

Moodle for Teachers

Reference Manual

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1. Introduction

About this document

This document is part of a Moodle documentation set and stands as a complement to **Quick Start Guides** for [Teachers](#) and [Users](#) available on the [Graduate Institute website Moodle pages](#).

The Quick start guides are intended to provide up-to-date Institute specific procedures whereas this manual comes as reference material and support to the Graduate Institute Moodle training workshops that took place at the start of the 2015-2016 academic year.

It offers a selection of the most important features and tools.

Most of its content comes from the official Moodle 2.7 documentation website <https://docs.moodle.org>. For a complete documentation, please refer to the official website.

The parts written in green and italics are my personal recommendations and comments based on my experience as a professional distance learning specialist.

What is Moodle?

Moodle is an online Learning Management System (LMS) enabling educators to create dynamic courses that extend learning, anytime, anywhere.

The heart of Moodle is courses that contain activities and resources. The main power of this activity-based model comes in combining the activities into sequences and groups, which can help you guide participants through learning paths. Thus, each activity can build on the outcomes of previous ones.

Course workspace request

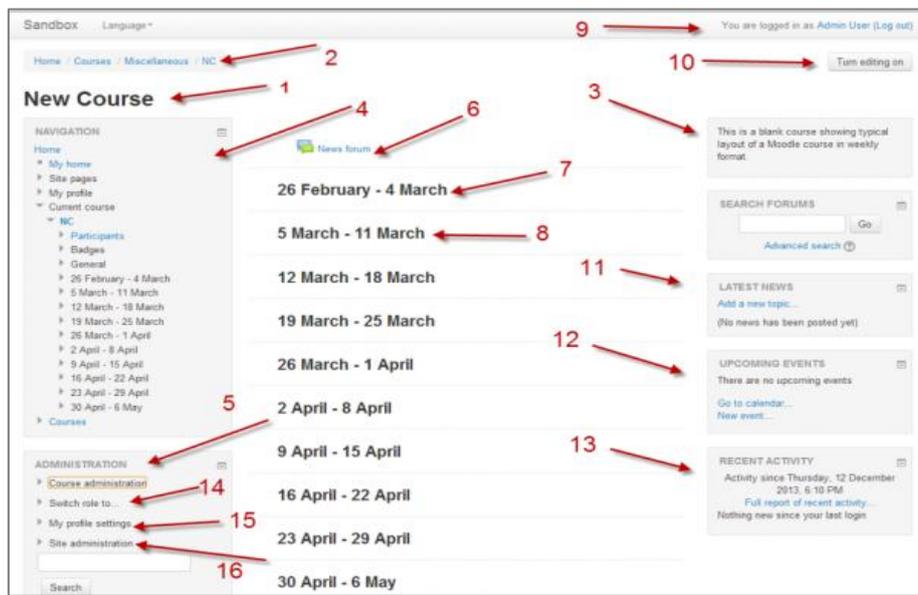
The first step to access a course is to create its workspace in the [Graduate Institute Moodle](#) system. There are 2 cases, depending on the course lifecycle:

- Brand new material → Request a course
- Reuse existing material → Ask for a course duplication

Please refer to the Quick Start Guide for Teachers for [detailed procedures](#).

2. Course homepage

There are many course options that determine a course's appearance and make it look very different from our examples. In this example, the course has a header, a footer (both content largely determined by a theme) and 3 columns in the middle.



Example of Weekly format, teacher view, edit off

Using the above image, here are the parts of a typical course homepage. It is possible to move and hide parts of the page and different themes display blocks in different regions, so not all courses will look like this. *For example, you can move (or delete) all blocks from the right column to the left. That will leave more space for the middle column.*

Left Column	Course sections - Center	Right Column
1 Course full name	6 Section header & News topic	9 Login information
2 Navigation bar	7 Current week - First section	10 Turn editing on button
4 Navigation block	8 Future week - Second section	11 Latest news
5 Administration block		12 Upcoming events
14 "Switch role to"		13 Recent activity
15 User profile settings		
16 Site administration		

Blocks

A Block in Moodle is an item that a teacher can add to the left or right of a Moodle course page. They provide extra information or links to aid learning. A teacher can add blocks by

turning on the editing and choosing from the "Add a block" drop down which is usually on the bottom right side of the course page. Blocks usually appear on the sides of the course.



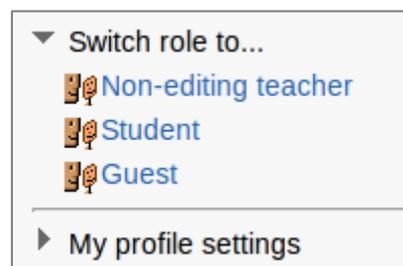
Any block can be made 'sticky' so that it appears in all the contexts below, such as throughout a course or a particular activity. Note that it is also possible to dock blocks if desired.

