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# MOODLE TEXTBOOK

## CUSTOMIZING DASHBOARD

About the Dashboard

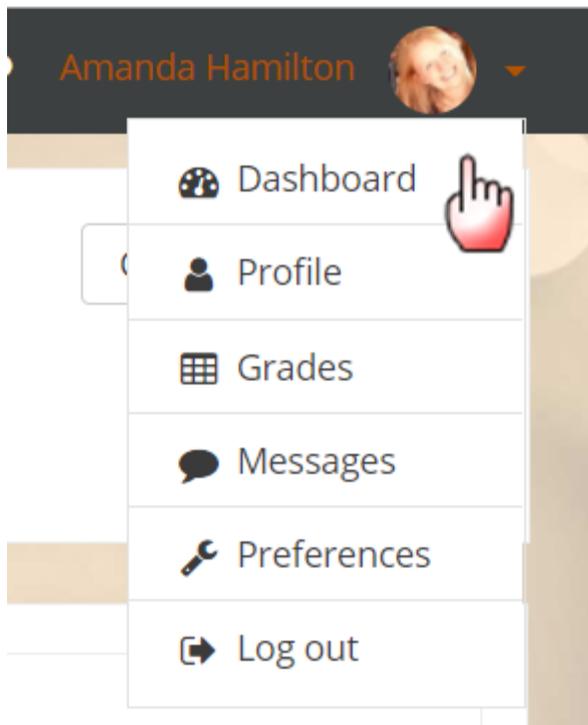
The Dashboard is a customisable page for providing users with details of their progress and upcoming deadlines. In the centre is the Course overview block which allows students and teachers to easily track required activities and filter courses.

Watch Video: <https://youtu.be/VApmuVO7sHY>

## OVERVIEW OF THE DASHBOARD

If course images have been added in the course settings, they will display in the dashboard. Where no images have been added, coloured patterns appear. (New in 3.8: The administrator can define the colours from Site administration / Appearance / Course pattern colours.)

Quick access to Dashboard is also available from the user menu top right of the screen once logged in:



The Navigation drawer or block includes a Dashboard link directly above or below the Site home link. Once a regular user is logged in, the My courses link will also take them to their Dashboard.

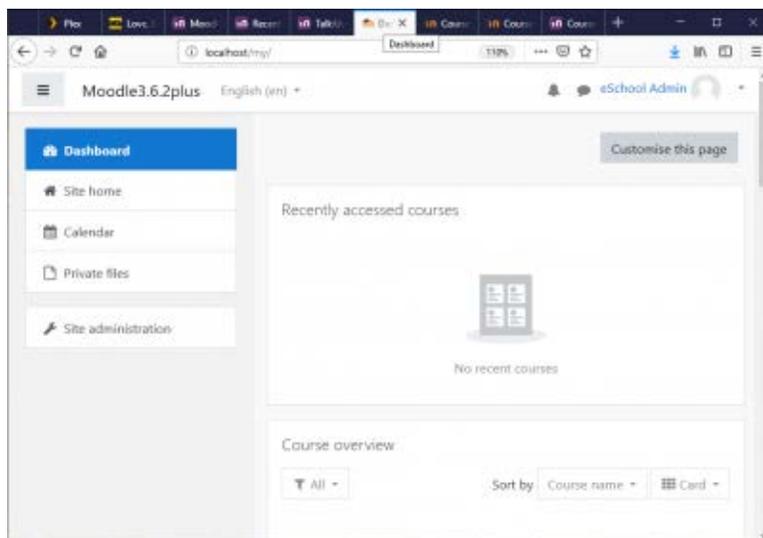
Users can normally customise their Dashboard, adding or removing blocks and changing block positions. They can revert their Dashboard back to the original blocks as follows:

1. Click the 'Customise this page' button.
2. Click the 'Reset page to default' button.

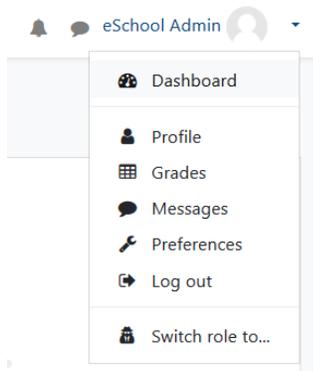


## USER MENU

The user menu can be accessed by clicking on the small triangle next to your user name at the top right of the Dashboard, the home page, or most other pages in your Moodle site.



When you click on the small triangle next to your user name, a dropdown menu will show links to your dashboard, profile, grades, messages and your preferences. There will also be a link to log out of the site, and (if you are a teacher or admin) there may be a link that allows you to Switch your role.



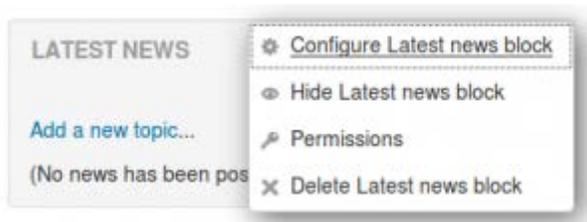
## ADDING A BLOCK TO A PAGE

Blocks can be added to a page by turning editing on then using the 'Add a block' drop-down menu.

Please see Blocks for a list of all the blocks in a standard Moodle install. Your site may have added contributed blocks and or your site administrator has disabled specific blocks on your site.

### Block actions

After adding a block, click the edit icon in the block header to configure it.



## CREATING A NEW EMPTY COURSE

-Log in with your administrator account

-From the left panel (the Navigation drawer) click the icon on the left at the bottom

-Add your course details, using the icon helpicon (?) for extra help

-Click Save and display

-Click Proceed to course content to add your teaching materials.

Watch Video: [https://youtu.be/GI1YAIDu\\_mc](https://youtu.be/GI1YAIDu_mc)

### Course full name:

This is the name of the course. It is displayed as a link on course lists on the Front page and on the Dashboard and in reports. It is also used in the browser title bar when the course is viewed.

### Short name:

Many institutions have a shorthand way of referring to a course, such as BP102 or COMMS. Even if you do not already have such a name for your course, make one up here. It will be used in several places where the long name is not appropriate, such as the Navigation block.

By default, only course full names are displayed in the list of courses. However an administrator can enable short names to be displayed too if required by ticking the checkbox in Administration > Site administration > Appearance > Courses.

### Course category:

The site administrator may have created course categories to help teachers and students find their courses easily. Course categories may be reflected in the Navigation block.

### Course start date:

This setting affects the display of logs and the weekly format topic dates.

If you use the "Weekly" course format, the start date will appear in the first section of the course. For example selecting 27 July, will display "27 July - 2 August" in the first section (when default display is selected for that section).

This setting will have an effect on the display of logs. This will be the earliest possible date the log activity will display.

This setting will not affect courses using the 'social' or 'topics' formats.

**TIP:** In general, if your course does not have a real starting date then set the date to yesterday and use the availability setting to reveal the course to students.

**TIP:** See self enrolment course settings to prevent students from entering the course before a certain date/time.

### Course end date:

The course end date is used for determining whether a course should be included in a user's list of courses. When the end date is past, the course is no longer listed in the navigation block / drawer and is listed as past in the Course overview on students' dashboards.

The course end date is also used for calculating the retention period before data is deleted. It may also be used by a custom report e.g. reporting activity for the duration of a course.

Users can still enter the course after the end date; in other words the date does not restrict access.

Calculate the end date from the number of sections

For courses in weekly format only, the course end date may be calculated automatically based on the course start date and the number of sections. If course sections (weeks) are added or removed, the course date is changed automatically. If 'Calculate the end date from the number of sections' is ticked, the course end date can not be set manually.

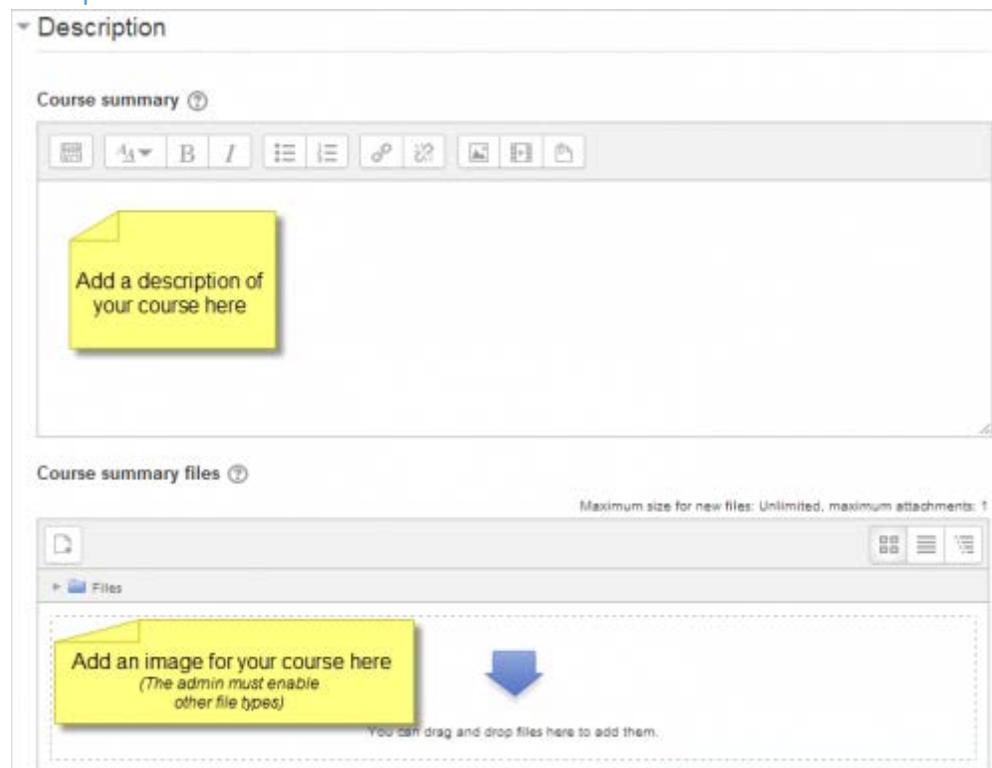
### Course visibility

Here you can "hide" your course completely. It will not appear in the list of courses, except for managers, course creators, teachers and any other users with the view hidden courses capability. Even if students try to access the course URL directly, they will not be allowed to enter.

### Course ID number

The ID number is an alphanumeric field. It has several potential uses. Generally, it is not displayed to students. However, it can be used to match this course against an external system's ID, as your course catalogue ID or can be used in the certificate module as a printed field.

### Description



The screenshot shows a web interface for editing a course description. At the top, there is a dropdown menu labeled "Description". Below it is a section titled "Course summary" with a help icon. This section contains a rich text editor toolbar with icons for text color, bold, italic, bulleted list, numbered list, link, unlink, image, video, and file. Below the toolbar is a large text area with a yellow sticky note that says "Add a description of your course here". Below the text area is a section titled "Course summary files" with a help icon. To the right of this title is the text "Maximum size for new files: Unlimited, maximum attachments: 1". Below this is a file manager interface with a "Files" folder icon and a toolbar with grid, list, and refresh icons. The main area of the file manager is a dashed box containing a yellow sticky note that says "Add an image for your course here (The admin must enable other file types)" and a blue downward arrow. Below the dashed box is the text "You can drag and drop files here to add them."

### Course summary:

The summary appears on the course listings page. This field is searched when searching for a course and also appears in the Course/Site description block.

### Course image:

An image (and if allowed by the administrator, other file types) may be attached to the course summary. They will be accessible by anyone from outside of the course just like the course name and/or summary.

Only users with moodle/course:changesummary capability are able to upload/change course summary files. Note that if this is not allowed by the administrator, then no box will appear to upload course summary files.

By default, only jpg, gif and png file types are allowed as course summary files. An administrator can change the allowed file types in Administration > Site administration > Appearance > Courses.

### Course format:

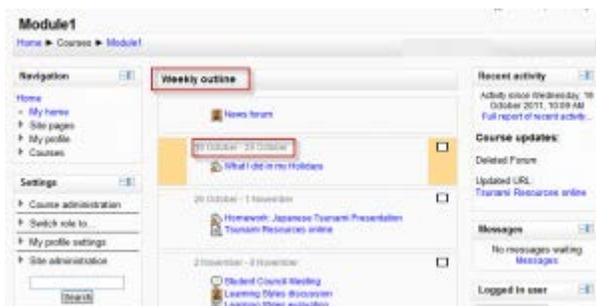
#### Weekly Format

The course is organized week by week, with each section having a date heading. Moodle will create a section for each week of your course. You can add content, forums, quizzes, and so on in the section for each week. The current week is highlighted.

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

**NOTE:** Make sure your course start date is correct. If it is not your weeks will have the wrong date on it. This is especially important if you are restoring a course to use with a new section of students.

If you have students starting the course at different times, you can use the feature Course relative dates to display dates for each course section relative to the student's start date in the course. Example:



The course is organised into topic sections that a teacher can give titles to. Each topic section consists of activities, resources and labels. In new installations of Moodle, this is the default format.

**TIP:** This is great to use if your course is objective based and each objective may take different amounts of time to complete. An example of this would be scaffolding where the students are building upon the knowledge from earlier topics.



"Show only one section"

With the Weekly, Topics and any contributed format that implements the functionality, it is possible via Administration > Course administration > Edit settings to "show one section per page". Here is a course with eight topics, with the third one currently shown. The links left and right lead to topics two and four:

◀ Archery **Tennis** Rugby ▶



☰ Famous tennis players

Many tennis players have achieved success and fame over the last century - and a number of them have been Australian! Research one and add their details here.

◀ Archery Jump to... Rugby ▶

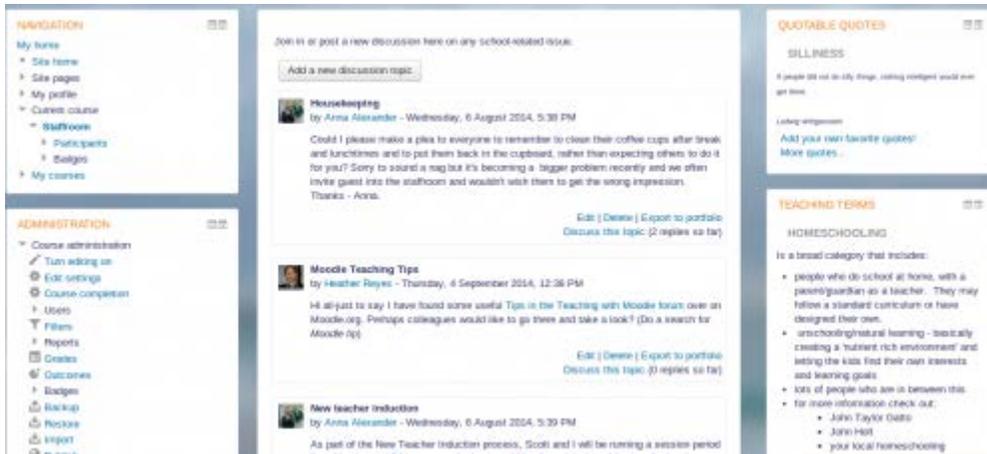
- Jump to...
- Jump to...
- Main course page
- Badminton
- Archery
- Rugby
- Cycling
- Rowing
- Athletics
- Beach volleyball

**Notes:**

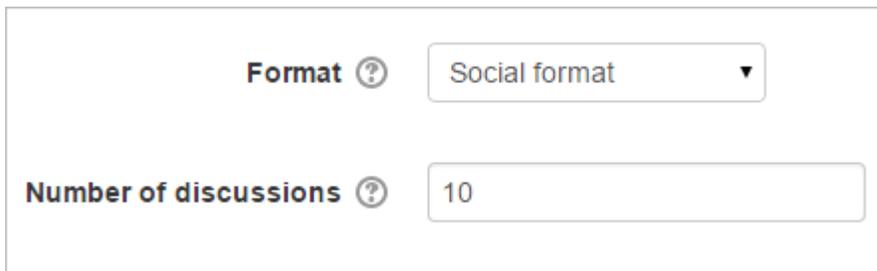
The course home page shows just the section names and any text in the section description along with activity and resource numbers, with the names being click-able. This is what you see the first time you access the course. Once you have selected a topic by clicking on its name, you then see one section at a time.

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

There is a 'Jump to...' menu at the bottom of each single section page.



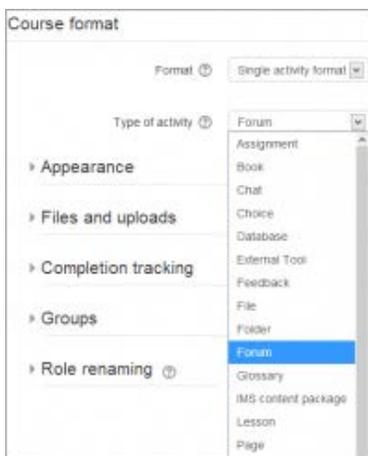
When selecting the social format, it is possible to specify how many discussions you wish to display on the course page:



The social forum can be edited by clicking the 'Update this forum' button on the social forum page. The forum introduction is displayed at the top of the course page. Activities and resources can be added on the side by using the Social activities block.

