

A decorative graphic on the right side of the page. It features three sets of concentric circles in shades of blue. The top set is the largest, the middle set is medium-sized, and the bottom set is the smallest. Thin blue lines extend from the top-left and top-right towards the circles, and a thicker blue line extends from the bottom-right towards the largest circle.

Teacher Technology Academy

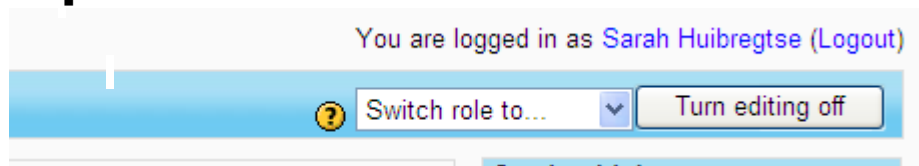
Summer 2008

Moodle is an online course management system similar to Blackboard that provides interactive tools for learning both in and out of the classroom. Moodle allows non-technical teachers to set up and maintain a web site where students can log in, access course information, interact, share, and teach others. You can build your online courses out of everything from standard multiple choice quizzes to forums, wikis, podcasts, and videos, all with a few clicks of the mouse. In this strand participants will be introduced to Moodle's features, basic navigation, course layout and settings, add resources and enroll students. You will set up a course that you can use in the coming school year.

HUIBREGS
8/12/2008

Moodle Course Setup

- What is Moodle? Introductory Moodle Presentation (1:55)
- The NBPS Moodle site web address: <http://nbps.mrooms.org>
- Logging Into Moodle and Profile Introduction
 - Login
 - Username = same as network
 - Password = first time is “newberlin” without the quotes
 - Student logins will be the same the first time
 - Reset Password
 - click on your name to access your profile
 -



- Click the “change password” button
 - Edit Profile
 - Required Files
 - Summary
 - Image (Avatar)
- Teacher Technology Academy Moodle Introduction

Let's see what Moodle has to offer (see next pages for TTA Moodle screens)

- News Forum (required) and linked to
- Water Cooler
- Topics
 - Current Topic
- Blocks
- Resources
- Activities
- Turn Editing On/Off
- Administration Block

Course: Teacher Technology Academy - Summer 2008 - Windows Internet Explorer

http://moodle.mnps.org/course/view.php?id=4

breadcrumbs/navigation

Sticky blocks

Teacher Technology Academy - Summer 2008

NBPS TTA

You are logged in as Dana Teacher (logout)

Topic outline

Teacher Technology Academy - Moodle 101

Welcome to Moodle 101! If you have ever felt like you were ready to explore a new digital tool, but didn't know quite where to start...then you are in the right place! Moodle is the new NBPS Learning Management System (LMS) and I am eager to help you discover what it is and how it might become one of your new classroom strategies.

I am Coach Moodle and I will be your guide as you discover the Moodle LMS. I'll wait for you however...you are not the first on the scene! Two other NBPS staff, Jim and Margo, are a bit ahead and it will be our job to follow their trail and meet them at the finish line. You have six topics and 3 days to complete these tasks...so let's get off and running.

Teacher Technology Academy Topics:

- Moodle Course Setup
- Resources
- Activities
- Blocks
- Moodle Gradebook
- Parent Information
- Teacher Technology Academy Assignments
- Additional Information

What is Moodle? Introductory Moodle Presentation

News forum

Water Cooler

1 Moodle Course Setup

What is Moodle anyway? Moodle is open source software that allows for hybridized courses to happen. What is a hybridized course? It is a course that has a large online component in addition to the regular course work. Students may say that it is more work for them, but as teachers we need to set up a balance between the online and the 'regular' work. I see moodle as an extension of the classroom, allowing learning to occur in a variety of places and in a variety of ways.

If you are interested in more information, check out the moodle site, the moodle teacher documentation, or check out the comprehensive pdf put together by a teacher from New Berlin Public Schools.

Moodle Overview

Moodle: Getting started for Teachers

Moodle Demo Site

Moodle Doc: Course Sections

Quick Course Setup Guide

Back to top

2 Resources

Moodle allows you to add various resources to your website quickly and easily. These resources are generally documents that you want students to have access to at school and at home. I have listed the four main types of resources below. Click on a link to find out more about each one.

Welcome to Moodle Book

Sample Resources - This is a label. It helps to organize the different parts of your individual units or topics

- Sample Lightbox Gallery
- Text Page
- Web Page

You can add labels here as well.

- Link to a Web Page
- Directory Display

Additional Information

OPTIONAL Reading: Creating and Managing Content (Chap 3)

Back to top

3 Activities

Activities are more user directed. You would put up an activity for students to do, either cooperatively or individually. Click on the links below to find out more about Activities.

Moodle Doc: Assignment Modules

Sample Activities

Assignment Activity: Advanced Uploading of Files

Section Links

1 2 3 4 5 6 7 8

Jump to current topic

Latest News

8 Aug. 06:01

Sarah Hubrigton

Welcome to Teacher Technology Academy! more

Other topics...

Upcoming Events

Teacher Technology Academy

Tuesday, 12 August, 06:00 AM

Thursday, 14 August, 01:00 PM

Intro to Chatting

Tuesday, 12 August

Assignment Activity: Advanced Uploading of Files

Thursday, 14 August

Assign Parents to Students

Thursday, 14 August

Introduction to Moodle Testing (Quiz closes)

Thursday, 14 August

Establish Your Online Identity

Thursday, 14 August

Enrolling Students

Thursday, 14 August

Go to calendar

New Event...