Available blocks include: activities, activity results, admin bookmarks, administration, blog menu, blog tags, calendar, comments, community finder, course completion status, course overview, course/site summary, courses, feedback, flickr, html, latest badges, latest news, logged in user, login, main menu, mentees block, messages, navigation, network servers, online users, people, private files, quiz results, random glossary entry, recent activity, recent blog entries, remote rss feeds, search forums, section links, self completion, social activities, tags, upcoming events and youtube.

Switch role to...

This allows a user to switch temporarily to another role in *Administration > Switch role to...* so that they can see what the course would look like to someone with that role.

WARNING! This facility does not always give you a true picture of what the course would look like to someone with that role. It is recommended you have a "test" user with the appropriate role who can be used to give a more accurate view.



3. Course settings

Standard course formats

1. Weekly format

The course is organized week by week, with a clear start date and a finish date where courses are placed every week in the mentioned period. Moodle will create a section for each week of your course. You can add content, forums, quizzes, and so on in the section for each week.

TIP: If you want all your students to work on the same materials at the same time, this would be a good format to choose.

NOTE: Make sure your course start date is correct.

2. Topics format

The course is organised into topic sections that a teacher can give titles to. Each topic section consists of activities, resources and labels.

TIP: This is great to use if your course is objective based and each objective may take different amounts of time to complete.

3. Social format

This format is oriented around one main forum, the social forum, which appears listed on the main page. It is useful for situations that are more free form. They may not even be courses.

4. Single activity format

The single activity format only has 1 section, and allows the teacher to add one activity only to the course. When the single activity format is selected, a drop down menu appears for the teacher to choose the activity they wish to use.

TIP: This format is useful for courses which centre all their materials and classes on one main topic or activity; for classes which are based on a single workshop.

"All sections on one page / one section per page"

Moodle allows you to show all course material as one single page, or it can create a separate page for each week/topic. It is possible via *Administration > Course administration > Edit settings* to "show one section per page".

Notes:

- The course home page shows just the section names and any text in the section description along with activity and resource numbers, with the names being click-able.

Once you have selected a topic by clicking on its name, you then see one section at a time.

- If editing is ON, then the Main course page will display all the content in all the sections.
-

4. Course enrolment

Please note that there is a common confusion between:

- access to Moodle which happens when one signs in with a valid IT account
- access to the course which is granted once the participant has been enrolled in the course

Only enrolled users are true participants in a course. The enrolled users page *Administration > Course administration > Users > Enrolled users* lists all users enrolled in the course, together with their last access time, roles, groups and enrolment methods.

Course enrolment is the process where authenticated users can be registered as course participants. Different enrolment methods are available. They are described in detail on the dedicated page: <http://graduateinstitute.ch/fr/home/students/infoadmin/it/moodle/quick-start-guide-teachers.html>

1. Manual enrolment

This allows the teacher of the course to manage enrolment to their course themselves. It is done in *Administration > Course administration > Users > Enrolled users*.

2. Guest access

This allows those with the guest role to view the contents of a course (visitors who do not have an account on your Moodle, or unenrolled users who would just like to explore your course). Entering a course with guest access doesn't allow a user to participate in any activities; they can only view information.

It is possible to add an enrolment key so that only those guest users you wish to grant access can enter the course. This is done in *Administration > Course administration > Edit settings*.

3. Self-enrolment

This allows users to enroll themselves into a course, either directly or via an enrolment key ("course password"). The teacher does not then have to manually add students.

More than one instance of the self-enrolment method can be used so that when users enroll themselves they are assigned different roles e.g. certain users can be assigned the role of student and other users can be assigned the role of non-editing teacher

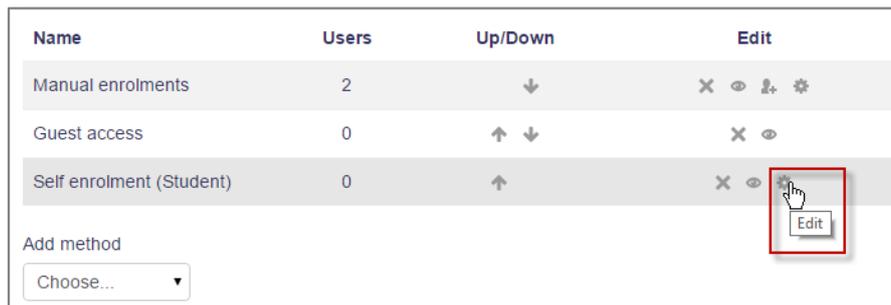
The self-enrolment method also allows for users to enroll themselves into groups by using group enrolment keys.

