TRAINING
PATH FOR
EUROPEAN
PHLEBOLOGISTS

TRAPP PROJECT

moodle TEACHER GUIDE

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## Disclaimer

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# 1 INTRODUCTION

This guide is intended for teachers of Moodle courses and is mainly based on contextual help available within the e-learning platform.

## 1.1  WHAT IS MOODLE

Moodle is an LMS (Learning Management System), a system for managing online courses designed to create virtual classes that allow effective and engaging online learning experiences. It is used internationally for educational and training projects that involve the active involvement of learners and allow collaborative learning, group work and knowledge exchange.

## 1.2 DEFINITION OF A MOODLE COURSE

The term Course means the virtual space dedicated to loading and managing the teaching material of each individual teaching.

In the e-learning platform of the TRAPP Project the courses are set up according to the format for topics, which allows to divide the material organizing it according to the themes chosen by the teacher.

With Moodle you can: publish educational materials; develop, plan and manage different types of evaluation activities; manage communications with users.

### 1.3.1  Design a course with Moodle

Before starting, it is good to have in mind the results you want to achieve.

It seems a trivial question, but only by setting the educational objectives exactly can you choose the best tools to reach them and create a suitable path with Moodle.

One of the best ways to start building the course is to think about what students should be able to do at the end and how they can demonstrate the skills they have acquired.

The results of the learning must be established. These refer not only to the content included in the course, but also to the skills, competences, skills acquired and the level of trust achieved.

It is important to establish them at the start because, based on these, every aspect of the course is modelled, from the choice of contents and activities, to the evaluation planning that will decide whether the learning path has been effective.

The first thing to do when starting to plan a course is to draw up a list with the goals to be achieved.

## 1.2.2 Choose resources and activities

Once the educational objectives have been defined, the actual creation of the course on Moodle can be started. We must not forget to understand:

— A summary of each topic, inserted in the global framework of the course
— Resources, such as text, video, audio, with the course contents
— Activities to put the acquired knowledge into practice and consolidate the competences in view of the evaluation.

## 1.2.3 Evaluations

Moodle offers several tools that allow the student to demonstrate what he has learned and what learning objectives he has achieved at the end of the learning path.

Having clearly understood the educational objectives, and how the acquired skills must be demonstrated, it will be easier to choose the best tools for evaluation. Here are some guidelines to follow.

— The verification of each topic must be strictly linked to the learning results of the section to which it refers.
— The test must be sufficiently complex to allow the student to demonstrate the acquired skills.
— All the resources and activities present must be connected both to the didactic objectives and to the evaluation.
— If there is a final evaluation of the course, this must include all the learning outcomes of the course.

After choosing the evaluation strategy, you can bring to enter quizzes and tests within the course topics.

The instructions for the performance must be clear, as well as the distribution of the scores so that the students develop greater self-esteem, it is important that the course contains:

— Evaluation activities, such as quizzes, interactive tests, multiple choice questions, etc...
— Badges and Moodle certificates that encourage the student to reach the goals for tape.

## 1.3 MOODLE ADMINISTRATOR

Although our role is not that of Moodle administrators, it is good to have an idea of what the administrator has to do.
The duties of the administrator include the management of courses and roles. This means which creates the courses that make up the platform and defines the common settings; credits users to the site by providing them with login credentials and assigns each user a role, a set of permissions that govern what they can do and see within Moodle

## 1.4 ROLES

A role is a set of privileges defined at the site level. The role can be assigned to users in specific contexts (category of courses, individual courses, activities, etc.). This means, for example, that a user can have the role of Student within a course, but more privileges in another course or within a specific discussion forum.
Starting from the predefined ones, for specific needs (monitoring, evaluation, etc.) custom roles can be created.

| ROLES | DESCRIPTION |
|---|---|
| MANAGER | Manager can access and modify courses but generally do not participate in them. |
| COURSE CREATOR | Course creators can create new courses. |
| TEACHER | The teachers have unlimited power within the courses including changing activities/resources and evaluating students |
| NON EDITOR TEACHER | Non editor teachers can teach in courses and evaluated students, but they can not change activities. |
| STUDENT | Students within a course usually have limited privileges and can only use the resources/activities made available the teacher. |
| GUEST | Guests have minimum privileges and can not normally participate in activities has minimum privileges and can only consult of the courses to which the access to the guests has been constituted. |
| AUTHENTICATED USER | All authenticated users who have logged it. |

# 2. BASIC INFORMATION

## 2.1. ACCESS TO THE PLATFORM E-LEARNING

First the platform administration must register and send you the login credentials (username and password).

To connect to the project's e-learning platform, simply type in any web browser, link **https://learning.europeanregisterphlebologists.eu/**
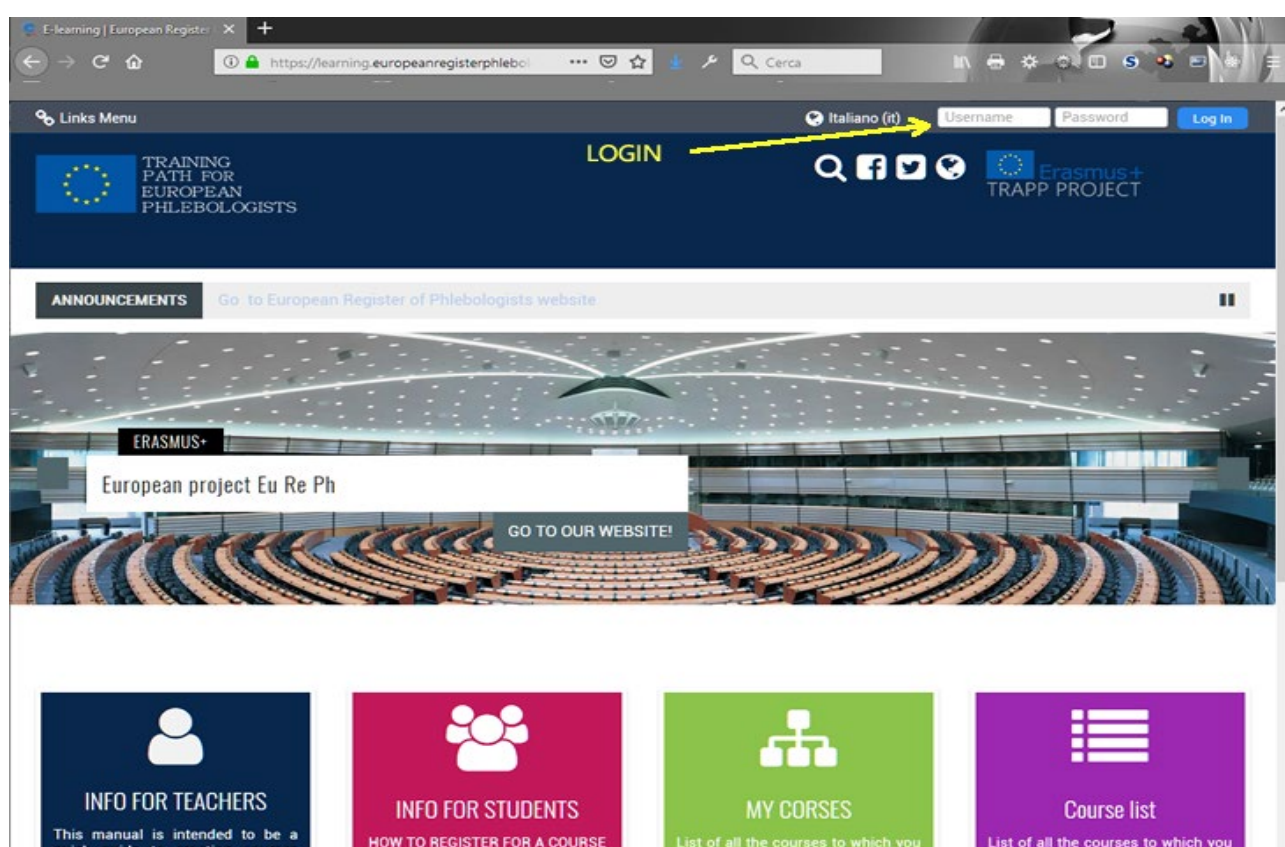


To log in, enter your details in the Login block at the top right. When you first log in, the system may ask you to change the password. A box will appear in which to type the password with which you have logged in and the one you will use from the next login.

*Logout procedure*

To log out always click on the link (Exit) next to your name and last name; avoid closing the browser window without logging out first.
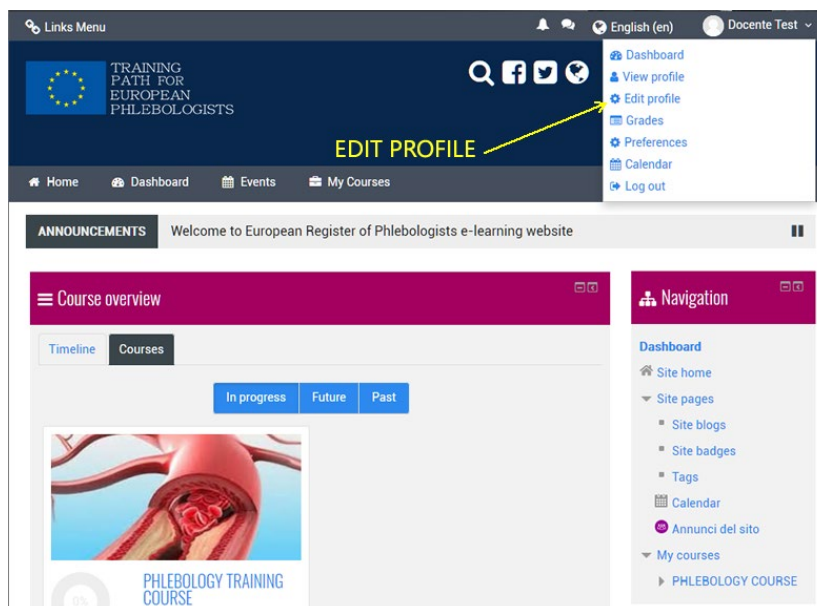
On first access, you will access a page with this content.
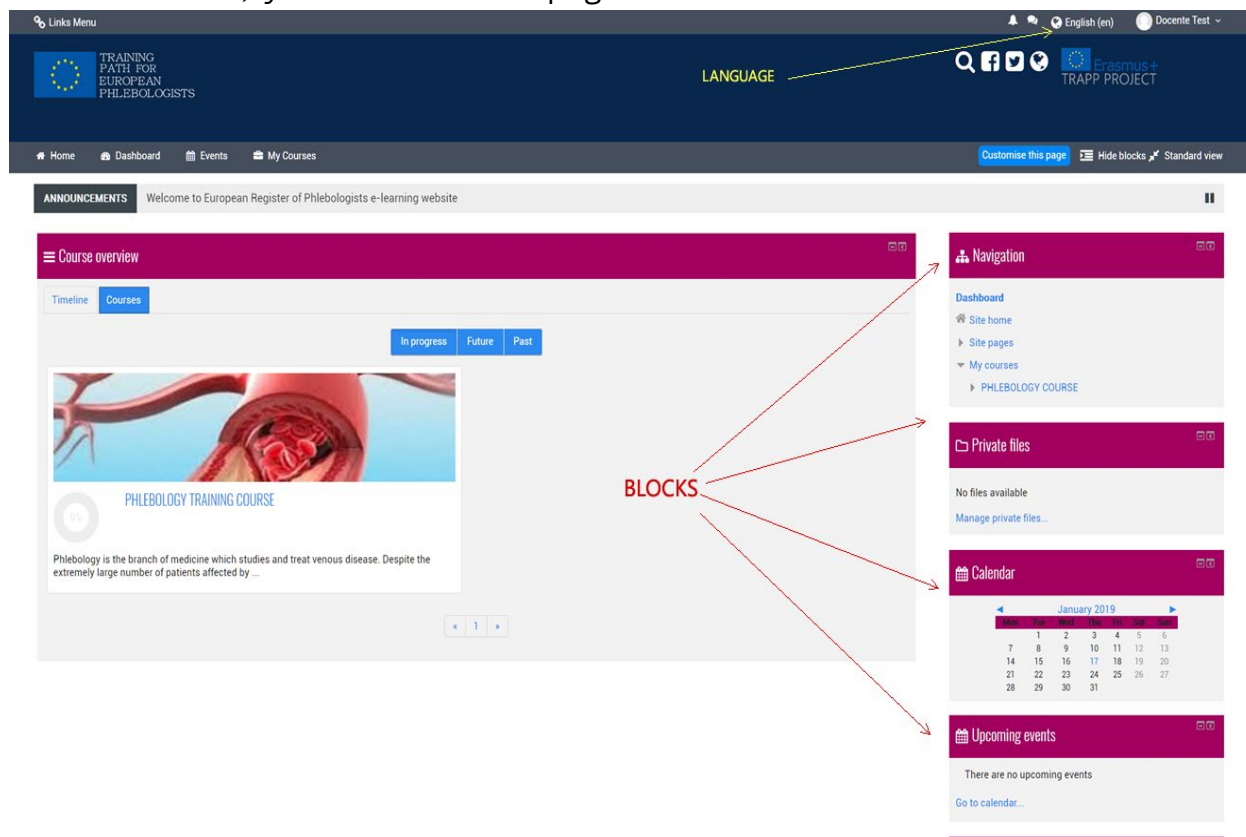


### Edit profile.

A first aspect not to be overlooked is that of the profile that allows some important operations to be carried out.

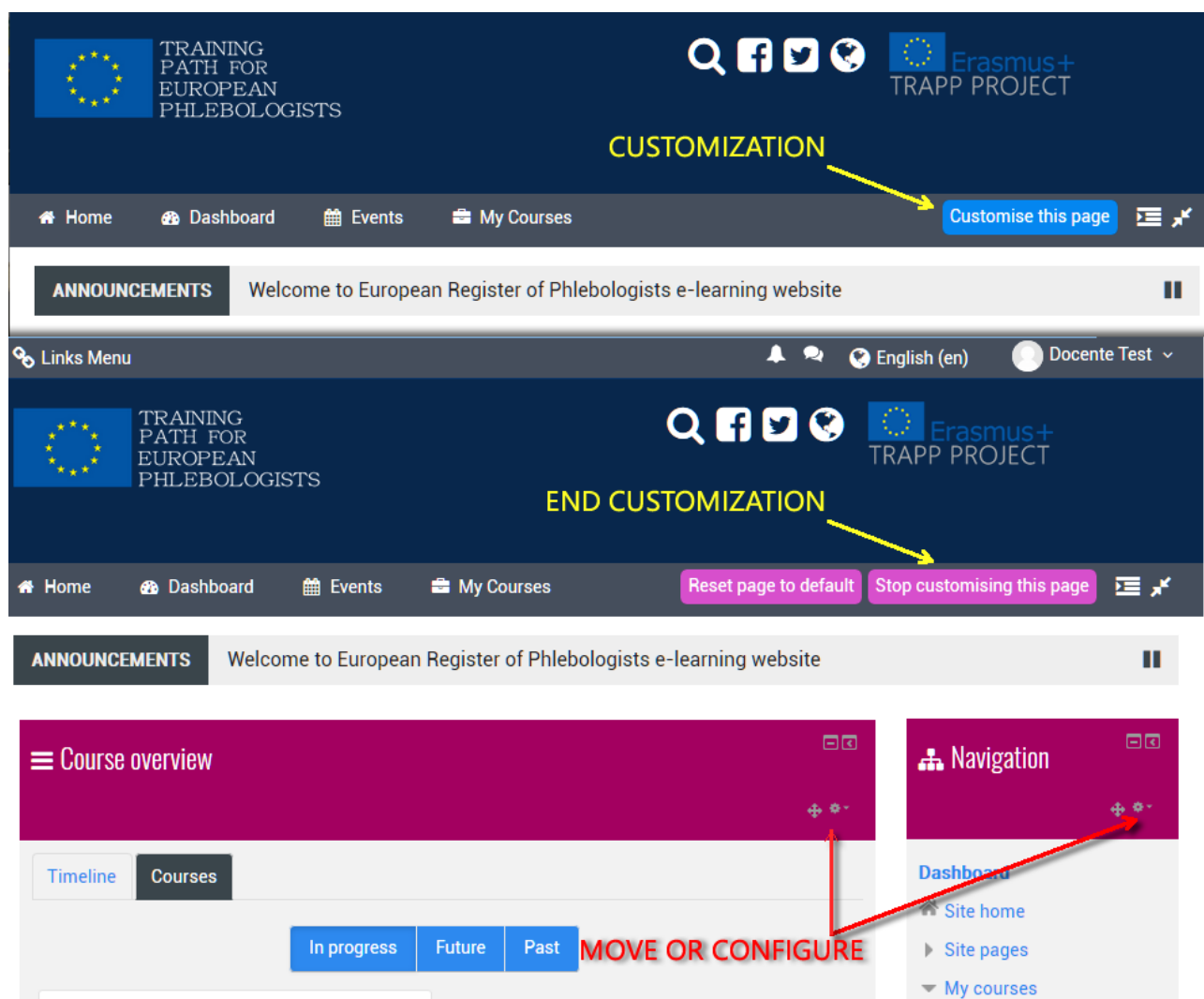Access to these features can be done via the link at the top right.

