Moodle help and training

Moodle is the default Virtual Learning Environment (VLE) used by the University. Moodle allows students to access course materials, enter into discussion with one another, do online tests and submit assignments. Staff can access Moodle to upload course content for students and download course assignments as well as partake in discussions and forums.

Moodle can be accessed using one of the following addresses, depending on where you are based:

Lancaster University: modules.lancaster.ac.uk
Lancaster University Ghana: ghana-modules.lancaster.ac.uk
Lancaster University College at Beijing Jiaotong University: https://modules.bjtu.edu.cn/my/

Moodle online training and guides

Online course for staff: Introduction to Moodle
Online course for students: Introduction to Moodle
View recorded session(s)

The Moodle mobile app allows easy access to Moodle from mobile devices. It is available on the Apple App Store and the Google Play store, or from the Moodle website.

To access Moodle Mobile, you will need to enter one of the following site addresses:

Lancaster University: modules.lancaster.ac.uk
Lancaster University Ghana: ghana-modules.lancaster.ac.uk
Lancaster University College at Beijing Jiaotong University: https://modules.bjtu.edu.cn/my/
Open Learning Students: openlearning.lancs.ac.uk

Online course for staff involved in course administration: Course administration in Moodle

Comprehensive information, guidance and case studies about this topic can be found on the Digital assessment and feedback help and training page.

Online courses for staff involved in assessment

Online assessment and feedback for assignments in Moodle
Quizzes in Moodle
You can create Microsoft Teams meetings from anywhere you see the text editor in Moodle (e.g. in their own page, in announcements, forum posts, calendar events, assignments etc). Up to 300 people can join these meetings at one time.

There are no pre-requisites to use this feature. You don’t need to be an existing Teams user, nor do you need to have any collaborative Team spaces set up with students as members. This feature simply creates ad-hoc meeting spaces which you, other staff (if relevant) and your students can join.

Be aware that creating a Teams meeting space via Moodle does not automatically add it to your Outlook calendar (like it does when you create a meeting via Teams). You can add it manually, though.

To schedule a meeting, seminar, lecture or other live event

Use the Teams button in the toolbar anywhere you see the text editor in Moodle. This adds a Teams meeting space link to your text.

In this example we will set up a seminar on Moodle.

1. In your Moodle module page, click Turn editing on.
2. Navigate to where you want to add the Teams meeting and click Add an activity or resource.
3. Choose Page and click Add.
4. Type in a relevant name for the page, for example, ‘SOCL101 Online Seminar: 9am 1st December 2020 - SOCL101/L01/02 - Tutor: Jo Bloggs’
5. In the Content section, click the purple Teams meeting button from the editor toolbar.
6. On the Create Teams meeting screen, in the embedded window, if prompted select Sign in (you may have to scroll down to see the Sign in button).
7. If prompted, enter your Lancaster University email address, username and password.
8. If prompted, on the Permissions requested dialogue, click Accept.
9. Select the **Create meeting link** button.

10. Enter the details of your event.

   **Try to use a unique name for your event e.g. SOCL101 Online Seminar: 9am 1st December 2020**

11. Click **Create**.

12. Tick **Open in new window** if you want the meeting space to open in a new tab for your students (recommended).

13. Click **Add link**. You will be returned to your content where there will now be a Teams meeting link inserted. You can continue to write other content as normal.

   **If your students are new to using Teams, it is recommended that you also insert the following link into your text so your students are able to access help joining the event: https://answers.lancaster.ac.uk/x/SA27AQ**
14. If you need to, you can restrict access to the link to a group (e.g. Timetabled group) as follows:

   a. In the **Restrict access** section, click **Add restriction**...

   b. Click **Group**.

   c. Click on the relevant group to restrict access for.

   d. Click the **eye icon** to choose if you want to make the link visible to the whole Moodle page or only restricted people (recommend the eye is marked as invisible so restrict visibility).

15. Click **Save and Display**.

Setting meeting options

The default meeting options are as follows:

- **Only staff and students who are signed in can enter without waiting in the lobby.** This is a useful security feature which minimises the risk of sharing meeting links with external people and them being able to join meetings. Students should be encouraged to sign in to Teams with their Lancaster IT accounts, and you should take care not to admin anyone from the lobby that you don't recognise.

- **Everyone will be a presenter.** This means any member of staff or student can share their screen, mute other participants and start recording, for example. When used in conjunction with the above setting, this means that everyone would have to be signed in with their Lancaster IT account in order to be a presenter.

For more information about managing online meeting spaces, including encouraging best practices among your students around areas such as microphone etiquette, see the best practices for hosting meetings and webinars page in the Teams online course.

Only the person who created the meeting space link will be able to access the meeting options. If, as the person who created the link, you wish to change the above defaults:

1. In Moodle, click the meeting space link to join the meeting (you can do this prior to the actual meeting time).

2. Go to the **…** menu then select **Meeting options**.

3. Set the options required. These will then be saved and will still apply when all participants join at the time of the event.
At the time of the event

Navigate to the post in Moodle and click the meeting space link to join.

For guidance on best practices for hosting live sessions, please see the Best practices for hosting meetings and webinars page in the Teams online course.

After the event

If you have a need to record your session, you will need to ensure this is done during the session itself (it isn’t automatic and can’t be recovered retrospectively if you forgot to click record). For more information on how to do this, and on recording policy, see the recordings page in the Teams online course.

If you do record, then by default, anyone who joined the session live will get access to the recording automatically in Teams after the session.

If you need to disseminate the recording more widely, you can embed recordings in Moodle by following the steps below.

If you follow the recommended steps below, please be aware that your video will be visible to any member of staff or student in Microsoft Stream.

If you have a requirement to restrict your recording to a smaller group, you have the option of downloading the .mp4 file from Stream and uploading it to Moodle using eStream. For more information on different sharing options, see Microsoft Stream help.

