Information Technology

User Guide

Moodle - Activities

Communication, Collaboration & Assignments Guide

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INTRODUCTION

There are a number of robust interactive learning activity modules that you may add to your course with the "Add an activity" drop down menu. If you wish, some or all of these activities can push information to a course gradebook.

Communication and collaboration may take place using live Chats or asynchronous discussion Forums for conversational activities. You can also use Choices to gain group feedback. Adding Wikis to your courses is an excellent way to allow students to work together on a collaboratively-authored project.

Work can be uploaded and submitted by students and scored by teachers using Assignments. These modules have several assessment options, including instructor-assessment, self-assessment, and even peer-assessment.
Online Quizzes offer several options for automatic and manual scoring.

Lessons and SCORM activities deliver content and offer ways of individualizing your presentation based upon a student's choices. Glossaries of keywords can be set up by the instructor, and can be configured to allow students to edit, add, or rate entries. Questionnaires and Databases are also very powerful additions to any course.

Prerequisites – What Do You Need Before You Start?

To use Moodle you will need:

- A computer with Internet connection
- A computer with a web browser installed
    - To make best use of what Moodle has to offer it is recommended that you use one of the following browsers:
        - ❖ Internet Explorer v5.5 or later,
        - ❖ Firefox,
        - ❖ Netscape v7 or later.
        - **Note** – Other browsers can be used, however they may not have a WYSIWYG interface which will make it a bit more cumbersome to use.
- An account set up within Moodle. Visit the Academic Technology website at http://www.csun.edu/at for information on getting a Moodle account and course set-up.
- The web address (URL) of the server running the Moodle application - http://moodle.csun.edu
- Teacher access to a course on Moodle.

SETTING UP GRADE CATEGORIES

Categories allow you to better organize your course, especially when you have a lot of activities. In addition, each category can have its own aggregation method. Category sections in the gradebook can be collapsed, making grading easier. It is recommended that you set up your gradebook with categories *before* you create activities. This will make them available to you as your create your activities. However, categories can also be set up after the activities have been created but it is to your advantage and a time saver, to do it ahead of time.

Get Started

Select the **Categories and items** tab to set up your assessments in different categories e.g. 'classwork', 'homework' etc. Each category will then have its own Category total column.

To add a grade category:

1. Go to the **Administration** block on the course homepage and choose **Grades.**
2. Select the **Categories and items** tab.
3. Select the **Add category** button near the bottom of the page.

4. Give the grade category a meaningful name.
5. Select grade category settings as appropriate. Advanced settings may be made available by clicking the **Show advanced** button
6. Select the **Save changes** button.

You can now choose the grade category in the setting for each activity you create. Any existing activities can be moved into the proper category using the Moodle move tool.

COLLABORATION & COMMUNICATION TOOLS

Collaboration and Communication may take place using many of the activities available in Moodle. Here is a brief overview of some common Moodle collaboration and communication activities.

Collaboration

There are a variety of Collaboration tools available to you in Moodle. These include:

- **Choice** - A way to collect information related to a single question. Choices are not graded.
- **Forum** - Compose and reply to threaded asynchronous discussions, share links or attach documents. Participation in forums may be graded.
- **Chat** - Allows participants to have a real-time synchronous discussion via the web.

These tools will be covered in more detail in the following pages

Communication

There are many ways to communicate with your students using Moodle.

1. **Messaging -** The messaging tool is used for private communication between student and teacher or between two students. They are not course specific.
   - Messages are sent via a popup Message window. This can be found in **Participants** link in a course's **People** block (Send message button on each user's page), or the **Online Users** block (if turned on) has a message icon
   - If the student is offline, the message will be emailed to them by default. However, if you do not get a response then it is a good idea to follow-up with another communication. Messages can pop on the screen without being read, in which case they are not emailed and are then missed.
2. **News Forum -** The News Forum is a special forum for general announcements. This forum is automatically created for each course and every enrolled person is subscribed to the News Forum.
   - The News Forum is a very useful tool for communicating to all the students in a class. In many ways, it is much better than messaging or emailing students. Post your message to the News Forum and a number of things happen automatically:
     o The message is posted and archived by date to the News Forum
     o Students receive the message by email automatically after the 30 minute editing period expires (unless you check the box for "Mail now")
     o A notice is added to the Latest News Blocks

What About Email?

While Moodle itself does not have an internal email program, we have enabled two add-on blocks that will provide you email type functionality. You can find these by turning editing on and going to the **Blocks** block and use the drop down menu to add these blocks to your course.

Quickmail

The Quickmail block adds a link to a tool that has a checkbox list of all students in the course and a mail composition text area.

- Select the students you want, and email those and only those.
- This enhances the existing communications systems of messaging (one user) and subscribed forums (all subscribers) by allowing teachers to select a specific subset of students.
- This is a one way form of communication to send email from your CSUN email address to your students. Any student responses will be sent to your CSUN email address.
- It is not an internal mail system (see Course Mail for the internal mail).

The advantage of QuickMail over the News Forum is that you can pick and choose which students to send the email to and use groups to organize recipients. There is also an archive of the message you have sent in the block within Moodle. The **News Forum** is still recommended for important announcements because it also shows up in the **Latest News** block as well as being archived in the forum and sent to students email.

Course Mail

Course Mail is an integrated internal mailing system created for Moodle.

- It is a tool for private communication between members of the same site of Moodle, particularly among members of the same course.
- All messages are sent and received from the block and allow you to keep each classes' messages separate.
- The Course Mail block provides the ability to create folders to organize messages. You also receive notifications in your regular email.
- Messages must be checked inside Moodle. Only notifications of receipt are sent to your regular email.

Regular Email

If you want to allow your students to communicate with you outside of Moodle by sending you emails, a suggestion is to require that they include the course # in the subject line. This allows you then to set up filters in your email program to organize these emails.

Elements of Collaboration

There are many Collaborative tools available to you in Moodle.

Choice

The Choice tool is very simple to use and is useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent. The teacher asks a question and specifies a choice of multiple responses. Each participant may choose only one of the possible responses. You can choose when and if students see the results of the choice and even let them change their minds.

There are multiple ways to share the results of the Choice (aka poll) with the class--including keeping the poll results anonymous, completely hiding poll results, or completely revealing who-chose-what.

