



Sentrum vir Leertegnologieë
Centre for Learning Technologies
iZiko lokuFunda ezobuGcisa

SUNLearn User Guide

All registered Academic Modules and Short Courses are hosted on SUNLearn. In order to access these modules and/or courses for which you are registered, log in with your Stellenbosch University credentials at <http://learn.sun.ac.za>.

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Assignments

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback. Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor.

An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

- **Step 1:**
- **Step 2:**
- **Step 3:** Add Assignment
- **Step 4:** Add Name of Assignment and Description

Adding a new Assignment ⊕ ▶ Expand all

▼ General

Assignment name*

Description*

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Display description on course page

DISPLAY DESCRIPTION ON COURSE PAGE

Enabling this will display the description on the course page just below the link to the assignment activity.

➤ Step 5: AVAILABILITY

Choices about the availability of an assignment:

▼ Availability

Allow submissions from ⓘ 9 January 2015 00 00 Enable

Due date ⓘ 16 January 2015 00 00 Enable

Cut-off date ⓘ 9 January 2015 11 15 Enable

Always show description ⓘ

AVAILABILITY SETTINGS FOR AN ASSIGNMENT

- **Allow submissions from**

This setting prevents students from submitting their assignment before the date shown. A teacher can set a day, month, year and time from which learners can begin to submit their assignments.

Please note that this setting does not hide the activity from the learners. Instead, the learner will see the activity, be able to view the instructions and use any materials you have included in the description, but the learner will not be able to submit or complete the assignment until the Allow submissions from date. This setting is enabled by default and is set at the day and time you added the assignment. To disable this, remove the tick/check.

- **Due date**

The Due date setting establishes when the assignment is due. Submissions will still be allowed after this date, but any assignments submitted after this date are marked as late. This option allows a teacher to set a day, month, year and time (24 hour clock) before which learners must submit their assignment.

By default the Due date is Enabled (ticked) and is set at 7 days ahead of the day and time you selected Add Assignment. To disable this feature, simply ensure the Enable checkbox is not marked. For more information on using the Due Date see Assignment



- **FAQ**

Assignments without a Due date will appear on the “my home” page with “No Due date” displayed.

- **Cut-off date**

The Cut-off date is the date beyond which students will not be able to send in their assignment as the button for doing so will no longer be displayed. After that date (or time) a teacher may, on request, grant an extension by going to the class assignment grading screen, clicking the "Edit" column and choosing "grant extension" for the relevant student.

- **Always show description**

If the 'Always show description' checkbox is ticked, the assignment description is always shown. If the checkbox is not ticked, the assignment description will be hidden until the 'Allow submissions from' date.

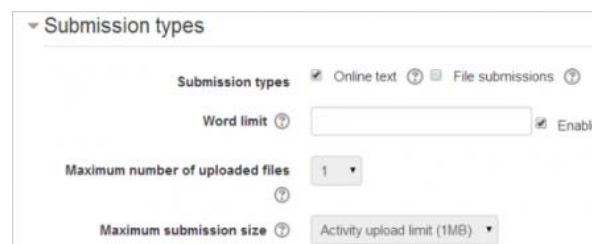
Submission status

The assignment details and submission form will be available from **Saturday, 22 March 2014, 6:55 PM**

Submission status	No attempt
Grading status	Not graded
Due date	Tuesday, 29 April 2014, 6:55 PM
Time remaining	109 days 5 hours

Assignment description hidden until the ‘Allow submissions from’ date. If 'Allow submissions from' is disabled, then this setting has no meaning: the assignment description will always be visible to students.

➤ **Step 6: SUBMISSION TYPES**



Submission types

Submission types Online text File submissions

Word limit Enable

Maximum number of uploaded files

Maximum submission size

Here you can decide how you wish students to submit their work to you.



Note that if Submission comments are enabled in Administration>Plugins>Activity modules>Assignment>Submission plugins then students will be able to add a note to their teacher on submitting work.

UPLOADING MULTIPLE FEEDBACK FILES

It is also possible to upload multiple feedback files as a zip, from the dropdown above the grading list:

- Download the students' assignments using the "Download all submissions" link from the same dropdown menu;
- Extract the folder offline and add your comments to the student's submissions. Keep the names the same.
- Select the students' submissions and zip them into a new folder. Important: Don't just edit them inside their original folder and re-zip this; it will not work. The folder name does not matter as long as the feedback files have the same names as before.
- Upload this newly zipped folder.
- You will be presented with a confirmation screen displaying your feedback files.

➤ **Step 7:**

Save and return to course

Save and display

Cancel

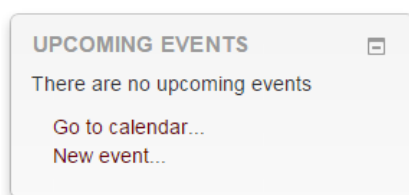


Calendar

Calendar events will either be shared with:

- The user that is logged in at that time (User event)
- The users registered for the course (Course event)
- A specific group (if groups are already created) (Group event)
- The entire LMS community (Site event)

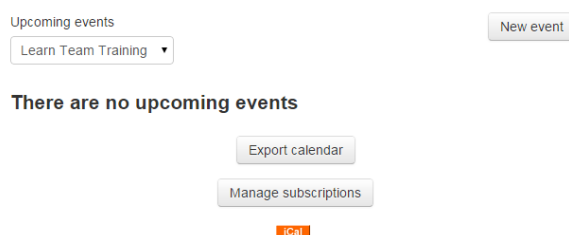
➤ **Step 1:** On both home screen and module screen, calendar will be on the right



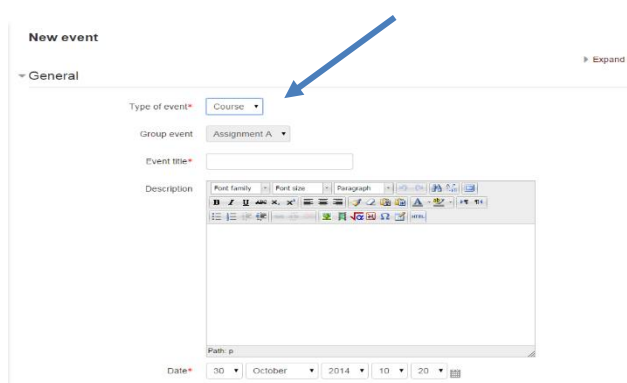
➤ **Step 2:** Click on 'Go to calendar' or 'New Event'.

➤ **Step 3:** On the Calendar page any activity that you create in your module that has a specific date assigned to it will show up in your module calendar.

➤ **Step 4:** Calendars can be synchronised with your Outlook calendar using the 'iCal' icon




➤ **Step 5:** On the 'New Event' page select the type of event and give the event a title



- **User Event:** will only be visible by the user currently logged in
 - **Group Event:** will be visible to a particular Group on the course (chosen from a drop-down list)
 - **Course Event:** will be visible to participants on the course in question. Only users with the capability to manage calendar entries at the course level can add course events.
 - **Site Event:** is a "global" event - visible in every course and on the calendar on the home page. Only users with the capability to manage calendar entries at the system level can add site events.
- **Step 6:** Select specific date for the event
- **Step 7:** Select the duration of the event

▼ Duration

Without duration
 Until
 
 Duration in minutes

- **Step 8:** You can also decide if you want the event repeated

▼ Repeated events

Repeat this event

Repeat weekly, creating altogether

- **Step 9:**

[Save changes](#)


Chat

The chat activity module enables participants to have text-based, real-time synchronous discussions. The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or restricted to users with the capability to view chat session logs. Chat are especially useful when the group chatting is not able to meet face-to-face.

- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Add Chat
- **Step 4:** Add Name of Chat
- **Step 5:** Add Description


▼ General

Name of this chat room*

Description* 

- **Step 6:** Select Chat sessions

▼ Chat sessions

Next chat time 

Repeat/publish session times

Save past sessions

Everyone can view past sessions

- **Next chat time:**

The day and hour of the next chat session. This will appear in the calendar so students know the schedule. If you don't want them in the chatroom, you can hide it or restrict access.
- **Repeat/publish sessions:**

There are four options for scheduling future chat sessions:

- **Don't publish any chat times**- there are no set times and students are welcome to chat at any time.
 - **No repeats - publish the specified time only**- only the Next chat time will be published. This could be used to schedule special events or meetings or simply to help learners identify a common time in which they can expect to find other learners in the chat room.
 - **At the same time every day**- Daily chats are useful for scheduling daily office hours or work sessions with learners.
 - **At the same time every week**--This setting will schedule a chat for the same day and time every week, which could be useful for instance for meeting and reviewing key ideas and questions related to the week's content/assessment.
- **Save past chats:**

Choose from the dropdown how many days to save – or save everything by selecting *Never delete messages*. If you have any concerns about discussions that might take place in your chat room, you may want to keep transcripts to check the suitability of what is discussed. If your learners are using the chatroom to collaborate on a group project you won't want to delete the messages until the project is complete.
 - **Everyone can view past sessions:**

Decide here whether or not allow everyone to view past chat sessions.
- **Step 7:** Select Common module settings

These settings are collapsed by default.
 - **Step 8:** Select Restrict Access/Activity Completion

These settings are collapsed by default. These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.
 - **Step 9:**

Save and return to course
Save and display
Cancel

Clicker

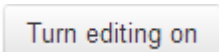
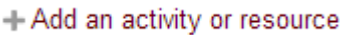
Clicker exercises are useful for classroom assessment. This method of assessment is used in order to determine the level of understanding that students have of a particular concept while you are still busy lecturing. The most common method of using the clicker tool is for a lecturer to have completed a portion of the lecture and then ask the students a question/questions about the work that has been covered. Student's responses serve as an indication of their understanding and what needs to be revised.

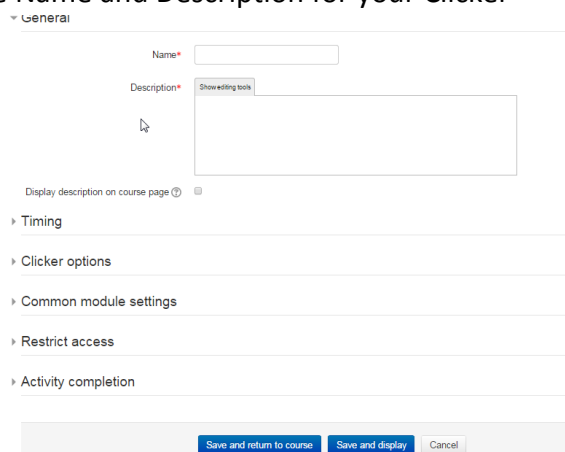


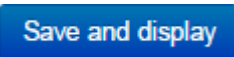
We advise that if you want to use clicker activities on a regular basis in class, you reset responses after each class. This way, the students are alerted to the fact that for *your* class, they just have to remember one clicker number.

Phase 1: Settings

Click on the following:

- **Step 1:** 
- **Step 2:** 
- **Step 3:** Enter the Name and Description for your Clicker



- **Step 4:** Set the timing to allow access to the activity during class time only
- **Step 5:** Do not hide the activity as it will not be available for access if it is hidden
- **Step 6:** 
- **Step 7:** Add your questions on the next screen and Save



- **Step 8:** The clicker number will appear at the top of the screen. Save this/record this somewhere for sharing with your students.

Phase 2: Preparing to use the clicker activity in class

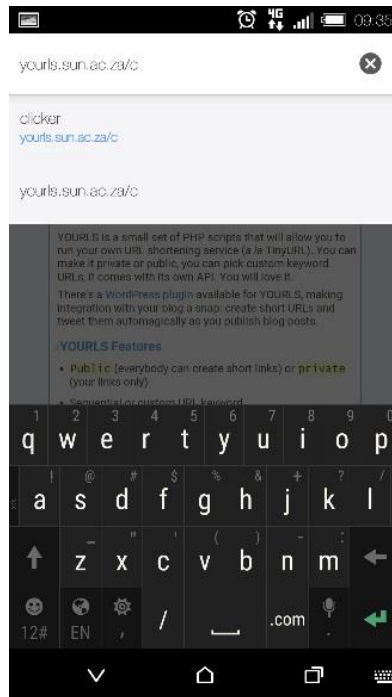
There are a few tricks to ensuring that your clicker activity goes as planned in class.

