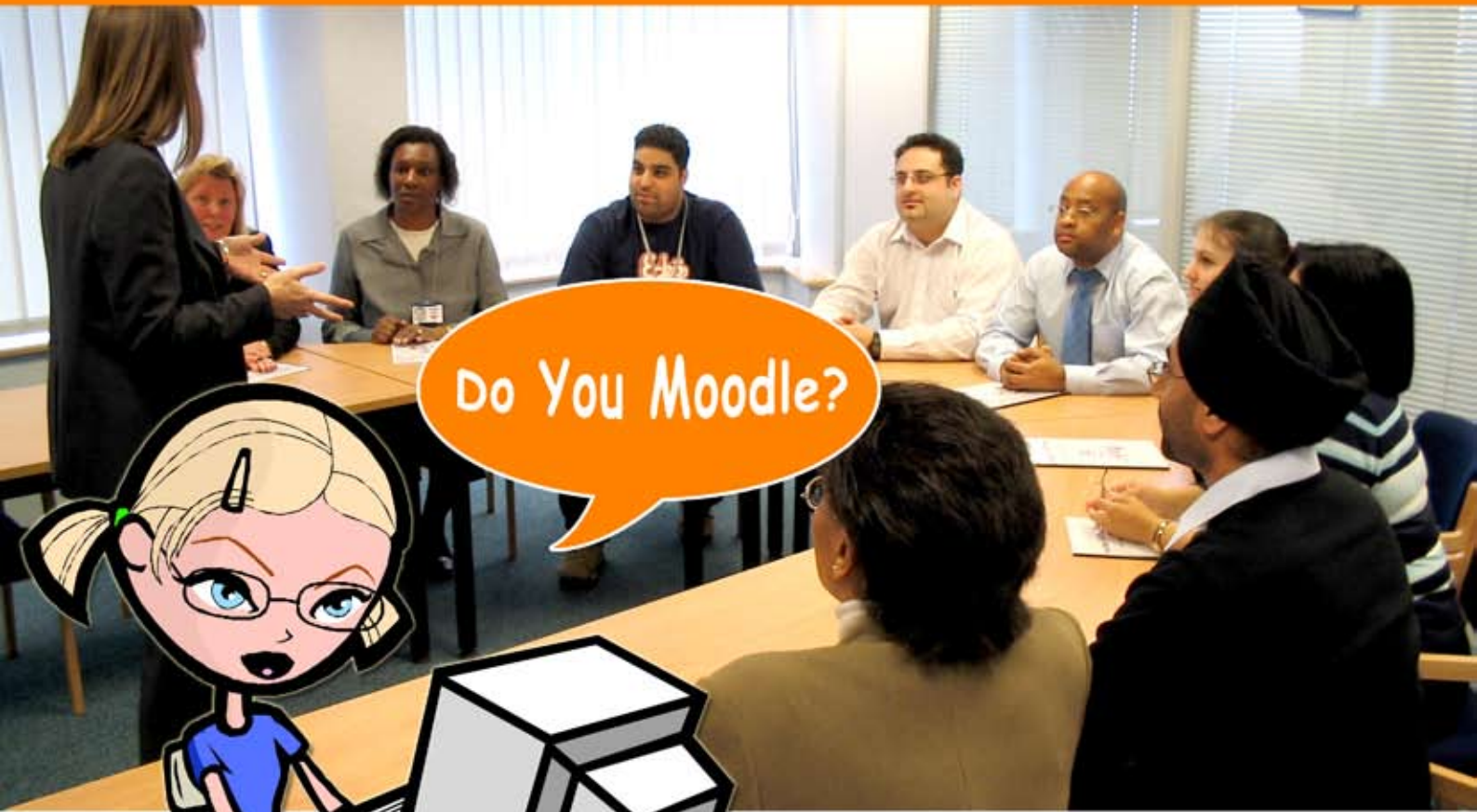


# moodle

Guide for beginners



Do You Moodle?



Get up and running with Moodle 1.8



schoolanywhere

moodle partner

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So - either you wanted a VLE and you got Moodle or you didn't think you needed a VLE and you got Moodle. I'm here to tell you that you (or someone acting on your behalf) made a great choice. Here are some of the thoughts that might be going around in your head.

'Wow, how exciting - I had better get started.'

'Oh no, that's more work for me to do - and I'm no web designer.'

'Why should I do this? What about work force reform? This sounds like admin to me - and I don't do admin.'

'What new things will the kids be able to do?'

'Will I look stupid, trying to use this in front of my students?'

'How do I use this to best effect whilst doing absolutely no extra work?'

This book will try to steer you through the pitfalls and ease your transition to becoming a VLE aware teacher. Before we start though, I need to get some stuff out of the way. You need to understand some of the jargon, so that you can impress those friends you have left who don't mind if you drone on and on about education.

### **VLE/MLE Virtual Learning Environment/Managed Learning Environment**

Totally the same thing, MLE was popular, Now VLE seems more popular. Mostly it's a way of taking stuff you already have and stuff you already do and making it available to lots of staff and students in an anytime/anywhere kind of a way. For the more advanced, a way of giving students activities to do that you didn't know existed as well as activities you wish you didn't need (like tests).

### **Learning Platform**

Every way that you (and people who think they are cleverer than you) can possibly think of to make learning happen over the web. VLEs are a part of it, so are intranets, so are email facilities and so are social networking sites like Facebook.

Before you burn this book, nobody wants to give students access to Facebook in school - but some of the principles of blogging, sharing thoughts and so on CAN be useful - sometime in the future if it can be made productive and safe (when I've retired).

Learning platforms are a collection of facilities - in this book, we are only concerned with some bits - the VLE bits to be precise.

### **Blogging**

Having the audacity to believe that someone out there on the internet is actually interested in the minute details of what you did today and then writing up your diaries so that others can read it, find out all about you, steal your identity and acquire a criminal record on your behalf.

In an environment rather safer than the internet as a whole, a good example of this would be a teacher asking a student to: "Do a piece of creative writing on 'what we did on our holidays'".



### Personalised Learning

A government buzz word for tailoring learning resources to the abilities, learning styles and interests of the child. I thought that this is what good teachers have always done, but the Government thinks we have all forgotten how to teach and is politely reminding us. Anytime/anywhere learning. Making sure that learning resources are available to students wherever they are and whenever they wish to use them.

If a student has such a dull and wretched life that the most exciting thing they can think of when on holiday in Florida is to finish that essay you gave them - they should be allowed to do it. More seriously, it can be a way of continuing to learn when hampered by broken legs, infectious disease or exclusion.

Now we have the basics, it's time to look at what Moodle is for.

Most teachers most of the time, use Moodle to make stuff the school already has available to students. If this is all you ever do, you will be using a VLE well (kind of an Ofsted 'satisfactory'). All VLEs can do this and Moodle makes it very easy to take your current content and put it on the web. Of course the whole world might not be interested in your stuff and copyrighted materials should not be put on the web - EXCEPT that students have to sign on with a password before they can see anything. This gets round the copyright issues because only your students can see your stuff. A 'basic' Moodle course is mostly about putting resources on the VLE.

