# Moodle Basics for Faculty

8/23



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## I. Getting Started with Moodle

Moodle is an online instructional tool which offers a wide variety of teaching and learning opportunities. You can access Moodle from anywhere on either Macs or PCs, as well as on mobile devices.

#### **Browser Requirements**

Moodle works with all web browsers. For editing, however, we recommend Firefox (download free) or Chrome. Some features may be limited in Safari and Edge. If you have trouble with a specific task using one browser, switch to a different browser to see if that helps. Naturally, you will get best overall results with a high-speed Internet connection.

#### Logging into Moodle

You can access the SOU Moodle site by:

- Logging in through Inside SOU: Log in to Inside SOU and click on the Moodle link at the top of the page. You won't have to log in again.
- Logging in via your Okta dashboard: Log in to your Okta account and click on the Moodle tile.
- Going directly to the Moodle Site: Moodle's home is <a href="https://moodle.sou.edu">https://moodle.sou.edu</a>. Click on SOU Account Login to log in with your SOU ID number (940xxxxx) as your username and your regular SOU password. Note: If you are already logged in to your SOU email account or Inside SOU in the same browser, clicking on the SOU Account Login link will take you straight into Moodle.

## Logging Back into Moodle

You may encounter the log-in option shown here in Figure 1 if your session times out or if you click on a Moodle link in an email message. If so, scroll down and click on the **SOU Account Log In** button below the Raider Hawk.

## **Getting Help with Moodle**

The **Faculty** menu at the top of each Moodle page has links to information on adding users, copying a prior course, and making your course available to students. In addition, you'll find a link to a <u>Moodle How-Tos</u> page



Figure 1: Log Back into Moodle

providing links to numerous articles and user guides. Look for information about new features and other timely notices on your Moodle landing page.

Our Moodle team is small but mighty! See <u>these recommendations</u> for how to request assistance with Moodle that will help us help you most efficiently.

Instructions for students are available through the <u>Student Guide to Moodle</u> posted on the Moodle home page and student-related <u>Moodle How-Tos</u> are linked to the <u>Students</u> menu at the top of each page. We recommend that faculty review these resources.

#### **Editing Your Profile**

Profiles help to build a sense of community in your class. Your profile will be accessible in any course in which you are enrolled, so you need only customize it once and update it as needed. See this <u>guide to</u> <u>editing your profile</u> to customize your user account.

## **Test Teacher** $\bigcirc$ Message Welcome to my class! I've been teaching in Moodle since 2011. You can read all about my academic career at http://test.teacher.com.

Figure 2: Sample Profile
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## **II. Accessing Your Courses**

Moodle course shells are automatically created each term. Your courses remain hidden from students until you make them visible and available to them. Although you are not required to use these course shells, you are encouraged to do so, as many students expect to find their syllabus and view their grades in Moodle. To help you get started, the <u>Moodle Checklist for the New Quarter</u> offers suggestions for preparing your course(s) for the term.

## Viewing Your Moodle Courses: Orientation to Your Home Page

Figure 3 on the next page illustrates what you will see on your Moodle home (or "landing") page after logging in. **Note**: The links in the border at the top of the page are present on every page in Moodle.

#### Links in the Red Border

**Dashboard**—The Dashboard link provides quick access to recently opened courses and course elements. Note that recent courses only appear in this view if they are visible and available to students, while items appear regardless of whether the course is available to students. Starred courses are displayed regardless of availability, as well.

**My courses**—You can access all the courses in which you are enrolled through the My courses link.

**Students**—The drop-down menu for students includes links to Moodle resources, online learning, and student services.

**Faculty**—The faculty menu features links to articles for adding users, making your course available, and copying a prior course as well as links to extensive Moodle how-to articles and teaching guides.

## Page Content

**Block drawer**—The block drawer on the right side of the page contains links to useful resources. It can be expanded or collapsed on demand. (See Figure 4 on page 4.)

**Announcements and resources**—Banners are occasionally posted on the home page to announce special events. Additional information is posted in pages and book resources linked to the page.

**Search courses**—The easiest way to locate a course is by entering a CRN in the search field provided, but you can also search by the course name or number.

**My courses**—Your courses will be listed here on the course page. Courses are created as hidden and unavailable to students with their names displayed in black text. Hidden courses are listed beneath all courses that are available (listed as red links), so you may need to scroll down to the bottom of the page to see your course(s). Making a course available to students is covered later in this guide.

While you are building your course, you might find it useful to bookmark your course main page for easy access.

#### **Moodle Basics for Faculty**

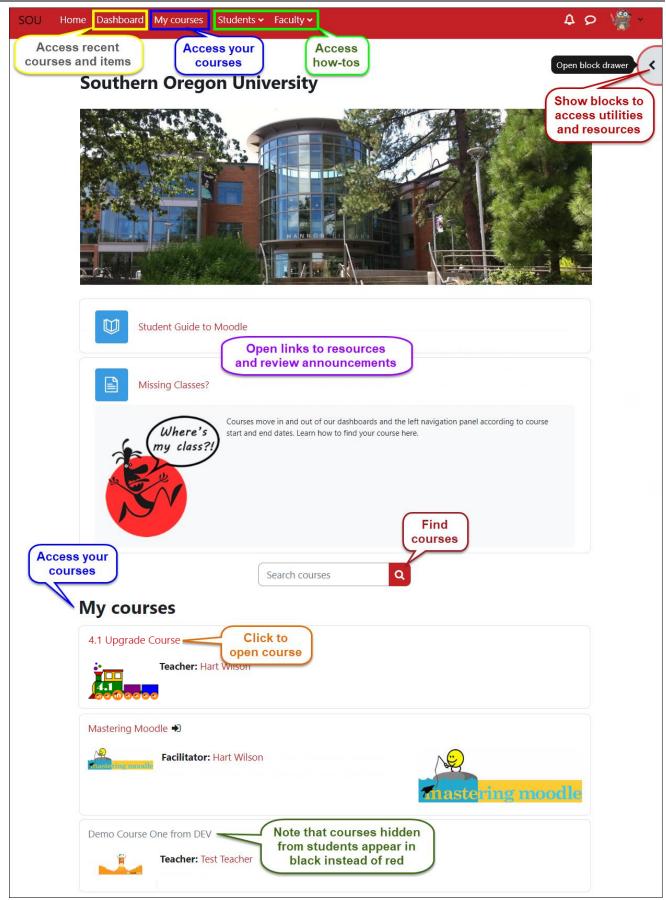


Figure 3: Moodle Home Page (Block Drawer Collapsed)

