



# Handbook of the Training Material (The Guidelines of the use of the MOODLE)

**Component:** 1: Establishment of a well-structured standard training system

**Activity Number:** 1.7

**Subject:** Development analysis of distance learning/ e-system

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Strengthening the Institutional Capacity of Personnel  
Training Centres of the Penal Institutions



EU Twinning Project No. TR 16 IPA JH 05 19

Katılan ve Katkı Veren			
Adı Soyadı	Unvan	Kurum	
1 Murat Durmuş	İKM	Ankara CİKPEM	
2 Tuğba Özkol	Öğretmen	Ankara CİKPEM Kahramanmaraş CİKPEM	
3 Ömür Çabuk	Psikolog	Kahramanmaraş CİKPEM	
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## Introduction

### About Moodle

Moodle is a learning platform designed to provide educators, administrators and learners to create personalized learning environments. Moodle is all-in-one learning platform, which provides the flexible tool-set to support both blended learning and 100% online courses. Detailed information is available in different languages at the Moodle official page: <https://moodle.org/>

This handbook of the Training Material (The Guidelines of the use of the MOODLE) for Trainers is based on the issues handled during the Training for Trainers within framework of the activity 1.7. The e-course for trainers 'Training material 2021' is created as well and consists of the following parts:

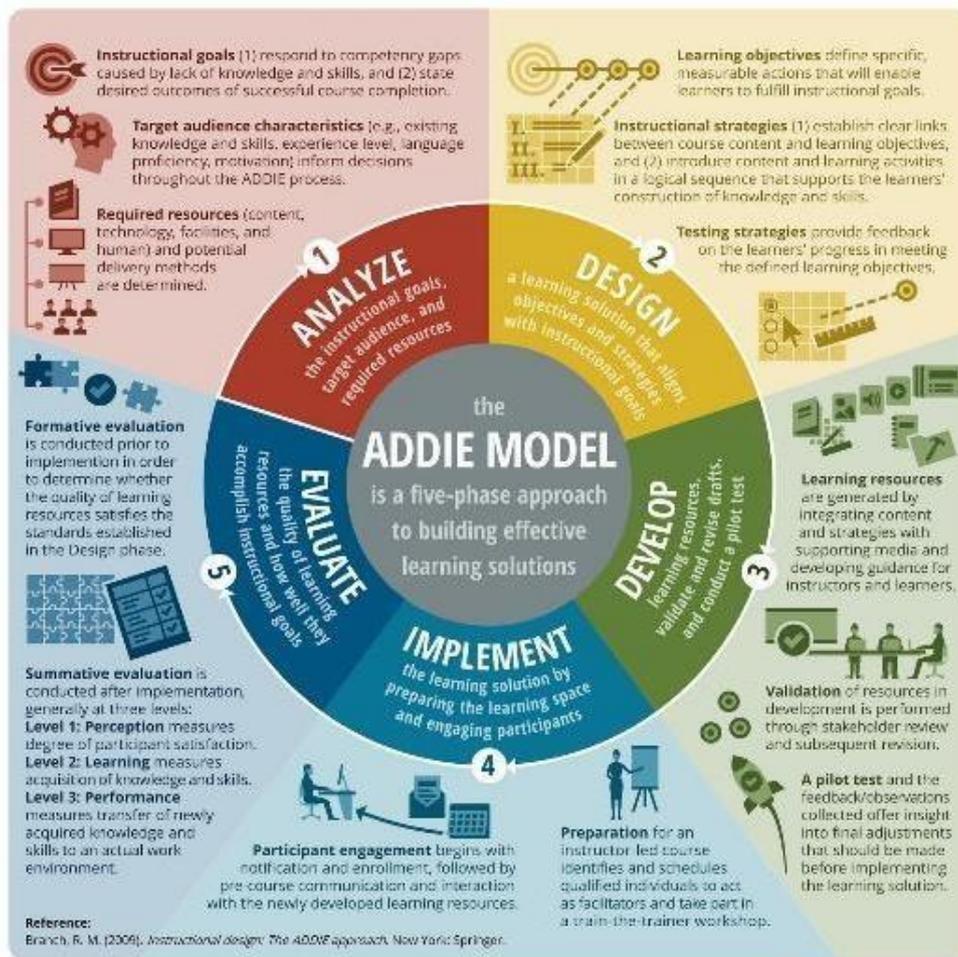
- Presentation of the workshops Training for Trainers (in English and Turkish language).
- Handbook: Guidelines for transferring a face to face course to online or blended learning: Based on the pilot course Admission to the Institution.
- Interactive examples from the Finnish and Estonian educational platforms.
- Handbook of the Training Material (The Guidelines of the use of the MOODLE).



# 1 ADDIE Model for elearning

Although there are many different models and methodologies for the creation of training materials in the eLearning world, the ADDIE model is, the most popular of all.

ADDIE is an acronym where every letter corresponds to one of the model's main phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE methodology was developed in Florida State University's Center for Educational Technology back in the seventies. Initially, the model was meant to be used in the US armed forces, a fact to which it owes its streamlined processes and clear delineation of phases. (source: <https://elearningindustry.com/getting-know-addie-analysis>)



(source: [https://medium.com/@Origin\\_Learning/a-case-for-agile-elearning-9eec3f6c5b25](https://medium.com/@Origin_Learning/a-case-for-agile-elearning-9eec3f6c5b25))

## 1.1 Examples of well-organized e-courses

- Examples of the elearning material





Töölau / Minu kursused / Sisekaitseakadeemia / Kutseõpe / Vanglaametnik (VS, VK) / 2017 / VS171 / Praktika (VS171)

## Vanglaametniku eriala praktikad (VS171)



Uudistefoorum

Teie tagasiside (õppuritele)

Hea kursusel osaleja!



Antud kursus on edasiarendus ESF projektis rahastatud e-kursusest "Korrektsiooni eriala praktikad"

Tagasiside

sisekaitse.ois.ee:  
KORM4103 Praktika

## 14. Haldusmenetlus ja karistusõigus vanglas (KS190)

Töölau / Minu kursused / Sisekaitseakadeemia / Kõrgharidus / KORREKTSIOON (KS) / KS190 / ERIALAÕPINGUD  
/ Haldusmenetlus ja karistusõigus vanglas (KS190)

### Teated



Teadaanded

Teadaanded

HMS VANGLAS - loenau ja muu huvitav

Jaotiseligid

1 2 4 5 7

Viimased uudised

29. okt , 21.23

Kristina-Valeria Tobias

Täpsustan - järgmine loeng on 05.11!

29. okt , 21.20

Kristina-Valeria Tobias

NB! Kodutööd järgmiseks loenguks!

26. okt , 22.49

Kristina-Valeria Tobias



## 2. Tõrjetehnikad



Tere tulemas kursusele!

**Eesmärk:** AÕ õpetusega taotletakse, et õpilane tuleb toime erialaste dokumentide loomisega, töötab vastutustundlikult meeskonnaliikmena ning kannab nii kodanikuna kui ametnikuna kõlbelisi ja eetilisi väärusi.

**Hindamisviis:** Moodulit hinnatakse mitmeeristavalt.

**Hinde kujunemine:**

- e-kirja ja erialaste dokumentide koostamine praktilise kompleksülesande (1, 2, 4),
- erialaste dokumentide, vanpla struktuuri, traditsioonide, eetikakoodeksitele tuginevate esitluste (3, 7, 8),
- põhiväärtustest lähtuva eneseanalüüsi (5, 6),
- situatsioonide analüüsi (9, 10, 11, 12) alusel.

**Iseseisev töö:**

- Õpilane tutvub õppeinfosüsteemiga ÕIS, e-õppekeskkonnaga „Moodle“, SKA kodulehel olevate juhenditega ja loob dokumendi.
- Õpilane lahendab iseseisvalt õppejõu antud kutsetikat käsitlevad kaasused.