### Single activity format

The single activity format only has 1 section, and allows the teacher to add one activity only to the course. When the single activity format is selected, a drop down menu appears for the teacher to choose the activity they wish to use. See the "See also" section below for a screencast and working example of the single activity course format.



**Note:** This course format replaces the SCORM format in earlier versions of Moodle, as it is possible here to select a SCORM package as the single activity.

Single activity format with a forum as the activity and social format are very similar. The only difference is when the course contains other activities. The single activity format displays them as "orphaned" and for teachers only; the social format displays them in an activities block and available for students.

### Grid format

The Grid course format is a modular and visual course format. Hides all topics and creates a grid of icons (one for each topic) with short titles. Clicking on an icon brings up the content from the corresponding topic in a "lightbox" style display.

### Hidden sections:

This option allows you to decide how the hidden sections in your course are displayed to students. By default, a small area is shown (in collapsed form, usually grey) to indicate where the hidden section is, though they still cannot actually see the hidden activities and texts. This is particularly useful in the Weekly format, so that non-class weeks are clear, or if you have quizzes you don't want your students to see.

**TIP:** If you choose, these non-available items can be completely hidden, so that students do not even know that sections or an activity in the course are hidden.

### Course layout:

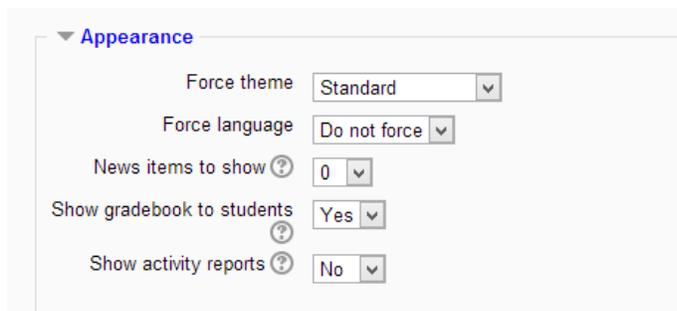
The Course layout setting determines whether the whole course is displayed on one page or split over several pages. The setting currently applies to the topics and weekly core course formats and contributed collapsed topics course format only.

Teachers choose from the dropdown whether they wish to "show all sections on one page" in the familiar scrolling format, or "show one section per page".

If one section per page is selected, the course page is abbreviated to a list of links to individual sections. If an individual section is shown, next and previous sections may be accessed via links above and below the section.

### Appearance:

(These settings are collapsed by default.)



The screenshot shows the 'Appearance' settings panel in Moodle. It contains five settings, each with a dropdown menu:

- Force theme: Standard
- Force language: Do not force
- News items to show: 0
- Show gradebook to students: Yes
- Show activity reports: No

### Number of announcements:

How many recent announcements from the Announcements forum should show in the Latest announcements block.

If an announcements forum is not required in the course, this setting should be set to zero.

### Show gradebook to students

Here you can decide whether to allow students to see the link to grades in the Administration block. If your course doesn't use graded activities, it makes sense to disable this. If grades are used and this link is disabled, students can still see their grade from the actual activity itself, such as an assignment

### Show activity reports

Here you can decide whether to show students their activity reports. Doing so places a load on the server however, which is why the setting is disabled by default.

### Files and uploads

(These settings are collapsed by default.)

### Maximum upload size

Here you can decide the largest size of file that students can upload to a course. The site administrator can determine sizes available for the teacher to select.

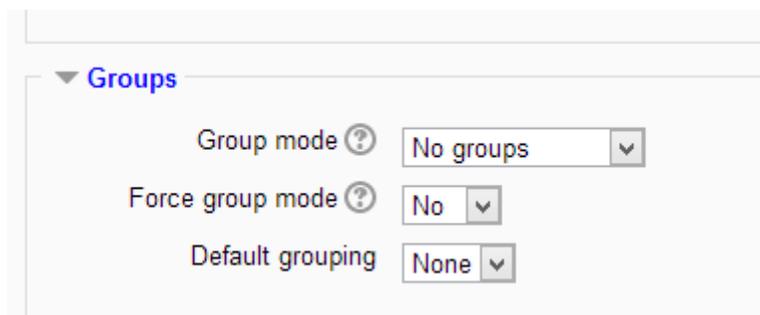
### Completion tracking

(These settings are collapsed by default.)

Completion tracking must be enabled for Activity completion. Course completion criteria may also be based upon Activity completion values found in the activity's settings.

### Groups

(These settings are collapsed by default.)



The screenshot shows a settings panel for 'Groups'. It contains three rows of settings, each with a label, a help icon (question mark), and a dropdown menu:

- Group mode**: The dropdown menu is set to 'No groups'.
- Force group mode**: The dropdown menu is set to 'No'.
- Default grouping**: The dropdown menu is set to 'None'.

### Group mode

Here you can define the group mode at the course level by a pull down menu. "No groups", "Separate groups" and "Visible groups" are the choices. The selected setting will be the default group mode for all activities defined within that course. The group setting can affect what users see in the participants list and who they can interact with in activities.

## Force

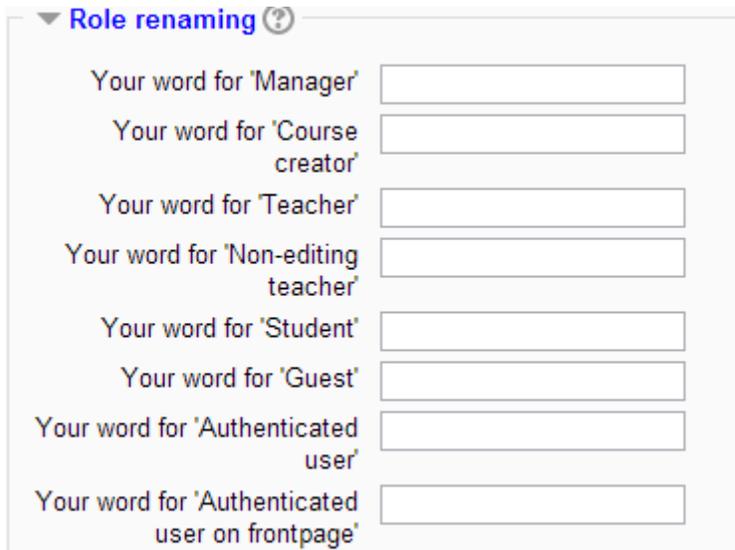
If the group mode is "forced" at a course-level, then this particular group mode will be applied to every activity in that course. This will override any activities that may have a special group setting.

## Default grouping

If groupings are enabled, a default grouping for course activities and resources may be set.

## Role renaming

(These settings are collapsed by default.)



▼ Role renaming ?

Your word for 'Manager'

Your word for 'Course creator'

Your word for 'Teacher'

Your word for 'Non-editing teacher'

Your word for 'Student'

Your word for 'Guest'

Your word for 'Authenticated user'

Your word for 'Authenticated user on frontpage'

You can rename the roles used in your course. For example, you may wish to rename the Teacher role as "Facilitator", "Tutor" or "Guide". These new role names will appear within the course. For example on the participants and the override permissions pages.

Please note that the site administrator may have changed the names or added new roles. These names will appear and the teacher may rename them.

## Tags

Teachers can add course tags here, either new tags or official tags. See Using tags for more information.

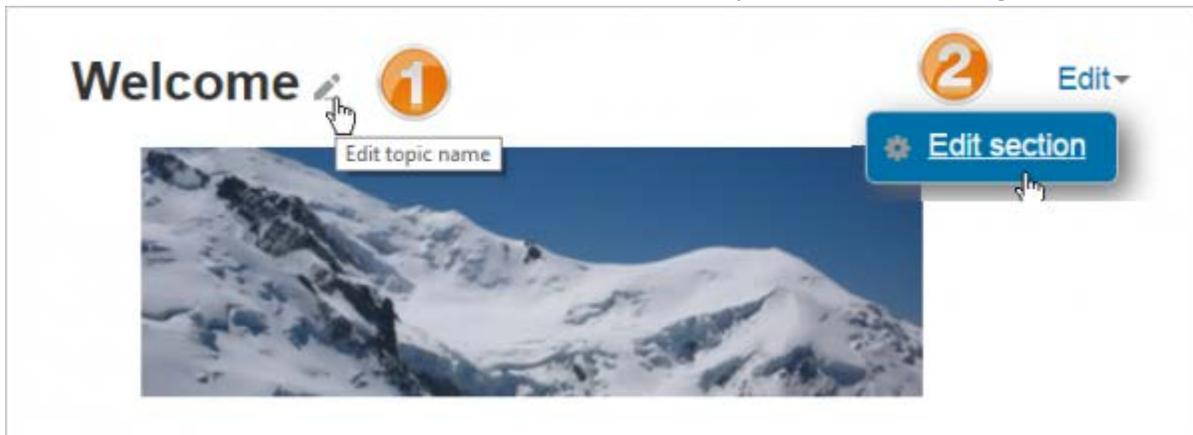
Save and display to proceed.

## TO EDIT A COURSE SECTION

-Turn editing on found on the top right

-Click the pencil icon (1 in screenshot below) to quickly rename the section

-Click the Edit menu (2 in screenshot below) to edit the description and other settings.



### To move a course section

-Ensure turn editing is on

-Click the up/down arrow or the crosshairs icon to move the section

-Drag the section to where you want to position it and let go

### To add course sections

-Ensure turn editing is on

-Click 'Add topics/weeks' underneath the bottom section

-Select the number of extra sections you wish and press 'Add topics/weeks':



### To delete a course section

With the editing turned on, click the 'Edit' link to the right of the course section you wish to delete and then, from the menu that displays, click 'X Delete'. You will be prompted to confirm your wish to delete the section and its contents. Note that all activities inside the section and their user data will also be deleted. Use the Recycle bin to reverse this if you do it by mistake.

## Activities and resources

-To add an activity or resource to the course

-Turn on the editing from the button top right.

-Click 'Add an activity or resource' to open the activity chooser. Double-click to add an activity or resource; click the 'i' for more information and click the star icon to add it to a separate, starred tab.

If desired, the activity chooser may be disabled from Course preferences from the Preferences link in the user menu. This will then display two separate resource and activity dropdown menus.

Add an activity or resource ×

🔍

StarredAllActivitiesResourcesRecommended

 Assignment ★ ⓘ	 Attendance ★ ⓘ	 BigBlueButtonBN ★ ⓘ	 Book ☆ ⓘ	 Chat ☆ ⓘ	 Checklist ☆ ⓘ
 Choice ☆ ⓘ	 Custom certificate ☆ ⓘ	 Database ☆ ⓘ	 External tool ☆ ⓘ	 Face-to-Face ☆ ⓘ	 Feedback ☆ ⓘ
 File ☆ ⓘ	 Folder ☆ ⓘ	 Forum ☆ ⓘ	 Glossary ☆ ⓘ	 Group choice ☆ ⓘ	 HSP ☆ ⓘ
 IMS content package ☆ ⓘ	 Interactive Content ☆ ⓘ	 Label ☆ ⓘ	 Lesson ☆ ⓘ	 Page ☆ ⓘ	 Poster ☆ ⓘ

Alternatively, certain resources and activities may be added using drag and drop:

-To add a file, simply drag and drop it onto the course section where you'd like it to appear.

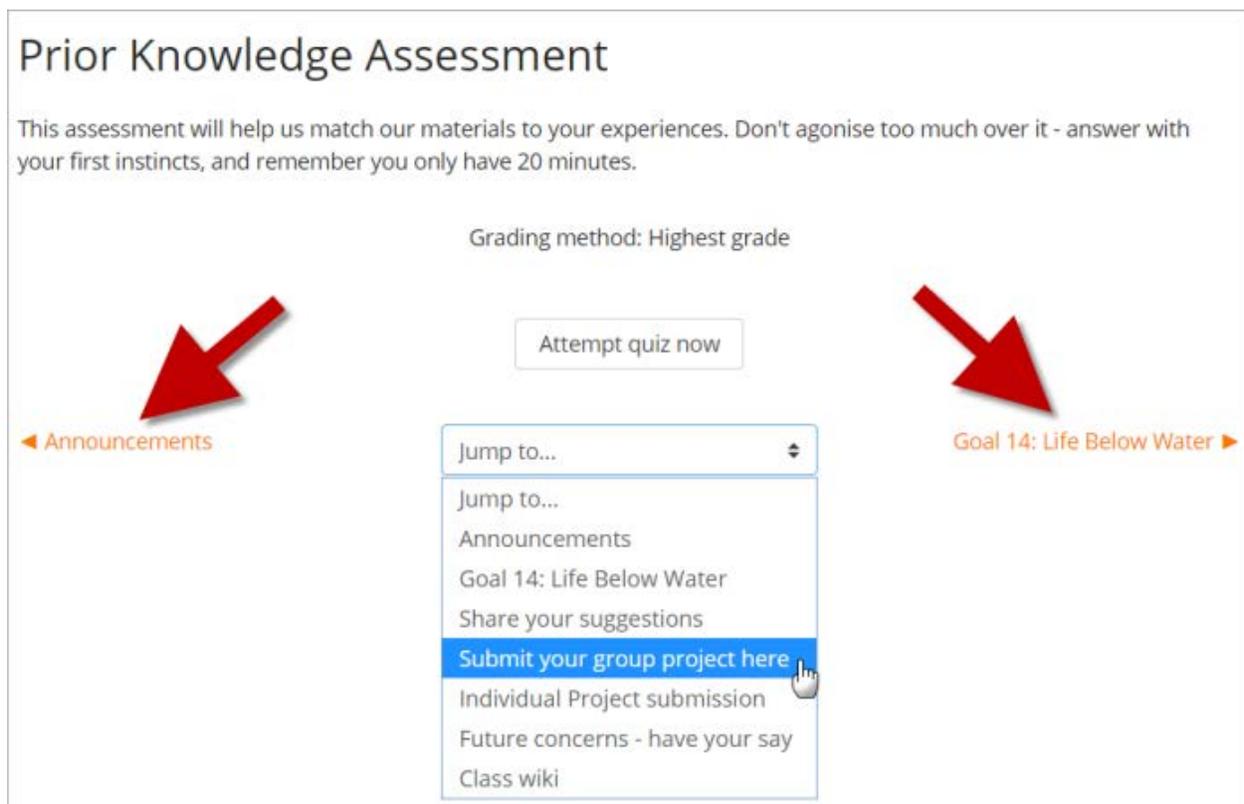
-To add a folder of files, simply zip the folder then drag and drop it onto the course section where you'd like it to appear, answer 'Unzip files and create folder' to the popup dialogue, then click the upload button.

-To add a SCORM package, simply drag and drop it onto the course section where you'd like it to appear, answer 'Add a SCORM package' to the popup dialogue, then click the upload button.

Watch Video: [https://youtu.be/MRX3NOO\\_oNY](https://youtu.be/MRX3NOO_oNY)

### Activity navigation

Underneath each activity is a link on the left to the previous activity and on the right to the next activity. A jump-to menu also allows you to choose other activities from the course page:



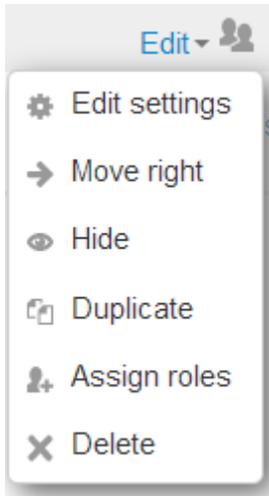
The screenshot shows a course page titled "Prior Knowledge Assessment". Below the title is a paragraph: "This assessment will help us match our materials to your experiences. Don't agonise too much over it - answer with your first instincts, and remember you only have 20 minutes." Below this is the text "Grading method: Highest grade" and a button labeled "Attempt quiz now". On the left side, there is a link "Announcements" with a left-pointing arrow. On the right side, there is a link "Goal 14: Life Below Water" with a right-pointing arrow. In the center, a "Jump to..." dropdown menu is open, showing a list of course items: "Announcements", "Goal 14: Life Below Water", "Share your suggestions", "Submit your group project here" (which is highlighted in blue and has a mouse cursor over it), "Individual Project submission", "Future concerns - have your say", and "Class wiki". Two large red arrows point from the "Attempt quiz now" button area towards the "Announcements" and "Goal 14: Life Below Water" links.

### Editing elements on your course homepage

With the editing turned on, activities, resources and blocks will have icons performing different functions such as edit/move/copy/delete/hide.



- the pencil icon allows you to edit inline the title of the resource / activity



- this icon groups actions together for easier editing on smaller screens. Click to reveal the options.



- the move icon allows you to move items or sections by dragging and dropping. (If you have many activities to scroll through while moving, see the Tips and Tricks section below for a useful suggestion.)



- this move icon appears if you don't have Ajax enabled.



- the groups icon allows you to change between no groups or separate/visible groups



- the move here icon appears when moving a course element without Ajax. Click into the box to re-locate your item.

