

Instructional and Assessment Tools in Moodle

By the C-FB Virtual Campus Team referencing content from Moodle.org

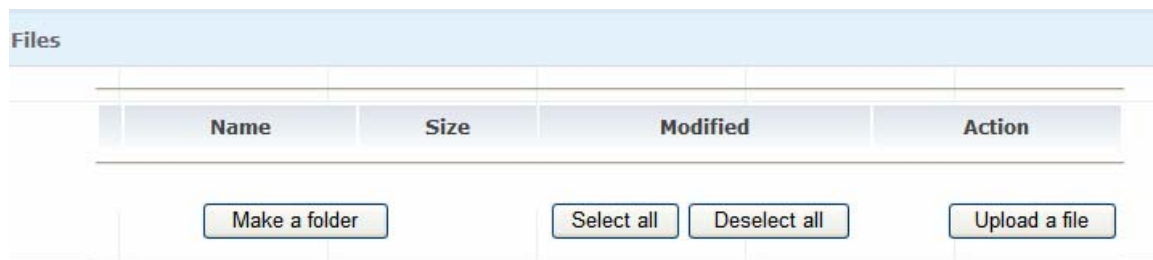
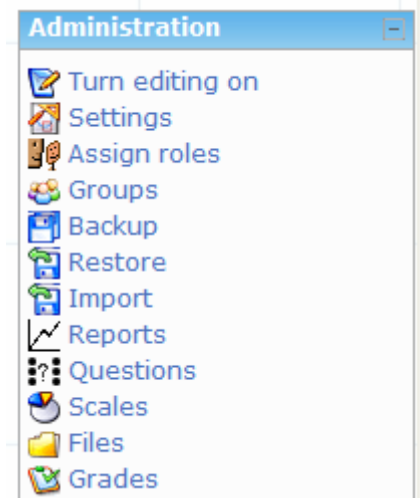
Linking to content for student reference and use

Adding a Link to a File

Although it's generally easy to generate content directly in Moodle, you can also upload any type of electronic file you like. All you need to do is make sure your students can access it with the appropriate software on their computers.

Files need to be uploaded to the Moodle server in order to be accessed within your course. This can be done in one of two ways; 1) upload the file in the process of creating the "file link" in your course, or 2) upload the file as an individual process. The latter is described next.

In the "Administration" block there is a link for "Files". Clicking it will take you to the file management interface which looks like the following.



Each course has its own storage area for all files associated to the course. Think of it as the same as your G: drive; it's a remote storage space for your own files. When you sign in to your computer, you're mapped to your folder in the G: drive. Well, which you sign into your class, it's mapped to the course's file storage location.

Along those same lines, just as you may create sub-folders in your G: drive to organize your files, you can create sub-folders in your Moodle course file area. This is strictly up to you, but here's an example of a decent file structure.



In order to upload a file, first navigate to the folder where you want to place it, then click the “Upload a file” button. You will be asked to specify the local location of the file to upload, then complete the transaction.

Once you’ve added a file to your files area, you can easily add it as a resource for your students.

1. In Editing Mode, select “Add Link to File or Web Site” from the Resource menu from the content block where you want to add the link to the file.

2. On the Edit page, click the “Choose or upload a file” button. A new window will pop up with the files area directory structure.
3. Find the file you want to add in the files area. *As noted previously, you can also upload a new file here if you’d like.*

vCampus Alg I - 2nd Sem » [Files](#) » [Office_Files](#) » [Word_Files](#)

	Name	Size	Modified	Action
	Parent folder			
<input checked="" type="checkbox"/>	Exponents_All_Together.doc	48.5KB	12 May 2008, 07:20 AM	Choose Rename

With chosen files...

4. On the right side of the files list, you will see a “Choose” link in bold. Click that link. The Files window will close, and the path to the file will be entered into the file name.
5. You can choose to display the file in a pop-up window.
6. The name of the resource will now be an active link in the content block.