## Ohumärgid ja vägivald

-  Sissejuhatus teemasse
-  Slaidiesitlus: Vägivallaga toimetulek vanglas
-  Õpiobjekt: Vangla siseturvalisust mõjutavad ohuolukorrad ja nende vältimine

## Vaenulikkuse konstrueerimine

-  Sissejuhatus teemasse
-  Slaidiesitlus: Vaenu konstrueerimine
-  Slaidiesitlus: Enesevigastused vanglas
-  Õpiobjekt: Vangide massiline allumatus

## Erakorralise sündmuse ennetamine

-  Sissejuhatus teemasse
-  Slaidiesitlus: Hoiatavad märgid
-  A. Põdra. Teenistus tugevdatud järelevalves
- Õppijate eest peidetud**
-  Vanglatöö taktika : teenistus tugevdatud järelevalve tingimustes
-  Õpiobjekt: Tuleohutuse tagamine vanglas



- The categorization of the courses in the Moodle;

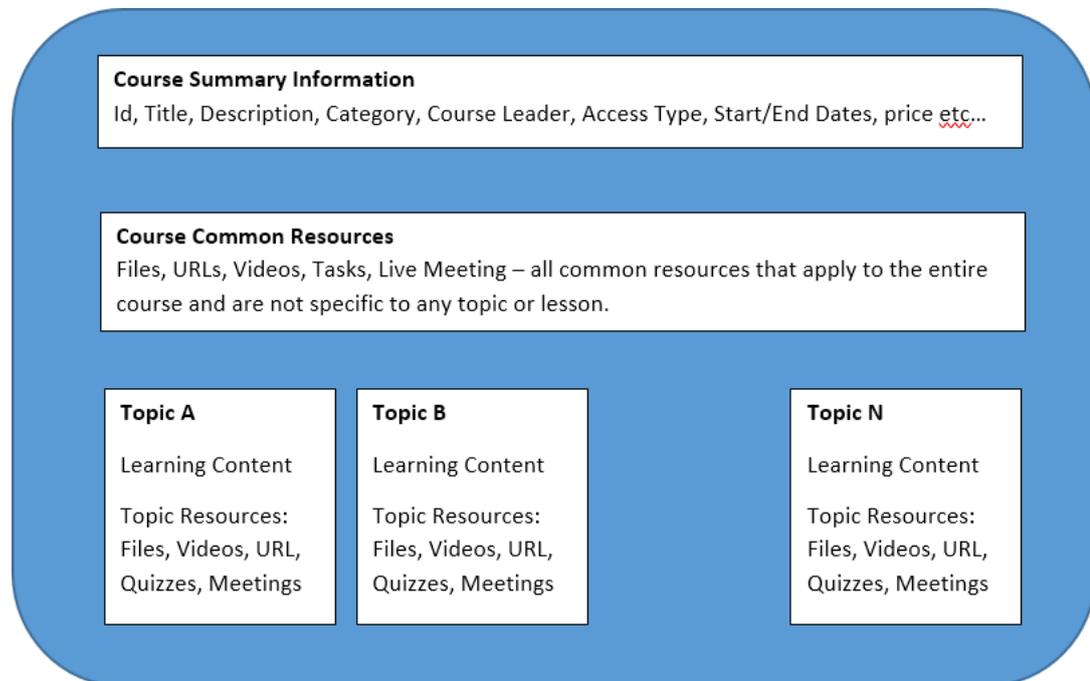


- Example of the structure in the Moodle platform

- ▶ Kutseõpe
- ▶ Kõrgharidus
- ▶ Magistriõpe
- ▶ SKA
- ▶ Täiendkoolitused
- ▶ Täiendusõppe keskus
- ▶ International courses
- ▶ Teised kursused
- ▶ Arhiiv



- The structure and style of the e-course



Course description:

- contact information
- goals / learning outcomes
- Timing/schedule of the course
- how to study the course (study guide for students + example)

- Example of the study guide of the assignment for the student

#### Study guide

Your knowledge and understanding of the application of the general rules of criminal law is excellent if you have obtained 30 points in the assignment.

22 points are required for passing the assignment.

There can be 1 correct answer to the question or several correct answers. Carefully read the wording of the questions and possible answers, think carefully and weigh your choice before answering - every word, word usage, can have a legal meaning!



## 1.2 Ordering an e-course in Moodle



When using LMS MOODLE, Firefox or Chrome web browsers are recommended. When using web browser Explorer different problems were identified (e.g. the screen view does not adjust to the screen size).

You can check the compatibility of the created learning materials from your mobile device as follows:

- In the computer: having made the browser size narrower.
- In the smart device: Turn the screen vertically/horizontally and make sure the content is available/visible.

## 1.3 User profile page

Description	Example
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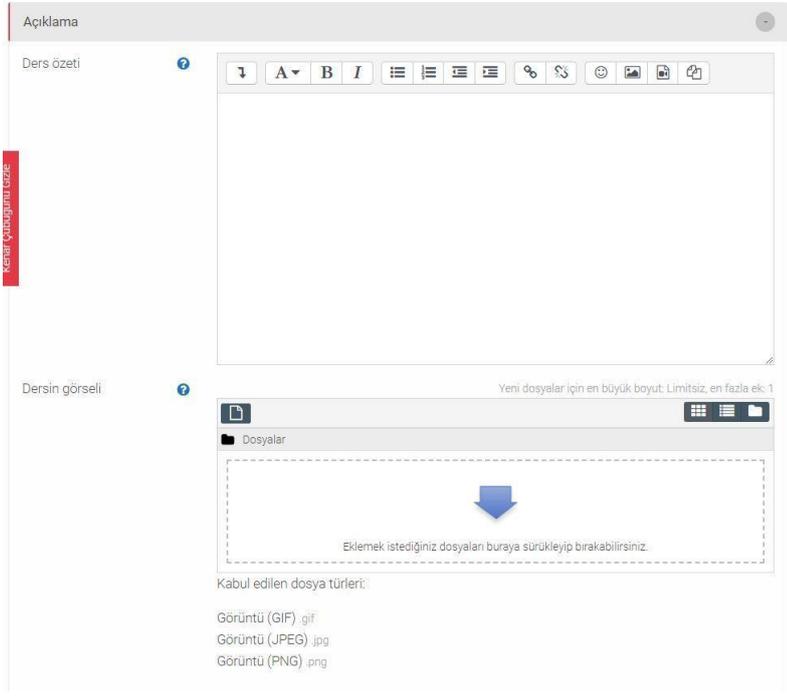
User details, course details, reports, notifications and messages	<b>Kullanıcı ayrıntıları</b> Profil düzenle E-posta adresi abc1@gm.com Ülke Türkiye Şehir Ankara	<b>Raporlar</b> Bugünün kayıtları Bütün kayıtlar Özet rapor Bütün raporlar İstatistikler Tarayıcı oturumları Notlara genel bakış Not
	<b>Ders ayrıntıları</b> Ders profilleri EMKG Uzem Materyal Geliştirme Toplantısı Kuruma Kabul Birimi Eğitimi Training material 2021 In-Service Training Program on Admission of Prisoner's to the Institution (Practical Training for Trainers)	<b>Giriş etkinliği</b> Siteye ilk erişim 11 December 2020, Friday, 15:30 (325 gün 19 saat) Siteye son erişim 2 November 2021, Tuesday, 10:36 (18 sn) En son IP adresi 193.40.224.50

## 1.4 Configuration of an e-course settings in Moodle

A teacher, or other user with the update course settings capability, can change course settings in *Administration > Course administration > Edit settings*.

Description	Example
<b>General:</b> <ul style="list-style-type: none"><li>Course name full</li><li>Short name</li><li>Course category</li><li>Course start date</li><li>Course end date</li><li>Calculate the end date from the number of sections</li><li>Course visibility</li></ul>	<p>Yeni ders ekle</p> <p>Hepsini genişlet</p> <p>Genel</p> <p>Dersin tam adı</p> <p>Dersin kısa adı</p> <p>Ders kategorisi</p> <p>Dersin görünürlüğü</p> <p>Dersin başlangıç tarihi</p> <p>Ders bitiş tarihi</p> <p>Dersin ID numarası</p>



<p><b>Description:</b></p> <ul style="list-style-type: none"><li>• Course summary</li><li>• Course image</li></ul>	 <p>The screenshot shows the Moodle course description page. It features a text editor for the course summary and a file upload area for the course image. The file upload area includes a dashed box for dragging files and a list of accepted file types: Görüntü (GIF) .gif, Görüntü (JPEG) .jpg, and Görüntü (PNG) .png.</p>
<p><b>Course format:</b></p> <ul style="list-style-type: none"><li>• Format</li><li>• Hidden sections</li><li>• Course layout</li></ul> <p><b>Appearance:</b></p> <ul style="list-style-type: none"><li>• Force theme</li><li>• Force language</li><li>• Number of announcements</li><li>• Show gradebook to students</li><li>• Show activity reports</li></ul> <p><b>Files and uploads:</b></p> <ul style="list-style-type: none"><li>• Maximum upload size</li></ul> <p><b>Completion tracking</b></p>	 <p>The screenshot shows the Moodle course settings page. It lists various settings with plus signs for expansion: Ders biçimi, Görünüm, Dosyalar ve yüklenenler, Tamamlama izleme, Gruplar, Rol yeniden adlandırma, and Etiketler. At the bottom, there are two red buttons: 'Kaydet ve göster' and 'İptal'.</p>

