

Moodle VLE

Manual



Moodle VLE

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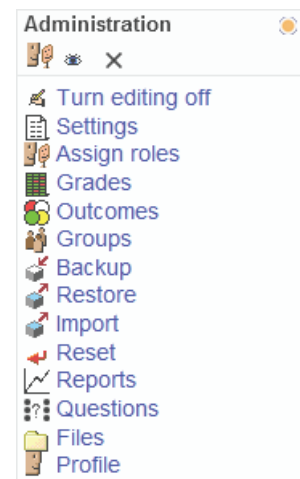


1 Entering a Moodle Course for the First Time

1.1 What do I see that my students don't?

When you enter a Moodle course for the first time you can see whether you are a teacher on the course (i.e. whether you have editing permissions) by the presence of 3 elements:

1. A 'Turn Editing On' button
2. A 'Switch Role To...' menu
3. A 'Course Administration' block:





1.2 What do I see when editing is on?

When 'editing is turned on', the course page changes. Icons and menus appear in different positions on the screen.

In the middle of the page, the drop down menus 'Add a resource...' and 'Add an activity...' enable you to add content to your course. Chapter 2 of this manual deals with making resources available to students (Add a resource...). Chapter 3 is about getting interactive (Add an activity...).

In addition to the drop down menus, we see icons in different positions around the page. As shown in the figure below, these icons are either related to blocks, topic sections or content within a topic section i.e. a resource or activity.

Course

You are logged in as [Admin User](#) ([Logout](#))

Home > sac

Switch role to... Turn editing off

People

Participants

Activities

Assignments

Chats

Choices

Databases

Forums

Glossaries

Lessons

Quizzes

Resources

Search Forums

Administration

Topic outline

News forum

Add a resource...

Add an activity...

1

Add a resource...

Add an activity...

2

Add a resource...

Add an activity...

3

Add a resource...

Add an activity...

Course categories

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

All courses ...

Latest News

Add a new topic...

(No news has been posted yet)

Upcoming Events

Recent Activity

Calendar

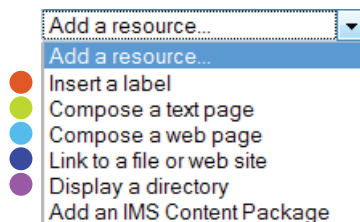
- Icons controlling blocks
- Icons controlling resources or activities
- Menus for adding resources or activities
- Icons controlling topic sections

- Icons controlling blocks
- Icons controlling resources or activities
- Menus for adding resources or activities
- Icons controlling topic sections

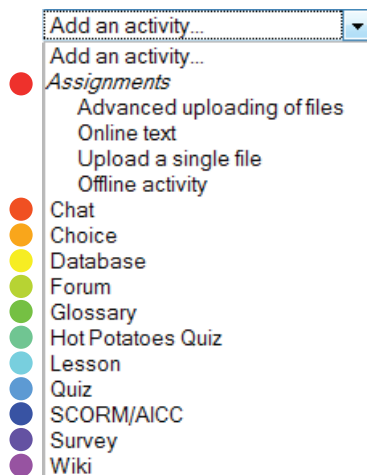
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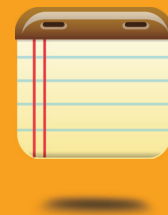
1.2.1 Adding resources and adding activity



- Insert formatted text / images / links / anything you put on a web page directly onto the course page
- Link to a page of unformatted text
- Link to a page of formatted text /images / links / anything you can put on a web page
- Link to a single file or web address
- Link to a folder in your course files area



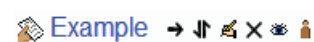
- Ask your students to hand in some work
- Set up a chat room for your students
- Set up a vote for your students
- Set up a database for your students to contribute to
- Set up forums for your students to participate in discussion
- Set up glossaries that your students can contribute to
- Upload self-marking crosswords, fill in the gaps and other activities prepared using Hot Potatoes software
- Set up self-marking lessons
- Set up self marking tests using questions that you create using the moodle question bank
- Upload self-contained content packages which can be self-marking
- Provide students with pre-prepared surveys to assess their e-learning experience
- Set up wikis for your students and decide who sees what and who can edit what



1.2.2 Resource/activity icons

With editing is turned on, the following icons appear to the right of every resource and activity on the course page:

- Move the resource or activity right / indents
- ↕ Move the resource or activity elsewhere on the course page
- ✎ Update / edit the resource or activity
- ✕ Delete the resource or activity
- 👁 Hide the resource or activity from your students
- 👤 Change the group mode used by the activity (activities only)



1.2.3 Block icons

- 👤 Takes you to the role assignment page for the block
- 👁 Hides the block from students
- ✕ Deletes the block (when editing is on the block can be reinstated using the block menu found in the bottom right)
- ↑ Moves the block down one place
- Moves the block to the right hand side of the course page. A left pointing arrow is found on blocks which are on the right hand side








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1.2.4 Topic section icons



-  Takes you to an editor for editing the topic/section summary
-  Shows one topic/section (this icon is always present – regardless of whether editing is on or off)
-  Highlights the topic box to indicate to students that this is the current topic
-  Hides the topic box and its content from students
-  Moves the topic box up or down in the course page. For example, topic 2 can take the place of topic 1 or topic 3 etc.

2 Making Resources Available to Students

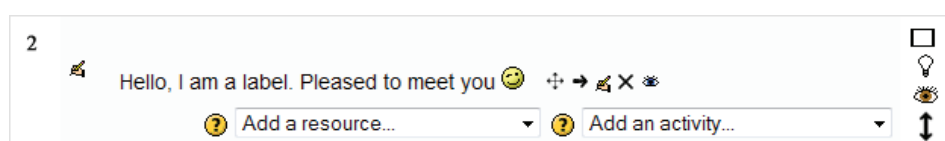
2.1 Dividing up the information

2.1.1 The use of labels

Labels help you to divide up the information in the topic sections of your course. When you add a label, whatever you type simply appears on the



course page. You can use labels to insert headings, sub-headings, short instructions or even images to make the course look more attractive and interesting.



Instructions for adding a heading or sub-heading using a label

1. Turn Editing On
2. Choose 'Add a resource...' (in the appropriate section/topic box)
3. Choose 'Insert a label...'
4. Type your heading
5. Click 'Save changes'
6. If your heading appears in the wrong place you can move it easily.
7. You should still have editing on. If you have, you will see some icons to the right of your heading. When you hover over these icons they tell you what they're for. The icons indicated below in red allow the label to be moved. The icon on the right allows you to drag and drop the label to another position on the page.

The icon on the left is clicked and positions on the page that the label could be moved to are indicated by dotted boxes. If you want to be able to drag and drop resources and activities, ask your administrator to enable ajax course editing.

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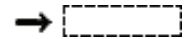
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Click to move



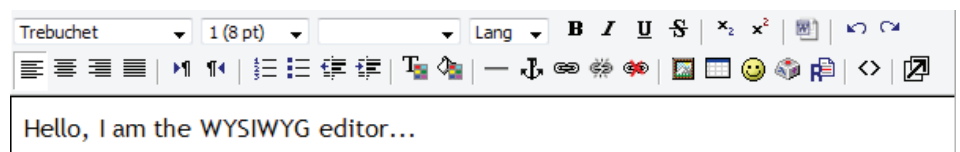
Drag and drop



This represents a position the label can be moved to

Instructions for inserting images in a Moodle course

1. Open 'My Computer' and locate the pictures you wish to insert in your course
2. Hovering over the pictures for a few seconds tells you their file size and dimensions. If the images are more than 200 pixels wide you should consider resizing them (NB. Simply resizing images in Word or on a web site - by selecting the handles and dragging - does not alter the file size of the image. Thus your Word document becomes too big or your web page loads slowly). To resize images use Microsoft Office Picture Manager (this comes with the Microsoft Office suite – Word, Excel..etc). If you don't have Microsoft Office, you can download a free program called IrfanView (type it into Google). As a general rule you will find that photos you've taken are much larger than images you've saved from the internet
3. (To save time you may decide to copy the images you need to a new folder, zip the folder and upload the .zip file. See the 'Uploading files' instructions later in this Chapter for help)
4. You can insert an image anywhere you see the Moodle WYSIWYG editor (What-You-See-Is-What-You-Get). We want to insert an image into the main course page so we will use the label resource





5. Enter your Moodle course and Turn Editing On
6. Go to the section of the page where you would like the image to be and click 'Add a resource...'
7. Choose 'Insert a label' from the drop down menu
8. On the WYSIWYG editor click the image button (when you hover over the button it says 'Insert Image')
9. A box opens showing the files already uploaded to the course files area
i.e. We need to upload our image here before it can be inserted

Insert Image

Image URL:
Alternate text:

Layout: Alignment:
Spacing: Horizontal: Vertical:
Size: Width: Height:

File Browser: File uploaded successfully

<input type="checkbox"/>	backupdata	13 Apr 2010, 04:16 PM
<input type="checkbox"/>	moodle-logo-not-huge.png	16 Apr 2010, 10:26 AM
<input type="checkbox"/>	moodle_icon.png	16 Apr 2010, 10:30 AM

Preview:

Selection:

Properties: Size: 15316 Type: image/png

10. Click 'Browse' at the bottom of the page and find the image you wish to upload from your computer
11. When you have located the image click 'Open' and then 'Upload'
12. Now that the image is in your course files area simply click its link
13. Now you can see the image URL box has been filled with the web address of the image
14. Type some alternate text – a description of the image for users with visual disabilities

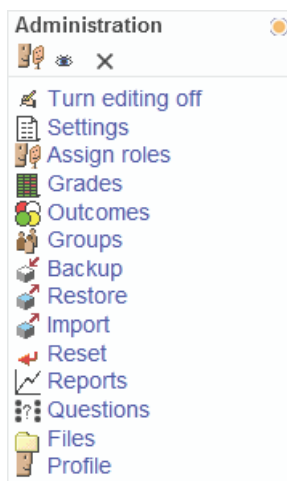
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15. Click 'OK' and the image appears in the editor – if it's huge you probably forgot to resize it
16. Click 'Save Changes' and you will see the image in the main course page

2.1.2 Need more sections?

1. Click on 'Settings' in your 'Course Administration Block' (usually on the left hand side)
2. Below the Summary box you will see 'Number of weeks/topics'
3. Change the number to the desired number of sections
4. Scroll down and click 'Save Changes'
5. Note that above the 'Number of weeks/topics' field there is a field allowing you to change the course format. It is possible to change the format of the course from 'Topics' to 'Weekly' so that the sections are labeled by date rather than by number. Topics format tends to be more popular but if you wanted to tie yourself (and your students) to keeping up to a course with a weekly rhythm, you can!



