**: A checkbox for sending a reminder to all users: Envoyer un rappel à tous les utilisateurs de l'enquête. A checkbox for sending only to new users: Si vous ne cochez pas cette case, seuls les nouveaux utilisateurs vont recevoir un email.
- Note**: A note at the bottom: *Le contenu de ce champ est requis

Survey reports

Analyzing surveys is a tedious task. The survey Reporting tool will help with analysis as it sorts reports by question, by user, comparative etc...

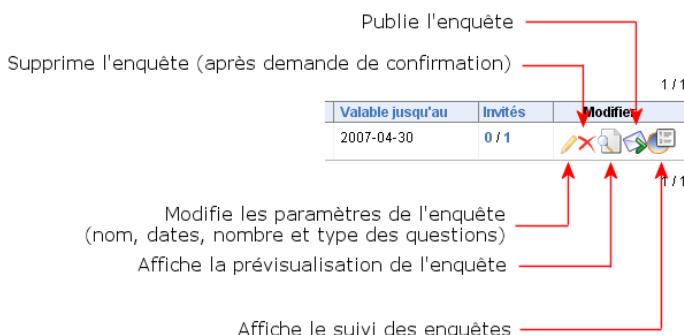


The screenshot shows the reporting tool with the following report types:

- Rapport détaillé par question**: Dans ce rapport, vous pouvez voir les résultats question par question.
- Rapport détaillé par utilisateur**: Dans ce rapport, vous pouvez voir toutes les réponses spécifiques à un utilisateur.
- Reporting comparatif**: Dans ce rapport, vous pouvez comparer deux questions.
- Rapport complet**: Dans ce rapport, vous pouvez obtenir une vue d'ensemble de tous les utilisateurs sur toutes les questions. Vous avez aussi la possibilité de voir une sélection de question, et d'exporter les résultats au format CSV.

Managing surveys

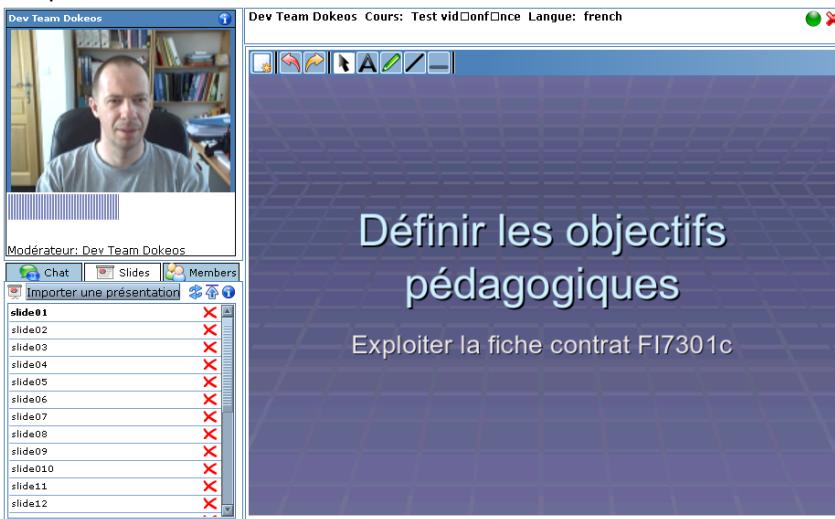
When managing surveys you will see some new icons apart from the usual « Edit » and « Delete » :



Chapter 17 : Videoconferencing

The videoconferencing application has to be configured by the administrator of the platform before it is available in each course.

Once configured, two new tools become available in the home page of every course :  « virtual meeting » and « virtual class »  . These two tools point to the same videoconferencing environment. One of them is demonstrative (virtual class). The other is participative (virtual meeting) as it allows three learners to have exchanges with the professor.

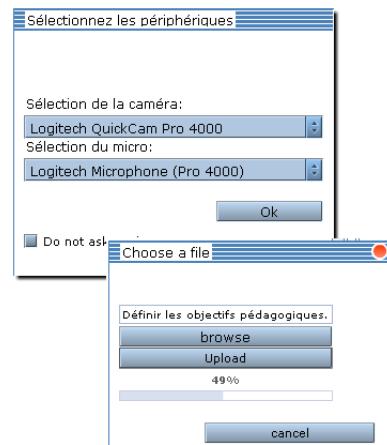


Preparing a virtual class

When you launch a virtual class, **Dokeos** detects the video inputs in your system and also allows you to select them.

