

# ONE MINUTE MOODLE

## What?: Conducting a survey/getting feedback

**Why?:** Feedback is commonplace in many walks of life. The interactivity of the web makes comment both universally accepted and also something that our students expect. Moodle makes this process simple.

**How?:** Turn editing on:

Turn editing on

### 1. Creating a survey:

a. Go to the 'add an activity' drop down box and select 'feedback' (which in Moodle is used to cover surveys as well):

b. you will be given a series of choices in setting up the survey:

- name - be specific, make sure people know what it's about
- description - say something about what the survey is for and how it operates;
- (there are other options next but ignore them and accept their defaults);
- Feedback options - decide how you want to collect the answers (anonymous is useful). You can also decide if students are to see the results and whether they can submit more than once;
- After submitting - select whether students see a website or get a message from you;
- Scroll down and click on 'save and display for the next part.'

? Adding a new Feedback activity

General

Name: Demonstration Survey  
Description:

Here's where you can outline the purpose of the survey and the rules you want people to follow

Feedback options

Record user names: Anonymous  
Show analysis to students: No  
Send e-mail notifications: No  
Multiple submit: No  
Automated numbers for each question: No

After submitting

Site after submit  
Page after submit

Thank you for participating

### 2. Adding questions to the survey:

a. go to the tab marked 'edit questions':

b. select a question type from the dropdown list. Multiple choice and longer text questions are the simplest to start with;

c. select one of these and you should go to the question site (or click on 'add a question':

d. For multiple choice you get to choose whether the question is compulsory, what the question is actually going to be (type this in!), what type of multiple choice this is going to be (default is useful) and the answers you want people to choose from (one per line, no need for punctuation). You can also choose the position of the question. Complete and click on 'save';

e. for longer text questions you get the same compulsory check box and the question but then you choose line width (40 is good) and number (5-10 should be sufficient). Again, click on 'save'.

f. the survey is now complete and waiting to be filled in.

Add question to activity

has been set up yet

Required:   
Question:  
Adjustment: vertical  
Multiple choice type: Multiple choice - single answer  
Multiple choice values: Use one line for each answer

Position: 1

Save question Cancel

### 3. Analyse the results

This depends on how you set up the survey.

Usually, just click on the survey and go to the 'show responses' tab:

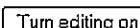
Overview Edit questions Templates Analysis Show responses

# ONE MINUTE MOODLE

## What?: Embedding a video file

**Why?:** There's only so much you can do with ordinary files and images. Videos are an obvious and simple addition to a Moodle site. Given the global interest in YouTube, why wouldn't you want to add similar content to your Moodle course. It seems difficult but it's not that hard. Follow these instructions.

**How?:** Although Moodle makes these different tasks they follow a common format. For both activities (and most others in Moodle when you are adding information or work, turn editing on:



### 1. File formats.

Moodle will support most common video formats but although the basic process can be quite simple, there's always the issue of a certain file not working. This is something that Moodle is working on. Just ask for help if your work isn't going as it should.

### 2. Uploading a video file.

As with most things in Moodle, you need to upload the file first. Navigate to the correct folder and then select or upload the video you want. N.B. most videos are quite large and you can only upload 16Mb. If it's bigger than this, see David Isaacs to put in onto a server directly.

### 3. Embedding the video.

At this point you either have a video file uploaded or you know where it is and the DET firewall allows it (check this one to avoid tears!!). To embed the file (i.e. put it on your Moodle course), let's assume you want it on the main course page:

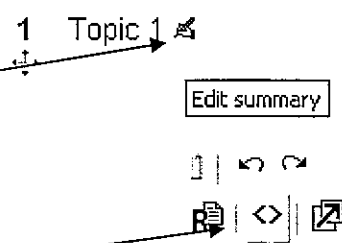
a) Click on the edit icon

b) in the dialogue box, click on the code button. It will turn your page to code:

c) move to where you want the file to be embedded. Type in the code in the box (it's the YouTube code and is one of the more stable versions to work in Moodle). Where the filename is highlighted, replace that with your own code. To find the location of your file, go to that file, right click on it and use 'copy link location'. Go back to the highlighted portion of YouTube code and paste your link in.

