



TRAINING
PATH FOR
EUROPEAN
PHLEBOLOGISTS



Erasmus+
TRAPP PROJECT



TEACHER'S QUICK GUIDE

2019

INTELLECTUAL OUTPUT3

learning.europeanregisterphlebologists.eu

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Introduction

What is Moodle?

Moodle is a C.M.S. (Content Management System) with OpenSource license dedicated exclusively to online learning, better known as e-learning.

Moodle in a more specific way is called L.M.S. (Learning Management System), a system for managing online courses designed to create virtual classes that allow distance learning and training experiences (FAD)

Why Moodle

The main feature of Moodle is to rely on very solid pedagogical principles, which responds to the principles of constructive teaching based on confrontation and negotiation, an active approach to the construction of knowledge.

Definition of Moodle course

The term "Course" refers to the virtual space dedicated to the loading and management of teaching material for each individual teaching.

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

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, customized roles can be created for specific needs (monitoring, evaluation, etc.)

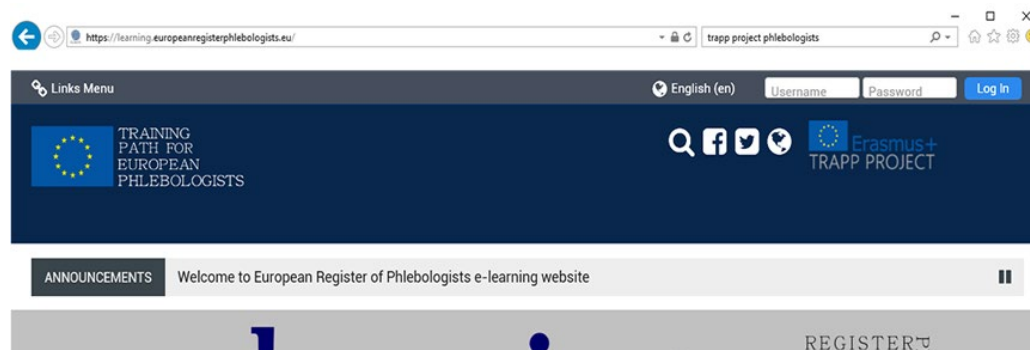
ROLE	DESCRIPTION
SITE ADMINISTRATOR	Can "do everything" on the site
MANAGER	Managers can access and modify courses but generally do not participate in them
COURSE CREATOR	Can create courses
TEACHER	Can manage and add content to courses
TEACHER NON EDITOR	Non-editor teachers can teach in courses and evaluate 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 by the teacher
GUEST	Guests have minimum privileges and can not normally participate in activities
AUTENTICATED USER	The role all logged in users have

How to connect

Methods to access the "TRAPP Project" e-learning

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

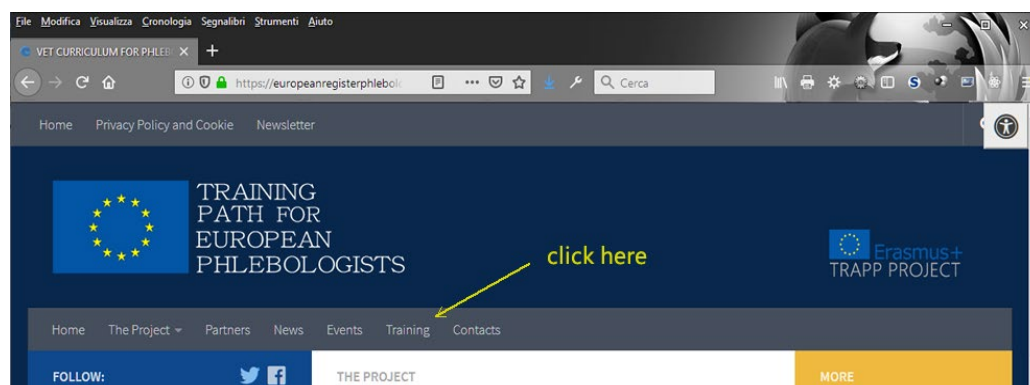
To connect to the project's e-learning platform, simply type the URL in any web browser.



Type the URL:

<https://learning.europeanregisterphlebologists.eu/>

in the browser's address bar. Click on the Log In button



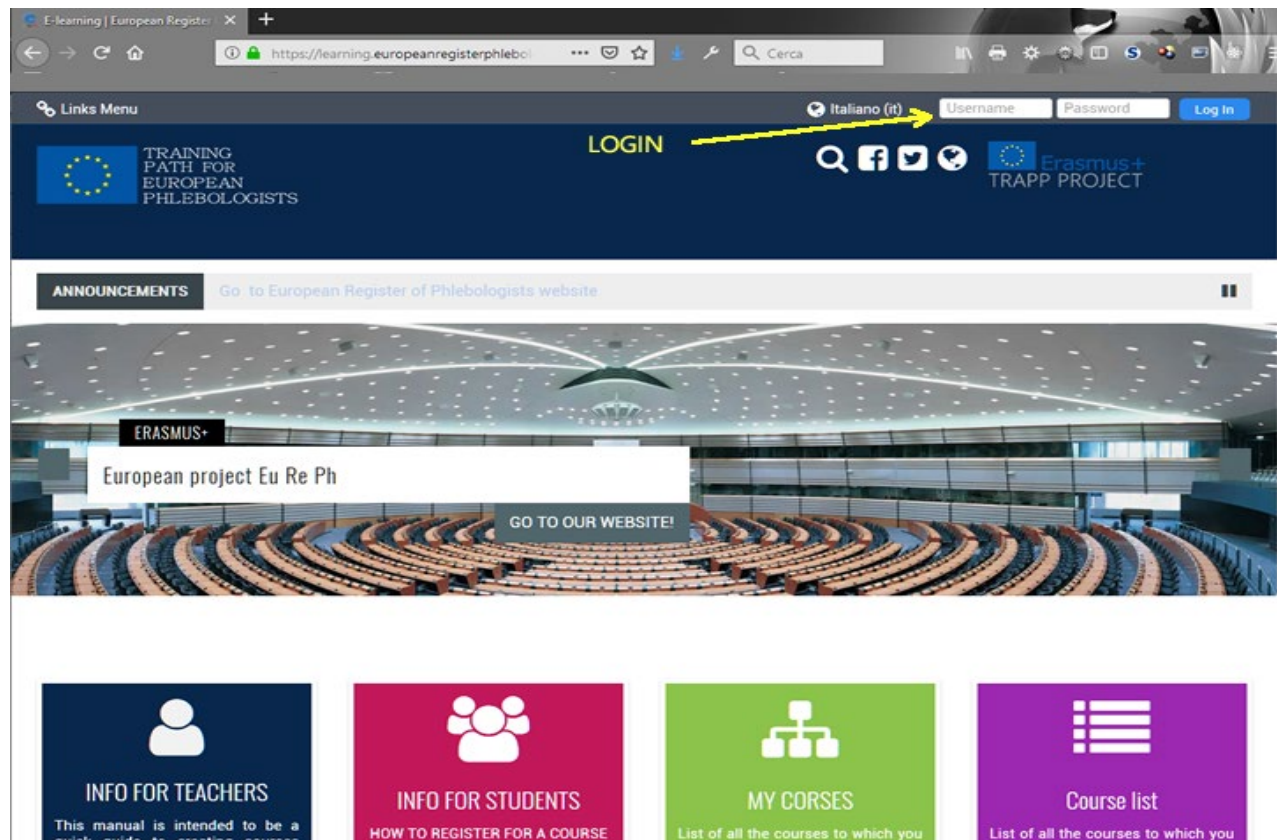
Type the URL:

<https://europeanregisterphlebologists.eu/>

in the browser's address bar and click on the entry of "Training" menu

How to login

Access the portal as a **teacher**



First of all, the administrator of the platform must register and send you the access credentials (*username and password*).

