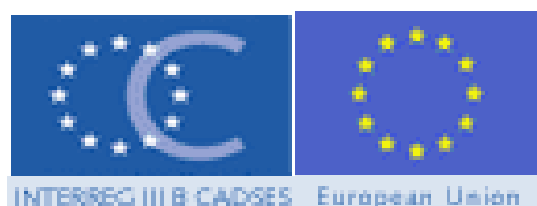


Educate! E-learning Platform



Teacher's Manual



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System Administrator Contact	Agelos Panagiotakis apanag@chemeng.ntua.gr
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1 Introduction

The Educate! E-learning platform gives educators tools to create a module website and provide access control so only enrolled students can view it. Aside from access control, Content Management Systems offer a wide variety of tools that can make your module very effective. They provide an easy way to upload and share materials, hold online discussions and chats, give quizzes and surveys, gather and review assignments, and record grades. Some of the features explored in the manual are:

Uploading and sharing materials: The platform allows for the uploading of a variety of multimedia content and supports all the popular plug-ins for Flash Player, MP3, AVI, MOV, etc.

Forums and chats: Online forums and chats provide a means of communication outside of classroom meetings. Forums give your students more time to generate their responses and can lead to more thoughtful discussions. Chats, on the other hand, give you a way to quickly and easily communicate with remote students.

Quizzes and surveys: Online quizzes and surveys can be graded instantaneously. They are a great tool for giving students rapid feedback on their performance and for gauging student comprehension of materials

Gather and review assignments: Tracking student assignments is an annoying and bulky task. Online assignment submissions are an easy way to track and grade student assignments. Also, research indicates that using an online environment for anonymous student peer review of each other's work increases student motivation and performance

Recording grades: An online grade book can give your students up-to-date information about their performance in your module. Online grades can also help you comply with new privacy rules that prohibit posting grades with personal identifiers in public places. CMS grade books allow students to see only their own grades, never another student's. You can also download the grades into Excel for advanced calculations.

This manual aims to give teachers practical instructions about using the Educate! E-learning platform in education. Thus the manual will contain information on using the platform to create and organize learning content as well as on how to use it in your teaching effort. To that end the manual contains two main parts:

- Module Building (on how to install various modules and adapt their settings)
- Module Teaching (on how to use selected modules in your teaching, for instance, how to grade submitted work).

It is, however, impossible to go into every detail, or else this would become a very long manual indeed. Where possible references will be made to outside sources for further reading, while we stick to the main events in this manual.

This Platform is based on Moodle, a free and well known open source course management system (see <http://moodle.org/>) with minor changes to the original code to reflect the special needs of the educate! Project.

This manual assumes that you already have a **Platform Account** and are familiar with using an Internet enabled computer system. Furthermore, it is taken for granted that you have been given a **blank module** to which you have **Teacher's access** (If you still require a module environment, request one).

1.1 Prerequisites

- Access to an IBM compatible system.
- Internet access either via modem and phone line or a direct network connection (highly recommended high speed access).
- Internet service provider for home access and/or access from work (must have prior to start of the module) .
- An e-mail account for sending and receiving electronic mail via the Internet.
- A modern browser such as Internet Explorer 6, Netscape 7, or Firefox.
- Instructor accesses to a module on educate, or administrator access to the server

1.2 Technical Requirements

Since Educate! Modules are entirely online; participants are expected to have at least an elementary knowledge of their microcomputer operating system and basic knowledge of software and tools such as a word processor, e-mail, an Internet browser, and search engines.

1.2.1 Hardware Requirements

Minimum System Setup:

- **Processor:** IBM compatible Pentium II 500 MHz PCs and above
 - **Operating system:** Windows 98 or better (Win 98 may not work with all module software)
 - **Memory:**128 MB RAM (or more)
 - **Hard Disk:** At least 40 MB free disk space
 - **Internet Connection:** Dial-up connections as low at 56kbps will work, but high speed is strongly recommended, but not required
 - **Screen resolution:** 1024 by 768, true colour
 - **Extras:** Sound card and speakers
- Recommended System Setup:
- **Processor:** IBM compatible Pentium 4 1 G Hz PCs and above
 - **Operating system:** Windows XP Operating System
 - **Memory:** 256 MB RAM (or more)
 - **Hard Disk:** At least 40 MB free disk space
 - **Internet connection:** The faster the better.(for sound and video a broadband connection is needed)
 - **Screen resolution:** 1024 by 768, true colour
 - **Extras:** Sound card and speakers

1.2.2 Software Requirements

1.2.2.1 Acceptable Web Browsers

This site supports all major internet browsers such as IE, Firefox, Safari, Opera, etc. You are prompted to use one of the following;



Internet Explorer 5.5 or higher

Available free at: www.microsoft.com/windows/ie/default.msp



Firefox 1.0.2

Available free at: <http://www.mozilla.org/products/firefox/>

1.2.2.2 Content Viewing and Editing

Your module may require special (free) plug-ins to access Streaming Media, PDF files, or other web components. If this is the case, then download and install the following programs:



MS-Office

(specifically MS-Word is recommended)



Open Office 2

Available free at: <http://www.openoffice.org/>



Adobe Acrobat Reader (to view "PDF documents")

Available free at: www.adobe.com/products/acrobat/readstep2.html



Course Genie

(MS Word Plug-in for creating SCORM Packages)

<http://www.wimba.com/products/coursegenie/>

1.2.2.3 Communication tools

E-mail software or a Web browser capable of supporting e-mail activity, including sending/receiving attached files.



Thunderbird Email Client

Available free at:

<http://www.mozilla.com/en-US/thunderbird/>

1.2.2.4 Media players



Windows Media Player 6.2 or higher

Available free at:

www.microsoft.com/downloads/search.aspx?displaylang=en&categoryid=4



Quick Time Player 6, or higher (for video clips)

Available free at: www.apple.com/quicktime/products/qt/



Flash Player (for flash content)

Available free at: <http://adobe.com/go/getflash/>



Macromedia Shockwave Player

Available free at:

<http://www.adobe.com/shockwave/download/download.cgi>



Sun Java

Available free from: www.adobe.com/products/acrobat/readstep2.html



Real Networks Real One Player:

Available free from: www.adobe.com/products/acrobat/readstep2.html

1.2.3 Recommendations

- **Computers do not teach, people teach** (i.e. the computer is merely a tool that you can use in teaching, but the content, the pedagogical approach and the personality have to come from you).
- Compensate for the lack of face to face contact, by being **available on-line**.
- **Respond promptly** to questions and give fast feedback on assignments.
- Do not be afraid to **try out** new things, use the help buttons where available
- If you run into a problem that you cannot solve yourself, contact the person responsible for the website.

2 Basic Functionality

This chapter contains some basic information about the structure of the e-learning web site.

The Educate! Web site is composed of three parts:

- The MSc Information web site : www.water-msc.org
- The Educate! E-learning platform : <http://www.water-msc.org/e-learning/>
- The Educate! Project web site : <http://www.e-educating.org/>

The E-learning platform contains two main parts:

- The user's personal area : <http://www.water-msc.org/e-learning/my/>
- The e-learning modules : <http://www.water-msc.org/e-learning/course/index.php>

2.1 Getting Started

The screenshot shows the main interface of the Educate! website. At the top left is the Educate! logo and the text 'An International MSc in Environmental Management'. At the top right, it says 'You are not logged in. (Login)'. The left sidebar contains a navigation menu with links: Home, Overview, About Us, Foundation, and Links. Below the menu are two sections: 'Upcoming Events' which states 'There are no upcoming events' and 'Universities' which lists four partner institutions with their logos: National Technical University of Athens, University of Belgrade, Technical University of Bucharest, and University of Ljubljana. The main content area has a 'Welcome to Educate! Website' heading, followed by a paragraph explaining the project's funding and purpose. Below this is a 'News and Announcements' section with a blue header and a recent announcement titled 'Visit the Test Module to learn to operate this platform' dated Wednesday, 31 January 2007, 04:39 AM. The announcement text asks visitors to use a test module for demonstration purposes.

Figure 1: The Main Web Site

In the main web site all visitors are able to view a **series of information pages** for the Educate! program. The navigation into these pages takes place using the upper right menu.

You can notice there is also a **“News and Announcements”** section in the main web page with up-to-date information about the Educate! Program. Every new announcement concerning the progress of the program will be placed here. “News and Announcements” are

also being automatically sent to every registered participant through email, to keep them up-to-date, every time a new announcement is placed.

The visitor can also see a small list with upcoming events of the project. These events are calendar based.

2.2 Login

In order to login in to the website you must click the login link placed in the header of the website.



Figure 2: Header with no user logged in

In the following login screen the user must enter the user name and password. User names and Passwords will be distributed by email for each teacher. After pressing the **login** button you will be redirected to your personal area.

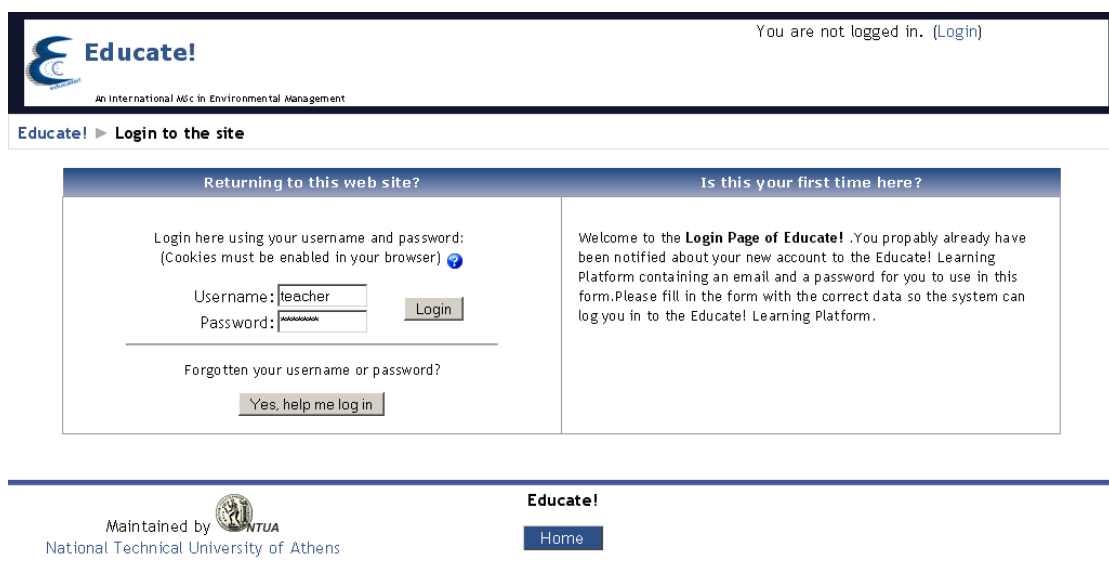


Figure 3: Login Screen

The web browser might ask you about remembering your personal information. If you are using a public computer you better answer no.



Figure 4: Remember Password Screen

If you are having problems logging into the platform then you should check a couple of things.

- Have you typed the Username and Password in correctly, exactly as it was given to you?
- Is the Caps-Lock key on your keyboard ON?
- Remember Username and passwords are case sensitive.
- Has someone with authority issued you a Username and Password?
- Are cookies turned on in your browser?

If you are still having problems you may be able to follow the “**Help me login**” link in the log on block of the ‘send me details via email’ button if you are at the login page. Please enter **either** your Username or your registered email address in the appropriate box. There is no need to enter both.

Figure 5: Forgotten Password

Notice that after a successful login the header is changing to something similar to the following screen;



Figure 6: Header after login

Notice the logout link that securely logs you out of the platform and the link in your complete name. This link redirects you to your personal profile area.

Before we continue to describe the personal profile area, here is some basic information about users as considered in the platform.

The Platform has five levels of access.

- The **Administrator**, who has access to all modules and determines the look of the entire site. The administrator can also put messages of general interest on the platform login page. All platform users receive these messages in their e-mail. The administrator creates modules and user IDs.
- The **Creator** is a kind of super teacher who has the right to create modules.
- The **Teacher** has full control within his/her module(s) for module building, management and for teaching, but cannot create student IDs.
- The **Students** can use the platform for learning purposes only, most of the options open to teachers remain hidden to them. Teachers can do anything within a module, including changing the activities and grading students.

Guests have minimal privileges and usually can not enter text anywhere.

The **Teacher's access** level includes:

- Controlling the module settings, including the enrolment key
- Adding and removing tools or activities in the module
- Enrolling or removing students
- Controlling the grading scales for the different activities
- Supervising and evaluating student activities and coaching the students.
- Posting group and module events in the calendar.

2.3 Logout

Whenever you are finished with your platform session and you are in a publicly used computer be sure to log out of the platform by pressing the logout link on the site header.



Figure 7: Log out Link on Header

There is also a log out link in the page footer



Figure 8: Log out link on page footer

Do not forget to press yes in the following screen:

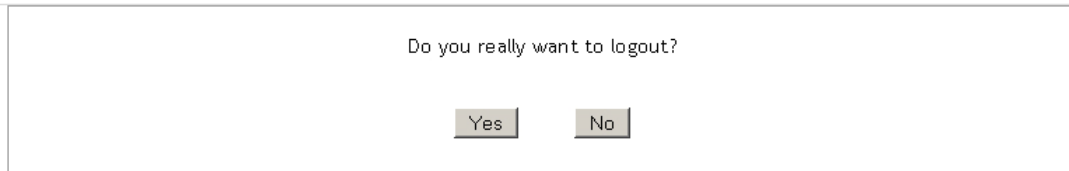


Figure 9: Log out Confirmation

2.4 User's Platform profile

The user profile page gathers together all the known information about a particular user.

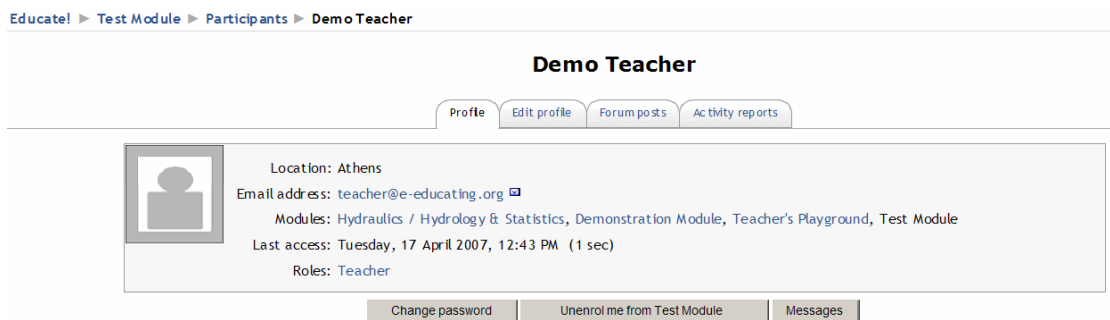


Figure 10: User's Platform Profile

If you are a teacher, or looking at your own profile, then you will see some extra tabs allowing you to edit the profile settings, or providing detailed report and logs about the activity of that user.

You may also see a link for each module you or the user belongs to. This depends on your privileges. If you are viewing your profile or are an administrator clicking on these links keeps you on the user's profile but alters the breadcrumb menu so you can quickly jump to that module.

There may be buttons at the bottom of the view profile page depending on whose profile you are viewing and what permissions have been set.

Change password

This takes you to a form for changing your password.

Messages

This opens the Messaging pop-up. It only shows when viewing your profile.

Send message

This takes you to the Messaging pop-up and opens a messaging session with the user whose profile you were using. It only shows when viewing someone else's profile and if messaging is switched on by the administrator.

2.4.1 Editing your User Profile

Teachers and Students are usually asked to edit their profile in the first login. It is also possible for the administrator to edit users' profiles. Go to your personal profile click on the edit link/tab. This brings you to their profile page, which has tabs for Edit Profile, Forum Posts, and activity reports.

Educate! ▶ Test Module ▶ Participants ▶ Demo Teacher ▶ Edit profile

Demo Teacher

Profile | **Edit profile** | Forum posts | Activity reports

First name:
 Surname:
 Email address:
 Email display:
 Email activated:
 Email format:
 Email charset:
 Email digest type:
 Forum auto-subscribe:
 Forum tracking:
 When editing text:
 AJAX and Javascript:
 City/ town:
 Country:
 Timezone:
 Preferred language:

Description: © ® « » '"/>

Path:

The following items are optional:

Current picture:

New picture:
Max size: 20MB

Web page:

ICQ number:

Skype ID:

AIM ID:

Yahoo ID:

MSN ID:

ID number: (for the Teacher only)

Phone 1: (for the Teacher only)

Phone 2: (for the Teacher only)

Address: (for the Teacher only)

Figure 11: Editing your Profile

First name, surname

The first two fields are quite self-explanatory. The first and last names should be those that the student is to be known by in the module. They will identify the student everywhere in the module.

Email address

The email address should be the address at which the student receives acknowledgments and messages from the system, and is also the address that is displayed to the instructor and other users of the platform, assuming that they have set the “Email display” option to allow other participants in the module to see their address, so it should be a mail address that they check regularly. Other email display options are to hide your mail address from all users (it will still be visible to administrators and instructors), or to make it available to everyone who visits the module, not just those that are enrolled.

Email display

This controls the visibility of the address to others, allowing you to show or hide your email in the module. There are three options: you can set it so that all users (including guests) could see your email, or so that only other enrolees in the module can see the email address, or so that no one could see your email address at all.

Email activated

One can either enable or disable emails being sent to an address. Note that if this is disabled, students will not receive any mail whatsoever from the site.

Email format

There are two “Pretty HTML format” (which means that the messages will be formatted with different fonts and colours to make them easier to read) and “Plain text format” (plain text with no fancy formatting or colours).

Email digest type

This setting determines how one receives any posts from forums to which one is subscribed. There are three possible choices: No digest (one receives individual emails), complete (a single digest daily) or subjects (a single digest daily with only the post topics included) .

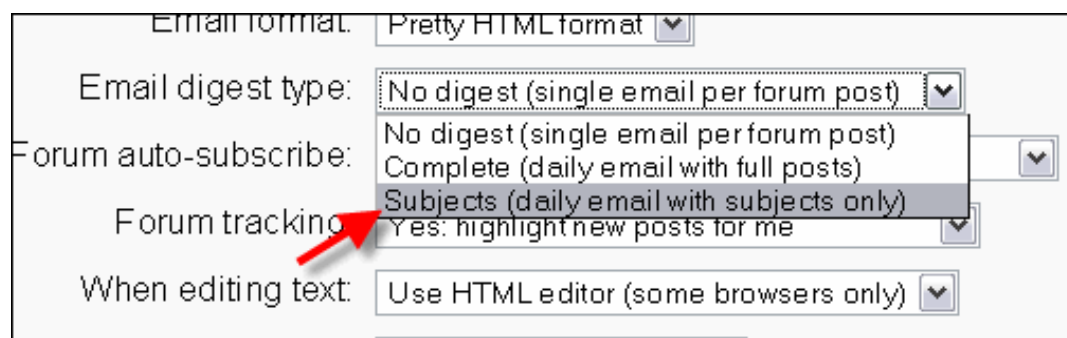


Figure 12: Email Digest Options

Users may choose how they receive email from forums.

Forum auto-subscribe

This setting lets one decide if one wants email copies of posts that are added to forums. If you set this to subscribe, the system will automatically email one copies of new posts in forums that one posts in, unless they manually override it when posting.

Forum tracking

Enabling forum tracking means highlighting the posts you have not read yet, which should improve your forum navigation.

When editing text

This can usually be left on "Use HTML editor (some browsers only)". This allows for text formatting options, but requires newer browsers. If you find your browser is not letting you edit text, change this setting to "Use standard web forms".

City/town; country

These fields are used to further identify you by geographical location.

Time zone

This field is used to convert time-related messages on the system (such as assignment deadlines) from the default platform time zone to the correct time in whichever zone you have selected.

Preferred language and theme

The E-learning server can display in several different languages and colour themes, which you can choose from in these two options.

Description

In this field you can enter some text about yourself, be it information about your studies, hobbies, qualifications or anything else that does not break the acceptable use policy of this site. This text will be visible to anyone that views your profile.

Optional items

Current picture

This shows the picture (if available) associated with a profile.

New picture

This has a Browse button and field to allow you to upload a new picture for the profile. User pictures (also known as Avatars) are 100px by 100px for the larger view and 35px by 35px for the smaller view. Both of these small images are created by the platform in the upload process, which also reduces the file size to around 4K. Pictures are stored in the Users sub-folder of the platform's data folder. The two images are called f1.jpg and f2.jpg.

All uploaded user pictures can be viewed via the URL <platform url>/userpix/

2.5 User's Personal Area

After a successful login the user is redirected to the user's Personal Area. The Personal Area is a customizable "dashboard" page that contains filtered information for a particular user.

This includes information about registered modules, unread posts/messages, new assignments, upcoming quizzes etc. that the user should notice.

The screenshot displays the user's personal area in the Educate! platform. At the top, the user is logged in as 'Demo Student'. The main content area is titled 'Synopsis of my modules' and lists several modules: 'Hydraulics / Hydrology & Statistics', 'Groundwater', 'Teacher's Playground', 'Educate! Community', 'Features Test Module', 'Demonstration Module (Groundwater)', and 'Training Module 1'. Each module has associated assignment information, such as due dates and submission status. The left sidebar contains sections for 'My personal Area', 'Messages', 'Online Users', and 'My modules'. The right sidebar contains a 'Calendar' for April 2007 and 'Latest News'.

Figure 13: User's Personal Area

In the centre of the page are modules the student is allowed to access. The blocks on both sides can be customized (by pressing the **edit this page** button):

- The user can (if the administrator allows it) add their own blocks
- The administrator can specify Sticky blocks (always visible blocks).

2.5.1 Personal area sticky blocks

The default sticky blocks displayed in the personal area are the following;

- My Modules
- On Line Users
- Messages
- Calendar
- Latest News

2.5.2 Latest News Block



Figure 14: Latest News Block

Recent posts made in the site's "News and Announcements" section will display as a listed item in the Latest News block, along with a link to older archived news. The Latest News block will default to display 3 news items. It also contains an RSS button (**RSS**) which gives RSS syndication for anyone wanting to use it.

The News forum block within your module provides a way in which you can post module news you want participants to receive. Any posting made in this forum will display as a listed item in the Latest News block. To add a new topic to the News forum, click "Add a new topic." This will take you to a New Discussion Topic page where you can describe and add your topic (see forum activity).

2.5.3 My Modules Block



Figure 15: My Modules Block

The **Modules block** lists and allows navigation between all of the modules in which the logged in user is a participant (as tutor and/or student). The block title shows as “My Modules” and allows one-click access to a module’s home page.

There is also the option to list *All modules...* available within the platforms site. This will display a list of module types and a click on one of the types will reveal all the modules in that category. There is also a search all modules option on this page.

When a student enters an unassigned module using the module block, they will be asked to enroll, and to enter an enrolment key, if the teacher requires it.

Thematic Areas

The screenshot displays a list of thematic areas with the following structure:

- Thematic Area 1: Scientific Background**
 - Hydraulics / Hydrology & Statistics
 - Ecology, Chemistry and Microbiology
- Thematic Area 2: Urban Water Management**
 - Water Supply
 - Waste Water
 - Storm Water
- Thematic Area 3: Catchment Management**
 - Surface Water & Flooding & Stochastic Processes
 - Groundwater
 - Integrated Water Resources
- Thematic Area 4: Environmental Management**
 - Policy and Legislation
 - Environmental Assessment

Each sub-topic is accompanied by a yellow 'B' icon and a blue circular icon with a white '1'.

Figure 16: Thematic Areas screen

2.5.4 Online Users Block

The screenshot shows a block titled "Online Users" with a refresh icon in the top right corner. Below the title, it indicates "(last 5 minutes)". A single user is listed: "Official Administrator" with a small green square icon to the left and a blue envelope icon to the right.

Figure 17: On line users' block

The **Online Users** block shows a list of users who have been logged into the current module. The list is updated on a regular basis (the default is every 5 minutes).

- Note that even though a user may have been logged into a module within the last 5 minutes, it does not necessarily mean that this user is still online.
- Bold type indicates a teacher
- If you hold the cursor over somebody's name, you will see how long ago that person was last "seen" in the module
- If you click on the envelope icon next to somebody's name, you will be able to send a private message to that person (using platform's messaging system)

2.5.5 Messages Block

Messaging is non-module specific i.e. users may send messages to each other regardless of whether they are enrolled on the same module. Your profile page also contains a "Messages" button for opening the Messages window. Alternatively, to encourage the use of messaging in the platform, we added along with the Messages block an Online Users block to your module page.

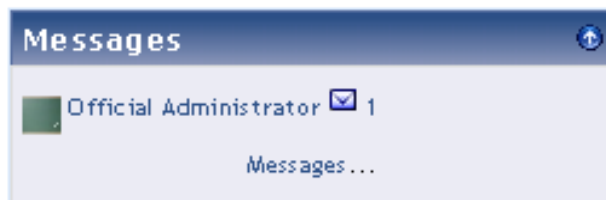


Figure 18: My Messages Side Block

For more information on sending messages see paragraph § 4.1.

2.5.6 Calendar block

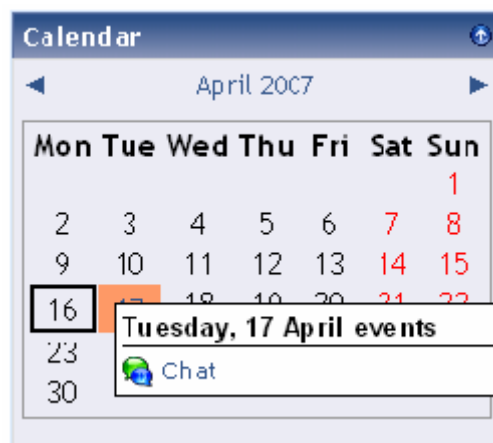


Figure 19: Calendar Block

The Calendar displays the following events:

- **Site** (event viewable in all modules - created by admin users)

- **Module** (event viewable only to module members - created by teachers)
- **Groups** (event viewable only by members of a group - created by teachers)
- **User** (personal event a student user can create - viewable only by the user)

Events are added to the calendar, and can be aimed at individual users, your defined groups, or your modules. Adding closing dates to assignments, forums, quizzes, etc. will cause them to show up in the calendar block. You can view previous or future months on Calendar by clicking the left/right arrows next to the current month's name. The current date is outlined. You can hide or show various categories of events by clicking on the colour key below the calendar. This can make the calendar easier to read (especially if there are many events on the calendar). For example, if you wanted to hide Group event dates (events assigned to learner Groups you create) , click "Group events" on the bottom of the Calendar. This would hide all group events, and the colour code would disappear from the link on the calendar. To show the events again, click the Group Events link again.

Both the daily detail screen and the monthly detail screen have the Preferences button in the upper right. The last two settings ('Maximum upcoming events' and 'Upcoming events look-ahead') affect how the Upcoming Events block displays information. You may change any of these settings to suit your class needs. When you have finished any changes, click Save changes.

Both the daily and monthly detail screens have the New Event button. This allows you to manually add events for your classes (remember that the system will automatically add due dates for assignments, quizzes, etc. when you create those activities).

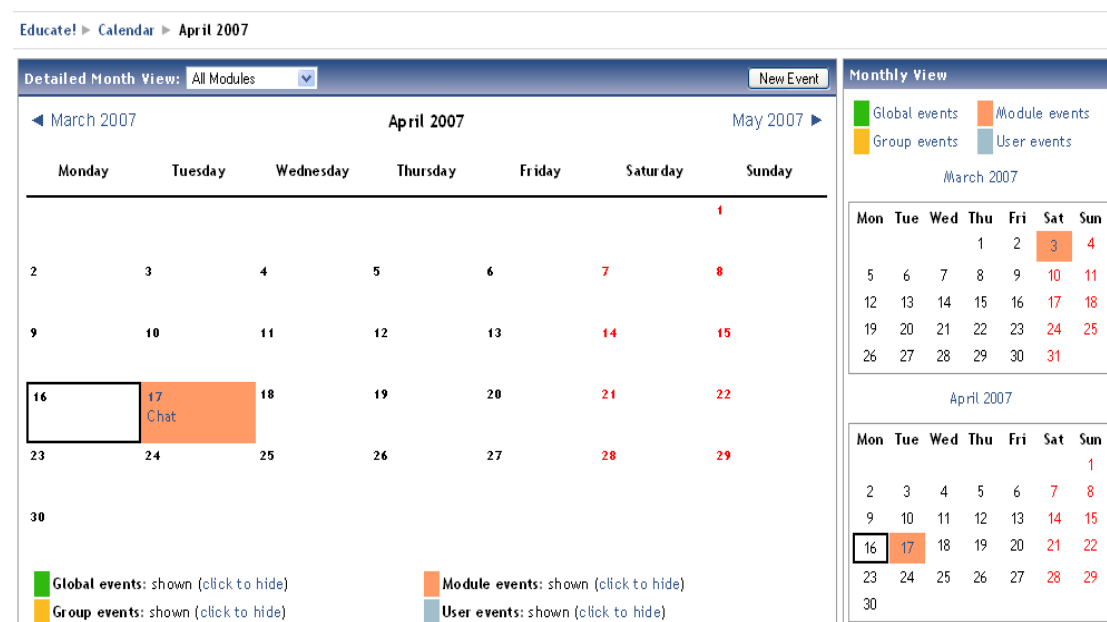


Figure 20: The expanded month view

2.5.6.1 Adding/editing a calendar event

To add a Calendar Event:

➤ **Step 1**

Click the month of your event on the calendar. You will be taken to the Calendar page.

➤ **Step 2**

In the calendar view, click the “New Event” button. You will be taken to the New Events page.

➤ **Step 3**

From the New Events page select from the following and click “OK.” You will be taken to the New Event Properties Page.

- **Group Event:** This event is for a select group within the module only.
- **Module Event:** This event is for learners within the module only.

➤ **Step 4**

Give your event a name, description, date, and duration. Click “Save Changes.” Your event will be displayed with a colour code within the Calendar block.

Educate! ► Calendar ► New Event

The screenshot shows the 'New Event (User event)' form. It has a blue header bar with the title 'New Event (User event)'. Below the header, there are several sections:

- Name:** A text input field with a yellow background.
- Description:** A rich text editor with a toolbar containing various icons for text formatting (bold, italic, underline, strikethrough, subscript, superscript), alignment, bulleted and numbered lists, indentation, link, unlink, image, table, smiley, and other functions. The text area is currently empty.
- Path:** A text input field.
- Date:** A date picker showing '16', 'April', and '2007', followed by a 'Time' field with '00' and '00'.
- Duration:** Three radio button options:
 - Without duration
 - Until 16 April 2007 Time 00 00
 - Duration in minutes [input field]
- Repeats:** Two radio button options:
 - No repeats
 - Repeat weekly, creating altogether [input field] events

At the bottom center of the form is a 'Save changes' button.

Figure 21: Adding a new calendar event

2.6 Module Area

To enter the module you just have to click on a module name link in the “my modules” block or on a module name link in the main part (“Modules Synopsis”) of the personal area.

Figure 22: Module Student View

If you are a teacher in a module you can see a change in the page header, two new options appear;

- “Switch role to” drop down box.

This drop down allows you to preview your module like any other available user type will. The most use is to select the “Student” option to see how the module looks to a student.

- “Turn Editing On” button

This is a very important button and we will discuss a lot about it later on.

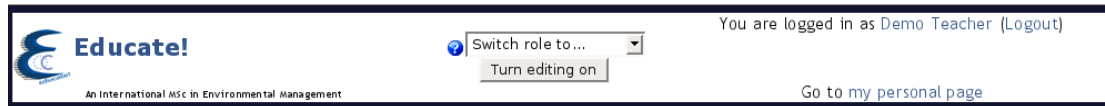


Figure 23: The Module area header for a teacher

2.6.1 A First Look at Module Area

Below the header is a bar that fills with the hyperlinked names of pages as you navigate from one page to another. Also known as “breadcrumbs,” these links track where you are in the module and allow you to easily find your way back to where you started or to return to a page. Frequently, the best way to return to the module main page is to click on the module ID in the breadcrumb trail. For example, you would click on “Test Module” to go back to the module main page from another page in the module.

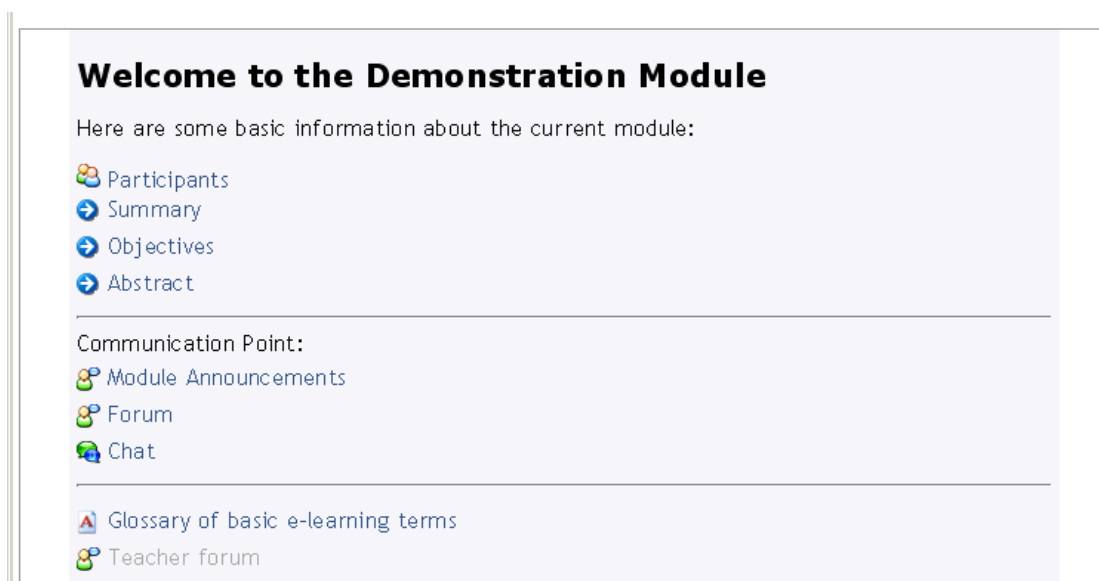


Figure 24: Proposed Format for Module Main Area

Below the navigation bar are two or three columns, depending on whether there are blocks in each side. The far- left and far-right columns contain tool blocks, while the centre block contains your module content and activities.

