Beginners Guide to myCourses

Welcome to myCourses, our new Online Course Management System. In this document, we will show you the basics of myCourses, to both aid you in setting up your class, and getting you familiar and comfortable with the new system.

Logging Into the System

To log into the system, there are numerous ways of heading to the myCourses page. We will take care of two of them. The first, and probably easiest, would be to navigate your web browser to mycourses.lsue.edu. The other way is to navigate to http://www.lsue.edu and click on the “Faculty/Staff” section. Then, on the left hand side of your screen, you should see a link to myCourses. Upon completing either of those methods, you will be displayed with a screen similar to this:

As you will notice, on the right hand side of your screen, there will be the “Login” box. You can login by entering the username and password that you use to enter into myLSUE. After pressing the Login button, you will be brought to an updated place that will have your class list in place of the Login box. Your screen should look as follows:
As you can see, your classes are now organized into folders based on semesters. By clicking the + key to the right of the folder, you will expand/collapse your folder view. To enter a class, simply click on the link to the particular class that you are teaching.

**Your Class Space**

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

1.1 The “People” Box

In the upper left is the “People” box:

1.1.1 Participants

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

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

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

1.2 Activities
This block lists all of the categories of the things that are available in your classroom (forums, quizzes, assignments, etc.). The first time you enter your classroom, the only category that is listed is “Forums.” This is because one forum (discussion board) exists
by default – the news forum. The activities list will grow as you add activities to your classroom.

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

1.4 Administering Your Class:
On the left-hand side of the screen are the administrative tools for your class:

"Turn editing on" allows you to make changes to your class.
"Settings" allows you to change the look of your class (more on this later).
"Backup" allows your class data to be backed up.
"Restore" allows you to restore old class data (that was previously backed up).
"Scales" allows you to define special scales for evaluation. These are made up of word evaluations (i.e., Excellent, Good, Average, etc.).
"Grades" lists the grades of the tests and quizzes of each enrolled student.
"Reports" shows you all of the activity in your class for a set amount of time.
"Files" allows you to upload files to your “classroom,” or to view any files that are already there.

Turn editing on – we’ll come back to this one in its own section.
1.4.1 Settings
This allows you to change the look of the class. If you click on the “Settings” link, you should see a screen like this:

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

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

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

- Format – this is an important field. There are three different formats for the class – Weekly, Topic, and Social. The weekly format organizes the class into weeks, with assignments, discussion boards, tests, etc. all residing in a week-by-week block. The Topic format organizes everything by topics (or units), regardless of how long they take. The Social format is built around a forum (bulletin board), which is good for announcements and discussions.
For the rest of this manual, I will be using the Topic format, but all the functions work in the Weekly and Social formats as well.

- Enrolment period – This sets how long a student can be enrolled in a class from when the student registers. After the time set here, the student will be unenrolled from your class.

- Number of weeks/topics – this displays the number of weeks or the number of topics displayed on your class page (the default is 10 weeks or 10 topics).

- Group mode – This is the default setting for groups for the course. You have three settings to choose from if you use groups:
  - No groups – if this is set, the class is one big group. Everyone can see everyone.
  - Separate groups – if this is set, each group is separate – the groups cannot see each other (can not see other groups postings, assignments, etc.).
  - Visible groups – if this is set, students belong to groups, but the groups can see each other.
- Force (setting related to group mode) – if this is set to “No,” then groups can be assigned for each module added (each assignment). In this case, the class group setting is the default setting, but that can be changed. If this is set to “Yes,” then the group setting cannot be changed at the assignment level – the setting for the class level is always the setting.

- Enrolment key – this is the classroom password. If you fill in this field, students will have to put in the password the first time they log in to the class. This is to keep people who are not in your class from joining. The enrollment key can be anything – a word, numbers, or a combination. This can be changed as many times as you like in case the password gets spread outside of class. Again – students only need to put this key in the first time – after that they do not have to. If someone from outside of the class joins and then you change the key, they do not have to put in the new key because they have already joined, but they can be kicked out by you. Once they are kicked out, they would have to know the new key to rejoin the class.

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

- Hidden sections – this setting controls how hidden sections appear (or don’t) in your class. You want to hide a section in your classroom if you are making changes on it, or if you do not want the students working ahead (on a future topic). If you hide a section (a topic or a date), a small bar will normally appear to let the student know there is a hidden section there. The students cannot see anything in the section, but will know it is there. If you set this control to “Hidden sections are completely invisible,” then nothing shows up in the class for the students to see.
- News items to show – this sets how many news items to show for your class. Any time you post something in the News forum (at the top of the classroom), the title will appear in the “Latest news” box (at the top of the page by default). The number you set here limits how many news items to post before old ones get dropped. If you enter “0” for this menu, the “Latest news” box will not be displayed.

