Contents

Setting up a Course

Step #1 – **Adjust Course Settings** is covered in the next several pages of this document. It is taken from the next screen in the process and there are many options. We will explain each option, which may or may not apply to your specific needs.

Your Course Name

Edit course settings

▼ Collapse all

▼ General

Course full name* ⑦	Your Course Name
Course shortl name* ⑦	Your Course (short name)
Course category ⑦	(this is the category name) ▼
Visible ⑦	Hide ▼
Course start date ⑦	29 ▼ December ▼ 2015 ▼ 🗓
Course ID number ⑦	

1. Course full name – The full name of the course is displayed at the top of each page in the course and in the list of courses.
2. Course short name – The short name of the course is displayed in the navigation and is used in the subject line of course email messages.
3. Course category – This setting determines the category in which the course will appear in the list of courses.
4. Visible – This setting determines whether the course appears in the list of courses. Apart from teachers and administrators, users are not allowed to enter the course.

5. Course start date – This setting determines the start of the first week for a course in weekly format. It also determines the earliest date that logs of course activities are available for. If the course is reset and the course start date changed, all dates in the course will be moved in relation to the new start date.
6. Course ID number – The ID number of a course is only used when matching the course against external systems and is not displayed anywhere on the site. If the course has an official code name it may be entered, otherwise the field can be left blank.

Course format:

Format –

The course format determines the layout of the course page.

- Single activity format - For displaying a single activity or resource (such as a Quiz or SCORM package) on the course page
- Social format - A forum is displayed on the course page
- Topics format - The course page is organized into topic sections
- Weekly format - The course page is organized into weekly sections, with the first week starting on the course start date

Number of sections –

The numbers of sections are like chapters or some logical breaks in a course.

Hidden sections –

This setting determines whether hidden sections are displayed to students in collapsed form (perhaps for a course in weekly format to indicate holidays) or are completely hidden.

Course layout –

This setting determines whether the whole course is displayed on one page or split over several pages.

Appearance:

Force language –

This defaults to "Do not force". There may be times that an instructor may want a specific language displayed and would want to force to only display a specific language.

New items to show –

This setting determines how many recent items appear in the latest news block on the course page. If set to "0 news items" then the latest news block will not be displayed.

Show gradebook to students –

Many activities in the course allow grades to be set. This setting determines whether a student can view a list of all their grades for the course via a grades link in the course administration block.

Show activity reports –

Activity reports are available for each participant that show their activity in the course. As well as listings of their contributions, such as forum posts or assignment submissions, these reports also include access logs. This setting determines whether a student can view their own activity reports via their profile page.

Files and uploads:

Files and uploads –

This setting determines the largest size of file that can be uploaded to the course, limited by the site-wide setting set by an administrator. Activity modules also include a maximum upload size setting for further restricting the file size.

Completion tracking:

Completion tracking –

If enabled, activity completion conditions may be set in the activity settings and/or course completion conditions may be set.

Guest access:

Allow guest access –

This setting determines whether a user can access the course as a guest, without being required to enroll.

Password –

A password allows guest access to the course to be restricted to only those who know the password. Guests will be required to supply the password each time they access the course.

Groups:

Group mode –

This setting has 3 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

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.

Force group mode –

If group mode is forced, then the course group mode is applied to every activity in the course. Group mode settings in each activity are then ignored.

Default grouping –

Once some groupings have been created, a default grouping for course activities and resources may be set.

Role renaming

> This setting allows the displayed names for roles used in the course to be changed. Only the displayed name is changed - role permissions are not affected. New role names will appear on the course participant's page and elsewhere within the course. If the renamed role is one that the administrator has selected as a course manager role, then the new role name will also appear as part of the course listings.

After making all of the selections and filling in the course information, save the course. You have now completed the course setup.

Step #2 Turn editing on – After you make adjustments to the course structure, you are ready to add content. We will now explain how and the types of content you can add to the course.