d) return to WYSIWYG view by clicking on the toggle button again. If all goes well, your video is in the right place ready to play (if not, move the text around it in the standard view - so much easier than playing with code!).

e) remember to save the work before you leave that page.



```
<object width="560"
height="340"><param name="movie"
value="http://www.youtube.com/v/
1kxSXBopSRU&hl=en&fs=1"></para
m><param name="allowFullScreen"
value="true"></param><param
name="allowsriptaccess"
value="always"></param><embed
src="http://www.youtube.com/v/1
kxSXBopSRU&hl=en&fs=1"
type="application/x-shockwave-
flash" allowsriptaccess="always"
allowfullscreen="true" width="560"
height="340"></embed></object>
```

# ONE MINUTE MOODLE

## What?: Making a Moodle Webpage

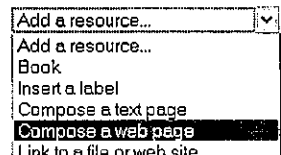
Why?: The webpage is the standard communication medium of our students. This, and the ease with which information can be given makes them a natural means of using Moodle's more advanced features.

How?: Turn editing on:

Turn editing on

### 1. Setting up a webpage:

a. go to 'add a resource' and, clicking on the down arrow, select 'compose a web page' and click on it;



b. a **word of warning** - when you delete an activity, portions still remain; when you delete a resource, it's completely gone. Be very careful before deleting your whole webpage - there is no way of getting it back!

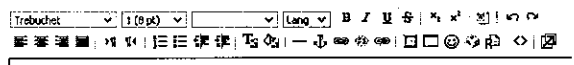
c. Filling in a webpage is very much like completing a word processed document:

- Give the page a useful name;
- If you want to, write a small description about the page;
- Move to 'compose a web page';
- Type in text as usual with all the normal Word features (except drag and drop for moving words - you need to use cut and paste (CTRL X, CTRL V));
- To insert an image you need to upload an image first. Click on the image icon. Follow the prompts to either use an image you already have (navigate to the folder/file) or browse to upload one. If you are uploading go to the folder you want the image in first as moving afterwards is difficult);
- To create a hyperlink, highlight the word(s) you want to link to. Click on the hyperlink icon and insert the link in the dialogue box. For ease of use, select 'new window' in the 'target menu';
- To insert a table, click on the table icon and follow the prompt (tables are not very friendly in Moodle; they tend to resize automatically. Before you get too far in, check how it looks);
- Often, you'll want to import something you've written in Word ©. Moodle doesn't really take kindly to this but there is a way round it. Import the text (copy, paste) and then highlight it. Click on the Word icon and see the text change to a friendlier version. This is far easier than changing it manually!

General

Name\*

Summary

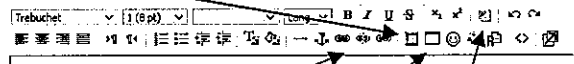


Path:

?

Compose a web page

Full text\*

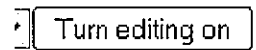


# ONE MINUTE MOODLE

## What?: Uploading a file and/or website

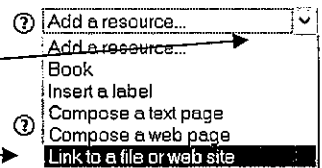
**Why?:** One of the most basic ideas in e-learning is to provide information. Two of the most common are uploading files (often Adobe Acrobat .pdf or Microsoft word .doc/.docx although it works for any file) and making a note of a website so that students can click on it to go to the necessary location. This saves search time and also makes sure that the site you want them to work on is the one they are seeing.

