



UNIVERSITY OF CAPE COAST

Designing Online courses on the Moodle Platform: A Guide For Users



This manual has been designed to provide a step by step guide for Instructors/lecturers to set up and implement their courses on the UCC Moodle Platform. Although the content may not provide a vivid exploration for all the features found on the Moodle Platform, It provides the User with the basic information necessary for setting up a course and teaching it online. The content found in this manual also serves as a springboard for exploring advanced features of the platform that can help one improve his/her teaching online using the platform.

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1.0 WHAT IS MOODLE?

Moodle is an online Learning Management System (LMS) that enables educators to create dynamic courses that extend learning, anytime, anywhere.

1.1 Accessing the eLearning Website

1. Go to: <https://elearning.ucc.edu.gh/>
2. Click **login**



You must already have an account created to be able to log-in. Please contact the E-Learning and Knowledge Management Section of the DICTS if you do not have a username and password. You can also contact the following people for account issues: Mr. Enoch Apori Ansah: enoch.apori@ucc.edu.gh; Mr. Frank Akraasi Antwi: fantwi@ucc.edu.gh; Mr. Eric Terkperthey: eric.terkperthey@ucc.edu.gh.

1.2 The E-Learning Homepage

1. Enter your username and password
2. Click on **Login** after entering your username and password

Log in

Username / email

Password

Remember username

[Forgotten your username or password?](#)

Cookies must be enabled in your browser

Contact Us E-learning & Knowledge Management Section University of Cape Coast Email: elearning@ucc.edu.gh	Student Services Academic Calendar Email Portal Directory	Staff Services Blog Email Journal UCOSIS	Quick Links Alumni Affiliate Institutions ATL F.M Health Services
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1.3 Resetting Your Lost Password

1. Click on Forgotten your username or password?

UNIVERSITY OF CAPE COAST
LEARNING MANAGEMENT SYSTEM

Log in

Username / email

Password

Remember username

Log in

[Forgotten your username or password?](#)

Cookies must be enabled in your browser

Contact Us
E-learning & Knowledge Management Section
University of Cape Coast
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Student Services
Academic Calendar
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Directory

Staff Services
Blog
Email
Journal
UCOSIS

Quick Links
Alumni
Affiliate Institutions
ATL F.M
Health Services

2. Enter your username or your email address that is associated with your account.
3. Click on **search** after entering your username or password.

NB: Enter only username or only email address at a time.

UNIVERSITY OF CAPE COAST
LEARNING MANAGEMENT SYSTEM

Log in

Log in > Forgotten password

To reset your password, submit your username or your email address below. If we can find you in the database, an email will be sent to your email address, with instructions how to get access again.

Search by username

Username

Search

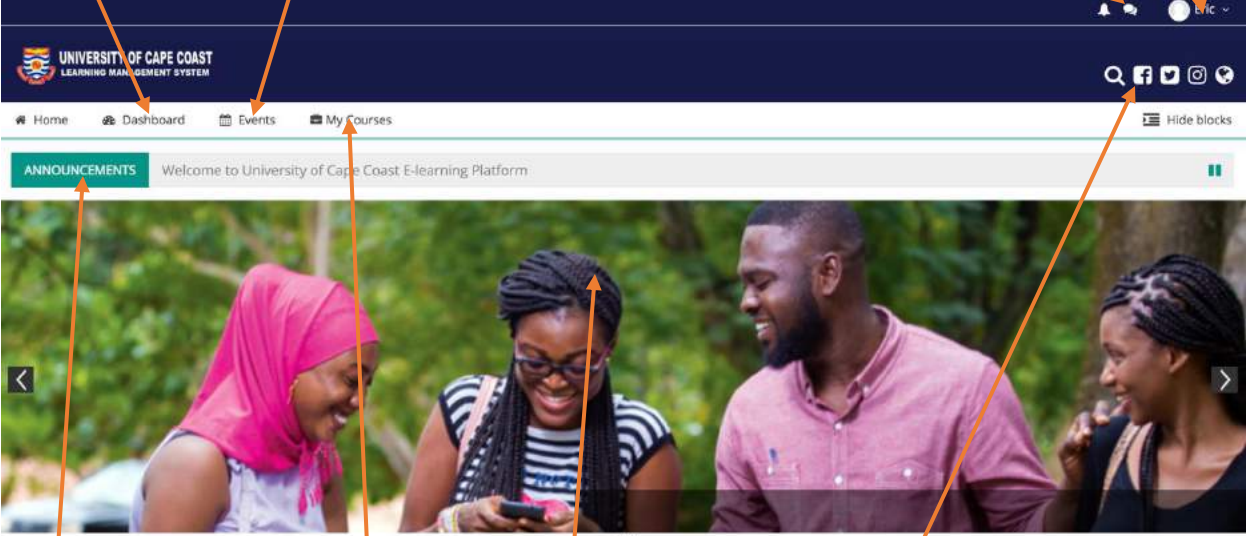
Search by email address

Email address

Search

1.4 The Homepage after Login

After logging in to the E-Learning platform, the following features of the homepage can be seen.



The screenshot shows the homepage of the University of Cape Coast E-learning Platform. The header includes the university logo and name, a search bar, and social media icons. The navigation menu contains Home, Dashboard, Events, and My Courses. Below the navigation is an ANNOUNCEMENTS section with a welcome message. A large slideshow banner features a group of students. The user's profile, including the name 'Eric' and a message notification icon, is visible in the top right corner.

Dashboard: Takes you to your timelines and registered courses

Message notification: shows the number of messages you've received from students

Your username

Events: Displays course events

ANNOUNCEMENTS Welcome to University of Cape Coast E-learning Platform

Slideshow/banner

Links to our social media pages

Courses: Shows your registered

Announcement: Displays any announcement of priority

1.5 Searching for your Course

You can search for your course on the homepage of the platform by the following steps:

1. Enter the name or title or code of your course.
2. Click on **Go** after entering the name or title or code of your course.

NB: Your course should pop up. If this fails, then it means your course has not yet been created on the Moodle Platform.



Search Courses Go

Navigation

Search Courses Go

- Legal Environment of business
LEGAL ENVIRONMENT O...
Course >
- ICT IN DISTANCE EDUCATI...
Course >
- Financial Markets
FINANCIAL MARKETS AN...
Course >
- Management Information Systems
BUS 303: Management In...
Course >
- MBA
BUS899
Course >
- The Scientific Method
Business Research Meth...
Course >

Search for your course here

Online users

(last 5 minutes: 1)

Eric Terkperthey

Shows all users currently online on the entire eLearning platform.

1.6 Features of the Course homepage

An example of a course page created on the Moodle platform appears as shown below:

The screenshot displays a Moodle course page for 'Ethnographic Research Methods in Education'. The page is divided into several sections:

- Course Code and Title:** Located at the top left, showing 'ESC 906: Ethnographic Research Methods in Education'.
- Course Overview:** A section on the right side of the main content area, featuring a small image of people.
- Instructor's Information:** A section below the course overview, providing details about the instructor, Joseph Gharthey Ampiah, including his position, office hours, and contact information.
- Course week:** A navigation bar with numbered tabs (1-6) indicating the current week.
- Course content area:** The main body of the page, containing various course materials and activities such as 'The Nature of Inquiry', 'Course manual', 'Assignment 1', and 'Course News'.
- Course side block:** A vertical sidebar on the right side of the page, containing various utility blocks like 'Navigation', 'Search forums', 'Latest announcements', 'Recent activity', 'Online users', 'Course completion status', 'Random glossary entry', and 'Comments'.

Course week
(clicking on any of the weeks - from 1 to 6 shows the contents of that week)

The sample course page shows the course overview or summary (with a picture as part of the summary), course instructor information, some news forum, discussions, assignments, glossary, course manual and notes, chat room and course news and other resources such as reading

materials in pdf or word format. There are many course options that determine the appearance of a course that may look very different from the example shown above. As a lecturer/instructor, you may want to use many more activities and resources available to you to enrich your students' online experiences. In subsequent sections, you will be exposed to various activities and resources to set up your own course on the Moodle platform.

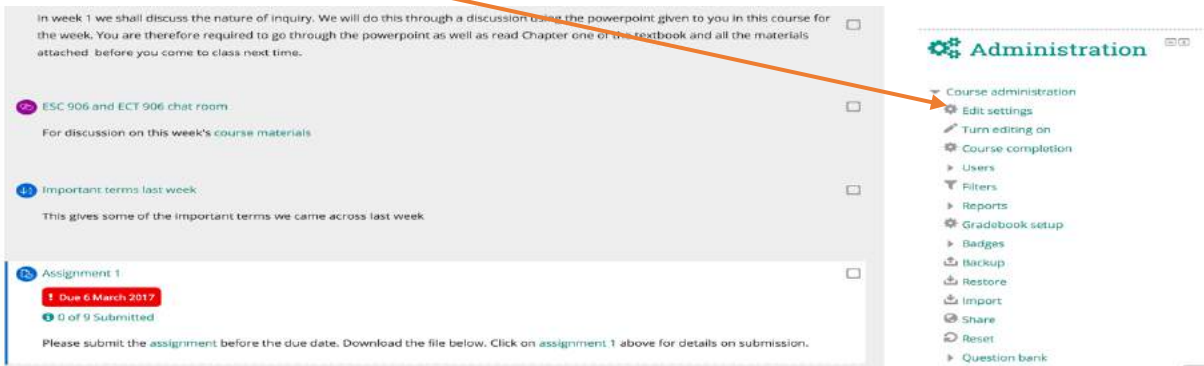
2.0 SETTING UP THE COURSE

Follow the instructions below to set up your course:

1. On the homepage, go to **“My Courses”** and select your course (which the Moodle administrator has assigned to you).



2. Click on the **“Edit Settings”** button in the Administration block.



3. Customize your course page settings

Fill in fields on the **“Edit course settings”** page. Begin with:

I. **General**

The fields under **“General”** as shown below are explained in this section:

▼ General

Course full name * ⓘ BUS 303: Management Information Systems 1

Course short name * ⓘ MIS 1

Course category ⓘ COLLEGE OF DISTANCE EDUCATION ▼

Course visibility ⓘ Show ▼

Course start date ⓘ
 11 ▼ November ▼ 2017 ▼ 📅

Course end date ⓘ
 11 ▼ November ▼ 2018 ▼ 📅 Enable

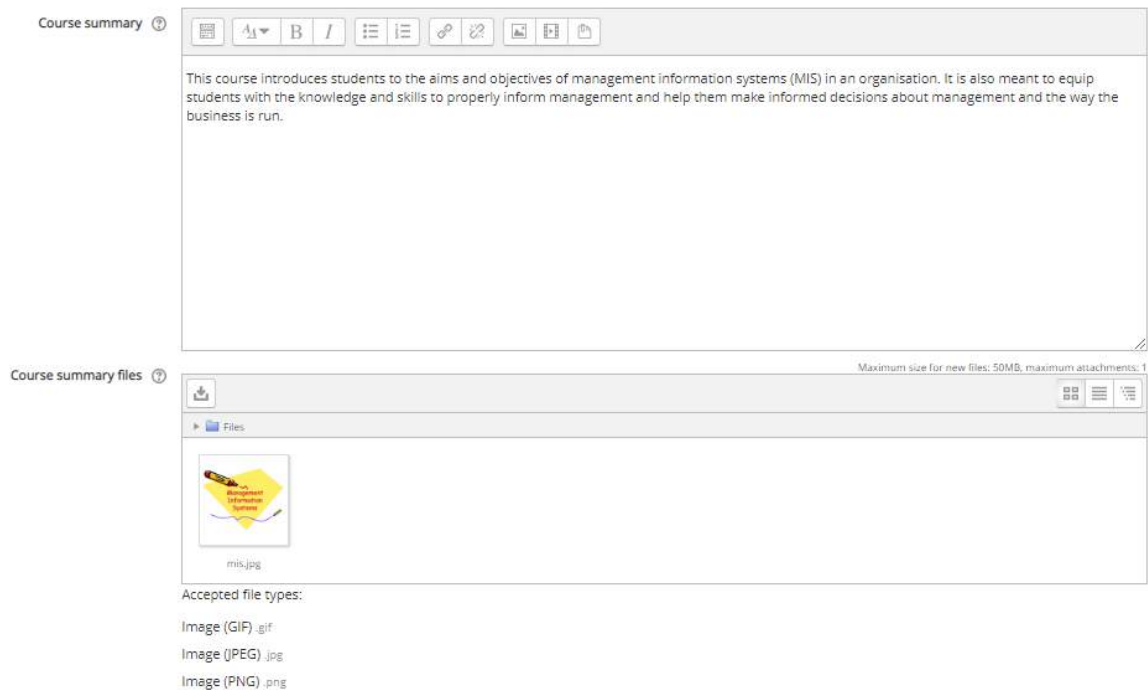
Course ID number ⓘ

- **Course full name:** Give your course a full name (including the course code) as it will appear in the header of your course page (e.g. ESC 906: Ethnographic Research, BUS 303: Management Information Systems 1). **Note: This name will also appear on the home page.**
- **Course short name:** The course code can be best used (e.g., ESC 906 or BUS 303).
- **Course category:** Courses are typically assigned to a category (e.g. College of Education, Mathematics, level 400, semester one etc.). **NB: This has already been done before assigning the course to you; so, you need not change it.**
- **Course visibility:** This enables registered users (students) to see content of the course. This should be set to “**Hide**” until the lecturer has set up basic information of the course for his/her students to access.
- **Course start and end date:** This is used to set the date for the start of the course and when it is to end. You can use the **dropdown** arrow “▼” or the **calendar icon** 📅 to setup course start and end date.
- **Course ID number:** If you have an official code name for this course then use it here. Otherwise, leave it blank.