LibCal can be used to allow students to book one-to-one appointments. Links to LibCal appointment screens can be hosted anywhere in Moodle with a text editor. To learn more about LibCal, see LibCal help and training.

Lancaster eStream is used for hosting and streaming online videos, and is integrated with Moodle.

For help and support with using eStream, see Lancaster eStream help.

You can also embed recordings of Teams meetings, lectures and seminars in Moodle by following these steps:

MultiExcerpt named 'stream in moodle' was not found

The multiexcerpt named 'stream in moodle' was not found. Please check the page name and MultiExcerpt name used in the MultiExcerpt Include macro.
Xerte is an online platform that allows you to create interactive learning objects (known as projects), most commonly in the form of step-by-step online courses. These objects can easily be embedded into Moodle and other web pages if desired.

For help, support and training in using Xerte, see Xerte help and training.

H5P is a Moodle plugin that allows you to create page content which is responsive and mobile friendly.

Interactive content can be used to increase students’ engagement with the course material or used to assess students’ comprehension. H5P activities can be used to promote curiosity and to strengthen a sense of connectedness to course concepts. H5P activities provide instant feedback to students, allowing them to self-assess their understanding of the course material.

As H5P is embedded in Moodle, you can add content direct from your Moodle page.

1. Turning editing on.
2. Choose Add activity.
3. Select Interactive Content from the list.
4. You can then choose the H5P content type you wish to create.

H5P have created very detailed documentation, tutorials and examples on their website.

H5P can be used to facilitate:

- Interactivity and engagement within Moodle.
- Regular formative feedback.
- Creation of revision materials.
- Active learning.
- Creation of flipped learning content.

Examples and Scenarios

There are many examples online:

Open University website

Examples
Some popular activities in H5P:

**Interactive Video**
This could be used for a wide range of subjects and topics.
Take a video in YouTube or Vimeo, and add annotations, hotspots, hyperlinks, pop-ups, in-video navigation, and quiz questions.

**Interactive Presentation**
Create a slideshow and embed questions and other interactions.

**Dialogue Cards**
Create text-based turning cards. Useful for vocabulary reinforcement, revision of key terms etc.

**Timeline**
Create a timeline of events with multimedia.

**Speak the Words**
Answer a question using your voice. Great for language learning.

**Image Juxtaposition**
Enable users to compare two images interactively. Good for demonstrating a before and after scenario eg deforestation over time.

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**Moodle** has a number of activities that can be used to gather data from students.
The simplest of these is the **Choice** activity which can be used to ask a quick multiple choice question.

The **Feedback** and **Questionnaire** activities allow you to ask multiple questions and gather multiple data types from your students. The Feedback activity allows you to hide the results from students, but the Questionnaire activity does not.

There is also a **Database** activity that can be used to collect more advanced data (unlike the previously mentioned activities, the purpose of the database is not just about asking questions). It can be used to collect any number of data points including collecting files from students.

Please refer to the table below for a summary of the differences between the activities:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Choice activity</th>
<th>Feedback activity</th>
<th>Questionnaire activity</th>
<th>Database activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows Multiple Questions</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Allows Anonymous Answers</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Allows results to be hidden from Students</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Partially (increase the number of entries required before viewing to maximum)</td>
</tr>
<tr>
<td>Allows Grading of Responses</td>
<td>No</td>
<td>No</td>
<td>Yes (Percentage grading only)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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

To create a new Choice activity:

1. Navigate to your Moodle page.
2. Click Add an Activity or Resource in the appropriate section.
3. Select the Choice activity and then click Add.
4. Once you are on the Adding a new Choice page, you can customise it using the settings listed below.
5. When you have finished configuring the Choice activity, click Save and return to course.

Activity settings

General

Name: sets the name of the Choice activity.

Description: outlines what the students are making a choice about. If you impose any limits when setting up the Choice activity (e.g. only 5 people can choose each option), you should make note of them in the Description.

Display description on course page: ticking this box will show the Description on the course page below the link to the activity itself.

Display mode for the options: choose whether to have the options Display horizontally or Display vertically across the page.

Options

Allow choice to be updated: select Yes if you want to allow students to change their selected option after submission.

Limit the number of responses allowed: select Yes if you want each option to have a maximum number of students allowed to select it.

Option 1, Option 2, Option 3…: input each option in a different Option field. If you need to add more options, click Add 3 field(s) to form. You are not required to fill out each Option field.
Limit 1. Limit 2. Limit 3…: if you have chosen to Limit the number of responses allowed, enter the maximum number of students allowed to select each option.

Availability

If you wish to restrict responses to a certain time period:

1. Tick Enable next to Allow responses from and Allow responses to.
2. Using the drop-down boxes, select a date and time for when you want to Allow responses from and when you want to Allow responses to.

Results

Publish results: choose an option from:

- Do not publish results to students: students will not be able to see the results of the choice at any point. Staff members can still see them.
- Show results to students after they answer: results will be hidden from students until they have made a choice themselves. Staff members can always see results.
- Show results to students only after the choice is closed: none of the students can see the results before the Allow responses to date and time.
- Always show results to students: the results are always show to the students, regardless of whether they have made a choice themselves.

Privacy of results: if you have chosen to show results to students, you can choose to:

- Publish anonymous results, do not show student names
- Publish full results, showing names and their choices

Show column for unanswered: select Yes to display the names of all students who have not yet made a choice.

Include responses from inactive/suspended users: select Yes to show responses from inactive or suspended Moodle users.

Staff members can access the Choice activity at any point to see the results.

From the results screen, you will be able to remove a choice if a student wants to make it again or if you want to download the results to your computer in a number of different formats.

To view the results screen:

1. Navigate to your Moodle course.
2. Access the appropriate choice activity.
3. Click View n responses (where n represents the number of responses that have been made).