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

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

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

1.4.2 Administrators
This lists all the administrators (teachers and others who have full access to everything) in a course (typically just you). From here you can add a co-teacher if you wish. The screen should look something like this:
To add another teacher to your class, type their name into the search box, press “Search”, and then click on the “Add teacher” button next to the name of the teacher you wish to add (or type in the administrator/teacher’s name if there are too many users to show).

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

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

1.4.3 Assign Roles
From here, you may add or unenroll a user (student) from your class. The screen should look something like this:
On the left are the students currently enrolled in the class, and on the right are the students that could be added to the class (students that the system already has registered). To add a new student, highlight the student’s name and click on the left-facing arrow (or type in the student’s name in the “Search” field if there are too many students to list). The student should move from the “Potential student” column to the “Enrolled students” column. To unenroll a student from a class, click on the student’s name and click on the right-facing arrow next to the student’s name. The student should move from the “Enrolled students” column to the “Potential students” column. Please note that students normally may enroll themselves by clicking on the course listing of your class on the main page (they will need the enrollment key if you supply one). You may also add students manually using this method. In most cases, the students will automatically be added to the particular courses for you, and this won’t be necessary.

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

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

1.4.6 Scales
This screen allows you to create a word-based evaluation scale (like “fair,” “excellent,” etc.). The screen should look something like this:
From here, you can add a new scale by clicking on “Add a new scale.” This will bring up a scale like this:

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

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

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

1.4.8 Logs
Logs show you the activity in your class for different days or times. This can be useful to check to see if everyone has done a certain task.
1.4.9 Files
This allows you to upload files to the server. Students do not have access to these files unless you link them to another part of the site (more on that later). A file can be text documents, sound files, spreadsheets, and more. When you click on this link, you will see a screen like this:

You can create a new folder for organizational purposes by clicking on “Make a folder.” To add a file to your classroom, click on “Upload a file.” This will take you to a screen that looks like this:
You can browse for a file on your computer by clicking on the “Browse” button. When you have located the file, click on “Upload this file” to load the file into your class.

**1.4.10 Help**  
This is Moodle’s own documentation, which is an great resource.

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

**1.5 Courses**  
This block lists all of the classes you are enrolled in or teach.
1.6 Upcoming Events
This block shows your class what events are coming up (based on the calendar). It also includes a link to go to the calendar or to add new events. My example looks like this:

If you click on a date, you will go to the day-view calendar for that day. If the title of the event is a link, and you click on it, you will be taken to that event.

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

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

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

The symbols do the following:
- The eye – if you click on the eye when it is open, it will shut. When the eye is shut, you can see the block (in this example, the calendar), but the students in the class cannot see the block. If the eye is shut and you click on it, it will open, and the block will be visible to the students again.
- The “X” – if you click this symbol, the block will be deleted from your class page. If you delete a block and want to show it again later, add it from the menu in the “Blocks” block, which is located at the bottom right of the page.
- The arrows – these arrows move the block in that direction. If you click on an up arrow, the block will move up the screen. If you click on a down arrow the block will move down. If you click on a right arrow, the block will move all the way across the screen to the right-hand side of the screen. If you click on a left arrow, the block will move to the left-hand side of the class screen. These arrows move blocks around the screen, and this can be repeated as many times as you wish.

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

1.8.3 Course Summary
If you like, you may add the “Course Summary” block to your class.

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

1.8.5 Topics (or Weeks)
This block adds a “quick jump” menu to each topic or week:

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

2.0 Editing your class:

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

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

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

The right-facing arrow indents the item (for organizational purposes). If the item is already indented, there will be a left-facing arrow to “un-indent” the item.
The double arrows move the item up or down in the list.
The hand holding the pen edits the item.
The “X” deletes the item.
The eye hides the item from students (or shows the item if it is already hidden).
2.1 Adding Content
We can now add content to each topic. Note that next to each “Add” menu there is a “?” symbol. This brings up a window that explains what each item is, in case you need help.

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

This will bring up the editing box:

Add the summary (a short description of the week or topic), and click on “Save changes.”

