ESSEX COUNTY COLLEGE

moodle rooms

LEARNING MANAGEMENT SYSTEM

Teacher Manual

Teacher Manual

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1. Activities

1.1. Assignment

1.1.1. Assignment Activities

The Assignment activity allows teachers to collect work from students, review it, grade it, and provide feedback. Using assignment, students can submit any electronic files (e.g.,

Word-processed documents, spreadsheets, images, audio, video clips) or type their response directly into Moodle. Student work is visible only to the teacher unless a group assignment is selected. If you are migrating from another Learning Management System, the Assignment activity is comparable to the Dropbox or Homework functionality. In this lesson, you will learn the various features of the Assignment activity and how to set it up.

General

- Assignment Name: The name of the assignment that will be displayed in the course listing.
- Description: A paragraph or more of text describing the activity and informing the student what they are to submit. This will be displayed to the student when they view the assignment.
- Display description on course front page: If checked the description will show on the course front page.

Assignment settings

- Allow submissions from: The date and time that this assignment is displayed to the student, which is also when they can first submit the assignment. If disabled, students can submit an assignment at anytime.
- Due Date: This is when the assignment is due. Submissions will still be allowed after this date but any assignments submitted after this date are marked as late. To prevent submissions after a certain date - set the assignment cut off date.
- Cut-off date: If set, the assignment will not accept submissions after this date without an extension.
- Always show description: If set to No, the assignment description will not display to students until after the allow submission date.
- Require students click submit button: Set to Yes to require students to click a Submit button in order for it to be submitted for grading. The status of the assignment will be "Draft (not submitted)" in the activity grader. Once a student clicks the Submit

Assignment button the status will change to "Submitted for grading" and they will no longer be able to edit it. Use this setting for multiple attachments. If you do not require a Submit button and then decide to use it later, any activities submitted before you changed the setting will be marked as final.

- Require students accept the submission statement: If enabled, students must accept a submission statement for all submissions to the assignment. The text of the submission statement is set by the site administrator.
- Notify graders about submissions: If set to Yes, instructors will receive a notification when assignments are submitted.
- Notify graders about late submissions: If set to Yes, instructors will receive a notification when an assignment is submitted past the due date.
- Students submit in groups: If set to yes, students can collaborate on an assignment. If no groups have been created prior to using this setting, then Moodle will create a separate default group of each student in the course. For example, if you have 30 students, then you will end up with 30 default groups. To avoid this, set up groups before enabling this setting.
- Require all group members submit: This setting is only available when requiring students to click the Submit button (i.e., the "Require students click submit button" is set to Yes). The assignment will not be considered submitted until all group members have made a contribution. Group members will be able to see who in their group has submitted or still needs to submit.
- Grouping for student groups: If a particular grouping is chosen, then the gradebook will display the group names from the chosen grouping but will put all other groups and students into a default group. If None is selected, then the gradebook will display the names of all groups and will put any non-grouped students in the "default group."
- Blind marking: Set this option to Yes to not be able to see the names of students who have turned in an assignment. When the assignment is graded, however, turn on the option to see who submitted by enabling "Reveal student identities" in the Assignment settings. This option will only become available once all student assignments have been graded. Set this option BEFORE students submit an assignment and any grading is complete as changes cannot be made later.

Assignment settings

Allow submissions from	25	June	2013	18	00	☑ Enable
Due date	2	July	2013	18	00	☑ Enable
Cut-off date	2	July	2013	18	00	☑ Enable
Always show description	Yes				
Require students click submit button	No				
Require that students accept the submission statement	No				
Notify graders about submissions	Yes				
Notify graders about late submissions	Yes				
Students submit in groups	No				
Require all group members submit	No				
Grouping for student groups	None				
Blind marking	No				

Submission settings

- Online text: If enabled, then the student is able to type a text submission into the HTML box.
- File submissions: If enabled students are able to submit one or more file.
- Maximum number of uploaded files: If file submissions are enabled, then students are able to submit files up to the number specified.
- Maximum submission size: The size a file can be up to.
- Submission comments: If enabled, students can leave comments on their own submission.

Submission settings

Online text	No
File submissions	Yes
Maximum number of uploaded files	1
Maximum submission size	Course upload limit (500MB)
Submission comments	No

Feedback settings

- Feedback comments: If set to Yes, the instructor can leave comments on each students submission.
- Feedback files: If set to Yes, instructors are able to upload files for students. These maybe student files with marking for feedback or review.
- Offline grading worksheet: When enabled, the instructor can download, and then upload, a worksheet with student grades when marking the assignment. This feature is not available when using advanced grading methods.

Grade

- Grade: The maximum grade value for this activity that a student can receive.
- Grading method: (Optional) The advanced grading method associated with the assignment.
- Grade Category: Setting this will group this activity's grade in the grade book with other activities in the same category, allowing for category calculations.

Outcomes

Select outcomes: Choose the outcomes that are to be associated with the assignment content. The site administrator must set up outcomes at the site level and the outcomes must be included in the course settings to be used in activities.

Outcomes

ⓘ Select outcomes
No outcomes are currently mapped. To map this item against outcomes, please click above.

1.1.2. Permissions

- Export own submission: Allows the user to export their assignment submissions.
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager		X		
Course Creator	X			
Teacher		X		
Non-Editing teacher		X		
Student		X		
Guest	X			
Authenticated User	X			

- Grade assignment: Allows the user to grade assignments
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager		X		
Course Creator	X			
Teacher		X		
Non-Editing teacher		X		
Student	X			
Guest	X			
Authenticated User	X			

  - Risks
    - XSS: Users could add files and texts that allow cross-site scripting (XSS)
- Grant extension: Allows an extension after the deadline has passed
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit

Manager		X		
Course Creator		X		
Teacher		X		
Non-Editing teacher		X		
Student	X			
Guest	X			
Authenticated User	X			

- Reveal student identities: Allows the user to see the names of students when using blind marking
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager		X		
Course Creator		X		
Teacher		X		
Non-Editing teacher	X			
Student	X			
Guest	X			
Authenticated User	X			

- Submit assignment: Allows the user to submit a response to an assignment
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager	X			
Course Creator	X			
Teacher	X			
Non-Editing teacher	X			
Student		X		
Guest	X			
Authenticated User	X			

- View assignment: Allows the user to view the an assignment
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager		X		
Course Creator		X		
Teacher		X		
Non-Editing teacher		X		
Student		X		
Guest		X		
Authenticated User	X			

1.2. Certificate

1.2.1. 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.

1.2.2. Benefits

You can use certificate to:

- Provide a certification, including credit units and credentials attained.
- Award students whose work stands out above the rest.
- Require satisfactory completion of the course before progressing forward in a training series.
- Add an incentive for professional development courses and the like.

1.2.3. User Documentation

1.2.3.1. 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.
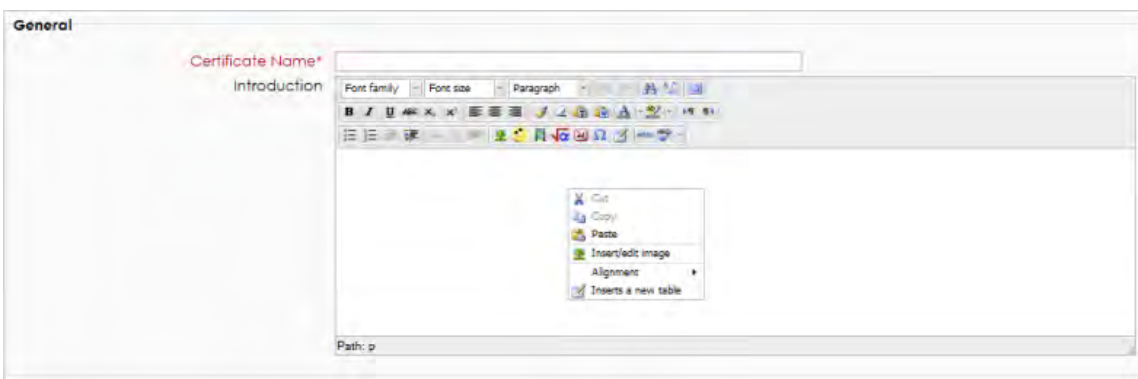
After you receive your certificate, if you click on the certificate link from the course homepage, you will see the date you received your certificate and will be able to review your received certificate.

1.2.4. Teacher Documentation

1.2.4.1. Creating a Certificate Activity

Creating a Certificate activity is similar to creating other activities in Joule/Moodle. The Teacher adds the activity via the *Turn editing on* button and selects *Activity>Certificate* in the *Add Activity* drop-down menu of a course.

1.2.4.1.1. General

Describe your certificate using the following options:

- Certificate Name: will appear on the course page and will typically signal to users the purpose or type of certificate being issued.
- Introduction: text entered here will be displayed to students when they open the certificate activity. This can be descriptive and indicate the requirements needed

to attain the award.

1.2.4.1.2. Issue Options

Determine how Certificates are issued using the following options:

- Email Teachers: if set to `Yes`, all users with an instructor role within the course will receive an auto-generated email whenever a student receives a certificate.
- Email Others: if there are other user roles (like an advisor or supervisor) that should be notified when a student receives a certificate, you can enter their email address in this field. When entering multiple addresses, they should be separated with a comma.
- Delivery: allows you to choose how students view/receive their certificate. There are three options:
    - Open in a new window - will open the certificate in a new browser window.
    - Force download - will automatically download the certificate when the link is clicked.
    - Email (Must also choose save!) - sends the certificate as a PDF attachment. You must set the next option to `Yes`.
- Save Certificates: if set to `Yes`, this will keep a record of issued certificates in the teachers `View Issued Certificates` report.
- Reissue Certificates: if set to `Yes`, then this certificate will be reissued with a new date, grade and code number every time a user clicks to get the certificate.

> ⓘ Note: We recommend locking the certificate until students have fulfilled certain requirements in the course. This also prevents students from prematurely downloading their certificate with an incomplete course grade, which cannot be reversed.

1.2.4.1.3. Text Options

Determine date, security code, grade outcomes, credit hours, teachers names, and custom text using the following options:

- Certificate Heading: enter a custom heading (up to 40 characters) for the certificate or leave it blank to display the default: "CERTIFICATE of ACHIEVEMENT".
- Certificate Introduction: enter a custom introduction (up to 65 characters) for the certificate or leave it blank to display the default: "This is to certify that".
- Certificate Completed String: enter a custom completed string (up to 65 characters) for the certificate or leave it blank to display the default: "has completed the course".

> ℹ Note: HTML is not allowed for Certificate Heading, Introduction, and Completion String.

- Course Format: choose which course name to display on the certificate: *Full name* or *Short name*. The course name will use the course field that matches the selected name.
- Print Date: choose whether to include the date the certificate was issued to the student, the course end date, or the date the student completes an activity in the course. The activities are listed in the drop-down menu.
- Date Format: choose how to display the date on the certificate from the drop-down menu.
- Print Code: if set to *Yes*, a unique 10-digit code will be printed on the certificate.

This number can then be verified by comparing it to the code number displayed in the `View Issued Certificates` report.

- Print Grade: choose to print either the total course grade, or the grade of a selected course activity. The grade items are listed in the drop-down menu in the order in which they appear in the Gradebook.
- Grade Format: choose how the grade will be displayed on the certificate. There are three available formats if you choose to print a grade: `Percentage Grade`, `Points Grade`, or `Letter Grade`.
- Print Outcome: if set to `Yes`, the name of the outcome and the student's received outcome will be printed on the certificate. An example might be: "Assignment Outcome: Proficient".
- Print Credit Hours: can be issued when a credit system is in place within a course and will print the number of credit hours required for the certificate.
- Print Teacher Name(s): if set to `Yes`, the name of the person assigned the role of Teacher will be printed on the certificate.
- Custom Text: if you want the certificate to print different names for the Teacher than those who are assigned the role of Teacher, do not select `Print Teacher` and enter the name you wish to appear on the certificate in this text box.

> ⓘ Note: You can use html for Custom Text. The following html tags are available: `<br>`, `<p>`, `<b>`, `<i>`, `<u>`, `<img>` (src and width (or height) are mandatory), `<a>` (href is mandatory), and `<font>` possible attributes are - color: hex color code, and face: arial, times, courier, helvetica, and symbol.

1.2.4.1.4. Design Options

Determine the design of the certificate using the following options:

- Certificate Type: Determines the layout of the certificate. There are four default types:
    - A4 Embedded - for printing on A4 size paper with embedded font.
    - A4 Non-Embedded - for printing on A4 size paper without embedded fonts.
    - Letter Embedded - for printing on letter size paper with embedded font.
    - Letter Non-Embedded - for printing on letter size paper without embedded fonts.
- Orientation: choose whether you want your certificate orientation to be portrait or landscape.
- Border/Background Image: choose a border image from the installed options. By default there are two different border images each in four different colors. Additional borders can be added by site administrators.
- Border Lines: choose to print a border of lines instead of using a border image (border images can make the PDF file size much larger, set the Border Image option to `No`). The `Border Lines` option will print a border of varying widths in the chosen color.
- Watermark Image: choose a watermark image to be placed on the certificate or if you don't want a watermark choose `No`. By default two images are included; however additional images can be installed at the database level.
- Signature Image: choose a signature image to be placed on the certificate. You can print a graphic representation of a signature, or print a line for a written signature. By default, this image is placed in the lower left corner of the certificate.
- Seal or Logo Image: choose a seal or logo to print on the certificate. By default, this image is placed in the lower right corner of the certificate.

1.2.4.1.5. Common Module Settings

Determine common module settings using the following options:

- Group Mode: determines the display properties to users within groups. There are three options:
    - No groups - there are no sub groups, everyone is part of one big community.
    - Separate groups - each group member can only see their own group, others

are invisible.
- Visible groups - each group member works in their own group, but can also see other groups.

> ⓘ Note: The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.2.4.1.6. Restrict access

Determine how access to certificates is handled using the following options:

- Allow access from/until: these dates determine when students can access this course item on the course page.
- Release code: this course item will not be available to students until the student acquires the release code entered here.
- Grade condition: determines any grade conditions which must be met in order to access this course item. Multiple grade conditions may be set if desired. If so, this course item will only allow access when ALL grade conditions are met.
- Completion condition/Before this can be accessed: determines any activity completion conditions which must be met in order to access this course item. Note

that completion tracking must first be set before an activity completion condition can be set. Multiple grade conditions may be set if desired. If so, this course item will only allow access when ALL grade conditions are met.

1.2.4.1.7. Activity completion

Determine activity completion settings for certificates using the following options:

- Completion tracking: if enabled, activity completion is tracked, either manually or automatically, based on certain conditions.
- Require view: if checked requires students to view this activity to complete it.
- Expect completed on: specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

When finished, click *Save and return to course* to return to the course, click *Save and display* to see what your certificate will look like, or click *Cancel* to cancel creating a Certificate activity.

> ℹ️ Documentation elements from:
> http://docs.moodle.org/22/en/Certificate_module

1.3. Chat

1.3.1. 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.

1.3.2. Benefits

Participation in a chat room provides immediacy that a forum or another asynchronous activity does not. Participants can respond and react to each other immediately and spontaneously.

The chat transcript (or a portion of it) be posted to a Web page, a forum, etc., for additional discussion or other purposes, thus enabling those who did not participate in the original chat to know what was said and to continue to develop themes and topics found in the chat.

1.3.3. 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.
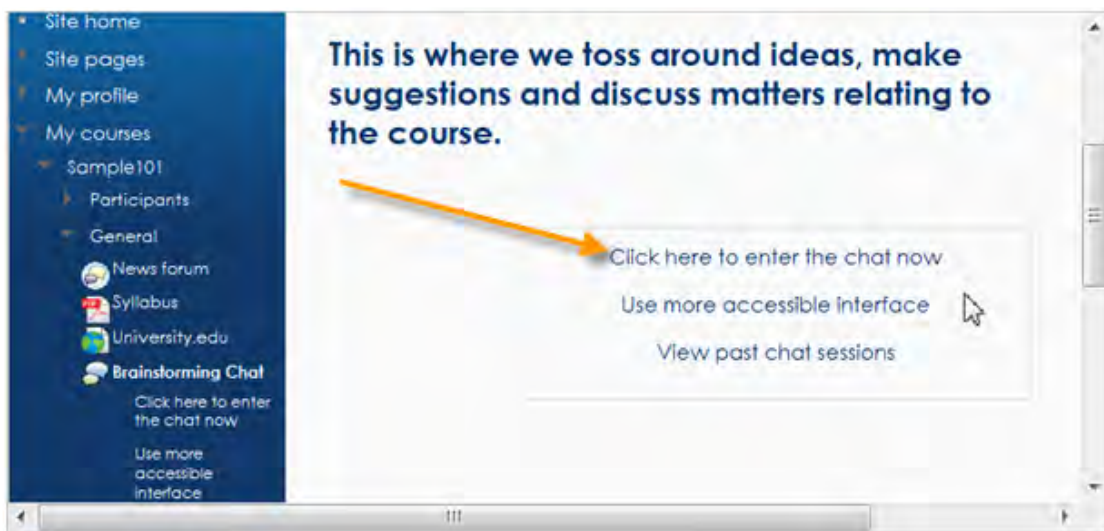
After students have entered the chat room, they enter text into a text field at the bottom of the screen and click send to have their message displayed to others in the chat room.
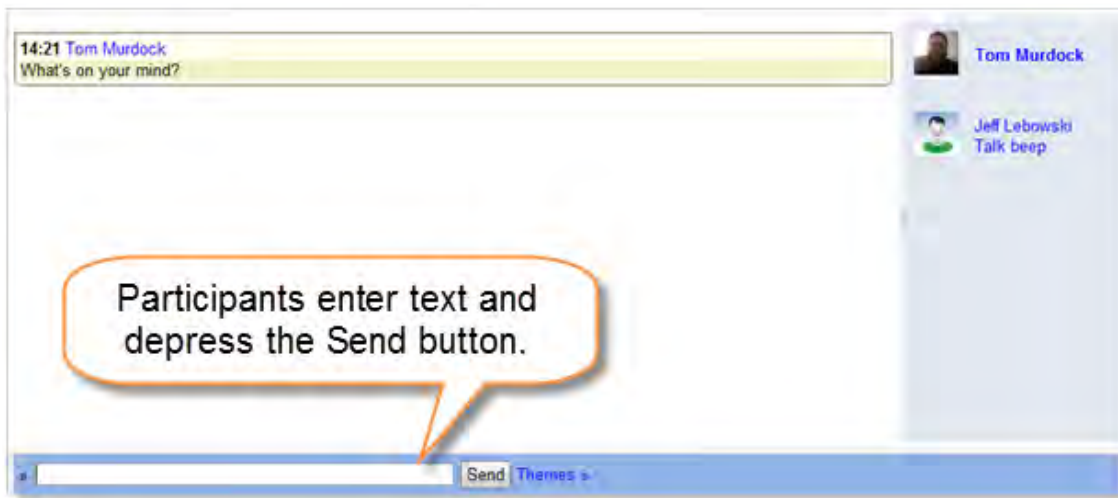
1.3.4. Teacher Documentation

1.3.4.1. Accessing the Chat Activity

After teachers enter a chat room, they see the same interface as a student.
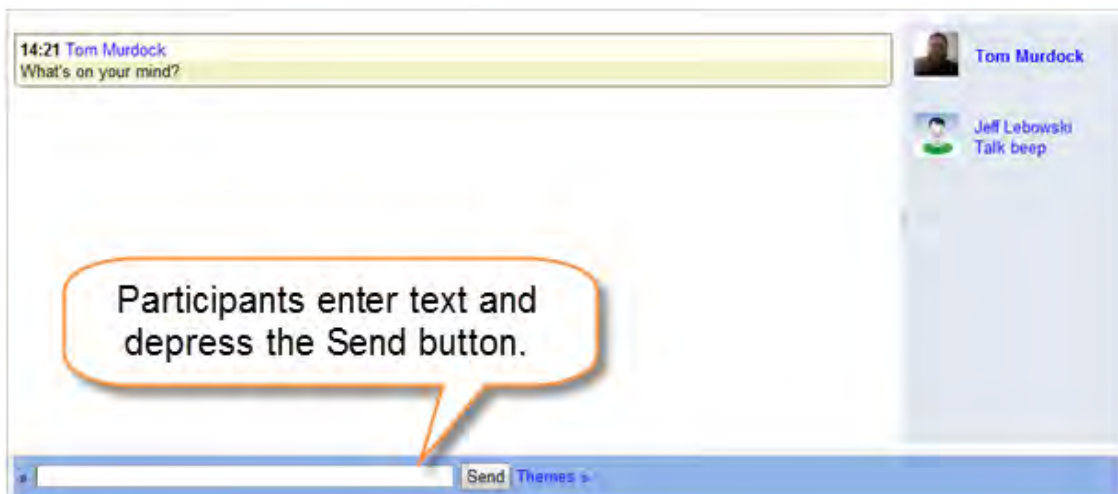
1.3.4.2. Creating Chat Activity

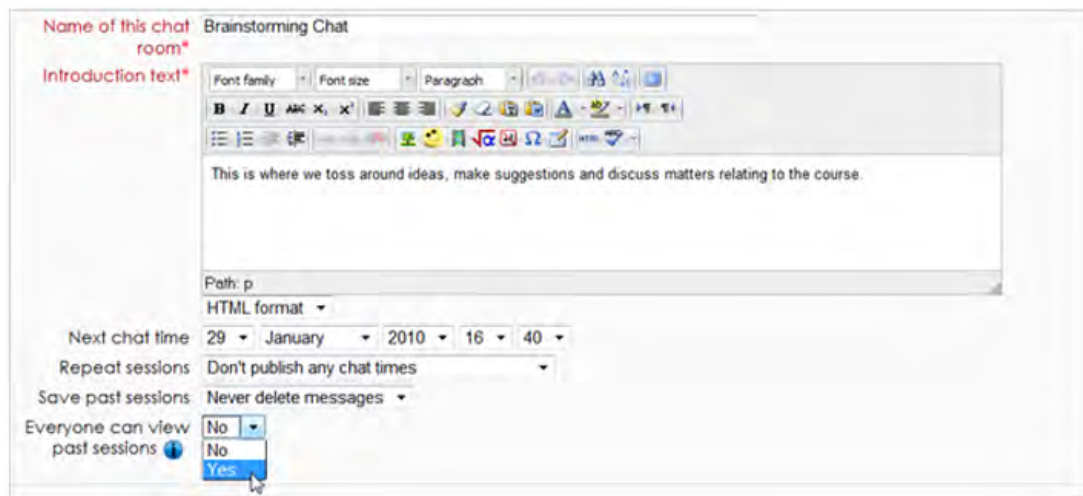When setting up the chat room, the teacher must determine:

- The name of the chat room and instructions for participants
- When the chat will take place and whether it is a repeating or a one-time chat

- If chat transcript(s) will be saved and whether or not course participants will have access to saved chat sessions
- Access related to groups and access restriction settings
- Grade settings
- If any activity completion settings are needed

The following sections offer a closer look at these options.

1.3.4.3. Activity Settings

1.3.4.3.1. General
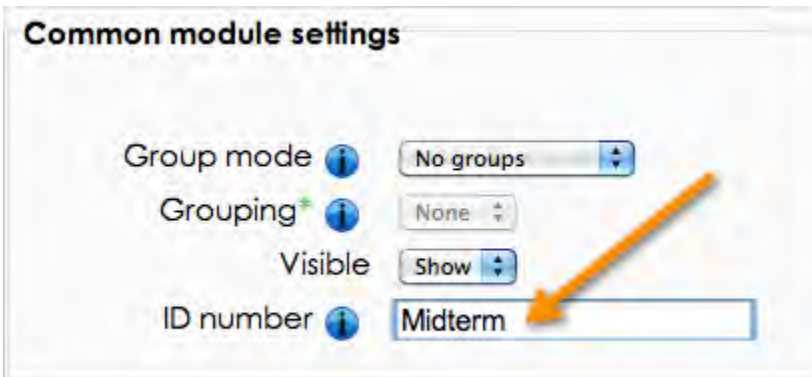
- Name of this chat room: Name of the chat room, which displays in the course and when viewing the chat
- Introduction text: Text that is displayed before the user clicks to enter the chat room
- Next chat time: Date and time of the first chat session that is open and available to use
- Repeat sessions: This setting determines if the chat room has multiple sessions. Options include:
  - Don't publish any chat times - This chat room only has one instance, but the date and time is not published to users
  - No repeats - publish the specified time only - This chat room only has one instance and the date and time is displayed to the user
  - At the same time every day - This chat room will be open at the same time every day of the week
  - At the same time every week - This chat room will be open at the same day and time every week
- Save past sessions: This setting determines how long chat logs from past sessions are

saved within the course
- Everyone can view past sessions: Determines if all users can view past sessions or not

1.3.4.3.2. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
  - No groups - There are no sub groups, everyone is part of one big community
  - Separate groups - Each group member can only see their own group, others are invisible
  - Visible groups - Each group member works in their own group, but can also see other groups

> **ℹ Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.3.4.3.3. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.3.4.3.3.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

1.3.4.3.3.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than

percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.3.4.3.3.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

1.3.4.3.3.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the

trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.3.4.3.3.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

1.3.4.3.3.6. Admin Settings

To use conditional activities, the feature must be enabled by an administrator by checking the *Enable availability* box in *Administration > Advanced features*. A "Restrict availability" section will appear for teachers on the *Edit Activity* page.

> ⓘ Documentation elements from: Moodle Docs

1.3.4.4. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> ⓘ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
  - Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
  - Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
  - Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

1.3.5. Admin Interface

In using chat, the site administrator sees the same interface that students and teachers see.

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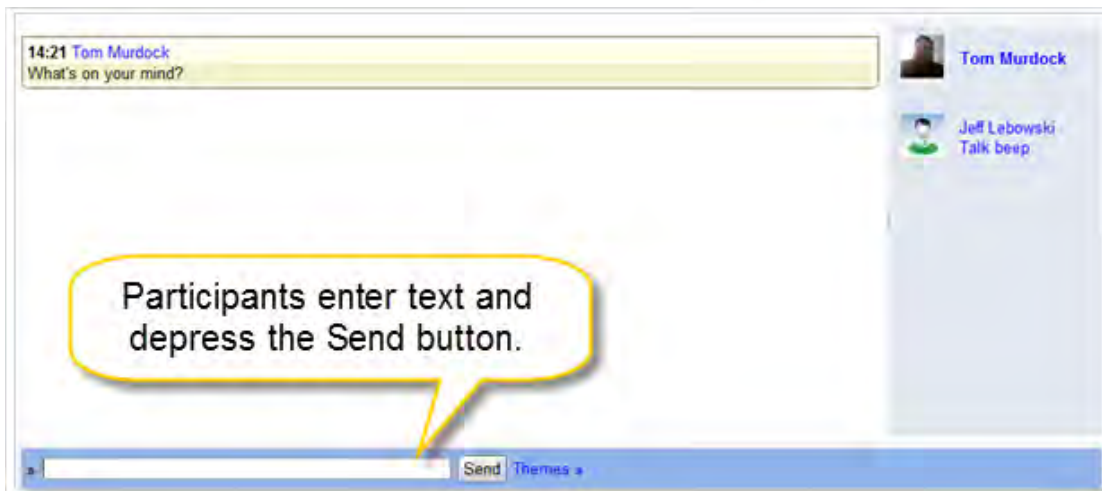
1.4. Choice

1.4.1. 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

1.4.2. Benefits

The choice activity is a quick, easy way for a teacher to begin to make a course interactive, to get students thinking and to learn about participants in a course.

For students, responding to one question by simply choosing one of several answers provided may help a student recall prior knowledge, stimulate thinking about a topic, help students begin to get to know each other, etc.

1.4.3. 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.

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.

1.4.4. Teacher Documentation

1.4.4.1. Creating a Choice

When creating a choice activity, the teacher must name the choice and provide an introduction for participants (usually question).

The teacher may choose to limit the number of responses permitted, restrict time the period that the choice is available to students, and to permit or not permit students to change their responses.

The teacher must decide if choices will be displayed vertically or horizontally, if results will be displayed to students before they vote, after they vote or not at all. He or she must also decide if displayed results will be anonymous to members of the class.
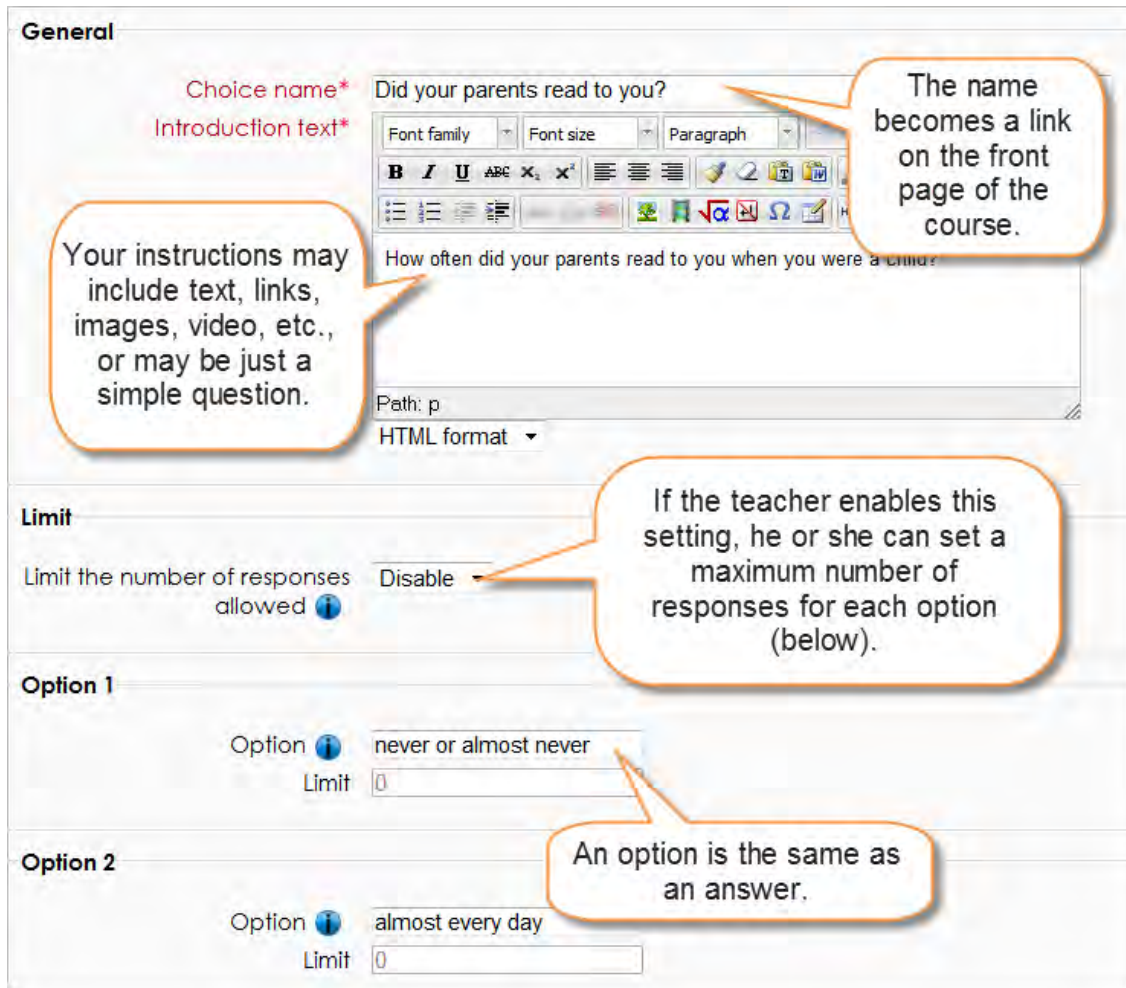
In addition, the teacher must:

1. Configure the common module settings (optional)
2. Configure access restriction settings (optional)

3. Configure activity completion settings (optional)
4. Save the form by clicking the *Save and return to course* or *Save and display* buttons.

1.4.4.2. Activity Settings

1.4.4.2.1. General

- **Choice name:** A title for the choice activity, which is displayed in the course and when the activity is accessed
- **Introduction text:** A description of the activity and/or instructions for completing the activity

1.4.4.2.2. Limit

- **Limit the number of responses allowed:** This option allows you to limit the number of

participants that can select each choice option. When the limit is reached, then no one else can select that option (this is great for using the Choice activity as a sign up tool). If limits are disabled, then any number of participants can select each of the options.

1.4.4.2.3. Options

- Option: Here is where you specify the text for each option that participants have to choose from. You can create any number of options. If you leave the `option}` field blank for an option, the option will not be displayed. If you need more than 8 options, click the `Add 3 fields to form` button.
- Limit: The the number of participants that can select this option when submitting a choice.

1.4.4.2.4. Restrict Answering to This Time Period

- Restrict answering to this time period: Enabling this will allow the teacher to restrict the dates and times between which the choice will be available for submission
- Open: The date and time that the choice is open to allow responses
- Until: The data and time the choice closes for response submissions

1.4.4.2.5. Miscellaneous Settings

- Display mode: This determines how the options will be displayed
    - Display horizontally - Displays the options horizontally on the page – good for a small number of options
    - Display vertically - Displays the options vertically on the page – good for a large number of options
- Publish results: This determines if the students can view the results of the choice and, if so, how responses are displayed
    - Do not publish results to students - Student's can't see the choice results after they have submitted a choice
    - Show results to students after they answer - Students can see the choice results any time after they have submitted a choice response
    - Show results to students only after the choice is closed - Students can view the choice results after the activity has closed. This only works if the `Restrict answering to this time period` field is enabled.
    - Always show results to students - The students can view the results, even if they have not submitted a response to the choice
- Privacy of results: This determines (if the results are published) how the responder's information is displayed
    - Publish anonymous results, do not show student names - The results do not show the user's first and last name, only the choice response
    - Publish full results, showing names and their choices - The results show all users' first and last names along with their choice response
- Allow choice to be updated: This determines if the user can update their response after they have submitted a choice response
- Show column for unanswered: This will display a column in the results for all students in the course that have not yet submitted a choice response

1.4.4.2.6. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups

- No groups - There are no sub groups, everyone is part of one big community
- Separate groups - Each group member can only see their own group, others are invisible
- Visible groups - Each group member works in their own group, but can also see other groups

> **ℹ Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.4.4.2.7. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.4.4.2.7.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

1.4.4.2.7.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.4.4.2.7.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

1.4.4.2.7.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.4.4.2.7.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the *Enable availability* box in *Administration > Advanced features*. A "Restrict availability" section will appear for teachers on the *Edit Activity* page.
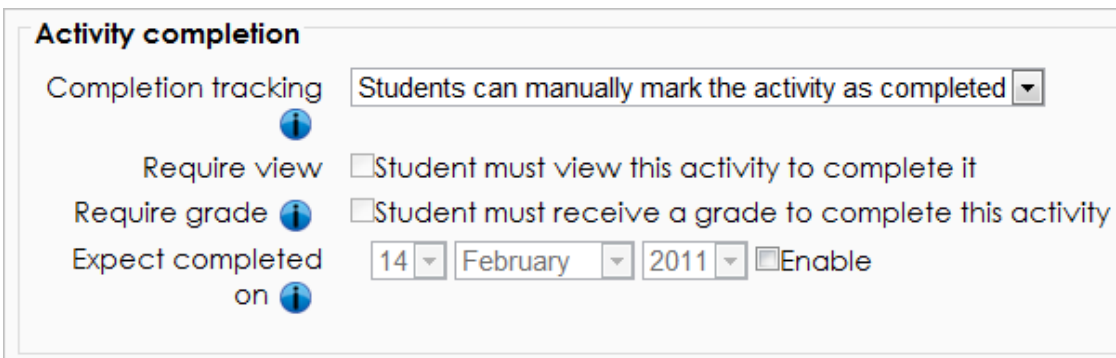
> ℹ Documentation elements from: Moodle Docs

1.4.4.3. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> ℹ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
- Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
- Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

1.4.4.4. Viewing a Choice

The teacher interface looks similar to the student interface, but the teacher has access to voting information that the student does not.

To access this information, the teacher clicks on the link to the Choice activity.

News forum
Required reading
Recommended reading
Course requirements
Did your parents read to you?

The teacher then can access the responses page.

Navigation

Settings

Choice administration
* Edit settings
* Locally assigned roles
* Permissions
* Check permissions
* Filters
* Logs
* Backup
* Restore
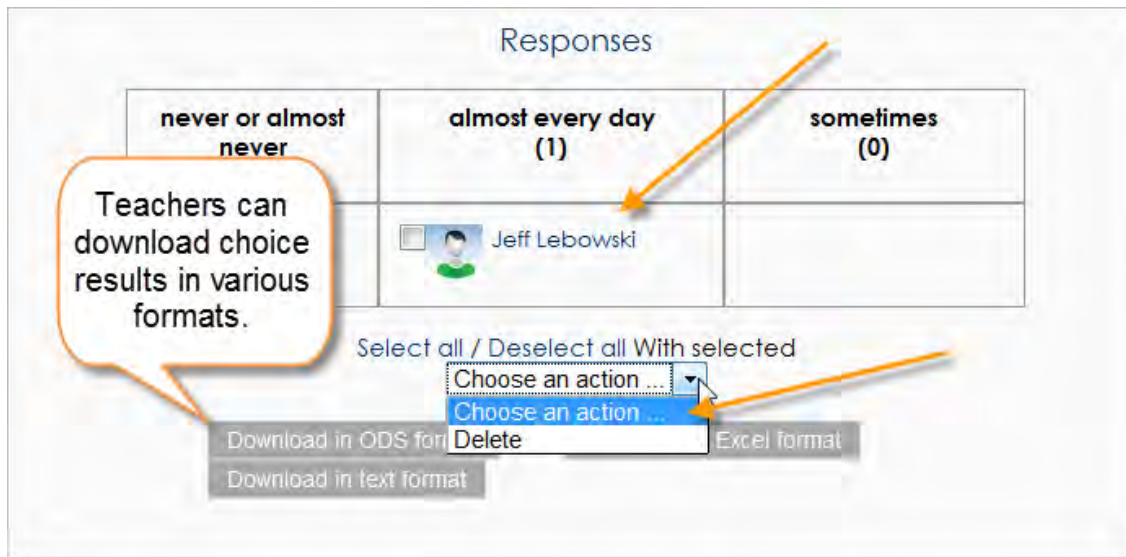* View 1 responses

Course administration

Switch role to...

View 1 responses

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

never or almost never   almost every day   sometimes
Save my choice

From this page, the teacher can view results, delete votes and download a results report in various formats.

1.5. eFolio

1.5.1. 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.

1.5.2. Benefits

The benefits of the eFolio assignment type are:

1. Versatile assignment type allowing for submissions with multiple content types
2. Students can use assignment responses in multiple courses
3. Students can keep the assignment response as part of their portfolio after leaving the institution
4. Students can publicly display responses, allowing for public demonstrations of work

1.5.3. User Documentation

1.5.3.1. 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.
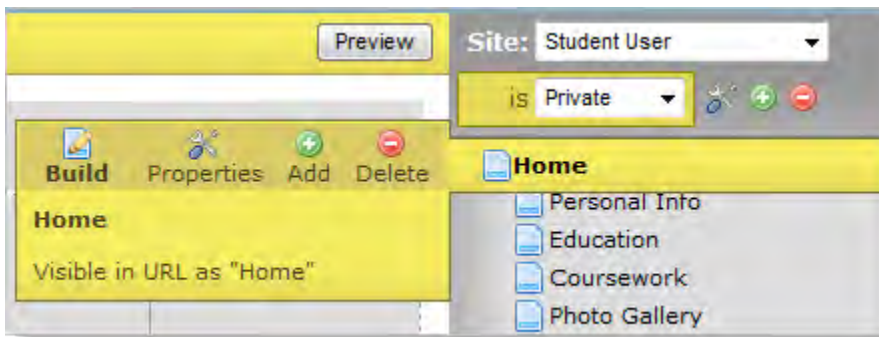
A student can then drag an existing content item under the `My Content` menu on the left-hand side.

> 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.

1.5.4. Teacher Documentation

1.5.4.1. Create eFolio Assignment

Creating an eFolio assignment is the same as any other core Moodle assignment. The instructor adds the assignment via the `Turn editing on` button and selects `Assignment > efolio` in the `Add Activity` drop-down menu of a course.

The instructor is presented with the eFolio add assignment screen (shown below):

ESSEX COUNTY COLLEGE
moodle rooms
LEARNING MANAGEMENT SYSTEM

📋 Adding a new Assignment ❓

General

Assignment name*
You must supply a value here.

Description* ❓

Grade ❓ `100`

Available from `10` `December` `2010` `13` `45` ☐ Disable

Due date `17` `December` `2010` `13` `45` ☐ Disable

Prevent late submissions `No`

eFolio

Allow resubmitting ❓ `No`

Email alerts to teachers ❓ `No`

Common module settings

Group mode ❓ `No groups`

Visible `Show`

ID number ❓

Grade category `Uncategorised`

Save and return to course   Save and display   Cancel

There are required fields in this form marked*.

1.5.4.2. Activity Settings

1.5.4.2.1. General

- Assignment Name: The name of the assignment that will be displayed in the course listing
- Description: A paragraph or more of text describing the activity and informing the student what they are to submit. This will be displayed to the student when they submit the assignment.
- Grade: The maximum grade value for this activity that a student can receive
- Available From: The date and time that this assignment is displayed to the student, which is also when they can first submit the assignment. If disabled, the assignment will always show and a student can always submit a response.
- Due Date: The date when the assignment no longer shows to the student and will not allow a response to be submitted
- Prevent Late Submissions: Don't allow students to submit a response after the due date

1.5.4.2.2. eFolio

- Allow resubmitting: Allow the student to submit an assignment even after it has been graded.

- E-mail alerts to teachers: E-mail the teacher when a submission has been given by a student.

1.5.4.2.3. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups.
    - No Groups: All users see the same activities and responses to activities.
    - Separate Groups: Users can only respond to and view responses of users who are in their group
    - Visible Groups: Users can view all users' responses but can only respond to responses of users in their group.
- Visibility: Determines if the activity is displayed to students or not within the course.
- ID Number: Setting this provides an identifier for calculations within the grade book.
- Grade Category: Setting this will group this activity's grade in the gradebook with other activities in the same category, allowing for category calculations.

1.5.4.3. Viewing an eFolio Submission

Viewing an eFolio assignment submission is the same as viewing any of the core Moodle assignment types. The teacher clicks on the link to the assignment in the course and then on the `View X submitted assignments` link in the upper right-hand corner of the page. A page like below will be displayed:

From here, the teacher clicks on the `View submitted eFolio page...` link to the right of the submission they would like to view.

> **ⓘ** Open in new window
> It is recommended that that the teacher open this in a new window if they want to grade the submission at the same time.

The teacher will be signed into the institution's eFolio site and provided a view of the page that the student has created in response to this assignment. HTML and images will be displayed inline while files will have links for the teacher to download the file.

Sample HTML item

This is some HTML i have added to the page to use as an example submission to an assignment

Last Edited 12/10/2010

Photo collage

Essay file

📄**essay.txt**
12/10/2010 1:07:39 PM
1369 bytes

sample essay

1.5.4.4. Grading an eFolio Assignment

Viewing an eFolio assignment submission is the same as viewing any of the core Moodle assignment types. The teacher clicks on the link to the assignment in the course and then on the `View X submitted assignments` link in the upper right-hand corner of the

page. A page like below will be displayed:

From the `View Submission` page, the teacher clicks on the `Grade` link to the right of the submission that they would like to grade.

The grade page has three core components:

- Grade: The grade or scale value that you are assigning to this submission

- Final Grade: Depending on the grade type, this is what the final grade is based on (how the grade is calculated for the assignment)
- Comment: In the comment box, you can add any comments on the submission to assist the student in understanding why they were given the grade they were given

Outcomes that are applied to the assignment will display below the Final grade. Some assignments will include an upload field where the teacher can upload a response file with comments. This is for upload assignment types.

1.6. Feedback

1.6.1. Overview

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

1.6.2. Benefits

With the Feedback module, it's relatively easy to create and conduct customized surveys using non-graded questions. While not as robust as the Questionnaire module, it is less complicated, and, unlike the Survey module, the Feedback module allows instructors to create their own questions.

Because the Feedback activity can be customized to meet the teacher's needs, questions can be very precise eliciting very specific feedback. The information gathered in a feedback activity is not published to course participants and responses can be made anonymous by the teacher, if desired.

1.6.3. 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.

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.

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

Finally, the student sees a thank you screen.

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.

1.6.4. Teacher Documentation

1.6.4.1. Create Feedback Activity

To create a Feedback activity, a teacher first selects Feedback from the Add an activity drop-down menu.
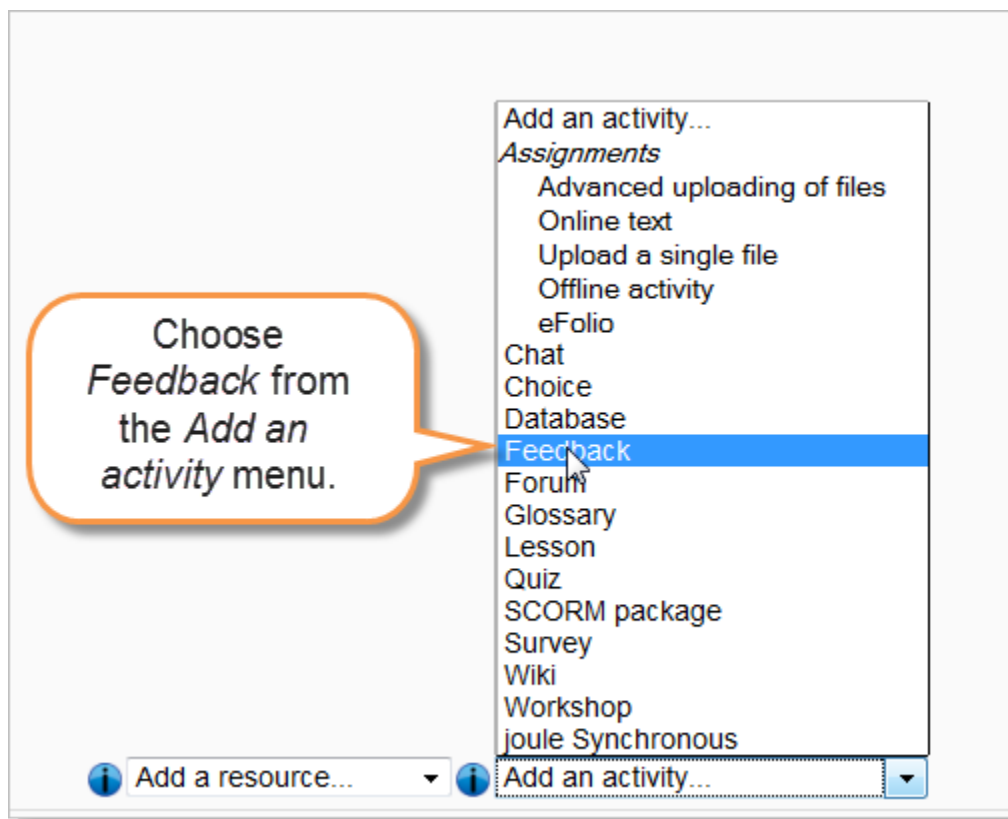
When setting up a Feedback activity, the teacher can:
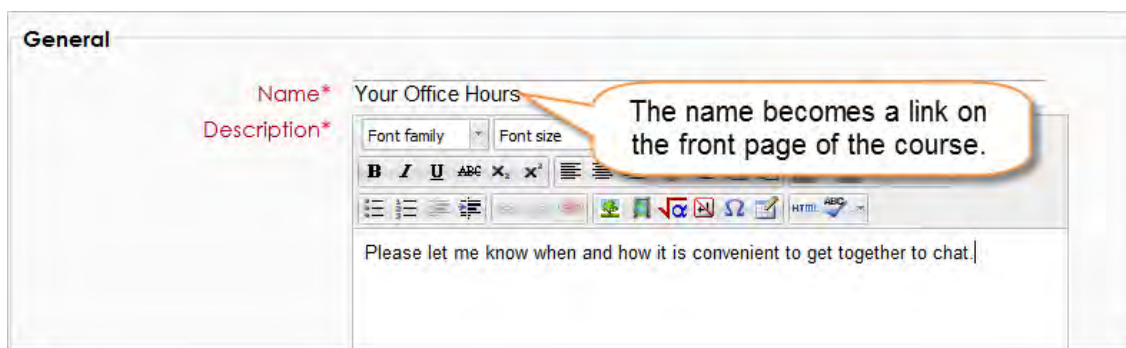
- Give the Feedback activity a name and provide instructions for students.
- Determine if the activity is available for the entire duration of the course or limit when students may respond. To enable opening and closing dates,the teacher marks the appropriate checkbox(es) and sets the date(s).
- Decide whether or not to:
  - Record users' names and display them beside their answers.
  - Display analysis of answers after submission.
  - Notify admins via e-mail when a user completes the activity.

- Permit multiple submissions for anonymous surveys.
- Automatically number the Feedback questions.
- Create a message that the user sees after submitting. This message may include text, links and multimedia.
- Configure the:
  - Common module settings (optional)
  - Access restriction settings (optional)
  - Activity completion settings (optional)
- Save the form by clicking either the `Save and return to course` or `Save and display` buttons.

It is also possible to send the user to a web page other than the front page of the course after he or she has completed the feedback activity.

1.6.4.2. Activity Settings

1.6.4.2.1. General

- Name: The name of the Feedback activity, which is displayed on the course front page.
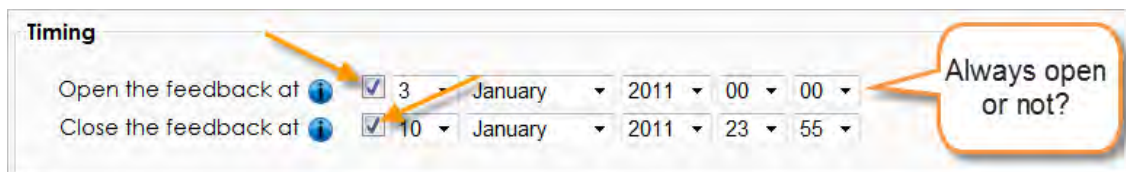- Description: The description of the activity displayed to students before they see the questions.
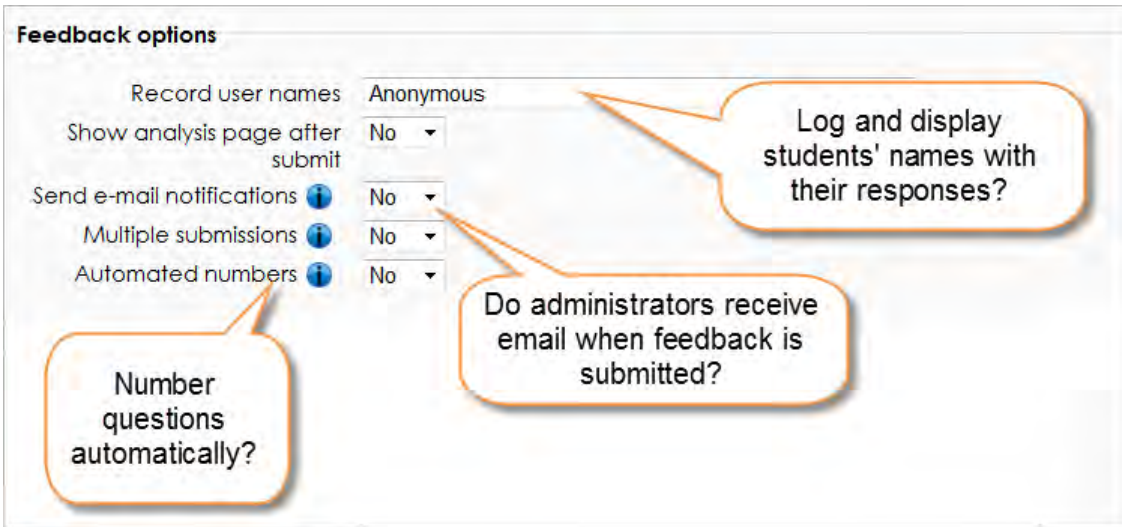
1.6.4.3. Timing

- Open the feedback at: The date and time that the activity is open for the user to

submit feedback. If this is not set, then the feedback activity will always be available. Click the *Enable* checkbox to set the date and time.
- Close the feedback at: The date and time that the activity will close and users will no longer be able to submit feedback. If this is not set, then the feedback activity will always be available. Click the *Enable* checkbox to set the date and time.

1.6.4.3.1. Feedback Options

- Record user names: This setting determines how the users' names will be recorded for analysis.
  - Anonymous - Each user's name is recorded as anonymous
  - User's name will be logged and shown with answers - All users submitting feedback will have their name logged and shown with their answers to the survey.
- Show analysis page after submit: If set to yes, then the analysis page will be shown after the user submits their feedback.
- Send e-mail notifications: If set to yes, administrators will receive e-mail notification of feedback submissions.
- Multiple submissions: If set to yes, then users can submit feedback an unlimited number of times.
- Automated numbers: If set to yes, then the numbers next to the questions will be automatically generated based on the questions location in the survey.

1.6.4.3.2. After Submitting

- Page after submit: An HTML page that is displayed after the user has submitted their feedback.
- URL for continue button: The URL that the user will be taken to when they click the `continue` button after submitting.

1.6.4.3.3. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
  - No groups - There are no sub groups, everyone is part of one big community
  - Separate groups - Each group member can only see their own group, others are invisible
  - Visible groups - Each group member works in their own group, but can also see other groups

> **Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

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An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

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You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

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- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
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1.6.4.3.4.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

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Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

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1.6.4.3.4.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the `Enable availability` box in `Administration > Advanced features`. A "Restrict availability" section will appear for teachers on the `Edit Activity` page.

> ℹ️ Documentation elements from: Moodle Docs

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Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

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> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
- Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
- Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

1.6.4.5. View Feedback Activity

When a teacher wants to view responses to a Feedback activity, he or she first clicks on the link to that activity on the front page of the course.
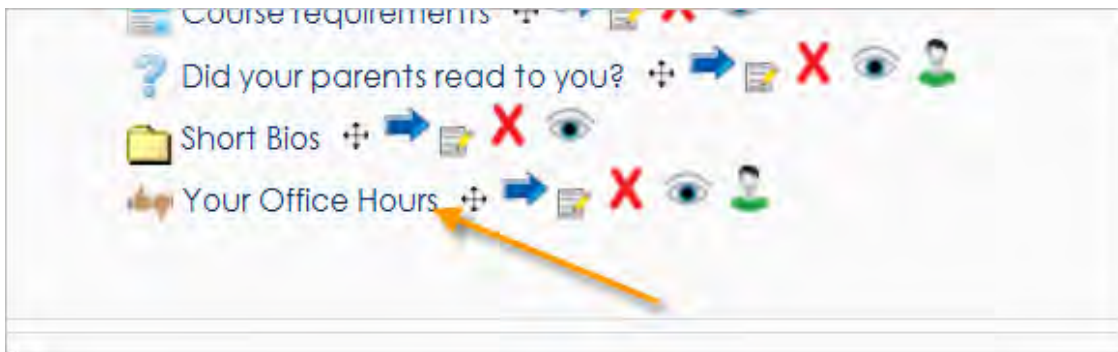
1.6.4.6. Overview Tab

The teacher then sees the *Overview* screen.

To perform various administrative tasks, the teacher clicks on the appropriate tabs.

1.6.4.7. Editing/Adding Questions

After submitting the settings form, the teacher is prompted to add an element or question to the Feedback activity. The following options are available:

- Add a page break
- Captcha
- Information
- Label
- Longer text answer
- Multiple choice
- Multiple choice (rated)
- Numeric answer
- Short text answer

Note: Whatever is entered in the `Label` field is used when exporting to Excel. The label becomes a column header in the spreadsheet.

For information about each of these question types, see http://docs.moodle.org/en/Adding_Feedback_questions.
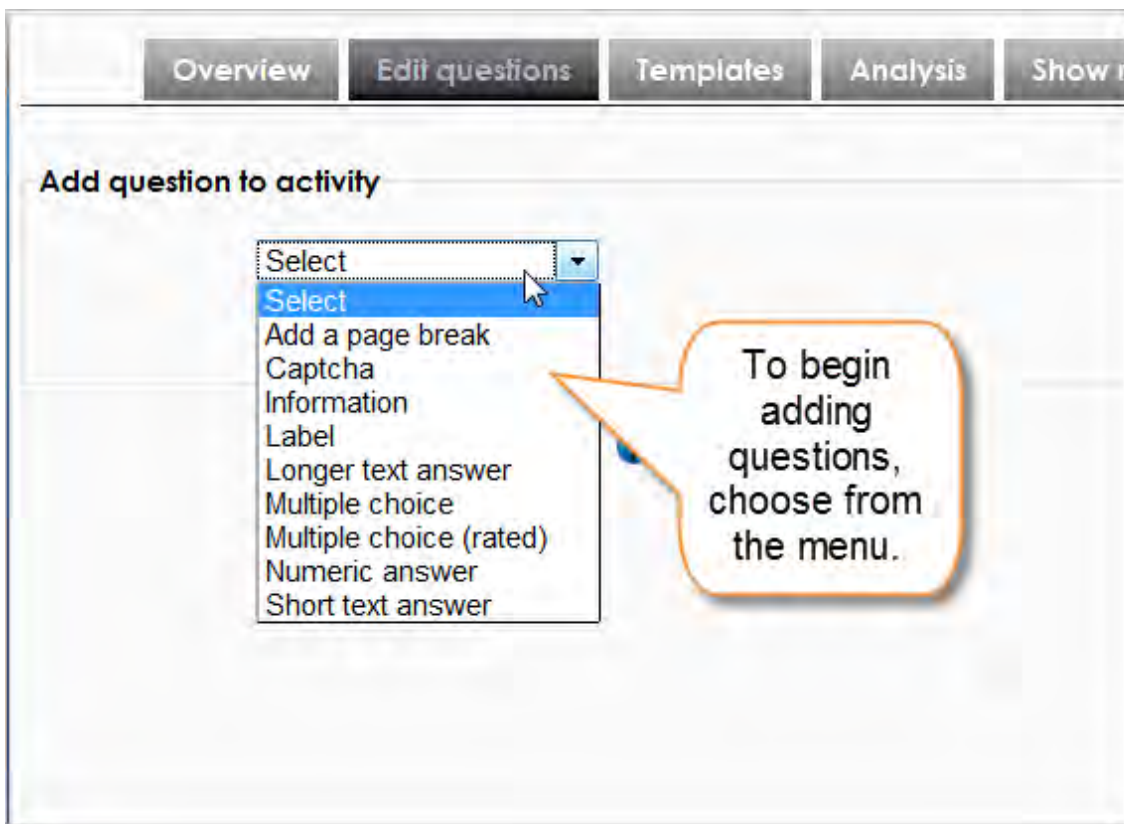
The teacher may wish, for example, to ask students a question that requires a narrative

response. In this case, the teacher would choose to add a "Longer Text Answer" to his or her feedback form. To do this, he or she would first select "Longer text answer" from the drop-down menu.

Longer text answer

Required	☐
Question	If you do not Skype, what other application or program may we use to chat?
Label	ifnotskype
Width	30 ▾
Number of lines	5 ▾
depend item ⓘ	Choose ▾
depend value	
Position	4 ▾

[Save changes to question] [Save as new question] [Cancel]

The teacher then completes a simple form and the question is added.

Longer text answer

Required	☐
Question	If you do not Skype, what other application or program may we use to chat?
Label	ifnotskype
Width	30 ▾
Number of lines	5 ▾
depend item ⓘ	Choose ▾
depend value	
Position	4 ▾

Save the question.

[Save changes to question] [Save as new question] [Cancel]

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

Question has been added.

After the question has been added to the form, various editing icons will be visible to the teacher.
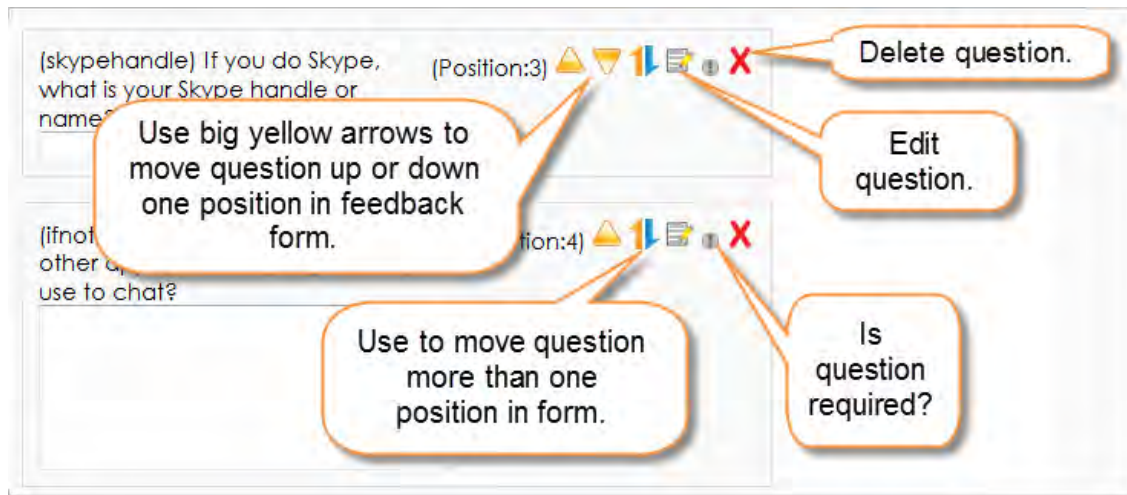
1.6.4.8. Templates

The `Templates` tab allows the teacher to:

- Select a template of questions to use for this Feedback activity.
- Save the current questions as a template.
- Delete a template.
- Export questions.
- Import questions.

1.6.4.9. Analysis Tab

After clicking on the `Analysis` tab, the teacher sees a chart of all responses to date.
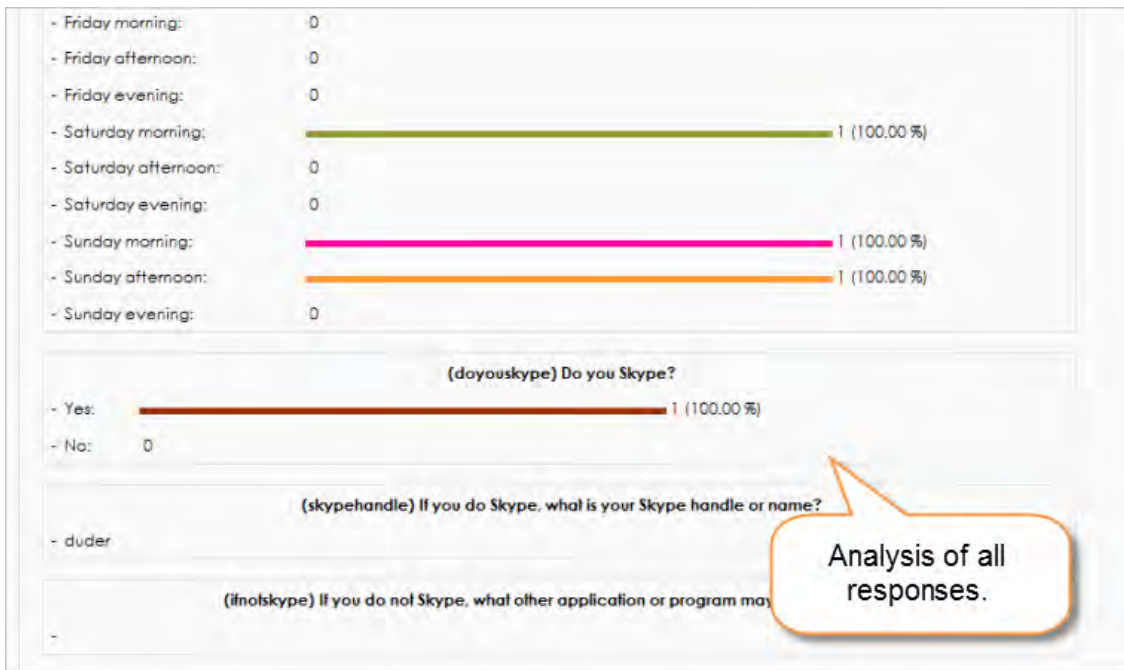
1.6.4.10. Show Responses

To view responses made by individual students, the teacher clicks on the *Show Responses* tab.

1.7. Forum

1.7.1. 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

1.7.2. Benefits

- Forums are useful not only for exchanging information in online courses, but also for fostering community.
- The asynchronous nature of forums means that students who are not online at the same time can still communicate with each other.
- Responses to forum posts are not immediate, giving students' time to think about what they want to say before they post.
- Forum posts are displayed on the page chronologically, allowing students and teachers to see how discussions evolve.

1.7.3. Usage Scenarios

Core Moodle offers teachers five types of forums:

- A standard forum for general use
- A single, simple discussion forum
- Each person posts one discussion forum
- A question and answer forum
- A news forum

Standard Forum For General Use
In order to foster community, it is common for a teacher to ask students to post something about themselves to a forum before actual classwork begins. The "Standard forum for general use" option is well suited to a conversation like this. Students are able to post and reply to as many new discussions as they wish as often as they like.

A Single, Simple Discussion
There are times when a discussion needs to be very focused. A teacher may want students to respond to a question about a single like of poetry, for example. The "Single, simple discussion" forum type is well-suited for this.

Each Person Posts One Discussion
There are times when a teacher needs more than a single simple discussion and less than a standard forum for general use. If a teacher requires each student to begin a discussion about an interesting, useful resource he or she found on the Internet, the "Each person posts a single discussion" forum type might work well.

Question and Answer Forum
The Q&A forum requires students to post once before they are able to view and respond to other students' posts. This forum is useful when a teacher wants to encourage students not to depend on their classmates' thoughts, but rather to think for themselves before posting. A teacher might want his or her students to answer a question like, "Was Huck Finn less racist at the end of the novel than at the beginning? (Support your answer with examples and/or facts.)" The Q&A forum is ideal for such a situation.

News Forum
The News forum is automatically generated in each Moodle course and all participants in the course are subscribed by default. Usually, only teachers and administrators may post to this forum. The standard Student role may not post new announcements or reply to announcements. It is usually used for important announcements like due date reminders, changes in the syllabus, class cancellation, etc.

1.7.4. 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.
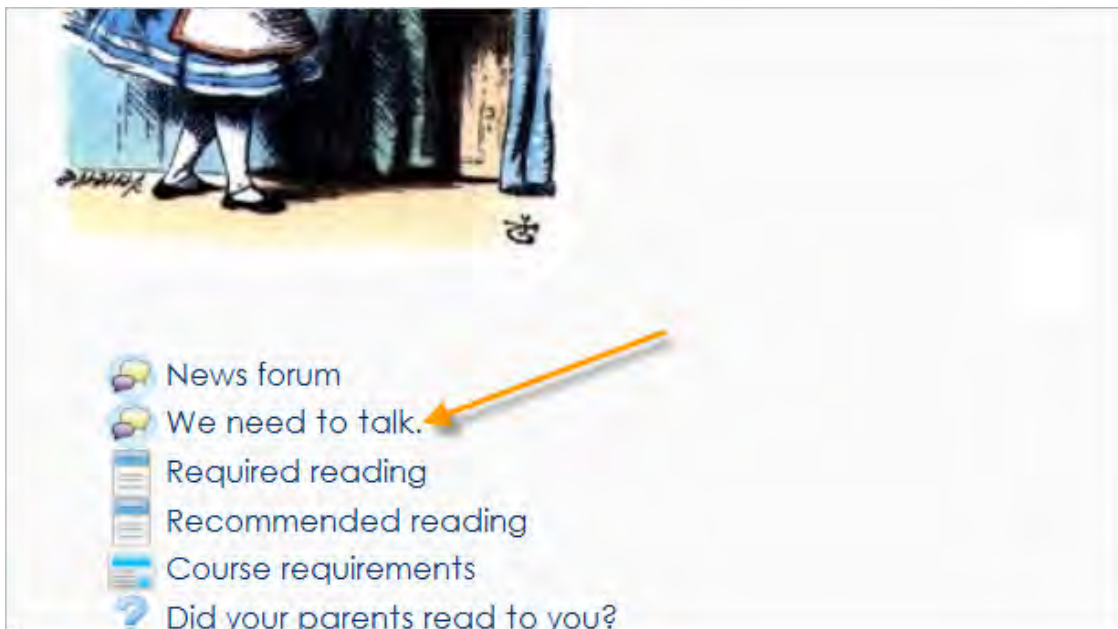
The image below shows what the student sees if the forum is a standard forum.

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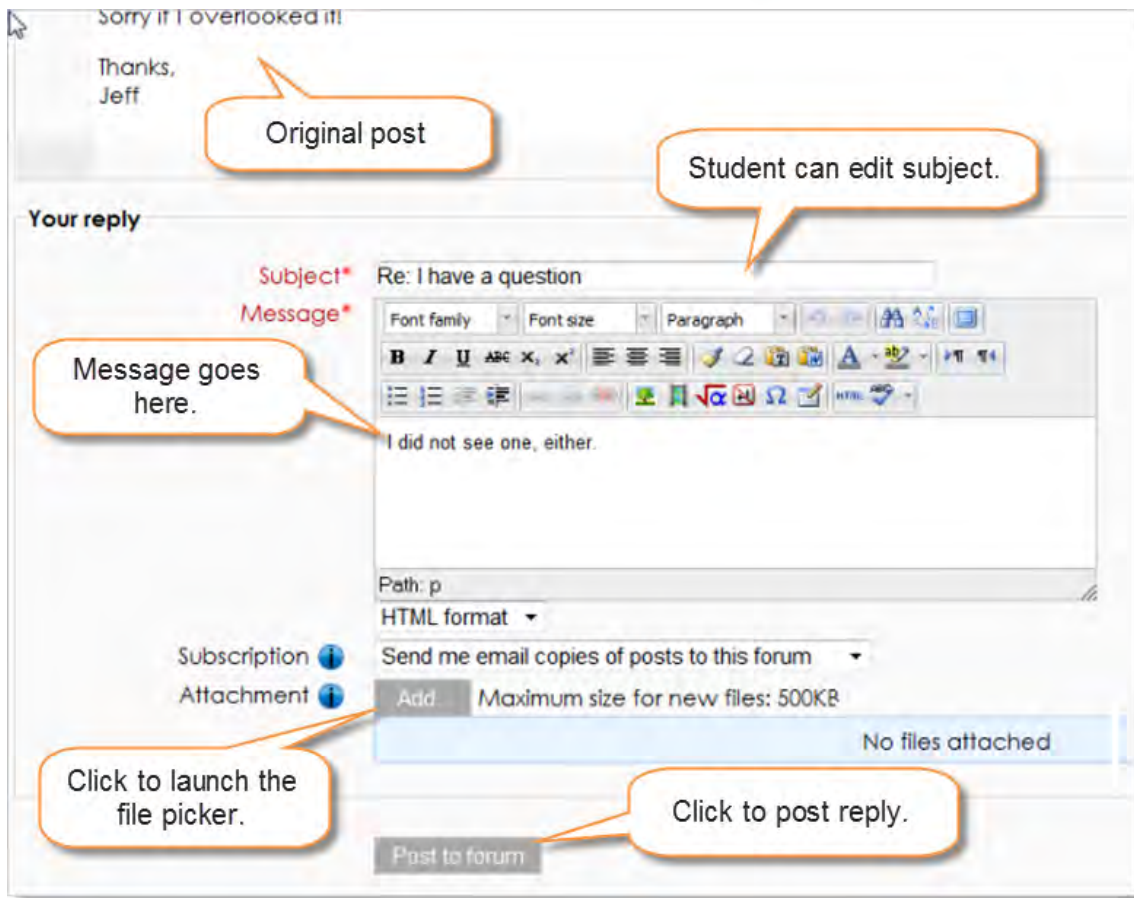
After the student clicks on the link to the discussion, the post becomes visible. The student sees not only the text of the post, but also a search box for the forum and a drop-down menu enabling him or her to change the way the thread is displayed in the browser.

- 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.
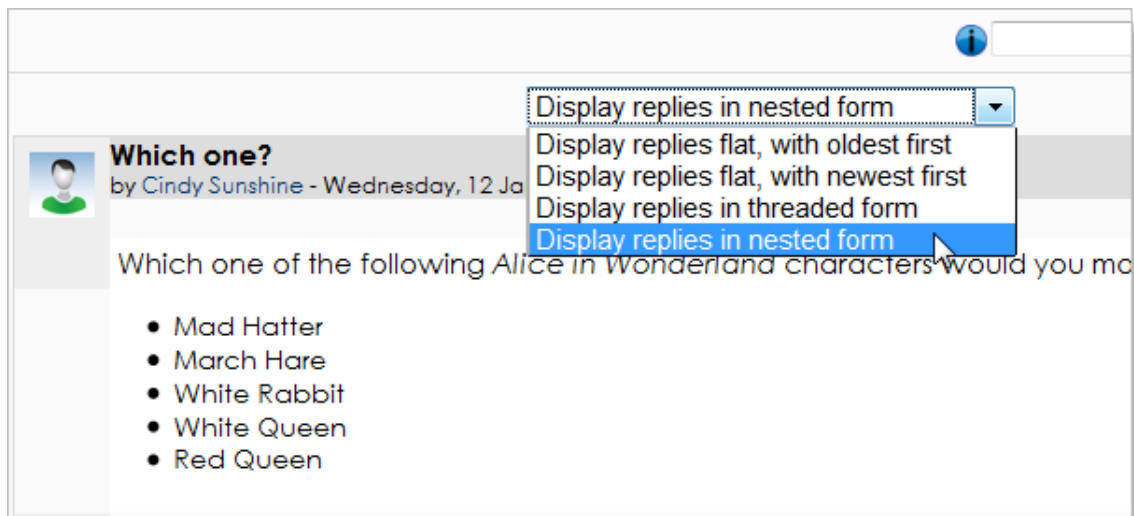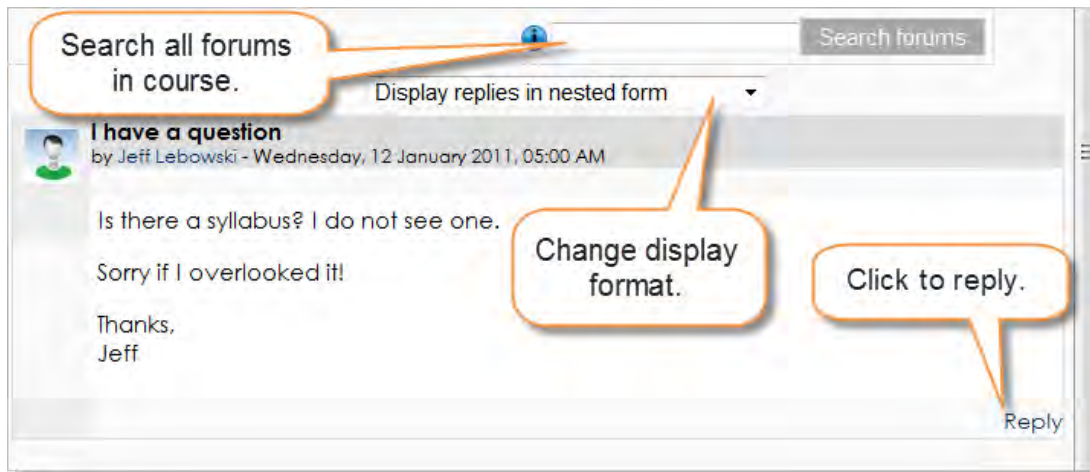
To respond to a post, the student clicks on the `Reply` link in the bottom, right-hand corner. The student then sees:

- 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

Sorry if I overlooked it!

Thanks,
Jeff

Original post

Student can edit subject.

Your reply

Subject* Re: I have a question
Message*

Message goes here.

I did not see one, either.

Path: p

HTML format

Subscription ⓘ Send me email copies of posts to this forum
Attachment ⓘ Add Maximum size for new files: 500KB

No files attached

Click to launch the file picker.

Click to post reply.

Post to forum

1.7.5. Teacher Documentation

1.7.5.1. Creating a Forum
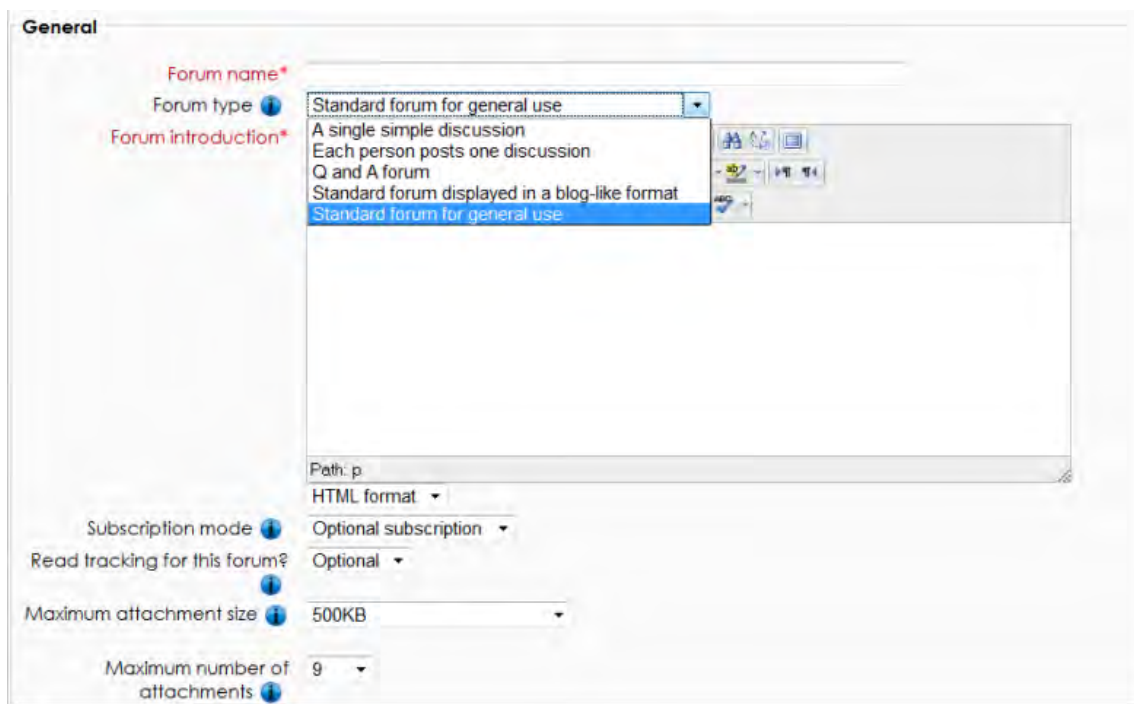
To create a forum, the teacher must:

1. Select *Forum* from the *Add an activity...* drop-down menu
2. Add a Forum name
3. Select a Forum type
4. Write an introduction
5. Set subscription mode
6. Enable or disable read tracking
7. Set the maximum attachments and size.
8. Configure the RSS settings
9. Configure the post threshold settings
10. Configure the grade settings
11. Configure the ratings settings
12. Configure the common module settings (optional)

13. Configure access restriction settings(optional)
14. Configure activity completion settings (optional)
15. Save the form by clicking the `Save and return to course` or `Save and display` buttons.

1.7.5.2. Activity Settings

1.7.5.2.1. General

- Forum Name: This will become a text link on the front page of the course.
- Forum Type: Can be a standard forum, a forum in which there is only one discussion, a question and answer forum, a forum in which each student posts only one discussion or a standard forum displayed in a blog format
- Introduction: Instructions for participants in the forum
- Subscription Mode: When a participant is subscribed to a forum it means they will receive e-mail copies of forum posts.There are four subscription mode options:
  - Optional subscription - Participants can choose whether to be subscribed
  - Forced subscription - Everyone is subscribed and cannot unsubscribe
  - Auto subscription - Everyone is subscribed initially but can choose to unsubscribe at any time
  - Subscription disabled - Subscriptions are not allowed
- Read Tracking: If enabled, participants can track read and unread messages in the forum and in discussions. There are three options:

- Optional - Participants can choose whether to turn tracking on or off
- On - Tracking is always on
- Off - Tracking is always off
- Maximum Attachment Size: This setting specifies the largest size of a file that can be attached to a forum post.
- Maximum Number of Attachments: This setting specifies the maximum number of files that can be attached to a forum post.

1.7.5.2.2. RSS (Optional)
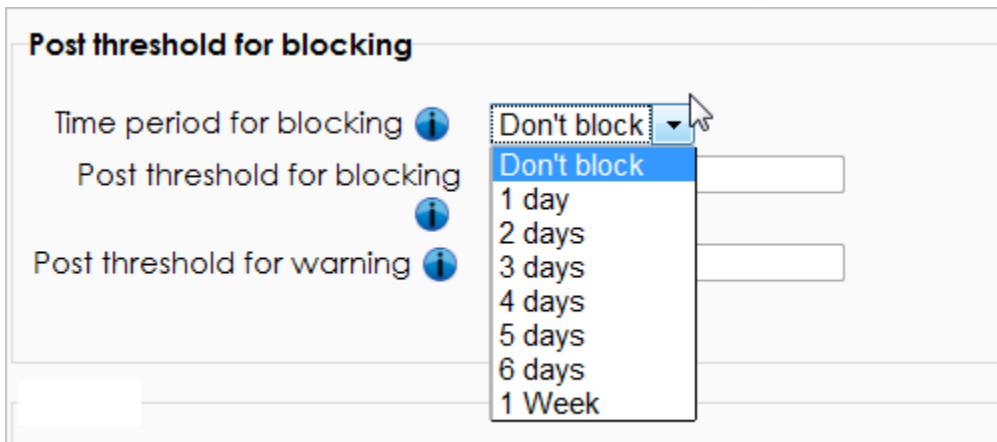
- RSS feed for this activity: What type of information is displayed within the RSS feed
  - None - The RSS feed is not active for this forum
  - Discussion - The RSS feed displays only discussions
  - Posts - The RSS feed displays only posts
- Number of RSS recent articles: The number of recent posts or discussions displayed in the RSS feed for the forum

> ⓘ The RSS settings do not appear unless the site administrator has enabled RSS feeds for the site and enabled them for forums.
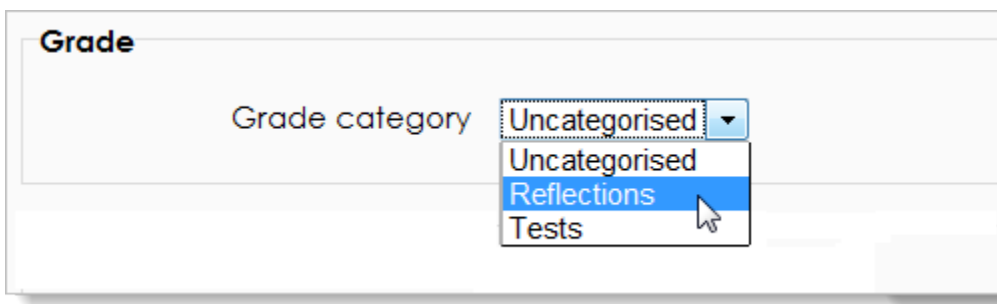
1.7.5.2.3. Post Threshold for Blocking

- Time period for blocking: Students can be blocked from posting more than a given number of posts in a given time period.
- Post threshold for blocking: This setting specifies the maximum number of posts a user can post in the given time period.
- Post threshold for warning: Students can be warned as they approach the maximum number of posts allowed in a given period. This setting specifies after how many posts they are warned.

1.7.5.2.4. Grade
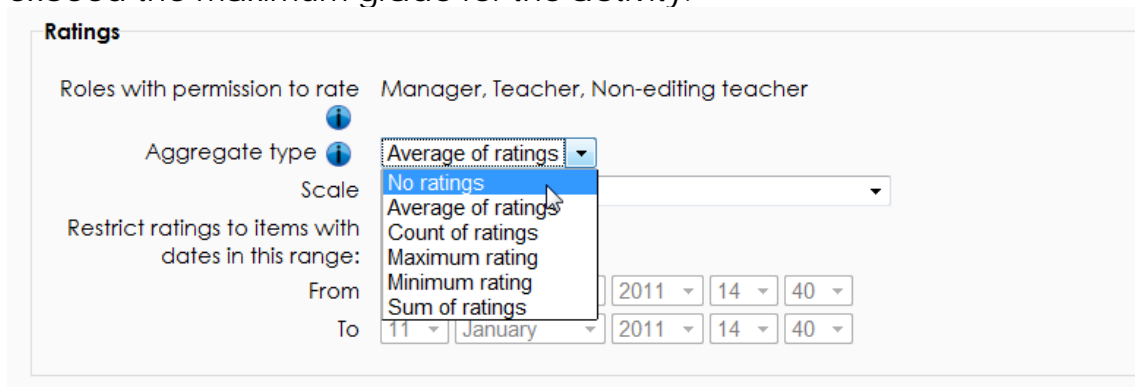
- Select a grade category for the forum: Set the grade category in which the forum will be included in the grade book.

1.7.5.2.5. Ratings
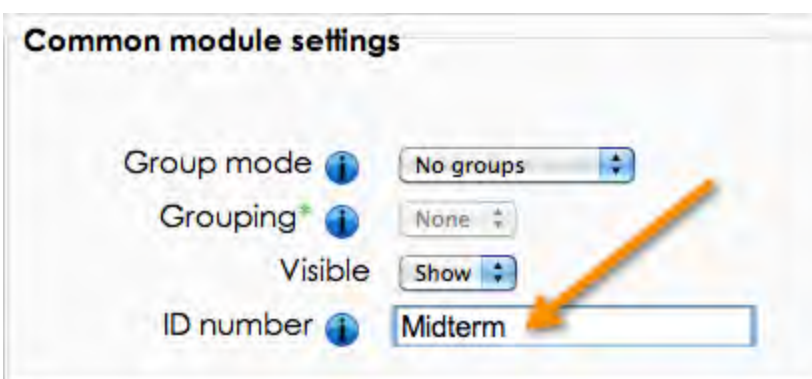
- Roles with permission to rate posts: To submit ratings, users require the Moodle/rating:rate capability and any module-specific capabilities. Users assigned the following roles should be able to rate items. The list of roles may be amended via the *Permissions* link in the settings block.
- Aggregate type: The aggregate type defines how ratings are combined to form the final grade in the grade book.

- No ratings - If `No ratings` is selected, then the activity will not appear in the grade book.
- Average of ratings - The mean of all ratings
- Count of ratings - The number of rated items becomes the final grade. Note that the total cannot exceed the maximum grade for the activity.
- Maximum rating - The highest rating becomes the final grade
- Minimum rating - The smallest rating becomes the final grade
- Sum of ratings - All ratings are added together. Note that the total cannot exceed the maximum grade for the activity.

- Grading scale: Select the scale associated with the activity
- Restrict ratings to items within a date range: Only allow ratings to be set for a post between the from and to dates
- From: The date and time that ratings can begin being submitted
- To: The date and time that ratings will no longer be accepted

1.7.5.2.6. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
    - No groups - There are no sub groups, everyone is part of one big community
    - Separate groups - Each group member can only see their own group, others

are invisible
- Visible groups - Each group member works in their own group, but can also see other groups

> **ℹ Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.7.5.2.7. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.7.5.2.7.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

1.7.5.2.7.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.7.5.2.7.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

1.7.5.2.7.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.7.5.2.7.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the `Enable availability` box in `Administration > Advanced features`. A "Restrict availability" section will appear for teachers on the `Edit Activity` page.

> 🛈 Documentation elements from: Moodle Docs

1.7.5.3. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> 🛈 Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
- Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
- Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.
- Require posts: Student must post discussions or replies:
- Require discussions: Student must create X discussions before the forum is considered complete.
- Require replies: Student must post X replies before the forum is considered complete.
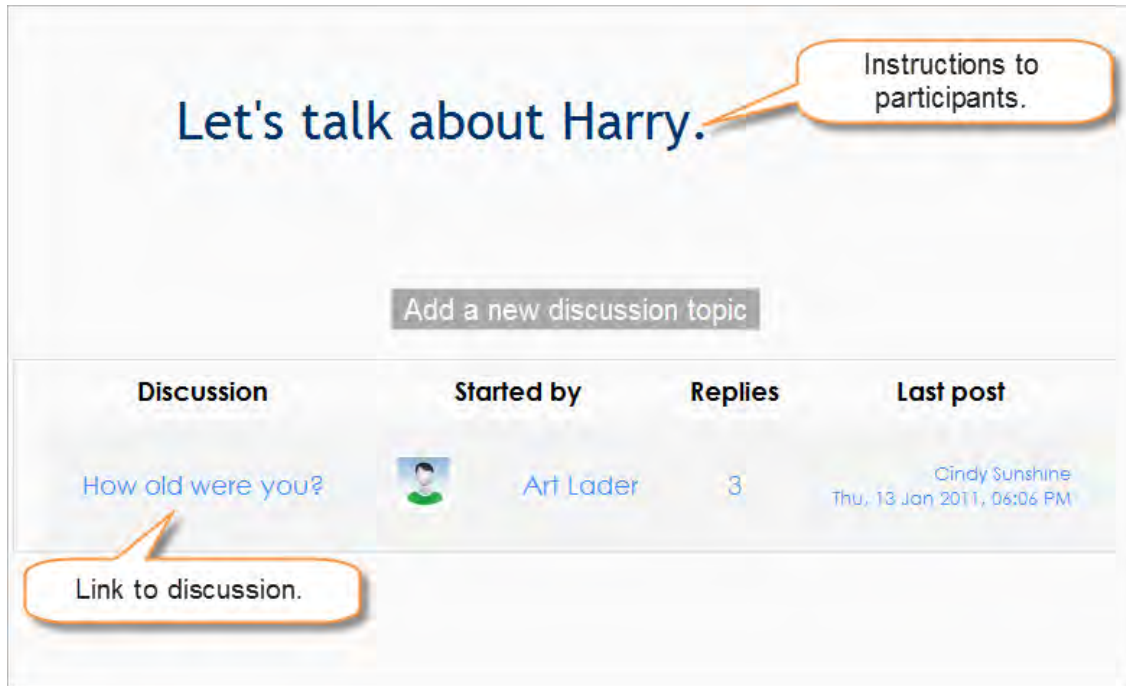
1.7.5.4. Viewing a Forum

To access a forum, a teacher clicks on the front page link to the forum.
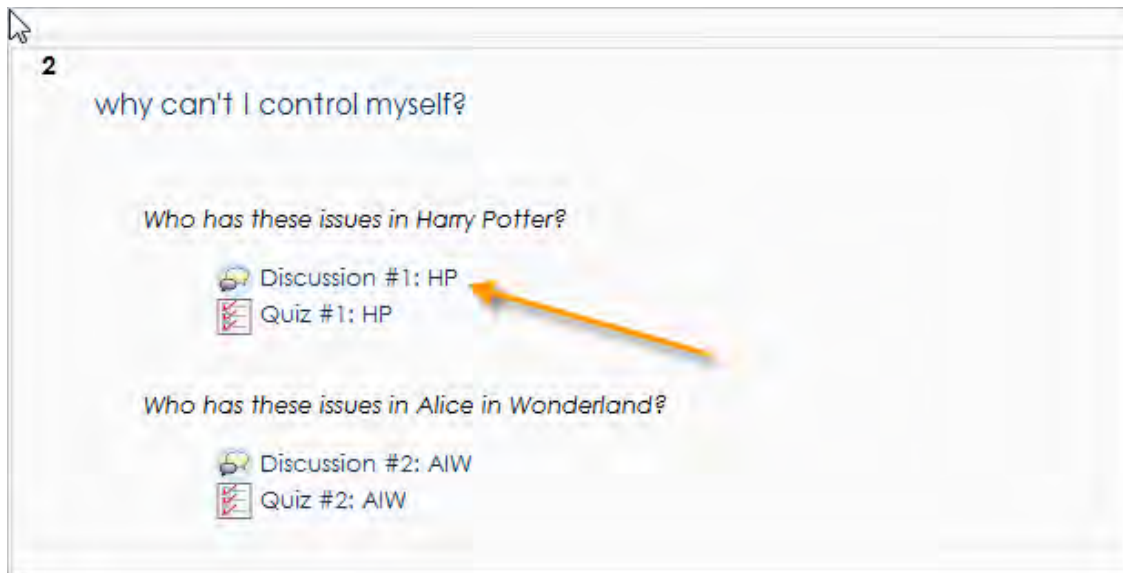
He or she then sees:

- The forum's instructions
- A button to create a new discussion
- Links to existing discussions and information about those discussions:
    - Who started the discussion
    - The number of replies to the discussion
    - The name and time of the most recent reply to the discussion

After the teacher clicks on the link to a discussion, at the top of the page he or she sees:

- A button for exporting the entire discussion to a portfolio
- A drop-down menu that specifies how the discussion will be viewed (nested view, flat view or threaded view)
- A drop-down menu to move the discussion to another forum
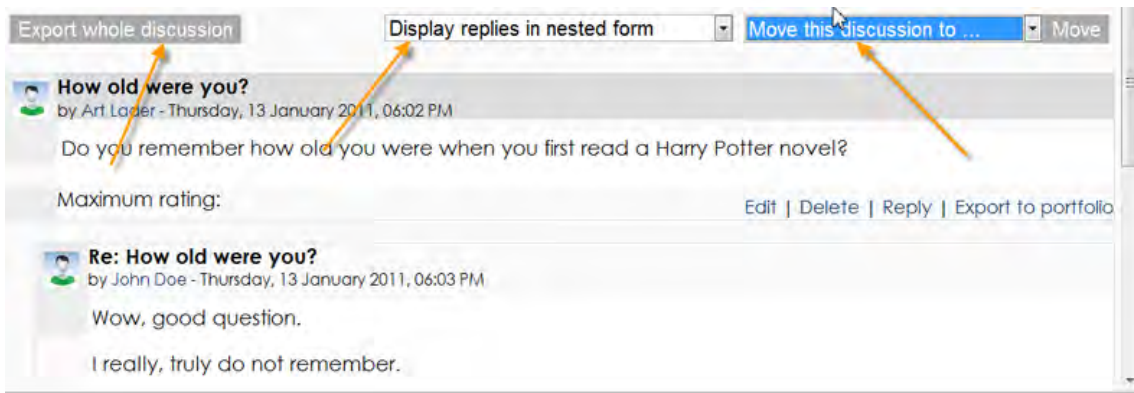
If forum entries are rated, the teacher sees a drop-down rating menu. He or she also sees links to:

- Jump to the parent entry of the post being viewed
- Edit the post
- Split the post to create a new discussion
- Reply to the post
- Export only the post being viewed to a portfolio
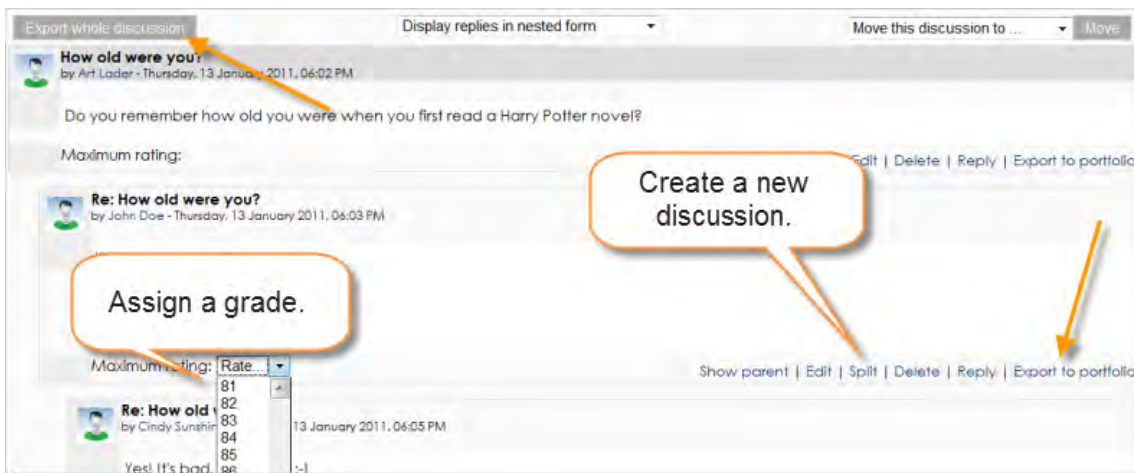
When the teacher clicks on the *Export whole discussion* button to export the entire conversation, he or she chooses from available export formats and clicks the *Next* button.

▶ Exporting to portfolio

Configure exported data

Exporting content from Forum: Discussion #1: HP

Exporting content to File download

Available export formats: HTML
HTML
Leap2A portfolio format

Next   Cancel

The teacher is then prompted to confirm the export and clicks on the `Continue` button.

The teacher may click on the link at the bottom of a post to export only that post.

After clicking on the link, the teacher chooses from available export formats. He or she then clicks on the *Next* button.

It is also possible to move a discussion from one forum to another. To do this, the teacher clicks on the `Move this discussion` drop-down menu. He or she then elects the forum into which the discussion should be relocated.

If forum posts are rated, the teacher may view grade reports. To access the grade book, the teacher first clicks on the `Grades` link in the `Course administration` menu.
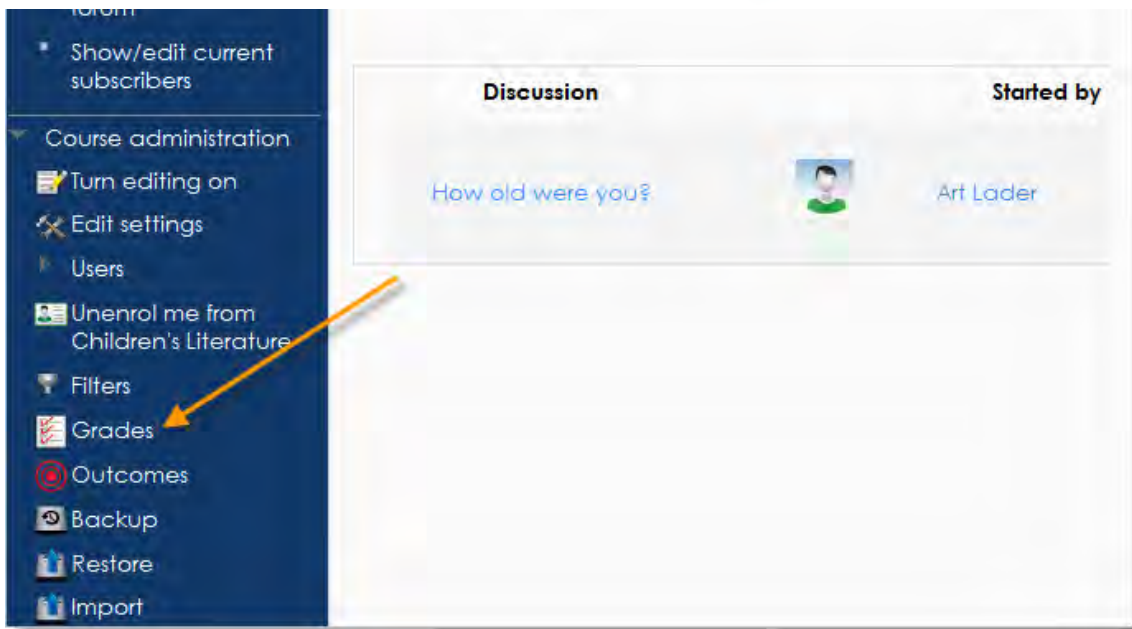
In the *Grader Report* view, the teacher sees the grade book entries for each student in the course.

