



MOODLE TEACHER TRAINING

TRAINING FOR TEACHERS AND SUBJECT SPECIALISTS ON USING MOODLE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead

A Reading Nation is a Leading Nation



Moodle Teacher Training

TRAINING FOR TEACHERS AND SUBJECT SPECIALISTS ON USING MOODLE

Table of Contents

1. Moodle Introduction	2
1.1 A short history	2
1.2 What exactly is Moodle?	3
1.3 Why should I use Moodle?	4
1.4 Installation and hosting options.	5
1.5 Logging into the training Moodle server.	7
2. Moodle Course Structure	9
2.1 Setting up categories.	9
2.2 Creating a new course	13
2.3 Recommended course structure for SA Schools	15
3. Moodle Courses and Lessons	16
3.1 Creating new lessons inside a course	16
3.2 Lesson parts.	18
3.3 Editing and adding content to an existing lesson	18
3.4 Adding a picture to a lesson	18
3.5 Adding a video to a new lesson	21
4. Moodle Quizzes	24
4.1 Why should I use a quiz?	24
4.2 Creating a new Quiz	24
4.3 Types of questions	28
4.4 Add a new Gap-fill question	29
4.5 Add a new Multiple Choice question	31
4.6 Add a new True/False question	32
4.7 Add a new Matching question.	33
4.8 Add a new Short Answer question	34
4.9 Reusing a quiz.	35
5. More Activities	38
5.1 Adding Assignments	38
5.2 Choice	40
5.3 Other activities	43
6. Reporting & Grades.	44
6.1 Grading quick guide	44
6.2 Grader report	46
6.3 Reports per learner.	49
6.4 Setting grade weights	49
6.5 Exporting grades	51
7. Loading lessons from the DBE Moodle Cloud	52
7.1 Logging onto the DBE Moodle Cloud	52
7.2 Backup a cloud lesson	52
7.3 Restore a lesson to your Local Cloud	54
8. Communication forums	57
8.1 Notifications	57
8.2 Chat activity.	57
8.3 Forum activity.	58
Follow up course	62

1. Moodle Introduction

1.1 A short history

Growing up in the Australian outback in the late 1970s, Moodle's Founder and Lead Developer Martin Dougiamas took lessons from the School of the Air, giving him from a young age an insight into distance learning.

As an adult, he worked and later studied at Curtin University, where his experience with WebCT prompted him to investigate an alternative method of online teaching. In 1999 he started trialing early prototypes of a new LMS, the experiences of which formed the basis for his paper Improving the Effectiveness of online Learning. He registered the word 'Moodle' as a trademark of Moodle Pty Ltd and explained his choice of name in a forum post some years later.

Research continued: the first ever Moodle site was Peter Taylor's <http://smec2001.moodle.com/> at Curtin University, with Martin making the first post on his own Moodle.com site in November 2001. The pair published An Interpretive analysis of an internet based course constructed using a new courseware tool called Moodle.

By the end of 2001, Moodle could be downloaded via CVS (Git arrived in 2010 and replaced CVS in 2013) and basic installation documentation was available. It was still very much one man's vision, with Martin setting up the tracker in May 2002 "so you can see what I am working on."

Moodle 1.0 was released in August 2002. Users were discussing Moodle on a new forum, translating Moodle into different languages and creating themes. A year later, the first contributed module (workshop) was released and Moodle.org became the community arm of Moodle, with Moodle.com representing the commercial aspect.

Moodle grew quickly: the first ever Moodle Moot was held in Oxford in 2004 and companies started applying to become Moodle partners. 2005 marked the move to dedicated premises with Martin and 4 others; the current HQ at Richardson St West Perth, houses 16 with 11 working remotely. At the Spanish Moodle Moot 2005 in Las Palmas de Gran Canaria, the mojito established itself as the unofficial - and then subsequently official - Moodle Moot drink. (See blog post: Moodle Mojitos History)

With improved documentation and new certification, Moodle had established itself by 2007 as a leading and award-winning open source LMS. From 1000 registered sites in 2004, it had gone to half a million users in 2008 and over a million users in 2010, with over 50 Moodle partners. Its translation repository AMOS held over 100 languages. The long awaited Moodle 2.0 came out in November 2010 and now, regular releases bring enhanced features every six months. The current focus is on mobile technology: an official HTML5 app was released in 2013 and Moodle includes a customisable theme suitable for all screen sizes.

The inauguration of the Moodle Research conference in 2012 served as a reminder that, however advanced the technology, Moodle design and development is guided by social constructionist pedagogy. During September 2013, the official Moodle MOOC, Learn Moodle, introduced over 9000 participants to Moodle's basic features. Educators everywhere are encouraged to share their experiences, just as did Martin over a decade previously. The MOOC was repeated in January 2015 and is now run on a regular, six monthly basis.

In July 2015, alongside a major redesign of Moodle.com, a new initiative was announced: MoodleCloud offering free, HQ-managed hosting.

Throughout 2016, HQ worked on improving Moodle's User eXperience (UX) by forming the first UX team and also releasing a fresh new default theme - the Boost theme.

By 2017, statistics on Moodle.net indicated there were over 100 million registered users for Moodle. DurinAMATHOLE WEST

1.2 What exactly is Moodle?

Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere.

Whether you're a teacher, student or administrator, Moodle can meet your needs. Moodle's extremely customisable core comes with many standard features.



Some of the features one can find in Moodle include the following:

- Modern, easy to use interface
- Personalised Dashboard
- Collaborative tools and activities
- All-in-one calendar
- Convenient file management
- Simple and intuitive text editor
- Notifications
- Track progress

An administrative user can enjoy the following features:

- Customisable site design and layout
- Secure authentication and mass enrolment
- Multilingual capability
- Bulk course creation and easy backup
- Manage user roles and permissions
- Supports open standards like SCORM
- High interoperability
- Simple plugin management
- Regular security updates
- Detailed reporting and logs

1.3 Why should I use Moodle?

In today's age of technology, children are bored with traditional teaching methods. eLearning is a crucial tool which enhances learning as well as retention of information.

- **Increased student grades**

Probably the biggest advantage is becoming in sync with modern learners. Learners will pay more attention to lesson content if it is presented in a method they are used to. Student grades will surely improve, as they will be much more interested in digital content and media, than the traditional black board approach.

- **Decreased work load**

Setting up digital lesson content has the advantage that it is only done once, and used over and over. It is also scalable, and lessons can be distributed to students in other areas of the world.

- **Automatic marking of tests**

This is a major advantage of using Moodle. No more marking of tests! When you start utilising the quiz facility, Moodle will mark your tests for you, and instantly update student grades.

- **Easy tracking of learner progress**

By using Moodle, tracking learner progress becomes a piece of cake, and reporting on learner progress is easy, accurate and always up-to-date. No more fumbling for papers on parents' evenings to give accurate feedback on the learner's progress.

- **Students learn at their own pace**

Utilising functionality like videos to explain a concept, each learner can pace themselves to their own needs. If a learner is unsure of a concept, they no longer need to raise their hands and ask the teacher to explain it again. Some learners will not do this, in fear of being rebuffed or laughed at. A video lesson can simply be replayed if a concept needs to be explained again.

- **Easy uploading of grades**

Because grades are already in digital format, it can simply be downloaded from the local Moodle cloud, and uploaded to the DBE database.

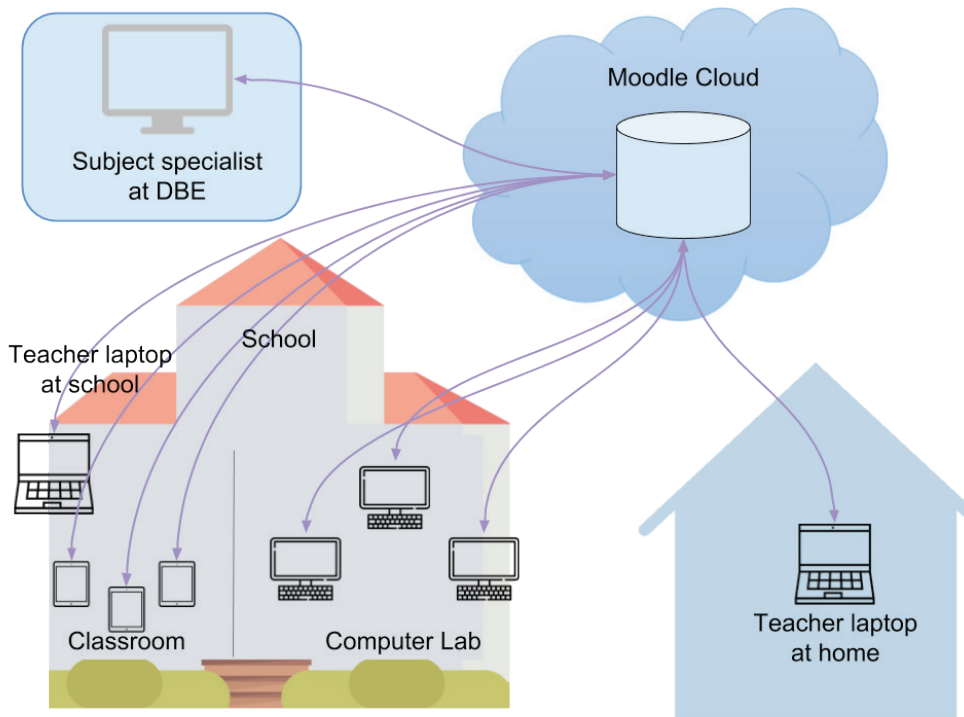
- **Cost reduction**

Distributing learning content digitally is the cheap and environment friendly way to go. No more buying of expensive text books and slaying millions of trees for printing.

1.4 Installation and hosting options

Moodle is a client/server web application. This means that one Moodle server can serve lots of clients, which connect to it via a web browser and a network or internet connection. There are different options of hosting Moodle, three of which will be discussed in this course.

1. Hosting Moodle on the cloud.



Advantages

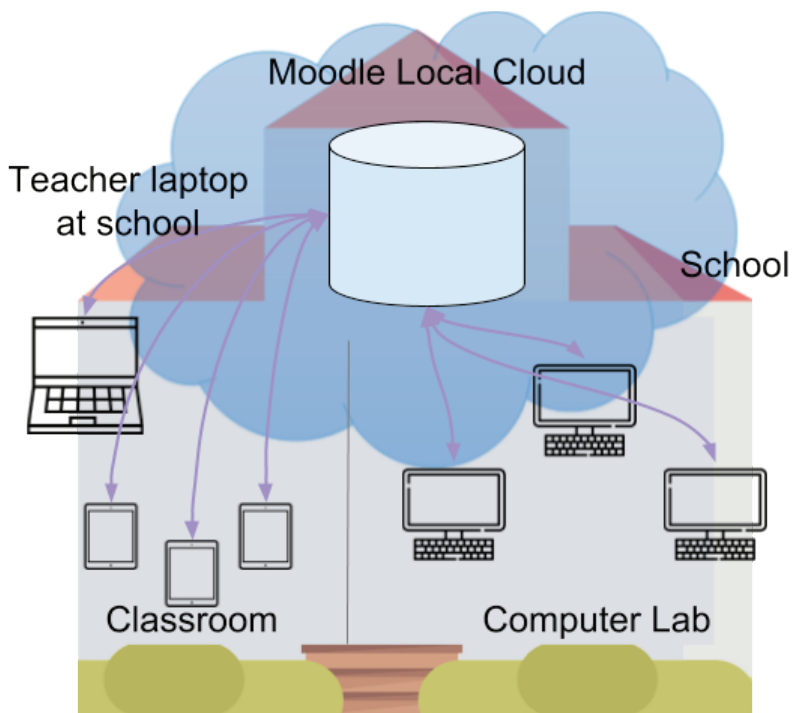
- Teachers and learners can connect to the cloud server from anywhere, the school or their homes.
- Subject specialists can add content and lessons to the cloud, which can then be downloaded by teachers.

Disadvantages

- Internet bandwidth is needed. Buying data can lead to an expensive solution.
- Internet is not always available, as we all know too well. In the case the internet connection is down or slow, it will affect the learners' ability to work and complete their work.

For these reasons, it is advisable to only use the cloud option for downloading lessons added by the subject specialists. A local cloud is a better solution for a classroom solution.

2. Hosting Moodle on a local cloud



Advantages

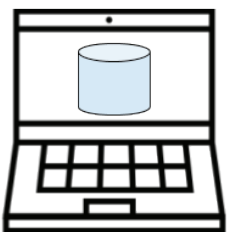
- Learning activities are not dependent on an internet connection.
- No data costs.
- Fast access to local cloud.

Disadvantages

- It is not possible to connect to the Moodle server from home or anywhere else than the classroom.

The local cloud solution is preferred for a classroom solution. It is a cost-effective and fast solution which can service all devices in the local vicinity of the classroom. The only disadvantage is that it cannot be accessed from home, which means teachers will have two options for loading content on the local cloud server:

1. Develop and add lesson content at school inside the classroom.
2. Develop lesson content at home, and upload it to the local cloud when they are in the classroom again.
3. Hosting Moodle on a desktop computer or laptop



Local desktop Moodle installation

This option can be used to install Moodle on a teacher's laptop or desktop, where it will run locally and not be connected to the cloud. This solution can be handy for two reasons:

- Content can be developed on the local installation and later uploaded to the local cloud.
- The teacher can utilise the local installation as a sandbox to test new functionality and practice their Moodle skills.

1.5 Logging into the training Moodle server.

You should receive a user and password from the trainer for this exercise. Please follow these steps in order to log into the training Moodle server and change your name and surname on the system.

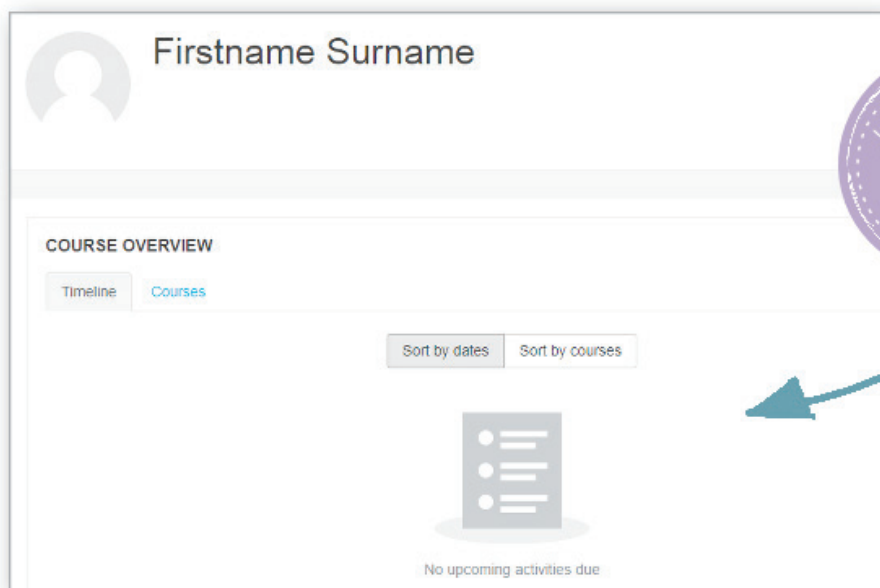
1. Switch on the computer by pressing the power button.



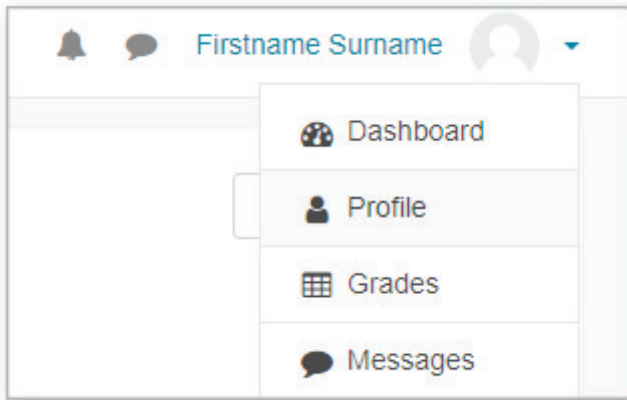
2. Open any web browser, eg. Firefox, Chrome or Internet Explorer.
3. Navigate to your Moodle URL, which will be communicated to you by the trainer.



4. Enter the username and password you received from your trainer and click "Log in".

A screenshot of the Moodle login form. It features two input fields: the top one contains the text 'mysuer' and the bottom one contains a series of dots representing a password. Below the fields is a blue button with the text 'Log in'.

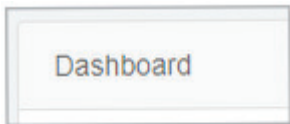
5. Click on the arrow in the top left-hand corner next to “Firstname Surname” and select “Edit Profile”.



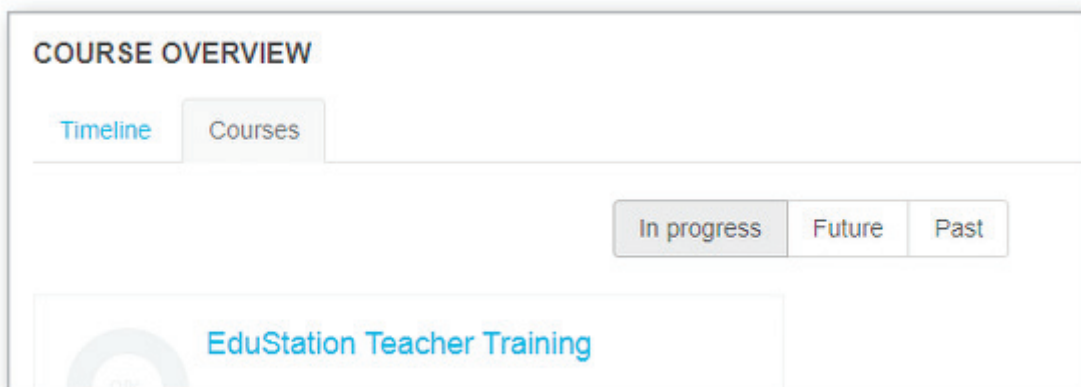
6. Change your name, surname and email address to your real details. You can also set a new password here. Scroll down to click “Save” or simply press “Enter”.

A screenshot of the "Edit Profile" form. The title is "Firstname Surname". Under the "General" section, there are three input fields: "First name" with the value "John", "Surname" with the value "Doe", and "Email address" with the value "teacher1@edustation.co.za". Each field has a red exclamation mark icon to its right, indicating a validation error.

7. Click on “Dashboard” again. You should now see your name and surname displayed correctly.



8. Click on “Courses” to see the courses which you are enrolled for. You should see “EduStation Moodle Teacher Training”, which is this course. Click on this course now and navigate to this page.