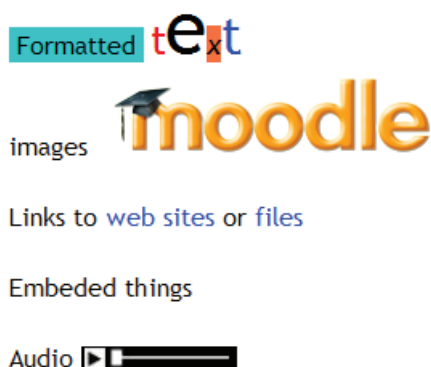


2.2 Keeping things concise

2.1.2 Use web pages

Web pages are really useful. Rather than typing lots of information and instructions directly onto the course page using labels, we can neatly file information into web pages. For example, a web page could be made to display instructions for a piece of homework. Getting to grips with the WYSIWYG editor in Moodle will enable you to do the following in your web pages:

If you want to embed audio and video by hyper-linking, check that your moodle administrator has switched on the 'Multimedia Plugins' filter



It is significant to get to grips with the editor because it will enable you to do all these things in Moodle. For example, you may want to link to a web site when taking part in a discussion forum with your class.

Instructions for making a web page

1. Turn Editing On
2. Go to the appropriate section/topic box
3. Click 'Add a resource...'
4. Choose 'Compose a web page' from the drop down list

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5. Give the web page a short name (your students will click on this to reach the web page)
6. Enter a short summary 1-2 sentences (users only see this summary when on the resources page – a page that lists all the resources in the whole course, therefore, do not begin your web page in the 'summary' box)
7. Whatever you insert in the 'Compose a web page' box will be displayed on your web page. Use the editor to format text etc.
8. Choose whether you want the web page to open in the same window (with or without the course blocks) or in a new window (like a pop up)
9. Click 'Save and Return to Course' at the bottom of the page
10. Test the link to your web page
11. If you want to change something, you can update the web page at any time. On the main course page (with editing on) you will see an icon (hand holding a pencil) which says 'Update' when you hover over it. Simply click this icon to edit the web page



2.2.2 Link to web sites

Alongside uploading your own resources you will almost certainly want to direct students to other websites which could help them. You can do this easily using the 'Link to a file or website' resource.

Instructions

1. Turn Editing On
2. Go to the section where you would like to link to the web site and use



- the 'Add a resource..' drop down menu
3. Choose 'Link to a file or website'
 4. Give the link a name (that's what students will click on)
 5. Give a summary of the website you are linking to (as with the web page in the previous section, the summary will be stored on the resources page and will not be seen when students click the link)
 6. If you don't know the web address of the page you want to link to, click 'Search for a web page..'
 7. A new window opens and you are taken to Google. Search for the web site you want to link to from there
 8. Once you are on the page you want to link to, copy the web address
 9. Go back to Moodle and paste the web address into the 'Location' field. Make sure you don't get http://twice (the location field has http:// already)

Link to a file or web site

Location

10. You are linking to an external web site so it is sensible to choose 'New window' in the window options
11. Scroll to the bottom of the page and click 'Save and Return to Course'
12. Test your link



This is the icon for the 'link to a web site'

13. Remember you can edit your link (resource) at any time by clicking the update icon (hand holding pencil) when editing is turned on

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2.3 Including files in your course

You will most certainly have files that you would like to include in your course. There are different ways of linking to files so that your students can download them. Here are some options:

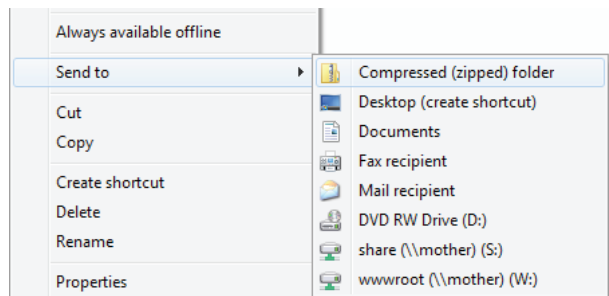
1. If you wish to simply make a folder (containing files/sub folders) available to students, use the 'display a directory' resource
2. If you wish to make a single file available, use the 'link to a file or web site' resource
3. If you wish to link to a file from a web page or from an activity you set up, use the link button on the WYSIWYG editor (when setting up the web page or activity)

2.3.1 Uploading files

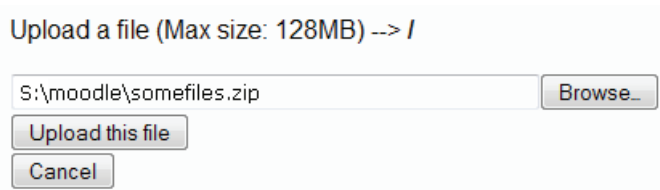
In order to make files available to students in the ways outlined above we must first upload the files to the 'course files' area. Every image, Word document, PDF, PowerPoint presentation, etc is stored in the course files area which is only accessible to teachers. Once files are uploaded, teachers link to the files and make them available to students.

Instructions

1. Open My Computer and browse to a folder which contains the files (and sub folders) you wish to upload
2. Right click on the folder and choose 'Send to' then 'Compressed (zipped) folder'



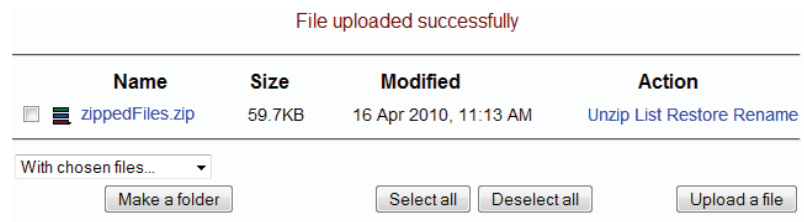
3. A .zip file is created with the same name as the folder that was zipped (this file contains all the files and sub folders. We will upload this file to moodle and then unzip it!)
4. Log in to Moodle and go to your course
5. If you have editing rights on the course you will see an administration block (usually on the left hand side). Click the 'Files' link found within this block (this is the course files area, accessible only to teachers on the course)
6. Click 'Upload a file' and browse for the .zip file created previously. Click 'Open' when the file is selected, then click 'Upload this file'



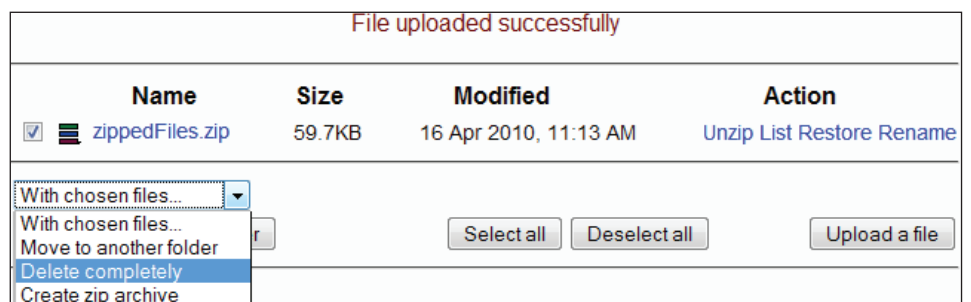
7. The .zip file is uploaded and appears in the course files area. (NB. the file will not upload if it exceeds the max upload limit. If that is the case you should contact your administrator)

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8. To the right, under 'actions', click 'Unzip'
9. The zip file is unpacked and you will see the unpacked folder alongside the .zip file
10. The .zip file is no longer any use. To delete it tick the adjacent box and choose to 'Delete completely' from the drop down menu



11. Remember – your students cannot access the course files area. There are lots of ways of making files available to students. Instructions are given in the next section

2.3.2 Link to a folder

When you have uploaded some files into the course files area, you can make those files available (or make specific folders available) using the



display a directory resource. If you haven't yet uploaded any files, see the section on uploading files.

Instructions for linking to a folder (entire course files folder or a single folder)

1. In your course Turn editing on
2. Go to the section where you would like the folder to be linked from and click 'Add a resource.'
3. Choose 'Display a directory' from the drop down menu
4. Give a name indicating what the folder you are linking to contains (this becomes the link that students click on)
5. Give a summary - your students will see this summary along with the files from the folder you choose to link to
6. Use the 'Display a directory' drop down menu to choose whether you want students to have access to all course files (main files directory) or a particular folder (folders will display in the drop down menu if there are any)

Display a directory

Display a directory

7. Scroll to the bottom of the page and click 'Save and Return to Course'

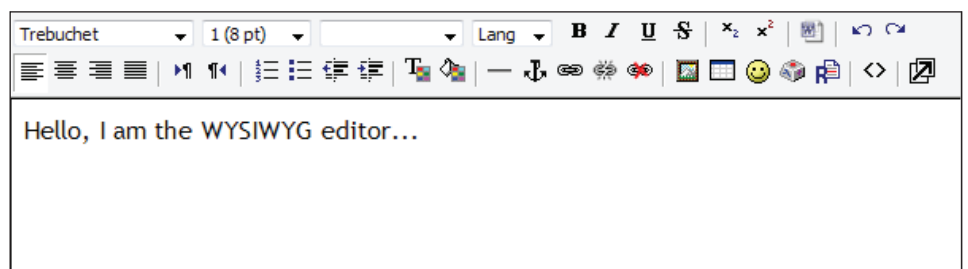
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2.3.3 Link to a single file

There are 2 ways of linking to a single file:

1. You can link to a single file in a web page (or anywhere you see the moodle WYSIWYG editor). This is done using the link button and then browsing the course files for the file you want to link to



2. You can use the 'Link to a file or web site' resource

Instructions for the 'Link to a file or web site' resource

1. Enter your course and Turn Editing On
2. Go to the section where you would like to link to the file and use the 'Add a resource..' drop down menu
3. Choose 'Link to a file or web site'
4. Enter the link name (that's what students will click on)
5. Give a summary of what the link is linking to (this is not seen by students unless they go to the resources page which lists all the resources in the course along with their summaries)
6. Click 'Choose or upload a file'




Link to a file or web site

Location

7. You are taken to the course files area (also accessible to teachers from the administration block > Files)

8. Two possible scenarios:

If you have previously uploaded the file you want to link to, click 'Choose' (under Actions). Note: a common mistake is to click the 'file's' link this will download the file to your computer. If you haven't yet uploaded the file, click 'Upload a file', browse your computer for it and upload it. Once uploaded, click 'Choose' under Actions

Name	Size	Modified	Action
 zippedFiles.zip	59.7KB	16 Apr 2010, 11:13 AM	Choose Unzip List Restore Rename

With chosen files...

9. Having chosen the file you wish to link to, now you need to decide how you want it to open. Ticking 'Force download' is probably the best option when linking to a file (the other options would be used when linking to a web site)

Window

Force download 

Window



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10. If you want the link to be hidden from students, change the Visible drop down to 'Hide'
11. Click 'Save and return to course' at the bottom of the page and test your link

3 Getting Interactive with Activities

Chapter 2 was all about how you can make resources available to your students. The difference between resources and activities lies in what students do with them. When you upload a resource into Moodle your students look at it. In contrast with this, when you add an activity to your course your students participate or interact with it.

3.1 Forums

When you add a forum to your Moodle course, you are making an online message board for your students to talk to one another or with you. Forums are very easy to set up and there are 4 different types. Which forum you choose depends on how you want discussion to take place. If you're not sure which to choose, choose the simple discussion forum – this will keep the discussion on track. The different kind of forums are:

- Standard forum for general use – students can start their own discussions and reply to discussions started by others. This is the default forum type and is good for out of hours homework help.




An open forum in which anyone can start a new topic at any time. Teachers can rate posts.

