

Moodle

An electronic classroom

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

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0.0 Logging On

See your Moodle administrator to set up your class and account. Once set up, go to your Moodle site (something like www.yoursite.com/moodle), and you will see the class screen:



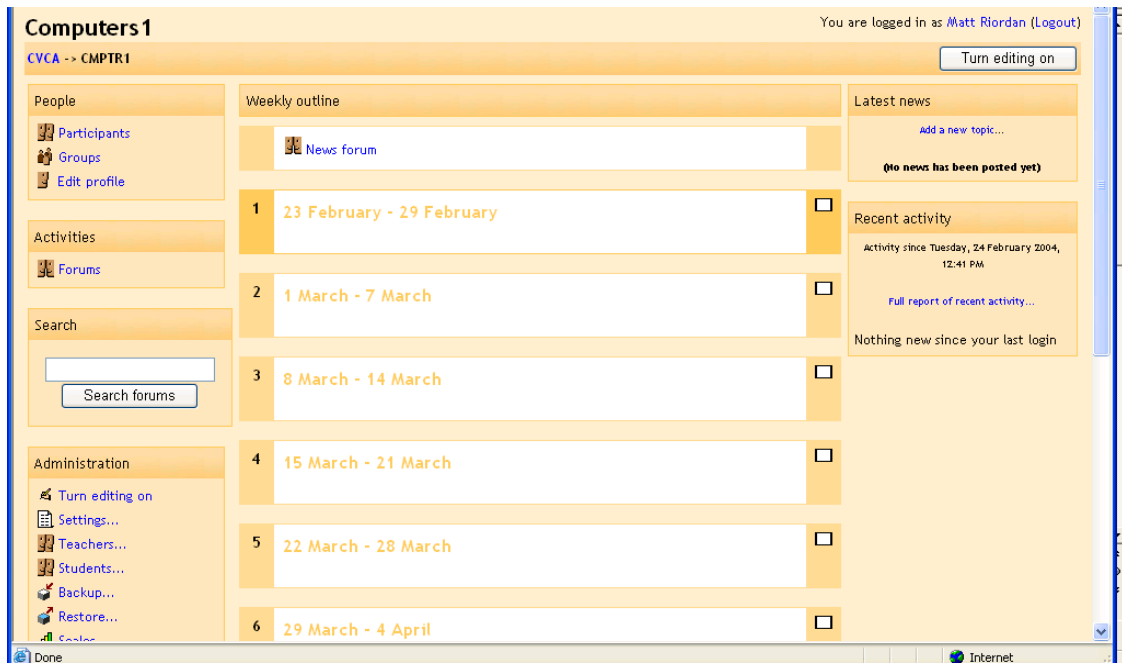
To log in, click on login in the upper-right corner, or click on your class name. This will bring you to the login screen:



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

1.0 Your Class Space

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



1.1 The “People” Box

In the upper left is the “People” box:



1.1.1 Participants

“Participants” will show you everyone enrolled in your class. If you click on this, you will see a screen like this:



Click on the “Activity” link to see what that person has done in your class. To see all of the information on a person in your class, click on “Full profile.” You should see a screen like this:



To edit your personal information, click on “Edit profile.” For a more detailed description of this, please see below.

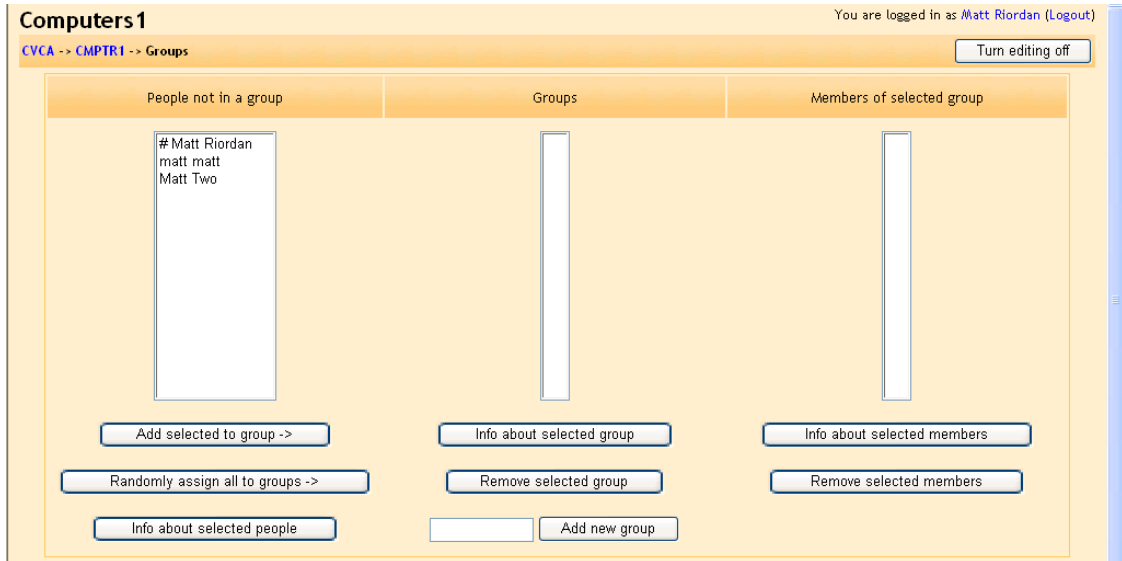
You will notice a picture of an eye next to your email address. If this eye is open, everyone in the class can see your email address by looking at your profile. If the eye is closed, no one can see your email address (except teachers). To change this setting, click on the picture of the eye.

1.1.2 Groups

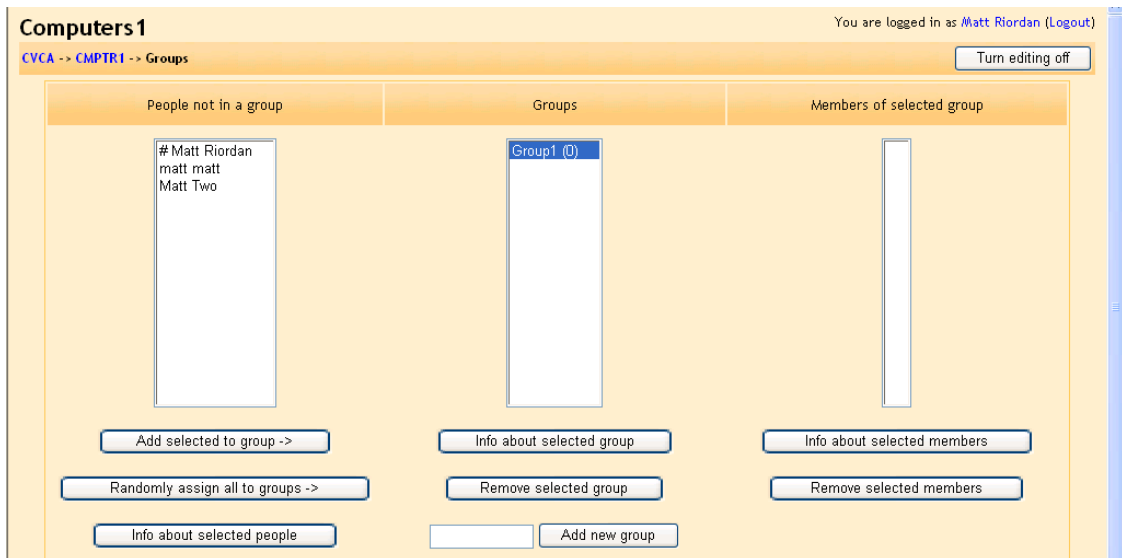
If you go back to your class screen (click on the class name in the upper left, CMPTR1 in my example), the next option under “People” is “Groups.” “Groups” lets you define groups of students within your class. If you click on “Groups,” you should see a screen like this:



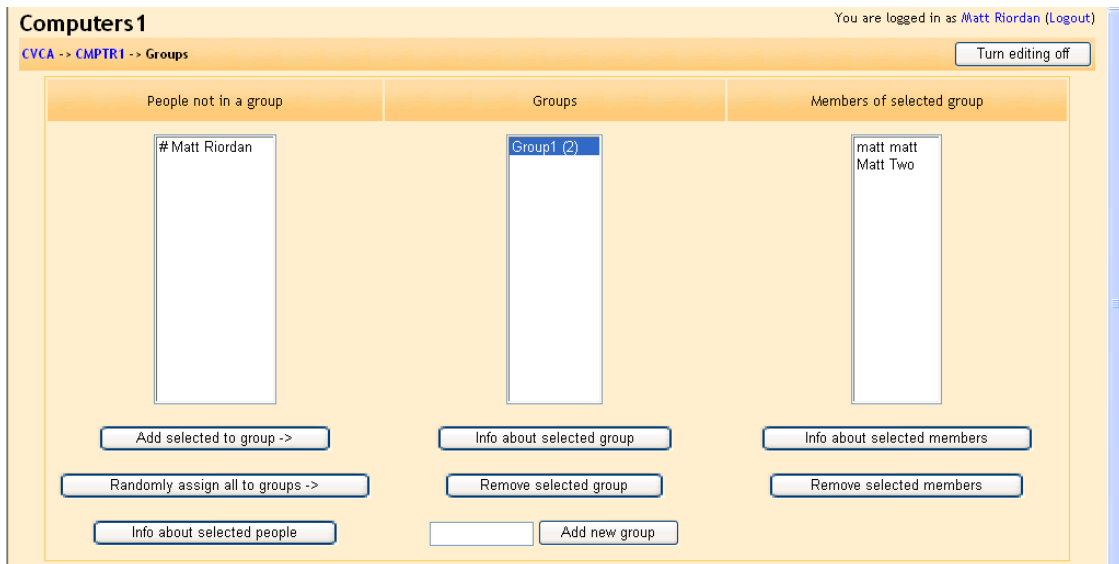
To modify your groups, click on “Turn editing on.” You will see a screen like this:



If your class has no students in it yet, you will see only your name. For this example, I have two students. There are no groups yet – to add a group, type the name of the group in the box next to “Add new group,” and then click on “Add new group.” In my example, I have added a group called “Group1:”



Students can now be added to the group. To add a student, click on the student's name and click on "Add selected to group." To add multiple students to a group at the same time, hold down the "Shift" key on your keyboard while clicking on each name. If you prefer, you may add all of the students to a group using the "Randomly assign all to groups" button. After adding my students to Group 1, my screen now looks like this:



If you click on the "Turn off editing" button, you will see the newly created group:



Groups will be discussed more when we look at adding modules (chat rooms, forums, assignments, etc.) later in this manual.

1.1.3 Edit Profile

Back on the class page, under the "People" section, there is "Edit Profile." "Edit Profile" allows you to change information about yourself. If you click on this you will see something like this:

Computers1: Edit profile Logout

CVCA -> CMPTR1 -> Participants -> Matt Riordan -> Edit profile

User profile for Matt Riordan

Given name:	<input type="text" value="Matt"/>
Surname:	<input type="text" value="Riordan"/>
Email address:	<input type="text" value="mriordan2@cvcaroyals.org"/>
Email display:	<input type="text" value="Allow only other course members to see my email address"/>
Email format:	<input type="text" value="Pretty HTML format"/>
Forum auto-subscribe:	<input type="text" value="No: don't automatically subscribe me to forums"/>
When editing text:	<input type="text" value="Use HTML editor (some browsers only)"/>
City/ town:	<input type="text" value="CVCA"/>
Country:	<input type="text" value="United States of America"/>
Preferred language:	<input type="text" value="English (en)"/>
Timezone:	<input type="text" value="Server's local time"/> (your current local time)

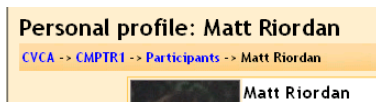
Most of the fields are straightforward, but several need special attention:

- Email display – this allows you to show or hide your email in the class. You can set it so all users (including guests) can see your email, or so that only other students in the class can see your email address, or so that no one can see your email address at all.
- Forum auto-subscribe – This setting lets you decide if you want email copies of posts that are added to forums (bulletin boards). If you set this to subscribe, the system will email you copies of new posts in forums that you join.
- When editing text – This can usually be left on “Use HTML editor.” This allows for text formatting options, but requires newer browsers. If you find your browser is not letting you edit text, change this setting to “Use standard web forms.”
- Description– This can be anything you like – “Teacher,” “Mr. Riordan – CVCA,” or any text you like.
- New picture – If you wish, you may upload a picture to represent you. To do this, click on the “Browse” button and find the picture you would like to upload, and click on “Open.”

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



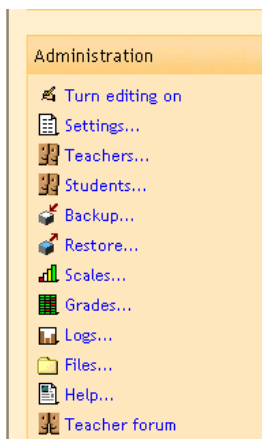
To get back to your class, click on the short class name in the upper left (in my case, CMPTR1):



This should take you back to the basic screen.

1.2 Administering Your Class:

On the left-hand side of the screen are the administrative tools for your class:



“Turn editing on” allows you to make changes to your class.

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

“Teachers” lists all the teachers for the course (typically just you, but could be more than that if the class were team-taught).

“Students” lists all of the students in the class. You can manually enroll or unenroll a student from here.

“Backup” allows your class data to be backed up.

“Restore” allows you to restore old class data (that was backed up).

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

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

“Logs” shows you all of the activity in your class for a set amount of time.

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

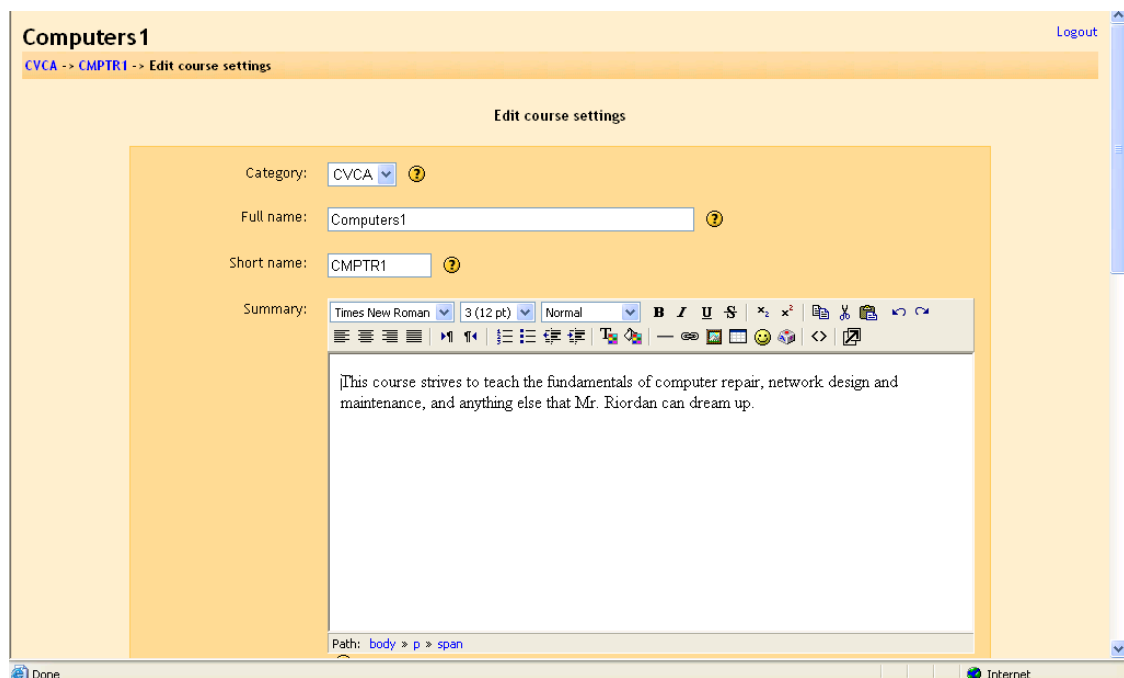
“Help” brings up the Moodle manual (and it’s pretty good!).

“Teacher forum” is a teacher-only discussion board.

Turn editing on – we’ll come back to this one in its own section.

1.2.1 Settings

This allows you to change the look of the class. If you click on the “Settings” link, you should see a screen like this:

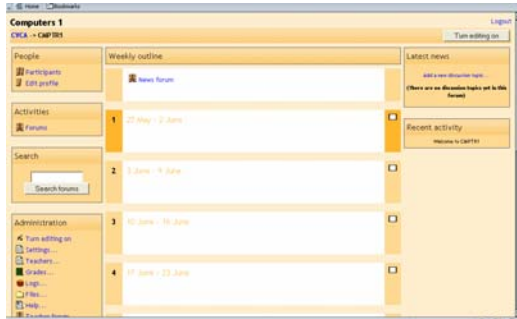


All of the individual settings have “?” next to them to explain what they do. A few of these fields warrant special comment:

- Summary – this can be anything. If you have HTML editors enabled, you can use full formatting, including superscripts, subscripts, emoticons, etc.

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

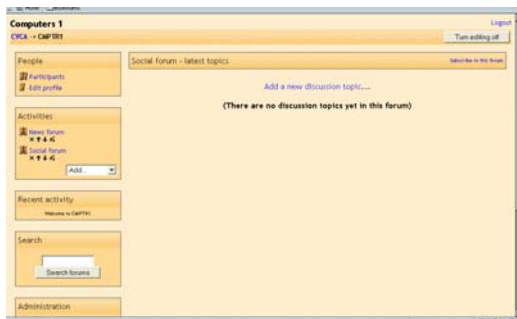
useful, but someone may come up with a creative Social format use. The different formats look like this:



Weekly



Topic



Social

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

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

- Number of weeks/topics – this displays the number of weeks or the number of topics displayed on your class page (the default is 10 weeks or 10 topics).
- Group mode – This is the default setting for groups for the course. You have three settings to choose from if you use groups:
 - No groups – if this is set, the class is one big group. Everyone can see everyone.
 - Separate groups – if this is set, each group is separate – the groups cannot see each other.
 - Visible groups – if this is set, students belong to groups, but the groups can see each other.
- Force (setting related to group mode) – if this is set to “No,” then groups can be assigned for each module added (each assignment). In this case, the class group setting is the default setting, but that can be changed. If this is set to “Yes,” then the group setting cannot be changed at the assignment level – the setting for the class level is always the setting.

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

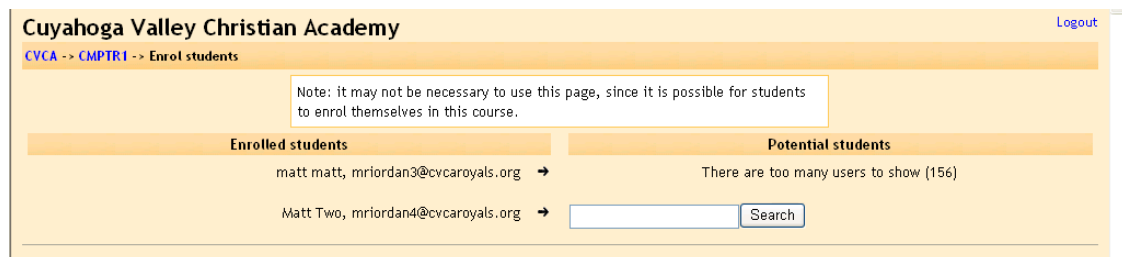
When done modifying the class settings, click on “Save changes.”

1.2.2 Teachers

Again, this lists all the teachers in a course (typically just you). From here you can add a co-teacher if you wish. To add another teacher to your class, click on the “Add teacher” button next to the name of the teacher you wish to add (or type in the teacher’s name if there are too many users to show).

1.2.3 Students

From here, you may add or unenroll a student from your class. The screen should look something like this:



On the left are the students currently enrolled in the class, and on the right are the students that could be added to the class. To add a new student, click on the left-facing arrow next to the student’s name (or type in the student’s name in the “Search” field if there are too many students to list). The student should move from the “Potential student” column to the “Enrolled students” column. To unenroll a student from a class, click on the right-facing arrow next to the student’s name. The student should move from the “Enrolled students” column to the “Potential students” column. Please note that students may enroll themselves by clicking on the class listing of your class (they will need the enrollment key if you supply one). You may also add students manually using this method.

1.2.4 Backup

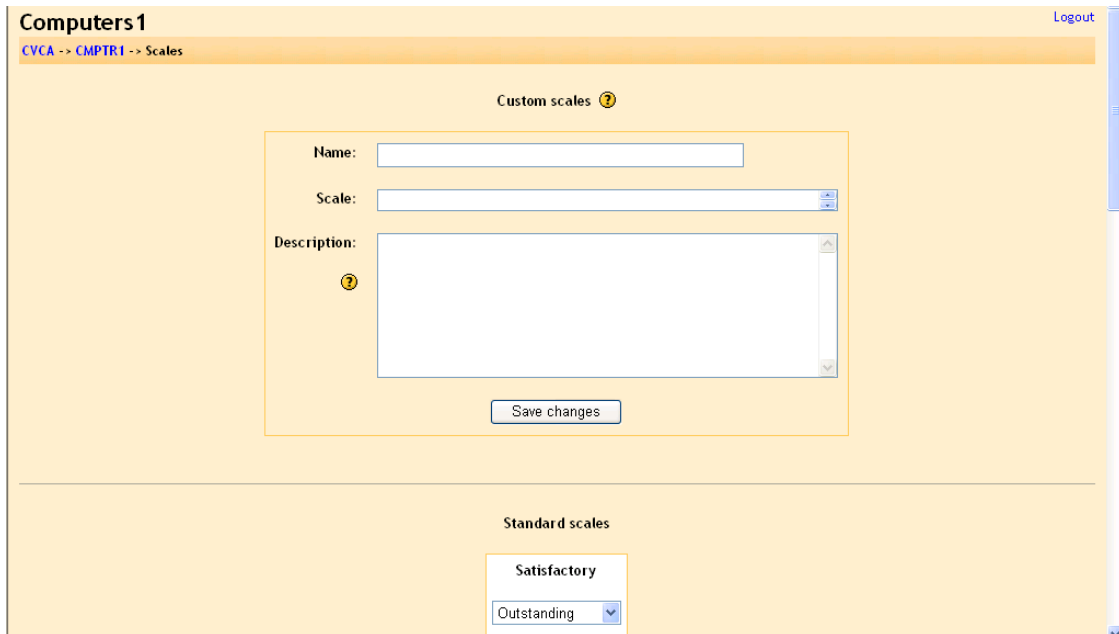
Generally, you will not have to worry about backup (that should be done by the administrator), but if you do want to back up your files, you click on this button.

1.2.5 Restore

If you have backup files you wish to restore to the system, click on this button.