To Create a Choice option:

1. Select the **Turn editing on** button located in the upper right corner of the window.
2. From the **Add an activity**. . field dropdown options choose **Choice**. See figure below.
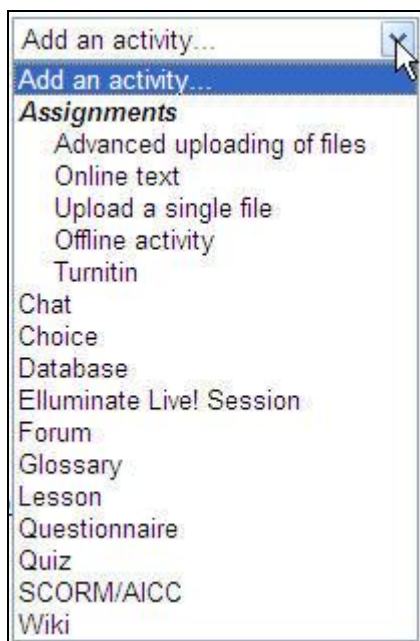
3. From the **Adding a new Choice** page, give the choice a descriptive name in the **Choice name** field. See Figure below.
4. Enter the question text in the **Choice text** field.

5. Choose whether to **limit the number of responses allowed**. If this is enabled, each response can be assigned a different limit. When the limit is reached, nobody else will be able to select the response. If limiting the number of responses is disabled, then any number of participants can select each of the responses.

6. **Enter responses** in each choice field. If you require more than 5 fields, select the **Add 3 fields to form** button. You can fill in any number of choice fields—if you leave some blank, they will not be displayed.

7. **Restrict answering**: If you want the question to be available for a limited time, select the **Restrict answering to this time period** checkbox and set the opening and closing dates and times for the choice. See figure below.

8. **Miscellaneous options**:

   a) **Display mode** - Choose whether the responses are displayed horizontally or vertically. A small number of responses look better displayed horizontally, and a large number of responses and/or long responses look better displayed vertically.

   b) **Publish results -**
      You have four options for revealing the results of the choice to students:
      a. Do not publish results to students
      b. Show results to students immediately after they answer
      c. Show results to students only after the choice is closed (if you've set a closing time above)
      d. Always show results to students

   c) **Privacy of results -** Depending upon your **Publish results** setting, you can choose whether to display students' names with their response in the results.

   d) **Allow choice to be updated -** If you want to allow students to change their minds after they've answered, set this to Yes. Otherwise, students will be able to answer the question only once.

   e) **Show column for unanswered** - This option determines whether students will see the number of people who haven't answered the question when they see the choice results.

9. **Common module settings**:
    a) **Group mode -** This is where you can set the group mode for the activity. If group mode is forced in the course settings then this setting will be ignored.
    b) **Visible -** This determines whether students may view the activity or not. This has the same effect as clicking on the Hide icon (an eye) adjacent to the resource link on the course page.
        -   Other teachers on your course can always view hidden items, whereas students cannot.
        -   You can hide particular resources, and then allow students to see them after your lesson. Teacher resources can be kept hidden permanently.
    c) **ID Number** – This is an advanced setting used for grade calculations.
    d) **Grade Category** – If you set up grade categories in advance, you can assign activities to your designated grade categories as you created the activity. See the **Setting up Grade Categories for Activities** section for more information.

10. Select the **Save and display** or **Save and return to course** button.
11. Once you've created the choice, it will be available to students after the opening time, if you've set one.

Administering Choices

After students have answered the choice, responses can be seen via the **View responses** link at the top right of the choice page. Unlike the students' view of the results, the Instructor, irrespective of whether results are published anonymously, will see a column for each response with the student's picture and name. Selected responses may be deleted if you wish. You may like to delete any test response you made.

Results may be downloaded in a choice of three formats by clicking the appropriate button at the bottom of the choice responses page.

Forums

Forum activities can contribute significantly to successful communication and community building in an online environment.

There are two types of forums

1. **News Forum** – this is the announcement forum and is a default forum option available at the top section of the course site.

2. **General Forum** – can be created by the instructor and added to a weekly or topic section of the class.

The News Forum

The News Forum is a special forum for course announcements. This forum is automatically created for each Course and defaults to automatically subscribe all participants in a course. This makes the News Forum a very useful tool for communicating to all the students in a class. The name of the News Forum can be changed to something more appropriate, such as 'Important Announcements' or the like. This is a useful feature and many use this forum in a Moodle course to announce exam dates, times or changes to exams, lectures or seminars, as well as important information about course work throughout a term or special announcements relating to events.

Note: Only the instructor can post in the New Forum. Students cannot post or reply.

General Forums

General forums can be created by the instructor through the **Add an activity** resource. These forums function the same as the default News forum except not all students are subscribed by default, but are designed to be used to create specific discussion cycles throughout the semester.

To add a forum:

1. Select **Turn editing on**, and go to the topic or week section in which you want to create the forum.
2. From the dropdown menu labeled **Add an activity**, select **Forum**. This will take you to the forum settings page titled **Adding a new forum** page. In an existing forum, use the **Update this forum** button to see the forum settings page. See figure below.

3. **Forum name** field - This is a short name for the forum you are creating which will be displayed on the course homepage.
4. **Forum type** - There are four types of general forums to choose from:
   a. **A single simple discussion** - A single topic discussion developed on one page, which is useful for short focused discussions. Use this type if you want to view all the forum posts on one page.
   b. **Each person posts one discussion** - Each person can post exactly one new discussion topic (everyone can reply to them though); this is useful when you want each student to start a discussion about, say, their reflections on the week's topic, and everyone else responds to these

c. **Q and A forum** - Instead of initiating discussions Teachers (only) 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, with the intent of encouraging independent thought. Be sure not to post the question in the forum summary but rather in the initial post. Otherwise, every student's answer will become a thread and will be visible to all students. If you are using groups, you need to post a question to each of the groups individually.
   d. **Standard forum for general use** - An open forum where anyone can start a new topic at any time.
5. **Forum introduction -** Place the forum instructions here. This will display at the top of the forum page.

   TIP: It is a good practice to include precise instructions for students regarding the subject of the forum and the rating and grading criteria that might be used in this forum (see below).

6. **Force everyone to be subscribed?** - When a person is subscribed to a forum it means that they will be sent email copies of every post in that forum. This will override some student settings in their profile. By default, posts are recorded about 30 minutes after the post was first written. Depending upon the email settings of each forum member, they may be sent an email immediately after the 30 minute edit window is closed, or in a batch at a time fixed by the site administrator.

   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. All course users will be subscribed automatically, even those that enroll at a later time.

   - If the teacher selects the option "Yes, initially" then all current and future course users will be subscribed initially but they can unsubscribe themselves at any time.
   - If the teacher chooses "Yes, forever" then the forum members will not be able to unsubscribe themselves.

   ** Subscription Tips - Forcing everyone to subscribe is especially useful in the News forum and in forums towards the beginning of the course (before everyone has worked out that they can subscribe to these emails themselves). Changing the setting from "Yes, initially" to "No" will not unsubscribe existing users; it will only affect those who enroll in the course in the future. Similarly changing "Yes, initially" will not subscribe existing course users but only those enrolling later.

