



## **Digital Teaching Guide: Creating Virtual Classrooms with Moodle-based VLEs**

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## An Overview



### What is Moodle?

The word Moodle is an acronym for “Modular Object-Oriented Dynamic Learning Environment”. Moodle is an open source software that allows K-12 teachers to create interactive websites to either support classroom instruction or to deliver instruction completely online. Moodle-based VLEs are e-learning systems that provide a wide variety of tools that support most instructional and classroom management tasks. A community of Moodle users communicates using <http://moodle.org>.

### What is a VLE?

Virtual Learning Environments (VLEs) provide a set of teaching and learning tools designed to enhance a student's learning experience by integrating technology in the learning process. VLEs are sometimes referred to as Course Management Systems (CMS) or Learning Management Systems (LMS) or Managed Learning Environments (MLE). Some common commercial VLEs include BlackBoard and WebCT. Moodle is an open source VLE.

### Pedagogical Considerations

Social constructivist pedagogy emphasizes social interaction as a basis for knowledge construction. Social interaction creates opportunities for the development of socially relevant skills, knowledge and artifacts.

Design of learning environments can either hinder or support interaction among learners. In face-to-face settings, furniture arrangement is often an indicator of the view of learning that is held by the educator. Flexible arrangements that facilitate collaborative group work reflect a learning model that supports the notion of social constructivism.

The design of virtual learning environments also reflects the view of learning that is held by the designer. Moodle was developed by Martin Dougiamas. Dougiamas claims that Moodle's design is based on the idea of social constructionism and that its structure supports the development of constructivist, student-centered learning environments.

### Organization of Courses

Moodle provides for standard organization of courses. In addition, My Moodle is a "dashboard" page for providing users with links to their courses and activities within them, such as unread forum posts and upcoming assignments. Site administrators must enable the use of My Moodle pages.

## Creating an account

Before you can access any pages other than the main page of your VLE, you must login which means you must have an account. The VLE administrator may create an account for you. If so, they will provide you with a username and password. If not, you must create an account.

You can easily create an account on your VLE as follows:

1. Open the main page of your VLE and click on “Login”
2. On the page that opens, click on the “Create new account” button at the bottom of the right column to access the new account form.

3. Provide the required information in the form.

4. Click on the “Create my account” button

The screenshot shows the 'New account' form in the SqoolTools interface. The form is divided into two sections: 'Choose your username and password' and 'More details'. The 'Choose your username and password' section has two input fields: 'Username\*' and 'Password\*'. The 'More details' section has several input fields: 'Email address\*', 'Email (again)\*', 'First name\*', 'Surname\*', 'City/town\*', and 'Country\*' (a dropdown menu). At the bottom of the form, there are two buttons: 'Create my new account' and 'Cancel'. A red error message at the bottom right of the form reads 'There are required fields in this form marked\*'. Blue arrows from the numbered instructions point to the 'Create my new account' button and the form fields.

5. Your account will automatically be created and a confirmation message will be sent to the email address you specified above.

6. Please read and follow the directions in the confirmation message.

**NOTE:** If you do not receive a confirmation email within 15 minutes, then the email is falsely being identified as spam and your email program is either filtering or blocking it. First, check your spam folder to see if the email is there. If not, contact your VLE administrator and ask to have your account manually confirmed.

## Editing Your Profile

Once your account has been confirmed, you can edit your profile.

1. Log on to your VLE.
2. Your name will appear next to the words “You are logged in as”. Click on your name.
3. The profile page will appear.
4. Click on the “Edit Profile” tab at the top of the page.
5. Edit the fields as needed. Notice that you can upload a picture, an icon or avatar. Square images are best as they will not be distorted.
6. Scroll to the bottom of the page and click the “update profile” button.

## Navigating Moodle

The Navigation bar or “breadcrumbs” in Moodle displays hyperlinks, showing where the user is in relation to the course or site main page. This allows the user to easily return to a previous screen. Users should avoid navigating with the browser's back button as the breadcrumbs provides a more efficient option.

## Understanding Layout

Before you start to create your first course, you should understand the layout of a basic course. The center section is where the content of the course resides. Teachers can add resources and activities in this area.

The left and right column is where blocks can be added. Each block provides a unique functionality. Blocks can be added, removed and moved around on the course homepage as needed.

The screenshot shows a Moodle course page titled "Teacher Information". The page is displayed in a browser window with the address bar showing "MECSSS > Help". The page layout includes a top navigation bar with "Messages" and "Search Forums" blocks. The main content area is titled "Teacher Information" and contains a list of resources and guides. The right sidebar contains a "Random Glossary Entry" block with a table-related entry. The bottom of the page shows a status bar with "Internet" and "100%" zoom.

Teacher Help Files

You are logged in as SqoolTeacher (Logout)

MECSSS > Help

Messages: No messages waiting

Search Forums: Advanced search

Administration: Turn editing on, Settings, Assign roles, Groups, Backup, Restore, Import, Reset, Reports, Questions, Scales, Files, Grades, Unenrol me from Help, Profile

Topic outline

# Teacher Information

This is where you will find SqoolTools user guides and information for enrolling students.

- 1. Creating Your First Virtual Classroom with SqoolTools**
  - Just getting started?**

This printable guide will take you through the basics of creating your first virtual classroom.

    - Printable Teacher's Guide to SqoolTools
    - Video Quick Start Guide: A collection of three videos to help you build your SqoolTools virtual classroom quickly.
    - SqoolTools Videos
  - Searching for Answers?**

Use the Teacher Support FAQ to search for answers to questions that you have about using SqoolTools. Search by category or keywords.