(source: [https://docs.moodle.org/310/en/Course\\_settings](https://docs.moodle.org/310/en/Course_settings))

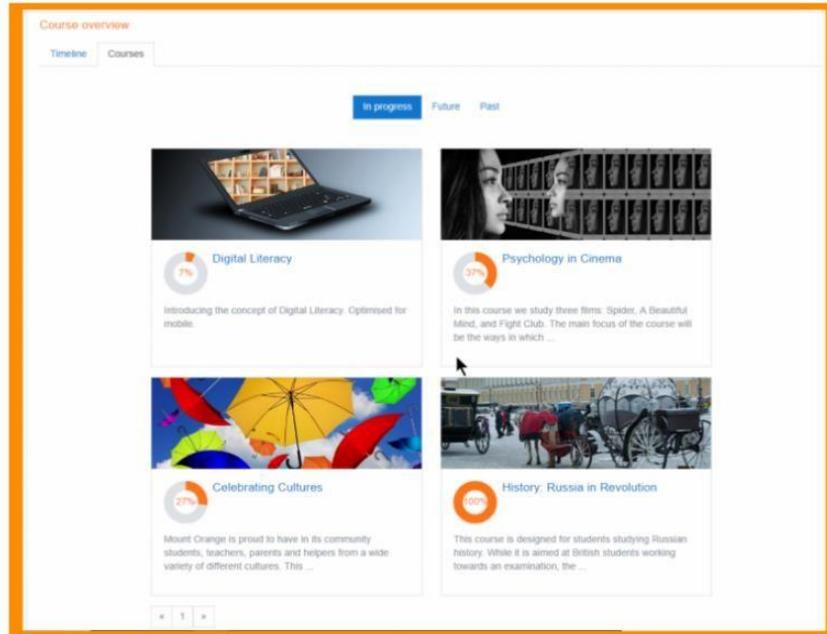


## 1.5 Standard course formats in Moodle

Description	Example
Standard course formats 1.1 Weekly format 1.2 Topics format 1.2.1 "Show only one section"	

## 1.6 Personalized Dashboard

You can customize the Dashboard according to your needs.





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## 2 Adding resources to a Moodle e-course:

There are a variety of resources available at Moodle platform.

Description	example
To start editing/adding resources or activities click the 'Turn editing on' button at the top right of the course page.	
All types of files can be uploaded and accessed through Moodle, but the student needs to have the correct software to be able to open them. Different file types are shown with different icons.	

### 2.1 File

Description	Example
<p>Files may be added in two ways:</p> <ul style="list-style-type: none"> <li>• drag and drop directly onto the course page.</li> <li>• upload files into Moodle.</li> </ul> <p>There are different File types available: Word, Pdf, PPT, text files</p>	

- File resource settings

The tool File enables teachers to provide a file as a course resource. The file will be displayed within the course interface; students may download it. A file may be used to share presentation given in a training.

(source: [https://docs.moodle.org/310/en/File\\_resource](https://docs.moodle.org/310/en/File_resource))



## 2.2 Page

A Page resource creates a link to a screen that displays the content created by the teacher. The Text editor allows the page to display many kinds of content such as plain text, images, audio, video, embedded code or a combination of all these. Pages are more accessible than uploading word-processed documents, particularly if the document just contains text to be read and not downloaded.

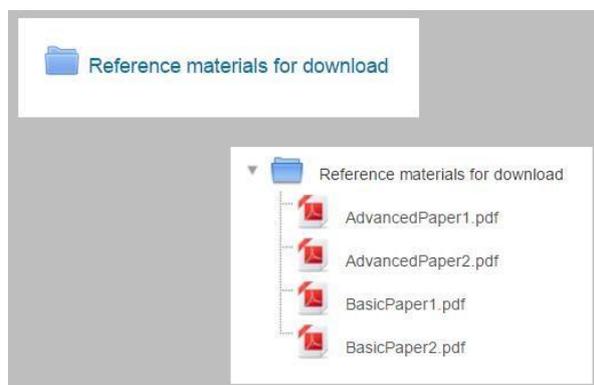
### How is it set up:

- 1 In a course, with the editing turned on, choose 'Page' from the activity chooser.
- 2 Give it a name and, if required a description, checking the box if you want the description displayed on the course page.
- 3 In Content, add the text, images, links or multimedia you want to display.
- 4 In Appearance, specify your requirements, particularly whether you want to display the last modified date. This is useful if you will update the page frequently but doesn't look good if the page is static and rarely changed.
- 5 Expand the other settings to configure the resource as you wish, and then click Save and display.

(source: [https://docs.moodle.org/310/en/Page\\_resource](https://docs.moodle.org/310/en/Page_resource))

## 2.3 Folder

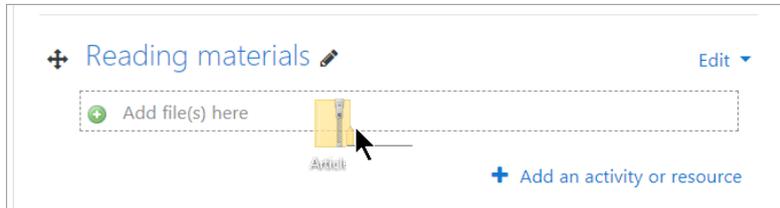
The tool Folder enables teachers to display a number of related files inside a single folder, reducing scrolling on the course page. A folder may be used for series of files on one topic in (e.g. a set of documents in pdf format, a collection of image files for use in group work).



### How is it set up:



To drag and drop a folder, first zip (compress) it and then with the editing turned on in a course, click and hold the zipped folder, drag it to your chosen section and release.



From the screen that appears next, make sure that the button Unzip files and create folder is selected, and click Upload.

- 1 Alternatively, with the editing turned on in a course, choose 'Folder from the activity chooser.
- 2 Give it a name and, if required, a description, checking the box if you want the description displayed on the course page.
- 3 In Content, upload the files you want to display in the folder.
- 4 Decide how you want the folder contents to display, and whether you want to include a Download button so students may download the files as a zipped folder for viewing offline.
- 5 Save the folder.

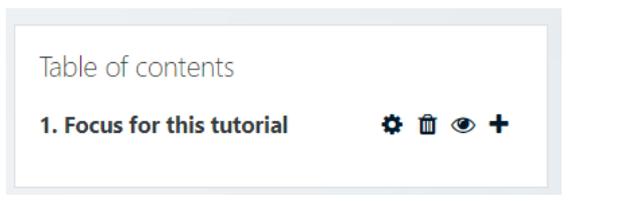
(source: [https://docs.moodle.org/310/en/Folder\\_resource](https://docs.moodle.org/310/en/Folder_resource))

## 2.4 Book

The tool Book provides the opportunity for creating a multi-page resource in a book - like format. With chapters and subchapters, the book can contain media files and is useful for displaying lengthy passages of information. A book may be used for displaying reading material for individual studies and creating a portfolio of student academic work that can demonstrate learning and be used as an effective assessment tool.

Description	Example
Moodle Book	<ul style="list-style-type: none"> <li> Kinnipeetavale lubatud asjad</li> <li> Jõu kasutamine</li> <li> Kinnipeetava tingimisi enne tähtaega vanglast vabastamine</li> <li> Kinnipeetava paigutamine vanglasse</li> <li> Kinnipeetava ümberpaigutamine</li> <li> Kinnipeetavale keelatud asjad</li> <li> Kinnipeetava lühiajaline kokkusaamine</li> </ul>



### How is it set up:

- 1 In a course, with the editing turned on, choose 'Book' from the activity chooser.
- 2 Give it a name and, if required a description (which will appear on all chapters of the book), checking the box if you want the description displayed on the course page.
- 3 In Appearance, decide on the chapter formatting, style of navigation and whether you want custom titles. Use the help icon for more information.
- 4 Expand the other settings to configure the resource as you wish, and then click Save and display.
- 5 Add content to your first chapter and save the changes. (Note: Moodle 'chapters' are what some might prefer to call 'pages'.)
- 6 From the Table of Contents (at the side or underneath the chapter) click the + icon to add another chapter and repeat the process.

(source: [https://docs.moodle.org/310/en/Book\\_resource](https://docs.moodle.org/310/en/Book_resource))

## 2.5 Lightbox Gallery

The tool *Lightbox Gallery* enables a participant to view a gallery of images. This tool allows teachers to create visually engaging Moodle course and students can contribute to the images.