Enrolment key

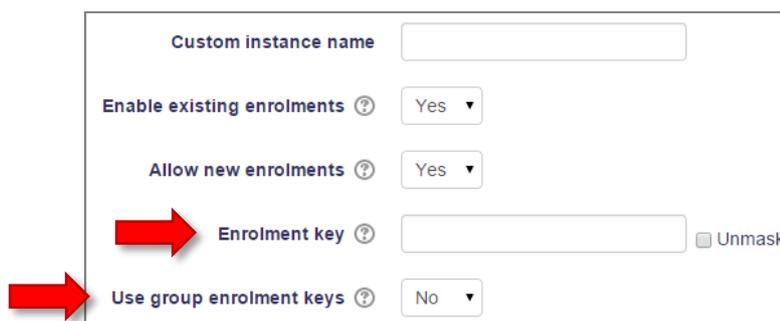
A course enrolment key is one method of restricting self-enrolment to a smaller group. The idea is that the course key - being distributed by the authorized people - is provided to the students, who can then enroll into the class themselves through the Moodle using this key. This distribution can be done by email, phone or even verbally.

Setting an enrolment key is done in *Administration > Course administration > Users > Enrolment methods*

Make sure self-enrolment is enabled (has its eye open) and click the edit icon on the right:



Then, add your enrolment key in the box provided.



Group enrolment key

It is possible also to enroll students into the course and also directly into groups by use of a group enrolment key. This could be used in the classes where the assessment is based on the group assignments. To do this:

1. Add the course enrolment key as in the section above.
2. Change the setting *Use group enrolment keys* to *Yes*
3. Save the changes and then in the Course administration settings, click *Groups > Create groups*
4. Add an enrolment key to the group. This will be the key they type in to access the course. (The course enrolment key is simply there to keep others out)
5. Distribute each group key to the predetermined group. The students using the same key will be enrolled as one single group.

Roles

To assign an enrolled user a role, on the *Enrolled user page*, click the 'Assign roles' icon (a plus sign) in the roles column then select the desired role.

To remove a role assignment, click the delete icon (a cross) next to the role name.

5. Grouping users

Groups: On the course level can you assign a user to one (or more) groups. In a course you can assign an activity to a group.

Groupings are a collection of groups. You can assign a grouping to a context like an assignment.

A screenshot of a Moodle settings form for group management. It contains three rows of settings, each with a label, a help icon, and a dropdown menu. The first row is 'Group mode' with a dropdown set to 'Visible groups'. The second row is 'Force group mode' with a dropdown set to 'No'. The third row is 'Default grouping' with a dropdown set to 'None'.

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.

Group modes

There are three group modes

- No groups - There are no sub groups, everyone is part of one big community
- Separate groups - Each group can only see their own group, others are invisible.
- Visible groups - Each group works in their own group, but can also see other groups. (The other groups' work is read-only.)

Using groups with discussion forums allow teachers to restrict interaction between students. Separate groups mean only students in the same group can see and participate in discussions within a particular forum. Visible groups allow students to see other group's discussions, but only participate in their own group's discussions.

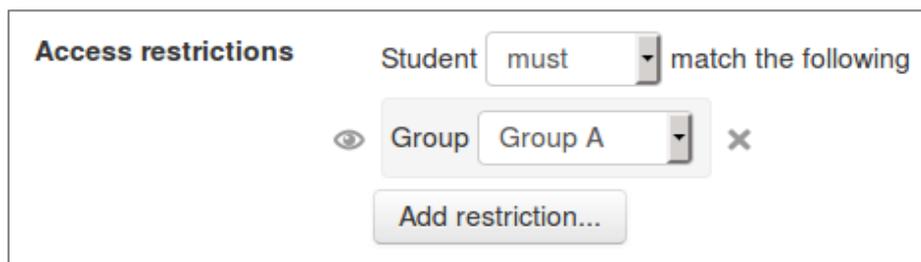
Creating a group within the course

1. Click the 'Create group' button in *Administration > Course administration > Users > Groups*
2. Add a group name and optional description, enrolment key and picture
3. Click the 'Save changes' button
4. Select the group to which you want to add participants, then click the 'Add/remove users button
5. In the "Potential members" list, select the users you want to add to the group. Multiple users may be selected using the Ctrl key.
6. Click the Add button to add the users to the group

Groups may be created automatically via the '*Auto-create groups*' button in *Administration > Course administration > Users > Groups*.

Restricting an activity, resource or course topic to a particular group

The main functionality of the groups is that you can separate the tasks between the groups, make the assessment being sent in by the groups, and ease the management of the course tasks while making it more directed.



The screenshot shows the 'Access restrictions' section in Moodle. It features a dropdown menu for 'Student' with 'must' selected, followed by the text 'match the following'. Below this is a search box for 'Group' with 'Group A' selected, and an 'Add restriction...' button.

To be able to restrict an activity, resource or course topic to a group, Conditional activities must be enabled. This will result in a '*Restrict access*' section in the activity, resource or topic settings and a group restriction can then be added.

6. Resources

A Resource in Moodle is an item that a teacher can add to a Moodle course to support learning, such as a file, a video or link to a website. A resource differs from an activity in that it is static; i.e. the student can merely look at or read it, rather than participate.

A teacher can add resources by turning on the editing and by clicking *Add an activity or resource* in a course section. Resources usually appear in the central area of the course.



+Add an activity or resource

Book

Multi-page resource with a book-like format, the book module allows you to have main chapters and sub chapters. The book module is not interactive. You can, however, link to choices, forums etc., or include multimedia content.