In the main column, also called Module Outline area are listed the main activities and resources for the module.






Proposed Module Outline

Participants

Participants are the teachers and students who are part of a module. From here, you and your students can view the individual profiles of other participants in the module, check who is a member of a workgroup, contact them or send them messages.

Module Description

Aims

-  **Intended learning outcomes**
-  **Teaching methods**
-  **Syllabus**
-  **Reading list**
-  Etc.

Communication Point:

 **Module News and Announcements**


This is a place where the news and announcements are placed by the module's teacher. The students can only see these announcements. Participants will receive copies of each new posting in their email.

 **Forum**

In this area all users (teachers and students) can have discussions on any module topic. This activity can be the most important – it is here that most discussion takes place. Forums may be structured in different ways, and can include peer rating of each posting. Generally, forum postings may be edited up to 30 minutes after posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to.

 **Chat**

The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat tool contains a number of features for managing and reviewing chat discussions.

 **Glossary of module terms**

This activity allows participants to view a list of definitions, like a dictionary. The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same module. If glossary autolinking is enabled by an administrator then it is possible to automatically create links to these entries from throughout the module.

 **Teacher forum**

It is a private forum only available to teachers of that module. For example, it can be used to discuss the module content, the direction the module could take or even to attach files to that can be shared only among the module teachers.

Entries are made like any other forum.

1 Here is a proposed lecture format for the MSc Modules:

Lecture 1: General Lecture Format

Please read the following units:

- 1st Lecture Notes - in moodle SCORM Version 2004 file format
- 1st Lecture - Notes in MS Word file format
- 1st Lecture - Notes in Adobe PDF file format

Please complete the following units:

- 1st Lecture Assignment
- 1st Lecture Questions

Jump to...

Figure 25: Proposed Lesson Format

2.6.2 Basic navigation

There are many options for moving around the platform; here we will discuss these options so that you can recognize where you are and easily transit to the page you want.

2.6.2.1 “Breadcrumbs”

This is a menu positioned below the module header which shows your position in the module. The notes below the following breadcrumbs example will make this clearer.

Home > Postgraduate Course in Water Resources and Environmental Management > General news and announcements

Discussion	Started by	Replies	Last post
Welcome	George Karavokiros	0	George Karavokiros Tue, 24 Apr 2007, 04:24 PM

Maintained by National Technical University of Athens

You are logged in as Demo Student (Logout)

Supported by the INTERREG III B CADSES Programme

Figure 26: Breadcrumbs Example

Home (Educate!): Clicking on this would take you to the screen which displays all of the Modules on the site.

Shortened Module Name (Demo Module): This is the shortened name for this module, clicking on this would take you the module main page.

Activity/resource Category/Type (Forums): Clicking on this would display a list of all of the forums in this module. This would change the category name of some items in a module ex. Chats, Assignments, Resources, etc. This is helpful if you want to see all the resources of the same type in a specific module.

Activity Name (Forum): This indicates the activity currently being viewed.

The above is only one example of how the breadcrumbs menu may appear. Keep any eye on this as you navigate around the module, you will notice that it changes to reflect your current position.

2.6.2.2 Footer

Another method for navigating can be found at the foot of each screen or activity. This takes the form of a text link which will take you to either the homepage of the site (where all the modules and general news and announcements are listed) or the main screen of your module. The link will either display the word used to describe the homepage of the site or the shortened name of the module (in this case “Demo Module”).

2.6.2.3 Jump Links

Text links are used extensively in modules and are used for a number of purposes in addition to navigation e.g. display information, turn options on or off. While in a module activity you can move to another activity or resource in the module by means of the of a jump menu. The “Next / Previous” buttons will take you back and forth between the activities and resources in the order in which they appear in the module topics, while clicking the drop down list will allow you to select from the complete list, in topic order, and navigate directly to your selection.



Figure 27: Jump to module Unit



The “Next / Previous” buttons (below) will take you back and forth between the activities and resources in the order in which they appear in the module topics, whilst clicking the drop down list will allow you to select from the complete list, in topic order, and navigate directly to your selection.

Note that if you use the jump menu or click on the “Home” or shortened module name links to navigate to another area of the module your input may not be saved. To avoid this always ensure that you complete what you are doing within the activity first e.g. post to a forum, save changes.

2.6.2.4 Links

Throughout the website and module you will encounter text which changes color and becomes underlined when you move your on screen cursor over it. These are text links which, when clicked, will take you whatever is described in the link text.

2.6.2.5 Browser Navigation Buttons

Finally, it is possible to navigate between pages by using the navigation buttons on your web browser. This is not recommended, you will obtain more consistent results by using the navigation options within the website and module pages. The main module page is divided into a number of specific areas which you will encounter often (although not necessarily always as mentioned above). An overview of these is given in the following sections.



2.6.3 Personal Area

The link inside the header area and below the “jump to...” menu labeled as “Go to my personal area” is the easier way to go back to your personal area, and see short information about registered modules, unread posts/messages, new assignments, upcoming quizzes etc and transit between modules.

2.6.4 Main Section

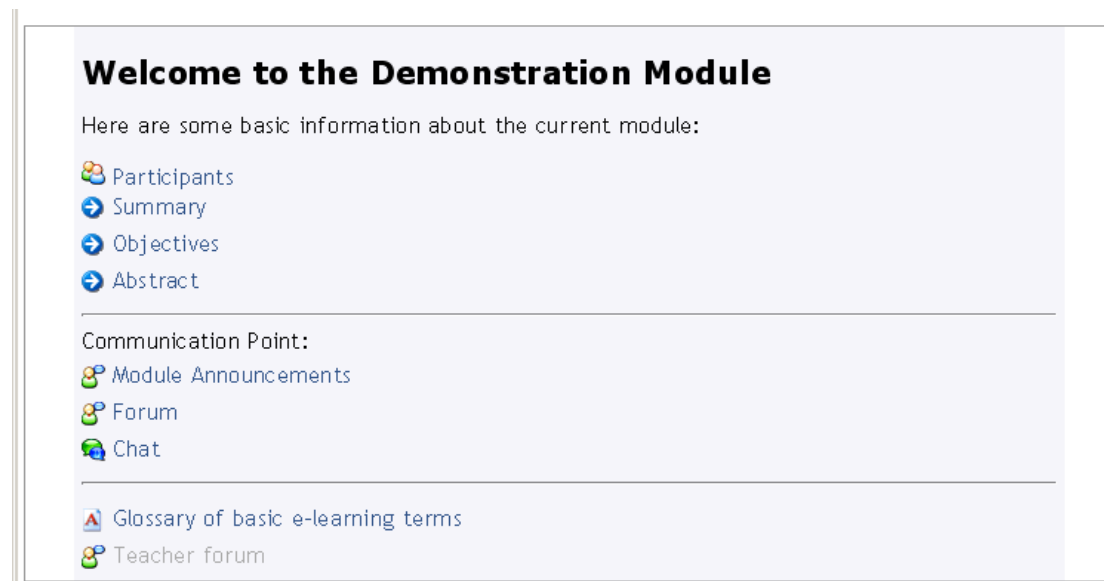


Figure 28: Generic Format of the Module Main Area

Below the navigation bar are two or three columns, depending on whether there are blocks in each side. The far- left and far-right columns contain tool and information blocks, while the central block contains your module content and activities.

In the main column, also called “Module Outline area” are listed the main activities and resources for the module.








Module Outline

 **Participants** *(optional)*

Participants are the teachers and students who are part of a module. From here, you and your students can view the individual profiles of other participants in the module, check who is a member of a workgroup, contact them or send them messages.

Resources *(optional)*

These are some examples of web pages that contain useful information about the module. Please visit these pages first in order to understand how the module will progress.

-  Module Description
-  Aims
-  Intended learning outcomes
-  Teaching methods
-  Syllabus
-  Reading list
-  Etc.

Communication Point:

Module News and Announcements *(required)*

This is a place where the module news and announcements are placed by the module's teacher. The students can only see these announcements. Participants will receive copies of each new posting in their email.

Forum *(required)*

In this area all users (teachers and students) can have discussions on any module topic. This activity can be the most important – it is here that most discussion takes place. Forums may be structured in different ways, and can include peer rating of each posting. Generally, forum postings may be edited up to 30 minutes after posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to.

Chat *(optional)*

The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat tool will not always contain reviewing chat discussions.

Glossary of module terms *(optional)*

This activity allows participants to view a list of definitions, like a dictionary. The entries can be searched or browsed in many different formats. It is also possible to see links throughout the module activities and content to these entries.

2.6.5 Lessons

Lessons reside in the centre of the module main page and below the module outline. It is in the lessons that your teacher will place the reading material and activities, which make up the online elements of your module. The column of lessons may vary in appearance depending on how your teacher has designed the module. Lessons may be identified by a number, a number and date range or simply by a descriptive name.

It is possible to focus on one lesson only and to access the other lessons by selecting from a drop down list. This can make navigation more convenient where there are many topics in a module. To achieve this click on the two squares at the right edge of the lesson area you want displayed, see below.



Show all lessons Button



“Show only this lesson” Button

1 Here is a proposed lecture format for the MSc Modules:

Lecture 1: General Lecture Format

Please read the following units:

- 1st Lecture Notes - in moodle SCORM Version 2004 file format
- 1st Lecture - Notes in MS Word file format
- 1st Lecture - Notes in Adobe PDF file format

Please complete the following units:

- 1st Lecture Assignment
- 1st Lecture Questions

Jump to...

Figure 29: A typical Lesson (show only this lesson mode)

1 Here is a proposed lesson format for the MSc Modules:

Lesson 1: General Lesson Format

Please read the following units:

- 1st Lesson Notes - in moodle SCORM Version 2004 file format
- 1st Lesson Notes in MS Word file format
- 1st Lesson Notes in Adobe PDF file format

Please complete the following units:

- 1st Lesson Assignment
- 1st Lesson Questions
- a new quiz
- my web link

2 **Lesson 2 : Resources About Moodle**

For the 2nd Lesson you can download some resources concerning moodle:

Jump to...

Figure 30: A typical Lesson (show all lessons mode)

When clicked, the “Jump to ...” menu allows you select other topics to view.

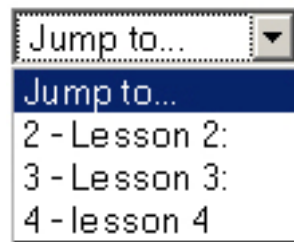


Figure 31“Jump to ...” Lesson Menu

We will see in detail the reading material (chapter 3) and activities (chapter 4) that can appear inside lessons later on.

2.6.6 Module Blocks

Certain tools on the platform front page as well as the module pages can occur in the form of blocks. These are located in the side bars to the page. The number of blocks available is considerable, but no module will have all of them active. We have already seen some of the main blocks, which are repeated in the module area too;

- Latest news
- Messages
- On Line Users
- Calendar
- My Modules

The following blocks are the most likely to occur in a module:

2.6.6.1 Administration block

The Administration block contains for students a link to their grades page, which lists the grades obtained for different activities and options to edit their profile and their password.



Figure 32: Administration block for students

For teachers the administration block allow teachers to manage student and teacher enrolments and their groups, view the module gradebook, create custom grading scales and access the Teacher forum. The teacher forum is a private forum only available to teachers of that module. It can be used to discuss the module content, the direction the module could take or even to attach files to that can be shared among the module teachers.

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

Another much used feature of the administration block is the Files link. From here you can upload any digital content for inclusion in an activity, resource, module section or for a direct download. These files can be moved, renamed, edited directly on the server (if they are HTML or text) or deleted. You can also create a directory and display the whole contents of that directory to module students using the add resource drop down in any module section. Of course, if your content resides out on the web then you don't need to upload the files at all - you can link directly to them from inside the module using the link to file or website option.

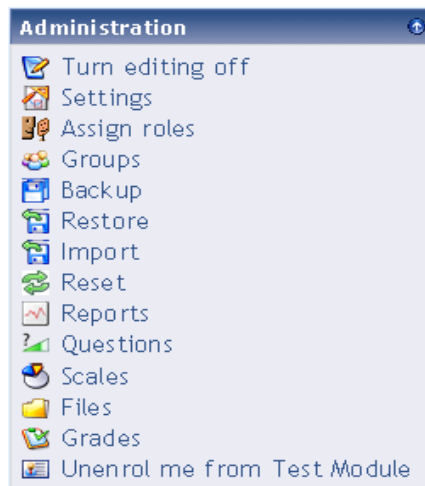


Figure 33: Administration block for teachers

- “**Turn editing on**” allows you to make changes to your class.
- “**Settings**” allows you to change the look of your class (more on this later).
- “**Edit Profile**” allows you to change information about yourself.
- “**Teachers**” lists all the teachers for the module (typically just you, but could be more than that if the class were team-taught).
- “**Students**” lists all of the students in the class. You can manually enroll or unenroll a student from here.
- “**Backup**” allows your class data to be backed up. Generally, you will not have to worry about backup (that should be done by the administrator), but if you do want to back up your files, you click on this button. The system will then walk you through what to back up and where to back up.
- “**Restore**” allows you to restore old class data (that was previously backed up). If you have backup files you wish to restore to the system, click on this button.
- The “**Import Module Data**” link in the Administration block will take you to the following screen:

Moodle » NOCR106.01

Find a course to import data from:

Courses in the same category (Non-Credit) Choose... Use this course

Search courses Search courses

You are logged in as Trainer Trainer (Logout)

Figure 34: Import Module Data

Here, you can choose another module that you want to copy some content from. (This is great for instructors who use some of the same material in multiple modules) Either choose the module from the drop down list, or type in the name of the module and click the search modules button. When you have selected the module you want to copy data from, you should a window similar to this one:

Import course data: NOCR102.01 - Horizon (NOCR102.01)

Include: All/None All/None

- Assignments
- Chats
- Choices
- Forums
- Glossaries
- I lot Potatoes Quizzes
- Journals
- Labels
- Lessons
- Quizzes
- Resources
- SCORMs
- Surveys
- Wikis
- Workshops

Course files: Yes

Continue Cancel

Figure 35: Import Module Elements

Here, you can pick which areas you want copied to your module. When you have made your choices, press the “Continue” button and follow the instructions to complete the process.

- “**Scales**” allows you to define special scales for evaluation. These are made up of word evaluations (i.e., Excellent, Good, Average, etc.).
- “**Grades**” lists the grades of the tests and quizzes of each enrolled student.
- “**Logs**” shows you all of the activity in your class for a set amount of time. This can be useful to check to see if everyone has done a certain task. When you click on the link for “Logs” you should see the following window:

NOCR106.01 - Training test: All participants, Thursday, May 18 2006 (Server's local time)

NOCR106.01 - Training test | All participants | Today, May 18 2006 | All activities | Show these logs

Displaying 10 records

Time	IP Address	Full name	Action	Information
Thu May 18 2006, 12:11 PM	198.28.46.108	Trainer Trainer	course view	NOCR106.01 - Training test
Thu May 18 2006, 12:09 PM	198.28.46.108	Trainer Trainer	course add mod	assignment 79
Thu May 18 2006, 12:09 PM	198.28.46.108	Trainer Trainer	assignment view	Assignment
Thu May 18 2006, 12:09 PM	198.28.46.108	Trainer Trainer	assignment add	Assignment
Thu May 18 2006, 12:08 PM	198.28.46.108	Trainer Trainer	course view	NOCR106.01 - Training test
Thu May 18 2006, 12:08 PM	198.28.46.108	Trainer Trainer	course view	NOCR106.01 - Training test
Thu May 18 2006, 12:08 PM	198.28.46.108	Trainer Trainer	course view	NOCR106.01 - Training test
Thu May 18 2006, 12:08 PM	198.28.46.108	Trainer Trainer	assignment view all	
Thu May 18 2006, 12:08 PM	198.28.46.108	Trainer Trainer	course view	NOCR106.01 - Training test
Thu May 18 2006, 10:38 AM	198.28.46.108	Trainer Trainer	course view	NOCR106.01 - Training test

You are logged in as Trainer Trainer (Logout)

Figure 36: Log Files

Up at the top, you have drop down boxes where you choose

- 1) The name of the module
- 2) The participant
- 3) The date
- 4) The Activities

When you click on the “Show these logs” buttons, it gives you the Time, IP Address, Full Name, Action and Information about the records that meet your criteria.

- “Files” allows you to upload files to your “classroom,” or to view any files that are already there. Students do not have access to these files unless you link them to another part of the site (more on that later).
- “**Help**” brings up the Moodle manual (and it’s pretty good!).
- “**Teacher forum**” is a teacher-only discussion board. It can be used to discuss anything you like, but may be especially useful if face-to-face meetings are difficult (if schedules conflict). It may also be useful for departmental discussions.

2.6.6.2 Upcoming Events block

The upcoming events block calls attention to entries in the module calendar, like upcoming assignment deadlines. This block displays future events in a summarized list - the number of days in advance is determined as a global variable.

Events are generated directly from the calendar and/or activity deadlines, providing a link to full details or directly to the activity. There are also links to Go to calendar... and add a New Event.... If you click on a date, you will go to the day-view calendar for that day. If the title of the event is a link, and you click on it, you will be taken to that event.

2.6.6.3 Search Forums Block

The Search Forum block allows you to search the module forums for a word or phrase. Type the word or phrase you want to find in the text field space.

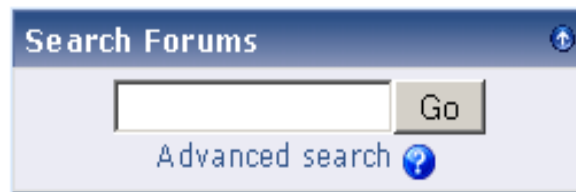


Figure 37: Search Forums Block

For basic searching of one or more words anywhere in the texts, just type them separated by spaces. All words longer than two characters are used. If you want to use advanced search options you can either move to the Advanced Search page (clicking Advanced Search in the Search Forums block) or use

To force exact matching of a word, use the plus sign, and the minus sign if there are particular exact words you don't want included in the search. To search for a particular phrase, use double quotes around it. To search for texts by a particular user, prefix a word from their name with "user:" If you know the user id of a particular user, you can search for them like this. To search for a word within the subject or title of a text only, prefix the word with "subject:"

2.6.6.4 Quickmail



Figure 38: QuickMail Block

QuickMail is a frequently used block that allows users to send messages with attachments to each other's email (if the users' email addresses are correct!).

The image to the right shows how Quickmail will appear when added to a module. The three links are described as follows:

- **Compose:** takes you to Quickmail's email composition page.
- **History:** takes you to a history of all your emails sent by Quickmail in the current module.
- **Settings:** takes you to Quickmail's configuration screen; the same configuration screen as the block's edit button when module editing is turned on. This link only appears for module teachers and administrators.

For more information on the Quickmail block refer to paragraph §4.3.

2.6.6.5 Module Extra blocks

HTML: This block allows you to put whatever you want in it. To do this, click the "Configuration" icon. You will be taken to a Configuring HTML Block page. Add whatever you would like to the page and click "Save Changes."

Quiz Results: This block displays the quiz results of a selected quiz. To select a quiz to display in the block, click on the "Configuration" icon in the Quiz Results block. You will be

taken to the Quiz Results Block page. This will allow you to choose options for displaying your quiz.

Random Glossary Entry: This block will randomly display glossary entries. To select glossary entries to display, click on the “Configuration” icon in the Random Glossary Entry block. This will take you to the Configuring a Random Glossary Entry Block page. This allows you to choose options for displaying random glossary entries.

Recent Activity: This block displays two types of information for a participant. The first type is an abbreviated list of what they have done since their last login (displayed within the block). The second is a more detailed Full Report of Recent Activity which provides the participant with a normal view displaying a list of recent activity by module or an advanced view where report criteria can be set. To view a full report, click on “Full report of recent activity.”

Remote RSS Feed: This block allows the user to view current news from a source outside of the module. To add a remote news feed, click on the “Configuration” icon. This will take you to the Configure a Remote RSS Feed Block page. From here you can configure the block and then click “Save Changes.”

2.6.7 Module Screen Elements

2.6.7.1 Student View

When a student logs into the module, this is the screen that they will see.

The screenshot displays the student view of the Educate! platform. At the top, the user is logged in as 'Demo Student'. The main content area is titled 'Module outline' and contains two lessons. Lesson 1, 'Lecture 1: General Lecture Format', includes links for '1st Lecture Notes' in Moodle SCORM, MS Word, and Adobe PDF formats, and '1st Lecture Assignment', '1st Lecture Questions', 'a new quiz', and 'my web link'. Lesson 2, 'Lesson 2: Resources About Moodle', includes links for 'Teacher Manual' and '"Using Moodle" Book'. The right sidebar features several widgets: 'Administration' with a 'Grades' link; 'Latest News' with a 'Welcome to the Test Module' announcement and an RSS feed; 'Calendar' for April 2007; 'Messages' showing 'No messages waiting'; 'Online Users' listing 'Official Administrator' and 'Demo Student'; and 'My Modules' listing 'Hydraulics / Hydrology & Statistics', 'Groundwater', 'Demonstration Module', 'Teacher's Playground', and 'Features Test Module'.

This is the same as what the teacher will see when they have the “Turn Editing On” function turned off. The only thing that is different is that students will not have a button to “Turn Editing On” as teachers do. The important things to note in student view are:

- The Navigation Bar (Breadcrumbs Trail)
- Side Blocks
- Module Outline Area

2.6.7.2 Teacher View

When a teacher logs into a module, this is the screen that they will see after they “Turn Editing On”. When initially logging on to the module, the teacher will not have turned editing on yet, and will see a screen similar to student view, with the only difference being that students do not have a “Turn Editing On” button. After turning editing on, this is what the teacher will see. The important screen elements to note in teacher view are:

- The Navigation Bar (Breadcrumbs Trail)
- Side Blocks
- Module Outline Area
- Turn Editing On” Button (Seen by module creators only)

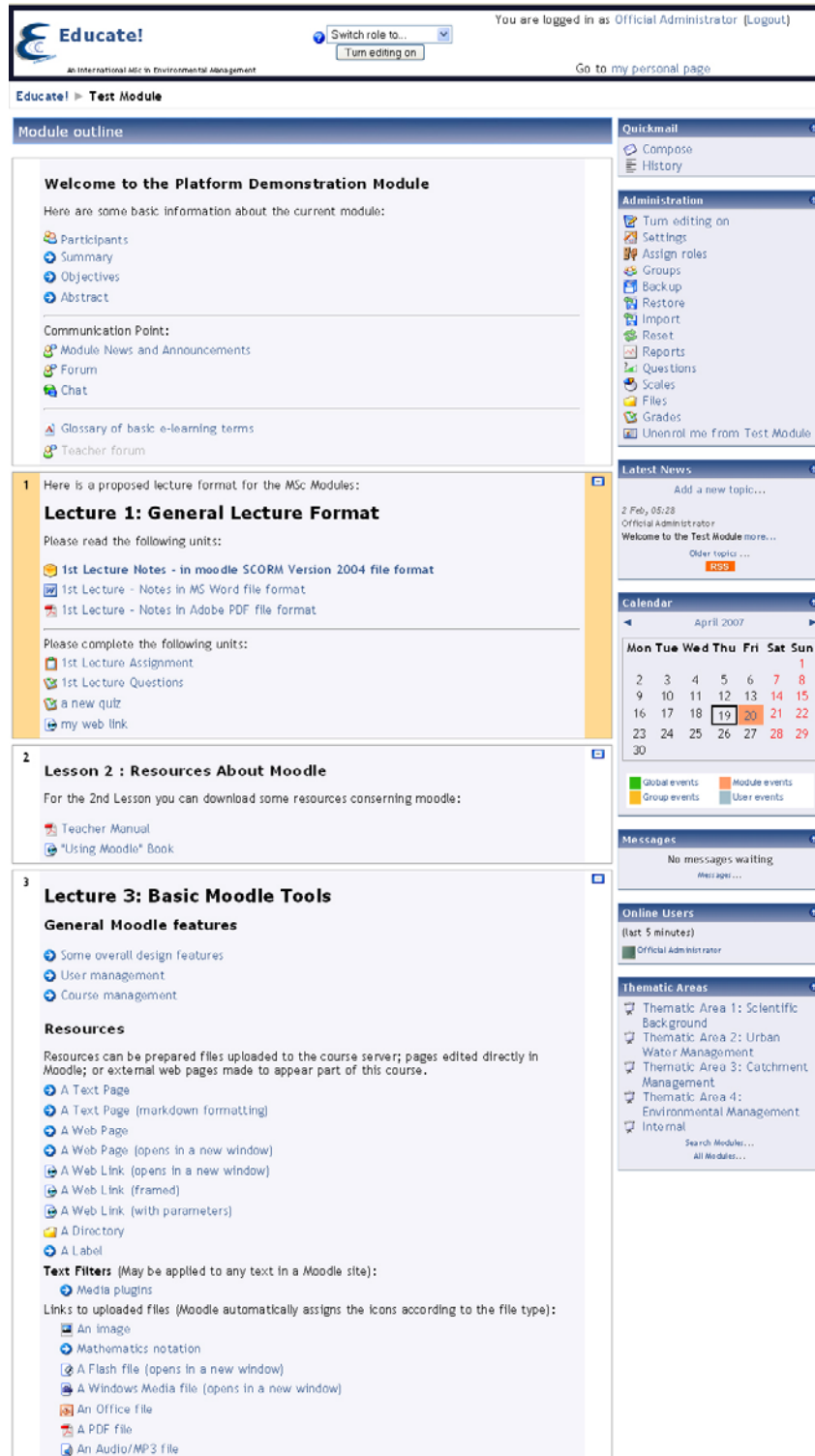

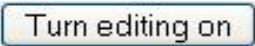



Figure 40: The Module Page (editing off)


2.6.8 “Turn editing on/off” Button

The Turn Edit On or off option can be found as a link in the administration block ( Turn editing on) or as a button ( Turn editing on) at the top right of a module homepage. This option is only available to teachers of the module who also have editing rights or to those users who are assigned site administration rights. Turn editing on allows

teachers to change the appearance and functionality of the module. You can turn editing off again by pressing the button or the administrator block link again.

You will see these icons frequently when editing is on:

 - The edit icon lets you alter/update whatever resource or activity it is next to.


 - The help icon will pop up a relevant help window


We will see more about the side effects of turning editing on a module.

2.6.8.1 Blocks on “Turn editing on”

Existing blocks can be moved up, down or sent to the right or left column of the module. They can also be set to visible or hidden. They can be removed completely by pressing the X icon.


You will see these icons when editing blocks:

 -The block is visible. Clicking the eye will hide the block from students

 - The block is hidden. Clicking the eye will show the block to students


 - clicking this icon will remove the block from the module

 - This icon will move the block upwards

 - This icon will move the block down

 - This icon will move the block to the bottom of the left column

 - This icon will move the block to the bottom of the right icon

Lectures or weeks are the most common types of section formats. The lesson description that appears to student can be edited with the  edit icon.

2.6.8.2 Adding blocks

Teachers in a module may add blocks. Here the drop down list showing only extra blocks:

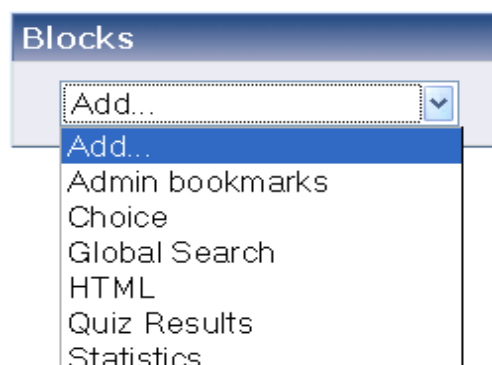





Figure 41: Adding missing or extra blocks

2.6.8.3 Lessons on “Turn editing on”


Lessons can be moved up or down to change the order in which the module is displayed. Lessons can also be hidden from, or made visible to, learners. If the module is lecture based then a lecture can be set as current (or indeed the current status can be removed).


 - The open-eye icon means an item is visible to students. It will close when you click on it

 - The closed-eye icon means an item is hidden from students. It will open when you click on it.

 - The marker icon allows you to make a Lesson current


The following icons are visible when editing is both on and off


 - This icon is used to show only the selected Lesson

 - This icon is used to show all Lessons in a module


2.6.8.4 Activities and Resources on “Turn editing on”

Module resources and activities may be added, removed, indented, moved, updated, deleted, hidden, shown or assigned to groups. The teacher can edit individual activities and resources in a section by clicking on their individual icons.

 - The right icon is used to indent module elements (there is also a left icon)

 - The move icon allows module elements to be placed anywhere

 - The move here icon appears when moving a module element

 - The delete icon will permanently delete something from the module(a confirmation box follows this action as usual)

2.6.9 Module Settings

Module settings control how the things appear to the participants in a module. It is the first page viewed after creating a module. It can be edited through the settings link in the Administration block menu. This page has links to other pages that may describe a setting in more detail.

Category: Administrator or module creator may have set up several module categories. For example “Science”, “Humanities”, “Public Health” etc. Choose the one most applicable for your module. This choice will affect where your module is displayed on the module listing and may make it easier for students to find your module.

Full name: The full name of the module is displayed at the top of the screen and in the module listings. More advanced users can use HTML code to add an image.

Short name: Many institutions have a shorthand way of referring to a module, such as BP102 or COMMS. Even you don't already have such a name for your module, make one up here. It will be used in several places where the long name isn't appropriate. The most common use is in the navigation bar that is at the top of most pages.

ID number: The ID number is an alpha numeric field. It has several potential uses. Generally it is not displayed to students. However, it can be used to match this module against an external system's ID, as your module catalogue ID or can be used in the certificate module as a printed field.

Summary: The summary of the module is displayed in the module listings.

Format: A module may use one of the following formats:

- **Weekly format** - The module is organized week by week, with a clear start date and a finish date. The platform will create a section for each week of your module. You can add content, forums, quizzes, and so on in the section for each week. If you want all your students to work on the same materials at the same time, this would be a good format to choose.
- **Lesson format** - Very similar to the weekly format, except that each “week” is called a lesson. A “lesson” is not restricted to any time limit. When you create a module using the lesson format, you start by choosing the number of lessons you will cover in your module. The platform then creates a section for each lesson. If your module design is concept-oriented, and students will be working through a range of concepts but not necessarily according to a fixed schedule, this is a good choice.
- **Social format** - This format is oriented around one main forum, the Social forum, which appears listed on the main page. It is useful for situations that are more freeform. They may not even be modules. For example, it could be used as a departmental notice board.
- **LAMS Module format** - The Learning Activity Management System is an open source LMS which allows teachers to use a flash based authoring environment for developing learning sequences. LAMS has been integrated with the platform to allow teachers to develop LAMS activities within a module. This module format makes LAMS central to the module, only displaying the LAMS interface. If you are interested in using LAMS, check with your system administrator to see if they have installed and configured LAMS. Very few institutions use LAMS as it duplicates much of the Moodle functionality.
- **SCORM format:** The Sharable Content Reference Model (SCORM) is a content packaging standard. SCORM packages are self-contained bundles of content and javascript activities which can send data to the platform about the students score and current location. The platform can use SCORM packages as a content type (see SCORM/AICC activity), or as a module format. If you have a large SCORM object you

want to use as an entire module, then you can select this module format and students will only be able to interact with the SCORM object, not the rest of the platform tools.

Number of weeks/topics: This setting is only used by the 'weekly' and 'lessons' module formats. In the 'weekly' format, it specifies the number of weeks that the module will run for, starting from the module starting date. In the 'lesson' format, it specifies the number of lessons in the module. Both of these translate to the number of "boxes" down the middle of the module page.

Module start date: This is where you specify the starting time of the module (in your own time zone).

If you are using a 'weekly' module format, this will affect the display of the weeks. The first week will start on the date you set here.

This setting will not affect modules using the 'social' or 'topics' formats.

However, one place this setting will have an effect is the display of logs, which use this date as the earliest possible date you can display.

In general, if your module does have a real starting date then it makes sense to set this date to that, no matter what module formats you are using.

Hidden Lessons: This option allows you to decide how the hidden Lessons in your module are displayed to students. By default, a small area is shown (in collapsed form, usually gray) to indicate where the hidden section is, though they still can not actually see the hidden activities and texts. This is particularly useful in the Weekly format, so that non-class weeks are clear.

If you choose, these can be completely hidden, so that students don't even know lessons of the module are hidden.

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

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

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

Show grades: Many of the activities allow grades to be set. By default, the results of all grades within the module can be seen in the Grades page, available from the module main page.

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

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

Teachers always have access to these reports, using the button or tab visible on each person's profile page. Student access to their own reports is controlled by the teacher via this module setting. For some modules these reports can be a useful tool for a student to reflect

on their involvement and appearance within the online environment, but for some modules this may not be necessary. Another reason for turning it off is that the report can place a bit of load on the server while being generated. For large or long classes it may be more efficient to keep it off.

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

The screenshot shows a settings window with several options. The 'Maximum upload size' option is highlighted in yellow, and its dropdown menu is open, showing a list of file size options: 50MB, 20MB, 10MB, 5MB, 2MB, 1MB, 500KB, 100KB, 50KB, and 10KB. Other settings visible include 'News items to show' (2 news items), 'Show grades' (No), 'Show activity reports' (No), and 'Force language' (Do not force).

Figure 42: Changing file upload size

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

Is this a meta course? : A metacourse automatically enrolls its participants from other modules. For example, for every module that is a “child” of the metacourse, all students in the child module are enrolled in the metacourse.

Groups

Group mode: Here you can define the group mode at the module level. This will be the default group mode for all activities defined within that module. Note that you don’t need to change this setting to enable groups. The default setting of this and ‘Force’ enables each activity to have its group mode set individually.

Force: If the group mode is “forced” at a module-level, then this particular group mode will be applied to every activity in that module. Individual group settings in each activity are then ignored. This is useful when, for example, one wants to set up a module for a number of completely separate cohorts.

Availability: This option allows you to “hide” your module completely. It will not appear on any module listings, except to teachers of the module and administrators. Even if students try to access the module URL directly, they will not be allowed to enter.

Enrolment key: A module enrolment key enables access to modules to be restricted to those who know the key. If left blank, then anyone who has created a username on the site will be able to enrol in the module. If a key is specified, then students who are trying to enter will be asked to supply the key. Once enrolled, Students are not required to enter an enrolment key to gain access.

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

If this password “gets out” and you have unwanted people enrolling, you can unenrol them (see their user profile page) and change this key. Any legitimate students who have already enrolled will not be affected, but the unwanted people won’t be able to get back in.

