ESSEX COUNTY COLLEGE

moodle rooms

LEARNING MANAGEMENT SYSTEM

Student Manual

Student Manual

Table of Contents

1. Activities

1.1. Certificate

1.1.1. Overview

The Certificate activity is a third-party enhancement tool available in Joule. It creates certificates/diplomas for students and is completely customizable. You can add borders, watermarks, seals and even show grade information. You are also able to establish conditions for completion, such as attainment of a certain grade, before students will be able to print their certificate.

1.1.2. User Documentation

1.1.2.1. Receiving a certificate

Depending on how Certificates have been setup by your Teacher there are a few different ways you can get them.

Ways to get your certificate:

- Open in new window: when you click `Get your certificate`, a new browser window opens displaying the certificate and it can be saved or printed.
- Force Download: when you click `Get your certificate` a new browser window opens and downloads the file automatically.
- Email Certificate: when you click `Get your certificate` sends the certificate as an email attachment.

After you receive your certificate, if you click on the certificate link from the course homepage, you will see the date you received your certificate and will be able to review your received certificate.

ESSEX COUNTY COLLEGE

1.2. Chat

1.2.1. Overview

The chat activity enables students and teachers logged into a course to have a text-based conversation in real time.

The transcript of the chat may be saved and archived. Chat rooms may be available all the time or chats may be scheduled as needed.

Participation in a chat may be graded.

1.2.2. User Documentation

Students will generally simply click a link to enter the chat. They may also select a more accessible interface or view the transcript of a previous chat session.

After students have entered the chat room, they enter text into a text field at the bottom of the screen and click send to have their message displayed to others in the chat room.

Participants enter text and depress the Send button.
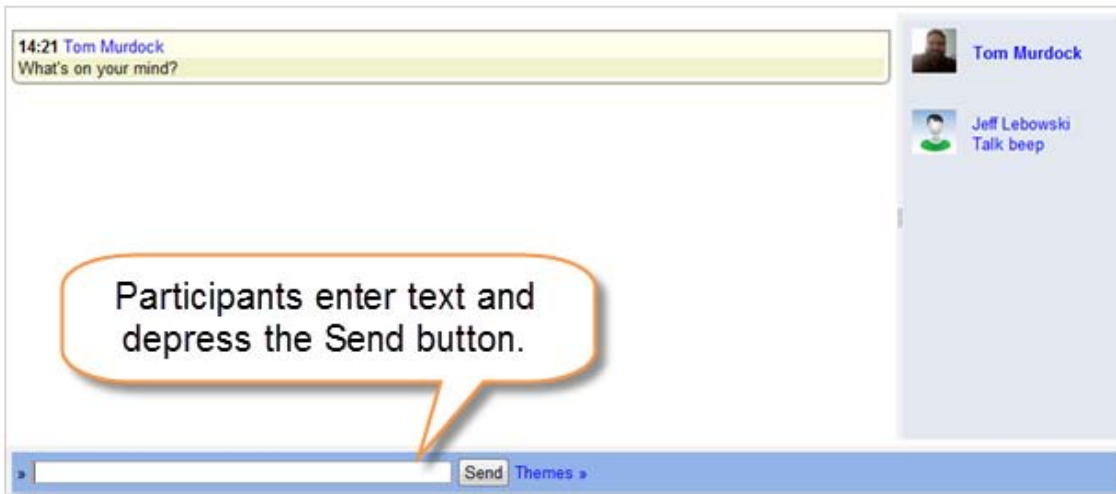
1.3. Choice

1.3.1. Overview

The choice activity enables teachers in a course to ask participants one question with several answers. It is a one-question poll or survey.

Participants respond to the question by choosing one of the answers provided by the teacher.

The teacher may choose to display the results of the choice poll to students before they have responded to the question, after they have responded to the question, or not at all.

How often did your parents read to you when you were a child?

○ never or almost never   ○ almost every day   ○ sometimes

Save my choice

1.3.2. User Documentation

To vote in a choice, the student first ticks one radio button and then clicks the `Save my choice` button. The student may see results to date before saving his or her choice if the

teacher has configured the Choice activity to allow this.

How often did your parents read to you when you were a child?

○ never or almost never   ◉ almost every day   ○ sometimes

Save my choice

After saving his or her choice, the student may see no results or may see anonymous results for his or her classmates. This depends upon the way the teacher has configured the activity.

1.4. eFolio

1.4.1. Overview

The eFolio Assignment type is an assignment that allows a student to submit an eFolio page as a response to an assignment. That eFolio page can contain any of the eFolio content types a student can add to eFolio, including HTML entries, files, images and/or videos. An eFolio page can contain multiple eFolio content items, which makes this assignment type extremely versatile. The assignment provides read access to the eFolio item automatically to allow the teacher to review the entry and grade it.

1.4.2. User Documentation

1.4.2.1. Submit an eFolio Assignment

The eFolio assignment only allows a user to submit an eFolio site or page as a response to the assignment. This means that a student must first create a page in eFolio and attach any materials they want to submit to the page. To create a page, the student navigates to the institution's eFolio site via the eFolio block's `Go to eFolio` link. Once in eFolio, the student can create a page by selecting an existing site or page and clicking the green plus sign button or by clicking the green plus sign button below the currently selected site to create a new site.
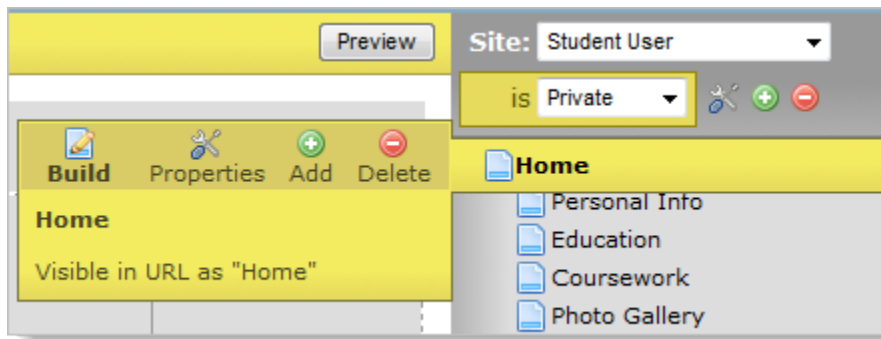
A student can then drag an existing content item under the `My Content` menu on the left-hand side.

> ℹ️ If the student wants to dress up or alter the look of the page being submitted to the assignment, they simply click on the `Design` tab in the upper right-hand corner.

Submitting a response to an eFolio assignment starts by clicking on the assignment's link in the course. Once in the assignment, click on the `Edit Submission` button. On the next page, you will be given a selection of sites in your eFolio account to choose from. Clicking on the site link will reload the page and display a list of all the pages and sub pages within the site.
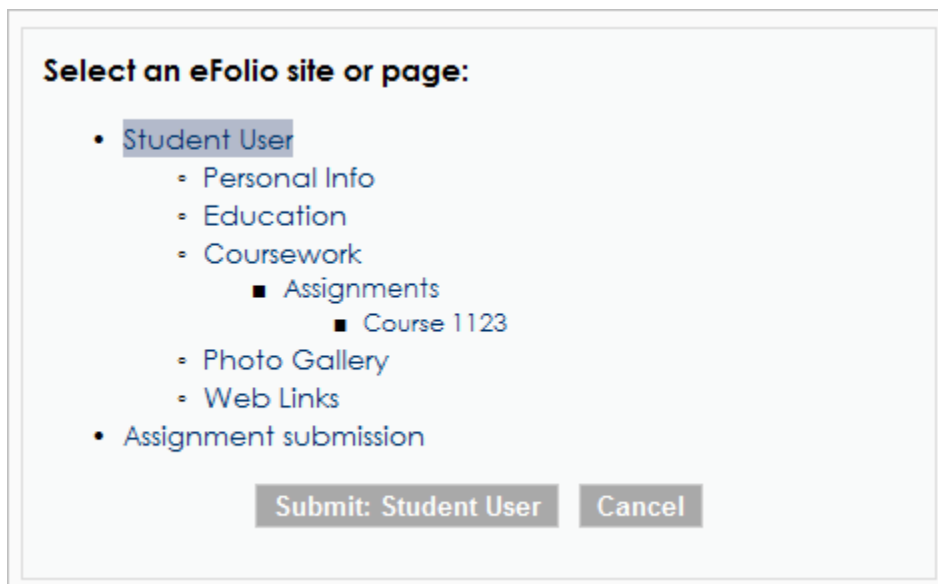
To submit a site or page link for review, click the `Submit: <Page or Site Title>`

button. The student can click the `Cancel` button to cancel their submission.

1.5. Feedback

1.5.1. Overview

The Feedback module is used to create surveys to collect information from students in a course.

1.5.2. User Documentation

To respond to the questions in a Feedback activity, a student first clicks on the link to the activity from the front page of a course.
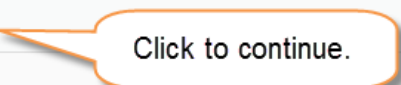
- News forum
- Required reading
- Recommended reading
- Course requirements
- Did your parents read to you?
- Short Bios
- Your Office Hours

The student is then presented with an entry page that includes the activity's instructions and clicks the `Answer the questions...` link to access the feedback questions.

Your Office Hours 🔍

Please let me know when and how it is convenient to get together to chat.

Answer the questions...

Click to continue.

The student responds to the questions and clicks on the *Submit your answers* button.

Friday evening
☑ Saturday morning
Saturday afternoon
Saturday evening
☑ Sunday morning
☑ Sunday afternoon
Sunday evening

Do you Skype?*

◉ Yes ○ No

If you do Skype, what is your Skype handle or name?

duder

If you do not Skype, what other application or program may we use to chat?

Answer questions above and click to submit.

Submit your answers

Cancel

Finally, the student sees a thank you screen.

Your Office Hours

Thank you for letting me know how to best reach you.

I look forward to our first chat!

Continue

Clicking on the `Continue` button takes the student back to the front page of the course or to a URL defined by the instructor in the Feedback settings.
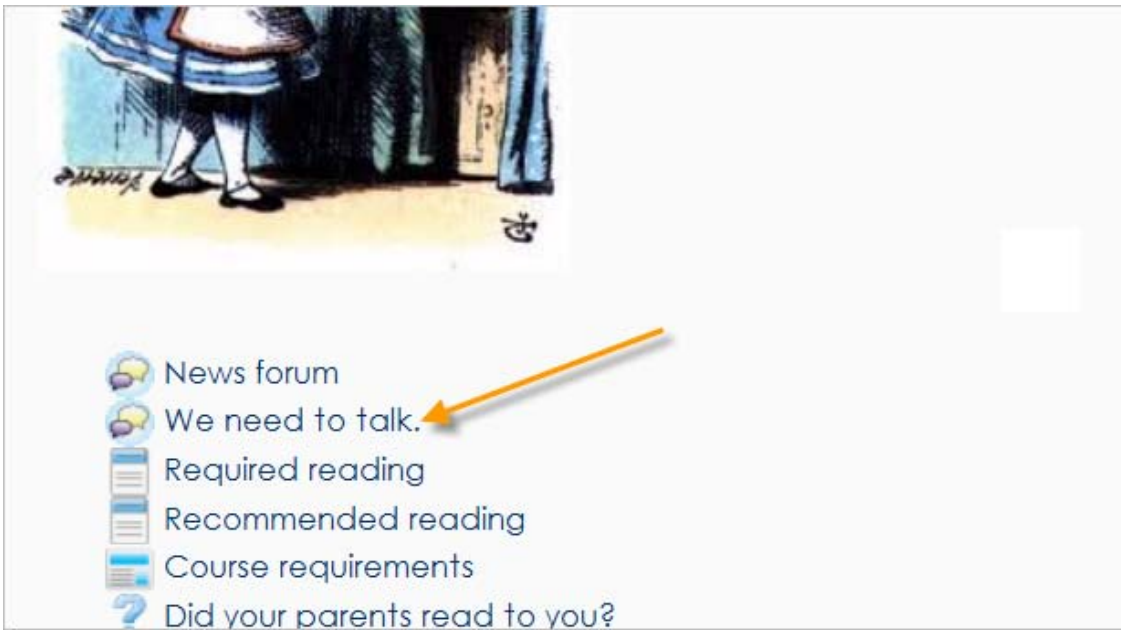
1.6. Forum

1.6.1. Overview

The Forum activity enables students to post and reply to comments, suggestions, questions, etc. Unlike the Chat activity, participants communicate asynchronously.

There are 5 forum types:

- A single simple discussion - A single discussion topic which everyone can reply to
- Each person posts one discussion - Each student can post exactly one new discussion topic, which everyone can then reply to
- Q and A forum - Students must first post their perspectives before they can view other students' posts
- Standard forum displayed in a blog-like format - An open forum where anyone can start a new discussion at any time, and in which discussion topics are displayed on one page with `Discuss this topic` links
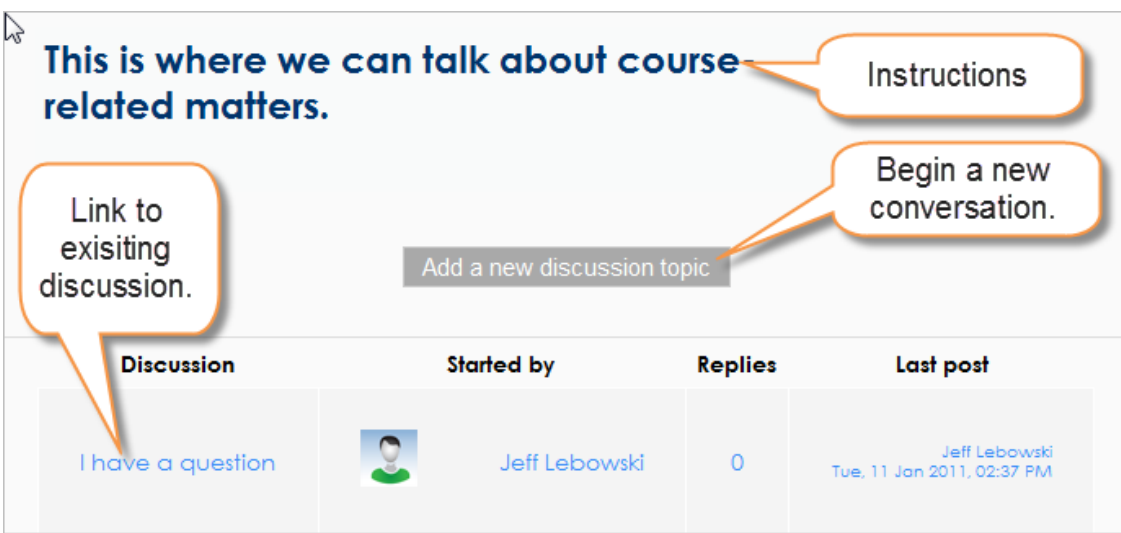- Standard forum for general use - An open forum where anyone can start a new discussion at any time

1.6.2. User Documentation

When a student wants to participate in a Forum activity, he or she first clicks on the front page link to the forum.

News forum
We need to talk.
Required reading
Recommended reading
Course requirements
Did your parents read to you?

The image below shows what the student sees if the forum is a standard forum.

- At the top are directions for the student.
- There is a button to begin a new conversation
- In the "Discussion" column is a link to a post that has already been made. The text in the link is the same as the subject line of the post.
- In the $Started$ by column is a link to the profile of the poster and his or her avatar.
- In the $Replies$ column is the number of responses to the original post.
- The "Last post" column shows who most recently posted to the discussion and when.

This is where we can talk about course-related matters.

Instructions

Begin a new conversation.

Link to exisiting discussion.

Add a new discussion topic

| Discussion	Started by	Replies	Last post
I have a question	Jeff Lebowski	0	Jeff Lebowski Tue, 11 Jan 2011, 02:37 PM

After the student clicks on the link to the discussion, the post becomes visible. The student sees not only the text of the post, but also a search box for the forum and a drop-down menu enabling him or her to change the way the thread is displayed in the browser.

- The conversation may be viewed in a flat format with either old or new posts at the top of the page.
- It may be viewed in a threaded format, with links to posts displayed.
- It may be viewed in a nested format, which means all posts are displayed on the page. Indenting makes it easy to follow the discussion. This is the default format.
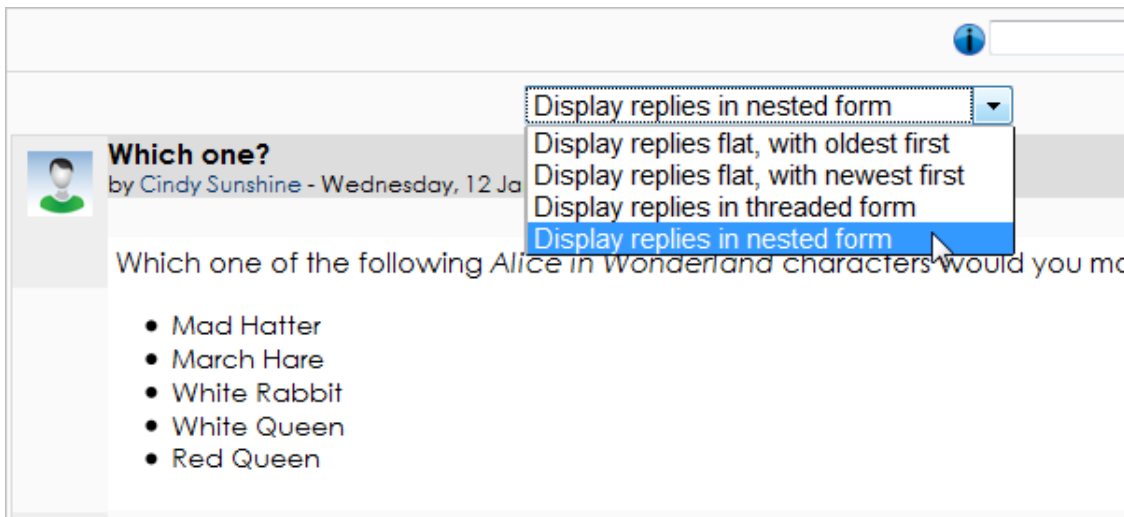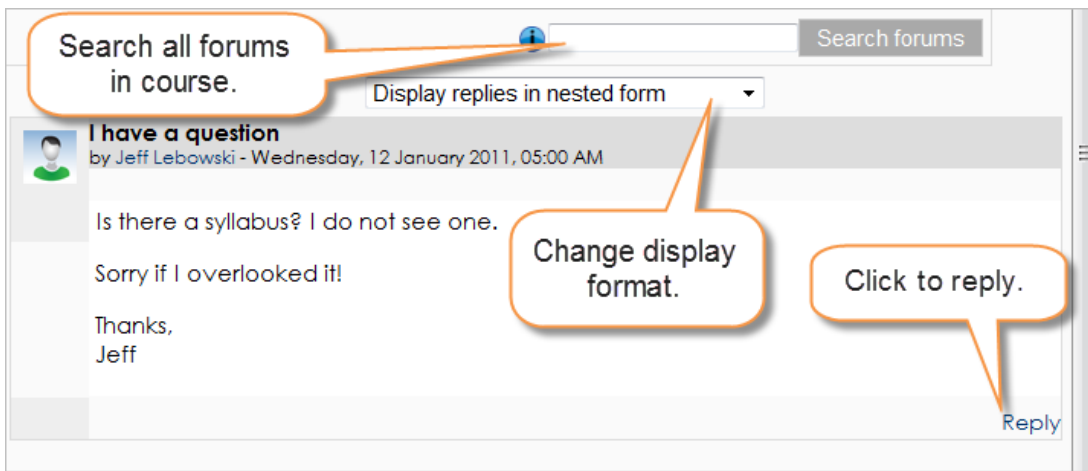
To respond to a post, the student clicks on the *Reply* link in the bottom, right-hand corner. The student then sees:

- The post to which he or she is responding
- An editable subject field
- A large text-box into which he or she types the response
- A subscription option
- A button to launch the file picker in order to attach one or more files
- A button to submit the response
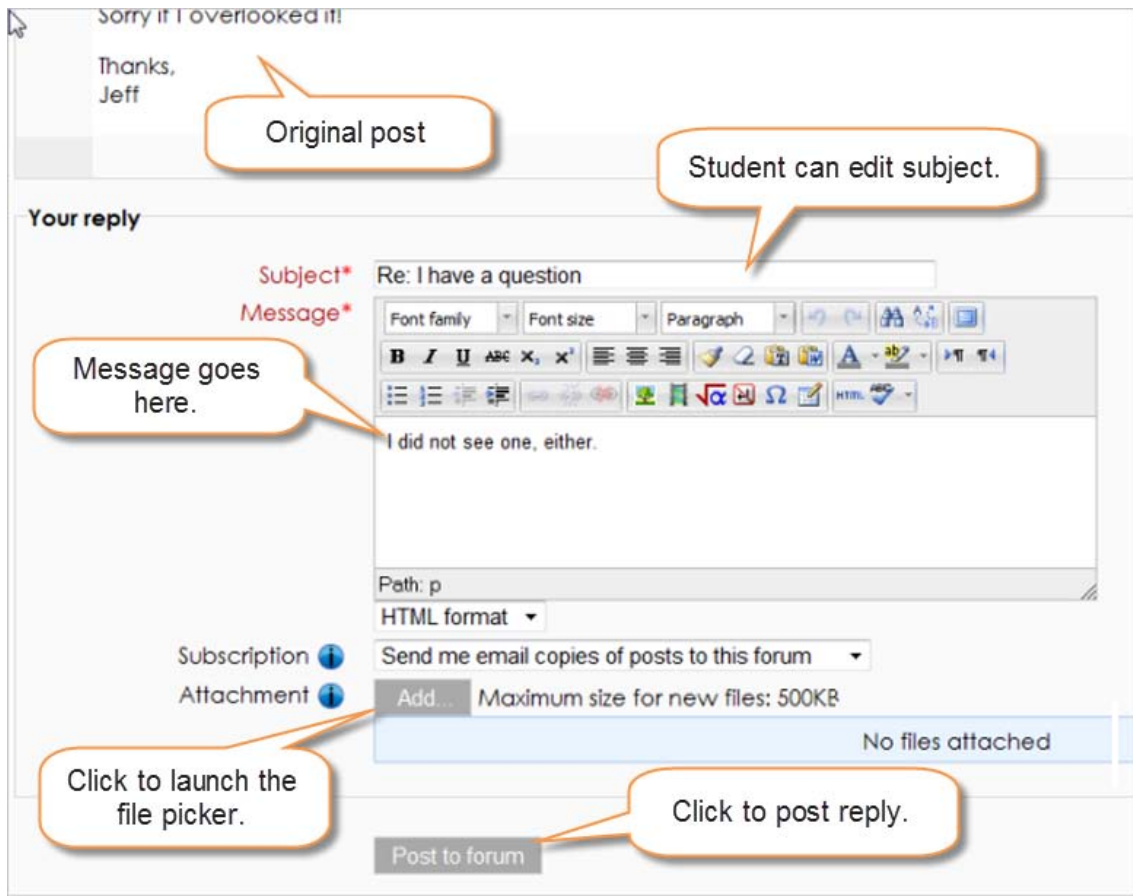
1.7. Joule Synchronous

1.7.1. Overview

The Joule Synchronous activity allows teachers to create synchronous meetings rooms. These meeting rooms allow for virtual discussion, screen sharing, document sharing and interaction with up to 100 virtual users. These meetings can have a high impact on a student's learning progression compared to other online asynchronous activities, allowing the user to get feedback in real time from multiple peers. Joule Synchronous allows for recording of sessions to enable users with time conflicts to review the same
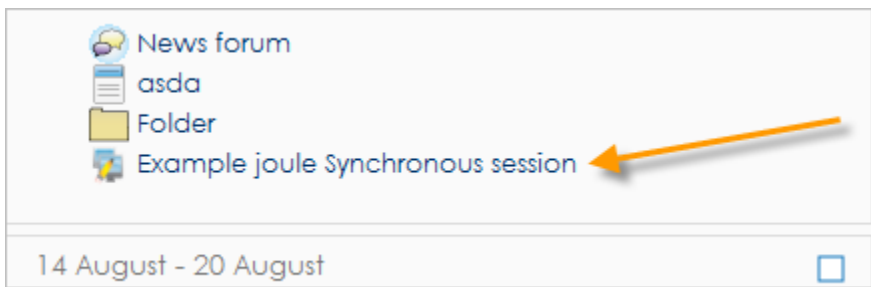
conversations and learn as much as they would if they had attended the session. Furthermore, Joule Synchronous allows teachers to assign a grade to the attendance of a session.

## 1.7.2. User Documentation

1.7.2.1. Joining a Meeting

To join a meeting, a user clicks on the associated activity link on the course page.

The Joule Synchronous meeting screen has five views, depending on when the user accesses the screen. The screens are:

1. Before the meeting time
2. During the meeting time, but before the host has joined
3. During the meeting time and the host has joined
4. After the meeting time
5. No seats available

1.7.2.1.1. Before the Meeting Time
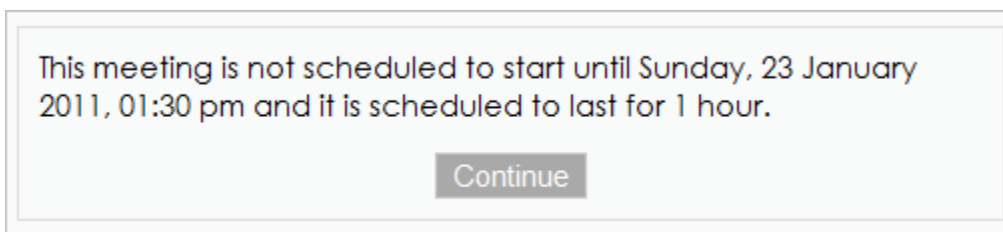
Before the meeting time, the Joule Synchronous meeting screen will display that the meeting is not scheduled to start until the specific date and time and how long the meeting is scheduled for. Clicking the `Continue` button will take the user back to the course.

1.7.2.1.2. During the Meeting Time, But Before the Host Has Joined

Students will see the `Host has not yet joined the meeting` message when the meeting is open, but the host (the user that created the meeting – usually the teacher) has not yet joined the meeting. The user can click the browser's refresh button until they see the message stating they can join the session. See the "During the Meeting Time and the Host Has Joined" section below for more information.

1.7.2.1.3. During the Meeting Time and the Host Has Joined

> ## Introduction to joule Synchronous Meeting
>
> This meeting will discuss the intricacies of jouel Synchronous. We will cover the following points:
>
> - How to create a meeting
> - How to join a meeting
> - Recording a meeting
> - Downloading a recording
>
> Attendance will be graded for all users.
>
> The meeting started on **Friday, 21 January 2011, 02:00 pm** and was scheduled for **1 hour**.
>
> Click here to join the meeting!

After the host has joined a meeting, students will be able to join the meeting. The image above is an example meeting. Students will also see a box showing who has joined the meeting already below the link to join the meeting.

1.7.2.1.4. After the Meeting Time

Once the meeting's duration has passed, students and teachers will be able to view when the meeting happened, who attended the meeting, and a list of recordings and files shared during the meeting.

1.7.2.1.5. No Seats Available

The creator of the meeting (typically a teacher) determines how many seats are available in a Joule Synchronous meeting, and it is possible for a teacher to create a meeting that has fewer seats than there are students in the course who wish to join. In this case, any student who would be in a seat over the limit will see the message `There are more enrolled users than the number of seats reserved for this course. Sorry this meeting is now at capacity.` Students will be unable to join even if another student leaves the meeting after the number of available seats has been filled.

1.7.2.2. Meeting Content

After a meeting has ended or even during the meeting a user can download content that has been uploaded, view all recordings of the session and make a recording offline (save a recording as an FLV file to their desktop). If files have been uploaded or there is a recording for a meeting the `Meeting Content` table will be displayed below the `Attendee History` table.

Example

The meeting started on **Friday, 22 July 2011, 10:30 am** and was scheduled for **1 hour.**

Meeting has Ended

Attendee History
Jack Cole
Christine Butler

Meeting Contents	Access
activity_assignment_grade_2010121000.png	Download
Meeting Recrding 1	View Recording / Make Offline
Recording 2	View Recording / Make Offline

1.7.2.2.1. Downloading Uploaded Files

To download content shared by the teacher click on the `Download` link next to the name of the file or recording in the `Access` column in the `Meetings Content` table.

1.7.2.2.2. View a Recording

A student can view the recording from the Web by clicking on the name of the recording in the `Meeting Contents` column off the `View recording` link in the `Access` column. This will connect the user to the meeting server and play back the session.
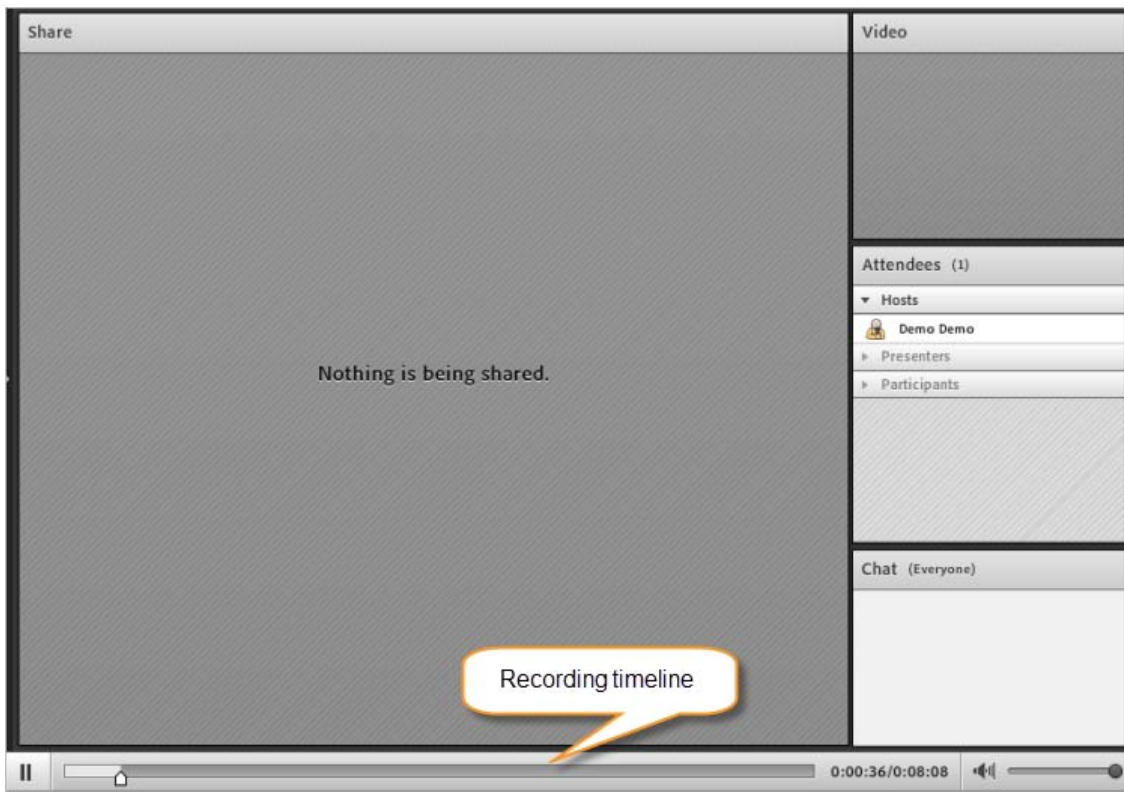
1.7.2.2.3. Make a Recording Offline

A student or teacher can make a recording offline, which means to save the recording on their computer, by clicking on the `Make Offline` link in the `Access` column of the `Meeting Contents` table. Clicking this link will cause the Adobe Connect player to display and the user will be prompted for where to save the FLV file on their computer. The recording will play all the way through and at the end the file will be saved to the user's computer.

1.8. Quiz

1.8.1. Overview

The Quiz module provides a powerful and complex tool for assessment. In general, quizzes help determine what students have learned. A well-designed test can give critical information about a student's understanding of the material.

Feedback about performance is critical in a learning environment. There are two ways to give feedback to students: on each question or overall. The Quiz module can display

A wide variety of quiz reports (in addition to grades) are available. Quiz reports can not only focus on a single student's attempt to answer each question, but they can also perform a robust analysis of a question's validity based upon aggregated student responses.

Moodle's Quiz module has a large number of options and tools. For example, quizzes with different question types can be randomly generated from categories of questions. Students can be allowed repeated attempts at a question; they can also be allowed to retake a quiz multiple times.

There are different options for scoring individual questions, attempts, and even each question type within a quiz.

Further, different display methods can even make the same quiz appear different each time. This can be done by customizing the viewed format (by manually setting the page breaks) or by setting the number of questions per page. Questions can be shuffled in regards to presentation order. Quizzes can even be made to look and act like a paper test.

When the module does the "question provisioning" work and grading for instructors, it's easy to give students a chance to practice taking a test, or to give frequent small quizzes.