The teacher may view students' grades in other grade book views. To do so, he or she chooses the desired view from the drop-down menu at the top of the page.
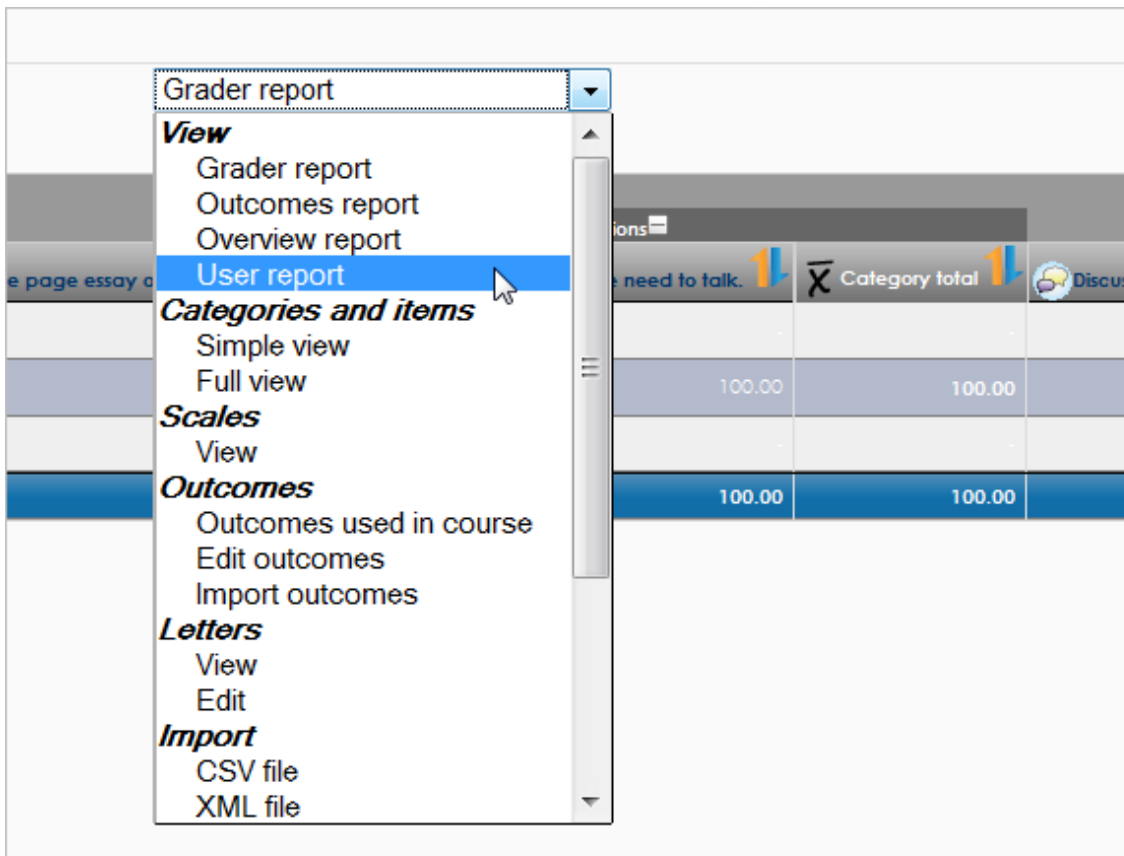
1.8. Joule Synchronous

1.8.1. 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.

1.8.2. Benefits

The benefits of Joule Synchronous include:

- Easy creation of synchronous sessions that allow users to:
  - Screen Share
  - Chat
  - Voice Chat
  - Video Chat
  - Share Documents
- Easy session/presentation recording that can be shared to allow other students to gain the benefits of an impromptu student-teacher conversation
- Visual and auditory connection to virtual students and teachers
- Shared research and understanding across vast differences
- Ability to real-time share information with students from multiple campuses within one virtual classroom

1.8.3. User Documentation

1.8.3.1. Joining a Meeting

To join a meeting, a user clicks on the associated activity link on the course page.
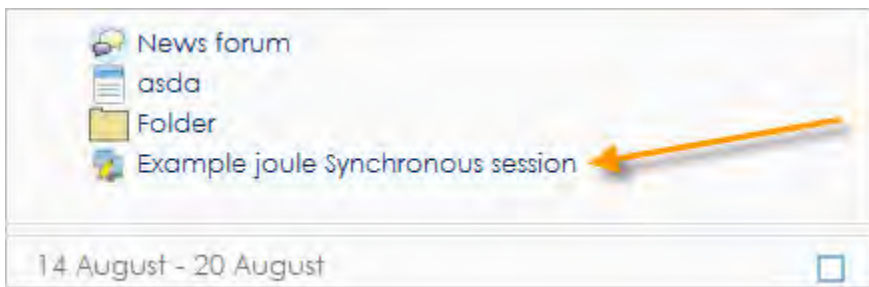
The Joule Synchronous meeting screen has five views, depending on when the user accesses the screen. The screens are:

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

1.8.3.1.1. Before the Meeting Time

> This meeting is not scheduled to start until Sunday, 23 January 2011, 01:30 pm and it is scheduled to last for 1 hour.
>
> Continue

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.

1.8.3.1.2. 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.

1.8.3.1.3. 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.

1.8.3.1.4. 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.

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

1.8.3.1.5. 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.

1.8.3.2. 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

1.8.3.2.1. 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.

1.8.3.2.2. 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.
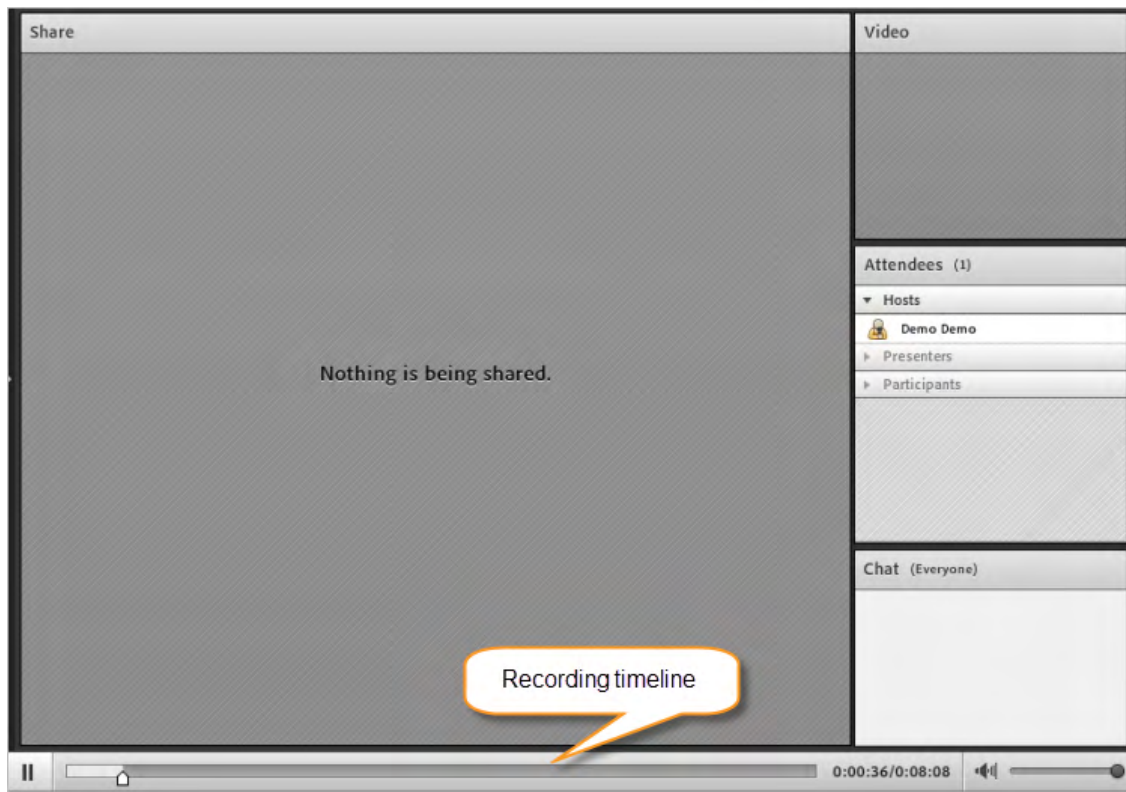
1.8.3.2.3. Make a Recording Offline

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.

1.8.4. Teacher Documentation

1.8.4.1. Create a Joule Synchronous Activity

To create a Joule Synchronous meeting, the teacher must:

1. Select "Joule Synchronous" from the `Add an activity...` drop-down menu
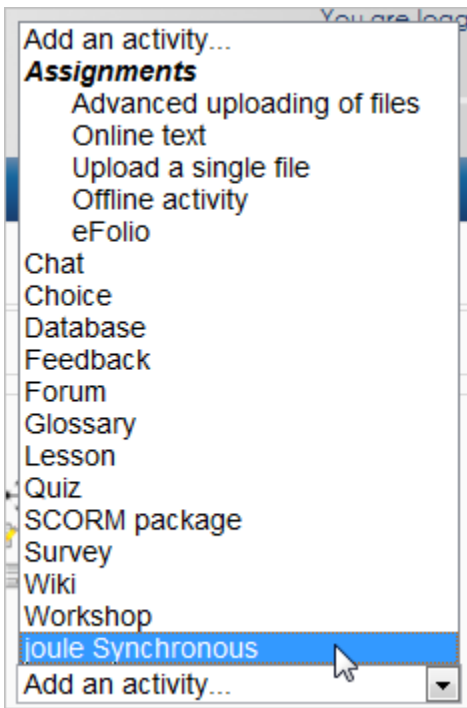
2. Add a Joule Synchronous name and description
3. Adjust the number of seats
4. Determine the language
5. Determine the invitation type
6. Configure the grade settings
7. Configure the common module settings (optional)
8. Configure access restriction settings (optional)
9. Configure activity completion settings (optional)
10. Save the form by clicking the `Save and return to course` or `Save and display` buttons

1.8.4.2. Activity Settings

1.8.4.3. General

- Joule Synchronous Name: The name of the Joule Synchronous session that is displayed in the course, grade book and when viewing the Joule Synchronous meeting. There is a maximum of 45 characters allowed in the name of the meeting. Joule Synchronous also adds a unique ID to the end of the meeting name.
- Introduction: The introduction text that appears below the activity title when a user is viewing the activity. This is limited to 1,000 characters, including HTML characters.

1.8.4.4. Meeting

- Start time: The date and time that the meeting starts
- Duration: How long the meeting will last. Once the duration is met, the meeting's seats will be open for other meetings.
- Seats: The number of seats that the meeting is expected to use. This counts against the total capacity for the site if using a seminar room license.

ⓘ A teacher in the session takes up a seat. Always invite one more than the number of students you wish to attend the session in order to have adequate seats.

- Conflict Status: This field displays whether the start time, duration and number of seats taken as a whole are in conflict with another meeting. For named organizers, there will be a conflict only if another meeting has been created by this user within the given time period.
- Language: This sets the language that the menus and interface information within the meeting will be displayed in. The current supported languages are:
  - English
  - Spanish
  - French
  - Italian
  - German
  - Dutch
  - Portuguese
  - Turkish
  - Polish
  - Japanese
- Access: This determines the type of meeting. Currently, only private meetings are allowed. This means the meeting is not displayed within the Joule Synchronous site, but is displayed within the course. It also means that only users that have been invited to the meeting can join.
- Invite: This determines which users will be able to access the meeting.
  - All Users in the Course (default) - All users enrolled in the course are allowed to join the meeting, but no invitations will be sent. You must make sure the number of seats you requested accommodates the number of users enrolled in the course.
  - Number, First Come First Served - Any users on the Joule site are able to join the meeting until the specified number of seats is reached. The number of seats is the limiting factor. No users receive an e-mail invite for this option.
  - Specific Users - Add specific users to the list of invitees. After saving the Joule Synchronous activity, a link will display the next time you edit the activity. This link will allow you to select which users to invite to the meeting. Users invited to the Joule Synchronous activity are sent an e-mail invitation.

Joule Synchronous is a seat-based system that allows an allotted maximum number of users to access meetings at any point in time. If your meeting exceeds the number of seats available for the site, then an error will appear that prevents the meeting from being created and warns the user that the meeting exceeds the maximum seats allowed. Instant meetings will be prevented from being created.

1.8.4.4.1. Grade
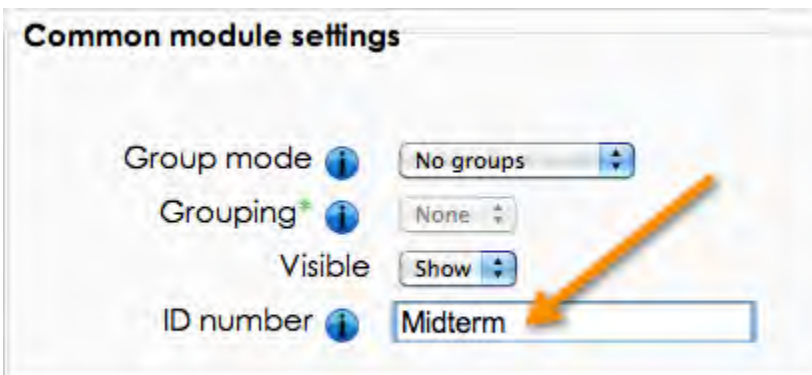
- Grade: The maximum grade for this activity
- Grade Category: The grade category that this activity is grouped within
- Attendance Grade Mode: Course users who attend this meeting will get full credit. You may use the grade book to change grades after the fact.

1.8.4.4.2. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
  - No groups - There are no sub groups, everyone is part of one big community
  - Separate groups - Each group member can only see their own group, others are invisible

- Visible groups - Each group member works in their own group, but can also see other groups

> **ⓘ Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.8.4.4.3. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.8.4.4.3.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

1.8.4.4.3.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.8.4.4.3.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

1.8.4.4.3.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.8.4.4.3.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the `Enable availability` box in `Administration > Advanced features`. A "Restrict availability" section will appear for teachers on the `Edit Activity` page.

> ℹ️ Documentation elements from: Moodle Docs

1.8.4.5. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> ℹ️ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
- Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
- Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.

- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

1.8.4.6. Inviting Users to a Meeting

Selecting *Specific users* from the *Invite* drop-down menu for a Joule Synchronous meeting will add a new tab called *Invite Attendees* to the right of the *View* tab.

The *Users to Invite* tab allows the teacher to invite specific users to the Joule Synchronous meeting. The only users that show in the list are users with a role in the course.

To invite a user to the meeting, click on the checkbox next to the user's name and then click the `Invite Selected User to the Meeting` button.

1.8.4.7. Uninviting Users From a Meeting

The `Invitees` tab allows the teacher to view what users have been invited to the session and allows the teacher to uninvite users from the session.

To uninvite a user from a meeting, click on the checkbox next to the user's name and then click the `Uninvite Selected User from the Meeting` button.

1.8.4.7.1. Invitation E-Mail

Each user invited to a session receives an e-mail -- similar to the e-mail below -- with a link to the session.

```
Dear {User's Full name},
You have been invited to attend a meeting on {Meeting date},
{Meeting time} please
follow the link to join the meeting.
<link>Join Invite user Joule sync</link>
```

1.8.4.8. Recording a Meeting

Joule Synchronous meetings allow for multiple recordings to be created for a meeting. These recording(s) are then shown to the students in the course after the meeting has closed. To start a recording, select the `Meeting` menu in the Joule Synchronous meeting and select/check the "Record Meeting..." menu item.
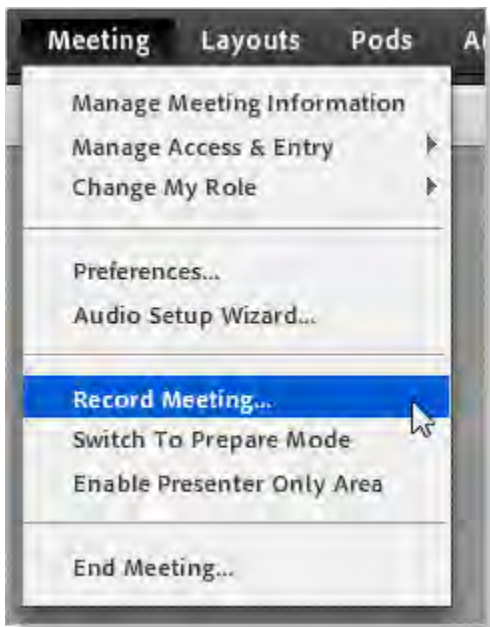
A pop-up window will appear asking for the name of the recording, which will be displayed to the user after the meeting ends, and a summary of the recording, which will not display to the user.

To stop recording a session, a host can uncheck/unselect the "Record Meeting..." option

from the *Meeting* menu or click *Stop recording* in the pop-up window that displays after placing the mouse on the red record circle in the upper right-hand corner.
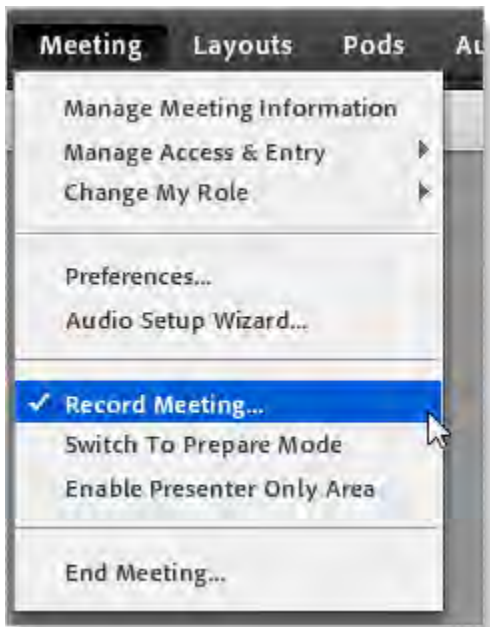
ℹ️ You can make multiple recordings of a session by starting and stopping the recording. This is useful if you want to segment the information within the session or make downloading the recordings simpler.

1.9. Questionnaire

The Questionnaire module is a survey type of activity that allows teachers to create a wide range of questions to gather data from students.

1.9.1. User Documentation

1.9.1.1. Select the Questionnaire

Students can view Questionnaire activities by clicking on their links within the course.
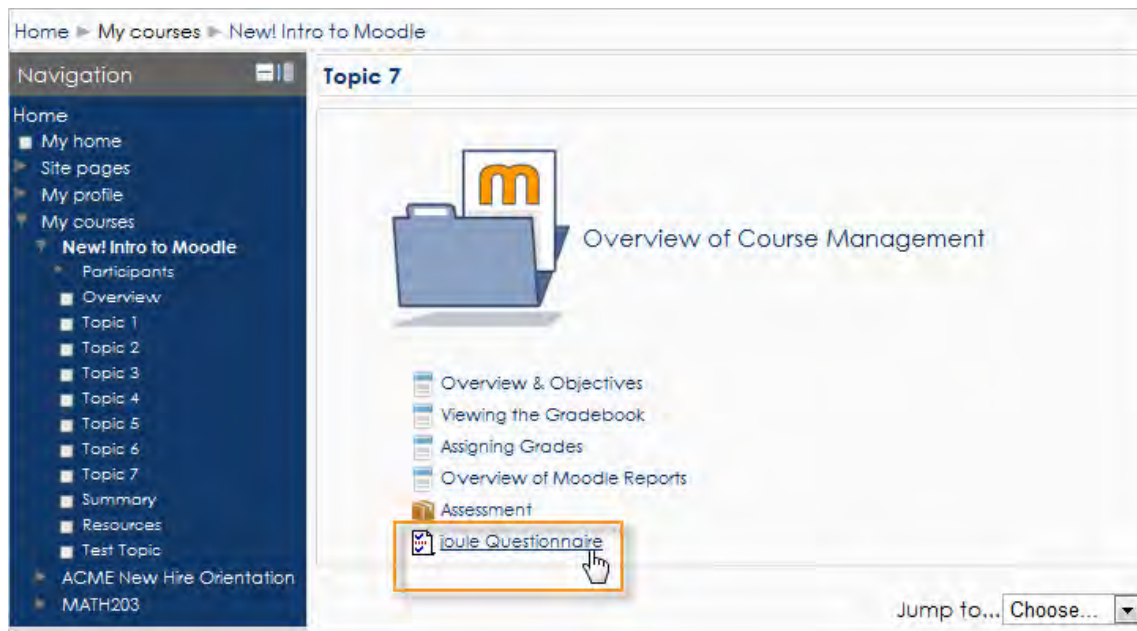
1.9.1.2. Taking the Questionnaire

There are many question types that can be used in a Questionnaire activity, including:

- Date: enter a date in mm/dd/yyyy format.
- Drop-down: click on the drop-down menu arrow and select a response.
- Check boxes: click in a box.
- Rate: select a radio button in the scale.
- Yes/No: select the Yes/No radio button.
- Numeric: enter a number in the box.
- Essay: enter text in the box.
- Radio buttons: click on a radio button to select the corresponding answer.
- Text box: enter text in the box.

Note: A red asterisk * means that a response for a question is mandatory. You will not be able to proceed to the next page or submit the questionnaire until these questions are answered.

6   What was your final score in the course?

90

7   In a few words please describe what your favorite/least favorite thing is about this course.

Font family | Font size | Paragraph

My favorite thing was...

My least favorite thing was...

Path: p

8   Select the following topics (if any) that you found challenging.

○ Collaborative Activities
○ Advanced Activities
○ Grading
○ Advanced Resources
○ joule Features
○ Community Plugins
◉ No answer

*9 Please feel free to make any additional comments here.

joule Rocks!!

Instructors can place one or multiple questions on pages within the questionnaire. Some questionnaires might be multiple pages. If so click the *Next Page* button to advance the pages.

Page 1 of 2

Next Page

1.9.1.3. Submitting the Questionnaire

If there are multiple pages in the questionnaire and you need to return to a previous page for any reason, click *Previous Page* button to go back.

Otherwise, when you have completed the questionnaire click *Submit questionnaire* to submit your response.

1.9.2. Teacher Documentation

1.9.2.1. Adding a Questionnaire Activity

Adding a Questionnaire activity is similar to adding other activities in Joule/Moodle. The Teacher adds the activity by clicking on the the *Turn editing on* button and selecting *Questionnaire* in the *Add Activity* drop-down menu.

1.9.2.1.1. General

Describe your questionnaire using the following fields:

- Name: will appear on the course page and will typically signal to users the purpose or type of questionnaire.
- Summary: text entered here will be displayed to students when they open the Questionnaire activity. This should be descriptive and indicate what the purpose of the questionnaire is.

1.9.2.1.2. Timing

If you wish to allow/restrict access to the questionnaire, use the Timing options:

- Use Open Date: Allows you to specify a date to open the questionnaire. Check the check box, and select the date and time you want. Users will not be able to fill out the questionnaire before that date. If this is not selected, it will open immediately.
- Use Close Date: Allows you to specify a date to close the questionnaire. Check the check box, and select the date and time you want. Users will not be able to fill out the questionnaire after that date. If this is not selected, it will never close.

1.9.2.1.3. Response options

Determine how students will respond to the questionnaire using the following options:

- Type: Select whether users will be allowed to respond once, daily, weekly, monthly or an unlimited number of times (many).
- Respondent Type: You can display your users' full names with each response by setting this to "fullname". You can hide your users' identities from the responses by setting this to "anonymous".
- Respondent Eligibility: Determines whether everyone can answer or whether you want to restrict answering to specific roles e.g. student only, tutor only, etc. This is dependent on assigning correct roles at the course or activity level.
- Students can view ALL responses: You can specify who can see the responses to submitted questionnaires.
- Save/Resume answers: Setting this option allows users to save their answers to a questionnaire before submitting them. Users can leave the questionnaire unfinished and resume from the save point at a later date.
- Submission grade: You can choose to assign a grade to users who submit the

questionnaire according to grading strategies in place in the course.

1.9.2.1.4. Content options

Select content options:

- Create new: This option allows you to create a completely new questionnaire from scratch.
- Copy existing: This option copies a pre-existing questionnaire's content to a new questionnaire. You can copy questionnaires belonging to the course, or ones specifically marked as "template".
- Use public: If a questionnaire has already been created (in another course on the same site) with the "public" setting, then you may use that "public" questionnaire in your own course(s). The number of settings available to such questionnaires is limited and you cannot edit its questions nor view the responses.

1.9.2.1.5. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
  - No groups - There are no sub groups, everyone is part of one big community
  - Separate groups - Each group member can only see their own group, others are invisible
  - Visible groups - Each group member works in their own group, but can also see other groups

> **ℹ Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.9.2.1.6. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.9.2.1.6.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

Check to enable then set date.

1.9.2.1.6.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

Set an activity as a prerequisite.

Set a range for a qualifying score.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.9.2.1.6.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

1.9.2.1.6.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.9.2.1.6.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the *Enable availability* box in *Administration > Advanced features*. A "Restrict availability" section will appear for teachers on the *Edit Activity* page.

> ⓘ Documentation elements from: Moodle Docs

1.9.2.2. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> ⓘ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
- Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
- Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

When finished, click `Save and return to course` to return to the course, click `Save and display` to view your questionnaire, or click `Cancel` to cancel adding a Questionnaire activity.

(Documentation elements from: http://docs.moodle.org/21/en/Questionnaire)

1.9.2.3. Questionnaire Content

Now that you have added a questionnaire activity, you need to add content.

1.9.2.3.1. Advanced settings

Click on `Advanced settings` to define content and submission options.

Content options:

- Questionnaire Type:
  - Private-belongs only to the course it is defined in.
  - Template-can be copied and edited.
  - Public-can be shared among courses.
- Title: title of this questionnaire, which appears at the top of every page. By default Title is set to the questionnaire Name, but you can edit it as you like.
- Subtitle: subtitle of this questionnaire, which appears below the title on the first page only.
- Additional info: text to be displayed at the top of the first page of this questionnaire. (i.e. instructions, background info, etc.)

Submission options:

- Confirmation URL/Confirmation page: the URL to which a user is redirected after completing this questionnaire.
- Heading/Body text: heading (in bold) and body text for the "Confirmation" page displayed after a user completes this questionnaire. (URL, if present, takes precedence over confirmation text.) If you leave this field empty, a default message will be displayed upon questionnaire completion (Thank you for completing this Questionnaire).
- Email: sends a copy of each submission to the specified address or addresses. You can provide more than one address by separating them with commas. Leave blank for no email backup.

Note: Don't forget to click the *Save settings* button when you are finished to save your Advanced settings.

1.9.2.3.2. Questions

Click *the Questions* button to add questions to the questionnaire.

Select a question type from the drop down menu and click *Add selected question type* to add it to the questionnaire.

There are many question types to choose from, including:

- Check Boxes
- Date
- Drop-down Box
- Essay
- Label
- Numeric
- Radio Buttons
- Rate
- Text Box

- Yes/No

Note: *Page Break* will enter a page break in the questionnaire and allows content to be dispersed over several pages if desired.
More documentation on question types is available at
http://docs.moodle.org/21/en/mod/questionnaire/questions#Question_Types
When creating your questionnaire you can click *Preview* to see an overview of your questions on one page or click *View* to see what your students will see when they open the questionnaire.

1.10. Quiz

1.10.1. 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 feedback and scores at different times during the quiz using the review options.

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.

1.10.2. 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.

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

1.10.3. Benefits

The Quiz module is a powerful, flexible tool for monitoring and diagnosing student performance with certain types of knowledge. Using this tool effectively can boost your course's effectiveness and promote student performance. While a computer-scored quiz is a different performance indicator than more open-ended assessments, it does give a valuable window into student thinking, especially when you use good strategies and a little creativity.

1.10.4. Usage Scenarios

With the quiz engine, it's easier to utilize educationally sound assessment strategies, which would be too difficult to implement with paper and pencil. Most people think of tests as an infrequent, high-stakes activity, like mid-terms and finals. Better strategies involve frequent, low-stakes assessments that you and your students can use to guide their performance during the course of the semester.

Creating a series of small mini-tests gives you a very flexible system for gauging performance and keeping students engaged in the class. Here are a few ideas for quick quizzes that you can use as part of a larger assessment strategy.

1.10.4.1. Chapter Checks

Getting students to complete reading assignments has to be one of the hardest motivational tasks in education. Reading is critical to understanding most material, and fundamental to success in many classes. The problem for most students is that there is no immediate reward or punishment for procrastinating on a reading assignment. If you haven't done the reading for a class discussion, you can either keep quiet, or wing it by skimming in class. If you have a lecture course, there's almost no need to do the reading as the lecturer usually covers most of the material in class anyway.

Creating a little mini-test for each reading assignment solves a number of problems. First, it encourages students to do the reading so they can do well on the quiz. Second, it gives students feedback on how well they understood the reading assignment. Third, it gives you data about what aspects of the reading students found confusing, and which they have already mastered so you can better focus your class activities.

For a reading mini-test, consider a limited time quiz that students can only take once. Because it's a low-stakes activity that you want students to use for self-assessment, configure the settings to display automatic feedback and correct answers. If you're concerned about students sharing answers after they've taken the quiz, randomize the question and answer order. If you have a test bank, make some of the questions random as well. As an additional assignment, students should write down one question about a question they got wrong, and bring it to class.

1.10.4.2. Test Practice

The key to effective practice is to have a realistic practice environment. Many students worry about tests, especially high-stakes tests, because they have no idea what to expect. What question format will you use? How detailed will the questions be? What should they study?

You can help alleviate test anxiety by creating a practice test that students can take to help answer these questions. These tests are usually based on old questions similar to the current test questions. Use last year's final as an example test, which will force you into the practice of writing new questions every year. This is a good idea anyway as you can be sure someone has a copy of last year's test that they are sharing with others.

To set up a practice test, consider creating a zero point test with questions from the year before in random order with random answers. Maybe allow students to take the test as many times as they'd like, so that they can test themselves as much as they need. Display feedback, but not correct answers, so it presents more of a challenge.

1.10.4.3. Data Gathering

As an expert, you know a lot about your field. Your challenge as a teacher is to translate your knowledge for a novice who doesn't share your conceptual structure or experience. An example or lecture you think is brilliant may leave your students completely confused. It can be hard to tell what students really understand and what's leaving them baffled.

A data-gathering quiz is similar to a chapter check, but it takes place after a class meeting or lecture. Your goal is to quickly get some feedback on student understanding of a lecture. What did they really understand? What do you need to spend more time on? I've found many instructors have trouble gauging what students find difficult, and what the students find so easy that they are bored.

Setting up a post-class data-gathering quiz is similar to creating a chapter check. Set the quiz for a limited time, like a day or two before the next meeting. Allow them to take it once and display feedback and correct answers.

1.10.5. User Documentation

1.10.5.1. Select the Quiz

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

1.10.5.2. Quiz Directions

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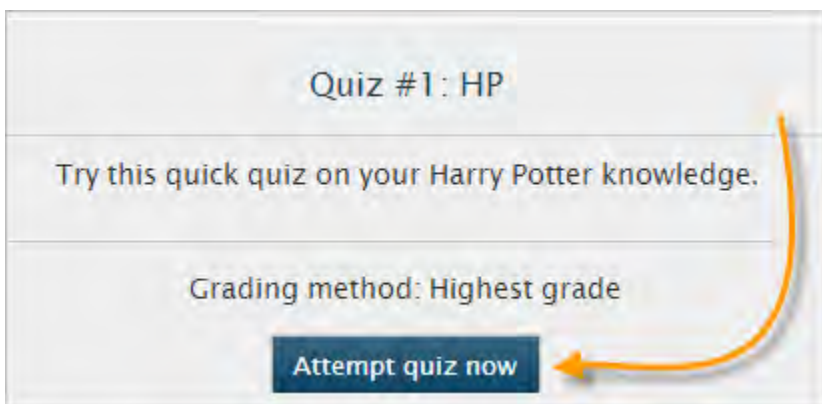
1.10.5.3. Taking the Quiz

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.

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

Question 1

Not yet answered

Marked out of 1.00

Flag question

What is Harry Potter's middle name?

Select one:

a. Severus

b. James

> Use the Next button to advance when there are multiple pages.

Next

1.10.5.4. 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.

Quiz #1: HP

Summary of attempt

Question	Status
1	Answe
2	Answe
3	Answer saved

> If you did not answer all of the questions in a previous attempt, you can come back later and use the *Return to attempt* to finish the quiz.

Return to attempt

Submit all and finish

> When you have answered all the questions, choose *Submit all and finish* to turn the quiz in for grading.

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

1.10.5.5. 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).

1.10.5.6. 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.

1.10.6. Teacher Documentation

1.10.6.1. Adding a Quiz Activity

To add a Quiz to a course, enter "editing mode" within the course. If your course is in Weekly or Topics format, you may opt to use the Activity Chooser, which is turned on and off within the Settings block. If the Activity Chooser is on, select the `Add an Activity or Resource` link within the section to which the quiz is to be added and then select "Quiz" from the `Add an Activity or Resource` menu.

If the Activity Chooser is off and you are using Weekly or Topics format, use the Activity drop-down menu to choose the Quiz activity.

However, if your course is set to Folder View format, select the `Add Resource To` icon and choose Quiz from the menu.

Next, you will be presented with a page where you can choose the general settings for the activity, including:

1. Name of the Quiz
2. A description of the Quiz
3. Timing

4. Grade
5. Layout (or keep default)
6. Question behavior (or keep default)
7. Review options (or keep default)
8. Display options (or keep default)
9. Extra restrictions on attempts (or keep default)
10. Overall feedback (or keep empty)
11. Configure the common module settings (optional)
12. Configure access restriction settings (optional)
13. Configure activity completion settings (optional)

Click on the `Save and display` button at the bottom of the page to continue to the quiz questions.

1.10.6.2. Activity Settings

1.10.6.2.1. General

✓ **Updating Quiz in Why Can't I Control Myself?**

General

Name* [Quiz #1: HP] ← Give the quiz a name.

Introduction [Font family ▾] [Font size] ...

B *I* U ABC x₂ x² ≡ ≡ ≡ ...

Provide instructions or directions for the quiz. → Try this quick quiz on your Harry Potter knowledge.

Restrict the quiz to a specific start and end date and time.

Limit the time allowed to take the quiz.

Timing

Open the quiz [4 ▾] [February] ... 58

Choose what happens to a quiz that has not been submitted before the time expires.

Close the quiz [4 ▾] [February] ... [2013 ▾] [17 ▾] 58

Time limit [0] [minutes ▾] ☐ Enable

When time expires [Attempts must be submitted before time expires, or they are not counted]

Submission grace period [0] [minutes ▾] ☐ Allow extra time to turn in a quiz (but not answer any more questions).

- Name: The name of the quiz that is displayed in the course, grade book and when taking the quiz
- Introduction: A paragraph or more introducing the quiz that displays on the first page of the quiz
- Open the quiz: The date and time that the quiz will display in the course and users can attempt the quiz. If not set, then the quiz will be available immediately. Click the `Enable` checkbox to set the date and time.
- Close the quiz: The date and time that the quiz will no longer display in the course and users can no longer attempt the quiz. If not set, then the quiz will be available always. Click the `Enable` checkbox to set the date and time.
- Time limit: The amount of time the student has to attempt the quiz. Click the `Enable` checkbox to set the time limit.
- When time expires: What happens when a student fails to submit their quiz attempt before time expires:
  - Attempts must be submitted before time expires, or they are not counted.
  - There is a grace period when open attempts can be submitted, but no more questions answered.
  - Open attempts are submitted automatically.
- Submission Grace Period: The extra amount of time allowed to turn in a quiz when "There is a grace period when open attempts can be submitted, but no more questions answered" is checked in When time expires.

1.10.6.2.2. Grade

- Grade category: The category in which this quiz's grades are placed in the gradebook.
- Attempts allowed: How many attempts that students are allowed to take the quiz.
- Grading method: This option is only available when using multiple attempts. Choose a method to calculate the final quiz grade:
  - Highest grade of all attempts
  - Average (mean) grade of all attempts
  - First attempt (all other attempts are ignored)
  - Last attempt (all other attempts are ignored)

1.10.6.2.3. Layout

Quiz layout is important for several reasons. First, you may want the questions to be in a certain order (or disorder). Likewise, you may want each question to have its own page.

- Question order: This setting determines how the questions will be ordered on a page:
  - As shown on the edit screen - This will display questions as you have them listed in the *Edit* screen for the quiz
  - Shuffled randomly - This will display questions from the *Edit* screen in a random order
- New page: This determines when a new page is created – after every X questions.
- Navigation method: The order in which questions are viewed and answered. When using sequential navigation, a student must progress through the quiz in order and cannot skip around or return to previous pages.
  - Free
  - Sequential

For longer quizzes, it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to this setting. However, page breaks may later be moved manually on the editing page.

1.10.6.2.4. Question Behavior

Not only can you shuffle questions in a quiz, but you can also shuffle answers within those questions. Review these settings to find your preference.

- Shuffle within questions: If enabled, the parts making up each question will be randomly shuffled each time a student attempts the quiz, provided that the option is also enabled in the question settings. This setting only applies to questions that have multiple parts, such as multiple choice or matching questions.
- How questions behave: How students interact with the questions in the quiz. There are several options but the most popular are *Deferred feedback* and *Interactive with multiple tries*.
    - Adaptive mode: Students may have multiple attempts at the question before moving on to the next question. The question can adapt itself to the student's answer, like giving hints before asking the student to try again.
    - Adaptive mode(no penalties): Same as Adaptive mode but no penalties, like reduction in grade, is applied.
    - Deferred feedback: Feedback is given after all answers to questions have been submitted.
    - Deferred feedback with CBM: Same as Deferred feedback but with Certainty-based Marking (CBM). CBM allows students to indicate how sure they are of their answer. The grading is adjusted by the choice of certainty, so the answer must be honest so that they can get the best mark.
    - Immediate feedback: Receive immediate feedback after answering a question but the student may not change the answer later.
    - Immediate feedback with CBM: Same as Immediate feedback but with Certainty-based Marking (CBM). CBM allows students to indicate how sure they are of their answer. The grading is adjusted by the choice of certainty, so the answer must be honest so that they can get the best mark.
    - Interactive with multiple tries: Feedback is given as students go along but if the question is not answered correctly the student can try again for fewer points or marks.
    - Manually graded: Used for essay questions (regardless of what the quiz is set to) and any question can be manually graded, not just essay questions.
- Each attempt builds on the last: If multiple attempts are allowed and this setting is enabled, each new quiz attempt will contain the results of the previous attempt. This allows a quiz to be completed over several attempts.

1.10.6.2.5. Review Options

These options control what information students can see when they review a quiz attempt or look at the quiz reports.

- During the attempt: This setting is only relevant for some behaviors, like "interactive with multiple tries," which displays feedback during the attempt.
- Immediately after the attempt: This is applied for the first two minutes after `Submit all and finish` is clicked.
- Later, while the quiz is still open: This setting is applied after this, and before the quiz close date.
- After the quiz is closed: This is applied only after the quiz close date has passed. If the quiz does not have a close date, this state is never reached.

1.10.6.2.6. Display

These options control whether a student's user picture appears on the screen during a quiz attempt, as well as decides how many decimal points should be visible.

- Show the user's picture: If enabled, the student's name and picture will be shown on-screen during the attempt as well as on the review screen, making it easier to check that the student is logged in as themselves in a proctored exam.
- Decimal places in grades: This setting specifies the number of digits shown after the decimal point when displaying scores or grades. It only affects the display of grades – not the grades stored in the database, nor the internal calculations, which are carried out to full accuracy.
- Decimal places in question grades: This setting specifies the number of digits shown after the decimal point when displaying the grades for individual questions.
- Show blocks during quiz attempts: If set to yes, then normal blocks will be shown during quiz attempts

1.10.6.2.7. Extra Restrictions on Attempts

These options help "lock down" the quiz in order to discourage cheating.

- Require password: If a password is specified, a student must enter it in order to attempt the quiz
- Require network address: Quiz access may be restricted to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This can be useful for a proctored quiz to ensure that only people in a certain location can access the quiz.
- Enforced delay between 1st and 2nd attempts: If enabled, a student must wait for the specified time period to elapse before being able to attempt the quiz a second time.
- Enforced delay between later attempts: If enabled, a student must wait for the specified time period to elapse before attempting the quiz a third time and any subsequent times.
- Browser security: If *Full screen pop-up with some JavaScript security* is selected:
  - The quiz will only start if the student has a JavaScript-enabled web-browser.
  - The quiz appears in a full screen pop-up window that covers all the other windows and has no navigation controls.
  - Students are prevented, as much as is possible, from using facilities like copy and paste.

1.10.6.2.8. Overall Quiz Feedback

Overall quiz feedback is text that is shown after a quiz has been attempted. By specifying additional grade boundaries (as either a percentage or a number), the text shown can depend on the grade obtained.

1.10.6.2.9. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
  - No groups - There are no sub groups, everyone is part of one big community
  - Separate groups - Each group member can only see their own group, others

are invisible
- Visible groups - Each group member works in their own group, but can also see other groups

> ⓘ **Note**
> The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to work together.
- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.10.6.2.10. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.10.6.2.10.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

1.10.6.2.10.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.10.6.2.10.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

1.10.6.2.10.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.10.6.2.10.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the *Enable availability* box in *Administration > Advanced features*. A "Restrict availability" section will appear for teachers on the *Edit Activity* page.

> ℹ️ Documentation elements from: Moodle Docs

1.10.6.3. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> ℹ️ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
- Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
- Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.

- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

1.10.6.4. Select the Quiz

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

1.10.6.5. Quiz Questions

When you create a new quiz, you will need to create new questions or re-use previous ones.

1.10.6.6. Add a Question

When you add a question, you add it to the existing course, but you also add the question to a larger pool of questions for the course.
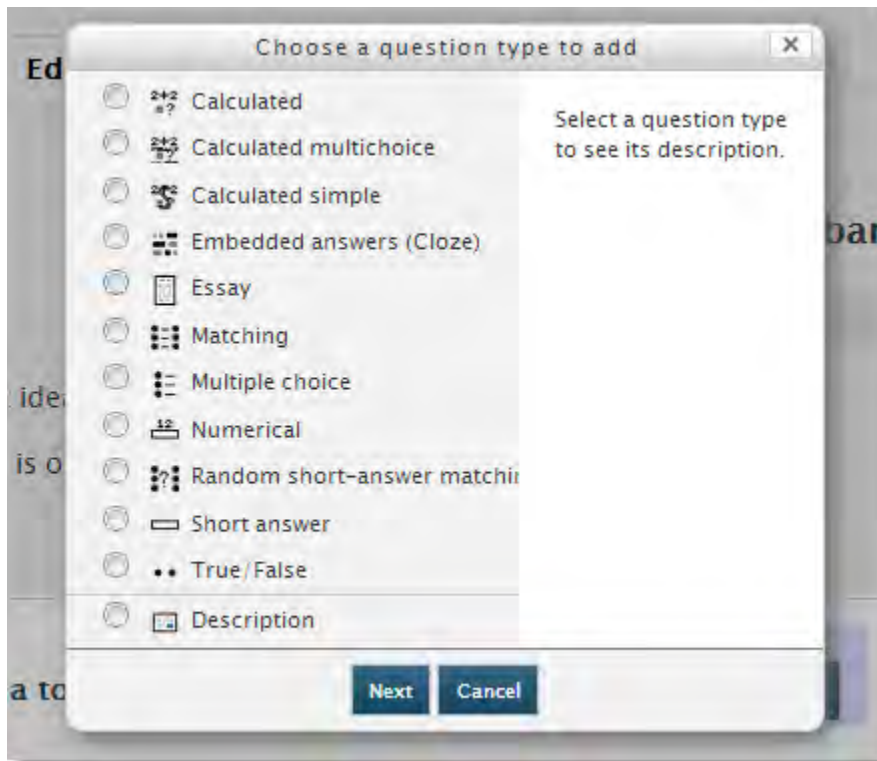
Choose one of the question types from the list and click the *Next* button to proceed.

Now, create the question, its total grade value, the answer, and the feedback (based on the requirements of the particular question type).

e.g. With a True/False question:

General

Current category	Default for Children's Lit (4) ☑Use
Save in category	Default for Children's Lit (4)
Question name*	Alice falls down the rabbit hole
Question text	Font family Font size
	B *I* U ABC x₂ x²
	Alice fell down the rabbit hole a total of 15 times during the story

> Questions can be stored in categories and sub-categories.

> Every question must have a name, which is visible only to the instructor.

> Enter the question that the student will need to answer. It can include images, sound, files, etc.

Path: p

Default mark*	1
General feedback	

> You can determine the point value of the question.

> General feedback is text shown after a question has been attempted. Unlike feedback for specific responses, general feedback is always shown.

After you identify the question and score (above), you need to identify the answer and the feedback (below).

Correct answer	False ▼
Feedback for the response 'True'.	Font family Fo
	B *I* U ABC x₂
	Although clumsy, Alice did not fall down the rabbit hole 15 times.

> Identifies if the correct answer is true or false.

> Feedback for students who have marked the answer as true.

Path: p

Feedback for the response 'False'.	Font family Font size Paragraph
	B *I* U ABC x₂ x²
	Alice fell into the rabbit hole only one time during the story.

> Feedback for students who marked the answer as false.

Path: p

Finally, you may also tag the question with keywords, so that you can easily find them or report against them later.

Click the *Save changes* button to save your new question and return to the Quiz.

1.10.6.7. Re-Use an Existing Question

When you are building your quiz, you can use questions that are stored in your question bank. This appears on the right side of the screen when you select the *Show* link on the question bank block.

The question bank offers categories and subcategories that each include questions. You can select a category by clicking on the drop-down menu.

Below the categories, you'll see a list of questions (in this example you'll see four). If you want to add the questions to the quiz, either click the double arrow icon (moving the question from the bank into the quiz on the left side of the screen), or click the checkbox next to several questions and add them to the quiz in bulk. You can also use the same multiple selection box to move questions into different categories.

Question bank contents [Hide]

Category: **Default for Children's Lit**
The default category for questions shared in context 'Children's Lit'.

Select a category:
Default for Children's Lit (4)

Create a new question ...

	T	Question	
☐	⬛	**Age of McGonagle** How old is Professor McGonagle?	🔍
☐	⬛	**HP's Middle Name** What is Harry Potter's middle name?	🔍
☐	⬛	**Weasley children** What is the total number of Weasley children?	🔍
☐	∷	**Alice falls down the rabbit hole** Alice fell down the rabbit hole a total of 15 times during the story.	🔍

With selected:
➡ Add to quiz | Delete | Move to >>
Default for Children's Lit (4)

Add random questions from category:
Add 1 ▼ random questions | Add to quiz
☑ Also show questions from sub-categories
☐ Also show old questions

1.10.6.8. Add a Random Question

When you are building your quiz, you can also choose random questions from a category of questions. This allows each student to get different questions from other students or attempts each time they attempt the quiz.

1.10.6.9. Order and Paging

When you have completed adding questions to your quiz, you can arrange the order and paging of the questions by clicking on the `Order and paging` tab of the page.

1.10.6.10. Quiz Directions

The first page of the Quiz is always accompanied by some instructions that your students see (these can be changed by editing the activity).

While students "launch" into the assessment from this page, instructors can either preview the assessment by clicking on the `Attempt Quiz (or Re-attempt quiz)` button, or they can click on the `Attempts` link to see which students have already taken the quiz.

1.10.6.11. View Attempts Report

The results page for quiz attempts has a lot of information. You may want to change the default preferences for the report to include only the information you want to see.

1.10.6.12. View Student Attempts

The report also includes a list of each attempt students made on the assessment. Color coding shows incorrect/correct/highest scores. This data can be downloaded for review. Individual attempts can also be regraded (in case the instructor had to fix an error in one or more of the quiz questions).

1.10.6.13. View Grade Distribution Report

The report also includes a graphic display of grade distribution reports. In this particular example, only two students took the quiz, but you can see where their scores fall on the chart.
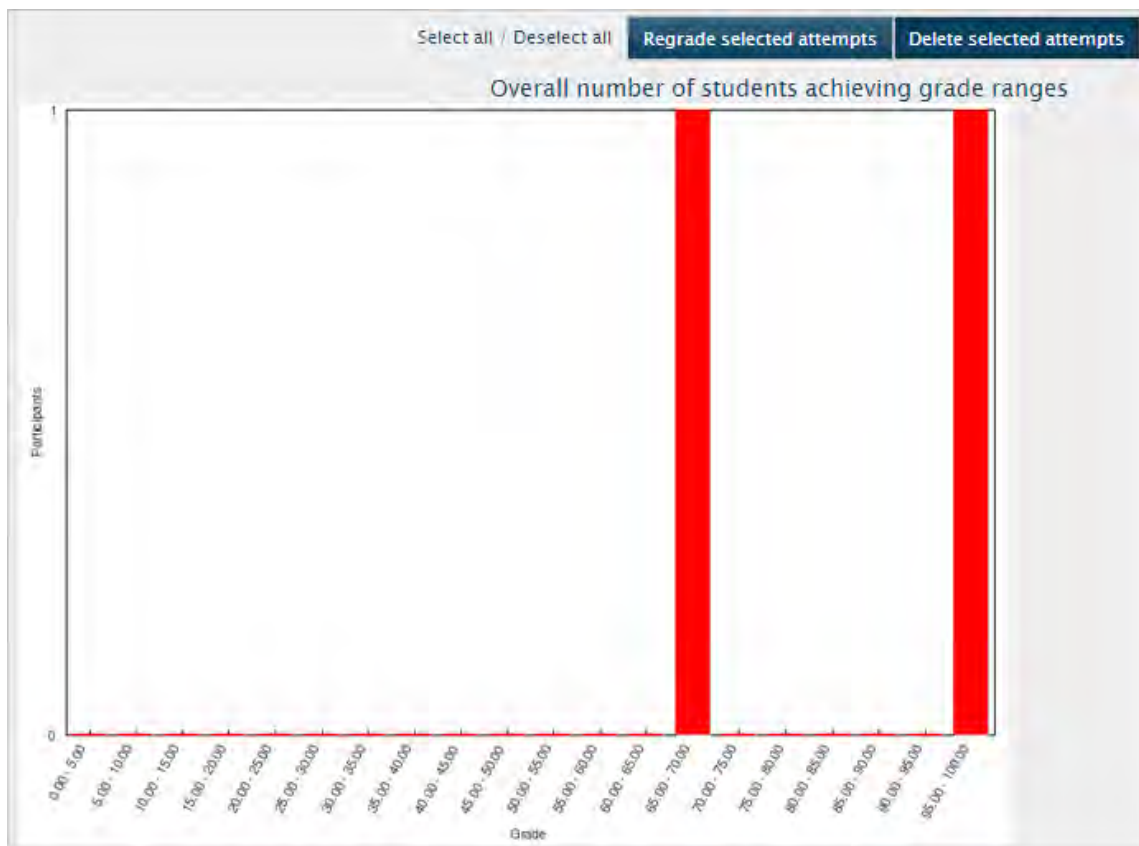
1.10.6.14. Editing the Activity Settings

When viewing the Quiz activity, the instructor can use the Settings block to edit the activity by clicking on the `Edit Settings` link.

Alternately, the instructor can edit the activity from the course page (while in "Editing Mode") by clicking on the edit icon next to the Quiz activity.

1.11. Survey

1.11.1. 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.

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

1.11.2. Benefits

The instruments available in the Survey module have been used many, many times in many, many classrooms all over the world. This means that, although teachers cannot edit the surveys, they can use them with confidence.

Use of these surveys helps teachers gather useful data and asses student activity in a class as well as stimulate thinking and learning among students in Moodle courses.

1.11.3. Usage Scenarios

A teacher may turn to the Survey activity any time in a course (at the beginning, at the end, after an instructional unit, etc.) when he or she wants to learn what students think about what they are learning, how they are learning, their feelings about significant events in a course, and so on.

A teacher might require students to take the COLLES or ATTLS surveys at the start of a course to stimulate reflection in the students and to learn about them before actual classwork begins.

He or she could also administer the Critical Incidents survey at the end of the course to learn the students' feelings about the quality of interaction in a course.

1.11.4. Student Documentation

1.11.4.1. Taking a Survey

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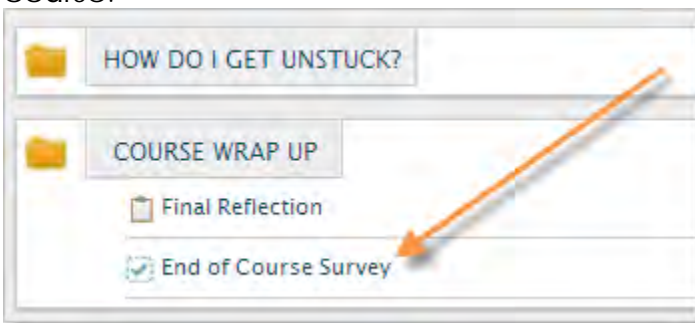
The student will then see a form.

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
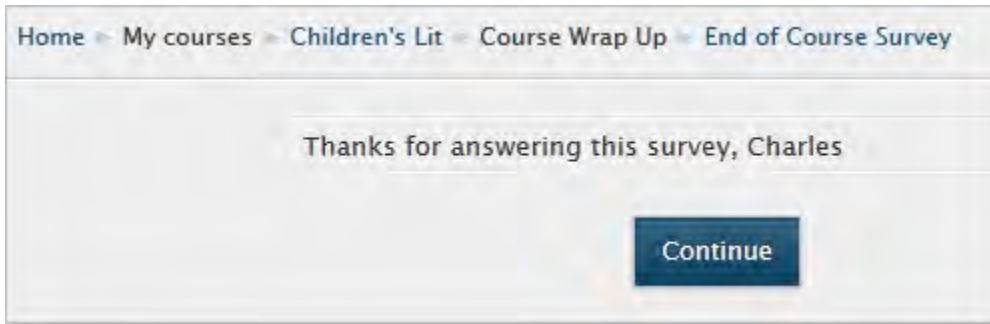
Continue

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

1.11.4.2. 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
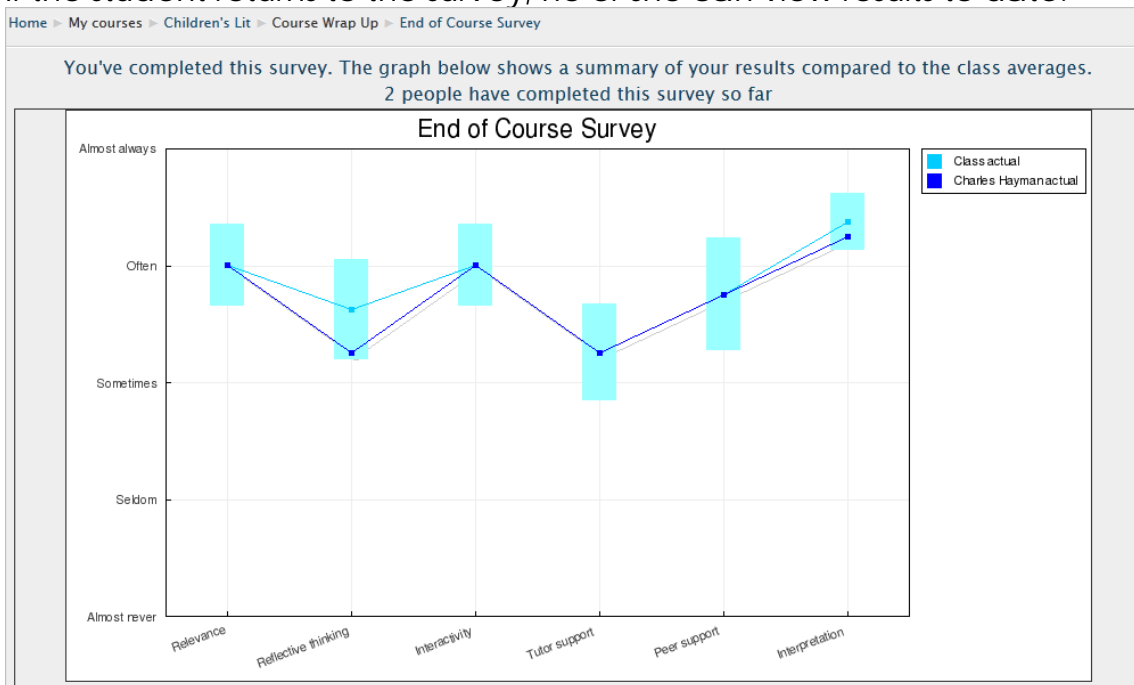
1.11.5. Teacher Documentation

1.11.5.1. Creating a Survey
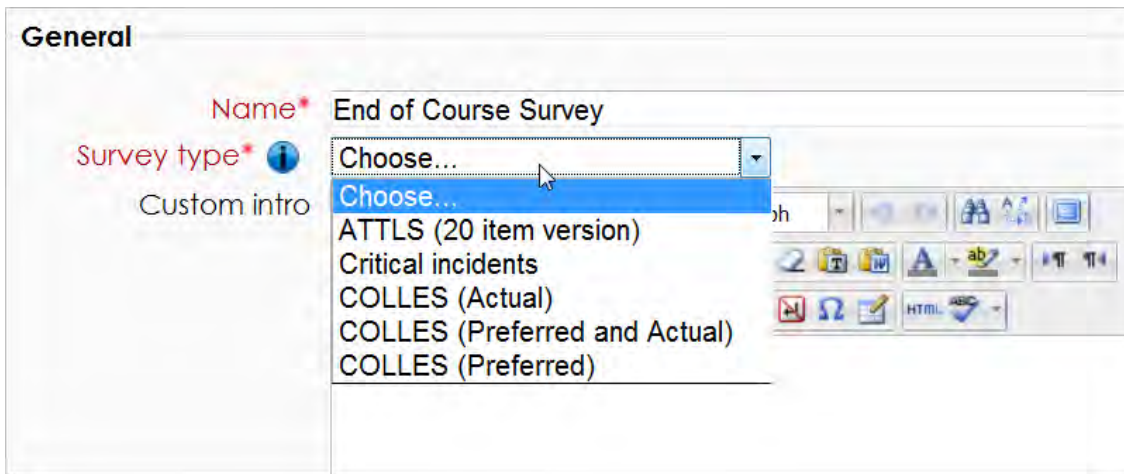
To create a survey, the teacher must:

1. Enable editing
2. Choose "Survey" from the `Add an activity...` menu

3. Name the survey
4. Choose the type of survey to create
5. Add a custom introduction (optional)
6. Configure the common module settings (optional)
7. Configure access restriction settings (optional)
8. Configure activity completion settings (optional)
9. Save the form by clicking the `Save and return to course` or `Save and display` button.

1.11.5.2. Activity Settings

1.11.5.2.1. General

- Name: Name of the Survey activity, which is displayed to the user
- Survey Type: There are five available survey types:
  - ATTLS - Attitudes to Thinking and Learning Survey measures the extent to which a person is a "connected knower" (tends to find learning more enjoyable, and is often more cooperative, congenial and more willing to build on the ideas of others) or a "separate knower" (tends to take a more critical and argumentative stance to learning).
  - Critical Incidents - This survey type focuses on the learner's engagement in the course at a critical incident in the course.
  - COLLES (Actual) - The "actual" version of this survey has a different introduction instructing the student to focus on their actual experience with the course.
  - COLLES (Preferred and Actual) - The "preferred and actual" version of this survey lists two responses for each question – one for the actual experience and one for the user's preferred experience.
  - COLLES (Preferred) - The preferred version of this survey has a different introduction instructing the student to focus on their preferred or ideal
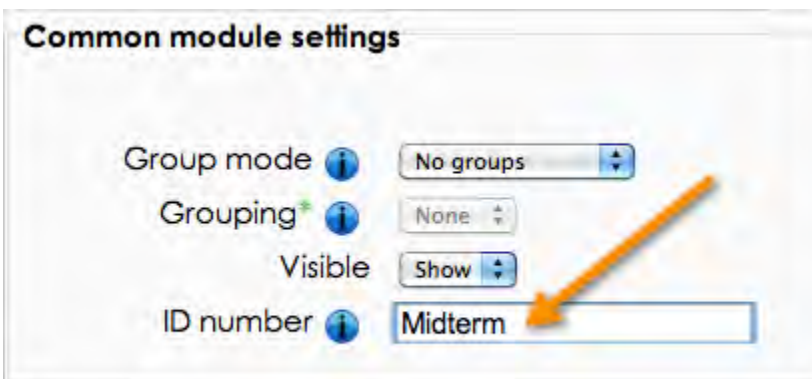
experience with the course.

- Custom Intro: A custom introduction to the survey is displayed above the survey questions instead of the survey's default introduction.

> ℹ️ Constructivist On-line Learning Environment Survey, which is monitoring the extent to which the interactive capacity of the World Wide Web may be exploited for engaging students in dynamic learning practices.
>
> To find out more about COLLES surveys, you can read Peter Charles Taylor and Dorit Maor Curtin University of Technology

1.11.5.2.2. Common Module Settings

- Group Mode: This setting determines the display properties to users within groups
  - No groups - There are no sub groups, everyone is part of one big community
  - Separate groups - Each group member can only see their own group, others are invisible
  - Visible groups - Each group member works in their own group, but can also see other groups

    > ℹ️ Note
    > The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

- Grouping (Advanced): A grouping is a collection of groups within a course. If a grouping is selected, students assigned to groups within the grouping will be able to

work together.

- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity. For example, the instructor might create a grade book calculation that multiplies the number of points in the Midterm (see the image above where the ID number is set to Midterm) by 2 in order to emphasize its importance to the course grade.

1.11.5.2.3. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

1.11.5.2.3.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

1.11.5.2.3.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

1.11.5.2.3.3. Creating More Conditions

Click on the *Add 2 grade conditions to form* button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the *Add 2 grade conditions to form* button.

1.11.5.2.3.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

1.11.5.2.3.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

1.11.5.2.3.6. Admin Settings

To use conditional activities, the feature must be enabled by an administrator by checking the `Enable availability` box in `Administration > Advanced features`. A "Restrict availability" section will appear for teachers on the `Edit Activity` page.

> ℹ️ Documentation elements from: Moodle Docs

1.11.5.3. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> **Requires Completion Tracking to be Enabled**
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
  - Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
  - Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
  - Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

1.11.5.4. Viewing a Survey

After students have responded to a survey, the teacher in a course will want to view the survey reports. The teacher clicks the link to the survey.
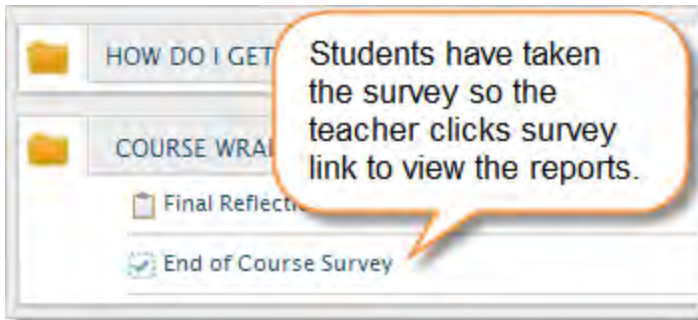
In the survey administration menu, a link to *Response reports* appears.

Under *Response reports*, the teacher sees four items:

- Summary: An overview of responses
- Scales: In the ATTLS and COLLES surveys, answers organized by scale items (almost always, often, etc.)
- Question: Responses organized by question
- Participants: Responses organized by student

It is also possible to download survey results as ODS, Excel or text documents.
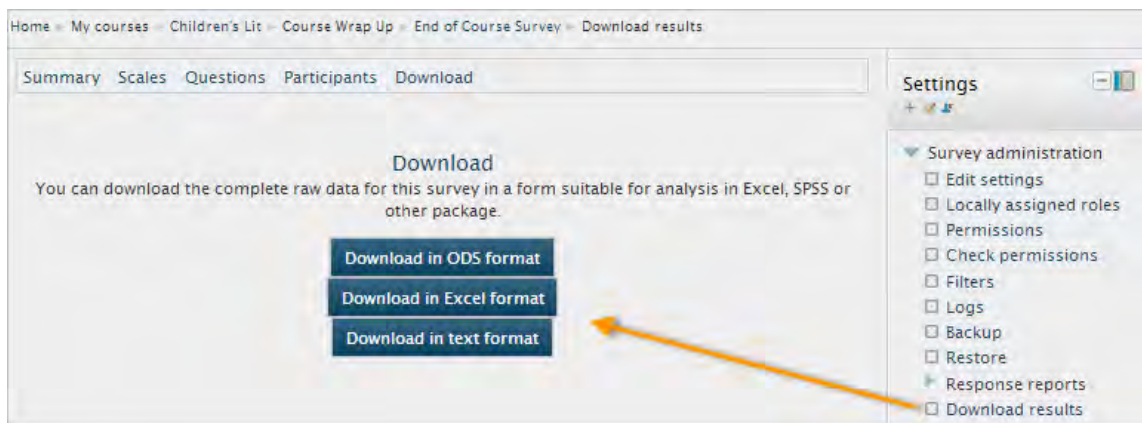
2. Blocks

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.

> ℹ 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.
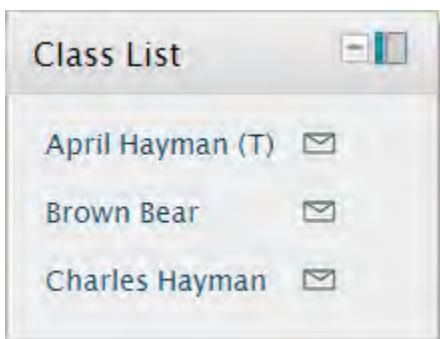
Click on the envelope next to a person's name to create and send a personal message, or click on a name in the list to visit the profile of that person.

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 Categories Block

2.2.1. Overview

The Courses Available to You block is designed to provide an alternative and more flexible solution to access courses within a category or that a student is enrolled in. The block displays courses within a specific category or the whole site, in an AJAX expandable tree format or a static nested list format. In the site administration area the block is referred to as Course Categories.

2.2.2. Benefits

The benefits of the Course Categories (Courses Available to You) block are:

- Alternative display of courses and categories
- Multiple views into the courses within multiple areas
- Expanded display options allow the administrator or teacher to determine how they want course information displayed

2.2.3. Usage Scenarios

2.2.3.1. Navigation of Course in Flexpage Format

In this scenario, one block is placed on the page and allows the student or teacher to navigate to all courses they are enrolled in. Changing the title of the block and choosing to make it expandable or not is optional, depending on the site administrator's preference.
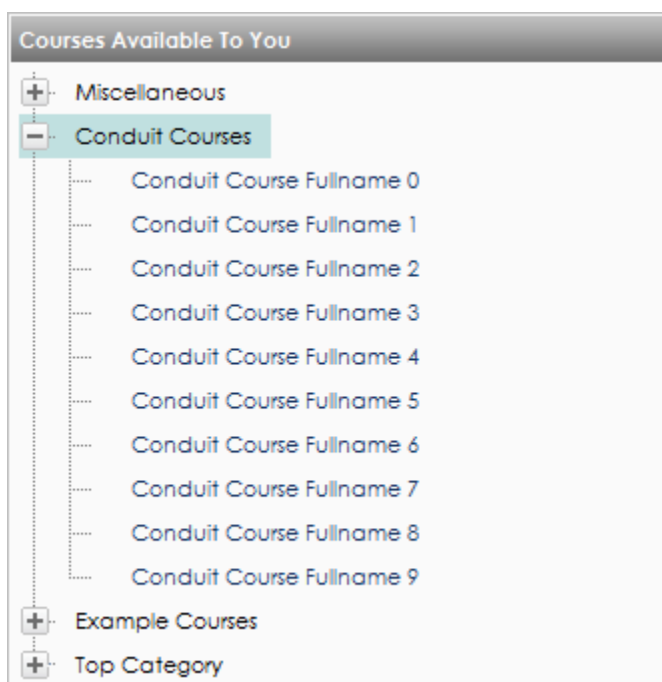
2.2.3.2. Display Multiple Course Categories/Programs on a Page

In this scenario, multiple instances of the block are added to a page. The `Category Display Start` setting is used only to display courses within a specific category or

categories. Each block should have a different block title to differentiate the content of the blocks. These blocks can be expandable or not, depending on how the user wants the courses to be displayed.
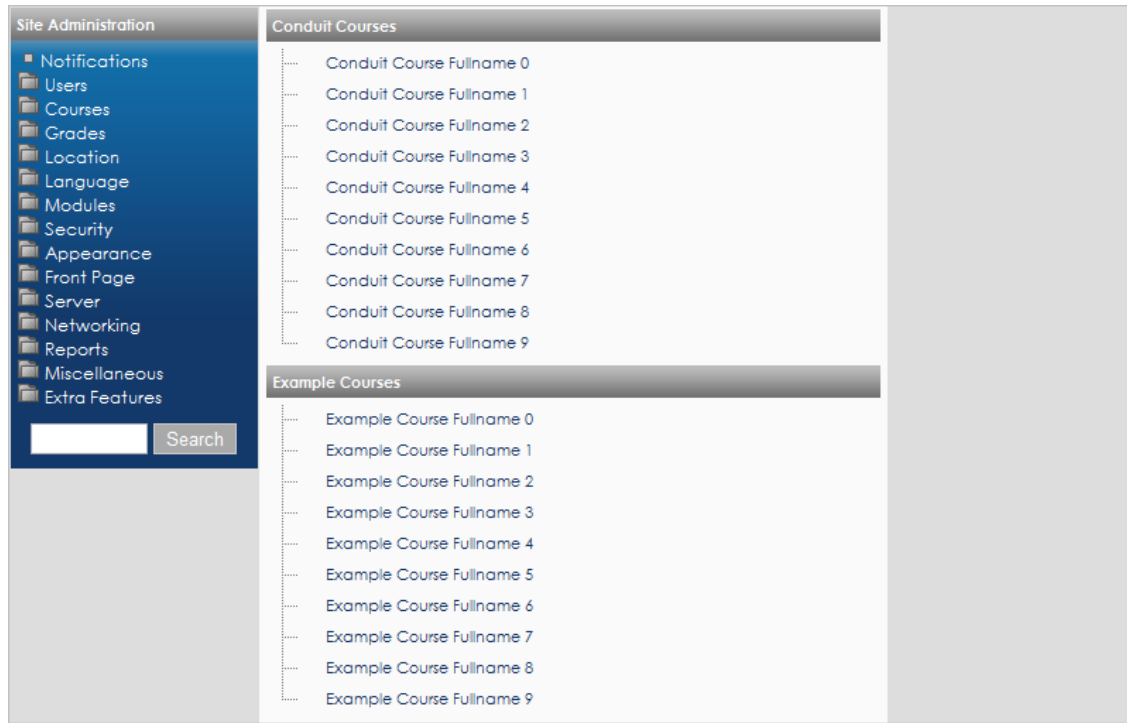
2.2.4. Teacher Documentation

The Course Categories block is mostly used by site administrators to provide users with course navigation. This can be used for the same purpose by teachers or program directors. Each instance of the block has its own settings, and multiple blocks can be placed on a page. It is recommended that each block has a different title to help differentiate between the content. The `Category Display Start` setting for the block can be used to display courses in specific programs or degrees.

2.2.4.1. Block Views

The `Use expandable categories` setting for the block allows the block to be displayed in multiple views. These views provide flexibility in how the block is used in a course.

2.2.4.1.1. Expandable
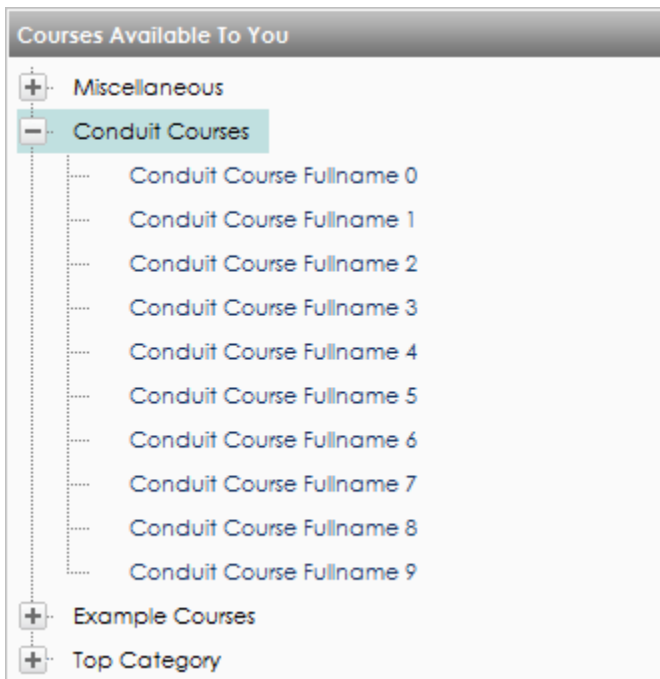
The expandable view of the block provides a plus/minus icon for each category or sub category within the category selected. Expanding a category will display all courses within that category, depending on the other settings for the block. This provides a quick view of the courses being used.

2.2.4.1.2. Not Expandable

Courses Available To You

Miscellaneous
  Course Fullname 101
  Flex Page Course
  Course Template
Conduit Courses
  Conduit Course Fullname 0
  Conduit Course Fullname 1
  Conduit Course Fullname 2
  Conduit Course Fullname 3
  Conduit Course Fullname 4
  Conduit Course Fullname 5
  Conduit Course Fullname 6
  Conduit Course Fullname 7
  Conduit Course Fullname 8
  Conduit Course Fullname 9
Example Courses
  Example Course Fullname 0
  Example Course Fullname 1
  Example Course Fullname 2
  Example Course Fullname 3
  Example Course Fullname 4
  Example Course Fullname 5
  Example Course Fullname 6
  Example Course Fullname 7
  Example Course Fullname 8
  Example Course Fullname 9
Top Category
  Sub category 1
    Sub Category 2

The "not expandable" view of the block displays all categories, sub categories and courses in an expanded format. This provides an overall listing of courses and can be used with course descriptions to provide a course and category view of the courses the student is enrolled in.

2.2.4.2. Block Settings

Configuring a Courses Available To You block

Block Title	Courses Available To You	Title of the block displayed to the user
Category Display Start	All Categories	The top category to start the display of courses from.
All classes visible	No	Should all visible classes be displayed, or only classes current user is enrolled into?
Class Display Name	Full name	Which field from the class should be displayed as the class name in the block?
Use expandable categories	Yes	Display categories in an expandable and contractable format.
Metacourses are visible	No	Should the block display meta-courses or keep them hidden?
Show all Categories	No	Show all visible categories whether or not the user is enrolled in them
Display the category description	No	Display the category description below the category name.
Show Hidden Categories	No	Shows all visible classes under hidden categories.
Show sub categories	Yes	Should sub categories be shown?

Save changes

- Block Title: Title of the block displayed to the user Default: Courses Available To You
- Category Display Start: The top category from which to start the display of courses Default: All Categories
- All classes visible: Should all visible classes be displayed, or only classes the current user is enrolled in? Default: No
- Class Display Name: Which field from the class should be displayed as the class name in the block? Default: Full name
  - Short name: Display the course short name
  - Full name: Display the course full name
- Use expandable categories: Display categories in an expandable and contractable format Default: Yes
- Metacourses are visible: Should the block display metacourses or keep them hidden? Default: No
- Show all Categories: Show all visible categories whether or not the user is enrolled in

them Default: No

- Display the category description: Display the category description below the category name Default: No
- Show Hidden Categories: Shows all visible classes under hidden categories Default: No
- Show sub categories: Should sub categories be shown? Default: Yes

2.3. Course Completion Status

2.3.1. 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.

2.3.2. 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.

2.3.2.1. 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	

2.3.2.2. 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.

2.3.3. Teacher Documentation

The teacher simply views a link to the course completion report, similar to below.
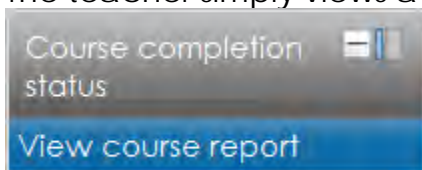
Clicking on the `View course report` link will bring the teacher to the course

completion report for all users with a role that has its progress tracked. By default, this is the student role.

The course completion report has three header rows that describe the following:

- Criteria group: One of the eight criteria the teacher sets in the completion settings page
- Aggregate type: This field displays how each of the enabled criteria groups combine together to determine if a student has completed the course.
  - Any: The course is marked as complete if any of the criteria for the criteria group have been marked as completed for the student.
  - All: The course is marked as complete if all of the criteria for the criteria group have been marked as completed for the student.
- Criteria: The specific criteria that must be completed.

After the header rows, the report displays a list of students with a column for each criterion. The Criteria column for the student has a check mark if the criterion has been

completed and a blank square if it has not. The Course criteria group displays if the user has completed the course.

2.3.3.1. Filtering the Report

The course completion report can be filtered on the first letter in the student's first or last name by clicking on the letters at the top and bottom of the report.

First name: **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Surname: **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2.3.3.2. Downloading the Report

The report can be downloaded to the teacher's desktop by clicking on the `Download in spreadsheet format (UTF-8 .csv)` or `Download in Excel-compatible format (.csv)` links at the bottom of the report.

- Download in spreadsheet format (UTF-8 .csv)
- Download in Excel-compatible format (.csv)

2.4. Drag and Drop

2.4.1. Overview

The Drag and drop feature allows Teachers to easily add files from their computers to sections (topic, week, or folder) in a course. The file is saved and automatically turned into a `File` resource without needing to manually create a resource or upload the file through the Filepicker.

2.4.2. Benefits

The benefits of Drag and drop:

New Experience:

- Instructor can add files to a course by dragging the file onto the browser and depositing in a specific place on the page

- The file is immediately saved and turned into a "Resource File" without the need of creating a resource type or uploading the file through a filepicker

2.4.3. Teacher Documentation

2.4.3.1. Drag and drop block

Before enabling this feature the Drag and drop upload block must be added to the course.

To do this, follow the steps below:

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

> ⓘ Note: The file settings will be set as the default settings set at the site level. If you want to change these settings, click the Edit icon next to the file.

Drag and drop upload

Drag and drop files from your desktop onto course sections to upload them
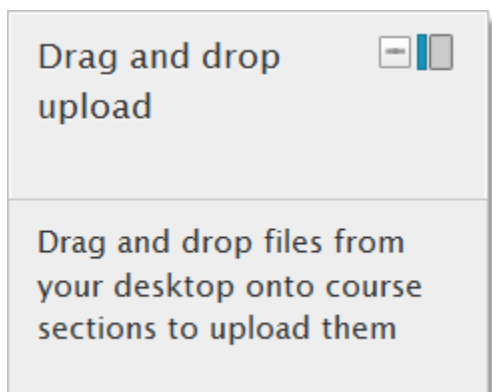
To add files to your courses, simply grab a file from your computer and drag it to a section in the course. You will see a plus icon with `Add file(s) here` wherever you can drop a file.

Topic outline

ALGEBRA 101 – INTRODUCTION TO ALGEBRAIC CONCEPTS

Getting Started

Welcome to Intermediate Algebra (MATH 103). The textbook for the course
into the course at least once every 48 hours to make sure that you are aware

News and Announcements

Moodlerooms Hosting Overview 1032011

Syllabus

Intro to Algebra

General Discussion

Aa Algebra Terms

Math and Economics

LMS General Requirements

Add file(s) here

Copy

The file is saved and automatically turned into a `File` resource without needing to
manually create a resource or upload the file through the Filepicker.

Help!

Virtual Student Lounge

Homework

ⓘ Note: The File resource name is based on the name of the file dropped into a course, with underscores represented as spaces and without a file extension. For example, the file "Pop_quiz.doc" would become the resource "Pop Quiz." The resources' settings can be edited at any time by editing the File resource.

2.5. eFolio

2.5.1. 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.

2.5.2. 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.

2.5.2.1. 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.

2.5.2.2. 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.

2.5.2.3. 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.
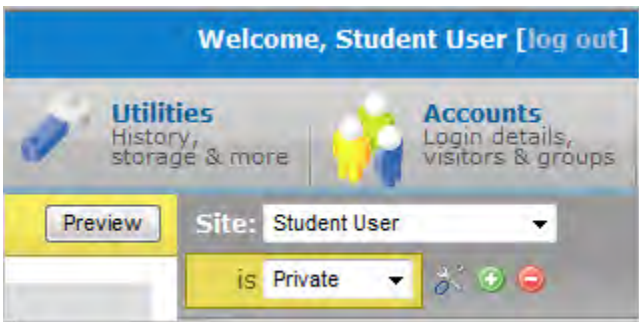
Next, click on the *Services* menu tab in the left-hand menu and then the name of the institution's site you wish to return to.
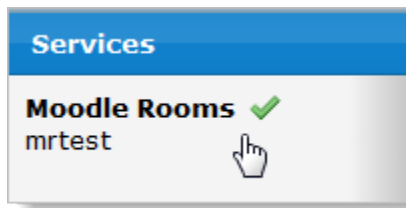
Finally, click on the `Go to Moodlerooms Account` button.

2.5.2.4. 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 `Services` menu tab in the left-hand menu, and then the name of the institution's site from which you want to disconnect. Finally, click the `Disconnect` button.

2.6. Express Block

2.6.1. Overview

The Express block and Express theme together make up Express. The Express block is used for the following capabilities at the site, category and course levels:

- Configure all Express settings (block, theme, menu and template)
- Create an Express design from an Express template using a predefined set of colors and images
- Create an Express design from an Express template using custom colors
- Edit, upload, download and delete Express design HTML, JavaScript and CSS files
- Upload, download and delete images for an Express design, including the logo, facicon and Moodle icons
- Upload an Express design that was created on a local hard drive
- Download and delete Express design backups
- Add dynamic navigation menus to an Express design
- Upload, download and delete Express templates (only at the site level)
- Upload, download and delete Express icon packs (only at the site level)

This document covers all of the user interface features of Express as part of the Express

block. This document does not cover the technical aspects of manually creating an Express design, Express template or Express icon pack.

3. Changes

- Changes
  - From Joule 1.x to Joule 2
  - Joule Summer 2011 Patch Release
  - Joule 2011 Maintenance Patch
  - Joule Winter 2011 Release
  - Joule Summer 2012 Release
  - Joule Winter 2012 Release
  - Joule Summer 2013 Release

From Joule 1.x to Joule 2

1. Added five new templates
   a. Drop shadow
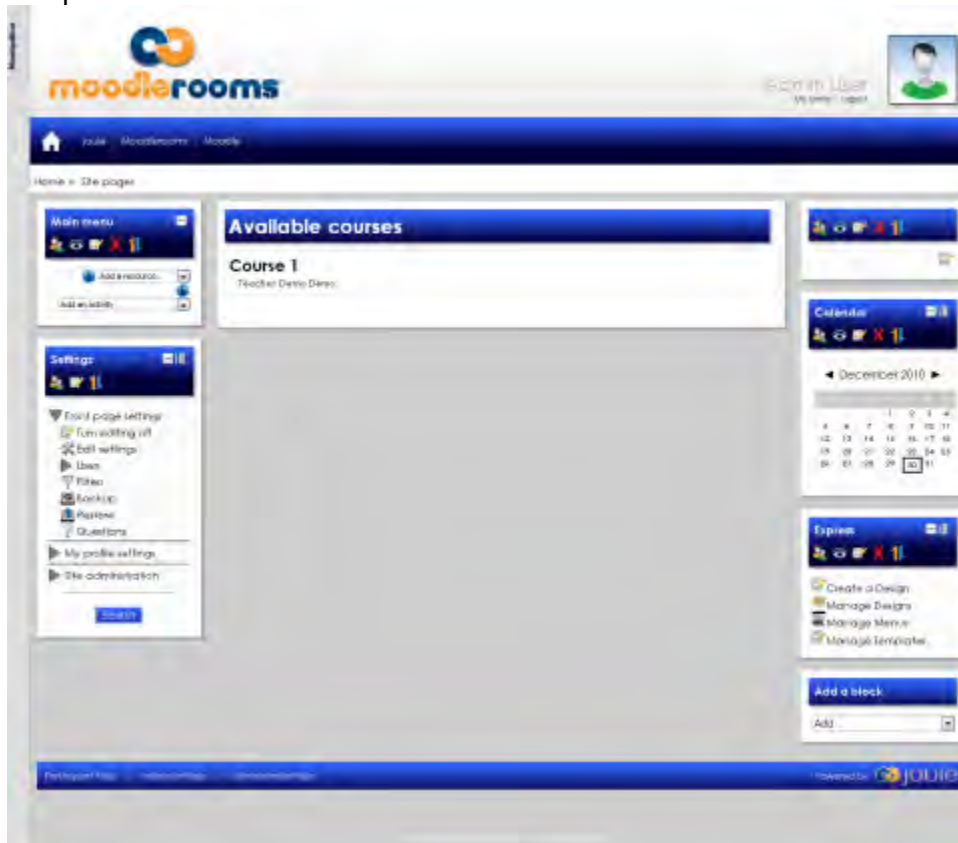
   b. Future

c. Simple

d. Simple with a background image

e. Sleek

2. User interface changes
   a. *Create a Design* tab a sub tab of *Designs*
   b. *Manage Templates* was renamed to *Templates*
   c. Added action menus to all files and folders in *Templates*, *Icon Packs*, *Upload Design Images* and *Manage Designs* tabs. Actions include:
      i. Upload to directories
      ii. Edit layout files (HTML, JavaScript and CSS)
      iii. Delete files and directories
      iv. Download
      v. Activate backups
   d. Added *Upload Design Images* sub tab of *Designs* tab
3. Added Icon Packs support to allow designs to be created with validated icon packs and to allow clients to create icon packs. The following icon packs are supported by default:
   a. Joule

   b. Joule Grayscale

c. Moodle

d. Serene

e. Serene Grayscale

4. Site administrators can disable default icon packs and templates in the block global settings.
5. Theme-related settings moved from block settings to the Theme settings page
6. `Create a Design` supports custom CSS that can be added without making a design a manual design
7. All layout and JavaScript files can be edited in Joule in the `Manage Designs` sub tab of `Designs`
8. Images can be uploaded to a design without making it a manual design, allowing

Moodlerooms to edit template CSS and clients to add custom images
9. Designs can be created with rounded corners in all templates
10. Moodlerooms' new UI Visibility changes have been added to all templates as an option in `Create a Design`. This hides UI features in the course until rolled over and allows the client to set the opacity when hidden.
11. New Analytics code field in the `Create a Design` tab allows the design creator to add Google or another page analytics code to the footer of a design without editing any layout files.
12. Logos, favorite icons and all images can be deleted from a design, and are now uploaded in the `Upload Design Images` tab

Joule Summer 2011 Patch Release

1. Updated all Express designs to use context id, which allows users to change any information about the course without losing the Express design
2. Updated the default template footer to use new links to Moodlerooms resources
3. Added Flexpage course format support for Flexpage's release
4. Fixed display issues with CSS in multiple areas, mostly font colors not displaying correctly with background color
5. Added footer to Sleek Template

Joule 2011 Maintenance Patch

1. Added support for Flexpage to all templates
2. Fixed Express menu display issue where the menu would load as an ordered list then convert to a menu when the JavaScript was loaded.
3. core-min.css is now hidden from the `Manage Design` screen
4. core-min.js is now created from all .js files in the js folder to compress and minify all JavaScript for performance

Joule Winter 2011 Release

1. Added 2 new templates
   a. Cherub to make ex-ANGEL users feel at home

b. Top Slide

2. Added a new iconpack

3. Current design's backup file is now marked in bold on the `Manage Design` screen
4. Added Alert Badges to all templates
5. Bug fixes for all templates and Flexpage applied to all designs marked as a template. (see Joule Winter 2011 Release CSS changes.docx for all CSS changes this release to all templates)
6. Added string text in the manage designs screen to denote if a design is considered by Express to be manually (user) created or created from a template
7. When a design is recreated on upgrade from a template the backup file now has

the additional text Joule_upgrade<version> where the version is the date of the last change to Express that forced and upgrade.

8. Updated Quiz editing pages on all templates to remove icon over lap
9. Added support for Joule Gradebook to all templates

Joule Summer 2012 Release

1. Fixed bugs and added new CSS for all new features (Rubrics, checklist, advanced forums, Joule grader). See Express Changes in Joule Summer 2012 Release.docx for all CSS and Icon changes in the release.

Joule Winter 2012 Release

1. Resolved several issues with accessibility in all templates
2. Updated theme for accessibility. See Express theme change set
3. Fixed several bugs and added new CSS for new Moodle features (Assignment 2.3 and Marking guide). See the following difference files:
   a. Cherub
   b. Drop shadow
   c. Futuristic
   d. Joule
   e. Simple
   f. Simple with a background
   g. Sleek
   h. Top slide
4. Updated icon packs to use Moodle core's file icons with the new file picker, except the grayscale icon packs (Joule grayscale and Serene grayscale) where the core icons were grayscaled and added. See the following diffs for all changes:
   a. Clean
   b. Moodle
   c. Joule
   d. Joule grayscale
   e. Serene
   f. Serene grayscale
5. Optimized all images in Express to be compressed, significantly reducing the file size of most files.

Joule Summer 2013 Release

1. Updated Express to send one CSS file for all Express and Moodle CSS
2. Improved client-side caching for Express content by implemented Express Caching via a unique Express directory for each design and aApache file type caching. Cache will last 3 months before a browser will download the files again unless the sites cache is purged or the Express design is created.
3. Implemented IE CSS file chunking for the IE 9 and lower issue of only allowing 4096 CSS selectors in a single CSS file. The ie file chunking will only affect IE 9 and lower

sites.
4. Implemented the IE X-UA-Compatible meta tag (<meta http-equiv="X-UA-Compatible" content="IE=8,9,10">) for all Express designs.
5. Added support for Moodle's experimental CSS optimization
6. Added a recreate all template based designs administrative function
7. Added Express CSS recreation to the Moodle purge cache routine and added a recreate CSS administrative function.
8. Combined Simple and simple with a background templates
9. Fixed several bugs and updated all template's CSS for new Joule and Moodle features.
   a. Cherub
   b. Drop shadow
   c. Futuristic
   d. Joule
   e. Minimal
   f. Simple
   g. Sleek
   h. Top slide
10. Updated the main Express theme for Moodle 2.4 changes. Download the changes here
11. The base Moodle theme was updated by Moodle HQ. Download the changes here
12. Added the new Minimal template and variants

13. Added support for svg images and icons, svg icons will not work with IE 8 and lower.
14. Added default icon pack to support Moodle's new icons
    a. Clean
    b. Moodle
    c. Joule
    d. Joule grayscale
    e. Serene
    f. Serene grayscale
15. Added new variables and if variables

Teacher Documentation

The Express block is separated into two areas: designs and menus. The block displays links to each area as well as a link to the `Create a Design` sub tab of the `Designs` tab.
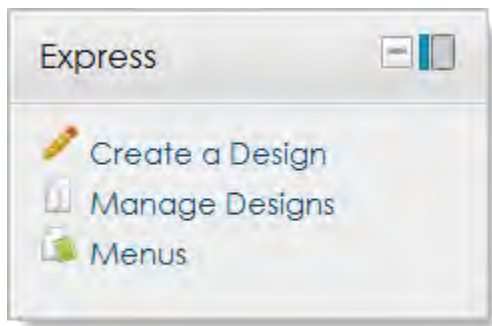
Below is a discussion of each area of the block and what actions can be performed. The process for implementing an Express design and the flow of the sections below is as follows:

1. Set the Moodle theme to Express
2. Create a design
3. Upload design images
4. Manage the design files
5. Add a custom menu

Express Theme for a Course

In order for an Express design to work, the site or course needs to have its Moodle theme set to "Express." Only a site administrator can set the site theme, but if the site theme is something other than "Express" and your administrator has enabled course-level themes, then you can follow the steps below to switch your course theme to the Express theme.
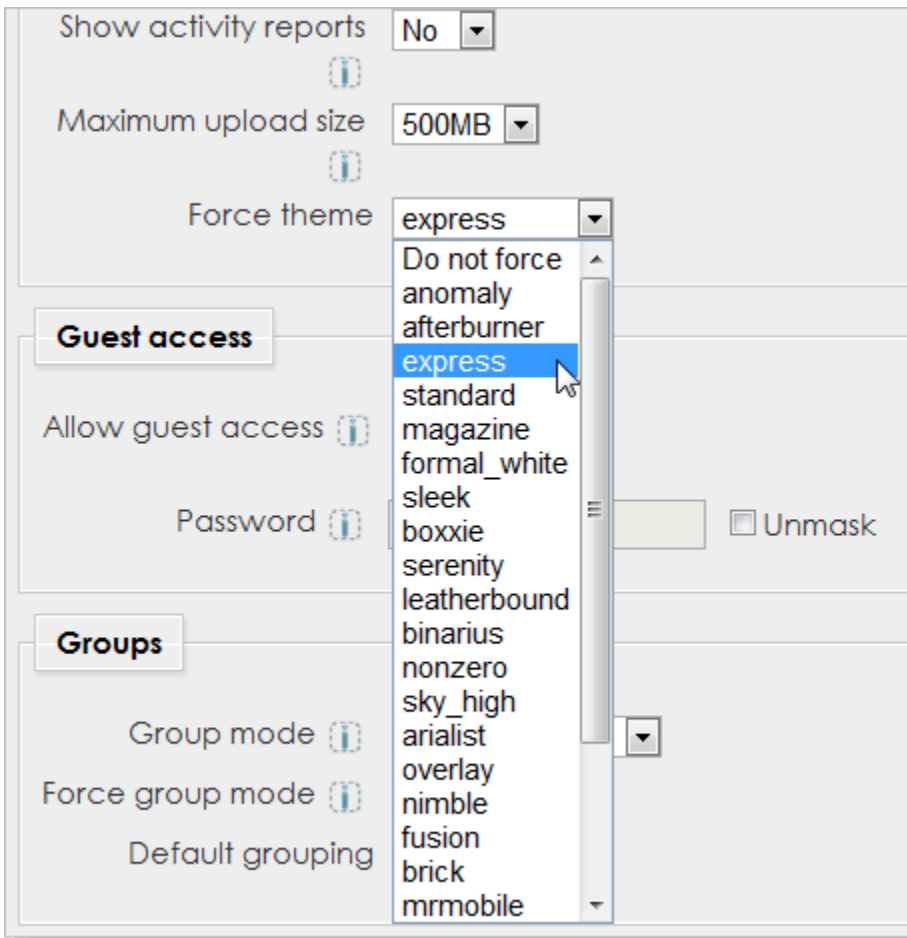
To set the course theme, follow these steps:

1. Navigate to the course
2. Click on the *Settings* link under the *Administration* block
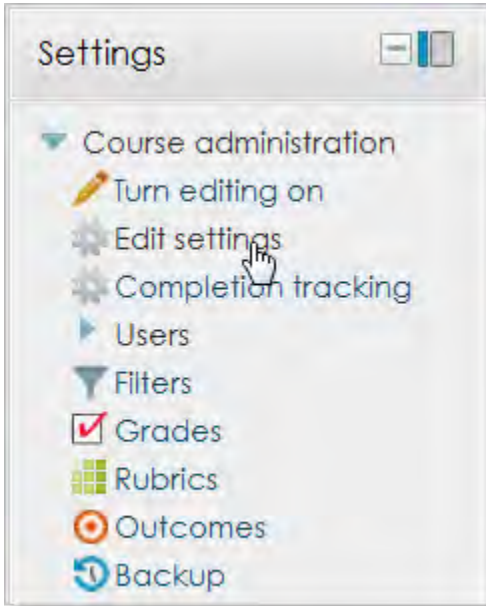
3. Select *"express"* in the *Force theme* drop-down menu

Show activity reports	No
Maximum upload size	500MB
Force theme	express

Do not force
anomaly
afterburner
express
standard
magazine
formal_white
sleek
boxxie
serenity
leatherbound
binarius
nonzero
sky_high
arialist
overlay
nimble
fusion
brick
mrmobile

Guest access

Allow guest access

Password ☐ Unmask

Groups

Group mode

Force group mode

Default grouping

4. Click the *Save changes* button

Create a Design

The simplest way to create an Express design is to use the Express block's *Create a Design* sub tab. This tab is used to create an Express design from an existing Express template. To create a simple Express design from a template, add the *Express* block to your site, course category or course, and select the *Create a Design* link in the *Express* block or sub tab of the *Designs* tab.
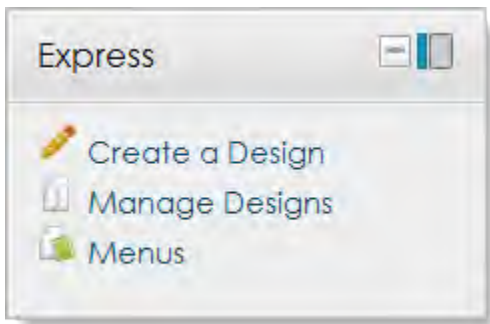
or
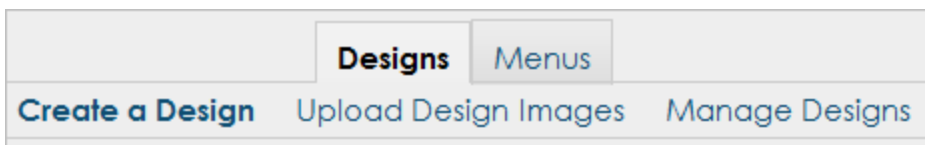
You will see the screen shown below:

General Design Settings

Type of Design   Manual (user created) ▾

Template Settings

Design backup name   conduitcourse0

Templates   Top Slide ▾   Blue ▾

To customize a particular template's color scheme, first select a template in the first drop-down for the *Templates* field. Next select *Custom* from the second drop-down for the *Templates* field. Finally pick or type in the colors you want to use in the *Custom Font Color Settings* and/or *Custom Background Color Settings* areas.