7. **Read tracking for this forum?** Read tracking for a forum allows users to track read and unread messages in the forum. There are three options for this setting:
   a. **Optional (default)** - students can turn tracking on or off for the forum at their discretion
   b. **On** - tracking is always on in this forum for all members
   c. **Off** - tracking is always off in this forum for all members

8. **Maximum attachment size** - The maximum file size that may be attached to a forum post will first be determined by the Moodle site settings. The teacher may want a smaller size limit for the forum. Server file capacity, student downloading speeds and discouraging images in a document-centered discussion are a few reasons to limit file size.

9. **RSS Feeds** - The users can choose how they receive their emails in their profile. An alternative way of receiving forum posts is via an RSS feed. RSS feeds need to be enabled across the site and for the forum module by a system administrator. This is currently not enabled for CSUN.

10. **Grade** - Forum posts can be rated using a scale (pre existing number or word scales). By default, only teachers can rate forum posts. The role override feature can allow students to rate each other's posts (see Forum permissions). This is a useful tool for giving students participation grades. Any ratings given in the forum are recorded in the gradebook. See figure below.

11. **Aggregate type** – Set the aggregate type: decide how all the ratings given to posts in a forum are combined to form the final grade (for each post and for the whole forum activity). Some scales do not lend themselves to certain types of aggregates.

There are five options:

a. **Average of ratings** - Average of ratings (default) is the mean of all the ratings given to posts in that forum. This is especially useful with peer grading when there are a lot of ratings being made.
b. **Count of ratings** - This counts the number of rated posts that becomes the final grade. This is useful when the number of posts is important. Note that the total cannot exceed the maximum grade allowed for the forum. A count may be used if the teacher simply wants to acknowledge that a reply was given in the case students being required to make a certain number of posts in the discussion. Note: Count of ratings does not work for the "Separate or Connected Ways of Knowing" scale or custom scales due to the limitation imposed by the max grade.

c. **Maximum rating** - The highest rating is returned as the final grade. This method is useful for emphasizing the best work from participants, allowing them to post one high-quality post as well as a number of more casual responses to others.

d. **Minimum rating** - The smallest rating is returned as the final grade. This method promotes a culture of high quality for all posts.

e. **Sum of ratings** - All the ratings for a particular user are added together. Note that the total is not allowed to exceed the maximum grade for the forum.

   Note: Sum of ratings does not work for the **Separate or Connected Ways of Knowing** scale or custom scales due to the limitation imposed by the max grade.

12. **Post Threshold for blocking** - The concept of managed postings is very simple. Users will be blocked from posting after a given number of posts in a given period, and as they approach that number, they'll be warned that they are approaching the threshold.

    - Setting either the warn threshold to 0 will disable warnings, and setting the block threshold to 0 will disable blocking. If blocking is disabled, warnings will automatically be disabled.
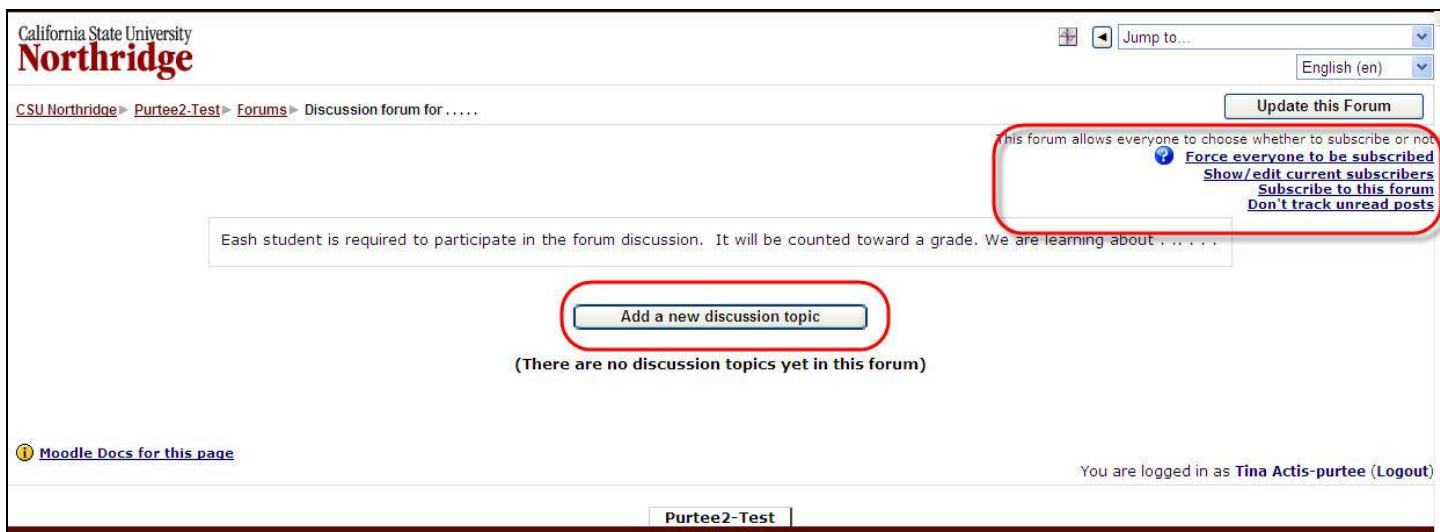   - None of these settings affect teachers posting.

13. **Common module settings**:
    a. **Group mode -** This is where you can set the group mode for the activity. If group mode is forced in the course settings then this setting will be ignored.
    b. **Visible -** This determines whether students may view the activity or not. This has the same effect as clicking on the Hide icon (an eye) adjacent to the resource link on the course page.
       - Other teachers on your course can always view hidden items, whereas students cannot.
       - You can hide particular resources, and then allow students to see them after your lesson. Teacher resources can be kept hidden permanently.
    c. **ID Number** – This is an advanced setting used for grade calculations.
    d. **Grade Category** – Creating grade categories in advance, allows you to assign activities to your designated grade categories as you create the activity. See the "Setting up Grade Categories for Activities" section for more information.

Using Forums to Create a New Discussion

By selecting the forum name on the course page, the main forum page displays. There are some interesting features on this page.

➢ At the **top right of the page** (see figure below) is the text **This forum allows everyone to choose whether to subscribe or not** or **This forum forces everyone to be subscribed**, depending on whether you are forcing everyone to subscribe or not. Subscribing to a forum will send the user an email when there are new postings in the forum. The users can choose how they receive their emails in their profile.

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CSU Northridge ▶ Purtee2-Test ▶ Forums ▶ Discussion forum for . . . . .

Update this Forum

This forum allows everyone to choose whether to subscribe or not
Force everyone to be subscribed
Show/edit current subscribers
Subscribe to this forum
Don't track unread posts

Eash student is required to participate in the forum discussion. It will be counted toward a grade. We are learning about . . . . . .

