The Autonomous & Heritage Institution

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LMS Manual

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LMS (Learning Management System)

If you were a computer programmer the term "Modular Object-Oriented Dynamic Learning Environment" (Moodle) might make your heart skip a beat. If you were a teacher you might recognize the word as a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity.

As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course. Anyone who uses Moodle is a Moodler. The Australian developer of Moodle (Martin Dougiamas), is both an educator and computer scientist. This combination brings unique qualifications to the art and science of using technology to reach learners in the 21st century.

Open Source e-Learning Software

Moodle is a course management system (CMS) - a software package designed to help educators create quality online courses and manage learner outcomes. Such e-learning systems are sometimes also called Learning Management Systems (LMS), Virtual Learning Environments (VLE) and Learning Content Management Systems (LCMS). Students need only a *browser* (e.g., IE, Firefox, Safari) to participate in a Moodle course.

Moodle is Open Source software, which means you are free to download it, use it, modify it and even distribute it (under the terms of the GNU General Public License). Moodle runs without modification on Unix, Linux, Windows, Mac OS X, Netware and any other system that supports PHP, including most web host providers. Data is stored in a single database: MySQL and PostgreSQL are best supported, but it can also be used with Oracle, Access, Interbase, ODBC and others.

Language Support

Moodle has 50 language packs, including: Arabic, Catalan, Chinese (simplified and traditional), Czech, Danish, Dutch, English (UK and US versions), Finnish, French (France and Canada versions), German, Greek, Hungarian, Indonesian, Italian, Japanese, Maori, Norwegian, Polish, Portuguese (Portugal and Brazil), Romanian, Russian, Slovak, Spanish, Swedish, Thai and Turkish.

Design Philosophy

The design and development of Moodle is guided by a particular philosophy of learning, a way of thinking that you may see referred to in shorthand as a "*social constructionist pedagogy*". This page tries to explain in simple terms what that phrase means by unpacking **four main concepts** behind it. Note that each of these is summarizing one view of an immense amount of diverse research so these definitions may seem thin if you have read about these before.

If these concepts are completely new to you then it is likely that these ideas will be hard to understand at first. We recommend that you read this carefully, while thinking about your own experiences of trying to learn something.

1. Constructivism
This point of view maintains that people actively construct new knowledge as they interact with their environment.

Everything you read, see, hear, feel, and touch is tested against your prior knowledge and if it is viable within your mental world, may form new knowledge you carry with you. Knowledge is strengthened if you can use it successfully in your wider environment. You are not just a memory bank passively absorbing information, nor can knowledge be "transmitted" to you just by reading something or listening to someone.

This is not to say you can't learn anything from reading a web page or watching a lecture, obviously you can, it's just pointing out that there is more interpretation going on than a transfer of information from one brain to another.

2. Constructionism
Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a spoken sentence or an internet posting, to more complex artifacts like a painting, a house or a software package.

3. Social Constructivism
This extends the above ideas into a social group constructing things for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels.

A very simple example is an object like a cup. The object can be used for many things, but its shape does suggest some "knowledge" about carrying liquids. A more complex example is an online course - not only do the "shapes" of the software tools indicate certain things about the way online courses should work, but the activities and texts produced within the group as a whole will help shape how each person behaves within that group.

4. Connected and Separate
This idea looks deeper into the motivations of individuals within a discussion. Separate behavior is when someone tries to remain 'objective' and 'factual', and tends to defend their own ideas using logic to find holes in their opponent's ideas. Connected behavior is a more empathic approach that accepts subjectivity, trying to listen and ask questions in an effort to understand the other point of view. Constructed behavior is when a person is sensitive to both of these approaches and is able to choose either of them as appropriate to the current situation.

In general, a healthy amount of connected behavior within a learning community is a very powerful stimulant for learning, not only bringing people closer together but promoting deeper reflection and re-examination of their existing beliefs.

Once you are thinking about all these issues, it helps you to focus on the experiences that would be best for learning from the learner's point of view, rather than just publishing and assessing the information you think they need to know. It can also help you realize how each participant in a course can be a teacher as well as a learner. Your job as a 'teacher' can change from being 'the source of knowledge' to being an influencer and role model of class culture, connecting with students in a personal way that addresses their own learning needs, and moderating discussions and activities in a way that collectively leads students towards the learning goals of the class.

Obviously Moodle doesn't force this style of behavior, but this is what it is best at supporting. In future, as the technical infrastructure of Moodle stabilizes, further improvements in pedagogical support will be a major direction for Moodle development.

Join the online community of teachers and business trainers at http://202.164.36.142:84/moodle/login/index.php

Creating a New User Account

Before you can do anything in Moodle you must create a New Account. By default this is done via e-mail confirmation. A message is sent from Moodle after completing the New Account registration form, accessible from the main Login screen Other forms of user authentication are supported in Moodle (e.g. manual accounts only, external database, POP3, LDAP etc.), and these are explained in the Administration section of this manual.

Once a user account is established the primary Moodle administrator can change the account's login permissions. Following are types of user accounts that can be assigned to a Moodle user:

- Student (default - can interact with course content only)
- Teacher *with* Editing Permissions (can populate a course with activities and provide learner feedback - e.g. grades, assignment comments etc.)
- Teacher *without* Editing Permissions (can provide learner feedback only - e.g. grades, assignment comments etc.)
- Course Creator (can create new courses, teach within them and assign teachers)
- Administrator (can do anything and go anywhere within Moodle)
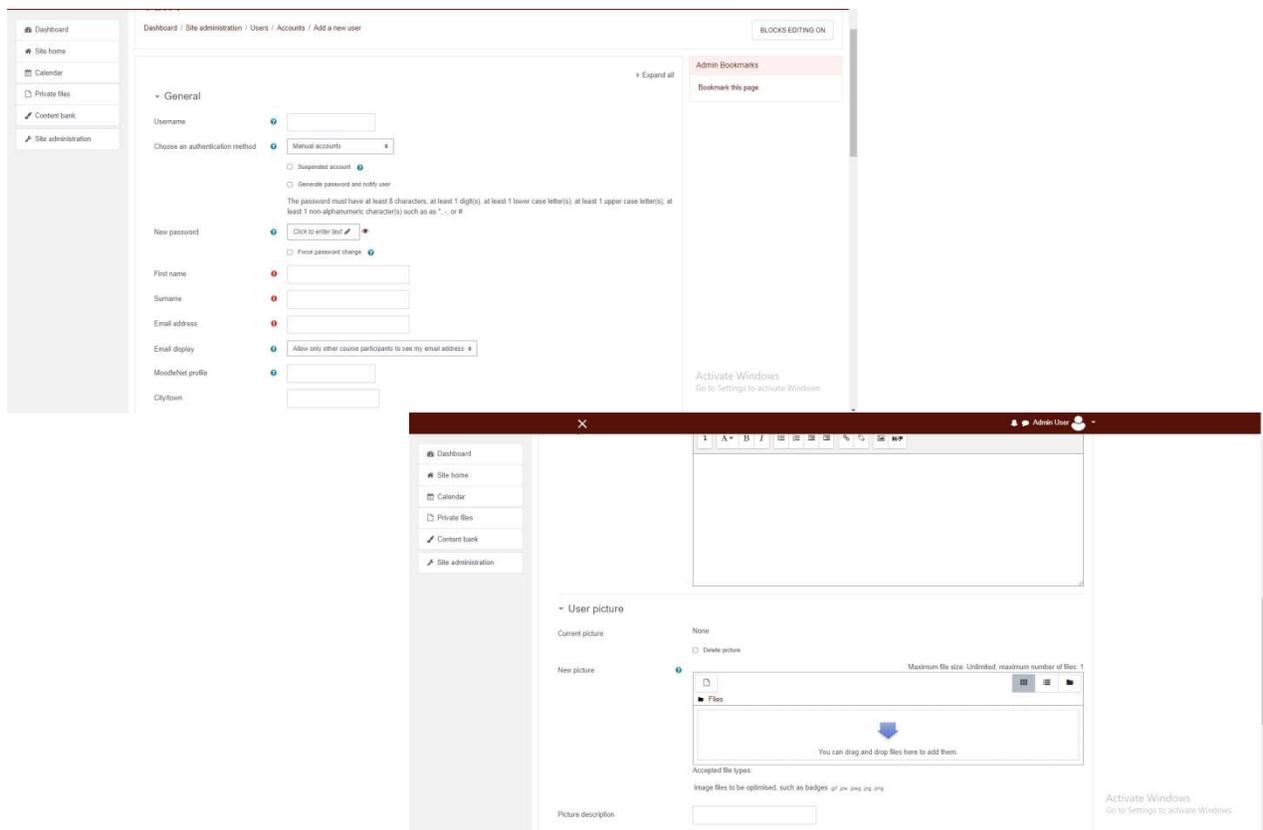
Participants complete the process of creating a New Account by clicking the link sent by Moodle in an e-mail message they receive. This step should not be omitted when using the default e-mail authentication method. E-mail link will login new user to Moodle site front page (Fig. 3). Once you have created a New Account ask the Moodle administrator to change your account's login permissions.

Moodle Screen Elements

Learners can access a Moodle course using almost any browser, including Internet Explorer, Mozilla, Firefox and Safari for the Macintosh. It is important that learners have a familiarity with using their browser and Moodle basic screen elements are explained, including:

- The Navigation bar (breadcrumbs trail)
- Side blocks
- Course content area
- Turn editing on button (seen by course creators only)
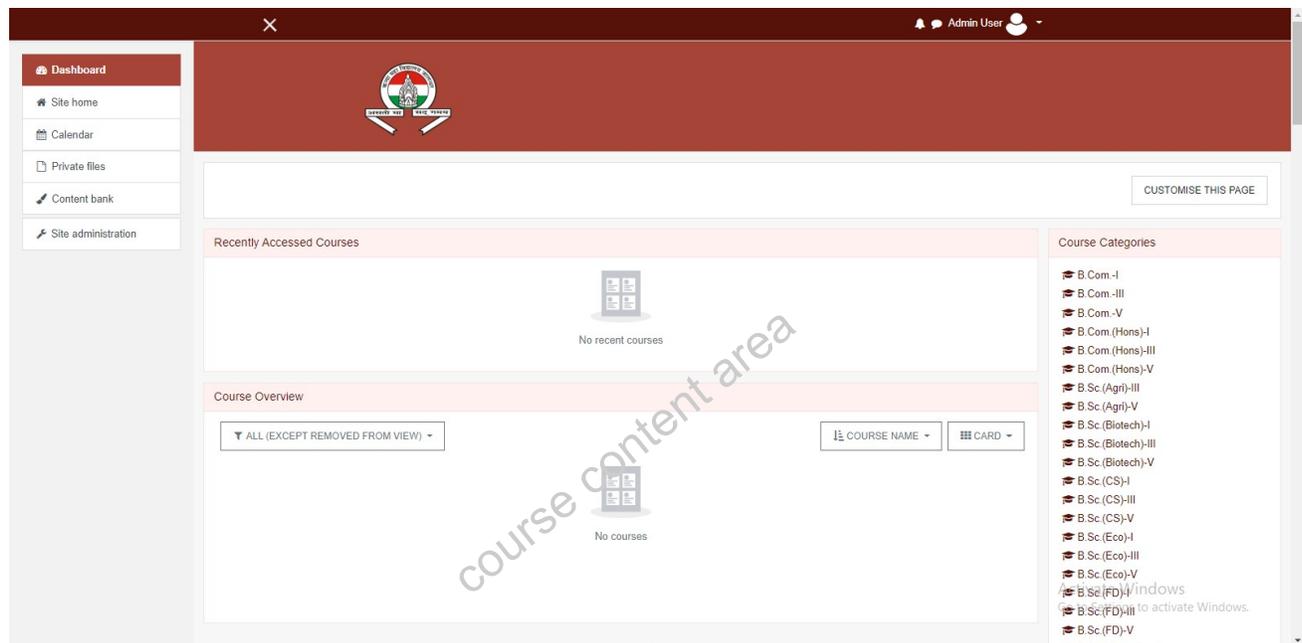
The Navigation bar or "breadcrumbs trail" in Moodle displays hyperlinks, showing where the student is at in relation to the course or site main page. This allows the user to easily return to a previous screen, and should be used over the back/forward buttons on the browser.

Course Management - Side Blocks

If this is the first time you are entering a new course created for you by an administrator, it will be mostly blank.Course templates have *block* areas on the left and right sides, with *course content* activities being added in the middle of the screen. Side blocks can be added, removed and moved around on the course homepage to fit your needs.

To reveal Moodle's features for adding content and arranging side blocks in your course, click the "Turn editing on" button located in the top right corner of the screen .