Variant Preview
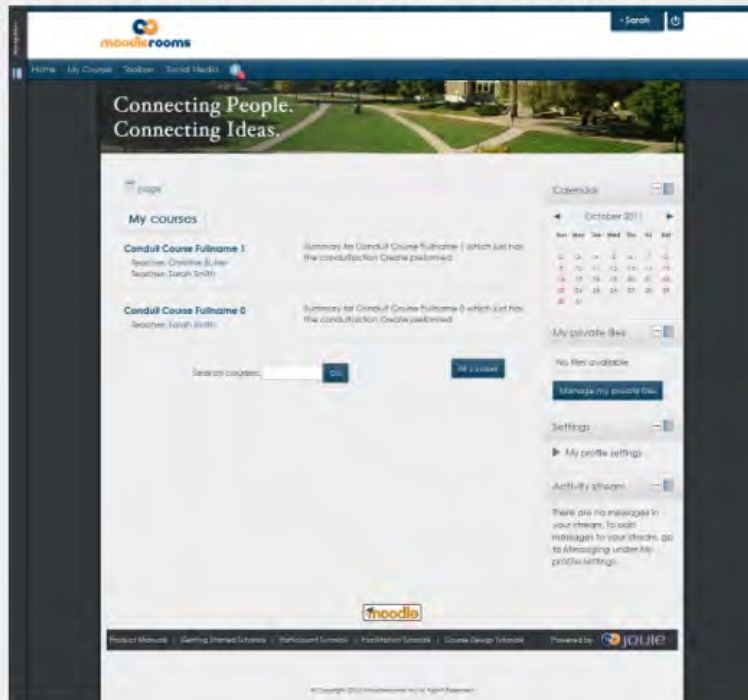
Template Notes   This is a template designed by New School Learning for Moodlerooms. It supports blocks only in one column on the right hand side of the page in all course formats except flexpage. The top area of the template expands to display more information about the course and allow the user to access infration abou themselves. Alerts are displayed to the right of the user's name at the top of the page.

Recreate design images from the template   ☑

Icon pack   Serene ▾

Icon pack sample

Icon pack notes   These icons created by Moodlerooms for the sleek theme orginally are intended to present the user with a serene or calming feel.

Use CSS3 rounded corners   ☐

Use UI Visibility CSS ☐

Opacity for hidden areas (0.0-1.0) `0`

Custom CSS

Analytics Code

Font Family `"Century Gothic", Helvetica, Arial,sans-serif`

Font Size `0.95` `em ▾`

Custom Font Color Settings

Body `#333333` ■ **Pick a color**

Header `#FFFFFF` ☐ **Pick a color**

Menu `#FFFFFF` ☐ **Pick a color**

Menu Highlight `#FFFFFF` ☐ **Pick a color**

Navigation/Breadcrumb `NOTUSED` ■ **Pick a color**

Block Header `#000000` ■ **Pick a color**

Block Content `#333333` ■ **Pick a color**

Button `#FFFFFF` ☐ **Pick a color**

Gradebook Vertical Select `NOTUSED` ■ **Pick a color**

Gradebook Horizontal Select `NOTUSED` ■ **Pick a color**

General Link Color `#0E4E72` ■ **Pick a color**

Heading (h1-h6) `#0C4362` ■ **Pick a color**

Highlight `#333333` ■ **Pick a color**

Alternate Row `#333333` ■ **Pick a color**

Footer `#FFFFFF` ☐ **Pick a color**

Custom Background Color Settings

Body `#363A3D url(%DESIGN` ■ **Pick a color**

Header `#FFFFFF` ☐ **Pick a color**

Navigation/Breadcrumb

1. Select *Template* as the *Type of Design*

   🛑 Changing an Express design from "manual" to "template" and clicking the *Save changes* button will overwrite an Express design that you have imported for the current site, course category or course. The *Designs* tab allows you to download past designs for the course, course category or site. It is highly recommended that, before making changes to your system default design, you first download that design from this tab for backup purposes. Should you run into any problems when creating a new design, the default design can then be uploaded back to the system. See Manage Designs for more information.

2. Enter a name for the *Design backup name* field, which will be used in the backup for the design. If you are editing a design, it is recommended that you change the *Design backup name* field's value.

   🛑 Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of a backup file

3. Select a template in the *Templates* first drop-down menu
4. Select a color variant in the *Templates* second drop-down menu or choose a custom color to add your own color scheme in the *Custom Font Color Settings*

and *Customer Background Color Settings* areas. Changing the template and variant fields will update the image in the variant preview and give you an idea of what the template and variant will look like.

5. Select an icon pack from the *Icon pack* drop-down menu. Selecting different icon packs will update the *Icon pack sample* image to give you an idea of what the icons will look like.
6. Check the *Use CSS 3 rounded corners* checkbox if you want your Express design to have rounded corners for blocks, buttons and tabs.
7. Check the *Use UI Visibility CSS* if you want to have the edit icons grayed out or invisible when in editing mode unless a teacher scrolls over the icons.
8. Set the opacity if you have checked the *Use UI Visibility CSS*
9. Enter any custom CSS in the *Custom CSS* field, which will override any template or rounded corners CSS
10. Add any Google Analytics or other analytics JavaScript in the *Analytics Code* field
11. Enter the font families you want used and the default font size
12. Click the *Save Changes* button

ⓘ Express Theme Warning
If your site, course category or course is using a Moodle theme other than the Express theme, you will see the following warning in red lettering at the top of the *Create a Design* sub tab:

"Your course, category or site theme is not set to Express. The Express block only works with the Express theme. If you cannot change the site, category or course theme, please contact your administrator and request that the site theme be changed to Express."

If this warning appears, all of your changes will be saved and your design created but not displayed. Please follow the steps for this situation within the DRAFTS:Enable Express Theme section of this document.

Create a Design Settings

Below is a description of each of the fields on the form and their general use within the context of the Express design that you are creating from the Express template you have chosen:

General Design Settings

- Type of Design: This determines if the Express design being used is created manually and uploaded or created using the *Create a Design* sub tab. A warning will

appear if you attempt to change the type of design to manual. If you want a manual design, use the *Upload Design* sub tab to upload a design.

Template Settings

- Backup Name: This is the name of the design as it will appear in the export area of the *Manage Designs* sub tab. Only one version of a design's backup exists per name. It is recommended that, if you want to differentiate versions of a design, you use different design names.
- Templates: This is a listing of templates currently installed on the site, along with their variants. From the first drop-down menu, choose a template. Then, from the second drop-down menu, select a variant. Variants typically represent possible color schemes for that template. The preview image will change.
- Variant Preview: This is an image showing you a preview of the variant of the template. This image is not live and may not exist for every template; it is a screen shot provided by the template designer.
- Template Notes: Notes on the template defining any settings that need to be enabled for the template to work properly and any other information the template developer believes a user should know before selecting the template for use.
- Recreate design images from the template: If checked, then the images that are used by the template will be recopied from the original template. Uncheck this if you have uploaded different images than the original via the *Upload Design Images* tab that you wish to keep.
- Icon pack: This is a listing of icon packs that can be used for the icons in Joule. These icons cover all icons in Joule including the activities, navigation and other icons.
- Icon pack sample: This is an image representing a sample of the icons and the look for the icon pack selected. Use this image to determine if these icons are ones you would like to use.
- Icon pack notes: This provides notes about the icon pack that the icon pack developer believes a user should know before selecting the icon pack for use.
- Use CSS3 rounded corners: Moodlerooms has developed CSS to create rounded corners in many areas. This is used to save time when a client wants to make a template with rounded corners. This CSS only works for browsers that support CSS3, such as Opera, Safari, Chrome, FF 3-4 and IE 9 (not in compatibility mode). All other browsers will see square edges instead. The Rounded corners CSS uses rounded corners for all blocks, tabs, buttons and sections of a course.
- Use UI Visibility CSS: Moodlerooms has developed CSS that sets the opacity for editing icons in a course and block when a user turns editing on. The opacity is enforced until the user places the cursor over the icon area. This is intended to make the icons in Joule less intrusive to the user.
- Opacity for hidden areas: A user can determine the opacity (0.0 - 1.0) for the icons in the *Use UI Visibility CSS* when they are hidden (a user's cursor is not hovering over the icon), this way users can have grayed out icons instead of completely invisible icons.

- Custom CSS: This box accepts any CSS that the user would like to include and uses the Express design variables as well. This allows a user to override or create new CSS without having to edit the CSS file or download the design. It also allows Moodlerooms to edit the template and fix any CSS issues and apply those to client's designs.
- Analytics Code: This box is used to fill in Google or another Analytic JavaScript code that will be added to the footer of every page without having to edit the footer.html file or download the design. This also allows Moodlerooms to improve the template and apply it to the client's site based on the client's design settings.
- Font Family: This is the font family used throughout the template. This text is added to the font family CSS tag. It is recommended to use commonly installed fonts in your designs and templates, as the font will only display correctly if the end user's computer has that font installed. It is also recommended that you add several fonts to the list as fall backs.
- Font Size: This is the size of the font used throughout the template. Enter the size and then the extension type.

Customized Font Color Settings

The following settings only apply when the variant type (second drop-down menu next to the `Manage Templates` drop-down menu) is set to "custom." The effect these fields have on the design depends on how the template was designed. Review the template notes for information provided by the designer regarding the template's use of the different settings. These fields are intended to be used directly in the CSS "color" attribute.

The fields represent the following in templates:

- Body: The default text color of the design
- Header: The font or link color in the header div tags
- Menu: The font or link color in the Express and Flexpage menus
- Menu Highlight: The font or link color in the Express and Flexpage menus when a link is hovered over or currently selected
- Navigation/Breadcrumb: The font or link color in the navigation or breadcrumb bar
- Block Header: The font color at the top of a block
- Block Content: The font color inside a block
- Button: The font color of button text
- Gradebook Vertical: The font color when the grade book has a vertical selection
- Gradebook Horizontal: The font color when the grade book has a horizontal selection
- General Link Color: The link color throughout the site
- Heading (h1-h6): The h1 through h6 HTML tag font color
- Highlight: The font color when something is highlighted or hovered over
- Alternate Row: The font or link color when the alternative row background color is used

- Footer: The font or link color in the footer of the design

Custom Background Color Settings

The following settings only apply when the variant type (second drop-down menu next to the *Manage Templates* drop-down menu) is set to "custom." The effect these fields have on the design depends on how the template was designed. Review the template notes for information provided by the designer regarding the template's use of the different settings.

The fields represent the following in templates:

- Body: The background color/image in the body HTML tag for the design
- Header: The background color/image in the header of the design
- Navigation/Breadcrumb: The background color/image in the navigation or breadcrumb in the design
- Top Bar: The background color or image behind a bar of color that is printed instead of a menu bar, if menus have not been created on the specific page. This may also be used for the background color or image for the menu's top menu when menus have been added.
- Menu: The background color/image in the menu drop down for all menu items
- Menu Highlight: The background color/image in the menu drop down when the user hovers their mouse over a menu item
- Page Div: The background color/image in the div HTML tag in the ID page
- Content Div: The background color/image in the div HTML tag in the ID content in the design
- Block Header: The background color/image of the heading of all blocks. Sometimes used in templates for other heading backgrounds, such as the topic or weeks outline heading.
- Block Content: The background color/image of the content within a block. Sometimes used in templates for other block backgrounds, such as the section area in topics or weeks courses.
- Button: The background color/image of all buttons on the site
- Gradebook Vertical: The background color/image of the vertical highlight color in the grade book
- Gradebook Horizontal: The background color/image of the horizontal highlight color in the grade book
- Alternate Row: The background color/image for areas of Moodle that alternate colors, typically found in tables such as the grade book, log report and other reports
- Footer: The background color/image of the footer of the design

Upload Design Images

The *Upload Design Images* sub tab displays all the images associated with the current Express design within the three directories (*pix*, *pix_core* and *pix_plugins*) that Express uses for images. For more information on what is stored in each image directory, see Express Design Technical Manual.

Design pix Directory Files

Below is a list of files and folders in the pix, pix_core and pix_plugins directories for the current design. You can upload, and create sub-directories in each of the folders. You can download and delete all of the files displayed. All actions performed on this page **do not change the design to a manual design**. This means modifications here will allow you to still make changes in the *Create a Design* screen. The following are special considerations:

- Uploading a zip file to a directory will cause all files and folders in that zip to be extracted to that folder
- Changing the template in the *Create a Design* screen will cause the template images to be deleted or overwritten here
- Upload a file titled **logo** with the file extension of .png, .gif, .jpg, or .jpeg to the pix directory: this will be used in most template's headers as the logo, in place of the Moodlerooms logo.
- Upload an icon named **favicon.ico** to the pix directory, and it will be used as the favorite icon by the browser for the template, replacing the Moodlerooms favorite icon.

Directory listing for **moodledata/express/design/286/**

- pix
- ajax-loader.gif
- alert-overlay.png
- alert-overlay2.png
- bar1.png
- check.png
- error.png
- exc.png
- gradient-sb.png
- gradient.png
- homepage.png
- linehorz.png
- linevert.png

The *Upload Design Images* sub tab allows a teacher to:

- Delete images or directories
- Download images or directories
- Upload images to a directory
- Create a new directory

Each of these actions are accessed either by right clicking on the menu icon to the right of the file or directory name or via the *With selected...* drop-down menu.

Delete an Image and/or Directory

There are two ways to delete a file or directory, by using either the menu to the right of the file or directory name or with the *With selected...* drop-down menu. The *With selected...* drop-down menu allows you to delete multiple files or directories at once.

To delete a file or directory using the side menu, perform the following steps:

1. Navigate to the *Upload Design Images* sub tab
2. Right click on the menu icon to the right of the file or directory name you want to delete
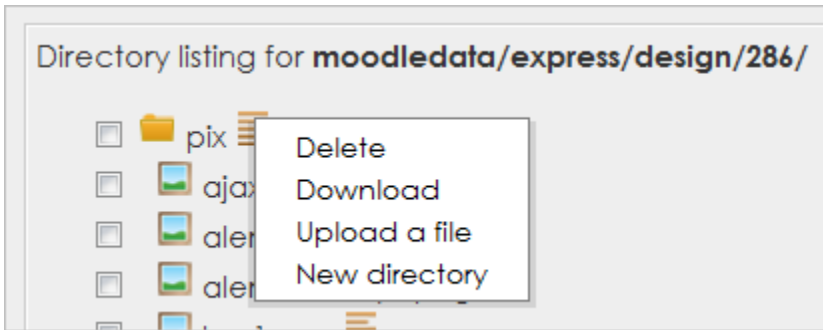
3. Select the *Delete* menu item
4. Validate that the file(s) or directory(s) to be deleted are correct
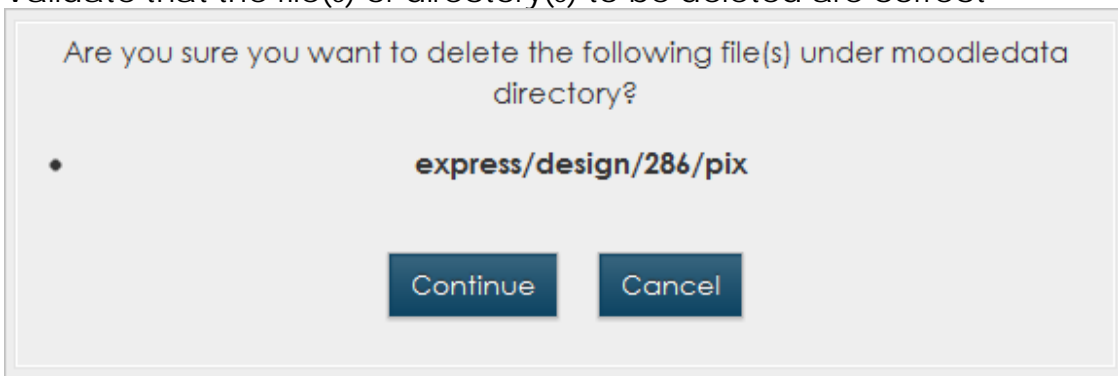
5. Click the *Continue* button on the confirmation page

To delete one or more file(s) or directory(s) at once use the *With selected...* drop-down menu and follow these steps:

1. Navigate to the *Upload Design Images* sub tab
2. Check the checkbox to the left of the file(s) and/or directory(s) name for each file(s) or directory(s) you want to delete
3. Select *Delete* from the *With selected...* drop-down menu
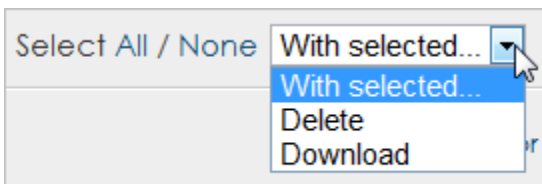
4. Validate that the file(s) or directory(s) to be deleted are correct

5. Click the `Continue` button on the confirmation page

Download an Image File and/or Directory

There are two ways to download an Express image file(s) and directory(s) that have been created for the design. The first is via the menu icon to the right of the file and/or directory's name and the second is with the `With selected...` drop-down menu. The `With selected...` drop-down menu is used to download multiple files and/or directories at once and will compress all of the files and directories into one ZIP file for download.

To download a single file or directory using the menu to the right of the file or directory's name, perform the following steps:

1. Navigate to the `Upload Design Images` sub tab
2. Right click on the menu icon to the right of the file or directory name you want to download
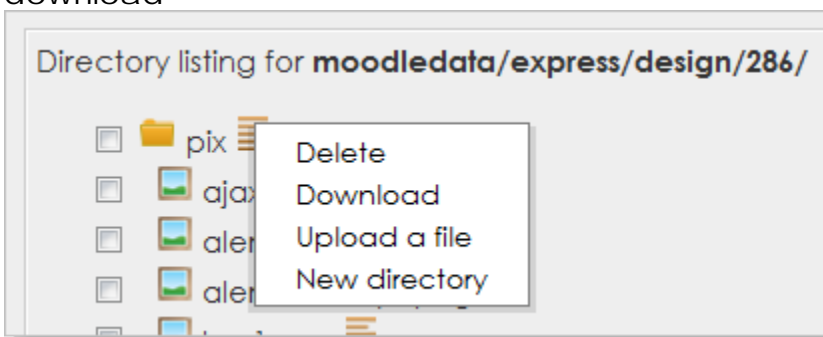
3. Select `Download` from the menu

A ZIP file will be downloaded to your desktop automatically. Depending on your browser settings, you may be asked to open the file or choose where you would like to download the file.

To download one or more file(s) and/or directory(s) using the `With selected...` drop-down menu, perform the following steps:

1. Navigate to the `Upload Design Images` sub tab
2. Click the checkbox to the left of the file and/or directory's name
3. Click on the `With selected...` drop-down menu
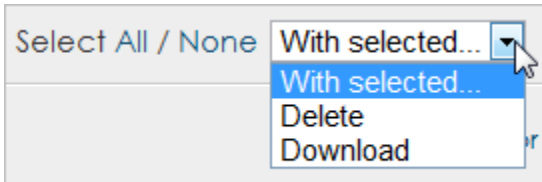
4. Select `Download` from the drop-down list

A ZIP file will be downloaded to your desktop automatically. Depending on your browser settings, you may be asked to open the file or choose where you would like to download the file.

Uploading an Image to a Directory

Each directory in the `Upload Design Images` sub tab allows a user to upload an image file from the menu icon to the right of the directory's name. To upload a file to Express, follow these steps:

1. Navigate to the `Upload Design Images` sub tab
2. Right click the menu icon to the right of the directory's name

3. Enter a name for the `Design Backup Name` field. It is recommended that the name of the backup change in order to create a new backup file and keep the last backup version to revert to.

> ⛔ Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of a backup file

4. Click on *Upload a file*
5. Click the *Choose a File* button to access the file browser

Upload a File

Design backup name	conduitcourse0
File	Choose a file...
	No files attached

Save changes   Cancel

6. Select *Upload a file*

File picker   ☒

View as icons   View as list

- ⇨ Recent files
- ↑ Upload a file
- 👤 Private files
- ☰ Global Grid for Learning (GGfL)

Attachment: Choose File   No file chosen

Save as: [   ]

Author: Sarah Smith

Choose license: All rights reserved   ▼

Upload this file

7. Click the *Browse* button
8. Select the file you want to upload
9. Click the *Upload this file* button
10. Click the *Upload* button

⚠ Files types
The *Upload Design Images* sub tab only accepts for upload and displays the following file types:

- .flv
- .gif
- .ico
- .jpeg
- .jpg
- .png
- .mp3
- .mp4
- .swf
- .zip

If a .zip file is uploaded, it will be extracted and all of the contents of the ZIP file will be copied to the directory that the file was uploaded to. The ZIP will then be deleted.

Create a New Directory

The *Upload Design Images* sub tab allows new directories to be created as sub directories of existing directories. To create a sub directory to upload files to, follow these steps:

1. Navigate to the *Upload Design Images* sub tab
2. Right click on the menu icon to the right of the directory name in which you want to create a new directory
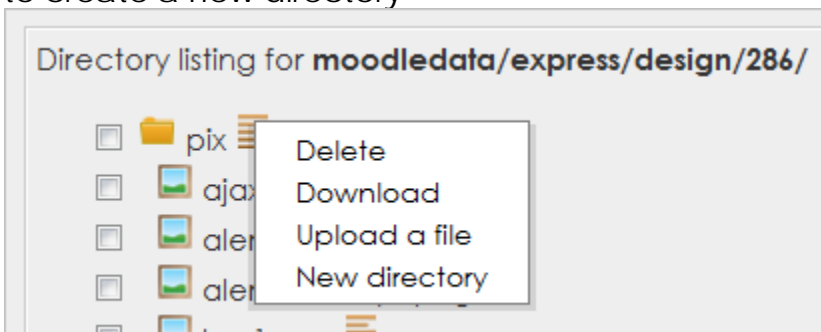
Directory listing for **moodledata/express/design/286/**

☐ 📁 pix
Delete
☐ 🖼 ajax
Download
☐ 🖼 aler
Upload a file
☐ 🖼 aler
New directory

3. Enter a name for the *Design Backup Name* field. It is recommended that the name of the backup change in order to create a new backup file and keep the last backup version to revert to.

> 🛑 Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of a backup file

4. Enter a name for the directory.

> 🛑 Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of the directory

Create a new directory

Design backup name	conduitcourse0
Directory	

[Create a new directory] [Cancel]

5. Click the *Create a new directory* button

Manage Designs

Express comes with the capability to manage a design after it has been created. This is done through the *Manage Designs* sub tab, which is separated into two regions: the *Current Design Files* and *Design backup Files* regions.

Current Design Files

The current design files area informs the user about how the current Express design was made and its current name. This is the first sentence under the `Current Design File` header and will read:

The current design is a (template created design based on <template name> and named <current Express design name>.
or
The current design is a manually (user) created design and named <current Express design name>.

The current designs file area also displays the folders and files used by the design that are not image files or the manifest.xml file. Within the `Current Design Files` region, the user can perform the following actions:

- Upload a manual design
- Activate the default design
- Upload files to the js, layout and styles directories
- Edit HTML, JavaScript and CSS files in the current design's js, layout and styles directories
- Delete files from the js, layout and styles directories
- Download a js, layout and/or styles directory or file
- Create a new directory

> ⛔ All of the actions above, except downloading files, will cause the current Express design to be set to a manual Express design. What this means is that any changes made in the `Create a Design` sub tab will cause the files shown in the `Manage Designs` sub tab to be overwritten. See Manual vs Template Design Type for more information.

Upload a Manual Design

The `Manage Designs` sub tab allows a teacher to upload a manually developed Express design.

Prepping an Express Design for Upload

Your Express design folder should look similar to the screen shot below.
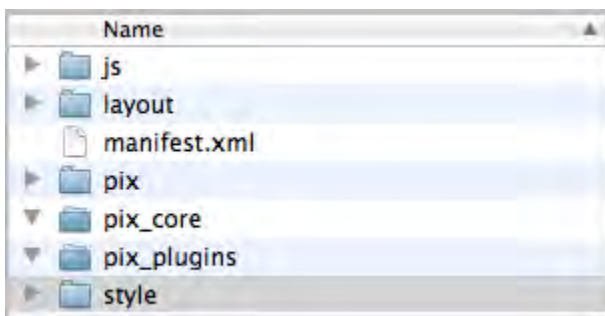
A design must be in a zipped format with the .zip file extension to be accepted when manually uploading a design.

Follow the appropriate directions below for your operating system to zip up the Express design's directory.

Windows

To zip up an Express design in Windows, follow these steps:

1. Select the *js* (optional), *layout*, *style*, *pix*, *pix_core* (optional), *pix_plugins* (optional) directories and the manifest.xml file
2. Right-click on one of the directories
3. Select the *Send to* menu item
4. Select the *Compressed (zipped) folder* sub menu
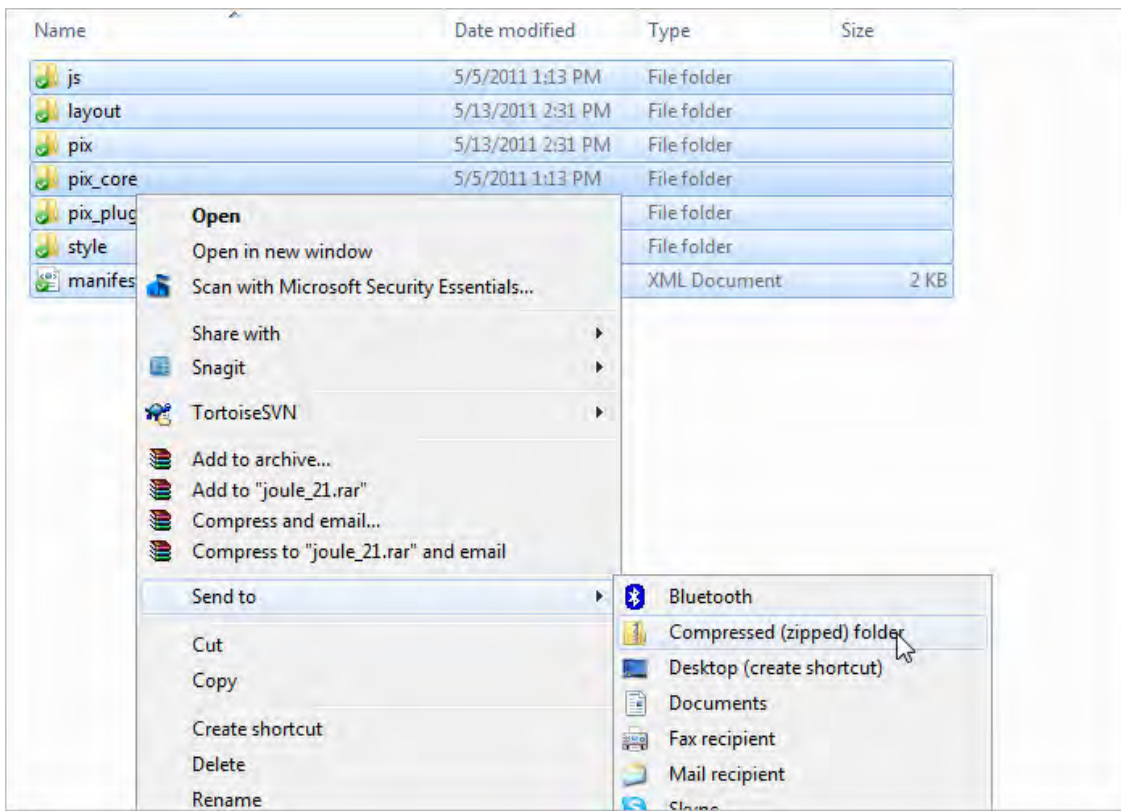
This will create a ZIP file for your Express design called "layout.zip." Feel free to rename this file.

Mac OS X

To zip up an Express design in Mac OS X, follow these steps:

1. Select the *js* (optional), *layout*, *style*, *pix*, *pix_core* (optional), and *pix_plugins* (optional) directories
2. Right-click on one of the directories
3. Select the *Compress 4 items* menu item
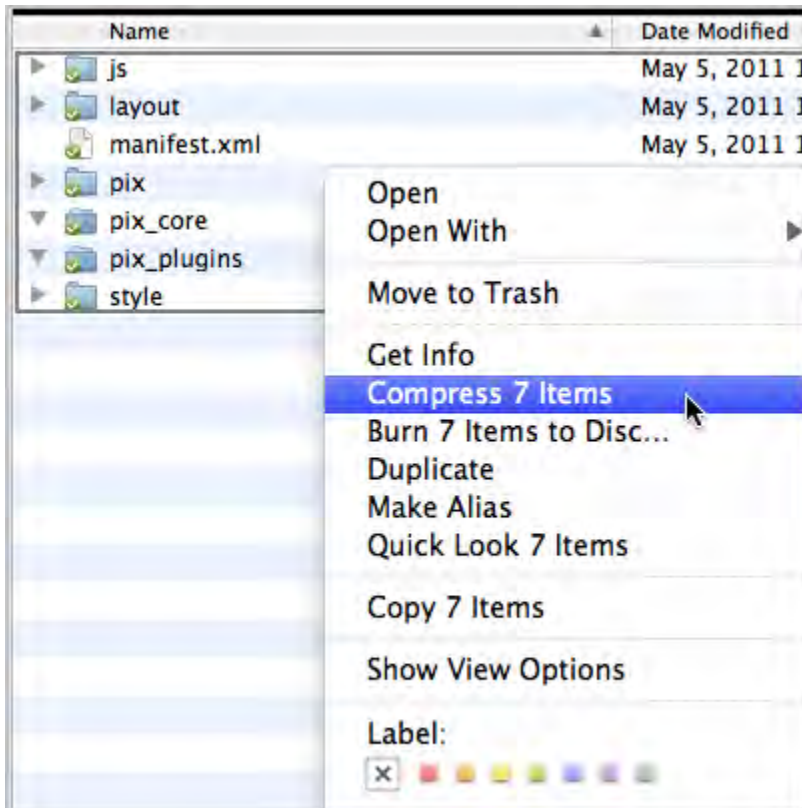
This will create a ZIP file for your Express design called "Archive.zip." Feel free to rename this file.

Uploading the Express Design

To upload the Express design, follow these steps:

1. Navigate to your Moodlerooms site
2. Navigate to the location (site, category or course) you want to use the Express design in
3. Click on the *Manage Designs* link of the Express block for the location

Express

- Create a Design
- Manage Designs
- Menus
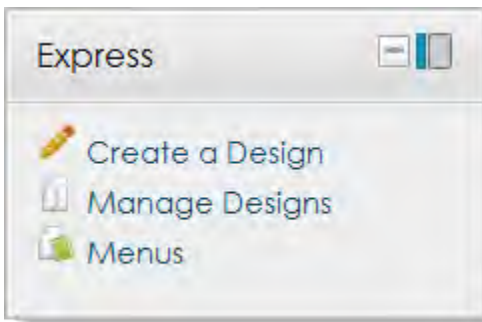
4. Click on the *Upload a manual design* button

Upload a design   Activate the default design

Directory listing for **moodledata/express/design/286/**

Select All / None   With selected...

Design Backup Files

Below is a list of all Express design backups that have been created. The backup of the c
bold. You have the option to delete, download or activate any of the backups. Activiati
design for the current site, course or category. Setting a backup to a current design will r
design.

5. Assign a name for the design in the *Design backup name* field. The name must be unique.
6. Click the *Choose a file...* button to access the file browser

Upload a File

Design backup name   conduitcourse0

File   Choose a file...

No files attached

Save changes   Cancel
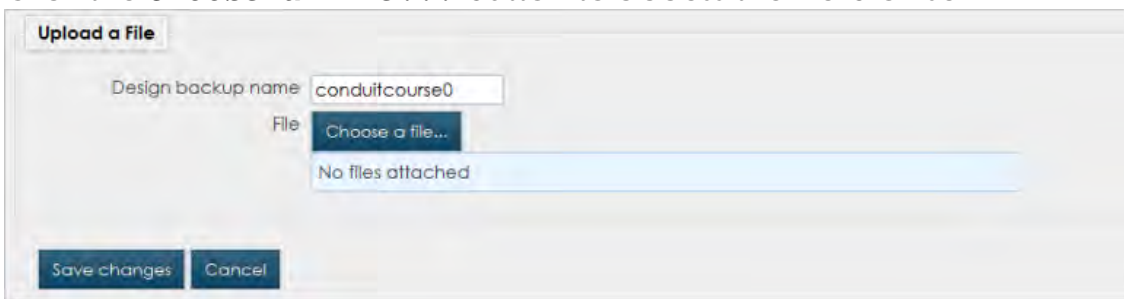
7. Select *Upload a file*

8. Click the *Browse* button
9. Locate the ZIP file you'd like to upload
10. Click the *Upload this file* button
11. Click the *Upload* button

The Express design will be uploaded to your site, category or course and set as the current design. You should now see your new Express design.

Current Design Files

The current design is a template created design based on the topslide template and named conduitcourse0.

Below is a listing of directories and files that have been created for the current design. Each file can be downloaded, deleted and edited. Editing any of these files or adding new files will mark the design as a manual design. Changes in the *Create a Design* screen will overwrite these files. Each folder can be deleted, and downloaded. You can upload files and create sub-directories in the directory. Uploading a zip fill will cause all files in that zip to be extracted to the folder. Uploading, creating a new directory or deleting folders will cause the design to be set as a manual design.

[Upload a design] [Activate the default design]

Directory listing for **moodledata/express/design/286/**

- js
- core.js
- layout
- embedded.html
- flexpage.html
- frontpage.html
- general.html
- login.html
- menu.html
- print.html
- style
- core.css

Select All / None [With selected... ▾]

Design Backup Files

Below is a list of all Express design backups that have been created. The backup of the currently active design is highlighted in bold. You have the option to delete, download or activate any of the backups. Activiating a backup file makes it the current design for the current site, course or category. Setting a backup to a current design will revert all changes to the current design.

Directory listing for **moodledata/express/backups/286/**

- **conduitcourse0.zip**

Select All / None [With selected... ▾]

Activate the Default Design

Sometimes a user wants to start over from the base Express template and clear out the current design. This is done via the `Activate the default design` button.

To activate the default design and replace the current design, follow these steps:

1. Navigate to the `Manage Designs` sub tab
2. Click the `Activate the default design` button

Current Design Files

The current design is a template created design based on the topslide template and named conduitcourse0.

Below is a listing of directories and files that have been created for the current design. Each file can be downloaded, deleted and edited. Editing any of these files or adding new files will mark the design as a manual design. Changes in the *Create a Design* screen will overwrite these files. Each folder can be deleted, and downloaded. You can upload files and create sub-directories in the directory. Uploading a zip fill will cause all files in that zip to be extracted to the folder. Uploading, creating a new directory or deleting folders will cause the design to be set as a manual design.

Upload a design   Activate the default design

Directory listing for **moodledata/express/design/286/**

- js
- core.js
- layout
- embedded.html
- flexpage.html
- frontpage.html
- general.html
- login.html
- menu.html
- print.html
- style
- core.css

Select All / None   With selected...

Design Backup Files

Below is a list of all Express design backups that have been created. The backup of the currently active design is highlighted in bold. You have the option to delete, download or activate any of the backups. Activiating a backup file makes it the current design for the current site, course or category. Setting a backup to a current design will revert all changes to the current design.

Directory listing for **moodledata/express/backups/286/**

- **conduitcourse0.zip**

Select All / None   With selected...

3. Confirm that you want to activate the default design

Are you sure you want to activate **default** as your current design?

Continue   Cancel

4. Click the `Continue` button

⚠️ Activating default does not delete backups
Activating the default design does not remove any design backups that you have created, which means you can activate one of the backups and revert back to a previous design, if desired. See Activate design backup for more information on activating a design backup.

Upload File to the JavaScript, Layout and Styles Directories

Each directory in the *Manage Designs* sub tab allows a user to upload an image file from the menu icon to the right of the directory's name. Uploading a file to a directory changes the design type to "manual." See Manual vs Template Design Type for more information.

To upload a file to Express, follow these steps:

1. Navigate to the *Manage Designs* sub tab
2. Right click the menu icon to the right of the directory name

Directory listing for **moodledata/express/design/286/**

☐ 📁 js ☰
☐ 📄 cc **Delete**
☐ 📁 lay **Download**
☐ 📄 er **Upload a file**
☐ 📄 flexpage.html ☰ **New directory**

3. Enter a name for the *Design Backup Name* field. It is recommended that the name of the backup change in order to create a new backup file and keep the last backup version to revert to.

🚫 Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of a backup file

4. Click on *Upload a file*
5. Click the *Choose a File* button to access the file browser

Upload a File

Design backup name conduitcourse0

File Choose a file...

No files attached

Save changes Cancel

6. Select *Upload a file*

File picker ✕

View as icons   View as list

⇒ Recent files

Upload a file

Private files

Global Grid for Learning (GGfL)

Attachment: Choose File   No file chosen

Save as:

Author: Sarah Smith

Choose license: All rights reserved ▼

Upload this file

7. Click the *Browse* button
8. Select the file you want to upload
9. Click the *Upload this file* button
10. Click the *Upload* button

⚠ Files types
The *Manage Designs* sub tab only accepts for upload and displays the following file types:
- .css
- .dhtml
- .htm
- .html
- .js
- .txt

Edit HTML, JavaScript and CSS Files

Express allows a user to edit layout files directly within Joule without requiring the files to be downloaded. Only files in the *Manage Designs* sub tab can be edited in this way. Editing a file changes the design type to "manual." See Manual vs Template Design Type for more information.

To edit a layout, JavaScript or style file, follow these steps:

1. Navigate to the *Manage Designs* sub tab
2. Right click the menu icon to the right of the file name you want to edit
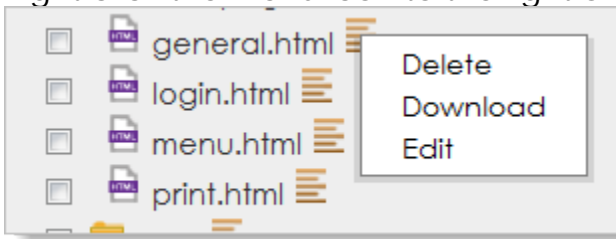
3. Select *Edit* from the menu
4. Enter a name for the *Design Backup Name* field. It is recommended that the name of the backup change in order to create a new backup file and keep the last backup version to revert to.

⛔ Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of a backup file

5. Edit the file text in the *File* field

Edit file

Design backup name: conduitcourse0

File:
```
<div id="page">
    <div id="wrapper">
    <!-- start of header -->
    <div id="page-header" class="page-header-home">
            <div id="page-header-top">
                    <div class="innerwrap" id="newregions">
            IFLOGGEDIN
                    <div id="lefttitle">
            <h2>%COURSEFULLNAME%</h2>
            %COURSESUMMARY%
                    </div>
                    <div id="righttitle">
            <div id="userleft">
              <a href="%WWWROOT%/my/">My home</a>
              <a href="%WWWROOT%/user/profile.php">My profile</a>
              <a href="%WWWROOT%/login/logout.php">Logout</a>
            </div>
            <img src="%PICBIGURL%" class="userpicture" width="80"
height="80" alt="%FISTNAME% %LASTNAME% Profile Picture" />
            </div>
            IFLOGGEDIN
            IFNOTLOGGEDIN
            <div id="dlogin" class="notloggedin2">
                    <form action="%WWWROOT%/login/index.php" method="post"
id="login" class="loginform">
                    <div class="c1 fld username">
                            <label for="login_username">Username</label>
                            <input type="text" value="" id="login_username"
name="username">
                    </div>
```

Save changes   Cancel

6. Click the `Save changes` button

Delete Files From the JavaScript, Layout and Styles Directories

There are two ways to delete a file or directory: using the menu to the right of the file or directory's name or using the `With selected...` drop-down menu. The `With selected...` drop-down menu allows you to delete multiple files or directories at once. Deleting a file and/or directory changes the design type to "manual." See Manual vs Template Design Type for more information.

To delete a file or directory using the menu, perform the following steps:

1. Navigate to the `Manage Designs` sub tab
2. Right click on the menu icon to the right of the file or directory name you want to delete

Directory listing for **moodledata/express/design/286/**

- js
  - Delete
  - Download
  - Upload a file
  - New directory
- flexpage.html

3. Select the *Delete* menu item
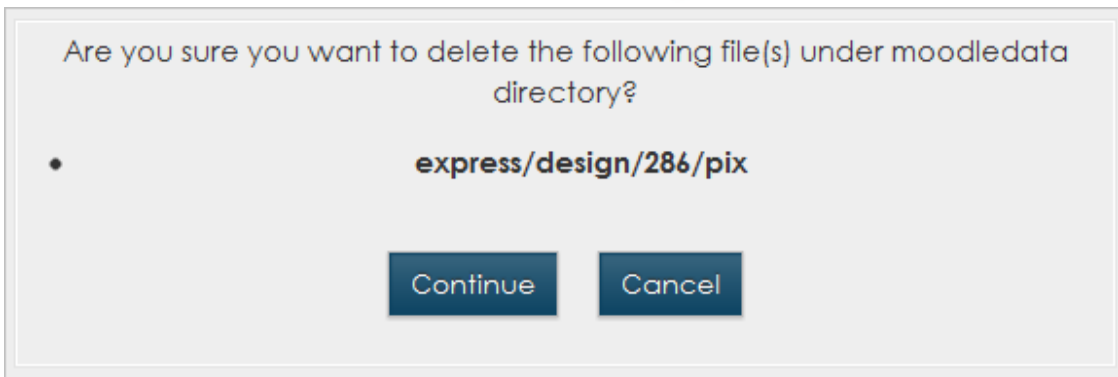4. Validate that the file(s) or directory(s) to be deleted are correct

Are you sure you want to delete the following file(s) under moodledata directory?

- **express/design/286/pix**

Continue   Cancel
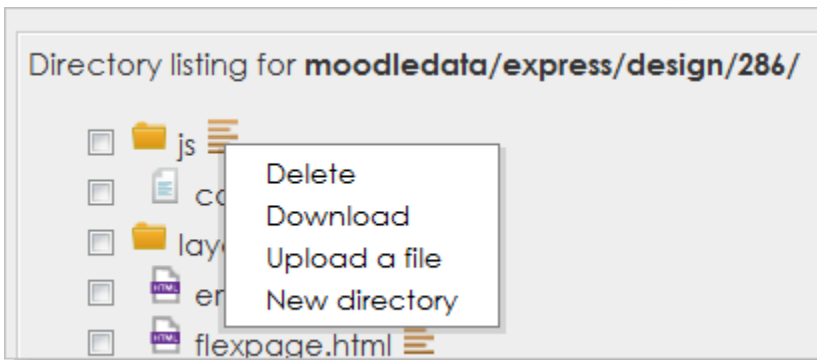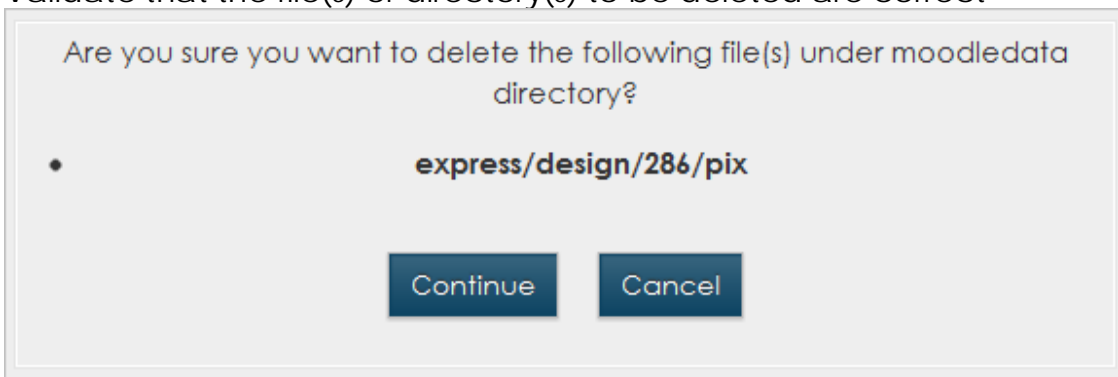
5. Click the *Continue* button on the confirmation page

To delete one or more file(s) or directory(s) at once, use the *With selected...* drop-down menu and follow these steps:

1. Navigate to the *Manage Designs* sub tab
2. Check the checkbox to the left of the file and/or directory name for each file(s) or directory(s) you want to delete
3. Select *Delete* from the *With selected...* drop-down menu

Select All / None   With selected...
                    With selected...
                    Delete
                    Download
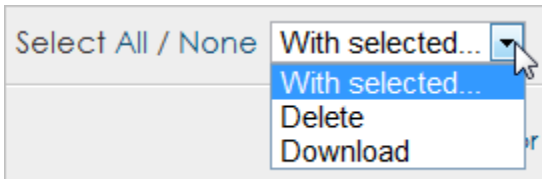
4. Validate that the file(s) or directory(s) to be deleted are correct

5. Click the *Continue* button on the confirmation page

Download a JavaScript, Layout, and/or Styles Directory or File

There are two ways to download an Express js, layout and/or styles directory or file that has been created for the design. The first is via the menu icon to the right of the file and/or directory name. The second way is with the *With selected...* drop-down menu. The *With selected...* drop-down menu is used to download multiple files and/or directories at once and will compress all of the files and directories into one ZIP file for download.

To download a single file or directory using the menu to the right of the file or directory name, perform the following steps:

1. Navigate to the *Manage Designs* sub tab
2. Right click on the menu icon to the right of the file or directory name you want to download

3. Select *Download* from the menu

A ZIP file will be downloaded to your desktop automatically. Depending on your browser settings, you may be asked to open the file or choose where you would like to download the file.

To download one or more file(s) and/or directory(s) using the `With selected...` drop-down menu, perform the following steps:

1. Navigate to the *Manage Designs* sub tab
2. Click the checkbox to the left of the file and/or directory name
3. Click on the `With selected...` drop-down menu
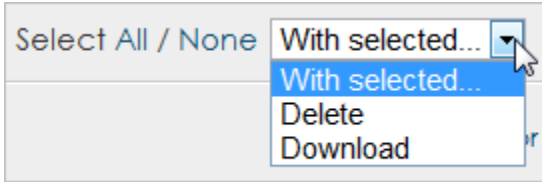
4. Select `Download` from the drop-down list

A ZIP file will be downloaded to your desktop automatically. Depending on your browser settings, you may be asked to open the file or choose where you would like to download the file.

Create a New Directory

The *Manage Designs* sub tab allows new directories to be created as sub directories of existing directories. To create a sub directory to upload files to, follow these steps:

1. Navigate to the *Manage Designs* sub tab
2. Right click on the menu icon to the right of the directory name you want to create a new directory in
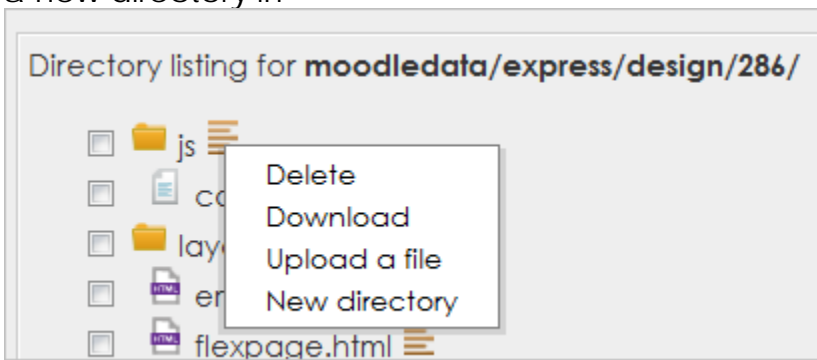
3. Enter a name for the *Design Backup Name* field. It is recommended that the name of the backup change in order to create a new backup file and keep the last backup version to revert to.

⛔ Only alphanumeric characters, underscores (_) and dashes (-) are accepted in the name of a backup file

4. Enter a name for the directory

Create a new directory

Design backup name conduitcourse0

Directory

Create a new directory   Cancel

5. Click the `Create a new directory` button

Design Backup Files

The Design backup files area displays all of the compressed versions of the Express designs that have been created or uploaded to the site. Express creates a new backup when the name field is changed in any of the Express design forms, including Create a Design, Edit a file, and Upload a design. The backup file that is currently being used is highlighted in bold in the listing. If a file has the text Joule_upgrade<version> then this backup file was created by the Express upgrade process during a release of Joule. An Express design based on a template is recreated during a Joule release if there have bug fixes or new features added to an Express template. You can revert the changes by selecting the Express backup file with the same file name when the Joule_upgrade <version> text is removed.

With the `Design backup Files` region, the user can perform the following actions:

- Activate a design backup file
- Delete a design backup file(s)
- Download a design backup file(s)

Activate a Design Backup File

Sometimes a user wants to change the design to a previously created Express design.

This is done via the *Activate backup* menu item in the menu icon to the right of the backup file name. To activate a design backup file and change the current design, follow these steps:

1. Navigate to the *Manage Designs* sub tab
2. Right click on the menu icon to the right of the backup file name you want to activate

Directory listing for **moodledata/express/backups/286/**

☐ 🗋 **conduitcourse0.zip** ☰   Delete
                                    Download
                                    Activate backup

Select All / None   With selected...
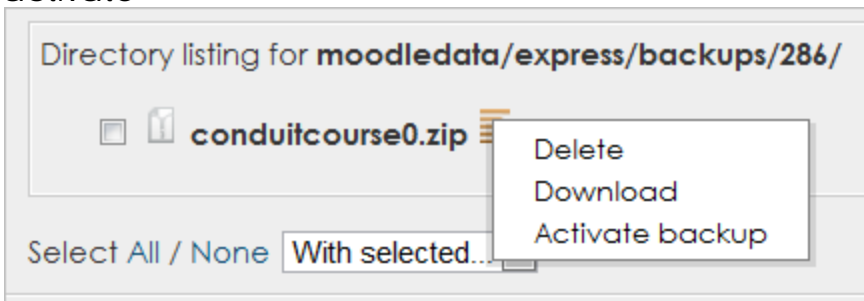
3. Select the *Activate backup* menu item
4. Validate that the backup file is the one you want to activate

Are you sure you want to activate **conduitcourse0.zip** as your current design?

Continue   Cancel
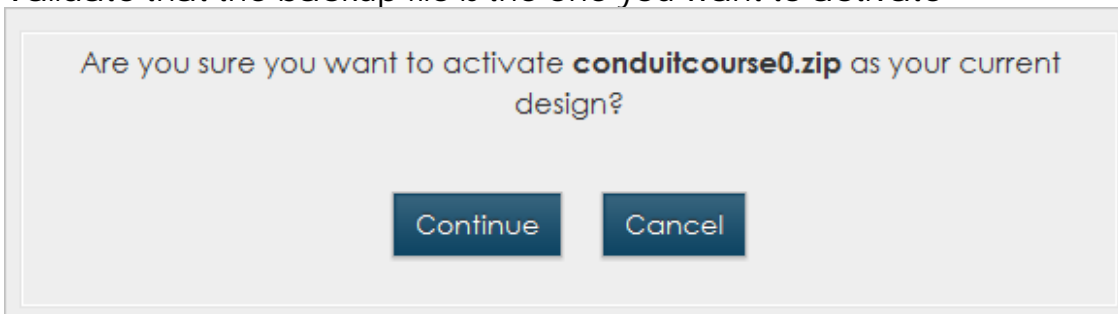
5. Click the *Continue* button on the confirmation page

> ℹ **Note**
> In order to change to another design, the backup file for that design must exist on the system. If the backup file is not listed in the *Manage Designs* sub tab, then Express cannot activate that backup design. Express also doesn't version designs – it is instead recommended that the *Design backup name* changes when a user wants to save a copy of a design for later use.

Delete a Design Backup File(s)

There are two ways to delete a backup file: by using the menu to the right of the backup file name or using the *With selected...* drop-down menu. The *With selected...* drop-down menu allows you to delete multiple backup files at once.

To delete a backup file using the menu, perform the following steps:

1. Navigate to the `Manage Designs` sub tab
2. Right click on the menu icon to the right of the backup file name that you want to delete

Directory listing for **moodledata/express/backups/286/**

☐ 📘 **conduitcourse0.zip** ≡

Delete
Download
Activate backup

Select All / None With selected...
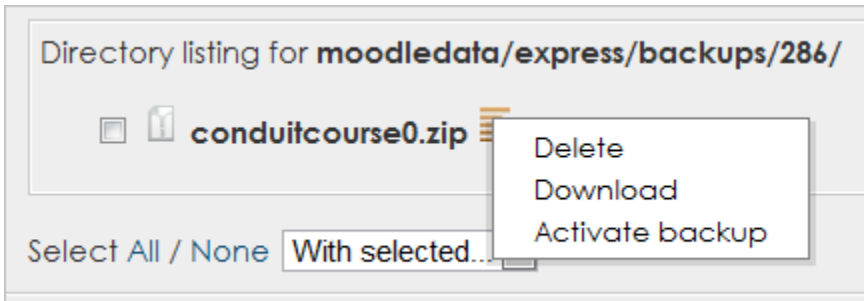
3. Select the `Delete` menu item
4. Validate that the backup file to be deleted is correct

Are you sure you want to delete the following file(s) under moodledata directory?

• **express/design/286/pix**

[Continue]   [Cancel]
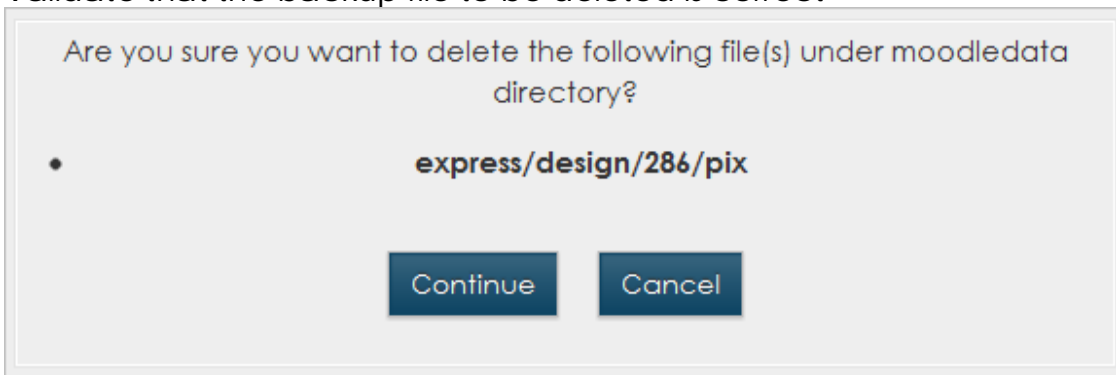
5. Click the `Continue` button on the confirmation page

To delete one or more backup file at once, use the `With selected...` drop-down menu and follow these steps:

1. Navigate to the `Manage Designs` sub tab
2. Check the checkbox to the left of the backup file name for each backup file you want to delete
3. Select `Delete` from the `With selected...` drop-down menu

Select All / None With selected... ▼

With selected...
Delete
Download
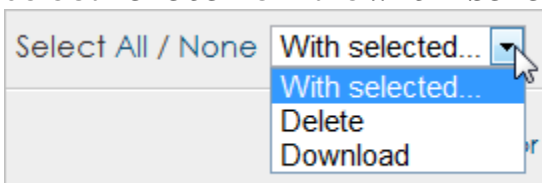
4. Validate that the backup file(s) to be deleted are correct

Are you sure you want to delete the following file(s) under moodledata directory?

- express/design/286/pix

Continue   Cancel

5. Click the *Continue* button on the confirmation page

Download a Design Backup File(s)

There are two ways to download an Express backup file(s) that has been created for the design. The first is via the menu icon to the right of the backup file name. The second is using the *With selected...* drop-down menu. The *With selected...* drop-down menu is used to download multiple backup files at once and will compress all of the backup files into one ZIP file for download.

To download a single backup file using the menu to the right of the file or directory name, perform the following steps:

1. Navigate to the *Manage Designs* sub tab
2. Right click on the menu icon to the right of the backup file name you want to download
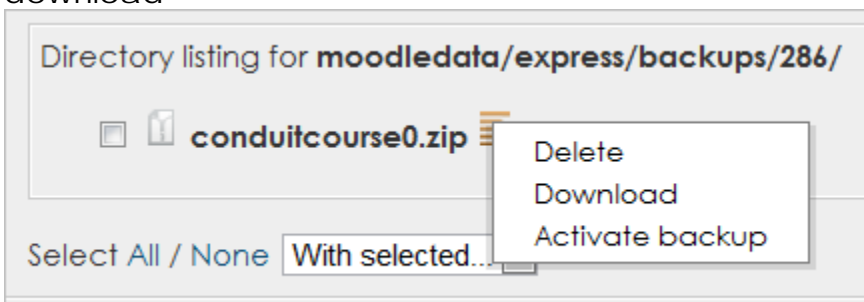
Directory listing for **moodledata/express/backups/286/**

☐ 🗋 **conduitcourse0.zip**
         Delete
         Download
         Activate backup

Select All / None   With selected...

3. Select *Download* from the menu

A ZIP file will be downloaded to your desktop automatically. Depending on your browser settings, you may be asked to open the file or choose where you would like to download the file.

To download one or more backup files using the *With selected...* drop-down menu,

perform the following steps:

1. Navigate to the *Manage Designs* sub tab
2. Click the checkbox to the left of the backup file name
3. Click on the *With selected...* drop-down menu
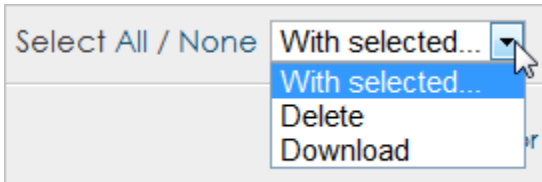
4. Select *Download* from the drop-down list

A ZIP file will be downloaded to your desktop automatically. Depending on your browser settings, you may be asked to open the file or choose where you would like to download the file.

Menus

Express menus are used to display navigational menus in an Express design. Not all designs or templates support menus. The *Menus* tab will display a red warning if the design that is currently being used does not support Express menus.

> ⚠ The Custom JavaScript block setting must be set to "header" or "footer" for Express menus to work.

> ⛔ Warnings will appear if the Express block has been configured to use the site menus for all locations or at the site only. A warning will also appear if the current design doesn't have the %PAGETABS% or %EXPRESSMENU% variables in any layout files.

To create a menu:

1. Enter the menu structure text that is described in Structure to Create Express Menus
2. Click the *Save changes* button

Express attempts to determine if your menu syntax is correct. If an error is found, you will see a red error message indicating a problem, and your menus will not be saved.

Edit Menu

Menu Items

```
Communication | #communication
-360° | http://360.yahoo.com
-Alerts | http://alerts.yahoo.com
-Avatars | http://avatars.yahoo.com
-Groups | http://groups.yahoo.com
-Internet Access | http://promo.yahoo.com/broadband/
-PIM | #
--Yahoo! Mail | http://mail.yahoo.com
--Yahoo! Address Book | http://addressbook.yahoo.com
--Yahoo! Calendar | http://calendar.yahoo.com
--Yahoo! Notepad | http://notepad.yahoo.com
-Member Directory | http://members.yahoo.com
-Messenger | http://messenger.yahoo.com
-Mobile | http://mobile.yahoo.com
-Flickr Photo Sharing | http://www.flickr.com
Information | #information
-Downloads | http://downloads.yahoo.com
-Finance | http://finance.yahoo.com
-Health | http://health.yahoo.com
-Local | http://local.yahoo.com
-Maps & Directions | http://maps.yahoo.com
-My Yahoo! | http://my.yahoo.com
-News | http://news.yahoo.com
-Search | http://search.yahoo.com
-Small Business | http://smallbusiness.yahoo.com
-Weather | http://weather.yahoo.com | _self
Google Apps
-Docs | http://docs.site.com | _blank
-Mail | http://mail.site.com | _blank
%MYCOURSESYUI%
```

Save changes   **Cancel**

Structure to Create Express Menus

Express menus follow the structure of Moodle 2.0's theme menu item, with one menu item per line, allowing for an infinite number of menus and sub-menus. This structure uses the following fields:

- level: Denoted by a dash (-) . The menu's title has no dash, and every sub-menu adds a dash. For example, a level 3 menu would have three dashes and requires a menu above it.
- name: The label used for the menu or link
- url: The URL to which the label is linked
- target: (optional) The link target is to be used when opening this link. Should be one of the valid options from the target attribute at http://www.w3schools.com/tags/tag_a.asp. This is usually _blank or _self. _self is used as the default.

Express variables, like %MYCOURSESYUI%, can be used within an Express menu, and the variable will be replaced with the dynamic Moodle data.

Fields are separated by a pipe or |. A basic menu with a sub-menu and a sub sub-menu would look like:

> Express menu structure

Example Menu Code:

Below is a robust example of a series of menus, sub-menus and sub sub-menus using all the fields in a menu, as well as the %MYCOURSESYUI% Express variable. If you need help with menus, copy this code directly into your Express menu to use it as a template.

> Example Express menu

The example above produces menus like the following:
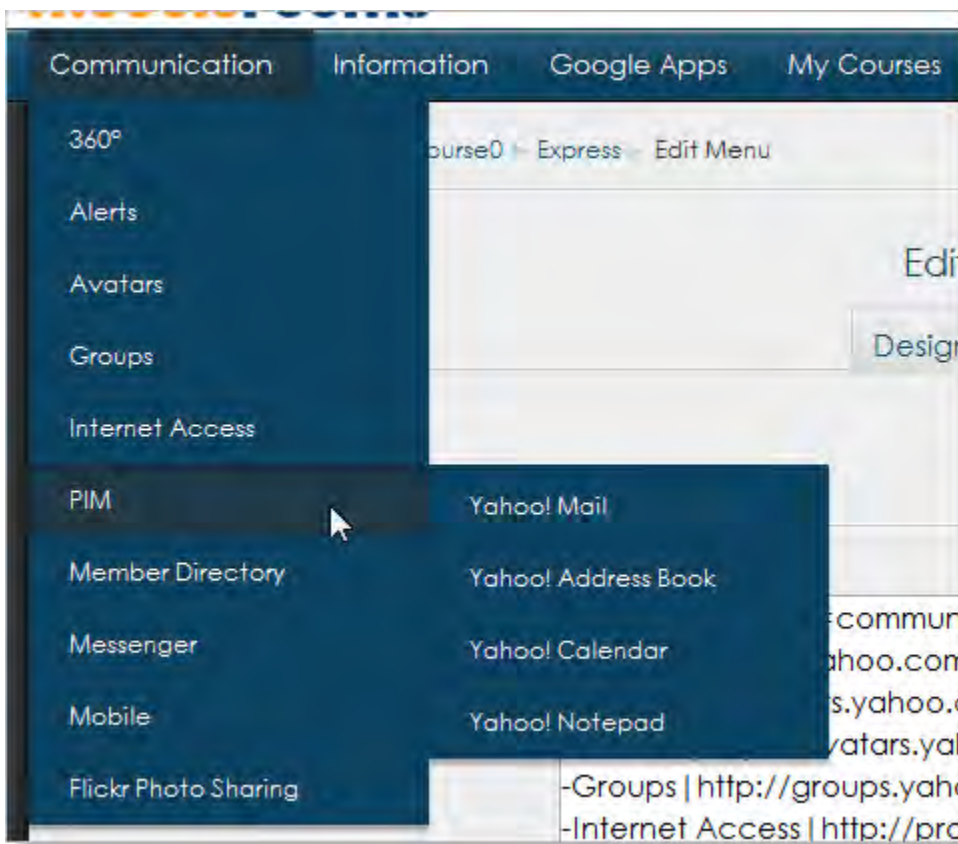
Manual (User Created) vs. Template Design Type

It is recommended that, once manual (user) changes have been made to a design (any action except download in the `Manage Designs` sub tab is a manual action), the user continues to make manual edits to the design. Please note that manual designs will not be updated by Moodlerooms if CSS changes are made to the design's base template to fix any UI bugs. These changes will have to be applied by a client and Moodlerooms will attempt to document all changes to the CSS for Moodlerooms developed templates.

3.1. Flexpage Navigation

3.1.1. Overview

The Flexpage menu block is a helper block that is used by the Flexpage course format to display Flexpage menus. The Flexpage Menu block is required for the Flexpage course format to work properly. The Flexpage Menu block replaces the Joule 1 page module in Joule 2.

3.1.1.1. Related Features

- Flexpage Course Format Manual
- Flexpage Activity Block Manual

3.1.2. Teacher Documentation

The Flexpage Menu block cannot be directly added to a course page as a block, it must be added through the Flexpage action Add menu via `Add > Add existing menu` link.

3.2. Flexpage Activity

3.2.1. Overview

The Flexpage Activity block is a helper block for the Flexpage course format and is required for Flexpage to work properly. The block determines how activities added to a Flexpage are displayed. The Flexpage Activity Block in Joule 2 is a replacement for the Page module block in Joule 1.

3.2.1.1. Related Features

- Flexpage Course Format Manual
- Flexpage Menu Block Manual

3.3. Grade Submissions

3.3.1. Overview

The grade submission block is a generalized block that can be used to set midterm and final grades for a course. These grades are intended to be snapshots of the course total grade in the Joule Gradebook and passed to an external system. Currently this block works with the Campus Vue integration block to submit grades for processing by the Campus Vue Integration block.

3.3.1.1. Related Features

- Campus Vue Integration Block

3.3.2. Teacher Documentation

In order to submit a snapshot of a student's current course total grade to be processed by an external system a teacher must first add the grade submission block to the course. This is done by selecting the *Grade Submission* block from the drop-down in the *Add block* block. The grade submission block will then appear:
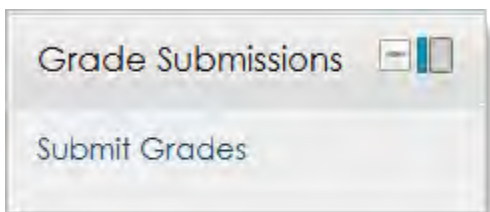
From here a teacher clicks the *Submit Grades* link when they want to submit one or more student grades for processing by an external system. The submit grade form is displayed:

Submit Grades ⓘ

Populate with course grade... ▾

First name / Surname ▲	Current Grade	Midterm 1	Final Grade
Clyde Cole	29.50 (F)	F	F
Jack Cole	-		
Michelle Cox	-		
Brian Doe	-		
Morgan Ford	100.00 (A)	A	A
Betty Foster	-		

Submit Grades

Grader Report

The submit grades form displays the following information:

- Populate with course grade drop-down: This drop-down is used to populate one of the midterm grades or final grade with the current grades the students have.
- Submit Grades table: This table displays the user's first and last name, their current course total grade from the Joule Gradebook, one to six midterm grade columns and a final grade column.
- Grader report link: This link brings the user to the Joule Gradebook.

To submit a grade a teacher must enter the grade in the submit grades table for the grade column and student row they wish to submit. Depending on the administrative configuration there will be 1 to 7 gradable columns. There will be 0 to 6 midterm grade columns which depend on the administrator to setup and there will always be a final grade column. A teacher can either manually enter a letter grade into the grade field for a grade type and a student or they can use the *Populate with course grade* drop-down to place the student's current course total grade into the grade column for

all students with a course total grade. The current grade column informs the teacher what grade will be copied into when the *Populate with course grade* drop-down is used.

> ℹ️ Only letter grades can be submitted for processing. Any other value not in the course's letter tab (found by going to Course Administration > Grades > letter tab) will produce and error.

Once all the grades the teacher wishes to submit to the external system are added, click the *Submit Grades* button to submit the grades for processing. Depending on the blocks site settings a teacher may or may not change a grade after it has been sent, please speak to your Site administrator to determine how they have configured the block on your site.

3.4. ILP Integration

3.4.1. 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.

3.4.2. 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.
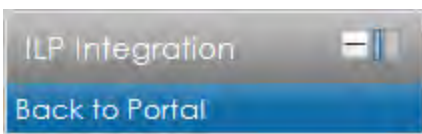
3.4.3. Teacher Documentation

The ILP (Intelligent Learning Platform) Integration block looks like the following to a teacher in a course:
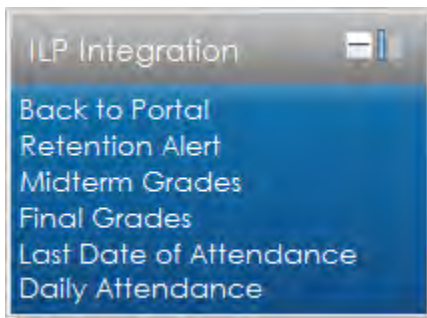
Each link in the block provides the teacher with access to a feature of the Intelligent Learning Platform.

3.4.3.1. Back to Portal

The `Back to Portal` link provides a direct link back to the Intelligent Learning Platform site collection home page, where users are redirected to their constituency home page. This links displays to students as well.

3.4.3.2. Retention Alert

The `Retention Alert` page displays a listing of all students with a link that goes to the `Contribute Retention Info` page in the Intelligent Learning Platform's WebAdvisor.

Retention Alert ⓘ

Separate groups: All participants

First name / Last name ▲	
User Create0	Retention Alert
User Create1	Retention Alert
User Create2	Retention Alert
User Create3	Retention Alert
User Create4	Retention Alert
User Create5	Retention Alert
User Create6	Retention Alert
User Create7	Retention Alert
User Create8	Retention Alert
User Create9	Retention Alert

If a teacher identifies a potential problem based on assignment scores or attendance, the teacher can click that link to contribute retention information.

Contribute Retention Info ✕

* = Required

Retention Case for Michael Johnson

Type of Issue* ▾

Summary* [   ]

Detailed Notes* [   ]

Did you contact this student?   Check Any that Apply

In person	☐
E-mail	☐
Phone	☐
Fax	☐
IM (Instant Message)	☐

> ℹ **Note**
> This feature is available only if you have licensed the optional Student Retention Alert module.

A retention alert is a feature of the Intelligent Learning Platform and is configured and sent through the Intelligent Learning Platform, not Joule.

3.4.3.3. Midterm Grades

The `Midterm Grades` page allows a teacher to submit up to six midterm grades (depending on the site settings for the block) for each student in the course as well as the student's last date of attendance or if the student has never attended the course, just like with the `Last Date of Attendance` page.

The `Populate with course grade...` drop-down menu can be used to automatically populate any of the midterm grades with the current course grade as seen in the `Current Grade` column. Otherwise, the teacher can manually enter a letter grade in each midterm column for the student. Once the teacher has entered all the data for the students, clicking the `Submit Grades` button will mark the grades and last date of attendance for import into Datatel Colleague.

> ℹ️ Grade Validation
> When the teacher clicks `Submit Grades`, the entered grades are checked against both the Moodle grade letters table and the ILP blocks list of additional grade letters. If a submitted grade is not found in either place, an error message is displayed immediately.

3.4.3.4. Final Grades

The `Final Grades` page allows a teacher to submit the student's final grade for the course.

The *Populate with course grade...* drop-down menu can be used to automatically populate any of the midterm grades with the current course grade as seen in the *Current Grade* column. Otherwise, the teacher can manually enter a letter grade in each midterm column for the student. The *Expire Date* column is used to set the grade for the student to expire in Colleague. It is recommended that this only be used for incomplete grades. Once the teacher has entered all the data for the students, clicking the *Submit Grades* button will mark the grades, expire date and last date of attendance for import into Colleague.

> ℹ **Grade Validation**
> When the teacher clicks the *Submit Grades* button, the entered grades are checked against both the grade letters table and the list of additional grade letters. If a submitted grade is not found in either place, an error message is displayed immediately.

> ℹ **Locked grades**
> The site administrator can configure the ILP Integration block to lock the final grades after the teacher has submitted them. If this is configured, the teacher will be unable to change the student's final grade after submission and the *Final Grades* tab will display the submitted grades to the teacher from then on.

3.4.3.5. Last Date of Attendance

The *Last Date of Attendance* page displays a list of all students in the course with a field that allows the teacher to enter a last date of attendance for a student or indicate that the student never attended the class. It also displays a link to create a retention alert just like with the *Retention Alert* page.

Last Date of Attendance ⓘ
Separate groups: All participants

First name / Last name ▲	Last Date of Attendance	Never Attended	
User Create0		☐	Retention Alert
User Create1		☐	Retention Alert
User Create2		☐	Retention Alert
User Create3		☐	Retention Alert
User Create4		☐	Retention Alert
User Create5		☐	Retention Alert
User Create6		☐	Retention Alert
User Create7		☐	Retention Alert
User Create8		☐	Retention Alert
User Create9		☐	Retention Alert

Submit LDA

Grader Report

3.4.3.5.1. Mark Last Attendance Dates for Import into Colleague

To mark the last attendance dates for import into Colleague, follow these steps:

1. Add a date in the format required by the site settings for the block (MM/DD/YYYY, DD/MM/YYYY, or YYYY/MM/DD) to the text field in the *Last Date of Attendance* column or check the checkbox in the *Never attended* column of the page for each student you wish to submit data for.
2. Click the *Submit LDA* button.

> **ⓘ** Date Format
> If the teacher enters the date in a format that doesn't match the site settings for the block, then an error will appear at the top of the page. The error will instruct the teacher as to the proper date format to use.

3.4.3.6. Daily Attendance

The *Daily Attendance* link goes to an attendance form in WebAdvisor. The behavior depends on whether the Colleague course section uses the positive attendance method for funding accounting, as specified in the *Funding Acctg Method* field on the *Section Financial Info (SFIN)* form:

- If the course does not use positive attendance, the link is to the *Attendance Calendar* form in WebAdvisor.
- If the course does use positive attendance, then the link is to a menu in WebAdvisor where the user can access either the *Attendance Calendar* form or the *Attendance Hours* form.

Attendance Calendar ✕

Section Name and Title

MATH-234-001 - Linear Algebra

Meeting Information 01/20/2010-05/14/2010 Lecture Monday, Wednesday, Friday 09:00AM - 09:50AM, Carmichael Hall, Room 204

Month	Moday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
January							
			Wed 01/20/10		Fri 01/22/10		
	Mon 01/25/10		Wed 01/27/10		Fri 01/29/10		
February							
	Mon 02/01/10		Wed 02/03/10		Fri 02/05/10		
	Mon 02/08/10		Wed 02/10/10		Fri 02/12/10		
			Wed 02/17/10		Fri 02/19/10		
	Mon 02/22/10		Wed 02/24/10		Fri 02/26/10		
March							
	Mon 03/01/10		Wed 03/03/10		Fri 03/05/10		
	Mon 03/08/10		Wed 03/10/10		Fri 03/12/10		
	Mon 03/15/10		Wed 03/17/10		Fri 03/19/10		
	Mon 03/22/10		Wed 03/24/10				

Done

3.4.3.7. ST Gradebook

The site administrator can choose to have teachers submit students' grades and last date of attendance in the *ST Gradebook* in WebAdvisor. If the site administrator has set this feature, then the ILP Integration block will display the *ST Gradebook* link instead of the *Midterm Grades*, *Final Grades* and *Date of Last Attendance* links.

ILP Integration

Back to Portal
Retention Alert
ST Gradebook
Daily Attendance
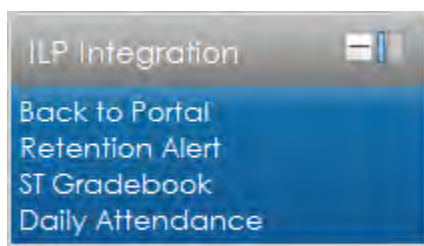
Once the teacher clicks on the *ST Gradebook* link, they will be forwarded to WebAdvisor to enter grades and see a screen similar to below:

3.5. Joule Mobile

3.5.1. 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.

3.5.2. 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.

3.6. Joule Synchronous Instant Meeting

3.6.1. 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.

3.6.2. Benefits

The benefits of the Joule Synchronous Instant Meeting block are:

1. Easy to create instant synchronous sessions that allow users to:
   a. Screen share
   b. Chat
   c. Voice Chat
   d. Video Chat
   e. Share documents
2. Recording of meetings
3. Viewing of expired sessions recordings to allow other students to gain the benefits of an impromptu student teacher conversation.
4. Easy presentation recording that can be shared with student.

3.6.3. User Documentation

3.6.3.1. 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.
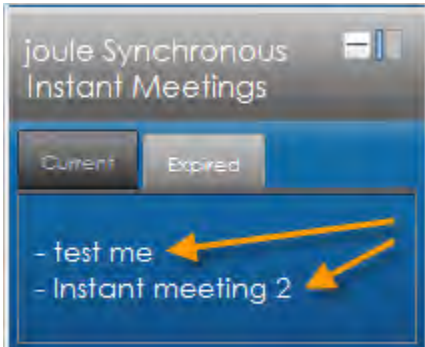
The Joule Synchronous instant meeting has 3 views depending upon if the host has joined and if there are seats available. The screens are:

1. The host has joined
2. No seats available

3.6.3.1.1. 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.

3.6.3.1.2. 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.

3.6.3.1.3. 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.

3.6.3.2. 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.
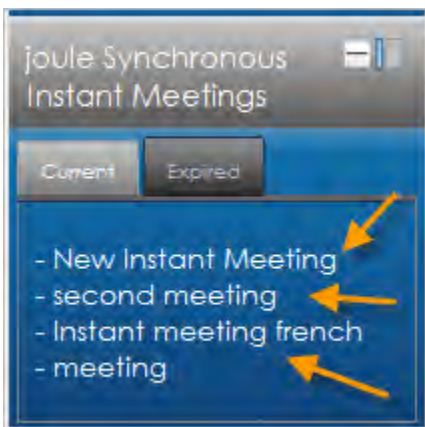
An expired meeting will display the date and time the meeting happened, who attended the meeting and links to view a recording of the meeting.

3.6.3.3. 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.
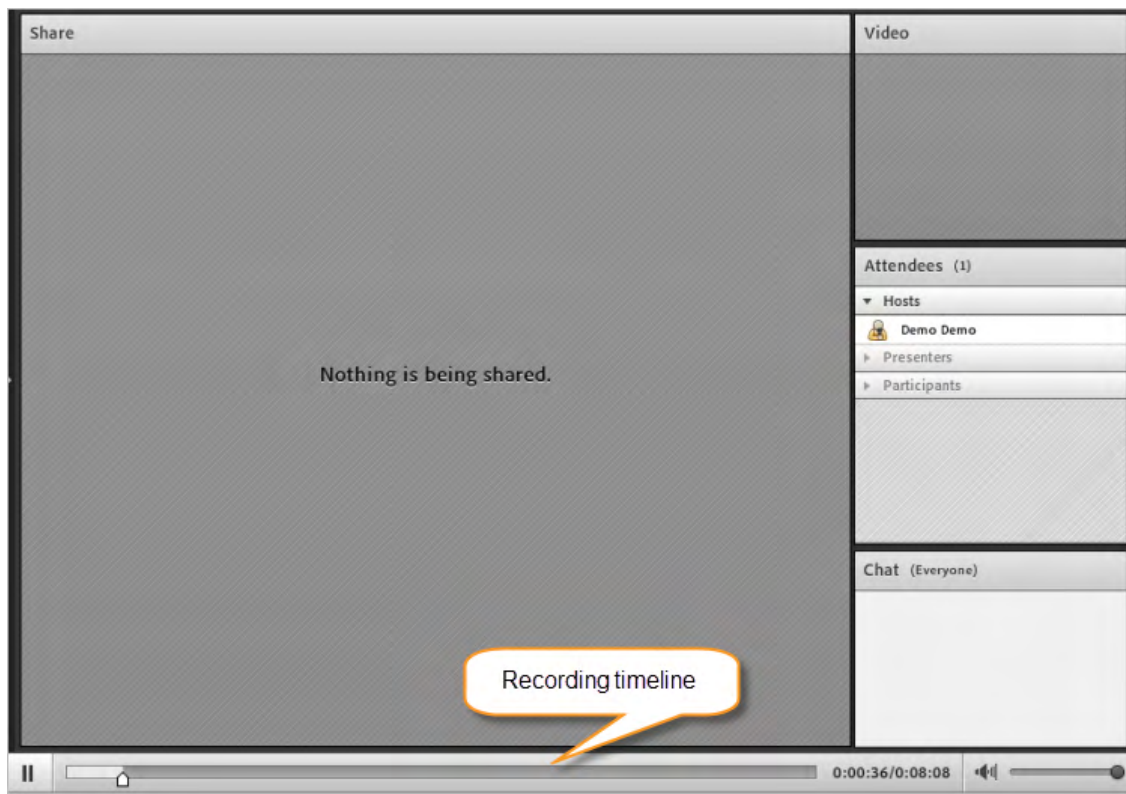
3.6.4. Teacher Documentation

3.6.4.1. Create an instant meeting

To create an instant meeting the teacher must:

1. Click on the `Create` tab in the Joule Synchronous Instant Meeting block
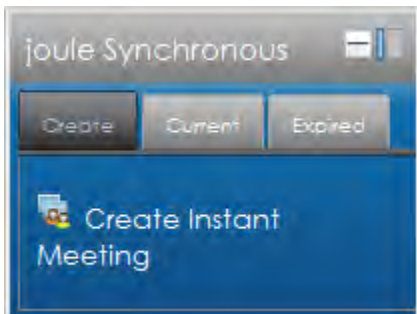
2. Click on the `Create Instant Meeting` link
3. Add a Joule Synchronous name and description

4. Adjust the number of seats
5. Adjust the language
6. Adjust the invitation type
7. Save the form

3.6.4.2. Instant Meeting Settings

3.6.4.3. General

- Joule Synchronous Name: The name of the Joule Synchronous session that is displayed in the course, grade book and when viewing the Joule Synchronous meeting. There is a maximum of 45 characters allowed in the name of the meeting. Joule Synchronous also adds a unique ID to the end of the meeting name.
- Introduction: The introduction text that appears below the activity title when a user is viewing the activity. This is limited to 1,000 characters, including HTML characters.

3.6.4.4. Meeting

- Start time: The date and time that the meeting starts
- Duration: How long the meeting will last. Once the duration is met, the meeting's seats will be open for other meetings.
- Seats: The number of seats that the meeting is expected to use. This counts against the total capacity for the site if using a seminar room license.

> A teacher in the session takes up a seat. Always invite one more than the number of students you wish to attend the session in order to have adequate seats.

- Conflict Status: This field displays whether the start time, duration and number of seats taken as a whole are in conflict with another meeting. For named organizers, there will be a conflict only if another meeting has been created by this user within the given time period.
- Language: This sets the language that the menus and interface information within the meeting will be displayed in. The current supported languages are:
    - English
    - Spanish
    - French
    - Italian
    - German
    - Dutch
    - Portuguese
    - Turkish
    - Polish
    - Japanese
- Access: This determines the type of meeting. Currently, only private meetings are allowed. This means the meeting is not displayed within the Joule Synchronous site, but is displayed within the course. It also means that only users that have been invited to the meeting can join.
- Invite: This determines which users will be able to access the meeting.
    - All Users in the Course (default) - All users enrolled in the course are allowed to

join the meeting, but no invitations will be sent. You must make sure the number of seats you requested accommodates the number of users enrolled in the course.

- Number, First Come First Served - Any users on the Joule site are able to join the meeting until the specified number of seats is reached. The number of seats is the limiting factor. No users receive an e-mail invite for this option.
- Specific Users - Add specific users to the list of invitees. After saving the Joule Synchronous activity, a link will display the next time you edit the activity. This link will allow you to select which users to invite to the meeting. Users invited to the Joule Synchronous activity are sent an e-mail invitation.

ⓘ Joule Synchronous is a seat-based system that allows an allotted maximum number of users to access meetings at any point in time. If your meeting exceeds the number of seats available for the site, then an error will appear that prevents the meeting from being created and warns the user that the meeting exceeds the maximum seats allowed. Instant meetings will be prevented from being created.

3.6.4.5. Joining an Instant Meeting

To join a meeting the teacher can click on the `join` link under the join column of the `Current` tab that appears after the teacher has created an instant meeting.

Name	Start time	Time End	Seats	Delete	Edit	Join
test me	Thursday, 20 January 2011, 12:30 pm	Thursday, 20 January 2011, 01:30 pm	1	delete	edit	join
Instant meeting 2	Thursday, 20 January 2011, 12:45 pm	Thursday, 20 January 2011, 01:45 pm	1	delete	edit	join

Alternatively a teacher can click on the instant meeting name in the `Current` tab in the Joule Synchronous Instant Meeting block.

Current **Expired**

The meeting started at **Thursday, 20 January 2011, 12:45 pm** and it scheduled to last for **1 hour.**

Click here to join the meeting! ←

3.6.4.6. Recording a Meeting

Joule Synchronous meetings allow for multiple recordings to be created of a meeting. These recording(s) are then showed to the students in the course after the meeting's duration has passed. To start a recording select the `Meeting` menu in the Joule Synchronous meeting and the check the `Record Meeting...` menu item.

A pop up window will appear asking for the name of the recording, which will be displayed to the user after the meeting ends, and a summary of the recording, which will not display to the user.

To stop recording a session a host can uncheck the *Record Meeting...* from the *Meeting* menu or click *Stop recording* in the popup the displays after placing the mouse on the Red record circle in the upper right hand corner.
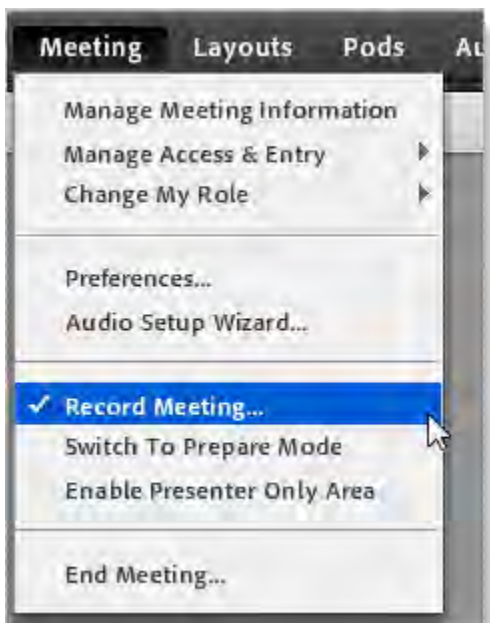
3.7. Locations

3.7.1. Overview

A location signifies a building, meeting place, or point of interest to the institution's users. Administrators are able to use the Locations block to create site-wide locations for an institution. Instructors can then associate meeting times with these locations in a course to set up course study groups, office hours and events for an institution. Users can use the Joule Mobile application to view a location's information in the *Maps* module as well as find directions to that location. Meeting times are presented to the user in Joule Mobile's *Course* module's information screen, and from here the user can get directions to the location or view it in the *Maps* module.

3.7.2. Teacher Course Interface

Adding the *Locations* block to a course provides an instructor with access to the meetings interface to create, update and delete meeting times.
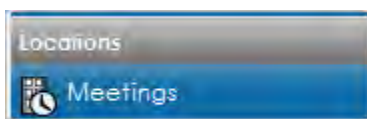
Clicking on the *Meeting* link provides the user with access to a list of currently existing meetings for the course as well as the *Add a meeting time* tab.

Meeting times are unique to the course and must be associated with a location. An administrator must create a location before a meeting time can be created within a course. Meeting times are displayed to students within the Joule Mobile application's *Course* module's information screen. Students will be able to get directions to the location from within the Joule Mobile application.

3.7.2.1. Add a Meeting Time

Adding a meeting time to a course consists of completing the form below. A meeting time cannot be created without a location first existing at the site level.

- Title: (Required) The title of the meeting time, which will be displayed to the students in Joule Mobile on the *Course* modules information screen. Ex: Office Hours
- Location: (Required) Select the location that the meeting time is associated with from the drop-down list of all site-wide locations.
- Hours: The meeting's time and date information as a single line of text. The format of this information is open to however the instructor wants to display this information and will be shown to the student in Joule Mobile on the *Course* modules information screen. Ex: MWF 3-5 PM
- Room: The room number or name of the exact meeting area within the location selected, if applicable. Ex: 410A

3.7.2.2. Update a Meeting Time

In order to update a meeting time, the instructor must click on the name of an existing meeting time in the `Meeting Times` tab. This will bring the instructor to the `Add a meeting time` screen with all of the fields pre-filled with the meeting time's previously set information.

3.7.2.3. Delete a Meeting Time

To delete a meeting time, the instructor clicks on the `delete` link to the right of the Room column. There will be no verifications before deleting the meeting time — this action is permanent and instantaneous. As soon as the meeting time is removed from the `Locations block`, the meeting time will no longer be displayed in the Joule Mobile course information screen.

3.8. Microsoft Live Services

3.8.1. 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.

3.8.2. 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

ℹ 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.

3.8.2.1. 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.

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

3.8.2.2. 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.
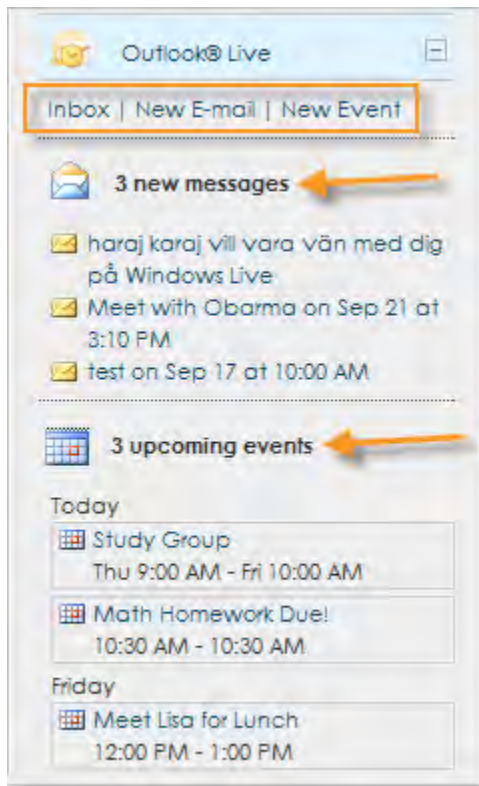
The following links are available:

- 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.

Quick E-mail Message

To:
Subject:
Message:

Send   Cancel

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.

> ℹ️ 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*
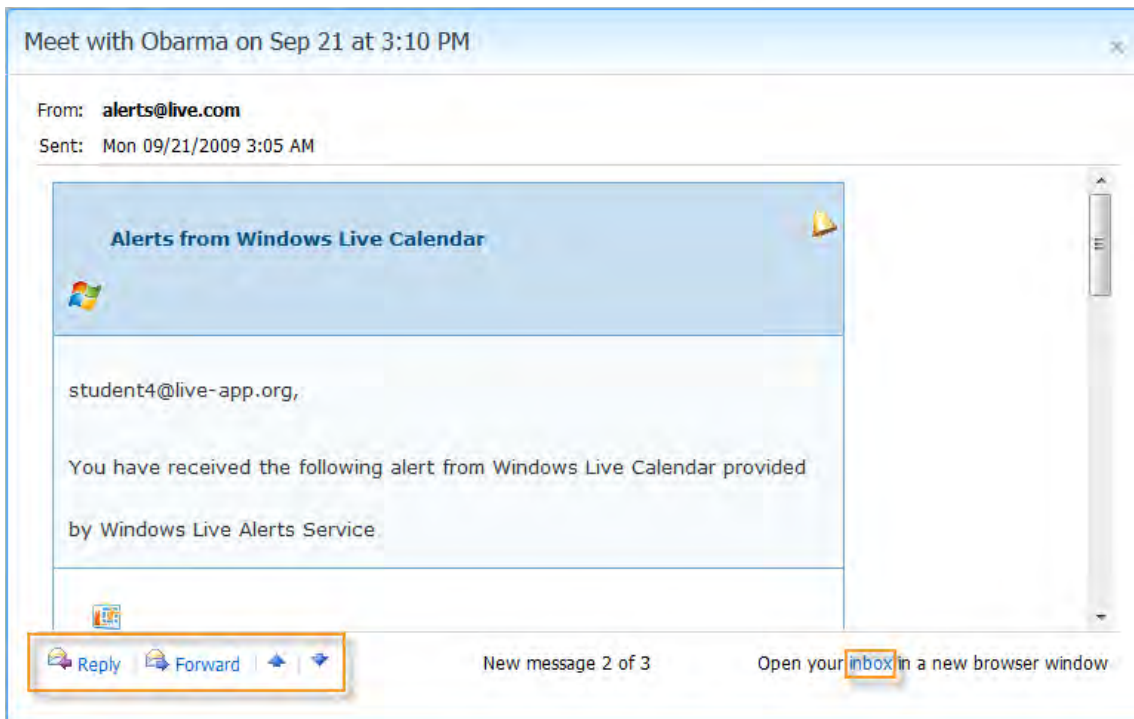
From this window you can view previous, next, `Reply` and `Forward` the message or click `Inbox` to open your inbox in a new window.

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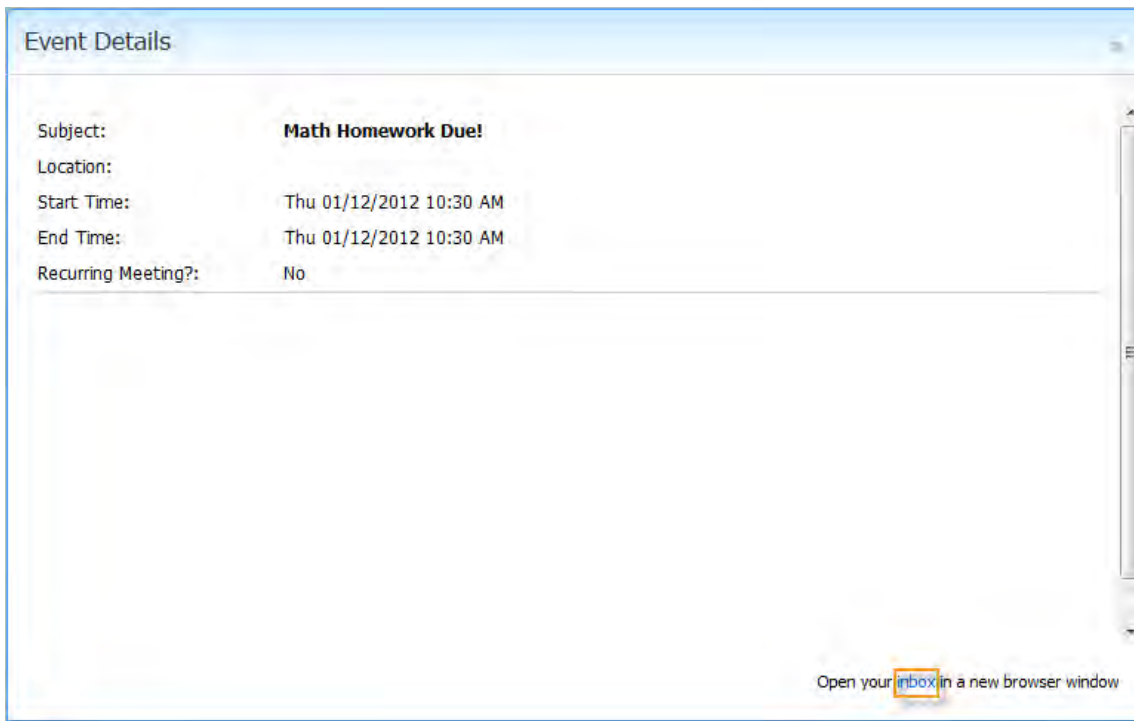
From this window you can view event details for events on your calendar as well as click *Inbox* to open your inbox in a new window.

3.8.2.3. 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.
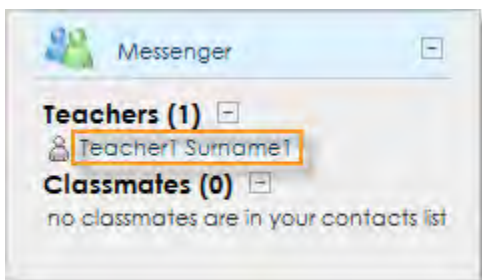
> ℹ️ Note: Only students and Teachers with a Microsoft Live ID and are enrolled in the course will populate the contacts list.