You may then choose to upload a PowerPoint presentation to the server. Like **Oogie**, the videoconferencing tool converts the presentation slides into a succession of screens that can be accessed independently. Each screen is named « slide ». Extra screens can be deleted before you start your show.

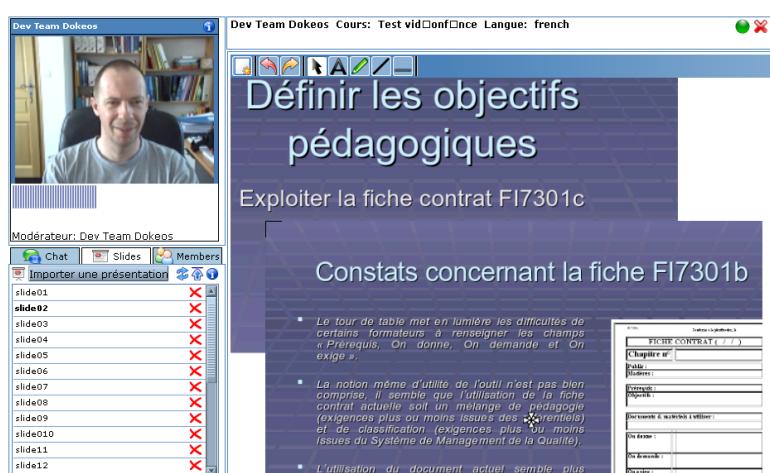
Once the presentation is converted, your virtual class is ready to roll!



Conducting a virtual class

Three tools are available to you for conducting a virtual class: « Chat », the presentation converter « Slides », and « Members » listing the attendees.

The functioning of the « chat » is as simple as using the standard **Dokeos** « Chat » tool. The presentation will be displayed slide by slide. You can start your lecture, as your webcam and your microphone have already been detected by **Dokeos**. Using the whiteboard widgets you can also add annotations on each screen and underline important elements.



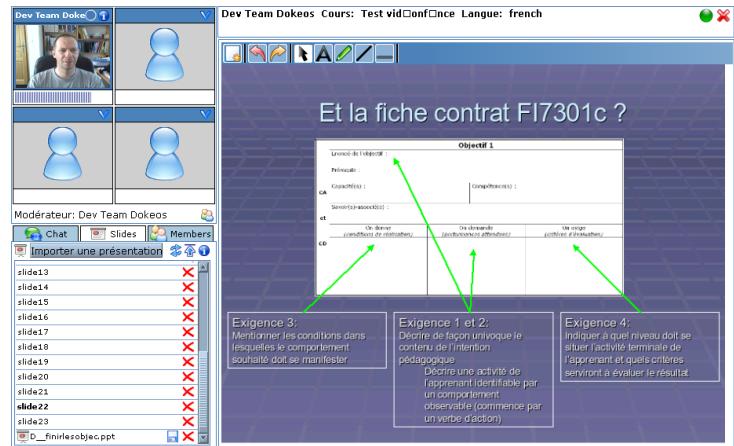
Please note here that an optional setting allows the superimposition of screens, hence you can move the slide on top of the pile to make way for the slide below; also, you can highlight a particular point : practical isn't it?

A little effort may be required to take control of the system, but once you are comfortable you will have a fan following among your learners, and you may become the subject of envious praise among your colleagues!

Conducting a virtual meeting

The principle of the virtual meeting is identical, but also allows three participants apart from you.

It is possible that in a virtual meeting you will get to use the « Chat » tool more often than in a virtual class.



Part 4

Learning Paths

A Learning Path is a structured instructional sequence divided into **chapters**, which are then further divided into **steps**. You can organize a learning path as per your content's existing structure. You can also combine tests and discussions (forums) in learning path sequences. You have the flexibility of naming successive chapters as « weeks », « topics », « modules » etc...the choice is yours.