## 2.2 BLOCKS

Personalization Work environment.

The teacher can customize his main page and the course page by activating a series of blocks to be placed in the side columns.

The blocks can be placed in the right column. If a column does not have any block, it is not displayed on the main page of the course.



Blocks can be added, hidden, deleted, and moved up, down and left / right when write mode is activated.

| BLOCK | DESCRIPTION |
|---|---|
| ADMINISTRATION | It allows you to view different functionalities depending on the role with which you are enrolled in the course. The teacher will visualize the tools for the management of the course, the registration of the participants, the uploading of the files, etc. The participant, on the other hand, links to his profile and to his own assessment page. |
| ACTIVITIES | List of activities present in the course from which you can access a page dedicated to each type of activity (for example all the discussion forums activated in a course). |
| RECENT ACTIVITIES | All the changes of a course are displayed, starting from the user's last access (for example the last discussions of the forums, the updating of resources, the addition of activities). |
| CALENDAR | A calendar of course events. Very useful especially to signal the activities foreseen by a training course, deadlines, etc. |
| COURSES | List of courses you are enrolled in, very useful especially if you have to manage many. |
| DESCRIPTION OF THE COURSE / SITE | A box that displays the description of the course. It can also contain hypertext links, images and formatting elements (bold, italics, etc.). |
| HTML | A free HTML block that allows you to insert any element, from images to links, from tables to videos. |
| PEOPLE | Link to the list of participants enrolled in the course from which each user's profile can be accessed. |
| UPCOMING EVENTS | List of scheduled events starting from the current date. The user can decide to customize the number of events to be displayed. |
| SEARCH IN THE FORUM | It allows you to search through discussion forum messages through a simple or advanced search. |
| THE LATEST NEWS | Allows you to view the latest posts published in the news forum |
| CONNECTED USERS | List of users simultaneously connected to the e learning platform in the last 5 minutes. It can be a useful motion above all if the course sees synchronous activities like a chat. |
| VOICE AT RANDOM OF GLOSSARY | Allows you to view a random term chosen from the glossaries in the course. |

## Add a block

**>Add a block** (right column, block at the bottom of the page)
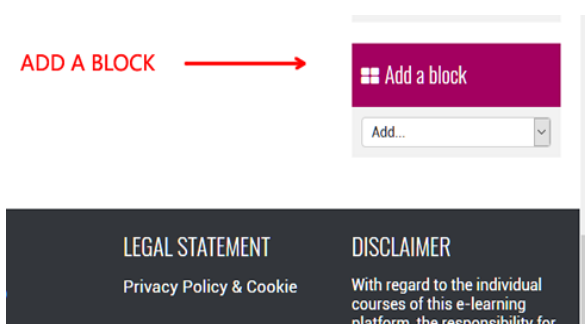
# 3 COURSE SETTING AND MANAGEMENT

The course is created by the portal administrator or the person in charge of creating courses.

The course "PHLEBOLOGY TRAINING COURSE" was organized by topic.

The arguments represent logical units into which the course can be divided. However, the teacher has the possibility to change all the settings.

## 3.1 COURSE SCREEN.

The course screen is divided into 2 columns, it can change the arrangement of the blocks that make up the right column.

The arrangement and modification of the Blocks, like any other modification (ex insertion of resources, activities, etc.) is ALWAYS made by clicking on the "TURN EDITING ON" button.

In the left column you can see a certain number of "rectangles", all of them numbered except the first one. These "boxes" represent the modules / sections or macro-topics in which the course can be logically subdivided, while the first, not numbered, is thought of as a "container" of general information or as an introduction to the course.

The main difference in the visualization of a teacher / student side course is that in the first one the "Turn editing on" button is always visible in the upper right corner, while in the second one only the blocks of the right column and the left column are visible without any possibility to modify the contents.
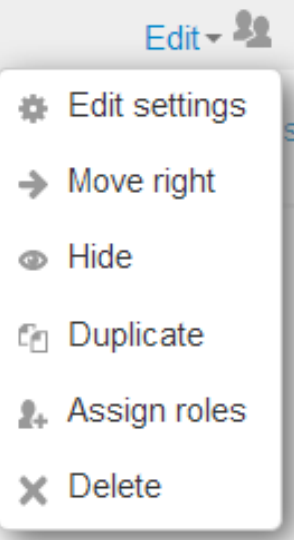
Once the "Turn editing on" button is activated, it changes to "Turn editing off" and will have to be pressed at the end of entering the course changes.

## The icons

By clicking on the "Turn editing on" button, a series of icons to be used to modify, move, add and configure all aspects of the course appear at the interface level, and next to each editable object.
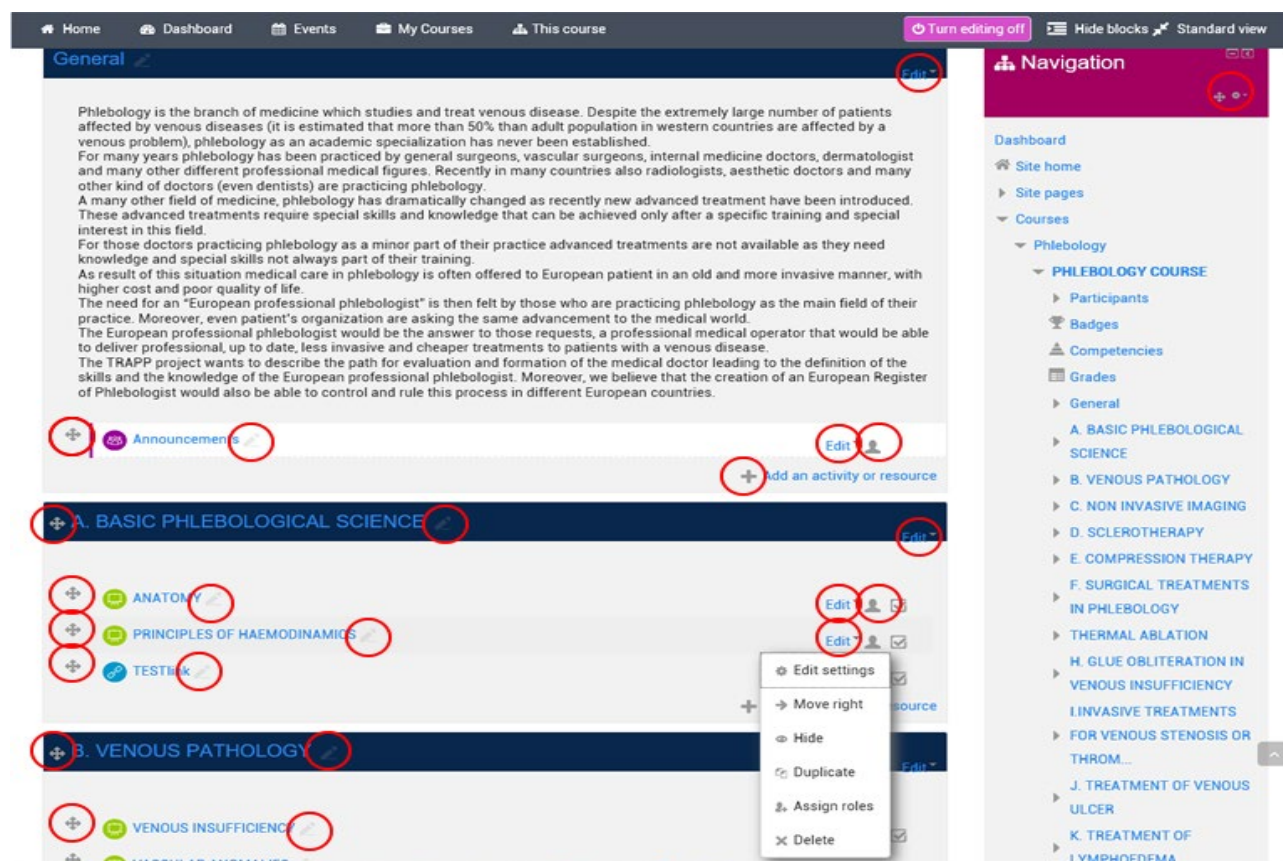
## Meaning of the icons

| | |
|---|---|
| | the pencil icon allows you to edit inline the title of the resource / activity |
| Edit ▾   ⚙ Edit settings   → Move right   👁 Hide   📄 Duplicate   👤 Assign roles   ✕ Delete | this icon groups actions together for easier editing on smaller screens. Click to reveal the options. |
| | the move icon allows you to move items or sections by dragging and dropping. (If you have many activities to scroll through while moving, see the Tips and Tricks section below for a useful suggestion.) |
| | this move icon appears if you don't have Ajax enabled |
| | he groups icon allows you to change between no groups or separate/visible groups |
| → [ _ _ _ _ _ _ _ _ ] | the move here icon appears when moving a course element without Ajax. Click into the box to re-locate your item. |
| ↑ ↓ | the up/down arrows allow you to move course sections up or down and appear if you do not have Ajax enabled. |
| ＋ Add an activity or resource | allows you to set activities / resources using the tools that Moodle makes available |

# 3.2 HOW TO SET THE COURSE

To access the course settings screen, simply click on "Course administration" by the Administration block.

The general course settings are preset parameters by the platform administrator that can be modified according to the specific needs of the teacher.

For example, you can change the number of topics in the column Left and set a summary or summary of the course that will be displayed in the list of available courses.
In addition, an enrollment key can be set for the course that is requested at time of access to the course. In this way the student who does not know the access key cannot enroll in the course.

Courses Administration -> Edit setting

The features contained in the Settings menu provide the possibility to modify and customize the appearance of the course: a first window is the one

## General Settings

## Course Title

The course title is displayed at the top of the course pages and in the course list.

## Short Title

Many institutions assign abbreviations such as BP102 or COMMS to the courses. If you want you can use these abbreviations as a shortened title, otherwise you can use any title you like. The abbreviated title will be used in place of the course title in all those situations where it is practical to use shorter strings of characters, such as bread crumbs or email headers.

## Course Category

The website administrator should have prepared different categories of courses. For example, "Occupational safety in upper secondary school", "Occupational safety in lower secondary school", etc.

Choose the category that you consider most suitable for your course: as the course title will appear in the category, an appropriate choice will make it easier for students to find your course.
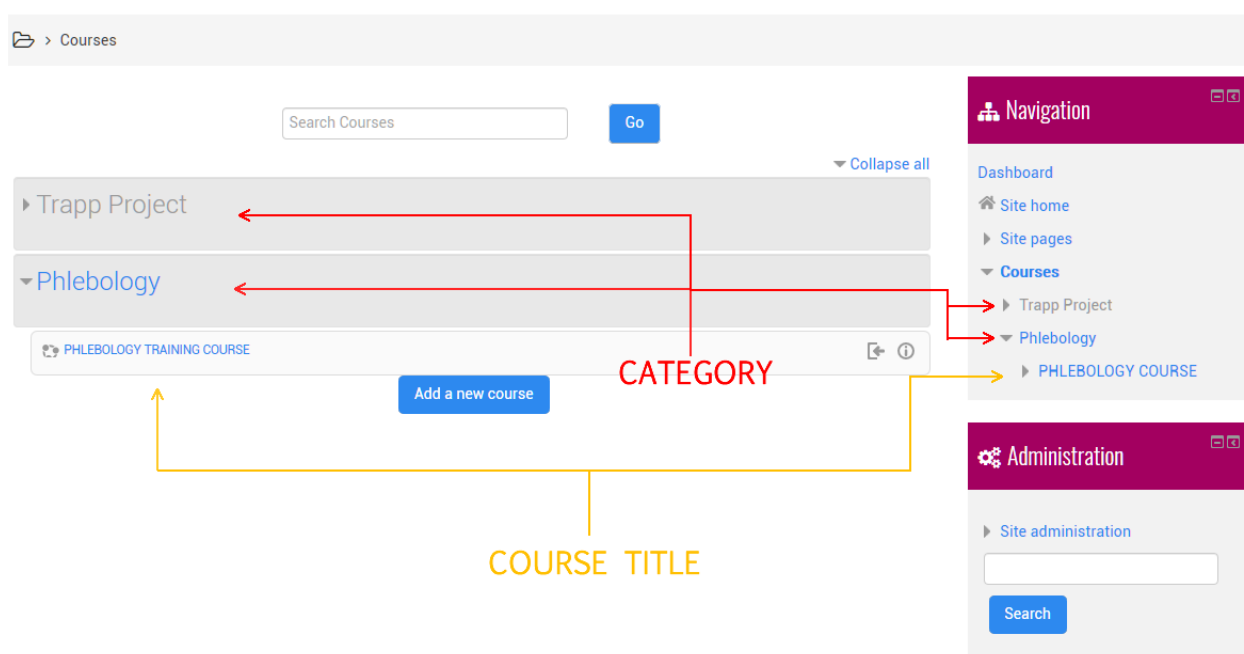
## Visibility

The settings determines the visibility of the course in the list of courses. Administrators and teachers can still access it, while other users will not be able to access the course.

## Course Start Date.

The setting establishes the beginning of the first week in weekly format courses. The setting also establishes the date from which the course activity logs start.

## Course Id Number

The ID number of course is used when you interface Moodle to external systems and it is never displayed inside Moodle if you know the ID number of the course, you can insert in this field, otherwise you can leave it empty.

## Introduction To The Course

The introduction will appear in the list of courses and will also be used to search for courses.

## Course Introduction File.

The course introduction files are displayed in the course list together with the introduction.

## Course Format

The choice of format is a delicate choice and must be consistent with the organization of the course. The format refers to the structure of the page and of the sections in which to insert the material. You can choose between:

- **Single Activity:** a single resource or activity will be displayed (for example, a SCORM package or a Quiz)
- **Relational:** this format focuses on the relational forum, which will appear in the central area of the main course page. This format, ideal for informal situations, can also be used effectively for non-training activities or to create notice boards
- **For Topics:** the central body of the main page of the course is organized in sections, each of which represents a topic of the course. Each section can contain resources and activities.

- **Weekly**: The central body of the main page of the course is organized in sections, each of which represents a week of course with a start date and an end date. Each week may contain resources and activities.

For university courses, the subject format or weekly format is generally chosen; for example for a semester course, lasting 12 weeks, it can be convenient to choose the weekly format. When the duration of the course is not significant, it can be organized by topic.

## Hidden Sections

The setting determines how the hidden sections are displayed to students. During the creation of the course it is possible to decide when to make each section visible to the students. We can hide, for example, topics that have not yet been treated, or material that we want to make available only after a certain moment, or material that is not yet definitive. With this setting it is established how to treat all the hidden sections: they can be completely invisible, or you can only view the title (for example, for a week holiday or an untreated topic).

## Course Display

It allows you to set the way in which the sections of the course will be displayed, all on the same page or spread over several pages. The setting has no effect on some types of formats, such as the SCORM format.

When each section covers different topics, displaying one per page can make the course less confusing. In this case on the first page there will be only the list of the various topics or weeks, the content of the section is accessed by clicking on the title. The introduction to the course is always displayed in each topic; two arrows at the top and bottom of the page allow the passage from one section to the previous or the next one.

## Number of News to display

In courses that use the "weekly format" and the "format for topics", there is a default forum called "Forum News". This forum is useful for communicating information and news about the course to students. (By default all students are automatically enrolled in this forum and will receive in their email inbox any postings made in the forum itself).

The Number of news to be displayed determines the number of last news to be presented on the main page of the course, in the block called "Latest news". If "News to display" is set to "0", the "Latest news" block will not be visible on the main page of the course.

## View student ratings

Many of the activities of a course can be evaluated.

By default, the results obtained by the students are displayed on the Evaluations page, which can be reached directly from the main course page.

If a teacher is not interested in using the assessments or if you want to prevent students from accessing the page containing the results obtained, simply set "View student ratings" to "No". Setting to "No" does not prevent you from evaluating course activities, it only prevents students from viewing them.

## View activity reports

The reports of the activities carried out in the course are available for each participant.

In the reports, in addition to the list of activities performed, there is also the access log. This setting determines whether a student can view their reports from the personal profile page.

## File and upload

### Maximum size of uploadable files.

This setting determines the maximum file size that students and teachers can upload. The setting only affects the files that can be loaded within the course and is in turn limited to its maximum value by the similar setting made at the site level by the System Administrators.

It is also possible to further limit the maximum size of the uploadable files for each course activity.

## Completion tracking

### Track completion

Enable the tracking capabilities for course and activity completion.

## Guest Access

### Allow access to guest

The setting determines whether a user can access a course as a guest, without being registered.

### Key

A key restricts access to only those guests who have one. Guests will need to enter the key each time they enter the course.

## GROUPS

### Group Mode

The setting has three options:

— Without Groups - Group mode is not active, each participant is part of the same community.
— Separate Groups - Each participant is a member of the group to which he has been assigned, he is not able to see the work done by the members of other groups.
— Visible Groups - Each participant is a member of the group to which he has been assigned but can see the work done by the other groups.

The group mode defined in the course settings is the default mode for course activities. Group mode can be managed for each activity of the course as long as the activity supports the groups and the group mode has not been forced to the course level.