3.8.2.3.1. 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.
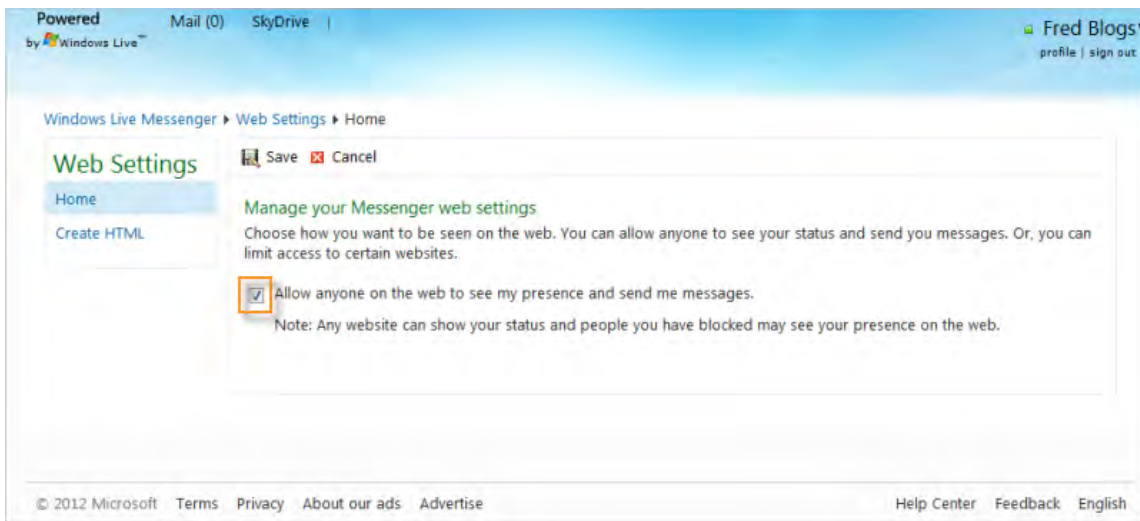
3.8.2.3.2. Add/Accept Contacts

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

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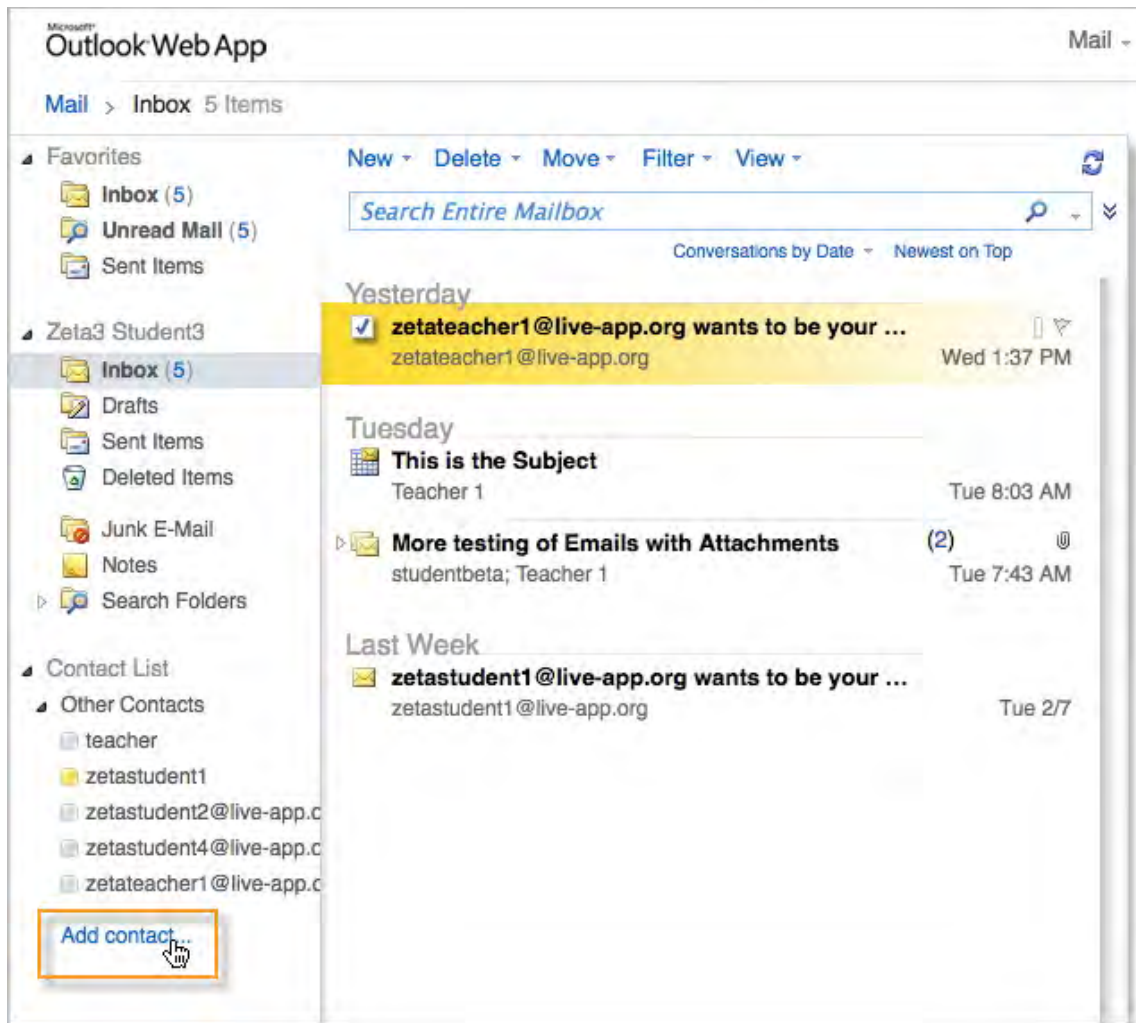
The *Add Contact* pop-up displays.
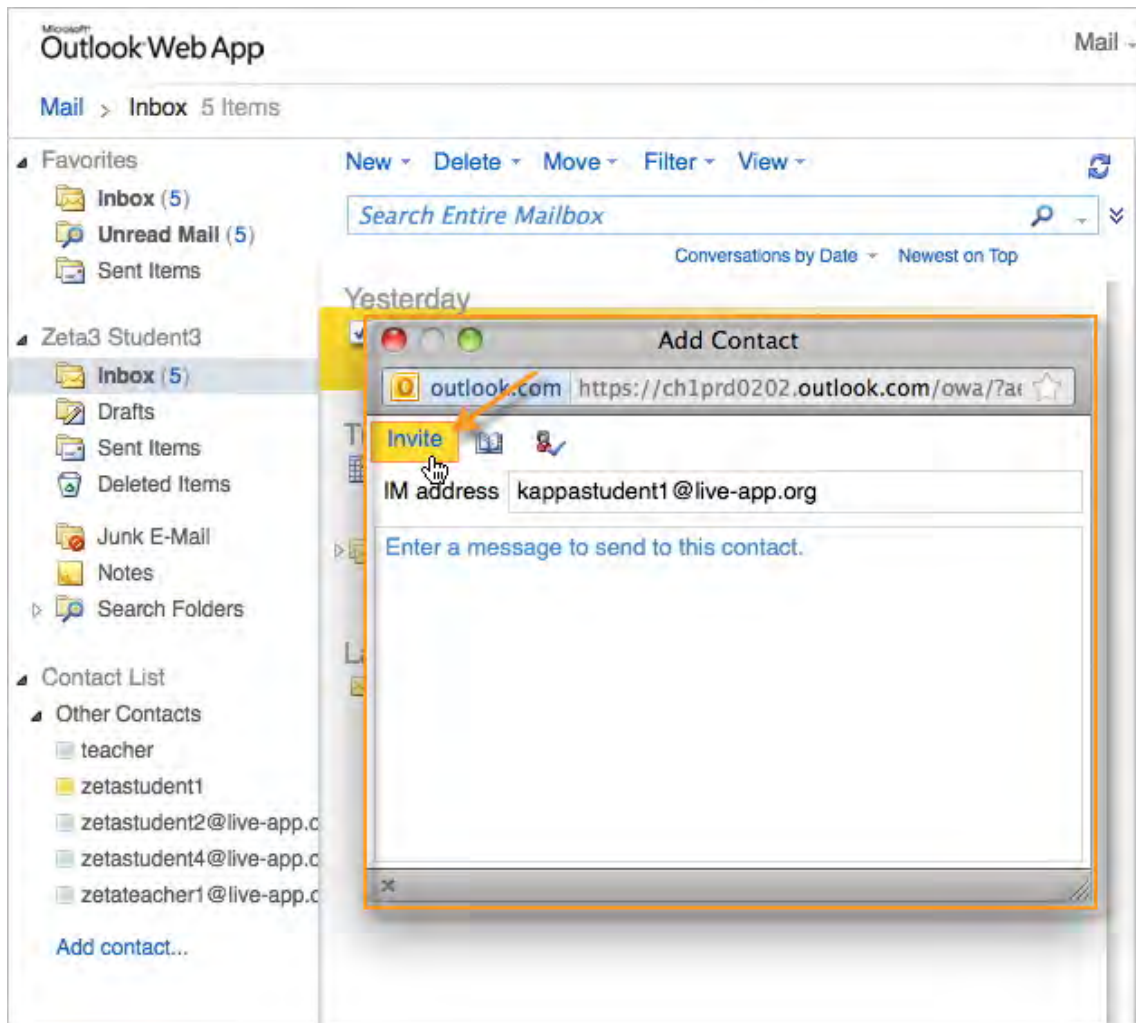
Enter the IM/e-mail address of the person you wish to add. If you want you can add a personal message to the invite. Click *Invite* to send the invitation to that person.

> ℹ️ 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*.
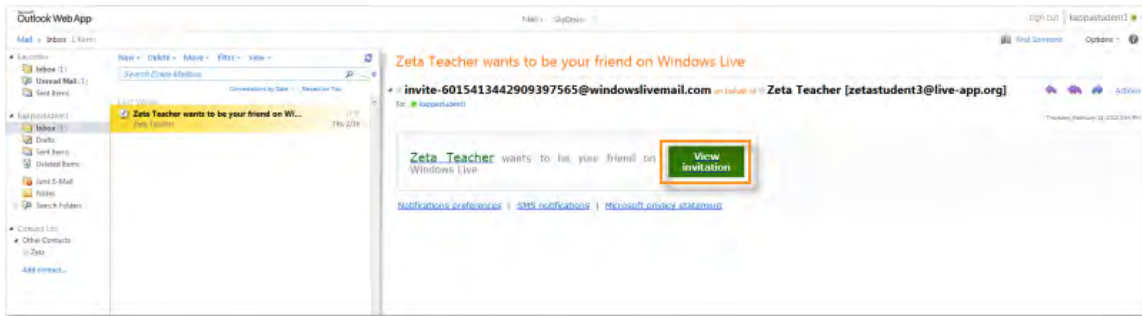
The *Contact Requests* invitation will display.
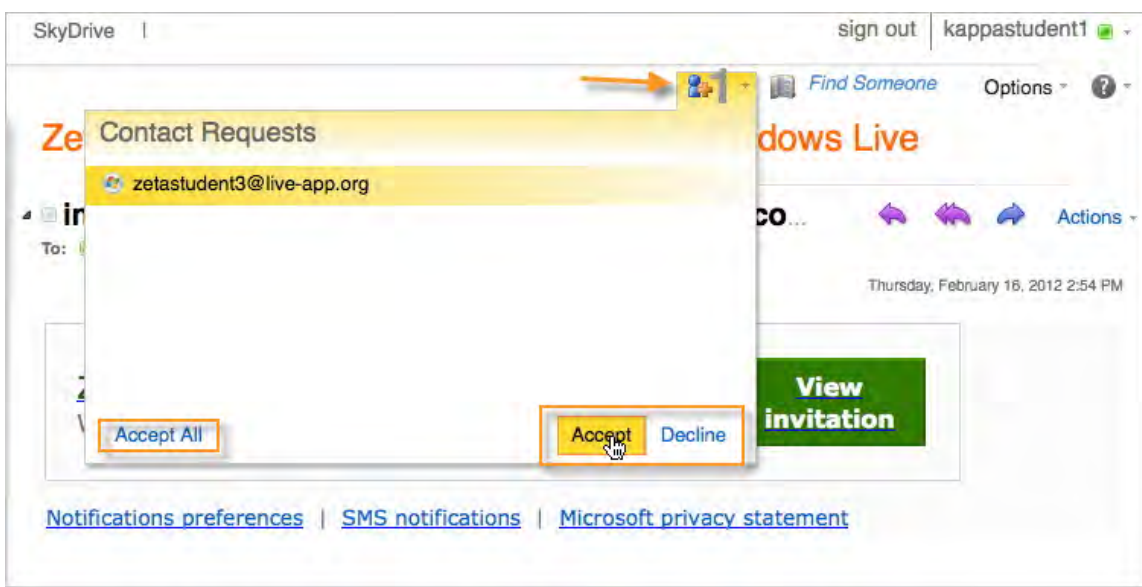
You have three options:

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

3.9. My Private Files

3.9.1. 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.

3.9.2. 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.
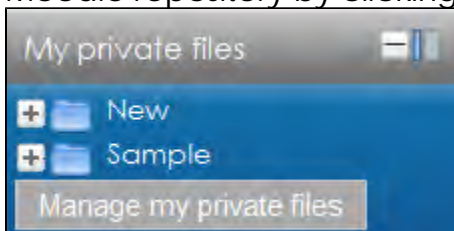
Clicking the Manage my private files link open file manager window.
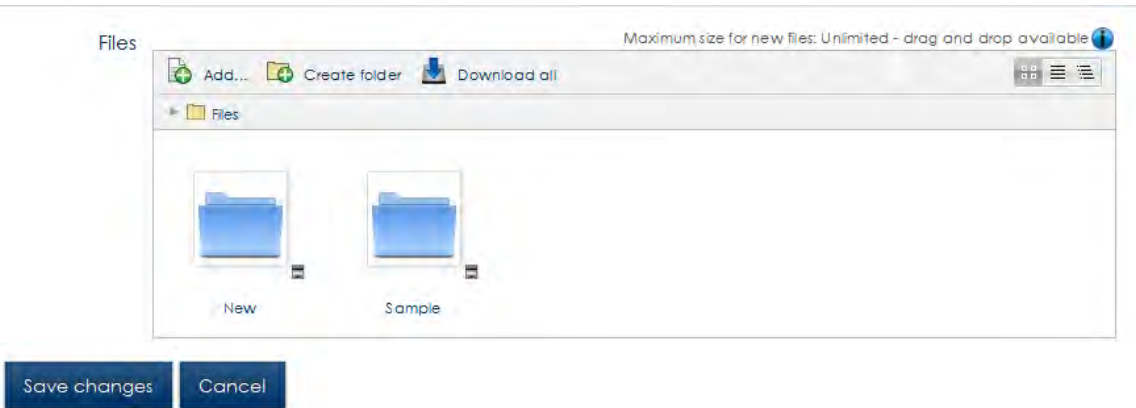
To change views within the file manager, select the menu options in the top right corner.

- 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.
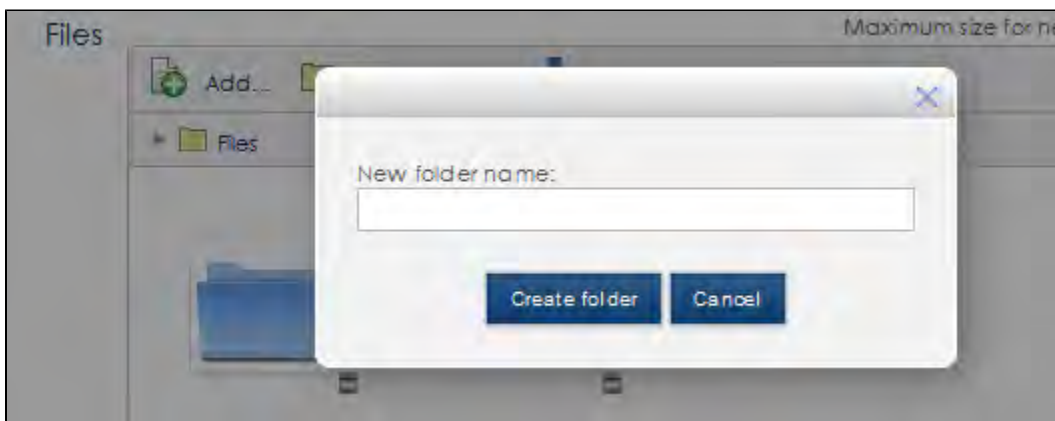
Add a file

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.

3.10. Self Completion

3.10.1. 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.

3.10.2. Student Documentation

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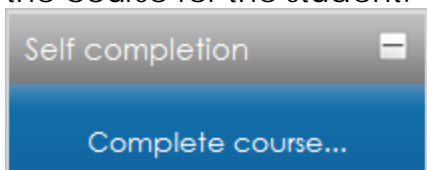
Clicking the `Complete course...` link will bring up a confirmation screen. Click the `Yes` button to complete the course and the `No` button to cancel and return to the course.

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.

> ℹ **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.

4. Course Format

4.1. Flexpage

4.1.1. Overview

The Flexpage is a course format that provides a teacher with complete control of how educational materials and assessments are presented to a student. Flexpage allows a teacher to create a flexible set of pages and sub pages where blocks and activities can be placed in any location on the page instead of being restricted to a right, left or center column. Flexpage courses provide teachers with the ability to determine how many columns of data are contained within a course (up to three-columns). This allows teachers to have complete control over how they want to present course materials and assessments to students.

The basic features of Flexpage are:

- Multiple Pages: A Flexpage course can contain an infinite number of pages. Each flexpage can contain different or the same blocks, activities and resources as another page.
- Child Pages: A Flexpage course can contain an infinite number of child flexpages

and children of child flexpages in a infinite sub structure. This parent child relationship allows teachers to create a unique course structure based on their teaching style and preference.

- Flexible Course Structure: Flexpages can contain up to 3 columns as well as a top region that blocks and activities can be added to. Each flexpage can have a different structure (i.e., number of columns and areas content is located).
- Inline Resource/Activity Display: The format can be extended to display resource and activity content inline (in the flexpage). This currently only works for forums and resources - other activities show a link as expected.
- Previous/Next Button: When you enter a flexpage, there are previous and next arrows to return you to the page you were previously on or back to where you came from.
- Flexpage Menus: A Teacher can create an expandable menu that is displayed as a block or drop-down menu on flexpages. This menu can contain links to other flexpages, trouble tickets, as well as internal and external resources. These menus will also work with flexpage and activity access restrictions.
- Backup and Restore: Any course in Flexpage format can be fully or partially backed up and copied to another course.
- Flexpage access restriction: Flexpages can have their access restricted for students based on the completion of assignments and resource views.

4.1.1.1. Related Features

- Flexpage Activity Block Manual
- Flexpage Menu Block Manual

4.1.2. Changes

4.1.2.1. Joule 1 to Joule 2

- An action bar has been added, which replaces the page tabs (Add Page, Manage pages, Manage Activities) and adds new functionality to manage courses and flexpages.
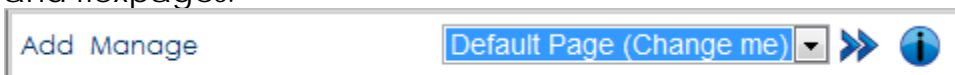
- The Manage activities interface has been removed, and replaced with options on the action bar to save time and allow for easy addition of content to a flexpage.
- Teachers can create multiple pages at a time via the add flexpage interface.
- Teachers can create a page and copy an existing flexpage.
- The page menu activity has been moved to the Flexpage Menu block.
- Flexpage menus are now added via the action bar and not via the add activity interface.
- Flexpage locking now works with restrict access and is incorporated into the flexpage settings, decreasing the time it takes to add flexpage locks.

- A new Moodle theme layout file called flexpage has been added, this allows a theme to determine the layout of a flexpage while allowing the teacher to customize widths of the areas.
- A new region to the top of the flexpage has been added where content and blocks can be placed.
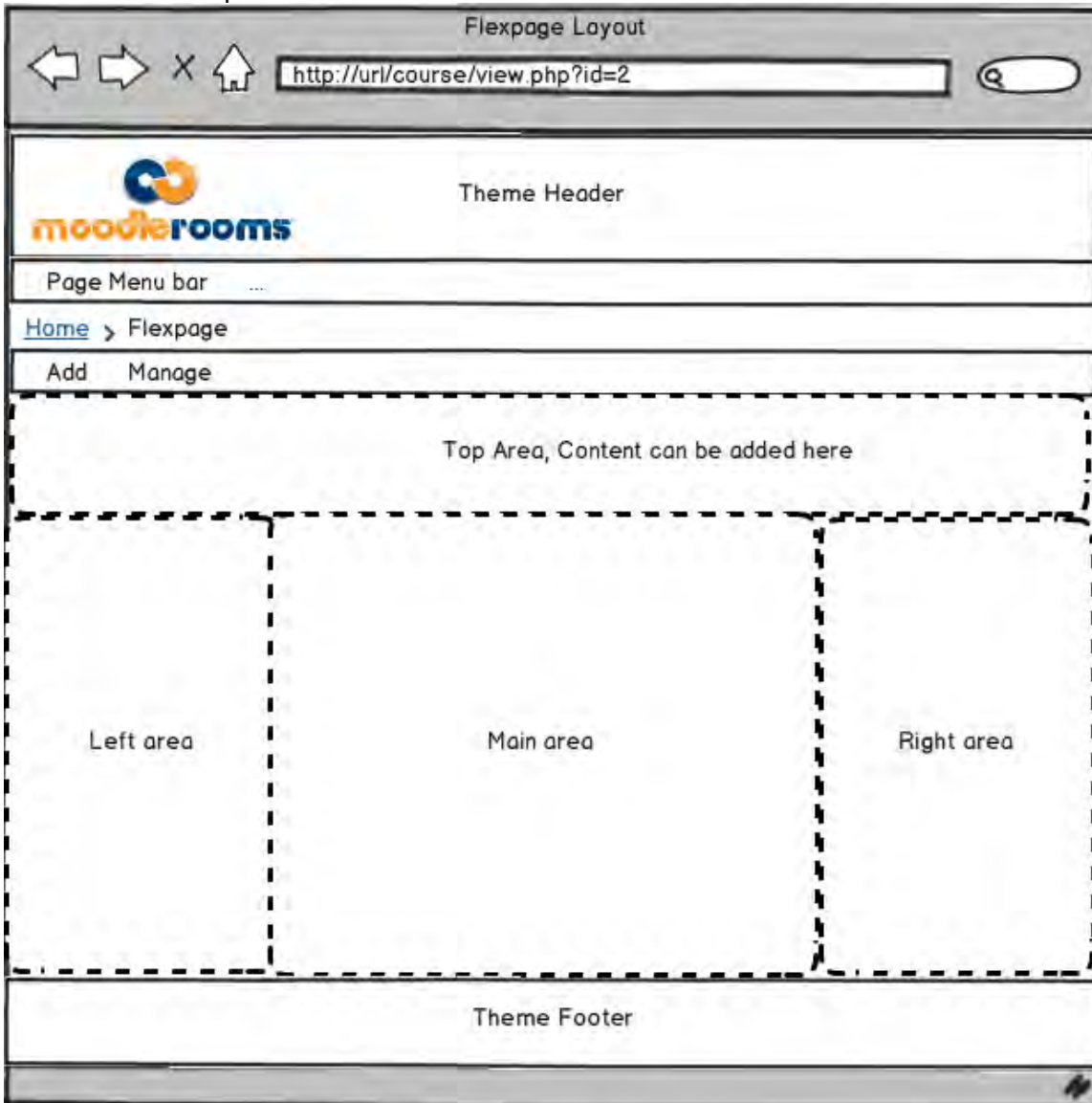
- A default master flexpage is created upon the creation of the course

4.1.3. Usage Scenarios

4.1.3.1. Flexpage as a Front Page Portal

Flexpage can be enabled at the site level, which allows site administrators to create

multiple pages with page menus at the site level. Having multiple pages allows the site administrator to create a portal-like landing page with more than just the list of courses that the user is enrolled in. Site administrators can add pages that contain content about the organization, contact information, support pages, example courses, video examples and so forth. Through the use of the Courses Available to You block, site administrators can also create several pages that are focused on specific categories of courses, departments or other information.

4.1.3.2. Flexpage as a Landing Page

Flexpage combined with the Profile Redirect block allows a site administrator to create unique landing pages/courses for users based on a custom profile field. The Profile Redirect block automatically redirects a user to a course with the same name as a value

in the user's profile field. This secondary course becomes a default landing page for the user, similar to the site-level course being a landing page. The course can contain display information to the user that is associated with the profile field. For example, a user who is part of a Biology department can be forwarded to the Biology department's main course page. There the head of the Biology department can customize the course environment to focus on Biology-specific information, such as Biology events, a department forum, questionnaires and/or a page about the faculty in the Biology department.
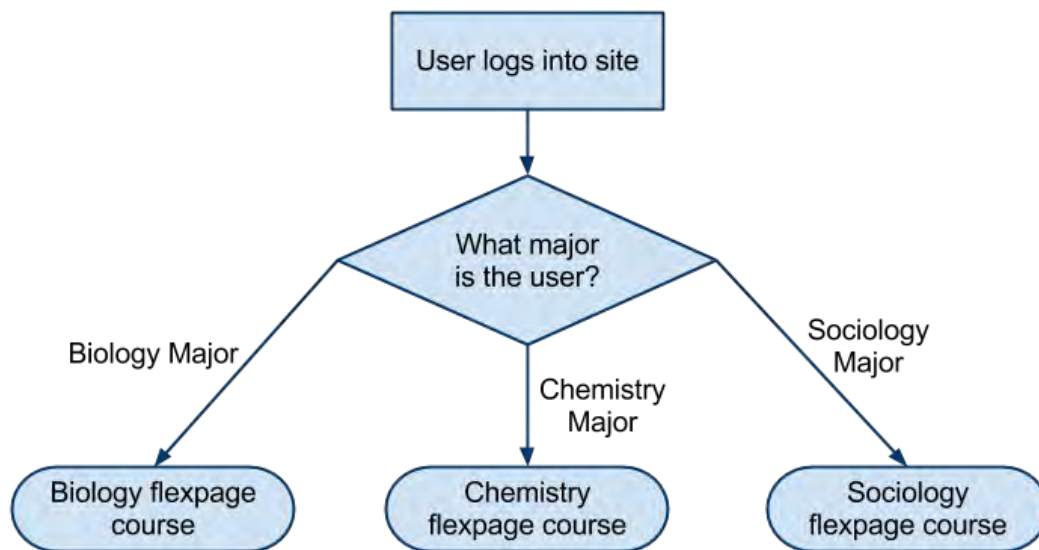
4.1.4. Teacher Documentation

The Flexpage course format is different from any other Joule course format. As the name of the format describes, Flexpage provides teachers with the ultimate flexibility in designing and creating their course. A Flexpage formatted course can be composed of an unlimited number of flexpages and each flexpage can have up to 4 regions where activities and blocks can be added.

Flexpage Layout

http://url/course/view.php?id=2

Theme Header

moodlerooms

Page Menu bar   ...

Home > Flexpage

Add   Manage

Top Area, Content can be added here

Left area

Main area

Right area

Theme Footer
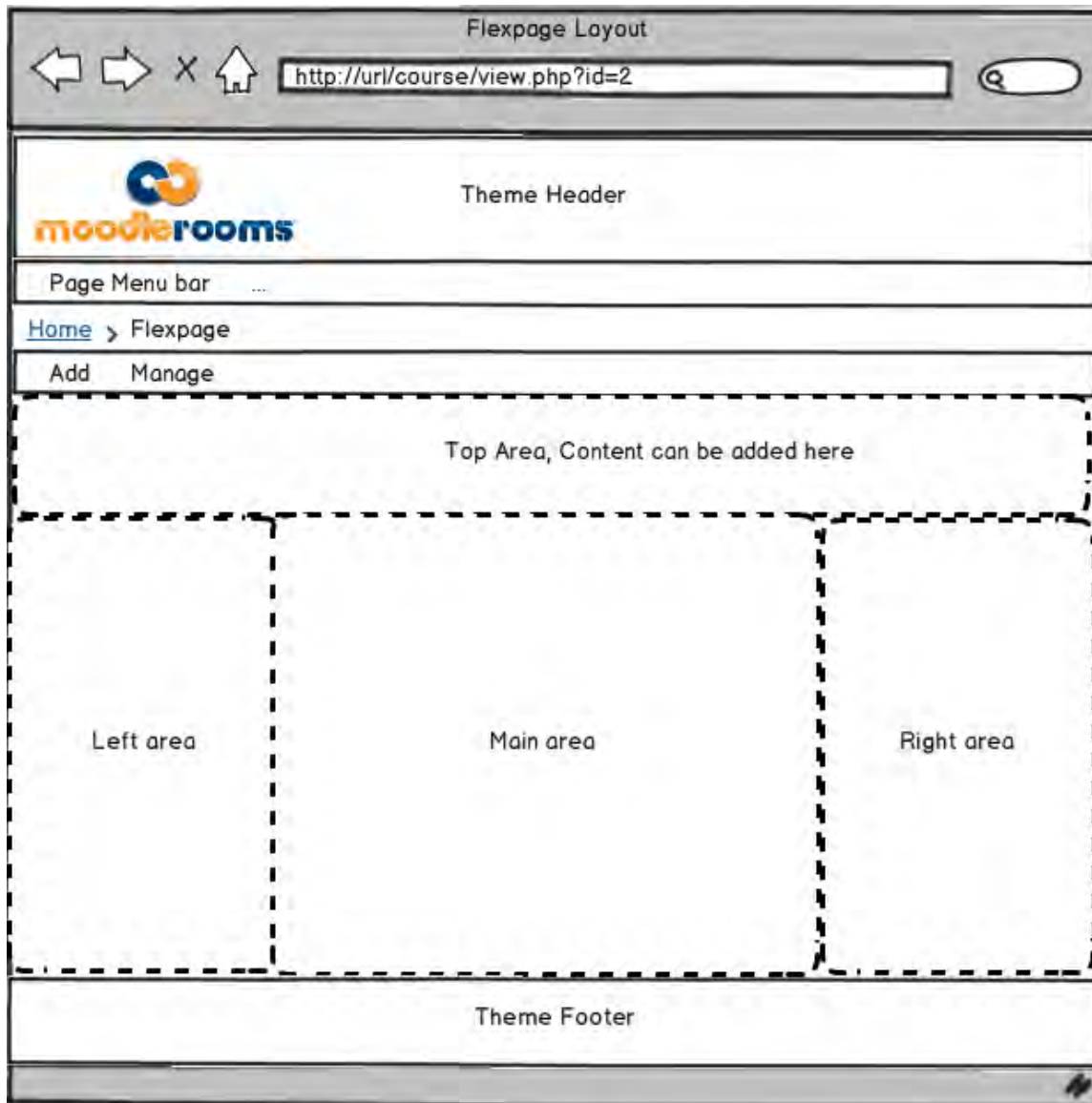
Teachers can determine the width of each of these regions on every flexpage, allowing customization that can meet their display needs for the content they would like to display. One Flexpage course can contain any number of pages with a one column layout, a two column layout, a three column layout and or a combination of columns with a top region.

We will cover the following topics in this manual:

- Default Flexpage Course Structure
- Action Bar
- Add Action Menu
- Manage Action Menu

- Deleting Activities From a Course
- Navigating Between Pages
- Moving Blocks and Activities
- Changing Flexpages Blocks Display On
- Converting Another Course Format to Flexpage

4.1.4.1. Default Flexpage Course Structure

When a course shell is created with the course format set to Flexpage, it should look like the image below. A topics or weeks formatted course without content that is converted to Flexpage will look this way as well.
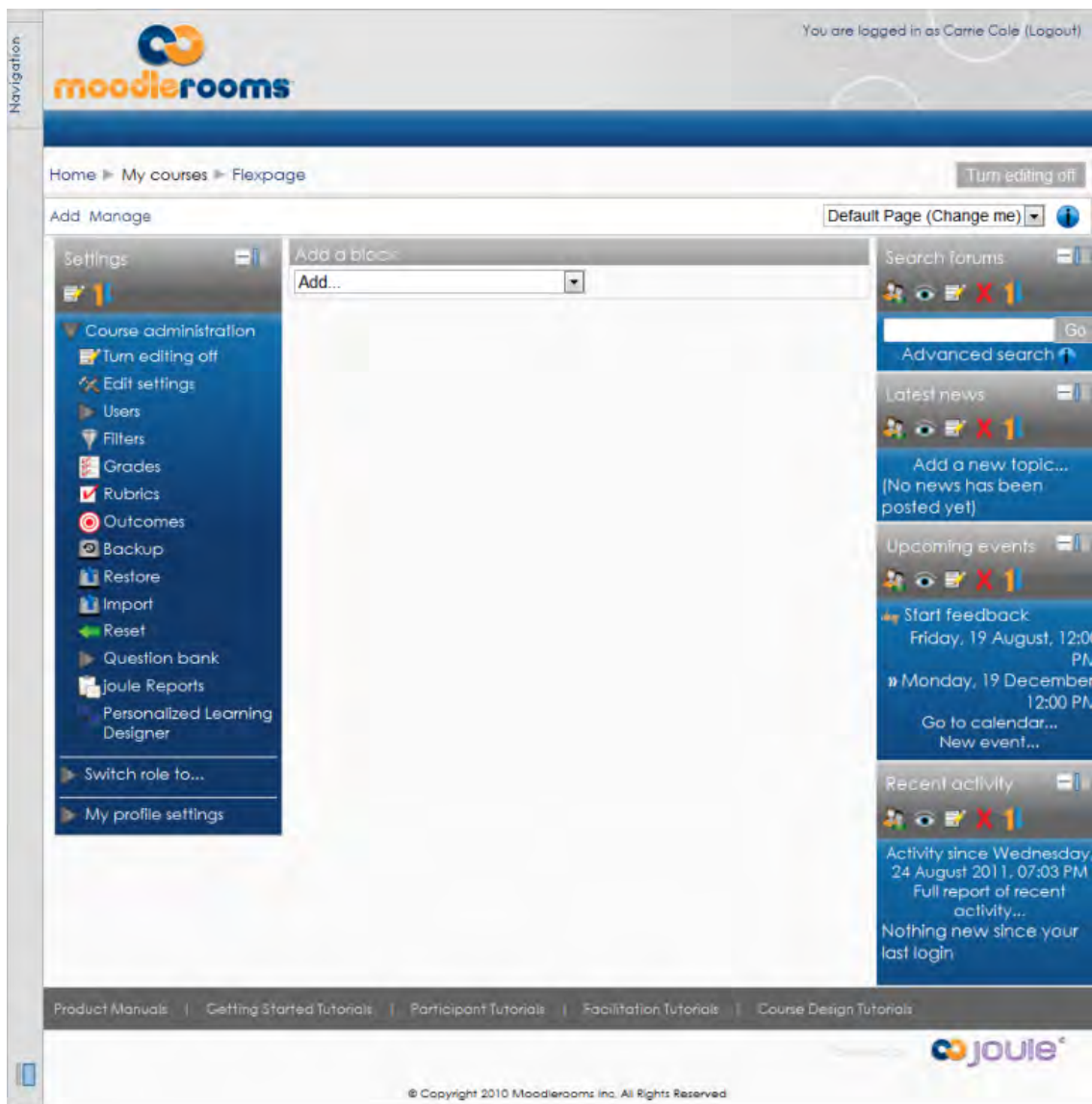
A single flexpage is created and formatted into a three column course. All of the blocks that were added to the course, show in the column they were added to. All of the blocks that show up in the course by default are configured to display on every Flexpage added to the course. To change these settings review the Changing Pages Blocks Display On section of the manual below. At this point the teacher will be able to add flexpages, activities and blocks to the course. The first step here is to turn editing on by clicking the `Turn editing on` button in the navigation bar or the link in the `Navigation` block.

4.1.4.2. Action Bar

Once a teacher has turned editing on, the action bar appears in the course below the navigation bar and above the three columns in the course. The action bar looks like the image below.

The action bar is separated into two areas. The first area is the actions area which has two sets of actions, add and manage.

The second area is the Flexpage navigation area which allows a teacher to move to the previous and next flexpage or jump directly to a chosen flexpage.
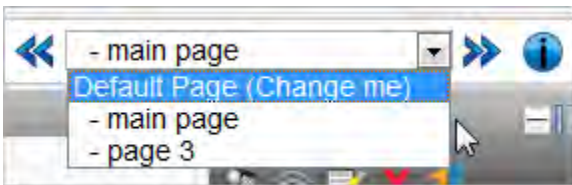
Click the right arrow to move to the next page, or the left arrow to return to a previous page. To select a specific flexpage in the flexpage hierarchy click on the drop-down menu and select the desired flexpage.

4.1.4.3. Add Action Menu

The Add menu in the action bar allows a teacher to add flexpages, activities, blocks and menus to the course or Flexpage.
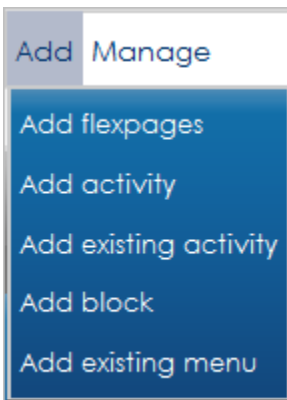
4.1.4.3.1. Add Flexpages

The `Add flexpages` modal allows a teacher to add one or more flexpages to a course. To add a page, click on the `Add` link in the action bar and then click the `Add flexpages` link from the drop-down menu. After clicking on the link, a modal like the image below will appear.
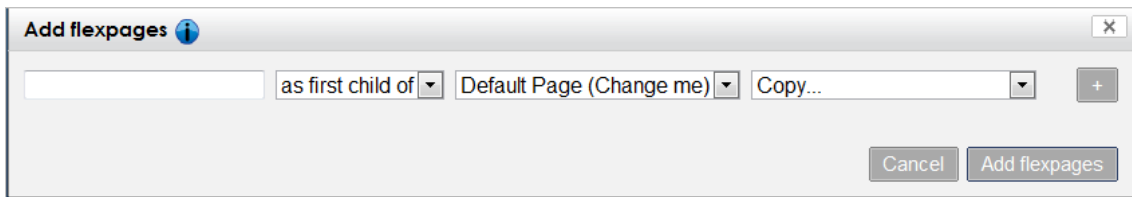
When you add new flexpages, you will want to determine where they will be located in relation to other flexpages, i.e. the Flexpage hierarchy. Flexpages can be children of other flexpages (sub-flexpages), or they can be placed before or after other flexpages. New flexpages can also be created blank, or as a copy of an existing flexpage. The modal contains a row for each new flexpage being created. Each new flexpage row is separated into four fields that have no label. These fields and their functions are:

- Flexpage name: enter the name of the flexpage that is being created in the first field.
- Location in flexpage hierarchy: a drop-down that determines where the new flexpage will be added in relation to the flexpage selected in the third field. The second and third fields are for adding the new flexpage in the correct location within the site hierarchy. Your selections here determine if the new flexpage will be created as the first child of, before or after the page selected in the third field.
  - first child of
  - after
  - before

- Parent flexpage: a drop-down that lists all of the flexpages within the course in their proper hierarchy. This field in combination with the location in flexpage hierarchy field determines where the new flexpage will be created within the flexpage hierarchy.
- Page to Copy: a second listing of all flexpages in the course in their proper hierarchy, but a flexpage selected in this drop-down will be used as a template to create the new flexpage. All blocks, activities, resources, menus and flexpage settings will be copied into the new flexpage. If you want a blank flexpage, leave the fourth field default.

To add multiple flexpages to a course, press the + button to the right of the last Flexpage row in the modal. To add all new flexpages click the `Add flexpages` button in the bottom right hand corner of the modal. After clicking the button, the modal will close and a green message will appear below the action bar stating the name of the flexpages that have been added. By default a flexpage is created as hidden and set to show no navigation links or buttons. If you need to further edit the settings of these flexpages review the Manage flexpage settings or the Manage All flexpages sections below.

> ⓘ Delete flexpage rows
> The flexpage rows without a name will not be created. If you have added too many flexpages you can leave the name of some of the flexpages blank and they will not be created. This is used instead of adding a remove row button to the modal.

4.1.4.3.2. Add Activity

The `Add activity` modal allows a teacher to add a new activity to the flexpage and course. To add a new activity to the current flexpage and course click on the `Add` link in the action bar and then click the `Add activity` link from the drop-down menu. After clicking on the link a modal like the image below will appear.
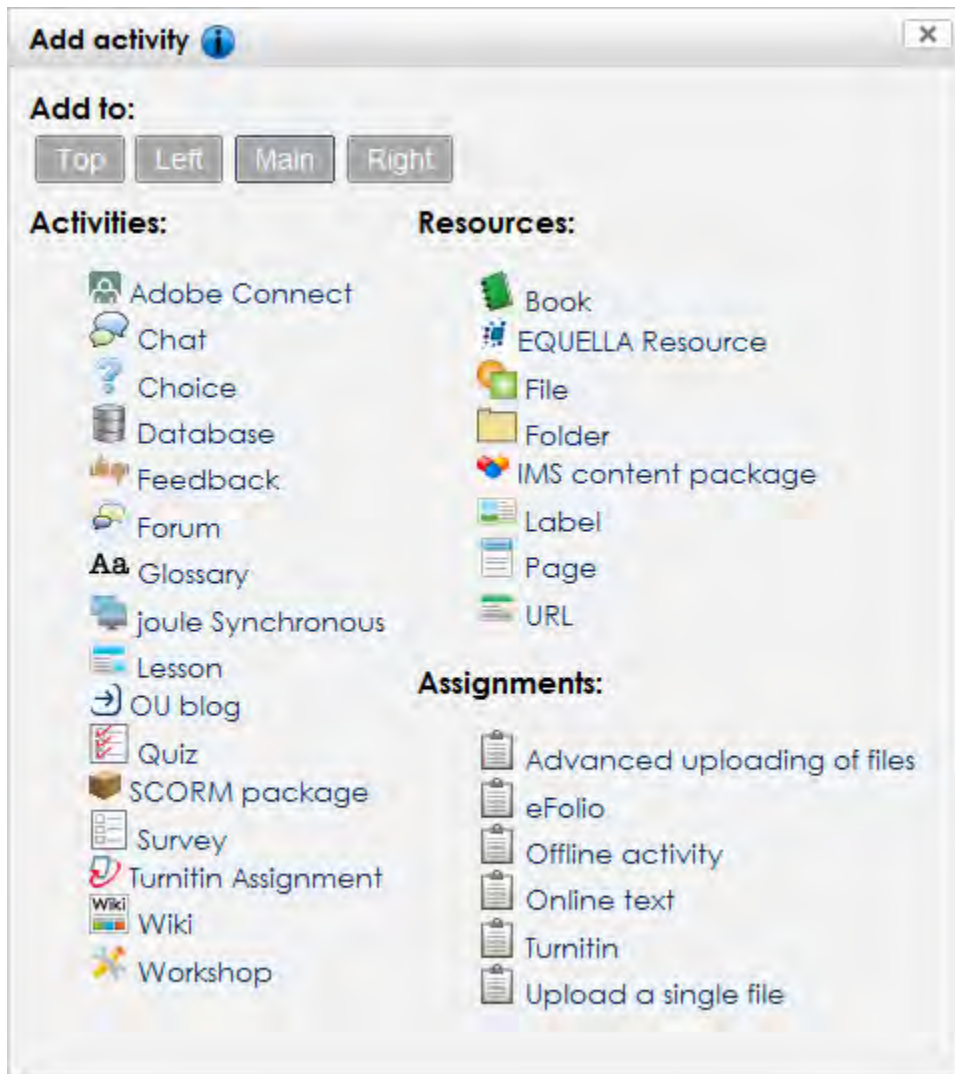
The `Add activity` modal is separated into two areas:

- Add to: the location on the flexpage to add the content to.
- Activities, Resources and Assignments: a list of all types of activities that can be added to a flexpage.

4.1.4.3.2.1. Add to Area

The top area of the modal called `Add to` determines the location within the flexpage that the activity will be added after being created. All four locations on the flexpage will be represented even if the flexpage settings are not configured to have the area displayed. It is important to keep in mind where you want content displayed when selecting a location.

4.1.4.3.2.2. Activities, Resources and Assignments Area

The lower area of the modal is separated into `Activities, Resources` and `Assignments.` Click on the activity, resource or assignment type you want to create and the modal will close and return you to add flexpage for the specific activity, resource or assignment. After configuring all the settings for the specific activity, resource or assignment click the `Save and return to course` button. You will return to the course with the activity, resource or assignment displayed within the course in the area selected. Most activities, resources and assignments will display as a link to the activity such as the link to a quiz below.
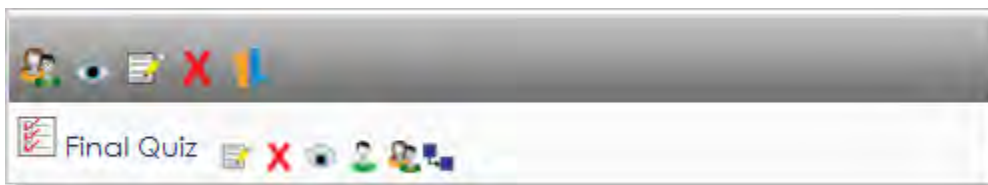
The following activities and resources will be displayed inline in a flexpage:

- Folder resources
- Advanced forum activities
- Forum activities
- Page resources
- URL resources

These activities and resources will look similar to the image of an inline forum below.
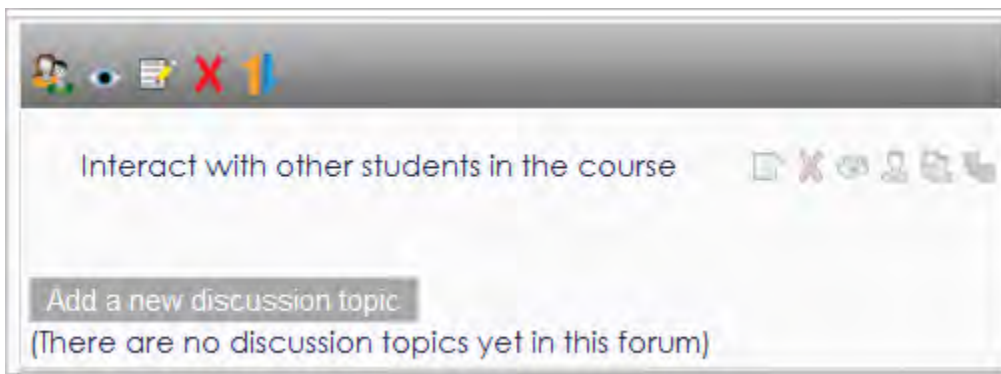
4.1.4.3.3. Add Existing Activity

The `Add existing activity` modal allows a teacher to add an activity that was previously created in the course and added to another flexpage in the course. To add

an existing activity to the current flexpage, select `Add existing activity` link from the `Add` down-down menu. After clicking on the link a modal like the image below will appear.
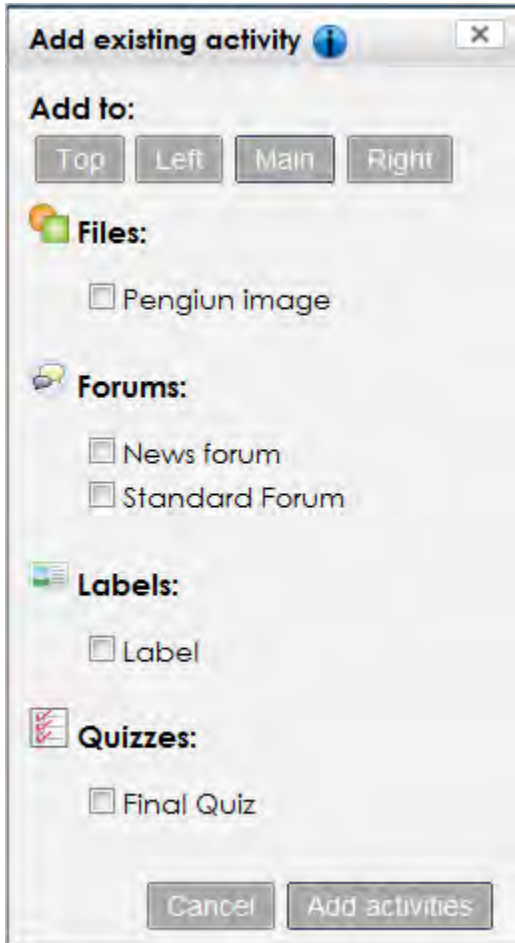
The `Add existing activity` modal is separated into two areas:

- Add to: the location on the flexpage to add the content to.
- Existing Activities: a list of all the activities in the course that can be added to a flexpage.

4.1.4.3.3.1. Add to Area

The top area of the modal called `Add to` determines the location within the flexpage that the activities will be added to. All four locations on the flexpage will be represented even if the flexpage settings have the area not displayed on the flexpage. It is important to select a location that will display course content.

The lower area of the modal contains a list of all the activities that have been created within the course and can be added to the current flexpage. Check the checkbox next to each activity or resource that should be added to the page.

Finally, click the `Add activities` button at the bottom of the modal to add all the selected activities to the flexpage. The activities will display in the location selected based on the type of activity it is. See the Add activity section for more information on how activities display in a flexpage.

4.1.4.3.4. Add Block

The `Add block` modal allows a teacher to add a block to the current flexpage. This can be a duplicate of a block that has been added to the current flexpage or another flexpage in the course. To add a block to the current flexpage, select `Add block` link from the `Add` drop-down menu. After clicking on the link a modal like the image below will appear.
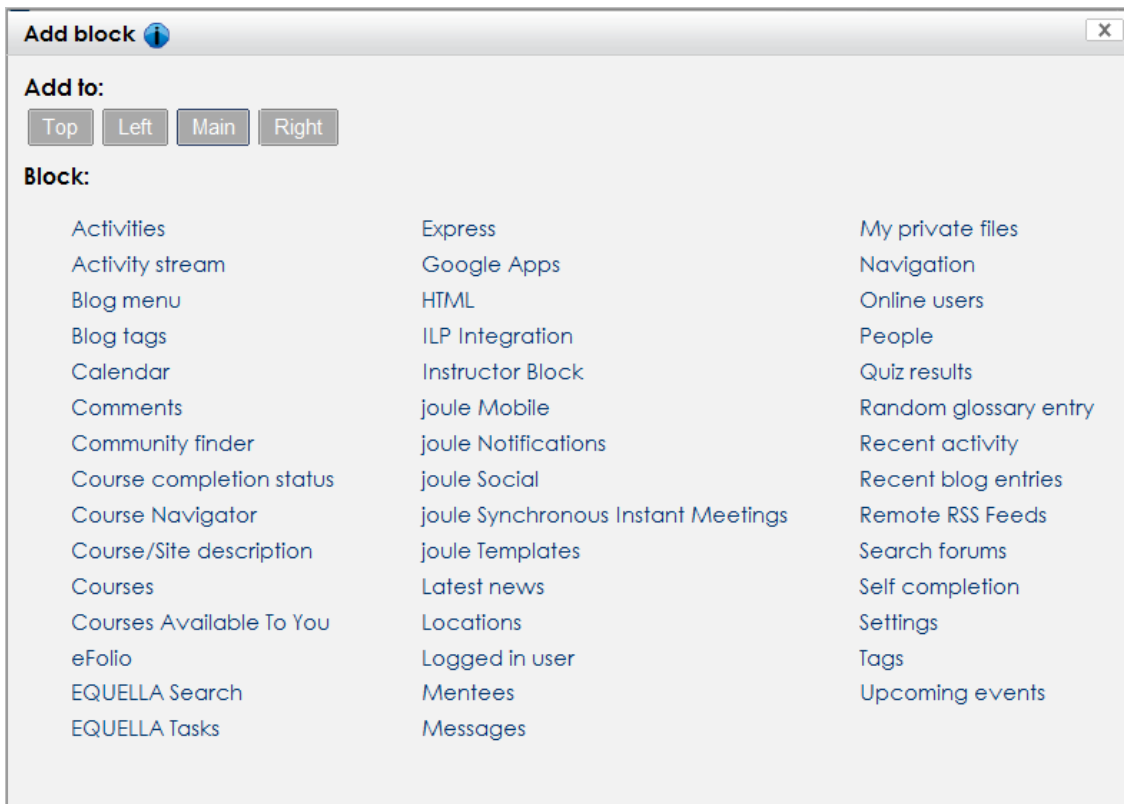
The `Add block` modal is separated into two areas:

- Add to: the location on the flexpage to add the block to.
- Block: a list of all the blocks that can be added to a flexpage.

4.1.4.3.4.1. Add to Area

The top area of the modal called `Add to` determines the location within the flexpage that the blocks will be added to. All four locations on the flexpage will be represented even if the flexpage settings have the area not displayed on the flexpage. It is important to select a location that will contain course content .

4.1.4.3.4.2. Block Area

The lower area of the modal contains a list of block names as links that can be added to the flexpage. Clicking on a block name will add it to the flexpage.

4.1.4.3.5. Add Existing Menu

The `Add existing menu` action allows a teacher to add a flexpage menu to the flexpage either as a block or a tab. A flexpage menu must first be created before it can be added. Review the section on Managing all flexpage menus below before reading the rest of this section.

To add an existing menu to the flexpage click on the `Add` link in the action bar and then click the `Add existing` menu from the drop-down menu. After clicking on the link a modal like the image below will appear.
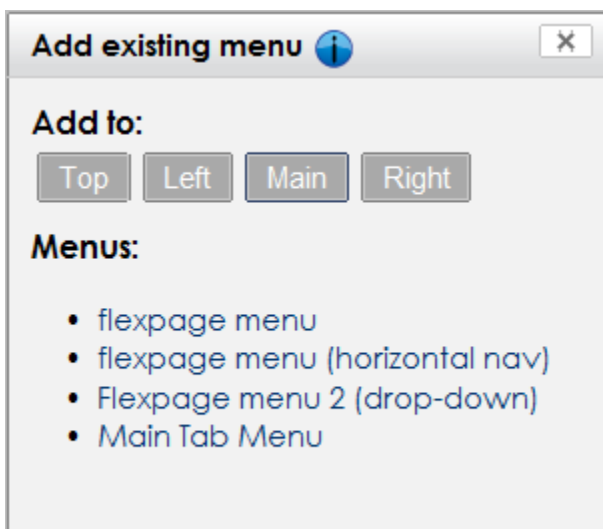
The `Add existing menu` modal is separated into two areas:

- Add to: the location on the flexpage to add the content to.
- Menus: a list of available menus that can be added to a flexpage.

4.1.4.3.5.1. Add to Area

The top area of the modal called `Add to` determines the location within the flexpage that the activity will be added after being created. All four locations on the flexpage will be represented even if the flexpage settings have the area not displayed on the flexpage. It is important to select a location that will contain course content.

Menus Area

The lower area of the modal contains a list of menu names as links, that can be added to the flexpage. Clicking on a menu name will add it to the course.

4.1.4.4. Manage Action Menu

The `Manage` menu in the action bar allows a teacher to manage, move, delete the current flexpage, manage all flexpages in the course and all flexpage menus in the course.
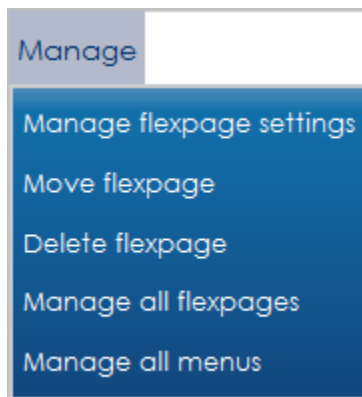
4.1.4.4.1. Manage Flexpage Settings

To configure the settings for this page click on the `Manage` link in the action bar and then click the `Manage flexpage settings` link from the drop-down menu. After clicking on the link a modal like the image below will appear.

Flexpage settings   ☒

Name ⓘ `Example Page 1`

Block region widths ⓘ `          ` px Top `        ` px Left `        ` px Main `        ` px Right

Display ⓘ `Visible but not in menus ▾`

Navigation ⓘ `Both previous and next flexpage ▾`

Allow access from ⓘ ☑ Enable

‹		September 2011				›
Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Allow access until ⓘ ☑ Enable

‹		September 2011				›
Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Release code ⓘ `                              `

Grade condition ⓘ `(none) ▾` must be at least `      ` % and less than `      ` %   [+]

Before this can be accessed ⓘ `Hide this entirely ▾`

[Cancel] [Save changes]

- Name: name of the flexpage that is displayed in all editing interfaces.
- Block region widths: the width of each region on the page in pixels
  - Top - the width of the top region in pixels
  - Left - the width of the left region in pixels
  - Main - the width of the main region in pixels
  - Right - the width of the right region in pixels
- Display: this determines if and how the flexpage can be displayed to students
  - Hidden - the flexpage is not displayed to students and they will receive an error if they access the flexpage.
  - Visible but not in menus - the flexpage is visible to students but will not display as a link in a flexpage menu.
  - Visible and in menus - the flexpage is visible to students and will display in any flexpage menu it is added to.

- Navigation: this determines what navigation buttons will display on the flexpage based on its hierarchy location.
  - No navigation - neither the previous or next links/buttons will display on the flexpage.
  - Previous flexpage only - the previous link/button will display on the flexpage is a previous flexpage exists in the flexpage hierarchy.
  - Next flexpage only - the next link/button will display on the flexpage if a previous flexpage exists in the flexpage hierarchy.
  - Both previous and next flexpage - the previous and next links/buttons will display on the flexpage if a previous and/or next flexpage exists in the flexpage hierarchy.
- Allow access from: enabling this setting brings up a calendar and allows the teacher to select a date. Selecting a date makes the flexpage visible to the student on or after that date. The page cannot have display settings set to hidden for this to work.
- Allow access until: enabling this setting brings up a calendar and allows the teacher to select a date. Selecting a date makes the flexpage visible to the student until that date. The page cannot have display settings set to hidden for this to work.
- Release code: this flexpage will not be available to students until the student acquires and enters the release code entered in this field.
- Grade condition: the grade condition allows a teacher to restrict access to this flexpage based on an activity, gradebook category total, and course total grade being above or below specific percentages. Multiple gradebook conditions can be added by clicking on the plus button to the right of the last gradebook condition row.
  - (none) - there is no grade condition and this grade condition will not be created.
  - Course total - this will set the grade condition to allow the student to access the flexpage based on the total course grade meeting the must at least percentage and/or and less than percentage.
  - Category grade - this is not an exact name for the option, but instead a generalized idea. You can set the grade condition to allow the student to access the flexpage based on the total grade in any gradebook category in the course.
  - Activity grade - this is not an exact name for the option, but instead a generalized idea. You can set the grade condition to allow the student to access the flexpage based on the grade in any activity in the course.
  - must be at least % - the student's grade in the grade condition drop-down must me greater than or equal to the percentage listed in this field for the flexpage to display to the student.
  - and less than % - the student's grade in the grade condition drop-down must me less than the percentage listed in this field for the flexpage to display to the student.

- Before this can be accessed: this setting determines how the flexpage will be displayed in a flexpage menu when the student is not allowed to view the flexpage.
  - Show this greyed out, with restriction information - the flexpage will display as a greyed out link that will not work until requirements are met.
  - Hide this entirely - the flexpage will not display this to the student.

4.1.4.4.2. Move Flexpage

To move a page click on the `Manage` link in the action bar and then click the `Move flexpage` link from the drop-down menu. After clicking on the link a modal like the image below will appear.
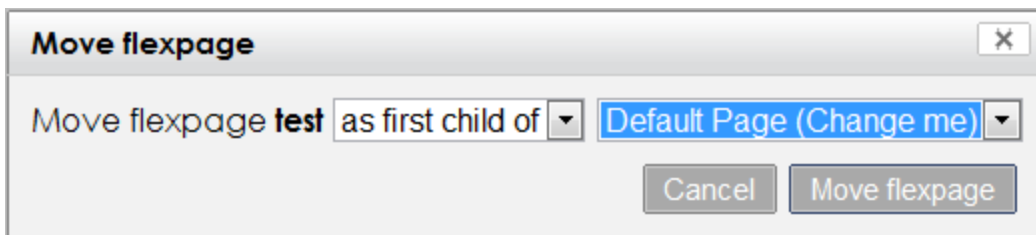
From this window, you can choose whether the page is a child to another page, or whether it is before or after another page in the Flexpage hierarchy.

4.1.4.4.3. Delete Flexpage
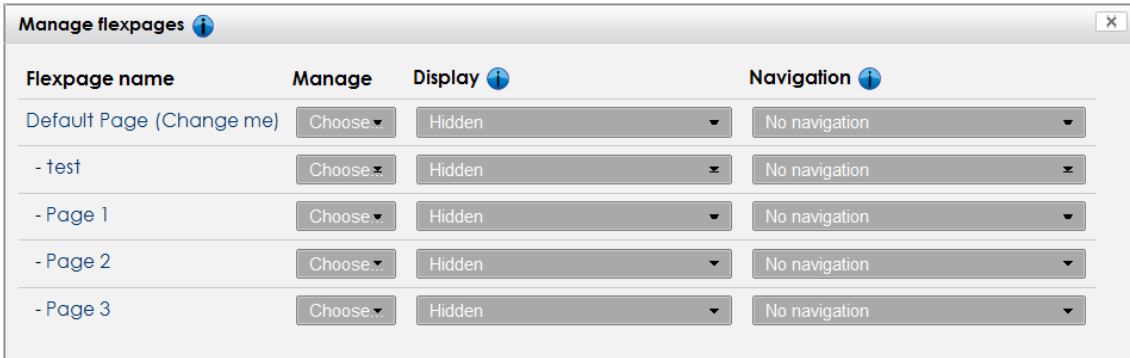
To delete a flexpage click on the `Manage` link in the action bar and then click the `Delete flexpage` link from the drop-down menu. After clicking on the link a modal like the image below will appear.
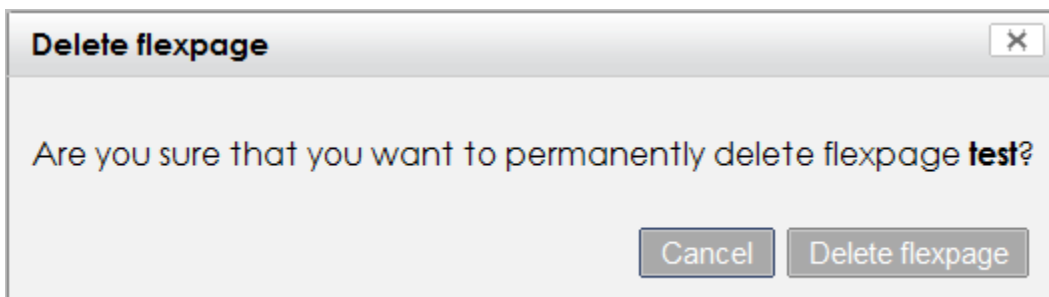
From this window, you can confirm that you want to delete the current page.

4.1.4.4.4. Manage All Flexpages

To manage the settings of multiple flexpages click on the `Manage` link in the action bar and then click the `Manage all flexpages` link from the drop-down menu. After clicking on the link a modal like the image below will appear.

The modal is broken down into three columns for each page. The columns and their drop-downs are described below:

- Manage: drop-down of options to modify the current page. Selecting any of these options will bring up a new modal based on the action selected. Closing the new modal will bring up the Manage all flexpages modal.
  - Manage flexpage settings - opens the manage flexpage settings modal to modify all settings for the flexpage in the row.
  - Move flexpage - opens the move flexpage modal to move the flexpage in the flexpage hierarchy.
  - Delete flexpage - opens the delete flexpage modal to delete the flexpage.
- Display: drop-down for the display setting for the page.
  - Hidden - only teachers can access the flexpage in the course, useful when developing a new flexpage, or as a course administrative flexpage.
  - Visible but not in menus - the flexpage is visible to students but will not display in any flexpage menu.
  - Visible and in menus - the flexpage is visible to students and will appear on any flexpage menu it is added to.
- Navigation: drop-down for the navigation settings.
  - No Navigation - no navigation buttons are printed on the flexpage.
  - Previous flexpage only - the previous button will appear on the flexpage if there is a previous flexpage in the flexpage hierarchy.
  - Next flexpage only - the next button will appear on the flexpage if there is a next flexpage in the flexpage hierarchy.
  - Both previous and next flexpage - the previous button will appear on the flexpage if there is a previous flexpage in the flexpage hierarchy and the next

button will appear on the flexpage if there is a next flexpage in the flexpage hierarchy.
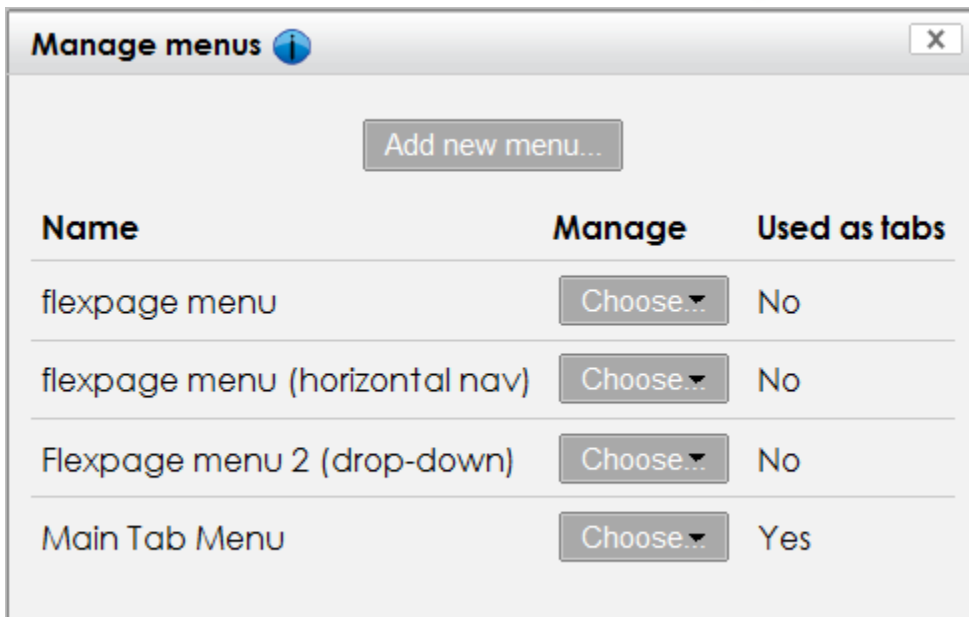
All changes on this modal are recorded as the change happens. This means that unlike the other modals to exist the user will need to click on the close icon in the upper right hand corner of the modal.

4.1.4.4.5. Manage All Menus

The manage all menus action allows a teacher to create, edit and delete all flexpage menus in the course as well as manage which flexpage menu is set as the flexpage menu in the course header. To manage tabs for your course, as well as other menus, click on the *Manage* link in the action bar and then click the *Manage all menus* link from the drop-down menu. After clicking on the link a modal like the image below will appear if there are no flexpage menus in the course;
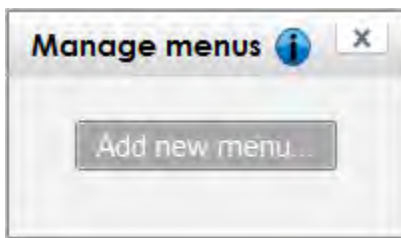
or a modal like the image below will appear if flexpage menus have been created in this course.
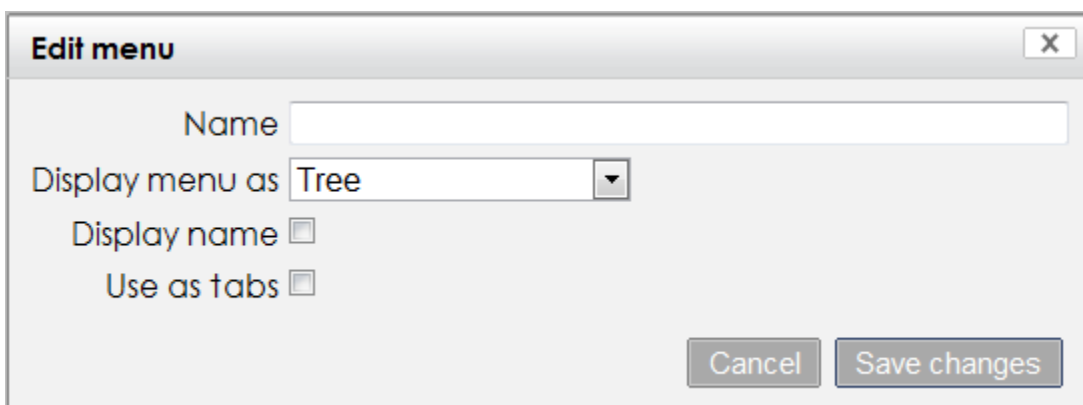
The `Manage menus` modal lists all of the flexpage menus in the course with two extra columns, one to manage the menu and one to display which flexpage is being used in the top flexpage tab for the course. The manage drop-down provides the links to edit the menu's settings, manage the links and delete the flexpage menu.

4.1.4.4.5.1. Creating/Updating a Flexpage Menu

Flexpage menus provide navigation within a course either as a block or as an expandable menu in the page menu area below the header of the course. To create a new flexpage menu click on the `Add new menu` button in the top area of the manage all menus modal and a modal like the image below will appear.

The *New/Edit menu* modal displays all the settings for the flexpage menu.

- Name: the name displayed for the menu in all editing interfaces.
- Display menu as: determines how the flexpage menu is displayed when added to a flexpage.
    - Drop-down - each level of flexpage menu links is displayed in a drop-down.
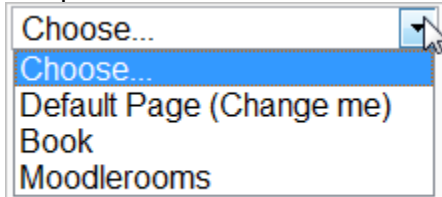
    - Horizontal Navigation - displays the flexpage menu as a set of drop-down menus on a bar similar to the bar in the header, but that can be placed in any of the block areas.

    - Tree - displays flexpage menus in a left hand menu navigation that expands and contracts sub menus.
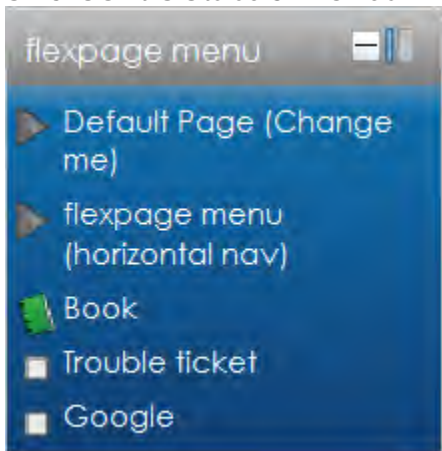
- Display name: the name displayed in the block title. Without a display name the block title does not display except in editing mode.
- Use as tabs: one flexpage menu can be selected to display in the header bar. Flexpage menus can be added to this flexpage menu.

Once you have made all the changes to the menu click the *Save changes* button.

4.1.4.4.6. Managing Links

Flexpage menus allow the teacher to link a flexpage menu to five different locations:

- Activity in the course
- Another flexpage menu
- A flexpage and all sub flexpages
- Create a trouble ticket

To manage a flexpage menu's links, select the *Manage links* link from the *Manage* drop-down to the right of the flexpage menu you want to add links to. A modal like the one below will display if you have no links in the current flexpage menu.
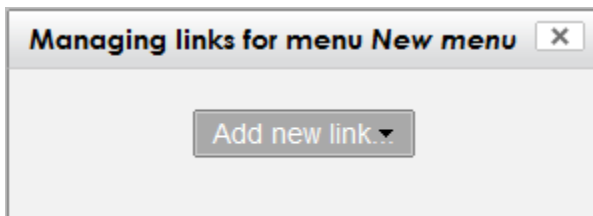
The modal below will display if you have added links to the flexpage menu
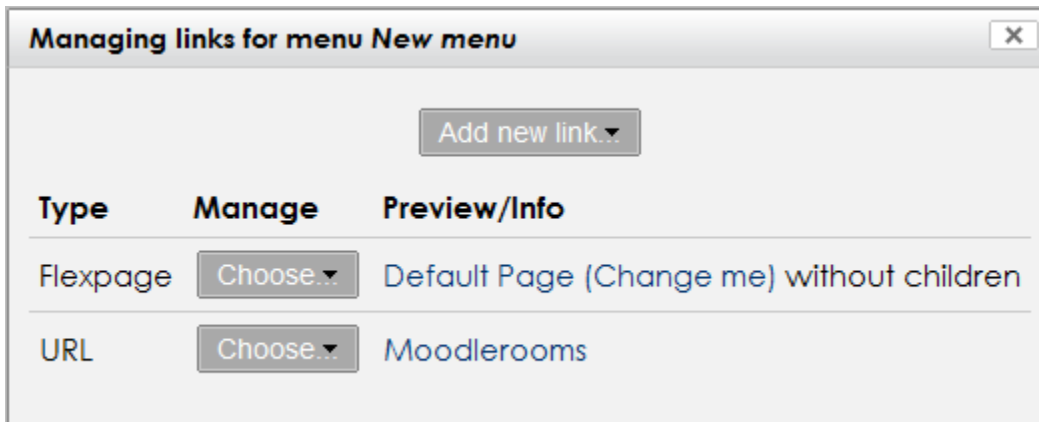
The lower half of the modal is separated into three columns. The first column is the type of link. The second column contains a choose drop-down with the actions to edit, move and delete the link within the flexpage menu. The last column is a link to preview where the user will end up if the click on the menu link. Clicking the preview link will display the link in a pop-up window.

4.1.4.4.6.1. Adding Links to a Flexpage Menu

To add a link to a flexpage menu click the *Add new link* button in the top area of the manage links modal and select the link types that you want to create. Links added to a

flexpage menu display based on the flexpage menu's settings.

Activity Link

The activity link is used to link to any activity or resource that has been already created in the course. This is useful if there is a particular activity like forum or resource that the teacher wants the students to have access to on every page or just specific pages. This is also a way to create navigation within a section of pages that refers to each activity the student has to complete. Activity links follow the restricted access rules for an activity and will not display the link if the student does not have access to view it. To add an activity link select `Activity` from the `Add new link` drop down menu. A new modal like the one below will display.

Select the activity to link to from the activity drop-down and click the `Save changes` button to add the activity link to the current flexpage menu. The modal will close and return you to the `Manage links` modal.

Flexpage Menu Link

The flexpage menu link is used to create dynamic expandable menus of multiple types. This is new to Joule 2 and provides a teacher with the flexibility to create full navigation structures that can be expanded and collapsed and contain any type of link. To add a flexpage menu link select `Flexpage menu` from the `Add new link` drop-down menu. A new modal like the one below will display.
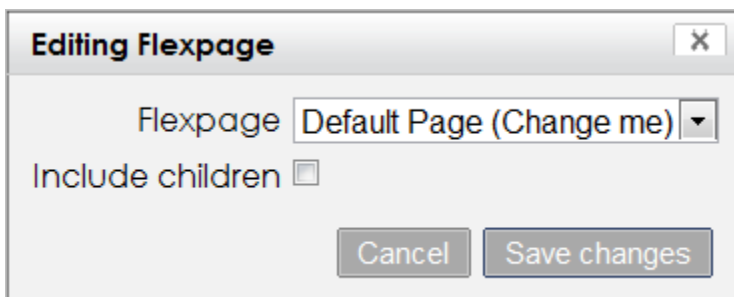
Select a flexpage menu to add from the flexpage menu drop-down and click the `Save changes` button to add the flexpage menu links to the current flexpage menu. The

modal will close and return you to the `Manage links` modal.

Flexpage Link

The flexpage link allows a teacher to add a specific flexpage or a parent and all child flexpages to a flexpage menu. If child flexpages are included then the menu will be expandable/collapsable in a tree menu and as a fly out menu in a horizontal navigation flexpage menu. To add a flexpage link select `Flexpage` from the `Add new link` drop-down menu. A new modal like the one below will display.
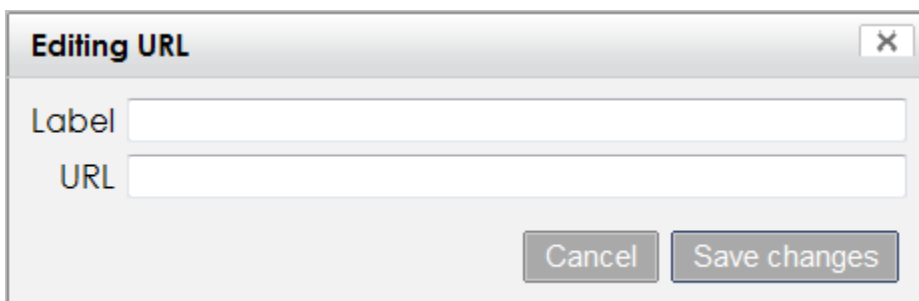
Select the flexpage to add to the flexpage menu in the `Flexpage` drop-down. If you want to include children pages click the `Include children` checkbox and then click the `Save changes` button. The modal will reload with all of the children of the selected flexpage. Click the checkbox next to each child flexpage you want to add as a sub menu to the parent flexpage in the flexpage menu. Once you are done selecting child flexpages click the `Save changes` button. The modal will close and return you to the `Manage links` modal.

URL Link

The URL link allows a teacher to link to any URL both internal and external. To add a URL link select `URL` from the `Add new link` drop-down menu. A new modal like the one below will display.

- Label: the text that will be displayed within the flexpage menu when this link is displayed.
- URL: contains the actual URL the user will be directed to upon clicking on the link in the flexpage menu. Include the full URL including the http://, https://, or ftp://. There are no limitations on the URL type. It can include mail to code for emails.

After filling out the two fields click the *Save changes* button to add the URL to the current flexpage menu. The modal will close and return you to the *Manage links* modal.

4.1.4.4.6.2. Move Link

Flexpage menu links appear in the flexpage menu as they are listed on the manage links modal. Furthermore new flexpage menu links are created at the bottom of the list. Because of this sometimes a teacher will want to move a link to a different location in the flexpage menu. To move a link first navigate to the manage links (review the Manage links modal) modal for the flexpage menu you want to rearrange links in. Next select the *Move* option from the drop-down in the manage column to the right of the flexpage menu link you want to move. This will bring up a modal like the image below.

Select the before or after in the first drop-down and then the flexpage menu link that the current link will be moved before or after. Finally click the *Move link* button and the modal will change. The manage links modal will reappear and the changes will be reflected in the modal.

4.1.4.4.6.3. Deleting Links to a Flexpage Menu

If a link in a flexpage menu has become obsolete, or you are restructuring the course, you may need to delete links from an existing flex page menu. To delete a link first navigate to the manage links (review the Manage links modal) modal for flexpage menu you want to delete a link from. Next select the *Delete* option from the drop-down in the manage column to the right of the flexpage menu link you want to delete. This will bring up a confirmation modal like the image below.

Delete ✕

Are you sure that you want to delete this link?

Default Page (Change me) without children
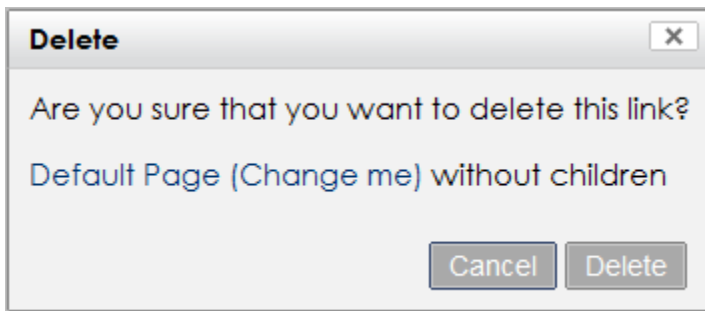
Cancel   Delete

Click the `Delete` button to delete the flexpage menu link, or the `Cancel` button to not delete the flexpage menu link. The manage links modal will reappear and the changes will be reflected.

4.1.4.5. Deleting Activities From a Course

To delete activities in a course click the delete icon next to the activity. This will delete all instances of the activity or resource in all flexpages and flexpage menus in the course.

4.1.4.6. Navigating Between Pages

There are two ways to navigate between flexpages in a course. The first is to turn editing on and use the navigation area on the right side of the action bar. In this area you have three methods of navigation:

- Click the left double arrows to go to the previous flexpage in the flexpage hierarchy if one exists.
- Click the right double arrows to go to the next flexpage in the flexpage hierarchy if one exists.
- Select a page name in the jump to menu between the two double arrows to navigate directly to the flexpage in the course.

The second way is to add a flexpage menu to the course via the `Add existing menu` in the `Add` menu of the action bar and navigate between pages.

4.1.4.7. Moving Blocks and Activities

Blocks can be moved on a flexpage just like with any other course format. The difference with Flexpage is that the blocks can be moved in any of the four areas on a flexpage, top, left, main and right. To move a block the first step is to turn editing on by clicking the `Turn editing on` button in the navigation bar or the link in the `Navigation block`. Next click the `Move` icon in the header of the block you want to move, it is

located under the title of the block and to the far right. The page will refresh at this point and you will see pink boxes with dotted lines around them, these will appear above and below all blocks and activities in the course. You can select any of these areas to move the block there. See the image below for an example.

You are logged in as Sarah Smith (Logout)

moodlerooms

Google Apps News forum Trouble Ticket Example Page 3

Home ► My courses ► Flexpage ► Example Page 1

Top Area

Turn editing off

Add Manage

Example Page 1

Next >

flexpage menu

Click the Move

Choose...

flexpage menu (horizontal nav)
Book
Trouble ticket
Google
Default Page (Change me)

Moving this block (Cancel)

Settings

Course administration
Turn editing off
Edit settings
Users
Filters
Grades
Rubrics
Outcomes
Backup
Restore
Import
Reset
Question bank
Joule Reports
Personalized Learning Designer

Switch role to...

My profile settings

Express

Create a Design
Manage Designs
Menus

Foru
Exa

Forum Examples

Discusssion 21
by Sarah Smith - Thursday, 1 September 2011, 12:28 pm

ladkjalsdkfjasda

Edit | Delete
Discuss this topic (0 replies so far)

Book

General news and announcements

Add a new topic
(No news has been posted yet)

asdfasd

Default Page (Change me) Moodlerooms Book

Search forums

Go
Advanced search

Latest news

Add a new topic...
(No news has been posted yet)

Upcoming events

There are no upcoming events
Go to calendar...
New event...

Recent activity

Activity since Wednesday, 7 September 2011, 10:38 am
Full report of recent activity...
Nothing new since your last login

The top area will appear as one solid pink box above the navigation buttons and below the action bar. The top area by default spans the entire width of the flexpage and blocks are displayed horizontally going down the page. Select a pink box to move the block to that location. The page will refresh and display the changes.

4.1.4.8. Changing Flexpages Blocks Display On

Flexpage allows teachers to set blocks to display on all flexpages, on a specific page, as well as in any of the four regions of the page. This provides the teacher with the flexibility to create content that appears on all pages or only on specific pages, and to choose where on the page the content will display. Activities in Flexpage can also be displayed as blocks. This means the block settings for an activity can be displayed on all flexpages or a single flexpage as a block. To change where the block displays the first step is to turn editing on by clicking the `Turn editing on` button in the navigation bar or the link in the `Navigation` block. Next click the `Configuration` icon in the header of the block you want to configure, it is located under the title of the block and is the third icon in.

Clicking this icon will reload the page and provide the configuration options similar to the image below. There may be more or less settings in the block settings area depending on the block being configured. `Where this block appears` and `On this page` are relevant to changing what flexpages blocks display on.

Where this block appears
This area of the form determines what flexpages and courses the block appears on.

- Original block location: is the location that the block originally showed up in before the current changes.

- Display on page types: determines what Moodle pages a block can display on.
  - Any page - will display the block on any page on the site, e.g. my Moodle, Site, Course, Flexpage, Activity, etc.
  - Any course page - will display the block on any course, flexpage or activity page.
  - Any type of course main page - will display the block on any course main page.
- Select pages: determines if the block displays on the current flexpage or all flexpages.
  - Any page matching the above - will display in all courses and flexpages based on the Display on page types setting.
  - This specific page - will only display on the current flexpage.
- Default region: is the default region of the flexpage that the block will display in.
  - Left
  - Right
  - Top
  - Main
- Default weight: is the location within the selected area the block shows in for all pages. The lowest weight displays at the top of the area.

On this page
The on this page section of the form contains the settings for the block on the current flexpage.

- Visible: This setting determines if the block is shown or hidden to students.
  - No
  - Yes
- Region: This is the region on this flexpage that the block is show in
  - Right
  - Top
  - Left
  - Main
- Weight: This is the location within the selected area of the current flexpage the block shows in. The lowest weight displays at the top of the area.

4.1.4.9. Converting Another Course Format to Flexpage

Changing course formats is simple in Joule, it allows teachers to switch formats based on the best display needs for their current set of students and allows them to change formats as they become more advanced Joule users. To change a course format, navigate to the course settings under the `Settings` block > `Course Administration` > `Edit Setting`. Select `Flexpage Format` from the `Format` drop-down and click the `Save changes` button. Once this happens you will see the course in the Flexpage course format. The initial differences are seen in the image below.
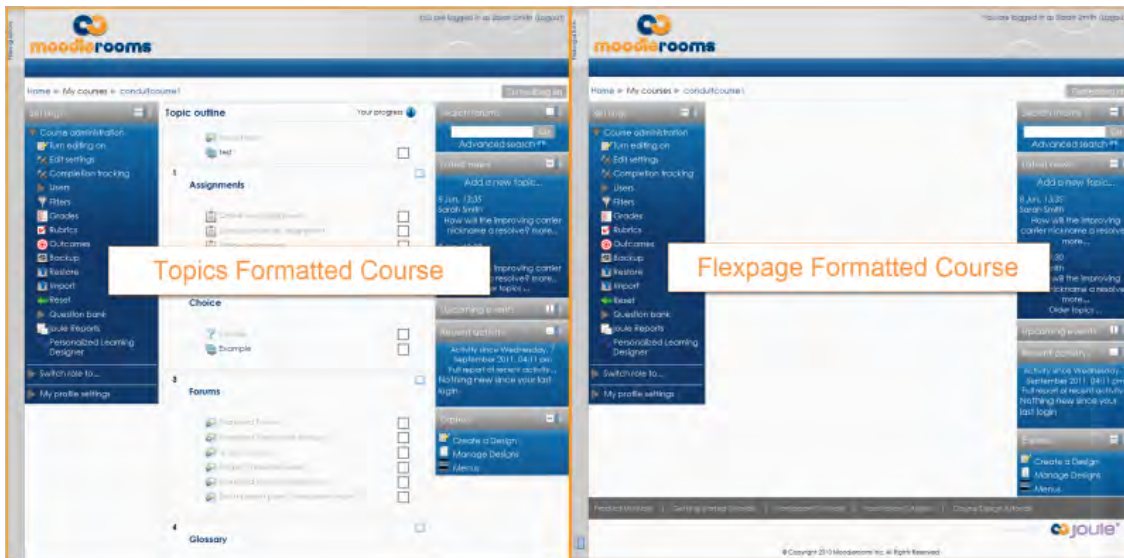
A default flexpage is created just like when a new Flexpage course is created. All of the blocks that were added to the topics formatted course are also added to all flexpages in the Flexpage formatted course. The major difference is that no activities or resources have been added to the flexpage. The activities and resources still exist, but they must be added to each of the flexpages that they will be associate with. The teacher will also be able to create new flexpages, flexpage menus and menu links.

4.2. Folder view

4.2.1. Overview

The Folder View course format displays activities and resources within a folder that is expandable or collapsible. This course format can display all folders on a page or a single folder at a time with previous and next topic navigations or a jump-to menu facilitating the navigation between folders. Editing functionality is consolidated for the course into an area at the top of the page.

Moodlerooms developed the Folder View course format with clients migrating from ANGEL to Joule in mind. This course format mimics many of the features of the ANGEL folders, making previous ANGEL clients feel more at home within Joule. The course format was also developed with an eye towards consolidating the editing functionality in core Moodle's Topics and Weeks formatted courses.

4.2.2. Benefits

The benefits of the Folder View course format are:

- Consolidated editing functionality for blocks, resources, and topics
- Expandable/collapsible folder areas
- Single folder displays jump-to menu for accessing other folders
- Easy addition of topics/folders to the course without editing the course settings

4.2.3. 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:
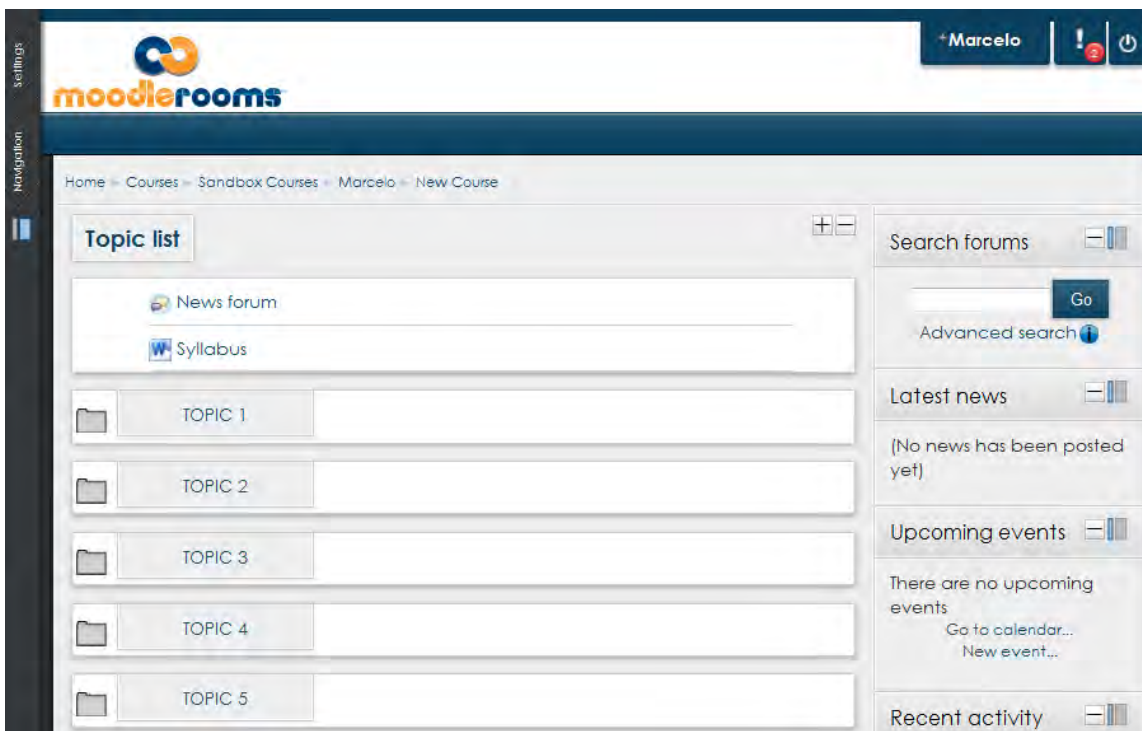
From this initial screen, you will have the option to perform the following:

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).

4.2.3.1. 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

W Syllabus

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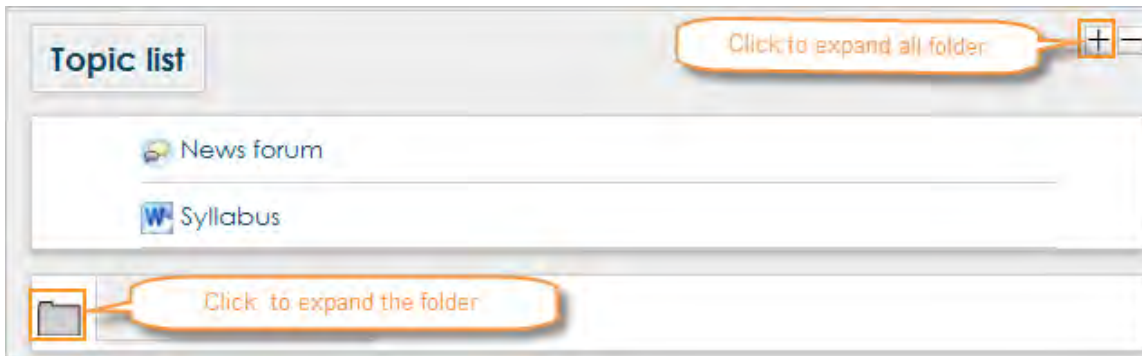
Click the folder or the minus ⊖ symbol to collapse one or all folder(s) respectively.

Topic list

Click to collapse all folders   ⊞⊟

📨 News forum

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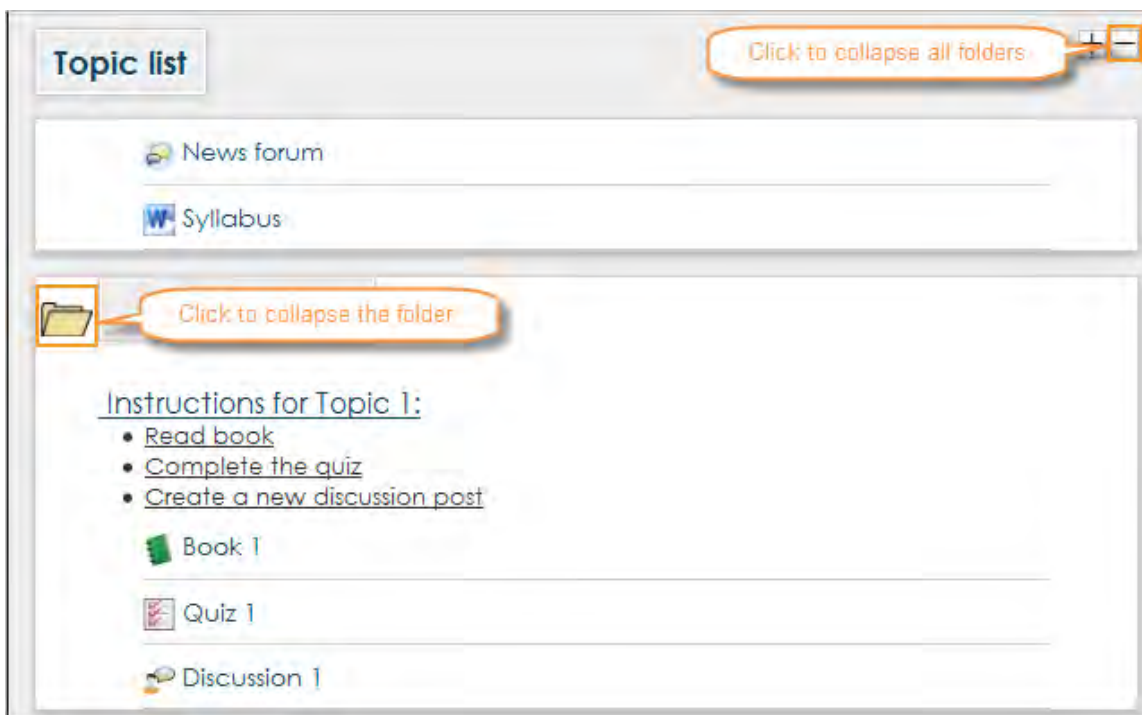
ⓘ Note
An expanded folder will be saved as expanded for the next time you view the course.

4.2.3.2. 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.
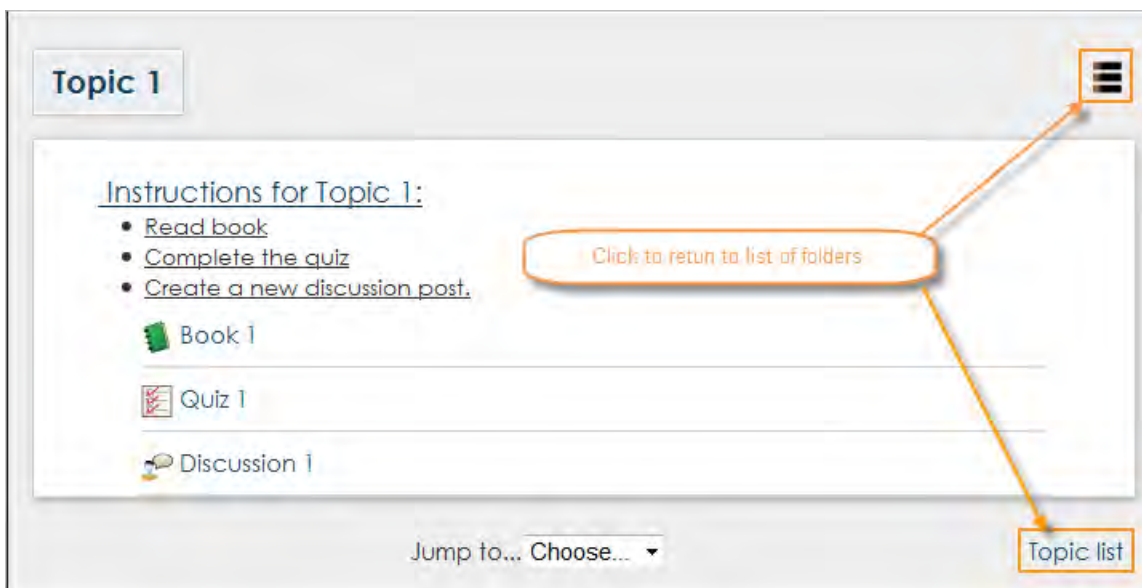
4.2.3.3. Jumping to a Folder

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.
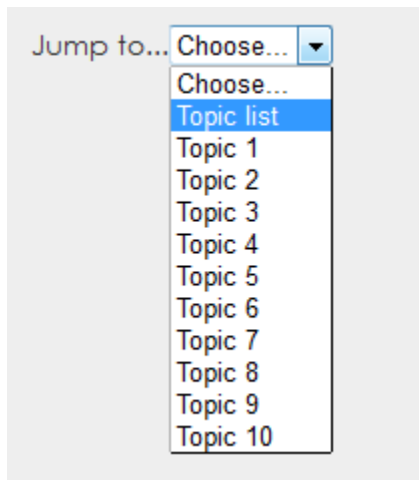
Using the *Jump to...* menu brings you into the single folder view of the folder selected.

4.2.4. Teacher Documentation

The Folder View course format is similar to the core Moodle Topics and Weeks course formats from a display perspective – activities and resources are grouped and displayed together in sections. In the Folder View format, each section is considered a "folder" and provides a folder icon next to the title. The Folder View differs from the core Moodle Topics and Weeks course formats in the following ways:

- Folder View simplifies the interface used to edit the information within the course by placing editing tabs below the first topic.
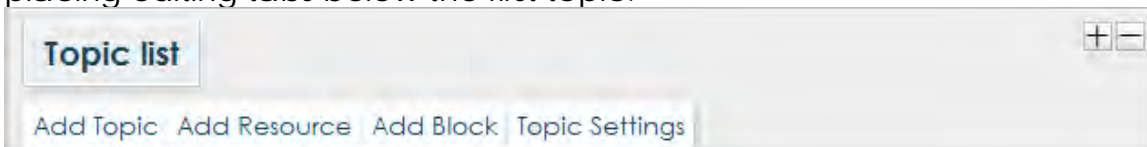
- Folder View allows the user to expand and collapse a topic/folder to provide a more streamlined view of the course information
- Folder View remembers the state of the expanded and collapsed topics
- Folder View moves the editing interface to the far right side of the topic, making all the icons appear in one location for easy use
- Folder View adds a new "add resource" icon to the left of the "edit topic" icon for easy addition of resources to a topic
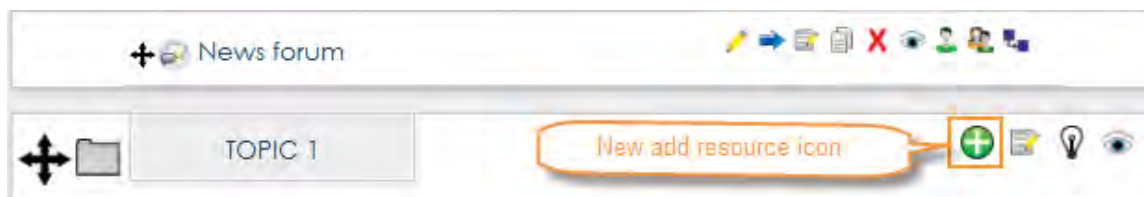
4.2.4.1. Editing Tabs

After turning editing on, the Folder View course places the usual editing features as tabs at the top of the page under the first topic folder (rather than adding drop-down menus to each topic).
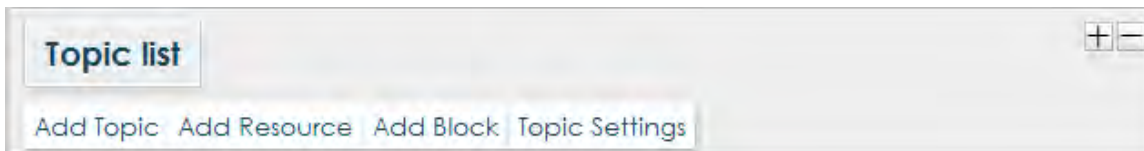
The tabs are as follows:

- Add topic: Allows the teacher to add a new folder to the course
- Add resource: Allows the teacher to add an activity or resource to any topic in the course
- Add block: Allows the teacher to add a block to the course
- Topic settings: Allows the teacher to change the settings for the first topic

> 🛈 Closing a tab
> At any time, you can close an expanded tab by clicking the close icon in the upper right of the expanded tab. Most themes use an icon that is a square with an X in the middle.