Results are displayed horizontally regardless of whether you chose to display the choices horizontally or vertically when setting it up.

The Feedback activity enables a teacher to create a custom survey for collecting feedback from students 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.
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

To create a new Feedback activity:

1. Navigate to your Moodle page.
2. Click **Add an Activity or Resource** in the appropriate section.
3. Select the **Feedback** activity and then click **Add**.
4. Once you are on the **Adding a new Feedback** page, you can customise it using the settings listed below.
5. When you have finished configuring the Feedback activity, click **Save and display** to prepare to add questions to the activity.

**Activity settings**

**General**

- **Name**: sets the name of the Feedback activity.
- **Description**: outlines what the students are giving feedback on. If you have chosen to make the feedback anonymous and/or if you will allow for multiple submissions, you should make note of them in the Description.
- **Display description on course page**: ticking this box will show the Description on the course page below the link to the activity itself.

**Availability**

If you wish to restrict responses to a certain time period:

1. Tick **Enable** next to **Allow responses from** and **Allow responses to**.
2. Using the dropdown boxes, select a date and time for when you want to **Allow responses from** and when you want to **Allow responses to**.

**Question and submission settings**

- **Record user names**: allows you to make feedback submissions **Anonymous**, otherwise **User's name will be logged and shown with answers**.
- **Allow multiple submissions**: select **Yes** to allow students to make multiple submissions.
- **Enable notification of submissions**: select **Yes** to receive notification of student submissions via email. **Every staff member** enrolled on the course (including administrative staff) will receive an email **each time** a student gives feedback.
- **Auto number questions**: select **Yes** to enable automatic numbering for questions.

**After submission**

- **Show analysis page**: select **Yes** to display the analysis page to students after they have submitted their feedback.
- **Completion message**: Enter a message for the student to see after they have submitted feedback.
Link to next activity: If you wish to direct the student to a particular webpage after completing the Feedback activity (by clicking Continue), enter the URL of that page in the provided field. If this field is left empty, the student will be returned to your Moodle course page.

Once you have configured the Feedback activity, you can begin to add questions to it. There are a number of different question types you can setup, including multiple choice, numeric answers and text answers.

To add questions to the Feedback activity:

1. If adding questions immediately after configuring the activity: click Save and display.
   Otherwise, click the Feedback activity link on your course page to be taken to the Feedback activity page.
2. Click the Edit questions tab.
3. Under the Add question drop-down list, select a question type or other page feature:
   a. Add a page break: breaks the course into multiple pages. This is useful to make longer feedback forms easier to read.
   b. Captcha: asks the user to type out some distorted text displayed on screen to make sure they are a real person.
   c. Information: displays the time of responding, the course and/or the category where the feedback is located (this feature does not allow the user to make a choice).
   d. Label: allows you to add arbitrary text, images and videos between questions allowing for extra explanation or to divide the Feedback form into sections.
   e. Longer text answer: creates a text box which the user can write a long form response in.
   f. Multiple choice: gives the user a series of options they can choose from.
   g. Multiple choice (rated): as Multiple choice, but only single answers are allowed and you can allocate a numerical value to each answer as well for quantitative analysis.
   h. Numeric answer: asks the user a question that must have a number as an answer within a specified range.
   i. Short text answer: specifies a single line answer with an input box containing a specified maximum characters.
4. Fill in the form for the question type you selected.
5. Click Save question.
6. Repeat for each additional question or page feature.

Once you have configured your feedback questions, you can save them so they can be reused in the future — either in the same Moodle course or a different one. If you have a template saved, you can import it into the Feedback activity and it will configure the questions for you.

To save your questions as a template:

1. From the Feedback activity's page, click the Template tab.
2. In the Name field, enter a name for your template.
3. (Optional) Tick Public to make your template publically available on Moodle.
4. Click Save as new template.

To use an existing template to configure your questions:

1. From the Feedback activity's page, click the Template tab.
2. In the drop-down menu underneath Use a template, select the template you wish to use from the list.
3. Select if you want to Delete old items (removes existing questions from activity and replaces with template questions) or Append new items (leaves the existing questions in place and adds the template questions to the end of the activity).
4. Click Save changes.

Staff members can access the Feedback activity at any point to see the collected feedback results.
To view the results screen:

1. Navigate to your Moodle course.
2. Access the appropriate choice activity.
3. Click the Analysis tab.

You can export the results of your feedback to Excel by clicking Export to Excel.

The Questionnaire activity is like a survey. It allows teachers to create a wide range of questions to get student feedback. The goals of the Questionnaire module are quite different from those of the Moodle Lesson or Quiz modules. With questionnaires you do not test or assess the student, rather you gather data from them.

To create a new Questionnaire activity:

1. Navigate to your Moodle page.
2. Click Add an Activity or Resource in the appropriate section.
3. Select the Questionnaire activity and then click Add.
4. Once you are on the Adding a new Questionnaire page, you can customise it using the settings listed below.
5. When you have finished configuring the Feedback activity, click Save and display to prepare to add questions to the activity.

Activity settings

General

Name: sets the name of the Questionnaire activity.

Description: outlines what the students are giving feedback on. If you have chosen to make the feedback anonymous and/or if you will allow for multiple submissions, you should make note of them in the Description.

Display description on course page: ticking this box will show the Description on the course page below the link to the activity itself.

Timing

Specifying an Open Date means users can only start to respond to the questionnaire from a certain date. Specifying a Close Date gives a deadline for users to respond by. You can use either, neither or both of these settings.
If you are setting up a recurring questionnaire, these dates refer to the first date and the very last date that users can complete the questionnaire. These dates should not be changed week by week.

If you wish to restrict responses to a certain time period:

1. Tick Use Open Date and/or Use Close Date.
2. Using the drop-down boxes, select a date and time for the Use Open Date and Use Close Date.