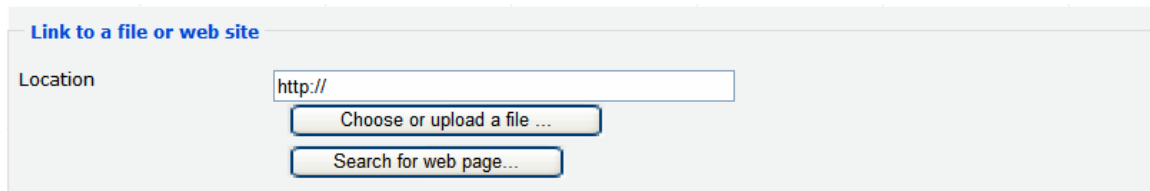
Adding Media Content

Adding media content can help you communicate some ideas and processes more easily than text alone. Imagine trying to teach a language without learners able to hear it spoken. Or trying to learn how volcanoes work with either seeing a video or an animation. Fortunately, Moodle makes it easy to add rich media content to your course. The Moodle media filters will automatically recognize your media type and put the right sort of link in to your web page so students can access it easily. Media content may be added using the same steps as for adding a link to a file.

Note: If these instructions don't work, contact your system administrator and ask if the media filters are enabled in the filters settings.

Linking to a web resource

This process is identical to adding a link to a file. The only difference is, in the field where you would specify the location of the file to be linked to, you'll specify the URL to be linked to.



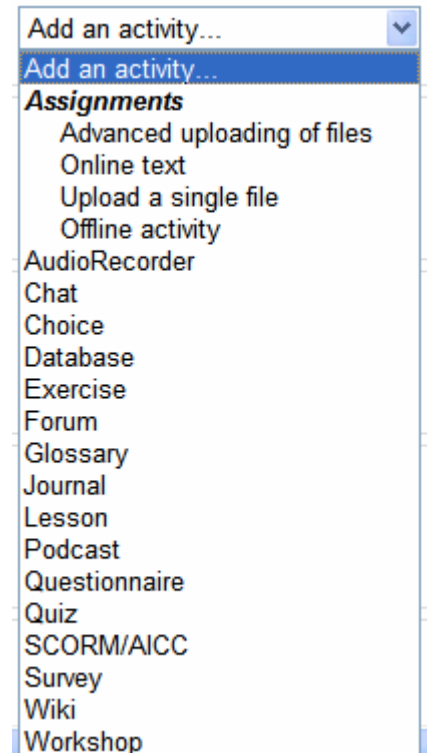
The screenshot shows a Moodle form titled "Link to a file or web site". It features a "Location" label on the left and a text input field on the right containing "http://". Below the input field are two buttons: "Choose or upload a file ..." and "Search for web page...".

Creating “Assignments” for students to submit

Assignments

Assignments are considered as “Activities” in Moodle, therefore they will be added through the “Add and activity” menu. There are four different “assignments” that students can be assigned to complete.

- **Advanced uploading of files** – this assignment will require the student to upload multiple files to complete the assignment.
- **Online text** – This assignment simply provides students a text field to enter their response (and essay for example) and submit.
- **Upload a single file** – this should be self explanatory.
- **Offline activity** – This is an activity that the student will perform outside of Moodle, although this will act as a placeholder for the teacher to assign a grade. A general example could be “Participate in a classroom discussion”; there is nothing physical for the student to submit, but the teacher could assign a grade for student participation.



Creating all four types of assignments requires more or less the same process.

A screenshot of the Moodle 'Adding a new Assignment' form. The form is titled 'Adding a new Assignment' and has a 'General' tab selected. The 'Assignment name*' field is empty and has a red border with the error message 'You must supply a value here.' The 'Description*' field is a rich text editor with a toolbar and is also empty. Below the description field is a 'Path:' field with a help icon. At the bottom of the form, there are several settings: 'Grade' is set to 100; 'Available from' is set to 10 June 2008 15:55 with a 'Disable' checkbox; 'Due date' is set to 17 June 2008 15:55 with a 'Disable' checkbox; and 'Prevent late submissions' is set to 'No'.