Step #2 - "Turn editing on". Notice that this is titled "Course cdministration"

ADMINISTRATION

Course administration
Turn editing on
Edit settings
Course completion
Users
Enrolled users
Enrollment methods
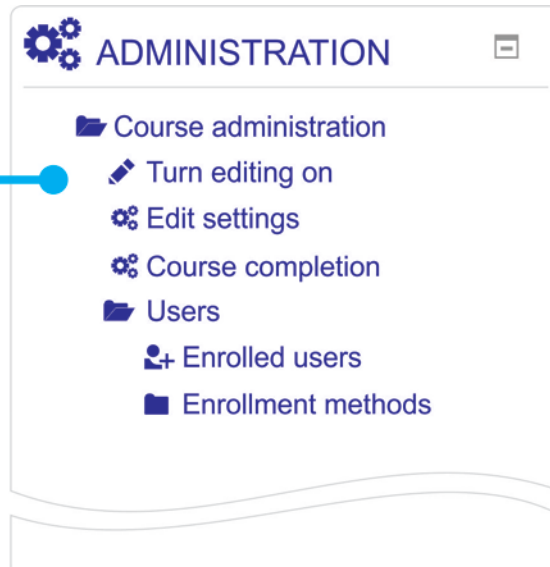
Step #3 Add content – After turning on the editing for the course, features will become available. The following is a brief summary of the most commonly used items:

Your Course Name

#1

+Add an activity or resource

Topic 1

#2

+Add an activity or resource   #3

Topic 2

+Add an activity or resource
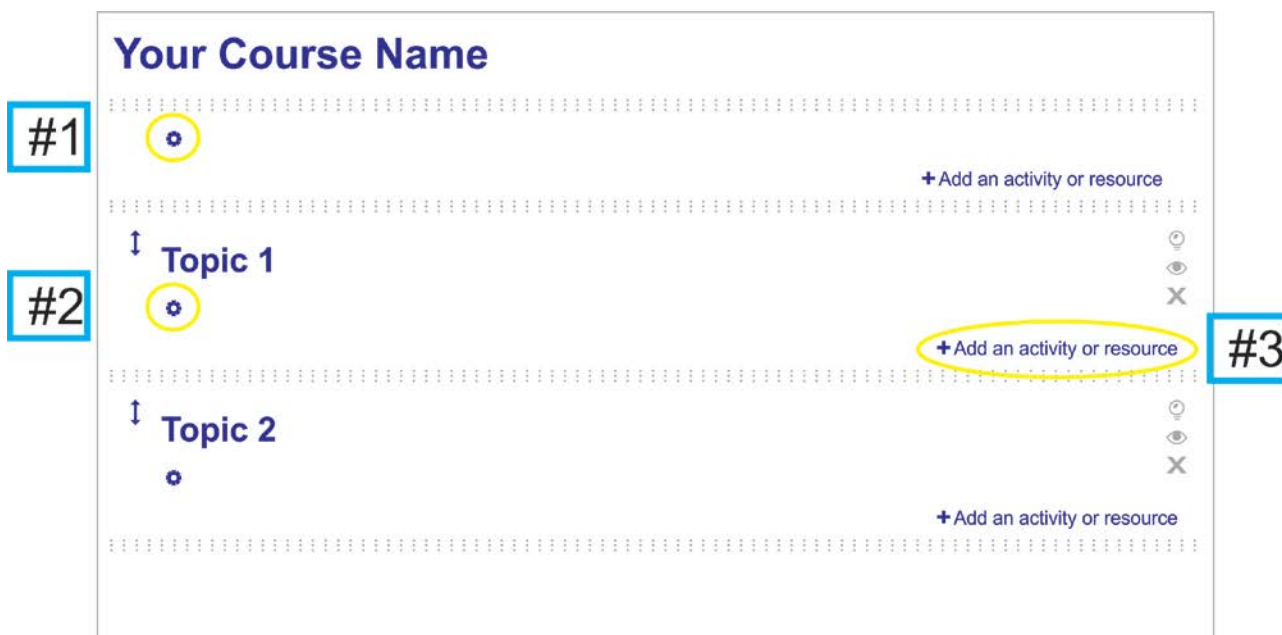
#1 – Clicking on the gear icon as indicated in the #1 position provides the teacher access to a summary editor. In the editor, you can modify the section name and add a summary for the course.