Response options

Type: specifies the type of questionnaire being created (i.e. how many times the user can respond):

- Respond many: the student can respond as many times as they like until the close date (if specified).
- Respond once: the student can respond only once at any point up to the close date.
- Respond daily: the student can respond once per day up to the close date.
- Respond weekly: the student can respond once per week up to the close date.
- Respond monthly: the student can respond once per month up to the close date.

Respondent Type: choose whether you want the questionnaire to include the student’s full name (fullname) or be anonymous.

Student can view ALL responses: choose whether you want the student to be able to view all other responses After answering the questionnaire, After the questionnaire is closed, Always, or Never.

Exclude inactive users’ responses: select Yes to exclude responses from inactive and suspended enrollments (as well as responses from any users with only non-student roles, such as teachers).

Send submission notifications: select Notification only or Full submission to receive notification of submissions via email. All staff members enrolled on the course with a role having "mod/questionnaire: submissionnotification" capability will receive an email each time a student gives feedback.

Save/Resume answers: select Yes to allow a student to save their progress after starting the questionnaire and return at a later point to complete it.

Allow branching questions: select Yes to allow for Yes/No or Radio Button questions to have child questions that change depending on what choices students have made so far in the questionnaire.

Auto numbering: select an option for automatic numbering of pages and/or questions from the drop-down menu.

Submission grade: if you want to assign a grade to a student’s response, select the passing percentage grade required from the drop-down list. Otherwise, select No grade.

You can only use percentage grading for a questionnaire. It does not support LU letter grades or Pass/Fail.

Once you have configured the Questionnaire activity, you can begin to add questions to it. There are a number of different question types you can setup.

To add questions to the Questionnaire activity:

1. If adding questions immediately after configuring the activity: click Save and display. Otherwise, click the Questionnaire activity link on your course page to be taken to the activity page.
2. Click Add questions.
3. In the drop-down menu under the Add questions section, select a question type or other page feature, then click Confirm question type.
   a. ----- Page Break -----: breaks the course into multiple pages. This is useful to make longer questionnaire forms easier to read. If a page
contains questions that require a response, the user will not be allowed to navigate to the next page unless they have completed them. *This option is not available until you have added a different page element first.*

b. **Check Boxes:** gives the user a series of options they can choose from.

c. **Date:** for responses that require a correctly formatted date (e.g. date of birth).

d. **Dropdown Box:** asks the user to select an option from a drop-down list of possible options.

e. **Essay Box:** allows the user to provide a freeform answer in a plain text box.

f. **Label:** allows you to add arbitrary text, images and videos between questions allowing for extra explanation or to divide the Feedback form into sections.

g. **Numeric:** for responses that are required to be a number.

h. **Radio Buttons:** asks the user to select a single option from a multiple choice list.

i. **Rate (scale 1..5):** sets up a multiple choice question using radio buttons that can also be rated with a value for quantitative analysis.

j. **Text Box:** specifies a single line answer with a specified maximum character limit.

k. **Yes/No:** provides the user with a simple question that can only be responded to with **Yes** or **No** (or optionally, if no response necessary, **No answer**).

4. Fill in the form for the question type you selected.

5. **Click Save question.**

6. Repeat for each additional question or page feature.

After you have added all of your questions to the questionnaire, it is highly recommended that you preview it to make sure everything is behaving as expected.

1. On the Questionnaire activity page, click the **Preview** tab.

2. Test the questionnaire – check all questions look correct and are behaving as you expect.

3. **Click Submit preview.**
   - If everything has been accepted, you will see a confirmation message – **This submission would be accepted as correctly filled in.** – at the top of the page.
   - If there are any errors, go back to the **Question** tab and correct them.

Staff members can access the Questionnaire activity at any point to view the responses that enrolled students have made.

**To view the results screen:**

1. Navigate to your Moodle course.

2. Access the Questionnaire activity.

3. **Click View n responses** (where n represents the number of responses that have been made).

**To view a summary of responses:**

Click the **Summary** tab to see a collation of all responses to the questionnaire.

**To view individual responses:**

1. **Click the List of responses** tab.

2. Choose a participant from the list.

You can also view a list of users who have not yet responded to the questionnaire by clicking the **Show nonrespondents** tab.

The database activity 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 collection of fields. Field types include checkbox, radio buttons, dropdown menu, text area, URL, picture and uploaded file.
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

To create a new Database activity:

1. Navigate to your Moodle page.
2. Click Add an Activity or Resource in the appropriate section.
3. Select the Database activity and then click Add.
4. Once you are on the Adding a new Database page, you can customise it using the settings listed below.
5. When you have finished configuring the Feedback activity, click Save and display to prepare to add fields to the activity.

Activity settings

**General**

*Name:* sets the name of the Database activity.

*Description:* outlines what the purpose of the database is. You should make note of what students will need to submit, what the availability of the database is and how the data will be used in the Description.

*Display description on course page:* ticking this box will show the Description on the course page below the link to the activity itself.

**Entries**

*Approval required:* select Yes to specify if a staff member is required to approve of a record submitted by a student before it is viewable by everyone.

*Allow editing of approved entries:* If you have selected Yes to Approval required, you can select Yes to allow the submitter to edit them after they have been approved or No to prevent this.

*Allow comments on entries:* select Yes to allow users to make comments on entries.

*Entries required before viewing:* You can customise the minimum number of entries a user is required to submit before they can view entries submitted by other users. If you do not want to require this, select None.

*Maximum number of entries:* You can customise the maximum number of entries a user is allowed to make. If you do not want to add this limitation, select None.
Availability

If you wish to restrict submissions to a certain time period:

1. Tick **Enable** next to **Available from** and **Available to**.
2. Using the dropdown boxes, select a date and time for when you want to make the database **Available from** and when you want to make it **Available to**.