## FORCE GROUP MODE

Forcing the group mode, this mode will be applied to all course activities. Any different group arrangements will not be considered.

## ROLE RENAMING

Allows customization of the names of the roles used in the course.

Privileges are not changed, only the name of the role will be changed. The custom names of the roles will be used on the page with the list of course participants and other pages of the course where the names of roles appear. If you assign a custom name to a role that has been defined by the Site

Administrator as Course Manager, the custom name will also appear in the course description available within the categories.

To learn more about this topic, we recommend that you consult the official documentation at the link: https://docs.moodle.org/35/en/Course_settings

## 3.3 MANAGEMENT OF THE COURSE SECTION

In the case of a course created with topics format, the material published by the teachers can be divided into topics that are generally defined sections.



Operationally, therefore, a Section, which represents the "site" in which the general course material that the teacher will make available to his students can be uploaded or created, is composed of the following elements:

— Title;
— An introduction, a brief textual description of the content;

— The content consisting of the course material or that are called Activities and Resources in Moodle.

### 3.3.1. Creating And Deleting A Section

Only after having selected the **"TURN EDITING ON"** button it is possible to carry out operations on the *Sections,* including, obviously the **creation of new Sections** and their **elimination**.

After selecting this button, a series of icons appears which allow you to operate the **Sections** and their elements in various ways. In particular at the bottom of the **home page** of the course **two icons** appear, that allow you to add and remove sections.

The **+ icon** allows you to **create a new section** at the bottom of the list; however, the system allows you to move the section to another position after creating it.

The **- icon** allow you to **remove the last section at the bottom of the list;** this *Section* **is not completely eliminated**, but is only hidden (selecting again displays + again, with its content).

To completely eliminated a section, it is therefore necessary to **completely eliminate the content** and then select **–** (- icon).

### 3.3.2. Change title and introduction of a section

To modify the *title* or the *introduction of a Section,* it is necessary to select the "edit" ⚙ that appears at the end of the space reserved for the introduction of the *Section* itself.

Selecting this icon allows you to view a specific modification *form*, this *form* contains:

— Two fields for the management of the title, in particular a *flag*, which allows to choose whether to use or not to use the *default title* of the section (argument x, where x is a progressive number, in the case of formats for topics) and a **text field** that allows you to specify your own **custom title**.

— A **text editor** with which you can modify the introduction of the Section.

To make the changes you have made final, you need to save your changes by selecting the appropriate button at the bottom of the page.



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### 3.3.3 Content of a Section: Activity and Resources

Among the other operations that can be performed on a Section, all the operations that allow the content to be managed are particularly important, ie what has so far been generically referred to as course material, intended as teaching material.

Before proceeding with the descriptions of these operations, however, it is advisable to try to specify the type of "material" that can be loaded, but also create within the Sections of one's course.

By adopting the *Moodle* terminology, in each section of your course you can add two types of elements: *ACTIVITIES* and *RESOURCES*.

In Moodle with the term **Activity** means a series of tools that are made available to students, to interact with other students or

teachers, for example, forms, questions, chats, exercises, spaces in which to upload files, etc...

The term *Resources* represents the actual contents of the course, made available to students according to various formats. Among the resources you can add to a Moodle section, you can mention files, folders, links, to resource, hypertexts, web pages etc.

## 3.3.4 Section and conditional Activities/ Resources

It is possible to introduce sections, activities or resources, conditional: on the basis of specific conditions that may concern the students themselves, these contents can be shown or not to the students of the course. This feature is generically defined as a conditional activity.

The conditions that can be introduced concern, for example:

— evaluations, entered through the platform itself, totaled by the student during the quizzes, tasks or other proposed activities;
— Time limit of material availability.
— Restrictions on user profiles and their personal information.

These conditions are entered trough specific fields present at the end of the entry form for each form of the Sections, Activities and Resources.
It is possible to insert: more conditions of the same type, through buttons that allow incrementally to add two fields of the same type at a time; more conditions also of different types, creating complex conditions (for example, different study material based on the evaluations and available within a certain time window).

Per approfondimenti consulta la pagina
https://docs.moodle.org/35/en/Restrict_access_settings

## 3.4 SETTING RESOURCES AND ACTIVITIES

Add an activity or resource (at the bottom of the course section/ topic)



The specific operations for the addition of an *Activity/Resource* vary according to the *Activity/Resource* itself and will be described later. However, there are some descriptive fields to almost all *Activities/Resources* which it is already possible to consider.

## GENERAL



## This fields are:

### Name

A text field that allows you to assign a name to the *Activity/Resource,* name that will be displayed within the section in the course home page, and that will act as a link to the *Activity/Resource* itself.

### Description

A text editor that allows you to enter a description for the *Activity/Resource* you are creating.

### View description in the course home page

A flag that allows you to view the description on the course home page, just below the link of the *Resource or Activity.*

## GRADE (only for the activities)

▾ Grade

Grade ⑦

Type [Point ▾]

Scale [Default competence scale ▾]

Maximum grade [100]

Grading method ⑦ [Simple direct grading ▾]

Grade category ⑦ [A. BASIC PHLEBOLOGICAL SCIENCE ▾]

Grade to pass ⑦ [6]

Blind marking ⑦ [No ▾]

Use marking workflow ⑦ [No ▾]

Use marking allocation ⑦ [No ▾]

### Grading method

It is possible to choose the advanced evaluation method to be used for calculating grades in a given context. To disable advanced evaluation and use the default evaluation choose "simple direct grading".

### Grade category

Sets the category of the evaluator register in which the valuation of the asset will appear.

### Blind Marking

The blind evaluation hides the identity of the students from the evaluators, the blind assessment setting will be blocked as soon as there is a delivery or task evaluation.

## COMMON MODULE SETTINGS



### Availability

Setting the availability on "Show on course page" the activity or resource will be available to students (but subject to restrictions depending on any access conditions).

Setting the availability on "Hide to students" the activity or resource will be available only to the users with the privilege to visualize hidden activities (by default, the users with the role of teacher or teacher not editor).

### Id Number

Setting the ID number allows you to identify the activity for the evaluation calculation. If the activity is not included in any calculation, the field can be left blank.

The ID number can also be set in the Evaluation Register, but it will still be editable only in the activity settings.

### Group Mode (only for activities)

The settings has 3 options:

— **Without Groups** – Group mode is not active, each participant is part of the same community.

— **Separate Groups** – Each participant is a member of the group to which he has been assigned and is not able to see the work done by the members of the other groups.

— **Visible Groups** – Each participant is a member of the group to which he has been assigned but can see the work done by the other groups.

The group mode defined in the course settings is the default mode for course activities. Group mode can be managed for each activity of the course as long as the activity supports the groups and the group mode has not been forced to the course level.

## Grouping (for activities only)

A grouping is a set of group of a course. Using groupings, members of groups belonging to the same grouping will be able to share activities.

Available only for group members.

Selecting this option, the activity (or resource) will be available only for the students of the groups belonging to the indicated grouping.

## RESTRICT ACCESS
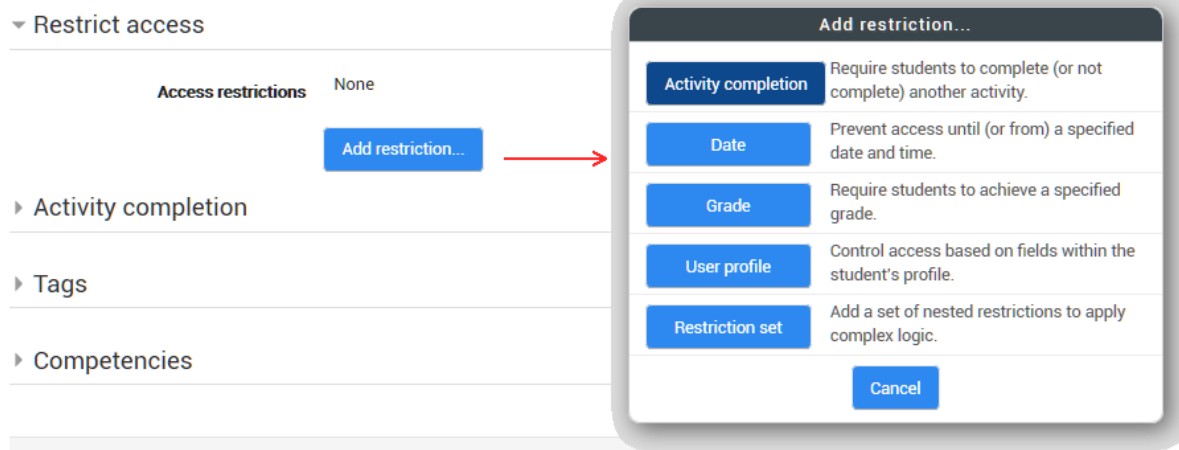


## Date

Access criterion based on date and time. The availability dates determine when a student can access the activity through the link on the course home page.

## Evaluation to be obtained

The setting allows the definition of the score to be obtained before making the activity available.

It is possible to add other conditions beyond the first one. The activity will become available when all the conditions will be satisfied.

## User profile field

It is possble to condition access according to the fields present in the user profile.

## Status of activity.

It is possible to define conditions for access to the activity based on the completion status of the other activities. To use this setting the tracking of task completion must be active. You can add more conditions than the first one. The activity will become available with all the conditions will be met.

# COMPLETION TRACKING.



The completion of the activities allows to keep track of the activities carried out, both manually and automatically, upon the fulfillment of the set conditions. It is possible to set multiple conditions, which must all be satisfied for the activity to be considered completed.

## Require view

The student must access the activity to complete it.

## Rating

The student's activity will be completed when he has received an evaluation. Setting a minimum grade, icons will be displayed for exceeding or not exceeding.

## Expected completion by

The settings defines the date in which the task is expected to be completed. Students will not see the data, which will instead be displayed in the completed activity report.

For further information:

https://docs.moodle.org/35/en/Activity_completetion_settings.

# 4. ACTIVITIES

An activity is a general name for a group of features in a Moodle course. Usually an activity is something that a student will do that interacts with other students and or the teacher.

In Moodle terminology, an Activity, such as Forums or Quizzes, properly means something students can contribute to directly, and is often contrasted to a Resource such as a File or Page, which is presented by the teacher to them. However, the term activity is sometimes for convenience also used to refer to both Activities and Resources as a group.

There are 14 different types of activities in the standard Moodle that can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

| | |
|---|---|
| ASSIGNMENTS | Enable teachers to grade and give comments on uploaded files and assignments created on and off line |
| CHAT | Allows participants to have a real-time synchronous discussion |
| CHOICE | A teacher asks a question and specifies a choice of multiple responses |
| DATABASE | Enables participants to create, maintain and search a bank of record entrie |
| FEEDBACK | For creating and conducting surveys to collect feedback. |
| FORUM | Allows participants to have asynchronous discussions |
| GLOSSARY | Enables participants to create and maintain a list of definitions, like a dictionary |
| LESSON | For delivering content in flexible ways |
| (LTI) EXTERNAL TOOL | Allows participants to interact with LTI compliant learning resources and activities on other web sites. (These must first be set up by an administrator on the site before being available in individual courses.) |
| QUIZ | Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown |
| SCORM | Enables SCORM packages to be included as course content |
| SURVEY | For gathering data from students to help teachers learn about their class and reflect on their own teaching |
| WIKI | A collection of web pages that anyone can add to or edit |
| WORKSHOP | Enables peer assessment |

## 4.1 ASSIGNAMENT

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

For further information consult

- 〉 [More help https://docs.moodle.org/35/en/Assignment_activity](https://docs.moodle.org/35/en/Assignment_activity)
- 〉 [Assignment settings](#)
- 〉 [Using Assignment](#)
- 〉 [Assignment FAQ](#)

## 4.2 CHAT

The chat activity module enables participants to have text-based, real-time synchronous discussions.
The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or restricted to users with the capability to view chat session logs.

Chats are especially useful when the group chatting is not able to meet face-to-face, such as

⸻ Regular meetings of students participating in online courses to enable them to share experiences with others in the same course but in a different location

⸻ A student temporarily unable to attend in person chatting with their teacher to catch up with work

⸻ Students out on work experience getting together to discuss their experiences with each other and their teacher

⸻ Younger children using chat at home in the evenings as a controlled (monitored) introduction to the world of social networking

⸻ A question and answer session with an invited speaker in a different location

⸻ Sessions to help students prepare for tests where the teacher, or other students, would pose sample questions.

For further information consult
〉 More help https://docs.moodle.org/35/en/Chat_activity
〉 Chat settings
〉 Using Chat
〉 Chat FAQ

## 4.3    CHOICE

The choice activity module enables a teacher to ask a single question and offer a selection of possible responses.

Choice results may be published after students have answered, after a certain date, or not at all. Results may be published with student names or anonymously.

A choice activity may be used

⸻ As a quick poll to stimulate thinking about a topic
⸻ To quickly test students' understanding
⸻ To facilitate student decision-making, for example allowing students to vote on a direction for the course
⸻ For further information consult

For further information consult
〉 More help https://docs.moodle.org/35/en/Choice_activity

> 〉 Choice settings
> 〉 Using Choice
> 〉 Choice FAQ

## 4.4   DATABASE

The database activity module enables participants to create, maintain and search a collection of entries (i.e. records). The structure of the entries is defined by the teacher as a number of fields. Field types include checkbox, radio buttons, dropdown menu, text area, URL, picture and uploaded file.

The visual layout of information when listing, viewing or editing database entries may be controlled by database templates. Database activities may be shared between courses as presets and a teacher may also import and export database entries.

If the database auto-linking filter is enabled, any entries in a database will be automatically linked where the words or phrases appear within the course.

A teacher can allow comments on entries. Entries can also be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Database activities have many uses, such as
— A collaborative collection of web links, books, book reviews, journal references etc
— For displaying student-created photos, posters, websites or poems for peer comment and review

For further information consult
> 〉 More help https://docs.moodle.org/35/en/Database_activity
> 〉 DataBase settings
> 〉 Building Database
> 〉 Database templates
> 〉 Using DataBase
> 〉 DataBase FAQ

## 4.5    EXTERNAL TOOL

The external tool activity module enables students to interact with learning resources and activities on other web sites. For example, an external tool could provide access to a new activity type or learning materials from a publisher.

To create an external tool activity, a tool provider which supports LTI (Learning Tools Interoperability) is required. A teacher can create an external tool activity or make use of a tool configured by the site administrator.

External tool activities differ from URL resources in a few ways:

⟩ External tools are context aware i.e. they have access to information about the user who launched the tool, such as institution, course and name
⟩ External tools support reading, updating, and deleting grades associated with the activity instance
⟩ External tool configurations create a trust relationship between your site and the tool provider, allowing secure communication between them

For further information consult
⟩ More help https://docs.moodle.org/35/en/External_tool
⟩ External tool settings
⟩ Using External tool
⟩ External tool FAQ

## 4.6    FEEDBACK

The feedback activity module enables a teacher to create a custom survey for collecting feedback from participants using a variety of question types including multiple choice, yes/no or text input.

Feedback responses may be anonymous if desired, and results may be shown to all participants or restricted to teachers only. Any feedback activities on the site front page may also be completed by non-logged-in users.

Feedback activities may be used

- 〉 For course evaluations, helping improve the content for later participants
- 〉 To enable participants to sign up for course modules, events etc.

- 〉 For guest surveys of course choices, school policies etc.
- 〉 For anti-bullying surveys in which students can report incidents anonymously

For further information consult
- 〉 More help https://docs.moodle.org/35/en/Feedback_activity
- 〉 Feedback settings
- 〉 Building Feedback
- 〉 Using Feedback
- 〉 Feedback FAQ

## 4.7   FORUM

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.

Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Forums have many uses, such as
  〉 A social space for students to get to know each other
  〉 For course announcements (using a news forum with forced subscription)
  〉 For discussing course content or reading materials
  〉 For continuing online an issue raised previously in a face-to-face session
  〉 For teacher-only discussions (using a hidden forum)
  〉 A help centre where tutors and students can give advice
  〉 A one-on-one support area for private student-teacher communications (using a forum with separate groups and with one student per group)
  〉 For extension activities, for example 'brain teasers' for students to ponder and suggest solutions to

For further information consult
  〉 More help https://docs.moodle.org/35/en/Forum_activity
  〉 Forum settings
  〉 Using Forum
  〉 Forum FAQ

## 4.8    GLOSSARY

The glossary activity module enables participants to create and maintain a list of definitions, like a dictionary, or to collect and organise resources or information.
A teacher can allow files to be attached to glossary entries. Attached images are displayed in the entry. Entries can be searched or browsed alphabetically or by category, date or author. Entries can be approved by default or require approval by a teacher before they are viewable by everyone.

If the glossary auto-linking filter is enabled, entries will be automatically linked where the concept words and/or phrases appear within the course.