Add a new discussion topic

(There are no discussion topics yet in this forum)

- A single simple discussion – you start a discussion and your students reply to you and to one another. This is good if you want to keep people on topic. You could set a controversial subject to discuss for homework.

 **A single discussion**
by [Majid Hussain](#) - Friday, 16 April 2010, 12:05 PM

There are no separate discussions here - just one thread. Useful for short, focussed discussions.

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

- Each person posts one discussion – does what it says on the tin. You should prompt students to the fact that they can start their own discussion and that others can reply. This type of forum could be used to brainstorm something (with the limitation of being able to add one idea per person). Students could then reply to one another to argue why one idea might be better than another.

In this forum, each participant can only start one discussion. Everyone can then reply to any of the discussions.

This forum allows each person to start one discussion topic.

Add a new discussion topic

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- Q and A forum – anybody can ask a question and replies are only seen once you have replied yourself! This type of forum could be used to set homework – using the motivational reward of seeing your friends' answers once you have replied yourself. The only pitfall is that you would probably want to prevent students from adding their own questions (it's probably best that they stick to answering yours). To do this you would need to edit the forum and click the 'override permissions' tab. Next click the student role and set 'start new discussions' to prevent and save changes. This will stop your students from adding their own questions on this forum. When using this type of question make sure you don't put your question in the introduction. Set up the forum and then add a question.

Questions are asked and participants can only see other responses once they reply themselves.

Add a new question

Instructions for setting up a forum

1. With editing on in your course go to the topic/section where you would like the forum to display and click 'Add an activity...' then 'Forum'
2. Give the forum a name (this becomes the link that your students click on to enter the forum)
3. Choose the type of forum you wish to use from the drop down menu

Forum type ? Standard forum for general use

Forum introduction* ? A single simple discussion
Each person posts one discussion
Q and A forum
Standard forum for general use



4. Give the forum an introduction. Be careful – what you need to type in the introduction varies with the forum type chosen. Here's a summary:

Forum Type	What do I put in the introduction?
A single simple discussion	Fox hunting is wrong – discuss!
Each person posts one discussion	Start a discussion about your favourite pass time and invite others to discuss it with you
Q and A forum	Answer my question and see other people's answers once you have replied yourself!
Standard forum for general use	Use this forum to help each other/discuss homework

5. When you've filled out the introduction you must choose from the following settings. Feel free to leave the settings to default:

- Force everyone to be subscribed:
- Yes forever = members of the course get an email every time somebody posts on the forum and cannot stop this
- Yes initially = members of the course get an email every time somebody posts on the forum and can stop this - unsubscribe
- No = people choose whether they want to be subscribed (receive an email each time someone posts)
- Subscriptions not allowed = the forum cannot send emails
- Read tracking for this forum (for read tracking to work the user needs to switch it on in their profile – 'edit profile' > 'show advanced')

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- Optional = the user can switch read tracking on or off (link is in the top right when in the forum)
- On = always on
- Off = always off

Force everyone to be subscribed? ?	No
Read tracking for this forum? ?	Optional
Maximum attachment size ?	500KB

- Attachment size – your students can attach files to their posts and you determine how big that file can be here
- Grades – it is possible to grade forum posts but you should consider the consequences before using it e.g. will it affect participation in the forum if you grade in a public way?
- Post threshold for blocking – allows you to limit how many times users can post over a period of time. This can be useful when students get carried away and use the forum like a chat room
- Set a time period
- The number chosen in 'post threshold for blocking' is the number of posts allowed during the time period
- 'Post threshold for warning' is the number of posts after which a warning is given - stating the number of posts left before the user is prevented from posting again that day/week..etc



Post threshold for blocking

Time period for blocking ? Don't block ▾

Post threshold for blocking ? 0

Post threshold for warning ? 0

- Group mode – only choose a group mode if you are using groups in the course. Separate groups will prevent groups from seeing one another's discussions. Visible groups will let all discussions be seen but will stop group A from participating in group B's discussions.
6. Click on 'Save and return to course' or 'save and display' to create the forum

3.2 Choices

Set up a choice activity if you want your students to vote on something. You can present them with as many items to choose from as you wish but, as with all voting, they can only choose one. Depending on what the vote is about, you may wish to give the students visibility of who voted for what. This is possible but the default settings will keep the votes anonymous.

Which topic would you like to study next time?

World War 2 Vikings Tudors

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Instructions for setting up a choice

1. With editing on in your course go to the relevant topic/section (where you would like the forum to display) and click 'Add an activity...' > 'Choice'
2. Give the choice a name (this becomes the link that your students click on)
3. In the choice text box you need to type the instructions, e.g. "Who should be the next class prefect?" or "Which of the following topics would you like to work on next term?"
4. Decide whether you want to limit the number of votes for a given item or not. Limiting the number of people who could make a choice is not usually necessary but could work well for a 'first come, first served' type of choice. For example: "We have 4 tennis rackets, 4 badminton and 4 table tennis. Everyone will have a chance to try all 3 sports over 3 terms. Which sport would you like to try first; tennis, badminto

Limit

Limit the number of responses allowed

Choice 1

Choice

Limit



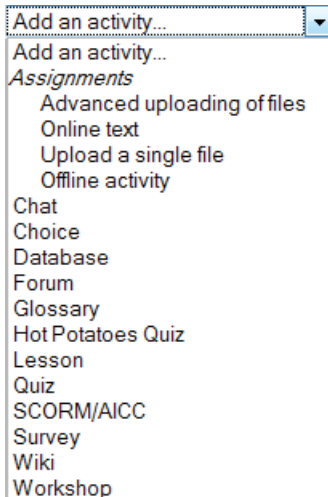
5. In the choice fields enter the choices/items you want the students to vote for.
6. You can click 'add 3 fields to form' if you want to give more choices.
7. It is possible to restrict when users can vote.
8. In the miscellaneous settings...
 - when choosing the display mode, it is very important to consider how many choices you have given. If there are lots of choices, don't display them horizontally because the web page will become too wide
 - For 'publish results' you simply decide whether and when students are going to be able to see the choices made by others. If you choose to show results to students you also have the opportunity to decide the level of privacy i.e. do you want students to see how many people voted for a given choice without revealing the identity of voters?
 - 'Allow choice to be updated' means do you want people to be able to change their mind?
 - Finally, do you want to show a column for those who did not vote (or have not yet voted)?

Miscellaneous Settings

Display Mode	<input type="text" value="Display horizontally"/>
Publish results	<input type="text" value="Do not publish results to students"/>
Privacy of results	<input type="text" value="Publish anonymous results, do not show student names"/>
Allow choice to be updated	<input type="text" value="No"/>
Show column for unanswered	<input type="text" value="No"/>

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3.3 Assignments

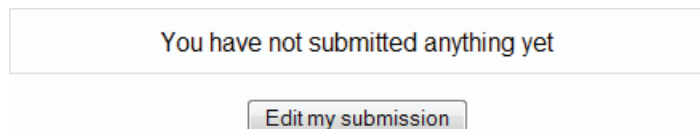
Use assignments if you want your students to hand in some work through Moodle (except the offline activity assignment type). When the work has been submitted you can mark it and give feedback in Moodle. Marks are stored in the course gradebook. Just as when a student hands in paper-based work, the mark and feedback is only visible to the individual student and the course teachers.

There are four types of assignment at your disposal. Your choice of 'assignment type' depends on what you want your students to do.

Online text

Students type into a box in Moodle – they have the Moodle WYSIWYG editor and can therefore use the tools included; linking to websites, displaying images, etc.

Students actually see a button that says 'edit my submission' though the wording on this button can be changed by your Moodle administrator in the language editing.





Upload a single file

Students have to upload a file by browsing their computer and then clicking 'Upload a file'. The teacher determines the maximum file upload size when setting the assignment.

Upload a file (Max size: 1MB)

Advanced uploading of files

Students see buttons to browse their computer's files and upload them. The teacher can allow more than one file to be uploaded.

With this assignment type students can delete work already uploaded and resubmit work. There is an option that teachers can switch on which enables the student to send their work to be marked.

Therefore this assignment type is particularly useful if you want your students to submit a draft copy which you can feed back on before it is improved by the student and re-submitted. Once the final version has been uploaded, students click 'send for marking'

Submission

No files submitted yet

Upload a file (Max size: 1MB)

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Submission draft

No files submitted yet

Upload a file (Max size: 1MB)

Notes

No entry

Final submission for assignment marking

Offline activity

Students do not hand in this work online through Moodle. Work is handed in on paper or the students do some other kind of activity that doesn't need to be handed in but does need to be graded – like a role play.

This type of assignment is still useful because:

1. students can log on to the course to see what the task is if they forget
2. the mark and feedback can be recorded in Moodle alongside all the other marks



Instructions for setting up an assignment

Setting up an assignment is the same for all 4 assignment types except that there is a dedicated section with settings specific to the assignment type chosen whether that's 'online text', 'advanced uploading of files', 'upload a single file' or 'offline activity'.

General Settings (common to all assignment types)

- With editing turned on in your course, go to the section where you would like the assignment to appear and click 'add an activity...'
- Choose the desired activity type: 'online text', 'advanced uploading of files', 'upload a single file' or 'offline activity'
- Give the assignment a name (this becomes a link that your students will click on)
- In the description box give your students the instructions they need to complete the task. For example, for an online text assignment:
"Write 100 words describing yourself in French"

General

Assignment name*

Description* ?

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ ^{x₂} _{x₂}

What do you want your student to do? Write instruction here...|

Path: body

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- Determine how you want to mark the task using the 'grade' drop down menu. Please note that your Moodle administrator can create scales for you so that you can mark the task with a level or letter for example.
- Decide whether you want to limit when your students can start submitting their work to you. You can also set when it's due to be handed in or disable this functionality altogether (using the tick boxes).
- Decide whether you are going to let students submit work late or not using the 'prevent late submissions' setting (if you chose to use a due date in the first place).

The next section of settings is specific to the assignment type you chose:

Online text

Online text

Allow resubmitting ?	No ▾	●
Email alerts to teachers ?	No ▾	●
Comment inline ?	No ▾	●

- Choose yes – if you don't your students might submit by accident and there's no way back.
- If Moodle knows your email address and you choose yes you will receive an email each time a student submits work to you.
- If you choose yes you will be able to type in amongst the text that your student submits. Choose no and your feedback is kept separate.



Advanced uploading of files

Advanced uploading of files

Maximum size	1MB	●
Allow deleting ?	Yes	●
Maximum number of uploaded files ?	3	●
Allow notes ?	No	●
Hide description before available date ?	No	●
Email alerts to teachers ?	No	●
Enable Send for marking ?	No	●

- Choose the maximum file size for any single file uploaded by the students.
- Can the student delete a submitted file or not?
- Decide how many files should be submitted for the task.
- Do you want to provide your students with a place to write some notes, e.g. to explain which file is which.
- If you choose to do this, the task instructions will be hidden and replaced by: 'Sorry, this assignment is not yet available. Assignment instructions will be displayed here on the date given below.' Exactly the same as with the online text assignment. If Moodle knows your email address and you choose yes you will receive an email each time a student submits work to you.

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- If you choose yes the student clicks a button which says 'Send for marking' when they are happy that they have uploaded the correct files. If no, the work appears as submitted as soon as a file has been uploaded by the student.

