MCMoodle Reference Guide
For Faculty
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Welcome to MCMoodle! Mississippi College (MC) is excited to partner with eThink Education and formally introduce a new solution for course management and online learning for MC. The following user guide is designed as a quick reference guide for the basic functionality you will use every day with MCMoodle.

If you find yourself getting more advanced with MCMoodle, there are a number of resources at your disposal. A few options are outlined at the end of this document to get you started.
LOGGING ON

To access MCMoodle go to http://moodle.mc.edu from a web browser. MCMoodle is compatible with Internet Explorer or Firefox browsers.

MCMoodle is integrated with your existing campus login user name and password. This means you can use the same user name and password that you use to login to your Gmail account. For example, if your name is John Doe, your login will be something like “jdoe” or “john.doe”. The password will be the same as what you currently use. If you have trouble with your login information contact computer services support, ext. 3939.
The first screen you will see is the MCMoodle home page. Click in the upper right corner to login.

Enter your login information in the **User Name** and **Password** blocks, as shown below.
EDITING YOUR PROFILE

The first time you login, you should update your user profile. To access it, click on your name located in the upper right-hand corner of the page, and then go to the Edit Profile tab. Note: A number of fields on your profile are automatically updated using your information in Banner. If you feel any changes need to be made, contact the Registrar to have your information updated.

1. You’ll see your username and email address already filled. You will not be able to change these here as they are linked to your other logins on campus.

2. Email display gives options for who can see your email address. Please be sure that your MC email address is listed as the address. Select Display it for everyone who logs in to the site.

3. The timezone setting can be very important, especially if you’re working with an international audience or will be traveling and accessing the system. Be sure to set the time zone to your local time, not the server’s local time.

4. The description box gives you a place to tell your MCMoodle community a little about yourself. If you don’t feel comfortable writing a description, just put a couple of characters in here and the system won’t complain.

5. The remaining optional fields allow you to include personal details about yourself, including your photo or a representative image, and contact information. Your picture will appear by your postings in the forums, in your profile, and in the course roster.

6. You can also upload a picture using these steps:

   (a) Prepare the picture you want to use by converting it to a .gif or .jpeg. It should be smaller than the maximum upload size.

   (b) Click the Browse button and locate your prepared picture. Then click Choose in the dialogue box.

   (c) Then click Update Profile at the bottom of the screen. MCMoodle will crop your picture into a square and shrink it to 100-by-100 pixels.

Now your profile is complete. You won’t have to edit this again unless you want to change something.
After logging in, you will find yourself on the MCMoodle homepage. Because our User ID is linked to Banner, MCMoodle will know what courses you are teaching and they should appear immediately on the MCMoodle homepage. If you do not see one or all of the courses you are teaching, contact the Registrar Office for assistance at ext. 3210.

The courses are pulling over directly from Banner, the Student Information System (SIS). As such, the Course ID, Course Name, Description, Start and End Dates are automatically filled in. It is not recommended that you change any of this information in MCMoodle. Instead, if you see anything that is incorrect, contact the Registrar’s Office to have it updated in Banner.

The Course ID in MCMoodle is a computed field including the Course ID (ex: ACC 101) plus the Section Number followed by a dash and then the Term and Session in which the course is being offered in. For example, ACC 101, Section 1 offered in the Fall Term, Session 01 would look like “ACC101.01 – FA1”.

The information on your course (the special Course ID) text color will be brown when you first see it on the homepage. This is because when the course is created it is created in a hidden status. This means that only you as the teacher can see it, the students cannot. This gives you an opportunity to update your course and add content and then you decide when you are ready to for your students to see the course.
Click on the brown Course ID to open your course.
The settings area where you set the course format also gives you access to a number of important course options. You’ll find it is important to take a moment to review the settings for your course to ensure that it behaves the way you want.

To change your course settings:

1. Click **Settings** in the **Administration** block.

2. Review each of the settings options to ensure they are correct for your course:

   **Summary**
   The summary will appear in the course listings page when other users scan the course catalogs. Copy the course description from the course catalog and paste the text into this section.

   **Course Start Date (Do not change this field)**
   The start date is the day the course is first active. This is also computed by the integration with Banner and therefore should not be changed.

   **Hidden Sections**
   When you hide an upcoming topic block to prevent your students from jumping ahead, you can choose to display the title as a collapsed section or simply hide the topic altogether. Displaying the collapsed sections will give your students a roadmap of the upcoming topics or weeks, so it’s probably a good idea to leave this on the default setting.

   **News Items to Show**
   Use this setting to determine the number of course news items displayed on the default page.

   **Show Grades**
   This setting allows you to choose whether grades are displayed to students. If you are using the MCMoodle Gradebook, allowing students to view their grades is recommended. Checking grades has become one of the most popular features of CMS’s.

   **Show Activity Reports**
   This setting allows students to view their activity history in your course. This is useful if you want students to reflect on their level of participation, or if they are graded on participation.
Maximum Upload Size
This setting is used to limit the size of any documents you or your students upload to the class. The maximum size is set by your system administrator, but you can choose to limit students to files that are smaller than the system maximum. You can limit the amount of storage space each assignment can take or limit the size of picture or video files your students upload.

Enrollment Duration (Do not change this field)
The enrollment period is the number of days after the start of the course during which students are enrolled. After the enrollment period, all of your students will be unenrolled from the course.

Group Mode
MCMoodle can create student workgroups. For now, you need to decide if you want your groups to work independently or to be able to view each other’s work. You can also set the group mode separately for many activities or force the group mode to be set at the course level. If everything in the course is done as part of a group, or you are running cohorts of students through a course at different times, you’ll probably want to use the group mode to make management easier.

Availability
Use this setting to control student access to your course. You can make a course available or unavailable to students without affecting your own access. This is a good way to hide courses that aren’t ready for public consumption or hide them at the end of the semester while you calculate your final grades. This setting will be configured to hide your course when the course is initially created. You must change this setting to unhide your course in order for students to see it.

3. Once you’ve made all your selections, click Save Changes.
Now that you’ve decided on a format and settings for your course, let’s look at how to add content to your course. To start the process, you’ll first need to turn on Editing Mode, which will allow you to add resources and activities to your course. On the left side of the screen of any course you are teaching, you’ll see a Turn Editing Mode On link. Clicking on this link will present you with a new array of options.

Starting at the top of the screen, let’s look at what Editing Mode enables you to do. At the top of each block, you’ll see an icon of a pencil writing on paper 📝. When you click it, you are presented with a Summary text area. You can use this to label and summarize each topic or schedule blocks in your course. You should keep the summary to a sentence or two for each block to avoid making the main page too long. Click Submit when you’ve added your summary. You can go back and change it later by clicking the paper-and-pencil icon again.