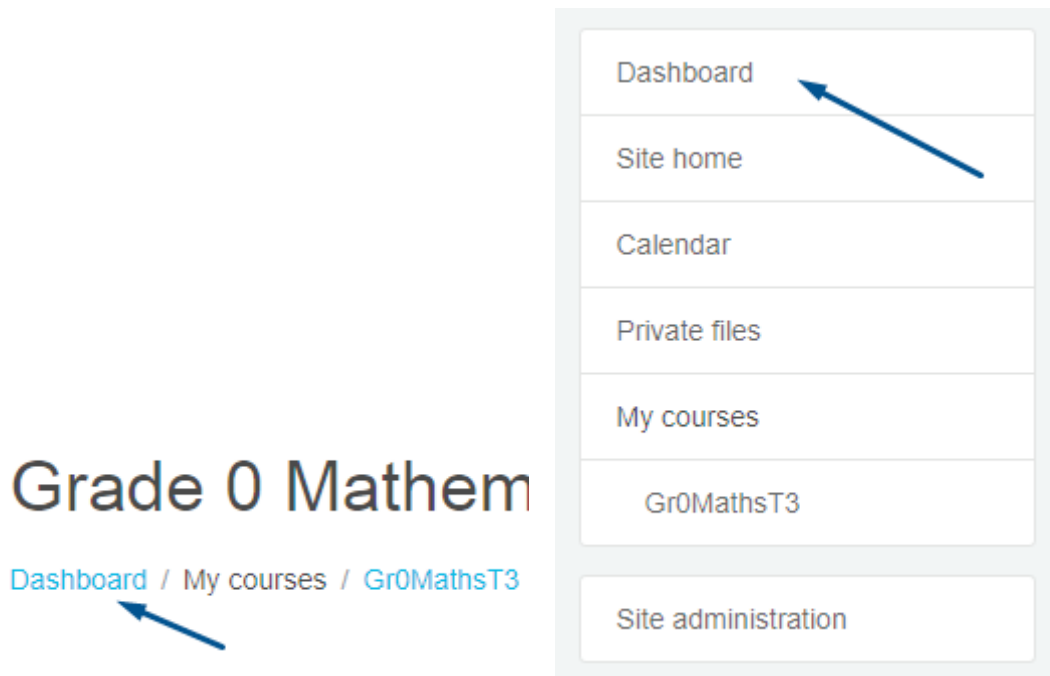


2. Moodle Course Structure

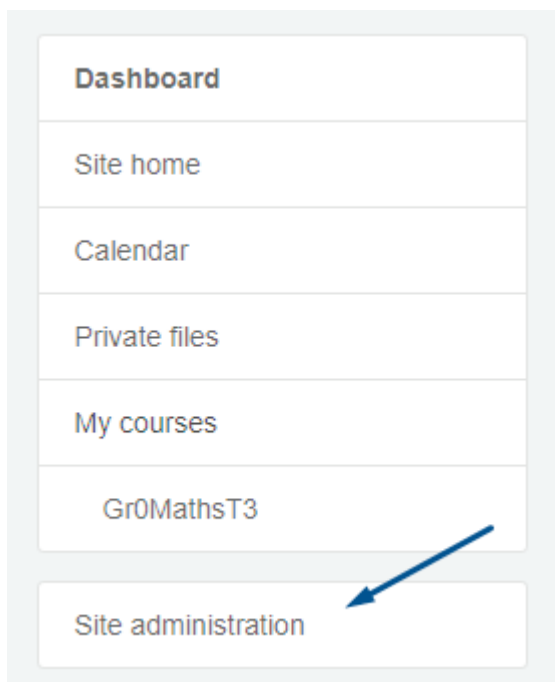
2.1 Setting up categories

These actions can only be done by an Admin user. Your user for this training course has Admin rights so that you can perform all of the actions described in the training material. Follow these steps to create a new category and sub-categories:

1. From anywhere in Moodle, click on “Dashboard” either in the top left hand corner, or at the bottom of the menu.

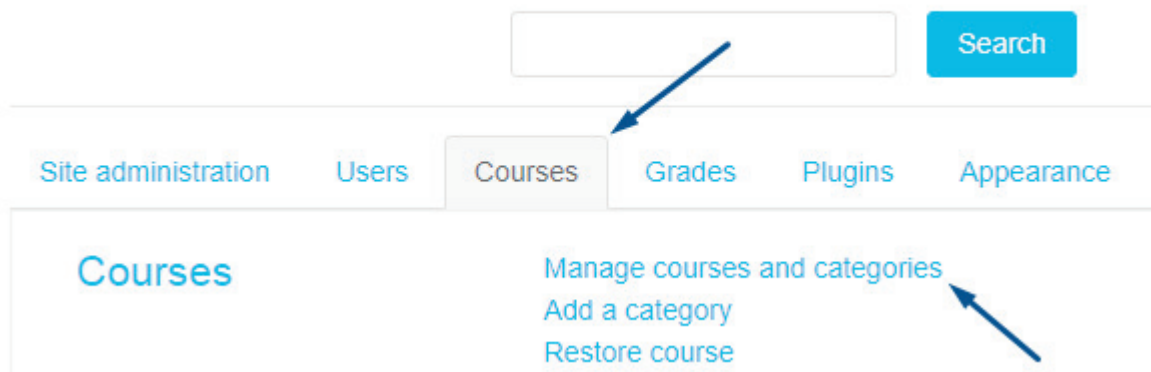


2. On the dashboard, click on “Site Administration”. Please note you will only be able to see this option if you have access to the administrative functions. If you don’t see this menu item, ask your Moodle Administrator to give you access to it.



3. On the site administration page, select “Courses” and then click “Manage courses and categories”.

Site administration



4. On the Course and Category Management page, select “Create new category”.

Course and category management

Course categories

[Create new category](#)

<input type="checkbox"/>	-	Grade R					1	
<input type="checkbox"/>	+	Grade 1					0	
<input type="checkbox"/>	+	Grade 2					0	
<input type="checkbox"/>	+	Grade 3					1	
<input type="checkbox"/>	+	Grade 4					0	
<input type="checkbox"/>	+	Grade 5					0	
<input type="checkbox"/>	+	Grade 6					0	
<input type="checkbox"/>	+	Grade 7					0	
<input type="checkbox"/>	>	Teacher Training						

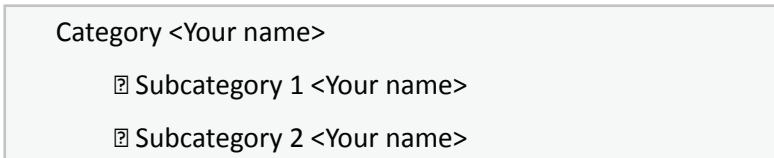
Grade R

[Con...](#)

Move select

Choose...

5. We will create the following structure:



On the “Add new category” screen, select the parent category as “Top”. This will ensure your new category will not be a subcategory under another one, but will be displayed in the top layer. In the category name, type “Category “ and add your name. Eg. “Category John Doe”. You may optionally add a description for your new category. Lastly, scroll down and click “Create Category”.

Add new category

Parent category: Top

Category name: Category John Doe

Category ID number:

Description: Add a description for your category here.

Create category Cancel

6. You should now see your newly created category at the bottom of the Course Categories list. You might also see the categories which were just created by your colleagues also doing this course. This displays the fact that there is only one Moodle server which all of you access at the same time.



7. To create subcategories, again select “Create new category”. This time, select your top level category as the Parent category and type the name “Subcategory 1 “ and your name, eg. “Subcategory 1 John Doe”. Type a description, scroll down and select “Create category”. Repeat this process for Subcategory 2.

Add new category

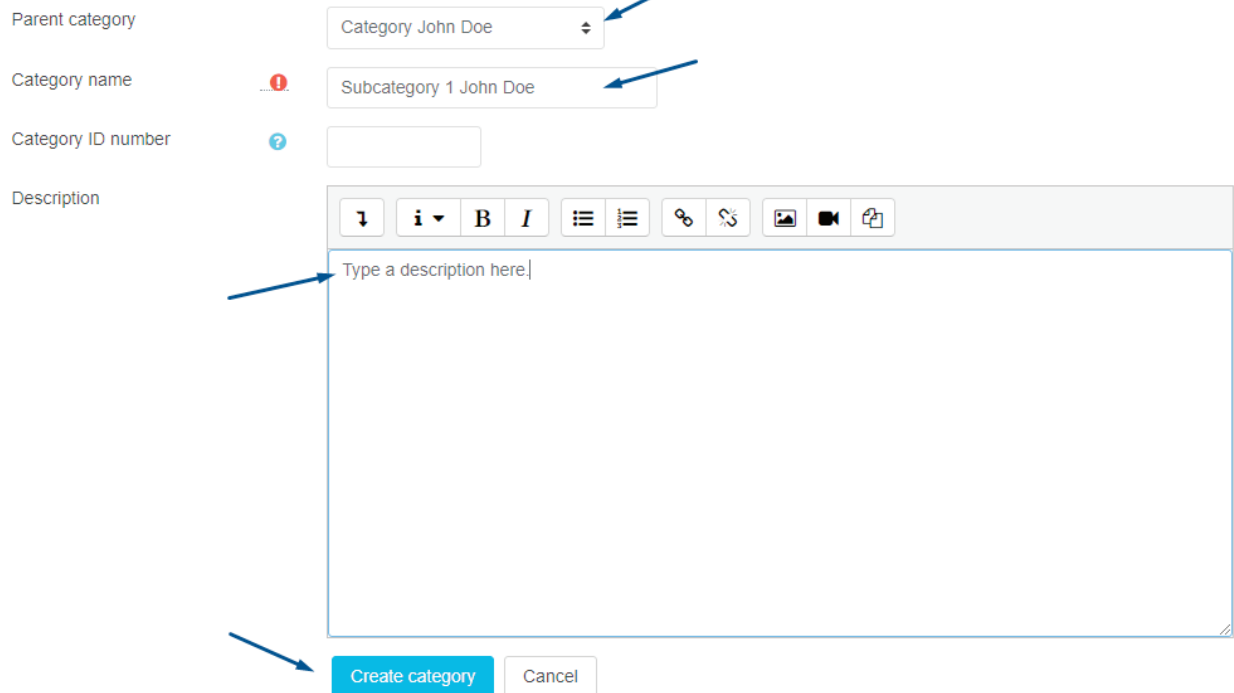
Parent category

Category name

Category ID number

Description

Type a description here|



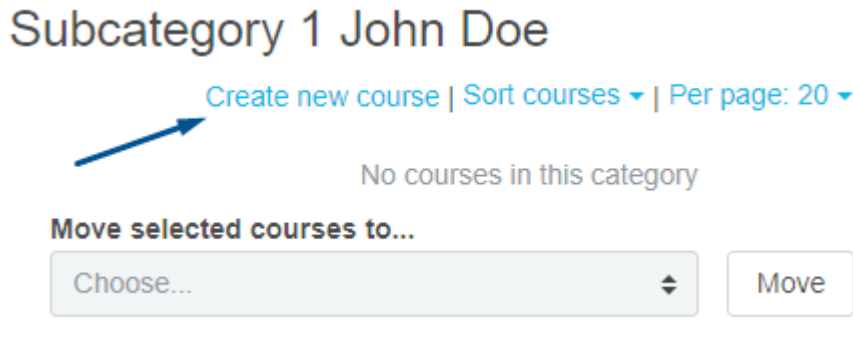
8. Your category tree should now include the newly created categories. Please note that you can make the tree as deep as needed to properly structure your courses in their different categories for easy navigation.



2.2 Creating a new course

Once our course structure is set up, we will create a new course. You can think of a course as a selection of lessons which fit together. This could be a subject, or even a term per subject. We will look at the recommended course structure in the next section.

1. Click on your first subcategory, "Subcategory 1 <your name>". On the right hand side of the screen, select "Create new course".



2. Type a name for your course, for this exercise we will call it "Course <your name>", eg. "Course John Doe". The course short name is the name that will be displayed at the top of the screen in the breadcrumbs for easy navigation. You can type your name and surname here without spaces. Ensure that the course category is correct. Lastly, uncheck the "Enable" checkbox in the field, "Course end date". This option is used if you want your course to be available for only a limited period of time.

Add a new course

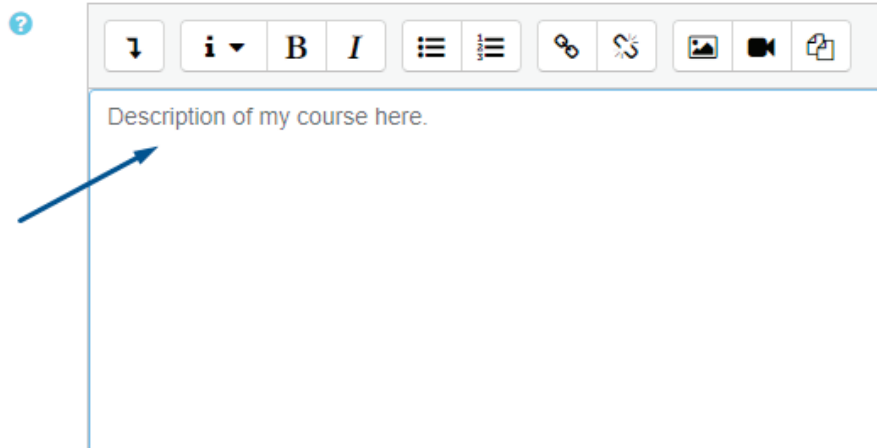
▼ General

Course full name	! ?	Course John Doe
Course short name	! ?	johndoe
Course category	?	Category John Doe / Subcategory 1 John Doe ▾
Course visibility	?	Show ▾
Course start date	?	19 ▾ September ▾ 2017 ▾ 📅
Course end date	?	19 ▾ September ▾ 2018 ▾ 📅 <input type="checkbox"/> Enable
Course ID number	?	

3. Type a description for your course. This will give users a better understanding of the reason and content of your course. You can also add media here like pictures or video clips. We will learn how to do that in the “Moodle Courses and Lessons” chapter of this course.

▼ Description

Course summary



4. Expand “Course format” and select the number of sections you want to have in your course. Don’t worry too much if you don’t know at this stage how many topics you will have. You can always add topics later. For a normal Term subject course, we will have 10 topics, one for each week in the term. Choose 10 for the Number of sections now.

▼ Course format

Format



Topics format



Number of sections

4



Hidden sections



Hidden sections are shown in collapsed form



Course layout



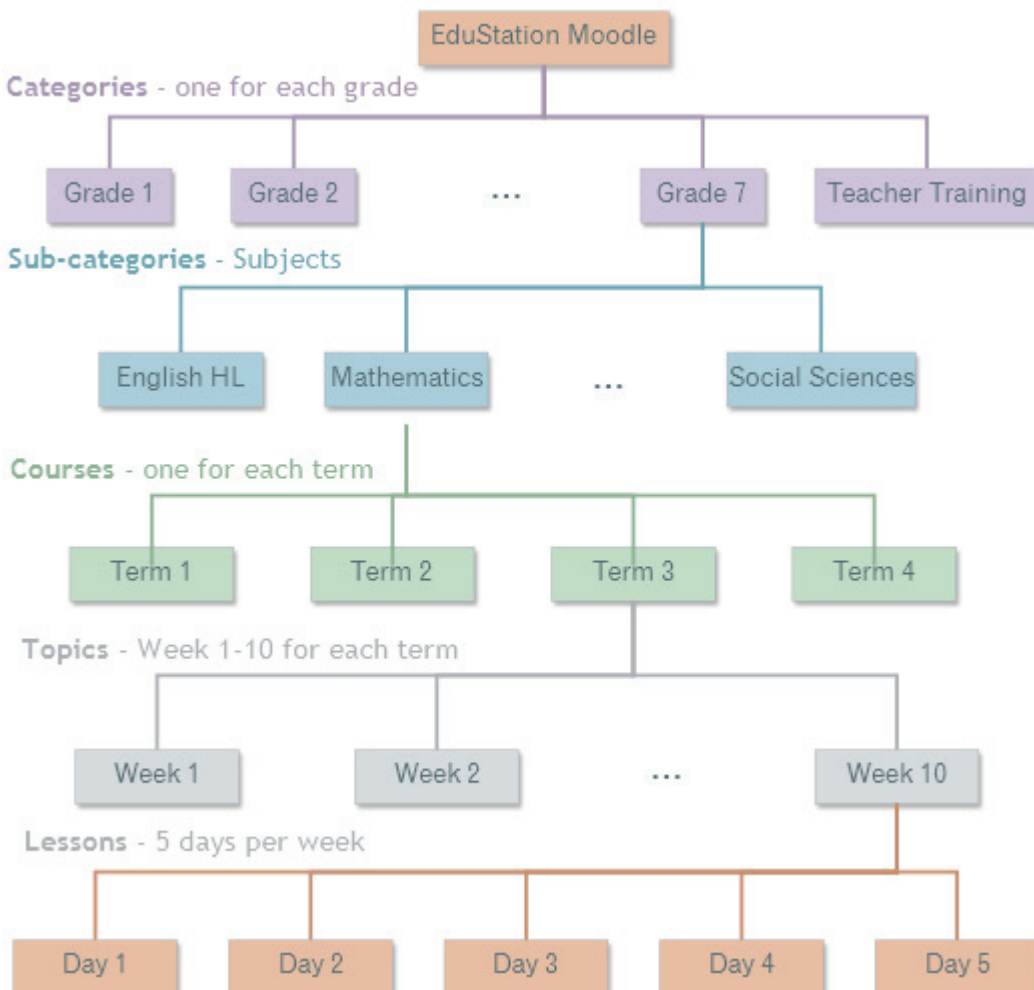
Show all sections on one page



- This is all we need for now. Scroll down and click “Save and return”. Ensure your new course was created in the correct subcategory. We will learn how to add content to the course in the next few chapters.

2.3 Recommended course structure for SA Schools

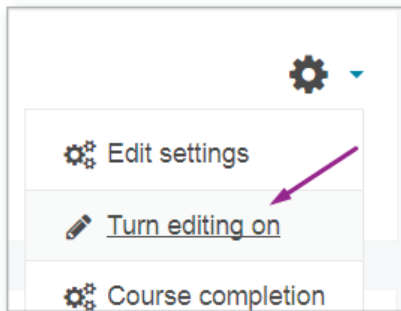
The following course structure should already be set up on the Moodle server. It is the structure recommended for use in South African schools.



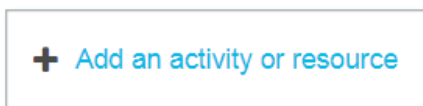
3. Moodle Courses and Lessons

3.1 Creating new lessons inside a course

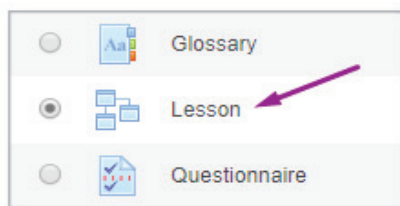
1. Log into Moodle and navigate to the correct week.
2. If editing is not yet enabled, enable it with “Turn editing on”.



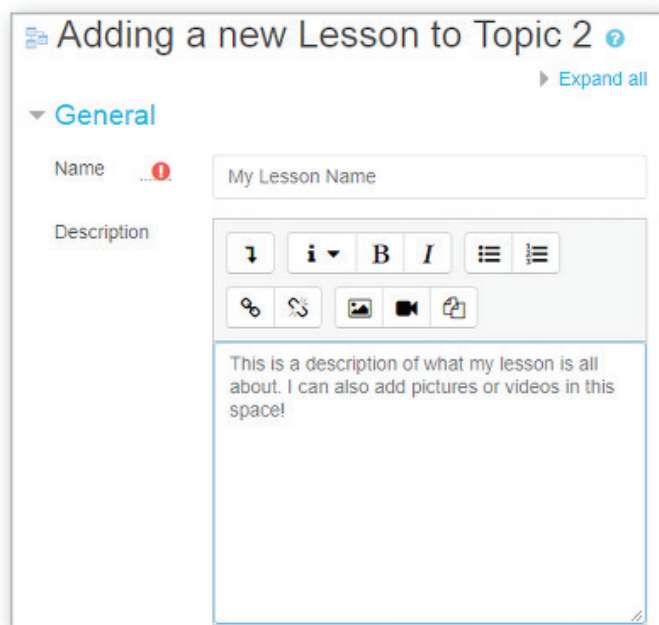
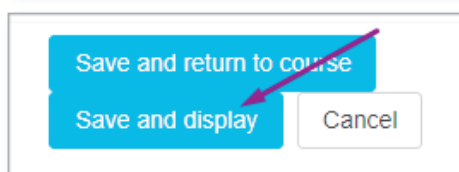
3. Click “Add activity / resource”.