The learner's progress through a learning path's sequence can be controlled by pre-requisites. This means that the learner has to complete certain steps before moving on to others.

Your learning path sequence can be *suggestive* - you show the steps one after the other, and it is up to the learner to follow the sequence; or *binding* - the learner has to follow the steps in the order given.

Learning Paths offer you the potential for creating a journey through a knowledge base that can include resources, tests, assignments, discussions, evaluation, experimentation, cross-examination... The **Dokeos** Learning Path tool allows you to put most of Dokeos's pedagogical functionality in sequences learners can choose to follow, or have to follow.

Chapter 1 describes the creation of learning paths step-by-step, starting with the creation of an empty navigation, then adding a chapter, many steps, and a test. Finally, we will touch upon the export and import functionality of Learning Paths.

The second chapter is about importing courses created outside the **Dokeos** platform - **SCORM** course packages.

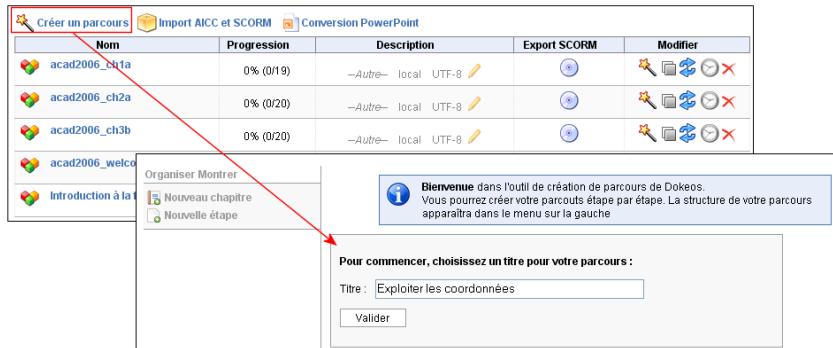
The third chapter will touch upon the new features in **Dokeos** 1.8 - **Oogie**, or how to convert PowerPoint or Impress presentations into learning paths.

Chapter 1 : Working with learning paths

Creating a Learning Path

From your course home page, click on the link «**Learning path**», then on the link «**Add a learning path**» on the next screen. Give a name to the path, then click on the button «**OK**» .

The path is created, and although empty, appears in the navigation list.



Important point : a learning path tracks the learner's progress. Thus, a learner signing out of **Dokeos** at stage 3 of the path will land at that stage (stages 1, 2 and 3 completed, other stages incomplete) on his next visit.

Adding the first chapter

Once the empty path is created, you can create the first chapter. Click on « New chapter ». Give it a name in the «Title» field and then click on the button « OK » .



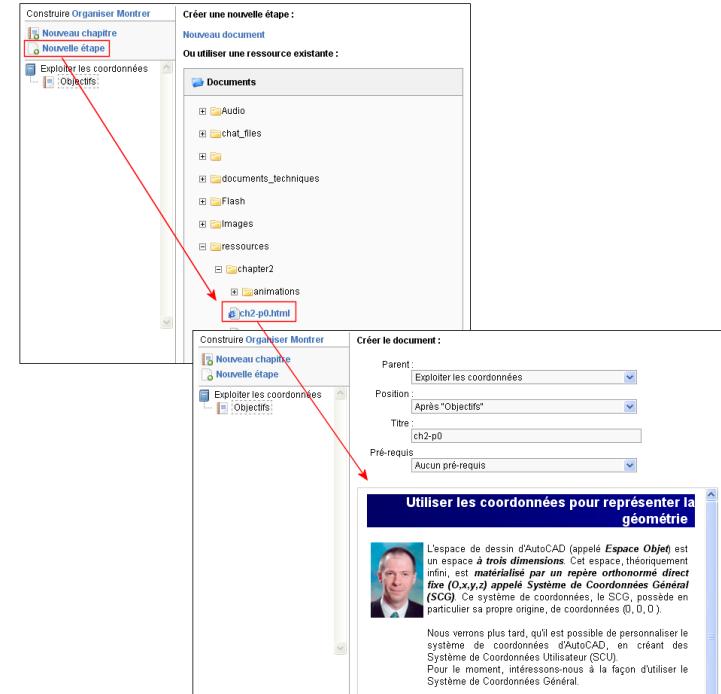
Adding a step to the chapter

After the chapter, create the first step in it by clicking on « New step ». You then reach a page listing all the resources that can be integrated in a path.