On the lefthand side, next to the label for the People block, you’ll see the icons described.

**Block icons**

<table>
<thead>
<tr>
<th>Icon</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>📝</td>
<td><strong>Show or hide item.</strong> If you want to keep an item in your course, but don’t want your students to see it, you can use this to hide it from them.</td>
</tr>
<tr>
<td>✗</td>
<td><strong>Delete item.</strong> Removes the item or block from your course. Items will be permanently removed; blocks can be added again using the Blocks menu.</td>
</tr>
<tr>
<td>✨</td>
<td><strong>Move item.</strong> Clicking this will allow you to move an item to another topic or schedule block.</td>
</tr>
<tr>
<td>←→</td>
<td><strong>Move right or left.</strong> You can move blocks to the left- or righthand columns. You can also use this to indent items in your content blocks.</td>
</tr>
</tbody>
</table>

The Groups feature allows a teacher to assign teachers and students to one or more groups.

You will use these icons throughout MCMoodle to customize the interface for your needs. In addition to the icons for manipulating the blocks, each content block in the middle column has two dropdown menus. On the left, the Add a resource gives you tools for adding static content, such as web pages and word-processing documents. On the right, the Add an activity menu gives you tools to create forums, quizzes, lessons, and assignments.
The resource menu gives you access to tools for adding content. There are a number of ways you can create content directly within MCMoodle, or link to content you’ve uploaded.

**Insert a Label**
You can use labels to organize the links in your course’s main page. The only thing they do is provide a label within the content block.

**Compose a Text Page**
From here, you can create a simple page of text. It doesn’t have many formatting options, but it is the simplest tool.

**Compose a Web Page**
If you want more formatting options, you can compose a web page. If you selected to use the HTML editor in your personal profile, you can simply create a page as you would using a word processor. Otherwise, you’ll need to know some HTML for most formatting.

**Link to a File or Web Site**
If you want to upload your course documents in another format, you can save them on MCMoodle and provide easy access for your students. You can also easily create links to other web sites outside your MCMoodle course.

**Display a Directory**
If you upload a lot of content, you may want to organize it in directories. Then you can display the contents of the entire folder instead of creating individual links to each item.

The Add Activity Menu allows you to add interactive tools to your course. The table below explains each tool very briefly.
### Activity types

<table>
<thead>
<tr>
<th>Tool type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>A basic task with which you can describe what you want the students to do or record a grade. You can also have the students upload a response and score it later.</td>
</tr>
<tr>
<td>Chat</td>
<td>A group chat room where people can meet at the same time and send text messages.</td>
</tr>
<tr>
<td>Choice</td>
<td>A simple poll displayed within a content block.</td>
</tr>
<tr>
<td>Daily Attendance</td>
<td>Once you have added the attendance activity, you are ready to start using the attendance module. Add sessions, take attendance and have attendance reports.</td>
</tr>
<tr>
<td>Database</td>
<td>Allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Allows you to create and conduct surveys to collect feedback from Students. It is smaller in scope and therefore easier to use than the Questionnaire module, and unlike the Survey tool allows you to write your own questions.</td>
</tr>
<tr>
<td>Forum</td>
<td>Treaded discussion boards. They are a powerful communication tool.</td>
</tr>
<tr>
<td>Glossary</td>
<td>Dictionaries of terms that you can create for each week, topic, or course. You can have your students participate in building them.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lesson</td>
<td>A set of ordered materials that use questions to determine what content the student sees next.</td>
</tr>
<tr>
<td>Quiz</td>
<td>A good, old-fashioned web quiz with a lot of flexibility.</td>
</tr>
<tr>
<td>SCORM / AICC</td>
<td>SCORM is an acronym for Sharable Content Object Reference Model. It’s a packaging standard for educational content. Moodle now has tools to allow you to upload content packaged as SCORM.</td>
</tr>
<tr>
<td>Turnitin Assignment</td>
<td>Plagiarism prevention. Allow late submissions, store student papers, check against stored student papers, check against interne, check against journals, periodicals and publications and more.</td>
</tr>
<tr>
<td>Wiki</td>
<td>A wiki activity is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML. A wiki starts with one front page.</td>
</tr>
</tbody>
</table>
Once you’ve added content to your course, you may want to simulate a student role so you can get an idea of what the course will look like for a student.

In the upper right-hand corner of the screen, click on the drop-down to change role and select Student. Now you can navigate your course as a student. Once you are ready to move back to your normal role, click on the appropriately named button in the upper right corner.
The **Quickmail** block provides an easy way to email one or all of your students from directly within MCMoodle. The emails sent from within MCMoodle appear exactly the same to students as emails sent from your Gmail and if students respond to the email, you will receive it in your regular Gmail Inbox.

You should see the **Quickmail** block appearing in the right-hand corner of your course.

Click on the **Compose** button to open the block and write an email. Check the boxes next to the student names you want to receive the email.

The **History** tab will store a record of all emails you have sent from within MCMoodle.
IMPORTING ITEMS BETWEEN COURSES

If you are teaching more than one course, you may need to use the same resource among several courses. Rather than setting up the resource on every course page, Import can move resources from one course to another course. Note: Import does not copy the Section Summaries at the beginning of each week/topic in your course. If you want this text, cut and paste them into the new course once you’ve imported resources.

To use the Import process, go into your course and then go to the Import block in the Administrator block on the left.

Once you click Import, you will be prompted to select the course from which you want to copy the resources. The list will include other courses you are teaching. Select the course you want, then press Use this Course.

On the next page, check or uncheck the boxes for the resources you want to copy into this course. If you leave all the boxes checked, the entire course will copy. To move specific resources just select a few boxes.
At the bottom of this page, leave the defaults as shown and press Continue.

Course files  Yes

Site files used in this course  Yes

The next page will begin the copy process. Let it run through to completion, then press the Continue button. Now you should see the content copied into your course.
Using this guide you will be able to successfully track and tally grades in MCMoodle.

From the homepage of your course, click on the Grades link from the Administration block on the left side of the page:

You will enter the Gradebook for your course (shown on page 20). If you have any assignments, quizzes or other graded activities already configured in your course, they will appear in the Gradebook. If you do not yet have those setup, don’t worry. You can proceed regardless of whether or not you have content in your course.
Go to the **Choose an Action** menu in the upper-left hand corner of the screen and drop it down. Select *Categories and Items > Simple View or Full View* from the drop-down menu as shown below. This will take you to the setup screen for the Gradebook.
To get started building your Gradebook, create **Categories** for each major type of grades you will have within your course, for example, quizzes, assignments, forums and the like. This will help you keep all the grades organized and make the Gradebook easier to read and manage.