II. Description

The fields under “**Description**” as shown below are explained in this section:


▼ Description



The screenshot shows a web form for editing a course description. It is divided into two main sections:

- Course summary:** A text area with a rich text editor toolbar (bold, italic, list, link, image, etc.). The text inside reads: "This course introduces students to the aims and objectives of management information systems (MIS) in an organisation. It is also meant to equip students with the knowledge and skills to properly inform management and help them make informed decisions about management and the way the business is run."
- Course summary files:** A file upload area with a toolbar and a list of files. A file named "mis.jpg" is shown with a thumbnail image of a yellow sticky note with a pencil. Below the file list, it lists "Accepted file types: Image (GIF) .gif, Image (JPEG) .jpg, Image (PNG) .png".

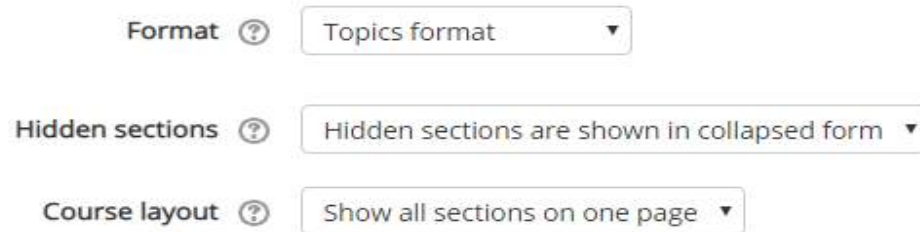
At the top right of the file upload area, it says "Maximum size for new files: 50MB, maximum attachments: 1".

- **Course summary:** In one sentence give a brief description of your course. This is a quick summary of the content of the course that appears on the homepage.
- **Course summary file (s):** This is an image file (picture) that depicts the content of the course. This image will appear on the site course homepage. Image type accepted includes “.gif, .jpg and .png”. To get a picture as course summary file, go to <https://images.google.com/> and type the name of the course in the search bar. This will give you varying images and then select and save the image that best depicts the course. This file can be uploaded to the course summary by dragging the file to the “**blank space**” or use **add file**  icon to upload the file. To use the “add file icon”, click on the icon to select then, using the pop-up icon, select *upload a file* > *choose file* > *upload the file*.

III. Course format

The fields under “**Course format**” as shown below are explained in this section:

▼ Course format



The screenshot shows three settings for course format:

- Format**: Topics format
- Hidden sections**: Hidden sections are shown in collapsed form
- Course layout**: Show all sections on one page

- **Format:** Course format available includes:
 - **Weekly:** The course is organized week by week with a clear start date and a finish date where courses are placed every week in the mentioned period. **NB: Make sure your course start date is correct.**
 - **Topic:** The course is organized into topic sections with titles. Each topic section consists of activities, resources and labels. This is great to use if your course objective may take different amounts of time to complete.
 - **Social:** This format is oriented around one main forum; the social forum, which appears listed on the main page. It is useful for situations that are casual in nature which may not even be courses.
 - **Single activity:** The single activity format only has one section and allows the teacher to add one activity only to the course. When the single activity format is selected, a dropdown menu appears for teachers to choose the activity they wish to use. This format is useful for courses which focus all their materials and classes on one main topic or activity; especially, for classes which are based on a single workshop.
 - **Buttons:** This format displays buttons with numbers on them which represent weeks or topics. For example, 1 represents week1 or topic 1 and so on. **NB: This format is ideal if you don't want your students to scroll down the page; especially, if you have more content for each week.**
- **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 gray) 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. If you choose, these can be completely hidden, so that students don't even know sections of the course are hidden.

Sample of “Hidden section shown in collapse form”.

WEEK 1

Content

Introduction and Overview of Course
Concept of Technological Pedagogical and Content Knowledge (TPACK)

Objectives

i. describe the aims of the course and how they are related to their personal/profnal development
ii. discuss the uses of the internet
iii. Demonstrate understanding of the concepts (eg. learning by design and Technological Pedagogical and Content Knowledge (TPACK)), applied in the developing and use of instructional materials

Ghana Google

10 September - 16 September is not available

17 September - 23 September is not available

From the above, **weekly** sections for 10th – 16th September and 17th – 23rd September are shown in collapse form.

Sample of “Hidden sections are completely invisible”.

WEEK 1

Content

Introduction and Overview of Course
Concept of Technological Pedagogical and Content Knowledge (TPACK)

Objectives

i. describe the aims of the course and how they are related to their personal/profnal development
ii. discuss the uses of the internet
iii. Demonstrate understanding of the concepts (eg. learning by design and Technological Pedagogical and Content Knowledge (TPACK)), applied in the developing and use of instructional materials

Ghana Google

Contact Us E-learning & Knowledge Management Section	Student Services Academic Calendar Email	Staff Services Blog Email
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From the above, **weekly** sections for 10th – 16th September and 17th – 23rd September are completely invisible to students.

- **Course Layout:** Content of items on the course page are divided into sections. All these sections can set to show on one page or a section per page. **This is normally the case for weekly and topic formats.**
 - i. The “**Show all sections on one page**” option under **Course Layout** displays all sections of the course on one page. Sample of this option is shown below.

WEEK 1

Content

Introduction and Overview of Course
Concept of Technological Pedagogical and Content Knowledge (TPACK)

Objectives

i. describe the aims of the course and how they are related to their personal/prof'nal development

ii. discuss the uses of the internet

iii. Demonstrate understanding of the concepts (eg. learning by design and Technological Pedagogical and Content Knowledge (TPACK)), applied in the developing and use of instructional materials

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10 September - 16 September

17 September - 23 September

- ii. The “**Show one section per page**” option under **Course Layout** displays only one section of the course at a time. Sample of this option is shown below.

WEEK 1

Content

Introduction and Overview of Course
Concept of Technological Pedagogical and Content Knowledge (TPACK)

Objectives

i. describe the aims of the course and how they are related to their personal/prof'nal development

ii. discuss the uses of the internet

iii. Demonstrate understanding of the concepts (eg. learning by design and Technological Pedagogical and Content Knowledge (TPACK)), applied in the developing and use of instructional materials

Your progress ⓘ

Ghana Google

NEXT SECTION
10 September - 16 September »

Jump to... ▾

IV. Appearance

The fields under “**Appearance**” as shown below are explained in this section:

▼ Appearance

Force language

Number of announcements

Show gradebook to students

Show activity reports

- **Force language:** Language currently installed is English. Option available included “Do not Force” and “English (en)”. By default, force language is set to “English” and we recommend that instructors do not change it.
- **Number of announcements:** The announcements forum is a special forum which is created automatically in the course. This setting determines how many recent announcements appear in the latest announcements block. If an announcement forum is not required in the course, this setting should be set to zero.
- **Show gradebook to students:** Many activities in the course allow grades to be set. This setting determines whether a student can view a list of all their grades for the course. It is recommended that “**show gradebook to students**” be set to “**Yes**”.
- **Show activity report:** Activity reports are available for each student. This shows their activity in the course. This setting determines whether a student can view their own activity reports via their profile page. **NB: Activity reports must be set to “Yes”.**

V. Files and uploads

The field under “**Files and uploads**” as shown below is explained in this section:

▼ Files and uploads

Maximum upload size

This setting specifies the maximum size of a file that can be uploaded to the course page. The maximum limit of a file upload is 50MB.

VI. Completion tracking

The field under “**Completion tracking**” as shown below is explained in this section:

▼ Completion tracking

Enable completion tracking ⓘ Yes ▼

Activity completion is to be set to “Yes” to enable tracking of completion of activity/or course completion by students. It is recommended to have this enabled so, that meaningful data is displayed in the course overview on the **Dashboard**.

VII. Groups

At the course level, you can assign a user to one (or more) groups. You can also assign an activity (e.g., assignment, discussions, etc.) to a group.

The fields under “**Groups**” as shown below are explained in this section:

▼ Groups

Group mode ⓘ No groups ▼

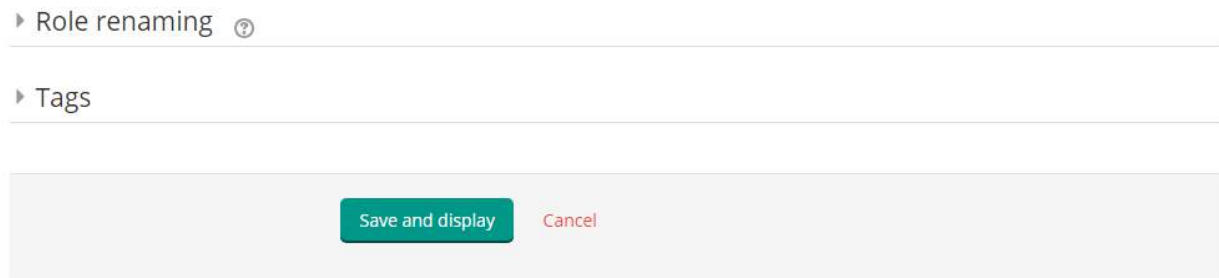
Force group mode ⓘ No ▼

Default grouping None ▼

- **Group modes:** There are three group modes;
 - No groups - There are no sub groups, everyone is part of one big community.
 - Separate groups - Each group can only see their own group, others are invisible.
 - Visible groups - Each group works in their own group but can also see other groups. (The other groups' work is read-only).
- **Force group mode:** If group mode is forced, then the course group mode is applied to every activity in the course. (You will learn more about how to create and use groups in your course in Section 6.0).

VIII. Role renaming and tags

Other settings like “Role renaming” and “Tags” should be left unattended. Select “**Save and display**” button to save all settings made.



Once you have customized your set-up course page settings to suit the course and the needs of your users (students), you are in the position to create content for the course to support learning of your students. These may include adding resources that will be useful to your students or making use of activities available on the Moodle platform. The following sections will expose you to some activities available on this platform as well as resources that can be used with your students.

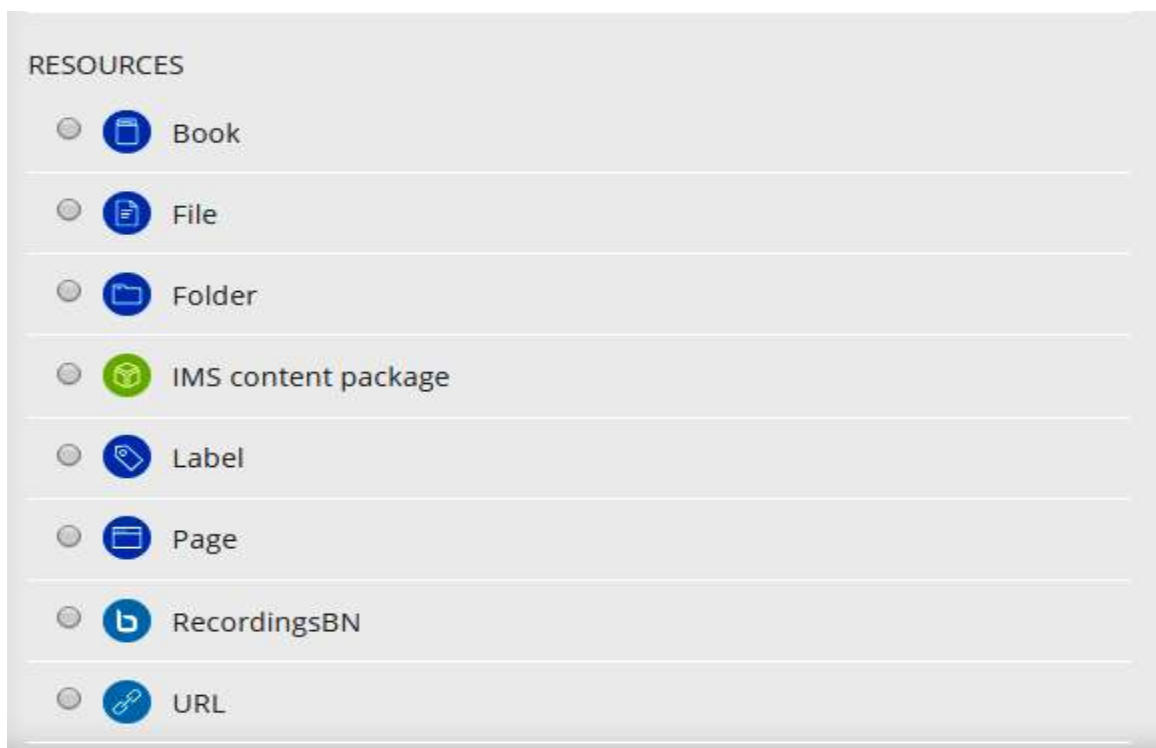
3.0 RESOURCES AND ACTIVITIES AVAILABLE ON THE MOODLE PLATFORM

In this section, you will learn about the resources available to you on the Moodle platform and activities you can organize for your students.