1.8.2. Strategy

Of course, using the quiz engine effectively takes some work and practice. The first thing to do is to use effective question design strategies. If you ask good questions, you'll get useful data about your students' performance and understanding of the material. Of course, the converse is also true. Here are some key ideas about online assessment design:

- Tie each question to a course goal. After all, you want to know whether your students are achieving the goals of the course, so why not ask them directly?
- Try to ask multiple questions about each important idea in the class. This gives you more data points about student understanding. For instance, maybe it's not that they didn't understand the topic, but rather they didn't understand the specific quiz question.
- When writing a multiple-choice question, be sure each wrong answer represents a common misconception. This will help you diagnose student thinking and eliminate easy guessing.
- Write questions that require your students to think at different levels. Include some recall questions, some comprehension questions and some application and

analysis questions. You can determine where students are having problems in their thinking. Can they recall the material, but not apply it?

- Test your questions. After you've established an initial question bank, use the system reports to determine which questions are useful, and which aren't. As you write new questions, give them a lower point value and throw in a few to establish their reliability.

Once you've got a few well-written test banks, be sure to use the quiz reports and statistics to monitor your class's performance. The detailed reports and statistics available to you are valuable tools for understanding student comprehension of the material.

> ℹ️   Documentation elements from http://docs.moodle.org/en/Quiz_module

1.8.3. User Documentation

1.8.3.1. Select the Quiz

Students can view Quiz activities by clicking on their links within the course.

1.8.3.2. Quiz Directions

The first page of the Quiz is always accompanied by some instructions. Click the `Attempt quiz now` button to begin the assessment.

Quiz #1: HP

Try this quick quiz on your Harry Potter knowledge.

Grading method: Highest grade

Attempt quiz now

1.8.3.3. Taking the Quiz

Quiz questions take the shape of numerous types, including:

- Calculated
- Essay
- Matching
- Embedded Answers (Cloze)
- Multiple Choice
- Short Answer
- Numerical
- Random Short-Answer Matching
- True/False

Instructors will either place single or multiple questions on pages within the quiz.

Turn Pages

Some quizzes might be multiple pages, so click the *Next* button to advance the pages.

1.8.3.4. Summary of Attempt

At the end of the quiz, you'll view a summary of your attempt, which shows if any question went unanswered by accident. Click on Return to attempt to finish the quiz, if it was not previously submitted. Click on *Submit all and finish* to close out the attempt.

You will also be given a Confirmation warning that confirms that you want to close the attempt.

1.8.3.5. Summary of All Previous Attempts

Next, you will see a table of all of your attempts on this quiz (instructors can create quizzes that are accessible one time or many times).

Try this quick quiz on your Harry Potter knowledge.

This quiz chooses the highest grade of all attempts.

Grading method: Highest grade

Note that the grade has been placed in the gradebook.

Summary of your previous attempts

Attempt	State	Marks / 3.00	Grade / 100.00	Review
1	Finished Submitted Thursday, 31 January 2013, 12:37 PM	3.00	100.00	Review

Click this link to review the quiz.

...est grade: 100.00 / 100.00.

This quiz allows multiple attempts.

Re-attempt quiz

1.8.3.6. Reviewing an Attempt

If you choose the "Review" link for an attempt in the Summary of all previous attempts, you will see which questions you answered correctly or incorrectly.

Home ▸ My courses ▸ Children's Lit ▸ Why Can't I Control Myself? ▸ Quiz #1: HP

Started on	Wednesday, 30 January 2013, 7:18 PM
State	Finished
Completed on	Wednesday, 30 Janua...
Time taken	1 hour 5 mins
Marks	3.00/3.00
Grade	100.00 out of a maximum of 100.00
Feedback	Fantastic work! Thanks for all your effort.

See how long it took to complete the quiz.

Quiz navigation

1 2 3

Show one page at a time

Finish review

Navigate to specific quiz questions or show them all on the same page.

Question 1

Correct

Mark 1.00 out of 1.00

Flag question

What is Harry Potter's middle name?

Select one:

a. Severus

Green checks indicate a correct answer.

b. James ✔

Right, Harry's full name is Harry James Potter.

View specific feedback.

Your answer is shown in the review.

...lbus

...is named after his father, James Potter.

The correct answer is: James

Question 2

Correct

Mark 1.00 out of 1.00

Flag question

How old is Professor McGonagle?

Select one:

a. 70 ✔

Yes! She is in her early 70's when the series begins. Her birthday, according to the author, is October 4th.

1.9. Survey

1.9.1. Overview

The survey activity consists of three types of pre-made, standard and verifiable survey instruments that help teachers understand what their students are thinking:

- COLLES is an economical 24 statements grouped into six scales, each of which helps assess the quality of the on-line learning environment. There are three forms of the COLLES:
  - a preferred form
  - an actual form
  - a combined preferred and actual form
- ATTLS: Attitudes Towards Thinking and Learning Survey is an instrument developed by Galotti et al. (1999) to measure the extent to which a person is a 'connected knower' (CK) or a 'separate knower' (SK).
- Critical Incidents is a five-item, free-response survey where students must enter their answers in narrative form.

> ℹ️ COLLES information adapted from
> http://surveylearning.moodle.com/colles/

1.9.2. Student Documentation

1.9.2.1. Taking a Survey

To take a survey, the student will click on the appropriate link on the front page of the course.
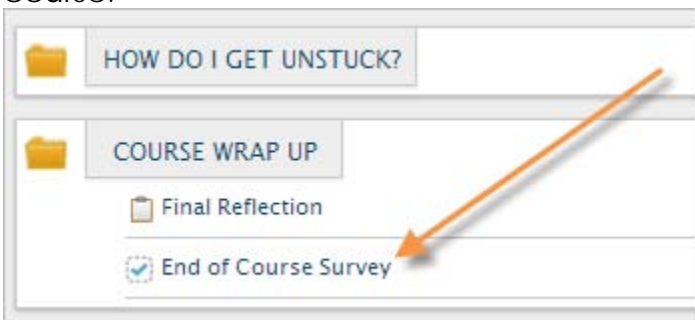
The student will then see a form.

If the student is taking a Critical Incidents survey, the form will look like this:

While thinking about recent events in this class, answer the questions below.

All questions are required and must be answered

1 At what moment in class were you most engaged as a learner?

2 At what moment in class were you most distanced as a learner?

3 What action from anyone in the forums did you find most affirming or helpful?

4 What action from anyone in the forums did you find most puzzling or confusing?

5 What event surprised you most?

Click here to continue

The ATTLS form will look like this:

All questions are required and must be answered
Attitudes Towards Thinking and Learning

Responses	Not yet answered	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
In discussion ...						
1 In evaluating what someone says, I focus on the quality of their argument, not on the person who's presenting it.	●	○	○	○	○	○
2 I like playing devil's advocate – arguing the opposite of what someone is saying.	●	○	○	○	○	○
3 I like to understand where other people are 'coming from', what experiences have led them to feel the way they do.	●	○	○	○	○	○
4 The most important part of my education has been learning to understand people who are very different to me.	●	○	○	○	○	○

And the COLLES form will look like this:

All questions are required and must be answered
Relevance

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
1 my learning focuses on issues that interest me.	●	○	○	○	○	○
2 what I learn is important for my professional practice.	●	○	○	○	○	○
3 I learn how to improve my professional practice.	●	○	○	○	○	○
4 what I learn connects well with my professional practice.	●	○	○	○	○	○

Reflective thinking

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
5 I think critically about how I learn.	●	○	○	○	○	○
6 I think critically about my own ideas.	●	○	○	○	○	○
7 I think critically about other students' ideas.	●	○	○	○	○	○
8 I think critically about ideas in the readings.	●	○	○	○	○	○

The student will complete the form and click on the submit button:

Interpretation

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
21 I make good sense of other students' messages.	○	○	○	○	○	●
22 other students make good sense of my messages.	○	○	○	○	○	●
23 I make good sense of the tutor's messages.	○	○	○	○	○	●
24 the tutor makes good sense of my messages.	○	○	○	○	○	●

25 How long did this survey take you to complete?   `4-5-min ▼`

26 Do you have any other comments?

Click here to continue

This will take the student to the *Thank You* screen:

Thanks for answering this survey, Charles

Continue

Clicking on the `Continue` button takes the student back to the front page of the course.

1.9.2.2. Reviewing Survey Results

If the student returns to the survey, he or she can view results to date:

You've completed this survey. The graph below shows a summary of your results compared to the class averages.
2 people have completed this survey so far
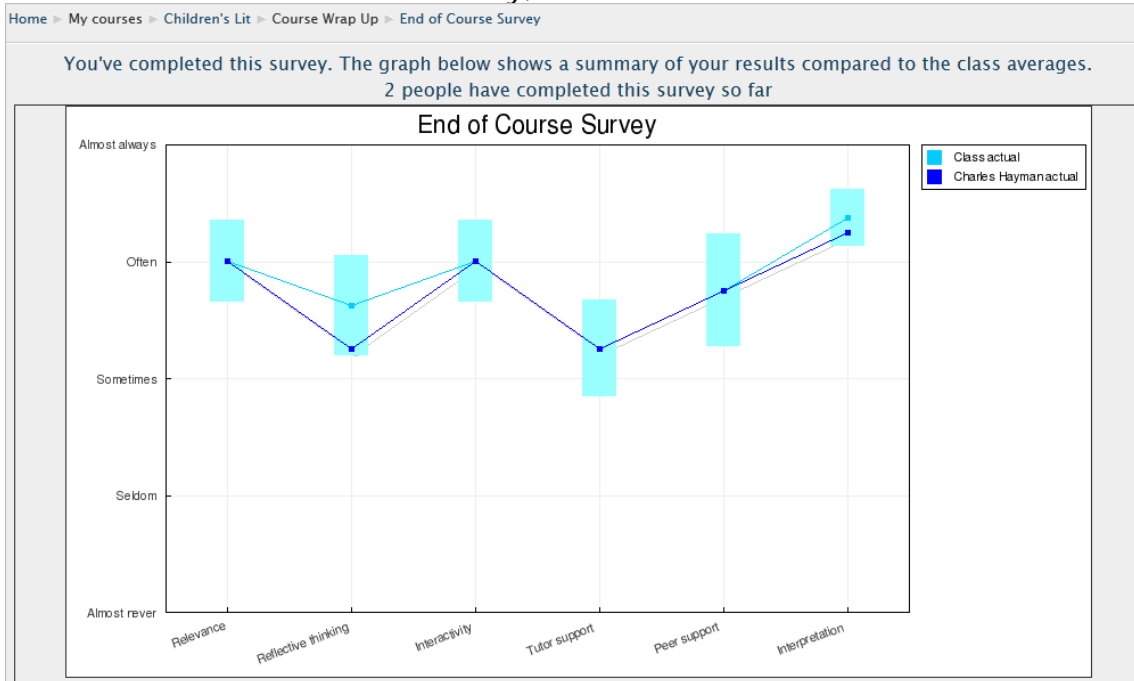
2. Blocks

2.1. Class List

2.1.1. Overview

The Class List block makes it easy for a user to see other users enrolled in a Joule course. The Class List block displays all people enrolled in a course and allows quick access to user profiles and direct messaging. A (T) differentiates the teacher from the students, and the color of the persons' name in the list indicated whether the user is on/offline.

2.1.2. User Documentation

2.1.2.1. Class List block

Navigate to the Class List block.

> ℹ️ Note: If you do not see the Class List block, a site Administrator or Teacher with editing permissions will need to add the Class List block to the course.

Class List

April Hayman (T) ✉
Brown Bear ✉
Charles Hayman ✉
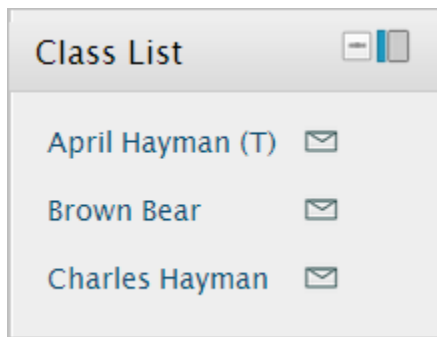
Click on the envelope next to a person's name to create and send a personal message, or click on a name in the list to visit the profile of that person.

The names of students online will be bold and students who are not online will not be bold. Messages can be sent to users who are not online and they will receive them when they log back in.

A (T) designates that that person is the Teacher in the course.

2.2. Course Completion Status

2.2.1. Overview

The Course Completion Status block is used to provide students and teachers with access to the course completion tracking report. For the student, the block provides a simple view of their course completion status and what criteria have been met and what

criteria need to be met for the course to be considered complete. For the teacher, the block provides access to the full course completion tracking report on all students in the course.

2.2.2. Student Documentation

The Course Completion Status block provides the student access to both a simple and detailed report of their completion status for the course.

There are eight completion criteria types that a teacher can set in any combination for a course. Those criteria types are:

1. Course prerequisites: Displayed as `Prerequisites completed` in the simple and detailed reports. A student is required to meet the completion criteria in different course that has been marked as a prerequisite to the current course in order to have the current course considered complete.
2. Manual self completion: Displayed as `Self Completion` in the simple and detailed reports. A student is required to mark a course as complete using the Self Completion block.
3. Manual completion by: Displayed as `Manager`, `Course creator`, `Teacher`, `Non-editing teacher` or a custom role name in the simple report and `Manual completion by` in the detailed report with the role in the `Criteria` column of the report. A user with the specified role must mark the course complete for a student in order for the course to be considered complete.
4. Activities completed: Displayed as `Activities completed` in the simple and detailed reports. A student is required to meet the completion criteria for selected activities in the course. The detailed report will provide the exact activities that must be completed.
5. Date: Displayed as `Date` in the simple and detailed reports. A student is required to wait until a date specified by the teacher before the course can be considered complete. The detailed report displays the specific date.
6. Duration after enrollment: A student is required to stay enrolled in the course for a set number of days before the course is marked as complete. The detailed report displays the number of days until the course is marked as complete.
7. Grade: Displayed as `Grade` in the simple report and `Course grade` in the detailed report. A student is required to have achieved a total grade above a specified passing percentage in order for the course to be considered complete.
8. Unenrollment: Displayed as `Unenroll` in the simple report and `Unenrollment` in the detailed report. A student is required to wait until they are unenrolled from the course before the course is marked as complete.

2.2.2.1. Simple Report

The simple report is what a student sees when viewing the Course Completion Status block in a course. The simple report provides a quick view of all the completion criteria for the course and the student's status. Each completion criteria set for the course provides an indicator of status, a "Yes" or "No" or a number of completions out of the total number needed for the specific criteria. Below is an example view:

Course completion status	
Status: *In progress*	
All criteria below are required:	
Required criteria	**Status**
Prerequisites completed	2 of 2
Grade	50% to pass
Unenroll	No
Date	Yes
Self completion	No
Teacher	No
Non-editing teacher	No
Activities completed	0 of 3
More details	

2.2.2.2. Detailed Report

From the simple report/block view, click on the `More details` link to access the detailed report. The detailed report lists the current status of the course completion, if all or just one of the criteria is required for completion, and all criteria for a course to be considered complete.

Status: *In progress*

Required: All criteria below are required

Criteria group	Criteria	Requirement	Status	Complete	Completion date
Course grade	Passing grade	50%		No	-
Activities completed	Final Exam			No	-
(all required)	forum 1	Marking yourself complete		No	-
	advanced upload	Marking yourself complete		No	-
Unenrolment	Unenrolment	Unenroling from course		No	-
Date passed	Remaining enrolled until a specified date	24 February 2001		Yes	18 February 2011
Self completion	Self completion	Marking yourself complete		No	-
Manual completion by	Teacher	Marked complete by Teacher		No	-
(all required)	Non-editing teacher	Marked complete by Non-editing teacher		No	-
Prerequisites completed	Conduit Course Fullname 6	Course completed	See details	Yes	18 February 2011
(all required)	Conduit Course Fullname 7	Course completed	See details	Yes	18 February 2011

The detailed report has the following columns:

- Criteria group: This is one of the eight criteria listed above. Some of the criteria have multiple entries like Activities completed, in which case the second row of this type will display if all of the criteria must be met or just one for the criteria to be completed as a whole.
- Criteria: This is the specific criteria to be met, such as the activity name, course name or passing grade. This is specific to the criteria group and will link to specific activities and prerequisites to allow the student to directly access these criteria to begin completing them.
- Requirement: This specifies how the criteria are completed. This can either be a date, a grade value, or someone marking the criteria complete.
- Status: Status is used to show the status of activities and prerequisites completed to allow the student to view more details about the completion of those criteria.
- Complete: This states whether the criterion is completed or not.
- Completion date: This shows what date the criterion was completed on.

2.3. eFolio

2.3.1. Overview

The eFolio block, in conjunction with the eFolio authentication module, provides a way to link a student's Joule account with their eFolio account. The eFolio block is used to create an initial user account and navigate to eFolio once the user has created an account.

2.3.2. User Documentation

The eFolio block provides the same functionality to all user accounts regardless of role. The block allows a user to create an account on and navigate to the institution's eFolio site.

2.3.2.1. Connection a User Account to an eFolio Site

Upon first viewing the block on a Joule site, the user will be presented with a single link *Connect*.

Clicking on this link will prompt the user to verify if they have an existing eFolio account or not.

Clicking the *No* button will cause the user to go through the account creation process at the institution's eFolio site. After creating an account on the eFolio site, the user will need to click the *Login to your account* link.

Clicking the *Yes* button will take the user to the institution's eFolio site login page, where the user will be prompted to enter their existing user name and password.

Once the user has logged into the institution's eFolio site, the user's account is linked between the two systems. The user will then be able to navigate back and forth between Joule and the institution's eFolio site without logging into eFolio again.

2.3.2.2. Navigating from Joule to eFolio

If the account has been linked to the institution's eFolio site previously, then the user can click the "Go to eFolio" link wherever the eFolio block has been added.
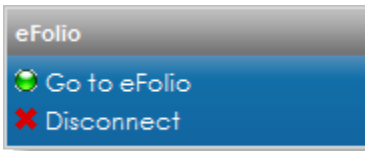
2.3.2.3. Navigating from eFolio to Joule

Navigating from the institution's eFolio site back to the institution's Joule site starts by clicking on the *Accounts* tab within the institution's eFolio site.
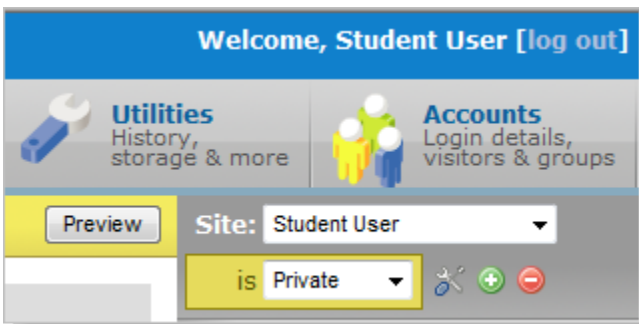
Next, click on the *Services* menu tab in the left-hand menu and then the name of the institution's site you wish to return to.
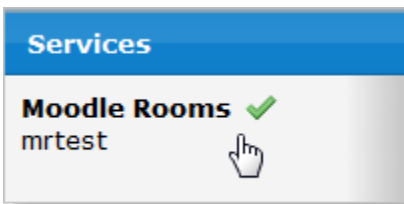
Finally, click on the *Go to Moodlerooms Account* button.

2.3.2.4. Disconnecting a Joule Account from eFolio

Disconnecting the user's Joule account from the institution's eFolio site can be done from either the institution's Joule site, or the institution's eFolio site.

- To disconnect from the institution's Joule site -- Click on the *Disconnect* link in the block and confirm that you want to disconnect the account by clicking the *Yes* button. Finally, click the *Continue* button.
- To disconnect from the institution's eFolio site -- Click the *Accounts* tab, then the

2.4. ILP Integration

2.4.1. Overview

The Intelligent Learning Platform block is part of Moodlerooms' Datatel integration. The block provides Datatel clients with the ability to set midterm and final grades for a course, send retention alerts, and view the last date of attendance for a student in the course. The midterm and final grades can also be published directly to the Datatel system.

2.4.2. User Documentation

The ILP Integration block provides students with a link back to the Intelligent Learning Platform from the course. Click the *Back to Portal* link to return to or access the Datatel Portal (WebAdvisor) from the course.
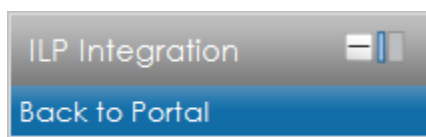
2.5. Joule Mobile

2.5.1. Overview

Joule Mobile allows for contact information to be shared between users in the Joule site via the Joule Mobile phone application. In the Joule Mobile block, users have the ability to specify which information they would like to share with other users. Administrators can determine what information should be shared with other users by default. This allows the administrator to create an opt-in policy (all contact data is hidden by default and individual users must enable the sharing of contact data), an opt-out policy (all contact data is on by default and the individual user must disable the sharing of contact data), or some contact data is shared by default and other data must be enabled. If users do not share their e-mail address, then they cannot take advantage of the Dubmenow card exchange platform.

2.5.2. User Documentation

The block is accessible by all users at all levels (site and course) and allows the user to set their own preferences for what contact data is shared with other users within the Joule Mobile phone application. When you view the block, you are provided with a single link called *Update preferences*:

Once have entered the preferences, you will be presented with the following options that you can set:

- Share my email?: This preference determines if your e-mail address is displayed when another user accesses your profile through Joule Mobile. If you choose to share your e-mail address, then you can receive cards from fellow students.
- Share my address?: This preference determines if your address, city and country are displayed when another user accesses your profile through Joule Mobile.
- Share my phone numbers?: This preference determines if your phone numbers are displayed when another user accesses your profile through Joule Mobile.
- Share my IM clients?: This preference determines if your ICQ Number, Skype ID, AIM ID, Yahoo ID and MSN ID are displayed when another user accesses your profile through Joule Mobile.

2.6. Joule Synchronous Instant Meeting

2.6.1. Overview

The Joule Synchronous Instant Meeting block is used to create, update and display instant Joule Synchronous meetings for the course. The block uses the settings from the Joule Synchronous activity to create instant meetings for synchronous discussions with users enrolled in the course. This allows for easy one off conversations with students who are online at the time or the creation of instant office hour sessions at a given period of time only if students are interested.

2.6.2. User Documentation

2.6.2.1. Current Meetings

Current meetings are Joule Synchronous Instant Meetings that have not passed their duration period. These are meetings that the student maybe able to join if enough seats are available. To access an instant meeting click on the *Current* tab if it isn't already selected and then click on the name of the meeting you want to join.
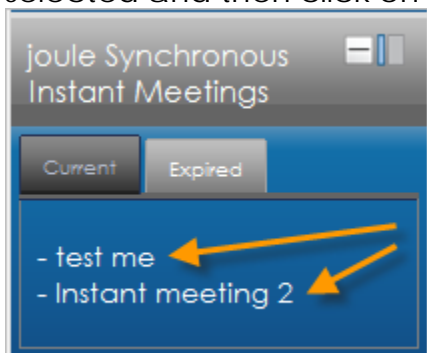
The Joule Synchronous instant meeting has 3 views depending upon if the host has joined and if there are seats available. The screens are:

1. The host has joined
2. No seats available

2.6.2.1.1. The Host has Joined

Students will see the Host has not yet joined the meeting message when the host (the user that created the meeting usually the teacher) has not joined the meeting. At this time the student's only course of action is to click the browser's refresh button until they

see the message stating they can join the session, the host has joined section for more information on joining a meeting.

2.6.2.1.2. The Host has Joined

Introduction to joule Synchronous Meeting

This meeting will discuss the intricacies of jouel Synchronous. We will cover the following points:

- How to create a meeting
- How to join a meeting
- Recording a meeting
- Downloading a recording

Attendance will be graded for all users.

The meeting started on **Friday, 21 January 2011, 02:00 pm** and was scheduled for **1 hour**.

Click here to join the meeting!

After the host has joined a meeting students will be able to join the meeting. The image above is an example meeting; students will also see a box showing who has joined the meeting already below the link to join the meeting.

2.6.2.1.3. No seats available

A teacher determines how many seats are available in a Joule Synchronous Instant meeting and it is possible for a teacher to create a meeting that has fewer seats than there are students in the course who wish to join. In this case any student who would be in a seat over the limit will see the message `The are more enrolled users than the number of seats reserved for this course. Sorry this meeting is now at capacity.` Students will be unable to join even if another student leaves the meeting after the number of available seats has been filled.

2.6.2.2. Expired Meetings

Expired meetings are Joule Synchronous Instant Meetings that have passed their duration period. These meetings are used to display recordings to a student who was unable to attend the instant meeting. To access an expired meeting click on the link with the name of the meeting you would like to view.
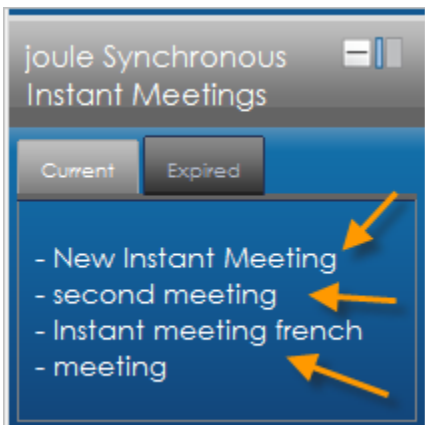
An expired meeting will display the date and time the meeting happened, who attended the meeting and links to view a recording of the meeting.

2.6.2.3. Viewing Recordings

If a teacher has started a recording for the meeting then the recording will appear in the meeting after it has expired. A student can view the recording from the web by clicking on the name of the record in the `Meeting Contents` column. This will connect the user to the meeting server and play back the session.
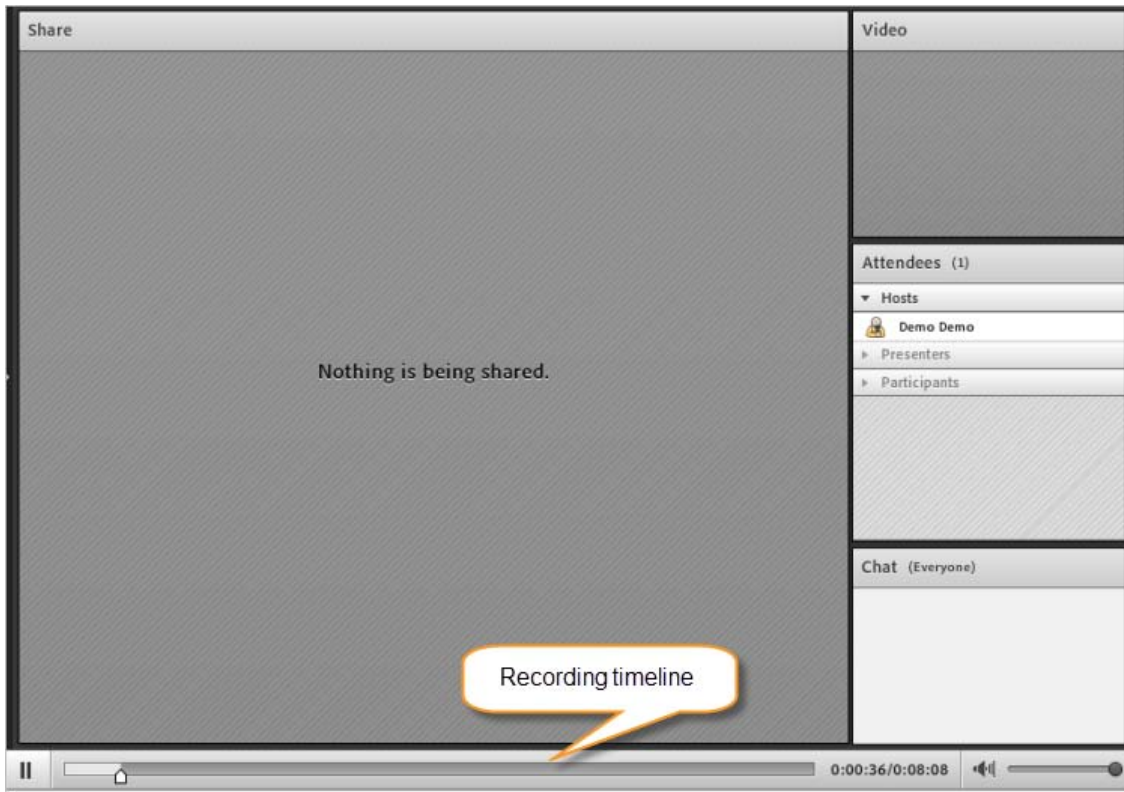
2.7. Microsoft Live Services

2.7.1. Overview

The Microsoft Live Services Plug-in for Moodle implements an integration with Windows Live™ Services allowing users to log into courses using their Windows Live ID and display Live Services on a Moodle site. Users can see and create emails and calendar events with Outlook® Live or Windows Live Hotmail®, and access Windows Live Messenger chat, Bing™ search and more within a course.

2.7.2. User Documentation

Log in to your Moodle site and Navigate to a course with the Microsoft® Live Services block.

Microsoft® Live Services

zetastudent1@live-app.org
Profile | FAQ | Privacy

Search the web

[   ] 🔍

Outlook® Live

Inbox | New E-mail | New Event

✉ **9 new messages**

✉ Is this the 4th message?
✉ Untitled Message
✉ This is the Subject

📅 **2 upcoming events**

Today
Meeting Request for Testing
All Day Event
Wednesday
This is the Subject
8:00 AM - 8:30 AM

Messenger

Teachers (1) ⊟
👤 Zeta1 Teacher1
Classmates (2) ⊟
👤 Zeta2 Student2
👤 Zeta3 Student3

ℹ️ Note: If you do not see the Microsoft Live Services block, a site Administrator or Teacher with editing permissions will need to add the block to the course.

The following links are at the top of the block under your Live ID:

- Profile: takes you to your my.live.com account profile page.
- FAQ: opens a list of frequently asked questions that may answer questions you may have.
- Privacy: opens the Microsoft Live privacy policy.

2.7.2.1. Search the web

You can search the web using Bing™. Enter text in the box and click on the search (magnifying glass) icon to open results in a new window.

> ⓘ Note: You can also highlight any text on the page and click the search icon to search and display results in a new window.

2.7.2.2. E-mail and Calendar

The Microsoft Live Services block gives you quick access to e-mail and calendar events. You will either have access to Windows Live Hotmail® or Outlook Live and calendar events. New messages and events are displayed in the block right in your Moodle course.
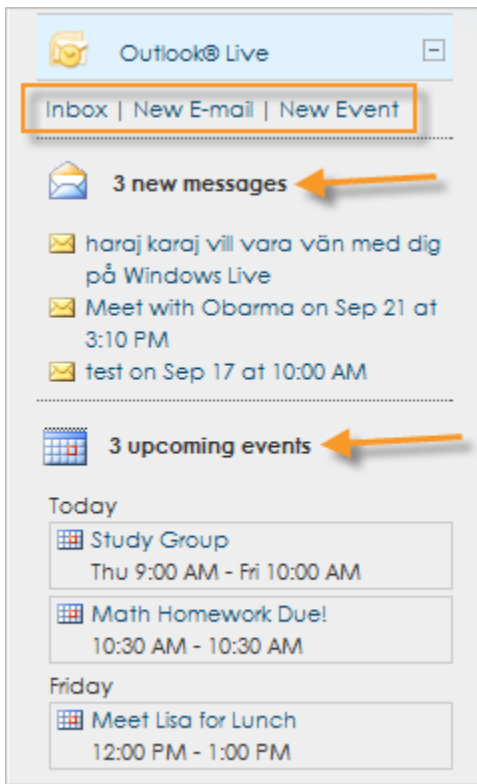
The following links are available:

- Inbox: opens a new window to display your inbox.
- New E-mail: opens a new message so you can create e-mails from within your course.
- New Event: opens a new event so you can create new events from within your course.

New messages and *Upcoming events* are listed in the block so you don't have to navigate away from your course to view them. Simply click on a message or event to view them from within a course.

Messages:

Click *New E-mail* to open the new message creation window.

From this window you can enter the email address of the person you are sending the e-mail *To:*, enter the *Subject:* and compose a message.

> ⓘ Note: In Joule 1.9 you have the option to include resource files from the course as a message attachment by clicking Attach and selecting a file.