#### Home Page with Blocks Expanded

Figure 4 illustrates what the home page looks like when you expand the block drawer. Note that you can scroll down through the main section of the course page or through the blocks independently of each other.

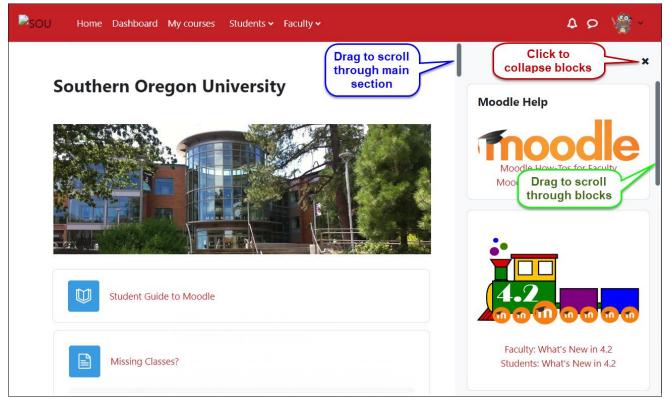
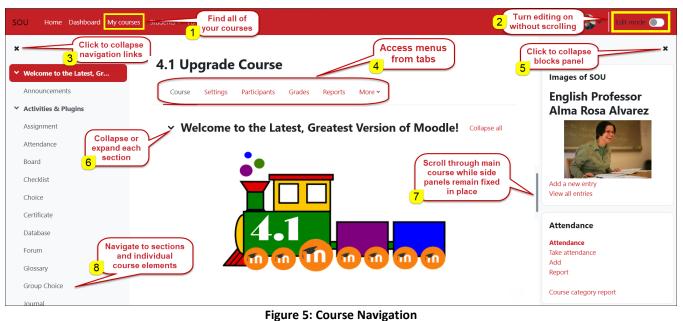


Figure 4: Home Page with Block Drawer Expanded

## **Navigating Your Course**

Click on the course name to open it. Figure 5 illustrates the main features of a course. Each element is described on the next page.

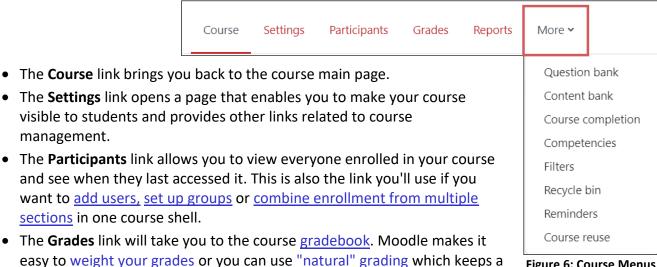


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- 1. Access your courses from the **My courses** link in the top border.
- 2. Click on the **Edit mode** button in the top right corner to turn editing on and off.
- 3. Close the course index panel on the left by clicking on the X. Click on the Course index icon in the same location to display the links again.
- 4. Access key menus for managing your course from a series of tabs across the top of the page. The tabs available on any page are contextual, offering options related to the type of course element that you are creating or managing.
- 5. Expand and collapse the column of blocks on the right side of your course, as we saw on the main course page. You can add a variety of blocks to your course to support teaching and learning activities.
- 6. Expand or collapse each section to enhance navigation by clicking on the toggle icon associated with the section title.
- 7. Scroll down through either the center section or the blocks independently while the other section remains fixed in place, as noted above.
- 8. Click on any link in the left navigation panel—the "course index"—to open any individual course element. Like section headings on the main course page, sections can be collapsed in the index to make navigation easier.

## **Accessing Course Utilities**

The tabs across the top of your course provide access to key course utilities. As mentioned above, the tabs that are displayed on any given page are specific and contextual for the course, resource or activity that you are creating or managing. When you are on your main course page, the tabs you'll see are shown here in Figure 6:



**Figure 6: Course Menus** 

only their own grades. The Reports link offers additional links to a Dates tool for updating due dates, activity Logs for all users, an Activity completion report illustrating who has completed which course elements, and a *Roster* displaying student profile images that can help you learn your students' names.