Some teachers, some of the time, use Moodle to allow the students to engage in activities. These include quizzes, assignments, workshops, wikis, forums, blogs and the like. Many of these activities can ONLY be done on a VLE. Moodle offers activities that other VLEs don't. That's why Moodle is the best. Expertly using these activities is Ofsted 'good' and 'outstanding' territory.

Inventing activities is of course, much more time consuming than adding resources - this is the time to get organised, to share the workload and to put in enough planning - but the rewards for your students (and for you as a teacher) are great. Give yourself a few months to a year to get to grips with resources and then get into activities later.

This manual is not really intended to guide you through every key stroke (although it does that quite well). It is more to tell you about the ways in which each resource or activity can be used in an educational environment. No one I know uses all the facilities that Moodle offers - everyone has their favourites and some things are more appropriate to different key stages. You can be the judge of that. Good Luck.

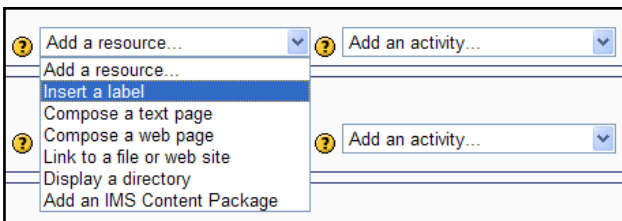


This is the simplest thing you can do. It's just for dividing each topic into different bits and giving each bit a title. In this sense it's just like the heading you can put on each week or topic - only not at the top. I just had a thought - maybe you don't know what a topic or week is - in Moodle speak. All courses have three different ways in which they can be presented to your students:

**Social format** - one big screen with everything on it. Best for courses without sequential content - like parents information or an area to get feedback from students and parents.

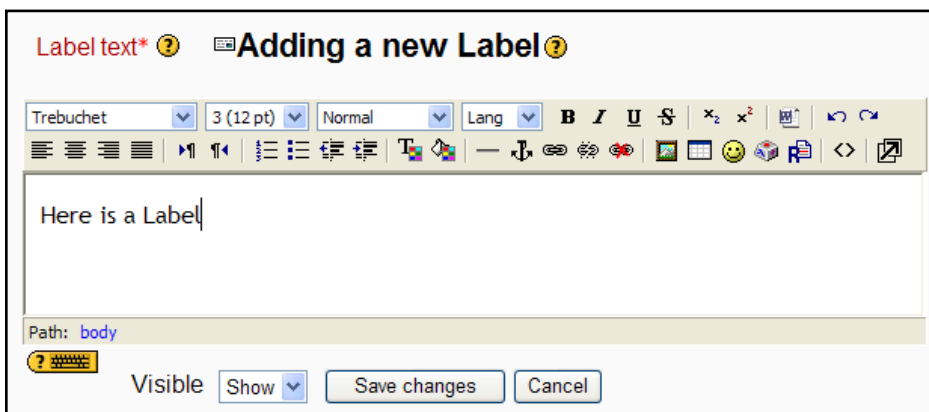
**Topic based** - one box for each topic arranged down the middle of the screen. This is probably the easiest to live with long term.

**Weekly format** - one box for each week arranged down the middle of the screen. This can get rather long and you have to be very well organised for this otherwise someone will accuse you of doing week four's work in week five or something equally dreadful. Good for calendars - but there are better ways to do this.



Back to labels. Labels are better than you think because the editor that allows you to change things can also contain links to all kinds of other things but especially to pictures. So if you want your topic one box on 'flowers' to have a nice picture of a daisy on it - this is the way to go.

Lastly some stuff about the editor. It's basically a word processor but is a bit limited because it is for editing HTML - internet language. You don't really need to know this except for the fact that if the editor acts strangely - it's probably not it's fault - it's HTML's fault. It's interesting to look at HTML and you can if you click the <> button on the toolbar. It won't change your life.





## RESOURCES: Text page



Text page resource - skip it!

A text page is a mystery to me. The editor comes up - but you can't change the font size, you can't put in graphics or links or anything interesting at all. It leads to a very boring looking page. Don't do it - skip this section - move on.

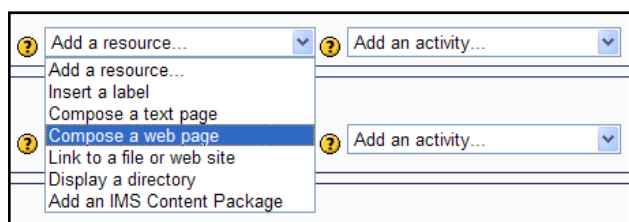


## RESOURCES: Web page



Bread and butter stuff here - you use this resource a lot. You use the editor to make up your own web page. All the things that web pages have - like pictures, links to other sites, text in different colours and sizes, downloadable files - all can be done on a web page. I use it most often for giving homework or classwork if I'm away.

You can write some instructions, include a picture or two and even have links to any of the files you have 'uploaded' to the Moodle server. If I wanted a class to plot a graph, I would put a link to the file containing the results on this page. I keep it like a diary so that parents and students know what's going on this week and no one has the excuse that they didn't know.



A word about uploading files - this is what its all about - every teacher and every department I've ever worked with, has more resources than they know what to do with. A VLE is just as much about reusing stuff you've already got, as it is about creating new stuff. Pictures, documents, spreadsheets, flash movies, mp3s and video clips

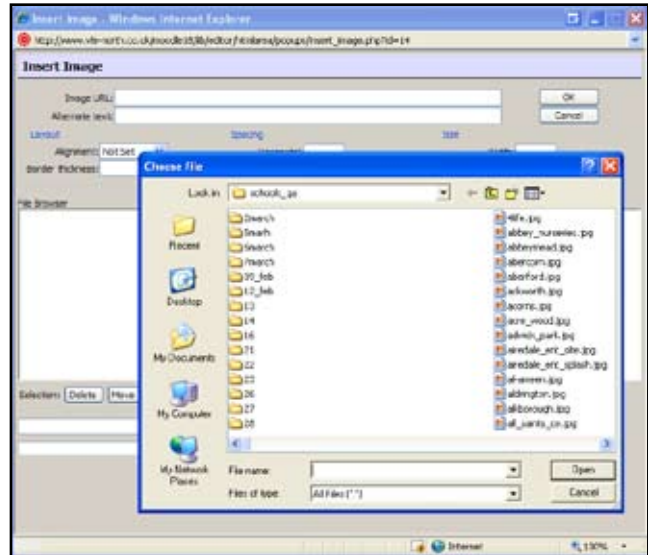
all work beautifully from a website - you won't be able to run an actual program from a website however - quite rightly, because asking someone to run a Microsoft Windows program when they have an Apple is doomed to failure, but everything else should be fine.



# RESOURCES: Web page (cont.)

Think about a web page as the glue that holds together a lot of resources on a topic or required by a lesson. An easy way to get stuff onto a web page is to copy and paste it from another webpage - but careful about copyrighted material.

If you zip up your files and folders before hand Moodle will be able to upload tens of files at once and will unpack them when they are uploaded.



