

Matt Riordan
Cuyahoga Valley Christian Academy
mriordan@cvcroyals.org

Moodle

An electronic classroom

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

Table of Contents

0.0 Logging On

1.0 Your Class Space

1.1 The “People” Box

1.1.1 Participants

1.1.2 Groups

1.1.3 Edit Profile

1.2 The Activities Block

1.3 The Search Block

1.4 Administering Your Class

1.4.1 Settings

1.4.2 Teachers

1.4.3 Students

1.4.4 Backup

1.4.5 Restore

1.4.6 Scales

1.4.7 Grades

1.4.8 Logs

1.4.9 Files

1.4.10 Help

1.4.11 Teacher Forum

1.5 The Courses Block

1.6 The Upcoming Events Block

1.7 The Recent Activity Block

1.8 Blocks (customizing your classroom)

1.8.1 Adding Blocks

1.8.2 The Calendar Block

1.8.3 The Course Summary Block

1.8.4 The Online Users Block

1.8.5 The Topics (or Weeks) Block

2.0 Editing Your Class

2.1 Adding Content

2.1.0 The Add a Resource Menu

2.1.1 Compose a Text Page

2.1.2 Compose a Web Page

2.1.3 Link to a File or Web Site

2.1.4 Display a Directory

2.1.5 Insert a Label

2.2.0 The Add an Activity Menu

2.2.1 Assignment

2.2.2 Chat

2.2.3 Choice

2.2.4 Forum

2.2.5 Glossary

2.2.6 Journal

2.2.7 Lesson

2.2.8 Quiz

2.2.8.1 Multiple Choice

2.2.8.2 True/False

2.2.8.3 Short Answer

2.2.8.4 Numerical Question

2.2.8.5 Calculated Question

2.2.8.6 Matching

2.2.8.7 Description

2.2.8.8 Random Question

2.2.8.9 Random Short-Answer Matching

2.2.8.10 Embedded Answers (Cloze)

2.2.9 Scorm

2.2.10 Survey

2.2.11 Wiki

2.2.12 Workshop

2.2.12.1 Accumulative Grading Strategy

2.2.12.2 Not Graded Grading Strategy

2.2.12.3 Error Banded Grading Strategy

2.2.12.4 Criterion Grading Strategy

2.2.12.5 Rubric Grading Strategy

2.2.12.6 Managing the Assignment (workgroup)

2.2.13 The News and Social Forums

2.3 Recent Activity

Appendix 1: Adding Audio and/or Video to Your Classroom

App 1.1 Audio

App 1.1.1 Adding Audio as a Resource

App 1.1.2 Adding Embedded Sound

App. 1.2 Video

App 1.2.1 Adding Video as a Resource

App 1.2.2 Adding Embedded Video

Appendix 2: Adding Mathematical Equations

App 2.1 Algebra Notation

App 2.2 TeX Notation

Appendix 3: RSS Feeds

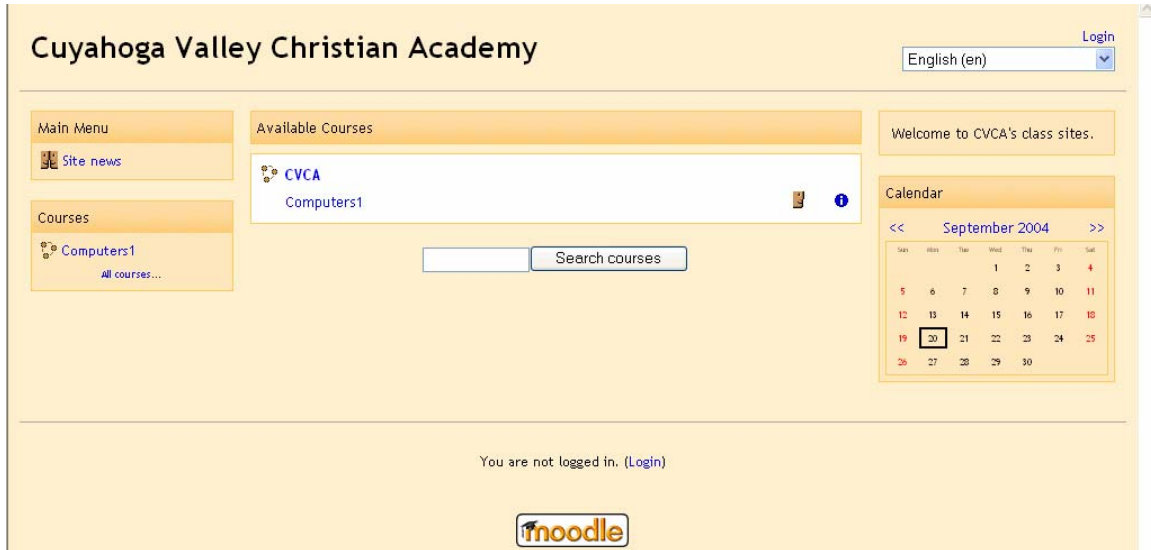
App 3.1 RSS

App 3.2 RSS in Forums

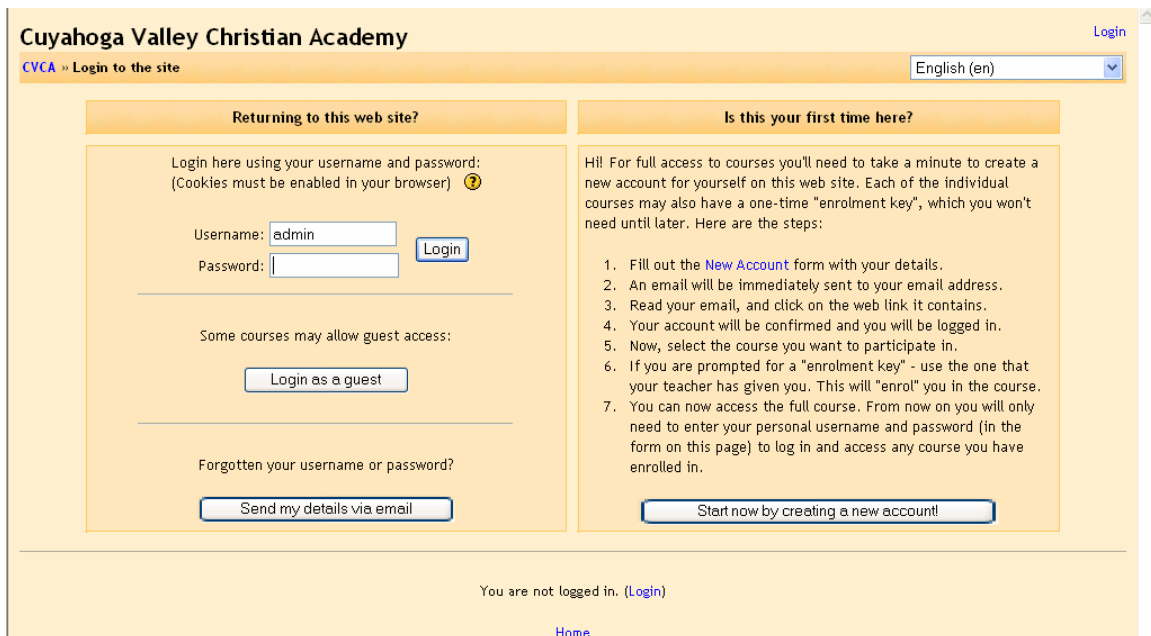
App 3.3 RSS in Glossaries

0.0 Logging On

Have your Moodle administrator set up a class and login for you. Go to your Moodle site (usually www.yoursite.com/moodle), and you will see the class screen:



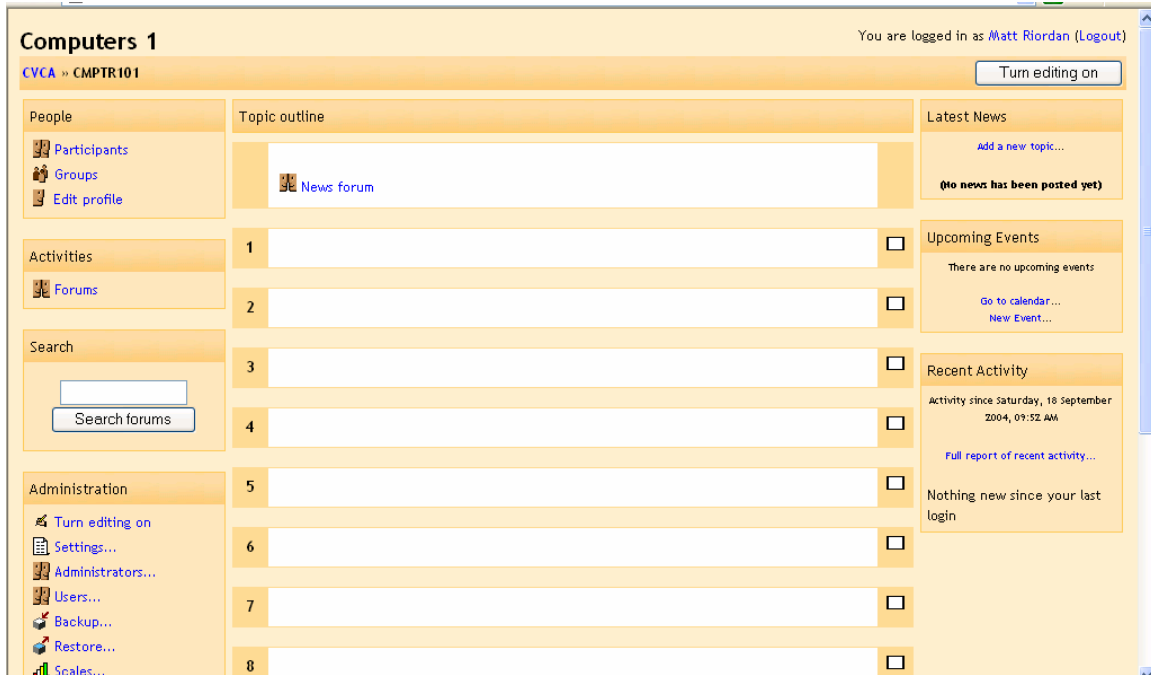
To log in, click on login in the upper-right corner, or click on your class name. This will bring you to the login screen:



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

1.0 Your Class Space

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



Please note that all of the individual sections (called “blocks”) can be shifted around to customize the space to your liking. For the purposes of this manual, I will refer to the blocks where they are by default (like on the screen above). I will go into how to move the blocks around later in the manual.

1.1 The “People” Box

In the upper left is the “People” box:




1.1.1 Participants

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

Computers 1 Jump to...

CVCA » CMPTR101 » Participants

Administrators



Matt Riordan

Email address: mriordan2@cvcroyals.org
 Location: CVCA, United States of America
 Last access: Monday, 20 September 2004, 09:57 AM (now)

[Activity](#)
[Full profile...](#)

0 Users

(accounts unused for more than 180 days are automatically unenrolled)

No Users found

In the example above, there is only the teacher account. When the class has students, you will see each student account as well. Click on the “Activity” link (on the right-hand side) to see what that person has done in your class. To see all of the information on a person in your class, click on “Full profile” or on the picture (the smiley face in the example above). You should see a screen like this:

Personal profile: Matt Riordan Jump to...

CVCA » CMPTR101 » Participants » Matt Riordan



Matt Riordan [Edit profile](#)

Teacher

Location: CVCA, United States of America
 Email address: mriordan2@cvcroyals.org 
 Courses: [Computers 1](#)
 Last access: Monday, 20 September 2004, 09:59 AM (now)

[Change password](#) [Activity report](#)

You are logged in as [Matt Riordan](#) ([Logout](#))

CMPTR101

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

You will notice a picture of an envelope next to your email address. If you click on the envelope, it disables all Moodle-generated email (from any discussion forums that you are subscribed to, etc.) from being sent to that address. This is a quick way to disable email from being sent to you when you are on vacation or the like.

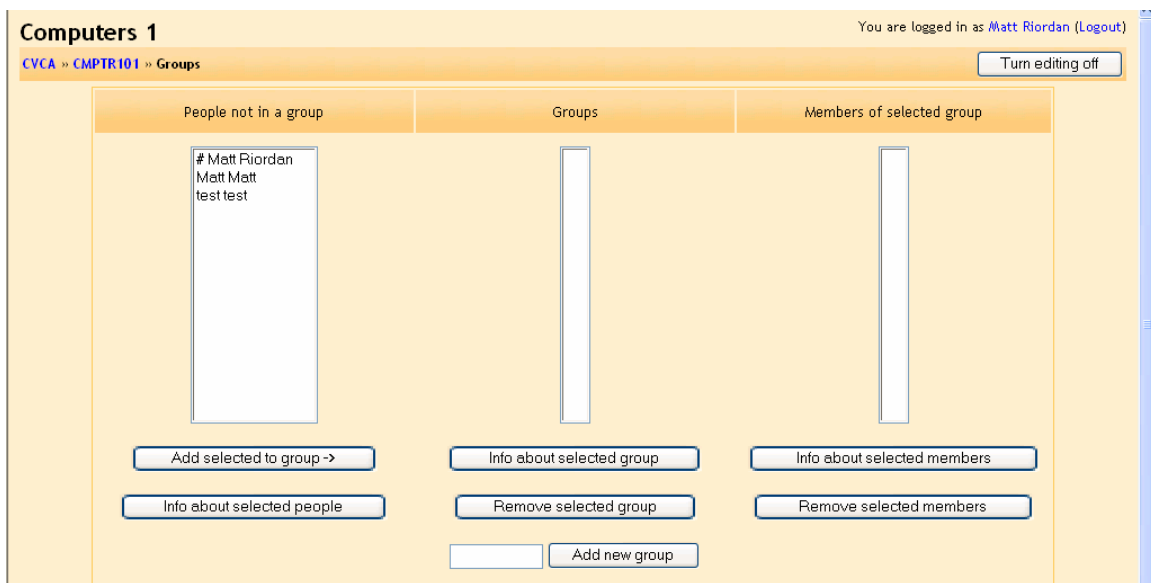
1.1.2 Groups

If you go back to your class screen (click on the class name in the upper left, CMPTR101 in my example), the next option under “People” is “Groups.” “Groups” lets you define

groups of students within your class. If you click on “Groups,” you should see a screen like this:



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



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

Computers 1 You are logged in as [Matt Riordan](#) (Logout)

CVCA » CMPTR101 » Groups Turn editing off

People not in a group	Groups	Members of selected group
# Matt Riordan Matt Matt test test	Group1 (0)	
Add selected to group ->	Info about selected group	Info about selected members
Info about selected people	Remove selected group	Remove selected members
	<input type="text"/> Add new group	

Students can now be added to the group. To add a student, click on the student's name and click on "Add selected to group." To add multiple students to a group at the same time, hold down the "Shift" key on your keyboard while clicking on each name. If you prefer, you may add all of the students to a group using the "Randomly assign all to groups" button. After adding my students to Group1, my screen now looks like this:

Computers 1 You are logged in as [Matt Riordan](#) (Logout)

CVCA » CMPTR101 » Groups Turn editing off

People not in a group	Groups	Members of selected group
# Matt Riordan	Group1 (2)	Matt Matt test test
Add selected to group ->	Info about selected group	Info about selected members
Info about selected people	Remove selected group	Remove selected members
	<input type="text"/> Add new group	

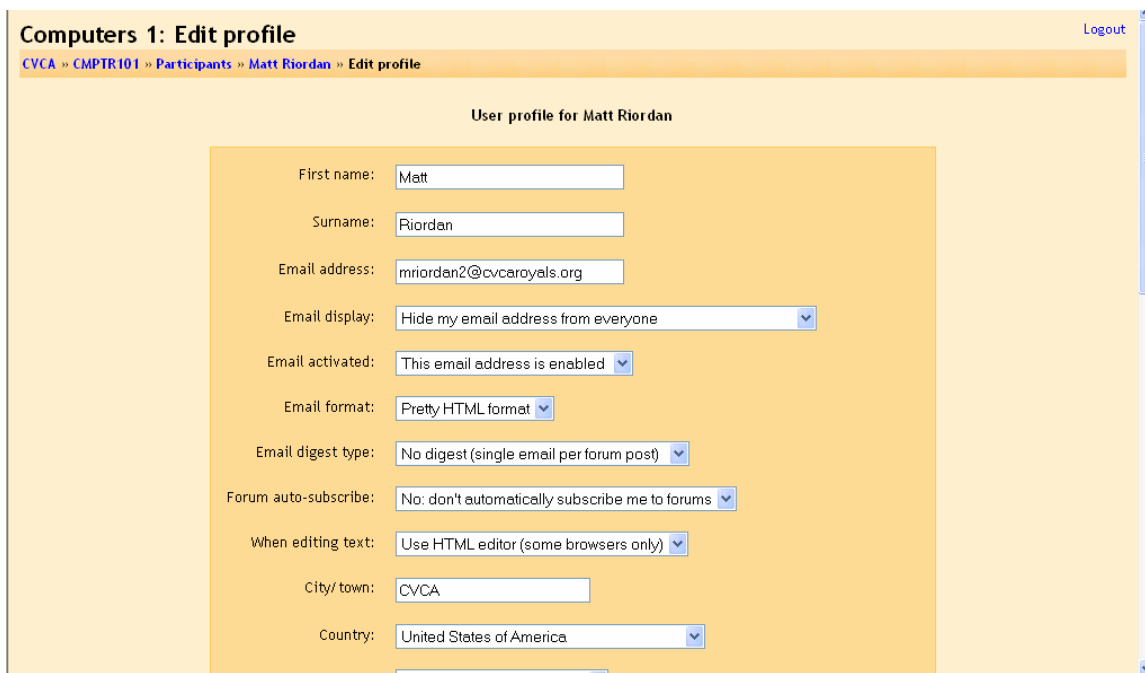
If you click on the "Turn off editing" button, you will see the newly created group:



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

1.1.3 Edit Profile

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



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

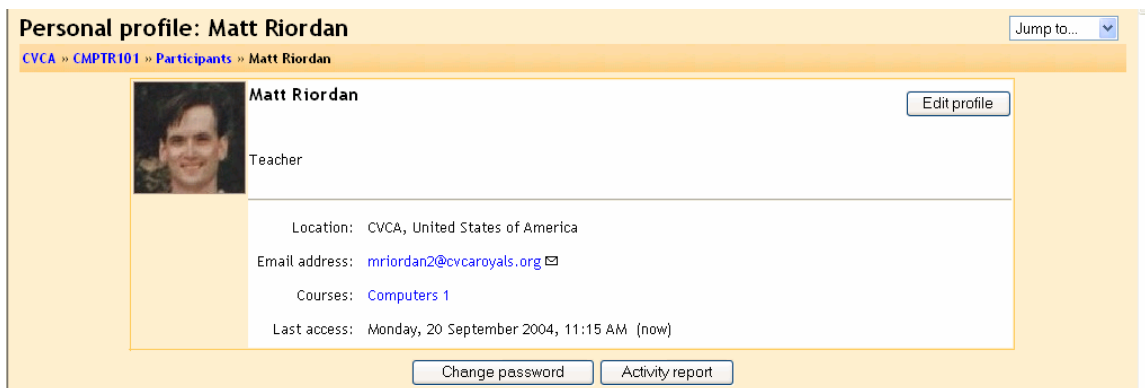
- Email display – This allows you to show or hide your email in the class. You can set it so all users (including guests) can see your email, or so that only other students in the class can see your email address, or so that no one can see your email address at all.
- Email digest type – This setting allows you to choose how you want to receive any emails you get from forums. There are three choices:
 - “No digest” – there is no email digest created – you will get every post, in full, that is made to a forum that you are subscribed to.

“Complete” – this creates a single email digest of all the posts made to a forum you are subscribed to. You will get one email per day containing all of the posts made to the forum.

“Subjects” – this creates a single email digest that contains just the subject lines from the posts to any forums you are subscribed to. You can go to any topic that you are interested in.

- Forum auto-subscribe – This setting lets you decide if you want email copies of posts that are added to forums (bulletin boards). If you set this to subscribe, the system will email you copies of new posts in forums that you join.
- When editing text – This can usually be left on “Use HTML editor.” This allows for text formatting options, but requires newer browsers. If you find your browser is not letting you edit text, change this setting to “Use standard web forms.”
- Description– This can be anything you like – “Teacher,” “Mr. Riordan – CVCA,” or any text you like.
- New picture – If you wish, you may upload a picture to represent you. To do this, click on the “Browse” button and find the picture you would like to upload, and click on “Open.”

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



The screenshot shows a personal profile page for Matt Riordan. At the top, it says "Personal profile: Matt Riordan" with a "Jump to..." dropdown menu. Below this is a breadcrumb trail: "CVCA » CMPTR101 » Participants » Matt Riordan". The profile itself features a small photo of a man, the name "Matt Riordan", and the title "Teacher". There is an "Edit profile" button. Below the photo, the following information is listed: Location: CVCA, United States of America; Email address: mriordan2@cvcacoyals.org; Courses: Computers 1; Last access: Monday, 20 September 2004, 11:15 AM (now). At the bottom of the profile section are two buttons: "Change password" and "Activity report".

To get back to your class, click on the short class name in the upper left (in my case, CMPTR101):



This screenshot shows the breadcrumb trail from the profile page: "CVCA » CMPTR101 » Participants » Matt Riordan". The "CMPTR101" link is underlined, indicating it is the element to click to return to the class page.

This should take you back to the basic screen.

1.2 Activities

This block lists all of the categories of the things that are available in your classroom (forums, quizzes, assignments, etc.). The first time you enter your classroom, the only

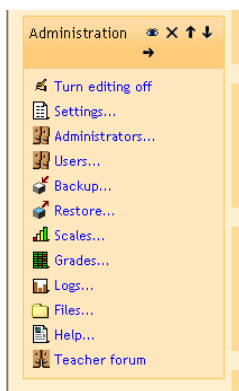
category that is listed is “Forums.” This is because one forum (discussion board) exists by default – the news forum. The activities list will grow as you add activities to your classroom.

1.3 Search

The search button allows you or your students to search for any word (or words) that occur in any forums (discussion groups) you have in your class. This lets you track down any keyword(s) that you are interested in.

1.4 Administering Your Class:

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



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

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

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

“Users” lists all of the standard users (students) in the class. You can manually enroll or unenroll a student from here.

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

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

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

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

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

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

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

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

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

1.4.1 Settings

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

The screenshot shows the 'Edit course settings' page for a course titled 'Computers 1'. The page is divided into several sections:

- Category:** A dropdown menu set to 'CVCA' with a help icon.
- Full name:** A text input field containing 'Computers 1' with a help icon.
- Short name:** A text input field containing 'CMPTR101' with a help icon.
- ID number:** An empty text input field with a help icon.
- Summary:** A rich text editor with a toolbar. The text inside reads: 'This course strives to teach the fundamentals of computer repair, network design and maintenance, and anything else Mr. Riordan can dream up.' Below the editor, the path is shown as 'body > p' with a help icon.
- Format:** A dropdown menu set to 'Topics format' with a help icon.
- Course start date:** A date picker set to '21 September 2004' with a help icon.

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

- ID number – this field is used to create a number that can be used to interface with other programs. Moodle itself does not use this number internally, so in many cases, this field can be left blank.

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

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



Weekly

Topic



Social

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

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

- Enrolment period – This sets how long a student can be enrolled in a class from when the student registers. After the time set here, the student will be unenrolled from your class.
- Number of weeks/topics – this displays the number of weeks or the number of topics displayed on your class page (the default is 10 weeks or 10 topics).
- Group mode – This is the default setting for groups for the course. You have three settings to choose from if you use groups:
 - No groups – if this is set, the class is one big group. Everyone can see everyone.
 - Separate groups – if this is set, each group is separate – the groups cannot see each other (can not see other groups postings, assignments, etc.).
 - Visible groups – if this is set, students belong to groups, but the groups can see each other.
- Force (setting related to group mode) – if this is set to “No,” then groups can be assigned for each module added (each assignment). In this case, the class group setting is the default setting, but that can be changed. If this is set to “Yes,” then the group setting cannot be changed at the assignment level – the setting for the class level is always the setting.
- Enrolment key – this is the classroom password. If you fill in this field, students will have to put in the password the first time they log in to the class. This is to keep people who are not in your class from joining. The enrollment key can be anything – a word, numbers, or a combination. This can be changed as many times as you like in case the password gets spread outside of class. Again – students only need to put this key in the first time – after that they do not have to. If someone from outside of the class joins and then you change the key, they do not have to put in the new key because they have

already joined, but they can be kicked out by you. Once they are kicked out, they would have to know the new key to rejoin the class.

- Guest access – this controls if people without accounts can get into your classroom. This is set to “Do not allow guests in” by default, but it can be changed to allow guests in who have the classroom enrollment key (the password) or to allow in any guest, even if they do not have the enrollment key. Note that guests cannot change anything in a course – they can only read or see what has been done.

- Hidden sections – this setting controls how hidden sections appear (or don't) in your class. You want to hide a section in your classroom if you are making changes on it, or if you do not want the students working ahead (on a future topic). If you hide a section (a topic or a date), a small bar will normally appear to let the student know there is a hidden section there. The students cannot see anything in the section, but will know it is there. If you set this control to “Hidden sections are completely invisible,” then nothing shows up in the class for the students to see.

- News items to show – this sets how many news items to show for your class. Any time you post something in the News forum (at the top of the classroom), the title will appear in the “Latest news” box (at the top of the page by default). The number you set here limits how many news items to post before old ones get dropped. If you enter “0” for this menu, the “Latest news” box will not be displayed.

- Show grades – this item sets whether or not students can see the grades you give them on any assignments that support giving grades (which is most of them). By default, this is set to “Yes” so the student can see the grade you gave. If this is set to “No,” then students cannot see the grades that were given.

- Show activity reports – this feature defaults to “No.” If this is switched to “Yes,” then students can see their activity log (logon times, what they did while on, etc.). Note that this can put a strain on a server if this is turned on for large classes. The teacher can always see the activity log of a student, no matter what this feature is set to.

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


1.4.2 Administrators

This lists all the administrators (teachers and others who have full access to everything) in a course (typically just you). From here you can add a co-teacher if you wish. The screen should look something like this:

Computers 1 Logout

CVCA » Courses » CMPTR101 » Assign teachers

Existing teachers (Administrators) ?

Name	Order	Role	Edit
 Matt Riordan	1 <input type="button" value="v"/>	<input type="text" value="Administrator"/>	Yes Remove teacher

Potential teachers (Administrators)

There are too many users to show (314)

To add another administrator/teacher to your class, click on the “Add teacher” button next to the name of the teacher you wish to add (or type in the administrator/teacher’s name if there are too many users to show).

Once you have added a teacher, you can set the “Order” of the teachers (for listing purposes – 1 is at the top, lower numbers are in numerical order on the list). If you wish, you can select “Hide” from the “Order” menu. This hides that teacher from the students (unless the teacher posts something in the class). This is useful if you want another teacher to audit (or observe) the class with you.

The last setting is the “Edit” menu. If this is set to “Yes,” the teacher can do anything a normal teacher can do (create assignments, grade, etc.). If this is set to “no,” the teacher has the access rights of a teacher (the teacher can go anywhere and see everything in a class), but the new teacher will not be able to change anything.

1.4.3 Users

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

Cuyahoga Valley Christian Academy Logout

CVCA » CMPTR101 » Enrol students (Users)

2 Enrolled students (Users)

Matt Matt, mriordan3@cvcaroyals.org
test test, test@cvcastudents.org

315 Potential students (Users)

Search results (1)
Admin User, mriordan@cvcaroyals.org

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

1.4.4 Backup

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

1.4.5 Restore

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

1.4.6 Scales

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

Scale	Activities	Group	Action
Satisfactory Not satisfactory, Satisfactory, Outstanding	6	Standard scales	
Separate and Connected ways of knowing Mostly Separate Knowing, Separate and Connected, Mostly Connected Knowing	1	Standard scales	

From here, you can add a new scale by clicking on "Add a new scale." This will bring up a scale like this:

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

My example now looks like:

The screenshot shows the 'Editing Scale' interface. At the top, it says 'Computers 1' and 'CVCA » CMPTR101 » Scales » Editing Scale'. Below this is a 'Scales' heading with a help icon. The main form has three sections: 'Name' with a text input containing 'Computer Scale'; 'Scale' with a dropdown menu showing 'Poor, Needs Improvement, Fair, Good, Excellent'; and 'Description' with a large text area. A 'Save changes' button is at the bottom of the form.

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

The screenshot shows the 'Scales' list interface. At the top, it says 'Computers 1' and 'CVCA » CMPTR101 » Scales'. Below this is a 'Scales' heading with a help icon and an 'Add a new scale' button. A green message says 'Computer Scale: Changes saved'. Below the message is a table with the following data:

Scale	Activities	Group	Action
Computer Scale Poor, Needs Improvement, Fair, Good, Excellent	0	Custom scales	🔊 X
Satisfactory Not satisfactory, Satisfactory, Outstanding	6	Standard scales	
Separate and Connected ways of knowing Mostly Separate Knowing, Separate and Connected, Mostly Connected Knowing	1	Standard scales	

1.4.7 Grades

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

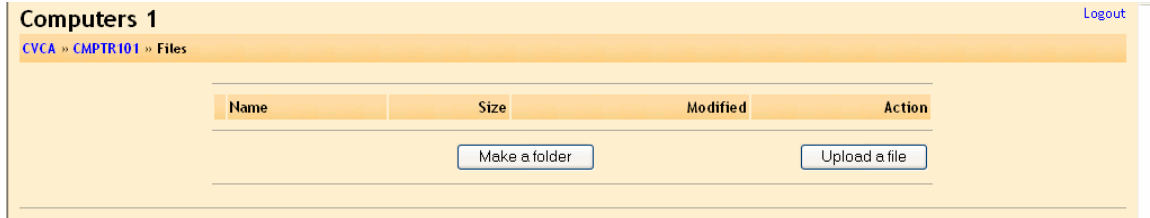
1.4.8 Logs

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

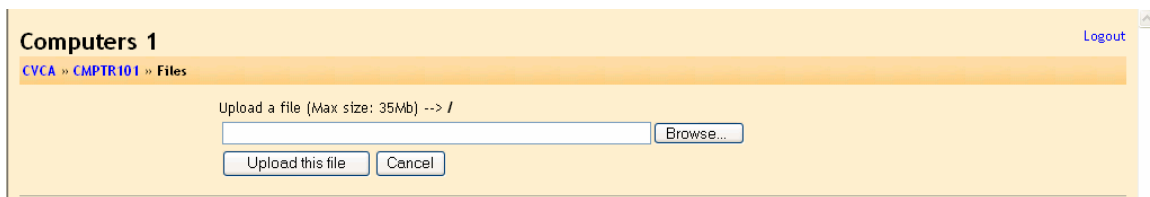
1.4.9 Files

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

documents, sound files, spreadsheets, and more. When you click on this link, you will see a screen like this:



You can create a new folder for organizational purposes by clicking on “Make a folder.” To add a file to your classroom, click on “Upload a file.” This will take you to a screen that looks like this:



You can browse for a file on your computer by clicking on the “Browse” button. When you have located the file, click on “Upload this file” to load the file into your class.

1.4.10 Help

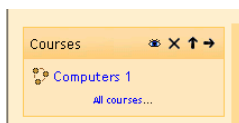
This is Moodle’s own documentation, which is an excellent resource.

1.4.11 Teacher Forum

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

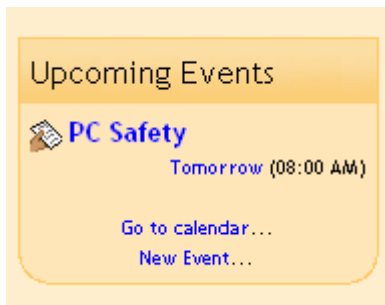
1.5 Courses

This block lists all of the classes you are enrolled in or teach.



1.6 Upcoming Events

This block shows your class what events are coming up (based on the calendar). It also includes a link to go to the calendar or to add new events (see 1.7.1 Calendar for more details on adding events). My example looks like this:



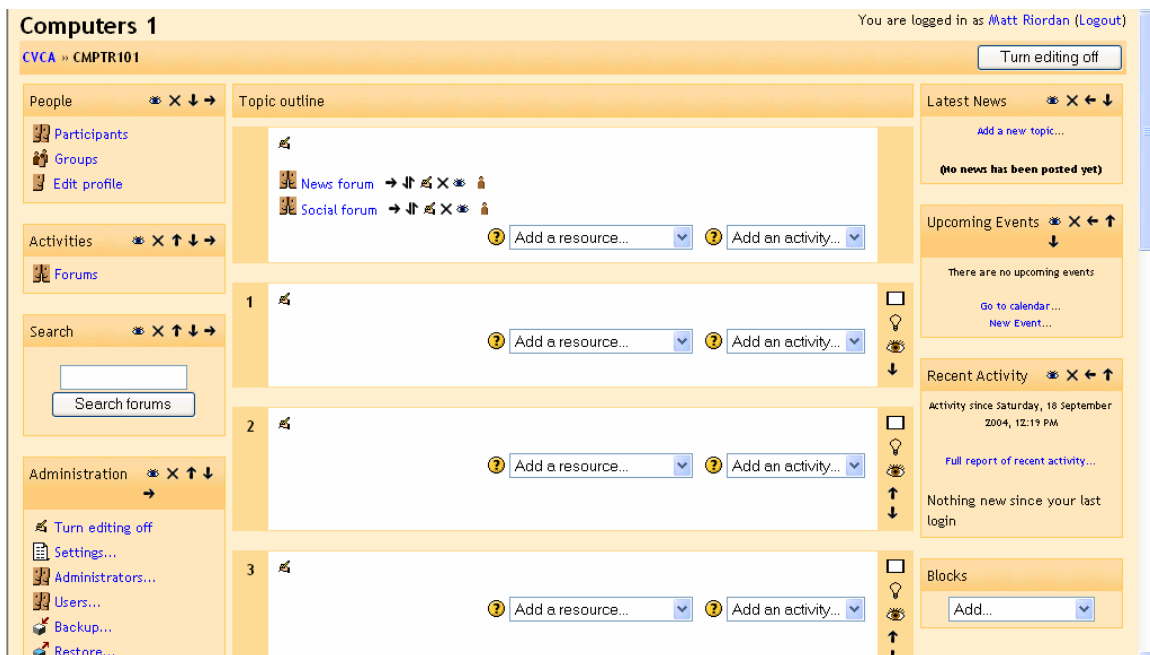
If you click on a date, you will go to the day-view calendar for that day. If the title of the event is a link, and you click on it, you will be taken to that event. In my example, if you clicked on “PC Safety,” you would be taken to the journal entry called “PC Safety.”