Calendar

August 2008

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Events Key

- Global
- Course
- Group
- User

HTML Block

Hi there, this block is for the HTML coders among us.

CBC | Canadian News

cbc.ca

U.S. tightens security along Great Lakes border

Border guards to turn away church group aiming to picket bus victim's funeral

Vehicle occupants wedged under tanker since Thursday afternoon

N.B. court gives nod to Moggi's challenge

Source site...

Random Glossary Entry

Moodle

Moodle is a course management system designed to help educators create effective online learning communities.

Add your own favorite to moodle

blocks

[Program: Penny: Advanced updating of files](#)
[Intro to Chatting](#)
[Choice Activity - What do you think?](#)
[Forum Activity](#)
[Summer Crossword](#)
[Glossary Activity: Words to Know](#)
[Introduction to Moodle Testing](#)

Additional Information
[OPTIONAL Reading: Assignments \(Chap 7\)](#)
[OPTIONAL Reading: Glossaries \(Chap 8\)](#)
[OPTIONAL Reading: Forums \(Chap 5\)](#)
[OPTIONAL Reading: Choices \(Chap 14\)](#)
[OPTIONAL Reading: Quizzes \(Chap 8\)](#)

[Back to top](#)

4 Blocks

Blocks are items that are available to your classes through the side menus on the right and left. I have added examples of all of the blocks available to the teachers here at HDCCH, your site will probably look a little neater than this one because you won't need or want that many blocks.

You can add or remove blocks from your page by using the drop down menu that shows up only when the editing button is chosen. The Block menu can be found on the bottom of the right side of the page.

[Back to top](#)

[Moodle Doc: Blocks](#)

[Back to top](#)

5 Moodle Gradebook

[Gradebook 1.9 Tutorial](#)
[Moodle Gradebook Course Settings](#)
[MoodleDocs Grades](#)
[YouTube: Gradebook in Moodle](#)
[YouTube: Gradebook Setup](#)

Additional Information
[OPTIONAL Reading: Grades and Scales \(Chap 13\)](#)

[Back to top](#)

6 Parent Information

[YouTube: Parent Role - What will they see?](#)
[Assign Parents to Students](#)

[Back to top](#)

7 Teacher Technology Academy Assignments

Day 1 Assignments
[Please introduce yourself](#)
[Establish Your Online Identity](#)
[Practice Glossary: Our Names](#)
[Enrolling Students](#)
[OPTIONAL Journal - The Right Stuff](#)

Day 2 Assignments
[Complete the sample Quiz \(introduction to Moodle Testing\)](#)
[Complete the sample Hot Potatoes Crossword Puzzle](#)
[Teacher Technology Academy Exit Survey](#)

[Back to top](#)

8 Additional Information

[Moodle PlayPen](#)
[Moodle Demonstration Site](#)
[Moodle Docs](#)
[Read and Reflect: Learning and Teaching Online](#)

[Back to top](#)

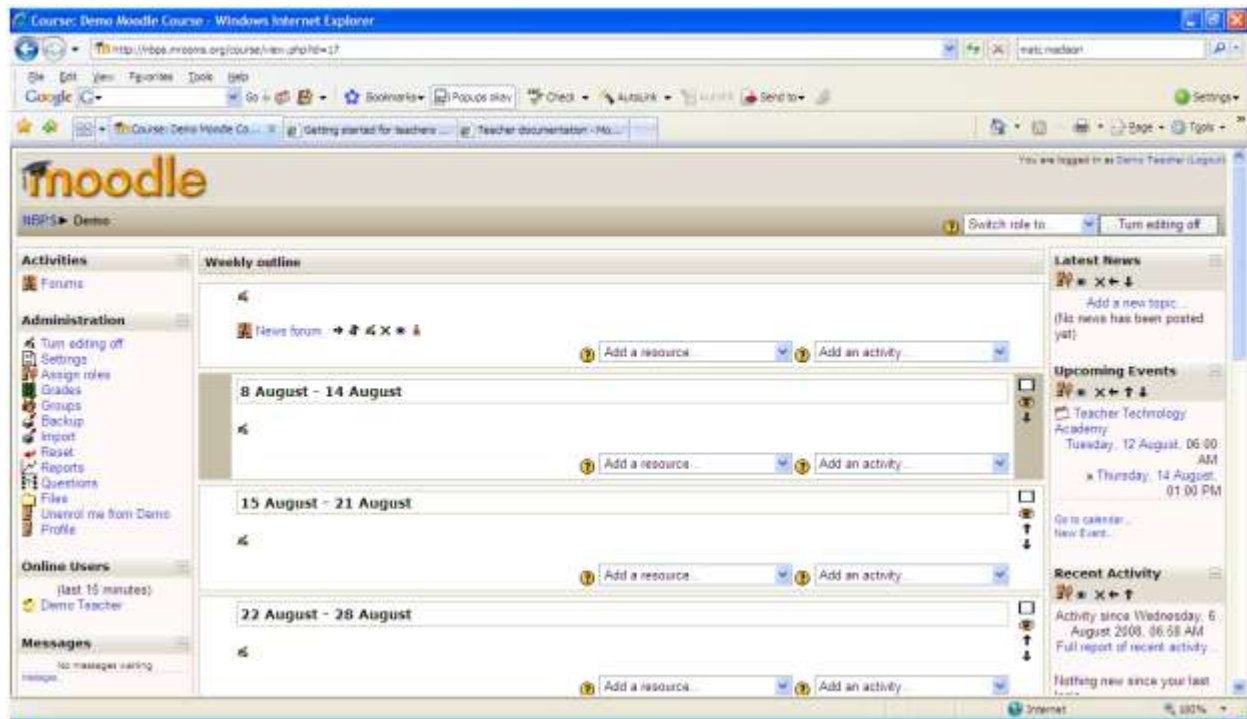
Quiz Results
Introduction to Moodle Testing
The highest grade:
1 Student 80%