A word about manners, yes, manners. Try not to put stuff onto the internet (which is what you are doing after all) that needs the reader to have a certain program to read it. It's very rude to put a Microsoft Word document on the internet because you are assuming that everyone has the program to read it. It's not just a Microsoft world and not everyone can afford Microsoft products or needs Microsoft products.

In a mobile phone and PDA infested world, not everyone accesses the internet with a computer do they? Fortunately, most 'office' type programs can save their files in other formats. RTF is a great way to save documents because ANY word processor will be able to read it. Lastly you could provide a link to [openoffice.org](http://openoffice.org), where you can download a free office suite every bit as good as Microsoft Office which can read and write Microsoft Office files.

Remember - don't be rude to your students, parents or other staff - give them content they can read easily.



Open Office is a free, perfectly good alternative to Microsoft Office!



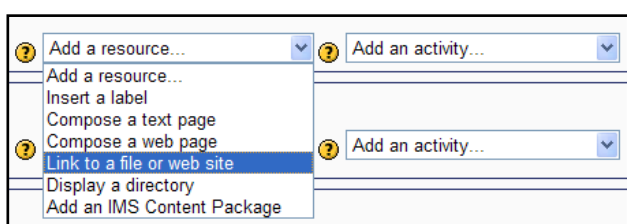


# RESOURCES: Link to a file or website



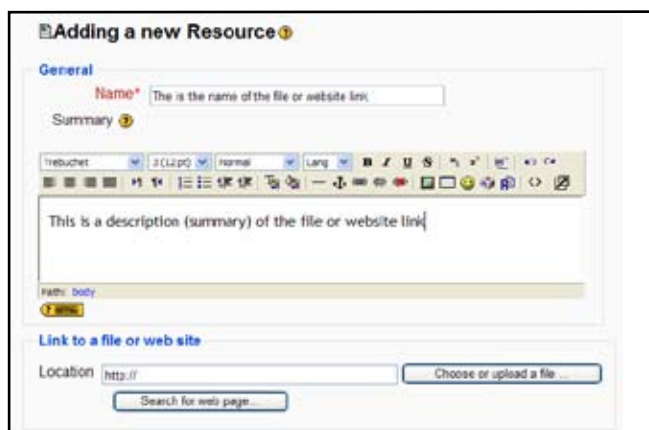
Just like creating a web page - this is a very well used resource. You can make lots of your school's resources available to the students using this. It's dead easy and quick to use. Linking to a file means that when a student chooses this resource, the chosen file is downloaded to their computer just the same as downloading anything else from any internet site.

You can download mp3s, documents, flash movies, spreadsheets - anything you like. When you set this up, you simply have to enter to location on the Moodle server, of the file. Of course the very first time you do this, there won't BE any files there - but not to worry, you get the chance to upload a file (or even a bunch of zipped files). Try to be organised and to set up a folder structure so that you can organise your stuff. Piling it all in one folder is a recipe for confusion.



Bearing in mind what I said about not assuming the reader has every Microsoft program under the sun - try to make stuff easy to download - mp3s rather than wma, rtf rather than doc and csv rather than xls.

Tip - the internet is not like a computer hard drive or network - you can download a file and add to it, but saving it again does not change the original copy. If you want the modified file back on the Moodle server - you will have to upload it again - you can't just save it and assume you have updated the original (had me fooled many years back!).



Another tip - it's tempting to put links to lots of files in a course but they do take up quite a lot of space on the course's front page. It might be better to put a number of links on a web page you have designed, rather than fill the start page with lots of stuff.

What this resource can also be used for is to link to other people's websites - so that students don't have to trawl the whole internet to find things. Maybe you have a few sites in mind when you give students research

or maybe you know of a number of maths games sites where students can do 'proper' learning. You can make one link to each website.

Yet another tip - read the paragraph before last again, replacing the word 'files' with 'web pages'.



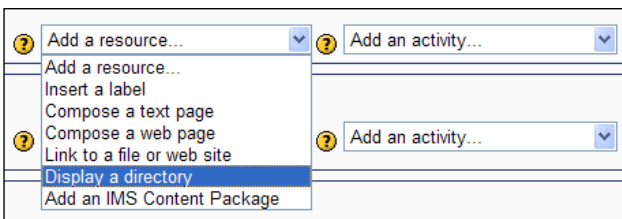


# RESOURCES: Display a directory



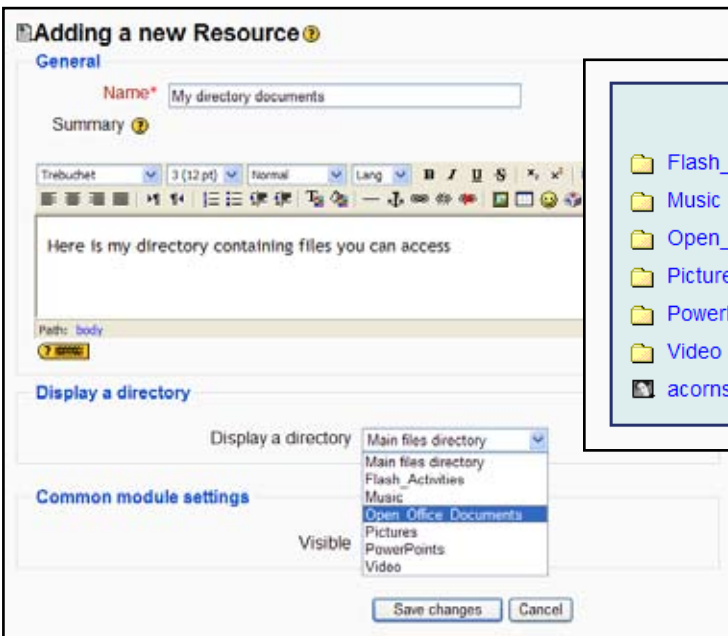
Do you remember what I said about being organised - if you keep the files you upload to the Moodle server in a neat and tidy folder structure - you can use this resource. Rather than link to a single file or website, you link to one of the folders on the Moodle server. When the reader clicks on this, they get a folder displayed on screen and can navigate around to find the file they want. It's not pretty but it's very functional. When you have found the file you want, you click on it and download it in the normal way.

So what kind of resources could you have that are best presented as a number of folders? Well I've filled folders with past papers (and answers). I've taken a bunch of flash movies about electricity and put them in a folder and I've even put thousands of files from our 'normal' network and made them available so that staff could have access to all their files from home. Of course in this case, the resource should be made 'staff only' so that students can not see it.

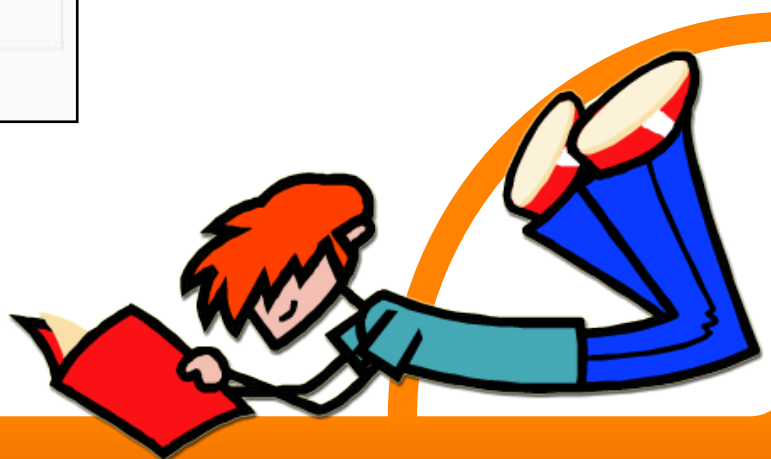


You can even make these files the original files - not copies - and these files actually sit on your main server - not on the Moodle server at all - but I get ahead of myself - this is not something you can do - but WebAnywhere can.