To log in, you must enter your data in the Login block at the top right.

Logout procedure

To log out, always click on the (*Exit*) link next to your name and surname; avoid closing the browser window without first logging out.

The Teacher's home

Blocks of the teacher's main page

The screenshot displays the Moodle interface for a teacher's home page. The header (blue bar) includes a 'Links Menu', the 'TRAINING PATH FOR EUROPEAN PHLEBOLOGISTS' logo, social media icons, and the 'Erasmus+ TRAPP PROJECT' logo. Below the header is a navigation bar with links to Home, Dashboard, Events, and My Courses, along with options to 'Customise this page', 'Hide blocks', and 'Standard view'.

The main content area is divided into two columns. The left column features a 'Course overview' block with a 'Timeline' tab and a 'Courses' tab. The 'Courses' tab is active, showing a list of courses. The first course is 'PHLEBOLOGY TRAINING COURSE', which is 0% complete. A green arrow points to this course, with the label 'COURSES LIST' below it. The right column contains several blocks: 'Navigation' (with links to Site home, Site pages, My courses, and PHLEBOLOGY COURSE), 'Private files' (with a message 'No files available' and a link to 'Manage private files...'), 'Calendar' (showing a calendar for January 2019), 'Upcoming events' (with a message 'There are no upcoming events' and a link to 'Go to calendar...'), and 'Online users' (showing '1 online user (last 5 minutes)' and a link to 'Docente Test').

Vertical labels on the right side of the page identify the sections: 'HEADER' (blue), 'BLOCK NAVIGATION' (green), and 'BLOCKS' (red).

Header and Functionalities

Change the characteristics of your profile

The image displays three screenshots of the Moodle interface, illustrating various user functionalities:

- Top Screenshot:** Shows the user profile area. The "EDIT PROFILE" link is highlighted. A dropdown menu for the user profile is open, showing options: Dashboard, View profile, Edit profile, Grades, Preferences, Calendar, and Log out. A red arrow points to the "Grades" option, labeled "GRADER REPORT FOR STUDENTS". A "Preferences" modal is also shown, with a red arrow pointing to the "CONFIGURE ALL PREFERENCE" link.
- Middle Screenshot:** Shows the "CHANGE THE LANGUAGE" link. A dropdown menu for language selection is open, showing options: English (en), Italiano (it), Português - Portugal (pt), Română (ro), and Ελληνικά (el).
- Bottom Screenshot:** Shows the "COURSE LIST" link. A dropdown menu for the course list is open, showing the "PHLEBOLOGY COURSE" option. Below the course list, there are two panels: "Notifications" and "Messages". Both panels show "No notifications" and "No messages" respectively. Red arrows point to the settings icons (gears) in the top right of both panels, labeled "Notifications setting" and "Messages setting".

Header and Functionalities

Evaluation management

The screenshot displays the Moodle interface for the PHLEBOLOGY TRAINING COURSE. The top header includes a 'Links Menu' with navigation links (Home, Dashboard, Events, My Courses, This course) and a user profile dropdown menu. The dropdown menu contains options: Dashboard, View profile, Edit profile, Grades (highlighted with a red box), Preferences, Calendar, Switch role to..., and Log out. A red arrow points from the 'Grades' option in the dropdown to the 'Grades' link in the left sidebar. The left sidebar, titled 'Navigation', lists various course sections: Dashboard, Site home, Site pages, My courses, PHLEBOLOGY COURSE (expanded), Participants, Badges, Competencies, Grades (highlighted with a red box), and General. A red arrow points from the 'Grades' link in the sidebar to the 'Grader report' section. The 'Grader report' section is titled 'Courses I am teaching' and shows the course name 'PHLEBOLOGY TRAINING COURSE'. A yellow callout box with a hand icon points to the course name, with the text 'Go to individual board of course in list'. Below the course name, the 'Grader report' section is visible, showing tabs for View, Setup, Scales, Outcomes, Letters, Import, and Export. The 'Grader report' tab is selected, displaying a table of participants and their grades. The table has columns for Surname, First name, Email address, Country, and several assessment items. The first participant listed is 'Studiante Test' with an email of 'tecnico@econet.it' and a country of 'IT'. The table also shows an 'Overall average' row.

PHLEBOLOGY TRAINING COURSE

Grades

Courses I am teaching

Course name

PHLEBOLOGY TRAINING COURSE

Go to individual board of course in list

Grader report

View Setup Scales Outcomes Letters Import Export

Grader report Grade history Outcomes report Overview report Single view User report

All participants: 1/1

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname	First name	Email address	Country	Test lesson 1	PRINCIPLES OF HAEMODI...	VENOUS INSUFFICIENCY	[Deletion in progress] VAS...	[Deletion in progress] LYM
Studiante Test		tecnico@econet.it	IT	-	-	-	-	-
Overall average				-	-	-	-	-

Administration block

The screenshot displays the Moodle Administration interface. On the left, the 'Administration' sidebar is visible, with 'Edit settings' highlighted under 'Course administration'. A yellow box labeled 'EDIT COURSE' points to this option. The main content area shows the 'Edit course settings' page, which is divided into sections: General, Description, Course format, Appearance, Files and uploads, Completion tracking, Groups, Role renaming, and Tags. The 'General' section contains fields for Course full name, Course short name, Course category, Course visibility, Course start date, Course end date, and Course ID number. Annotations explain the 'Course short name' field as being used in email headers and the 'Course visibility' field as determining visibility. A red box labeled 'Course Configuration Sections' points to the 'General' section. At the bottom, a 'Save/Undo Changes' button is shown, with a blue box indicating it leads to 'Save and display' and 'Cancel' buttons. A footer note states: 'There are required fields in this form marked *'.

Administration

- Course administration
 - Edit settings**
 - Turn editing off
 - Course completion
- Users
 - Enrolled users
 - Enrolment methods
 - Groups
 - Permissions
 - Other users
- Filters
- Reports
 - Competency breakdown
 - Logs
 - Live logs
 - Activity report
 - Course participation
 - Activity completion
- Gradebook setup
- Outcomes
 - Badges
- Backup
- Restore
- Import
- Reset
- Question bank
- Repositories

Edit course settings

General

Course full name * PHLEBOLOGY TRAINING COURSE

Course short name * PHLEBOLOGY COURSE

Course category ? Phlebology

Course visibility ? Show

Course start date ? 19 December 2018 00:00

Course end date ? 31 December 2019 00:00 ☒ Enable

Course ID number ? 4

Description

Course format

Appearance

Files and uploads

Completion tracking

Groups

Role renaming

Tags

Save/Undo Changes

Save and display **Cancel**

There are required fields in this form marked *.

EDIT COURSE

Course Configuration Sections

Used in place of title in email headers or breadcrumbs.

Determines visibility of the course. Teachers will still be able to access them.

Optional: Identification code used with respect to an external system. Does not appear on the site.

Edit course settings

Description

► General

▼ Description

Course summary ?

Description and introduction
to the course

Paragraph

phlebology as an academic specialization has never been established.
For many years phlebology has been practiced by general surgeons, vascular surgeons, internal medicine doctors, dermatologist and many other different professional medical figures. Recently in many countries also radiologists, aesthetic doctors and many other kind of doctors (even dentists) are practicing phlebology.
A many other field of medicine, phlebology has dramatically changed as recently new advanced treatment have been introduced.
These advanced treatments require special skills and knowledge that can be achieved only after a specific training and special interest in this field.
For those doctors practicing phlebology as a minor part of their practice advanced treatments are not available as they need knowledge and special skills not always part of

Path: p

Course summary files ?