1.2.6 Scales

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



The screenshot shows a web interface titled "Computers 1" with a "Logout" link in the top right. Below the title is a breadcrumb trail: "CVCA -> CMPTR1 -> Scales". The main content area is titled "Custom scales" with a help icon. It contains a form with three fields: "Name:" (a text input), "Scale:" (a text input with a dropdown arrow), and "Description:" (a large text area with a help icon). A "Save changes" button is located below the form. Below the form is a section titled "Standard scales" with a dropdown menu showing "Satisfactory" and "Outstanding".

- Name – This is the name of the scale. It can be anything that you like. In my example, I will call it “Computer Scale.”
- Scale – This is where you input your scale words. You can have as many as you like, but they need to be separated by commas, and they should be from the lowest level comment (like “Poor”) to the highest level comment (like “Excellent”).
- Description – This is an optional field. You may type anything you like here.

My example now looks like:

The screenshot shows a Moodle interface for creating a custom scale. The page title is 'Computers1' and the breadcrumb is 'CVCA -> CMPTR1 -> Scales'. The main section is 'Custom scales' with a help icon. The form includes:

- Name:** A text input field containing 'Computer Scale'.
- Scale:** A dropdown menu with the following options: 'Poor, Needs Improvement, Fair, Good, Excellent'.
- Description:** A large text area with a help icon and a 'Save changes' button below it.

Below the form, there is a section for 'Standard scales' with a dropdown menu showing 'Satisfactory' and 'Outstanding'.

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

1.2.7 Grades

This shows the grades of tests, quizzes and projects that students have done.

1.2.8 Logs

Logs show you the activity in your class for different days or times. This can be useful to check to see if everyone has done a certain task.

1.2.9 Files

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

1.2.10 Help

This is Moodle’s own documentation, which is an excellent resource.

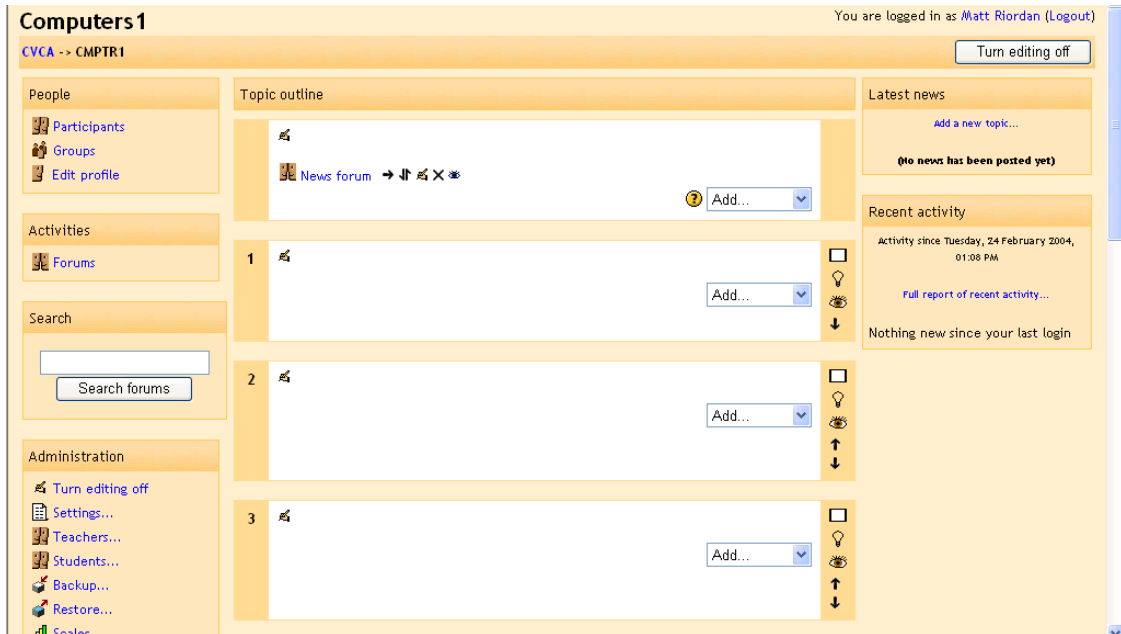
1.2.11 Teacher Forum

This is a forum that is accessible by teachers only. It can be used to discuss anything you like, but may be especially useful if face-to-face meetings are difficult (if schedules conflict). It may also be useful for departmental discussions.

2.0 Editing your class:

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

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



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



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

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

The hand holding the pen edits the item.

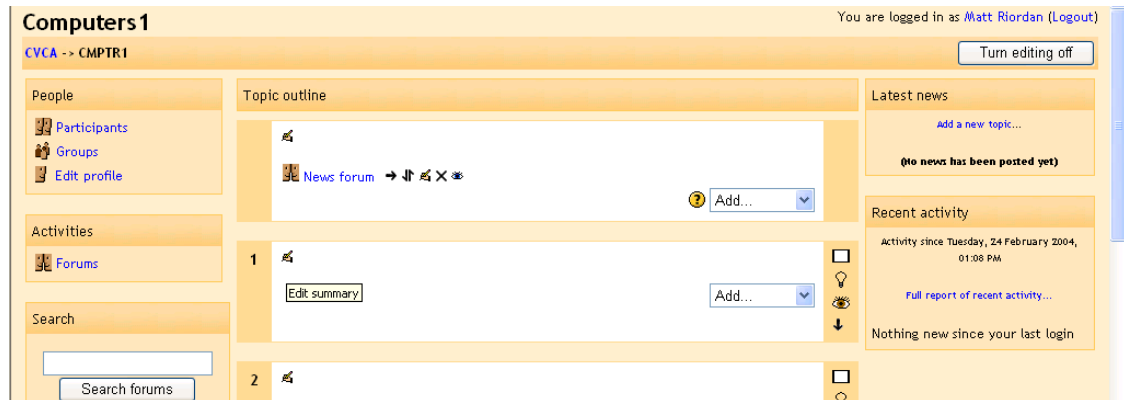
The “X” deletes the item.

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

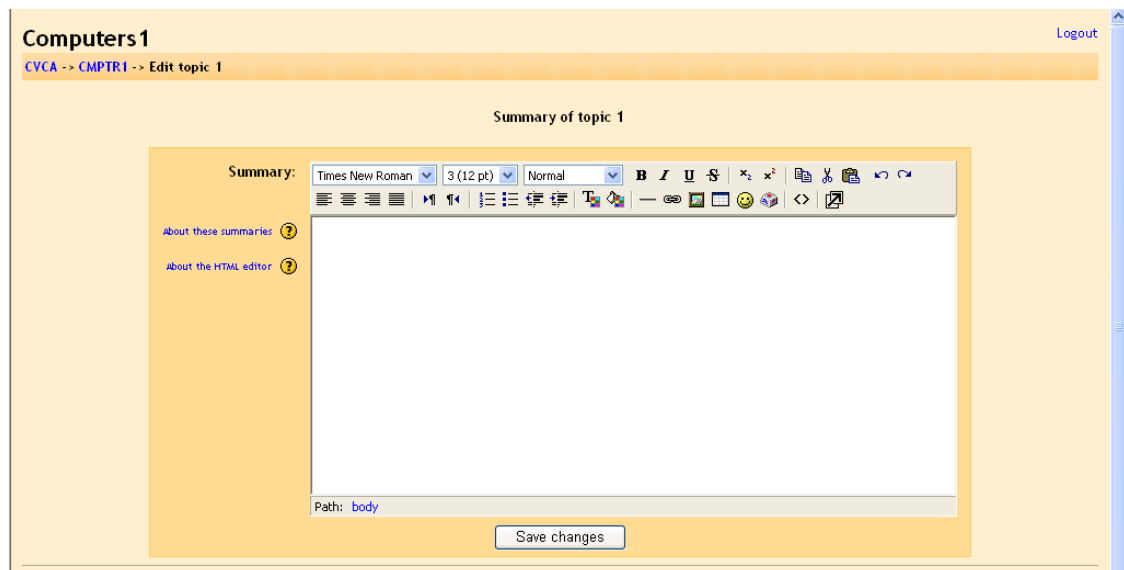
2.1 Adding Content

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

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



This will bring up the editing box:



Add the summary, and click on “Save changes.” If you change your mind about what you have typed, you can click on “Revert” and the changes will not be saved. My example class now looks like this (after several edits):

The screenshot shows a Moodle course page for 'Computers1'. The page is organized into several sections:

- Header:** 'Computers1' and 'CVCA -> CMPTR1'. A user is logged in as 'Matt Riordan'. There is a 'Turn editing off' button.
- Left Sidebar:**
 - People:** Participants, Groups, Edit profile.
 - Activities:** Forums.
 - Search:** Search forums.
 - Administration:** Turn editing off, Settings...
- Topic outline:**
 - 1 PC Repair - in this unit we will study how to troubleshoot and repair a PC. This will include the repair of a real computer. Your grade will include observing safety measures.
 - 2 Networking - for this unit we will, as a class, propose and build a network of 10 computers. This network must include a file-storage server.
- Right Sidebar:**
 - Latest news:** Add a new topic... (No news has been posted yet).
 - Recent activity:** Activity since Tuesday, 24 February 2004, 02:51 PM. Full report of recent activity... Nothing new since your last login.

2.1.0 The Add Menu

We can now add more content from the “Add” menus. The “Add” menus are pull-down menus, and include:

Assignment

Chat

Choice

Forum

Glossary

Journal

Label

Lesson

Quiz

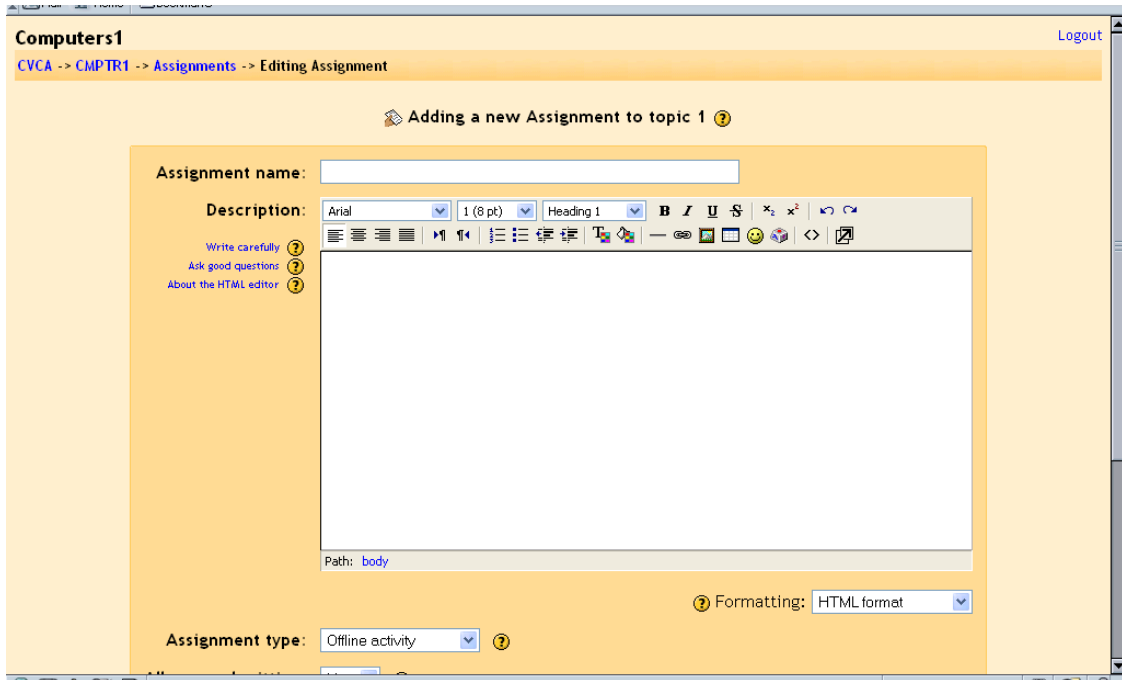
Resource

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

Workshop

2.1.1 Assignment

To add an assignment, click on “Assignment” under the “Add” menu. This will take you to the “Assignment” screen:



Again, notice there are “?” buttons next to each menu to help explain what each does. Some fields deserve a special note:

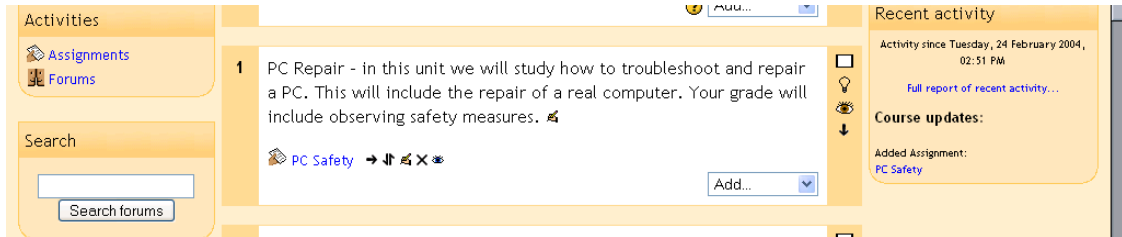
The “Assignment type” field – you have the option of allowing students to do the assignment offline (paper copies), or to upload a single file (they send you the file electronically). In either case, you may enter a description of the assignment. If you do want the students to submit the assignment electronically, they can upload one file of any type (Word, PowerPoint, etc.). If you do this, make sure you set the maximum size field to be big enough. I would always set it to the maximum size just to be safe. Note that 2 Mb is plenty for most assignments, but that PowerPoints can exceed this amount.

The “Allow resubmitting” field – this allows students to resubmit the assignment if this field is set to “Yes.”

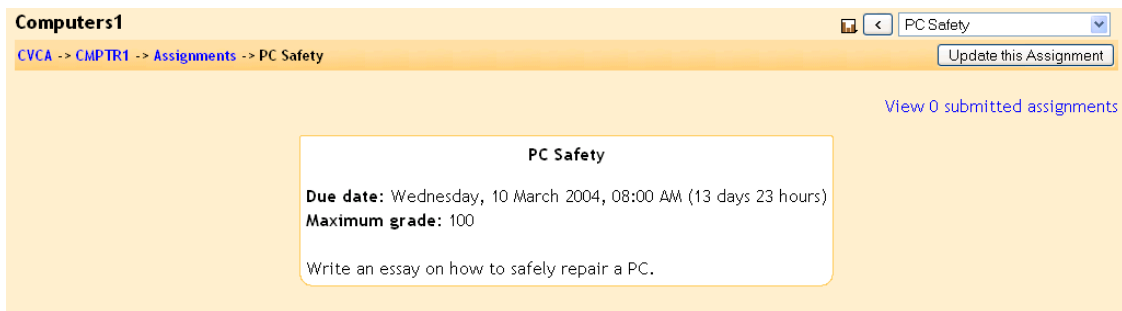
“Grade” – this sets the grade as either a number (from 1-100) or as a custom word-based scale set up in the “Scales” section (see earlier section).

For my example, I will assign an essay on PC safety, and require it to be submitted electronically. To do this, I type the name and description, select that it is an online activity, keep resubmitting off, set the grade to 100, set the size to the maximum (8 Mb in my case) and set the due date to March 10 at 08:00. When finished I hit “Save changes.”

There is now an assignment on my main page called “PC Safety”:



If I click on the assignment's name ("PC Safety"), it will take me to what the assignment looks like, as well as provide a link to look at any uploaded assignments:



Notice that as a teacher, you have the option to view submitted assignments (in the upper right). To get back to the main screen, click on the class short name in the upper left (CMPTR1 in my example).

2.1.2 Chat

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

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

Computers1 Logout

CVCA -> CMPTR1 -> Chats -> Editing Chat

Adding a new Chat to topic 1 ?

Name of this chat room:

Introduction text:

Write carefully ?
Ask good questions ?
Use emoticons ☺

Next chat time: -

Repeat sessions:

Save past sessions:

Everyone can view past sessions:

- Name of this chat room – This can be anything you like.
- Introduction text – You can type anything you like here. Whatever you type will appear on the chat room’s introductory screen.
- Next chat time – This is to advertise to students when to enter the chat room. Students may enter the chat room before the scheduled time, but this is useful to organize the start of a chat session.
- Repeat sessions – This sets whether or not to advertise when the chat room will be in session. If you choose to advertise the “opening” time, you can choose whether it is a one-time chat event, a daily event, or a weekly event.
- Save past sessions – This is where you set how long a chat room should be archived (from two days to “never delete”).
- Everyone can view past sessions – This sets if students can see past chat sessions (the teacher can always see past sessions regardless of this setting). Please remember that a session will not archive unless there is interaction between two (or more) users within a five-minute period.

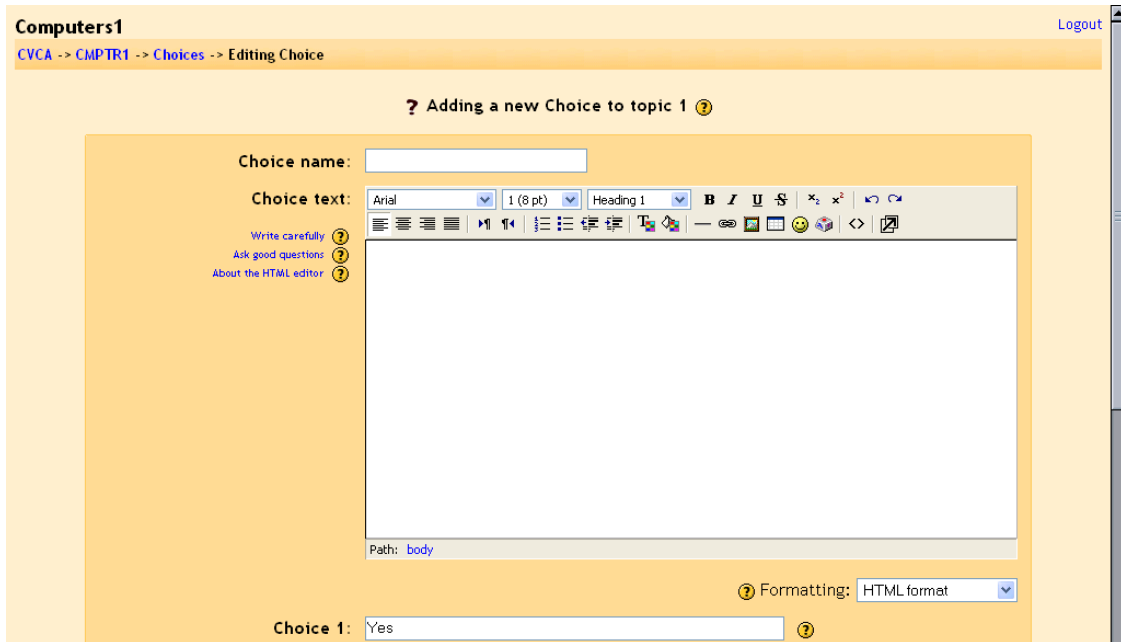
When you have finished filling out the Chat options, click on “Save changes.” In my example screen, I now have a chat called “Building a Network”:

The screenshot shows a course management interface with a sidebar on the left containing 'Activities' (Assignments, Chats, Forums) and a search box. The main content area displays a list of items, including 'PC Repair' and 'Building a Network'. The 'Building a Network' item is highlighted. On the right, a 'Recent activity' panel shows 'Activity since Tuesday, 24 February 2004, 02:51 PM' and lists 'Added Assignment: PC Safety' and 'Added Chat: Building a Network'.

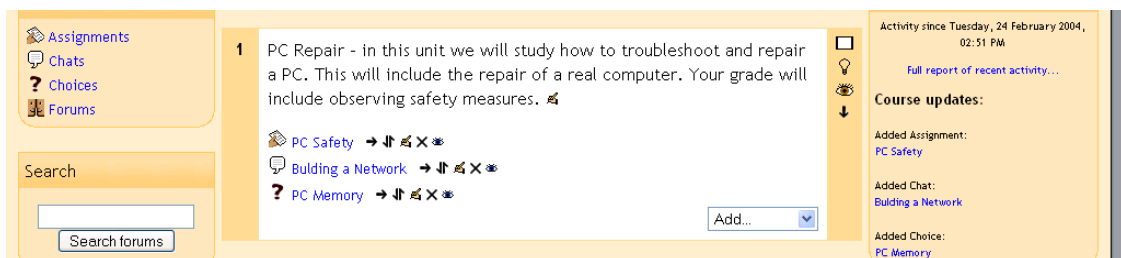
2.1.3 Choice

A choice is basically a poll. When you add a choice, you ask a question, and supply two or more answers to the question. Then students may vote. This only asks one question at a time, so works well as a poll, but would not work well as a multiple choice test (that is

under the quiz module). To add a “Choice,” select “Choice” from the “Add” menu. This will take you to the “Choice” screen:



At this point, add a name and a question. Then fill in the possible answers in the “Choice #” boxes. You may then choose to post the results with students’ names, publish them without names, or keep the results private (only you can see them). You may also select if you want to see a list of who has not yet answered the choice with the “Show column for unanswered” field. When finished, click on “Save changes.” My screen now has a “Choice” called “PC Memory” added (the question mark):



If you click on the “Choice” name (“PC Memory”), you can see how the “Choice” looks, or vote on the options, or view results. To return to the main screen, click on the class short name in the upper left (CMPTR1 in my example).

2.1.4 Forum

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

Computers1 Logout

CVCA -> CMPTR1 -> Forums -> Editing Forum

Adding a new Forum to topic 1 ?

Forum name:

Forum type: Standard forum for general use ?

Forum introduction:

Write carefully ?
Ask good questions ?
Use emoticons ?

Can a student post to this forum?: Discussions and replies are allowed ?

Force everyone to be subscribed?: No ?

Maximum attachment size: 500Kb ?

Allow posts to be rated?: Use ratings:

Users: Only teachers can rate posts

View: Students can only see their own ratings

Grade: Scale: Satisfactory ?

Restrict ratings to posts with dates in this range:

From: 25 February 2004 08 50

To: 25 February 2004 08 50

Again, there are help buttons next to each pull-down menu (the “?” buttons). The “Forum type” offers three choices: “A single simple discussion,” “Each person posts one discussion,” or “Standard forum for general use.” In “A single simple discussion,” students can reply to the topic, but cannot create new topics. In “Each person posts one discussion,” the students can each start one new topic, which could be useful if they were all doing different books, reports, etc. In “Standard forum for general use,” students may start new topics any time they wish.

You have the option to allow students to post to the “Forum” or not. If you do not allow students to post, the forum can be used as a “News forum” (like the one created by default at the top of the class page). In these cases, you as a teacher could add to the “Forum,” but students could not. To set up this kind of “Forum,” you would select “No discussions, no replies” from the “Can a student post to this forum?” menu.

You may also allow students to reply to a topic only. In this case, a student can only reply to a topic that already exists, not create a new topic. This is set by selecting the “No discussions, but replies are allowed” from the “Can a student post to this forum?” menu. This style is probably the most common setting.