The example below shows an overall category of the Course Name, which will be created automatically. Below that the example below has a **Quizzes** category. To add a **Category**, click the **Add a Category** button in the lower right corner.

Once in the **Add a Category** option, you should assign the Category Name at the top. For Aggregation it is easiest to select **Simple Weighted Mean of Grades** or **Weighted Mean of Grades**.

**Simple weighted mean** uses the maximum grade values to weight scores within a category rather than normalizing a grade to 100 percent before weighting. This aggregation type does not allow you to set a weight for items or the categories; it simply uses the inherent weighting you’ve established by setting different maximum point values.

**A1 70/100, A2 20/80, A3 10/10: 70 + 20 + 10 = 100/190**

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Weighted mean allows you to establish weights for categories and items. These weights influence the overall importance of each item or category. For example, if a category is weighted at 50%, then regardless of the number of items in that category, the overall mean score of those items will be 50% of the student’s grade.

<table>
<thead>
<tr>
<th>A1 70/100 weight 10, A2 20/80 weight 5, A3 10/10 weight 3, category max 100:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0.7<em>10 + 0.25</em>5 + 1.0*3)/18 = 0.625 --&gt; 62.5/100</td>
</tr>
</tbody>
</table>

In order to decide which grading method is right for you, find the scenario below that applies most closely to your grading philosophy for a particular course.

### Scenario 1

IF
I know in advance what all the graded course items are, and the available points per item are in proportion to each other (bigger items are worth more points).

THEN
Use **Simple weighted mean of grades** or **Sum of grades** as your aggregation strategy. There is no need to establish categories.

### Scenario 2

IF
I know in advance what all the graded course items are, and I use one standard scale to grade my course items. (Points out of five, or out of one hundred, etc.) But, some things are worth more than others (e.g., a final exam graded out of 100 is worth more than a homework assignment graded out of 100).

THEN
Use **Weighted mean of grades**.
Assign proportional weights to the ITEMS.

Once you’ve made your grading method selection, everything else on the **Categories** page can be left as it defaults. Press **Save** at the bottom.
Repeat this process for each **Category** you require for your course.

Once you have created all the Categories, use the **Move** buttons (the up and down arrows) to move the individual activities underneath the appropriate category as shown below:

**Edit categories and items: Simple view**
Finally, go to the Choose an Action menu in the upper left corner and select Grader Report to return to the Gradebook.

Your Gradebook will likely look something like the example below. You can click on the icon next to each category to expand or collapse the category. There are 3 settings:

+  = fully collapsed, just the Category total shows
-  = open showing individual activities and the category total column
circle = open showing individual activities but not the column for the category total

Final grades for students will still be entered into MCMoodle and automatically moved into Self-Service. There is no need to enter your course’s final grades in Self-Service.
RESOURCES

MCMoodle Resource Website

For more information on MCMoodle training schedules, resources, and tutorials, visit the MCMoodle resource website at www.mc.edu/mcmoodle.

MCMoodle LibGuide
Get a head start on building your course home page or glean tips for general questions you may have while using MCMoodle.  http://mc.libguides.com/mcmoodle

Using Moodle: Teaching With the Popular Open Source Course Management System
This book is available in PDF format and can be reproduced as needed. These files are posted to Moodle site in the upper left hand corner under Main Menu > Using Moodle Book. Chapter 3 on Creating and Managing Content is particularly helpful. http://docs.moodle.org/en/Teacher_documentation

Community Support

Moodle.org
This website is designed to assisting users and has online how-to format for teachers. From the www.moodle.org home page, select the Documentation link on the left and then For Teachers in the body of the screen.

Docs.moodle.org
Documentation for Moodle to which everyone can contribute and glean information.

Training Updates

MC Connect
Regular announcements from MC Connect will keep you current on workshops and orientations.

MCMoodle CMS Website

To access MCMoodle go to http://moodle.mc.edu from a web browser. MCMoodle is compatible with Internet Explorer or Firefox browsers.
TECHNICAL SUPPORT

For MCMoodle course building and course issues, contact:
Jessica Manzo, Instructional Technologist
Office #209, Leland Speed Library, 2nd floor
601.925.7795 | manzo@mc.edu
Faculty Page: http://www.mc.edu/faculty/manzo

For problems logging in to MCMoodle
MC Computer Services Support
601.925.3939 | support@mc.edu
MCMoodle Workshops Handouts

Jessica Manzo, Instructional Technologist
Academic Affairs

For more information on creating your course homepage, visit the MCMoodle resource website at www.mc.edu/mcmoodle. For additional information on moodle, visit moodledocs.org

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“Label” in MCMoodle

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

Add/edit a label

Use the drop-down resource menu in a course to add a label.

Label text and visible to students

You can hide the resource from students by selecting “Hide” here. It is useful if you do not want to make the activity immediately available.

add text, links and/or images

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Use a label to display an external web page within a label

An exciting possibility for labels allows external or internal pages to be displayed in the middle of the moodle screen (instead of just putting a link to them)

Labels allow more flexible formatting of moodle resources e.g. place links to resources in a table so that many can be offered in the same line, thus reducing the need to scroll through a course page.

The actual resources still need to exist in the course, perhaps in an admin topic at the very bottom.

- Turn editing on by clicking the Turn editing on button.

- In the content area in which you wish to put the label, click the Add a resource... drop-down menu. Choose Insert a label.

A new window will appear where you can type your label.

Quick Tip

Before entering any text hit the Shift+Enter key (hold-down the Shift key and hit the Enter key on your keyboard) to skip to the second line. This will prevent labels and resources from bunching up together. Be careful NOT to hit the Enter key alone since this will create an undesired paragraph.

When you’re finished be sure to click the Save changes button.
Adding A Link To A File

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

Once you’ve added a file to your files area, you can easily add it as a resource for your students.

1. In Editing Mode, select **Add Link to File or Web Site** from the Resource menu from the content block where you want to add the link to the file.
2. On the Edit page, click the **Choose or upload a file** button. A new window will pop up with the files area directory structure.
3. Find the file you want to add in the files area. You can also upload a new file here if you’d like.
4. On the right side of the files list, you will see a **Choose** link in bold. Click that link. The Files window will close, and the path to the file will be entered into the file name.
5. You can choose to display the file in a new pop-up window. Most of the time, you won’t need to worry about this with uploaded content.
6. The name of the resource will now be an active link in the content block.