[More words](#)

Current Topic

Let's begin setting up your course

This is a course with all the default information (http://docs.moodle.org/en/Course_settings)



A. Setup your **Course Settings** (Administration Block → Settings):

Category ?

Full name* ?

Short name* ?

Course ID number ?

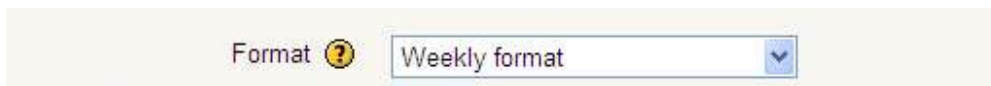
1. **Category** - Select the correct Category from the drop down. You have the following to choose from:
 - a. Computer Science
 - b. Language Arts
 - c. Science
 - d. Miscellaneous
2. **Full Name** - Type in the Full Name of your course
3. **Short Name** - Create a short name/acronym for your course. This is what will show in the breadcrumb list. For the teacher technology academy it is TTA.



4. **Course ID number** - can be left blank, because it will not displayed to students



5. **Summary** - The summary of the course is displayed in the course listings and in the course's "course description" block. In the summary section write a brief description of your course.



6. **Format** - Select a format for your course

- a. **Social Format** - This format is oriented around one main forum, the Social forum, which appears listed on the main page. It is useful for situations that are more free form. They may not even be courses. For example, it could be used as a departmental notice board.



- b. **Topics format** - A topic format is very similar to the weekly format, except that each "week" is called a topic. A "topic" is not restricted to any time limit. When you create a course using the topics format, you start by choosing the number of topics you will cover in your course. Moodle then creates a section for each topic. If your course design is concept-oriented, and students will be working through a range of concepts but not necessarily according to a fixed schedule, this is a good choice.



- c. **Weekly format** - The course is organized week by week, with a clear start date and a finish date. Moodle will create a section for each week of your course. You can add content, forums, quizzes, and so on in the section for each week. If you want all your students to work on the same materials at the same time, this would be a good format to choose.



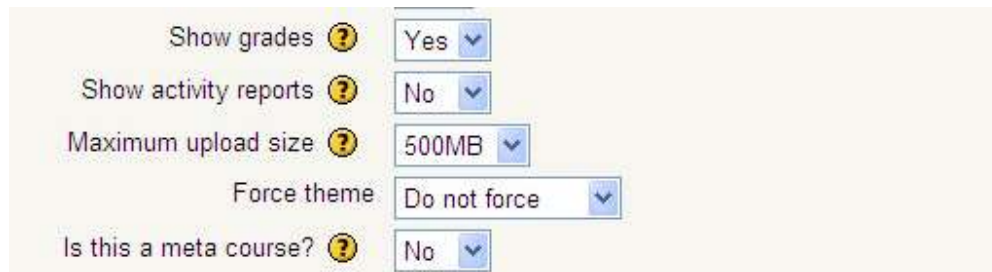
- d. **Weekly format – CSS/No tables** - The CSS / No Tables variant of the Weekly format displays the Weekly course format without using tables for layout. This improves the accessibility of the format, but older browsers have trouble displaying it correctly.
- e. **Coming Soon: Topics No Numbers** – Same as topics, but with no number displaying on the left of the topic.
- f. **LAMS** - The Learning Activity Management System is an open source LMS which allows teachers to use a flash based authoring environment for developing learning sequences.
- g. **SCORM format** - The Sharable Content Reference Model (SCORM) is a content packaging standard.

The screenshot shows a configuration interface with the following fields:

- Number of weeks/topics:** A dropdown menu set to 10.
- Course start date:** Three dropdown menus set to 4, August, and 2008.
- Hidden sections:** A dropdown menu set to "Hidden sections are shown in collapsed form".
- News items to show:** A dropdown menu set to 5.

1. **Number of Weeks** - This setting is only used by the 'weekly' and 'topics' course formats. Both of these translate to the number of "boxes" down the middle of the course page.
 - a. weekly format - it specifies the number of weeks that the course will run for, starting from the course starting date
 - b. topics & no number topics - it specifies the number of topics in the course
2. **Course Start Date** - This is where you specify the starting time of the course (in your own time zone).
 - a. weekly course format - this will affect the display of the weeks. The first week will start on the date you set here.
 - b. This setting will not affect courses using the 'social' or 'topics' formats. However, this setting will have an effect on the display of logs, which use this date as the earliest possible date you can display. It can also make your course not visible to students even if when the course is available to students.
 - c. We will set our courses to Sept 1, 2008 for all types of formats
3. **Hidden Sections** - This option allows you to decide how the hidden sections in your course are displayed to students.
 - a. Default - a small area is shown (in collapsed form, usually gray) to indicate where the hidden section is, though they still cannot actually see the hidden activities and texts. This is particularly useful in the Weekly format, so that non-class weeks are clear, or if you have quizzes you don't want your students to see.
 - b. If you choose, these non-available items can be completely hidden, so that students do not even know that sections or an activity in the course are hidden.