This resource allows you to create 'Lightbox' enabled image galleries within your Moodle course. As a course teacher, you are able to create, edit and delete galleries. Small thumbnails will then be generated, which are used for the thumbnail view of the gallery.



Clicking on any of the thumbnails brings that image into focus, and allows you to scroll through the gallery at your leisure. Using the Lightbox scripts creates nice transition effects when loading and scrolling through the images.

### Example of the Lightbox Gallery



## 2.6 URL

The tool *URL* enables teachers to provide a web link as a course resource giving the opportunity to share freely available online documents, images, videos, learning tools (e.g. Quizlet, Kahoot).

### How is it set up:

- 1 In a course, with the editing turned on, choose URL from the activity chooser and give it a helpful name.
- 2 in External URL, type the web address of the site you want to link to, or click the Choose a link button to access other options. Include the full <https://> at the start.
- 3 In Appearance, choose how you want your URL to display, using the? help icon for more information. If you don't see all the settings, then ask your admin as they may need to enable them site wide.
- 4 Expand the other settings to specify what you require and then click Save and return to course.

(source: [https://docs.moodle.org/310/en/URL\\_resource](https://docs.moodle.org/310/en/URL_resource))



### 3 Adding activities to a Moodle e-course

#### 3.1 Glossary

The Glossary activity allows participants to create and maintain a list of definitions, like a dictionary. While it can be set up and used only by the teacher, its main function is as a collaborative exercise. The Glossary auto-linking filter will highlight any word in the course which is located in the Glossary.

Description	Example
Glossary	

#### How is it set up:

- 1 In a course, with the editing turned on, choose 'Glossary' from the activity chooser.
- 2 Give it a name and, if required, a description.
- 3 Expand the other sections to sections to define the settings you want, in particular:
  - 3.1 Entries - decide if you want to allow editing of entries, duplicate entries, unmoderated entries etc
  - 3.2 Appearance - decide how you want the Glossary to be displayed. This affects the browsing options for students.
- 4 Click Save and display
- 5 Optionally, click the Add a new entry button so students see at least one example. 'Concept' is the word or phrase you are defining, and 'Definition' is where you explain it.



(source: [https://docs.moodle.org/310/en/Glossary\\_activity](https://docs.moodle.org/310/en/Glossary_activity))

## 3.2 Assignment

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

### How to set up:

1. In a course, with the editing turned on, choose 'Assignment' from the activity chooser.
2. Give it a name and, in the description explain what the students must submit. You can upload a help or example document from the Additional files area.
3. Expand the other settings to select, for example, availability times, how you want them to submit and how you plan to give them feedback. (Comment inline allows you to annotate directly on their submitted work.)
4. If you want them to verify they are submitting their own work, or if you want to prevent them changing their submission once uploaded, explore the Submission settings. To have them submit in group, explore Group submission settings (ensuring your course has groups)
5. To use a rubric instead of a single grade scale, change the Grading method to Rubric and, once the assignment is saved, create or locate the rubric from the Advanced grading link in the Assignment administration block on the side.

(source: [https://docs.moodle.org/310/en/Assignment\\_activity](https://docs.moodle.org/310/en/Assignment_activity))

## 3.3 Question bank

This feature allows a teacher to create, preview, and edit questions in a database of question categories. The categories can be limited to being used on the site, course or quiz level. The questions in a category can be added to a Quiz or to a lesson activity via an export process. The teacher enters the question bank by creating or editing a quiz activity or via Course administration > Question bank.

(source: <https://docs.moodle.org/310/en/Questions>)

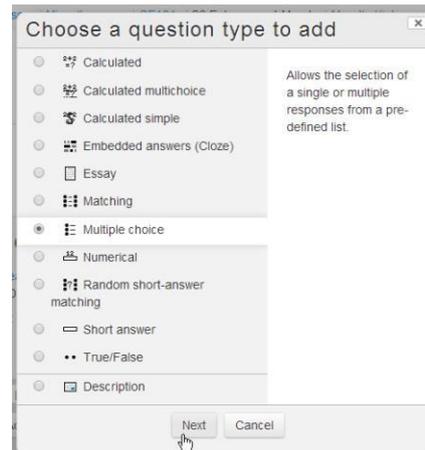
### o **Creating a new question**

1. To make a brand new question, click 'Add' and then '+ a new question'.



2. From the next screen, choose the question type you want to add and click "Next" ("When you click on a question type on the left, helpful information appears on the right.")

### Selecting a question type



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

4. Click "Save changes".

#### 3.3.1 Multiple choice

Moodle provides teachers with a lot of flexibility when creating this common question type. You can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers.

There are two types of multiple choice questions - single answer and multiple answer.

Multiple choice questions now offer the learner the option to clear all answers, once they have made a selection:



- **Single-answer questions**



These questions allow one and only one answer to be chosen by providing radio buttons next to the answers. You can specify negative or non-negative marks for each answer, usually zero marks for wrong answers, maximum marks for correct answers and partial marks for partially correct answers. A single-answer Multiple Choice question can result in a negative grade if its behaviour is set to Deferred feedback, but not other modes (Adaptive mode, Interactive with multiple tries, etc.)

- **Multiple-answer questions**

The teacher can select "multiple answers are allowed" in a Multiple Choice question type. "Multiple answers" questions types in a quiz allow one or more answers to be chosen by providing check boxes next to the answers. Each answer may carry a positive or negative grade, so that choosing ALL the options will not necessarily result in good grade. If the total grade is negative then the total grade for this question will be zero.

Feedback can be associated either with specific answers, or with the question as a whole.

How to set-up the question:

- 1 Select the question category
- 2 Give the question a descriptive name. You'll use the name to track your questions later so "Question 1" isn't a good idea. The name will be used in the question lists on the quiz editing page or in the lesson as a page title. It will not be shown to the students, so you can choose any name that makes sense to you and possibly other teachers.
- 3 Create the question text. If you're using the HTML Editor, you can format the question just like a word processing document.
- 4 Select an image to display if you want to add a picture to the question. The available images are those you have uploaded to the **main** Moodle files area (they cannot be in folders). For the student, the image appears immediately after the question text and before the answer options.
  - Alternatively, if you used the HTML editor to create the question text, you can click the image icon. This will pop up the Insert Image window. You can choose to upload an image into your files area from this window, or you can add the URL of an image on the web. If you add a file to your files area, click the name of the file after you upload it to insert the link into the URL text entry at the top of the screen. Then click OK.
- 5 Set the 'default question grade' (i.e. the maximum number of marks for this question).
- 6 Set the 'Penalty factor' (see Penalty factor below).



- 7 If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
- 8 Choose whether students can only select one answer or multiple answers
- 9 Choose whether to shuffle the answer options
- 10 Write your first answer in the Choice 1 text field. Inserting HTML into this area also makes it possible to add an image or a sound file.
- 11 Select a grade percentage for the answer. This is the percentage of the total points for the question that selecting this response is worth. You can select negative percentages as well as positive percentages. So, selecting a correct response in a multiple answer question may give you 50% of the possible points, while selecting a wrong answer may take away 10%. Note that in a multiple-answer question, the positive grades must add up to at least 100%.
  - Be aware that if you allow multiple answers and have more than a single correct choice, and do not use a negative grade percentage for wrong answers, the students can simply tick all choices and get the full grade.
- 12 If you wish, you can add feedback for each response. It may be a bit more work, but it's good practice to tell the students why each answer is right or wrong using the feedback area. If students know why an answer is right or wrong, they can analyse their own thinking and begin to understand why an answer is correct. Your feedback will only be displayed if you select Show Feedback in the quiz body options.
- 13 Fill in the rest of the response choices in the rest of the form. Any unused areas will be ignored.
- 14 Fill in the overall feedback fields if you wish.
- 15 Select the "Save Changes" button at the bottom of the screen.

- **Penalty factor**

The 'penalty factor' only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. If the penalty factor is more than 0, then the student will lose that proportion of the **maximum** grade upon each successive attempt. For example, if the default question grade is 10, and the penalty factor is 0.2, then each successive attempt after the first one will incur a penalty of  $0.2 \times 10 = 2$  points.

- **General feedback**

General feedback is some text that gets shown to the student after they have attempted the question. Unlike answer feedbacks, which depend on the question type and what response the student gave, the same general feedback text is shown to all students.



You can control when general feedback is shown to students using the "Review options" check-boxes on the quiz editing form.