Guest access: You have the choice of allowing “guests” into your module or not, and if they need an enrolment key or enter without one.

People can attempt to log in as guests using the “Login as a guest” button on the module login screen.


Guests ALWAYS have “read-only” access - meaning they can’t leave any posts or otherwise mess up the module for real students. No use information is stored for a guest.

This can be handy when you want to let a colleague in to look around at your work, or to let students see a module before they have decided to enroll.

Note that you have a choice between two types of guest access: with the enrolment key or without. If you choose to allow guests who have the key, then the guest will need to provide the current enrolment key EVERY TIME they log in (unlike students who only need to do it once) . This lets you restrict your guests. If you choose to allow guests without a key, then anyone can get straight into your module.

Language: If you force a language in a module, the interface of the platform in this module will be in this particular language, even if a student has selected a different preferred language in his/her personal profile.

2.6.10 Platform's Help System

To help you through the rest of the manual and since not every detail is discussed, we encourage you to use this button () in order to get more specific help on an area where you have not been before. The **help icon** will provide you with a pop-up help window.

3 Creating and Managing Content

Adding any tool in a module starts with clicking the “Turn editing On” button at the top of the module page, or the link by the same title in the Administration box in the left column. When you have turned editing on, all existing resource and activity tools display the following icons:



- means “indent” or move to the right
- ↕ is for moving an activity tool up or down
- ✎ will let you edit or update the tool
- ✖ will delete the tool
- 👁 will let you hide the tool from student view (and clicking 👁 will reveal a hidden tool)
- 👤 is the group determiner for the tool, which should be standard set at “no groups”.

At the end of the Module Main Area and in every lesson you will see two drop down menus. These menus allow you to create a new resource or activity.



Figure 43: Add resource/activity drop down menus

You will notice that the options that the “Add an activity...” menu provides are different for the Module Main Area and the lesson area.

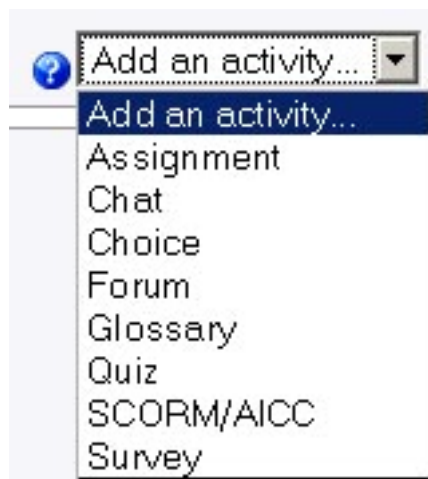


Figure 44: Activities in Module Main Area

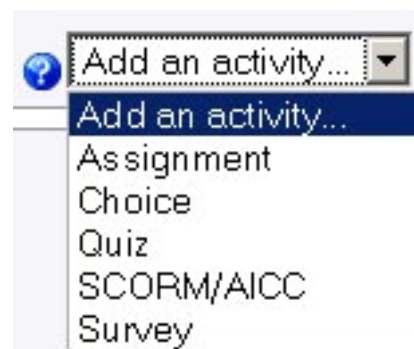


Figure 45: Activities in a Lesson Area

3.1 Adding Educational Material

Resources are content: information the teacher wants to bring into the Module. These can be prepared files uploaded to the Module server; pages edited directly in the platform; or external web pages made to appear part of this Module.

The platform supports a range of different resource types that allow you to insert almost any kind of web content into your modules.

If you click the drop down menu in the main or a lesson area, it will show you these options:

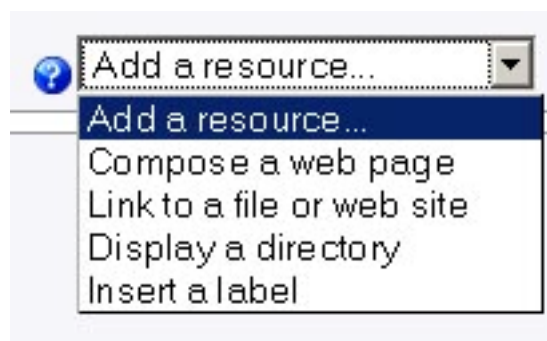


Figure 46: Add a resource drop down menu

There are four resource types listed.

Compose a web page will open the text editor with button bar that allows you to create rich text materials, including links, pictures, Flash, sound and video. Pages thus created will almost always open and are easy to edit or update.

Link to a file or web site allows you to link either to an uploaded file in the module Files folder, or to an external Internet page.

Display a directory gives you the opportunity to display a subfolder from the module Files to your students (All you need to do is give a name and a summary and select which folder you wish to display). The students can open and download the files in that subfolder, but they cannot edit or upload files in the folder. This option is useful if you wish to display a resource with many different files without creating a long list on your module page.

Insert a label will allow you to add running text into the lecture or week (so this text will display directly on the module page, not as a link). This is done with the text editor, so pictures etc. can be added too. This option is not to be used too much, because text takes up a lot of space and thus labels tend to make your module page very long!

3.1.1 Compose a Web Page

This sort of resource makes it easy to develop a complete single web page within your module, especially when you are using the WYSIWYG HTML editor. The page is stored in the database, not as a file, and you have a lot of freedom to do almost anything you like using HTML, including JavaScript. Clicking **Compose a web page** opens the following page:

➔ Adding a new Resource ➔

Compose a web page ➔

Name:

Summary: 1 (8 pt) **B I U S**

Summary

Path:

Full text: 1 (8 pt) **B I U S**

Write carefully
How to write text
Use emoticons

Path:

Window:

Same window

Show the module blocks

New window

Allow the window to be resized

Allow the window to be scrolled

Show the directory links

Show the location bar

Show the menu bar

Show the toolbar

Show the status bar

Default window width (in pixels)

Default window height (in pixels)

Visible:

Figure 47: Compose a web page

Summary: is a very short description of the resource. You can think of it as metadata. For some resource display options, the summary is printed alongside the resource itself; otherwise it appears on the resource index page making it easier for students searching for particular resources. Do not be tempted to write too much here, or to include the resource itself!

Full text: Type your text in the Full text box. When you have written, or copied and pasted (and cleaned up) your page, you can click **Save changes**.

Window Settings: These settings can be hidden / shown by clicking the button labeled Hide settings or Show settings. Usually, resources are displayed in a normal framed window with the module navigation controls in the top frame. If you choose, you can remove this frame and have the resource fill the window like a normal web page. Determine the size window you wish to open. Many people still use an average screen resolution of 800x600. In most cases it's best if you initially size your window a little smaller than that, like 600 high and 480 wide. If you leave these fields blank then the new pop-up window will be exactly the same size as the window they clicked on to get the pop-up.

The advantages of this resource type are that it is easy to create, it will work very well and it is very easy to edit. The disadvantage is that it cannot be easily downloaded and transferred to another module. If the latter is a requirement, you would prefer to create the resource as an uploaded file.



Figure 48: A web page resource

➤ **Before adding a web page, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

From the module main page, click the “Add a resource...” drop-down menu within the lecture you wish to add a text page

➤ **Step 2**

You'll be taken to a page labeled “Adding a new Resource to lesson x.” You must type a Name for the web page. This is what your students will click on, so have it make some sense. Add a summary (optional). The summary is displayed on the Resources index page. Type your text in the **Full text** box.

➤ **Step 3**

Choose whether you want this resource to open in the same window or a new one. If you choose New Window, you can choose what attributes the new window will have. Make sure you allow the window to be resized and scrolled; otherwise your students might not be able to read the bottom of the page!

➤ **Step 4**

Once you've made your choices, click on the “Save Changes” button. You will see a preview of what your new resource looks like.

The platform can successfully embed some specific multimedia file types on a webpage or a lesson. For the following supported files you will be prompted with a player to play them. If you do not have the appropriate player installed in your system you will be prompted to download it by your web browser. For video and audio files just press play to reproduce the content. For flash files you may be presented with more actions inside the visible content area.

Audio: .mp3, .wma, .wav, .rm, .aif, .ram, .rpm



Figure 49: Embedded mp3 player

Video: .mov, .wmv, mpg, .avi

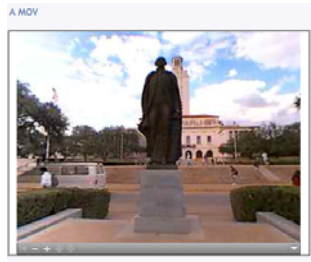


Figure 50: Embedded QuickTime Player

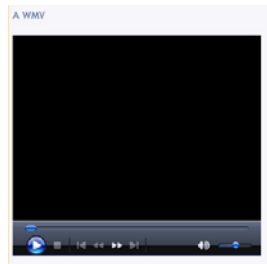


Figure 51: Embedded MS Media Player

Flash: .flv, .swf



Figure 52: Embedded Flash player










Go to §1.2.2 Software requirements for web addresses to download and install software for media players

If you have problems viewing multimedia content, you may find that you can download the video by pressing the **(Direct link to this file)** link below the video.



See §7.1 “Adding multimedia” for more information on how to use the html editor to add such reach multimedia to your web pages or labels (§3.1.4).

3.1.2 Link to a file or web site

Most modules contain a certain amount of study material uploaded or linked to by the teacher. This material is used as background information or as starting point or basis for learning activities like discussions and assignments. The study resources in a module can comprise

-  MS Word documents,
-  Presentations,
-  Excel Spreadsheets,
-  PDF-files,
-  Images,
-  Sound (Flash player required for embedded MP3 sound),
-  Flash animations (Flash player required),
-  Video (QuickTime player required for embedded video),
-  Other File types e.x. MathCAD Files

Or a combination of these.

Even zipped files  or folders (with subdirectories)  can be part of the study material (we will discuss folders in a little while).

It is impossible to guarantee that all the resources will always work with all combinations of computer, connection and browsers at all times. If you run into problems, try to access the information from different PCs. If the problems persist, report them to apanag@chemeng.ntua.gr (mention your name, the name of the course, and the nature of the problem in detail).

Although it's easy to generate content directly in the platform, you can also upload any type of electronic file you like. All you need to do is make sure your students can access it with the appropriate software on their computers.

Once you've added a file to your files area, you can easily add it as a resource for your students. In Editing Mode, select "Add Link to File or Web Site" from the Resource menu from the content block where you want to add the link to the file. On the Edit page, click the "Choose or upload a file" button. A new window will pop up with the files area directory structure. Find the file you want to add in the files area. You can also upload a new file here if you'd like.

➤ Adding a new Resource to topic 1 ➤

Figure 53: Link to a file or web site

On the right side of the files list, you will see a “Choose” link in bold. Click that link. The Files window will close, and the path to the file will be entered into the filename.

The name of the resource will now be an active link in the content block.

“**Window : Hide (or Show) settings**” lets you change how the resource is viewed. By default, the resource appears in the same browser window that the user started in. If you want it to open the page in a new browser window, click on “New window.” You can then also define how big the new window will be, and other options. You can choose to display the file in a new pop-up window. Most of the time, you won’t need to worry about this with uploaded content.

“**Parameters: Show (or Hide) settings**” lets you see and set parameters for settings you might need to pass to another website. A common use of this is to pass a user name and password to another site so your students can have access to the site. There are many options of parameters to pass, and the ones you would use depend on the site you are linking to. You can leave these settings blank for most uses.

➤ **Before adding a file or web site, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

From the module main page, click the “Add a resource...” drop-down menu within the lesson you wish to add a web page, and select the “Link to a file or web site”.

➤ **Step 2**

You’ll be taken to a page labeled “Adding a new Resource to lesson x.” You must type a Name for the file that will be linked. This is what your students will click on, so have it make some sense. Add a summary (optional). The summary is displayed on the

Resources index page. The following option, location is the most important; “Location” is the actual path to the file or web site that you want to post.

Case 1: Add a link to a an external web site location

If you want to add a web address, you can simply type it, or you can click on “Search for a web page.” This opens up a new window for you to search for the web page you want. Once you find it, you can copy the address and paste it in the “Location” box. For example you can add a URL like the following <http://www.itia.ntua.gr/e/softinfo/22/>

Case 2: Add a link to a file in your modules file area

If you are uploading a file, you click on the “Choose or upload a file” button. This brings up a page like this:

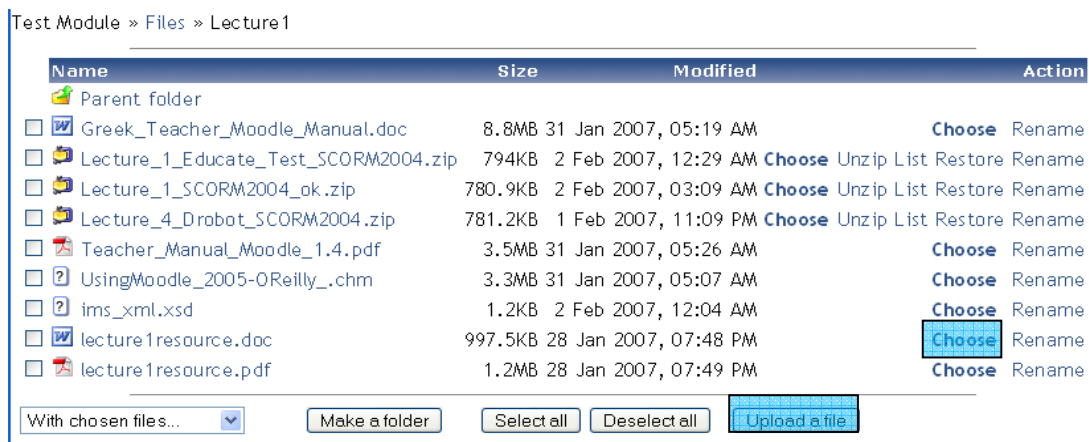


Figure 54: Module Files and Folders Area and choosing a file

If the file you want is there, click on “Choose” on the right-hand side of the screen. If you need to upload the file from your computer, click on the “Upload a file” button. This opens up a screen like this:

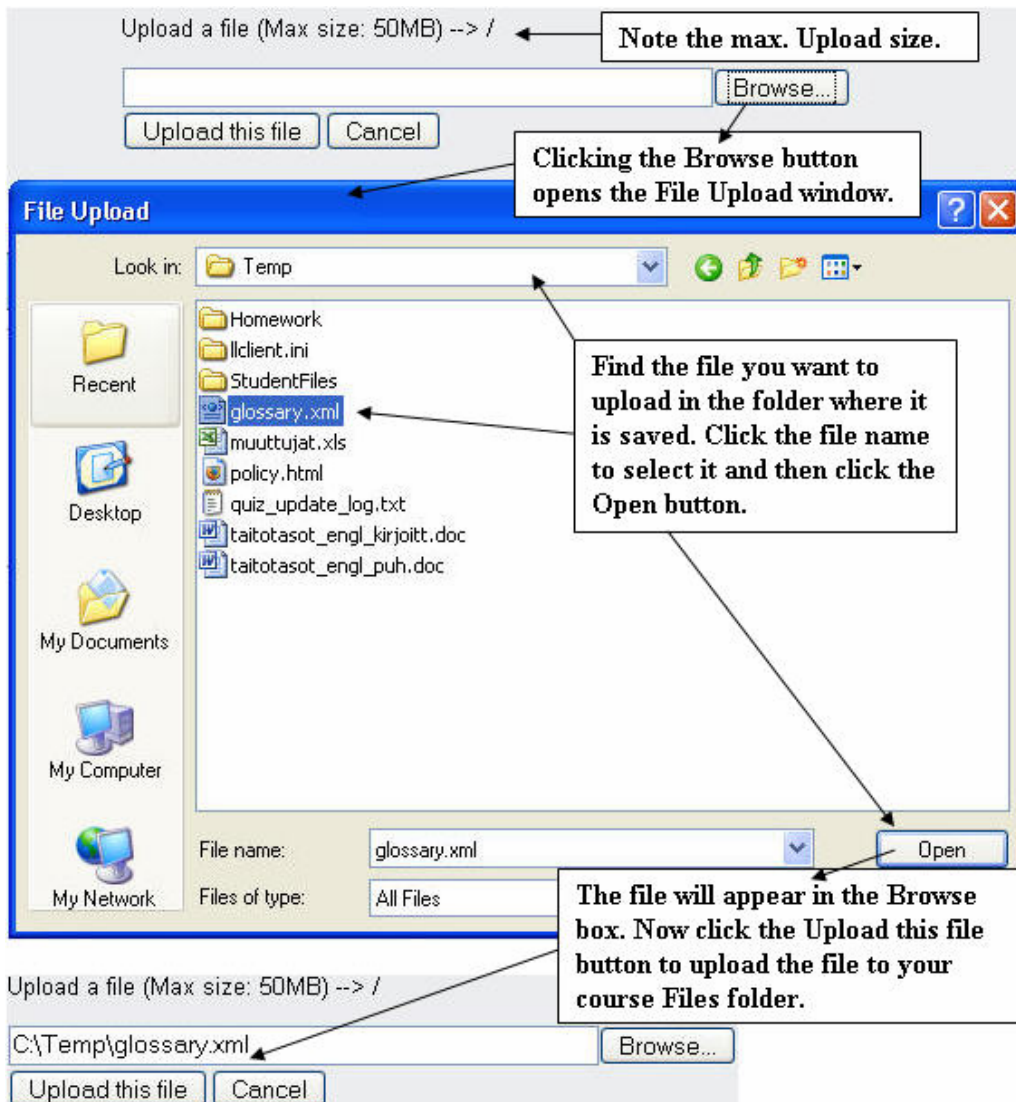


Figure 55: Selecting a local file to upload

This allows you to browse for the file you are looking for by clicking on the “Browse” button. Once you find the file, double-click on it. The path will fill in for you; click on “Upload this file.” The file will then be available for you to select.

➤ **Step 3**

Choose whether you want this resource to open in the same window or a new one. If you choose New Window, you can choose what attributes the new window will have. Make sure you allow the window to be resized and scrolled; otherwise your students might not be able to read the bottom of the page!

➤ **Step 4**

Once you’ve made your choices, click on the “Save Changes” button. You will see a preview of what your new resource looks like.

As soon as you add a link to a file or website the platform will recognize the file type of that file and will present it with an appropriate icon. The following screen shows some examples of recognized files.

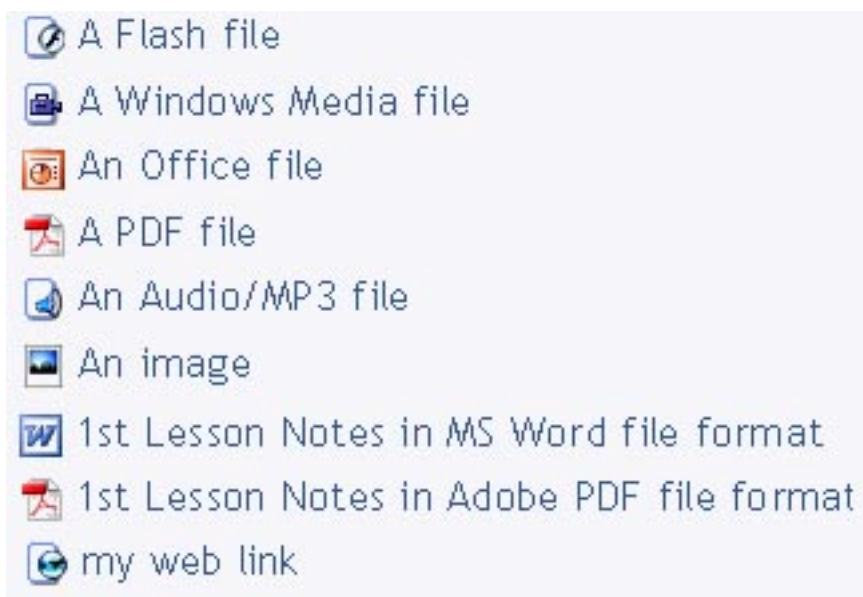


Figure 56: Links to files and appropriate icons

It is impossible to guarantee that all the resources will always work with all combinations of computer, connection and browsers at all times. If you run into problems, try to access the information from different PCs. If the problems persist, report them to apanag@chemeng.ntua.gr (mention your name, the name of the course, and the nature of the problem in detail).

3.1.3 Display a directory

The Directory resource type can be used to display a whole directory (and its subdirectories) from your module files area. The directory and the files in it must already exist (they can be added using the “Files” link in the “Administration” block). It is a great way to make many files available using just one link. Students can then browse and view all those files. When you are adding or editing a directory resource, you have to fill in the following fields:

Name: a short name of the resource. This will be displayed on the module’s homepage. Note that it doesn’t have to be the same name as the name of the module files directory which you are displaying as a resource.

Summary: this is a short description of what the directory contains. This helps students quickly determine if the files will be relevant to what they are looking for.

Display a directory: Use this drop-down list to select the directory that you want to display. Remember that all the files in the selected directory (together with the contents of all sub-directories) will be made available to students.

Visible to students: You may hide the resource from students by selecting “Hide” here. It is useful if you wouldn’t like to make the resource available immediately.



Figure 57: The directory resource

 Edit files...

The teacher can just point to a whole folder of uploaded documents and make them all available at once.










Name	Size	Modified
 Logos	89.6KB	2 February 2007, 09:11 AM
 Test.ppt	57KB	1 February 2007, 03:30 AM
 WQ3.pdf	17.6KB	1 February 2007, 03:29 AM
 Washington.mov	76.1KB	1 February 2007, 03:29 AM
 bonjour.mp3	12.7KB	1 February 2007, 03:31 AM
 mitsy.wmv	308.3KB	1 February 2007, 03:30 AM
 muffins_from_space.swf	137.2KB	1 February 2007, 03:30 AM
 testfile.html	339 bytes	1 February 2007, 03:29 AM
 world-tour.mp3	236.1KB	1 February 2007, 03:29 AM

Figure 58: Viewing a Directory Resource

➤ **Before adding a directory, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

From the module main page, click the “Add a resource...” drop-down menu within the lesson you wish to add a web page, and select the “Display a directory”.



➤ **Step 2**

You’ll be taken to a page labeled “Adding a new Resource to lesson x.”

➔ **Adding a new Resource to lesson 5** ➔

Display a directory

Name:

Summary:  

Path:

Display a directory:

All the files in the chosen directory will be displayed.

Visible:

Figure 59: Adding a directory

The “Display a directory” drop-down menu allows you to pick from any directories (folders) that you have created for your classroom. These directories must already exist (they can be created using the “Files” section of the “Administration” block). Note that if you pick a directory that has other directories (folders) inside of it, the students have access to those files as well. When you are finished, click on “Save changes.”

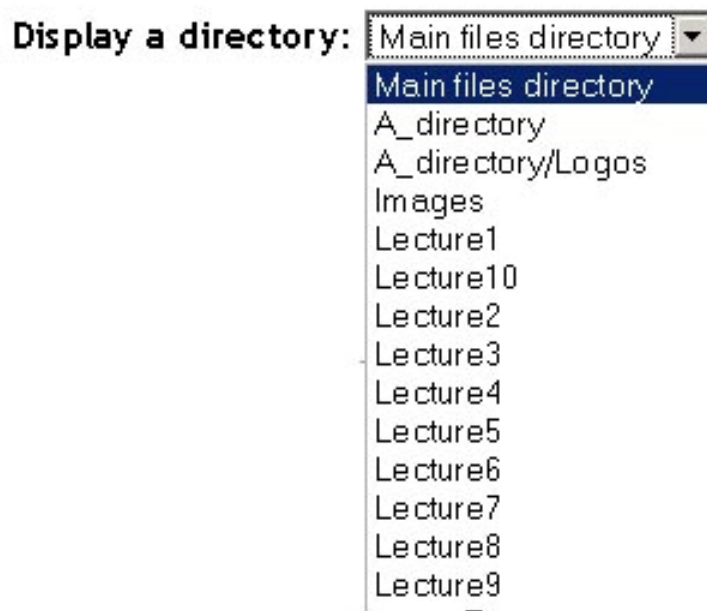


Figure 60: Choosing a Directory/Subdirectory

➤ **Step 3**

Once you’ve made your choices, click on the “Save Changes” button. You will see a preview of what your new resource looks like.

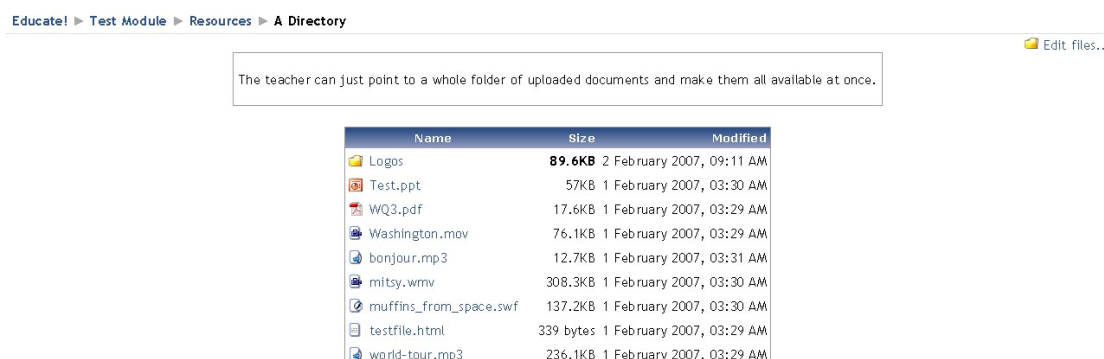


Figure 61: Display a directory

3.1.4 Insert a label

A label is a way to add text to the content area of your module. Labels can be used to give a quick instruction or for telling users what to click on next.

➤ **Before adding a label, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

From the module main page, click the “Add a resource...” drop-down menu within the lesson you wish to add a web page, and select the “Insert a label”.

➤ **Step 2**

You’ll be taken to a page labeled “Adding a new Label to lesson x.”

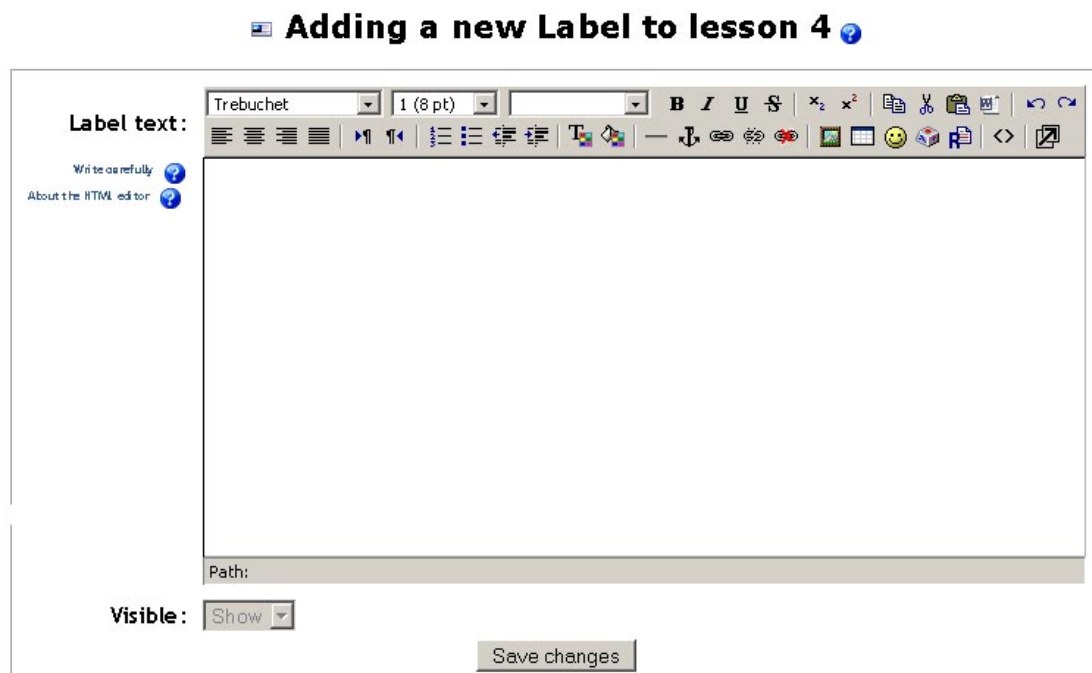


Figure 62: Adding a new Label to a lesson

➤ **Step 3**

Once you’ve made your choices, click on the “Save Changes” button. You will see what your new label resource looks like in the lesson you chose.



Figure 63: a Label between a Resource and a Forum



As soon as you place a new resource the new resource will be placed in the end of that lesson. The most common case is that you will need to move in a more appropriate position. To do so press the  button in the right side of the label you just entered. Then the following screen contains the  move here icon in every possible position for repositioning you resource. Press the move here icon that fits your needs. Finally you will see the results of your action.



Figure 64: Repositioning a resource

If you prefer to add multimedia files inside a label and therefore inside a lesson then use the html editor provided and the insert a link button to add multimedia files as described in §7.1 “Adding Multimedia”.

3.2 Adding Activities

An activity is generally an interactive learning segment for a student in a module. The teacher adds activities by a pull down menu found in their module’s lectures when the edit mode is turned on.

Whenever you add a different activity or resource to your module, an icon will appear in this block representing the specific activity. These icons will link to a list of all instances of that modules activity that appear throughout the module.

Adding an activity tool involves clicking the drop down menu for activities and selecting the required activity tool. This will then open the settings page for that particular activity. The choice of activity depends on the module and the teacher. If you click the drop down menu in the main or a lesson area, it will show you these options:

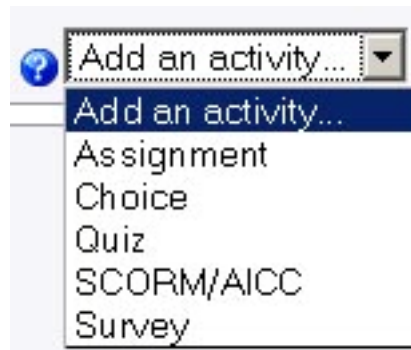


Figure 65: Add an activity drop down menu

There are five resource types listed:

- **Assignment:** The assignment module gives you, as the teacher, an easy way to allow students to upload any digital content for grading. You can ask them to submit essays, spreadsheets, presentations, photographs, or small audio or video clips. Anything they can store on their hard drives can be submitted in response to an assignment. Assignments don't necessarily have to consist of file uploads. You can create **offline assignments** to remind students of real-world assignments they need to complete. Currently, these "off-line" assignments are used to record grades online for activities that don't have an online component. Alternatively, you can ask students to add/edit a **text online**.
- **Choice:** A choice is very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the module; or to gather research consent.
- **Quiz:** The Quiz module allows the teacher to design and set quizzes consisting of a large variety of Question types, among them multiple choice, true-false, and short answer questions. These questions are kept in the module Question bank and can be re-used within modules and between modules. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.

The Quiz tool has a large number of options and tools, making it extremely flexible. You can create quizzes with different question types, randomly generated quizzes from pools of questions, allow students to have repeated attempts at a question or retake quizzes multiple times, and have the computer score it all.

These features open up a number of strategies which usually aren't practical with paper based testing. It's hard enough to score one batch of quizzes, and nearly impossible to score it 10 times for each student. When the computer does the work for you, it's easy to give students a chance to practice taking a test, or to give frequent small quizzes.

- **Scorm/AICC:** This type of reading resource is a special one. It contains a series of web pages with read tracking so the teacher can track students reading progress. However this is optional for the teachers and not all of them will track the reading progress. These series of web pages can also contain self assessment quizzes that will not be taken into account during grading. The **SCORM/AICC** tool is a module activity which allows you (the teacher) to upload any SCORM or AICC package to include in your module. A tool with which you can produce such packages is **Course-Genie** without needing any technical knowledge about the underlying formats. SCORM (Sharable Content Object Reference Model) is a collection of specifications that enable interoperability, accessibility and reusability of web-based learning content.

- **Survey:** The Survey tool is a module 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.

3.2.1 Assignments

An Assignment activity can be set up to allow for either online submission of the student's electronic file (Word, PowerPoint, Excel, etc.), the online submission of a file created in the platform using the HTML editor, or for the submission of their assignment offline in an actual classroom environment.

In either electronic case, teachers can grade and comment on the Assignment activity directly using platform's Learner Management features. Students will be notified of their resultant grades online within the module at their next login.

➤ **Before adding an assignment, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

Click on "Assignment" under the "Add an activity" menu. This will take you to the "Assignment" screen.

Adding a new Assignment

Assignment name:

Description: Trebuchet 1 (8 pt) **B** *I* U ~~S~~ x_2 x^2

Write carefully
 Ask good questions
 About the HTML editor

Path:

Grade:

Available from: -

Due date: -

Prevent late submissions:

Assignment type:

Group mode:

Visible:

Figure 66: Adding a new Assignment

➤ **Step 2**

a) **Assignment name:** This can be anything you desire.

b) **Description:** Describe the assignment. It can have full formatting using the formatting toolbar (bold, underline, images, etc.).

c) **Grade:** If this assignment is graded, select a value for the grade or select a grading scale to be used. In the Learner Management section of the manual you will learn how to create custom grade scales and assessments of your own.

d) **Available from:** and **Due Date:** When the module is running in a “Weekly” format there is an option to set a date from which the assignment is available, as well as when it is due. This date will appear in the module Calendar as a reminder for participants. If you are using Lesson format, set this date for a few years in advance so the assignment activity will never become unavailable to students.

e) **Prevent late submissions:** Decide if students can submit assignments after the due date.

f) **Assignment type:** Choose how students will submit the assignment. See “Assignment type” below for details on each type. If “Upload a single file” is chosen, you will be taken to the following page of options.

Upload a single file

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

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

Maximum size: 20MB

Allow resubmitting: No

Email alerts to teachers: No

Continue

Figure 67: Assignment - Upload a file - Second Screen

g) **Maximum size:** Make sure to set the maximum size to an adequate value. If uncertain, leave at 5MB.

h) **Allow resubmitting:** Select whether module participants can submit the assignment more than once.

i) **Email alerts to teachers:** Choose “Yes” if you would like to receive email notifications when assignments are submitted.

Click “Continue” when you are finished.

➤ **Step 3**

You will be taken to a page that displays the assignment. Notice the “View 0 submitted assignments” link in the upper right corner. Clicking on this will take you to a page where you can read, comment on, and grade each student’s submissions as they arrive.

Figure 68: Submitted Assignments link

➤ Step 4

To return to the module main page, click on the class name in the upper left corner (Test Module in the example). You will now see the new assignment in the main view.