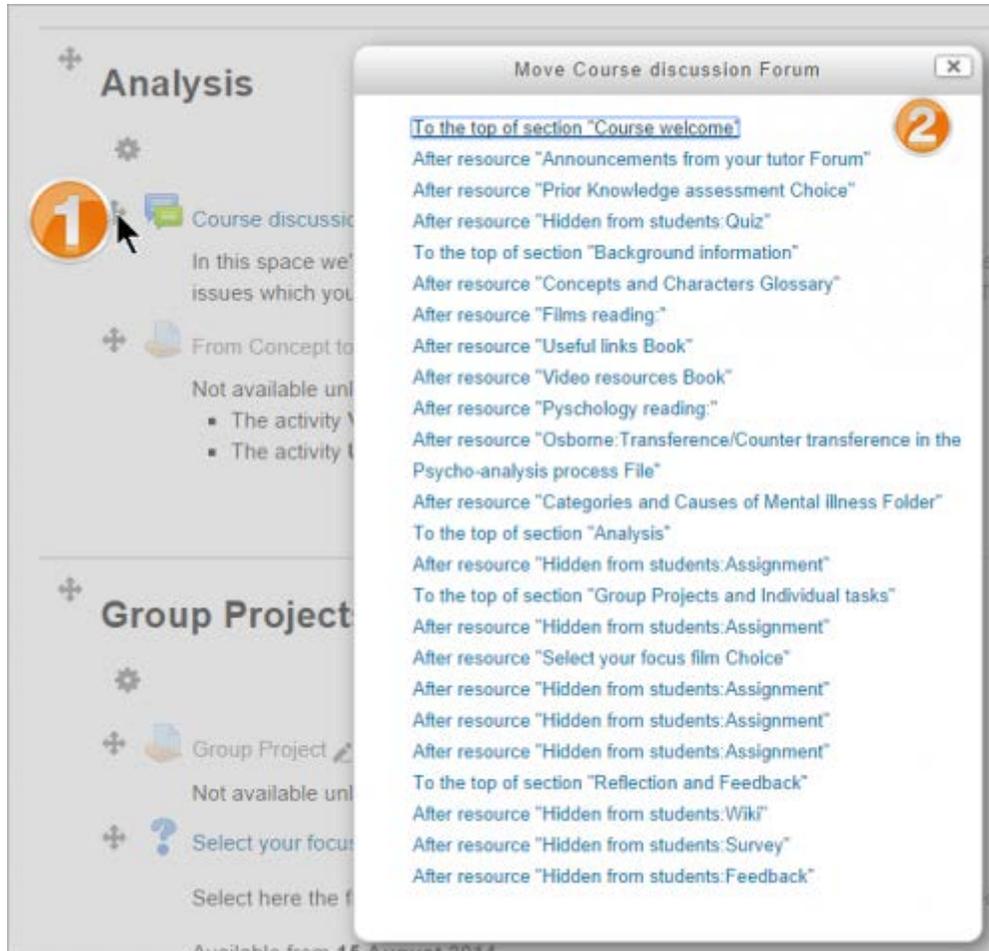


- the up/down arrows allow you to move course sections up or down and appear if you do not have Ajax enabled.

### Tips and tricks

Moving items in a course with many activities

If you click and drag an activity or resource on a course page which has many items, this might cause you difficulties with "scroll of death" issues. Instead of dragging the activity to move it, click on it. It will display a list of all the items on your page and you just need to click to select where on the course page you want the item to be moved to.



## LESSON ACTIVITY- LESSON SETTINGS

This page explores in more detail the settings for the Lesson activity once you have added it to your course and also covers the Site administration settings.

### Appearance

#### **Progress bar**

Choose this to show a bar at the bottom of the page showing how far into the lesson the student has got.

For lessons containing only Content pages, once a lesson has been taken to the end, if that same lesson is re-taken, the progress bar will not be "reset", i.e. it will show a 100% progress from page 1!

For lessons containing Question pages and set to "Re-take" Yes, the progress bar is always "reset" at 0% upon re-take.

Note that the Lesson Progress bar only works correctly for lessons with a "straightforward" navigation, such as page 1 -> page 2 -> page n -> end of lesson. It is not guaranteed to work with pages "jumping all over the place".

### **Display menu**

Choose this when you want to show a list of the content page titles in the Lesson to the student. Only those pages which have "Display in menu?" checked will display. The menu will not display question pages.

Depending on what the administrator has specified as 'Advanced', other settings will be displayed by clicking a 'Show more' link:

### **Linked media**

If you want to include a link to a media file for students to refer to, upload it here. A 'Click here to view' link will be displayed in a block called 'Linked media' on each page of the lesson.

The width and height of the pop-up window may be set by an admin in Site administration > Plugins > Activity modules > Lesson.

### **Display ongoing score**

Choose this to let students see their score as they work through the lesson. It won't display for teachers previewing the activity.

### **Minimum grade to display menu**

Choose this if you want the student to go through the lesson once and get a grade before they can (on review) see and navigate through all the different pages.

### **Slideshow**

Slideshow height, width and background colour are set for the whole site by an administrator in Site administration > Plugins > Activity modules > Lesson.

### **Maximum Number of Answers**

Here you can set the default number of selection boxes available when you add or edit a question or content page. For instance, if you are only going to use multiple choice questions with 3 answers in your lesson, you might select 3. You can change the default here at any time to display more or less question answers or content choices.

Note: This only impacts the editing screen. Changing from 4 to 2 will not remove or hide any answers previously entered from the student.

### **Use default feedback**

Every Moodle site has a standard response (feedback) when a student selects a correct or wrong answer in a lesson. Select "No" if you only want what you put as a response for a specific question's answer to display. In this case, when you leave the response to a question blank, the student will not see any comment about their answer. The typical Moodle standard responses are: "That's the correct answer" or "That's the wrong answer".

### **Link to next activity**

Choose this to give students a link to another activity when they reach the end of the lesson.

### **AVAILABILITY**

As well as selecting here a start and end date and time for your lesson, you can set a time limit and/or password.

Allow lesson to be attempted offline

Enable this setting if you want students to do the activity on the Moodle app. It will be downloaded, done offline and then resynched. by a mobile app user. Note: You cannot use this setting if you have set a time limit on your Lesson.

### **FLOW CONTROL**

#### **Allow Student Review**

This puts a "Review Lesson" button on the last screen of the lesson to encourage the students to navigate through the lesson again. If the lesson contains questions then the review will start from the first question, otherwise the review will start from the first content page.

Note that the students will not be able to change their answers, only view them.

#### **Provide option to try a question again**

This displays a button after an incorrectly answered question so that the student can try again (but not get credit for it). If the student clicks to move on to another question then the selected (wrong) answer jump will be followed. By default wrong answer jumps are set to "this page", so it is recommended that you set the wrong answer jump to a different page to avoid confusion with your students.

TIP: Leave this off if you are using essay questions.

#### **Maximum Number of Attempts**

Decide here how many times you want students to be able to attempt each question. When they reach the maximum, they will be taken automatically to the next page.

Note: this setting works in combination with the above setting, or independently.

When 'provide an option to try again' is set to No, students will be able to retake the question as many times as it is set here, with a score penalty.

When 'provide an option to try again' is set to Yes, then students will be able to retake the question as many times as it set here without a score penalty. In this case an extra dialogue appears.

Consequently when the relevant jump 'this page' is used in wrong answer while the 'provide an option to try again' is set to No and 'maximum number of attempts' is set to 1, a student that will answer wrongly will be moved into the next page, since he/she has the change to try the question just once.

Ensure you check lesson using a real student account, as the teacher preview or the 'switch role to student' may not give you the exact picture.

Depending on the what the administrator has specified as 'Advanced', other settings will be displayed by clicking a 'Show more' link:

### **Action after a Correct Answer**

Choose here where you want a student to be sent to if they get a question right. See Using Lesson for more details on this setting. The options are:

- the next part of the Lesson (default setting)
- a random, unexpected page
- a random page which they have not yet answered.

### **Number of pages to show**

You only need this if you have set "Action after a correct answer" to show an unseen or unanswered page. Otherwise, all pages will be seen

### **GRADE**

Set a grade and grade category here, along with a "Grade to pass" which may be connected with Activity completion and Restrict access such that a student will not be able to access a follow up activity until they have obtained the required grade in the lesson.

### **Practice lesson**

Practice lessons are now saved; this means they will appear in the reports .You must enable the "Retakes allowed" setting if you want students to be able to attempt a practice lesson several times.

Note: If you are upgrading from an earlier version, be aware that all practice lessons will have " Re-takes allowed" set to "Yes" . If you are restoring a practice lesson made before this change, you may need to modify the "Re-takes allowed" setting if needed.

### **Custom Scoring**

Use this to give a particular number score (negative or positive) to each answer

### **Re-takes allowed**

Choose this if you want your students to be able to do the lesson more than once.

Note that this setting only applies to lessons containing Question pages. Lessons consisting only of Content pages can be re-taken even if 'Re-takes allowed' is set to No.

Depending on what the administrator has specified as 'Advanced', other settings will be displayed by clicking a 'Show more' link:

### **Handling of re-takes**

If you allow your students to re-take the lesson, then decide here if the grade for all lesson attempts is the mean or the maximum.

Note that the Question Analysis always uses the answers from the first tries of the lesson. Re-takes by students are ignored.

### **Minimum Number of Questions**

Set the minimum number of questions that will be used to calculate a student's score. Students will be told how many they have answered and how many more they need to answer.

If you are using Content pages, then set this to 0.

If you use this setting, then add some explanatory text at the start of the lesson so the student knows the minimum number of questions they must answer to receive a grade.

### **OTHER SETTINGS**

Depending on what is enabled for your site and course, you may also need to explore Common module settings, Restrict access and Activity completion

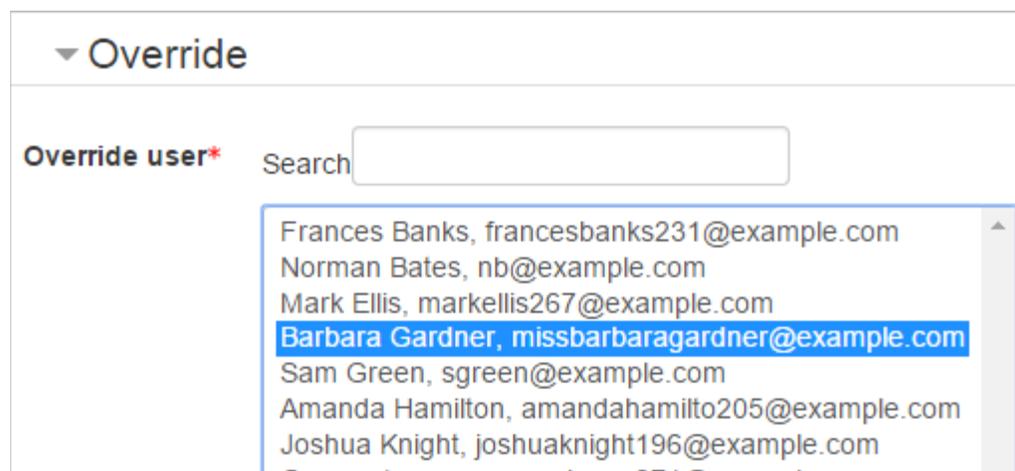
[If your Lesson activity doesn't display as you wish, check the site settings below:](#)

### **USER AND GROUP OVERRIDES**

When a lesson has been created, it is possible to override certain settings for individuals and groups from Lesson administration. In situations where two group overrides may apply to a single user, the most lenient date is used. For "Available from" dates, this means the earliest possible date is used, for "Deadline" dates, this means that the latest possible date is used. Note also that if there exists a user override for a student, it will always take precedence over any group overrides.

It is possible to override passwords, availability/deadline, time limits and question retries and lesson retakes.

Selecting one of the options, for example 'User' will display a button to click. From the next screen you can choose the user or group to override and the settings you wish to override:



The screenshot shows a web interface for overriding user settings. At the top, there is a dropdown menu labeled 'Override'. Below it, the text 'Override user\*' is followed by a search input field. A dropdown list is open, showing a list of users with their names and email addresses. The user 'Barbara Gardner, missbarbaragardner@example.com' is highlighted in blue. The list includes:

- Frances Banks, francesbanks231@example.com
- Norman Bates, nb@example.com
- Mark Ellis, markellis267@example.com
- Barbara Gardner, missbarbaragardner@example.com**
- Sam Green, sgreen@example.com
- Amanda Hamilton, amandahamilton205@example.com
- Joshua Knight, joshuaknight196@example.com

## WHAT IS THE LESSON ACTIVITY?

The Lesson activity allows teachers to create 'branching' exercises where students are presented with content and then, depending on their responses, are directed to specific pages. The content may be text or multimedia.

Watch Video: <https://youtu.be/PEPGNaXZNSI>

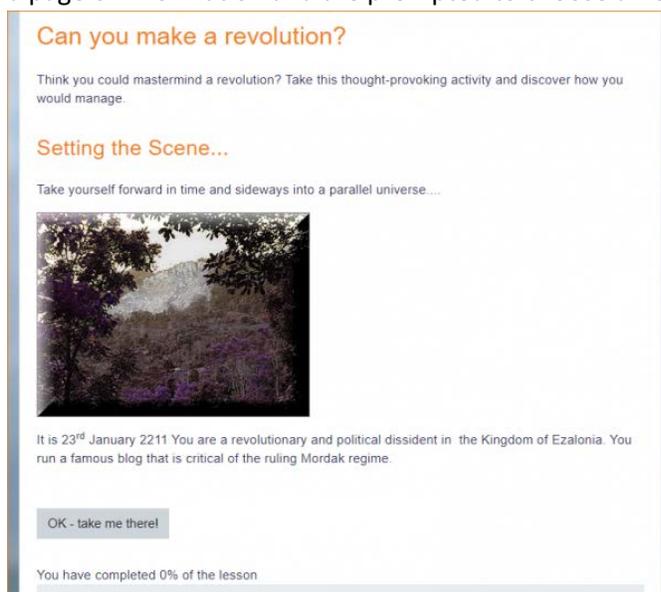
### **How is it set up?**

- In a course, with the editing turned on, choose 'Lesson' from the activity chooser.
- Give it a name and, if required, a description.
- Expand the other sections to select the settings you want, including whether the Lesson is for practice or will be graded.
- Click Save and Display and from the Edit tab, add your first page. This will usually be a Content page (where you add information) or a Question page (where you can select a question type.)
- Make sure the 'Jumps' take you to the next page (if you want.) 'Jumps' direct the student to where they should go next. Once you have made all your pages, return and edit each Jump so it shows the correct page name
- When you have saved your first page, continue adding pages from the Collapsed tab > Actions menu.

### **How does it work?**

#### ***Student view***

Students click on the Lesson icon in the course to access it and, depending on the teacher's settings see a page of information and are prompted to choose an option from a selection of possible responses.



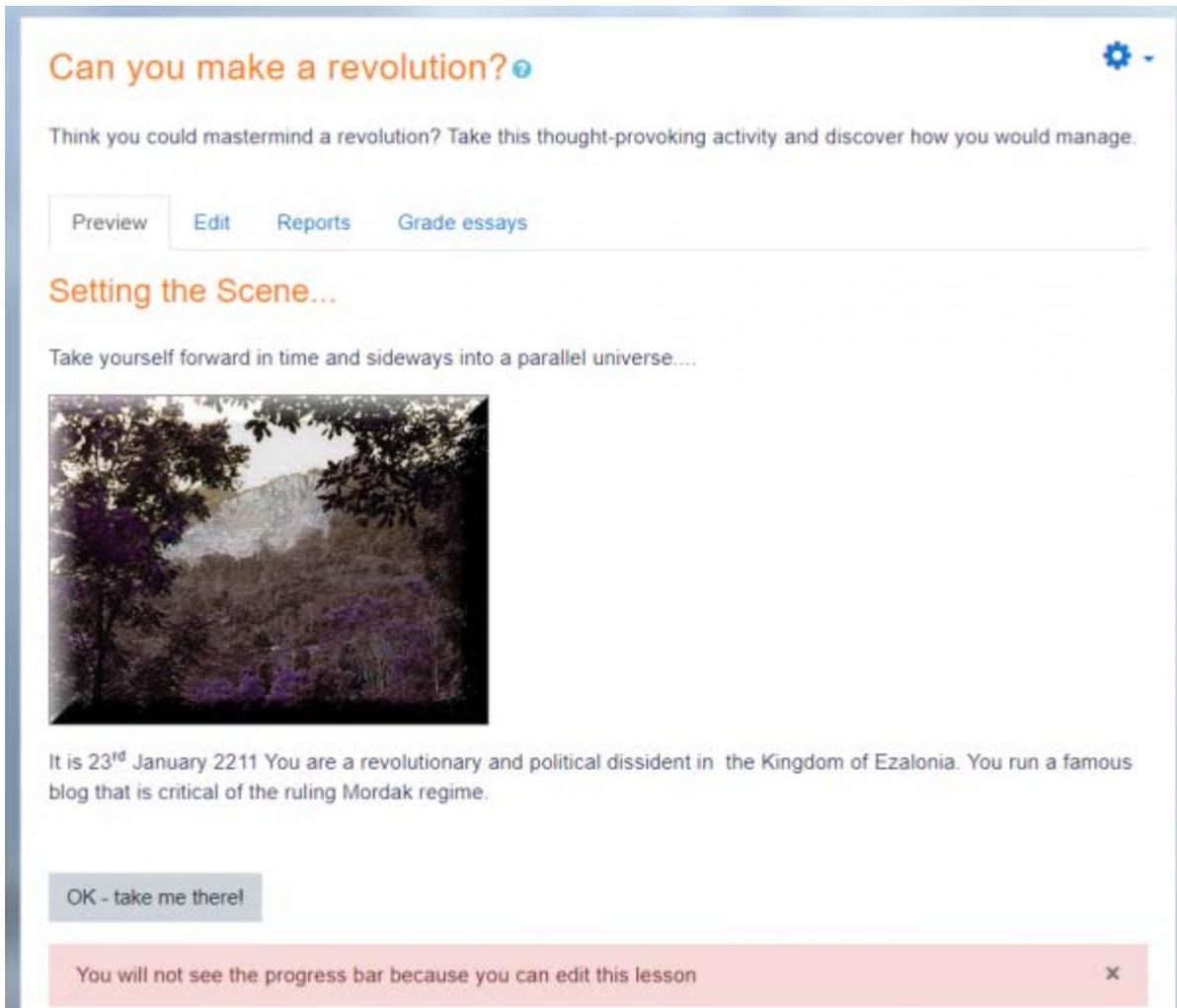
The screenshot shows a lesson activity interface with the following content:

- Can you make a revolution?**
- Think you could mastermind a revolution? Take this thought-provoking activity and discover how you would manage.
- Setting the Scene...**
- Take yourself forward in time and sideways into a parallel universe....
- 
- It is 23<sup>rd</sup> January 2211 You are a revolutionary and political dissident in the Kingdom of Ezalonia. You run a famous blog that is critical of the ruling Mordak regime.
- OK - take me there!
- You have completed 0% of the lesson

The Lesson may be timed, and it may display a progress bar. It may have a table of contents showing all pages, or the navigation may be hidden.