A teacher can allow comments on entries. Entries can also be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Glossaries have many uses, such as
  〉 A collaborative bank of key terms

⟩  A 'getting to know you' space where new students add their name and personal details
⟩  A 'handy tips' resource of best practice in a practical subject
⟩  A sharing area of useful videos, images or sound files
⟩  A revision resource of facts to remember

For further information consult
⟩  More help https://docs.moodle.org/35/en/Glossary_activity
⟩  Glossary settings
⟩  Using Glossary
⟩  Glossary FAQ

## 4.9  LESSON

The lesson activity module enables a teacher to deliver content and/or practice activities in interesting and flexible ways. A teacher can use the lesson to create a linear set of content pages or instructional activities that offer a variety of paths or options for the learner.
In either case, teachers can choose to increase engagement and ensure understanding by including a variety of questions, such as multiple choice, matching and short answer. Depending on the student's choice of answer and how the teacher develops the lesson, students may progress to the next page, be taken back to a previous page or redirected down a different path entirely.

A lesson may be graded, with the grade recorded in the gradebook.
Lessons may be used
⟩  For self-directed learning of a new topic
⟩  For scenarios or simulations/decision-making exercises
⟩  For differentiated revision, with different sets of revision questions depending upon answers given to initial questions

For further information consult
⟩  More help https://docs.moodle.org/35/en/Lesson_activity
⟩  Lesson settings
⟩  Building Lesson
⟩  Using Lesson
⟩  Lesson FAQ

## 4.10 QUIZ

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.
Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used
〉  As course exams
〉  As mini tests for reading assignments or at the end of a topic
〉  As exam practice using questions from past exams
〉  To deliver immediate feedback about performance
〉  For self-assessment

For further information consult
〉  More help https://docs.moodle.org/35/en/Quiz_activity
〉  Quiz quick guide
〉  Quiz settings
〉  Building Quiz
〉  Using Quiz
〉  Quiz reports
〉  Quiz FAQ

## 4.11  SCORM PACKAGE

A SCORM package is a collection of files which are packaged according to an agreed standard for learning objects. The SCORM activity module enables SCORM or AICC packages to be uploaded as a zip file and added to a course.

Content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up

window, with a table of contents, with navigation buttons etc. SCORM activities generally include questions, with grades being recorded in the gradebook.

SCORM activities may be used

⟩ For presenting multimedia content and animations
⟩ As an assessment tool

## 4.12 SURVEY

The survey activity module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. A teacher can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

Note that these survey tools are pre-populated with questions. Teachers who wish to create their own survey should use the feedback activity module.

For further information consult
⟩ More help https://docs.moodle.org/35/en/Survey_activity
⟩ Survey settings
⟩ Using Survey
⟩ Survey FAQ

## 4.13 WIKI

The wiki activity module enables participants to add and edit a collection of web pages. A wiki can be collaborative, with everyone being able to edit it, or individual, where everyone has their own wiki which only they can edit.

A history of previous versions of each page in the wiki is kept, listing the edits made by each participant.

Wikis have many uses, such as
⟩ For group lecture notes or study guides
⟩ For members of a faculty to plan a scheme of work or meeting agenda together

〉 For students to collaboratively author an online book, creating content on a topic set by their tutor
〉 For collaborative storytelling or poetry creation, where each participant writes a line or verse
〉 As a personal journal for examination notes or revision (using an individual wiki)

For further information consult
〉 [More help https://docs.moodle.org/35/en/Wiki_activity](https://docs.moodle.org/35/en/Wiki_activity)
〉 [Wiki settings](#)
〉 [Using Wiki](#)
〉 [Wiki FAQ](#)

## 4.14 WORKSHOP

The workshop activity module enables the collection, review and peer assessment of students' work.
Students can submit any digital content (files), such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor.
Submissions are assessed using a multi-criteria assessment form defined by the teacher. The process of peer assessment and understanding the assessment form can be practised in advance with example submissions provided by the teacher, together with a reference assessment. Students are given the opportunity to assess one or more of their peers' submissions. Submissions and reviewers may be anonymous if required.
Students obtain two grades in a workshop activity - a grade for their submission and a grade for their assessment of their peers' submissions. Both grades are recorded in the gradebook.

For further information consult
〉 [More help https://docs.moodle.org/35/en/Workshop_activity](https://docs.moodle.org/35/en/Workshop_activity)
〉 [Workshop quick guide](#)
〉 [Using Workshop](#)
〉 [Grading strategies](#)
〉 [Workshop FAQ](#)

# 5. RESOURCES

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses. In edit mode, a teacher can add resources via the 'Add an activity or resource' link. Resources appear as a single link with an icon in front of it that represents the type of resource. The resources that the platform allows to manage are the following:

| | |
|---|---|
| BOOK | Multi-page resources with a book-like format. *Teachers can export their Books as IMS CP* (admin must allow teacher role to export IMS) |
| FILE | A picture, a pdf document, a spreadsheet, a sound file, a video file |
| FOLDER | For helping organize files and one folder may contain other folders |
| IMS CONTENT PACKAGE | Add static material from other sources in the standard IMS content package format |
| LABEL | Can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions |
| PAGE | The student sees a single, scrollable screen that a teacher creates with the robust HTML editor |
| URL | You can send the student to any place they can reach on their web browser, for example Wikipedia |

## 5.1  BOOK

The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.

A book may be used
〉  To display reading material for individual modules of study
〉  As a staff departmental handbook
〉  As a showcase portfolio of student work

For further information consult
〉    More help https://docs.moodle.org/35/en/Book_module
〉    Book settings
〉    Using Book
〉    Book FAQ

## 5.2 FILE

The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images or Flash objects.

Note that students need to have the appropriate software on their computers in order to open the file.

A file may be used
〉  To share presentations given in class
〉  To include a mini website as a course resource
〉  To provide draft files of certain software programs (eg Photoshop .psd) so students can edit and submit them for assessment

For further information consult
〉    More help https://docs.moodle.org/35/en/File_resource
〉    File settings
〉    File resource FAQ

## 5.3 FOLDER

The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it.

A folder may be used

— For a series of files on one topic, for example a set of past examination papers in pdf format or a collection of image files for use in student projects.
— To provide a shared uploading space for teachers on the course page (keeping the folder hidden so that only teachers can see it).

For further information consult
   〉 More help https://docs.moodle.org/35/en/Folder_resource
   〉 Folder resource settings
   〉 Folder resource FAQ

## 5.4 IMS CONTENT PACKAGE

An IMS content package is a collection of files which are packaged according to an agreed standard so they can be reused in different systems. The IMS content package module enables such content packages to be uploaded as a zip file and added to a course as a resource.
Content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up window, with a navigation menu or buttons etc.
An IMS content package may be used for presenting multimedia content and animations.

For further information consult
   〉 More help https://docs.moodle.org/35/en/IMS_content_package
   〉 IMS content package settings
   〉 IMS content package FAQ

## 5.5 LABEL

The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.

Labels may be used

〉 To split up a long list of activities with a subheading or an image
〉 To display an embedded sound file or video directly on the course page
〉 To add a short description to a course section

For further information consult
  ⟩   [More help https://docs.moodle.org/35/en/Label](https://docs.moodle.org/35/en/Label)
  ⟩   Label module settings
  ⟩   Using Label
  ⟩   Label FAQ

## 5.6 PAGE

The page module enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps.

Advantages of using the page module rather than the file module include the resource being more accessible (for example to users of mobile devices) and easier to update.

For large amounts of content, it's recommended that a book is used rather than a page.

A page may be used

  ⟩   To present the terms and conditions of a course or a summary of the course syllabus
  ⟩   To embed several videos or sound files together with some explanatory text

For further information consult
  ⟩   [More help https://docs.moodle.org/35/en/Page_resource](https://docs.moodle.org/35/en/Page_resource)
  ⟩   Page module settings
  ⟩   Using Page
  ⟩   Page FAQ

## 5.7 URL

The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL doesn't have to be the home page of a website. The URL of a particular web page may be copied and pasted or a teacher can use the file picker and choose a link from a repository such as Flickr, YouTube or Wikimedia (depending upon which repositories are enabled for the site).

There are a number of display options for the URL, such as embedded or opening in a new window and advanced options for passing information, such as a student's name, to the URL if required.

Note that URLs can also be added to any other resource or activity type through the text editor.

For further information consult
〉     [More help https://docs.moodle.org/35/en/URL_resource](https://docs.moodle.org/35/en/URL_resource)
〉     [URL resource settings](URL_resource_settings)
〉     [URL resource FAQ](URL_resource_FAQ)

# 6. EVALUATION

In this chapter some of the activities, available in Moodle, are grouped which allow for the evaluation and verification of learning of the students. This tools are typically interactive, as they require students to enter data, formulate answers, or choose from proposed alternatives; for this reason they are classified as activities.

In reality, most of the activities in Moodle include the possibility of assigning assessments; in this section we collect some of those that allow communication between student and teacher. The activities described can be used at the beginning of the course, inside or at the end, to verify the initial knowledge and starting situations of the student, monitor the learning and offer the opportunity to demonstrate that the didactic objectives have been achieved.

## 6.1 GRADER REPORT



Most of the moodle's activities involve the assignment of an evaluation by the teacher. The evaluation is enabled at the site level and in each course there is a register with the evaluations of the students enrolled, whose settings are defined by the administrator. In this register the votes obtained in the activities in which the evaluation is planned and saved are saved. The settings defined by the administrator are, for example, which roles are listed in the register, in which format the votes can be exported, and in what form they must be saved.

The teacher can customize the appearance of the register of his course, how to manage the evaluations of the activities and the grades to use. By clicking on the **Grades** menu, the teacher accesses the register of evaluations, a table with the names of the students and the evaluations, obtained. By clicking on the individual tab, one can view the evaluation sheet of each user.

For further information https://docs.moodle.org/35/en/Grades

## 6.2 EVALUATION CATEGORY

Activity evaluations can be entered under different categories. By clicking on **Categories And Elements** in the evaluation management menu of the course administration panel we can create new assessment categories, for example: *first and second term* for a school course. Or *exercises for final examination* for a university course, or a subdivision for topics and didactic modules. Each category is given a name and a method for calculating the overall rating for the category: in the item Aggregation of votes we will be able to decide whether to use the

average of the votes that fall within that category, or the weighted average, or the maximum, minimum, fad, the sum of the votes, possibly discarding the worst votes.

## Adding a grade category

To add a grade category:

— Select "Gradebook setup" from the gradebook dropdown menu.
— Click the "Add category" button near the bottom of the page.
— Give the grade category a meaningful name.
— Select grade category settings as appropriate. Advanced settings may be made available by clicking the "Show more" link.
— Click the "Save changes" button.



For further information https://docs.moodle.org/35/en/Grade_categories

## 6.3 SCORES AND SCALES

In every activity that involves an evaluation, it is necessary to establish which are the votes that can be assigned. In general they can be scores, numbers between 0 and a maximum score set, or judgments included in a grading scale. To define a new rating scale, click on **Scale**, also in the evaluation management menu on the course administration panel, and click to **Add a Scale** button. Assign a name to the scale, and under the heading Scale write the elements that compose it, for example: Seriously insufficient, Insufficient, Sufficient, Good, Very good, Excellent. Possibly an explanation and correspondence of the votes can be provided by completing the **Description** field.

> For further information:
> Grade points: https://docs.moodle.org/35/en/Grade_points
> Scale: https://docs.moodle.org/35/en/Scales

## 6.4 LESSON

The lesson is the most complete and flexible activity that allows both to insert contents in the course and to interactively verify that they have been understood.

It is a real path made up of pages with texts and questions; at the end of each page you can go to the next page or to another page of the lesson.

The peculiarity of the lesson is the flexibility: in fact is possible to personalize the paths, the feedbacks and the evaluations furthermore, a lesson allows you to transmit content during the evaluation, and it is a method that can be extremely functional.

 As with all other resources and activities, you must first save the general settings, then move on to the actual construction of the lesson, page by page.

For now let's just give a name to the lesson and save it, we'll come back to the various settings later; let us proceed instead with the construction of the lesson.

It is advisable to plan this activity so that you have clear ideas about what to do with the lesson.

When the lesson is accessed a panel similar to the one shown below is displayed



In the edit part, shown in the image, you can add pages to the lesson; there are two types of pages: pages with content and pages with questions.

## Add a content page

— This is a page where a teacher can provide information to move the lesson forward but without requiring the student to answer specific questions.
— The student sees the page's title, some information and then one or more buttons at the bottom to select.
— When the student clicks on a button, they go to the next page but their choice is not scored.

## Page title

— The title of a content page appears to the student at the top of the page.
— A teacher will also see the title in the collapsed edit mode when they are working on the Lesson, and they will also be able to choose the title (and hence this page) from the drop down "jump" lists.
— The title in a content page is also used with the "display left menu" setting.

## Page contents

This is where the teacher can add information for the student, making use of the Text editor and its multimedia features.

Content:

Here the teacher writes the words they want the student to click on to get to the next part of the lesson.

These words will appear to the student as a button.

The teacher can check the box to have the buttons appear horizontally, or uncheck it for them to appear centered vertically.

## The Jump
— Each Description in a Content page has a Jumps menu. "Jumps" take a student from one page to another.

— A "relative jump" is "next page" or "end of lesson" whereas an "absolute jump" gives the actual name of a page.

— The teacher chooses from the dropdown the correct page to send the student to if they click on the button that will be made from this particular description. Any pages created by the teacher will have their titles appear in this dropdown, allowing them to be selected.

— When a student clicks on a description button, they are sent to the page defined in the Jump associated with the button.

Jumps are a unique feature of the Lesson module. Jumps are links and determine what happens after a student makes a choice on a lesson page. There are two basic types of jumps - Relative and Absolute.

For example, a teacher creates 10 Lesson pages and titles them P1 to P10.

P1, P2, P3, P4, **P5**, P6, P7, P8, P9, P10.

On P5, the teacher may want to send the student to P7 for one student choice and to "Next Page" for other choices. In this example "P7" is an absolute jump and "Next Page is a relative jump.

### Absolute jumps

The absolute jump always goes to the same page that a teacher has created. In our example we used P7.

P1, P2, P3, P4, **P5**, P6, **P7**, P8, P9, P10.

Note that the teacher can decide to change the title of "P7" to "Grading" as the page title. The jump from P5 will automatically change.

P1, P2, P3, P4, **P5**, P6, **Grading**, P8, P9, P10.

Moving either page will not effect any absolute jumps. In the example below the absolute jump in P5 will now skip 4 pages in the logical order.

P1, P2, **P5**, P3, P4, P6, P8, **Grading**, P9, P10.

Pages can have the same title and this can be confusing when setting jumps. For example, it is a good practice to retitle an End of Branch page so you don't end up with 5 pages all called End of Branch.

### Relative jumps

These kinds of jumps go to a position or create an effect. In our example, a Next Page jump in P5 is the next page in the logical order of the lesson is P6.

P1, P2, P3, P4, **P5**, **P6**, P7, P8, P9, P10.

The teacher may decide that more information is needed for those students going to P6. The teacher can insert a page (called P5-b) immediately after P5 and the Next Page jump will now go to P5-b.

P1, P2, P3, P4, **P5, P5-b**, P6, P7, P8, P9, P10.

Or the teacher can move another page to the position right after P5, and the Next page jump will go there. In the example below P10 has been moved and it has become the "Next page".

P1, P2, P3, P4, **P5, P10**, P5-b, P6, P7, P8, P9.

If the teacher moves P5 to another location in the logical order, the relative jump will still look for the "Next page" in our example this will now be P10.

P1, P2, P3, P4, P6, P7, P8, P9, **P5, P10**.

Here are a few of the relative jumps that a teacher might find in a Lesson page.

The random relative jumps need to be planned with care. The were designed to be used within a segment of a lesson.

### Next page

We have covered this relative jump in our above example. It is also the default jump for the first answer of any question or content (branch table) page choices.

### This page

This page takes the student back to the page they just viewed. Lesson will usually use this jump as a default in most question and content pages, if it didn't use "Next page".

### Previous page

The page which is in front of the current page in the logical order.

### End of lesson

The end of lesson is the splash screen a student sees when they have completed the lesson. In the simple lesson, this follows the last page in the logical order. It may show their score, offer a link to the next lesson or just say that they have completed the lesson. This jump is often used as a content page choice to allow the student to end the lesson at that point in the Lesson.

### Unseen question within a content page

This will link to a randomly chosen unseen (by the student in this attempt) question between this content page and the End of the Lesson or the next End of Branch. This might be used in a segment of a lesson, where it is used in as a jump in C2 in the example below. Use with care.

C1, **C2, Q1, Q2, Q3, EoB**, C3, C4, C5, Q4, C6.

### Random question within a content page

This will link to a randomly chosen question between the current content page and the End of Lesson or the next End of Branch. If the student has already seen the question and attempts are greater than 1, they will get another chance to earn the point(s) for that question. If attempts are set to 1, the question will be skipped and another random question shown. Use with care.

C1, **C2, Q1, Q2, Q3, EoB**, C3, C4,C5, Q4,C6.

### Random content page

This will jump to a random Content page between the current Content page and the End of Lesson or the next End of Branch. It is used in a segment and is a jump in C2 shown below. Use with care.

C1, **C2, C3, C4, C5 EoB**, Q1, Q2, Q3, Q4, C6.