3.2.1.1 Assignment type

There are three assignment types you can choose from:

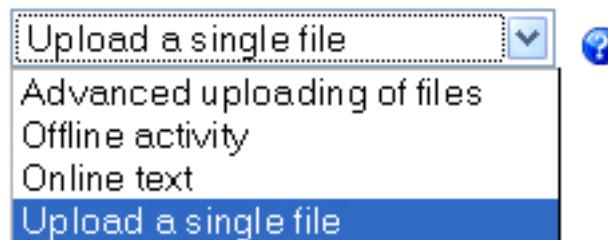


Figure 69: Assignment Types

Offline activity: Students can read the description of the assignment and then submit their work in an actual classroom. Teachers can comment upon and grade the assignment within the platform using the Learner Management features; after which students are notified via e-mail that grades are available.

Online text: Students can respond directly to an assignment, as outlined in the Description area, when the assignment requires creating a document. That is, a student does not use their Word processor to complete the assignment; it can be done directly using the HTML editor. Students can also include images with their document.

Additionally, in the Online text assignment properties (after clicking Next) you can select whether the student is allowed to resubmit their work, and whether or not the teacher is alerted by email when assignment submissions are made. Finally, you can select how to view the Learner Management interface for commenting upon and grading student submissions.

This selection allows you to grade and comment upon the student's submission. The student will see your comments separate from their assignment submission. If you select "Yes" from the drop-list, you will be able to actually change the student's submission or add comments to the bottom of their text.

Upload a single file: With this selection, students can upload an electronic file (e.g. Word, PowerPoint, Excel, etc.). The assignment description field should explain the task a student is to complete, and their work is uploaded from within the assignment page itself. When you

click the Next button you will be presented with these options (explained above) : Maximum size, allow resubmitting, and E-mail alerts to teachers.

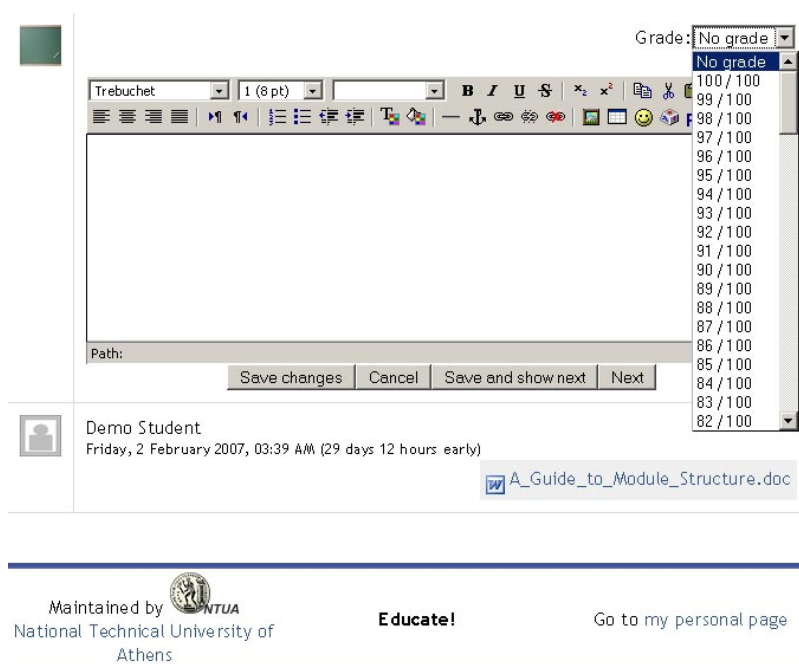


Figure 70: Online text grading and comments

3.2.1.2 Grading Assignments and Adding Comments

Students can submit their assignments after logging into the module. The assignment and its instructions and due date will be visible through a link on the module main page. The students will browse for the file on their computer and upload it using the buttons at the bottom of the assignment page. After uploading the document, the students can see the file they submitted and when they submitted it.

If "Allow resubmitting" is enabled, each student may upload a revised copy of the document. Note: If the student chooses to resubmit, the original document will be replaced.

Educate! An International AISC in Environmental Management

Update this Assignment | Jump to...

Educate! > Test Module > Assignments > 1st Lesson Assignment > Submissions

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

Student	Grade	Document	Grade
george as student	-		Grade
marina as student	-		Grade
kimon as student	-		Grade
stamou as student	-		Grade
tasos as student	-		Grade
dk as student	-		Grade
sandra as student	-	view.php Tuesday, 30 January 2007, 04:22 PM	Grade
alex as student	-		Grade
nikos as student	-		Grade
Demo Student	-	A_Guide_to_Module_Structure.doc Friday, 2 February 2007, 03:39 AM	Grade

Submissions shown per page: 10
Allow quick grading:
Save preferences

Figure 71: Grading Student submissions

(Note: Only two users have uploaded a document in this example)

Educate! An International AISC in Environmental Management

Update this Assignment | Jump to... | Go to my personal page

Educate! > Test Module > Assignments > 1st Lesson Assignment > Submissions

Save all my feedback

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

Student	Grade	Document	Grade
george as student	No grade		Grade
marina as student	No grade		Grade
kimon as student	No grade		Grade
stamou as student	No grade		Grade
tasos as student	100 / 100 99 / 100 98 / 100 97 / 100 96 / 100 95 / 100 94 / 100 93 / 100 92 / 100 91 / 100 90 / 100 89 / 100 88 / 100 87 / 100 86 / 100 85 / 100 84 / 100 83 / 100 82 / 100		Grade
dk as student			Grade
sandra as student		view.php Tuesday, 30 January 2007, 04:22 PM	Grade
alex as student			Grade
nikos as student			Grade
Demo Student	No grade	A_Guide_to_Module_Structure.doc Friday, 2 February 2007, 03:39 AM	Grade

Save all my feedback

Figure 72: Quick Grading Student submissions

The students' submissions are accessible by clicking on the assignment in the module main page. A link in the upper right corner of the assignment description page will display the number of submitted assignments. Clicking on "View # submitted assignments" will open a window with each student's name and the assignments that have been submitted

Clicking on the "Grade" button for a student will open a new window with a link to the document, a grading menu, and a text box to comment on the document. When finished grading and commenting, click on "Save changes".

Similarly, if the students submitted their assignments offline, you can grade and comment in the same manner. Choose the assignment on the module main page and click “View assignment grades and feedback.” From here you can grade and comment on each student’s assignments. This will also allow the students to check their grades online.

3.2.2 Choice

A Choice activity is very simple - the teacher asks a question and provides multiple responses. It can be useful as a quick poll to stimulate thinking about a topic, to allow the class to vote on a direction for the module, or to gather research feedback. The Choice properties window allows you to select whether results from the activity are published for participants to view (anonymously or known) and whether a participant can modify their original selection. You can also set whether the results page will display a column showing unanswered participants.

➤ **Before adding a choice, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

Click on “Choice” under the “Add an activity” menu. This will take you to the “Choice” screen.

➤ **Step 2**

- a) **Choice name:** Enter a name for your Choice.
- b) **Choice text:** Enter your Choice question here.
- c) **Choice 1, 2, (#):** Enter the different answers or choices into the Choice boxes; all Choices do not have to be filled.
- d) **Limit the number of responses allowed:** This option allows you to limit the number of participants that can select each particular option. Once limits have been enacted, each option can set a limit. When the limit is reached then no one else can select that option. A limit of zero (0) means that no-one can select that choice. If limits are disabled then any number of participants can select any of the options.
- e) **Restrict answering to this time period:** This setting allows you to define a time window within which participants are allowed to make a choice. To set an open-ended close date just set the time very far in the future. If you do not need this at all then remove the check from the box.
- f) **Display Mode:** Allows you to display the Choice answers either vertically or horizontally.
- g) **Publish results:** Allows you to specify whether or not the students can see the results of the Choice at any time, only after they answer, or only when the Choice is over. This can also be set to not publish the results to students.
- h) **Privacy of results:** If the results of the Choice are to be made public to the students, this feature allows you to set whether a student’s name will appear next to their response or if student responses will remain anonymous.

- i) **Allow choice to be updated:** If set to “Yes,” this allows for modification of the question or any of the answers of the Choice during the time that it is available to students.
- j) **Show column for unanswered:** When set to “Yes,” the number of students who have not answered the Choice question will be displayed with the results.
- k) **Group mode:** The group mode can be one of three levels:
 - **No groups:** There are no sub groups; everyone is part of one big community.
 - **Separate groups:** Each group can only see their own group; others are invisible.
 - **Visible groups:** Each group works in their own group but can also see other groups.
 - **Visible to students:** Controls whether or not students are able to see the Choice. Useful if you want to set up the Choice in advance but not allow the students to view it until a later date.

Click on “Save changes” when you are finished.

Adding a new Choice to lesson 5

Choice name:

Choice text: 1 (8 pt) **B I U S**

Write carefully ?
Ask good questions ?
About the HTML editor ?

Path:

Choice 1: **Limit:**

Choice 2: **Limit:**

Choice 3: **Limit:**

Choice 4: **Limit:**

Choice 5: **Limit:**

Choice 6: **Limit:**

Choice 7: **Limit:**

Choice 8: **Limit:**

Choice 9: **Limit:**

Choice 10: **Limit:**

Limit the number of responses allowed:

Restrict answering to this time period:

Open: 28 June 2007 15:50
Until: 28 June 2007 15:50

Display Mode: Display horizontally

Publish results: Do not publish results to students

Restrict answering to this time period:

Open: 28 June 2007 15:50
Until: 28 June 2007 15:50

Display Mode: Display horizontally

Publish results: Do not publish results to students

Privacy of results: Publish anonymous results, do not show student names

Allow choice to be updated: No

Show column for unanswered: No

Group mode: No groups

Visible: Show

Figure 73: Creating a Choice

choice text goes here ?

○ 1st choice
○ 2nd choice
○ 3rd choice
○ 4th choice

Or

choice text goes here ?

1st choice
 2nd choice
 3rd choice
 4th choice

Figure 74: Choices

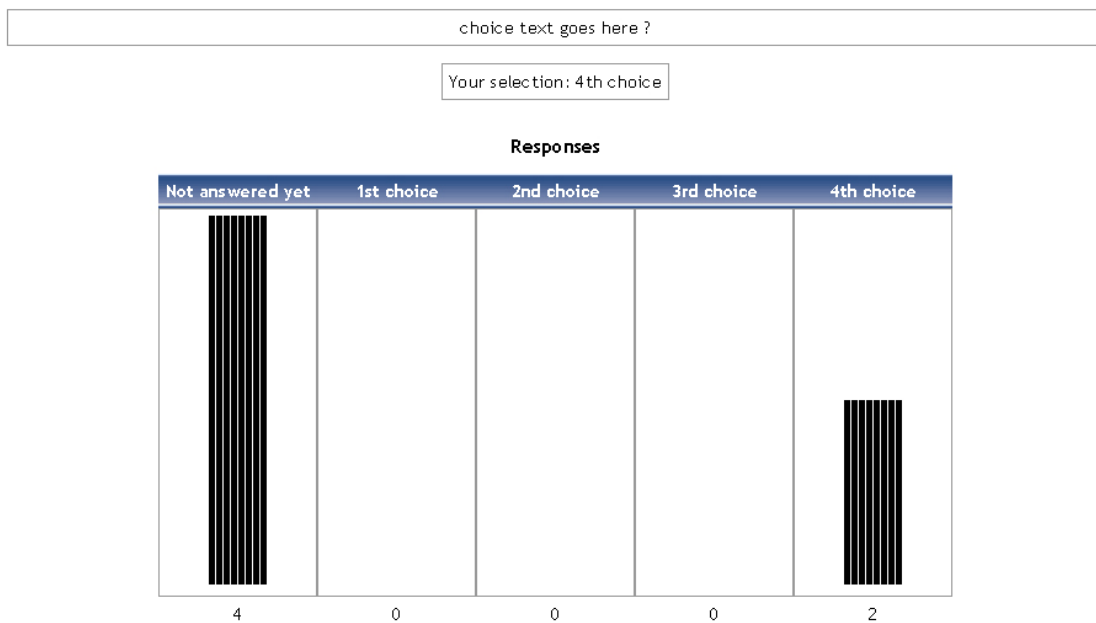


Figure 75: Choice Results

3.2.3 Quiz

Quiz module allows the teacher to design and set quizzes, consisting of multiple choice, true-false, short answer questions, etc. These questions are kept in a categorized database, and can be re-used within modules and even between modules. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. Quiz module includes grading facilities. Working with Quiz module involves a simple step-by-step process that is outlined below.

➤ **Before adding a quiz, you must:**

- Login to your platform module.

- Turn editing on (centered on page header).

➤ **Step 1**

Click on “Quiz” under the “Add an activity” menu. This will take you to the “Quiz” screen.

➤ **Step 2**

a) **Name:** This can be anything you desire.

b) **Introduction:** Introduce the quiz and any rules or guidelines. The quiz can have full formatting using the formatting toolbar (bold, underline, images, etc.).

c) **Open the quiz:** This sets the date and time the quiz will appear to students on your module.

d) **Close the quiz:** This sets the date and time the quiz will no longer be available to students.

e) **Time limit:** Limit the amount of time a student may spend on the quiz.

f) **Questions per page:** Set the number of questions students will see on each page.

g) **Shuffle questions:** If you enable this option, the order of questions in the quiz will be randomly shuffled each time a student attempts the quiz.

h) **Shuffle answers:** If you enable this option, the order of answers within each question will be randomly shuffled each time a student attempts this quiz.

i) **Attempts allowed:** Set the number of times a student may take the quiz.

j) **Each attempt builds on the last:** If multiple attempts are allowed and this setting is set to “Yes,” then each new attempt contains the results of the previous attempt. This allows a quiz to be completed over several attempts.

k) **Grading method:** This can be set to record the highest grade, Average grade, First attempt, or the Last attempt.

l) **Adaptive mode:** If you choose “Yes” for this option, the student will be allowed multiple responses to a question even within the same attempt at the quiz. For example, if the student’s response is marked as incorrect, the student will be allowed to try again immediately. However, a penalty will usually be subtracted from the student’s score for each wrong attempt (see Apply penalties below).

m) **Apply penalties:** If a quiz is run in Adaptive mode, you may impose a penalty for each wrong response to be subtracted from the final mark for the question. The amount of penalty is chosen individually for each question when setting up or editing the question.

n) **Decimal points:** By using this setting you can select the number of decimals to be shown in the grade of every attempt.

o) **Students may review:** This option controls whether and when students will be able to review their past attempts at this quiz.

p) **Show quiz in a “secure” window:** The “secure” window tries to provide a little more security for quizzes (making copying and cheating more difficult) by restricting some of the things that students can do with their browsers. It is not completely invulnerable, but it does add an additional layer of safety.

q) **Require password:** If you specify a password in here then participants must enter the same password before they are granted access and allowed to take the quiz.

r) **Require network address:** You can restrict access to a quiz to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This is especially useful for a proctored quiz, where you want to be sure that only people in a certain room are able to access the quiz. For example: 192.168. , 231.54.211.0/20, 231.3.56.211

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

- **No groups:** There are no sub groups; everyone is part of one big community.
- **Separate groups:** Each group can only see their own group, others are invisible.
- **Visible groups:** Each group works in their own group, but can also see other groups.

t) **Visible to students:** Leave set to “Show,” unless you don’t want students to see the quiz.

➤ Step 3

Select a category to create your quiz questions in. If no sufficient categories exist, click the “Edit categories” button and add a new category.



Figure 76: New category

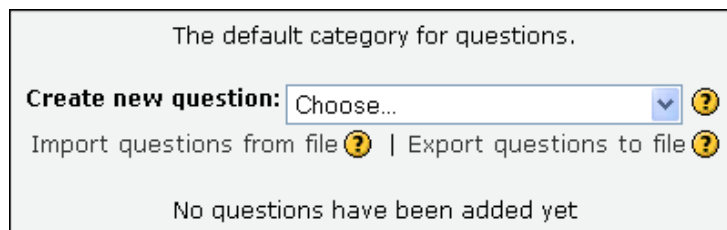


Figure 77: New question

➤ Step 4

From the “Create new question” drop down list, select a type of question to create. See Creating Quiz Questions below for details. The platform also allows you to import questions from a file or other learning management system such as Blackboard, WebCT and IMS QTI formats. Additionally, you can export questions to a file from here.

➤ Step 5

Once you have added questions to the category, you may publish these questions to the Quiz activity. Select each one and click the “Add to quiz” button.

➤ Step 6


After placing each question in the proper order and optionally assigning a grade value, you are ready to complete the Quiz activity. Simply click the “Save this whole quiz” button and the Quiz activity will then be available from the module home page. To start building a category of questions, either select an existing category or create a new one as indicated. Once you have made your selection from the Category drop-down list, the screen will refresh and display any existing questions that have been created under the category you have selected. The platform gives you options at this point as to how questions are created and added to the category:

Import questions from file: This imports existing questions from file systems that the platform recognizes (AON, Blackboard, Course Test Management, GIFT, IMS/QTI, Missing word format and WebCT).

Create multiple questions: this feature creates a specified number of random questions. These questions are drawn randomly from your database of pre-existing questions. You specify the category that the questions come from, so the platform will not accidentally ask questions about Othello when you are teaching Hamlet!

Adding a new Quiz to lesson 4

Name:

Introduction: 
About the HTML editor

Path:

Open the quiz: 28 June 2007 - 15:00

Close the quiz: 28 June 2007 - 16:00

Time limit: minutes

Questions per page: Unlimited

Shuffle questions: No

Shuffle within questions: Yes

Attempts allowed: 1 attempt

Each attempt builds on the last: No

Grading method: Highest grade

Adaptive mode: Yes

Apply penalties: Yes

Decimal digits in grades: 2

Students may review: Responses Scores Feedback Answers General feedback

Immediately after the attempt:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Later, while the quiz is still open:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
After the quiz is closed:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Time delay between first and second attempt: None

Time delay between later attempts: None

Show quiz in a "secure" window: No

Require password:

Require network address:

Group mode: No groups

Visible: Show

Overall feedback

Grade boundary: 100%

Feedback:

Grade boundary:

Feedback:

Grade boundary:

Feedback:

Grade boundary:

Feedback:

Grade boundary:

Feedback:

Grade boundary:

Feedback:

Grade boundary: 0%

Figure 78: Adding a Quiz

An example quiz listing the different question types is shown below:

The screenshot shows a quiz interface with several questions and callout boxes:

- Question 1:** A matching question. The text says: "This is a matching question in which two terms that belong together have to be matched. Here it is first and last names. (For matching (self-test) exercises that use multiple pictures, Hot Potatoes can be used)". The callout box says: "Many quizzes will have a floating timer that limits the time you can take to do the quiz!". The question lists names: William, August, Alexis, and Rabindranath, each with a "Choose..." dropdown menu.
- Question 2:** A flexible exercise type. The text says: "This is a very flexible and potentially quite useful exercise type (see the whisky test), but it must not be overused. The gaps can be multichoice, short answer or a number. Check the following text for examples." The callout box says: "Multichoice gap (click the button to see the choices)".
- Question 3:** A True/False question. The text says: "Open Source software is a danger to the world economy." The callout box says: "Note that the teacher cannot manually override a quiz score, so be careful to answer correctly, especially in fill in questions (spelling and punctuation matter!)".
- Question 4:** A fill-in question. The text says: "Write one or a few words. Note that all possible correct with many possible correct answers (like translations of the capital of Sweden? (only one possible correct answer, since the name is split, the same in Swedish and in English)". The callout box says: "A calculated answer contains only numbers, and can have an error margin.".
- Question 5:** A numerical question. The text says: " $V_4 \times 15 + 2^2 = ?$ ". The callout box says: "Do save your answers between questions!".
- Question 6:** A multiple choice question. The text says: "Which kind of sauna does not...". The callout box says: "A calculated answer contains only numbers, and can have an error margin.".

Figure 79: Quiz Overview

3.2.3.1 Creating Quiz Questions

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

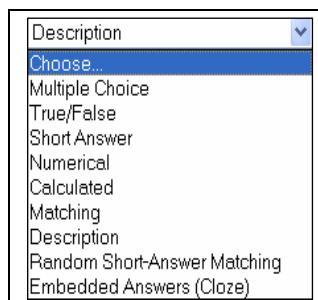


Figure 80: Available Types of Quiz Questions

Multiple Choice

To add a multiple choice question, select Multiple Choice in the “Create new question” drop-down menu. This will take you to the multiple choice question screen. Type in the name of the question (something to help you identify the question in the list) and then type in the question itself. You do not have to type the answers in the “Question” box – the program will list the answers you type in the various “Choice #” boxes.

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

You have an option to apply a “weight” to multiple choice questions. The positive answers must add up to 100%, or the system will ask if that is what you want to do. You do have the option to assign negative weight to an answer, such that a wrong answer might actually count against the student, instead of being no credit. This might be true where multiple answers are possible, such that A) is worth 50%, B) is worth -50% and C) is worth 50%. A student selecting A) and C) would get full credit, but a student selecting A) and B) would get no credit at all. You do have the option to make a wrong answer count neither way as well.

When you are done filling in your questions, answers, feedback and grade, click on “Save changes.” This action will return you to the quiz edit screen, with the new question listed. You are now ready to add another question.

True/False

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

Short Answer

To create a short answer question, select Short Answer from the “Create new question” drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. Fill in the question name (something that will tell you what the question is) and the question itself. The question can have up to 5 short answer “answers.” This can be very flexible. You can make a fill-in-the-blank (e.g. President Bush is ___ years old) , or just ask for answers (Name the first 3 presidents).

Note: One big caution to pass on to students: a misspelled answer is WRONG (unless you put in the right answer and the 2 or 3 most common misspellings – that would work).

Next to each answer is the “Grade” field. The total points of the question must equal 100%. In the case of the presidents question above, you would make each answer worth 33% of the question. In the case of the fill-in-the-blank question, one answer would be worth 100%. You can have multiple answers be worth 100% (in the case of listing common misspellings, or in the case of “Name 1 of the first 3 Presidents” – where 3 answers would be worth 100% each).

You may also fill in feedback for each answer. Feedback generally comes up if you type an answer that the quiz has, so on short answer questions, the feedback is limited to telling you why your answer is correct (on short answer questions only). The feedback can show the student the correct answer if the student guesses wrong, even if the wrong answer is not in the list of answers. Once you are finished, click on “Save changes” to return to the quiz edit creation screen.

Numerical

To add a numerical question, make sure “Numerical” is selected in the “Create new question” drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. A numerical question is a question that expects a number for the answer. It has the added flexibility to accept a range of answers (10 +- 3 would accept anything from 7 to 13).

Fill in the “Question name” with anything that will help you identify the question. In the “Question” box, fill out the question you wish to ask (“How fast can Matt run?”). If you have loaded any picture images to the system (from Files area) , you will have the option to display the image as part of the question. Next, fill in the correct answer, and the accepted error (2 in the example would allow a correct answer of 8-12). You may then fill in feedback if you wish to use that feature. When everything is filled out the way you want it, click on “Save changes.” The question will then appear in the list of questions on the main quiz screen.

Calculated

Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.

Matching

To add a matching question, select “Matching” from the drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. Fill out a question name that you will recognize, and then write the “big” question – this is the introduction the student sees. This could be “Match the following questions with the correct answers,” or “Match the name of the president with the year he was elected,” or anything else you like.

Next, fill in at least three questions that will be matched to the answers you provide. The “questions” can be one word to be matched to the answer. Each matching part is worth an equal amount (if you have four matches, each is worth 25% of the whole question. The whole question then can be weighted on the quiz – more on weighting later). When you are finished filling in the whole question (remember the program treats all the matches – even if there are eight – as one question), click on “Save changes.” You will then be taken back to the quiz editing screen where you will see your new question added to the list.

Description

To add a description, select “Description” from the drop-down menu. A description is not actually a question. It allows you to add text to a quiz (such as a story or an article) that you can then ask other questions about. Fill in the “Question name” with a name that will help you remember the description. Then, in the “Question” box, fill in your description (story, article, etc.). If you have uploaded pictures in the Files area, you can choose to display them with the description (so your description can describe a picture). When everything is filled out the way you want it, click on “Save changes.” Your description should now appear in the list of questions on the main quiz screen.

Random Short-Answer Matching

This question makes a matching question by drawing random questions and answers from among the short-answer questions you have created. You must have at least two short-answer questions in a category for this feature to work. A category is whatever category you were in when you selected the random short answer matching question. The question name can be anything you like, but it is suggest adding a number to the end (#1, #2, etc.). You may leave the existing default introduction, or you may change it if you wish. You can then select the number of questions you would like to have.

When you are finished, click on “Save changes.” You should be able to see the quiz editing screen with the new question listed.

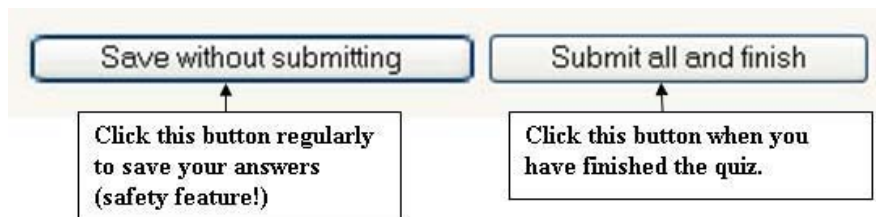
When you have everything the way you want it, click on “Save changes.” Your Embedded Answers question will now display on the Editing quiz screen list of questions for your category. At the bottom of the “Create New Question” area, there is an option to “Add a Random Question”

The screenshot shows the 'Editing a Multiple Choice question' interface. It includes the following elements:

- Category:** A dropdown menu set to 'Default'.
- Question name:** An empty text input field.
- Question:** A rich text editor with a toolbar and a text area.
- Image to display:** A message stating 'No images have been uploaded to your course yet'.
- Penalty factor:** A text input field containing '0.1'.
- One or multiple answers?:** A dropdown menu set to 'One answer only'.
- Available choices:** A message stating 'You must fill out at least two choices. Choices left blank will not be used.'
- Choice 1:** A text input field and a 'Grade' dropdown menu set to 'None'.
- Feedback:** A text input field.

Figure 81: Creating a Multiple Choice Question

When a student is answering a quiz at the end of the page you'll find two buttons. One is meant as a safety feature to save answers from time to time, while the student is working on the quiz. If something happens, like a power failure or something, your answers remain saved. The second button is to submit the quiz when the student has answered all the questions (If the student omits to submit a quiz before the availability runs out, the students answers will be saved but your grade will be zero!):



3.2.3.2 Importing Quiz Questions

Sometimes, you may have questions already composed outside of the platform, or, you simply do not want to use the internet interface to create new questions. The platform currently supports 12 different formats and provides an easy way to create new importers if you know a little PHP. Once you get to know a format, it may be simpler to type the questions into a text file than to use the web interface. You can just keep typing instead of waiting for new web pages to load for each question. The following is a brief explanation of the formats supported by the Moodle Platform.

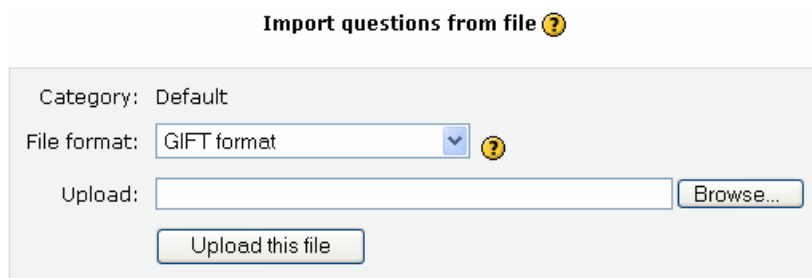


Figure 82: Importing a Question from an external file

- a) **Open GIFT format:** GIFT is the most comprehensive import format available for importing Moodle quiz questions from a text file. It was designed to be an easy method for teachers writing questions as a text file. It supports Multiple-Choice, True-False, Short Answer, Matching and Numerical questions, as well as insertion of a _____ for the “missing word” format. Various question-types can be mixed in a single text file, and the format also supports line comments, question names, feedback and percentage-weight grades. Below are some examples:

Who’s buried in Grant’s tomb?{~Grant ~Jefferson =no one}

Grant is {~buried =entombed ~living} in Grant’s tomb.

Grant is buried in Grant’s tomb.{FALSE}

Who’s buried in Grant’s tomb?{=no one =nobody}

When was Ulysses S. Grant born?{#1822}

- b) **Aiken format:** The Aiken format is a very simple way of creating multiple choice questions using a very clear human-readable format. Here is an example of the format:

What is the purpose of first aid?

- A. To save life, prevent further injury, preserve good health
- B. To provide medical treatment to any injured or wounded person
- C. To prevent further injury
- D. To aid victims who may be seeking help

ANSWER: A

- c) **Missing Word:** This format only supports multiple choice questions and short answer question, depending on the number of answers. One answer generates a short answer question, two or more answers generate a multiple choice question. Each answer is separated with a tilde (~), and the correct answer is prefixed with an equals sign (=). Here is an example of a multiple choice question:

As soon as we begin to explore our body parts as infants we become students of {=anatomy and physiology ~reflexology ~science ~experiment}, and in a sense we remain students for life.

Here is an example of a short answer question:

As soon as we begin to explore our body parts as infants we become students of {=anatomy and physiology}, and in a sense we remain students for life.

- d) **AON:** This is the same as Missing Word Format, except that after importing the questions all Short-Answer questions are converted four at a time into Matching Questions. Additionally, the answers of multiple-choice questions are randomly shuffled during the import. It's named after an organization that sponsored the development of many quiz features.
- e) **Blackboard:** This module can import questions saved in Blackboard's export format. It relies on XML functions being compiled into your PHP.
- f) **WebCT:** This module can import questions saved in WebCT's text-based format. WebCT: This module can import questions saved in WebCT's text-based format.
- g) **Course Test Manager:** This module can import questions saved in a Course Test Manager test bank. It relies on different ways of accessing the test bank, which is in a Microsoft Access database, depending on whether Moodle is running on a Windows or Linux web server. On Windows it lets you upload the access database just like any other data import file. On Linux, you must set up a windows machine on the same network with the Course Test Manager database and a piece of software called the ODBC Socket Server, which uses XML to transfer data to Moodle on the Linux server.
- h) **Embedded answers (Cloze) :** This special purpose format imports just one type of question, the Embedded Answers (also known as Cloze) format.
- i) **Learnwise format:** This format can import multiple choice questions saved in Learnwise's XML format.
- j) **Examview format:** This format can import from Examview 4 XML files. Note that the older versions of Examview are not supported.
- k) **Moodle XML format:** This Moodle specific format imports quiz questions that have previously been exported in the same format. The format is straightforward and is best demonstrated by exporting a category in the Moodle XML format.

The platform also gives you an option to export questions from the Moodle Quiz to another format. You can export to any of the formats mentioned above, in essentially the same manner. This is helpful if you have created a quiz in Moodle and want to have a text version of the quiz for whatever purpose.

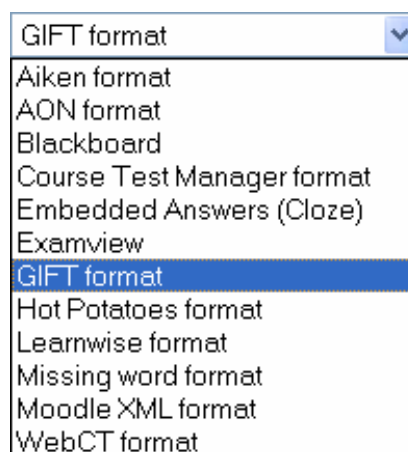


Figure 83: Drop down menu of formats supported

3.2.3.3 Adding Questions to a Quiz

Once you have created or imported quiz questions, you need to add them to the Quiz. You can select which questions you want to add to the quiz by clicking the checkboxes on the left of the question list. To select all the questions in the list, you can click the “Select All” button. To add the selected questions to the quiz, then click the “Add to Quiz” button. Once the question has been added to the quiz, it will appear in the quiz question list on the left hand side of the screen

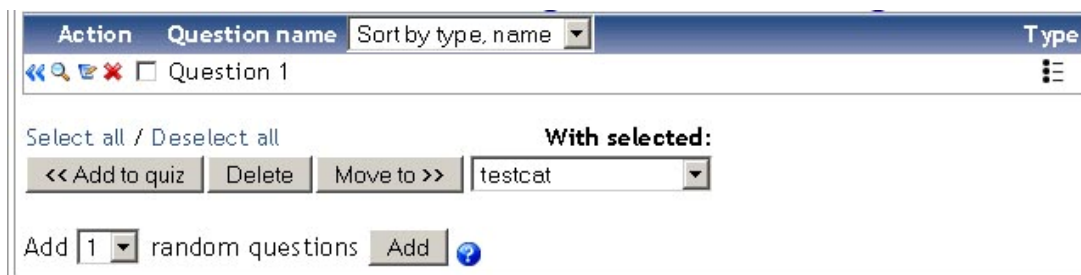


Figure 84: The list of questions available to add to the Quiz



Figure 85: List of questions added to Quiz

Random question: When adding questions to a quiz, you are also given an option to add random questions. If you have multiple questions that are available to add to the quiz, you can use this option to add any number of them at random to the quiz. This makes it so that different students will receive different questions on the same quiz, or, if students are allowed multiple attempts on the quiz, they will get different questions each time through. You can also add any combination of specific and random questions. When doing this, the random question option will automatically make sure that it does not randomly add a question to the quiz that you have already added manually.

3.2.4 SCORM files

This type of reading resource is a special one. It contains a series of web pages with read tracking so the teacher can track your reading progress. However this is optional for the teachers and not all of them will track your reading progress. These series of web pages can also contain self assessment quizzes that will not be taken into account during grading.

The SCORM activity allows you to include a Course – Genie generated lesson in to the platform. SCORM is a common system for putting together online learning experiences, and there are many packages (except Course – Genie) that can export activities in a SCORM format. If you have SCORM material you would like to add to your module, select “SCORM” from the “Add an activity” menu. This will take you to the SCORM upload screen:

SCORM (Shareable Content Object Reference Model) is a collection of standards and specifications adapted from multiple sources to provide a comprehensive suite of e-learning capabilities that enable interoperability, accessibility and reusability of Web-based learning content. (see <http://www.adlnet.gov/scorm/>).