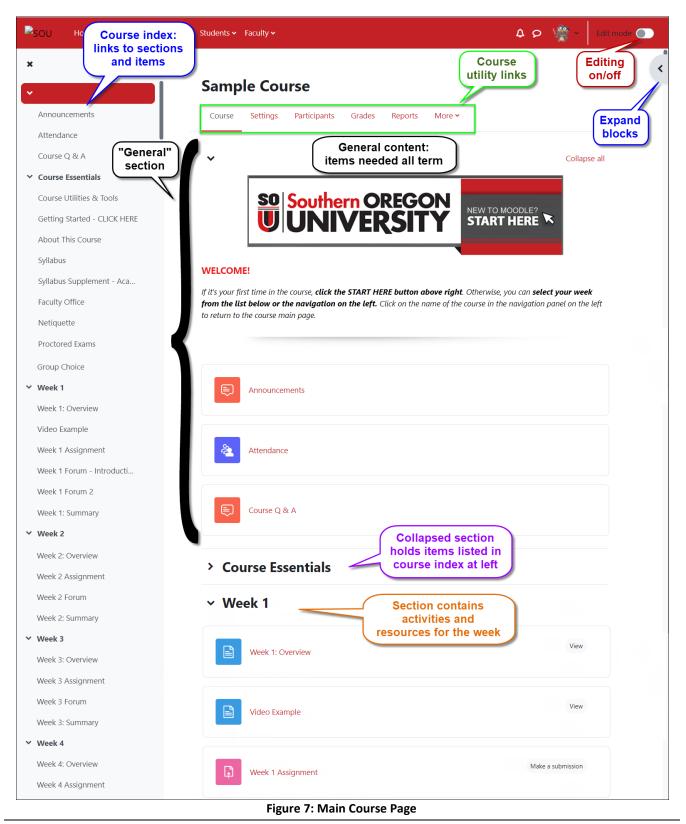
running total of the points earned versus the total possible. Students see

• The More link leads to a drop-down menu that includes links to the course test bank and other course utilities. If you are just getting started in Moodle, the links that will be of most interest to you are likely to be the <u>Question bank</u>, <u>Course completion</u>, <u>Recycle bin</u> and <u>Course reuse</u>.

## **III. Setting Up Your Moodle Course**

You can easily customize your Moodle courses to suit your course content and teaching style.

#### **Course Layout**



#### **Moodle Basics for Faculty**

As shown in Figure 7 above, the layout of your course includes a course index with links to activities and resources on the left and a central section where the activities and resources reside. As we saw on the main course page, the blocks drawer on the right can be expanded and collapsed as needed.

#### The Moodle Course Shell

Course shells feature the "Weekly" format and are outfitted with a set of standard blocks (Figure 8). You can adjust your section headings for topics (see below) and you can <u>add blocks</u> to the drawer on the right. The area at the top is the **General** area. We recommend using this area for materials that students might refer to throughout the term, like the syllabus.

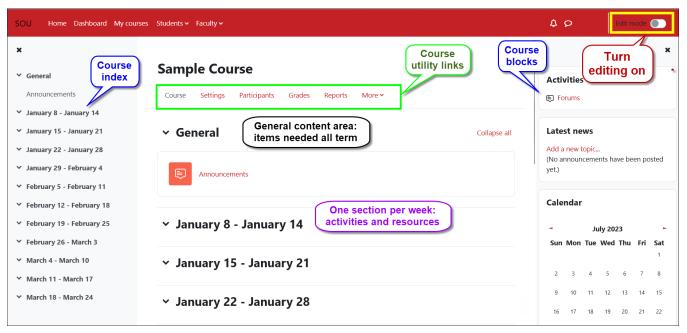


Figure 8: Empty Course Shell

#### **The General Section**

As shown above in Figure 8, the General section in a course shell contains an **Announcements** link where you can <u>post news and reminders</u>. (See <u>Post a Welcome Announcement</u> in the next section to learn more about Announcements.) You can add a course banner and text in the section summary area above Announcements, as shown in Figure 7 above.

#### **Course Sections**

Moodle makes it easy to set up a course so that all the resources needed by learners for a particular week or topic are contained in one section. Rather than simply batch similar kinds of materials together, we generally recommend using a weekly organizational strategy as you build your course. In some cases, the <u>topics format</u> might be appropriate:

- Your course delivery is organized by chapters, units, or topics rather than by weeks.
- You want to display your class sections in reverse chronological order and make them visible sequentially as the term progresses to keep the current week at the top of the screen.
- You only plan to post your syllabus and other course documents. In this case, you might choose to use a few sections for different kinds of content (Resources, Web Links, etc.).

Figure 9 at right shows course section content including a variety of *resources* and *activities*.

Resources are materials that you provide for your students—typically files and websites, while activities are interactive links assignment drop boxes, discussion forums, quizzes, surveys, etc. Note that corresponding icons are color coded according to type: blue for content, pink for assessment, and red for communication.

Collaboration opportunities (chat, choice [polling], and questionnaire) feature green icons.

#### Read more about course

formats, including instructions for customizing section titles and options for reducing the amount of scrolling needed to navigate your course.

## **IV. Building and Editing Your Course**

This chapter explains how to edit the **General** area at the top of your course main page and perform basic editing functions within your course.

## **Turn Editing On**

To add course content, click on the **Edit mode** button in the top red border of the course page.

Figure 10 shows a course shell with editing turned on. Each section features a link

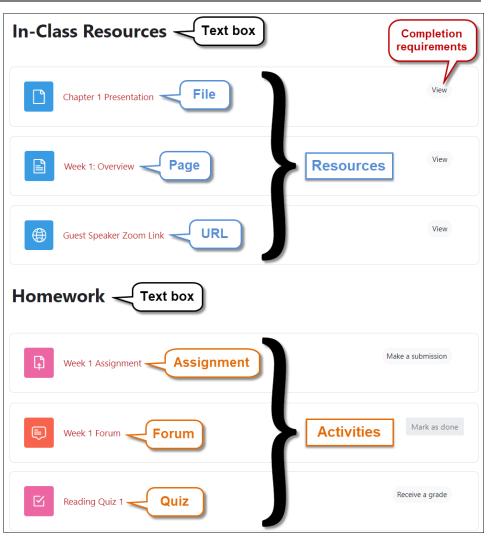
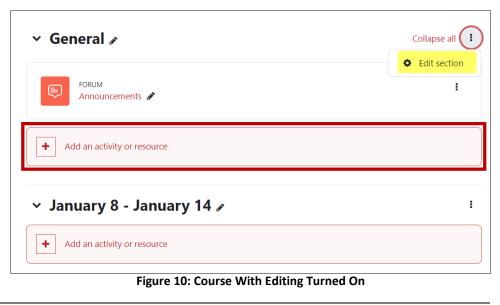


Figure 9: Resources and Activities in a Section



to the **Add an activity or resource** menu (an easy way to be sure you have editing turned on). This illustration highlights the **Edit** icon used to access the general summary area. Read on to find out how to add content in this section.