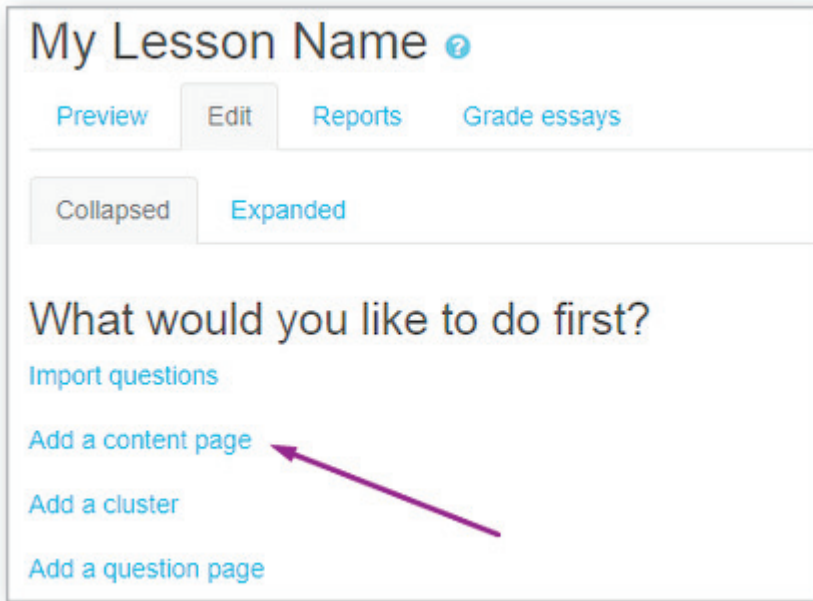
4. Select “Lesson” and click “Add”.



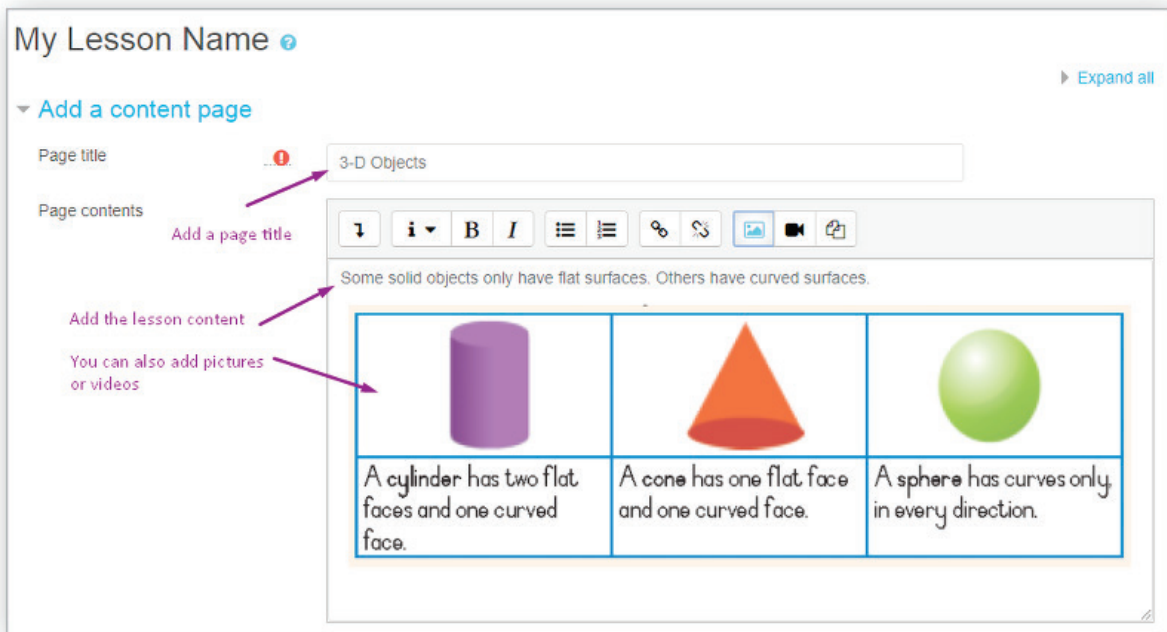
5. Complete the lesson Name and Description. Then scroll down to select “Save and display”.

A screenshot of the Moodle form for adding a new lesson. The title is 'Adding a new Lesson to Topic 2'. Under the 'General' section, there is a 'Name' field with the text 'My Lesson Name' and a 'Description' field with a rich text editor. The rich text editor contains the text: 'This is a description of what my lesson is all about. I can also add pictures or videos in this space!'. There are icons for bold, italic, list, and link above the text area.

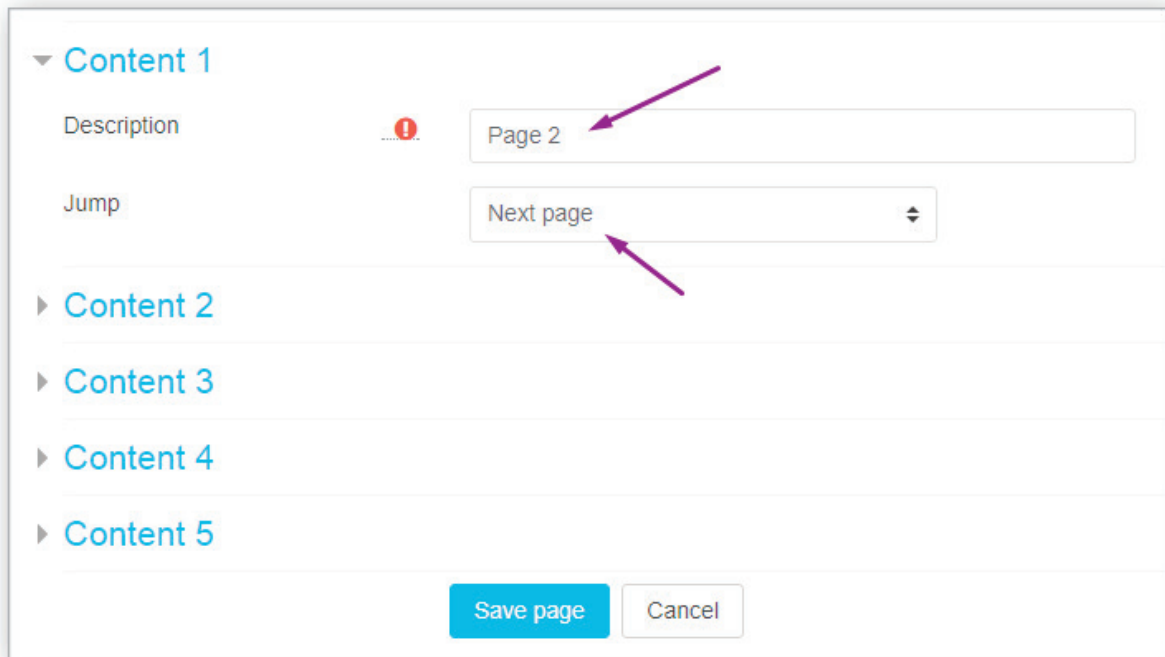
6. Normally the first thing you would want to do, is add a content page. Select this option now.



7. Add a title for your page and add the lesson content. Try to add as much detail for the learners as possible. You can also add pictures or video content to help the learner understand the topic.



8. The content blocks at the bottom of the page can be used to navigate to more content pages. You need to fill in at least one of these, Content 1. The easiest way to use these blocks, is to simply enter “Page 2” or “Next page” and select “Next page” from the drop down list.



▼ Content 1

Description ! Page 2

Jump Next page

▶ Content 2

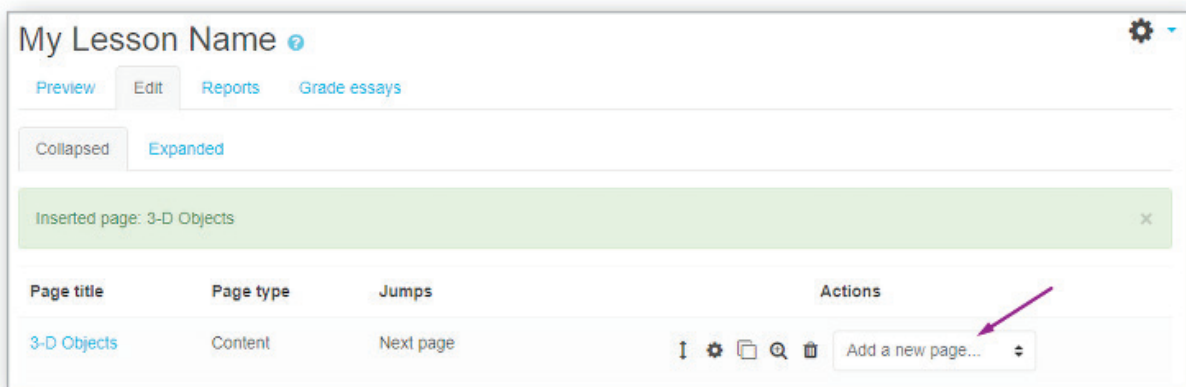
▶ Content 3

▶ Content 4

▶ Content 5

Save page Cancel

9. Select “Save page” if you are happy with your lesson content.
10. You will now see your new page added. Use “Add a new page...” to add as many pages as needed.



My Lesson Name ⚙️

Preview Edit Reports Grade essays

Collapsed Expanded

Inserted page: 3-D Objects ✕

Page title	Page type	Jumps	Actions
3-D Objects	Content	Next page	⌵ ⚙️ 📄 🔍 🗑️ Add a new page... ⌵

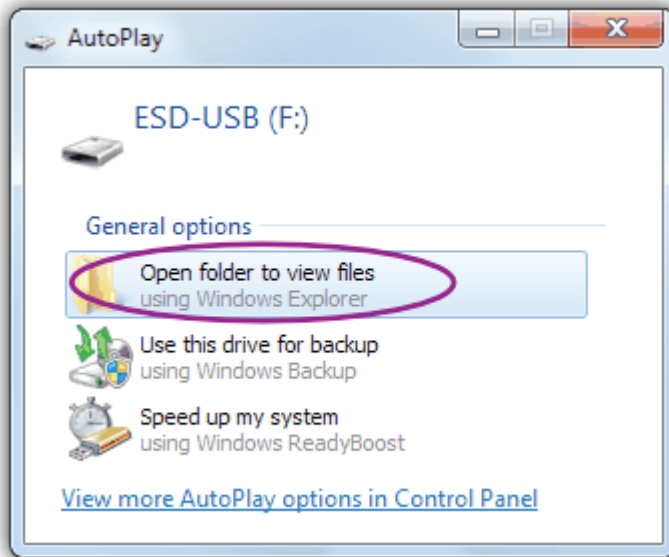
3.2 Lesson parts

3.3 Editing and adding content to an existing lesson

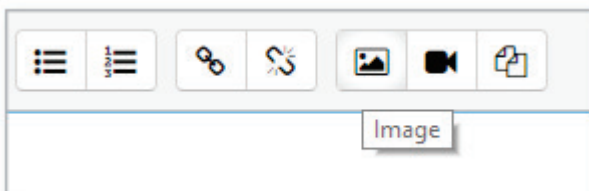
3.4 Adding a picture to a lesson

1. Navigate to your week’s “Lesson content” page.
2. To add a picture, you will first need to get the picture on the computer’s hard drive. Plug your USB stick into the computer.

3. The USB explorer window might pop up, or a window asking you what to do. Choose “Open folder to view files”.



4. Create a folder with your name in the directory, “C:\EduStationFiles\<Your name>”. Copy your picture or video to this folder.
5. Back on your Moodle course, select Image > Browse Repositories > Browse. Click on Home > EduStationFiles > (Your name) and select the file you want to add as a picture. Click “Open”.
6. Select the course and lesson for which you would like to add content. Select Image > Browse Repositories > “Browse” or “Choose File”. Click on Home > EduStationFiles > (your name) and select the file you want to add as a picture. Click “Open” and “Upload this file”.



7. Ensure the correct file name appears on the “File picker” screen and click “Upload this file”.

Attachment

Moodle host...e cloud.png

Save as

Author

Petra Kritzinger

Choose license

All rights reserved

8. In the “Image properties” window, check “Description not necessary” and select “Save image”.

Image properties

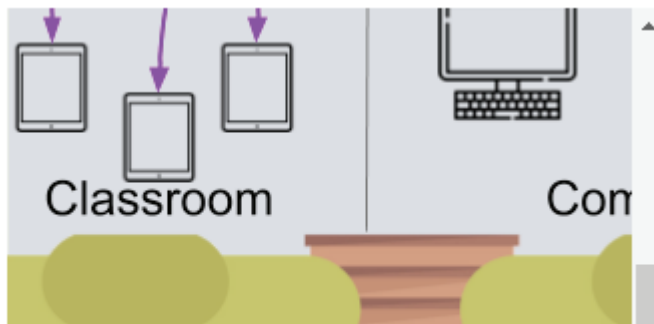
Enter URL

Describe this image for someone who cannot see it

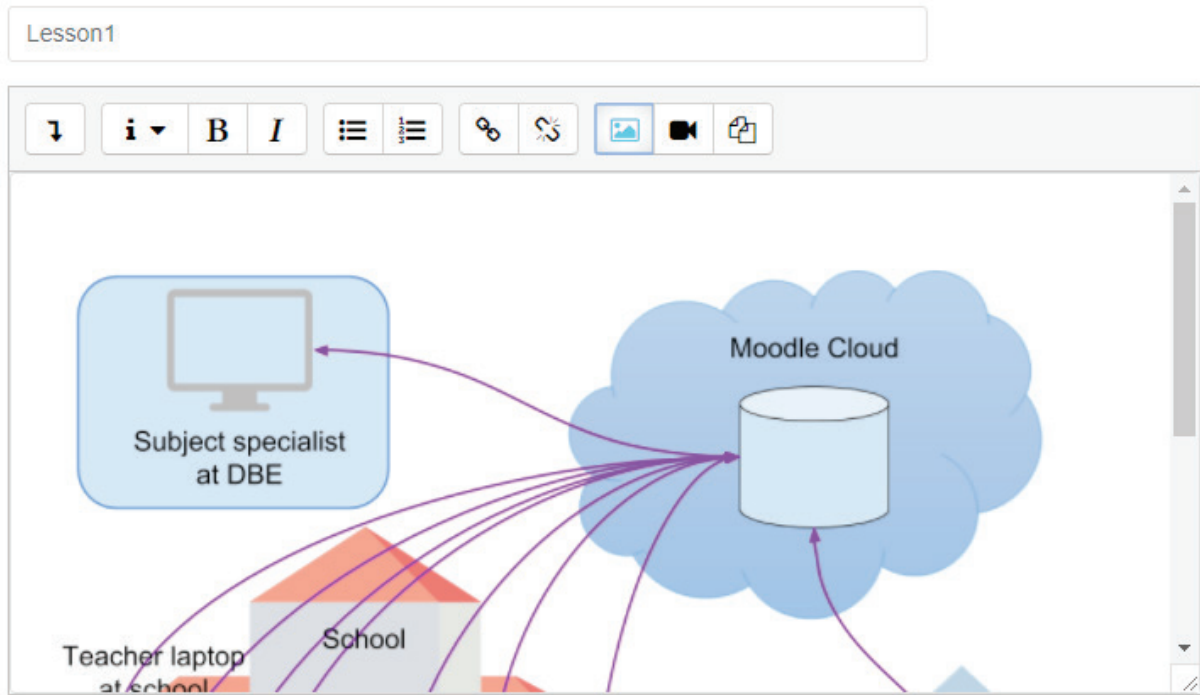
Description not necessary

Size x Auto size

Alignment

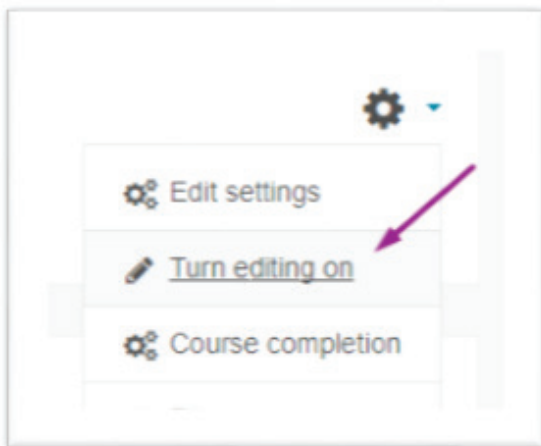


9. Your image will be added to your lesson content.

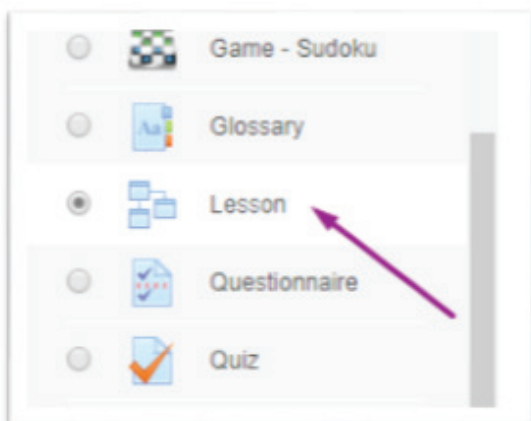


3.5 Adding a video to a new lesson

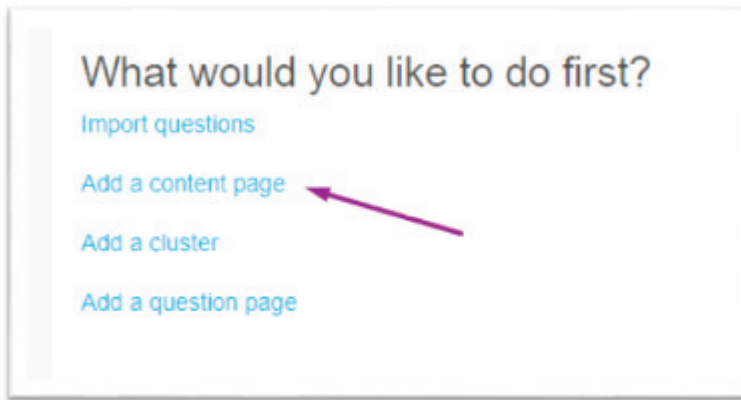
1. Follow the first four steps of the previous section to copy your video to the local computer.
2. On the course page, select "Turn editing on".



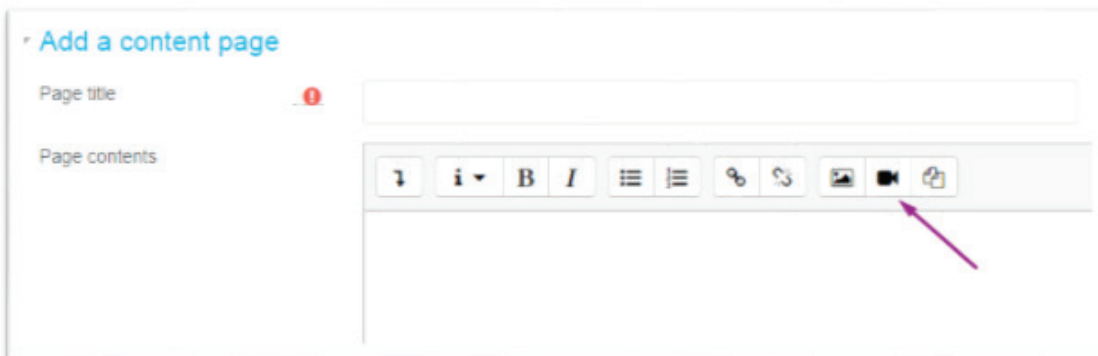
3. Select "Add an activity or resource". Select "Lesson".