## Add a question page



*(Note: These question types are not the same as the Quiz Question types and are in no way connected with quiz questions.)*

A page with a question, as can be expected, contains a question that, depending on the answer given, will allow you to move to another page of the lesson.

The format of question pages is similar to content.

A typical question page could include:

**Title** - the name the student sees at the top of the question page.
**Page contents** - the actual question

Answer/Response/Jump/Score as in the screenshot below



## Question types

### Multichoice

The student is given a question and a list of answers. The answer list will be shuffled every time the question is view by a student. By default they choose one answer but you can check the box "multiple answer" to allow them to choose more than one answer.

The file picker is available in the editor so that images and other media may be uploaded as part of the answers and responses.

### Essay

Students can write a longer answer that will be evaluated later by the teacher. Therefore the score is not assigned; it must be only one jump action is scheduled for another page, which will be executed whatever the answer is given.

### Matching

This allows you to set up lists which must be matched against other lists, for instance, words, pictures, numbers etc. The student must match all correctly to receive the score.

## Numerical

This requires a number as an answer. A number within a range may also be accepted as correct. The range separator to be used is the colon: For example, to accept as correct any number between 10 and 12 (10, 11 and 12) you would type 10:12 in the answer box. Only the plain text editor is available in the answer box.

## Short answer

A student must provide a single word or short phrase answer. The teacher must anticipate the possible answers and enter them in the answer box, using ** wild cards if appropriate. Only the plain text editor is available in the answer box.

You can include 5 or more underscores in the question text and these will be replaced for the student by the answer box. (This also means that fill in the blank questions may be imported from Blackboard and other LMS.) Including more underscores will make the answer box wider.

Moodle stands for [          ] Object Oriented  Dynamic Learning Environment

## True/false

The student is given a sentence and must decide if it is true or false

## Add a cluster

A cluster is a group of question pages which will be offered randomly to a student as they work through the lesson. It is best if you have made the question pages beforehand and can then decide where to mark the start and end of the cluster. The start is marked by a "cluster" page and the end by an "end of cluster" page.

For further information https://docs.moodle.org/35/en/Lesson_clusters

## *Lesson settings*

Now let's go back to the lesson settings: now that we understand how it works we can choose the options that best suit the result we want to achieve.

To return to the general settings, simply enter the lesson and click on **Settings** in the lesson administration menu.

## Appearance



the lesson page can be customized and flexibly managed. The lesson can begin with a pop-up window that opens to display a file. This must be loaded into the appropriate **Pop-up file** space. It is also possible to **view the score obtained during the course**, updated with each question and indicated with respect to the total score obtainable up to that point. Viewing the current score is a great way to motivate students to complete the lesson. Including a **progress bar** and the **menu on the left** will make it easier to follow the thread of the lesson and understand where it has arrived. You can optionally choose a minimum rating from which to view the lesson menu. By enabling the **Slideshow** field the lesson will be displayed in the form of slides, pages of fixed height and width. You can then still choose a maximum number of answers to the multiple choice questions, a default feedback (when a question has not been established in Progress bar specific feedback is given the *right answer* or *wrong answer*) and finally the **link with an activity**, that is, another course activity to be displayed when the lesson is over.

### Progress bar

Choose this to show a bar at the bottom of the page showing how far into the lesson the student has got.

For lessons containing **only** *Content pages*, once a lesson has been taken to the end, if that same lesson is re-taken, the progress bar will not be "reset", i.e. it will show a 100% progress from page 1!

For lessons containing *Question pages* and set to "Re-take" **Yes**, the progress bar is always "reset" at 0% upon re-take.

Note that the Lesson Progress bar only works correctly for lessons with a "straightforward" navigation, such as page 1 -> page 2 -> page n -> end of lesson. It is not guaranteed to work with pages "jumping all over the place".

### Display menu

Choose this when you want to show a list of the content page titles in the Lesson to the student. Only those pages which have "Display in menu?" checked will display. The menu will not display question pages

## Show more

Depending on the what the administrator has specified as 'Advanced', other settings will be displayed by clicking a 'Show more' link:

### Linked media

If you want to include a link to a media file for students to refer to, upload it here. A 'Click here to view' link will be displayed in a block called 'Linked media' on each page of the lesson.

The width and height of the pop-up window may be set by an admin in *Site administration > Plugins > Activity modules > Lesson*.

### Display ongoing score

Choose this to let students see their score as they work through the lesson.

### Minimum grade to display menu

Choose this if you want the student to go through the lesson once and get a grade before they can (on review) see and navigate through all the different pages.

### Slideshow

Slideshow height, width and background colour are set for the whole site by an administrator in Site administration > Plugins > Activity modules > Lesson.

### Maximum Number of Answers

Here you can set the default number of selection boxes available when you add or edit a question or content page. For instance, if you are only going to use Multiple Choice questions with 3 answers in your lesson, you might

select 3. You can change the default here at any time to display more or less question answers or content choices.

## Use default feedback

Every Moodle site has a standard response (feedback) when a student selects a correct or wrong answer in a lesson. Select "No" if you only what you put as a response for a specific question's answer to display. In this case, when you leave the response to a question blank, the student will not see any comment about their answer. The typical Moodle standard responses are: "That's the correct answer" or "That's the wrong answer".

## Link to next activity

Choose this to give students a link to another activity when they reach the end of the lesson.

## Availability



## Available from/Deadline

Here you can set a start and end date and time for your Lesson.

## Time limit

This allows you to set a time limit on the lesson which can now be seconds, minutes, hours, days or weeks. Students will see a countdown

counter in a block as they work. (Note that this does not work if the lesson is downloaded for offline use via the mobile app.)

TIME REMAINING
1:58:57
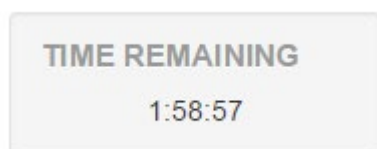
The timer does not stop them doing the lesson when the time is up, but correct answers are no longer scored.

### Password protected lesson

Change to "Yes" and enter the password if you want students only to access it when they know the password.

### Allow lesson to be attempted offline

Enabling this setting means the lesson can be downloaded and done offline by a mobile app user. Lessons which are timed may not be attempted offline

## Flow control

Flow control

| Allow student review | ? | No |
| Provide option to try a question again ? | | No |
| Maximum number of attempts ? | | 1 |
| Action after correct answer * ? | | Normal - follow lesson path |
| Number of pages to show * ? | | 1 |

Show less...

these options refer to the possibility of navigating within the lesson.

## Allow Student Review

choosing *yes* the user can move freely back and forth during the lesson. Normally this parameter is set to *no*, ie the student is bound to follow the course set for the lesson.

## Provide option to try a question again

when the answer is wrong a button will appear that allows the student to try the answer again or continue the lesson.

## Maximum Number of Attempts

is the maximum number of attempts granted for each response. When it is reached you will have to continue with the lesson.

## Action after a Correct Answer

you can choose what happens between following the normal flow of the lesson (normal), *viewing a page that has not been viewed* (you are directed to another random page, among those not yet displayed), or *view a page where it is not an answer was given*, always chosen randomly. Attention: choosing the second or the third option deactivates the normal flow of the lesson, and the pages are shown in random order. In this case you can also choose a **number of pages to display**.

## Grade

Here are all the evaluation settings. The final grade can be a score or be chosen on one of the scales de fi ned in the section of the course dedicated to evaluations. If you set up the lesson as a trial lesson, the final evaluation will not appear in the assessment log. Select yes under the heading Custom score, if you want to assign a score to each answer. You can give the possibility to retry an answer and, in this case, determine whether for repetitions consider the average or the best rating.

## Practice lesson

Practice lessons are now saved; this means they will appear in the reports .You must enable the "Retakes allowed" setting if you want students to be able to attempt a practice lesson several times.

**Note**: If you are upgrading from an earlier version, be aware that all practice lessons will have " Re-takes allowed" set to "Yes" . If you are

restoring a practice lesson made before this change, you may need to modify the "Re-takes allowed" setting if needed.

## Custom Scoring

Use this to give a particular number score (negative or positive) to each answer

## Re-takes allowed

Choose this if you want your students to be able to do the lesson more than once.

Note that this setting only applies to lessons containing *Question pages*. Lessons consisting **only** of *Content pages* can be re-taken even if 'Re-takes allowed' is set to *No*.

## Handling of re-takes

If you allow your students to re-take the lesson, then decide here if the grade for all lesson attempts is the mean or the maximum.

Note that the Question Analysis always uses the answers from the first tries of the lesson. Re-takes by students are ignored.

## Minimum Number of Questions

Set the minimum number of questions that will be used to calculate a student's score. Students will be told how many they have answered and how many more they need to answer.

If you are using Content pages, then set this to 0.

If you use this setting, then add some explanatory text at the start of the lesson so the student knows the minimum number of questions they must answer to receive a grade.

## 6.5 QUIZ

Of all activities, one of the most suitable for the construction of verification tests is the quiz module.

The quiz activity module allows the teacher to create questionnaires with different types of questions: multiple choice, true/ false, correspondence, short answer, calculated, etc...

The teacher can set the quiz so that it can be attempted several times with the order of questions changed randomly or with questions randomly extracted with each new attempt. It is also possible to set a maximum unwinding time.

Each attempt i automatically evaluated (except for the composition questions) and the evaluations is stored in the evaluator's register. The teacher can decide when and how to show to the students the correct answers, the feedback and any suggestions.

You can use the quiz for:

- Course exams,
- test your self on study notes or at the end of a topic,
- practice exams using questions from previous year's exams,
- give a performance feedback,
- self evaluation.

As for other activities, to build a quiz first you need to define the general settings and then enter the questions within it.

> Courses > Phlebology > PHLEBOLOGY COURSE > A. BASIC PHLEBOLOGICAL SCIENCE > Adding a new Quiz to A. BASIC PHLE

## Adding a new Quiz to A. BASIC PHLEBOLOGICAL SCIENCE ⓘ

▶ Expand all

▼ General

**Name** *   You must supply a value here.

**Description**

Path: p

**Display description on course page**   ☐

## Timing

▼ Timing

**Open the quiz** ⓘ   6 | March | 2019 | 12 | 31 | 📅   ☐ Enable

**Close the quiz**   6 | March | 2019 | 12 | 31 | 📅   ☐ Enable

**Time limit** ⓘ   0 | minutes   ☐ Enable

**When time expires** ⓘ   Open attempts are submitted automatically

**Submission grace period** ⓘ   1 | days   ☑ Enable

### Open/Close

Students can try the quiz only after the opening date. They must also end the attempt by the closing date.

## Time limit

The setting allows the visualization of the time limit in the quiz start page and a timer in the quiz navigation block that presents the countdown of the remaining time.

## Time is up

The setting controls what happens when the student does not send his attempt before the time runs out. In this case the students are still working on the quiz, the timer will send the attempt, however if the students were no longer online for some reason, the setting allows to decide the action from.

## Extra time for sending

The time allowed for the student to send the attempt after the maximum time has expired. To used in combination with the setting allows the student to send the attempt within a set time limit, without allowing him to answer other questions.

## Grade



## Grade category

If you have categories in your gradebook, select the one you wish the quiz to be in here.

## Attempts allowed

Students may be allowed to have multiple attempts at a quiz. This can help make the process of taking the quiz more of an educational activity rather than simply an assessment.

## Grade to pass

Represents the minimum grade necessary to consider the activity as exceeded. This vote will be used to complete the activities and courses. In the register of the assessor the mark will be in red (not passed) or green (passed).

## 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.:

— The 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 earned on the first attempt (other attempts are ignored)

— Last grade - the final grade is the grade earned on the most recent attempt only.

## Layout



## New page

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

*Note that changing this setting has no effect on questions you have already added to the quiz.* The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, tick the 'Show page breaks' checkbox, then use the repaginate control.

### Navigation method (available by clicking *Show More*)

Choose *Sequential* instead of *Free*, if you want to force the student to progress through the questions in order and not go back to a previous question or skip to a later one.

## Question behaviour



### Shuffle within questions

By enabling the setting, the sequence of possible alternative answers will be changed randomly at each attempt by the student. The setting will only work if the same setting will also be enabled in the question settings.

### How questions behave

#### Deferred feedback

Students must enter an answer to each question and then submit the entire quiz, before anything is graded or they get any feedback.

#### Adaptive mode and Adaptive mode (no penalties)

Allows students to have multiple attempts at the question before moving on to the next question. This behaviour requires that the "Whether correct" box

is ticked under "During the attempt" in the "Review options" section, at a minimum.

## Manual grading

Used for essay questions (irrespective of what the quiz is set to) but you can now choose to have every question in the quiz manually graded, if you wish.

## Interactive with multiple tries

After submitting one answer, and reading the feedback, the student has to click a 'Try again' button before they can try a new response. They can be given hints to help them. Once the student has got the question right, they can no longer change their response. Once the student has got the question wrong too many times, they are just graded wrong (or partially correct) and get shown the feedback and can no longer change their answer. There can be different feedback after each try the student makes. The number of tries the student gets is the number of hints in the question definition plus one.

## Immediate feedback

Similar to interactive mode in that the student can submit their response immediately during the quiz attempt, and get it graded. However, they can only submit one response, they cannot change it later.

## Deferred feedback or Immediate feedback with Certainty-based marking (CBM)

With CBM, the student does not only answer the question, but they also indicate how sure they are they got the question right. The grading is adjusted by the choice of certainty, so that students have to reflect honestly on their own level of knowledge in order to get the best mark.

## Conditional questions

If using the Interactive with multiple tries or Immediate Feedback behaviour and with the navigation method set to 'Free', it is possible

to make the display of a question dependent on a previous question being answered first.
The question editing page will display padlock icons to the right of each question

## Review options

This section controls what information students will be shown when they review their past attempts at the quiz, and during the attempt in adaptive mode. It is a matrix with check boxes.



The various pieces of information that can be controlled are:

— **The attempt**

Will show how the student responded to each question.

— **Whether correct**

Displays whether the students response to each question is correct or incorrect.

— **Marks**

Reveals the marks awarded to the student and the grade for the quiz.

— **Specific feedback**

Will show the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.

— **General feedback**

Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.

— **Right answer**

Reveals the correct answer to each question, whether the student answered correctly or not (See note below).

— **Overall feedback**

Displays feedback for the entire quiz as set in the quiz settings (See note below).

For each of the above items, you can determine the timeframe when the students will see them:

— **During the attempt**

is only available when *'How questions behave'* has been set to *'Immediate feedback'*, *'Immediate feedback with CBM'* and *'Interactive with multiple tries'*. If set to one of these options then a *'Check'* button will appear below the answer and when clicked the student will submit that response and then receive immediate feedback.

— **Immediately after the attempt**

means within 2 minutes of the student clicking "submit all and finish".

— **Later, while the quiz is still open**

means after 2 minutes, but before the close date (if the quiz does not have a close date, this phase never ends).

— **After the quiz is closed**

means what it says (you never get here for quizzes without a close date). *Tip:* Checking any of the boxes in the timeframe row, will reveal the test to the student. For example, to allow students to see their quiz immediately after taking it but not later, make sure none of the boxes in "Later" or "After" rows are checked. The student will be able to see their grade but not get into the quiz.

## Appearance

▾ Appearance

| | | |
|---|---|---|
| **Show the user's picture** ⑦ | No image | ⌄ |
| **Decimal places in grades** ⑦ | 2 ⌄ | |
| **Decimal places in question grades** * ⑦ | Same as for overall grades | ⌄ |
| **Show blocks during quiz attempts** * ⑦ | No ⌄ | |

Show less...

## Show the user's picture

It is now possible, when displaying the user's profile picture for proctoring purposes, to choose whether a large image or thumbnail will be displayed.

## Decimal places in grades

This option determines how many digits will be shown after the decimal separator when the grade is displayed. A setting of 0 for example means that the grades are displayed as integers. This setting is only used for the display of grades, not for the display or marking of answers.

## Extra restrictions on attempts

▾ Extra restrictions on attempts

**Require password** ⑦  *Click to enter text* ✎ 🔍

**Require network address** ＊ ⑦ [                    ]

**Enforced delay between 1st and 2nd attempts** ＊
⑦
[ 0 ] [ minutes ˅ ] ☐ Enable

**Enforced delay between later attempts** ＊
⑦
[ 0 ] [ minutes ˅ ] ☐ Enable

**Browser security** ＊ ⑦ [ None                    ˅ ]

**Allow quiz to be attempted offline using the mobile app** ＊
⑦
[ No ˅ ]

Show less...

### Require password

If you specify a password in here then participants must enter the same password before they are allowed to make an attempt on the quiz. This is useful to give only a selected group of students access to the quiz. If you have many users taking one simultaneous quiz, it may help to assign a very long password to the quiz, so that the load on the server is spread over time.

### Require network address

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 (invigilated) quiz, where you want to be sure that only people in a certain room are able to access the quiz. For example: 192.168. , 231.54.211.0/20, 231.3.56.211

There are three types of numbers you can use (you can not use text based domain names like example.com):

1. Full IP addresses, such as 192.168.10.1 which will match a single computer (or proxy).
2. Partial addresses, such as 192.168 which will match anything starting with those numbers.
3. CIDR notation, such as 231.54.211.0/20 which allows you to specify more detailed subnets.