3.1 Resources available on the Moodle Platform

A Resource in Moodle is an item that an instructor/lecturer can add to a Moodle course to support learning, such as a file, a video or link to a website. A resource differs from an activity in that it is static; i.e. the student can merely look at or read it, rather than participate. A teacher can add resources by turning on the editing button and by clicking *Add an activity or resource* in a course section. You will learn more on how to add resources in section 5.7.

The resources on the Moodle platform appear as shown below:

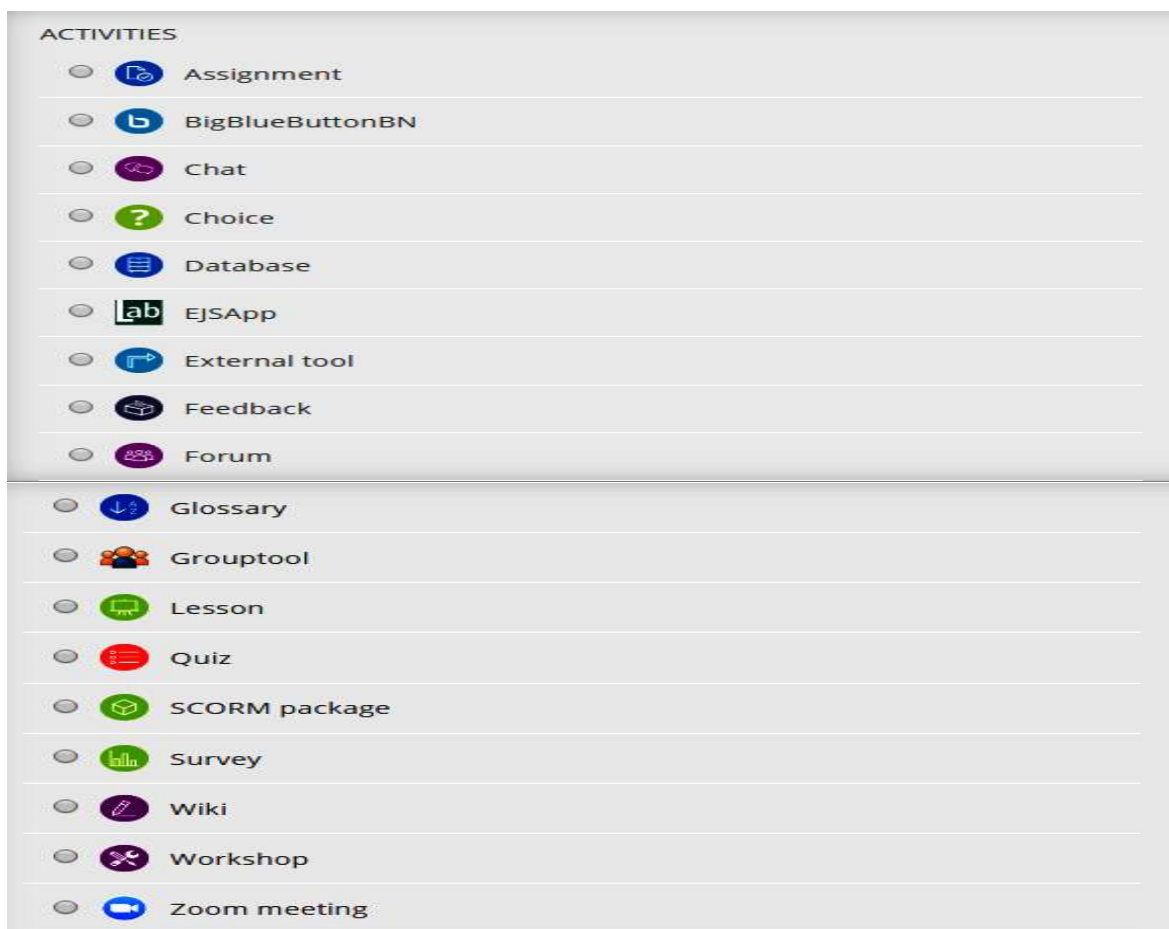


- **Book** - Multi-page resource with a book-like format, the book module allows you to have main chapters and sub chapters. The book module is not interactive. You can, however, link to choices, forums etc., or include multimedia content.
- **File** - When you wish to share with your students a simple file such as a Word document or slideshow you will use the file resource type. How your students access them depends on your choices in File resource settings.
- **Folder** - For organizing files of different resource types. Using a folder to display resources make your files more organized for your students.
- **IMS content package** – This help you to add static material from other sources in the standard IMS content package format.
- **Label** - A label is used to provide a description of an activity or resource on the course page. It can be used to add text, images, multimedia or code in between other resources in the different sections. It is a very versatile resource and can help to improve the appearance of a course. Banners or descriptions may be added to labels to distinguish between and highlight different areas.
- **Page** – This resource helps a Teacher to create a page of content of a particular topic within the course. The page can include images and videos. A page resource creates a link to a screen that displays the content created by the teacher.

- **RecordingsBN-** Use the RecordingsBN module as a resource to provide access to the BigBlueButton recordings related to this course.
- **URL** – This is used to add links of an external website or resources to the course page. Example, a link to an educational video on YouTube that is relevant to your course or to a particular topic within the course.

3.2 Activities available on the Moodle Platform

An Activity in Moodle is a feature where students learn by interacting with each other or with their teacher. They might for instance, contribute in a forum, upload an assignment, answer questions in a quiz or collaborate together in a wiki. Activities can be graded. An instructor/lecturer can add activities by turning on the editing and choosing an activity by clicking *Add an activity or resource* in a course section. You can learn more on how to add an activity to your course page in section 5.1 – 5.6. The activities you can use on the Moodle platform appear as shown below:



- **Assignments** – This activity helps teachers to create an assignment for students to upload their answers for the instructor/lecturer to grade and give comments. Students submissions

are only visible to the instructor/lecturer alone and not their peers unless in a case of a group submission that the submitted file will be seen by all group members. Deadlines can be set for all assignment that is created in the system and it will be visible to students automatically.

- **BigBlueButtonBN:** BigBlueButton is an open source web conferencing system for distance learning.
- **Chat** - Allows students to have a real-time synchronous discussion.
- **Choice** - A teacher asks a question and specifies a choice of multiple responses.
- **Database** - Enables students to create, maintain and search a bank of record entries. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things.
- **EJSApp:** The EJSApp activity module enables lecturers/instructors to add javascript applications and java applets created with Easy Java/Javascript Simulations (EjsS) into their Moodle courses
- **External tool** - Allows students to interact with Learning Tools Interoperability (LTI) compliant learning resources and activities on other web sites.
- **Feedback** – The Feedback module allows you to create and conduct surveys to collect feedback. Unlike the *Survey* tool, it allows you to write your own questions, rather than choose from a list of pre-written questions and unlike the *Quiz* tool, you can create non-graded questions. The Feedback activity is ideal for the likes of course or teacher evaluations.
- **Forum** - Allows students to have asynchronous discussions.
- **Glossary** - Enables students to create and maintain a list of definitions, like a dictionary.
- **Lesson** - For delivering content in flexible ways. *Basically, a set of organized pages.*
- **Quiz** - Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown.
- **SCORM (Sharable Content Object Reference Model)** - SCORM is a collection of specifications that enable interoperability, accessibility and reusability of web-based learning content. SCORM packages are interactive e-learning capsules created by a specific software such as Articulate Storyline.
- **Survey** – A Survey is used for gathering data from students to help teachers learn about their class and reflect on their own teaching.

- **Wiki** - A collection of web pages that anyone can add to or edit.
- **Workshop** - Enables peer assessment. Students submit their work via an online text tool and attachments. There are two grades for a student: their own work and their peer assessments of another students' work.
- **Zoom video:** Zoom is a video and web conferencing platform that gives authorized users the ability to host online meetings.

For instructors/lecturers to add content (activities and resources) on the course page, it is important to learn more about the “Turn Editing on” button. In the next section we will learn how to use this button.

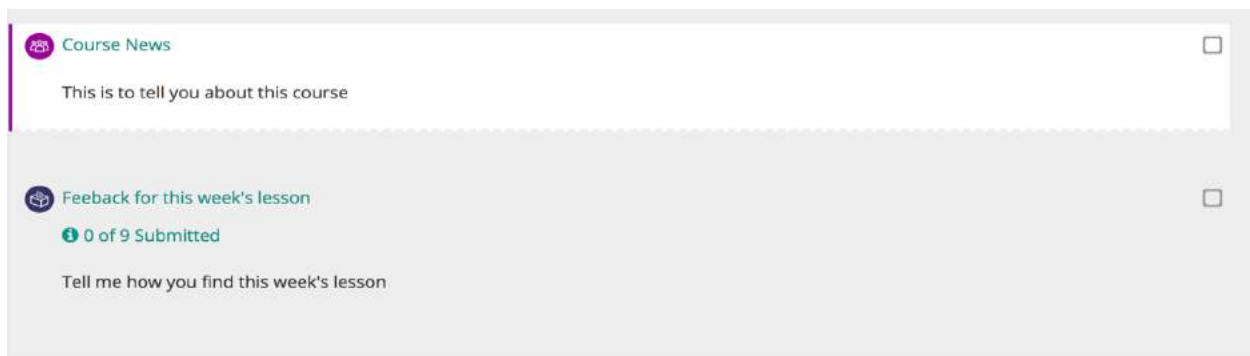
4.0 EDITING THE COURSE CONTENT IN THE MOODLE COURSE PAGE

To edit or add content to your course in Moodle, click on the “**Turn Editing On**” button in the top right corner of the page. **NB: Only users with a Teacher role will be able to turn editing on and off. Students and Non-editing teachers will not be able to do this.**

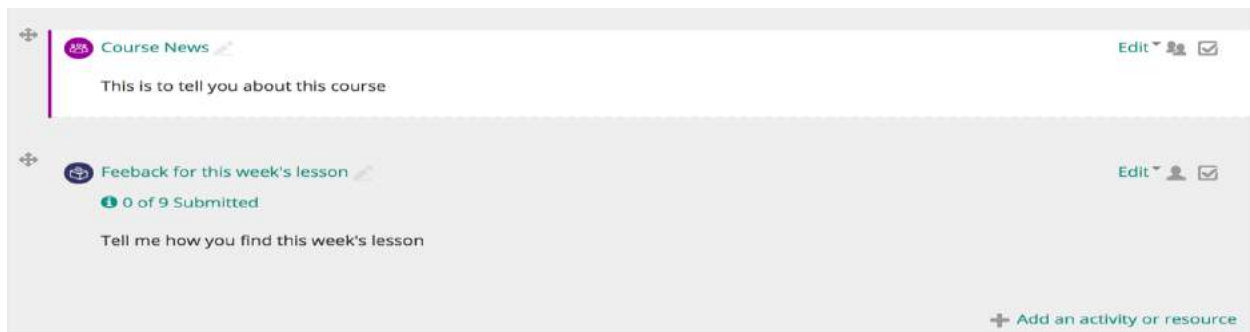
The ‘**Turn editing on**’ button



Clicking on ‘**Turn editing on**’ will give you the opportunity to add course activities and resources for your students. Before selecting ‘**Turn editing on**’ a section on the course page will appear as shown below:



After selecting ‘**Turn editing on**’ the section will appear as shown below:

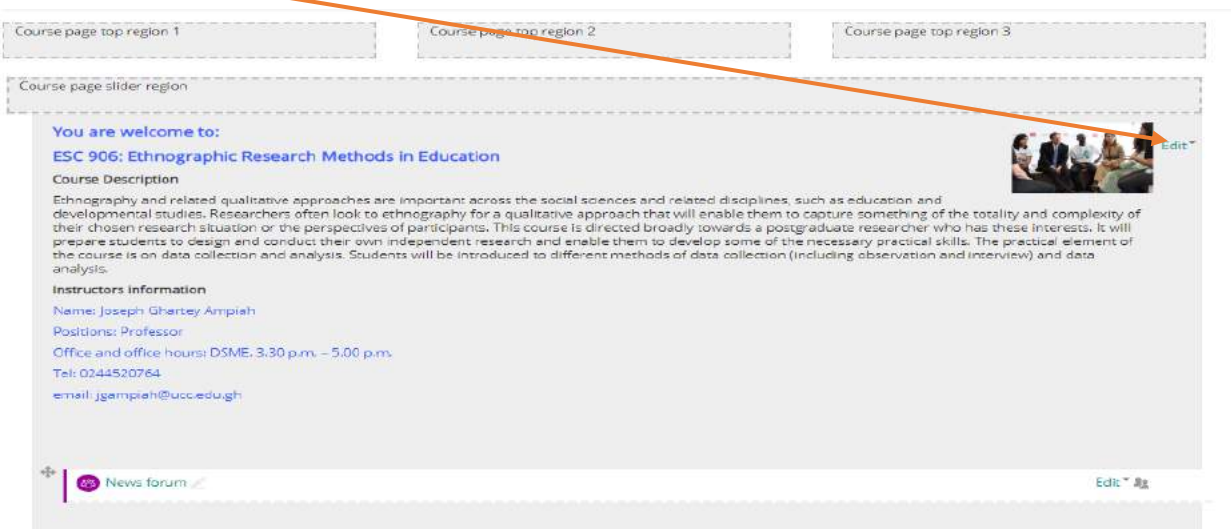


4.1 Editing the Introduction Section

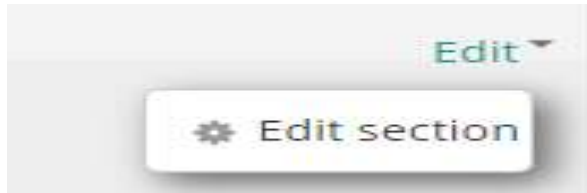
The Introduction Section is the first section which captures the Course Title, Course Overview, Instructor/Lecturer Information and other relevant information/documents about the entire course.

Before editing the Introductory section you must make sure the “**Turn editing on**” is activate and follow the steps below:

1. Select ‘**Edit**’ at the top right hand corner of the section.



2. Select the **'Edit section'** that pops up



3. Complete the fields under **“Summary of General”** as shown below:

A screenshot of the 'General' section in a course management interface. The 'Section name' field is set to 'ESC 906: Ethnographic Research Meth' with a 'Custom' checkbox checked. Below it is a rich text editor for the 'Summary' field. The summary contains the following text:

Course Description
Ethnography and related qualitative approaches are important across the social sciences and related disciplines, such as education and developmental studies. Researchers often look to ethnography for a qualitative approach that will enable them to capture something of the totality and complexity of their chosen research situation or the perspectives of participants. This course is directed broadly towards a postgraduate researcher who has these interests. It will prepare students to design and conduct their own independent research and enable them to develop some of the necessary practical skills. The practical element of the course is on data collection and analysis. Students will be introduced to different methods of data collection (including observation and interview) and data analysis.

Instructors information
Name: Joseph Ghartey Ampiah
Positions: Professor
Office and office hours: DSME, 3.30 p.m. - 5.00 p.m.
Tel: 0244520764
email: jgampiah@ucc.edu.gh

At the bottom of the form, there are 'Save changes' and 'Cancel' buttons, and a 'Restrict access' section is partially visible.

- **Section name:** Check **'Custom'** to enable you provide the name for the course
 - **Summary:** The summary should provide a brief information about the entire course. This should include: course description, course objectives, lecturer information, etc.
 - **Restrict access:** Please leave this section as it is.
4. Select **“Save changes”** to save information provided.

4.2 Editing the other section on your Course page

The format of the other sections is informed by the course format type that has been selected under section 2.0 III (on Course Format). The following are steps to edit the other sections of your course page:

1. Select 'Edit' at the top right hand corner of the section

Overview of Ethnographic Research

Reading of Text
Read Cohen et al (2007) Chapter 1, pages 17 to 30; Chapter 7, pages 167 to 188.

Your Course materials

Ethnographic Research paper

Etrhnoigarphy papers to read

Assignment 2
Due 12 June 2017
0 of 9 Submitted
Please submit the assignment not later than the due date. Download the file below. Click on assignment 2 above for details on submission.

NB: If the course format selected is the 'Weekly format' then 'Edit week', 'Hide week' and 'Delete week' will show. If the course format is the 'Topic format', then 'Edit topic', 'Hide topic' and 'Delete topic' will show.

2. Edit the week or topic section (if the Weekly or Topic format has been used)

Summary of WEEK 1

Summary of WEEK 1

General

Section name
Custom WEEK 1

Summary

Content
Introduction and Overview of Course
Concept of Technological Pedagogical and Content Knowledge (TPACK)

Objectives
I. describe the aims of the course and how they are related to their personal/profional development.
ii. discuss the uses of the internet
iii. Demonstrate understanding of the concepts (eg. learning by design and Technological Pedagogical and Content Knowledge (TPACK)), applied in the developing and use of Instructional materials

Restrict access

Save changes Cancel

- **Section name:** Select 'Custom' to provide the description of the week or topic
- **Summary:** The idea of a summary is a short text to prepare students for the activities within the topic or week. The text is shown on the course page under the section name.

This can include: content to be treated in the topic or week, objective of the topic or week, etc.

- **Restrict access:** Please leave this section as it is.
3. Select “**Save changes**” to save information provided.
 4. Repeat steps 1 to 3 for the other sections of the course.

5.0 ADDING RESOURCES AND ACTIVITIES TO THE MOODLE COURSE PAGE

To add activities or resources to your course page, click on the “**Turn Editing On**” button in the top right corner of the page. **NB: Only users with a Teacher role will be able to turn editing on and off. Students and Non-editing teachers will not be able to do this. When you turn editing on, you will see add resources and activities and that means you can now add activities and resources of your choice to your course.**

5.1 Adding an Activity

5.1.0 Forums

The forum module is an activity where students and teachers can exchange ideas by posting comments. Forum posts can be graded by the teacher. A forum can contribute significantly to successful communication and community building in an online environment. You can use forums for many innovative purposes in educational settings.

5.1.1 Use of the ‘Forum’

Forums have many uses, such as:

- providing a social space for students to get to know each other;
- making course announcements (using a news forum with forced subscription);
- discussing course content or reading materials;
- serving as a help centre where tutors and students can give advice;
- providing a one-on-one support area for private student-teacher communications (using a forum with separate groups and with one student per group);

5.1.2 Forum type

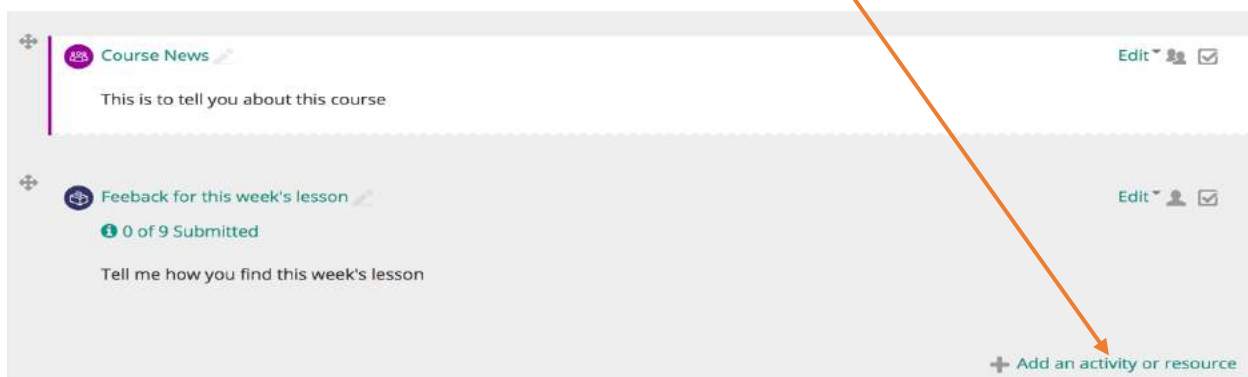
There are five types of forum and they are as follows:

- A single simple discussion - A single topic discussion developed on one page, which is useful for short focused discussions (cannot be used with separate groups).
- Standard forum for general use - An open forum where anyone can start a new topic at any time; this is the best general-purpose forum.
- Each person posts one discussion - Each person can post exactly one new discussion topic (everyone can reply to them though).
- Q and A Forum - Instead of the lecturer/instructor initiating discussion, any student in the class can initiate the discussion. Different students may reply with an answer, but they will not see the replies of other students to the question in that discussion until they have themselves replied to the same discussion.
- Standard forum – This forum is displayed in a blog-like format.

5.1.3 Setting up Forums

The following are steps to set up the 'Forum' on your course page:

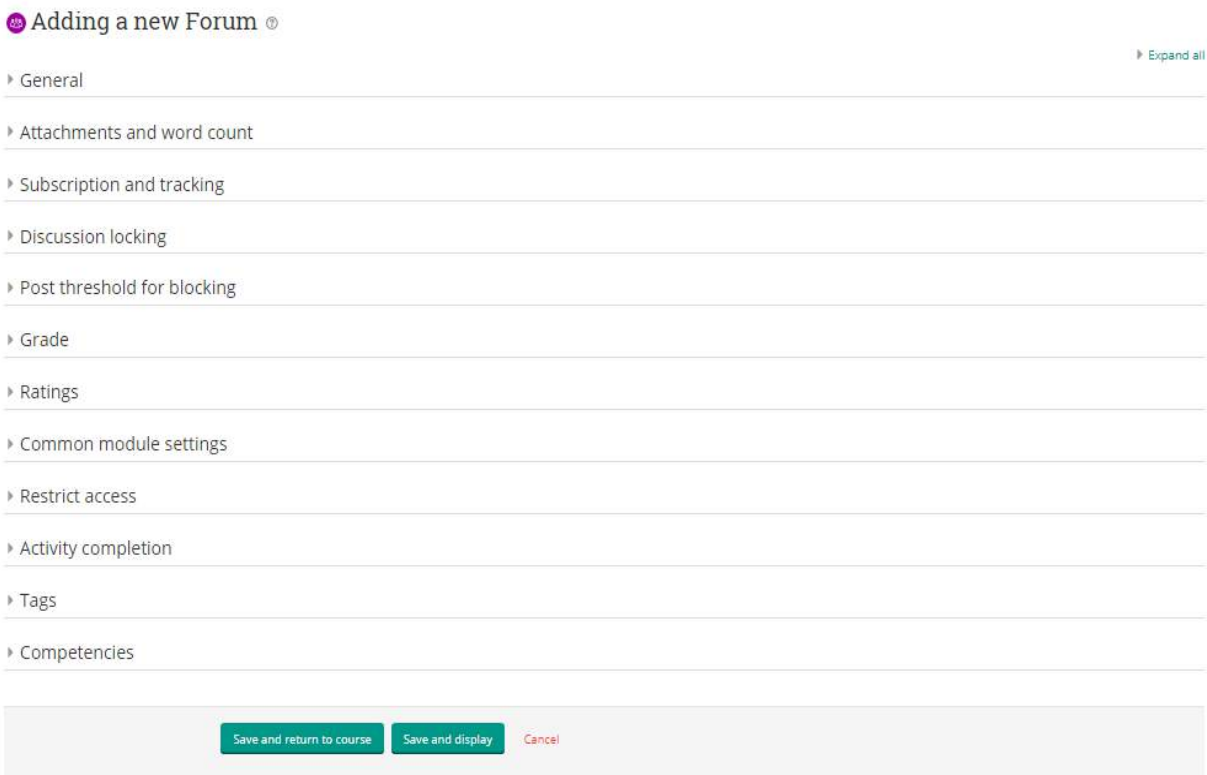
Step 1: Select "Add activity or resource" at the bottom of the section after the 'Turn on editing' button has been activated.



Step 2: Select 'Forum' from the "Add an activity or resource" pop-up menu,



Step 3. Click 'Add' to open the Forum page setting as shown below to set up Forum on your course page.