1.7 Recent Activity

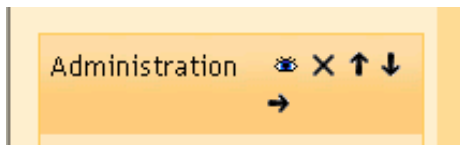
This block shows you what has changed since the last time you have logged in. It is a good way to keep track of what is changing in the class. This is very useful for the students to see what has happened since the last time they logged in.

1.8 Blocks (customizing your classroom)

Moodle organizes all of the information on the sides of the classroom into units called blocks. Blocks can be moved around and turned on or off to suit the needs of your classroom. If you click on “Turn editing on” at the top of the page, or as the top entry under the “Administration” block, you should see a screen something like this:



All of the blocks (“People,” “Activities,” “Calendar,” etc.) now have additional symbols showing. The symbols change the appearance or the location of the individual block. The symbols look like this:



The symbols do the following:

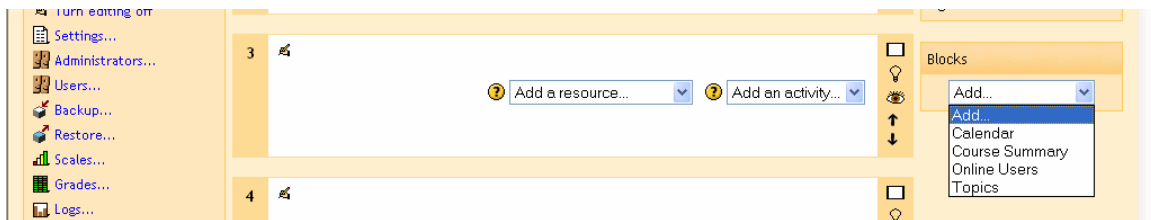
-The eye – if you click on the eye when it is open, it will shut. When the eye is shut, you can see the block (in this example, the calendar), but the students in the class cannot see the block. If the eye is shut and you click on it, it will open, and the block will be visible to the students again.

-The “X” – if you click this symbol, the block will be deleted from your class page. If you delete a block and want to show it again later, add it from the menu in the “Blocks” block, which is located at the bottom right of the page.

- The arrows – these arrows move the block in that direction. If you click on an up arrow, the block will move up the screen. If you click on a down arrow the block will move down. If you click on a right arrow, the block will move all the way across the screen to the right-hand side of the screen. If you click on a left arrow, the block will move to the left-hand side of the class screen. These arrows move blocks around the screen, and this can be repeated as many times as you wish.

1.8.1 Adding Blocks

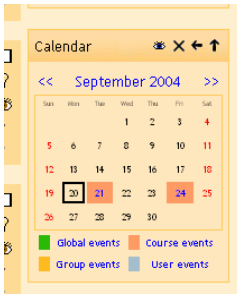
If you delete a block and wish to add it back, or if you wish to add a few of the blocks not shown by default, you can add them through the “Add” menu under the “Blocks” section in the upper right of the screen. The “Add” menu will show all the available blocks:



Some of the blocks not on by default are discussed here. These blocks can be added to your class at any time.

1.8.2 Calendar

The calendar shows events that are happening in your classroom. Events are added to the calendar, and can be for individual users, for your defined groups, or for your courses. If you add closing dates to assignments, forums, quizzes, etc., these will also show up on the calendar. My calendar looks like this (with a few assignment dates on it):



You can view previous or future months by clicking on the left or right arrows next to the current month's name.

Today's date is always outlined in black (September 20th in my example). Other events are color coded based on what the event is (the color key is under the calendar). On my calendar, I have due dates for course activities showing (on the 21st and the 24th).

You can hide or show the various categories of events by clicking on the color key. This can make the calendar easier to read (especially if there are many events on the calendar). For example, if I wanted to hide any group events dates (events assigned to groups you create), I would click on "Group events" on the bottom of the calendar. This would hide all the (group) events, and the color code would disappear from the link on the calendar. To show the events again, click on the link at the bottom of the calendar ("Global events," etc.). Any (and multiple) of the categories can be hidden. Hiding/showing events changes only your account – hiding group information does not hide it for every member of the group, but only for you. Also, hiding a category of events is only temporary – you will see all events the next time you log in.

To see more detail on an event, you can click on the date in question. If I click on the 21st I get a screen like this:



This tells me all of the events on the day I on which clicked.

Back on the main screen, if I click on the month link (“September 2004”), I will get an expanded month view:

The screenshot shows the 'Calendar' page for 'September 2004'. The user is logged in as 'Matt Riordan'. The interface features a 'Detailed Month View' for 'CMPTR101' and a 'Monthly View' on the right. The calendar grid shows dates from 5 to 30, with events such as 'Assignment 1' on Tuesday, September 21, and 'Chapter 1 questions' on Friday, September 24. A legend at the bottom indicates that Global events are shown in green, Course events in orange, Group events in yellow, and User events in blue. The right sidebar shows smaller monthly views for August and September 2004.

Both the daily detail screen and the monthly detail screen have the “Preferences” button in the upper right. This button leads to a screen like this:

The screenshot shows the 'Preferences' page. The user is logged in as 'Matt Riordan'. The page title is 'Calendar' and the breadcrumb is 'CVCA > CMPTR101 > Calendar > Preferences'. The 'Preferences' section includes the following settings:

- Time display format:** Default (dropdown). You can choose to see times in either 12 or 24 hour format. If you choose "default", then the format will be automatically chosen according to the language you use in the site.
- First day of week:** Sunday (dropdown). Calendar weeks will be shown as starting on the day that you select here.
- Maximum upcoming events:** 10 (dropdown). This sets the maximum number of upcoming events that can be displayed. If you pick a large number here it is possible that upcoming events displays will take up a lot of space on your screen.
- Upcoming events look-ahead:** 14 (dropdown). This sets the (maximum) number of days in the future that an event has to start in in order to be displayed as an upcoming event. Events that start beyond this will never be displayed as upcoming. Please note that **there is no guarantee** that all events starting in this time frame will be displayed; if there are too many (more than the "Maximum upcoming events" preference) then the most distant events will not be shown.

A 'Save changes' button is located at the bottom of the preferences section.

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 on “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). If you click on “New Event,” you will see a screen something like this:

Cuyahoga Valley Christian Academy You are logged in as **Matt Riordan (Logout)**

CVCA » CMPTR101 » Calendar » New Event

New Event

Type of event: User event

Group event for group

Course event

Monthly View

Global events Course events
 Group events User events

August 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

In my example, I can add a user event, a group event, or a course event. A user event is private – no one else can see your user events (a personal date book). A group event can only be seen by the members of the group you choose in the pull-down menu. A course event is viewable by everyone enrolled in your class. The other type of event, global events, are set by site administrators.

An event is anything you want to show up on the calendar. For my example, I will add a user event. If I click on “OK,” I will see a screen like this:

Cuyahoga Valley Christian Academy You are logged in as **Matt Riordan (Logout)**

CVCA » CMPTR101 » Calendar » New Event

New Event (User event)

Name:

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

Path:

Date: Time

Duration: Without duration

Until Time

Duration in minutes:

Monthly View

Global events Course events
 Group events User events

August 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

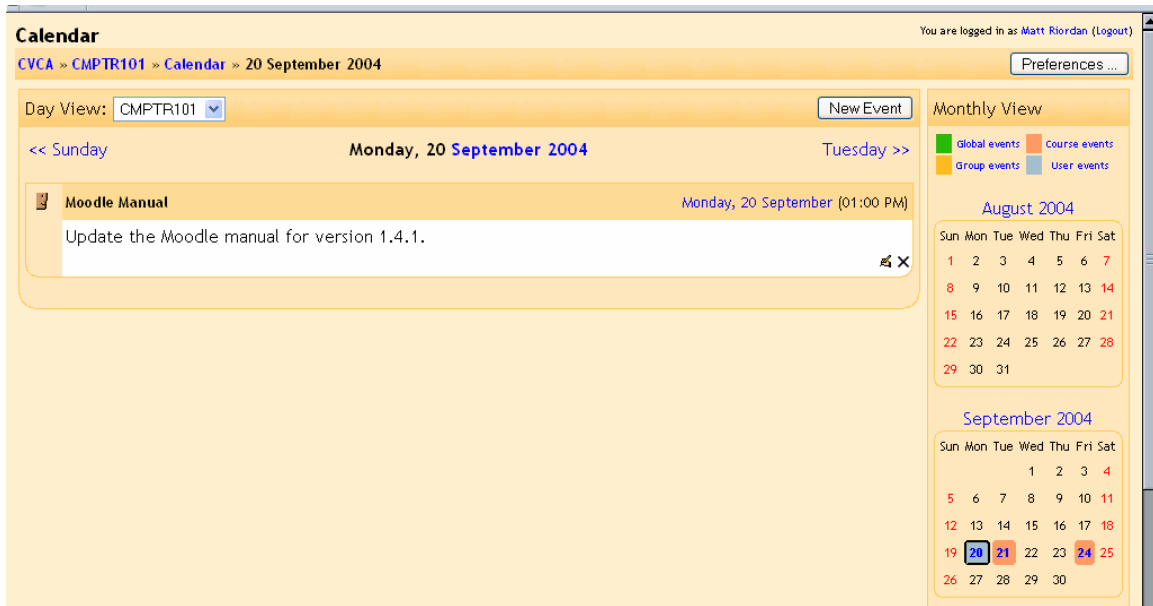
October 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1

- Name – this can be anything you like, but probably should be short.
- Description – this is the full details of the event.
- Date – this sets the date and time of the event. The default is today’s date.

- Duration – this sets how long the event lasts. It can have no duration (the default), can last minutes, days, or more (by setting the date in the “Until” line), or can last a set number of minutes.
- Repeats – this field sets if the event repeats weekly or not. If it does repeat, you must set how many events to create.

When you are done filling in the information, click on “Save changes.” You will then be taken to a detail screen of the event you just put in:



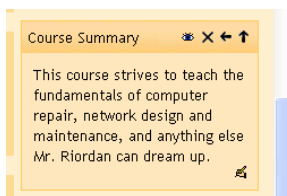
You may edit the entry by clicking on the hand holding the pencil and you may delete the entry by clicking on the “X” on the right-hand side.

One thing to notice – the small calendar on the right should update; there is now a light-blue (user event) entry on the 18th.

For any given day, only one color will show. The highest “rank” color will show – the global event color always shows if it is present, then course events, then group events, and finally user events (the user event colors only show if there are no other higher events on the same day).

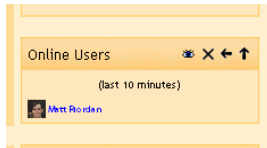
1.8.3 Course Summary

If you like, you may add the “Course Summary” block to your class. My example looks like this:



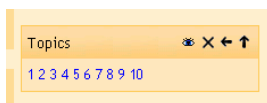
1.8.4 Online Users

The “Online Users” block displays the name and picture of anyone who has been online in the last ten minutes (by default, but may be changed by the site administrator):



1.8.5 Topics (or Weeks)

This block adds a “quick jump” menu to each topic or week:

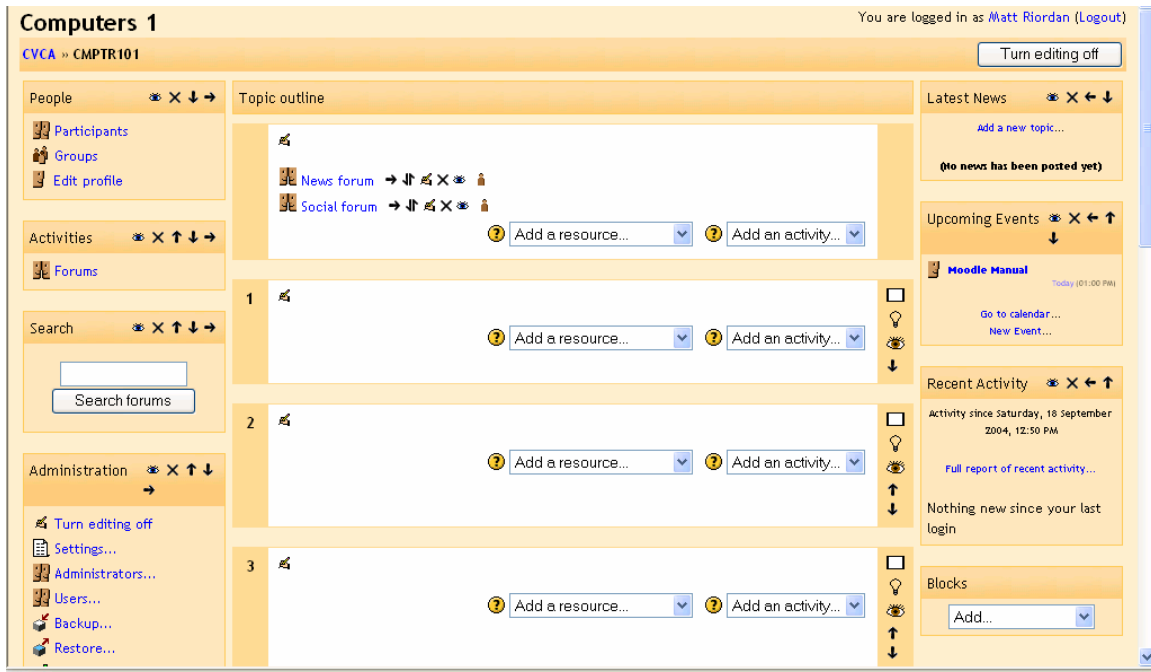


As with all blocks, any of these additional blocks may be moved, hidden, or deleted by using the buttons in each block (when editing is turned on).

2.0 Editing your class:

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

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



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



- The right-facing arrow indents the item (for organizational purposes). If the item is already indented, there will be a left-facing arrow to “un-indent” the item.
- The double arrows move the item up or down in the list.
- The hand holding the pen edits the item.
- The “X” deletes the item.
- The eye hides the item from students (or shows the item if it is already hidden).
- The person symbol allows you to toggle the item between “No Groups,” “Visible Groups,” and “Separate Groups.” (See **1.1.2 Groups** for more details on groups.)

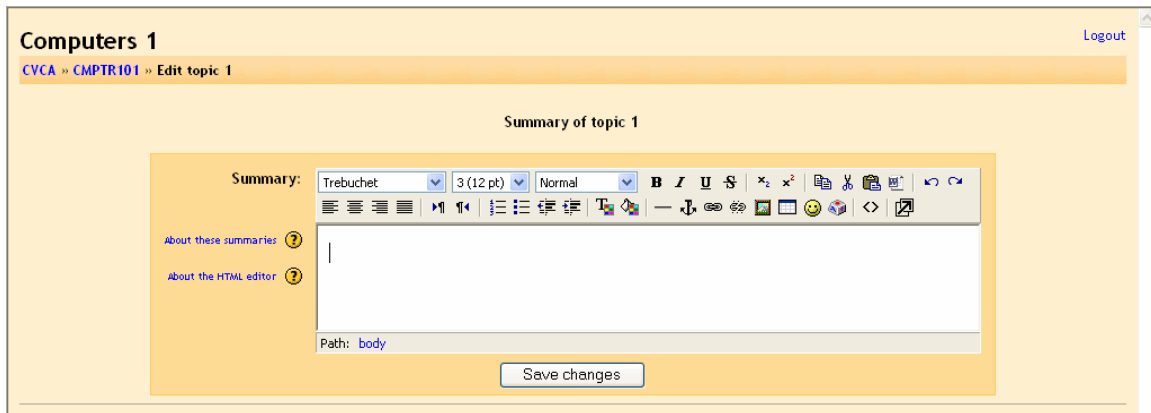
2.1 Adding Content

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

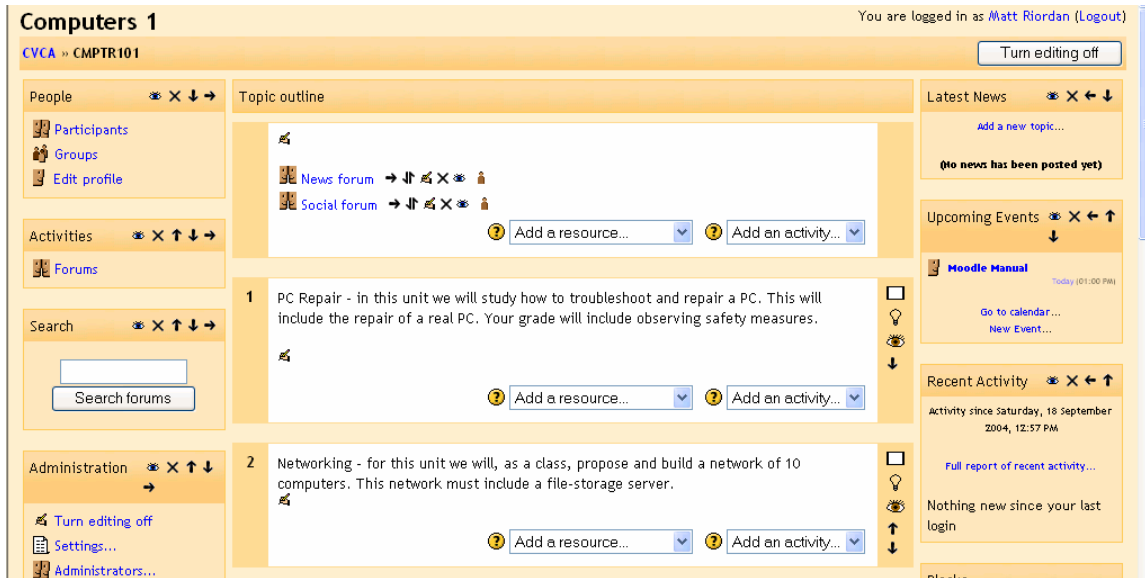
The first thing we can do is to add text to the topic box (or week box if using Weekly format). To do this, click on the hand holding the pen in the box to which you wish to add text:



This will bring up the editing box:



Add the summary (a short description of the week or topic), and click on “Save changes.” My example class now looks like this (after several edits):



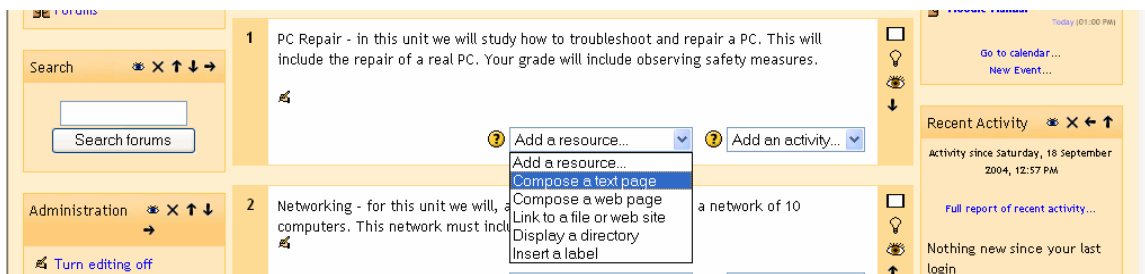
2.1.0 The Add a Resource Menu

We can now add more content from the “Add” menus. This section will look at the “add a resource” menu. See below for details on the “Add an activity” menu. The “Add a resource” menu contains:

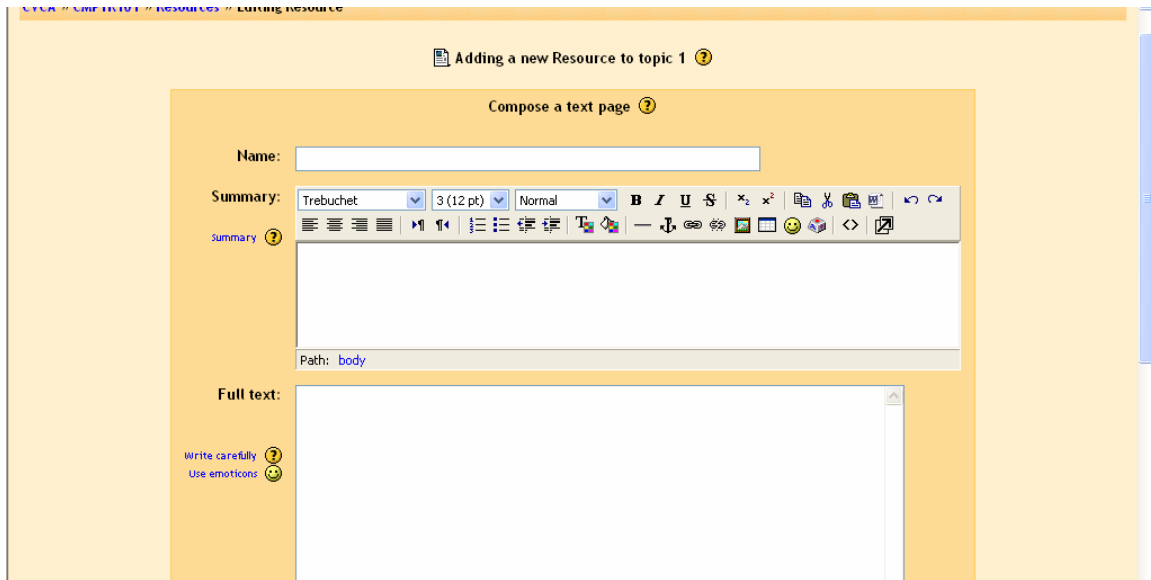
- Compose a text page
- Compose a web page
- Link to a file or web site
- Display a directory
- Insert a label

2.1.1 Compose a text page

This resource allows you to post a page of text (text that you type in or cut-and-paste from another document). To add a text page, select it from the “Add a resource” menu:



You will then see a screen like this:



- The “Name” can be anything you like. This is what the students will see in the classroom.

- “Summary” is a brief summary of the main text. It is used to help students quickly determine if the resource is relevant to what they are looking for. The summary box supports formatting (bold, underline, etc.) that can be found on the tool bar.

- “Full text” is where the main text is entered. By default, the text box supports emoticons and web addresses become hyper-links. This behavior can be changed in the “Formatting” pull-down menu under the full text box.

- “Formatting” is a pull-down menu that defines how the text box is interpreted. By default, the setting is “Moodle auto-format.” This is a good all-purpose setting that supports hyper-linking and emoticons.
 - Plain-text – pick this formatting if you want the text to look just like you typed it (no emoticons or hyper-links).
 - Wiki-like format – pick this formatting if you are familiar with Wiki formatting and want to use it.
 - Markdown format – pick this formatting if you want to use markdown formatting (which looks a lot like text email formats).

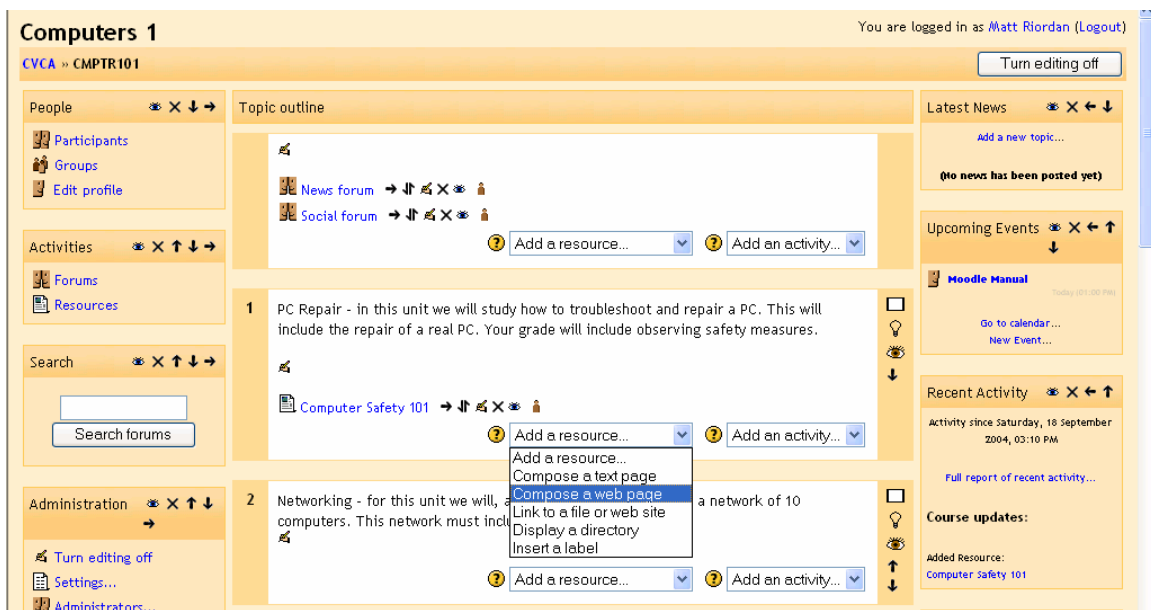
- “Window : Show (or Hide) settings” lets you change how the resource is viewed. By default, the resource appears in the same browser window that the user started in. If you want it to open another browser window, click on “Show settings” and select “New window.” You can then also define how big the new window will be, and other options.

When you are finished, click on “Save changes.” My classroom now has a resource called “Computer Safety 101”:

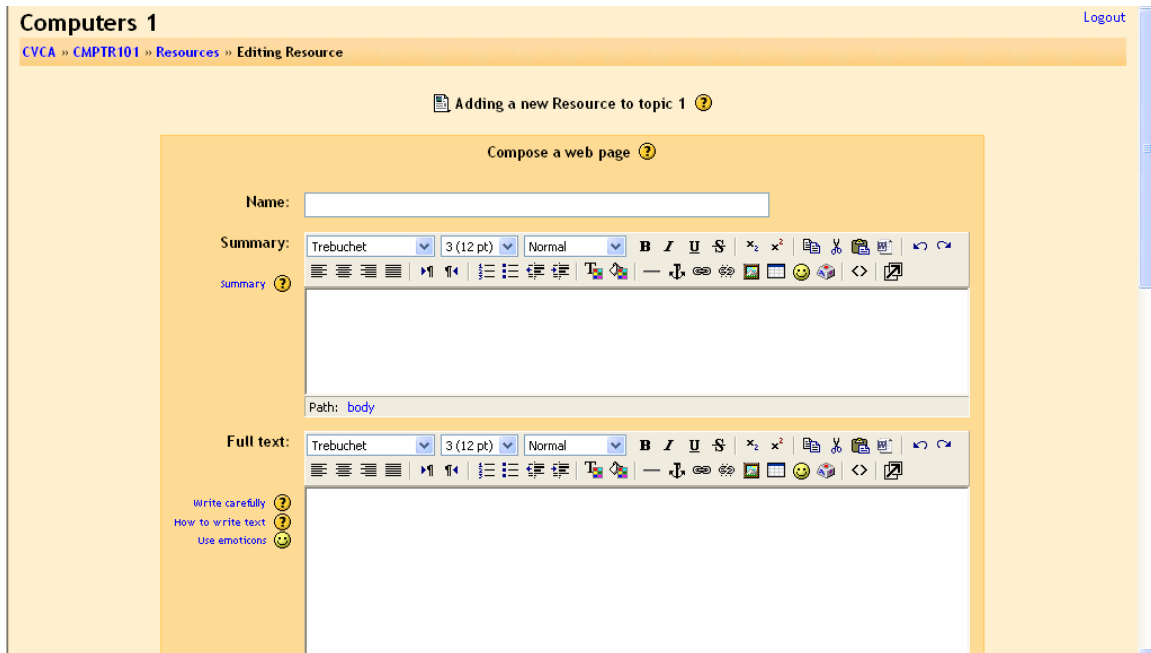


2.1.2 Compose a web page

This resource is very similar to the text page (see above), except it supports full formatting in the main “Full text” box. To add a “Compose a web page” resource, select it from the “Add a resource” menu:



This will take you to a page like this:



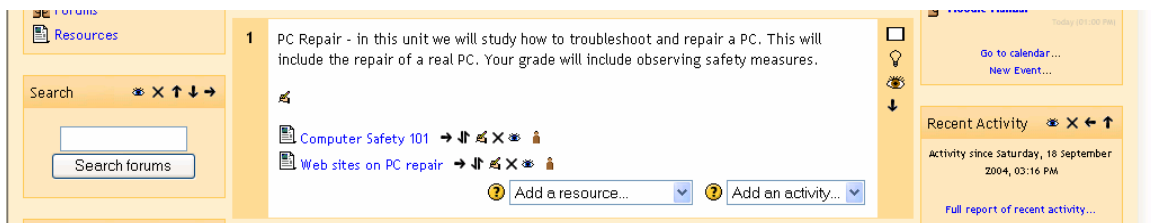
- The “Name” can be anything you like. This is what the students will see in the classroom.

- “Summary” is a brief summary of the main text. It is used to help students quickly determine if the resource is relevant to what they are looking for. The summary box supports formatting (bold, underline, etc.) that can be found on the tool bar.

- “Full text” is where the main text is entered. This box supports all formatting tools on the tool bar (bold, underline, etc.).

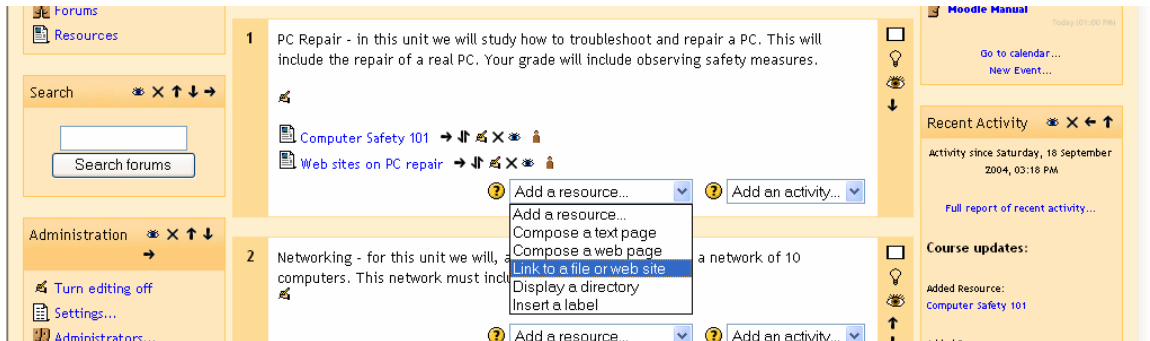
- “Window : Hide (or Show) settings” lets you change how the resource is viewed. By default, the resource appears in the same browser window that the user started in. If you want it to open the page in a new browser window, click on “New window.” You can then also define how big the new window will be, and other options.

When you are finished, click on “Save changes.” My class now has an example called “Web sites on PC repair:”

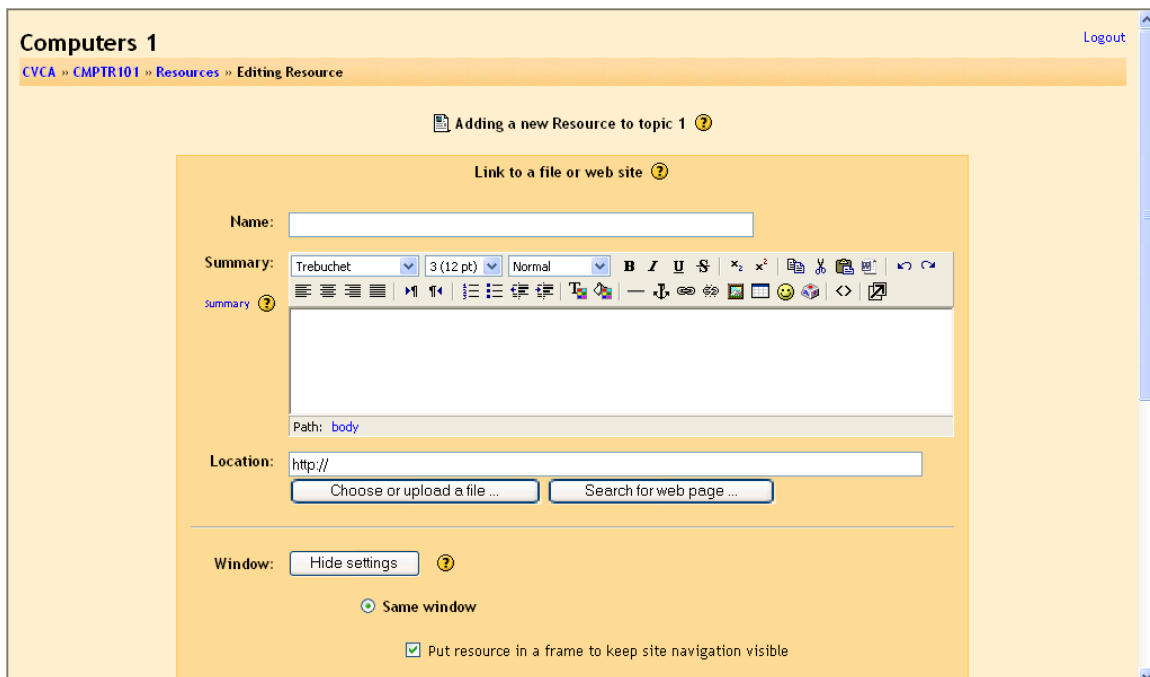


2.1.3 Link to a file or web site

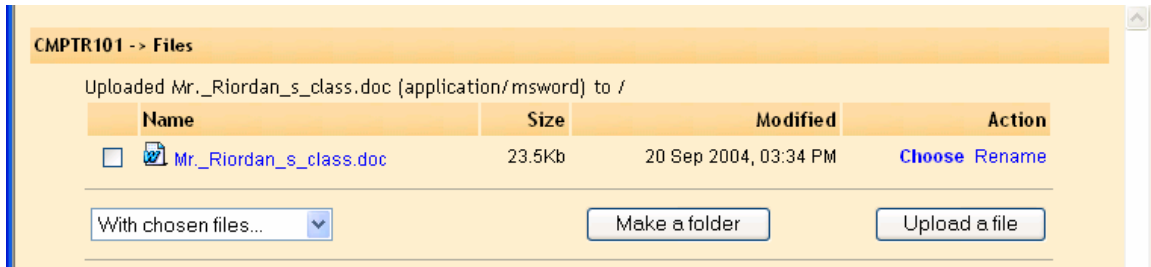
This resource adds a quick link to files you have uploaded to the classroom, or it adds a link to other websites. To add a link, select “Link to a file or web site” from the “Add a resource” menu:



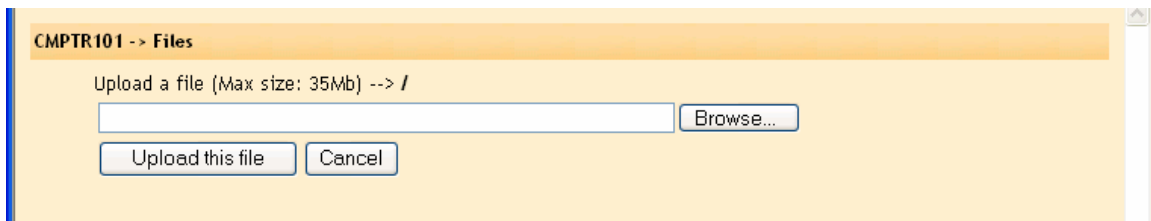
This will take you to a screen like this:



- “Name” – this is the name of the resource. It can be anything (it does not have to be a web address).
- “Summary” – this is a brief description of the resource. It shows up in the listing of all resources (in the Activities block or in the navigation “breadcrumb” at the top of the page). This helps students quickly decide if the information is relevant to what they are looking for.
- “Location” is the actual path to the file or web site that you want to post. If you are uploading a file, you click on the “Choose or upload a file” button. This brings up a page like this:



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:



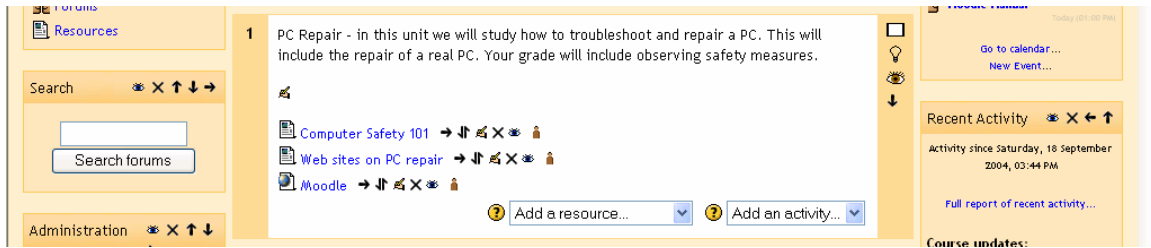
This allows you to browse for the file you are looking for by clicking on the “Browse” button. Once you find the file, double-click on it. The path will fill in for you; click on “Upload this file.” The file will then be available for you to select.