Click on a message you wish to read under *new messages*
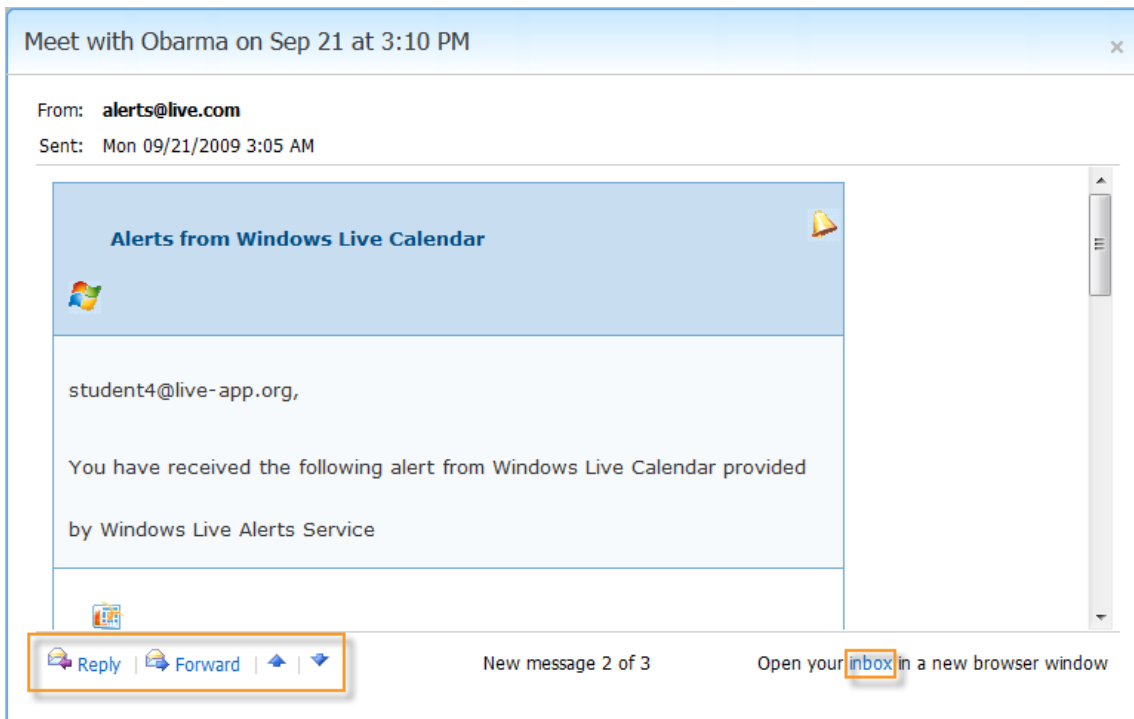
From this window you can view previous, next, `Reply` and `Forward` the message or click `Inbox` to open your inbox in a new window.

Events:

Click `New Event` to open the new event creation window.

Enter the following information:

- To: The e-mail address of the person(s) invited to the event.
- Subject: Description of the event.
- Message: Personal message to person(s) invited.
- Start Date: The date the event starts. You can click on a date in the embedded calendar to fill this field.
- Start Time: The time the event starts.
- End Date: The date the event ends. You can click on a date in the embedded calendar to fill this field.
- End Time: The time the event ends.
- All Day Event: Check to make the event an all day event.

Click *Send* to send the message or *Cancel* to discard the event invitation and close the window.

Click on an event under *upcoming events* to view the event details.

From this window you can view event details for events on your calendar as well as click *Inbox* to open your inbox in a new window.

2.7.2.3. Messenger

The Microsoft Live Services block gives you quick access to Windows Live Messenger where you can easily determine who is on/off line and send messages to Teachers and students in the course.

> ℹ️ Note: Only students and Teachers with a Microsoft Live ID and are enrolled in the course will populate the contacts list.

2.7.2.3.1. Web Settings

You will need to allow others to see you in your Windows Live Web Settings before you can see and chat with each other.

To allow others to see you follow the steps below:

1. Log in to Windows Live Messenger Web Settings.
2. If necessary, log in using your Windows Live ID credentials.
3. Check *Allow anyone on the web to see my presence and send me messages.*
4. Click *Save* to save your changes.
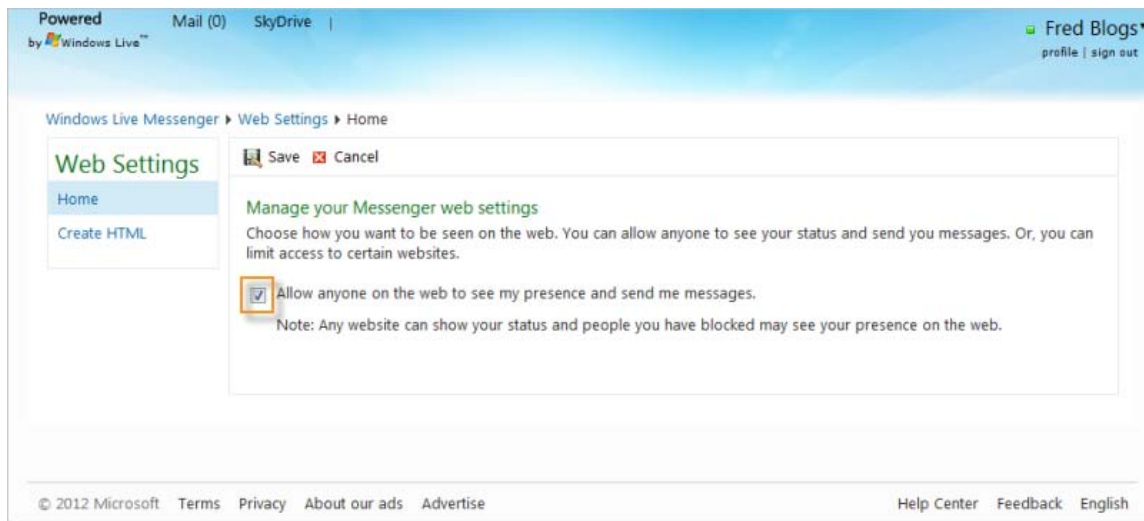
2.7.2.3.2. Add/Accept Contacts

You will also need to add classmates/Teachers to your contact list and they will need to accept the invitation.

> ℹ️ Note: There are several ways to do this, in this example we are using the Windows Outlook Web Application.

Go to your *Contact List* and click *Add contact...*
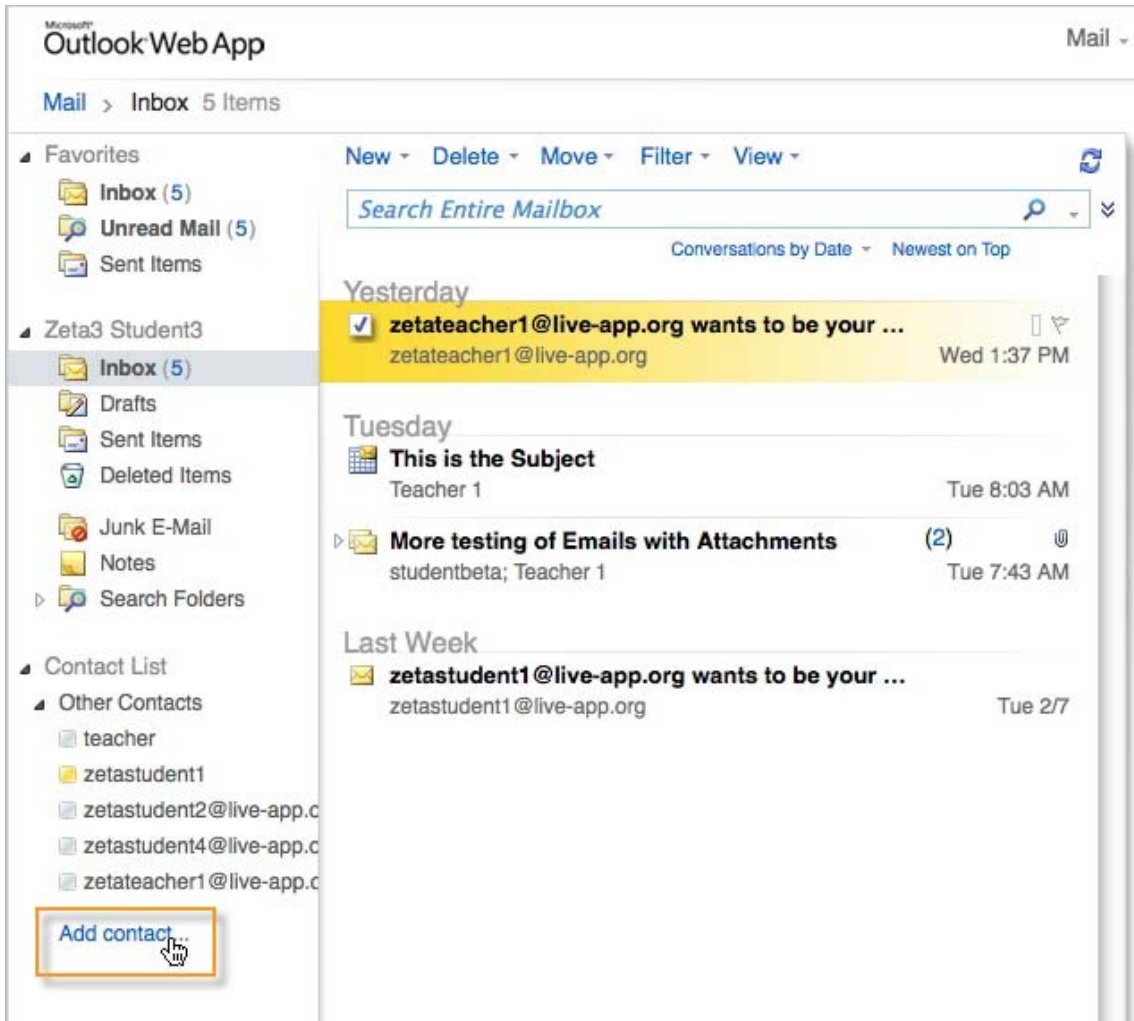
The *Add Contact* pop-up displays.
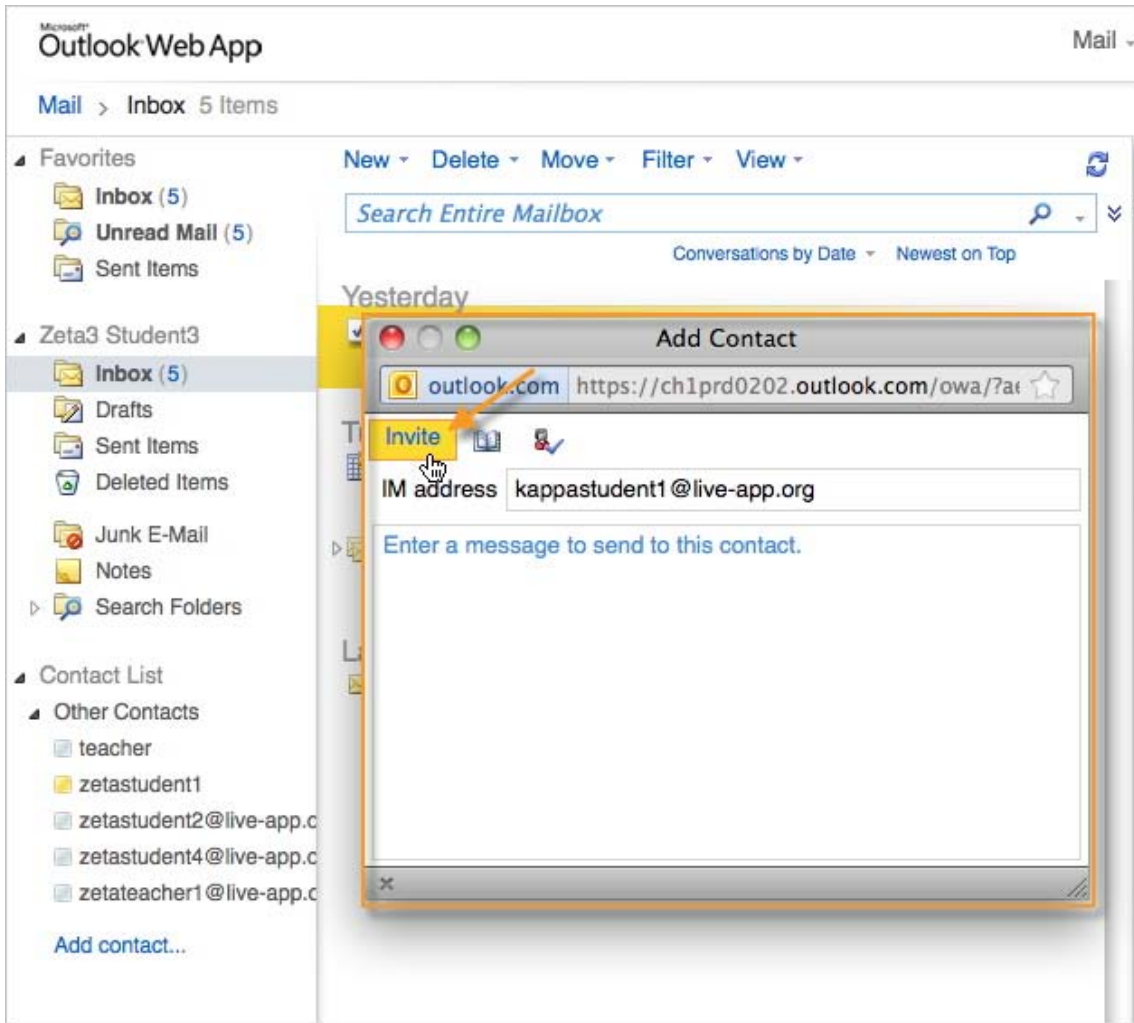
Enter the IM/e-mail address of the person you wish to add. If you want you can add a personal message to the invite. Click *Invite* to send the invitation to that person.

> 🛈 Note: The person must accept your invitation and have their Web Settings set to allow others to see them as set above.

You will receive an e-mail if/when someone adds you to their contacts.

Open the e-mail and click the link to *View Invitation*.

The `Contact Requests` invitation will display.
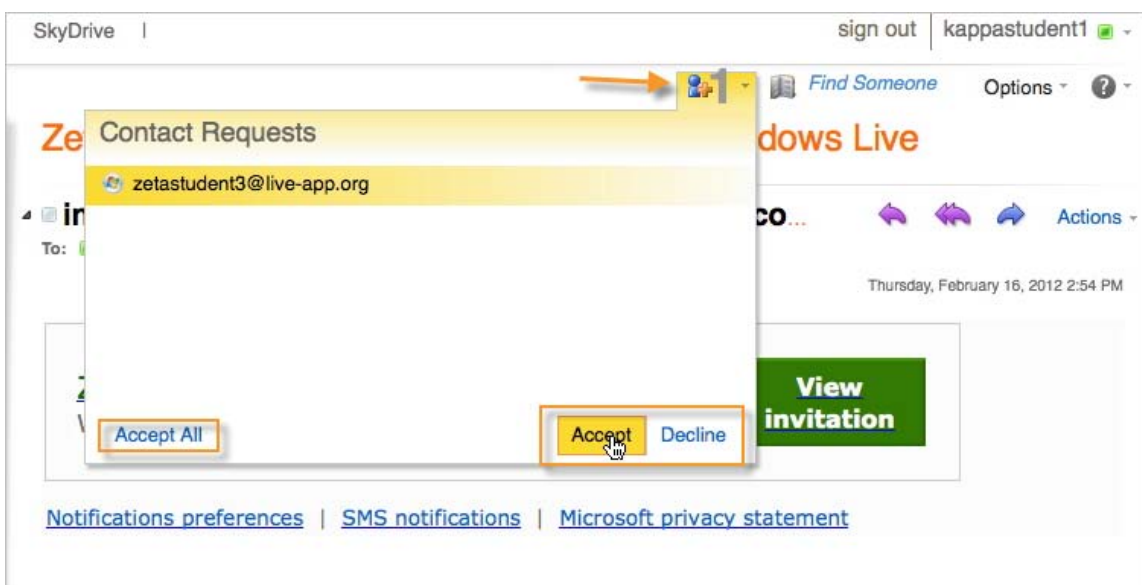
You have three options:

1. Click `Accept All` to accept all invitations.
2. Click `Accept` to accept the current invite only.
3. Click `Decline` to decline the invite.

Once invitations have been sent/accepted and web settings are set, you will see a list of contacts in the MS Live Services block. Click on a Teacher or Student name to open a new window and chat.

Note: You may want to use the MSN Messenger Application in addition to the MS Live Services block. The MS Live Services block does not log you into MSN Messenger, so if you are not logged in to your course your classmates will not see you as available to chat.

This can be very helpful for a Teacher who stays logged in to MSN Messenger so they are available to students who log in to the course or for students who wish to chat with their classmates without being logged in to the course.

For more information see the links below:

- http://explore.live.com/windows-live-contacts-find-add-people
- http://explore.live.com/windows-live-contacts-invite-friends-using
- http://explore.live.com/messenger-help-center

2.8. My Private Files

2.8.1. Overview

The My private files block provides access to the users private file repository. The block displays folders created within the repository with expandable and collapsible menus to navigate through uploaded files.

2.8.2. User Documentation

The My private files block allows each user to access their personal space within the Moodle repository by clicking on the Mange my private files link within the block.
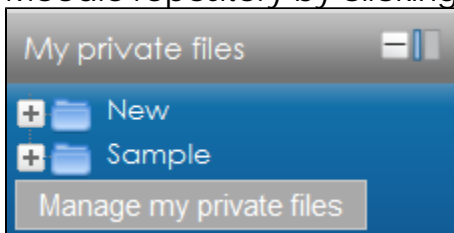
Clicking the Manage my private files link open file manager window.
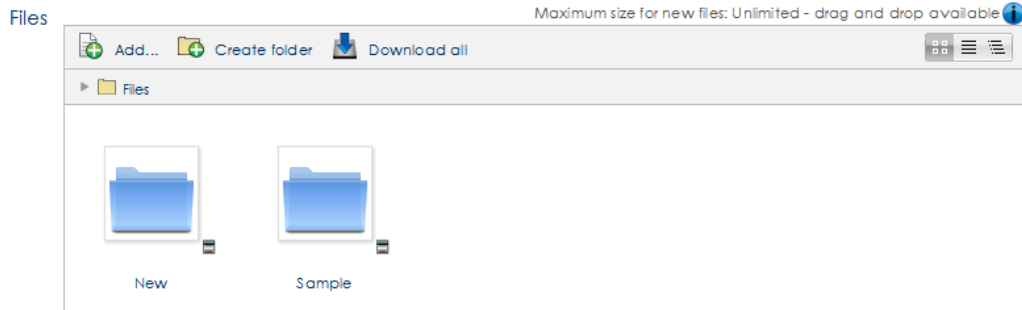
To change views within the file manager, select the menu options in the top right corner.

- Icon view
- List view
- Hierarchy view

Create a folder

To create folders within the file manager, select the Create folder button. Enter the folder name, then click Create folder.
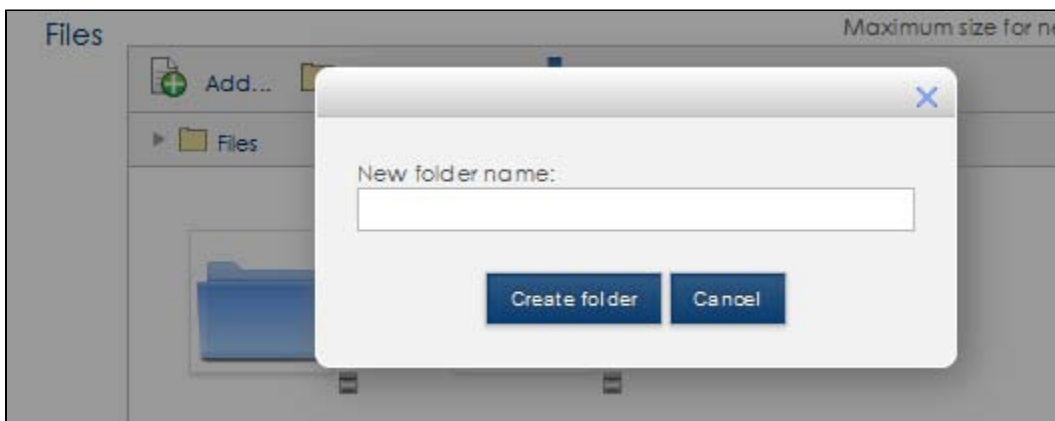
Add a file

To add files select Add.... The file picker pop-up window will open. Choose where to add the file from the available repository options listed in the right hand column.

2.9. Self Completion

2.9.1. Overview

The Self Completion block provides the student with access to mark a course as complete. This block works with the Course Completion tracking settings in a course and requires that a teacher has enabled manual completion for the course.

2.9.2. Student Documentation

The Self Completion block simply contains a link to manually set the completion status of the course for the student.
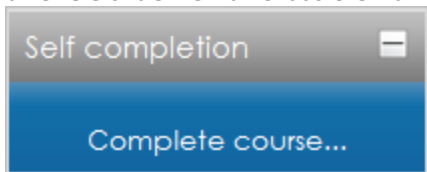
Clicking the `Complete course...` link will bring up a confirmation screen. Click the `Yes` button to complete the course and the `No` button to cancel and return to the course.

Confirm self completion

Yes   No

A course cannot be set to incomplete by a student after it has been marked complete. The Self Completion block will not show up for a student who has already marked a course as complete.

> ⓘ Note
> A teacher can delete completion status for all students in a course. Only all students' completion status can't be reset for individual students. If this happens, the Self Completion block will reappear in the course and each student will need to manually mark the course as complete again.

3. Course Format

3.1. FolderView

3.1.1. User Documentation

The initial course view for a Folder View formatted course is similar to a collapsed Topics format course. There are activities and resources that the instructor has added to the very first topic (overview section) and then a listing of folders with titles. It should look similar to the screen shot below:

From this initial screen, you will have the option to perform the following:

1. Expand one or all folders
2. View a single folder
3. Jump to a single folder

You will want to perform one of these actions to view the activities and resources within the folder(s).

3.1.1.1. Expanding/Collapsing One or All Folders

To view activities and resources within a folder, you must first expand the folder. A folder can be expanded by either clicking on the folder itself or the plus ⊕ symbol next to the course title:

Topic list   Click to expand all folder   + −

    News forum

    Syllabus

    Click to expand the folder
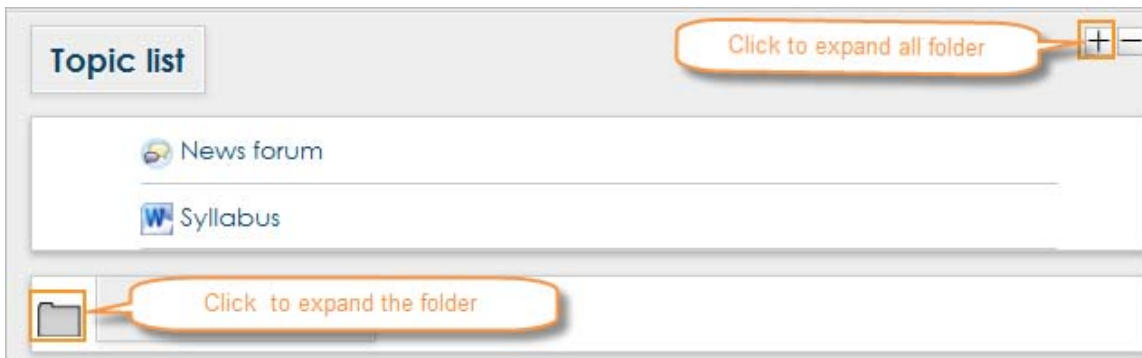
Click the folder or the minus ⊖ symbol to collapse one or all folder(s) respectively.

Topic list   Click to collapse all folders   + −

    News forum

    Syllabus

    Click to collapse the folder

Instructions for Topic 1:
- Read book
- Complete the quiz
- Create a new discussion post

    Book 1

    Quiz 1

    Discussion 1
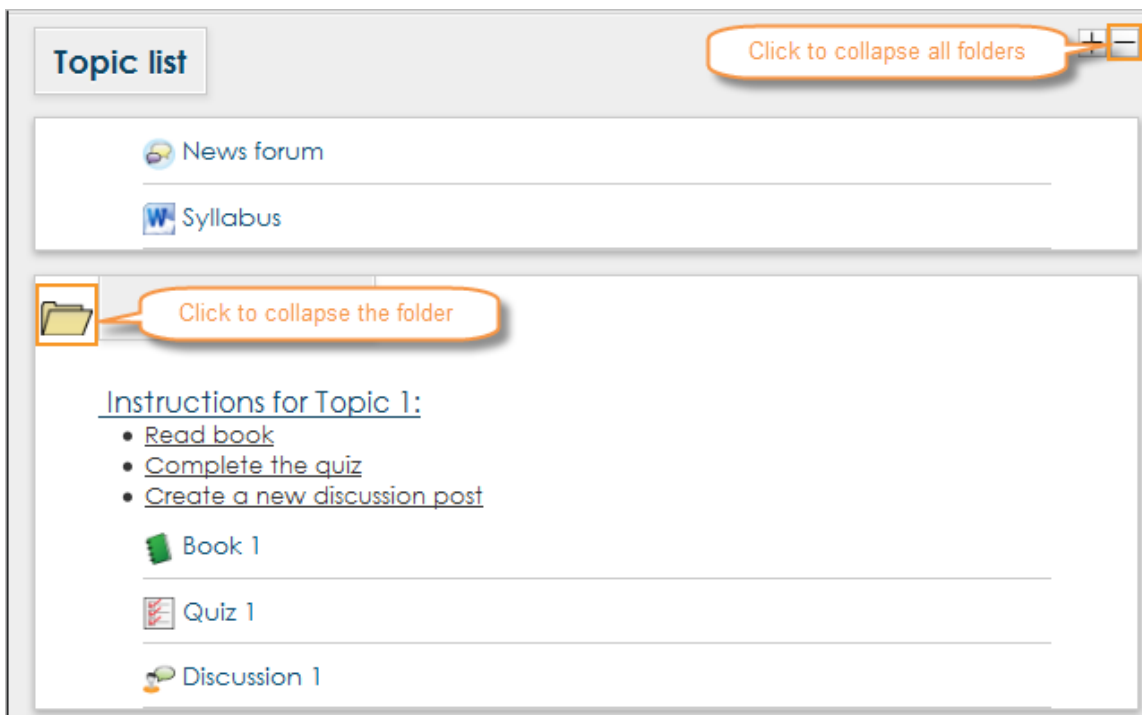
ⓘ Note
An expanded folder will be saved as expanded for the next time you view the course.

3.1.1.2. Viewing a Single Folder

Folder View allows you to view a single folder at a time. Click on either the title of the folder or the *Show only* icon, which in most Joule sites is the blue or gray square in the upper right-hand corner of the folder.

Once in this view, you can return to the list of folders by clicking on the folder list icon in the upper right or the `Topic list` link in the bottom right of the list.
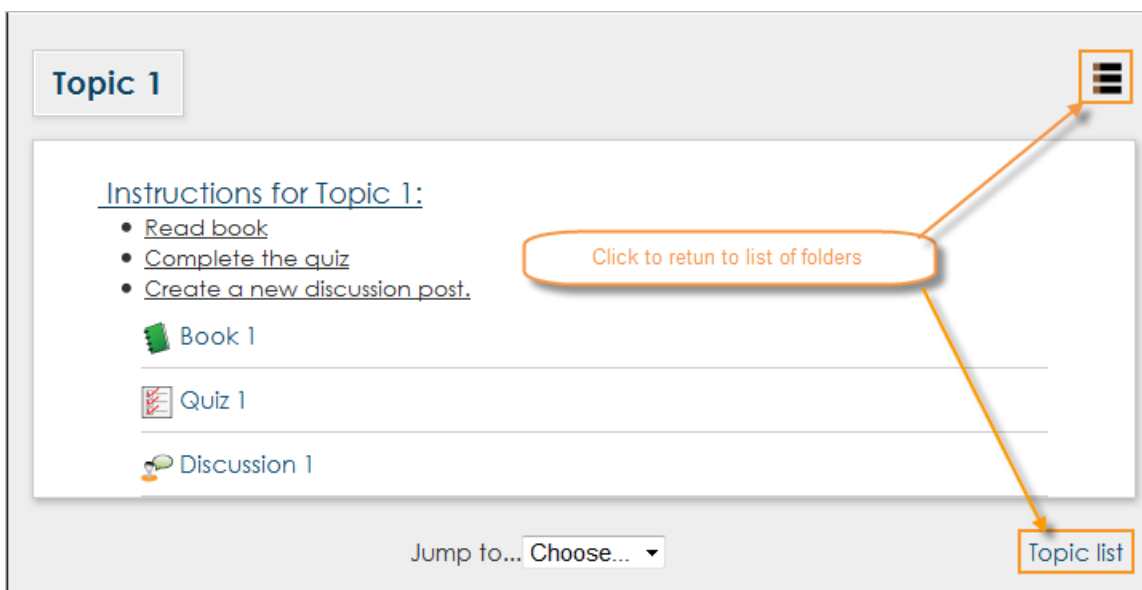
3.1.1.3. Jumping to a Folder

Both the full folder list view and the single folder list view offer the ability to jump to a single folder. The `Jump to...` drop-down list is at the bottom of the page.
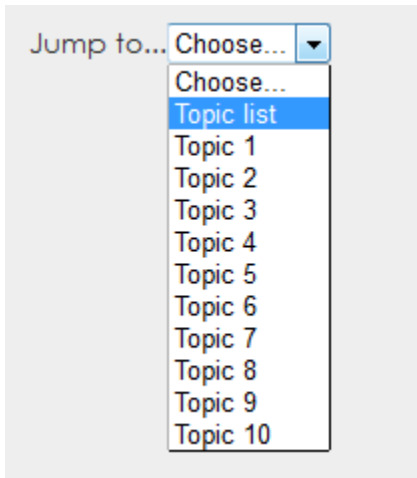
Using the *Jump to...* menu brings you into the single folder view of the folder selected.

4. eFolio

4.1. eFolio Site

4.1.1. Overview

Moodlerooms' eFolio product is an integration between an institution's Joule site and the institution's Moodlerooms hosted eFolioWorld site. The basic feature of the integration is a single sign-on connection between Joule and eFolio, allowing a user to seamlessly navigate between the two systems without re-authenticating. The integration also provides an assignment, which allows a student to submit an eFolio item to an assignment and the teacher to view that eFolio item and grade the assignment.

4.1.2. User Documentation

Below is a list of sites that document the use of eFolio by a student:

- MnSCU Guides
- Avenet Video

5. Joule Mobile

5.1. Phone Application

5.1.1. Overview

The Joule Mobile application is the core component of Moodlerooms' Joule Mobile product. The application is supported on a number of mobile devices using the Apple, Android or BlackBerry operating systems. The Joule Mobile application allows these mobile devices to access the user's course grades, course rosters, upcoming events, campus directory, campus news and campus locations on a map. The Joule Mobile application is a powerful tool for users on the go who need to access their learning management platform.

5.1.2. Basic Setup

5.1.2.1. Installing Joule Mobile

- How do I install Joule Mobile on an Android device?
- How do I install Joule mobile on an iPhone, iPad, or iPod touch using my device?
- How do I install Joule Mobile on an iPhone, iPad, or iPod touch from iTunes?

5.1.2.2. Select an Institution Upon First Accessing the Application

The first time a user accesses the the Joule Mobile application on their device, they will need to select the institution they would like to log in to. The user can enter search terms which match on the $Site\ Name$ and $Keywords$ fields from the Dubmenow configuration settings.

Android	BlackBerry	iPhone, iPad or iPod touch

Upon selecting an institution, the user will be asked to verify that they want to select this institution.

Android	BlackBerry	iPhone, iPad or iPod touch
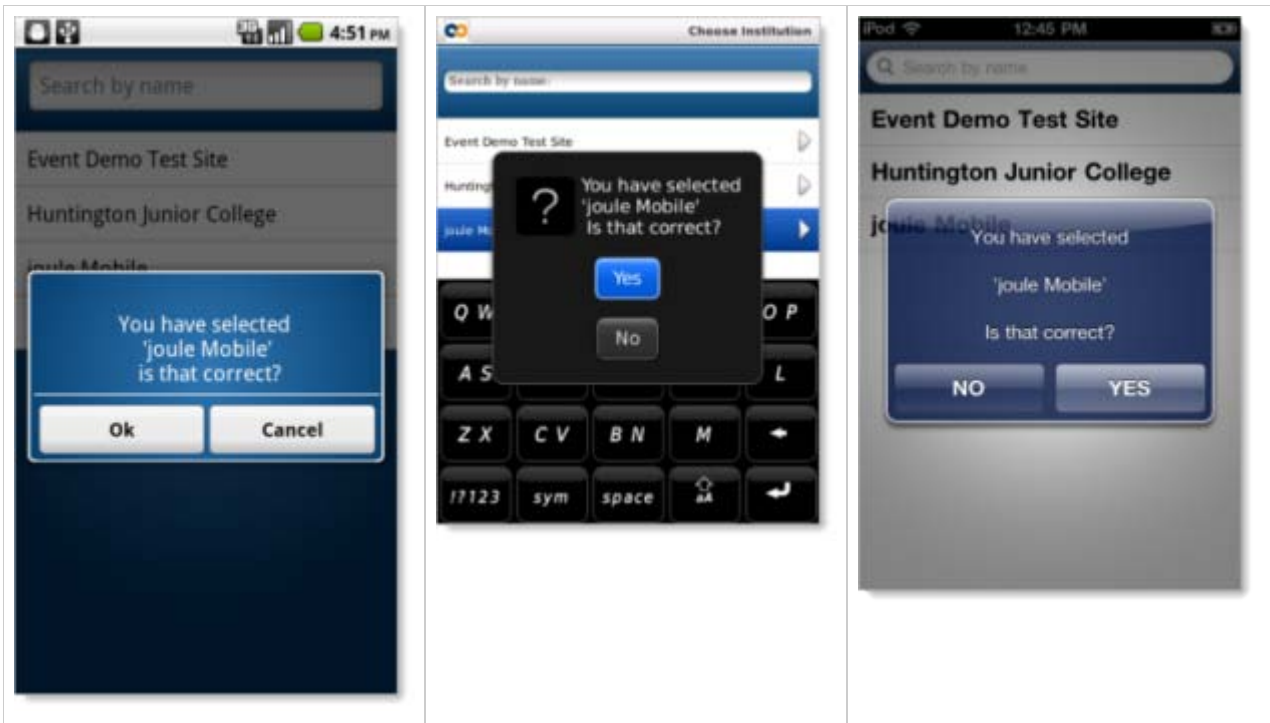
Once the institution is accepted, then the application uses this institution every time the application is run. If a user needs to switch to a different institution, they will need to reset the university.