#2 – Clicking on the gear icon as indicated in the #2 position provides the teacher access to the topic editor. In the editor, you can modify the Topic name and add a summary (or instructions) for the "Topic".

#3 – Clicking on the "Add an activity or resource" provides the teacher access to the many resources that can be added to a Topic. The following will outline the available activities and resources.

The following is the window that will open when you click the "Add an activity or resource". All of these options are important in building a course, so we will provide a brief explanation of each. We have provided a full view, but you will need to scroll to access all of these options.

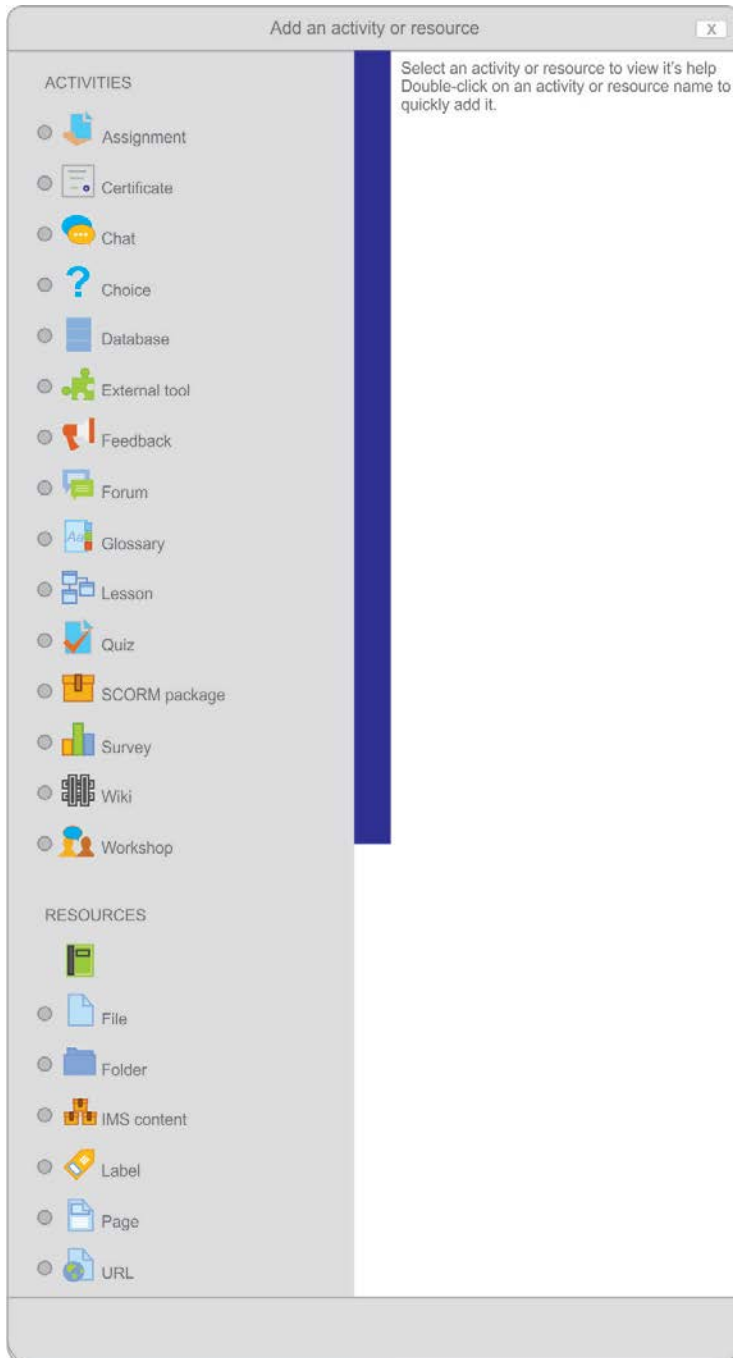**Assignment** – The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

Certificate – This option allows the teacher to issue certificates for completions. This is activated through the tracking option when you setup the course.