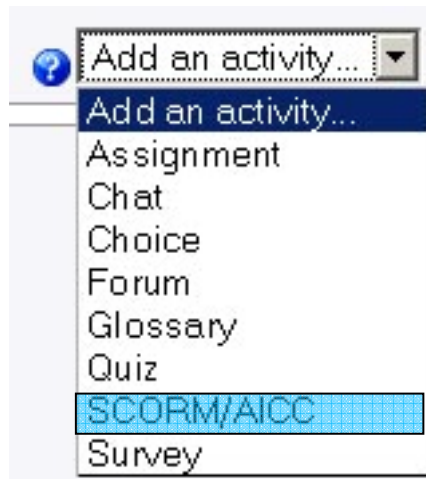


Figure 86: Adding a SCORM file

Creating a SCORM Package from Course Genie will not be discussed here. For more information please refer to the Course Genie Help system and accompanying manual.

➤ **Before adding a SCORM package, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

Click on “SCORM/AICC” under the “Add an activity” menu. This will take you to the Adding a new SCORM/AICC screen.

Adding a new SCORM/AICC

Name:

Summary: **B I U S**

Path:

[[package]]:

Grading method:

Maximum grade:

Number of attempts:

Attempts grading:

Parameters:

Window:

Figure 87: Adding a new Course-Genie generated SCORM package

➤ **Step 2**

Name/ Summary: The name can be anything you like, and the “Summary” section supports full formatting (bold, italics, etc.) by using the format bar above the text box.

Grade methods: This option lets you pick how you want the SCORM to be graded. The results of a SCORM/AICC Package activity shown in Grades pages can be rated in several modes:

Learning Objects: This mode shows the number of completed/passed Learning Objects for the activity. The max value is the number of Package’s Learning Objects.

Highest grade: The grade page will display the highest score obtained by users in all passed Learning Objects.

Average grade: If you choose this mode the platform will calculate the average of all scores.

Sum grade: With this mode all the scores will be added.

➤ **Step 3**

To actually upload your SCORM lesson, click on the “Choose or update a SCORM package” button. This will open up the “Files” section of your classroom:

Demo Module » Files

File uploaded successfully

Name	Size	Modified	Action
<input type="checkbox"/> Groundwater	3.6MB	20 Apr 2007, 03:15 AM	Rename
<input type="checkbox"/> general	86.3KB	18 Apr 2007, 02:20 AM	Rename
<input type="checkbox"/> moddata	3.3MB	12 Apr 2007, 04:25 PM	Rename
<input type="checkbox"/> 13.gif	23.6KB	23 Apr 2007, 11:46 AM	Choose Rename
<input type="checkbox"/> Course_Genie_v2.1_SE.zip	20.4MB	21 Jun 2007, 11:25 AM	Choose Unzip List Restore Rename
<input type="checkbox"/> Installation_SE.pdf	186.7KB	21 Jun 2007, 11:29 AM	Choose Rename
<input type="checkbox"/> Test_SCORM.zip	782.4KB	4 Jul 2007, 04:03 PM	Choose Unzip List Restore Rename

With chosen files...

Figure 88: The “Files” section of your module

➤ **Step 4**

If your Course Genie SCORM activity package is already uploaded, navigate to the file and click on “Choose”. If you need to upload the files to your classroom, click on the “Upload a file” button. This will take you to this screen so you can browse for your files:

Demo Module » Files

Upload a file (Max size: 200MB) --> /

nents and Settings\aggelos\Desktop\Test SCORM.zip

Figure 89: Uploading SCORM package

➤ **Step 5**

Once you have all these fields set, click on “Save changes.” My example now has a SCORM called “Test SCORM:”

Test Scorm

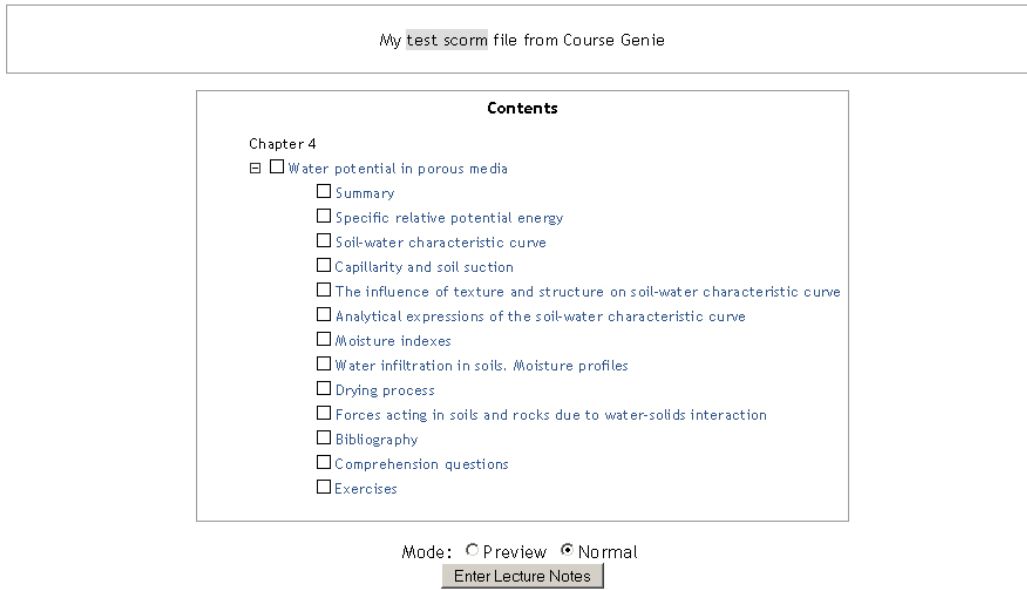


Figure 90: viewing SCORMs

The name of the resource will now be an active link in the content block.



Figure 91: SCORM uploaded

Clicking on a SCORM will take you in the contents of the package. You are prompted to select a method to view the contents. If you want to just preview the main reading unit select Preview Mode. When you are really reading the notes select the Normal Method.

Test Scorm

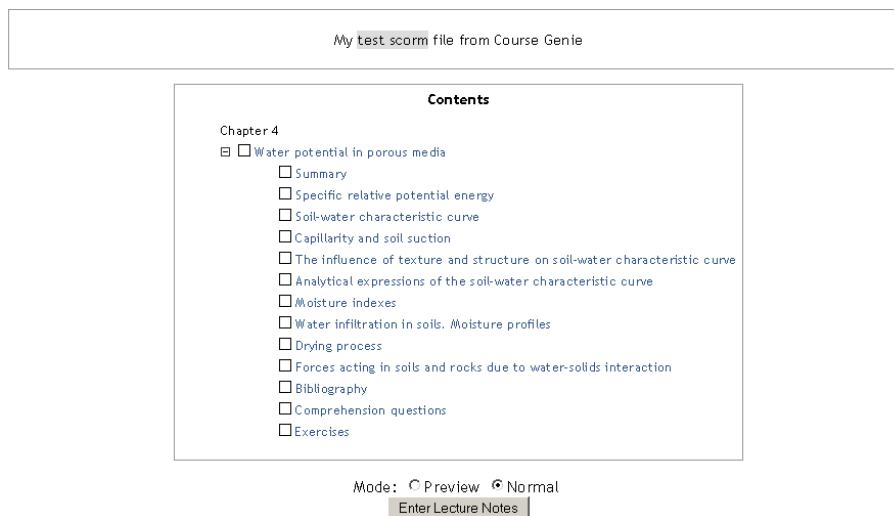


Figure 92: viewing SCORMs

- Not completed: When a section has not been read
- Completed: When a section is completed in normal mode
- Incomplete: When a section is completed in preview (browse) mode

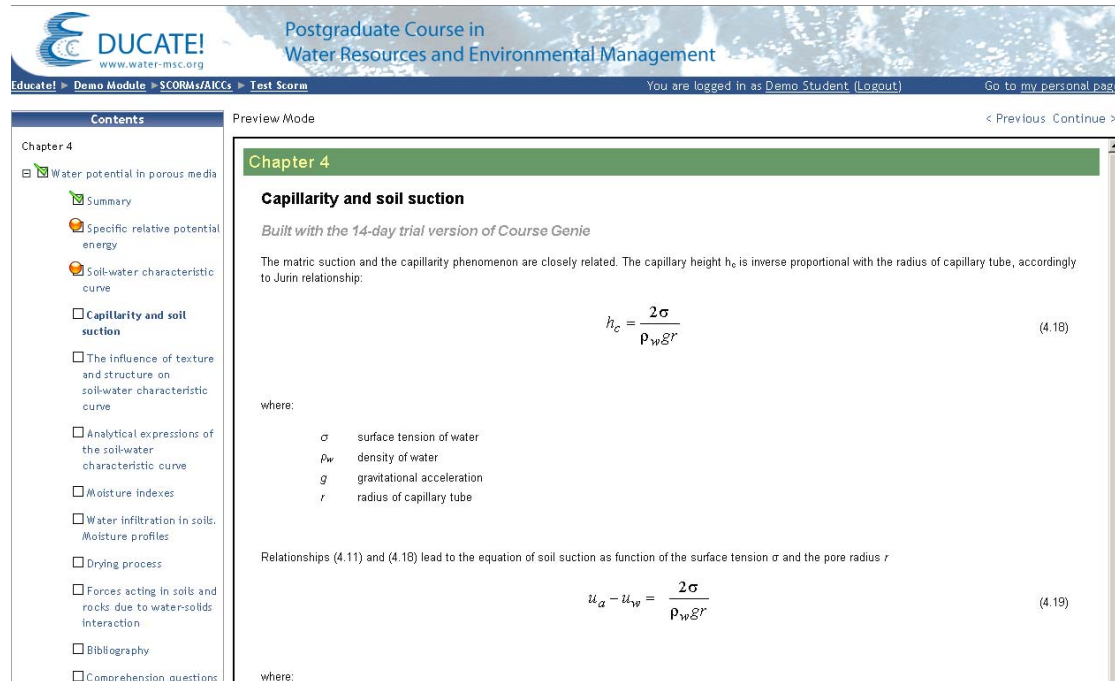


Figure 93: SCORM Reading in Preview and Normal Mode

Navigation Buttons



Figure 94: SCORM Navigation Buttons

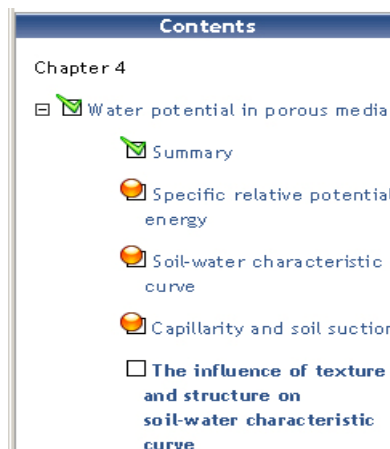


Figure 95: SCORM Contents Panel

3.2.5 Surveys

The Survey module provides a number of verified survey instruments that 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.

➤ **Before adding a survey, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

Click on “Survey” under the “Add an activity” menu on the module main page. This action will take you to the Survey Editing page.

Adding a new Survey to topic 2

Survey name:

Survey type: Choose... ?

Group mode: No groups ?

Visible to students: Show

Save changes Cancel

Figure 96: Adding a new Survey

➤ **Step 2**

- a) **Survey name:** This is where you can name the survey anything you would like.
- b) **Survey type:** This is where you can choose the type of survey you want to give. The choices are
 - **ATTLS:** This measures the extent to which a student is an active knower or a separate knower. It seeks to measure the quality of interaction within the module.
 - **Critical Incidents:** This is a survey that measures what aspects of the module were good and bad. Students must consider recent events and answer questions about their relationship to those events.
 - **COLLES (actual):** This survey measures the actual experiences of the students in the module.
 - **COLLES (preferred and actual):** This is a survey that measures the actual and preferred experiences that the students had in the module or unit.
 - **COLLES (preferred):** This survey measures the experiences that the students would have preferred in the module.
- c) **Group mode:** This determines the separate groups within the survey.

- **No groups:** This makes every subscriber part of one big group.
- **Separate groups:** This allows each group to only be able to see their own group's postings. All others are invisible.
- **Visible groups:** This allows each group to only work within their own group and also allows them to see everybody else's work.

c) **Visible to students:** This determines if the survey will be visible to the students.

Click "Save changes." You will be taken to a page that will allow you to edit the introduction text. Make any necessary changes and click "Save changes." This will take you to the survey.

➤ Step 3

You may fill out or look over the survey.

Click on "Click here to check and continue." You will be taken to a page thanking you for answering the survey.

Click "Continue" when you are finished. You will be taken to the module main page.

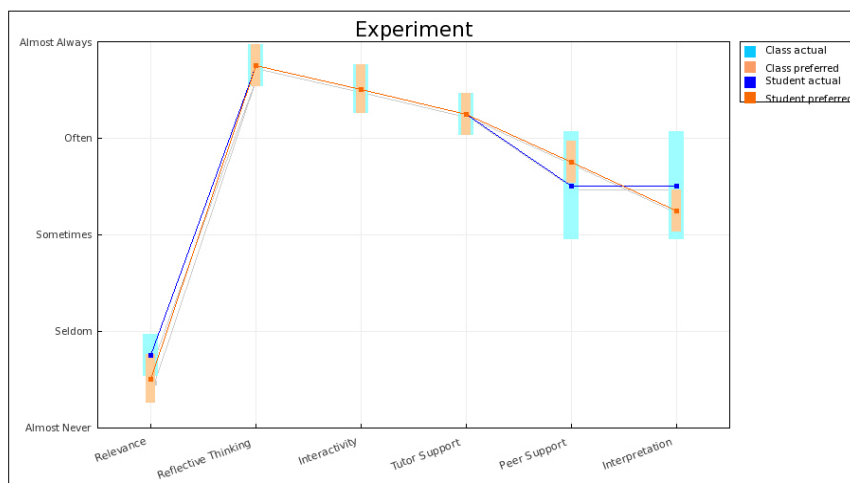


Figure 97: Survey results

Survey results can be viewed by clicking on the survey that was taken on the module main page. A graph will be displayed comparing the student's survey to the class average.

Surveys are not anonymous. While students cannot see each other's results, the teachers can view each student's survey. There is no way to assure anonymity. If you are using these results for research, you must develop a scheme to download the data and assign participant numbers. Students should also be informed of this limitation.

3.2.6 Glossary

This activity allows teachers and participants to create and maintain a list of definitions, (e.g. a dictionary of terms specific to module content). The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same module. Additionally, it is possible to automatically create links to these entries from throughout the module.

For example, each time a participant encounters a term existing in the glossary that is within a forum post, assignment activity, or quiz, the term is highlighted in grey. Clicking the highlighted term will display the glossary definition in a pop-up window.

➤ **Before adding a glossary, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

Click on “Glossary” under the “Add an activity” menu. This will take you to the Glossary options screen.

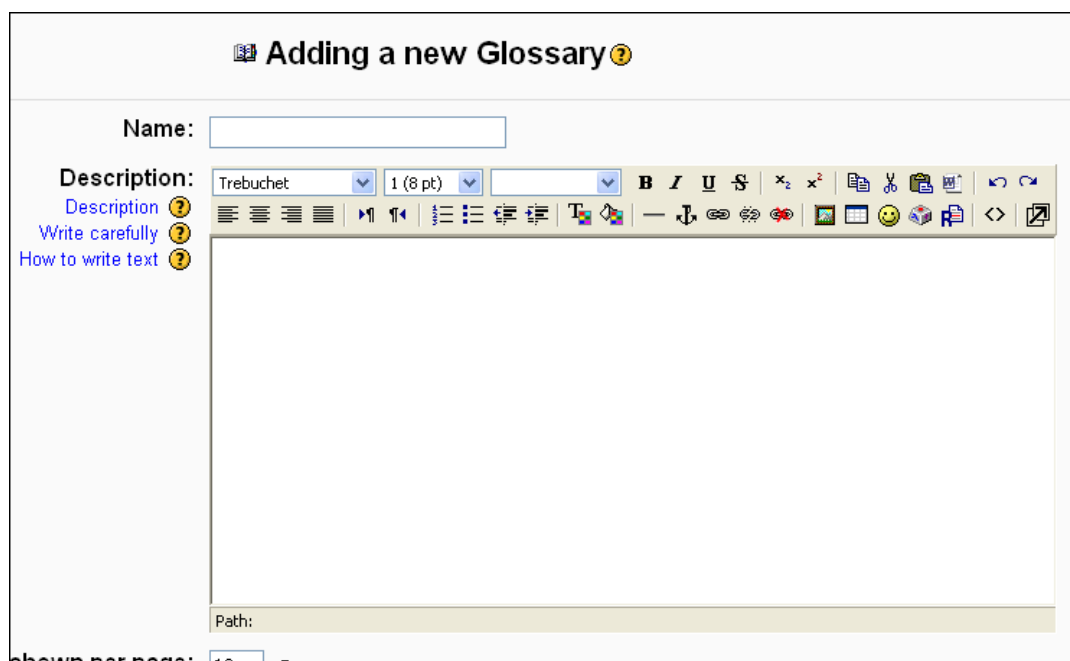


Figure 98: Adding a new Glossary

➤ **Step 2**

- a) **Name:** Give the glossary a name.
- b) **Description:** Describe the glossary. It can have full formatting using the toolbar (bold, underline, images, etc.).

c) **Entries shown per page:** This is useful to help users with slow connections. If you limit the entries to 10 or 15 per page, the load time is faster. If you do not specify a number, the system will load every definition.

Entries shown per page: 10 ?

Glossary Type: Secondary glossary ?

Students can add entries: Yes ?
(Applies only if the glossary is not the main one)

Duplicated entries allowed: No ?

Allow comments on entries: No ?

Allow print view: Yes ?

Automatically link glossary entries: Yes ?

Approved by default: Yes ?

Figure 99: Glossary options

d) **Glossary type:** This can be either “Secondary glossary” or “Main glossary.” You can only have one Main glossary for your entire classroom. You may have as many Secondary glossaries as you like. Entries from Secondary glossaries can be transferred to the Main glossary. This allows you to build a Main glossary with the definitions you want from any definition in the Secondary glossaries. Students cannot modify a Main glossary.

e) **Students can add entries:** This setting allows students to create entries if it is set to “Yes” and if the glossary is a Secondary glossary. Students cannot add directly to a Main glossary.

f) **Duplicated entries allowed:** This sets if students can define a term more than once (if two or more students can define “sonnet” or the like) .

g) **Allow comments on entries:** This sets if others in the class can or cannot make comments on glossary entries.

h) **Allow print view:** If enabled (default) students will be able to open the glossary in a new window without any page borders or background colours. This is the ideal way to print a glossary page.

Figure 100: Display options

i) **Automatically link glossary entries:** If this option is set to “Yes”, then every time a term is used anywhere on the site, the term will link to the definition in the glossary. For example, if I define sonnet, and someone uses the term sonnet in a forum discussion, the word sonnet will become a link to the definition I wrote.

j) **Approved by default:** If this setting is set to “No,” then all student entries must be approved by the teacher before they become available to everyone. If this is set to “Yes,” then all entries are available to everyone.

➤ **Step 3**

This step defines how the Glossary appears to the class. There are multiple settings.

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

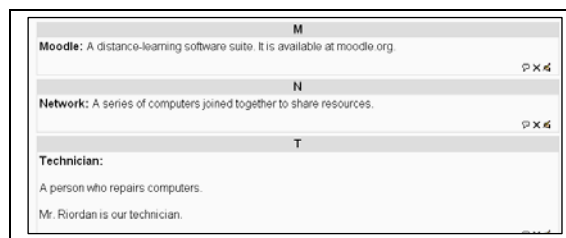


Figure 101: Simple, dictionary style

- **Simple, dictionary style:** This presents the terms similar to a dictionary, in alphabetical order. Any attachments are shown as links. Author information is not presented.

- **Continuous without author:** This presents the terms as one big page and sorts the terms by date. The author is not indicated. This appears the same as the “Simple, dictionary style” above.

- **Encyclopedia:** This presents the terms like an encyclopedia. All uploaded images are seen in the article, and the author is noted.

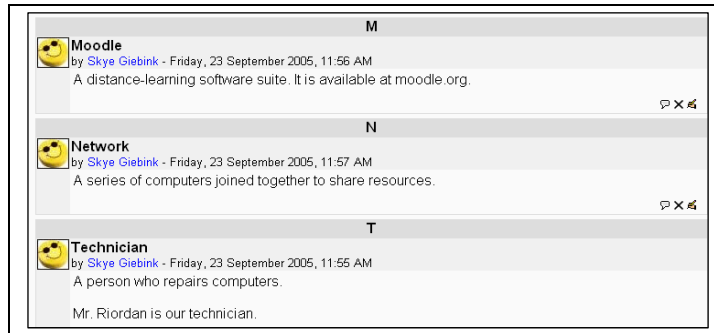


Figure 102: Encyclopedia format

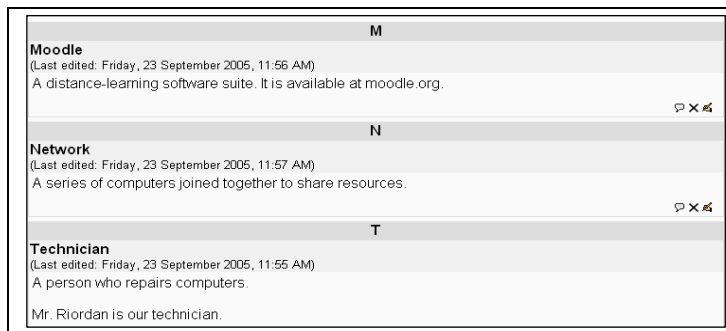


Figure 103: Entry list format

- **Entry list:** This presents the terms as a list of the terms with no definitions. The administrator must set what happens when you click on the term – it may or may not show the definition depending on what the administrator has previously set

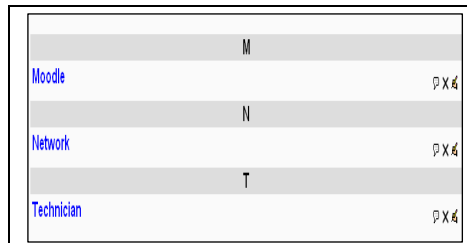


Figure 104: FAQ Format

- **FAQ:** This presents the terms as a frequently asked question forum. The term's "Name" field will be presented as a question, and the "Description" field will be given as the answer.
- **Full with author:** This is similar to the "Encyclopedia" setting, except attachments are seen as links instead of a part of the definition. Author information is given.

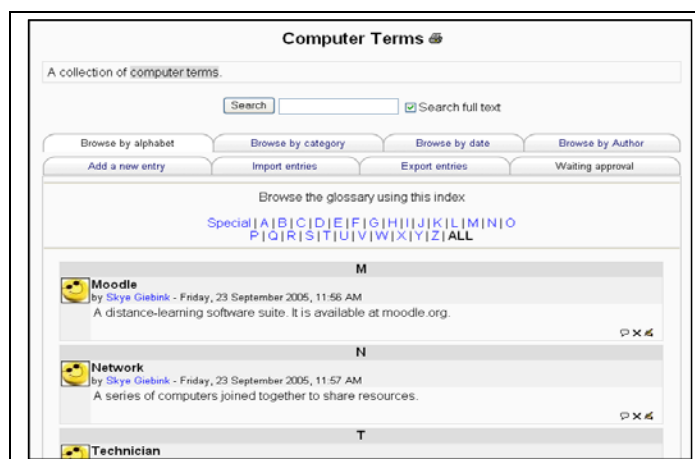


Figure 105: Full with author

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

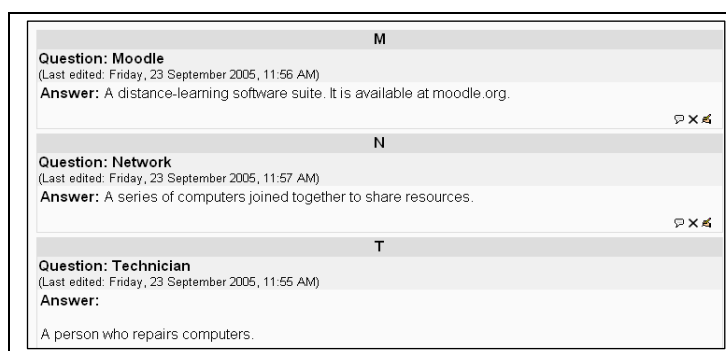


Figure 106: Full without author

- b) **Show ‘Special’ link:** if this setting is set to “Yes,” it allows students to browse using special characters (e.g. \$ % #).
- c) **Show alphabet:** if this is set to “Yes,” it allows students to browse by alphabetic letters.
- d) **Show ‘ALL’ link:** if this is set to “Yes,” it allows students to list all entries in the glossary at once.
- e) **Edit always link:** if this is set to “Yes,” then students can edit their glossary entries at any time. If this is set to “No,” students cannot edit their entries once the entries have been submitted.
- f) If your administrator has enabled RSS feeds (news feeders), you will see two additional entries. If the RSS questions do not appear on your screen, then your administrator probably has not enabled RSS feeds. See your administrator for more information. Since RSS is available in multiple modules, it is covered in its own section. For more information, see the section on RSS.

g) **Allow entries to be rated:** If you do not want to rate posts, then leave the “Use ratings” checkbox blank. If you do want to rate posts, check the box next to “Use ratings.”

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

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

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

h) Visible to students: Leave this set on “Show” unless you do not want students to see the glossary.

Once you have these settings the way you want them, click on “Save changes.”

➤ Step 4

a) To return to the module main page, click on the class name in the upper left corner. You will now see the new glossary in the main view.

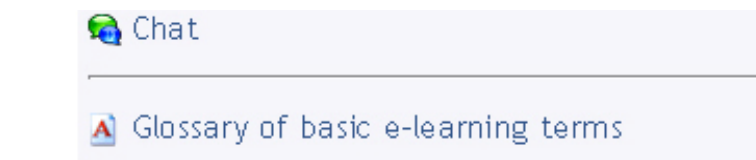



Figure 107: New glossary in main view

b) If you click on the new glossary (“Glossary” in my example) , your glossary page will be seen in the main view.

Aquifers 

Search Search full text

Browse the glossary using this index:

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

A

Aquifer: An **aquifer** is an underground layer of **water**-bearing permeable rock or unconsolidated materials (**gravel, sand, silt, or clay**) from which **groundwater** can be usefully extracted using a **water well**. The study of water flow in aquifers and the characterization of aquifers is called **hydrogeology**.

Keyword(s):

G

Groundwater: **Groundwater** is **water** located beneath the **ground** surface in **soil pore** spaces and in the **fractures** of geologic formations. A formation of rock or soil is called an **aquifer** when it can yield a usable quantity of water.

Keyword(s):

Figure 108: Glossary

c) Options:

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

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

➤ **Step 5**

a) **Adding a new entry:** If you click on the “Add new entry” tab, you will see a screen like this.

Figure 109: Adding a new quiz entry

b) **Concept:** You must specify the “Concept” field. This is the term you want added to the glossary.

c) **Keyword(s):** You may add keywords that the system will link to this definition if those words are used. For example, if I define “sonnet” with a keyword of “poem,” then the system will link to the definition of “sonnet” if someone uses “poem” in a discussion.

d) **Categories:** You may also put the term into a category if you have any defined categories.

e) **This entry should be automatically linked:** Turning this feature on will allow the entry to be automatically linked to wherever the concept words and phrases appear throughout the rest of the same module. This includes forum postings, internal resources, week summaries, and so on. If you do not want particular text to be linked (e.g. in a forum posting) , then you should add `<nolink>` and `</nolink>` tags around the text. In order to turn this feature on, auto linking must be enabled at glossary level.

f) **This entry is case sensitive:** This setting specifies whether matching exact upper and lower case is necessary when performing automatic linking to these entries. For example, if this is turned on, then a word like “html” in a forum posting will NOT be linked to a glossary entry called “HTML”.

g) **Match whole words only:** If automatic linking is enabled, then turning this setting on will force only whole words to be linked. For example, a glossary entry named “construct” will not create a link inside the word “constructivism”.

h) **Definition:** You then can fill in the “Definition” field, and can add any attachments (pictures, etc.) that you wish. When you are finished with your new entry, click on “Save changes.” Continue the process of adding new entries to fill your glossary.

3.2.7 Lesson activity

An online module wouldn't be complete without lessons. Teachers can use the lesson activity to present information to the students in a straightforward manner. One might ask: "How do I know my students are actually taking the lessons and benefiting from them?" Moodle was created with this in mind.

The lesson activity is designed as an interactive process. A student will read the information on a lesson page and then answer a comprehensive question before continuing with the lesson. Based on the student's answer, he or she may be led to the next page in the lesson, or back to a page that contains the information necessary to correctly answer the question.

This interactive process is what makes lessons activities so powerful to use. Below are instructions for setting up a standard lesson activity, as well as using branching to create flash cards.

➤ **Before adding a lesson, you must:**

- Login to your platform module.
- Turn editing on (centered on page header).

➤ **Step 1**

To add a Lesson activity, select "Lesson" from the "Add an activity" menu on the module main page. This action will take you to the Lesson editing properties page.

➤ **Step 2**

General	
Name:	<input type="text"/>
Timed:	No <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>
Time limit (minutes):	20 <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>
Maximum number of answers/branches:	4 <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>
Grade options	
Practice lesson:	No <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>
Custom scoring:	Yes <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>
Maximum grade:	0 <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>
Student can re-take:	No <input style="font-size: 8px; vertical-align: middle;" type="button" value="?"/>

Figure 110: Lesson editing properties page

This describes a general description of the different options given on the "Adding a new Lesson" Page. Because of the wide variety of styles that you can use, separate documents have been created that provide more detailed descriptions of different types of lesson formats. Please see:

- Linear Lesson
- Branch Table
- Flash Cards

a) **General**

Name: Fill in the name of the lesson. This can be anything you desire.

Timed: You can put a time limit on your lesson by clicking “Yes.”

Time Limit (minutes): If the lesson will be timed, specify the time limit here.

Maximum number of answers/branches: This sets how many questions can be asked on each page. If you leave the number at 4, you can still ask less than 4 questions on one page if you wish. You can even have a page where you do not ask a question– in this case the student will automatically continue on to the next page.

b) Grade options

Practice lesson: A practice lesson will not be graded, but you can utilize this resource if you would like to allow students to take a practice lesson.

Custom scoring: This allows you to put a numerical point value on each lesson. The default is one point for correct answers and zero points for incorrect answers.

Maximum grade: This is the maximum grade that can be awarded for the whole lesson. The range is from 0% to 100%.

Students can re-take: This allows you to determine if the students are allowed to go through the lesson more than once and resubmit answers.

Handling of re-takes: This determines how re-takes are handled. You may either chose to have the mean of all the retakes displayed on the Grades page or the student’s maximum or best score.

Display ongoing score: This displays the students’ scores as they are going through the lesson.

c) Flow control

Allow student review: This allows students to navigate back through the lesson to change their answers.

Display review button: This will display a button that the students may click on after they answer a question incorrectly. It will allow the student to re-attempt the question.

Maximum number of attempts: This is the maximum number of times a student can reattempt the questions in the lesson.

Action after the correct answer: This determines which page the student is shown after the question is answered correctly. The default is to follow the normal lesson path, going to the next page. You may also choose to have a student view a page that the student has not seen or to view an unanswered page. These would be used if the lesson did not have to follow a chronological order and took a form more like that of flashcards.

Minimum number of questions: This is used to put a minimum limit on the number of questions that a student must answer in the lesson. It is used when the lesson does not follow the normal lesson path (flashcards).

Number of pages (cards) to show: This is used when the lesson is set up like flashcards. It sets a number of pages that the student must go through before the lesson is completed and a grade is shown.

#FFFFFF	#FFFFCC	#FFFF99	#FFFF66	#FFFF33	#FFFF00	#66FFFF	#66FFCC	#66FF99	#66FF66	#66FF33	#66FF00
#FFCCFF	#FFCCCC	#FFCC99	#FFCC66	#FFCC33	#FFCC00	#66CCFF	#66CCCC	#66CC99	#66CC66	#66CC33	#66CC00
#FF99FF	#FF99CC	#FF9999	#FF9966	#FF9933	#FF9900	#6699FF	#6699CC	#669999	#669966	#669933	#669900
#FF66FF	#FF66CC	#FF6699	#FF6666	#FF6633	#FF6600	#6666FF	#6666CC	#666699	#666666	#666633	#666600
#FF33FF	#FF33CC	#FF3399	#FF3366	#FF3333	#FF3300	#6633FF	#6633CC	#663399	#663366	#663333	#663300
#FF00FF	#FF00CC	#FF0099	#FF0066	#FF0033	#FF0000	#6600FF	#6600CC	#660099	#660066	#660033	#660000
#CCFFFF	#CCFFCC	#CCFF99	#CCFF66	#CCFF33	#CCFF00	#33FFFF	#33FFCC	#33FF99	#33FF66	#33FF33	#33FF00
#CCCCFF	#CCCCCC	#CCCC99	#CCCC66	#CCCC33	#CCCC00	#33CCFF	#33CCCC	#33CC99	#33CC66	#33CC33	#33CC00
#CC99FF	#CC99CC	#CC9999	#CC9966	#CC9933	#CC9900	#3399FF	#3399CC	#339999	#339966	#339933	#339900
#CC66FF	#CC66CC	#CC6699	#CC6666	#CC6633	#CC6600	#3366FF	#3366CC	#336699	#336666	#336633	#336600
#CC33FF	#CC33CC	#CC3399	#CC3366	#CC3333	#CC3300	#3333FF	#3333CC	#333399	#333366	#333333	#333300
#CC00FF	#CC00CC	#CC0099	#CC0066	#CC0033	#CC0000	#3300FF	#3300CC	#330099	#330066	#330033	#330000
#99FFFF	#99FFCC	#99FF99	#99FF66	#99FF33	#99FF00	#00FFFF	#00FFCC	#00FF99	#00FF66	#00FF33	#00FF00
#99CCFF	#99CCCC	#99CC99	#99CC66	#99CC33	#99CC00	#00CCFF	#00CCCC	#00CC99	#00CC66	#00CC33	#00CC00
#9999FF	#9999CC	#999999	#999966	#999933	#999900	#0099FF	#0099CC	#009999	#009966	#009933	#009900
#9966FF	#9966CC	#996699	#996666	#996633	#996600	#0066FF	#0066CC	#006699	#006666	#006633	#006600
#9933FF	#9933CC	#993399	#993366	#993333	#993300	#0033FF	#0033CC	#003399	#003366	#003333	#003300
#9900FF	#9900CC	#990099	#990066	#990033	#990000	#0000FF	#0000CC	#000099	#000066	#000033	#000000

Figure 111: HTML colour chart

d) Lesson formatting

Slide show: This allows the lesson to be viewed like a slide show with a specific height, width, and background colour.