Upload a single file

Upload a single file
Allow resubmitting ? No
Email alerts to teachers ? No
Maximum size 1MB

- It is recommended to say yes here. If you don't your students may submit by accident. In that case they don't get a second chance.
- This is the same as in the other assignment types above. If Moodle knows your email address and you choose yes you will receive an email each time a student submits work to you.
- Same as in advanced uploading of files. Choose the maximum file size for the file students upload.

Visible groups

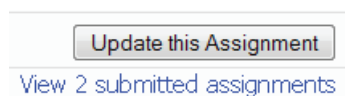
Separate groups: All participants

- Choose a group mode, if you have groups set up in your course.
- Visible groups will allow students to see which other groups are taking the course (they get a drop down menu showing the group names).
- If you use separate groups, this drop down menu will disappear. In its place, students see the name of their group at the top of the page.



Marking Assignments

When students submit work you can access it by clicking on the assignment and following the link in the top right hand corner which says 'View submitted assignments' or 'No attempts have been made on this assignment'. Clicking this link takes you to a list of students enrolled on the course. If you have groups set up in the course and the assignment was set up to use separate or visible groups, you will be able to filter to view a particular group of students (using a drop down menu – top left).



[See all course grades](#)

Visible groups First name : **All** [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)
Surname : **All** [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

	First name / Surname ↓	Grade	Comment	Last modified (Student)	Last modified (Teacher)	Status	Final grade
	John S	-				Grade	-
	Jane S	-				Grade	-

Submissions shown per page

Allow quick grading

[Save preferences](#)

When you are ready to start grading there are two options. The procedure is the same for both:

1. Give a grade and some feedback,
2. Decide whether you want the student to receive an email telling them you've marked their work
3. Move to the next student.

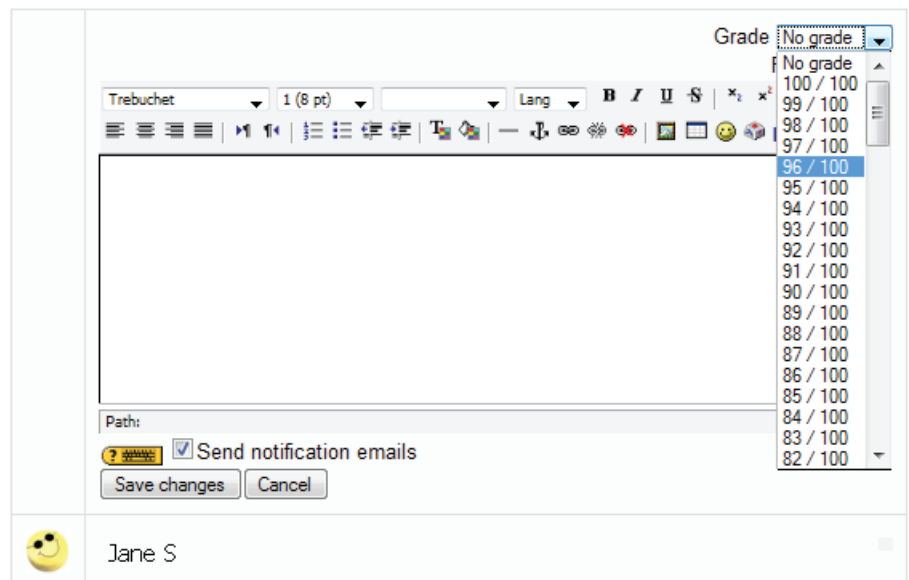
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Which of the grading options you use is up to you. Depending on what you are marking, you may prefer one over the other:

Default grading:

1. Click 'Grade' in the status column for the first student, this brings up a new window
2. give a grade and fill in the feedback
3. click 'save and show next' to see the next student



The screenshot shows the Moodle grading interface for a student named Jane S. The interface includes a text editor with a toolbar (font: Trebuchet, size: 1 (8 pt), language: Lang, and various formatting options like bold, italic, underline, strikethrough, link, unlink, list, and image). A grade dropdown menu is open, showing a list of grades from 82/100 to 100/100, with 'No grade' selected. Below the text editor, there is a 'Path:' field, a checkbox for 'Send notification emails' (which is checked), and 'Save changes' and 'Cancel' buttons. The student's name 'Jane S' and a smiley face icon are visible at the bottom of the window.



Quick grading:

Input the grade and a comment directly onto the page where you can see a list of all the students

[See all course grades](#)

Visible groups First name : [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)
Surname : [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

	First name / Surname ↓	Grade	Comment	Last modified (Student)	Last modified (Teacher)	Status	Final grade
	John S	<input type="text" value="No grade"/>	<input type="text"/>			<input type="text" value="Grade"/>	-
	Jane S	<input type="text" value="No grade"/>	<input type="text"/>			<input type="text" value="Grade"/>	-

Send notification emails

Submissions shown per page

Allow quick grading

Quick grading is switched on and off using this tick box

- Quick grading will not allow you to provide feedback within the text of an online text assignment. However, quick grading is probably preferable when inputting grades and feedback for uploaded files or offline activities.
- To switch quick grading on you tick the box 'Allow quick grading' (bottom right) and then click 'Save preferences'.

3.4 Quizzes

Use quizzes if you want to set up a self-marking test for your students, using a mixture of question types (multiple choice, true and false, short answer...etc). With the quiz module it is very important to realise that you need to build up a bank of questions before you make the quiz.

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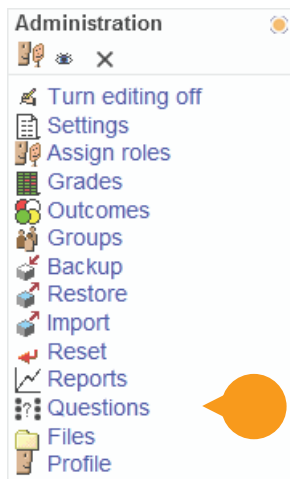
Manual

Indeed, if you have questions to choose from you can create a quiz in under a minute. The following instructions are split into 2 steps:

3.4.1 Step 1: Making questions

The best strategy for making quiz questions is to use the 'save as new question' option i.e. edit a question that already exists (changing the question and answers) and then click the 'save as new question' button. Below you will find instructions on:

1. storing questions in an organised way
2. creating each question type



Questions are created in the question bank – How do you get there?

In your course administration block click the link for 'questions' (this takes you to the question bank that works with the Moodle quiz)

Where should you create the questions in the question bank?

It is important to think about where you want to save your questions and also to organise them into folders (categories) so that you can find them easily.

1. When you enter the question bank you have four tabs at the top of the page: Questions, Categories, Import and Export



2. Click on 'Categories'

3. Depending on your role within Moodle, you may see that you have access to some global areas where questions can be saved (these are known as contexts). If you can only see the course area, fine, but if you want to use your questions in other courses you should talk to your administrator about getting access to the course category area or system area. Also, there are ways in which your Moodle administrator can move questions from one context area to another

Area where questions can be stored (context)

Why would I store my questions here?

System

You can access your questions anywhere on the Moodle site

Category (course category)

You can access your questions from other courses in the same category – useful if your Moodle is structured by department

Course

If the questions are only relevant for this course and won't be needed in other courses this option is fine

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Categorise your questions


Store your questions in an organised fashion by creating folders (categories) for them. Just like when you create folders on your computer, it is up to you to decide what categories to make to store your questions.

If you are one of many teachers on a course perhaps you may decide to create a category with your name and then make sub-categories within that.

Instructions for adding question categories/folders

1. Under the 'category' tab in the question bank (course administration block > Questions) you will see a section that says 'Add category'
2. Decide which folder you want to make your category in, using the 'Parent' drop down menu
3. Give your category a name
4. Enter some category information (if you want some notes reminding you of what this folder is for/has in it)
5. Click 'Add category'

Add category

Parent 

Name*

Category info



Making the questions – settings common to all question types

1. In the question bank click the 'questions' tab
2. Decide which category/folder you want to put questions in (assuming you've already made some. If not, see above)
3. Choose the type of question you wish to make using the 'create new question' drop down menu

Question bank

Category

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

The default category for questions shared in context 'sac'.

Create new question

Action	Question name	Type
<input type="checkbox"/>	Question 1	
<input type="checkbox"/>	Question 2	

[Select all / Deselect all](#)

With selected:

There are some tick boxes that control which questions you see in a given category (folder)

4. Give the question a descriptive name. If you name the question 'Question 1' you will make life difficult for yourself because you'll end up with lots of questions called 'Question 1' and you'll have problems identifying questions quickly.
5. Type the question into the 'Question text' box. What you type here will vary with the question type chosen (true/false, matching..etc)

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6. 'Image to display' lists all the images that have been uploaded to the course files area. This is a shortcut to inserting an image into the question. If you are not certain that your image is the correct size, you can insert the image in the question text box using the editor.
7. 'Default question grade' is the mark that will be awarded for a correct answer. For example, if you set up a difficult multiple choice question this may be worth 3 marks where a true/false is worth 1.
8. The 'penalty' factor is the mark that would be subtracted if the question was answered incorrectly and then reattempted. When you set up a quiz you have an option to turn 'adaptive mode' on or off. Adaptive mode' means students get a button to submit each answer individually (rather than answering all the questions and then submitting at the end). Therefore, if adaptive mode is off the penalty factor will be ignored. If you like the idea of students being able to check their answer and then try again, you can decide on how much credit is taken away for an incorrect answer.
9. General feedback is not normally filled in. It allows you to give the same feedback to all students regardless of what answer they give. For example, you might give them a link to a website as reference material for the subject the question was testing.



Category

Question name*

Question text

Trebuchet Lang **B** *I* U S x_2 x^2

Put your question here.

Path:

Format HTML format

Image to display No images have been uploaded to your course yet

Default question grade*

Penalty factor*

General feedback

Trebuchet Lang **B** *I* U S x_2 x^2

Path:

Case sensitivity

The rest of the settings are different for each question type. See instructions for the relevant question types in the next section.

3.4.2 Question types

There are 10 different types of question that can be used in the Moodle quiz module. The table below summarises when you might use them:

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Question Type	Use when...
Calculated question	...you want to create lots of versions of a mathematical question with different values i.e. Moodle generates the values based on criteria that you decide
Description	...you want to provide some information that might be useful for the next questions that the student will attempt. This is not a question – it's like a label in the question bank. It would not work well if you chose to shuffle questions randomly
Essay	...you want to ask questions that require an answer that is a couple of paragraphs. This type of question requires you to mark it manually (unlike others which are self-marking). Students will have 0 until you mark their answer ...you have a list of statements that can be matched with
Matching	...you have a list of statements that can be matched with another list of statements. Students use a drop down menu to do this
Embedded Answers (Cloze)	...you want students to fill in the gaps in a paragraph of text. Students have to type into a box, choose from a drop down menu...etc
Multiple choice	...you want students to answer questions where there is a list of answers to choose from. There could be a single correct answer or several correct answers
Short answer	...you want to create a mathematical question where the students enter the answer into a text box



Numerical

...you want to create a question where the answer is a word or phrase that your students should know by heart (with the correct spelling)

Random Short-Answer Matching

...you have some short answer questions in your Moodle question bank and you want to transform these into a matching question

True/False

...you want students to decide whether a statement is true or false

Calculated Question Set Up

Remember why you chose this question type: you wanted to create lots of versions of a mathematical question using different values i.e. Moodle generates the values based on criteria that you decide. For example, you want to create lots of multiplication questions so that your students can rehearse their times tables.