#### Teacher view

Teachers see additional tabs when they access the Lesson. They can preview the flow, edit pages, view reports and grade essays (if Essay questions were used.)



The screenshot shows a lesson interface with the title "Can you make a revolution?" and a sub-header "Setting the Scene...". Below the sub-header is a paragraph of text and a photograph of a forest. At the bottom, there is a button labeled "OK - take me there!" and a red notification bar that reads "You will not see the progress bar because you can edit this lesson".

Can you make a revolution? 

Think you could mastermind a revolution? Take this thought-provoking activity and discover how you would manage.

Preview Edit Reports Grade essays

Setting the Scene...

Take yourself forward in time and sideways into a parallel universe....



It is 23<sup>rd</sup> January 2211 You are a revolutionary and political dissident in the Kingdom of Ezalonia. You run a famous blog that is critical of the ruling Mordak regime.

OK - take me there!

You will not see the progress bar because you can edit this lesson 

The Lesson may be timed, and it may display a progress bar. It may have a table of contents showing all pages, or the navigation may be hidden.

#### **Teacher view**

Teachers see additional tabs when they access the Lesson. They can preview the flow, edit pages, view reports and grade essays (if Essay questions were used.)

## BUILDING LESSON

This page is about how to structure a Moodle lesson once you have created it with the Lesson settings.

### **Planning your lesson**

*A lesson is made up of pages which may have content for the student to read or questions for them to answer. The questions can be created by the teacher or imported. The teacher decides the order in which these pages appear.*

*You need to have a clear idea beforehand of what you want to do with this lesson. Is it to be a graded, linear learning experience? Or an ungraded, non-linear practice session? Will students be able to go back and revisit areas or is it just a once-only opportunity?*

*Even those who are very comfortable working directly online might find it useful to note down on paper the direction they want their lesson pages to go in, rather than having to remember and visualize the navigation in their head.*

### **Adding content and questions to your lesson**

When you have set up your lesson with the Lesson settings, click "Save and display" and you will be taken to the screen in the screenshot below.

If you click "Save and return to course" instead, then click the "update" icon next to the lesson on the page and click "edit" in Administration >Lesson Administration



What would you like to do first?

[Import questions](#)

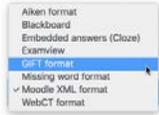
[Add a content page](#)

[Add a cluster](#)

[Add a question page](#)

### **Import questions**

If you have some questions in the following formats, you can import them to use in your lesson by clicking the Import questions link.



## ADD A CLUSTER

A cluster is a group of question pages which will be offered randomly to a student as they work through the lesson. It is best if you have made the question pages beforehand and can then decide where to mark the start and end of the cluster. The start is marked by a "cluster" page and the end by an "end of cluster" page. See Clusters for more information.

### **Add a content page**

- This is a page where a teacher can provide information to move the lesson forward but without requiring the student to answer specific questions.
- The student sees the page's title, some information and then one or more buttons at the bottom to select.
- When the student clicks on a button, they go to the next page but their choice is not scored.

### **Page title**

- The title of a content page appears to the student at the top of the page.
- A teacher will also see the title in the collapsed edit mode when they are working on the Lesson, and they will also be able to choose the title (and hence this page) from the drop down "jump" lists.
- The title in a content page is also used with the "display left menu" setting.

### **Page contents**

This is where the teacher can add information for the student, making use of the Text editor and its multimedia features.

### **Content**

- Here the teacher writes the words they want the student to click on to get to the next part of the lesson.
- These words will appear to the student as a button.
- The teacher can check the box to have the buttons appear horizontally, or uncheck it for them to appear centered vertically.

▾ **Content 1**  
 Description !   
 Jump

---

▾ **Content 2**  
 Description   
 Jump

**Number of options available:**

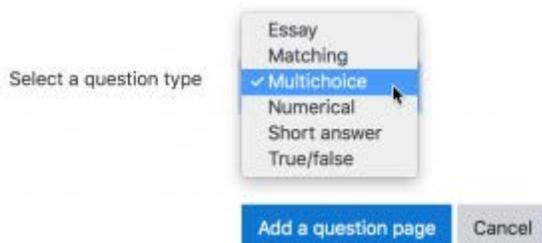
-How many of these you have depends on your choice in the Maximum Number of Answers setting in Lesson settings

**The Jump:**

- Each Description in a Content page has a Jumps menu. "Jumps" take a student from one page to another.
- A "relative jump" is "next page" or "end of lesson" whereas an "absolute jump" gives the actual name of a page.
- The teacher chooses from the dropdown the correct page to send the student to if they click on the button that will be made from this particular description. Any pages created by the teacher will have their titles appear in this dropdown, allowing them to be selected.
- When a student clicks on a description button, they are sent to the page defined in the Jump associated with the button.

**Add a question page**

From this link you can choose from a variety of question types which will then be added as pages to your lesson:



- (Note: These question types are not the same as the Quiz Question types and are in no way connected with quiz questions.)
- The format of question pages is similar to content pages outlined in Section 2.4 above.
- A typical question page could include:

-Title - the name the student sees at the top of the question page.

## -Page contents - the actual question

▼ **Create a Multichoice question page**

Page title ⓘ Country motto

Page contents ⓘ

1 A B I ☺ ☰ ☷ 🔗 🔗

🖼️ 📄 📎 📺 📶

Which country has the motto **One people, One Goal, One Faith?**

Options  Multiple-answer ⓘ

Answer/Response/Jump/Score as in the screenshot below

▼ **Answer 1**

Answer ⓘ

1 A B I ☺ ☰ ☷ 🔗 🔗

🖼️ 📄 📎 📺 📶

Senegal

Type an answer

Response

1 A B I ☺ ☰ ☷ 🔗 🔗

🖼️ 📄 📎 📺 📶

Correct! Well done

Type feedback

Jump ⓘ

Next page ⚙️

Decide where to send students next

Score ⓘ

1

Decide score

Note: Short answer questions and Numeric questions only have the plain text editor in the answer field, as below:

▼ **Answer 1**

Answer ⓘ

Response

1 A B I ☺ ☰ ☷ 🔗 🔗

🖼️ 📄 📎 📺 📶

Jump ⓘ

Next page ⚙️

Score ⓘ

1

## QUESTION TYPES

- Multichoice

The student is given a question and a list of answers. The answer list will be shuffled every time the question is view by a student. By default they choose one answer but you can check the box "multiple answer" to allow them to choose more than one answer.

The file picker is available in the editor so that images and other media may be uploaded as part of the answers and responses.

- Essay

Students can write a longer answer as part of the lesson and this can be graded manually by the teacher.

Students and teachers can add files such as images and can record audio and video when submitting or grading essays.

Note: Non-editing teachers may also grade lesson essay questions, even though they cannot edit the lesson itself.

- Matching

This allows you to set up lists which must be matched against other lists, for instance, words, pictures, numbers etc. The student must match all correctly to receive the score.

#### Numerical

This requires a number as an answer. A number within a range may also be accepted as correct. The range separator to be used is the colon : For example, to accept as correct any number between 10 and 12 (10, 11 and 12) you would type 10:12 in the answer box. Only the plain text editor is available in the answer box.

- Short answer

A student must provide a single word or short phrase answer. The teacher must anticipate the possible answers and enter them in the answer box, using \*\* wild cards if appropriate. Only the plain text editor is available in the answer box.

You can include 5 or more underscores in the question text and these will be replaced for the student by the answer box. (This also means that fill in the blank questions may be imported from Blackboard and other LMS.) Including more underscores will make the answer box wider:

Moodle stands for  Object Oriented Dynamic Learning Environment

- True/false

The student is given a sentence and must decide if it is true or false.

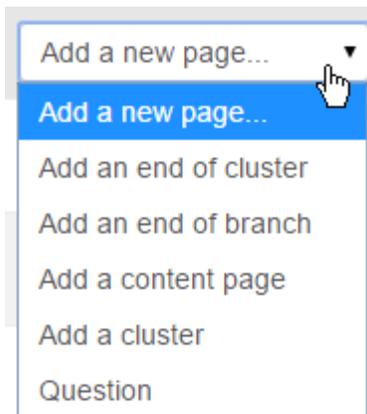
### **Moving your lesson forward**

Once you have added your first content or question page, you reach the next screen which displays your page title/type/jumps (ie where the responses take the student to) and actions you can take next:



The Actions icons allow you to move (if you have more than one), edit, preview, delete or

The drop down allows you to create another page of your choice:



Note the different view options:

- Collapsed view

This gives a brief outline of the lesson structure as in the two screenshots above.

- Expanded view

This shows more detail as in the screenshot below:

**Introductory Lesson: Dyslexics of the World Untie**

Preview **Edit** Reports Grade essays

Collapsed **Expanded**

Import questions | Add a content page | Add a cluster | Add a question page here

What exactly IS dyslexia? 📄 📄 🔍 ✕

It's a common type of learning difficulty that primarily affects the skills involved in the reading and spelling of words. Typically dyslexics will see letters jumbled up or floating around as they try to read, and when they spell words they might swap letters around, with occasional comic effects - hence the dyslexic jokes I've used to introduce this topic.

If you prefer learning by reading, the UK National Health Service has a [good summary of dyslexia here](#)

Or if watching videos is your thing, here's a detailed video (45 minutes):

Content

**Cluster 1** OK - test me |

**Jump 1** Text or Video?

Import questions | Add an end of cluster | Add an end of branch | Add a content page | Add a cluster | Add a question page here

Text or Video? 📄 📄 🔍 ✕

## ENDING YOUR LESSON

To bring the lesson to a close, select the "End of Lesson" option from the Jump menu on any relevant pages.

The student will then see a generic message as in the next screenshot, with a direction back to the main course page or to view their grades:

Congratulations - end of lesson reached

Well done!

[Return to Biology Level 2](#) [View grades](#)

## ASSIGNMENT ACTIVITY- ASSIGNMENT SETTINGS

This page explores in more detail the settings for the Assignment activity once you have added it to your course.

Note that if you want to edit an existing assignment, click the Edit link to its right and choose the action you wish to take, eg 'Edit settings'.

### General

In the Description, provide instructions for students. Check the box if you want these instructions to display on the course page.

In Additional files, you can add files which may be of help to the students as they do their assignment, such as example submissions or answer templates.

#### AVAILABILITY

##### **Allow submissions from:**

This stops students from submitting before the shown date but it doesn't hide the assignment and any included instructions or materials.

##### **Due date:**

Submissions are still allowed after this date but will be marked as late. Disable it by unticking the checkbox. Assignments without a due date will appear on the dashboard with 'No Due Date' displayed.

##### **Cut-off date:**

After this date, students will not be able to submit and the submit button will disappear.

##### **Remind me to grade by:**

A date needs to be entered here in order for the assignment to display on the teacher's Course overview block and in the Calendar. It will display when at least one student has submitted.

#### SUBMISSION TYPES:

Here you can decide how you wish students to submit their work to you.

Note: If Submission comments are enabled in Administration>Plugins>Activity modules>Assignment>Submission plugins, students will be able to add a note to their teacher on submitting work. If Anonymous (blind) marking is enabled, student comments display in the gradebook as from "Participant 01 etc" to avoid revealing identities.

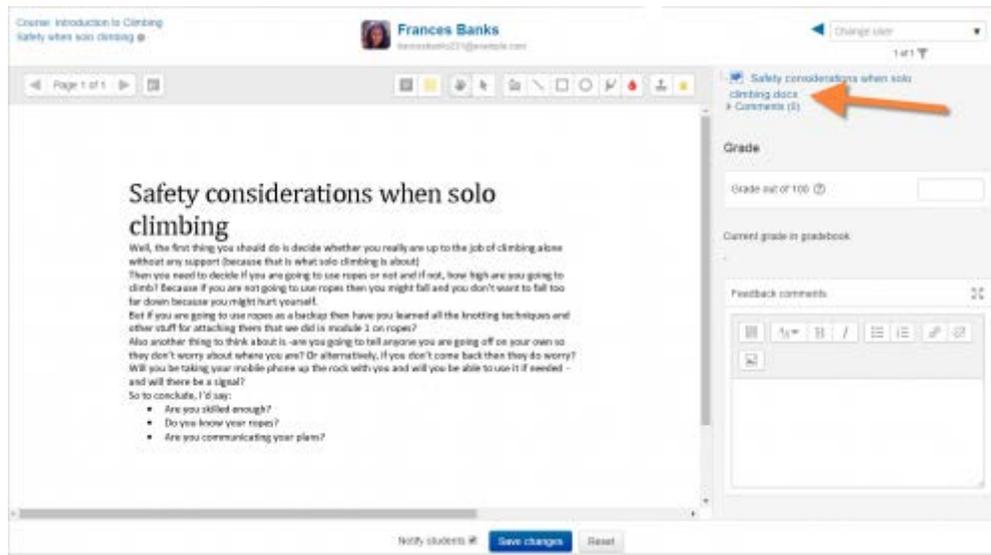
##### **Online text**

Students type their responses directly in Moodle using a text editor (such as the Atto editor which automatically saves text at regular intervals.)

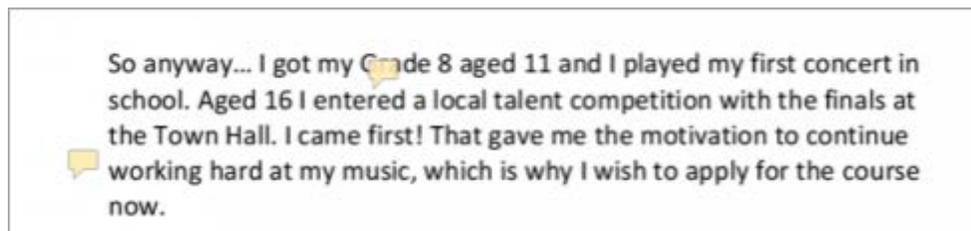
It's possible to set a word limit on an online text assignment. Students get a warning if they try to exceed the word limit. Numbers are counted as words and abbreviations such as I'm or they're are counted as single words.

## File submissions

Students can upload one or more files of any type the teacher can open. The teacher can annotate uploaded PDFs, docx and odt files within the browser, and on saving, the annotated file is made available to the student. (Check with your admin that Ghostscript and a document converter are enabled, if you can't annotate uploaded files.) In the screenshot below, a docx file has been uploaded and converted so that the teacher may use the annotation tools to comment directly on the student's assignment.