4. **News Items To Show** - A special forum called "Latest News" appears in the "weekly" and "topics" course formats.
- It is a good place to post notices for all students to see. (By default, all students are subscribed to this forum, and will receive your notices by email.)
 - This setting determines how many recent items appear on your course home page, in a news box on the right side called Latest News block. If you set it to "0 news items" then the latest news box will not appear.

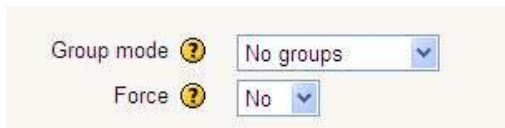


The screenshot shows a list of course settings with their current values in dropdown menus:

| Setting | Value |
|------------------------|--------------|
| Show grades | Yes |
| Show activity reports | No |
| Maximum upload size | 500MB |
| Force theme | Do not force |
| Is this a meta course? | No |

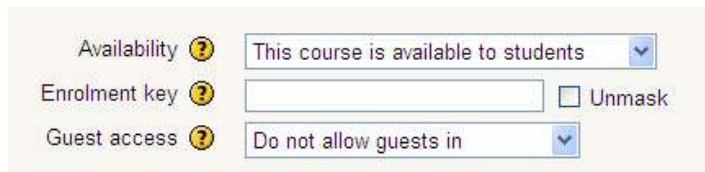
5. **Show Grades** - Many of the activities allow grades to be set. By default, the results of all grades within the course can be seen in the Grades page, available from the main course page for students and teachers.
6. **Show Activity Reports** – Activity reports are available to each student. These reports or logs shows their activity and contributions in the current course. These reports include their detailed access log.
- Student access to their own reports is controlled by the teacher via this course setting. For some courses, these reports can be a useful tool for a student to reflect on their involvement and appearance within the online environment, but for some courses, this may not be necessary.
 - Teachers always have access to these reports. Teachers can use the button or tab visible on each person's profile page or use the Reports link in the course administration block.
 - Your site administrator may ask you to turn this feature off. Showing activity reports can place a load on the server, slowing it down at times. For large or long classes it may be more efficient to keep it off.
 - Please leave this setting as No, unless you plan to give grades based on logging in.
7. **Maximum upload size** - This setting defines the largest size of file that can be uploaded by students in this course. The site administrator can determine sizes available for the teacher to select. Teachers should be aware of a course's file structure. It is possible to further restrict this size through settings within each activity module.
- For now let's set this to 20MB - It is possible to further restrict this size through settings within each activity module.
8. **Force** – Our site allows teachers to select themes for their courses that are different from the Moodle site homepage. A theme can effect colours, font sizes, and page layouts.

9. **Is this a meta course?** – leave this set to no
10. **Enrollments** settings – we'll leave at the defaults
11. **Enrolment expiry notification** – also leave at the defaults



A screenshot of the Moodle course settings interface. It shows two settings: 'Group mode' with a dropdown menu set to 'No groups', and 'Force' with a dropdown menu set to 'No'. Both settings have a yellow question mark icon to their left.

12. **Group mode** - Here you can define the group mode at the course level by a pull down menu. "No groups", "Separate groups" and "Visible groups" are the choices.
 - a. The selected setting will be the default group mode for all activities defined within that course.
 - b. The group setting can affect what users see in the Participants list.
 - c. Note you may leave it set to "No groups" and still have specific activities use groups. In this case the force setting below should be set to "no". For example, the teacher can use a group setting to completely separate cohorts of students such that each group is unaware of the other in the course.
13. **Force** - If the group mode is "forced" at a course-level, then this particular group mode will be applied to every activity in that course. This will override any activities that may have a special group setting. The force setting is useful when the teacher wants to set up a course and not have to change each activities group settings.



A screenshot of the Moodle course settings interface showing three settings: 'Availability' with a dropdown menu set to 'This course is available to students', 'Enrolment key' with a text input field and an 'Unmask' checkbox, and 'Guest access' with a dropdown menu set to 'Do not allow guests in'. Each setting has a yellow question mark icon to its left.

14. **Availability** - This option allows you to "hide" your course completely. It will not appear on any course listings, except to teachers of the course and administrators. Even if students try to access the course URL directly, they will not be allowed to enter. Note: the Start Date of the course can also effect course visibility.
15. **Enrolment key** – A course enrolment key enables access to courses to be restricted to those who know the key. If left blank, then anyone who has created a Moodle username on the site will be able to enroll in the course.
 - a. If a key is specified, then students who are trying to enter will be asked to supply the key. Once enrolled, Students are not required to enter an enrolment key to gain access.
 - b. The idea is that Teachers supply the key to authorized people using another means like private email, snail mail, on the phone or even verbally in a face-to-face class. If this password "gets out" and you have unwanted people enrolling, you can unenroll them (see their user profile page) and change this key. Any legitimate students who have already enrolled will not be affected, but the unwanted people will not be able to get back in.

- c. Select an Enrollment Key that will not be easily figured out. Use upper and lowercase letters, and numbers to ensure security of your course.