- How do I reset the Joule Mobile Institution on my Android device?
- How do I reset the Joule Mobile Institution on my iPhone or iPod touch?

5.1.2.3. Log In/Log Out of an Institution's Joule Site

After opening the Joule Mobile application, the user first sees the main menu. If this is the first time the user has accessed the application, they are not logged in.

Android	BlackBerry	iPhone, iPad or iPod touch

To log in, the user clicks on the *Login* button for Apple and Android devices. BlackBerry devices must click the BlackBerry logo button and then select *Login*.

Android	BlackBerry	iPhone, iPad or iPod touch
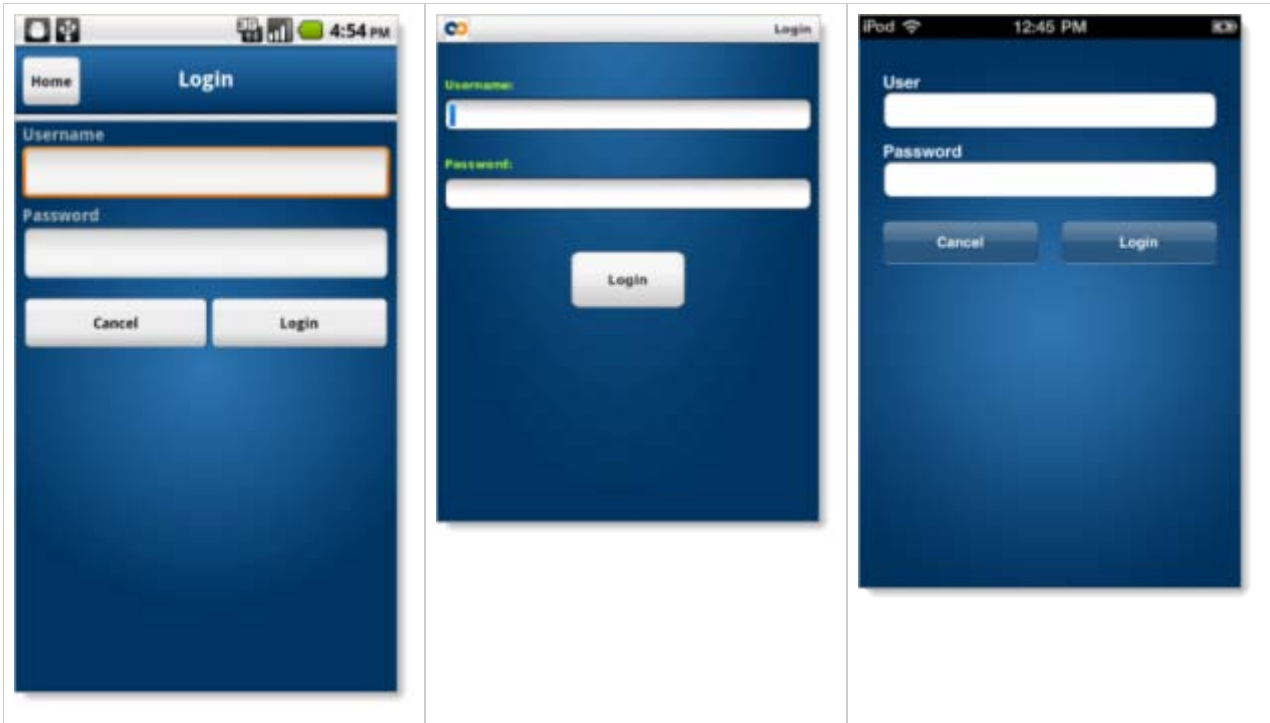
Logging in allows Joule Mobile to retrieve data about the user from the institution's Joule site. Logging in is required before the user is able to use many of the Joule Mobile features.

5.1.2.4. Navigation in Joule Mobile

At any time, you are able to navigate backwards in Joule Mobile by clicking the appropriate navigational icon in the top left corner of the screen. For example, to navigate back to the Main Menu, you would click on the icon in the upper left-hand corner of the application, or the device's back button.

5.1.3. Directory

Android	BlackBerry	iPhone, iPad or iPod touch

The Directory module allows the user to see information about all users in the courses the user is enrolled in. The interface for the Directory module allows the user to search by first and last name or e-mail address for specific users. For example, you may enter "M" to search for all users with the letter M in their first name, last name, or e-mail address. The Directory module can also show only students or only teachers that are in the user's courses. This is done by selecting the appropriate option beneath the search bar (options are All, student or Teacher).

How to Search

1. Enter a search term into the search field - this can be part of a person's name or e-mail address
2. Select which user type you are searching for: All, Student, or Teacher
3. Click *Search*
4. The list will automatically filter results based on your search query

Once the list of students and teachers has been filtered, a user can select a specific student or teacher to view detailed information about them based on the user's settings in the Joule Mobile block. For more information about setting view permissions, see the Joule Mobile Block Manual. The directory can show the following detailed information about a user:

- First and last name
- Home phone number

- Mobile phone number
- Home address
- Home e-mail address
- ICQ user name
- Skype user name
- Yahoo user name
- AIM user name
- MSN user name

Android	BlackBerry	iPhone, iPad or iPod touch

From the contact details screen, you may add the contact to your device's address book or send a friend request through the Dubmenow network. Clicking on a contact's phone number will initiate a call to that individual. Clicking on the contact's address will display the address on the device's map. Clicking on the contact's e-mail address will begin the composition of an e-mail to that user.

5.1.4. News

Android	BlackBerry	iPhone, iPad or iPod touch
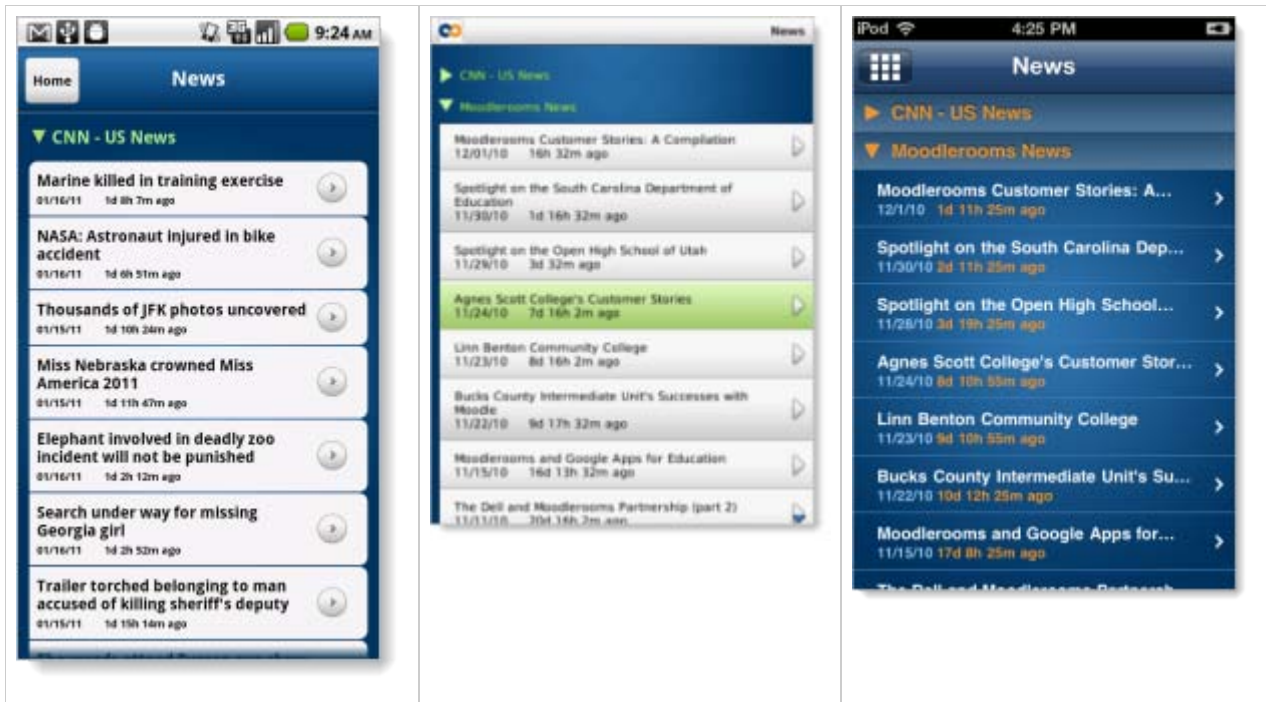
The News module provides the institution with the capabilities to display a predefined set of RSS feeds. These RSS feeds can be internal or external to Joule. RSS feeds expand and contract to show and hide the entries in the feed. The RSS feed with the most recent entry appears first on the list. Selecting a new entry causes the user to navigate to the RSS entry via the device's Web browser.

5.1.5. Courses

Android	BlackBerry	iPhone, iPad or iPod touch

The Courses module displays a list of all the courses in which the user is enrolled, organized by course category based on the institution's global settings for the Joule Mobile block. When a user selects a course, they are provided with more information about the course. The Joule Mobile app separates the course information into five areas through the use of buttons or tabs:

1. Info: Overview information about the course
2. Recent: Recent activity in the course
3. Upcoming: Upcoming calendar events for the next 7 days
4. Roster: A list of all users enrolled in the course
5. Grades: Student grades for the course

Each of the screens are discussed in greater detail below.

5.1.5.1. Info

Android	BlackBerry	iPhone, iPad or iPod touch
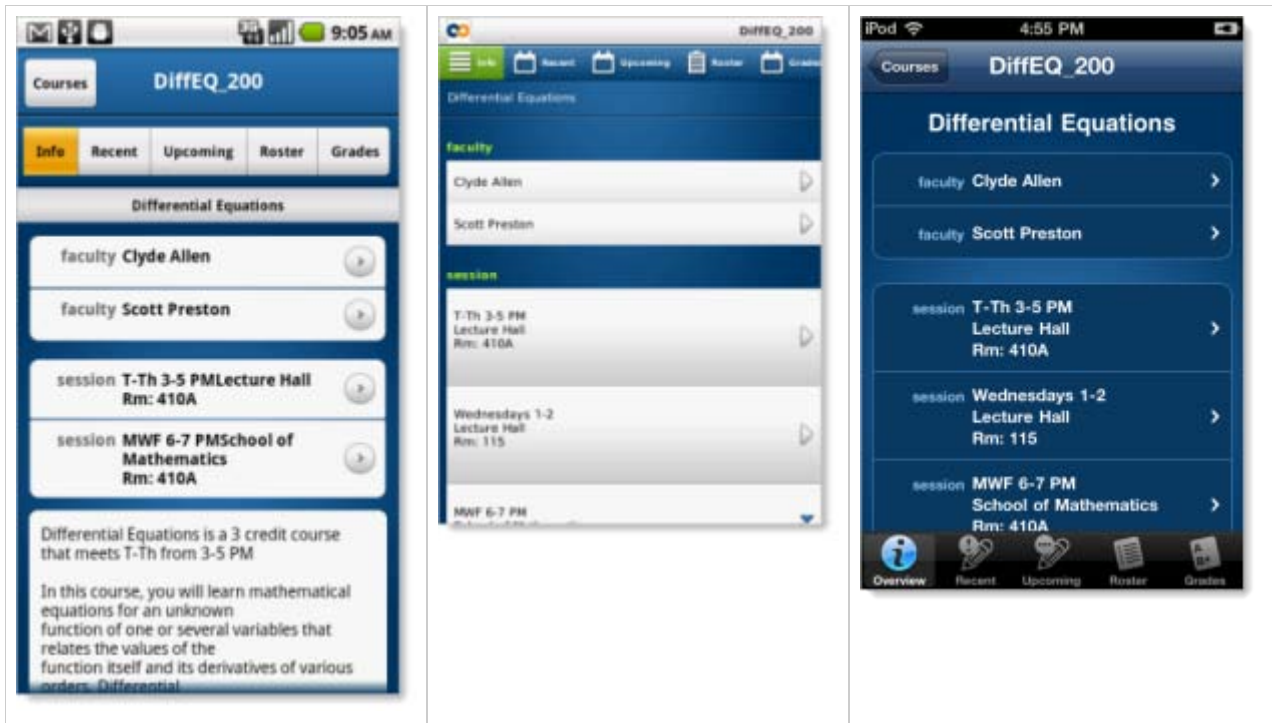
Selecting a course from the course list presents the user with the Course info screen. The course info screen lists out information about the course, the faculty members, course summary, and any meetings created for the course. For more information on creating meetings for a course, see the Locations Block Manual.

5.1.5.2. Recent Activity

Android	BlackBerry	iPhone, iPad or iPod touch

The Recent Activity screen (accessed through the `Recent` tab or button on the device in the Course module) displays the same information displayed by the Recent Activity block for the selected course in Joule. This includes all logged actions performed by users enrolled in the selected course. For a student, this is useful to view what updates a teacher has made. For a teacher, this allows them to see when students have completed or viewed activities. A user can click on an activity and they will be logged in (via single sign-on) to the institution's Joule site and sent to the activity via the device's Web browser.

5.1.5.3. Upcoming Events

Android	BlackBerry	iPhone, iPad or iPod touch
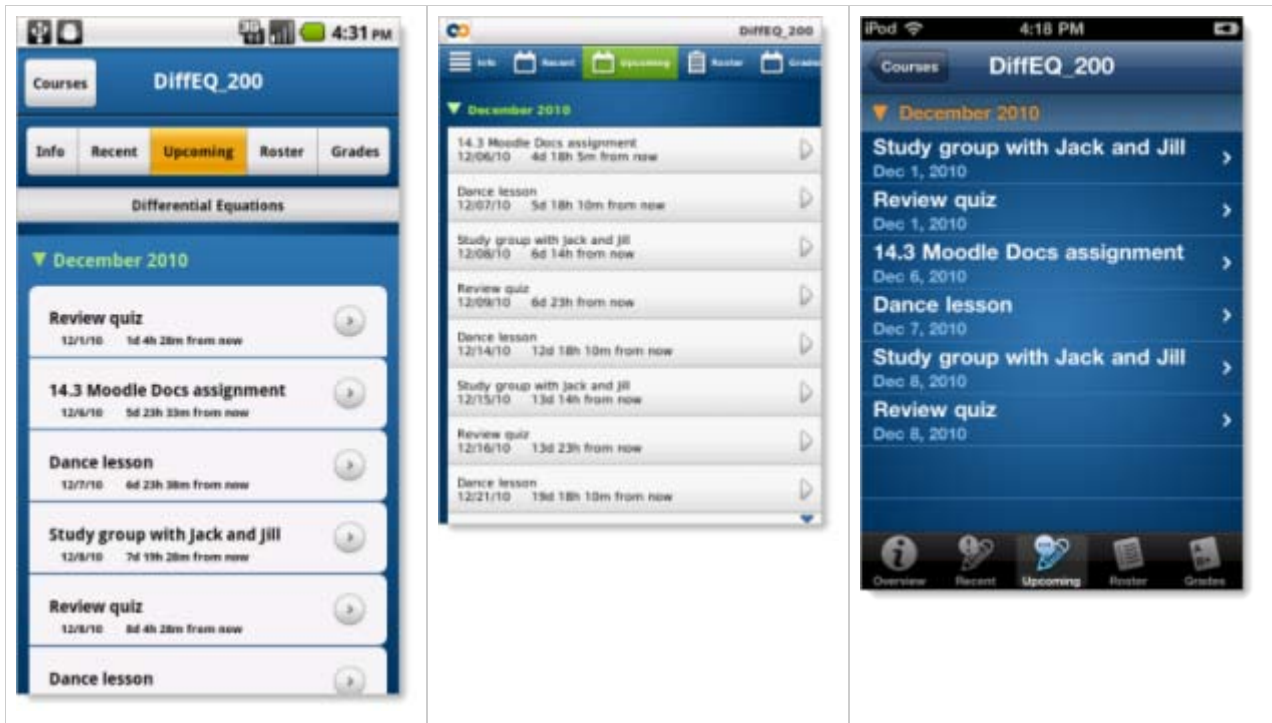
The Upcoming Events screen (accessed through the `Upcoming` tab or button on the device in the Course module) displays events in the course calendar over the next two weeks. These events can be user, group or course events. Clicking on an event provides the event details listing the date, time, duration and summary of the event.

5.1.5.4. Roster

Android	BlackBerry	iPhone, iPad or iPod touch
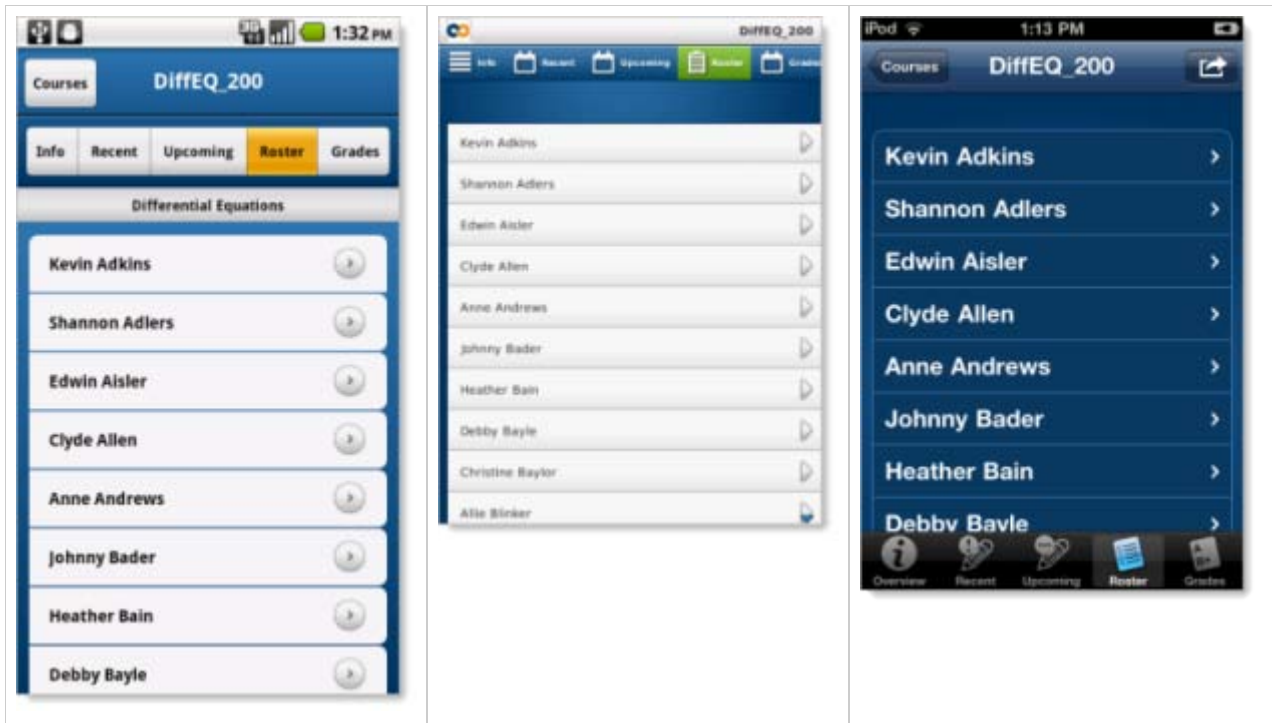
Similar to the Directory screen, the Roster screen lists out all other users enrolled in the course. Users can view a participant's contact details by clicking on the participant's name. The contact detail displayed from the Roster screen is the same contact detail displayed in the Directory module.

5.1.5.5. Grades

Students and teachers have different views of the Grades screen. More information can be found in the Teacher Grades section or Student Grades section below.

5.1.6. Maps

Android	BlackBerry	iPhone, iPad or iPod touch
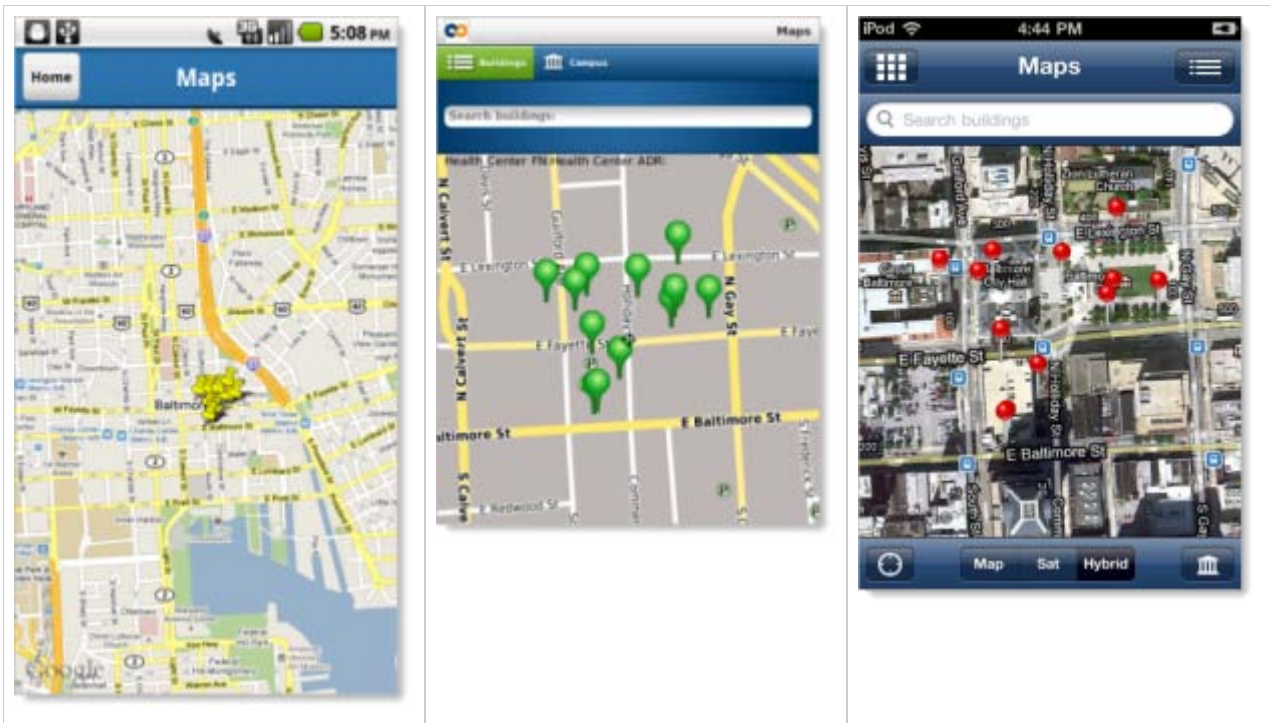
The Maps module synchronizes with the Locations block in the institution's Joule site to get a list of all of the locations an institution has created for their campus. The Maps module displays the locations as pins using the device's native mapping application (typically Google Maps) inline the Joule Mobile application. Users are able to view the details for a particular location by clicking on the pin. Details include the address of the location and the ability to view directions to the location.

> ℹ️ Note: Get Directions Exits Joule Mobile
> If the user clicks on the `Get Directions` button, the user will exit the Joule Mobile application and be brought to the device's map application. This will require the user to use the device's navigation buttons to return to the Joule Mobile application.

From the Maps main screen, a user can change to a list view of buildings or campuses that have been created for the institution. The method for viewing this list depends on the device's operating system:

- How do I view the Locations list on my Android device?
- How do I view the Locations list on my Blackberry device?
- How do I view the Locations list on my iPhone, or iPod touch device?

5.1.7. Events

Android	BlackBerry	iPhone, iPad or iPod touch
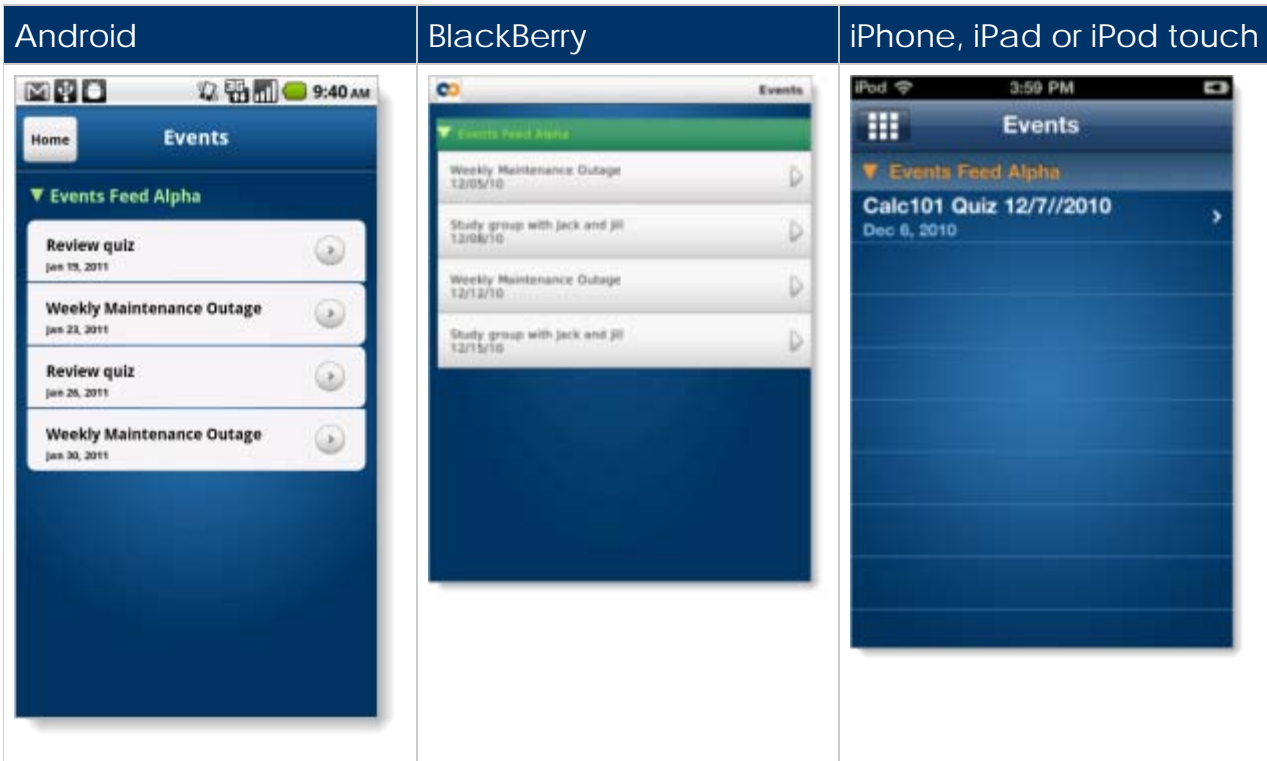
The Events module displays all calendar events (site, user, group and course events) from the institution's Joule site for the user for the next two weeks. Selecting an event provides the user with greater detail, including the date, time, duration and summary of the event. This behaves the same as an upcoming event in the Course module.

5.1.8. Info

Android	BlackBerry	iPhone, iPad or iPod touch
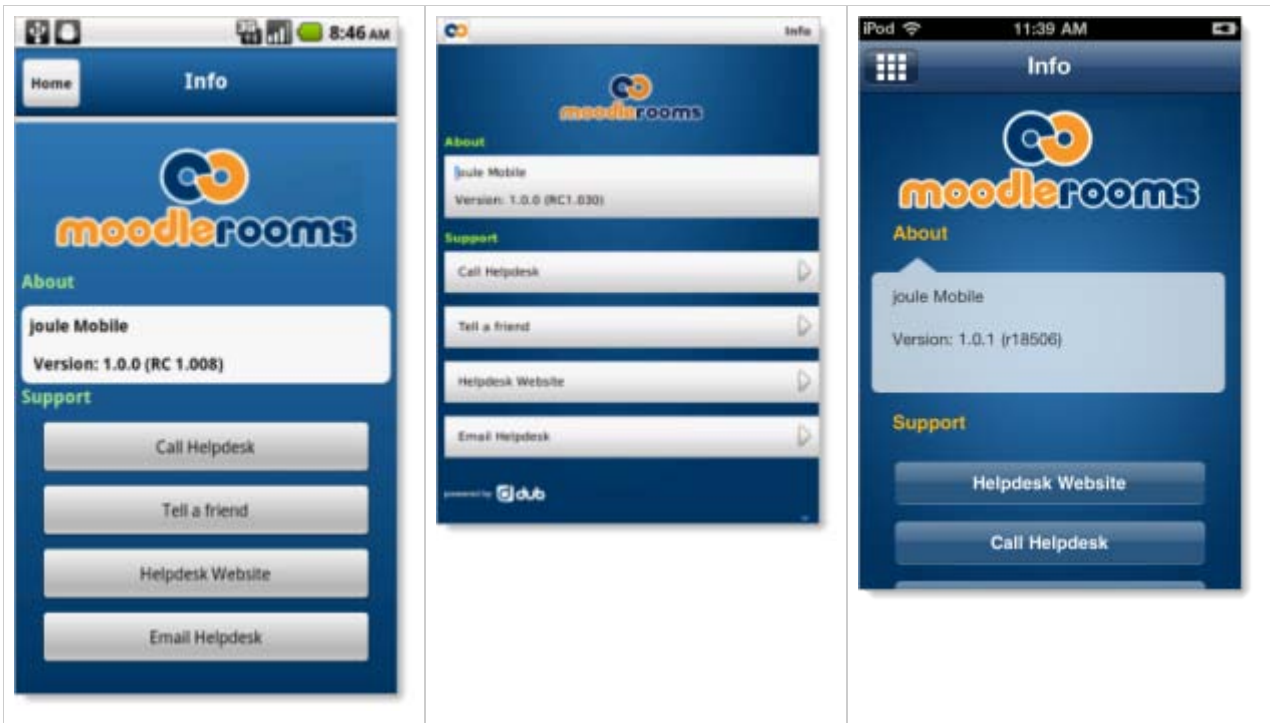
The Info module displays information about the Joule Mobile application as well as support contact information for the institution. The following information is displayed to the user:

- Version The version # of the Joule Mobile application for the device's operating system
- Help Desk E-mail: E-mail address of the institution's end user support help desk for the Joule site
- Help Desk Web Site: Web site of the institution's end user support help desk for the Joule site
- Help Desk Phone Number: Phone number for the institution's end user support help desk for the Joule site

The institution configures the help desk e-mail, Web site and phone number when purchasing Joule Mobile.

5.1.9. Notifications

Android	BlackBerry	iPhone, iPad or iPod touch
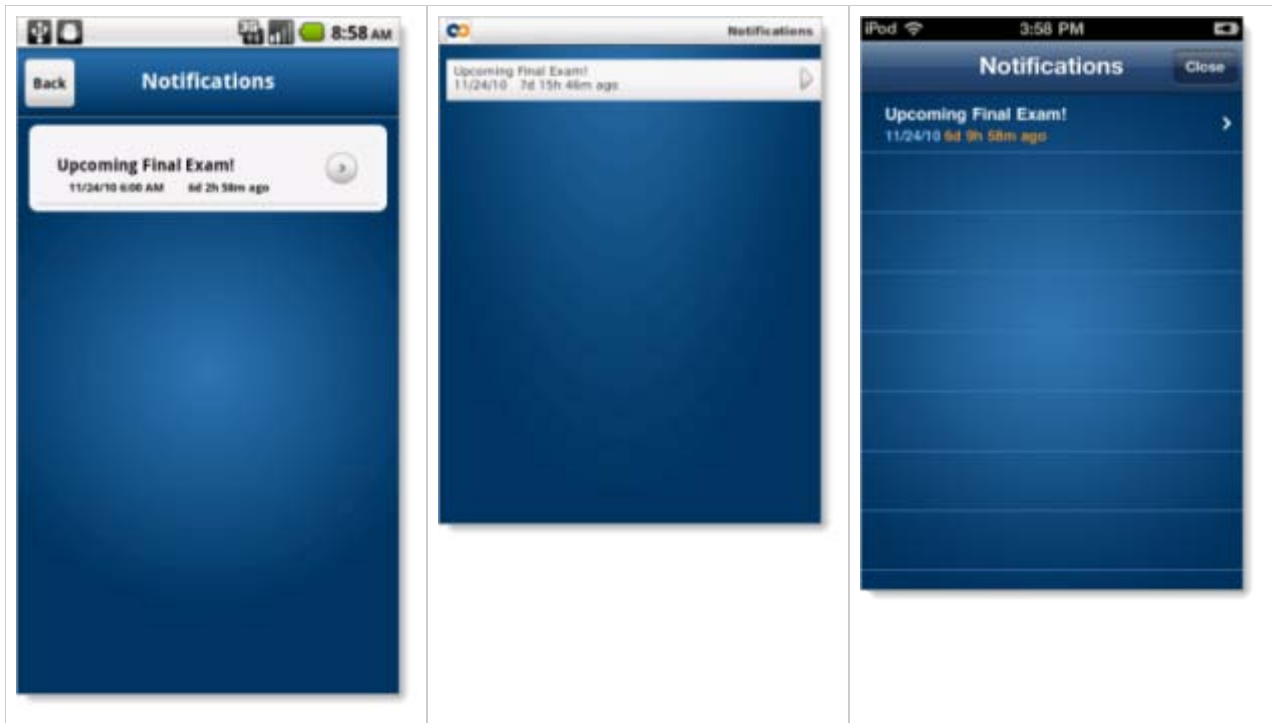
Users receive *Joule Notifications* in the Main Menu of the Joule Mobile application. The notification details include the date and time of the notification and the same message that is delivered to the user's e-mail.