If you want the database to be available to be viewed by students before and/or after the available from and available to dates:

1. Tick **Enable** next to **Read only from** and **Read only to**.
2. Using the dropdown boxes, select a date and time for when you want to make the database viewable (**Read only from**) and when you want to stop making it viewable (**Read only to**).

The **Read only from** and **Ready only to** dates should occur before and after the **Available to** date.

Now that you have a Database activity configured, you need to add some fields to it so that people can submit data. You can import existing fields into the database should they already exist. Otherwise you can create the fields from scratch.

To add new fields to the database:

1. If adding fields immediately after configuring the activity: click **Save and display**. Otherwise, click the Database activity link on your course page to be taken to the activity page.
2. Click the **Fields** tab.
3. Under the **Create a new field** drop-down list, select a field type:
   a. **Checkbox**: allow the user to select multiple answers from a list of options.
   b. **Date**: for responses that require a correctly formatted date.
   c. **File**: allows users to upload a file from their computer. *If you require the user to upload an image file, use the Picture field type instead.*
   d. **Latlong**: for responses that require a geographical location using latitude and longitude.
   e. **Menu**: presents a drop-down menu allowing the user to select an option from a list of possible options.
   f. **Multimenu**: presents a box containing multiple options that the user can select multiple items from.
   g. **Number**: for responses requiring only a number.
   h. **Picture**: allows users to upload an image file from their computer.
   i. **Radio button**: allows the user to select a single answer from a list of options.
   j. **Text area**: allows the user to provide a freeform answer in a plain text box.
   k. **Text input**: allows the user to enter a textual answer that is less than 60 characters in length. *If you require the user to type an answer longer than 60 characters, use the Text area field type instead.*
   l. **URL**: for responses requiring a web address URL.
4. Fill in the form for the question type you selected.
5. (Optional) If the user must fill out this field as part of a submission, tick the box next to **Required field**.
6. Click **Add**.
7. Repeat for each additional field.

Making fields visible to users
Once you have added your desired fields, you will need to make the database fields visible to other users. This is done by saving the template used for presenting database entries as a list.

1. Click the **Templates** tab.
2. Click **List template**.
3. Scroll to the bottom of the page, then click **Save template**.

You can also customise how the list template looks before saving by adding a header and footer, as well as using the available tags listed in the side panel to specify what content should be listed alongside each repeated entry.

Once you have created your database, you can save it as a **preset**. This allows you to reuse it on other Moodle courses. If you already have a preset, you can use it to populate your database with fields.

### Saving your database as a preset on Moodle

1. From the Database activity’s page, click the **Presets** tab.
2. In the Name field, enter a name for your preset.
3. Click **Continue**.

### Saving your database as a ZIP file

1. From the Database activity’s page, click the **Presets** tab.
2. Under the **Export as zip** section, click **Export**.

### Using a preset stored on Moodle

1. From the Database activity’s page, click the **Presets** tab.
2. Under the **Use a preset** section, select a preset.
3. Click **Continue**.

### Using a preset saved as a ZIP file

1. From the Database activity’s page, click the **Presets** tab.
2. Under the **Import from zip file** section, click **Choose a file**...

3. Click **Choose File**.
4. Locate the ZIP file on your computer. Select it, then click **Open**.
5. Click **Upload this file**.
6. Click **Import**.
7. If you have any fields in your database, you will be given options that will allow you to merge fields together or create new fields.
8. When ready, click **Continue**.

As a staff member you can access the database and view all of the entries at any time. Student’s access to the database entries depends on the settings you configured when setting up the database (i.e. you may have set it so students can only see entries after they have made their own entry).

### Viewing single entries

From the Database activity’s page, click the **View single** tab.

Use the page links below the entry to move to the previous and next entries.

### Viewing a list of entries

From the Database activity’s page, click the **View list** tab.
There are several options available for creating collaborative activities in Moodle.

The **Forum** activity allows students and teachers to exchange ideas by posting comments. **Wikis** are a simple, flexible tool for collaboration. You would normally use a wiki when you want your students to work together to create some course content.

The **Glossary** activity allows staff and students to build up a bank of definitions for any terms which are specific to the course.

**Forums** can be used for many purposes including:

- facilitating discussions around a research paper;
- offering a place for student to ask questions about the course;
- offering a place for student workgroups to collaborate on an assignment, and so on.

A forum contributes significantly to successful communication and community building in online environments. There are five basic forum types available in Moodle; these are detailed below.

**Standard forum for general use**

An open forum where anyone can start a new topic at any time. This is the best general-purpose forum as it can include discussion around many different topics.

This forum will also work with groups and grouping (i.e. you can use one forum, but make distinct areas within it to separate discussions between different seminar groups).

**A single simple discussion forum**

A single topic of discussion is developed on one page, this type of forum is useful for short focused discussions about a specific topic. In cases where a forum should support more than one topic you should use another type of forum.

This type of forum cannot be used with separate groups.

**Each person posts one discussion**

Each person can post exactly one new discussion topic which everyone can reply to. This type of forum is useful when you want each student to start an individual discussion. For example, each student could post their reflections on the week’s topic and everyone else responds to these.

**Q and A forum**

Instead of initiating discussions, you pose a question in the initial post of a discussion. Students may reply with an answer, but they will not see the replies of others until they have themselves replied to the same discussion. This is useful to encourage people to develop and post their own opinions and avoid situations where one student posts an answer and everyone else ‘agrees’ with it.

**Stand forum displayed in a blog-like format**

This functions the same as a **Standard forum for general use** but is displayed in a different format.
1. Navigate to your Moodle page.
2. Click **Add an Activity or Resource** in the appropriate section.
3. Select the **Forum** activity and then click **Add**.
4. Once you are on the **Adding a new Forum** page, you can customise it using the settings listed below.
5. When you have finished configuring the Forum activity, click **Save and return to course**.