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.

- “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.

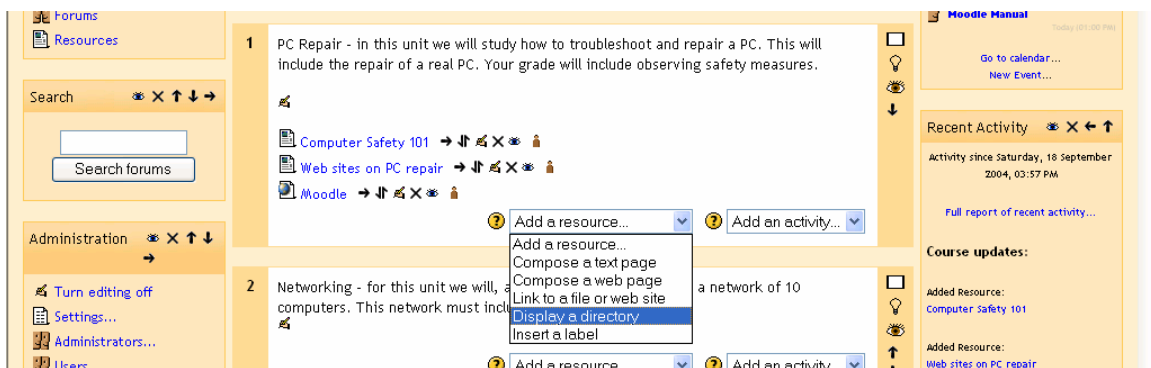
- “Parameters: Show (or Hide) settings” lets you see and set parameters for settings you might need to pass to another website. A common use of this is to pass a user name and password to another site so your students can have access to the site. There are many options of parameters to pass, and the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

When you are done, click on “Save settings.” My class now has an example called “Moodle”:

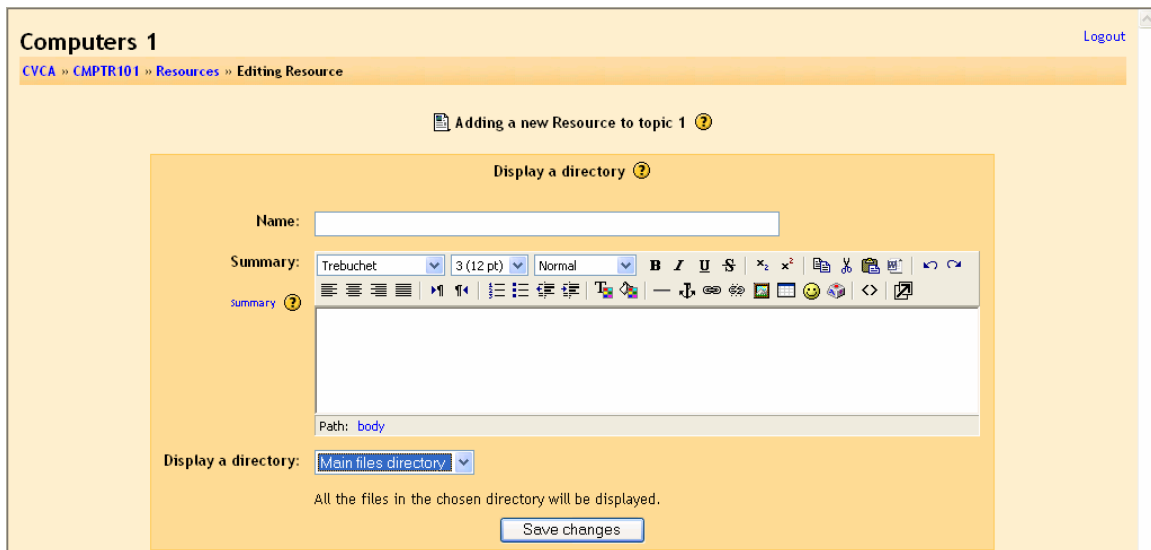


2.1.4 Display a directory

This resource allows the students to view an entire directory (folder) at once. 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. To add a directory, select it from the “Add a resource” menu:

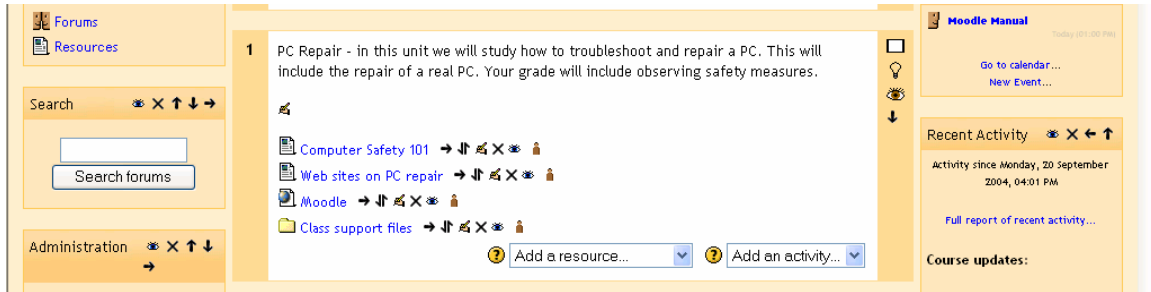


This brings up a screen like this:



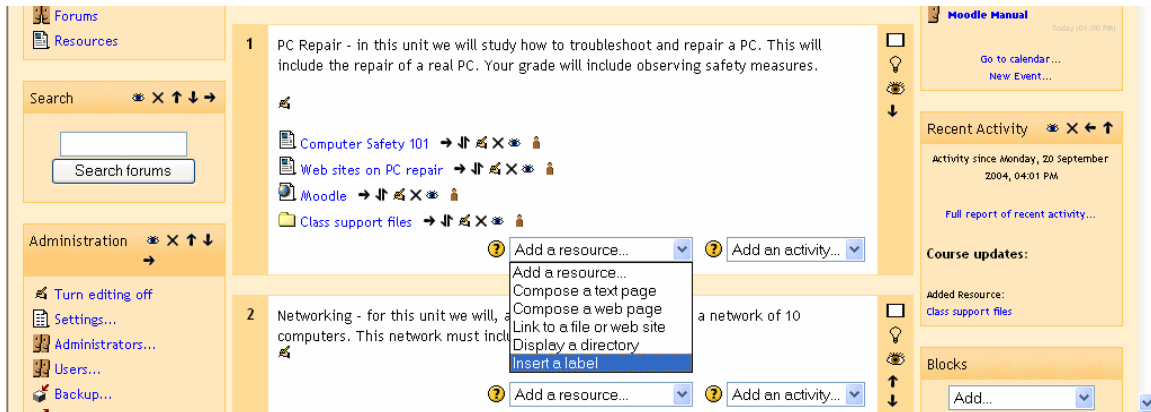
- “Name” – this can be anything you like (it does not have to be the same as the name of the directory).
- “Summary” – this is a short description of what the directory contains. This helps students quickly determine if the files will be relevant to what they are looking for.

- “Display a directory” – this 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.” My class now has an example directory called “Class support files”:

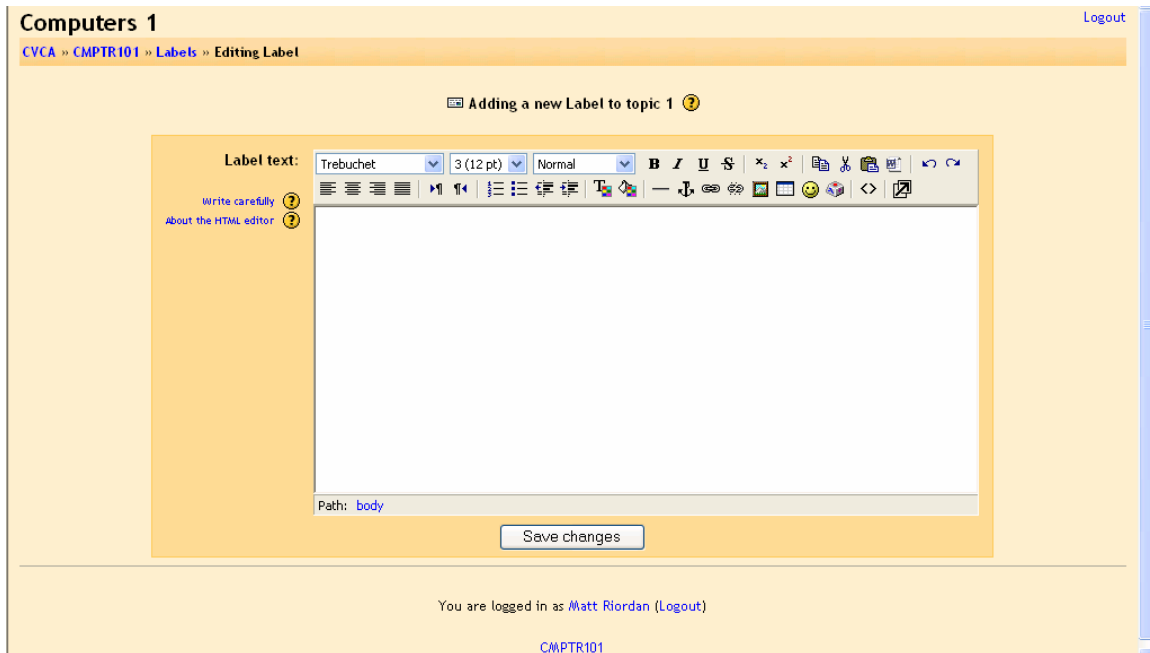


2.1.5 Insert a label

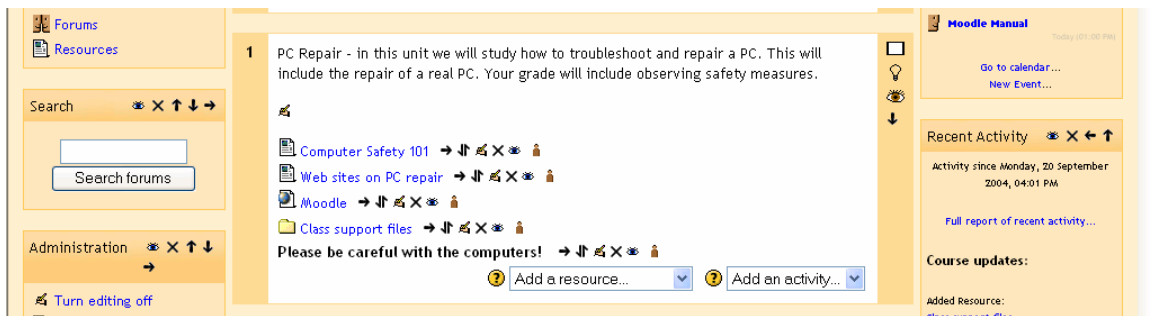
This feature allows you to insert text, images, and other things directly into the topic (or week) box. To add a label, click “Insert a label” in the “Add a resource” menu:



This will take you to the label editing page:



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



This covers all of the options in the “Add a resource” menu.

2.2.0 The “Add an activity” menu

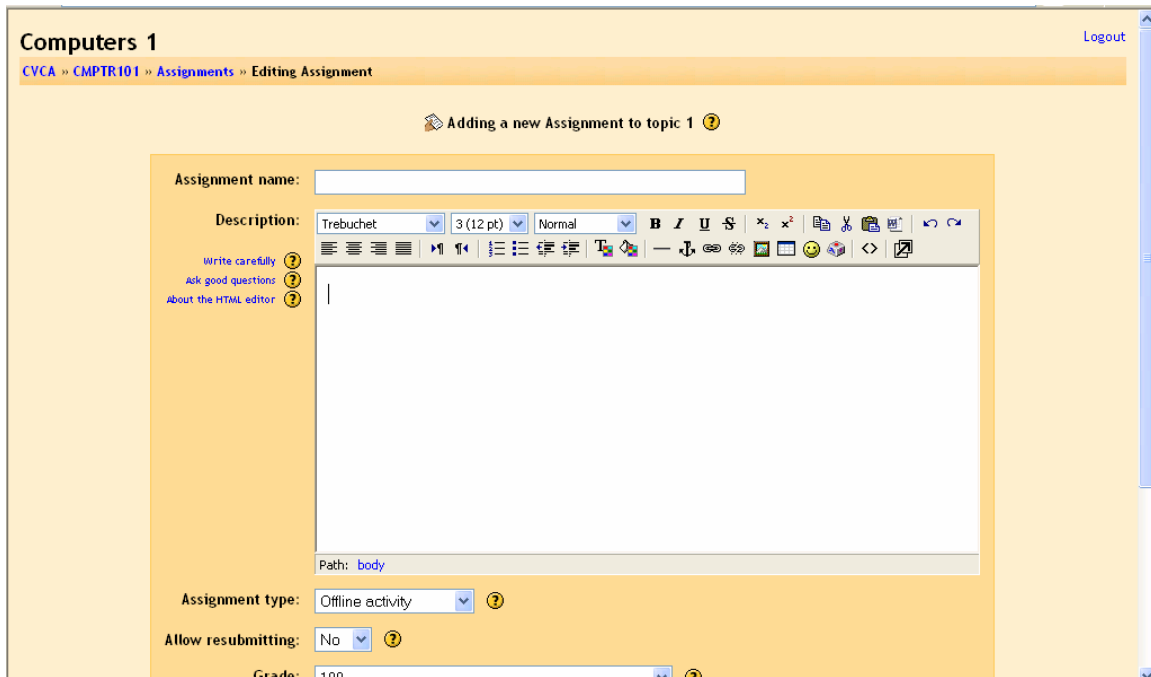
The “Add an activity” menu allows you to add assignments, forums, and more. These differ from resources in that they are interactive – they encourage and in some cases require student participation. There are several options available in the “Add an activity” menu:

- Assignment
- Chat
- Choice
- Forum
- Glossary
- Journal

Lesson
Quiz
Scorm
Survey (Note: this one is mostly for online course evaluation)
Wiki
Workshop

2.2.1 Assignment

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



Again, notice there are “?” buttons next to each menu to help explain what each does.

The “Assignment name” can be anything you like.

The “Description” describes the assignment. It can have full formatting using the toolbar (bold, underline, images, etc.).

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

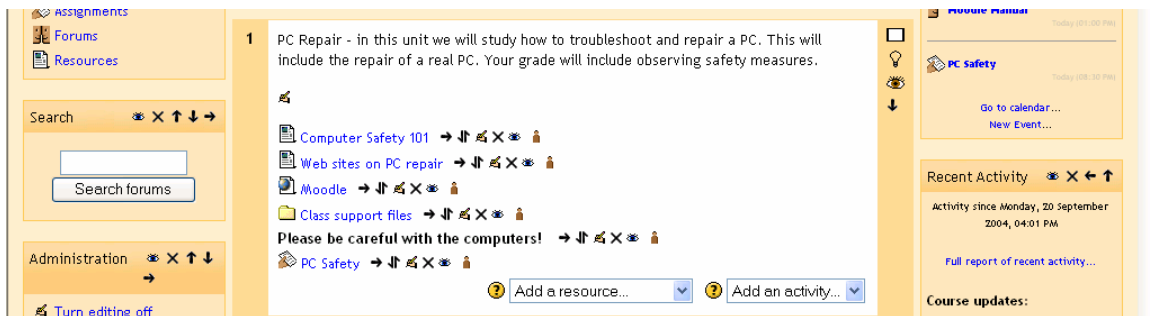
The “Allow resubmitting” field allows students to resubmit the assignment if this field is set to “Yes.”

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

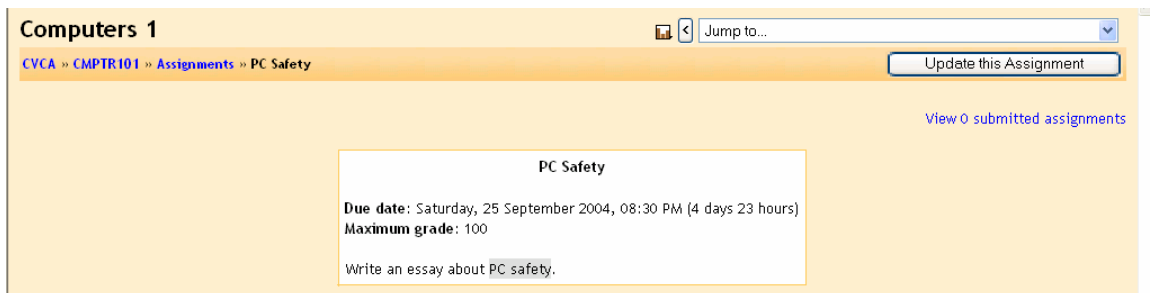
“Maximum size” limits the total size of the file that is uploaded (if the assignment is to be submitted electronically).

For my example, I will assign an essay on PC safety, and require it to be submitted electronically. To do this, I type the name and description, select that it is an online activity, keep resubmitting off, set the grade to 100, set the size to the maximum (35 Mb in my case) and set the due date to September 25 at 20:30. When finished I hit “Save changes.”

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



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



Notice that as a teacher, you have the option to view submitted assignments (in the upper right). To get back to the main screen, click on the class short name in the upper left (CMPTR101 in my example).

2.2.2 Chat

A chat is a chat room. It is used for live-time discussions. Moodle also supplies a bulletin-board discussion space (see “Forum” below). The main difference is that Chat is a very efficient way to discuss things in live-time. If you expect your students to log in

over several days at different times, then the forum is a better choice. Please note: Chat will archive a session if two (or more) people interact within a five-minute span. Otherwise, the program will not archive the session (why archive only one person talking?).

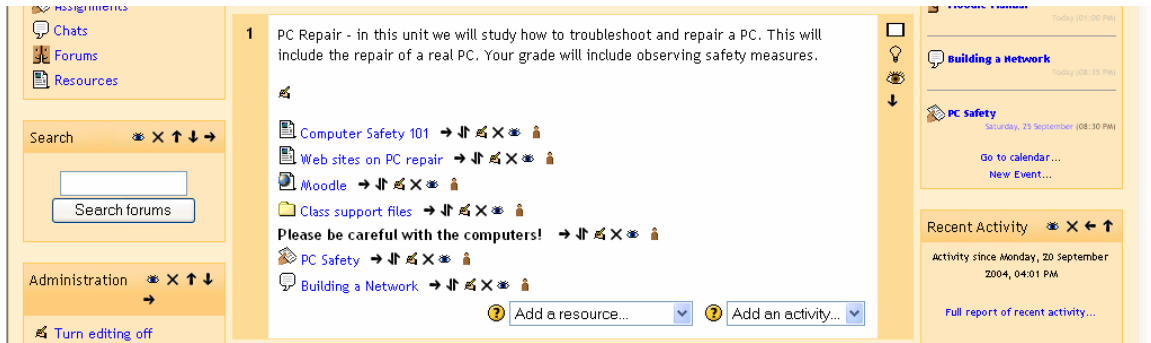
When you add a chat, you should get a screen like this:

The screenshot shows a web browser window with the following elements:

- Page title: **Computers 1**
- Page path: **CVCA > CMPTR101 > Chats > Editing Chat**
- Page action: **Logout**
- Section title: **Adding a new Chat to topic 1**
- Form fields:
 - Name of this chat room:** A text input field.
 - Introduction text:** A rich text editor with a toolbar (font: Trebuchet, size: 12pt, style: Normal) and a large text area.
 - Next chat time:** A date and time selector (20 September 2004, 20:35).
 - Repeat sessions:** A dropdown menu (Don't publish any chat times).
 - Save past sessions:** A dropdown menu (partially visible).

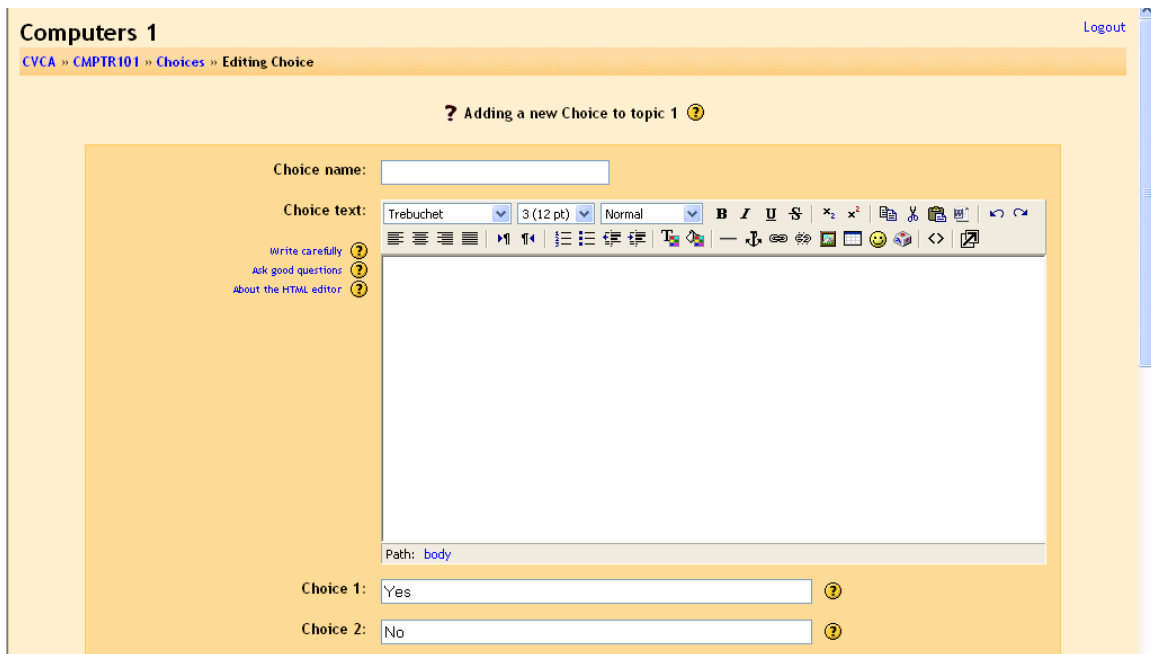
- Name of this chat room – This can be anything you like.
- Introduction text – You can type anything you like here. Whatever you type will appear on the chat room’s introductory screen. This text supports formatting (bold, underline, etc.) using the tool-bar.
- Next chat time – This is to advertise to students when to enter the chat room. Students may enter the chat room before the scheduled time, but this is useful to organize the start of a chat session.
- Repeat sessions – This sets whether or not to advertise when the chat room will be in session. If you choose to advertise the “opening” time, you can choose whether it is a one-time chat event, a daily event, or a weekly event.
- Save past sessions – This is where you set how long a chat room should be archived (from two days to “never delete”).
- Everyone can view past sessions – This sets if students can see past chat sessions (the teacher can always see past (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.

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

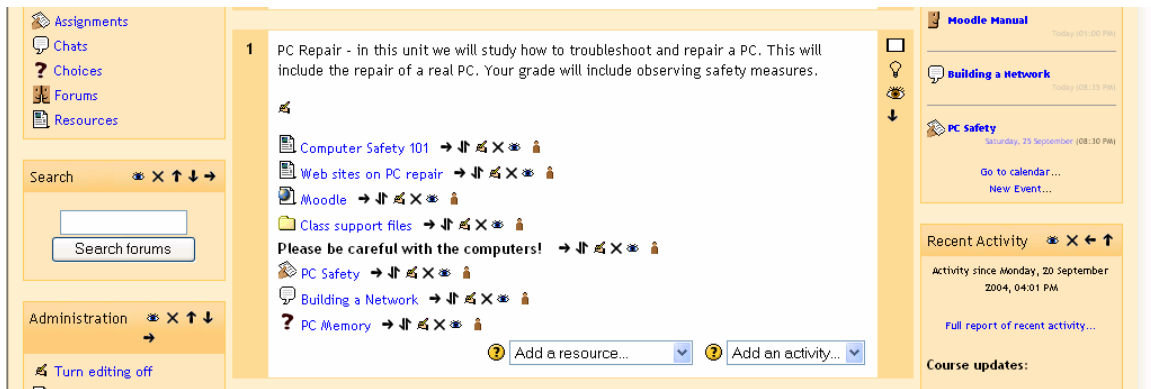


2.2.3 Choice

A choice is basically a poll. When you add a choice, you ask a question, and supply two or more answers to the question. Then students may vote. This only asks one question at a time, so works well as a poll, but would not work well as a multiple choice test (that is under the quiz module). To add a “Choice,” select “Choice” from the “Add” menu. This will take you to the “Choice” screen:



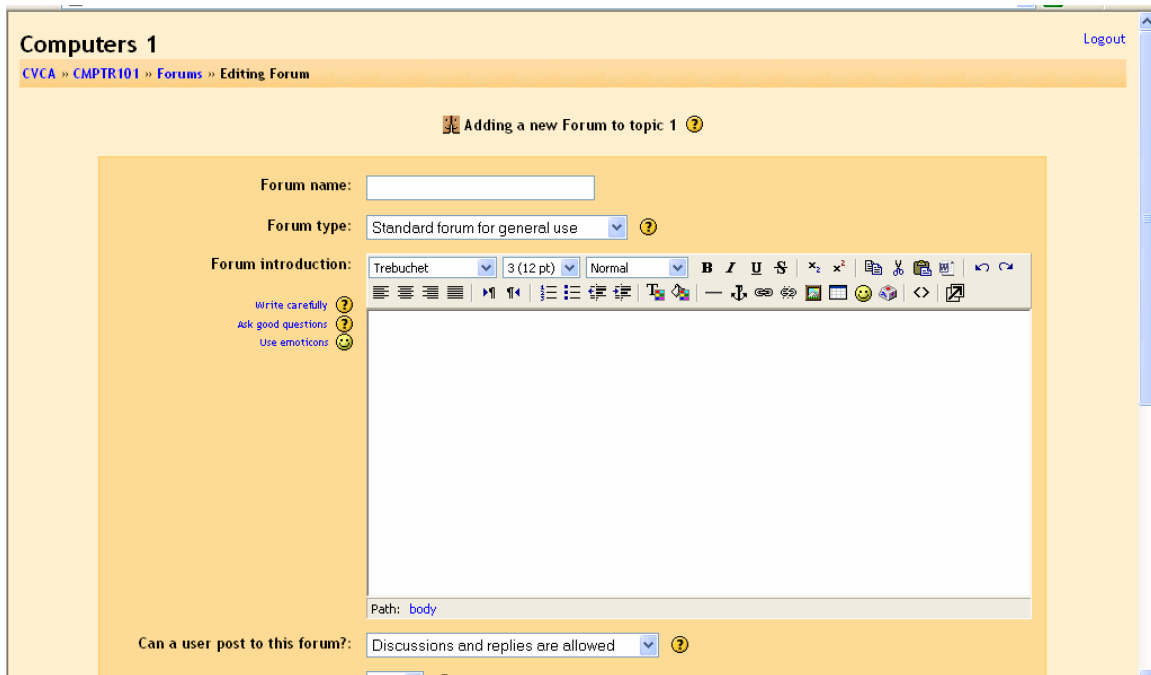
At this point, add a name and a question. The question (“Choice text”) can be formatted (bold, underline, etc.) using the tool-bar. Then fill in the possible answers in the “Choice #” boxes. You have the option to restrict when the students can vote on the choice. You may then choose when to post the results of the choice – never, after a student votes, after the poll closes (based on the closing time you set) - or you can select to always have the results available. You then choose how the results are displayed: with student names, or anonymously. You then set if students may update (or change) their vote. You may also select if you want students to see a list of who has not yet answered the choice with the “Show column for unanswered” field (teachers always see who has not yet answered). When finished, click on “Save changes.” My screen now has a “Choice” called “PC Memory” added (the question mark):



If you click on the “Choice” name (“PC Memory”), you can see how the “Choice” looks, or vote on the options, or view results. To return to the main screen, click on the class short name in the upper left (CMPTR101 in my example).

2.2.4 Forum

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



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

start new topics any time they wish (unless you restrict that). The “Standard forum” is the most commonly used forum.

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

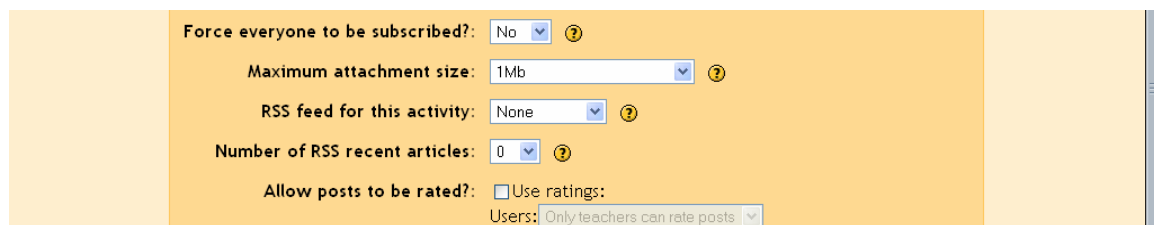
You may also allow students to reply to a topic only. In this case, a student can only reply to a topic that already exists, not create a new topic. This is set by selecting the “No discussions, but replies are allowed” from the “Can a student post to this forum?” menu. This style is probably the most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

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

Next is the “Force everyone to be subscribed?” option. If this is set to “Yes,” then every student in your class will get an email copy of every post in the forum. This might get old in a big discussion group, but would be useful if the forum were a class news forum where students would be emailed any new announcements. Students can always elect to be subscribed to a forum if this setting is set to “No.”

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

If your administrator has enabled RSS feeds (news feeders), you will see two additional entries:



The screenshot shows a settings panel with the following options:

- Force everyone to be subscribed?: No (dropdown menu)
- Maximum attachment size: 1Mb (text input)
- RSS feed for this activity: None (dropdown menu)
- Number of RSS recent articles: 0 (text input)
- Allow posts to be rated?: Use ratings: (checkbox)
- Users: Only teachers can rate posts (dropdown menu)

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 Appendix 3: RSS Feeds.

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

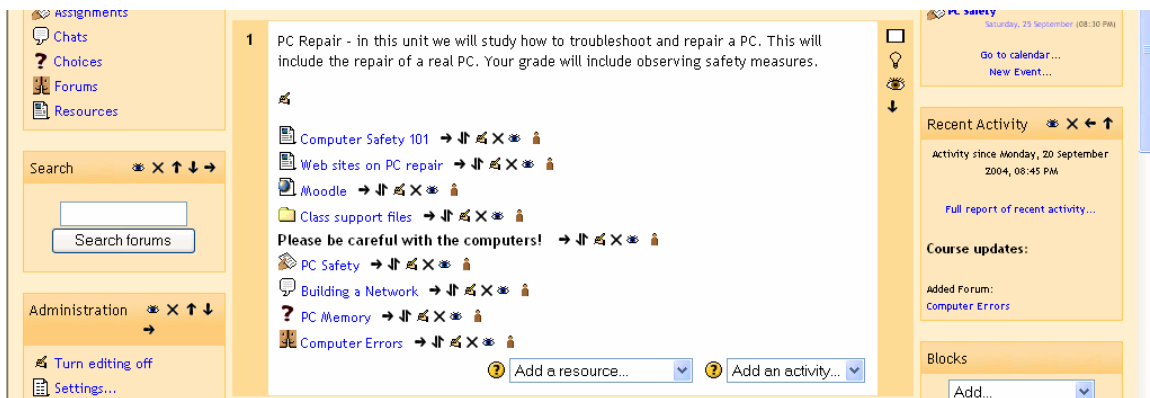
Once you check “Use ratings,” the other options become available. Under the “Users” menu, you have the option of setting who can rate posts. Then you can set who can rate posts. You can allow everyone to rate posts, or you can select to only have administrators (teachers) rate posts.

Under the “Users” menu is the “View” menu. This lets you select if a user can see everybody’s ratings, or only the ratings for the user.

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

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

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



2.2.5 Glossary

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

Computers 1 Logout

CVCA » CMPTR101 » Glossaries » Editing Glossary

Adding a new Glossary to topic 1 ?

Name:

Description:

Description ?
Write carefully ?
How to write text ?

Trebuchet 3 (12 pt) Normal **B** *I* U ~~S~~ x₂ x² [Image icons]

Path: body

Entries shown per page: ?

Glossary Type: Secondary glossary ?