Before you start you may want to check with your Moodle administrator that the 'Tex' and 'Algebra Notation' filters are switched on. This means that when you want mathematical sums or equations to display exactly as you would write them on paper - you can! The Tex filter will transform code into symbols. You can get lists of the code from various websites eg.

http://meta.wikimedia.org/wiki/Help:Formula#Functions.2C_symbols.2C_special_characters)

Here's an example, if the filter is on and you type:

\$\$ 2 \times 2 \$\$ this becomes 2 x 2



4. See 'settings common to all question types' above for explanations of:

- Image to display
- Default question grade
- Penalty factor

5. Then, in the answer settings...Image to display

Correct Answer Formula=	<input type="text" value="{a}*2"/>
Grade	<input type="text" value="100 %"/>
Tolerance ±	<input type="text" value="0.01"/>
Tolerance Type	<input type="text" value="Relative"/>
Correct answer shows	<input type="text" value="0"/>
Format	<input type="text" value="decimals"/>

- Give the correct answer formula: $\{a\} * 2$
 - Set the grade for the correct answer to 100%
 - Tolerance = how much error you will accept – this could be zero for times tables
 - Tolerance Type = leave as relative
 - The drop down menus for 'correct answer shows' and 'format' work together. For example, if we want students to be tested on whole numbers multiplied by 2, decimal places in the answer are not needed. Thus we change 'correct answer shows' to 0 with 'format' set to decimals. The other 'format' that can be used is significant figures.
 - You can put feedback for a correct answer e.g. well done!
6. In units you can put units such as m, kg...and so on. If you do this, Moodle recognises that the answer is correct if units are given or not.
7. Click 'Next Page' if you want to:
- create new values for {a} for this question, choose: 'will use the same existing private dataset as before'
 - be able to share the

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Mandatory wild cards present in answers

Wild card a

If you are creating lots of the same question it's best to choose the second option.

- This page is for creating the dataset - values to replace {a}.

Item To Add

Param {a}
Range of Values -
Decimal Places
Distribution

{a}*2 8*2 = 16
Min: 16 --- Max: 16
Correct anser : 16 inside limits of true value 16

- In 'Param {a}' enter a possible value for {a}.
 - Change the range of values that should replace {a}.
 - We are just doing times tables so we change the decimal places to zero. This is important because we don't want to have 2.3 x 2 for example.
 - Uniform distribution will give us values randomly within the range we chose. Loguniform will give us lower values within the range.
8. To generate the values that will replace {a}, select 'force regeneration'. Then, go down to the 'add' button, choose a large number and click 'add'. In doing this it is less likely that a student will get the same



question twice in a quiz. For example, if we choose 100 the question will use 1 out of 100 random values for {a}. A different value will be used every time someone starts the quiz.

Add

Next 'Item to Add' reuse previous value if available
 force regeneration

item(s)

9. Scroll to the bottom of the page and click 'Save Changes' – and you're done! Well done – this is by far the most complex question type in the Moodle quiz.

This page is for creating the dataset - values to replace {a}.

In order to have several questions like this (so that you add say, 10 questions to a doubling quiz) follow this procedure:

1. Edit the question you just made by clicking the hand holding pencil.
2. Scroll to the bottom and click 'Next Page (new question)'.
3. Choose to use the same dataset as before, click 'next'.
4. Scroll to the bottom and click 'Save Changes'.

You now have a carbon copy of the previous question in seconds!

Description Set Up (This is not a question!)

Remember why you chose this question type you want to provide some info that might be useful for the next questions that the student will attempt. This is not a question – it's like a label in the question bank.

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It would not work well if you chose to shuffle questions randomly.

1. In the question bank, under the 'questions' tab, choose the category you would like to create the description in
2. choose 'description' from the 'Create new question' drop down menu
3. Give the description a descriptive name so that you can easily find it later
4. In the question text enter the information you want to give to students that will help them with subsequent questions

Essay Question Set Up

Remember why you chose this question type you want to ask questions that require an answer that is no more than a couple of paragraphs.

This type of question requires manual marking (unlike the others which are self-marking). Students' grades will be 0 until you mark their answers.

1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in
2. Choose the essay question from the drop down menu entitled 'Create new question'
3. Give the question a descriptive name so that you can easily find it later
4. In the question text enter your question
5. Change the default grade to the number of marks the question is worth
6. If you want to give information regardless of the answer given, put that in the general feedback field. Note that this will appear once you have marked the question manually. Whatever you type in the feedback field will appear automatically when the question is submitted.
7. When you come to mark the question you also have a field for writing comments.



Matching Question Set Up

Remember why you chose this question type you have a list of statements that can be matched with another list of statements. Students use a drop down menu to do this.

1 Match the following sports with equipment used...

Cue	Choose... ▼
Dart	Choose... ▼
Club	Choose... ▼

Submit

- Choose...
- Snooker
- Darts
- Golf

1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in and choose 'matching' from the 'Create new question' drop down menu.
2. Give the question a descriptive name so that you can easily find it later.
3. In the question text give instructions for the matching question.
4. See 'settings common to all question types' above for explanations of:
 - Image to display
 - Default question grade
 - Penalty factor
 - General feedback
5. Ticking the 'shuffle' box means that the statements/questions on the right hand side (drop down menus) will appear in a random order each time the question is attempted. Untick it and the order will always be the same.
6. Write statements/questions in the question field and the corresponding answer. The answers appear to students in a drop down menu. For this

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reason it is best to keep the answer short. For example,
Q: The chemical symbol for water
A: H2O
...rather than...
Q: H2O
A: The chemical symbol for water
If you need more questions, click 'blanks for 3 more choices' Save changes when finished

Embedded Answers (Cloze) Question Set Up

Remember why you chose this question type you want students to fill in the gaps in a paragraph of text. Students have to type into a box, choose from a drop down menu, etc. If you find this question difficult to set up you should use Hot Potatoes software to create these sorts of questions.

1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in
2. Choose 'embedded answers (cloze)' from the 'Create new question' drop down menu
3. Give the question a descriptive name so that you can easily find it later
4. In the question text write your paragraph and then adapt it using Moodle code to produce different kinds of gaps. You can access reference information on this by clicking the question mark at the top of the page (alongside 'Embedded answers').


Embedded answers (Cloze) ?



Here's an example:

The {1:MC:Dutch#no they speak Dutch~British#correct~Germans#no they speak German} refer to the sea between England and France as the English channel. The {1:SA:=French#well done} however refer to this sea as la manche.

...producing the following question:

1  The refer to the sea between England and France as the English channel. The however refer to this sea as la manche.

Marks: -/2

Let's interpret the code for the first gap

{1:MC:Dutch#no they speak Dutch~British#correct~Germans#no they speak German}

- anything between curly brackets becomes the gap
- number 1 labels the gap as the first of this kind of gap i.e. the first multiple choice gap in this paragraph
- MC = multiple choice
- the label, gap type and answers are separated by colons eg. 1:MC:answers
- possible answers are separated by ~
- the correct answer is preceded by =
- feedback is separated from the answer by #

In short, a multiple choice gap is coded like this:

{1:MC:Wrong Answer#Wrong!~Incorrect Answer#Incorrect!~Correct Answer#Well Done!}

Other types of gaps include:

MC = Multiple choice drop down menu

SA = Short answer, case unimportant

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SAC = Short answer, case must match

NM = numerical

See 'settings common to all question types' above for explanations of:

- Image to display
- Default question grade
- Penalty factor
- General feedback

5. Scroll down and click 'save changes'

Multiple Choice Question Set Up

Remember why you chose this question type you want students to answer questions where there is a list of answers to choose from. There could be a single correct answer or several correct answers.

1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in and choose 'multiple choice' from the 'Create new question' drop down menu.
2. Give the question a descriptive name so that you can easily find it later.
3. In the question text ask your question. For example:
Which of the following is not a capital city?
4. You may decide to change the default question grade – especially if you choose to give more than one correct answer.
 - See 'settings common to all question types' above for explanations of:
 - Image to display
 - Default question grade
 - Penalty factor
 - General feedback
5. Decide how many correct answers will be present in the list of answers.



One or multiple answers?

Shuffle the choices?

Number the choices?

6. Shuffling the choices is switched on by default so that the list of answers does not always appear in the same order. This is worth leaving ticked.
7. You can change the way that choices are labeled by using the 'Number the choices' drop down menu i.e. a,b,c; 1,2,3...etc
8. For each of the multiple choice answers (choices) you need to fill in the answer with the corresponding grade and feedback. For example, if there is only one correct answer, the correct answer grade would be 100%. The feedback could be 'Well Done! Paris is the capital of France'. If an answer is incorrect leave the grade as 'none'. If you set up the question with 2 correct answers/choices, be sure that the grade is set to 50% for each. If there are 3 correct, put 33.333%...etc#
 - It is possible to add more answers/choices by clicking 'Blanks for 3 More Choices'
9. The overall feedback section is useful because you can put feedback messages that the students see when they answer a given question correctly, partially correct or incorrectly. For example if they chose 1 out of 2 correct answers you could give the feedback 'Good work but are you sure there isn't another correct answer?'

Numerical Question Set Up

Remember why you chose this question type you want to create a mathematical question where the students enter the answer into a text box. This question is similar to the short answer question except it is mathematical.

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1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in and choose 'numerical' from the 'Create new question' drop down menu.
2. Give the question a descriptive name so that you can find it easily later.
3. In the question text enter your question. Here is an example question:
 - 1000×2 (if the Tex and Algebra notation filters are switched on this will show as '1000 x 2' when the question is saved)
 - See 'settings common to all question types' above for explanations of:
 - Image to display
 - Default question grade
 - Penalty factor
 - General feedback
4. In the answers section put the correct answer, its corresponding grade (100%), accepted error and feedback (optional). Taking another example question: 100 divided by 3. We might put the following:

Answer 1

Answer	<input type="text" value="33.333"/>
Accepted error	<input type="text" value="0.000333333333333333"/>
Grade	<input type="text" value="100 %"/>

This will cater for answers such as 33.3333

5. Finally, scroll to the bottom and click 'Save Changes'



Random Short-Answer Matching Question Set Up

Remember why you chose this question type you have some short answer questions in your Moodle question bank and you want to transform these into a single matching question.

NB. the short answer used questions must be in the same category within the Moodle question bank.

1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in and choose 'Random Short-Answer Matching' from the 'Create new question' drop down menu.
2. Give the question a descriptive name so that you can easily find it later
3. The question text is pre-populated with the following instructions that you can edit if your wish: 'For each of the following questions, select the matching answer from the menu.'
 - See 'settings common to all question types' above for explanations of:
 - Image to display
 - Default question grade
 - Penalty factor
 - General feedback
4. Use the 'Number of questions to select' drop down menu to decide how many short answer questions should be imported into this question. If there aren't enough short answer questions in the category you will be told

Number of questions to select

5. Click 'Save Changes' to create the question.

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True/False Question Set Up

Remember why you chose this question type you want students to decide whether a statement is true or false.