- **Step 1:** Check to see if your students have mobile devices that can connect to the internet or Wi-Fi (if you have it available in class)
- **Step 2:** Test out the clicker activity first before using it officially
- **Step 3:** Explain to the students that you are using this to ensure that they understand the work
- **Step 4:** Set up your slides/presentation materials so that clicker activities are used after a few slides of content before moving on to a new concept.
- **Step 5:** Most browsers will work, opera mini is best for Nokia and Blackberry if they are not using newer devices.
- **Step 6:** Encourage the students to bookmark the page on their phones:
yourls.sun.ac.za/c
- **Step 7:** This address is the **ONLY** way for them to participate in the clicker activity correctly. They **should not** be accessing the activity via SUNLearn.

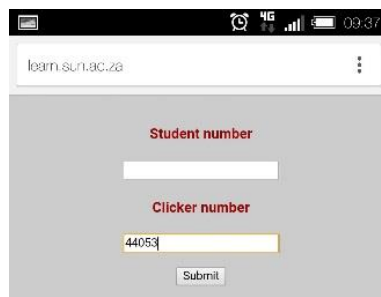
Phase 3: Access for students

How to tell the students how to access the clicker

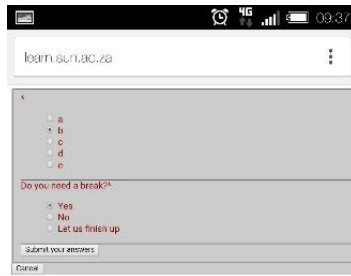
- **Step 1:** Instruct students to go to <http://yourls.sun.ac.za/c>



- **Step 2:** Students enter the clicker code



- **Step 3:** Students respond to the question
- **Step 4:** Students click submit



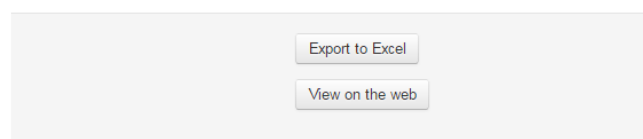
Phase 4: Viewing responses

To view the responses of students:

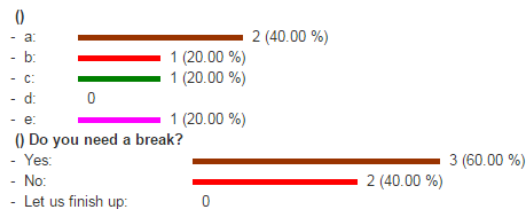
- **Step 1:** Click on the Clicker activity on your SUNLearn page
- **Step 2:** Click on Analysis



- **Step 3:** The analysis will give you an overview of the responses
- **Step 4:** You can export to excel from there

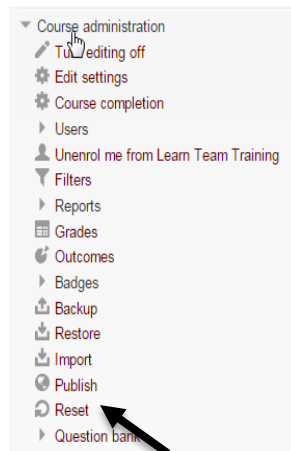


Submitted answers: 5
Questions: 2



Phase 5: How to reset responses to allow you to use the clicker number again:

- **Step 5:** Click: Course administration in the left navigation bar




- **Step 6:** Click Reset
- **Step 7:** Scroll down to Clicker and select the one you would like to reset:

▼ Clicker

Reset clicker responses

Call Log

Training Clicker

- **Step 8:** Click 
- **Step 9:** This will reset that particular activity only. DO NOT click anything else on that page.



Completion Tracking

➤ Activity settings

Depending on the type of activity, there are different completion requirements. For example, a *Page* might have the requirement to require view; a *Quiz* might have the requirement to require grade while a *Forum* might have the requirement to require posts/discussions/replies.

➤ Completion Tracking

There are three options:

- **Do not indicate activity completion** - this will not show checks(ticks)next to the activity
- **Students can manually mark the activity as completed** - students press the check (tick) to change it.
- **Show activity as complete when conditions are met** - the selected completion criteria must be met before the check(tick) will change style

➤ Require view

When this option is turned on, students have to view the activity in order to complete it. In most cases, clicking the link is enough to 'view' the activity.

You should usually not turn on the 'view' condition if you have other requirements - this makes extra work for the server and it's unlikely that a student could meet any other conditions without viewing the activity.

➤ Require grade

When this option is turned on, students have to get a grade on the activity in order to complete it. For example, a quiz would be marked completed as soon as the user submits it. It does not matter how well the student did. Getting any grade will mark the activity completed.



It is possible to distinguish between 'pass' and 'fail' grades so that the activity becomes '*completed, passed*' or '*completed, not passed*' instead of just 'completed'. These results show a different icon and alternative text.

➤ **To set this up, you need to specify the pass value for this activity's individual grade:**

- Go to the course gradebook by clicking the 'Grades' link on the course administration block.
- From the 'Choose an action' dropdown, pick 'Categories and items'.
- Click the Edit icon next to the grade item for this activity.
- Turn on 'Show Advanced'.
- Type a grade value (e.g. 5.0) in the 'Grade to pass' box.

Once you have done this, anybody submitting the quiz will receive either the pass or fail completion icon. If the quiz can be taken multiple times, the completion icon will automatically update whenever the grade does.

There is one limitation: this only works if grades are immediately visible to students. The grade must be neither permanently hidden, nor hidden until a certain date. If a grade is hidden then only the standard 'completed' state will be displayed - even once the hidden date has passed.

➤ **Expect completed on**

The date is not shown to students and is only displayed in the Activity completion report.

➤ **Require posts**

This setting is seen in forums. For the forum to be classed as "complete" the student must either start a discussion or reply to a discussion. The number of posts they must make can be specified in the box.

➤ **Require discussions**

This setting is seen in forums. For the forum to be classed as "complete", the student must start a discussion topic. The number of posts they must make can be specified in the box.

➤ **Require replies**

This setting is seen in forums. For the forum to be classed as "complete" the student must reply to a discussion. The number of posts they must make can be specified in the box.

➤ **Locked completion options**

If at least one person has completed an activity, completion options are 'locked'. This is because changing these options may result in unexpected behaviour. For example, if somebody has ticked an activity as manually completed, and you then set it to automatic completion, the activity will become unticked - very confusing for the student who had already ticked it.

➤ **What happens when you unlock**

Once you unlock options and then click 'Save changes', all completion information for the activity will be deleted and, if possible, regenerated according to the new settings. If the new completion option is manual, everyone will be set to 'not completed' regardless of any previous setting.

If it is automatic then, depending on the options chosen, the system may or may not be able to construct a correct current value for everyone. The 'viewed' requirement will not work - even if a student has viewed the activity before, it will not be marked completed until they view it again. Most other options will be recalculated successfully. If you change completion options while a student is logged in, they may not see the changes for some minutes.

➤ **Required site settings**

To use activity completion, the feature needs to be enabled for the site by an administrator as follows: In Settings > Site administration > Advanced features check the "Enable completion tracking".

➤ **Required course settings**

Settings > Course administration > Edit settings and look for the Student progress section. You must select at least "Enabled, control via (course) completion and activity settings".

Create a Book

The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.



A book is useful for:


- To display reading material for individual modules of study
- As a staff departmental handbook
- As a showcase portfolio of student work

To create a book:

- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Add Book
- **Step 4:** Add Name and Description

▼ General

Name*

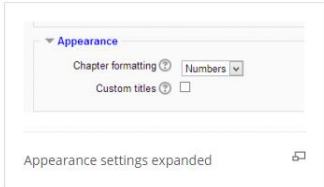
Description* 

Display description on course page

- **Step 5:** Select Appearance

These settings are collapsed by default

Appearance
(These settings are collapsed by default.)



Chapter formatting

The options are:

- **None** - chapter and subchapter titles are not formatted at all, use if you want to define special numbering styles. For example letters: in chapter title type "A First Chapter", "A.1 Some Subchapter"
- **Numbers** - chapters and subchapters are numbered (1, 1.1, 1.2, 2, ...)
- **Bullets** - subchapters are indented and displayed with bullets.
- **Indented** - subchapters are indented.

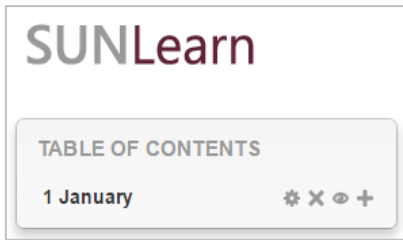
Custom titles

If you disallow custom titles, the chapter title will appear as a header at the top of your content. If you enable custom titles, you will be able to create a title different from the one that appears in the ToC or display no title at all. If you enable custom titles, you will need to enter the chapter title as part of the page content.

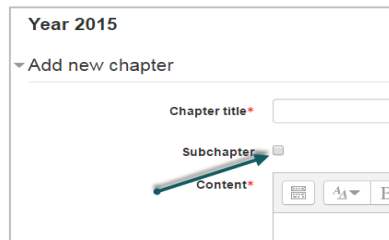
➤ **Step 6:** Adding chapters and subchapters

- Titles of chapters appear as links in the table of contents to the left of your content. Keep your titles short.
- To add another chapter, click on the + (plus) icon in the Table of Contents or first chapter. The new chapter will be inserted directly after the chapter whose title is on the same line as the Red Cross you click (**Screenshot 1**).
- Note that the sub chapter box is checked. A chapter may have many sub chapters, but sub chapters cannot have subchapters. In order to keep this resource simple, you are limited to two levels (**Screenshot 2**).
- You now see a chapter and a sub chapter. Because we did not elect to number chapters, the fact that the second chapter is a sub chapter cannot be seen in the table of contents. Note that you do, however, see this in the title above the content. By the way, the items in the table of contents are neither numbered nor are they indented only because that is the option we chose when setting up the book. We can always go back and change that (**Screenshot 3**).





Screenshot 1



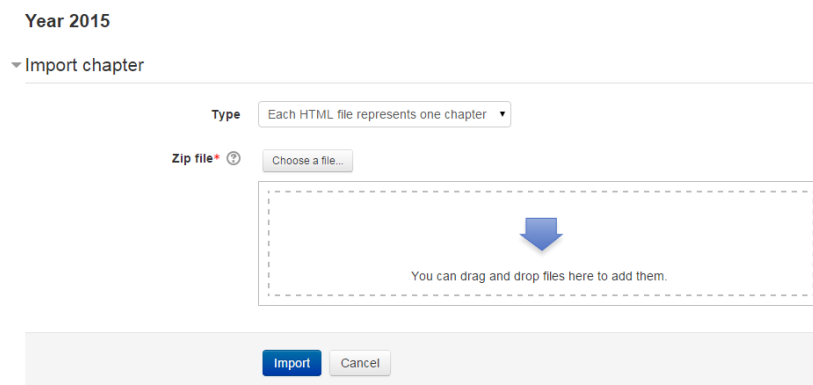
Screenshot 2



Screenshot 3

➤ **Step 7: Importing chapters**

- Create a zip file of HTML files and optional multimedia files and folders. If you wish to upload subchapters, add “sub” to the end of HTML file or folder names.
- Go to Administration > Book administration > Import chapter
- Choose whether each HTML file or folder represents one chapter
- Browse for and select the zip file, either using the Add button or the drag and drop method
- Then click the import button



Creating a Lesson

The lesson activity module enables a teacher to deliver content and/or practice activities in interesting and flexible ways. A teacher can use the lesson to create a linear set of content pages or instructional activities that offer a variety of paths or options for the learner.

In either case, teachers can choose to increase engagement and ensure understanding by including a variety of questions, such as multiple choice, matching and short answer.

Depending on the student's choice of answer and how the teacher develops the lesson, students may progress to the next page, be taken back to a previous page or redirected down a different path entirely. A lesson may be graded, with the grade recorded in the gradebook.