- Name: This field can be anything you like – it is the name that shows up on the class page. For my example, I will call it “Computer Terms.”
- Description: This can be anything you like. This does support formatting (bold, italics, etc.) by using the tool-bar.
- Entries shown per page: This is useful to help users with slow connections. If you limit the entries to 10 or 15 per page, the load time is faster. If you do not specify a number, the system will load every definition.
- Glossary Type: This can be either “Secondary glossary” or “Main glossary.” You can only have one Main Glossary for your entire classroom. You may have as many Secondary Glossaries as you like. Entries from Secondary Glossaries can be transferred to the Main Glossary. This allows you to build a Main Glossary with the definitions you want from any definition in the Secondary Glossaries. Students cannot modify a Main Glossary.
- Students can add entries: This setting allows students to create entries if it is set to “Yes” and if the glossary is a Secondary Glossary. Students cannot add directly to a Main Glossary.
- Duplicated entries allowed: This sets if students can define a term more than once (if two or more students can define “sonnet” or the like).
- Allow comments on entries: This sets if others in the class can make comments on glossary entries or not.
- Automatically link glossary entries: If this option is set to “Yes”, then every time a term is used anywhere on the site, the term will link to the definition in the glossary. For example, if I define sonnet, and someone uses the term sonnet in a forum discussion, the word sonnet will become a link to the definition I wrote.
- Default approval status: If this setting is set to “No,” then all student entries must be approved by the teacher before they become available to everyone. If this is set to “Yes,” then all entries are available to everyone.

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

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

- Simple, dictionary style – this presents the terms like a dictionary, in alphabetical order. Any attachments are shown as links. Author information is not presented.
- Continuous without author – this presents the terms as one big page, and sorts the terms by date. The author is not indicated.
- Encyclopedia – this presents the terms like an encyclopedia. All uploaded images are seen in the article, and the author is indicated.
- Entry list – this presents the terms as a list of the terms with no definitions. Your Moodle administrator must set what happens when you click on the term – it may or may not show the definition depending on what is set by the administrator.
- FAQ – this presents the terms as a frequently asked question forum. The term’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 being in the definition. Author information is given.
- Full without author – this is the same as “Full with author,” except no author information is given. This looks very much like the “Simple, dictionary style” except time and date information is given.

Here are what the various settings look like:

Simple, dictionary style

The screenshot shows a Moodle glossary page titled "Computers 1". The breadcrumb trail is "CVCA » CMPTR101 » Glossaries » Computer Terms". There is a "Jump to..." dropdown menu and an "Update this Glossary" button. The main heading is "Computer Terms" with a printer icon. Below it, a text box says "A collection of computer terms." followed by a search bar with a "Search" button and a "Search full text" checkbox. A navigation bar contains links: "Add a new entry", "Import entries", "Export entries", "Waiting approval", "Browse by alphabet", "Browse by category", "Browse by date", and "Browse by Author". Below this is an alphabetical index: "Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL". The main entry for "Technician:" is displayed, with a description: "A person who repairs computers." and "Mr. Riordan is our technician." There is an image attachment "Matt.JPG" and a "Print" icon.

Continuous without author:

CVCA » CMPTR101 » Glossaries » Computer Terms Update this Glossary

Computer Terms

A collection of computer terms.




Search Search full text

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


Browse the glossary using this index

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




M

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

T


Technician:  [Matt.JPG](#)




A person who repairs computers.


Mr. Riordan is our technician.   

Encyclopedia:

M



 **Moodle**
by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:39 AM)


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

Rate... 


N


 **Network**
by Matt Riordan (Last edited: Thursday, 16 December 2004, 05:48 PM)

A series of computers joined together to share resources.   

Rate... 


T

 **Technician**
by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:23 AM)

A person who repairs computers. 

Mr. Riordan is our technician.

Entry list:

Computer Terms 

A collection of computer terms.

Search Search full text

[Add a new entry](#) [Import entries](#) [Export entries](#) [Waiting approval](#)

[Browse by alphabet](#) [Browse by category](#) [Browse by date](#) [Browse by Author](#)

Browse the glossary using this index

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

M

[Moodle](#)

N

[Network](#)

T




[Technician](#)


FAQ:

M

Question: Moodle
(Last edited: Tuesday, 21 September 2004, 11:39 AM)

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




  


Rate... 

N


Question: Network
(Last edited: Thursday, 16 December 2004, 05:48 PM)

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

Rate... 

T

Question: Technician  [Matt.JPG](#)
(Last edited: Tuesday, 21 September 2004, 11:23 AM)

Answer:

A person who repairs computers.

Mr. Riordan is our technician.

Full with author:

The screenshot shows a Moodle glossary page with three entries. Each entry is contained within a light orange box with a header bar. The entries are:

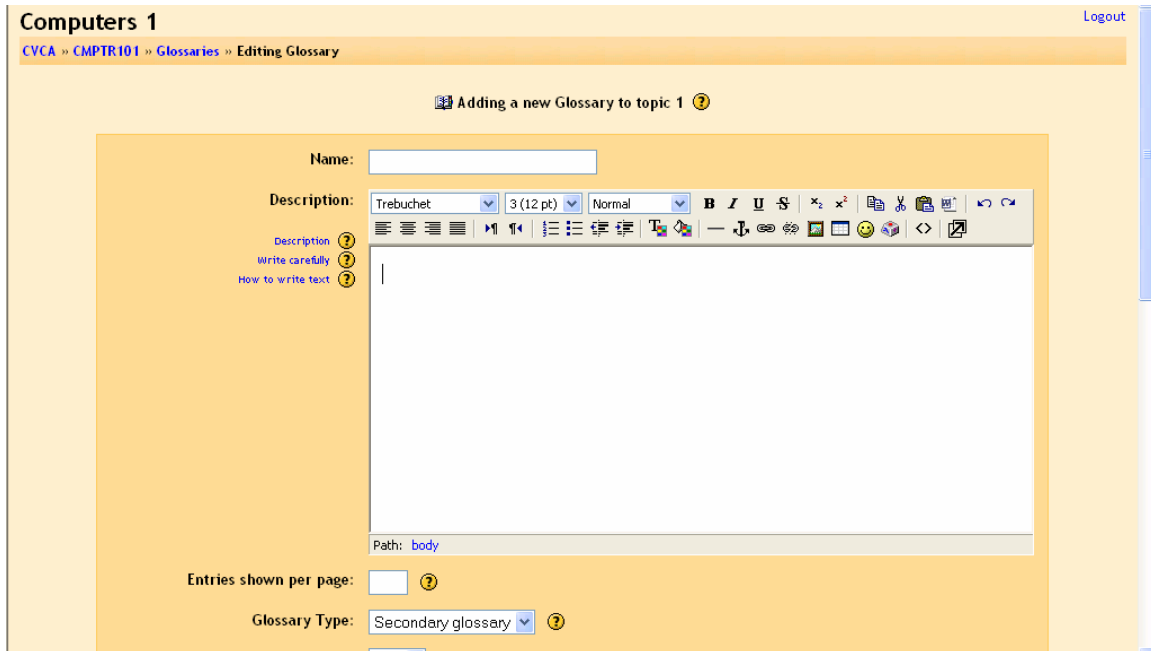
- Moodle**: by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:39 AM). Description: A distance-learning software suite. It is available at moodle.org. Includes a 'Rate...' button and icons for comment, delete, and edit.
- Network**: by Matt Riordan (Last edited: Thursday, 16 December 2004, 05:48 PM). Description: A series of computers joined together to share resources. Includes a 'Rate...' button and icons for comment, delete, and edit.
- Technician**: by Matt Riordan (Last edited: Tuesday, 21 September 2004, 11:23 AM). Description: A person who repairs computers. Mr. Riordan is our technician. Includes a 'Rate...' button and icons for comment, delete, and edit. A small image icon labeled 'Matt.JPG' is visible in the top right of the entry box.

Full without author:

The screenshot shows the same Moodle glossary page as above, but without the author information. The entries are:

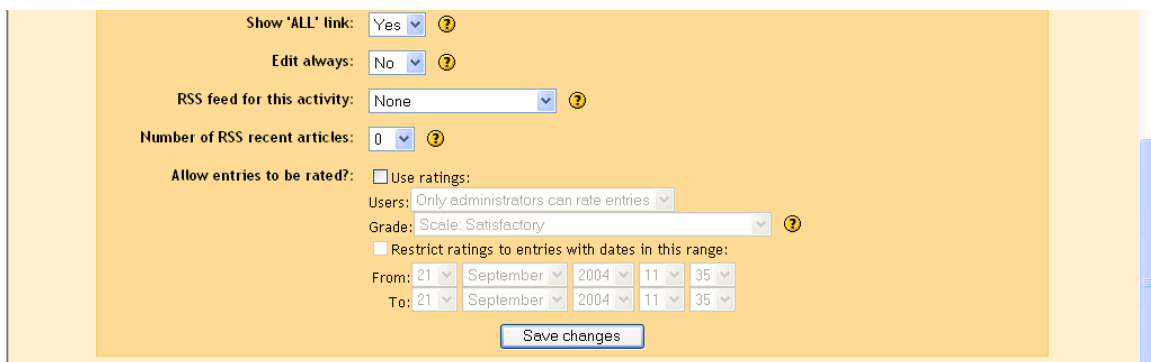
- Moodle**: (Last edited: Tuesday, 21 September 2004, 11:39 AM). Description: A distance-learning software suite. It is available at moodle.org. Includes a 'Rate...' button and icons for comment, delete, and edit.
- Network**: (Last edited: Thursday, 16 December 2004, 05:48 PM). Description: A series of computers joined together to share resources. Includes a 'Rate...' button and icons for comment, delete, and edit.
- Technician**: (Last edited: Tuesday, 21 September 2004, 11:23 AM). Description: A person who repairs computers. Mr. Riordan is our technician. Includes a 'Rate...' button and icons for comment, delete, and edit. A small image icon labeled 'Matt.JPG' is visible in the top right of the entry box.

Getting back to the “Adding a new Glossary to topic 1” screen:



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

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 Appendix 3: RSS Feeds.

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

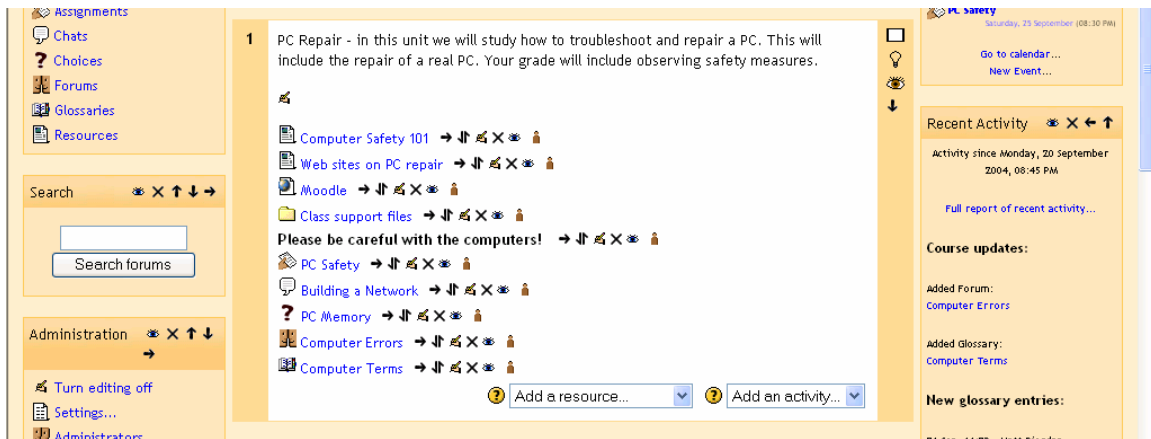
Once you check “Use ratings,” the other options become available. Under the “Users” menu, you have the option of setting who can rate posts. If you want to restrict rating posts to just yourself (as the teacher), select “Only administrators can rate entries” from the “Users” menu. If you would like the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

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

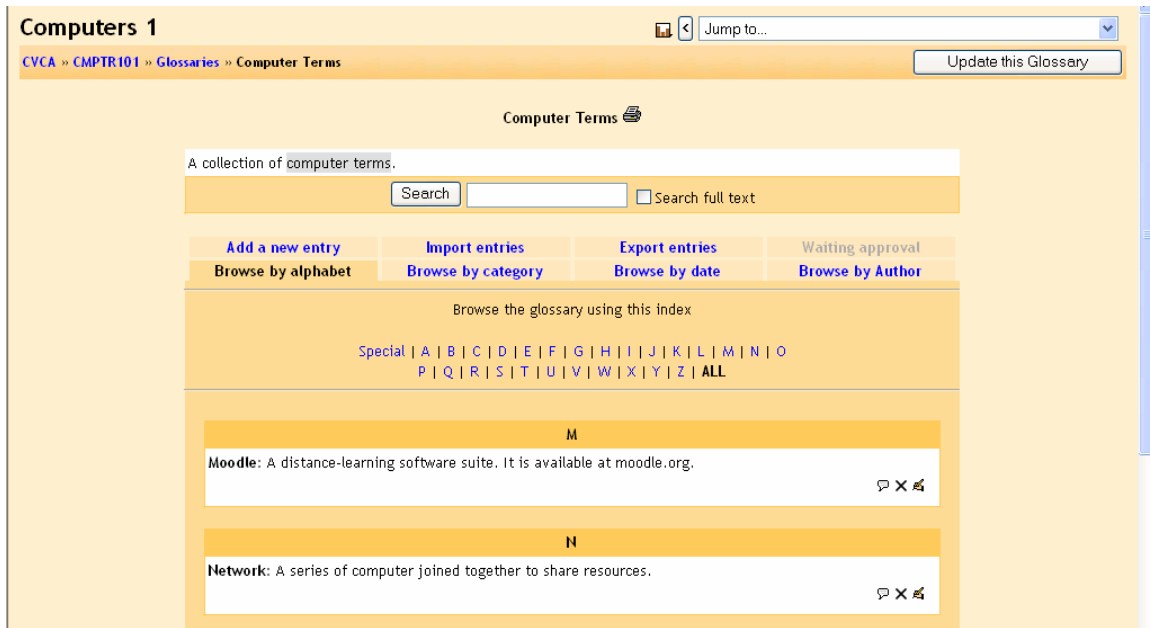
If you wish, you can limit the rating of posts to just certain days or times. If you wish to do this, check the “Restrict ratings to posts with dates in this range” box. Set your “From” date and your “To” date, and the evaluator will only be able to assign grades during those times.

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

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



If you click on the new glossary (“Computer Terms” in my example), you will go to your glossary page:



The heading tabs are:

- Browse by alphabet – sorts the terms by letter.
- Browse by category – sorts the terms by categories you define (define categories by clicking on the “Edit categories” button under the “Browse by category” tab).
- Browse by date – sorts the terms by date. This can sort by modification date or by creation date.
- Browse by Author – sorts the terms by author of the definition. This works even when the author information is not displayed.
- Add a new entry – this allows a new term and definition to be added to the system. See below for more detail.
- Import entries – this allows you to import glossaries that have been exported from other 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.

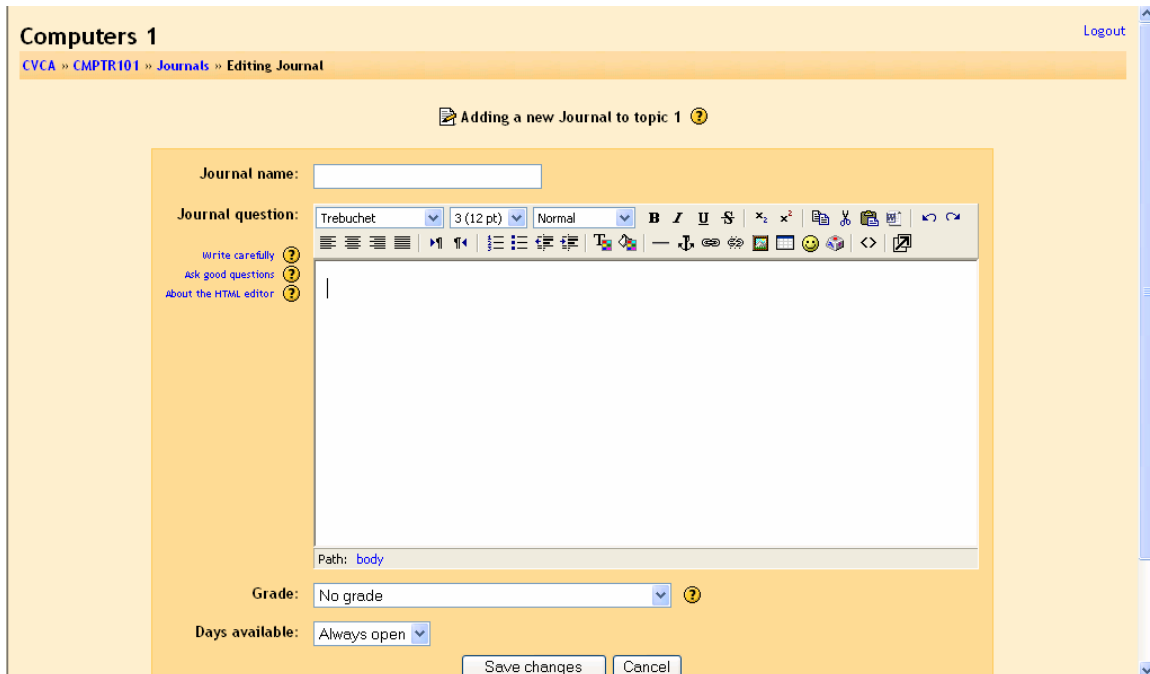
Also note the search option at the top of the page. If you do not check the “Search full text” box, then the search only looks for the term names. If the “Search full text” box is checked, the system will search through every word. This can take longer and return more entries than you might wish, but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

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

You must specify the “Concept” field. You may add keywords that the system will link to this definition if those words are used. For example, if I define “sonnet” with a keyword of “poem,” then the system will link to the definition of “sonnet” if someone uses “poem” in a discussion. You may also put the term into a category if you have any defined. You then can fill in the “Definition” field, and can attach any attachments you want to. When you are done, click on “Save changes.”

2.2.6 Journal

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



Give the journal a name, and ask the student a question (or describe what the journal is for). You then have the option to set a grading scale. This can be “No grade,” one of your custom scales (set up in “Scales” from above), or a number that represents the maximum grade (from 1-100). Since the journal can only be seen by the teacher and the individual student, only the teacher has the ability to assign a grade (there is no peer review). The last menu lets you select how long the journal will be available (from one day to “Always open”). When you are finished with editing the journal, click on “Save changes.” My example class now looks like this, with a “Journal” added (called “Repair Log”):



2.2.7 Lesson

This feature allows you to add entire lessons that guide the student based on the student’s answers. It might be helpful to think of a lesson as a kind of flowchart. The student reads

some content. After the content, you ask the student some questions. Based on the answers the student gives, the system sends him or her to another page. For example, if a student chooses answer one, then the system goes to page 3. If the student chooses answer two, the system goes to page 1. If the student answers 3, the system goes to page 5. Lessons are very flexible, but do require some set-up. To add a lesson, select “Lesson” from the “Add an activity” menu. This will take you to the lesson page:

- Name: This names the lesson. You can name it anything you like.
- Maximum grade: This sets the maximum grade available for the lesson.
- Maximum number of answers/branches: This sets the number of questions that can be asked on a single page. You can have fewer questions than the number you set here (only have 2 questions on one page, even when this is set to 4). You can change this setting “on-the-fly;” you can increase it once for one special question, then set it back to a smaller number for the rest of the questions.
- Maximum number of Attempts: This sets how many times a user (student) can try a question before the lesson automatically moves them on. This allows students to make progress even if a particular question stumps them.
- Action after Correct Answer: This has three options:
 - Normal – follow Lesson Plan – this is the normal use of a lesson. When a student gets a correct answer, the lesson moves them on to the next page (whatever the lesson defines as the next page).
 - Show an Unseen Page – this allows the lesson to act like a group of flash cards. When this is set, the student will see a new page (card) that has not been seen before (this does not show cards that were answered incorrectly).
 - Show an Unanswered Page – this allows the lesson to act like a group of flash cards. When this is set, the student will see a card that could be new (not seen before), or a card that has been seen before but was answered incorrectly.
- Minimum number of Questions: This sets the number of questions that a student is expected to answer. The grade is calculated from this number. If this is set to zero, the

grade is figured based on the number of questions the student tried. If this is set to another number (like 10), the system calculates the grade out of at least that number. If a student only answers 5 questions, and this number is set to 10, the grade is 5 out of 10, or 50%.

- Minimum number of Pages (Cards) to Show: This sets the number of pages that a student will be shown. The lesson ends when this number is reached. If this is set to 0 (the default), every page is shown. Also, if this number is set to a number greater than the number of pages available, then lesson will end after every page has been shown.

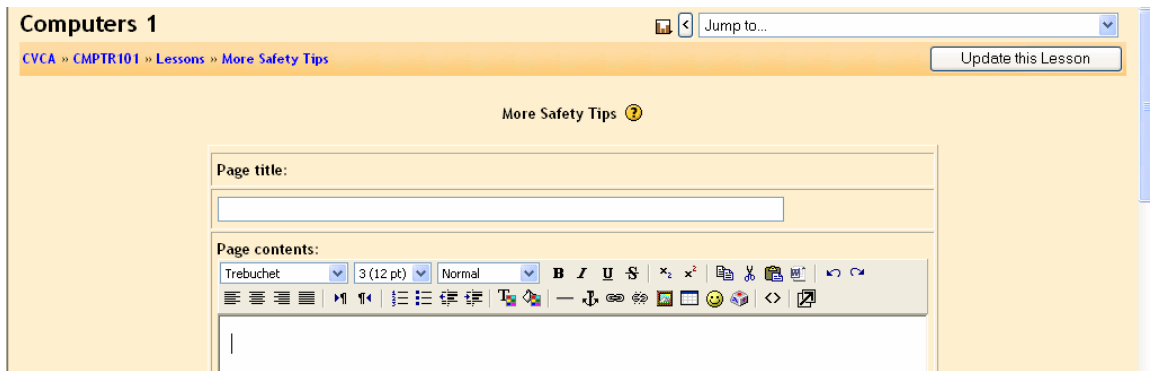
- User can Re-Take: If this is set to “yes,” the student can take the lesson again. If this is set to “no,” then the student can only take the lesson once.

- Handling of Re-Takes: This sets how to handle the grade of retakes (if they are allowed). You can choose to use the average of the grades from the retakes, or you can choose to keep the highest grade.

- Available from: This sets the start date of the lesson.

- Deadline: This sets when the lesson will no longer be available.

When you are finished with these settings, click on “Save changes.” This will take you to a screen like this:



As of the writing of this manual, this first page does not seem to show up in the lesson. My guess is that it is a bug that will be fixed. If this gets fixed, this page will be like any other page in the Lesson (see below for more details). For now, click on “Save Page” at the bottom of the page. You will then be taken to a screen like this:

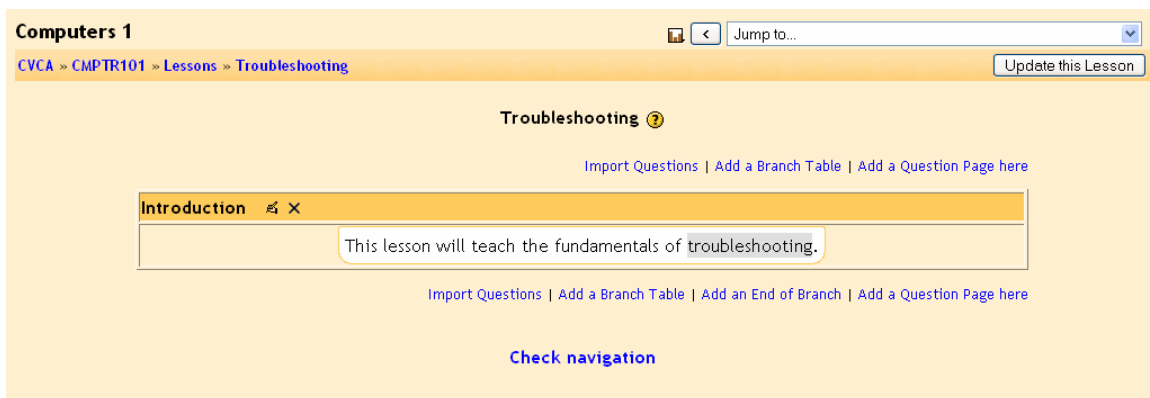


This is the structure page of the lesson. Here you can edit, add, delete, or move individual pages around. You can also add branches (a series of pages) here as well.

You can edit the default page by clicking on the hand with the pencil:



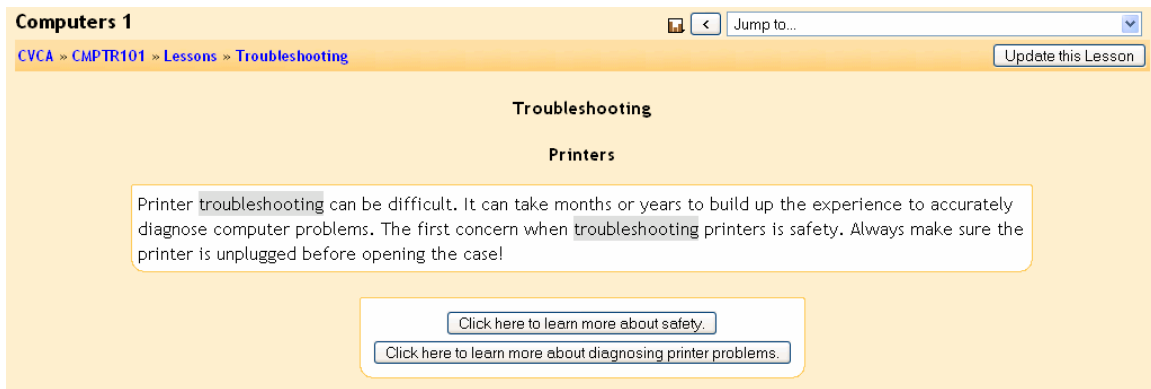
As of the writing of this manual, this first (default) page is basically an introduction page. There are no “Answer” or “Response” fields to edit, and the “Jump to” menus do not seem to do anything. The text you type will appear, so it makes a good introduction to the lesson. The text could be as simple as “Lesson 1” or the like. When the students see this page, the only option they see is “Continue,” which takes them into the lesson. For my example, I will add some text:



There are several actions that can be done, both above and below the page. An action above the page places the question/branch/page above the current page, and an action below the page places the question/branch/page below the current page. The actions are:

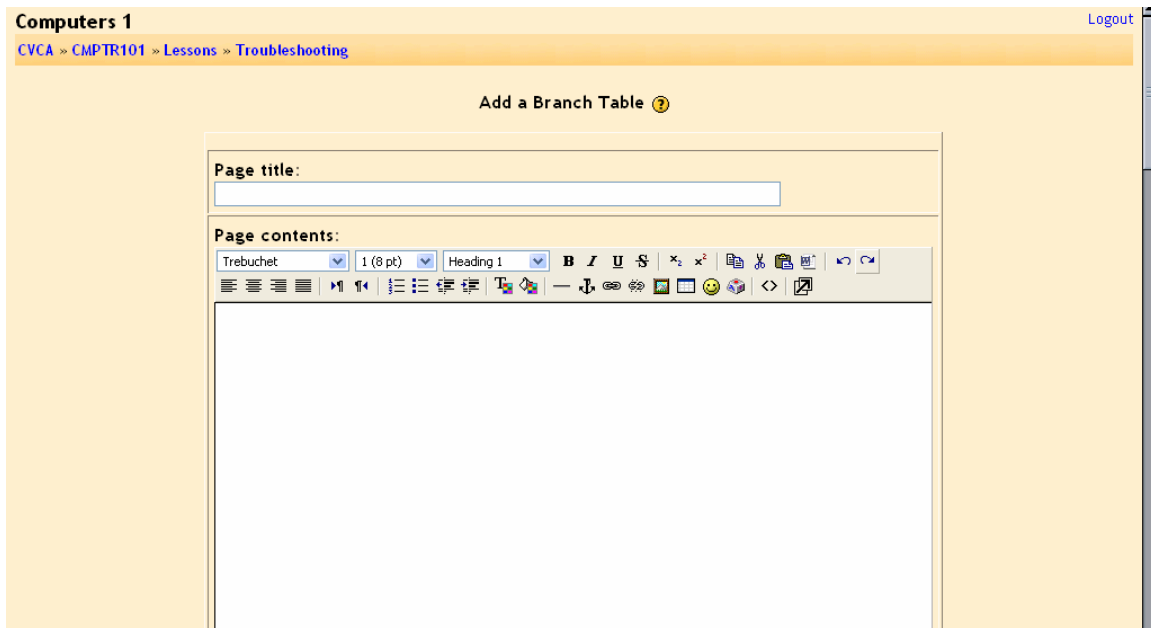
- Import Questions – this allows you to import questions from various programs and in various formats. Click on the “?” on the Import Questions page for more details.
- Add a Branch Table – this adds a new branch to the lesson. Branches are optional. They are used for navigation in the lesson. Branches give the students choices of where to go in

the lesson. There are no “Responses” fields like the ones found in standard Pages. When a branch ends, you can have the lesson end, or you can have the program jump back to the original branch page. An example might be helpful. Here is a branch page:



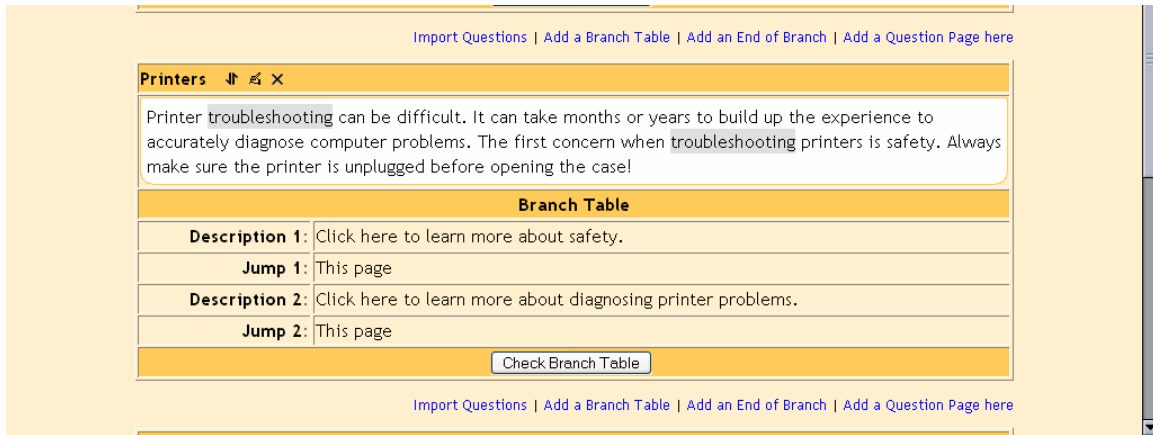
Clicking on “Click here to learn more about safety” would take the students to pages about safety. You, as the teacher, define where the buttons jump to – it could be the next page, or it could be to page 27 (if you had one).

To add a branch, click on “Add a Branch Table.” This will take you to a screen like this:



Add the name of the page, and add the contents of the page. The contents can be fully formatted (bold, italics, etc.) using the format bar. You then fill in the various Description boxes (you do not have to use them all). Then you choose what each description will do: stay on this page, jump to the next page, jump to a specific page, etc. If you choose “end of lesson,” and a student clicks on that, the lesson will end. You may want to offer that as an option on every page so that students have the option of exiting the lesson (otherwise they will continue in the lesson until the end of the lesson). Note that you may want to

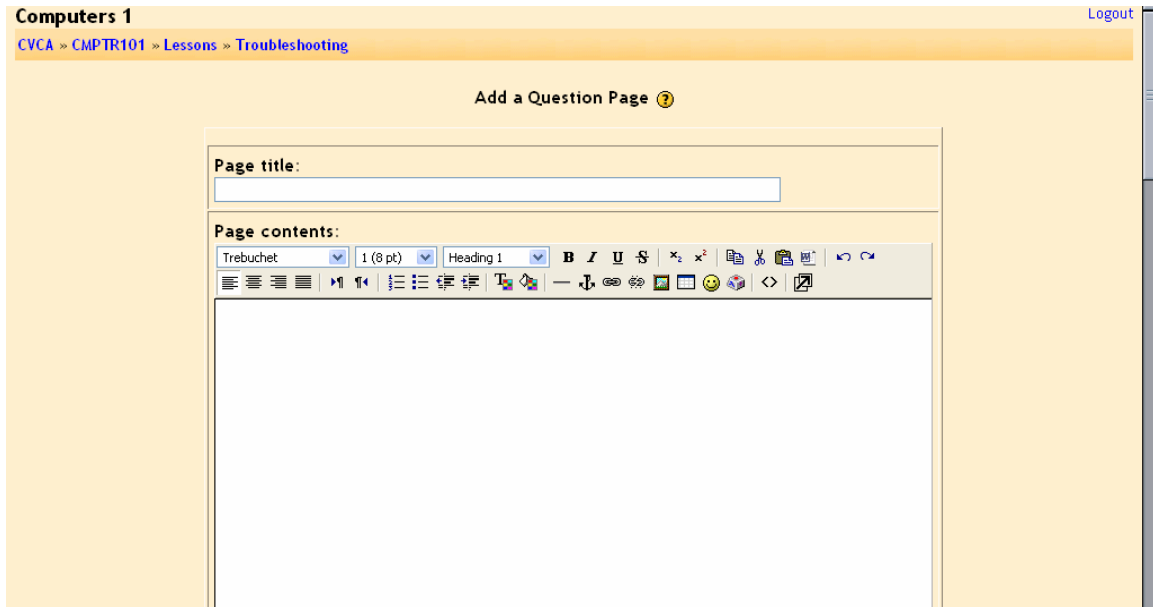
jump to a page you have not yet created. If that is the case, you create the page you want later, and then come back and edit this branch table so it will point to the correct page. When you are finished, click on “Add a branch table.” My example looks like this:



Note that both of the “Jump” fields have “This page” set. I would need to go back and change those when and if I added more pages.

- Add an End of Branch – this ends a branch from a branch table. When the system sees one of these, it returns to the first page of the branch table. Once added, you can edit an End of Branch if you want it to jump somewhere other than back to the start of the branch. If a branch does not have an End of Branch, it will continue to the last question in the branch, and then the lesson will end.

- Add a Question Page – this is the standard page of a lesson. These pages consist of information, questions, responses and “jump to” menus. Click on “Add a Question Page here” above or below the current page (depending if you want to add it above or below the current page). This will take you to a screen like this:



Before adding a question, you may want to note that a great overview of Lessons is found by clicking on the “?” at the top of the page.