Step 5: Fill in fields on the "Adding a new Forum" page. Begin with:

I. General

The fields under “**General**” as shown below are explained in this section:

▼ General

Forum name *

Description 
This discussion is supposed to last for a week. All students are required to contribute to the topic.

Display description on course page

Forum type

- **Forum name:** Provide the name for the Forum
- **Description:** Provide a brief description of the Forum.
- **Display description on the course page:** If enabled, the description above will be displayed on the course page.
- **Forum Type:** Choose among the 5 forum types explained in section 5.1.2 (**Forum type**).

II. Attachments and word count

The fields under “**Attachments and word count**” as shown below are explained in this section:

▼ Attachments and word count

Maximum attachment size

Maximum number of attachments

Display word count

- **Maximum attachments and word count:** This setting specifies the largest size of a file that can be attached to a forum post.
- **Maximum number of attachments:** This setting specifies the maximum number of files that can be attached to a forum post.

- **Display word count:** This setting specifies whether the word count of each post should be displayed or not.

III. Subscription and tracking, Discussion locking and Post threshold for blocking

The fields under “**Subscription and tracking, Discussion locking and Post threshold for blocking**” as shown below are explained in this section:

▼ Subscription and tracking

Subscription mode ⓘ

Read tracking ⓘ

▼ Discussion locking

Lock discussions after period of inactivity ⓘ

▼ Post threshold for blocking

Time period for blocking ⓘ

Post threshold for blocking ⓘ

Post threshold for warning ⓘ

Subscription and tracking

- **Subscription mode:** There are 4 subscription mode options:
 - **Optional subscription** – Allows students to choose whether or not to be subscribed
 - **Forced subscription** – Allows all student to be subscribed and cannot unsubscribe
 - **Auto subscription** – Allows every student to be subscribed initially but can choose to unsubscribe at any time
 - **Subscription disabled** – Does not allow students to be subscribed.
- **Read tracking:** Read tracking enables students to easily check which posts they have not yet seen by highlighting any new posts. NB: If set to optional, students can choose whether to turn tracking on or off via a link in the administration block (Users must also enable forum tracking in their forum preferences). Also, if 'Allow forced read tracking' is enabled in the site administration, then a further option is available - forced. This means that tracking is always on, regardless of users' forum preferences.

Discussion Locking

- **Discussion locking:** Discussions may be automatically locked after a specified time has elapsed since the last reply. Users with the capability to reply to locked discussions can unlock a discussion by replying to it.

Post threshold for blocking

- **Time period for blocking:** Students can be blocked from posting more than a given number of posts in a given time period.
- **Post threshold for blocking:** This setting specifies the maximum number of posts which a user can post in the given time period.
- **Post threshold for warning:** Students can be warned as they approach the maximum number of posts allowed in a given period. This setting specifies after how many posts they are warned.

IV. Ratings

The fields under “**Ratings**” as shown below are explained in this section:

▼ Ratings

Roles with permission to rate ⓘ Manager, Teacher, Non-editing teacher, Teaching Assistant

Aggregate type ⓘ No ratings ▼

Scale ⓘ

Type Point ▼

Scale Default competence scale ▼

Maximum grade 100

Restrict ratings to items with dates in this range:

From

21 ▼ November ▼ 2018 ▼ 12 ▼ 15 ▼ 📅

To

21 ▼ November ▼ 2018 ▼ 12 ▼ 15 ▼ 📅

- **Roles with permission to rate:** Users (Teacher, Non Editing Teacher, Teaching Assistant) assigned the following roles should be able to rate items. The list of roles may be amended via the permissions link in the administration block.
- **Aggregate type:** The aggregate type defines how ratings are combined to form the final grade in the gradebook.
 - Average of ratings - The mean of all ratings.

- Count of ratings - The number of rated items becomes the final grade. **Note that the total cannot exceed the maximum grade for the activity.**
- Maximum - The highest rating becomes the final grade
- Minimum - The smallest rating becomes the final grade
- Sum - All ratings are added together. Note that the total cannot exceed the maximum grade for the activity.

If "No ratings" is selected, then the activity will not appear in the gradebook.

- **Scale:** Select the type of grading used for this activity. If "scale" is chosen, you can then choose the scale from the "scale" dropdown. If using "point" grading, you can then enter the maximum grade available for this activity.
- **Restrict ratings to items with dates in this range:** Provide the period for ratings.

V. Common modules settings and Restrict access

The fields under “**Common modules settings and Restrict access**” as shown below are explained in this section:

▼ Common module settings

Availability ⓘ Show on course page ▼

ID number ⓘ

Group mode ⓘ No groups ▼

Grouping ⓘ None ▼

Add group/grouping access restriction

▼ Restrict access

Access restrictions: None

Add restriction...

Common modules settings

- **Availability:** If the availability is set to 'Show on course page', the activity or resource is available to students (subject to any access restrictions which may be set). If the availability is set to 'Hide from students', the activity or resource is only available to users with permission to view hidden activities (by default, users with the role of teacher or non-editing teacher).

- **ID number:** Setting an ID number provides a way of identifying the activity for grade calculation purposes. If the activity is not included in any grade calculation then the ID number field may be left blank. The ID number can also be set in the gradebook, though it can only be edited on the activity settings page
- **Group mode:** This setting has 3 options:
 - **No groups- There is no grouping.**
 - **Separate groups** - Each group member can only see their own group, others are invisible
 - **Visible groups** - Each group member works in their own group, but can also see other groups

The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- **Grouping:** A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together. Follow by selecting “Add group/grouping access restriction”. Creating a group in your course has been discussed in section 6.0.

Restrict access

To add restrictions to the forum, click on “**Add restriction**” to edit restriction for the forum.

VI. Activity completion.

The fields under “**Activity completion**” as shown below are explained in this section

▼ Activity completion

Completion tracking ⓘ Students can manually mark the activity as completed ▼


Require view Student must view this activity to complete it

Require grade ⓘ Student must receive a grade to complete this activity

Require posts Student must post discussions or replies: 1

Require discussions Student must create discussions: 1

Require replies Student must post replies: 1

Expect completed on ⓘ 21 ▼ November ▼ 2018 ▼  Enable

- **Completion tracking:** If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
- **Require view:** If “show activity as completed when conditions are met” is selected at ‘completion tracking’, then the tick on ‘require view’ will be enabled.
- **Require grade:** If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- **Require post, discussion and replies:** If this is enabled, students will be required to complete these activities before grade will be assigned.
- **Expected completion on:** This setting specifies the date when the activity is expected to be completed.

VII. Tags and Competencies

▸ Tags

▸ Competencies

Save and return to course
Save and display
Cancel

NB: Fields under ‘Tags’ and ‘Competencies’ can be left blank

Step 4: Select “Save and return to course” or “Save and display” to save the settings for the forum.

5.2 Quizzes

The **Quiz** activity module allows the teacher to design and build quizzes consisting of a large variety of question types, including multiple choice, true-false, and short answer questions. These questions are kept in the **Question Bank** and can be re-used in different quizzes. Quizzes can be configured to allow multiple attempts. Each attempt at a question is automatically marked, and the lecturer/instructor can choose whether to give feedback and/or show the correct answers or not.

5.2.1 Setting-up a Quiz

Step 1: Set up the quiz page by selecting *Turn editing on > add an activity or resource > quiz (From list of activities) > Add*

Step 2: Edit the quiz page by entering a **Name for the quiz or examination e.g. Quiz1/Exams**. Also provide a **Description** to the test item and tick the textbox near the **Display description on the course page** to display the description provided to the test item on the course page. Example is shown in the figure below.

▼ General

Name

Description

Please read the following instructions carefully before answering the questions.

This is the first quiz of the course. All questions carry equal marks and try to work in accordance to the time allocated. Also, **try to submit your work before the allocated time expires** otherwise you will be scored zero.

If you intend to go back to a previous question at anytime within the quiz, do not use the browser back button but rather use the "back" button on the page.

All questions carry equal marks.

Attempt allowed for the quiz is 1

Good Luck!

Display description on course page

Step 3: Provide the time for the quiz in the “**Timing**” section:

The fields under “**Timing**” as shown below are explained in this section

▼ Timing

Open the quiz Enable

Close the quiz Enable

Time limit Enable

When time expires

Submission grace period Enable

- **Open the quiz:** When the open quiz time is set, students can only start their attempt(s) after the open time and they must complete their attempts before the close time (**Close the quiz**).
- **Time limit:** If enabled, the time limit is stated on the initial quiz page and a countdown timer is displayed in the quiz navigation block.
- **When time expires:** This setting controls what happens if a student fails to submit his/her quiz attempt before time expires. If the student is actively working on the quiz at the time, then the countdown timer will always automatically submit the attempt for them, but if they have logged out, then this setting controls what happens.
- **Submission grace period:** If what to do when time expires is set to 'Allow a grace period to submit, but not change any responses', this is the amount of extra time that is allowed.

Step 4: Set up “Grade” section

The fields under “Grade” as shown below are explained in this section

▼ Grade

Grade category ⓘ

Grade to pass ⓘ


Attempts allowed


Grading method ⓘ

- **Grade category:** This setting controls the category in which this activity's grades are placed in the gradebook.
- **Grade to pass:** This setting determines the minimum grade required to pass. The value is used in activity and course completion, and in the gradebook, where pass grades are highlighted in green and fail grades in red.
- **Attempts allowed:** Sets the number of times students can attempt the test item.
- **Grading method:** When multiple attempts are allowed, the following methods are available for calculating the final quiz grade:
 - Highest grade of all attempts
 - Average (mean) grade of all attempts
 - First attempt (all other attempts are ignored)
 - Last attempt (all other attempts are ignored)

Step 5: Set up test **Layout**

Layout


New page  Repaginate now


Navigation method  [Show less...](#)


- **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 this setting. However, page breaks may later be moved manually on the editing page.
- **Navigation method:** When sequential navigation is enabled a student must progress through the quiz in order and may not return to previous pages nor skip ahead.



Step 6: Set up **Question Behaviour**

Question behaviour

Shuffle within questions 

How questions behave 

Allow redo within an attempt 

Each attempt builds on the last  

[Show less...](#)

- **Shuffle within questions:** If enabled, the parts making up each question will be randomly shuffled each time a student attempts the quiz, provided the option is also enabled in the question settings. This setting only applies to questions that have multiple parts, such as multiple choice or matching questions.
- **How the questions behave:** Students can interact with the questions in the quiz in various ways. For example, you may wish the students to enter an answer to each question and then

submit the entire quiz, before anything is graded, or they get any feedback. That would be 'Deferred feedback' mode. Alternatively, you may wish for students to submit each question as they go along to get immediate feedback, and if they do not get it right immediately, they have another try for fewer marks. That would be 'Interactive with multiple tries' mode. The following question behaviours are available when creating a quiz:

- **Deferred feedback-** Students must enter an answer to each question and then submit the entire quiz, before anything is graded, or they get any feedback.
- **Adaptive mode and Adaptive mode (no penalties)** - Allows students to have multiple attempts at the question before moving on to the next question. This behaviour requires that the "Whether correct" box is ticked under "During the attempt" in the "Review options" section, at a minimum.
- **Manual grading** - Used for essay questions (irrespective of what the quiz is set to) but you can now choose to have every question in the quiz manually graded, if you wish.
- **Interactive mode** - After submitting one answer, and reading the feedback, the student has to click a 'Try again' button before they can try a new response. They can be given hints to help them. Once the student has got the question right, they can no longer change their response. Once the student has got the question wrong too many times, they are just graded wrong (or partially correct) and get shown the feedback and can no longer change their answer. There can be different feedback after each try the student makes. The number of tries the student gets is the number of hints in the question definition plus one.
- **Immediate feedback** - Similar to interactive mode in that the student can submit their response immediately during the quiz attempt, and get it graded. However, they can only submit one response, they cannot change it later.
- **Deferred feedback or Immediate feedback with Certainty-based marking (CBM)** - With CBM, the student does not only answer the question, but they also indicate how sure they got the question right. The grading is adjusted by the choice of certainty, so that students reflect honestly on their own level of knowledge in order to get the best mark.
- **Allow redo within an attempt:** If enabled, then when students have finished attempting particular question, they will see a Redo question button. This allows them to attempt








another version of the same question, without having to submit the entire quiz attempt and start another one. This option is mainly useful for practice quizzes. This setting only affects questions (for example not Essay questions) and behaviours (for example Immediate feedback, or Interactive with multiple tries) where it is possible for student to finish the question before the attempt is submitted

- **Each attempt builds on the last:** If multiple attempts are allowed and this setting is enabled, each new quiz attempt will contain the results of the previous attempt. This allows a quiz to be completed over several attempts.