If you have a question that is not addressed, please email your question to [admin@sqooltechs.com](mailto:admin@sqooltechs.com).

    - Teacher Support FAQs
- 2. User Guides**
  - Web Version of the SqoolTools Manual
    - Overview
      - Philosophy and Mission
      - Creating an Account
      - Format Examples
    - Classroom Settings

Random Glossary Entry

### How do I insert a table in a topic?

You can insert a table into a topic two ways.

A. If you will want to edit the table in the future:

1. Create the table in a word processor.
2. Copy and paste the table into the html editor.

B. If you will **not** need to edit the table in the future:

1. Go into the course in which you want to insert a table.
2. Turn editing on.
3. Scroll down to the topic where you want to place the table.
4. Click the 'Edit Summary' button.
5. Click on the 'Insert table' button in the toolbar.
6. Select the number of rows and columns, the alignment, and the thickness of the borders you want in your table.
7. Click OK.
8. Fill in your table with your data.
9. Scroll to the bottom and click the 'Save changes' button.

Internet 100%

## Creating a Course

Your VLE admin or designated course creator will give you access and editing rights to your course space. You will determine the course settings and add resources, content, and activities to the course shell. The next few sections will guide you through that process.

### Classroom Settings

Display and organizational considerations can be configured on the settings screen. Settings for a virtual classroom are accessed through the teacher administration panel. Click on the "Settings" link to configure the following features:

#### General Settings

**Category:** Your site administrator will create organizational categories and may tell you in which category your course should be placed. This choice will affect where your course is displayed on the course listing and may make it easier for students to find your course.

**Full name:** The full name of the classroom is displayed at the top of the screen and in the course listings. Each classroom must have a unique name. If another classroom already exists with the full name that is entered, you will be prompted to enter a different full name.

**Short name:** Make up a short name for your classroom. It will be used in several places where the full name isn't appropriate, such as in the bread crumb navigation and in the subject line of email. For example, if the full name of the course is "Mrs. Smith's Marvelous Math Class" a short name could be "Smith Math". Each classroom must have a unique short name. If another classroom already exists with the short name that is entered, you will be prompted to enter a different short name.

**Course ID number:** This is optional. Your site administrator may have designated a number for your course.

**Summary:** Write a concise summary or description for your classroom. The summary will be displayed in the course listings and in the course description block (if you choose to add it to your classroom.)

**Choosing the Format :** Moodle allows you to select the basic format or layout for your course. Below are descriptions of the formats most frequently used by K-12 teachers:

**Topics Format:** The course is organized by topics or units of instruction. Activities and resources are grouped within numbered topic sections. A "topic" is not restricted to any time limit. You don't need to specify any dates. This is most frequently used when the curriculum is divided into units of instruction.

**Weekly format:** The course is organized week by week, with a clear start date and a finish date. Each week consists of activities. Some of them, like assignments, may have "open windows" of, say, two weeks after which they become unavailable. The current week's section is automatically highlighted.

This format works best for courses in which activities are recurring. Examples are journal writing, reading responses, problem of the week, etc. This format also works well for classes that meet only once or twice a week.

The week format looks very similar to the topics format except the sections of

the course are labeled with a beginning and ending dates.

**Social format:** This format is oriented around one main forum, the Social forum, which appears listed on the main page. It is useful for situations in which discussion is the main activity. This format is useful for the discussion of a particular topic, for example "current world events".

This format is also useful for non-course purposes. For example, it could be used as a departmental or team discussion board for the purpose of sharing information.

Information about other formats can be found at <http://moodle.org>

**Number of weeks/topics:** If you choose either the topic format or weekly format, select the number of weeks or topics that you want to display in your classroom. This setting can be changed at any time.

**Course start date:** This is where you specify the starting date of the course. If you are using a 'weekly' course format, this will affect the display of the weeks. The first week will start on the date you set here. This setting will not affect courses using the 'social' or 'topics' formats except in the display of activity logs. In general, if your course has a real starting date then it makes sense to set this date to that, no matter what course format you are using.

**Hidden Sections:** This option allows you to decide how the hidden sections in your course are displayed to students. By default, a small area is shown (in collapsed form, usually gray) to indicate where the hidden section is, though they still can not actually see the hidden activities and texts. This is particularly useful in the Weekly format, so that non-class weeks are clear. If you choose, these can be completely hidden, so that students don't even know sections of the course are hidden.

**News items to show:** A special forum called "News" appears in the "weekly" and "topics" course formats. It's a good place to post notices for all students to see. (By default, all students are subscribed to this forum, and will receive your notices by email.)

This setting determines how many recent items appear on your course home page, in a news box down the right-hand side.

If you set it to "0 news items" then the news box won't even appear.

**Show grades:** Many of the activities allow grades to be set.

By default, the results of all grades within the course can be seen in the Grades page, available from the main course page.

If a teacher is not interested in using grades in a course, or just wants to hide grades from students, then they can disable the display of grades in the Course Settings. This does not prevent individual activities from using or setting grades, it just disables the results being displayed to students.

**Show activity reports:** Activity reports are available for each participant that show their activity in the current course. As well as listings of their contributions, these reports include detailed access logs.

Teachers always have access to these reports, using the button visible on each users

profile page.

Student access to their own reports is controlled by the teacher via a course setting. For some courses these reports can be a useful tool for a student to reflect on their involvement and appearance within the online environment, but for some courses this may not be necessary.

Another reason for turning it off is that the report can place a bit of load on the server while being generated. For large or long classes it may be more efficient to keep it off.