Type in a page title and the page contents. The page contents may be formatted (bold, italics, etc.) by using the tool-bar. After the page contents are several fields for “Answers” and “Responses” and selections for “jump to” menus. Typically, you will end the page content with a question. Each answer is a possible answer to that question, and each response is optional information that will display if the student picks that answer. Before the answer and response fields is a drop-down menu called “Question Type.” This allows you to pick the style of question that you want. Note the help “?” next to the menu. This help screen is very useful if you want more details on a type of question. In most questions, you put in the Answers in order, but the system will scramble them when the students see them. There are several choices:

- Multiple Choice – in this style of question, the student must match one answer from several choices. There can be more than one correct answer to the question if you want, and if any of these answers are selected, the question will be counted as correct. There is a special variation of this – you can have a multiple choice question that has more than one answer and where the student must correctly identify ALL of the correct answers. To activate this kind of multiple choice question, click on the “Question option” box found under the “Question type” menu. If you choose this, make sure all of your correct answers “jump” to the same page and all of your incorrect answers “jump” to the same page (more on this below).

- True/False – this is a question that has only two possible answers (true or false).

- Short answer – this type of question forces the student to type in an answer.

Spelling matters! You can put in both correct and incorrect answers. If an answer matches, that result is returned. If no answer matches at all, the program counts it as wrong. You can use a wild card character in your answers. The wild card is the asterisk (*). You can use this to fill in parts of a word, or replace a whole word. For instance, if you wanted to be able to accept 2002, 2003 and 2004 as answers, you could put in 200* and all three answers would be correct. In the same way, Matt* would accept Matt and

Matthew (and Mattanything!). The lesson will stop on the first matching answer it finds. If you have two answers, longest and long*, and if the student types longest, the program will stop at whichever answer you typed in first (longest or long*). Finally, short answers, by default, are not case-sensitive. If you want to force the question to be case-sensitive, check the “Question Option” box under the “Question type” menu.

- Numerical – this type of question requires a number for an answer. It may be a simple number (like “1”), or you can specify a range of numbers by separating the low number and the high number by a colon (e.g. 1:10 would accept any number from 1 to 10). You can have more than one answer, but the program tests each answer in order. If answer one is a match, the program stops checking. If it is not a match it moves on to the next answer, and so on. An example would be “Name a prime number below 10.” The answers would be 1, 2, 3, 5, 7, 9 – one answer in each answer box. You could have wrong answers in the system as well if you wanted to comment on a common error or the like (in the prime number example, I could put in “4” as a wrong answer and give feedback on it).

- Matching – this type of question matches two columns of information. The first list goes in the “Answer” boxes and the second list goes in the “Response” boxes. For example, the question could be “Match the following baseball teams with the city where they play” and Answer 1 would be Red Sox, Answer 2 would be Yankees, Response 1 would be Boston and Response 2 would be New York. It is important to note that the list in the Answer boxes is not scrambled (Answer 1 is always Red Sox and Answer 2 is always Yankees). This allows you to ask questions like “Put this list in order” and have the Answers all be in the order you want. The list built from the Response boxes is always scrambled. If the match is made correctly, the lesson will look to the Answer 1 action (go to the next page, go to page 5, or whatever). If the match is not made correctly, then the system will always look to the Answer 2 action (go back one page, etc.), even if the student picked Answer 3 or 4 (or any incorrect answer).

After you select the type of question you want, you type in the various answers. Remember that for some questions, order is important (see the “?” help or the section above for details). The system will scramble the answers for the students (except for matching, where it scrambles the responses instead). You may fill in responses if you wish. If you do not fill in a response to an answer, the system will fill in a default response (like “That’s correct”).

When you are finished, click on “Add a Question Page.” My example now looks like this (this is the teacher view, with answers):

Description 2:	Click here to learn more about diagnosing printer problems.
Jump 2:	This page
Check Branch Table	
Import Questions Add a Branch Table Add an End of Branch Add a Question Page here	
More Safety ⌵ ⌶ ✕	
Safety is important! Always unplug the printer! Before you work on a printer, what is the first thing you should do?	
Multiple Choice	
Answer 1:	Unplug the printer.
Response 1:	Right!
Jump 1:	Next page
Answer 2:	Take the cover off.
Response 2:	That could be dangerous if the printer is plugged in.
Jump 2:	This page
Check Question	
Import Questions Add a Branch Table Add an End of Branch Add a Question Page here	
Check navigation	

Note the “Check navigation” link – this lets you check the lesson flow any time you wish. The navigation is defined by the “Jump” menus, so the lesson might not follow the logical order that you see on the screen as you are building the lesson.

Grades: If your lesson is graded, the system computes the number of right and wrong answers to compute a grade. A right answer is any answer that moves the user to a page **DOWN** in the logical order (the screen we have been looking at). A wrong answer is any answer that sends a user **UP** in the logical order or has the user stay on the same page. Remember that the logical order (what you as the teacher see) and the navigational order (what the student sees) do not have to be the same (but they can be, depending on your lesson). Grades are computed only from the logical order. The first page of a branch table (the one with the navigational buttons) is not graded. The logical order versus the navigational order can be confusing. The logical order is the order you see when building the lesson. The navigational order is what the student sees when taking the lesson (and what you can check by clicking on the “Check navigation” link).

Moving pages: If you have a page that exists and you want to move it up or down the logical order (the screen you see), click on the arrow icons next to the edit icon on the page you wish to move:

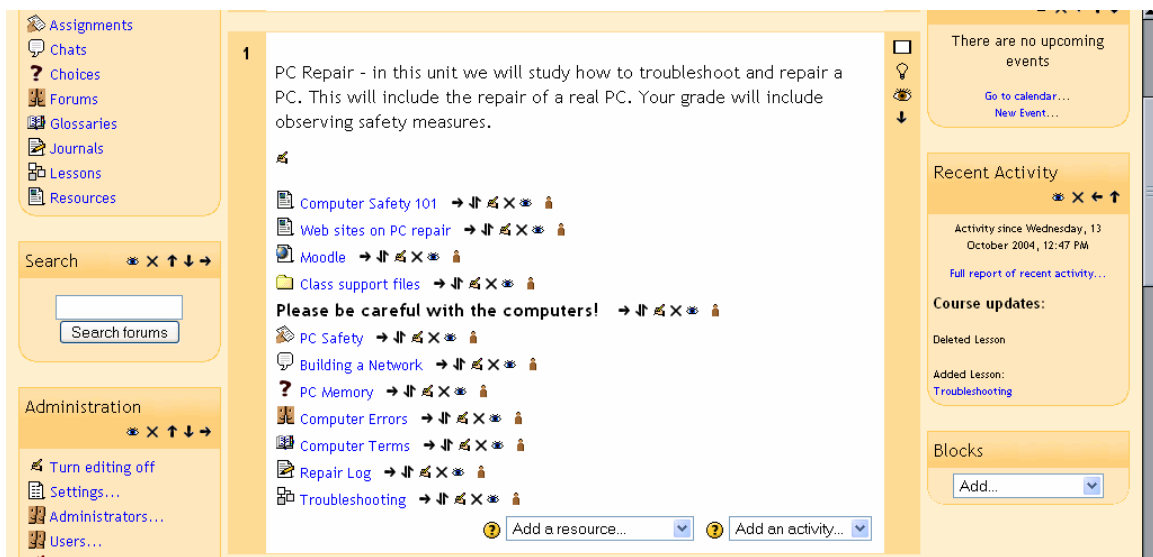
More Safety ⌵ ⌶ ✕

This allows you to select where you want the page to be:



If you move a page, make sure the jump menus still point to the page correctly. When the “jump” menu names the page by real name of the page (“More Safety”), then the navigation will stay the same. If the “jump” menu has “Next page” selected (as opposed to the actual name of the page), it will now be pointing at a different page (the new next page, whatever that is).

My example class now has a Lesson added called “Troubleshooting:”



2.2.8 Quiz

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

Computers 1 Logout

CVCA » CMPTR101 » Quizzes » Editing Quiz

Adding a new Quiz to topic 1 ?

Name:

Introduction: Trebuchet | 1 (8 pt) | Heading 1 | **B** | *I* | U | ~~S~~ | * | x² | | | | |

About the HTML editor ?

Path: body

Open the quiz: 15 | October | 2004 | 12 | 50 ?

Close the quiz: 15 | October | 2004 | 12 | 50 ?

Again, there are help buttons available if you need them (the “?” buttons).

- Name – this can be anything you like.
- Introduction – this is the introduction to the quiz. You can add full formatting using the formatting tools (bold, italics, etc.).
- Open the quiz – this sets the opening date and time for the quiz. Students cannot take the quiz before this time.
- Close the quiz – this sets the ending date and time of the quiz. Students cannot take the quiz after this time.
- Time limit – this sets how long a student has to take the quiz (1-110 minutes). The default is “0,” which means the student can take as much time as needed.
- Shuffle Questions – this changes the order of the questions on the quiz every time the student takes it (or for every different student who takes the quiz). This helps to prevent students from copying each other.
- Shuffle Answers – this is very similar, except it changes the order of the answers given for multiple choice or matching questions.
- Attempts allowed – this sets the number of times a student may take a quiz. This can be very useful if the quiz is a review exercise, as the student can take it as many times as the teacher wants (and each grade does get reported to the teacher).
- Each attempt builds on the last – this sets whether or not the quiz builds on previous quizzes. If multiple attempts of a quiz are allowed, and this is set to “Yes,” then the former quiz results will be included in this attempt (including feedback, if turned on). If this option is set to “no,” then the quiz will be a fresh (blank) quiz every time the student takes it.
- Grading method – this allows you to set how quizzes are scored if the student can take the quiz multiple times. You can choose from keeping the highest grade, keeping the average of all the grades, keeping the first score, or keeping the latest score.

- After answering, show feedback – this setting allows you to immediately give a student feedback on a question. You type the feedback into the question when you create it (more on that below). To activate this option, set this to “Yes.”

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

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

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

- Require password – this is an option field. You can type a password here that students are required to type in before they can take the quiz.

- Require network address – this is an option field. You can fill in IP addresses here, and only those addresses can take the quiz. The system can understand partial IP addresses, like 10.0. and can accept multiple addresses separated by commas (10.0.0.1, 10.0.0.2, etc.).

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

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

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

Computers 1 Logout

CVCA > CMPTR101 > Quizzes > Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	PC Case		<input type="button" value="x"/> <input type="button" value="refresh"/> <input type="button" value="edit"/>

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

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

- Create new question menu:

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

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

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

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Editing a Multiple Choice question ?

Category:

Question name:

Question: **B** *I* U ~~S~~ * x²

[About the HTML editor](#) ?

Path:

Image to display:

One or multiple answers?:

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

Choice 1: Grade:

This works like a standard multiple choice question. Type in the name of the question (something to help you identify the question in the list), and type in the question. The “Question” box allows formatting (bold, italics, etc.) by using the formatting tool bar above the text area. You do not have to type the answers in the “Question” box – the program will list the answers you type in the various “Choice #” boxes.

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

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

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

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

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

Computers 1 Logout

CVCA » CMPTR101 » Quizzes » Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	Matt's Foods	⋮	✕ 🔍 ↻
<input type="checkbox"/>	PC Case	⋮	✕ 🔍 ↻

2.2.8..2 True/False – the questions are just that – true/false. To add a true/false question, select True/False from the “Create new question” pull-down menu. This will take you to a screen like this:

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Editing a True/False question ?

Category: Default

Question name:

Question: Trebuchet 1 (8 pt) Heading 1 **B I U S**

About the HTML editor ?

Path: body

Image to display: None

Correct answer: True

Feedback (True):

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

Computers 1 Logout

CVCA » CMPTR101 » Quizzes » Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	Class Mascot	..	X ? ↻ ↵
<input type="checkbox"/>	Matt's Foods	::	X ? ↻ ↵
<input type="checkbox"/>	PC Case	::	X ? ↻ ↵

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

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Editing a Short-Answer question

Category: Default

Question name:

Question:

Trebuchet | 1 (8 pt) | Heading 1

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

Path: body

[About the HTML editor](#)

Image to display: None

Case sensitivity: No, case is unimportant

Correct answers: You must fill out at least one possible answer. Answers left blank will not be used.

Answer 1: **Grade:** None

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

Next to each answer is the “Grade” field. The total points of the question must equal 100%. In the case of the presidents question above, you would make each answer worth 33% of the question. In the case of the fill-in-the-blank question, one answer (33 years old right now...) would be worth 100%.

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

You may also fill in feedback for each answer. My tests show that the feedback only comes up if the student types 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). You could also give feedback on a wrong answer if you put in several common wrong answers. Feedback would work for these kinds of wrong answers. The feedback can show the student the correct answer if the student guesses wrong, even if the wrong answer is not in the list of answers.

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

Computers 1 Logout

CVCA » CMPTR101 » Quizzes » Editing quiz

Quiz

No questions have been added yet.

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	—	<input type="button" value="x"/> <input type="button" value="🔍"/> <input type="button" value="🔧"/>
<input type="checkbox"/>	Class Mascot	••	<input type="button" value="x"/> <input type="button" value="🔍"/> <input type="button" value="🔧"/>
<input type="checkbox"/>	Matt's Foods	≡	<input type="button" value="x"/> <input type="button" value="🔍"/> <input type="button" value="🔧"/>
<input type="checkbox"/>	PC Case	≡	<input type="button" value="x"/> <input type="button" value="🔍"/> <input type="button" value="🔧"/>

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

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Editing a Numerical question ?

Category:

Question name:

Question: **B** *I* U $\$$ x_2 x^2

[About the HTML editor ?](#)

Path:

Image to display:

Correct answer:

Accepted error:

Feedback:

A numerical question is a question that expects a number for the answer. It has the added flexibility to accept a range of answers (10 +- 3 would accept anything from 7 to 13). Fill in the “Question name” with anything that will help you identify the question. In the “Question” box, fill out the question you wish to ask (“How fast can Matt run?”). If you have loaded any picture images to the system (in the “Files” section from above), you will have the option to display the image as part of the question. You then fill in the correct answer (10 in my example) and the accepted error (2 in my example would allow a correct answer of 8-12). You may then fill in feedback if you wish to use that feature. There is also an optional field to add units (like meters, kilograms, etc.). You may also add additional units with the appropriate conversion multiplier. For example, if your main units were meters, you could also add a multiplier of 100 with the units of centimeters. **IMPORTANT:** If you add units, the question will be wrong if the student does not give the exact units. For example, 10 kph and 10 k.p.h. are different answers because the units are different (spaces are okay – 10kph and 10 kph are the same). When everything is filled out the way you want it, click on “Save changes.” The question will then appear in the list of questions (“Matt’s Speed” in my example):

Computers 1 Logout

CVCA » CMPTR101 » Quizzes » Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

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

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

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Editing a Calculated question

Category: Default

Question name:

Question: Trebuchet 1 (8 pt) Heading 1 **B** *I* U

Path: body

Image to display: None

Correct Answer Formula:

Click on the help button (the “?” next to “Editing a Calculated question”) for additional details about this type of question. A calculated question is similar to a numerical question, but you can use variables, and there are more options for the type of tolerance for the answer.

- Category – this is the category to which the question is assigned.
- Question name – this can be anything you like.

- Question – this is the question itself. The question can support full formatting (bold, italics, etc.) by using the formatting toolbar. You would typically include variables in the question, contained in curly brackets. An example would be “What is {x} times {y}?”
- Image to display – you can select an image to display from any uploaded files you have in the class.
- Correct answer formula – this is where you set the formula for the answer. This would use the same variables used in the question. For my example above, this would be {x}*{y}. This will support +, -, *, /, as well as other functions (like sin, cos, etc.). Click on the “?” help button for more details on advanced operations.
- Tolerance – this sets the tolerance of the answer. What actual number you put here depends on the Tolerance Type (set next).
- Tolerance Type – This sets how the tolerance is calculated. There are three methods for calculating tolerance:
 - Relative – this sets the tolerance relative to the actual answer, based on using the “Tolerance” number (from above). The tolerance is set by multiplying the “Tolerance” number by the answer, and then allowing the answer to be +/- the result. For example, if the real answer is 50, and the “Tolerance” number is set to .5, the resulting tolerance would be +/- 25 (50 times .5 = 25). So any answer from 25 to 75 would work. When using Relative tolerance, you will usually set the “Tolerance” number between 0 and 1 (you can use a number larger than 1, but the acceptable answer range will be larger than the real answer – i.e., a “Tolerance” number of 2 would yield 50 +/- 100 = -50 to 150).
 - Nominal – this is the simplest type of tolerance. This simply sets the “Tolerance” number as the tolerance. For example, if the real answer were 50, and the “Tolerance” number were set to 7, then a correct number is any in the range $50 \pm 7 = 43$ to 57. This type of tolerance can use any “Tolerance” number equally well.
 - Geometric – this sets the tolerance relative to the actual answer, based on using the “Tolerance” number. The upper limit of the acceptable answers is just the same as in the Relative tolerance. If the real answer is 50, and the “Tolerance” number is set to .5, the resulting UPPER limit would be + 25 (50 times .5 = 25). So the upper range would be any number from 50 to 75. To calculate the LOWER range, the system takes the real answer and divides it by (1 plus the “Tolerance” number). In this example, this would be 50 (the real answer), divided by 1.5 (1 plus the “Tolerance” number of .5). This would make the lower range to be $50/1.5 = 33.33$. So, in this example, the full range would be any number from 33.33 to 75. Generally, this type of tolerance would use a “Tolerance” number between 0 and 1.
- Significant Figures – this sets how many digits are shown in the answer. If the answer is 33.33 and the Significant Figures is set to 2, then the answer would be 33. If the answer is 1234 and the Significant Figures is set to 2, then the answer is 1200.
- Unit (optional) – This is an optional field to add units (like meters, kilograms, etc.). You may also add additional units with the appropriate conversion

multiplier. For example, if your main units were meters, you could also add a multiplier of 100 with the units of centimeters. **IMPORTANT:** If you add units, the question will be wrong if the student does not give the exact units. For example, 10 kph and 10 k.p.h. are different answers because the units are different (spaces are okay – 10kph and 10 kph are the same).

When you have set all these fields, click on “Save changes.” This will take you to a screen to set information about the variables. In my example, the screen looks like this:

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Choose dataset properties ?

Wild card {x} - will be substituted by

{y}

Each variable has two options. You can have the question use data that are used only by this question, or you can have the variables pull data from a comma data set. Either way, you will add the actual data on the next screen. Set each variable (either “...that will only be used by this question” or “...that may be used by other questions in this category,” then click on “Save changes.” This will take you to this screen:

Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

Edit the datasets ?

Action	Number	x	y	{x}*{y}
<input type="button" value="Add"/> <input checked="" type="radio"/> reuse previously removed <input type="radio"/> force regeneration	1	<input type="text" value="7.7"/> Generate a new value between 1.0 & 10.0 with 1 decimals, from a uniform distribution	<input type="text" value="4.6"/> Generate a new value between 1.0 & 10.0 with 1 decimals, from a uniform distribution	Answer: 35 Min: 34.42 Max: 36.42

The system generates initial values for the variables. If you prefer, you can simply type in the value for each variable. The last column will show you the answer and the range that is generated by these numbers. The features of this screen are:

- Generate a new value between – this button creates new numbers for the variable based on the options you set.
- number fields – these set the lower and upper limits of the numbers the system will generate (in the above screen shot, the values are 1.0 and 10.0).
- “with #” menu – this sets how many decimal places or number digits to generate. It can be set from 0 to 9.

- “decimals...”/”digits...” pull-down menu – this sets another field for generating numbers of the variables. If set to “decimals...,” the system will make sure there are as many decimal places showing as are set in the previous “with #” menu (9.87 if set to 2 places). If this menu is set to “digits...,” then the system will generate umbers with that many significant digits. If the “with #” is set to 2, you could get a number like 10 or like 3.3, as long as there are 2 significant digits.

When you have variable numbers you want, click on “Add.” This adds the set to the data set, and the system creates more possible values for the variables:

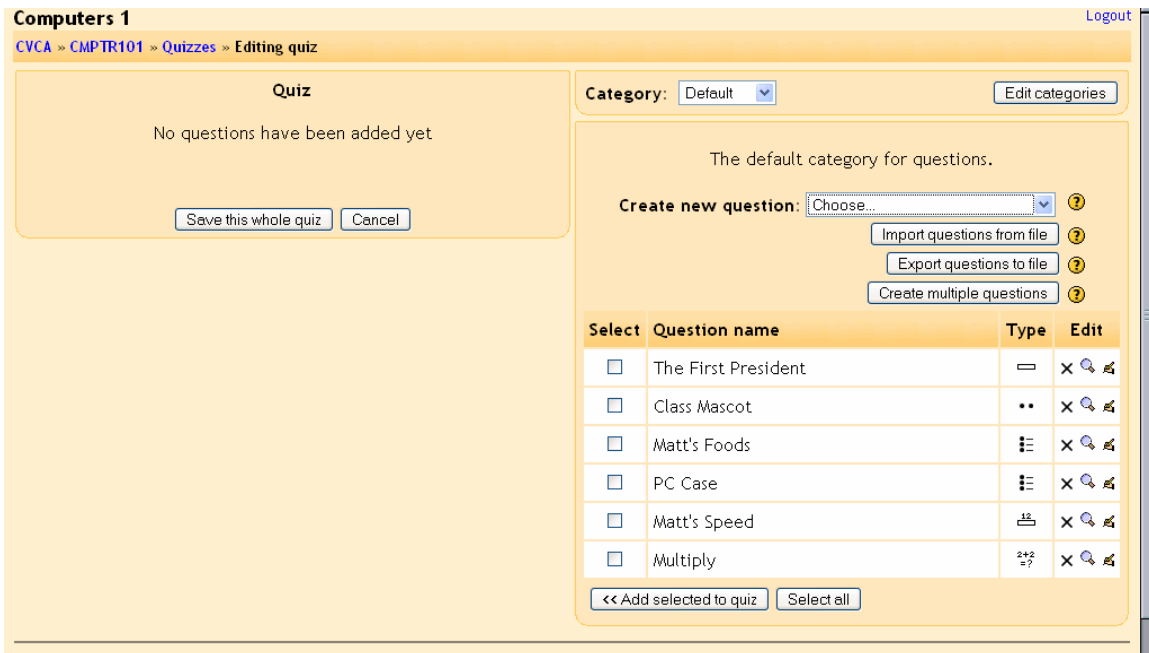
Computers 1 Editing a question Logout

CVCA » CMPTR101 » Quizzes » Editing quiz » Editing a question

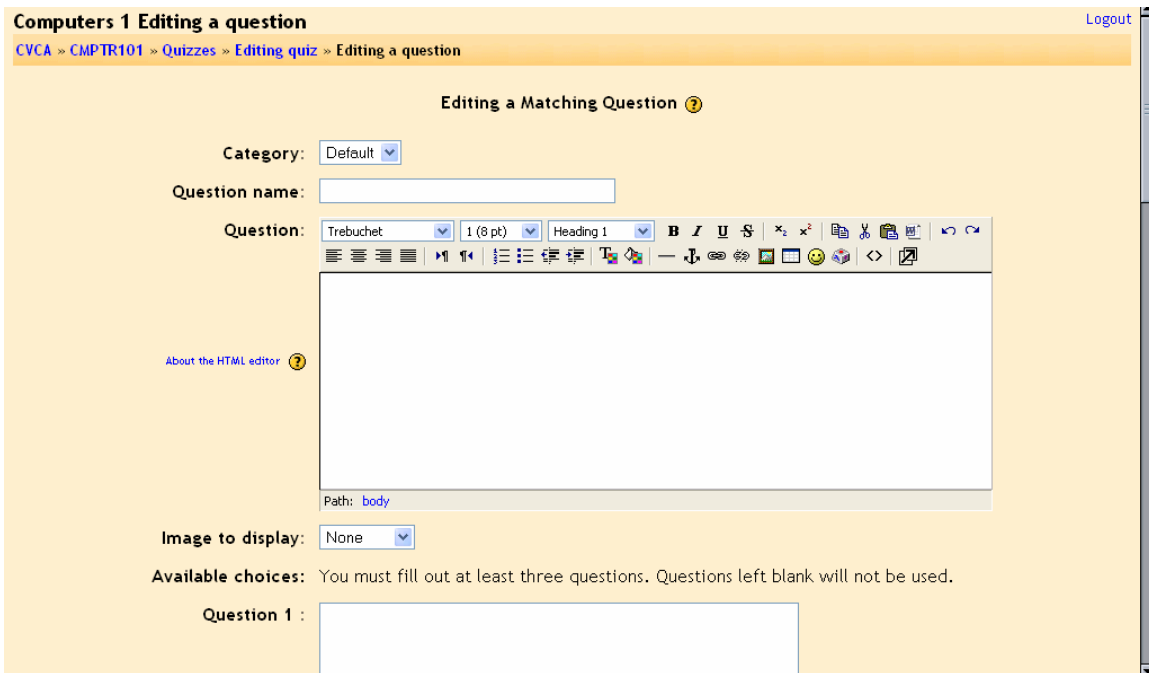
Edit the datasets ?

Action	Number	x	y	{x}*{y}
		Generate a new value between 1.0 to 10.0 with 2 decimals, from a uniform distribution	Generate a new value between 1.0 to 10.0 with 1 decimals, from a uniform distribution	
<input type="button" value="Add"/> <input checked="" type="radio"/> reuse previously removed <input type="radio"/> force regeneration	2	5.22	8.9	Answer: 46 Min: 45.458 Max: 47.458
<input type="button" value="Remove"/>	1	4.98	4.6	Answer: 23 Min: 21.908 Max: 23.908

You can repeat this process as often as you wish. In the above example, I had set the “Significant Figures” field (on the first screen) to 2, so the answers have been rounded to 2 digits. The actual question will randomly pull data from the data set you just created. When you are done adding data, click on “Back to editing quiz.” I now have a calculated question called “Multiply” in my example:



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



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

worth 25% of the whole question. The whole question then can be weighted on the quiz – more on weighting later).

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

Computers 1 Logout

CVCA > CMPTR101 > Quizzes > Editing quiz

Quiz

No questions have been added yet

Category: Default

The default category for questions.

Create new question: Choose...

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President		X [edit] [delete]
<input type="checkbox"/>	Class Mascot	..	X [edit] [delete]
<input type="checkbox"/>	Matt's Foods	☰	X [edit] [delete]
<input type="checkbox"/>	PC Case	☰	X [edit] [delete]
<input type="checkbox"/>	Matt's Past	☰	X [edit] [delete]
<input type="checkbox"/>	Matt's Speed		X [edit] [delete]
<input type="checkbox"/>	Multiply	×	X [edit] [delete]

<< Add selected to quiz

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

Editing a Description ?

Category:

Question name:

Question: **B** *I* U ~~S~~ x_1 x_2

[About the HTML editor](#) ?

Path:

Image to display:

Fill in the “Question name” with a name that will help you remember the description. Then, in the “Question” box, fill in your description (story, article, etc.). If you have uploaded pictures in the “Files” section, you can choose to display them with the description (so your description can describe a picture). When everything is filled out the way you want it, click on “Save changes.” Your description should now appear in the list of questions (“Cats” in my example):

Quiz

No questions have been added yet

Category:

The default category for questions.

Create new question: ?

?

?

?

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	☐	X 🔍 🗑️
<input type="checkbox"/>	Class Mascot	••	X 🔍 🗑️
<input type="checkbox"/>	Matt's Foods	☰	X 🔍 🗑️
<input type="checkbox"/>	PC Case	☰	X 🔍 🗑️
<input type="checkbox"/>	Matt's Past	☰	X 🔍 🗑️
<input type="checkbox"/>	Cats	🖼️	X 🔍 🗑️
<input type="checkbox"/>	Matt's Speed	🏎️	X 🔍 🗑️
<input type="checkbox"/>	Multiply	2+2=?	X 🔍 🗑️

2.2.8.8 Random question – To select a random question, select “Random question” from the pull-down menu. A random question will randomly select a question that already exists from all the questions in any category you specify. If you have 10 questions in any

question category (Othello, Hamlet, or whatever it might be), this feature will pick one of those questions at random. The random question editing screen looks like this:

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

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President	☐	✕ 🔍 🗑️
<input type="checkbox"/>	Class Mascot	••	✕ 🔍 🗑️
<input type="checkbox"/>	Matt's Foods	☰	✕ 🔍 🗑️
<input type="checkbox"/>	PC Case	☰	✕ 🔍 🗑️
<input type="checkbox"/>	Random Default #1	?	✕ 🔍 🗑️
<input type="checkbox"/>	Matt's Past	☰	✕ 🔍 🗑️
<input type="checkbox"/>	Cats	📄	✕ 🔍 🗑️
<input type="checkbox"/>	Matt's Speed	📊	✕ 🔍 🗑️
<input type="checkbox"/>	Multiply	✖️	✕ 🔍 🗑️

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

Editing a Random Short-Answer Matching question ?

Category: Default

Question name:

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

[About the HTML editor](#) ?

For each of the following questions, select the matching answer from the menu.

Path: body

The category is whatever category you were in when you selected the random short answer matching question. The question name can be anything you like, but I would suggest adding a number to the end (#1, #2, etc.). You may leave the existing default introduction, or you may change it if you wish. You then select the number of questions you would like to have (the number of matches to make). When you are finished, click on “Save changes.” You should see the quiz editing screen with the new question listed (“Random Short-Answer Matching #1” in my example):

Create new question: ?

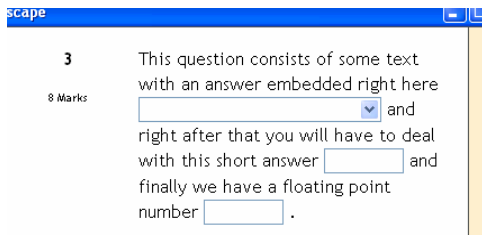
?

?

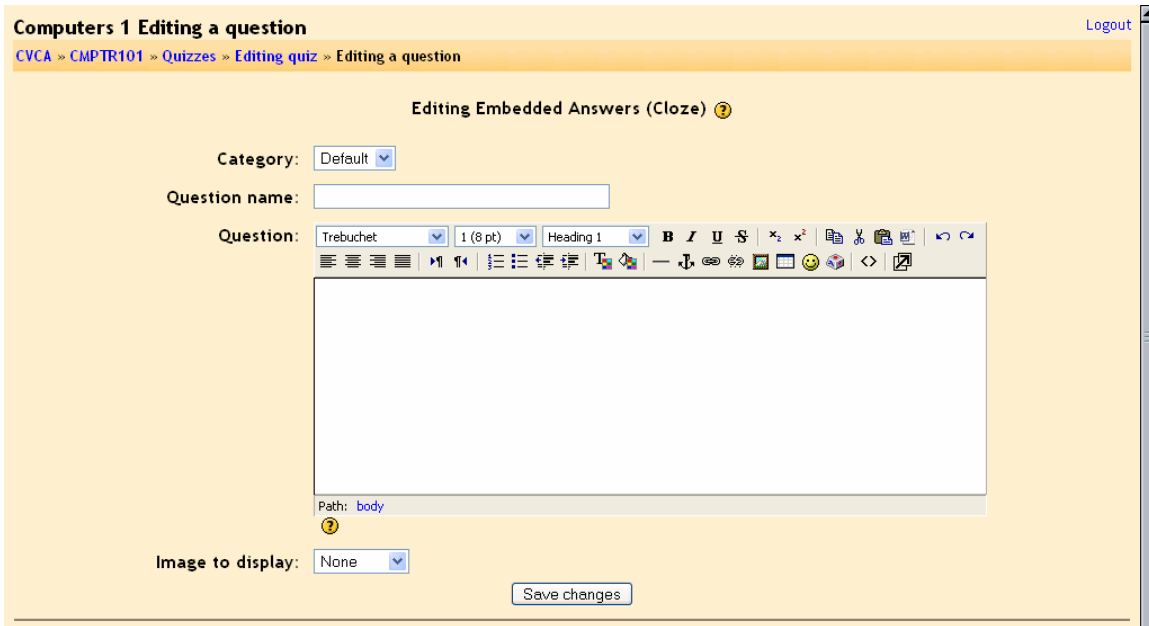
?

Select	Question name	Type	Edit
<input type="checkbox"/>	The First President		<input type="checkbox"/>
<input type="checkbox"/>	Class Mascot	..	<input type="checkbox"/>
<input type="checkbox"/>	Matt's Foods		<input type="checkbox"/>
<input type="checkbox"/>	PC Case		<input type="checkbox"/>
<input type="checkbox"/>	Random Default #1	?	<input type="checkbox"/>
<input type="checkbox"/>	Matt's Past		<input type="checkbox"/>
<input type="checkbox"/>	Random Short-Answer Matching #1		<input type="checkbox"/>
<input type="checkbox"/>	Cats		<input type="checkbox"/>
<input type="checkbox"/>	Matt's Speed		<input type="checkbox"/>
<input type="checkbox"/>	Multiply	$2+2=?$	<input type="checkbox"/>

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



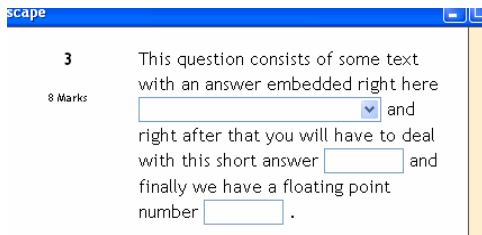
These are great questions, but do require some formatting. The Embedded Answer (Cloze) editing page looks like this:



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

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

This produces this:



The formatting works like this:

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

- To open a field in the embedded question, use the left bracket { and close the field with the right bracket }.