All in all, displaying folders is probably better suited to older students and staff.



Name	Size	Modified
Flash_Activities	0 bytes	19 March 2008, 03:53 PM
Music	0 bytes	19 March 2008, 03:55 PM
Open_Office_Documents	0 bytes	19 March 2008, 03:54 PM
Pictures	0 bytes	19 March 2008, 03:53 PM
PowerPoints	0 bytes	19 March 2008, 03:53 PM
Video	0 bytes	19 March 2008, 03:55 PM
acorns.jpg	490.6KB	19 March 2008, 02:56 PM



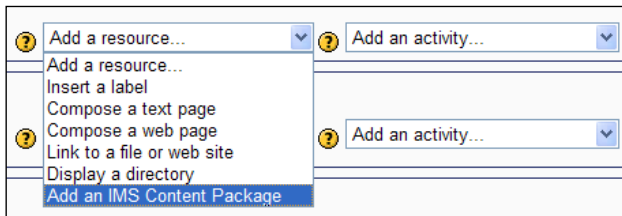


# RESOURCES: Add an IMS content package



In short - if you don't know what an IMS package is, then you don't need to read further - move on. Still here? Oh well, an IMS package is a way of buying commercial e-learning stuff. Moodle will deliver it as the author intended but that's all.

If you buy IMS packaged content then it can be installed on Moodle and Moodle will present it to the students. You won't have any IMS content if you are new to Moodle.



You are new to Moodle because you are reading this manual - so you won't have any IMS content.

Mind you - I once bought a CD without having a CD player - it was my excuse to get one. Have you bought an IMS package so that you had to have a VLE to play it? No? - Very sensible.

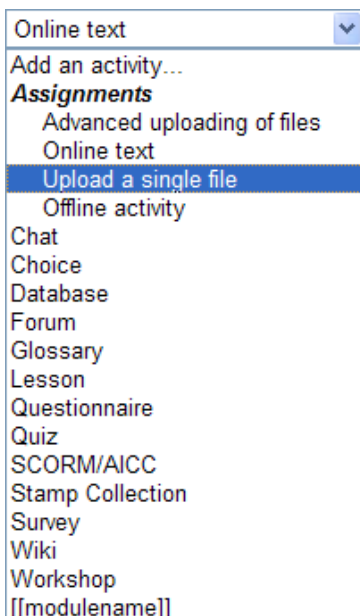


# ACTIVITIES: Assignments



Assignments are great - set some work and wait for it to come in. Let me explain. You write some instructions to get an essay type assignment from your students. You set a deadline - after this date/time, the computer (optionally) closes the books and refuses to accept any more work.

The computer is blamed for not being able to move the deadline and the teacher doesn't get whined at or plagued with excuses.



You mark the work online, award marks and give feedback. Moodle looks after the original work, the marks and the feedback.

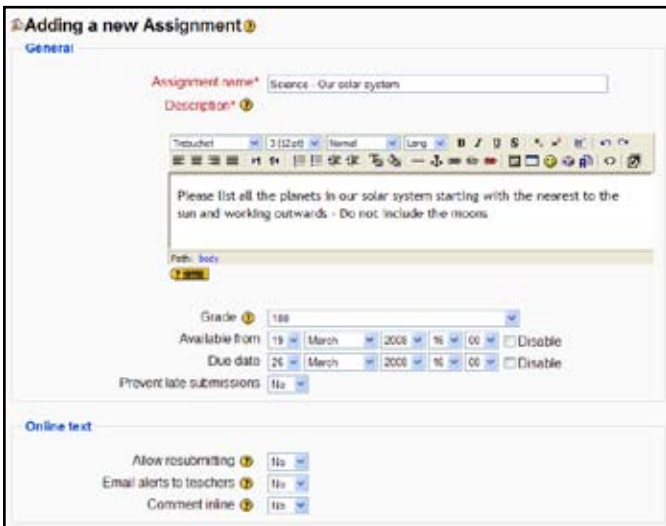
Everything can be changed - from the number of bits of work submitted, the kinds of work submitted, the times and dates of completion, the grades you can award - anything you can think of.

I get more work handed in on time using this system than any other I have come up with in the last twenty years!

Try not to get hoisted by your own petard. I'm sure I remember telling you not to publish stuff using proprietary software - you should not expect students to have any required software. Use open standards - like RTF files for documents.



# ACTIVITIES: Assignments (cont.)



Make sure your students don't submit work to you as a file from some obscure program they got free with their PC.

You will spend hours trying to find a way to convert it to something you can read with your favourite program.

I speak from bitter experience, trying to find a way to decipher a Microsoft 'Works' file.

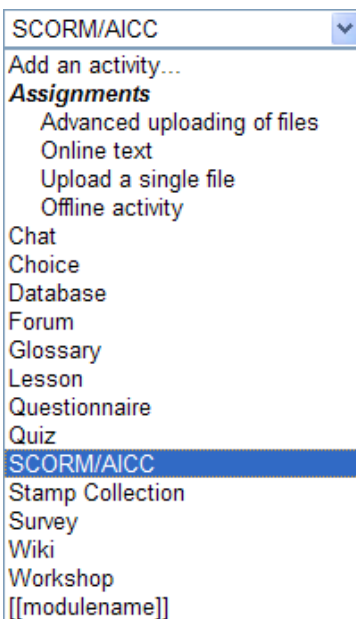


# ACTIVITIES: SCORM



Do you remember IMS content packages - a Scorm is much the same thing - they are a way of wrapping up content that means that suppliers can load their e-learning package on any Scorm compliant VLE. Scorms are activities which means that a student's progress can be tracked (depending on the way it's been designed).