Lastly, you can allow both discussions and replies, where students can post anything they like – they can reply to an existing discussion, or start a new discussion topic on their own. This is set by selecting “Discussions and replies are allowed” from the “Can a student post to this forum?” menu.

Next is the “Force everyone to be subscribed?” option. If this is set to “Yes,” then every student in your class will get an email copy of every post in the forum. This might get old in a big discussion group, but would be useful if the forum were a class news forum

where students would be emailed any new announcements. Students can always elect to be subscribed to a forum if this setting is set to “No.”

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

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

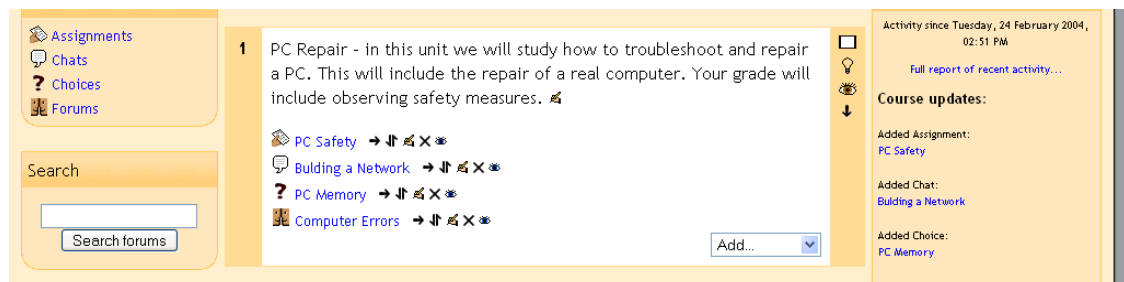
Once you check “Use ratings,” the other options become available. Under the “Users” menu, you have the option of setting who can rate posts. If you want to restrict rating posts to just yourself (as the teacher), select “Only teachers can rate posts” from the “Users” menu. If you would like the students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

Then you can set who can see ratings. You can allow everyone to see the ratings the posting has received, or you can restrict it so only the student that posted can see the ratings (the teacher can always see the ratings no matter what the setting is).

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

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

When you are done with the “Forum,” click on “Save changes.” My example now has a “Forum” posted called “Computer Errors”:



The screenshot displays a course management interface with a yellow background. On the left, there is a navigation menu with icons for Assignments, Chats, Choices, and Forums. Below the menu is a search box with the text "Search forums" and a "Search forums" button. The main content area shows a forum post titled "1 PC Repair - in this unit we will study how to troubleshoot and repair a PC. This will include the repair of a real computer. Your grade will include observing safety measures." Below the post are four forum entries: "PC Safety", "Building a Network", "PC Memory", and "Computer Errors", each with a small icon and a set of navigation icons. An "Add..." button is visible at the bottom right of the forum list. On the right side, there is a sidebar with a clock icon and the text "Activity since Tuesday, 24 February 2004, 02:51 PM". Below this is a link for "Full report of recent activity...". The sidebar also contains a "Course updates:" section with a downward arrow, and a list of updates: "Added Assignment: PC Safety", "Added Chat: Building a Network", "Added Choice: PC Memory", and "Added Forum:".

2.1.5 Glossary

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

The screenshot shows a Moodle interface for adding a new glossary. The page title is "Computers1" and the breadcrumb trail is "CVCA -> CMPTR1 -> Glossaries -> Editing Glossary". The main heading is "Adding a new Glossary to topic 1". The form contains the following fields and options:

- Name:** A text input field.
- Description:** A large text area with three help links: "Description", "Write carefully", and "How to write text".
- Entries shown per page:** A text input field.
- Glossary Type:** A dropdown menu set to "Secondary glossary".
- Students can add entries:** A dropdown menu set to "No". A note below reads: "(Applies only if the glossary is not the main one)".
- Duplicated entries allowed:** A dropdown menu set to "No".
- Allow comments on entries:** A dropdown menu set to "No".
- Automatically link glossary entries:** A dropdown menu set to "No".
- Default approval status:** A dropdown menu set to "No".

- **Name:** This field can be anything you like – it is the name that shows up on the class page. For my example, I will call it “Computer Terms.”
- **Description:** This can be anything you like.
- **Entries shown per page:** This is useful to help users with slow connections. If you limit the entries to 10 or 15 per page, the load time is faster. If you do not specify a number, the system will load every definition.
- **Glossary Type:** This can be either “Secondary glossary” or “Main glossary.” You can only have one Main Glossary for your entire classroom. You may have as many Secondary Glossaries as you like. Entries from Secondary Glossaries can be transferred to the Main Glossary. This allows you to build a Main Glossary with the definitions you want from any definition in the Secondary Glossaries. Students cannot modify a Main Glossary.
- **Students can add entries:** This setting allows students to create entries if it is set to “Yes” and if the glossary is a Secondary Glossary.
- **Duplicated entries allowed:** This sets if students can define a term more than once (if two or more students can define “sonnet” or the like).
- **Allow comments on entries:** This sets if others in the class can make comments on glossary entries or not.
- **Automatically link glossary entries:** If this option is set to yes, then every time a term is used anywhere on the site, the term will link to the definition in the glossary. For example, if I define sonnet, and someone uses the term sonnet in a forum discussion, the word sonnet will become a link to the definition I wrote.

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

The next section defines how the Glossary appears to the class. There are multiple settings.

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

- Simple, dictionary style – this presents the terms like a dictionary, in alphabetical order. Any attachments are shown as links. Author information is not presented.

- Continuous without author – this presents the terms as one big page, and sorts the terms by date. The author is not indicated.

- Encyclopedia – this presents the terms like an encyclopedia. All uploaded images are seen in the article, and the author is indicated.

- Entry list – this presents the terms as a list of the terms with no definitions. Your Moodle administrator must set what happens when you click on the term – it may or may not show the definition depending on what is set by the administrator.

- FAQ – this presents the terms as a frequently asked question forum. The term title will be labeled as a question, and the “definition” will be given as the answer.

- Full with author – this is similar to the “Encyclopedia” setting, except attachments are seen as links instead of being in the definition. Author information is given.

- Full without author – this is the same as “Full with author,” except no author information is given. This looks very much like the “Simple, dictionary style” except time and date information is given.

Here are what the various settings look like:

Simple, dictionary style:

The screenshot shows a web interface for a glossary titled "Computers1". The breadcrumb trail is "CVCA -> CMPTR1 -> Glossaries -> Computer Terms". A search bar is present with a "Search" button and a checkbox for "Search full text". Navigation buttons include "Add a new entry", "Import entries", "Export entries", "Waiting approval", "Browse by alphabet", "Browse by category", "Browse by date", and "Browse by Author". An "Update this Glossary" button is in the top right. Below the navigation is an alphabetical index: "Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL". The letter "T" is highlighted, and the entry for "Technician" is displayed: "Technician: A person who repairs computers." with a user icon and "matt.jpg". Below the definition, it says "Mr. Riordan is our Technician."

Continuous without author:

The screenshot shows a similar web interface for a glossary titled "Computer Terms". It features a search bar, navigation buttons, and a sorting option: "Sort chronologically: By last update | By creation date". A "Jump to..." section shows "ALL | 1 | 2". The letter "M" is highlighted, showing the entry for "Moodle": "Moodle A distance-learning software suite. It is available at www.Moodle.org. (X)". The letter "T" is also highlighted, showing the entry for "Technician": "Technician A person who repairs computers." with a user icon and "matt.jpg". Below the definition, it says "Mr. Riordan is our Technician." and "(X)". The letter "N" is highlighted at the bottom.

Encyclopedia:

The screenshot shows an encyclopedia interface with three entries, each in a yellow-bordered box. The first entry is for 'Moodle', edited by Matt Riordan on Tuesday, 9 March 2004. The second entry is for 'Network', edited by Matt Riordan on Wednesday, 25 February 2004. The third entry is for 'Technician', edited by Matt Riordan on Tuesday, 9 March 2004, and includes a small profile picture of Matt Riordan.

M

Moodle
by Matt Riordan (Last edited: Tuesday, 9 March 2004, 08:31 AM)
A distance-learning software suite. It is available at www.Moodle.org.

N

Network
by Matt Riordan (Last edited: Wednesday, 25 February 2004, 11:14 AM)
A series of computers joined together to share resources.

T

Technician
by Matt Riordan (Last edited: Tuesday, 9 March 2004, 08:26 AM)
A person who repairs computers.
Mr. Riordan is our Technician.

Entry list:

The screenshot shows an entry list interface. At the top is a search bar with a 'Search' button and a checkbox for 'Search full text'. Below the search bar are several navigation buttons: 'Add a new entry', 'Import entries', 'Export entries', 'Waiting approval', 'Browse by alphabet', 'Browse by category', 'Browse by date', and 'Browse by Author'. The main content area displays a list of entries under the heading 'Browse the glossary using this index'. The entries are 'Moodle', 'Network', and 'Technician', each in a yellow-bordered box. A 'Jump to...' section is also visible, showing 'ALL' and '1 | 2'.

Search Search full text

[Add a new entry](#) [Import entries](#) [Export entries](#) [Waiting approval](#)
[Browse by alphabet](#) [Browse by category](#) [Browse by date](#) [Browse by Author](#)

Browse the glossary using this index

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

Jump to... [ALL](#) | 1 | 2

M

[Moodle](#)

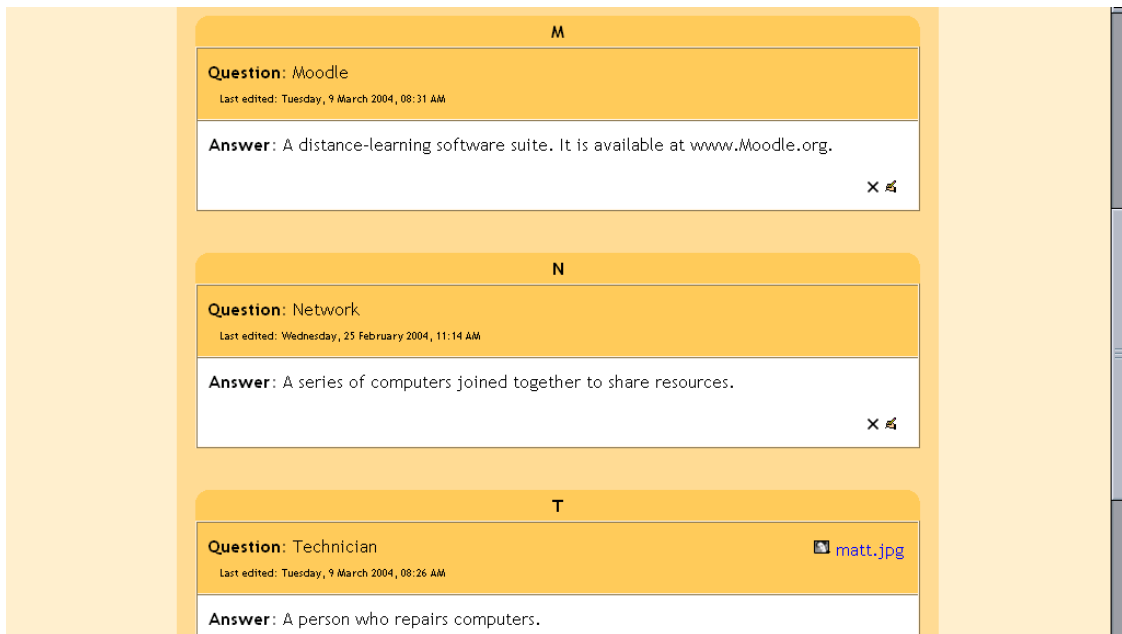
N

[Network](#)

T

[Technician](#)

FAQ:



The screenshot shows a FAQ page with three entries, each in a yellow box. The first entry is for 'Moodle', the second for 'Network', and the third for 'Technician'. Each entry includes a question, an answer, and a 'Last edited' timestamp. The 'Technician' entry also includes a profile picture and a link to 'matt.jpg'.

M

Question: Moodle
Last edited: Tuesday, 9 March 2004, 08:31 AM


Answer: A distance-learning software suite. It is available at www.Moodle.org.

N

Question: Network
Last edited: Wednesday, 25 February 2004, 11:14 AM

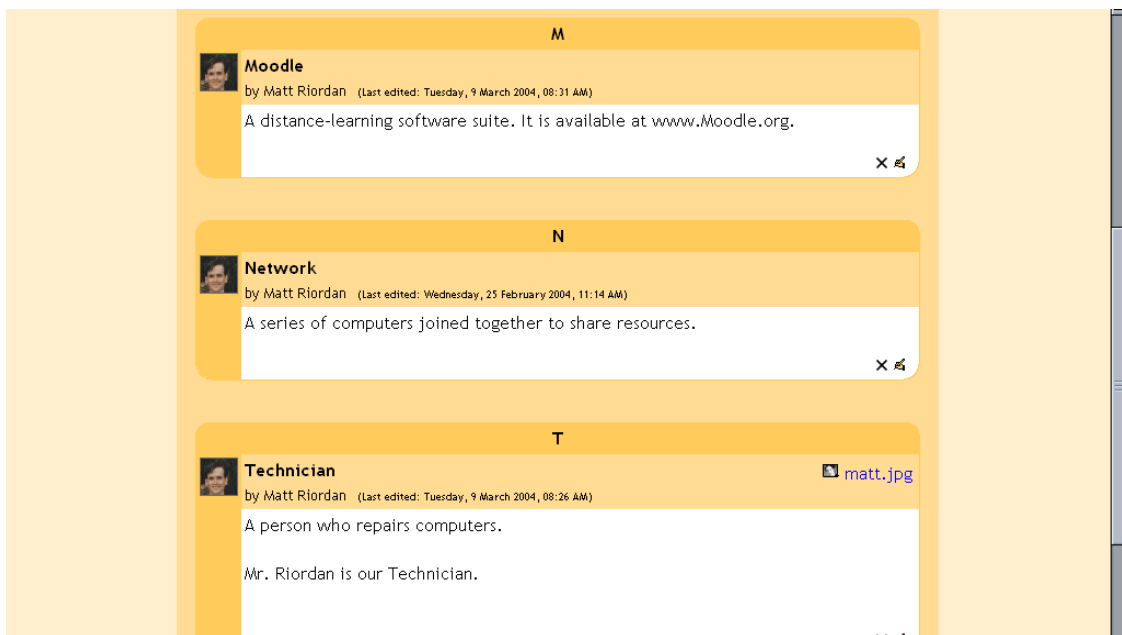
Answer: A series of computers joined together to share resources.

T

Question: Technician  [matt.jpg](#)
Last edited: Tuesday, 9 March 2004, 08:26 AM


Answer: A person who repairs computers.

Full with author:




The screenshot shows a FAQ page with three entries, each in a yellow box. Each entry includes a question, an answer, and the author's name and profile picture. The 'Technician' entry also includes a link to 'matt.jpg'.

M

 **Moodle**
by Matt Riordan (Last edited: Tuesday, 9 March 2004, 08:31 AM)



A distance-learning software suite. It is available at www.Moodle.org.

N

 **Network**
by Matt Riordan (Last edited: Wednesday, 25 February 2004, 11:14 AM)

A series of computers joined together to share resources.

T

 **Technician**  [matt.jpg](#)
by Matt Riordan (Last edited: Tuesday, 9 March 2004, 08:26 AM)

A person who repairs computers.

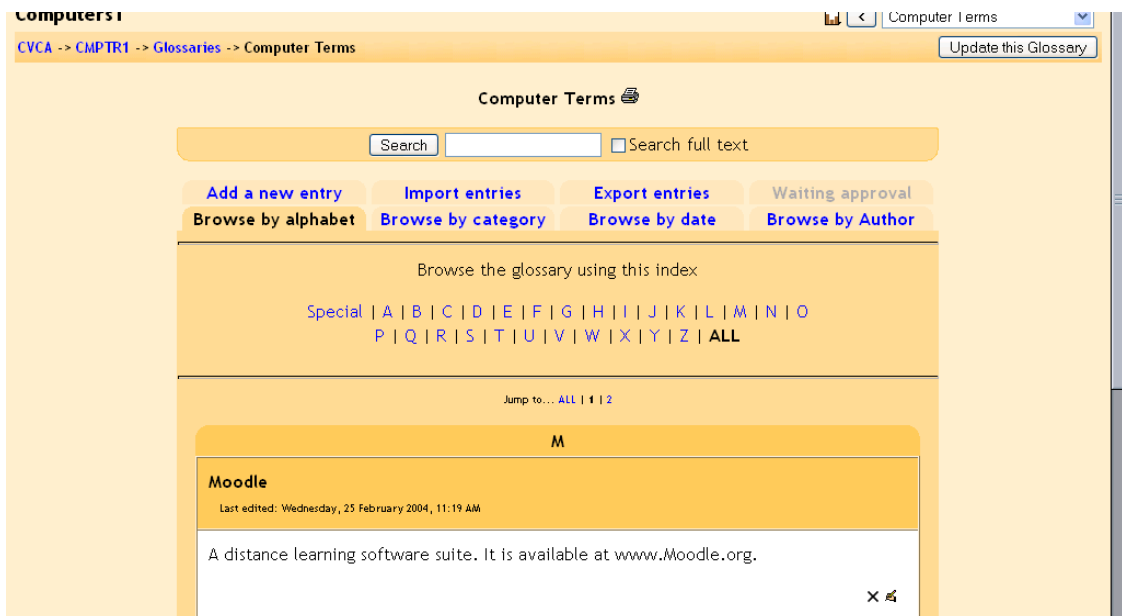
Mr. Riordan is our Technician.

Full without author:



- Show 'Special' link: if this setting is set to yes, it allows students to search using special characters (like \$ % #).
- Show alphabet: if this is set to yes, it allows students to browse by letter of the alphabet.
- Show 'ALL' link: if this is set to yes, it allows students to list all entries in the glossary at once.

Once you have these settings the way you want them, click on “Save changes.” This will take you to your glossary page:



The heading tabs are:

- Browse by alphabet – sorts the terms by letter.
- Browse by category – sorts the terms by categories you define (define categories by clicking on the “Edit categories” button under the “Browse by category” tab).
- Browse by date – sorts the terms by date. This can sort by modification date or by creation date.
- Browse by Author – sorts the terms by author of the definition. This works even when the author information is not displayed.
- Add a new entry – this allows a new term and definition to be added to the system. See below for more detail.
- Import entries – this allows you to import glossaries that have been exported from other classes.
- Export entries – this allows you to export your glossary to share with another class.
- Waiting approval – if entries require teacher approval before being publicly posted, this is where those entries are approved.

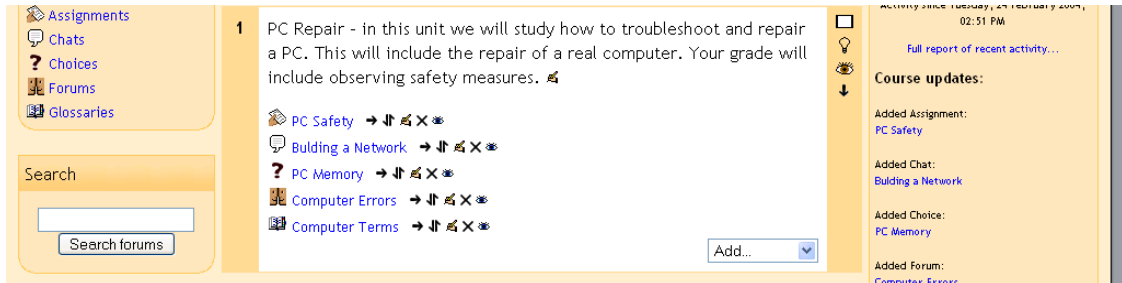
Also note the search option at the top of the page. If you do not check the “Search full text” box, then the search only looks for the term names. If the “Search full text” box is checked, the system will search through every word. This can take longer and return more entries than you might wish, but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

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

You must specify the “Concept” field. You may add keywords that the system will link to this definition if those words are used. For example, if I define “sonnet” with a keyword of “poem,” then the system will link to the definition of “sonnet” if someone uses “poem” in a discussion. You may also put the term into a category if you have any defined. You

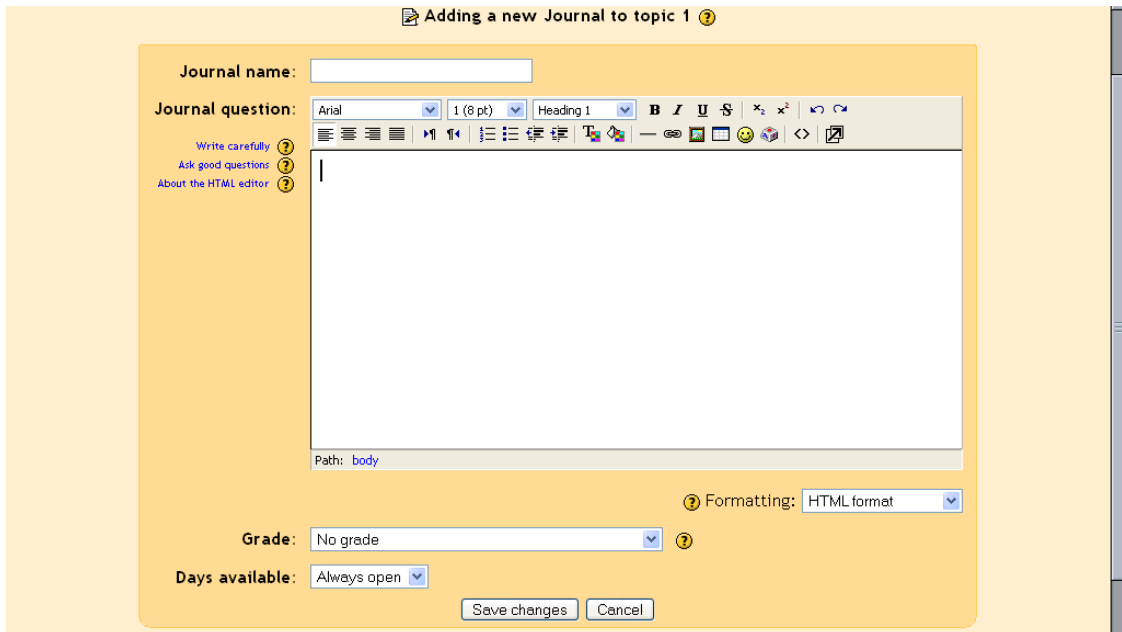
then can fill in the “Definition” field, and can attach any attachments you want to. When you are done, click on “Save changes.”