Chat – The chat activity module enables participants to have text-based, real-time synchronous discussions.

The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or restricted to users with the capability to view chat session logs.

Chats are especially useful when the group chatting is not able to meet face-to-face, such as

- Regular meetings of students participating in online courses to enable them to share experiences with others in the same course but in a different location
- A student temporarily unable to attend in person chatting with their teacher to catch up with work
- Students out on work experience getting together to discuss their experiences with each other and their teacher
- Younger children using chat at home in the evenings as a controlled (monitored) introduction to the world of social networking
- A question and answer session with an invited speaker in a different location
- Sessions to help students prepare for tests where the teacher, or other students, would pose sample questions

Choice – The choice activity module enables a teacher to ask a single question and offer a selection of possible responses.

Choice results may be published after students have answered, after a certain date, or not at all. Results may be published with student names or anonymously.

A choice activity may be used

- As a quick poll to stimulate thinking about a topic
- To quickly test students' understanding
- To facilitate student decision-making, for example allowing students to vote on a direction for the course

Database – The database activity module enables participants to create, maintain and search a collection of entries (i.e. records). The structure of the entries is defined by the teacher as a number of fields. Field types include checkbox, radio buttons, dropdown menu, text area, URL, picture and uploaded file.

The visual layout of information when listing, viewing or editing database entries may be controlled by database templates. Database activities may be shared between courses as presets and a teacher may also import and export database entries.

If the database auto-linking filter is enabled, any entries in a database will be automatically linked where the words or phrases appear within the course.

A teacher can allow comments on entries. Entries can also be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Database activities have many uses, such as

- A collaborative collection of web links, books, book reviews, journal references etc
- For displaying student-created photos, posters, websites or poems for peer comment and review

External Tool – The external tool activity module enables students to interact with learning resources and activities on other web sites. For example, an external tool could provide access to a new activity type or learning materials from a publisher.

To create an external tool activity, a tool provider which supports LTI (Learning Tools Interoperability) is required. A teacher can create an external tool activity or make use of a tool configured by the site administrator.

External tool activities differ from URL resources in a few ways:

- External tools are context aware i.e. they have access to information about the user who launched the tool, such as institution, course and name
- External tools support reading, updating, and deleting grades associated with the activity instance
- External tool configurations create a trust relationship between your site and the tool provider, allowing secure communication between them

Feedback – The feedback activity module enables a teacher to create a custom survey for collecting feedback from participants using a variety of question types including multiple choice, yes/no or text input.

Feedback responses may be anonymous if desired, and results may be shown to all participants or restricted to teachers only. Any feedback activities on the site front page may also be completed by non-logged-in users.

Feedback activities may be used

- For course evaluations, helping improve the content for later participants
- To enable participants to sign up for course modules, events etc.
- For guest surveys of course choices, school policies etc.
- For anti-bullying surveys in which students can report incidents anonymously

Forum – The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.

Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Forums have many uses, such as

- A social space for students to get to know each other
- For course announcements (using a news forum with forced subscription)
- For discussing course content or reading materials
- For continuing online an issue raised previously in a face-to-face session
- For teacher-only discussions (using a hidden forum)
- A help centre where tutors and students can give advice
- A one-on-one support area for private student-teacher communications (using a forum with separate groups and with one student per group)
- For extension activities, for example 'brain teasers' for students to ponder and suggest solutions to

Glossary – The glossary activity module enables participants to create and maintain a list of definitions, like a dictionary, or to collect and organize resources or information.

A teacher can allow files to be attached to glossary entries. Attached images are displayed in the entry. Entries can be searched or browsed alphabetically or by category, date or author. Entries can be approved by default or require approval by a teacher before they are viewable by everyone.