Lessons may be used:

- For self-directed learning of a new topic
- For scenarios or simulations/decision-making exercises
- For differentiated revision, with different sets of revision questions depending upon answers given to initial questions

- **Step 1:**
- **Step 2:** **+** Add an activity or resource
- **Step 3:** Select Lesson
- **Step 4:** Add a name for your Lesson

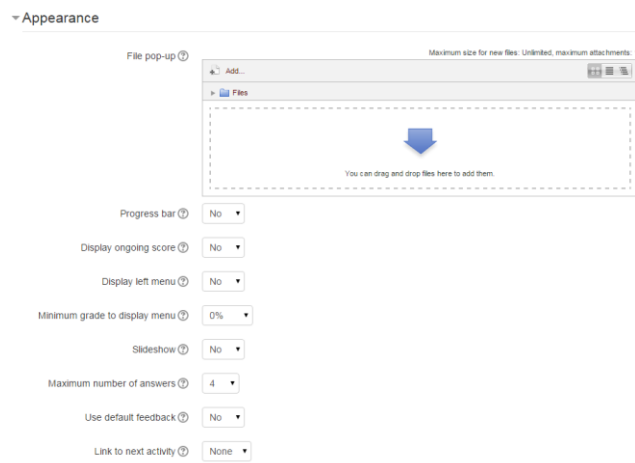
Adding a new Lesson

▼ General

Name*



➤ **Step 5:** Appearance settings are collapsed by default



- **File pop:** If you want to include a link to a file on the lesson page for students to refer to, upload it here.
- **Progress bar:** Choose this to show a bar at the bottom of the page showing how far into the lesson the student has got.
- **Display ongoing score:** Choose this to let students see their score as they work through the lesson.
- **Display left menu:** Choose this if you want to show a list of the pages in the Lesson so a student can see what is coming up.
- **Minimum grade to display menu:** Choose this if you want the student to go through the lesson once and get a grade before they can see and navigate through all the different pages.
- **Slideshow:** Please note that slideshow mode currently does not work for Moodle 2
- **Maximum Number of Answers:** Here you can set the default number of answer boxes available when you add your question or content pages. For instance, if you are only going to use True/False, you would only need 2. You can change this at any time so it's not crucial.
- **Use default feedback:** Choose this if you want to show a set phrase regardless of their answer. If you have set your own default feedback such as





“well done; correct” or “never mind; better luck next time” etc. it will appear. If you have not, then Moodle’s default feedback will appear.

- **Link to next activity:** Choose this to give students a link to another activity when they reach the end of the lesson.


➤ **Step 6: Availability**

▾ Availability

Available from 12 ▾ January ▾ 2015 ▾ 15 ▾ 30 ▾  Enable

Deadline 12 ▾ January ▾ 2015 ▾ 15 ▾ 30 ▾  Enable

Time limit (minutes) 20 Enable

Password protected lesson  No ▾

Password Unmask

➤ **Step 7:** [Save and return to course](#)



Creating a Page

The page module enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps. Advantages of using the page module rather than the file module include the resource being more accessible and easier to update. For large amounts of content, it's recommended that a book is used rather than a page.



A page may be used to:

- Present the terms and conditions of a course or a summary of the course syllabus
- Embed several videos or sound files together with some explanatory text

- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Add Page
- **Step 4:** Add Name and description of page

▼ General

Name*

Description*

Display description on course page

- **Step 5:** Add Content

▼ Content

Page content*

Font family Font size Paragraph

B *I* U **ABC** **X₁** **X₂** | | | | **HTML**

Path: p

➤ **Step 6:** Select Appearance

Choose here whether or not to display the page description along with the page content when a user clicks on the page. If the administrator has allowed both open and pop-up as display options, you will have additional display settings here.

▼ Appearance

Display page name

Display page description

➤ **Step 7:**



Database

The database activity module enables participants to create, maintain and search a collection of entries. The structure of the entries is defined by the teacher as a number of fields. Field types include checkbox, radio buttons, dropdown menu, text area, URL, picture and uploaded file. The visual layout of information when listing, viewing or editing database entries may be controlled by database templates. Database activities may be shared between courses as pre-sets and a teacher may also import and export database entries.

If the database auto-linking filter is enabled, any entries in a database will be automatically linked where the words or phrases appear within the course. A teacher can allow comments on entries. Entries can also be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.



Database activities have many uses, such as

- A collaborative collection of web links, books, book reviews, journal references etc.
- For displaying student-created photos, posters, websites or poems for peer comment and review

To add a database activity

- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Select “Database”
- **Step 4:** Give your database a name and a description



➤ **Step 5: Select your options**

ENTRIES

▼ Entries

Approval required ?	No ▼
Allow comments on entries	No ▼
Entries required for completion ?	None ▼
Entries required before viewing ?	None ▼
Maximum number of entries ?	None ▼

- **Approval required**

If set to "yes", the entry will only be visible once a teacher has checked and approved it.

- **Allow comments on entries**

If set to "yes", users will be able to comment on database entries.

- **Entries required for completion**

Will display how many entries you wish the student to add before the activity can be considered "complete".

- **Entries required for viewing**

Will display how many entries you wish the student to add before they are allowed to see entries by other people. **Note:** If entries are required before viewing, the database auto-linking filter should be disabled. This is because the database auto-linking filter can't determine whether a user has submitted the required number of entries.

- **Maximum number of entries**

Will display the maximum number of entries you wish students to make.

AVAILABILITY

▼ Availability

Available from	12 ▼	January ▼	2015 ▼	15 ▼	55 ▼	<input type="checkbox"/> Enable
Available to	12 ▼	January ▼	2015 ▼	15 ▼	55 ▼	<input type="checkbox"/> Enable
Read only from	12 ▼	January ▼	2015 ▼	15 ▼	55 ▼	<input type="checkbox"/> Enable
Read only to	12 ▼	January ▼	2015 ▼	15 ▼	55 ▼	<input type="checkbox"/> Enable

- **Available from/to**

Select here when you want the database to be visible to students.

- **Read only from/to**

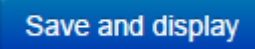
If you wish, select here the dates you want students to be able to see entries in the database but not be able to add their own. For example you could make a database 'available from' January 1st until March 1st, but 'read only' from January 1st to February 1st. This means students can only view entries for a month before being able to add their own.

The 'available from/to' settings override the 'read only from/to' settings. So if a database has 'read only' from 1st January, and "available from" 1st February, students will **not** be able to view its content during January.

RATINGS

- **Roles with permissions to rate**

Database entries can be rated using a scale. By default, only teachers can rate database entries, though students can be given permission to do so if desired from Administration>Database administration. This is a useful tool for giving students participation grades. Any ratings given are recorded in the gradebook.

- **Step 6:** 
- **Step 7:** Define the fields
- **Step 8:** Define the templates
- **Step 9:** Add one or two same entries then edit the templates as appropriate



File

The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface, otherwise students will be prompted to download it. The file may include supporting files. For e.g. a HTML page may have embedded images or Flash objects. Note that the students need to have the appropriate software on their computers in order to open the file.



A file may be used:

- To share presentations given in class
- To include a mini website as a course resource
- To provide draft files of certain software programs so students can edit and submit them for assessment.

- **Step 1:**
- **Step 2:** Drag and drop the file onto the course section where you'd like it to appear
- **Step 3:** If necessary, edit the title of the file by clicking the pencil icon

LONGER METHOD

- **Step 1:**
- **Step 2:** + Add an activity or resource
- **Step 3:** Select File
- **Step 4:** Add a name and description for file

▼ General

Name*

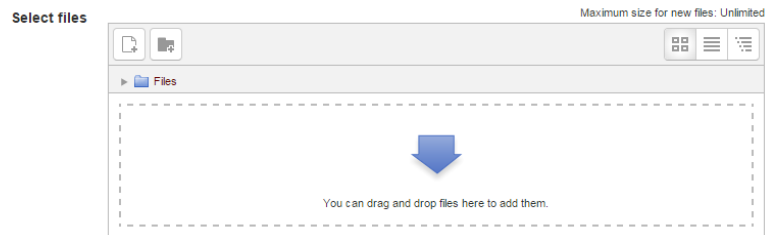
Description

Display description on course page



➤ **Step 5:** Add content using the +Add icon or drag and drop

▼ Content



➤ **Step 6:** Select Appearance, choose from the dropdown box what type of display it should be:

- **Automatic** – if you want Moodle to sort it out
- **Embed** – if you want to show the file as part of the Moodle page
- **Force download** - if you want to force the user to save the file
- **Open** – if you want to show the file in the browser, but without the Moodle page decorations
- **Pop-up/New window** – if you want it to pop-up or in a new window
- **In frame** – if you want to use a horrible bit of non-strict HTML that should never be allowed in polite company.

Save and return to course Save and display Cancel ➤

Step 7:



Remember that you will be able to Drag and Drop files **ONLY** if you are using one of the following browsers: Firefox / Chrome / Internet Explorer 10. Should your browser support this feature, you will see this message above the “select files” box:

Maximum size for new files: Unlimited - drag and drop available ?

Forum

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time. There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts.



To create a forum:

- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Add forum
- **Step 4:** Add name and description for forum

▼ General

Forum name* Forum 1

Description* Forum 1

Display description on course page

Forum type

- **Step 5:** Select forum type
 - **Single simple discussion:** A single topic discussion developed on the page, which is useful for short focused discussions.



- **Standard forum:** an open forum where anyone can start a new topic at any time for general use.
- **Each person posts one discussion:** This is useful when you want each student to start a discussion about the weeks topic, and everyone else responds to these forums
- **Q and A:** Instead of initiating discussions participants pose a question in the initial post of a discussion. Students may reply with an answer, but they will not see the replies of the other students to the question in that discussion until they have themselves replied to the same discussion.
- **Standard forum:** displayed in a blog-like format

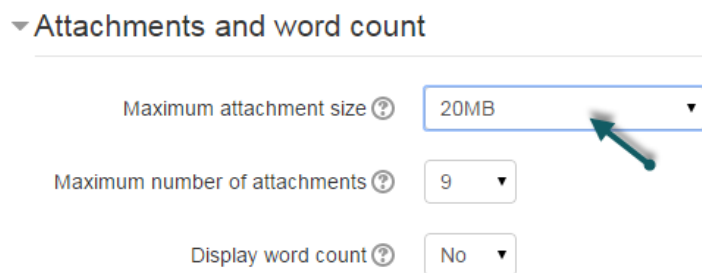
➤ **Step 6:** Change the maximum attachment size to 20MB

▼ Attachments and word count

Maximum attachment size ⓘ 20MB ▼

Maximum number of attachments ⓘ 9 ▼

Display word count ⓘ No ▼



➤ **Step 7:** Select subscription type

- **Optional subscription** - Participants can choose whether to be subscribed
- **Forced subscription** - Everyone is subscribed and cannot unsubscribe
- **Auto subscription** - Everyone is subscribed initially but can choose to unsubscribe at any time
- **Subscription disabled** - Subscriptions are not allowed.

➤ **Step 8:** Select rating setting (if applicable)

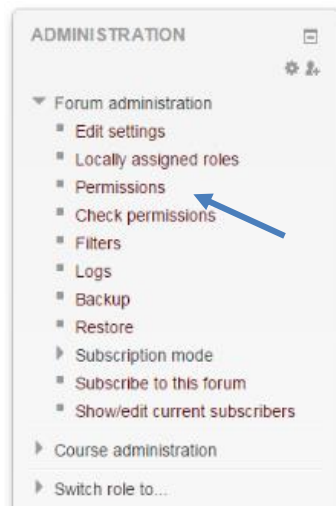
➤ **Step 9:** Select groups/release criteria

➤ **Step 10:** [Save and display](#)

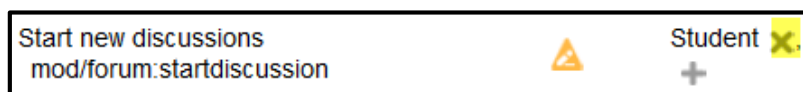


To prevent or allow students to create new topics:

- **Step 1:** While in the set-up page for the forum
- **Step 2:** Go to Settings in left navigation bar
- **Step 3:** Click on permissions



- **Step 4:** Scroll down the list to allow/restrict student access
- **Step 5:** Click on the to prevent students from starting new discussions



Glossary

The glossary activity module enables participants to create and maintain a list of definitions, or to collect and organise resources. A teacher can allow files to be glossary entries. Attached images are displayed in the entry. Entries can be searched or browsed in different formats. It can be a collaborative activity or be restricted to entries made by the teacher. Entries can be put into categories. If the glossary auto-linking filter is enabled, entries will automatically be linked where the concept words and/or phrases appear within the course.