Add a new discussion topic

(There are no discussion topics yet in this forum)

ⓘ **Moodle Docs for this page**

You are logged in as **Tina Actis-purtee (Logout)**

Purtee2-Test

- o If you click on the "Force everyone to be subscribed" link, you can flip back and forth between forcing subscription or not. If you aren't forcing users to subscribe, the next link will read "Show/edit current subscribers," which will give you an interface for seeing who's subscribed and changing who is and isn't receiving email. They are also links to change your subscription and tracking settings for the forum.

- ➢ Below the subscription links, you'll find the forum introduction you wrote when you created the forum. Below the introduction, is a button labeled **Add a new discussion topic**. See figure above. You can use this to create the first discussion in the forum. If you've prohibited students from creating discussions, you'll need to create one to allow anyone to use the forum.

To create a new discussion:

1. Select the **Add a new discussion topic** button.
2. On the new discussion topic page, complete the **Subject** field. See figure below.

Examine the assumptions that lay behind a favorite color. Consulting our readings, why do individuals have favorite colors?

Your new discussion topic

Subject*

Message* ❓

| Trebuchet | 1 (8 pt) | | Lang | **B** *I* U S | x₂ x² | 🔤 | ↶ ↷ |

Path:

3. In the **Message text box** field type a more detailed message.   Use the format text toolbar to emphasis and format text. Just like in Word, use the headings dropdown for proper accessible format.
4. You can choose to subscribe to the forum if subscriptions were enabled when the forum was created.
5. To **attach a file** to this topic, such as an RTF document or a picture, scroll down the page.
   - In the Attachment field, click the Browse button
   - Located the file to attach.
6. Next, select the **Mail now** box –this will automatically send email out to all participants in the class with this message and will post. If box is not selected, you have up to 30 minutes to edit text before email is sent. Messages can take up to 1 ½ hours to be sent based on various email programs/carriers.
   - After the editing time has passed, your post will be emailed to all subscribers. If a student or instructor has opted to receive HTML-formatted email, she will receive an email that looks just like the posting in the browser. Otherwise, she will receive the plain-text version. The email will have links labeled Reply and "See this post in context," which will bring the user right to the forum post so they can post a reply.
7. Select the **Post to forum** button – your message post will email out to all subscribers. It automatically refreshes you back to the main course page.

If you've enabled ratings, you'll also see a drop-down menu at the lower-right side of other users' posts with the scale you've chosen. At the bottom of the page, below all the posts in the discussion, you'll see a button labeled **Send in my latest ratings**. If you select a rating for the post and click the button, you'll submit your scores for the posts. The scores

are then stored in the gradebook. Once you've submitted a rating, it will appear next to the rating menu. If you click on the rating, you'll see everyone's ratings for that post

Chats

The Chat activity module allows participants to have a real-time synchronous discussion via the web. The chat tool is recommended for small synchronous interactions, such as office hours, small group discussions and other activities without too many simultaneous participants. For larger synchronous class meetings we strongly recommend that you use Elluminate. It is the campus supported web conferencing tool and is available as an activity through Moodle (see the Elluminate Section in this document for more information). The Chat module contains a number of features for managing and reviewing chat discussions.

Creating a Chat

To use the chat tool, you will need to:

- Create a chat room for you and your students
- Set a time when everyone will log in and meet.

You can create one session for the entire course or set up repeating sessions for multiple meetings.

To create a chat session:

1. Select the **Turn editing on** button.
2. Select Chat from the **Add an activity** drop-down menu in the course section where you would like to add the chat. See figure below.
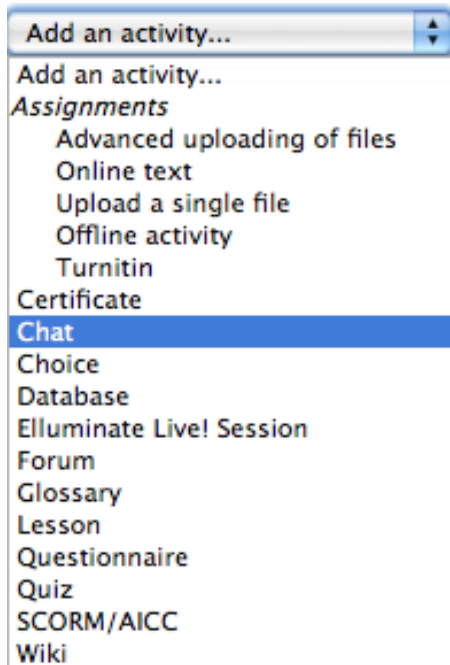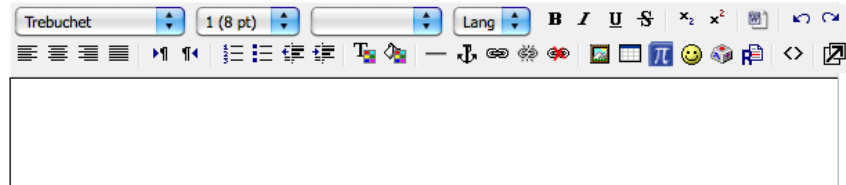

3. The Adding a new Chat to . . . window appears. See figure below.

4. **Name** the chat room
5. In the **Introduction text** field provide directions on how to use the room.
6. Set the time for the first chat session in **Next chat time**.
7. Select the **general options** for the chat room:
   a. **Repeat sessions**
      i. There are four options here:
         a) Don't publish any chat times - Creates a chat room that is always open and has no specified meeting times
         b) No repeats - Creates a one-time chat room that will meet only during the time specified in step 6
         c) At the same time every day - Creates an entry in the course calendar for a daily chat at the time specified in step 6
         d) At the same time every week - Creates a weekly entry in the course calendar
   b. **Save past sessions** - When a chat is complete, the transcript will be available for the amount of time specified here.
   c. **Everyone can view past sessions** - This determines whether transcripts are available to students or just the teacher.

8. Select the **Common module settings**:

   a. **Group mode -** This is where you can set the group mode for the activity. If group mode is forced in the course settings then this setting will be ignored.

   b. **Visible -** This determines whether students may view the activity or not. This has the same effect as clicking on the Hide icon (an eye) adjacent to the resource link on the course page.
      - Other teachers on your course can always view hidden items, whereas students cannot.
      - You can hide particular resources, and then allow students to see them after your lesson. Teacher resources can be kept hidden permanently.

   c. **ID Number** – This is an advanced setting used for grade calculations.

   d. **Grade Category** – If you set up grade categories in advance, you can assign activities to your designated grade categories as you created the activity. See the "Setting up Grade Categories for Activities" section for more information.

9. Last, select the **Save and display** or **Save and return to course** button. The name of the chat room will now be a link in the course section where you added it.

Using Chats

Chat is always open to students, even if you've set chat times. Moodle does not restrict access to the chat based on the times you set when you created it. Instead, it creates entries in the course calendar that remind people to log in for the chat at certain times. Students can wander into the chat at another time, talk to himself or anyone else who wanders in as well.