1. In the question bank, under the 'questions' tab, choose the category you would like to create the question in and choose 'short answer' from the 'Create new question' drop down menu.
2. Give the question a descriptive name so that you can easily find it later.
3. In the question text make a statement that is true or false. For example: 'Hertfordshire is South of London.'
 - See 'settings common to all question types' above for explanations of:
 - Image to display
 - Default question grade
 - Penalty factor
 - General feedback
4. Tell Moodle whether the statement you wrote is true or false using the 'correct answer' drop down menu.
5. Give feedback corresponding to when students chose True or False.
 - Feedback for True = No, Hertfordshire is north of London
 - Feedback for False = Correct answer!

Correct answer

Feedback for the reponse
'True'.

Trebuchet 1 (8 pt) Normal Lang **B** *I* U ~~S~~ \times_2 \times^2   

No - Hertfordshire is north of London.

6. Scroll to the bottom of the page and click 'Save Changes'



3.4.3 Step 2: Making a quiz

Making a quiz is quick and easy. Indeed, if you already have questions in your question bank you can set up a quiz in under a minute! Here's how:

1. With editing on in your course go to the topic/section where you would like the quiz to display and click 'add an activity...' and choose 'Quiz'
2. Give the quiz a name (this becomes the link that your students click on to enter the quiz)
3. Give an introduction, this could be a few words of encouragement
4. In the timing section you can:
 - choose to make the exercise available/unavailable from a specific date and time
 - choose whether you want a count down timer (tick enable and enter the number of minutes)
 - stop your students from re-attempting the exercise for a given amount of time i.e. if you want them to go back and study first (time delay between first and second attempts). Time delay between later attempts does the same thing except it controls the amount of time between the second attempt and attempts after that.

Timing

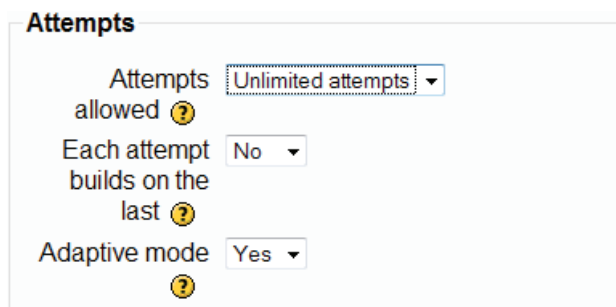
Open the quiz ?	19 ▾	April ▾	2010 ▾	12 ▾	05 ▾	<input checked="" type="checkbox"/> Disable
Close the quiz ?	19 ▾	April ▾	2010 ▾	12 ▾	05 ▾	<input checked="" type="checkbox"/> Disable
Time limit (minutes) ?	<input type="text" value="0"/>					<input type="checkbox"/> Enable
Time delay between first and second attempt ?	None ▾					
Time delay between later attempts ?	None ▾					

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5. In the attempts section you can:

- set the number of times your students can try the test (number of attempts allowed).
- allow your students to concentrate on questions that were answered incorrectly on the previous attempt by selecting yes for 'each attempt builds on the last' (provided more than one attempt is allowed).
- provide your students with a 'submit' button after every single question (adaptive mode = yes) or take away these buttons, forcing students to submit their answers when they have attempted them all (adaptive mode = no). If adaptive mode is on the penalty factor (decided in the question set up) is subtracted from the score when the student gets a question wrong.



The screenshot shows the 'Attempts' settings form in Moodle. It includes the following fields:

- Attempts allowed**: A dropdown menu set to 'Unlimited attempts'.
- Each attempt builds on the last**: A dropdown menu set to 'No'.
- Adaptive mode**: A dropdown menu set to 'Yes'.

Each field has a yellow question mark icon next to it for help.

6. In the grades section you can: calculate the final grade awarded to a student when they have had more than one attempt by changing the grading method to:

- Highest grade - the final grade is the highest (best) grade in any attempt
- Average grade - the final grade is the average (simple mean) grade of all attempts
- First grade - the final grade is the grade earned on the first attempt (other attempts are ignored)
- Last grade - the final grade is the grade earned on the most recent attempt only



Grades

Grading method ▾
?

Apply penalties ▾
?

Decimal digits in grades ▾
?

You can also

- stop questions from subtracting penalties from the mark when adaptive mode is on (see above)
 - decide whether decimal places are shown in the students' scores. This makes sense if you are using adaptive mode and subtracting 0.1 for each incorrect attempt on a question
7. In review options you can decide what students see when reviewing their attempt:
- 'Immediately after the attempt' means within two minutes of the user clicking 'Submit all and finish'
 - 'Later, while the quiz is still open' means after this, and before the quiz close date
 - 'After the quiz is closed' means after the quiz close date has passed. If the quiz does not have a close date, this state is never reached
8. In the security options you can:
- reduce the amount of cheating on a quiz by preventing students from doing things like copy/paste in their web browser. To do this set yes for 'show quiz in a secure window'.
 - password protect a quiz, for example, to restrict who can take the test.
 - ensure that your students attempt the exercise from school by entering the school's IP address.
9. In the common module settings you may want to apply a group mode if you have groups set up in your course.

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10. In overall feedback you can give specific feedback within grade boundaries. For example if you put 80% in the first empty grade boundary and 'You Passed' in the feedback field above it. The quiz will come back with that message for marks of 80% and above.
11. Click 'Save and Display' – we're not finished yet. We still need to pick the questions.

Info Results Preview Edit

Quiz Questions Categories Import Export

Questions in this quiz

No questions have been added yet

Question bank

Category: Default for sac (5) ▾

Display questions from sub-categories too

Also show old questions

Show question text in the question list

The default category for questions shared in context 'sac'.

Create new question ?

Choose... ▾

Sort by type, name ▾

Action	Question name	Type
<< 🔍 ⚙️ ⏪ ⏩ ✕	<input type="checkbox"/> My new question	2+2 =?
<< 🔍 ⚙️ ⏪ ⏩ ✕	<input type="checkbox"/> Sports equipment	⋮
<< 🔍 ⚙️ ⏪ ⏩ ✕	<input type="checkbox"/> New embedded answers question	⋮
<< 🔍 ⚙️ ⏪ ⏩ ✕	<input type="checkbox"/> Question 1	⋮
<< 🔍 ⚙️ ⏪ ⏩ ✕	<input type="checkbox"/> Question 2	▭

Select all / Deselect all

With selected:

◀ Add to quiz Delete Move to >>

Default for sac (5) ▾

Add 1 ▾ random questions Add ?



12. You will see the question bank on the right hand side and the quiz on the left hand side.
13. On the right hand side select the category from which you wish to take questions.
14. Tick the boxes beside questions you wish to include and then scroll down and click 'add to quiz'.
15. On the left hand side, check that the maximum grade is set to an appropriate number based on the total of all the questions added together. Of course you can leave it to give a mark out of 10 or even 100 if you want.
16. Click 'Save Changes' and you are done! Use the preview tab to look at the finished product.

3.5 Wikis

You could use wikis for a variety of reasons. A wiki is a network of web pages. The best way to decide whether a wiki could be of use in your course is to look at the set up options. For this reason we'll go straight to the instructions.

1. With editing turned on in your course, go to the topic/section where you would like to add the wiki and choose 'wiki' from the 'add an activity...' drop down menu
2. Ignore the wiki name and introduction to start with. Click the question mark next to the field where you choose the wiki type. The combination of wiki 'type' and 'group mode' that you choose is the key to your success with wikis!

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GROUP MODE decides who sees the wikis

TYPE OF WIKI
decides who the wikis
belong to i.e. who can
edit and therefore
how many wikis will to
make

	No Groups	Separate Groups	Visible Groups
Teacher	There are no groups so the teacher needs 1 wiki (teacher edits only)	There are groups so the teacher needs 1 wiki per group (teacher edits only)	There are groups so the teacher needs 1 wiki per group (teacher edits only)
Groups	Everyone can see because no groups is like 1 big group	Students the wiki for their group only	Students can see other group wikis
Student	There are no groups so the group needs 1 wiki to edit together Of course students can of course see the wiki	There are groups so each group needs a wiki to edit Students see their group's wiki only	There are groups so each group needs a wiki to edit Students can see other group wikis
Student	One wiki per student Students see their wiki only	One wiki per student Students can see wikis belonging to members of their group only	One wiki per student Students can see all wikis

As you can see, there are lots of possibilities around what can be done with wikis. For example, you could set up a wiki where students compiled revision notes accessible to one another by creating a 'student' wiki using 'visible groups'

3. Taking this example we could now give the wiki a name 'Revision Notes' and proceed to give some instructions in the summary box:
4. Use this wiki to create pages of revision notes. To create a new page simply put some text in square brackets [like this]. When you click save you will see: 'like this?' Click the question mark and start editing your new page.



3.6 Glossary

By creating a glossary in your course you are providing an area for words and terms used in the course to be defined.

So why is a glossary an activity? How do your students participate?

By default the glossary allows your students to contribute their own definitions (you can stop this if you wish) so teachers can ask students to define new terms that they come across. In turn, definitions could be rated and the best could be exported to a main glossary that students can't edit.

Glossaries are capable of 'auto-linking'. This means that if a word, present in the glossary, is typed somewhere in the course, that word will be automatically linked to its definition in the glossary. This is what a glossary looks like:

Glossary description

Search full text

Browse the glossary using this index

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

No entries found in this section

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How to set up a glossary

1. With editing on in your course go to the topic/section where you would like the glossary to display and click 'add an activity'... > Glossary.
2. Give the glossary a name (this becomes the link that your students click on to enter the glossary). For example, 'new terms and definitions'.
3. In the description box give your students some instructions.
For example:
 - In this course you will encounter new words. Whenever you come across a new word please add it here, along with its definition. Don't worry if someone has already entered a word – perhaps you have another way of explaining it?
4. Decide how many entries you would like to be shown on 1 page.
5. If you are the Moodle site administrator you will have the option of making the glossary 'global'. This means you have the ability to make the glossary available for auto-linking from anywhere on the Moodle site.
6. Choose the type of glossary you want to create. Most of the time you will choose 'secondary glossary' because you can only have one main glossary per course.
7. Next you need to decide whether you will allow:
 - Duplicate entries - in the example we indicated that we would.
 - Comments – do you want students to comment on definitions that their fellow students have submitted?
 - Print view – if you do, your students are able to click an icon to see a printer friendly version of the glossary.
8. If you want words (present in the course) to automatically link to their corresponding definitions in the glossary, choose 'yes' for 'Automatically link glossary entries'.
9. 'Approval by default' means you don't need to check definitions that your students add before they become visible to everyone else. If you choose 'no' for this setting you will be required to approve an entry before the other students can see it.
10. 'Display format' deals with how the glossary looks. You can:



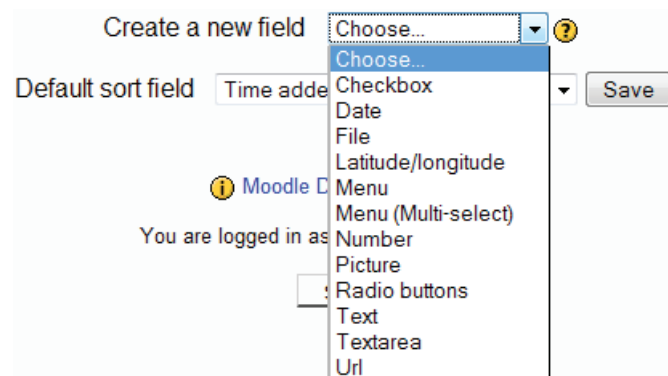
- choose from: Simple, dictionary style, Encyclopedia, FAQ, etc. Click on the question mark for a description of each style.
 - show a 'special' link – when clicked this filters the definitions for special characters like @,#, etc.
 - show the alphabet links so that when users click 'A' the list is filtered for definitions beginning with A.
 - show an 'ALL' link which shows all definitions when clicked.
11. Decide whether students should be allowed to come back and edit their definitions.
12. In the grade settings your first decision is whether or not you want it to be possible to rate definitions. Secondly, you need to decide who can rate – just teachers or everyone?
- It is possible to restrict ratings for a day, hour or whatever you decide.
13. Scroll to the bottom of the page and click 'Save and display'. We're not finished though – there are a couple more important points:
- Click on the 'browse by category' tab and you have a button to 'edit categories' on the left. Students will be able to add their words to categories, if you create some.
 - Notice that in the top right you have the option to export entries. This creates an xml file which you can import into another glossary.