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

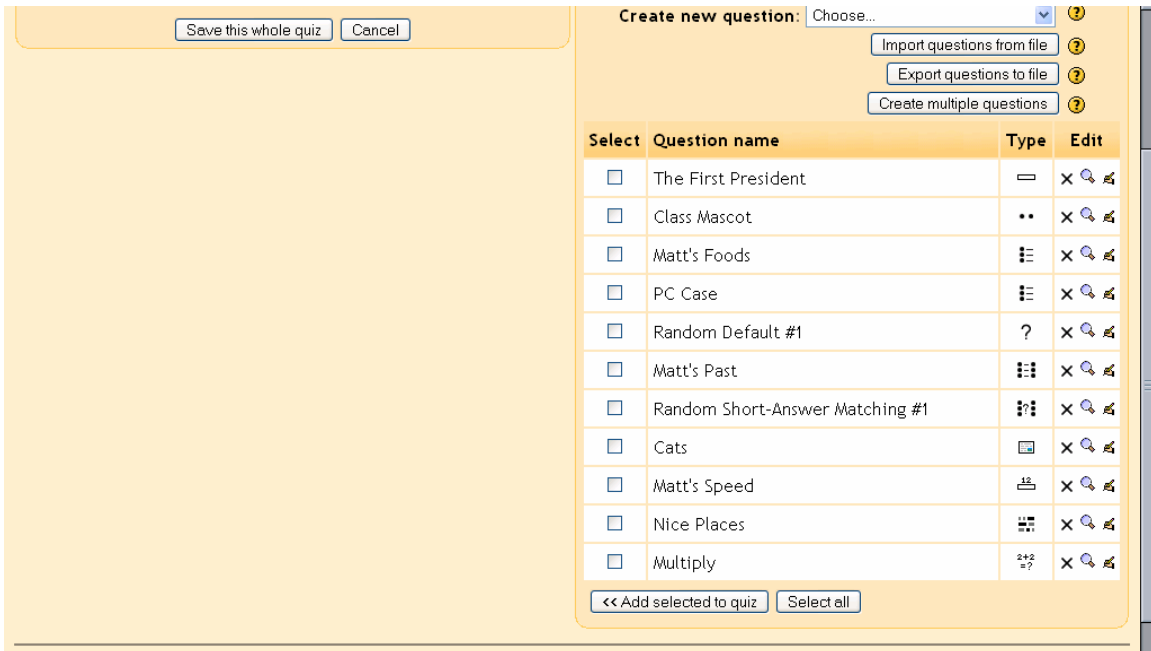
```
{2:MULTICHOICE:Washington~Jefferson~Lincoln~=Franklin~%50% Adams }
```

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

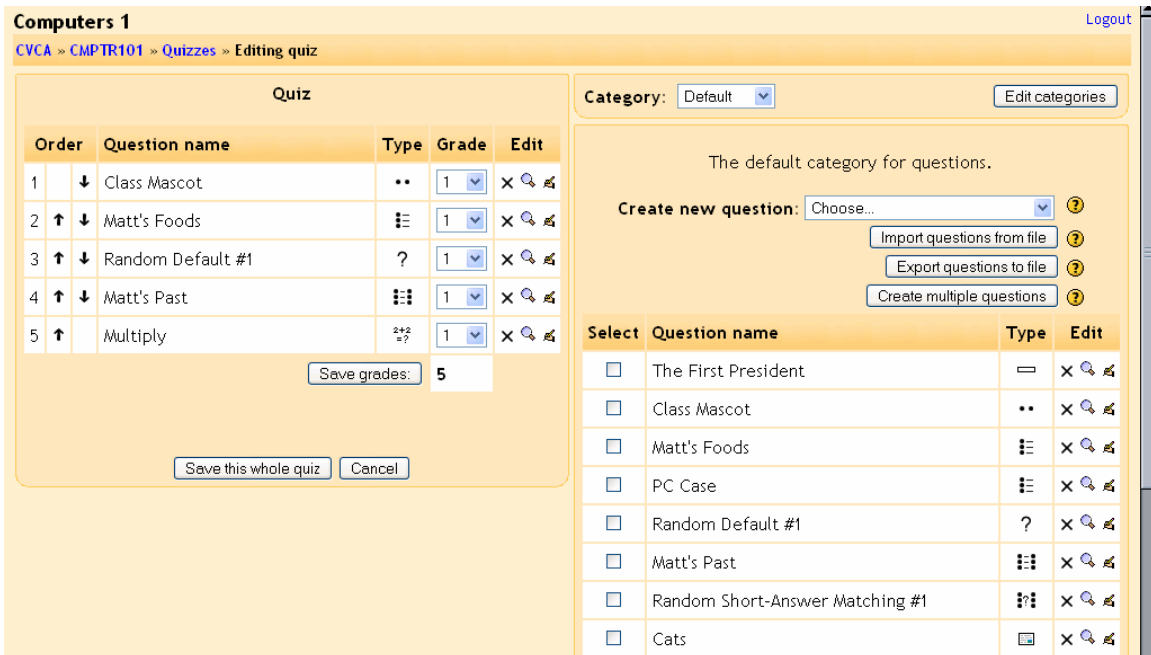
- To insert a short answer (fill-in-the-blank), put in the points the short answer is worth, followed by a colon followed by SHORTANSWER followed by a colon (2:SHORTANSWER:). Then put an equals sign (=) followed by the right answer inside the brackets. An example would be {2:SHORTANSWER:=Maine}. This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

```
{2:SHORTANSWER:=Maine~=Ohio}.
```

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



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



I selected five questions for my quiz. I may edit them just for the quiz and leave the originals alone by editing the "quiz" side of the screen (the left half of the screen). I can also change the order of the questions by clicking on the up or down arrows on the left.

The random question will pick a question from the remaining questions that were not selected for this quiz.

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

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

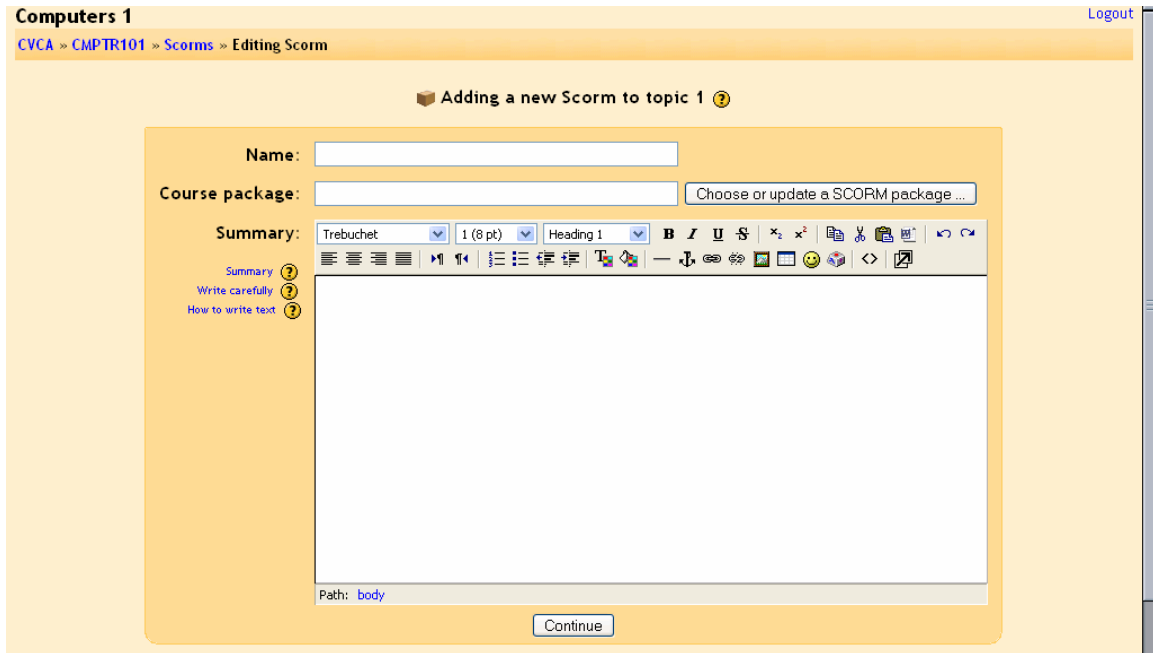
My example page now looks like this, with a quiz named “Quiz”:



The screenshot displays a Moodle course page with a yellow theme. On the left, there is a navigation menu with options like Chats, Choices, Forums, Glossaries, Journals, Lessons, Quizzes, and Resources. Below this is a search box for forums and an administration section with options like Turn editing off, Settings..., Administrators..., and Users... The main content area shows a section titled 'PC Repair - in this unit we will study how to troubleshoot and repair a PC. This will include the repair of a real PC. Your grade will include observing safety measures.' Below this is a list of resources including 'Computer Safety 101', 'Web sites on PC repair', 'Moodle', 'Class support files', and a warning 'Please be careful with the computers!'. At the bottom of the main area are two buttons: 'Add a resource...' and 'Add an activity...'. On the right side, there is a sidebar with a 'Quiz (Quiz closes)' section showing the date 'Sunday, 31 October (01:20 PM)' and a 'Recent Activity' section showing activity since Monday, 18 October 2004, 02:59 PM. Below that is a 'Course updates' section and a 'Blocks' section with an 'Add...' button.

2.2.9 Scorm

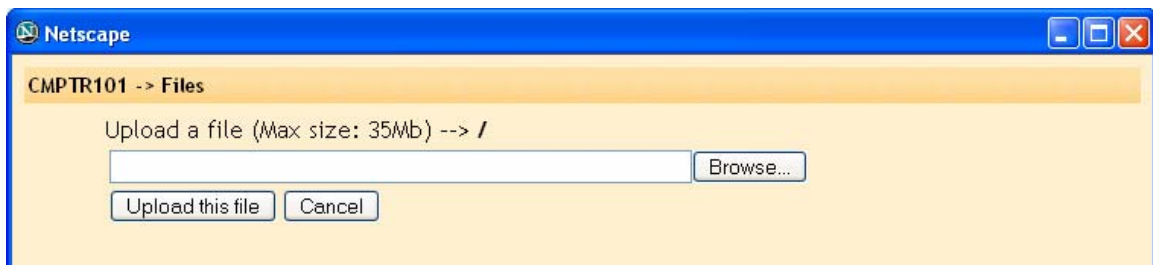
The Scorm activity allows you to include a Scorm lesson in Moodle. Scorm is a common system for putting together online learning experiences, and there are many packages that can export activities in a Scorm format. If you have Scorm material you would like to add to your Moodle class, select “Scorm” from the “Add an activity” menu. This will take you to the Scorm upload screen:



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. 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:



If your Scorm activity 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:



Once your file is uploaded, click on “Choose” to pick the Scorm activity. Once you have everything filled out, click on “Continue.” This will take you to a screen like this:

Computers 1 Validate a SCORM package [Logout](#)

CVCA » CMPTR101 » Validate a SCORM package

Name: Test Scorm

Validation result: Manifest found

Grading method: Scoes situation ?

Maximum grade: 100 ?

Auto-Continue: No

New window Display this scorm package in a new popup window

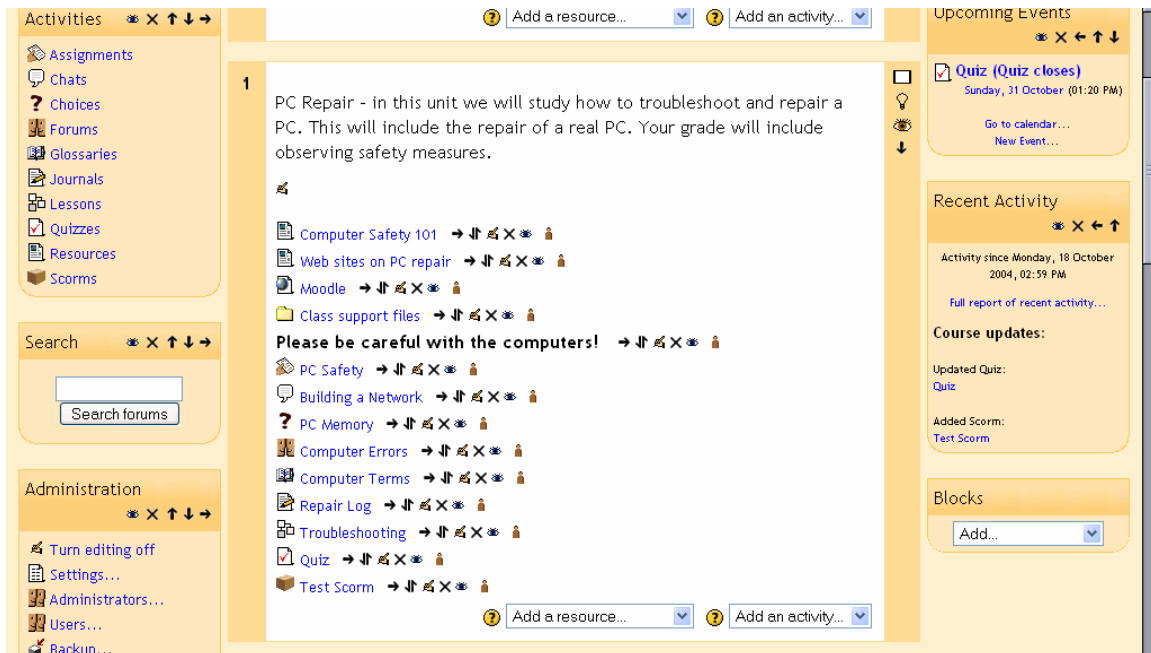
- Allow the window to be resized
- Allow the window to be scrolled
- Show the status bar

620 Default window width (in pixels)

450 Default window height (in pixels)

- Grading method – this lets you pick how you want the Scorm to be graded.
 - Scoes situation – I *believe* this simply shows completed Scorms. You get 1 point for completing the Scorm.
 - Highest grade – this keeps the highest grade.
 - Average grade – this records the average grade of the Scorms taken.
 - Sum grade – this adds all the scores together.
- Maximum grade – this sets the maximum grade, from 1 to 100.
- Auto-Continue – this lets you set if the Scorm automatically goes on, does not go on, or lets the user choose.
- New window – if you click this checkbox, the Scorm will open in a new browser window, which is defined by the settings below the check-box.

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



2.2.10 Survey

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

2.2.11 Wiki

This adds a Wiki to you class. A wiki is similar to a blog (web log or journal), except everyone can contribute, edit, comment, etc. In general, wiki posts are not approved by a central administrator, so the content can be built very quickly (don't worry – the teacher can always edit any wiki page!). To add a wiki, select "Wiki" from the "Add an activity" menu. This will take you to the "Add a Wiki" screen:

Computers 1 Logout

CVCA » CMPTR101 » Wikis » Editing Wiki

Adding a new Wiki to topic 1 ?

Name:

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

Path: body

Type:

Print wiki name on every page:

HTML Mode:

Allow binary files:

Wiki auto-linking options: Disable CamelCase linking

Student admin options: Allow 'set page flags' Allow 'remove pages'

Allow 'strip pages' Allow 'revert mass changes'

- Name – you may call the wiki anything you like.
- Summary – this supports formatting (bold, italics, etc.) by using the formatting bar above the text box.
- Type – This sets the type of wiki. There are three types, and each type sets access rules that also depend on whether or not classroom Groups are used or not. This chart is directly from the built-in Moodle help:

Wiki types

There are three wiki types: Teacher, Groups, Student. In addition, like any activity, the wiki has the Moodle group modes: "No Groups", "Separate Groups" and "Visible Groups". This leads to the following matrix of nine possibilities:

	No Groups	Separate Groups	Visible Groups
Teacher	There is only one wiki which only the teacher can edit. Students can view the contents.	There is one wiki for every group which just the teacher can edit. Students can view the wiki of their group only.	There is one wiki for every group which just the teacher can edit. Students can view the wikis for all groups.
Groups	There is only one wiki. The teacher and all students can view and edit this wiki.	There is one wiki per group. Students can view and edit the wiki of their own group only.	There is one wiki per group. Students can change the wiki of their own group only. They can view the wikis for all groups.
Student	Every student has their own wiki which only they and their teacher can view and edit.	Every student has their own wiki, which only they and their teacher can edit. Students can view the wikis of other students in their group.	Every student has their own wiki, which only they and their teacher can edit. Students can view the wikis of all other students in the course.

Unless the group mode has been forced by the course settings, it can be set with the groups icons on the course home page after the wiki has been created.

- A teacher can always edit every wiki in the course

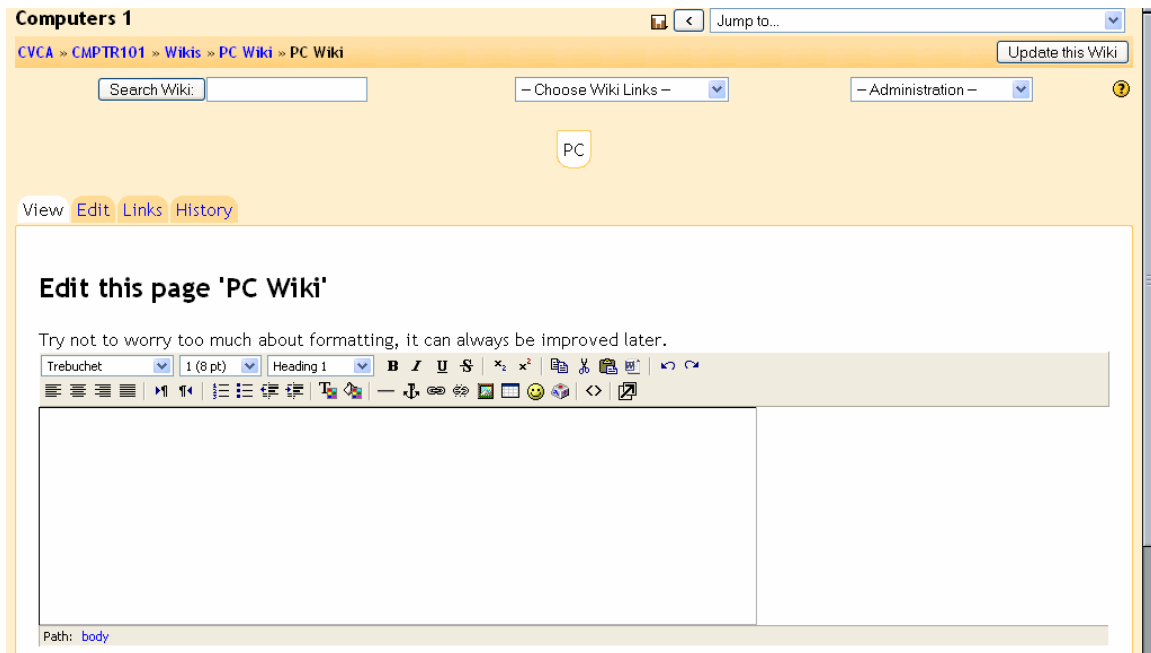
The left-hand column is the “Wiki Type” setting (Teacher, Groups, or Student), and the top row is the classroom Group setting (No Groups, Separate Groups, or

Visible Groups). The “Wiki Type” setting “Groups” is not related to the classroom group setting – it is just called the same name.

So, for example, if you set the wiki type to “Groups” and you have no classroom Groups set for the class or for the wiki (remember that classroom groups can be set on a per-activity basis), then the wiki will be viewable and editable by the teacher and by all the students.

- Print wiki name on every page – this sets if the name is displayed or not.
- HTML Mode – this sets how the wiki is authored. It has three settings:
 - No HTML – this mode ignores all HTML commands and the authors cannot use the formatting bar (which is based on HTML). All formatting of the wiki is done using Wiki Words (a formatting style special to wikis).
 - Safe HTML – this mode allows the use of hand-coded HTML, but does not allow use of the formatting bar.
 - HTML only – this allows full use of standard HTML and the formatting bar, but Wiki Words are not used. If you and your students are new to Wikis, this is probably the mode you want to start with.
- Allow binary files – this sets if the wiki will allow binary attachments (like images, Zip files, etc.). Note that this only applies to attachments – even if this is set to “no,” students can still link to images if HTML is allowed.
- Wiki auto-linking options – By default, the wiki can auto-link certain words used in the wiki. You can turn the feature off by checking the “Disable CamelCase linking” box. If in doubt, leave linking on. As an aside, CamelCase is any single word that has multiple capitals in it (like CamelCase or like ThiS).
- Student admin options – these set what students can do to any wiki they administer (if you allow students to have their own wikis). There are three options:
 - Allow ‘set page flags’ – page flags define what a wiki page is (text, data, read only, etc.). If this is checked, students can set page flags.
 - Allow ‘strip pages’ – strip pages cleans up the wiki by removing old versions of pages and only keeping the most recent ones.
 - Allow ‘remove pages’ – this allows the student-administrator to remove individual pages from the wiki. This feature should be used with caution.
 - Allow ‘revert mass changes’ – this allows the removal of changes made by an author.
- Page name (optional) – you can fill in the name of the first page of the wiki here. If you leave it blank, the first page of the wiki will be the wiki’s name (set at the top of the edit page).
- Choose an Initial Page – this lets you upload a text file that will become the content of the first page of the wiki. If there are multiple text pages in a directory in the Files section of your classroom, all the text files will become content for the wiki, but the page specified here will be the first page.

When you have all of the options set, click on “Save changes.” You will then go to a screen where you can edit the actual content of your Wiki:



If you are using WikiWord formatting, click on the “?” help button in the upper right for a great discussion on how to format WikiWords. If you are using HTML (like in my example above), simply use the formatting tool-bar.

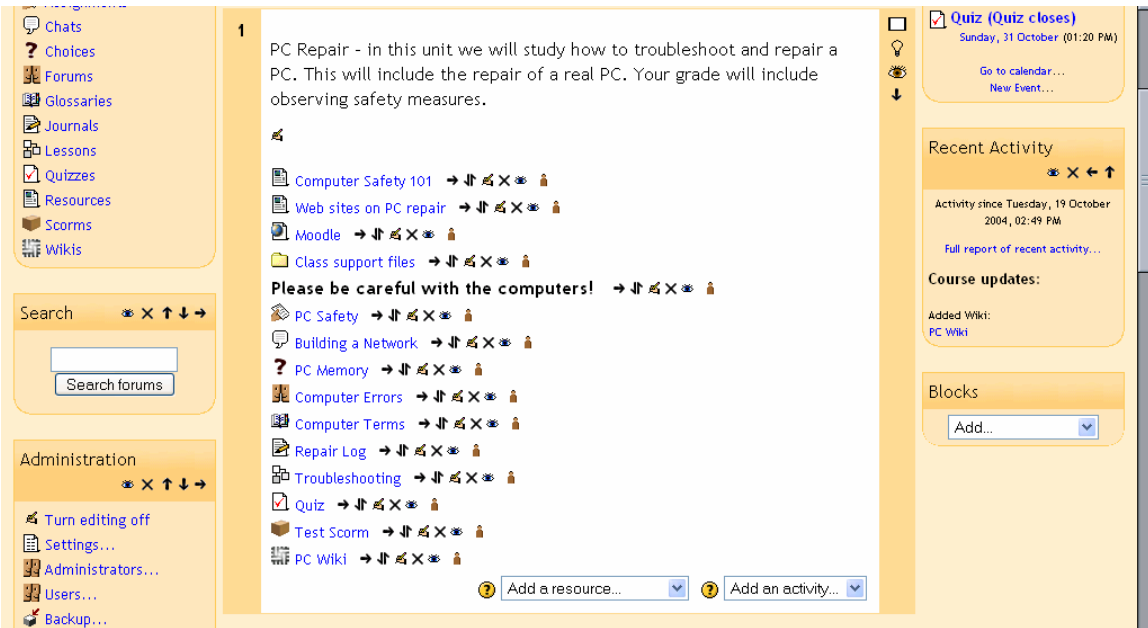
- Search Wiki – if you have existing pages in the wiki, you can search for terms using this field.
- Choose Wiki Links menu – if you have pages in your wiki, this menu will jump you to the pages that fit the categories in the menu (like “Newest pages” or “Most visited pages”).
- Administration menu – this allows you to do administrative functions like strip pages, set page flags, etc.

The wiki page also has 4 tabs:

- View – this is the default tab. It lets you see the wiki page. You can edit the wiki tab if you are creating new content.
- Edit – this tab allows you to edit existing content on the wiki page.
- Links – this shows you what pages link to this page in the wiki.
- History – this shows you the history of the wiki page (date of creation, modified date, etc.).

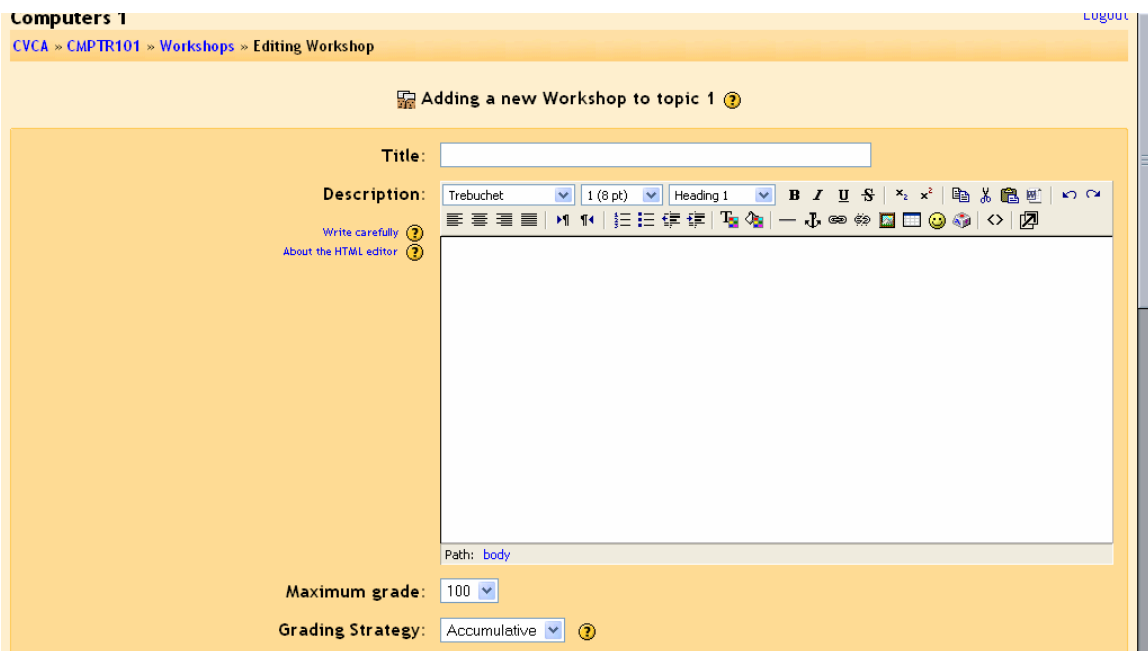
You have the option to preview the page if you like, or you can cancel the changes you made. Once you are happy with the page, click on “Save.”

I have a Wiki called “PC Wiki” in my example:



2.2.12 Workshop

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Workgroup Evaluation Types

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

Once you have filled out the basic editing screen and hit “Save changes,” you will be taken to screens to fill out the evaluation elements, based on what grading strategy you selected.

2.2.12.1 Accumulative Grading Strategy

This is the default grading strategy. It allows for various styles of evaluation, including yes/no questions, scaled questions, and numeric evaluations:

Computers 1 Logout

CVCA » CMPTR101 » Workshops » Uses of Computers » Assessments

Editing Assessment Elements ?

Element 1:	<input type="text"/>
Type of Scale:	2 point Yes/No scale
Element Weight:	1
Element 2:	<input type="text"/>
Type of Scale:	2 point Yes/No scale
Element Weight:	1
Element 3:	<input type="text"/>

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

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

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

- 2 point Yes/No scale
- 2 point Present/Absent scale
- 2 point Correct/Incorrect scale
- 3 point Good/Poor scale (a sliding scale with 3 options)
- 4 point Excellent/Very Poor scale (a sliding scale with 4 options)
- 5 point Excellent/Very Poor scale (a sliding scale with 5 options)
- 7 point Excellent/Very Poor scale (a sliding scale with 7 options)
- Score out of 10
- Score out of 20
- Score out of 100

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

“Element Weight” sets the weight of the element. In my example, right now all 5 elements are weighted with a weight of 1. That means each element is worth the same, or 20% (5 elements at 20% each = 100%). If I feel an element should be worth more or less

than other elements, I can change the weight (from 0 to 4 times weight – there are negative weights as well, but they are experimental). In my examples, I will leave the weight as 1.

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

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

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

The screenshot shows a web interface titled "Editing Assessment Elements" with a help icon. It contains three rows, each representing an assessment element. Each row has a label "Element X:" followed by a text input field for the description, a "Type of Scale:" dropdown menu, and an "Element Weight:" dropdown menu. Element 1 has the description "Is the paper 2 pages or longer?", a "2 point Yes/No scale", and a weight of 1. Element 2 has the description "Rate the paper on how well it is written.", a "5 point Excellent/Very Poor scale", and a weight of 1. Element 3 has the description "On a scale of 100, rate how well the author did research.", a "Score out of 100" scale, and a weight of 1. The interface has a light yellow background and a vertical scrollbar on the right side.

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

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

You will then see the “Managing the Assignment” screen (see section 2.2.12.6 – **Managing the Assignment** below).

What an accumulative evaluation looks like:

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

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

2.2.12.2 Not Graded Grading Strategy

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

Editing Assessment Elements ?

Element 1:	<input type="text"/>
Element 2:	<input type="text"/>
Element 3:	<input type="text"/>
Element 4:	<input type="text"/>
Element 5:	<input type="text"/>

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

2.2.12.3 Error Banded Grading Strategy

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

Computers1 Logout

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

Editing Assessment Elements ?

Element 1:	<input style="width: 100%;" type="text"/>
Element Weight:	1 <input type="button" value="v"/>
Element 2:	<input style="width: 100%;" type="text"/>
Element Weight:	1 <input type="button" value="v"/>
Element 3:	<input style="width: 100%;" type="text"/>
Element Weight:	1 <input type="button" value="v"/>

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

Element 3:	<input style="width: 100%;" type="text"/>
Element Weight:	1 <input type="button" value="v"/>

[[gradetable]]

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

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

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

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

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

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

[[gradetable]]	
[[numberofnegativeresponses]]	Suggested Grade
0	100

2.2.12.4 Criterion Grading Strategy

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

Computers1 Logout

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

Editing Assessment Elements ?

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

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

Editing Assessment Elements ?

Criterion 1:	The paper covered all the basic requirements, was thoughtfully written, had good style, and was entertaining.
Suggested Grade:	<input type="text" value="100"/>
Criterion 2:	The paper covered all the basic requirements, but did not go beyond them.
Suggested Grade:	<input type="text" value="90"/>
Criterion 3:	The paper did not cover the basic requirements.
Suggested Grade:	<input type="text" value="70"/>

2.2.12.5 Rubric Grading Strategy

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

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

Element 1:	
Element Weight:	1
Grade 0:	
Grade 1:	
Grade 2:	
Grade 3:	
Grade 4:	

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

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

Editing Assessment Elements ?

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

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

2.2.12.6 Managing the Assignment (workgroup)

When you enter the basics of any workgroup setup and click on “Save changes,” you will be taken to the “Managing the Assignment” screen:

Computers 1 Jump to...

CVCA » CMPTR101 » Workshops » Uses of Computers Update this Workshop

Managing the Assignment ?

Uses of Computers

Due date: Sunday, 31 October 2004, 10:50 AM (11 days)

Maximum grade: 100

Details of Assessment: [Specimen Assessment Form](#)

Computers

1. Set Up Assignment

2. Allow User Submissions

3. Allow User Submissions and Assessments

4. Allow User Assessments

5. Show Final Grades

6. [[phase6]]

[Amend Assessment Elements](#) ?

[Administration](#)

There are six tabs across the bottom that allow you to manage the workshop assignment. You can move between each tab (phase) as often as you like, and you can skip phases if you wish.

1. Set Up Assignment – this phase has two options:
 - Amend Assessment Elements – this takes you back to the set-up screen for the workgroup.
 - Administration – this sets how the workgroup evaluations work. There are two settings on the Administration screen:
 - setoverallocation – this sets how assignments are handed out to students. By default, all assignments are graded the same number of times (all are reviewed 5 times or all are reviewed 4 times, etc.). If this is not critical, you can change this setting to 1 or 2. This allows each assignment to be reviewed the number of times you set (5, for example) plus or minus the number set here (so, 5 +-1 or 5+-2). The advantage of this is that if a student must review 5 papers, and one student is late submitting a paper, then the student must wait to review all 5 papers. Changing this setting allows the student to review papers without waiting on the late student. See the “?” help button for more details.
 - League Table of Submitted Work – this option allows you to set how many of the best-scoring papers to display in the workshop. If this number is set to zero (the default), no papers are displayed.
2. Allow User Submissions – this phase allows students to submit papers but does not yet allow them to grade (peer review) each other’s papers. This is a good option if you want to make sure there are several papers available to evaluate before allowing peer evaluation. This phase has two options for the teacher:
 - Ungraded Assessments of Student Assessments – this option shows you how many papers have come in but have not yet been graded by the student’s peers.
 - Student Submissions for Assessment – this shows you how many papers have been graded by the students. You can then review the student assessments and grade the assessments. This allows you to keep track to make sure the student grades are fair. You also have the option of grading the original work if you wish.
3. Allow User Submissions and Assessments – this phase allows students to submit papers and allows them to evaluate each other’s papers. This phase has two options for the teacher, which are the same as in Phase 2 (see above).
4. Allow User Assessment – this phase only allows students to assess each other’s papers. Students are not allowed to submit new papers in this phase. There are two teacher options in this phase, which are the same as in Phase 2 (see above).
5. Show Final Grades – this phase allows you to calculate the final grades, as well as analyze the results of the grades. There are four options for the teacher in Phase 5:
 - Ungraded Assessments of Student Assessments – this option shows you how many papers have come in but have not yet been graded by the student’s peers.
 - Student Submissions for Assessment – this shows you how many papers have been graded by the students. You can then review the student assessments and

grade the assessments. This allows you to keep track to make sure the student grades are fair. You also have the option of grading the original work if you wish.

- Calculation of Final Grades – this lets the system calculate the final student grades. This link brings up this screen:

Computers 1 Logout

CVCA > CMPTR101 > Workshops > Uses of Computers > Submissions

Calculation of Final Grades ?

Weights used for Final Grade	
Weight for Teacher Assessments:	1 ▾
Weight for Peer Assessments:	1 ▾
Weight for Bias:	0 ▾
Weight for Reliability:	0 ▾
Weight for Grading of Assessments:	1 ▾
Option for Peer Grade	
Include Teacher's Grade:	No ▾ ?

League Table of Submitted Work ?

Number of Entries:	0 ▾
Hide Names from Users:	No ▾

[Calculation of Final Grades](#)

Click on the “?” for detailed help on each option. Here is a brief description of each option:

- Weight for Teacher Assessments – this weights any assessments the teacher does. Teachers do not have to grade every paper – this weighting is ignored if there is no teacher grade. This option is useful if you feel the student assessments have not been accurate (too high or too low) – if this weight is set high, your assessments will help balance the student assessments.
- Weight for Peer Assessments – this weights how much the peer assessments will count toward the final grade. The peer assessment grade is the average grade of all the peer assessments. If “Include Teacher’s Grade” is set to “Yes” (set in the middle of the screen), then the teacher grade will be included in figuring the average peer grade.
- Weight for Bias – this sets how much to weight the calculated bias of the student. This will penalize students if they are too far off from the eventual final grade in their assessments of other student’s work. In general, this weight should be kept low (or even at zero).
- Weight for Reliability – this is based on how reliably the student graded other students’ work. It ignore bias (that is figured above), but only looks to see if the student “went with the flow.” In other words, if the student gave high grades to a paper that generally got high grades, and gave low grades to a paper that generally got low grades, then the “Reliability” grade would be high. It is possible to have a high reliability grade and have a high penalty for bias (that would mean the reviewer gave REALLY high grades to a paper that generally got high grades).
- Weight for Grading of Assessments – this sets the weight of the grades you gave the student for the student’s assessments of and comments on

others' work. It also includes any grades the student would get on example assessments (if you have that option set in the basic Workgroup set-up). This is an important category, and should generally be set higher than Bias and Reliability.