My main class screen now has a glossary called “Computer Terms:”



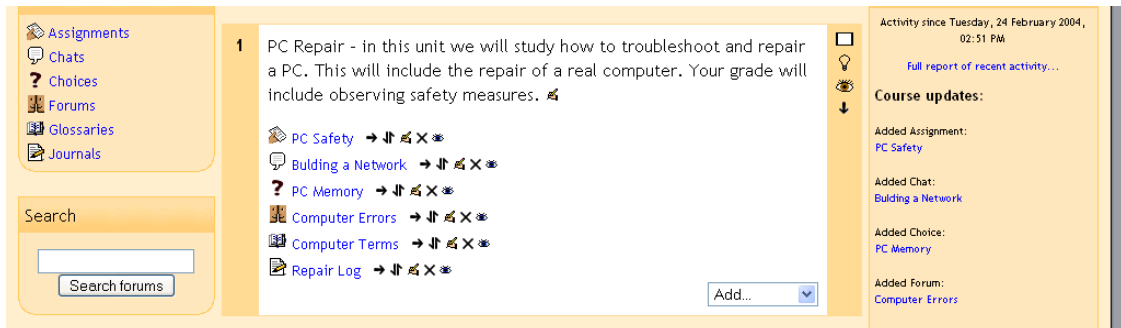
2.1.6 Journal

This option adds an online journal for the student. Each student has one, and the journal can only be seen by the student and the teacher. The journal can be edited by the student and refined. You may also assign as many journals as you wish (one/week, one/unit, one/chapter, etc.) to see how each student’s thought process and writing skills improve. To add a “Journal,” select “Journal” from the “Add” menu. This will take you to the “Journal” editing page:



Give the journal a name, and ask the student a question (or describe what the journal is for). You then have the option to set a grading scale. This can be “No grade,” one of your custom scales (set up in “Scales” from above), or a number that represents the maximum grade (from 1-100). Since the journal can only be seen by the teacher and the individual student, only the teacher has the ability to assign a grade (there is no peer review). The last menu lets you select how long the journal will be available (from one day to “Always

open”). When you are finished with editing the journal, click on “Save changes.” My example class now looks like this, with a “Journal” added (called “Repair Log”):



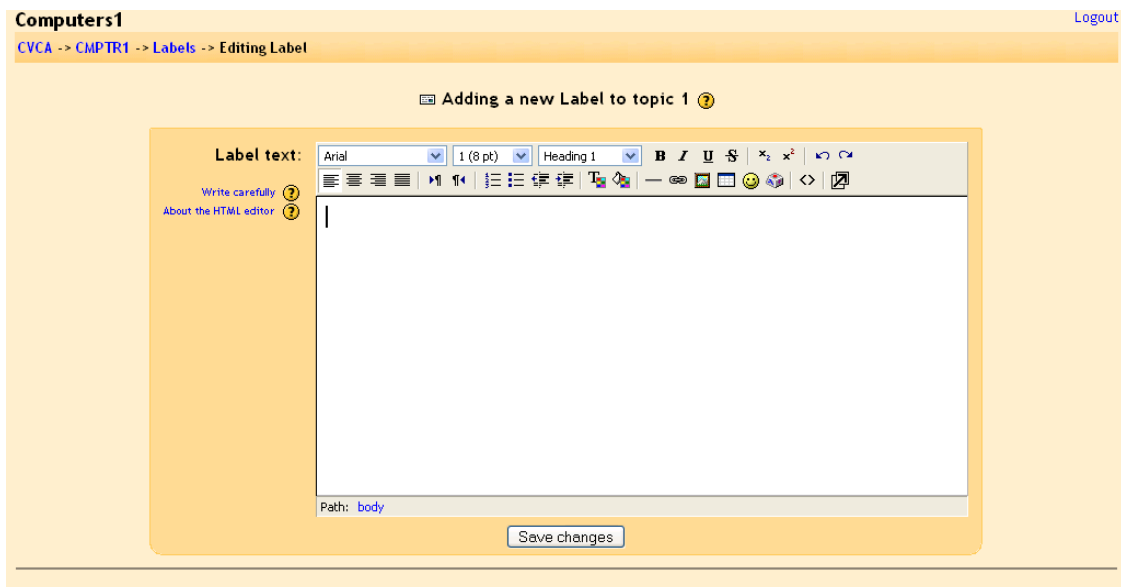
The screenshot shows a course management interface. On the left, there is a navigation menu with icons for Assignments, Chats, Choices, Forums, Glossaries, and Journals. Below the menu is a search box with the text "Search forums". The main content area displays a list of activities for "PC Repair":

- 1 PC Repair - in this unit we will study how to troubleshoot and repair a PC. This will include the repair of a real computer. Your grade will include observing safety measures.
- PC Safety
- Building a Network
- PC Memory
- Computer Errors
- Computer Terms
- Repair Log

On the right side, there is a "Course updates" section showing activity since Tuesday, 24 February 2004, 02:51 PM. It lists added assignments, chats, choices, and forums.

2.1.7 Label

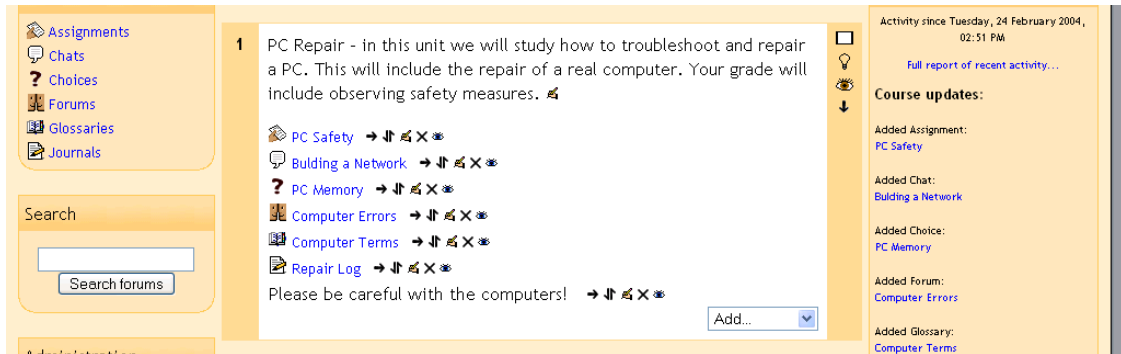
This feature allows you to insert text, images, and other things into the topic (or week) box. To add a “Label,” click “Label” in the “Add” menu. This will take you to the Label editing page:



The screenshot shows the "Editing Label" page in a course management system. The page title is "Computers1" and the breadcrumb trail is "CVCA -> CMPTR1 -> Labels -> Editing Label". The main heading is "Adding a new Label to topic 1". The page contains a rich text editor with the following features:

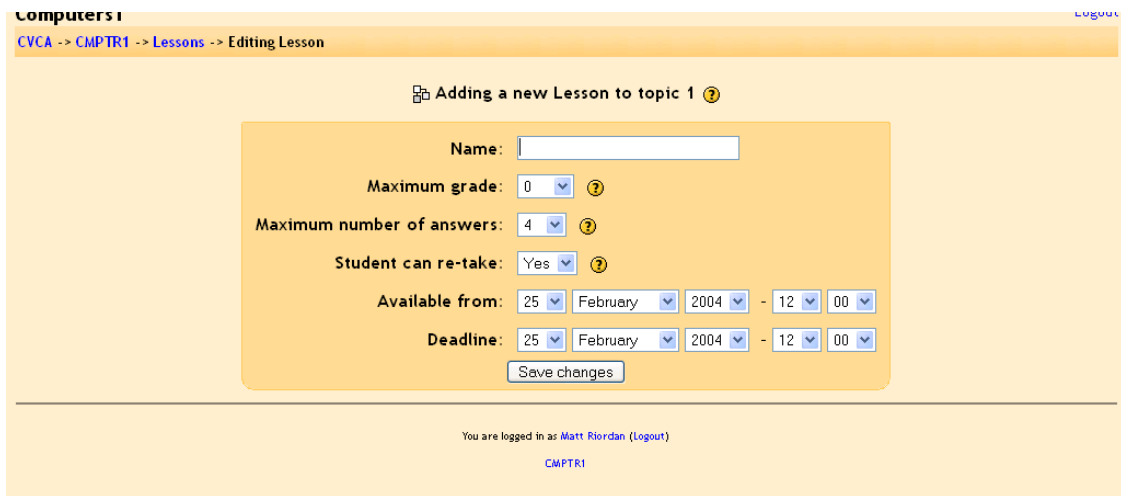
- Font: Arial
- Size: 1 (8 pt)
- Style: Heading 1
- Formatting: Bold (B), Italic (I), Underline (U), Strikethrough (ABC), Bulleted list, Numbered list, Indent, Outdent, Link, Unlink, Image, Table, Undo, Redo.
- Text area: A large text area with a cursor at the beginning.
- Path: body
- Save changes button

You may now type what you want to add to the class topic (or create a link, or add a picture, etc.). When you are done, click on “Save changes.” In my example, I have added a Label that says “Please be careful with the computers!”:



2.1.8 Lesson

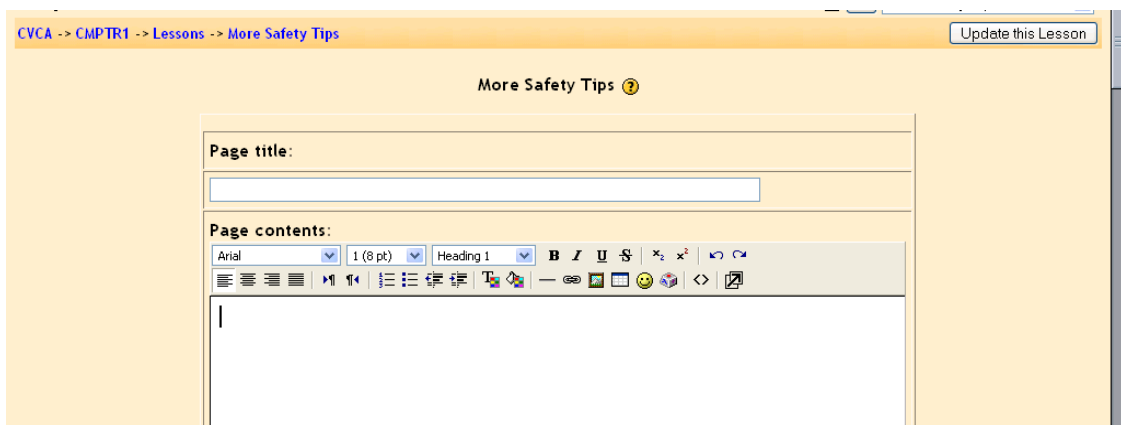
This feature allows you to add entire lessons that guide the student based on the student’s answers. It might be helpful to think of a lesson as a kind of flowchart. The student reads some content. After the content, you ask the student some questions. Based on the answers the student gives, the system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



Fill in the name of the lesson (for my example, I will use “More Safety Tips”). Select the maximum grade to be given out for the whole lesson (this is a number from 0-100). How grading works is if the system sends the student ahead to any later page, the question is marked correct. If the system sends the student back to any page, the question is marked incorrect. The “Maximum number of answers” sets how many questions can be asked on each page. If you leave the number at 4, you can still ask 2 questions on one page if you wish. You can even have a page where you do not ask a question – in those cases the student automatically continues on to the next page. Next, set if the students can retake the lesson or not, and set the dates that the lesson is available. When you are done, click on “Save changes.” You will be taken back to your class page, with the new lesson added (mine is called “More Safety Tips”):



You must still define all of the pages in the lesson. To do that, click on the lesson icon on your class page. This will take you to the first page to define:



The items on this page are:

- Page title – this is the title of this page. If you have multiple pages for your lesson, each one will have a title. In my case, I might have “Basic Safety,” “Working on Computers,” and “Protect Yourself and the Equipment” as titles for separate pages within the “More Safety Tips” lesson.
- Page contents – this is where you put the information you are trying to convey. It may be a story, a problem to solve, a poem, or anything that you want to ask questions about. You should usually end the section with a question that will be answered by the students.
- Answer 1 (or Answer #) – this is where you type one answer to the question you asked. You fill in one answer per “Answer #” up to the maximum you defined. You do not have to fill them all in.
- Response # - after each “Answer #” section, there is a “Response #.” This is an explanation that the student will see after picking one of the possible answers and before being redirected to another page (or staying on the same page).
- Jump to – after each “Response #” there is a field that tells the system what to do if the student picks that number. You can tell the system to end the lesson, to stay on the current page, or to jump to any page that already exists (forward or back). For example, if I pick Answer 1 and the “Jump to” field is set to go to the next page, then I will be sent to

the next page of the lesson. Grading is determined by the navigation – if a student stays on the same page or is sent to a previous page, then the answer is counted as wrong. If the student picks an answer and is sent to a later page, then the answer is counted as right. By default, Answer 1 sends the student to the next page, and all the other Answers keep the student on the same page, but that can be changed. The students will see the order of the Answers mixed up (Answer 1 may actually be the fourth question asked).

Once you have all of the fields set up, click on “Save page.” This will take you to a summary page like this:

The screenshot shows a summary page for a page titled "Basic Safety". At the top right, there is a link "Add page Here". The page content includes a question: "Computers that are still plugged in to power outlets can be dangerous. Computers should always be unplugged before you work on them. What is the first thing you should do before repairing a computer?". Below the question are three answer options, each with a response and a "Jump to" field.

Answer 1:	Unplug the computer.
Response 1:	Correct!
Jump to:	Next page
Answer 2:	Make sure you are careful not to lose screws as you take the computer apart.
Response 2:	Please re-read the section and try again.
Jump to:	This page
Answer 3:	Make sure the computer is plugged in before you open the case.
Response 3:	Please re-read the section and try again.
Jump to:	This page

At the bottom right, there is another link "Add page Here".

From here, you can add another page with the link in the upper right or the lower right. If you click on the link above the page, your new page will be added before the page you are looking at. If you click on the link below the page, your new page will be added after the current page. You would then fill in the new page with content, a question (at the end of the content), your answers, responses, and “jump to” fields. You can repeat that as many times as you like. Once you have more than one page, you can move the pages around by clicking on the arrows near the top of the page descriptions:

The screenshot shows a page description for "Basic Safety" with a "Move" button and arrows next to it. The text of the page is partially visible: "Computers that are still plugged in to power outlets can be dangerous. Computers should always be unplugged before you work on them."

Once you have some (or all) of your pages in the system, you can check to make sure things work the way you expect. To test the pages, click on the “Check navigation” link at the bottom of the page:

Answer 2:	Avoid carpet.
Response 2:	Please try again.
Jump to:	This page
Answer 3:	Keep the machine plugged in - the electrical ground will protect the PC.
Response 3:	Please review the article on safety.
Jump to:	Basic Safety

[Add page Here](#)

[Check navigation](#)

This will take you to the testing screen (which is what the students will see):

Computers1 More Safety Tips

CVCA -> CMPTR1 -> Lessons -> [More Safety Tips](#) Update this Lesson

More Safety Tips

Basic Safety

Computers that are still plugged in to power outlets can be dangerous. Computers should always be unplugged before you work on them.

What is the first thing you should do before repairing a computer?

Make sure the computer is plugged in before you open the case.

Make sure you are careful not to lose screws as you take the computer apart.

Unplug the computer.

[Please check one answer](#)

In this example, if I checked “Unplug the computer,” I would move on to the next page (because that is what I assigned the “Jump to” to do). If I choose one of the other two answers, I’d stay on this page.

My basic class screen now looks like (with the lesson “More Safety Tips” added):

Assignments

- Chats
- Choices
- Forums
- Glossaries
- Journals
- Lessons

1 PC Repair - in this unit we will study how to troubleshoot and repair a PC. This will include the repair of a real computer. Your grade will include observing safety measures.

- PC Safety
- Building a Network
- PC Memory
- Computer Errors
- Computer Terms
- Repair Log
- Please be careful with the computers!
- More Safety Tips

Activity since Tuesday, 24 February 2004, 02:51 PM

[Full report of recent activity...](#)

Course updates:


- Added Assignment: PC Safety
- Added Chat: Building a Network
- Added Choice: PC Memory
- Added Forum: Computer Errors
- Added Glossary: Computer Terms
- Added Journal:

Search [Search forums](#)

Administration [Add...](#)

2.1.9 Quiz

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



The screenshot shows the 'Adding a new Quiz to topic 1' editing screen. The form includes the following fields and options:

- Name: [Text input field]
- Introduction: [Text area]
- Open the quiz: [Date and time picker (25 February 2004 14:40)]
- Close the quiz: [Date and time picker (25 February 2004 14:40)]
- Shuffle questions: [No]
- Shuffle answers: [Yes]
- Attempts allowed: [Unlimited attempts]
- Each attempt builds on the last: [No]
- Grading method: [Highest grade]
- After answering, show feedback?: [No]
- In feedback, show correct answers?: [No]
- Allow review: [No]
- Maximum grade: [No grade]

Again, there are help buttons available if you need them (the “?” buttons). Note that the quiz has open and close dates. If these are set incorrectly, the students will not be able to take the quiz. A student cannot take a quiz before the opening time or after the closing time. These times can be changed by the teacher at any time.

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

“Shuffle Answers” is very similar, except it changes the order of the answers given for multiple choice or matching questions.

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

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

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

“After answering, show feedback” can immediately give a student feedback on a question. You type the feedback into the question when you create it (more on that below).

“In feedback, show correct answers” can show students the correct answers to questions if feedback is on. To activate this option, set this to “Yes.”

“Allow review” lets students see the full quiz(zes) they took. If this is set to “Yes,” then students can still see (review) the quiz after it closes.

“Maximum grade” is an important field. This sets the maximum grade for the quiz (from “No grade” to 100). If this field is set to “No grade,” then the student can take the quiz, but will not be evaluated (although feedback will still work if enabled).

When you have the settings the way you want them (and they can always be changed), click on “Continue.” This will take you to a screen like this:

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

To “build” a question, select a category (for my examples, I will use “default”) and click on “Show.” The screen will then show any existing questions, and allow you to add new ones:

CMPTR1: Editing quiz Logout

CVCA -> CMPTR1 -> Quizzes -> Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	PC Case	⋮	✕

In my example, I already have one question made (“PC Case”), and I have the option to “Import questions from file” or “Create multiple questions.”

- Import questions from file – this imports existing questions from file systems Moodle recognizes (many formats).
- Create multiple questions – this feature creates a specified number of random questions. These questions are drawn randomly from your database of pre-existing questions. You specify the category the questions come from, so Moodle will not accidentally ask questions about Othello when you are teaching Hamlet!

- Create new question:

When you create a question, it is stored in the category you select. It is then always available to add to any quiz any time. To create a new question, select the type of question you want from the pull-down menu.

You have the option of adding a multiple choice question, a true/false question, a short answer, a numerical answer, matching, description, random, random short answer, or a special question called “embedded.”

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

Editing a Multiple Choice question ?

Category:

Question name:

Question: **B** *I* U ~~S~~ x_2 x^2

[About the HTML editor](#) ?

Path:

Image to display: No images have been uploaded to your course yet

One or multiple answers?:

Available choices: You must fill out at least two choices. Choices left blank will not be used.

This works like a standard multiple choice question. Type in the name of the question (something to help you identify the question in the list), and type in the question. You do not have to type the answers in the “Question” box – the program will list the answers you type in the various “Choice #” boxes.

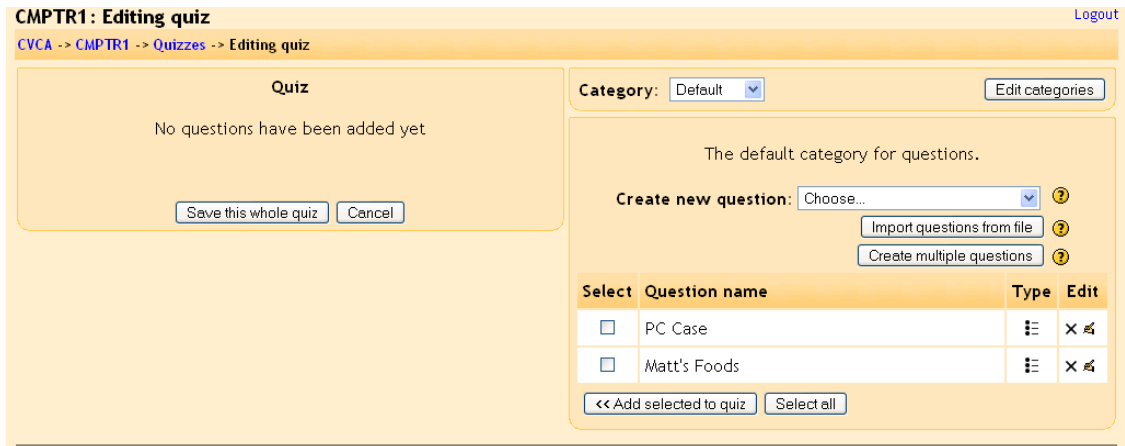
You may select an image to display, if you have any loaded in your “Files” section.

You may then select if students are allowed to select more than one answer, or if there is only one answer allowed.

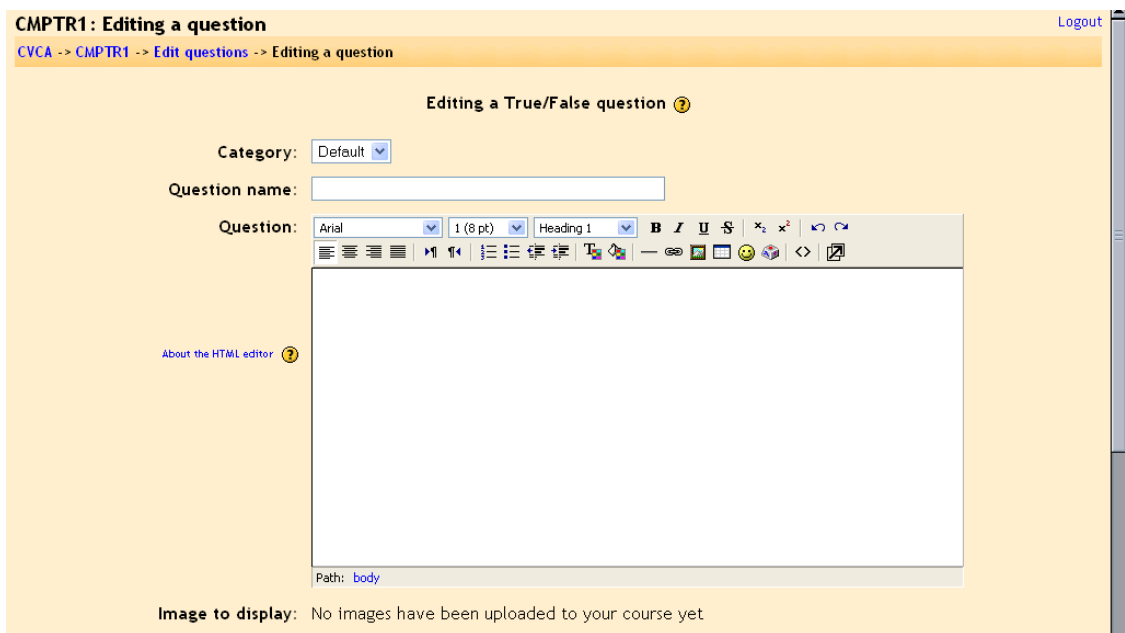
You may then fill in your answers for the multiple choice question, and include feedback text if you wish.