3.7 Databases

Databases can be set up for all kinds of purposes. As with the glossary module the main way that your students 'participate' in a database activity is by adding entries to the database. Unlike a glossary which allows students to enter a 'concept' and its definition you choose what type of data students can contribute to a database! For example, you can create fields so that your students can tick boxes, enter dates, upload files, select from a menu, type into a box, etc.

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Instructions for setting up a database – A photo competition

1. With editing on in your course go to the topic/section where you would like the database to display and click 'add an activity'... > 'Database'
2. Give the database a name (this becomes the link that your students click on to enter it). For example, 'Autumn Term Photo Competition'
3. In the introduction box give your students some instructions.
For example: "Upload three of the best photos you have taken this autumn and rate the photos uploaded by others."
4. For this example I would choose to make the database available (for contribution) for the whole of the autumn term but I would leave the 'viewable' options disabled so that people can always look back.
5. Decide how many entries students have to submit. You can encourage participation by preventing students from viewing the entries until they have submitted something themselves ('entries required before viewing').
 - You can limit the number of entries a given student can submit and decide whether or not you want people to be able to comment on other entries.
6. If 'Require approval?' is set to 'Yes', your students' entries will not be visible until you approve them.
7. You also need to decide whether students should be allowed to rate



- entries. In the example, I would allow this and let users mark each entry out of 20.
8. If you have groups set up in the course you may wish to apply a group mode so that you can run a competition per year group for example.
 9. Scroll to the bottom of the page and click 'save and display' to continue setting up the database.
 10. On the next page you will find yourself looking at the 'fields' tab. We need to decide what fields students need to fill in. For our photo competition we will add the following fields:
 - Picture – for students to upload a photo
 - Text Area – for students to give some background information about where the photo was taken
 11. If someone proceeds to add entries to your database nobody will be able to see them because the 'view list' and 'view single' templates have not yet been defined. Assuming that you do not want to get involved with template design, here is the bare minimum to get the database up and working:
 - Click on the templates tab...
 - ...a horizontal list appears below...
 - ...click the 'list template' link, scroll down and click on 'save template'...

 - ...click the 'single template' link, scroll down and save that one too...
 - ...now when you click the 'view list' or 'view single' tabs you will be able to see entries.

3.8 SCORM

SCORM is a standard for packaging content and the Moodle SCORM activity unpacks this SCORM content. Exercises uploaded with the SCORM activity sometimes allow tracking and self-marking in Moodle.

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So how would you make use of the SCORM activity?

1. You may decide to purchase some SCORM content from a content provider (SchoolAnywhere can help you with this !)
2. You may have some software that allows you to package content as SCORM In both cases you will have a .zip file to upload and unpack using the SCORM activity


There is a very popular website called Content Generator (www.contentgenerator.net) that provides software for creating games which can be saved as SCORM and uploaded into Moodle. These games work perfectly with the Moodle gradebook, just like the quiz module. One of the free game producing programs available on Content Generator is called 'Fling the Teacher'. Let's take this game as example of how to upload SCORM content to Moodle:

1. Download 'Fling the Teacher' from <http://www.contentgenerator.net> and install it
2. Open the 'Fling the Teacher' software and make your questions (minimum of 15 multiple choice, 1 correct answer questions).
3. At the end, when you have made all your questions, click 'game set up'. You must make sure you change the 'SCORM options' so that a \ SCORM compliant .zip file is produced.



 **Main game settings** Help & Support 

SCORM options:
* Click to change


Standard .swf file
will be produced

Game title:


Author(s):

Questions: 15

Generate separate list of questions? Yes No

Quit URL:

* Link for 'quit' button from 'game complete' page.
Add a link to the page you want users to go to.



4. Click 'Generate Game' to save the .zip file on your computer.
5. In your Moodle course turn editing on and go to the section you wish to add the game to.
6. Choose 'SCORM/AICC' from the 'Add an activity...' drop down menu.
7. Give the game a name. As always, this becomes the link that your students click on.
8. Give a summary (this will be visible from the activities page - it is not seen when students open the game).
9. Next we need to provide the location of the .zip SCORM file (created earlier)
 - click 'Choose or upload a file'.
 - click 'Upload a file' > 'Browse' for the file on your computer > 'Open' it and click 'Upload this file'.
 - Once the file has been uploaded click the 'Choose' link (under 'ations').

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10. Now that we have located the file we can deal with the other settings:
 - Choose the desired 'grading method', 'maximum grade' and 'number of attempts' allowed.
 - For a Fling the Teacher game, the stage size height can be changed to 800 so that users can see the whole game.
11. In this case our SCORM package is a single game. If we were uploading a purchased SCORM package it is likely there would be many parts or 'chapters'. For this reason it is important to click 'show advanced' and change a few of the default options. For a single Fling the Teacher game you could consider changing the following:
 - 'Student skip content structure page' could be set to 'Always' - there's no point showing a contents page if there's just one item in the list.
 - Likewise, 'Course structure page (Table of Contents)' could be set to 'hidden' (this setting controls where/how the content structure is displayed).
12. Scroll to the bottom of the page and click 'Save and return to course'.

3.9 Hot Potatoes Quiz

The Hot potatoes quiz activity allows you to import exercises created with Hot Potatoes quiz making software into your Moodle courses. If you cannot see the 'Hot Potatoes Quiz' in the 'Add an activity...' drop down menu, ask your Moodle administrator to enable it (Modules > activities, from the site administration block). This activity is installed in your Moodle but not necessarily switched on.



About Hot Potatoes software:

“The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes is freeware, and you may use it for any purpose or project you like. It is not open-source.”

ref: Hot Potatoes home page: <http://hotpot.uvic.ca>

You can learn about how to create each type of exercise, known as a ‘potato’ here: <http://hotpot.uvic.ca/wintutor6/tutorial.htm>

The process of importing a hot potatoes exercise is much the same as importing SCORM content. In both cases the content is created outside Moodle and imported into Moodle using the relevant activity. The main difference is that in the case of hot potatoes the file produced is not a .zip. There is a different file extension for each ‘hot potato’:

Hot Potato	What does it do?	File extensions
JCloze	Gap fill	.jlc
JCross	Crossword	.jcw
JQuiz	Multiple choice or short answer quiz	.jqz
JMatch	Matching exercise	.jmt
JMix	Jumbled sentence	.jmx

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1. In your Moodle course turn editing on and go to the section where you wish to add the exercise.
2. Choose 'Hot Potatoes Quiz' from the 'Add an activity...' drop down menu.
3. Go straight to 'Choose or upload a file'..
 - ...click 'Upload a file' > 'Browse' for the file on your computer > 'Open' it and click 'Upload this file'.
 - ...once the file has been uploaded click the 'Choose' link (under actions).
4. If the file uploaded has a sensible name, you may decide to get the name from the file. Otherwise choose 'Specific text' from the drop down menu and type the name manually.
5. Scroll to the bottom of the page and click 'Save and display' to see the imported exercise.

3.10 Surveys

The survey module may not do what you were expecting. It allows you to add pre-written questionnaires about e-learning. These questionnaires were designed to assess and stimulate online learning environments. There are 2 main 'survey types':

ATTLS collects data about how students learn.

COLLES collects data about how students interact within the online learning environment. Here are the steps to adding one of these surveys so that you can preview it:

1. click 'Add an activity..' and choose 'Survey' from the drop down menu.
2. Give the survey a name and choose the type of survey you want to add.
3. Leave the 'Custom intro' box blank, in doing so the introduction will be generated based on the survey type chosen.



4. In the 'Common module settings' make the survey invisible to students so that you can preview it without them seeing. If you decide you're going to use the survey you can always come back and make it visible.

3.11 Lessons

The lesson module allows you to create pages which are linked together by the answers your students give or the choices they make. A lesson is constructed using a 'flow chart-like' interface. You can ask your students to choose what they want to do next by using branch tables. To ask your students a question, use question pages. The answer given on a question page determines which page your students are taken to next.

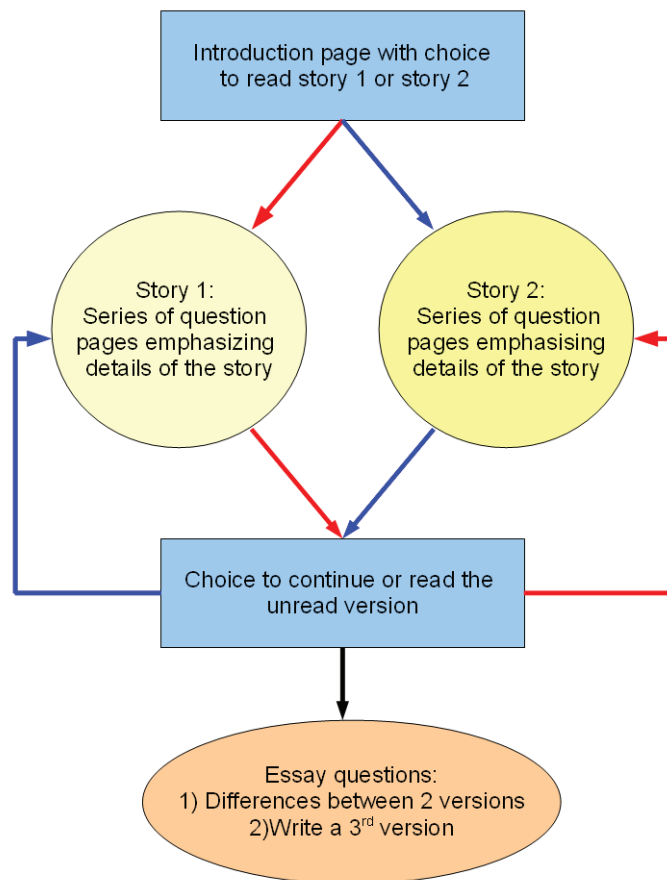
Clearly there are lots of things you could do with the lesson module so here's an example lesson, using the story of the "Three Little Pigs":

In the lesson students get to read two versions of the story of the "Three Little Pigs".