Important: please note that the resources have to be present in the server to be integrated in a path. You will first have to upload to the server via the « **Documents** » tool the files (doc, pdf, html, swf...) that you wish to include in your learning path.

Select a resource from the right side of the screen for including in your first chapter. Each integrated resource constitutes a step that the learner can access freely, or has to go through to get to the next step (you decide by setting the pre-requisites).

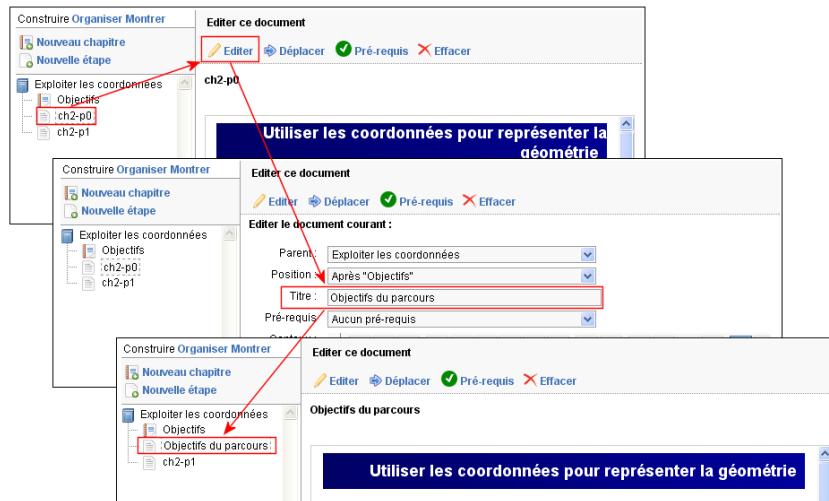
Click on the button « OK » to continue building the path. At this stage, you can add other steps to the first chapter, or add other chapters.



Changing the names of the steps

When you add a document (file) as a step, it retains its file name as the step's title. This is hardly satisfying : the names of the files may not be meaningful in the new context.

Click on the step title you wish to change (on the left side) to select it, then click on the icon « **Edit** » on top right-side to edit the title of the step. Change the « **Title** » in the input field to make it more contextual. Click on the button « **OK** » to save the changes.



Structuring the navigation tree

While creating the path we have placed the chapters and steps at the same level.

For instance, « Objectives of the path » should be under the chapter « Objectives » and not under the path title, as it is now. In other words, the chapter « Objectives » should be the parent of the step « Objectives of the path ».

To correct this problem, select the step to be moved, click on the button « **Edit** » and change the Parent chapter of this stage from the drop-down list.

| | |
|---------|---------------------------------|
| Parent: | Exploiter les coordonnées |
| | Explorant les coordonnées |
| | Objectifs |
| | Un espace à trois dimensions |
| | Comprendre les trois dimensions |

Reordering chapters and steps

Click on the link « **Organize** » on the top left of your learning path navigation to see the table with the chapters and the steps in the order that you have placed them. To reorder the path, use the arrow icons « **Up** » and « **Down** » to position the chapters and steps exactly where you want them to be.

| Titre | Déplacer | Action |
|------------------------------|----------|--------|
| Objectifs | | |
| Objectifs du parcours | | |
| Un espace à trois dimensions | | |
| Comprendre les coordonnées | | |
| Gérer l'icône du SCG | | |
| Choisir les unités de dessin | | |
| Saisir des coordonnées | | |
| Application | | |
| Saisir des coordonnées | | |

Defining pre-requisites

By defining pre-requisites you can control access between steps. For example, you may want the learners to go through a knowledge resource before they access a case-study resource. You can define the knowledge resource as a pre-requisite for the case-study resource.

First select the step which needs to have a pre-requisite, then click « **Prerequisites** » on top right.