You can use the general feedback to give students some background to what knowledge the question was testing. Or to give them a link to more information they can use if they did not understand the questions.

- **Combined feedback**

The option *Combined feedback* for correct/partially correct/incorrect responses is particularly useful for multiple-response questions, where it is difficult to control what feedback students see just using the answer-specific feedback.

So, when the student submits the question, they will see the answer-specific feedback next to the option(s) they selected, the combined feedback in a box below the options, and if applicable, the general feedback underneath everything else.

### 3.3.2 True/False

A student is given only two choices for an answer in this kind of question: True or False. The question content can include an image or html code.

When feedback is enabled, the appropriate feedback message is shown to the student after the answer. For example, if the correct answer is "False", but they answer "True" (getting it wrong) then the "True" feedback is shown.

#### How to set-up the question:

- 1 Select the question category
- 2 Give the question a descriptive name - this allows you to identify it in the question bank.
- 3 Enter a question in the 'question text' field. That can include an image to display if you want to add a picture to the question.
- 4 Set the 'default question grade' (i.e. the maximum number of marks for this question).
- 5 If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
- 6 Select the correct answer - true or false.
- 7 Finally, provide feedback for each of the answers 'true' and 'false'.
- 8 Click 'Save changes' to add the question to the category.

- **Penalty factor**

The 'penalty factor' only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within



the same attempt at the quiz. Then penalty factor for a True/False question is always 1. If the student does not get it right first time, they get no marks.

### 3.3.3 Matching

Matching questions have a content area and a list of names or statements which must be correctly matched against another list of names or statements.

#### How to set-up the question:

- 1 Select the question category.
- 2 Give the question a descriptive name - this allows you to identify it in the question bank.
- 3 Enter some instructions in the 'Question text' field to tell the students what they are matching.
- 4 Set the 'Default mark' (i.e. the maximum number of points for this question).
- 5 If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
- 6 Check the 'shuffle' box if you want the questions to be shuffled. Note: The Quiz display setting must also be set to shuffle within a question for this to work.
- 7 For the first matching item, enter the question and a matching answer.
- 8 Fill in *at least* two questions and three answers. Click 'Blanks for 3 more questions' to add more. You can enter as many as 10 items. You can provide extra wrong answers by giving an answer with a blank question.
- 9 Set the 'Penalty for each incorrect try'.
- 10 Click Save changes to add the question to the category.

#### ○ **Grading**

- Each sub-question is equally weighted to contribute towards the grade for the total question. For example, a student who correctly matches 3 of the 4 possible matches will receive 3/4 or 75% of the total possible score for that question.
- The 'penalty factor' only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. If the penalty factor is more than 0, then the student will lose that proportion of the **maximum** grade upon each successive attempt. For example, if the default question grade is 10, and the penalty factor is 0.2, then each successive attempt after the first one will incur a penalty of  $0.2 \times 10 = 2$  points.

#### ○ **Repeated entries**



It is possible to have repeated entries in one of the lists, but care should be taken to make the repeats identical. For example, "Identify the type of these creatures" with the lists "Ant, Cow, Dog, Sparrow" and "Insect, Mammal, Mammal, Bird".

#### ○ **Ordered questions**

In the Quiz module, it is possible for both the question list and the answer list to be shuffled. The answer list is always shuffled. The "shuffle within questions" must be "Yes" as a quiz setting under Display AND the shuffle question box must be checked on the individual question.

Consider the question "Match the letter with its position in the alphabet" with the question list "1, 2, 3, 4" and answer list "A, B, C, D". The answer list is always shuffled for each student in the pull-down list of the possible matches. However, only when both the quiz and individual question shuffles are turned on, will the question list be shuffled to something like "2,4,1,3".

#### ○ **Lesson Module matching questions**

Matching questions are also used in the Lesson Module. However, while they look similar to the student, they are different for the teacher. Quizzes don't have jumps.

- In the Lesson Module, all matches must be right for the question to be scored as correct.
- What is called the question list in a Quiz, does not shuffle in the Lesson Module. In the earlier example, A, B, C, D will always be in that order and 1,2,3,4 will always be shuffled in the Lesson Module.
- Lesson Module has an "answer" and a "matching answer" instead of a "question" and "answer".
- In Lesson Module there has to be matching pairs. It is not possible to have 4 items in one list to match with 1 of 5 items in another list. Both lists will be equal in their number.

### 3.3.4 Short answer

In a short answer question, the student types in a word or phrase in response to a question (that may include an image). Answers may or may not be case sensitive. The answer could be a word or a phrase, but it must match one of your acceptable answers exactly. It's a good idea to keep the required answer as short as possible to avoid missing a correct answer that's phrased differently.

How to set-up the question:

- 1 Select the question category



- 2 Give your question a descriptive name.
- 3 Create the question text. If you're using the HTML Editor, you can format the question just like a word processing document.
- 4 Select an image to display if you want to add a picture to the question.
- 5 Set the 'default question grade' (i.e. the maximum number of marks for this question).
- 6 Set the 'Penalty factor'.
- 7 If you wish, add general feedback. This is text that appears to the student after he/she has answered the question.
- 8 Choose whether the answers are case-sensitive. Case sensitivity can be tricky where capitalization is important.
- 9 Next, fill in the answers you will accept. You could give common misspellings partial credit with this option.
- 10 Add grade for each answer.
- 11 Create feedback for any and all answers. This will appear if the student enters that answer.
  - **Note:** It is good practice to add a single wild card \* for the last answer, so you can create a feedback response and a score for all other answers students might have.
- 12 Click Save Changes to add the question to the category.

- **Penalty factor**

The 'penalty factor' only applies when the question is used in a quiz using adaptive mode - i.e. where the student is allowed multiple attempts at a question even within the same attempt at the quiz. If the penalty factor is more than 0, then the student will lose that proportion of the **maximum** grade upon each successive attempt. For example, if the default question grade is 10, and the penalty factor is 0.2, then each successive attempt after the first one will incur a penalty of  $0.2 \times 10 = 2$  points.

### 3.3.5 Essay

The essay question type provides the option of answering by uploading one or more files and/or entering text online.

Essay questions are created in the same way as other quiz question types. The difference is that essay questions have to be marked manually, and the student will not get a final grade until the teacher has marked their essay.

- **Creating an essay question**



- If you haven't yet made a quiz, access the Question bank from *Course administration*>*Question bank* and click the button 'Create a new question', choosing 'Essay'.
  - If you have made a quiz, access the Edit quiz screen and from the *Add* drop down, choose 'Add a new question', choosing 'Essay'.
  - Give the question a descriptive name - this allows you to identify it in the Question bank.
  - Enter the question in the 'Question text' field. This will be the title of and information about the essay you wish them to write.
  - Set the 'default mark' and any 'General Feedback' if required. This is text that appears to the student once you have graded their essay.
- **Response options**
- 'Response format' allows you to choose what is available for the students when typing their essays, for example the regular WYSIWYG editor with or without the option to upload files, or a plain text editor (with no formatting.) *No online text* means they cannot type any text. You cannot select this if you don't allow attachments, as the students will have nothing to submit. If you have programming students, they may require *plain text with monospaced font* for their code. You should select 'HTML editor with file picker' if you wish to provide the audio and video recording buttons in the HTML editor.
  - 'Require text' allows you to decide whether or not students must add text into the text editor when they do the question. If you only want them to upload a word-processed file as an essay, then you can set this to 'Text input is optional'. *(Note that this setting does not force the student to type text into the text editor; they can still leave it blank and continue to another question.)*