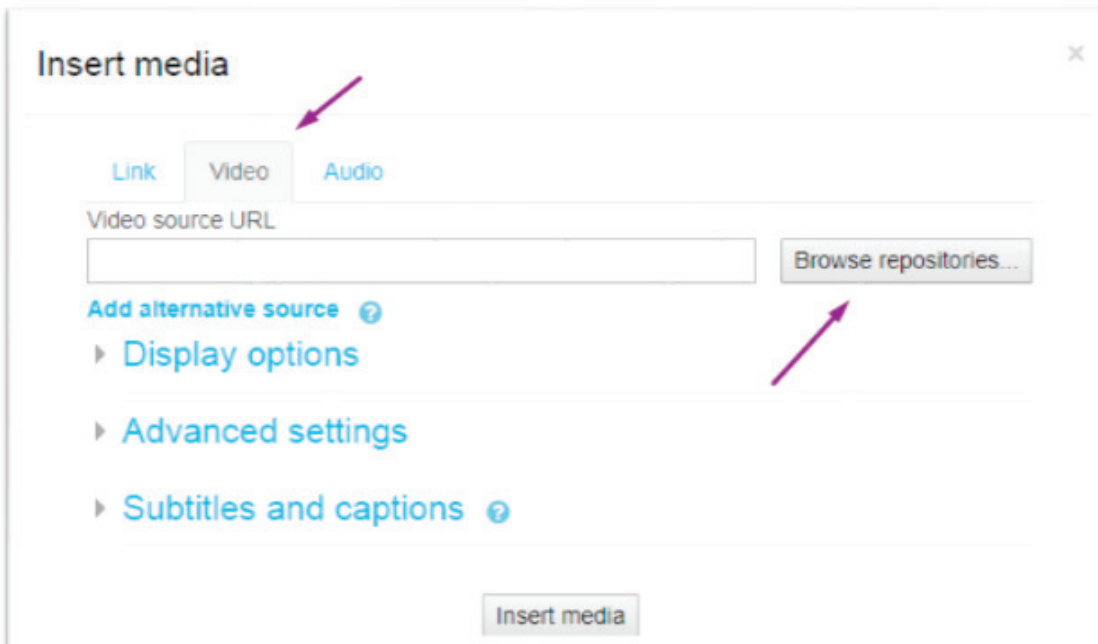
4. Type a name and select “Save and display”. Select “Add a content page”.



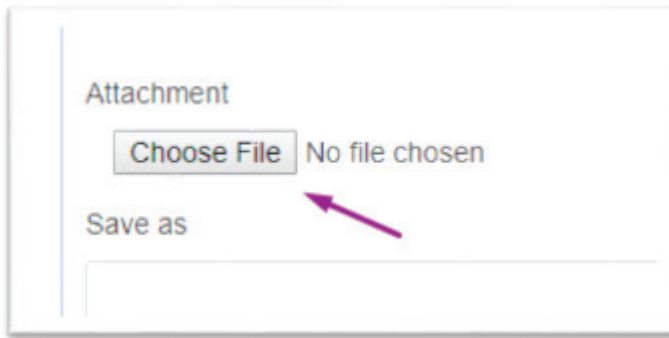
5. Type a page title. In the Page contents field, select the video button.



6. Select Video and Browse repositories.



7. Select Choose File.

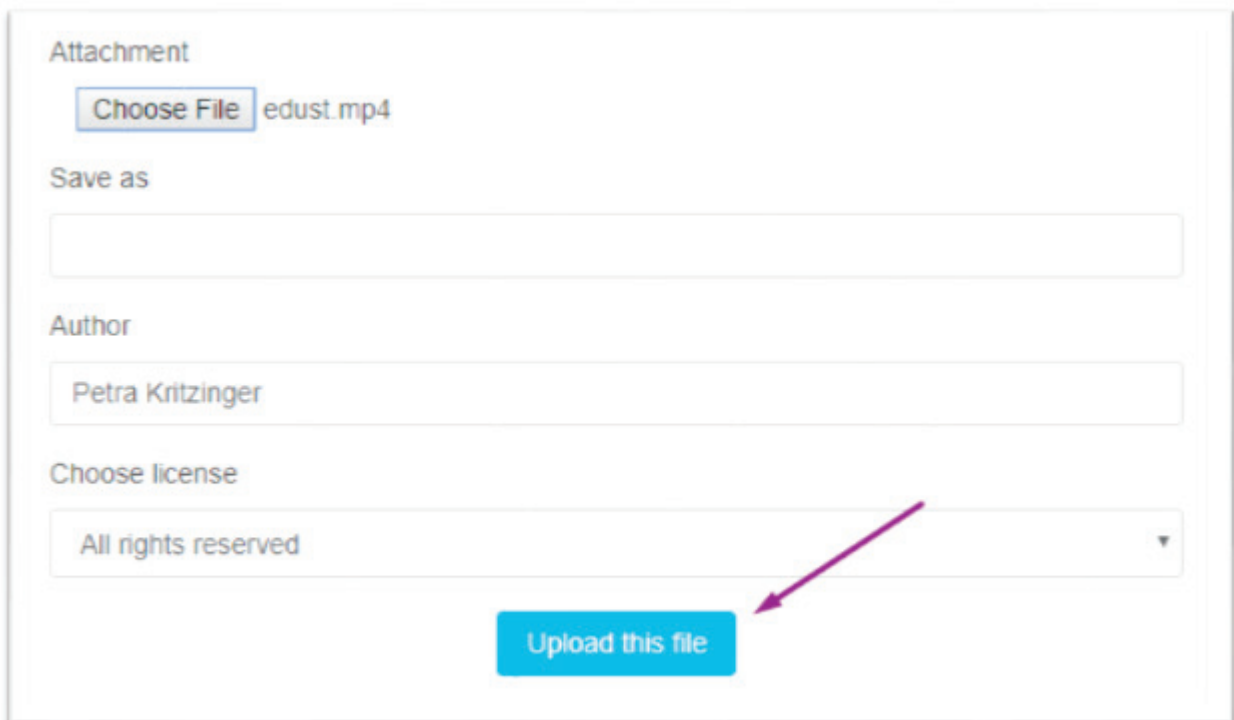


Attachment

No file chosen

Save as

8. Select the video from your file system and click "Open". Then click "Upload this file".



Attachment

edust.mp4

Save as

Author

Choose license

9. The video file should upload and will play when the student opens this lesson page.

4. Moodle Quizzes

4.1 Why should I use a quiz?

We are very excited to introduce the Moodle Quiz to you! This really has the potential to make your work as teacher much easier, as well as a lot less time consuming. Because, guess what,

Moodle marks question papers automatically for you!

Yes, you heard correctly! No more marking of test papers!

So what's the catch?

The only catch is that you have to use it! After this lesson you have the power to decrease your workload dramatically!

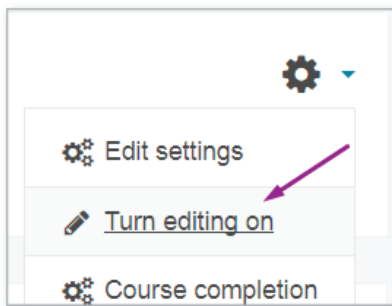


4.2 Creating a new Quiz

In order to add questions to a test, a quiz must first be created. "Quiz" is basically the term that Moodle uses for a test. You can add a quiz anywhere inside a course. You can even reuse a quiz which was previously created. The procedure for this will be explained later in this chapter.

In order to create a new quiz, the following steps must be followed:

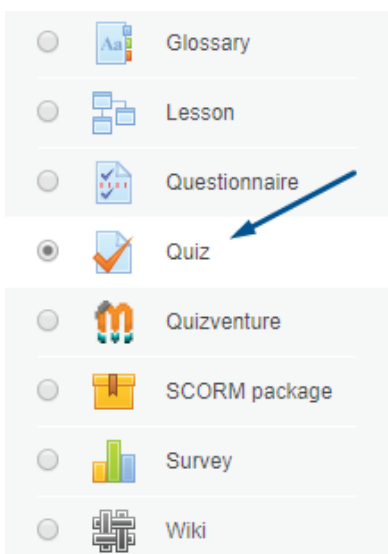
1. Navigate to the course where you need the quiz added.
2. Select "Turn editing on" from the settings menu.



3. Find the correct place in your course where the quiz must be added. Select "Add an activity or resource".



4. From the "Add an activity or resource" popup menu, select "Quiz".



5. Give your quiz a name and description. This is really all that is needed, and you can simply save the quiz now and start adding questions (see the next section). The rest of this section will focus on additional settings, like setting a time limit and specifying the grades needed to pass the test.

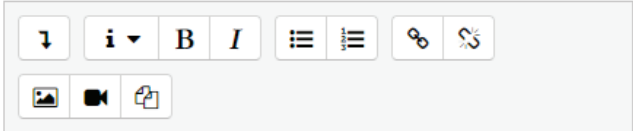
Adding a new Quiz to Week 2 ?

[Expand all](#)

▼ **General**

Name ... !

Description



Display description on course page ?

6. If you want this to be a time test, you can specify the time limit under the heading, “Timing”. First expand the “Timing” section, enable a Time limit and then type the limit in minutes. The advantage of a Moodle time test, is that each student’s time countdown will start immediately when they start the test. If one student starts ahead of another, they will still both have the same time limit to complete it.

When you specify a time limit, the following steps are taken to ensure quizzes are completed within the time limit specified:

- A countdown timer is shown in the quiz navigation block
- When the timer has run out, the quiz is submitted automatically with whatever answers have been filled in so far
- If a student manages to cheat and goes over the allotted time, no marks are awarded for any answers entered after the time ran out

You have three options of what happens when the time limit is up. Simply make your choice in the dropdown menu:

- Open attempts are submitted automatically (This is the default)
- There is a grace period when open attempts can be submitted, but no more questions answered
- Attempts must be submitted before time expires, or they are not counted

If you choose the grace period option, you can check the “Submission grace period” checkbox and specify the extra time learners will have after the time is up.

▼ **Timing**

Open the quiz ? 18 September 2017 22 41

Enable

Close the quiz ? 18 September 2017 22 41

Enable

Time limit ? 5 minutes Enable

When time expires ? Open attempts are submitted automatically

Submission grace period ? 1 days Enable

7. Expand the “Grade” section. You can specify the Grade needed to pass the test. This must be specified in real grades, not as a percentage. Eg. if the t This will later help you when viewing the gradebook, where pass grades are highlighted in green and fail grades in red.

Another option By default, students are given unlimited attempts to the quiz. That means that if they fail the first time, they can submit another attempt. You have a number of different options here:

- a. Only allow students one attempt at the quiz.

In “Attempts allowed”, select 1 from the dropdown menu.

▼ **Grade**

Grade category ? Uncategorized

Grade to pass ?

Attempts allowed ? 1

Grading method ? Highest grade

- b. Allow students more attempts, and choose their highest score to be recorded for their grade.
- c. Allow students more attempts, and choose the average score to be recorded for their grade.
- d. Allow students more attempts, and choose the first or the last score to be recorded.

▼ **Grade**

Grade category ? Uncategorized

Grade to pass ?

Choose amount of attempts

Attempts allowed ? 5

Grading method ? Highest grade

Layout ? Make your selection here

Highest grade

Highest grade

Average grade

First attempt

Last attempt

8. Expand the Layout section. You can choose to have each question on a new page, or display more than one questions per page. You can also set the navigation method to “Sequential”, which means students won’t be able to skip to a question or go back to a previous question.

Layout

New page ? Every question

Navigation method ! ? Sequential

9. Expand the “Appearance” section. One option you might want to change in here is to display the grades without decimal places. This appears much neater. Only keep this on 2 if you need to take decimals into account when calculating grades.

Appearance

Show the user's picture ? No image

Decimal places in grades ? 0

10. Select “Save and display”. You will now see your newly created quiz. It doesn’t contain any questions yet, we will create different types of questions in the next few sections of the course.

Save and return to course Save and display Cancel

General knowledge quiz



This test measures a student's general knowledge on the subject.

Attempts allowed: 5

Time limit: 5 mins

Grading method: Highest grade

No questions have been added yet

Edit quiz


















Back to the course

11. In order to start adding questions to the quiz, select “Edit quiz”.

4.3 Types of questions

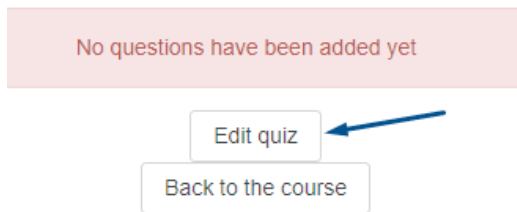
Moodle contains a vast selection of question types to add to a quiz. It is of course not possible to auto-mark all types of questions. Something like an essay or a complex maths sum would still need to be marked manually. However, using these question types, a lot of knowledge can already be tested.

This table contains a list and description of all types of questions. We will not discuss all of them in detail, but you are welcome to experiment with these question types. The ones described in detail in this chapter are highlighted in green.

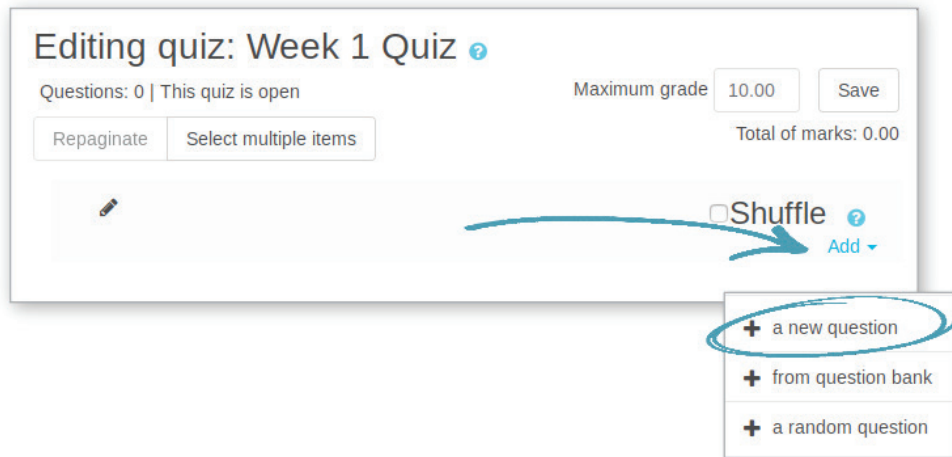
Question Type	Description
 Multiple choice	With the Multiple Choice question type you can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and weight individual answers.
 True / False	In response to a question (that may include an image), the respondent selects from two options: True or False.
 Matching	A list of sub-questions is provided, along with a list of answers. The respondent must “match” the correct answers with each question.
 Short answer	In response to a question (that may include an image), the respondent types a word or phrase. There may several possible correct answers, with different grades. Answers may or may not be sensitive to case.
 Numerical	From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set.
 Essay	This allows students to write at length on a particular subject and must be manually graded. It is possible for a teacher to create a template to scaffold the student’s answer in order to give them extra support.
 Calculated	Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.
 Calculated multichoice	Calculated multichoice questions are like multichoice questions with the additional property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken.
 Calculated simple	Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by the use of wildcards (i.e {x} , {y}) that are substituted with random values when the quiz is taken.
 Drag and drop into text	Students select missing words or phrases and add them to text by dragging boxes to the correct location. Items may be grouped and used more than once.
 Drag and drop markers	Students drop markers onto a selected area on a background image. Unlike the Drag and drop onto image question type, there are no predefined areas on the underlying image that are visible to the student.
 Drag and drop onto image	Students make selections by dragging text, images or both to predefined boxes on a background image. Items may be grouped.
 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.
 Freehand Drawing	Freehand Drawing is a question type for Moodle which allows examinees to draw their solution in a quiz. The plugin for this question type must be installed separately. Please refer to the section on Plugin installation.
 Gapfill	The gapfill question type allows the creation of questions with multiple answers by using special characters. For example The [cat] sat on the [mat] will create a question with two gaps where the answers are cat and mat. The plugin for Gapfill must be installed separately. Please refer to the section on Plugin installation.
 Random short-answer matching	From the student perspective, this looks just like a Matching question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category.
 Select missing words	Students select a missing word or phrase from a dropdown menu. Items may be grouped and used more than once.

4.4 Add a new Gap-fill question

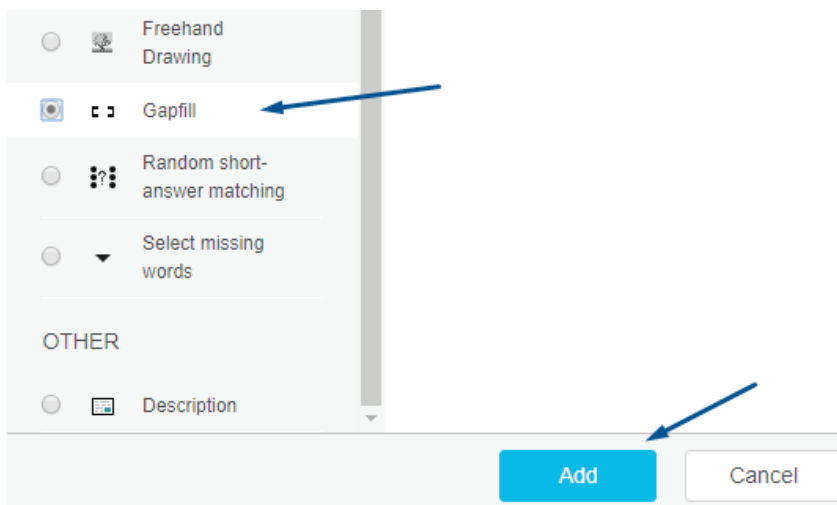
1. Navigate to the course and quiz that you have created in the previous chapter. When the quiz opens, select “Edit Quiz”.



2. We will start by adding a question. Click on the “Add” arrow and select “a new question”.



3. From the question type list, select “Gapfill” and click “Add”.



4. Type a name for the new question.

Adding a Gap Fill Question. ?

General

Category

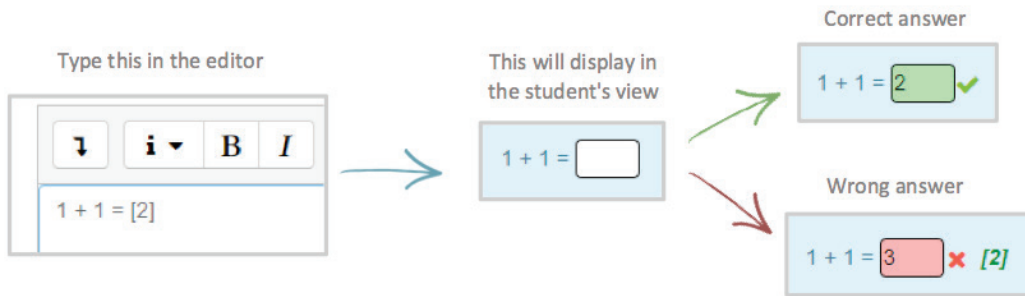
Question name

Question text

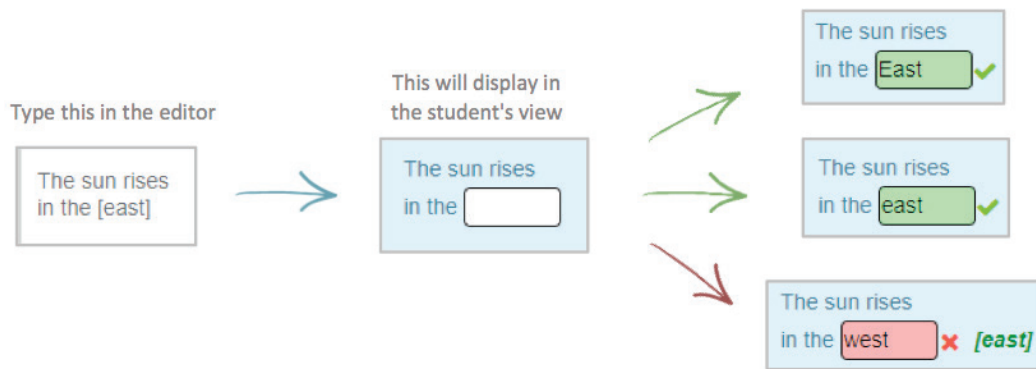
i **B** **I**

5. The Question text box is where all the magic happens. You can add pictures with text, or simply text. The most important rule for Gapfill is whenever you want to display a gap (textbox) which must be filled by the student with an answer, you type square brackets with the correct answer inside. In other words, put square braces around the missing words or numbers.