Enter a course Introduction
file: Recommended PDF,
PowerPoint

Maximum size for new files: 16MB, maximum attachments: 1

Files

corso3.jpg

Accepted file types:

- Image (GIF) .gif
- Image (JPEG) .jpg
- Image (PNG) .png
- PDF document .pdf

► Course format

► Appearance

Edit course settings

Course Format, Appearance, Files and uploads

The image shows a screenshot of the Moodle course settings page with several sections and annotations. A red box on the left highlights the 'Course format' and 'Appearance' sections, with the text 'Set the type and characteristics of the course'. Blue boxes provide detailed explanations for various settings, with arrows pointing to the corresponding controls.

General

Description

Course format

Format ⓘ

- Single activity format
- Social format
- Topics format**
- Weekly format

Hidden sections ⓘ

- Hidden sections are shown in collapsed form**
- Hidden sections are completely invisible

Course layout ⓘ

- Show all sections on one page**
- Show one section per page

Appearance

Force language

Do not force

- Do not force
- English (en)
- Italiano (it)
- Português - Portugal (pt)
- Română (ro)
- Ελληνικά (el)

Number of announcements ⓘ

5

Show gradebook to students ⓘ

Yes

Show activity reports ⓘ

No

Files and uploads

Maximum upload size ⓘ

Site upload limit (16MB)

Annotations:

- Set the type and characteristics of the course** (Red box pointing to Course format and Appearance)
- The format sets the course display:**
 - Single activity format-a single resource or activity will be displayed in the course;
 - Relational format-A forum will be displayed;
 - Format for topics-the course will be divided into one section for each topic;
 - Weekly format-The course will be divided into one section for each week.
- Determines how to display hidden sections to students:**
 - In compact format;
 - Hidden altogether.
- Forcing the language of the course site**
- Some of the activities of a course can be assessed. "No " prevents students from displaying.**
- Determines whether a student can view reports of the activities performed and the logon log.**
- This setting determines the maximum size of the files you can upload. The setting affects only the loadable files in the course scope.**

Course Management page

Links Menu English (en) Docente Test

PHLEBOLOGY TRAINING COURSE

Home Dashboard Events My Courses This course

To modify the course:

- Modify the sections;
- Modify the contents;
- Change activities.

Turn editing on Turn editing off

Hide blocks Full screen

My courses > PHLEBOLOGY COURSE

General

Phlebology is the branch of medicine which studies and treat venous disease. Despite the extremely large number of patients affected by venous diseases (it is estimated that more than 50% than adult population in western countries are affected by a venous problem), phlebology as an academic specialization has never been established. For many years phlebology has been practiced by general surgeons, vascular surgeons, internal medicine doctors, dermatologist and many other different professional medical figures. Recently in many countries also radiologists, aesthetic doctors and many other kind of doctors (even dentists) are practicing phlebology. A many other field of medicine, phlebology has dramatically changed as recently new advanced treatment have been introduced. These advanced treatments require special skills and knowledge that can be achieved only after a specific training and special interest in this field. For those doctors practicing phlebology as a minor part of their practice advanced treatments are not available as they need knowledge and special skills not always part of their training. As result of this situation medical care in phlebology is often offered to European patient in an old and more invasive manner, with higher cost and poor quality of life. The need for an "European professional phlebologist" is then felt by those who are practicing phlebology as the main field of their practice. Moreover, even patient's organization are asking the same advancement to the medical world. The European professional phlebologist would be the answer to those requests, a professional medical operator that would be able to deliver professional, up to date, less invasive and cheaper treatments to patients with a venous disease. The TRAPP project wants to describe the path for evaluation and formation of the medical doctor leading to the definition of the skills and the knowledge of the European professional phlebologist. Moreover, we believe that the creation of an European Register of Phlebologist would also be able to control and rule this process in different European countries.

Announcements

FORUM PHLEBOLOGY COURSE

A. BASIC PHLEBOLOGICAL SCIENCE

- ANATOMY
- PRINCIPLES OF HAEMODINAMICS
- Test lesson 1
- Test LINK
- Test BOOK

B. VENOUS PATHOLOGY

- VENOUS INSUFFICIENCY
- VASCULAR ANOMALIES
- LYMPHATIC PATHOLOGY

Navigation

- Dashboard
- Site home
- Site pages
- My courses
- PHLEBOLOGY COURSE**
 - Participants
 - Badges
 - Competencies
 - Grades
 - General
 - A. BASIC PHLEBOLOGICAL SCIENCE
 - B. VENOUS PATHOLOGY
 - C. NON INVASIVE IMAGING
 - D. SCLEROTHERAPY
 - E. COMPRESSION THERAPY
 - F. SURGICAL TREATMENTS IN PHLEBOLOGY
 - THERMAL ABLATION
 - H. GLUE OBLITERATION IN VENOUS INSUFFICIENCY
 - I. INVASIVE TREATMENTS FOR VENOUS STENOSIS OR THROM...
 - J. TREATMENT OF VENOUS ULCER
 - K. TREATMENT OF LYMPHOEDEMA
 - L. DRUG TREATMENTS IN PHLEBOLOGY
 - M. MISCELLANEOUS

Course Navigation block

Course Administration block

Administration

- Course administration
 - Edit settings
 - Turn editing on
 - Course completion
 - Users
 - Filters
 - Reports
 - Gradebook setup
 - Outcomes
 - Badges
 - Backup
 - Restore
 - Import
 - Reset
 - Question bank
 - Repositories

INTRODUCTION TO THE COURSE

COURSE SECTIONS

Manage the sections in a course

Add an activity or resource

A. BASIC PHLEBOLOGICAL SCIENCE

- ANATOMY
- PRINCIPLES OF HAEMODINAMICS
- Test lesson 1
- Test LINK
- Test BOOK

+ Add an activity or resource

B. VENOUS PATHOLOGY

- VENOUS INSUFFICIENCY
- VASCULAR ANOMALIES
- LYMPHATIC PATHOLOGY

+ Add an activity or resource

C. NON INVASIVE IMAGING

- DOPPLER CW
- COLOR DUPLEX
- COLOR DUPLEX POWERPOINT
- COLOR DUPLEX WORD

+ Add an activity or resource

Add an activity or resource

ACTIVITIES

- Assignment
- Chat**
- Choice
- Database
- External tool
- Feedback
- Forum
- Glossary
- Lesson
- Quiz
- SCORM package
- Survey
- Wiki
- Workshop

RESOURCES

- Book
- File
- Folder
- IMS content package
- Label
- Page
- URL

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

[More help](#)

Creating chat

Add Cancel

Manage the sections in a course

Types of 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

Manage the sections in a course

Types of 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 resources 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.

Administrators can decide whether or not to force teachers to add descriptions for each resource by enabling or disabling a site-wide setting in *Administration > Plugins > Activity modules > Common settings*.

Book	Multi-page resources with a book-like format. <i>Teachers can export their Books as IMS CP</i> (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

Manage the sections in a course

Sections and Activities / Conditional Resources

It is possible to introduce Sections, Activities or Resources, in a conditional manner: on the basis of specific conditions, which may also concern the students themselves, these contents can be shown or not to the students of the course. This characteristic is generally defined as Conditional Activities.

The conditions that may be introduced concern, for example:

- evaluations, entered through the platform itself, totaled by the student during the quizzes, the tasks or other activities proposed;
- time limits of material availability;
- restrictions on the profile of users and their personal data.

▼ Restrict access

Access restrictions Student must match all of the following

Activity completion Choose... must be marked complete × Please set

and

Date from 18 January 2019 00:00 ×

and

Grade Choose...
☐ must be ≥ %
☐ must be < % × Please set

and

User profile field Choose... is equal to ×

and

None × Please set

Add restriction...

Add restriction...

Save changes Cancel

Add restriction...

Activity completion Require students to complete (or not complete) another activity.