**Maximum upload size:** This setting defines the largest size of file that can be uploaded by students in this course, limited by the site wide setting created by the administrator.

It is possible to further restrict this size through settings within each activity module.

**Is this course a meta course:** Activating this option means this course may be used as a common area to allow Participants in specific courses to interact with each other.

A Meta Course can be used to group related courses - for example related subject areas or courses that make up a particular qualification.

Participants may be added via the Student area within the Administration block in the Meta Course.

**Default role:** The setting should be set to "student"

### **Enrollment Settings**

**NOTE:** The following settings are optional and should only be changed by advanced users.

**Enrollment Plugins:** Choose default interactive enrolment plugin used in this course

**Course enrollable:** Determines whether enrollment can take place in this course. This setting is optional.

**Start Date:** Set the start date for enrollment to begin. This setting is optional.

**End Date:** Set the end date for enrollment to stop. This setting is optional.

**Enrollment duration:** Set the number of days enrollment may occur. This setting is optional.

**Enrollment expiry notification:** This setting is optional.

**Group mode:** The group mode can be one of three levels:

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

**Force:** If the group mode is "forced" at a course-level, then the course group mode is applied to every activity in that course. Individual group settings in each activity are then ignored.

This is useful when, for example, one wants to set up a course for a number of completely separate cohorts.

**Availability:** This option allows you to "hide" your course completely.

It will not appear on any course listings, except to teachers of the course and administrators.

Even if students try to access the course URL directly, they will not be allowed to enter.

**Enrollment key:** A course enrollment key is what keeps unwanted people out of your course.

If you leave this blank, then anyone who has created a Moodle username on this site will be able to enroll in your course simply by going in to it.

If you put something here, then students who are trying to get in for the FIRST TIME ONLY will be asked to supply this word or phrase.

The idea is that you will supply the key to authorized people using another means like private email, snail mail, on the phone or even verbally in a face to face class.

If this password "gets out" and you have unwanted people enrolling, you can unenroll them and change this key. Any legitimate students who have already enrolled will not be affected, but the unwanted people won't be able to get back in.

**Guest Access:** You may choose to allow or disallow guests in your classroom. Choose one of the options from the drop down menu.

**Cost:** The cost field is not configured for use in your VLE.












**Force Language:** Allows you to force the use of a specific language

## Using the Editing Tools

Moodle uses simple icons to indicate the editing tools. The icons may appear differently than those below, depending on the theme of your VLE. Roll-over text descriptions are provided for each icon in Moodle.

When editing is turned on, the available editing tools appear next to each feature. Note that only teachers assigned to a course have the ability to turn editing on. This button will not appear when students log in to a course.

When adding content, resources, activities, etc. to your course, you will begin by selecting the item to add from a drop down menu. Upon selection, the corresponding template will open. Each template has a series of fields in which you add text or make a selection. Required fields will be indicated. After completing the template fields, you must scroll to the bottom of the page and click the save button to add the item to your course.

	When a teacher logs in and clicks this button, located in the upper right corner of every virtual classroom, easy-to-use editing tools are revealed.
	These tools allow you to position resources. This allows teachers to organize and sequence resources to best meet the needs of students.
	This icon appears next to any resource, activity or block that can be edited. Simply click and type in the textbox that opens. No knowledge of HTML is needed.
	An open eye indicates that a resource is visible and available for students to access. Clicking on it hides the resource from students, and vice versa with the closed eye.
	Allows you to highlight a topic as the current topic.
	Allows you to show only a specified topic.
	Allows you to show all topics.
	There are no sub groups and everyone is part of one big community
	Each group works in their own group, but can also see other groups
	Each group can only see their own group, other groups are invisible
	The X deletes resources and activities after a warning message confirms that deletion was intended. The X also removes blocks. Blocks can be added again by selecting the desired block from a drop down menu.

## **Built-in Word Processor/ HTML Editor**

When you are creating your course you will frequently use Moodle's built in HTML editor. Users will use this tool when responding to Forum posts, making Journal entries, creating web pages, using a Wiki, etc.

The buttons on the toolbar resemble those found on most word processing programs. While not as sophisticated as commercial applications like Microsoft Word, you can do most word processing tasks with these tool. In addition, a button, (<>) on the toolbar allows you to toggle the editor in order to work directly with the raw HTML code. This feature is useful for embedding code provided by sites such as YouTube or SlideShare.

## **Resource types**

Moodle supports a range of different resource types that allows you to insert almost any type of electronic content into your classroom.

### **Insert a Label**

Labels are a little different from other resources because they are text and images that are actually embedded directly among the other activity links on the class page.

### **Compose a text page**

The "compose a text page" resource allows you to create a page with text.

### **Compose a web page**

The "compose a web page" resource allows you to create a web page.

### **Link to a file or website**

The "link to a file or website" resource allows you to add files and links to Internet resources to you class. The following is a partial list of items that can be added using this resource type:

Links to any webpage or website	Word processing files
Pictures, image files	Spreadsheet files
Sounds, audio files	Presentation files
Adobe Acrobat files	

### **Display a directory**

The "display a directory" resource allows you to create a directory (or folder) where you can store files for a class or activity and have these files available to your students.

### **Add an IMS content package**

An advanced feature that allows content which was created in another course management system and conforms to the IMS standard to be imported into Moodle.

## Activity Modules

Moodle contains the following activity modules that can be added to your virtual classroom by using the “Add an Activity” dropdown menu. The following activities are available:

### Assignments

Assignments allow the teacher to specify a task that requires students to prepare digital content (any format) and submit it by uploading it to the server. Typical assignments include essays, projects, reports and so on. This module includes grading facilities.