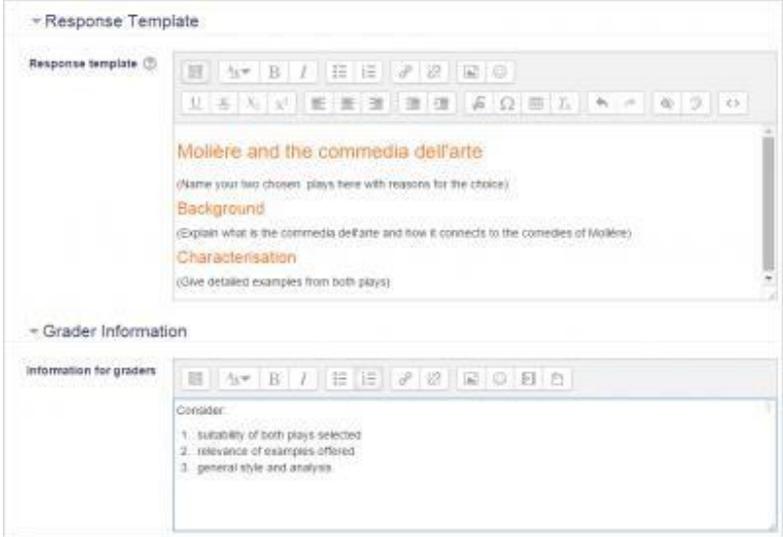
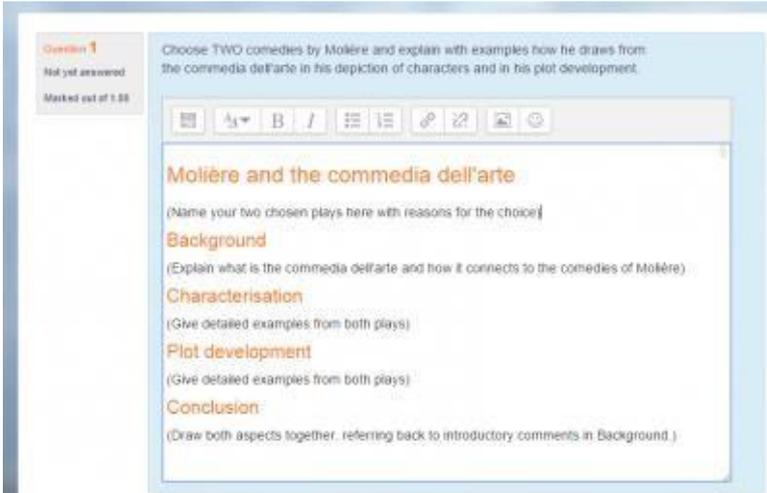
Require text	Require the student to enter text ▼
	Text input is optional

- 'Accepted file types' allows you to specify type(s) of file the students must upload.

○ **Response template**

It is possible for a teacher to create a template to scaffold the student's answer in order to give them extra support. The template is then reproduced in the text editor when the student starts to answer the question.



<p>Response template and grader info set up</p>	
<p>Student's view</p>	



Teacher's view	
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○ **Question grading**

The essay question will not be assigned a grade until it has been reviewed by a teacher and manually graded. Until that happens, the student's grade will be 0.

Description	Example
To grade essays answer in quizzes using the Boost theme, click on the quiz and then, from the gear menu, click 'Manual grading'. For other themes, click <i>Manual grading</i> from the <i>Quiz results</i> section of your quiz administration block.	

When manually grading an essay question, the grader is able to enter a custom comment in response to the essay and assign a score for the essay.

If necessary, the teacher can also upload a file such as an image (or even record audio/video) in the essay grading box.



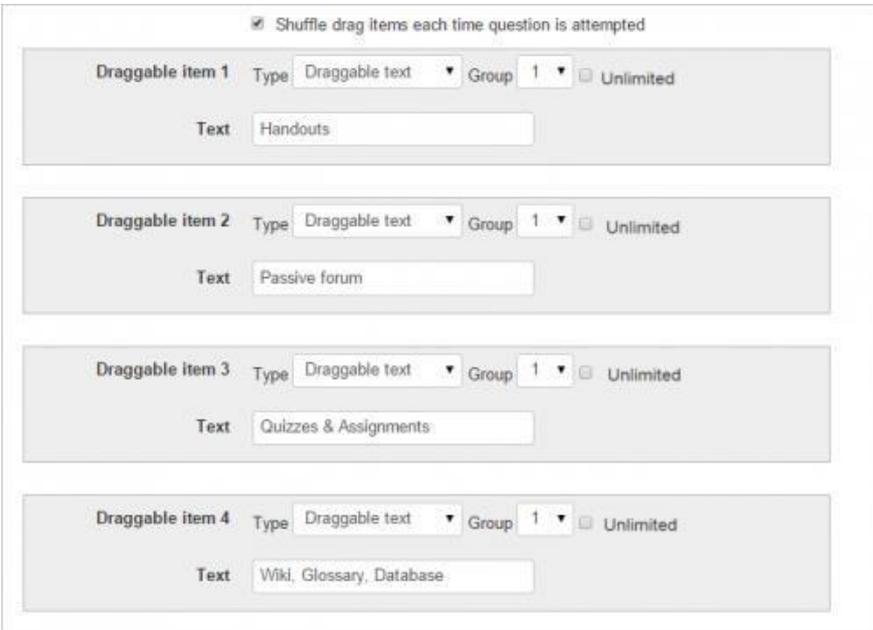
### 3.3.6 Drag and drop onto image

This question type allows students to drag words, images or both from a list and drop them into pre-defined gaps on a base image.

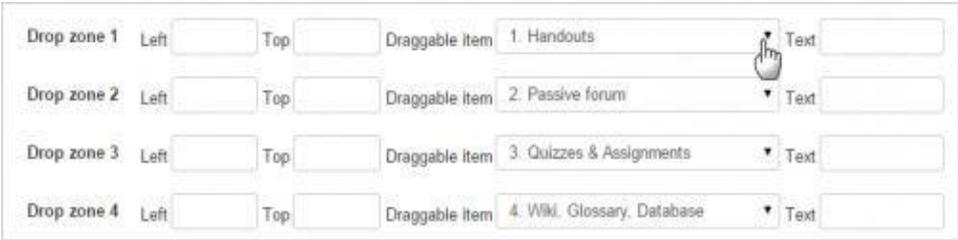
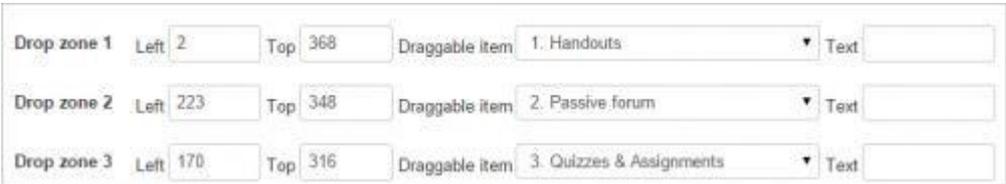
#### How to create a question:

1. Give the question a descriptive name to help you find it in the question bank. (Students won't see the name.)
2. Add the question to the text editor, using any formatting you wish.
3. In the **Preview** section, click the background image button to upload an image. Your image will then display under the file upload box.
4. In the **Draggable items** section, you can upload images if you leave the type as 'draggable image' or you can type in words if you change the type to 'draggable text'. You may have a mixture of images and text.
5. In the **Drop zones** section, you choose which items to go in which zone. Click the 'Refresh preview' button.

You can then position the items on the background image, and this will add their coordinates.

Description	Example
<p>In the <b>Preview</b> section, a basic image of steps is uploaded.</p> <p>In the <b>Draggable items</b> section, the 'type' is chosen as 'draggable text' and the text for each stage is added. (Groups and the Unlimited setting are not used in this example)</p>	



<p>In the <b>Drop zones</b> section, an item from the previously added options is chosen from the drop down:</p>	
<p>The text boxes are dragged to their correct positions on the image (steps on the staircase)</p>	
<p>This will then add the coordinates to the Dropzones section automatically:</p>	

### 3.3.7 Drag and drop into text

A drag and drop question type where missing words have to be dragged into gaps in a paragraph of text.



How to create the question:

1. Give the question a descriptive name to help you find it in the question bank. (Students won't see the name.)
2. Add the question to the text editor, using any formatting you wish.
3. Use double square brackets '[[n]]' with a number in place of the word you wish the students to find:

Drag the words from the list below into the correct spaces.

When something or someone is the subject of a sentence, it is in the [[1]] case.

When something or someone is the object of a sentence, it is the [[2]] case.

When we talk about ownership, we use the [[3]] case.

The indirect object is known as the [[4]] case.

4. Add the missing words or phrases in the correctly numbered boxes in the 'Choice' section. (You may add extra ones to make the question harder.) If you tick 'Shuffle' the display order will be shuffled:

Shuffle

Choice 1	Answer	playing	Group	1	Unlimited
Choice 2	Answer	his	Group	2	Unlimited
Choice 3	Answer	going	Group	1	Unlimited
Choice 4	Answer	her	Group	2	Unlimited
Choice 5	Answer	play	Group	1	Unlimited
Choice 6	Answer	their	Group	2	Unlimited
Choice 7	Answer	go	Group	1	Unlimited

The student's view is:



Complete the sentences by using the correct words from the list:

John likes  football with  friends.

Jane also enjoys  to matches with  friends and they often  out together with  families.

playing go play going

her their his

It is not possible to have drag boxes containing multiple lines. If you want to drag long sentences - don't. Give each a label and drag the label.