Comments may be collapsed to make it easier to read the original text:



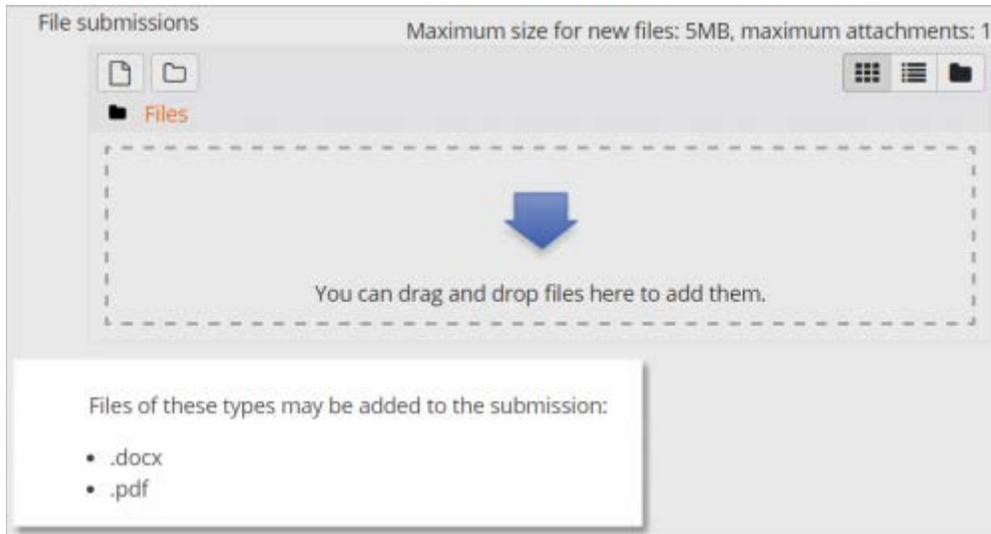
## Maximum submission size

The maximum upload size refers to each file a student uploads. It cannot be larger than the limit in the Course settings.

## Accepted file types

The teacher can specify the types of file the students may upload to the assignment. A file type selector appears upon clicking 'Choose', offering a choice of different file types. (See the video File type selection for more information.) Leaving the field blank will allow all file types.

If the file types have been restricted, then when students attempt to submit the assignment, they will see a message telling them which files are accepted:



## FEEDBACK TYPES

### Feedback comments

With this enabled, markers can leave comments for each submission (which appear on the assignment grading screen.)

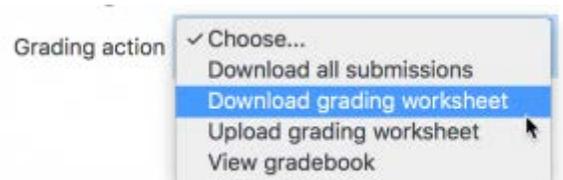
The Atto editor now allows for recording audio and video when grading, along with the option to upload supporting files such as images.

**Annotate PDF** appears if this setting is enabled by the Site administrator in the Manage assignment feedback plugins section of Site admin and will allow the teacher to annotate using comments, stamps and other features.

### Offline grading worksheet

This is useful if you wish to download the grading list and edit it in a program such as MS Excel.

First name / Surname	Grade	Edit	Last modified (grade)	Feedback comments	Feedback files	Final grade
David Beckham	30	✎	-			
Victoria Beckham	46	✎	-			
Cheryl Cole	34	✎	-			
Matt Baker	38	✎	-			
David Cameron	12	✎	-			
Nick Clegg	5	✎	-			



ID	Participant Full name	Grade	Maximum Grade	Last modified (grade)	Feedback comments
1	Participant David Beckham	30	300	-	A valiant effort
2	Participant Victoria Beckham	46	300	-	A bit thin on content
3	Participant Cheryl Cole	34	300	-	Watch your style
4	Participant Matt Baker	38	300	-	Excellent effort
5	Participant David Cameron	12	300	-	Limited relevance
6	Participant Nick Clegg	5	300	-	Concerned about plagiarism

When the teacher has completed their grading offline, they can then upload the spreadsheet, confirm the changes and the grades and comments will be transferred over into Moodle's gradebook:

**Upload grading worksheet**

Upload a file  Maximum size for new files: 255MB

Choose QA test Offline marking - 21-20121020\_MTD - comma-separated.csv

Encoding: UTF-8

Separator:  Tab  Comma  Colon  Semicolon

Allow updating records that have been modified more recently in Moodle than in the spreadsheet.

**Confirm changes in grading worksheet**

Set grade for David Beckham to 50  
 Set field "Feedback comments" for "David Beckham" to "A valiant effort"  
 Set grade for Victoria Beckham to 46  
 Set field "Feedback comments" for "Victoria Beckham" to "A bit thin on content"  
 Set grade for Cheryl Cole to 34  
 Set field "Feedback comments" for "Cheryl Cole" to "Watch your style"  
 Set grade for Matt Baker to 88  
 Set field "Feedback comments" for "Matt Baker" to "Excellent attitude"  
 Set grade for David Cameron to 10  
 Set field "Feedback comments" for "David Cameron" to "Limited relevance"  
 Set grade for Nick Clegg to 5  
 Set field "Feedback comments" for "Nick Clegg" to "Concerned about plagiarism"

First name / Surname	Grade	Set	Last modified (grade)	Feedback comments	Feedback file	Final grade
David Beckham	50.00 / 100.00		Tuesday, 20 November 2012, 6:10 PM	A valiant effort		50.00 / 100.00
Victoria Beckham	46.00 / 100.00		Tuesday, 20 November 2012, 6:10 PM	A bit thin on content		46.00 / 100.00
Cheryl Cole	34.00 / 100.00		Tuesday, 20 November 2012, 6:10 PM	Watch your style		34.00 / 100.00
Matt Baker	88.00 / 100.00		Tuesday, 20 November 2012, 6:10 PM	Excellent attitude		88.00 / 100.00
David Cameron	10.00 / 100.00		Tuesday, 20 November 2012, 6:10 PM	Limited relevance		10.00 / 100.00
Nick Clegg	5.00 / 100.00		Tuesday, 20 November 2012, 6:10 PM	Concerned about plagiarism		5.00 / 100.00

### Feedback files

This allows markers to upload files with feedback when marking. These files may be the marked up student assignments, documents with comments, a completed marking guide, or spoken audio feedback. It enables the Feedback Files column in the assignment grading screen (accessed from 'View/Grade all submissions'.) To upload feedback files, click on the green tick in the grade column on the grading table and then upload either with drag and drop or using the File picker.

Select	Set	First name / Surname	Status	Grade	Last modified (submission)	File submissions	Last modified (grades)	Feedback files	Final grade
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sam Student	No submission	SP	-	-	-	<input type="checkbox"/>	-
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sally Student	No submission	SP	-	-	-	<input type="checkbox"/>	-
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student 3	No submission	SP	-	-	-	<input type="checkbox"/>	-
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student 4	No submission	SP	-	-	-	<input type="checkbox"/>	-
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student 5	No submission	SP	-	-	-	<input type="checkbox"/>	-
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student 6	No submission	SP	-	-	-	<input type="checkbox"/>	-
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student 7	No submission	SP	-	-	-	<input type="checkbox"/>	-

Grade out of 100

Grading student 1 of 7

**Feedback files**

Maximum size for new files: 20MB - drag and drop available



You can drag and drop files here to add them.

**Feedback**

Grade: 57.00 / 100.00

Graded on: Thursday, 14 June 2012, 1:29 PM

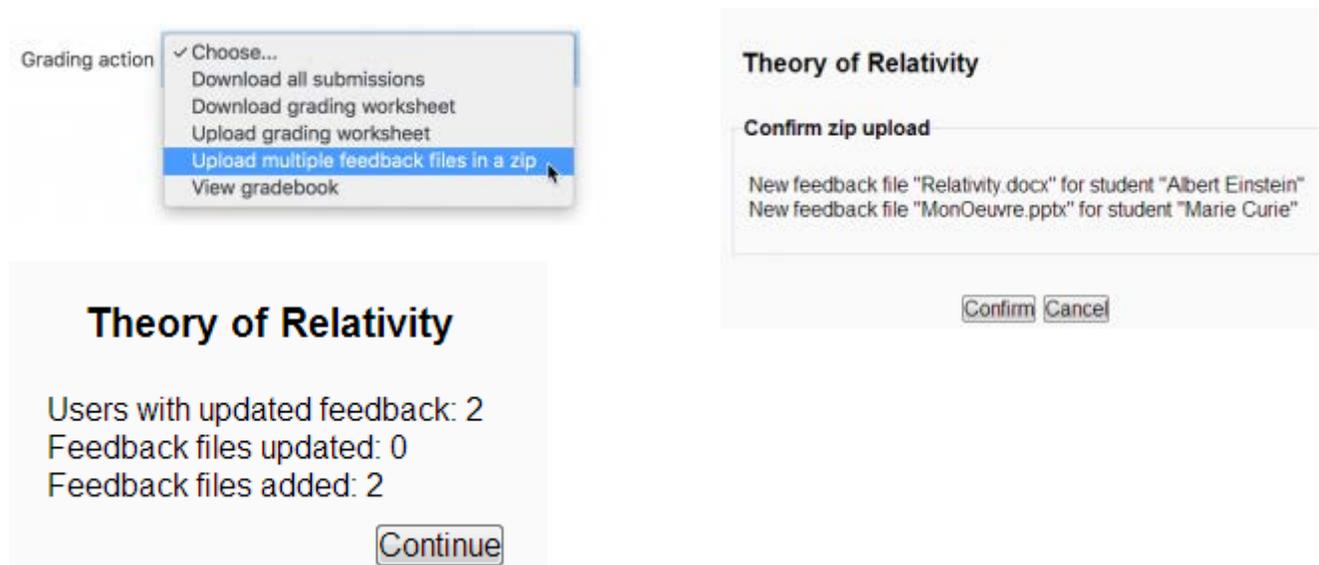
Graded by:  Terril Teacher

Feedback comments: Great work Sam. Please refer to the attached Feedback File for detailed feedback on your work.

Feedback files: [View marking guide.docx](#) [Export to portfolio](#)

Uploading multiple feedback files is also possible:

- Download the students' assignments using the "Download all submissions" link from the same dropdown menu;
- Extract the folder offline and add your comments to the student's submissions. Keep the names the same.
- Select the students' submissions and zip them into a new folder. Important: Don't just edit them inside their original folder and re-zip this; it will not work. The folder name does not matter as long as the feedback files have the same names as before.
- Upload this newly zipped folder.
- You will be presented with a confirmation screen displaying your feedback files. (If you zip files from a Mac, make sure to remove the folder \_MACOSX)



The image shows two screenshots from a learning management system. The left screenshot shows a 'Grading action' dropdown menu with the following options: 'Choose...', 'Download all submissions', 'Download grading worksheet', 'Upload grading worksheet', 'Upload multiple feedback files in a zip' (highlighted), and 'View gradebook'. The right screenshot shows a confirmation dialog box titled 'Theory of Relativity' with the sub-heading 'Confirm zip upload'. It lists two new feedback files: 'Relativity.docx' for student 'Albert Einstein' and 'MonOeuvre.pptx' for student 'Marie Curie'. At the bottom of the dialog are 'Confirm' and 'Cancel' buttons.

### Comment inline

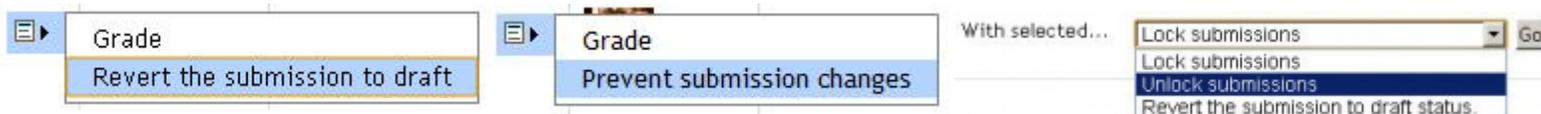
This usefully allows you to comment directly on an 'online text' type submission.

### SUBMISSION SETTINGS

#### Require students click submit button

If this is set to 'No' students can make changes to their submission at any time. (If you want to stop them changing work once you are ready to grade, click 'View/Grade all submissions'; locate the student and from the Edit column, click the action icon and select 'Prevent submission changes.'

If set to 'Yes', students can upload draft versions of the assignment until such time as they are ready to submit. Clicking the submit button tells the teacher they have finished drafting and want the work to be graded. They can no longer edit it and must ask the teacher to revert to draft status if they need to change it again. To do that, click 'View/Grade all submissions; locate the student and from the Edit column, click the action icon and select 'Revert the submission to draft'.



### Require that students accept the Submission statement

An administrator can define a "Submission statement" (see below) i.e. a statement where students promise the work is their own and which they must agree to before submitting their work. If the administrator has given teachers the option of using a submission statement or not, then it will be available in the assignment settings screen. If the administrator has forced the statement throughout the site, a teacher will not have this option in the settings but a student will see the statement when accessing their assignment.

### Attempts reopened

If 'require students to click submit' is enabled, then students may only submit once. You can change this here to 'Manually' and reopen it for students to resubmit, or you can change it to 'Automatically until pass', for the students to keep resubmitting until they get a pass grade.

### Maximum attempts

Here you can decide how many attempts to allow if students can resubmit. If a student has to keep trying until they get a pass grade, you might decide to limit the attempts even though they have not yet passed - or they might be trying for ever!

### GROUPS SUBMISSION SETTINGS

These settings allow students to collaborate on a single assignment, eg, working in the same online area or uploading , editing and reuploading an MS Powerpoint in the common assignment area.

When grading, the teacher may choose to give a common grade and feedback to all students in the group or to give individual grades and feedback to each member.

- Require group to make submission

Students not in a group can still submit assignments unless this is forced in Site administration > Plugins > Assignment > Assignment settings . Moodle will then display a message You're not a member of any group; please contact your teacher , and the student will not be able to submit the assignment.

- Require all group members submit

This setting will only appear if the teacher has ticked the "Require students click submit button" earlier. The assignment will not be classed as "submitted" until all members of the group have made a

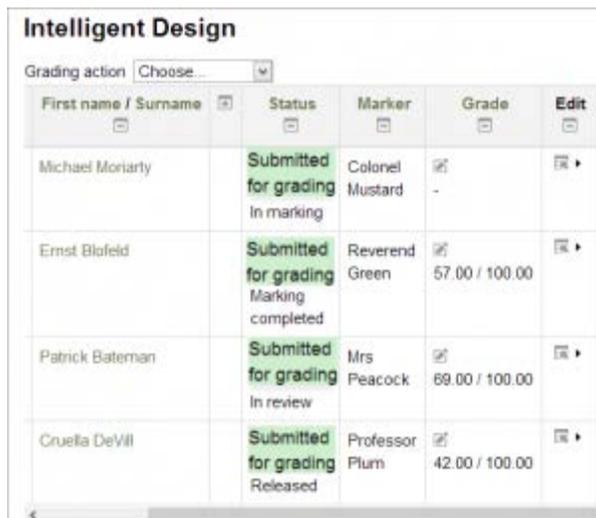


The phases are:

- Not marked (the marker has not yet started)
- In marking (the marker has started but not yet finished)
- Marking completed (the marker has finished but might need to go back for checking/corrections)
- In review (the marking is now with the teacher in charge for quality checking)
- Ready for release (the teacher in charge is satisfied with the marking but wait before giving students access to the marking)
- Released (the student can access the grades/feedback)

### Marking allocation

Marking allocation can be used if marking workflow is set to Yes. Teachers can then be selected to grade or review submitted work of specific students.



The screenshot shows a table titled 'Intelligent Design' with a 'Grading action' dropdown menu set to 'Choose...'. The table has five columns: 'First name / Surname', 'Status', 'Marker', 'Grade', and 'Edit'. There are four rows of data:

First name / Surname	Status	Marker	Grade	Edit
Michael Moriarty	Submitted for grading In marking	Colonel Mustard	-	✎ ▶
Ernst Blofeld	Submitted for grading Marking completed	Reverend Green	57.00 / 100.00	✎ ▶
Patrick Bateman	Submitted for grading In review	Mrs Peacock	69.00 / 100.00	✎ ▶
Cruella DeVill	Submitted for grading Released	Professor Plum	42.00 / 100.00	✎ ▶

### WHAT IS THE ASSIGNMENT ACTIVITY?

Assignments allow students to submit work to their teacher for grading. The work may be text typed online or uploaded files of any type the teacher's device can read. Grading may be by simple percentages or custom scales, or more complex rubrics may be used. Students may submit as individuals or in groups.

Watch Video: <https://youtu.be/S4VqOEAsijk>

### HOW IS IT SET UP?

- In a course, with the editing turned on, choose 'Assignment' from the activity chooser.
- Give it a name and, in the description explain what the students must submit. You can upload a help or example document from the Additional files area.

- Expand the other settings to select, for example, availability times, how you want them to submit and how you plan to give them feedback. (Comment inline allows you to annotate directly on their submitted work.)
- If you want them to verify they are submitting their own work, or if you want to prevent them changing their submission once uploaded, explore the Submission settings. To have them submit in group, explore Group submission settings (ensuring your course has groups)
- To use a rubric instead of a single grade scale, change the Grading method to Rubric and, once the assignment is saved, create or locate the rubric from the Advanced grading link in the Assignment administration block on the side.

Note: Ask your administrator to check the assignment defaults if you are missing a particular setting.

## HOW DOES IT WORK?

### Student view

- Students click the assignment link and click “Add submission” (1)
- Depending on the assignment settings, they either have a text box into which to type their work or an upload area to submit their file (2)
- They may be able to return to their work and redraft it, or they might have to click a submit button to send in a final version which cannot be changed.