> ℹ️ **No HTML support**
> Currently, HTML is not supported in the notification message.

5.1.10. DubMeNow Modules

Two modules in the Joule Mobile application provide the user access to DubMeNow's contact sharing network. Review the privacy policy attached DubMeNow's Privacy Policy and visit https://www.dubhub.com/ for more information about DubMeNow.

5.1.10.1. Friends

The Friends module displays contacts you have added to the Dub network and allows you to contact them.

5.1.10.2. My Card

The My Card module displays the user's Dub contact card.

6. Joule Social

6.1. Social Site

6.1.1. Usage Scenarios

Joule Social can be used in a variety of ways:

- To create discussion/collaboration spaces for school groups (clubs, teams, committees, etc.)
- To create spaces for ad-hoc groups (study groups, etc.)
- To create spaces for parent communities
- To create spaces for alumni communities
- Encourage program/campus-wide engagement and interaction

6.1.2. User Documentation

> ⓘ In the Joule Social environment, student and teacher roles do not exist; however, a manager role exists, which has extended capabilities.

6.1.2.1. Select Joule Social

Users can enter the Joule Social environment by clicking the link within the `Joule Social` block.

6.1.2.2. Community Stream

The community "stream" allows you to see aggregated activity within your community of friends and groups. When you befriend someone in Joule Social, their activities are added to your community stream. When you join a group, those activities are also shown on the community stream. When you are in a Joule course, the recent course activity is added to the stream as well. This aggregation of activity and updates makes

staying connected much easier, because you do not have to visit every person, group or course in order to view activities.

6.1.2.2.1. Filtering the Stream

If you do not want to see evidence of all activities for groups or friends, you can click the filter (funnel shaped) icon in order to filter out streams.

ESSEX COUNTY COLLEGE
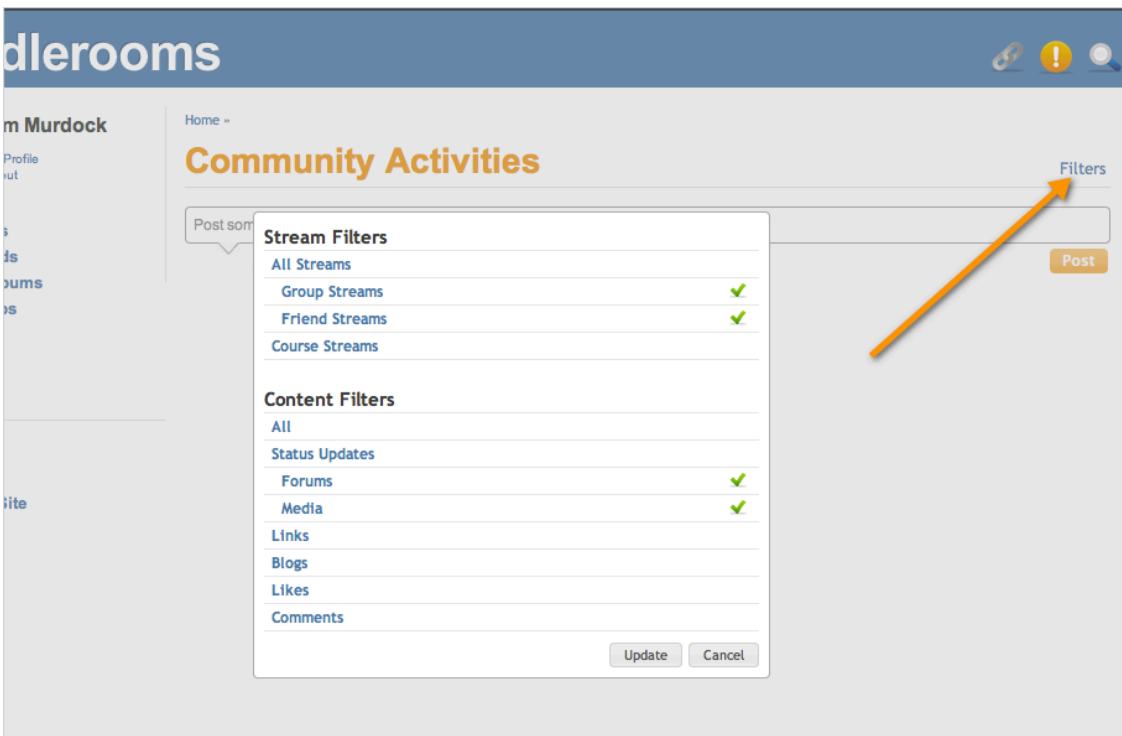
Identify which content and streams you want to view by checking them appropriately. Click the *Update button* to confirm your decision.

As your community grows, these filters will help you focus on your favorite things.

6.1.2.2.2. Adding to the Stream

If you want to add an activity to the stream, you can type a status update in the stream box.

If you want to attach items to your post, click on the appropriate icon. Attachment choices include:

- URL link
- Image files
- Video URL (for embedded posts)

If you want to cancel the attachment, click the *Cancel* button.

You will notice that the resulting post includes your icon (so that others can identify you), a time stamp and the ability for others to click on the *Comment* link to post a note about your post.

6.1.2.3. User Information Column

On the left side of the screen is a list of user information.

You can use this list to quickly navigate to different Joule Social activities within your profile.

6.1.2.4. View Friends

To view friends, click the *Friends* link in the header navigation or in the User Information column.

Any of your existing friends will appear in this list.

6.1.2.4.1. Find Friends

To find a friend, click the *Find People* link. A list of people within the institution will appear.

Find the user that you want to add as a friend, hover the mouse over the corresponding wrench icon until it reveals two additional icons:

Click the *Add Friend* (silhouette shape with a plus sign) icon to make a friend request. If they choose to accept your request, a notification message will appear in the Notifications list.

Click the *Mail* (envelope) icon to send a message to that person.

6.1.2.4.2. Friend Request Notifications

When someone requests to be your friend, the request goes to their Notifications area. Click the *Notifications* icon to view all alerts.
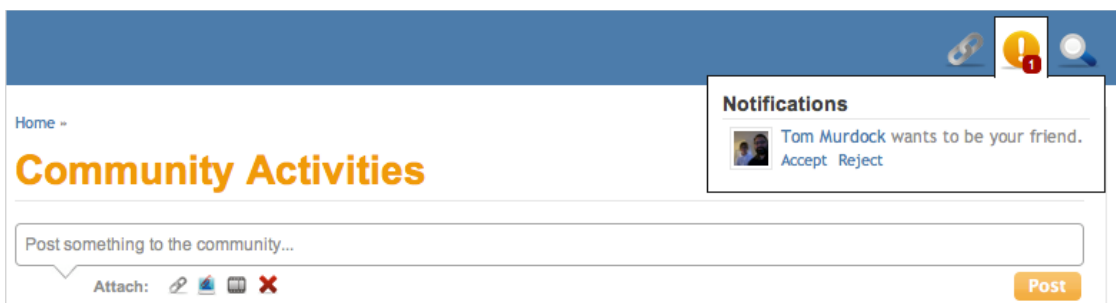
Click the *Accept* link to add the person as a friend. Click the *Decline* link to ignore the request and remove the notification.

6.1.2.4.3. Removing Friends

When you view your friend list or add friends (see above), you will see the people who are your current friends. Hover the mouse over the wrench icon until it reveals the additional icons:

Click the `Remove friend` (silhouette shape with a red X) to drop the user from your list.

6.1.2.4.4. Visiting a Friend's Profile

Once a friend appears in your list, you can click on his or her name and visit their profile page.

A friend's profile page reveals everything about his or her activities. Click on the *Actions* link to view those activities.
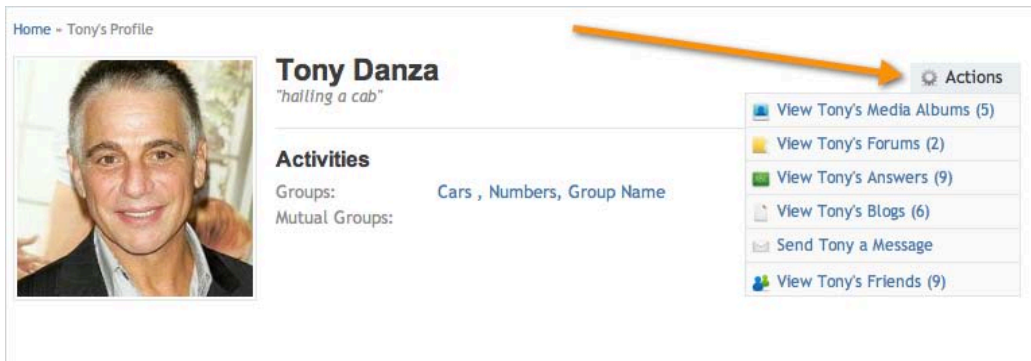
One of the central concepts of Joule Social is that both people and groups offer "centers" of activities. Compared to other Web activities, people-based activities include personal updates, personal media albums, etc. (think Facebook). Meanwhile, groups are more like informal Web communities (think Ning), where users can share blogs, forums, etc. with a specific group. Rather than distinguish the activities of people and groups differently, we instead provide the same activities within both contexts.

6.1.2.5. Groups

To view groups, click the *Groups* link in the header navigation or in the User Information column.

Any existing groups will appear in this list.

Click on the `Group Name` link to visit the group.

6.1.2.5.1. View Group Activities

The group page displays recent activity in the stream, as well as a list of group members.

Click on the `Actions` link to view all activities, sorted by activity type.

Click on the `Edit Group Settings` link to manage/edit the group settings.

6.1.2.5.2. Find and Join a Group

To find a group, click the `Find Groups` link.

You will see a list of current and available groups.

After you have found the group you want to join, click the `Join Group` link.

Joining groups adds you to a smaller community of users. Some of those users may not be your formal friends.

6.1.2.5.3. Leave a Group

Click the *Groups* link in the User Information column.

Identify the group you want to leave and hover the mouse over the wrench icon.

Hovering will reveal the *Leave Group* (silhouette with a red X) icon:

Clicking the icon will remove you from the group.
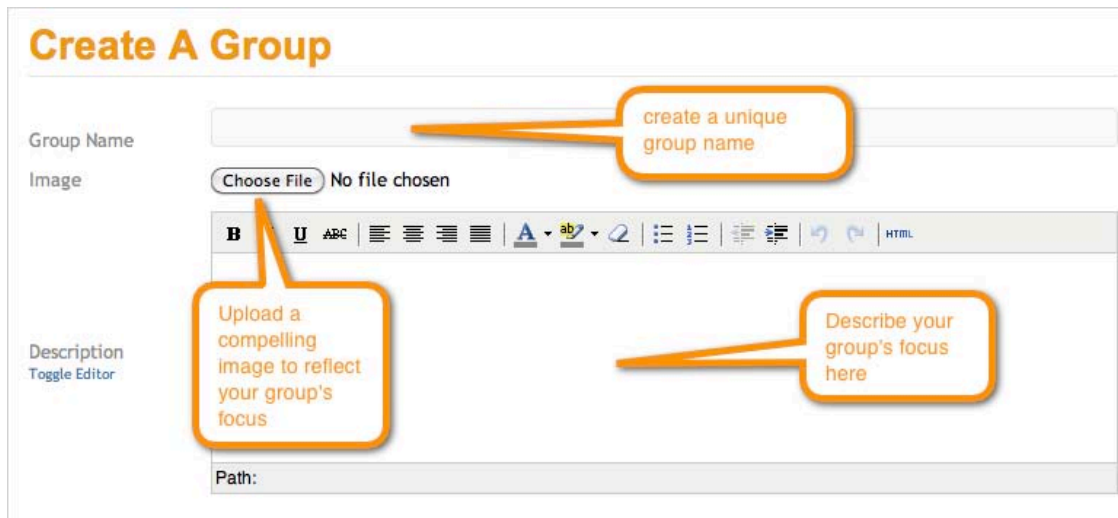
6.1.2.5.4. Create a Group

To create a group, click the *Create Group* link.
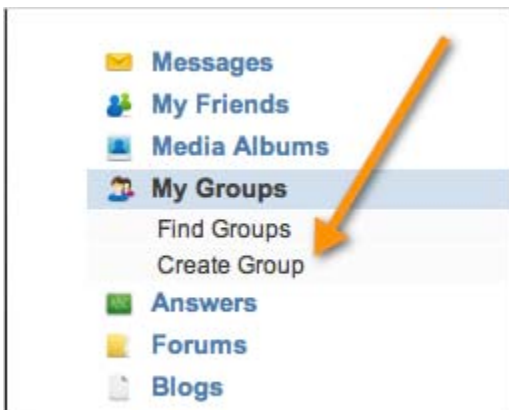
You will be asked for to provide the following information:

- A unique group name
- An image to reflect your group's focus (optional)
- A couple sentences describing your group's focus (optional)

Next, a group leader needs to determine who will have access to join the group. The following three methods are available:

- Open: This will allow anyone to join this group
- Closed: Anyone can apply for membership but only group administrators will be able to approve of new members to the group
- Hidden: This group is invite only – people on the site will not be able to search for your group and it will not appear anywhere unless they are a member of your group

Save your changes to this new group by clicking the `Create Group` button at the bottom of the page.

6.1.2.6. Group Activities

Groups, like user profiles, offer a series of activities that are shared with the community of people belonging to the group.

Users can post status updates and attachments within the group's activities stream.

Users can click the `Actions` link to view group forums, media albums, answers or blogs. Likewise, users can view members of the group and send messages to individuals within the group.
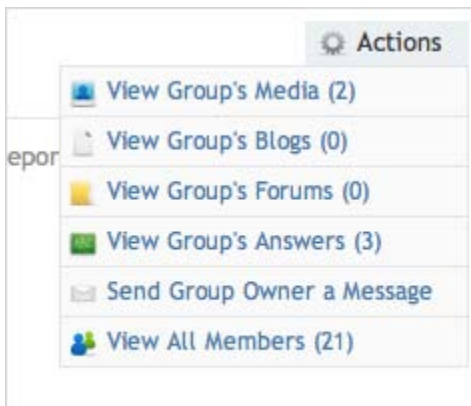
6.1.2.7. Managing the Group

If you are a group manager, you can re-visit the group's settings page by clicking the `Action` link and choosing `Edit Group Settings` option.
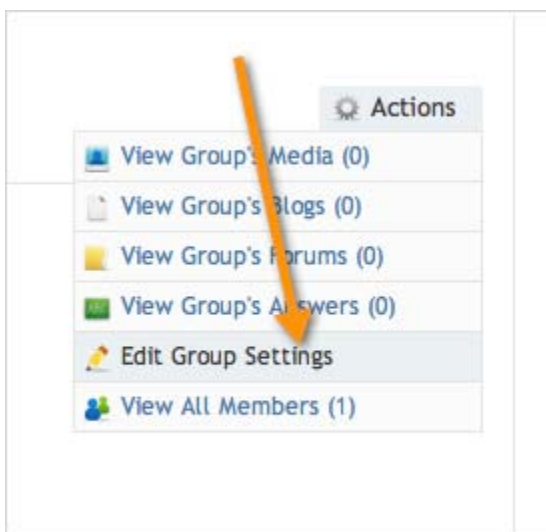
Alternately, when you want to return and make changes to the group settings, click the `Groups` link in the header navigation or in the User Information column. Find the group that you want to manage, hover the mouse over the wrench icon next to your selected group until it reveals the additional icons:

- Edit (pencil icon)
- Transfer (circular arrows)

Click the *Edit* icon to navigate to the group management page, where you can change the group's name, description, image and access settings. Moreover, you will see a series of links to manage invitations, membership, ownership and (ultimately) whether the group should be deleted.

6.1.2.7.1. Managing Group Invites

When you want to invite someone to a group (especially if group access is limited to Closed or Hidden), click the *Invite* link within the group management page.

You will then see a list of all your current friends. Select the friends (by checking the corresponding box) that you would like to invite to the group. Then click the *Send Invitations* button.

6.1.2.7.2. Managing Group Members

When you want to manage members of a group, click the *Members* link within the group management page.

You will be able to remove members from the group by clicking the `Delete` (red X) icon corresponding to their name. Additionally, by checking the `Admin` box, you can designate them as a manager/admin of the group.

6.1.2.7.3. Resigning Ownership of a Group

When you want to resign as the owner of a group, click the `Resign Ownership` link within the group management page.

Click on a group member's name in order to designate that person as a new owner/manager/admin of the group.

Alternately, you may transfer management of a group through the following method:

1. Click the `Groups` link in the header navigation or in the User Information column
2. Find the group that you want to transfer
3. Hover the mouse over the wrench icon (associated with the group) until it reveals the additional icons

4. Click the `Transfer` icon to navigate to the ownership transfer page
5. Click on a group member's name in order to make them a new owner/manager/admin of the group

6.1.2.7.4. Deleting a Group

When you want to delete a group, click the `Delete` link within the group management page.
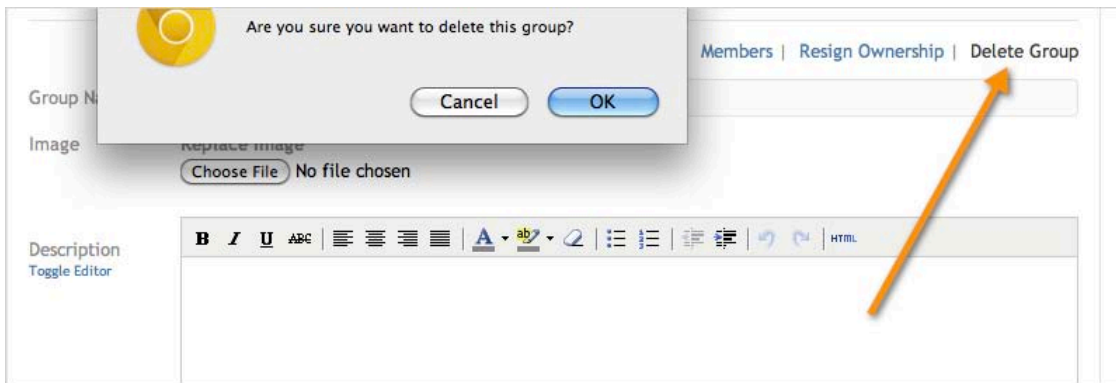
Joule Social will present a warning and require confirmation prior to deleting the group.

6.1.2.8. View Messages

To view your messages, click the *Messages* link in the User Information column.
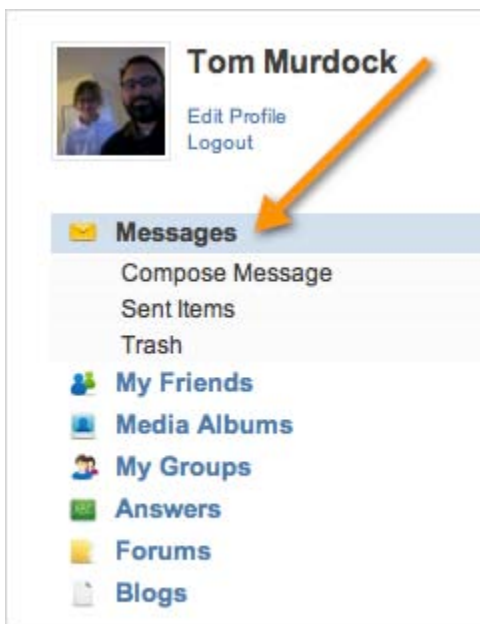
The inbox contains all of your messages. Click on the message's subject line to read it and reply.

Mark a message for the trash by checking the corresponding box and clicking the *Move to Trash* button.

When you are reading a message, you can click on the author's name to visit his profile, post your own reply, or click the `Close` or `Move to Trash` buttons.

6.1.2.8.1. Compose Messages

To write a new message, click the `Compose` link in the User Information column.

Messages can be sent to any of your friends. Begin typing their names to see them in the *To Friend* field. Add a subject, compose your message, and then click the *Send Message* button to send.

6.1.2.9. View Media Albums

To view your media albums, click the *Media Albums* link in the User Information column.

Next, choose the album you want to view by clicking on its title. You may also edit or delete the album by clicking on the links.
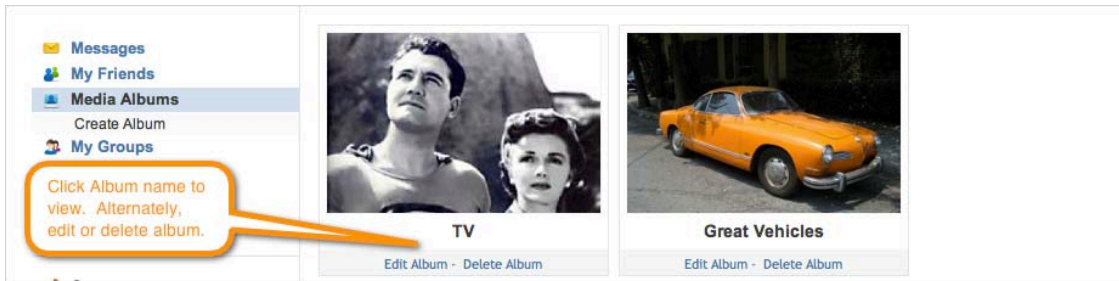
Upon clicking on an album title, you will see all of the media within the album. You may also edit or delete the media by clicking on the links.
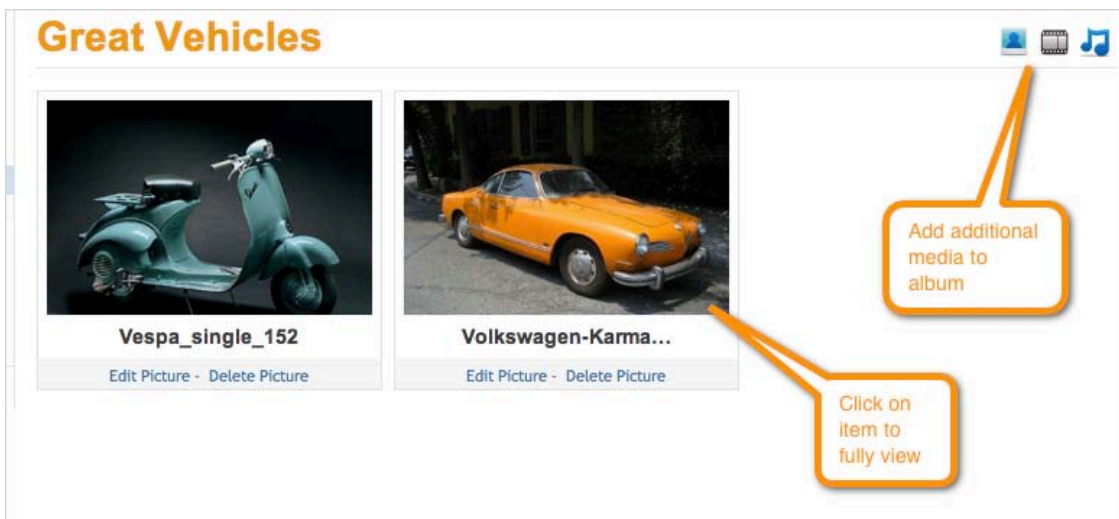
Click on individual items to see them alone.

Vespa_single_152

Dan Bond - Date: May 18, 2011

Click arrow to see next media item

track views and comments

0 Comments   2 Views

Edit title, update media   Edit Media

Write a comment   add comments here

On this page, you can view the number of comments and views as well as add your own comments. Further, clicking the navigation arrow will take you to the next item in the media album.

6.1.2.9.1. Create New Album

To create a new media album, click the `Create Album` link in the User Information column.
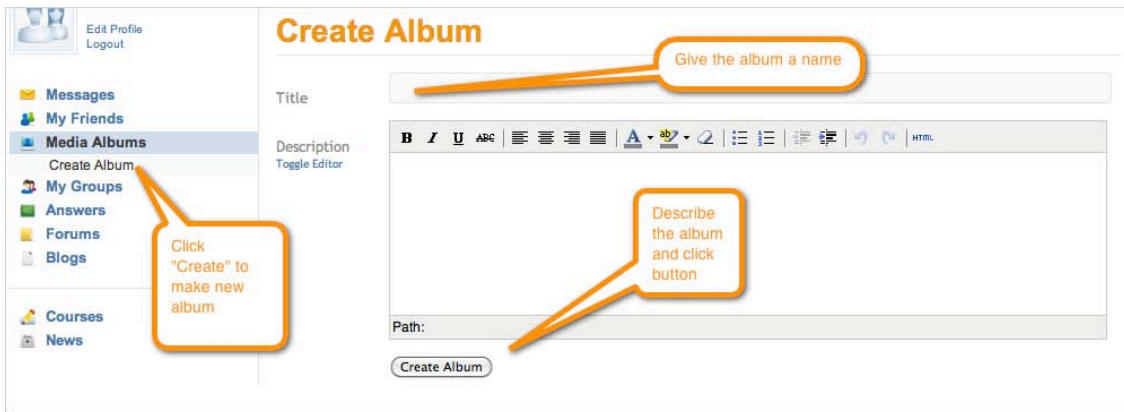
To add media to your album, click one of the three media buttons: photos (.jpg, .tif, .gif, .png), movies (.avi, .mov, .mp4, .wmv) and sounds (.mp3, .wma).

Prior to uploading the file, Joule Social will offer information about maximum file sizes and types, as well as require the user to claim authority to post the media items.

6.1.2.10. Answers

If you want to "community-source" answers to various questions, use the Answers activity. This system allows you and your friends to post various questions, then allow others to provide answers to them. Favorite (or most accurate) answers can be voted upon by the community.

Begin by clicking the *Answers* link in the User Information column.

6.1.2.10.1. New Questions

Next, you can pose a new question to your community of friends by typing your question in the text box and clicking the green check mark button to post it.

6.1.2.10.2. Sorting Questions

Your questions will be added to a list that can be sorted by clicking the *Most Recent Questions* link. You may also sort by the Most Popular Questions, and Questions without Answers.

6.1.2.10.3. Question Detail

Your list of questions will indicate how many answers are associated with each. You will also know the time of last activity associated with each question.

6.1.2.10.4. Answers

Once questions have been raised, you can offer answers to them. You may also add

comments to the question, offering contextual layers.

Within your answer, you can use text, photos, attachments and links to craft your response.

Example of an answer:

6.1.2.10.5. Commenting on Answers

You may comment on someone's answer. Click on the `Dialogue` icon to start.

6.1.2.10.6. Voting on Answers

You can also vote for the answer you think is best. Click on the one of the three star icons. The three stars represent: Good answer, reasonable answer, and flawed answer.

6.1.2.11. Forums

Forums are activities that allow a deeper conversational flow then common Joule Social media comments.

To view forums, click the *Forums* link in the User Information column.

Forums are organized as a three-level system. First, you have a forum title, then you have a topic, then you have posts to that topic.

Click on a forum title to view its various topics.

Click on a topic to view its various discussion posts. Or you can click the green plus sign to add a topic or the red X to delete any checked topics.

6.1.2.11.1. Post to a Topic Within a Forum

Add a post by replying to a topic or an existing post. Discussion posts are displayed as nested conversations so that you can reply to individual posts.

6.1.2.11.2. Add a New Forum
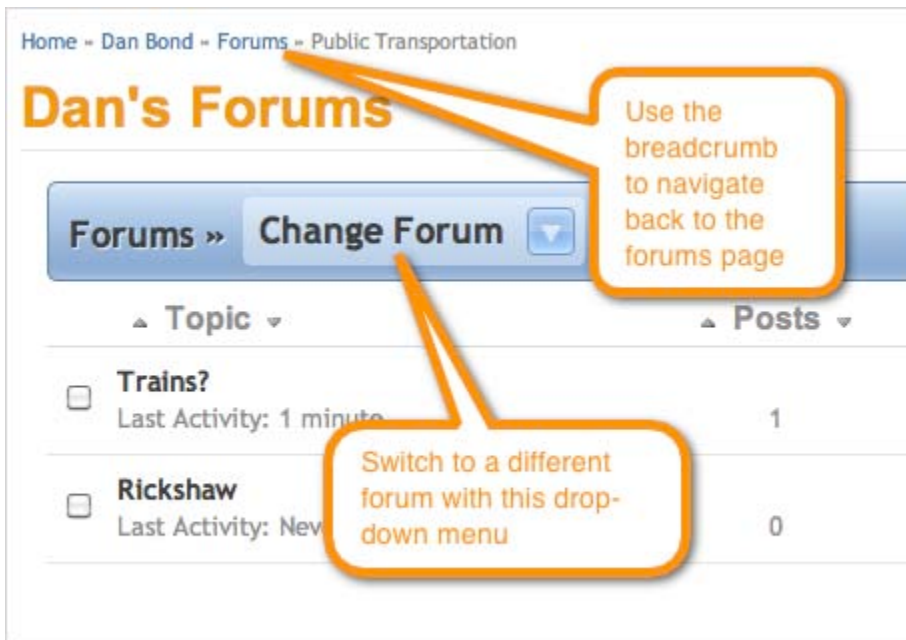
Click on the folder icon in the forum bar to create a new forum. Give the new forum a name before clicking on the *Submit* button.

6.1.2.11.3. Navigate From Forum to Forum

Users can navigate back to the main forum page by clicking on the *Forums* link in the breadcrumb nav. To go to a different forum, click on the *Change Forum* drop-down menu and select the forum you'd like to visit.

6.1.2.11.4. Deleting Posts, Topics and Forums

The author of a post can hover over the wrench icon of a post and see the following three options:

- *Edit* icon: Allows editing of the post
- *Delete* icon: Allows deletion of the post
- *Flag* icon: Will flag the post for inappropriate content

The owner of a forum can erase one or more forums by marking the corresponding forum, then clicking the *Delete* button.

The owner of a topic can erase one or more topics by marking the corresponding topic, then clicking the `Delete` button.

6.1.2.12. Blogs

To view blogs, click the `Blogs` link in the User Information column.

A list of current blogs will appear in the center of the screen. You will be able to see, at a glance, the number of comments and views per post. Click on the `Comments` link to view or make comments.
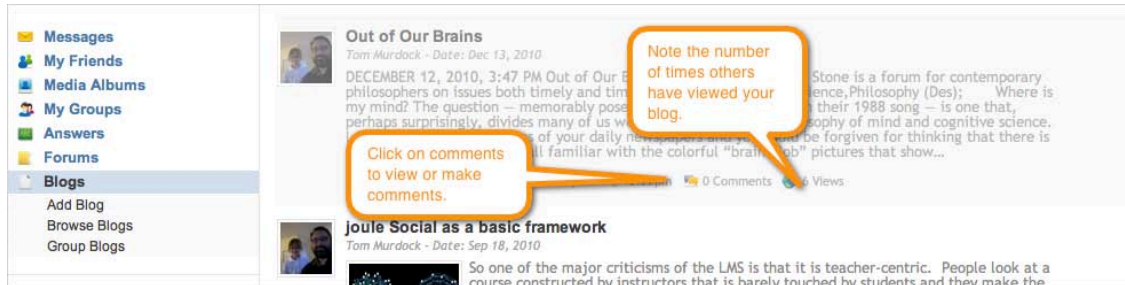
Click on the title of the blog to see its full length. Note the ability to add photos to your blog posts.
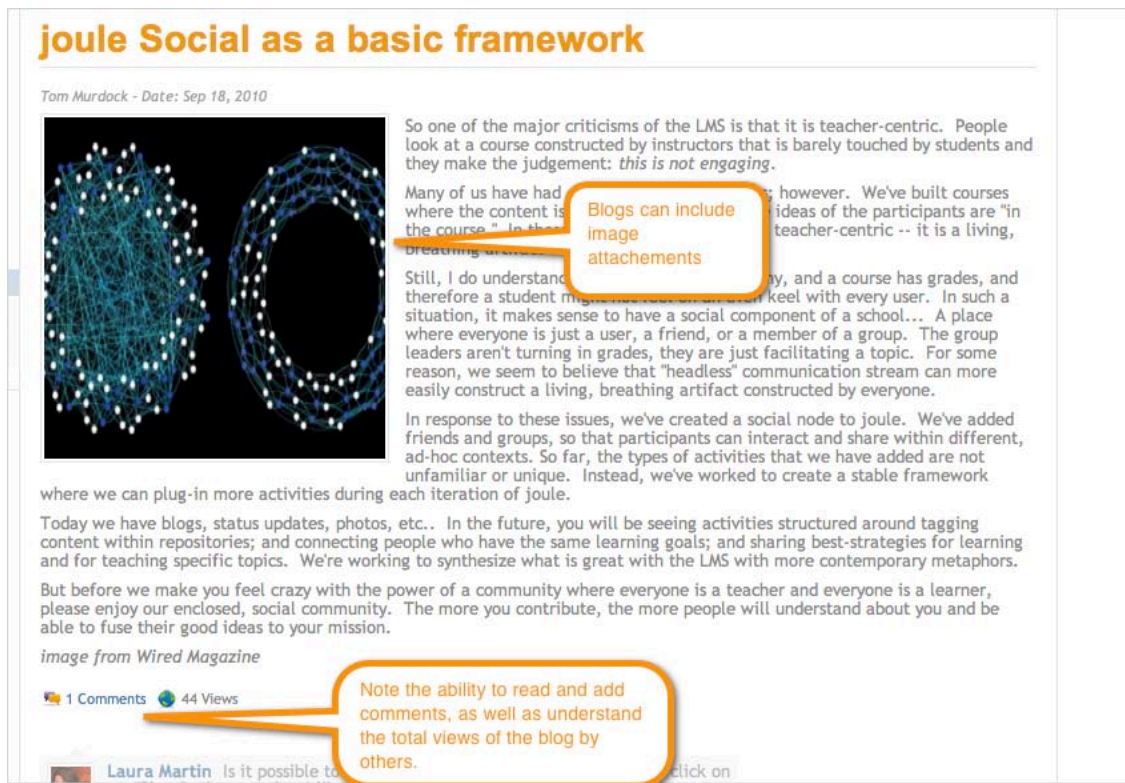
6.1.2.12.1. Add a New Blog Post

The new blog will require a title, and could include an image attachment. The body of the post is composed using a WYSIWYG HTML editor, which allows users to toggle

between WYSIWYG view and source code view, depending on their preferences.