Enter in an assignment name, and then a description. The description should act as the instructions for the student. The rest of the parameters should be self-explanatory.

Online Assessments

This section covers all types of online interactions with students to gain insight into opinion, prior knowledge, or subject area learning.

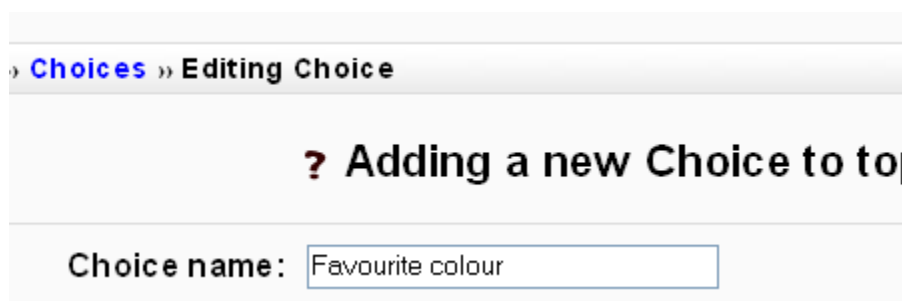
Choice

A Choice activity is very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research.

Choice requires some preparation time for creating your activity and thinking about what results you would like to achieve, but your participation with the activity itself is likely to be minimal.

To implement a chat activity, select it from the “Add an activity” in the course section you’d like to put it. This will open up the “Adding a New Chat...” window.

“*Choice Name*” - A short name of the choice (e.g. "Favorite color"). This will be displayed and become the link to the Choice on the course's homepage.

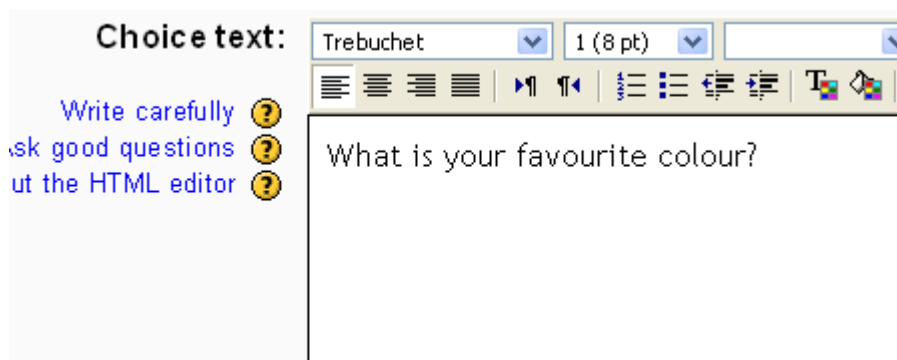


» **Choices** » **Editing Choice**

? Adding a new Choice to top

Choice name:

“*Choice text*” - Type the description of the choice activity here. It should contain the question that you want your students to answer. An example of the choice text could be "What is your favorite color?"



Choice text:

Write carefully ?
Ask good questions ?
Use the HTML editor ?

Trebuchet 1 (8 pt)

What is your favourite colour?

“Choice 1 ~ Choice 5” - Here is where you specify the options that participants have to choose from. In our example, the numbered options could be e.g. "blue", "green", "red", "yellow", etc. You can fill in any number of these: if you leave some of the options blank, they will not be displayed. This is followed by a “Add 3 fields to form” button, which will add additional field for you to enter additional answer choices.