In this first part of the lesson, students answer questions which are not marked and are there simply to emphasise differences between the two versions of the story. Once both versions of the story have been read, the students are asked to make a list of the differences and to write their own third version of the story. The second part of the lesson is marked.

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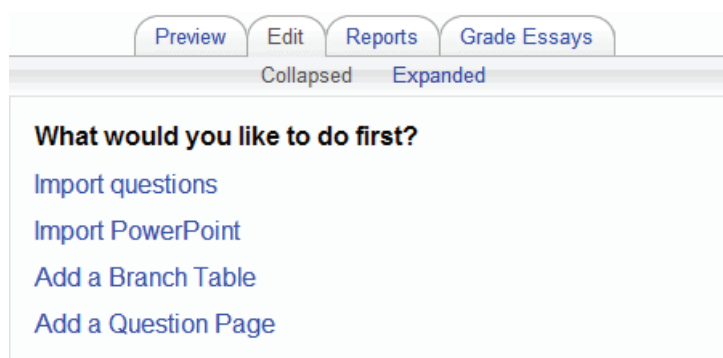
Here's how to get started setting up a lesson like this:

1. Lesson is chosen from the 'Add an activity...' drop down menu.
2. The lesson is given a name and all other settings can be left to default. (These settings can be revisited once the lesson contents have been created. Let's get straight on with creating lesson pages).
3. Clicking on 'Save and display' takes us to a page asking what we would



like to do first. For our example we're just interested in adding branch tables and question pages. Note that you can also import questions (from the quiz question bank) or import PowerPoint presentations.

4. At the start of our lesson we are giving students the choice to read one of two versions of a story so we will 'add a branch table'.



5. We give the page a title and type our introduction into the 'page contents' box, asking students to make their choice.
6. The 'description' boxes will change into clickable buttons when the branch table is saved. For our example we could put Story 1 (description 1) and Story 2 (description 2).
7. Ignore the 'Jump' drop down menus. Jumps are important because they decide which page the buttons take the student to. However, we haven't made any pages to take them to yet so we can't do this. In any case it is much easier to make pages and then come back to set the jumps.
8. Click 'Add a Branch Table' at the bottom of the page to continue.

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The screenshot shows the Moodle VLE interface for a lesson titled "My new lesson". At the top, there are tabs for "Preview", "Edit", "Reports", and "Grade Essays". Below these tabs, there are options for "Collapsed" and "Expanded" views. The main content area displays "Inserted page: A tale of 2 stories". Below this, there is a table with the following structure:

Page title	Page type	Jumps	Actions
A tale of 2 stories	Branch Table		⌵ 🔊 🔍 ✕ Add a page... ▾

An orange callout box with the text "Click the magnifying glass to preview the page" points to the magnifying glass icon in the Actions column of the table. To the right of the callout box, there are two orange teardrop shapes.

9. Next we need to add some question pages. To do this, choose 'Question' from the 'Add a page...' menu as shown above.
10. The first thing to notice is that there is a tab for each possible question type. Multiple choice is the default tab so make sure you select the desired tab before filling in all the fields.

The screenshot shows the Moodle VLE interface for adding a question page. The title is "Add a Question Page". Below the title, there is a "Question type:" label with a help icon. Below this, there are several tabs for different question types: "Multiple Choice", "True/False", "Short Answer", "Numerical", "Matching", and "Essay".

11. Give the page a title and type something into the 'page contents' box, ending with your question. In our example we might begin with a multiple choice question:
 - Leave 'multianswer' unticked because there will be one correct answer only
 - Page title: Once upon a time



- Page contents: Once open a time there were three little pigs. The pigs left home to make a house. What did the first pig use to make his house?
- Answer 1: Straw
- Response 1: That's right, let's continue the story...
- Notice that 'Score 1' is always set to 1 by default. We don't want to mark this part of the lesson so we'll change it to zero.
- Jump 1 will determine where students are taken when they choose 'Answer 1'. Next page makes sense, even if we don't have a next page yet. As a general rule 'Jump' fields can be ignored for now – we can come back and sort these out when we have more pages
- Answer 2: "Sticks", Response 2: "No, not sticks – try again."
- Answer 3: "Bricks", Response 3: "No, not bricks -try again."
- Scroll to the bottom and click 'Save page'

My new lesson ?

Preview Edit Reports Grade Essays

Collapsed Expanded

Page title	Page type	Jumps	Actions
A tale of 2 stories	Branch Table	This page This page This page This page	⬇ ⬆ 🔍 ✕ Add a page... ▾
Once upon a time 1	Multiple Choice	Next page This page This page	⬇ ⬆ 🔍 ✕ Add a page... ▾

12. Continue adding question pages until you reach the end of the story.
13. After the last question page for 'Story 1' create another branch table with 2 options:
 - "Read the other story"

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- “I have already read the other story” (this takes the students to the second part of the lesson - the marked essay questions)
14. Create question pages to guide your students through version two of the story i.e. ‘Story 2’ and after the last question page make another branch table giving the students the option to read the other story or continue to part two.
 15. Create the essay questions.
 16. Edit all your pages and change the ‘Jumps’ so that they link to the correct pages.

You should end up with something like this:

Preview Edit Reports Grade Essays			
Collapsed		Expanded	
Page title	Page type	Jumps	Actions
A tale of 2 stories	Branch Table	Next page This page	⬆ ⬇ 🔍 ✕ Add a page... ▾
Once upon a time 1	Multiple Choice	Next page This page This page	⬆ ⬇ 🔍 ✕ Add a page... ▾
The first little pig 1	True/False	Next page This page	⬆ ⬇ 🔍 ✕ Add a page... ▾
The end 1	Short Answer	Next page This page	⬆ ⬇ 🔍 ✕ Add a page... ▾

17. Finally, use the ‘preview’ tab to check out how your lesson is working. Doing this will enable you to test your lesson and make appropriate changes.

Lesson settings

1. Give the lesson a name. As always, this becomes the link that your students click to enter the lesson.
2. If you wish to enable a time limit, you can. If you do, you should probably test your lesson to make sure



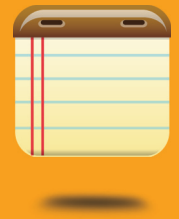
you have allocated enough time.

1. It is important not to give a low number for 'Maximum number of answers/branches'. For example, if you were to change this setting to 2, you would only be able to give 2 possible answers in multiple choice questions within your lesson. Branches (choices you ask the students to make about where to go next) would also be limited to 2.
2. In 'Grading Options':
 - Change 'Practice lesson' to 'Yes' if you do not want the lesson to show in the gradebook.
 - 'Custom scoring' is set to yes by default. This means you are allowed to change the score allocated to a given answer.
 - 'Students can re-take' means what it says.
 - 'Handling of re-takes' deals with the grades shown when the students are allowed to re-take the lesson. Grades are either shown as the average over the re-takes (use mean) or their best grade for the lesson re-takes (use maximum).
 - If 'Display Ongoing Score' is set to 'Yes' each page will display the student's current points earned out of the total possible thus far.
3. In 'Flow control' options:
 - 'Allow student review' allows students to move backwards in the lesson to change answers.
 - 'Display review button' will display a button after an incorrectly answered question, allowing a student to re-attempt it. It does not work with essay questions (they are marked manually by the teacher), so leave this out if you are using essay questions in your lesson.
 - 'Maximum number of attempts' IMPORTANT – this controls how many times a student can attempt a question before a penalty is applied for getting the question wrong.
 - 'Action after a correct answer' allows you to decide what happens globally after a correct answer is given for example – take students to a page they haven't seen yet.

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- If 'Display default feedback' is set to 'Yes', and you have forgotten to fill out feedback for a given answer the default feedback is given instead i.e. 'That's the correct answer' or "That's the wrong answer" will be used.
 - If you set a 'Minimum number of questions', it means you need an introduction to the lesson which says something like this: In this lesson you are expected to attempt at least n questions. You can attempt more if you wish. However, if you attempt less than n questions your grade will be calculated as though you attempted n. This setting only comes into play if you have set up branches and students can avoid going down some of the branches.
 - 'Number of pages (cards) to show' deals with lessons set up to show flashcards i.e. you use branch tables only and set page jumps to show unseen pages, each page is a flashcard. The default value is zero which means that all the pages (cards) are shown in a lesson. If this is set to 5, the end of the lesson is reached after 5 of the pages (cards) have been shown, and the student is shown their grade.
4. In 'Lesson Formatting' options:
- If 'slideshow' mode is switched on, this will affect branch pages only (not question pages). Change the colour (and width and height) of the slideshow and preview your lesson to see how this works.
 - If 'Left display menu' is set to 'Yes' all the branch pages will display as links on the left hand side. Once again, question pages are not included.
 - Showing a 'Progress bar' will allow students to see how much of the lesson they have completed.
5. The 'Access Control' settings allow you to control when students can access the lesson and give you the option to password protect the lesson.
6. The 'Dependent On' settings allow you to link access to this lesson to the student's performance in another lesson in this course. You can give conditional access to the lesson based on time spent on the



other lesson, grade achieved or whether the other lesson was completed by the individual student.

7. The 'Pop up to a web page' settings deal with the creation of a pop-up window at the beginning of a lesson to a file or a web page. Also, a link will be displayed on every lesson page allowing the pop-up to be re-opened if necessary.
8. The 'Link to activity' drop down lists all the other activities in the course. If you use this there will be a link to the chosen activity at the end of the course.
9. 'Use this lesson's settings as default' will save you time if you intend to make lots of similar lessons in your course.

3.12 Chat

The chat module is self evident in that it allows you to create an online chat room where your students take part in live discussions by sending and receiving instant messages. This is comparable to MSN or Google Chat except that only students enrolled on your course can participate. As a teacher you can consult transcripts for past chat sessions, you can even set up the chat room so that students can view past chats. Creating a chat room:

1. In your Moodle course turn 'editing' on and go to the section you wish to add the chat room to.
2. Choose 'Chat' from the 'Add an activity...' drop down menu.
3. Give the chat room a name. As always, this becomes the link that your students click on.
4. In the introduction box write instructions for your students e.g. details of what they should discuss.
5. The date and time for the next chat will be set to the current date and time.
6. Choose whether you'd like the chat room to show in the course

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calendar or upcoming events every week, every day, as a one off or not at all (see 'Repeat sessions' field below).

Next chat time	19	April	2010	13	15
Repeat sessions	Don't publish any chat times				
Save past sessions	Don't publish any chat times				
Everyone can view past sessions	No repeats - publish the specified time only				
	At the same time every day				
	At the same time every week				

7. Decide how long you'd like transcripts of past chat sessions to be saved.
8. Decide whether you want to give your students access to the past chat transcripts.
9. Apply a group mode if you have groups set up in the course and want to restrict who can chat with who.

Save past sessions	Never delete messages
	Never delete messages
	365 days
	180 days
	150 days
	120 days
	90 days
	60 days
	30 days
	21 days
	14 days
	7 days
	2 days