There are **two versions** of the chat tool:

1. **Ordinary** –

   a. Type messages in the text field at the bottom of the screen and/or beep other users. You may want to remind students to keep the beeping to a minimum, as it can be annoying.

   b. Hit Enter and your message will be broadcast to everyone logged in to the chat.

   c. Refresh the screen every five seconds, since you may not see your message right away.

   d. On the right side of the screen, Moodle lists the chat participants and how long they have been idle

2. **A version without frames and JavaScript**. - Send messages by typing in the text field and then clicking the Submit button. Click the Refresh button to display all recent messages. If students have trouble with the ordinary chat option, they should try this one.

Chat Capabilities

When compared to the forum capabilities, chat capabilities are very constrained.

The **three capabilities available** in the chat module are:

1. **Talk in a chat -** This allows a user to chat.
2. **Read chat logs -** This allows a user to read the logs of a chat and review who said what.
3. **Delete chat logs -** This allows a user to delete the logs of a chat. By default, only teachers can delete chat logs.
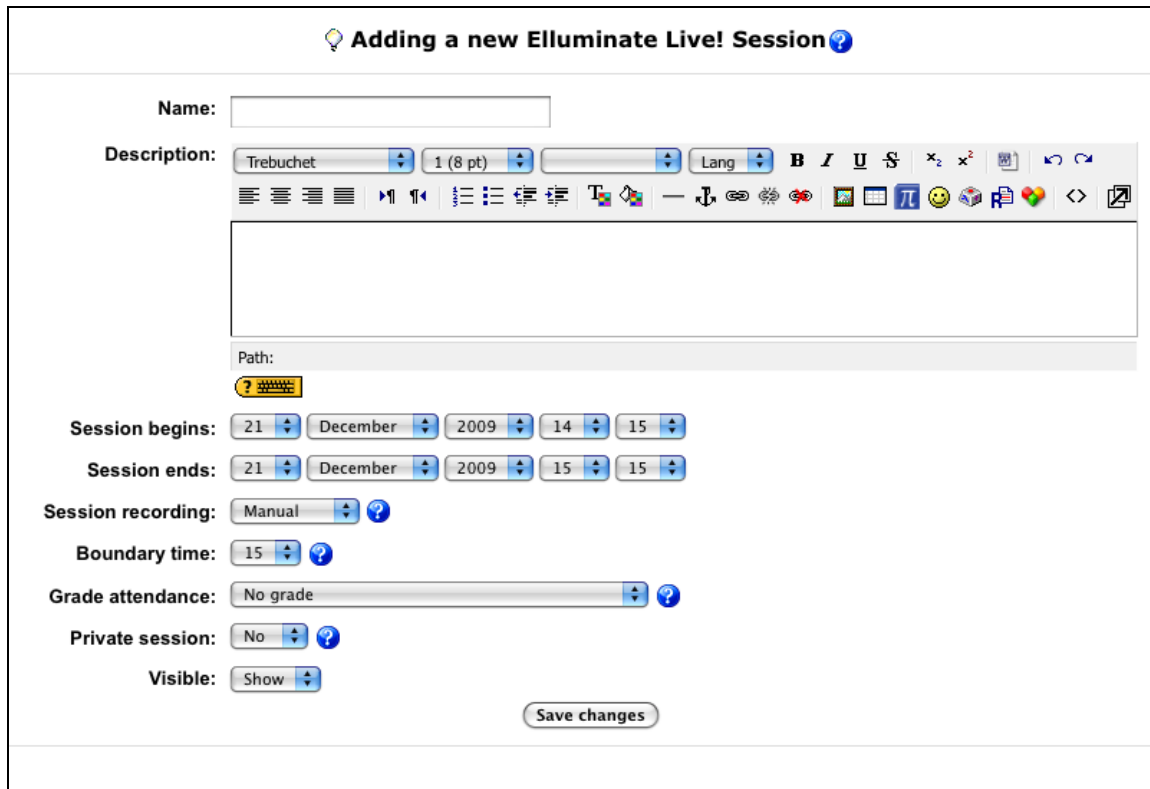
Elluminate Live! Web conferencing Sessions

Elluminate web conferencing is available as an activity through Moodle. Elluminate can be used to create an online classroom in real time with voice–over IP, talking head, application sharing, PowerPoint, video, web tours, closed captioning, and more. Elluminate sessions can be archived to create tutorials that students can access on demand.

You can schedule and add Elluminate sessions to your classes with no additional help from Academic Technology staff. Students will be able to launch the Elluminate session directly from your Moodle course and will have a more seamless experience. In addition you can record the sessions for students to review at a later time. If you chose to record your sessions, they are automatically added to your Moodle course within the original Elluminate activity.

To add an Elluminate session to your course:

1. Select the **Turn editing on** button
2. Select **Elluminate Live! Session** from the **Add an activity** drop-down menu in the course section where you would like to add the chat.
3. The Adding a new Elluminate Live! Session window appears. See figure below.

4. **Name** the session
5. In the **Description field**, describe the requirements for your session and what expectations you have for participation.
6. Set the **Session begins** and **Session ends** parameters
7. You can set the **Session recording** to one of the following:
   - **None -** The recording functionality will be completely turned off for this session.
   - **Manual -** Recording will be turned off by default but can be turned on during the session by a moderator.

- **Automatic -** Recording is turned on by default and cannot be turned off by a moderator.
8. The **Boundary time** allows users to access the session before its specified start time in order to properly configure their audio settings and make sure they have the necessary **software installed.**
9. **Private session** option allows you to mark this session as private, which allows you to ensure that only the participants you select for this meeting will be able to attend. On the following session confirmation page, you must configure the list of participants manually. If the session is not marked as private, everyone in this course will be allowed to attend.

Using Elluminate

When students select the link for your Elluminate session in your Moodle course they will see a summary of information and a link to **Join session**. It is recommended you have your students sign in at least 15 minutes early and run the system setup (the link is provided in the summary). Elluminate is a web based application and requires users to have current browsers with Java.

It is recommended that you have a headset with earphones and microphone. The headset should be connected to your computer and working before you start up Elluminate (sometimes you may have to reboot your computer to get the headset to work). Elluminate also has the capability of transmitting video via webcam.

Reviewing the recorded session

If you set your session to be recorded an archive will automatically be placed into the activity replacing the **Join session** with a link to **Play recording** and the date/time of the recording. This will launch the Elluminate application and play the archive.

Teachers have the option of deleting the recording by selecting the red "X" next to the recording. They also can review the session attendance record by selecting **Session attendance.** On this screen you will have the option to update if desired.