4.2.4.2. Adding a New Folder

Clicking on the `Add Topic` link will expand the `Add Topic` tab.
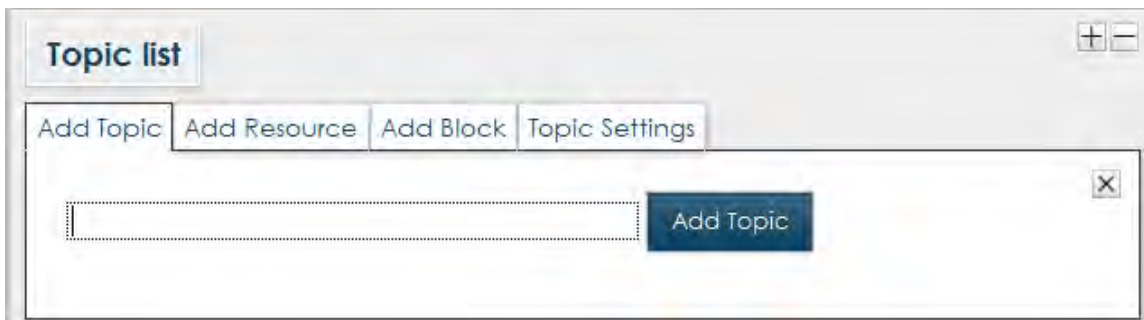
Type in the name to be used for the new topic and click the `Add topic` button. The topic will be added as the last topic in the list and the course settings will be updated to include the new topic in the `Number of weeks/topics` setting.

4.2.4.3. Adding Resources/Activities

There are two ways to add resources and activities to a topic. Either use the *Add Resource* tab under the first topic, or click the *Add resource* icon to the right of the topic title.
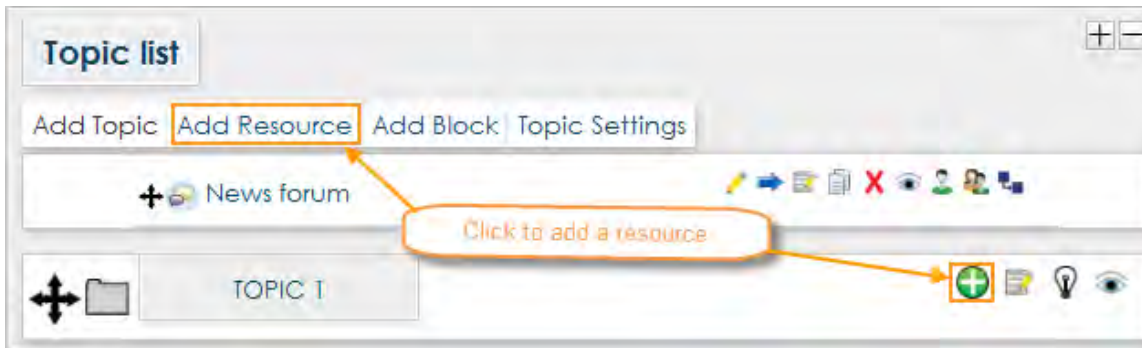
Using either method will expand the *Add Resource* tab, which will display a listing of each activity and resource that can be added to the course. At the bottom there will be a drop-down list of topic titles. If you clicked the *Add Resource* tab, you will want to select the topic to place the resource in from the *Add To* drop-down menu. If you clicked the *Add resource* icon to the right of the topic title, then the *Add To* menu will have already selected the topic for you. After selecting the topic to place the resource in, click on the link of the resource you would like to add. You will be taken to the resource's creation page and be able to change your settings there. Once you save and display or save and return to course, the resource will be in your topic of choice.
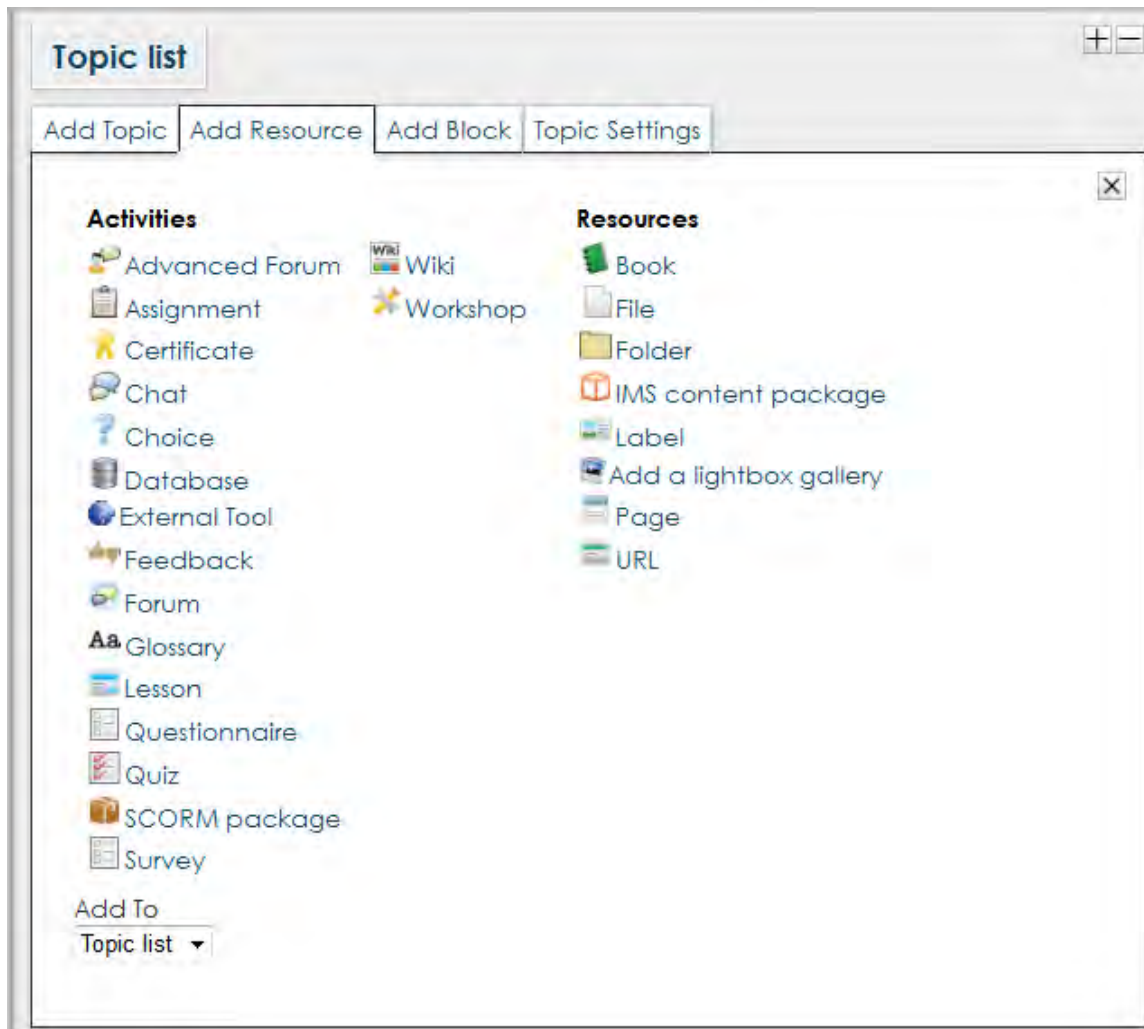
4.2.4.4. Adding Blocks

Folder View removes the `Add a block` drop-down menu from the right-hand column and instead places it as a tab under the first topic. Clicking on the `Add Block` link will expand the tab to display a listing of all blocks the teacher can add to the course.
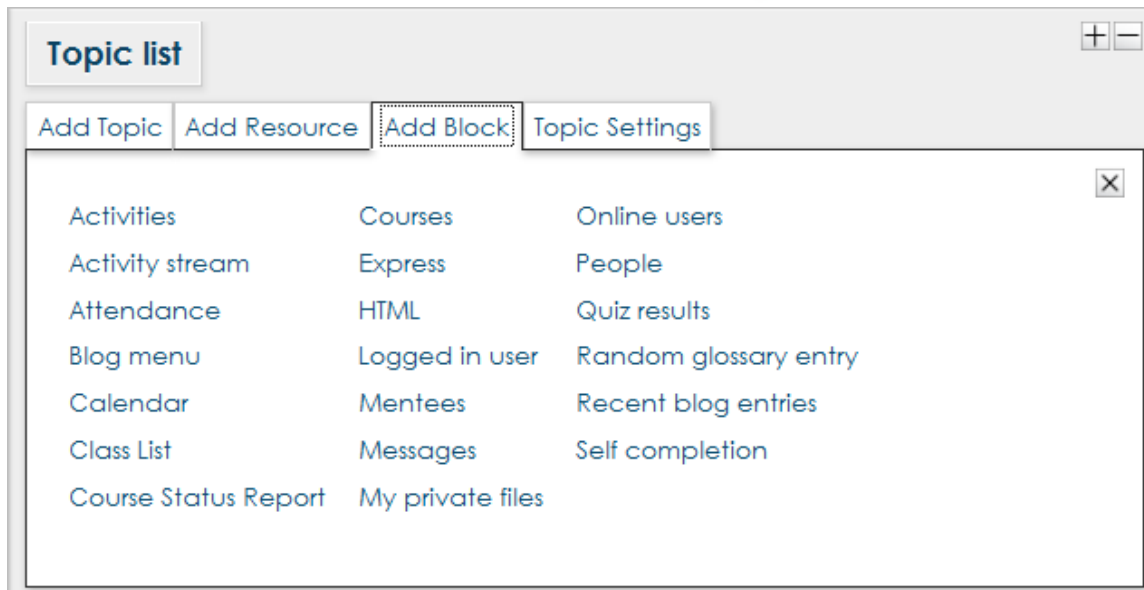
Click the link with the name of the desired block to add it to the right-hand column of the course.

4.2.4.5. Editing Layout

Folder View displays the AJAX move icon (which looks like an arrowed plus sign) from the course page initially when editing is turned.
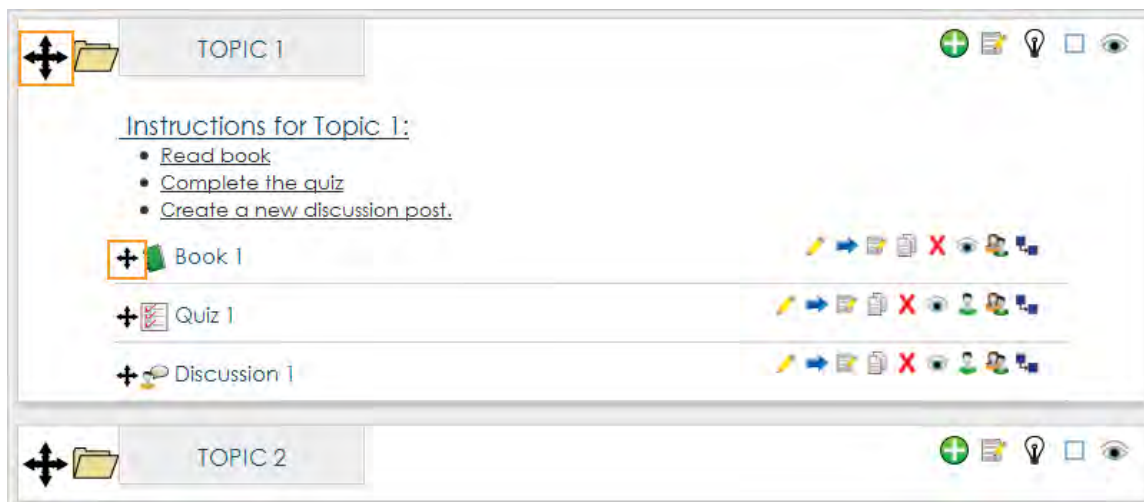
Folder View will also limit the display of the topic summaries with a ripped paper affect in order to focus on seeing more content on the page. Drag the folders or resources where they need to be in the course at this point.

4.2.4.6. Changing Topic Settings

In either the full topic list or single topic list mode, the `Topic Settings` link will bring the teacher to the settings page for the topic that it is directly under. In the full topic mode, this means the first folder of the course. In single topic mode, this means the folder selected. In this interface, the teacher can change the section name for the folder from the default section name and edit the summary for the folder. Alternatively, the teacher can click the topic settings icon in the full topic mode next to any folder title.
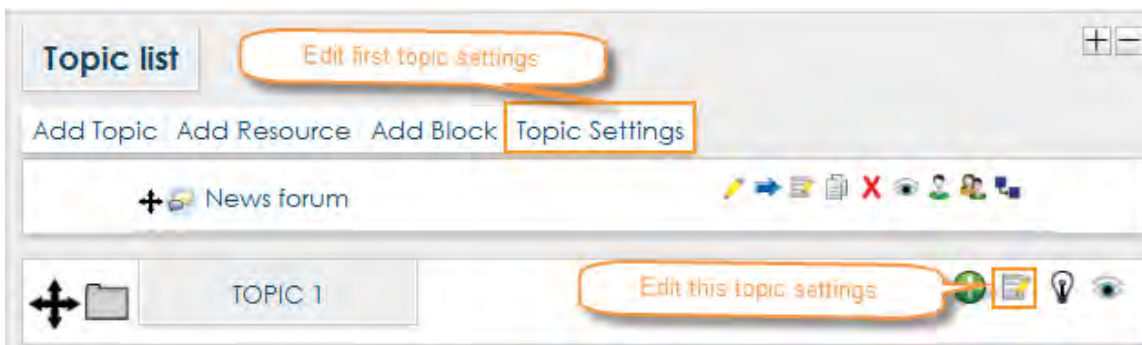
5. eFolio

5.1. eFolio Site

5.1.1. 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.

5.1.2. User Documentation

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

- MnSCU Guides
- Avenet Video

6. Express

6.1. Overview

Moodlerooms has developed enhanced branding capabilities to provide both basic and advanced users with tools to completely customize the appearance of their site, course categories and courses. Express places the branding power in the client's hands and provides the following benefits:

- Access to Joule'a dynamic information about users and courses
- Ability to change appearance with and without advanced coding skills
- Creation of templates that can be selected or have their colors altered by an instructor at the course level
- Real-time updates to the branding and appearance
- Site-wide templates for consistent site-wide look and feel, with personal touches at the department or course level
- Easy-to-modify dynamic/drop-down navigational menus

6.2. Express Comparison

Feature	Express	Moodle 2.0 theme
Site-level look and feel	X	X
Category-level look and feel	X	X
Course-level look and feel	X	X
Site-level dynamic navigation menus	X	X
Category-level dynamic navigation menus	X	
Course-level dynamic navigation menus	X	
Ability to upload look and feel	X	X
Site-level custom icons	X	X
Category-level custom icons	X	X
Course-level custom icons	X	X
Selection of icon packs per design	X	

Easy access to dynamic user information	X	
Instant look and feel updates for Moodlerooms hosting	X	
Easy ability for a developer to display category that a course is in within the Moodle navigation breadcrumb	X	X
Easy ability for a developer to display a user's course list as a dynamic drop down	X	
Ability for teachers to change course look and feel based on a predefined template uploaded by an administrator	X	
Ability to create a look and feel without Moodle or PHP knowledge	X	
Editing of look and feel within Joule	X	
Easy CSS 3 rounded corners	X	
Moodlerooms UI visibility additions	X	
Control over the HTML for multiple page types	X	X
Support for one to many block regions	X	X
Support for course activities and course listing in dynamic menus	X	

6.3. Difference Between Express Design and Express Template

An Express design is what is displayed as the look and feel for the Joule site, category or course when a user views a page. Express designs are created from Express templates, which are predefined page structures and layouts with a selection of color variants that, when selected within the Express blocks `Create a Design` sub tab, create an Express design for the site, category or course within Joule. Express templates provide clients with the ability to approve specific page structures and layouts while allowing their teachers to feel empowered to create a unique look for their course by selecting different color variations to develop their own design.

6.4. Express Design Technical

6.4.1. Introduction

The Express block allows end users to create an Express design from an Express template. Alternatively, a user can create an Express design manually. An Express design is a series of folders and files that allow users with CSS, HTML and Web design skills to customize the look and feel of their site, course categories or courses. This document covers the Express

design structure and all the variables that can be used in an Express design, the technical aspects of an Express design, and the file structure and XML manifest file that are specific to an Express design. It is considered a technical reference and is referenced by all tutorials on Express designs.

This document does not cover how to create a custom Express design, but is referenced by all tutorials on creating Express designs. Specifically, this document will cover:

- Express Design Structure
- Express Design Variables
- Express If Variables

6.4.2. Express Design Structure

An Express design's structure is similar to the Moodle 2.0 theme structure, with folders being used to logically separate files that are used to display the look and feel. Express designs are expected to be zipped up before being uploaded to the client's site via the Express block's *Manage Designs* sub tab in the Express block. The following is a list of folders and files that make up the Express design structure (not all files are required):

Express design zip file structure

```
js/
layout/
layout/base.html
layout/general.html
layout/admin.html
layout/course.html
layout/coursecategory.html
layout/embedded.html
layout/flexpage.html (required for flexpage)
layout/frametop.html
layout/frontpage.html
layout/incourse.html
layout/login.html
layout/maintenance.html
layout/mydashboard.html
layout/mypublic.html
layout/popup.html
layout/print.html
layout/redirect.html
layout/report.html
layout/standard.html
layout/secure.html
layout/menu.html
layout/meta.html
pix/
pix/favicon.ico
pix/logo.png
pix_core/
pix_plugin/
style/
style/core.css
manifest.xml
```

6.4.2.1. JavaScript Directory (*js/*)

The JavaScript directory contains all the Express design's JavaScript files. Each file in this directory is combined and minified into a core-min.js file and then loaded in either the header or footer of the Express theme based on the site settings for the Express block's *Custom JavaScript* setting. In order for files in this directory to be loaded when the

design is displayed by the Express theme, the Express block's `Custom JavaScript` setting must be set to "header" or "footer."

6.4.2.2. Layout Directory (`layout/`)

The layout directory contains all of the Express design's HTML files that are used by the Express theme to display the look and feel. Each of these files can contain the variables detailed in the Express Design Variables section. As of the Joule 2011 Maintenance Pack 1 Express now uses the layout files according to the layouts that Moodle defines at the documentation page Moodle 2.0 theme layout files. Moodlerooms has added extra layout files for new Joule features and documented what each of the layouts are below.

> ℹ️ **2011 Winter release layout changes**
> As of the 2011 winter release the header and footer layout file are no longer used by Express templates. They are still supported for backwards compatibility, but deprecated. Express now provides layout files complete control over what HTML is displayed on a page between the HTML body tags. A layout file is the header and footer layout file combined with extra HTML in the middle. Compare the Example general.html file to your header and footer layout files to determine how to create your own layout files. All clients using a template will automatically have their Express design recreated with layout files on release.

6.4.2.2.1. Base.html

A basic layout file that is used in a few locations. Usually this file isn not created and points to the general.html file in the design's manifest. See Example general.html file for an example of the base.html

6.4.2.2.2. General.html

A generalized layout file that is used by default and can change based on Express If Variables and options set in the manifest.xml for the layout.

```
                            Example general.html
```

6.4.2.2.3. Admin.html

Determines the structure of all admin pages. This layout usually only has blocks on the left or right hand side and doesn't allow both columns on the page. See Example general.html file for an example of the admin.html

6.4.2.2.4. Course.html

Determines the look for the main course page. This usually can just point to the general.html file in the manifest's structure. See Example general.html file for an example of the course.html

6.4.2.2.5. Coursecategory.html

Determines the look of the page when the user is browsing the course categories. This is only applicable to a site level Express design. See Example general.html file for an example of the coursecategory.html

6.4.2.2.6. Embedded.html

This determines the look of embedded pages, like iframes/objects embedded into Joule. This should be limited to just a div tag with an id page with the %MAINCONENT% variable at most. A header and footer are not recommended.

> Example popup.html

6.4.2.2.7. Flexpage.html (required for flexpage)

This determines the look and feel of a flexpage course format. This layout file should contain more regions in it as Flexpage interacts with the main and side-top regions..

> Example flexpage.html

6.4.2.2.8. Frametop.html

Used for legacy frame layouts only. No blocks and minimal footer.

6.4.2.2.9. Frontpage.html

Determines the structure of the front page. See Example general.html file for an example of the frontpage.html

6.4.2.2.10. Incourse.html

This determines what most activity pages look like. See Example general.html file for an example of the incourse.html

6.4.2.2.11. Login.html

Determines the structure for the login page when the user accesses login/index.php. This can usually be a reference to general.html unless general.html contains a login form as with most of the Express templates. See Example general.html file for an example of the login.html. If your general.html file has a login form it is recommended that you create a login.html and remove this form so that on the login/index.php page screen readers don't get confused.

6.4.2.2.12. Maintenance.html

Used during upgrade and install. This must not have any blocks, and it is good idea if it does not have links to other places - for example there should not be a home link in the footer. It is not recommended to create a separate layout file for this but instead point to the embedded layout file with the options set to noblocks=true, nonavbar=true and nofooter=true. See Example general.html file for an example of the maintenance.html

6.4.2.2.13. Mydashboard.html

Determines the structure of the my/ page and can be used to provide students with more information than on the front page or general layouts. See Example general.html file for an example of the mydashboard.html

6.4.2.2.14. Mypublic.html

Determines the structure of the my public page. See Example general.html file for an example of the mypublic.html

6.4.2.2.15. Popup.html

Pages that appear in pop-up windows - no navigation, no blocks, no header. It is not recommended to create a separate layout file for this but instead point to the embedded layout file with the options set to noblocks=true, nonavbar=true and nofooter=true.

Example popup.html

6.4.2.2.16. Print.html

Used when the page is being displayed specifically for printing. It is not recommended to

create a separate layout file for this but instead point to the embedded layout file with the options set to noblocks=true, nonavbar=true and nofooter=true.

> Example print.html

6.4.2.2.17. Redirect.html

Used when the user is redirected, usually after submitting some information like a post to a forum. It is not recommended to create a separate layout file for this but instead point to the embedded layout file with the options set to noblocks=true, nonavbar=true and nofooter=true.

> Example popup.html

6.4.2.2.18. Report.html

Determines the structure of all reports, this can be helpful because reports often go off the page and with Moodle's div structure it is recommended that these reports scroll to the right at some point.

> Example report.html

6.4.2.2.19. Secure.html

A layout file used in secure popup areas of Joule. Secure quiz is an example. Usually this file is not created and points to the general.html file in the design's manifest with the options nofooter, nonavbar, nocustommenu, nologininfo and nocourseheaderfooter as true. See Example general.html file for an example of the base.html

6.4.2.2.20. Standard.html

Standard layout with blocks, this is recommended for most pages with general information. See Example general.html file for an example of the standard.html

6.4.2.2.21. Meta.html

The `meta.html` file is included within the <head></head> HTML tags and should consist mainly of <meta> HTML tags used by search engines to find the site.

Example meta.html

6.4.2.2.22. Menu.html

The `menu.html` file contains the YUI 3 menu code that is created in the Express menu tab in the Express block. It is generally best to leave this file alone and allow the Express block to generate the correct HTML code. The menu uses the standard Express variables, but the most commonly used one is %MYCOURSESYUI%.

Example menu.html

⚠️ Moodlerooms does not recommend that this file is created manually or added to a design.

6.4.2.2.23. Footer.html (deprecated)

The `footer.html` file displays at the bottom of the Moodle page after the closing of the `<div id="page">` tag and opens the `<div id="footer">` tag. The footer.html file usually contains navigation links, performance data, validation links, Moodlerooms tutorials, and/or logo/package information. The footer has unique variables for it that can be found in Express Design Footer Specific Variables.

Example footer.html

6.4.2.2.24. Header.html (deprecated)

The `header.html` file contains all the header information printed at the top of the page before the `<div id="page">` tag. The header.html file usually contains a company logo, navigation, information regarding the logged in user, access to log in if the user has not already done so, and/or Flexpage tabs. The header has unique variables that can be found in Express Design Header Specific Variables.

Example header.html

6.4.2.3. Pix Directory (`pix/`)

The Pix directory contains all of the images used by the Express design for backgrounds, logos, favorite icon, etc. This directory can contain multiple files of various names that

the Express developer can add without fear that they will not be copied when the design is uploaded via the *Upload Design Images* sub tab of the Express block.

6.4.2.4. Pix Core Directory (*pix_core/*)

The Pix Core directory contains all of the Moodle 2.0 core icons. These are all icons that are used in Moodle's interface for navigation, calendar, editing actions, etc. The *pix_core* folder structure looks like the following:

pix_core directory structure
a/ - action icons for the navigation bar c/ - course icons f/ - file type icons g/ - group icons i/ - interface icons that are not associated with blocks or navigation. m/ - money icons s/ - smiley face icons t/ - usually block and navigation icons u/ - user image icon y/ - YUI icons adv.gif b.gif docs.gif help.gif madewithmoodle.gif moodlelogo-med-white.gif moodlelogo-med.gif moodlelogo.gif movehere.gif req.gif spacer.gif webding.png

Within each directory, there are a number of icons. pix_core.zip contains all of the possible icons from the Moodle icon pack that is used in the *Create a Design* sub tab of the Express block. Not all of the icons in the folder need to be uploaded or replaced. Express will default to use Joule's icon for any icon file not uploaded. Icon files can be saved in .gif, .jpg, .jpeg or .png format. By default, Express will force icons to display with a width of 20 pixels and a height of 20 pixels. The icons in the example pix_core.zip are 16x16 pixel images, which is Moodle's default.

6.4.2.5. Pix Plugins Directory (`pix_plugins/`)

The Pix Plugins directory contains all of the Moodle 2.0 plug-in icons. These are all icons that are used by the blocks, activities, repositories, etc. The `pix_core` folder structure looks like the following:

pix_core directory structure
blocks/ - block specific icons local/ - icons for local plugins such as personal learning designer local/pld mod/ - activity icons each should have a sub folder with the directory name of the activity and at least an icon.gif file mod/assignment mod/book mod/chat mod/choice mod/data mod/feedback mod/folder mod/forum mod/glossary mod/imscp mod/label mod/lesson mod/page mod/quiz mod/resource mod/scorm mod/survey mod/wiki mod/workshop mod/url repository/ - repository plugin icons repository/recent repository/server repository/upload repository/user

Each plug-in directory has sub directories for each plug-in that has icons. The best example of this is the mod directory, which has a sub directory for each activity in Joule that has an icon. Within this sub directory there is an icon.gif file that is displayed when

the activity is shown in a course. The attached file pix_plugins.zip contains all of the plug-in directories and icons from the Moodle icon pack used in the *Create a Design* sub tab of the Express block. Not all of the icons in the folder need to be uploaded or replaced. Express will default to use Joule's icon for any icon file not uploaded. Icon files can be saved in .gif, .jpg, .jpeg or .png format. By default, Express will force icons to display with a width of 20 pixels and a height of 20 pixels. The icons in the example pix_core.zip are 16x16 pixel images, which is Moodle's default.

6.4.2.6. Style Directory (*style/*)

The style directory contains all of the cascading style sheets used by the design. The structure and naming convention follows the Moodle 2.0 structure and naming. Each file in this directory will get recreated as a <file name>-min.css file in order to remove white space and reduce the file size for transfer.

6.4.2.6.1. Core.css

This is the core CSS file for the theme and is required for the design to function properly. This file is always included when the design is displayed.

6.4.2.6.2. ie.css (deprecated)

This is a CSS file used when the design requires specific CSS to work in all versions of Internet Explorer.

6.4.2.6.3. ie6.css (deprecated)

This is a CSS file used when the design requires specific CSS to work in Internet Explorer v6.

6.4.2.6.4. ie7.css (deprecated)

This is a CSS file used when the design requires specific CSS to work in Internet Explorer v7.

6.4.2.6.5. ie_rtl.css (deprecated)

This file contains CSS for all versions of Internet Explorer for a right-to-left language.

6.4.2.6.6. ie6_rtl.css (deprecated)

This file contains CSS for Internet Explorer v6 for a right-to-left language.

6.4.2.6.7. ie7_rtl.css (deprecated)

This file contains CSS for Internet Explorer v7 for a right-to-left language.

6.4.2.6.8. rtl.css (deprecated)

This CSS file is used when the language selected by the user in Moodle is a right-to-left language.

6.4.2.7. Design Manifest File (`manifest.xml`)

The design manifest file is used to store information about the design that will be displayed in the `Create a Design` sub tab of the Express block. A `manifest.xml` file looks like the following:

> Example manifest.xml file

6.4.2.7.1. Settings

The settings section of the manifest's XML is used by Express to backup the settings in the `Create a Design` screen for the design. This should be left alone unless you are creating a manual design. Clients creating a manual designs should change the settings section to the following:

> Example Manual settings in manifest.xml file

6.4.2.7.2. Layouts

The layouts section of the manifest's XML tells Express what HTML file in the `Layout` directory to use when Joule loads a page. This section is optional, but recommended unless the Express design plans to use the Express theme's default layout options. The Express theme layout options will change over time as Moodlerooms releases a new default look and feel each year. The layouts XML cans one to many layout tags. Each layout tag can contain up to five XML tags:

- name: The name of the Moodle layout file that
- file: The HTML file in the layout directory to be processed and displayed
- regions: (Optional) What block regions will be possibly displayed on this page. This should be a list of regions with a comma after each name, no spaces are allowed. Available block regions are:
  - side-pre

- side-post
- side-top
- main
- blockregion1
- blockregion2
- blockregion3
- blockregion4
- defaultregion: (Optional, required if regions exists) The block region where blocks will be placed when added to a page by default, usually side-pre or side-post and main for Flexpage. This should be set to a region that has been added in the regions tag. If the region defined here is not in the region tag the page will display an error.
- options: (optional) Options that can be set for the page to allow for a general HTML layout file to be used for multiple page layouts using the IF variables. Each option should be set to a boolean or integer value with an = sign between the name and value and a comma at the end. No spaces are accepted. Available options are:
    - noblocks - (boolean) If set to true blocks will not be displayed on the page in any block region
    - nocourseheaderfooter - (boolean) If set to true then the course format's header, footer, content header and content footer will not display on the page if they exist.
    - nocustommenu - (boolean) If set to true no Express menu will be displayed on a page using the %EXPRESSMENU% variable.
    - nofooter - (boolean) If set to true then any HTML between the IFHASFOOTER variables will not display.
    - nologininfo - (boolean) If set to true then the user's login information will not be displayed on a page using the %LOGININFO% variable.
    - nonavbar - (boolean) If set to true the navigation bar will not show on a page using the %BREADCRUMB% or %CATBREADCRUMB% variables.
    - langmenu - (boolean) if set to true the language menu will be displayed on a page using the %MENU% or %LANGMENU% variables.
    - flexpagemarginleft - (integer) The number of pixels to the left that the side-pre block region will be indented on a flexpage
    - flexpagemarginright - (integer) The number of pixels to the right that the side-post block region will be indented on a flexpage

6.4.2.7.3. User Preferences

The user preferences section of the manifest XML is an optional section that provides Express design's JavaScript with access to variables that will save their state when the user logs out of Joule. The Cherub uses a user preference to save the state of the left hand blocks column. The userpreferences XML contains one to many sub tags called preferences. Each preference can contain the following sub tags:

- name: The name of the variable that will be accessed with in the JavaScript. This name should be unique and follow JavaScript naming conventions. Moodlerooms recommends adding express_template_ to the beginning of the variable
- type: This is used to validate the value saved and is a Moodle parameter type. The valid types are:
  - PARAM_ALPHA - A-Z values only
  - PARAM_INT - Integer values only
  - PARAM_BOOL - Boolean values only accepted
  - PARAM_TEXT - plain text tags are not allowed
- default: This is the starting value for the variable.

To access the variable in your Express layout files add %% around the name of the variable in all capitals. For example the Cherub template uses %EXPRESS_TEMPLATE_CHERUB_CHOSEN_COLPOS%. To set the user preference variable in your JavaScript code use M.util.set_user_preference(variable name, variable value); function. For example the Cherub template uses it in the following JavaScript function:

Example JavaScript using User Preference

6.4.3. Express Design Variables

Express design variables are used to dynamically add information to the Express design files, such as header.html, footer.html and core.css. These variables act just like a PHP variable or a block of PHP code in a Moodle theme. When the Express theme loads an Express design file, the variables are replaced with the data from Moodle that they represent. For example, the %WWWROOT% is replaced with the base URL for the site – usually http://<client name>.mrooms.net. Below is a listing of all Express design variables. These variables can also be used in an Express template, but their values are not replaced until the Express theme reads the design files. The list below is grouped by where the variable is typically used. Some variables can only be used in the header.html or footer.html because they are only available in Moodle at those points in time.

6.4.3.1. Express Design Common Variables

6.4.3.1.1. Navigation Variables

- %BREADCRUMB%: Renders the breadcrumb line, which shows the user where s/he is on the site, along with the *Turn editing on* button and the *Switch role to...* menu based on the user's permissions.
- %DOCLINK%: Renders the core Moodle help doc links, which usually point to docs.moodle.org
- %EXPRESSMENU%: Renders the menu.html file and the JavaScript necessary to

convert it to a YUI menu

- **%HEADERID%**: Used to add a dynamic ID attribute for a div tag. Values are "header," "header-home," or "header-none," depending on where the user is within the site.
- **%HEADING%**: Renders a value in the heading variable (usually this is the full name of the site)
- **%HOMELINK%**: Renders the `Home` button, which sends the user back to the home page. The application determines the pages on which this button is displayed.
- **%LANGMENU%**: Renders the `Choose a language` drop-down menu, allowing the user to select the interface display language. This requires that the manifest.xml file has

for the layout tag for the layout that will display the language menu.
- **%LOGGEDINAS%**: Renders only the `You are logged in as` area without the language menu selector
- **%MENU%**: Renders the `Choose a language` menu, `You are logged in as` text, and links to log in to the site. Renders the `Jump to` menu in an activity. This requires that the manifest.xml file has

for the layout tag for the layout that will display the language menu.
- **%MRHELPLINKS%**: Links to the Moodlerooms support sites.
- **%PERFORMANCEINFO%**: Renders the performance information on page load time and database queries
- **%SWITCHTHEME%**: Prints a switch to Mobile theme or full site when a user has accessed the site from a mobile browser.
- **%SWITCHROLE%**: Prints a return to role or login as user's name when a user has switched their role or logged in as another user receptively.
- **%VALIDATORS%**: Renders the links to the HTML validators for the application

6.4.3.1.2. Block Region Variables

Region variables display the blocks and their content that have been assigned to that region. For region variables to work the region must be added to the Express design's manifest.xml file within a region tag, which is part of the layout tag. If a region is not set for the layout within within the manifest.xml file then the Express design block region variable will not display blocks for that region.

- **%BLOCKREGION1%**: A custom block region that can be placed anywhere within the layout's structure. This allows clients to customize their layouts in new and unique ways.
- **%BLOCKREGION2%**: A custom block region that can be placed anywhere within the layout's structure. This allows clients to customize their layouts in new and unique ways.

- **%BLOCKREGION3%**: A custom block region that can be placed anywhere within the layout's structure. This allows clients to customize their layouts in new and unique ways.
- **%BLOCKREGION4%**: A custom block region that can be placed anywhere within the layout's structure. This allows clients to customize their layouts in new and unique ways.
- **%MAIN%**: Used for the center column of the flexpage layout file and can be repurposed in other layouts as well as a custom block region.
- **%MAINCONTENT%**: The main content on a course page, usually the center column, that contains the activities and resources.
- **%SIDEPOST%**: The right hand block region for most layout files. This is a standard region.
- **%SIDEPRE%**: The left hand block region for most layout files. This is a standard region.
- **%SIDETOP%**: The top block region on a flexpage layout. This can be used to add a top block region to any other layout file too.

6.4.3.1.3. Course Variables

- **%ACTIVITYNAVARROWS%**: This displays previous and next arrows that are linked to the previous and next activities in the course based on the activities location in the course sections. This should be used in the incourse.html only. Required the activity navigation arrows filter be turned on by Moodlerooms and enabled for the site.
- **%COURSEACTIVITIESYUI%**: Create a YUI menu of all the sections and the activities within each sections. This is best used in the Express menu but can be used by itself if a developer understands how the YUI menu works. `Allow Course Activities Custom Menu` must be set to "Yes" in the Express site settings for this variable to work.

> ⊖ Warning
> This feature could cause performance issues with a large number of courses.

- **%COURSEFULLNAME%**: Renders the full name of the course that the user is currently in.
- **%COURSEID%**: Renders the course's ID number. This should be used to create dynamic links to the course, module, block or user profile.
- **%COURSESHORTNAME%**: Renders the short name of the course that the user is currently in.
- **%COURSESUMMARY%**: Renders the course summary.
- **%COURSEVISIBLE%**: Returns the value 1 if the course is set to be available to students otherwise it returns 0.
- **%COURSEHEADER%**: Displays the course header for the course format if the course format has set it.
- **%COURSECONTENTFOOTER%**: Displays the course content footer for the course

format if the course format has set it.

- %COURSECONTENTHEADER%: Displays the course content header for the course format if the course format has set it.
- %COURSEFOOTER%: Displays the course footer for the course format if the course format has set it.
- %CUSTOMIMAGE%: Renders the logo that has been uploaded to the site, category or course via the Express block's `Create a Design` tab.
- %JOULEGRADERLINK%: A link to the Joule grader based on where the user is in the course (course or activity) along with the language string for Joule grader.
- %GRADELINKSLIST%: All grader report links the user has permission to view.

6.4.3.1.4. Flexpage Variables

- %FPPREVIOUSBUTTON%: Prints the previous button if the flexpage is configured to display it and has a flexpage after the current flexpage in the flexpage hierarchy.
- %FPNEXTBUTTON%: Prints the next button if the flexpage is configured to display it and has a flexpage before the current flexpage in the flexpage hierarchy.
- %FPTABS%: Displays only the flexpage menu that is set to be the top tab.
- %FPMAIN% (deprecated): Used previously for flexpage layout as the center region now replaced by %MAIN%.
- %FPSIDETOP (depcrecated)%: used previously for the top block region on a flexpage layout. Use %SIDETOP% instead.

6.4.3.1.5. Messaging Variables

- %ALERTBADGE%: Displays the alert badge messages icon and a expandable window with the alerts in it.

6.4.3.1.6. Site Variables

- %SITEFULLNAME%: Renders the full name of the site.
- %SITESHORTNAME%: Renders the short name of the site.
- %SITESUMMARY%: Renders the summary of the site.

6.4.3.1.7. User Variables

- %ADDRESS%: Renders the user's address as it appears in the user's profile.
- %CITY%: Renders the user's city as it appears in the user's profile.
- %COUNTRY%: Renders the user's country as it appears in the user's profile.
- %DEPARTMENT%: Renders the user's department as it appears in the user's profile.
- %EMAIL%: Renders the user's e-mail address as it appears in the user's profile.
- %FIRSTNAME%: Renders the user's first name as it appears in the user's profile.
- %IDNUMBER%: Renders the user's ID number as it appears in the user's profile.
- %INSTITUTION%: Renders the user's institution as it appears in the user's profile.
- %LASTNAME%: Renders the user's last name as it appears in the user's profile.
- %MYCOURSES%: Renders a list of <li> HTML tags for each course that the user is enrolled in. An Express design should wrap an ordered list or unordered list HTML tag

around this variable. This is most often used in a JavaScript drop-down list in the header of the design. Example: `<ul id="mycourses">%MYCOURSES%</ul>` *Allow My Courses* must be set to "Yes" in the Express site settings for this variable to work.

> ⛔ Warning
> This feature could cause performance issues with a large number of courses.

- %MYCOURSESYUI%: Renders a YUI-appropriate menu item that contains each course that the user is enrolled in. This is best used in the Express menu but can be used by itself if a developer understands how the YUI menu works. *Allow My Courses* must be set to "Yes" in the Express site settings for this variable to work.

> ⛔ Warning
> This feature could cause performance issues with a large number of courses.

- %PHONE1%: Renders the user's phone number as it appears in the user's profile.
- %PHONE2%: Renders the user's mobile phone number as it appears in the user's profile.
- %PICBIG%: Renders the image tag to display the user's large formatted profile picture. It also adds a custom CSS class called "userpicbig" to allow a developer to customize the height and width of the image through CSS.
- %PICSML%: Renders the image tag to display the user's small formatted profile picture. It also adds a custom CSS class called "userpicsml" to allow a developer to customize the height and width of the image through CSS.
- %PICBIGURL%: Renders the URL to display the user's large formatted profile picture.
- %PICSMLURL%: Renders the URL to display the user's small formatted profile picture.
- %SESSIONKEY%: The user's current session key, to be used with links that require the session key in the url.
- %USERID%: Renders the user's ID number. This should be used to create dynamic links to the user profile or blocks and activities that use the user's ID.
- %USERNAME%: Renders the user's user name. This can be used to create dynamic links, or to display to the user they are logged in as a specific user name.

6.4.3.1.8. Custom Profile Field Variables

Custom profile field variables are named based on the short name assigned when the custom profile field was created. Text-area type custom profile fields cannot be displayed in a design.

Variable names should be all uppercase with a percentage (%) symbol at the beginning and end. You will need to enable custom profile fields in the Express settings (through the

Site Administration block) to use custom profile field variables.

> ⛔ Warning
> This feature could cause performance issues with a large number of custom profile fields.

6.4.3.1.8.1. Example:

Custom profile field short name: major
Express Designer variable: %MAJOR%

6.4.3.1.9. URL Variables

- %DESIGNDIR%: Renders the beginning of the URL to access a file in the Express storage directory. This is usually used in img tags and CSS to load images that are stored in the design directory. The value returned is usually something like http://www.moodlerooms.com/express/design. This replaces the mPower variable %SITETHEMEDIR%.
- %WWWROOT%: Renders the Web root directory for the site. Usually something like http://www.moodlerooms.com.

6.4.4. Express If Variables

Express If Variables provide Express with a very limited version of programming. Express searches a layout file for these variables. When it finds a variable it makes a determination to display or not display the HTML code between the opening if variable and the closing if variable. For example if I have the following code in my general.html layout file:

Example used of if variables

Express will not display the HTML code between the IFNOTLOGGEDIN variables if the user has logged in, but it will display the HTML if the user is accessing the page as a guest.

6.4.4.1. Options

- IFHASFOOTER: If the option nofooter is set to true then the HTML within these variables will not be printed.
- IFSHOWCOURSEHEADERFOOTER: IF the option nocourseheaderfooter is set to true the HTML within this area will display. This is used with the %COURSEHEADER%, %COURSECONTENTFOOTER%,%COURSECONTENTHEADER% and %COURSEFOOTER%

variables
- IFSHOWLOGININFO: If the notlogininfo option is set to true then the HTML with in will not be displayed.

6.4.4.2. Course
- IFINCOURSE: This will display the HTML within if the user is on a page within a course.
- IFSHOWCOURSEFOOTER: If the course footer has content then the HTML within is displayed.

6.4.4.3. Site
- IFATSITE: This will display the HTML within if the user is on a page that is within the site course.

6.4.4.4. Flexpage

The Flexpage if variables display HTML based on flexpage settings and flexpage block regions.

- IFHASNEXTORPREVIOUS: If the flexpage is set to display the next or previous buttons then the HTML within these variables will display.

<div style="border:1px dashed;text-align:center;padding:10px;">
Example use of IFHASBEXTPREVIOUS
</div>

- IFHASMAIN: If the block region main has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the Express Design Variable %MAIN% to display the blocks associated with that region. This region is generally only used in Flexpage.
- IFHASSIDETOP: If the block region side-top has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the Express Design Variable %SIDETOP% to display the blocks associated with that region. This region is generally only used in Flexpage.

6.4.4.5. Block Regions

Block region if variables will not display the HTML within if any of the following is true:

1. The block region is not in the regions tag in the manifest.xml file for the current layout file being viewed
2. The noblocks option is set to true in the manifest.xml file for the current layout file being viewed
3. No blocks are currently in the block region and the user is not moving a block.
- IFHASBLOCKREGION1: If the custom region blockregion1 has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain

the Express Design Variable %BLOCKREGION1% to display the blocks associated with that region.

- IFHASBLOCKREGION2:If the custom region blockregion2 has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the Express Design Variable %BLOCKREGION2% to display the blocks associated with that region.
- IFHASBLOCKREGION3:If the custom region blockregion3 has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the Express Design Variable %BLOCKREGION3% to display the blocks associated with that region.
- IFHASBLOCKREGION4:If the custom region blockregion4 has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the Express Design Variable %BLOCKREGION4% to display the blocks associated with that region.
- IFHASSIDEPOST: If the block region side-post has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the Express Design Variable %SIDEPOST% to display the blocks associated with that region. This always the right hand side of a Joule page.
  Usually this will contain the following html:

  This is always the left hand side of a Joule page.

- IFHASSIDEPRE: If the block region side-pre has blocks in it or if the user is moving blocks the HTML within these variables will display. Usually this will contain the following html:

  This is always the left hand side of a Joule page.

6.4.4.6. User

The user if variables display HTML content between the variables based on the user's state.

- IFSITEADMIN: THis will display the HTML within if the user has been assigned as a site administrator.
- IFLOGGEDIN: This will display the HTML within these variables if the user has logged into Joule.
- IFNOTLOGGEDIN: This will display the HTML within these variables if the user is not logged into Joule and is considered a guest.

7. Filters

7.1. Coursename

7.1.1. Overview

The Coursename filter allows you to create a custom course program overview, allowing the Moodler insight into future classes & instant access once they are enrolled or if guest access is enabled. The filter works by translating the course shortname into a clickable link or button, with the option of adding that course's summary or section overview.

7.1.2. User Documentation

The Coursename filter replaces strings starting with SN_ and ending with _CN in any HTML area with the information from the course and a link based on the course shortname provided.

The Coursename filter can display 10 pieces of information about a course:

1. Fullname link
2. Shortname link
3. Link to course with custom text
4. Button link to course with custom text
5. Sections link
6. Summary
7. Cost
8. Completion Bar (Unlocked Pages/Total Pages) (flex page only)
9. Completion Percentage (Unlocked Pages/Total Pages) (flex page only)
10. Completion Enrollment Days Left

7.1.2.1. Fullname Link

Displays the course's full name as a clickable link

7.1.2.1.1. Filter Structure

CN_fullname_<course shortname>_CN

7.1.2.1.2. Example

CN_fullname_CF101_CN

7.1.2.2. Shortname Link

Displays the course's short name as a clickable link.

7.1.2.2.1. Filter Structure

CN_shortname_<course shortname>_CN

7.1.2.2.2. Example

CN_shortname_CF101_CN

7.1.2.3. Link to course with custom text

Displays whatever text you determine as a direct link to the course.

7.1.2.3.1. Filter Structure

CN_link_<course shortname>_<Your Text Here>_CN

7.1.2.3.2. Example

CN_link_CF101_Your Text Here_CN

7.1.2.4. Button link to course with custom text

Displays whatever text you determine as a button link to that course.

7.1.2.4.1. Filter Structure

CN_button_<course shortname>_<Your Text Here>_CN

7.1.2.4.2. Example

CN_button_CF101_Your Text Here_CN

7.1.2.5. Sections Link

Displays the sections/topics of the course as clickable links.

7.1.2.5.1. Filter Structure

CN_sections_<course shortname>_CN

7.1.2.5.2. Example

CN_sections_CF101_CN

7.1.2.6. Summary

Displays the course summary.

7.1.2.6.1. Filter Structure

CN_summary_<course shortname>_CN

7.1.2.6.2. Example

CN_summary_CF101_CN

7.1.2.7. Cost

Displays the cost of the course.

7.1.2.7.1. Filter Structure

CN_cost_<course shortname>_CN

7.1.2.7.2. Example

CN_cost_CF101_CN

7.1.2.8. Completion Bar (Unlocked Pages/Total Pages)

Displays a horizontal progress bar that can be styled via CSS to look how you want. The bar's width is determined by the number of flex pages in a course that are unlocked for the user.

7.1.2.8.1. Filter Structure

CN_comppagebar_<course shortname>_CN

7.1.2.8.2. Example

CN_comppagebar_CF101_CN

7.1.2.9. Completion Percentage (Unlocked Pages/Total Pages)

Displays a percentage value that is determined by the number of flex pages in a course that are unlocked for the user.

7.1.2.9.1. Filter Structure

CN_comppageperc_<course shortname>_CN

7.1.2.9.2. Example

CN_comppageperc_CF101_CN

7.1.2.10. Completion Enrollment Days Left

Displays the number of days that the user has left for their enrollment in the course based on the users enrollment end date. It displays Unlimited if the user doesn't have an enrollment end date.

7.1.2.10.1. Filter Structure

CN_daysleft_<course shortname>_CN

7.1.2.10.2. Example

CN_daysleft_CF101_CN

7.2. ScreenSteps

7.2.1. Overview

The ScreenSteps filter was developed to integrate with hosted Web sites provided to ScreenSteps clients. The filter will display spaces, manuals, buckets and lessons from the site inline wherever the filtered string is found. This is useful for rapidly developing step-by-step how-to instructions to include within a user's course.

7.2.2. User Documentation

The ScreenSteps filter replaces strings starting with SS_ and ending with _SS in any HTML area with the information from the ScreenSteps Web site (if found).

The ScreenSteps filter has 6 types of filter strings:

1. Manual spaces
2. Bucket spaces
3. Manuals
4. Buckets
5. Manual lesson steps
6. Bucket lesson steps

> ⊖ Warning on Naming
> The ScreenSteps filter does not work with buckets, manuals or lessons that have underscores (_) in their name. The underscore is used by the filter to separate different variables that it needs in order to determine what to return and display.

7.2.2.1. Spaces

This use of the filter displays a listing of all manuals and buckets that exist in the space and links to the ScreenSteps-hosted page for each manual or bucket.

7.2.2.1.1. Filter Structure

SS_space_<space name>_SS

7.2.2.1.2. Example

*filter:*SS_space_steps_SS
URL: http://clickables.moodlerooms.com/spaces/steps

Visual Tutorials

Manuals

- joule

7.2.2.2. Manual

This use of the filter displays all chapters and all of their lessons with links to the ScreenSteps-hosted page for each lesson in the manual.

7.2.2.2.1. Filter Structure

SS_manual_<space name>_<manual name>_SS

7.2.2.2.2. Example

filter: SS_manual_steps_joule_SS
URL: http://clickables.moodlerooms.com/spaces/steps/manuals/joule/

Participate

- How do I login?
- How do I visit my course?
- What am I looking at in my course? I am new here.
- How do I add a glossary entry?
- How do I add a topic to a forum?
- How do I reply to a forum?
- How do I see a list of people in my course?
- How do I see recent activity by myself and others in the course?
- How do I delete a forum post?
- How do I participate in a choice activity?
- How do I add a calendar event?
- How do I edit a calendar event?
- How do I view the different levels of my calendar?
- How do I set my calendar preferences?
- How do I view the different levels of my calendar?
- What are the different kinds of Glossaries for?
- What is the focus box?
- How do I view my grades?
- How do I see my activity reports?
- How do I view my activity logs?
- How do I submit an advanced upload of files assignment?
- How do I submit an upload file assignment?
- How do I submit an online assignment?
- How do I submit a quiz?
- How do I view an offline assignment?

Facilitate -- Getting started

- How do I get started with course facilitation? (video)

7.2.2.3. Bucket

This use of the filter displays links to the ScreenSteps-hosted page for all of the lessons within the bucket manual.

7.2.2.3.1. Filter Structure

SS_bucket_<space name>_<bucket name>_SS

7.2.2.3.2. Example

filter: SS_bucket_employees_employeestuff_SS
URL: http://bmls.screenstepslive.com/spaces/employees/buckets/employeestuff

7.2.2.4. Lesson Steps

These filters are used to display the actual ScreenSteps lesson, which will display the actual how-to instructions.

7.2.2.4.1. Manual Lesson Steps

User this filter if you are looking to display the steps in a lesson from a manual.

7.2.2.4.1.1. Filter Structure

SS_mlesson_<space name><manual name><lesson name>_SS

7.2.2.4.1.2. Example

filter:
SS_mlesson_steps_joule_12302-Can-I-view-a-sample-of-a-course-organized-by-type-_SS
URL:
http://clickables.moodlerooms.com/spaces/steps/manuals/joule/lessons/12302-Can-I-vie

Organizing a course by type, allows clear differentiation of activity types.

Topic outline

- News forum

1 Readings

- Ezra Pound: In a Station at the Metro
- Ezra Pound: Cantos LXXXI
- T.S. Eliot: The Love Song of J. Alfred Prufrock
- T.S. Eliot: Portrait of a Lady
- William Carlos Williams: The Red Wheelbarrow
- William Carlos Williams: Tract

2 Assignments

- Ezra Pound: Passage Analysis
- Ezra Pound: Thematic Paper (3 page)
- T.S. Eliot: Passage Analysis
- T.S. Eliot: Thematic Paper (3 pages)

3 Discussions

- Modernist Traditions
- Similarities and Differences between the Moderns
- Non-literary Modernist Movements

4 Videos

7.2.2.4.2. Bucket Lesson Steps

7.2.2.4.2.1. Filter Structure

SS_blesson_<space name><bucket name><lesson name>_SS

7.2.2.4.2.2. Example

filter:
SS_blesson_employees_employeestuff_5543-Adding-Messages-to-Highrise-via-Email_SS
URL:
http://bmls.screenstepslive.com/spaces/employees/buckets/employeestuff/lessons/5543

8. Joule Mobile

8.1. Phone Application

8.1.1. 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.

8.1.2. Basic Setup

8.1.2.1. 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?

8.1.2.2. 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?

8.1.2.3. 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.

8.1.2.4. 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.

8.1.3. 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.

8.1.4. 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.

8.1.5. 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.

8.1.5.1. 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.

8.1.5.2. 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.

8.1.5.3. 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.

8.1.5.4. Roster

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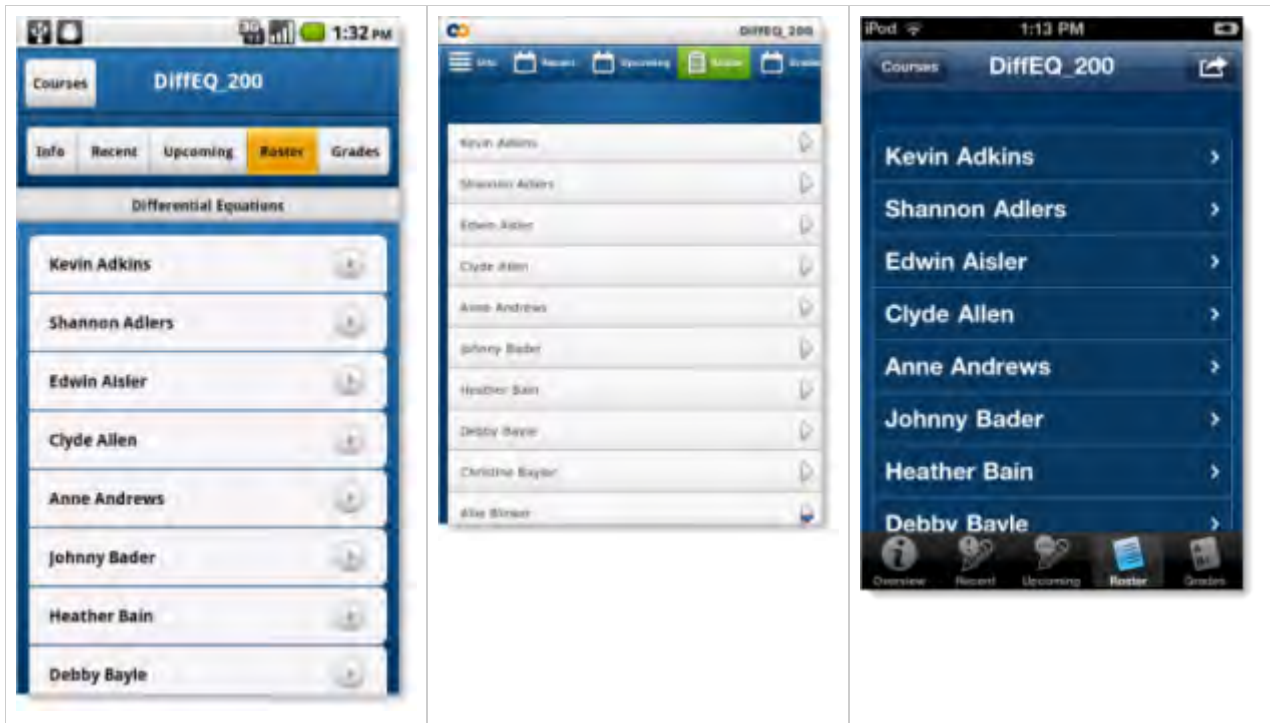
Similar to the Directory screen, the Roster screen lists out all other users enrolled in the course. Users can view a participant's contact details by clicking on the participant's name. The contact detail displayed from the Roster screen is the same contact detail displayed in the Directory module.

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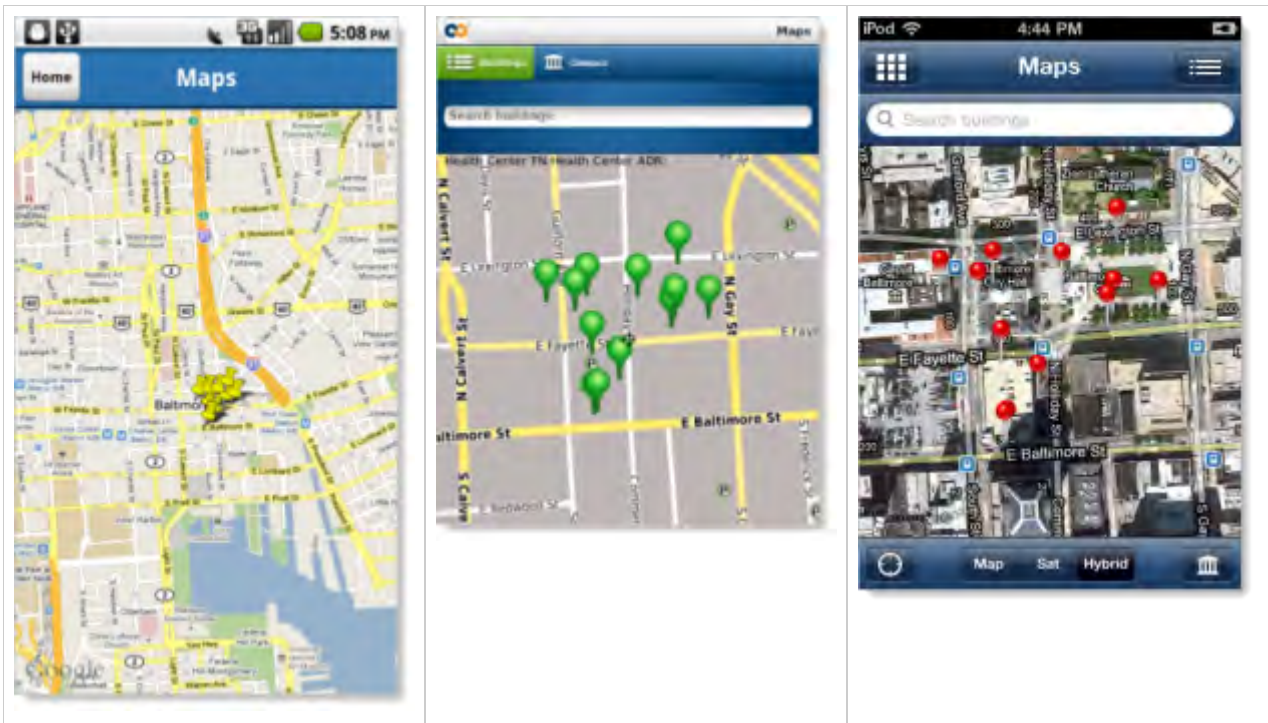
Students and teachers have different views of the Grades screen. More information can be found in the Teacher Grades section or Student Grades section below.

8.1.6. 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?

8.1.7. 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.

8.1.8. Info

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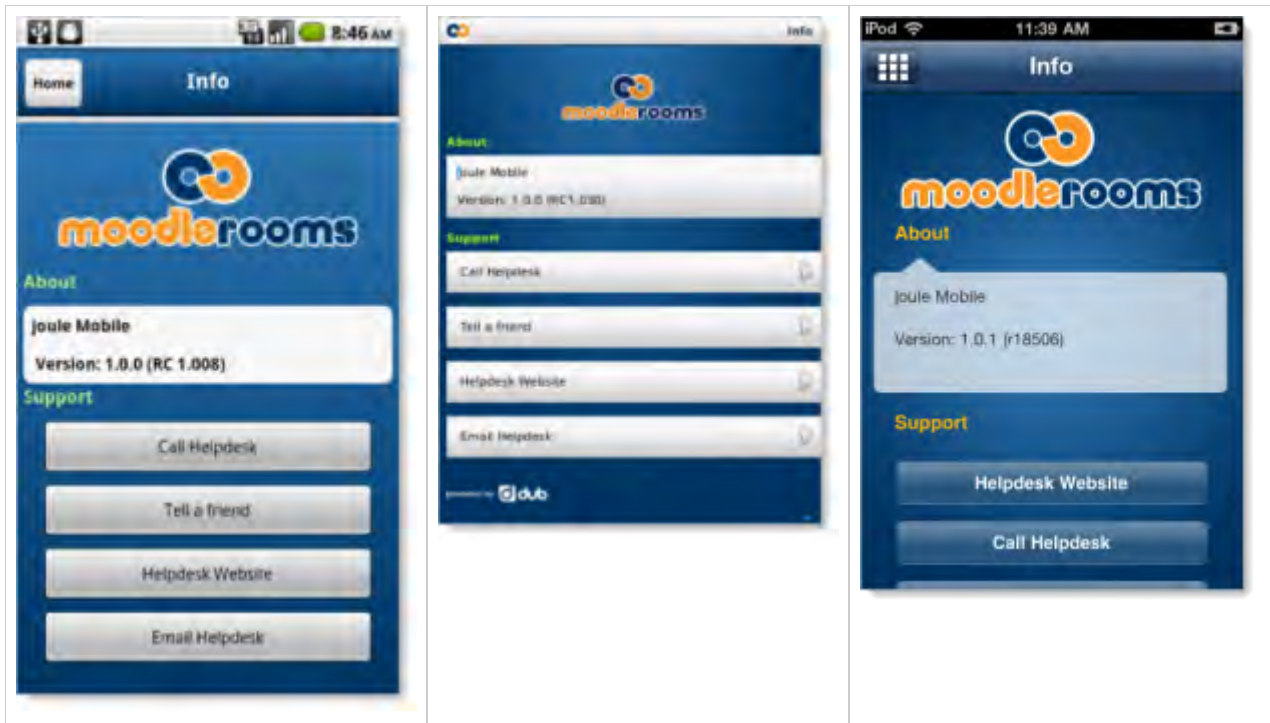
The Info module displays information about the Joule Mobile application as well as support contact information for the institution. The following information is displayed to the user:

- 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.

8.1.9. Notifications

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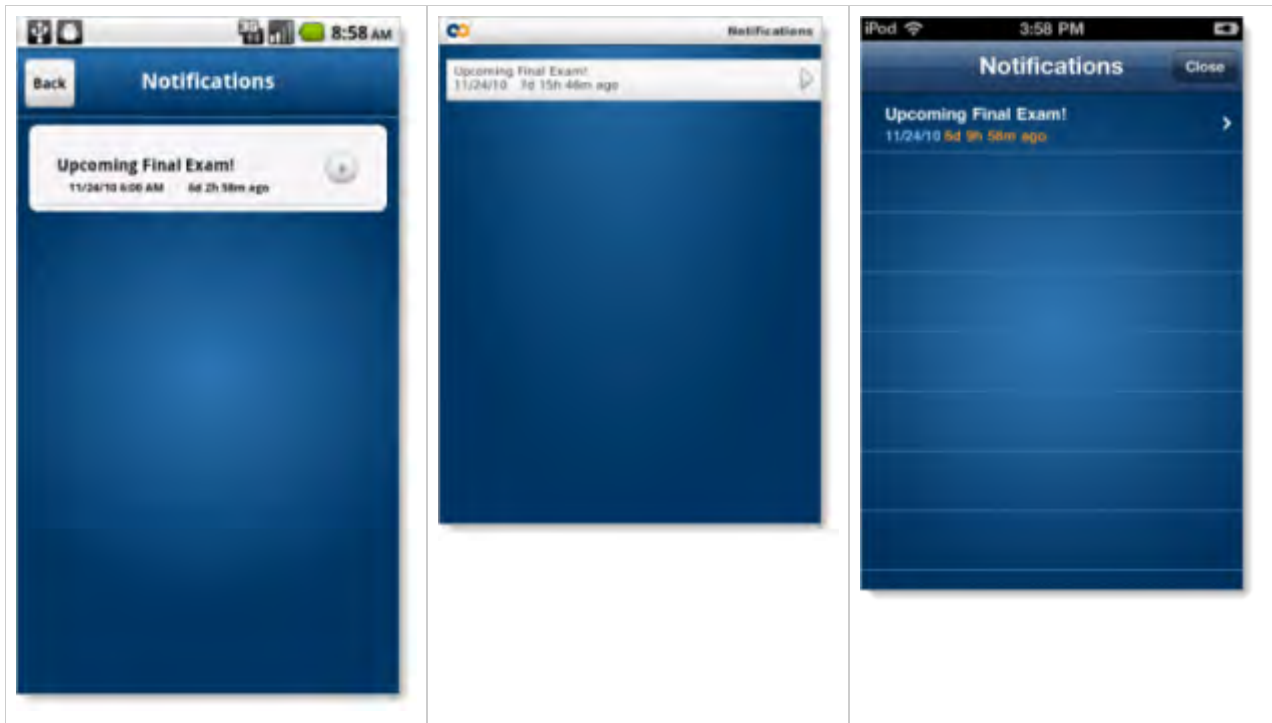
Users receive *Joule Notifications* in the Main Menu of the Joule Mobile application. The notification details include the date and time of the notification and the same message that is delivered to the user's e-mail.

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

8.1.10. 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.

8.1.10.1. Friends

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

8.1.10.2. My Card

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

8.1.11. Course

8.1.11.1. Grades

Users that are enrolled as a Teacher in the course will have access to additional screens within the Grade screen than students. Instructors can view individual grades for all students, and the average grades for all students for all activities. Selecting a user or an activity will display a detailed view of the overall grades for that user or activity.

8.1.11.1.1. Student Grades

Android	BlackBerry	iPhone, iPad or iPod touch

The default view of the Grades screen displays the overall grade for each student currently enrolled in the course. This screen is also accessible by clicking the `Student` tab or button. The screen shows a list of participants by last name in alphabetical order with the associated course grade and average course grade in parentheses. Clicking on a student will take the user to the Student Grade Details screen.

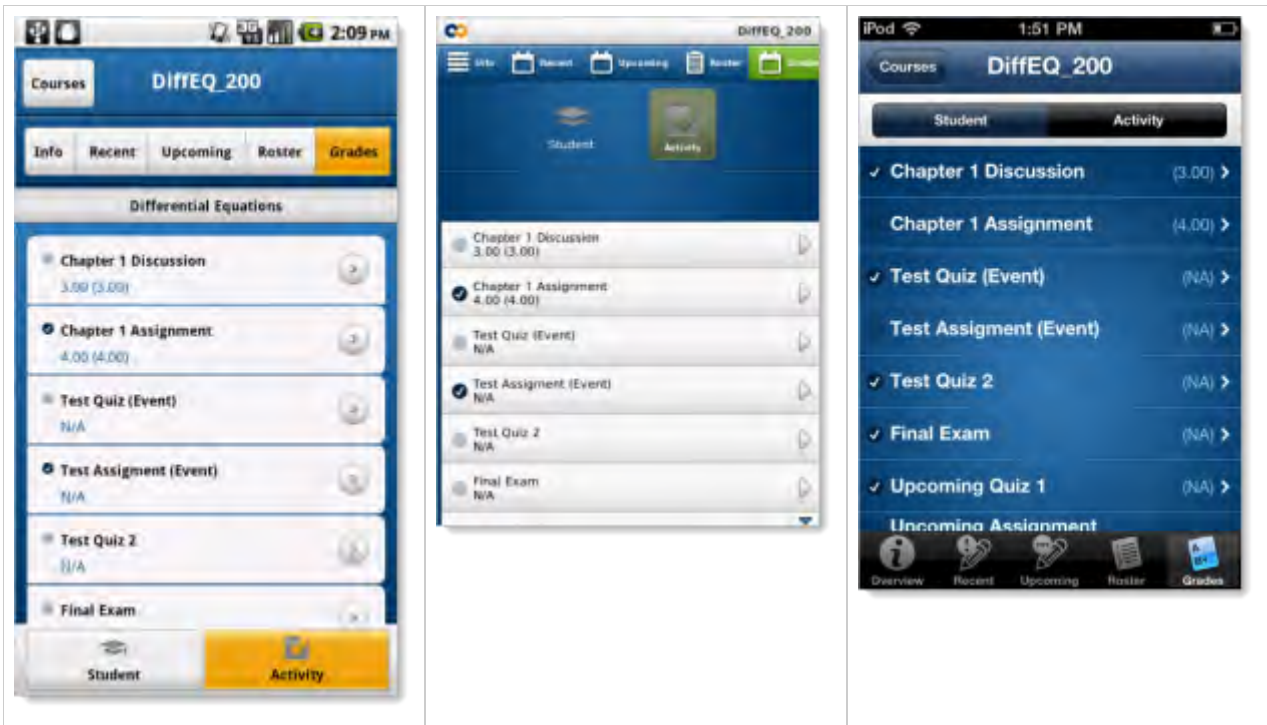#### 8.1.11.1.2. Student Grade Details

Android	BlackBerry	iPhone, iPad or iPod touch

The Student Grade Details screen displays each activity grade for the student in the order that they appear in the course. The average grade for the activity is listed in parentheses to the right of the activity name. Each activity has an icon to the left of the activity name that indicates whether a grading action is required for the activity. A checkmark indicates that there are no submissions, or all submissions have been graded. An empty circle indicates that there is a submission for the activity that requires grading. Clicking on an activity will take the user to the grade book for the course in the institution's Joule site via the phone's Web browser.

8.1.11.1.3. Activity Grades

| Android	BlackBerry	iPhone, iPad or iPod touch

The Activity Grades screen displays a list of all activities with the average student grade for each activity in parentheses. Each activity has an icon to the left of the activity name that indicates whether a grading action is required for the activity. A checkmark indicates that there are no submissions, or all submissions have been graded. An empty circle indicates that there is a submission for the activity that requires grading. The activities are listed by the order they appear in the course. Clicking on an activity will take the user to the Activity Grade Details screen.

8.1.11.1.4. Activity Grade Details

Android	BlackBerry	iPhone, iPad or iPod touch
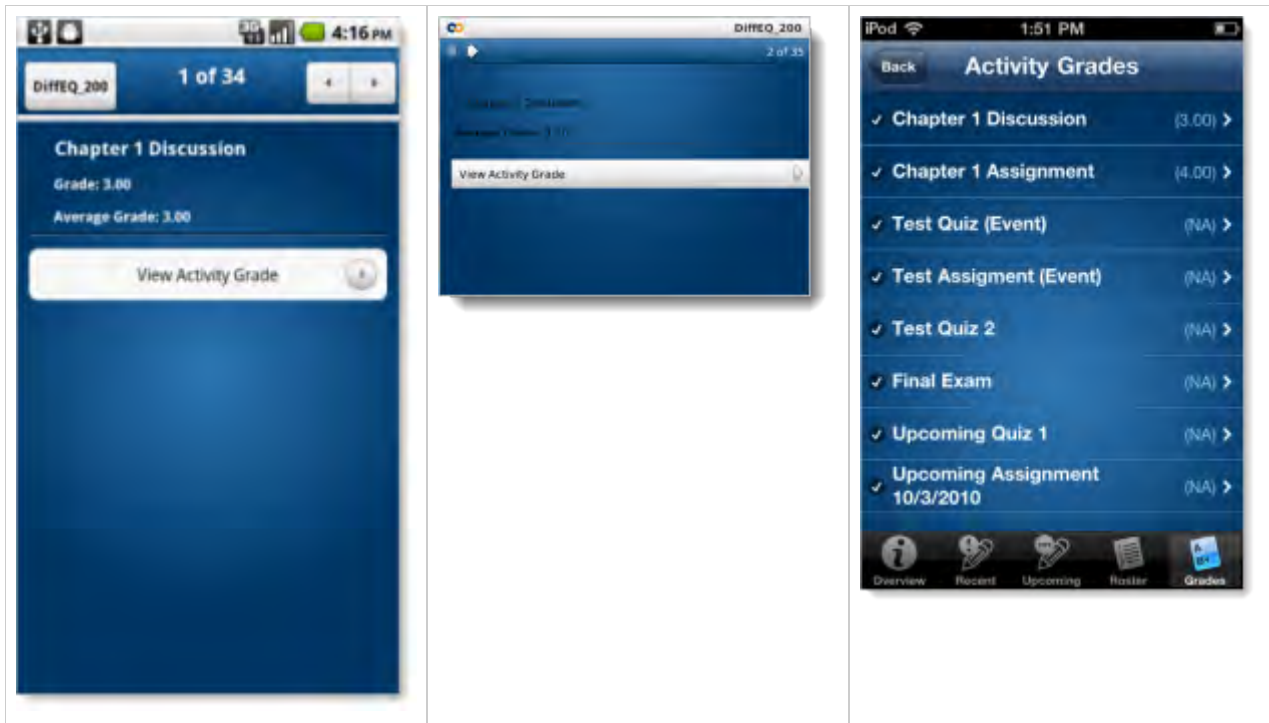
The Activity Grade Details screen displays a list of students in alphabetical order by last name with their course grade and average course grade in parentheses for the activity selected. Clicking on a student will take the user to the grade book for the course in the institution's Joule site via their phone's Web browser.

9. Joule Social

9.1. Social Site

9.1.1. Overview

Joule Social offers an environment where all institutional users can choose to befriend each other, communicate, join groups together, or create new ad-hoc groups. Community tools allow users to share links, multimedia, status updates, blogs, forums, and questions and answers.

9.1.2. Benefits

Joule Social supports collaboration, networking, crowd-sourced knowledge, and ad-hoc groups. Every learner can also participate as an informal teacher.

While Joule Social benefits a community of students, it also supports communities of alumni, parents, and other constituencies who desire to connect and learn from each other.

9.1.2.1. Social Constructionism as a Design Referent

Open-source Moodle was designed as a tool to support Social Constructionism. Martin Dougiamas, Moodle's founder and lead developer, followed these tenants in the creation of Moodle:

- All of us are potential teachers as well as learners - in a true collaborative environment, we are both.
- We learn particularly well from the act of creating or expressing something for others to see.
- We learn a lot by just observing the activity of our peers.
- By understanding the contexts of others, we can teach in a more transformational way (constructivism).
- A learning environment needs to be flexible and adaptable, so that it can quickly respond to the needs of the participants within it.

Joule Social was designed by rethinking these same tenants through the lens of contemporary social networking, rather than through the lens of a traditional LMS. We see Joule Social as a powerful companion to the LMS – a place where informal learning can be fostered and celebrated.

9.1.3. 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

9.1.4. User Documentation

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

9.1.4.1. Select Joule Social

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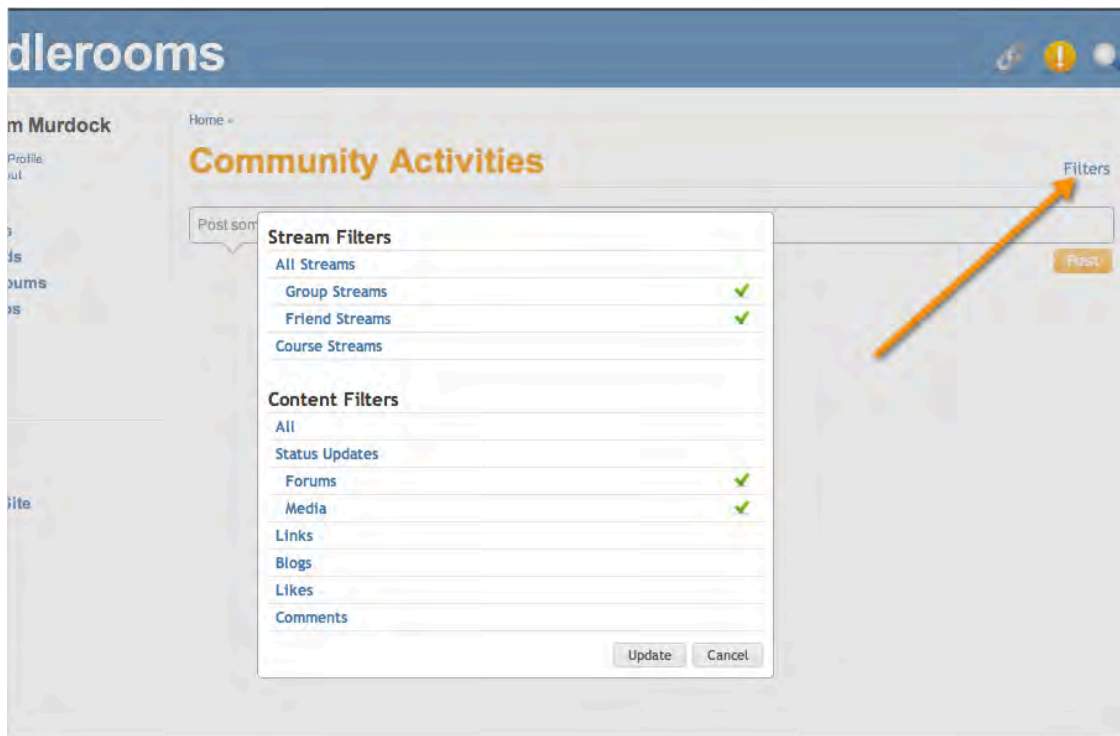

9.1.4.2. Community Stream

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.

9.1.4.2.1. 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.

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.

9.1.4.2.2. 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.

9.1.4.3. User Information Column

On the left side of the screen is a list of user information.
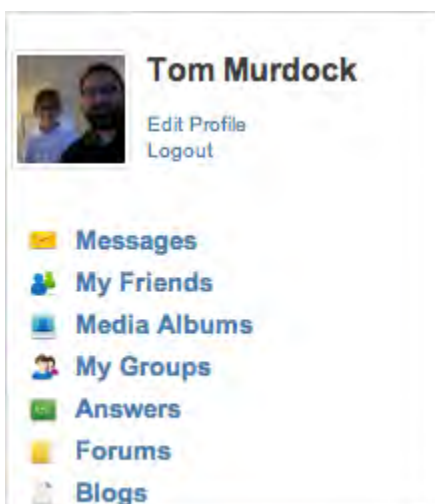
You can use this list to quickly navigate to different Joule Social activities within your profile.

9.1.4.4. 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.

9.1.4.4.1. 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.

9.1.4.4.2. 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.
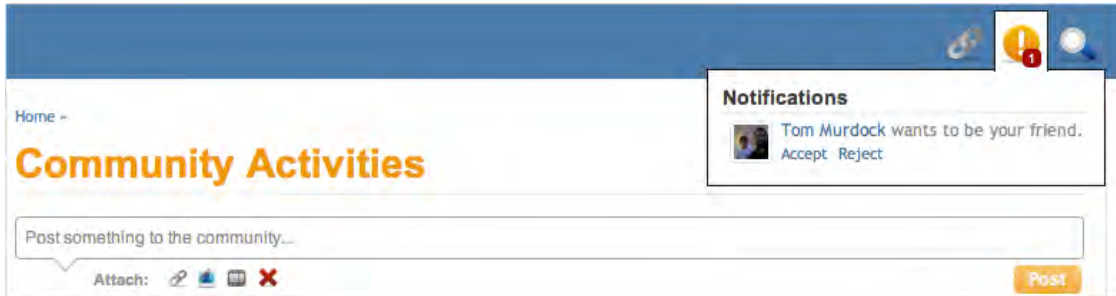
Click the *Accept* link to add the person as a friend. Click the *Decline* link to ignore the request and remove the notification.

9.1.4.4.3. 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:
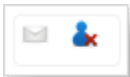
Click the *Remove friend* (silhouette shape with a red X) to drop the user from your list.

9.1.4.4.4. 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.
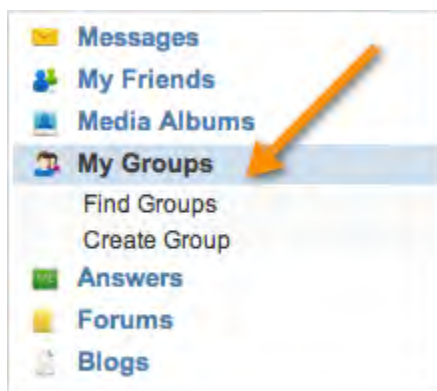

One of the central concepts of Joule Social is that both people and groups offer

"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.

9.1.4.5. 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.

9.1.4.5.1. 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.

9.1.4.5.2. 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.
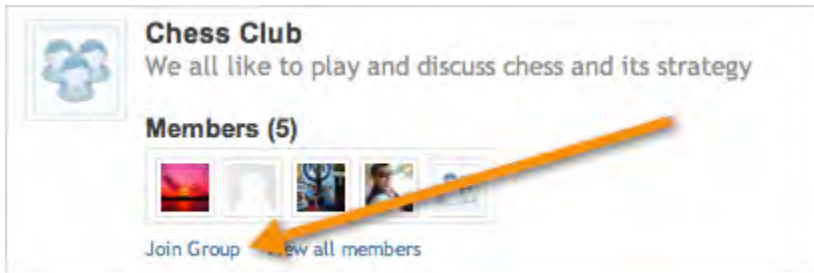
Joining groups adds you to a smaller community of users. Some of those users may not be your formal friends.

9.1.4.5.3. 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.
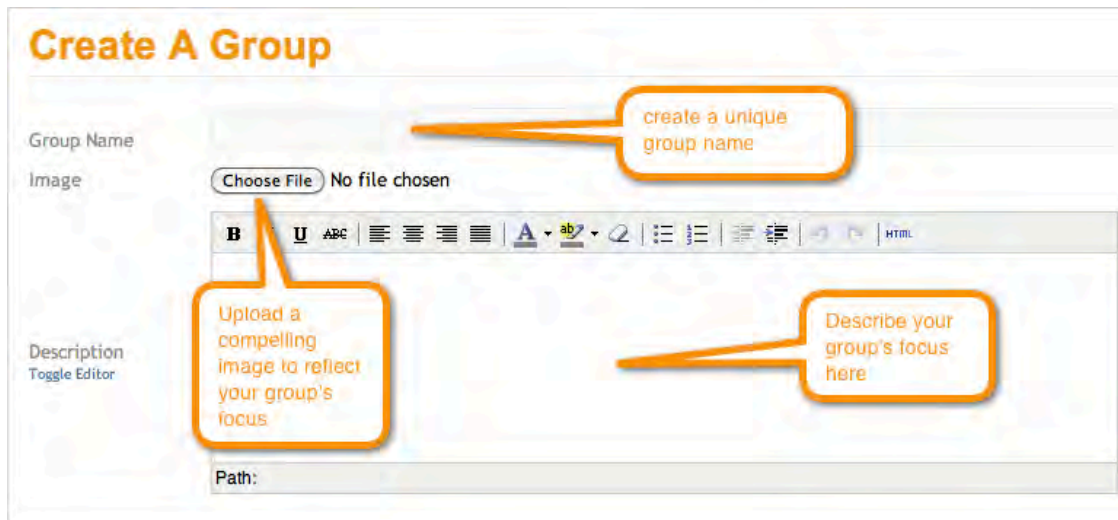
9.1.4.5.4. Create a Group

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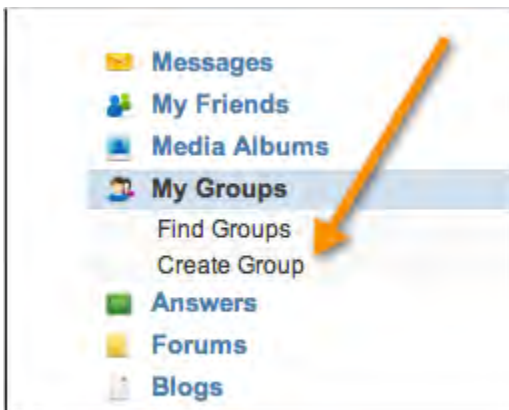
You will be asked for to provide the following information:

- 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.

9.1.4.6. 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.
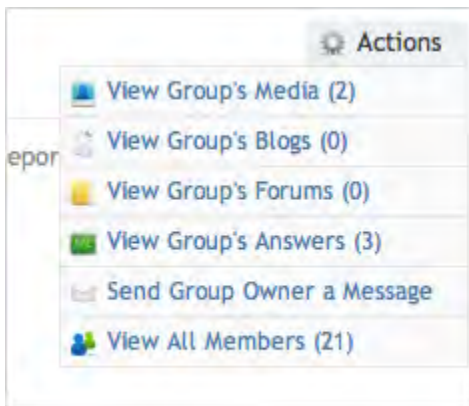
9.1.4.7. Managing the Group

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.
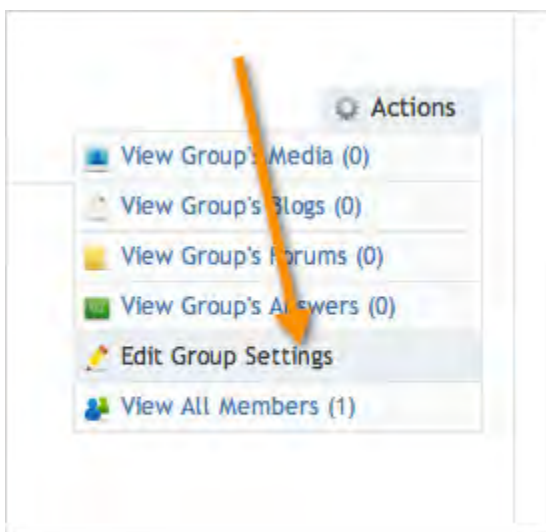
Alternately, when you want to return and make changes to the group settings, click the *Groups* link in the header navigation or in the User Information column. Find the group that you want to manage, hover the mouse over the wrench icon next to your selected group until it reveals the additional icons:

- 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.

Manage Group > Edit Settings

Settings | Invite | Members | Resign Ownership | Delete Group

9.1.4.7.1. 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.

9.1.4.7.2. 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.

9.1.4.7.3. 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.

Manage Group > Resign Ownership

Settings | Invite | Members | Resign Ownership | Delete Group

Transfer Ownership To:
(Click on a member to become the new group owner)

Ian
Ricc
And
'dre
Sam
Mal
Jud
Mike
Chr

Click on a member's name to make them the new owner/manager/admin of the group

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

9.1.4.7.4. Deleting a Group

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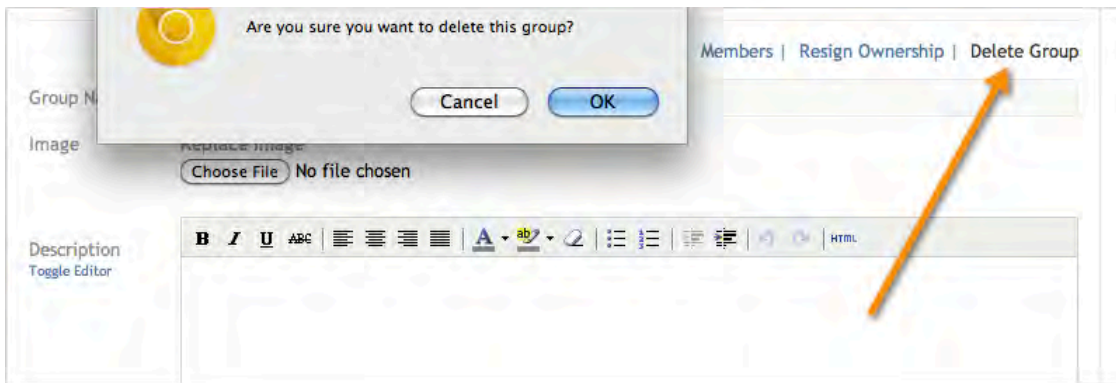
Joule Social will present a warning and require confirmation prior to deleting the group.

9.1.4.8. View Messages

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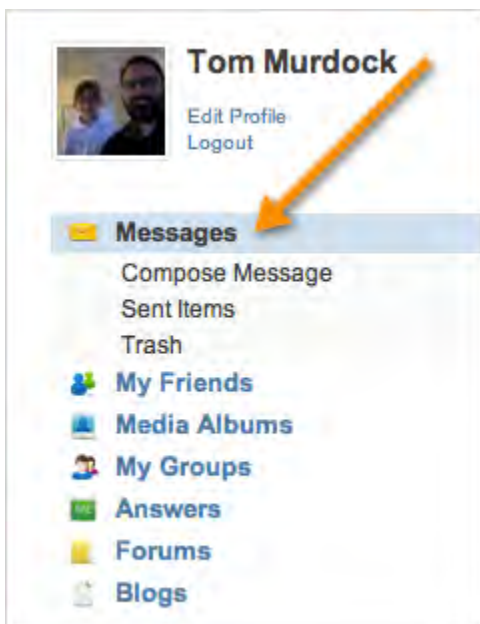
The inbox contains all of your messages. Click on the message's subject line to read it and reply.

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.

9.1.4.8.1. 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.

9.1.4.9. View Media Albums

To view your media albums, click the `Media Albums` link in the User Information column.
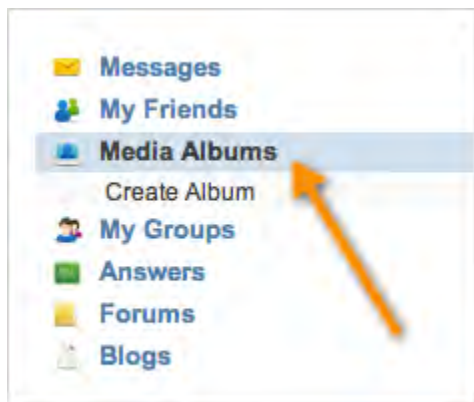
Next, choose the album you want to view by clicking on its title. You may also edit or delete the album by clicking on the links.
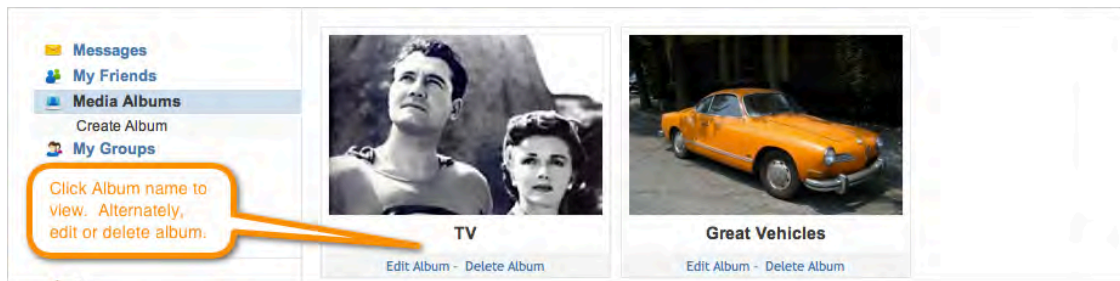
Upon clicking on an album title, you will see all of the media within the album. You may also edit or delete the media by clicking on the links.
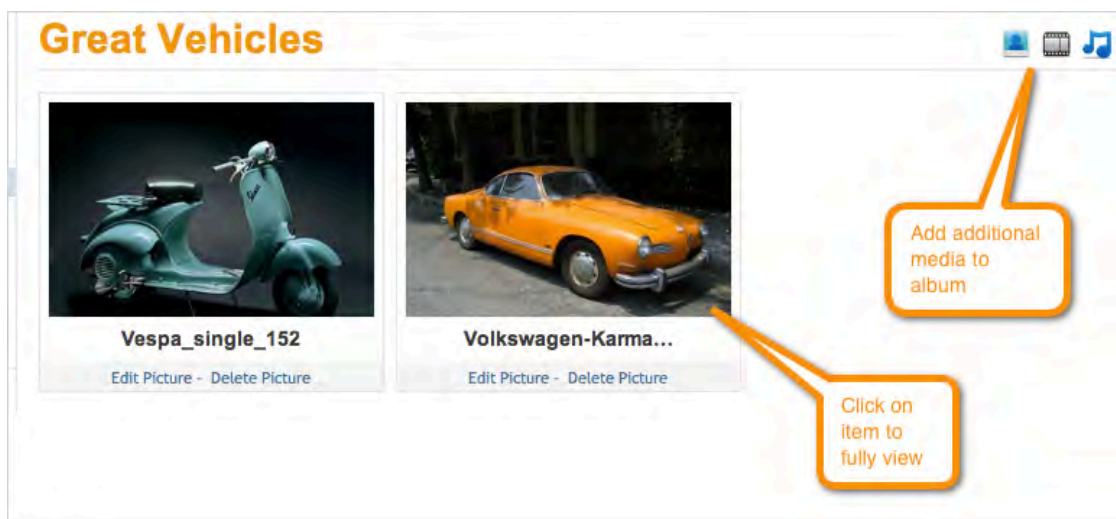
Click on individual items to see them alone.

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.

9.1.4.9.1. Create New Album

To create a new media album, click the `Create Album` link in the User Information column.
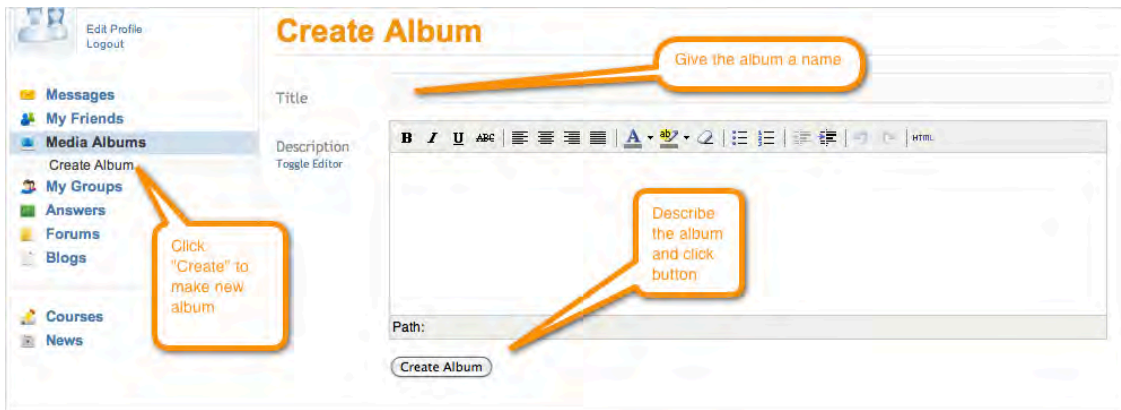
To add media to your album, click one of the three media buttons: photos (.jpg, .tif, .gif, .png), movies (.avi, .mov, .mp4, .wmv) and sounds (.mp3, .wma).
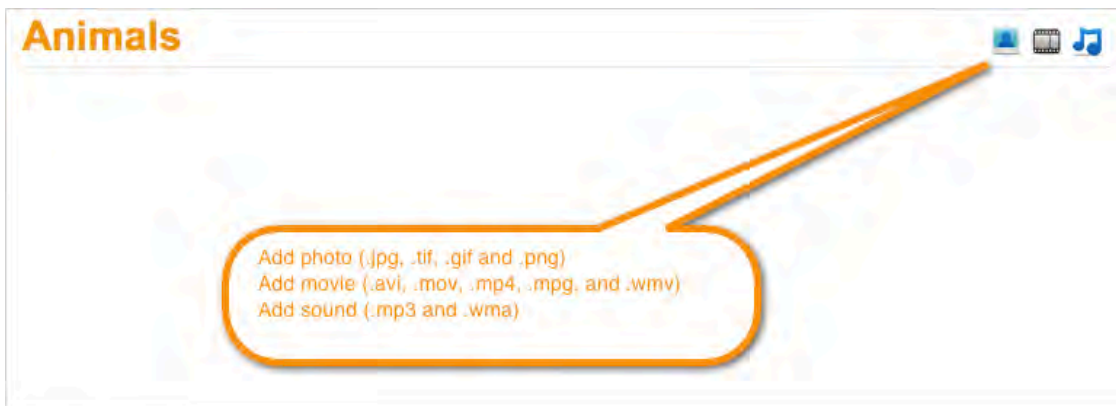
Prior to uploading the file, Joule Social will offer information about maximum file sizes and types, as well as require the user to claim authority to post the media items.