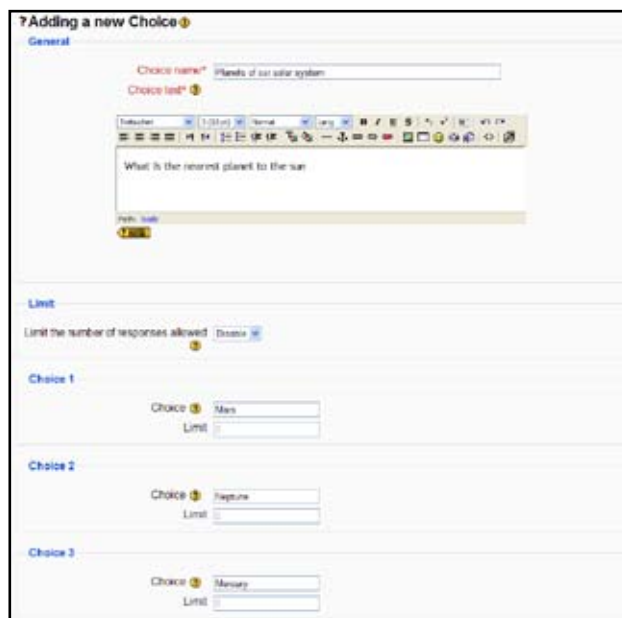
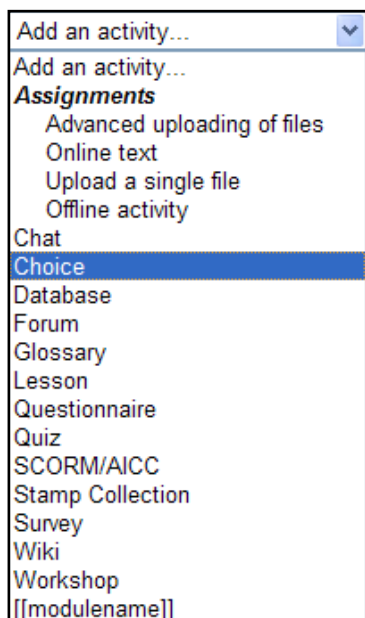
Nothing for the teacher to do here - except to show the pupils where it is and to set work from the resources. Scorms with a lot of content can cost hundreds or even thousands of pounds.



# ACTIVITIES: Choice



You may find a use for this activity or you may not - it's a simple one off, multiple choice question that you might use as a poll for example. In that sense. It's a bit like a quiz but it does have one advantage. You don't have a bank of questions to write - it's designed for you to ask just one question. Of course it logs all the answers so you can get statistics out of it.



# ACTIVITIES: Database

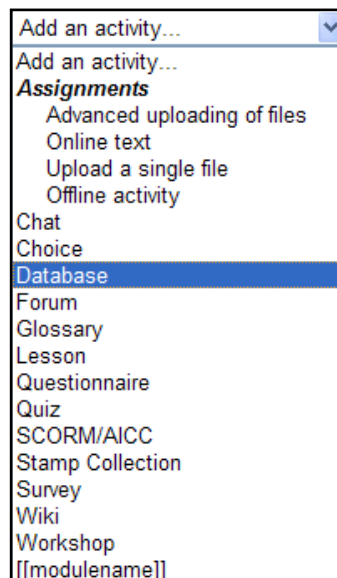


A database is a list of records that can be searched by a computer. A record is a list of fields about one person or thing. A field is one piece of data about something. If databases about students were kept on paper, then a field might be a student's age or post code, a record would be a collection of all the details about one student and a database would be the collected details about all students.

You can get Moodle to gather contributions from different students about one topic. You could for example, for a class study about pets, instruct Moodle to get 3 records from each child about pets they have or that they know about. Pupils will be presented with a form to fill in so that this information can be typed in.

The work the teacher has to do is decide on the information to be collected (type of pet, age size, what it eats and so on) and then design a little form called a template, into which the pupils can type their information.

Once all the students have done their bit, Moodle can sort and search this list to try to get the most meaningful information from the data.

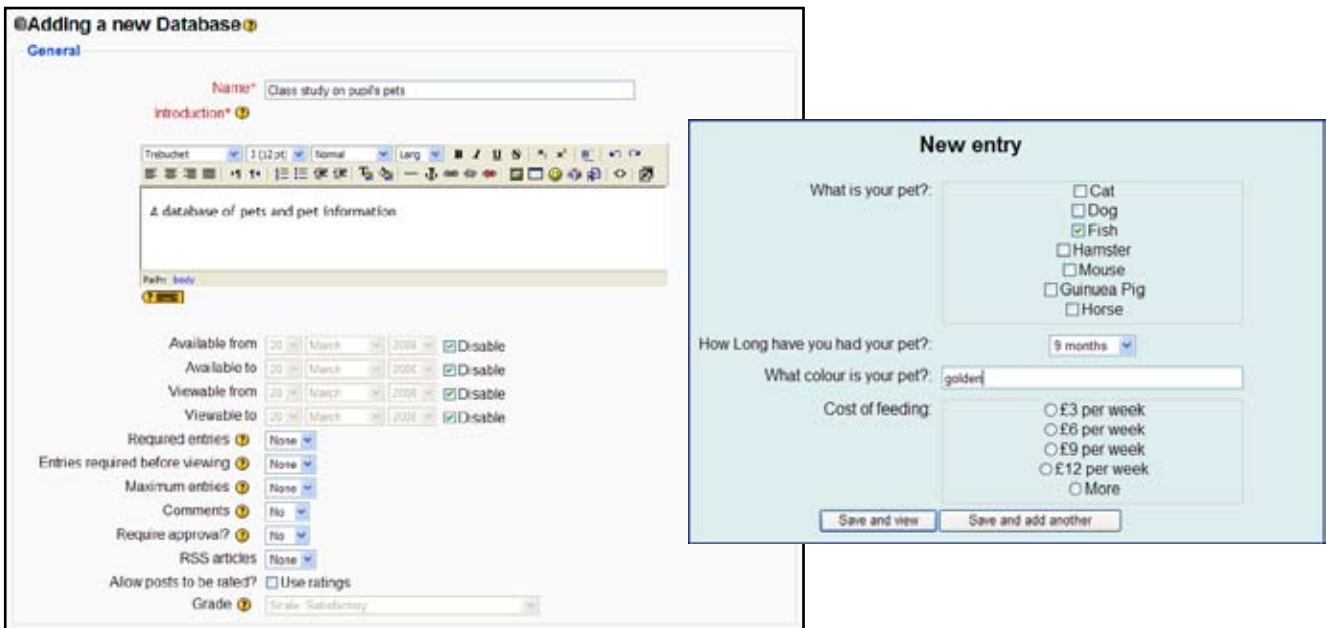




# ACTIVITIES: Database (cont.)

A good example would be sorting the list on pet type - all cat records would be listed together and you could easily see which is the most popular pet.

There are very sophisticated things you can do with databases - but that's not what Moodle is good at. Use Moodle to get the information, keep track of each student's contributions and to export that information in a way that can be read by a spreadsheet or other suitable bit of software.



There is a lot to this activity and it needs quite a bit of understanding from the teacher about what databases are good for and how best to set them up. Moodle is up to the task for simple lists but nothing more sophisticated than that. So for Key stages 2 and 3 - great, but for Key stages 4 and 5 it's not really sophisticated enough.



# ACTIVITIES: Forum

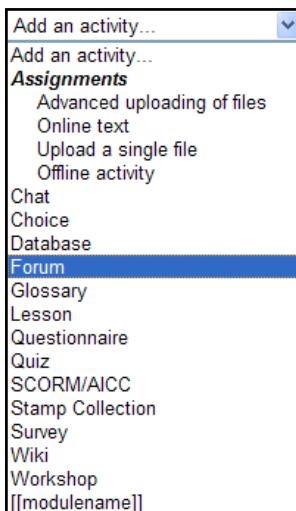


Forums are really common on the internet and incredibly useful. A forum is a software application that allows a person to make a statement, give a point of view, give advice or ask a question. The original entry is the start of something called a thread. Other people can reply to this thread and others can reply to the original entry or to one of the responses. Anyone else can optionally rate (give a score/opinion) on the quality of any entry. You can imagine that you can quickly build up a complicated 'tree' like structure of questions and replies.