Path: [body](#)

Choice 1:	<input type="text" value="blue"/>		Limit: <input type="text" value="0"/>
Choice 2:	<input type="text" value="green"/>		Limit: <input type="text" value="0"/>
Choice 3:	<input type="text" value="red"/>		Limit: <input type="text" value="0"/>
Choice 4:	<input type="text" value="yellow"/>		Limit: <input type="text" value="0"/>

“Limit the number of responses allowed” - This option allows you to limit the number of participants who can select each particular option. Once Limits have been enabled, each option can be assigned a limit. When the limit is reached then no-one else can select that option. A limit of zero (0) means that no-one can select that option. If Limits are disabled then any number of participants can select any of the options.

“Restrict answering to this time period” - This setting allows you to define a time window within which participants are allowed to make a choice. To set an open-ended close date just set the time very far in the future. If you don't need this at all then uncheck the box.

Restrict answering to this 

time period:

Open:

Until:

Just a few more Choice parameters follow....

The screenshot shows a settings panel for a choice activity. It includes the following options:

- Display Mode:** Set to "Display horizontally" (indicated by a red arrow).
- Publish results:** Set to "Do not publish results to students" (indicated by a blue arrow).
- Privacy of results:** Set to "Publish anonymous results, do not show student names" (indicated by an orange arrow).
- Allow choice to be updated:** Set to "No" (indicated by a green arrow).
- Show column for unanswered:** Set to "No" (indicated by a purple arrow).
- Group mode:** Set to "No groups" (indicated by a pink arrow).
- Visible to participants:** Set to "Show" (indicated by a black arrow).

At the bottom of the panel are "Save changes" and "Cancel" buttons.

"Display Mode" - This setting allows you to choose how the choices will be displayed to the participants: horizontally, or vertically.

Hint: In most cases, if there are only a few choices with little text, they may be positioned horizontally. However, if there are more than 5-6 choices or if the text of the choices is longer than 2-3 words, it should be better to display them vertically.

"Publish results" - This setting determines whether (and when) the students will be able to view the results of the choice activity. They may:

- never see the results of the choice
- see the results only after they have given the answer themselves
- see the results only after the closing date of the choice
- always see the results

"Privacy of results" - If the choice results are shown to students, this setting determines whether the results will be anonymous.

"Allow choice to be updated" - If this is set to "Yes", students can change their mind after they have voted. If it's set to "No", students cannot change their choice.

"Show column for unanswered" - If set to "Yes", this will display a column showing how many participants have not answered the choice activity yet. If set to "No", the results will only include the participants who have already voted.


Journal

















This module is a very important reflective activity. The teacher asks the student to reflect on a particular topic, and the student can edit and refine their answer over time. This answer is private and can only be seen by the teacher, who can offer feedback and a grade on each journal entry. It's usually a good idea to have about one Journal activity per week. There isn't much else to creating a Journal other than giving the journal assignment a name, and then a question for the students to address.


Adding a new Journal


General



Journal name*


Journal question* 

Trebuchet 1 (8 pt) Lang **B I U S** $x_2 x^2$                

Path: 

Format  HTML format

Grade  No grade 

Days available Always open 

Questionnaire

The Questionnaire module allows users to complete online feedback style forms using a variety of user input methods. It allows you to create your own questions, unlike the “Survey module” which has presets to choose from, and it allows for more advanced questionnaires than the simpler and easier “Feedback module”.

Adding a new Questionnaire

Name:

Summary: Summary [?](#)
Write carefully [?](#)
How to write text [?](#)

Trebuchet | 1 (8 pt) | Lang | **B** | *I* | U | ~~S~~ | x: x² | | | |

Path:

Use Open Date: 10 June 2008 16 40 [?](#)

Use Close Date: 10 June 2008 16 40 [?](#)

Type: respond many [?](#)

Respondent Type: fullname [?](#)

Respondent Eligibility: all [?](#)

View responses: Teachers only [?](#)

Questionnaire Type: Private [?](#)

Save/Resume answers: No [?](#)

Define New Content: [Create new:](#) [minus icon"/>](#)

“Name” – Give your questionnaire a name (e.g. “Feedback”). The name entered here will be the same name that the learners see in the course content area. Learners will click on this name to view the feedback form.