9.1.4.10. 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.
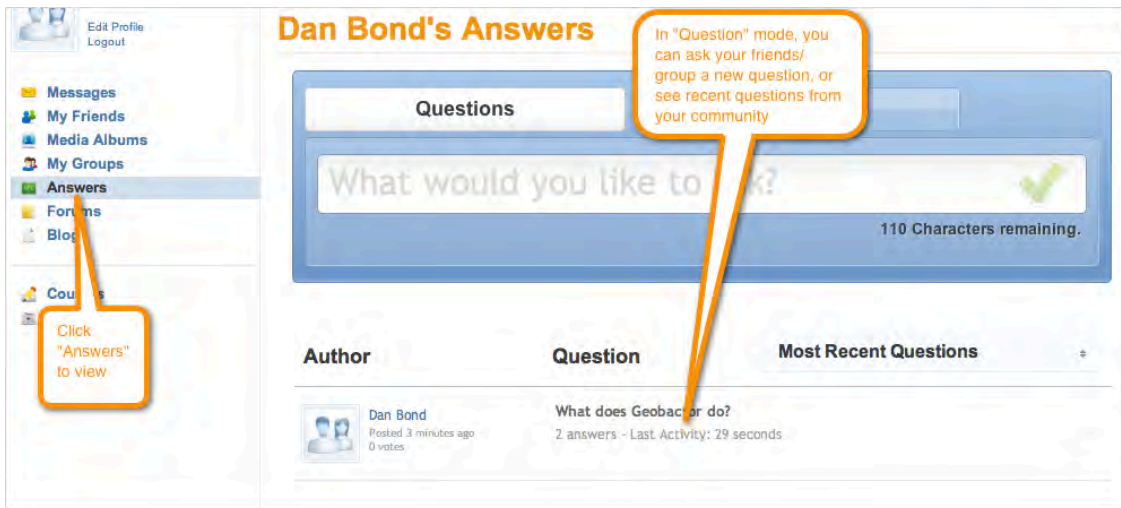
9.1.4.10.1. New Questions

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.
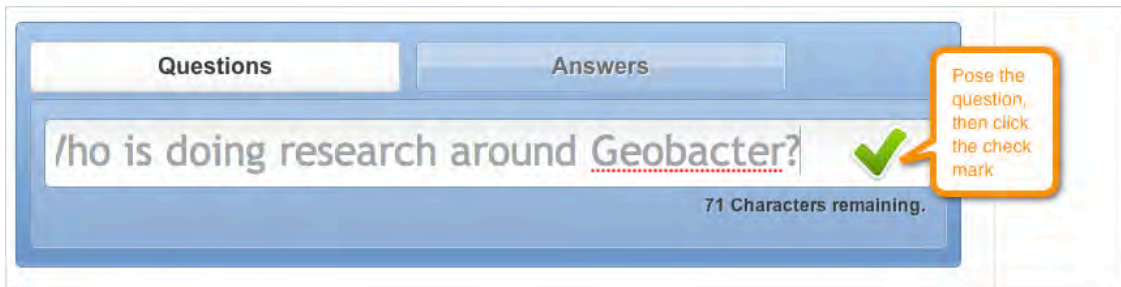
9.1.4.10.2. Sorting Questions

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.

9.1.4.10.3. 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.

9.1.4.10.4. Answers

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

comments to the question, offering contextual layers.
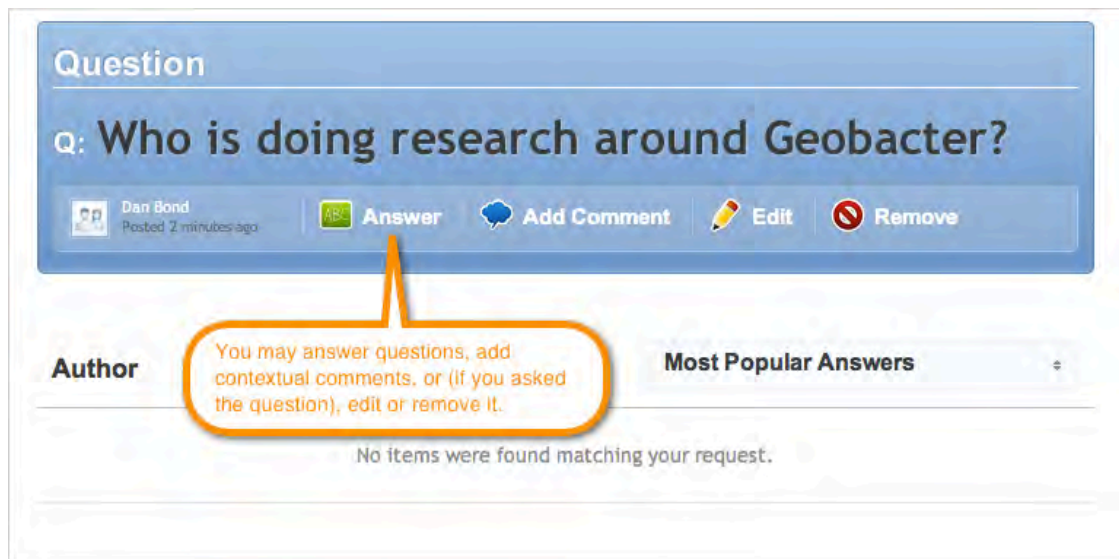
Within your answer, you can use text, photos, attachments and links to craft your response.

Example of an answer:

9.1.4.10.5. Commenting on Answers

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

9.1.4.10.6. 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.

9.1.4.11. 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.
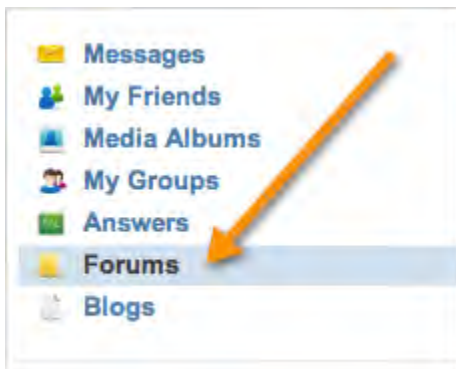
Forums are organized as a three-level system. First, you have a forum title, then you have a topic, then you have posts to that topic.

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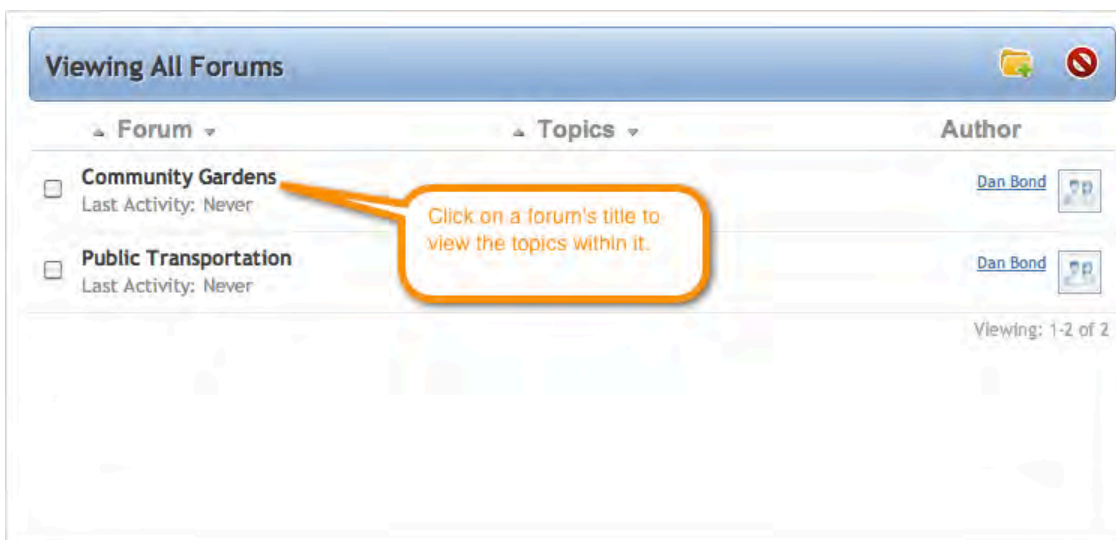
Click on a topic to view its various discussion posts. Or you can click the green plus sign to add a topic or the red X to delete any checked topics.

9.1.4.11.1. 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.

9.1.4.11.2. 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.
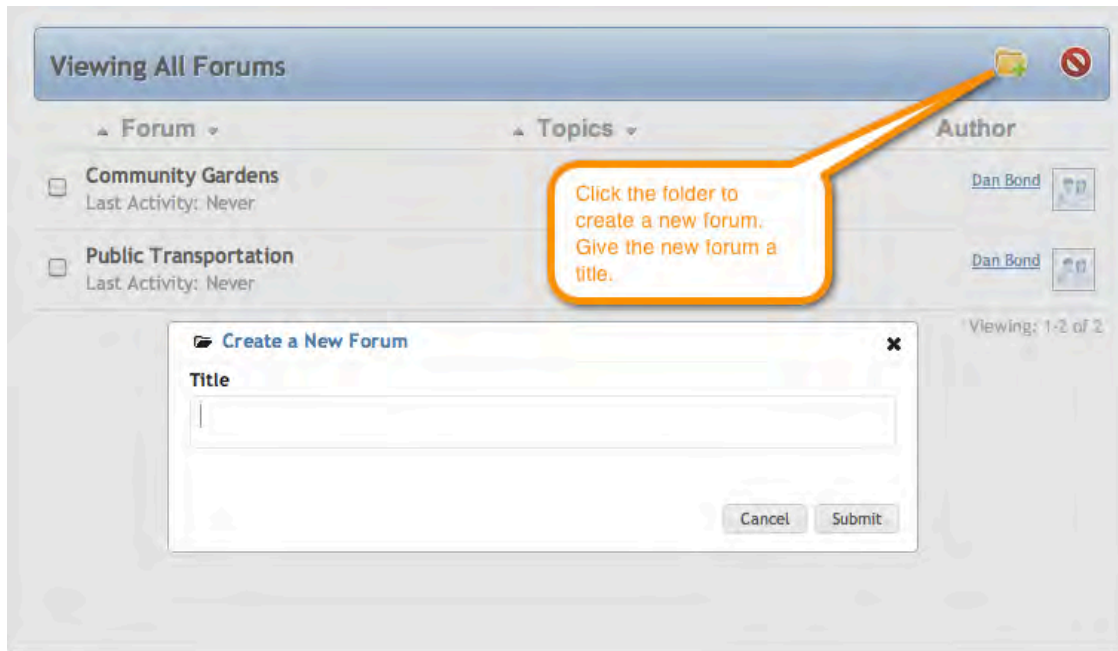
9.1.4.11.3. Navigate From Forum to Forum

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.
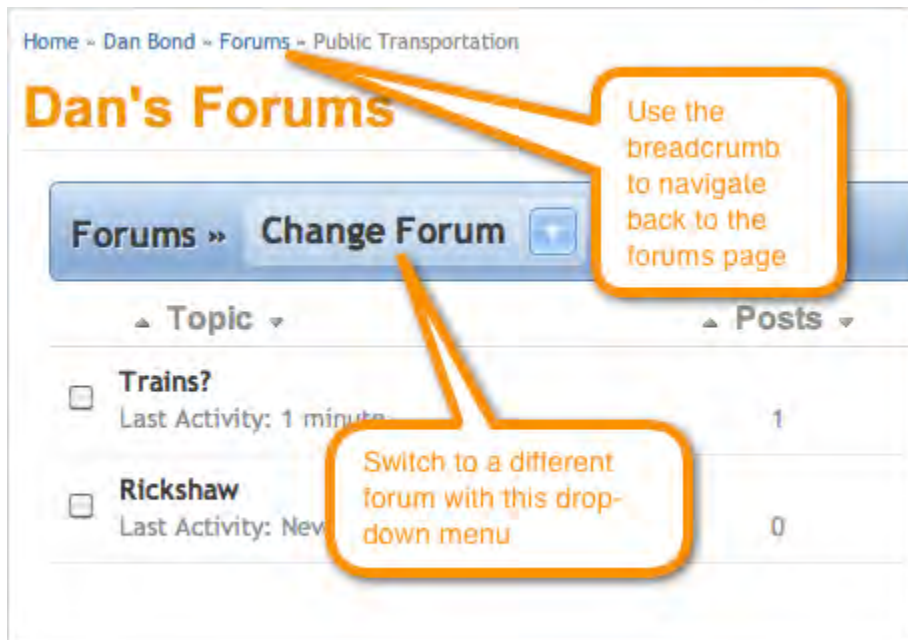
9.1.4.11.4. Deleting Posts, Topics and Forums

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.

9.1.4.12. Blogs

To view blogs, click the *Blogs* link in the User Information column.
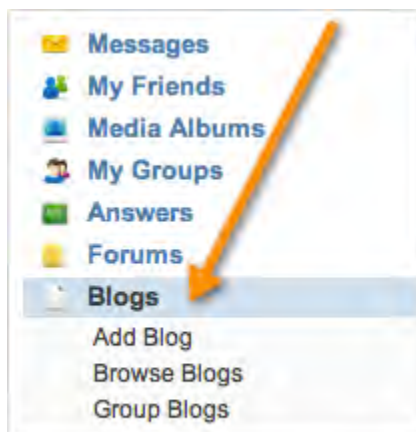
A list of current blogs will appear in the center of the screen. You will be able to see, at a glance, the number of comments and views per post. Click on the *Comments* link to view or make comments.

Click on the title of the blog to see its full length. Note the ability to add photos to your blog posts.

9.1.4.12.1. 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.

9.1.4.12.2. 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.

9.1.4.13. 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.
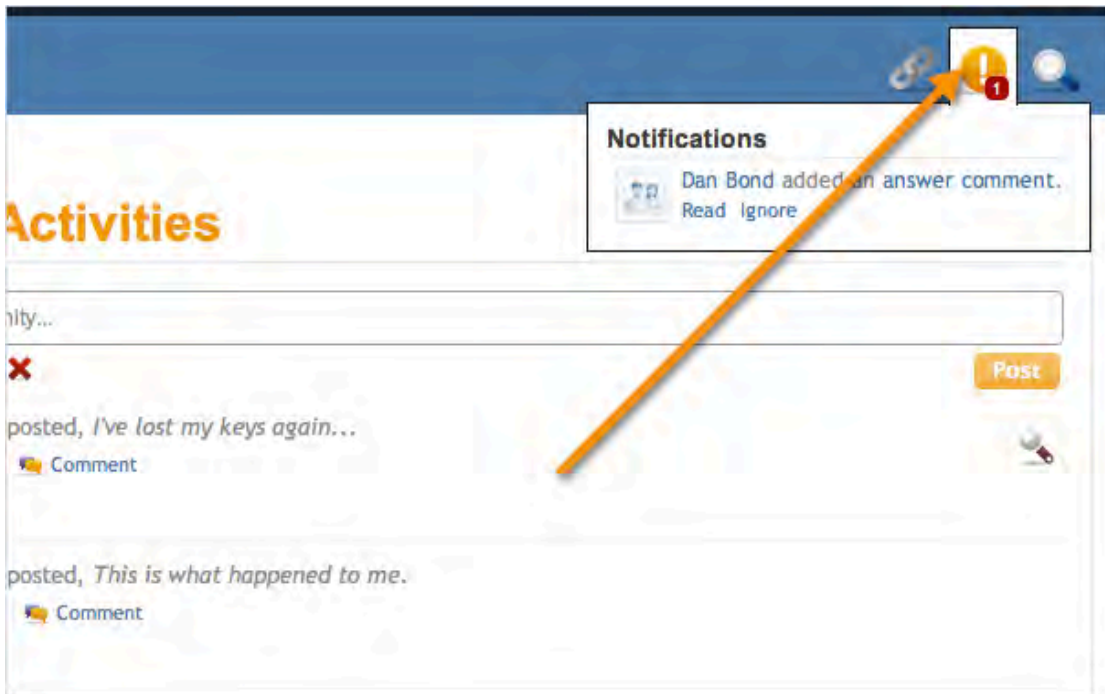
You will be prompted to accept actions or dismiss them. Notifications will disappear from the list only when you click on one of their links (e.g. to Read or Dismiss).

9.1.4.14. News

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

9.1.4.14.1. 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.

9.1.4.14.2. News Link

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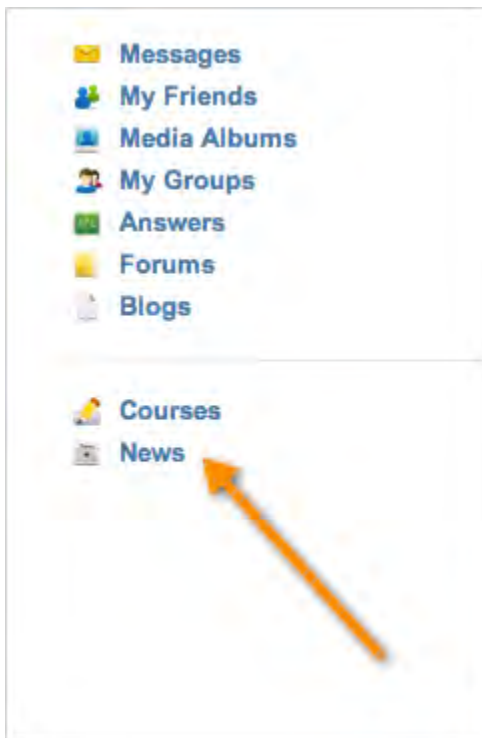
9.1.4.14.3. News Summary

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.

9.1.4.15. 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.

9.1.4.16. 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.
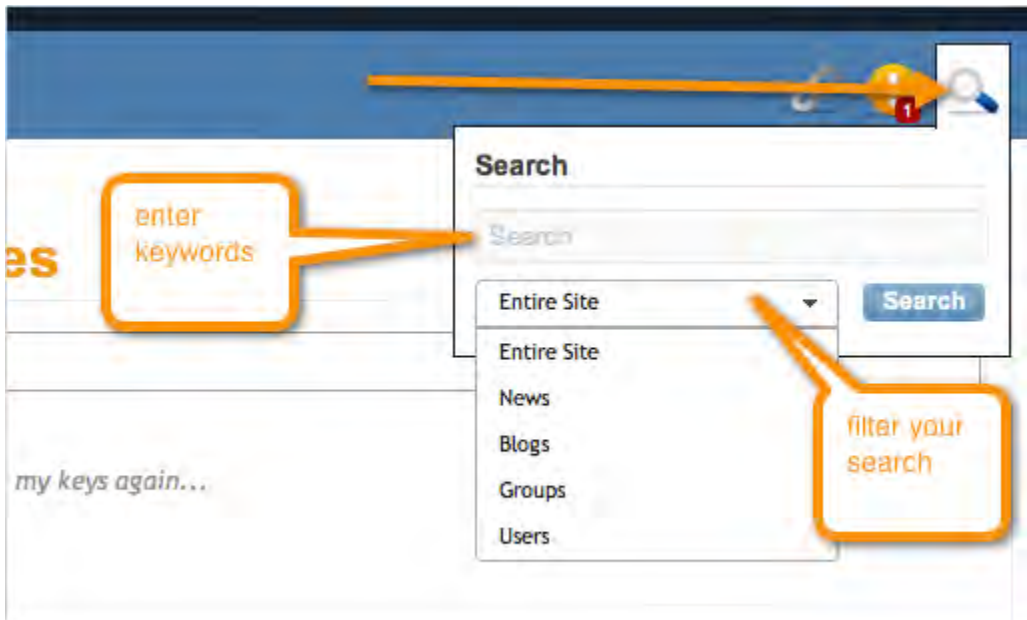
Search results will present summaries of matches. Click on the link within the summary to visit the source.

Searched **All Sections** for **"learning"**

Blogs: joule Social as a basic framework
http://vm01.whyconverge.com/?page=blogs/view&BLID=16

Groups: Connected Learning
http://vm01.whyconverge.com/?page=groups/view&GRID=28
Connected **Learning** Connected Learning - Marcos Cordova...

Search results will isolate keywords and sort them according to relatedness. Click on the link within the summary to visit the source.

News: Pharma Firm Ba...
http://vm01.whyconverge.com/?p...
Pharma Firm Bans Non-SaaS A... ...g-pong table, fridge, firewall. If all goes according t...

9.1.4.17. 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.
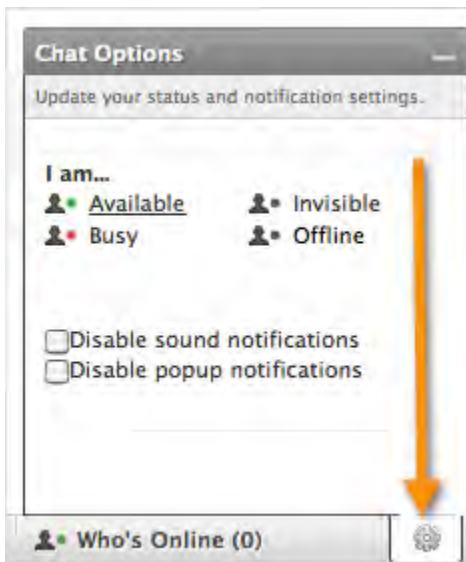
Clicking on the *Close* (downward arrows) icon will collapse the long bar into a single chat icon.

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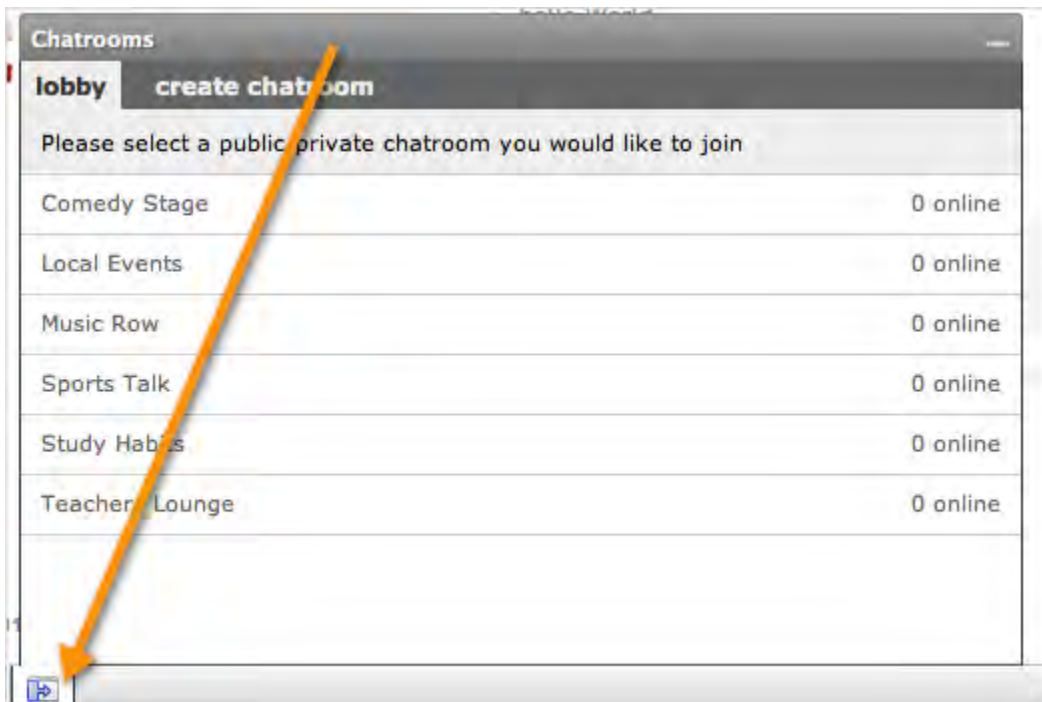
10. Moodle

10.1. Activity Completion

10.1.1. 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.

10.1.1.1. Related Features

- Course Completion Manual
- Course Completion Status Block Manual

10.1.2. Usage Scenarios

10.1.2.1. Student Manual Completion Tracking

In this scenario, each activity is set to *Students can manually mark the activity as completed*. The student marks each activity as complete when they determine the activity is complete. In this scenario, the student uses activity completion to track their progress in the course more for personal use.

10.1.2.2. Activity and Course Completion Tracking

In this scenario, activity completion is linked to course completion through the completion settings for the course. Each activity selected in the course completion settings counts towards the completion of the course. Within this scenario, the teacher can set activities to be manually or conditionally completed. For more automated completion, it is recommended that conditions be set for each activity.

10.1.3. 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.
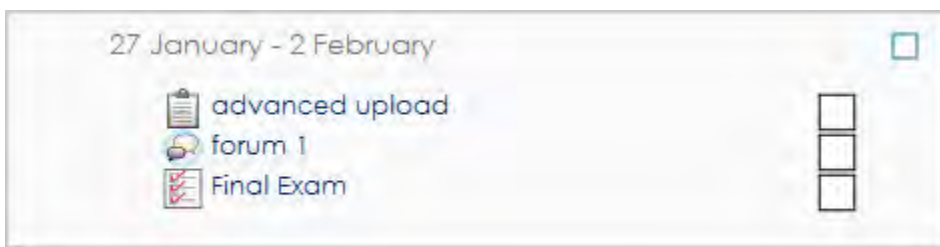
A black check mark icon denotes a completed activity.
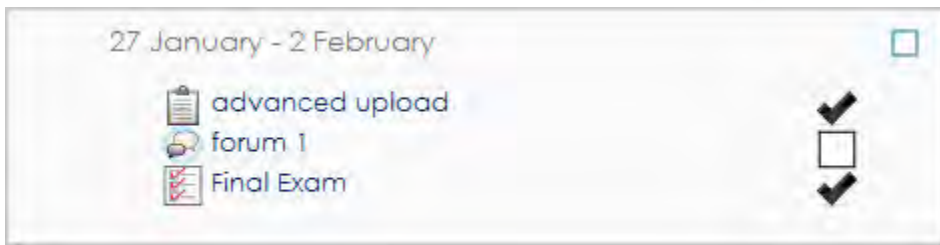
10.1.3.1. Manually Marking an Activity as Complete

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.

10.1.4. Teacher Documentation

10.1.4.1. Activity Completion

Activity completion works with course completion and enables a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities. The settings available vary based on the chosen activity.

> ℹ️ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for an activity.

The Activity completion settings are dynamic for each course activity, therefore different settings will be available based on the selected activity.

The following is an example of some of the activity completion settings:

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
  - Do not indicate activity completion - Activity completion is disabled for this activity and will not report on the activity completion report.
  - Students can manually mark the activity as completed - The student informs the teacher when the activity is completed.
  - Show activity as complete when conditions are met - Setting this enables the optional settings below and completion of the activity will be marked when the student meets all of the enabled conditions.
- Require view: If enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.
- Require grade: If enabled, the student must receive a grade (any grade) to complete this activity. This is only displayed in the activity settings for activities that can be graded. If a passing grade is set in the grade book for the activity, then the activity will be marked as passed or failed.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.

10.1.4.2. Activity Completion in a Course

When a teacher views assignments in a course with editing turned on, activities that have activity completion enabled will have an icon to the right of them that displays the type of completion the activity has set (manual or conditional completion).
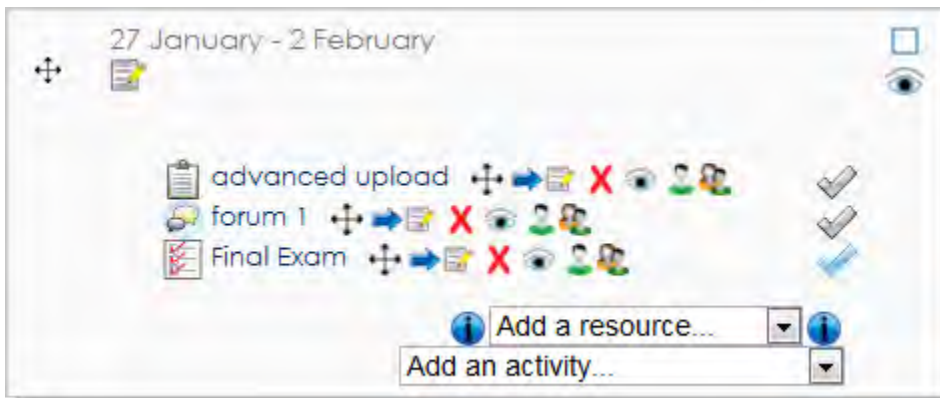
The icons displayed can vary by theme. For the Express theme provided by Moodlerooms, the gray check mark denotes a manually completed activity and the light blue check mark icon denotes an activity that has conditions that must be met in order to be completed.

10.2. Backup and Restore

10.2.1. Overview

A course can be saved with some or all of its parts by performing a course backup. A teacher with editing privileges can create a backup or download an existing backup for safe keeping, or for use on another Moodle site. A backup can also be made that is IMS Common Cartridge compliant and allows the user to migrate courses, without user data, between LMS's.

> ⓘ Note: All Joule activities are not supported by IMS Common Cartridge.

10.2.2. Benefits

The benefits of backup/restore and support for IMS Common Cartridge:

- Ability to backup/restore course data to save time and add security
- Import files organized in the IMS Common Cartridge format (like publisher content or other LMS content)
- Restore import as a course with equivalent Moodle learning objects and activities
- Export a Moodle course into an IMS Common Cartridge format, capable of being restored by other LMS systems

10.2.3. Teacher Documentation

10.2.3.1. Backing up a course

There are many reasons to back up course data. For example, you may want to save your course elsewhere, that way in the event of a technological failure all is not lost. The back up process can be used to create multiple sections of a single course, to backup certain resources and activities and re-use them elsewhere, or to backup a course without user data to re-use it again.

To back up a course log in as Teacher with editing permissions.

> **ⓘ** Note: The course Administrator may need to grant permissions to a Teacher in a course.

Navigate to *Settings->Course Administration* and click *Backup*.

?
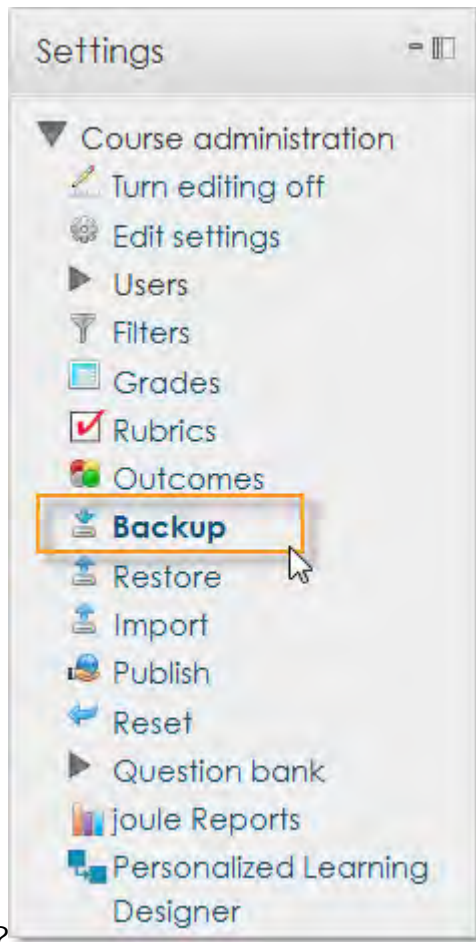
10.2.3.2. Initial settings

Initial settings allow you to select what information you want to back up from your course. You can choose what information you want backed up as well as choose to save the backup as an IMS Common Cartridge file. For more information on IMS Common Cartridge click here.

To begin the backup process, check the boxes for the information you would like to include in the backup under *Initial settings*

Backup settings:

- IMS Common Cartridge 1.1: when checked, will backup the course as an IMS Common Cartridge compliant ".imscc" file. See more below.
- Include enrolled users: when checked, will include user data for enrolled users in the backup.
- Anonymize user information: when checked, will make user information anonymous

in the backup.
- Include user role assignments: when checked, will include a users' role assignments in the backup.
- Include user files: when checked, will include all user's files in the backup.
- Include activities: when checked, will include activities in the backup.
- Include blocks: when checked, will include the blocks in the backup.
- Include rubrics: when checked, will include course rubrics in the backup.
- Include filters: when checked, will include course filters in the backup.
- Include comments: when checked, will include comments in the backup.
- Include user completion details: when checked, will include details about what users have completed in the backup.
- Include course logs: when checked, will include course logs in the backup.
- Include grade history: when checked, will include the grade history for a course in the backup.
- Include PLD data: when checked, will include Personalized Learning Designer (PLD) rules in the backup.
- Include PLD log data: when checked, will include PLD log data in the backup. This should not be backed up if there will be no user data in the backup.

> 🛈 Note:If you are using Personalized Learning Designer select whether or not to include PLD data/log data. IMS Common Cartridge does not support PLD.

10.2.3.3. Backing up using IMS Common Cartridge

Common cartridge is a specification standard that IMS has set to standardize course content and allow it to be used across LMS platforms. For more information on IMS Common Cartridge click here.

To backup the course as an IMS Common Cartridge check *IMS Common Cartridge 1.1* and click *Next.*

Home ▸ Courses ▸ Miscellaneous ▸ MATH203 ▸ Bac

1. Initial settings ▶ 2. Schema

Backup settings

IMS Common Cartridge 1.1 ☑
Include enrolled users ☑
Anonymize user information ☐
Include user role assignments ☑
Include user files ☑
Include activities ☑
Include blocks ☑
Include rubrics ☑
Include filters ☑
Include comments ☑
Include user completion ☑
details
Include course logs ☐
Include grade history ☐

ⓘ Note: IMS Common Cartridge does not support SCORM content, your backup will be saved without any SCORM content. Not all settings can be backed up using IMS Common Cartridge format because they are not supported on other Learning Management Systems.

10.2.3.4. Schema settings

Schema settings allow you to customize your backup and include/exclude specific data from a course and decide if you want user data to be included or not. For example, if you are creating a new course but want to use a few resources or activities from a course you could backup only the particular activities and resources you want to re-use and restore them into the new course. You can select to include/exclude user data if

you checked *Include enrolled users* in the *Initial settings*. User data can make the backup take longer depending on how many users are enrolled in a course.

Review and select the information to be included in the backup under *Schema settings* and click *Next.*

10.2.3.5. Confirmation and review

Enter the *Filename* if you do not wish to use the default and confirm and review the information that will be included in the backup. Green checks mean the item will be included, and red X's mean the item will not be included. Make any necessary changes to the *Initial* or *Schema settings* and confirm and review your backup.

> ℹ️ Note: You do not have to change the file extension, it will be changed automatically. If you do not select IMS Common Cartridge the course will be backed up in Moodle's Open Source backup format with the file extension .mbz. IMS Common Cartridge backups will have the file extension .imscc

10.2.3.6. Perform backup

Make sure everything you wish to include has been included and everything you do not wish to include has been excluded before backing up your data.

After you have reviewed the information and are ready to begin, click `Perform backup`.

Once the backup is complete, click `Continue.` Your backup will begin, depending on the size this may take a few minutes. When the backup is complete, you will be directed to the Restore page where you can review your backup files and/or restore a course.

10.2.4. Teacher Documentation

10.2.4.1. Restoring a course

If you would like to restore a course backup file, you will need to log in to the course as Teacher with editing permissions.

> ⓘ Note: The course Administrator may need to grant these permissions to a Teacher in a course.

Navigate to *Settings->Course Administration* and click *Restore*.
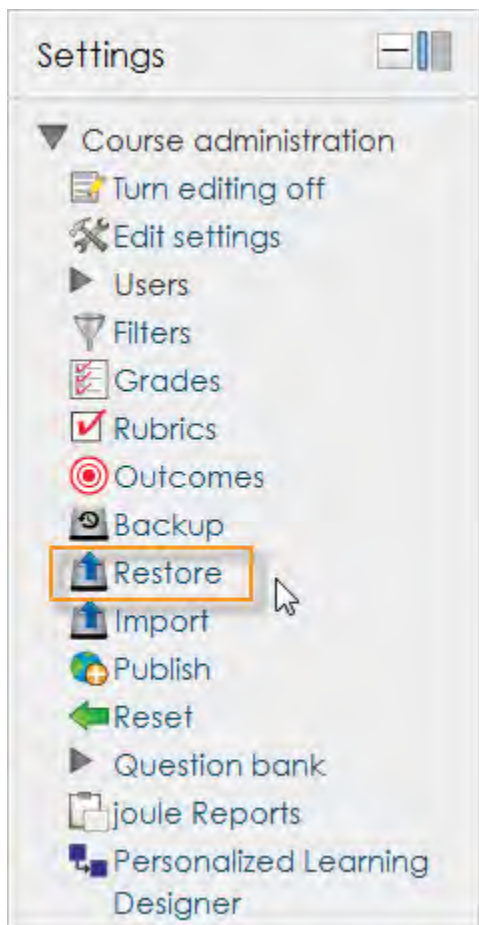
10.2.4.2. Import a backup file

To import a backup file for restoration from an external location, click *Choose a*

file... under *Import a backup file.*
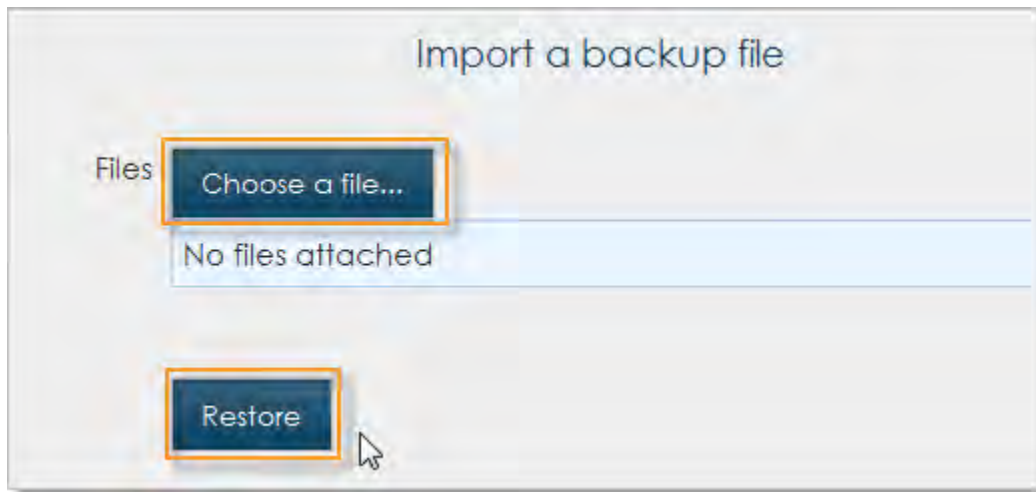
Browse to and select the backup file you wish to restore and click the *Restore* button.

10.2.4.2.1. Course backup area

If you backed up a course using the default settings, the file(s) will be located under the *Course backup area.* If you backed up a course with "Anonymize user information" checked, backup files will be located under the *User private backup area.*
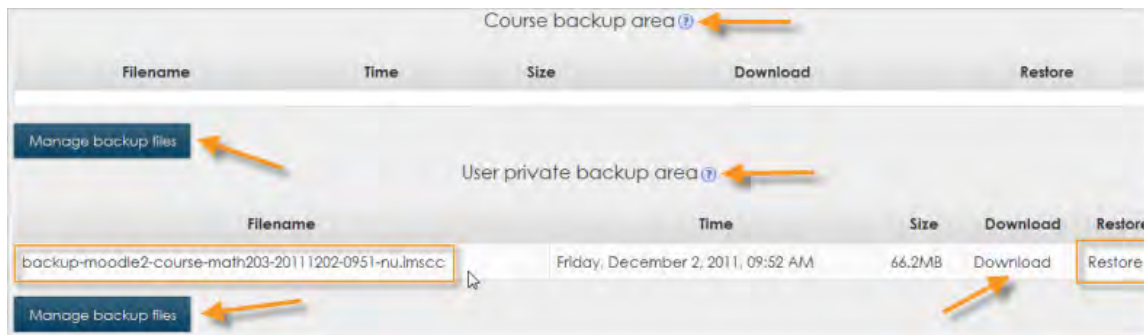
There is a link to *Download* a file and save for restoring later or to restore on another computer. There is also a link to *Restore* the file to the current course.

> ℹ Note: The file extension for Core Moodle backup files will be ".mbz" and for IMS Common Cartridge backups the extension will be ".imscc".

To add, download all backup files, rename, move, and delete the backup files listed

here, click on *Manage backup files* and click *Save changes* when finished.

Once you have located the file you want to restore, click *Restore* to restore your course.

> ⓘ Note: If you are using an IMS Common Cartridge backup file (.imscc) you will see the message below.

If you are restoring a Moodle backup file (.mbz) you will be directed to the *Confirm* screen.

After reviewing the *Backup details* for Common Cartridge, click *Continue* when you are ready to proceed.

10.2.4.3. Confirm

Review information like the course format, Moodle version and more in the *Backup details*.

Backup details

Type	Course
Format	Moodle 2
Mode	General
Date taken	Monday, September 12, 2011, 04:45 PM
Moodle version	2.0.3+ (Build: 20110511) [2011033003.01]
Backup version	2.0 [2010111800]
URL of backup	http://mrlearning2.mroomstest.net [5076cab2b80c5b0bff8db7b1d7112a53]

10.2.4.3.1. Backup settings

Backup settings displays what information was selected under *Initial settings* in the backup process. Review what information is included, such as included enrolled users, activities, blocks and more.

Backup settings

Include enrolled users	✗		Anonymize user information	✗
Include user role assignments	✗		Include user files	✗
Include activities	✓		Include blocks	✓
Include rubrics	✓		Include filters	✓
Include comments	✗		Include user completion details	✗
Include course logs	✗		Include grade history	✗

ℹ Note: Green checks mean that the item will be included in the restore, and red X's mean that an item will not be restored.

10.2.4.3.2. Course settings

Review the course title, original ID, sections and more under `Course settings` to see specifically what is going to be restored.

Scroll to the bottom and click `Continue` when you are ready to proceed.

10.2.4.4. Destination

The Destination is where your course will be restored to. You can choose to restore your course to several different places.

10.2.4.4.1. Restore as a new course

- Restore as a new course: will restore the backup as a new course. You must select a category to add the course to and click `Continue` to proceed.

10.2.4.4.2. Restore into this course

- Restore into this course: will restore the backup course into the current course. Select one of the following options and click `Continue` to proceed.
  - Select `Merge the backup course into this course` to restore the backup course into this course in addition to the existing content.
  - Select `Delete the contents of this course and then restore` to delete all existing content and replace it with the backup course.

10.2.4.4.3. Restore into an existing course

- Restore into an existing course: will restore the backup into another existing course. Select one of the following options, choose what course you wish to restore into and click `Continue` to proceed.
    - Select {{Merge the backup course into the existing course}}to restore the backup course into the selected course in addition to the existing content.
    - Select {{Delete the contents of the existing course and then restore}}to delete all existing content and replace it with the backup course.

⊖ Warning
Selecting Delete the contents of the existing course and then restore will remove all user data, as well as, remove all content i.e. Activities, Resources, Users, and Grades from the course.

10.2.4.5. Settings

The settings lists what is available to be included in the restore, as well as the PLD settings for the restore. You can customize your restore by selecting/deselecting these settings.

Home ▸ Front page settings ▸ Restore ▸ Settings

1. Confirm ▶ 2. Destination ▶ 3. Settings

Restore settings

Include enrolled users	✖
Include user role assignments	✖
Include user files	✖
Include activities	☑
Include blocks	☑
Include rubrics	☑
Include filters	☑
Include comments	✖
Include user completion details	✖
Include course logs	✖
Include grade history	✖

Personalized Learning Designer Settings

Include PLD data	☑
Include PLD log data	✖

ℹ Note: When restoring into an existing course shell you will have an additional setting called Overwrite course configuration. This will allow you to choose if you want to overwrite the current course settings with those of the course you are restoring, or keep the course settings of the course you are restoring to.

Review the *Restore settings* and *Personalized Learning Designer Settings* and click *Next* when you are ready to proceed.

10.2.4.6. Schema settings

Select/deselect specific items and user data, and amend the *Course name*, *Course short name*, and *Course startdate* if necessary on the *Schema* page then click *Next*.

10.2.4.7. Review

Review the *Restore settings* and *Course settings* to make sure everything is correct. Click *Previous* to return and make changes if necessary.

1. Confirm ► 2. Destination ► 3. Settings ► 4. Schema ► 5. Review

Restore settings

Include enrolled users ✖
Include user role assignments ✖
Include user files ✖
Include activities ✔
Include blocks ✔
Include rubrics ✖
Include filters ✖
Include comments ✖
Include user completion details ✖
Include course logs ✖
Include grade history ✖

Course settings

Course name   Common Cartridge Restore
Course short name   CC_Restore
Course startdate   Friday, December 2, 2011, 12:00 AM

10.2.4.8. Perform restore

After you have reviewed everything and are sure you want to restore a course, click *Perform restore*.
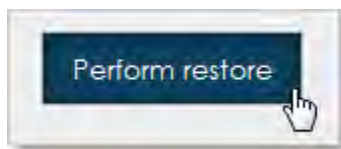
Upon successful completion you will get the following message:

1. Confirm ► 2. Destination ► 3. Settings ► 4. Schema ► 5. Review ► 6. Process ► 7. Complete

✔The course was restored successfully, clicking the continue button below will take you to view the course you restored.

Continue

Click *Continue* to proceed to the restored course.

10.3. Conditional Release

10.3.1. 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)

10.3.2. Benefits

Conditional Release allows instructors to hide and release content until individual students are prepared to receive it. Instructors can also create thoughtful learning paths for different instructional content. This provides each student with a different experience within the course based on the adaptive path that is most appropriate for them.

10.3.3. Related Features

- Course Completion Manual
- Activity Completion Manual
- Personalized Learning Designer Manual

10.3.4. Usage Scenarios

- An instructor wishes to hide a quiz automatically until a specific date.
- An instructor wishes to hide a quiz automatically after a specific date.
- An instructor wishes to hide a resource until a student receives 85% or greater on a quiz.
- An instructor wishes to create learning paths so that students receiving 0-60% on a quiz see the activities in Topic A.
- An instructor wishes to create learning paths so that students receiving 61-80% on a quiz see the activities in Topic B.

- An instructor wishes to create learning paths so that students receiving 81-100% on a quiz see the activities in Topic C.
- An instructor wishes to hide a resource until a student's course grade is above 80%.
- An instructor can hide the activities completely from student view.
- An instructor can grey out the restricted activities and indicate what conditional requirements are necessary for access.

10.3.5. 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:
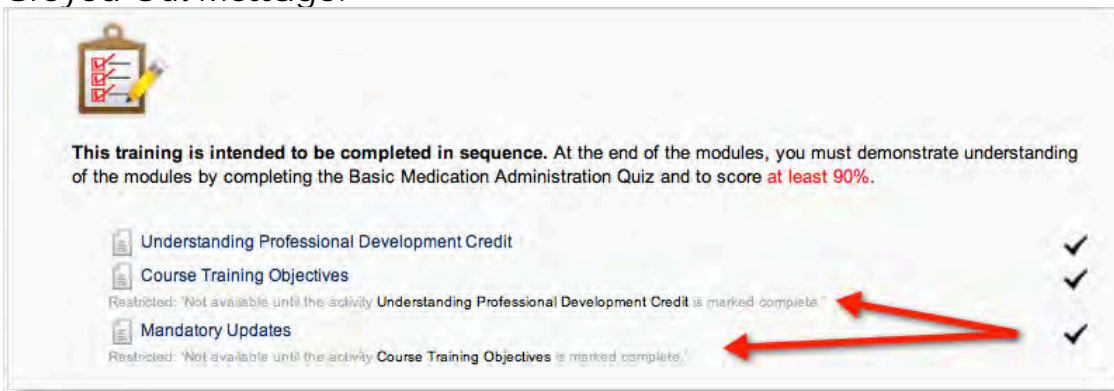
Completely Invisible:
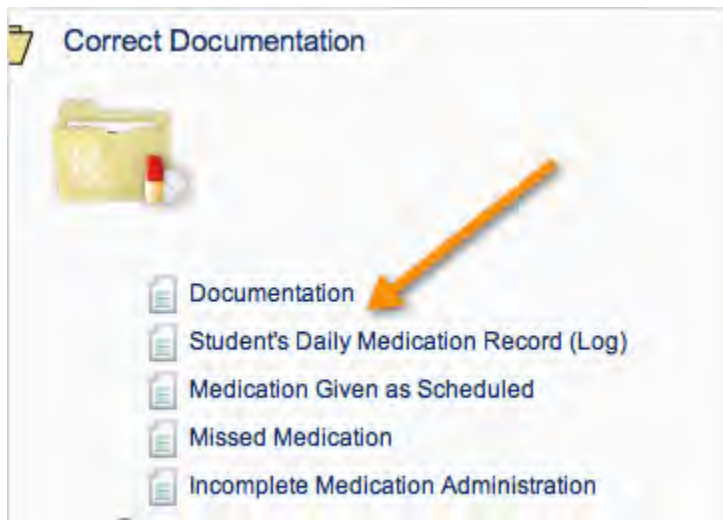
10.3.6. Teacher Documentation

When creating activities (or editing existing ones), teachers can create the following conditional releases:

10.3.6.1. Allow Access From or Until

Access from/to dates determine when students are allowed to access this course item on the course page.

The difference between access from/to dates and availability settings for the course item is that outside the set dates, the latter allows students to still view the course item description, whereas access from/to dates prevent access completely.

10.3.6.2. Release Code

In Joule, Moodlerooms offers an additional "Release Code" condition which works in conjunction with the Personalized Learning Designer (PLD).

First, instructors "hide" one or more activities by associating them with a release code.

Next, instructors create a PLD rule that "releases" the code to an individual student upon a specified event (e.g. he passes a quiz with a score between 0-60%).

This allows instructors to identify certain learning paths with release codes (e.g. release Advanced Placement activities, or remedial activities).

Students will not ever be prompted for a release code; instead, the PLD rules will activate or de-activate them based on certain conditions).

10.3.6.3. Grade Condition

This setting determines any grade conditions that must be met in order to access this course item.

Multiple grade conditions may be set if desired. If so, this course item will only allow access when ALL grade conditions are met.

Note: Click the drop-down menu to select the course activity that is a prerequisite to the current activity. Choose a grade range (low % to high %) that must be obtained to fulfill the condition.

Also, if you want more grade conditions for the current activity, click the `Add two grade conditions to form` button.

10.3.6.4. Completion Condition

This setting determines any activity completion conditions that must be met in order to access this course item. Please note that completion tracking must first be set before an activity completion condition can be set.

Multiple activity completion conditions may be set if desired. If so, access to this course item will only be permitted when ALL activity completion conditions are met.

Note: Click the first drop-down menu to select the activities that you want to assign conditions to. Then click the second drop-down menu to choose the threshold condition (one of the following: must be marked complete; must not be marked complete; must be complete with pass grade; must be complete with fail grade).

Also, if you want more activity completion conditions for the current activity, then click the `Add two activity conditions to the form` button.

10.3.6.5. View Settings

This setting determines whether students will see conditional activities with greyed-out messages identifying the required access conditions, or whether conditional activities should be completely hidden from student view until fulfillment.

Invisible from the perspective of the instructor:
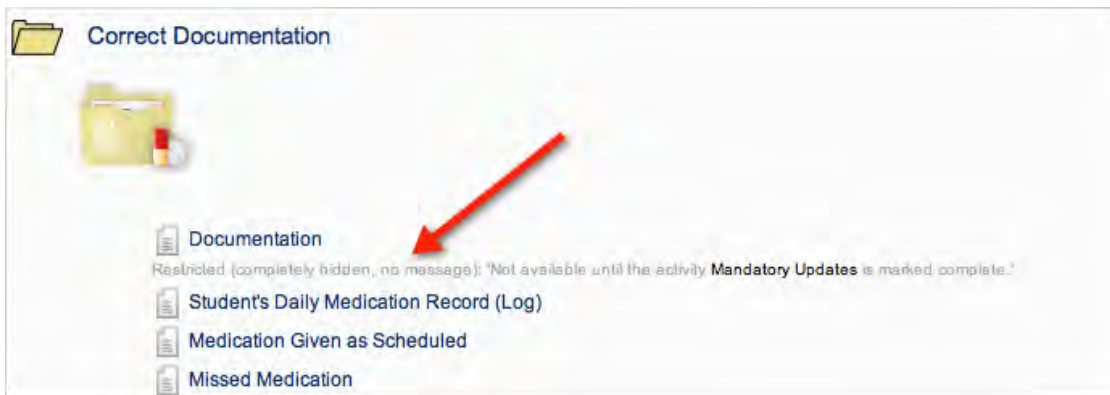
10.4. Course Completion

10.4.1. Overview

Course Completion tracking is designed to allow a course to be marked as completed in the system based on one or more criteria. Completion tracking can be based on any of the following:

1. The completion of other courses
2. The student setting a course as complete
3. The teacher setting a course as complete for a student
4. The student completing one or many activities in a course
5. A specific date
6. A certain number of days after the student was enrolled in the course
7. The student achieving a final grade in the course above a certain percentage
8. The student being unenrolled from the course

10.4.1.1. Related Features

- Course Completion Status Block Manual
- Self Completion Block Manual
- Activity Completion Manual

10.4.2. Usage Scenarios

Course Completion has eight methods that can be used separately or together to determine if a student has completed a course. These completion methods are:

1. Course prerequisites
2. Manual self-completion

3. Manual completion by
4. Activities completed
5. Date
6. Duration after enrollment
7. Grade
8. Completion on unenrollment

Each method is described individually in the Teacher Documentation section. Below is a description of several common combinations of the eight methods to create a specific completion scenario.

10.4.2.1. Self Completion After a Date

In this scenario, the student completes the course after a specific date and upon their own admission of completion. This scenario is used with self-paced courses that a student isn't allowed to complete before a specific date in the semester or term. To configure this scenario, the teacher enables `Manual self completion` and sets the `After specified date` setting to the earliest date the student can complete the course. The student must then manually mark the course complete after the date has passed for the course to be considered complete.

10.4.2.2. Completing a Course With a Defined Total Grade, and Completion of Key Activities

In this scenario, the student completes the course once they have met the activity completion criteria for specific activities in the course and have a total grade of greater than the passing grade value. This can be used in the majority of course types to allow a student to view their progress in a course. In order to configure this scenario, the teacher configures the key activity's completion tracking and then sets the `Passing grade` to the minimum grade the student needs to get to complete the course. The student will automatically have the course marked as complete if they meet both criteria.

10.4.2.3. Completion of Course With a Passing Grade After a Certain Period in the Course

In this scenario, a student completes a course after a certain number of days of being enrolled in a course based on a final grade. This scenario can be used in an evaluation or prerequisite course that requires a student to receive a passing grade and spend a certain amount of time in a course. To configure this scenario, a teacher enables the `Duration after enrolment` and `Grade` course completion methods. The `Duration after enrolment` is set the minimum amount of time the student must be enrolled in the course and the `Passing grade` is set to the minimum grade the student needs to

complete the course. The student will automatically have the course marked as complete if they meet both criteria.

10.4.3. Teacher Documentation

10.4.3.1. Enabling Course Completion

Course Completion is enabled within the course settings (found at `Settings` block > `Course administration` > `Edit settings`) under the `Student progress` area towards the bottom of the form. To enable Course Completion tracking for the course, select `Enabled, control via completion and activity settings` from the `Completion tracking` drop-down menu.

- Completion tracking: This setting determines if, by default, completion tracking is enabled in a course. Default: Disabled, not shown in activity
  - Disabled, not shown in activity settings
  - Enabled, control via completion and activity settings
- Completion tracking begins on enrolment: (Not currently implmented) Begin tracking a student's progress in course completion after course enrolment. Default: No

> **ⓘ Note**
> The site administrator must enable completion tracking in order for the `Student progress` area of the course settings form to appear to a teacher.

10.4.3.2. Course Completion Course Settings

The course settings for Course Completion tracking can be accessed via the `Settings` block > `Course administration` > `Completion tracking`. To enable course completion, one of the eight completion types must be enabled:

1. Course prerequisites
2. Manual self completion

3. Manual completion by (usually teacher role)
4. Activities completed
5. Date
6. Duration after enrollment
7. Grade
8. Completion on unenrollment

10.4.3.2.1. Overall Criteria Type Aggregation

Overall criteria type aggregation

Aggregation method | All
All
Any
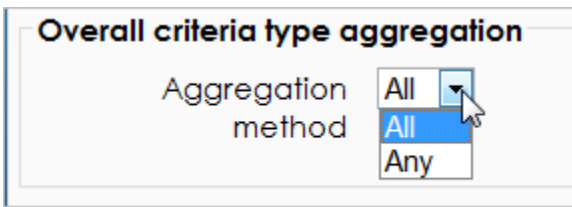
- Aggregation method: This setting determines how the enabled criteria combine together to determine if a student has completed the course.
  - Any - The course is marked as complete if any of the enabled criteria have been marked as completed for the student.
  - All - The course is marked as complete if all of the enabled criteria have been marked as completed for the student.

10.4.3.2.2. Course Prerequisites

Course prerequisites are used to determine if this course can be considered complete based on if the student has completed other courses that are required for the student to begin this one.

If course completion is not enabled for any other courses on the site, then no courses will be displayed here and you will receive the message "*Course completion is not enabled for any other courses, so none can be displayed. You can enable course completion in the course settings*. Enabling course completion in a course is defined as:

1. Selecting *Enabled, control via completion and activity settings* from the *Completion tracking* drop-down menu in the course settings
2. Enabling a course completion method by:
   a. Checking the enable checkbox under one of the following criteria:
      i. *Manual self completion*
      ii. *Date*
      iii. *Grade*
      iv. *Duration after enrolment*

        v. *Completion on unenrolment*
- b. Selecting a course under *Course prerequisites*
- c. Selecting an activity under *Activities completed*
- d. Selecting which roles can assign completion from the *Manual completion by* area

Course prerequisites

Aggregation method	All ▼
Courses available	Conduit Courses / Conduit Course Fullname 6 Conduit Courses / Conduit Course Fullname 7

Course completion criteria must be set for a course to appear in this list

- Aggregation method: This setting determines how each of the course's completion statuses combine together to determine if a student has completed the course.
  - Any - The course prerequisite is marked as complete if any of the selected courses have been marked as completed for the student.
  - All - The course prerequisite is marked as complete if all of the selected courses have been marked as completed for the student.
- Courses available: Select which courses are a prerequisite to this course from the list of courses.

> ℹ️ Note
> Course prerequisite is just a recommendation and it will not block students from accessing a course because they have yet not completed the prerequisite.

10.4.3.2.3. Manual Self-Completion

Manual self-completion allows the student to mark a course as complete when they determine they have completed the materials.

- Enable: Check this checkbox to enable manual self-completion as a way to mark the course as complete for the user.

10.4.3.2.4. Manual Completion By

The Manual Completion By course completion method requires that users with the assigned role manually mark a student as having completed the course. This is most often used when a teacher or manager of the course must review a student's participation in a course to determine if they have met all criteria.

- Aggregation method: This setting determines how each of the manual completion markings combine together to determine if a student has completed the course.
    - Any - The course is marked as complete if any of the users with a role have marked the course as completed for the student.
    - All - The course is marked as complete if all of the enabled roles have been marked the student complete.
- Manager: Click to enable users with the role Manager in the course to mark the user's course completion status.
- Course creator: Click to enable users with the role Course Creator in the course to mark the user's course completion status.
- Teacher: Click to enable users with the role Teacher in the course to mark the user's course completion status.
- Non-editing teacher: Click to enable users with the role Non-Editing Teacher in the course to mark the user's course completion status.

10.4.3.2.5. Activities Completed

Activities Completed is used to allow course completion to be based on activities the student has completed in the course. This course completion method is usually used if the teacher requires a student to complete specific activities to have completed the course, such as midterm and final quizzes or uploading specific assignments.

All activities with the checkbox next to their name will be included in the Course Completion screen. If a new activity is added to the course, it will need to be manually checked in the `Completion Tracking` page. This can't be done after a student has already had their Course Completion tracking started.

The following message will display if all activities in the course have their `Activity completion` setting set to `Do not indicate activity completion`: `"Completion information is not enabled for any activity, so none can be displayed. You can enable completion information by editing the settings for an activity."`

- Aggregation method: This setting determines how completion of each activity combines together to determine if a student has completed the course.
  - Any - The course is marked as complete if any of the required activities have been marked as completed for the student.
  - All - The course is marked as complete if all of the required activities been marked as completed for the student.
- Activities by name: Each activity in the course that has not had the `Activity completion` setting set to `Do not indicate activity completion` is listed with a checkbox next to it. Check the checkbox to associate the activity's completion with the completion of the course.

10.4.3.2.6. Date

The Date setting allows the teacher to automatically mark a course complete for all students on a specific date. This can be used in conjunction with the other criteria to

make sure that a user waits until a specific date before they can complete the course.

- Enable: Check this checkbox in order to enable completion of this course on a specified date.
- After specified date: The date that the course will be marked complete.

10.4.3.2.7. Duration After Enrolment

Duration After Enrollment allows a teacher to mark the course as complete a certain number of days after the student was enrolled in the course. This is usually good for a course that has a minimum time that the student is required to spend in the course before they can complete it. This can be used in conjunction with the other criteria to make sure that a user waits for a certain period of time after starting the course before they can complete the course.

- Enable: Check this checkbox in order to enable completion of this course a set number of days after the user is enrolled in the course.
- Days after enrolment: The course will be marked complete this number of days after the student is enrolled in the course.

10.4.3.2.8. Grade

The Grade method allows a teacher to automatically mark a course complete if a student has received a total course grade above a certain value. This works only with the total course grade. If the course should be marked completed based on specific grades in specific activities, the teacher should use Activity Completion in conjunction with Course Completion.

- Enable: Check this checkbox in order to enable completion of this course based on a passing grade.
- Passing grade: The grade that a student must achieve to have the course marked as complete.

10.4.3.2.9. Unenrolment

The Unenrolment method is used to mark the course complete for a student when they are unenrolled from the course. This is used in conjunction with other criteria to fulfill completion of a course towards the end of the course or a semester.

- Completion on unenrolment: Clicking this checkbox will mark the course complete when the student is unenrolled from the course.

10.4.3.3. Editing Course Completion Settings

The Course Completion tracking settings can be edited by the teacher at any time before completion tracking has started for any user in the course. Completion tracking begins when the following criteria are met:

1. Completion tracking settings have been saved with one criteria group enabled.
2. A user is enrolled in the course with a role in the progress tracking settings.
3. The Moodle administrative cron has run.

After these criteria are met, the teacher must unlock the Course Completion tracking Settings page and delete the current completion tracking data for all users enrolled in the course. To unlock completion tracking, perform the following steps:

1. Click on the *Completion tracking* link under the *Settings* block > *Course*

administration
2. Click on the `Unlock completion options and delete user completion data` button

Completion settings locked

One or more students have already completed a criteria so the settings have been locked. Unlocking the completion criteria settings will delete any existing user data and may cause confusion.

Unlock completion options and delete user completion data

ℹ️ **Note**
It is recommended that the course be completely set up, with all activities created with their activity tracking configured, before a teacher configures Course Completion tracking for the course. Further more students should not be added to the course before Course Completion tracking is completely configured to avoid the need to remove completion data.

11. Moodlerooms

11.1. Joule Gradebook

11.1.1. Overview

The Joule gradebook is an alternate grading option to the default Moodle Grader report. You can easily switch back and forth between gradebooks using the jump menu located at the top of the screen. A simplified view displays categories and course totals for each student. You can set up grade categories, move assignments around, and grade activities easier than ever. New column and row actions simplify grading and allow Teachers to perform actions like send messages to students directly from the gradebook and change all of the grades in a column at once.

11.1.2. Benefits

New Experience:

- View the gradebook with a simple landing page of gradebook category and course totals.
- See at a glance, whether gradebook categories are weighted in the course total.

- Navigate to other gradebook categories with arrows and a jump-menu.
- Perform actions upon gradebook columns and rows with a simple menu.

More choices:

- Send a message to all students within a column whose grade falls within a specified range.
- Send a message to all students within a column who have not completed the assignment.
- Set all grades within a column to one value (and exclude rows with existing values, if desired).
- Quickly edit all grades in an existing column (and/or set empty grades to "0's", if desired).
- Toggle the visibility of a gradebook column (students cannot see hidden columns and they will not be reflected in the course total).
- Move an activity into a different gradebook category.
- Quickly edit all of a single student's grades (also set empty grades to "0's", if desired).
- Send a message to an individual student.
- The Joule gradebook is an alternate option to the Moodle grader report for grading a course.

11.1.3. Teacher Documentation

The Joule gradebook was designed to simplify the gradebook experience by improving default views, and it is more productive because it can perform actions in the course directly from the gradebook.

11.1.3.1. Accessing the Joule gradebook

Navigate to the Settings block and select `Course Administration > Grades`.

If the Joule gradebook is not displayed you can select it from the navigation drop-down menu near the top of the page, or selecting the `Joule gradebook` link under the `View` tab.

joule Gradebook ▼	joule Gradebook

View	Categories and items	Scales	Outcomes	Letters	Import	Export	Settings	My preferences

Grader report | joule Gradebook | Outcomes report | Overview report | User report
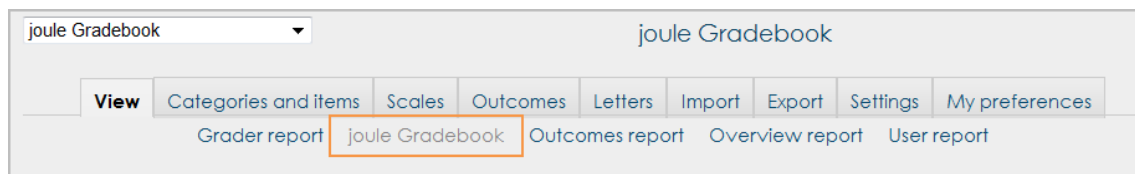
ⓘ Note: The site administrator can make the Joule gradebook the default choice so it automatically displays when you open Grades.

11.1.3.1.1. Uncategorized items

Click *Show uncategorized items* or *Hide uncategorized items* to show and hide uncategorized items in the Joule gradebook. This can streamline the Joule gradebook and make it less cluttered. You can customize what is displayed, only showing category totals, or showing all items.

11.1.3.1.2. Navigating

Navigating through categories is easily done by using the drop-down menu and the "Next" and "Previous" arrows.
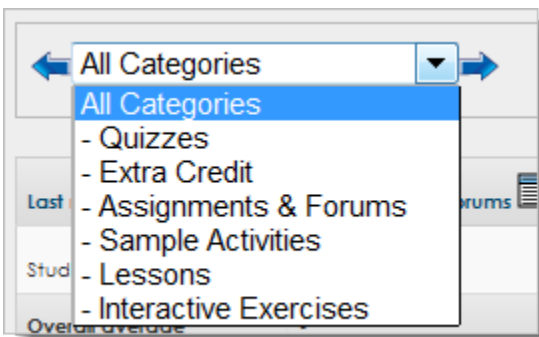
11.1.3.1.3. Entering grades

You can enter grades in the empty cells using point values, percentages and/or letter grades. Press *Enter* or click in another cell to save the grade.

⊖ Note: Grades entered in the gradebook will override grades entered in the Module Grader report for each activity, and grades that are assigned automatically. If a student retakes a quiz after a grade has been entered in the gradebook, the new quiz grade will not replace the grade entered in the gradebook even if it is higher.

✅ You can use the Tab key to quickly toggle through the fields.

⚠️ Letter grade values can be set in the Settings block under Course administration > Grades > Grade administration > Letters or Site administration > Grades > Letters. Letter grades entered in the Joule gradebook will use the mean of the range assigned to the letter. For example, if a student receives an A on an activity and the grade range for A is set to 90-93%, the grade value entered will be 91.5. If the assignment is only worth 50 points, you would take the 93% and multiply it by the total possible points, in this case 50 (.93x50=46.5). The student will receive 46.5 points out of 50 for the assignment if an A is entered in the Gradebook.

11.1.3.2. Column Actions

Joule gradebook is more productive with actions to perform bulk and individual grading and messaging tasks. Actions can be viewed by clicking the action icons in a the rows and columns. The actions below are available for column actions. Some actions are available when viewing categories where as others are only available for items within categories.

- Joule Grader: Jump to the Joule grader.
- Module Grader: Jump to the activity grades to view detailed results.

- Column Grader: Input activity grades for all course participants at one time.
- Message to Incompletes: Send a message to all participants who have not completed a specific activity.
- Message to Grade Range: Set a grade range that will trigger a custom message to be sent to students whose grades fall within that range.
- Change all grades in this column to: Change all grades for an activity using this feature. If all students except a few received the same grade, you can use this feature to save time by only having to input the exceptions.
- Toggle Visible/Hidden (Currently Visible/Hidden): Makes the grade for the activity visible/hidden to students.
- Move this to a different gradebook category: Move the item to a different category in the gradebook.

11.1.3.2.1. Joule Grader Action

Select this action to jump to the Joule grader.

11.1.3.2.2. Module Grader Action

Select this action to jump to the activity grader.

11.1.3.2.3. Column Grader Action Action

Open the Column Grader to easily grade all students in the column. Enter grades and use `Check to make empty cells=0` to enter zeros in all cells that do not have a grade entered already. Click `Save` when you're finished grading in the `Column Grader`.

Column Grader

Student	Topic 2 - Assessment
Tiffany Brooks	[ ] / 10.00
Colin Butler	[ ] / 10.00
Candie Fisher	[ ] / 10.00
Carrie Ford	[ ] / 10.00
Cory Gonzales	[ ] / 10.00
Daniel Jones	[ ] / 10.00
Morgan Jones	[ ] / 10.00
Student One	[ ] / 10.00

☐ Check to make empty cells = 0

[Save] [Cancel]

✅ You can use the Tab key to quickly toggle through the fields.

11.1.3.2.4. Message to Incompletes Action

Send a message to all students that have not completed the activity. All students that do not have a grade entered for the activity will be added to a message automatically. Add/remove recipients, and enter a subject and body for the message. Click *Send* to send a message to all students who do not have a grade in the activity.

Incompletes Messaging   ✕

From:	Erik Fenton
Recipients: *	Add Recipients
Subject: *	Don't forget your quiz
Body: *	Hello,
	This is just a friendly reminder that you have NOT finished your quiz this week! Please do so before Friday at the end of the day.

                                                            Send   Cancel

11.1.3.2.5. Message to Grade Range Action

Send a message to all students in a specified grade range, good, or bad. Enter the grade range you would like to send the message to and click *Save*.

Grade range messaging. Step 1.   ✕

Start Range:	0.00	F (0.00 %)
End Range:	69.00	D+ (69.00 %)

                                    Save   Cancel

Add or remove recipients using the `Add Recipients` link and/or the red X's next to a name. Enter a subject and body for the message.

Click *Send* to deliver the message.

11.1.3.2.6. Change all grades in this column to.. Action

Change all grades in a column to a specified grade. Check *Ignore cells with existing values* to leave grades already entered in a column as they are, or uncheck it and replace all grades with the value that is entered. Use this to grade exception. Enter the grade you wish to change all grades in the column to, and click *Save* when you are finished.

11.1.3.2.7. Toggle Visible/Hidden (Currently Visible/Hidden) Action

Select whether or not you want this activity to be visible/hidden to students. When you click this option in the menu it will change the visibility without having to save.
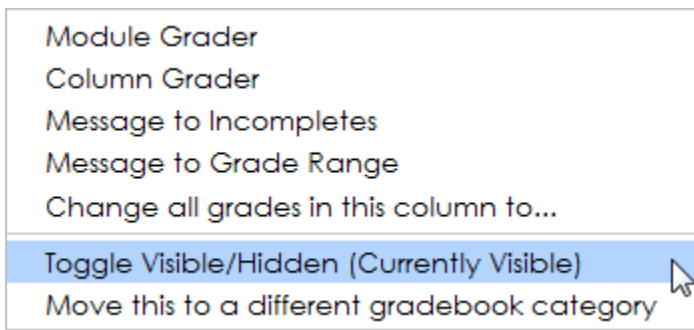
11.1.3.2.8. Move this to a different gradebook category Action

Use this action to move an item to a different category without the need of using the Moodle Grader report. Select the category for where you would like it to be located. Click *Save* when you are finished.
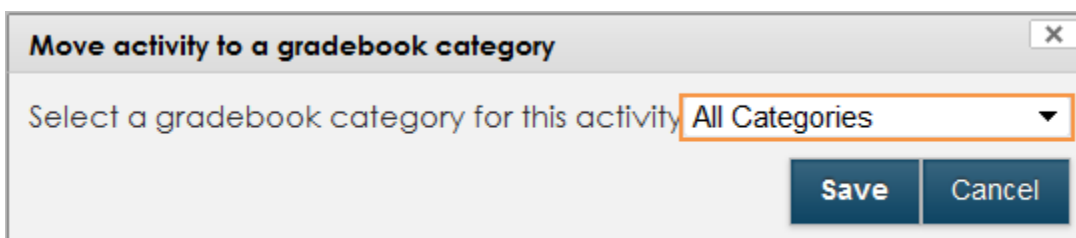
11.1.3.3. Row Actions

Joule gradebook is more productive with row actions to perform bulk and individual grading and messaging tasks. Click the action icon next to the student's name and select the *Row Grader* or *Message to student* options to grade all activities for the student or to send him/her a direct message.

11.1.3.3.1. Row Grader Action

View and change grades for one student at a time. The Row Grader allows you to

quickly enter grades for all of a student's assignments, with the option to make any empty cells=0 by checking the box. Enter the grades for the student for each activity. When you finish entering grades and decide how to handle empty cells, click *Save*.

> ✅ You can use the Tab key to quickly toggle through the fields.

11.1.3.3.2. Message to Student Action

Send a message to a student.

11.1.3.4. Sorting

You can organize students by names, grades, and groups.

11.1.3.4.1. By name

Sort students by *Last name* and *First name* by clicking on the respective links above the list of names. Click a student's name to visit the student's profile.

11.1.3.4.2. By grade

Click the course Category or Item link at the top of a column to sort the grades in the column in an ascending/descending order.

11.1.3.4.3. By group

Sort students by the groups they belong to for group grading using the participants menu. If groups have been created in the course, the `All participants` drop-down menu will be available. Click the drop-down menu or use the "Next" and "Previous" arrows to navigate between groups. Select a group from the list and only those students belonging to the group will be displayed in the Joule Gradebook.

> ℹ️ Note: Groups need to be set up in the course for the All participants drop-down menu to appear.
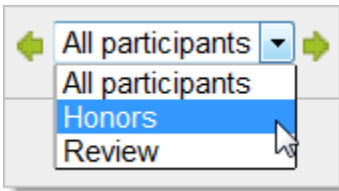
11.1.3.5. My Preferences

Teachers can customize settings in the *My preferences* tab in the Joule gradebook.

Navigate to the *My preferences* tab and select *Joule Gradebook* from the drop-down menu.

11.1.3.5.1. Show/hide toggles
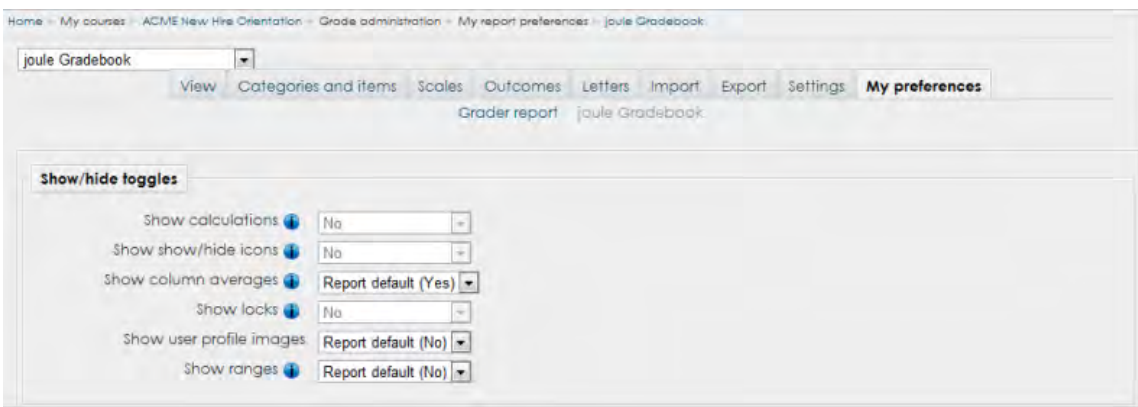
The following settings can be configured:

- Show calculations: If enabled, when editing is turned on, a calculator icon is shown for each grade item and category, with tool tips over calculated items and a visual indicator that a column is calculated.
- Show show/hide icons: If enabled, when editing is turned on, a show/hide icon is shown for each grade for controlling its visibility to the student.
- Show column averages: If enabled, the Joule gradebook will contain an additional row displaying the average (mean) for each category and grade item.
- Show locks: If enabled, when editing is turned on, a lock/unlock icon is shown for each grade for controlling whether the grade can be automatically updated by the related activity.
- Show user profile image: Determines whether or not to show user profile images.
- Show ranges: If enabled, the Joule gradebook will contain an additional row displaying the range for each category and grade item.

11.1.3.5.2. Special Rows

The following settings can be configured:

- **Range display type:** This setting determines whether the range is displayed as real grades, percentages or letters, or whether the display type for the category or grade item is used (inherit).
- **Decimals shown in ranges:** This setting determines the number of decimal points to display for each range or whether the overall decimal points setting for the category or grade item is used (inherit).
- **Column averages display type:** This setting determines whether the average (mean) is displayed as real grades, percentages or letters, or whether the display type for the category or grade item is used (inherit).
- **Decimals in column averages:** This setting determines the number of decimal points to display for each average or whether the overall decimal points setting for the category or grade item is used (inherit).
- **Grades selected for column averages:** This setting determines whether cells with no grade should be included when calculating the average (mean) for each category or grade item.
- **Show number of grades in averages:** If enabled, the number of grades used when calculating the average (mean) is displayed in brackets after each average.

11.1.3.5.3. General

The following settings can be configured:

- Students per page: This setting determines the number of students displayed per page in the Joule gradebook.
- Aggregation position: This setting determines whether the category and course total columns are displayed first or last in the gradebook reports.
- Enable AJAX: Adds a layer of AJAX functionality to the Joule gradebook, simplifying and speeding up common operations. Depends on Javascript being switched on at the user's browser level. This option is set to "Yes" because AJAX is required for Joule gradebook.

Click *Save changes* to apply these settings when you are finished, or click *Cancel* to discard any changes and proceed.

11.2. Joule Grader

11.2.1. 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.

11.2.2. User Documentation

11.2.2.1. 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*.
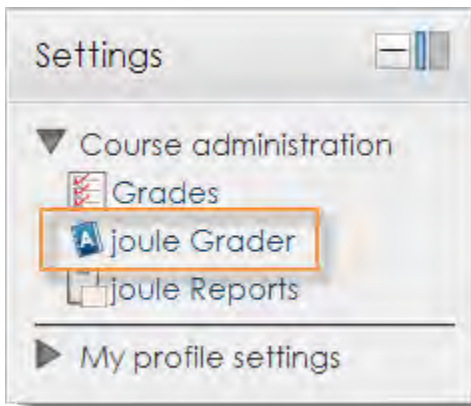
In the Joule Grader you can view and navigate through assignments that have been graded. You can also see comments from the teacher and make comments in return. You may view the Grader with no distractions by clicking Full screen mode, which removes blocks and menus for distraction free viewing. To return to the course, click Return to course, or, to stay in the Joule Grader but exit full screen mode, click Exit full screen mode.
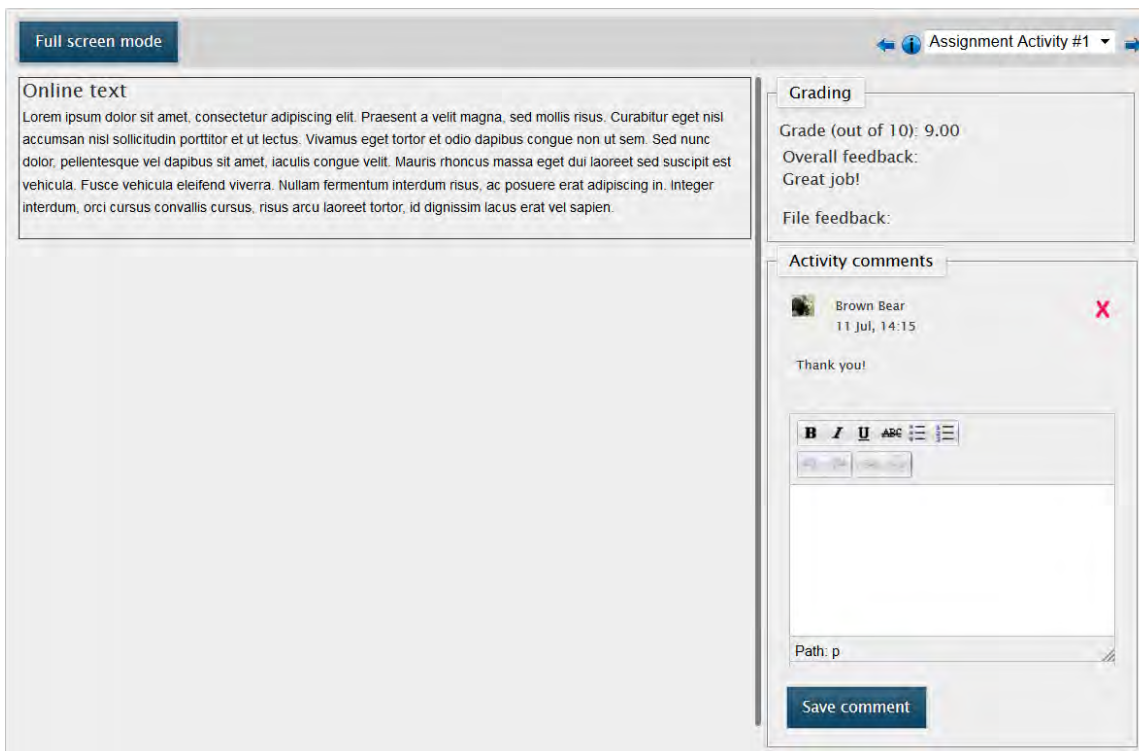
You can navigate through graded assignments using the left/right arrows or drop-down menu at the top right.

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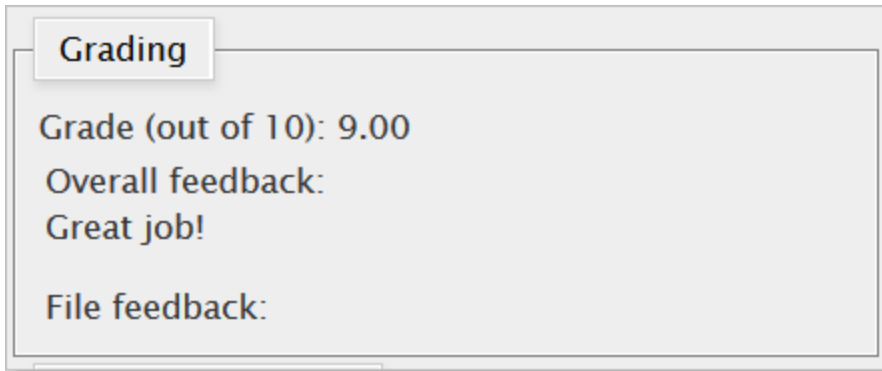
Comments from the teacher are located in the Grading area and comments made by the user are listed below in the Activity comments area. You can make comments and submit them by entering text into the box and clicking Save Comment. The comment will post in the list above.

11.2.3. Teacher Documentation

11.2.3.1. Grading activities using Joule grader

You can easily view and grade activities, that have been submitted by users using Joule grader. Log in to your site and navigate to the Settings block and select *Course administration > Joule grader*. Note that at the current time, only Assignment and Advanced forum are support in Joule grader.
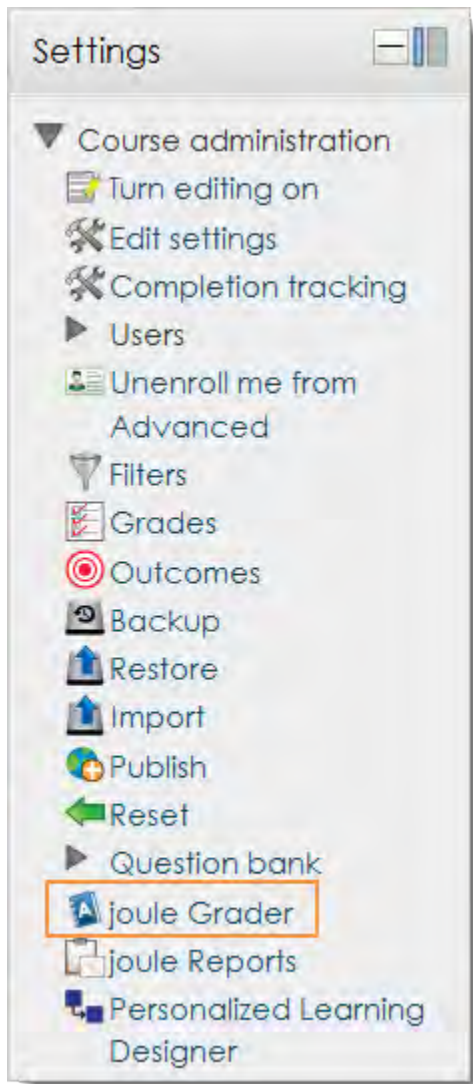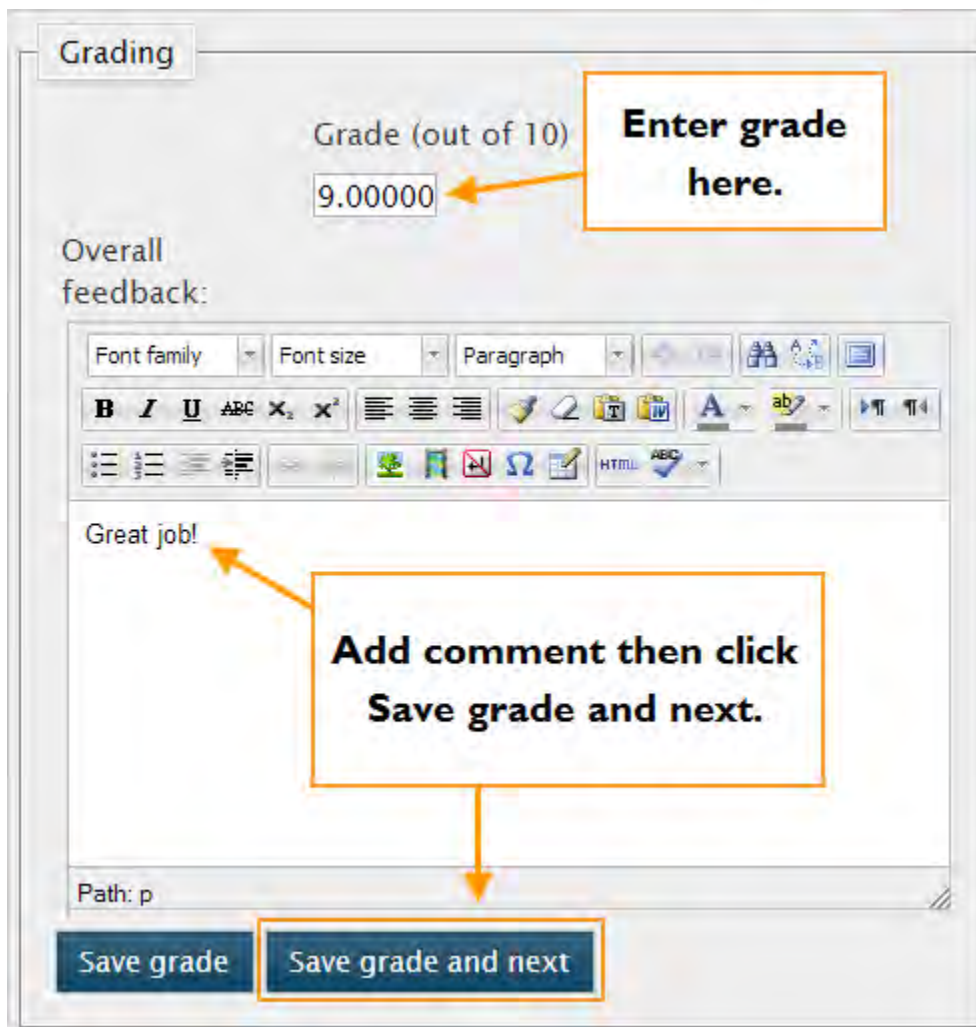
The Joule grader page opens where you can view, grade, and navigate through assignments that have been submitted by users. You can grade using simple or advanced grading methods. You can also make comments to users and view comments they've made in return. Click *Show Activities Requiring Grading* to filter by activities that have yet to be graded.

Navigate between activities that need to be graded using the left and right arrows or the drop-down menu.

Navigate between students in the course to see what they have submitted that needs grading.

Enter in a grade for the assignment of the chosen student. Grades saved here will populate the gradebook. Different grading methods will bring up different options here. Enter the grade and then a comment in the Overall feedback area, if desired. Click `Save grade and next` to save the grade for the current student chosen and move to the next student who has submitted the assignment chosen above.

11.3. Joule Reports

11.3.1. 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.

11.3.1.1. Related Features

- Collect Block Manual

> 🛈 Note
> Joule Reports display data gathered by the Collect block. Please review the Collect Block Manual for more information on configuring and setting up data collection.

11.3.2. Changes from Joule to Joule 2

A lot of work has gone into overhauling the reports for Joule 2. The following are the major revisions that have been made to reports in Joule 2:

1. Updated look and feel using a dashboard interface with an AJAX look and feel
2. Migrated reports to a navigation link within the Setting and Navigation blocks as well as the Joule Reports block in 1.x
3. Removed the aggregate group of reports
4. Renamed Engagement Reports to Collaboration Reports
5. Added 4 new report categories:
   a. LearnerView
   b. Admin
   c. Exception
   d. Learner
6. New reports in each category
7. Administrators now have access to an ad-hoc report generator based on an SQL query

11.3.3. Student Documentation

11.3.3.1. 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.
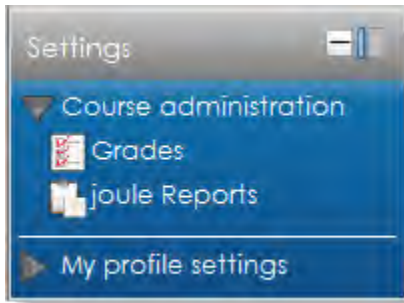
11.3.3.2. Exporting Reports

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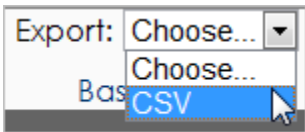
The user will be asked if they want to save or open the file, depending on the browser's settings.

11.3.3.3. 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.

11.3.3.3.1. 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.

11.3.3.3.2. Activity Grades

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

11.3.3.3.2.1. 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.

11.3.3.3.2.2. 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	☐

11.3.3.3.3. Activity Views

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

11.3.3.3.3.1. 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.

11.3.3.3.3.2. 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	☐

11.3.3.3.4. Assignment Submissions

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

11.3.3.3.4.1. Report-Specific Filters

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.

11.3.3.3.4.2. 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	☐

11.3.3.3.5. 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.

11.3.3.3.5.1. Report View
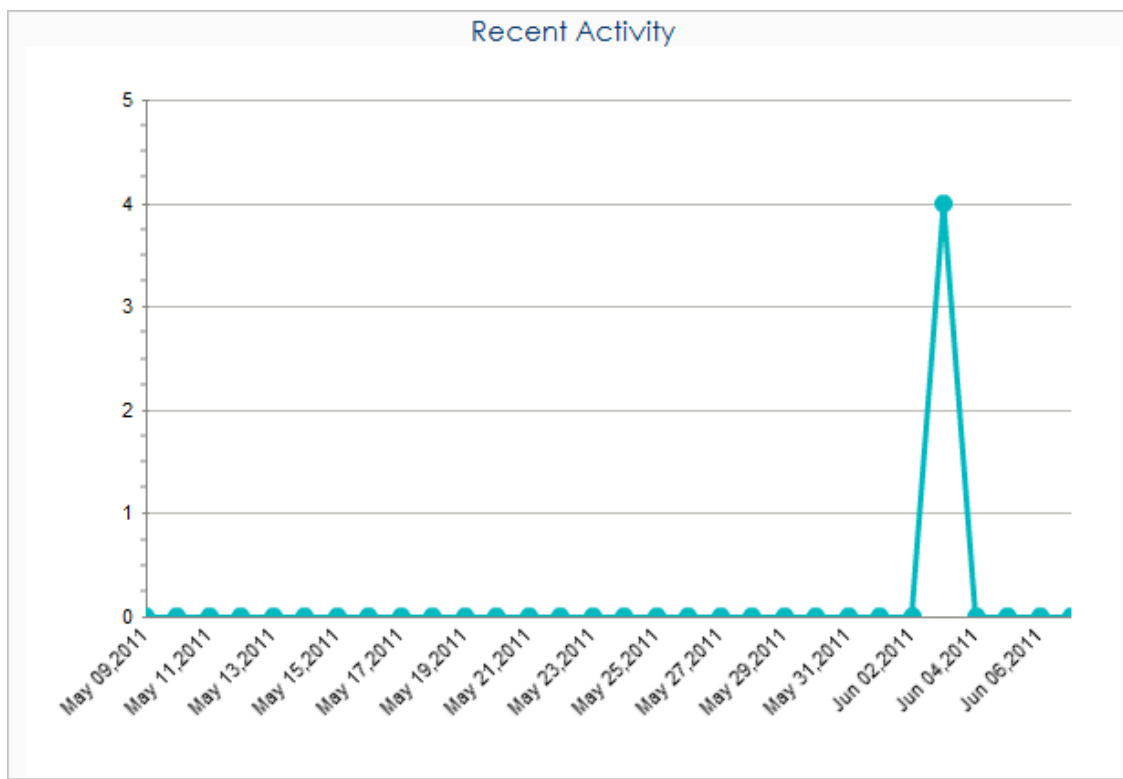
11.3.3.3.6. Forum Posts

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

11.3.3.3.6.1. 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.

11.3.3.3.6.2. 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	☐

11.3.3.3.7. 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.

11.3.3.3.7.1. 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.

11.3.3.3.7.2. Report View

Glossary	Posts	Select
Glossary of words	4	☐

11.3.3.3.8. 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.

11.3.3.3.8.1. 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.

11.3.3.3.8.2. Report View

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		☐

11.3.3.3.9. 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.

11.3.3.3.9.1. 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.

11.3.3.3.9.2. 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	☐

11.3.3.3.10. 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.

11.3.3.3.10.1. 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.

11.3.3.3.10.2. 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
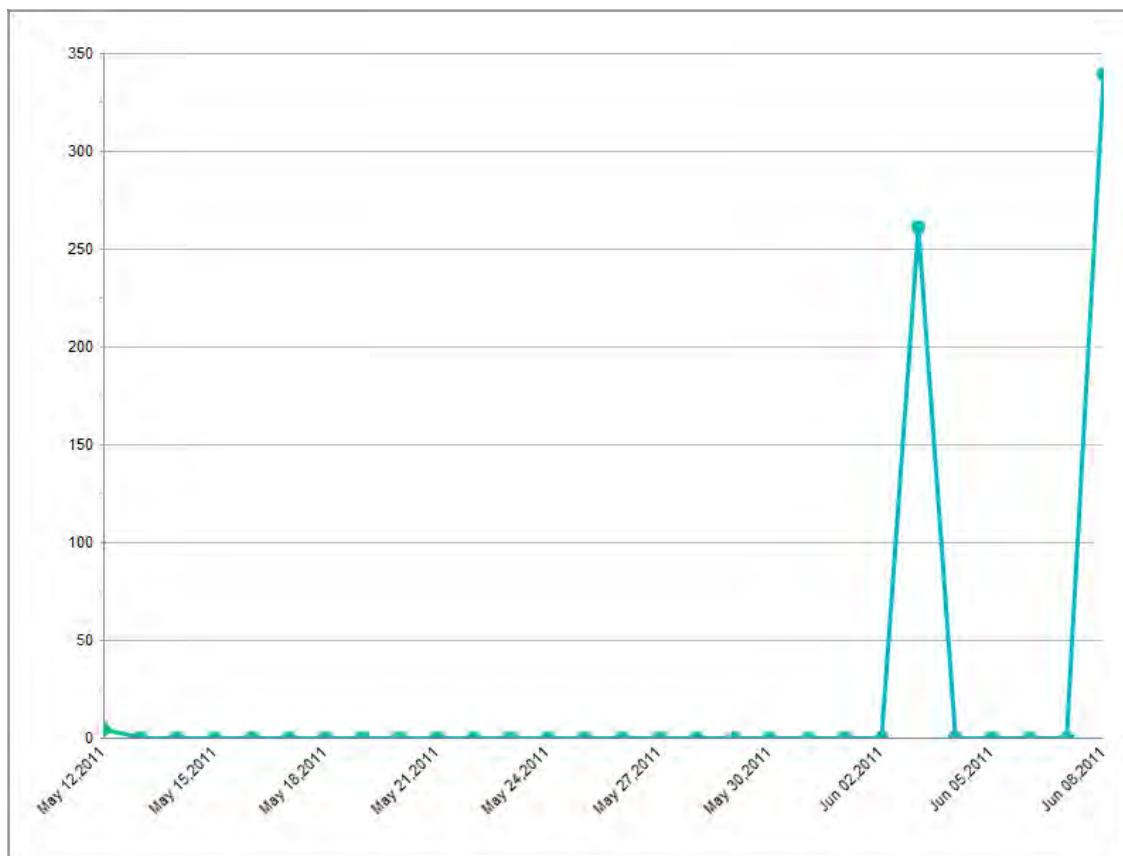
11.3.3.3.11. Roster

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.

11.3.3.3.11.1. 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.

11.3.3.3.11.2. 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	☐

11.3.3.3.12. 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.

11.3.3.3.12.1. 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.

11.3.3.3.12.2. 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	☐

11.3.3.3.13. 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.

11.3.3.3.13.1. 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.

11.3.3.3.13.2. Report View

Wiki	Posts	Select
Course Collaborative Wiki	7	☐

11.3.4. Teacher Documentation

⚠️ Reports Depend on Collectors
Reports depend on the Collector block that your Joule Administrator configures. The collectors run on a regular interval based on your administrator's settings, usually every 2 hours. Collectors do not collect data about hidden assignments. This means that if you un-hide an assignment, you will not see Joule Report data about that assignment until after the collector has run and collected data about the assignment. Please allow several hours to pass before expecting to see report data about assignments that you have recently made visible. Also note that report data will be delayed about 2 hours from real time, depending on the set interval.