This action will reveal features for adding activities and resources in the content area of the course, and allow you to work with side blocks. The following is a description of Moodle side blocks included during installation, and their functions.
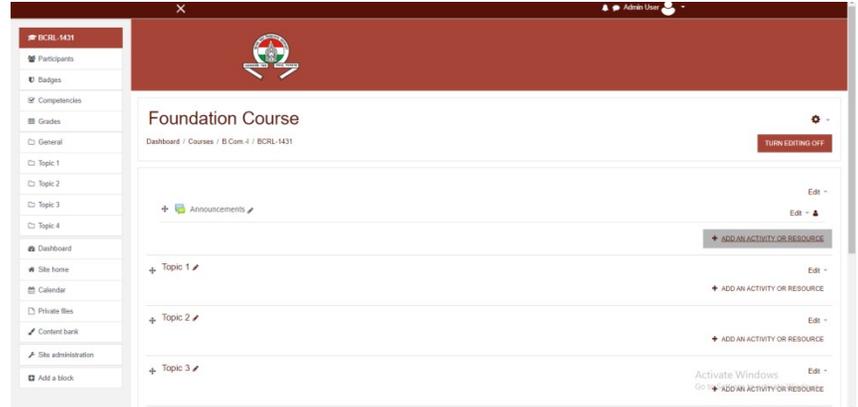
People

This block has three selections, including:

- Participants (shows list view of everyone enrolled in course)
- Groups (see Learner Management section in manual)
- Edit profile (allows a user to add personal information to their profile)

Encourage learners to add a picture and details to their profile by clicking the "Edit profile" button

Activities

Whenever you add a different activity or resource to your course, an icon will appear in this block representing the specific Moodle "module" (e.g. Forum, Journal, Assignment etc.). These icons will link to a list of all instances of that modules activity that appear throughout the course. For students this provides a quick way to access a specific learning activity, teacher feedback or grade. For teachers they can access Learner Management features covered in that section of the manual.

Calendar

This block allows a user to post significant events, relative to their account permissions:

- Site (event viewable in all courses - created by admin users)
- Course (event viewable only to course members - created by teachers)
- Groups (event viewable only by members of a group - created by teachers)
- User (personal event a student user can create - viewable only by the user)
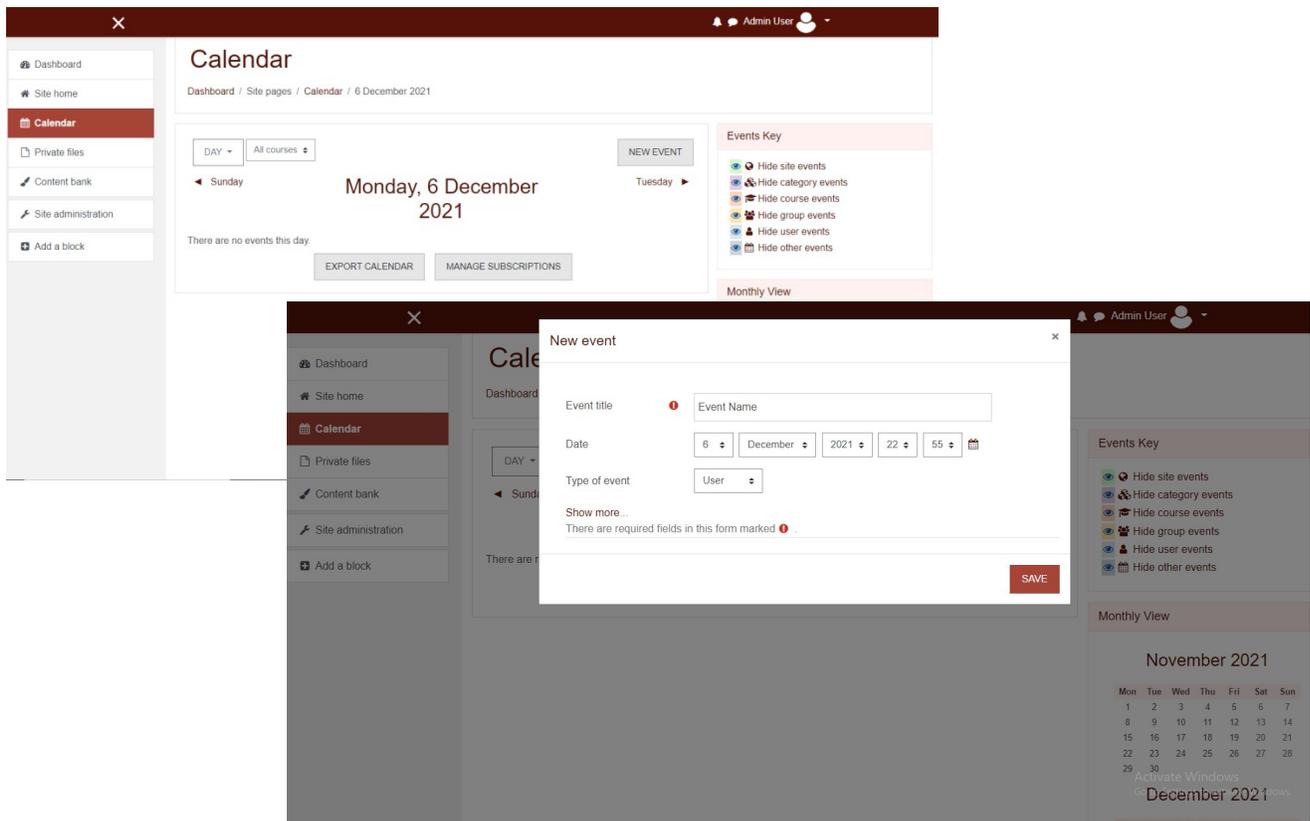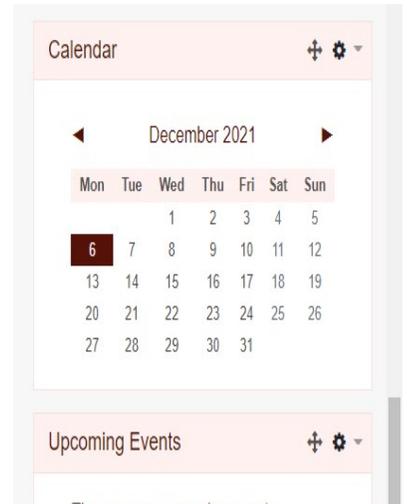
If you add closing dates to an Assignment, Forum, Quiz or Chat activity within your course, these events will show up on the Calendar automatically. You can view previous or future months on Calendar by clicking the left/right arrows next to the current month's name.

Today's date is always outlined in black. Other events are color coded based on what the event is (color key under Calendar). You can hide or show various categories of events by clicking on the color key.

For example, if you wanted to hide *Group* event dates (events assigned to learner Groups you create), click "Group events" on the bottom of the Calendar. This would hide all group events, and the color code would disappear from the link on the calendar. To show the events again, click the Group Events link again.

Steps To Adding A Calendar Event

1. Click month on Calendar (e.g. January)
2. In Calendar view click "New Event" button
3. From New Event page select:
   - User event (event unique to the user only)
   - Group event (if Groups are enabled, select group within course event is for)
   - Course event (for learners within the course only)
   - Site event (created by admin users only)

4. Add event properties and click Save changes. Event will now display with color code within Calendar block.

Upcoming Events

This block displays upcoming Calendar events in an abbreviated list, with links to the actual event so all details can be viewed. If this event is an Assignment, Forum, Quiz or Chat closing date the participant can link directly to this activity.

Search

Allows participants to do a Google like search of all *Forums*, for the occurrence of their search value.

Administration

These features are discussed in the Learner Management section of the manual.

Courses

This block will display a list of all courses (only) that a participant is enrolled in, allowing one-click access to another course home page.

Latest News

The News forum (default) within your course provides a why in which you can post course news you want participants to receive. Any posting made in this forum will display as a listed item in the Latest News block.

Recent Activity

This block displays two types of information for a participant; an abbreviated list of what they have done since their last login (displayed within the block), and a more detailed "Full report of recent activity". This latter feature provides the participant with a *Normal* view displaying a list of recent activity by module, or an *Advanced* view where report criteria can be set.

Recent Activity is a great way to quickly spot check course participation of a specific learner, using the Advanced search feature.

Online User

Displays name and image of everyone logged in to the course within the past 5 minutes.

Customizing Block Placement

Blocks can be added, removed and moved around on the course home page to meet the needs of your classroom. When you click "Turn editing on", the block appears allowing you to easily perform these actions on any of the blocks we have discussed in this section of the manual.

When editing is turned on, symbols for manipulating a block appear in the header, including:

- Eye - Hides or shows the block to students
- X - Removes block and adds it back to Block drop-down list
- ◆ - Moves block up or down in position
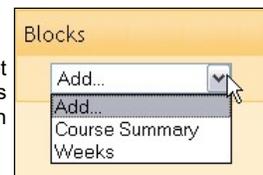
- ⊙ ⊙ - Moves block to left or right side of screen

Moodle open source developers are regularly adding new side blocks! Check the Blocks forum in the Using Moodle course at http://moodle.org for recent additions.

Course Setup - Settings

In the simplest of terms, a Moodle course is comprised of learning *activities* presented to participants within a specific *format*. This format can be open-ended consisting of a number of topics, or it can be more formal such as structured around a beginning and ending date (like), or it can be formatted to encourage informal learning. Moodle allows you to select one of these three formats while setting up your course:

- Topic (for open-ended or ongoing enrollment - self paced learning)
- Weekly (structured, with a beginning and ending time period - e.g. school environments)
- Social (Forums that encourage informal modes of learning - peer interaction)

All features available from the Administration block will be covered in the Learner Management section of the manual, except for the **Settings** selection. This selection is central to course management because this is where you will structure the online learning experience for your participants. When you click the Settings link in the Administration block the "Edit course settings screen appears, allowing you to make the following selections:

> The course "Settings" screen is where the online learning experience is structured for your students. Moodle allows a course creator to select different formats for their course including Topic, Weekly or Social format.

Category:

It is likely that your course may be one of several selections available at the Moodle site front page. Courses are typically assigned to a category (e.g. Language Arts, Workplace Safety etc .

Full name:

Give your course a full name, as it will appear in the header area of the home page (e.g. Moodle 101), and in the site front page category.

Short name:

This is the name that will appear in the Navigation bar "breadcrumbs" are

ID Number:

If you have an official code name for this course then use it here. Otherwise, leave blank.

Summary:

Enter a brief description for your course; about a paragraph of information that describes it to someone visiting the site front page.

Format:

Select a display format for the course (Topic, Weekly or Social), as discussed on page 11.

Course start date:

If you selected Weekly format, assign a date for when the course will go live.

Enrollment period:

If you would like to set a time limit for how long a participant can be enrolled in your course, make a selection here. If you do not wish to set an enrollment period limit, select Unlimited. When you set enrollment period limits, a participant will be automatically unenrolled from the course on the specified number of days after they have first entered the course.

Number of weeks/topics:

If you chose either Topic or Weekly format, select the number of topics or weeks your course will be comprised of.

Group mode:

Group mode allows you to segment participants into either Separate or Visible groups. Groups are discussed in the Learner Management section of the manual.

Force (Group mode):

If the group mode is "forced" at a course-level, then the course group mode is applied to every activity in that course. Individual group settings in each activity are then ignored. This is useful when, for example, one wants to set up a course for a number of completely separate cohorts.

Availability:

This option allows you to "hide" your course completely. It will not appear on any course listings, except to teachers of the course and administrators. Even if students try to access the course URL directly, they will not be allowed to enter.

Enrollment key:

A course enrolment key is what keeps unwanted people out of your course. If you leave this blank, then anyone who has created a Moodle username on this site will be able to enrol in your course simply by going in to it. If you put something here, then students who are trying to get in for the FIRST TIME ONLY will be asked to supply this word or phrase.

The idea is that you will supply the key to authorized people using another means like private email, snail mail, on the phone or even verbally in a face to face class. If this password "gets out" and you have unwanted people enrolling, you can unenrol them (see their user profile page) and change this key. Any legitimate students who have already enrolled will not be affected, but the unwanted people won't be able to get back in.

Guest access:

You have the choice of allowing "guests" into your course. People can log in as guests using the "Login as a guest" button on the login screen. Guests ALWAYS have "read-only" access - meaning they can't leave posts or otherwise mess up the course for real students. This can be useful when you want to let a colleague in to look around at your work, or to let students see a course before they have decided to enroll. You have a choice between two types of guest access: with the enrolment key or without. If you choose to allow guests who have the key, then the guest will need to provide the current enrolment key EVERY TIME they log in (unlike students who only need to do it once). This lets you restrict your guests. If you choose to allow guests without a key, then anyone can enter into yourcourse.

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.