Adding media content

Adding media content can help you communicate some ideas and processes more easily than text alone. Imagine trying to teach a language without learners able to hear it spoken. Or trying to learn how volcanoes work with either seeing a video or an animation. Fortunately, Moodle makes it easy to add rich media content to your course. The Moodle media filters will automatically recognize your media type and put the right sort of link in to your web page so students can access it easily.

Note: If these instructions don’t work, contact your system administrator and ask if the media filters are enabled in the filters settings.
Media content, such as a video or sound bite, may be added using the same steps as for adding a link to a file.

1. In Editing Mode, select **Add Link to File or Web Site** from the **Resource** menu from the content block where you want to add the link to the media file.
2. On the Edit page, click the **Choose or upload a file** button. A new window will pop up with the files area directory structure.
3. Either upload the media file or if you uploaded it previously, find the file you want to add in the files area.
4. Click the **Choose** link. The Files window will close, and the path to the file will be entered into the filename.
5. The name of the resource will now be an active link in the content block.

MP3 files are automatically embedded in a streaming player made with Flash.

*TIP:* The file does not change? After repeated uploads of a new file, the old version remains? Very possibly this is a server cache problem (not a Moodle setting). Ask your site administrator or hosting service if there is a server cache setting that is causing this problem. Often removing an unnecessary cache will solve this.

**General**

You may type the summary of the resource here. This will be displayed on the resources index page. The summary is also displayed below the Moodle navigation controls in the top frame, if the window settings are set to open the linked resource in frames.

**Location**

Type in the url of the **file** or **web page** here. You may use the two buttons below to help you.

- **Choose or upload a file**... - If you click on this button, a popup window will appear with the course files. You will be able to browse the files and choose (option located to the right of the file) the one which you want to make available as a resource. If the file is not there you can upload it first.
- **Search for web page**... - If you click on this button, a popup window will appear with the Google search engine. You can use Google to search the web for a webpage which you want to make available as a resource.
Window

Same or new window

Resources may normally be displayed either in the same browser window or in a new window (assuming in Moodle 1.9 that the force download box is left unchecked).

To display a resource in a new window:

1. Click the Show Advanced button in the Window area.
2. Select “New window” from the Window drop-down menu.

Same Window Options

Keep page navigation visible on the same page

If a resource is to be displayed in the same browser window, to enable users to easily return to the course page, the file can be displayed in a frame, or embedded within the page, so that the Moodle navigation remains on the top of the page. To do this, select Show Advanced button in the Window section.

Note that this option is normally not necessary for media types such as movies, audio files and flash files, as without this option turned on they will be embedded within a navigable page.

The use of frames can break accessibility, so this option will be completely ignored if the user has chosen the “Screenreader” option in their profile.

For standards compliance reasons, keeping page navigation visible without a frame (i.e. using an object tag to embed the file) is preferable to with a frame. However, certain Moodle themes are not compatible with the “Yes, without frame” option.

New window options

- Allow the window to be resized - Checking this will allow the user to change the size of the window after it has opened. Unless you have a specific reason for not allowing the user to resize, you should leave this checked.
- Allow the window to be scrolled - You can prevent the user from scrolling the new window. Again, unless you have a specific reason to prevent the user from scrolling, leave this checked.
• Show the directory links - This will display the user’s bookmark or favorites bar in his browser.
• Show the location bar - You can hide the address bar, and thus the site’s URL, in the pop up by unchecking this box.
• Show the menu bar - The menu bar is the browser menu that allows the user to set bookmarks, print, view the page source, and perform other browser functions.
• Show the toolbar - The browser toolbar has the back and forward buttons, as well as the reload and stop buttons.
• Show the status bar - The status bar is the lower area of the browser that shows how much of the page has loaded and the target of a link.
• Default window width and height - You can set the size of the new window to match the size of the linked page.
“Participants” in MCMoodle

What are “Participants”?

Participants are the teachers and students who are part of a course. The list of participants can be seen by following the Participant link in the People block.

Note: Any users with hidden role assignments are indicated with a closed eye icon.

The participants list may be restricted to display:

- Members of a particular group
- Users inactive for more than a particular period of time
- Users with a particular role, such as teacher

Teachers (or other users with appropriate permissions) may select particular users then perform any of the following actions:

- Send message
- Add a new note
- Add a common note (for adding the same note to more than one user)
- Extend enrolment (individual)
- Extend enrolment (common) (for extending enrolment by the same amount for more than one user)

Groups

The Groups feature allows a teacher to assign teachers and students to one or more groups. This can be on the course or on the activity level.

Using groups on the course or activity level will allow the teacher to:

- Completely isolate groups of students by sight and activity from each other.
- Partially separate groups, where one group can see other groups and each groups’ activity, but not interact with the other group(s).
- Identify each group with an icon.

The groups feature can allow different cohorts of students (and their teachers) to take the same course asynchronously without creating a “new” course. Or it allows 1 course with
a large student enrolment to place students into sections, each section having their own teacher. Or it allows 1 course that is used by different departments.

Groups must be enabled in the Course settings. After it is enabled a group icon will appear in the Course administration block.

The icon links to the Groups screen.

**Groups tab**

This screen changes depending upon the edit button which is selected below the “Groups” and “Members of” lists. You will find buttons for: Show members of group, Edit group settings, Delete selected group, Create group, and Auto create group.

**Create a group**

Select the Create a group button. Give the group a name and a description. The enrolment key field will allow a user to enter the course and will automatically make them a member of this group. Uploading a group icon, will place the icon on the participants listing, forum posts by those group members and other places. The Save button takes you back to the Group tab screen.

*TIP:* For the enrolment key to work you will need to define a separate course enrolment key in your ‘course settings’).

*TIP:* To assign a group icon, you will need to have permission to add a picture to your profile.

**Add or remove group members**

After creating a group, highlight a group and click the “Add members” button below the “Members of” list. The screen will change. Next you will see the add and remove buttons between 2 lists.

Highlight members you wish to add or remove. Remember you can use the Crtl key to select more than one person.

**Auto-create groups**

From the groups tab, it is possible to automate the creation of groups. Auto creation is a powerful tool which can allocate members to groups by several methods (alpha or
randomly), set maximum number of members, create a unique group name and even assign the new group to a grouping.

**Adding/subtracting people in a group**

To add a member(s) to a group you need to select the group name in the left column, then select the participants (use shift or ctrl for multiple selections), from the right column. Click the “Add” button to move them to the selected group..