#### **Prepare Your Course Entryway**

The *General* area at the top of your course main page is like a foyer—it's where you welcome learners to your course. Use this area to orient them by providing a course title or banner, posting the syllabus, and drafting an announcement. Consider adding a "page" (as described on page 10) with instructions to help learners find what they need to get started in your course. **Note**: We recommend limiting content in this section to minimize the amount of scrolling required to access materials below. This area is best for posting your syllabus, course schedule, and other key information needed throughout the term.

#### **Insert a Course Title**

To add a course title:

- 1. Open the **General** section by clicking the "snowman buttons" shown in Figure 10 above, then clicking on **Edit section**.
- 2. Check the **Custom** title option in the **Section name** area to replace *General* with a different title (Figure 11). To eliminate the section title entirely, press the space bar.
- 3. Enter the course title in the textbox. Add any other text here that you wish to have permanently displayed on the course main page (such as a brief welcome message).
- 4. Select the course title and designate it **H2** (heading 2) from the pop-up script.
- 5. Click on **Save changes**. Repeat step one to re-open the textbox and edit your content.

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#### Figure 11: General Section Textbox

#### Add an Image or Course Banner

If you wish to add an image to the General area, we recommend that it be no larger than 1000 pixels wide and 200-300 pixels high. It also should be small in terms of file size—under 500K is preferable, over 1MB never advised. Otherwise, students will need to do a lot of scrolling to see the course contents displayed below or may have to wait for the image to download each time they open the course. See these instructions for inserting images in a Moodle textbox.

#### Post a Welcome Announcement

The Announcements feature (Figure 12) allows you to send general news and announcements to your class. Learners receive copies of announcements via their SOU email-even if the course has not yet been made available to them.



Figure 12: Announcements

These instructions for posting an announcement explain how to create an announcement and describe options for posting a welcome message in your course.

#### **Important to Know**

- Although Moodle considers this feature a "forum," it is not a true discussion forum—only the instructor can post messages to it and students may not reply in it. Do not attempt to use Announcements as a discussion forum, as students **will not** be able to post replies.
- By default, all course users are "subscribed" to this forum: everyone will receive an email message whenever you post an announcement. There is a 15-minute delay on sending announcements to allow you to correct any errors in a post, so your own copy of an announcement will not immediately appear in your email in-box.
- A copy of each announcement is displayed in the Latest News block in the block drawer on the right side of your course.

#### Post a File



Sharing files with students is one of the primary uses of Moodle. Any type of file can be posted in Moodle—the trick is being certain that your students will have the correct software to open and use the file. PDF files are a good option, but they need to be accessible to mobile and adaptive devices. We are a Microsoft campus, so there is an expectation that learners will be able to access and manipulate MS Office applications. Instructions for accessing Office 360 are posted in the Student Guide to Moodle.

You cannot edit a file that has been posted to Moodle while it is posted. Update the file on your computer, then remove the original file and upload the revised version.

These instructions describe two ways to post a file in your course, using the drag and drop method or the "file picker." Note: If you use the file picker method, be aware that only one file should be uploaded to the link.

#### Create a Page Resource



You probably already have your syllabus, course schedule, etc., in Word format. However, you might prefer posting your syllabus in a page resource instead of uploading it as a file. Posting a page offers these advantages over posting Word documents or other files:

- Page resources are formatted in mobile-friendly HTML, making it possible for all users to easily open, view, and print information without needing any special software. To read a Word file or PDF, for instance, users need to have access to the appropriate version of Microsoft Office or Adobe Reader.
- A page is much easier to update than a linked file. You simply click on the edit icon associated with the page to make your revisions. After saving, the updated content is immediately available. A Word document, on the other hand, needs to be saved to your computer, revised, and then uploaded again to Moodle before your revisions are visible.

See these instructions for how to compose a page resource.

#### **Post an External Link**



Web links are one of the easiest resources to add to your course. For accessibility purposes, any links that we add to our course pages should use "descriptive" text as the link title, not the URL itself. Instead of using the link for the URL name (<u>https://sou.zoom.us/j/81383394472</u>, for

instance), the name should describe the destination—such as "Join our Zoom session" for the example provided. (A screen reading assistive device reads each character in a URL individually—imagine how long that could take!)

These instructions describe how to add a URL (web link).

#### Add a Textbox



A Textbox allows you to post information directly on your course main page. Textboxes are useful as signposts in your course, serving as headings for different kinds of materials in a section. They can also contain a variety of content such as:

- Overview of the week's activities and assignments
- YouTube videos
- Special notices about course resources or activities

These instructions describe how to add a textbox.

## **V. Adding Course Content**

The methods used to populate the General section can also be used to add content throughout your course. If necessary, review the previous sections on how to turn editing on, post files, create a page resource, and insert a textbox.

## **Enter Text in a Section**

In addition to the General area at the top of the course page, each section features its own summary area that can be used to provide an overview of its content. Your summary might include an introduction to the readings, assignments, and special course events taking place that week. You can type information directly into the summary textbox or copy and paste from a Word document or other resource. (Note: Copying directly from a Word document can cause problems—see <u>Repair Problems</u> with Plain Text to find out how to avoid them by generating plain text.)

Super Tip: If you have trouble pasting text into any Moodle textbox, try the keyboard shortcut [Ctrl]+[V] or [Command]+[V].