Some of the most common uses of forums are computer questions and answers, gossip about celebrities and opinions on popular culture. So how is this of use in education? I must admit that my original thought was that there were no good applications for this in education - but boy was I wrong. I now see forums as one of the best things about Moodle. Here is an extract from an on-line discussion.



# ACTIVITIES: Forum (cont.)



= **FORUM EXAMPLE** =

Why do people talk as if teens are all druggies, alxies or criminals?  
by Billy Wild - Thursday, 29 March 2007, 11:03 PM

Lots of articles in the papers and on the news recently have said that in the UK teenagers drink more, take more drugs and have worse lives in than many other places in the world.

The "hoodie generation" seems to get the blame for everything these days...

What is it like growing up in the UK? Are there any good things? What are the worst problems? Would it be better being a teenager somewhere else? Are they just blowing it all up for the sake of a good story?

What do you think?

= **Next Reply** =

Re: Why do people talk as if teens are all druggies, alxies or criminals?  
by Claire Grimes - Tuesday, 3 July 2007, 10:18 PM

Hi well I know its been sometime since anyone has spoken about this subject but I believe that I should add my own opinion on why teenagers are constantly being discriminated against as being a druggie or an alkie or a criminal. Personally I believe that if there were better places to go e.g. youth groups or centres where we could meet with our friends and a place where it would be safe to be an individual and not be branded with names such as emo or mosher.

As for the hoodies I wear my hood up because I am cold or it is raining not because I want to hide my identity or to go and abuse some ones property or someone for that matter.



The papers make it out like we were really bad and that we all have asbos, but on a number of occasions when the police has stopped us in the streets its only because we have to move on or whether we have seen any crimes in the area. I think its funny how people are scared of us and how people feel intimidated by big groups I think that what the newspapers need to touch on is the fact that the streets are no longer safe and that teenagers are hanging around in big groups for their own safety and the safety of their friends. They need to open there eyes to the true reality.

= Next Reply =

Re: Why do people talk as if teens are all druggies, alkie or criminals?  
by Jose Whitton - Friday, 6 April 2007, 07:44 PM

It's ageism that! Why do us teenagers get blamed for everything?

Growing up in the UK, well it could be better like more clubs for us to go to, for example there are no after school clubs in Keighley that I'm interested in, so I have to go to Bradford a lot, so I end up spending a lot on travel fares.

I think the media are just making up a load of rubbish because they have nothing better to do.

= End of Extract =

Well I think that the example above is definitely educationally sound. How about using a forum to ask a question like 'What do we mean when we say 'Greenhouse Effect'? Get the students to each post a reply to that question - get a view on their understanding before you teach the topic. A forum is useful for students to discuss a homework assignment - give it a short time to live so it cannot be added to once the deadline is over.

There are quite a few forum types - general discussions, question and answers, one post (topic) per students and so on - there is also a fair amount of control about who contributes what and for how long. Seriously - forums are EASY to set up, taking a matter of seconds, can give loads of useful information to teachers, and students love them (once they get the idea). Students contributions appear in their log.

Honestly - the tiny amount of time required to set up a forum is always well rewarded.





# ACTIVITIES: Wiki



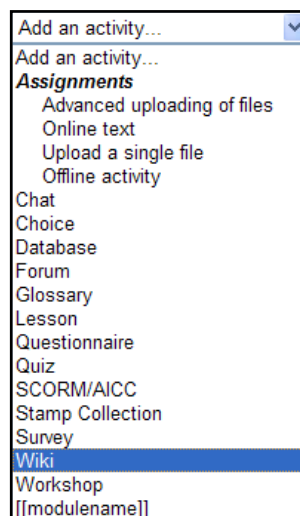
This is definitely one of my favourites and I hope it will soon be one of yours. From the teacher's point of view, there's not much work to do, the students love it and it encourages responsibility and cooperation in equal measure.

To make sense of this you need one more bit of jargon. A hyperlink is a word or image you click on to take you to another web page (they are often blue in most web browsers)

Most people would like to be able to make a really good web page (go on - admit it) even if they can't be bothered or don't know how. Well now you can.

A wiki (part of a Hawaiian word wiki-wiki meaning very quick) is a web site, that any one can write. It starts like this. Using exactly the same editor as you use for doing web pages - you know, a bit like a word processor - you write a simple web page. Let's say the wiki is going to be about pets. You write a short paragraph about pets and mention say 8 types of pet. The words you used as the type of pet, you set up to be a wiki words - that is, you put square brackets round the word or phrase OR you make one of it's letters upper case (not the first).

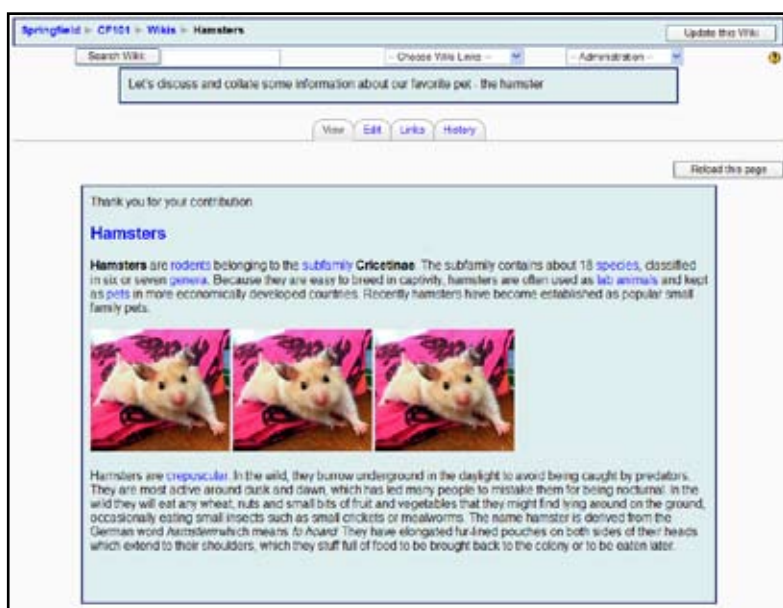
When you hit the save button, there is your simple page turned into a web page. All those words you made into wiki words are now hyperlinks - you can click on them to take you to a page about dogs or cats, hamsters or snakes.



What's that? There ARE no pages about these pets? - well that's true, but that's not your problem. You've picked a group of 4 students to write about hamsters, haven't you? They enter this activity, they see your web page, they click on your hyperlink to hamsters and they get a brand new blank page. They create this page and in it THEY put wiki words - say 'What they eat' or 'exercise' and so on. When they save their page, their wiki words will be hyperlinks to further blank pages. They then have to write content for all the pages they have created.

If you have 6 groups, they make 6 pages, each of these links to 4 more pages and you have... well, lots of pages. Each group has made a contribution, the group can give a task to each member, and the final result is 31 pages - of which you did just 1. What a great resource for following groups!