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

Compose a text page
Compose a web page
2.1.1 Compose a text page

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

You will then see a screen like this:

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

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

- “Full text” is where the main text is entered. By default, the text box supports emoticons and web addresses become hyper-links. This behavior can be changed in the “Formatting” pull-down menu under the full text box.
“Formatting” is a pull-down menu that defines how the text box is interpreted. By default, the setting is “Moodle auto-format.” This is a good all-purpose setting that supports hyper-linking and emoticons.

- Plain-text – pick this formatting if you want the text to look just like you typed it (no emoticons or hyper-links).
- Markdown format – pick this formatting if you want to use markdown formatting (which looks a lot like text email formats).

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

When you are finished, click on “Save changes.”

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

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

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

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

When you are finished, click on “Save changes.”

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

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

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

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

If you want to add a web address, you can simply type it, or you can click on “Search for a web page.” This opens up a new window for you to search for the web page you want. Once you find it, you can copy the address and paste it in the “Location” box.

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

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

When you are done, click on “Save settings.”

2.1.4 Display a directory
This resource allows the students to view an entire directory (folder) at once. The directory and the files in it must already exist (they can be added using the “Files” link in the “Administration” block). It is a great way to make many files available using just one link. To add a directory, select it from the “Add a resource” menu:
- “Name” – this can be anything you like (it does not have to be the same as the name of the directory).
- “Summary” – this is a short description of what the directory contains. This helps students quickly determine if the files will be relevant to what they are looking for.
- “Display a directory” – this drop-down menu allows you to pick from any directories (folders) that you have created for your classroom. These directories must already exist (they can be created using the “Files” section of the “Administration” block). Note that if you pick a directory that has other directories (folders) inside of it, the students have access to those files as well. When you are finished, click on “Save changes.”

2.1.5 Insert a label
This feature allows you to insert text, images, and other things directly into the topic (or week) box. To add a label, click “Insert a label” in the “Add a resource” menu:
You may now type what you want to add to the class topic (or create a link, or add a picture, etc.). When you are done, click on “Save changes.”

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

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

- Assignment
- Chat
- Choice
- Forum
- Glossary
- Journal
- Lesson
- Quiz
- Scorm
- Survey (Note: this one is mostly for online course evaluation)
2.2.1 Assignment
To add an assignment, click on “Assignment” under the “Add an activity” menu. This will take you to the “Assignment” screen:

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

The “Assignment name” can be anything you like.

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

The type of assignment you select gives you the option of allowing students to do the assignment offline (paper copies), or to upload a single file (they send you the file electronically). In either case, you may enter a description of the assignment. If you do want the students to submit the assignment electronically, they can upload one file of any type (Word, PowerPoint, etc.). If you do this, make sure you set the maximum size field to be big enough.
The “Allow resubmitting” field allows students to resubmit the assignment if this field is set to “Yes.”

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

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

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

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

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

When you have finished filling out the Chat options, click on “Save changes.”

2.2.3 Choice
A choice is basically a poll. When you add a choice, you ask a question, and supply two or more answers to the question. Then students may vote. This only asks one question at a time, so works well as a poll, but would not work well as a multiple choice test (that is under the quiz module). To add a “Choice,” select “Choice” from the “Add” menu. This will take you to the “Choice” screen:
At this point, add a name and a question. The question (“Choice text”) can be formatted (bold, underline, etc.) using the tool-bar. Then fill in the possible answers in the “Choice #” boxes. You have the option to restrict when the students can vote on the choice. You may then choose when to post the results of the choice – never, after a student votes, after the poll closes (based on the closing time you set) - or you can select to always have the results available. You then choose how the results are displayed: with student names, or anonymously. You then set if students may update (or change) their vote. You may also select if you want students to see a list of who has not yet answered the choice with the “Show column for unanswered” field (teachers always see who has not yet answered). When finished, click on “Save changes.”

**2.2.4 Forum**

This is basically a bulletin board. You may create a forum to discuss various topics for your class. To add a “Forum,” select “Forum” from the “Add an activity” menu. This will take you to the “Forum” page:
Again, there are help buttons next to each pull-down menu (the “?” buttons). The
“Forum type” offers four choices: “A single simple discussion,” “Each person posts one
discussion”, “Q + A forum” or “Standard forum for general use.” In “A single simple
discussion,” students can reply to the topic, but cannot create new topics. In “Each person
posts one discussion,” the students can each start one new topic, which could be useful if
they were all doing different books, reports, etc. In “Standard forum for general use,”
students may start new topics any time they wish (unless you restrict that). The “Standard
forum” is the most commonly used forum.