   Spaces are ignored.

## Enforced delay between attempts

You can set a time (from seconds to weeks) between the first and second attempt of a quiz. You can also (or alternatively) set a time from seconds to weeks for subsequent attempts after the second attempt. Thus, you might allow a student to take the quiz twice immediately with no delay, but if they want to improve their score with a third attempt, they are forced to wait a week and use the time for extra revision.

## Browser security

This is by default an advanced field, visible by clicking "Show advanced".

The options in this section offer various ways to try to restrict how students may try to 'cheat' while attempting a quiz. However, this is not a simple issue, and what in one situation is considered 'cheating' may, in another situation, just be effective use of information technology. (For example, the ability to quickly find answers using a search engine.)

Note also that this is not just at problem of technology with a technical solution. Cheating has been going on since long before computers, and while computers make certain actions, like copy and paste, easier, they also make it easier for teachers to detect cheating - for example using the quiz reports. The options provided here are not fool-proof, and while they do make some forms of cheating harder for students, they also make it more inconvenient for students to attempt the quizzes, and they are not fool-proof.

**Full screen pop-up with some JavaScript security**

There is a limit to what the quiz, which runs on a web server, can do to restrict what the student sitting at their computer can do while attempting the quiz. However, this option does what is possible:

— The quiz will only start if the student has a JavaScript-enabled web-browser.
— The quiz appears in a fullscreen popup window that covers all the other windows and has no course navigation controls. (However, it is impossible for a web site to create a browser window that cannot be minimised or moved aside.)
— The students are prevented, as far as is possible, from using facilities like copy and paste.

## Overall feedback



Overall feedback 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. Click "Show editing tools" to display the rich text editor, and drag the bottom right of the text box out to expand it.

Like the other activities, to build a quiz first you need to define the general settings and then enter the questions within it.

As the questions are created, they are saved in a personal question archive, from which you can draw on to build more quizzes in the future.

The difficulty in preparing the quiz lies in the construction of the individual questions, which is complex and laborious; it is not wasted effort anyway, the questions can in fact be easily modified and reused in other quizzes.

For further information
　〉　Quiz_quick_guide_https://docs.moodle.org/35/en/Quiz_quick_guide
　〉　Building_Quiz
　〉　Using_Quiz
　〉　Quiz_reports
　〉　Outcomes

# 7. MANAGING QUESTIONS

Questions are stored in the course **Question bank** in *Administration > Course administration > Question Bank*

Questions can be organized into question **categories** and shared with other teachers

Moodle has a number of different formats that can be used to [import](#) or [export questions](#)

## 7.1 QUESTION CATEGORIES

A question category can contain individual questions or other question categories. They can be found by using the Question bank or when building a quiz.

Each category must have a name and you can include a short description of the category. You can create a *category hierarchy*. For example, you can specify a parent category for each category or the 'Top' as the parent, when a category has no parent.

> *Tip:* *Creating question categories and sub categories is a good practice. It is better than keeping all your questions in one big list in the quiz module. The hierarchy feature enables you to separate categories into sub categories and sub categories into sub sub categories etc. indefinitely. Categories and sub categories, etc., are very powerful when combined with random questions that can select either from one category or from a category or any of its sub categories.*

### Question Sharing

You can share questions in several different [contexts](#). Sharing categories in the 'System' context or 'Course' context has a similar effect to publishing the category so others can see them or hiding a question category from specific users. See the [Question contexts](#) page for more information.

By default a course teacher cannot see or use any Question context above the course level.

*Note:* "Core System" and "System" refer to the same thing when we are describing or showing screen shots of question categories. "System" is the current term you will see in 2.x releases of Moodle.

## Category Set Up and Management

⟩ Open the question bank. Either :
  o Click on the Questions link in the 'Administration' block click on the 'Questions' link.
  o Or open the Editing a quiz page - when logged in as a teacher or someone with appropriate permissions open a quiz and then click on the 'Edit' tab.
⟩ Click on the 'Categories' tab.
⟩ Below the list of current categories you will see a form to add a new category.
⟩ Choose the 'parent' category in which your new category will be placed. See image of 'Parent' selector image.



⟩ Placing your category in another category makes it a sub-category of the parent.

〉 Choosing 'Top' means that your category is a top level category, not a sub category. When more than one sharing context is available you can place your category as a top level category in any of the contexts.

〉 Notice you can choose to make your category a 'top level' category in any context (see Question contexts) that is available to you. Or you can choose to add your category as a sub category of another category in the same context as the

〉 Type the name of your new question category in the text box.

〉 Add an optional meaningful description in the category info area.

〉 Click the 'Add Category' button. Your new question category will appear in the list of current categories.

## Deleting Categories

Categories can also be created or deleted at will. However, if you try to delete a category containing questions, then you will be asked to specify another category to move them to. You cannot delete or move the last category in any context, there must always be one category in a context.

## Moving categories

You can also arrange the categories in a hierarchy so that they are easier to manage.

## Reassign top category to move categories

Use the question bank>categories link to change the parent category. This will change the order.

## Using arrow icons to move categories

The up/down arrow icons lets you change the order in which category 'peers' are displayed.

The up / down icons are also used to move a **top-level** category between contexts. If you move a category to be the first or last category in a context and then press the arrow key again then it will be moved to the next context.

The right arrow icon allows you to move a category to be a child category of the category listed immediately above it.

The left arrow icon allows you to move a category up one category level (to be a peer of it's parent category).

*See the tool tip that appears when you place the mouse pointer above these icons if you're not sure what action an icon will perform.* You cannot move the last category in any context, there must always be at least one category left in all contexts.


## 7.2 QUESTION BANK

This feature allows a teacher to create, preview, and edit questions in a database of question categories. The categories can be limited to being used on the site, course or quiz level. The questions in a category can be added to a Quiz or to a lesson activity via an export process. The teacher enters the question bank by creating or editing a quiz activity or via *Course administration > Question bank*

### Select a category

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

The question editing screen shows the questions from the currently selected category. You choose this category from the **Category:** drop-down menu. Using the tick box below that menu you determine whether to also show the questions from all subcategories.

### Categories are shared in contexts

There are separate question category trees in each different 'context' in which questions are shared. The contexts available to you depend on whether you access the question bank from an activity or from a course and depend on the permissions assigned you for access to questions. See Question contexts for more information on these contexts.

## Add a new question



1. Click the *Questions* tab to access the Question Bank page, if not there already.
2. From the **Category** drop-down menu, select a category you want to add a question to.
3. The page will change to show the questions already in that category
4. Select the question type you want to create from the **Create new question** drop-down menu.
5. Fill in the form for the question type you are creating. Each question type has its own form and has its own options.
6. Click *Save Changes* at the bottom of the form.

## Edit, duplicate, preview, delete and move

Each question in the question bank has four icons which allow you to edit, quickly duplicate, preview and delete the question. (The question may not be deleted if it is already in use elsewhere.) To duplicate a question, click the duplicate icon (second from the left) and a copy of the question editing screen will appear. You can either edit this new copy or simply scroll down and click "Save changes."To move a question into a different category or subcategory, click into the box on its left; scroll down to "With Selected..." and choose "Move to.."

## Tips and tricks

— Put the answer into the question name so you can quickly see the answers when students are asking for answers. This is especially useful if you're dealing with large sets of questions! (No option yet for viewing category or answer of question in the list of questions.)

— Export questions in GIFT or Moodle XML formats, then import them into a Lesson. (Future versions of Moodle will make Question bank available to both Lesson and Quiz activities.)

— Remember that while some of the same question types can be found in both the Quiz and Lesson modules, they can be very different. Scoring and grading each student's choice is more robust in a Quiz. On the other hand, each Lesson question answer also has a jump associated it.

— Use GIFT or other export modes to print questions and answers in a category. Hint, clever use of word processor macros, using search and replace, can tidy up a GIFT file for printing.

— The question title is useful in sorting and making notes. For example, "ZZ remove 2010-3 Why did the Moodler cross", will put this question at the bottom of the list. Or where you want a 'the' questions in a category to appear in a specific order, use letters or numbers, knowing that AA will come first, AB will be second in the list.

— Do a copy and paste from a PDF file into the question content area. Reduces "other" hidden code which Word, Open Office and other programs can insert.

## Sharing and Managing Question banks

Be default, teachers can manage only the questions in the context of the courses they are in. You can set up a role to allow teachers to share and manager questions on a larger scale.

You can also use this role to create a special system-wide "Question bank Manager" instead of giving admin level or site-wide Manager access to a person managing the Questions.

## 7.3 QUESTIONS

Questions can be created in Moodle for use in quizzes and for import into lessons.

### Question types

- 〉 Calculated
- 〉 Simple Calculated
- 〉 Drag and drop into text
- 〉 Drag and drop markers
- 〉 Drag and drop onto image
- 〉 Calculated Multichoice
- 〉 Description
- 〉 Essay
- 〉 Matching
- 〉 Multiple Choice
- 〉 Random Short Answer Matching
- 〉 Select missing words
- 〉 Short-Answer
- 〉 Numerical
- 〉 True/False
- 〉 Third-party question types

### Multiple Choice question type

Moodle provides teachers with a lot of flexibility when creating this common question type. You can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers. Remember that Lesson module questions behave differently.

There are two types of multiple choice questions - single answer and multiple answer.

### Single-answer questions

These questions allow one and only one answer to be chosen by providing radio buttons next to the answers. You can specify negative or non-negative marks for each answer, usually zero marks for wrong answers, maximum marks for correct answers and partial marks for partially correct answers.

### Multiple-answer questions

The teacher can select "multiple answers are allowed" in a Multiple Choice question type. "Multiple answers" questions types in a quiz allow one or more answers to be chosen by providing check boxes next to the answers. Each answer may carry a positive or negative grade, so that choosing ALL the options will not necessarily result in good grade. If the total grade is negative then the total grade for this question will be zero.

Feedback can be associated either with specific answers, or with the question as a whole.

### Question set-up

1. Select the question category
2. Give the question a descriptive name. You'll use the name to track your questions later so "Question 1" isn't a good idea. The name will be used in the question lists on the quiz editing page or in the lesson as a page title. It will not be shown to the students, so you can choose any name that makes sense to you and possibly other teachers.
3. Create the question text. If you're using the HTML Editor, you can format the question just like a word processing document.
4. Select an image to display if you want to add a picture to the question. The available images are those you have uploaded to the **main** Moodle files area (they cannot be in folders). For the student, the image appears immediately after the question text and before the answer options.
5. Alternatively, if you used the HTML editor to create the question text, you can click the image icon. This will pop up the Insert Image window. You can choose to upload an image into your files area from this window, or you can add the URL of an image on the web. If you add a file to your files area, click the name of the file after you upload it to

insert the link into the URL text entry at the top of the screen. Then click OK.

6.  Set the 'default question grade' (i.e. the maximum number of marks for this question).

7.  Set the 'Penalty factor' (see Penalty factor below).

8.  If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.

9.  Choose whether students can only select one answer or multiple answers

10. Choose whether to shuffle the answer options

11. Write your first answer in the Choice 1 text field. Inserting HTML into this area also makes it possible to add an image or a sound file.

12. Select a grade percentage for the answer. This is the percentage of the total points for the question that selecting this response is worth. You can select negative percentages as well as positive percentages. So, selecting a correct response in a multiple answer question may give you 50% of the possible points, while selecting a wrong answer may take away 10%. Note that in a multiple-answer question, the grades must add up to 100%.

13. Be aware that if you allow multiple answers and have more than a single correct choice, and do not use a negative grade percentage for wrong answers, the students can simply tick all choices and get the full grade.

14. If you wish, you can add feedback for each response. It may be a bit more work, but it's good practice to tell the students why each answer is right or wrong using the feedback area. If students know why an answer is right or wrong, they can analyse their own thinking and begin to understand why an answer is correct. Your feedback will only be displayed if you select Show Feedback in the quiz body options.

15. Fill in the rest of the response choices in the rest of the form. Any unused areas will be ignored.

16. Fill in the overall feedback fields if you wish.

17. Select the "Save Changes" button at the bottom of the screen.

### Lesson module multiple choice questions

This page was created for the Quiz module. A Lesson Multiple Choice or Multianswer question type looks the same to the student but is very

different in the teacher's edit mode. A lesson question offers the teacher the chance to both grade a student's answer, give feedback and also to send the student to another specific page based upon the student's choice.

There are other differences. Quiz has a more robust scoring system that is similar to "Custom Scoring" in the Lesson module. Even with custom scoring turned on, Lesson will not give percentage credit of a question's score for an answer. And students must select all the correct answers to receive any credit for the multianswer question in the Lesson module.

See https://docs.moodle.org/35/en/Multiple_Choice_question_type

## True/False question type

A student is given only two choices for an answer in this kind of question: True or False. The question content can include an image or html code.

When feedback is enabled, the appropriate feedback message is shown to the student after the answer. For example, if the correct answer is "False", but they answer "True" (getting it wrong) then the "True" feedback is shown.

Note that the True/False question type in a Lesson module is quite different. It is effectively the same as the Multiple Choice question type in a Lesson, but with only 2 responses. See Lesson_module#Multiple_choice.

### Question set-up

— Select the question category
— Give the question a descriptive name - this allows you to identify it in the question bank.
— Enter a question in the 'question text' field.
— Select an image to display if you want to add a picture to the question. For the student, it appears immediately after the question text and before the choices.
— Set the 'default question grade' (i.e. the maximum number of marks for this question).
— Set the 'Penalty factor' (see Penalty factor below).
— *Moodle 1.7+:* If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.

⸺ Select the correct answer - true or false.

⸺ Finally, provide feedback for each of the answers 'true' and 'false'.

⸺ Click 'Save changes' to add the question to the category.

### Penalty factor

The 'penalty factor' only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. Then penalty factor for a True/False question is always 1. If the student does not get it right first time, they get no marks

See https://docs.moodle.org/35/en/True/False_question_type

## *Calculated question type*

Calculated questions offer a way to create individual numerical questions by the use of wildcards (i.e you can use common variables names as **x, y** enclosed in curly braces to create the wildcards **{x}** and **{y}**) that are substituted with random values when the quiz is taken.

For example, if you want to create a large number of **"Calculate the area of a rectangle"** problems to drill your students, you could create a question with two wildcards (i.e. **{base}**, **{height}** created from the common **base**, **height** variable names) and put in the "**Correct Answer Formula**=" input field **{base}** * **{height}** (* being the multiplication sign).

**Correct Answer Formula=** {base}*{height}

When a student takes the test, Moodle will randomly select values for **{base}** and **{height}** and grade the response using the result of the **Correct Answer Formula**.

The test will very rarely appear the same way twice.

See https://docs.moodle.org/35/en/Calculated_question_type

## *Simple calculated question type*

Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by the use of wildcards (i.e **{x}** , **{y}**) that are substituted with random values when the quiz is taken.

The simple calculated questions offers the most used features of the calculated question with a much simpler creation interface.

See https://docs.moodle.org/35/en/Simple_calculated_question_type

## Drag and drop into text question type

A drag and drop question type where missing words have to be dragged into gaps in a paragraph of text.

See https://docs.moodle.org/35/en/Drag_and_drop_into_text_question_type

## Drag and drop markers question type

This question type allows students to drop markers onto an area on a background image. Drag and drop markers questions differ from Drag and drop onto image question type in that there are no predefined areas on the underlying image that are visible to the student.

See https://docs.moodle.org/35/en/Drag_and_drop_markers_question_type

## Drag and drop onto image question type

This question type allows students to drag words, images or both from a list and drop them into pre-defined gaps on a base image.

See
https://docs.moodle.org/35/en/Drag_and_drop_onto_image_question_type

## Calculated multichoice question type

Calculated multichoice questions are like multichoice questions with the additional property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken. They use the same wildcards than Calculated questions and their wildcards can be shared with other Calculated multichoice or regular Calculated questions.

See https://docs.moodle.org/35/en/Calculated_multichoice_question_type

## Description question type

A Description question page simply shows some text (and possibly graphics) without requiring an answer. It is more of a label than a question type.

## Essay question type

The essay question type provides the option of answering by uploading one or more files and/or entering text online. (For longer essays, text or file uploads, you may wish to consider using the Assignment activity rather than this question type.)

Essay questions are created in the same way as other quiz question types. The difference is that essay questions have to be marked manually, and the student will not get a final grade until the teacher has marked their essay

See https://docs.moodle.org/35/en/Essay_question_type

## Matching question type

Matching questions have a content area and a list of names or statements which must be correctly matched against another list of names or statements. For example "Match the Capital with the Country" with the two lists "Canada, Italy, Japan" and "Ottawa, Rome, Tokyo". In the Quiz Module, each match is equally weighted to contribute towards the grade for the total question.