Date Prevent access until (or from) a specified date and time.

Grade Require students to achieve a specified grade.

User profile Control access based on fields within the student's profile.

Restriction set Add a set of nested restrictions to apply complex logic.

Cancel

Manage the sections in a course

Add an activity or resource: folders and files

The image shows a Moodle course management interface with three sections: A. BASIC PHLEBOLOGICAL SCIENCE, B. VENOUS PATHOLOGY, and C. NON INVASIVE IMAGING. Each section has a list of activities/resources and an 'Add an activity or resource' button. A red callout points to this button with the text 'add an activity or resource'.

The 'Add an activity or resource' dialog is open, showing a list of activities (External tool, Feedback, Forum, Glossary, Lesson, Quiz, SCORM package, Survey, Wiki, Workshop) and resources (Book, File, Folder). The 'File' resource is selected.

The 'File picker' window is open, showing various file sources: Server files, Recent files, Upload a file, URL downloader, Private files, Wikimedia, and CloudTRAPP-Project. A blue callout points to the 'Methods to load a resource' section, which includes a code example for inserting video from the cloud.

Annotations in yellow boxes point to specific features:

- 'Files on the server' points to the 'Server files' section.
- 'URL of the file http://www..... (from cloud)' points to the 'URL downloader' section.
- 'Insert from personal files' points to the 'Private files' section.
- 'Insert content from wikimedia' points to the 'Wikimedia' section.
- 'Cloud repository' points to the 'CloudTRAPP-Project' section.
- 'Choose the file from your PC' points to the 'Attachment' section.

The code example for inserting video from the cloud is:

```
<div id="imgframe">
<video tabindex="0" controls="" preload="none"
style="max-width: 1024px; max-height: 1024px"><source src="http://212.39.9.30/index.php/s/q7CzWRF9G3PYgcr/download" type="video/mp4" /></video>
</div>
```

Manage the sections in a course

Add an activity or resource: [Evaluation activities](#)

ASSIGNMENT

The assignment activity provides a space into which students can submit work for teachers to grade and give feedback on. This saves on paper and is more efficient than email. It 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.

Student submissions are together on one screen of your course. You can require them to submit one or several files and/or to type text essays. It is possible to have them submit work as a group and you can also choose as a teacher to grade their work 'blind' in other words not to see the identities of those who have submitted assignments. Assignments can have deadlines and cut off dates - which you can also extend if necessary

QUIZ

The Quiz activity module allows the teacher to design and build quizzes consisting of a large variety of Question types, including multiple choice, true-false, short answer and drag and drop images and text. These questions are kept in the Question bank and can be re-used in different quizzes.

[[Quiz quick guide](#)]

WORKSHOP

Workshop is a powerful peer (and self) assessment activity. Students submit their own work and then receive a number of submissions from other students which they must assess according to the teacher's specifications.

Manage the sections in a course

Add an activity or resource: [Activities for data collection](#)

FEEDBACK

The Feedback activity allows you to create and conduct surveys to collect feedback. Unlike the Survey tool it allows you to write your own questions, rather than choose from a list of pre-written questions and unlike the Quiz tool, you can create non-graded questions. The Feedback activity is ideal for course or teacher evaluations.

SURVEY

The Survey module is a course activity that provides a number of verified survey instruments, including COLLES (Constructivist On-Line Learning Environment Survey) and ATTLS (Attitudes to Thinking and Learning Survey), which have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

CHOICE

The Choice activity allows you to ask a question and set up radio buttons which learners can click to make a selection from a number of possible responses. They can choose one or more option and they can update their selection if you allow them. Choices can be useful as quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course, or to gauge progress.

QUESTION BANK

This feature allows a teacher to create, preview, and edit questions in a database of question categories.

The screenshot displays the Moodle Question Bank interface. At the top, a breadcrumb trail shows the path: **My courses > PHLEBOLOGY COURSE > Question bank > Questions**. The main section is titled **Question bank**. It includes a dropdown menu for 'Select a category:' set to 'Default per PHLEBOLOGY COURSE'. Below this, it states 'La categoria default per le domande condivise nel contesto 'PHLEBOLOGY COURSE''. There are also filter options: 'Filter by tags...' and checkboxes for 'Show question text in the question list', 'Also show questions from subcategories' (checked), and 'Also show old questions'. A blue button labeled 'Create a new question ...' is highlighted with a hand icon. To the right, the 'Administration' sidebar is visible, showing a tree structure with 'Question bank' expanded to show 'Questions', 'Categories', 'Import', 'Export', and 'Repositories'. A hand icon points to the 'Categories' link. A yellow callout box states: 'The possibility of subdividing the questions into categories facilitates the construction of the quizzes'. At the bottom, a modal window titled 'Choose a question type to add' is open, listing various question types under 'QUESTIONS' and 'OTHER' categories. The modal has 'Add' and 'Cancel' buttons at the bottom.

Question bank

Select a category:
Default per PHLEBOLOGY COURSE

La categoria default per le domande condivise nel contesto 'PHLEBOLOGY COURSE'.
No tag filters applied

Filter by tags...

☐ Show question text in the question list
[Search options](#)
☒ Also show questions from subcategories
☐ Also show old questions
[Create a new question ...](#)

Choose a question type to add

QUESTIONS

- ☐ Multiple choice
- ☐ True/False
- ☐ Matching
- ☐ Short answer
- ☐ Numerical
- ☐ Essay
- ☐ Calculated
- ☐ Calculated multichoice
- ☐ Calculated simple
- ☐ Drag and drop into text
- ☐ Drag and drop markers
- ☐ Drag and drop onto image
- ☐ Embedded answers (Cloze)
- ☐ Random short-answer matching
- ☐ Select missing words

OTHER

- ☐ Description

Administration

- Course administration
 - Edit settings
 - Turn editing on
 - Course completion
- Users
- Filters
- Reports
- Gradebook setup
- Outcomes
- Badges
- Backup
- Restore
- Import
- Reset
- Question bank
 - Questions
 - Categories
 - Import
 - Export
 - Repositories

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*

The possibility of subdividing the questions into categories facilitates the construction of the quizzes

Course Users Management

List of participants

The screenshot displays the Moodle course management interface for the 'PHLEBOLOGY COURSE'. The 'Participants' page is active, showing a list of 15 participants. The interface includes a top navigation bar with links to Home, Dashboard, Events, My Courses, and This course. A sidebar on the right contains navigation links for the course, including Site home, Site pages, My courses, and a list of course components like Course blogs, Notes, and Docente Test. The main content area shows the 'Participants' list with columns for Select, First name, Surname, Email address, Country, Roles, Groups, Last access to course, and Status. A 'User List Filters' box is overlaid on the list, and a 'Send a message to' box is overlaid on the bottom left. A 'Register participants in the course' box is overlaid on the bottom right, showing the 'Enrol users' dialog. A 'List participants in the course' box is overlaid on the top right, pointing to the 'People' link in the top navigation bar. A 'Send a message to' box is overlaid on the bottom left, showing a list of actions like 'Send a message', 'Add a new note', and 'Manual enrolments'. A 'Register participants in the course' box is overlaid on the bottom right, showing the 'Enrol users' dialog with fields for 'Select users', 'Select cohorts', and 'Assign role'. A 'List participants in the course' box is overlaid on the top right, pointing to the 'People' link in the top navigation bar. A 'Send a message to' box is overlaid on the bottom left, showing a list of actions like 'Send a message', 'Add a new note', and 'Manual enrolments'. A 'Register participants in the course' box is overlaid on the bottom right, showing the 'Enrol users' dialog with fields for 'Select users', 'Select cohorts', and 'Assign role'. A 'List participants in the course' box is overlaid on the top right, pointing to the 'People' link in the top navigation bar.