News items to show:

A special forum called "News" appears in the "Weekly" and "Topics" course formats. It's a good place to post notices for all students to see. (By default, all students are subscribed to this forum, and will receive your notices by email.) This setting determines how many recent items appear on your course home page, in the Latest News block or News forum. If you set it to "0 news items" then the Latest News block won't appear on the homepage.

Show grades:

Many Moodle activities allow grades to be set. By default, the results of all grades within the course can be seen in the Grades page, available to students from the course home page "Administration" block. If a teacher is not interested in using grades in a course, or just wants to hide grades from students, then they can disable the display of grades using this setting. This does not prevent individual activities from using or setting grades, it just disables the results being displayed to students.

Show activity reports:

Activity reports are available for each participant that shows their activity in the current course. As well as listings of their contributions, these reports include detailed access logs. Teachers always have access to these reports, using the "Activity" link visible on each participants profile page. Student access to their own reports is controlled by the teacher via this course setting. For some courses these reports can be a useful tool for a student to reflect on their involvement and appearance within the online environment, but for some courses this may not be necessary. Another reason for turning it off is that the report can place a bit of load on the server while being generated. For large or long classes it may be more efficient to keep it off (default).

Maximum upload size:

This setting defines the largest size of file that can be uploaded by students in this course, limited by the site wide setting created by the administrator. It is possible to further restrict this size through settings within each Moodle activity module.

Your word for....:

These four fields allow you define what names will appear within the course for teachers and students.

Force language:

Allows you to set course language setting to a default, which will override a students settings. Moodle has language packs for over 50 languages, which change all screen information and help files to the language selected. Course content which is added is in the language in which it was created, Moodle does not automatically interpret such content.

Course Setup - Design Tools

This section will discuss Moodle design tools (editing symbols and the HTML editor), used during course creation. A good way to become familiar with these basic features is to add a summary description in the Top section of the course home page for your participants. Begin by clicking the "Turn editing on" button. This action will reveal:

- Block side block for adding, removing and moving side blocks
- Add an activity and Add a resource lists (14 - discussed)
- Activity/Resource editing symbols
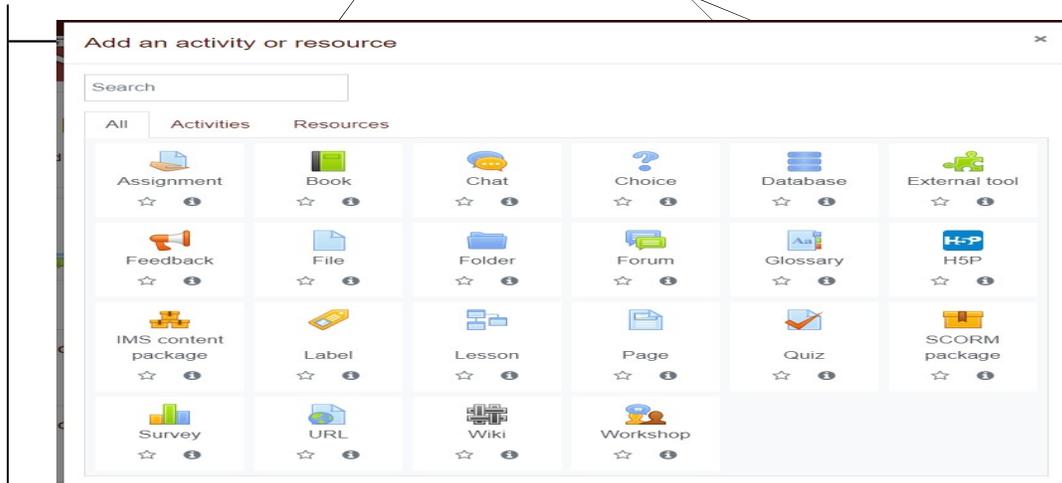
14

Editing Symbols

Each time you add an instance of an activity or resource to your course, a series of editing symbols will appear alongside the link. For example, notice in   14 these symbols appear to the right of the "News forum", added by default when the course shell was created.   The following is an explanation for these editing symbols:

- ◉ Indents activity (left-facing arrow appears to un-indent)
- ⇕ Moves activity up or down in relation to other activities (in topic/weekly areas)
- ✎ Allows you to Edit the activities properties
- **X** Deletes activity
- ❂ Hides activity from students (or shows the item if it is already hidden)
- 👤 Displays "Group" setting status of activity (Groups discussed in Learner Management)

Course Home Page Summary Description

To add comments in the Top section of the course home page that describes your course to participants, click the Edit icon link for the Top section area. This action will bring up the sections *Summary of week/topic* property screen. You can add an image with your description, and when complete simply click "Save Changes" to see your summary appear on the course home page. Each topic/week in your course can have a Summary description.

HTML Editor

When you are creating your course you will frequently use Moodle's built in HTML editor (17). Your students will use this tool when responding to Forum posts, making Journal entries, creating a Dialogue response and when they use a Wiki. The HTML editor can be disabled by the Moodle administrator, but is a useful tool for enriching course content.

The HTML editor is not as feature rich as a commercial application like Dreamweaver or FrontPage, but you can do almost anything these tools can. A button on the tool bar allows

.

Images stored in the course "Files" area can be easily inserted and you can create links to resources stored on another server. Hyperlinks and anchor points can also be easily inserted into a document. Moodle has built in media filters, discussed in the Administration section of the manual, that allow you to embed Flash, QuickTime, MP3 and Windows Media files into the HTML editor so they play directly within the page you create.

Course Setup - Adding Activities and Resources

A Moodle course is populated with activities in one of two ways; by adding a "module" instance from the Activities drop-down menu, or by adding an internal or external Resouce. An internal resouce is defined as a file you create within Moodle using say the HTML editor, and an external resource is typically a file stored elsewhere on the Internet, on another server or elsewhere within Moodle.

This section of the manual will explain both activity modules and resources. The following activity modules are discussed:

- Assignment
- Book (not standard)
- Chat
- Choice
- Dialogue (not standard)
- Forum
- Glossary
- Journal
- Lesson
- Quiz
- SCORM
- Survey
- Wiki
- Workshop

Fig. 18

19
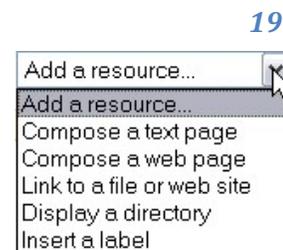
Assignment Module

In a bricks & mortar classroom an instructor may provide learners with an assignment that typically gets assessed (or graded) for completion. Adding an instance of an Assignment module activity allows you to do this. An assessment can be made from either a participants online submission of an electronic file (Word, PowerPoint etc.), or from an offline submission of the project in an actual classroom.

In either case the instructor can provide an assessment/grade or written feedback to the participant on their assignment, using Moodle's <u>Learner Management</u> features (see that section of the manual). When you select Assignment from the drop-down menu a property screen appears with the following values to be completed:

Assignment name:

Give your assignment a name (e.g. "Report on *Topic Content*)

Description:

You can be as brief or expanded as you want when adding details of the assignment. If you are adding rich content, tables etc. to your description, expand the HTML editor into full screen mode so you can make your webpage document look nice when participants view it.

Assignment type:

Select whether participants will complete the assignment as an Offline activity, or Upload a single file. If the latter, participants will have an option at the bottom of the screen to upload a file (not viewable during teacher login).

Allow resubmitting:

Select whether course participants can submit the assignment more than once.

Grade:

If this assignment is graded, select a value for the grade or select a scale that is being used. In the Learner Management section of the manual you will learn how to create custom grade scales and assessment of your own.

Maximum size:

If you selected Upload a single file for Assignment type, set this value for the maximum size file (Word, Excel PowerPoint etc.) a participant can upload. This is typically only a few megabytes in size, unless the assignment is a multimedia file submission.

Due date:

When the course is running in a "Weekly" format there is an option to set a date for when this assignment is due by. This date will appear in the course Calendar as a reminder for participants. If you are using Topic format, set this date for say a few years in advance so the assignment activity will never become unavailable to students.

Book Module (non-standard)

Book module allows you to set up indexed multi-page study material, which is ideal for presenting linear content (think PowerPoint). Property options allow you to set how chapters are numbered and whether participants can print content. There is also an option that allows you to add custom titles to each section of content created.

Fig. 20
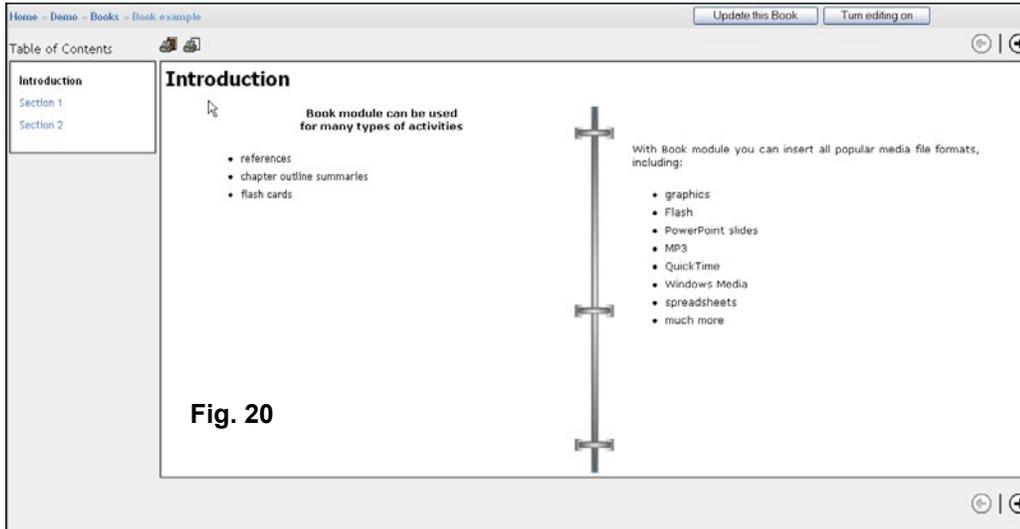
Resources and **Activity** modules like Forums, Assignments, Journals, Lessons, Chats and Quizzes are what make up a Moodle course. Setting up a new course begins when the teacher or course creator clicks the "Turn editing on" button located in the upper right corner of the screen.

Developers are regularly adding new Activity modules and add-ons to the Moodle open source project. These additions can be downloaded at http://moodle.org/download/modules

Chat Module

The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed - the mode of using a chat room is quite different from the asynchronous Forums. The Chat module contains a number of features for managing and reviewing chat discussions.

Setup properties include the ability to establish a Chat session date/time (displayed on course calendar), schedule repeating chat sessions, a period for saving past chat sessions for students to review and whether or not these past sessions can be viewed.

Choice Module

A choice activity is very simple - the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research feedback. The Choice properties window allows you to select whether results from the activity are published for participants to view (anonymously or known) and whether a participant can modify their original selection. You can also set whether the results page will display a column showing unanswered participants.

Dialogue Module (non-standard)

This module provides a simple communication method between pairs of users. A teacher can open a dialogue with a student, a student can open a dialogue with a teacher, and (optionally) a student can open a dialogue with another student. A teacher or student can be involved in many on-going dialogues at any time. If you were a teacher, you might think of this as an after school personal meeting. If you were a mentor, this could be a one-to-one session. Students can use a dialogue to help each other in a private manner.

Setup properties allow you to select whether a dialogue is deleted a certain number of days after it has been closed, the type of dialogue instance being created (i.e., teacher to student, student to student or everybody) whether more than one dialogue per person is permitted and whether Moodle will automatically send out an e-mail notifying each party that a comment has been added to the dialogue.