To remove participants from a group, select the appropriate group to view members, select the participants to remove and click the “Remove selected members” button.

**Groupings tab**

Groupings allow you combine individual groups, which then become a group itself.

**Overview tab**

The overview tab shows course groupings, and membership of each group.

**Using groups in course or activity**

A group or grouping can be used on two levels:

- **Course level** - the group mode defined at the course level is the default mode for all activities defined within that course. This is determined in the course settings

- **Activity level** - each activity that supports groups can also have its own group mode defined. If the course setting “Force group mode” is set to “Yes” then the option to define the group mode for individual activities is not available.
Edit course settings

Groups

Group mode: Visible groups
Force: No
Default grouping: None

A Forum with visible Groups
A Forum with separate Groups

AND

Edit course settings

Groups

Group mode: Visible groups
Force: Yes
Default grouping: None

A Forum with visible Groups
A Forum with separate Groups

Visible groups (forced mode)
There are three group modes:

**No groups**
There are no sub groups, everyone is part of one big community.

**Separate groups**
Each group can only see their own group, others are invisible.

**Visible groups**
Each group works in their own group, but can also see other groups. (The other groups’ work is read-only.)
“Reports” in MCMoodle

The Report page allows the teacher or administrator to look at course/site logs and user activity reports. Reports can be found in the Administration block. Site reports are available to users who have been assigned administrative role (privileges). This page will focus upon course reports, but both site and course reports are similar in the way they operate.

The displayed logs will show active links to other parts of the course. These include the user’s profile, or a specific page in an activity or a link to a resource.

Course logs

Course logs show activity within the course. It allows tutors to see what resources are being used and when. They can check to see if an individual student has viewed a specific resource or participated on a specific activity on a specific day.
Filter options

The filter works by selecting one or more options to narrow the search, then pressing the “Get these logs” button. Once entering the reports page, the filter remembers changes made to the options. Thus you can set up the filter and view the results as a display, then change the filter to download as a text file.

1. **Course filter.** The default is the current course. The teacher must have rights in the other courses.

2. **Participant filter.** The default is all users (participants). A pull down list of users allows selection of a specific user.

3. **Day filter.** The default is all days. A pull down list of days allows selection of a specific date.

4. **Activity filter.** The default is all activities. A pull down list can narrow the filter to one activity.

5. **Action filter.** The default is all actions. It is possible to limit the action to View, Update, Delete or All Changes.

6. **Display/download filter.** The default is to display the results of the filter. The Log can be downloaded as a Text (tabs separate fields), ODS, or Excel format.

7. **Get these logs button.** Every time a filter is changed, the teacher should click on this button to see results.
Example Report

Here is an example of log showing course activity on a specific day.

### Features demonstration course display log for November 15, 2009

The report shows most recent activities at the top.

#### Live logs from the past hour

This is a quick link in the middle of the initial Reports page. It shows all the activity in the last hour, with a single click. For an administrator on the site homepage, it calls up all site activity. A teacher in a course, will see just the activity for that course in the last hour.

Here is an example of a live log.
**Forums**

The forum module is an activity where students and teachers can exchange ideas by posting comments. There are four basic forum types. Forum posts can be graded by the teacher or other students.

A forum can contribute significantly to successful communication and community building in an online environment. You can use forums for many innovative purposes in educational settings, but teaching forums and student forums are arguably the two more significant distinctions.

**Guidelines for Teaching and Learning Forums**

When you decide to use a discussion forum as an activity in an e-learning environment, it is important to be aware that your time will be needed in some sense in order to make the activity successful. If your goal is to encourage discussion, the forum will only work if:

a) **participants feel there is a need/reason to participate and they will gain something from the experience.** Incentives for learning, gathering support, etc. should be explored and encouraged early on in order to clearly convey the purpose of the forum to others. Anyone considering offering grades or marks for participation is advised to think very carefully about the difference between quantity and quality of discussions in forums.

b) a sense of community and purpose can be fostered amongst participants. This sense of community can be fostered through tutor/teacher initiative and scaffolding, or primarily through the students/participants themselves depending on the intentions of the activity.

**Selecting forum type**

Moodle has four kinds of forums each with a slightly different layout and purpose.

Which of the forums will best suit your needs for a particular activity? In order to answer this question, it is useful to think how you might lead such a discussion in a face-to-face environment. Would you throw the question out to the class and sit back to observe them in their answers? Or would you break them up into smaller groups first and ask them to have discussions with a partner before bringing them back to the main group? Or perhaps you would like to keep them focused on a particular aspect of a question and ensure that they do not wander away from the topic at hand? All of the above approaches are both
valid and useful, depending on your learning outcomes, and you can replicate all of them in Moodle forums.

**A standard forum for general use**

The standard forum probably most useful for large discussions that you intend to monitor/guide or for social forums that are student led. This does not mean that you need to make a new posting for each reply in each topic, although, in order to ensure that the discussion does not get ‘out of control’, you may need to be prepared to spend a significant amount of time finding the common threads amongst the various discussions and weaving them together. Providing overall remarks for particular topics can also be a key aspect of your responsibilities in the discussion. Alternatively, you could ask students to summarize discussion topics at agreed points, once a week or when a thread comes to an agreed conclusion. Such a learner-centered approach may be particularly useful once the online community has been established and, perhaps, when you have modeled the summarizing process.

**A single simple discussion**

The simple forum is most useful for short/time-limited discussion on a single subject or topic. This kind of forum is very productive if you are interested in keeping students focused on a particular issue.

**Each person posts one discussion**

This forum is most useful when you want to achieve a happy medium between a large discussion and a short and focused discussion. A single discussion topic per person allows students a little more freedom than a single discussion forum, but not as much as a standard forum where each student can create as many topics as he or she wishes. Successful forums of this selection can be active, yet focused, as students are not limited in the number of times they can respond to others within threads.

**Question and Answer forum**

The Q & A forum is best used when you have a particular question that you wish to have answered. In a Q and A forum, tutors post the question and students respond with possible answers. By default a Q and A forum requires students to post once before viewing other students’ postings. After the initial posting, students can view and respond to others’ postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.
Caveat:

A student can post in Q&A forum, then have a look at other posts, and then have the editing time (usually 30 minutes) to edit their own post in the light of what they read of others’ posts. In effect this waters down the intent of this setting for the forum.

Tips for Question and Answer

When the Question and Answer mode is selected, Moodle hides the replies to the initial thread post by the teacher but not the entire forum itself.