To edit the section summary area:

- 1. With editing turned on, click on the "snowman buttons" edit icon in the upper right corner of the section to display a menu of control options for the section, then click on Edit week (Figure 13).
- 2. In the **Summary** textbox, you can customize the Section name (currently January 8 – January 14 in this example) by checking the box labeled Custom and entering your own title for the section— "Week 1," "Course Overview," etc. In the textbox below, you can enter a short to-do list or overview of the materials learners will find in the section. We recommend that you limit the amount of text in summary areas to reduce scrolling. Consider adding a page resource to describe the week's assignments or next steps rather than

~ January	8 - January 14 🖌		
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Figure 13: Summary Area Editing

filling the summary box with lots of text.

3. Format your text using the HTML toolbar icons, then click on **Save changes**. Learn more about editing text in Moodle.

## Add, Rearrange, Hide, and Delete Sections

- To add a section, scroll to the bottom of the main course page and click on Add week (or topic, depending on course format).
- Move a section using the edit menu by clicking on Move and indicating where you want it to appear in the list presented. You can also rearrange sections from the course index on the left side of the course by hovering your mouse to the right of the section title and using the move icon that appears to drag and drop the section into its new position (Figure 14). If you are using the Weekly format (without customized section titles), the section titles will automatically be renamed to reflect their new locations.



- Some instructors choose to release their course content over time; Figure 14: Move Section hiding future weeks is an easy way to manage that process (Figure 13). Note: Individual items may remain hidden after you unhide a section—be sure to check items after making the section visible.
- When you **delete** a section, all the content in it will be deleted. Section deletions require confirmation of your intent, so be sure you really mean to delete everything in the section!

#### Add Resources

**Resources** include Word documents, PDF files, external websites, web pages composed directly in Moodle, and other items that you provide for your students. Contact the CATL for more information about using any of these features, especially the advanced features in the shaded cells.

Icon	Resource	Description
	Book	A <u>book</u> is a series of web pages. Books organize content that belongs together but is too long to fit on one web page. Besides text, books can include images and links to files, websites, and videos. Learn about <u>embedding content</u> .
	File	This option allows you to post a document or other file (see page 10). You can <u>post</u> <u>any kind of file</u> —but learners need to have the corresponding software on their computers. <b>Note</b> : Only one file can be added to a file link. Avoid uploading large files—not all users have high speed connections.
	Folder	To make multiple files available to your learners, upload a batch of files in a compressed (.zip) file and unzip them in a <u>folder</u> . This is the easiest way to make files available since you don't have to create a separate link to each file.
	Group Members	Working in groups is easy to do in Moodle. The Group Members resource displays the membership in each group.
品	IMS	An IMS content package is a course package developed by a publisher to accompany a text. Contact the CATL for assistance in installing an IMS package.
E	Lightbox Gallery	Lightbox galleries allow you to share images with your students. You can tag entries with key words for quick sorting.
	Page	A <u>page</u> allows you to enter text, apply formatting, insert images, and embed links to files, videos, and web sites (see page 10). Pages are easy for students to open and for you to update.
	Poster	Poster offers an alternative to having course blocks appear in the block drawer on the right side of your course. Contact the CATL for assistance in setting up a poster.
Ĩ	Textbox	A textbox allows you to display content directly on the course main page (see page 11). Textboxes can serve as signposts, providing structure in your course.
	URL	Links to web pages are easy to create (see page 11). If you have several related links, consider <u>embedding them in a web page</u> .

#### To Add a Resource:

- 1. With editing turned on, click on the **Add an activity or resource...** link to open the menu.
- 2. Locate the desired resource type and click on the resource icon.
- 3. Enter a Name for the resource.
- 4. Add a brief summary in the **Description** box. Check the box below if you would like to have the description displayed beneath the link for the resource on your course page.
- 5. Set other options as desired (see *Standard Options* below)—in most cases, the defaults will work just fine without being adjusted.
- 6. Scroll down and click on **Save and return to course** to continue working on the course, or if desired, click on **Save and display** to view the resource you just created. If you notice anything that you'd like to revise, click on the **Edit** link associated with the resource.

## **Add Activities**

**Activities** include assignments, discussions, quizzes, and other items where learners create and provide some type of content for you or other class members. Activities are often evaluated or graded; gradable activities (assignments, forums, etc.) are automatically entered in the gradebook as you create them. To create the advanced activities highlighted with a gray background below, contact the CATL for assistance.

lcon	Activity	Description
<b>F</b>	Assignment	Assignment links allow you to distribute homework instructions, collect digital submissions, and provide grades, feedback and/or annotated files to learners. <u>Turnitin</u> provides originality reports to help reduce plagiarism.
2	Attendance	The <u>attendance</u> feature helps you track attendance or participation in your class. Default settings include Present, Late, Excused and Absent, but can be customized easily. Students can even report their own status if desired.
묩	Board	When you add a <u>Board</u> activity, learners can share text, images, web links, and YouTube videos. Groups can use a board to brainstorm or collect resources.
	Checklist	<u>Checklists</u> use activity completion settings to let learners know what they've accomplished and what remains to be done.
<b>S</b>	Choice	<u>Choice</u> is a polling feature that can be used to capture learner preferences. To ask more than one question, use the questionnaire tool.
	Database	A database is a versatile tool that provides a structure for learners to share information. It can be used to facilitate complex discussions.
	Forum	A <u>forum</u> is a tool for class discussion. Forums are commonly used to support group work. Use the pull-down menu under the forum description to choose one of Moodle's five types of forums.
	Glossary	Glossaries are versatile tools: besides definitions, they can be used to share favorite quotes, mini bios or interesting facts. Learners can add to them and rate each other's contributions. Add a <u>Random Glossary Entry</u> block to maximum the benefits.
	Group Choice	With <u>Group Choice</u> , learners can select a group to join and enroll themselves in it automatically.
Нэр	Interactive Content	Visit <u>H5P</u> to learn about many kinds of interactive teaching tools that you can add to your course: flashcards, quiz questions overlaid on video, etc. With this link, you can create H5P materials directly in Moodle.
ľ	Journal	Learners can use a journal link to record their reflections over time and you can provide feedback along the way. Note that only one final grade can be assigned to a journal link.
ື່ຜູ	Lesson	Lessons are like books with quizzes embedded in the pages. Create branching lessons and quiz students as they progress. Contact the CATL for assistance in creating lessons.
:::::::::::::::::::::::::::::::::::::::	Questionnaire	Survey learners with a <u>questionnaire</u> activity. Create your own or use a template. Points can be automatically assigned for submissions.
	Quiz	<u>Quizzes</u> enable you to ask different types of questions to assess learning. Moodle scores most questions and records quiz results in the course gradebook for you. You can easily <u>extend access to a learner who needs extra time</u> .
31	Scheduler	A <u>Scheduler</u> activity allows you to establish time slots for your students to meet with you—office hours, oral exams, even class presentations can be scheduled using this tool.