For more information about Elluminate visit http://www.csun.edu/at/tools/elluminate.html

ASSIGNMENTS

Assignments allow the teacher to grade various types of student submissions.
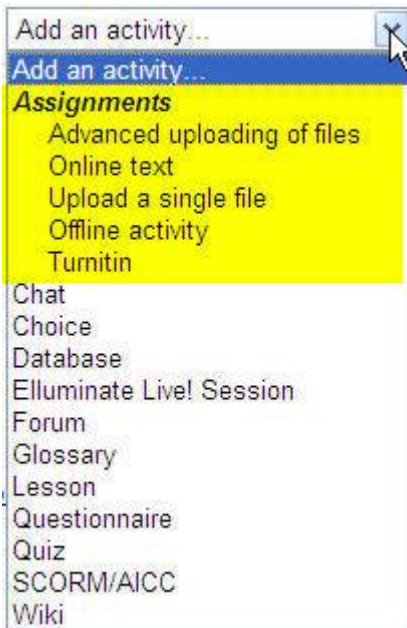
There are five types:

1. **Online Text**

   This assignment type allows users to enter text directly into a text box, using the normal editing tools. Teachers can grade them online, and even provide comments directly in the students' submitted work.

   Instructors can use the **Online Text** Assignment as a way to gather private journal entries from students that only the student and instructor can see. The **Online Text** Assignment has replaced the **Journal** Activity in previous versions of Moodle.

2. **Upload a single file**

   A student can upload a single file to turn in work in most standard file formats. This could be a Word document, spreadsheet or anything digital. Multiple files could be zipped and then submitted. The date and time the file is uploaded is recorded and compared against the assignment due date and time.

3. **Offline assignment**

   This is useful when the assignment is other than something a student submits electronically. Students can see a description of the assignment, but can't upload files or anything.

   Grading works normally, and students will get notifications of their grades. For example, if students are graded for their aggregate weekly participation in online discussions as is done in this course, you may want to create

an offline assignment that allows you to post their weekly participation grade with some individualized, private feedback. Another example could be an activity in a face-to-face setting.

4. **Advanced uploading of files**

   This assignment type allows additional flexibility for both the student and the instructor. Each participant may upload one or more files in any format. Participants may also be allowed to enter notes describing the submitted files or delete the files before they are finalized for instructor's marking.
   This is a useful tool if you want to send files back to students as a word file with comments, track changes or rubrics. Use this option with caution--as it requires students to submit the files in a two-step process to first upload the draft and then finalize the decision to submit for marking.

5. **Turnitin Assignments**

   Turnitin is an online plagiarism detection and prevention program which compares student work to a digital database of publications, papers, and websites. You can create a Turnitin assignment within Moodle so students do not have to leave Moodle to submit assignments through Turnitin.

   For Turnitin assignments, you will be taken to the Turnitin website within Moodle to set the options:

   - Choose a paper assignment or revision assignment
   - Set the post date and time
   - Select the + next to more options to set additional Turnitin settings

   For information about Turnitin visit: http://www.csun.edu/at/tools/turnitin.html

With all assignment types, you will have a single page on which you can record a grade and a comment for the student. Half an hour after you grade any particular student, Moodle will automatically email that student a notification.   All Assignments create entries in the gradebook automatically.

To create an assignment:
1. Select **Turn editing on.**
2. Select an assignment type from the **Add an activity** drop-down menu.
3. On the **Adding a new assignment** page, see figure below, in the **Assignment name** field, give your assignment a name.

4. In the **Description field**, carefully describe your assignment. It's a good idea to be very detailed here, even if you've already specified the requirements in your syllabus. In fact, you might want to copy and paste from your syllabus to avoid confusion.

5. In the **Grade field**, choose the grade scale you want to use for the assignment.

6. In the **Available from** field, Set the "Available from" date and "Due date" for your assignment or check the Disable boxes.

7. Decide whether to **prevent late submissions**.

8. Choose the options for the type of assignment you have chosen:

Advanced uploading of files

- Choose whether students may delete uploaded files at any time before grading. Set the maximum number of files each participant may upload. Note that students can't see this number, so it's a good idea to write the actual number of requested files in the assignment description.
- Choose whether to enable students to enter notes into the text area. This can be used for communication with the grading person, for assignment progress description, or for any other written activity.
- Decide whether to hide the assignment description prior to the date when the assignment is available.
- Choose whether teachers should be alerted via email whenever students add or update their submission.

Online text

- Decide whether to allow students to resubmit assignments after they have been graded (for you to regrade).

- Choose whether teachers should be alerted via email whenever students add or update an assignment submission.
- Choose whether the student's submission will be copied into the feedback comment field during grading, making it easier to comment inline or to edit the original text.

Upload a single file

- Choose whether to allow students to resubmit assignments after they have been graded (for you to re-grade).
- Choose whether teachers should be alerted via email whenever students add or update their submission.
- Set the maximum size for a file upload. (As mentioned previously, your system administrator sets the top of the scale and there is also a maximum upload size in your course settings.)

9. Select the **Common module settings**:
   a) **Group mode -** This is where you can set the group mode for the activity. If group mode is forced in the course settings then this setting will be ignored.
   b) **Visible -** This determines whether students may view the activity or not. This has the same effect as clicking on the Hide icon (an eye) adjacent to the resource link on the course page.
      - Other teachers on your course can always view hidden items, whereas students cannot.
      - You can hide particular resources, and then allow students to see them after your lesson. Teacher resources can be kept hidden permanently.
   c) **ID Number** – This is an advanced setting used for grade calculations.
   d) **Grade Category** – If you set up grade categories in advance, you can assign activities to your designated grade categories as you created the activity. See the "Setting up Grade Categories for Activities" section for more information.

10. Select the **Save and display or Save and return to course** button to make your assignment available.

 Your assignment will appear in your course page. It will also be added to your course calendar and will appear in the Upcoming Events block to remind students when it's due.
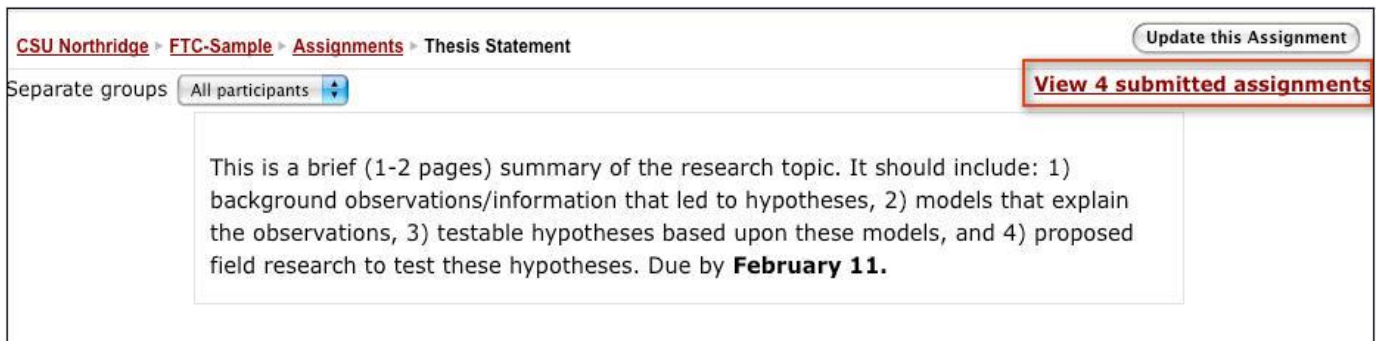
To see how your assignment appears for your students,