Then choose the step that has to be the pre-requisite. Of course, only the earlier steps appear in the list.

Adding narration (audio) to a step

To reinforce the impact of your learning path, **Dokeos** 1.8 offers you the possibility of adding sound to each of your learning path steps.

When your microphone is connected, click on the record button (red circle) of the « **Audiorecorder** » and record your narration.

Each step will display to the learners a lecture zone on top left of the learning path. You can imagine the benefits!

Testing the path

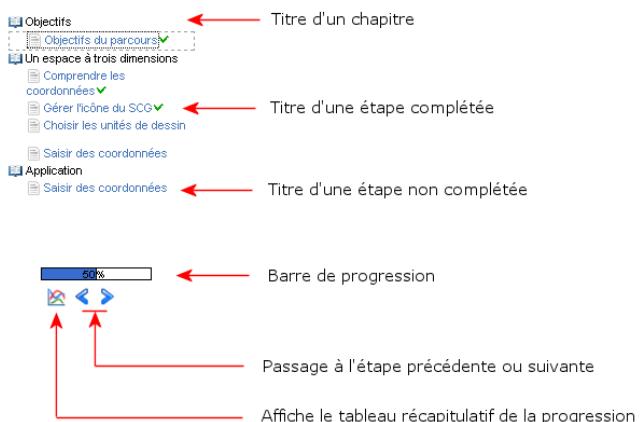
Click on the link « **Display** » (on the top left of the screen, above the path navigation) to see how the learning path appears to a learner.

The learning path display area

A learning path has :

- A navigation and feedback zone on the left
- A display zone for resources and documents on the right

The navigation and feedback zone



Managing learning paths

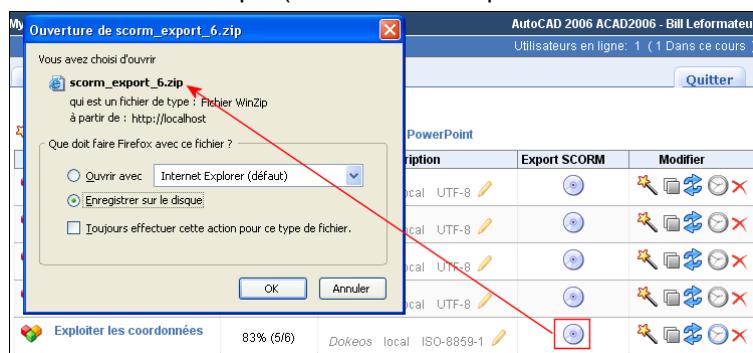
Apart from the usual editing and deleting operations, some specific inputs are required from you for managing learning paths :

| Nom | Progression | Description | Export SCORM | Modifier |
|---------------------------|-------------|-------------------------|--------------|----------|
| acad2006_ch1a | 0% (0/19) | -Autre- local UTF-8 | | |
| acad2006_ch2a | 0% (0/20) | -Autre- local UTF-8 | | |
| acad2006_ch3b | 0% (0/20) | -Autre- local UTF-8 | | |
| acad2006_welcome12e | 0% (0/5) | -Autre- local UTF-8 | | |
| Exploiter les coordonnées | 67% (5/6) | Dokeos local ISO-8859-1 | | |

- Annotations for the "Modifier" column:
- Edite le nom du parcours ainsi que son origine
 - Exporte un parcours créé dans Dokeos, au format SCORM
 - Permet de poursuivre la création du parcours
 - Affiche le nom du parcours directement sur la page d'accueil du cours
 - Autorise plusieurs tentatives pour réaliser le parcours
 - Ajoute des événements SCORM
 - Supprime le parcours (après demande de confirmation)