If the glossary auto-linking filter is enabled, entries will be automatically linked where the concept words and/or phrases appear within the course.

A teacher can allow comments on entries. Entries can also be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Glossaries have many uses, such as

- A collaborative bank of key terms
- A 'getting to know you' space where new students add their name and personal details

- A 'handy tips' resource of best practice in a practical subject
- A sharing area of useful videos, images or sound files
- A revision resource of facts to remember

Lesson – The lesson activity module enables a teacher to deliver content and/or practice activities in interesting and flexible ways. A teacher can use the lesson to create a linear set of content pages or instructional activities that offer a variety of paths or options for the learner. In either case, teachers can choose to increase engagement and ensure understanding by including a variety of questions, such as multiple choice, matching and short answer. Depending on the student's choice of answer and how the teacher develops the lesson, students may progress to the next page, be taken back to a previous page or redirected down a different path entirely.

A lesson may be graded, with the grade recorded in the gradebook.

Lessons may be used

- For self-directed learning of a new topic
- For scenarios or simulations/decision-making exercises
- For differentiated revision, with different sets of revision questions depending upon answers given to initial questions

Quiz – The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used

- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exam practice using questions from past exams
- To deliver immediate feedback about performance
- For self-assessment

SCORM package – A SCORM package is a collection of files which are packaged according to an agreed standard for learning objects. The SCORM activity module enables SCORM or AICC packages to be uploaded as a zip file and added to a course.

Content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up window, with a table of contents, with navigation buttons etc. SCORM activities generally include questions, with grades being recorded in the gradebook.

SCORM activities may be used

- For presenting multimedia content and animations
- As an assessment tool

Survey – The survey activity module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. A teacher can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

Note that these survey tools are pre-populated with questions. Teachers who wish to create their own survey should use the feedback activity module.

Wiki – The wiki activity module enables participants to add and edit a collection of web pages. A wiki can be collaborative, with everyone being able to edit it, or individual, where everyone has their own wiki which only they can edit.

A history of previous versions of each page in the wiki is kept, listing the edits made by each participant.

Wikis have many uses, such as

- For group lecture notes or study guides
- For members of a faculty to plan a scheme of work or meeting agenda together
- For students to collaboratively author an online book, creating content on a topic set by their tutor
- For collaborative storytelling or poetry creation, where each participant writes a line or verse
- As a personal journal for examination notes or revision (using an individual wiki)

Workshops – The workshop activity module enables the collection, review and peer assessment of students' work.

Students can submit any digital content (files), such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor.

Submissions are assessed using a multi-criteria assessment form defined by the teacher. The process of peer assessment and understanding the assessment form can be practised in advance with example submissions provided by the teacher, together with a reference assessment. Students are given the opportunity to assess one or more of their peers' submissions. Submissions and reviewers may be anonymous if required.

Students obtain two grades in a workshop activity - a grade for their submission and a grade for their assessment of their peers' submissions. Both grades are recorded in the gradebook.

Book – The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.

A book may be used

- To display reading material for individual modules of study
- As a staff departmental handbook
- As a showcase portfolio of student work

File – The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images or Flash objects.

Note that students need to have the appropriate software on their computers in order to open the file.

A file may be used

- To share presentations given in class
- To include a mini website as a course resource
- To provide draft files of certain software programs (eg Photoshop .psd) so students can edit and submit them for assessment

Folder – The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it.

A folder may be used

- For a series of files on one topic, for example a set of past examination papers in pdf format or a collection of image files for use in student projects
- To provide a shared uploading space for teachers on the course page (keeping the folder hidden so that only teachers can see it)

IMS content package – An IMS content package is a collection of files which are packaged according to an agreed standard so they can be reused in different systems. The IMS content package module enables such content packages to be uploaded as a zip file and added to a course as a resource.

Content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up window, with a navigation menu or buttons etc.

An IMS content package may be used for presenting multimedia content and animations.

Label – The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.