   a. From the **Switch role to** drop-down menu in the top-right corner of the course page, select Student, next to the **Turn editing on** button.
   b. The **Return to my normal role** link at the bottom of each page restores your teacher status.
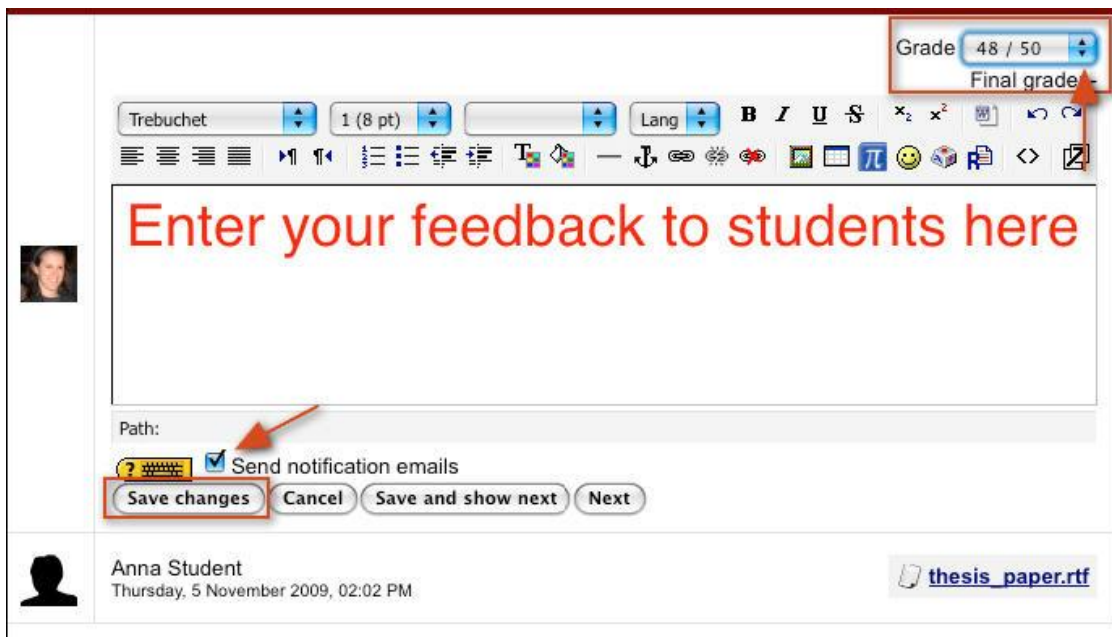
Responding to Assignments

When logged in to your course, you can easily view the results of students' responses.

1. First, select the **assignment name**. You will be taken to the same view that students see with the Assignment description--with one important exception, in the top right corner you'll have the option to **View submitted assignments**. Select **View submitted assignments** link to see a summary of all the submitted assignments to date.

2. Select the highlighted **Grade** link in the status column at the right of each student's name to get the individualized feedback window**.**

3. In the Assignments feedback window, use the drop down box in the top right corner to assign the grade for the assignment and the text box to enter your feedback.
   a. If there is an uploaded file to be viewed as part of the assignment, a link to it will appear in the bottom right of the feedback window.

4. In most cases, you'll want to be sure that **Send notification emails** is checked so students can be alerted immediately that their assessment has been scored and feedback awaits their attention.

5. Select on the **Save changes** when finished.   The grade will be automatically entered into the grade book.

OTHER MOODLE ACTIVITIES

Database

The database activity module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things.

You could use the database module to
- allow collaboration on building a collection of web links/books/journal references related to a particular subject
- display student created photos/posters/websites/poems for peer comment and review
- gather comments and votes on a shortlist of potential logos/mascot names/project ideas
- provide a student file storage area
- maintain a log of what was done in a face-to-face class each day, so that absent students can get caught up themselves

The Database activity differs from the Glossary activity which performs a similar but more specialized, text-based role (see Glossary)

For more information visit http://docs.moodle.org/en/Database_activity_module

Glossary

The Glossary activity allows participants to create and maintain a list of definitions, like a dictionary.

- Entries can be searched or browsed in different formats.

- A glossary can be collaborative for entries only made by the teacher.

- Entries can be put in categories. [The autolinking feature will highlight any word in the course which is located in the glossary. Autolinking can be turned off in the quiz module. -- check this]

A collaborative glossary can serve as a focal point for collaboration in a course. Each member of the class could be assigned to contribute a term, a definition, or comments on submitted definitions. Multiple definitions can be rated by you and by the students, with the highest-rated definitions accepted for the final class glossary.

For more information visit http://docs.moodle.org/en/Glossary_module

Lesson

Lessons can be designed to deliver content in interesting and flexible ways to each student, with no direct or time sensitive action required by the teacher once the lesson has been created.

- The lesson module presents the student with a series of interactive pages that require a choice on their part before the next page appears.

- In a Lesson page's simplest form, the student can select a continue button at the bottom of the page, which will send them to the next page in the Lesson.

- The strength of the lesson module is that it was designed to be adaptive and to use the students' choices to create a self-directed lesson. Each answer to a question may send the student to a different series of pages in the lesson - all thought out in advance by the teacher.

The lesson can be a series of pages presented in a linear fashion, like a slide show, or presented in a non-linear, branching manner, or a combination of the two. The teacher can use the Lesson settings to create a different student experience for each lesson. There are also special navigation pages that the teacher may use to change the way parts of the lesson are viewed by students.

The student choice generally drives the lesson, which has been thought out by the teacher. For example, a particular answer might send the student back in the lesson for a review, while another answer will advance the student to a new page. Sometimes the student will only be given the choice to "continue". The lesson can be scored with the use of questions for a grade, or used simply as a resource of non-graded pages or a combination of both.

For more information visit http://docs.moodle.org/en/Lesson_module

Questionnaire

The Questionnaire module allows students to complete online feedback style forms and surveys using a variety of user input methods.

- It allows you to create your own questions from a variety of question types including: Yes/No, Text, Essay, Radio Buttons, Check Boxes, Dropdown, Rate, etc. Responses can be collected by student or anonymously.

- You can also specify whether or not the students see the general results and if they can view them after they submit or have to wait until the activity closes.