Forum Module

This activity can be most important in terms of helping learners construct new knowledge - it is here that discussion among participants and teachers takes place. Forums can be structured in different ways, and can include peer rating of each posting. The postings can be viewed in a variety for formats, and can include attachments. By *subscribing* to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to.
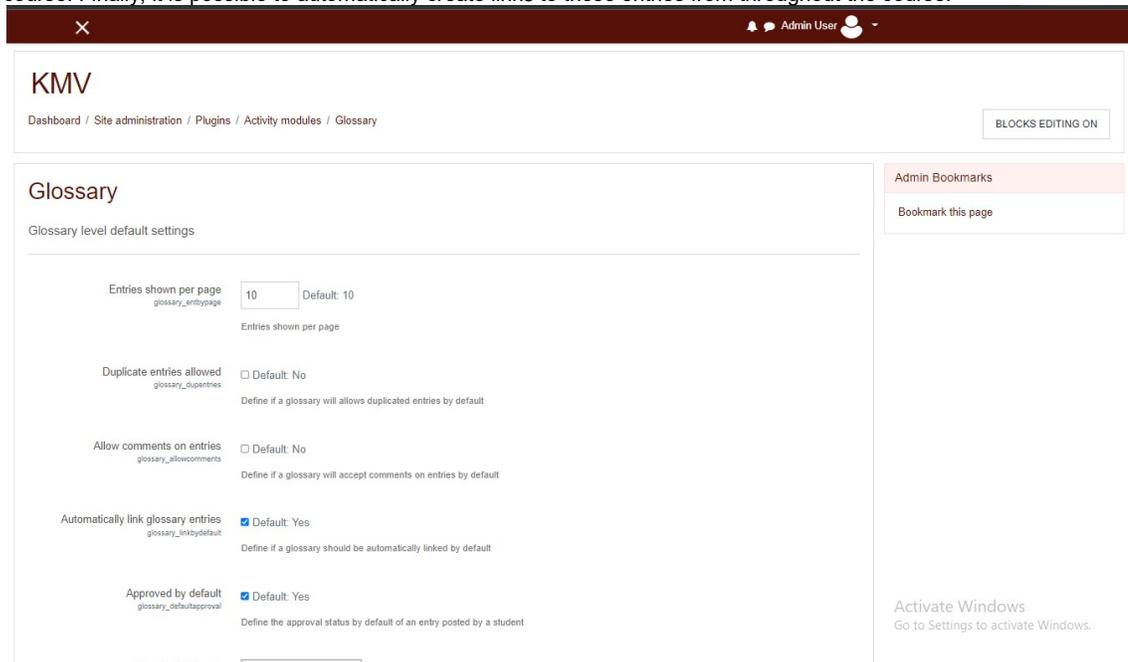
Forum setup properties include:

- How students are allowed to post to a forum
- Whether subscription is forced
- Maximum size of attachment upload
- Whether posts can be rated and by whom, the type of rating scale used and how students can view these ratings, and a time period in which ratings can be applied.

Participants can choose how they wish to receive forum posts and other e-mail that Moodle sends out, by changing their "Edit profile" preferences (e.g. single message for each post made, daily digest of all messages etc.)

Glossary

This activity allows teachers and participants to create and maintain a list of definitions, like say a dictionary of terms specific to course content. The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same course. Finally, it is possible to automatically create *links* to these entries from throughout the course.

For example, each time a participant encounters a term within the glossary within say a forum post, assignment activity or quiz, the term is highlighted in grey. Clicking the highlighted term will display that glossary definition in a pop-up window.

Glossary setup properties allow you to establish whether students can add to the glossary, what format is used (e.g. dictionary, encyclopedia, FAQ etc.), whether comments can be added to an entry, whether linking is enabled, and like forums whether a term can be rated by participants. With a degree of imagination a glossary activity can really make a course shine!

Journal Module

This activity can be very important when reflective activity is encouraged, either connected with a certain coruse topic or as part of another activity. The teacher asks the student to reflect on a particular topic, and the student can edit and refine their answer over time. This answer is private and can only be seen by the teacher, who can offer feedback and a grade on each journal entry (discussed in Learner Management section of manual). It's usually a good idea to have about one Journal activity per week.

Journal properties setup allows you to create a description for the activity, determine whether the student entry carries a grade or assessment, and set a time period in days or weeks for when entries can be submitted.

Lesson Module

A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page. Navigation through the lesson can be straight forward or complex, depending largely on the structure of the material being presented. Lessons are a great way to assess practical knowledge of a subject, and with creative use of Moodle's HTML editor very effective simulations can be built.

Lesson module allows you to add entire lessons that guide the student based on the student's answers. It might be helpful to think of a Lesson activity as a kind of flowchart. The student reads some content. After the content, you ask the student some questions. Based on the answers the student gives, the system sends the student to another page in the Lesson. For example, if a student chooses question one, then the system might go to page 3. If the student chooses answer two, the system goes to page 1. If the student answers question 3, the system goes to page 5 etc. Lessons are very flexible, but do require some set-up.

To add a Lesson, select Lesson from the Add an activity menu on the course homepage. This action will take you to the Lesson editing properties page. Fill in the Name of the lesson. Next, select the maximum grade to be given for the whole lesson (a number from 0-100).

How grading works: If the system sends the student ahead to any later page, the question is marked correct. If the system sends the student back to any page, the question is marked incorrect. The "Maximum number of answers" sets how many questions can be asked on each page. If you leave the number at say 4, you can still ask 2 questions on one page if you wish. You can even have a page where you do not ask a question – in those cases the student automatically continues on to the next page.

Next, set if the students can retake the lesson or not, and set the dates that the lesson is available. When you are done, click on "Save changes." The new Lesson activity now appears on the course homepage in the content area where it was originated. *You must still define* all of the pages in the lesson. To do that, click on the Lesson link on your class homepage in the section area where you created it. This will take you to the first page, where you can start to define all the *pages* that make up the Lesson.

The items on the first page are:

- **Page title**: Title of <u>this</u> page only. If you have multiple pages for your lesson, each one will have a title.

- **Page contents**: This is where you put the information you are trying to convey.   It may be a story, a problem to solve, a poem, or anything that you want to ask questions about. You should usually end the section with a question that will be answered by the students.

- **Answer 1** (or Answer #): this is where you type one answer to the question you asked. You fill in one answer per Answer #, up to the maximum you defined. You do not have to fill them all in.

- **Response #**: after each Answer # section, there is a Response #. This is an explanation that the student will see after picking one of the possible answers and before being redirected to another page (or staying on the same page).

- **Jump to**: after each Response # there is a field that tells the system what to do if the student picks that number. You can tell the system to end the lesson, to stay on the current page, or to jump to any page that already exists (forward or back).   For example, Grading is determined by the navigation. That is, if a student stays on the same page or is sent to a previous page, then the answer is counted as wrong. If the student picks an answer and is sent to a later page, then the answer is counted as correct. By default, Answer 1 sends the student to the next page, and all the other Answers keep the student on the same page, but that can be changed. The students will see the order of the Answers mixed up (Answer 1 may actually be the fourth question asked).
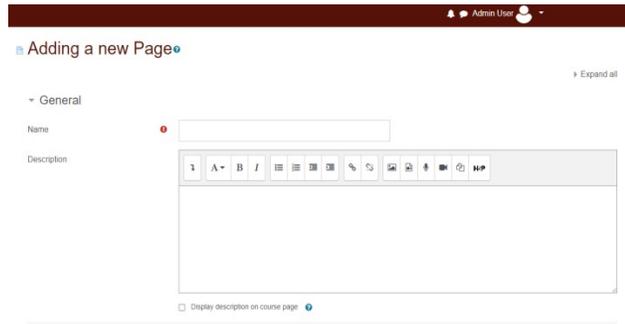
Navigation through the lesson can be straight forward or complex, depending largely on the structure of the material being presented. Lessons are a great way to assess practical knowledge of a subject, and with creative use of Moodle's HTML editor very effective simulations can be built.

Once you have all of the fields in your Lesson set up, click "Save page." This will take you to a summary page like. From the summary page you can add another page, using the link in the upper right or the lower right.

First name / Surname ▲		Email address	📄 Assignment: CP-I ⬍ ✏	📄 Assignment CP-II ⬍ ✏	Σ Course total ⬍ ✏
👤 ASHIMA SONI BIT-I	▦ ✏	ashma.soni400@gmail.com	16.00	-	16.00
👤 BHAWNA DEVI BIT-I	▦ ✏	badlabhawna@gmail.com	18.00	-	18.00
👤 NIKITA CHAUDHARY BIT-I	▦ ✏	kmvjalbit1@gmai.com	15.00	-	15.00
👤 AARTI SHARMA BIT1	▦ ✏	sharmaaarti7442@gmail.com	18.00	-	18.00
👤 KAJAL KUMARI BIT1	▦ ✏	abc140@gmail.com	-	-	-
👤 KULWINDER KAUR BIT1	▦ ✏	MEET281198K@GMAIL.COM	18.00	-	18.00
👤 NUSRAT JAHA BIT1	▦ ✏	nusratjaha563@gmail.com	16.00	-	16.00
👤 PRERNA MEHTA BIT1	▦ ✏	mehtarajan1979@gmail.com	16.00	-	16.00
👤 RAMANDEEP KAUR BIT1	▦ ✏	Ramandeepbilkhu2002@gmail.com	17.00	-	17.00
		Overall average	16.82	-	16.82

If you click on the link <u>above</u> the page, your new page will be added *before* the page you are looking at. If you click on the link <u>below</u> the page, your new page will be added   *after* the current page. You would then fill in the new page with
content, a question (at the end of the content), your answers, responses, and "jump to" fields. You can repeat that as many times as you like. Once you have more than one page, you can
move the pages around by clicking on the arrows near the top of the page descriptions.

Once some (or all) of your pages are in the system, you can check to make sure things work the way you expect. To test the pages, click on the "Check navigation" link at the bottom   of   the   page . This will take   you   to   the   testing   screen   (what students see), as shown in .

Answer 2:	Avoid carpet.
Response 2:	Please try again.
Jump to:	This page
Answer 3:	Keep the machine plugged in - the electrical ground will protect the PC.
Response 3:	Please review the article on safety.
Jump to:	Basic Safety

Add page Here

Check navigation

More Safety Tips

Basic Safety

Computers that are still plugged in to power outlets can be dangerous. Computers should always be unplugged before you work on them.

What is the first thing you should do before repairing a computer?

○ Make sure the computer is plugged in before you open the case.
○ Make sure you are careful not to lose screws as you take the computer apart.
○ Unplug the computer.

[Please check one answer]

Quiz Module

Quiz module allows the teacher to design and set quiz tests, consisting of multiple choice, true-false, short answer questions etc. These questions are kept in a categorized database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers. Quiz module includes grading facilities.

Working with Quiz module involves a simple step-by-step process, which includes:

- Step 1 - Create a quiz activity on the course home page using the "Add an activity" drop- down list, and set all properties for the Quiz. Properties can include:

  a.) an opening and close date for the quiz b.) a
  time limit
  c.) whether answers and questions are shuffled when a new attempt is made
  d.) whether more than one attempt is allowed
  e.) whether attempts build on previous attempt f.) a
  grading method or curve
  g.) how quiz gives feedback
  h.) whether students can view past attempts i.) a
  maximum grade given for the quiz
  j.) an optional password to access the quiz

- Step 2 - Select a category to create your quiz questions in. If no categories exist, click the "Edit categories" button and add a new category
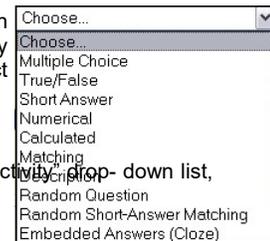
- Step 3 - From the Create new questions list select a type of question to create. Moodle allows you to import questions from a file or other learning management system such as Blackboard, WebCT and IMS QTI formats.

- Step 4 - Once you have added questions to the category you will publish these question to the Quiz activity. Select each one and click the "<<Add selected to quiz" button. After placing each question in the proper order and optionally assigning a grade value, you are ready to complete the Quiz activity. Simply click the "Save this whole quiz" button and the Quiz activity will now be available from the course home page.
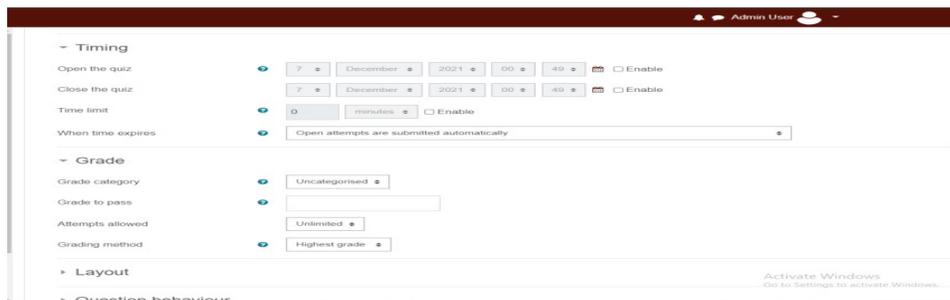
To start building a category of questions, either select an existing category or create a new one as indicated. Once you have made your selection from the Category drop-down list, the screen will refresh and display any existing questions that have been created under the category you have selected. Moodle gives you options at this point as to how questions are created and added to the category:

- **Import questions from file**: this imports existing questions from file systems Moodle recognizes (AON, Blackboard, Course Test Management, GIFT, IMS/QTI, Missing word format and WebCT).
- **Create multiple questions**: this feature creates a specified number of random questions. These questions are drawn randomly from your database of pre-existing questions. You specify the category the questions come from, so Moodle will not accidentally ask questions about Othello when you are teaching Hamlet!
- **Create new question**: (most common selection)

When you create a new question, it is stored in the category you select. It is then always available to add to any quiz at any time. To create a new question, select the type of question you want from the pull-down menu. You have the option of adding:

1. Multiple choice questions
2. True/False questions
3. A short answer question
4. A numerical question
5. Matching question
6. Description question
7. Random set
8. Random short answer
9. A special embedded question (Cloze)

Multiple Choice – To add a multiple choice question, select Multiple Choice in the "Create new question" drop-down menu. This will take you to the multiple choice question screen. Type in the name of the question (something to help you identify the question in the list) and type in the question. You do not have to type the answers in the "Question" box – the program will list the answers you type in the various "Choice # " boxes.