Tip: Post each question as a thread in the forum and then have students post replies to the question. In this fashion, Moodle will protect the replies from being viewable (subject to the caveat above) by other students but allow the initial post/thread visible for reply by all students.

Tip: Do not post the question in the forum summary because every student answer will become a thread and visible to all students. In this scenario, it may appear as if the Question and Answer forum is not working correctly, since the new initial posts in the thread are intentionally designed not to be hidden, just their replies.

Tip: If you have set up groups for your forum the facilitator needs to post a question to each of the groups and not to ‘all participants’ as questions asked of all participants (students) are able to be read by ALL students. Questions posed to group members are only visible to those group members and replies are only visible once a group member has posted a message.

Concepts for use in forums

Participation and Scaffolding

Whilst one of the great advantages of e-learning is the flexibility it affords participants, this does not mean that days or weeks should pass without response and discussion in a forum (unless it is appropriate for it to do so). This is perhaps most especially true at the beginning of a course or program when students and tutors are new to each other and in need of welcome messages/encouragement. Whilst e-learning, and discussions in particular, can support learning that is not always tutor/teacher-centered, your role will be important, especially as an online community begins to develop. It is during these initial stages of introductory material that a group of students can become a community of participants who begin to grow in their understandings of course material and individual contributions to the knowledge construction process.
As the discussions progress and learners become accustomed to the mechanics and the tone of the forums then there are key ways in which your input can be reduced, thereby helping to foster a community that is less dependent on the tutor/teacher. Even then, however, you will probably want to be a presence in the discussions although you may choose to be one of many contributors rather than the font of all wisdom.

**Commitment and Participation**

Ask yourself if …

1. you wish to have involvement in the forum or if you want the students to lead and own the space
2. you want the forum to add value to the face to face environment or have a life of its own in its own right outside the lecture theatre/classroom or seminar room
3. you are prepared to make appropriate contributions to the discussion in order to:
   1. encourage discussion if students are quiet
   2. help shape ideas if students begin to wander off-task
   3. your role will be defined as discussions/a course progresses
   4. you will explicitly but gradually relinquish control of the discussions
   5. you will encourage and support learners to share control of discussions(for example you might ask a learner/group of learners to summarize contributions to a discussion thread/topic or you might ask learners to initiate discussion topics)

**Student Centered Forums**

With the growing popularity of social networking software like Facebook, Bebo, MySpace and the like, students are leaving schools and coming to Higher and Further Education with a new technological sophistication and with new expectations for communication. And as school, colleges and universities recognize that reflective and lifelong learning are significant goals in education, student centered learning and the creation of student centered spaces online are also gaining credence in educational settings. We know that effective learning requires access to social and academic networks for both study material and emotional support; as such, online communities can offer a holistic knowledge construction and support mechanism and recognize that affective activity is effective.

Social forums, often called ‘Virtual Cafes’ or ‘Common Rooms’ can be set up for courses or for programs, depending on the student need. Such spaces provide a common area for
students to come together and discuss unlimited topics, including social activities and educational ideas. They are supportive spaces for students, most successful with large first and second year courses where students would not otherwise have the opportunity to communicate with others outside their own tutorial group. It is arguable that students will experience a greater sense of community within and a sense of belonging to an educational institution or individual department having had the experience and convenience of the social forum on their course; this could arguably have implications for retention.

These spaces are typically highly active, especially in first term. Depending on your institution, they are usually self monitored by students, who understand that the same ‘rules’ and ‘netiquette’ that apply to them within any computing space, also apply in Moodle.

The News Forum

Moodle courses automatically generate a News forum which defaults to automatically subscribe all participants in a course. The name of the News Forum can be changed to something more appropriate, such as ‘Important Announcements’ or the like. This is a useful feature and many use this forum in a Moodle course to announce exam dates, times or changes to exams, lectures or seminars, as well as important information about course work throughout a term or special announcements relating to events.
Some forum suggestions to consider

1. It is good practice to begin with a welcome or introductory message or thread in one of your forums. This welcome or introduction from you invites participants, for example, to post some specific details to introduce themselves to you and their peers. This can be your icebreaker or you can have an icebreaker separately.

2. If you have two questions for participants to answer, starting the two strands or topics within the forum itself will both help learners to see where to put their responses, and remind them to answer all parts of your question.

3. Remember that you are communicating in an environment that does not have the benefit of verbal tone, eye contact, body language and the like. Careful consideration of your communication is, therefore, necessary.

4. Postings to a forum are always written but they can take different forms and you may wish to consider what form best suits the activity. For instance, you might choose to articulate a form of contribution in order to be explicit. Thus you might say, ‘This is a think-aloud forum in which, together, we will try to tease out ideas and possibilities’ or ‘This is a formal forum in which you are invited to share your ideas on (topic)’ and, where you select the latter, you might have already suggested learners plan those ideas offline or in another kind of activity within Moodle.

5. Create a forum where only the teacher can start discussions, but the students can only reply. Each thread you start contains an essay question (or several similar ones). The students make a bullet point plan for the essay and post it as a reply. This works well as a revision strategy as the students can see how others have approached the same task. Once everyone has posted their plan, you can start a discussion as to which plans seem better and why. Creating a scale to use for rating the posts can be useful so that the students can see how helpful other people think their effort were. (Note: At this time, there is no option to hide the “Add new discussion topic” button, so you need to tell your students not to start discussion threads, but to only reply to threads started by the teacher. If you only need one thread, then you can use the “a single simple discussion” format and the “Add new discussion topic” button is not available to the students.)

Grading forums

The teacher can use the ratings scales to grade student activities in a forum. There are several methods for calculating the grade for a forum that can be found in the Forum settings under grades. There are 5 ways to aggregate ratings automatically to calculate a forum grade for the Gradebook. These include: Average, Max, Min, Count and Sum.
Quiz Module

The Quiz activity module allows the teacher to design and set quizzes and tests consisting of a large variety of Question types, including multiple choice, true-false, and short answer questions. These questions are kept in the Question bank and can be re-used in multiple quizzes. Quizzes/Tests can be configured to allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers. Throughout this next lesson, the activity will be referenced as a “quiz.” However, you are able to create tests in the same way.

Features

In general, quizzes help determine what students have learned. A well-designed test can give critical information about a student’s understanding of the material.

Feedback about performance and self-assessment are important parts of a learning environment. There are several ways to give feedback to students: on each question or overall. The quiz module can display feedback and scores at different times during the quiz, using the review options.