Students can receive a grade for completion of the questionnaire and the teacher can view the survey report which gives a graphical (bar chart) and numerical breakdown of responses using both total and percentage results.

For more information visit http://docs.moodle.org/en/Questionnaire

Wiki

A wiki activity is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML.

- A wiki starts with one front page.

- Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet.

It may be useful to think of a wiki's front page as a structured table of contents. Essentially, a wiki is organized by its links

Wikis get their name from the Hawaiian term **wiki wiki**, which means very fast A wiki is indeed a fast method for creating content as a group. It's a hugely popular format on the Web for creating documents as a group. There is usually no central editor of a wiki, no single person who has final editorial control. Instead, the community edits and develops its own content. Consensus views emerge from the work of many people on a document.

In Moodle, wikis can be a powerful tool for collaborative work. The entire class can edit a document together, creating a class product, or each student can have their own wiki and work on it with you and their classmates. Or you can break the class into groups and each group can have their own wiki to work on.

For more information visit http://docs.moodle.org/en/Wiki_module

VIEW LOG OF STUDENT ACTIVITY

Moodle has powerful capabilities for tracking student activity within the course.

1. From the **Administration** block, find the **Reports** link. The "Reports" link is not available in the student view.
2. From the Reports screen, you have a variety of options for viewing the activity in your course. You may single out a student from the participant drop down box (a list of enrolled students appears under **All participants**, the default),
   a. Choose a specific date, or a specific activity.

   Note: IP addresses appear with each entry in the log. By selecting the IP address for a particular entry, you have additional information about where the participant was when accessing the course.

In the illustration below, last names were removed from the display to protect student confidentiality. Your log will provide both the first and last name of the person accessing that part of the course--according to the username and password used when logging in.

Time	IP Address	Full name	Action	Information
Wed February 15 2006, 10:32 PM	71.131.83.2	Eric	course view	BA 252: Management Accounting
Wed February 15 2006, 09:43 PM	68.225.0.229	Karyn	quiz attempt	Practice Quiz for February 17 Exam
Wed February 15 2006, 09:43 PM	68.225.0.229	Karyn	quiz view	Practice Quiz for February 17 Exam
Wed February 15 2006, 09:43 PM	68.225.0.229	Karyn	quiz close attempt	Practice Quiz for February 17 Exam
Wed February 15 2006, 09:43 PM	68.225.0.229	Karyn	quiz review	Practice Quiz for February 17 Exam
Wed February 15 2006, 09:43 PM	68.225.0.229	Karyn	quiz continue attemp	761
Wed February 15 2006, 09:14 PM	68.225.0.229	Karyn	quiz attempt	Practice Quiz for February 17 Exam
Wed February 15 2006, 09:14 PM	68.225.0.229	Karyn	quiz view	Practice Quiz for February 17 Exam
Wed February 15 2006, 09:14 PM	68.225.0.229	Karyn	course view	BA 252: Management Accounting
Wed February 15 2006, 07:02 PM	68.227.179.37	Jasmine	course view	BA 252: Management Accounting
Wed February 15 2006, 06:25 PM	70.177.1.247	Nicholas	resource view	Excel lab 4.64 template
Wed February 15 2006, 06:25 PM	70.177.1.247	Nicholas	course view	BA 252: Management Accounting
Wed February 15 2006, 01:05 PM	137.150.105.67	Matthew	course view	BA 252: Management Accounting
Wed February 15 2006, 12:05 PM	137.150.105.58	David	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:05 PM	137.150.105.58	David	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:05 PM	137.150.105.58	David	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:04 PM	137.150.105.58	David	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:04 PM	137.150.105.51	Jordan	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:04 PM	137.150.105.51	Jordan	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:02 PM	137.150.105.51	Jordan	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:01 PM	137.150.105.51	Jordan	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:00 PM	137.150.105.51	Jordan	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:00 PM	137.150.105.64	Elizabeth	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:00 PM	137.150.105.51	Jordan	course view	BA 252: Management Accounting
Wed February 15 2006, 12:00 PM	137.150.105.64	Elizabeth	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:00 PM	137.150.105.46	Jasmine	resource view	Excel lab 4.64 template
Wed February 15 2006, 12:00 PM	137.150.105.46	Jasmine	assignment view	Excel 4-64 due February 17
Wed February 15 2006, 12:00 PM	137.150.105.46	Jasmine	course view	BA 252: Management Accounting

TIPS FOR USING MOODLE

✓ Use the News Forum for class announcements. All posts are distributed by email automatically after the 30 minutes editing period expires. The messages are posted and archived by date in the News Forum and a notice is added to the Latest News Block.

✓ Use the Reports Link under the Administration block to access Activity Reports which provide a great way to see what any particular person has been up to in the course.

✓ File names should not have special characters or spaces. Keep them short.

✓ Use simple forums if you want to see all posts on one page.

LEARN MORE ABOUT MOODLE - OTHER RESOURCES

There are many FREE resources available to support you in your learning and teaching within Moodle. The blue question marks throughout your Moodle class provide you specific information on that particular item. The Moodle Docs link at the bottom of each window within your Moodle class gives you more general information on aspects of Moodle.

The help icon will pop-up a relevant help window.

CSUN MOODLE Community

Once you have your Moodle account, one of the courses you will see listed under the "My courses" section is a course named CSUN Moodle Community. The purpose of the course site is to be a common place for sharing resources, ask questions, etc.

1. **Lynda.com** On-line training tutorials available to all campus users, faculty, students etc.   This is a terrific on line training tool to help show you how to disseminate information, create a forum and assess the progress of students and much more.   There is a large selection of tutorials to choose from to help further your knowledge with Moodle. Topic specific tutorials are available as well. Some examples are:
     - Setting up the gradebook
     - Sending email to the class
     - Creating a live chat room
     - Creating a forum
     - Creating a quiz
     - Posting video files
     - Linking to a web site
     - Creating a web page
     - And much more

     Moodle for Faculty (Lynda.com)   - http://moodle.csun.edu/mod/resource/view.php?id=6338

     Moodle for Students (Lynda.com) - http://moodle.csun.edu/mod/resource/view.php?id=6339

2. Other Moodle Tutorials - http://www.moodletutorials.org/
3. Moodle "How To" Video tutorials - http://www.remc3-9.org/education/components/scrapbook/default.php?sectiondetailid=285&&PHPSESSID=f7762edb300fc3a126d1a28297fb05f8

Documentation

1. Moodle Teacher documentation -   http://docs.moodle.org/en/Teacher_documentation
2. Using Moodle – Teaching with the Popular Course Management System - http://issuu.com/iusher/docs/usingmoodle2?mode=embed&documentId=080624142903-4cc5c9e016844a70b2d4b211268b5d82
3. MoodleDocs: Guidelines for contributors - http://docs.moodle.org/en/MoodleDocs:Guidelines_for_contributors