The image shows two screenshots of a student submission interface for an assignment titled "Safety when solo climbing".

The left screenshot, marked with a circled "1", shows the submission status. The assignment title is "Safety when solo climbing" with a sub-instruction: "In at least 500 words, outline the safety considerations when planning a solo climb." Below this, the submission status is "No attempt" and the grading status is "Not graded". The last modified date is "Tuesday, 3 May 2016, 8:37 AM". There are no submission comments. A large orange circle with the number "1" is overlaid on the "Add submission" button, which is being clicked by a mouse cursor. Below the button, it says "Make changes to your submission".

The right screenshot, marked with a circled "2", shows the file submission area. The assignment title and instruction are the same. Below the title, it says "File submissions" and "Maximum size for new files: 1MB, maximum attachments: 1". A large orange circle with the number "2" is overlaid on the file upload area. The upload area is a dashed box with a blue arrow pointing down and the text "You can drag and drop files here to add them." Below the upload area, there are two buttons: "Save changes" and "Cancel". A mouse cursor is clicking the "Save changes" button.

Teacher view:

- Once students have submitted work, click on the assignment and click “Grades”
- The exact view depends on the teacher and admin settings. See Assignment settings for more detail.
- Here, the submission may be annotated (1) and/or downloaded (2); a grade entered (3) and individual feedback given (4). The teacher saves the changes (5) and moves to the next student (6)

The screenshot displays a teacher's interface for reviewing a student submission. The main content area shows a document titled "Safety considerations when solo climbing" with text and a bulleted list. The right sidebar contains a "Grade" section with a "Grade out of 100" input field, a "Current grade in gradebook" section, and a "Feedback comments" section with a rich text editor. The bottom of the interface has a "Save changes" button and a "Reset" button. Numbered callouts (1-6) indicate key actions: (1) annotation, (2) download, (3) grade entry, (4) feedback, (5) save, and (6) next student.

## ACTIVITY- QUIZ

### QUIZ SETTINGS

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 the second step you add questions to the quiz.

### Quiz administration

When you first set up your quiz from Add an activity or resource > Quiz, (or, if you don't have this link, the dropdown Add an activity>Quiz) you will get the following settings, (which can also be changed later in the Edit Settings link of the Quiz administration settings block) All settings may be expanded by clicking the "Expand all" link top right.

### General

Add a name here (which students will click on to access the quiz) and, if desired, a description of what they must do.

## Timing

### Open the quiz

You can specify times when the quiz is accessible for people to make attempts. Before the opening time the quiz will be unavailable to students. They will be able to view the quiz introduction but will not be able to view the questions. Quizzes with start times in the future display both the open and close date for students.

### Close the quiz

After the closing time, the students will not be able to start new attempts. Answers that the student submits after the quiz closing date will be saved but they will not be marked.

Even after the quiz has closed students will still be able to see the quiz description and review their attempts. What exactly they will see depends on the settings you choose for review options (see below).

### Time limit

By default, quizzes do not have a time limit, which allows students as much time as they need to complete the quiz. If you do specify a time limit, several things are done to try and ensure that quizzes are completed within that time:

Navigation block showing quiz timer

- 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

### When time expires:

Note: It is always the case that if the student is actively working on the quiz when the count-down timer reaches zero, then their attempt will be automatically submitted at that moment. This setting only affects what happens if the student starts a timed attempt, then leaves the attempt, and then later time expires.

There are three options as to what will happen when the time limit is up. Choose the one you need from 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 select "There is a grace period..." then you can check the box to enable the "Submission grace period" and specify a period of time during which learners may still submit the quiz after the time is up.

Note: You can change quiz availability and duration for different groups or users in the Group or User override sections in quiz administration.



Example of how timing is handled

1. A student starts a quiz at noon. The quiz has a one-hour time-limit, and a 1 hour delay between attempts. The student gets distracted, and so actually does not submit (using the overdue handling) until 1:30pm. They are allowed to start their second attempt at 2. pm
2. The quiz count-down timer submits a student's quiz attempt at the last second when time expires. Because the server is heavily loaded, it takes 30 seconds to process the student's attempt. The submission is accepted nonetheless.
3. Same situation as above but with a 120 second delay: The submission is rejected.
4. The delay is not because of server load but because the student found a way to cheat the timer. Moodle cannot know what causes a delay. The behaviour is controlled by the admin setting (quiz | graceperiodmin), 60 seconds by default.
5. A student is a member of 3 groups, all of which have different override settings. Which limits will apply to this student? If there is any user-specific override, then that is used, and the group overrides for that setting are not used at all. Otherwise, if there are multiple group overrides, the most generous values are used (the earliest open date, the latest close date, the longest time limit, the most number of attempts, and the student can type any of the passwords).

## GRADE

### -Grade category

If you have categories in your gradebook, select the one you wish the quiz to be in here.

### -Attempts allowed

Students may be allowed to have multiple attempts at a quiz. This can help make the process of taking the quiz more of an educational activity rather than simply an assessment.

Note: You can change the allowed number of attempts for different groups or users in the Group or User override sections of the Quiz Administration settings block.

### Grade to pass

Here you can set a passing grade for the quiz. This may be connected with Activity completion and Conditional activities such that a student will not be able to access a follow up activity until they have passed the quiz.

## Grading method

When multiple attempts are allowed, there are different ways you can use the grades to calculate the student's final grade for the quiz.

- Highest grade - the final grade is the highest (best) grade in any attempt
- Average grade - the final grade is the average (simple mean) grade of all attempts
- First grade - the final grade is the grade earned on the first attempt (other attempts are ignored)
- Last grade - the final grade is the grade earned on the most recent attempt only

## LAYOUT

### New page

For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to the setting you choose here. However, you will also be able to move page breaks around by hand later on the editing page.

Note that changing this setting has no effect on questions you have already added to the quiz. The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, tick the 'Show page breaks' checkbox, then use the repaginate control.

If you have many questions that use many high definition images and the server suffers performance issues, showing only one question per page is easier on the server than showing many (or all) questions in one page.

### Navigation method (available by clicking Show More)

Choose Sequential instead of Free, if you want to force the student to progress through the questions in order and not go back to a previous question or skip to a later one.

## QUESTION BEHAVIOUR

### How questions behave

This is the primary way to control the experience a student has as they interact with each question in the quiz. If you want students to get immediate feedback on their response with a chance to try again, if they get it wrong, then select 'Interactive with multiple tries' (and add some hints to your questions and specify a retry penalty if desired). If you want to replicate a traditional exam, select 'Deferred feedback'. In other situations, the other options can be useful. For a description of all the behaviours, see Question behaviours.

### Allow redo within an attempt (available by clicking "Show more")

If using Interactive or Immediate feedback mode, enabling this setting means students can try a question again even if they have used up their allowed attempts. This is helpful if they wish to

learn from the feedback given at the end of their attempts. Importantly, for students to continue with the same question, the question definition must contain hints. It must also have been added manually into the quiz, rather than randomly (see Building Quiz#Adding questions). Otherwise, the 'redo' will occur with a different question from the one they were working on previously if there are other questions available (such as when the question slot is filled by a random question). A student's grade for that question slot is based on the most recent question they have started. Note: by default students are allowed three tries to answer a question correctly in Interactive mode before the 'redo' option becomes available. The number of tries cannot be reduced but it can be increased by adding more hints to the question in the 'Multiple tries' section of the question's configuration page.

### **Each attempt builds on the last (available by clicking "Show more")**

If multiple attempts are allowed and this setting is set to Yes, then each new attempt contains the results of the previous attempt. This allows the student on the new attempt to concentrate on just those questions that were answered incorrectly on the previous attempt. If this option is chosen then each attempt by a particular student uses the same questions in the same order, independent of randomization settings. To show a fresh quiz on every attempt, select No for this setting.

## **REVIEW OPTIONS**

(These settings are collapsed by default)

This section controls what information students will be shown when they review their past attempts at the quiz, and during the attempt in adaptive mode. It is a matrix with check boxes.

The various pieces of information that can be controlled are:

### **The attempt**

Will show how the student responded to each question.

### **Whether correct**

Displays whether the students response to each question is correct or incorrect.

### **Marks**

Reveals the marks awarded to the student and the grade for the quiz.

### **Specific feedback**

Will show the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.

### **General feedback**

Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.

### **Right answer**

Reveals the correct answer to each question, whether the student answered correctly or not (See note below).

### **Overall feedback**

Displays feedback for the entire quiz as set in the quiz settings (See note below).

For each of the above items, you can determine the timeframe when the students will see them:

### **During the attempt**

is only available when 'How questions behave' has been set to 'Immediate feedback', 'Immediate feedback with CBM' and 'Interactive with multiple tries'. If set to one of these options then a 'Check' button will appear below the answer and when clicked the student will submit that response and then receive immediate feedback.

### **Immediately after the attempt**

means within 2 minutes of the student clicking "submit all and finish".

### **Later, while the quiz is still open**

means after 2 minutes, but before the close date (if the quiz does not have a close date, this phase never ends).

### **After the quiz is closed**

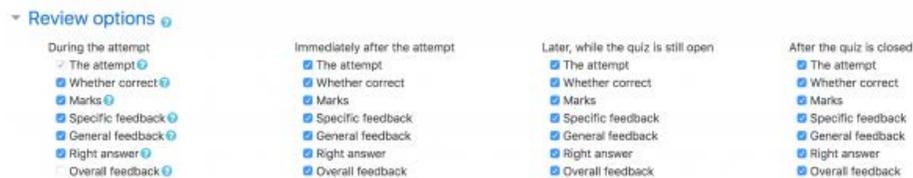
means what it says (you never get here for quizzes without a close date).

Tip: Checking any of the boxes in the timeframe row, will reveal the test to the student. For example, to allow students to see their quiz immediately after taking it but not later, make sure none of the boxes in "Later" or "After" rows are checked. The student will be able to see their grade but not get into the quiz.

Note: Currently, the Answers display is a bit inconsistent between different question types. For example, the matching question type shows students which of their responses are correct, but does not tell them the right answer for the ones they got wrong. The short answer and multiple choices question types do tell the student what the correct answer is.

Users with the capability 'View hidden grades' moodle/grade:viewhidden (typically teachers and administrators) are not affected by these settings and will always be able to review all information about a student's attempt at any time.

In your list of review options, you must have 'The attempt' (the first option in the lists) selected before you can enable the options to show 'Whether correct', 'Specific feedback', 'General feedback', and 'Right answer'. If you choose not to let the students review the attempt, your only options are to display 'Marks' and 'Overall feedback'.



## APPEARANCE

### Show the user's picture

It is now possible, when displaying the user's profile picture for proctoring purposes, to choose whether a large image or thumbnail will be displayed.

### Decimal places in grades

This option determines how many digits will be shown after the decimal separator (see langconfig ) when the grade is displayed. A setting of 0 for example means that the grades are displayed as integers. This setting is only used for the display of grades, not for the display or marking of answers.

### Decimal places in question grades

By default this is an advanced setting. You need to click Show more ... to reveal it. Lets you have a different display of grades for each question compared to the quiz total. For example you may wish to see the total as a whole number, but still show fractional grades for each question.

### Show blocks during quiz attempts

Also an advanced setting by default. You can control whether blocks are shown on the page during quiz attempts.

### Overall feedback

Overall feedback is shown to a student after they have completed an attempt at the quiz. The text that is shown can depend on the grade the student got. Click "Show editing tools" to display the rich text editor, and drag the bottom right of the text box out to expand it.

For example, if you entered:

*Grade boundary: 100%*

*Feedback: "Well done"*

*Grade boundary: 40%*

*Feedback: "Please study this week's work again"*

*Grade boundary: 0%*

Then students who score between 100% and 40% will see the "Well done" message, and those who score between 39.99% and 0% will see "Please study this week's work again". That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

Grade boundaries can be specified either as a percentage, for example "31.41%", or as a number, for example "7". If your quiz is out of 10 marks, a grade boundary of 7 means 7/10 or better.

Note that the maximum and minimum grade boundaries (100% and 0%) are set automatically.

You can set as many or as few grade boundaries as you wish. The form allows you up to 5 ranges at first, but you can add more by clicking the "Add 3 fields to form" button underneath.

If you're getting confusing error messages about a boundary being out of sequence (when it's obviously *\*in\** sequence), or "boundaries must be between 0% and 100%" (and they are) -- check that the Maximum Grade for this quiz is set to something greater than zero.

If you want to reduce the number of boundaries and feedbacks, you will need to remove all feedbacks and boundaries and then add the reduced amount.

Quiz completion

The following automatic activity completion conditions apply to the quiz:

*Require view - the student clicks on the quiz to view it*

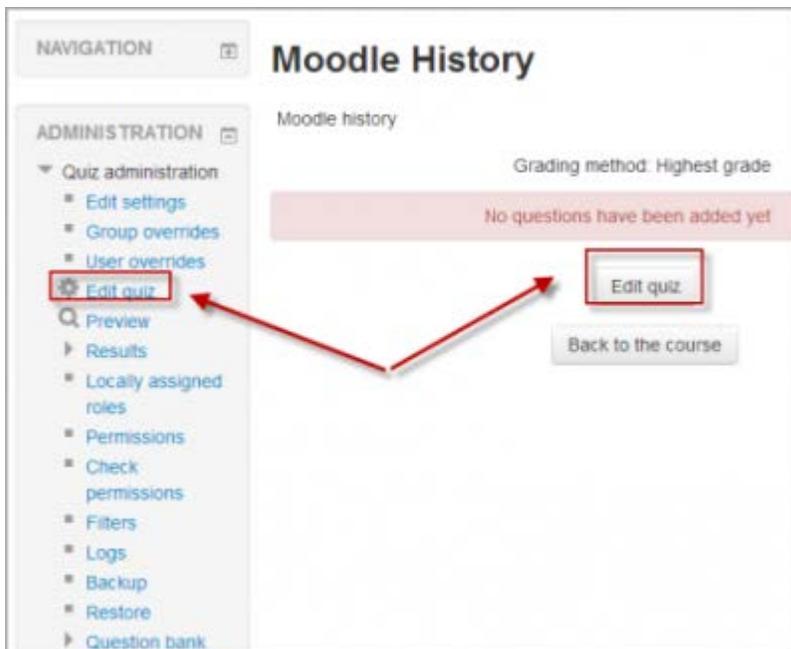
*Require grade - the student obtains a grade*

*Require a passing grade - a 'Grade to pass' is specified for the quiz in the gradebook.*

All available attempts completed - a certain number of attempts were allowed on the quiz and the student has completed them all.

## HOW A MOODLE QUIZ WORKS

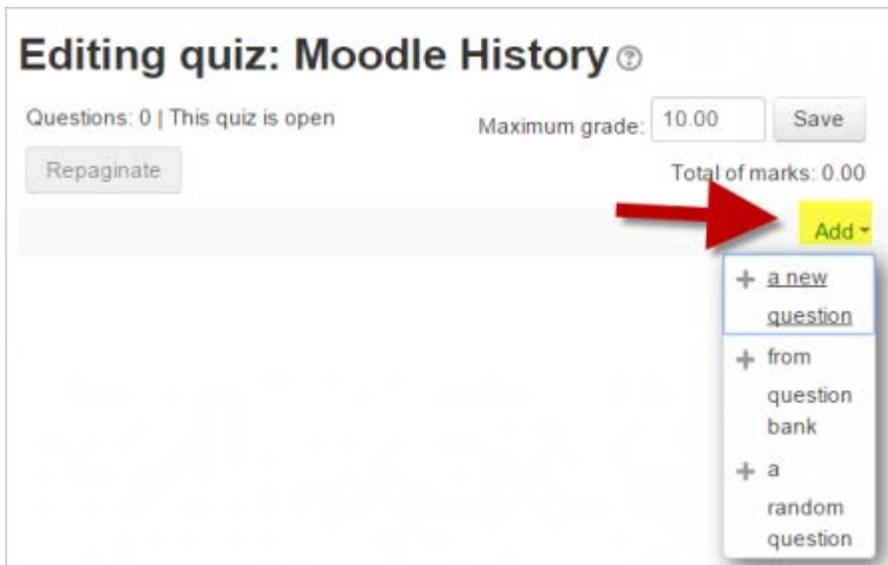
Once a quiz has been added to the course and the Quiz settings established, the teacher can start to build the quiz. The teacher can access the quiz to edit the questions by clicking directly on the Quiz name on the course home page or by clicking "Edit quiz" in Administration>Quiz administration. (You can also make questions in the Question bank without first creating a quiz. These questions may then be used later.)