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

You may also allow students to reply to a topic only. In this case, a student can
only reply to a topic that already exists, not create a new topic. This is set by
selecting the “No discussions, but replies are allowed” from the “Can a student
post to this forum?” menu. This style is probably the most common setting.
Lastly, you can allow both discussions and replies, where students can post anything they like – they can reply to an existing discussion, or start a new discussion topic on their own. This is set by selecting “Discussions and replies are allowed” from the “Can a student post to this forum?” menu.

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

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

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

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

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

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

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

When you are done with the “Forum,” click on “Save changes.”

2.2.5 Glossary

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

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

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

- Display format: This sets how the glossary will appear to the students. There are several choices:
  - Simple, dictionary style – this presents the terms like a dictionary, in alphabetical order. Any attachments are shown as links. Author information is not presented.
  - Continuous without author – this presents the terms as one big page, and sorts the terms by date. The author is not indicated.
  - Encyclopedia – this presents the terms like an encyclopedia. All uploaded images are seen in the article, and the author is indicated.
  - Entry list – this presents the terms as a list of the terms with no definitions.
  - FAQ – this presents the terms as a frequently asked question forum. The term’s “Name” field will be presented as a question, and the “Description” field will be given as the answer.
  - Full with author – this is similar to the “Encyclopedia” setting, except attachments are seen as links instead of being in the definition. Author information is given.
  - Full without author – this is the same as “Full with author,” except no author information is given. This looks very much like the “Simple, dictionary style” except time and date information is given.

- Show 'Special' link: if this setting is set to yes, it allows students to browse using special characters (like $ % #).
- Show alphabet: if this is set to yes, it allows students to browse by letter of the alphabet.
- Show ‘ALL’ link: if this is set to yes, it allows students to list all entries in the glossary at once.
- Edit always link: if this is set to yes, then students can edit their glossary entries at any time. If this is set to no, students cannot edit their entries once they are submitted.

The next section of setting up a Glossary is the option to rate posts in a discussion. If you do not want to rate posts, then leave the “Use ratings” checkbox blank. If you do want to rate posts, check the box next to “Use ratings.”
Once you check “Use ratings,” the other options become available. Under the “Users” menu, you have the option of setting who can rate posts. If you want to restrict rating posts to just yourself (as the teacher), select “Only administrators can rate entries” from the “Users” menu. If you would like the students to be able to rate entries (for peer review or the like), select “Everyone can rate entries.”

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

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

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

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

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

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

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

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

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

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

When you have the settings the way you want them (and they can always be changed), click on “Continue.”

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

To “build” a question, select a category. The screen will then show any existing questions, and allow you to add new ones:
- Import questions from file – this imports existing questions from file systems Moodle recognizes (many formats).
- Export questions to file – this exports existing questions as different formats (currently GIFT format).
- Create multiple questions – this feature creates a specified number of random questions. These questions are drawn randomly from your database of pre-existing questions.

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

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

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

  ![Multiple Choice Question Screen](image)

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

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

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

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

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

When you are done filling in your questions, answers, feedback, and grade, click on “Save changes.”

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

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

Next to each answer is the “Grade” field. The total points of the question must equal 100%.

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

Once you are finished, click on “Save changes.” This will take you back to the quiz screen, and the new question should be there.

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

2.2.6.5 Calculated – To add a calculated question, select “Calculated” from the pull-down menu. This will take you to the calculated question editing screen:
Click on the help button (the “?” next to “Editing a Calculated question”) for additional details about this type of question. A calculated question is similar to a numerical question, but you can use variables, and there are more options for the type of tolerance for the answer.

- Category – this is the category to which the question is assigned.
- Question name – this can be anything you like.
- Question – this is the question itself. The question can support full formatting (bold, italics, etc.) by using the formatting toolbar. You would typically include variables in the question, contained in curly brackets. An example would be “What is {x} times {y}?”. 
- Image to display – you can select an image to display from any uploaded files you have in the class.
- Correct answer formula – this is where you set the formula for the answer. This would use the same variables used in the question. For my example above, this would be {x}*{y}. This will support +, -, *, /, as well as other functions (like sin, cos, etc.). Click on the “?” help button for more details on advanced operations.
- Tolerance – this sets the tolerance of the answer. What actual number you put here depends on the Tolerance Type (set next).
- Tolerance Type – This sets how the tolerance is calculated. There are three methods for calculating tolerance:
- Relative – this sets the tolerance relative to the actual answer, based on using the “Tolerance” number (from above). The tolerance is set by multiplying the “Tolerance” number by the answer, and then allowing the answer to be +- the result. For example, if the real answer is 50, and the “Tolerance” number is set to .5, the resulting tolerance would be +- 25 (50 times .5 = 25). So any answer from 25 to 75 would work. When using Relative tolerance, you will usually set the “Tolerance” number between 0 and 1 (you can use a number larger than 1, but the acceptable answer range will be larger than the real answer – i.e., a “Tolerance” number of 2 would yield 50 +- 100 = -50 to 150).