Here is an example of how this question will work:



You can also use this question to fill in missing words. By default the marking will not be case sensitive. Have a look at the following example:



5. Three options exist for completing the gaps: dragdrop, gapfill and dropdown. These options can be selected by expanding the "More Options" topic.

▼ **More Options.** ←

Delimit characters ?

Display Answers ?

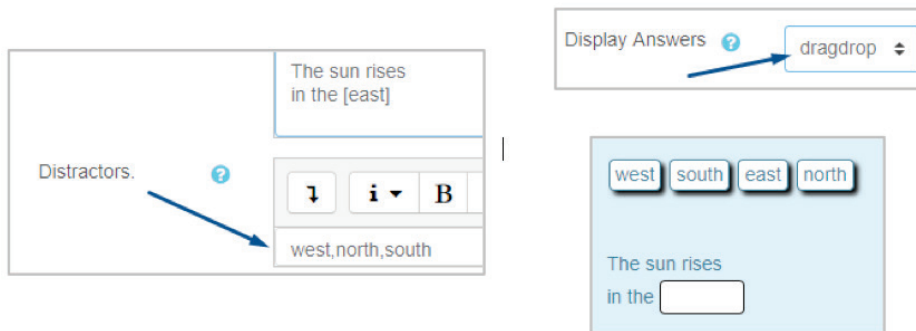
- gapfill
- dragdrop
- gapfill ze ?
- dropdown

Options after text ?

The explanation of the different options can be explained as follows:

a. Dragdrop

In dragdrop mode, options will be displayed in the top and students can use the mouse to drag the answers from a displayed list into the matching field. More (incorrect) options can be added in the “Distractors” field which will also be displayed together with the correct answer.

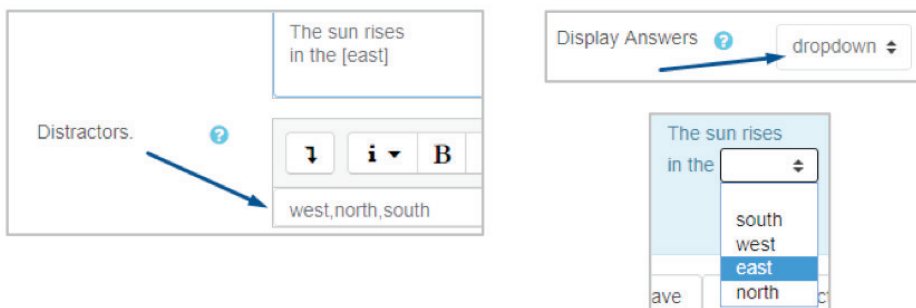


b. Gapfill

Gapfill mode is the normal setting where answers can be typed in by the student. No options will be displayed, simply the textbox is displayed.

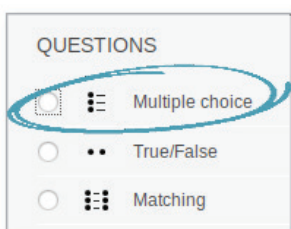
c. Dropdown

Dropdown is similar to Dragdrop, in that different options are displayed from which the student can choose. In dropdown mode, a drop down list is supplied. Distracting options can again be supplied in the “Distractors” field.

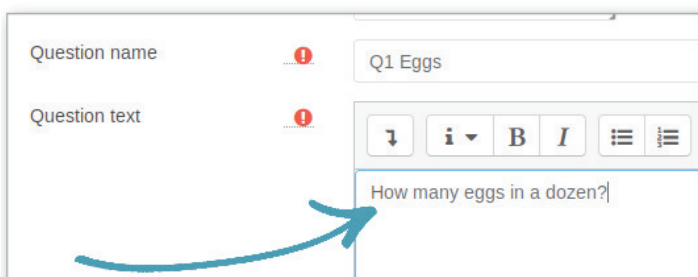


4.5 Add a new Multiple Choice question

1. Add another new question to your quiz.
2. Select “Multiple choice” question type and click “Add”.



3. Type a name for the question and the question itself. You can also add pictures.



4. We now need to add some choices to the multiple choice question. One of these answers should be the correct one. *Important: Take care to only type in the "Choice" spaces, and not in the "Feedback" spaces!*

The screenshot shows the 'Answers' section of a question editor. It contains three choice options, each with a text input field, a grade dropdown, and a feedback text area. Choice 1 has the value '3' and is labeled '1st Choice'. Choice 2 has the value '6' and is labeled '2nd Choice'. Choice 3 has the value '12' and is labeled '3rd Choice'. The feedback field for Choice 1 contains the text 'Don't write here!'.

5. Identify the correct answer and change the "Grade" underneath it to 100%. Click "Save Changes".

This close-up shows the 'Choice 3' section. The 'Grade' dropdown is set to '100%'. A blue arrow points to the 'Grade' field.

6. That's it! We'll preview the question later!

4.6 Add a new True/False question

1. Repeat the steps in the previous exercise, but this time select "True/False" question type.

The screenshot shows the 'QUESTIONS' menu with three options: 'Multiple choice', 'True/False', and 'Matching'. The 'True/False' option is selected and circled in blue.

2. Again type the question name and the question itself - this time a True / False type question.

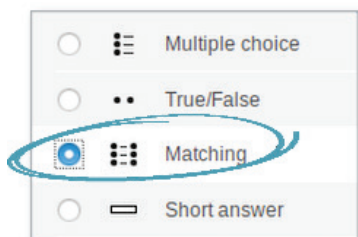
The screenshot shows the question editor. The 'Question name' field contains 'Q2 Sun Moon'. The 'Question text' field contains 'True / False: The moon is larger than the sun.'.

3. Scroll down to “Correct answer” and specify whether the correct answer is True or False. Click Save Changes. You should now have two questions in the quiz.

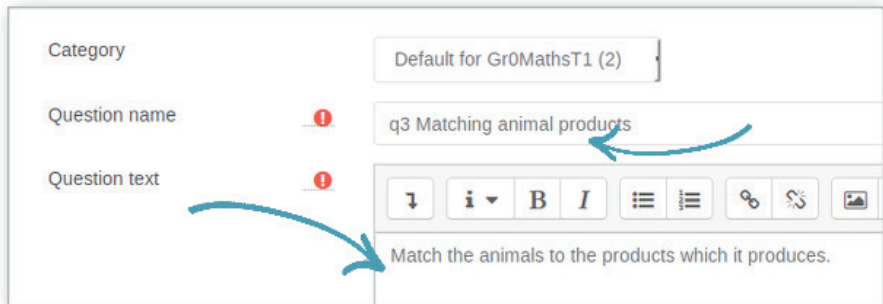


4.7 Add a new Matching question

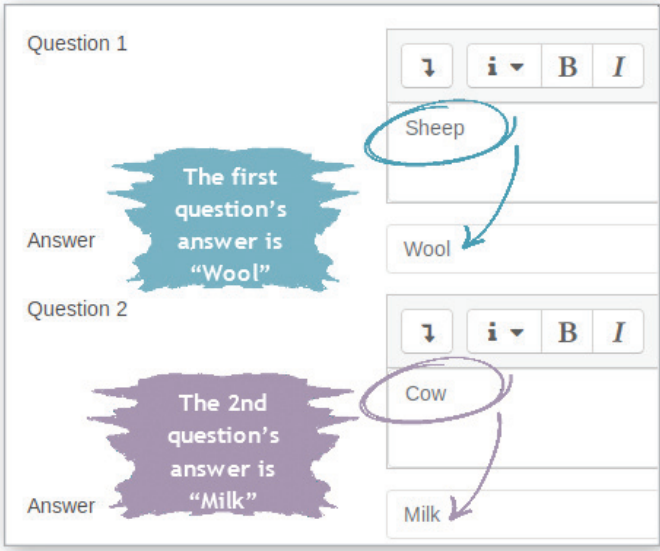
1. Again repeat the steps in the previous exercise. This time we add a “Matching” question type. This is a question where a list of items must be matched to another list of items.



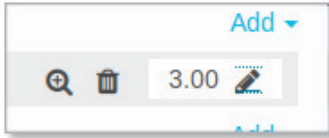
2. Type the question name and the question.



3. Type a few questions and their answers. You need at least two questions and three answers. Click “Save Changes”.

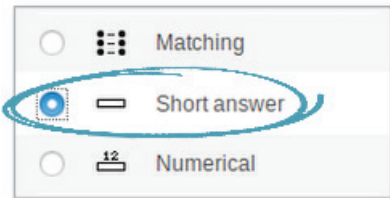


- On the question list page, change the maximum mark for this question to the amount of questions you have. Eg. If you had three questions, the mark should be 3.

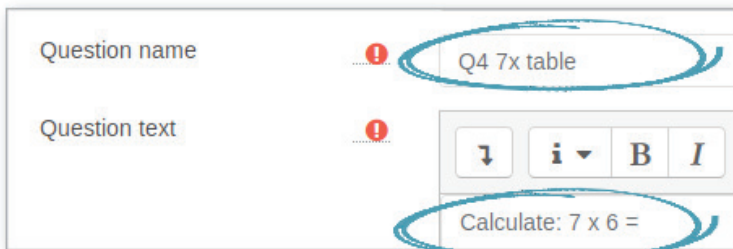


4.8 Add a new Short Answer question

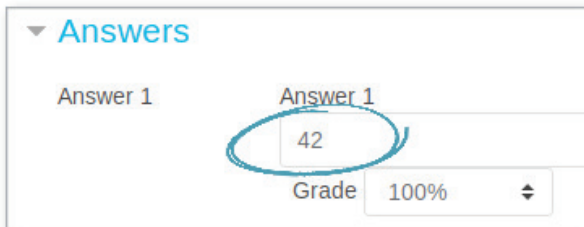
- Again repeat the steps in the previous exercise. This time we add a “Short answer” question type. This is a question where the answer must be exactly correct.



- Add a question name and question text.



- Type the correct answer and assign a grade of 100%. You can specify multiple correct answers. Eg. if there are more than one ways of spelling something (eg. snowflake and snow flake). You can also specify answers that would get the student 50%. Eg. If the answer is Cecil John Rhodes but you'll give 50% for just Rhodes.



- Select Save Changes again. You should now have four questions with a total of 6 marks (depending on your Matching question score). Continue adding questions until you have 10 marks.
- When you have completed the test, Click Save. You can then click on the lesson you are busy with in the left hand menu. If the menu has disappeared, activate it again with this button.



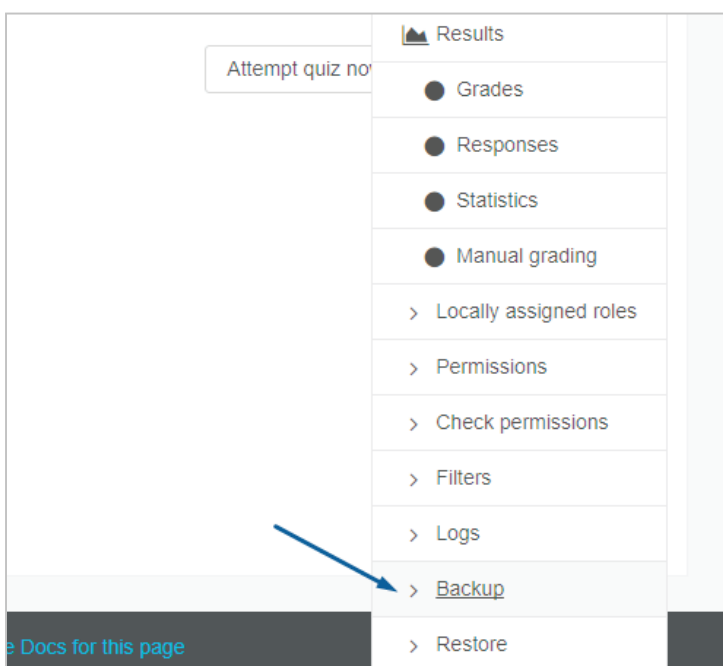
- Once back on the course page, select your quiz and click “Preview quiz now” to see what it will look like to the students. You can now make changes as needed.



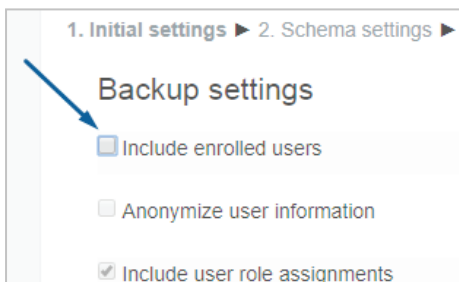
4.9 Reusing a quiz

A quiz can be reused in another course by backing it up and importing it into the other course. Simply follow these steps:

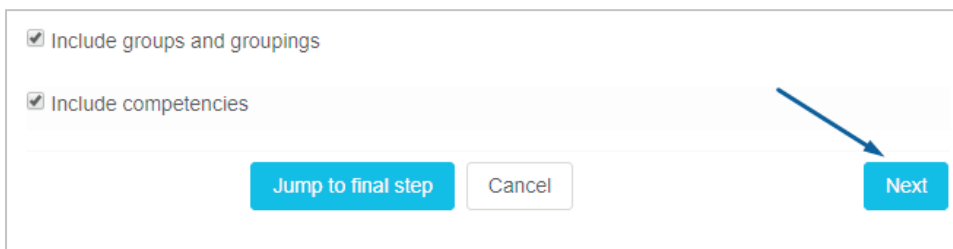
- Open the course and the quiz which you want to reuse. In the settings dropdown menu, select “Backup”. You will need to scroll down a bit, as it is quite close to the bottom.



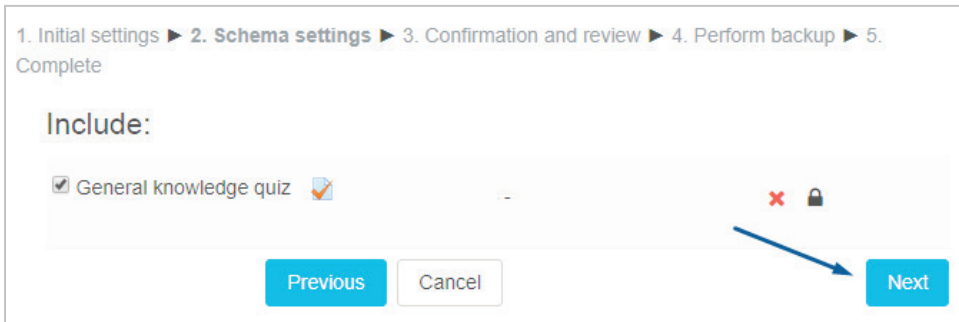
- Uncheck “Include enrolled users”.



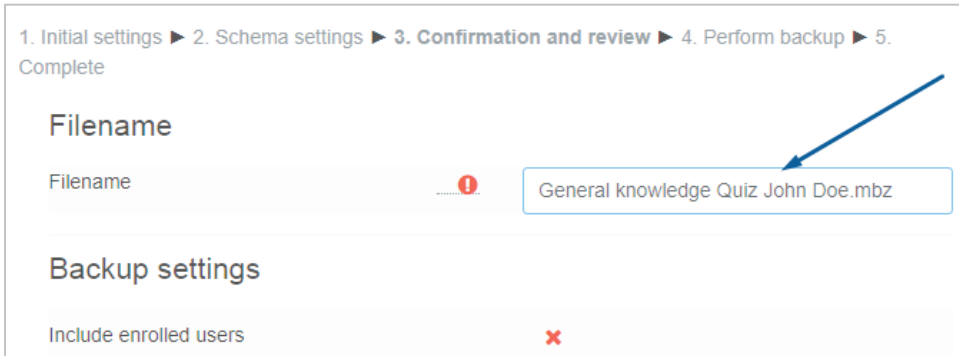
- Scroll down and select “Next”.



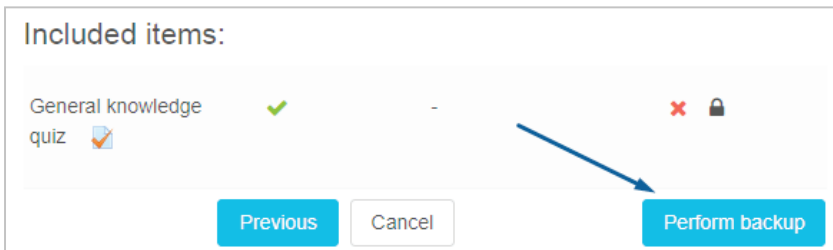
4. On the next screen, simply click “Next”.



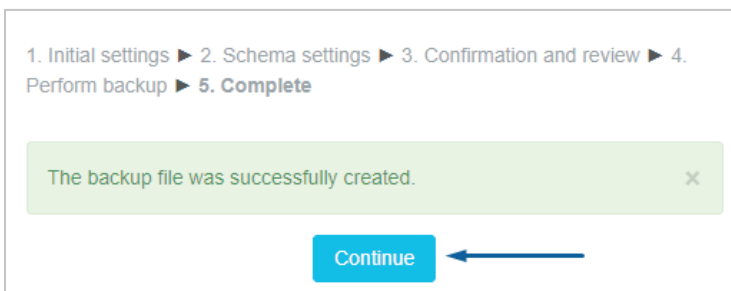
5. On the “Confirmation and review” screen, type a name that will make sense to you. Take care to leave the file extension (the last part of the file name) as “.mbz”.



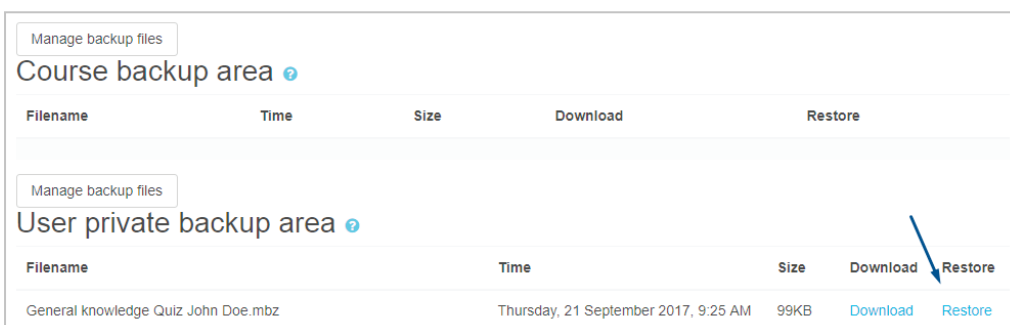
6. Scroll down and select “Perform Backup”



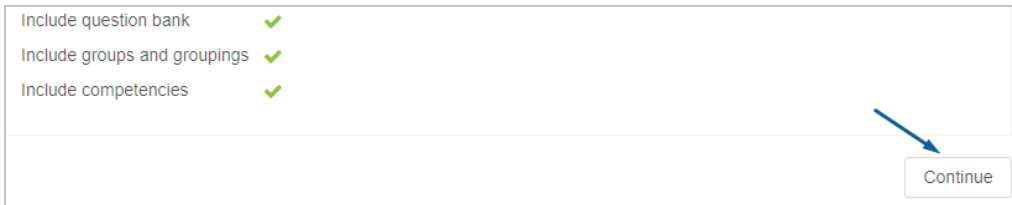
7. You should see a message that the backup file was successfully created. Click “Continue”.