**How?:** Although Moodle makes these different tasks they follow a common format. For both activities (and most others in Moodle when you are adding information or work, turn editing on:

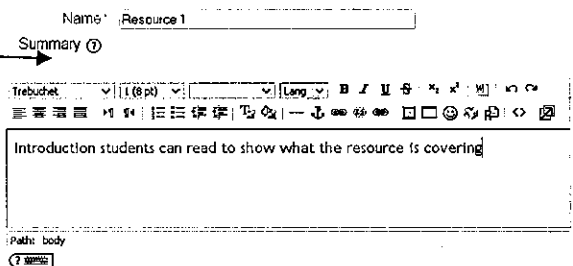


### 1. Uploading a file.

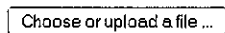
a. Go to the 'add a resource tick list, click on the down arrow and select 'link to a file or website'.



b. Give it a sensible name and write a brief introduction about it:

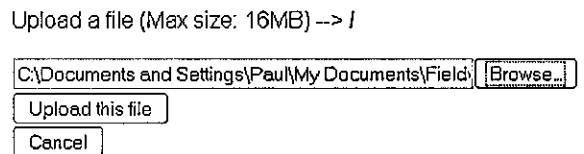


c. click on 'choose or upload a file':

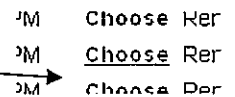


d. What happens now depends on whether you already have the file in a Moodle folder or you are bringing it in from another source (e.g. your computer or a school drive). If you have the file then click on the folder name until you get to the correct folder and file. Click on 'choose' and that file will be selected.

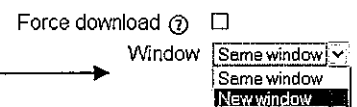
e. If you need to upload a file then first, move to the folder you want to put the file in (or create a folder if you need to - select the 'create folder' button on the screen and follow the instructions). Scroll down to the bottom of the page and find the 'upload a file' button. Click on it and then you get a dialogue box asking you to browse to find the file. When you have found it, double-click to bring it into the dialogue box. Click on upload this file:



You will be taken back to the folder screen. Find the new file and click on 'choose':

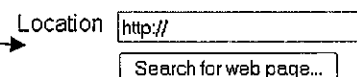


f. Now you have selected the file, there is one useful tip. It's easier to read the file in a new window so select either the 'force download' or 'new window' options from the menu just below the file upload box:



### 2. Uploading website details.

a. This is a far easier task. Go to 1a, above and in the dialogue box, type copy - easier and safer) the website address:



b. If you click on the 'search' button, you get to Google.

c. As with the file, choose the 'new window' option in the list below the website location dialogue box.

(or

# ONE MINUTE MOODLE

## What?: Using a forum

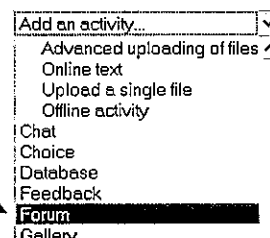
**Why?:** The value of e-learning lies in its ability to allow interaction between participants. Commonly this is the teacher providing information and requesting work. However, the full value of systems like Moodle comes from allowing students to interact. There are two common formats in Moodle: chat rooms (for instant or *synchronous* communication) and forums (which take place over a period of time and are *asynchronous*). Forums are easier and more useful. They can exchange information but also keep a record of it. So, over time it's possible to build up a knowledge bank future students can tap into and add.

**How?:** Turn editing on:

Turn editing on

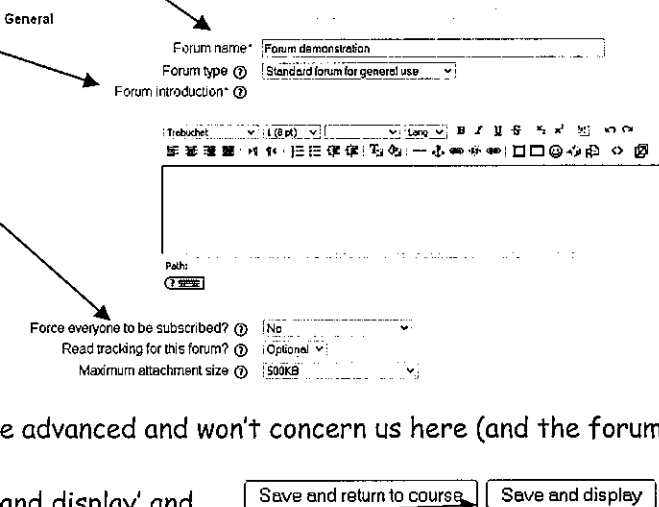
## 1. Starting a forum:

a. Go to the 'add an activity' drop down box and select 'forum':



b. you will be given a series of choices in setting up the forum:

- Forum name - choose something meaningful to the group
- Forum introduction - say something about what the forum is for and how it operates;
- Force everyone to be subscribed? - depends on what you want to do. If it's a vital course site then select yes; failing that, keep the default;
- Maximum attachment size - for most forums this won't be needed but if you expect students to swap ideas then make sure this is set. A good file size is 2Mb; just use the drop down box to select it;
- There is a range of other options but these are advanced and won't concern us here (and the forum works perfectly well without them!)
- Finally, save your work (actually, click on 'save and display' and you can start the next part



## 2. Using the forum

The 'save and display option takes you to the main screen. The introduction is there and you can now post your first topic. It's a good idea to lay down some ground rules e.g. starting new posts, following topics, etiquette (or, rightly, *netiquette*). This should work well, but if you do have any problems go to the main forum page and click on 'update forum'. Enter your changes and click on save.

hi there

Add a new discussion topic

(There are no discussion topics yet in this forum)

Update this Forum

whether to subscribe or not

# ONE MINUTE MOODLE

## What?: Using Assignments

**Why?:** Assignments are standard parts of education. However, taking them online can be faster, give better and more direct feedback and make students more responsive to time and study management issues.

**How?:** Turn editing on:

### 1. Setting up an assignment:

a. There are 4 different types of assignments you can use in Moodle:

- Advanced uploading of files - several files and marking options
- Online activity - all the work is completed in Moodle, online
- Upload a single file - simple file option similar to handing in work
- Offline activity - only instructions and gradings are on Moodle

b. select an assignment type - go to 'add an activity' and highlight your option

c. all assignment types have common features - set these how you wish:

- Assignment name - give a clear title here;
- Description - the place for instructions, links to files etc;
- Grading options - total mark, time to submit etc.;
- Uploading options (except online and offline types) - set file size, resubmitting options and notification to staff.

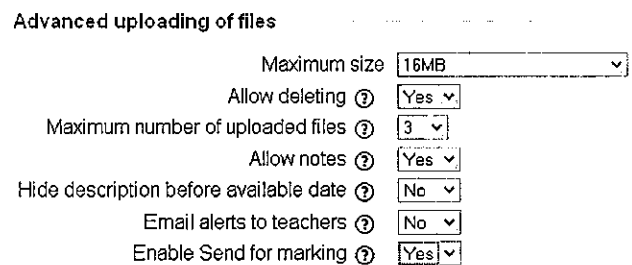
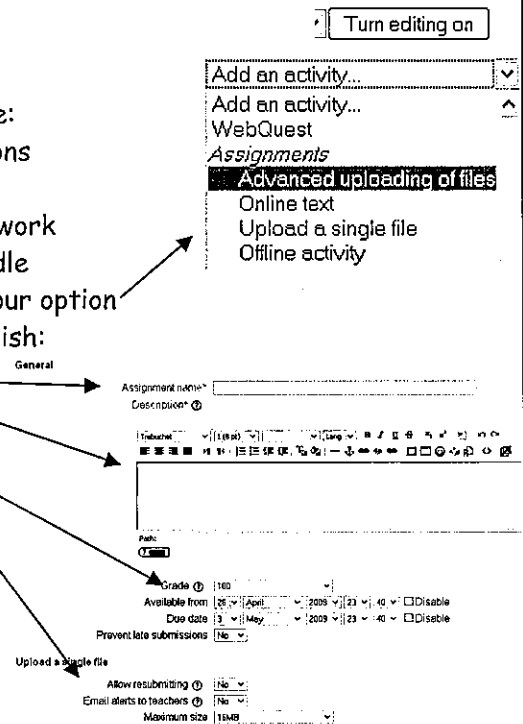
d. If you only want the online and offline types then complete these sections and click on 'save and display' to see what students will see.