File

When you wish to share with your students a simple file such as a Word-processed document or slideshow (e.g. created in MS Word, Powerpoint, or Open Office) you use the file resource type. How your students access them depends on your choices in File resource settings. Note also that they will only be able to open your files if they have the appropriate software on their own computers. *There is now the possibility to drag & drop files directly from your computer to the core course page.*

Folder

For helping organize files. The resources may be of different types. Using a folder to display resources is neater and takes up less space than displaying files one by one in a list. The downside is that at present you are forced to download files stored in a folder resource.

IMS content package

Add static material from other sources in the standard IMS content package format.

Label

A label serves as a spacer on a Moodle course page. It can be used to add text, images, multimedia or code in between other resources in the different sections. It is a very versatile resource and can help to improve the appearance of a course. Banners or descriptions may be added to labels to distinguish between and highlight different areas.

Page

The student sees a single, scrollable screen that a teacher creates with the robust HTML editor. A page resource creates a link to a screen that displays the content created by the teacher.

URL

You can send the student to any place they can reach on their web browser.

7. Activities

An Activity in Moodle is a feature where students learn by interacting with each other or with their teacher. They might for instance contribute in a forum, upload an assignment, answer questions in a quiz or collaborate together in a wiki. Activities can be graded.

A teacher can add activities by turning on the editing and choosing an activity by clicking *Add an activity or resource* in a course section. Activities usually appear in the central area of the course.



Assignments

Enable teachers to grade and give comments on uploaded files and assignments created on and off line. The work students submit is visible only to the teacher and not to the other students unless a group assignment is selected. *Very useful. Note that deadlines set in the assignments settings will appear automatically in the course calendar.*

Chat

Allows participants to have a real-time synchronous discussion. *Not useful: distracts students, does not keep logs.*

Choice

A teacher asks a question and specifies a choice of multiple responses.

Database

Enables participants to create, maintain and search a bank of record entries. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things.

External tool

Allows participants to interact with LTI compliant learning resources and activities on other web sites.

Feedback

For creating and conducting surveys to collect feedback. The Feedback module allows you to create and conduct surveys to collect feedback. Unlike the *Survey* tool it allows you to write your own questions, rather than choose from a list of pre-written questions and unlike the *Quiz* tool, you can create non-graded questions. The Feedback activity is ideal for the likes of course or teacher evaluations.

Forum

Allows participants to have asynchronous discussions. *Very useful (more than you can think at first).*

Glossary

Enables participants to create and maintain a list of definitions, like a dictionary. *Quite useful but does not offer the possibility to export the content in a well-formatted format.*

Lesson

For delivering content in flexible ways. *Basically a set of organized pages.*

Quiz

Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown. *Very useful.*

SCORM

Enables SCORM packages to be included as course content. *SCORM packages are interactive e-learning capsules created by a specific software such as Articulate Storyline.*

Survey

For gathering data from students to help teachers learn about their class and reflect on their own teaching. *Not very useful: the questions are pre-defined and not modifiable.*

Turnitin assignment

Creates a Turnitin Moodle Direct assignment which links an activity in Moodle to an assignment / assignments on Turnitin.

Wiki

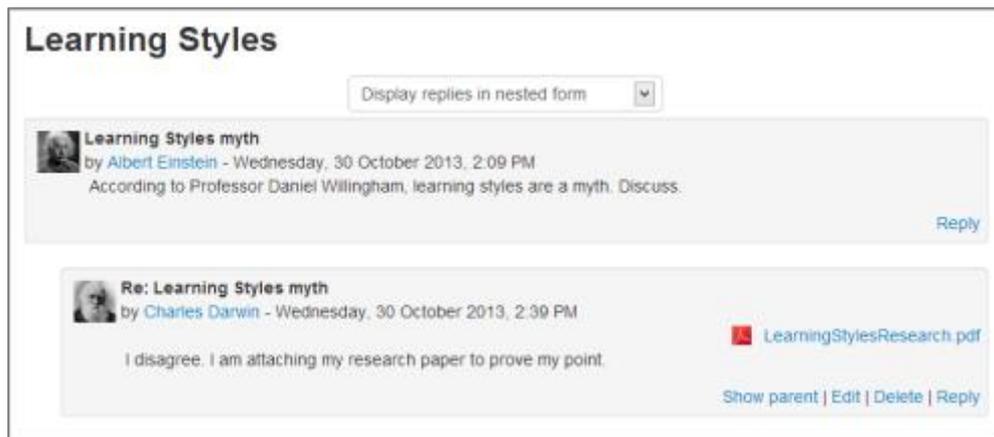
A collection of web pages that anyone can add to or edit. *Quite complex – I recommend to use this kind of activity only with students who are comfortable with computers.*

Workshop

Enables peer assessment. Students submit their work via an online text tool and attachments. There are two grades for a student: their own work and their peer assessments of other students' work.

8. Forums

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



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

You can access an existing forum by clicking the configure icon or clicking on the forum and then *Administration > Forum administration > Edit settings*.