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

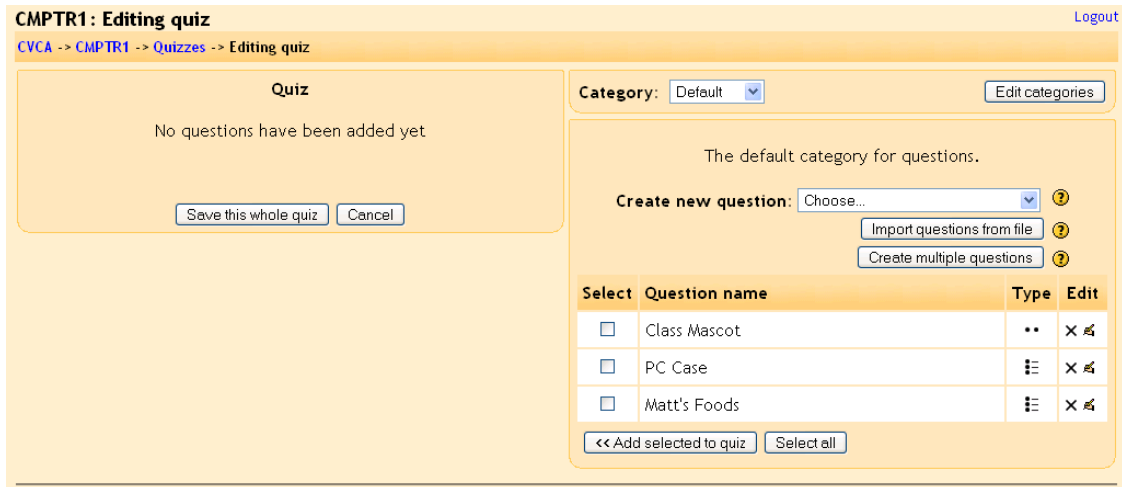
When you are done filling in your questions, answers, feedback, and grade, click on “Save changes.” You should go back to the quiz screen again, with the new question listed (“Matt’s Foods” in my example).



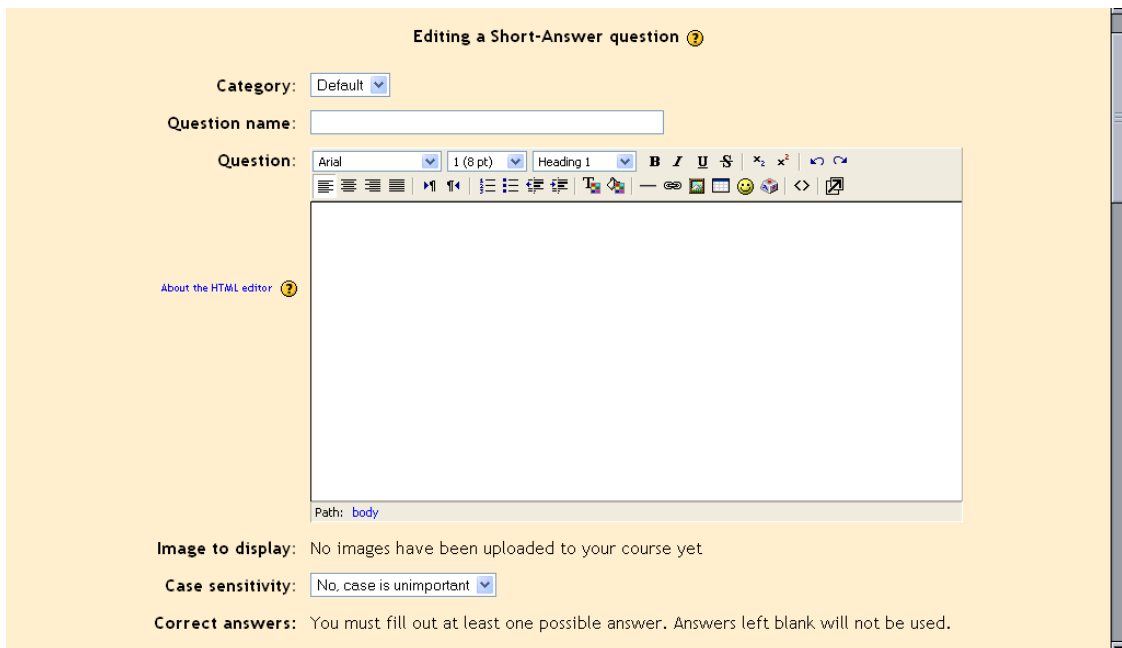
2.1.9.2 True/False – the questions are just that – true/false. To add a true/false question, select True/False from the “Create new question” pull-down menu. This will take you to a screen like this:



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



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



Fill in the question name (something that will tell you what the question is) and the question itself. The question can have up to 5 short answer “answers.” This can be very flexible. You can make a fill-in-the-blank (Matt is ___ years old), or just ask for answers (Name the first 3 presidents). One big caution to pass on to students: a misspelled answer is WRONG (unless you put in the right answer and the 2 or 3 most common misspellings – that would work).

Next to each answer is the “Grade” field. The total points of the question must equal 100%. In the case of the presidents question above, you would make each answer worth

33% of the question. In the case of the fill-in-the-blank question, one answer (33 years old right now...) would be worth 100%.

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

You may also fill in feedback for each answer. My tests show that the feedback only comes up if you type an answer that the quiz has, so on short answer questions, the feedback is limited to telling you why your answer is correct (on short answer questions only). The feedback can show the student the correct answer if the student guesses wrong, even if the wrong answer is not in the list of answers.

Once you are finished, click on “Save changes.” This will take you back to the quiz screen, and the new question should be there (“The First President” in my example):

CMPTR1: Editing quiz Logout

CVCA -> CMPTR1 -> Quizzes -> Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	☐	✕ ↻
<input type="checkbox"/>	Class Mascot	••	✕ ↻
<input type="checkbox"/>	PC Case	☰	✕ ↻
<input type="checkbox"/>	Matt's Foods	☰	✕ ↻

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

Editing a numerical question ?

Category:

Question name:

Question:

Arial | 1 (8 pt) | Heading 1 | **B** | *I* | U | x_2 | x^2 | ↶ ↷
Path: body

[About the HTML editor](#) ?

Image to display: No images have been uploaded to your course yet

Correct answer:

Accepted error:

A numerical question is a question that expects a number for the answer. It has the added flexibility to accept a range of answers (10 +/- 3 would accept anything from 7 to 13). Fill in the "Question name" with anything that will help you identify the question. In the "Question" box, fill out the question you wish to ask ("How fast can Matt run?"). If you have loaded any picture images to the system (in the "Files" section from above), you will have the option to display the image as part of the question. You then fill in the correct answer (10 in my example), and the accepted error (2 in my example would allow a correct answer of 8-12). You may then fill in feedback if you wish to use that feature. When everything is filled out the way you want it, click on "Save changes." The question will then appear in the list of questions ("Matt's Speed" in my example):

CMPTR1: Editing quiz [Logout](#)

[CVCA](#) -> [CMPTR1](#) -> [Quizzes](#) -> [Editing quiz](#)

Quiz

No questions have been added yet

Category:

The default category for questions.

Create new question: ?

?
 ?

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	=	X ↵
<input type="checkbox"/>	Class Mascot	••	X ↵
<input type="checkbox"/>	PC Case	≡	X ↵
<input type="checkbox"/>	Matt's Foods	≡	X ↵
<input type="checkbox"/>	Matt's Speed	≡	X ↵

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

Editing a Matching Question ?

Category: Default

Question name:

Question:

Path: body

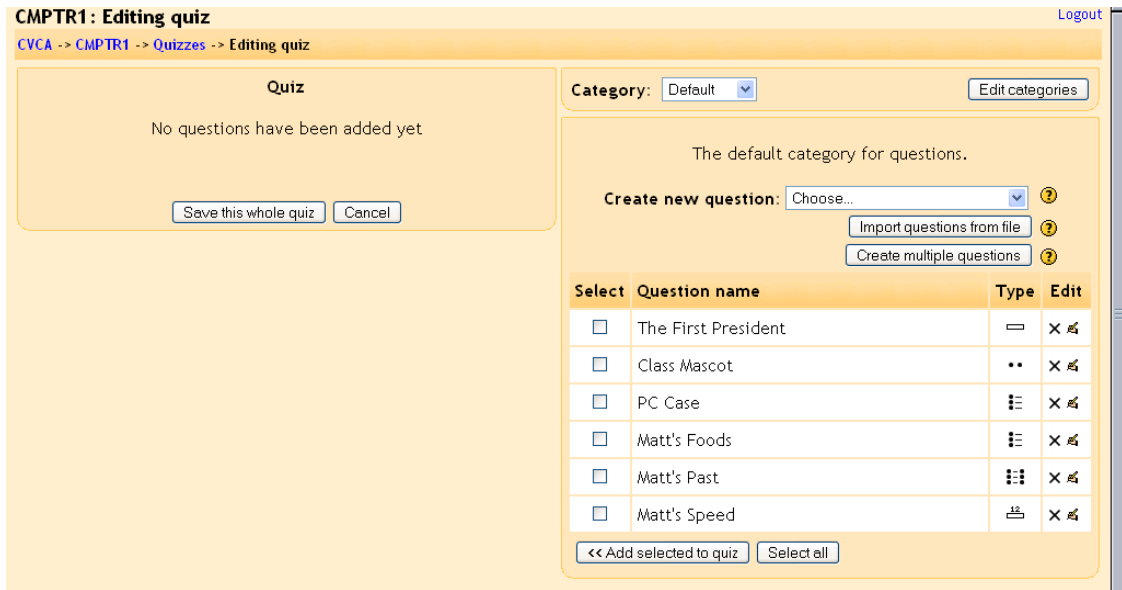
Image to display: No images have been uploaded to your course yet

Available choices: You must fill out at least three questions. Questions left blank will not be used.

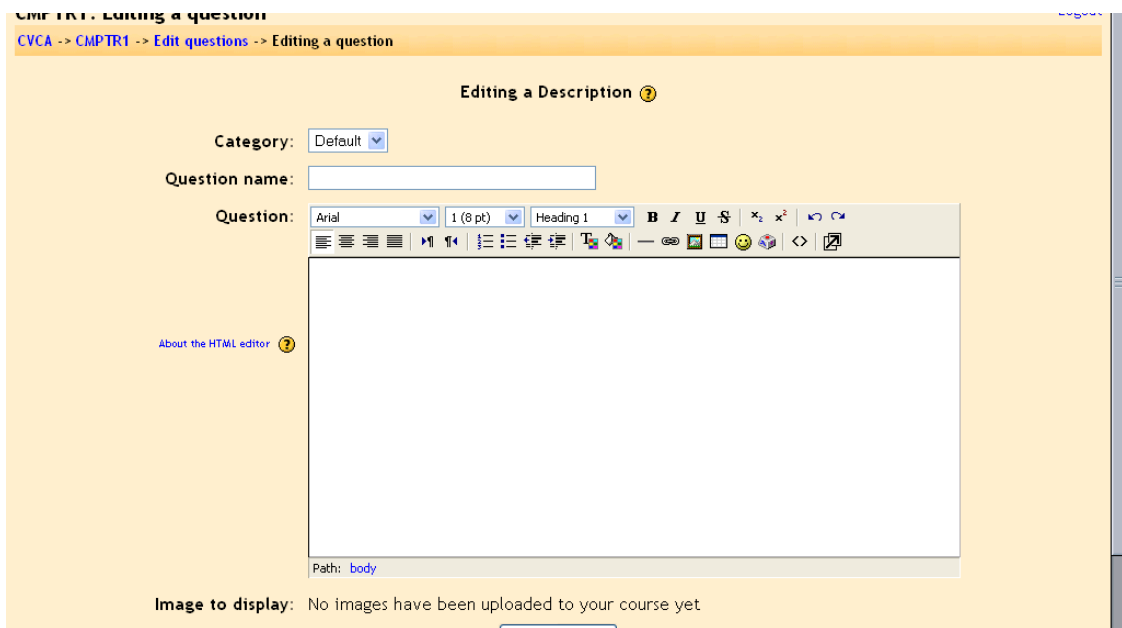
Question 1 :

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

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

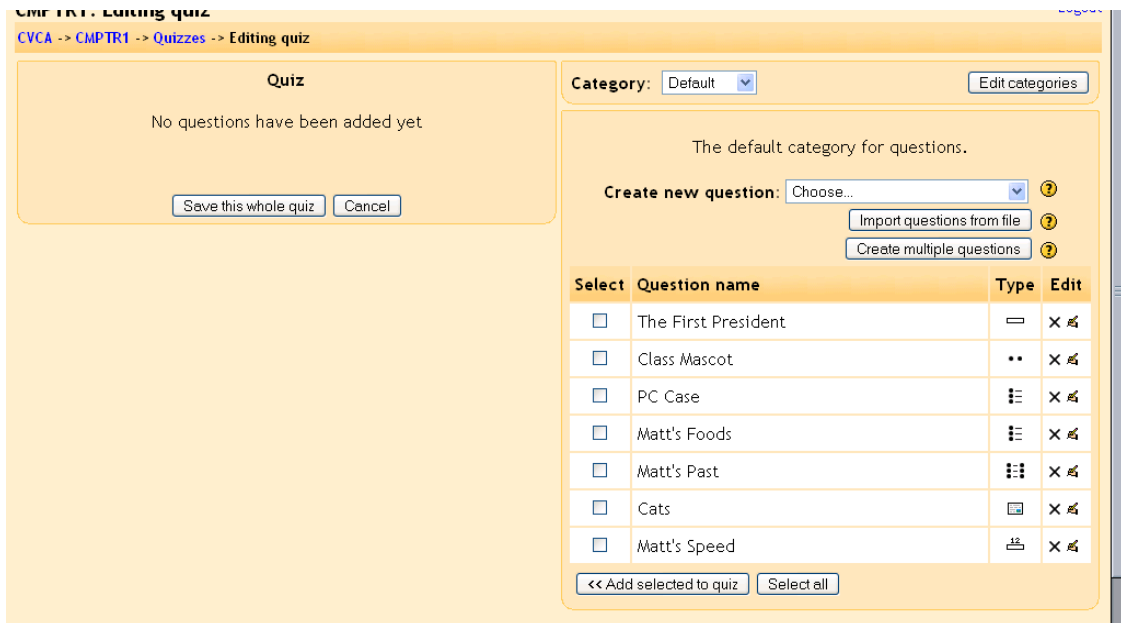


2.1.9.6 Description – To add a description, select “Description” from the pull-down menu. A description is not actually a question. It allows you to add text to a quiz (such as a story or an article) that you can then ask other questions about. The description editing screen looks like this:



Fill in the “Question name” with a name that will help you remember the description. Then, in the “Question” box, fill in your description (story, article, etc.). If you have uploaded pictures in the “Files” section, you can choose to display them with the description (so your description can describe a picture). When everything is filled out the

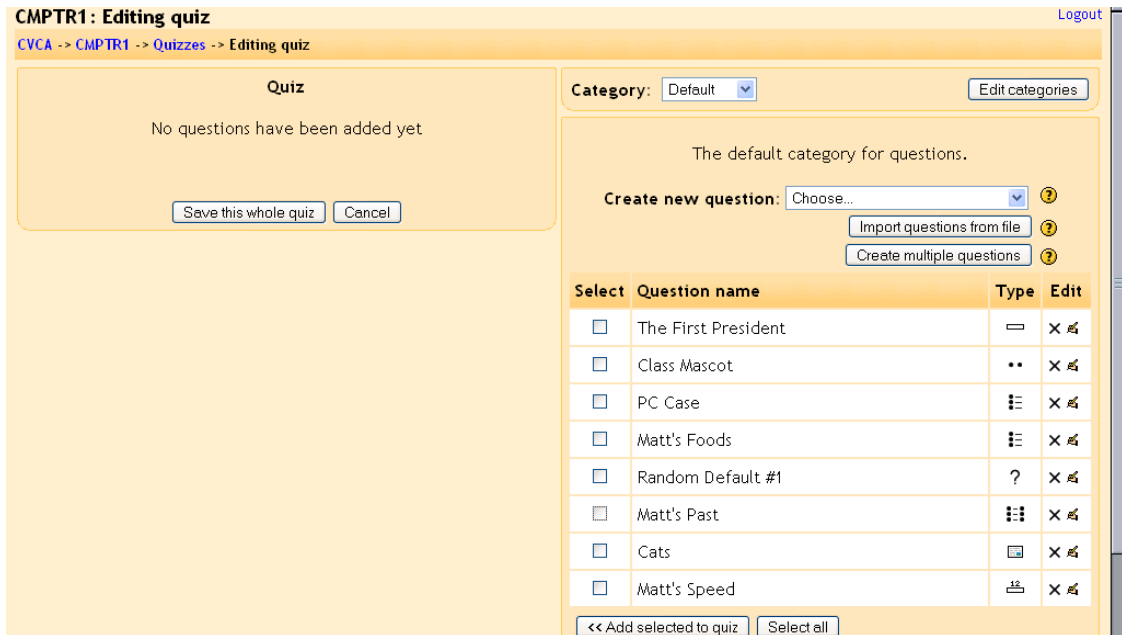
way you want it, click on “Save changes.” Your description should now appear in the list of questions (“Cats” in my example):



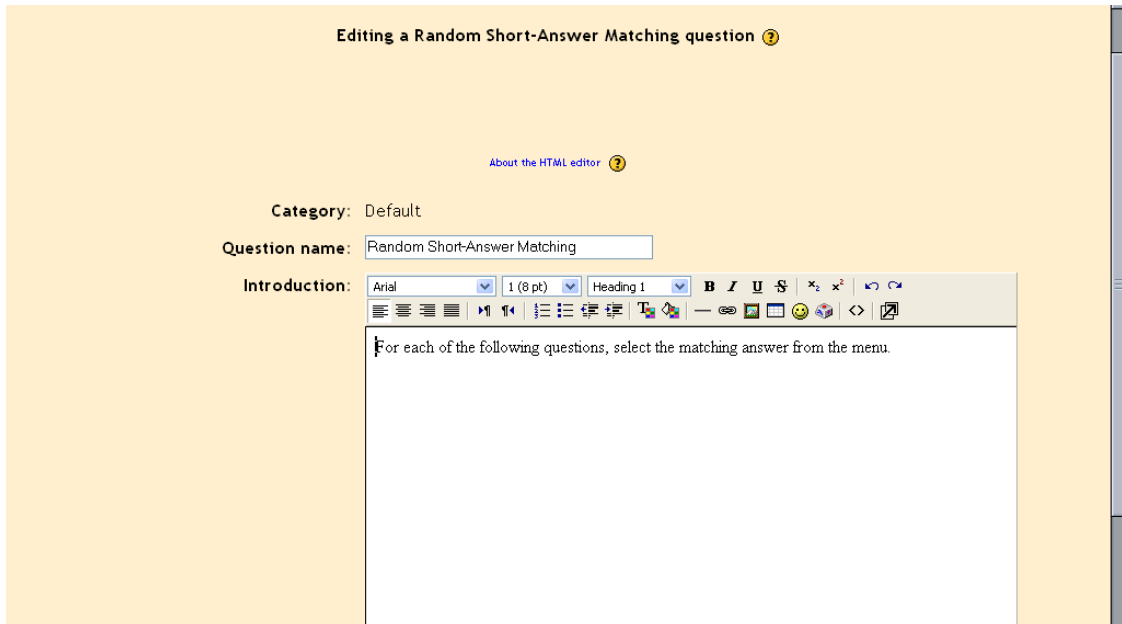
2.1.9.7 Random question – To select a random question, select “Random question” from the pull-down menu. A random question will select a question that already exists randomly from all the questions in any category you specify. If you have 10 questions in an Othello category, this feature will pick one of those questions at random. The random question editing screen looks like this:



Select the category you wish to draw the question from (“Default” in my example). You may name the question if you wish (you might want to add the category to the name – i.e. “random default #1”). Note that you can mix random questions with “normal” questions on a quiz. When you are done, select “Save changes,” and you should see the “edit quiz screen,” with the new random question added (“Random Default #1” in my example):



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



The category is whatever category you were in when you selected the random short answer matching question. The question name can be anything you like, but I would suggest adding a number to the end (#1, #2, etc.). You may leave the existing default introduction, or you may change it if you wish. You then select the number of questions

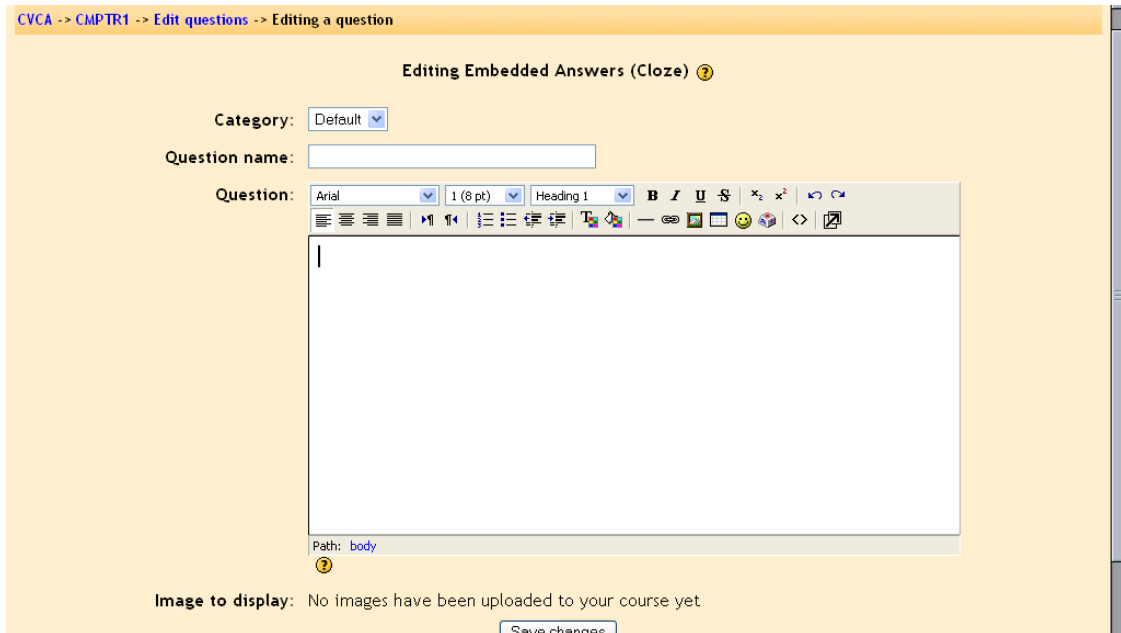
you would like to have. When you are finished, click on “Save changes.” You should see the quiz editing screen with the new question listed (“Random Short-Answer Matching #1” in my example):

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	☰	✕ ⚙
<input type="checkbox"/>	Class Mascot	••	✕ ⚙
<input type="checkbox"/>	PC Case	☰	✕ ⚙
<input type="checkbox"/>	Matt's Foods	☰	✕ ⚙
<input type="checkbox"/>	Random Default #1	?	✕ ⚙
<input type="checkbox"/>	Matt's Past	☰	✕ ⚙
<input type="checkbox"/>	Random Short-Answer Matching #1	☰	✕ ⚙
<input type="checkbox"/>	Cats	☰	✕ ⚙
<input type="checkbox"/>	Matt's Speed	☰	✕ ⚙

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

3 This question consists of some text with an answer embedded right here [dropdown menu] and right after that you will have to deal with this short answer [text box] and finally we have a floating point number [text box].