Labels may be used

- To split up a long list of activities with a subheading or an image
- To display an embedded sound file or video directly on the course page
- To add a short description to a course section

Page – The page module enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps.

Advantages of using the page module rather than the file module include the resource being more accessible (for example to users of mobile devices) and easier to update.

For large amounts of content, it's recommended that a book is used rather than a page.

A page may be used

- To present the terms and conditions of a course or a summary of the course syllabus
- To embed several videos or sound files together with some explanatory text

URL – The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL doesn't have to be the home page of a website. The URL of a particular web page may be copied and pasted or a teacher can use the file picker and choose a link from a repository such as Flickr, YouTube or Wikimedia (depending upon which repositories are enabled for the site).

There are a number of display options for the URL, such as embedded or opening in a new window and advanced options for passing information, such as a student's name, to the URL if required.

Note that URLs can also be added to any other resource or activity type through the text editor.

FINAL NOTE: Use good instructional design to layout a course prior to setting up the LMS. Using the tools provided in the LMS, it is possible to develop a course that can be used for both online and blended learning for your application.

Assignment Activity – The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.
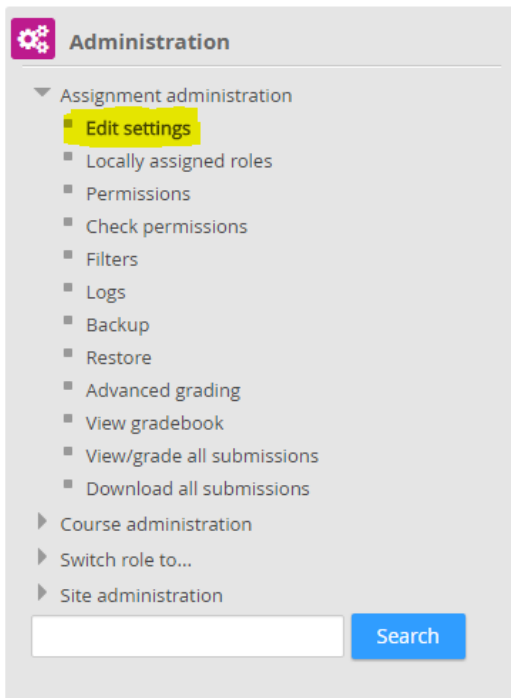
Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

When setting up an Assignment Activity, there are several "Setting" features that can be defined. We will review "Notifications" in the following:

1. To review an "Assignment" "Notifications", the Instructor would first open the "Assignment" from a "topic".
2. The next step is to locate the "Edit settings" under the course "Administration" and open the dialog.

Administration

- ▼ Assignment administration
  - Edit settings
  - Locally assigned roles
  - Permissions
  - Check permissions
  - Filters
  - Logs
  - Backup
  - Restore
  - Advanced grading
  - View gradebook
  - View/grade all submissions
  - Download all submissions
- ▶ Course administration
- ▶ Switch role to...
- ▶ Site administration

Search

3. Scroll down the window and toggle the "Notifications" topic.

Updating Assignment in Lesson 1: The Writing Process ⓘ

▸ General

▸ Availability

▸ Submission types

▸ Feedback types

▸ Submission settings

▸ Group submission settings

▾ Notifications

Notify graders about submissions ⓘ   Yes ▾

Notify graders about late submissions ⓘ   Yes ▾

Default setting for "Notify students" ⓘ   Yes ▾

▸ Grade

4. There are three options in this category for setting up an "Assignment".
   a. <u>Notify graders about submissions</u> – If enabled, graders (usually teachers) receive a message whenever a student submits an assignment, early, on time and late. Message methods are configurable. (Yes/No)
   b. <u>Notify graders about submissions</u> – If enabled, graders (usually teachers) receive a message whenever a student submits an assignment, early, on time and late. Message methods are configurable (Note: This can be a second teacher that is notified). (Yes/No)
   c. <u>Default setting for "Notify students"</u> – Set the default value for the "Notify students" checkbox on the grading form. (Yes/No)