6.1.2.12.2. Browsing Blogs and Group Blogs

Click on the `Browse Blogs` link to see a list of most recent blogs from the entire community (not limited to your friend community). Click on the title of the blog to see its full length.

Click on the `Group Blogs` link to see a list of most recent blogs from your groups.

By browsing blogs, it is possible to learn about interesting writers on the site who may be potential friends.

6.1.2.13. Notifications

Numerous actions within Joule Social send notifications to the user. These are available by clicking on the `Notifications` icon, which looks like an exclamation point in an orange circle. A red number will appear on the icon to indicate you have the many new notifications waiting.
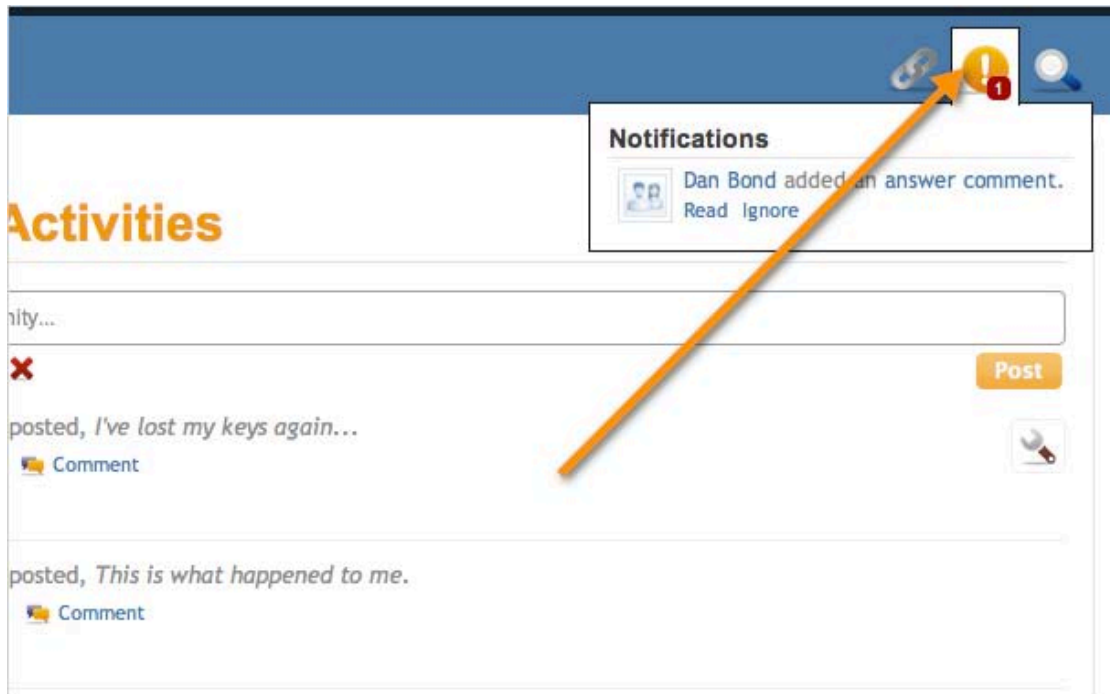
You will be prompted to accept actions or dismiss them. Notifications will disappear from the list only when you click on one of their links (e.g. to Read or Dismiss).

6.1.2.14. News

An institution/organization can post news articles to Joule Social that appear one of two ways.

6.1.2.14.1. Headline News

News articles that are marked as "featured" will appear in the top of the header. Clicking on the article title will open the article in the main page. Clicking the left and right arrow icons will scroll through the list of featured articles.

6.1.2.14.2. News Link

Click on the *News* link in the User Information column to view the news summary in the main page.
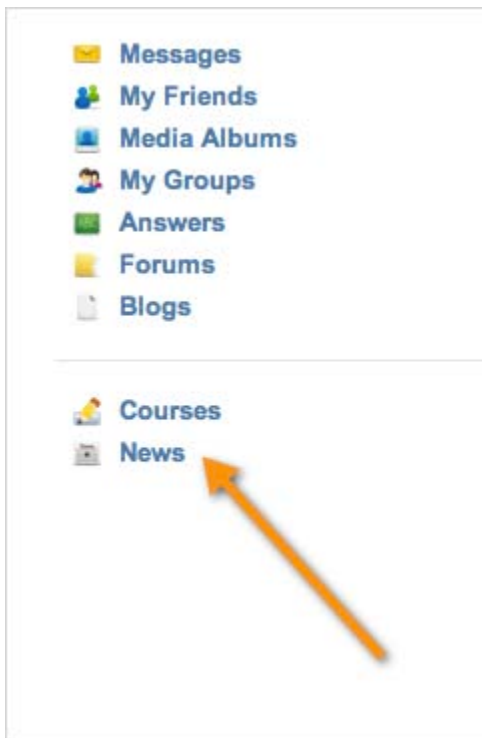
6.1.2.14.3. News Summary

The News summary is a quick view of the featured and regular articles on the site. Click on article titles for the full story. Some articles allow for commenting or voting.

Note: Only Joule Social managers can submit and curate the news articles.

6.1.2.15. Links

Click on the *Links* icon in the header for a list of quick links for the organization.

Note: Only Joule Social managers can submit and curate the links.

6.1.2.16. Search

Click on the *Search* (magnifying glass) icon in the header to search for keywords. You may filter your search to include the entire site, news, blogs, groups or users.
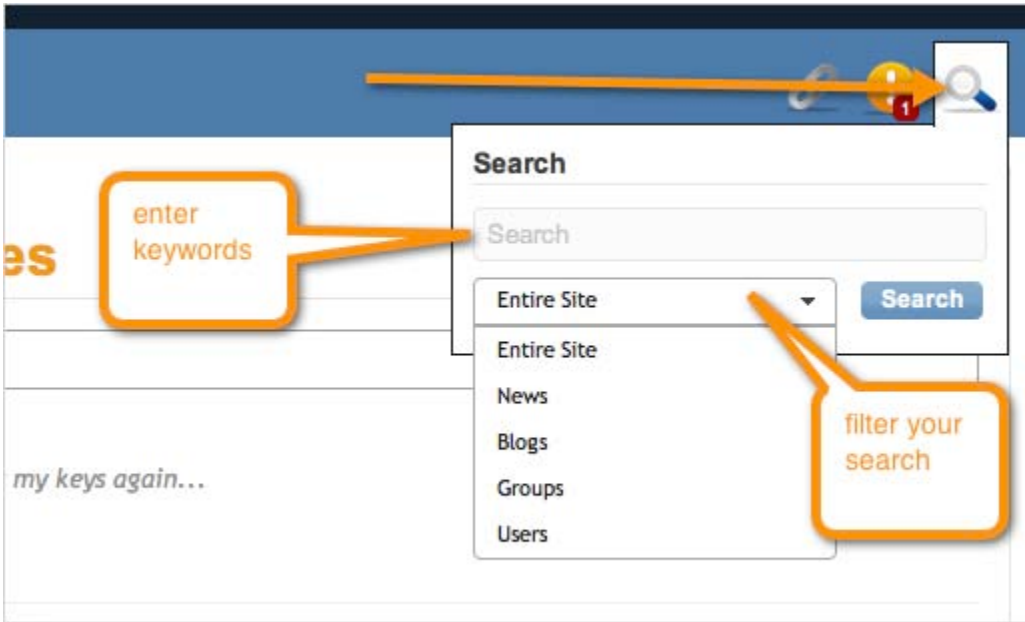
Search results will present summaries of matches. Click on the link within the summary to visit the source.

6.1.2.17. Chatbar

Along the footer of Joule Social is a bar that supports individual user chats, as well as chatrooms.

Clicking on the gear icon in the Chatbar opens some user options, such as setting an availability status and enabling/disabling sound and popup notifications of new chat messages.
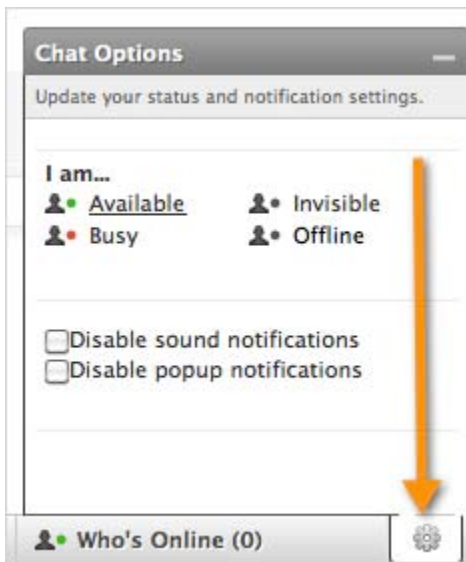
Clicking on the *Close* (downward arrows) icon will collapse the long bar into a single chat icon.

Clicking on the *Chatroom* icon will open a panel of existing chats, as well as provide the ability to create new chats with friends.
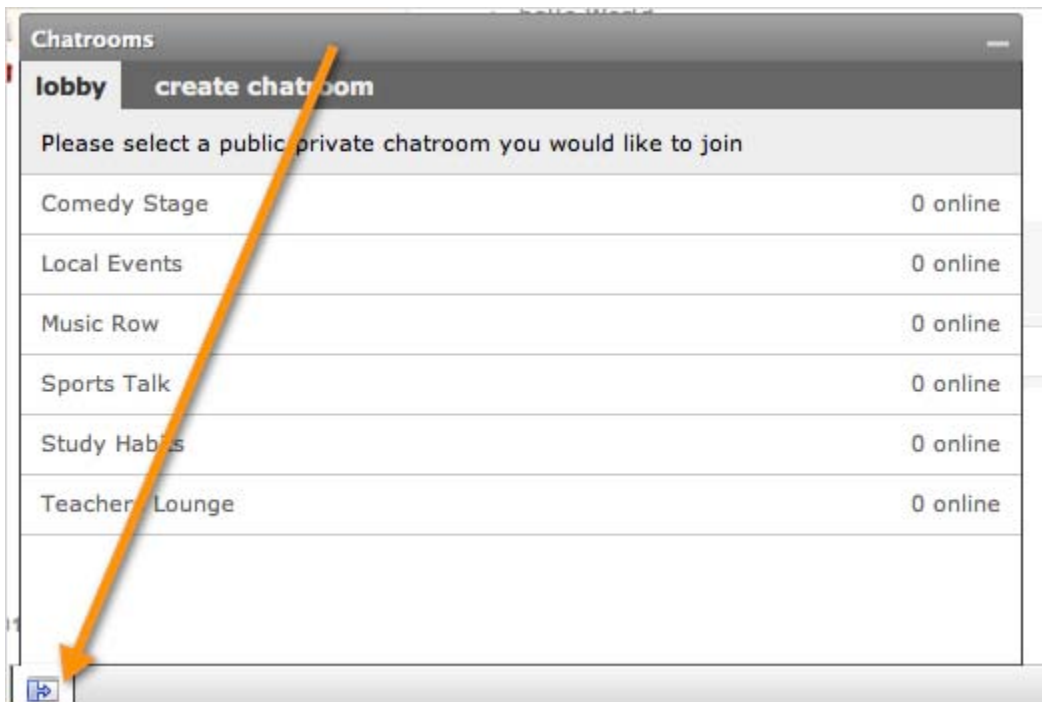
7. Moodle

7.1. Activity Completion

7.1.1. Overview

Activity completion allows the teacher to configure activities to be marked for completion, either manually by the student or automatically based on a student meeting one or more conditions. This allows a student to see visibly what items have been completed in the course and can limit or direct what activities a student is able to access in the course. Activity completion can be used in combination with course completion to meet a teacher's completion needs.

7.1.2. User Documentation

Activity completion is set by the teacher for each activity they determine to be completable. There are two types of activity completion that an activity can have:

1. Manual - The student marks an activity as complete
2. Conditional - The student must meet specific conditions for the activity to be

marked as complete

When activity completion is enabled for a course and an activity, a new column appears to the far right of the activity called `Your progress`. Within this column, each completable activity will have an icon based on the theme being used. Moodlerooms' default theme uses a blank square to denote an activity that hasn't been completed for manual and conditional activity completion.
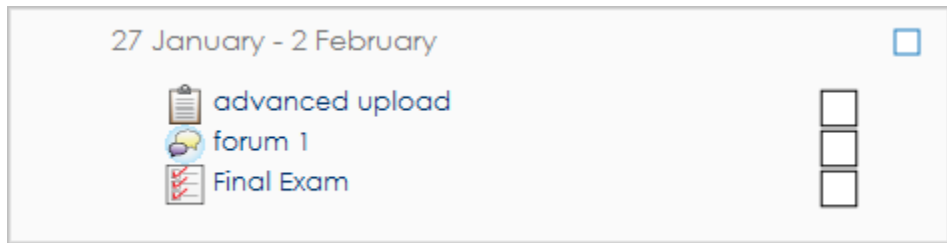
A black check mark icon denotes a completed activity.
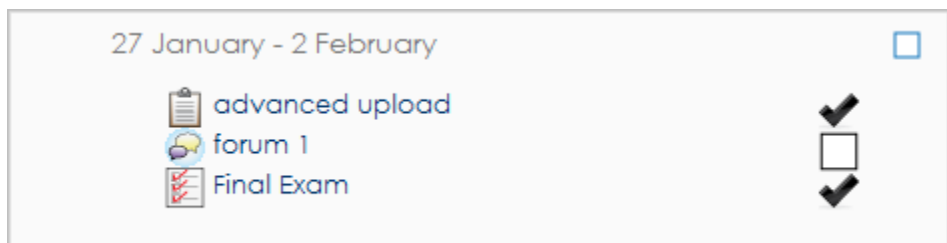
7.1.2.1. Manually Marking an Activity as Complete

To manually mark an activity as complete, click on the incomplete icon (the blank square in the `Your progress` column). This will change the icon to a black check mark. If the cursor doesn't change when placed over the incomplete icon, then the activity is set to conditional completion. In this case, the student will need to meet the conditions to complete the activity.

7.2. Conditional Release

7.2.1. Overview

An instructor can create one or more conditions for the availability of course materials. Note that ALL conditional restrictions have to be met in order for the activity to be made available.

Course materials that can be conditionally released:

- Course activities and resources
- Course topics/weeks/folders (unique to Joule)

Conditions include:

- Access dates
- Score ranges for other course activities
- Completion of other course activities
- Release codes (unique to Joule)

7.2.2. Student Interface

Courses that have conditionally released activities manifest the information in one of two ways: either students will see a greyed-out message that describes what conditions will make the activity available; or the students won't see the activity at all until the activity is released.

Greyed-Out Message:

Completely Invisible:

Correct Documentation

- Documentation
- Student's Daily Medication Record (Log)
- Medication Given as Scheduled
- Missed Medication
- Incomplete Medication Administration
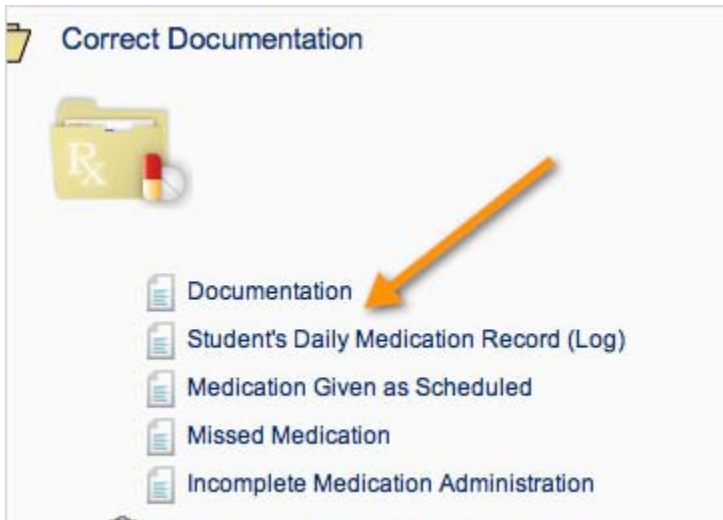
8. Moodlerooms

8.1. Joule Grader

8.1.1. Overview

Joule Grader is an alternate grading option that allows teachers to view, grade, and download a student submitted assignment in a simplified, adjustable two-pane grading experience. A student can only view his/hers own submission along with the grade of a particular activity. Joule grader allows both teachers and students to start a discussion about a particular grade or submission. Joule Grader also gives the teacher and student the opportunity to view/grade (teacher only) advanced grading methods (e.g., a Rubric) for an activity in a grader pane.

8.1.2. User Documentation

8.1.2.1. Viewing graded work

You can view work graded by teachers using Joule grader.

Log in to your site and navigate to the Settings block and select *Joule grader*.
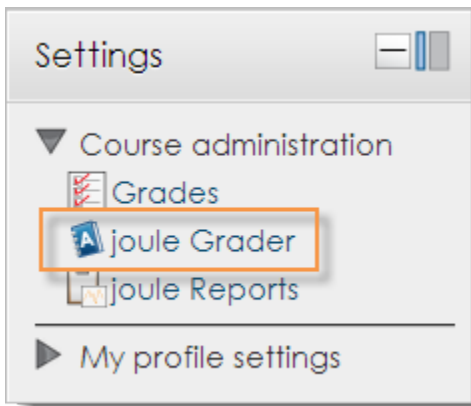
In the Joule Grader you can view and navigate through assignments that have been graded. You can also see comments from the teacher and make comments in return. You may view the Grader with no distractions by clicking Full screen mode, which removes blocks and menus for distraction free viewing. To return to the course, click Return to course, or, to stay in the Joule Grader but exit full screen mode, click Exit full screen mode.
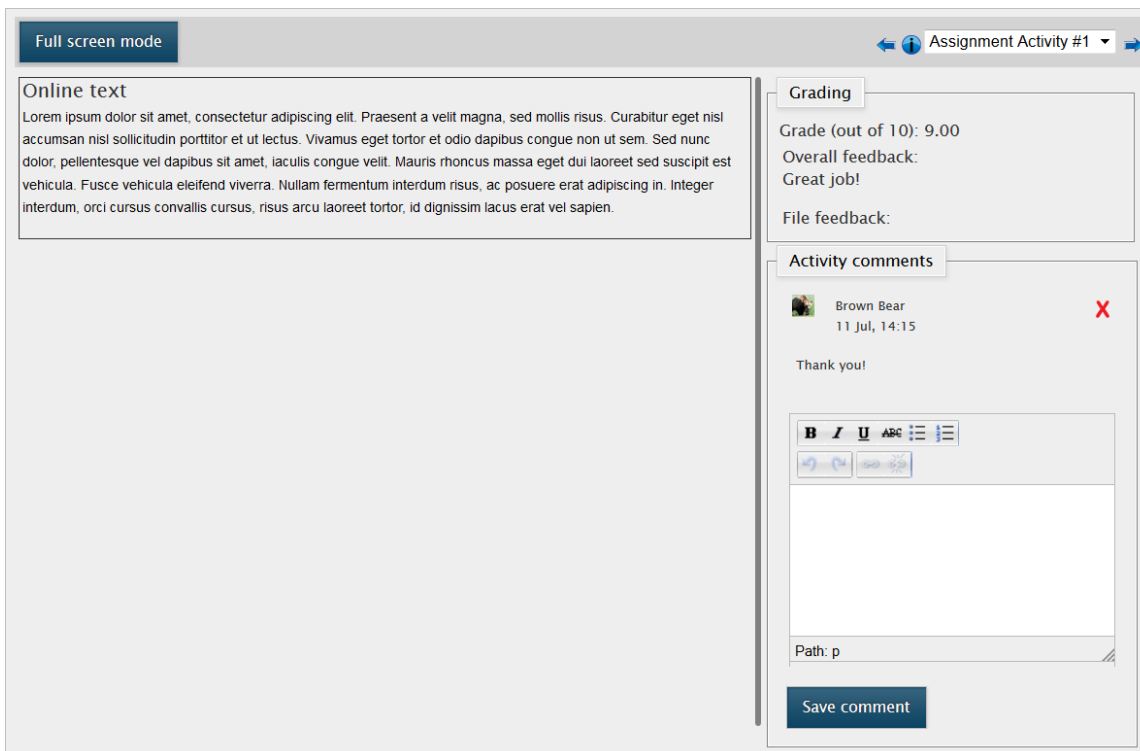
You can navigate through graded assignments using the left/right arrows or drop-down menu at the top right.

← (i) Assignment Activity #1 ▼ →
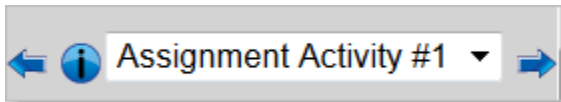
The grade for the assignment selected is under the navigation controls.

Grading

Grade (out of 10): 9.00
Overall feedback:
Great job!

File feedback:

Comments from the teacher are located in the Grading area and comments made by the user are listed below in the Activity comments area. You can make comments and submit them by entering text into the box and clicking Save Comment. The comment will post in the list above.

Activity comments

Brown Bear
11 Jul, 14:15

Thank you!

B *I* U ABC ☰ ☰

↶ ↷ ∞ ✂

Path: p

Save comment

8.2. Joule Reports

8.2.1. Overview

Reports allow a user (student, teacher and administrator) to view data about activity in a course or group of courses that is relevant to them. There are six categories of reports in Joule 2, each with a number of reports:

- Course Reports: These reports provide simple views of student engagement within course activities.
- Correlation Reports: These reports compare grades in the course to the level of engagement against activities.
- Exception Reports: These reports are used by teachers to track which students are

not interacting with the course activities and may need assistance.
- LearnerView Reports: These reports are used by teachers to view what specific students are doing in a course and understanding an individual's progress.
- Admin Reports: These reports are aggregate data reports for site administrators and department heads on their courses and programs as a whole.
- Learner Reports: These reports are for the student and focus on their activity in the course as well as a compilation of all data around specific activities in the course.
- Comparison Reports: These reports compare students' engagement, grades, completion, and teacher correlation. Joule Comparison Reports also begin to interact at the site level allows program administrators to view comparative data about courses and teachers.

8.2.2. Student Documentation

8.2.2.1. Accessing Reports

In Joule 2, Joule Reports are accessed via the `Joule Reports` link in the Settings block. Clicking the `Joule Reports` link will bring up the Joule Reports Dashboard.
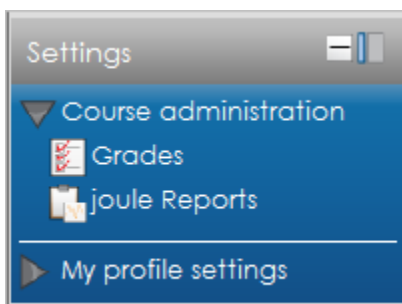
8.2.2.2. Exporting Reports

Tabular data for all reports can be exported to a CSV file via the `Export` drop-down menu on the bottom of the page.
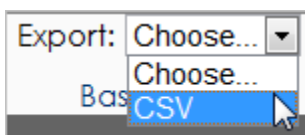
The user will be asked if they want to save or open the file, depending on the browser's settings.

8.2.2.3. Learner Reports

Learner reports focus on each individual student's activity in the course and contain a compilation of all data around specific activities in the course. Please note that a teacher may not use all activities in a course that have reports listed in the reports drop-down menu, which will result in a blank report for that particular unused activity.

8.2.2.3.1. Common Filters

The following are common filters that are available for all Course reports:

- Grade Category: Setting this filter narrows the report results to show only data of activities within a specific grade category in the course's grade book. The "Course Category" option in the drop-down menu refers to the overall grade category for the course.
- Sections: Setting this filter narrows the report results to show only data for activities that are within a specific section of the course. A section refers to either a topic, week or folder, depending the course format.

8.2.2.3.2. Activity Grades

The Activity Grades report provides a simple view into your activity grades in the course.

8.2.2.3.2.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Activities: Setting this filter narrows the report results to show only data for a specific activity within the course.
- Activity Type: Setting this filter narrows the report results to show only data for activities in the course that are of the type selected.

8.2.2.3.2.2. Report View

Activity	Grade	Activity Type	Select
Advanced upload assignment with rubric	97.00	Assignment	☐
Golf SCORM Min calls	0.00	SCORM package	☐
Golf Scorm Single SCO	100.00	SCORM package	☐
Offline assignment	95.00	Assignment	☐
Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
Quiz unlimited attempts new page every question	36.51	Quiz	☐
Upload single file assignment	33.33	Assignment	☐

8.2.2.3.3. Activity Views

The Activity Views report provides a quick look at the number of times you have viewed each activity in the course.

8.2.2.3.3.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Activities: Setting this filter narrows the report results to show only data for a specific activity within the course.
- Last Viewed: Setting this filter narrows the report results to show only data for activities in the course that were last viewed date after a specified date and time, before a specific date and time, or between two specified dates.

8.2.2.3.3.2. Report View

Activity	Views	Select
Advanced upload assignment with rubric	6	☐
Choice	8	☐
Course Collaborative Wiki	8	☐
Description file	2	☐
Each person posts 1 discussion forum	13	☐
Folder	2	☐
Glossary of words	8	☐
Golf SCORM Min calls	7	☐
Golf Scorm Single SCO	9	☐

8.2.2.3.4. Assignment Submissions

The Assignment Submissions report provides a view of all assignment submissions in the course.

The report has the following filters that apply specifically to it:

- Assignment: Setting this filter narrows the report results to show only data for a selected assignment within the course.
- Due Date: Setting this filter narrows the report results to show only data for assignments in the course with a due date that is after a specific date and time, before a specific date and time, or between those two dates.
- Date Submitted: Setting this filter narrows the report results to only show data for assignments in the course that are due after a specific date and time, before a specific date and time, or between two specified dates and times.

8.2.2.3.4.2. Report View

Assignment ▲	Submissions	Grade	Due date	Date submitted	Select
Advanced upload assignment with rubric	1	97.00		Friday, 3 June 2011, 08:42 pm	☐
Online text assignment	1			Wednesday, 8 June 2011, 04:07 pm	☐
Upload single file assignment	1	33.33		Friday, 3 June 2011, 08:37 pm	☐

8.2.2.3.5. Dashboard

The Dashboard is a quick view of the Recent Activity chart, which is intended to visually show the student their activity level in the course.

8.2.2.3.5.1. Report View

Recent Activity
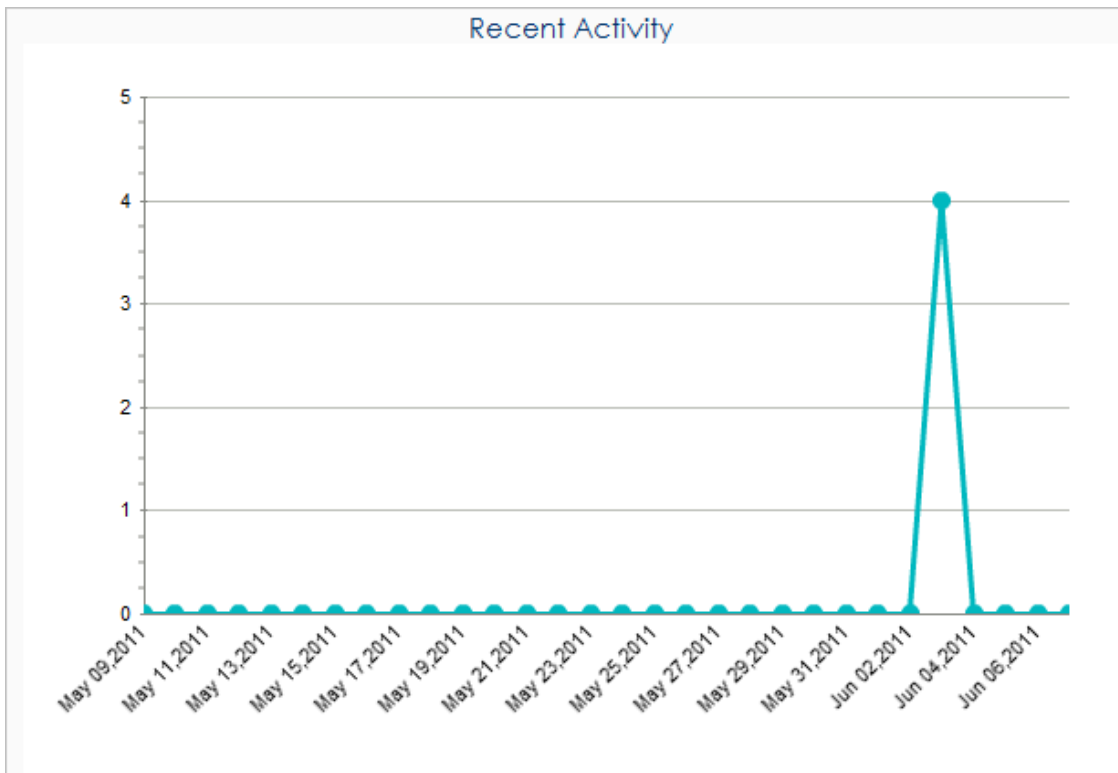
8.2.2.3.6. Forum Posts

The Forum Posts report shows all of the forums and a total number of posts and discussions you have contributed to those forums.

8.2.2.3.6.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Forum: Setting this filter narrows the report results to show only data for a specific forum within the course.
- Last Posted: Setting this filter narrows the report results to show only data for forums where the last post was made after a specific date and time, before a specific date and time, or between two specified dates.

8.2.2.3.6.2. Report View

Forum ▲	Posts	Select
Each person posts 1 discussion forum	4	☐
Q and A forum	11	☐
Single Simple discussion	4	☐
Standard Forum	20	☐
Standard forum in blog style	19	☐
Standard Forum with ratings	20	☐

8.2.2.3.7. Glossary Posts

The Glossary Posts report shows all of the glossaries and the total number of posts that you have contributed to each of those glossaries.

8.2.2.3.7.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Glossary: Setting this filter narrows the report results to show only data for a specific glossary within the course.
- Last Posted: Setting this filter narrows the report results to show only data for glossaries where the last glossary entry was posted after a specific date and time, before a specific date and time, or between two specified dates.

8.2.2.3.7.2. Report View

Glossary ▲	Posts	Select
Glossary of words	4	☐

8.2.2.3.8. Outcomes

The Outcomes report is a quick look at all the activities in the course that are associated with a outcome and what your rating is for each outcome and activity.

8.2.2.3.8.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Activities: Setting this filter narrows the report results to show only data for a specific activity within the course.
- Graded On: Setting this filter narrows the report results to show only data for

activities that were graded after a specific date and time, before a specific date and time, or between two specified dates.

Activity ▲	Outcome	Outcome rating	Select
Advanced upload assignment with rubric	Writing Skills	1.00000 (7.00000)	☐
Advanced upload assignment with rubric	Social Skils	4.00000 (7.00000)	☐
Offline assignment	Writing Skills		☐

8.2.2.3.9. Quiz Submissions

The Quiz Submissions report shows you all of your attempts for each quiz in the course and the grade for that attempt as well as the final grade. This is a good look at your quiz status in the course.

8.2.2.3.9.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Quiz: Setting this filter narrows the report results to only data for a specific quiz within the course.
- Attempt Timestamp: Setting this filter narrows the report results to only data for quizzes with an attempt after a specific date and time, before a specific date and time, or between two specified dates and times.

8.2.2.3.9.2. Report View

Quiz	Attempt timestamp	Attempt grade	Final grade	Select
Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 09:34 pm	1.67	1.67	☐
Quiz unlimited attempts all questions on one page	Wednesday, 8 June 2011, 04:15 pm	1.67	1.67	☐
Quiz unlimited attempts new page every question	Friday, 3 June 2011, 08:44 pm	3.65	3.65	☐
Quiz unlimited attempts new page every question	Wednesday, 8 June 2011, 04:14 pm	2.06	3.65	☐

8.2.2.3.10. Recent Activity

The Recent Activity report provides a view of all the activity you have had within the course that Joule reports to teachers. This provides you with a good idea of what you have been doing and what your teacher will see you doing.