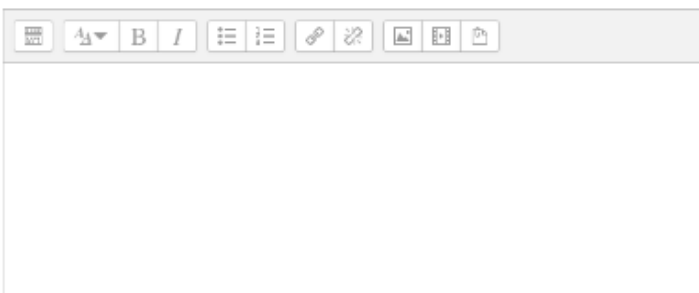



To create a book:


- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Add Glossary
- **Step 4:** Add Name of introductory chapter
- **Step 5:** Add Description


▼ General

Name*

Description* 

Display description on course page 

Is this glossary global? 

Glossary type  Secondary glossary ▼



➤ **Step 6: Select Entries**

▼ Entries

Approved by default ?	Yes ▼
Always allow editing ?	No ▼
Duplicate entries allowed ?	No ▼
Allow comments on entries ?	No ▼
Automatically link glossary entries ?	Yes ▼

- **Approved by default:**
If set to yes, then new entries appear automatically. If not, then the teacher must approve each one first.
- **Always allow editing**
If set to yes, students can edit their entries at any time. If not, then they can only edit for a certain period.
- **Duplicate entries allowed**
This allows the entry of more than one definition for a given word.
- **Allow comments on entries**
Students and teachers can leave comments on glossary definitions. The comments are available through a link at the bottom of the definition.
- **Automatically link glossary entries**
If the glossary auto-linking filter is enabled by an administrator, then turning this on allows individual entries in this glossary to be automatically linked whenever the concept words and phrases appear throughout the rest of the same course.

➤ **Step 7: Select Appearance**

▼ Appearance

Display format ⓘ Simple, dictionary style ▼

Approval display format ⓘ Default to same as display format ▼

Entries shown per page 10

Show alphabet links ⓘ Yes ▼

Show 'ALL' link ⓘ Yes ▼

Show 'Special' link ⓘ Yes ▼

Allow print view ⓘ Yes ▼

○ **Display format:**

- **Simple, dictionary style** – This looks like a conventional dictionary with separate entries. No authors are shown as links.
- **Continuous without author** – Like the simple style. Shows the entries one after the other without any kind of separation but the editing icons, but only if your theme support it, you usually have to modify the theme if you want an alternative appearance to the simple setting.
- **Full with author** – A forum-like display format showing author's data. Attachments are shown as links.
- **Full without author** – A forum-like display format that does not show author's data. Attachments are shown as links.
- **Encyclopaedia** – Like full with author but attached images are shown inline.
- **Entry List** – This lists the concepts as links.
- **FAQ** – Useful for displaying lists of frequently asked questions. It automatically appends the words QUESTION and ANSWER in the concept and definition respectively.

➤ **Step 8:** [Save and return to course](#) [Save and display](#) [Cancel](#)

Groups

Why use groups:

- You are a teacher in a course where you have several classes and you want to filter your activities and gradebook so you only see one class at a time.
- You are a teacher sharing a course with other teachers and you want to filter your activities and gradebook so you don't see the students from your colleagues' classes.
- You want to allocate a particular activity or resource to just one class or set of users and you don't want others to see it.

Group levels:

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. To use groups you need first to set a group mode in *Administration>Course administration>Edit 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. If it is set to "No", then the teacher may change the group mode:

▼ Groups

Group mode ? Separate groups ▼

Force group mode ? No ▼

Default grouping None ▼

- **Step 1:** Select the module that you wish to work in
- **Step 2:** Under Administration (on the left): Select Users and then Groups

Group modes:

There are 3 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.

Enabling either separate or visible groups on an assignment drop-box enables staff to filter the student submissions to see only those from a particular tutor group. With visible groups, students can see which other groups are doing the same activities as they are; with separate groups, they don't know which other groups are doing the same activities.

Creating a group

- Click the 'Create group' button in Administration > Course administration > Users > Groups
- Add a group name and optional description (displayed above the list of group members on the participants page), enrolment key and picture (displayed on the participants page and next to forum posts)
- Click the 'Save changes' button
- Select the group to which you want to add participants, then click the 'Add/remove users button
- In the "Potential members" list, select the users you want to add to the group. Multiple users may be selected using the Ctrl key.
- Click the Add button to add the users to the group

An optional group ID number may be added for matching the group against external systems. Group ID numbers are not displayed anywhere on the site. Within a course, all group ID numbers must be unique. Which makes it impossible to create a group with a duplicate group ID number.



General

Group name*

Group ID number

Group description

Paragraph

Rich text editor toolbar with icons for bold, italic, underline, list, link, unlink, image, video, help, and save.

Enrolment key

Hide picture

New picture

↓

You can drag and drop files here to add them.

Auto-create groups

Groups may be created automatically via the 'Auto-create groups' button in *Administration > Course administration > Users > Groups*. To see all the settings, click the *Expand all* link top right.

Auto-create groups Expand all

General

Naming scheme*

Auto create based on

Group member count*

Group members

Select members with role

Allocate members

Prevent last small group

Grouping

General

A naming scheme can be created automatically. # is replaced by sequential numbers, and @ by letters.

For example:

- *Group @*, will create group with a naming scheme Group A, Group B, Group C
- *Group #*, will create group with a naming scheme Group 1, Group 2, Group 3

You can specify if you would like to create:

1. x number of Groups or
2. each group contain x number of students

When selecting Members per group the Prevent last small group will allocate additional members to an existing group rather than create a new group with fewer members than x. This setting is found by clicking on the Show More link.

Group members

Select members from allows you to choose from roles or available cohorts. Specify and Group/Member count work together. The setting 'Select members from cohort' lists all cohorts which users enrolled on the current course are part of. The number in brackets is the number of users enrolled on the course in that cohort.

Grouping

Create in grouping and grouping name allows you to create a new grouping and allocate the new auto-created groups to be created to it. Prior to creating the groups, you can view the group.

Groups and enrol plugins

Where groups are created automatically with enrol plugins such as IMS Enterprise, members cannot be unenrolled manually via the groups screen inside a course. This has to be done from the plugin. Additionally, when group members are owned by a plugin like this, there is information below their name on the groups screen.

Group's overview

A overview of groups and groupings is available via the Overview tab in *Administration > Course administration > Users > Groups*.



Labels

The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.



Labels may be used:

- To split up a long list of activities with a subheading or an image
- To display an embedded sound file or video directly on the course page
- To add a short description to a course

➤ **Step 1:**

Turn editing on

➤ **Step 2:**

▼ Add an activity or resource

➤ **Step 3:** Click on 'Labels'

➤ **Step 4:** Under General type your chosen words or add your resources



NOTE: Because the label has the text editor, it is possible not just to type words but also to add images. Links media or code from within the labels' editor.



- **Step 5:** These settings are collapsed by default. Leave Common Module settings as “show” for the label to be visible.

▼ Common module settings

Visible

Grouping

Available for group members only

- **Step 6:** Restrict access/Activity completion

These settings are visible if Conditional activities and Activity completion have been enabled in the site and the course.

- **Step 7:**

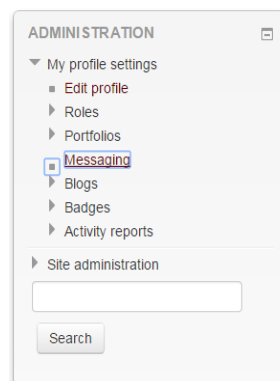


Messages

Messaging refers both to automatic alerts from Moodle about new forum posts, assignment submission notifications etc., and also to conversations using the instant messaging feature.

Message Alerts

- Users can receive message alerts from Moodle in a number of ways and for a number of reasons: users may for instance receive instant messages via the Messages block; students may be messaged by their course tutor via the People block; teachers might receive automatic notifications of assignment submissions and admins might receive notification of problems with the site.
- How these messages and others are received can be set by each user from the Messaging link in their profile. Check boxes allow the user to select how they wish to be notified of incoming messages. See Messaging settings for more information.



Instant messaging

If enabled for the site, users in Moodle have the option to send each other messages.

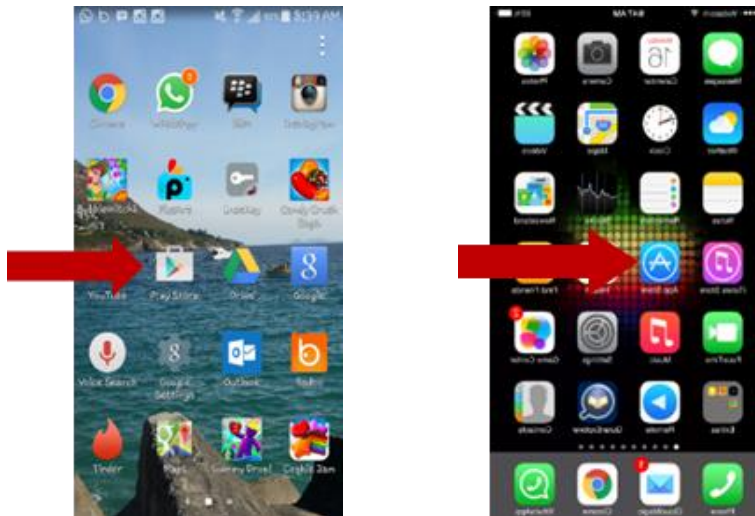
Messages can be sent from the following places:

- as admin in **Bulk user actions**
- as a teacher from the **People block**
- as any logged in user from the **Messages block** or **Online Users block**
- as any logged in user by clicking on the profile of another user (if admin has allowed profiles to be viewed)

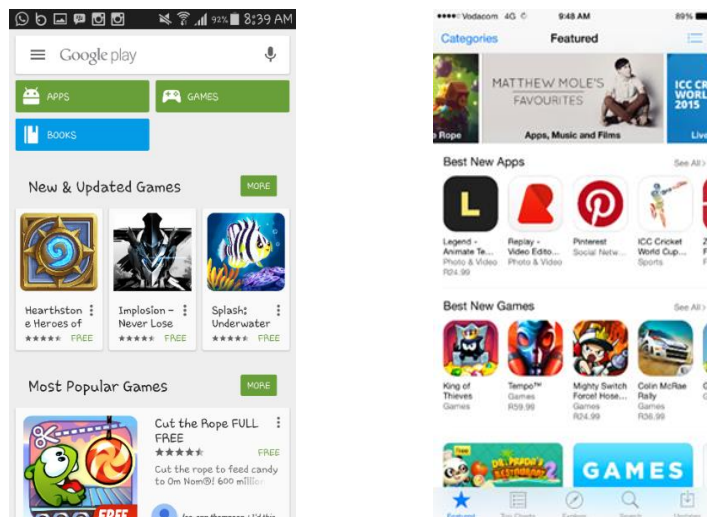
Moodle Mobile App

Moodle Mobile is the official mobile app for Moodle. It allows you to browse the content of your courses, even when offline. You receive instant notifications of messages and other events. You can search and contact other people in your course quickly. Moodle Mobile allows you to upload images, audio clips, videos and other files from your mobile device.
(left-Android and right-iOS)