A wide variety of Quiz reports (in addition to Grades) are available. Quiz reports not only can focus on a single student’s attempt to answer each question, but also can perform a robust analysis of a question’s validity based upon aggregated student responses.

Moodle’s quiz module has a large number of options and tools. For example, quizzes with different question types can be randomly generated from categories of questions. Students can be allowed repeated attempts at a question; they can also be allowed to retake a quiz multiple times.

There are different options for scoring (marks-grades) individual questions in a specific quiz, grading attempts for a quiz and each question type.

Further, different display methods can even make the same quiz appear different each time. This can be done by customizing the viewed format (by manually setting the page breaks) or by setting the number of questions per page. Questions can be shuffled in regards to presentation order. Yes, it can be made to look and act like a paper test.
When the computer does the work for you, it’s easy to give students a chance to practice taking a test, or to give frequent small quizzes. You can explore how to apply these advantages on the Effective quiz practices page.

**Quiz module index page**

The quiz module index page lists all the quiz activities in the course, organized under four headings:

1. **Topic** - the number of the block, in which the given quiz appears
2. **Name** - the name of the quiz
3. **Quiz closes** - the date after which the quiz will be closed
4. **Attempts** - if there have been any attempts at the quiz, you will see the text ‘View reports for x attempts (y Students)’, ‘x’ being the number of attempts and ‘y’ the number of students attempting at the quiz. Otherwise, the field will be empty.

**Multiple Choice Question Type**

In a multiple choice question, the student is given a question and a list of answers. In a Lesson, the answer list will be shuffled every time the question is view by a student. In a multiple choice question, the student selects one answer.

**From MoodleDocs**

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

**Single-answer questions**

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

**Multiple-answer questions**

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

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

**Question set-up**

1. Select the question category
2. Give the question a descriptive name. You’ll use the name to track your questions later so “Question 1” isn’t a good idea. The name will be used in the question lists on the quiz editing page or in the lesson as a page title. It will not be shown to the students, so you can choose any name that makes sense to you and possibly other teachers.
3. Create the question text. If you’re using the HTML Editor, you can format the question just like a word processing document.
4. Select an image to display if you want to add a picture to the question. The available images are those you have uploaded to the main Moodle files area (they cannot be in folders). For the student, the image appears immediately after the question text and before the answer options.
   - Alternatively, if you used the HTML editor to create the question text, you can click the image icon. This will pop up the Insert Image window. You can choose to upload an image into your files area from this window, or you can add the URL of an image on the web. If you add a file to your files area, click the name of the file after you upload it to insert the link into the URL text entry at the top of the screen. Then click OK.
5. Set the ‘default question grade’ (i.e. the maximum number of marks for this question).
6. Set the ‘Penalty factor’ (see Penalty factor below).
7. If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
8. Choose whether students can only select one answer or multiple answers
9. Choose whether to shuffle the answer options
10. Write your first answer in the Choice 1 text field. Inserting HTML into this area also makes it possible to add an image or a sound file.
11. Select a grade percentage for the answer. This is the percentage of the total points for the question that selecting this response is worth. You can select negative percentages as well as positive percentages. So, selecting a correct response in a multiple answer question may give you 50% of the possible points, while selecting a wrong answer may take away 10%. Note that in a multiple-answer question, the grades must add up to 100%.
12. If you wish, you can add feedback for each response. It may be a bit more work, but it’s good practice to tell the students why each answer is right or wrong using the feedback area. If students know why an answer is right or wrong, they can analyze their own thinking and begin to understand why an answer is correct. Your feedback will only be displayed if you select Show Feedback in the quiz body options.

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

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

15. Select the “Save Changes” button at the bottom of the screen.

**Penalty factor**

The ‘penalty factor’ only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. If the penalty factor is more than 0, then the student will lose that proportion of the maximum grade upon each successive attempt. For example, if the default question grade is 10, and the penalty factor is 0.2, then each successive attempt after the first one will incur a penalty of 0.2 x 10 = 2 points.

**General feedback**

General feedback is some text that gets shown to the student after they have attempted the question. Unlike feedback, which depends on the question type and what response the student gave, the same general feedback text is shown to all students.

You can control when general feedback is shown to students using the “Students may review”: check-boxes on the quiz editing form.

You can use the general feedback to give students some background to what knowledge the question was testing. Or to give them a link to more information they can use if they did not understand the questions.

**Overall feedback**

The option overall feedback for correct/partially correct/incorrect responses is particularly useful for multiple-response questions, where it is difficult to control what feedback students see just using the answer-specific feedback.
So, when the student submits the question, they will see the answer-specific feedback next to the option(s) they selected, the overall feedback in a box below the options, and if applicable, the general feedback underneath everything else.

**True/False Question Type**

From MoodleDocs

The True/False question type is a special case of the multiple choice question. The student is prompted to choose which is the correct option.

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

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

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

**Question set-up**

1. Select the question category
2. Give the question a descriptive name - this allows you to identify it in the question bank.
3. Enter a question in the ‘question text’ field.
4. Select an image to display if you want to add a picture to the question. For the student, it appears immediately after the question text and before the choices.
5. Set the ‘default question grade’ (i.e. the maximum number of marks for this question).
6. Set the ‘Penalty factor’ (see Penalty factor below).
7. If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
8. Select the correct answer - true or false.
9. Finally, provide feedback for each of the answers ‘true’ and ‘false’.
10. Click ‘Save changes’ to add the question to the category.
Penalty factor

The ‘penalty factor’ only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. If the penalty factor is more than 0, then the student will lose that proportion of the maximum grade upon each successive attempt. For example, if the default question grade is 10, and the penalty factor is 0.2, then each successive attempt after the first one will incur a penalty of 0.2 x 10 = 2 points.
Matching Question Type

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

Question set-up in Question bank

1. Select the question category
2. Give the question a descriptive name - this allows you to identify it in the question bank.
3. Enter a question stem in the ‘question text’ field to tell the students what they are matching.
4. Select an image to display if you want to add a picture to the question. For the student, it appear immediately after the question text and before the choices.
5. Set the ‘default question grade’ (i.e. the maximum number of marks for this question).
6. Set the ‘Penalty factor’ (see grading below).
7. If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
8. Check the ‘shuffle’ box if you want the answers in the drop-down menus to be shuffled. Note: The Quiz display setting must also be set to shuffle within a questions for this to work.
9. For the first matching item, enter the question and a matching answer.
10. Fill in at least three questions and answers. You can enter as many as 10 items (or more - see ‘See also’ below). You can provide extra wrong answers by giving an answer with a blank question.
11. Click Save changes to add the question to the category.
Grading

- Each sub-question is equally weighted to contribute towards the grade for the total question. For example a student who correctly matches 3 of the 4 possible matches will receive 3/4 or 75% of the total possible score for that question.
- The ‘penalty factor’ only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. If the penalty factor is more than 0, then the student will lose that proportion of the maximum grade upon each successive attempt. For example, if the default question grade is 10, and the penalty factor is 0.2, then each successive attempt after the first one will incur a penalty of 0.2 x 10 = 2 points.