### Adding questions

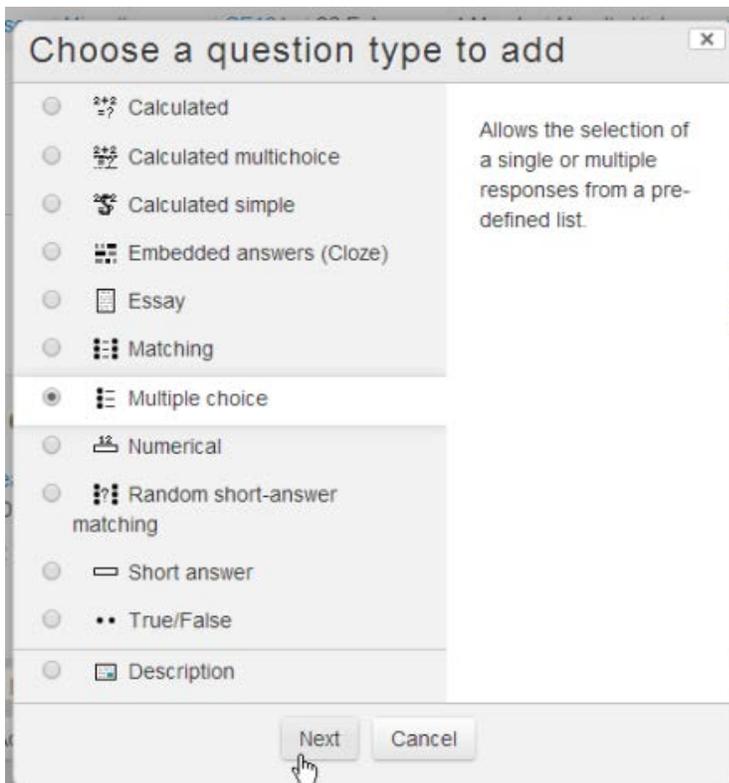
Once you have accessed the quiz editing screen as above, you can add questions from a number of locations:

1. Click the 'Add' link as in the screenshot below. (Note that in the US, the term 'marks' is replaced by 'points'.)
2. When it opens up, choose either to add a new question, to select a question from the question bank or to add a random question.



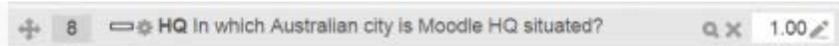
### Creating a new question

1. To make a brand new question, click 'Add' and then '+ a new question'.
2. From the next screen, choose the question type you want to add and click "Next" ('When you click on a question type on the left, helpful information appears on the right.')



3. Fill in the question form, making sure to give a grade to the correct answer.

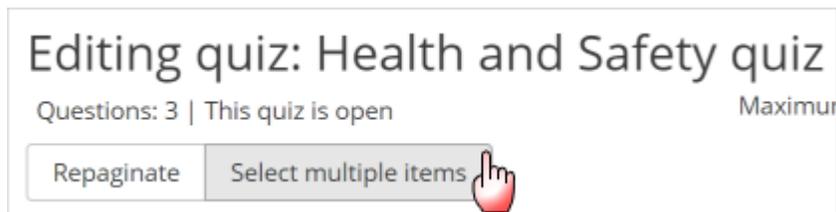
4. Click "Save changes".



Note: If you have a very complex question, and you want to check it as you go along, you can preview it and then click "Save changes and continue editing".

When a question has been created, an icon and words display its type (eg multiple choice). It can be modified by clicking the edit icon (eg editicon.png) and previewed by clicking the magnifying glass icon.

As well as deleting individual questions with the delete (bin/trash can) icon, it is possible to delete more than one question by pressing the 'Select multiple items' button and choosing the questions to be removed:



#### [Adding responses and feedback](#)

5. When you add responses and feedback, remember you can expand the toolbar to show more buttons.

6. You can continue adding questions this way, clicking 'Add' and '+ a new question' each time.

#### [Choosing a pre-made question](#)

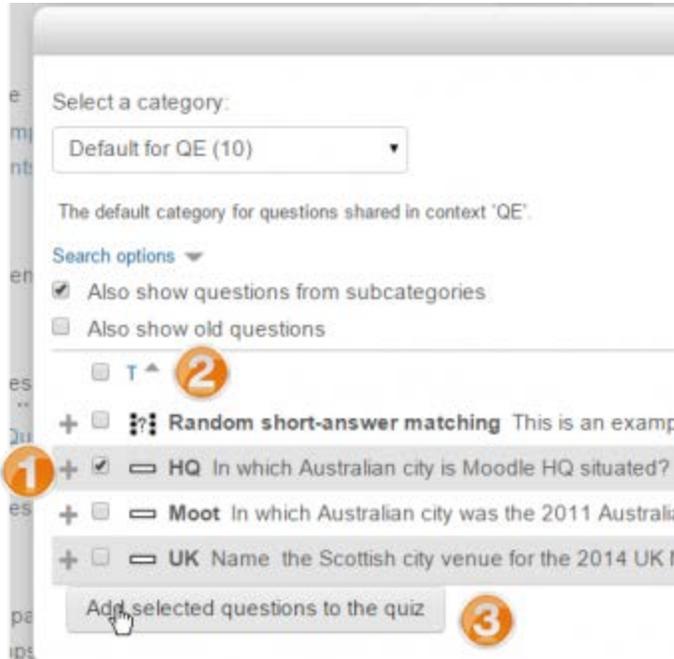
If other teachers in the course have made questions, or if a teacher made questions in an earlier quiz, these can be added to the current quiz by clicking 'Add' and '+ from question bank'.

Click the + sign next to one question you want to add it (1 in screenshot below)

If you have several questions, or you want to add all the questions, tick the box of each question or the top box (2 in screenshot below) and then click 'Add selected questions to the quiz' (3 in the screenshot below).

To sort the questions, click the column headings. The default sort order (T) is short for question type. (2 in the screenshot below)

To ensure all previously made questions are available, make sure to tick the boxes "also show questions from sub-categories/old questions"



Note: It is also possible to import pre-made questions into your quiz, from Quiz administration>Question bank>Import. See Import questions for more information. Sample questions are available from the Moodle.net content database.

### Adding a random question

As long as you have questions in the question bank, you can add random questions to your quiz by clicking 'Add' and then '+ a random question'. This might be useful if you have students in a class taking a quiz at the same time, because they are unlikely to get the same questions at the same time. The same question will never appear twice in a quiz. If you include several random questions then different questions will always be chosen for each of them. If you mix random questions with non-random questions then the random questions will be chosen so that they do not duplicate one of the non-random questions. This does imply that you need to provide enough questions in the category from which the random questions are chosen, otherwise the student will be shown a friendly error message. The more questions you provide the more likely it will be that students get different questions on each attempt. When a quiz with random questions is retaken, the random questions will be different from the ones in previous attempts. For a discussion on the behaviour of random questions, see MDL-6340

The grade for the randomly chosen question will be rescaled so that the maximum grade is what you have chosen as the grade for the random question.

You can add one or more random questions by choosing the number and category in the question bank. Note the die icon to highlight random question selection. Random questions may be filtered by tag and New in 3.5 a list of random questions will be displayed when filtered.

Add a random question at the end

Existing category New category

Category Default for Veg Cook (17)

Include questions from subcategories too

Tags ? x vegan

Search

Number of random questions 1

Questions matching this filter: 3

< 1 >

- ☰ Bean curd
- ☰ Chia
- ☰ Laver bread

Add random question Cancel

+ 5 🎲 Random (Default for Veg Cook) (See questions)

Note: If you add random questions and your category of questions contains more than 10 different questions, when you look at the quiz statistics report related to position 1, it will not show them all on the front page of the report, just a summary, and then you have to click a link to drill down

into the details (the report MDL-48092 is about the fact that working out which link to click is too difficult).

### Quiz question tags

Questions may be tagged as they are created (as well as from the Question bank). Questions may be searched and filtered by tag in the Question bank and when adding random questions, as above.

### Question categories

Questions can be stored and retrieved from categories in the Question bank. When you make a new question it defaults to the category with the course name. So if you make a quiz in the Senior Physics course, questions will automatically be added to "Default for Senior Physics". You can opt to have your quiz questions in a category of their own ("Quizname") or to add a subcategory.

To add a subcategory, go to Administration>Quiz administration>Question bank>Categories For more information on question contexts and categories, see Question bank

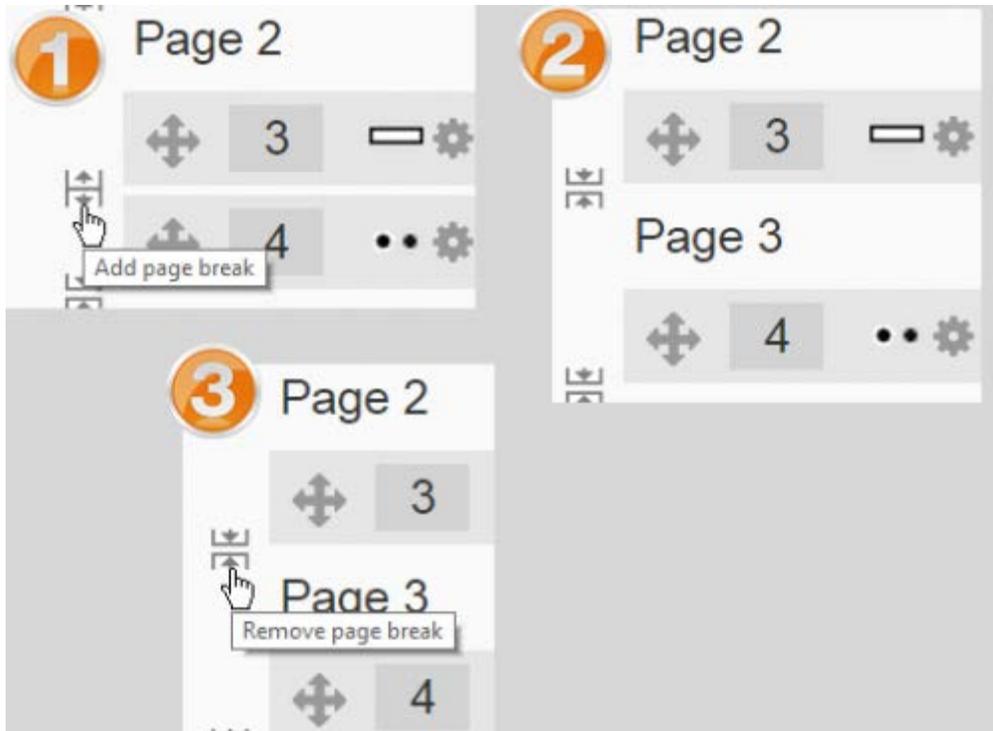
Users will have access to different categories according to their permissions. For example, a regular teacher might only have access to question categories in his own Physics course whereas his Faculty Head of Science with permissions in all science courses might have access to question categories in Biology and Chemistry as well.

### Quiz layout

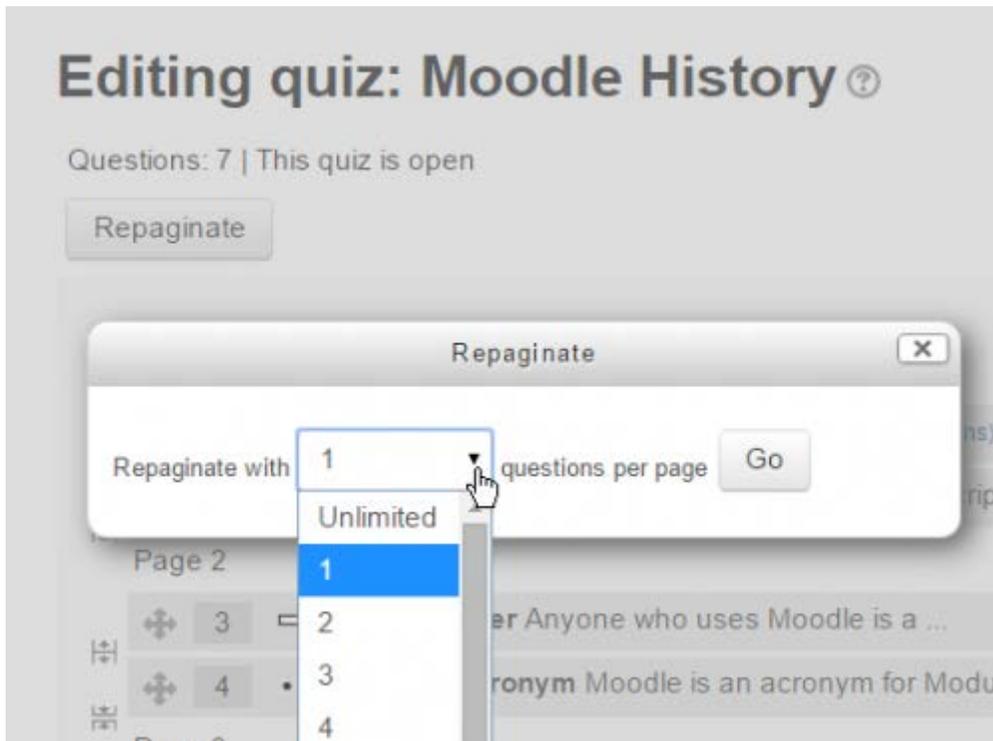
You can choose in the Layout section of the quiz settings whether to have a new page for every question or after a certain number of questions.

You can add a page break between questions by clicking the arrow icon (where the arrows are pointing away from each other) (1 in the screenshot below) A new page will be created. (2 in the screenshot below)

You can remove pages by clicking the arrow icon (where the arrows are pointing towards each other). (3 in the screenshot below)



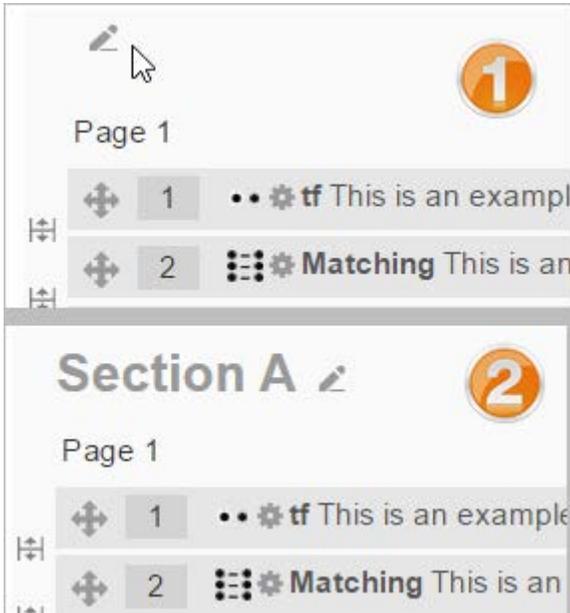
You can also change the layout of the whole quiz by clicking the 'Repaginate' button:



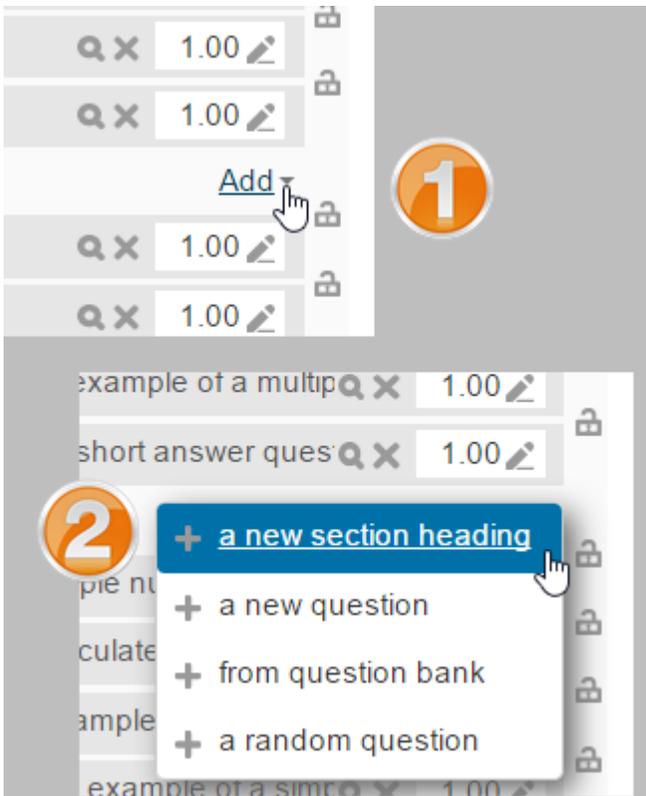
## Section headings

Section headings may be added to each new page.