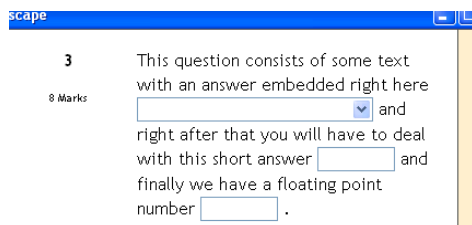
These are great questions, but do require some formatting. The Embedded Answer (Cloze) editing page looks like this:



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

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

This produces this:



The formatting works like this:

- Normal text is just typed (like “This question consists of some text with an answer embedded right here” from above).

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

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

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

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

When you have everything the way you want it, click on “Save changes.” Your Embedded Answers question will now be in the list (“Nice Places” in my example):

Quiz

No questions have been added yet.

[Save this whole quiz](#) [Cancel](#)

Category: Default [Edit categories](#)

The default category for questions.

Create new question: Choose... [?](#)

[Import questions from file](#) [?](#)

[Create multiple questions](#) [?](#)

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	☐	✕ ↻
<input type="checkbox"/>	Class Mascot	••	✕ ↻
<input type="checkbox"/>	PC Case	☰	✕ ↻
<input type="checkbox"/>	Matt's Foods	☰	✕ ↻
<input type="checkbox"/>	Random Default #1	?	✕ ↻
<input type="checkbox"/>	Matt's Past	☰	✕ ↻
<input type="checkbox"/>	Random Short-Answer Matching #1	☰	✕ ↻
<input type="checkbox"/>	Cats	☑	✕ ↻
<input type="checkbox"/>	Matt's Speed	☑	✕ ↻
<input type="checkbox"/>	Nice Places	☰	✕ ↻

[<< Add selected to quiz](#) [Select all](#)

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

CMPTR1: Editing quiz [Logout](#)

CVCA -> CMPTR1 -> Quizzes -> Editing quiz

Quiz

Order	Question name	Type	Grade	Edit
1	↓	Class Mascot	••	1 ✕ ↻
2	↑ ↓	Matt's Foods	☰	1 ✕ ↻
3	↑ ↓	Random Default #1	?	1 ✕ ↻
4	↑ ↓	Matt's Past	☰	1 ✕ ↻
5	↑	Matt's Speed	☑	1 ✕ ↻

[Save grades:](#) 5

[Save this whole quiz](#) [Cancel](#)

Category: Default [Edit categories](#)

The default category for questions.

Create new question: Choose... [?](#)

[Import questions from file](#) [?](#)

[Create multiple questions](#) [?](#)

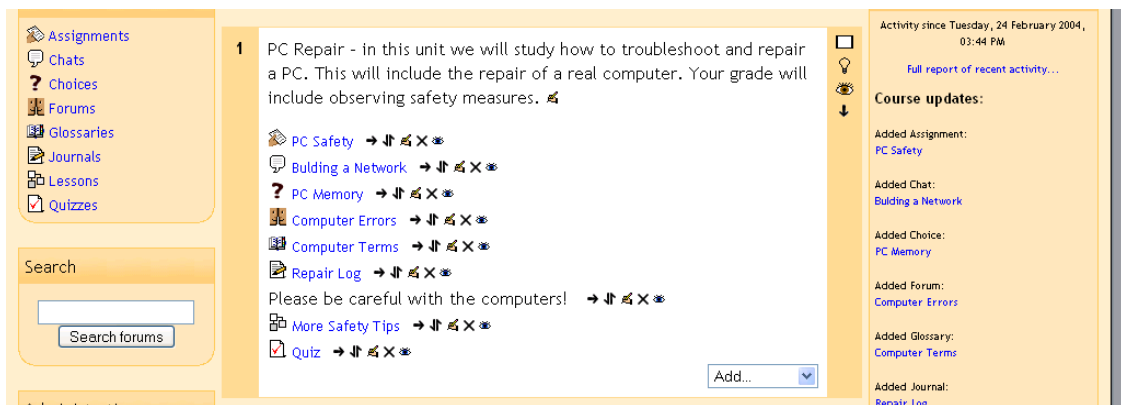
Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	☐	✕ ↻
<input type="checkbox"/>	Class Mascot	••	✕ ↻
<input type="checkbox"/>	PC Case	☰	✕ ↻
<input type="checkbox"/>	Matt's Foods	☰	✕ ↻
<input type="checkbox"/>	Random Default #1	?	✕ ↻
<input type="checkbox"/>	Matt's Past	☰	✕ ↻
<input type="checkbox"/>	Random Short-Answer Matching #1	☰	✕ ↻
<input type="checkbox"/>	Cats	☑	✕ ↻
<input type="checkbox"/>	Matt's Speed	☑	✕ ↻

I selected five questions for my quiz. I may edit them just for the quiz and leave the originals alone by editing the "quiz" side of the screen (the left half of the screen). I can also change the order of the questions by clicking on the up or down arrows on the left. The random question will pick a question not used on the quiz .

Finally, I can weight each question. Under “Grade” is a pull-down menu. I can select any grade weight I want for that question, from 0 to 10. If most questions are weighted as a “1,” then a weight of “5” will be worth five times as much as the “1” questions. This is important as you can use this to make matching questions worth more than normal questions. If most of your questions are worth “1,” and you have 2 matching questions of 5 parts each, you might want to make those worth “5” each to reflect that they have more parts. The total of the quiz can be anything (it does not have to total 10 or 100). This total will be “scaled down” to the maximum grade you set on the first screen.

Once you have your quiz constructed and weighted, click on “Save this whole quiz,” and the quiz will be added to your class.

My example page now looks like this, with a quiz named “Quiz”:



2.1.10 Resource

This is used to add a resource to your class. A resource can be text, a web page, an uploaded file, or other things. The specific resources you can add are:

Plain text – this adds whatever you type.

HTML text – this adds text that “understands” HTML formatting.

Program – this adds an interface so that other programs can get information from Moodle.

Reference – this adds a text box used to cite books and other articles (a bibliography).

Uploaded File – this adds a link to a file you have uploaded to your “Files” section.

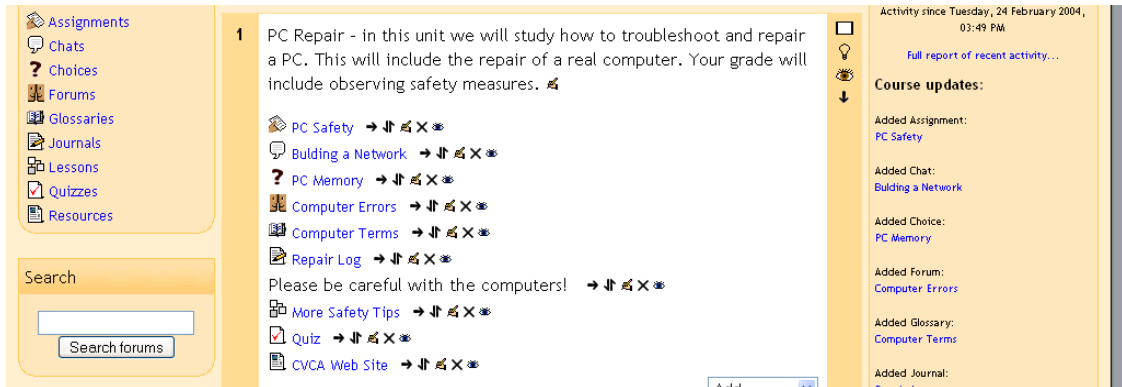
Web Link – this adds a link to another web page, which takes the user out of Moodle.

Web Page – this adds a link to another web page, but the page opens in Moodle, so the user can remain in Moodle.

Wiki text – this adds a text file that understands Wiki-style formatting. For a description of Wiki formatting, add a Wiki resource and click on the help button that reads “How to write Wiki text.”

All of these resources require that you name the resource, add a short description of the resource, and either fill out a text box, select a file, or fill in a web page address. For my

example class, I will add a resource of a web page. My class example now looks like this (with a resource named “CVCA Web Site”):

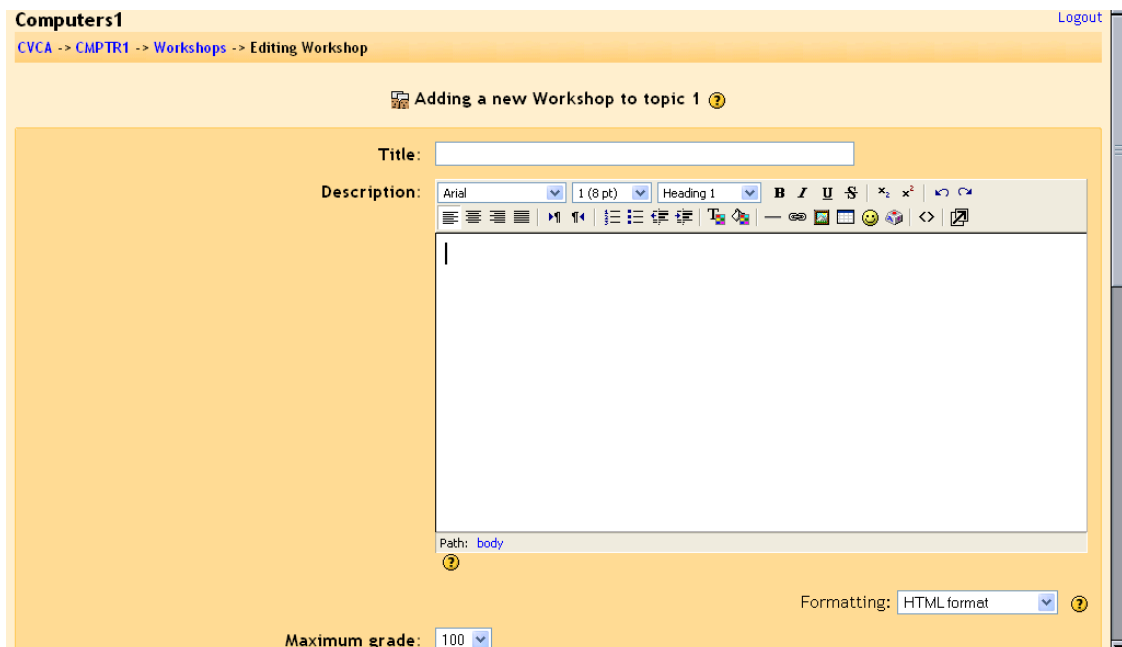


2.1.11 Survey

This adds pre-built surveys to the class. These are typically used for online, distance-learning courses. If you are curious, feel free to add one – you can always delete it later if you don't find it useful. Future versions of Moodle are supposed to allow the user to design surveys.

2.1.12 Workshop

This creates a workshop space for the class. It is used to facilitate peer review. It has a range of options. To add a workshop, select “Workshop” from the “Add” menu. This will take you to the workshop edit screen:



The “Title” and “Description” can be whatever you like (“Peer Review,” “Othello,” etc.).

“Formatting” determines how the program displays information. I recommend leaving it as “HTML format” unless you have problems with your internet browser (in which case use “Moodle auto-format”). If you want to change the formatting, click on the “?” Moodle help button to evaluate the other options.

The “Maximum grade” is set to a number from 0 to 100. For all of my examples, I will use a maximum grade of 100.

The “Grading strategy” has several options – Accumulative, Not Graded, Error Banded, Criterion, and Rubric. These will be covered in detail shortly.

Accumulative grading – This is the default setting. Accumulative grading breaks each project into sections (you determine the number, from 1-20) that can be individually graded and commented upon. The grades of each piece determine the final grade (based on the maximum grade you set). This style of review uses yes/no questions, grading scales (i.e., “poor” to “excellent”) and purely numeric grading (1-100).

Not Graded – This setting is used for peer review where the students may comment on work, but not grade it. The teacher may assign grades to the comments that are made; not assigning grades on the comments means the assignment does not count for a grade (it is used for peer comments only).

Error Banded – This style of grading sets up multiple yes/no expectations for an assignment. If the element is there (a “yes” answer), credit is given; if not (a “no” answer), no credit is given for that part of the assignment. Each individual part may be weighted if desired.

Criterion – For this type of grading scale, you set up criteria for the peers to choose from. The students then chose ONE criterion that most closely matches the project. Each criterion has a grade assigned to it, so by choosing one criterion, the reviewer gives the grade associated with that comment.

Rubric – This review setting is very similar to “Criterion,” except that the teacher assigns different sections to each project. Then, within each section, the reviewer selects one comment that most closely matches the project being reviewed. The grades from each section are then combined to give the final grade.

The “Number of Comments, Assessment Elements, Grade Bands, Criterion Statements or Categories in a Rubric” field determines how many elements an assignment will have evaluated. This is the number of things you wish to have evaluated. You could set this to “3,” and have the peers evaluate on style, content, and grammar (for example). If this field is set to 0, then the group may only make comments in the “General Comments” section of an assignment.

The “Allow Resubmissions” field allows students to resubmit their assignment at any time. This can be useful to encourage students to write several drafts incorporating suggestions made. The system will then keep the highest grade of all the assignments submitted by the student (the highest grade is the largest teacher-peer combined score).

The “Number of Assessments of Examples from Teacher” forces the students to walk through one or more example projects that the teacher has put online. The student will have to make comments and grade the project, and then these comments can be graded by the teacher. Students can NOT submit their own work until they have gone through all of the examples the teacher has set up.

The “Number of Assessments of Student Submissions” field sets how many other projects the student can evaluate and comment on. If there are more submissions than the allowed assessments, the reviewer will get a random set to evaluate.

The “Self Assessment” field, if set to “Yes,” allows students to evaluate and grade their own work. This is added to the “Number of Assessments...” (if the “Number of Assessments...” is set to 5, the student must still evaluate 5 other students’ work). If the “Number of Assessments...” is set to “0” and this field is set to “Yes,” then the project is for self-evaluation only.

If the “Assessments must be agreed” field is set to “Yes,” then the assessments from students are open to review from other students. If other students disagree with the evaluation made by the original reviewer, then the evaluation process will continue until the students do agree, or until the assignment passes the closing time.

The “Hide Grades before Agreement” field allows the teacher to hide the numeric grades from other reviewers while they are trying to reach agreement. If this field is set to “Yes,” then all the numeric parts of the evaluation are hidden – students can only see each other’s comments. The grades will appear after the reviewers agree with each other.

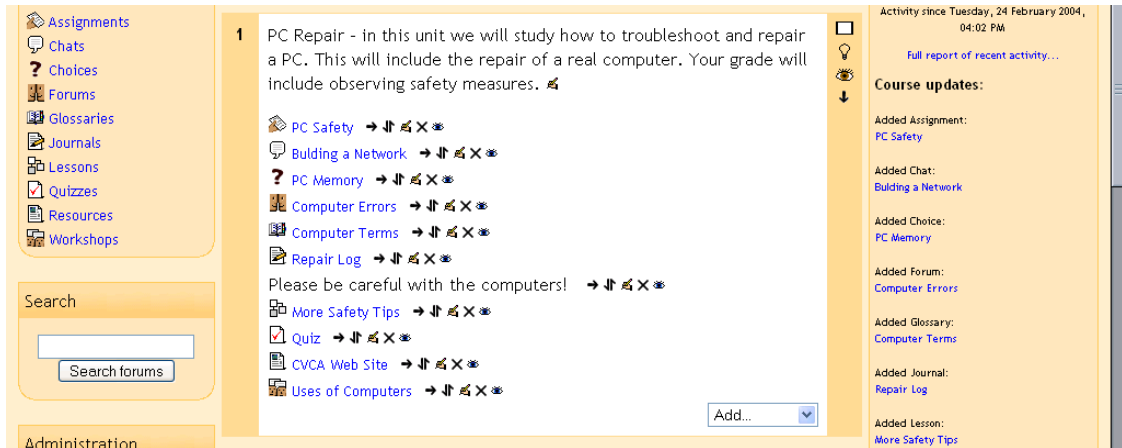
“Maximum Size” limits how big the project can be. In general, I recommend making this as big as you can unless space is an issue.

The “Deadline” field sets when the workgroup assignment closes. After this point, student grades will appear (if hidden) and peer evaluation stops.

Workgroup Evaluation Types

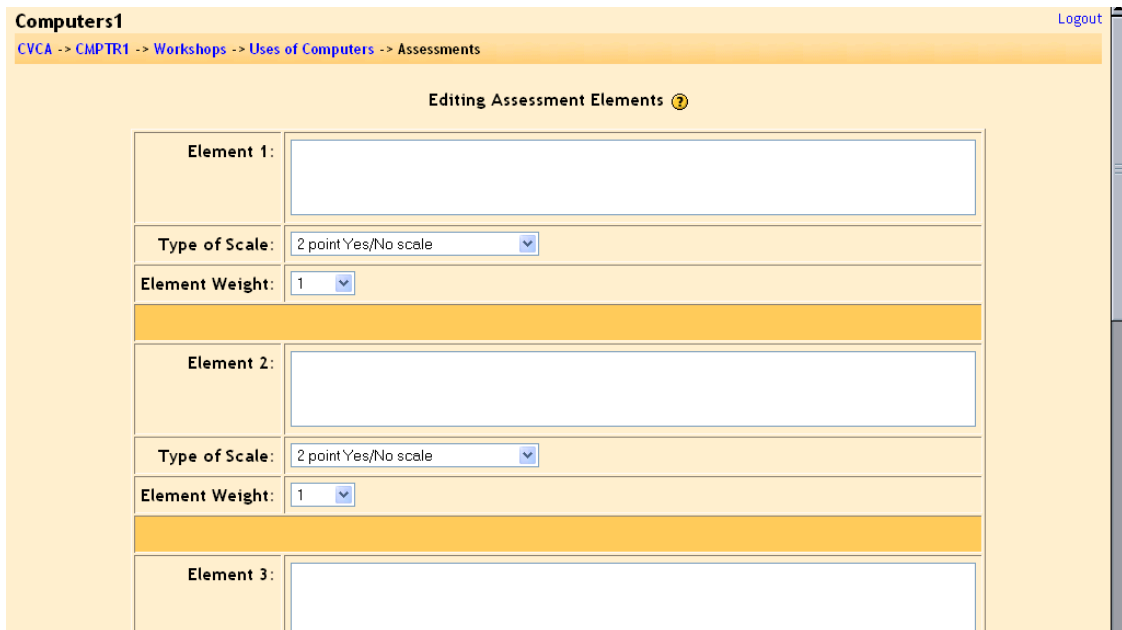
Getting a workgroup ready for evaluation requires setting up each section (called evaluation elements). These elements vary depending on the type of evaluation you select.

Once you have added a workgroup, it has no evaluation elements in it. To add the elements, click on your new workgroup. In my example, it is called “Uses of Computers”:



2.1.12.1 Accumulative Grading Strategy

This is the default grading strategy. It allows for various styles of evaluation, including yes/no questions, scaled questions, and numeric evaluations. If you selected this strategy on the setup screen, you will see something like this when you click on the workgroup (“Uses of Computers” on mine):



I have selected to have 5 elements on my evaluation (2 are off-screen). 5 to 10 elements is pretty typical, but you can have anywhere from 1 to 20 elements.

In the blank space next to “Element 1,” fill in your evaluation standard. This varies on the type of element you are using. For Element 1, I will use a “2 point Yes/No scale.” Note that the “2 point” does not refer to how much the question is worth (that is set using the weight). The “2 point” refers to the fact that there are 2 options available (yes or no). Since I am using a yes/no answer, I need an element that can be answered using yes or no. For my example, I will use “Is the paper 2 pages long or longer?”

“Type of Scale” allows you to set how you want the element evaluated. The options are:

2 point Yes/No scale

2 point Present/Absent scale

2 point Correct/Incorrect scale

3 point Good/Poor scale (a sliding scale with 3 options)

4 point Excellent/Very Poor scale (a sliding scale with 4 options)

5 point Excellent/Very Poor scale (a sliding scale with 5 options)

7 point Excellent/Very Poor scale (a sliding scale with 7 options)

Score out of 10

Score out of 20

Score out of 100

In all cases, the points are for the element ONLY. A “Score out of 100” is not for the whole project, but for the element it is assigned to only. In my “Element 1” example, I will use a 2-point Yes/No scale.

“Element Weight” sets the weight of the element. In my example, right now all 5 elements are weighted with a weight of 1. That means each element is worth the same, or 20% (5 elements at 20% each = 100%). If I feel an element should be worth more or less than other elements, I can change the weight (from 0 to 4 times weight – there are negative weights as well, but they are experimental). In my examples, I will leave the weight as 1.

For “Element 2,” I will choose one of the sliding scales, the 5-point Excellent/Very Poor scale. This creates a scale that has 5 options, from Excellent to Very Poor. The grade of the element is based on the choice. In my example, each element is worth 20%. If someone rates my paper as a 3 on the scale, I will get 3/5 (a rating of 3 out of a possible 5) of 20, or 12 points for this element. I need to fill in the element description in a way that can be answered by the scale Excellent to Very Poor. In my example, I will use “Rate the paper on how well it is written.”

For “Element 3,” I will use the “Score out of 100” scale. This allows the reviewer to select a score of 0 to 100 for this element. The grade of this element is based on the score given. If I get a score of 75 on the scale, I will get 75/100 credit, or 15 points (75% of 20 total points). I need to describe the element in a way that can be evaluated on a 100-point scale. For this example, I will use “On a scale of 100, rate how well the author did research.”

Other elements are filled out in a similar way. When I have filled out the other elements, my example looks like this:

Editing Assessment Elements ?

Element 1:	Is the paper 2 pages or longer?
Type of Scale:	2 point Yes/No scale
Element Weight:	1
Element 2:	Rate the paper on how well it is written.
Type of Scale:	5 point Excellent/Very Poor scale
Element Weight:	1
Element 3:	On a scale of 100, rate how well the author did research.
Type of Scale:	Score out of 100
Element Weight:	1

Click on “Save changes” to save your changes. The system will then ask if you want to “Amend Assignment Elements again.” If you want to go back and make changes, click on “Yes”; otherwise, click on “No.”