**Assignment Types:** There are a growing number of assignment types that currently includes:

#### **Offline activity**

This is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face.

Students can see a description of the assignment, but can't upload files or anything. Grading works normally, and students will get notifications of their grades

#### **Online text**

This assignment type asks users to edit a text, using the normal editing tools. Teachers can grade them online, and even add inline comments or changes.

(If you are familiar with older versions of Moodle, this Assignment type does the same thing as the old Journal module used to do.)

#### **Upload a single file**

This type of assignment allows each participant to upload a single file, of any type.

This might be a Word processor document, or an image, a zipped web site, or anything you ask them to submit

#### **Advanced uploading of files**

This type of assignment allows each participant to upload one or more files in any format. These might be a Word processor documents, images, a zipped web site, or anything you ask them to submit.

This type also allows you to upload multiple response files. Response files can be also uploaded before submission which can be used to give each participant different file to work with.

Participants may also enter notes describing the submitted files, progress status or any other text information.

**Submission of this type of assignment must be manually finalized by the participant. You can review the current status at any time; unfinished assignments are marked as Draft. You can revert any ungraded assignment back to draft status**

## Chats

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The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed - the mode of

using a chat room is quite different from the asynchronous forums. The Chat module contains a number of features for managing and reviewing chat discussions.

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## Choices

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

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## Database Activity

The Database module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things. You may be familiar with similar technology from building Microsoft Access or Filemaker databases.

Many teachers choose to use the Glossary Tool instead of the Database. The Glossary Tool is easier to configure and provides the ability to search or browse the entries. See more information about the Glossary Tool below.

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## Forums

This activity is often the most used in a course - it is here that most discussion takes place. Forums can be structured in different ways, and can include peer rating of each posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to.

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## Glossary

This activity allows users to create and maintain a database of entries. The entries can be searched or browsed in many different formats. Each entry can have an attached file. In its simplest form it is a list of definitions, like a dictionary. Teachers use it for many instructional purposes such as student portfolios, a study guide with a question and answer bank, or a repository of shared files. The wide variety of display options makes this tool very versatile. Below is a description of each of the display options.

### **Simple Dictionary:**

Looks like a conventional dictionary with separate entries. No authors are displayed and attachments are shown as links.

### **Continuous:**

Shows the entries one after other without any kind of separation but the editing icons.

### **Full with Author:**

A forum-like display format showing author's data. Attachments are shown as links.

### **Full without Author:**

A forum-like display format that does not show author's data. Attachments are shown as links.

### **Encyclopedia:**

Like 'Full with Author' but attached images are shown inline.

### **FAQ:**

Useful for displaying lists of Frequently Asked Questions. It automatically appends the words QUESTION and ANSWER in the concept and definition respectively.

The glossary also allows teachers to export entries from one glossary to another (the main one) within the same course.

Your site administrator can enable a setting to automatically create links to these entries from throughout the course.

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## **Journals**

This module is a very important reflective activity. The teacher asks the student to reflect on a particular topic, and the student can edit and refine their answer over time. This answer is private and can only be seen by the teacher, who can offer feedback and a grade on each journal entry. It's usually a good idea to have about one Journal activity per week.

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## **Lesson**

A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page. Navigation through the lesson can be straight forward or complex, depending largely on the structure of the material being presented.

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## **Quizzes**

This module allows the teacher to design and set quiz tests, consisting of multiple choice, true-false, and short answer questions. These questions are kept in a categorized database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. This module includes grading facilities.

For more information about quizzes. See the "Quiz Module" section in this manual.

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## **Wikis**

A Wiki enables documents to be authored collectively in a simple markup language using a web browser.

"Wiki wiki" means "super fast" in the Hawaiian language, and it is the speed of creating and updating pages that is one of the defining aspects of wiki technology. Generally, there is no prior review before modifications are accepted, and most wikis are open to the general public or at least to all persons who also have access to the wiki server.

The Moodle Wiki module enables participants to work together on web pages to add, expand and change the content. Old versions are never deleted and can be restored.

We recommend that you use the html editor for editing the wiki.

You create a page by naming it in the text of an existing page using edit mode. For example, if you

want to create a page titled "Favorite Movies", type the title and enclose it in double square brackets and save the page:

[[Favorite Movies]]

Text that has been given a wiki page name will have a '?' after it. Clicking on the '?', will enter edit mode for that page. Enter your text, save and you have a new wiki page.

Use the navigator tab to view a list of wiki pages. Click on the links to move from page to page.

The history tab tracks all user edits of the wiki.

The discussion tab allows users to discuss the content or changes that should be made to the wiki.

This module is based on [Erfurt Wiki](#).

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## Blocks

Blocks can be added to the side columns of Moodle. Blocks add a variety of different functionality to your course. Blocks must often be configured to interact with activities or other content in your course. The following blocks are available for use in your VLE:

## People

This block has three selections, including:

- Participants (shows list view of everyone enrolled in course)
- Groups (see Learner Management section in manual)
- Edit profile (allows a user to add personal information to their profile)

## Blog Menu

The blog menu block provides links to

- Add a new entry
- View my entries (in the Blog tab of your profile page)
- Blog preferences
- View site entries (in the Blogs tab of the site participants page)
- Add/delete tags (in a pop-up window)

The block menu block appears in the Blog tab of your profile page. The block may also be added to a course homepage.

## Blog Tags

A tag is a relevant keyword or term associated with a blog entry, describing it and enabling keyword-based classification of information for the purpose of retrieval. Typically, a blog entry will have one or more tags associated with it.