The forum module is very useful as you can customize it and adapt it to many activities such as general discussion, group activities, general information, FAQ... In addition it is very easy to use, even by students who are not very comfortable with computers.

Forum type

There are five forum types to choose from:

- A single simple discussion - A single topic discussion developed on one page, which is useful for short focused discussions (cannot be used with separate groups)
- Standard forum for general use - An open forum where anyone can start a new topic at any time; this is the best general-purpose forum
- Each person posts one discussion - Each person can post exactly one new discussion topic (everyone can reply to them though)
- Q and A Forum - 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 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

Note: News forum is a special type of forum that is automatically created with a new course.

Subscription mode

When a user is subscribed to a forum it means that they will receive notification (via popup and/or email) of each new posting. By default, posts are recorded about 30 minutes after the post was first written.

People can usually choose whether or not they want to be subscribed to each forum. However, the teacher can choose to force subscription on a particular forum then all course users will be subscribed automatically, even those that enrol at a later time.

There are 4 subscription mode options:

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

The subscription mode and subscribe or unsubscribe links appear in *Navigation>Forum administration* when viewing the forum.

Group mode

The **group mode** setting has three options:

1. No groups
2. Separate groups - each group can only see their own group; others are invisible
 - Teachers can start discussion topics for all participants or for a selected group.
 - Students can only start and participate in discussions for their own group.
3. Visible groups - each group works in their own group, but can also see other groups
 - Teachers can start discussion topics for all participants or for a selected group.
 - Students can only start and participate in discussions for their own group.

Teachers can view and post in all forum discussions, regardless of the group mode setting.

Note: Single simple discussions cannot be set to separate groups. If required, a permissions override may be set to prevent students from starting new discussions.

9. Quizzes

The **Quiz** activity module allows the teacher to design and build quizzes consisting of a large variety of Question types, including multiple choice, true-false, and short answer questions. These questions are kept in the Question bank and can be re-used in different quizzes.

Quizzes can be configured to allow multiple attempts. Each attempt at a question is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.

Be sure to test your quizzes before opening them to the students. As this module is highly customizable, it is easy to forget something and have unexpected behaviors.

Questions

Questions can be created in Moodle for use in quizzes and for import into lessons. They can be of the following types:

Calculated

Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.

Calculated multi-choice

Calculated multichoice questions are like multichoice questions with the additional property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken.

The main difference is that the formula is included in the answer choice as $\{=...\}$ i.e. if you calculate the surface of a rectangle $\{=l\}*\{w\}$.

Calculated simple

Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by the use of wildcards (i.e. $\{x\}$, $\{y\}$) that are substituted with random values when the quiz is taken.

Description

This question type is not actually a question. It just prints some text (and possibly graphics) without requiring an answer. This can be used to provide some information to be used by a subsequent group of questions.

Essay

This allows students to write at length on a particular subject and must be manually graded.

It is possible for a teacher to create a template to scaffold the student's answer in order to give them extra support. The template is then reproduced in the text editor when the student starts to answer the question.

Matching

A list of sub-questions is provided, along with a list of answers. The respondent must "match" the correct answers with each question.

Embedded Answers (Cloze Test / Gap Fill)

These very flexible questions consist of a passage of text that has various answers embedded within it, including multiple choice, short answers and numerical answers.

Multiple choice

With the Multiple Choice question type you can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers.

Short Answer

In response to a question (that may include an image), the respondent types a word or phrase. There may several possible correct answers, with different grades. Answers may or may not be sensitive to case. *I strongly recommend not using this type of question as a simple blank space at the end of a student's answer will lead to a "0" grade.*

Numerical

From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set.

Random short-answer matching

From the student perspective, this looks just like a Matching question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category.

True/False

In response to a question (that may include an image), the respondent selects from two options: True or False.

How questions behave in a quiz

The following question behaviours are available when creating a quiz:

Deferred feedback

Students must enter an answer to each question and then submit the entire quiz, before anything is graded or they get any feedback.

Adaptive mode and Adaptive mode (no penalties)

Allows students to have multiple attempts at the question before moving on to the next question. This behaviour requires that the "Whether correct" box is ticked under "During the attempt" in the "Review options" section, at a minimum.

Manual grading

Used for essay questions (irrespective of what the quiz is set to) but you can now choose to have every question in the quiz manually graded, if you wish.

Interactive mode

After submitting one answer, and reading the feedback, the student has to click a 'Try again' button before they can try a new response. They can be given hints to help them. Once the student has got the question right, they can no longer change their response. Once the student has got the question wrong too many times, they are just graded wrong (or partially correct) and get shown the feedback and can no longer change their answer. There can be different feedback after each try the student makes. The number of tries the student gets is the number of hints in the question definition plus one.

Immediate feedback

Similar to interactive mode in that the student can submit their response immediately during the quiz attempt, and get it graded. However, they can only submit one response, they cannot change it later.