Educationally this has huge pay offs because no student wants their bit to be the most ordinary. Wiki web pages by the way can contain attachments, sound files, graphics, tables, different fonts and colours - anything that a 'real' web page contains, only you didn't need to work very hard to create it.







## ACTIVITIES: Wiki (cont.)

Teachers work too hard - get the students to do the research AND the page design AND the content AND to review each other's work. You just sit back and do the creative stuff, thinking of the next topic for a wiki.

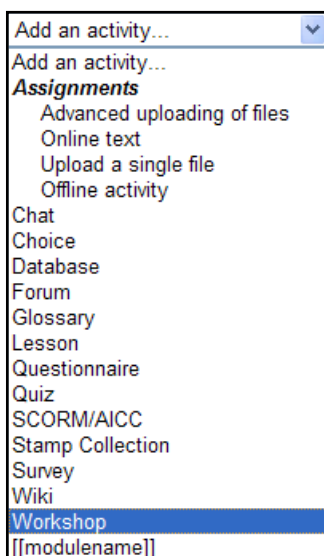
Wikis are good for staff too - in my school, some departments have put all their teaching resources on a 'staff only' wiki and wikis are also good for writing documentation. Wikis have a 'history' so each page can be rolled back to a previous version and they can be searched for key words.

I must go and sit down - wikis always get me going.....calm...calm....calm...



## ACTIVITIES: Workshop

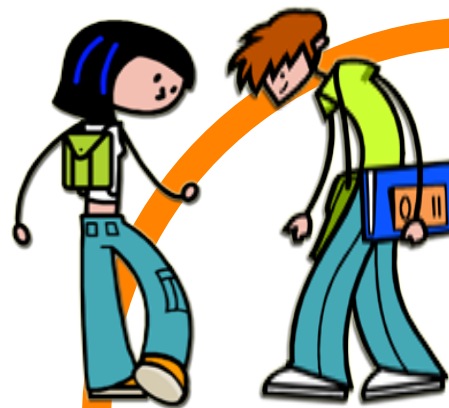
Assessment for learning - a current buzz word in education - using assessment as part of the formative process rather than in a summative context - see I can drop jargon into the conversation as well as anyone!



A workshop works like a super assignment.

- Pick some students' work
- Get the mark scheme
- Mark the work
- Upload all this stuff to Moodle
- Students look at the exemplar material and mark your examples according to your mark scheme.
- When they've done enough of this (you decide how much in enough) - they submit their own work.
- Other students mark this work - you can even force the marker and markee to have to agree the marks before finishing the assignment.
- You supervise the whole process.

Lots of work on your behalf but AfL is a very powerful technique and I'm always stunned at how good the students get at producing work according to the mark scheme. A super way to teach exam technique - not so good for creativity (use a wiki for this ... whoops!... calm...calm...)



## ACTIVITIES: Chat



Get someone to turn off this facility - it's a recipe to waste a great deal of time. Trust me.

## ACTIVITIES: Lesson

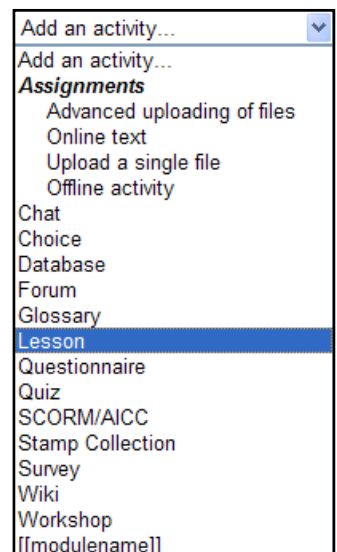


Do you remember those books - usually some sort of adventure, where you read a bit and then there is a question a bit like. "if you take the right fork then turn to page 53, if you take the left then turn to page 73..." I always died because I took the left turn.

Anyway - this sort of book is JUST like a lesson. You get a web page of stuff (anything the editor can do) and then you get a question.

Depending on your response you move to a new page or stay on the same page until you get it right. You get feedback on your choice - '..are you sure you want to do that - the lion is VERY hungry...' They take a LOT of setting up because your planning has got to be meticulous and of course you can't write a page that jumps to a page that doesn't yet exist. You have sometimes to create later pages first, so that when you write the first page, the page you want to jump to will already exist - am I making myself clear?

I've used moodle for 6 years and the only time I ever used this activity was to write an example for this manual. I'm sure they are very effective if the planning is done well - but time is precious and to be honest I prefer the book.





## ACTIVITIES: Feedback



The feedback module doesn't allow you to do anything a quiz doesn't. The feedback module is simpler, quicker and more restricted. There are no banks of questions, nor the advantages that banks of questions allow, but as a quick way of registering student voice (yuk - another Government buzz word), it's great. Don't be too worried about the outcome.

If you ask the question 'What do you think of your teacher?', then you deserve all you get. If you ask 'Does your teacher tell you how to improve?' or 'Does each lesson start with a recap of the previous lesson?' then you will get much more useful replies.



## ACTIVITIES: Survey



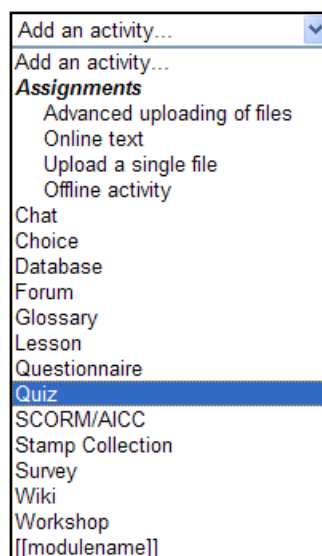
...don't do this - you have been warned... don't even think about it unless you know what COLLES (Preferred and Actual) means. Seriously though, this stuff is for HE.



As I said before, activities need much more planning and input from teachers but they give more for students to do and most give really valuable feedback to teachers, The best example of this I think, is the quiz. Of course where possible, the VLE will mark the quiz for you, but the information you can gain from setting a quiz goes far beyond a simple score. With a couple of clicks, you can find out what your students don't know (far more useful than what they do know).

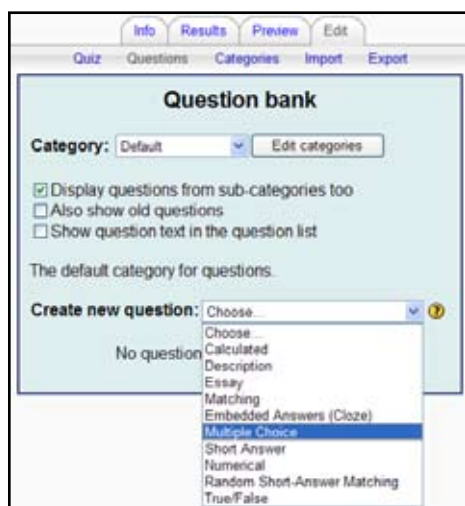
As an example, say you set a quiz with questions from previous SATS papers. When the students have finished, you can download a spreadsheet of marks listing every part of every question. If the students do well and the wrong answers are randomly spread amongst the possible choices, you can pat yourself on the back and blame the failing students for not doing enough revision.