### Activity settings

#### General

**Name**: sets the name of the Forum activity.

**Description**: outlines what the forum is for and what you expect people to use it for. If you only have one topic for discussion, detail it here.

**Display description on course page**: ticking this box will show the Description on the course page below the link to the activity itself.

**Forum type**: select one of the forum types from the drop-down list:

- Standard forum for general use
- A single simple discussion
- Each person posts one discussion
- Q and A forum
- Standard forum displayed in a blog like format

#### Attachments and word count

**Maximum attachment size**: specifies the maximum allowed attachment size. To prevent students from adding attachments to their posts, select **Uploads are not allowed**.

**Maximum number of attachments**: specifies the maximum allowed number of files that can be attached to a forum post.

**Display word count**: select **Yes** to show the word count of each post.

#### Subscription and tracking

**Subscription mode**: select an option from the drop-down menu:

- **Optional subscription**: users are not subscribed to the forum but may choose to do so if they wish.
- **Forced subscription**: users are subscribed to the forum and may not unsubscribe themselves.
- **Auto subscription**: users are subscribed to the forum but may unsubscribe themselves if they wish.
- **Subscription disabled**: users are not subscribed to the forum and may not subscribe themselves to it.
Read tracking: if set to Optional allows users to see if there are any posts they haven't yet read within a discussion forum.

RSS

These options are for advanced glossary creation. They are not required for creating a new Forum activity.

An RSS feed allows users to keep track of discussions and posts from a discussion program in RSS software. This is an advanced feature and is not needed for the majority of discussion forums.

RSS feed for this activity: if you wish to enable an RSS feed for this activity, select whether it will track Discussions or Posts.

Number of RSS recent articles: if the RSS feed has been enabled, this setting specifies how many of the most recent articles (i.e. discussions or posts) will appear.

Post threshold for blocking

The following settings can be used to prevent students from making excessive posts in a discussion forum. For example, you could set your forum to block a user if they make more than 20 posts in a single day.

This feature could be used to prevent a single student from ‘doing all of the work’ or to prevent a student from ‘spamming’ the forum. All staff members enrolled on the course with a role having the mod/forum:postwithoutthrottling capability are exempt from post limits.

Time period for blocking: this option determines a given time period for determining the time period for calculating the post threshold period. If you do not wish to use post limits, leave this as Don’t block.

Post threshold for blocking: the number of posts required within the time period that will cause a user to become blocked.

Post threshold for warning: the number of posts required within the time period that will cause a warning message to be sent to the user.

Now that you have a discussion forum you are in a position where you can add discussion topics and reply to posts from other people.

Adding a new discussion topic

1. Click Add a new discussion topic.
2. Enter a Subject (a heading that will represent the discussion thread) for the discussion topic.
3. Type the content of your post in the Message field.
4. (If required) tick Discussion subscription if you want to receive notifications of new posts via email.
5. To add an attachment from your computer:
   a. Under Attachment, click Add… (paper icon).
   b. Click Choose File.
   c. Locate the file you want to attach to attach. Select it, then click Open.
   d. Click Upload this file.
6. (If required) tick Send notification email immediately to send an email to all enrolled students.
7. When happy with your post, click Post to forum.
Replying to posts

1. Locate the post you wish to reply to.
2. Click "Reply".
3. Type the content of your reply in the "Message" field.
4. When happy with your post, click "Post to forum".

Like when adding a new discussion topic, you can add attachments or send a notification email to all enrolled students.

Even if you tick "Send notification email immediately", students may not necessarily receive an email copy of the post. If they have unsubscribed from the forum they will not receive it. If they have changed the forum settings in their profile they may receive the email later that day, or the next day at 5pm.

If you are using an Announcement forum and the message you send is time sensitive, it would be more appropriate to use LUSI Online's Email Wizard.

A wiki is a web-based system that lets users create and edit a set of linked pages. They can be used for everything from simple lists of web links to building entire encyclopaedias.

A Wiki could be used for:
- Group lecture notes
- Group project management
- Brainstorming ideas

1. Navigate to your Moodle page.
2. Click "Add an Activity or Resource" in the appropriate section.
3. Select the "OU wiki" activity and then click "Add".
4. Once you are on the "Adding a new OU wiki" page, you can customise it using the settings listed below.
5. When you have finished configuring the OU wiki activity, click "Save and display" to be taken to the activity page where you can create a start page.

Activity settings

General

Name: sets the name of the OU wiki activity.

Description: outlines what the wiki is for and what you expect people to use it for.

Display description on course page: ticking this box will show the Description on the course page below the link to the activity itself.

Wiki settings
Sub-wikis: select a mode for your wiki from the drop-down list:

- **Single wiki for course:** one wiki is created that everyone can access (this is the default option).
- **One wiki per group:** one wiki is shown on the course page, but it is subdivided based on your course's groups — see Group mode for visibility settings.
- **Separate wiki for every user:** one wiki is shown on the course page, but every user of your course has their own wiki.

Annotation system: select Yes to enable the annotation system — this allows staff members to annotate a wiki in order to give feedback.

Time allowed for edit: when a user edits a wiki page, that page becomes locked preventing any other users from editing it at the same time. By setting a time here, you can automatically unlock this page after a set time period.

Allow editing from: if you want to set a time when students can begin editing the wiki from, tick Enable then using the drop-down boxes select a date and time.

Allow editing from: if you want to set a time when students will no longer be able to edit the wiki, tick Enable then using the drop-down boxes select a date and time.

Template: if you have a wiki template you wish to use in this activity, you can upload it by clicking Choose a file...

Show word counts: select Yes to show the word count of each post.