Participants

No filters applied

Search keyword or select filter

Number of participants: 15

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	First name	Surname	Email address	Country	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	Alessandro	Frullini	dr.afrullini@gmail.com	Italy	Teacher	No groups	32 days 23 hours	Active
<input type="checkbox"/>	Augusto	Sampaio	europheblogists@gmail.com					Active
<input type="checkbox"/>	Daniela	Radu	fleblogie@yahoo.com					Active
<input type="checkbox"/>	Docente	Test	rossella@prai.it					Active
<input type="checkbox"/>	Francesco	Vallebona	vallebona@medineurope.com					Active
<input type="checkbox"/>	Pavei	Patrizia	patrizia.pavei@gmail.com					Active
<input type="checkbox"/>	Polizois	Zois	hellenicsds@gmail.com					Active
<input type="checkbox"/>	Roberto	Bisacci	rbisacci@yahoo.it					Active
<input type="checkbox"/>	Studiante	Test	tecnico@econet.it	Italy	Student	No groups	7 days 20 hours	Active

Enrolment options

Select users: No selection

Select cohorts: No selection

Assign role: Student

Enrol selected users and cohorts

Cancel

Navigation

- Dashboard
- Site home
- Site pages
- My courses
- PHLEBOLOGY COURSE
 - Participants
 - Course blogs
 - Notes
 - Docente Test
 - Badges
 - Competencies
 - Grades
 - General
 - A. BASIC PHLEBOLOGICAL SCIENCE
 - B. VENOUS PATHOLOGY
 - C. NON INVASIVE IMAGING
 - D. SCLEROTHERAPY
 - E. COMPRESSION THERAPY

Administration

- Course administration
 - Edit settings
 - Turn editing on
 - Course completion
- Users
 - Enrolled users
 - Enrolment methods
 - Groups
 - Permissions
 - Other users
- Filters
- Reports

Course Users Management

Enrolment methods: Manual enrolments

My courses > PHLEBOLOGY COURSE > Users > Enrolment methods

Enrolment methods

Name	Users	Up/Down	Edit
Manual enrolments	14	↓	⚙️
Guest access	0	↑ ↓	✕ ⚙️
Self enrolment (Student)	1	↑	✕ ⚙️

Method control panel

Add subscribers manually → Manual enrolments

Allow students to register automatically with a unique code → Self enrolment (Student)

Additional registration methods → Add method

Add method

- Choose...
- Self enrolment
- Cohort sync

Administration

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Manual enrolments

Register selected user to the course

Enrolled users

Enrolled users (14)

- Roberto Bisacci (rbisacci@yahoo.it, IT)
- Alessandro Frullini (dr.afrullini@gmail.com, IT)
- Giuseppe Genovese (europeanregisterphlebologists@gmail.com, IT)
- Paolo Giardini (paolo@econet.it, IT)
- Paolo Giordano (pgiordano@healthchamber.eu,)
- Olivier La Rocca (o.larocca@europartnersnetwork.eu, IT)
- Giovanni Nano (giovanni.nano@unimi.it, IT)
- Pavei Patrizia (patrizia.pavei@gmail.com, IT)
- Daniela Radu (fleblogie@yahoo.com, RO)
- Augusto Sampaio (europhlebologists@gmail.com, PT)
- Docente Test (rossella@prai.it, IT)
- Francesco Vallebona (vallebona@medineurope.com, BE)
- Marco Viani (vianimarcomd@libero.it, IT)
- Polizois Zois (hellenicsds@gmail.com, GR)

Not enrolled users

Not enrolled users (4)

- Rosella Alunni (prait.trapp@gmail.com, IT)
- Account Jolly (econet@econet.it, IT)
- Studente Test (tecnico@econet.it, IT)
- Administrator WebMaster (rosella@econet.it, IT)

Assign role

Student

Enrolment duration

Unlimited

Starting from

Now (22/01/19, 13:33)

Duration of registration

Starting date of validity of the registration

Remove user selected from the course

Remove

Search Clear

[Search options](#)

Course Users Management

Enrolment methods: Self enrolments

My courses > PHLEBOLOGY COURSE > Users > Enrolment methods

Enrolment methods

Self enrolment

Name	Users	Up/Down	Edit
Self enrolment (Student)	1	↑	✕ ⚙

Custom instance name:

Allow existing enrolments: Yes ☐ *Disabling the setting, all spontaneous registrations will be suspended*

Allow new enrolments: Yes ☐ *Disabling the setting, new registrations will not be possible*

Enrolment key: [Click to enter text](#) *Access key that allows enrollment in the course. By leaving the field empty, any authenticated user can register*

Use group enrolment keys: No ☐

Default assigned role: Student ☐

Enrolment duration: 0 days ☐ Enable *Duration of registration in days (0 = no limit). To change enable the option first.*

Notify before enrolment expires: No ☐ *Course notification settings to send to subscribers*

Notification threshold: 1 days

Start date: 22 January 2019 14:04 ☐ Enable

End date: 22 January 2019 14:04 ☐ Enable

Unenrol inactive after: Never ☐

Max enrolled users: 0

Only cohort members: No ☐

Send course welcome message: From the course contact ☐

Custom welcome message:

Administration

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Course Users Management

Tracking progress of a student

There are several ways to track student progress in Moodle. This page outlines what is available to teachers in a course.

Contents

- [1 Grades](#)
- [2 Competencies](#)
- [3 Activity completion](#)
- [4 Course completion](#)
- [5 Badges](#)
- [6 Course reports](#)
- [7 Analytics](#)

Grades

Every course has its own [Gradebook](#) which is accessible from *Course administration* > *Grades*. Some activities such as [Assignment](#) and [Quiz](#) send grades back to this gradebook. It is also possible for teachers to enter grades directly into the gradebook.

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





Course Users Management

Tracking progress of a student

Activity completion

If [Activity completion](#) is enabled by the administrator 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*.

Student view

 Announcements from your tutor	<input checked="" type="checkbox"/>
 Prior Knowledge assessment	<input checked="" type="checkbox"/>
 Factual recall test	<input checked="" type="checkbox"/>
 Course chat	<input type="checkbox"/>

Teacher view

	Announcements from your tutor	Prior Knowledge assessment	Factual recall test	Course chat
First name / Surname				
Frances Banks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Ellis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brian Franklin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barbara Gardner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Hamilton	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joshua Knight	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
George Lopez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anthony Ramirez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Donna Taylor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brenda Vasquez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

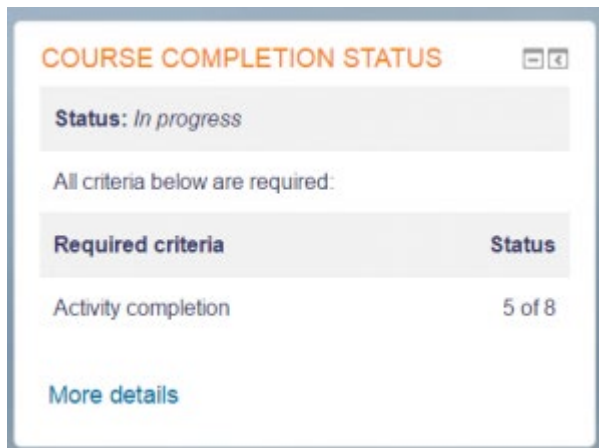
Course Users Management

Tracking progress of a student

Course completion

As an extension of activity completion, enabling [Course completion](#) allows for a course to be officially marked as finished, either manually or automatically according to specified criteria. If the [Course completion status block](#) is added, students can see their progress during the course. Teachers can view the overall progress of students towards course completion from *Course administration* > *Reports* > *Course completion*.