See https://docs.moodle.org/35/en/Matching_question_type

## Random Short-Answer Matching question type

— From the student perspective, the Random Short-Answer Matching question looks just like a Matching question. The difference is that the sub-questions are drawn randomly from the Short Answer questions in the current category (including or not subcategories from the current category).
— After an optional introduction, the respondent is presented with two or more sub-questions, each with a drop-down menu box opposite listing the same number (or fewer if several sub-questions have the same answer) of available answer options.
— The respondent must select an answer option to match each sub-question.
— Each sub-question is equally weighted to contribute towards the grade for the total question.
— The questions and answers are randomly drawn from the pool of short-answer questions in the current category (and in its subcategories if this option was selected).

— You must make sure that the category contains enough short-answer questions, otherwise the student will get an error message. The more short-answer questions you add to the category, the more likely it is that students will see a new selection on each attempt. Short answers questions used in a previous attempt to the same question or in another Random Short-Answer question of the same quiz are not excluded, so you should ensure there are enough Short Answer questions in the category to mitigate the risk of a student getting the same questions and answers.

— Note that the answer options are taken from the **correct** (having a 100% grade) answers of each contributing short-answer question. If there are several answers to the sort-answer question with a 100% grade, the first one is used. Therefore, if the short-answer questions in this category are on different topics, this question type will not be useful, as the correct option will be obvious.

See

https://docs.moodle.org/35/en/Random_Short-Answer_Matching_question_type

## Select missing words question type

This is very similar to the [Drag and drop into text](#) question type, but uses drop-down menus in the text instead of drag-boxes. This works well where the question text is very long and you would have to scroll a lot to do drag and drop.

See https://docs.moodle.org/35/en/Select_missing_words_question_type

## Short-Answer question type

In a short answer question, the student types in a word or phrase in response to a question (that may include a image). Answers may or may not be case sensitive. The answer could be a word or a phrase, but it must match one of your acceptable answers exactly. It's a good idea to keep the required answer as short as possible to avoid missing a correct answer that's phrased differently.

The [Quiz](#) and [Lesson](#) modules both have short answer question types. The analysis of the question given below works for both modules. However there

is another analysis type available for Lesson which is not available in a Quiz (see note below).

See https://docs.moodle.org/35/en/Short-Answer_question_type

## Numerical question type

From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a fixed range of answers to be evaluated as one answer.

For example, if the answer is 30 with an accepted error of 5, then any number between 25 and 35 will be accepted as correct.

See https://docs.moodle.org/35/en/Numerical_question_type

# 8. ADD USERS

Users may be added to a Moodle site in a number of ways. When user accounts are created on a site, the process is called Authentication and when users join a course, the process is called Enrolment. Normally only the administrator is allowed to add users to a site. Course teachers are only able to add students to their course and do not have permission to add users to the site. (If you're a teacher looking for instructions on how to add students to your course, read Add students.)

See https://docs.moodle.org/35/en/Add_users

# 9. COURSE ENROLMENT

The process of adding students to courses is called Enrolment. This is different from adding users to the site, which is known as Authentication. There are various methods of enrolling students into courses, once they have logged in to Moodle.

A teacher can view, activate, add and remove the enrolment methods within their course from the Enrolment methods link accessed either from the gear menu in the nav drawer Participants link, or from the More link in the course gear menu (or in *Course administration > Users* in the Administration block if you are using a theme other than Boost). It may also be the case that the students are automatically enrolled into the course by an administrative process, and the teacher does not need to do anything.

## Students enrol themselves

If Self enrolment is enabled then students can sign up to courses themselves. The teacher can restrict enrolment to those who have been given an Enrolment key and, if needed, a staff member may be given the Keyholder role to manage enrolment keys.

## Teachers manually enrol students

If Manual enrolment is enabled then teachers may add students to their course from the nav drawer Participants link by clicking 'Enrolled users' in the gear menu (or in *Course administration > Users* in the Administration block if you are using a theme other than Boost).

## Allowing guests into a course

Guests may be allowed to view course contents, but not participate in them, if Guest access is enabled. To find out exactly what guests may and may not do in a course, see the page Guest role.

See https://docs.moodle.org/35/en/Course_enrolment

## Enrolment key

A course enrolment key is one method of restricting Self enrolment to a smaller group. The default setting is not to set a key and allow anyone to enrol themselves into the course.

An enrolment key is often used as a simple method of having someone else beside the teacher determine if a particular student can self enrol in the course. The idea is that one or more people will supply the course key to authorized people. Sometimes this distribution is private email, snail mail, on the phone or even verbally in a face to face meetings such as a class or counselor's office. Alternatively, a Keyholder role may be created and assigned, then the text 'You should have received this enrolment key from...' will be displayed when a student attempts to enrol.

## Setting an enrolment key within a course

⟩ In the course administration block, click *Users > Enrolment methods*

⟩ Make sure self enrolment is enabled (has its eye open) and then click the edit icon on the right.

⟩ Add your enrolment key in the box provided. (Click *Unmask* to see what you are typing.)

⟩ Click the 'Save changes' button.

## Setting a group enrolment key

⟩ It is possible also to enrol students into the course and also directly into groups by use of a group enrolment key.

⟩ To do this, you first need to add the course enrolment key as in the section above.

　　— If you do not set a master course enrolment key for the course, then anyone can enrol without a key and users will not be put into groups.

　　— Users in groups do not need to know the master course enrolment key, only their own group enrolment key.

　　— Users not in a group can use the master course enrolment key as usual

⟩ Change the setting Use *group enrolment keys* to *Yes*

⟩ Save the changes and then in the Course administration settings, click *Groups>Create groups*

⟩ Add an enrolment key to the group. This will be the key they type in to access the course. (The course enrolment key is simply there to keep others out)

*Note: Be careful not to use the same enrolment key for more than one group! A warning message will appear 'This enrolment key is already used for another group.'*

See https://docs.moodle.org/34/en/Enrolment_key

## Unenrolment

Unenrolment is the process of removing users from a course. It is controlled by one or more of the following:

— The enrolment duration, which suspends students after the specified time has elapsed. Some plugins include the option to unenrol users after enrolment expiration

— For Self enrolment, the 'Unenrol inactive after' setting in *Course administration > Users > Enrolment methods > Self enrolment* can be set to specify a time after which a student is automatically unenrolled from a course if they haven't accessed it in that time

In addition, users with the appropriate permission can unenrol themself from a course.

See https://docs.moodle.org/34/en/Unenrolment

## 9.1 PARTICIPANTS

The Participants page enables teachers to easily enrol, view, search for, filter, edit and delete course participants.



### Enrolling users

Users may be enrolled from the Enrol users button at the top right and bottom right of the screen.

### Filtering and searching for users

The filter at the top left of the screen allows for filtering by period of activity, enrolment method, group, role and status

It is possible to bulk select, edit and delete users who have self enrolled, in a similar way to users who have been enrolled manually.

### Roles

— To assign an enrolled user a role, click the pencil icon in the Roles column then select the desired role and click the save icon to confirm the change.

— To remove a role assignment, click the delete icon (a cross) next to the role name.

— Only roles which can be assigned in the course context type are available to select. The course context type may be set by an admin by editing the role via Site administration > Users > Permissions > Define roles.

— Only roles which a user is allowed to assign are available to select.

## Groups

To add a user to a group (requires at least one group to have been created previously), click the pencil icon in the Groups column, select the group and then click the save icon to confirm the change.

See https://docs.moodle.org/34/en/Participants

# 10. TRACKING PROGRESS

There are several ways to track student progress in Moodle.

## 10.1 GRADES

Grades can be entered in multiple locations in Moodle. It will depend on what you are grading where the best place is to enter the grades. There are advantages to each area. Entering grades from the Assignment has the advantage that it will send a notification to the student when the grade is submitted.

See https://docs.moodle.org/34/en/Grades

## 10.2 COMPETENCIES

Competencies describe the level of understanding or proficiency of a learner in certain subject-related skills. Competency-based education (CBE), also known as Competency-based learning or Skills-based learning, refers to systems of assessment and grading where students demonstrate these competencies.

— Competencies may be enabled by an administrator in *Site administration > Competencies.*
— Administrators can then set up competency frameworks and add competencies to them
— They can then create learning plan templates, add competencies to them and assign learning plans to individual selected students or to whole cohorts
— Teachers can add competencies to courses and course activities. They can view a competency breakdown report from the Administration block and rate competencies.
— Staff with the relevant capabilities can review student learning plans and view any evidence of prior learning students submit
— Students can view their learning plans, upload evidence of prior learning and request reviews.

*Course competencies*

- A course teacher can list which of the competencies they will be teaching in their course from the competencies link in the navigation drawer (in the Boost theme) or from *Navigation > My courses > 'Course name' > Competencies.* in other themes. A teacher can add or remove competencies from a course here, and see which competencies have been linked to which

activities. Clicking on the competency name will take the teacher to a grading page for that competency.

- A student can also see (but not change) the competencies linked to a course from the navigation drawer (in Boost theme) or from *Navigation > My courses > 'Course name' > Competencies* in other themes. They will also see their current rating for each competency.

## Manually rating course competencies

A course teacher can rate the students against each of the course competencies from Course administration > Reports > Competency breakdown. Select a student from the menu (1) and then click on the desired competency:





The page for that student will display and you can then change their rating from the dropdown.

## *Activity competencies*

Competencies can be linked to activities. This means you can make sure that you have activities or resources for every competency in the course, by looking at the course competencies page and finding un-mapped competencies.

It is possible to map more than one competency to an activity, by selecting more than once from the competency drop down when setting up the activity.

It is possible to use activity completion to automatically complete - or add evidence to course competencies.

To add a competency to an activity

— Edit the settings for the activity
— In the competencies section, select one or more competencies from the list of course competencies
— If desired, set what to do upon activity completion - attach evidence, send for review or complete the competency



The activity will then be shown under the competency on the course competencies page



Course competency with linked activity

Example of Activity completion with Activity competencies

A student must demonstrate a skill four times before reaching a competency:

— Create four activities (as four tasks) with the completion of the activity set to receive a vote.
— Set up an evaluation step from the assignment settings screen.
— For tasks 2, 3 and 4, restrict access until the previous assignments have been completed.
— In the assignment settings for the final assignment, expand "Skills of the course", select the required competence and set "On completion of the activity" to "Complete the competence".
— Studente The student submits the work normally. Teachers' grades work normally.

If all four tasks get a positive vote, the competence is automatically reached.

See also

 〉 [Competency frameworks](#)
 〉 [Learning plans](#)

# 10.3 ACTIVITY COMPLETION

If Activity completion is enabled by the administrator and in the course settings, teachers can indicate for each course item how they wish it to be registered as complete. A tick/checkmark will then appear against the activity. Students may either mark it complete manually or the item will automatically be registered as complete once a student has met the specified criteria. These may be viewing a resource, submitting an assignment, posting in a forum or other conditions. The teacher can see an overview of who has completed what in the activity completion report in *Course administration > Reports > Activity completion.*

## 10.4 ACTIVITY SETTINGS

Depending on the type of activity, there are different completion requirements. For example, a Page might have the requirement to *require view*; a Quiz might have the requirement to *require grade* while a Forum might have the requirement to *require posts/discussions/replies*.

### Completion tracking

There are three options:

— *Do not indicate activity completion* - this will not show checks (ticks) next to the activity

— *Students can manually mark the activity as completed* - students press the check (tick) to change it. (Note: they can do this even without doing the activity!)

— *Show activity as complete when conditions are met* - the selected completion criteria must be met before the check (tick) will change style

### Require view

When this option is ticked, students have to view the activity i.e. click the link in order to complete it. You should not turn on the 'view' condition if

you have other requirements - this makes extra work for the server and it's unlikely that a student could meet any other conditions without viewing the activity.

## *Require grade*

When this option is ticked, students have to get a grade on the activity in order to complete it. For example, a quiz would be marked completed as soon as the user submits it (so long as it doesn't contain any "essay" questions).

It does not matter how well the student did. Getting any grade will mark the activity completed.

## Setting a grade to pass for a quiz



It is possible to distinguish between 'pass' and 'fail' grades so that a quiz becomes 'completed, passed' or 'completed, not passed' instead of just 'completed'. These results show a different icon and alternative text in the Activity completion report.

To set this up, you need to specify the pass value for the quiz activity's individual grade:

— Go to the Quiz settings and in the Grade section, locate the 'Grade to pass' field.
— Enter a grade value (e.g. 5.0)
— Click the 'Save changes' button

'Completed, passed' shows a green tick and 'Completed, not passed' shows a red cross.

Once you have done this, anybody submitting the quiz will receive either the pass or fail completion icon. If the quiz can be taken multiple times, the completion icon will automatically update whenever the grade does.

There is one limitation: this only works if grades are immediately visible to students. The grade must be neither permanently hidden, nor hidden until a certain date. If a grade is hidden then only the standard 'completed' state will be displayed - even once the hidden date has passed.

### Require passing grade
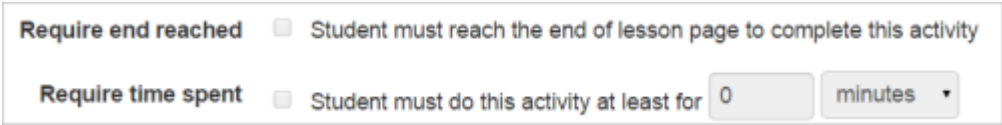
If a grade to pass is set for the quiz then it will be marked complete once the student obtains this grade.

If a certain number of attempts are allowed, the quiz may be marked complete once the student has done them all (even if, for example, they did not achieve the passing grade.)

Note that *Require grade* must be ticked as well as "Require passing grade".

### Lesson completion settings

The following settings are specific to the Lesson activity (in additon to the standard ones)

| | |
|---|---|
| **Require end reached** | ☐ Student must reach the end of lesson page to complete this activity |
| **Require time spent** | ☐ Student must do this activity at least for [ 0 ] [ minutes ▼ ] |

### Require end reached

In order for the lesson to be marked complete, the student must go to the very last page of the lesson.

### Require time spent

In order for the lesson to be marked complete, the student must stay within the lesson pages for the time specified by the teacher here. The time can range from seconds to weeks. If they finish the lesson

sooner, they will see an alert saying they did not reach the minimum time acceptable and may have to repeat the lesson.

### Learn about Moodle 2.9

**Congratulations**

**- end of lesson reached**

You completed this lesson in 8 mins 2 secs, which is less than the required time of 30 mins. You might need to attempt the lesson again.

Your score is 1 (out of 1).
Your current grade is 100.0 out of 100

Return to Moodle 2.9   View grades

Student message if the condition is not met.

## Assignment completion settings

**Student must submit to this activity to complete it**

This setting means that an assignment may be considered as completed once the student has submitted it but before the teacher has had time to grade it.

## Locked completion options

If at least one person has completed an activity, completion options are 'locked'. This is because changing these options may result in unexpected behaviour. For example, if somebody has ticked an activity as manually completed, and you then set it to automatic completion, the activity will become unticked - very confusing for the student who had already ticked it!

> *Tip: It is best not to unlock options unless you are sure it won't cause problems - for example, if you know that students don't have access to the course yet, so it will only be staff who have marked the activity completed when testing.*

## What happens when you unlock

Once you unlock options and then click 'Save changes', all completion information for the activity will be deleted and, if possible, regenerated according to the new settings.

— If the new completion option is manual, everyone will be set to 'not completed' regardless of any previous setting.

— If it is automatic then, depending on the options chosen, the system may or may not be able to construct a correct current value for everyone.

- The 'viewed' requirement will not work - even if a student has viewed the activity before, it will not be marked completed until they view it again.
- Most other options will be recalculated successfully.

If you change completion options while a student is logged in, they may not see the changes for some minutes.

## 10.5 USING ACTIVITY COMPLETION

— If this feature is enabled, it is a helpful way for students to be able to track their progress in a course. The student has an easy to see checklist of what they have done so far.

— It can also be linked to Course completion in order to allow both students and teachers to watch progress through a course. As each activity is checked off as "complete", the student moves futher towards final completion of the course.

— It can also be linked to Restrict access in order to allow the teacher to set criteria upon which a student is allowed to progress through a course and access materials.

— It is possible to edit default activity completion settings within a course and to bulk update the settings for existing activities.

*Activity completion icons*

☐manual - not yet marked as complete

☑manual - enabled

☑manually completed

☑automatically completed

☒automatically failed

☐automatic - not completed

☑automatically passed

☑automatic - enabled

The manual - enabled and automatic - enabled icons are used on the course page when editing is turned on for teachers to see at a glance which activities have manual completion and which have automatic completion.

## Activity completion report

Activity completion info can be viewed by managers, teachers and non-editing teachers (and any other users with the capability report/progress:view) in *Administration> Course administration> Reports > Activity completion.*

Teachers can mark activities complete on behalf of students by clicking into the relevant completion boxes. This requires the capability Override activity completion status which is enabled for editing and non-editing teachers by default.



## 10.6 COURSE COMPLETION

Course completion shows if a course has been completed. It can show the progress a student is making towards finishing the course according to specific

criteria. The criteria can include meeting an activity's grade level or a manual checking "complete" by either the student and/or teacher. The report can also show if the student has completed another course(s) that is marked as a "completion dependent" course.

Course completion does not have a "restrict access" function. It is best thought of as a report.

## Enabling course completion

An administrator can enable course completion for the site by ticking the 'Enable completion tracking' checkbox in *Administration > Site administration > Advanced features*.