The Blog Tags block contains a tag cloud of all the tags that have been applied to the blogs of the users of the course. This can help with organization. For example, a teacher assigns students to write a blog entry about weather and label with the tag "weather". The tag "weather" will appear in the tag cloud and clicking on it will provide access to all of the blog entries about weather.

You may add new blog tags when adding or editing a blog entry or via the "Add/delete tags" link in the Blog Menu Block

## Calendar

This block displays the following events:

- Site (event viewable in all courses - created by admin users)
- Course (event viewable only to course members - created by teachers)
- Groups (event viewable only by members of a group - created by teachers)
- User (personal event a student user can create - viewable only by the user)

## Course/Site Description

This block provides a summary and/or description for your course as contained in the summary text of the course settings.

## HTML

An **HTML block** is a standard block used to add text or images on a site or course page. The title bar can be left blank.

The block is flexible and can incorporate a variety of functions and uses in the content area. It has the standard Moodle HTML editor for formatting text, adding images or creating links, switching to code view and allows any valid HTML markup to be used. This enables embedding video, sounds, Flash, and other files which can add unique elements to a course or site page.

## Global Search

Allows participants to search *Forums*, for the occurrence of their search terms.

## Messages

The message block displays a list of new messages you have received, with a link to your Messages window.

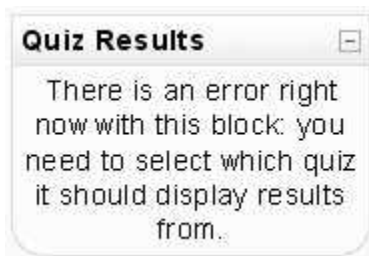
To add a Messages block to your course page:

1. Click on the "Turn editing on" button.
2. Select Messages from the Add blocks menu.
3. If appropriate, move the Messages block up and/or left, using the arrow icons under the block title.

## Quiz Results

The quiz results block displays the highest and/or lowest grades achieved on a quiz within your course. Therefore your course must have at least one quiz created in order to use this block.

When you first add this block you will not have selected which quiz you wish the results of to be displayed, generating the notice:



Clicking the Configuration icon allows you to choose which quiz you want to see the results for from a drop-down menu.

You will also set several other options such as the number of the lowest and highest grades displayed. If both the highest and lowest grades are set to zero then no results will be displayed; to display all grades you would need to set either of these to the number of participants in the course.

You can also set whether grades will be displayed as percentages, fractions or absolute numbers.

If the quiz supports groups you can also show group results instead of students.

## Random Glossary Entry

The random glossary block can be used to display random entries from a glossary, which usually take the form of dictionary style definitions. However the flexibility of Moodle's HTML editor allow users to adapt this block for other purposes such as 'Quote of the Day' or a random picture gallery that changes each time the page is refreshed.

Before using the **Random Glossary Entry** block you have to configure it using the edit icon. There you will have a number of fields to complete:

### **Title**

Here you will write the title of that block. The default is Random Glossary Entry.

### **Take entries from this glossary**

This allows you to choose from which glossary the entries in this block will be chosen.

### **Days before a new entry is chosen**

This sets the number of days for how long that a given entry is.

### **How a new entry is chosen**

You have three options: *Last modified entry* will always display the entry that was last modified, and *Random entry* will choose a new one at random every time. The option *Next entry* will cycle through the entries in order. This last option is especially useful when a number of days is also chosen, allowing you to make a Quote of the week or a Tip of the day that everyone sees.

### **Show concept (heading) for each entry**

Enabling that option will show headings for each entry that appears in the block.

### **Links**

You can display links to actions of the glossary this block is associated with. The block will only display links to actions which are enabled for that glossary. You can type texts to appear for whichever of the three options: *Users can add entries to the glossary*, *Users can view the glossary but not add entries* or *Users cannot edit or view the glossary*.

## Remote RSS Feeds

This page defines the settings for remote RSS feeds. You can find on the Internet on blog sites, newspapers etc. and they can be shown in a block on your Moodle course.

Three settings are available here:

- `block_rss_client_num_entries` - The default number of entries to show per feed shown in the block. This can be overridden when you actually set up a block in a course.
- `block_rss_timeout` - The time in minutes between a reread of the feed by Moodle. Since some feeds on busy sites can take long to load, it can slow down the load of your course page. Therefore it is wise to set this time rather high, so only every now and then a visitor of your course is the victim of the slow remote server. Time is in minutes here.
- `block_rss_client_submitters` - Who will be allowed to define new rss feeds? Defined feeds are available for any page on your site. The choice is administrators, teachers and administrators

or everybody.

### **Section Links**

This block helps the student or teacher to quickly navigate to a particular topic/week section of the course (depending on whether the course uses either the "Topics" or "Weekly" format. The numbered links displayed within the block are the numbers assigned to the course topic/week sections.

Where a topic/week section is highlighted, the link to that section within the "Section Links" block is emboldened. In addition, a link for the highlighted section ("Jump to the current topic/week") is displayed. Click the "Jump to the current topic/week" link to display the highlighted section at the top of the screen.

If there are a large number of topic/week sections, the block displays every other even number i.e. 2, 4 etc. or every fifth numbered topic/week section.

### **Adding Students to your Course**

There are several ways to give students access to your class. The two most used methods are described below. In order to use either method, students must have accounts created either through email based authentication or by the site administrator.