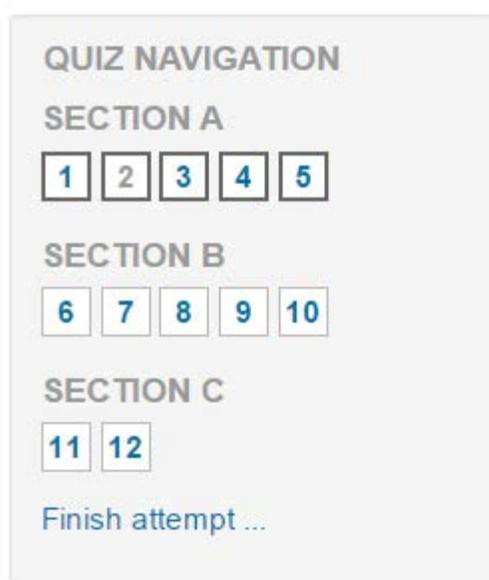
For the first page, click the 'pencil' icon at the top (1) and add your heading (2):



For other pages, click the 'Add' link (1) and choose 'a new section heading' (2), and then add your heading as for Page 1:



The section headings are displayed in the Quiz navigation block:



#### Randomising the order questions appear

The order in which questions appear to the student may be randomised or 'shuffled' by ticking the 'Shuffle' box at the top of the screen:

Maximum grade

Total of marks: 12.00

Shuffle 

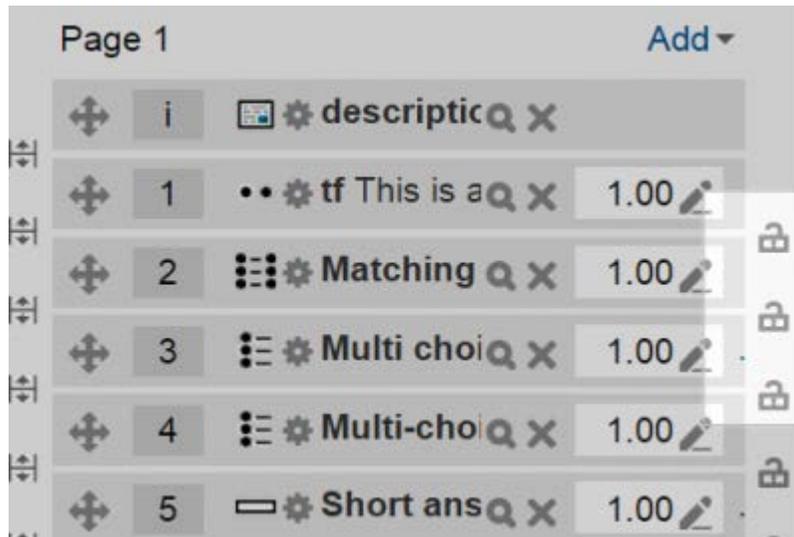
Where questions are in different sections (see Section headings above), each section has its own 'Shuffle' box to tick. This means that you can mix up questions on one section, but in another section, where their order is important, you can keep them in the order you need them to display:

Section B    Shuffle

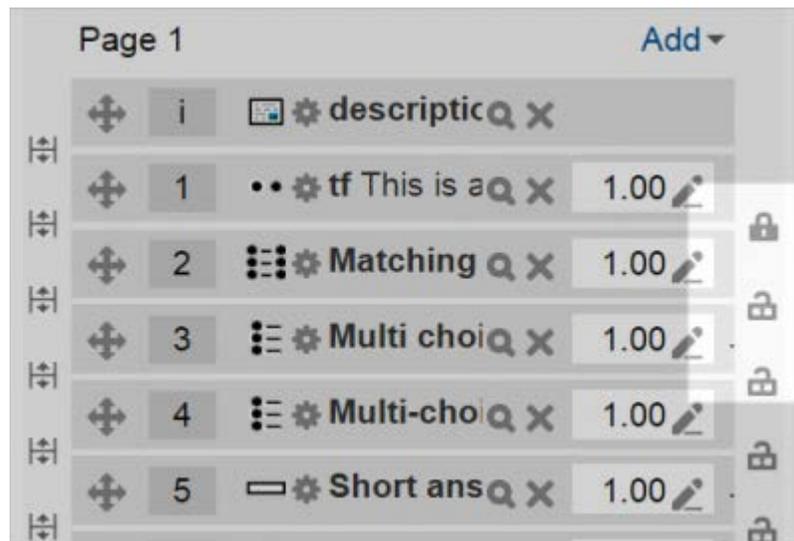
### Making questions conditional upon other questions

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

The question editing page will display padlock icons to the right of each question:



If you want to make a question, for example Q2, conditional upon answering Q1, then click the padlock just above Q2:



When a student accesses the quiz, they will see a message that Q2 is not available until they give a response to Q1:

**Question 1**

Not complete

Marked out of 1.00

Flag question

What does CBM stand for?

Select one:

a. Certainty Based Marking

b. Criteria Based Marking

**Question 2**

Flag question

This question cannot be attempted until the previous question has been completed.

In the Quiz navigation block, Q2 will be greyed out:

QUIZ NAVIGATION

1

2

3

4

5

6

[Finish attempt ...](#)

In the following example, note that, Q1 follows a description, and a description 'questions' cannot be finished. Therefore, Q1 cannot depend on the previous question. Similarly, Q4 follows an Essay question. The Essay cannot be finished during the attempt, so the following question cannot depend on it. Note the lack of padlocks in the following screenshot because of the description and Essay question:

Page 1
Add +

+	1	<input type="checkbox"/> Explain This quiz is designed to demonstrate a couple of q...	Q X
+	1	<input checked="" type="checkbox"/> right or wrong Is this correct English? _Thanks for inviting...	Q X 1.00
+	2	<input checked="" type="checkbox"/> Starter 1 Read the following text. How many errors of gram...	Q X 1.00
+	3	<input type="checkbox"/> Essay Write your essay here...	Q X 1.00
+	4	<input checked="" type="checkbox"/> Correct 2 Is this correct? _Thanks for inviting l to your party...	Q X 1.00

"Description" and "Essay" cannot work with dependencies.

### Assigning points to questions

Administration > Quiz administration > Edit quiz > Editing quiz

You can set how many points each question is worth by changing the number in the box to the right of each question and you can change the maximum grade by changing the number in the box top right at maximum grade.

## Editing quiz: Moodle History Quiz

Questions: 10 | This quiz is open

Maximum grade:

Total of marks: 10.00

---

Page 1 Add +

+
1

UK Name: the Scottish city venue for the 2014 UK Mood

Q X
1.00

11

Moot In which Australian city was the 2014 Australian Moodle Moot held?

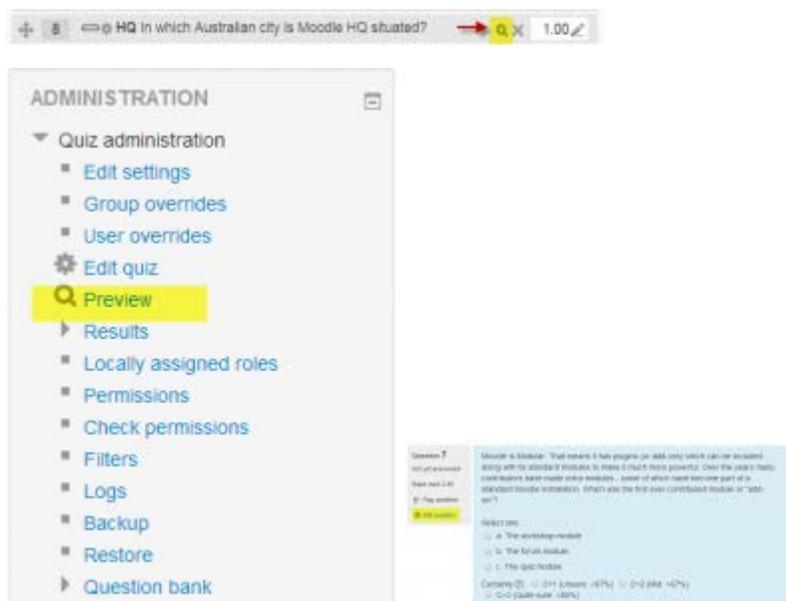
Q X
1.00

The quiz module will do any maths, so for example, a 2 point question will be worth 2 times more when the Quiz module determines how many point out of 10 to award the student.

### Previewing the quiz

- You can preview individual questions by clicking the magnifying glass icon.
- You can preview the whole quiz by clicking the "Preview" link in *Administration*>*Quiz administration*>*Preview*
- The quiz works like a real quiz so you can see your grades and any feedback for correct/incorrect answers just as a student would see them.

NOTE: *To get a more accurate view of how a student would view your quiz, it is advised to log in with a "dummy" student account created by the admin for testing activities. This is more reliable than the 'switch role to student' feature.*



### After quiz has been attempted

If one or more students have taken the quiz, you will see a list of all the questions in the quiz and a notice saying that you cannot add or remove questions.

You can change the order of questions, regrade them, preview an individual question and click on an question edit link that will allow you to directly edit the question stored in the question bank.

Note: You can delete all quiz attempts by students and then edit the quiz as if no students had attempted it. To do this, click the quiz name and then the Results link in the Administration block. This will present a list of students and their scores. Click "Select all" and then "Delete selected attempts".

### **Dealing with faulty questions**

There are several ways to deal with "bad" questions in a quiz:

- Change the grade for the bad question to 0 in the quiz.
- Edit the question, changing what you will accept as a correct answer, then regrading the exam. Remember when changing a question that the next time it is used it will be as it was in the last edit. Also, regrading will only affect one quiz at a time.
- You can edit the question to explain the situation to the student and then you can set the grade for the question to zero. After you make such changes you should regrade the quiz by clicking on the Results tab and then the Regrade tab. This will change the grade for all students who have taken the quiz so far. Remember, if the question is used by another quiz, your "explanation" will appear as part of that quiz.
- You can change the grade for the bad question and then move or delete the question from your question category. The question will still appear on the quiz. Some places do not like to delete any question, but will move them to a "dead" or "bad" question category.
- When you discover a bad question in your quiz, it may affect the question bank. Remember that a final might be made up of a certain number of random questions drawn from different question categories, the same categories used in a smaller subject quiz. It can be very important do something about bad or invalid questions in a question category when the categories are use in other places.

## About H5P

H5P is an abbreviation for HTML5 Package. It enables educators to create content such as interactive videos, quizzes and presentations. H5P content can be created in the Content bank (new in 3.9), or on h5p.com, and added to your course as an H5P activity (new in 3.9) or embedded into any other activity or resource.

Watch Video: <https://youtu.be/p7ihJZgZQ4M> and <https://youtu.be/ctRh1vtVXFA>

### Creating and editing H5P content

To create and edit H5P content,

1. Go to the Content bank, accessible when in a course from the Navigation drawer (Boost theme) or from Site pages in the Navigation block (Classic theme).
2. Click the Add button and select the activity you want.

### Embedding H5P:

H5P button in the Atto editor

H5P content created in the Content bank or on h5p.com may be embedded into activities and resources such as a Lesson or a Book, by clicking the H5P button in the Atto editor.

The URL can be linked to or else the file can be uploaded. Note that if you enter a URL, the Display H5P filter should be enabled and the URL should be listed as an allowed source in Site admin / Plugins / Filters / Display H5P. You can also use the Content Bank repository to pick the existing content. Remember that if you add the content as an alias, any content edition will update this instance; but if you add it as a copy changes won't be applied.

### Manage H5P content types

In order for teachers to upload and display existing H5P files in their courses, the appropriate H5P content types and libraries must be available on the site.

A scheduled task Download available H5P content types from h5p.org should do this automatically (but check if it is enabled and has already run after first upgrading your site).

If it is not possible to use this scheduled task, then the Site administration page 'Manage H5P content types' allows you to upload necessary files.

Note also that without the scheduled task or the relevant files being uploaded, course teachers will receive an error message when trying to upload H5P content.

View: <https://h5p.org/content-types-and-applications>

## STUDENT ENROLLMENT

### Enrolled users

All course participants are enrolled in the course and assigned an appropriate role. (This is different from versions of Moodle prior to 2.0, in which only users with a specified role such as student were enrolled in a course.)

#### Enrolled users:

- Can be assigned to groups
- Have grades
- Can submit assignments
- Are visible in the list of participants
- Can subscribe to forums
- Can participate in choices
- Only enrolled users are true participants in course.



User	Last access	Role	Groups	Enrolment methods
John Doe	2014-01-01 10:00	Student		Manual enrolment
Jane Smith	2014-01-01 10:00	Student		Manual enrolment
John Doe	2014-01-01 10:00	Student		Manual enrolment
Jane Smith	2014-01-01 10:00	Student		Manual enrolment
John Doe	2014-01-01 10:00	Student		Manual enrolment
Jane Smith	2014-01-01 10:00	Student		Manual enrolment
John Doe	2014-01-01 10:00	Student		Manual enrolment
Jane Smith	2014-01-01 10:00	Student		Manual enrolment
John Doe	2014-01-01 10:00	Student		Manual enrolment
Jane Smith	2014-01-01 10:00	Student		Manual enrolment

The enrolled users page Settings > Course administration > Users > Enrolled users lists all users enrolled in the course, together with their last access time, roles, groups and enrolment methods.

### Roles

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

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

### Groups

To add a user to a group (requires at least one group to have been created previously), click the 'Add to group' icon (a plus sign) in the groups column, select the desired group then click the 'Save changes' button.

## Enrolling users

To enroll users in the course (requires Manual enrolment to be enabled in Enrolment methods):

### Method 1

1. Go to Settings > Course administration > Users > Enrolled users
2. Click the 'Enroll users' button at the top right or bottom left of the page
3. Use the 'Assign roles' dropdown if you wish to change the role
4. Select enrolment options as appropriate
5. Browse or search for the user
6. Click the Enroll button opposite the user. The user will indent in the list and the enrol button will disappear, indicating that the user is enrolled.
7. When you have finished, click the 'Finish enrolling users' button (or simply close the enrol users box)

The user will then appear in the list of enrolled users.

Note: The enrolment option 'Recover user's old grades if possible' is not ticked by default and is easy to miss. An admin can make it so that the checkbox is ticked for all courses on the site by enabling the setting 'Recover grades default' in Settings > Site administration > Grades > General settings.

### Method 2

1. Go to Settings > Course administration > Users > Enrolment methods
2. Click the 'Enroll users' icon in the edit column opposite manual enrolment
3. Select users from the not enrolled users list, using Ctrl + click to select multiple users
4. Click the add button to add the users to the enrolled users list

The image contains three screenshots illustrating the user enrollment process in Moodle.

- Left Screenshot:** Shows the 'Enroll users' dialog box. At the top, 'Assign roles' is set to 'Student'. Under 'Enrolment options', the checkbox 'Recover user's old grades if possible' is unchecked. 'Starting from' is set to 'Today (6/22/13)' and 'Enrolment duration' is 'Unlimited'. A list of 7 users is shown, each with an 'Enroll' button. The users listed are: Stephanie Adams (stephanadams175@example.com), Anna Alexander (annaalexand246@example.com), Pamela Berry (pamelaberry239@example.com), Angela Bowman (angeliabowmar379@example.com), Lao Cai (laocai154@example.com), Laura Carpenter (lauracarpent182@example.com), and Paul Castillo (paulcastillo270@example.com). A 'Finish enrolling users' button is at the bottom.
- Middle Screenshot:** Shows the 'Manual enrolments' interface. It has two columns: 'Enrolled users (4)' and 'Not enrolled users (75)'. The 'Enrolled users' list includes Charles Bailey (charlesbailey942@example.com), Francis Binko (francisbinko216@example.com), and Jeffrey Sanders (jeffrysanders199@example.com). The 'Not enrolled users' list includes many other users, such as Paul Castro (paulcastro17@example.com), Mary Cooper (marycooper11@example.com), Catherine Cruz (catherinecruz36@example.com), and others.
- Right Screenshot:** Shows the 'Manual enrolments' interface with the 'Not enrolled users' list selected. The list is highlighted in blue, and the 'Add' button is visible at the top of the list.

## Extending enrolment

It is possible to extend the enrolments of students enrolled manually into a course via Course administration>Users>Enrolled users

1. Change the Enrolment methods dropdown to "Manual enrolments"
2. Select the users whose enrolment you wish to extend by ticking the box by their name
3. From the "Selected users" dropdown box, choose "Edit selected user enrolments" and click "Go"
4. This takes you to a screen where you can alter the start/end time of their enrolment

Name	Status	Enrolment starts	Enrolment ends
John Ball	Active	Thursday, 1 November 2012, 12:00 AM	Monday, 5 November 2012, 12:00 AM
Wayne Rooney	Active	Thursday, 1 November 2012, 12:00 AM	Monday, 5 November 2012, 12:00 AM

Alter status:

Alter start time:   Enable

Alter end time:     Enable

## HOW TO CONVERT PRESENTATION SLIDES TO IMAGES- PNG FORMAT

To save PowerPoint slides as pictures:

1. Select the slide you want to save as an image. If you want to convert all the slides to images, select any slide.
2. Select File > Save As. In PowerPoint for Mac, select File > Export.
3. Choose the location where you want to save the file and enter a name for the image file.
4. Select the Save as type down arrow to display a list of file formats. By default, PowerPoint Presentation (\*.pptx) appears in the text box. On Mac, use the menu next to File Format.
5. Select the image format you wish to save your presentation. Choose either GIF, JPEG, PNG, TIFF, BMP, or WMF.
6. Select Save. In PowerPoint for Mac, choose either Save Every Slide or Save Current Slide Only, then select Export.
7. Choose whether you want to export All Slides or Just This One.
8. The slide is saved in the selected file format.

If you convert more than one PowerPoint slide to separate image files, a new folder is created in the destination folder. This new folder uses the same name as the presentation. If you haven't saved the PowerPoint file, your exported slide images are saved in a folder with a default name, for example Presentation1.