Deferred feedback or Immediate feedback with Certainty-based marking (CBM)

With CBM, the student does not only answer the question, but they also indicate how sure they are they got the question right. The grading is adjusted by the choice of certainty, so that students have to reflect honestly on their own level of knowledge in order to get the best mark.

Conditional questions

If using the Interactive with multiple tries or Immediate Feedback behaviour and with the navigation method set to 'Free', it is possible to make the display of a question dependent on a previous question being answered first.

Question bank

Questions are stored in the course Question bank. This feature allows a teacher to create, preview, and edit questions in a database of question categories. The teacher enters the question bank by creating or editing a quiz activity or via *Settings > Course administration > Question bank*.

Question categories

Questions can be organized into Question categories and shared with other teachers. The categories can be limited to being used on the site, course or quiz level.

You can imagine a question category as a folder on your desktop computer. Then, questions are stored in these categories in a similar way as your files are stored in a file system.

You can create a *category hierarchy*. For example, you can specify a parent category for each category or the 'Top' as the parent, when a category has no parent.

Question Sharing

You can share questions in several different contexts. Sharing categories in the 'System' context or 'Course' context has a similar effect to publishing the category so others can see them or hiding a question category from specific users.

By default a course teacher cannot see or use any Question context above the course level.

Importing questions from an existing file

Moodle has a number of different formats that can be used to import or export questions.

It is possible to import questions from a file on your network/computer or from a file that has been saved or uploaded into your course files. The underlying character encoding of this file is important.

Note: Moodle XML format is the recommended import question type format as it enables the maximum amount of question data (such as question feedback) to be imported.

It is not possible to import questions from .xls, .xlsx, doc or docx files, but there is a possibility to generate GIFT files from Excel. It is quite complicated, but you can find instructions as well as an .xls template at this address:

<https://moodle.org/mod/forum/discuss.php?d=66660#p309302>

Export questions

Questions may be exported from the Quiz module and the Question bank in any one of 3 formats:

- GIFT format
- Moodle XML format
- XHTML format

These files need to be edited with a text editor (e.g. notepad) and are not compatible with Excel.

10. Grades

All the grades for each student in a course can be found in the course gradebook, or 'Grader report' in *Administration > Course administration > Grades*. *Note that this is for your personal use, limited to your course. All Graduate Institute Students have their grades centralized in Campus, the Graduate Institute academic system. As of this writing this is not so for Executive Education Programmes.*

The grader report collects items that have been graded from the various parts of Moodle that are assessed, and allows you to view and change them as well as sort them out into categories and calculate totals in various ways. When you add an assessed item in a Moodle course, the gradebook automatically creates space for the grades it will produce and also adds the grades themselves as they are generated, either by the system or by you.

The grades displayed are initially displayed as the raw marks from the assessments themselves, e.g. an essay out of 36 will appear as however many raw marks that student got, not a percentage (although this can be changed later).

The gradebook allows for smooth and stable scrolling horizontally and vertically through grades. It uses the whole window, making it accessible on all platforms.

The screenshot shows a Moodle gradebook for the course 'Psychology in Cinema'. The table displays student names, their grades, and overall averages. Red arrows indicate the smooth scrolling capabilities of the interface.

Surname First name		From Concept to Reality: ...	Course discussion	Category total	Grade
Amanda Hamilton	com	95.00	Excellent point	95.10	
Gary Vasquez	n	75.00	-	75.00	
George Lopez		75.00	Good point	74.51	
Brenda Vasquez	com	65.00	Excellent point	65.69	
Mark Ellis		55.00	-	55.00	
Joshua Knight	n	-	-	-	
Anthony Ramirez	com	-	-	-	
Barbara Gardner	n	-	-	-	
Overall average			Good point		60.88

Course grade settings

Course grade settings determine how the gradebook appears for all participants in the course.

Course grade settings are found in *Administration > Grade administration > Course grade settings* or via the gradebook Settings tab.

Grader report preferences

Teachers can set their preferences for the grader report via *'My preferences'*. These settings will apply to all courses for that teacher. The teacher may change them at any time.

For example it's possible to set the grader report to only show active participants or all participants (including suspended users) from the *Show only active enrolments* setting.

The default number of students per page (*grade_report_studentsperpage*) can safely be increased without any loss of data when grading large numbers of students with many assignments.

Activity-based grade items

A number of activities such as Assignment, Workshop, Lesson, Quiz and others communicate their grades to the gradebook. The generated grade item can later be edited directly from *Course administration > Grades*, but this will then freeze it in the activity itself, meaning a teacher who has edited an assignment grade in the gradebook will not be able then to change it from the assignment, unless they unlock it in the gradebook.

Importing grades

Grades may be imported as a CSV or XML file, or by pasting from a spreadsheet. The import file format is the same as the corresponding export format.

Note 1: Grade import is equivalent to manual grading in the grader report. Thus, if grades for a particular Moodle activity such as an assignment are imported, they can no longer be edited via the assignment submission page.