Repeated entries

It is possible to have repeated entries in one of the lists but care should be taken to make the repeats identical. For example “Identify the type of these creatures” with the lists “Ant, Cow, Dog, Sparrow” and “Insect, Mammal, Mammal, Bird”.

Ordered questions

In the Quiz module, it is possible for both the question list and the answer list to be shuffled. The answer list is always shuffled. The “shuffle within questions” must be “Yes” as a quiz setting under Display AND the shuffle question box must be check on the individual question.

Consider the question “Match the letter with its position in the alphabet” with the question list “1, 2, 3, 4” and answer list “A, B, C, D”. The answer list is always shuffled for each student in the pull down list of the possible matches. However, only when both the quiz and individual question shuffles are turned on, will the question list be shuffled to something like “2,4,1,3”.

Version differences

- From Moodle 1.7 onwards, there can be more answers than questions. This makes it harder for the student if they do not know the right match. The extra answers are added by leaving the question field blank.
Quiz Tips and Tricks

What to do after a quiz

It is a good practice to review the quiz after it has been given. Students may challenge a question, or ask about the meaning of a question during or after a quiz. After viewing student attempt scores, the result tab will assist the teacher in looking at questions answered by the class, changing scores for specific answers and re-grading the quiz.

The Item Analysis link, on the Results tab, can assist the teacher in finding questions in the test that should be reviewed. Sorting on the Correct Facility will allow the teacher to quickly see the questions that were most missed or answered correctly. A question where every student missed it, could mean the teacher tagged the wrong answer as correct or made a typing error in the evaluation of the answer. Unintentional trick questions can often be found by sorting by the “Disc” columns. This might reveal where the worst quiz takers answered the question better than the best quiz takers. The item analysis might also reveal the material which was not presented well or perhaps not covered.

The analysis can also point out correct answers to short answer questions that were not included as a potential when the question was created. Teachers can even look for common misspellings in the correct response and, depending on his or her policy, can award partial or full credit to students for the misspelled response.

Questions needing correction can be edited by clicking on the question ID number on the item analysis page. While questions can be edited as students are taking the Quiz, it is not recommended. Understand what question you are editing. For example is it used in other courses or again in another Quiz in the same course? Do you want the edited question to be used in the future?

Clicking on re-grade link, on the results tab, will immediately update the scores for all students on all questions for that one specific quiz. Do not use the re-grade link if students are taking the quiz. Be sure you want to recalculate the quiz. You can re-grade the quiz as many times as you want.

This method ensures fairness in scoring on the current quiz and future quizzes while it minimizes the need for “Make comment or override grade” in the individual overview of a student’s attempt.

Re-grade is found on the Results Tab of a Quiz. Re-grade is used to force Moodle to recalculate points awarded for correct and incorrect responses to quiz questions after the
quiz has been taken by students. It is used when the teacher changes a score or evaluation of a question after the Quiz has been completed by one or more students.
“Grades” in MCMoodle

The concepts of grades and of gradebook have been completely revisited in Moodle 1.9. These words and modules were used in earlier version. There are important differences that users who are upgrading to 1.9 need to understand and this should also help new users.

The two central ideas of grading in Moodle 1.9 are:

1. **Grades** are scores attributed to participants in a Moodle course
2. The **gradebook** is a repository of these grades: modules push their grades to it, but the gradebook doesn’t push anything back to the modules

The three building blocks of the Gradebook in Moodle 1.9 are

- **The grade category**

  A grade category groups grade items together, and has settings for affecting these grade items

- **The grade item**

  A grade item stores a grade for each course participant, and has settings for affecting these grades

- **The grade -Student scores in a course**

  A grade has settings for affecting how it is displayed to the users, as well as locking and hiding functions.

As an overview: Grades can be calculated, aggregated and displayed in a variety of ways, the many settings having been designed to suit the needs of a great variety of organisations.

Many activities in Moodle, such as assignments, forums and quizzes may be given grades. Grades may have numerical values, or words/phrases from a scale or rating system.

Grades can also be used as outcomes and as arbitrary text attributed to each participant in a course.
How Grades Get Into the Gradebook

Grades pushed by modules

When activity modules produce grades, they use the gradebook public API to push (or send) their grades to the gradebook. These grades are then stored in database tables that are independent of the modules. The grades are still kept in the module database tables, and the gradebook will never access or modify these original grades.

The gradebook, however, provides administrators and teachers with tools for changing the ways in which grades are calculated, aggregated and displayed, as well as means to change the grades manually (a manual edit of a grade automatically locks the grade in the gradebook, so that the module which originally created the grade can no longer update that grade in the gradebook until the grade is unlocked).

Grades Manually Added by Teachers

Users with Teacher permissions for the course can add “manual” grade items to the gradebook through the Categories and Items section.

Settings affecting grades

Being the smallest unit in the gradebook, the grade is affected by many settings at different levels. Here is a list of these levels, in hierarchical order:

- Site-wide general settings
- Site-wide grade category settings
- Site-wide grade item settings
- Gradebook report settings
- Course settings
- Category settings
- Grade item settings
- Grade settings

Outcomes

Outcomes are specific descriptions of what a student is expected to be able to do or understand at the completion of an activity or course. An activity might have more than one outcome, and each may have a grade against it (usually on a scale).
Gradebook reports

The gradebook includes a variety of reports. Select the grades link in each course administration block. The default report is the grader report and other reports are available by using the “Choose an action..” pulldown menu under View to find:

- Grader report - The main teacher view of a course gradebook.
- Outcomes report
- Overview report
- User report

Additionally on “Choose an action” menu, teachers can find interactive category reports which can alter the way the “View” reports appear. The “My report preferences” link (on a tab in earlier versions), enables teachers to change how the grader report is displayed.

Grades organization

Teachers may organize grades into grade categories, import and/or export grades, and make grade calculations.

Symbols to represent ranges of grades may be set as grade letters.

Administrators may control the appearance of the gradebook site-wide by adjusting settings available via the grades link in the site administration block:

- General grade settings
- Grade category settings
- Grade item settings
- Gradebook report settings