“Summary” - Provide a summary of the assignment if necessary. There will be options later to add instructions and information for completing the questionnaire.

“Open/Close dates” - Set the date window for when users can complete the questionnaire. You can leave the boxes unchecked if you want the questionnaire to be continually available.

“Type” - Decide whether users are allowed to respond once or can repeatedly respond to adjust their feedback.

“Respondent Type” - Determine whether the questionnaire will be submitted anonymously or with the user's name. You will still need to be logged in to a course to complete the questionnaire.

“Respondent Eligibility” - Decide whether everyone can answer or whether you want to restrict it to tutor only or student only responses. For restricted access options remember to assign the correct roles either at the course or activity level. For example, if you put a questionnaire on the front page, intended for teachers only, then you will have to let Moodle know which users are teachers.

“Questionnaire type” – There are three types of questionnaire.

- Private - Only available on the course it was set up in.
- Public - Allows the questionnaire to be shared across multiple courses. Questions/content are maintained by the original creator.
- Template - Creates a template for a questionnaire that can be used when new questionnaires are created. This questionnaire is not used directly but stored for future use.

“Save/Resume answers” - Decide whether the questionnaire can be saved and completed over a period of time, or whether it needs to be completed in one go.

“Survey Options”– There are three different survey options

- Create new - Define a new set of survey questions and responses
- Copy existing - Use a previously created template as the basis for your questionnaire - you can edit some questions/content.
- Use public - Use a previously created public survey - you cannot edit the questions/content.

“Name”– Give your questionnaire a filename, the default is to use the title from the “adding a questionnaire” form. The name entered here will be how this questionnaire is identified in the future, especially if it is a template or public questionnaire.

“Owner” - This is determined in the adding a questionnaire options.

“Title/Sub-title” - Give the questionnaire a title and optional sub-title. The title will appear on every page of the survey.

“Additional Info” - This will appear before the questions of your survey and should include any relevant details on the purpose of the questionnaire and instructions for completion.

“Confirmation Page” - If you have created a custom completion page you can enter the URL to it here, or you can type in the title and text you would like displayed as a confirmation page for users who complete the survey.

“Email” - If you want copies of each submission emailed to an address fill it out here.

Quiz

The Quiz activity module allows the teacher to design and set quizzes consisting of a large variety of question types, among them multiple choice, true-false, and short answer questions. These questions are kept in the course “question bank” and can be re-used within courses and between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.

Feedback on performance is a critical part of a learning environment and assessment is one of the most important activities in education. As educators, we can't tell what's going on inside the heads of students, so we need a way for them to demonstrate what they understand and what they don't. A well-designed test, even a multiple choice test, can give you critical information about student performance. If the feedback is rapid enough, it can also be a critical tool for students to gauge their own performance and help them become more successful.

Moodle's quiz module has a large number of options and tools, making it extremely flexible. You can create quizzes with different question types, randomly generated quizzes from pools of questions, allow students to have repeated attempts at a question or retake quizzes multiple times, and have the computer score it all.

These features open up a number of strategies which usually aren't practical with paper based testing. It's hard enough to score one batch of quizzes, and nearly impossible to score it 10 times for each student. When the computer does the work for you, it's easy to give students a chance to practice taking a test, or to give frequent small quizzes.

Creating a new quiz is a two step process. In the first step you create the quiz activity and set its options which specify the rules for interacting with the quiz. In a second step you will then edit the quiz to add questions to it.

This is a complex process to do well, and due to time constraints we are unable to elaborate on the process further here. Luckily www.moodle.org contains detailed instructions on the process. (In fact, the vast majority of this document was lifted from moodle.org!). Please reference the following links for help in creating quizzes in Moodle.

Adding/Updating a Quiz - http://docs.moodle.org/en/Adding/updating_a_quiz

Editing a Quiz - http://docs.moodle.org/en/Editing_a_quiz