You may select an image to display, if you have any loaded resources in the course Files area (see Learner Management section of manual). You may then select if students are allowed to select more than one answer, or if there is only one answer allowed. Next, fill in your answers for the multiple choice question, and include feedback text if you wish.

In Moodle, you have an option to apply a *weight* to multiple choice questions. The positive answers must add up to 100%, or the system will ask if that is what you want to do. You do have the option to assign negative weight to an answer, such that a wrong answer might actually count against the student, instead of being no credit. This might be true where multiple answers are possible, such that A) is worth 50%, B) is worth -50% and C) is worth 50%. A student selecting A) and C) would get full credit, but a student selecting A) and B) would get no credit at all. You do have the option to make a wrong answer not count either way as well.

When you are done filling in your questions, answers, feedback and grade, click on "Save changes." This action will return you to the quiz edit screen with the new question listed. You are now ready to add another question.

True/False – the questions are just that – true/false. To add a true/false question, select True/ False from the "Create new question" drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above.

Short Answer – To create a short answer question, select Short Answer from the "Create new question" drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. Fill in the question name (something that will tell you what the question is) and the question itself. The question can have up to 5 short answer "answers." This can be very flexible. You can make a fill-in-the-blank (e.g. President Bush is

___ years old), or just ask for answers (Name the first 3 presidents).

Note: One big caution to pass on to students: a misspelled answer is WRONG (unless you put in the right answer and the 2 or 3 most common misspellings – that would work).

Next to each answer is the "Grade" field. The total points of the question must equal 100%. In the case of the presidents' question above, you would make each answer worth 33% of the question. In the case of the fill-in-the-blank question, one answer would be worth 100%. You can have multiple answers be worth 100% (in the case of listing common misspellings, or in the case of "Name 1 of the first 3 Presidents" – where 3 answers would be worth 100% each).

You may also fill in feedback for each answer. Feedback generally comes up if you type an answer that the quiz has, so on short answer questions, the feedback is limited to telling you why your answer is correct (on short answer questions only). The feedback can show the student the correct answer if the student guesses wrong, even if the wrong answer is not in the list of answers. Once you are finished, click on "Save changes" to return to the quiz edit creation screen

Numerical Question – To add a numerical question, make sure "Numerical" is selected in the "Create new question" drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. A numerical question is a question that expects a number for the answer. It has the added flexibility to accept a range of answers   (10 +- 3 would accept anything from 7 to 13).

Fill in the "Question name" with anything that will help you identify the question. In the "Question" box, fill out the question you wish to ask ("How fast can Matt run?"). If you have loaded any picture images to the system (from Files area), you will have the option to display the image as part of the question. Next, fill in the correct answer, and the accepted error   (2 in the example would allow a correct answer of 8-12). You may then fill in feedback if you wish to use that feature. When everything is filled out the way you want it, click on "Save changes." The question will then appear in the list of questions on the main quiz screen.

Matching – To add a matching question, select "Matching" from the drop-down menu. This will take you through a process similar to that of creating multiple choice questions discussed above. Fill out a question name that you will recognize, and then write the "big" question – this is the introduction the student sees. This could be "Match the following questions with the correct answers," or "Match the name of the president with the year he was elected," or anything else you like.

Next, fill in at least 3 questions that will be matched to the answers you provide. The "questions" can be one word to be matched to the answer. Each matching part is worth an equal amount (if you have four matches, each is worth 25% of the whole question. The whole question then can be weighted on the quiz – more on weighting later). When you are finished filling in the whole question (remember the program treats all the matches – even if there are eight – as one question), click on "Save changes." You will then be taken back to the quiz editing screen where you will see your new question added to the list.

Description – To add a description, select "Description" from the drop-down menu.   A description is not actually a question. It allows you to add text to a quiz (such as a story or an article) that you can then ask other questions about. Fill in the "Question name" with a name that will help you remember the description. Then, in the "Question" box, fill in your description (story, article, etc.). If you have uploaded pictures in the Files area, you can choose to display them with the description (so your description can describe a picture). When everything is filled out the way you want it, click on "Save changes." Your description should now appear in the list of questions on the main quiz screen.

Random question – To select a random question, select "Random question" from the drop- down menu. A random question will select a question that already exists randomly from all the questions in any category you specify. If you have 10 questions in say an Othello category, this feature will pick one of those questions at random.

Select the category you wish to draw the question from ("Default" in example). You may name the question if you wish (you might want to add the category to the name – i.e. "random Default #1"). Note that you can mix random questions with "normal" questions on a quiz. When you are done, select "Save changes," and you should see the main quiz screen with the new random question added ("Random Default #1" in my example):

Random Short-Answer Matching – This question makes a matching question by drawing random questions and answers from among the short-answer questions you have created. You must have at least two short-answer questions in a category for this feature to work.

A category is whatever category you were in when you selected the random short answer matching question. The question name can be anything you like, but it is suggest adding a number to the end (#1, #2, etc.). You may leave the existing default introduction, or you may change it if you wish. You then select the number of questions you would like to have.   When you are finished, click on "Save changes." You should see the quiz editing screen with the new question listed ("Random Short-Answer Matching #1" in example):

Embedded Answers (Cloze) – This question type embeds the answers into the question. This allows you to have questions that look like. These are great questions, but do require some formatting.

The "Question name" names the question for the list. The "Image to display" lists any pictures you have uploaded to your "Files" section. The "Question" part is where you type your question, but this MUST include the formatting. This can take some getting used to. To create a question like the example in, the following would be entered in the Question area:

This sample question consists of some text with an answer embedded right here {1:MULTICHOICE:Wrong answer#Feedback for this wrong answer~Another wrong answer#Feedback for the other wrong answer~=Correct answer#Feedback for correct answer~%50%Answer that gives half the credit#Feedback for half credit answer} and right after that you will have to deal with this short answer {1:SHORTANSWER:Wrong answer#Feedback for this wrong answer~=Correct answer#Feedback for correct answer~%50%Answer that gives half the credit#Feedback for half credit answer} and finally we have a floating point number {2:NUMERICAL:=23.8:0.1#Feedback for correct answer 23.8~%50%N/A#Feedback for halfcredit answer in the nearby region of the correct answer}.

This entry will display a question like. The formatting works like this:

- Normal text is just typed (like "This question consists of some text with an answer embedded right here" from above).
- To open a field in the embedded question, use the left bracket { and close the field with the right bracket }.
- To insert a pull-down menu, type the number of points the field (menu) is worth (1,2,3, etc.). The entire question is worth the total of all the points of each part (menus and short answer parts). Follow the number by a colon, followed by the word MULTICHOICE followed by another colon (1:MULTICHOICE:). Then type your possible answers followed by tildes (~). The correct answer must start with an equals sign (=). An answer that counts for partial credit starts with the percent sign followed by the credit followed by a percent sign (%50% for 50 % credit). A full example would be:
  {2:MULTICHOICE:Washington~Jefferson~Lincoln~=Franklin~%50%Adams} This entry would make a pull-down menu of 5 items. This menu would be worth 2 points. In this ex- ample, Washington, Jefferson and Lincoln are wrong, Franklin is right, and Adams is worth half-credit.
- To insert a short answer (fill-in-the-blank), put in the points the short answer is worth, followed by a colon followed by SHORTANSWER followed by a colon (2:SHORTANSWER:). Then put an equals sign (=) followed by the right answer inside

- the brackets. An example would be {2:SHORTANSWER:=Maine}. This would make a

blank worth 2 points where the answer is Maine (and spelling does count!).   You may list other correct answers by separating them by a tilde sign (~) – like this (don't forget the = sign): {2:SHORTANSWER:=Maine~=Ohio}.

When you have everything the way you want it, click on "Save changes." Your Embedded Answers question will now display on Editing quiz screen list of questions for your category.

3

8 Marks

This question consists of some text with an answer embedded right here [____ ▾] and right after that you will have to deal with this short answer [____] and finally we have a floating point number [____] .

Editing quiz: introduction Quiz❓

Questions: 0 | This quiz is closed

Maximum grade [10.00] [SAVE]

[REPAGINATE] [SELECT MULTIPLE ITEMS]

Total of marks: 0.00

🖉   ☐ Shuffle ❓

Add ▾

➕ a new question
➕ from question bank
➕ a random question

🔔 💬 Admin User 👤 ▾

Foundation
Dashboard / Courses / B.C

Choose a question type to add   ✕

Editing quiz: i

Questions: 0 | This quiz is clo

[REPAGINATE]   [SELECT

🖉

QUESTIONS

○	☰	Multiple choice
○	••	True/False
○	⦂⦂	Matching
○	▭	Matching
○	ᵈ	Numerical
○	▥	Essay
○	²⁺²	Calculated
○	²⁺²	Calculated multichoice
○	²⁺²	Calculated simple
○	✛	Drag and drop into text
○	✛	Drag and drop

Select a question type to see its description.

Maximum grade [10.00] [SAVE]

Total of marks: 0.00

☐ Shuffle ❓

Add ▾

◀ ANNOUNCEMENTS

[ADD]   [CANCEL]

Activate Windows
Go to Settings to activate Windows.

Quick Links   Follow Us   Contact

Quiz module uses a publishing metaphor. A quiz activity is created on the course homepage, which leads to the Editing quiz screen where *categories* of questions are created first. Once a category is created, questions are populated into the category. Finally, the course creator selects questions from a category to publish to the quiz activity.

Scorm Module

A SCORM package is a bundle of web content packaged in a way that follows the SCORM standard for learning objects. These packages can include web pages, graphics, JavaScript programs, Flash presentations, quizzes and anything else that works in web browsers. There are many 3rd party tools available that create SCORM compliant learning objects. The SCORM module allows you to easily upload any standard SCORM package and make it part of your course.

Scorm properties setup are simple; you will give the activity a name and description, and then click the "Choose or update a SCORM package…" button. On-click, you will be given a chance to locate the SCORM package. Once this action is completed you are ready to click the Continue button. Moodle will now examine the XML file that accompanies the SCORM package and create the activity for the course home page. It should be noted that SCORM is an *evolving* standard, and that problems do occur when an XML file is not formed in the way Moodle expects. If you encounter problems adding a SCORM activity to your course, post a question in the SCORM module forum at http://moodle.org.

Workgroup Evaluation Types

Getting a workgroup ready for evaluation requires setting up each section (evaluation elements). These elements vary depending on the type of evaluation you select. Once you have added a workgroup, it has no evaluation elements in it. To add the elements, click on your new workgroup. In the example displayed on the course homepage, it is called "Uses of Computers".

Accumulative Grading Strategy

This is the default grading strategy. It allows for various styles of evaluation, including yes/no questions, scaled questions, and numeric evaluations. If you selected this strategy on the setup screen, you will see something like 29.

We have elected to have 5 elements on the evaluation (2 are off-screen). 5 to 10 elements is fairly typical for a Workshop, but you can create from 1 to 20 elements.

In the blank space next to "Element 1," fill in your evaluation standard. This varies on the type of element you are using. For Element 1, we will use a "2 point Yes/No scale." Note that the "2 point" does not refer to how much the question is worth (that is set using the weight). The "2 point" refers to the fact that there are 2 options available (yes or no).

Since we are using a yes/no answer, we need an element that can be answered using yes or no. For our example, we will use "Is the paper 2 pages long or longer?"

Type of Scale allows you to set how you want the element evaluated. The options are:

- 2 point Yes/No scale
- 2 point Present/Absent scale
- 2 point Correct/Incorrect scale
- 3 point Good/Poor scale (a sliding scale with 3 options)
- 4 point Excellent/Very Poor scale (a sliding scale with 4 options)
- 5 point Excellent/Very Poor scale (a sliding scale with 5 options)
- 7 point Excellent/Very Poor scale (a sliding scale with 7 options)
- Score out of 10
- Score out of 20
- Score out of 100

In all cases, the points are for the element ONLY. A "Score out of 100" is not for the whole project, but for the element is it assigned to only. In my "Element 1" example, I will use a 2-point Yes/No scale.

Element Weight sets the weight of the element. In our example all 5 elements are weighted with a weight of 1. That means each element is worth the same, or 20%   (5 elements at 20% each = 100%). If we feel an element should be worth more or less than other elements, we can change the weight (from 0 to 4 times weight – there are negative weights as well, but they are experimental). In our examples, we will leave the weight as 1.