Student view



Teacher view

The screenshot shows a Moodle 'Course completion' report. It lists criteria and student progress. The criteria are: Announcements from your tutor, Prior Knowledge assessment, Factful recall test, Useful links, Video resources, Course discussion, Group Project, Reflective Journal, and Course complete. The students listed are Frances Banks, Mark Ellis, Brian Franklin, Barbara Gardner, and Amanda Hamilton. Each student has a progress bar and a status icon (green for complete, yellow for in progress, red for not started).

Criteria	Frances Banks	Mark Ellis	Brian Franklin	Barbara Gardner	Amanda Hamilton
Announcements from your tutor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prior Knowledge assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Factful recall test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Useful links	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Course discussion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Group Project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflective Journal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Course complete	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course Users Management

Tracking progress of a student

Badges

[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.

Course reports

A number of [Course reports](#) are available to the teacher in their course to help them track the progress of their students. In addition to the activity and course completion reports mentioned above (which are only available if these settings are enabled) there are also [activity reports](#), [participation reports](#) and general course [logs](#).

Analytics

The [Analytics](#) feature, in Moodle 3.4 onwards, provides detailed descriptive and prescriptive reports to support learners at risk.

Insights

Upload large files

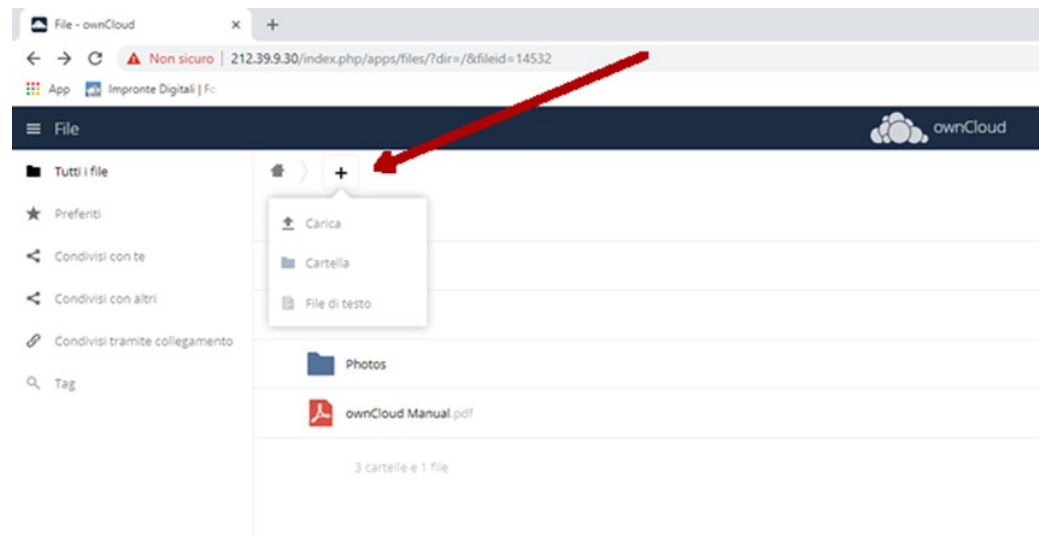
Currently, in the portal <https://learning.europeanregisterphlebologists.eu>, it is not possible to upload files with dimensions exceeding 16Mb, to overcome this limit a cloud repository has been activated in which it is possible to upload large files (even 1 Gb).

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.

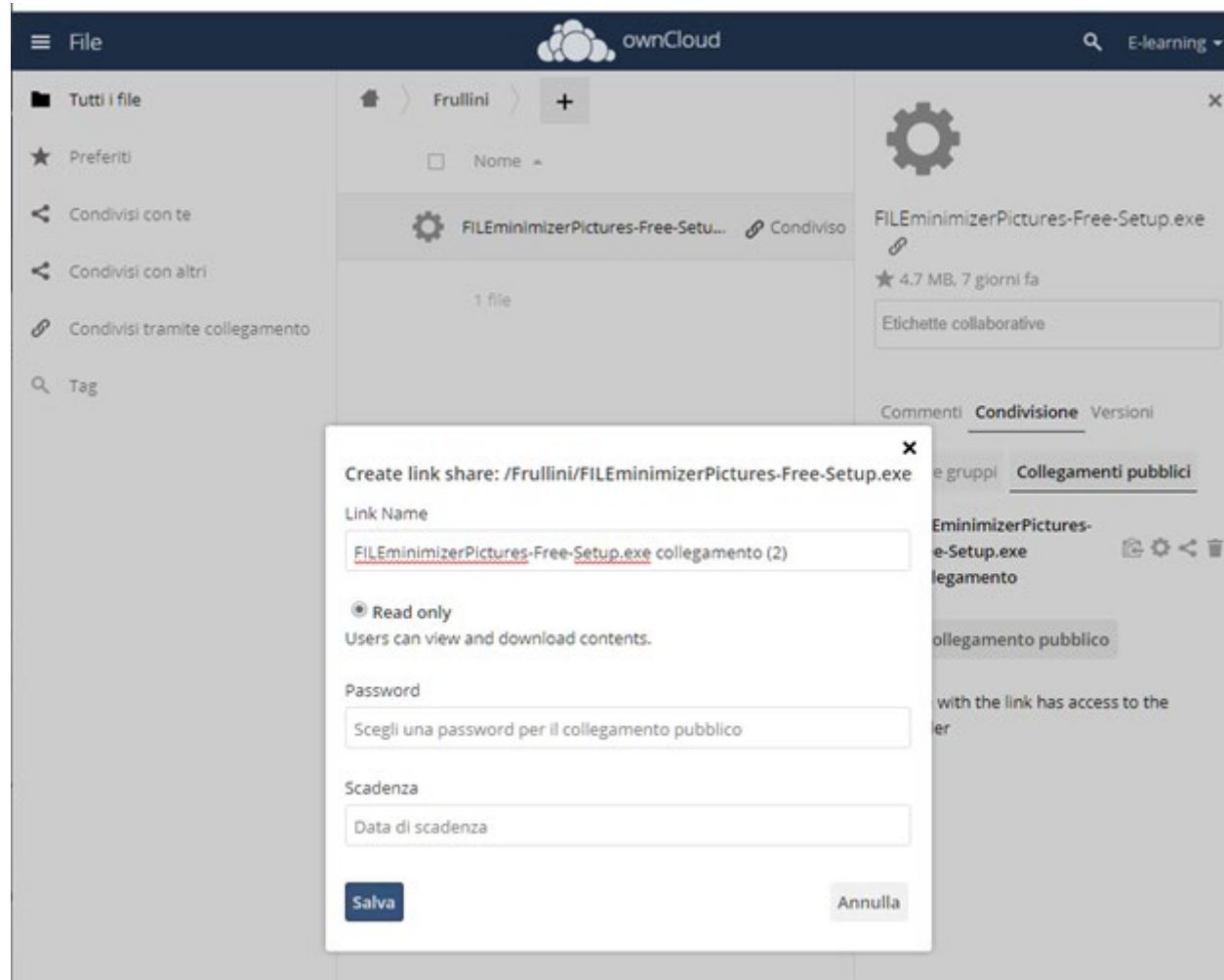
To create the share click on the share icon (3 connected dots), then in the right column select "Sharing" -> "Public Links" and then on "Create public link".