8.2.2.3.10.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- Activities: Setting this filter narrows the report results to only data for a specific activity within the course.
- Timestamp: Setting this filter narrows the report results to only show data for activity that occurred after a specific date and time, before a specific date and time, or between two specified dates and times.

8.2.2.3.10.2. Report Views

Tabular

Activity	Timestamp ▼	Action	Location	Select
Online text assignment	05/12/2011 10:16:49 am	View	View	☐
Upload single file assignment	05/12/2011 10:17:40 am	View	View	☐
Upload single file assignment	05/12/2011 10:17:54 am	View	View	☐
Online text assignment	05/12/2011 10:18:01 am	View	View	☐
News forum	06/3/2011 08:37:37 pm	View forum	View	☐
Online text assignment	06/3/2011 08:37:41 pm	View	View	☐

Chart
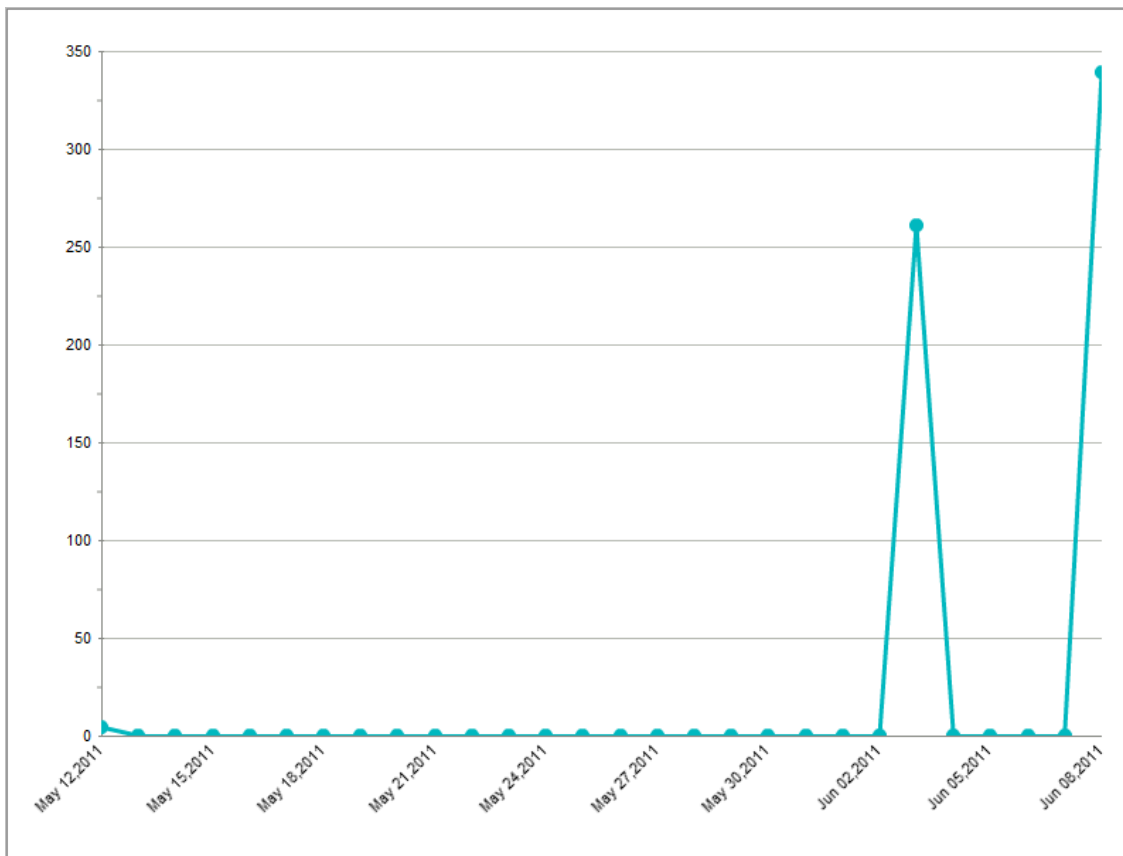
8.2.2.3.11. Roster

The Roster report allows the student to view the last time they accessed an activity in a section of the course or any specific activity in the course.

8.2.2.3.11.1. Report-Specific Filters

Roster is different than the other Course reports as it only supports the following filter:

- Last Access: Setting this filter narrows the report results to only show users whose last recorded activity within the course was after a specific date and time, before a specific date and time, or between two specified dates and times.

8.2.2.3.11.2. Report View

User	Last access	Select
Teacher Create0	3 hours 6 mins	☐
User Create0	31 mins 36 secs	☐
User Create1	21 mins	☐
User Create10	4 days 18 hours	☐
User Create11	4 days 18 hours	☐
User Create12	4 days 18 hours	☐
User Create13	4 days 18 hours	☐
User Create14	4 days 18 hours	☐

8.2.2.3.12. SCORMs

The SCORM report provides you with a look at all the SCORM packages in the course along with each attempt you have made for each section of the SCORM (called a sco). Each record will show your grade, time on task and last access.

8.2.2.3.12.1. Report-Specific Filters

The report has the following filters that apply specifically to it:

- SCORM package: Setting this filter narrows the report results to only show data for a specific SCORM package within the course.
- Last Access: Setting this filter narrows the report results to only show data for SCORM packages where the last accessed date is after a specific date and time, before a specific date and time, or between two specified dates.

8.2.2.3.12.2. Report View

SCORM package ▲	Sco Title	Attempt	Grade	Total Time	Lesson Status	Last Access	Select
Golf SCORM Min calls	How to Play	1		00:00:00.00	completed	06/8/2011 02:54 pm	☐
Golf SCORM Min calls	Par	1		00:00:00.00	completed	06/8/2011 02:54 pm	☐
Golf SCORM Min calls	Keeping Score	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
Golf SCORM Min calls	Other Scoring Systems	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
Golf SCORM Min calls	The Rules of Golf	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
Golf SCORM Min calls	Playing Golf Quiz	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐

8.2.2.3.13. Wiki Posts

The Wiki Posts report is a quick view of all the wikis in the course and how many pages and posts you have created in each.

8.2.2.3.13.1. Report-Specific Filters

The Wiki Posts report doesn't use the `Grade category` filter but has the following filters that apply specifically to it:

- Wiki: Setting this filter narrows the report results to only show data for a specific wiki within the course.
- Last Posted: Setting this filter narrows the report results to only show data for wikis that have a post that was added after a specific date and time, before a specific date and time, or between two specified dates and times.

8.2.2.3.13.2. Report View

Wiki	Posts	Select
Course Collaborative Wiki	7	☐

8.3. Personalized Learning Designer

8.3.1. Overview

The Personalized Learning Designer (PLD) offers instructors the ability to create and modify one or more "rules" within a course. Rules designate triggering events in the course, upon which Joule automatically performs specific actions.

Instructors can create numerous rules to work as an agent on their behalf. For example, a rule can watch for "at risk" grades, sending messages to key figures in the student's life. A rule could also encourage students for improvement by watching for the completion of activities. Numerous possibilities exist as instructors combine different events, conditions, and actions within the course into rules.

8.3.2. User Documentation

Students in a course do not ever see rules; however, they are recipients of actions performed by the rules.

Here is a list of actions that you may receive from the Personalized Learning Designer:

- Alert: A message appears within the browser of the course, which requires your attention before the being able to proceed.
- E-mail: An e-mail with a personalized message from the course is sent to your e-mail inbox.
- Go to Activity: You are automatically redirected to another resource or activity within the course.
- Go to URL: You are sent to a specific URL.
- Release Codes: You can view (or lose rights to view) specific course content that is tagged with a specific release code.
- Add/Remove User from Group: You may be added or removed from specific course groups based on your interaction in a course.

8.4. Streams and Alerts

8.4.1. Overview

Joule Streams and Alerts keep users up-to-date on course events and messages by enabling various types of notifications for important events. Teachers and students can customize the types of notifications they wish to receive and when they would like to receive them by updating their message settings. Notifications can be delivered when on and offline via the Activity stream, popup notification, email and alert badge.

8.4.2. User Documentation

8.4.2.1. Activity Stream

The Activity stream is a live stream of course activity and an easy way to keep track of important course activities. The My home/My Moodle page is the perfect place to add

the Activity stream block. This will allow you to view the most recent activity from all of your courses in one place.

Add the Activity stream block to your site home page, if it has not been added already. To do this, follow these steps:

1. Log in to your Moodle site.
2. Go to the site homepage and click the `Turn Editing On` button.
3. Add the Activity stream block via the `Add block` drop down. This will display the Activity stream block.

For more information on adding a block, click here.

Streams and Alerts will deliver event information based on the settings in message center preferences. Students can determine their message preferences for Streams and Alerts by clicking `My profile settings > Messaging` in their Settings block.
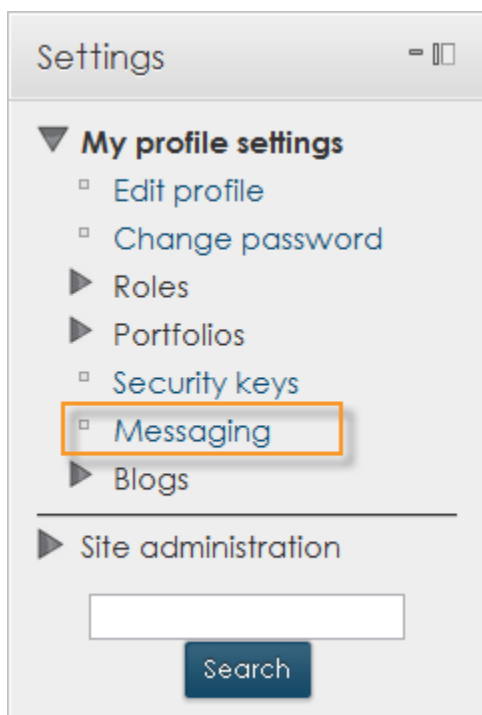
The Messaging settings allow you to configure your notification methods for event messages. Check the options for `Activity stream` and `Alert badge notification`, when logged in, offline, or both for each notification type.

When selecting what messages to send to the Activity stream and what messages you would like to receive Alerts for, keep in mind that you may want to make important messages Alert notifications and less important messages Activity stream notifications. For example, you may want to know about things like Joule Gradebook messages and messages about a recent activity that has been graded without having to navigate to your Activity stream, if so, set them up as Alert notifications. If there are less important messages, set them up as Activity stream notifications, that way you check them when you have time to review your Activity stream.

> ℹ Note
> Don't forget to scroll down to the bottom of the page and click the Update profile button to update these settings.

Click *Visit,* or on any link in the Activity stream to navigate to that area in a course.

To see older activities in a stream, just click on the `More` button in the block. The block will reveal more items for your viewing.

8.4.2.2. Alerts

Alerts are almost the same as streams. Alerts are triggered by various course events, but are most likely important enough that you want to know about them without having to navigate to the My home/My Moodle page to view the stream. When there is a new alert, the Alert badge will display a number indicating how many alerts are in your queue. The Alert badge is located at the top of the page and is automatically loaded when you use the Express theme. The Alert badge can be moved to a different location on your page by editing your Express theme.

Click on the alert badge to display a list of alerts.

Click *Remove, Read, or Visit* to perform that action on each alert. You can also click on any link in the alert to navigate to that area in the course.

> ⓘ Note
> Alerts are removed from the list once they have been read, visited, or removed.

9. Repositories

9.1. Enhanced Alfresco

9.1.1. Overview

The Enhanced Alfresco repository provides access to a Moodlerooms hosted Alfresco repository instance. This plugin works with the Enhanced Alfresco SSO plugin to provide users with access to the Alfresco repository content in each of the following collections: user, course, shared and cohort. Users can add resources to the course and activities, or upload files to Alfresco from within the Moodle file repository interface.
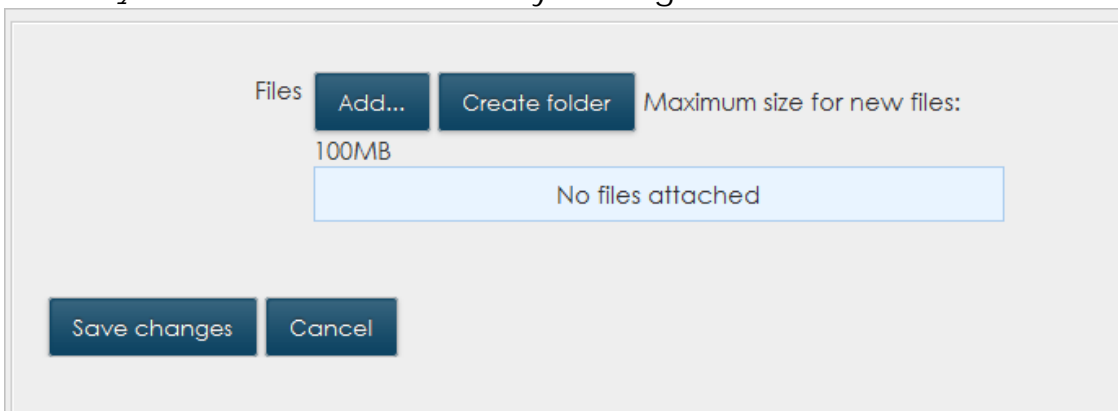
9.1.2. User Documentation

Depending on how your Joule Administrator has configured Joule and Alfresco students can have access to Alfresco as a personal file repository. This means that from within Joule the student can do the following:

- Access/View Alfresco files from Joule's file picker
- Search for Alfresco files in their personal repository
- Manage/Access Alfresco directly from Joule
- Upload new files to the Alfresco repository
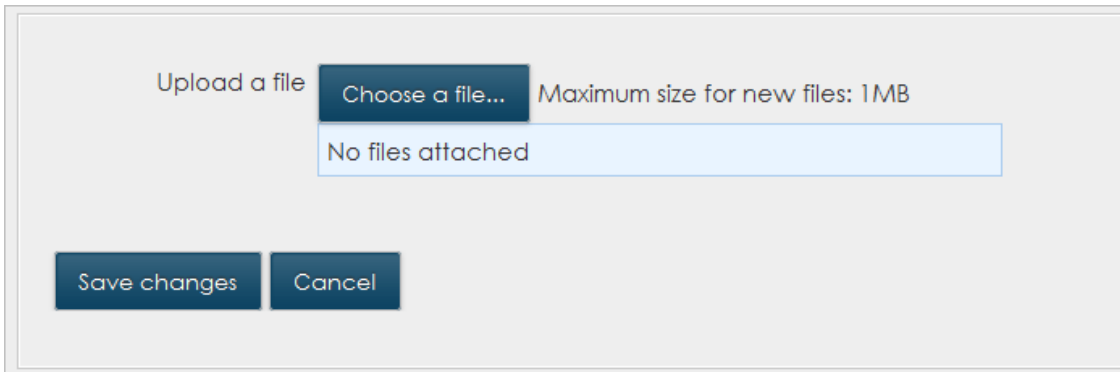- Create a folder in the current directory of the Alfresco repository

9.1.2.1. Accessing the Enhanced Alfresco Repository

There is one component of Joule that allows a student to access the Enhanced Alfresco Repository and that is the file picker. The file picker is displayed to a student in four areas of Joule:
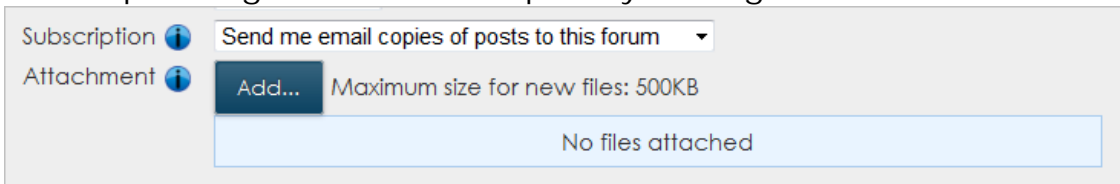
1. In the *My Private Files* block by clicking the *Add...* button

2. When uploading a file in an assignment by clicking the *Choose a file...* button

Upload a file | Choose a file... | Maximum size for new files: 1MB

No files attached

Save changes | Cancel

3. When uploading a file to a forum post by clicking the `Add...` button

Subscription ⓘ | Send me email copies of posts to this forum ▾

Attachment ⓘ | Add... | Maximum size for new files: 500KB

No files attached

4. In the HTML editor when adding a link to an image by clicking the `Image` button

Font family ▾ | Font size ▾ | Paragraph ▾

**B** *I* U ABC X₂ x² | ☰ ☰ ☰ | ...

☷ ☷ ☷ ☷ | ...

Path: p
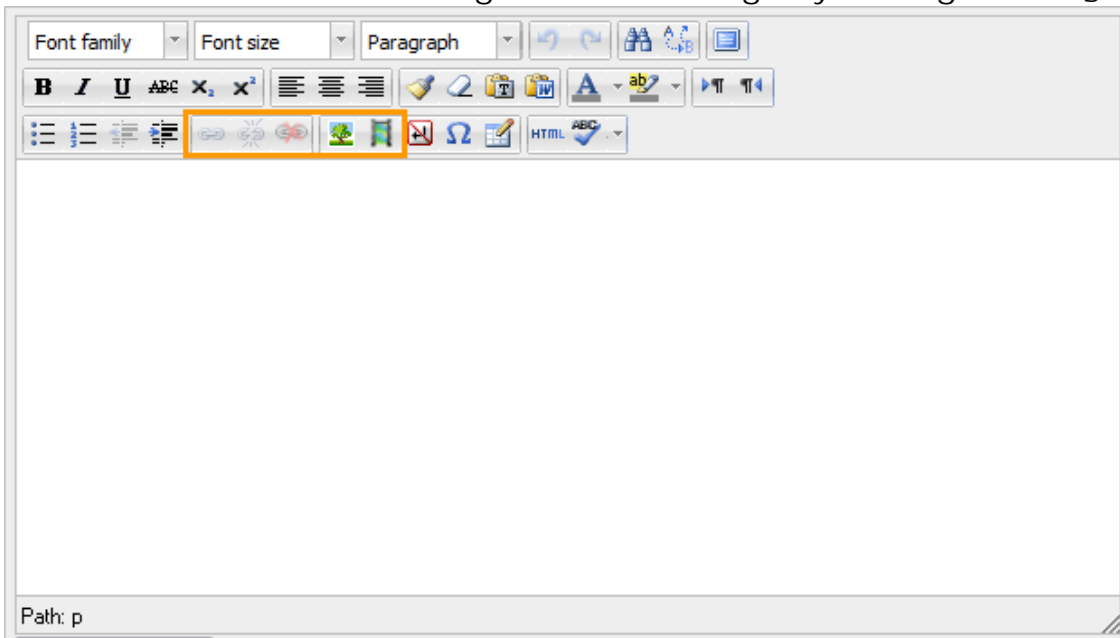
a. Link to a file by selecting text and clicking the `Link` button
b. Link to video or media by clicking the `Moodle Media` button
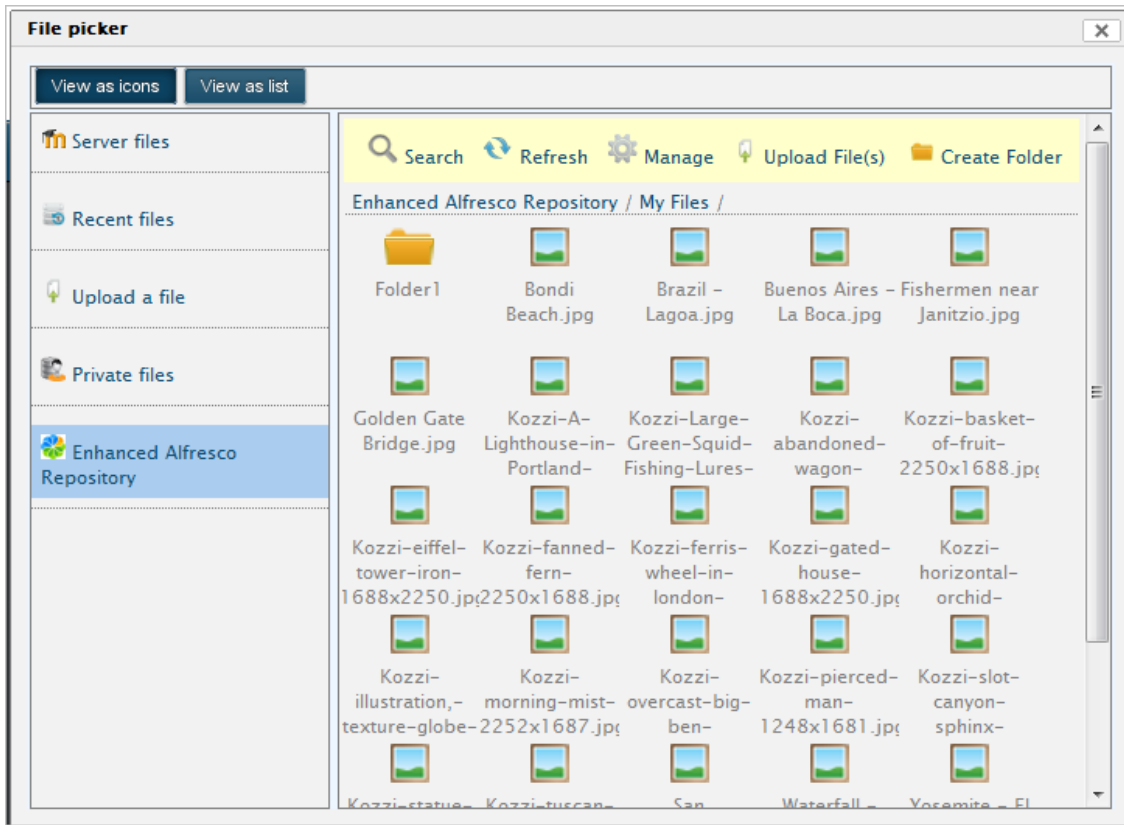
Once you have clicked the required button to open the file picker a modal will pop-up.
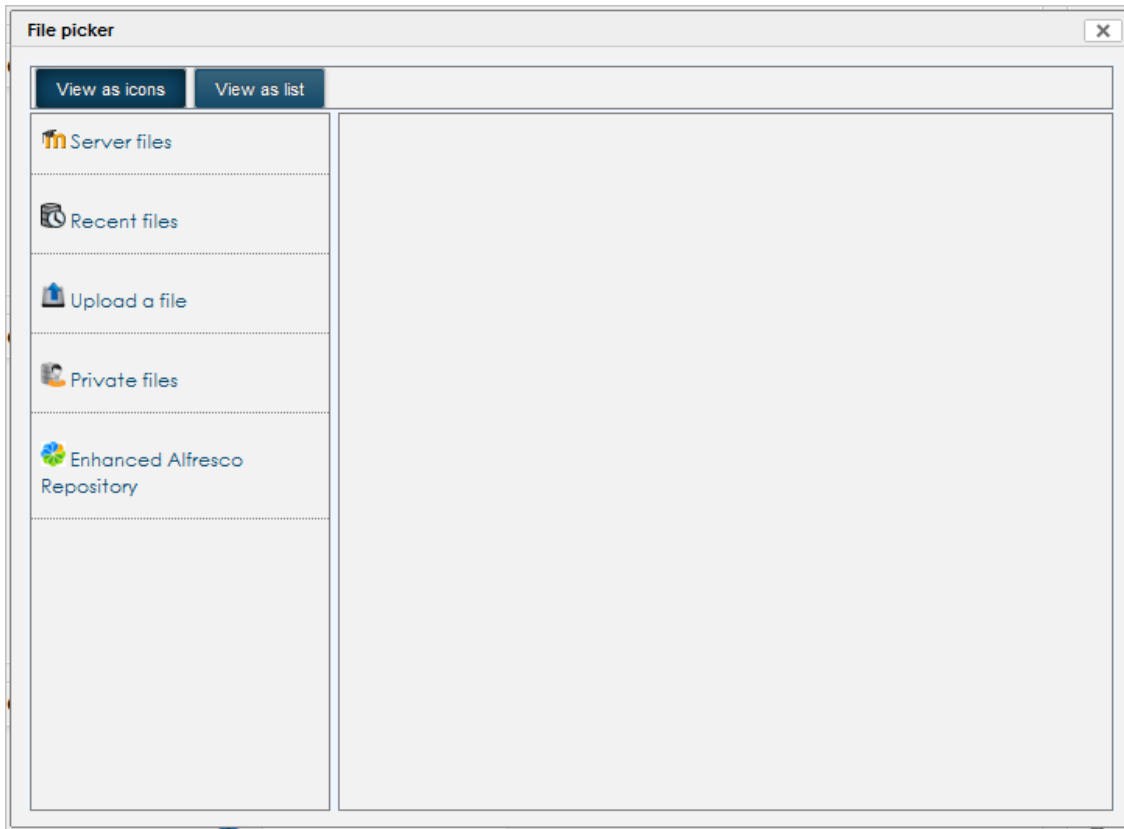
Click the *Enhanced Alfresco Repository* link in the left column of the file picker. The modal will change to display the Alfresco repository similar to the image below.
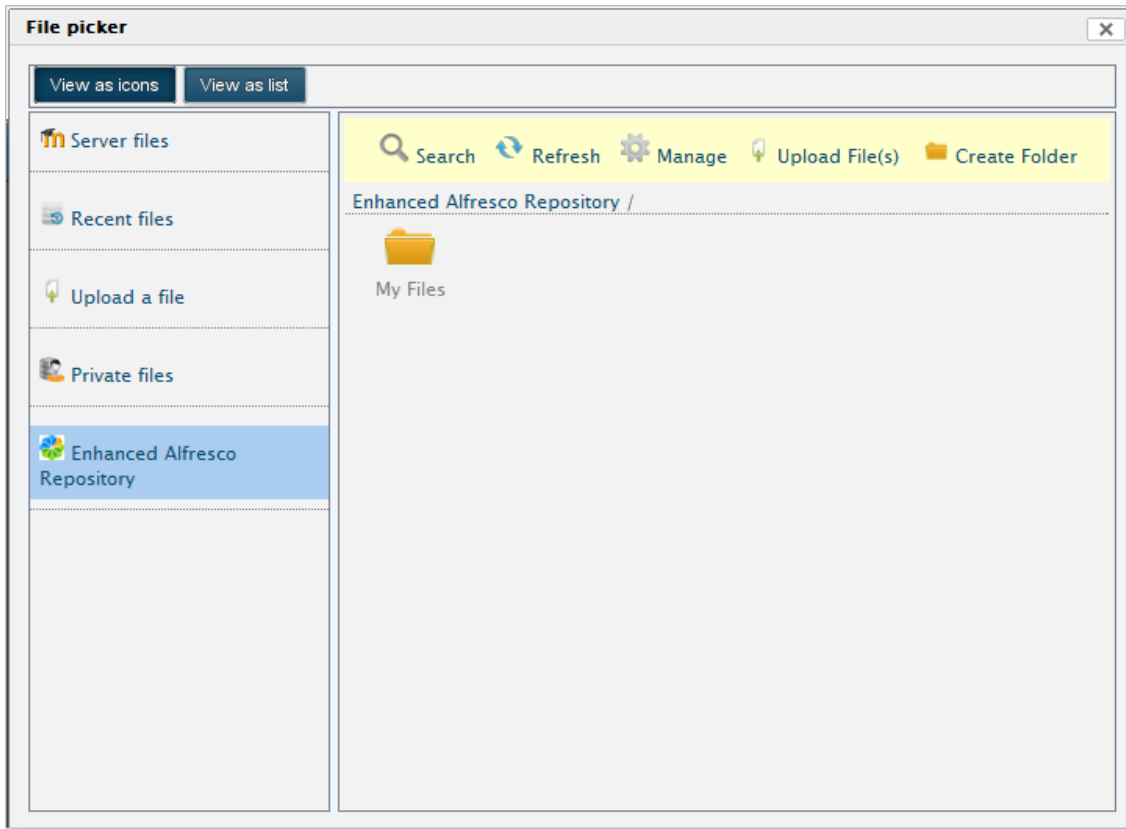
From this screen the user has access to their user directory, which can be access by clicking the *Myfiles* link.

The user has access to the action bar where actions such as search, manage, upload file(s) and create a folder can be performed on the current directory in the Alfresco repository. The directory path is displayed below the action bar and a user can click on any of the directory names to navigate to that listing in Alfresco. Below the directory path all of the files and folders within that directory are listed. Clicking on a file name will bring up the select file screen, similar to the image below.
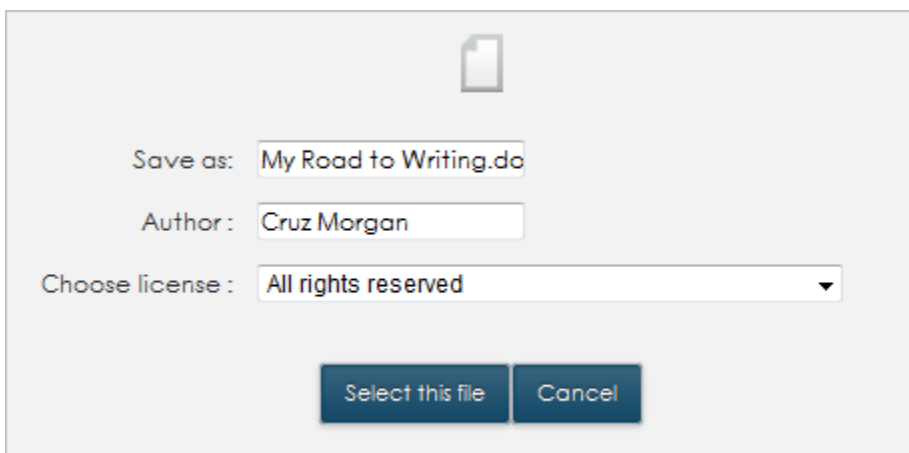
From the select a file screen the user can add the file to one of the four locations where the user accessed the file picker from.

9.1.2.2. Searching for Files in the Repository

The action bar allows the user to search for content in all directories they have access to in the Alfresco repository. To search for content, click on the *Search* link in the action bar of the file picker.
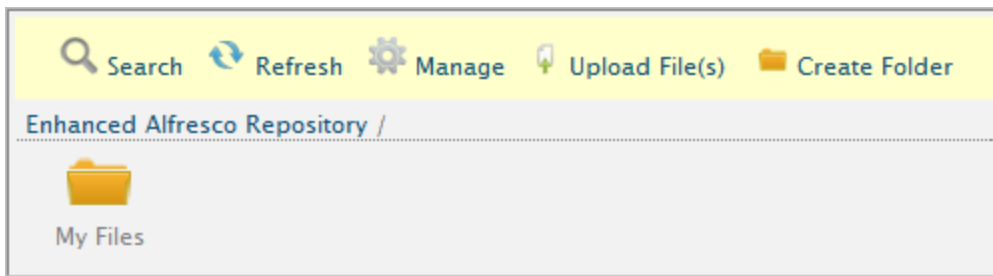
After clicking the link a search modal will appear.
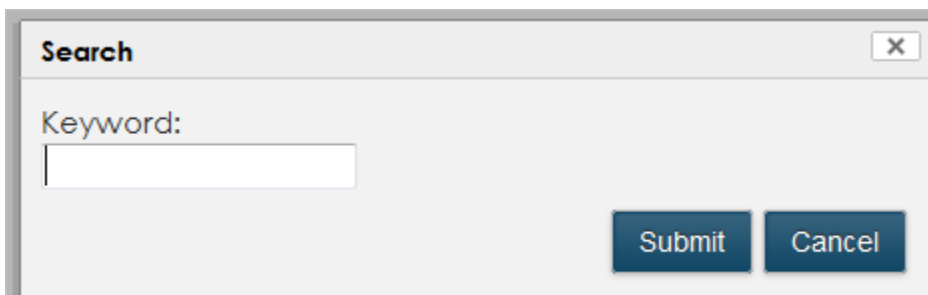
Enter keywords in the *Keyword* text field. The keyword search is very sensitive and the use of the ampersand (&) is recommended for searches where you want a lot of results and the file name has the search string somewhere in it. For example if you are searching for a file that contains the word "table" in it you would use the following search table. If you wanted to search for all Word documents, you would use .doc this will retrieve both .doc and .docx files. You can use search operators, as well as "and", "the" and "or" when searching for content.

🛈 Indexing is not instantaneous
You might notice if you search for a file right after uploading, the file may not appear in the list of found files. This is because Alfresco does not index files instantaneously. It can take up to an hour before Alfresco includes an uploaded file as part of the search results.