11.3.4.1. 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.
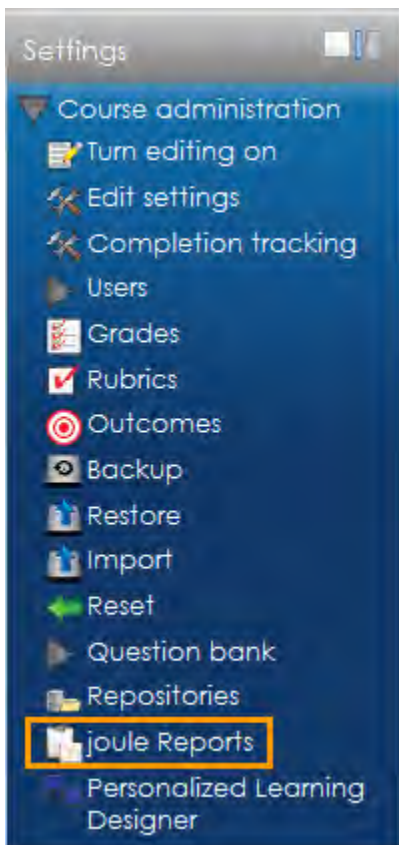
11.3.4.2. Exporting Reports

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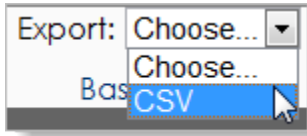
The user will be asked if they want to save or open the file, depending on the browser's settings.

11.3.4.3. Report Actions

Course, Exception and LearnerView reports have an *Action* drop-down menu below the *Select* column of a report. This *Action* drop-down menu can be used to perform an action on the student listed in the user column for a record selected. The current action is:

- Send Message to Student: This action is used to send an e-mail message to the student. This message will go to the user's external e-mail address specified in their profile.

To perform an action on a student, click the checkbox in the *Select* column and then select the action from the *Action* drop-down menu.

11.3.4.3.1. Sending a Message to a Student(s)

To send a message to a student or students, click the checkbox in the *Select* column for each student you want to send a message to. Next select the *Send message to student* action from the *Action* drop-down menu.

This will cause a message pop up to appear.

Add your message to the *Message body* text area and click the *Send message* button to send the message to the student(s). A message will be sent to the user based on their Moodle messaging *Personal messages between users_* settings.

You can remove students from the selected users to send a message to by clicking the *Remove* button to the right of the user's name and email address.

11.3.4.4. Course Reports

These reports provide simple views of student engagement within course activities.

11.3.4.4.1. Common Filters

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

- Grade Category: Setting this filter narrows the report results to only show data within a set of activities that are 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. If accessed at the site level, the *Course* filter must be set to use this filter.
- Sections: Setting this filter narrows the report results to only show data for activities that are within a specific section of the course. A section refers to either a topic, week or folder, depending on the course format. If accessed at the site level, the *Course* filter must be set to use this filter.
- Group: Setting this filter narrows the report results to only show data for a specific set of users within a group in the course. If accessed at the site level, the *Course* filter must be set to use this filter.
- User: Setting this filter narrows the report results to only show data for a specific user in the course.

11.3.4.4.2. Activity Grades

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

11.3.4.4.2.1. Report Specific Filters

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

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

11.3.4.4.2.2. Report View

User	Activity	Grade	Activity Type	Select
User Create10	Online text assignment	50.00	Assignment	☐
User Create11	Online text assignment	25.00	Assignment	☐
User Create13	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create16	Quiz unlimited attempts all questions on one page	0.00	Quiz	☐
User Create19	Quiz unlimited attempts all questions on one page	0.00	Quiz	☐
User Create0	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create22	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create9	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create25	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create12	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create28	Quiz unlimited attempts all questions on one page	0.00	Quiz	☐
User Create15	Quiz unlimited attempts all questions on one page	33.33	Quiz	☐
User Create18	Quiz unlimited attempts all questions on one page	33.33	Quiz	☐
User Create21	Quiz unlimited attempts all questions on one page	33.33	Quiz	☐
User Create6	Quiz unlimited attempts all questions on one page	0.00	Quiz	☐
User Create24	Quiz unlimited attempts all questions on one page	33.33	Quiz	☐
User Create11	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create27	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create14	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create17	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create20	Quiz unlimited attempts all questions on one page	16.67	Quiz	☐
User Create4	Quiz unlimited attempts all questions on one page	0.00	Quiz	☐
User Create23	Quiz unlimited attempts all questions on one page	33.33	Quiz	☐
User Create10	Quiz unlimited attempts all questions on one page	33.33	Quiz	☐

11.3.4.4.3. Activity Views

The Activity Views report provides a quick look into the number of times that users have viewed each activity in the course. This provides teachers an idea of the popular or most used resources or activities in a course.

11.3.4.4.3.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show data for a specific activity within the course.
- Last Viewed: Setting this filter narrows the report results to only show data for activities that were last viewed after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

User	Activity	Views	Select
User Create0	Advanced upload assignment with rubric	5	☐
User Create20	Advanced upload assignment with rubric	3	☐
User Create18	Advanced upload assignment with rubric	3	☐
User Create16	Advanced upload assignment with rubric	3	☐
User Create14	Advanced upload assignment with rubric	3	☐
User Create12	Advanced upload assignment with rubric	3	☐
User Create10	Advanced upload assignment with rubric	2	☐
User Create6	Advanced upload assignment with rubric	3	☐
User Create23	Advanced upload assignment with rubric	3	☐
User Create1	Advanced upload assignment with rubric	3	☐
User Create21	Advanced upload assignment with rubric	3	☐
User Create19	Advanced upload assignment with rubric	3	☐
User Create17	Advanced upload assignment with rubric	3	☐
User Create15	Advanced upload assignment with rubric	3	☐
User Create13	Advanced upload assignment with rubric	3	☐
User Create11	Advanced upload assignment with rubric	3	☐
User Create9	Advanced upload assignment with rubric	2	☐

11.3.4.4.4. Assignment Submissions

The Assignment Submissions report provides the teacher with a view of all assignment submissions for all students in the course.

11.3.4.4.4.1. Report-Specific Filters

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

- Assignment: Setting this filter narrows the report results to only show data for a specific assignment within the course.
- Due Date: 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.
- Date Submitted: Setting this filter narrows the report results to only show data for assignment submissions that were sent after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.4.4.2. Report View

User	Assignment ▲	Submissions	Grade	Due date	Date submitted	Select
User Create12	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 10:09 pm	☐
User Create28	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 11:06 pm	☐
User Create21	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 10:41 pm	☐
User Create0	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 08:42 pm	☐
User Create14	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 10:16 pm	☐
User Create23	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 10:48 pm	☐
User Create4	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 09:45 pm	☐
User Create16	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 10:23 pm	☐
User Create25	Advanced upload assignment with rubric	1			Friday, 3 June 2011, 10:55 pm	☐

11.3.4.4.5. Dashboard

The Dashboard is a quick view of charts for the most common reports: Recent Activity, Forum Posts, Quiz Submissions and Assignment Submissions. These charts are intended to provide the teacher with a quick idea of the level of activity in the course.

11.3.4.4.5.1. Report View

11.3.4.4.6. Forum Posts

The Forum Posts report provides a quick look into the usage of each forum in the course by providing a list of students and number of posts they have each made in each forum.

11.3.4.4.6.1. Report-Specific Filters

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

- Forum: Setting this filter narrows the report results to only show data for a specific forum within the course.
- Last Posted: Setting this filter narrows the report results to only show 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 and times. Default: is after today's date minus seven days, is before today's date

11.3.4.4.6.2. Report Views

Tabular

User	Forum	Posts	Select
User Create0	Each person posts 1 discussion forum	1	☐
User Create0	Q and A forum	6	☐
User Create0	Single Simple discussion	3	☐
User Create0	Standard Forum	13	☐
User Create0	Standard forum in blog style	12	☐
User Create0	Standard Forum with ratings	6	☐
User Create10	Standard Forum with ratings	1	☐

Chart

11.3.4.4.7. Glossary Posts

The Glossary Posts report provides a quick look into the usage of each glossary in the course by providing a list of students and the number of posts they have each made in each glossary.

11.3.4.4.7.1. Report-Specific Filters

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

- Glossary: Setting this filter narrows the report results to only show data for a specific glossary within the course.
- Last Posted: Setting this filter narrows the report results to only show data for glossaries with an entry that was last posted after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.4.7.2. Report View

User	Glossary ▲	Posts	Select
User Create36	Glossary of words	1	☐
User Create49	Glossary of words	1	☐
User Create47	Glossary of words	1	☐
User Create45	Glossary of words	1	☐
User Create43	Glossary of words	1	☐
User Create41	Glossary of words	1	☐
User Create39	Glossary of words	1	☐
User Create37	Glossary of words	1	☐
User Create48	Glossary of words	1	☐
User Create46	Glossary of words	1	☐
User Create44	Glossary of words	1	☐
User Create42	Glossary of words	1	☐
User Create40	Glossary of words	1	☐
User Create38	Glossary of words	1	☐

11.3.4.4.8. Needs Grading

The Needs Grading report provides a quick list of all of the activities in a course that have attempts that need to be graded by the teacher.

11.3.4.4.8.1. Report-Specific Filters

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

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

11.3.4.4.8.2. Report View

User	Activity	Last Attempted	Location	Select
User Create6	Advanced upload assignment with rubric	06/3/2011 09:50 pm	Grade now	☐
User Create12	Advanced upload assignment with rubric	06/3/2011 10:09 pm	Grade now	☐
User Create16	Advanced upload assignment with rubric	06/3/2011 10:23 pm	Grade now	☐
User Create20	Advanced upload assignment with rubric	06/3/2011 10:37 pm	Grade now	☐
User Create24	Advanced upload assignment with rubric	06/3/2011 10:52 pm	Grade now	☐
User Create28	Advanced upload assignment with rubric	06/3/2011 11:06 pm	Grade now	☐
User Create4	Advanced upload assignment with rubric	06/3/2011 09:45 pm	Grade now	☐
User Create11	Advanced upload assignment with rubric	06/3/2011 10:05 pm	Grade now	☐

11.3.4.4.9. Outcomes

The Outcomes report provides a quick list of all the students outcome ratings for each activity that has been assigned an outcome.

11.3.4.4.9.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show data for a specific activity within the course.
- Graded On: Setting this filter narrows the report results to only show data for activities that were graded after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.4.9.2. Report View

User	Activity	Outcome	Outcome rating	Select
User Create0	Advanced upload assignment with rubric	Writing Skills	1.00000 (7.00000)	☐
User Create1	Advanced upload assignment with rubric	Writing Skills	5.00000 (7.00000)	☐
User Create10	Advanced upload assignment with rubric	Writing Skills	1.00000 (7.00000)	☐
User Create11	Advanced upload assignment with rubric	Writing Skills	2.00000 (7.00000)	☐
User Create12	Advanced upload assignment with rubric	Writing Skills	5.00000 (7.00000)	☐
User Create14	Advanced upload assignment with rubric	Writing Skills	6.00000 (7.00000)	☐
User Create15	Advanced upload assignment with rubric	Writing Skills	5.00000 (7.00000)	☐
User Create16	Advanced upload assignment with rubric	Writing Skills	3.00000 (7.00000)	☐

11.3.4.4.10. Quiz Submissions

The Quiz Submissions report provides a quick look at all student attempts for each quiz in the course, along with the grade for each attempt and the final grade.

11.3.4.4.10.1. Report-Specific Filters

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

- Quiz: Setting this filter narrows the report results to only show data for a specific quiz within the course.
- Attempt Timestamp: Setting this filter narrows the report results to only show data for quizzes on which an attempt was made after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.4.10.2. Report Views

Tabular

User	Quiz ▲	Attempt timestamp	Attempt grade	Final grade	Select
User Create13	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 10:14 pm	1.67	1.67	☐
User Create6	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 09:53 pm	0.00	0.00	☐
User Create25	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 10:58 pm	1.67	1.67	☐
User Create20	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 10:40 pm	1.67	1.67	☐
User Create15	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 10:22 pm	3.33	3.33	☐
User Create10	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 10:03 pm	3.33	3.33	☐
User Create0	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 09:34 pm	1.67	1.67	☐
User Create27	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 11:05 pm	1.67	1.67	☐
User Create22	Quiz unlimited attempts all questions on one page	Friday, 3 June 2011, 10:47 pm	1.67	1.67	☐

Chart
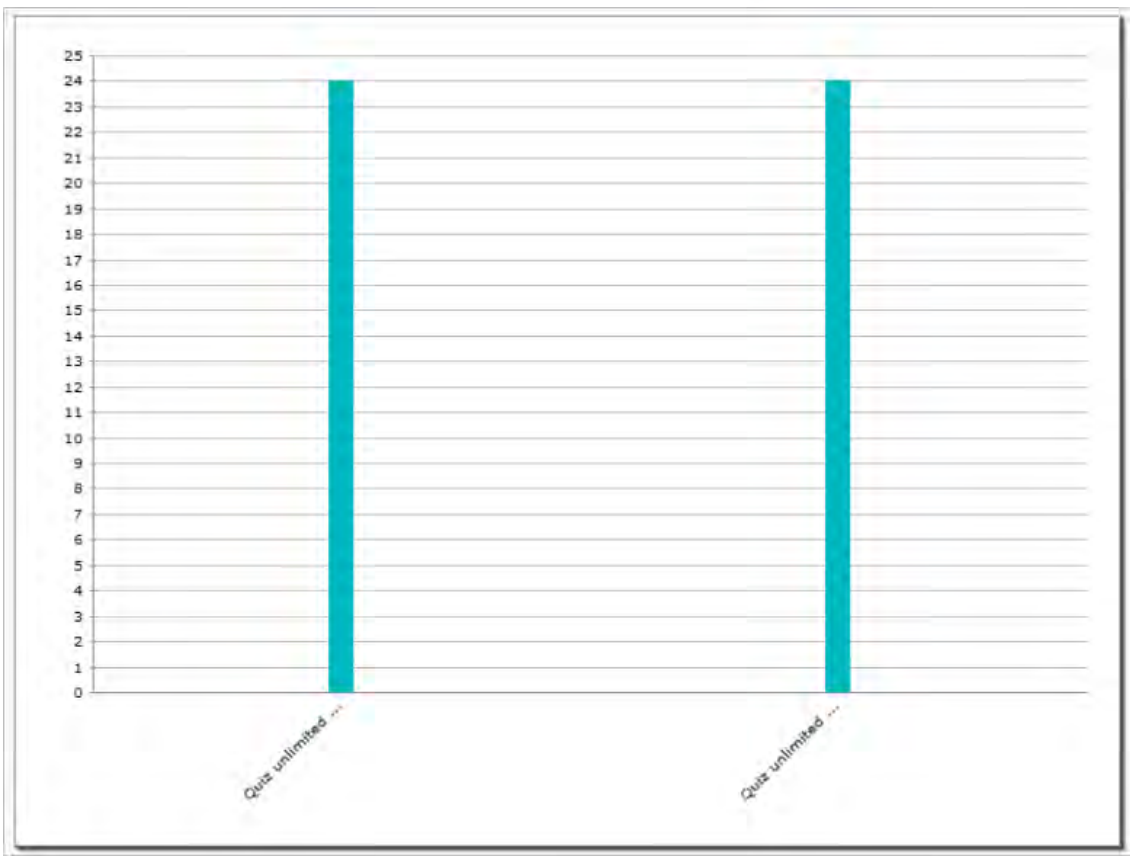
11.3.4.4.11. Recent Activity

The Recent Activity report provides a view of all activity for all of the students in the course. From a graph perspective, this report provides you with a basic usage chart for the course and all students in the course.

11.3.4.4.11.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show data for a specific activity within the course.
- Timestamp: Setting this filter narrows the report results to only show data about user activity that was recorded after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.4.11.2. Report View

Tabular

User	Activity	Timestamp	Action	Location	Select
User Create0	News forum	06/3/2011 08:37:37 pm	View forum	View	☐
User Create0	Online text assignment	06/3/2011 08:37:41 pm	View	View	☐
User Create0	Online text assignment	06/3/2011 08:37:42 pm	View	View	☐
User Create0	Online text assignment	06/3/2011 08:37:44 pm	Upload	View	☐
User Create0	Online text assignment	06/3/2011 08:37:44 pm	View	View	☐
User Create0	Upload single file assignment	06/3/2011 08:37:48 pm	View	View	☐
User Create0	Upload single file assignment	06/3/2011 08:37:55 pm	Upload	View	☐
User Create0	Upload single file assignment	06/3/2011 08:37:59 pm	View	View	☐

Chart
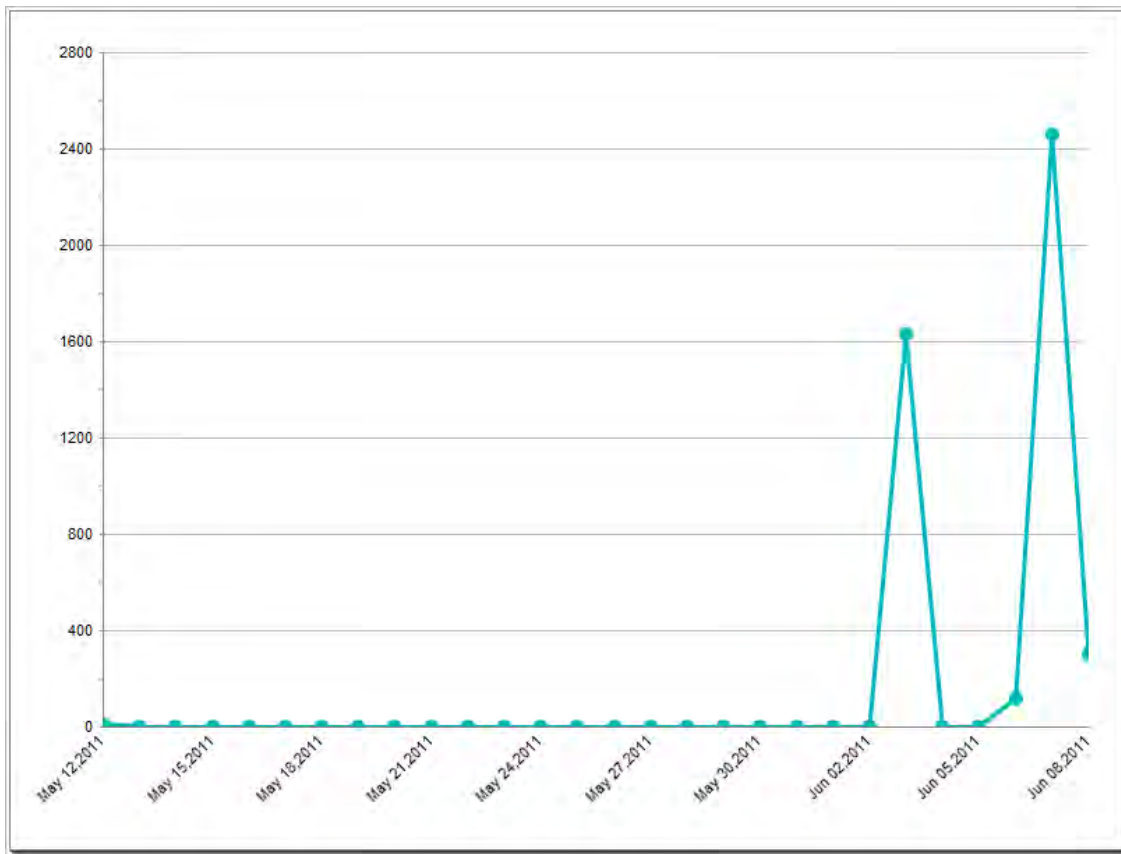
11.3.4.4.12. Roster

The Roster provides a quick look at all of the users who are enrolled in the course and the last date they accessed the course.

11.3.4.4.12.1. Report-Specific Filters

Roster is different than the other Course reports because 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. Default: is after today's date minus seven days, is before today's date

11.3.4.4.12.2. Report View

User	Last access	Select
Teacher Create0	1 hour 4 mins	☐
User Create0	4 days 17 hours	☐
User Create1	4 days 17 hours	☐
User Create10	4 days 16 hours	☐
User Create11	4 days 16 hours	☐
User Create12	4 days 16 hours	☐
User Create13	4 days 16 hours	☐
User Create14	4 days 16 hours	☐
User Create15	4 days 16 hours	☐
User Create16	4 days 16 hours	☐

11.3.4.4.13. SCORMs

The SCORMs report provides a list of all SCORM packages and the SCOs within those packages that students have accessed in the course. This report also reports the attempt, time on attempt and grade for the SCO.

11.3.4.4.13.1. Report-Specific Filters

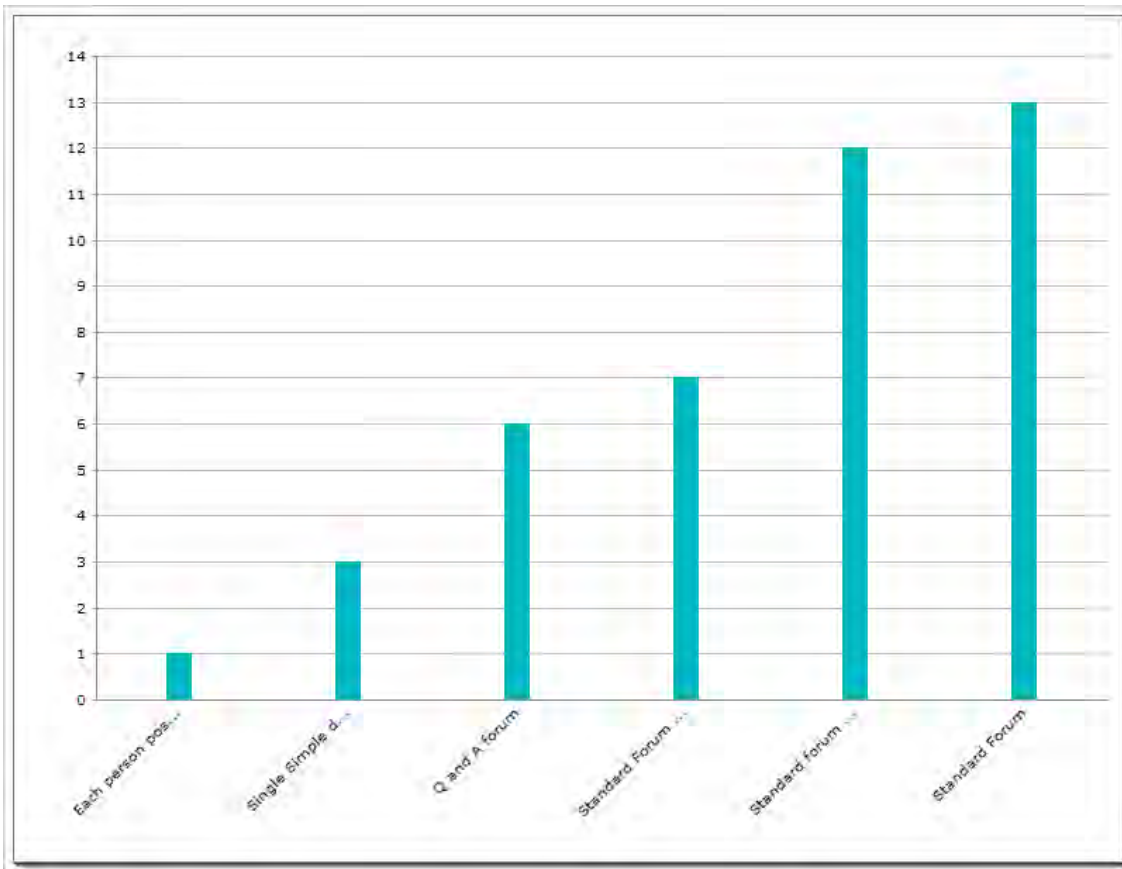The report has the following filters that apply specifically to it:

- 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 that were last accessed after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

User	SCORM package ▲	Sco Title	Attempt	Grade	Total Time	Lesson Status	Last Access	Select
User Create0	Golf SCORM Min calls	How to Play	1		00:00:00.00	completed	06/8/2011 02:54 pm	☐
User Create0	Golf SCORM Min calls	Par	1		00:00:00.00	completed	06/8/2011 02:54 pm	☐
User Create0	Golf SCORM Min calls	Keeping Score	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
User Create0	Golf SCORM Min calls	Other Scoring Systems	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
User Create0	Golf SCORM Min calls	The Rules of Golf	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
User Create0	Golf SCORM Min calls	Playing Golf Quiz	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
User Create0	Golf SCORM Min calls	Taking Care of the Course	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐
User Create0	Golf SCORM Min calls	Avoiding Distraction	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐

11.3.4.4.14. Wiki Posts

The Wiki Posts report provides a quick look into the usage of each wiki in the course by providing a list of students and the number of posts each student has made in each wiki.

The Wiki Posts report doesn't use the `Grade category` filter and 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. Default: is after today's date minus seven days, is before today's date

User	Wiki	Posts	Select
User Create36	Course Collaborative Wiki	15	☐
User Create49	Course Collaborative Wiki	4	☐
User Create47	Course Collaborative Wiki	3	☐
User Create45	Course Collaborative Wiki	7	☐
User Create43	Course Collaborative Wiki	10	☐
User Create41	Course Collaborative Wiki	8	☐
User Create39	Course Collaborative Wiki	8	☐
User Create37	Course Collaborative Wiki	16	☐
User Create48	Course Collaborative Wiki	2	☐
User Create46	Course Collaborative Wiki	5	☐
User Create44	Course Collaborative Wiki	7	☐
User Create42	Course Collaborative Wiki	7	☐
User Create40	Course Collaborative Wiki	6	☐
User Create38	Course Collaborative Wiki	12	☐

11.3.4.5. Correlation Reports

The Correlation reports compare grades in the course to the level of engagement for activities in a course.

11.3.4.5.1. Activity Grade via Engagement Detail Report

This report reveals various learner scores within course activities. The average grade for the activity is represented with a bar chart. When you hover your cursor over the chart, you will see the total number of views and posts (engagement) within the grade's context.

This report can be viewed in several different contexts with different results.

11.3.4.5.1.1. Report Filters

The report allows the following filters to be applied:

- Group: Limit the results based on the users that are in a specific group
- Grade Category: Limit the activities displayed to those in a specific grade category
- Sections: Limit the activities displayed to those in a specific section (week, topic or folder)
- User: Limits the report to data about a selected user
- Grade Distribution: Limit the grades that are shown to greater than a number and less than a number
- Activities to Show: Limit the activities shown to just graded activities or all activities in the course

Tabular

Activity	Grade	No. of Total User Views	No. of Total User Posts
Online text assignment	37.500000	118	12
Upload single file assignment	33.330000	51	31
Offline assignment	95.000000	96	0
Advanced upload assignment with rubric	56.468750	339	189
Standard Forum with ratings		120	49
Quiz unlimited attempts new page every question	27.599032	158	126
Quiz unlimited attempts all questions on one page	18.280323	148	126
Golf Scorm Single SCO		86	
Golf SCORM Min calls		84	

Chart
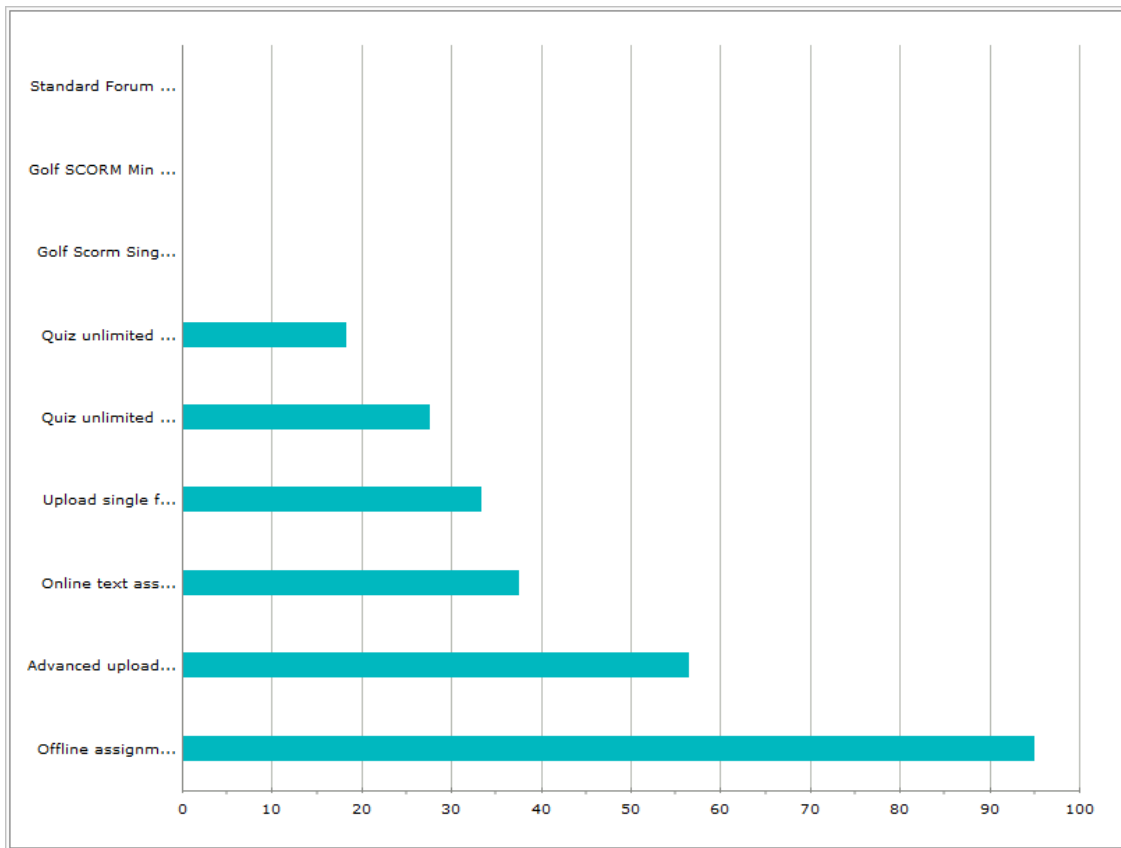
11.3.4.5.2. Learner Engagement Distribution Report

This report reveals how much learner engagement is captured within each grade distribution (e.g. How many views/posts are students making whose grades are between 50-60%? How many views/posts are students making whose grades are between 90-100%?).

11.3.4.5.2.1. Report Filters

The report allows the following filters to be applied:

- Group: Limit the results based on the users that are in a specific group
- User: Limit the report to data about a selected user
- Date Range: Display data for views/posts that occurred between a specific start and end date
- View to Display: What data is displayed?
  - Views - Activity views
  - Posts - Activity posts

11.3.4.5.2.2. Report Views

Tabular Posts

Grade Distribution	Average No. of Posts
0 - 9	2.0000
10 - 19	2.5000
20 - 29	2.0000
30 - 39	2.5625
40 - 49	2.0000
50 - 59	2.0000
60 - 69	2.0000
70 - 79	1.0000
80 - 89	2.0000
90 - 100	2.0000
Not Graded	7.6286

Chart Posts
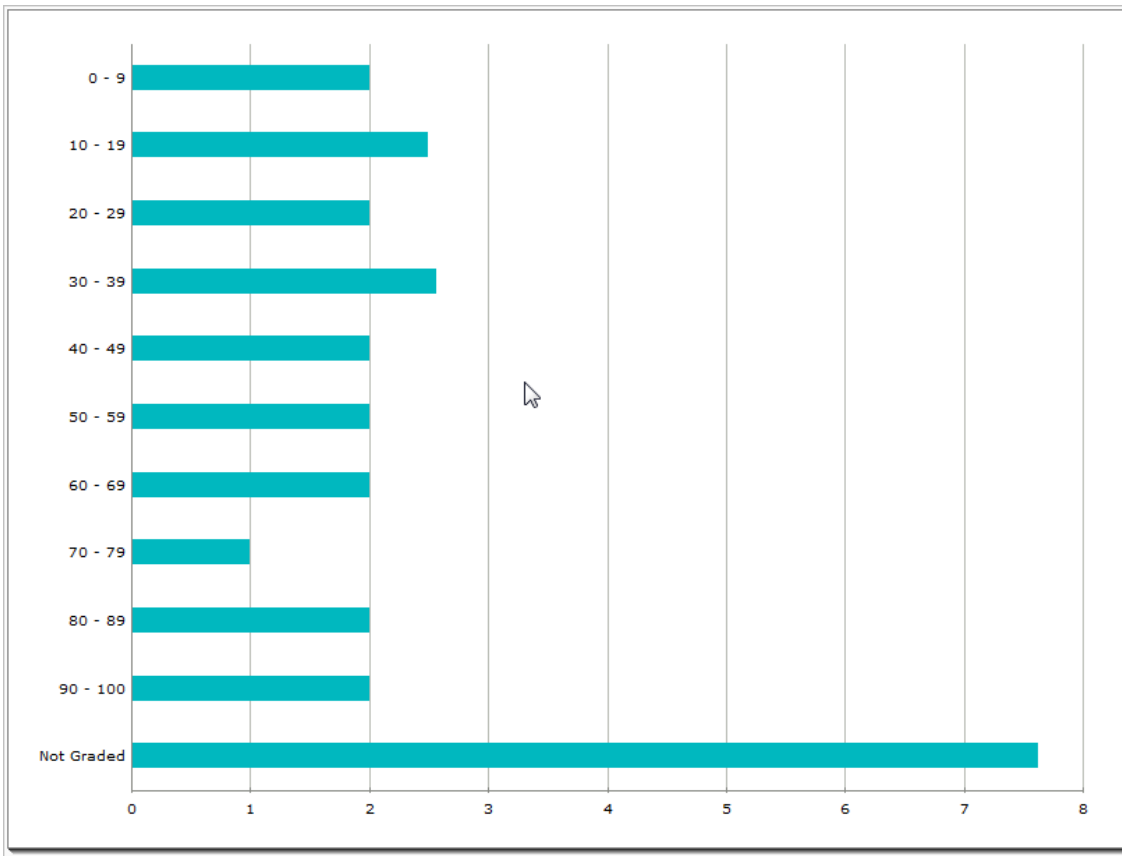
Tabular Views

Grade Distribution	Average No. of Views
0 - 9	2.4286
10 - 19	2.9500
20 - 29	2.6250
30 - 39	3.6875
40 - 49	2.7500
50 - 59	2.3333
60 - 69	3.2000
70 - 79	2.0000
80 - 89	3.6667
90 - 100	4.5000
Not Graded	18.2222

Chart Views
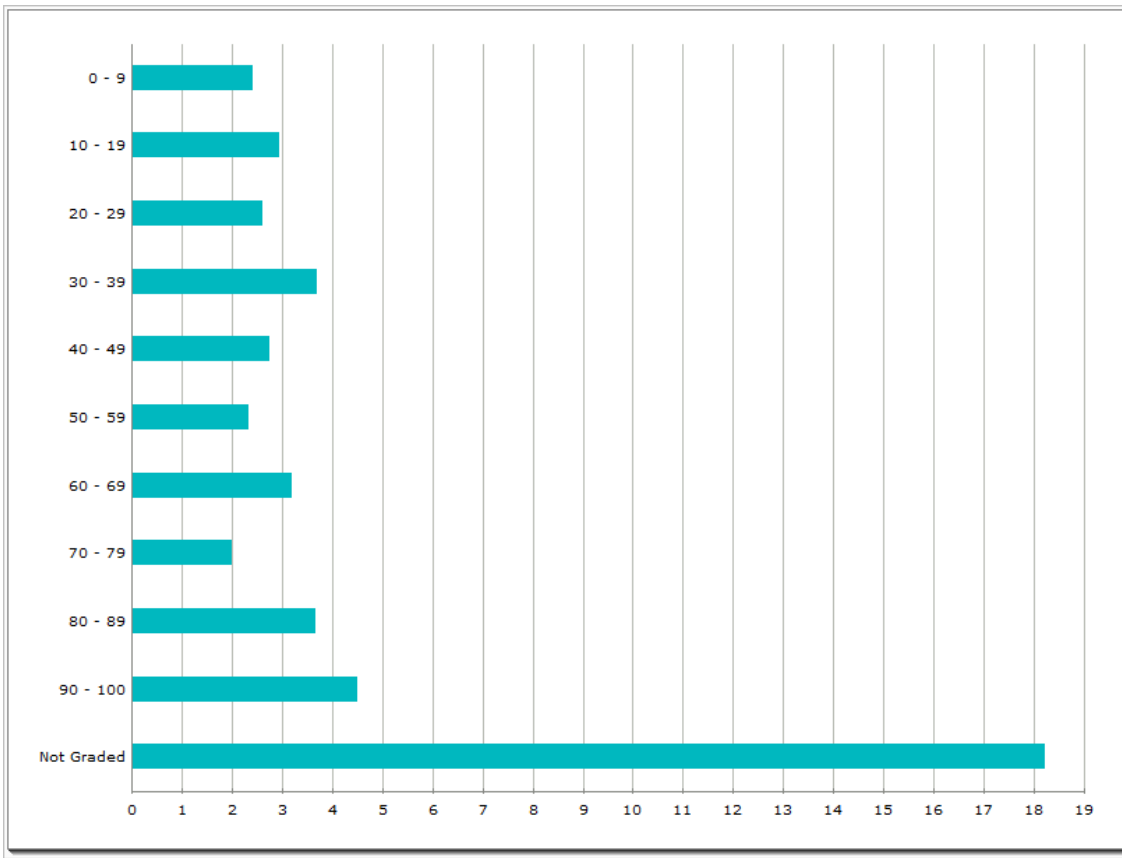
11.3.4.5.3. Learner Engagement Trends Report

This report reveals a total number of views or posts of users over a range of time. One can see when students are engaged (or not) with the course.

11.3.4.5.3.1. Report Filters

The report allows the following filters to be applied:

- Group: Limit the report based on the users that are in the group
- User: Limit the report to data about the selected user
- Date range: Display views or posts for the course between a specific start and end date
- View to display: What data is displayed?
  - Views - Activity views
  - Posts - Activity posts

11.3.4.5.3.2. Report Views

Tabular Posts

Date	Average No. of Posts
03 June 2011	9.5833
07 June 2011	22.0714
08 June 2011	11.0000

Chart Posts
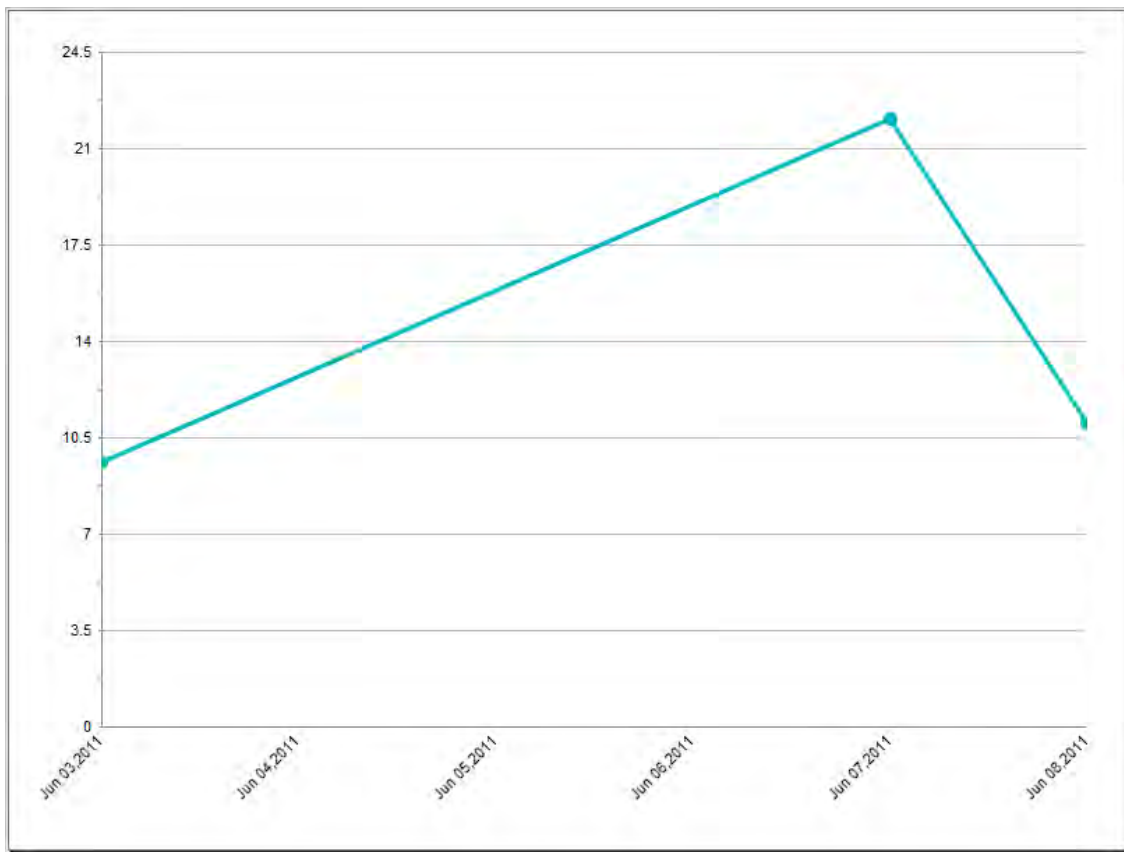
Tabular Views

Date	Average No. of Views
12 May 2011	4.5000
03 June 2011	22.8750
06 June 2011	6.4545
07 June 2011	61.9286
08 June 2011	24.0000

Chart Views
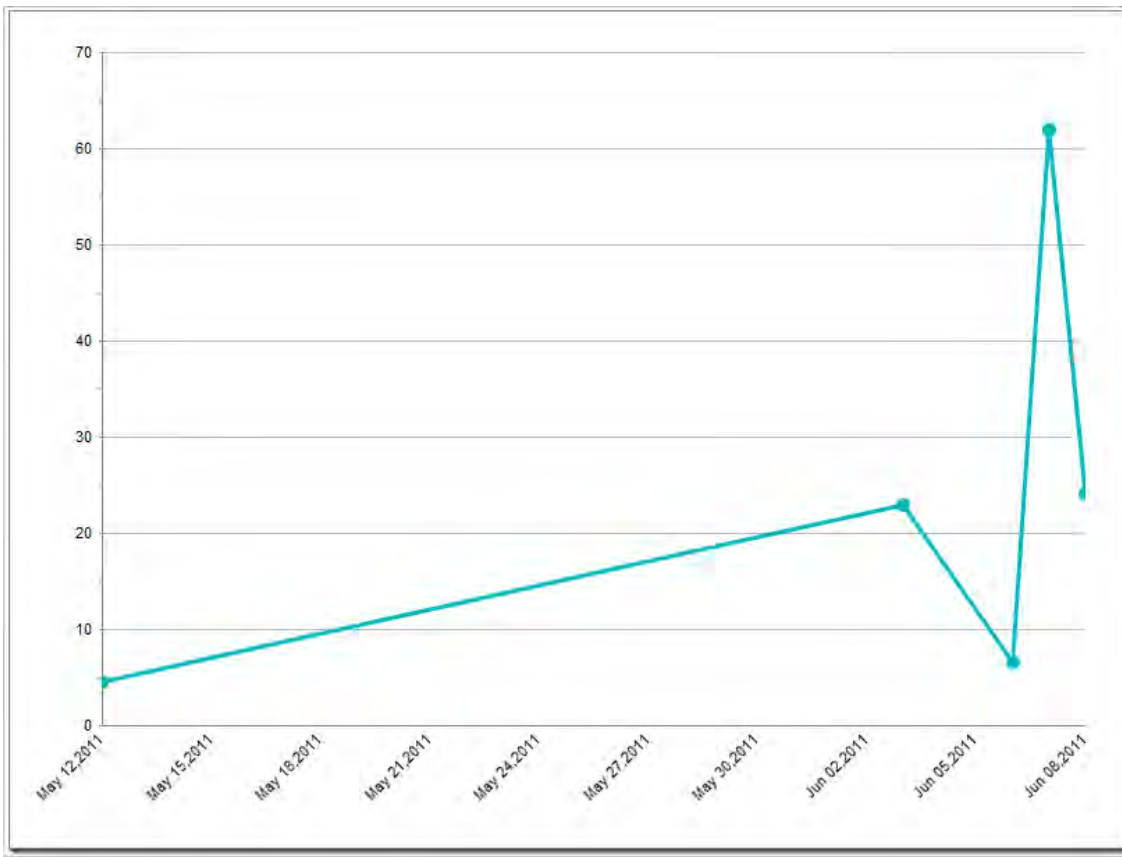
11.3.4.5.4. Learner Grade via Engagement Detail Report

This report reveals a learner's grade within an activity, course or series of courses. The learner's accumulated grade is represented with a bar chart. When you hover your cursor over the chart, you will see the total number of views and posts (engagement) within the grade's context.

This report can be viewed in several different contexts with different results.

11.3.4.5.4.1. Report Filters

The report allows the following filters to be applied:

- Group: Limit the results based on the users that are in a specific group
- Grade Category: Limit the results to activities in a particular grade category
- Sections: Limit the activities displayed to those in a specific section (week, topic or folder)

- Activities: Limit the report to data about a specific activity
- Grade Distribution: Limit the grades that are shown to greater than a number and less than a number

11.3.4.5.4.2. Report Views

Tabular

User	Grade	No. of Total User Views	No. of Total User Posts
Teacher Create0			
User Create0	62.069000	137	68
User Create1	40.900000	30	13
User Create10	29.557500	28	14
User Create11	43.972500	31	16
User Create12	37.205714	33	16
User Create13	41.162857	33	16
User Create14	23.411429	33	16
User Create15	55.177143	32	15

Chart
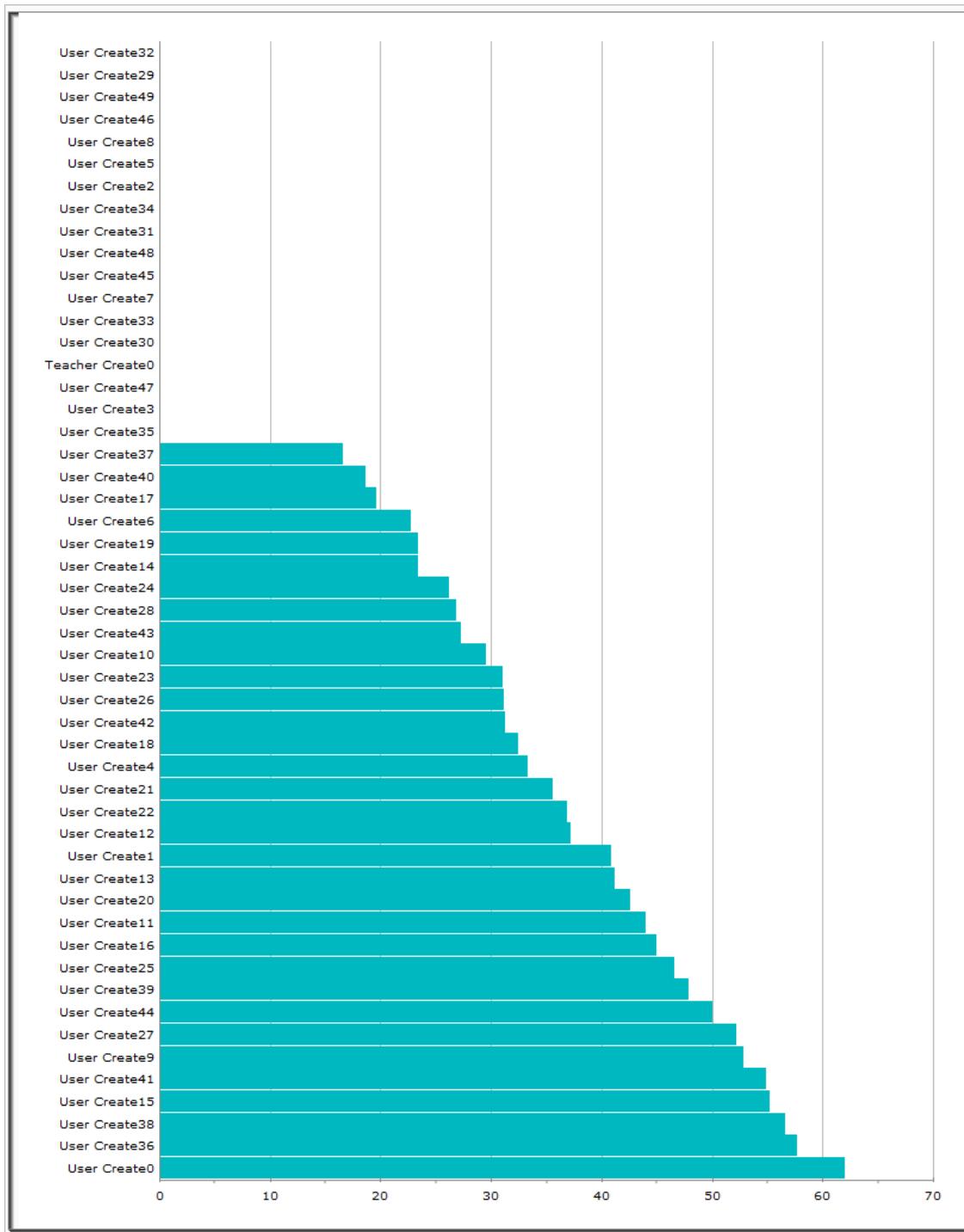
11.3.4.6. Exception Reports

The Exception reports are used by teachers to track which students are not interacting

with the course activities and may need assistance. These reports focus on students that are missing information. For example, those who haven't posted to a forum or a wiki.

11.3.4.6.1. Common Filters

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

- Grade Category: Setting this filter narrows the report results to only show data for a set of activities within specific grade category in the course's grade book. The "Course Category" option in the drop-down refers to the overall grade category for the course. If accessed at the Site level, the `Course` filter must be set to use this filter.
- Sections: Setting this filter narrows the report results to only show 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. If accessed at the site level, the `Course` filter must be set to use this filter.
- Group: Setting this filter narrows the report results to only show data for a set of users within a specific group in the course. If accessed at the site level, the `Course` filter must be set to use this filter.
- User: Setting this filter narrows the report results to only show data for a specific user in the course.

11.3.4.6.2. Activity Grades

The Activity Grades report provides the teacher with a list of all users and the activities that they have not received a grade on yet. This report will only show activities that can actually be graded.

11.3.4.6.2.1. Report-Specific Filters

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

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

11.3.4.6.2.2. Report View

User	Activity ▲	Activity Type	Select
User Create47	Advanced upload assignment with rubric	Assignment	☐
User Create49	Advanced upload assignment with rubric	Assignment	☐
User Create31	Advanced upload assignment with rubric	Assignment	☐
User Create34	Advanced upload assignment with rubric	Assignment	☐
User Create37	Advanced upload assignment with rubric	Assignment	☐
User Create3	Advanced upload assignment with rubric	Assignment	☐
User Create40	Advanced upload assignment with rubric	Assignment	☐
User Create6	Advanced upload assignment with rubric	Assignment	☐
User Create43	Advanced upload assignment with rubric	Assignment	☐
User Create9	Advanced upload assignment with rubric	Assignment	☐
User Create46	Advanced upload assignment with rubric	Assignment	☐
User Create30	Advanced upload assignment with rubric	Assignment	☐

11.3.4.6.3. Activity Views

The Activity Views report provides the teacher with a look at all activities in a course that a student hasn't viewed at least once.

11.3.4.6.3.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show data for a specific activity within the course.
- Last Viewed: Setting this filter narrows the report results to only show data for activities in the course that a user did not view after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.6.3.2. Report View

User	Activity ▲	Select
User Create7	Advanced upload assignment with rubric	☐
User Create46	Advanced upload assignment with rubric	☐
User Create3	Advanced upload assignment with rubric	☐
User Create35	Advanced upload assignment with rubric	☐
User Create32	Advanced upload assignment with rubric	☐
User Create49	Advanced upload assignment with rubric	☐
User Create8	Advanced upload assignment with rubric	☐
User Create47	Advanced upload assignment with rubric	☐
User Create5	Advanced upload assignment with rubric	☐

11.3.4.6.4. Assignment Submissions

The Assignment Submissions report provides the teacher with a view of all the assignments in the course that the student hasn't made a submission to.

11.3.4.6.4.1. Report Specific Filters

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

- Assignment: Setting this filter narrows the report results to only show data for a specific assignment within the course.
- Due Date: 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.
- Date Submitted: Setting this filter narrows the report results to only show data for assignments for which a user did not make a submission after a specific date and time, before a specific date and time, or between those two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.6.4.2. Report View

User	Assignment	Due date	Select
User Create31	Advanced upload assignment with rubric		☐
User Create29	Advanced upload assignment with rubric		☐
User Create7	Advanced upload assignment with rubric		☐
User Create3	Advanced upload assignment with rubric		☐
User Create49	Advanced upload assignment with rubric		☐
User Create47	Advanced upload assignment with rubric		☐
User Create45	Advanced upload assignment with rubric		☐
User Create34	Advanced upload assignment with rubric		☐
User Create32	Advanced upload assignment with rubric		☐

11.3.4.6.5. Forum Posts

The Forum Posts report provides the teacher with a list of users and what forums they have not made a post to.

11.3.4.6.5.1. Report-Specific Filters

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

- Forum: Setting this filter narrows the report results to only show data for a specific forum within the course.

- Last Posted: Setting this filter narrows the report results to only show data for forums to which a user did not post after a specific date and time, before a specific date and time, or between two specified dates. Default: is after today's date minus seven days, is before today's date

11.3.4.6.5.2. Report View

User	Forum	Select
User Create17	Each person posts 1 discussion forum	☐
User Create33	Each person posts 1 discussion forum	☐
User Create1	Each person posts 1 discussion forum	☐
User Create24	Each person posts 1 discussion forum	☐
User Create48	Each person posts 1 discussion forum	☐
User Create8	Each person posts 1 discussion forum	☐
User Create15	Each person posts 1 discussion forum	☐

11.3.4.6.6. Glossary Posts

The Glossary Posts report provides a teacher with a quick view of all the users who have not posted to a glossary within the course.

11.3.4.6.6.1. Report-Specific Filters

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

- Glossary: Setting this filter narrows the report results to only show data for a specific glossary within the course.
- Last Posted: Setting this filter narrows the report results to only show data for glossaries that a user did not post to after a specific date and time, before a specific date and time, or between two specific dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.6.6.2. Report View

User	Glossary	Select
User Create32	Glossary of words	☐
User Create0	Glossary of words	☐
User Create16	Glossary of words	☐
User Create7	Glossary of words	☐
User Create23	Glossary of words	☐
User Create30	Glossary of words	☐
User Create14	Glossary of words	☐

11.3.4.6.7. Outcomes

The Outcomes report provides the teacher with a list of students who have not performed against an outcome within the course.

11.3.4.6.7.1. Report Specific Filters

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

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

11.3.4.6.7.2. Report View

User	Activity	Outcome	Select
User Create2	Advanced upload assignment with rubric	Writing Skills	☐
User Create3	Advanced upload assignment with rubric	Writing Skills	☐
User Create5	Advanced upload assignment with rubric	Writing Skills	☐
User Create7	Advanced upload assignment with rubric	Writing Skills	☐
User Create8	Advanced upload assignment with rubric	Writing Skills	☐
User Create29	Advanced upload assignment with rubric	Writing Skills	☐
User Create30	Advanced upload assignment with rubric	Writing Skills	☐
User Create31	Advanced upload assignment with rubric	Writing Skills	☐

11.3.4.6.8. Quiz Submissions

The Quiz Submissions report provides the teacher with a list of students who have not attempted quizzes within the course.

11.3.4.6.8.1. Report Specific Filters

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

- Quiz: Setting this filter narrows the report results to only show data for a specific quiz within the course.
- Attempt Timestamp: Setting this filter narrows the report results to only show data for quizzes that a user did not attempt after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.6.8.2. Report View

User	Quiz	Select
User Create35	Quiz unlimited attempts all questions on one page	☐
Teacher Create0	Quiz unlimited attempts all questions on one page	☐
User Create5	Quiz unlimited attempts all questions on one page	☐
User Create33	Quiz unlimited attempts all questions on one page	☐
User Create48	Quiz unlimited attempts all questions on one page	☐
User Create2	Quiz unlimited attempts all questions on one page	☐
User Create31	Quiz unlimited attempts all questions on one page	☐
User Create46	Quiz unlimited attempts all questions on one page	☐

11.3.4.6.9. SCORMs

The SCORMs report provides the teacher with a list of students who have not attempted SCORMs in the course.

11.3.4.6.9.1. Report View

User	SCORM package	Sco Title	Select
User Create26	Golf SCORM Min calls	How to Have Fun Playing Golf	☐
User Create33	Golf SCORM Min calls	Keeping Score	☐
User Create45	Golf SCORM Min calls	Handicapping Quiz	☐
User Create39	Golf SCORM Min calls	Playing Politely	☐
User Create1	Golf SCORM Min calls	Handicapping Overview	☐
User Create14	Golf SCORM Min calls	Other Scoring Systems	☐
User Create7	Golf SCORM Min calls	How to Make Friends Playing Golf	☐

11.3.4.6.9.2. 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 for SCORMs that a user did not access after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.6.10. Wiki Posts

The Wiki Posts report provides the teacher with a list of students who have not posted to

a wiki within the course.

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 a user did not post to after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.6.10.2. Report View

User	Wiki	Select
User Create32	Course Collaborative Wiki	☐
User Create0	Course Collaborative Wiki	☐
User Create16	Course Collaborative Wiki	☐
User Create7	Course Collaborative Wiki	☐
User Create23	Course Collaborative Wiki	☐
User Create30	Course Collaborative Wiki	☐
User Create14	Course Collaborative Wiki	☐
User Create5	Course Collaborative Wiki	☐
User Create21	Course Collaborative Wiki	☐

11.3.4.7. LearnerView Reports

The LearnerView reports are used by teachers to view what specific students are doing in a course and understanding each individual's progress. These reports have a unique interface that focuses the reports on a student and works to provide the teacher with quick navigation between students.

11.3.4.7.1. Common Filters

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

- Grade Category: Setting this filter narrows the report results to only show data for a set 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. If accessed at the site level, the `Course` filter must be set to use this filter.

- Sections: Setting this filter narrows the report results to only show data for activities that are within a specific section of the course. A section refers to either a topic, week or folder, depending on the course type. If accessed at the site level, the `Course` filter must be set to use this filter.

The LearnerView reports also have a navigation element in the upper right-hand corner of the report. The user navigation provides a quick way to navigate between users in the course to view their report information. Click the `Previous user` link to return to the report of the previous user in the list. Click the `Next user` link to navigate to the report of the next user in the course. A drop-down menu can also be used to jump to a specific user in the course. When navigating between users, the report filters stay the same for each user, providing a quick view into the same data for each user for an apples-to-apples comparison.

11.3.4.7.2. Activity Grades

The Activity Grades report provides a simple view into the activity grades in a course for the selected user.

11.3.4.7.2.1. Report-Specific Filters

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

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

11.3.4.7.2.2. 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	☐

11.3.4.7.3. Activity Views

The Activity Views report provides a quick look into the number of views for each activity in the course that the user has performed. This provides the teachers with an idea of the

popular or most used resources or activities for the individual student.

11.3.4.7.3.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show data for a specific activity within the course.
- Last Viewed: Setting this filter narrows the report results to only show data for activities in the course that the student last viewed after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.7.3.2. Report View

Activity	Views	Select
Advanced upload assignment with rubric	5	☐
Choice	6	☐
Description file	1	☐
Folder	1	☐
Golf SCORM Min calls	3	☐
Golf Scorm Single SCO	5	☐
Offline assignment	3	☐
Online text assignment	13	☐

11.3.4.7.4. Assignment Submissions

The Assignment Submissions report provides the teacher with a view of all the assignment submissions for a student in the course.

11.3.4.7.4.1. Report-Specific Filters

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

- Assignment: Setting this filter narrows the report results to only show data for a specific assignment within the course.
- Due date: 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.
- Date submitted: Setting this filter narrows the report results to only show data for assignments that were submitted after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's

date minus seven days, is before today's date

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			Friday, 3 June 2011, 08:58 pm	☐
Upload single file assignment	1	33.33		Friday, 3 June 2011, 08:37 pm	☐

11.3.4.7.5. Forum Posts

The Forum Posts report provides the teacher with the number of posts a student has made in each course forum.

11.3.4.7.5.1. Report-Specific Filters

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

- Forum: Setting this filter narrows the report results to only show data for a specific forum within the course.
- Last Posted: Setting this filter narrows the report results to only show data for forums that the user posted to after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.7.5.2. Report View

Forum	Posts	Select
Each person posts 1 discussion forum	1	☐
Q and A forum	6	☐
Single Simple discussion	3	☐
Standard Forum	13	☐
Standard forum in blog style	12	☐
Standard Forum with ratings	6	☐

11.3.4.7.6. Glossary Posts

The Glossary Posts report provides the teacher with the number of posts a student has

made in each course glossary.

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

- Glossary: Setting this filter narrows the report results to only show data for a specific glossary within the course.
- Last Posted: Setting this filter narrows the report results to only show data for glossaries that the user last posted to after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.7.6.2. Report View

Glossary	Posts	Select
Glossary of words	1	☐

11.3.4.7.7. Outcomes

The Outcomes report provides the teacher with the student's outcome grade by activity for the course.

11.3.4.7.7.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show data for a specific activity within the course.
- Graded on: Setting this filter narrows the report results to only show data for activities that were graded after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.7.7.2. Report View

Activity	Outcome	Outcome rating	Select
Advanced upload assignment with rubric	Writing Skills	3.00000 (7.00000)	☐
Advanced upload assignment with rubric	Social Skills	4.00000 (7.00000)	☐

11.3.4.7.8. Quiz Submissions

The Quiz Submissions report provides the teacher with data about all of the quiz attempts, including grades, that a student has made in the course.

11.3.4.7.8.1. Report-Specific Filters

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

- Quiz: Setting this filter narrows the report results to only show data for a specific quiz within the course.
- Attempt timestamp: Setting this filter narrows the report results to only show data for quiz attempts that were made after a specific date and time, before a specific date and time, or between two specified dates. Default: is after today's date minus seven days, is before today's date

11.3.4.7.8.2. Report View

Quiz	Attempt timestamp	Attempt grade	Final grade	Select
Quiz unlimited attempts all questions on one page	Tuesday, 7 June 2011, 02:39 pm	3.33	3.33	☐
Quiz unlimited attempts new page every question	Tuesday, 7 June 2011, 02:38 pm	3.65	3.65	☐

11.3.4.7.9. Recent Activity

The Recent Activity report provides the teacher with the recent activity for the student in the course.

11.3.4.7.9.1. Report-Specific Filters

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

- Activities: Setting this filter narrows the report results to only show 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. Default: is after today's date minus seven days, is before today's date

11.3.4.7.9.2. Report View

Activity	Timestamp ▼	Action	Location	Select
News forum	06/7/2011 02:27:30 pm	View forum	View	☐
Online text assignment	06/7/2011 02:27:35 pm	View	View	☐
Online text assignment	06/7/2011 02:27:36 pm	View	View	☐
Online text assignment	06/7/2011 02:27:38 pm	View	View	☐
Upload single file assignment	06/7/2011 02:27:42 pm	View	View	☐
Upload single file assignment	06/7/2011 02:27:48 pm	Upload	View	☐

11.3.4.7.10. SCORMs

The SCORMs report provides the teacher with a view of all the SCORM and SCO attempts the student has made in the course.

11.3.4.7.10.1. 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 that were last accessed after a specific date and time, before a specific date and time, or between two specified dates and times. Default: is after today's date minus seven days, is before today's date

11.3.4.7.10.2. 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	☐
Golf SCORM Min calls	Taking Care of the Course	1		00:00:00.00	completed	06/8/2011 02:55 pm	☐

11.3.4.7.11. Wiki Posts

The Wiki Posts report provides the teacher with the number of posts a student has made in each wiki in the course.

11.3.4.7.11.1. Report-Specific Filters

The Wiki 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 a user posted to after a specific date and time, before a specific date and time, or between two specified dates. Default: is after today's date minus seven days, is before today's date

11.3.4.7.11.2. Report View

Wiki	Posts	Select
Course Collaborative Wiki	12	☐

11.3.4.8. Comparison Reports

Comparison Reports help the teacher and other course managers focus on comparisons between courses, course activities, and student performance within their courses.

11.3.4.8.1. Course Summaries
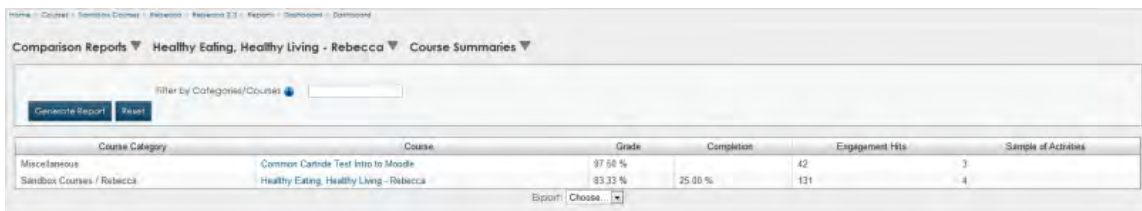
The Course summaries report enables administrators, instructors or students to compare the summary data of different courses to each other. Summary data in these reports include table columns for course category, course, grade, completion, engagement hits, and sample of activities.

11.3.4.8.1.1. Report-Specific Filters

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

- Course: Setting this filter narrows the report results to only show data for a specific course.
- Category: Setting this filter narrows the report results to only show data for a specific category.

11.3.4.8.1.2. Report View

11.3.4.8.2. Participant Summaries

The Participant summaries report enables administrators and instructors to compare specific users across a site or course. Summary data in these reports include table columns for course participant, course category, course, grade, completion, engagement hits, and sample of activities.

11.3.4.8.2.1. Report-Specific Filters

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

- Participants: Setting this filter narrows the report results to only show data for a specific participant.
- Cohorts: Setting this filter narrows the report results to only show data for a specific cohort.

11.3.4.8.2.2. Report View

11.3.4.8.3. Participants Comparison

The Participants comparison report enables administrators and instructors to compare the summary data of different users within a single course. This report can only be accessed at the course level. Summary data in these reports include table columns for course participant, activity, grade, completion, engagement, and samples of activities.

11.3.4.8.3.1. Report-Specific Filters

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

- Participants: Setting this filter narrows the report results to only show data for a specific participant within the course.
- Cohorts: Setting this filter narrows the report results to only show data for a specific cohort.

11.3.4.8.3.2. Report View

11.3.4.8.4. Activities Comparison
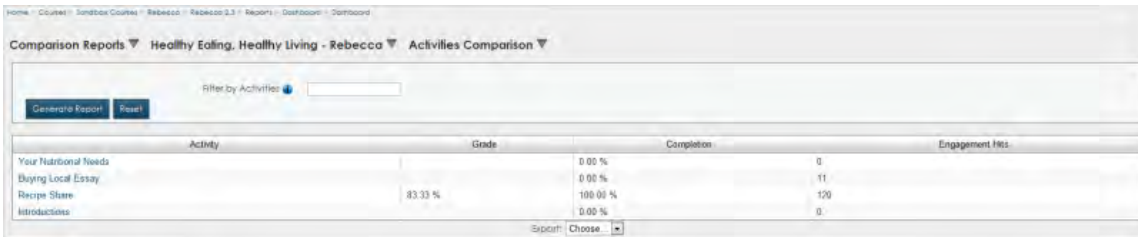
The Activities comparison report enables administrators and instructors to compare the summary data of different course activities within a course. Like the Participants comparison report, this report is only accessible at the course level as well. Summary data in these reports include table columns for course activity, participant, grade, completion, and engagement.

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

- Course: Setting this filter narrows the report results to only show data for a specific course.
- Category: Setting this filter narrows the report results to only show data for a specific category.

11.3.4.8.4.2. Report View

11.4. New Outcomes

Outcomes are specific descriptions of what a student has demonstrated and understood at the completion of an activity or course. Each outcome is evaluated by the instructor to determine whether the student has met the criterion. Other terms for outcomes are Competencies, Standards, and Goals. Currently there are two types of Outcomes available in Joule, Legacy Outcomes and new Outcomes, both types of Outcomes can be enabled at the site level. This portion of the Moodlerooms Manuals will only cover the new Outcomes settings, creation, and mapping. Legacy Outcomes are scheduled to be retired with the release of Moodle 2.6.

11.4.1. Teacher Documentation

11.4.1.1. Selecting Outcome Sets

Courses are where Outcomes really get implemented. Instructors have the responsibility, in an outcomes driven system, to map content against outcomes, to monitor student progress, and to respond when students appear to have a problem.

To map a set of outcomes to an individual course go to `Settings>Course administration>Edit settings>Outcomes`, click `Select outcome sets`.
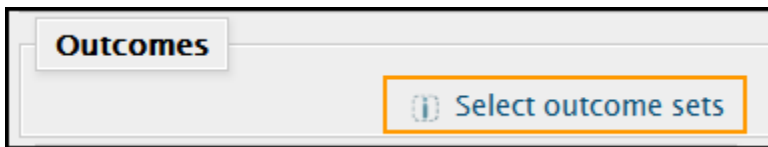
A pop-up window will appear to select an outcome set that has been added to the site by a site administrator. Use the menu to choose an outcome set, the subject of the set, and the education level (e.g. 6th grade). Click *Add*. Additional outcome sets can be mapped by selecting the options from the drop-down menus.
Click *Ok* once all the outcome sets have been chosen.
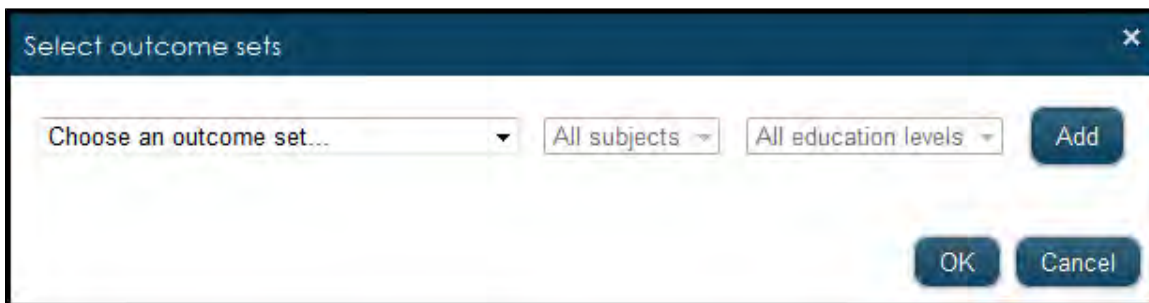
11.4.1.2. Mapping Outcomes to Resources and Activities

Add outcomes to a resource or activity within the settings area of the module under Outcomes click *Select outcomes*.
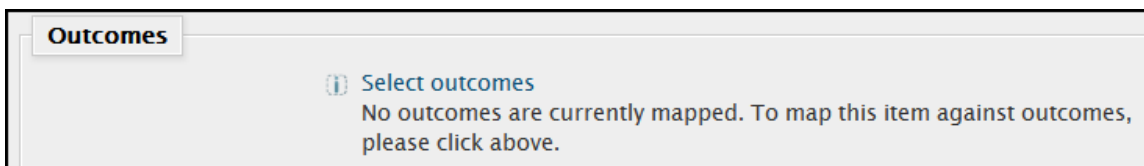
A pop-up window will appear, click on each outcome to align to the resource/activity, a checkmark will appear to the left of each selected outcome. Once all the outcomes have been chosen scroll to the bottom and click *Ok*.

Select outcomes ✕

■ Academic Content Standards – Science

Inquiry Process

Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.

Formulate a relevant question through observations that can be tested by an investigation. (See M05-S2C1-01)

Formulate predictions in the realm of science based on observed cause and effect relationships.

Locate information (e.g., book, article, website) related to an investigation. (See W-E8-01)

Design and conduct controlled investigations.

Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.

Plan a simple investigation that identifies the variables to be controlled.

Conduct simple investigations (e.g., related to forces and motion, earth processes) based on studentdeveloped questions in life, physical, and earth and space sciences.

Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary). (See M05-S4C4-01)

Record data in an organized and appropriate format (e.g., t-chart, table, list, written log). (See W05-S3C2-01 and W05-S3C3-01)

OK   Cancel

11.4.1.3. Mapping Outcomes to Quiz Questions

When creating/editing quiz questions outcomes can be added. On the editing page of the quiz question go to the Outcomes area, choose *Select outcomes*.

A pop-up window will appear to select the outcomes to align and then scroll to the bottom and click *Ok*.

11.4.1.4. Mapping Outcomes to Rubrics

To add outcomes to a rubric, create the Assignment or Advanced Forum as normal, selecting rubric as the desired grading method. Within the rubric creation page click inside the criterion text box to display the link to select the outcomes. Click *Select outcomes*, choose one of the outcomes as the criterion, and click *Ok*.

11.4.1.5. Outcomes Reports

To evaluate outcomes go to `Settings>Course administration>Outcomes`. The page display the outcome sets associated to the course and links to four types of reports: Completion Marking report, Activity and Performance report, Coverage report, and Unmapped Content Items and Quiz Questions report.

11.4.1.5.1. Completion Marking Report

The Completion Marking report displays all outcomes included in an Outcome set and lists the average percentage of completion tracking, average grade, and the scale items associated to each outcome per student. Use the `Outcome set` and the `User` menus to pick an outcome set and the student.

Teachers can mark a student complete for each outcome. Select the checkbox next to each outcome that the student has completed and save changes.

ID	Outcome	Completion ⌄	Average Grade	Scale Items	Complete
	Comprehension of Health Promotion and Disease Prevention Concepts	100%	-	-	☑
	Determine the accessibility of products and services that enhance health.	100%	-	View items	☐
	Propose ways to reduce or prevent injuries and health problems	100%	-	-	☐

11.4.1.5.2. Activity and Performance Report

The Activity and Performance report displays all outcomes included in an Outcome set and lists the average percentage of completion tracking, average grade, the scale items, and it lists the associated content to each outcome mapped into the course. Use the `Outcome set` to pick an outcome and the `Group` menu to filter the information according to groups.

Activity and Performance

Filters

Outcome set Arizona Health Education Standards ▼
Group All groups ▼

[Filter]

Page: 1 2 (Next)

ID	Outcome	Completion ⌄	Average Grade	Scale Items	
	Determine the accessibility of products and services that enhance health.	50%	-	View items	Associated content (1)
	Use of Interpersonal Communication Skills to Enhance Health	50%	-	View items	Associated content (1)
	Ability to Practice Health-Enhancing Behaviors	33%	100%	-	Associated content (1)

Click the `Associated Content` link to see the list of activities, resources and quiz questions associated to each outcome.

Associated content ✕

Evaluate the impact of food and nutrition, including nutrient deficiencies on health

Content
Determining Organic Foods and Benefits
Recipe Database
Recommended Food Guidelines Lesson

Close

11.4.1.5.3. Coverage Report

The coverage report allows you to quickly see which outcomes are covered with content, and how deep that coverage is for each outcome. It shows all outcome sets that have been mapped against a course, lists out all outcomes within a given outcome set, and shows the number of resources, quiz questions, or activities that are mapped against those particular outcomes.

Coverage

Filters

Outcome set Arizona Health Education Standards ▾

Filter

Page: 1 2 (Next)

ID	Outcome ▲	Resources	Activities	Questions
	Ability to Advocate for Health	1	3	1
	Ability to Practice Health-Enhancing Behaviors	1	4	2
	Access to Health Information, Products, and Services to Enhance Health	-	-	-
	Access valid and reliable health products and services	-	1	-

Click the numbers listed in the Resources, Activities and Question Columns to see the associated content.

11.4.1.5.4.

11.4.1.5.5. Unmapped Content Items and Quiz Questions Report

This report shows all unmapped activities, resources, and questions. It gives you the ability to jump directly to a content item in your course and map it, if necessary.

Unmapped Content Items and Quiz Questions

Unmapped Activities and Resources

Section	Title	
Healthy Eating, Healthy Living	Course Resources	Map
Healthy Eating, Healthy Living	Syllabus	Map
Healthy Eating, Healthy Living	Course Navigation	Map
Healthy Eating, Healthy Living	Course Announcements	Map
Healthy Eating, Healthy Living	Help!	Map
Buying Local	Overview & Objectives	Map
Recipes	Overview & Objectives	Map
Course Completion	End of Course Survey	Map
Course Completion	Certificate of Completion	Map

Unmapped Quiz Questions
Nothing to display

Click the link *Map* next to each title to map an unmapped content. Update the settings by mapping the outcomes and save changes.

11.4.2. Permissions

- Edit outcomes: Allows the user to create new outcomes.
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager	X			
Course Creator	X			
Teacher	X			
Non-Editing teacher	X			
Student	X			
Guest	X			
Authenticated User	X			

- Export outcomes: Allows the user to export outcome sets.
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager	X			
Course Creator	X			
Teacher	X			
Non-Editing teacher	X			
Student	X			
Guest	X			
Authenticated User	X			

- Export outcomes: Allows the user to import outcome sets.
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager	X			
Course Creator	X			

Teacher	X			
Non-Editing teacher	X			
Student	X			
Guest	X			
Authenticated User	X			

- Map outcome sets to courses: Allows the user to map outcome sets to course instances.
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager		X		
Course Creator		X		
Teacher		X		
Non-Editing teacher	X			
Student	X			
Guest	X			
Authenticated User	X			

- Map outcomes to activities, questions, etc: Allows the user to map outcome sets to course content.
  - Default Permissions

Role	Not Set	Allow	Prevent	Prohibit
Manager		X		
Course Creator	X			
Teacher		X		
Non-Editing teacher	X			
Student	X			
Guest	X			
Authenticated User	X			

11.5. Personalized Learning Designer

11.5.1. 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.

11.5.2. Usage Scenarios

- After Abraham Student earns a 55% on a quiz, he receives an automated e-mail with a number of specific suggestions from his instructor.
- Barry Student submits a quiz that is automatically graded. His grade is a "D" and he is automatically redirected to a lesson with additional content on the topic.
- Professor Saturn has read a great deal about positive reinforcement. Over her fall break, she created a number of rules that sent out positive messages to her students when their actions and grades met her specific criteria.
- Dean Strict has created an odious PDF file that describes what discipline measures will be inflicted upon those who plagiarize. Now whenever students submit their term papers, they are directed to a course resource that forces an automatic download of this file.
- Jean Student is in a course that starts and stops during different times of the year. Each element of his course is designed to open based on the success of his previous one. When he performs badly, he is given more activities about the same topic, and when he succeeds, he moves to the next topic area.
- Barry, Abraham and Jean are in the same Econ class, but when they log in to the course, they see different activities. This is because different content has been automatically been made available to them based on previous and ongoing assessments.

11.5.3. 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.

11.5.4. Teacher Documentation

The Personalized Learning Designer (PLD) is available via the Settings block.
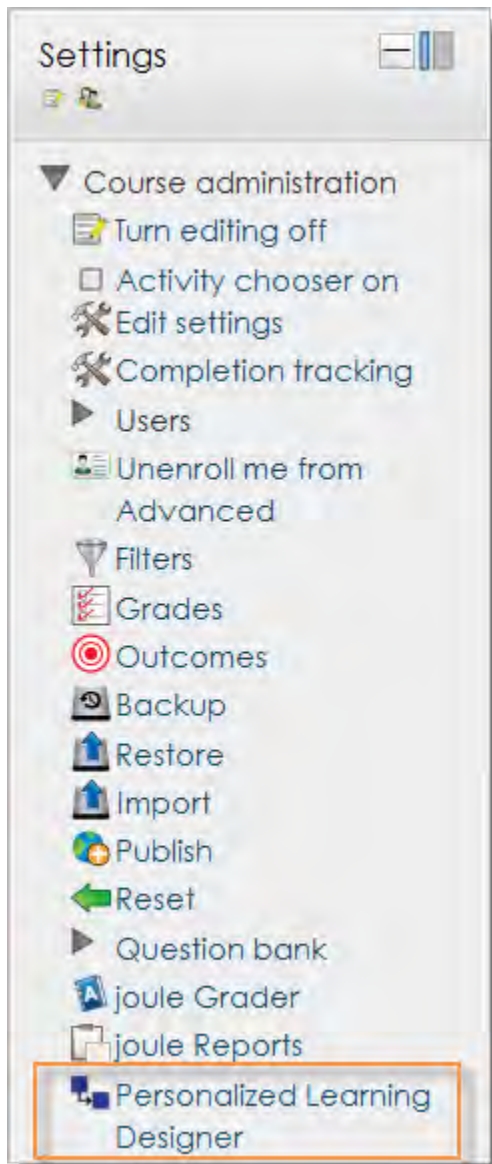
Alternatively, in edit mode, teachers can navigate to the PLD by clicking the PLD icon.
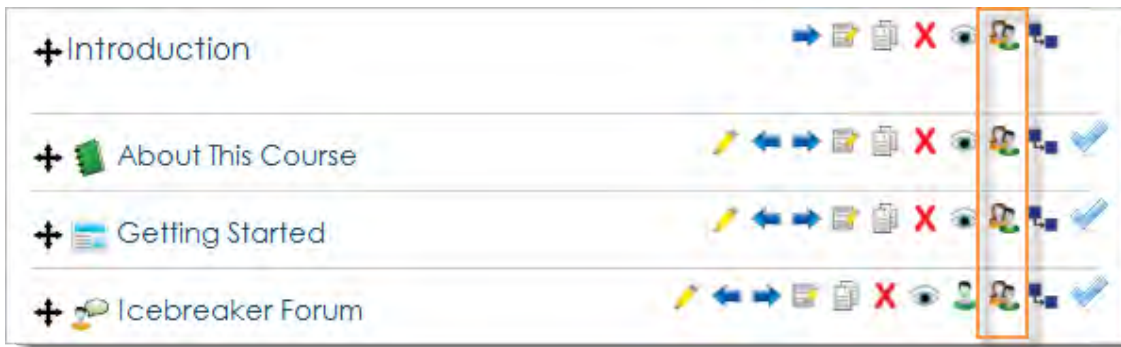
Both actions lead to the `Rules` summary page.

11.5.4.1. The Rules Summary Page

All of the existing rules are listed on the `Rules` page. They can be filtered using the top drop-down menus. The first menu filters rules that belong to one or all of the activities. The second menu filters the type of event that is being examined (e.g. Activity Completion, Activity Grade, Activity View) by the rule.
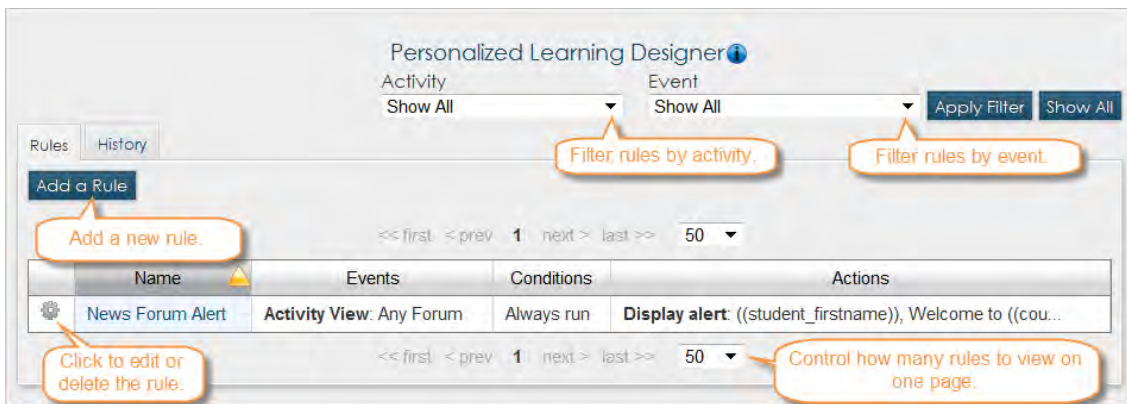
The existing rules can be edited or deleted by clicking the icon that looks like a gear.

To create a new rule, click the `Add Rule` button.

11.5.4.2. Rule Examples

- If a quiz is viewed, but the learner has not read a particular lesson, show an alert instructing them to read it before taking the quiz.
- If a learner submits a quiz and the grade is less than 70%, release some remedial content and inform the learner they have access to it.
- If a learner submits a quiz and the grade is greater than or equal to 90%, release the

next lesson.
- If a learner submits a quiz and the grade is less than 50%, send an e-mail to course educators notifying them that intervention may be required.
- When a forum is viewed, show an alert with instructions that you don't want the learner to overlook.

11.5.4.3. Create/Edit a Rule

Specify events, conditions, and actions of a rule by visiting each associated tab.

11.5.4.3.1. Event Tab

Events determine when this rule will run. When users trigger any of the specified events, actions will fire if the conditions are fulfilled.

To add an event, select at least the event and activity type, then click the *Add* button.

The following event types are available. Note that not all event types are applicable to all activity and resource types.

- Activity completed: Triggered when an activity is marked as complete, based on pre-configured completion criteria. Requires completion tracking to be enabled for the Joule site and in the course.
- Activity graded: Triggered when an activity has a grade assigned. This can occur automatically (when a quiz is submitted), or manually (when a grade is entered by an educator). Keep in mind that the user triggering the event (e.g. the instructor) may be different than the recipient of the grade.
- Activity viewed: Triggered when an activity or resource is viewed. For example,

when a learner clicks on a quiz, the view event is triggered.

- Quiz or assignment submitted: Triggered when a quiz or assignment has been submitted (e.g. when a user completes an assignment, when a user clicks submit on a quiz). It can be used to release new content, without waiting for manually graded items to be graded.
- Forum reply: Triggered when a user replies to a forum topic or to another user's reply to a forum topic.
- Forum topic post: Triggered when a user posts a new topic to a forum.
- User added to group: Triggered when a user has been added to a group, whether manually, automatically by a different rule in the Personalized Learning Designer, or automatically via Conduit.
- User removed from group: Triggered when a user has been removed from a group, whether manually, automatically by a different rule in the Personalized Learning Designer, or automatically via Conduit.
- Course entered: Triggered when a user enters the course for the first time during the day. Leaving the course to visit other Joule courses and pages will reset the trigger.
- Course grade change: Triggered when the course total changes in the grade book (typically because an activity receives a grade).
- Specific date and time: Triggered at scheduled date and time. This date can be set in the future to check conditions at that point in time. This event does not have a triggering activity.
- Recurring event: Triggered at scheduled dates and times. This event can be scheduled to occur daily or weekly at a specific time of day.

> ℹ **Note**
> The Course grade change event and the Activity events should be used respectively with the Course or Activity actions.

11.5.4.3.2. Condition Tab (optional)

Add Rule ⓘ

Rule name: * [   ]

| Events | Conditions | Actions |

[Select Condition Type ▼] [Add] ⓘ

There are no conditions defined for this rule. Conditions do not need to be specified if actions should always fire when an event occurs.

Some conditions may behave differently for scheduled/recurring events than they do for events triggered by a user or course action. For example, a scheduled event does not have a triggering activity.

[All ▼] of these conditions must be fulfilled. ⓘ

☐ Disabled

[Save] [Cancel]

Conditions determine if actions will fire when an event occurs. If no conditions are specified, actions will always fire when an event occurs.

Add a condition by selecting a condition type, then clicking the *Add* button. A dialog box will appear where additional configuration can be specified.

The following condition types are available:

- Activity viewed: Checks if an activity or resource has been viewed by the user who triggered the rule.
- Activity completed: Checks if an activity has been marked as complete for the user who triggered the rule. Requires completion tracking to be enabled for the site and in the course.
- Activity grade range: Checks if the grade for an activity is within configured bounds. For activities that allow multiple submissions, the grade used is the overall grade for the activity, not necessarily the most recent submission.
- User role check: Checks if the user who triggered the event is a member of a certain role. This may be useful to prevent some rules from triggering for educators.
- Group membership check: Checks if a user is within a specific group.
- Course grade change: Checks if a course grade is within a specific range.
- Course login: Checks if the user has logged into the course or not within a specified number of days.
- Date check: Checks if an event takes place before or after a designated date.

11.5.4.3.3. Action Tab

Actions are performed when an event occurs and specified conditions are fulfilled.

To add an action, select an action type, then click *Add*. A dialog box will appear where additional configurations can be specified.

The following action types are available:

- Display alert: Specified text will be displayed to the triggering user in a standard browser JavaScript alert window. The user must acknowledge the alert before proceeding.
- Send e-mail: An e-mail will be sent from the site server with the specified configuration parameters.
- Go to activity: Sends the user directly to a specific activity or resource in the course.
- Go to URL: Sends the user to another Web site (or even course or site page), specified by a URL.
- Unlock release code: Makes all content that is protected by a specified release code available to the user who triggered this rule.
- Lock release code: Makes all content that is protected by a specified release code unavailable to the user who triggered this rule.
- Add user to group: Makes a user part of a specific course group.
- Remove user from group: Removes a user from a specific course group.

11.5.5. Examples of Rules

11.5.5.1. Send an E-Mail when a Specific Activity is Completed

1. Select "Activity Completion" as a triggering event.
2. Select the type of activity that you are monitoring (e.g. Assignment).
3. Choose the specific activity that you are monitoring (e.g. "Final Quiz").
4. Select "Send Email" as an action event.
5. Add the "Action Creator" as a recipient.
6. Create an e-mail message with the "Action Creator" as a recipient. In the e-mail's body, include something like "Newsflash: ((student_firstname)) ((student_lastname))

just completed ((activity_name))."

11.5.5.2. Send an E-Mail Upon Activity Graded

1. Select "Activity Graded" as a triggering event.
2. Select an activity that you might grade (e.g. Assignment).
3. Choose "Any of type" rather than a specific assignment.
4. Select another activity that you might grade (e.g. Quiz).
5. Choose "Any of type" rather than a specific quiz.
6. Create an e-mail as an action event.
7. Add the "Action Creator" and the "Learner" as recipients.
8. Include something like this in the e-mail's body: "Hello ((student_firstname)). The activity: ((activity_name)) has been graded and your score is ((grade_percent_raw))."

11.5.5.3. Personalized Greeting Upon Viewing an Activity

1. Select "Activity View" as a triggering event.
2. Select "Page" as an activity type that will trigger the event.
3. Select "Course Training Objectives" as a specific triggering event.
4. Select "Display alert" as an action type.
5. Create a message as an action event.
6. Include something like this in your message: "Hello, ((student_firstname)). Thanks for viewing the ((activity_name)), as it will be a critical component of the Jan 15 exam."

11.5.5.4. Send an E-Mail that a Student has Been Added to a Group

1. Select "User added to a group" as a triggering event.
2. Choose the specific group (e.g. Lab Section C).
3. Create an e-mail as an action event.
4. Add the "Action Creator" as a recipient.
5. Include something like this in your e-mail's body: "Hello, ((student_firstname)) ((student_lastname)) has now been added to Lab Section C."

11.5.5.5. Send an E-mail that a Student has Been Removed from a Group

1. Select "User removed from group" as a triggering event.
2. Choose the specific group (e.g. Lab Section H).
3. Create an e-mail as an action event.
4. Add the "Action Creator" as a recipient.
5. Include something like this in your e-mail's body: "Hello, ((student_firstname)) ((student_lastname)) has been removed from Lab Section H."

11.5.5.6. Welcome the Student Back to the Course

1. Select "Course entered" as a triggering event.

2. Select "Display Alert" as an action event.
3. Include something like this in your alert's body: "Welcome back to the course, ((student_firstname))!"

11.5.5.7. Send an E-Mail Upon Course Grade Change

1. Select "Course Grade Change" as an action type.
2. Select "Course Grade Range" as a condition type.
3. Choose a grade range to trigger an action (e.g. Grade is greater or equal to 0%, Grade is less than 70%).
4. Select "Send Email" as an action type.
5. Add "Learner" and "Action Creator" as recipients of e-mail.
6. Include something like this in your e-mail's body: "Hello. ((student_firstname)) ((student_lastname)) is currently at risk with a grade of ((course_grade_percent)) in the course."

11.5.5.8. Using "User Role Check" as a Condition

(Scenario: You want to prevent a rule from running for teachers.)

1. Select "User role check" as a conditional event.
2. Configure *Triggering user* "is" *in role:* "Student".

11.5.5.9. Using "Group Membership Check" as a Condition

(Scenario: You want to reserve a rule for a specific group of students.)

1. Select "Group membership check" as a conditional event.
2. Configure *Triggering user* "is" *a member of group:* "Good Times".

11.5.5.10. Using "Date Check" as a Condition

(Scenario: You want to release course content 7 days after a student's enrollment)

1. Select "Date check" as a conditional event.
2. Configure *Current date is* "after".
3. Choose "Learner's enrollment date".
4. Check the "Plus" checkbox and type "7" in the *days* field.
5. Select "Unlock Release Code" as an action event.
6. Type "Week 2 Content" in the *Release code* field (Don't forget to mark the course content with this same code).

11.6. Streams and Alerts

11.6.1. 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.

11.6.2. User Documentation

11.6.2.1. 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.
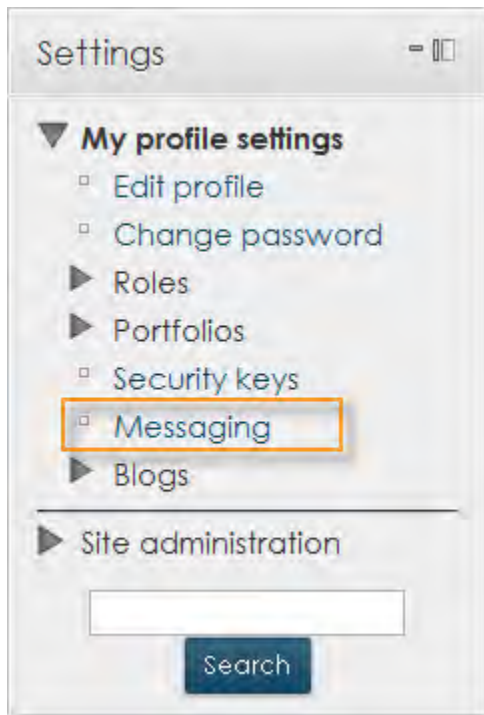
The Messaging settings allow you to configure your notification methods for event messages. Check the options for *Activity stream* and *Alert badge notification*, when logged in, offline, or both for each notification type.

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.

> ℹ️ 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.

11.6.2.2. 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.
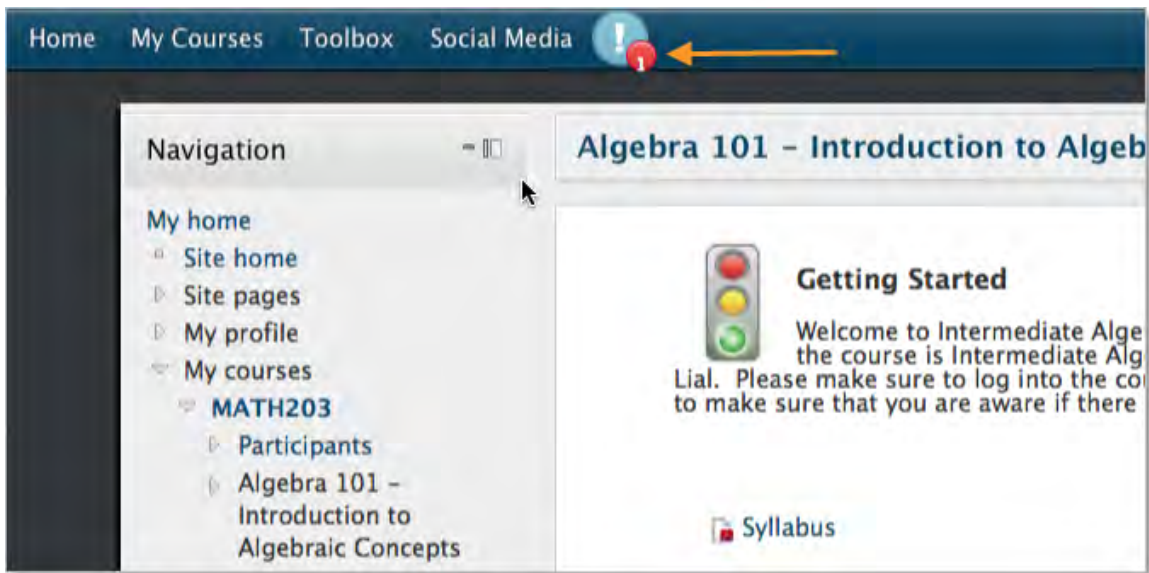
Click on the alert badge to display a list of alerts.

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.

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

12. Repositories

12.1. Enhanced Alfresco

12.1.1. 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.

12.1.2. Benefits

The Enhanced Alfresco repository plugin provides the following benefits to Moodlerooms clients above and beyond the core Moodle Alfresco repository plugin:

- Upload files into the repository and course simultaneously
- Search, browse, and select course files from the repository
- Create file folders in each repository area
- Move from Filepicker directly into Alfresco application by clicking the "Manage" button
- Enjoy all of the rich file management (e.g. workflow, previews, and browsing) from Alfresco's own application
- From the Filepicker, the repository file is copied into the LMS
- From the Linkpicker, the repository file is linked to the LMS
- Multi-files can be uploaded very easily to the course

12.1.3. Usage Scenarios

12.1.3.1. Course Resource Repository

This is the most common usage scenario where Alfresco is used as a repository for course materials and users are not allowed to have their own repository directories. In this scenario a directory is created for each course where files are stored. Files can be linked or copied from courses from semester to semester but are not stored in Joule. Student's files are stored in Joule as responses to assignments.

12.1.3.2. Personal File Repository

In this scenario all users are provided with their own personal repository directory, in Alfresco, to store files in. The student and teachers are allowed to store files here. This is beneficial to students who want to be able to load files up once but use them in multiple

courses. Student files are also not stored in Joule but are linked to Alfresco. This also allows instructors to store files in one location and find them even when they are not teaching a course.