Link to import pages: if you have other wikis created in the same Moodle course, you can import pages from them into a new OU wiki activity. Tick the box to enable this.

Grade

Grade: select a grading Type from the drop-down list:

- **None:** no grading used on this activity.
- **Scale:** use one of the existing scales listed in the Scale drop-down list, including Pass/Fail, Letter Grades, percentage points, etc.
- **Point:** specify what the Maximum grade score is in the provided field.

Grade category: if required, select which category in the gradebook the grades will be placed in.

Grade to pass: if required, specify what the minimum grade needed to pass is.

Common module settings

Group mode: choose an option from the drop-down list:

- **No groups:** use this option if you have set Sub-wikis to Single wiki for course or Separate wiki for every user.
- **Separate groups:** each group can only see their own group's wiki.
- **Visible groups:** each group can only work in their own wiki, but can see each other group's wiki.

Before opening up your wiki to your students, you should create an initial structure to help the students create the wiki. A structured page is less intimidating than a blank page and may encourage more user participation.

1. **If creating your start page immediately after configuring the activity:** click Save and display.
   Otherwise, click the OU wiki activity link on your course page to be taken to the OU wiki activity page.
2. Click Create page.
3. In the Content text box, add content to your page.
4. (If required) add an attachment to the page by clicking Add...
5. When happy with the page, click Save changes.

Internal links

To link to another page in the wiki, type the page name in double square brackets — i.e. [[page name]].

The link will become active once you save changes.
Once you have a starting page, there are several ways to create new pages in the wiki.

Creating new pages via Create

You can create a new page underneath an existing page by typing the desired page name in the Create new page text field and clicking Create.

This will open an Editing page screen for the new page.

Creating new pages via link

To create a link to a new page while editing another page, type the desired name for this new page in double square brackets, just as if you were creating a link to an existing page.

Once the page is published, it will create a hyperlink to a placeholder page with the text This page does not yet exist in the wiki. Would you like to create it? Users can then create the content for the page by clicking Create page.

The wiki index allows you to see a list of all the pages within your OU wiki activity, including a word count for the page and details about who/when it was last changed.

You can create a list of pages displayed alphabetically or by its structure by clicking the tabs at the top of the page.

Missing pages

If you have created any links to pages that have not yet been created, they will be listed under the Missing pages tab.

Viewing the wiki archive

Clicking the View online hyperlink lets you see all of the wiki pages (including their content) together on one webpage.

You can also click Download as wiki template file to create a template file that can be used to create new OU wiki activities with the same page structure on another Moodle course.

Wiki changes is a page that summarises all of the edits that have been made to a page in your Wiki activity including:

- the effect on the page word count;
- a date and time of the change; and
- a link to view a side-by-side comparison of the page before and after changes.

All changes

The All changes tab shows a list of all changes made to the wiki, and allows you to view the changes made.

Click View to see the page. Click changes to see a side-by-side comparison of the page before and after the changes made.

The original page is shown on the left and the new (updated) page is shown on the right. Removed text is marked in red, while newly added text is marked in green.

New pages

The New pages tab shows a list of all new pages added to the wiki and when they were added.

The Participation by user page allows you to see a summary of how each member of your course has contributed to the Wiki activity.

This includes:
a summary of the number of pages created and edited;  
the number of words added; and  
the number of words removed.

You can also grade people’s contributions from this screen.

Next to each user, you can click detail to view details about all the changes that were made by the user.

Grading users

Under the Grades column, each user entry has an individual drop-down menu. You can expand this to assign a grade to the user. The grading options available will depend on the settings you configured when setting up the OU wiki activity.

Download table data

You can download the full Participation by user table in multiple formats, including comma separated values (.csv) and Microsoft Excel (.xlsx). Pick a format from the drop-down list, then click Download.

The Wiki activity also allows you to view participation details on a page-by-page basis. When doing this you have the opportunity to review changes and revert a page back to its previous state if you don’t want the change, delete a change entirely and compare changes to each other.

1. Access the appropriate page of your wiki.  
2. Click History (at the top of the page).

Use the Revert link next to a page change to remove it from the page and return it to its previous state.

Use the Delete link next to a page change to delete this set of changes from the wiki page.

You can compare versions of the same page by ticking the boxes at the end of each change entry, followed by clicking Compare selected.

The Glossary activity can be configured to allow a full range of user interaction from only allowing staff to add terms to the glossary through to anyone who has access to the course being able to contribute freely.

1. Navigate to your Moodle page.  
2. Click Add an Activity or Resource in the appropriate section.  
3. Select the Glossary activity and then click Add.  
4. Once you are on the Adding a new Glossary page, you can customise it using the settings listed below.  
5. When you have finished configuring the Glossary activity, click Save and display to be taken to the activity page.

Activity settings

General

Name: sets the name of the Glossary activity.  
Description: outlines what the glossary is for and what you expect people to use it for.
Display description on course page: ticking this box will show the Description on the course page below the link to the activity itself.

Glossary type: each course can have one Main glossary into which all other glossaries can be imported. If your course already has a Main glossary, or you don’t want to import glossaries, select Secondary glossary.

Entries

Approved by default: select Yes if you want a staff member to need to approve an entry before it becomes visible to other students in the glossary.

Always allow editing: select Yes if you want to allow edits to be made to glossary entries at any time. Selecting No will allow a 30 minute window once the entry is added to make any edits before it can no longer be edited.

Duplicate entries allowed: select Yes if you want to allow multiple people to define the same concept.

Allow comments on entries: select Yes if you want to allow comments to be made on entries already in the glossary.

Automatically link glossary entries: if Yes is selected, links to the glossary description of a term will appear wherever the word appears on your Moodle site.