- Option for Peer Grade – this field is used to set whether or not the teacher's grade of a paper is used to calculate the average peer grade. If set to "No," the teacher's grade is not figured in to the peer average grade. If set to "Yes," the teacher's grade is used to calculate the average peer grade.

- League Table of Submitted Work – this field lets you pick how many of the best (highest grade) papers to display. If set to "0," no papers are displayed.

- Analysis of Assessments – this allows you to analyze the results of the grading and assessment process. There are three settings you can modify (for more detail, click on the "?" help button). You can run the analysis as many times as you wish.

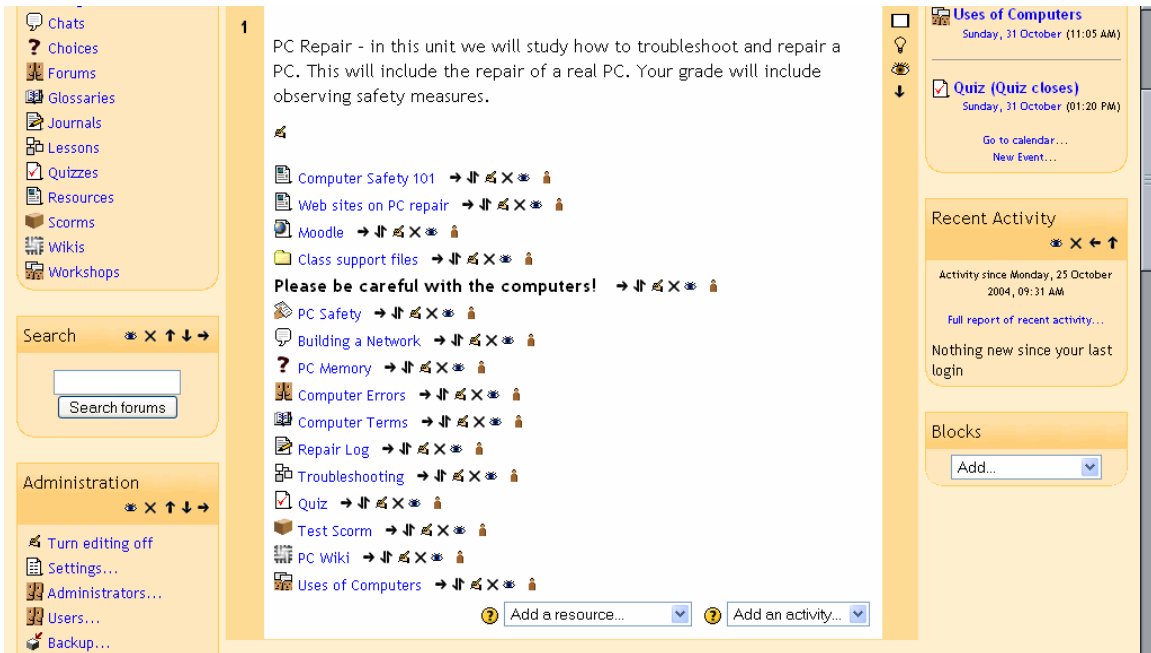
- Loading for Administrative Assessment – this sets the weight of how much the teacher assessments are worth. If you want your grade to dominate the analysis, keep increasing this number until your grade shows as the one with the lowest error in the "Error Table."

- Weight for Grading Assessments – this sets how much weight to give the grade calculated from the assessments that were done of other's work. This number reflects how much weight this is given compared to the weight of the grade given to the paper (which is always a weight of 1). As such, decimal weights are allowed (e.g., – a .5 weight here makes the assessment grades worth half as much as the actual grade given to the paper).

- Percentage of Assessments to Drop – this sets what percentage of assessments to drop. This setting can be changed as many times as you need until you get Error Table results that you find acceptable. To find this number, I would put in a number (like 10) and keep increasing it until you get the results you are looking for.

6. Phase 6 – this phase allows you to display the final grades of the students or allows you to go into the administration portion of the workgroup (described above in Phase 1).

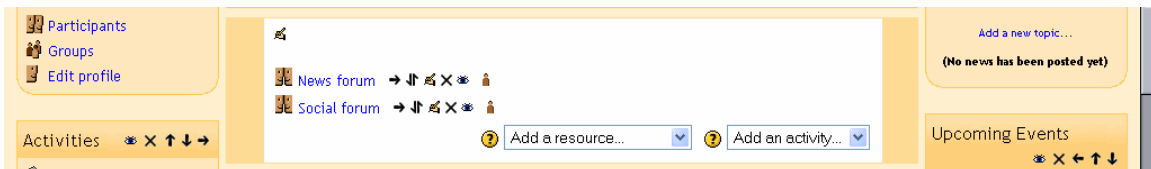
My example classroom now has a Workgroup called "Uses of Computers":



2.2.13 The News and Social Forums

This covers all of the resources available from the “Add an activity” menu. There are two more resources on the class page that are useful – the News forum and the Social forum. You will notice that at the top of the class pages there is a forum called “News forum” and one called “Social forum.” The “News forum” is always present, and the system recreates it if you delete it. You may delete the Social forum if you wish.

The News forum is a place for you to post news items relating to your class. To add a news item, click on the News forum icon at the top:

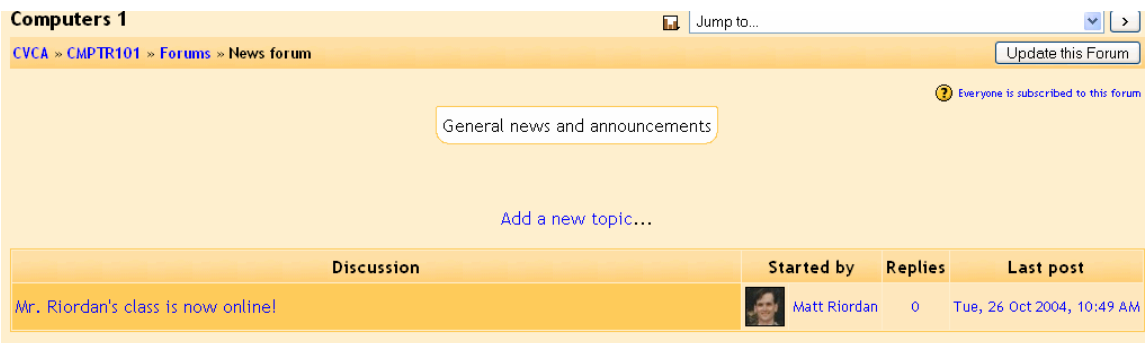


This will take you to a screen like this:



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

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



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



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

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

2.2 Recent Activity

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



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

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

Also, feel free to call me (x646) or email me (mrriordan@cvcroyals.org) if you have any questions or comments. Thank you for using this resource!

Appendix 1: Adding audio and/or video to your classroom

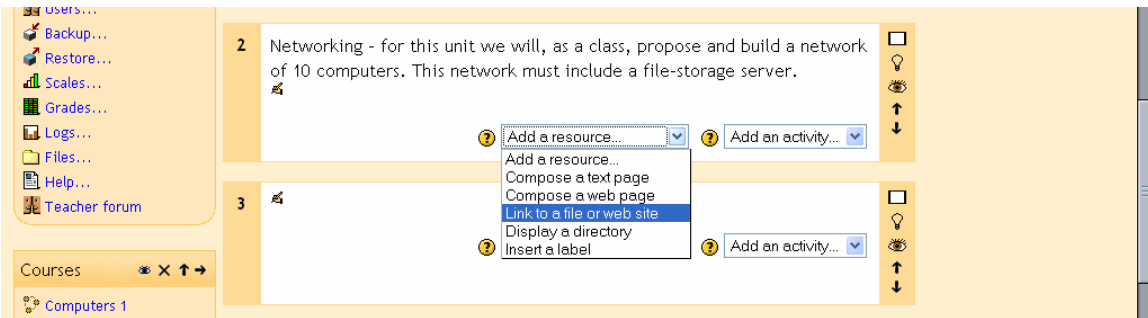
App. 1.1 Audio

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

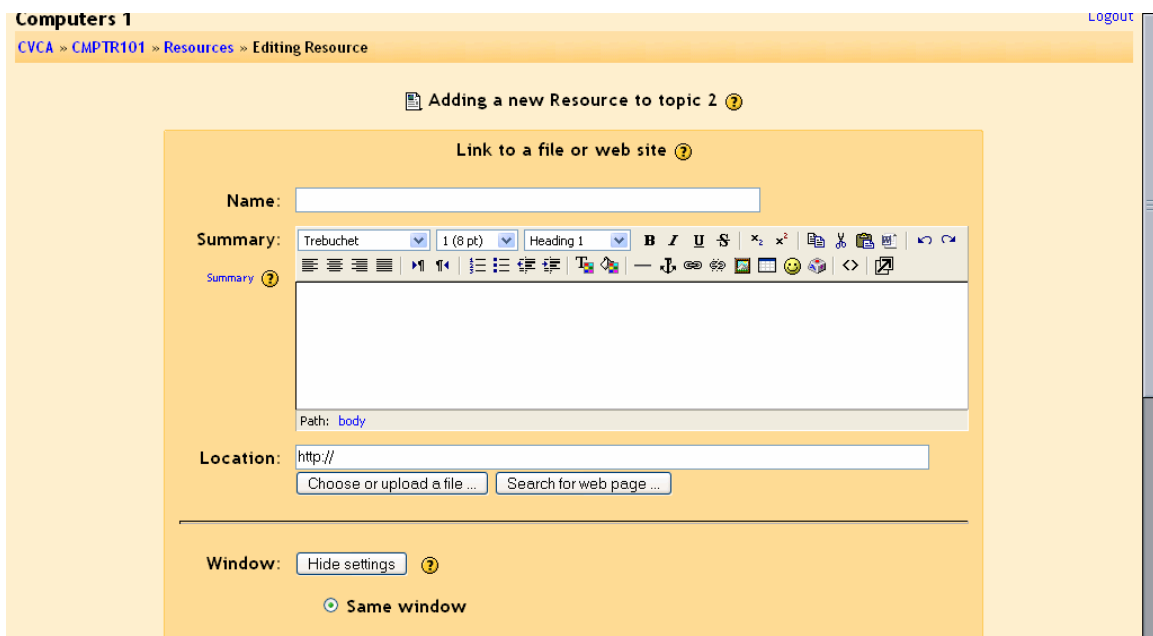
Please note that for sound to work, your administrator must enable multi-media plug-ins for Moodle. See your administrator if these features do not work.

App. 1.1.1 Adding sound as a resource:

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



This will take you to this screen:



Type in a name for your sound resource, and type a summary of the resource. Then click on the “Choose or upload a file” button. You will then get a screen like this:

CMPTR101 -> Files

Name	Size	Modified	Action
<input type="checkbox"/> Computer_Week_1	-	20 Sep 2004, 03:57 PM	Rename
<input type="checkbox"/> moddata	-	19 Oct 2004, 02:13 PM	Rename
<input type="checkbox"/> Matt.JPG	10Kb	21 Sep 2004, 11:20 AM	Choose Rename
<input type="checkbox"/> Mr._Riordan_s_class.doc	23.5Kb	20 Sep 2004, 03:34 PM	Choose Rename
<input type="checkbox"/> fsscorm.swf	30.9Kb	19 Oct 2004, 02:11 PM	Choose Rename
<input type="checkbox"/> fsscorm_pif.zip	37.6Kb	19 Oct 2004, 02:11 PM	Choose Unzip List Rename
<input type="checkbox"/> spider-man_2_us_u480.mov	22.9Mb	6 Oct 2004, 01:08 PM	Choose Rename

With chosen files...

This lists all the files currently available in your class. If your sound file is here, click on “Choose” on the right-side of the screen. If your file still needs to be uploaded to your classroom, click on “Upload a file.” You then can browse for your file by clicking on “Browse”:

CMPTR101 -> Files

Upload a file (Max size: 35Mb) --> /

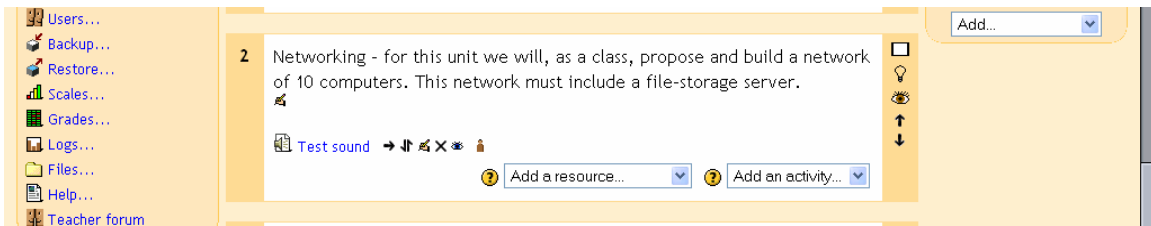
Once you find your file, double-click on it. The path to the file will be filled in for you. Click on the “Upload this file” button. Your file will then be made available in your files list. Click on “Choose” on the right-hand side to select your new file. My class now has a file called “project.mp3”:

Uploaded project.mp3 (audio/mpeg) to /

Name	Size	Modified	Action
<input type="checkbox"/> Computer_Week_1	-	20 Sep 2004, 03:57 PM	Rename
<input type="checkbox"/> moddata	-	19 Oct 2004, 02:13 PM	Rename
<input type="checkbox"/> Matt.JPG	10Kb	21 Sep 2004, 11:20 AM	Choose Rename
<input type="checkbox"/> Mr._Riordan_s_class.doc	23.5Kb	20 Sep 2004, 03:34 PM	Choose Rename
<input type="checkbox"/> fsscorm.swf	30.9Kb	19 Oct 2004, 02:11 PM	Choose Rename
<input type="checkbox"/> fsscorm_pif.zip	37.6Kb	19 Oct 2004, 02:11 PM	Choose Unzip List Rename
<input type="checkbox"/> project.mp3	87.9Kb	26 Oct 2004, 11:04 AM	Choose Rename
<input type="checkbox"/> spider-man_2_us_u480.mov	22.9Mb	6 Oct 2004, 01:08 PM	Choose Rename

With chosen files...

You can then select if you want the sound to play in the same window, or if you want it to play in a new window (the sound will open in a new window of the browser) . When you are finished, click on “Save changes.” Your sound will now appear as a resource in your class page:

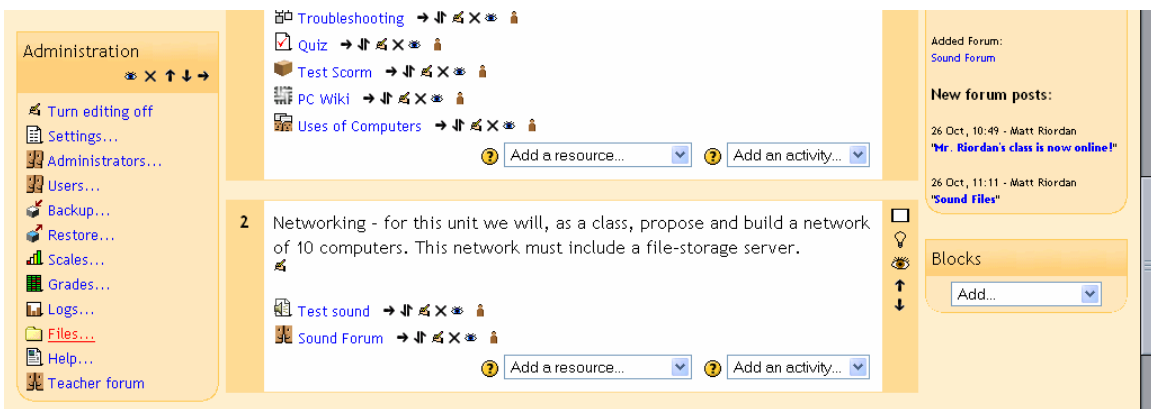


When you click on the resource, it will play for you (using the default media player for that type of file – Real Player, Quicktime, Media Player, etc.).

App. 1.1.2 Adding embedded sound:

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

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



This will take you to the files section:

Computers 1 Logout

CVCA » CMPTR101 » Files

Name	Size	Modified	Action
<input type="checkbox"/> Computer_Week_1	13.1Mb	20 Sep 2004, 03:57 PM	Rename
<input type="checkbox"/> moddata	112.2Kb	19 Oct 2004, 02:13 PM	Rename
<input type="checkbox"/> Matt.JPG	10Kb	21 Sep 2004, 11:20 AM	Rename
<input type="checkbox"/> Mr_Riordan_s_class.doc	23.5Kb	20 Sep 2004, 03:34 PM	Rename
<input type="checkbox"/> fsscorm.swf	30.9Kb	19 Oct 2004, 02:11 PM	Rename
<input type="checkbox"/> fsscorm_pif.zip	37.6Kb	19 Oct 2004, 02:11 PM	Unzip List Restore Rename
<input type="checkbox"/> project.mp3	87.9Kb	26 Oct 2004, 11:04 AM	Rename
<input type="checkbox"/> spider-man_2_us_u480.mov	22.9Mb	6 Oct 2004, 01:08 PM	Rename

With chosen files...

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

CMPTR101 -> Files

Upload a file (Max size: 35Mb) --> /

Click on “Browse” and find the file you want on your computer. Mp3 files work very well, but other formats may work as well. When you find the file you want, double-click on the file and the system will fill in the information:

CMPTR101 -> Files

Upload a file (Max size: 35Mb) --> /

C:\Documents and Settings\admin.CVCAROYALS\Desktop\sou

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

Computers 1 Logout

CVCA » CMPTR101 » Files

Name	Size	Modified	Action
<input type="checkbox"/> Computer_Week_1	13.1Mb	20 Sep 2004, 03:57 PM	Rename
<input type="checkbox"/> moddata	112.2Kb	19 Oct 2004, 02:13 PM	Rename
<input type="checkbox"/> Matt.JPG	10Kb	21 Sep 2004, 11:20 AM	Rename
<input type="checkbox"/> Mr_Riordan_s_class.doc	23.5Kb	20 Sep 2004, 03:34 PM	Rename
<input type="checkbox"/> fsscorm.swf	30.9Kb	19 Oct 2004, 02:11 PM	Rename
<input type="checkbox"/> fsscorm_pif.zip	37.6Kb	19 Oct 2004, 02:11 PM	Unzip List Restore Rename
<input type="checkbox"/> homework.mp3	44.5Kb	26 Oct 2004, 11:19 AM	Rename
<input type="checkbox"/> project.mp3	87.9Kb	26 Oct 2004, 11:04 AM	Rename
<input type="checkbox"/> spider-man_2_us_u480.mov	22.9Mb	6 Oct 2004, 01:08 PM	Rename

With chosen files...

The sound “Homework.mp3” can now be added to any module I want. Go back to the basic class page by clicking on the name in the upper left (CMPTR101 in my example). You are now ready to add the sound anywhere you like.

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

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

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

Computers 1 Jump to...

CVCA » CMPTR101 » Forums » Sound Forum » Sound Files Search forums

Display replies flat, with oldest first Move this discussion to ...

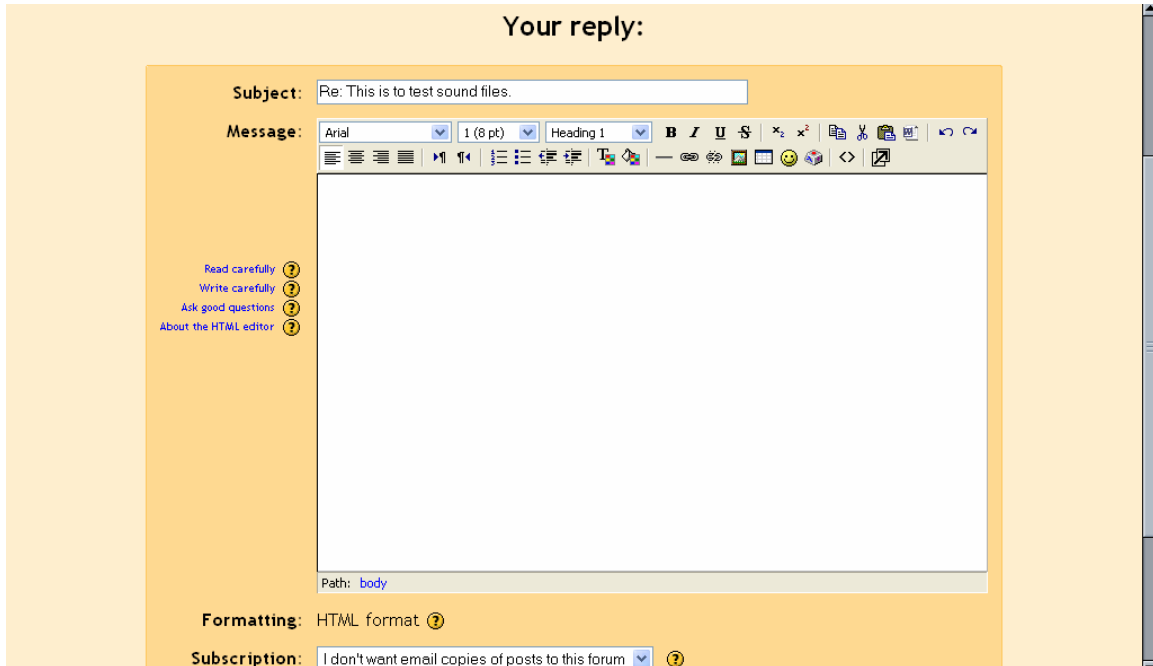
Sound Files
by Matt Riordan - Tuesday, 26 October 2004, 11:11 AM

Please upload a sound file.

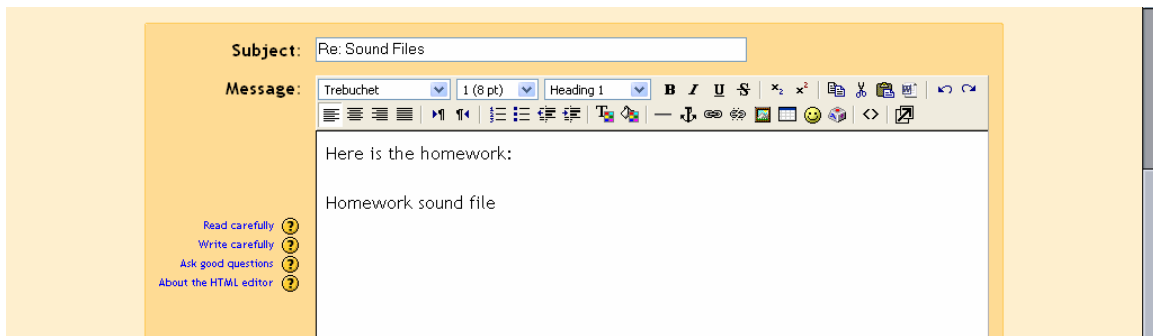
[Edit](#) | [Delete](#) | [Reply](#)

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

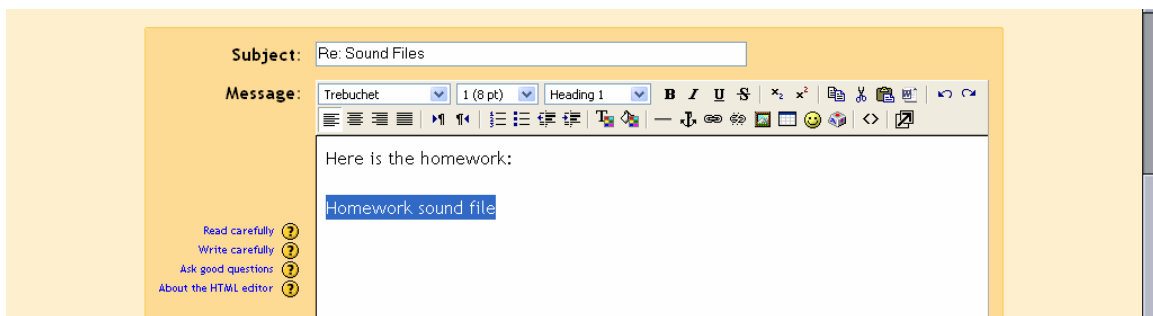
When I click on “reply,” I get to the reply screen:

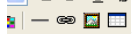


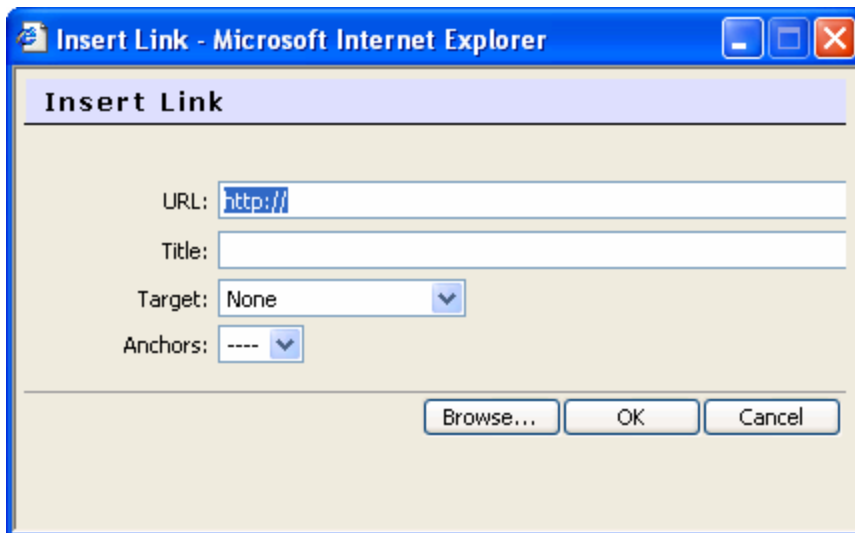
Fill in the body of the message. At some point, add some text that will be a link to the sound (usually, but not necessarily, at the end). My example looks like this:



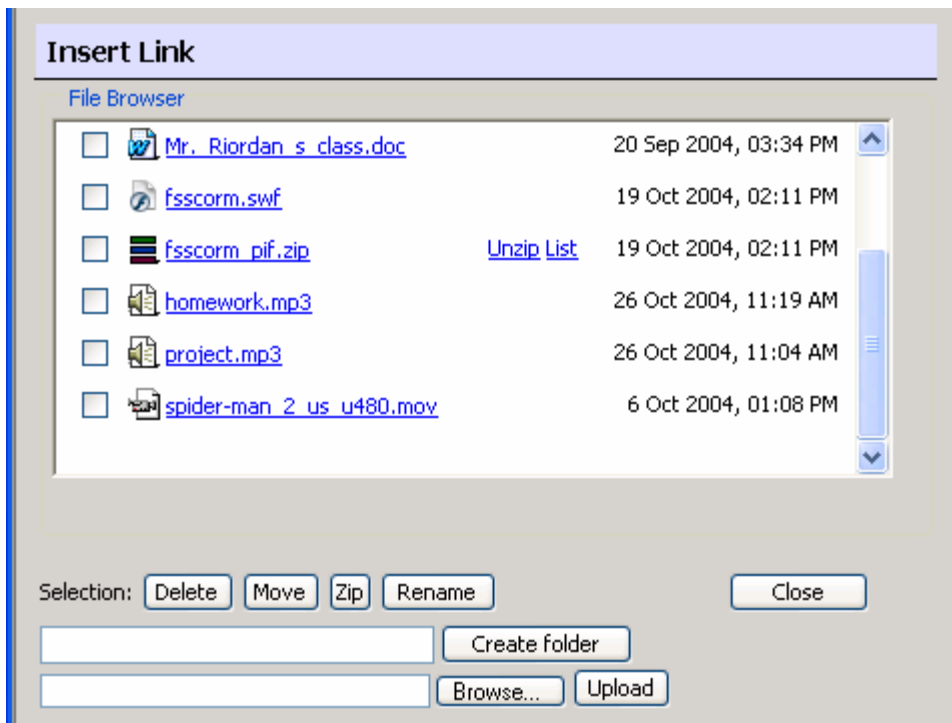
To add the sound, use your cursor to highlight the text that will link to the sound file (“Homework sound file” in my example):



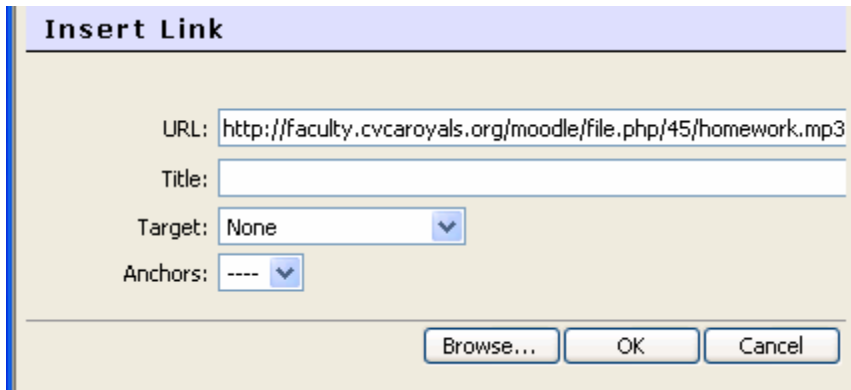
Then, click on the link icon on the tool bar (it looks like a chain): . This will open up a dialog box like this:



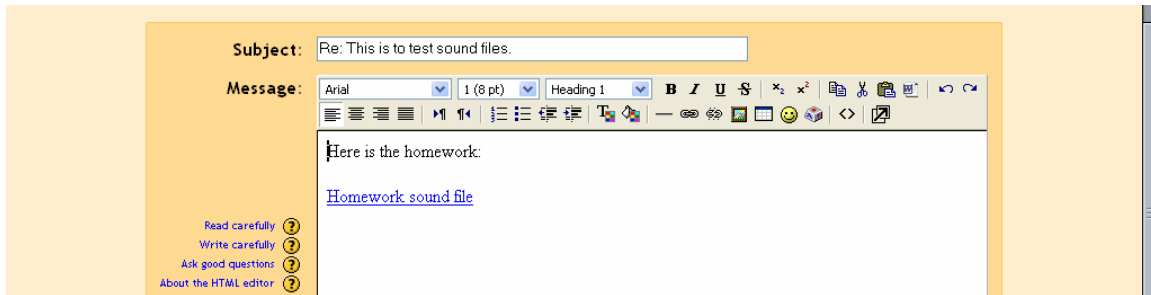
To select the file you uploaded (or any file in your class), click on “Browse.” You will then see the files in your class:



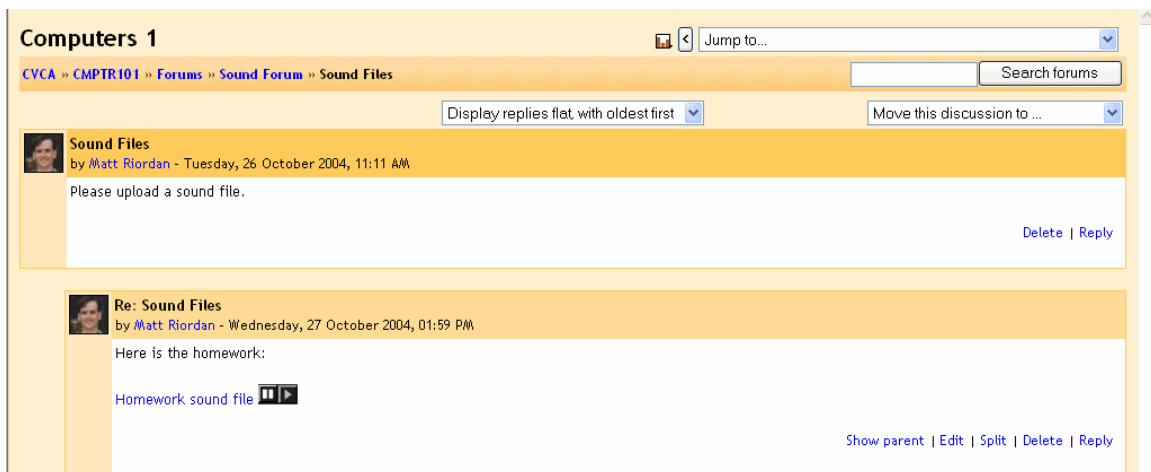
Click on the name of the sound file you want to play (Homework.mp3 in my case). The system will fill in the URL box for you:




Add a title for the sound file (“Homework” in my example). You may also choose to have the sound open in another window and other options under the “Target” menu, but the default (“None”) works just fine. When you are finished, click “OK.” Your window will now show the sound as a link:



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



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

If your sound plays faster than it should, you may need to change the sample rate of your sound using a sound editing program. For my examples, I sampled at 44100 and exported the mp3 at a bit rate of 128. Any file you change using a sound editing program would need to be uploaded again. If you need an editing program, there is an open-source (free) program call Audacity at <http://audacity.sourceforge.net/> .

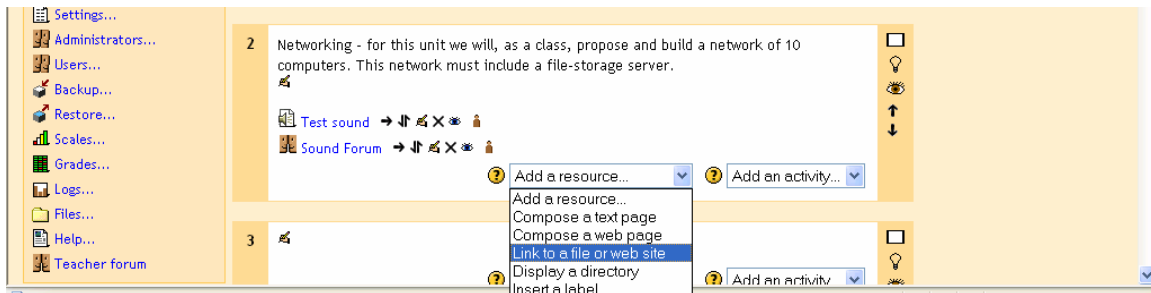
App. 1.2 Video

Adding video works the same as adding audio files. Moodle supports Quicktime, Windows Media Player and Flash Player formatted video.