16. **Guest Access** - Allows any authenticated user (i.e. logged in) to access the course (as a guest), including those who have logged in "as guest". You can choose if they need an enrolment key or may enter without one.

- a. Guests in a course ALWAYS have "read-only" access - meaning they cannot leave any posts or otherwise mess up the course for real students. No use information is stored for a guest.
- b. This can be handy when you want to let a colleague in to look around at your work, or to let students see a course before they have decided to enroll.
- c. Note that you have a choice between two types of guest access: with the enrolment key or without. If you choose to allow guests who have the key, then the guest will need to provide the current enrolment key EVERY TIME they log in (unlike students who only need to do it once). This lets you restrict your guests. If you choose to allow guests without a key, then anyone can get straight into your course.
- d. To ensure the security of your students personal information – select either to not allow guests or to require an enrollment key

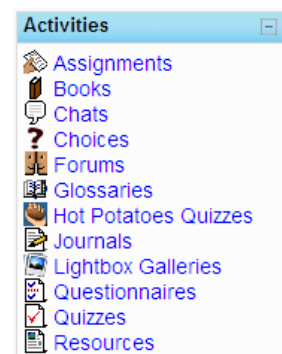
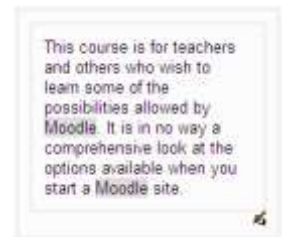
17. The remaining settings we can skip

18. Click **Save changes** to keep all the changes you've made to the settings

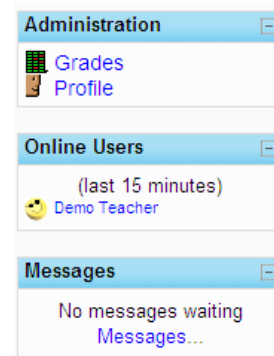
B. **Course Page Block Arrangement** - Teachers, and other users with the capability to manage course activities, can change the arrangement of blocks on the course page (apart from Sticky blocks) when editing is turned on. New blocks can be added using the Add blocks dropdown menu. Existing blocks (apart from Sticky blocks) can be hidden, deleted, or moved using the icons in the block header.

1. **Sticky Blocks** – left side of screen

- a. **Course/Site Description** - provides a summary and/or description for your course as contained in the summary text of the course settings.
- b. **Activities** – lists and allows navigation between the different activities available in your course (Forums, Quizzes, Assignments, Lesson module, and so forth). The activities list will grow as you add activities to your course. Therefore, the first time you enter your course, the only category that is listed is Forums. This is because one forum exists by default – the news forum. Whenever you add a different activity or resource to your course, an icon will appear in this block representing the specific Moodle module. These icons will link to a list of all instances of that modules activity that appear throughout the course.



- c. **Administration** - All of the links in the administration block are only available to teachers of the course. Students will receive their own version of the block which will display a link to their own gradebook and, if enabled, their own course logs.



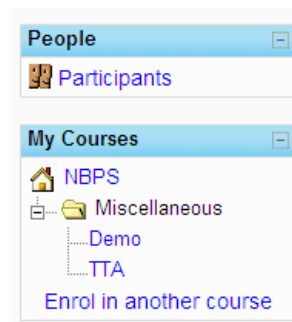
- d. **Online Users** - The **Online Users** block shows a list of users who have been logged into the current course. The list is updated on a regular basis. Note that even though a user may have been logged into a course within the last 15 minutes, it does not necessarily mean that this user is still online.

- ◆ Bold type indicates a teacher
- ◆ If you hold the cursor over somebody's name, you will see how long ago that person was last "seen" in the course
- ◆ If you click on the envelope icon next to somebody's name, you will be able to send a private message to that person (using Moodle's messaging system)
- ◆ You must keep your messaging window open to receive notice of messages being sent to you

- e. **Messages** - Within the messaging window you can:

- ◆ Add or Remove Contact with another person logged into the course (if the face icon is showing, you have contact)
- ◆ Block or Unblock Contact with another person (if the green dot is showing, you have Unblocked contact)
- ◆ View your Message History with another person (the message history is only for the person whose messaging window you have open)
- ◆ Note that if you close the messaging window, your current messages will be removed from the window and become part of the messaging history.

- f. **People** - contains a link to the list of course participants. You can view participants' profiles from this block.



- g. **My Courses** - lists and allows navigation between all of the courses in which the logged in user is a participant (as tutor and/or student). The block title shows as "My courses" and allows one-click access to a course's home page.

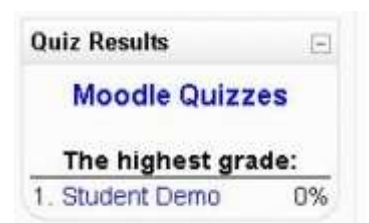
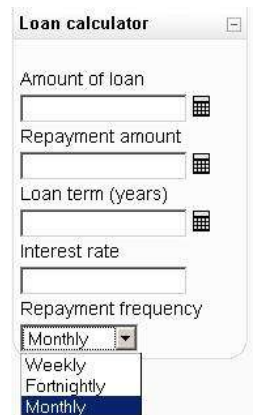
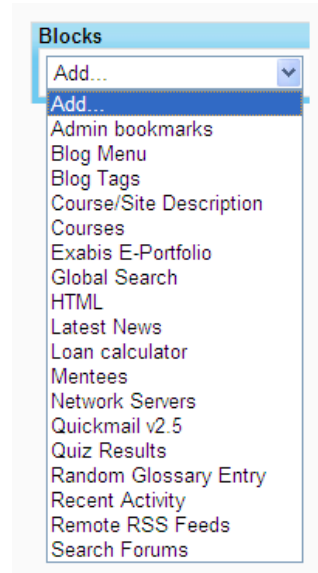
2. Additional Course Blocks

- a. **Admin bookmarks** - allows admins to bookmark frequently accessed admin setting pages easily. Please let me know what pages you'd like added here, if any.