Slide show width: This sets the width of the lesson if you chose to view it as a slide show.

Slide show height: This sets the height of the lesson if you chose to view it as a slide show.

Slide show background colour: This sets the colour of the background if you chose to view your lesson as a slide show. Use the 6 digit code from any of the following colours to set it as the background colour.

Display left menu: This will show a menu listing all the pages with questions on them. It will allow students to move from one page to another. This feature is best used if the lesson is set up like flashcards.

e) Access Control

Password protected lesson: This requires that students enter a password before gaining access to the lesson.

Password: This is where the teacher enters the password for the lesson.

Available from: This is the date that the lesson will become available to the students.

Deadline: This is the date when the lesson will no longer be available to the students.

f) Other

Tree view: If set to “Yes,” this will show a list of the pages and questions in the lesson as links. Pages will be in blue and questions in red.

Display high scores: This displays a list of high scores for the lesson. Students can put a customized name next to their score.

Number of high scores displayed: This sets the number of high scores to display at once.

Use this lesson’s settings as defaults: If “Yes” is selected, this will allow the teacher to use the settings only made as the default setting for all following lessons.

Visible to students: This determines whether or not the lesson will be visible to students.

Click on “Save Changes”. This will take you to a page in which you can add questions to your lesson.

3.2.7.1 Adding Questions to a Lesson

Decide how you would like to create your questions. You have three choices:

a) Import questions: This allows you to import already made questions from other sources. WebCT is one of the file format choices.

- Click on “Import Questions.”
- Choose the file format of the questions you are importing.
- Click “Browse” to find your questions or type in the path to your questions.
- Click “Upload this file.” You will come to a page displaying the questions you imported.
- Click “Continue.” You will be taken to a Check navigation page.
- Click on “Test question” below the first question. You will be taken through the lesson you created.
- When you have completed testing the lesson you will be taken to a page which gives you the option to either view grades or go back to the module menu.

Figure 112: Import questions page

b) Add a Branch Table: This is a page that has a set of links to other pages in the lesson. Typically a lesson may start with a branch table which acts as a Table of Contents. A branch table is a lesson page without responses to student selections. While question pages are

graded, branch tables are not. They serve the purpose of leading students into a series of question pages, depending on what they choose.

- **Title:** Name the page anything you would like. It will be the title of this page only. If you have multiple pages, each one will have a title.
- **Page contents:** This is where you put the information that you are trying to convey. It may be a story, a problem to solve, a poem, or anything that you want to ask questions about. You should usually end the section with a question that will be answered by the students.
- **Description 1 (or Description #):** This is where a possible answer to your question is written.
- **Jump to 1 (or Jump to #):** This is the page that the student is taken to after they choose that answer to the question. Usually an incorrect answer jumps to this page and a correct answer jumps to the next page.

When you are finished click “Add a branch table.” You will be taken to a page that says you have inserted the page.

Click “Continue.” You will be taken to a Check navigation page.

You may either choose to check the navigation of your entire lesson or to just check your questions individually. Both will show you how the student views the lesson. From this page you can also add other types of question pages.

When you have completed testing the lesson you will be taken to a page which gives you the option to either view grades or go to the module menu.

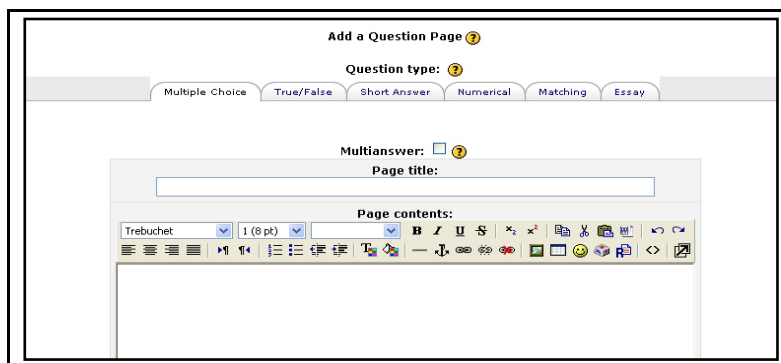


Figure 113: Add a question page

c) Add a question page: This page allows the teacher to ask a question on the material presented on the lesson page. Answers can be set to direct students to the next page, previous page, or current page. It is used when teachers want their lessons to follow a chronological order or if the students must master each page before moving on to the next.

The question types are

- “Multiple Choice,”
- “True/False,”
- “Short Answer,”

- “Numerical,”
- “Matching,” and
- “Essay.”

Options for “Multiple Choice,” “True/False,” “Short Answer,” and “Numerical”:

- **Multianswer (Multiple Choice only):** If enabled, the student is required to select all the correct answers from the set of answers. The question may or may not tell the student how many correct answers there are. For example “Which of the following were US Presidents?” does not, while “Select the two US presidents from the following list.” does. The actual number of correct answers can be from one up to the number of choices. (A Multichoice Multianswer question with one correct answer is different from a Multichoice question as the former allows the student the possibility of choosing more than one answer while the latter does not.)
- **Case sensitive (Short Answer only):** By default the comparisons ignore the case of the text. If enabled, answers are case sensitive.
- **Page title:** Name the page anything you would like. It will be the title of this page only. If you have multiple pages, each one will have a title.
- **Page contents:** This is where you put the information you are trying to convey. It may be a story, a problem to solve, a poem, or anything that you want to ask questions about. You should usually end the section with a question that will be answered by the students.
- **Answer 1 (or Answer #):** This is where you type one answer to the question you asked. You fill in one answer per Answer #, up to the maximum you defined. You do not have to fill them all in.
- **Response 1 (or Response #):** After each Answer # section, there is a Response #. This is an explanation that the student will see after picking one of the possible answers and before being redirected to another page (or staying on the same page) .
- **Jump to:** After each response there is a field that tells the system what to do if the student picks that number. You can tell the system to stay on the current page, jump to the next page, or jump to the previous page. For example, if you pick Answer 1 and the “Jump to” field is set to go to the next page, then you will be sent to the next page of the lesson. The students will see the order of the answers mixed up (Answer 1 may actually be the fourth question asked) .
- **Score:** Each question can receive a score. Usually a correct answer is scored as 1 and incorrect answer as 0.

Click “Add a question page.” You will be taken to a page that says you have inserted the question page.

Click “Continue.” You will be taken to a Check navigation page.

You may either choose to check the navigation of your entire lesson or to just check your questions individually. Both will show you how the student views the lesson. From this page you can also add other types of question pages.

When you have completed testing the lesson you will be taken to a page which gives you the option to either view grades or go to the module menu.

Options for “Matching”:

- **Page title:** Name the page anything you would like. It will be the title of this page only. If you have multiple pages, each one will have a title.
- **Page contents:** This is where you put the information you are trying to convey. It may be a story, a problem to solve, a poem, or anything that you want to ask questions about. You should usually end this section with a statement such as: Match the correct state with its capitol.
- **Correct response:** This is what the students will see if they correctly match all the items.
- **Wrong response:** This is what the students will see if they do not match each item correct. Please try again would be a good phrase to put here.
- **Answer 1 (or answer #):** This is where you will put items in the first list.
- **Matches with answer 1 (or answer #):** This is where you put the correct match to answer 1.
- **Correct/wrong answer jump:** This is where you decide which page you would like the student to be taken to if they have correctly or incorrectly matched all items.
- **Correct/wrong answer score:** This is the score given to correct and incorrect answers. The default is 1 point for correct matching and 0 points for incorrect matching.

Click “Add a question page.” You will be taken to a Check navigation page.

Click “Continue.” You will be taken to a Check navigation page.

You may either choose to check the navigation of your entire lesson or to just check your questions individually. Both will show you how the student views the lesson. From this page you can also add other types of question pages.

When you have completed testing the lesson you will be taken to a page that gives you the option to either view grades or go to the module menu.

Options for “Essay”:

- **Page title:** Name the page anything you would like. It will be the title of this page only. If you have multiple pages, each one will have a title.
- **Page contents:** This is where you put the information you are trying to convey. It may be a story, a problem to solve, a poem, or anything that you want to ask questions about. This section should be ended with an essay question
- **Jump to:** Usually this page jumps to the next page after the student has answered the question. Answers are graded by the teacher at a later time.

Click “Add a Question Page.” You will be taken to an inserted page.

Click “Continue.” You will be taken to a Check navigation page.

You may either choose to check the navigation of your entire lesson or to just check your questions individually. Both will show you how the student is able to view the lesson. From this page you can also add other types of question pages.

When you have completed testing the lesson you will be taken to a page which gives you the option to either view grades or go to the module menu.

3.2.7.2 Linear Lesson

In the general, linear form of the lesson, student's progress through the lesson, one page at a time, based on their correct answers to questions asked in the lesson. The lesson follows a single, one-way path, thus the description of it being linear.

The following is a description of how to set each parameter in order to create a Linear Lesson.

a) General

- **Name:** Fill in the name of the lesson. This can be anything you desire.
- **Timed:** You can put a time limit on your lesson by clicking "Yes."
- **Time Limit (minutes):** If the lesson will be timed, specify the time limit here.
- **Maximum number of answers:** This sets how many questions can be asked on each page. If you leave the number at 4, you can still ask less than 4 questions on one page if you wish. You can even have a page where you do not ask a question– in this case the student will automatically continue on to the next page.

b) Grade options

- **Practice lesson:** A practice lesson will not be graded, but you can utilize this resource if you would like to allow students to take a practice lesson.
- **Custom scoring:** This allows you to put a numerical point value on each lesson. The default is one point for correct answers and zero points for incorrect answers.
- **Maximum grade:** This is the maximum grade that can be awarded for the whole lesson. The range is from 0% to 100%.
- **Students can re-take:** This allows you to determine if the students are allowed to go through the lesson more than once and resubmit answers.
- **Handling of re-takes:** This determines how re-takes are handled. You may either chose to have the mean of all the retakes displayed on the Grades page or the student's maximum or best score.
- **Display ongoing score:** This displays the students' scores as they are going through the lesson.

c) Flow control

- **Allow student review:** This allows students to navigate back through the lesson to change their answers.
- **Display review button:** This will display a button that the students may click on after they answer a question incorrectly. It will allow the student to re-attempt the question.
- **Maximum number of attempts:** This is the maximum number of times a student can reattempt the questions in the lesson.
- **Action after the correct answer:** This determines which page the student is shown after the question is answered correctly. You will want to set this to the default "Normal- follow lesson path" option.

- **Minimum number of questions:** This is used to put a minimum limit on the number of questions that a student must answer in the lesson. If a minimum number is set, the grade for a student who answers that many or fewer questions will be calculated based on the number this is set to. Thus, if this is set to 10 and the student answers 5 questions, the best score they can achieve is 50%. If the student answers more than the minimum number, then their grade is calculated based on the number answered, not the minimum. When this is set to 0, all questions must be answered, and the score is calculated based on all questions.
- **Number of pages (cards) to show:** This is used when the lesson is set up like flashcards. For the Linear Lesson format, you will need to leave this number at 0.

d) Lesson formatting

- **Slide show:** This allows the lesson to be viewed like a slide show with a specific height, width, and background colour.
- **Slide show width:** This sets the width of the lesson if you chose to view it as a slide show.
- **Slide show height:** This sets the height of the lesson if you chose to view it as a slide show.
- **Slide show background colour:** This sets the colour of the background if you chose to view your lesson as a slide show. Use the 6 digit code from any of the following colours to set it as the background colour.

3.2.7.3 Branch Table

The following is a description of how to set each parameter in order to create a Branch Table.

a) General

- **Name:** Fill in the name of the lesson. This can be anything you desire.
- **Timed:** You can put a time limit on your lesson by clicking “Yes.”
- **Time Limit (minutes):** If the lesson will be timed, specify the time limit here.
- **Maximum number of answers/branches:** This sets how many questions can be asked on each page. If you leave the number at 4, you can still ask less than 4 questions on one page if you wish. You will want to set this option to AT LEAST the number of branches that you want to have in your Lesson.

b) Grade options

- **Practice lesson:** A practice lesson will not be graded, but you can utilize this resource if you would like to allow students to take a practice lesson.
- **Custom scoring:** This allows you to put a numerical point value on each lesson. The default is one point for correct answers and zero points for incorrect answers.
- **Maximum grade:** This is the maximum grade that can be awarded for the whole lesson. The range is from 0% to 100%.
- **Students can re-take:** This allows you to determine if the students are allowed to go through the lesson more than once and resubmit answers.

- **Handling of re-takes:** This determines how re-takes are handled. You may either chose to have the mean of all the retakes displayed on the Grades page or the student's maximum or best score.
- **Display ongoing score:** This displays the students' scores as they are going through the lesson.

c) Flow control

- **Allow student review:** This allows students to navigate back through the lesson to change their answers.
- **Display review button:** This will display a button that the students may click on after they answer a question incorrectly. It will allow the student to re-attempt the question.
- **Maximum number of attempts:** This is the maximum number of times a student can reattempt the questions in the lesson.
- **Action after the correct answer:** This determines which page the student is shown after the question is answered correctly. The default is to follow the normal lesson path, going to the next page. For the branch table (which will be the first page a student sees), clicking one branch will take you to a linear progression of questions in that branch. NOTE: Be sure that the last question/page will take you back to the branch table, and that the branch table has an option to end the lesson.
- **Minimum number of questions:** This is used to put a minimum limit on the number of questions that a student must answer in the lesson. You will want to set this number high enough so that all branches must be viewed in order to answer a sufficient number of questions. Thus, if you have three branches with three questions each, this value should be set to at least 7.
- **Number of pages (cards) to show:** This is used when the lesson is set up like flashcards. For the Branch Table Lesson format, you will need to leave this number at 0.

d) Lesson formatting

- **Slide show:** This allows the lesson to be viewed like a slide show with a specific height, width, and background colour.
- **Slide show width:** This sets the width of the lesson if you chose to view it as a slide show.
- **Slide show height:** This sets the height of the lesson if you chose to view it as a slide show.
- **Slide show background colour:** This sets the colour of the background if you chose to view your lesson as a slide show. Use the 6 digit code from any of the following colours to set it as the background colour.

After the Lesson has been created, you will need to create questions and set them up as a Branch Table.

- a) Create the first question for each branch.
- b) Create a Branch Table, and create a branch for each of the questions you just created. Be sure that the last branch is a link to the end of the lesson.
- c) Move the Branch Table to the top of the “pages” list.

- d) Starting with the first question in a branch, create all of the remaining questions for that branch. Add an end-of-branch after the last question, which will return the student to the Branch Table

Make sure that you create enough total questions to fulfill the minimum number of questions that you set when you created the lesson. But also, keep in mind that students should have to do all branches to fulfill the minimum requirement.

3.2.7.4 Flash Cards

Flash cards can be a useful way to practice and recall basic facts and definitions. Flash cards allow students to rapidly practice learning as the first step toward learning how to communicate in a new field.

The lessons module can act like a deck of flash cards, presenting either the whole deck or a subset of cards to the student when they want to study the new terms. Each question page is a separate card and students can rapidly react to each one in turn. This is a very different structure than either the linear or the branching lesson formats.

Setting up a flash cards lesson requires setting up some of the options when you first create the lesson. To create a flash cards lesson, set up the options as follows:

a) General

- **Name:** Fill in the name of the lesson. This can be anything you desire.
- **Timed:** You can put a time limit on your lesson by clicking “Yes.” Flash cards are one option where a timed lesson might be useful.
- **Time Limit (minutes):** If the lesson will be timed, specify the time limit here.
- **Maximum number of answers/branches:** This sets how many questions can be asked on each page. If you leave the number at 4, you can still ask less than 4 questions on one page if you wish. You can even have a page where you do not ask a question– in this case the student will automatically continue on to the next page.

b) Grade options

- **Practice lesson:** A practice lesson will not be graded, but you can utilize this resource if you would like to allow students to take a practice lesson.
- **Custom scoring:** This allows you to put a numerical point value on each lesson. The default is one point for correct answers and zero points for incorrect answers.
- **Maximum grade:** This is the maximum grade that can be awarded for the whole lesson. The range is from 0% to 100%. If you are using a flash card style lesson to introduce strictly new material, you may want to consider setting a low value for the maximum grade for the quiz.
- **Students can re-take:** This allows you to determine if the students are allowed to go through the lesson more than once and resubmit answers.
- **Handling of re-takes:** This determines how re-takes are handled. You may either chose to have the mean of all the retakes displayed on the Grades page or the student's maximum or best score.
- **Display ongoing score:** This displays the students' scores as they are going through the lesson.

c) Flow control

- **Allow student review:** This allows students to navigate back through the lesson to change their answers.
- **Display review button:** This will display a button that the students may click on after they answer a question incorrectly. It will allow the student to re-attempt the question.
- **Maximum number of attempts:** This is the maximum number of times a student can reattempt the questions in the lesson.
- **Action after the correct answer:** This determines which page the student is shown after the question is answered correctly. For the flash cards style of lesson, you will want to set this option to either “Show an Unseen Page” or “Show an Unanswered Page”. If you use “Show an Unseen Page”, the lesson will display an unseen page from the pool of questions created for the lesson. Using this option will never show the same page twice. When using “Show an Unanswered Page”, the next page shown will either be an unseen page, or a page that was previously seen, but was answered incorrectly.
- **Minimum number of questions:** This is used to put a minimum limit on the number of questions that a student must answer in the lesson. Depending on whether you want to students to view all cards or only a portion of them, you can use this option. If you want the students to view all of the flash cards, then this value should be set at 0. However, if you have created, for example, 50 flash cards, and are only requiring students to answer 25 of them, you can set this number to 25. Of module, once a student has answered 25 questions, then there is no further requirement for them to continue with the lesson, and this option should be used cautiously.
- **Number of pages (cards) to show:** This is used when the lesson is set up like flashcards. It sets a number of pages that the student must go through before the lesson is completed and a grade is shown. If this number is set to 0, (or a number larger than the number of questions created) a student must answer all flash cards before finishing the lesson. If you set a value for this number, the student will only be shown that many cards out of the pool of questions created.

d) Lesson formatting

- **Slide show:** This allows the lesson to be viewed like a slide show with a specific height, width, and background colour.
- **Slide show width:** This sets the width of the lesson if you chose to view it as a slide show.
- **Slide show height:** This sets the height of the lesson if you chose to view it as a slide show.
- **Slide show background colour:** This sets the colour of the background if you chose to view your lesson as a slide show. Use the 6 digit code from any of the following colours to set it as the background colour.

Once you have created the lessons, you can begin creating question pages. There is no particular order that the cards need to be made in, as they will be drawn at random from the “deck” of flash cards created when a student does the lesson.

3.2.7.5 Grading the Lesson

Unlike other modules, the lesson module does not give you direct access to a student's performance. Instead, the only way to track a student's progress is through the grades module. As students complete the lesson, their scores will be recorded in the gradebook [see Grading module]. If you've allowed students to view each lesson multiple times, their scores may change as they repeat the lesson. (Cole, 2005, 155)

➤ **Step 1**

Go to the module main page.

➤ **Step 2**

Click on "Grades" under the Administration side block. This will show the grades for all students in the module.

The screenshot shows a web interface for viewing grades. At the top, there are buttons for "View Grades" and "Set Preferences". Below these are two buttons: "Download in Excel format" and "Download in text format". The main content is a table titled "Grades" with a help icon. The table has the following columns: Student (Sort by Lastname, Sort by Firstname), Chapter 1 Exam, Aly's Quiz, Test Lesson, William Glasser, Get to Know InTEC, Test Ashley, Question Page, Lesson, Forum Module, Forum Module *1*, testing, Test Quiz, Quiz, Total Stats (355 Percent), and Student (Sort by Lastname, Sort by Firstname). The first row of data shows a student named "Test, Student" with scores of 0% for all individual items and a total score of 0%.

Student	Chapter 1 Exam	Aly's Quiz	Test Lesson	William Glasser	Get to Know InTEC	Test Ashley	Question Page	Lesson	Forum Module	Forum Module *1*	testing	Test Quiz	Quiz	Total Stats	Student	
Sort by Lastname	100 Raw %	20 Raw %	0 Raw %	5 Raw %	10 Raw %	0 Raw %	0 Raw %	0 Raw %	0 Raw %	100 Raw %	100 Raw %	0 Raw %	10 Raw %	10 Raw %	355 Percent	
Sort by Firstname	Test, Student	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	Test, Student
	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%

Figure 114: Grades page

4 Using Communication tools

In this chapter we will see all the communication mechanisms that are available in the platform. The communication mechanisms are:

Private Messages: Unlike Forums and Chats, Messaging is non-module specific i.e. students may send messages to each other regardless of whether they are enrolled on the same module. Every profile page contains a “Messages” button for opening the Messages window. Alternatively, to encourage the use of messaging in your module, you may wish to add a Messages block and/or an Online Users block to your module page.

QuickMail: The QuickMail block adds a link to a tool that has a checkbox list of all students in the module, and a mail composition text area. You can check the students you like, and email those and only those. This enhances the existing communications systems of messaging (one user) and subscribed forums (all subscribers) by allowing teachers to select a specific subset of students.

Discussion Forum: This activity can be the most important – it is here that most discussion takes place. Forums may be structured in different ways, and can include peer rating of each posting. Generally, forum postings may be edited up to 30 minutes after posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to. Forums are divided into two main categories:

- **General forums or News and announcements:** The news forum is a special forum that is automatically created for each module and for the front page of the site, and is a place for general announcements. By default, only teachers and administrators may add news or reply to news. By default, everyone is forced to be subscribed to the news forum. The Latest News block displays recent discussions from the news forum. A module may only have one news forum. We will see this forum along with others in more detail in a little while.
- **Learning forums** (the forums of the specific parts of the module: they are organized and numbered according to the module lessons they appear in).
- **Teacher forum:** A teacher-only forum may be added to a module by creating a hidden forum. Teachers are able to view hidden module activities whereas students cannot.

Chats: The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed - the mode of using a chat room is quite different from the asynchronous Forums. The Chat tool contains a number of features for managing and reviewing chat discussions.

4.1 Messaging

Messaging is non-module specific i.e. users may send messages to each other regardless of whether they are enrolled on the same module. Your profile page also contains a “Messages” button for opening the Messages window. Alternatively, to encourage the use of messaging in the platform, we added along with the Messages block an Online Users block to your module page.

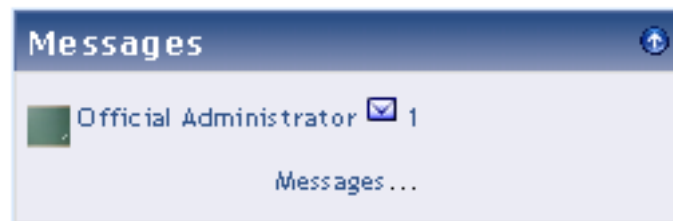


Figure 115: My Messages Side Block

4.1.1 Sending messages

To send a message to an individual:

In the Messages window click on the Search tab to search for the person, if appropriate checking the box “Only in my modules”, then click on their name. (Alternatively, if the person is listed in the Online Users block, simply click on the “Add/send message” envelope opposite their name.)

- Type the message in the pop-up box then click on the “Send message” button.
- To send a message to selected module participants (for teachers only):
- Click on the Participants link on the module page.
- Select participants from the list or use the “Select all” button at the bottom of the list.
- Choose “Add/send message” from the “With selected users...” drop-down menu.
- Type the message then click the “Preview” button.
- Assuming you are satisfied with the message, click the “Send” button.

4.1.2 Reading and replying to messages

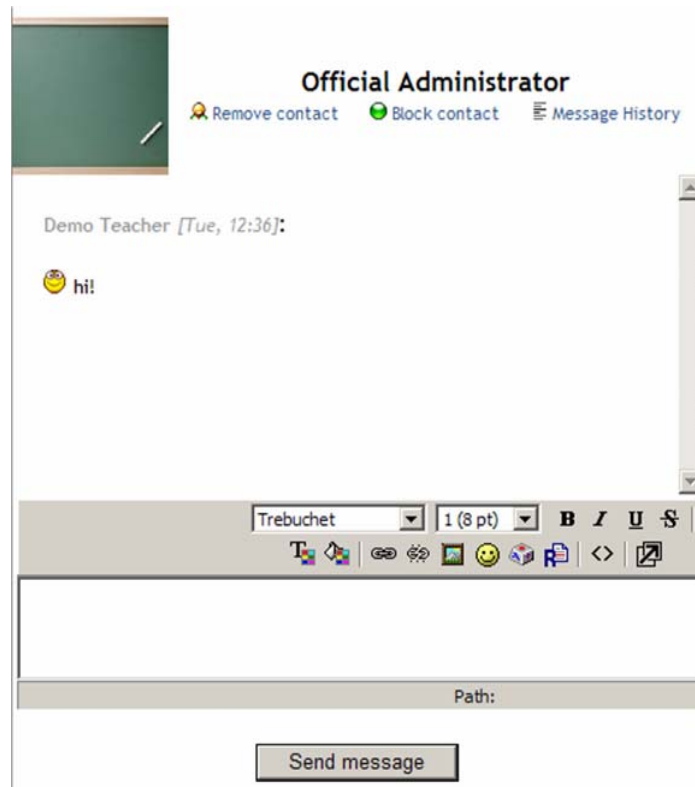


Figure 116: Message Window

When you are sent a message, the Messages window will pop-up. Also, the Messages block will display the name of the person sending the message with a link to read the message. If you have set the email option (see Message Settings below), then you will get a copy of the message in your email after the time you have specified if you are not logged in.

After reading a message, you may type a reply then click on the “Send message” button.

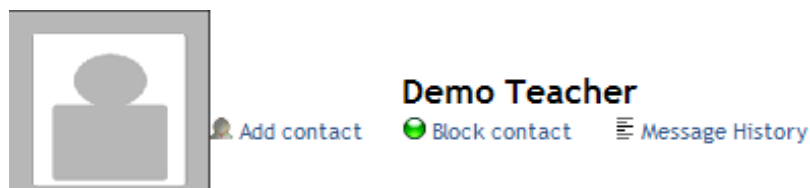


Figure 117: The header tools of the messaging window

4.1.3 Searching messages

In addition to searching for people, the Search tab in the Messages window provides the option to search for keywords, only messages to or from you, and to include in the search people you have previously blocked from contacting you.

Contacts Search Settings

Search for a person

Name: Search

Only in my courses

Search messages

Keywords: Search

Include blocked users

Only messages to me

Only messages from me

All messages to me or from me

All messages from all users

Figure 118: Message window Search tab

4.1.4 Managing contacts

People may be added to your list of contacts (or blocked from contacting you) by clicking the “Add contact” (or “Block contact”) icon opposite their name in the Messages window.

By default the contact list is empty. In order to send a message or to create a shortcut to the person you are sending, go to the Search tab.

Contacts Search Settings

Your contact list is currently empty

To send a message to someone, or to add a shortcut for them on this page, use the [search tab](#) above.

This page refreshes automatically every 60 seconds

Figure 119: Message window Contacts tab

4.1.5 Message history

A record of messages sent to/from a person may be obtained by clicking the “History” icon opposite their name in the Messages window.



Figure 120: Previous Conversations

4.1.6 Message settings

Message settings may be changed via the Settings tab in the Messages window.

Here you can decide on having a popup Message window whenever you get a new message, blocking messages from people who are not on your Contacts list, having an audio signal for a new message, using a HTML editor, or getting email messages when you are offline.

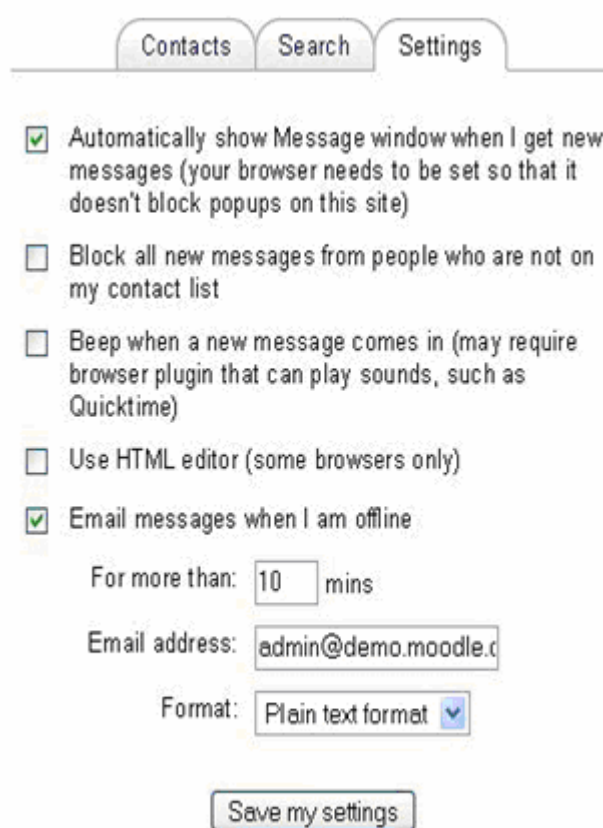


Figure 121: Message window Settings tab

4.2 Forums

This activity can be most important in terms of helping learners construct new knowledge. In forums, discussion among participants and teachers takes place. Forums can be structured in different ways and can include peer rating of each posting. The postings can be viewed in a variety of formats and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if he/she chooses to do so.

- Forum setup properties include:
- How students are allowed to post to a forum
- Whether subscription is forced or voluntary
- Maximum size of attachment upload

Whether posts can be rated and by whom, the type of rating scale used and how students can view these ratings, and a time period in which ratings can be applied.

➤ **Before adding a forum, you must:**

- Login to your module.
- Turn editing on (centered on page header).

➤ **Step 1**

To add a Forum, select "Forum" from the Add an activity menu on the module main page. This action will take you to the Forum editing page.

Educate! ▶ Test Module ▶ Forums ▶ Forum ▶ Add a new discussion topic

An open to all forum for posting about anything you want to

Your new discussion topic

Subject:

Message:

Read carefully [?](#)
Write carefully [?](#)
Ask good questions [?](#)
About the HTML editor [?](#)

Path:

Formatting: HTML format [?](#)

Subscription: Everyone is subscribed to this forum [?](#)

Attachment: [Avatarman...](#) [?](#) Max size: 20MB

Mail now:

➤ Step 2

Forum name: Name the forum anything you desire.

Forum type: This is where you choose from the different types of forums.

Standard forum for general use: This is an open forum where anyone can start a new topic at any time.

A single simple discussion: This is a single topic forum, all on one page. It is better suited for short and focused discussions.

Each person posts one discussion: This allows each person to post just one new discussion topic to which everyone can reply.

Forum introduction: This is where the teacher posts an introduction to the forum. You may ask the subscribers a question here.

Can a student post to this forum? : This allows you to decide if and how students can post to the forum.

Discussions and replies are allowed: Everybody is allowed to add new discussions and reply to existing discussions.

No discussions, but replies are allowed: Students are not allowed to add new discussions. They may only reply to existing discussions started by the teacher.

No discussions, no replies: Students are not allowed to add new discussions or to reply to existing discussions. This is a read-only forum for the students.

Force everyone to be subscribed? : Choosing “Yes” for this option will automatically subscribe all students to the forum. Each subscriber is sent an email for every post to the forum.

Read tracking for this forum? : Enabling this allows students to track read and unread messages in the forum. The “Optional” choice allows students to choose whether or not they would like the tracking engaged.

Maximum attachment size: This limits the size of attachments that can be posted to a forum.

Allow posts to be rated?: This allows postings to be rated on a scale.

Users: This determines who can rate posts.

View: This determines what ratings students can see.

Grade: This determines the type of scale a posting can be rated on.

Restrict ratings to posts with dates in this range: This allows you to only rate posts within certain dates.

Group mode: This determines separate groups within the forum.

- **No groups:** This makes every subscriber part of one big group.
- **Separate groups:** This allows each group to only be able to see their own group. All others are invisible.
- **Visible groups:** This allows each group to only work within their own group but to see other groups.
- **Visible to students:** This determines whether or not the forum will be visible to students.

Click “Save changes.” You will be taken to your new forum page.

The screenshot displays the 'News and Announcements' forum page. At the top, there is a header with the course name 'Postgraduate Course in Water Resources and Environmental Management' and an 'Update this Forum' button. Below the header, a breadcrumb trail shows 'Educate! > Demo Module > Forums > News and Announcements'. A search bar and a 'Jump to...' dropdown are also present. The main content area features a 'General news and announcements' forum category. Below this, there is a table with the following structure:

Discussion	Started by	Replies	Last post
Welcome	George Karavokiros	0	George Karavokiros Tue, 24 Apr 2007, 04:24 PM

The footer contains the text 'Maintained by National Technical University of Athens', 'Educate! Demo Module', and 'You are logged in as Official Administrator (Logout)'. It also features logos for the European Union and the INTERREG III B CADSES Programme.

Figure 122: News and Announcements Forum

4.2.1 Posting

To add a new discussion topic in your newly-created forum, click “Add a new topic.” You will be taken to a new discussion topic page.

Educate! ▶ Test Module ▶ Forums ▶ Forum ▶ Add a new discussion topic

An open to all forum for posting about anything you want to

Your new discussion topic

Subject:

Message: 1 (8 pt) **B** **I** **U** **S** **x₂** **x₂**

Read carefully
 Write carefully
 Ask good questions
 About the HTML editor

Path:

Formatting: HTML format

Subscription: Everyone is subscribed to this forum

Attachment: Max size: 20MB

Mail now:

Figure 123: Adding a post in a forum

Subject: This is what your new discussion topic will be about.

Message: This is what the post to the forum will be.

Formatting: There are no formatting choices. The formatting must be HTML.

Subscription: You can decide if you would like to be emailed copies of the posts to the forum.

Attachment: This is where you may attach a picture or document to your post.

Click “Post to forum.” You will be taken to a page telling you that your post has been successfully added. Please note that you have only thirty minutes to edit your post.

Click “Continue.” You will then be taken back to your forum, which should reflect the new topic you have added. If you would like to delete your post, click on the “Delete” link at the bottom of the post.

To reply to a topic already posted, enter the topic and click the “Reply” link at the bottom of the post to which you would like to reply. Create your post as instructed above and click “Post to forum.”

4.3 Quickmail

QuickMail is a frequently used block that allows users to send messages with attachments to each other's email (if the users' email addresses are correct!).

The image to the right shows how Quickmail will appear when added to a module. The three links are described as follows:

Compose: takes you to Quickmail's email composition page.

History: takes you to a history of all your emails sent by Quickmail in the current module.