On the other hand, what if 80% of the wrong answers in a single question are the SAME wrong answer. Then you have a problem because many of your students have the same misunderstanding. Your fault? Well maybe - but more important (yes more important) than a blame culture is the fact that you found this out, long before the actual exam. Diagnostics like this mean you can target revision on only those topics you KNOW confuse the kids. Quizzes can be a lot of work - but they can save work too and all the marks are looked after by Moodle and always available in the students record.



The first thing you do is NOT WRITE THE QUIZ. This is fundamental - get it out of your head. Writing the quiz is the last thing you do - and yes I'll explain.

The next thing you do is write quiz questions. It's like this - you need to have a bank of questions all ready BEFORE you make the quiz. There are lots of different question types and you can put your questions into different categories (year, subject, topic, level - whatever you decide on) and only when all your questions are ready, do you assemble some or all of them into a quiz.



This IS the right way to do it when you think about it. With pre-prepared questions, writing a quiz, targeted at your students is potentially less than a minutes work. All the hard graft is done before - and you can save that if you buy in the questions - say from Webanywhere.

**WARNING:** Give your questions meaningful titles which include their category and DON'T give them a question number - Moodle does that for you.

Here is a quick whizz through the question types or skip this section because you have something better to do.



# ACTIVITIES: Quiz (cont.)

## Multiple Choice

As many choices as you like, as many right answers as you like. Moodle does the marking. By the way, can you think of a use for a multiple choice question where ALL the answers are right?

## Short Answer

In the answer you are looking for key words. Moodle can mark these.

## Numerical

A bit like short answer only you can build in a range for the correct answers (good for guesstimating).

## True/False

I think you can work this one out!

## Matching

A list of questions is given, along with a list of answers. The student must match the correct answers with each question. This can also be used to do the much loved beginning and ends of sentences thing.

## Embedded Answers (Cloze)

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

## Random Short-Answer Matching

Kind of like a Matching question. The difference is that the questions are drawn randomly from short answer questions in the current category.

## Random

A Random question in a quiz is replaced by a randomly-chosen question from the category that was set.

## Description

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



# ACTIVITIES: Quiz (cont.)

## Calculated

Calculated questions. Hmmm! I'll give you an example. You want to give some practice in subtraction. Numbers up to 100 take away numbers up to 50. This is the sort of question you find by the hundred in GCSE maths text books. Moodle makes up the questions for you and marks the answers.

## Essay

In response to a question (that may include an image) the respondent writes an answer in essay format. Moodle may be clever but it's not THAT good - you will have to mark these yourself - but 'on-line' and Moodle will look after the marks.

Still here? - Did you come out with any answers to my question? If yes - you show off. If not, let me show off. High up on the Assessment for Learning (AfL) agenda is students being aware of 'where they are' (or think they are). A quiz where the questions are statements of progress or check lists and the students 'check off' what they think they have done are a great way to keep track of student progress (from their stand point). As the teacher, you can see your students perceived progress (and disagree with it if you need to ).

As an example if there are 5 bits of coursework to do and 5 right answers to a question which is basically a check list, then you can say that each answer is 20%. Check all the boxes and the student's mark will be 100% - all coursework done. You can monitor your whole class in Moodle.

One other idea. Student voice. You can use a quiz as a survey. Here is an example question.

My teacher always gives me homework, marks it by the next week and gives me feedback

**Strongly Agree - Agree - Neither Agree or Disagree - Disagree - Strongly Disagree**

Allocate each answer a suitable percentage (100% for the first answer and 0% for the last) and the results should be useful/dynamite.

Seriously though - there are LOADS of ways to use quizzes - enough to make the writing of the questions worthwhile - but get organised, share workload and slowly build up your banks of questions.





# ACTIVITIES: GLOSSARY



I'm sure you know what a glossary is - kind of like a dictionary - but Moodle glossaries are on steroids. There are three types.

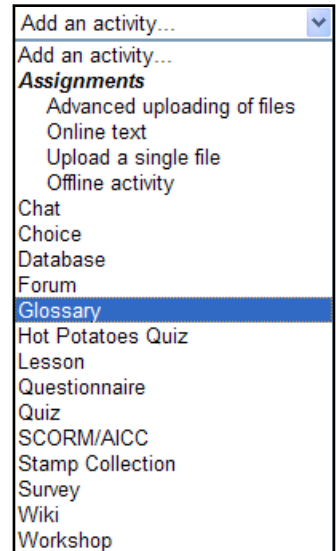
*Global Glossaries* - one's for the front page of your site, for defining useful terms that everyone needs - like 'AUP' (acceptable use policy) or 'logging on' and so on.

*Main Glossaries* - one glossary in each course that contains key words and their definitions and can also contain all the entries from.....

*Secondary Glossaries* - you can have as many of these activities as you like and you can decide who can add to them, who can rate them and who can approve them. It will be clearer with an example.

You've just finished teaching about cells in KS3 biology and you want to know if your students know the key words. Give say 3 key words to each group of students. They must add glossary entries fro these words - they can do ALL the things that are supported by the editor - you know - links, pictures, video clips, even normal writing!

Make sure that the definition of each word will be repeated by at least some of the groups. When you set up a glossary, you can decide if entries need approval before anyone else can see them (yes in this case). You can decide if duplicate definitions are allowed (yes in this case). Actually you can decide a whole bunch of stuff - click on the little question marks on the set up page; you'll get loads of ideas from these descriptions of what each setting does.



When the students have done, you can review their work, grade it yourself or let the other students do it (nice assessment for learning stuff this), and approve the entries you want in this and the main glossary.

This should give you a clue as the many ways you can use glossaries - you don't want you have to do every entry yourself, so get the students to do some of the work.

When you've done, you'll have all your keywords defined in 'kid speak' and can use them next time for that bit of homework on the differences between animal and plant cells. Students would rather look at each other's work that yours!

How about writing multiple definitions of the same key word yourself and getting the students to grade them?

A quick word about grades (Moodle calls these scales). There are as many grading systems as teachers.....

- A B C
- 1-10
- 0-100
- Pass Merit Distinction





# ACTIVITIES: GLOSSARY (cont.)



..at the start Moodle knows almost none of them, but it can be taught them all. If you want A\* A B C D E F G U - then the administrator of the system can add this system to Moodle and everyone can use it (or be forced to use it too).

To summarise, students like glossaries, they like reading each other's even more, they like grading each other's even more than that, and student's own language is a good start (when you've fixed the howlers) to engage the students. There is much AfL mileage to be had from glossaries.

## Now it's your turn...

I haven't set out to make you a Moodle expert and I haven't told you exactly what keys to press. All I have done I hope, is to let you know the sort of things that Moodle can do.

It starts with putting the resources you already have in front of your students and that is valuable enough.

It continues with designing activities that require more from you and more from your students. You can go down this route as little or as far as you like.

You can explore Moodle easily. You can add an activity just to see what it does and delete it quickly. The little yellow question marks you find all over the set up screens for each activity tell you lots about how it all works.

You are already an expert in education, you can become expert in using Moodle because you are already 90% there. Explore and enjoy just as students explore and enjoy. You can make the students work without having to do much yourself. Try it.

Good luck from WebAnywhere



Thanks for reading - now go and enjoy Moodling!