Step 7: Set up the Review options

Review options control what information students can see when they review a quiz attempt or look at the quiz reports.

▼ Review options



During the attempt	Immediately after the attempt	Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> The attempt 	<input type="checkbox"/> The attempt	<input type="checkbox"/> The attempt	<input type="checkbox"/> The attempt
<input type="checkbox"/> Whether correct 	<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct
<input type="checkbox"/> Marks 	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks	<input type="checkbox"/> Marks
<input type="checkbox"/> Specific feedback 	<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback
<input type="checkbox"/> General feedback 	<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback
<input type="checkbox"/> Right answer 	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback 	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input type="checkbox"/> Overall feedback



- **During the attempt** settings are only relevant for some behaviours, like 'interactive with multiple tries', which may display feedback during the attempt.
- **Immediately after the attempt** settings apply for the first two minutes after 'Submit all and finish' is clicked.
- **Later, while the quiz is still open** settings apply after this, and before the quiz close date.
- **After the quiz is closed** settings apply after the quiz close date has passed. If the quiz does not have a close date, this state is never reached.



Step 8: Set up Appearance



The fields under “**Appearance**” as shown below are explained in this section

▼ Appearance

Show the user's picture  No image 

Decimal places in grades  2 

Decimal places in question grades *  Same as for overall grades 

Show blocks during quiz attempts *  No 




[Show less...](#)


- **Show the user's pictures:** If enabled, the student's name and picture will be shown on-screen during the attempt, and on the review screen, making it easier to check that the student is logged in as themselves in an invigilated (proctored) exam.
- **Decimal places in grades:** This setting specifies the number of digits shown after the decimal point when displaying grades. It only affects the display of grades, not the grades stored in the database, nor the internal calculations, which are carried out to full accuracy.
- **Decimal places in question grade:** This setting specifies the number of digits shown after the decimal point when displaying the grades for individual questions.
- **Show blocks during the attempts:** If set to yes then normal blocks will be shown during quiz attempts.



Step 10: Set up Extra restrictions



The fields under “**Extra restrictions**” as shown below are explained in this section



▼ Extra restrictions on attempts



Require password  kkk123  

Require network address *  192.168.2.3

Enforced delay between 1st and 2nd attempts *  0 minutes  Enable

Enforced delay between later attempts *  0 minutes  Enable

Browser security *  Full screen pop-up with some JavaScript security 

Allow quiz to be attempted offline using the mobile app *  No 

[Show less...](#)

- **Required password:** If a password is specified, a student must enter it in order to attempt the quiz.
- **Required network address:** Quiz access may be restricted to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This can be useful for an invigilated (proctored) quiz, to ensure that only people in a certain location can access the quiz.
- **Enforced delay between 1st and 2nd attempts:** If enabled, a student must wait for the specified time to elapse before being able to attempt the quiz a second time.
- **Enforced delay between later attempts:** If enabled, a student must wait for the specified time to elapse before attempting the quiz a third time and any subsequent times.
- **Browser security:** If "Full screen pop-up with some JavaScript security" is selected (The quiz will only start if the student has a JavaScript-enabled web-browser). The quiz appears in a full screen popup window that covers all the other windows and has no navigation controls. Students are prevented, as far as is possible, from using facilities like copy and paste.
- **Allow quiz to be attempted offline using the mobile app:** If enabled, a mobile app user can download the quiz and attempt it offline. **Note:** It is not possible for a quiz to be attempted offline if it has a time limit, or requires a network address, or uses any question behaviour other than deferred feedback (with or without CBM).

Note: Safe Exam Browser is currently installed on the platform to be used during exams. With this browser:

- Students will only be able to attempt the quiz if they are using Safe Exam Browser.
- The browser window will be **full screen (without any navigation elements)**.
- The **window cannot be closed until the test is submitted**.
- Shortcuts keys such as Win, **Ctrl+Alt+Del, Alt+F4, F1, Ctrl+P, Printscreen, are disabled**.
- **Copy and paste, and the context menu, are disabled**.
- **Switching to other applications is disabled**.
- **Surfing to other web sites is prohibited**.

Step 11: Set up Overall feedback:

▼ Overall feedback ?

Grade boundary 100%

Feedback



Grade boundary

Enter the **Feedback** text the students will automatically see, depending on which range of scores they fall within, as defined by the grades or percentages in the **Grade boundary** fields.

Note:

The following sections; Common module settings, Restrict access, Activity completion, Tags and Competences settings can be left untouched.

Step 12: Click on “**Save and return to course**” or “**Save and display**” to access the page for adding questions to the quiz.

5.2.2 Adding questions to the quiz

You can add questions to a test item in 3 ways:

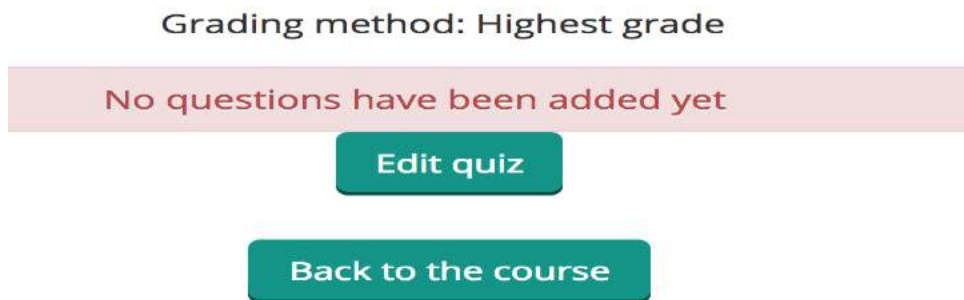
- one at a time within the quiz
- add from a question bank
- import questions from a word file on your computer or from one of your uploaded course files

I. Creating questions one at a time within a quiz:

Step 1: With “**Turn editing on**” turned on, click the link for the quiz



Step 2: On the quiz's home page select **Edit quiz**.



Step 2: On the *Editing quiz* page, click **Add** and then select **a new question**.



Step 3: Select the question type and click **Add**.




Step 4: Select a question **Category**, enter a **Question name**, some **Question text** and the **Default mark**.

▼ General

Category: Default for demo

Question name:

Question text:



Default mark:

II. Adding questions from a question bank

- On the *Editing quiz* page, click **Add** and then select **from question bank**.

Editing quiz: quiz 1 ⓘ

Questions: 0 | This quiz is open

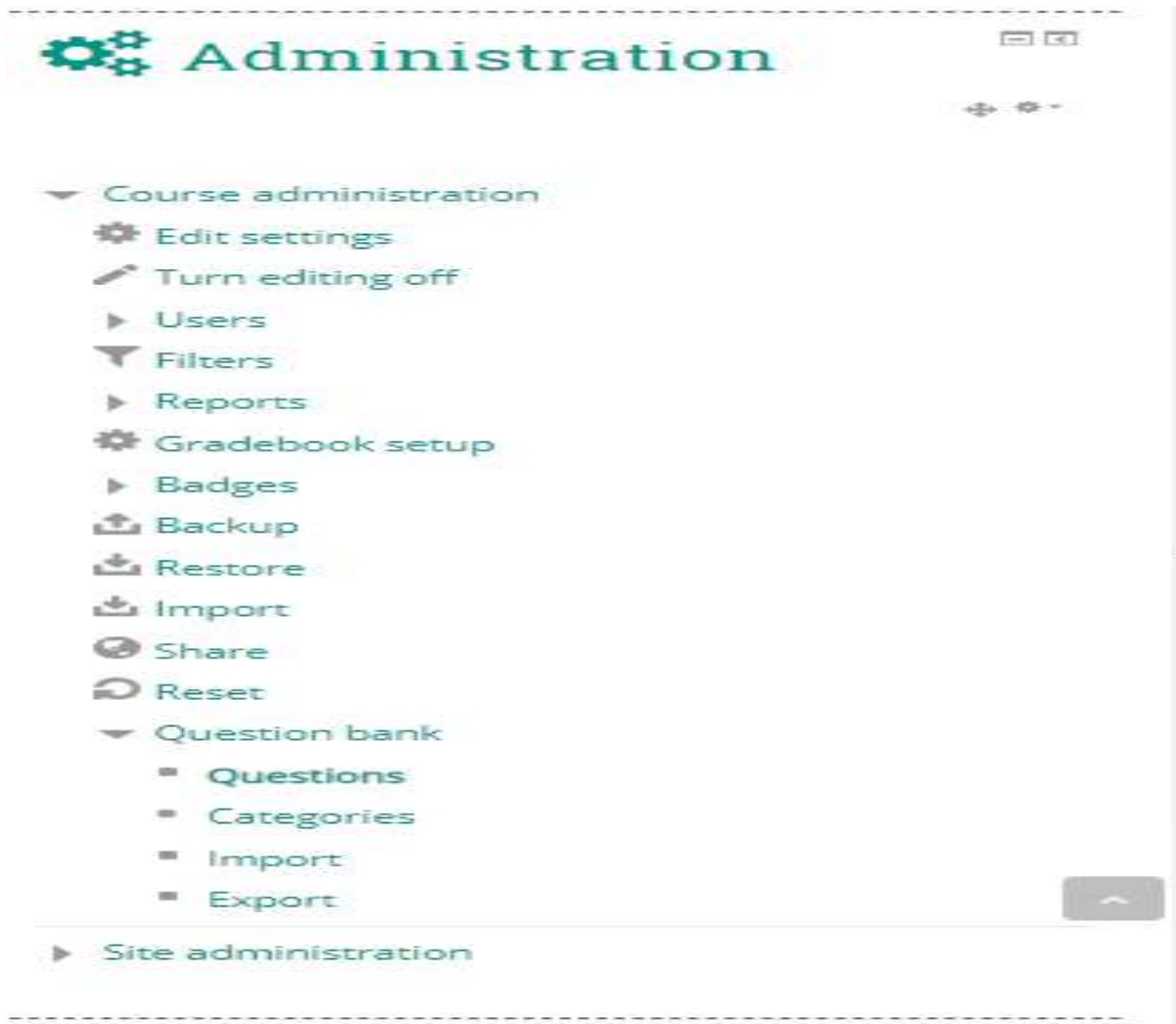
Repaginate

Maximum grade:

- + a new question
- + from question bank
- + a random question

III. Importing questions from file:

Step 1: On the course home page **Course administration pane**, select **Question bank > Import**.



Step 2: On the **Import questions from file** page:

- Select the **File format** you are importing your test item from.
- Complete the **General** fields as desired.
- **Choose a file** to import.
- Click **Import**.


File format

- Aiken format
- Blackboard
- Embedded answers (Cloze)
- Examview
- Gift format
- Missing word format
- Moodle XML format
- WebCT format

General

Import questions from file

Import



You can drag and drop files here to add them.

5.3 Questions types in Quiz settings

Questions can be created in Moodle for use in quizzes and for import into lessons. They can be of the following types:

- **Calculated** - Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.
- **Calculated multi-choice** - Calculated multiple choice questions are like multiple choice questions with the additional property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken. The main difference is that the formula is included in the answer choice as $\{=...\}$ i.e. if you calculate the surface of a rectangle $\{=\{l\}*\{w\}\}$.
- **Calculated simple** - Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by the use of wildcards (i.e. $\{x\}$, $\{y\}$) that are substituted with random values when the quiz is taken.
- **Description** - This question type is not actually a question. It just prints some text (and possibly graphics) without requiring an answer. This can be used to provide some information to be used by a subsequent group of questions.

- **Essay** - This allows students to write at length on a particular subject and must be manually graded. It is possible for a teacher to create a template to scaffold the student's answer in order to give them extra support. The template is then reproduced in the text editor when the student starts to answer the question.
- **Matching** - A list of sub-questions is provided, along with a list of answers. The respondent must "match" the correct answers with each question.
- **Embedded Answers (Cloze Test / Gap Fill)** - These very flexible questions consist of a passage of text that has various answers embedded within it, including multiple choice, short answers and numerical answers.
- **Multiple choice** - With the Multiple Choice question type, you can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers.
- **Short Answer** - In response to a question (that may include an image), the respondent types a word or phrase. There may several possible correct answers, with different grades. Answers may or may not be sensitive to case.
- **Numerical** - From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set.
- **Random short-answer matching** - From the student perspective, this looks just like a Matching question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category.
- **True/False** - In response to a question (that may include an image), the respondent selects from two options: True or False.

5.4 Grades

All the grades for each student in a course can be found in the course gradebook, or 'Grader report' in *Administration > Course administration > Grades*.

5.5 Course grade settings

Course grade settings determine how the gradebook appears for all students in the course.