- b. **Blog Menu** – The blog menu block provides links to:

- ◆ Add a new entry
- ◆ View my entries (in the Blog tab of your profile page)
- ◆ Blog preferences
- ◆ View site entries (in the Blogs tab of the site participants page)

- ♦ Add/delete tags (in a pop-up window)
 - ♦ The block menu block appears in the Blog tab of your profile page. The block may also be added to a course homepage.
- c. **Blog Tags** - displays a list of blogs where font size visually indicates each blog's use. The more frequently used blogs appear in a larger font size and least used in smaller fonts. This format is sometimes called a "tag cloud".
 - d. **Courses** – same as My Courses
 - e. **Global Search** – Experimental and hasn't been setup on our site
 - f. **HTML** - a standard block used to add text or images on a site or course page. The title bar can be left blank. The block is a flexible and can incorporate a variety of functions and uses in the content area. It has the standard Moodle HTML editor for formatting text, adding images or creating links, switching to code view and allows any valid HTML markup to be used. This enables embedding video, sounds, Flash, and other files which can add unique elements to a course or site page.
 - g. **Latest News** - Recent posts made in the News forum will display as a listed item in the Latest News block, along with a link to older archived news. By default, the Latest News block displays 3 news items. This may be changed in the course administration block > Settings > News items to show.
 - h. **Loan calculator** - The loan calculator block allows students to calculate interest.
 - i. **Mantees** – On our Moodle site this block has been setup to allow Parents a quick reference to their children. It has already been setup for them, so you don't need to worry about this block.
 - j. **Quiz Results** - The quiz results block displays the highest and/or lowest grades achieved on a quiz within a course. There must be a quiz in the course to correctly configure this block.
 - k. **Random Glossary Entry** - The random glossary block can be used to display random entries from a glossary, which usually take the form of dictionary style definitions. However the flexibility of Moodle's HTML editor allow users to adapt this block for other purposes such as 'Quote of the Day' or a random picture gallery that changes each time the page is refreshed.
 - l. **Recent Activity** - lists course activity, such as forum posts and assignment submissions, since the user last accessed the course. Clicking on the Full report of recent activity link will go to an activity report filter and generator.



- m. **Remote RSS Feeds** - enables RSS feeds from external websites to be displayed within Moodle. As the information on the other site (for example, news headlines or recently added documents) is changed the block will update to show the latest information. One or more RSS feeds can be added to a course by selecting them from an existing list. Site and course home pages are common places to place an RSS feed block(s).
- n. **Search Forums** - The Search Forum block allows you to search the course forums for a word or phrase. Type the word or phrase you want to find in the text field space.
- o. **Section Links** - helps the student or teacher to quickly navigate to a particular topic/week section of the course (depending on whether the course uses either the "Topics" or "Weekly" format. The numbered links displayed within the block are the numbers assigned to the course topic/week sections. Where a topic/week section is highlighted, the link to that section within the "Section Links" block is emboldened. In addition, a link for the highlighted section ("Jump to the current topic/week") is displayed. Click the "Jump to the current topic/week" link to display the highlighted section at the top of the screen. If there are a large number of topic/week sections, the block displays every other even number i.e. 2, 4 etc. or every fifth numbered topic/week section.

C. Now you're ready to add some Resources – Resources are generally used to provide students with information and/or resources.

1. **Book** - makes it easy to create multi-page resources with a book-like format. This module can be used to build complete book-like websites inside of your Moodle course. Previously created websites can be imported directly into the Book module. Books can be printed entirely or by chapter.
2. **Add a Lightbox Gallery** - allows you to create 'Lightbox' enabled image galleries within your Moodle course. The Lightbox system is a set of scripts than can be used to apply nice effects to image galleries. As a course teacher, you are able to create, edit, and delete galleries.
3. **Label** - A label is a way to add text to the content area of your course. Labels can be used to give a quick instruction or for telling users what to click on next.
4. **Compose a Text Page** - A simple page written using plain text. Text pages aren't pretty, but they're a good place to put some information or instructions.
5. **Compose a Web Page** -
6. **Link to a file or web site** - Although it's easy to generate content directly in Moodle, you can also upload any type of electronic file you like. All you need to do is make sure your students can access it with the appropriate software on their computers. You can also link to a URL or web page here.
7. **Display a Directory** - The Directory resource type can be used to display a whole directory (and its subdirectories) from your course files area. Students can then browse and view all those files.
8. **IMS content package** - IMS is a body which helps define technical standards for various things, including e-learning material. The IMS Content Packaging specification makes it

possible to store chunks of material in a standard format which can be re-used in different systems, without having to convert the material into new formats.