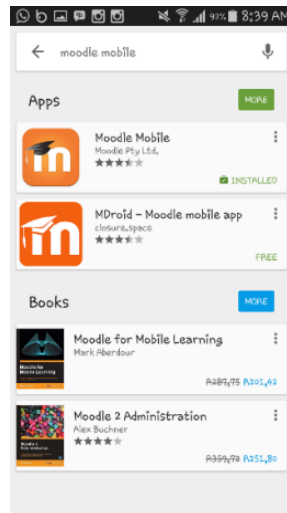
- **Step 1:** Download Moodle Mobile (MM) from one of the following:



- **Step 2:** Play Store or App Store will open on the home page:



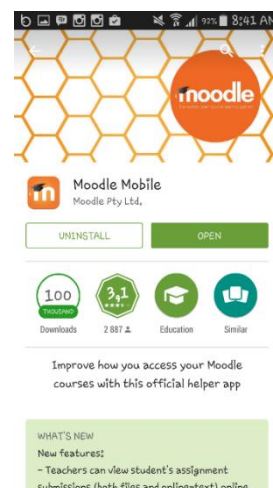
- **Step 3:** In the search field type in: Moodle Mobile:



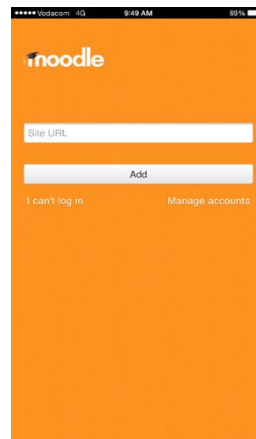
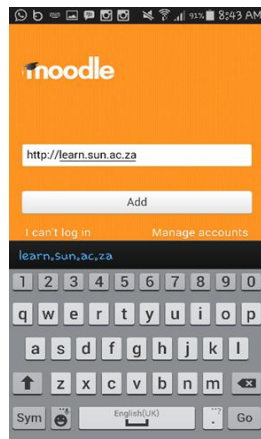
- **Step 4:** Now click on 'install':



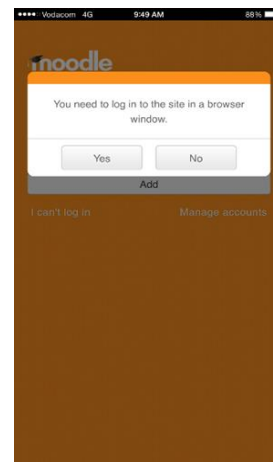
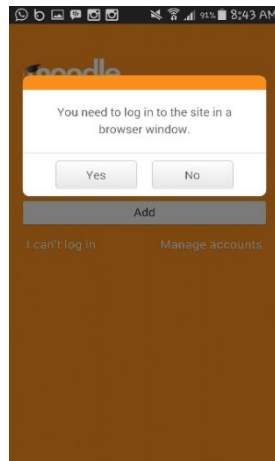
- **Step 5:** Then click 'Open' to open up Moodle Mobile:



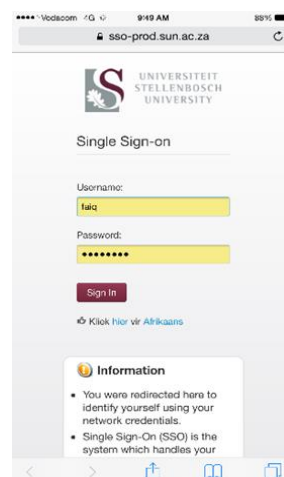
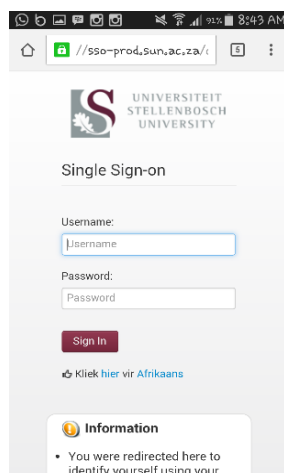
- **Step 6: Type in the site URL – <http://www.learn.sun.ac.za> and then click ‘Add’:**



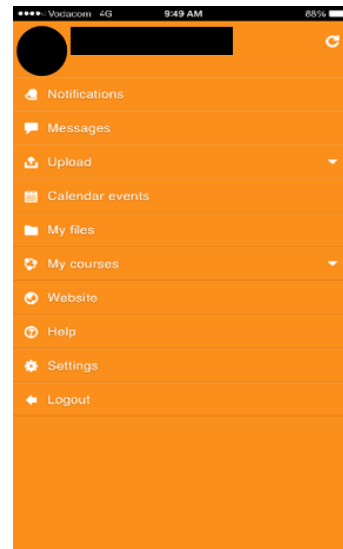
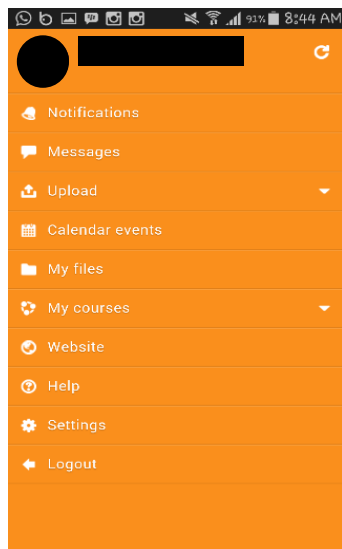
- **Step 7: You need to log in to the site in a browser window, click yes:**



- **Step 8: Fill in your Username and Password:**



➤ **Step 9: This is the Moodle Mobile homepage:**



Profile Settings

Moodle provides you with a personal profile that applies to all the Moodle subjects you are enrolled in. You can edit your profile information at any time. You can choose to hide or display your email address, include a photo or an avatar, or add a link to your website.

Go to My home page and in the Settings block, click 'My profile settings' (to display dropdown menu) then 'edit profile'.

➤ Editing Your Profile

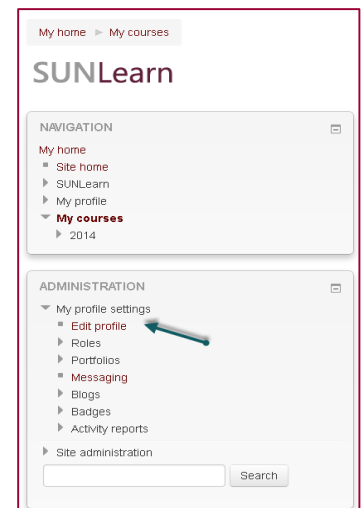
Administrators can update user profiles via Administration > Users >

Accounts > Add a new user or Browse list of users and individual users may update their profiles by choosing the Edit profile link from Settings> my profile settings. The fields are divided into 3 sections - General, Picture & Optional which are all explained below. Note that some settings are 'advanced', so you may need to click the 'Show Advanced' button on the right to see all the settings. The advanced settings are indicated below. Remember to click 'Update profile' when you have finished.

➤ General

The first section contains fields that must be completed:

- **First name & Surname:** These are self-explanatory. These names will identify you everywhere in your Moodle courses.
- **Email address:** The email address should be an address that you check regularly. It is used for acknowledgements and announcements from Moodle, including messages from Forums that you are subscribed to. It is also the address that is displayed to other users of Moodle, depending on your 'Email display' setting (below).
- **Email display:** This controls the visibility of your email address to others. The three settings are self-explanatory but please note 'Hide my email address from everyone' only hides it from students. Teaching staff and other staff with editing access will always be able to see your email address.



- **Email format:** There are two formats: "Pretty HTML format" (messages will be formatted) and "Plain text format" (plain text with no formatting).
- **Email digest type:** This setting determines how you receive any posts from Forums to which you are subscribed, allowing you to receive messages individually or on a daily basis.
- **Forum auto-subscribe:** This setting lets you decide if you want email copies of posts that are added to forums. If you set this to subscribe, the system will automatically email you copies of new posts in forums that you post in, unless you manually override it when posting.
- **Forum tracking:** Enabling forum tracking means highlighting the posts you have not read yet, which should improve your forum navigation.
- **When editing text:** This can usually be left on "Use HTML editor (some browsers only)". This allows for text formatting options, but requires newer browsers. If you find your browser is not letting you edit text, change this setting to "Use standard web forms".
- **City/town & Country:** Add your location.
- **Timezone:** This field is used to convert time-related messages on the system (such as assignment deadlines) from the local timezone (the time in London) to the correct time in whichever zone you have selected.
- **Preferred language and theme:** You can view Moodle in several different languages and colour themes, which you can select via these two options. Note: changing the preferred language only affects the Moodle interface, not the course content.
- **Description:** In this field you can enter some text about yourself, be it information about your studies, hobbies, qualifications or anything else.

➤ **User picture**

- This section is optional and allows you to choose your own profile picture. Your current picture is shown, if you have already chosen one.

(Note: If the admin has enabled it in Settings > Site Administration > Users > Permissions > User policies, a gravatar you might have attached to your email account will appear as your profile image if you don't upload a different one.)

- **New picture**

The "Choose a file" button allows you to choose a new picture for your profile. The picture must be in JPG or PNG format (ie the names will usually end in .jpg or .png). To upload an image, click the "Upload a file" button from the list in the File picker, and select the image from your hard disk.

(NOTE: Make sure that the file is not larger than the maximum size listed, or it will not be uploaded.)

Then click "Update Profile" at the bottom - the image file will be cropped to a square and resized down to 100x100 pixels. When you are taken back to your profile page, the image might not appear to have changed. If this is so, just use the "Reload" button in your browser.

- **Interests**

- Use tags here to display your interests on your profile page.

- **Optional**

- There are several optional fields (all advanced) allowing you to add further details to your profile such as contact details and your website.

- **Custom Profile Categories**

- If any custom user profile categories and fields have been created on your Moodle site, they will be listed at the bottom of the Admin >Accounts>User profile fields

- **Updating a user profile**

- Users with the capability Moodle/user: update are able to update another user's profile i.e. in addition to being able to edit the profile, all settings (username, password, authentication method, force new password etc.) may be changed.

- **Account disabling**

- An account may be disabled by setting the authentication method to "No login". The account email may not be used to create another account.

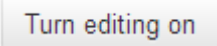
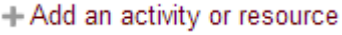



Questionnaire

The questionnaire module allows you to construct surveys using a variety of question types, for the purpose of gathering data from users.

Phase 1: Settings


Click on the following:

- **Step 1:** 
- **Step 2:** 
- **Step 3:** Select Questionnaire
- **Step 4:** Add name and description


▶ Expand all

▼ General


Name*


Description 


Display description on course page

- **Step 5:** Select the dates when your questionnaire should open and close

▼ Timing

Use Open Date 15 January 2015 14 05 

Use Close Date 15 January 2015 14 05 

- **Step 6:** Response options need to be selected – each option under this section has a , which explains what your selection could be.



- Respondents viewing all responses refers to **ONLY** their own responses

- **Branching options = you can create sub-questions, e.g. if a student responds “yes” to a particular question, they can be directed to a question used to clarify their answer, answering “no” takes them on to the next default question in the questionnaire.**

▼ Response options

Type

Respondent Type

Students can view ALL responses

Save/Resume answers

Allow branching questions

Auto numbering

Submission grade

➤ **Step 7:** For “Content Options” select for your questionnaire.

Do not make your questionnaire public, as this is then accessible to all SU staff members, registered on the system

- **Step 8:** If you have groups in your module, you can allocate your questionnaire to a specific group under common module settings.
- **Step 9:** Restrict access as needed.
- **Step 10:**

Phase 2: Adding questions

- **Step 1:** **Add questions**
- **Step 2:** Most question types are self-explanatory:

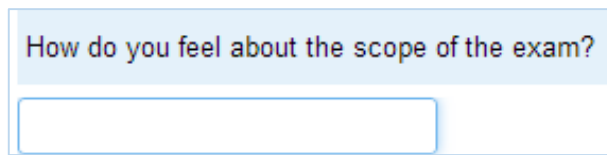
a. Radio buttons

Watter aspek was vir jou die van die grootste belang t.o.v. die module: / Which aspect was the most important to you with regard to this module.