Note 2: Importing feedback will also overwrite any grades that are linked to that assessment. Please include both feedback and grades for the activity when mapping and importing grades via CSV. If both columns are not included then all grades for that activity will be lost.

Grade export

Grades can be exported to Excel spreadsheet, OpenDocument spreadsheet, plain text file or XML file, or published via a URL.

Grade export is NOT intended for students.

To export grades from the gradebook:

1. Choose an export format from the gradebook dropdown menu or in the Administration block under *Grade administration > Export*.
2. Set options as required.
3. If the course uses groups, select whether to export grades for all participants or for a particular group.

4. Select the grade items to be included. Note that ID numbers are required for all activities for XML file export. An ID number field can be found in the common module settings for each activity.
5. Click the export button.

11. Tracking progress

Course completion

Allows for a course to be officially marked as finished, either manually or automatically according to specified criteria.

Conditional activities

A group of settings in a resource or activity which sets conditions upon entry into, or if an activity or resource can be even seen by the student. A '*restrict access*' section appears on the '*Activity settings*' screen.

After clicking the 'Add restriction' button, a choice of conditions appears:

Add restriction...	
Date	Prevent access until (or from) a specified date and time.
Grade	Require students to achieve a specified grade.
Group	Allow only students who belong to a specified group, or all groups.
Grouping	Allow only students who belong to a group within a specified grouping.
User profile	Control access based on fields within the student's profile.
Restriction set	Add a set of nested restrictions to apply complex logic.
Cancel	

A basic example

Students are required to undertake view a page explaining the course before posting an introductory message in a forum.

How's it done? In task 1 the activity completion condition is set to *require view*

▼ Activity completion

Completion tracking ⓘ Show activity as complete when conditions are met ▼

Require view Student must view this activity to complete it

Expect completed on ⓘ 23 ▼ July ▼ 2014 ▼ Enable

Should you really use conditional activities?

Conditional activities are a way for you to force your students to do things in a certain order. Is that really what you want? The answer will depend on your particular circumstances, but it is worth taking a moment to reflect upon the degree to which conditional activities are appropriate for your course. Some may prefer to use labels and layout rather than locks and keys to direct the learning path.

Activity completion

Activity completion allows the teacher to set completion criteria in a specific activity's settings. A check (tick) appears against the activity when the student meets this criterion. The criterion might be viewing, receiving a certain score or a student marking it as complete.

Why use Activity completion?

If this feature is enabled, it is a helpful way for students to be able to track their progress in a course. The student has an easy to see checklist of what they have done so far.

It can also be linked to *Course completion* in order to allow both students and teachers to watch progress through a course. As each activity is checked off as "complete", the student moves further towards final completion of the course.

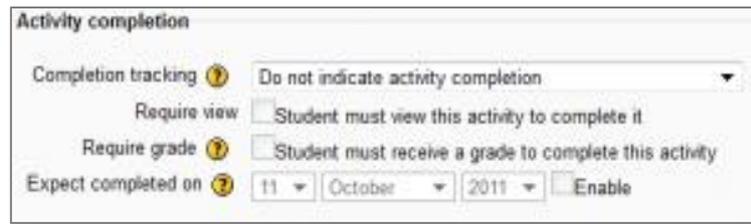
It can also be linked to *Conditional activities* in order to allow the teacher to set criteria upon which a student is allowed to progress through a course and access materials.

Activity completion icons

- manual - not yet marked as complete
- manual - enabled
- manually completed
- automatically completed
- automatically failed
- automatic - not completed
- automatically passed
- automatic - enabled

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*.



The screenshot shows the 'Activity completion' settings panel. It includes a dropdown menu for 'Completion tracking' set to 'Do not indicate activity completion', two checkboxes for 'Require view' and 'Require grade' (both unchecked), and a date selector for 'Expect completed on' set to '11 October 2011' with an 'Enable' checkbox.

Common settings for most graded activities

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. (Note: they can do this even without doing the activity!)
- *Show activity as complete when conditions are met* - the selected completion criteria must be met before the check (tick) will change style

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!

Activity completion report

Activity completion info can be viewed in *Administration > Course administration > Reports > Activity completion*.

12. Reports

Logs of course activity

A log of activity in the course may be generated by a teacher in *Administration > Course administration > Reports > Logs*.

Note that the generated log will contain any action performed by the users, such as clicks on links or access to course pages, and is usually too detailed to be really useful for teachers.

Course activity report

A course activity report, showing the number of views for each activity and resource (and any related blog entries), can be viewed in *Administration > Course administration > Reports > Activity report*.

An activity report is computed from the course's start date (in the course settings).

Individual activity reports

If activity reports are enabled for a course in the course settings, each course participant can access reports of their contributions, such as forum posts or assignment submissions, logs and a statistics report.

Participation report

A participation report for a particular activity can be in *Administration > Course administration > Reports > Course participation*.