### **Assigning Roles**

1. Locate the Course Administrative Block. In that block click on the "assign roles" link.
2. Since you are adding students to your class, click on the Student link.
3. On the left, you will see a column for "existing users" and on the right a column of all of the potential users in SqoolTools. Scroll down the page and locate the Search box. The search feature searches all of the users in your Moodle. Because there may be hundreds of users, the easiest way to add your students is to first, find each of your students using the search feature and then add them to the existing users list on the left.
4. Once the user is found, select his/her name and add him/her as a student by clicking on the arrow.
5. To add your next student, type their name in the search box, click search, and then add them to the list of potential users.
6. Repeat this process until all of your students are in your virtual classroom.

Note: You can add or unenroll a student from your class selecting their name and using the arrow to move them back to the right side of the screen.

### **Enrollment Keys**

Students may enroll themselves by clicking on the name of your class from the list of classes. They will be prompted to enter the enrollment key for the course. Students entering your course for the FIRST TIME ONLY will be asked for the enrollment key. You can supply the key to student using another means like private email, snail mail, on the phone or even verbally in a face to face class.

If you don't know or can't remember your enrollment key, here are the steps to retrieve it:

1. Go into the class for which you need the enrollment key.
2. In the Administration panel, select "Settings."
3. Scroll down to the "Availability" section.

4. The enrollment key is listed.

NOTE: A course enrollment key is what keeps unwanted people out of your course. If you leave this blank, then anyone who has created a Moodle username on your site will be able to enroll in your course simply by going in to it. If this enrollment key "gets out" and you have unwanted people enrolling, you can unenroll them and change this key. Any legitimate students who have already enrolled will not be affected, but the unwanted people won't be able to get back in.

## Quiz Module

The quiz module allows you to create worksheets, quizzes, and tests. The types of questions can be made up of true / false, multiple choice, short answer, essay, etc. and the products you create with the quiz module may include all or any combination of the various type of questions.

Questions are organized in a database and can be reused with a specific course or even between courses.

## Adding a New Quiz Activity / Properties Available for Setting Up a Quiz

To add a quiz to a course, enter the course, turn editing on, and choose "Add an activity" – quiz. The screen shot on page 21 is then displayed which allows you to set the various properties of the quiz which are described below:

### General

- **Name:** The name for the quiz.
- **Introduction:** An introduction for the quiz.

### Timing

- **Open the quiz:** allows for setting when the quiz becomes available for students to take
- **Close the quiz:** allows for setting when the quiz is no longer available for students to take
- **Time limit:** allows for setting a time limit to take the quiz
- **Time delay between 1<sup>st</sup> and 2<sup>nd</sup> attempt:** allows for setting how much time must elapse between 1<sup>st</sup> and 2<sup>nd</sup> attempt
- **Time delay between later attempts:** allows for setting how much time must elapse between later attempts

### Display

- **Questions per page:** allows for setting how many questions appear on each page
- **Shuffle questions:** allows the questions to be shuffled each time the quiz is attempted
- **Shuffle within questions:** allows for the answers of questions such as multiple choice or matching to be shuffled

### Attempts

- **Attempts allowed:** allows for setting how many times the quiz may be taken
- **Each attempt builds on the last:** If multiple attempts are allowed and this setting is set to **Yes**, then each new attempt contains the results of the previous attempt. This allows a quiz to be completed over several attempts. To show a fresh quiz on every attempt, select **No** for this setting.
- **Adaptive Mode:** If you choose **Yes** for this option then the student will be allowed multiple responses to a question even within the same attempt at the quiz. So for example if the student's response is marked as incorrect the student will be allowed to try again immediately. However a penalty will usually be subtracted from the students score for each wrong attempt

(the amount of penalty is determined by the penalty factor, set by the next option). This mode also allows adaptive questions that can change themselves in response to a student's answer.

#### Grades

- **Grading method:** When multiple attempts are allowed, there are different ways you can use the grades to calculate the student's final grade for the quiz:
  - Highest grade:** The final grade is the highest (best) grade in any attempt.
  - Average grade:** The final grade is the average (simple mean) grade of all attempts.
  - First grade:** The final grade is the grade gained on the first attempt (other attempts are ignored).
  - Last grade:** The final grade is the grade gained on the most recent attempt only.
- **Apply penalties:** If a quiz is run in adaptive mode then a student is allowed to try again after a wrong response. In this case you may want to impose a penalty for each wrong response to be subtracted from the final mark for the question. The amount of penalty is chosen individually for each question when setting up or editing the question.

## Adding a new Quiz

**General**

Name \*

Introduction [?](#)

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x<sub>2</sub> x<sup>2</sup>

Path:

**Timing**

Open the quiz [?](#) 13 July 2008 08 00  Disable

Close the quiz [?](#) 13 July 2008 08 00  Disable

Time limit [?](#) 0  Enable

Time delay between first and second attempt [?](#) None

Time delay between later attempts [?](#) None

**Display**

Questions per page [?](#) Unlimited

Shuffle questions [?](#) No

Shuffle within questions [?](#) Yes

**Attempts**

Attempts allowed [?](#) Unlimited attempts

Each attempt builds on the last [?](#) No

Adaptive mode [?](#) Yes

**Grades**

Grading method [?](#) Highest grade

Apply penalties [?](#) Yes

Decimal digits in grades [?](#) 2

**Students may review** [?](#)

Immediately after the attempt  Responses  Scores  Feedback  Answers  General feedback

Later, while the quiz is still open  Responses  Scores  Feedback  Answers  General feedback

After the quiz is closed  Responses  Scores  Feedback  Answers  General feedback

**Security**

Show quiz in a "secure" window [?](#) No

Require password [?](#)

Require network address [?](#)

**Common module settings**

Group mode [?](#) No groups

Visible [?](#) Show

**Overall feedback** [?](#)

Grade boundary 100%  
Feedback

Grade boundary   
Feedback

Grade boundary   
Feedback

Grade boundary   
Feedback

Grade boundary   
Feedback

Grade boundary   
Feedback

Grade boundary 0%

There are required fields in this form marked \*.