<b>B</b>	Student Folder	If you want your learners to share their work with each other to download and save, a <u>student folder</u> is just the ticket!
*	Wiki	Wikis are used for blog-like writing projects created by individuals or groups of students. For help setting up a wiki, contact the CATL.
Bet	Workshop	Workshops are designed to facilitate peer review. This tool is elegant, but a bit complicated to manage. Contact the CATL for assistance.

The general steps for adding an activity are as follows:

- 1. With editing turned on in your course, click on the Add an activity or resource link.
- 2. Select the desired activity type and click on Add (or double-click on the activity).
- 3. Enter a Name for the activity.
- 4. Enter all required information and set other options as desired. (See related guides posted in the <u>Moodle How-Tos</u> for detailed instructions.)
- 5. Scroll down and click on **Save and return to course** to continue working in your course or click on **Save and display** to review the activity you just created. To revise something during this review, click on the **Edit settings** link in the admin gear in the upper right corner to modify the activity. You can also use the **Edit** link associated with the item to revise it from the course main page.

**Reminders**: Moodle has four methods for helping students keep track of work assigned and due dates:

- 1. Items with due dates are added to users' calendars and will show up in the **Upcoming Events** block in the right column.
- 2. For students who opt in, a "<u>reminder</u>" app sends email notices to students when due dates are pending and will follow up with email if work is overdue.
- 3. A <u>checklist activity</u> tracks items in a section that have been completed.
- 4. Activity completion settings can require learners to submit work or view materials in order to have the item checked off on their course page. See the next section for details.

**Pro Tip**: When you open the **Add an activity or resource** menu, click on the star beneath the icon of each element you are likely to add to your course (assignment, forum, page, textbox, URL, etc.) to add a "Starred" tab for quick and easy access (Figure 15).

Add an activity	or resource				×
Search					
Starred All	Activities Re	sources Recom	nmended		
<b>F</b>				Ţ	
Assignment	Forum	Page	Quiz	Textbox	URL
<b>★</b> 0	<b>*</b> 0	<b>†</b> 0	<b>†</b> 0	<b>*</b> 0	<b>†</b> 0

**Figure 15: Starred Activities and Resources** 

## **Standard Options**

Additional options for most activities and resources are described below (Figure 16). Although you may safely ignore these options in most cases, we strongly recommend setting activity completion conditions to help learners track their progress (and to help you easily observe engagement in the course).

#### **Moodle Basics for Faculty**

- Appearance options relate to how the link is displayed on the page. Options will vary depending on the kind of item you are posting.
- **Common module settings** include availability (show or hide item) and group settings.
- <u>Restrict access</u> allows you to make an item available based on specific conditions (an advanced feature). We strongly recommend **not** using this feature until you can discuss it with CATL staff, as it can lead to unexpected results and some confusion.
- Activity completion provides a means for learners to indicate that they have viewed or completed an item (Figure 17). By default, some items are set for "manual" completion, allowing learners to "mark as done." Others have specific conditions set for learners to meet (e.g., submitting an assignment or quiz, viewing a resource, etc.) in order to have Moodle mark it as completed. See these instructions for <u>applying</u> <u>completion settings to multiple</u> <u>items</u>.
- <u>Tags</u> and **Competencies** are advanced features.

Appearance Options vary
Common module settings Availability, groups
Restrict access Who sees it & when
Activity completion Conditional check box
Tags Advanced feature
Competencies Advanced feature
Save and return to course Save and display
Figure 1C: Standard Options

Figure 16: Standard Options

Chapter 1 Presentation	To do: View
Video Example	✓ Done: View
Reading Quiz 1	To do: Receive a grade
Week 1 Assignment	To do: Make a submission
Week 1 Forum - Introductions	Mark as done

#### Figure 17: Completion Settings (Student View)

#### **Edit Items**

Once you have created an item in your course, you'll have some tools for revising it on the course main page. Some are always visible (described below in order as they appear from left to right across your course page), while others are tucked into a menu in the **Edit** link.

	Main Page Icons		
lcon	Name	Description	
	Edit title	Allows you to revise the name of a course section, resource or activity. Press <b>Enter</b> to record your changes.	