- D. **Activities** - An activity is generally an interactive learning segment for a student in a course. The teacher adds activities by a pull down menu found in their course's sections when the edit mode is turned on.
1. **Assignments** - The assignment activity module allows teachers to collect work from students, review it and provide feedback including grades. Students can submit any digital content (files), including, for example, word-processed documents, spreadsheets, images, audio and video clips. Assignments don't necessarily have to consist of file uploads. Alternatively, teachers can ask students to type directly into Moodle using an online text assignment. There is also an offline activity assignment which can be used to remind students of 'real-world' assignments they need to complete and to record grades in Moodle for activities that don't have an online component.
 - a. **Advanced uploading of files** – options include: multiple file submission, allowing students to type a message alongside their submission, and returning a file as feedback
 - b. **Online text** – student type directly into Moodle, teachers can provide inline feedback
 - c. **Upload a single file**
 - d. **Offline activity** – teachers provide a description and due date for an assignment outside of Moodle. A grade and feedback can be recorded in Moodle.
 2. **Chat** - allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat module contains a number of features for managing and reviewing chat discussions.
 3. **Choice** - very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.
 4. **Exercise** - a simple but powerful assignment tool where the teacher asks the students to do a piece of practical work. The student's self-assessment and the teacher's evaluation of the self-assessment and the submitted work make up the grade for the assignment. An exercise could be writing an essay or a report, preparing a presentation, etc. When the student has done the task they must first self-assess their work before submitting it to the teacher. Once submitted the teacher assesses the piece of work itself. The teacher can give feedback to the student and ask the student to improve the work and re-submit it or not. The final grade is based on how well the student assessed their own work and the work itself.
 5. **Feedback** - allows you to create and conduct surveys to collect feedback from Students. It is smaller in scope and therefore easier to use than the Questionnaire module, and unlike the Survey tool allows you to write your own questions, rather than choose from a list of pre-written survey instruments.
 6. **Forum** - Forums activities can contribute significantly to successful communication and community building in an online environment. You can use forums for many innovative

purposes in educational settings, but teaching forums and student forums are arguably the two more significant distinctions. Moodle has four kinds of forums each with a slightly different layout and purpose.

- a. Which of the forums will best suit your needs for a particular activity? In order to answer this question it is useful to think how you might lead such a discussion in a face-to-face environment. Would you throw the question out to the class and sit back to observe them in their answers? Or would you break them up into smaller groups first and ask them to have discussions with a partner before bringing them back to the main group? Or perhaps you would like to keep them focused on a particular aspect of a question and ensure that they do not wander away from the topic at hand? All of the above approaches are both valid and useful, depending on your learning outcomes, and you can replicate all of them in Moodle forums.
 - b. **A standard forum for general use** - The standard forum probably most useful for large discussions that you intend to monitor/guide or for social forums that are student led. This does not mean that you need to make a new posting for each reply in each topic although, in order to ensure that discussion does not get 'out of control', you may need to be prepared to spend a significant amount of time finding the common threads amongst the various discussions and weaving them together. Providing overall remarks for particular topics can also be a key aspect of your responsibilities in the discussion. Alternatively, you could ask students to summarize discussion topics at agreed points, once a week or when a thread comes to an agreed conclusion. Such a learner-centered approach may be particularly useful once the online community has been established and, perhaps, when you have modeled the summarizing process.
 - c. **A single simple discussion** - The simple forum is most useful for short/time-limited discussion on a single subject or topic. This kind of forum is very productive if you are interested in keeping students focused on a particular issue.
 - d. **Each person posts one discussion** - This forum is most useful when you want to achieve a happy medium between a large discussion and a short and focused discussion. A single discussion topic per person allows students a little more freedom than a single discussion forum, but not as much as a standard forum where each student can create as many topics as they wish. Successful forums of this selection can be active, yet focused, as students are not limited in the number of times they can respond to others within threads.
 - e. **Question and Answer forum** - The Q & A forum best used when you have a particular question that you wish to have answered. In a Q and A forum, tutors post the question and students respond with possible answers. By default a Q and A forum requires students to post once before viewing other students' postings. After the initial posting, students can view and respond to others' postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.
7. **Glossary** - The Glossary activity allows participants to create and maintain a list of definitions, like a dictionary.
 8. **Hot Potatoes Quiz** - The Hotpot activity module allows teachers to administer Hot Potatoes and TexToys quizzes via Moodle. The quizzes are created on the teacher's computer and then uploaded to the Moodle course. After students have attempted the

quizzes, a number of reports are available which show how individual questions were answered and some statistical trends in the scores.