Element 2 field, we will choose one of the sliding scales, the 5-point Excellent/Very Poor scale. This creates a scale that has 5 options, from Excellent to Very Poor. The grade of the element is based on the choice. In our example, each element is worth 20%.   If someone rates my paper as a 3 on the scale, I will get 3/5 (a rating of 3 out of a possible 5) of 20, or 12 points for this element. We need to fill in the element description in a way that can be answered by the scale Excellent to Very Poor. In our example,   we will use "Rate the paper on how well it is written."

Element 3 field, we will use the "Score out of 100" scale. This allows the reviewer to select a score of 0 to 100 for this element. The grade of this element is based on the score given. If I get a score of 75 on the scale, I will get 75/100 credit, or 15 points   (75% of 20 total points). We need to describe the element in a way that can be evaluated on a 100-point scale. For this example, we will use "On a scale of 100, rate how well the author did research."

Other elements are filled out in a similar way. When we have filled out the other elements, our example looks like.

Click "Save changes" to save your changes. The system will then ask if you want to "Amend Assignment Elements again." If you want to go back and make changes, click on "Yes"; otherwise, click "No." You will now see a screen like this .

> A Workshop is a *peer assessment* activity with a huge array of options. It allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments in a variety of ways. Workshop module does have a learning curve, however the effort made can include greater student participation.

Elements" link takes you back to where you can modify the elements, the scoring, and the weights. The "Administration" link allows you to evaluate student evaluations, papers, and so on.

The 6 stages near the bottom (tabs) allow you to control the pacing of the workgroup.   31 shows each stage:

- **Set Up Assignment** as the current stage. To move to one of the next stages, click on the stage you want.
- **Allow Student Submissions** allows student to submit papers, but they cannot evaluate other papers.
- **Allow Student Submissions and Assessments** allows students to upload their papers and to assess other papers.
- **Allow Student Assessments** does not allow students to upload papers, but does allow them to assess other papers.
- **Calculation of Final Grades** allows you to make changes to the grades.
- **Show Final Grades** allows students to see their grades. You can move between stages at any time (you can skip from stage 1 to stage 3 and back to stage 2 if you wanted to).

What an accumulative evaluation looks like:

At this point, it might be useful to see what a student would see for an evaluation. For the accumulative evaluation from above, a student would see something like.

Not Graded Grading Strategy

This grading strategy is used for peer comments only. You may still have as many elements as you like, but each element only has a comments section – numerical evaluation is not present.

Fill in each element field with a description to guide the reviewer's comments (e.g. "Discuss the strength or weakness of the thesis statement.") When you have filled in all of the elements, click on "Save changes." The system then follows the same steps as above (see the Accumulative Grading Strategy section above).

Error Banded Grading Strategy

This grading strategy is based entirely on yes/no responses for the evaluation. Each element is set up with a yes/no system. When you first click on the workgroup, you should see something like .

In addition, there is a Grade Table to set up at the bottom of the page. The grade table allows the teacher to set up suggested grades based on the number of "No" answers recorded by the

reviewer. The Grade Table does not have to be linear (our example takes off 5 for the first "No," 10 for the second "No," and 15 for the third "No."). These are only suggested grades – the reviewer may modify the grade up or down by as many as 20 points (stress to the students they should have good reasons for changing suggested grades).

Fill out each element with a yes/no question and set the weight. When you weight a question, it will count that weight against the yes or no count. For example, if we had 3 questions, and weighted one question as

"2," and the other two questions as "1," the first question would have twice the weight of the other two.

That means if a reviewer selects "No" on the first question (the weighted one), it would count as two "No's" on the grade (or an 85 in the example grade chart). When done, click "Save changes". Our example would look like.

Criterion Grading Strategy

This strategy lets the reviewer pick ONE statement that matches the project. Each statement has a grade assigned to it. When you click on a Criterion workgroup for the first time, you will see a screen like.

In each element section, write the state- ment you want and assign a suggested grade to that statement. The reviewer may change the suggested grade up or down by up to 20 points. When you are finished, click on "Save changes." our example looks like.
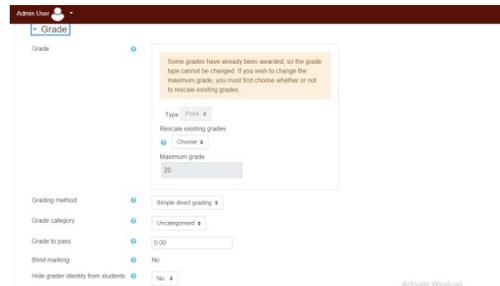
Rubric Grading Strategy

This strategy is very similar to the Criterion. In the Rubric, the reviewer must select ONE statement that most closely matches the project. Each statement has a grade attached to it. The difference with the Rubric is that it allows a statement for multiple elements, so a project might have 5 elements to it, each of which has statements to be matched to the project. The total grade is based on each element grade. When you click on a Rubric workshop for the first time, you will see a screen like .

The Element box is where you describe what you want the reviewer to evaluate. You may then set the weight of the element. You then fill in at least two of the "Grade" boxes. You do NOT have to fill in all five (but you can if you wish). The system will ignore everything after the first blank box, and will calculate the grade based on how many possibilities are present.

For example, if there are 5 elements all

weighted as 1, each element is worth 20%. Each grade box (inside each element) divides the 20 points available to the element. If 2 boxes are filled, Grade 0 is worth zero points (Grade 0 is always worth zero points, no matter how many boxes are filled out), and the statement in Grade 1 is worth all 20 points. If 3 boxes are filled, Grade 0 is worth 0, Grade 1 is worth 10 points, and Grade 2 is worth all 20. If 5 boxes are filled, Grade 0

is worth 0, Grade 1 is worth 5, Grade 2 is worth 10, Grade 3 is worth 15, and Grade 4 is worth all 20 points. The reviewer will pick ONE statement for EACH element.

Fill in each element description, pick the weight, and fill in as many grade boxes as you like for each element (you must fill out at least two Grade boxes for each element, or the element will not count). The best grade is always the last state- ment. Click on "Save changes." Our exam- ple looks like   39. Element one would have 3 choices. The reviewer would pick one of them for this element, and would then do the same for the remaining elements.

Course Setup - Adding Audio & Video

Moodle allows you to embed rich media into an activity you create within your course when using the HTML editor. Your Moodle administrator should enable the Multimedia plug-in "Filter" setting (see Administration section of manual) in advance. Examples of media player files supported within Moodle include:

- Flash
- Windows Media
- QuickTime
- MP3

How to add a media resource:

Step 1: Create an instance of an activity on the course home page. As an example we will create an "Assignment" called The Interview (40). Complete all properties for this activity. In the example we have selected that this will be an assignment requiring the student to upload their work online (see page 16), entered a Grade value and Due date.

Step 2: We have described the assignment and added a link to a Windows Media video file, entering the text "Review this video" for our link. Linking to a resource stored in the **Files** area of the course is easy. Select the URL link button on the HTML editor and locate a file by using the Browse button on the Insert a Link screen. Our resource (interview.wmv) is stored within the course Files area.

Step 3: Click "Save changes" when you have completed creating the activity. The results will display in the browser as your students will do the assignment.
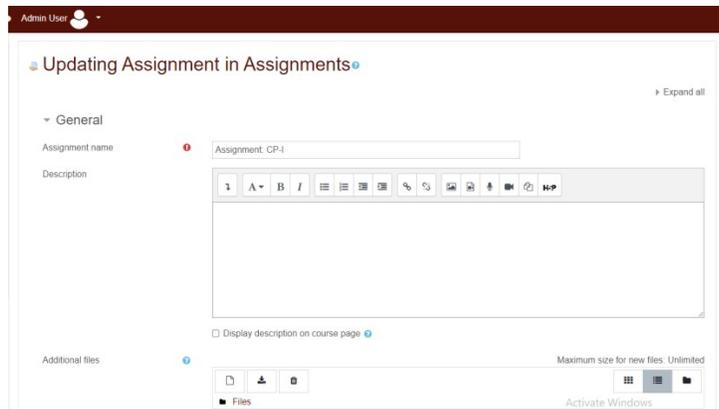
Embed audio narration (MP3) files into a Quiz or Lesson, and find other ways to enrich course activities using multimedia resources.

Moodle has built in media filters for Flash, Windows Media Player, QuickTime and MP3 files. Embedding these resources in an activity using the HTML editor displays the file, with its control features, with the page you create.

Course Setup - Adding Math Equations

Moodle supports TeX and Algebra notation to add mathematical expressions anywhere in a module where the HTML editor is used. Please note that your Moodle administrator must enable the TeX and Algebra "Filters" for these functions to work.

Algebra

There are a couple of ways to add mathematical expressions. For very simple expressions, you can use the superscript and the subscript functions in the HTML editor. More complicated expressions (fractions, calculus, etc.) need more advanced formatting, using the algebra filter. This filter uses coding to create mathematical expressions.

The good news is that it is very simple to use. The code looks like a mathematical expression you would type (like x^2 = y), except you enclose it in double "@" signs, like this: @@x^2 = y@@. The filter is flexible and can ignore spacing:

- @@xy=z@@ is the same as @@ x y = z @@.
- The filter can make full use of parenthesis for organization, so @@(length)/(height)@@ is a valid expression.

shows some examples of what the input into Moodle would look like, with the corresponding output.

More complicated expressions – TeX Moodle supports TeX notation for more complicated mathematical expressions. TeX expressions are always enclosed in double $. A TeX expression looks like $$sinx^2$$. TeX expressions can be more complicated.

For more information on TeX formatting see:

- http://www.math.uiuc.edu/~hildebr/tex/ course/intro2.html
- http://www.math.tamu.edu/~harold.boas/ cou r se s/m a th696/ La T e X-in -lin e- equations.html.
- http://abel.math.harvard.edu/computing/ latex/manual/node21.html
- h t t p : / / w w w . m a t h e b o a r d .   d e / formeleditor.php

@@x^2@@	x^2
@@A=pi r^2@@	$A = \pi r^2$
@@dy/dx=3x^2/y^3@@	$\frac{dy}{dx} = \frac{3x^2}{y^3}$
@@asin(x/y)@@	$\sin^{-1}\left(\frac{x}{y}\right)$
@@int(x/(x^2+4) dx)@@	$\int \frac{x}{(x^2+4)} dx$
@@int(x/(x^2+4) dx,0,1)@@	$\int_0^1 \frac{x}{(x^2+4)} dx$
@@sqrt(x^2+y^2)@@	$\sqrt{x^2+y^2}$
@@sqrt(x^2+y^2,3)@@	$\sqrt[3]{x^2+y^2}$
@@x>=1@@	$x \geq 1$
@@x<=pi@@	$x \leq \pi$
@@x<>infty@@	$x \neq \infty$
@@cos(x,2)+sin(x,2)=1@@	$\cos^2(x) + \sin^2(x) = 1$
@@cosh(x,2)-sinh(x,2)=1@@	$\cosh^2(x) - \sinh^2(x) = 1$
@@lim((x-2)/(x^2-4),x,2)=1/4@@	$\lim_{x \to 2} \frac{(x-2)}{(x^2-4)} = \frac{1}{4}$
@@lim(x/(x^2+1),x,infty)=0@@	$\lim_{x \to \infty} \frac{x}{(x^2+1)} = 0$

For a great Moodle glossary on TeX commands go to http://emathpool.net/login/index.php and log in as a Guest.

To test TeX formatting "live" go to: http://moodle.org/filter/tex/texdebug.php

Enroll in the Using Moodle course at http://moodle.org and visit the "Mathematics Tools" forum.

Course Setup - Adding RSS Feeds

Moodle supports outgoing (out of Moodle) RSS feeds. This option needs to be enabled by the Moodle administrator. Once enabled, RSS is available in the Forum and Glossary modules.

What is RSS

RSS is a technology where visitors to your site can choose to have the site send new postings to an RSS reader. RSS allows a user to build a custom news service. When users "subscribe" to your RSS-enabled page, they will get new postings from Forums and/or new entries in Glossaries, without having to visit your Moodle. Moodle has an RSS aggregator (collector) for these modules.

The end user does need a way to display the news-feed. Windows and Macintosh RSS news readers can be found at:

- http://www.bloglines.com/ (web based)
- http://www.fastbuzz.com/main.jsp (web based)
- Or you can put RSS into a search engine to find more.

Why use RSS? If you normally try to keep updated on what is happening on say 10 or 15 different websites, RSS can help. If all these web pages are RSS enabled, then you can put all 15 RSS feeds into your RSS news-reader, and see all the new things going on in one place.

RSS in Forums

When RSS is enabled, two new properties in Forum setup appear.

- RSS feed for this activity: This turns RSS on or off for this forum. When set to "None," RSS is disabled.
  When set to "Discussions," the RSS feed will send out new discussions to subscribers. When set to "Posts," the RSS feed will send out any new posts to subscribers.
- Number of RSS recent articles: This number sets the number of articles that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers. As new posts (or discussions) get added, the oldest post/discussion gets replaced on the RSS feed. If your forum gets a lot of posts every day, you will want to set this number high.