- Persoonlike belang / Personal interest
- Om te slaag / To pass
- Toepassingsvaardigheid / Application skills
- Bedryf of werkgewerbehoefes / Industry or employee needs
- N.V.T. / N.A.

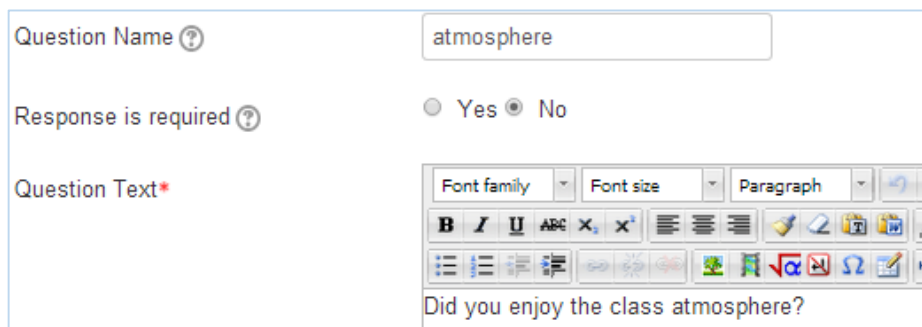


b. Text boxes



(Important setting for Text boxes is to have enough space for the answer, do this by entering the number in the “Text length” box in the setting.)

c. Branching questions:



- Create a multiple choice question (Radio buttons / Check boxes / Dropdown box / Yes-No)
- Create your next question
- Parent question must be selected



- In this example, a selection of No in the first question will lead the respondent to the next question. A selection of Yes, will mean the respondent will NOT see the second question.



d. Rating scale can be set up in two ways.

Option 1: (Settings below)

5

Normal

Choose...

Path: p

Cognitive theory
Approaches to learning
Behaviourism
Self-determination

Option 2: (settings below)

How confident are you that you understand the topics discussed in class?

	Not confident	Slightly confident	Confident	Slightly more than confident	Very confident
Cognitive theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaches to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Path: p

1=Not confident
2=Slightly confident
3=Confident
4=Slightly more than confident
5=Very confident
Cognitive theory
Approaches to learning
Behaviourism
Self-determination





The number, (=) sign and column title in Option 2 have NO spaces between them.

Step 3: Retrieving responses

Once a questionnaire has been completed by your target audience, you can retrieve the responses.

- Click on the questionnaire, then click on: [All responses \(8\)](#)
- Responses will by default be viewed graphically first
- You can download responses [Download in text format](#)

(Copy and paste from the downloaded document into excel if this is your preference)

4 In hoe 'n mate was die werkwinkel as geheel sinvol vir u betrokkenheid as dosent by leer en onderrig?
To what extent was the workshop as a whole meaningful for your involvement as lecturer in learning and teaching?

Response	Average
letwat / Somewhat	12%
Groot bydrae gemaak / Very usefull	62%
Onontbeerlik / Indispensable	25%
Total	100%

5 Wat was vir u die mees nuttige aspek van hierdie werkwinkel?
What aspect of this workshop did you find most useful?

Response

Course was very
course was enriching and i have learned what i need to know.Facilitator was very helpful and have covered what is essential and required

Quizzes

Understanding the interface SUNLearn and how to change/ edit names.

- Select: [Show nonrespondents](#)
- Send a reminder message to complete the questionnaire
- Even if the questionnaire responses are anonymous, non-respondents are ALL those enrolled in the module who did not yet completed the questionnaire.

Terugvoer_oor_Werkwinkel_Feedback_on_Workshop - Notepad

Response	Submitted on:	Institution	Department	Course	Group	ID
2360	26/03/2014 15:30:55	Institute Plant Biotechnology	Facilitator			
2362	26/03/2014 15:34:32	UNIVERSITY OF STELLENBOSCH	THERMODYNAMICS F			
2806	02/04/2014 16:03:17		Facilitator Training Course			
2807	02/04/2014 16:03:00		Facilitator Training Course			
2808	02/04/2014 16:03:05		Facilitator Training Course			
2809	02/04/2014 16:04:42		Facilitator Training Course			
2810	02/04/2014 16:06:12	Stellenbosch University	Visual Arts	Facilitator		
3597	23/04/2014 15:13:22		Facilitator Training Course			



Quiz

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. A quiz can be attempted multiple times, with the question shuffled or randomly selected from the questionbank. Time limits can be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook. The teacher can choose when and if hints, feedback and correct answers are shown to students.



Quizzes may be used:

- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exams practice using questions from past exams
- To deliver immediate feedback about performance
- For self-assessment

- **Step 1:**
- **Step 2:**
- **Step 3:** Add Quiz
- **Step 4:** Add name and description to quiz

Adding a new Quiz

[Expand all](#)

General

Name*

Description

Display description on course page



➤ **Step 5:** Set a time limit and enable the dates for the opening and closing of the quiz.

▼ Timing

Open the quiz ⓘ 14 ▾ January ▾ 2015 ▾ 09 ▾ 51 ▾ Enable

Close the quiz ⓘ 14 ▾ January ▾ 2015 ▾ 09 ▾ 51 ▾ Enable

Time limit ⓘ 0 minutes ▾ Enable

When time expires ⓘ Open attempts are submitted automatically ▾

Submission grace period ⓘ 1 days ▾ Enable

➤ **Step 6: Select Grade**

- **Grade category**

If you have categories in your gradebook, select the one you wish the quiz to be in here.

- **Attempts allowed**

Students may be allowed to have multiple attempts at a quiz. This can help make the process of taking the quiz more of an educational activity rather than simply an assessment. If the quiz is randomized then the student will get a new version for each attempt. This is useful for practice purposes.

- **Note:**

You can change the allowed number of attempts for different groups or users in the Group or User override sections of the Quiz Administration settings block.

- **Grading method**

When multiple attempts are allowed, there are different ways you can use the grades to calculate the student's final grade for the quiz.

- Highest grade - the final grade is the highest grade in any attempt
- Average grade - the final grade is the average grade of all attempts
- First grade - the final grade is the grade earned on the first attempt
- Last grade - the final grade is the grade earned on the most recent attempt only

➤ **Step 7:** Select Layout

- **Question order**

If 'Shuffled randomly' is selected, then the order of questions in the quiz will be randomly shuffled each time a student starts a new attempt at the quiz.

The intention is to make it a little harder for students to copy from each other.

- **New page**

For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to the setting you choose here. However, you will also be able to move page breaks around by hand later on the editing page.

- **Note:**

Changing this setting has no effect on questions you have already added to the quiz. The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, tick the 'Show page breaks' checkbox, then use the repaginate control.

- **Navigation method**

By choosing *Sequential* instead of *Free*, the teacher is forcing the student to progress through the questions in order without being able to go back to a previous question or skip to a later one.

▼ Layout

Question order	As shown on the edit screen ▼
New page ?	Every question ▼
Navigation method* ?	Free ▼

Show less...

➤ **Step 8:** Select question behaviour

- **Shuffle within questions**

If set to 'yes', then each time the student takes a quiz the parts of the question will be shuffled randomly.

- **Each attempt builds on the last**

If multiple attempts are allowed and this setting is set to Yes, then each new

attempt contains the results of the previous attempt. This allows the student on the new attempt to concentrate on just those questions that were answered incorrectly on the previous attempt. If this option is chosen then each attempt by a particular student uses the same questions in the same order, independent of randomization settings. To show a fresh quiz on every attempt, select No for this setting

➤ **Step 9:** Select Review options

This section controls what information students will be shown when they review their past attempts at the quiz, and during the attempt in adaptive mode. It is a matrix with check boxes.

The various pieces of information that can be controlled are:

- **The attempt**
Will show how the student responded to each question.
- **Whether correct**
Displays whether the students response to each question is correct or incorrect.
- **Marks**
Reveals the marks awarded to the student and the grade for the quiz.
- **Specific feedback**
Will show the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.
- **General feedback**
Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.
- **Right answer**
Reveals the correct answer to each question, whether the student answered correctly or not.

- **Overall feedback**

Displays feedback for the entire quiz as set in the quiz settings.

- For each of the above items, you can determine the timeframe when the students will see them:

- **During the attempt**

Is only available when *'How questions behave'* has been set to *'immediate feedback'*, *'Immediate feedback with CBM'* and *'Interactive with multiple tries'*. If set to one of these options then a *'Check'* button will appear below the answer and when clicked the student will submit that response and then receive immediate feedback.

- **Immediately after the attempt**

Within 2 minutes of the student clicking "submit all and finish".

- **Later, while the quiz is still open**

After 2 minutes, but before the close date (if the quiz does not have a close date, this phase never ends).

- **After the quiz is closed**

means what it says (you never get here for quizzes without a close date).

➤ **Step 10:** This section controls what information students will be shown when they review their past attempts at the quiz, and during the attempt in adaptive mode.

- **The attempt:** Will show how the student responded to each question.
- **Whether correct:** Displays whether the students response to each question is correct or incorrect.
- **Marks:** Reveals the marks awarded to the student and the grade for the quiz.
- **Specific feedback:** Will show the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.



- **General feedback:** Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.
- **Right answer:** Reveals the correct answer to each question, whether the student answered correctly or not.
- **Overall feedback:** Displays feedback for the entire quiz as set in the quiz settings

Review options ⓘ

During the attempt	Immediately after the attempt	Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> The attempt ⓘ	<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input checked="" type="checkbox"/> Whether correct ⓘ	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct
<input checked="" type="checkbox"/> Marks ⓘ	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks
<input checked="" type="checkbox"/> Specific feedback ⓘ	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback
<input checked="" type="checkbox"/> General feedback ⓘ	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback
<input checked="" type="checkbox"/> Right answer ⓘ	<input checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback ⓘ	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

➤ **Step 11:** Restrict access as needed

➤ **Step 12:** [Save and display](#)

➤ **Step 13:** Edit quiz

Quiz 1

Quiz 1

Attempts allowed: 1

No questions have been added yet

[Edit quiz](#)

[Back to the course](#)

➤ **Step 14:** Add questions

Editing quiz

Order and paging

[QUESTION BANK CONTENTS \[SHOW\]](#)

Editing quiz: Quiz 1 ⓘ

The basic ideas of quiz-making

Total of marks: 0.00 | Questions: 0 | This quiz is open

Maximum grade: 10.00

[Save](#)

Page 1

Empty page

[Add a question ...](#)

[Add a random question ...](#) ⓘ

[Add page here](#)

➤ **Step 15:** [Save and return to course](#)



SCORM

A SCORM package is a collection of files which are packaged according to an agreed standard for learning objects. The SCORM activity module enables SCORM or AICC packages to be uploaded as a zip file and added to a course. Content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up window, with a table of contents, with navigation buttons etc. SCORM activities generally include questions, with grades being recorded in the gradebook.



SCORM activities may be used for

- Presenting multimedia content and animations
- An assessment too

- **Step 1:**
- **Step 2:** Drag and drop the SCORM package zip file onto the course section where you would like it to appear.
- **Step 3:** Answer 'Add a SCORM package' to the popup dialogue asking what you want to do with the zip file then click the upload button.
- **Step 4:** Edit the title of the file by clicking the pencil icon, or edit other options by clicking the editing icon

OR

- **Step 1:**
- **Step 2:** **+** Add an activity or resource
- **Step 3:** Add SCORM package
- **Step 4:** Enter a name and description

Adding a new SCORM package Expand all

General

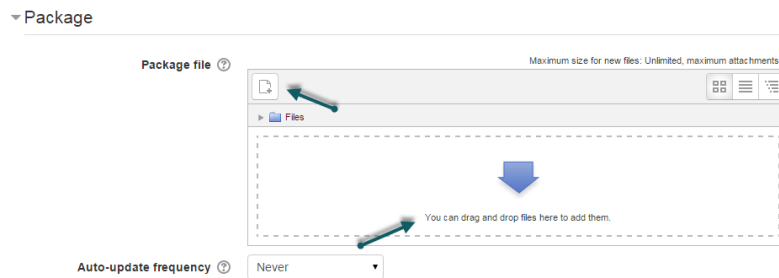
Name*

Description*

Display description on course page

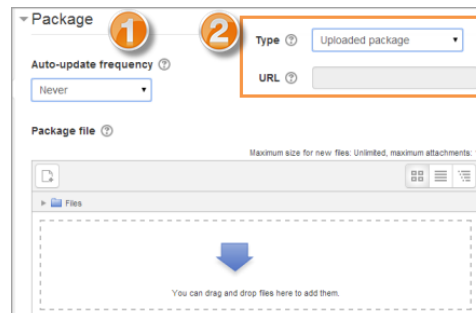


- **Step 5:** Either drag and drop a SCORM package zip file into the box with an arrow or click the Add button to open the File picker menu in order to choose a file from your computer or a repository



- **Step 4:** Select display and other options as required
- **Step 5:** Select Package

This setting determines which SCORM package is used by this SCORM activity. Drag and drop or click the icon top left to upload your SCORM package. The default (1) is to be able to upload a file. If your admin has added additional options in *Site administration>Plugins>Activity modules> SCORM package* then these will be available in a dropdown menu.