- **Decimal digits in grade:** this setting allows the number of digits that should be shown after the decimal point when displaying student scores or grades. For example choosing '0' means the displayed grades will be rounded to integers. This setting only effects the display of grades. It does not affect the internal calculations and rounding of the grades.

Students may review

- This option controls whether and when students will be able to review their past attempts at this quiz.

Security

- **Show quiz in a “secure” window:** The "secure" window tries to provide a little more security for quizzes (making copying and cheating more difficult) by restricting some of the things that students can do with their browsers.

What happens is that:

- Javascript is made a requirement.
- The quiz appears in a new fullscreen window.
- Some mouse actions on the text are prevented.
- Some keyboard commands are prevented.
- NOTE: This security is not water tight!!
- **Require password:** If you specify a password here then participants must enter the same password before they are allowed to make an attempt on the quiz.
- **Require network address:** This field is optional. You can restrict access for a quiz to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This is especially useful for a proctored quiz, where you want to be sure that only people in a certain room are able to access the quiz.

Common Module Settings

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

The group mode can be defined at two levels:

**1. Course level:** The group mode defined at the course level is the default mode for all activities defined within that course

**2. Activity level:** Each activity that supports groups can also define its own grouping mode. If the course is set to "force group mode" then the setting for each activity is ignored.

- **Overall feedback:** The overall feedback is some text that is shown to a student after they have completed an attempt at the quiz. The text that is shown can depend on the grade the student got.

For example, if you enter:

Grade boundary: 100%  
Feedback: Well done  
Grade boundary: 40%  
Feedback: Please study this week's work again...  
Grade boundary: 0%

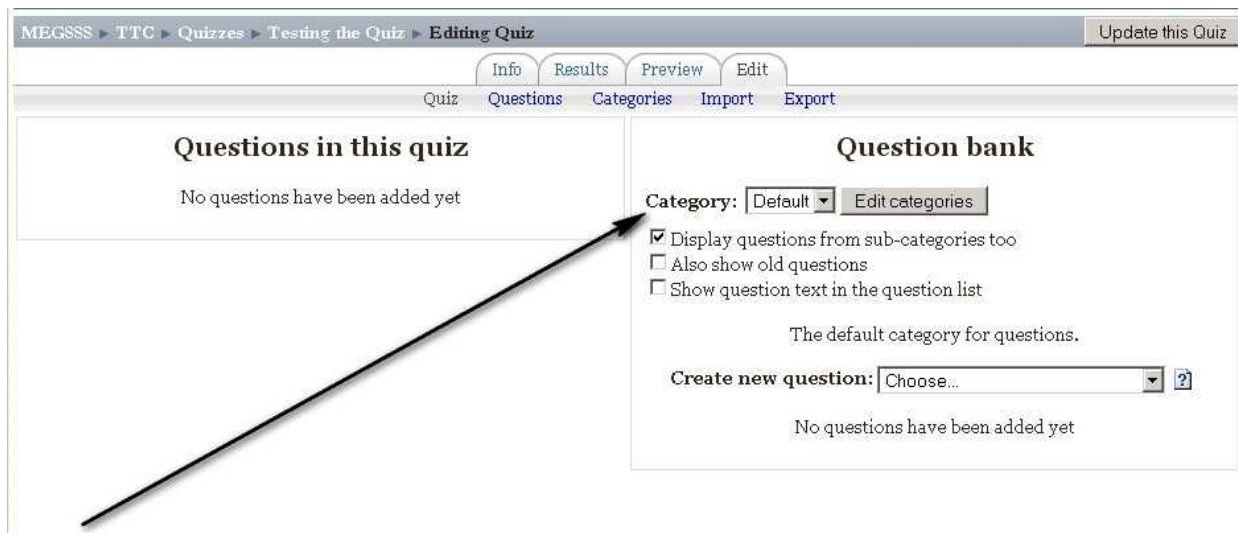
Then students who score between 100% and 40% will see the "Well done" message, and students who score between 39.99% and 0% will see the other message. That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

The grade boundaries can be specified either as a percentage, for example "31.41%", or as a number, for example "7". If your quiz is out of 10 marks, a grade boundary of 7 means 7/10 or better.

- **Be certain to click one of the Save options at the bottom of this window. Canceling or closing the window will result in the data entered being lost.**

Complete the following steps in order to create a quiz:

**Step 1** - Create a quiz activity (described above). Once you save the settings for the quiz, the following page is displayed.



**Step 2** - Select a category to create your quiz questions in. If no categories exist, click the "Edit categories" button and add a new category

**Step 3** - From the Create new questions list (below) select a type of question you wish to create. You can also import questions from a file or other VLE such as Blackboard or WebCT.

Info Results Preview Edit

Quiz Questions Categories Import Export

### Question bank

Category: Learning

- Display questions from sub-categories too
  - Also show old questions
- Show question text in the question list

Create new question:

No questions

- Choose...
- Calculated
- Description
- Essay
- Matching
- Embedded Answers (Cloze)
- Multiple Choice
- Short Answer
- Numerical
- Random Short-Answer Matching
- True/False

You are logged in as [\[username\]](#) (Log out)



**Step 4** - Once you have added questions to the category, you must publish these question to the Quiz activity. Select each one and click the “<<Add selected to quiz” button. After placing each question in the proper order and optionally assigning a grade value, you are ready to have students complete the quiz. Simply click the “Save this whole quiz” button and the Quiz activity will now be available from the course home page.