When you enable RSS in your Forum, your users will see an orange RSS button on the main page of the forum (in the upper right-hand side), as shown in. If you click on the RSS button you will get taken to a page that looks something like.

The stuff on the page is not important to you or your users (but Moodle needs it!). For the purposes of RSS feeds, you (or the user) would copy the URL (the web address) from the top of the browser, and paste this address into an RSS news-reader. Now you (or your students) can get the latest posts or discussions along with all the other RSS (news) feeds that you are subscribed to.

RSS in Glossaries

Moodle's RSS feed works almost the same in the Glossary module as it does in the Forum module. If RSS is enabled, you will see two additional fields in Glossary setup.

- **RSS feed for this activity**: This turns RSS on or off. When set to "None," the RSS feed is disabled. When set to "Concepts with authors," the RSS feed will send out the glossary entries with the name of the author. When set to "Concepts without authors," the RSS feed sends out glossary entries without the name of the author.

- **Number of RSS recent articles**: This number sets the number of entries that go out via RSS. If this number is set to 5, then the 5 most recent articles will be sent to subscribers. As new entries get added, the oldest entry gets replaced on the RSS feed. If your glossary gets a lot of posts every day, you will want to set this number high.

When RSS is enabled for your Glossary, an orange RSS button appears on the main page, just like when the Forum is enabled. Create a Glossary description that tells students about RSS. When a user clicks on the RSS button, they see the XML code displayed, needed by the news-reader.

Once a user has the RSS news-feed link, adding it to a reader is simple and will then display Forum and Glossary aggregated information, along with other information they subscribe to.

Bloglines is an example of an online web-based RSS news-reader.
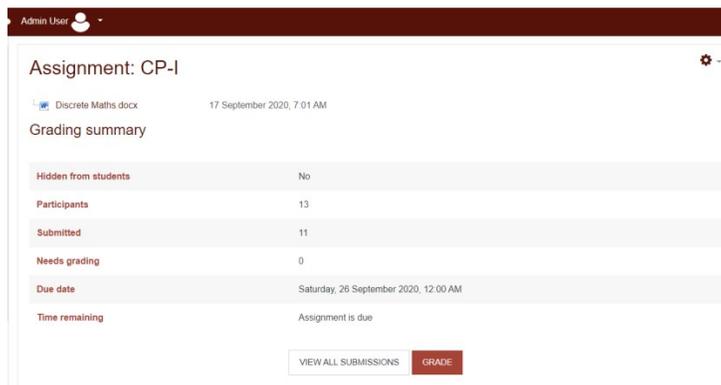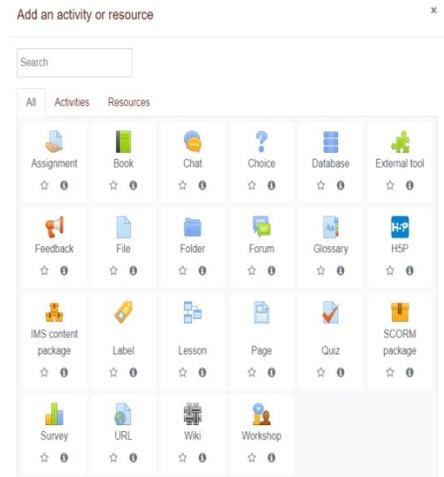
Learner Management

Activities Block

Activities block lists all Moodle modules added during course creation (e.g., Forums, Quizzes, Assignments, etc.). The first time you enter your course the only module that is listed is "Forums." This is because one forum (News) exists by default. The Activities block list will grow as you add different activities to your course.

As a teacher in the course you can access each activity within a module category that appears in the Activities block. Simply click the modules icon to see a list of activities within this category. For example, shows a list of all "Assignment" activities with a link that allows you to view each students submission for an individual course assignment.

Let's look at the learner management function for "Assignment #1: PowerPoint example. Notice there are 5 submitted assignments. If we click the "View 5 submitted assignments" link on the right, this action

will reveal a screen that allows the teacher to access each student's uploaded assignment, grade this assignment and add feedback comments for the student to review.

Add an activity or resource

Search

All   Activities   Resources

Assignment	Book	Chat	Choice	Database	External tool
Feedback	File	Folder	Forum	Glossary	H5P
IMS content package	Label	Lesson	Page	Quiz	SCORM package
Survey	URL	Wiki	Workshop		

Admin User

Assignment: CP-I

Discrete Maths.docx   17 September 2020, 7:01 AM

Grading summary

Hidden from students	No
Participants	13
Submitted	11
Needs grading	0
Due date	Saturday, 26 September 2020, 12:00 AM
Time remaining	Assignment is due

VIEW ALL SUBMISSIONS   GRADE

If this were an "Offline" assignment, submitted in class, the teacher would simply add the grade and feedback comments. In either case, once learner management functions are completed simply click the "Save all my feedback" button. Students will be e-mailed a message indicating the teacher has commented/graded their assignment.

Journal module has the same learner management properties for giving students feedback on their journal entries, and the is notified via e-mail when the teacher has commented on their entry.

Finally, when Quizzes is selected from the Activities block, a list of all course quizzes appears, allowing the teacher to select a specific quiz and view student results. Simply click the link on the right side of a quiz in the list to see student results. Results can be view in different ways, including:

- Overview (shown)
- Regrade attempts
- Detail statistics
- Simple statistics

Administration Block

One of the selections in this block has already been discussed in the Course Management section of the manual. The remainder of the selections in this block are discussed here, including:

- **Turn editing on** allows you to make changes to the course (e.g. add activities).
- **Settings** allows you to change the look of your class.
- **Teachers** lists all the teachers for the course (typically just you, but could be more than that if the class were team-taught).
- **Students** lists all of the students in the class. You can manually enroll or unenroll a student from here.
- **Backup** allows your class data to be backed up.
- **Restore** allows you to restore old class data (that was backed up).
- **Scales** allows you to define special scales for evaluation. These are made up of word evaluations (i.e., Excellent, Good, Average, etc.)
- **Grades** lists the grades of the tests and quizzes of each enrolled student.
- **Logs** shows you all of the activity in your class for a set amount of time.
- **Files** allows you to upload files (e.g. graphics, Word, PP, Excel doc's etc.) into your course, for inclusion in an activity or layout.
- **Help** brings up the Moodle abbreviated manual pages.
- **Teacher** forum" is a teacher-only discussion board.

Teachers

This feature lists all teachers in a course (typically just you). From here you can add a co-teacher if you wish. To add another teacher to your class, click on the "Add teacher" button next to the name of the teacher you wish to add (or type in the teacher's name if there are too many users to show).

Once you have added a teacher, you can set the "Order" of the teachers (for listing purposes – 1 is at the top, lower numbers are in numerical order on the list). If you wish, you can select "Hide" from the "Order" menu. This hides that teacher from the students (unless the teacher posts something in the class). This is useful if you want another teacher to audit the class with you.

The last setting is the "Edit" menu. If this is set to "Yes," the teacher can do anything a normal teacher can do (create assignments, grade, etc.). If this is set to "no," the teacher has the access rights of a teacher (the teacher can go anywhere and see everything in a class), but the new teacher will not be able to change anything (no editing permissions).

Students

You can add or unenroll a student from your class manually from the Students property screen. On the left are the students currently enrolled in the class, and on the right are the students that could be added to the class.

To add a new student, click on the left-facing arrow next to the student's name (or type in the student's name in the "Search" field if there are too many students to list). The student should move from the "Potential student" column to the "Enrolled students" column. To unenroll a student from a class, click on the right-facing arrow next to the student's name. The student should move from the "Enrolled students" column to the "Potential students" column. Please note that students may enroll themselves by clicking on the class listing of your class (they will need the enrollment key if you supply one).

Backup

Generally, you will not have to worry about backup as the primary Moodle administrator has set a schedule of site wide backups. However, it is the best management practice to perform a course backup at regular intervals, and to store this backup locally on your computer. After clicking the Backup link you will see options for specific activities you wish to backup. Simply follow the on-screen instructions to complete a backup.

Restore

If you have backup files you wish to restore to the system, click on this button.

Scales

The Scales feature allows you to create a word-based custom evaluation scale (like "fair," "excellent," etc.) that is used as the grading instrument within an activity. Default scales include 1-100 and Separate and Connected ways of knowing. Here's how to create a custom grading scale:

- Click Add a new scale button from within the Scales property window
- Name – This is the name of the scale.
- Scale – This is where you input your scale words. You can have as many as you like, but they need to be separated by commas, and they should be from the lowest level comment (like "Poor") to the highest level comment (like "Excellent").
- Description – This is an optional field. You may type anything you like here that describes your custom scale.

When you are done typing in the information, click on "Save changes" button. The new scale will now be available within all resources where scales can be applied (Forums, Assignments, Quizzes, Lessons, Journals, Workshops).

Grades

Grades feature displays the grades and scales applied for Forums, Quizzes, Assignments, Lessons, Journals, Workshops and SCORM activities that students have completed, submitted or posted. You can easily download grades in Excel or text format for inclusion in a grade book, and you can select which course on the site you are enrolled in as a teacher to view grades.

Logs

Logs show you the activity in your class for different days or times. This can be useful to check to see if everyone has

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done a certain task, or spent a required amount of time online within certain activities. When you select Logs from the Administration block, a report screen is revealed that allows you to set filter criteria for the type of logs you wish to view, including:

- Course you want to view
- If "Groups" are enable, which group you want to view
- A specific participant (or All participants) whose logs you want to view
- A date (or all dates) for logs you want to view
- Which course activity (or All activities) logs you want to view

Admin User

PAUSE LIVE UPDATES

Course	Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
kmv_lms	10 December 2021, 3:10 AM	Admin User	-	Front page	Logs	Log report viewed	The user with id '2' viewed the log report for the course with id '1'.	web	202.164.36.1
-	10 December 2021, 3:08 AM	Admin User	Admin User	User: Admin User	System	Dashboard viewed	The user with id '2' has viewed their dashboard	web	202.164.36.1
BIT-I Applied and Discrete Mathematics	10 December 2021, 3:08 AM	Admin User	-	Course: Applied and Discrete Mathematics	System	Course viewed	The user with id '2' viewed the course with id '36'.	web	202.164.36.1
BIT-I Applied and Discrete Mathematics	10 December 2021, 3:02 AM	Admin User	-	Assignment: Assignment: CP-I	Assignment	Grading table viewed	The user with id '2' viewed the grading	web	202.164.36.1

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Time	User full name	Affected user	Event context	Component	Event name	Description	Origin
10 December 2021, 3:08 AM	Admin User	Admin User	User: Admin User	System	Dashboard viewed	The user with id '2' has viewed their dashboard	web
10 December 2021, 3:08 AM	Admin User	-	Course: Applied and Discrete Mathematics	System	Course viewed	The user with id '2' viewed the course with id '36'.	web
10 December 2021, 3:02 AM	Admin User	-	Assignment: Assignment: CP-I	Assignment	Grading table viewed	The user with id '2' viewed the grading table for the assignment with course module id '2191'.	web
10 December	Admin User	-	Assignment: Assignment:	Assignment	Course module	The user with id '2'	web

Files

The Files feature allows you to upload files to the server within your course. These files are stored in a special place on the server, outside of the public directory (cannot be access by web surfers). Students do not have access to these files unless you link them to an activity within the course, using the HTML editor. A file can be text documents, sound, graphic or video, spreadsheet, PowerPoint or any executable file. Moodle will either open it for the student within their browser, or download.

- Case Study - 1 (HCL) (Topic - Management) ☑
- Case Study - 2 (Dabbawalas) - Coordination ☑
- Case Study 3 - Flipkart - Principles of Mgt. ☑
- Case Study 4 - Lajjat papad - Principles of Mgt. ☑
- Case Study 5 - Bharat Engineering works Ltd. - Principles of Mgt. - Scientific Mgt. ☑
- Case Study 6 - Simplex Mills - Principles of Mgt. ☑
- Case Study 7 - Noble paper Industry - MBO ☑
- Case Study 8 - Kingfisher Airlines - Decision Making ☑
- Case Study 9 - Satyam - MIS ☑
- Case Study 10 - GAIL - Planning ☑
- Case Study 11- IPL - Decision Making ☑
- Case Study 12 - Wipro - Organising ☑
- Case Study 13 - Honda - Organising ☑
- Case Study 14 - Delegation Dilemma -Delegation of Authority ☑
- Cae Study 15 - Learning to delegate - Delegation of Authority ☑

Activate Windows

You can create a folder within the Files area for storing all course resources you want to allow students to have access to on the course homepage. One option from the Add a resource… menu is "Display a directory", which allows you to select only the directory for display you created in the Files area.