9. **Journal** - This assignment type asks students to submit text, using the normal Moodle editing tools. Teachers can grade them online, and even add inline comments or changes. Online text assignments, together with Blogs, have replaced the non-standard Journal module. This module is still available, so feel free to experiment with it.
10. **Lesson** - can deliver content in interesting and flexible ways. It consists of a number of pages. Each page has content and leads to another page based on the student's choice. Page content is created through the use of the standard Moodle HTML editor. The teacher can select any one of 7 page types for a student to view. Some page types can score a student's choice, such as a multiple choice question. The teacher creates the choices and determines the next page the student will see based upon their choice. A lesson can be part of the gradebook. Like other modules, the Lesson settings page allows each lesson to be individualized. This includes access and flow controls, grade, formatting and display options.
11. **Questionnaire** - allows users to complete online feedback style forms using a variety of user input methods. It allows you to create your own questions, unlike the Survey module which has presets to choose from, and it allows for more advanced questionnaires than the simpler and easier Feedback module.
12. **Quiz** - allows the teacher to design and set quizzes consisting of a large variety of Question types, among them multiple choice, true-false and short answer questions. These questions are kept in the course Question bank and can be re-used within courses and between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.
 - a. Moodle's quiz module has a large number of options and tools, making it extremely flexible. You can create quizzes with different question types, randomly generated quizzes from pools of questions, allow students to have repeated attempts at a question or retake quizzes multiple times, and have the computer score it all.
 - b. These features open up a number of strategies which usually aren't practical with paper based testing. It's hard enough to score one batch of quizzes, and nearly impossible to score it 10 times for each student. When the computer does the work for you, it's easy to give students a chance to practice taking a test, or to give frequent small quizzes.
13. **Survey** - is a course activity that provides a number of verified survey instruments, including COLLES (Constructivist On-Line Learning Environment Survey) and ATTLS (Attitudes to Thinking and Learning Survey), which have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.
14. **Wiki** - is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML. A wiki starts with one front page. Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet.

- a. Wikis get their name from the Hawaiian term "wiki wiki," which means "very fast." A wiki is indeed a fast method for creating content as a group. It's a hugely popular format on the Web for creating documents as a group. There is usually no central editor of a wiki, no single person who has final editorial control. Instead, the community edits and develops its own content. Consensus views emerge from the work of many people on a document.
- b. In Moodle, wikis can be a powerful tool for collaborative work. The entire class can edit a document together, creating a class product, or each student can have their own wiki and work on it with you and their classmates.

E. News and Announcements forum

1. The News forum is a special forum for general announcements. A course may only have one News forum. This forum is automatically created for each course and for the front page of the Moodle site. By default, it is placed in the top of the center section and only teachers and administrators may add posts or reply to posts. In addition, the default setting forces every enrolled person to be subscribed to the News forum.
2. The Latest News block displays a specific number of recent discussions from the News forum.
3. As with any forum, emails can be sent to subscribed members of a News forum.
4. Add a welcome Message to your students – don't worry when it tells you can't edit after 3 minutes, because you can always delete the message if you don't like it later.

F. The Students




1. Enroll students in the course.
 - You will need to **manually enroll** each student on the Students page (all you need is the name list (see the instructions in the teacher manual). You can enroll students manually even before the course start date and while the course is unavailable to students.
 - Administration Block → Assign roles → Student
2. Once the students are enrolled it is a good idea to **write a welcome message** in the News and announcements forum, so that the students will receive the announcement of the start of the course in their e-mail (provided their e-mail address is correct!).
3. Before the course starts, **check** the students in the course against a **student list** you have to make sure everybody is enrolled (manually enroll missing students and manually remove unauthorized or old students, if you had not done so already).
4. If you intend to use **groups** in your teaching, go to the Groups tool (in the Administration box) and create the groups you need and add students to each group. (Do not include yourself in any group). Choose group names that are easily memorized, avoid using "group 1, group 2". Try to use new group names every time, to avoid confusion.

G. Other Teachers

1. Are there any **other teachers** in the course and do they need to have access while you are teaching? As teacher in your course, you are able to enter other teachers into your course, in much the same way as with students, peer evaluators, or forum moderators.

Before you do so, define whether they should have editing rights (so that they are able to make changes in the course materials/tools), or whether they are only teaching assistants (in which case you add them as non-editing teachers). You can remove other teachers from your course too, or hide them from student view if they play no role in the teaching process.

H. The Course Materials

1. If you have **groups** in your course, turn editing on and run past the Tools and Activities in your course and set the group type per activity. If you followed this manual, then the default type should be “no groups”  and you can change that into “visible groups”  or “separate groups”  for those tools, in which the students need to work as groups, e.g. the Wiki tool. (Note that you can change the group setting at any time during the run of your course, allowing your students to work together privately before revealing their work to the other groups). You may also want to set the group setting of the **Quickmail** block. Usually, visible groups is good, because it allows users to see to which group they and others belong and it facilitates sending group messages.
2. What if you discover an **error** in your course materials or if you want to add an activity?
 - a. As long as you have editing power in a course, as a teacher, you are able to add, edit, and hide/remove activity tools in a Moodle course. (So it is possible to build a course while you are teaching.) However, it is not advisable to make drastic changes to graded activities, as students will most likely not appreciate that. Also changing the grading scale of an activity in the middle of a course could lead to confusion.
 - b. Correcting errors in your course materials, or adding illustrations, normally cannot hurt.
3. Is there any course material in your course that requires more than a browser to be accessed?
 - a. **Sound files** require a player (Flash player for MP3 files, Windows Media Player or QuickTime for other formats).
 - b. **Video files** require a video player (QuickTime is preferred, otherwise Windows Media Player or Winamp. Real player had better be avoided). Note that video files take up a lot of bandwidth!
 - c. For **Flash files** a Flash player is required.
 - d. For **PDF files** the Acrobat Reader is necessary
 - e. MS Office (or Open Office) programs are required to read most **MS Office formats** (like .ppt, .doc and .xls), but you may assume that those programs are available in all user machines.
 - f. If any **special programs** are required, the students should be notified of it!

I. Demo Accounts

1. Usernames are as follows: teacher, student, and parent
2. The password for all demo accounts is “demo” without the quotes