### Building Questions

To build a category of questions, select either an existing category or create a new one as indicated above. Once you have selected the category, the screen will refresh and display any questions that have been previously created. Moodle gives you options at this point as to how questions are created and added to the category:

- **Import questions from file:** this imports existing questions from file systems Moodle recognizes (AON, Blackboard, Course Test Management, GIFT, IMS/QTI, Missing wordformat and WebCT).
- **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 the Korean War when you are teaching World War II!
- **Create new question:** (most common selection) When you create a new question, it is stored in the category you select. It is then always available to add to any quiz at 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:
  1. Multiple choice questions
  2. True/False questions
  3. A short answer question
  4. A numerical question
  5. Matching question
  6. Description question
  7. Random set
  8. Random short answer
  9. A special embedded question (Cloze)

**Multiple Choice** – Select Multiple Choice in the “Create new question” drop-down menu and the multiple choice question screen (below) will open.

Enter in the name of the question (something to help you identify the question in the list), and then type 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 (see screenshot on page 26).

You may select an image to display, if you have any loaded resources in the course Files area (see Learner Management section of manual). You may then select if students are allowed to select more than one answer, or if there is only one answer allowed. Next, fill in your answers for the multiple choice question, and include feedback text if you wish.



You have an option to apply a *weight* to multiple choice questions. The positive answers must add up to 100%, or the system will ask if that is what you want to do. You have the ability 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 “**Save changes.**” This action will return you to the quiz edit screen, with the new question listed. You are now ready to add another question.

**True/False** – To add a true/false question, select True/False from the “Create new question” drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above.

**Short Answer** – Select Short Answer from the “Create new question” drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. 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 possible short answer “answers.” This can be very flexible. You can make a fill-in-the-blank (e.g. President Lincoln was \_\_\_ years old when he was assassinated), or just ask for answers (Name the 6 food groups).

**Note:** One big caution to pass on to students: a misspelled answer is INCORRECT (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 food group question above, you would make each answer worth 16.6% of the question. In the case of the fill-in-the-blank question, one answer would be worth 100%. You can have multiple answers be worth 100% (in the case of listing common misspellings, or in the case of “Group 1 of the food groups” – where 6 answers would be worth 100% each).

You may also fill in feedback for each answer. Feedback generally 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” to return to the quiz edit creation screen.

**Numerical Question** – Select “Numerical” from the “Create new question” drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. 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 +- 4 would accept anything from 6 to 14).

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 far is New York from Los Angeles?”). If you have loaded any picture images to the system (from Files area), you will have the option to display the image as part of the question. Next, fill in the correct answer, and the accepted error range if desired. 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 on the main quiz screen.

**Matching** – Select “Matching” from the drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. 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 each question with its correct answer,” or “Match the name of the state with its capitol,” or anything else you like.

Next, 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 where you will see your new question added to the list.

**Description** – Select “Description” from the drop-down menu. A description is not actually a question, but rather it allows you to add text to a quiz (such as a story or an article) that you can then ask other questions about. 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 area, 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 on the main quiz screen.

**Random question** – Select “Random question” from the dropdown 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 say an World War II category, this feature will pick one of those questions at random.

Select the category you wish to draw the question from. You may name the question if you wish (you might want to add the category to the name. 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 main quiz screen with the new random question added.

**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.

A 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 it is 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 example):

**Embedded Answers (Cloze)** – This question type embeds the answers into the question. This allows you to have questions that look like the following:

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

These are great questions, but do require some formatting.

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. To create a question like the example above, the following would be entered in the Question area:

```
This sample 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 entry will display a question like the sample above. 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 (menu) is worth (1,2,3, etc.). The entire question is worth the total of all the points of each part (menus and 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 entry 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 display on Editing quiz screen list of questions for your category.

## **Additional Sources of Information**

### **Moodle.org**

The purpose of this guide is to give you the basic information you need to use your VLE. Additional information is available through the active community of Moodle users at:

<http://moodle.org>

Specifically, documentation for teachers can be found at:

[http://docs.moodle.org/en/Teacher\\_documentation](http://docs.moodle.org/en/Teacher_documentation)

Documentation for site administrators can be found at:

[http://docs.moodle.org/en/Administrator\\_documentation](http://docs.moodle.org/en/Administrator_documentation)

### **Embedded Help Files**

Additional information and assistance is also embedded in the system itself. On all templated pages question marks appear near sections. Clicking on the question mark opens a new window that provides specific information regarding that section.

### **YouTube**

Many Moodle trainers and users have started to create how to style videos for various Moodle functions. We are collecting these videos in our YouTube Channel's Favorites. If you are a visual learner, these videos may speed the process of learning the system. Our channel address is:

<http://youtube.com/sqooltechs>

### **Books**

Moodle Magic: Make It Happen by Laurie Korte. Published by FTC Publishing,

<http://www.ftcpublishing.com/>

Moodle Teaching Techniques: Creative Ways to Use Moodle for Constructing Online Learning Solutions by William H. Rice. Published by Packt Publishing, <http://www.packtpub.com>

Using Moodle: Teaching with the Popular Open Source Course Management System by Jason Cole. Published by O'Reilly Community Press, <http://www.oreillynet.com/>

Moodle e-Learning Course Development by William H. Rice IV

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