### 3.4 Quiz

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

#### What is the Quiz activity:

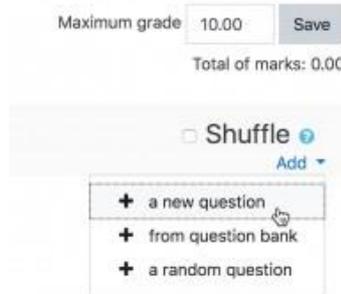
- The Quiz is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback.
- Questions are created and stored separately in a Question bank and can be reused in different quizzes.
- When creating a Quiz you can either make the questions first and add them to the Quiz, or add a Quiz activity (as below) and create the questions as you go along.

#### How is it set up

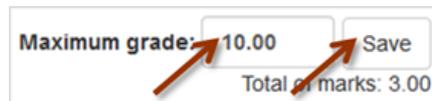
- 1 In a course, with the editing turned on, choose Quiz *from the activity chooser*.
- 2 Give it a name and, if required, a description.
- 3 Expand the other sections to select the settings you want. With the default settings, students can repeat the quiz, moving freely between questions, each on a different page. There is no time limit and scores and feedback display once they have completed the quiz.
- 4 To change any of these defaults, and for more information on configuring your quiz, see Quiz settings
- 5 Click Save and display.
- 6 Click Edit quiz.



- Click Add and then click '+ a new question' (If you already made questions in the question bank, then click '+ from question bank' or if you wish to add a question randomly picked from a category of questions, click '+ a random question'.)



- Choose the type of question you want to add and then click 'Add' at the bottom:
- Add your question.
- Click Save changes and repeat the steps for as many questions as you need.
- Click 'Save changes' when you have made your question.
- If you want, change the maximum grade for your quiz to reflect the number of questions.

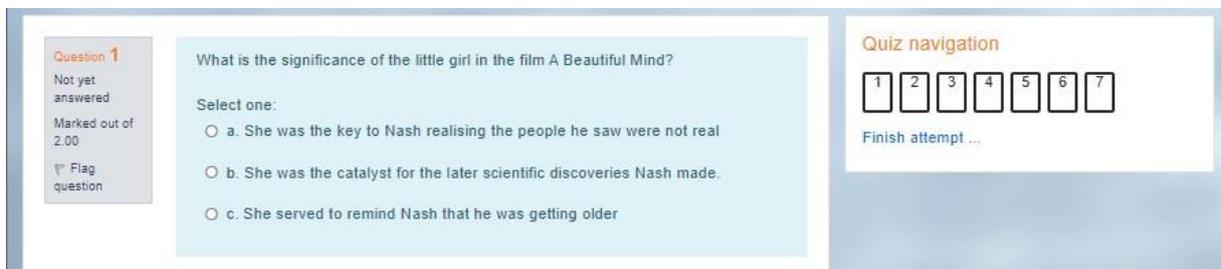


### How does it work

#### o Student view

Quizzes are visible on the page once you add them so if you don't want them to see it as you are creating questions, hide it until you are ready.

Depending on the settings, students may see questions all on one page or on separate pages. There will be a block linking to each question.



Students can flag questions to alert the teacher to possible queries.

Description	Example
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In order to finish the quiz and potentially see their scores (depending on the settings) students must click 'Submit all and finish' when they reach the Summary of attempt page.

#### Summary of attempt

Question	Status
1	Answer saved
2	Answer saved
3	Answer saved
4	Answer saved
5	Answer saved
6	Answer saved
7	Answer saved

Return to attempt

Submit all and finish

### o Teacher view

Teachers should preview the quiz to ensure it displays as desired for students:

The screenshot shows a Moodle quiz titled "Factual recall test". The quiz description is: "A quiz to check your factual recall of the three films studied. While we are focusing on in depth understanding you have thorough knowledge of events and characters involved." The grading method is set to "Highest grade". There is a "Preview quiz now" button. In the top right corner, there is a gear icon for settings, and a dropdown menu is open showing options: "Edit settings", "Group overrides", "User overrides", "Edit quiz", "Preview" (highlighted with an orange arrow), "Results", "Grades", "Responses", "Statistics", "Manual grading", "Locally assigned roles", "Permissions", and "Check permissions".

Grades can be viewed either by clicking the quiz and the link 'Attempts' when students have attempted the quiz, or from the Actions menu top right > Results (as in the above screenshot)

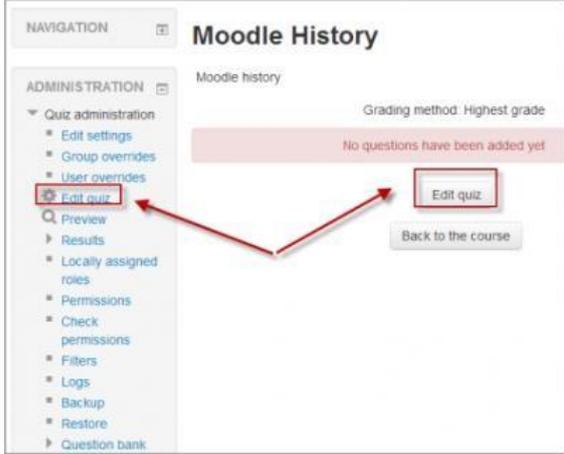
### o Building Quiz

#### How a Moodle quiz works

Once a quiz has been added to the course and the Quiz settings established, the teacher can start to build the quiz. The teacher can access the quiz to edit the questions by clicking directly on the Quiz name on the course home page or by clicking



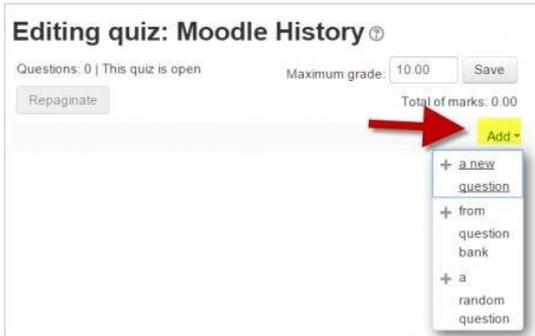
"Edit quiz" in *Administration > Quiz administration*. (You can also make questions in the Question bank without first creating a quiz. These questions may then be used later.)

Description	Example
<p>Accessing the quiz to add or edit questions</p>	

o **Adding questions**

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

- 1 Click the 'Add' link as in the screenshot below.
- 2 When it opens up, choose either to add a new question, to select a question from the question bank or to add a random question.

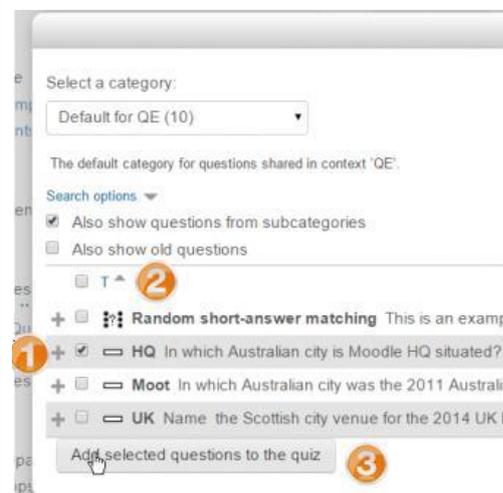
Description	Example
<p>Adding a question</p>	

o **Choosing a pre-made question**



- If other teachers in the course have made questions, or if a teacher made questions in an earlier quiz, these can be added to the current quiz by clicking 'Add' and '+ from question bank'.
- Click the + sign next to one question you want to add it (1 in screenshot below)
- If you have several questions, or you want to add all the questions, tick the box of each question or the top box (2 in screenshot below) and then click 'Add selected questions to the quiz' (3 in the screenshot below).
- To sort the questions, click the column headings. The default sort order (T) is short for question type. (2 in the screenshot below)
- To ensure all previously made questions are available, make sure to tick the boxes "also show questions from sub-categories/old questions".

Using a previously made question



#### o Adding a random question

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



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

○ **Quiz layout**

- You can choose in the Layout section of the quiz settings whether to have a new page for every question or after a certain number of questions.
- You can add a page break between questions by clicking the arrow icon (where the arrows are pointing away from each other) (1 in the screenshot below) A new page will be created. (2 in the screenshot below)

Description	Example
Previewing a single question	
Click to preview the whole quiz	
Quiz preview mode	

○ **Quiz administration**



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

- **General**

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

- **Timing**

**Note:** The user's time-zone - as set in the user profile - only affects how a particular time is displayed to that user. The actual timing for the quiz is not changed by that.