- Nominal – this is the simplest type of tolerance. This simply sets the “Tolerance” number as the tolerance. For example, if the real answer were 50, and the ‘Tolerance” number were set to 7, then a correct number is any in the range 50+-7 = 43 to 57. This type of tolerance can use any “Tolerance” number equally well.

- Geometric – this sets the tolerance relative to the actual answer, based on using the “Tolerance” number. The upper limit of the acceptable answers is just the same as in the Relative tolerance. If the real answer is 50, and the “Tolerance” number is set to .5, the resulting UPPER limit would be +25 (50 times .5 = 25). So the upper range would be any number from 50 to 75. To calculate the LOWER range, the system takes the real answer and divides it by (1 plus the “Tolerance” number). In this example, this would be 50 (the real answer), divided by 1.5 (1 plus the “Tolerance” number of .5). This would make the lower range to be 50/1.5 = 33.33. So, in this example, the full range would be any number from 33.33 to 75. Generally, this type of tolerance would use a “Tolerance” number between 0 and 1.

- Significant Figures – this sets how many digits are shown in the answer. If the answer is 33.33 and the Significant Figures is set to 2, then the answer would be 33. If the answer is 1234 and the Significant Figures is set to 2, then the answer is 1200.

- Unit (optional) – This is an optional field to add units (like meters, kilograms, etc.). You may also add additional units with the appropriate conversion multiplier. For example, if your main units were meters, you could also add a multiplier of 100 with the units of centimeters. If you add units, the question will be wrong if the student does not give the exact units. For example, 10 kph and 10 k.p.h. are different answers because the units are different (spaces are okay – 10kph and 10 kph are the same).

When you have set all these fields, click on “Save changes.”

Each variable has two options. You can have the question use data that are used only by this question, or you can have the variables pull data from a comma data set. Either way, you will add the actual data on the next screen. Set each variable (either “…that will only be used by this question” or “…that may be used by other questions in this category,” then click on “Save changes.”
The system generates initial values for the variables. If you prefer, you can simply type in the value for each variable. The last column will show you the answer and the range that is generated by these numbers. The features of this screen are:
- Generate a new value between – this button creates new numbers for the variable based on the options you set.
- Number fields – these set the lower and upper limits of the numbers the system will generate (in the above screen shot, the values are 1.0 and 10.0).
- “with #” menu – this sets how many decimal places or number digits to generate. It can be set from 0 to 9.
- “decimals…”/”digits…” pull-down menu – this sets another field for generating numbers of the variables. If set to “decimals…,” the system will make sure there are as many decimal places showing as are set in the previous “with #” menu (9.87 if set to 2 places). If this menu is set to “digits…,” then the system will generate numbers with that many significant digits. If the “with #” is set to 2, you could get a number like 10 or like 3.3, as long as there are 2 significant digits.

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

You can repeat this process as often as you wish. The actual question will randomly pull data from the data set you just created. When you are done adding data, click on “Back to editing quiz.”

2.2.6.6 Matching – To add a matching question, select “Matching” from the pull-down menu. This will take you to the matching question editing screen:
Fill out a question name that you will recognize, and then write the “big” question – this is the introduction the student sees. This could be “Match the following questions with the correct answers,” or “Match the name of the president with the year he was elected,” or anything else you like. You then need to fill in at least 3 questions that will be matched to the answers you provide. The “questions” can be one word to be matched to the answer. Each matching part is worth an equal amount (if you have four matches, each is worth 25% of the whole question. The whole question then can be weighted on the quiz – more on weighting later).

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

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

2.2.6.9 Random Short-Answer Matching – This question makes a matching question by drawing random questions and answers from among the short-answer questions you have created. You must have at least two short-answer questions in a category for this feature to work. The random short-answer matching editing page looks like this:
The category is whatever category you were in when you selected the random short answer matching question. The question name can be anything you like, but I would suggest adding a number to the end (#1, #2, etc.). You may leave the existing default introduction, or you may change it if you wish. You then select the number of questions you would like to have (the number of matches to make). When you are finished, click on “Save changes.”