Help

Moodle's internal help file, an abbreviated reference like this manual.

Teacher Forum

This is a forum that is accessible by teachers only. It can be used to discuss anything you like, but may be especially

http://moodle.org

useful if face-to-face meetings are difficult (if schedules conflict). It may also be useful for departmental discussions and course creation ideas.

Administration Features

This section of the manual assumes you have "Administrator" account permissions within Moodle. If you have these permissions, the Administration block will appear on the site front page after login.
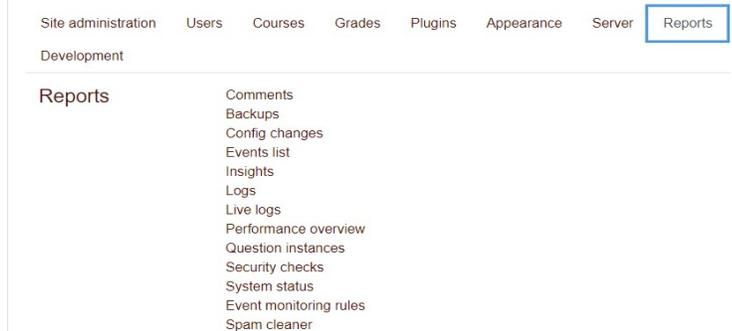
There are two types of administrators; a *primary* admin who installs/ upgrades Moodle, and *site* admins designated by the primary admin. Site admins have the same permissions as a primary admin, except they cannot designate other site admins.

There can be only one primary admin, but many site admins (not a good idea)

The following is an explanation of features available from the Administration block on the site front page, after login. All of these features are available from a single screen when you click the Admin link at the bottom of the block.

| Site administration | Users | Courses | Grades | Plugins | Appearance | Server | Reports |
| Development |

Reports
Comments
Backups
Config changes
Events list
Insights
Logs
Live logs
Performance overview
Question instances
Security checks
System status
Event monitoring rules
Spam cleaner

Configuration

- **Variables**: Moodle's main configuration properties set by the primary admin during installation are stored in this area. These properties include the site language default and behaviors of certain features.

- **Site settings**: Properties that allow you to add a description on your site front page, set display features and define what teachers and learners are called.

- **Themes**: Moodle comes with over a dozen stock themes, including the default orange theme. Additionally, there are a number of themes that developers have contributed at moodle.org. This property window allows you to select a theme your *entire* site will use.
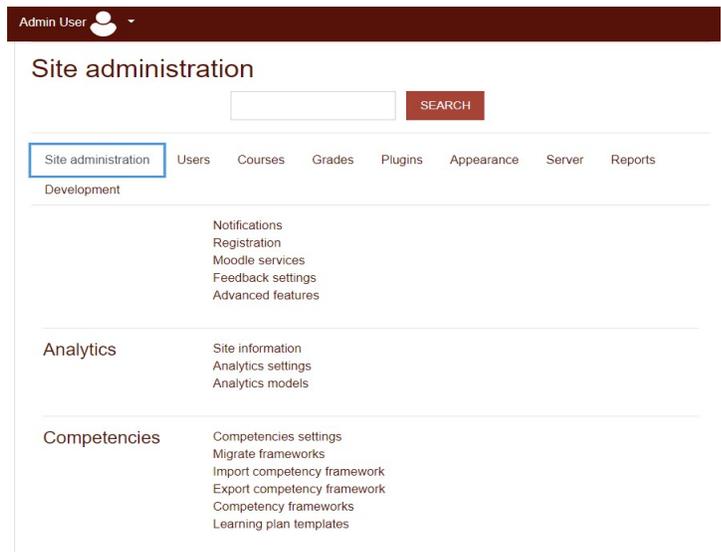
Admin User

Site administration

SEARCH

| Site administration | Users | Courses | Grades | Plugins | Appearance | Server | Reports |
| Development |

Notifications
Registration
Moodle services
Feedback settings
Advanced features

Analytics
Site information
Analytics settings
Analytics models

Competencies
Competencies settings
Migrate frameworks
Import competency framework
Export competency framework
Competency frameworks
Learning plan templates

Language: If you know what you are doing and want to change Moodle's default language strings, use this setting. You can also check to see if the language pack you are using (e.g. English, Spanish etc.) is up to date. To change the wording that appears in a language string file (e.g. moodle.php), click the "Compare and edit current language" button. You can now select and edit language files directly in the browser, if the file you wish to change is set with write permissions on the server.

Modules: Modules are used within Moodle when creating learning objects (e.g., Forums, Assignments, Quizzes etc.). This setting allows you to hide a module from a course creator, delete a module or change setting behaviors for a specific module.

Blocks: Side blocks within Moodle can also be hidden, deleted and with a few blocks you can change settings.

*There are a number of custom modules and blocks that developers have created to add functionality to Moodle. Check Moodle.org for the latest additions. Installing a new module or block is simple, usually the developer will include instructions. <u>After installing a custom module or block</u> the admin **must** visit the Administration area to complete installation. This is done automatically (screen notifications) and often involves adding database tables.*

- **Filters**: Moodle has a number of special filters built-in which an admin can enable, including:

  Glossary Auto-linking: When active will create a hypertext link within a course activity created with the HTML editor (e.g. Assignment, Forum, Quiz, Lesson etc.), that will display an associated glossary entry in a pop-up window.

  Resource/Activity/Wiki Names Auto-linking: When active will create a hypertext link within a course to resources, activities, and wiki entries with this value.

  Algebra/TeX notation: When active allows math expressions to be entered in the HTML editor, when surrounded by special charters

  Multimedia Plugins: When active media resources like Flash, MP3, Windows Media and QuickTime files will embed their players within an activity created with the HTML editor.

  Word Censorship: Moodle allows an admin to censor inappropriate words that students might use in forums mostly, when this filter is active. A few basic words are included in the filter by default, and the admin can add to this list by simply editing the filter.php file located in the /filter/censor folder of your Moodle installation. This file can be opened and appended in any text editor (Notepad, etc.).

  Multi-Language Content: This filter looks for <lang> tags in your HTML which indicate that a text contains multiple languages. It then selects and outputs the best language for the current user.

  Email Protection: When active, your Moodle site is protected against spam bots and webcrawlers that search out e-mail addresses for harvesting. This includes such services as Google, Yahoo etc.

- **Backup**: Moodle can be set to automate site-wide backups using this property. It is important for the admin to set a schedule of nightly backups for Moodle, and to encourage their teachers and course creators to perform backups of their courses. Select the items you wish to backup (defaults), and choose Yes from the Active drop-down list. Next, click the days you want Moodle to perform backups, and an Execute at: time. By default your backups will be stored in the moodledata folder 1 backupdata directory. Click Save changes when you have set properties to your liking.
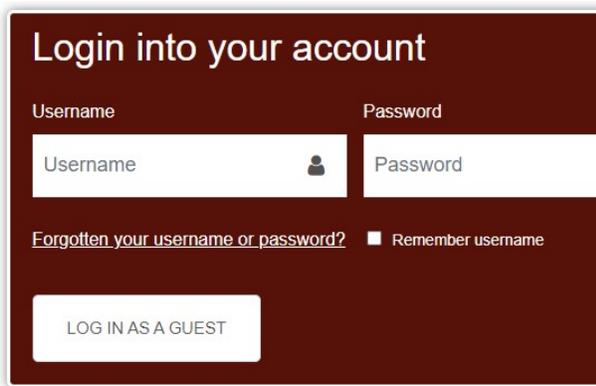
- **Editor Settings**: These properties allow you to control some features that are available within Moodle's built in HTML editor. For example, you can add more fonts to the default list that appears, and if Aspell is installed on the server you can enable the spelling dictionary.

- **Authentication**: By default, Moodle creates a New Account on the site using "Email-based authentication", unique for each student user. This means that users will create their own accounts and will be sent an e-mail message that contains a link back to the site, which completes the authentication process. On subsequent visits the user will just Login at the site prompt.

An administrator can set Moodle to authenticate new users in several other ways, including:

- Manual accounts only (individual enrollments by admin)
- No authentication (as name implies, no authentication allowed)
- PAM (Pluggable Authentication Modules)
- Use a FirstClass server
- Use a POP3 server
- Use an IMAP server
- Use an LDAP server
- Use an NNTP server
- Use an external database

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- **Edit user accounts**: When you click this link Moodle allows the administrator to browse a list of all site users, and edit or delete their account.
- **Add a new user**: When the admin uses "Manual accounts only" as an authentication scheme they can add a new user to the site from this screen.
- **Upload user**: If you are sure you want to import multiple user accounts from a text file, then you need to format your text file as follows:
    a.) Each line of the file contains one record
    b.) Each record is a series of data separated by commas
    c.) The first record of the file is special, and contains a list of fieldnames. This defines the format of the rest of the file.

    Required fieldnames: these fields must be included in the first record, and defined for each user

    username, password, firstname, lastname, email

    Default fieldnames: these are optional - if they are not included then the values are taken from the primary admin

    institution, department, city, country, lang, timezone

    Optional fieldnames: all of these are completely optional. The course names are the "shortnames" of the courses - if present then the user will be enrolled as students in those courses. Group names must be associated to the corresponding courses, i.e. group1 to course1, etc.

    idnumber, icq, phone1, phone2, address, url, description, mailformat, maildisplay, htmleditor, autosubscribe, course1, course2, course3, course4, course5, group1, group2, group3, group4, group5

    d.) Commas within the data should be encoded as &#44 - the script will automatically decode these back to commas.
    e.) For Boolean fields, use 0 for false and 1 for true.
    f.) Note: If a user is already registered in the Moodle user database, this script will return the userid number (database index) for that user, and will enrol the user as a student in any of the specified courses WITHOUT updating the other specified data.

    Here is an example of a valid import file:

    username, password, firstname, lastname, email, lang, idnumber, maildisplay, course1, group1
    jonest, verysecret, Tom, Jones, jonest@someplace.edu, en, 3663737, 1, Intro101, Section 1
    reznort, somesecret, Trent, Reznor, reznort@someplace.edu, en_us, 6736733, 0, Advanced202, Section 3

- **Enrolments**: different authentication schemes were discussed, with the default method being "Email-based authentication". Authentication and enrollment are two different processes in Moodle. Authentication is the process whereby a student creates an account that allows them to login to the *site*. The enrollment scheme you select controls how the student will access a specific *course* on the site. Moodle allows you to make one of four selections from the Enrolments screen

    Internal Enrolments: This is the default and used in most situations. A user will enter a course by clicking its link on the site front page. The course owner can establish an "enrolment key" with the courses Settings properties.

    External Database: an external database can control who is enrolled in courses, provided it follows a table structure that Moodle expects.
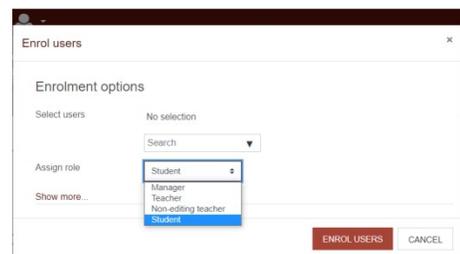
See the help file on the properties screen if you use this selection.

Flat file: This method will repeatedly check for and process a specially-formatted text file in the location that you specify. The file can look something like this:

```
add, student, 5, CF101
add, teacher, 6, CF101
add, teacheredit, 7, CF101
del, student, 8, CF101
del, student, 17, CF101
add, student, 21, CF101, 1091115000, 1091215000
```

Paypal: The Paypal module allows you to set up paid courses. If the cost for any course is zero, then students are not asked to pay for entry. There is a site-wide cost that you set here as a default for the whole site, and then a course setting that you can set for each course individually (within the "Settings" property screen). The course cost overrides the site cost. You must have a Paypal user account (free) to collect funds when students make a purchase. With the Paypal enrolment scheme activated, students are queried when they make a course selection from the site front page as to whether or not they want to make a purchase. On click, they are taken to Paypal and the regular merchant transaction process for you account is followed. Paypal no longer requires an individual making a purchase to have their own Paypal account; this fact makes Moodle's Paypal enrolment feature simple and invaluable when creating paid courseware or collecting tuition.

When Paypal enrolment method is selected, a new Property (Cost:) appears on the course "Settings" screen

- **Enroll students**: This features allows an admin to select a course and manually add students.
- **Assign teachers**: Admin can select a course and manually add a teacher. Teachers can be given "editing permissions" within a course, or blocked from using the editing features.
- **Assign creators**: This selection allows an admin to change a users permissions, allowing them to create new course templates and to teach within such courses.
- **Assign admins**: A *primary* admin can change a users permissions to admin, from a screen like. Admins have all privileges of a primary admin, except they cannot create other admins.