- **Open the quiz**

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

- **Close the quiz**

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

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

- **Time limit**

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



Navigation block showing quiz timer

- 1 A countdown timer is shown in the quiz navigation block.



- 2 When the timer has run out, the quiz is submitted automatically with whatever answers have been filled in so far.
- 3 If a student manages to cheat and goes over the allotted time, no marks are awarded for any answers entered after the time ran out.

When time expires..

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

There are three options as to what will happen when the time limit is up. Choose the one you need from the dropdown menu:

- 4 Open attempts are submitted automatically (This is the default)
- 5 There is a grace period when open attempts can be submitted, but no more questions answered
- 6 Attempts must be submitted before time expires, or they are not counted.

If you select "*There is a grace period...*" then you can check the box to enable the "Submission grace period" and specify a period of time during which learners may still submit the quiz after the time is up.

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

#### o **Attempts allowed**

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

Grade to pass

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

Grading method

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

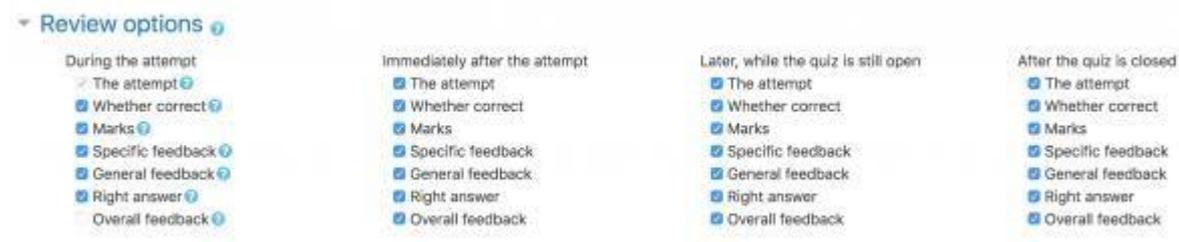
- Highest grade - the final grade is the highest (best) grade in any attempt
- Average grade - the final grade is the average (simple mean) grade of all attempts



- First grade - the final grade is the grade earned on the first attempt (other attempts are ignored)
- Last grade - the final grade is the grade earned on the most recent attempt only

### ○ Review options

(These settings are collapsed by default)



## 3.5 Forums and discussions to support learners

The Forum activity allows students and teachers to exchange ideas by posting comments as part of a 'thread'. Files such as images and media maybe included in forum posts. The teacher can choose to grade and/or rate forum posts and it is also possible to give students permission to rate each others' posts.

### How is it set up

1. In a course, with the editing turned on, choose 'Forum' from the activity chooser.
2. Give it a name and, if needed, a description.
3. Choose your Forum type, clicking the question mark (?) icon for descriptions of each type. If you're unsure, use the default Standard forum for general use.
4. Expand the other sections to define the settings you want.
5. Click Save and display and, optionally, add a post to get started.

(source: [https://docs.moodle.org/310/en/Forum\\_activity](https://docs.moodle.org/310/en/Forum_activity))

## 3.6 Workshop

Workshop is a powerful peer assessment activity. Students add submissions which are then distributed amongst their peers for assessment based on a grading scale specified by the teacher.



- Use to collect, assess & generate peer review of student work.
- Assess anonymously.
- Example reviews.
- Random or defined peer reviews.

- 4 stages to follow for setting it up.
- Students can be assessed on their contribution and on their review of others.

### How is it set up

- 1 In a course, with the editing turned on, choose 'Workshop' from the activity chooser.
- 2 Give it a name and, if needed, a description
- 3 Expand the other sections to select the settings you want. If you are not sure, leave everything as default. See Workshop settings for more detailed information.
- 4 Grading settings - students receive two grades, one for the work they submit and one for the quality of their peer assessments. The page Workshop grading strategies explains this more.
- 5 Submission settings is where you explain the task they must submit.
- 6 Assessment settings is where you give a brief outline of how they will assess the work of their peers.
- 7 Feedback will, if enabled, allow students to add text comments when they review each other's work.
- 8 Example submissions, if enabled, allows you to provide examples for students to practice with before they begin peer assessing. (Enabling this opens more options.)
- 9 Availability gives you the option to allow students to start peer assessing as soon as the submission deadline is over, rather than you are enabling this manually.
- 10 Click Save and display and explore the Workshop phases in the section Teacher view below, making sure you complete the Set up phase and switch to the Submission phase when you want your students to begin the activity.

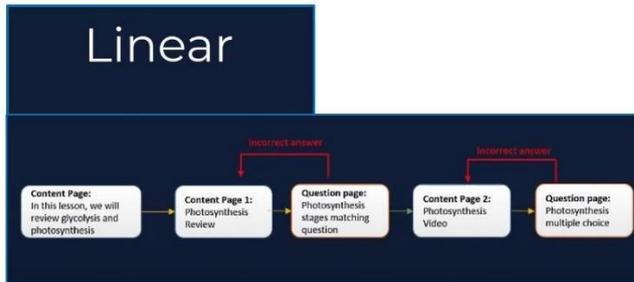
(source: [https://docs.moodle.org/310/en/Workshop\\_activity](https://docs.moodle.org/310/en/Workshop_activity))





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

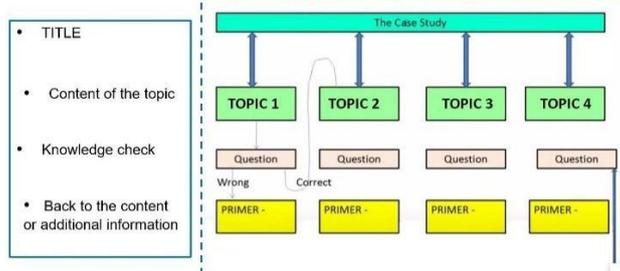
### Moodle Lesson types



### Moodle Lesson types



### Moodle Lesson example



### 3.8. Common settings for resources and activities

Description	Example
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<b>Add restrictions</b>	<b>Add restriction...</b>  <table><tr><td>Activity completion</td><td>Require students to complete (or not complete) another activity.</td></tr><tr><td>Date</td><td>Prevent access until (or from) a specified date and time.</td></tr><tr><td>Grade</td><td>Require students to achieve a specified grade.</td></tr><tr><td>Group</td><td>Allow only students who belong to a specified group, or all groups.</td></tr><tr><td>User profile</td><td>Control access based on fields within the student's profile.</td></tr><tr><td>Restriction set</td><td>Add a set of nested restrictions to apply complex logic.</td></tr></table> <p>Cancel</p>	Activity completion	Require students to complete (or not complete) another activity.	Date	Prevent access until (or from) a specified date and time.	Grade	Require students to achieve a specified grade.	Group	Allow only students who belong to a specified group, or all groups.	User profile	Control access based on fields within the student's profile.	Restriction set	Add a set of nested restrictions to apply complex logic.
Activity completion	Require students to complete (or not complete) another activity.												
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Group	Allow only students who belong to a specified group, or all groups.												
User profile	Control access based on fields within the student's profile.												
Restriction set	Add a set of nested restrictions to apply complex logic.												
<b>Activity completion</b>	<b>Activity completion</b>  Completion tracking ⓘ Show activity as complete when conditions are met ▾  Require view <input checked="" type="checkbox"/> Student must view this activity to complete it  Expect completed on ⓘ 10 ▾ February ▾ 2021 ▾ 12 ▾ 00 ▾ <input checked="" type="checkbox"/> Enable												



## 4. E-course conducting

Ask a colleague to review developed topic or course.

Send information about the enrolment to the course to your students: key for registration; deadline for registration etc.

Check all students are registered to the course.

Start online course with all students together at the same time. Include warm-up period with light-hearted exercises aimed to help student get to know one another, build group spirit.

Create opportunities for students to communicate with each other to share understanding of course content.

Monitor each student's progress, particularly those with weaker learning outcomes.

Try to respond to written questions in time, if applicable establish list of frequently asked questions (it will help you to avoid duplication of your answers).

Set clear course/lesson learning requirements, if needed give negative comments in private.



## 5. Conclusion

The purpose of the compiling the Training Material is to assist the user in developing learning material for online courses in virtual learning environment MOODLE. The digital world is constantly evolving and in order to use modern tools, relevant links have been added to the material.

The authors of the Training Materials hope that the produced handbook will be a useful assistant that will enhance the developing of new contemporary learning materials and the creation of a student-friendly learning environment.