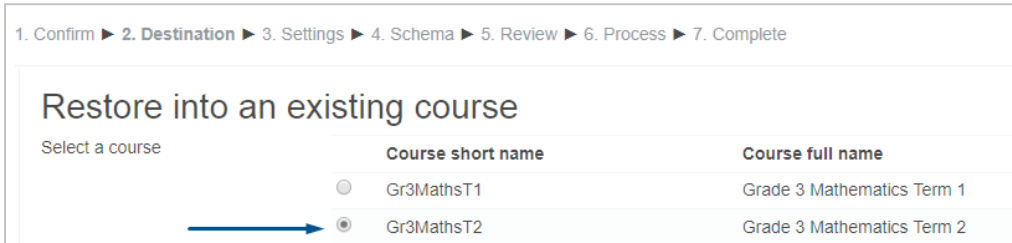
8. The “Restore Activity” screen should open. Scroll down until you see the backup that was just created. It will have the name that you typed on the previous screen. The backup should be the first file under the “User private backup area”. Click on “Restore”.



9. On the Backup details screen, scroll down and select “Continue”.



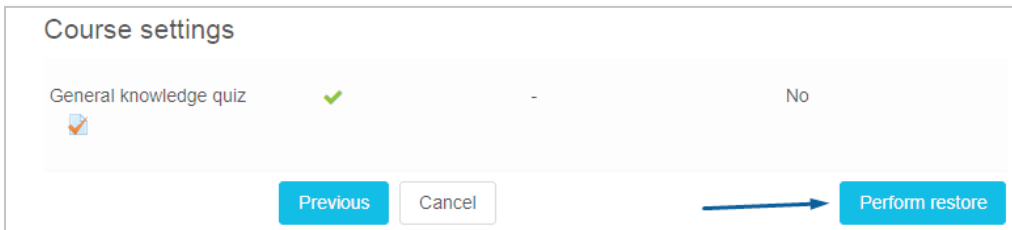
10. On the next screen, the Restore screen, you need to decide into which course you want to copy the quiz. Select the correct course from the list as destination.



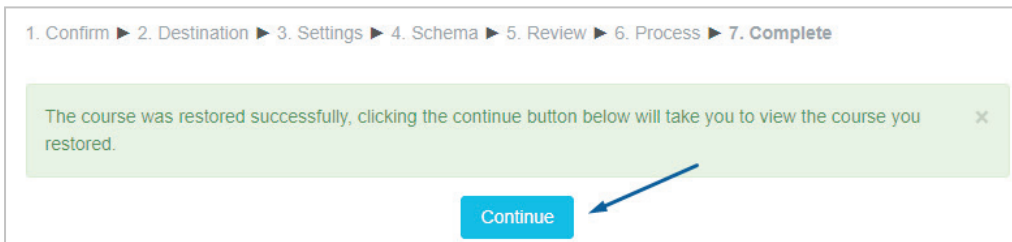
11. Scroll down to the bottom and select “Continue”.



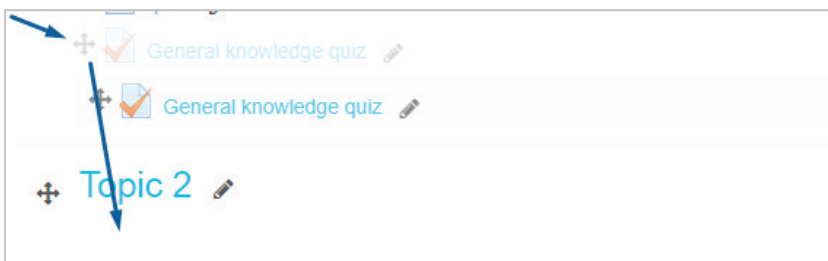
12. Click “Next” on the Restore settings screen, “Next” again on the next screen, and on the “Review” screen, scroll down to the bottom and select “Perform restore”.



13. You should see a message informing you that the course was successfully restored. Click “Continue” and ensure the quiz was restored correctly.



14. If you would like to move the quiz to another place in the course, turn editing on for the course and simply click and drag the quiz to the correct location.

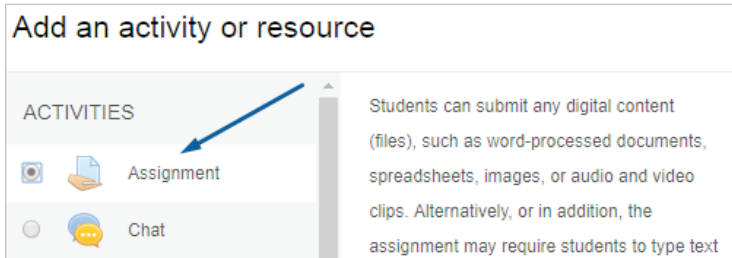


5. More Activities

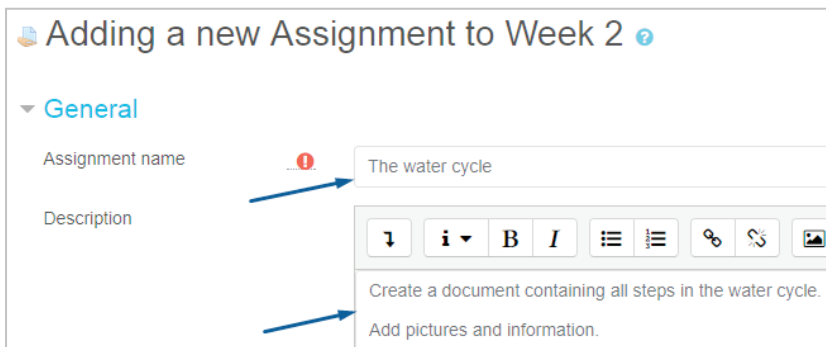
5.1 Adding Assignments

Assignments can be used to communicate homework or tasks/assignments to students. Students can submit their answers via files or online text. Teachers can then grade the work and give feedback on assignments. Follow these steps to add a new assignment:

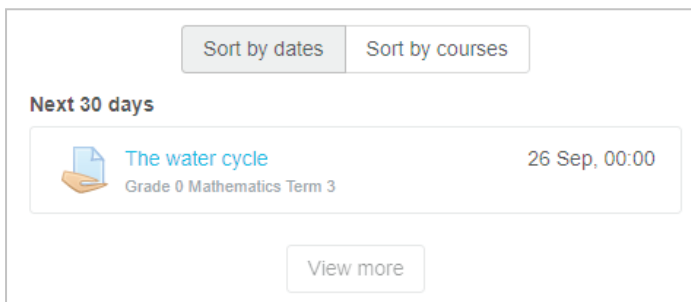
1. Open a course and switch editing on. Add a new Activity / resource and select "Assignment" from the option list.



2. Add a name for the assignment and detailed description. Remember that photos or videos can be added to the assignment description.



When an assignment has been added, the student will see it on their dashboard when they log onto their account. The due date is also displayed:



3. **Additional files** can be added which the student can download and access at home. In the section titled "Additional files", click on the Insert new file button, select choose file and choose the file you want to upload.



When handing out the assignments, instruct students to download the files they will need at home when they cannot access the Local Moodle cloud.

4. In the next section, called “Availability”, teachers can set up the assignment opening date (the first date when students can start submitting answers” as well as the due date for the assignment.

Enabling a “Cut-off date” will prevent students from submitting assignments after this date.

▼ Availability

Allow submissions from		19	September	2017	00	00		<input checked="" type="checkbox"/> Enable
Due date		26	September	2017	00	00		<input checked="" type="checkbox"/> Enable
Cut-off date		19	September	2017	22	35		<input type="checkbox"/> Enable
Remind me to grade by		3	October	2017	00	00		<input checked="" type="checkbox"/> Enable

Always show description

5. Submission types refer to the way student can submit an assignment. There are basically two options: Online text or File submissions.

Online text gives the student the option of entering real-time information directly on Moodle. This is a good option if students will be doing the assignment in class. Please take note that this option is not viable if they need to do it from home, as the local Moodle cloud will not be available there.

File submissions will give students the opportunity to complete their assignment using any other tool, like a word processor or even just a notepad. It is important for students to learn these skills like researching and creating documents in a word processor.

Select the type of submissions which you prefer.

6. In the next few sections you can specify whether students can work in groups and whether notifications should be sent. You can select the options as needed. When you are satisfied with the selection, scroll to the bottom and click “Save and display”.

7. The Assignment page will display. This is also the page on which you can choose to view all submissions, as well as grade the submissions. This course will not go into detail of Assignment submission and grading.

The water cycle

Create a document containing all steps in [the water cycle](#).

Add pictures and information.

Grading summary

Participants	2
Submitted	0
Needs grading	0
Due date	Thursday, 28 September 2017, 12:00 AM
Time remaining	6 days 13 hours

[View all submissions](#)

[Grade](#)

5.2 Choice

The Choice activity allows you to ask a question and set up radio buttons which learners can click to make a selection from a number of possible responses. They can choose one or more option and they can update their selection if you allow them. Choices can be useful as quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course, or to gauge progress.

Here is an example of the student view of a choice:

Assessment for learning

How confident do you feel that you understand module 2?

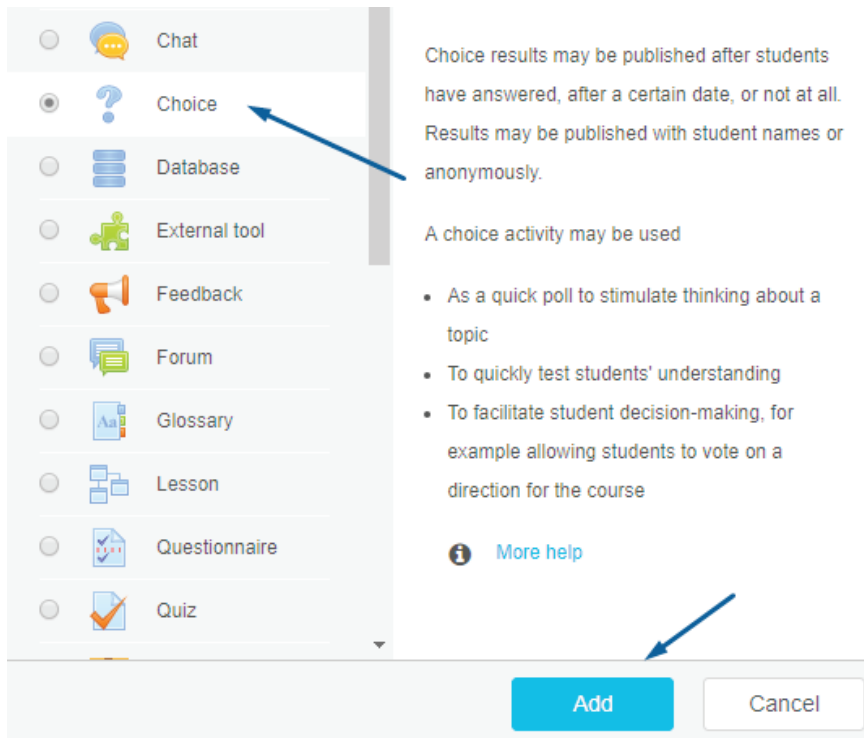
- I understood it perfectly
- I feel fairly confident about it
- I am not sure about it
- I don't understand. Please help!

[Save my choice](#)

As a teacher you can always see the results, but you can also choose whether or not to allow learners to see each others' choices and whether or not to allow them to see the names or merely the percentage of votes. You can download their responses in a variety of formats. Responses may be 'published', ie made visible once the learner has made a selection, or visible once the choice is closed. Choice options may be restricted so only a certain number may make a particular selection, and you can also opt to display a column showing who have not made their selection.

Follow these steps to create a new quiz:

1. On the course page, with editing turned on, add a new activity or resource. From the list of activities, select “Choice” and click “Add”.



The screenshot shows the Moodle activity selection menu. The 'Choice' activity is selected, indicated by a blue arrow. The 'Add' button at the bottom is also highlighted with a blue arrow. The description for the 'Choice' activity is visible on the right side of the menu.

Choice results may be published after students have answered, after a certain date, or not at all. Results may be published with student names or anonymously.

A choice activity may be used

- As a quick poll to stimulate thinking about a topic
- To quickly test students' understanding
- To facilitate student decision-making, for example allowing students to vote on a direction for the course

[More help](#)

2. Type a name and description for the choice.

? Adding a new Choice to Week 5 ?

General

Choice name !

Description

3. Scroll down and type the options in the space provided.

Limit the number of responses allowed ?

Option 1 ! ?

Limit 1

Option 2 ?

Limit 2

Option 3 ?

- If you would like to make the choice available between two specific dates, you can expand the “Availability” section, enable the start and/or end date, and select the dates.

▼ **Availability**

Allow responses from Enable

Allow responses until Enable

Show preview

- Expand the “Results” section and make your selection of whether the results must be published to the students. By default, results will not be published.

▼ **Results**

Publish results

Privacy of results

Show column for unanswered

Include responses from inactive/suspended users

- When you are done, select “Save and display”.

- As soon as students start responding, the counter will be updated and you can view the responses.

Choice options	Not answered yet	I understood it perfectly	I feel fairly confident about it
Number of responses	3	0	1
Users who chose this option	<input type="checkbox"/> John Doe		<input type="checkbox"/> Charles Havenga

5.3 Other activities

As you have seen by now, Moodle contains a vast amount of activities to cater for any need. We unfortunately don't have time to cover all of these activities during this course. Here is a summary of more available activities:

1. Glossary activity

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

Glossary can be used in many ways. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher. Entries can be put in categories. The auto-linking feature will highlight any word in the course which is located in the glossary.



2. SCORM activity

The SCORM module enables you (the teacher) to upload any SCORM or AICC package to include in your course.

SCORM (Sharable Content Object Reference Model) is a collection of specifications that enable interoperability, accessibility and reusability of web-based learning content. SCORM content can be delivered to learners via any SCORM-compliant Learning Management System (LMS) using the same version of SCORM.

3. Feedback activity

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

Course evaluation

Mode: Anonymous

(*Answers are required to starred questions.

How do you rate the quality of the course materials?*

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Which of these activities did you find the most valuable? You may choose more than one.

- Reading
- Writing
- Speaking
- Listening
- Blended
- Group work
- Tests

Do you have any constructive comments to make?

6. Reporting & Grades

6.1 Grading quick guide

Grades can be entered in multiple locations in Moodle. It will depend on what you are grading where the best place is to enter the grades. There are advantages to each area. Entering grades from the Assignment has the advantage that it will send a notification to the student when the grade is submitted. This will not happen when the grade is edited from the grader report or single view screen.

1. Grading from the Assignment page

If grading an assignment that has the student submit items to Moodle (file/online text etc.), the best place to enter grades is from the assignment itself.

- a. From the assignment, click on “View all submissions”.

Grading summary

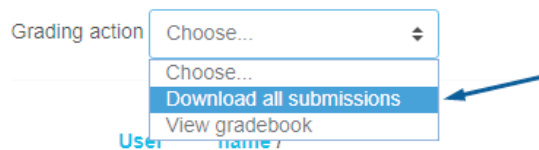
Participants	2
Submitted	1
Needs grading	0
Due date	Thursday, 28 September 2017, 12:00 AM
Time remaining	6 days 12 hours

[View all submissions](#)

[Grade](#)

- b. On the following page, you will see where you can edit grades/add feedback and review the students’ work. At the top of the page is a dropdown list. Here you have the option to download all student submissions. This is very useful if the students have submitted essays or other files.

The water cycle



- c. The table of students can be sorted by clicking on the column headings. If you click on the Status column title twice, it will put all of the assignments that need to be graded at the top of the page.

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)
<input type="checkbox"/>		Charles Havenga	student1@edustation.co.za	Submitted for grading	Grade	Edit	Thursday, 21 September 2017, 11:49

- d. Now you can use the blue “Grade” button in the Grade column or click on Edit and Edit Grade to get to the grading page for that particular student.

Select	picture	Surname	Email address	Status	Grade	Edit
<input type="checkbox"/>		Charles Havenga	student1@edustation.co.za	Submitted	Grade	Edit

- e. On the following page, you can enter a grade, enter feedback, and select whether to notify the student or not. When finished, be sure to click on Save changes.

Grade

Grade out of 100

80

Current grade in gradebook

Feedback comments

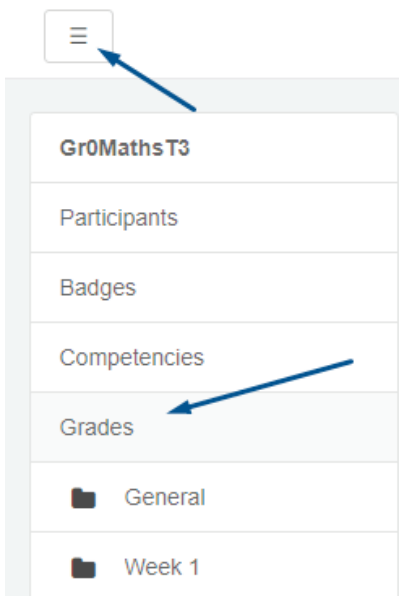
Well done. Next time remember to add more pictures.

Notify students

Save changes Reset

2. Grading from the Grader Report

The grader report is the main overview of the grade-book, showing all grades in a grid for the entire course. It can be accessed from the menu on the left.



- a. On the Grader report view, select “Turn editing on”.

Grade 0 Mathematics Term 3: View: Preferences: Grader report

Dashboard / My courses / Gr0MathsT3 / Grade administration / Grader report

Turn editing on

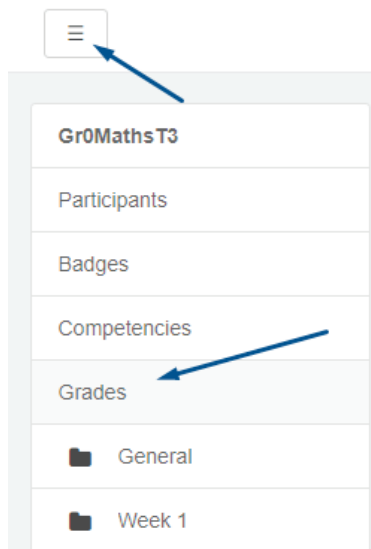
- b. Once Editing is turned on, each cell in the grid will have one or two entries boxes depending on how your gradebook is set up. The box to the left surrounded by a solid border line is for the grade, the second box with a dashed border line is for feedback.

In most sites, grades are saved automatically as they are entered but the page might need to be refreshed to see the Course Total update with the new grades. In some sites, there will be a Save button in the bottom left hand corner of the page.