Settings: takes you to Quickmail's configuration screen; the same configuration screen as the block's edit button when module editing is turned on. This link only appears for module teachers and administrators.

4.3.1 Composing an email

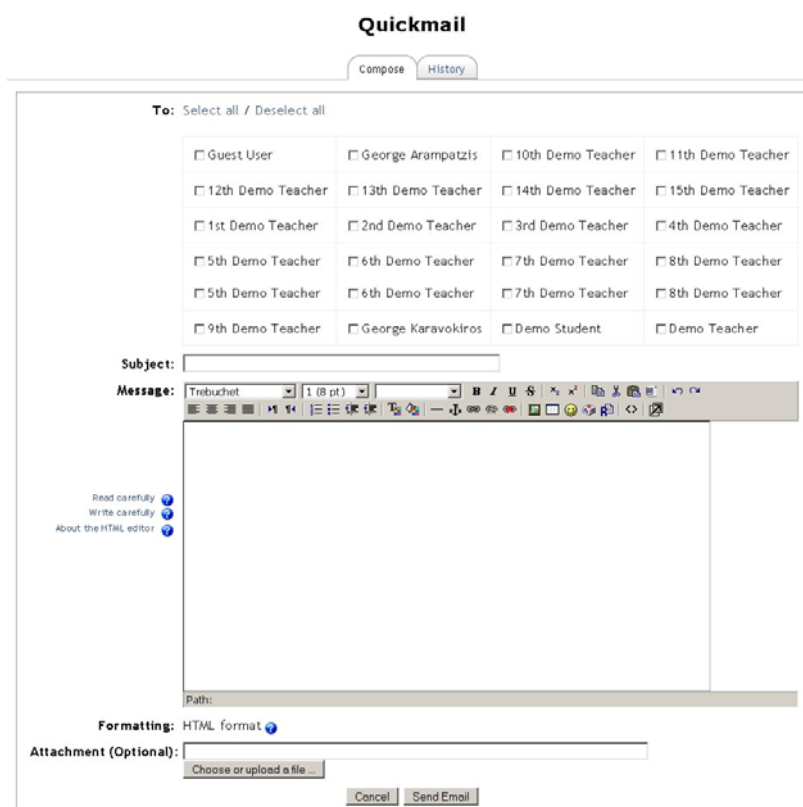


Figure 124: Composing a Quickmail

When composing an email, the following fields must be set:

To: this area contains a series of check boxes, one for each module user. Each user who has their check box *checked* will be emailed. Also, there are handy buttons that can *Check All* or *Uncheck All* users. If a Group mode has been set in Quickmail's settings or if Force group mode is turned on, then the display of the users and their check boxes changes. Here is how the different modes affect the display:

Visible groups: users and their check boxes are grouped together by their groups and each group has a *Check All* and an *Uncheck All* button.

Separate groups: only users belonging to your group are displayed. Teachers always see the *visible groups* display because s/he never belongs to a group.

Similarities between both modes: each group's name and picture are printed. Also, all users not belonging to a group are added at the bottom.

Subject: whatever is written here will appear as the email's subject.

Message: this area is used to compose the email message or body. You can use the HTML editor for this section if you have it turned on in your user profile.

Attachment: this is the only optional field and it behaves differently for Students and for Teachers.

Students can select a file from their hard drive to attach to the email. This file is only temporarily stored on the server and it deleted after the email has been sent.

Teachers use the standard module files interface. These files are stored in the module files and are never removed by Quickmail.

4.3.2 History

Quickmail

Compose History



Date ↑	Subject	Attachment	Action
Tuesday, 24 April 2007, 12:13 PM	A test mail		 

Figure 125: Quickmail History

This page displays a table with information regarding sent emails. The columns are as follows:

Date: the day and time of when the email was sent.

Subject: the subject of the email.

Attachment: name of the attachment sent along with the email.

Action: contains action buttons. The button that looks like a magnifying glass takes you back to the *Compose email* page, but pre-fills the form with the original values from the old email. This is handy for resending an email to a particular user or for sending similar emails. The other image is in a shape of an X and it deletes a single sent email.

All columns are collapsible and sortable. If you have more than ten emails in the history, then a paging mechanism is displayed for paging through all the sent emails.

Also, there is a **Clear History** button on the right in the header of the page. Clicking on this button brings you to a confirmation page prompting you to delete all entries in your history. Choosing *yes* will clear your history and choosing *no* will leave the history unchanged. If you have no emails in your history, then the button is disabled.

4.4 Chats

The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed - the mode of using a chat room is quite different from the asynchronous Forums. The Chat tool contains a number of features for managing and reviewing chat discussions.

Setup properties include the ability to establish a Chat session date/time (displayed on module calendar), schedule repeating chat sessions, a period for saving past chat sessions for students to review, and whether or not these past sessions can be viewed.

Chat versus a Forum

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

➤ **Before adding a chat, you must:**

- Login to your module.
- Turn editing on (centered on page header).

➤ **Step 1**

Click on “Chat” under the “Add an activity” menu. This will take you to the Chat screen.

Educate! You are logged in as Official Administrator (Logout)
 An Interactions (Main Environment) Management Go to my personal page

Educate! ▶ Test Module ▶ Chats ▶ An open chat event ▶ Editing Chat

Update Roles

Updating Chat in lesson 6

Name of this chat room:

Introduction text:
Write carefully
Ask good questions
Use emoticons

Next chat time: 1 February 2007 - 03 45

Repeat sessions: Don't publish any chat times

Save past sessions: 30 days

Everyone can view past sessions: Yes

Group mode: No groups

Visible: Show

Save changes Cancel

Figure 126: Adding a new Chat

➤ Step 2

- a) **Name of this chat room:** This can be anything you desire.
- b) **Introduction text:** You can type anything you like here. Much like adding a description to an activity, whatever you type will appear on the chat room's introductory screen. This text supports formatting (bold, underline, etc.) using the formatting toolbar.
- c) **Next chat time:** This is to advertise to students when to enter the chat room. Students may enter the chat room before the scheduled time, but this is useful to organize the start of a chat session.
- d) **Repeat sessions:** This sets whether or not to advertise when the chat room will be in session. If you choose to advertise the "opening" time, you can choose whether it is a one-time chat event, a daily event, or a weekly event.
- e) **Save past sessions:** This allows you to set up how long a chat room should be archived (from two days to "never delete messages").
- f) **Everyone can view past sessions:** This sets whether students can see past chat sessions (the teacher can always see past (archived) sessions regardless of this setting) . Please remember that a session will not archive unless there is interaction between two (or more) users within a five-minute period.
- g) **Group mode:** The group mode can be one of three options:
 - **No groups:** There are no subgroups; everyone is part of one big community.
 - **Separate groups:** Each group can only see their own group; others are invisible.

- **Visible groups:** Each group works in their own group, but can also see other groups.

The group mode can be defined at two levels:

Module level: The group mode defined at the module level is the default mode for all activities defined within that module.

Activity level: Each activity that supports groups can also define its own grouping mode. If the module is set to “force group mode,” then the setting for each activity is ignored.

h) **Visible to students:** The default is set to “Show.” If you need a chat room for only the teachers of the same module to communicate in, change this option to “Hide.”

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

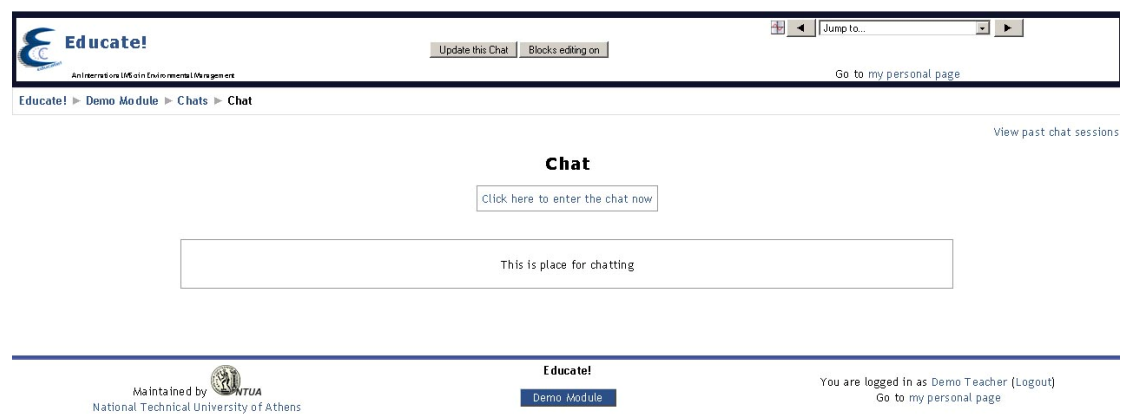


Figure 127: Entering chat screen

➤ **Step 3**

a) If you click where it says “Click here to enter the chat now,” a new window will open and you will be in the chat room. The users in the chat room are shown in the right hand column. Type your message in the text box and hit Enter on your keyboard. You will see your message in the main chat window.

b) The chat tool contains some features to make chatting a little nicer.

Smilies: Any smiley faces (emoticons) that you can type elsewhere in the platform can also be typed in here and they will be displayed correctly. For example, :-) = 😊

Links: Internet addresses will be turned into links automatically.

Emoting: You can start a line with “/me” or “:” to emote. For example, if your name is Kim and you type “: laughs!” or “/me laughs!” then everyone will see “Kim laughs!”

Beeps: You can send a sound to other people to gain their attention by hitting the “beep” link next to their name. A useful shortcut to beep all the people in the chat at once is to type “beep all”.

HTML: If you know any HTML code, you can use it in your text to do things like insert images, play sounds or create different colored and sized text.

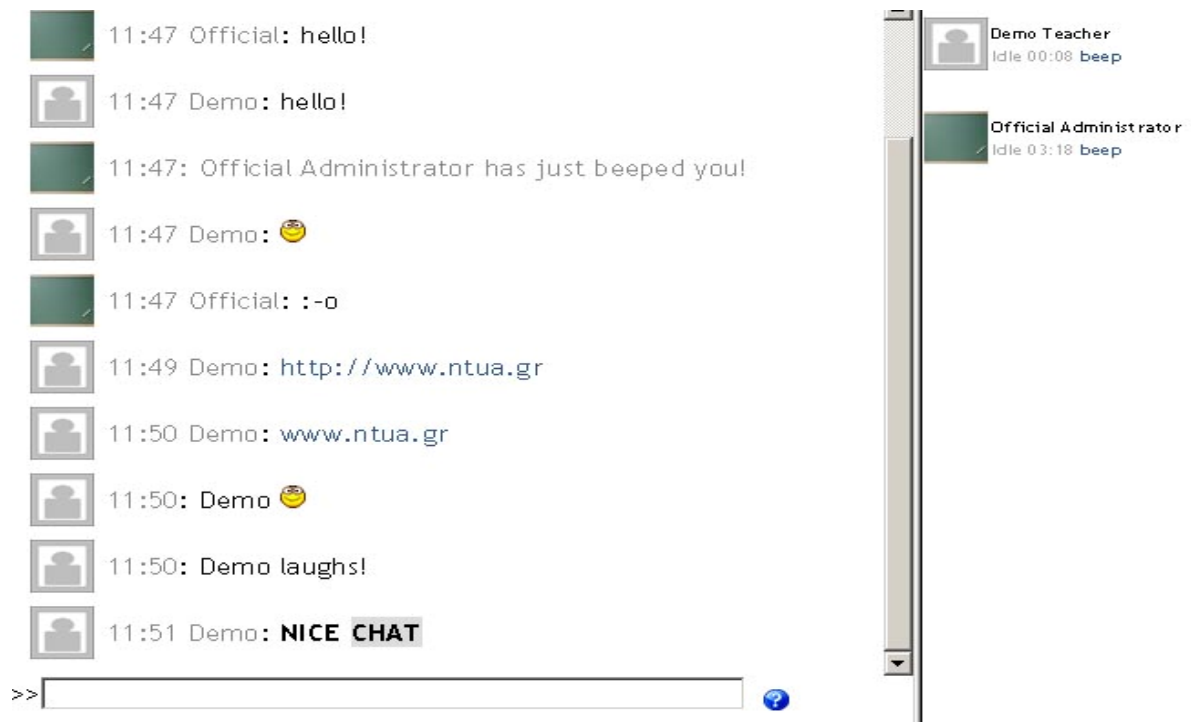


Figure 128: Chat Window

➤ **Step 4**

To get back to your module main page, click on the short class name in the upper left corner of your main browser window. When on the module main page, you can see the chat you just created. If you click on it you will be taken to the chat description page once again.

5 Student Management and Grading

5.1 Managing Users

Fill in your “Username” and “Password,” and click on “Login.” This will take you into your class. You will only see modules which you are allowed to access. You will be setup as “teacher”. The user permissions are:

- **Guest:** Each module can be setup to allow guest login from anyone.
- **Student:** Allows the participation in a module as a student.
- **Teacher:** Allows you to customize your module including adding students and side blocks and units of instruction.
- **Creator:** Includes all teacher permissions, plus you to create, edit, and delete any module
- **Administrator:** Includes all creator permissions and allows you to alter site-wide settings and features.

We will detail the interfaces for adding and deleting users, creating user groups, managing other module settings. Most of these functions can be accessed from the Administration block. Student groups and the student roster are the only exceptions, and you can manage those from the People block at the top left of the screen.

Before we get to creating student groups, we need to make sure that the right students are enrolled in the module.

There are only a few things you need to be able to do to effectively manage your students. Adding and deleting student enrolments are the primary functions. Later, you may want to edit student profiles, or login as a student to help them troubleshoot a problem with the module.

5.1.1 Adding students and teachers

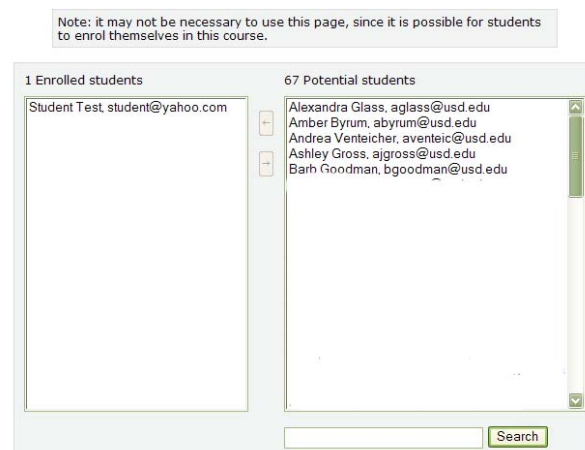


Figure 129: Adding students and teachers

Most of the time, students will login and be authenticated using an internal mechanism. Once they have logged in and created a profile, you can manually add them to your module. To add a student:

Click Students in the Administration Block

On the Enrol Students page, you'll see two columns. The left hand column lists the students currently enrolled in the class. The right hand column lists all of the user accounts on the system, minus the students already enrolled.

A student must already have an account on your server for you to enrol them in your module.

Find the student you want to add to your module in the right column. You can limit the list by searching for the student's name or email in the Search box below the right hand column.

Select the student's name from the list and click the arrow in between the two columns pointing to the left, or the enrolled students column.

You can add multiple students by holding down the shift key to select a number of students in a row. If you want to select multiple students who aren't listed next to each other, hold down the Control key (Apple key on a Mac) and click each name you want to add

Students will have access to your module as soon as you enrol them. They won't need an enrolment key or to confirm the enrolment

5.1.2 Removing students

If a student drops your class, you'll want to remove them from the module enrolment as well. When you record grades, or look for student assignments, having extra students on the roll gets confusing. The student will also have access to your discussion boards and other potentially sensitive information.

Fortunately, removing students is easy. Simply reverse the procedure above.

To remove students:

➤ **Step 1**

Click Students in the Administration Block

➤ **Step 2**

On the Enroll Students page, you'll see two columns. The left hand column lists the students currently enrolled in the class. The right hand column lists all of the user accounts on the system, minus the students already enrolled.

➤ **Step 3**

Find the student you want to remove from your module in the left column.

➤ **Step 4**

Select the student's name from the list and click the arrow in between the two columns pointing to the right, or the potential students column. The student's name will then be moved out of the enrolled students column to the potential students column.

➤ Step 5

You can remove multiple students by holding down the shift key to select a number of students in a row. If you want to select multiple students who aren't listed next to each other, hold down the Control key (Apple key on a Mac) and click each name you want to add

5.1.3 Managing Enrolment

Use the module enrolment settings to limit who can enroll in the module and when. Set an enrolment period for the length of your drop / add time. Be sure to set an enrolment key as well. Only students who know the key will be able to enroll in your module and then you won't need to worry about students enrolling in your module without permission.

Encourage students who are enrolled to create an account, setup their profile, and join the Platform module as quickly as possible. This will help students by forcing them to access your online resources early, and makes enrolment management easier for you as you won't have to add as many students by hand.

5.1.4 Student Groups

The platform has a way of managing small student work-groups. First you define your groups, and then you set the group mode for either the class or each tool. The group mode you choose determines the behavior of each too.

There are three group mode options:

- **No Groups:** Everyone is participates as part of the class. Groups are not used.
- **Separate groups:** Each group can only see it's own work. They can't see the work of other groups.
- **Visible groups:** Each group does their own work, but they can see the work of the other groups as well

Once the group mode is set for the module or for the tool, students will interact with your Platform module as normal. The only difference will be the people they see in the forums, workshops, assignments and other tools. For example, if you set the group mode of a forum to separate groups, the system will create a forum for each group. Each student will see the same link to the forum, but they will only be able to access the discussions for their particular group. You need only to create the forum once, and the platform takes care of creating the individual group forums.

Once you've set up your groups, you can set the group mode for each tool. The right most icon next to each activity in your module unit of instruction section toggles between the three group modes.

No Groups Mode
Visible Groups Mode
Separate Groups Mode

To utilize the group mode, you first need to create the student groups.

To create a student group:

➤ Step 1

Click Groups from the Administration block on the module main page.

You will then see the Group editing page with three columns. The leftmost column lists the people not in a group. Teachers will have a “#” next to their name. The middle column lists the groups. This is blank before you have added any groups. The left most column lists are the people in a group once they have been assigned.

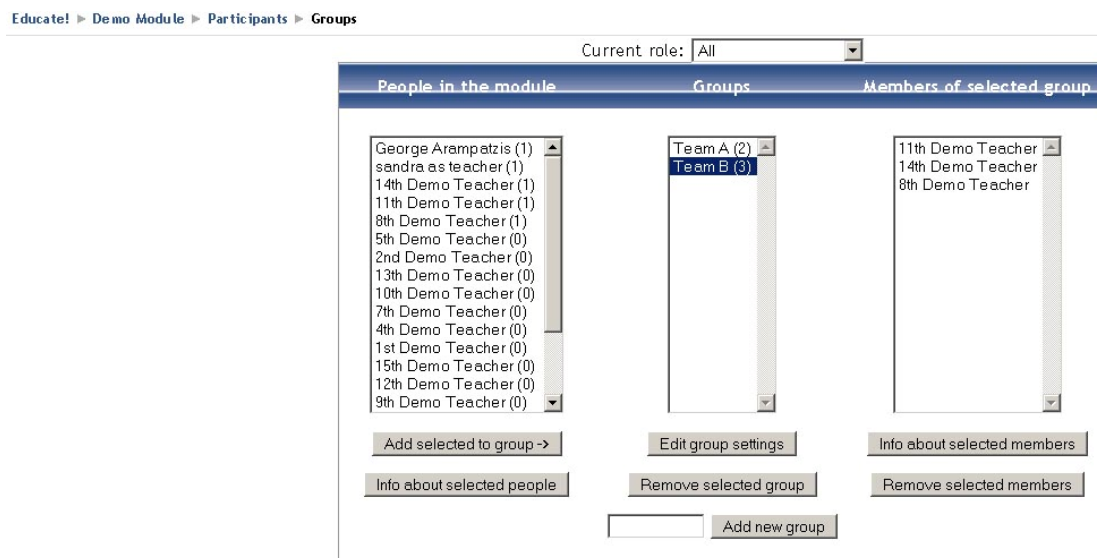


Figure 130: Managing Groups

➤ **Step 2**

If your class has no students in it yet, you will see only your name. For this example, I have one student and 5 teachers (denoted with a # sign). There are 3 groups.

➤ **Step 3**

To add a group, type the name of the group in the box next to “Add new group,” and then click on “Add new group.” In my example, I have added groups called Team A, Team B, and Team C. The (1) indicates the number of students in that group.

➤ **Step 4**

The next step is to add students to the group. Select the Group in the center column, then highlight the students in the “people no in a group” column and click “Add selected to group->”. Now the Members should appear in the far right column.

5.2 Grades

Grades are a necessary evil in modern education. They take a complex task and reduce it to a single measure. They can function as both carrot and stick in motivating students, and are the primary measure of success in a module. Tracking and calculating grades are serious and tedious tasks. Fortunately, a tool will help us with some of the grade tracking tasks.

The Grades area is a simple tool for tracking student scores in your module. Currently the grade book functions as an automated tool for tracking scores in module activities. It does not do a lot of fancy calculation, but you can download your scores to a spreadsheet for additional analysis.

Grades are not the only way to give feedback to students. Scales are a way to create lists of non-numeric feedback options for assessing student work. Moodle comes with one scale by

default, “Connected and Separate Ways of Knowing”, which is discussed below. You can easily create your own additional scales for feedback options that are meaningful to you and your students.

For assignments you can also see “Grading Assignments and Adding Comments” (§3.2.1.2).

5.2.1 Accessing the Grades

➤ **Step 1**

Access the grades area by clicking the “Grades” link in the Administration area on the right side of the main page of your module. This will take you to the Grades display. The students in the module are listed down the left hand column. Across the top, you’ll see all of the activities you have added to your module with the raw percentage and the points possible for each. The far right column records the students’ total points earned and the total points possible.

➤ **Step 2**

The student may access the grades by clicking the “Grades” link in the Administration area on the right side of the main page of the module. This will take him or her to the Grades display. The student can only see his or her own grades, not those of other students.

Student	Chapter 1 Exam	My Sample Lesson	Week 1 Forum	Aly's Glossary	Aly's Forum	Moodle Overview	Assignment	Moodle Quiz	fgs Aly's Quiz	Test Lesson	William Glasser to Know InTEC	Get Ashley Forum	testing Module	Week 1 bra	total	
Sort by Lastname	100	-	100	76	100	0	100	0	100	20	0	5	10	0	100	0
Sort by Firstname	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Test, Student	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Figure 131: Grades Display

5.2.2 Setting Preferences

➤ **Step 1**

Click on the “Set Preferences” tab above the student grade list. This will take you to the Set Preferences screen.

➤ **Step 2**

Click on the “Use Advanced Features” button. This will take you to the Advanced Preferences page. From here you can click on one of the following tabs: Set Preferences, Set Categories, Set Weights, Set Grade Letter, and Grade Exceptions.

Set Preferences ?

Use Advanced Features

Reprint Headers: None

Show Hidden Items: Yes

Save Preferences

Figure 132: Set Preferences Screen

➤ **Step 3**

Setting Preferences Tab

The following grade book settings are available from the “Set Preferences” page.

- **Display Weighted Grades:** This determines whether or not the weighted percent will be displayed. You can also choose whether or not students see this.
- **Display Points:** This determines whether or not the points are displayed. Student settings can be adjusted separately from the instructor view.
- **Display Percents:** This determines whether or not a percent is displayed. Student settings can be adjusted separate from instructor view.
- **Display Letter Grades:** This determines whether or not a letter grade is displayed for the module total.
- **Letter Grade:** This determines how the letter grade is calculated. Either a raw percent or a weighted percent can be used.
- **Reprint Headers:** This determines how often the column headings are reprinted. This can help to keep track of a large class of students.
- **Show Hidden Items:** This will show or hide grade items that are hidden. This applies to the instructor view only. Students will not see grade book entries for items that are not visible to them. Student totals will include hidden items if this is set to “Yes”

Setting Categories Tab

This is where graded items can be placed into categories, curved and set as extra credit items. New categories can also be added and existing ones deleted.

- **Category:** This adjusts which category a graded item belongs to. Just select the appropriate category from the drop down list. Items that have not been assigned a category or were in a category that was deleted will be automatically placed in “Uncategorized”
- **Curve To:** This allows you to curve grades. Set this item to what you would like the particular graded item graded out of. So if the max grade was 30 and curve to was set at 28 students grades and percents would be calculated against a possible 28 points rather than 30.
- **Extra Credit:** Check this box if you would like a particular category to be calculated as extra credit. Please note that setting all items to extra credit for a particular category will have unexpected results, and will most likely not count the category or extra credit at all.
- **Add a Category:** This allows you to add a category. To add a category, type the name of your category in the Add Category space. Click on “Add Category.” Your new category will be available on the category dropdown menus.
- **Delete a Category:** This allows you to delete a category. To delete a category, select the category you would like deleted and click “Delete Category.”

Set Weights Tab

This is where you can set the grade weights for a category as well as dropping the lowest X assignments from grade calculation, adding bonus points to a category, hiding a category from grade display and calculation.

- **Weight:** This allows you to weight grades by category. The weight is the percent that a category will contribute to a grades total. A total will be listed at the bottom in green text if the total weights for all categories totals 100 and red otherwise.
- **Drop X Lowest:** This is used drop the X number of lowest scores from a student's grade calculation. The point totals for a category should be all the same value or unpredictable results may occur.
- **Bonus Points:** This is used to give extra points that do not change the point total for a category. This can be used to adjust for unfair or similar questions. These will be applied equally to all students. If you wish to selectively provide extra credit, add a new graded item and set it to extra credit in "Set Categories".
- **Hidden:** If this box is checked it will remove a category from display and also from grade calculation. This is an easy way to only add items to the grade book after they have been graded. Since graded items that have not been categorized will automatically be assigned to "Uncategorized" you can set the "Uncategorized" category to hidden and then as you grade items move them to whichever category you like and students can then see their grade.

Set Grade Letter Tab

You can set your grade letter scale here. Initially a "suggested" scale is presented and all that needs to be done to use this scale is to click "Save Changes". If however you do not like this scale, just change any entries you want and then click "Save Changes". After this initial setting you will see your current selected scale. Leave an entry blank to not include it or delete it from the grade scale.

- **Grade Letter:** This is the letter with which you would like to represent a particular grade.
- **Low:** This is the lowest score or percentage for the designated letter grade.
- **High:** This is the highest score or percentage for the designated letter grade.
- **No Grade Set:** If this message appears in your grade book, it means that the initial grade scale has not been set. All you need to do (if you like the suggested scale) is to click "save changes"
- **No Grade for X:** If this message appears in your grade book, it means that there is no appropriate grade letter for X.

Grade Exceptions Tab

This can be used to exclude students from individual assignments. This is useful if two class lessons merge or a student transfers from a different section several weeks into a semester. It is also useful for extenuating circumstances: sickness, injury, etc.

- **Included in Grading:** This is students for the module that are "Included in Grading" for a particular graded item.

- **Grade Items:** This is a listing of all graded items followed by a total number of students excluded from grading in parenthesis.

- **Excluded from Grading:** This is a list of students that are excluded from a particular assignment

5.2.3 Creating scales

Scales are non-numeric ways of evaluating a student’s performance. Instead of giving an assignment a number from 1-100 as a grade, you can give the student a word or a small phrase as standard feedback.

The default scale, Separate and Connected Ways of Knowing, gives you three options: Mostly Separate Knowing, Separate and Connected, Mostly Connected Knowing. These phrases relate to a theory about how people approach the world. Separate knowers try to remain objective and avoid personalizing knowledge. They like to debate and critique new ideas. Connected knowers learn in a socially connected, empathetic way. They try to find consensus instead of confrontation.

This scale is an example. Some people use it, but many create their own. You can create a scale using any rating system you choose. You could even create a different scale for each assignment.

➤ **Step 1**

Click on the Scales link in the Administration panel. You will be taken to the Scales Page.

➤ **Step 2**

On the Scales page, click the “Add a new scale” button. You will be taken to a Scales Name page.

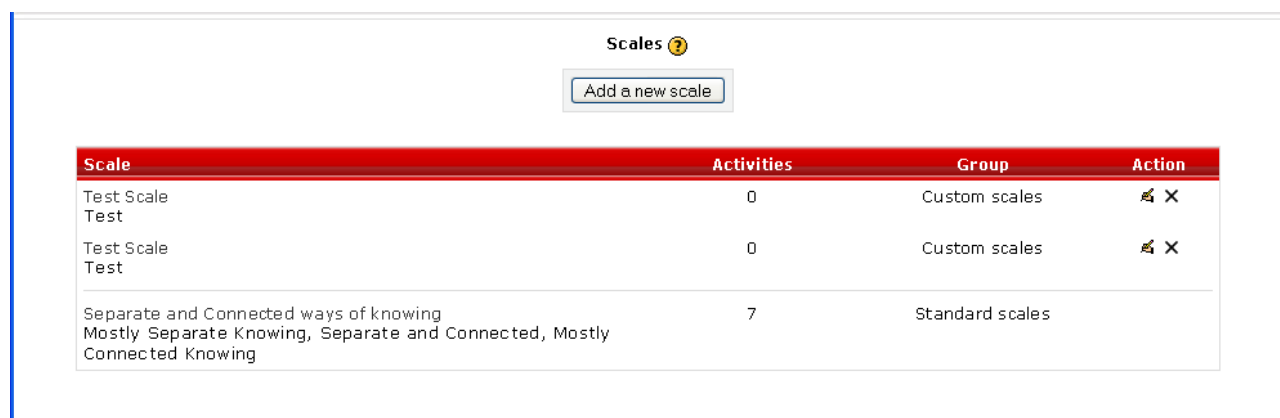


Figure 133: Scales Page

➤ **Step 3**

On the Scale Name page, give your scale a name.

➤ **Step 4**

In the Scale box, create your scale. Each item in the scale should be separated by a comma. For example a good/bad scale would be: very good, good, fair, poor, and very poor.

Scales ?

Name:

Scale:

Description: ?

Figure 134:Scale Name Page

➤ **Step 5**

Write a detailed description for your scale. Your students will have access to the description and you can use this to give them additional feedback. The more detail you put in the description, the more students will understand what each scale item means.

➤ **Step 6**

Click "Save Changes." Your scale is now added to the Scales List.

Once you've created your scale, you can use it in any activity where you would give a grade, except of quizzes. Quizzes are the only tool where you have to use a numeric grade so the platform can compute a score.

5.2.4 Using Scales in the Grade Book

When you give feedback using a non-numeric scale, the activity is not counted in the total grade column. Instead, the word you select for the feedback appears in the grades list.

5.2.5 Effective Grade and Scale Practices

As we have seen, grades tool is very simple. There is not much to worry about when managing the grades area.

The most important thing to remember is to frequently download your grade book for backup. Your system administrator should be backing up the entire server on a regular basis, but you

can never be too certain. After all, your students will complain to you if they lose their grades, not to the system administrator.

5.2.6 Backing Up Grade Data Files

➤ **Step 1**

Create a folder on your computer's hard drive to hold your grade data files.

➤ **Step 2**

Click on "Grades" in the Administration area. You will be taken to the Grades Table.

➤ **Step 3**

Select "Download in Excel Format" or "Download in text format."

➤ **Step 4**

Once the file has been saved, rename it to include the date of the download.

➤ **Step 5**

Copy the renamed file into your grades storage folder. Complete steps 1-5 once a week. If you follow the backup procedure on a regular basis, you will have a record of student grades in case of a catastrophic loss of data on the server. You can always recreate student's grades to that point in the semester if you have a regular backup.

6 Creating SCORM Files with MS Word and Course-Genie

The main educational content of a Module is the Lesson. Preparing and publishing a Lesson in the e-learning platform is in the responsibility of the lecturers. This may cause some difficulties since the majority of the lecturers are not familiar with specialized web publishing tools (e.g. Microsoft FrontPage, Macromedia Dreamweaver). On the other hand it can be assumed that everyone has at least some experience with common word processors such as Microsoft's Word. Therefore, a procedure for publishing lessons in the e-learning website has been established, which requires minimal extra knowledge from the lecturer and utilizes the following software:

- *Microsoft Word*
- *Course Genie* by Horizon Wimba Inc. A Word add-on for compiling and publishing Word documents as HTML pages (costs \$295/license). It supports multiple formats, such as SCORM used to import and publish web pages in Moodle.

The publishing of a Lesson is accomplished in the following steps:

- **Write** and **format** the document in Microsoft Word using a given template and according to the instructions in Chapters 6.1 and 6.2 respectively.
- **Compile** the document into an HTML document using Course Genie (see Chapter 6.3)
- **Upload (publish)** the compiled file to the e-learning platform powered by Moodle (see Chapter 6.4 and 6.5).

These steps are described in detail in the following chapters.

6.1 Writing the lesson

A Module may include several Lessons, but for each Lesson only **one** Microsoft Word document should be written. The authors are responsible for updating the Word file. All updates will have to be applied to the original document first and then published.

If this is the first time you apply the procedure you have to first install and adjust the add-on tool *Course Genie* following the steps described below. If you have done this before, *Course Genie* is already installed and you may skip this part:

1. Obtain a license and install CourseGenie
(see <http://www.horizonwimba.com/products/coursegenie/>)
2. Install the Educate-scheme by copying the entire directory **Educate** to the location C:\Program Files\courseGenie\resources\en.lproj\schemes (provided that you have installed Course Genie under the directory C:\Program Files\courseGenie. If otherwise, modify the path accordingly.)
3. Start Microsoft Word
4. Set the scheme in the following way: Select **CourseGenie/Settings...** and then from the Scheme pull-down menu select **English US – Educate**

Now you may activate *Course Genie* by selecting **Tools/ Course Genie/ Start Course Genie** from Word's main menu.

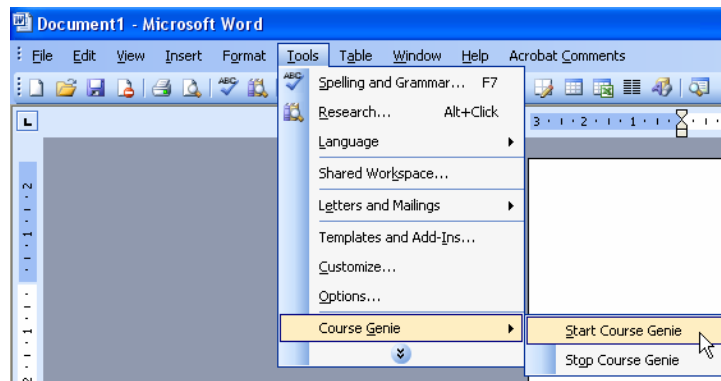


Figure 135: Starting Course-Genie

The **CourseGenie** submenu appears on the menu bar.