Course grade settings are found in *Administration > Grade administration > Course grade settings* or via the gradebook Settings tab.

5.6 Statistics

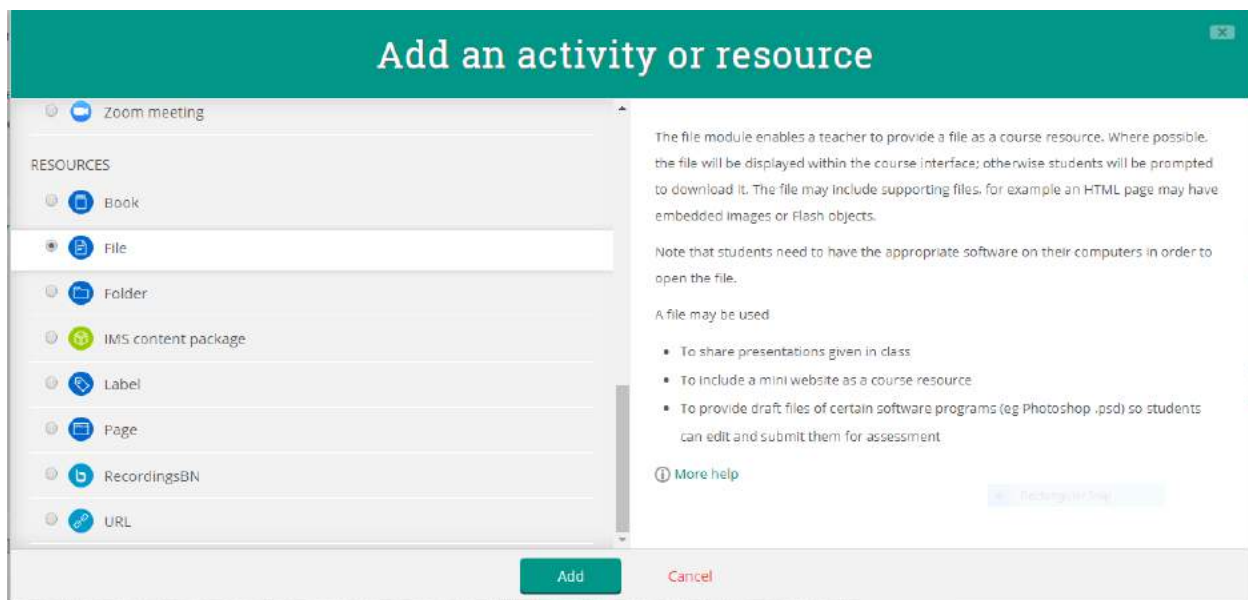
The Statistics report provides statistical analysis of the quiz and the questions it contains. The report is divided into 3 sections:

- a summary of the whole quiz
- an analysis showing all questions in table format, and
- a bar graph of the percentage of correct answers (the "Facility index") and the "discriminative efficiency index".

5.7 Adding Resources

The following are steps to follow to add course material (resources) to the course page.

Step 1: After selecting 'Turn on editing', select "Add activity or resource" at the button of every section. Select the 'Resource' you intent to add (Example, File)



Step 2: Select the "Add" button down the 'Add an activity or resource' pop-up page

Step 3: Fill in fields on the "Adding a new File" page. Begin with:

I. General

The fields under “**General**” as shown below are explained in this section

Adding a new File to Welcome

The screenshot shows the 'General' settings for adding a new file. It includes a 'Name' field, a 'Description' field with a rich text editor toolbar, a 'Display description on course page' checkbox, and a 'Select files' section with a drag-and-drop area and a 'Maximum size for new files: 50MB' label.

- **Name:** Provide the name of the file you want to upload.
- **Description:** Provide a brief description of the file you want to upload.
- **Display description on course page:** If enabled, the description above will be displayed on the course page just below the link to the activity or resource.
- **Select files:** File (s) can be uploaded by dragging the file to the “**blank space**” or use **add file** icon to upload the file. To use the “add file icon”, click on the icon to select the using the pop-up icon select *upload a file > choose file > upload the file.*

II. Appearance, Common module settings and Restrict access

The fields under “**Appearance, Common module settings and Restrict access**” as shown below are explained in this section

The screenshot shows the 'Appearance, Common module settings and Restrict access' settings. It includes a 'Display' dropdown menu set to 'Automatic', checkboxes for 'Show size', 'Show type', and 'Show upload/modified date', a checked checkbox for 'Display resource description', a 'Show more...' link, a 'Common module settings' section with an 'Availability' dropdown set to 'Show on course page' and an 'ID number' field, and a 'Restrict access' section with 'Access restrictions' set to 'None' and an 'Add restriction...' button.

Appearance

- **Display:** This setting, together with the file type and whether the browser allows embedding, determines how the file is displayed. Options may include:
 - Automatic - The best display option for the file type is selected automatically.
 - Embed - The file is displayed within the page below the navigation bar together with the file description and any blocks.
 - Force download - The user is prompted to download the file.
 - Open - Only the file is displayed in the browser window.
 - In pop-up - The file is displayed in a new browser window without menus or an address bar.
 - In frame - The file is displayed within a frame below the navigation bar and file description.
- **Show size:** Displays the file size, such as '3.1 MB', beside links to the file. If there are multiple files in this resource, the total size of all files is displayed.
- **Show type:** Displays the type of the file, such as 'Word document', beside links to the file. If there are multiple files in this resource, the start file type is displayed. If the file type is not known to the system, it will not display.
- **Show upload/modified date:** Displays the upload/modified date beside links to the file. If there are multiple files in this resource, the start file upload/modified date is displayed.
- **Display resource description:** This field must be ticked.

Common module settings

- **Availability:** If the availability is set to 'Show on course page', the activity or resource is available to students (subject to any access restrictions which may be set). If the availability is set to 'Hide from students', the activity or resource is only available to users with permission to view hidden activities (by default, users with the role of teacher or non-editing teacher).
- **ID number:** Setting an ID number provides a way of identifying the activity for grade calculation purposes. If the activity is not included in any grade calculation then the ID number field may be left blank. The ID number can also be set in the gradebook, though it can only be edited on the activity settings page.

Restrict access

Restriction can be set on the file by activity completion, date, grade, user profile or using complex logic. Select the “Add restriction” button to set restriction type.

Activity completion, Tags and Competencies

▼ Activity completion

Completion tracking ⓘ Students can manually mark the activity as completed ▼

Require view Student must view this activity to complete it

Expect completed on ⓘ

21 ▼ November ▼ 2018 ▼ 📅 Enable

▶ Tags

▶ Competencies

[Save and return to course](#) [Save and display](#) [Cancel](#)

Activity completion

- **Completion tracking:** If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
- **Require view:** When Completion tracking is set to ‘Show activity as complete when conditions are met’, then the ‘Require view’ will be enabled. Make sure the field is ticked to activate the command to mark activity as completed when student to view the activity.
- **Expect completed on:** This setting specifies the date when the activity is expected to be completed.

NB: Tags and Competencies field can remain as it is.

Step 4: Select “**Save and return to course**” or “**Save and display**” to save the settings for the forum

PLEASE NOTE: Use the same procedure to add other resources (**Book, File, Folder, IMS content packages, Label, Page, RecordingsBN and URL**) on course page.

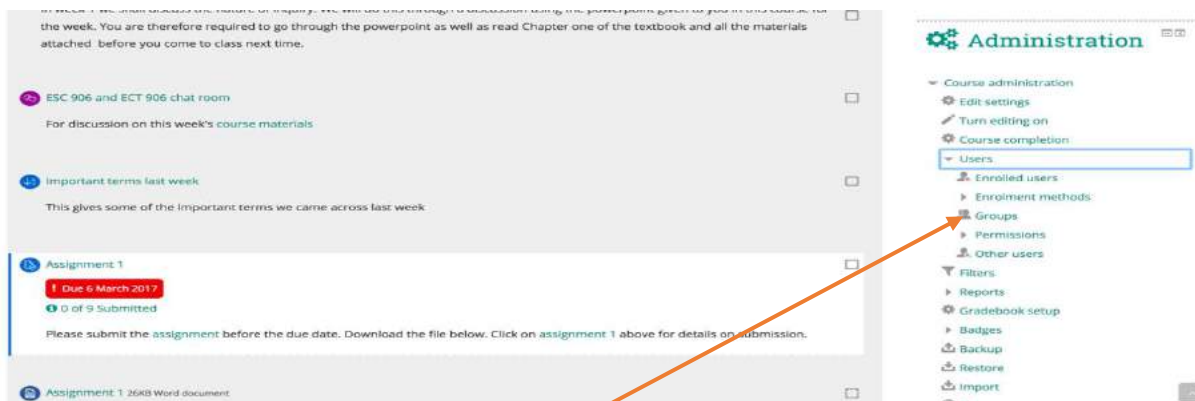
6.0 CREATING A GROUP WITHIN THE COURSE

As an instructor/lecturer, you can assign tasks to your students in one (or more) groups when delivering your course on the platform. You can also assign an activity (e.g., assignment, discussions, etc.) to a group. There are two ways you can create groups on the Moodle platform to assign task: Manual and Automatic.

6.1 Manual creation of Groups

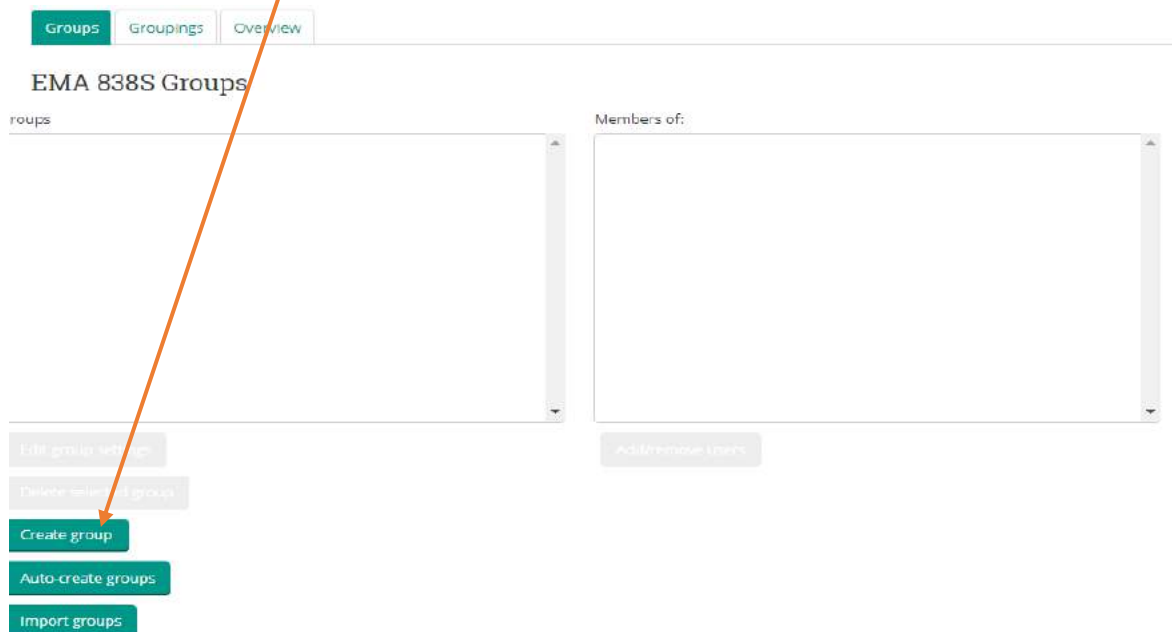
Use the following steps to manually create groups.

Step 1: Click the 'Create group' button in *Administration* > *Course administration* > *Users* > *Groups*.