- **Step 6:** Alias/Shortcut

If you access your SCORM package from a repository you can choose to create an alias/shortcut to it and then set an update frequency to set how often Moodle should check to see if there is an updated zip.

- **Step 7:** Appearance

- **Display package**

Choose from current or new window. Note that if you choose a new window, students need to ensure pop ups are enabled.

- **Display course structure on entry page**

If this is enabled then the table of contents of the package will be displayed when the students clicks to access the package.

- **Display attempt status**

You can choose whether to display a summary of the student's attempts on the entry page, on their [My home](#) page or both. This setting is helpful when debugging grading issues - working out why a user got a certain grade.

➤ **Step 8: Availability**

▼ Availability

Available from 12 February 2015 15 00 Enable

Available to 12 February 2015 15 00 Enable

Select the dates you wish the SCORM package to be available to students.

➤ **Step 9: Grade**

▼ Grade

Grading method

Maximum grade

- **Grading method**

1. Learning Objects - This mode shows the number of completed/passed Learning Objects for the activity. The max value is the number of Package's Learning Objects.
2. Highest grade - The grade page will display the highest score obtained by users in all passed Learning Objects.
3. Average grade - If you choose this mode Moodle will calculate the average of all scores.
4. Sum grade - With this mode all the scores will be added.



- **Maximum grade**

Not applicable if Grading Method is Learning objects. Usual setting is 100. If your SCO's high score is something other than 100, you should adjust this value appropriately. When grading Method is one of the score settings, then the gradebook grade is package score divided by this number.

➤ **Step 10: Attempts Management**

▼ Attempts management

Number of attempts ?	Unlimited attempts ▼
Attempts grading ?	Highest attempt ▼
Force new attempt ?	No ▼
Lock after final attempt ?	No ▼

- **Number of attempts**

Defines the number of attempts permitted to users. It works only with SCORM 1.2 and AICC packages. SCORM2004 has its own max attempts definition.

1. The option to start a new attempt is provided by a checkbox above the **Enter** button on the content structure page, so be sure you're providing access to that page if you want to allow more than one attempt.
2. An attempt is not complete until the cmii.core.lesson status for the attempt is set to either 'completed' or 'passed'. After that, the **Start new attempt** checkbox is available to the learner.

- **Attempts grading**

When you permit multiple attempts for students, you can choose how to record the result in gradebook by first, last, average or highest settings.

1. **Display attempt status** - If enabled, scores and grades for attempts are displayed on the SCORM outline page. This setting makes the block display more info to the user on the entry page to the SCORM and in the course overview block - if you turn it off it will display less info. This setting is



helpful when debugging grading issues - working out why a user got a certain grade.

- **Force new attempt**


If this is enabled then every time the student accesses the package, it will count as a new attempt.


- **Lock after final attempt**

If this is enabled then once a student has used up all their attempts, they can no longer access the SCORM package.

➤ **Step 11: Compatibility Settings**

▼ Compatibility settings

Force completed  No ▼

Auto-continue  No ▼

- **Auto-Continue**

For SCORM packages that contain multiple learning objects (or SCO's) and Auto-continue is set to Yes, when a Learning Object calls the "close communication" method the next available object is launched automatically. If it is set to No, the users must use the navigation provided to continue to the next object. Many SCORM packages only contain a single learning object (or SCO) so this setting does not apply.

- **Force completed**

If this is enabled then the status of the current attempt is set to "complete". Note that this only applies to SCORM 1.2 packages and is useful if the SCORM package does not handle revisiting an attempt correctly, in review or browse mode, or otherwise incorrectly issues the completion status.

➤ **Step 12: Common Module Settings**

▼ Common module settings

Visible

ID number

Grouping

Available for group members only

➤ **Step 13: Restrict Access**

▼ Restrict access

Access restrictions

➤ **Step 14: Activity Completion**

▼ Activity completion

Completion tracking

Require view Student must view this activity to complete it

Require grade Student must receive a grade to complete this activity

Require minimum score Disable

Require status Passed
 Completed



Expect completed on Enable

➤ **Step 15:**



Turnitin Assignment 2

Creates a Turnitin Moodle Direct assignment which links an activity in Moodle to an assignment/assignments on Turnitin. Once linked, the activity allows instructors to assess and provide feedback for student's written work using the assessment tools available within Turnitin's Document Viewer.


- **Step 1:** 
- **Step 2:**  **Add an activity or resource**
- **Step 3:** Select Turnitin Assignment 2
- **Step 4:** Add name and summary of assignment

▼ General

Turnitin Assignment Name*

Summary*

Show editing tools

Display description on course page 

- **Step 5:** Change Submission Type to

Submission Type* 

File Upload ▼

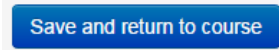
- **Step 6:** Change Maximum File Size to


Maximum File Size 

20MB ▼

- **Step 7:** Include the due date

- **Step 8:**










Uploading a Folder

The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it.

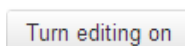



A folder may be used for:

- A series of files
- To provide a shared uploading space for teachers on the course page.


- **Step 1:** 
- **Step 2:** Drag and drop the folder onto the course section where you would like it to appear.
- **Step 3:** Click the button of the action you would like to take with the folder and click “Upload”
- **Step 4:** If necessary, edit the title of the folder by clicking the pencil icon.


OR

- **Step 1:** 
- **Step 2:** 
- **Step 3:** Add folder
- **Step 4:** Add folder name and description

▼ General

Name*

Description* 

Display description on course page 

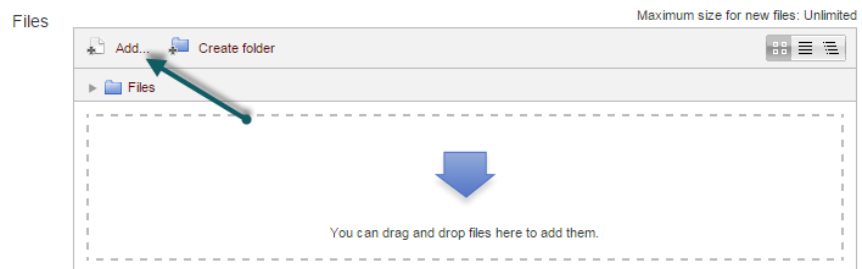
- **Step 5:** Select Content

Either drag and drop a zipped/compressed folder into the box with an arrow or



click the Add button to open the File picker menu in order to choose a file from your computer or a repository.

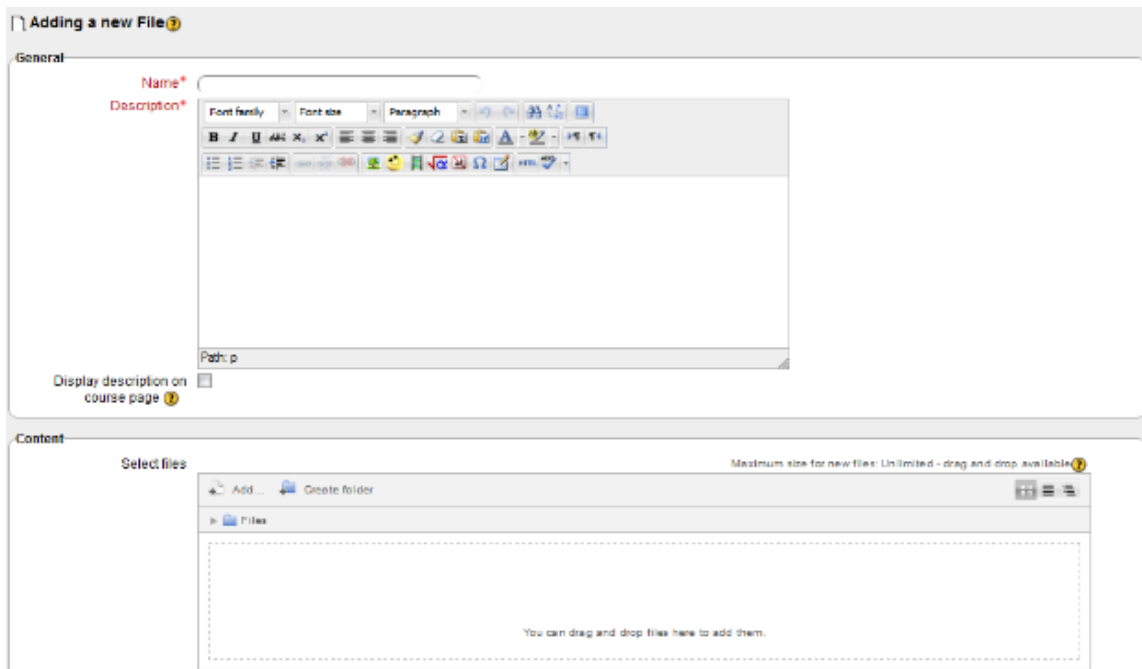
▼ Content



OR

- **Step 1:**
- **Step 2:** **+** Add an activity or resource
- **Step 3:** Add name and description
- **Step 4:** Click “Create folder”, choose a name for your new folder and then click “Create folder”
- **Step 5:** Click INTO the folder
- **Step 6:** You can then add individual files into the folder either by dragging and dropping into the box or clicking the “Add” button to upload files from the file picker
- **Step 7:** Choose how you want to display your folder contents, your Common module settings and if enabled, Conditional activities settings
- **Step 8:**





- Individual items CANNOT be hidden in a folder
 - Remember that you will be able to Drag and Drop files ONLY if you are using one of the following browsers: Firefox / Chrome / Internet Explorer 10.
- Should your browser support this feature, you will see this message above the “select files” box:

Maximum size for new files: Unlimited - drag and drop available ?



URL

The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL doesn't have to be the home page of a website. The URL of a particular web page may be copied and pasted or a teacher can use the file picker and choose a link from a repository such as Flickr, YouTube or Wikimedia.

There are a number of display options for the URL, such as embedded or opening in a new window and advanced options for passing information, such as a student's name, to the URL if required.



Note that URLs can also be added to any other resource or activity type through the text editor.

- **Step 1:**
- **Step 2:** **+** Add an activity or resource
- **Step 3:** Select URL
- **Step 4:** Add a name and description for file

Adding a new URL Expand all

General

Name

Description

Display description on course page

- **Step 5:** Select Content

Either enter the URL in the external URL field or click the “choose a link” button to open the file picker and choose a URL YouTube, Picasa etc.



➤ **Step 6:** Select Appearance

▼ Appearance

Display ⓘ Automatic ▼

Pop-up width (in pixels) 620

Pop-up height (in pixels) 1000

Display URL description

➤ **Step 7:** Select Display

- **Automatic** - Make the best guess at what should happen (probably what is wanted 99% of the time).
- **Embed** - Show the Moodle page with heading, blocks and footer. Show the title/description of the item and display the file directly in the page as well
- **Open** - No Moodle heading, blocks, footer or description - just show the file in the web browser (e.g. shows image, PDF, flash animation, taking up the whole browser window)
- **In pop-up** - Same as 'Open', but opens a new browser window to show this file (without the Moodle heading, blocks, etc.) - this browser window also does not have all the menus in it.