The screenshot shows a Moodle participation report interface. At the top, there are several filters: 'Activity module' set to 'Choice', 'Look back' set to '1 days', 'Show only' set to 'Student', and 'Show actions' set to 'All actions'. There is a search box containing 'test' and a 'Go' button. Below the filters, the text reads: 'Choice Views: view, view all, report' and 'Choice Posts: choose, choose again'. The report title is '1 Student'. Below this is a table with the following structure:

First name / Surname	All actions	Select
John Smith Mr.	No	<input type="checkbox"/>

At the bottom of the interface, there are several buttons: 'Select all', 'Deselect all', 'Select all 'no'', 'With selected users...', and 'OK'.

The definition of View and Post for the selected activity type will be given on screen.

For example:

- Forum View: View Discussion, Search, Forum, Forums, Subscribers

- Forum Post: Add Discussion, Add Post, Delete Discussion, Delete Post, Move Discussion, Prune Post, Update Post

An extremely useful feature of the participation report is the option to send a message to all students who have not completed a certain action. Other options with selected users are to add a note or extend enrolment.

Activity completion report

Activity completion info can be viewed in *Administration > Course administration > Reports > Activity completion*.

In my opinion, this is the most important report. It will allow you to track the activities completed by the students.

Note that this report will only appear if you enable the activity completion tracking in your course setting!

13. Reusing data

There are several ways to reuse a course or parts of a course.

Clone resource/activity

In edit mode use the x2 icon to duplicate the activity or resource. *This is very useful when you want to create several similar items. You will then change the content only and won't need to set all the parameters (completion, display...).*

Activity backup and restore

It is possible to make a copy or *backup* of individual activities in a Moodle course and then re-use these activities in a different Moodle site or in another course on the same Moodle. (Note that if you wish to re-use activities within the same Moodle it might be simpler to use the *import* function.) To proceed, you need be in the activity and choose "*Backup*" in the *administration* menu.

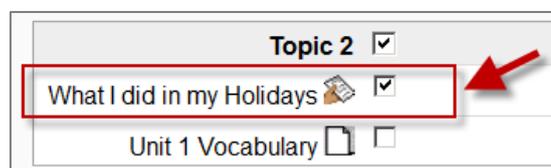
You can then restore it to a course in another Moodle site.

Import course data

Course activities and resources may be imported from any other course that the teacher has editing permissions in. This will allow teachers to re-use instead of re-creating one or more activities or resources.

Import course data is similar to a backup and restore process and does not include any user data.

1. In *Administration > Course Administration*, click on the *Import* link.
2. Select the course you wish to import from and click *Continue*.
3. Select the elements you want to include in the import in the Schema settings step.



4. Review and click *Perform import* or click the cancel or previous buttons.

You should see the "*Import complete. Click continue to return to the course.*" message, or an error message indicating that the import process did not take place.

Data reuse at course level

Note that the following operations usually concern larger datasets. Before performing any of these you may want to contact the Moodle Administrator to make sure you are going against Moodle administration or storage best practises.

Reset a course

This allows you to empty a course of user data, while retaining the activities and other settings. Please be warned when choosing items you will delete your chosen user data from this course forever!

1. Log in and go to the course area you want to reset
2. Resetting a given activity is irreversible, so ensure that you have a Backup
3. In your area's Administration block, click on Reset
4. Click any Show Advanced button to show all options for that category
5. Make your selections based on the options
6. Click the Reset button
7. Return to your area and check that things are as you want them.

Course backup

A course can be saved with some or all of its parts by using the course backup. To backup a course:

1. Go to *Administration > Course administration > Backup*
2. Select activities, blocks, filters and other items as required then click the Next button.

If your course is too big (you have a high number of files or very big files), it may exceed the backup size limit and can cause an error. The reason for this error will not be displayed (e.g. Size limit exceeded). In this case you need to contact your Moodle administrator.

Restoring a course backup

A course backup file (.mbz) may be restored from within any existing course for which you have permission. During the restore process, you will be given the option to restore as a new course or into an existing course.

1. Go to *Administration > Course administration > Restore* (if you have an empty course to restore into.)
2. Upload the backup file or choose a file in the course backup area or user private backup area and click *Restore*
3. Confirm - Check that everything is as required then click the *Continue* button
4. Destination - Choose whether the course should be restored as a new course or into an existing course then click the *Continue* button
5. Settings - Select activities, blocks, filters and possibly other items as required then click the *Next* button

6. Schema - Select/deselect specific items and amend the course name, short name and start date if necessary then click the *Next* button
7. Review - Check that everything is as required, using the *Previous* button if necessary, then click the '*Perform restore*' button
8. Complete - Click the *continue* button

Annex I - Naming convention

Activity/resource name

It should be kept unique, short and understandable.

File name

According to the Moodle good practices at the Graduate Institute, the recommendation to construct a filename is to use the following pattern:

<author's lastname>-<reading title>.<filetype>

Exemple: arafat _necessary _palestinian_ politics.pdf

Note that:

- “small words” that do not carry meaning are discarded
- if more information is needed such as year, page #, chapter #, it can be added in a condensed format.

Exemple: arafat-1999 _necessary _palestinian_ politics.pdf