6.2 Grader report

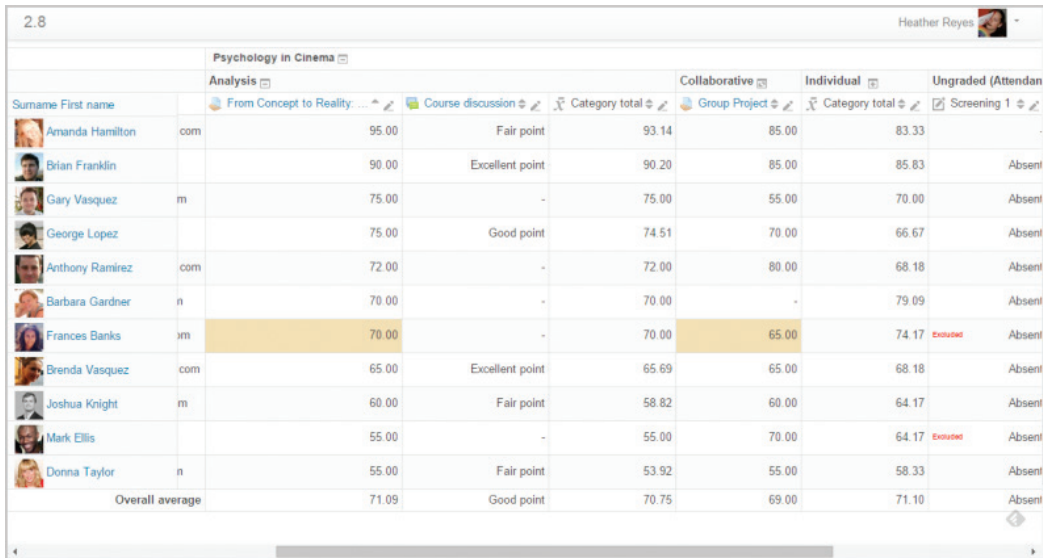
All the grades for each student in a course can be found in the course gradebook, or ‘Grader report’. The grader report collects items that have been graded from the various parts of Moodle that are assessed, and allows you to view and change them as well as sort them out into categories and calculate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

As mentioned before, the gradebook can be opened from the main Moodle menu.




1. Scrolling through the gradebook

The gradebook allows for smooth and stable scrolling horizontally and vertically through grades. It uses the whole window, making it accessible on all platforms. (Note: horizontal scrolling is at the bottom of the browser window, and there is no horizontal scrollbar at the top.)

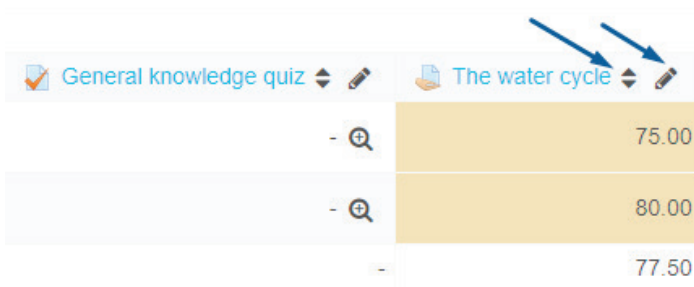


Psychology in Cinema		Analysis			Collaborative	Individual	Ungraded (Attendance)
Surname First name		From Concept to Reality ...	Course discussion	Category total	Group Project	Category total	Screening 1
Amanda Hamilton	com	95.00	Fair point	93.14	85.00	83.33	
Brian Franklin		90.00	Excellent point	90.20	85.00	85.83	Absent
Gary Vasquez	m	75.00	-	75.00	55.00	70.00	Absent
George Lopez		75.00	Good point	74.51	70.00	66.67	Absent
Anthony Ramirez	com	72.00	-	72.00	80.00	68.18	Absent
Barbara Gardner	n	70.00	-	70.00	-	79.09	Absent
Frances Banks	im	70.00	-	70.00	65.00	74.17	Excluded Absent
Brenda Vasquez	com	65.00	Excellent point	65.69	65.00	68.18	Absent
Joshua Knight	m	60.00	Fair point	58.82	60.00	64.17	Absent
Mark Ellis		55.00	-	55.00	70.00	64.17	Excluded Absent
Donna Taylor	n	55.00	Fair point	53.92	55.00	58.33	Absent
Overall average		71.09	Good point	70.75	69.00	71.10	Absent

2. Sorting by columns

You can sort by any column. Click the  symbol near the top of a column to sort by that column. This will change the symbol to a single down arrow. Clicking again will sort lowest-to-highest, changing the symbol to an up arrow. The arrows will toggle between these two states until you click on a different column.

You can also access the Single view by clicking the pencil icon next to the arrows.



General knowledge quiz	The water cycle
-	75.00
-	80.00
-	77.50

3. Searching and filtering the gradebook

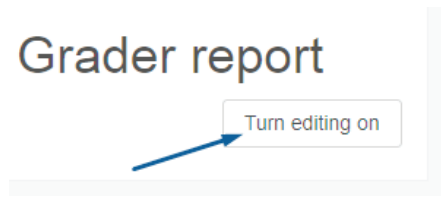
It is also possible to search students by first name and last name from the alphabet letters provided in two rows at the top of the gradebook.

All participants: 2/2

First name	All	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Surname	All	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

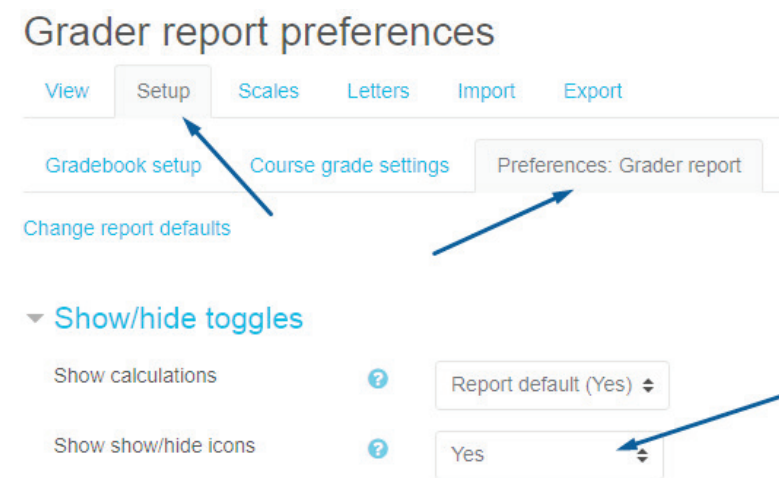
4. Altering the grades

You can click “Turn editing on” at the top right to show an edit icon next to each grade. Clicking on the icon will bring up the editing screen for that grade which will allow you to set the grade, its written feedback and a number of other attributes.

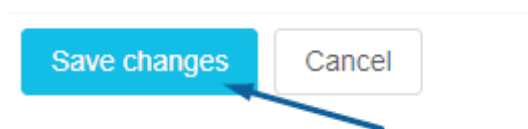


5. Hiding columns or individual grades

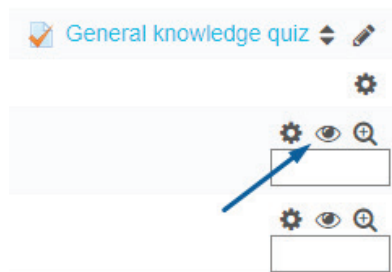
In order to enable hiding columns or individual grades, click on the “Setup” tab, then underneath that click on the “Preferences: Grader report” tab and select “Yes” for the field, “Show show/hide icons”.



Remember to save your changes.



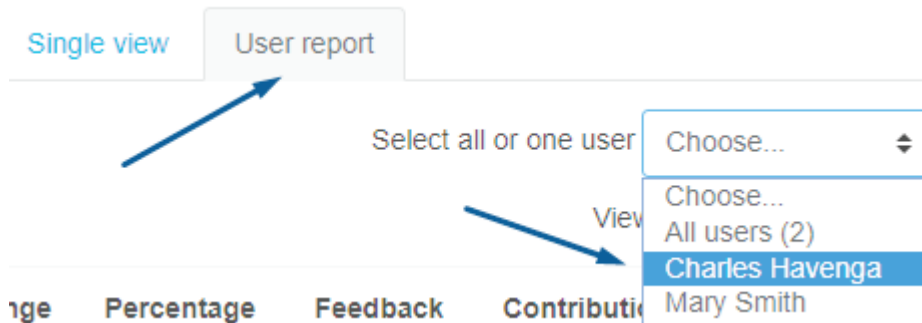
When you navigate back to “View” the grader report, you will be able to show or hide individual values using the “eye” icon.



6.3 Reports per learner

If you need to view or print a report per user, you can follow these steps:

1. On the grader report, select the "User report" tab. In the "Select all or one user" dropdown box, choose the learner you need the report for.

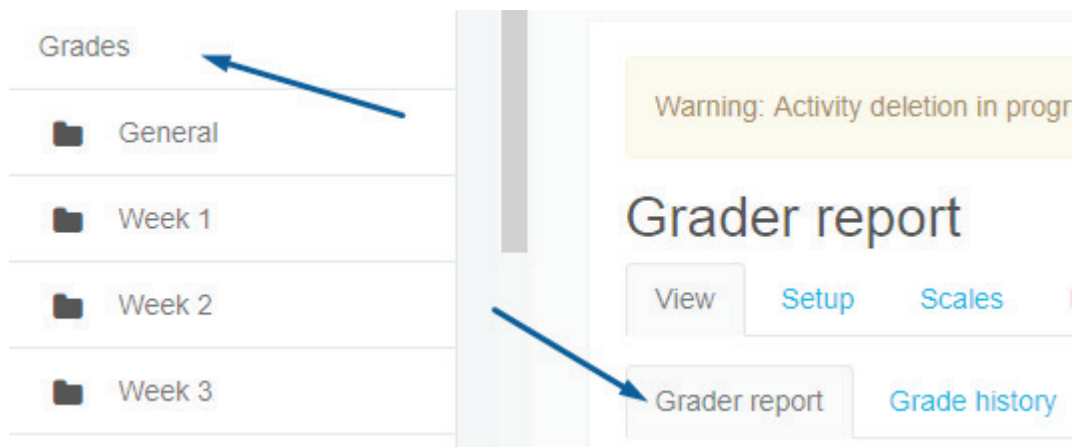


2. The student report can be viewed for a specific subject / course.

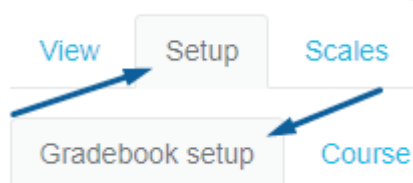
6.4 Setting grade weights

In order to change the weights for different items in the grade report, follow these steps:

1. Select the course for which you want to set the grade weights and click "Grades" in the menu. Then click on "Grader Report".



2. Next select "Setup" and ensure that "Gradebook setup" is selected.



3. By default, the weights assigned to the different items in the grader report are set up to be equal parts. So if you have 5 topics in the course, each will weigh 20%.

Name	Weights	Max grade	Actions
Grade 0 Mathematics Term 3		-	Edit
5x SL	<input type="checkbox"/> 20.0	100.00	Edit
lesson 2	<input type="checkbox"/> 20.0	100.00	Edit
General knowledge quiz	<input type="checkbox"/> 20.0	100.00	Edit
The water cycle	<input type="checkbox"/> 20.0	100.00	Edit
The water cycle	<input type="checkbox"/> 20.0	100.00	Edit

4. You can change the default weights by selecting the checkbox and entering the new weight for a specific item. Repeat this process for all of the items. If any of the items will not count towards the final mark, you can still select it and mark it as weight 0. By default, if the weight count does not add up to 100, the remaining topics will receive an equal weight from what is left after saving.

Name	Weights	Max grade	Actions
Grade 0 Mathematics Term 3		-	
5x SL	<input checked="" type="checkbox"/> 40.0 Weight adjusted to weigh 40%	100.00	
lesson 2	<input checked="" type="checkbox"/> 0.0 Weight adjusted to weigh 0%	100.00	
General knowledge quiz	<input type="checkbox"/> 20.0 The system divides the remaining weigh equally between these three	100.00	
The water cycle	<input type="checkbox"/> 20.0	100.00	
The water cycle	<input type="checkbox"/> 20.0	100.00	
Course total		400.00	

5. When you are happy with your changes, click "Save changes".

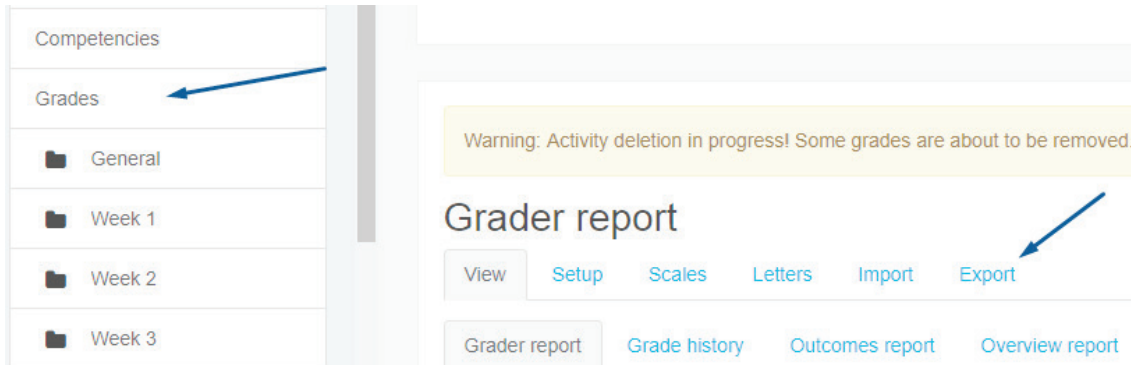
Save changes

6.5 Exporting grades

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

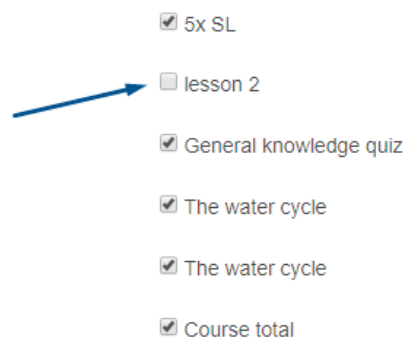
To export grades from the gradebook:

1. Select the course for which to export grades and select “Grades”. Next select the “Export” tab.

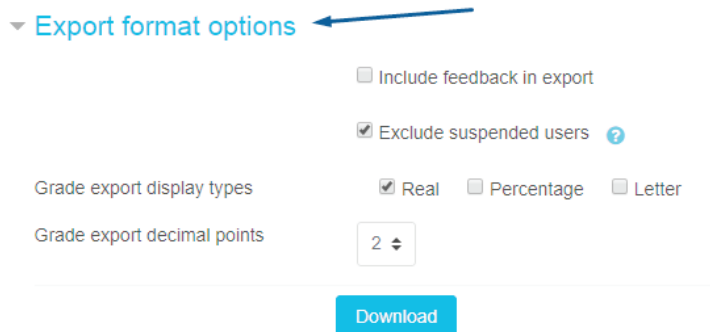


2. Deselect items which should not be exported.

▼ Grade items to be included



3. Expand “Export format options”. Here you can choose how to display the grades, and the amount of decimal points you need in the report.



4. Click the Download button and open the file that is downloaded. It should open with your default spreadsheet program. From here you can arrange the marks as you need.

	A	B	C	D	E	F	G	H	I
1	First name	Surname	ID number	Institution	Departmer	Email addr	Game: 5x	Quiz: Gen	Assignmer
2	Charles	Havenga				student1@	100	0	80
3	Mary	Smith				student2@	100	0	75
4									

7. Loading lessons from the DBE Moodle Cloud

7.1 Logging onto the DBE Moodle Cloud

The DBE Moodle cloud is a Moodle instance used by government to set up content to be reused by teachers. In order to log into the cloud, you will need to get a username and password from your local DBE representative. Follow these steps to log into the DBE cloud:

1. Open another browser on a computer or laptop with an active internet connection.
2. Navigate to the DBE Cloud URL which was given to you by your instructor. Write the URL in here so you will never forget it:
3. In the space provided, enter your username and password.

DBE moodleCloud

Username

Password

Remember username

Log in

[Forgotten your username or password?](#)

Cookies must be enabled in your browser

Some courses may allow guest access

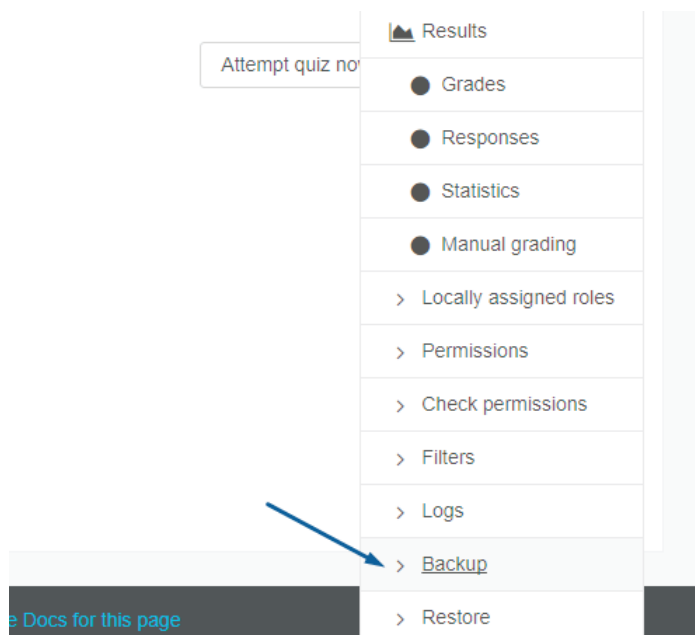
Log in as a guest

4. You should be set up as a non-editing teacher for the courses which you present. Navigate to the course you are looking for and browse the content until you find a lesson or quiz which you want to reuse.

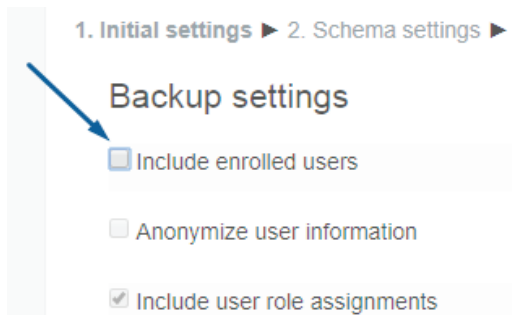
7.2 Backup a cloud lesson

Browse through the content that is available on the DBE cloud, like lessons and quizzes. If you see something which you would like to reuse, follow these steps to backup the content on a USB device:

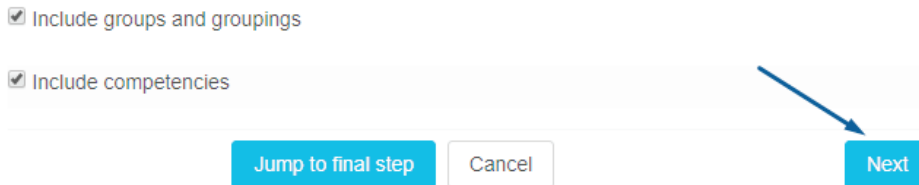
1. Open the course and the lesson or quiz which you want to backup. In the settings dropdown menu, select "Backup". You will need to scroll down a bit, as it is quite close to the bottom.



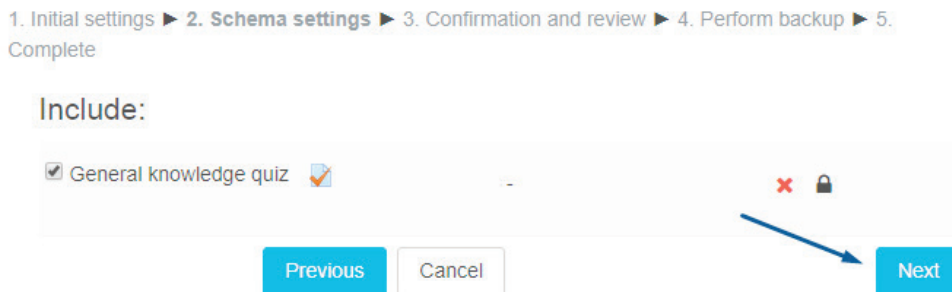
2. Uncheck "Include enrolled users".