Once you have the string you think will return the Alfresco content you want, click the *Submit* button. The search modal will close and any results will appear in the file picker modal, similar to the image below.
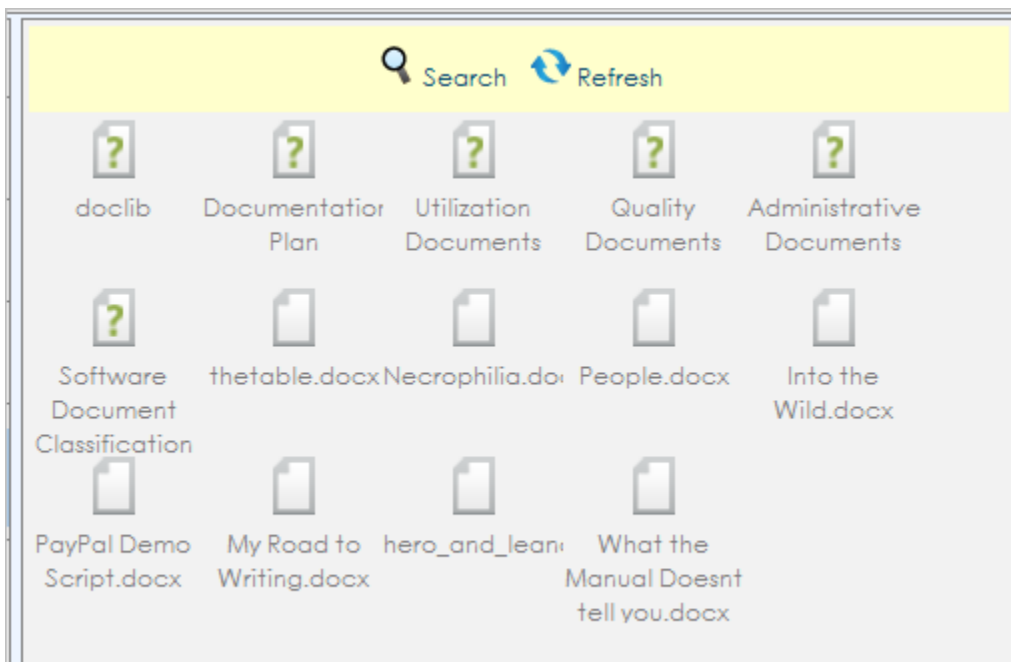
Click on the file name you are looking for to bring up the select file screen, similar to the image below.

Select this file   Cancel

At this point you can change the name of the file in Joule by changing the text in the *Save as* text field. You can also change the author and set any licensing for use you want. Click the *Select file* button to add the file to the file picker in the activity or repository you brought up the file picker from.

9.1.2.3. Managing Files within the Repository

The action bar allows a user to navigate to Alfresco via the *Manage* link.
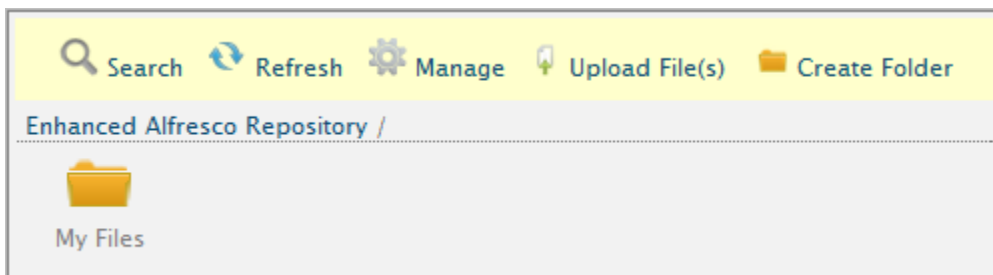
The *Manage* link on the action bar pops up a new window and redirects the user to the Alfresco Repository after signing them in. The new window will look similar to the image below.

From here the user is in Alfresco and can interact with the Alfresco repository in the standard way. For more information on how to use Alfresco please go to the Alfresco Documentation

To navigate back to Joule click on the Joule window open in your browser.

9.1.2.4. Uploading Files to the Repository

The action bar allows a user to upload files to Alfresco via the `Upload File(s)` link.

The `Upload File(s)` link in the action bar allows a user to upload one or more files from

Joule to the current directory in Alfresco. Clicking the `Upload file(s)` link brings up the upload file(s) modal, similar to the image below.
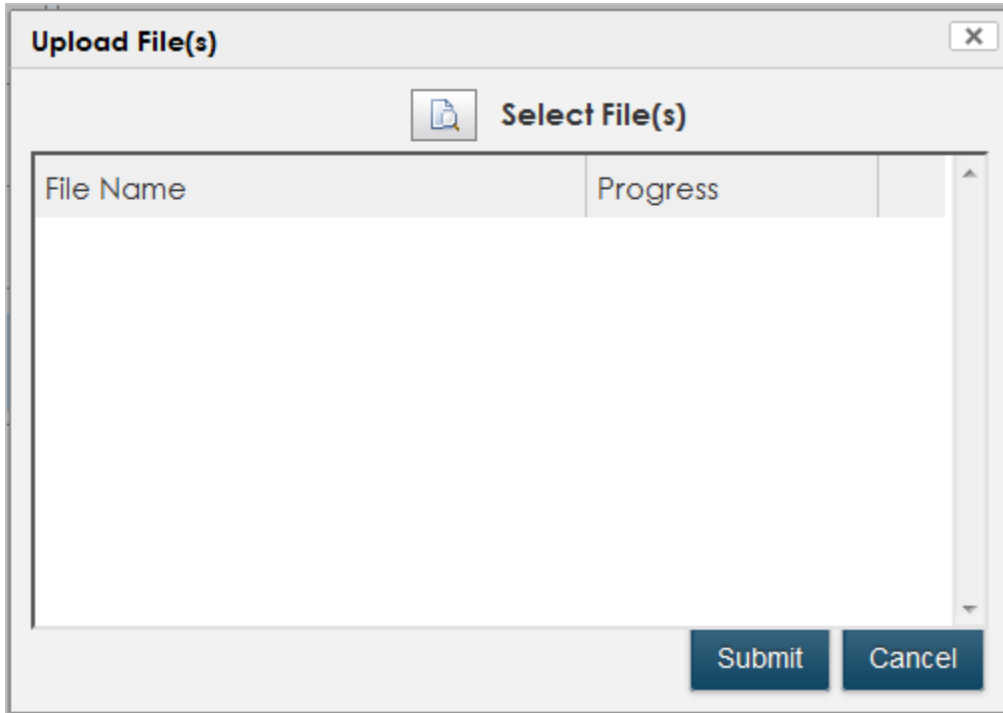
The user has to have permissions in Alfresco and Joule to add files to the directory. If the user does not have permissions a modal will pop-up after clicking on the `Upload File(s)` link stating the user doesn't have permissions.
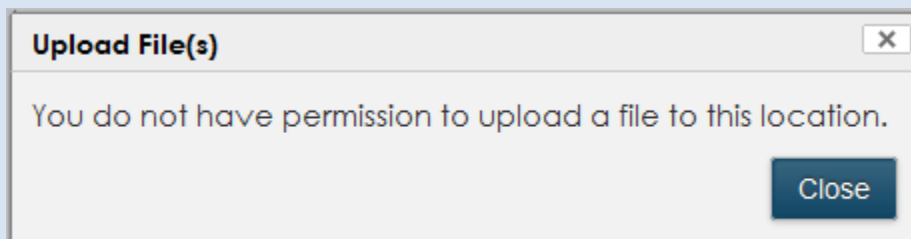
The upload file(s) modal has the `Select File(s)` button, which is used to select one of more files to upload and a progress column, which displays the upload progress of all files being uploaded. Clicking on the `Select File(s)` button brings up a browser file

selection interface. Select one or more files to upload and click the window's OK or Open buttons depending on your browser. The file(s) will be added to the progress area similar to the image below, but the files will not start uploading.

Upload File(s)   ✕

<div align="center">📄 Select File(s)</div>

File Name	Progress	
gift.txt	Loading - 0%	✗
description.txt	Loading - 0%	✗
aiken.txt	Loading - 0%	✗
essay.txt	Loading - 0%	✗

<div align="right">Submit Cancel</div>

Click the `Submit` button to submit the files for upload, or click the red X icon to delete to the left of a file name to delete it from the upload queue. After clicking the `Submit` button the files will begin uploading.

ℹ️ If a file exists with the same name as one of the files being uploaded, an "Overwrite File(s)" warning will pop-up. The pop-up will inform you of how many files will be overwritten.

Overwrite File(s)   ✕

There are 1 with the same name, would you like to overwrite these files?

[Overwrite Files] [Cancel]
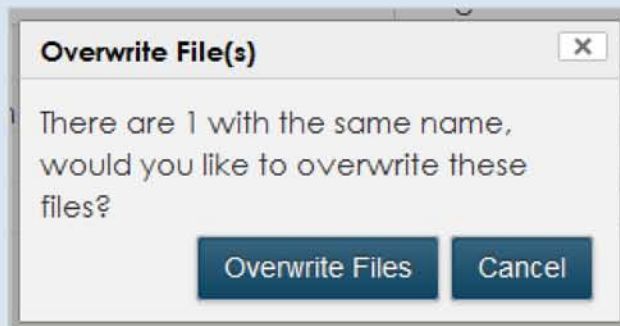
If you want to overwrite the files click the *Overwrite Files* button, if not click the *Cancel* button, which will return you to the *Upload File(s)* modal. Overwriting a file will delete the file from Alfresco and upload a new file. Overwriting a file DOES NOT create a new version of the file it deletes the existing Alfresco content.
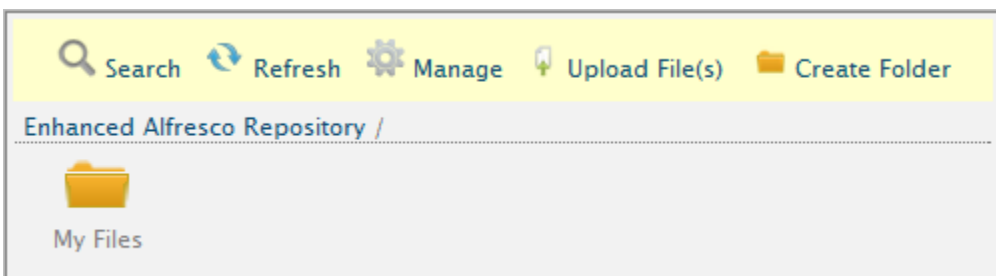
Once all the files have been uploaded the *Upload File(s)* modal will close automatically. The file picker will reload and the files will be displayed within the directory listing for the Enhanced Alfresco Repository.
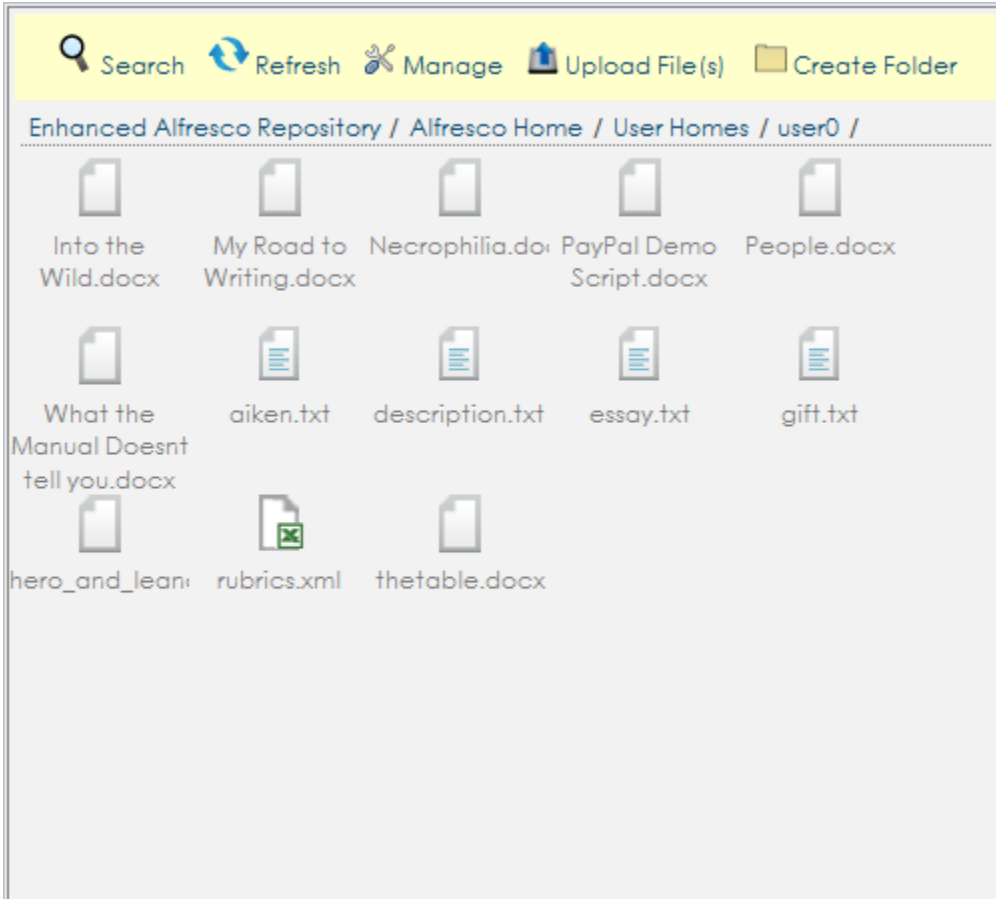
9.1.2.5. Create a Folder in the Repository

The action bar allows a user to create a new folder in Alfresco via the *Create a Folder* link.

The *Create a Folder* link in the action bar allows the user to create a new folder within Alfresco as a sub folder of the current directory. Clicking on the *Create Folder* link in the action bar will bring up the modal to name the new folder, similar to the image below.

Create Folder ✕

Folder Name:

Example Folder

Submit   Cancel

ℹ The user has to have permissions in Alfresco and Joule to create a new folder within the directory. If the user does not have permissions, a modal will pop-up after clicking on the *Create Folder* link stating the user does not have permissions.

Create Folder ✕

You do not have permission to create a folder in this location.

Close

Enter the name of the folder in the *Folder Name* text field and click the *Submit* button. The folder will be created in the current directory and the file picker will be reloaded to display the new folder.
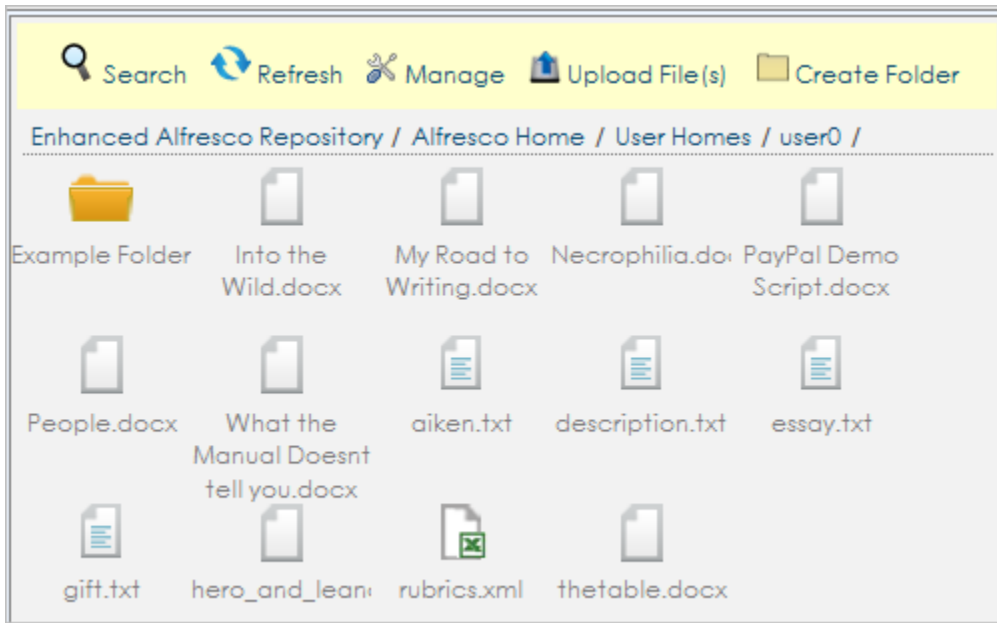
9.2. Private Files Repository

9.2.1. Overview

Moodle file repository system contains repositories instances, which are areas where Moodle users can access and/or storage files. The Private files repository is an area that basically serves as a private repository for each Moodle user, where they can save and easily access file at their convenience.

9.2.2. Benefits

Each Moodle user has a private files area for uploading and managing a set of files. The Private files repository provides the following benefits to Moodlerooms clients:

- Ability to organize files into private folders and sub-folders
- Files can be uploaded very easily to the course
- The file can be either linked or copied into the course modules
- Linked files can be updated only in one place

### 9.2.3. User Documentation

9.2.3.1. Managing private files

Each Moodle user can manage their own private files.To access the My private files area navigate to Navigation>My profiles> My private files.
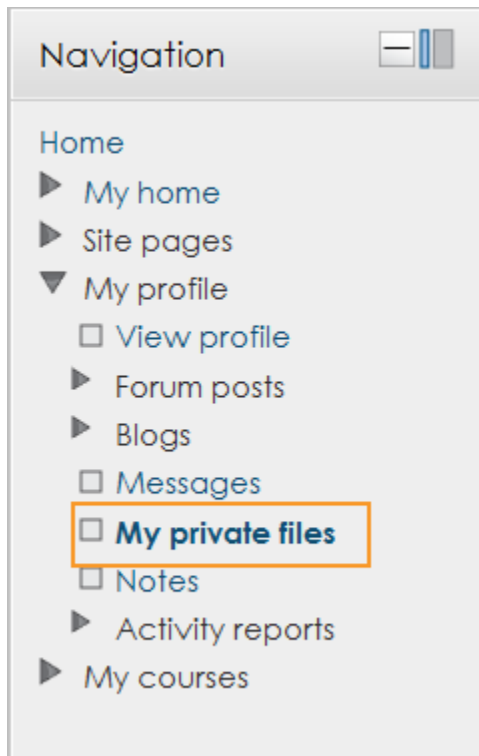
It is also possible to access the private files area via the My private files bloc. This block provides to access the repository by clicking on the Manage my private files link within the block.
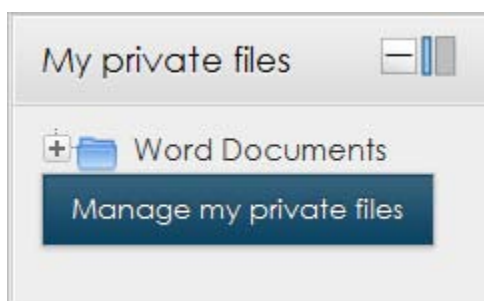
Once inside the My private files, users can then click the icons on the top of the file manager to Add, Create folder or Download all files. Files can also be dragged and dropped directly into the My private files area.
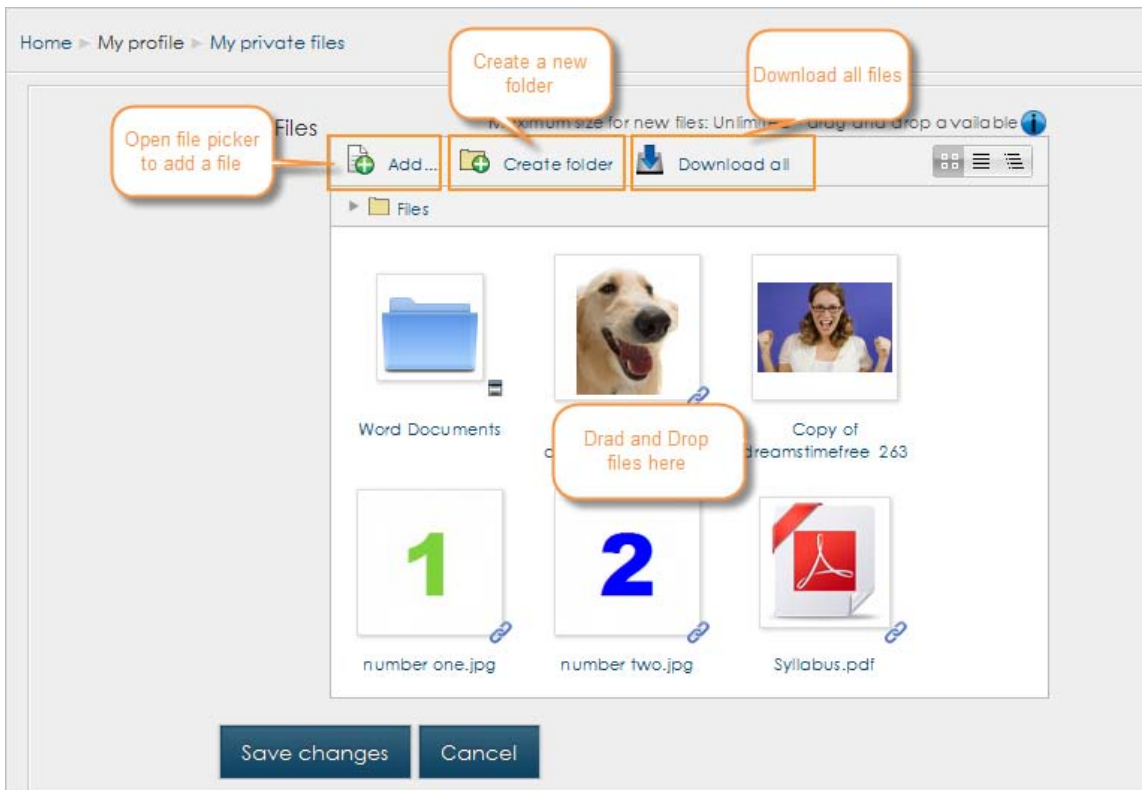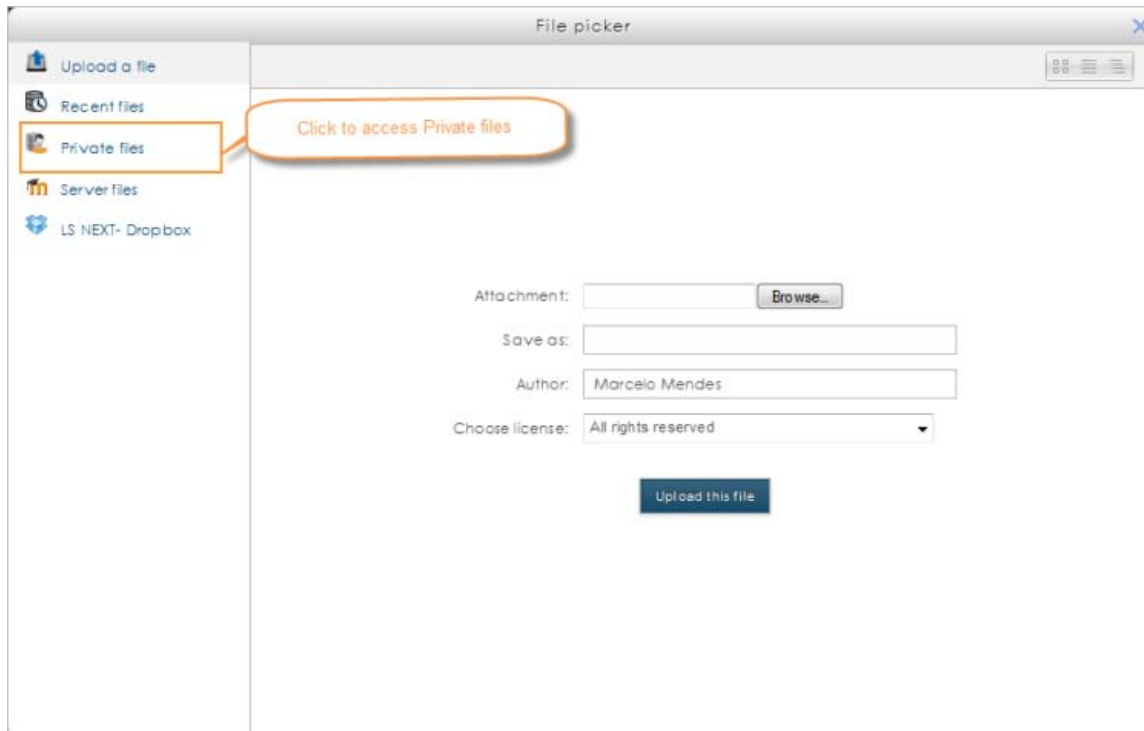
9.2.3.2. Accessing files saved in the Private files repository

Moodle users can easily copy or link the files saved in the Private files. They first need to find an activity or resource where they want to add a file and click Add...to open the File picker.
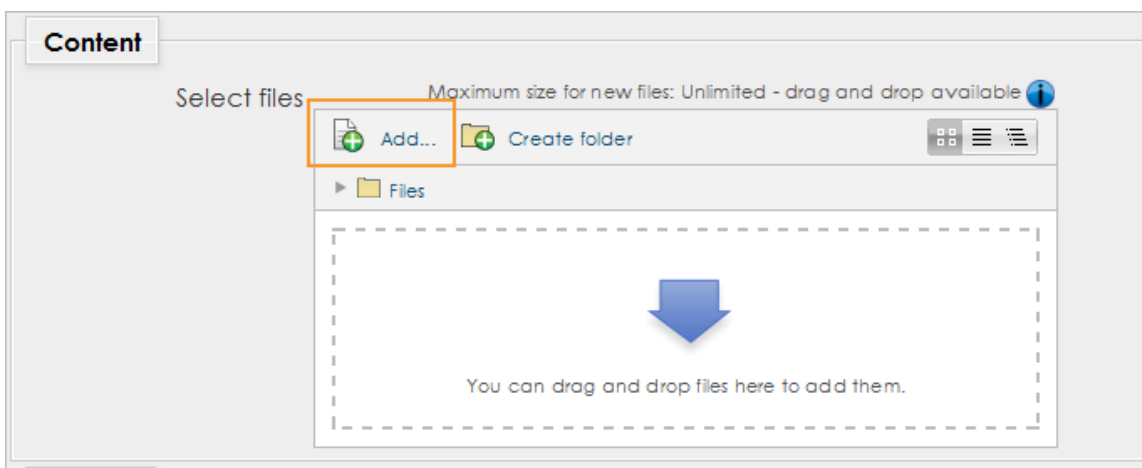
The File picker opens and lists the Private files repository on the left pane.

.

Once a file is selected, the following options are available:

- Make a copy of the file- This option duplicates the file and saves a new version of the file inside the course.
- Create an alias/shortcut to the file - This option creates an alias (link) to the file save inside the private files repository. If an alias is created, then when the original file is updated, it will change in all instances of the alias.
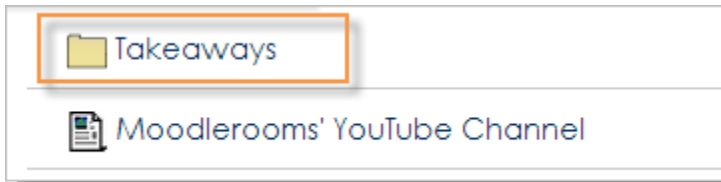
10. Resources

## 10.1. Folder

10.1.1. Overview

The Folder resource enables teachers to display a collection of resources (e.g., text documents, PDF, multimedia) to users to either view and/or download.

10.1.2. User Documentation

To view a Folder resource, students click the resource link on the front page of the course.

When students view a Folder resource, they see the name of the folder, a description of the folder's contents, and the content of the folder (both subfolders and files).
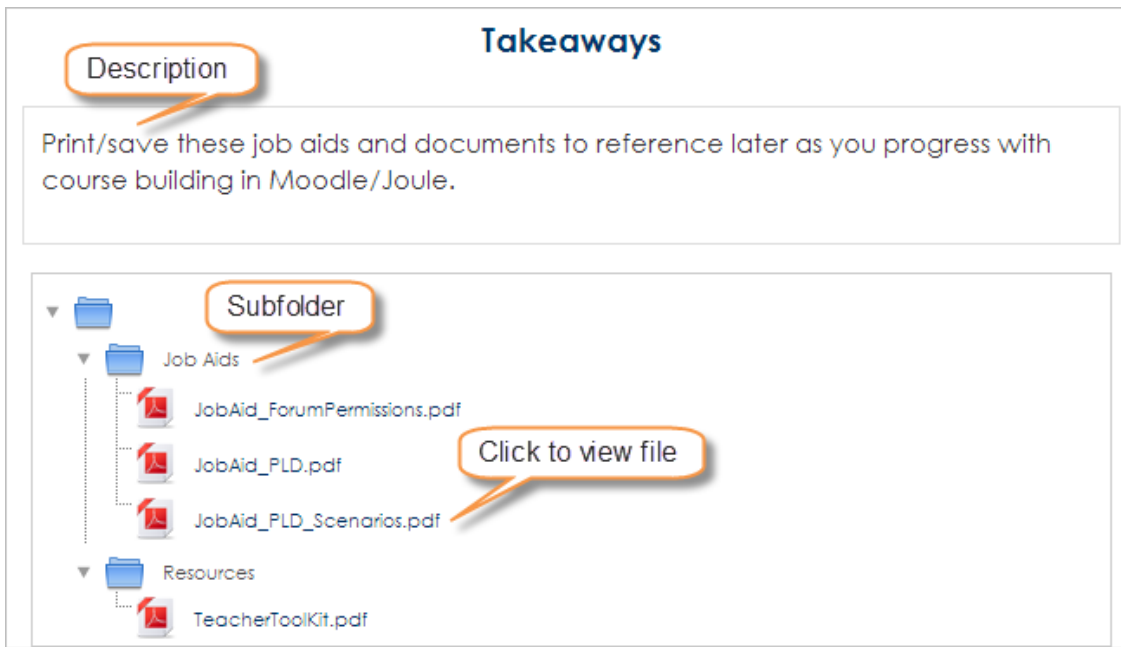
10.2. Label

10.2.1. Overview

Course Designers use Labels to place content within the main course page. Labels can include text, images or multimedia players.

10.2.2. User Documentation

Students can view Labels from the main course page just as an instructor can view one. The Labels can include any text, image, or multimedia object.
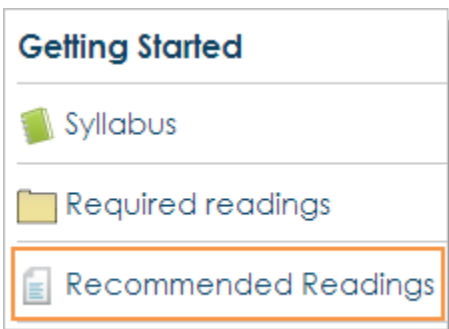
10.3. Page

10.3.1. Overview

Teachers can add content into HTML page by adding a Page resource. Students click the Page resource that contains the content they wish to view and then they can scroll through its content. Pages can be displayed either in the same window or in a pop-up window.

Getting Started

Syllabus

Required readings

Recommended Readings

10.3.2. User Documentation

Students can view a Page resource by clicking its link located on the front page of the course. Students can click the course's name within the breadcrumb navigation to return to the main course page.
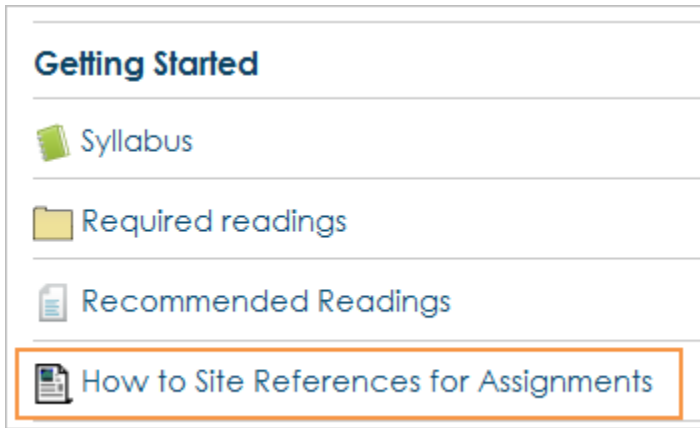
Getting Started

Syllabus

Required readings

Recommended Readings
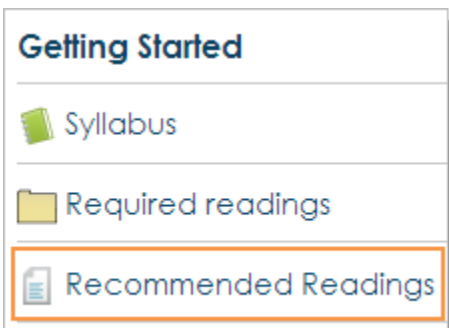
10.4. URL

10.4.1. Overview

The URL resource allows teachers and course builders to add resources to a course that
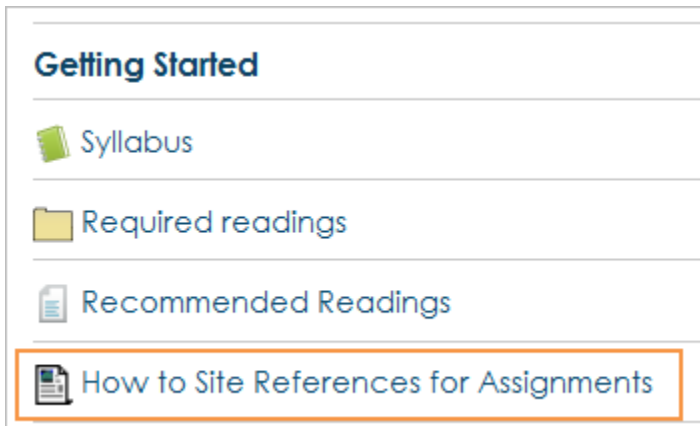
are links to external Web pages. When students are within the course, they simply scroll through the course, then click the associated resource link within a section of the course.

10.4.2. User Documentation

Students can view URL resources by clicking on the associated link within the course.

Depending on the design of the particular resource, the browser will next reveal an external Web site, or elements of the external Web site within a course navigation frame or within a pop-up window.

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