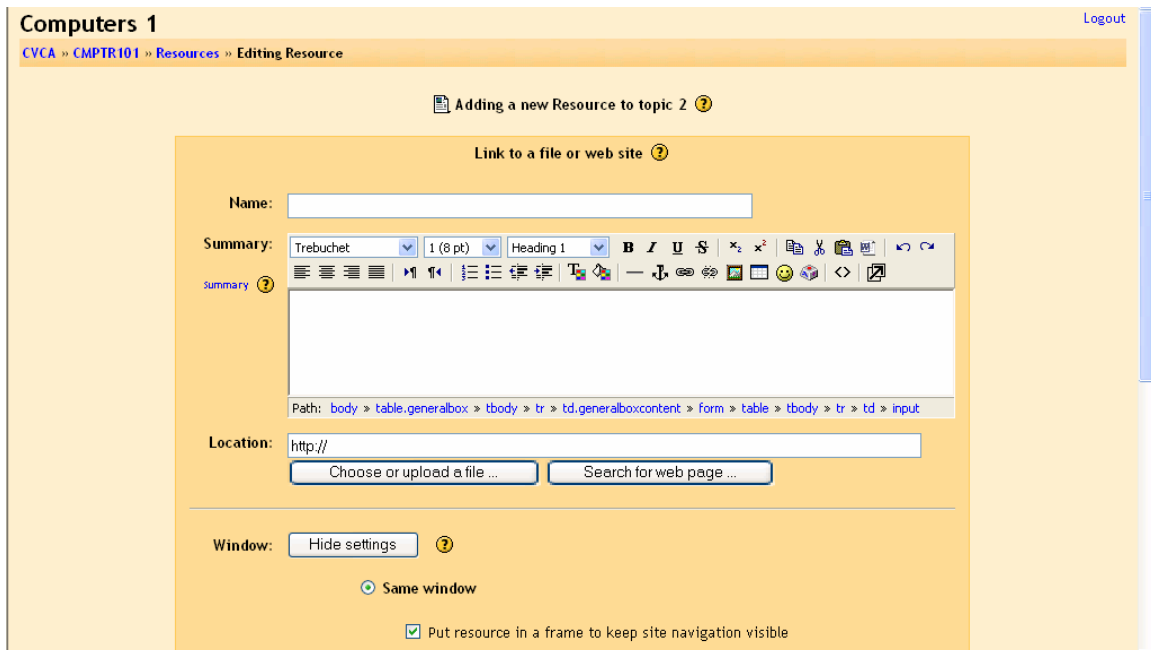
Video can be uploaded as a separate resource, or it can be integrated into forums and other Moodle modules.

App. 1.2.1 Adding video as a resource

Adding video as a resource is almost identical to adding sound as a resource. Go to the “Add a resource” menu and add “Link to a file or web page:”



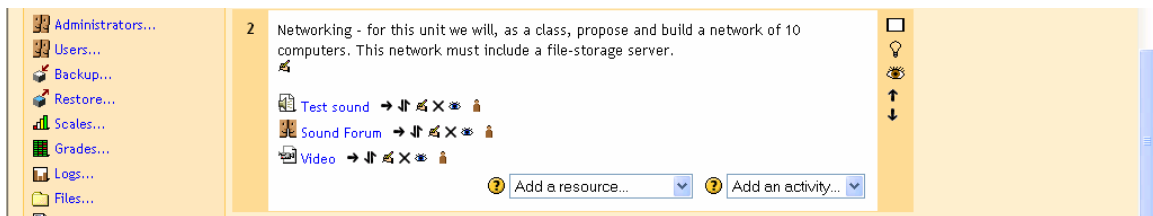
You will then need to choose an existing movie file, or upload one. Click on the “Choose or upload a file” button:



You will then see a screen like this:



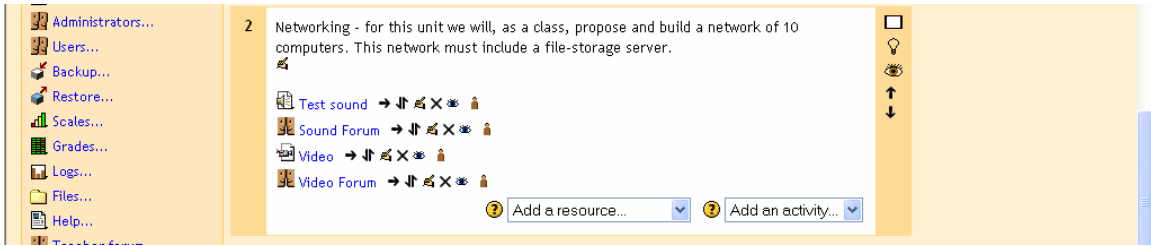
If your file already exists, click on “Choose” on the right-hand side, or if you need to upload the movie file, click on “Upload a file.” If you upload a file, you may browse for it and then upload it to your classroom. In my example, after I have uploaded and chosen a movie file called “video.wmv,” I now have a resource called “Video” in my class:



If I click on the resource, I will get taken to the video I uploaded. How it plays depends on what kind of file it is (Quicktime, Media Player, etc.) and how your browser is configured. Note that for the movie to play, your students would need to have the appropriate program and plug-ins loaded (Quicktime, Media Player, or Flash).

App. 1.2.2 Adding embedded video

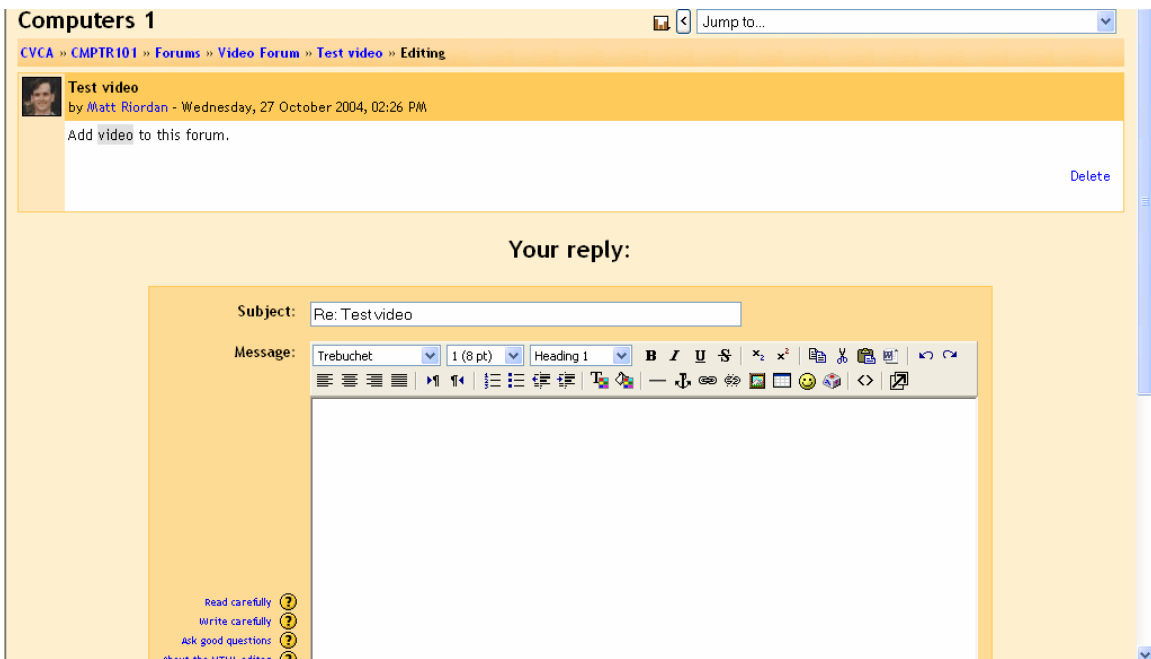
Moodle allows you to embed video in a forum or another module. For this example, I will use a forum. You can add a new forum or use an existing forum. In my example, I will use a forum called “Video Forum”:



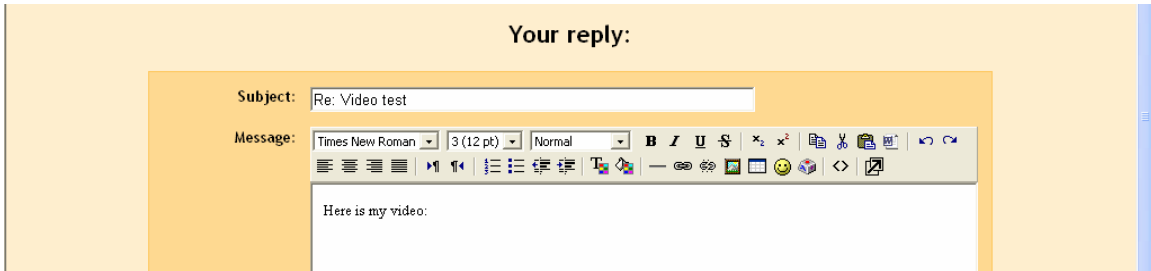
The forum looks like this:



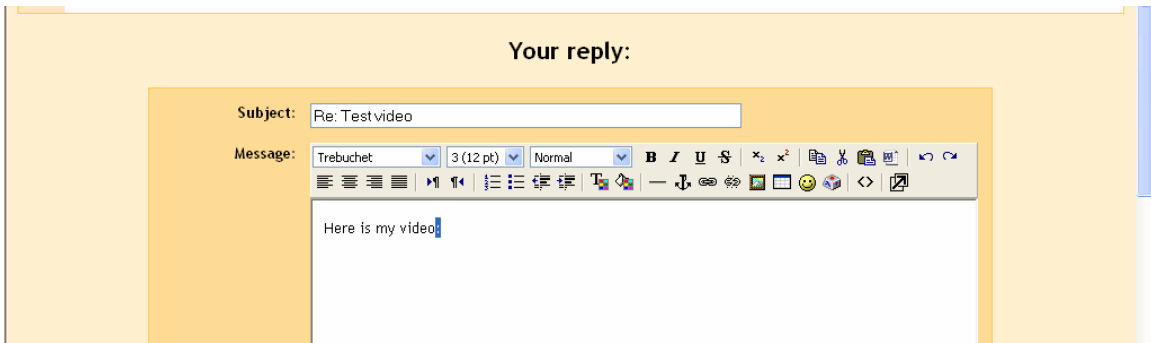
To add video, I will reply to the post (I could also have added video to the first post when I created it):




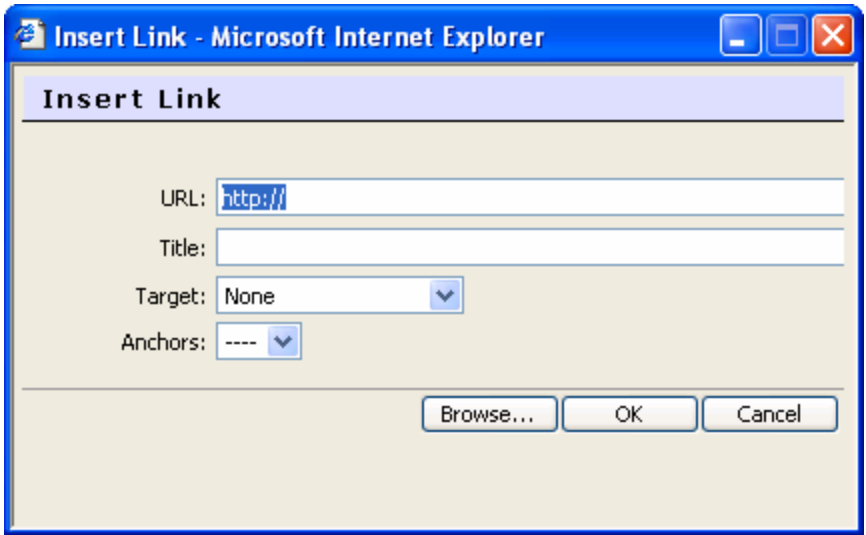
Type your post in the text box:



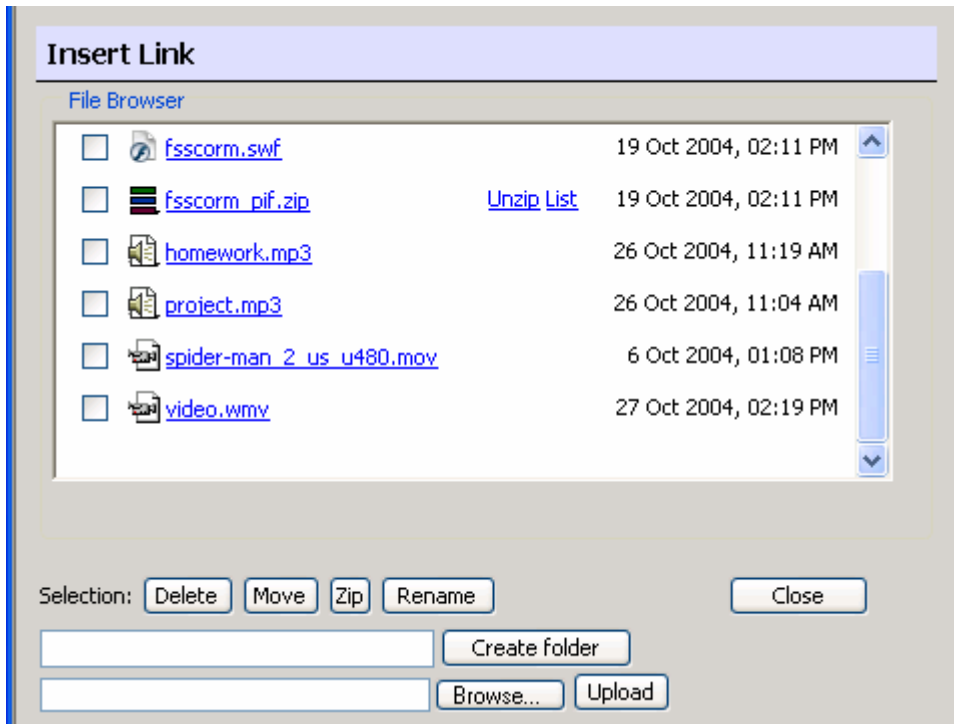
You then need to link your video to the post. Any text in your message will work, but I like to use the punctuation of the post (the colon in this case). That keeps the link subtle and puts the video after the posting. To add the link, highlight the text you want to link:



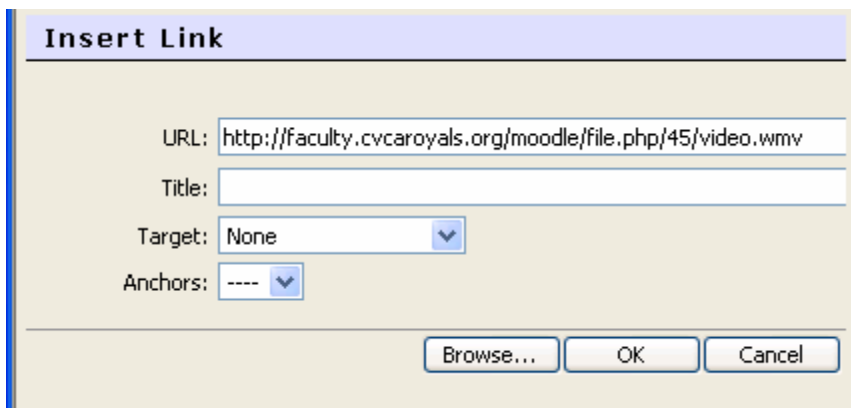
To add the link, click on the picture of the chain on the toolbar:  This will open the Insert Link box:



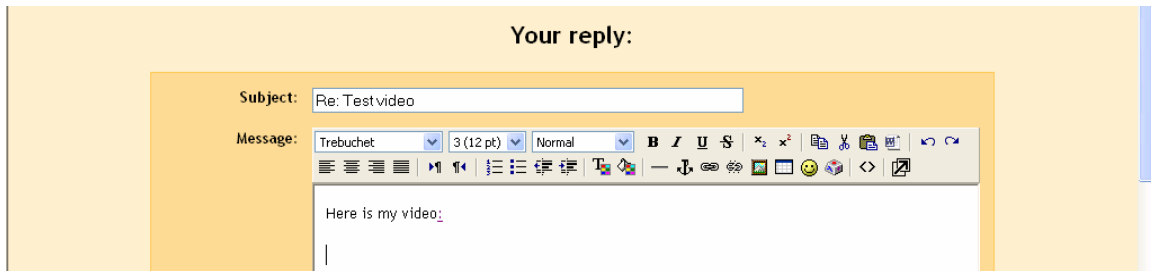
Click on "Browse" to look for your file. This will take you to the files in your class:



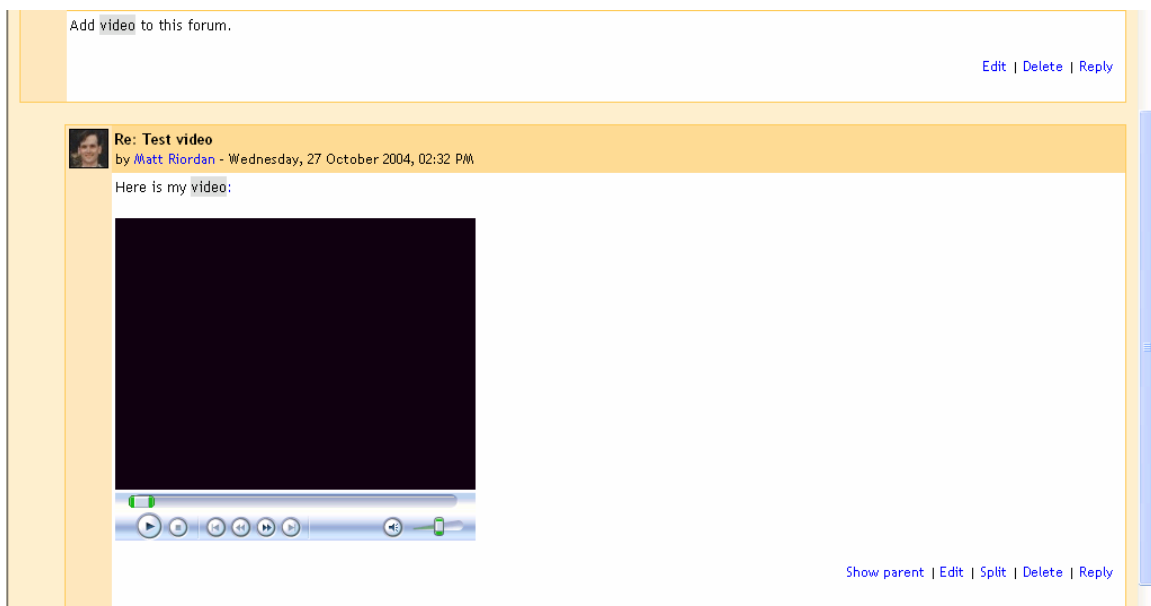
You may now select an existing movie, or you may upload a movie. To upload a video, first browse for it; then after you have found it, click the “Upload” button. To select a listed movie (like “video.wmv”), click on the file name. The system will then fill in the URL box:



Fill in the “Title” box, and click “OK.” You will then be taken back to the text box with the link showing (in my example, it is the colon – it is hard to see). The video will not show up yet – that plays in the forum:



Click on “Post to forum” (and “Continue” on the next screen) and you will be taken back to the forum. The video should play. Please note that your students must have the appropriate program and plug-ins loaded on their computers (Quicktime, Media Player, or Flash):



One final note on video – the files can be very large. Make sure your class has enough space and that your Moodle administrator has set the maximum upload size big enough to allow for video uploads.

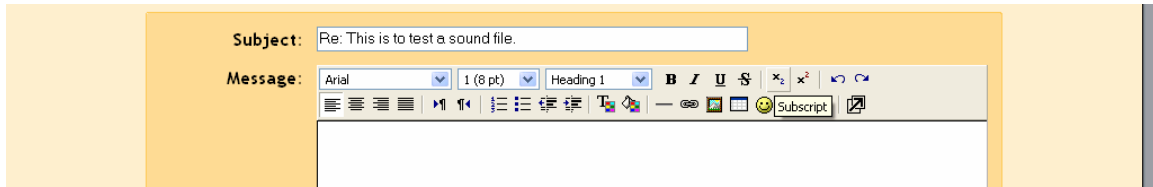
Appendix 2: Adding Mathematical Equations, Algebra

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

2.1 Algebra

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

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



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 (from <http://moodle.org/mod/forum/discuss.php?d=5402>):

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

2.2 More complicated expressions – TeX

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

Appendix 3: RSS Feeds

Moodle supports outgoing (out of Moodle) RSS feeds. This option needs to be enabled by your Moodle administrator. Once enabled, RSS is available in the Forum and Glossary modules.

3.1 RSS

RSS is a technology where visitors to your site can choose to have the site send new postings to an RSS aggregator (a collector). RSS allows a user to build a custom news service. When users “subscribe” to your RSS-enabled page, they will get new postings from forums and/or new entries in glossaries without having to visit your Moodle site every day. The end user does need a way to collect the news-feed, called an aggregator. Some aggregators can be found at:

<http://www.bloglines.com/> (web based)
<http://www.fastbuzz.com/main.jsp> (web based)

or you can put RSS into a search engine to find more.

Why use RSS? If you normally try to keep updated on what is happening on 10 or 15 different webpages, RSS can help. If all 15 pages are RSS enabled, then you can put all 15 RSS feeds into your one aggregator, and can see all the new things going on in all the pages, but you only have to look one place.

3.2 RSS in Forums

When RSS is enabled, you will see two new questions in the Forum setup:

Maximum attachment size: 35Mb

RSS feed for this activity: None

Number of RSS recent articles: 0

Allow posts to be rated?: Use ratings: Everyone can rate posts

- RSS feed for this activity: This turns RSS on or off for this forum. When set to “None,” RSS is disabled. When set to “Discussions,” the RSS feed will send out new discussions to subscribers. When set to “Posts,” the RSS feed will send out any new posts to subscribers.

- Number of RSS recent articles: This number sets the number of articles that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers. As new posts (or discussions) get added, the oldest post/discussion gets replaced on the RSS feed. If your forum gets a lot of posts every day, you will want to set this number high.

When you enable RSS in your forum, your users will see an orange RSS button on the main page of the forum (in the upper right-hand side):

Computers 1 Jump to...

CVCA » CMPTR101 » Forums » RSS Test Forum Update this Forum

Everyone can choose to be subscribed
show/edit current subscribers
subscribe to this forum
RSS

This forum is RSS enabled. To subscribe to the RSS feed, click on the RSS button, copy the URL (web address) from your browser, and paste it into your RSS aggregator.

[Add a new discussion topic...](#)

Discussion	Started by	Replies	Last post
Test forum for RSS	 Matt Riordan	0	Wed, 27 Oct 2004, 02:55 PM

You are logged in as [Matt Riordan](#) (Logout)

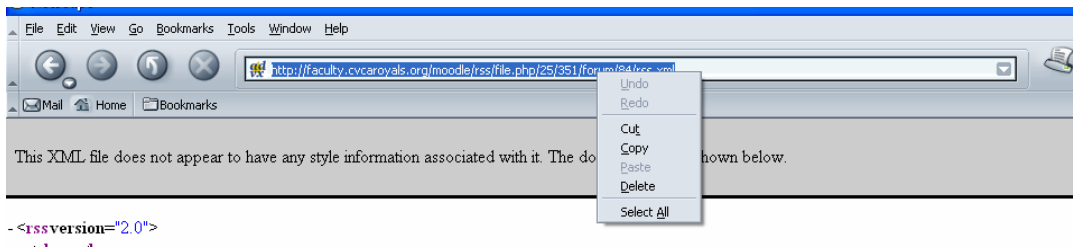
CMPTR101

Notice the forum description tells the users about RSS. I do that in case students are not familiar with RSS.

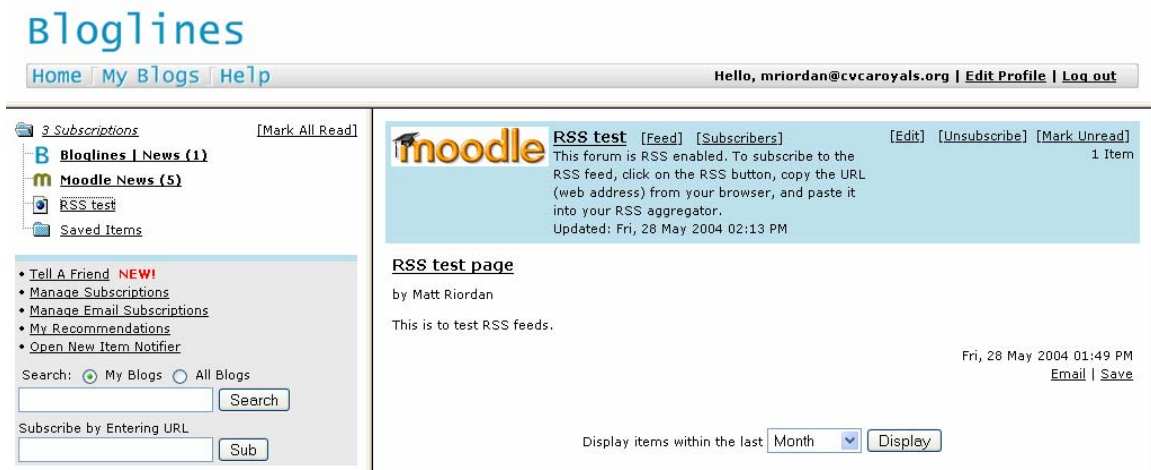
If you click on the RSS button, you will get taken to a page that looks something like this:



The stuff on the page is not important to you or your users (but Moodle needs it!). For the purposes of RSS feeds, you (or the user) would copy the URL (the web address) from the top of the browser, like this:



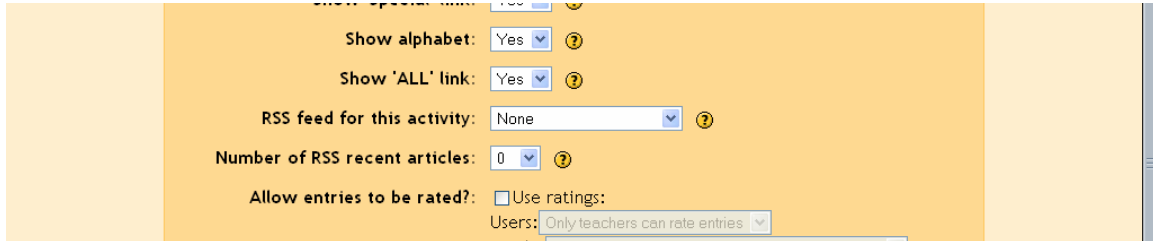
You (or your user) would then paste this address into an RSS aggregator. When I put the address into my test account at bloglines.com, it looks like this:



Now you (or your user) can get the latest posts or discussions along with all the other RSS (news) feeds that you are subscribed to.

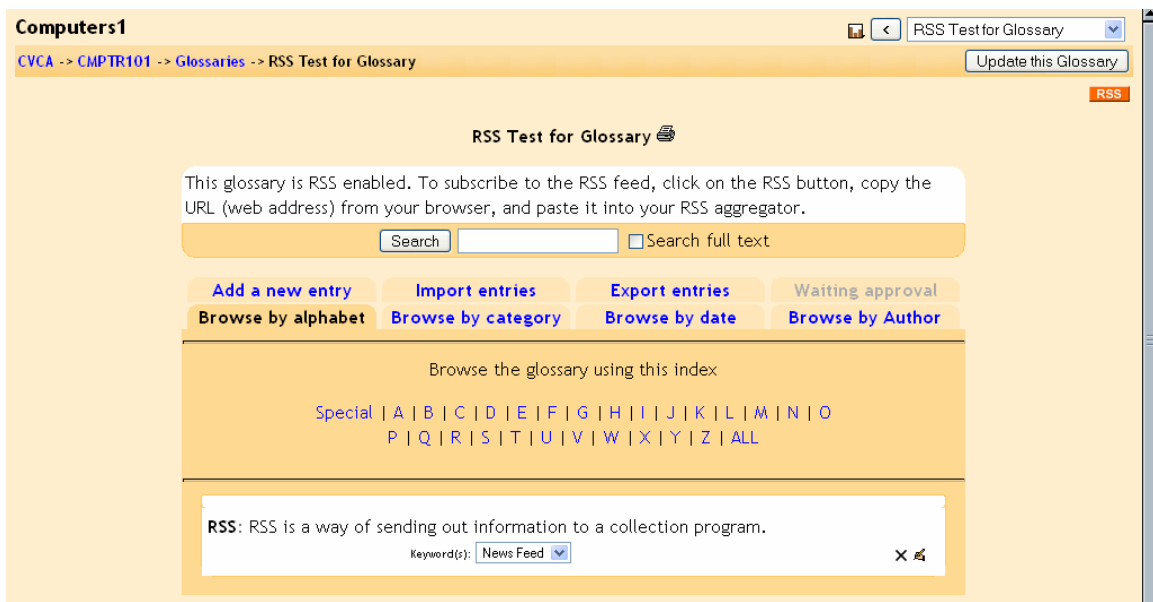
3.3 RSS in Glossaries

Moodle's RSS feed works almost the same in the glossary module as it does in the forum module (see 3.2 for RSS in forums). If RSS is enabled, you will see two additional fields under the glossary setup page:



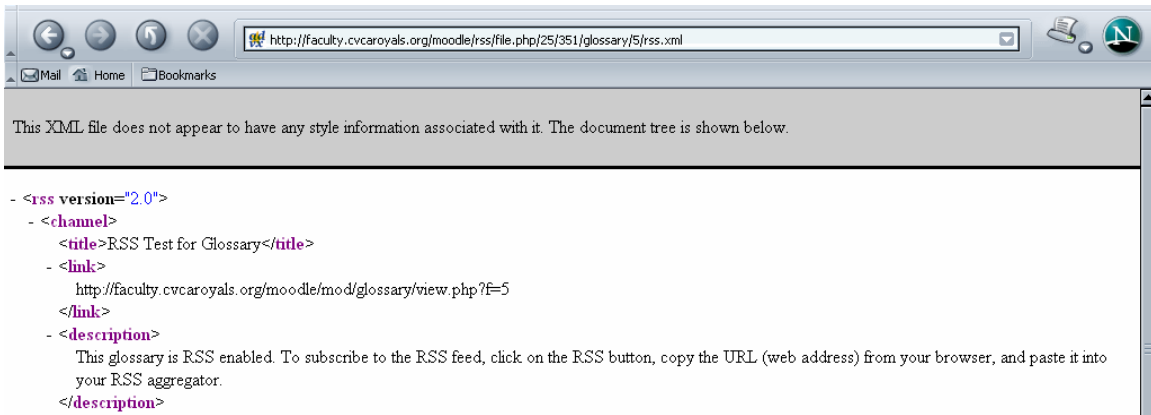
- RSS feed for this activity: This turns RSS on or off. When set to “None,” the RSS feed is disabled. When set to “Concepts with authors,” the RSS feed will send out the glossary entries with the name of the author. When set to “Concepts without authors,” the RSS feed sends out glossary entries without the name of the author.
- Number of RSS recent articles: This number sets the number of entries that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers. As new entries get added, the oldest entry gets replaced on the RSS feed. If your glossary gets a lot of posts every day, you will want to set this number high.

When RSS is enabled for your glossary, an orange RSS button appears on the main page (in the upper right-hand side):

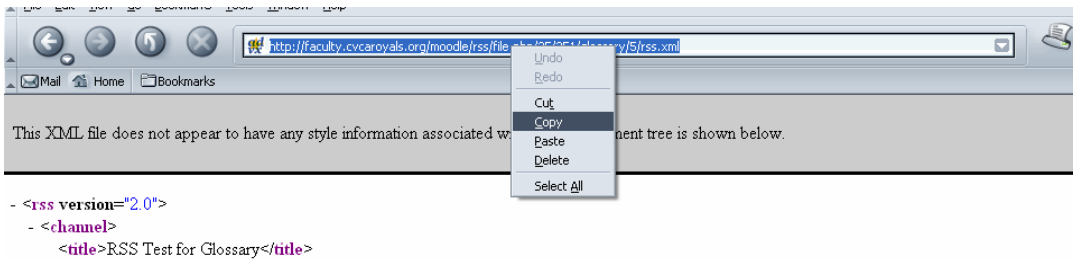


Notice the glossary description tells the users about RSS. I do that in case students are not familiar with RSS.

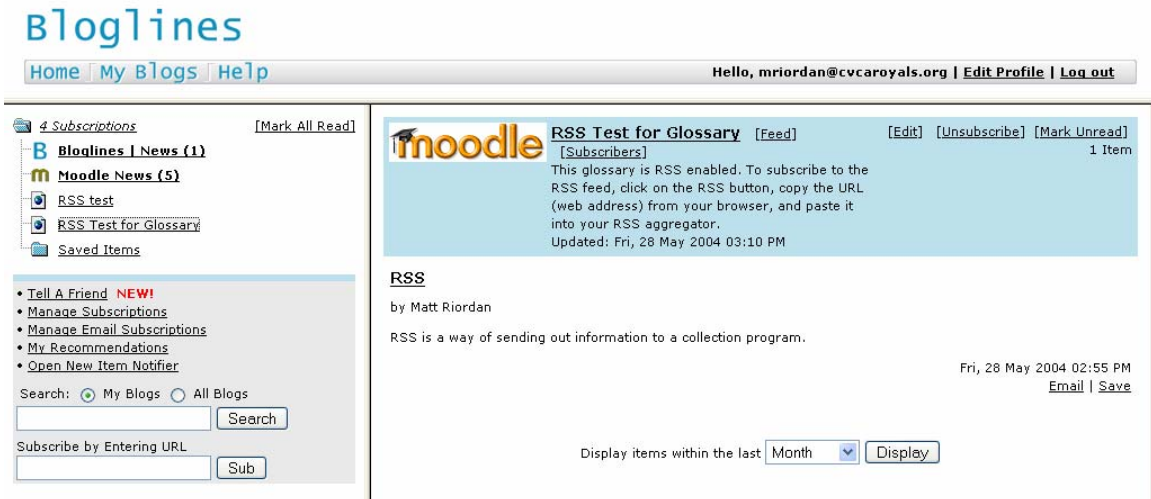
When you click on the RSS button, you should see a page something like this:



The stuff on the page is not important to you or your users (but Moodle needs it!). For the purposes of RSS feeds, you (or the user) would copy the URL (the web address) from the top of the browser, like this:



You (or your user) would then paste this address into an RSS aggregator. When I put the address into my test account at bloglines.com, it looks like this:



Now you (or your user) can get the latest posts or discussions along with all the other RSS (news) feeds that you are subscribed to.