e. if you choose the uploading options then there are some other considerations. The single file option requires a file submit size. Given some connections it might be as well to limit this to 2-3Mb

but make sure that this is clear in the instructions (files won't upload beyond this but neither will you get an error message (and you *will* be frustrated!).

f. The advanced uploading option has a few more parts to completing it:

- File size - need to stipulate the size of each file in the instructions;
- Allow deleting - students may add/delete files as they need;
- Maximum number of files - obvious!
- Allow notes - students complete an online text box allowing comments to be made as they progress;
- Hide description - keep the instructions 'secret' until a reveal date;
- Email alert - do you want to know when work is ready or comments are made?
- Enable send for marking - student lets you know when they are satisfied.



# ONE MINUTE MOODLE

## What?: Whole course settings

**Why?:** This part deals with the most fundamental part of Moodle - how a course works and interacts with the users. In this exercise we'll be looking at the settings we can use to create a course tailored to our needs.

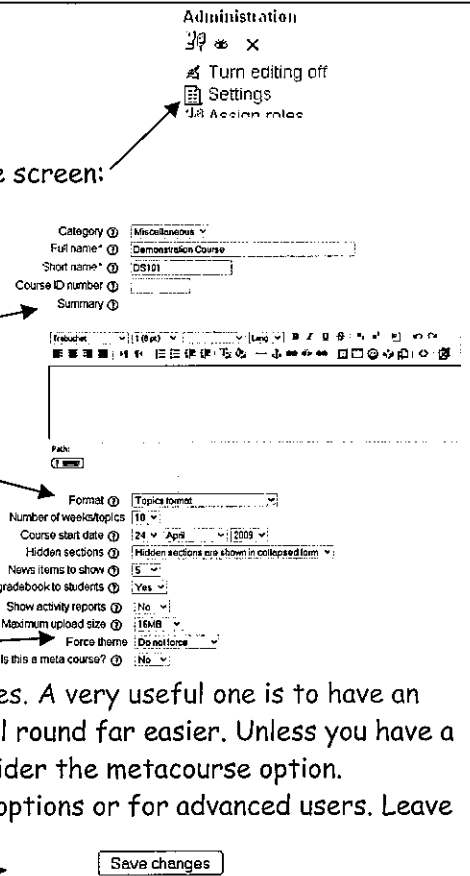
## How?:

### 1. Changing the settings:

a. Go to the 'settings' icon in the administration block on the left of the screen:

b. Most of the course details will already be in the system but there are some that are worth changing in the 'general' category:

- Summary - use this a PR to attract students;
- Format - usually, 'topics' is best but you can run a course on 'weekly' settings e.g. a club/group;
- Number of topics... Best to keep to the minimum number to avoid clutter. You can always go back and add some if needed;
- Maximum upload size - best to keep this to 16Mb
- Force theme - don't use the white default, try some others and give your course a specific look and feel;
- Is this a metacourse? Metacourses are made from other courses. A very useful one is to have an entire year group on one Moodle page. It makes collaboration all round far easier. Unless you have a really good reason for keeping this for one class only then consider the metacourse option.
- The remaining options on the page are mainly for more unusual options or for advanced users. Leave then as set and it will not change anything.
- Remember to click on 'save changes' at the end:



### 2. Enrolling students

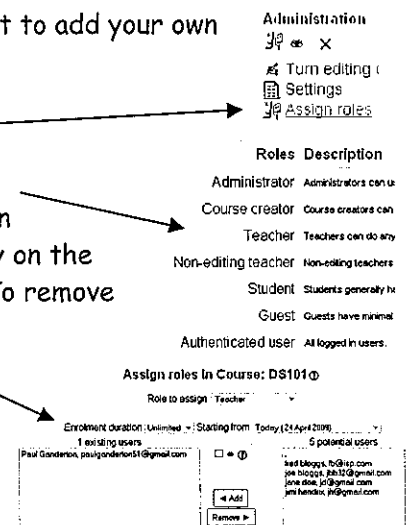
Mostly, student groups are assigned. However, it's a new course and you want to add your own people. Easy - follow these instructions:

a. Go to 'assign roles' in the administration block:

b. You'll get a page with a series of roles. Click on whichever one you want to add/change/delete people from. Let's say you want to add a teacher. Click on 'teacher' and you get a dialogue box. People in the left hand pane are already on the list. To add others, select a name from the right hand pane and click 'add'. To remove a name, select that from the left hand pane and click 'remove';

c. The system is the same whether you have a metacourse or not. If you have a metacourse, then the options will be individual courses, not people;

d. One warning: you can't add individual people to the 'student' list in metacourses nor individual groups to non metacourses. The moral is to decide which way you want to go and select accordingly. One idea would be to have metacourses for formal classes and non metacourses for others. It's also possible, under group settings in the 'settings' dialogue box (see above) to allow enrolments from those choosing to join.



# ONE MINUTE MOODLE

## What?: File Management

**Why?:** It's easy to put files on Moodle but after a while (and especially with more than one staff member involved) it can get very messy. File names and locations need to be standardised for easy management. Moodle is not good at file organisation so we need to be. Follow these instructions and save yourself time!

**How?:** There are two stages here - file naming conventions and file storage. Work in this order.

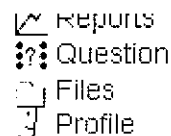
### 1. File Names.

It can be very easy just to stick files in the first location Moodle gives you and to use the name the file has. This is good if it's a clear title e.g. *how to write an essay.docx* but less obvious if you take some of the names we download from the web e.g. *plosone96053934.pdf*. Before you start any file work on Moodle, write down a scheme such as this:

- If the file is a .pdf then use the short title of the article/text.
- If the file is an image, state what the image is about. Continue like this for other files.
- Make this a faculty policy and write it down so that teachers following you can see what you have done.

### 2. File Locations.

a. Click on files (left of screen):



b. Click on 'make a folder':

Make a folder

Create a folder in /:

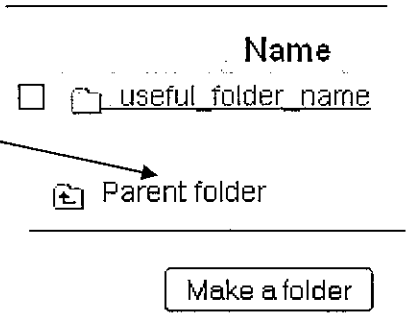
c. Give it a useful folder name, click create:

useful folder name

Create

Note that you've created a folder in the main directory (called / or root directory):

d. You can either make more basic folders (think of these as drawers in a filing cabinet) or you can make folders within a folder (like dividers in a drawer). To do this, click on the main folder name, and you'll be asked to create another folder. (Note the 'parent directory' name. That's the main folder - much like the filing cabinet itself). Give this another super folder name and click on 'create'.



e. Basically you can just continue like this until you have all the folders you are likely to need. The trick is to make sure you use

these and don't dump everything in the main directory, unsorted. You can do this, of course, but you won't be able to change file locations afterwards without a great deal of extra work.