A teacher can then enable course completion for their course by setting 'Enable completion tracking' to Yes in the Edit settings screen for their course. (This also enables the use of Activity completion.)

A Course completion link will then appear in the gear menu or the navigation block, depending on the theme. Clicking there will display three tabs:



See

〉 Course completion settings
 https://docs.moodle.org/34/en/Course_completion_settings
〉 Using Course completion

## 10.7 BADGE

Badges can be awarded either manually or using activity completion settings in a course and are a popular way to motivate students. Students may be awarded badges at different stages of the course for different levels of progress

See

〉 Managing badges https://docs.moodle.org/34/en/Managing_badges
〉 Badges settings
〉 Using badges

# 11. INSIGHTS
## 11.1 UPLOAD LARGE FILES

Currently, in the portal https://learning.europeanregisterphlebologists.eu, it is not possible to upload files with dimensions exceeding 16Mb, to overcome this limit a cloud repository has been activated in which it is possible to upload large files (even 1 Gb).

Once uploaded, they can be recalled via links within the course.

Below are the credentials and information needed to upload the files

(Access credentials will be communicated via e-mail.)
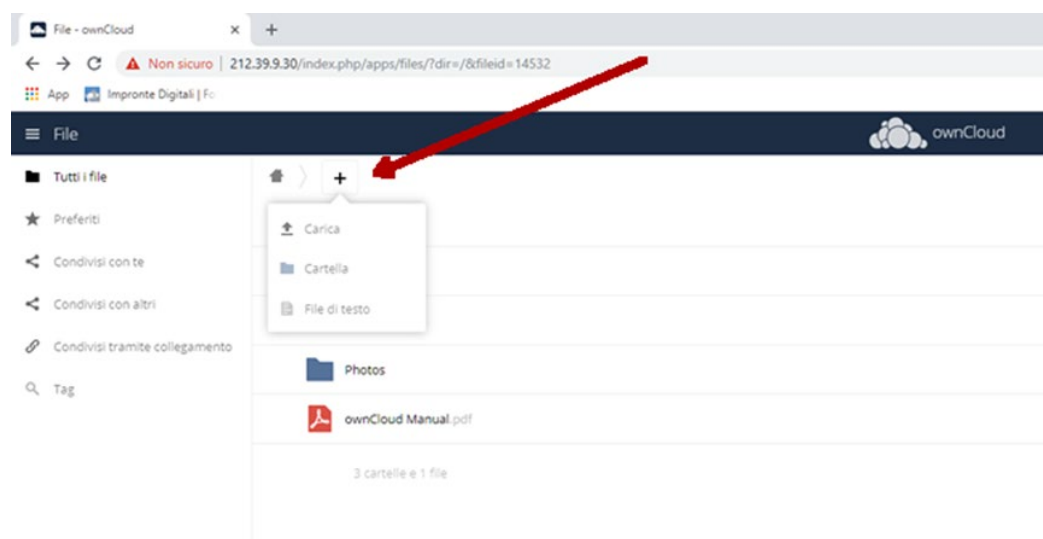


After logging in, the folders and files present are displayed. Please create a folder with your last name in which to insert your files. The folder can be created by clicking on the + icon at the top and then on "Folder". Files can be uploaded by clicking on the + icon at the top and then clicking on "Upload"

Each file uploaded to be "called" within the course must be shared.

To create the share click on the share icon (3 connected dots), then in the right column select "Sharing" -> "Public Links" and then on "Create public link".

A window will open, check that "Read Only" is selected and then click on "Save" and leave the other input fields unchanged

To copy the link you just created, click on the "Copy to clipboard" icon (block with arrow on the left)
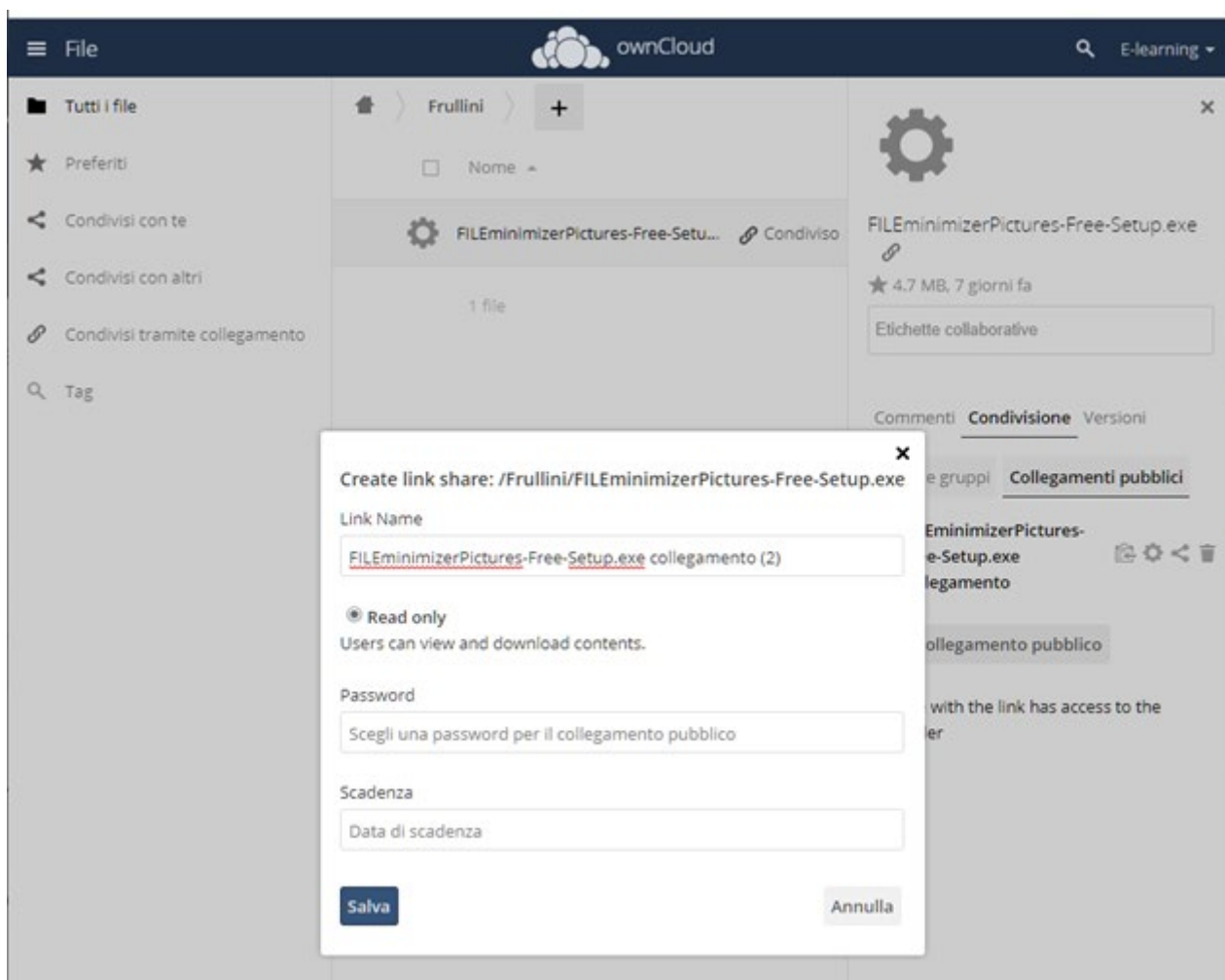


Files uploaded to the Cloud can be recalled within the course via "File picker".

The file can be recalled in a lesson via links (see example in the Test lesson) or by adding a new URL resource in the relevant section.

*How to insert the newly created link in a lesson or web page.*



## 11.2 EMBED A VIDEO

When you embed a video in Moodle, it is still stored on the video hosting site (e.g. on YouTube or theBox), but you can view it directly in Moodle.

Including video elements in your course can bring life and movement to an otherwise static page, and increase student engagement. Videos can be lectures, interviews with experts, demonstrations, animated explanations of concepts etc.

## Upload a YouTube video (quick method)

This is the most straightforward method of inserting a YouTube video in a course, but you cannot resize the video once it is uploaded.
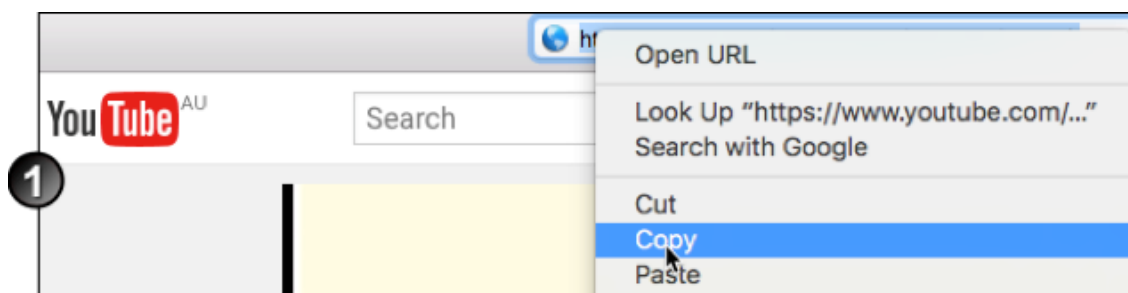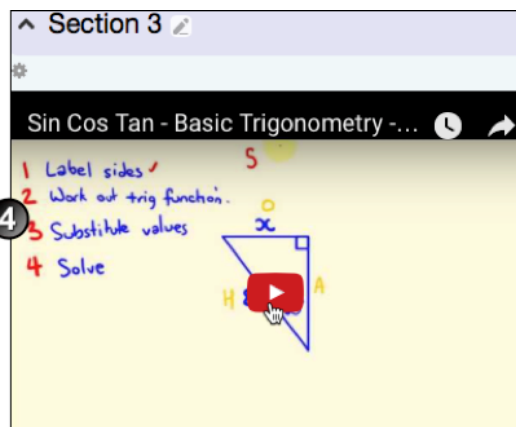


1. Locate the relevant video on the YouTube website, and copy its URL.
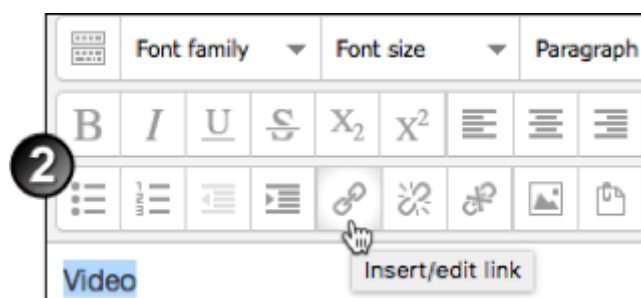


2. In the text editor of the page where you want to embed the video, highlight the link text and click the link icon.
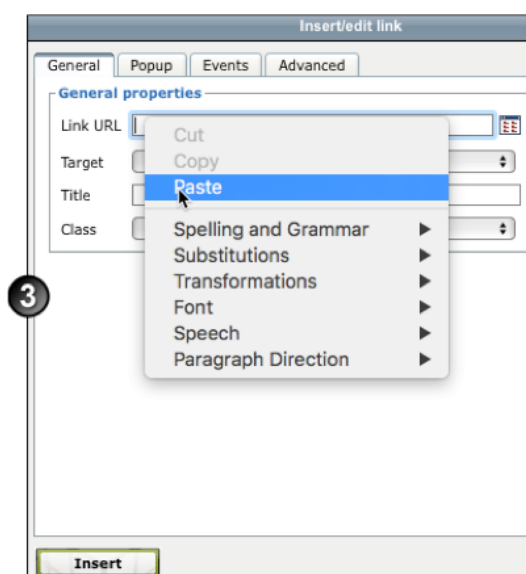


3. In the *Insert/edit link* window, paste the URL into the **Link URL** field and click **Insert**. The text will display in the text editor as link text. Click **Save Changes**.

4. The video will be displayed in the chosen location.

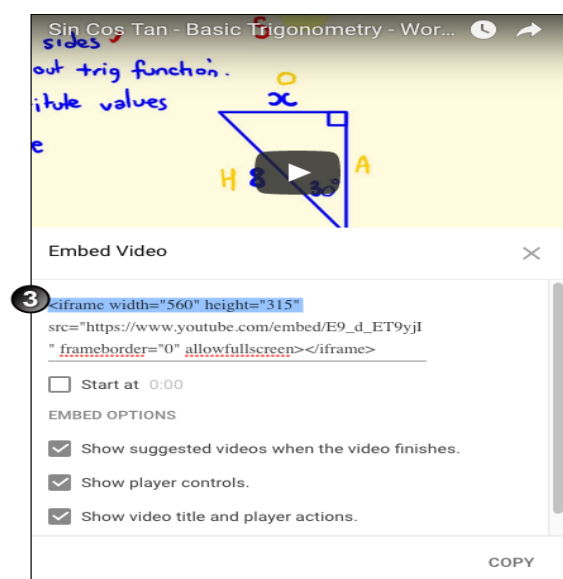## Embed a YouTube video (flexible method)

Teachers or students can use the following method:

1. Go to the YouTube page for the relevant video. At the bottom-right of the video frame, click **Share**.

2. Options for sharing will display. Click **Embed**. A popup box appears with some options below it.

3. If the standard embed size of 560 x 315 pixels is suitable for your course purposes then go to step 4 below. Otherwise, you can change the video size by entering your preferred width and height in the code as shown below. You can also change several settings such as the starting time under **Embed options**.
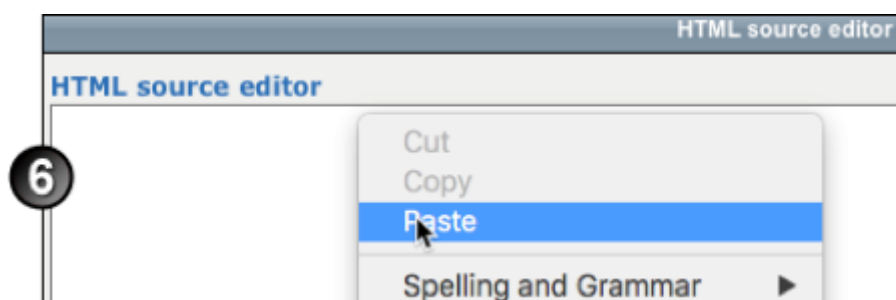
4. Select all the code in the Embed Video box and **Copy** it.
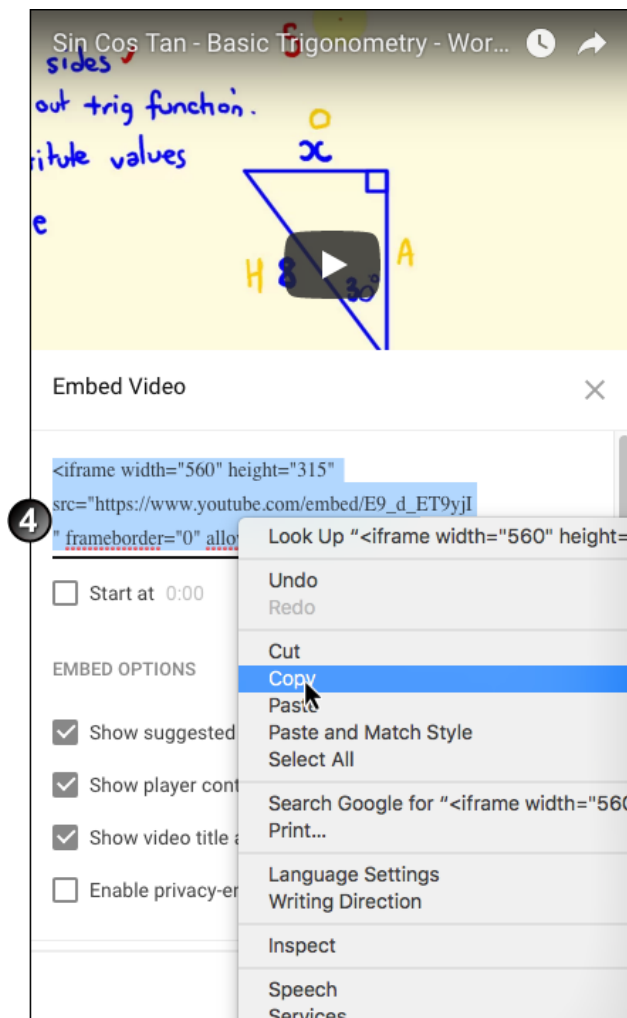


5. in Moodle, in the text editor, click the Edit HTML Source icon.



6. In the *HTML Source Editor*, click where you want the video to display, and **Paste** in the embed code.

7. Click **Update** and then Click **Save.**

## *Resize an embedded YouTube video*

You can resize a YouTube video that you have embedded in a Moodle course by following these instructions:

1. In the text editor, click the Edit HTML Source icon

2. In the *HTML Source Editor* window, locate the HTML tags for width and height. The numbers accompanying these tags indicate the current pixel width and height of the video. Change these numbers to suit the size you want, being careful to maintain the aspect ratio so that the video does not become distorted.



3. Click **Update**.
4. Check that your video displays at the correct size.

# Notes

TRAPP PROJECT

TEACHER GUIDE

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