÷	Move	Lets you drag an item or section to a new location. A white version of the icon will appear as your mouse passes over an item on your course page. Drag the item and release your mouse to drop the item where you want it to reside. If you have trouble dragging an item to a specific location, try dragging an adjacent item in the opposite direction to arrive at the desired arrangement. There's also a move icon attached to each item in the course index on the left that you can use to rearrange items (see Figure 14).	
$\mathbf{O}$	File conversion	Accompanies all files posted in your course and allows learners to convert them to other, more accessible types. Learn more about file conversion in Moodle.	
:	Edit	Opens the editing menu.	
Edit Link Icons			
\$	Edit settings	Lets you update the settings for an item. Options will vary, depending on the kind of resource or activity you have created.	
<b>+</b>	Move	Using this move option opens a list of all the items in the course and allows you to select where you would like the item to be moved.	
+ ©©	Show/ Hide	Makes the item or section visible or invisible to students. An open eye indicates that the item is visible, while a closed eye indicates that it is hidden. Clicking on this link toggles between showing and hiding the item.	
42	Duplicate	Copies an existing item. This is one of the most useful features that Moodle offers for building your course.	
0	Assign Roles	Makes it possible to extend permissions to users that they normally don't have. This feature is rarely used (but handy when you need it!).	
Û	Delete	Removes the item from the course. Moodle is very forgiving and, in most cases, will ask you to confirm the deletions you make. <sup>(C)</sup> If you do delete something by mistake, look for the <b>Recycle bin</b> link in the drop-down menu on the <b>More</b> tab at the top of the page.	
0	Highlight (section)	Highlights a section by adding a vertical red bar on the left side. (This is not an option in courses using the Weekly format, as the current section is automatically highlighted.)	

## **VII. Using Course Blocks**

Links in the block drawer connect users to course utilities and tools. The blocks below are set up in courses by default.

## **Activities Block**

The **Activities** block (Figure 18) provides links to activities and resources as they are created in your course. All activity and resource types will be displayed for you due to your teacher role, but students only see items in this block when they are visible to them; hidden items do **not** show up on these lists for students.

The "Resources" link in the **Activities** block displays a list of all the resources posted in the course—files, books, pages, web links, etc.— along with their descriptions. This list provides quick access to any resource regardless of where it is posted in the course.

#### Activities

- Assignments
- Attendances
- Forums
- Questionnaires
- 🖸 Quizzes
- Resources

**Figure 18: Activities Block** 

Each activity that you create will generate a corresponding link in the **Activities** block. Items are posted by type—quizzes, assignments, forums, etc. Opening the link for Quizzes, for instance, displays a list of quizzes you've posted and their closing dates, if applicable.

**Tip**: Reviewing these assignment and quiz links lets you check that due dates have been set/updated for each item. The forums link also provides a quick way to view and change forum subscriptions.

## Quickmail

Quickmail enables you and your learners to send email to any or all class participants. Quickmail messages are sent to recipients' SOU email.

Click on "Compose Course Message" to send a message (Figure 19). You can draft messages to all users in the course, to groups, or to select users. Messages are sent as blind copies (bcc's), so you can send a message to multiple users without their being aware of who else received it.

By default, a copy of the message will be sent to you. The "History" link will display all messages that you send for your later reference.

See this article on <u>using the Quickmail block</u> for additional tips. For extra flair, check out how you can <u>personalize messages</u> with Quickmail.

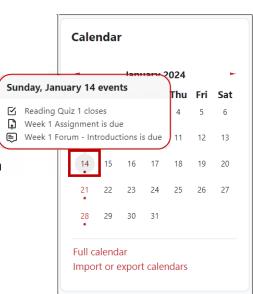
#### Calendar

Besides highlighting today's date, Moodle's calendar indicates due dates for assignments and quizzes as you add them to your course (Figure 20). The calendar also creates links to these activities automatically.

Calendar items from all courses are aggregated to the upcoming events block displayed on the student's dashboard, making this a great planning tool. The calendar is also available from the user menu in the upper right corner of the page. See this article to learn how to <u>add a calendar item manually</u>.

## **Accessibility + Review**

This accessibility checking tool (Figure 21) is designed to help us identify and correct barriers to accessibility for our students. This <u>getting started guide</u> will be helpful to you when you're ready to tackle this aspect of your course. Contact CATL staff if you do not see *Access for All* listed among the Moodle courses available to you.



Quickmail

View Drafts

💆 View Scheduled

Alternate Emails

Configuration

View Sent MessagesMy Signatures

☑ Compose Course Message

Figure 19: Quickmail Block

#### Figure 20: Calendar

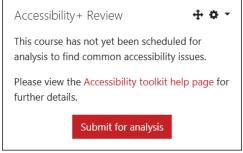


Figure 21: Accessibility+ Review Block

## **Other Blocks**

Course shells are also furnished with blocks that automatically provide course information to students (Figure 22).

- The *Latest news* block provides links to messages that you create in the Announcements forum at the top of the course page.
- Changes that you make in your course and submissions made by your students are displayed in the *Recent activity* block. Note that you also have the option to notify students when you update an item from within the item's *Settings* menu.
- Activities with due dates and other calendar entries are featured in the *Upcoming events* block.

Besides these standard blocks, you might be interested in adding blocks for Attendance, Text, Comments, and/or Private files. <u>Learn</u> more about blocks.

## VI. Preparing to Make Your Course Available

Figure 22: Standard Blocks

As explained earlier, course shells are created as hidden and unavailable to students. This <u>New Quarter</u> <u>Checklist</u> has a helpful list of items to review to ensure you have taken all the steps necessary to prepare your course for the term. Some of your last steps before the term starts may include reviewing your course as students will see it and perhaps manually enrolling a TA or waitlisted student. You also need to make your course available to students!

#### **Switch to Student View**

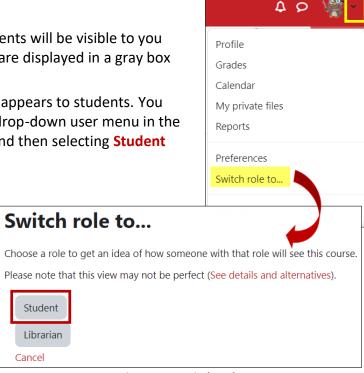
Items in your course that are hidden from students will be visible to you because you have editing rights. Hidden items are displayed in a gray box and are labeled "Hidden from students."