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

Insights

Upload large files

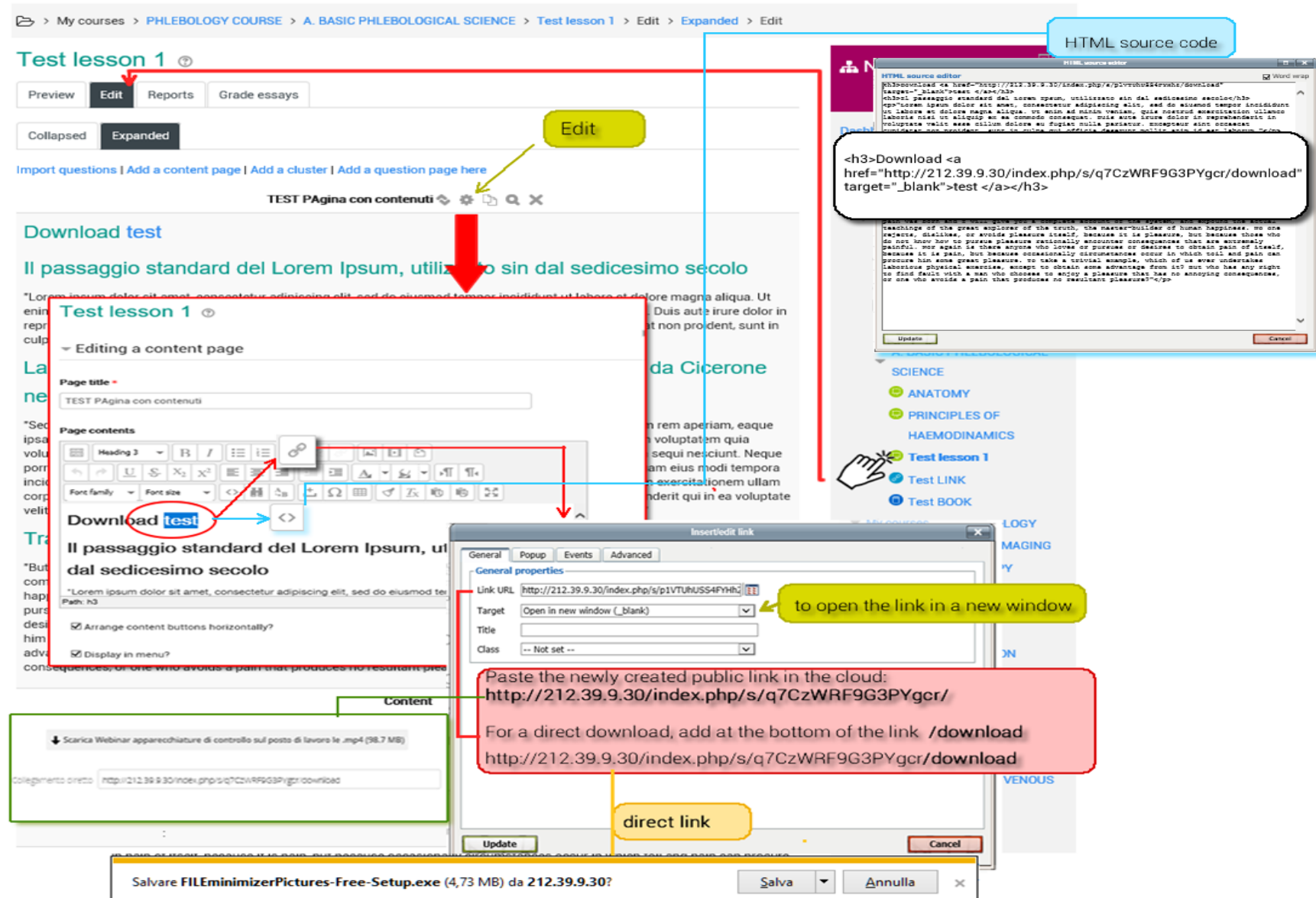
To copy the link you just created, click on the "Copy to clipboard" icon (block with arrow on the left)



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.

Upload large files: how to insert the newly created link in a lesson or web page.



Insights

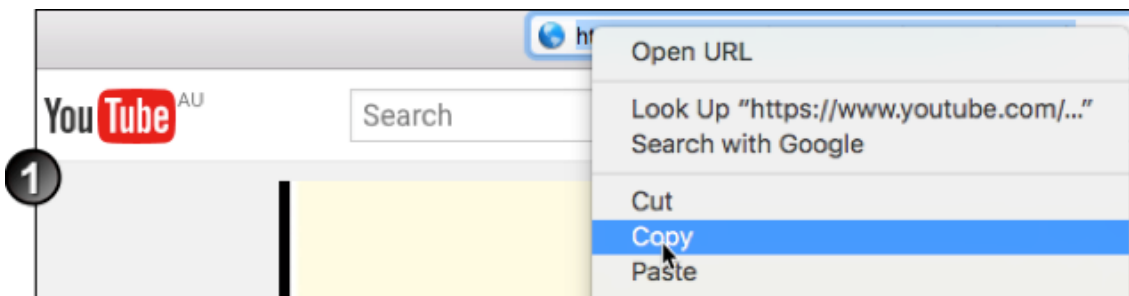
Embed a Video

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.

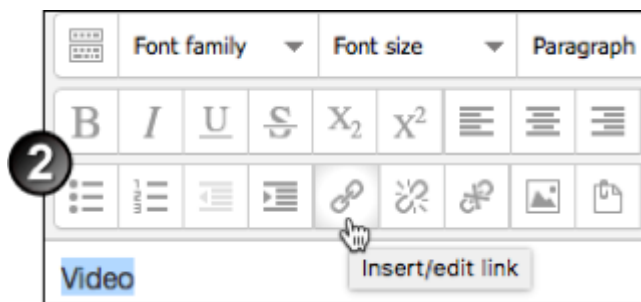
Including video elements in your course can bring life and movement to an otherwise static page, and increase student engagement. Videos can be lectures, interviews with experts, demonstrations, animated explanations of concepts etc.

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.



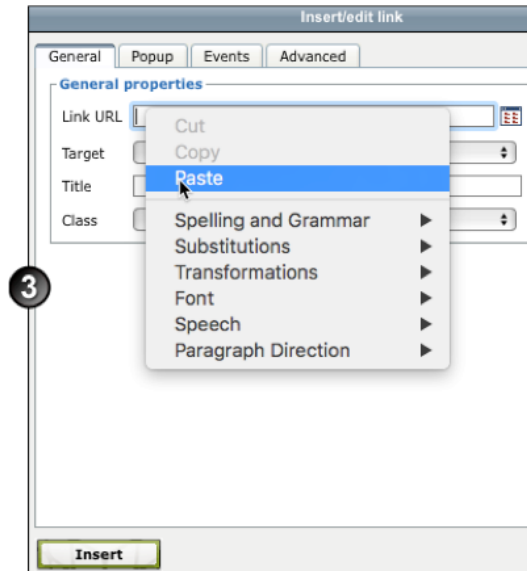
1. Locate the relevant video on the YouTube website, and copy its URL.



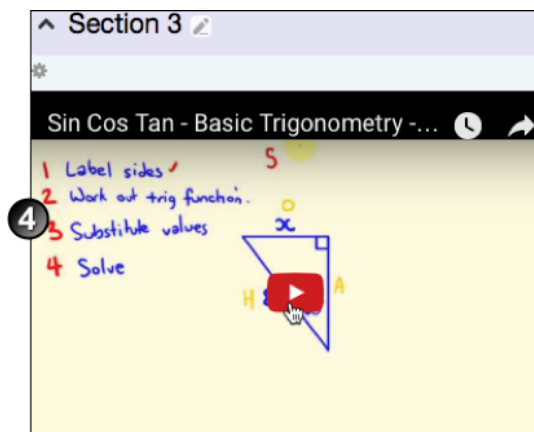
2. In the text editor of the page where you want to embed the video, highlight the link text and click the link icon.

Insights

Embed a Video



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.