➤ **Step 8:**

Wiki

The wiki activity module enables participants to add and edit a collection of web pages. A wiki can be collaborative, with everyone being able to edit it, or individual, where everyone has their own wiki which only they can edit. A history of previous versions of each page in the wiki is kept, listing the edits made by each participant.



Wikis have many uses, such as:

- For group lecture notes or study guides
- For members of a faculty to plan a scheme of work or meeting agenda together
- For students to collaboratively author an online nook, creating content on a topic set by their tutor.
- For collaboratively storytelling or poetry creation, where each participant writes a line or verse
- As a personal journal for examination notes or revision

- **Step 1:** Turn editing on
- **Step 2:** + Add an activity or resource
- **Step 3:** Select “Wiki”
- **Step 4:** In an existing wiki, the wiki can be found in Administration>Wiki Administration>Edit settings.
- **Step 5:** Add a name and description to you wiki

Adding a new Wiki

Expand all

General

Wiki name*

Description*

Display description on course page

Wiki mode Collaborative wiki

First page name*



Wiki Mode

- Choose between ‘individual wiki’ where each student gets their own, or ‘collaborative wiki’ where students work together on a single wiki.

First page name

- The name you add here will form the first page of your new wiki. It is a required field and once a name has been entered, it can be changed.

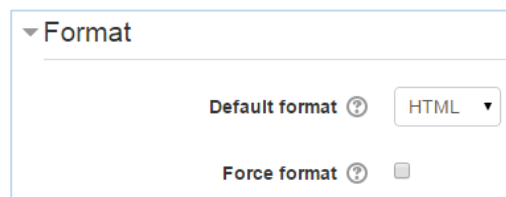
➤ Step 6: Select Format

Default Format

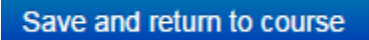
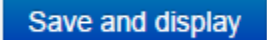
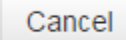
- Set the default type of editing your wiki will use. Choose from:
 - HTML – editing using the normal text editor
 - Creole – a popular wiki editing language.
 - NWiki – a wiki editing language used in the contributed NWiki module

Force Format

- If you check this box then students cannot choose their own method of editing the wiki.



The screenshot shows a 'Format' section with a dropdown menu set to 'HTML'. Below it, there is a 'Default format' label with a help icon and a 'Force format' label with a help icon and an unchecked checkbox.



- Step 7:   

Workshop

The workshop activity module enables the collection, review and peer assessment of students' work. Students can submit any digital content, such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor. Submissions are assessed using a multi-criteria assessment form defined by the teacher. The process of peer assessment and understanding the assessment and undertaking the assessment form can be practised in advance with example submissions provided by the teacher, together with a reference assessment.

Students are given the opportunity to assess one or more of their peers' submissions. Submissions and reviewers may be anonymous if required. Students obtain two grades in a workshop activity – a grade for their submission and a grade for their assessment of their peers' submissions. Both grades are recorded in the gradebook.


- **Step 1:**
- **Step 2:** **+ Add an activity or resource**
- **Step 3:** Add Workshop
- **Step 4:** Add name and description

 **Adding a new Workshop** 

▼ General

Workshop name*

Description

Display description on course page 

- **Step 5:** Select Grade settings

Grading Strategy

This determines the assessment form students will use and also the strategy for



grading submissions. For more detailed descriptions see Grading Strategies. Note: Grading strategies can't be changed once we have entered the submission phase of a workshop.

- **Accumulative grading:** Comments and a grade are given regarding the aspects of the workshop specified.
- **Comments:** Comments are given but no grade can be given to the specified aspects
- **Number of Errors:** A yes/no assessment is used and comments are given for specified assertions
- **Rubric:** A level assessment is given regarding specified criteria

Grade for Submission

This sets the maximum grade a student can attain from a teacher for a given submission. It is scaled between 0-100

Grade for Assessment

Sets the maximum grade a student can receive for assessing other students' work. It is also scaled between 0-100.

(The student will be given a grade here based on his/her accuracy in grading. The system determines what the average range of marks were for the submissions. Each student is then given a grade to demonstrate his/her alignment with the average range of marks. For example, the average grades are 75, 66, 80... Johnny gives his classmate a mark of 40. The system will then penalise Johnny for giving a grade which is outside of the average range, i.e. his final mark will be lowered. As a lecturer, you are encouraged to look at those marks that the system has flagged in this way and override the grade if you feel it is needed.)

Decimal places in grade

Decide here how many decimal places are allowed in the grade.

▼ Grading settings

Grading strategy ?	Accumulative grading ▼	
Grade for submission ?	80 ▼	Uncategorised ▼
Grade for assessment ?	20 ▼	Uncategorised ▼
Decimal places in grades	0 ▼	



➤ **Step 6: Select Submission settings**

Instructions for submission

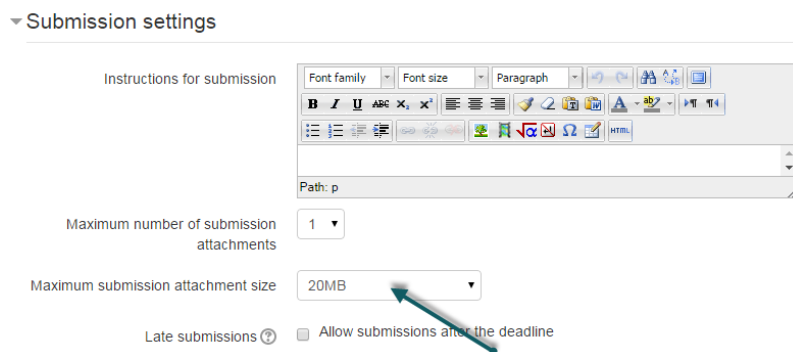
Explain here what students must submit.

Maximum number of submission attachments

If you wish students to attach files, select how many here, up to a maximum of 7. If you leave it at 0 then they can only enter text.

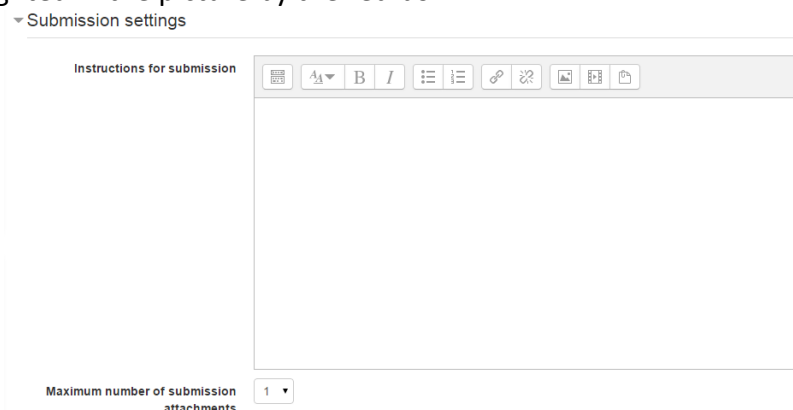
Maximum File Size

Select the maximum file size: 20MB



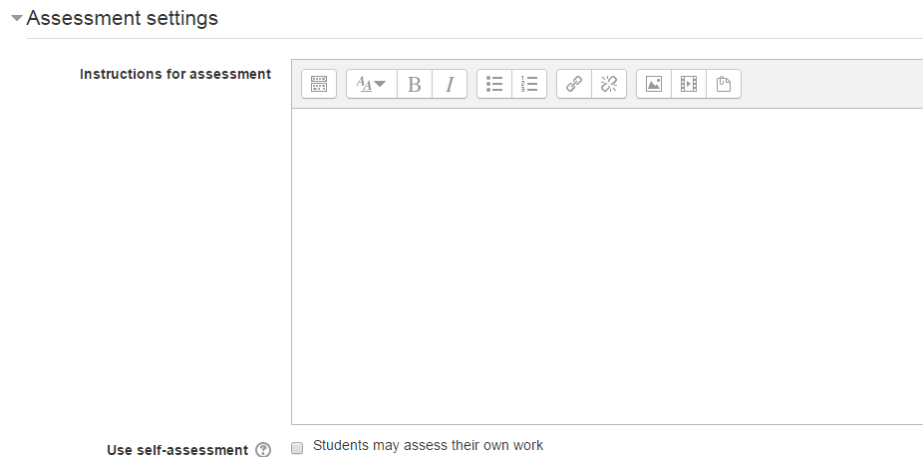
Late Submissions

Ticking this box will allow students to submit after the deadline. Once the workshop has been made we can then set more settings relating to submissions. This is done through clicking on the menu highlighted below which is found when you click on the workshop's link or after clicking "Save and Display" on completion of the workshop. To access the menu simply click on "Allocate Submissions". It is highlighted in the picture by the red box.



➤ **Step 7: Select Assessment Settings**

Teachers can write instructions for assessments online. This is very useful to help students have a better understanding about the important points of a task before assessing their classmates' submissions. After the workshop has been made, teachers can set more settings related to assessments.



➤ **Step 8: Select Feedback**

Overall feedback mode

If this is enabled, a text box appears at the bottom of each assessment form for reviewers to give an overall comment about the submission. Depending on whether it is set to "Enabled and optional" or "Enabled and required", reviewers will either have the choice of leaving overall feedback or they will be forced to do so.

Maximum number of overall feedback attachments

Choose how many files you wish reviewers to attach to their overall feedback, up to a maximum of 7.


Maximum overall feedback attachment size

Decide here how large a feedback file students can upload. The size will depend on the course upload limit.

Conclusion


It is possible to add some custom text which the students will see once they reach the end of the workshop process. This might be a general summary or suggestions on what should be done next, such as writing a blog post to reflect on the experience.

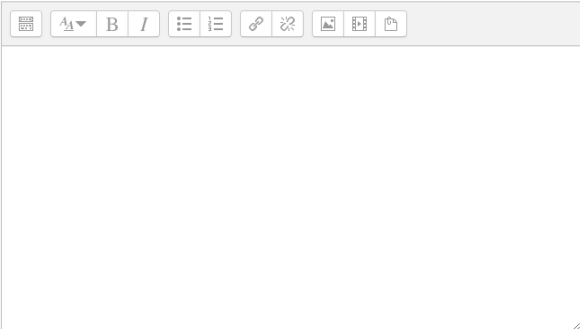
Feedback

Overall feedback mode  Enabled and optional

Maximum number of overall feedback attachments 0

Maximum overall feedback attachment size 100MB

Conclusion 




➤ Step 9: Select Example Submissions

There are three options in this drop down menu: The first option means that the assessment of the example submission is voluntary, while the second and the third ones make it mandatory, which either requires students to assess example submissions before submitting their own work or after their own submission but before peer-assessment.

Note: Assessments of the example submission are not counted when calculating the grade for assessment.

Example submissions

Use examples  Example submissions are provided for practice in assessing

Mode of examples assessment Assessment of example submission is voluntary



➤ **Step 10: Select Availability**

- This section deals with setting submission times and assessment times for the workshop. That is the time when students can start submitting as well as the deadline for submitting, and similarly the time assessments for other students' work start and when they must finish assessing other students work.
- All dates - open for submissions from, submissions deadline, open for assessment from and assessment deadline - are displayed in the course calendar.
- Availability lets teacher decide if they want a workshop with a closed schedule or one that is open ended. Setting an opening time but leaving the deadline open makes it an ongoing activity. To set the opening time and deadline for either submissions or assessments teachers must click the enable button next to the option they want to set. Once the enabled has been checked the 5 drop down boxes will be activated and available for change.
- The first three boxes correspond to the date and we can either set this box by box or by selecting the date in the calendar that pops up when any of the date boxes are selected. The last two boxes correspond to the time in 24 hour time, the first of the two being hours and the second being minutes. Teachers simply set the desired time for each of the sections they wish to activate.
- If teachers check the box "switch to the next phase after the submissions deadline", the workshop will automatically switch to the assessment phase after the next cron job.

➤ **Step 11:** [Save and return to course](#)