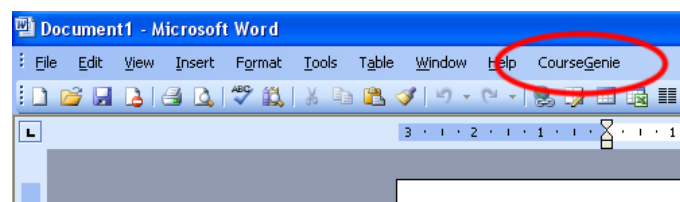


Figure 136: Course-Genie Menu

You are now ready to write your Lesson. In order to achieve design uniformity for all Lessons, the document has to follow a specific structure and be formatted in a specific way. For this reason please load the given template `lesson_template.dot` and modify its contents.

You will find `lesson_template.dot` at:

http://www.water-msc.org/docs/lesson_template.dot

This template includes the basic structure for all Lessons of the Module. In the following Chapter some basic formatting rules are described, which will ensure that all lessons will be presented with the same “look and feel” when published. Only a subset of the functionality of Course Genie is needed in this course. For a detailed description of the capabilities of Course Genie please read the software documentation.

6.2 Formatting rules

Make sure that all paragraphs in the document have one of the following predefined styles:

cgSectionTitle

Use this style only once for the title of the Lesson at the beginning of the document.

cgPageTitle

Use this style for the title of a Topic. After the compilation with Course Genie each Topic will start in a new HTML-page.

cgHeading

You may divide your Topic into Chapters always beginning with a title. Use this style for

the title of a Chapter within a Topic.

cgCaption

Apply this style to the caption of figures.

cgBodyText

Apply this style to the rest of the paragraphs.

Please note that in order to apply these styles Course Genie needs to be installed first.

Please do not modify predefined styles, fonts and paragraph formats, since this will not have any effect on the published web page and the compiled version may differ significantly from the one you see in Word. Try to stick to the predefined styles and apply only the following effects if needed:

- **bold**, *italic* or underline.
- paragraph alignments: left, centre or right (not justified)

You may also use the following Microsoft Word elements:

- Tables
- Bulleted or numbered lists
- Equations. Equations may be written using a Word add-on tool such as the *Equation Editor*. In most cases Course Genie will be able to convert them into images when creating the HTML document. In some cases (e.g. when using Fields) Course Genie will not be able to convert the equations into images. In these cases the equations have to be converted manually and included as images in the text
- Hyperlinks. This includes hyperlinks to the same document or to other URLs. Just add the links in the Word document as usual. Course Genie will compile them appropriately into HTML documents.
- Embedded images (not linked images). The alignment of images should always be centred.

Hint: The angled bracket characters (usually used as less than and greater than signs) have a special meaning when the document is exported to XML. If you want to use them in your document you have to prefix them with a tilde sign (~) to show that they are meant literally. For example to say “If x is greater than y” you would use:

If x ~> y

To say “income is less than expenditure” you use:

income ~< expenditure.

Please note that the final version of the document should include some extra topics (Objectives, Summary and Bibliography). In order to achieve design uniformity for all Lessons your Word document should follow the structure given by the template (`lesson_template.dot`). You will find `lesson_template.dot` at:

http://www.water-msc.org/docs/lesson_template.dot

6.3 Compiling a document

The second step is to compile the formatted document, i.e. convert it into a single ZIP-file compatible to the SCORM model. This file will be subsequently transmitted to the Educate! e-learning platform of the course (Moodle) and thus it will become visible for all students.

In order to compile a Word Document please follow the steps described below:

1. Select **CourseGenie/Metadata...** from Word's main menu.

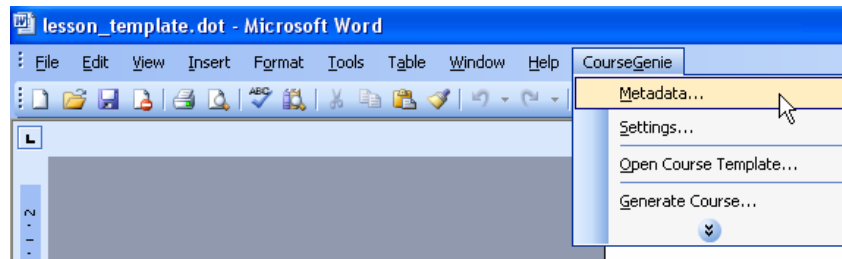


Figure 137: CourseGenie/Metadata

2. Enter the title of the lesson in the field **Title** on the **Description** tag and the name of the author in the field **Author** on the **Rights** tag.

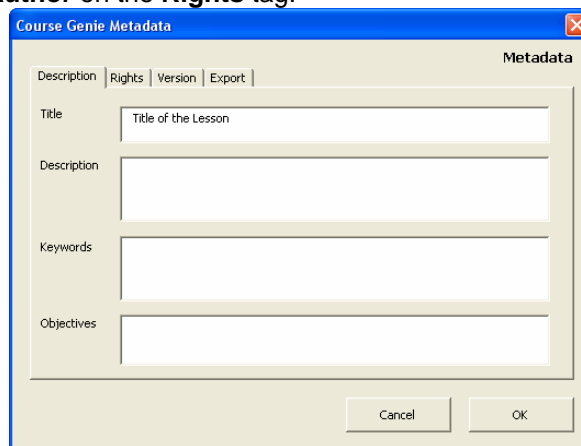


Figure 138: CourseGenie Description Metadata

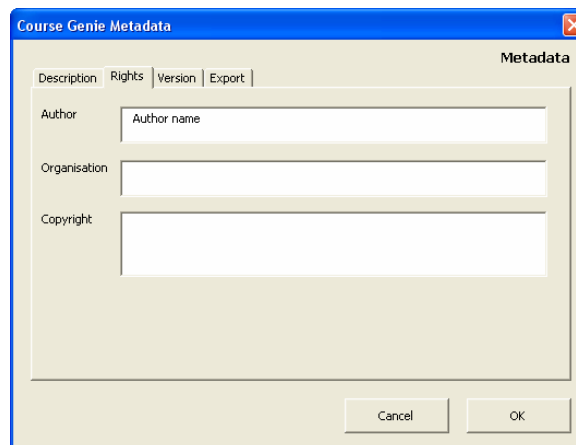


Figure 139: CourseGenie Rights Metadata

3. Select **CourseGenie/Settings...** from Word's main menu.

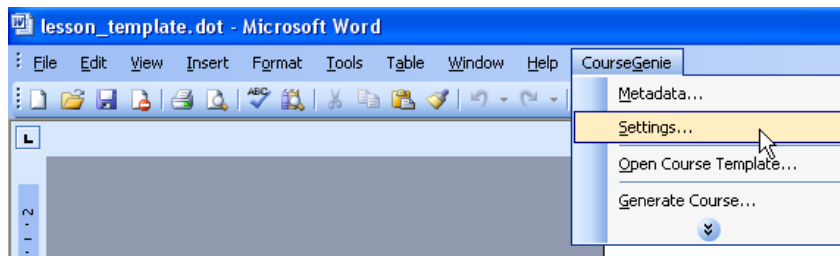


Figure 140: CourseGenie Settings

4. Select the **General** tab. Insert in the field **Page root** a single name describing the content of the document and in the field **Footer** a short description, which will appear at the foot of each HTML page.

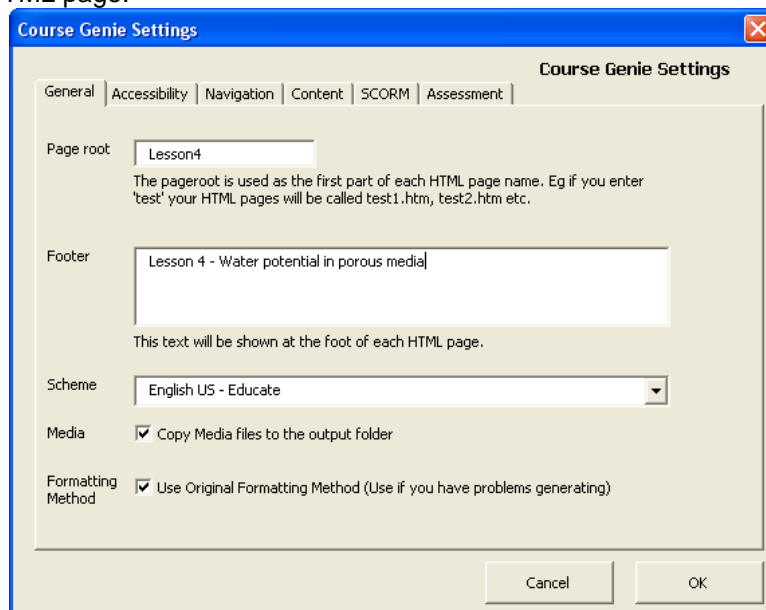


Figure 141: CourseGenie General Settings

5. Select the **Content** tab. Select Generate Content as Moodle SCORM 2004 Package.

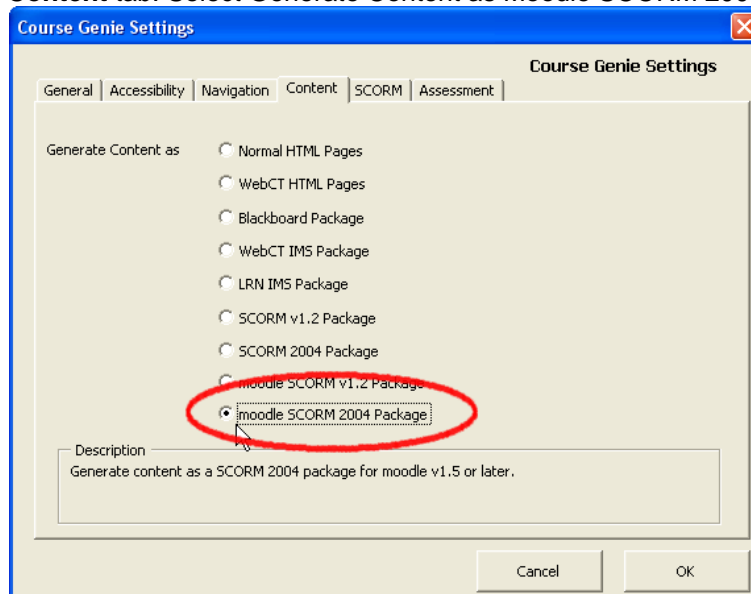


Figure 142: CourseGenie Content Settings

6. Make sure that in the **SCORM** tab **Multiple SCOs** is selected.

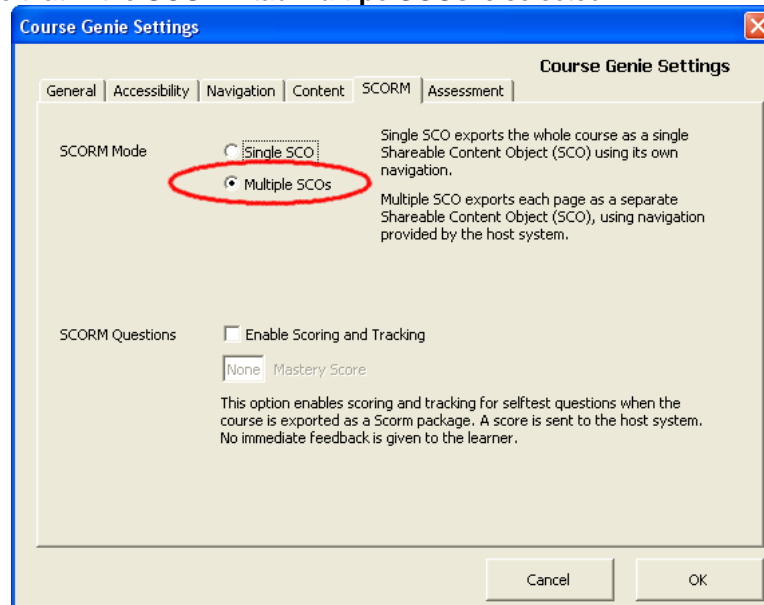


Figure 143: CourseGenie Scorm Settings

7. Generate the SCORM-file by selecting **CourseGenie/Generate Course...** from Word's main menu.

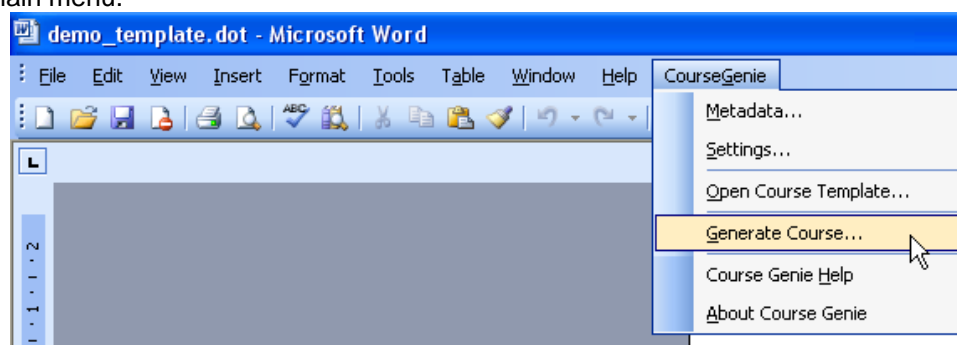


Figure 144: CourseGenie Generate Course

After compiling, the Word document will include some metadata which may be ignored.

6.4 Publishing a Lesson

The compilation process generates a single file that complies with the SCORM specifications. The generated file is a compressed file with the name <original_name>_SCORM2004.zip. This file should be uploaded and made visible for the students under the appropriate module and lesson. This task is accomplished from the e-learning platform, which can be found under the following URL: <http://www.water-msc.org/e-learning/>

6.4.1 Uploading the SCORM-file

After logging into the e-learning platform go to the module's homepage and select **Files** from the Administration field.

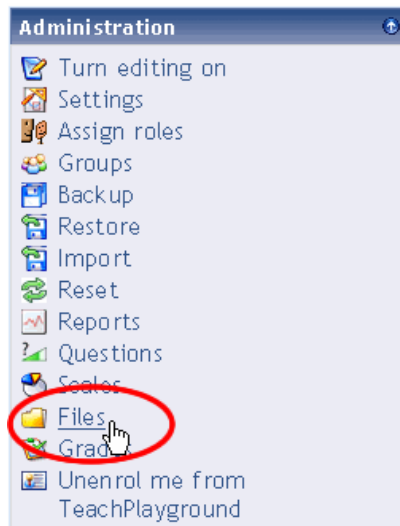


Figure 145: Files Option On Administration Block

In the screen that appears press the button **Upload a file**.



Figure 146: Module Files and Folders

In the subsequent screen you may select the SCORM file and upload it by pressing the **Upload this file** button.

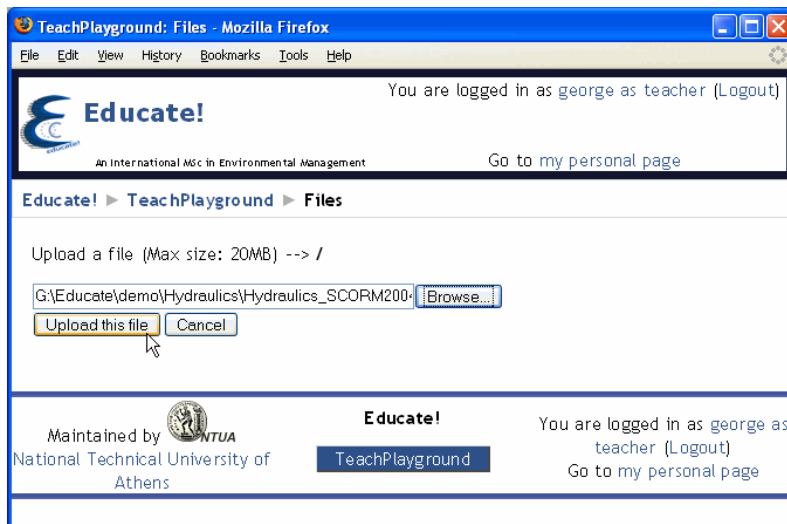


Figure 147: Uploading Generated SCORM

The new file is now uploaded on the server.

6.4.2 Making the lesson visible

In the modules homepage switch to the editing mode by pressing the **Turn editing on** button.

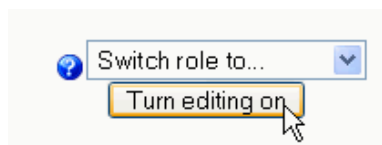


Figure 148: Turn Editing On

In the section of the lesson being edited select SCORM/AICC from the activities pull-down menu

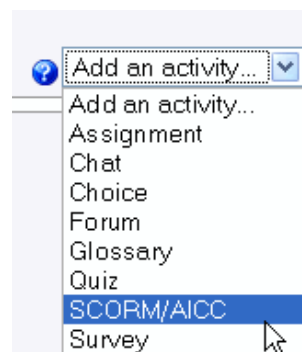


Figure 149: Adding an SCORM/AICC Activity Menu

In the screen that appears fill in the missing text under the fields **Name** and **Summary**.

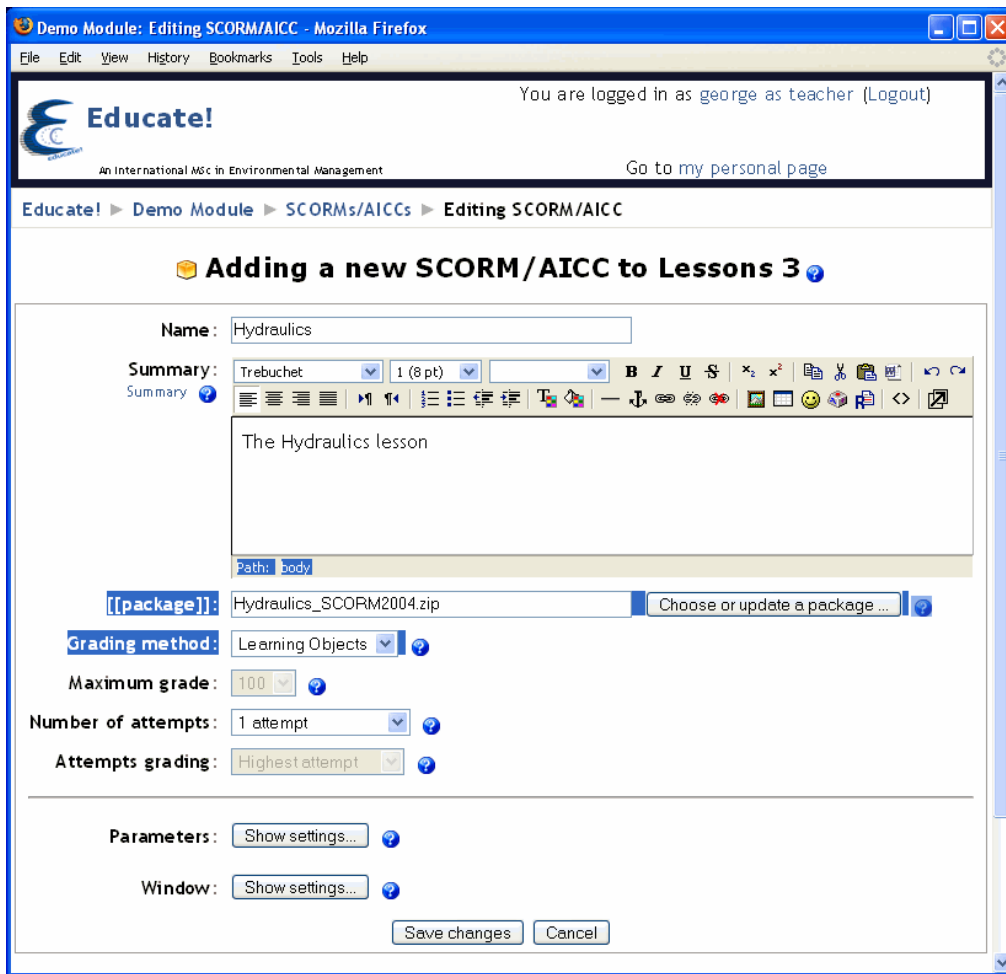


Figure 150: Adding an SCORM/AICC Activity

After pressing the button **Choose or update a package** select the SCORM file and click on **Choose**.

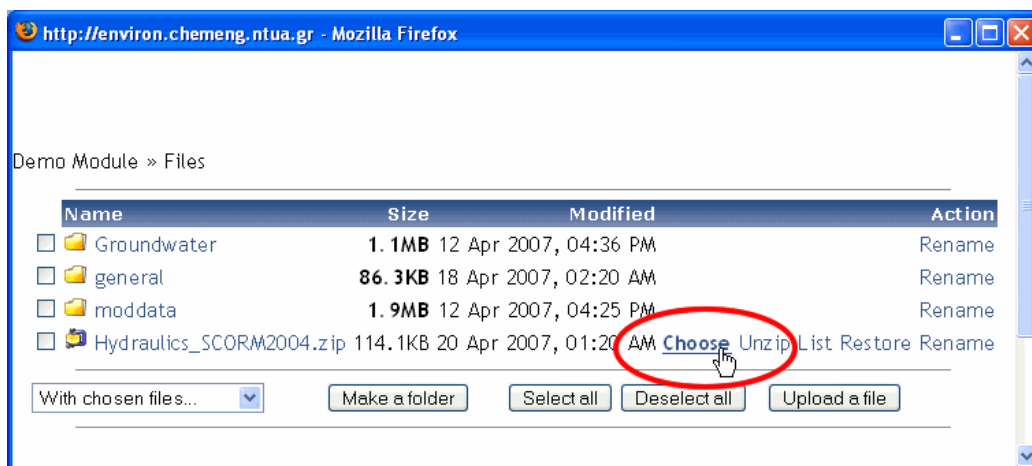




Figure 151: Selecting Course Genie generated SCORM/AICC file

Complete the selection by pressing the **Save changes** button.

Please note that an  “open eye” icon on the right hand side in each lesson section indicates that the contents of this section are visible for the students. If the  eye is closed then the contents of this particular section can be viewed only by the teacher. In order to make a lesson visible to the students press on the closed eye icon once.

Do not forget to check the results on the server by browsing the lesson web-page.

6.5 Updating a Lesson

If you have already published a lesson in Moodle but wish to update it, follow the steps below:

- Load and modify the original Word document (see Chapters 6.1 and 6.2). You may want to save the modified file with a new name that indicates the version of the lesson (e.g. hydraulics_v2).
- Compile again (see Chapter 6.3)
- Upload the compiled document (see Chapter 6.4.1).
- When in editing mode in the modules homepage (see Chapter 6.4.2) choose the update icon that appears next to the resources name.

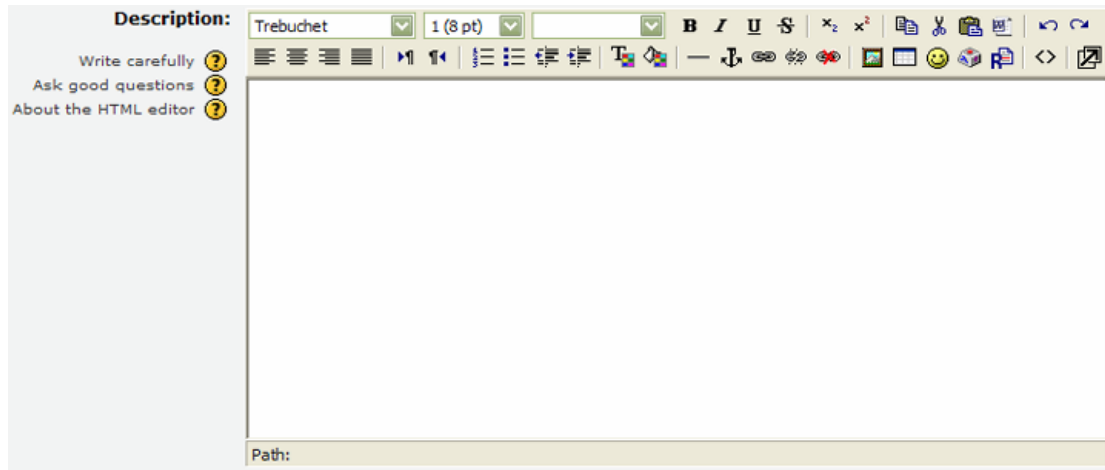


Figure 152: Uploaded SCORM File

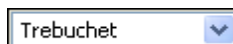
- Select the new file as described in Chapter 6.4.2.

7 WYSIWYG/HTML Editor

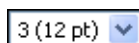
The WYSIWYG (What You See Is What You Get) /HTML Editor is found in nearly every activity. Referred to as the formatting toolbar in other lessons of this manual, the HTML Editor is a powerful way to create and insert content for pages in your platform module. The numerous functions of the HTML Editor are shown and defined below.



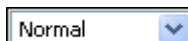
Font: Choose from a list of fonts.



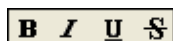
Size: Change the text size.



Style: Use this to keep text consistent. Note: Only one style can be applied per line of text. Font and size can vary within a word or by line, however.



Bold, Italic, Underline, Strikethrough: Changes the look of text using standard formatting options.



Subscript, Superscript: Useful for writing formulas, such as H₂O and 3².



Copy selection, Cut selection, Paste from clipboard, Clean Word HTML: Copy, cut, and paste commands are used for moving text between documents. The “Clean Word HTML” option helps to fix errors that occur when pasting HTML code originally written in Microsoft Word into the platform’s HTML Editor.



Undo your last action, Redo your last action: Helpful to correct mistakes while composing your text.



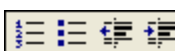
Justify Left, Justify Center, Justify Right, Justify Full: Aligns the selected text in any of the above ways. “Justify Full” causes the text to space itself to fill the column or writing area, much like in a newspaper article.



Direction from left to right, Direction from right to left: Allows you to write from the left or right side of the text area.



Ordered List, Bulleted List, Decrease Indent, Increase Indent: Create numbered or bulleted lists. Also, you’ll notice that the “Tab” key on your keyboard cycles through the text boxes on the page, instead of indenting your text as you might expect. The last two options in this group allow you to indent your text to your liking.



Font Colour, Background Colour: Change the colour of the text and/or background with these options.



Horizontal Rule, Create anchor, Insert Web Link, Remove link, Prevent automatic linking: The “Horizontal Rule” is a convenient way to separate and organize a page. It produces a horizontal line that can be resized by selecting the line and dragging the handles that appear. “Create anchor,” when coupled with a corresponding link, will take students to the section of the page where the anchor resides. “Insert Web Link” will let you link to another website, providing the option to change the window in which the page loads, and also to give the link a title that shows up when a student hovers over the linked text. It is also possible to

add a direct link to a video or sound file (as long as it is a format that is recognized by the platform) and embed that file into the page. If your administrator has enabled the multimedia plug-in, the file will play within the page. Instead of linking to a website or file, you can choose an anchor that you've created to take the student to that section of the current page. Also available are options to remove an individual link and to prevent the system from automatically creating a hyperlink when a web address is entered into the text area.



Insert Image, Insert Table, Insert Smiley, Insert Special Character, Search and replace: “Insert Image” will display a picture that is already uploaded to a hosting service or to the server by entering the complete URL of the image. “Insert Table” will present options that aid you in creating a table. “Insert Smiley” will open a new window with a number of smilies or emoticons and their text equivalent. In most browsers, clicking on a smiley or emoticon will insert it at the current position. “Insert Special Character” will open a window with several useful symbols that can be inserted by clicking on the desired icon. “Search and replace” allows you to type in a word or phrase and replace its every occurrence with another word or phrase.



Toggle HTML Source: Clicking on this button will shade out the formatting bar and only allow you to type in HTML. This is only useful if you are experienced with HTML coding. When writing HTML, you are free to use almost any HTML tags you like to produce the effect you want. Note that scripting (Javascript, VB Script, etc.) is not allowed, and will be removed automatically. Your code will normally be printed on the page within a table cell, so there is no need to use any <HEAD> or <BODY> tags. Be careful about unmatched </TABLE> tags that may cause conflicts in the display.



Enlarge Editor: This option will open a new, larger window that can be resized for maximum viewing area while composing your text. Also present are the following options.

Additional Options (For Use in Tables): Visible only when using the Fullscreen editor (accessed by clicking on the “Enlarge Editor” button above. Active when a new table is created.

Table properties: Enables further adjustments to be made to a previously-created table.



Row properties, Insert row before, Insert row after, Delete row, Split row: Use these options to alter an existing row, or to create, delete, or split a row.



Insert column before, Insert column after, Delete column, Split column: Use these options to alter an existing column, or to create, delete, or split a column.



7.1 Adding Multimedia

One of the best aspects of the platform is its ability to effectively integrate multimedia into education. Taking advantage of the wide range of file formats accepted by the platform, you can enrich nearly any resource or activity in your module. As long as your administrator has enabled the multimedia plug-in filter, you will be able to embed audio and video into any of the platform's resources and activities that allow the use of the formatting toolbar. Additionally, it is possible to upload text files and images in a number of formats, as well as add PowerPoint presentations in an efficient and easily accessible way for students with slower Internet connections.

Figure 153: Insert a Link

➤ Step 1

To add most multimedia files, create a resource or activity that allows the use of the formatting toolbar. If you only want a video or audio clip on a page with a description of it, consider choosing “Link to a file or website” from the “Add a resource” menu.

➤ Step 2

Once you've chosen a resource or activity that allows the use of the formatting toolbar, select the text you want to link to the file and click on the “Insert Web Link” button. (If creating a “Link to a file or website” resource, there is a separate “Location” bar that allows you to choose the file you would like to embed in the page.)

➤ Step 3

You will be presented with a popup window containing a number of options. Decide how you want the file to open (New window, same frame, etc.). If the file is located somewhere other than the server, type or paste the file's complete URL into the first

box. If the file is on the server, or if you still need to upload the file, click on the “Browse” button.

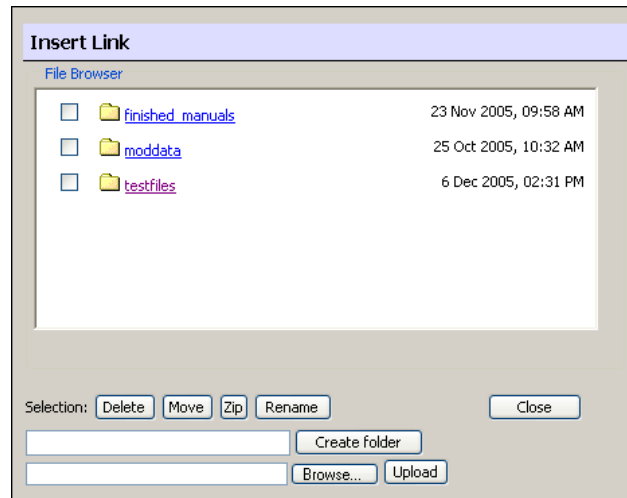


Figure 154: Link to a file from the WYSIWYG editor

➤ Step 4

If uploading a file to the server, use the “Browse” and “Upload” buttons in the following window. Once the file is on the server, you can click on its name and it will be added to the selected text as a Hyperlink.

7.2 File Formats

Below are some of the most common file formats the platform supports. There may be more that work, but these are known to be compatible. Note: In testing, results were inconclusive. Certain files opened outside of the platform in their respective programs, instead of within the current browser window. We believe that this is relative to the software and/or browser plugins installed on the viewer’s machine. Therefore, if the student doesn’t have software or plugins compatible with the file type, it won’t play, despite being on this list. There are versions of QuickTime, Windows Media Player, and Real Player available for most operating systems. Know which media player your students will need to play the files. Most students will be able to play .mp3 files with no additional software.

The platform can successfully embed them on a webpage or a lesson. Supported files are:

Audio: .mp3, .wma, .wav, .rm, .aif, .ram, .rpm



Figure 155: Embedded mp3 player

Video: .mov, .wmv, mpg, .avi

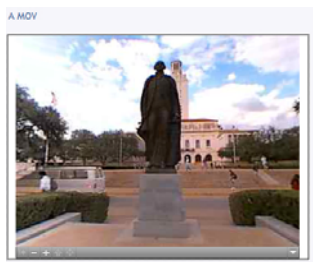


Figure 156: Embedded Quicktime

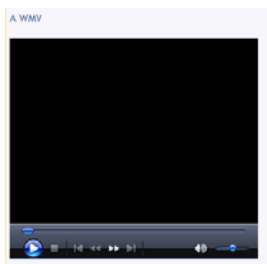


Figure 157: Embedded MS Media Player

Flash: .flv, .swf



Figure 158: Embedded Flash player

Images: .jpg, .gif, .png (Note: .pct and .tif images will likely require an external image viewing software)

Text/Documents: .pdf, .doc, .ppt, .rtf (Note: PowerPoint, Word, and PDF files may require external software to view. Also, consider using Rich Text Format (.rtf) for your PowerPoint presentations and Word documents for maximum compatibility and smallest file size.)

7.3 Adding Mathematical Equations

The platform supports TeX and Algebra notation to add mathematical expressions anywhere in a module.

7.3.1 Algebra

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

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

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

@@lim(x/(x^2+1),x,infty)=0@@	$\lim_{x \rightarrow \infty} \frac{x}{x^2+1} = 0$
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7.3.2 More Complicated Expression with TEX

Moodle supports TeX notation for more complicated mathematical expressions. TeX expressions are always enclosed in double \$. A TeX expression looks like $\$sinx^2\$$.

Since TeX expressions can be more complicated, I suggest sticking with algebra notation unless you know TeX or need to learn it. For more information on TeX formatting, see

- <http://www.math.uiuc.edu/~hildebr/tex/course/intro2.html>
- <http://www.math.tamu.edu/~harold.boas/courses/math696/LaTeX-in-line-equations.html>
- <http://abel.math.harvard.edu/computing/latex/manual/node21.html>
- <http://www.matheboard.de/formeeditor.php>

For a GREAT (Moodle) glossary on TeX commands, go to

- <http://emathpool.net/login/index.php>

and log in as a guest.

To test TeX formatting “live,” go to

- <http://moodle.org/filter/tex/texdebug.php>
- or
- <http://www.water-msc.org/e-learning/filter/tex/texdebug.php>

8 References

Moodle community website:

<http://moodle.org/>



Moodle Documentation website:

<http://docs.moodle.org/>

Course Genie:



<http://www.wimba.com/products/coursegenie/>