Insights

Embed a Video

Embed a YouTube video (flexible method)

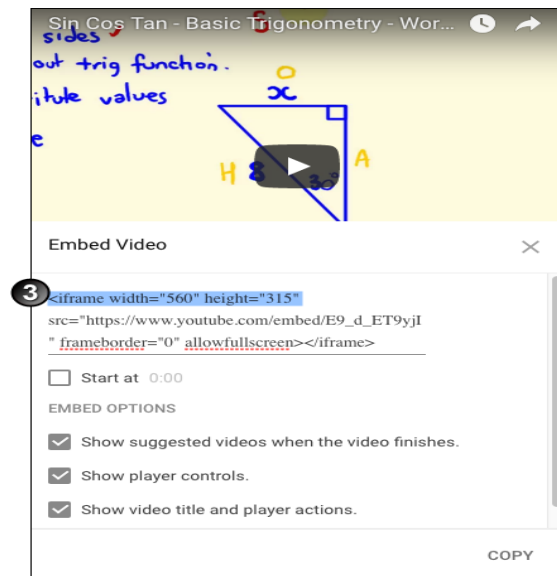
Teachers or students can use the following method:



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.

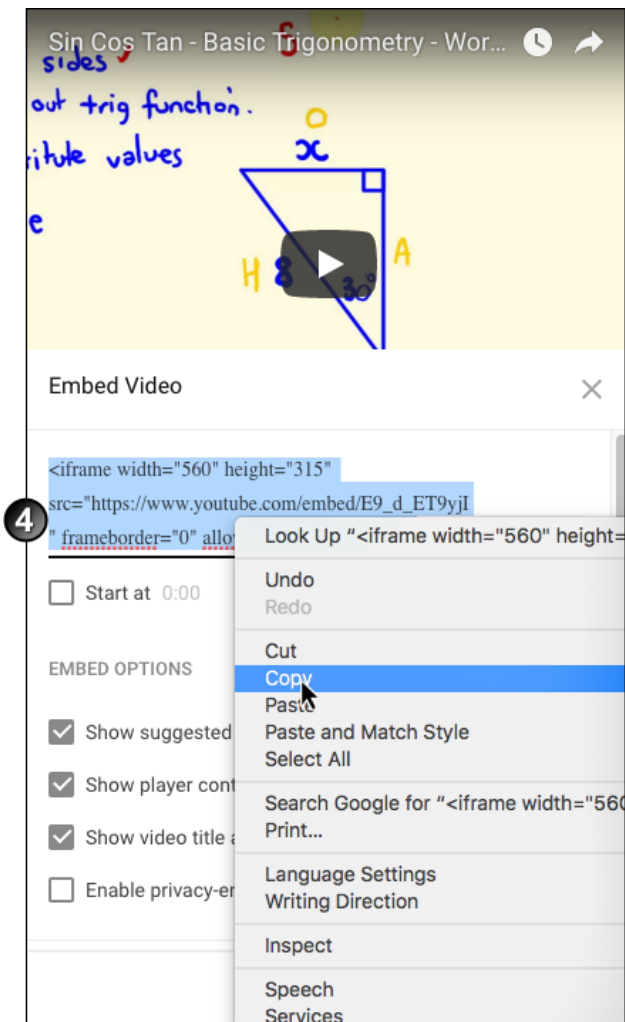


3. If the standard embed size of 560 x 315 pixels is suitable for your course purposes then go to step 4 below. Otherwise, you can change the video size by entering your preferred width and height in the code as shown below. You can also change several settings such as the starting time under **Embed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

Insights

Embed a Video

4. Select all the code in the Embed Video box and **Copy** it.

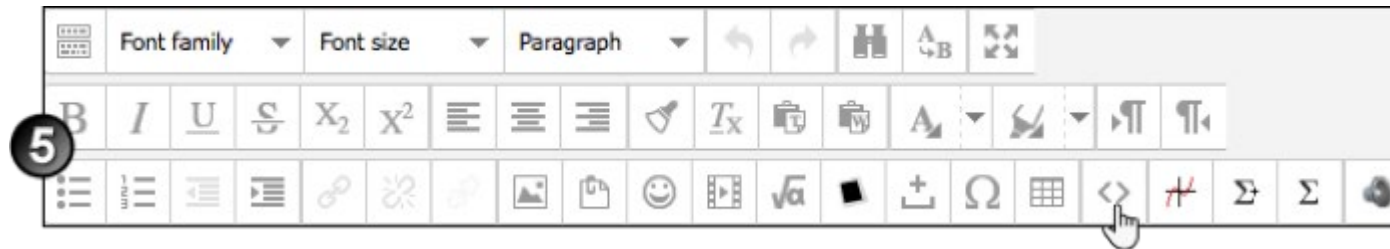


The screenshot shows the Moodle 'Embed Video' dialog box. At the top, there is a video player showing a trigonometry lesson with handwritten notes and a diagram of a right-angled triangle. Below the player is the 'Embed Video' section with a text area containing the embed code: `<iframe width="560" height="315" src="https://www.youtube.com/embed/E9_d_ET9yjl" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture; web-share" />`. A context menu is open over the code, with the 'Copy' option highlighted. The menu also includes options like 'Undo', 'Redo', 'Cut', 'Paste', 'Paste and Match Style', 'Select All', 'Search Google for...', 'Print...', 'Language Settings', 'Writing Direction', 'Inspect', 'Speech', and 'Services'. On the left side of the dialog, there are checkboxes for 'Start at 0:00' and 'EMBED OPTIONS' including 'Show suggested', 'Show player controls', 'Show video title', and 'Enable privacy-enhanced mode'.

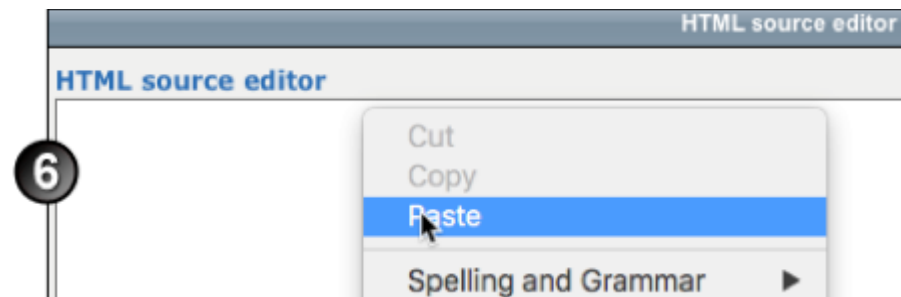
Insights

Embed a Video

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**.

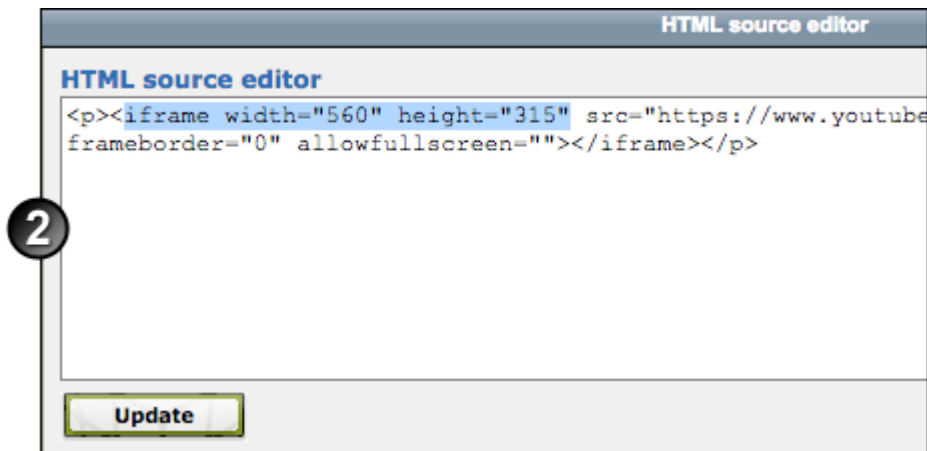
Insights

Embed a Video

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.