Create a folder in /useful\_folder\_name:

another super folder name

Create

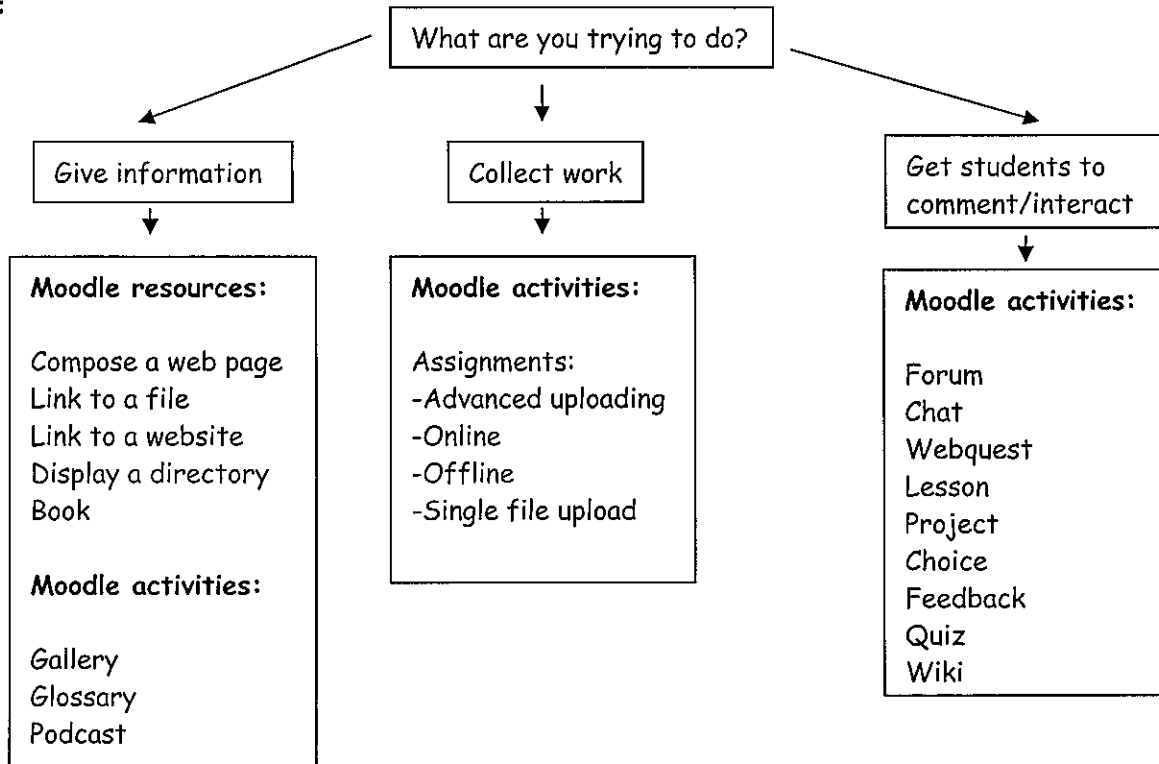
Plan Ahead

# ONE MINUTE MOODLE

## What?: Work Flowchart for beginners

**Why?:** Moodle can seem daunting to the beginner and it is certainly feature-rich with aspects that can cause problems even for the most experienced user. However, let's look at this another way - why do you want to use Moodle? Where is it most cost-effective and when is it not worth the effort. This checklist/flowchart is an attempt to help you clarify your thinking.

**How?:**



### General Issues arising:

As with any area of teaching, there are costs and benefits. Moodle works best when it's seen as part of cost-effective pedagogy. Here are some of the issues you might like to think about as you design your course:

**Cost effectiveness:** As with any task the key is cost-effectiveness. Small groups may not be worth setting in Moodle whereas year groups almost certainly are.

**Time and timing:** Moodle works because it is interactive but this needs maintenance. Poor sites are worse than no sites - student interest must be maintained;

**Feedback:** the best sites have loads of features requiring feedback from surveys of which topic to do next to how the site is designed. These are computer students - they expect to be involved;

**Ease of use:** this depends on the staff. Marking online can be far quicker than with paper but it requires looking at the screen. Feedback is instant but also expect replies via messaging and email;

**Start simple!** The simpler projects are useful because you get to see what you can do and it allows students to comment before you try advanced work. This means that it is often easier to accept default settings than alter them (and they can always be changed later on. So, start with a webpage and not a video production!)