12.1.4. 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

12.1.4.1. 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
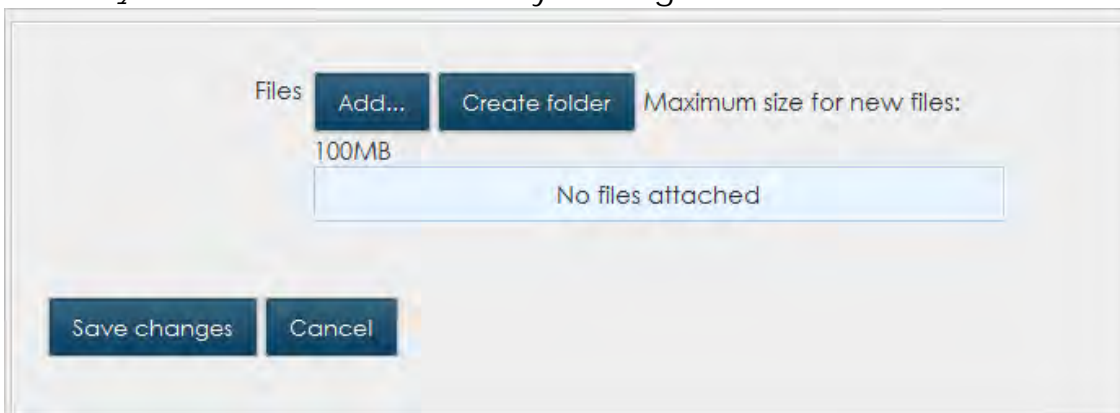
2. When uploading a file in an assignment by clicking the `Choose a file...` button

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.
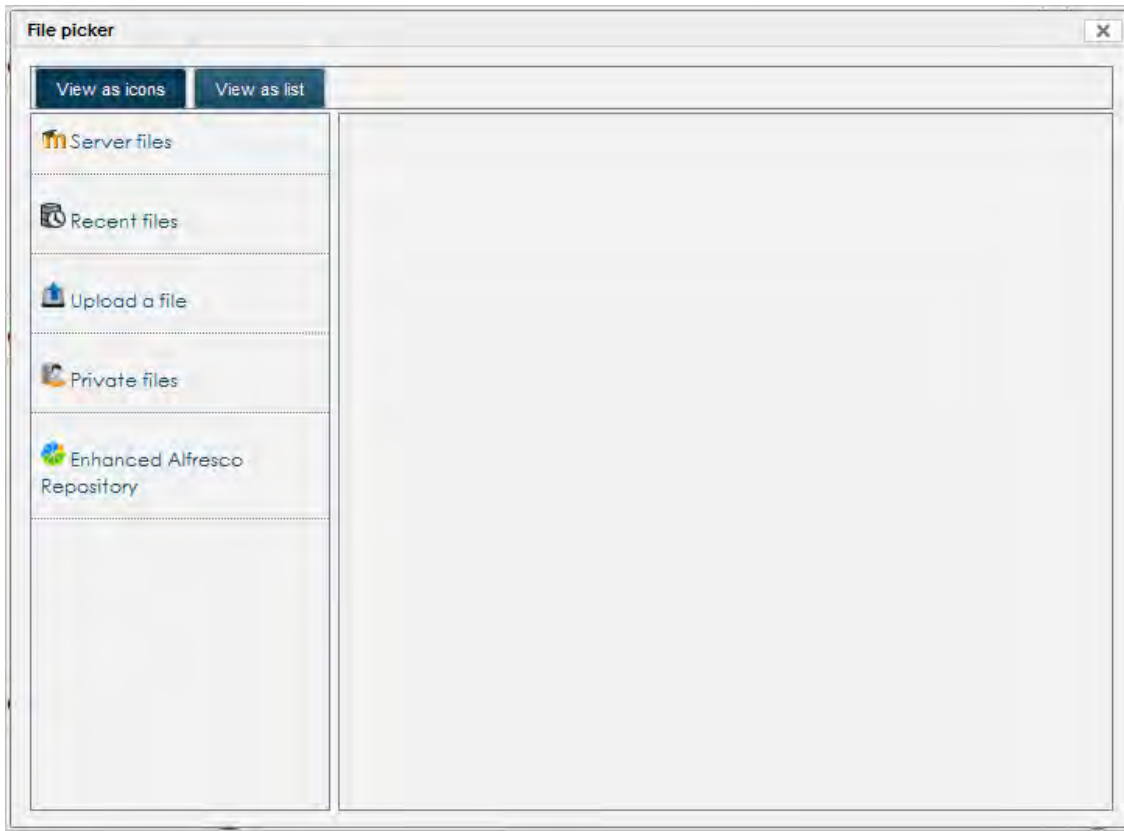
Click the *Enhanced Alfresco Repository* link in the left column of the file picker. The modal will change to display the Alfresco repository similar to the image below.
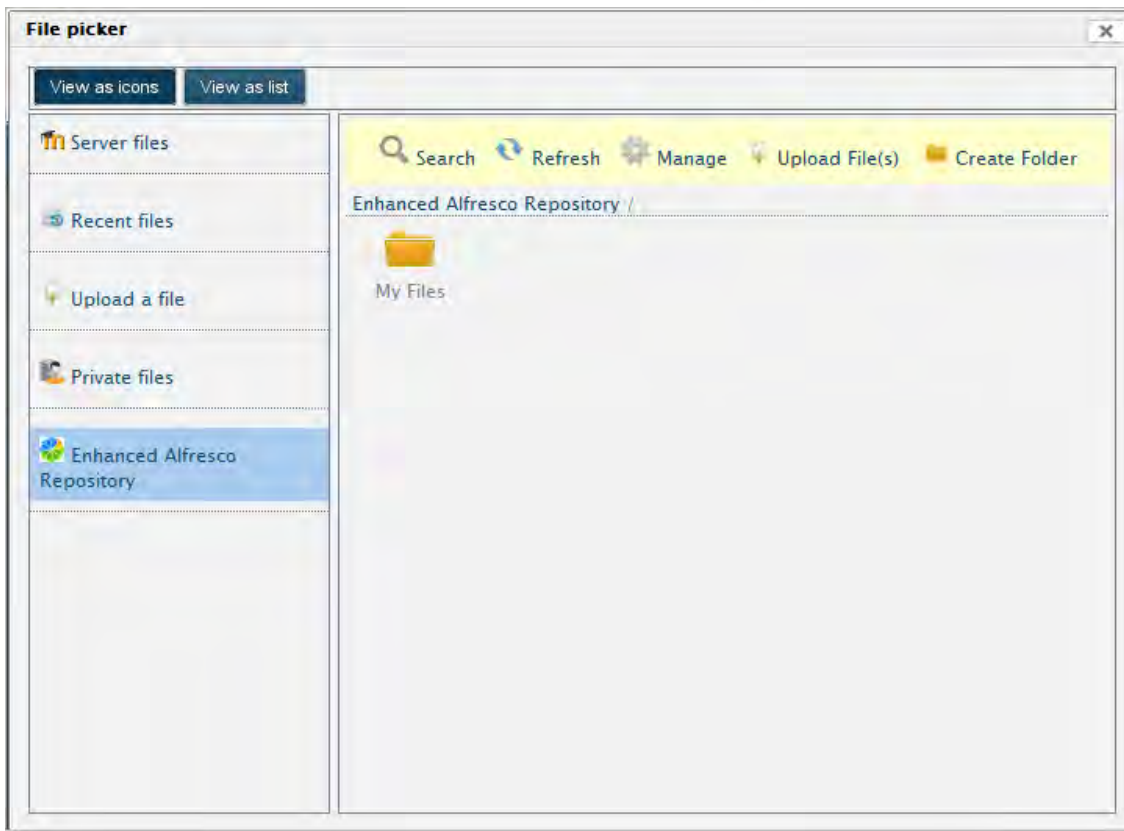
From this screen the user has access to their user directory, which can be access by clicking the *Myfiles* link.
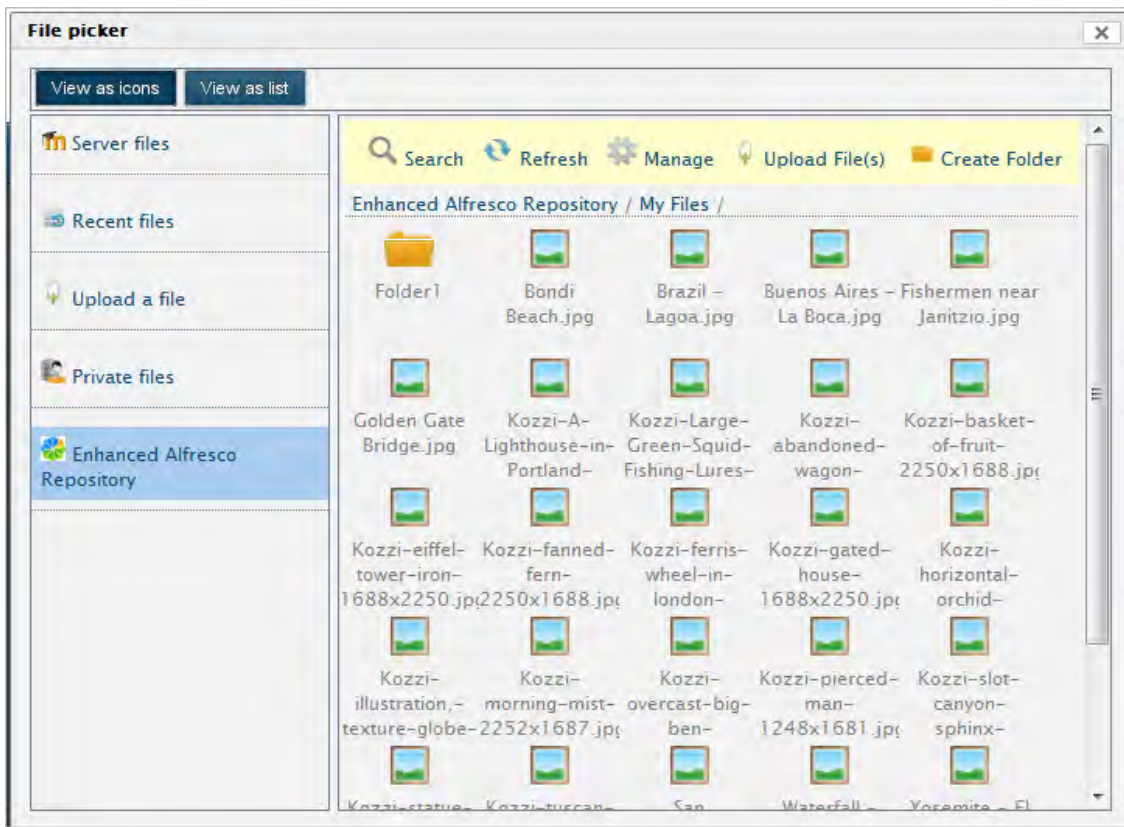
The user has access to the action bar where actions such as search, manage, upload file(s) and create a folder can be performed on the current directory in the Alfresco repository. The directory path is displayed below the action bar and a user can click on any of the directory names to navigate to that 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.
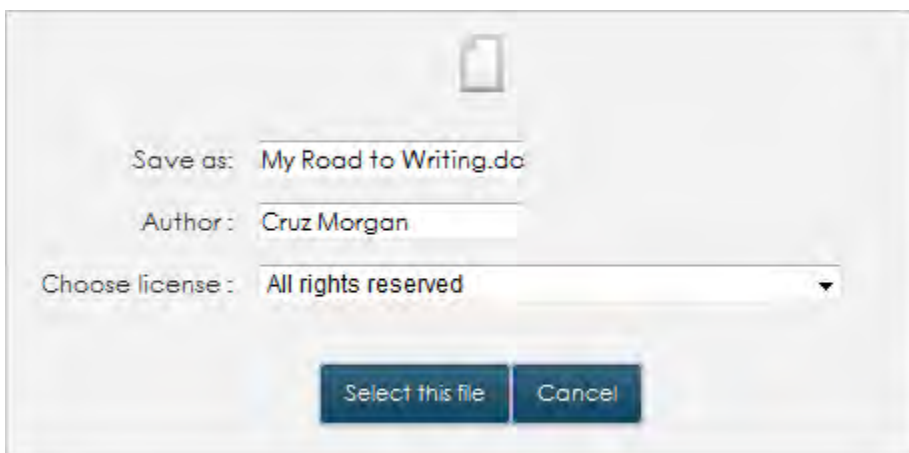
From the select a file screen the user can add the file to one of the four locations where the user accessed the file picker from.

12.1.4.2. 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.
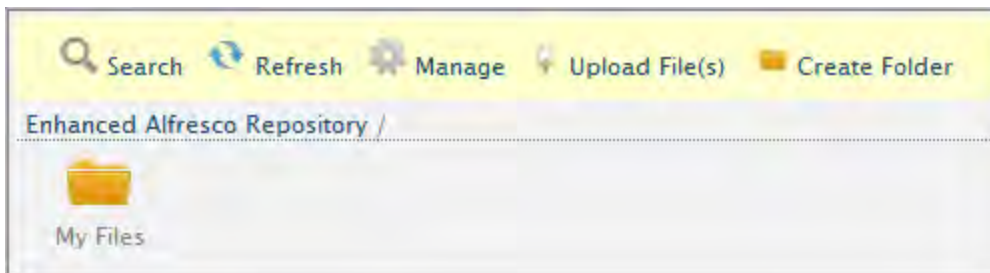
After clicking the link a search modal will appear.
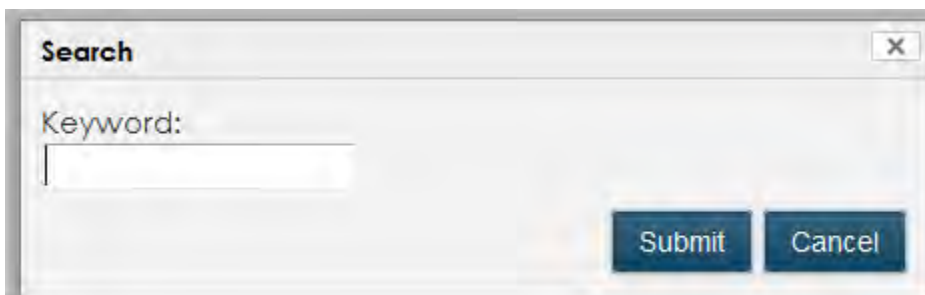
Enter keywords in the *Keyword* text field. The keyword search is very sensitive and the use of the ampersand (&) is recommended for searches where you want a lot of results and the file name has the search string somewhere in it. For example if you are searching for a file that contains the word "table" 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.
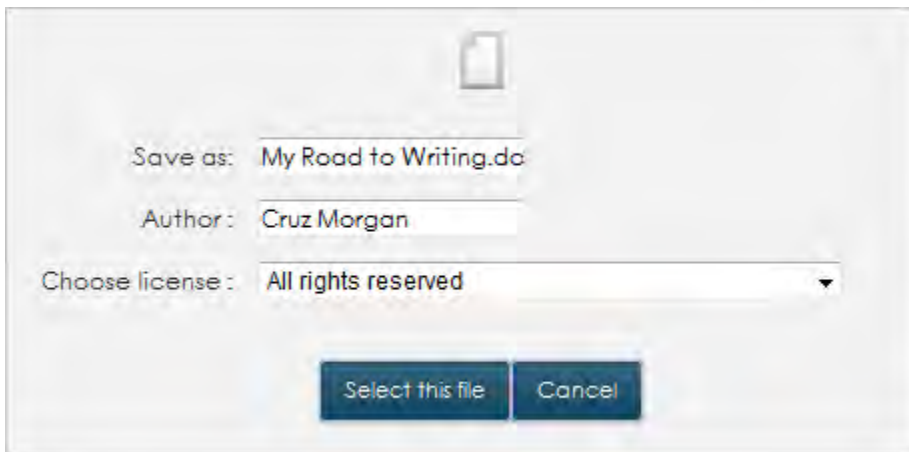
ⓘ Indexing is not instantaneous
You might notice if you search for a file right after uploading, the file may not appear in the list of found files. This is because Alfresco does not index files instantaneously. It can take up to an hour before Alfresco includes an uploaded file as part of the search 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.
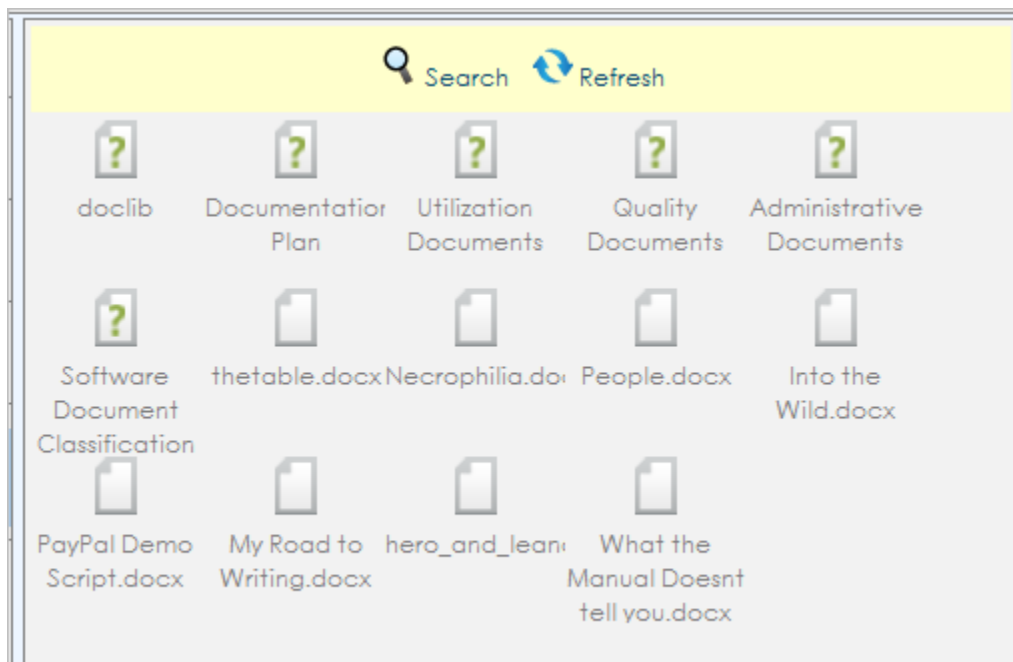

Click on the file name you are looking for to bring up the select file screen, similar to the image below.

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.

12.1.4.3. Managing Files within the Repository

The action bar allows a user to navigate to Alfresco via the *Manage* link.
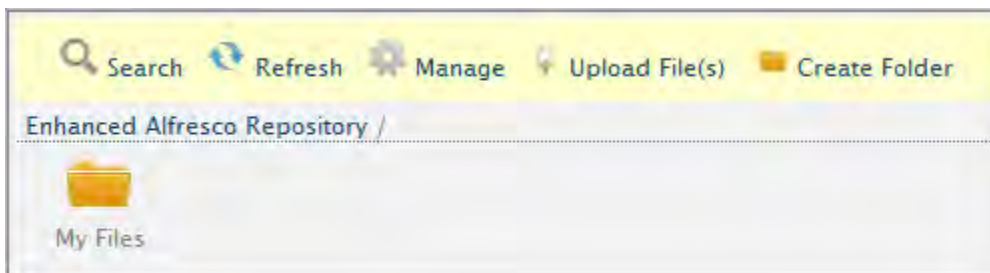
The *Manage* link on the action bar pops up a new window and redirects the user to the Alfresco Repository after signing them in. The new window will look similar to the image below.
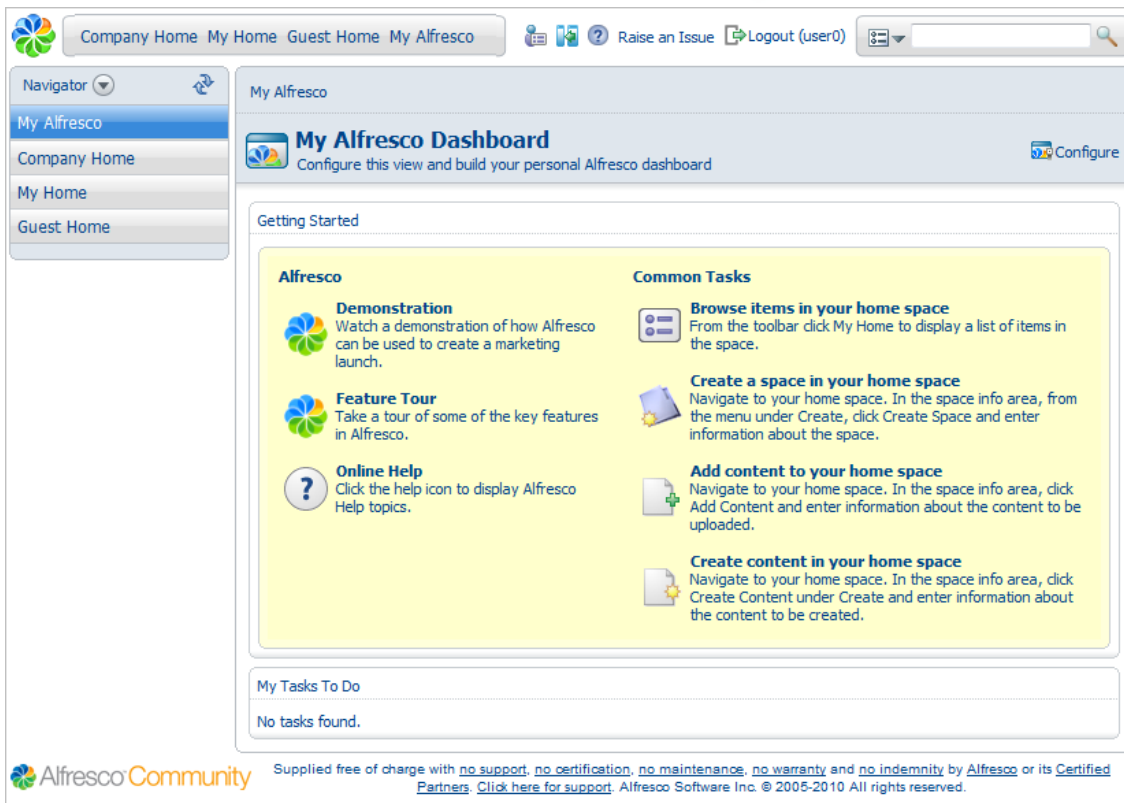
From here the user is in Alfresco and can interact with the Alfresco repository in the standard way. For more information on how to use Alfresco please go to the Alfresco Documentation

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

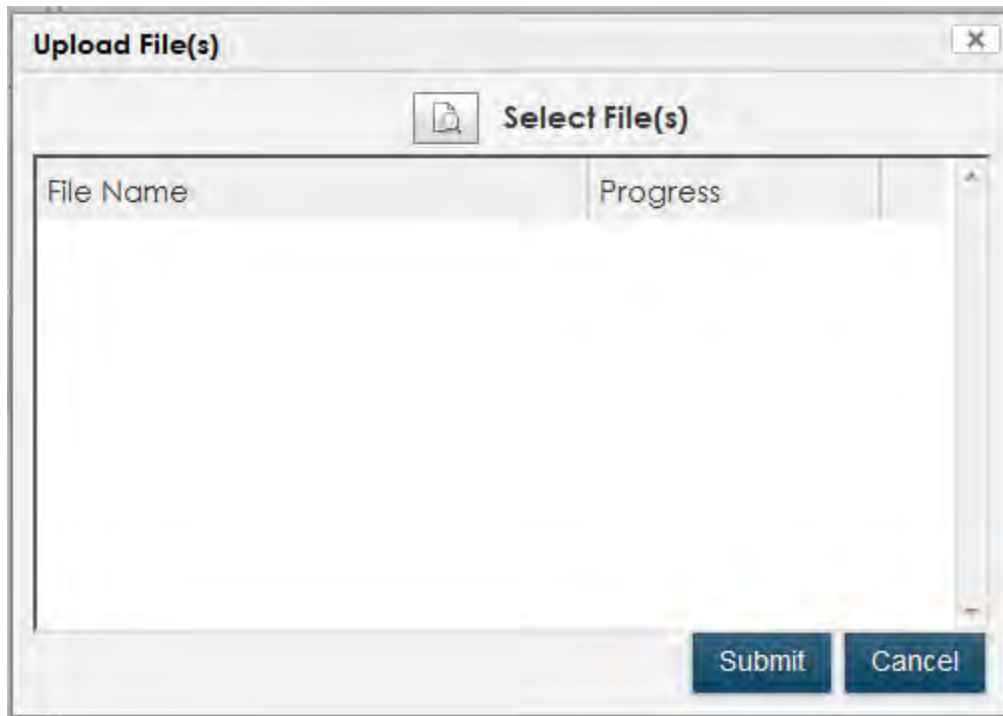## 12.1.4.4. Uploading Files to the Repository

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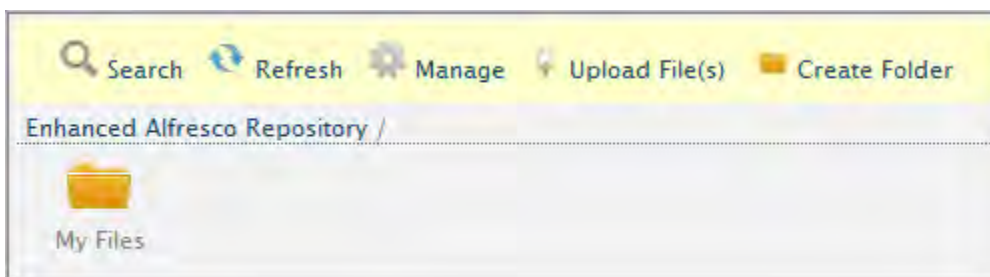

The `Upload File(s)` link in the action bar allows a user to upload one or more files from

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.


> ℹ 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.
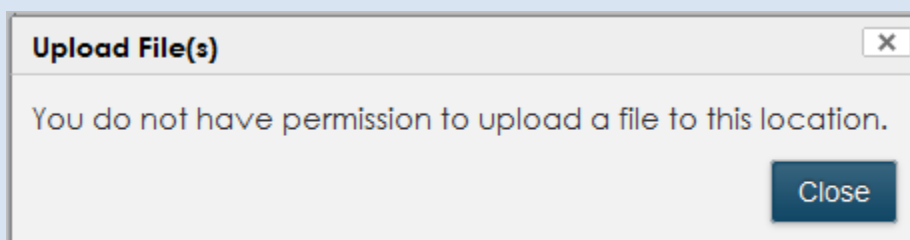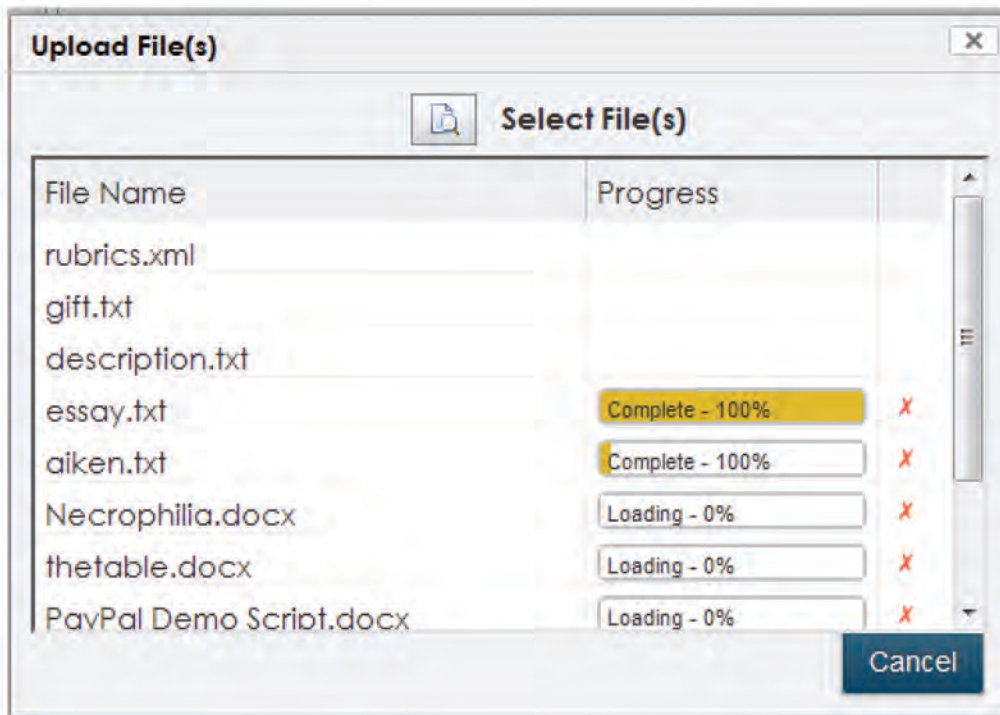

The upload file(s) modal has the `Select File(s)` button, which is used to select one of more files to upload and a progress column, which displays the upload progress of all files being uploaded. Clicking on the `Select File(s)` button brings up a browser file

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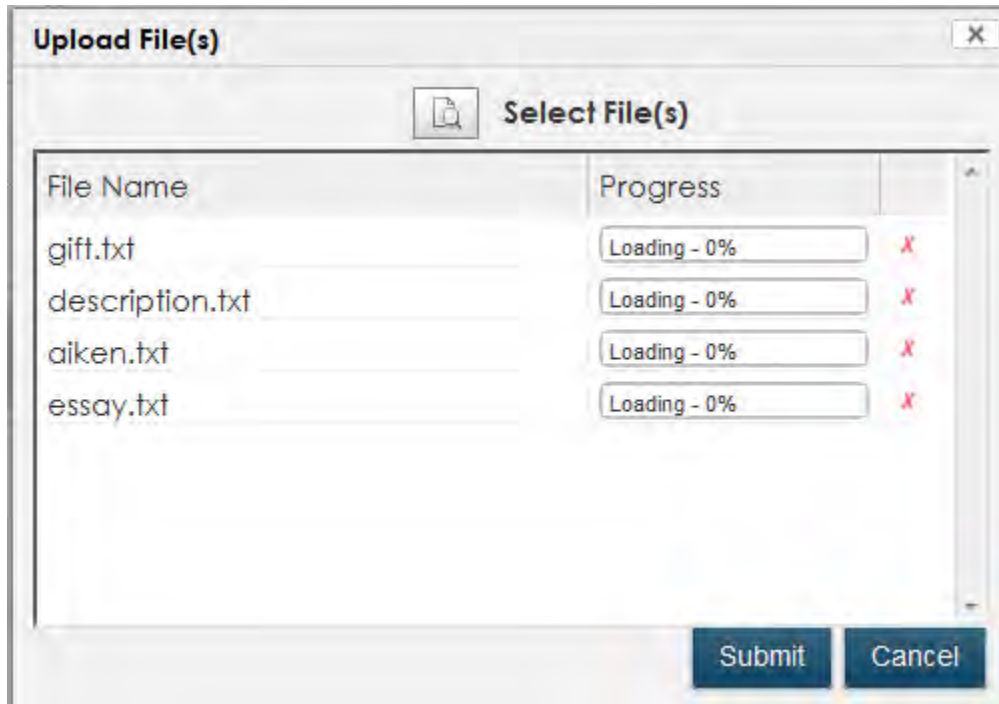
Click the *Submit* button to submit the files for upload, or click the red X icon to delete to the left of a file name to delete it from the upload queue. After clicking the *Submit* button the files will begin uploading.

Upload File(s)   ✕

📄 **Select File(s)**

File Name	Progress	
rubrics.xml		
gift.txt		
description.txt		
essay.txt	Complete – 100%	✗
aiken.txt	Complete – 100%	✗
Necrophilia.docx	Loading – 0%	✗
thetable.docx	Loading – 0%	✗
PayPal Demo Script.docx	Loading – 0%	✗

Cancel

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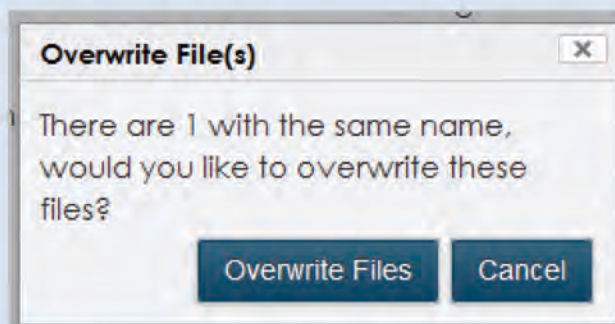
If you want to overwrite the files click the *Overwrite Files* button, if not click the *Cancel* button, which will return you to the *Upload File(s)* modal. Overwriting a file will delete the file from Alfresco and upload a new file. Overwriting a file DOES NOT create a new version of the file it deletes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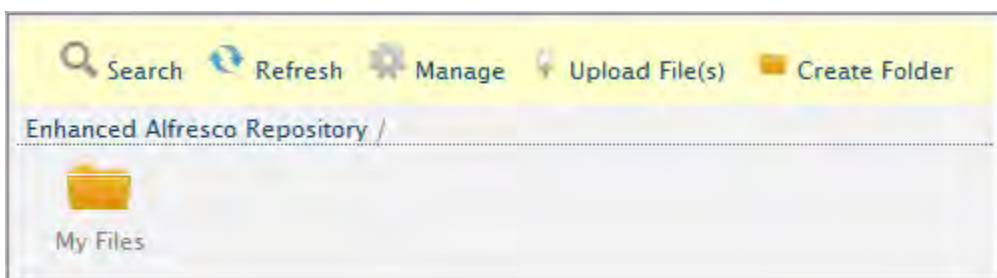
Once all the files have been uploaded the `Upload File(s)` modal will close automatically. The file picker will reload and the files will be displayed within the directory listing for the Enhanced Alfresco Repository.
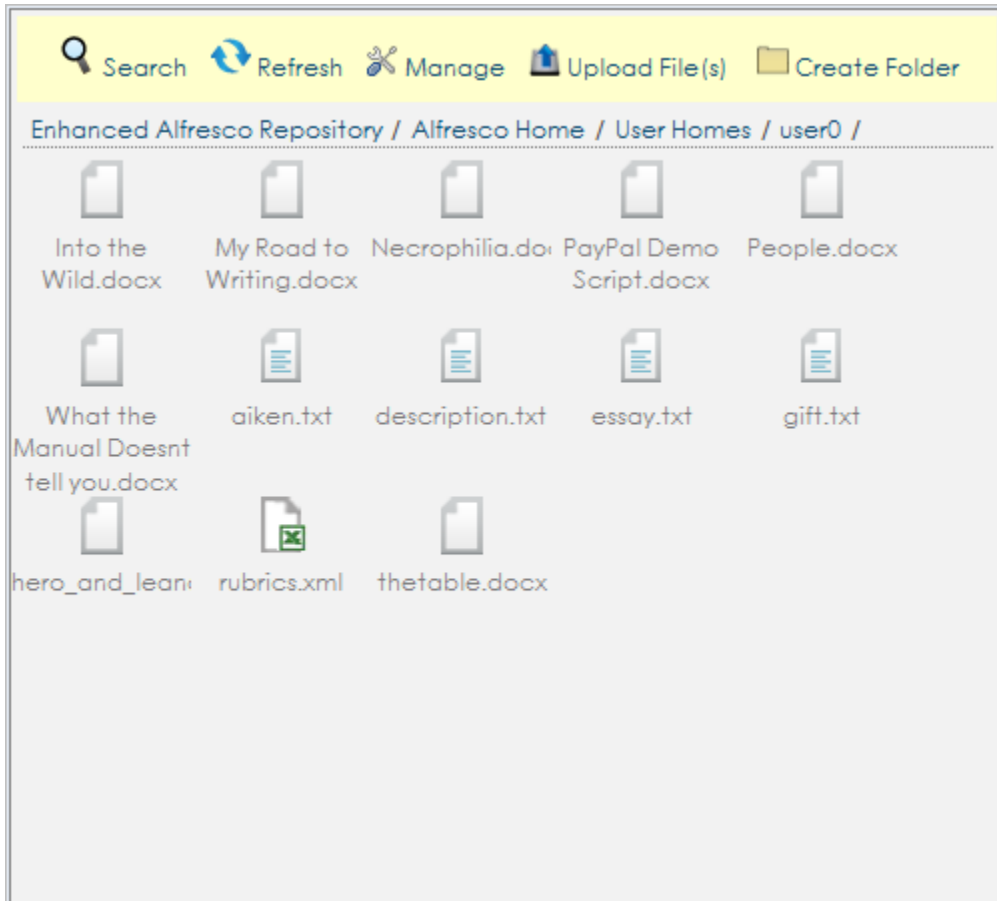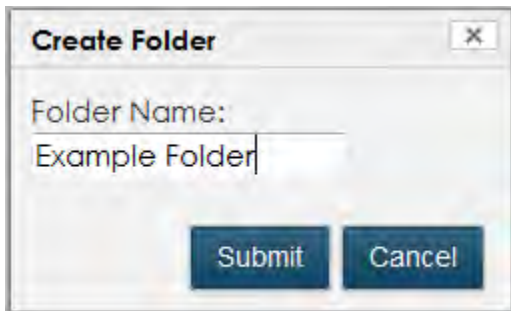

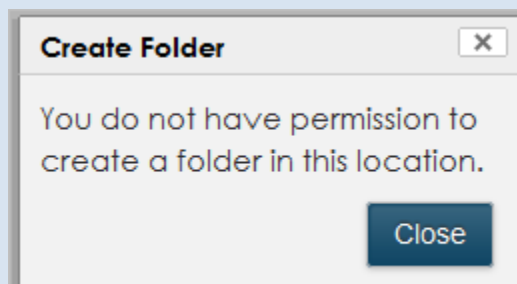### 12.1.4.5. Create a Folder in the Repository

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.

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.


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.
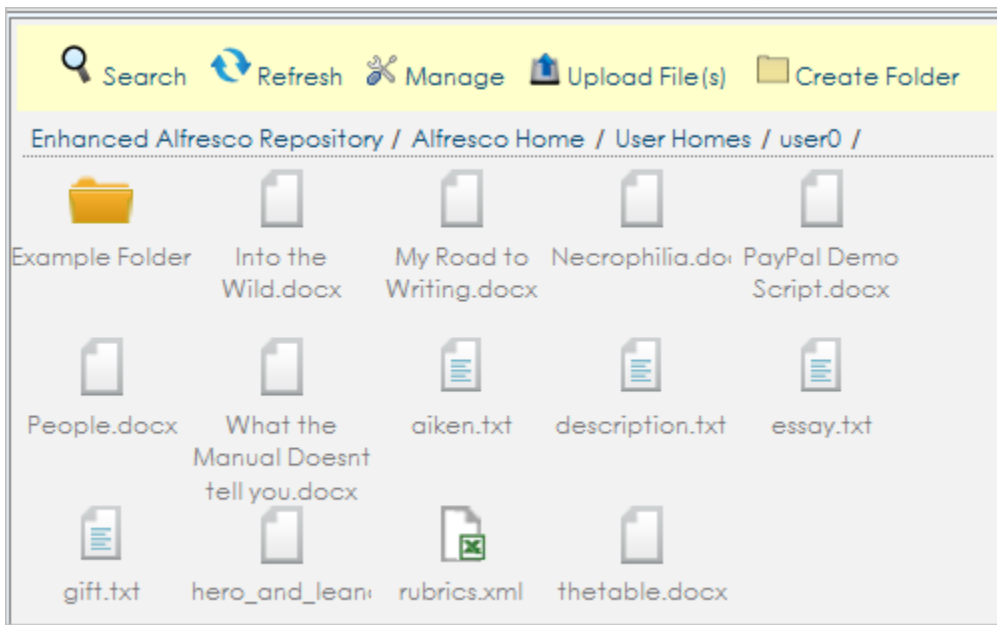
12.1.5. Teacher Documentation

The teacher in a course has access to two additional directories within the file picker that a student does not. These directories are a course specific directory, named based on the course shortname, and the shared directory, which contains files that are shared by all Alfresco users. When a teacher accesses the file picker from within a course, a directory with the shortname of the course will appear in the Enhanced Alfresco Repository plugin at the very beginning of the directory listing.
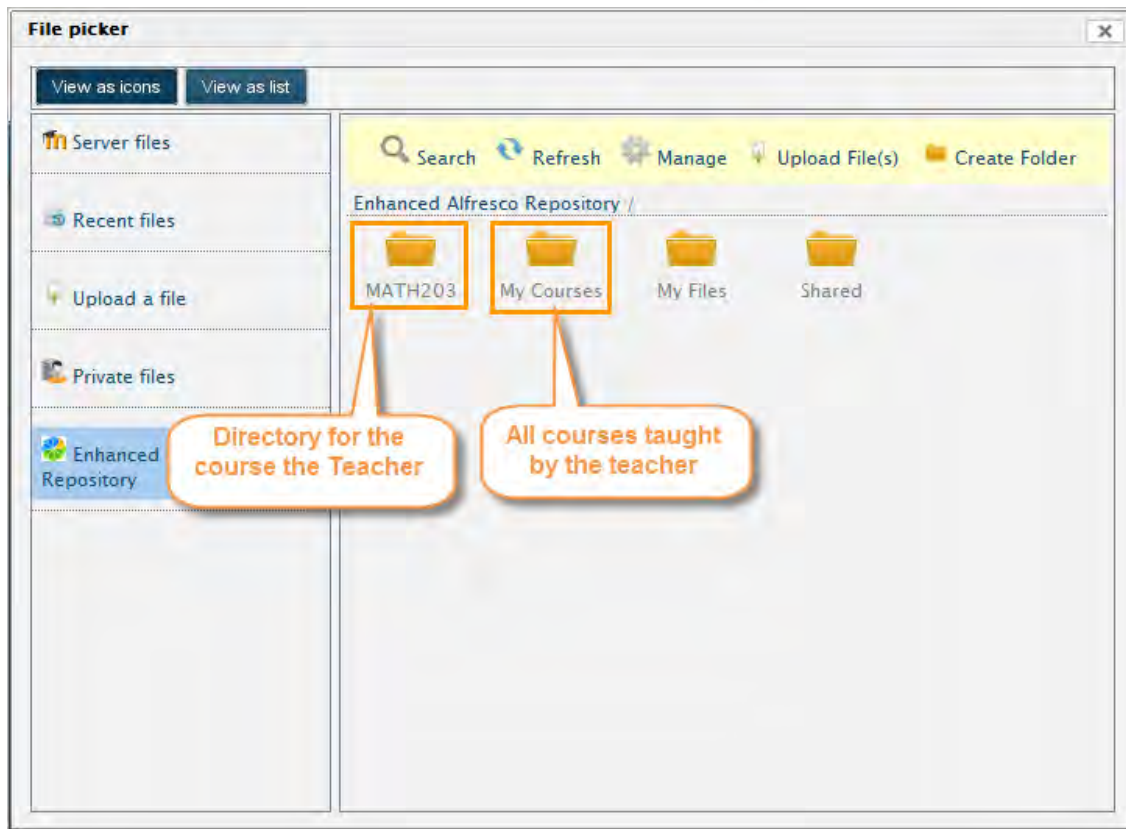
From within the course specific, My courses or the shared the teacher can use the same actions in the action bar a student can to search, manage and upload files.

12.2. Private Files Repository

12.2.1. 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.

12.2.2. 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

12.2.3. User Documentation

12.2.3.1. 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.
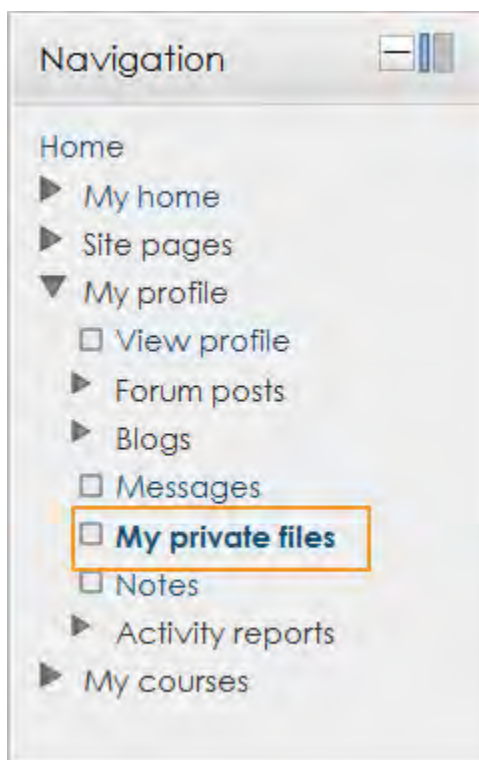
It is also possible to access the private files area via the My private files bloc. This block provides to access the repository by clicking on the Manage my private files link within the block.

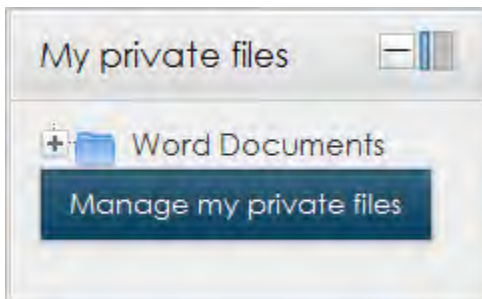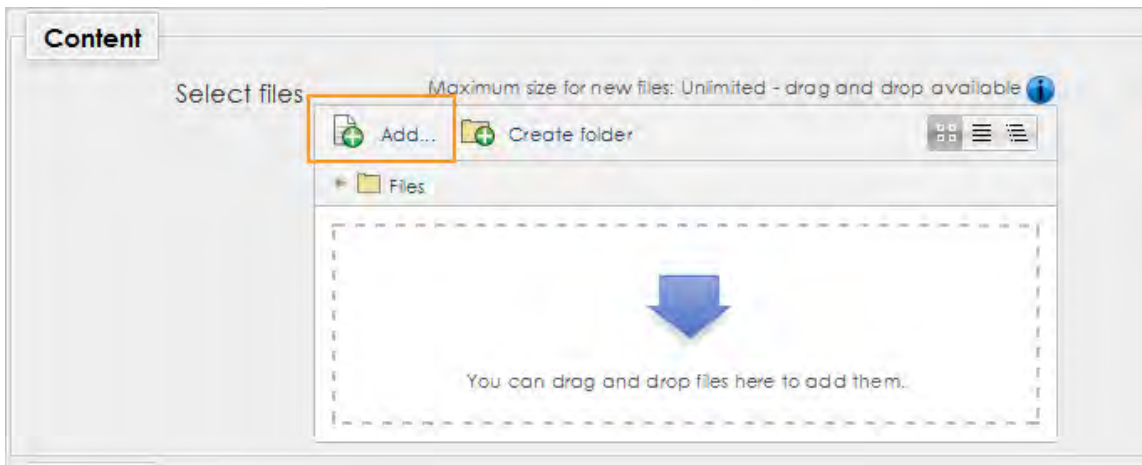Once inside the My private files, users can then click the icons on the top of the file manager to Add, Create folder or Download all files. Files can also be dragged and dropped directly into the My private files area.
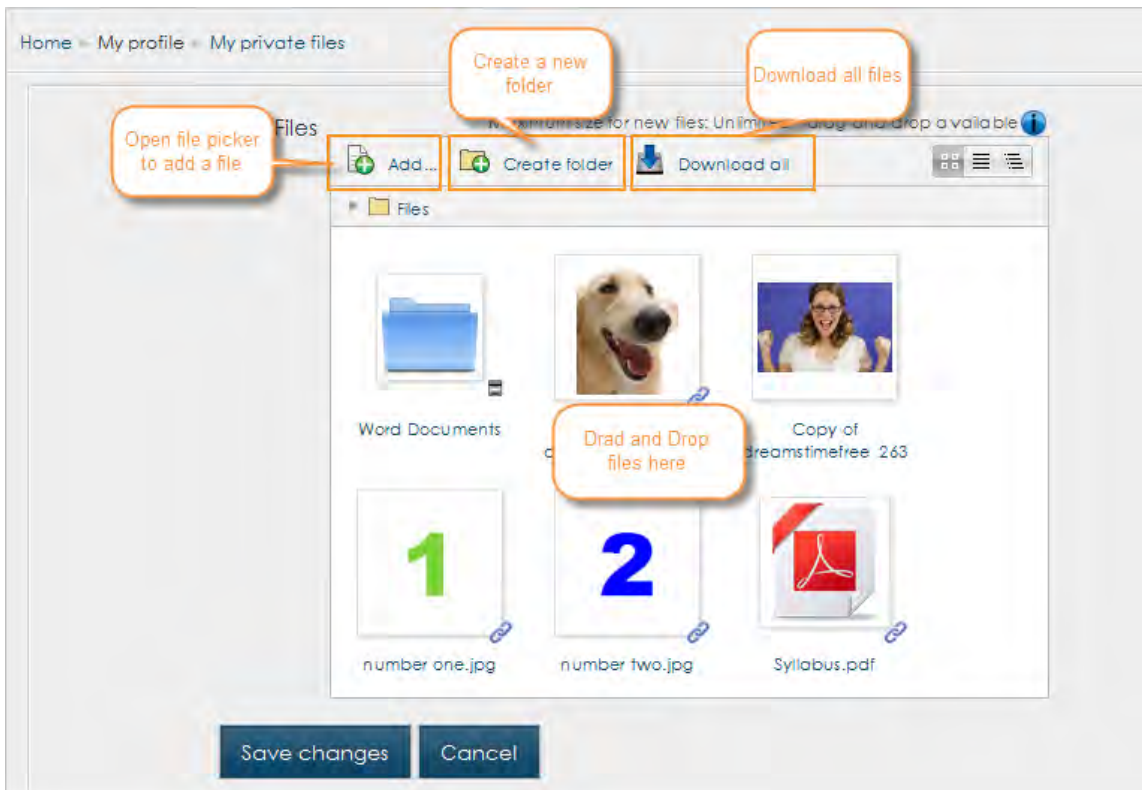
12.2.3.2. Accessing files saved in the Private files repository

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.
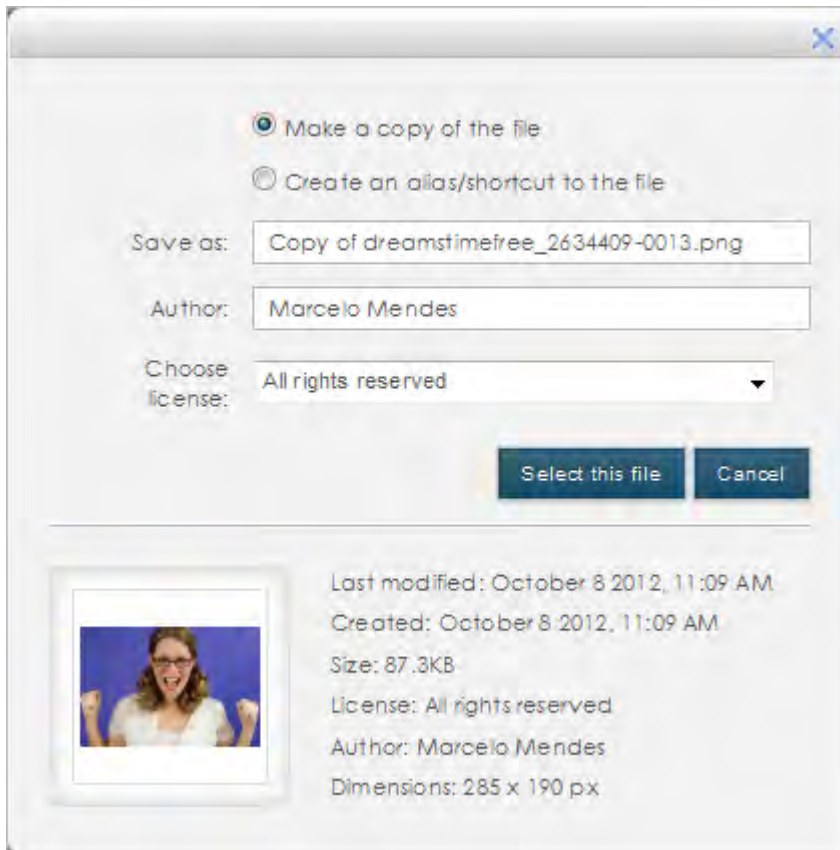
The File picker opens and lists the Private files repository on the left pane.
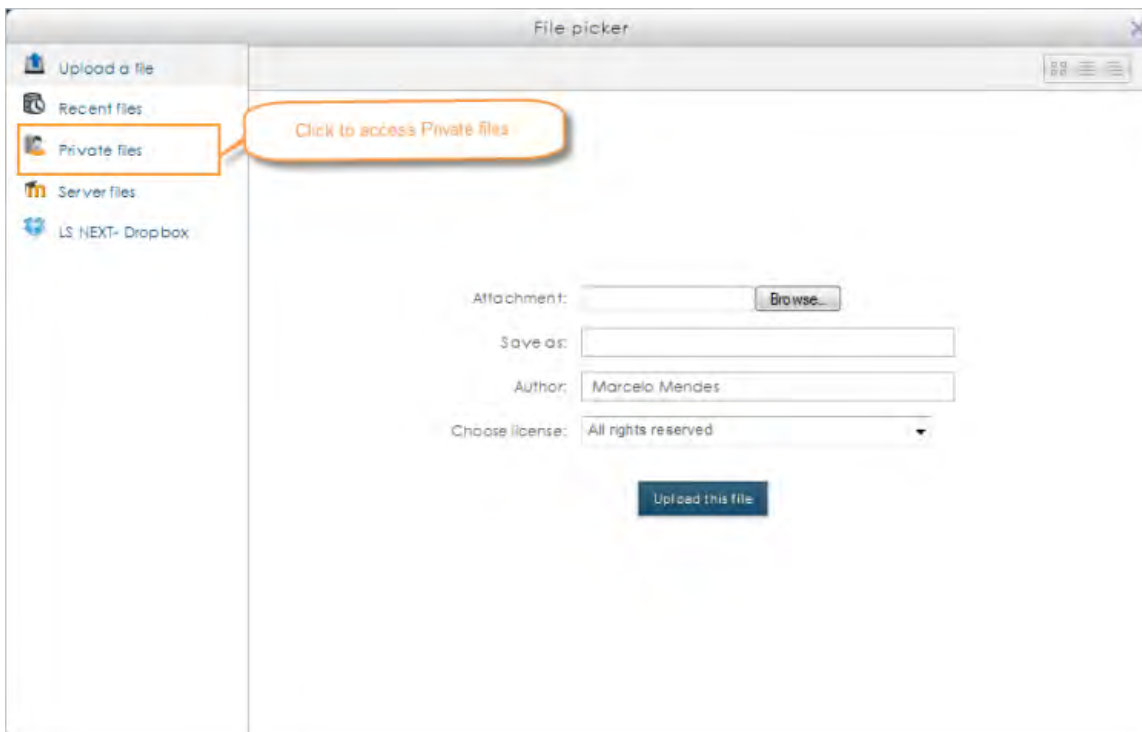
.

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.

12.3. Server Files Repository

12.3.1. Overview

Moodle file repository system contains repositories instances, which are areas where Moodle users can access and/or storage files. The Server files repository enables administrators, manager and teachers to access files used within a course and elsewhere on the site, as long as they have permission to access and edit the area.

12.3.2. Benefits

The Server files repository is the place where files are located in site-specific context and the access to its folders will vary depending on the role of each user. The Server files repository provides the following benefits to Moodlerooms clients:

- Ability to access files saved in other courses

- Files can be re-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

12.3.3. User Documentation

12.3.3.1. Managing Server files

When files are added to courses, they are saved in folders named after the activities/resources.These folders are organized in the context of categories and courses in which users have permission to access. Only users with editing privileges have access to Server files folders of a course. User can browse through the Server files via the File Picker.
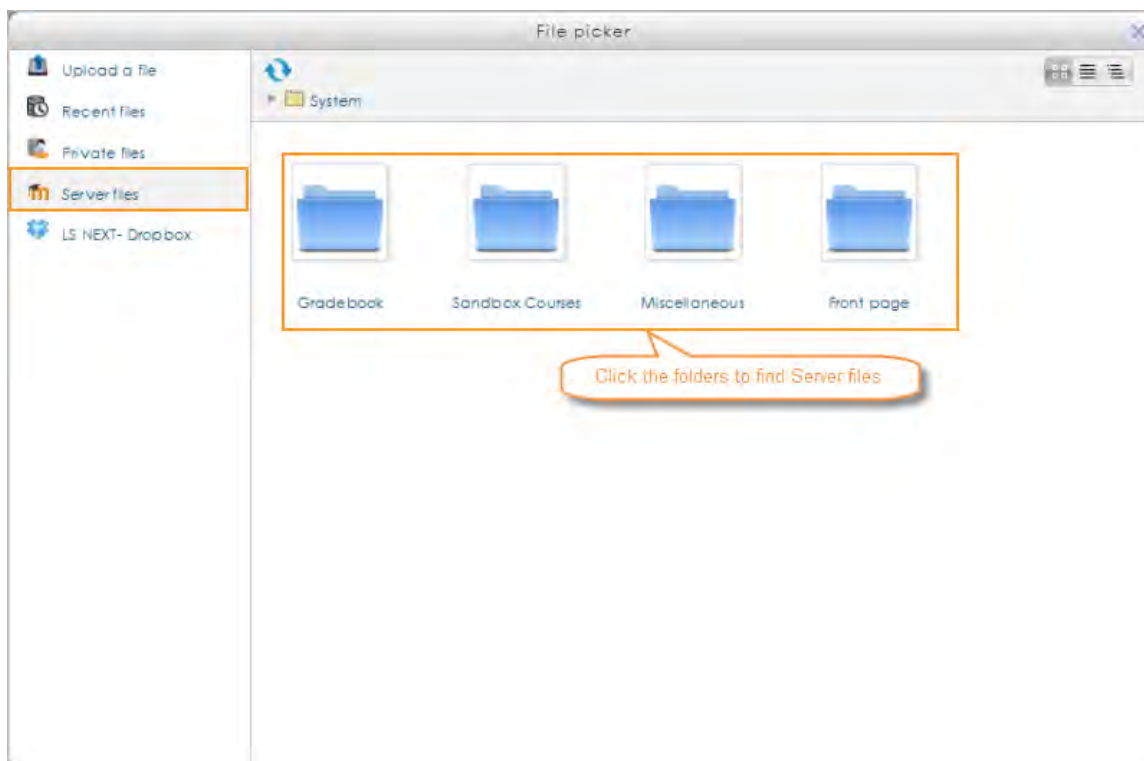
Server files can only be updated via the activity module. To overwrite a file, return to the activity/resource where it was created and click Update.

Drag and drop or add a file with the same exact name.
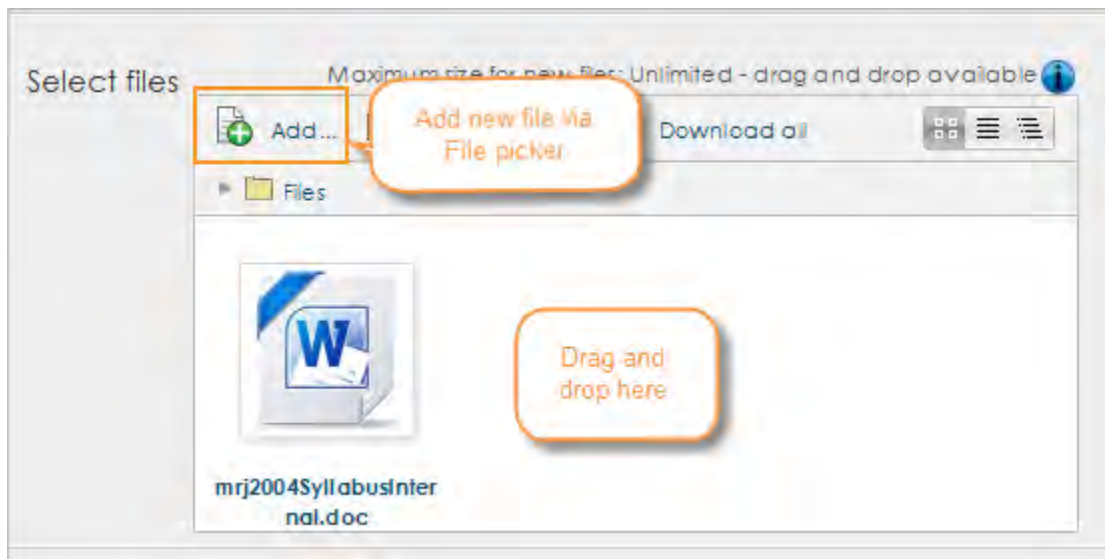
Click the button Overwrite to confirm the file update.
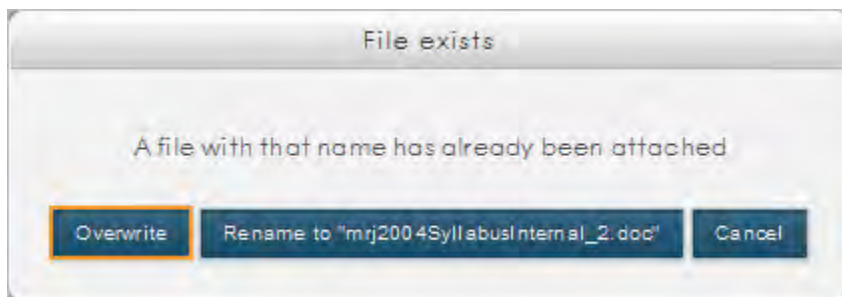
12.3.3.2.

12.3.3.3. Accessing files saved in the Server files repository

Moodle users can easily copy or link the files saved in the Server files as long as they have access to the folder. They first need to find an activity or resource where they want to add a file and click Add... to open the File picker.
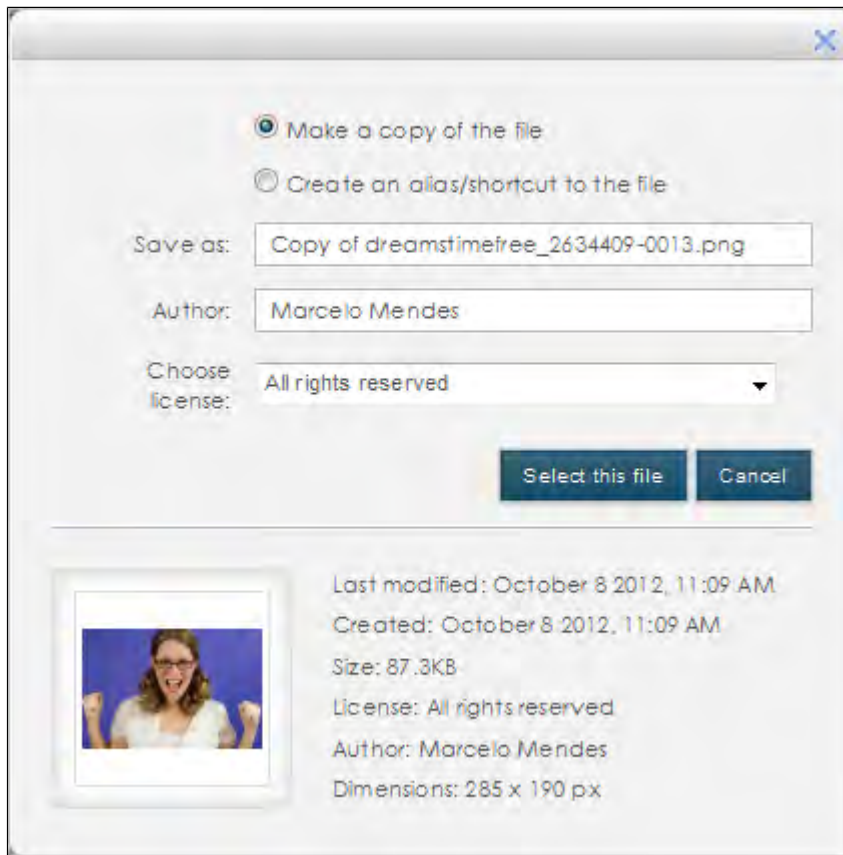
The File picker opens and lists the Server files repository on the left pane. Browse through the folders to find the file.
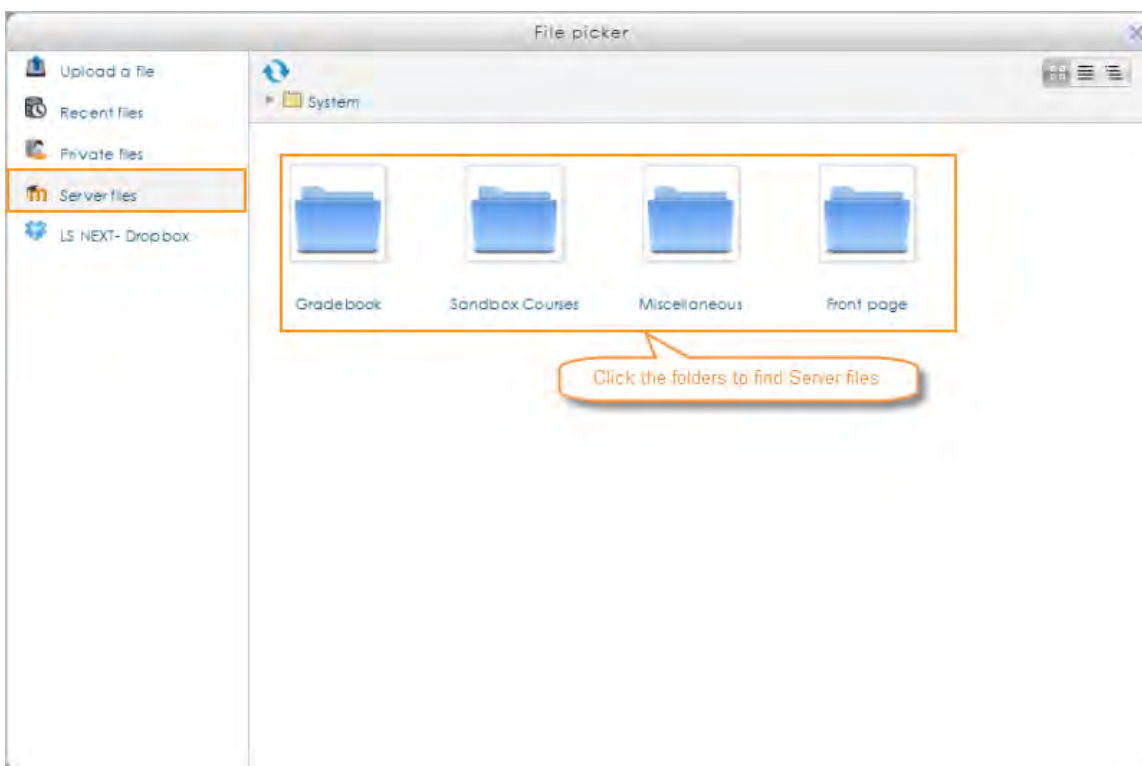
Once a file is selected, the following options are available:

- 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 Server files repository. If an alias is created, then when the original file is

updated, it will change in all instances of the alias.

13. Resources

13.1. Folder

13.1.1. 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.

13.1.2. Benefits

Using the Folder resource, teachers can avoid cluttering the front page of a course with multiple links to individual documents. This makes the course not only more usable, but also more appealing visually. In addition, teachers are able to add a description and group the resources in a logical fashion using subfolders.

13.1.3. Usage Scenarios

Anytime that teachers or course builders find themselves uploading multiple documents to a course, they may wish to consider using the Folder resource.

- When uploading important documents (e.g., syllabi, assignments, contracts) to a course, one might wish to create a "Getting Started" folder.
- A folder containing examples of work to be used as positive and negative examples might be named "The Good, the Bad and the Ugly."
- A teacher might create a folder named "Week 1 Readings" and provide reading materials for the week.
- A trainer wants to give students additional reading material, hand outs, and job aids at the end of a course so they create a "Takeaway" folder with this documents.

13.1.4. User Documentation

To view a Folder resource, students click the resource link on the front page of the course.
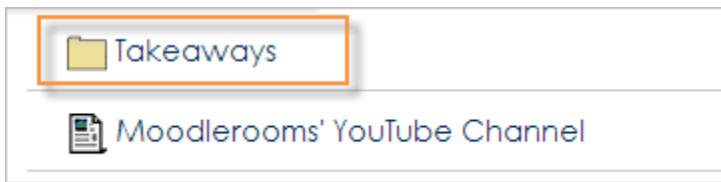
When students view a Folder resource, they see the name of the folder, a description of the folder's contents, and the content of the folder (both subfolders and files).

13.1.5. Teacher Documentation

13.1.5.1. Creating a Folder Resource

To create a new folder resource, complete the following:

1. Turn on editing mode.
2. Choose *Folder* from the *Add a resource* drop-down menu or use the activity chooser.
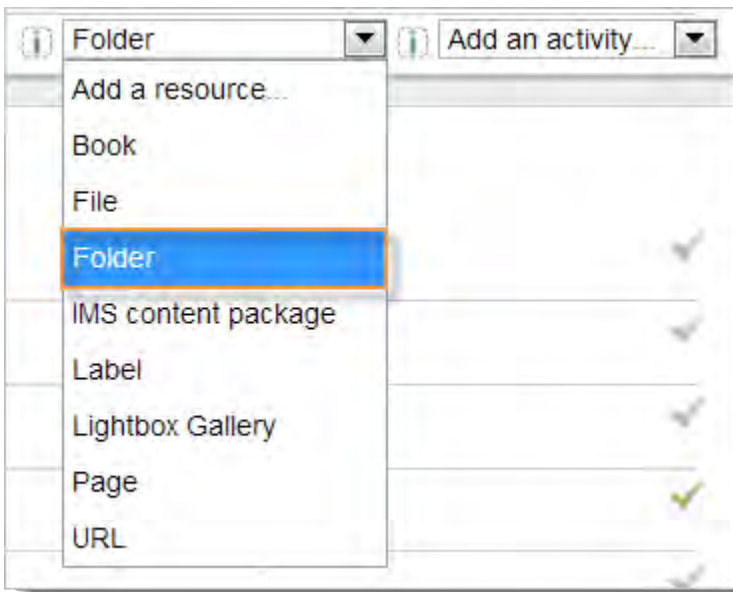
3. Add a name and description for the folder.
4. If desired, check the *Display description on course page* checkbox.
5. Create folders and add files.
6. Optionally, configure the common module settings.
7. Optionally, configure access restriction settings.
8. Optionally, configure activity completion settings.
9. Save the form by clicking the *Save and return to course* or *Save and display* button.

13.1.5.2. Resource Settings

13.1.5.2.1. General

- Name: Enter a name for the resource.
- Description: Enter a summary folder to display to students when they view the resource.
- Display description on course page: Check to display the description on the course front page.

13.1.5.2.2. Content

13.1.5.2.2.1. Add button

In order to add files to the folder, the teacher clicks the *Add* button and launches the file picker. At this point, he or she may add files from server files, recent files, private files, or files located in an external repository.
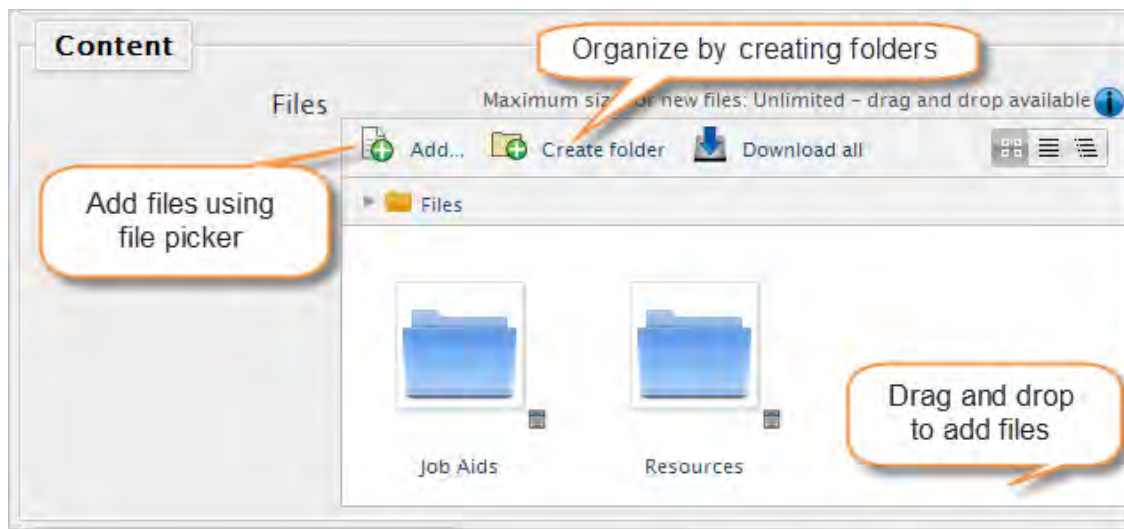
13.1.5.2.2.2. Create folder button

If the teacher wishes to create subfolders inside the Folder resource, he or she clicks the *Create folder* button, enters a name for the subdirectory, and clicks the *Enter* button.

13.1.5.2.2.3. File Properties

Clicking a file brings up the file properties. Here you can:

- Delete: Click to remove the file from the folder.
- *Download:*The file is downloaded to the user's desktop.
- Name: Enter a new name.
- Choose license: Change the license if desired.
- Path: Use to move to file into a different folder or subfolder.

13.1.5.2.3. Common Module Settings

- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity.

13.1.5.2.4. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

13.1.5.2.4.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

13.1.5.2.4.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

13.1.5.2.4.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

13.1.5.2.4.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

13.1.5.2.4.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

To use conditional activities, the feature must be enabled by an administrator by checking the *Enable availability* box in *Administration > Advanced features*. A "Restrict availability" section will appear for teachers on the *Edit Activity* page.

> ⓘ Documentation elements from: Moodle Docs

13.1.5.3. Activity Completion

Activity completion works with course completion and allows a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities.

> ⓘ Requires Completion Tracking to be Enabled
> Activity completion requires that a course have completion tracking enabled before these settings will appear for a resource.

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the resource will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
- Require view: If enabled, the activity is considered complete when a student views the resource.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report. Check this option to enable and set a date.

13.2. Label

13.2.1. Overview

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

13.2.2. Benefits

An online course should be clearly organized and inviting. Often, Labels can draw the learner's eye to key elements of the course. Labels that include multimedia files allow designers to engage the learner before needing to link to a secondary activity page.

13.2.3. Usage Scenarios

1. Add images to the front page of the course for visual appeal.
2. Embed a welcome video for students.
3. Organize course content.

13.2.4. 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.

Label with image as content

Label with text as content

13.2.5. Teacher Documentation

13.2.5.1. Creating a Label Resource

To create a Label to a course you must follow these steps:

1. Turn on editing mode in the course.
2. Select *Label* from the *Add a resource* drop-down menu or by using the activity chooser.
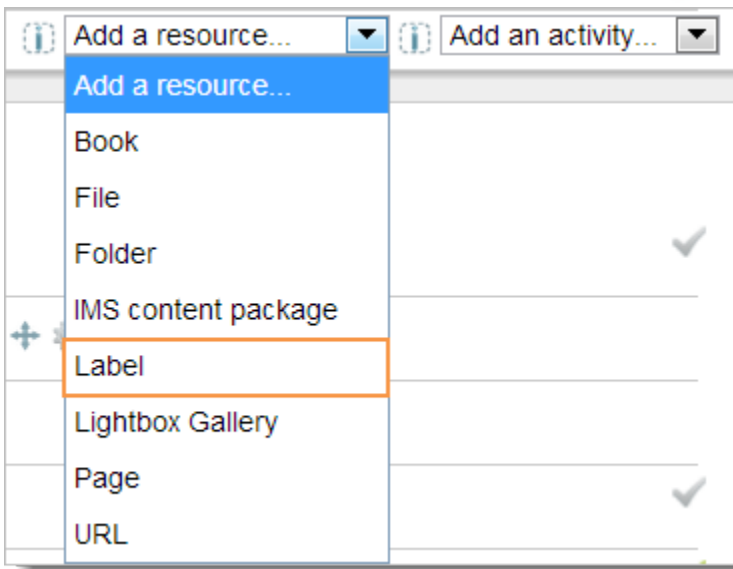
3. Place text, images, or multimedia into the `Label text` area.
4. Optionally, configure the common module settings.
5. Optionally, configure access restriction settings.
6. Optionally, configure activity completion settings.
7. Save the form by clicking the `Save and return to course` or `Save and display` button.

13.2.5.2. Resource Settings

13.2.5.2.1. General

- Label text: The text, images, and multimedia that will be displayed on the course front page.
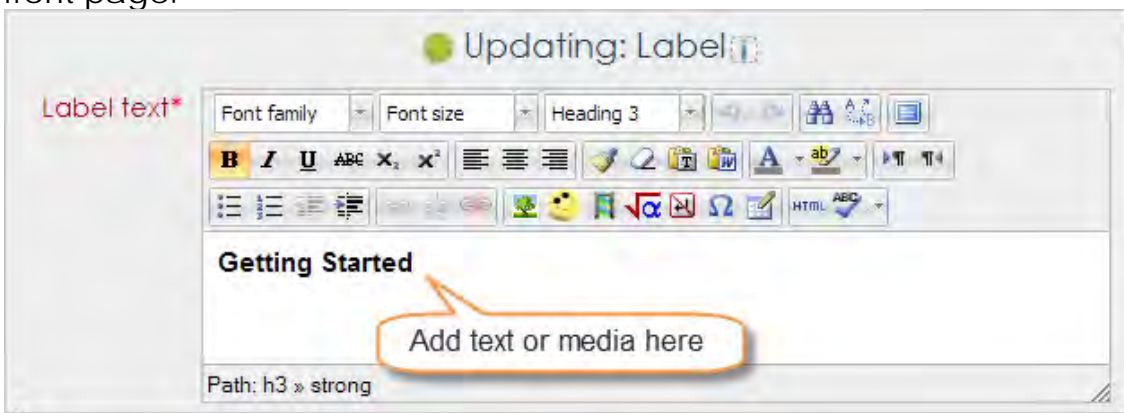
13.2.5.2.2. Common Module

- Visible: Determines if the activity is displayed to students or not within the course.

13.2.5.2.3. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

13.2.5.2.3.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

13.2.5.2.3.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

13.2.5.2.3.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

13.2.5.2.3.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

13.2.5.2.3.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

13.2.5.2.3.6. Admin Settings

To use conditional activities, the feature must be enabled by an administrator by checking the `Enable availability` box in `Administration > Advanced features`. A "Restrict availability" section will appear for teachers on the `Edit Activity` page.

> ℹ️ Documentation elements from: Moodle Docs

13.2.5.3. Activity Completion

Activity completion works with course completion and allows a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities.

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if

desired. If so, the resource will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.

- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report. Check this option to enable and set a date.

13.2.5.4. Accessing a Label Resource

The student and teacher interface of the Label resource are similar. When viewing the Label, the instructor can use the Settings block to edit the activity by clicking on the `Edit Settings` link. Alternately, the instructor can edit the activity from the course page (while in "Editing Mode") by clicking on the edit icon next to the label.

13.3. Page

13.3.1. 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.
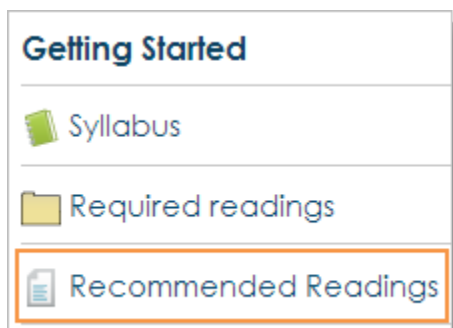
13.3.2. Benefits

A page is perfect for a smaller piece of content that the student can easily access from the front page of the course.

13.3.3. Usage Scenarios

A teacher may choose to use a Page to add the following kinds of content to a course:

- Text based content such as a course syllabi
- Background materials
- Pages with embedded content
- Images
- Videos
- Embedded search widget for Twitter updates that may pertain to the course
- Embedded search widgets for Flickr photos that may be tagged with course keywords

13.3.4. 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.
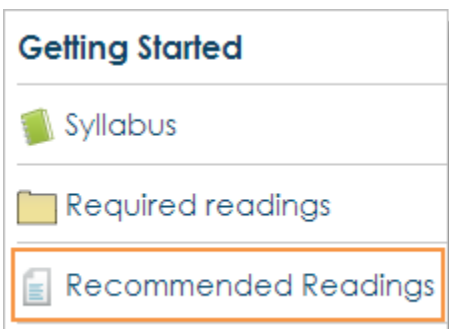
13.3.5. Teacher Documentation

13.3.5.1. Creating a Page Resource

To create these links to a course, complete these steps:

1. Turn on editing mode.
2. Select "Page" from the *Add a resource* drop-down menu or use the activity chooser.
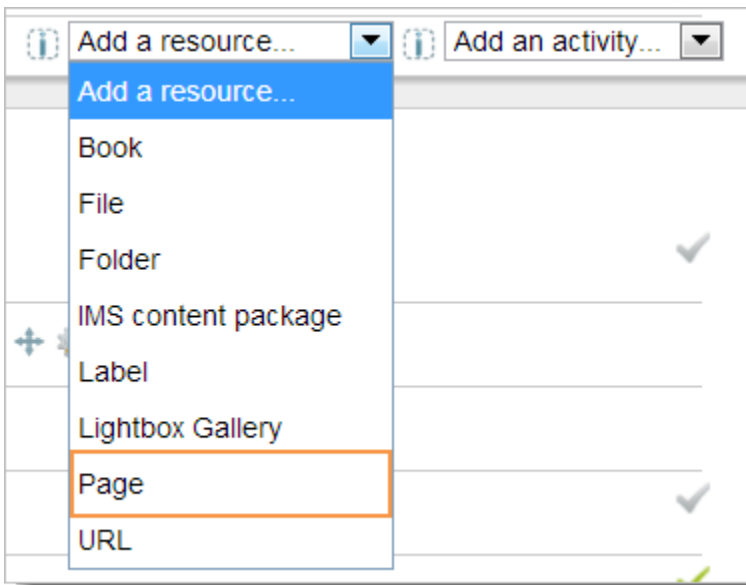
3. Enter a title for the page into the *Name* field.
4. Provide a description of the resource.
5. If desired, check the *Display description on course page* checkbox.
6. Enter the page content into the *Page content* text area.
7. Set the display options.
8. Optionally, configure the common module settings.
9. Optionally, configure access restriction settings.
10. Optionally, configure activity completion settings.
11. Save the form by clicking the *Save and return to course* or *Save and display* button.

13.3.5.2. Resource Settings

13.3.5.2.1. General

- Name: Enter a name of the page that is displayed in the course and at the top when the user views the page content.
- Description: Description of the page to optionally display on the main page of the course.
- Display description on course page: Check to display the description on the course front page.

13.3.5.2.2. Content

- Page content: The html, images, and media that will display when the page is viewed.

13.3.5.2.3. Options

- Display page name: If checked the page name will display with the page content when the page is viewed.
- Display page description: Check to display the description.

13.3.5.2.4. Common Module Settings

Common module settings

Visible	Show ▾
ID number ⓘ	

- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity.

13.3.5.2.5. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

13.3.5.2.5.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

Restrict access

Allow access from ⓘ	22 ▾ January ▾ 2013 ▾ 00 ▾ 00 ▾ ☐ Enable
Allow access until	22 ▾ January ▾ 2013 ▾ 00 ▾ 00 ▾ ☐ Enable
Release code ⓘ	
Grade condition ⓘ	(none) ▾ must be at least ____ % and less than ____ %
	Add 2 grade conditions to form
Activity completion condition ⓘ	(none) ▾ must be marked complete ▾
	Add 2 activity conditions to form
Before activity can be accessed	Show activity greyed-out, with restriction information ▾

Check to enable then set date.

13.3.5.2.5.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade

for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

13.3.5.2.5.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

13.3.5.2.5.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

13.3.5.2.5.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

13.3.5.2.5.6. Admin Settings

To use conditional activities, the feature must be enabled by an administrator by checking the *Enable availability* box in *Administration > Advanced features*. A "Restrict availability" section will appear for teachers on the *Edit Activity* page.

> ℹ️ Documentation elements from: Moodle Docs

13.3.5.3. Activity Completion

Activity completion works with course completion and allows a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities.

ⓘ **Requires Completion Tracking to be Enabled**
Activity completion requires that a course have completion tracking enabled before these settings will appear for a resource.

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the resource will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
- Require view: If enabled, the activity is considered complete when a student views the resource.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report. Check this option to enable and set a date.

Activity completion	
Completion tracking ⓘ	Show activity as complete when conditions are met ▼
Require view	☑Student must view this activity to complete it
Expect completed on ⓘ	22 ▼ January ▼ 2013 ▼ ☐Enable

13.3.5.4. Viewing Page Resource

The student and instructor interface of the Page resource activity are similar. When viewing the activity, the instructor can use the Settings block to edit the activity by clicking on the *Edit Settings* link. Alternatively, the instructor can edit the activity from the course page (while in "Editing Mode") by clicking the edit icon next to the Page resource link.

13.4. URL

13.4.1. 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.

Getting Started

📗 Syllabus

📁 Required readings

📄 Recommended Readings

📄 How to Site References for Assignments
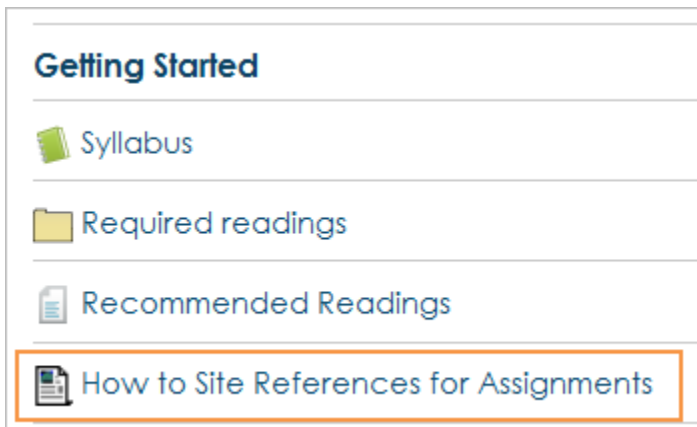
13.4.2. Benefits

Linking to URLs ties the "isolated" online course to all of the extraordinary resources of the Internet. While the course may be a place where learners and facilitators discuss materials, links to the Web provide direction for searching for critical information.

The setting that allows for linking embedded material into a course activity provides the most current technologies for merging different parts of the Web into a single experience.

13.4.3. Usage Scenarios

Instructors may want to link to resource Web sites (e.g., media sites, history archives). Likewise, course designers might want to link to activities outside of the course, where students have an experience or make a discovery and then report back to that class.

13.4.4. 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.

13.4.5. Teacher Documentation

13.4.5.1. Create a URL Resource

To create A URL resource link in a course, complete these steps:

1. Turn on editing mode.
2. Select "URL" from the *Add a resource* drop-down menu or use the activity chooser.
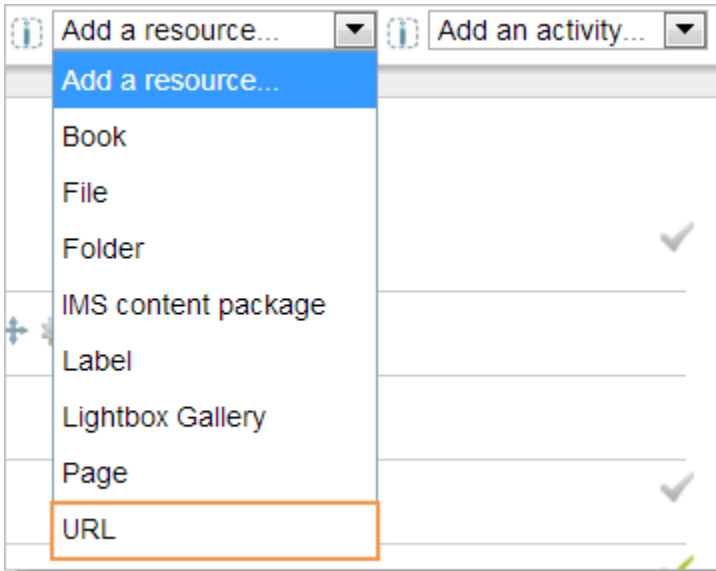
3. Enter a title for the URL into the *Name* field.
4. Provide a description of the resource.
5. If desired, check the *Display description on course page* checkbox.
6. Include the URL address to the external resource.
7. Set display options.
8. Optionally, set link parameters.
9. Optionally, configure the common module settings.
10. Optionally, configure access restriction settings.
11. Optionally, configure activity completion settings.
12. Save the form by clicking the *Save and return to course* or *Save and display* button.

13.4.5.2. Resource Settings

13.4.5.2.1. General
- Name: Name of the URL that is displayed in the course and at the top of the screen when the user views the URL.
- Description: Description of the URL that displays before the user views the URL if a new page window is not selected.
- Display page description: If checked the page description will display with the page content when the page is viewed.

13.4.5.2.2. Content

Enter the URL into this *External URL* field or find it using the *Choose a link* button.

13.4.5.2.3. Options

Because an external URL has the potential of confusing users by removing them from the course environment and onto a different Web page, Course Designers should consider some of the usage scenarios and display choices for this resource.

Here, you can choose to display your linked page in a number of different ways:

- Display: This setting determines how the URL will be displayed to the user.
    - Automatic - The best display option for the URL is selected automatically.
    - Embed - The URL is displayed within the page below the navigation bar together with the URL description and any blocks.
    - In frame - The URL is displayed within a frame below the navigation bar and URL description.
    - New window - The URL is displayed in a new browser window with menus and an address bar.
    - Open - Only the URL is displayed in the browser window.
    - In pop-up - The URL is displayed in a new browser window without menus or an address bar.
- Popup width (in pixels): Enter the desired width.
- Popup height (in pixels): Enter the desired height.
- Display URL name: If checked the URL name will display with the URL content when the URL is viewed.
- Display URL description: If checked the URL description will display with the URL content when the URL is viewed.

13.4.5.2.4. Link Parameters (Advanced)
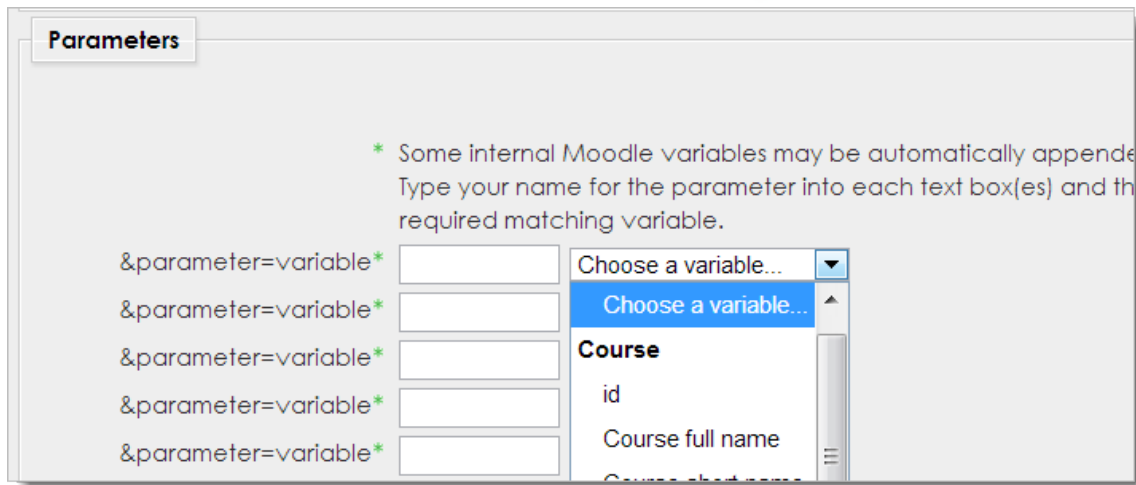
Teachers and course builders can also add links to external Web pages that include parameters. This allows certain information from the user and the course to accompany the URL and (in some cases) allows for deeper linking into the external system.

> ℹ️ Note
> Parameters are quite an advanced feature. Some knowledge of how Web forms pass information to Web pages is required.

The parameter settings are completely optional, and are only useful when you need to pass some Moodle information to the resource file or Web site. If you define any parameters, they will be passed to the resource as part of the URL (using the GET method). The left column allows you to choose information to send, and the right column allows you to give it a name. Note that the user information will be from the user who is looking at this resource, and the course information is from the course that this resource is part of.

An example is to send students to the URL http://www.google.com/search. This is the page that returns search results for your Google searches but, if you go there directly, without specifying what you wish to search for, you just get the standard Google search screen. Google expects a parameter called q that tells it what to look for. If you select a parameter (any will do, but in this example we'll use Surname) and give it the name "q," then every user will see a page of search results based upon the Surname stored in their profile.

A slightly more useful example can be seen on the front page of Moodle.org. The Documentation link (second from the top on the left-hand side) uses parameters to add the language specified in the user's profile to the link. Try changing your language before clicking on the link and see where you end up. (Bear in mind that if no Moodle Docs exists for a language, you will be redirected to the English documentation).

In general, this feature provides a powerful way to connect Moodle to external Web resources that are logically divided up by Geographic Region, Course or User details, etc. For example, you may already have all your past course papers available ordered by course code. This allows a standard course template to be created that points to different places when the course code is changed. If the external source cannot accept connections in the standard format that Moodle provides, and you have access and control over the external source, then a server add-on called mod_rewrite could be used to make them interoperable.

You can pass up to five parameters in the URL. These parameters encompass:

- Course Information
    - id - The unique id for the course in the database.
    - Course Full Name - The full name for the course in the course settings screen.
    - Course Short Name - The short name for the course in the course settings screen.

- Course ID Number - The ID number for the course in the course settings screen.
- Summary - The summary for the course in the course settings screen.
- Format - The format for the course in the course settings screen, social, weeks, topics, and SCORM.
- URL
  - id - The unique id for the URL in the database for this URL.
  - cmid - Course module id for the URL that has been created.
  - Name - The value in the name field of the URL under general settings
  - ID number - The ID number assigned in the common module settings.
- Miscellaneous Information
  - Language - The site's preferred language.
  - Full Site Name - The site's full name value found in *Site Administration > Front Page > Front Page settings*.
  - Server URL - The url for the server.
  - Time - The current time.
- User information
  - id: The unique id for the user for this site.
  - User Name - The user's username used to login to the site.
  - ID Number - The value in the ID number field of the user's profile.
  - First Name - The value in the first name field of the user's profile.
  - Last Name - The value in the last name field of the user's profile.
  - User Full Name - The value of the first and last name fields of the user's profile combined.
  - E-mail Address - The value in the email field of the user's profile.
  - ICQ Number - The value in the ICQ number field of the user's profile.
  - Phone 1 - The value in the phone 1 field of the user's profile.
  - Mobile Phone 2 - The value in the mobile phone 2 field of the user's profile.
  - Institution - The value in the institution field of the user's profile.
  - Department - The value in the department field of the user's profile.
  - Address - The value in the address field of the user's profile.
  - City/Town - The value in the city/town field of the user's profile.
  - Timezone - The value in the timezone field of the user's profile.
  - Web Page - The value in the web page field of the user's profile.

ⓘ Information about parameters from Moodle Docs

13.4.5.2.5. Common Module Settings

- Visible: Determines if the activity is displayed to students or not within the course.
- ID Number: Teachers who want to create advanced grade calculations within the grade book can create a unique ID number here. This allows the creation of formulas in the grade book that perform calculations using the grades within this activity.

13.4.5.2.6. Restrict Access

An instructor can create conditions for the availability of a course activity. Dates, score ranges, and/or the completion of other course activities trigger these conditions. Note that ALL availability restrictions have to be met in order for the activity to be made available.

13.4.5.2.6.1. Date Condition

Identify dates when the activity is available and then made unavailable again. The difference between access from/to dates and availability settings for the activity is that outside the set dates the latter allows students to view the activity description, whereas access from/to dates prevent access completely.

13.4.5.2.6.2. Grade Condition

You can specify a condition on any grade in the course: the full course grade, the grade

for any activity, or a custom grade that you create manually.

You can enter a minimum value (at least percentage), a maximum value (less than percentage), both, or neither. The activity will only appear if the student has a value for the specified grade, and if it falls within any specified number range. You can add more than one grade condition. All conditions must be met in order for the activity to appear.

- The range numbers can be fractional (with up to five decimal places) if necessary
- Be careful with the maximum value – if the maximum is 7, a student who scores exactly 7 will not see the activity. You could set it to 7.01 if you really wanted to include 7.
- If creating several different activities that appear according to grade ranges, use the same number for the maximum of one activity, and the minimum of the next. For example, you might create one activity with a maximum of 7 and another with a minimum of 7. The first would appear to everyone scoring between 0 and 6.99999, and the second would appear to everyone scoring 7.00000 to 10. This guarantees that everyone will view an activity regardless of their grade.

13.4.5.2.6.3. Creating More Conditions

Click on the `Add 2 grade conditions to form` button to make more conditions for this activity. With multiple grade conditions the activity is shown only when all conditions are met. Leave a condition blank and it will not be saved, this is how you add only one more condition when clicking the `Add 2 grade conditions to form` button.

13.4.5.2.6.4. New Adaptive Learning Paths

Applying restrictions to activities provides the ability to create adaptive learning paths.

For example, after a quiz, any one of three different lessons might appear to a student, depending upon their score. The teacher can have one for low scores, one for high scores and one for average score ranges. The teacher could have a short quiz-like survey, with 7 questions asking the student to give their feelings on a 1 to 5 scale. A range of scores would reveal different activities. Students who liked dark colors might get the black and gray activities revealed. Those who liked light colors might get the white and gray activities.

On the other hand, you may have to design a certified training course that requires approval from government regulators. Conditional activities will assure them that the trainees have been exposed to everything in the course, in a fixed order, and that the trainees must meet certain quantifiable standards from time to time before being allowed to proceed in the course. Correct use and explanation of conditional activities may ensure validation of your course.

13.4.5.2.6.5. An Example

Students are required to undertake four tasks in a precise order. According to their score in a quiz, the fourth task - a Moodle lesson - is either at a lower or more advanced level. They must:

- View a Web page explaining the course
- Post an introductory message in a forum
- Take a quiz
- Move onto a lesson that is tailored based on their performance in the quiz

13.4.5.2.6.6. Admin Settings

To use conditional activities, the feature must be enabled by an administrator by checking the `Enable availability` box in `Administration > Advanced features`. A "Restrict availability" section will appear for teachers on the `Edit Activity` page.

> ℹ️ Documentation elements from: Moodle Docs

13.4.5.3. Activity Completion

Activity completion works with course completion and allows a teacher to allow students to set their progress in a course or automatically update progress in a course based on conditions for activities.

> ℹ **Requires Completion Tracking to be Enabled**
> Activity completion requires that a course have completion tracking enabled before these settings will appear for a resource.

- Completion tracking: If enabled, activity completion is tracked, either manually or automatically, based on certain conditions. Multiple conditions may be set if desired. If so, the resource will only be considered complete when ALL conditions are met. A tick next to the activity name on the course page indicates when the activity is complete.
- Require view: If enabled, the activity is considered complete when a student views the resource.
- Expect completed on: This setting specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report. Check this option to enable and set a date.

Activity completion

Completion tracking ℹ	Show activity as complete when conditions are met ▼
Require view	☑ Student must view this activity to complete it
Expect completed on ℹ	22 ▼ January ▼ 2013 ▼ ☐ Enable

13.4.5.4. Viewing a URL Resource

The student and instructor interface of the URL resource are similar. When viewing the resource, the instructor can use the Settings block to edit the URL resource by clicking on the `Edit Settings` link. Alternatively, the instructor can edit the URL resource from the course page (while in "Editing Mode") by clicking the edit icon next to the resource link.

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