You will then see a screen something like this:

Computers1 Uses of Computers

CVCA -> CMPTR1 -> Workshops -> Uses of Computers Update this Workshop

Managing the Assignment ?

Uses of Computers

Due date: Wednesday, 10 March 2004, 04:05 PM (13 days 8 hours)
Maximum grade: 100
Details of Assessment: [Specimen Assessment Form](#)

Write papers on uses of computers and evaluate.

1. Set Up Assignment

2. Allow Student Submissions

3. Allow Student Submissions and Assessments

4. Allow Student Assessments

5. Calculation of Final Grades

6. Show Final Grades

[Amend Assessment Elements](#) ?

[Administration](#)

The links at the bottom allow you to control the workgroup. The “Amend Assessment Elements” link takes you back to where you can modify the elements, the scoring, and the weights. The “Administration” link allows you to evaluate student evaluations, papers, and so on.

The 6 stages near the bottom allow you to control the pacing of the workgroup. The screen above shows step “1. Set Up Assignment” as the current stage. To move to one of the next stages, click on the stage you want. “2. Allow Student Submissions” allows student to submit papers, but they can not evaluate other papers. “3. Allow Student Submissions and Assessments” allows students to upload their papers and to assess other papers. “4. Allow Student Assessments” does not allow students to upload papers, but does allow them to assess other papers. “5. Calculation of Final Grades” allows you to make changes to the grades, and “6. Show Final Grades” allows students to see their grades. You can move between stages at any time (you can skip from stage 1 to stage 3 and back to stage 2 if you wanted to).

What an accumulative evaluation looks like:

At this point, it might be useful to see what a student would see for an evaluation. For the accumulative evaluation from above, a student would see this:

Assessment	
Element 1:	Is the paper 2 pages long or longer? Weight: 1.00
Grade:	Yes <input type="radio"/> <input checked="" type="radio"/> No
Feedback:	<input type="text"/>
Element 2:	Rate the paper on how well it is written Weight: 1.00
Grade:	Excellent <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> Very Poor
Feedback:	<input type="text"/>
Element 3:	On a scale of 100, rate how well the author did research. Weight: 1.00
Grade:	0 <input type="text"/>
Feedback:	<input type="text"/>

2.1.12.2 Not Graded Grading Strategy

This grading strategy is used for peer comments only. You may still have as many elements as you like, but each elements only has a comments section – there is nowhere for a numerical evaluation. When you click on a workgroup that has been set up with “Not Graded,” you will see a screen like this (mine has five elements):

The screenshot shows a web interface titled "Editing Assessment Elements" with a help icon. It contains five vertically stacked text input fields, each preceded by a label: "Element 1:", "Element 2:", "Element 3:", "Element 4:", and "Element 5:". Each input field is empty and has a light blue border. The background of the form area is a light yellow color.

Fill in each element field with a description to guide the reviewer's comments (like "Discuss the strength or weakness of the thesis statement.") When you have filled in all of the elements, click on "Save changes." The system then follows the same steps as above (see the Accumulative Grading Strategy section above).

2.1.12.3 Error Banded Grading Strategy

This grading strategy is based entirely on yes/no responses for the evaluation. Each element is set up with a yes/no system. When you first click on the workgroup, you should see something like this:

Computers1 Logout

CVCA -> CMPTR1 -> Workshops -> Uses of Computers -> Assessments

Editing Assessment Elements ?

Element 1:

Element Weight: ▼

Element 2:

Element Weight: ▼

Element 3:

Element Weight: ▼

In addition, there is a Grade Table to set up at the bottom of the page (mine is set up as an example):

Element 3:

Element Weight: ▼

[[gradetable]]

[[numberofnegativeresponses]]	Suggested Grade
0	<input type="text" value="100"/> ▼
1	<input type="text" value="95"/> ▼
2	<input type="text" value="85"/> ▼
3	<input type="text" value="70"/> ▼

The grade table allows the teacher to set up suggested grades based on the number of “No” answers recorded by the reviewer. It does not have to be linear (my example takes off 5 for the first “No,” 10 for the second “No,” and 15 for the third “No.”). These are only suggested grades – the reviewer may modify the grade up or down by up to 20 points (you might want to stress to the students they should have good reasons for changing your suggested grades!).

Fill out each element with a yes/no question and set the weight. When you weight a question, it will count that weight against the yes or no count. For instance, if I had 3 questions, and weighted one question as “2,” and the other two questions as “1,” the first

question would have twice the weight of the other two. That means if a reviewer selects “No” on the first question (the weighted one), it would count as two “No’s” on the grade (or an 85 in my example grade chart).

When done, click on “Save changes.” My example screen looks like this:

The screenshot shows a web-based grading interface with three criteria. Each criterion has a text box for the description and a dropdown menu for the weight. Below the criteria is a summary table with two columns: the number of negative responses and the suggested grade.

Element 1:	The paper is 2 or more pages long.
Element Weight:	1
Element 2:	The paper covered the topic assigned.
Element Weight:	1
Element 3:	The paper used at least 3 sources.
Element Weight:	1

[[gradable]]	
[[numberofnegativeresponses]]	Suggested Grade
0	100

2.1.12.4 Criterion Grading Strategy

This strategy lets the reviewer pick ONE statement that matches the project. Each statement has a grade assigned to it. When you click on a Criterion workgroup for the first time, you will see a screen like this:

Computers1 Logout

CVCA -> CMPTR1 -> Workshops -> Uses of Computers -> Assessments

Editing Assessment Elements ?

Criterion 1:	<input type="text"/>
Suggested Grade:	100 ▼
Criterion 2:	<input type="text"/>
Suggested Grade:	95 ▼
Criterion 3:	<input type="text"/>
Suggested Grade:	85 ▼

In each element section, write the statement you want and assign a suggested grade to that statement. The reviewer may change the suggested grade up or down by up to 20 points. When you are finished, click on “Save changes.” My example looks like this:

Editing Assessment Elements ?

Criterion 1:	The paper covered all the basic requirements, was thoughtfully written, had good style, and was entertaining.
Suggested Grade:	100 ▼
Criterion 2:	The paper covered all the basic requirements, but did not go beyond them.
Suggested Grade:	90 ▼
Criterion 3:	The paper did not cover the basic requirements.
Suggested Grade:	70 ▼

2.1.12.5 Rubric Grading Strategy

This strategy is very similar to the Criterion. In the Rubric, the reviewer must select ONE statement that most closely matches the project. Each statement has a grade attached to it.

The difference with the Rubric is that it allows a statement for multiple elements, so a project might have 5 elements to it, each of which has statements to be matched to the project. The total grade is based on each element grade. When you click on a Rubric workshop for the first time, you will see a screen like this:

Element 1:	<input type="text"/>
Element Weight:	1
Grade 0:	<input type="text"/>
Grade 1:	<input type="text"/>
Grade 2:	<input type="text"/>
Grade 3:	<input type="text"/>
Grade 4:	<input type="text"/>

The Element box is where you describe what you want the reviewer to evaluate. You may then set the weight of the element. You then fill in at least two of the “Grade” boxes. You do NOT have to fill in all five (but you can if you wish). The system will ignore everything after the first blank box, and will calculate the grade based on how many possibilities are present. An example will help. If I have 5 elements all weighted as 1, each element is worth 20%. Each grade box (inside each element) divides the 20 points available to the element. If I fill in 2 boxes, Grade 0 is worth zero points (Grade 0 is always worth zero points, no matter how many boxes are filled out), and the statement in Grade 1 is worth all 20 points. If I fill out 3 boxes, Grade 0 is worth 0, Grade 1 is worth 10 points, and Grade 2 is worth all 20. If I fill out all 5 boxes, Grade 0 is worth 0, Grade 1 is worth 5, Grade 2 is worth 10, Grade 3 is worth 15, and Grade 4 is worth all 20 points. The reviewer will pick ONE statement for EACH element.

Fill in each element description, pick the weight, and fill in as many grade boxes as you like for each element (you must fill out at least two Grade boxes for each element, or the element will not count). The best grade is always the last statement. Click on “Save changes.” My example looks like:

Editing Assessment Elements ?

Element 1:	Evaluate the style of the paper.
Element Weight:	1
Grade 0:	The paper's style was difficult to work through. The author's intent was not clear, and the paper was hard to follow.
Grade 1:	The paper's style was okay. I was able to follow the author's train of thought.
Grade 2:	The paper's style was great. The paper was easy to read and the author's argument was logical and clear.
Grade 3:	
Grade 4:	

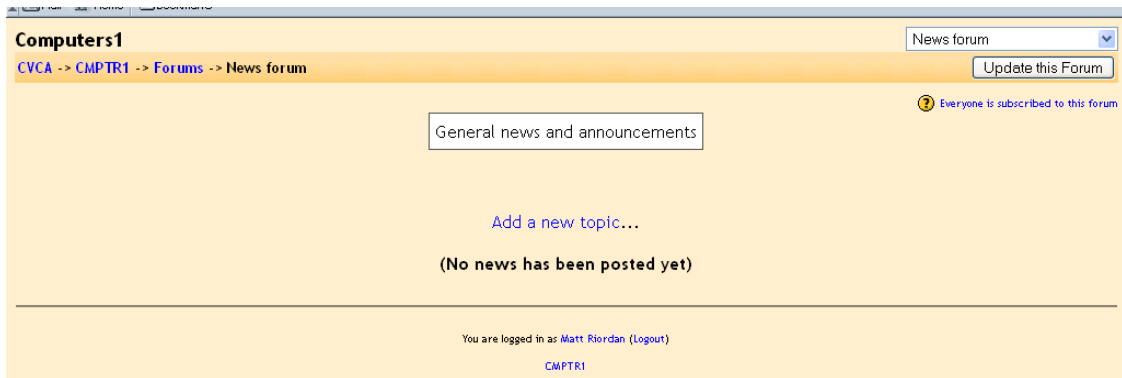
In my example, Element one would have 3 choices. The reviewer would pick one of them for this element, and would then do the same for the remaining elements.

2.1.13 The News Forum

This covers all of the resources available from the “Add” menu. There is one more resource on the class page that is useful – the News forum. You will notice that at the top of the class pages there is a forum called “News forum.” This is always present, and the system recreates it if you delete it. It is a place for you to post news items relating to your class. To add a news item, click on the News forum icon at the top:

The screenshot shows a Moodle class page interface. On the left, there is a 'People' sidebar with links for 'Participants', 'Groups', and 'Edit profile'. Below it is an 'Activities' sidebar. The main content area is titled 'Topic outline' and contains a post: 'Welcome to Mr. Riordan's computer class!' with a 'News forum' icon and a toolbar. On the right, there is a 'Latest news' sidebar with a link to 'Add a new topic...' and a message '(No news has been posted yet)'. Below that is a 'Recent activity' sidebar showing 'Activity since Wednesday, 25 February'.

This will take you to a screen like this:



Before we “Add a new topic,” I want to point out the link in the upper right. By default, “Everyone is subscribed to this forum.” This means that every time you add a news item, the system will email everyone in the class automatically. To change this option, click on the “Everyone is subscribed to this forum” link, and it will change to where the students have the option to sign up to get emailed. If you do change this, and then want to change back, click on the “Everyone can choose to subscribe” link.

If you click on the “Add a new topic” link, you will be taken to a screen where you give the announcement a name, type the details of the actual announcement, and have the option to attach a file to the announcement. The attachment can be any file – Word, PowerPoint, etc. When you are done adding the announcement, click on “Save changes.” The system will then tell you that you have 30 minutes to make changes to the announcement. Click on “Continue.” The news item will now show up in the news forum:



If you go back to the main screen (click on the short class name, CMPTR1 in my case), you will see that the “headline” now appears on the right under “Latest news”:

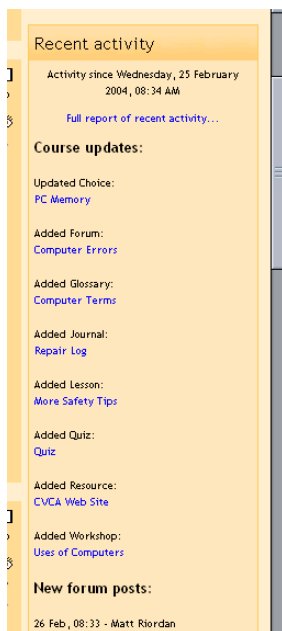


One word of warning – the default news forum allows students to reply to your posting, but not add new postings. To turn this off, click on the edit button (the hand holding a pen) next to “News forum,” and change the menu item “Can a student post to this forum?” from “No discussions, but replies are allowed” to “No discussions, no replies.”

This covers everything about editing your class page. When you are finished, click on the “Turn editing off” button to see how your page looks.

2.2 Recent Activity

One thing to point out to your students: on the right-hand side is a box labeled “Recent activity.” This lists everything that has changed in the class site since the last time the student logged in:



This is a good place to see if there are new things in the class.

If you have any questions, remember to click on the “?” buttons – Moodle’s help is very good.

Thank you for using Moodle!

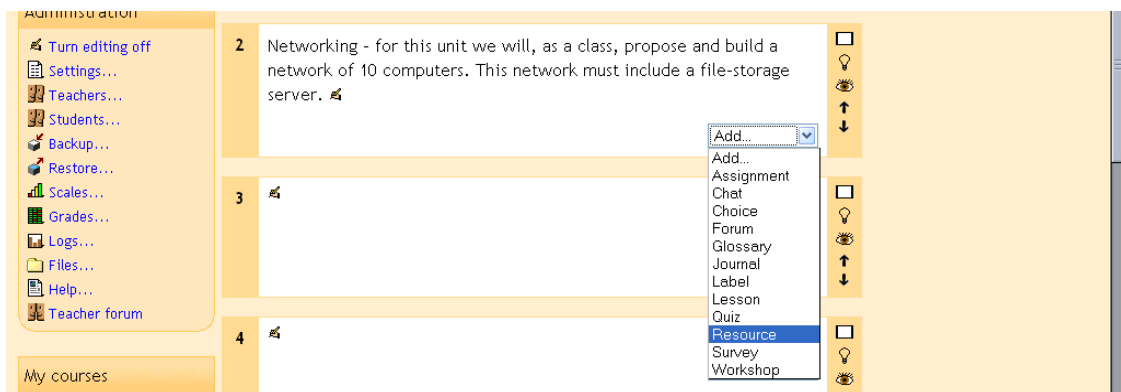
Appendix 1: Adding audio to your classroom

Moodle allows you to add audio to classroom modules (forums, quizzes, etc.). There are two ways to do this: add the sound file as a resource (this is a separate module), or add it as an embedded sound to the module you are in (forum, quiz, etc.). Both methods are pretty straightforward.

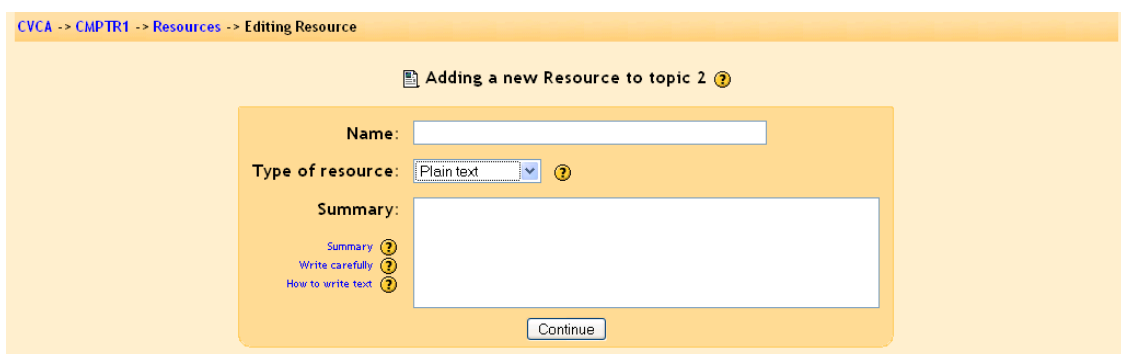
Please note that for sound to work, your administrator must enable multi-media plug-ins for Moodle. See your administrator if these features do not work.

1. Adding sound as a resource:

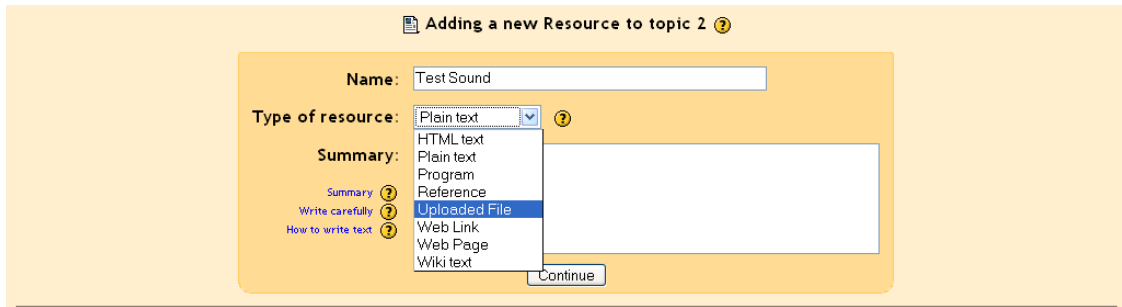
Make sure you are in edit mode in your classroom. Go to the topic (or week) where you want to add the sound and select “Resource” from the “Add” menu:



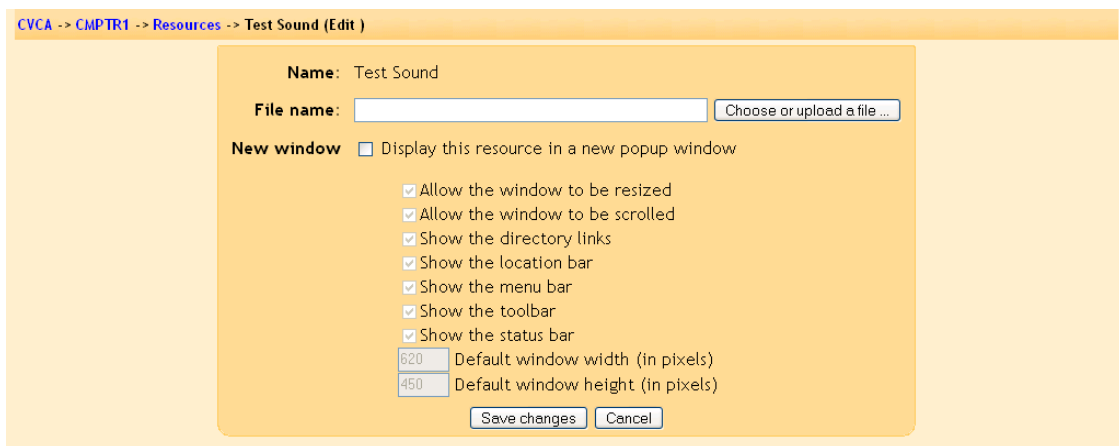
This will take you to the resource edit screen:



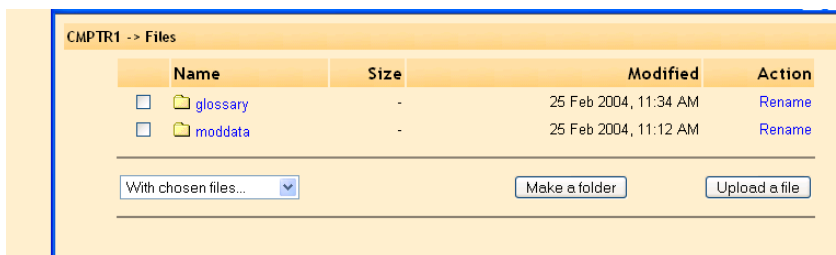
Type in a name for your sound resource, and select “Uploaded File” from the “Type of resource” menu:



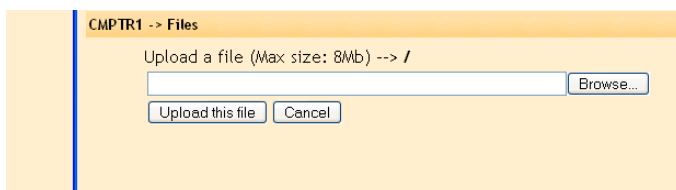
Fill in a description of the file in the “Summary” field. When you are done, click on “Continue.” You will then see a screen where you can browse for your sound file:



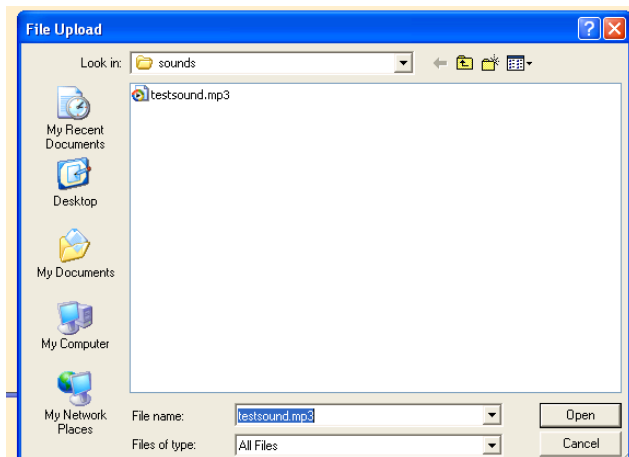
To find your file, click on “Choose or upload a file.” This will bring up a new window that will show you any files you have already uploaded:



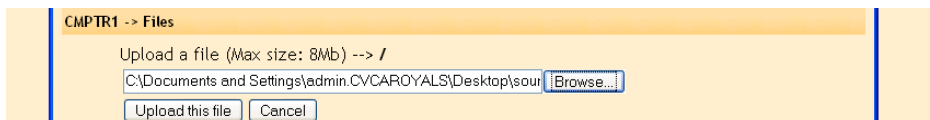
If your file is not yet uploaded, click on “Upload a file.” This will bring you to a screen like this:



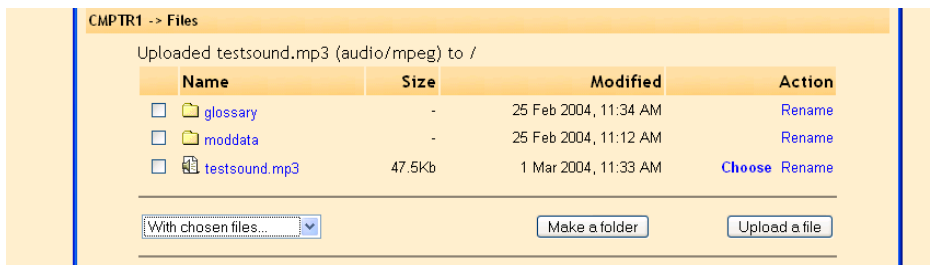
You may type in the file path for the file you want or you may click on “Browse” to search for it (browsing is much easier). Find the file you want, and double-click on it (or click on it once and select “Open”):