As you build your course, it helps to see how it appears to students. You can switch to the student role by opening the drop-down user menu in the upper right corner, selecting **Switch role to...** and then selecting **Student** (Figure 23).

Switching your role to student view is also very handy for reviewing your course with learners in the classroom. Most elements will display just as students see them—this view is not 100% what they see, but it comes very close.

Open the user menu again to select **Return** to my normal role.

**Enroll Users in Your Course** 



#### Figure 23: Switch Role

Moodle enrollments are synchronized with Banner, so students are enrolled in your course as they register for it. They will also be removed from your course if they drop. In most cases, therefore, it is

not necessary for you to add or remove students in Moodle. (In fact, the only users that you can remove from your course are those enrolled manually.)

You might add a user to your Moodle course manually in these special circumstances:

- A student with an "Incomplete" needs to complete coursework in your current course. •
- Your teaching assistant needs to add content or enter grades. •
- Another instructor would like to participate in your course or view your course content. •
- You wish to provide immediate access to your course to a learner who is wait-listed.

**Note:** If you enroll a wait-listed learner in Moodle, be sure to check your official roster subsequently to verify that he/she has formally registered for the class. Having access to the course may lull the learner into a false sense of having registered and lead to (big) problems at the end of the term.

See these instructions for adding a user if you need to do so. Bonus: Add a librarian to your course!

Tip: If your search does not return the user you are looking for, try searching on just the last name. Also, check to be sure that the person is not already enrolled in the course.

Course

General

Course full name 🛛 🔞

Course short name 😮

Course start date

Course visibility

Settings

**Edit course settings** 

0

Participants

Sample Course

Hide 🜩

Hide

Sample Course 4.2

Grades

Reports

More ~

## Make Your Course Available

When you are ready for learners to access your course, you need to make it visible to them. It only takes three clicks!

- 1. Click on the **Settings** link.
- 2. Click on the **Course visibility** dropdown menu and select Show.
- 3. Scroll down and click on Save and display.

(And if you forget how between terms,

these instructions are posted in the

Faculty menu at the top of every Moodle page [Figure 25]. 🙂)

Once you've made your course visible, post an announcement to let users know the course is available to them (see page 10).

## **VIII. Managing Your Course**

Here are some general tips for maintaining your course:

#### **Reuse an Existing Course**

You can copy the contents of an existing course into a new course shell and Figure 25: Faculty Menu then update it for a future term. (These instructions are linked on the Faculty tab in Moodle for your convenience.) You can also copy individual elements from one course to another as needed.

#### **Combine Course Sections**

Cross-listed courses are automatically combined in one Moodle shell. You can also combine multiple sections of the same course into one course manually. See these instructions for combining sections in one course shell. (CATL staff are happy to help with this process.)

Show January ♦			
Figure 24: Course Visibility Options			
. ©) ent to let users	Faculty 🝷		
	Add a User		
	Copy Prior Course		
	First Week Engagement		
	Make Course Available		
	Moodle How-Tos		
	Teaching at SOU		

## **Keep It Organized**

Learners appreciate being able to find what they need quickly. If you make an effort to name items consistently (Figure 26) and organize your materials logically, students will be more efficient—and happier—users of your course. Consider numbering links to encourage learners to refer to a specific item if they have questions about an activity.

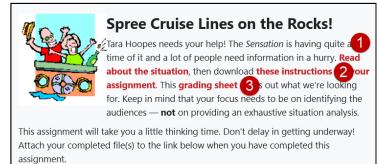
## Avoid the Moodle "Death Scroll"

Scrolling to find something can get tiresome, so it's helpful to be mindful of the number of items you post in a section. For instance, if you have numerous files to share with students, consider 1.1: Week 1: Overview
1.2: Video Example
1.3: Week 1 Assignment
Make a submission
Due: Sunday, January 14, 2024, 11:00 PM
1.4: Week 1 Forum - Introductions
Mark as done
Due: Sunday, January 14, 2024, 11:00 PM

Figure 26: Numbered Activities

<u>posting them in a folder</u>. <u>Pages</u> and <u>books</u> make it easy not only to organize your content (and reduce the number of links on your main course page), but also provide context for sharing a series of websites or videos.

Another way to reduce scrolling is to create an item and <u>embed links to files</u>, <u>websites or</u> <u>videos</u> within the item's description textbox. The assignment link shown in Figure 27 includes three separate files: a PDF description of a <u>scenario (1)</u>, a Word file set of instructions (2), and a sample of the grading sheet (3) that will be used to assess student work. Instead of having four links on the course main page (one for each file and



#### Figure 27: Embedded Files

another for the assignment submission), embedded files make it possible to post just one link for the assignment.

## **Use the Gradebook**

The gradebook is a powerful tool for communicating learner progress. As you create graded activities in your course, corresponding activities are generated in the gradebook. See these <u>articles related to</u> <u>grading</u> for more information. Contact the CATL for assistance in setting up your gradebook.

#### **Take Attendance**

Using an Attendance activity lets learners track their attendance along with you. We recommend it!

#### **Facilitate Group Work**

Moodle makes it easy to support learners working on group projects, including peer review. Learn about <u>creating and managing groups</u>.

## **Track Participation**

How do you know what users are doing in your course? One way is to check the <u>course activity logs</u>. You can see what any learner has been doing in Moodle or check to see who has interacted with a resource or activity. The **Completion Report** option allows you to a user's interaction with all items in the course. It even displays all forum posts and files submitted by a learner. This is a particularly helpful tool when questions arise from the high-tech application of "the dog ate my homework!" excuse.

If you use <u>completion tracking</u> in your course, you can quickly check learner engagement by viewing an activity completion report.

#### **Get Help**

Help is always at hand! See these <u>recommendations for how to ask for help</u> with Moodle.