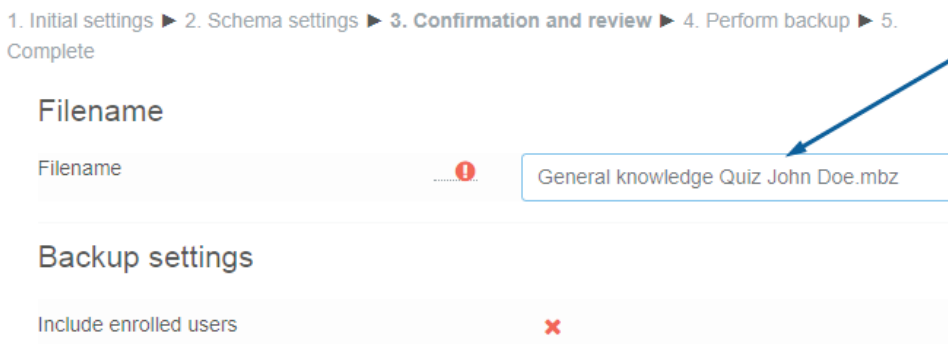
3. Scroll down and select "Next".



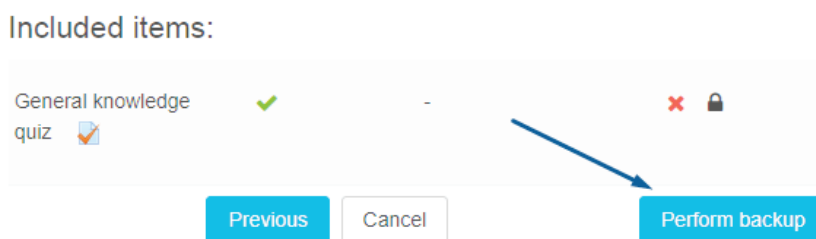
4. On the next screen, simply click "Next".



5. On the "Confirmation and review" screen, type a name that will make sense to you. Take care to leave the file extension (the last part of the file name) as ".mbz".

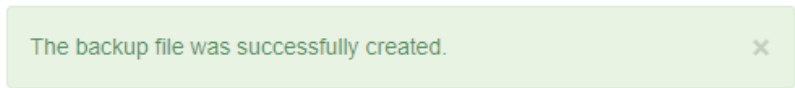


6. Scroll down and select "Perform Backup"



7. You should see a message that the backup file was successfully created. Click “Continue”.

1. Initial settings ▶ 2. Schema settings ▶ 3. Confirmation and review ▶ 4. Perform backup ▶ 5. Complete



8. The “Restore Activity” screen should open. Scroll down until you see the backup that was just created. It will have the name that you typed on the previous screen. The backup should be the first file under the “User private backup area”. Click on “Download”.

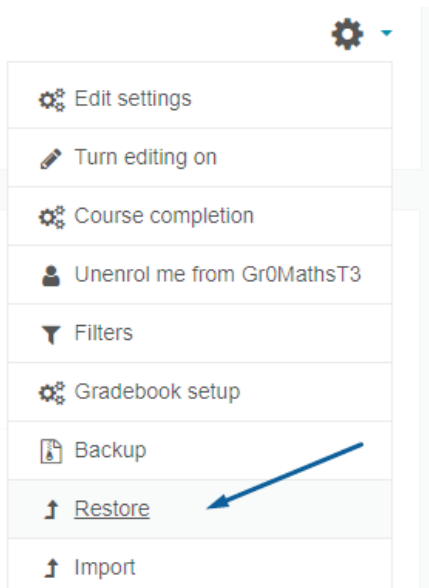
User private backup area ⓘ

Filename	Time	Size	Download	Restore
General Knowledge Quiz, John Doe.mbz	Thursday, 21 September 2017, 9:25 AM	99KB	Download	Restore

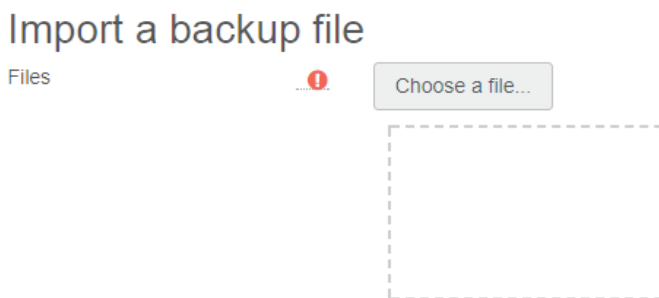
9. Type a name for the file and select a location to save. Preferably you need to save the file now on an external USB stick, which can be taken to the school lab.

7.3 Restore a lesson to your Local Cloud

1. Navigate to the course for which you have downloaded the lesson or quiz from the DBE Moodle server. On the course menu, select “Restore”.



2. On the “Restore course” page, under the section, “Import a backup file”, select “Choose a file...”



3. Select "Choose File".

Attachment

No file chosen

4. Insert your USB memory stick and navigate to the file that you have saved in the previous section. Select the file and click "Open". Then select "Upload this file".

Attachment

General kno...hn Doe.mbz

Save as

Author

Choose license

5. Click "Restore".

Import a backup file

Files

General knowledge Quiz John Doe.mbz

6. On the next screen, scroll down to the bottom and click "Continue".

7. In the list on the next screen, if you see the course into which you want to import the lesson or quiz, select it and click "Continue". Otherwise try searching for the course by typing a few letters of the course name and click "Search".

<input type="radio"/>	Gr3MathsT4	Grade 3 Mathematics Term 4
<input type="radio"/>	Gr7MathsT1	Grade 7 Mathematics Term 1
<input type="radio"/>	Gr7MathsT2	Grade 7 Mathematics Term 2
<input type="radio"/>	Gr7MathsT3	Grade 7 Mathematics Term 3

There are too many results, enter a more specific search.

8. Your course of choice should appear in the list. Select the correct course and click “Continue”.

Course short name	Course full name
<input type="radio"/> Gr0MathsT1	Grade 0 Mathematics Term 1
<input type="radio"/> Gr0MathsT2	Grade 0 Mathematics Term 2
<input checked="" type="radio"/> Gr0MathsT3	Grade 0 Mathematics Term 3
<input type="radio"/> Gr0MathsT4	Grade 0 Mathematics Term 4

Gr0 Search

Continue

9. Scroll down to the bottom and click “Next”, and “Next again on the next screen and then “Perform Restore”.

Perform restore Next

10. You should see this message on the next screen. Click “Continue”.

The course was restored successfully, clicking the continue button below will take you to view the course you restored. x

Continue

11. You will see the course updated and now containing the lesson you have imported. You can move the lesson or quiz to the correct position.

8. Communication forums

8.1 Notifications

Notifications alert teachers, students and other users about events in Moodle such as new forum posts, assignments needing grading or badges awarded.

New notifications are highlighted with a number in the notifications menu at the top of the screen.



Clicking there displays any new notifications, along with the option to mark all as read, to go to the notifications preferences page to change how notifications are received, and to view all notifications.

Clicking 'View full notification' displays the notification in a full list, whereas clicking the main body of the notification will take you to the location in Moodle that the event happened, as in this example, to the assignment grading screen.

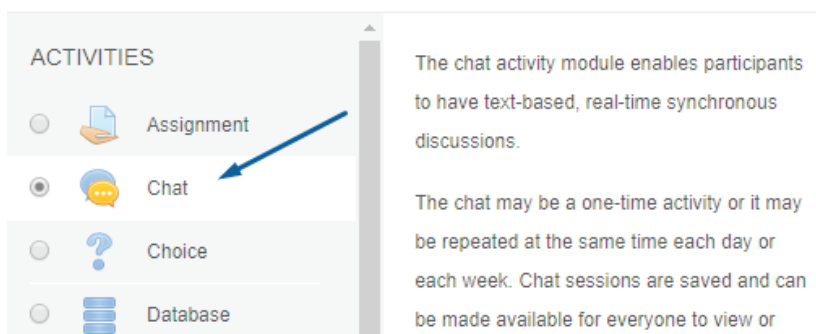
8.2 Chat activity

The Chat activity module enables participants to have a real-time synchronous discussion in a Moodle course. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat activity contains a number of features for managing and reviewing chat discussions.

Adding a Chat to your course

1. With the editing turned on, in the section you wish to add your chat, click the “Add an activity or resource” link (or, if not present, the “Add an activity” drop down menu) and choose Chat. Click “Add”.

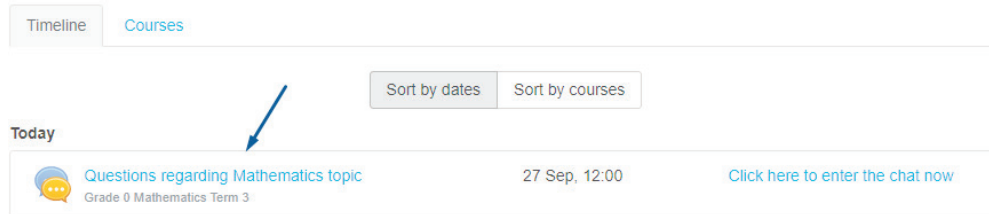
Add an activity or resource



2. Give your chat room a name. Whatever you type here will form the link learners click on to enter the chat so it is helpful to give it a name that suggests its purpose - for example “Student council discussion” or “Field trip planning meeting”.
3. Type the description of the chat. Include precise instructions for students regarding the subject of the chat. Click the icon on the left to expand the toolbar, and drag the bottom right of the text box out to expand it.
4. There are four options for scheduling future chat sessions:
 1. Don't publish any chat times- there are no set times and students are welcome to chat at any time.
 2. No repeats - publish the specified time only- only the Next chat time will be published. This could be used to schedule special events or meetings or simply to help learners identify a common time in which they can expect to find other learners in the chat room.

3. At the same time every day- Daily chats are useful for scheduling daily office hours or work sessions with learners.
4. At the same time every week--This setting will schedule a chat for the same day and time every week, which could be useful for instance for meeting and reviewing key ideas and questions related to the week's content/assessment.
5. Students will see the chat on their dashboards, or they can access it from within the course.

COURSE OVERVIEW



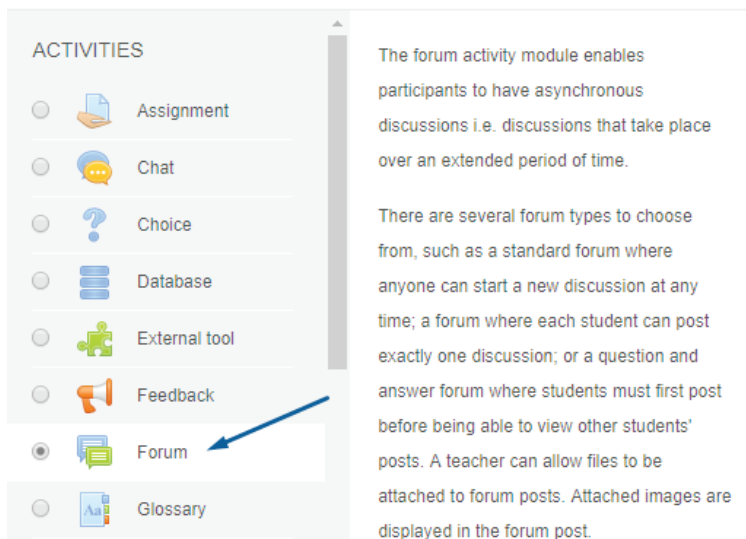
8.3 Forum activity

The forum activity allows students and teachers to exchange ideas by posting comments as part of a 'thread'. Files such as images and media maybe included in forum posts. The teacher can choose to rate forum posts and it is also possible to give students permission to rate each others' posts.

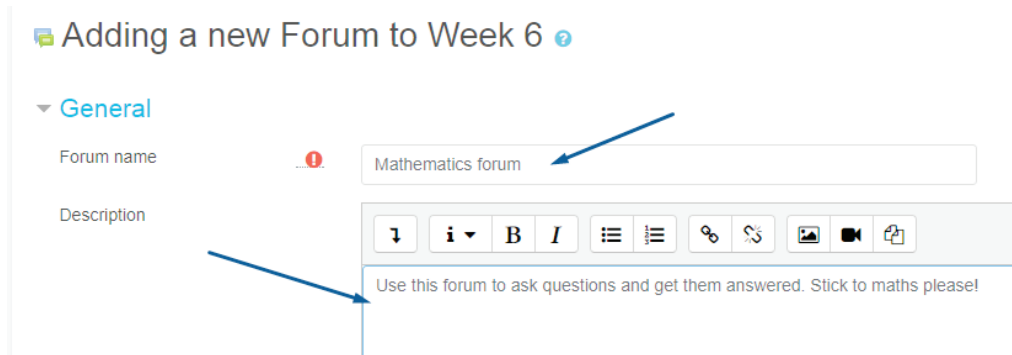
Follow these steps to add a new forum to a course:

1. Open up the course for which you want to add a forum and turn editing on. Select "Add an activity or resource" and select "Forum".

Add an activity or resource

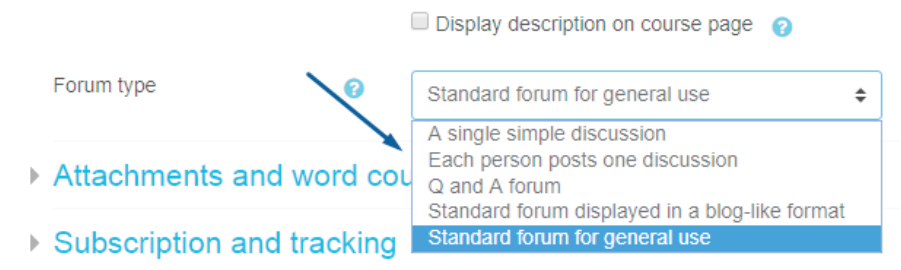


2. Enter a name and description for the forum.



3. Select the forum type you need from the dropdown list. There are five forum types to choose from:

1. A single simple discussion - A single topic discussion developed on one page, which is useful for short focused discussions (cannot be used with separate groups)
2. Standard forum for general use - An open forum where anyone can start a new topic at any time; this is the best general-purpose forum
3. 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
4. Q and A Forum - Instead of initiating discussions participants pose a question in the initial post of a discussion. Students may reply with an answer, but they will not see the replies of other Students to the question in that discussion until they have themselves replied to the same discussion.
5. Standard forum displayed in a blog-like format



4. Subscription mode

When a user is subscribed to a forum it means that they will receive notification (via popup and/or email, depending on the user's messaging settings preferences) of each new posting. 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 (see below).

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

There are 4 subscription mode options:

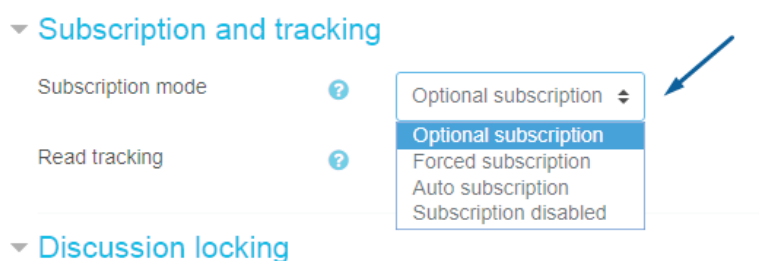
1. Optional subscription - Participants can choose whether to be subscribed
2. Forced subscription - Everyone is subscribed and cannot unsubscribe
3. Auto subscription - Everyone is subscribed initially but can choose to unsubscribe at any time

4. Subscription disabled - Subscriptions are not allowed.

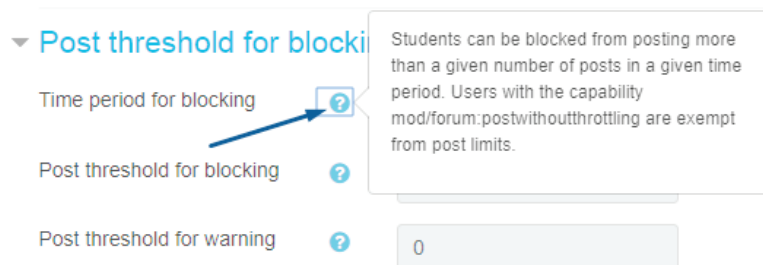
The subscription mode and subscribe or unsubscribe links appear in Navigation>Forum administration when viewing the forum. Teachers can quickly change the mode via the 'Subscription mode' options and view the current subscribers via the 'Show/edit current subscribers' link.

Tips:

- a. 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).
- b. Changing the setting from "Yes, initially" to "No" will not unsubscribe existing users; it will only affect those who enrol in the course in the future. Similarly changing "Yes, initially" will not subscribe existing course users but only those enrolling later.
- c. There is also a "Subscriptions not allowed" setting which prevents Students from subscribing to a Forum. Teachers may choose to subscribe to a forum if they wish.



5. There are more options you can set for the forum. To view documentation on each option, click on the question mark next to a topic.



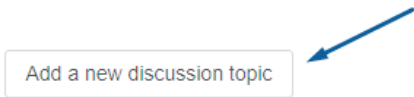
6. When you are done setting up the forum, scroll down to the bottom and select "Save and display".



7. You can now view the new discussion forum. Depending on the forum type, this view might differ slightly. Click on “Add a new discussion topic” to start a new conversation.

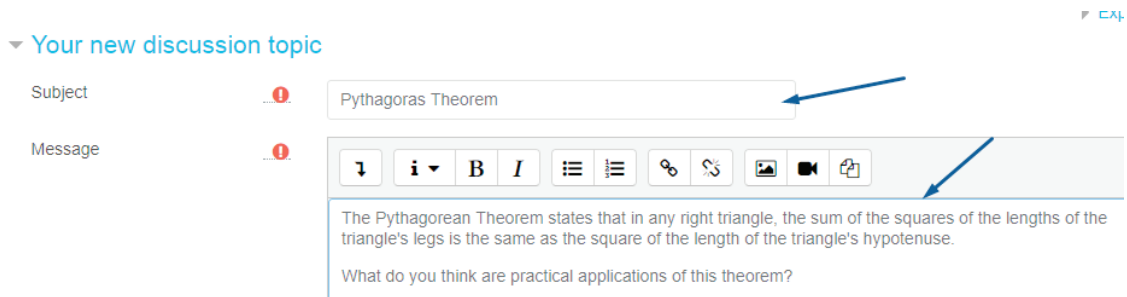
Mathematics forum

Use this forum to ask questions and get them answered. Stick to maths please!



(There are no discussion topics yet in this forum)

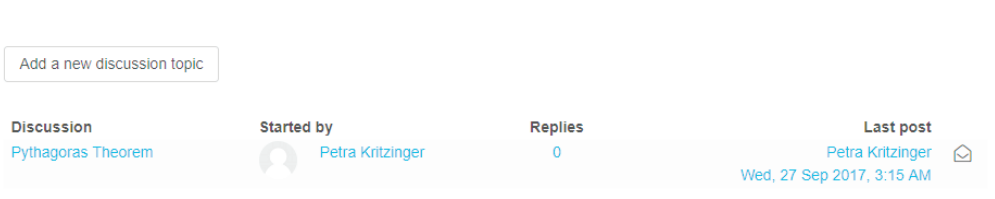
8. Type a name for the discussion topic and add your message.




9. Click “Post to forum”.



10. Students will see the forum when they enter the course. They can choose to react to an existing conversation, or open a new conversation.



Discussion	Started by	Replies	Last post
Pythagoras Theorem	 Petra Krizinger	0	Petra Krizinger Wed, 27 Sep 2017, 3:15 AM

Follow up course

- Installation of Moodle
- Developing content at home to upload to the local cloud
- Add extra items and information to the sides of your course page
- How to put students into groups and why this is useful
- Reusing content
- Moodle Security
- Users and roles
- Creating new users
- Assigning users to courses
- Tracking user progress
- User Self-registration
- Tips & Tricks

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