Exporting a learning path as a SCORM package

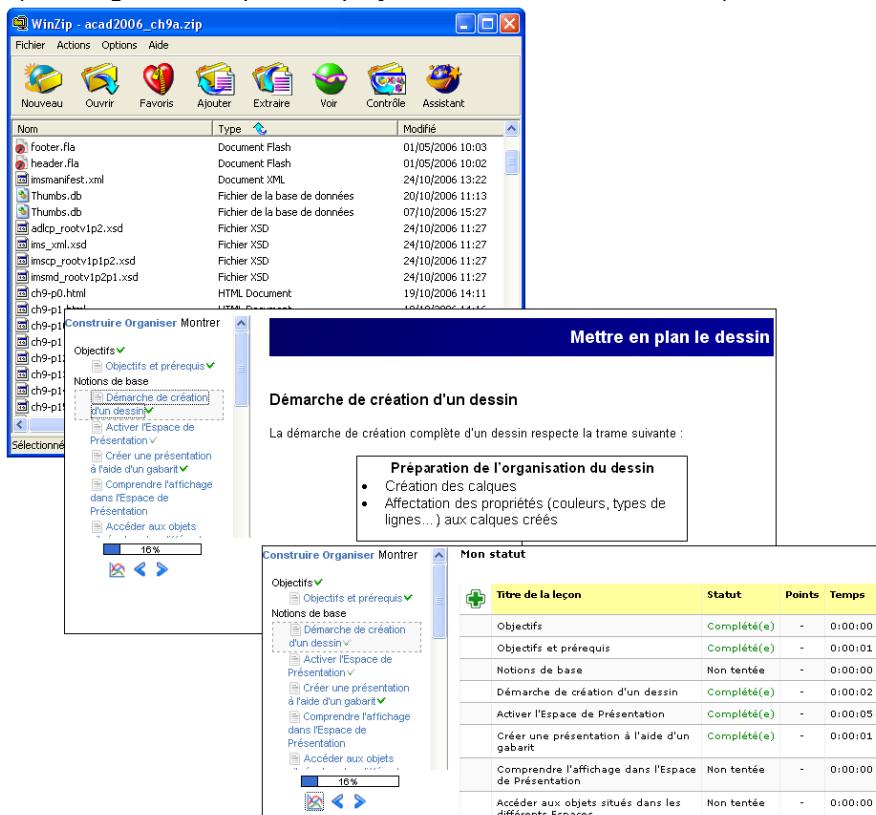
Clicking on the icon « Export » exports a learning path as a SCORM package. The entire path (with resources) is exported as a compressed file (Zip) as per the **SCORM** standard. The zip file can be re-imported later, to another course for example (see the next chapter for more information on **SCORM**).



Chapter 2 : Managing SCORM format courses

The « Learning path » tool can display and track content which conforms to the **SCORM** (Sharable Content Object Reference Model) standard. Once imported, a **SCORM** course looks exactly like a learning path created in **Dokeos**.

Packaged as a Zip file, a **SCORM** course not only contains all the course resources (documents, media, images...), but also information related to the structure of the course, like the definition of the different steps, pre-requisites etc... In addition, a **SCORM** course can « talk » to the LMS platform on which it is imported. This communication can be basic (such as informing the platform if a step has been completed or not) or can be more involved (deciding which steps to display based on test results, etc...).



Importing a SCORM course

As explained earlier, courses packaged in the **SCORM** format are available as compressed files (Zip). On the learning path home page, click on « **SCORM and AICC import** » to browse for the Zip file in your hard disk or on your network. Once you locate the file, choose from the « Course origin » list the name of the authoring tool which was used to create the content (or the name of the publisher), then click on the button « Send ».