To create groups and groupings for your course, click on users and choose groups

Step 2: Click on “Create group” button



Step 3: Provide group information

The fields under “**General**” as shown below are explained in this section

▼ General

Group name *

Group ID number ⓘ

Group description

Enrolment key ⓘ [Click to enter text](#)

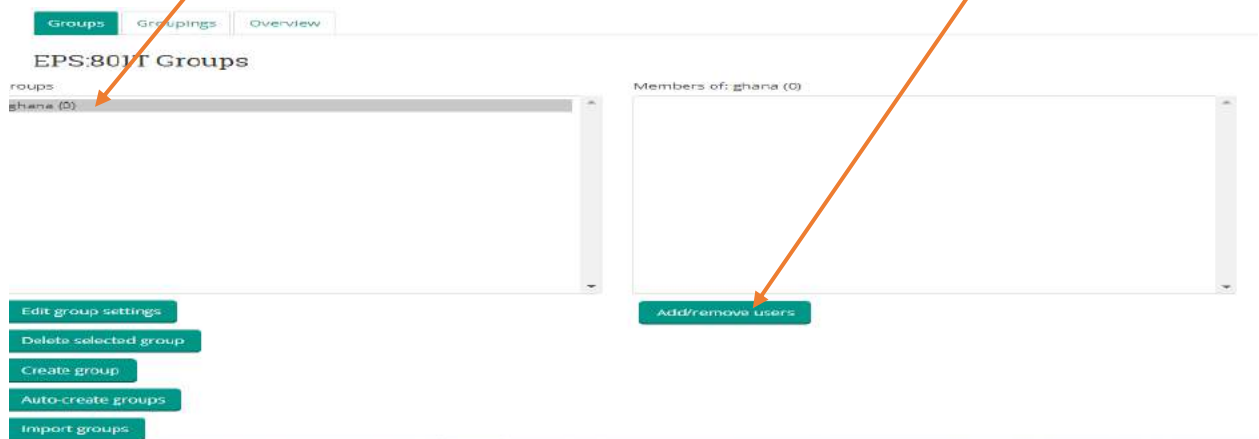
Hide picture ▼

New picture ⓘ Maximum size for new files: 50MB

- **Group name:** Assign a name to the group (Group 1)
- **Group ID number:** If the group has an official code name, it may be entered, otherwise the field can be left blank.
- **Group description:** Provide a simple description of the group. However, this field can be left blank.
- **Enrolment key:** If a group enrolment key is specified, then not only will entering that key let the user into the course, but it will also automatically make them a member of this group.
NB: Group enrolment keys must be enabled in the self-enrolment settings and an enrolment key for the course must also be specified.
- **Hide pictures:** Picture of the group will no show when “Hide picture” is set to “Yes”.
- **New picture:** Select an image in JPG or PNG format. The image will be cropped to a square and resized to 100x100 pixels. And this will be set as the group image.

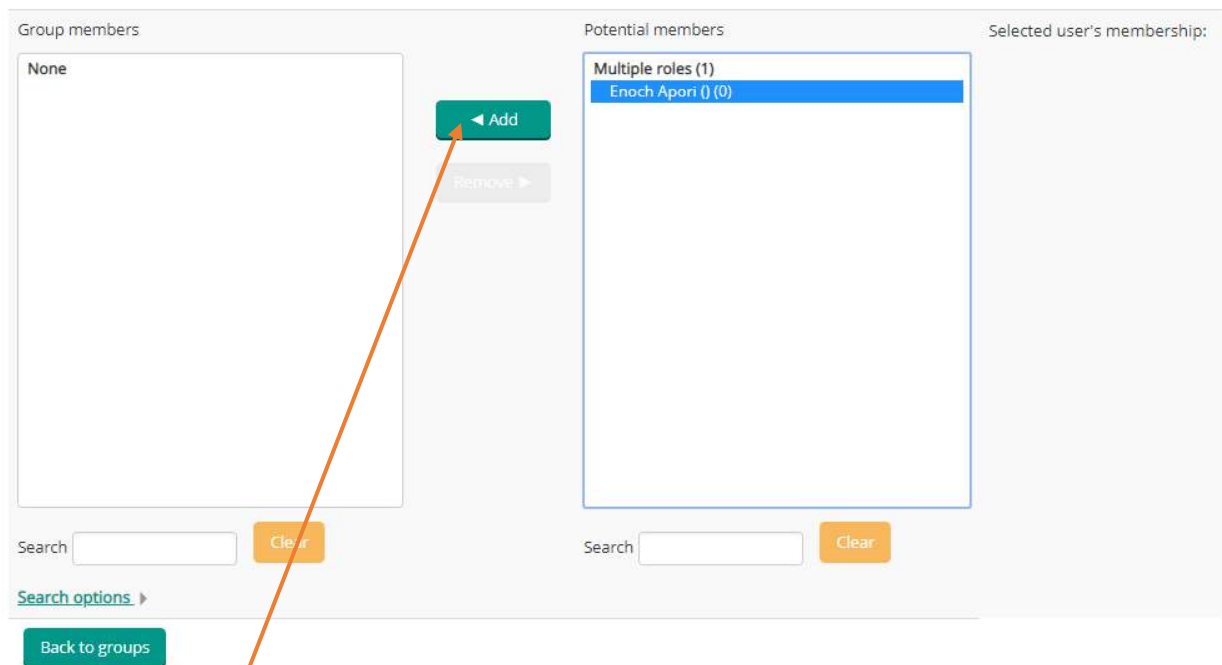
Step 4: Click the 'Save changes' button.

Step 5: Select the group to which you want to add students, then click the 'Add/remove users' button.



Step 6: Select the users you want to add to the group. Multiple users may be selected using the Ctrl key.

Add/remove users: ghana

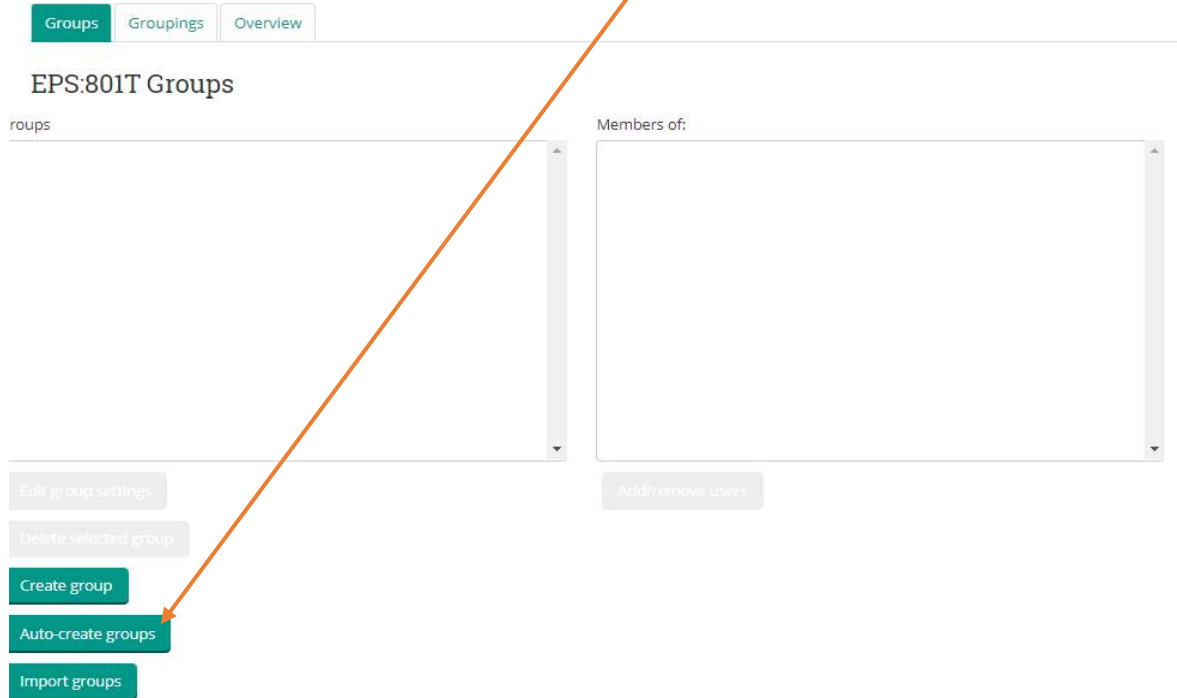


Step 7: Click the "Add" button to add the users to the group

6.2 Automatic creation of Groups

Use the following steps to automatically create groups

Step 1: Groups may be created automatically via the 'Auto-create groups' button in *Administration* > *Course administration* > *Users* > *Groups*.



Step 2: On the 'Auto-create groups' page, complete the following fields shown and explained below.

Auto-create groups ▼ Collapse all

▼ General

Naming scheme ⓘ

Auto create based on

Group/member count

▼ Group members

Select members with role

Select members from cohort

Allocate members

Prevent last small group

Ignore users in groups

Include only active enrolments ⓘ

▼ Grouping

Grouping of auto-created groups

Grouping name

General

- **Naming scheme:** The at symbol (@) may be used to create groups with names containing letters. For example, Group @ will generate groups named Group A, Group B, Group C, ... Also, the hash symbol (#) may be used to create groups with names containing numbers. For example, Group # will generate groups named Group 1, Group 2, Group 3, ...
- **Auto create based on:** Creation of groups can be based on “Number of groups” or “Members per group”.
- **Group/member count:** Specify the number of groups or members per group.

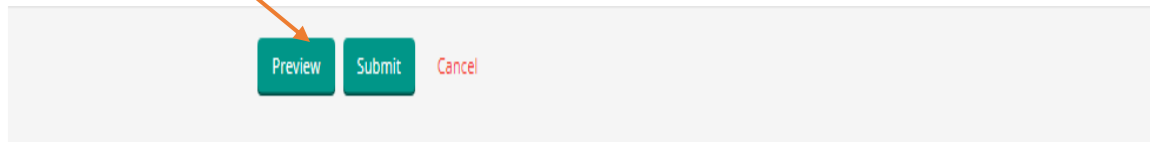
Group members

- **Select members with role:** Indicate the kind of role users you want to group. Automatically, “students” group will be selected and therefore, must be maintained.
- **Select members from cohort:** Choose the cohort (group of students) you want to group.
- **Allocated members:** Choose whether members should be added “Randomly” or “Alphabetically” to a group.
- **Prevent last small group:** If “Members per group” was selected in ‘auto create based on’, then it’s appropriate to select this to prevent the creation of a small group.
- **Ignore users in groups:** This option should not be selected since we are interested in users in the group.
- **Include active enrolments:** If enabled, suspended users will not be included in groups.

Grouping

- **Grouping of auto-created groups:** Select “No grouping” to prevent grouping of groups.
- **Group name:** This will be disabled when “No grouping” is selected.

Step 3: Select the “**Preview**” button to preview groups and its members created.



There are required fields in this form marked * .

Groups preview

Groups (13)	Group members	User count (68)
Group A	AKOSUA FRIMPOMAAH, ALEX YINBIL YINIMI, ANITA MARFOH, ANTHONY KWASI BOATENG, APPAU JOBENG, VICTOR KANDWE AWUVERI	6
Group B	ARMSTRONG APPIAH KUSI, AUGUSTINE ARHINFUL, BENJAMIN QUANSAH, BERNICE TANO, CHARLOTTE BOAKYE, WILLIAMS AMOAKO TANNOR	6
Group C	CHERUBIM TSOGBE, CYNTHIA NYUORI, DAVID TERKPETEY SACKITEY, ENOCH OTOBOAH, ETHEL INTSIFUL, WINIFRED QUASHIE	6
Group D	FADJI AKAKPO, FELICIA AWUKU AKU, FELICIA GYIMAH BOATEMAA, FELIX EMI-BRUCE, FRANCIS ARTHUR	5
Group E	FRANK GYAPONG OBENG, FRANKLIN OWUSU-AMOAKO, GEORGE KEMAVOR, GILBERT MAC-ARDE, GODWIN MENSAH MAWULI	5
Group F	GORDON YAW KYEI, HARRISON ANDERSON, IBRAHIM ZIAUDEEN, INUSA ZAKARI, IRENE MENSAH ESI	5
Group G	ISAAC BRONYAH BOADI, JOSEPH ASSABIL, JOSEPH DANQUAH, JOSEPH ESHUN BLANKSON, JOSEPH OBENG	5
Group H	JOSHUA BUGRI, KASIMU OSMAN, KINGSLEY APPIAH FOSU, KWADWO ADJEI KESSE, LETICIA ADDO MENSAH	5
Group I	LETICIA ANIMA, MARK FORDJOUR OWUSU, MATTHEW NDEBIL BUGRE, NICHOLAS DOMANUMBU, NOAH AWUDE	5
Group J	OSEI AMANFO KWASI, PATRICK LAWER NARH, PAUL ADJEI, PAUL AMANKWAA, PAUL COFFIE	5
Group K	PHILIP OWUSU BEMPAH, PRISCILLA EGYIR-BAIDOO, RAZAK ABDUL YAHAYA, REXFORD KORANG, RICHARD APEADU	5
Group L	RICHARD BARFI, RICHARD KANWILE, ROLAND TOATIR YENNUBE, RUTH AGBEMEHIA ABLA, SAMUEL NYARKO OPOKU	5
Group M	SENYO DANQUAH, SETH AFEDZI, STELLA AWINIPURE, STEPHEN KOLOG DOKROUG, SULE TANKO	5

Step 4: Select the “**Submit**” button to complete the creation of the groups. Students can now work in groups according to your specifications.



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