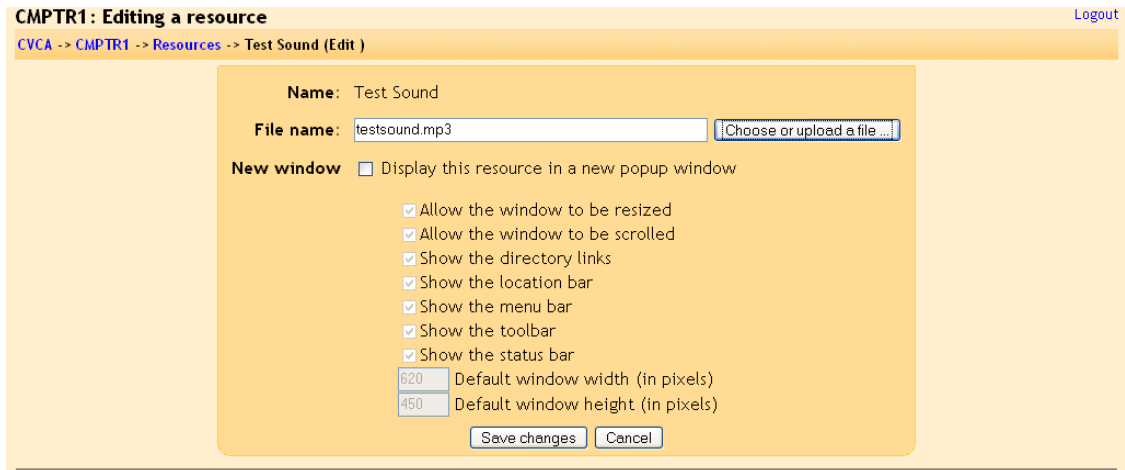
This fills in the path for you:



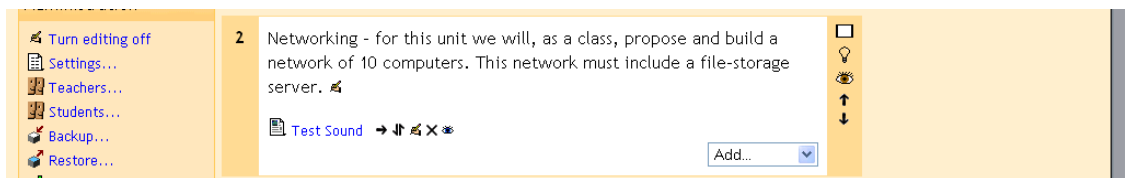
Click on “Upload this file,” and the file will be moved into your Moodle classroom:



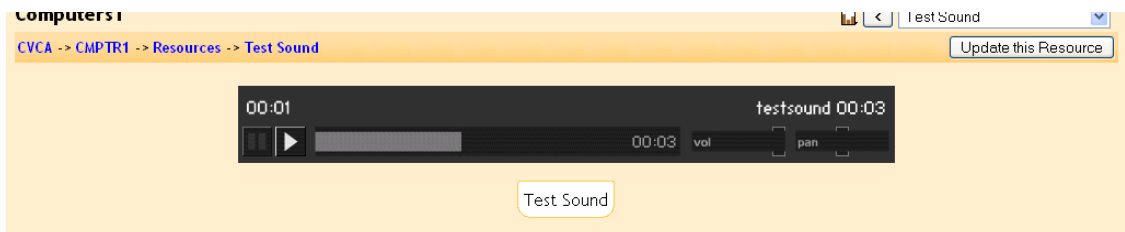
Click on “Choose” on the right-hand side to select the sound file you wish to use. The system will fill in the name of the file for you:



You may wish to check “Display this resource in a new popup window” if you want that feature (the sound will open in a new window of the browser) . When you are finished, click on “Save changes.” Your sound will now appear as a resource in your class page:



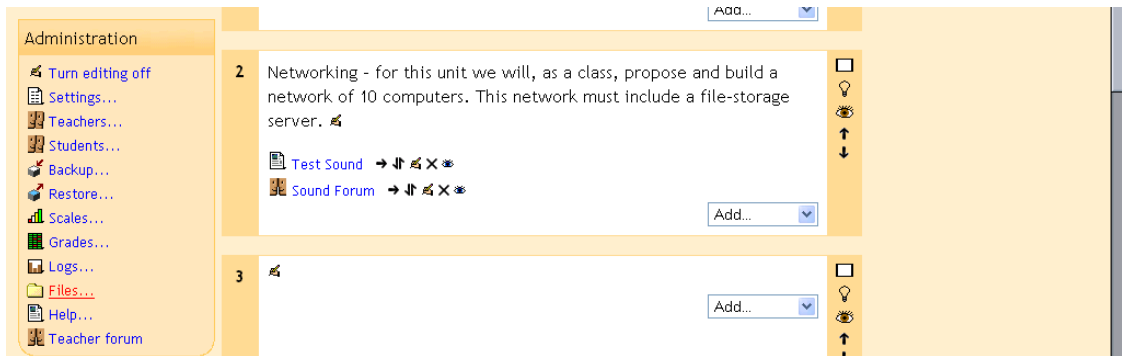
When you click on the resource, it will play for you:



2. Adding embedded sound:

Adding a sound as a resource works well, but it requires your students to click on the resource, which means opening another browser window, or leaving the module they are in. Moodle has the ability to embed sound in another module (like a forum or a quiz).

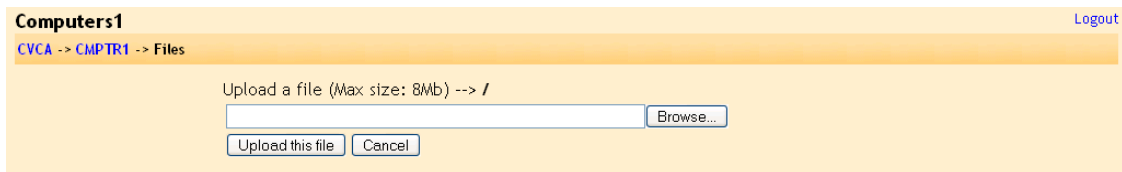
You can only add sounds that you have already uploaded to your classroom, and the sound files should be in mp3 format (they should end in .mp3). If you need to add a new sound, click on the “Files” link on the left-hand side of the basic class page:



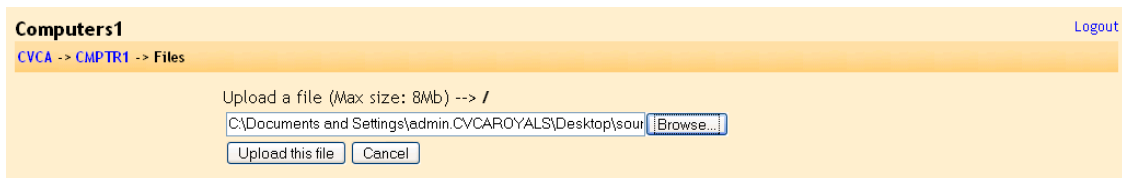
This will take you to the files section:



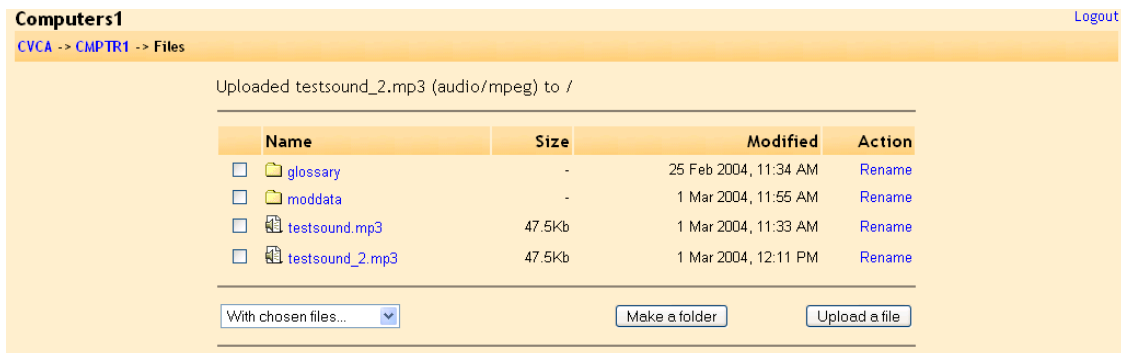
To add a new file, click on “Upload a file.” This will take you to this screen:



Click on “Browse” and find the file you want on your computer. **Important:** please make sure your sound files are in **mp3** format – other types of sound files may cause problems! When you find the file you want, double-click on the file and the system will fill in the information:



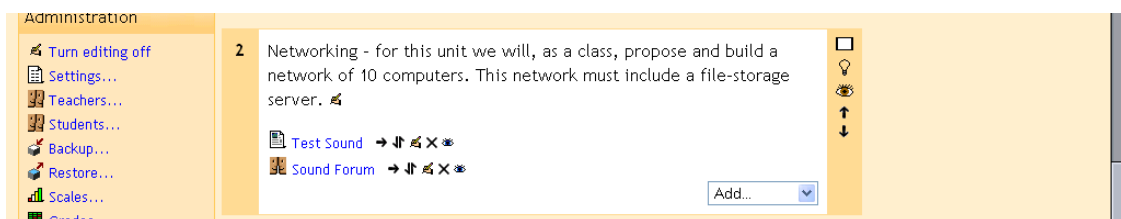
Click on “Upload this file,” and the system will add the file to your classroom:



The sound “testsound_2.mp3” can now be added to any module I want. Go back to the basic class page by clicking on the name in the upper left (CMPTR1 in my example). You are now ready to add the sound anywhere you like.

For this example, I am going to add a sound to a forum, but it works the same way in any module.

Create a forum (or use an existing one). My example looks like this:

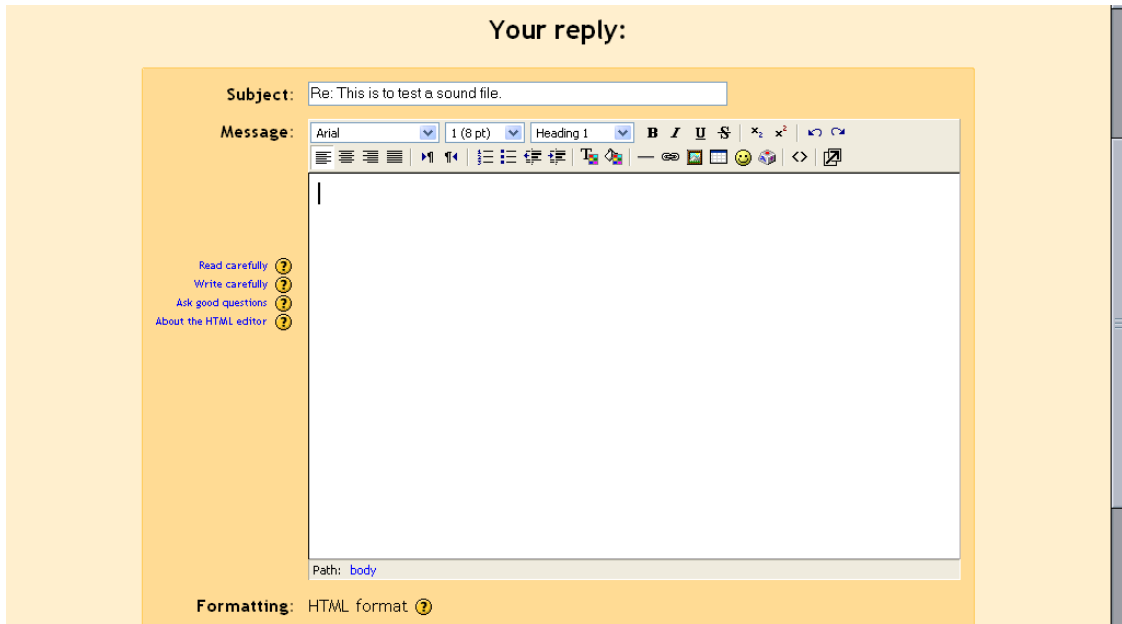


Go into your forum and find the discussion group you want to add the sound to. My example looks like this:

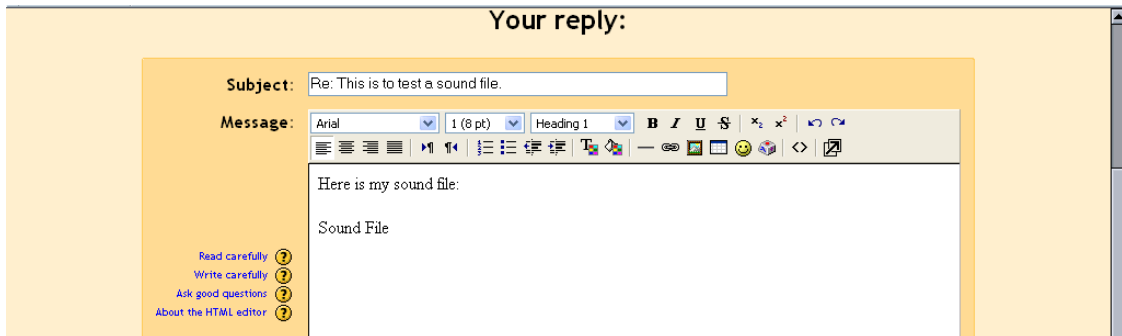


I will reply to this posting, but you can use the same procedure to start a new discussion with a sound.

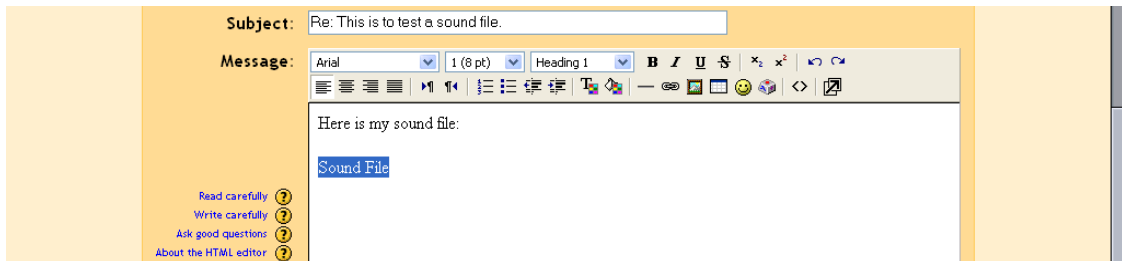
When I click on “reply,” I get to the reply screen:




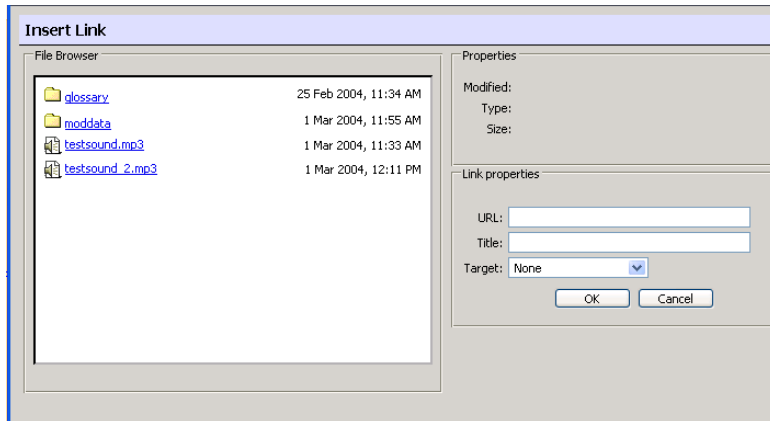
Fill in the body of the message. At some point, add some text that will be a link to the sound (usually at the end, but it does not have to be). My example looks like this:



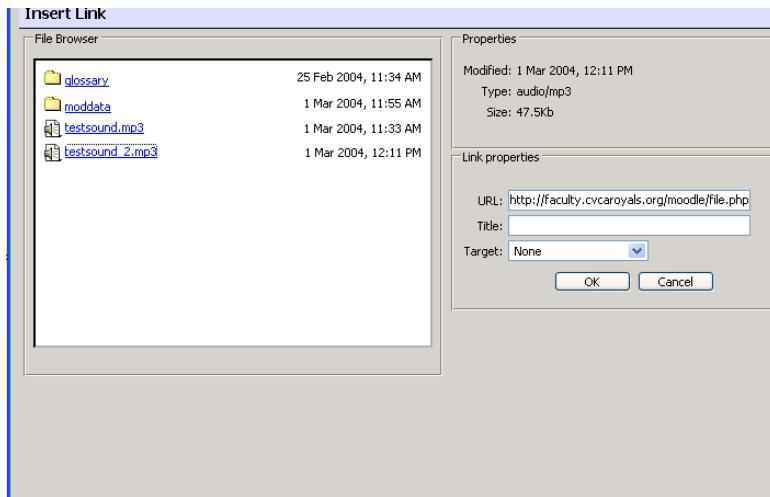
To add the sound, use your cursor to highlight the text that will link to the sound file ("Sound File" in my example):



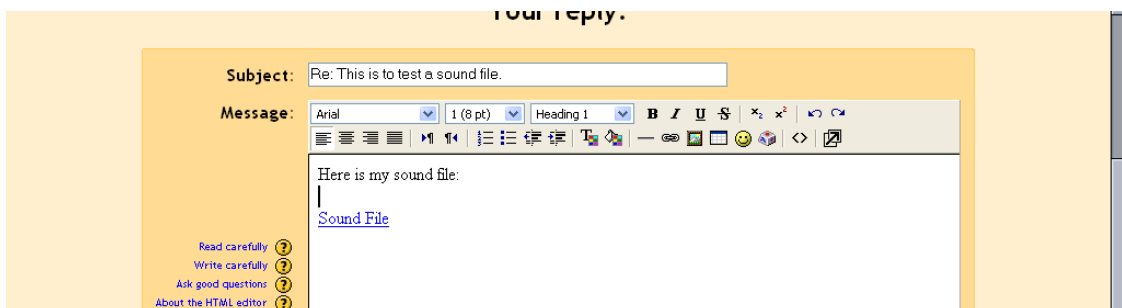
Then, click on the link icon on the tool bar (it looks like a chain): . This will open up a dialog box like this:



Click on the name of the sound file you want to play (testsound_2.mp3 in my case). The system will fill in the URL box for you:




You may add a title if you wish, but it is not required. You may also choose to have the sound open in another window and other options under the “Target” menu, but the default (“None”) works just fine. When you are finished, click “OK.” Your window will now show the sound as a link:



You may add more sounds or more text if you wish. When you are finished, click on “Save changes.” My example forum now looks like this:

The screenshot shows a Moodle forum thread. At the top, the forum is titled 'Computers1' and the current discussion is 'Sound Forum'. The breadcrumb trail is 'CVCA -> CMPTR1 -> Forums -> Sound Forum -> This is to test a sound file.'. There are navigation options like 'Display replies flat, with oldest first' and 'Move this discussion to...'. The first post is by 'Matt Riordan' on Monday, 1 March 2004, at 11:48 AM, with the text 'Add a sound file to this forum.' and a 'Delete | Reply' link. The second post is a reply by 'Matt Riordan' on Monday, 1 March 2004, at 12:33 PM, with the text 'Here is my sound file:' and a 'Sound File' icon with a play button. A 'Show parent | Edit | Delete | Reply' link is also present.

To hear the sound that was added, I just have to click on the play button  and the system will play the sound for me.

Appendix 2: Adding Mathematical Equations, Algebra

Moodle supports TeX and Algebra notation to add mathematical expressions anywhere in a module. Please note that your Moodle administrator must turn on support for TeX and Algebra for these functions to work.

2.1 Algebra

(based on postings by Zbigniew Fiedorowicz at www.moodle.org).

There are a couple of ways to add mathematical expressions. For very simple expressions, you can use the superscript and the subscript functions in the html editors:

The screenshot shows the Moodle message editor. The 'Subject' field contains 'Re: This is to test a sound file.'. The 'Message' field has a rich text editor toolbar with options for font (Arial), size (1 (8 pt)), heading (Heading 1), bold (B), italic (I), underline (U), strikethrough (ABC), subscript (x₂), superscript (x²), link, unlink, and a 'Subscript' button.

More complicated expressions (fractions, calculus, etc.) need more advanced formatting, using the algebra filter. This filter uses coding to create mathematical expressions. The good news is that it is very simple to use. The code looks like a mathematical expression you would type (like $x^2 = y$), except you enclose it in double “@” signs, like this: @@x² = y@@. The filter is flexible and can ignore spacing: @@xy=z@@ is the same as @@ x y = z @@. The filter can make full use of parenthesis for organization, so @@(length)/(height)@@ is a valid expression.

Here are some examples of what the input into Moodle would look like, with the corresponding output (from <http://moodle.org/mod/forum/discuss.php?d=5402>):

@ @x^2@ @	x^2
@ @A=pi r^2@ @	$A=\pi r^2$
@ @dy/dx=3x^2/y^3@ @	$\frac{dy}{dx} = \frac{3x^2}{y^3}$
@ @asin(x/y)@ @	$\sin^{-1}\left(\frac{x}{y}\right)$
@ @int(x/(x^2+4) dx)@ @	$\int \frac{x}{(x^2+4)} dx$
@ @int(x/(x^2+4) dx,0,1)@ @	$\int_0^1 \frac{x}{(x^2+4)} dx$
@ @sqrt(x^2+y^2)@ @	$\sqrt{x^2+y^2}$
@ @sqrt(x^2+y^2,3)@ @	$\sqrt[3]{x^2+y^2}$
@ @x>=1@ @	$x \geq 1$
@ @x<=pi@ @	$x \leq \pi$
@ @x<>infy@ @	$x \neq \infty$
@ @cos(x,2)+sin(x,2)=1@ @	$\cos^2(x)+\sin^2(x)=1$
@ @cosh(x,2)-sinh(x,2)=1@ @	$\cosh^2(x)-\sinh^2(x)=1$
@ @lim((x-2)/(x^2-4),x,2)=1/4@ @	$\lim_{x \rightarrow 2} \frac{(x-2)}{(x^2-4)} = \frac{1}{4}$
@ @lim(x/(x^2+1),x,infy)=0@ @	$\lim_{x \rightarrow \infty} \frac{x}{(x^2+1)} = 0$

2.2 More complicated expressions – TeX

Moodle supports TeX notation for more complicated mathematical expressions. TeX expressions are always enclosed in double \$. A TeX expression looks like $\sin x^2$. Since TeX expressions can be more complicated, I suggest sticking with algebra notation unless you know TeX or need to learn it. For more information on TeX formatting, see <http://www.math.uiuc.edu/~hildebr/tex/course/intro2.html> <http://www.math.tamu.edu/~harold.boas/courses/math696/LaTeX-in-line-equations.html> <http://abel.math.harvard.edu/computing/latex/manual/node21.html> <http://www.matheboard.de/formeditor.php>