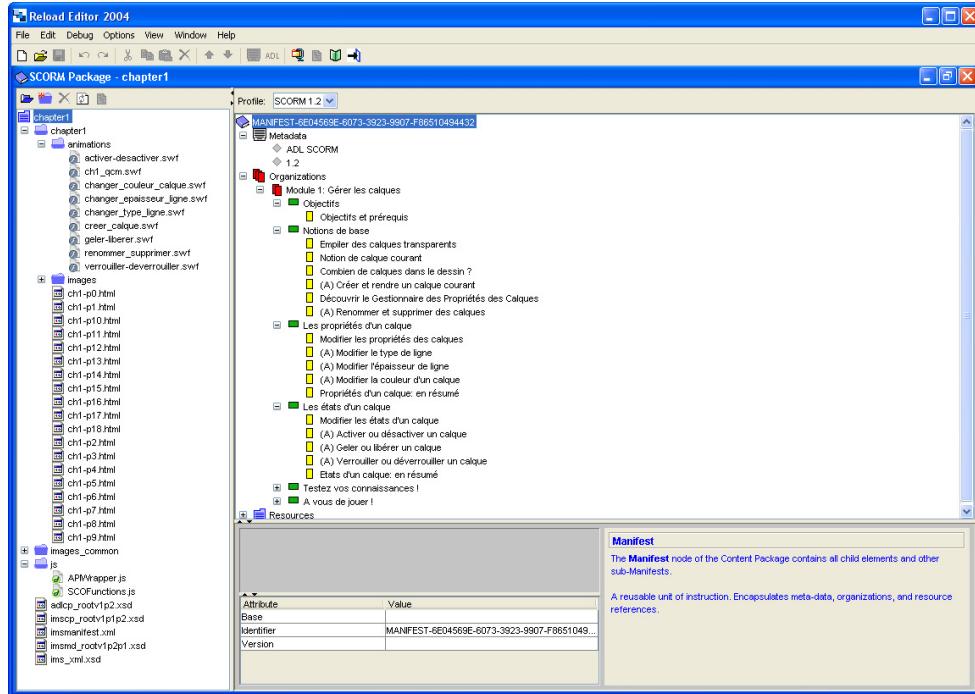
When the **SCORM** format is recognized by **Dokeos**, it will appear in the learning path stack as another learning path. A **SCORM** course looks exactly like a **Dokeos** learning path when displayed (see part 4, chapter 1).



How to create a SCORM course

You can simply export a **Dokeos** learning path as a **SCORM** package (covered earlier). The navigation structure and resources of the path will be preserved in the package.

Among existing resources there are free tools for generating courses conforming to the **SCORM** standard. Among these is the **RELOAD Editor**, which is an excellent application for creating **SCORM** packages and for editing the **metadata** that defines the contained resources and navigation structure. **RELOAD** was developed by the Bolton Institute and the University of Strathclyde, in England. A French translation of the interface is available, along with the software at the URL : <http://www.reload.ac.uk>.



Chapter 3 : Oogie : PowerPoint conversion

Oogie is a tool that converts PowerPoint or Impress presentations to learning paths. Each screen of your presentation becomes a learning path screen (animation and effects of the presentation are not converted). Apart from simple conversion, **Oogie** lets you :

- record narration for each screen
- insert tests or other resources between screens
- track student activity and progress just as in a normal learning path

Converting a presentation to a learning path

You import your presentations from the learning path home page. Click on the link « **PowerPoint Conversion** », browse your hard disk or network to locate and select the file to convert, then click on the button « **Convert to Learning Path** » Convertir en parcours.

Depending on the size of your file, the conversion may take some time. A little patience may be required! Once converted, each screen of the presentation becomes a learning path screen to which you can add narration by using the procedure described in chapter 1 of this section – Creating a learning path (Adding sound to a step).



Now that you have a learning path, take advantage of its possibilities. Insert diverse elements to make your presentation sequence interactive and engaging. For example, just as you can insert documents by adding new steps, you can also insert tests in the beginning, at the end or in any part of your path!

This screenshot shows the 'Créer une nouvelle étape' (Create a new step) dialog box. It has two main sections: 'Créer une nouvelle étape:' (Create a new step:) and 'Ou utiliser une ressource existante:' (Or use an existing resource:). Under 'Créer une nouvelle étape:', there are three options: 'Nouveau document' (New document), 'Documents' (Documents), and 'Tests' (Tests). Under 'Ou utiliser une ressource existante:', there is an option 'Exemple de test' (Example of test). To the left of the dialog box, there's a sidebar with 'Construire Organiser Montrer' buttons and a tree view of slides named 'definir_les_objectifs_pedagogiq' and 'slide01' through 'slide06'.

Annexe 1

Resources

Useful links

Dokeos Platform : <http://www.dokeos.com>

SCORM Standard: <http://www.adlnet.gov>

Metadata : <http://www.imsglobal.org>

SCORM package generator and Metadata editor - **RELOAD Editor** : <http://www.reload.ac.uk>