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

These are great questions, but do require some formatting. The Embedded Answer (Cloze) editing page looks like this:
The “Question name” names the question for the list. The “Image to display” near the bottom lists any pictures you have uploaded to your “Files” section. The “Question” part is where you type your question, but this must include the formatting. This can take some getting used to. This text (from Moodle help) is a valid question:

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

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

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

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

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

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

  {2:SHORTANSWER:=Maine~Ohio}.

When you have everything the way you want it, click on “Save changes.” Your Embedded Answers question will now be in the list.

Let us suppose that those are all the questions I want for my quiz. To construct my quiz, I check the box next to each question I want (remember, there may be questions I don’t want to use because they are from another unit), and I click on the “Add selected to quiz” button:
I might select five questions for my quiz. I may edit them just for the quiz and leave the originals alone by editing the “quiz” side of the screen (the left half of the screen). I can also change the order of the questions by clicking on the up or down arrows on the left. The random question will pick a question from the remaining questions that were not selected for this quiz.

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

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

2.2.7 Scorm
The Scorm activity allows you to include a Scorm lesson in Moodle. Scorm is a common system for putting together online learning experiences, and there are many packages that can export activities in a Scorm format. If you have Scorm material you would like to add to your Moodle class, select “Scorm” from the “Add an activity” menu. This will take you to the Scorm upload screen:
The name can be anything you like, and the “Summary” section supports full formatting (bold, italics, etc.) by using the format bar above the text box. To actually upload your Scorm lesson, click on the “Choose or update a SCORM package” button. This will open up the “Files” section of your classroom.

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

Once your file is uploaded, click on “Choose” to pick the Scorm activity. Once you have everything filled out, click on “Continue.”

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

Once you have all these fields set, click on “Save changes.”

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

2.2.9 Wiki
This adds a Wiki to your class. A wiki is similar to a blog (web log or journal), except everyone can contribute, edit, comment, etc. In general, wiki posts are not approved by a central administrator, so the content can be built very quickly (don’t worry – the teacher can always edit any wiki page!). To add a wiki, select “Wiki” from the “Add an activity” menu. This will take you to the “Add a Wiki” screen:
- Name – you may call the wiki anything you like.
- Summary – this supports formatting (bold, italics, etc.) by using the formatting bar above the text box.
- Type – This sets the type of wiki. There are three types, and each type sets access rules that also depend on whether or not classroom Groups are used or not. This chart is directly from the built-in Moodle help:
The left-hand column is the “Wiki Type” setting (Teacher, Groups, or Student), and the top row is the classroom Group setting (No Groups, Separate Groups, or Visible Groups). The “Wiki Type” setting “Groups” is not related to the classroom group setting – it is just called the same name.

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

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

- Page name (optional) – you can fill in the name of the first page of the wiki here. If you leave it blank, the first page of the wiki will be the wiki’s name (set at the top of the edit page).
- Choose an Initial Page – this lets you upload a text file that will become the content of the first page of the wiki. If there are multiple text pages in a directory in the Files section of your classroom, all the text files will become content for the wiki, but the page specified here will be the first page.

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

If you are using WikiWord formatting, click on the “?” help button in the upper right for a great discussion on how to format WikiWords. If you are using HTML (like in my example above), simply use the formatting tool-bar.
- Search Wiki – if you have existing pages in the wiki, you can search for terms using this field.
- Choose Wiki Links menu – if you have pages in your wiki, this menu will jump you to the pages that fit the categories in the menu (like “Newest pages” or “Most visited pages”).
- Administration menu – this allows you to do administrative functions like strip pages, set page flags, etc.

The wiki page also has 4 tabs:
- View – this is the default tab. It lets you see the wiki page. You can edit the wiki tab if you are creating new content.
- Edit – this tab allows you to edit existing content on the wiki page.
- Links – this shows you what pages link to this page in the wiki.
- History – this shows you the history of the wiki page (date of creation, modified date, etc.).

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

### 2.2.10 Workshop

This creates a workshop space for the class. It is used to facilitate peer review. It has a range of options. To add a workshop, select “Workshop” from the “Add an activity” menu. This will take you to the workshop edit screen:
The “Title” and “Description” can be whatever you like (“Peer Review,” “Shakespeare,” etc.).

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

The “Grading strategy” has several options – Accumulative, Not Graded, Error Banded, Criterion, and Rubric.

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

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

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

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

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

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

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

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

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

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

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

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

“Maximum Size” limits how big the project can be.

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

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

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

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