Appearance

Display format: select a format from the drop-down list:

- Continuous without author: terms are listed one after another
- Encyclopaedia: displayed in forum format with author and attachments shown inline
- Entry list: each term has its own link to a separate page
- FAQ: term is displayed as a question and the definition is displayed as an answer to it
- Full with author: displayed in forum format with author data and attachments shown as links
- Full without author: displayed in forum format with attachments shown as links
- Simple, dictionary style: shown in list format with attachments shown as links

Approval display format: select which format to use when staff members approve entries. This can Default to same as display format, or can be one of the other display format options.

Entries shown per page: provide a number of how many entries should be listed per page of the glossary. If each term has long definitions, it may be worthwhile reducing this number to stop each page getting too long.

Show alphabet links: select Yes to allow users to search through the glossary alphabetically.

Show ’ALL’ link: select Yes to allow users to click All to see all the terms in the glossary on one page.

Show ’Special’ link: select Yes to allow users to use special terms, such as @ and $, when searching.

Allow print view: select Yes to allow users to view a printer friendly version of the glossary.

RSS

These options are for advanced glossary creation. They are not required for creating a new Forum activity.

An RSS feed allows users to keep track of discussions and posts from a discussion program in RSS software. This is an advanced feature and is not needed for the majority of discussion forums.

RSS feed for this activity: if you wish to enable an RSS feed for this activity, select whether it will track Concepts with author or Concepts without author.

Number of RSS recent articles: if the RSS feed has been enabled, this setting specifies how many of the most recent articles (i.e. concepts) will appear.
Once you have created a glossary, you will need to fill it with terms. You can either do this by importing an existing set of terms or by manually creating new terms.

1. Navigate to the glossary activity page.
2. Click Add a new entry.
3. In the Concept field, type the entry term.
4. In the Definition field, type the entry description.
5. If the term is known by other names, enter these into the Keyword(s) field.
   a. You may want to include variants of a word (e.g. glossary, Glossary, GLOSSARY) if you are planning to use auto-linking.
6. (If required) add any attachments to the entry.
7. If you want the entry to be automatically linked to whenever the concept or keyword(s) terms are used elsewhere in the course, expand the Auto-linking section and tick This entry should be automatically linked.
   a. If the term is case sensitive, tick This entry is case sensitive to prevent links appearing where not desired (for example, in words that are also acronyms).
   b. If you want to avoid having links for words that are contained within other words (i.e. cat in category), tick Match whole words only.
8. Click Save changes.

When a concept is auto-linked its definition can be displayed without having to enter the glossary. For example, if you have the word RAM in the glossary and you then use the word RAM somewhere else in your Moodle course, that word will become highlighted. Clicking on it will open a small popup window with the definition from the glossary.

If you have a set of terms from another glossary, you may import these terms into a new glossary. Otherwise you will need to first create an .xml file of these terms.

Exporting entries

1. Navigate to the glossary you wish to export the terms from.
2. In the Settings drop-down menu in the bottom-left hand corner of the page, click Export entries.
3. Choose how you want to export the glossary:
   • Export entries to file: the entries will be exported to an .xml file. This will download to your computer under the Name of your Glossary activity.
   • Send to Mahara: the glossary will be exported to your Mahara e-portfolio, either as a spreadsheet or a Leap2A portfolio

Importing entries

1. Navigate to the glossary you wish to import the terms into.
2. In the Settings drop-down menu in the bottom-left hand corner of the page, click Import entries.
3. Click Choose a file...
4. Click Choose File.
5. Locate the .xml file of terms you want to import into the glossary. Select it, then click Open.
6. Click Upload this file.
7. In the Destination of imported entries drop-down menu, choose whether the new terms should go into the Current glossary or a New glossary.
8. If you want to import categories from the .xml file, tick the Import categories box. Categorising entries is described in more detail in Managing the glossary below.
9. Click Submit, then click Continue.

As you add more and more terms to the guide, the basic alphabetic filter may not be a suitable way of navigating through the glossary. At this point you may want to use the sorting tabs to reorder the glossary in a more useful way.
There are multiple ways to browse a glossary. You can use the search bar at the top of the page. You can also use the tabs below the search bar to sort the terms.

Browse by alphabet

This is the default way to view a glossary and will sort the entries into alphabetical order. You can browse by first letter, as well as by entries that do not begin with a letter (if Show 'Special' link was ticked).

Browse by category

You can set up categories for your glossary terms. If you click Browse by category you can choose to only show terms in a certain category.

Browse by date

Browsing by date will reorder all the terms relative to the date.

There are 4 sort options:

- Sort by date created, earliest first
- Sort by date created, latest first
- Sort by date updated, earliest first
- Sort by date updated, latest first

Browse by Author

You can also sort terms by author. This will be the person who created the term, even if it is later edited by others. If there are multiple authors, they will be listed alphabetically. If a single author has created multiple terms, these terms will be listed alphabetically under that author.

To add a new category:

1. Click the Browse by category tab.
2. Click Edit categories.
3. Click Add category.
4. In the Name field, type the name of the category.
5. In the Automatically link this category drop-down menu, select if you want the category name to be auto-linked in the Moodle course to the Browse by category page.
6. Click Save changes.
7. Repeat steps 3 – 5 for each category you wish to add.

To assign a term to a category:

For a new term: under Categories, select which categories the term applies to. You can select multiple categories at once by holding CTRL and clicking each in turn.

For existing terms: find the term in the glossary, then click Edit entry (cog icon). Then follow the instructions above as for a new term.

If you have set up your glossary so that students can make entries but these must be approved by staff before appearing to other students (i.e. you have set Approved by default to No), you will need to monitor the glossary for new entries.

The most effective way to do this is to click Waiting approval in the top-right hand corner of the page. This will list all the entries that students have made but are not approved as below.

If you do not currently have any entries waiting for approval, you will not see the Waiting approval link.
On the Waiting approval page, you can read the entries provided by students. All unapproved entries will say **(this entry is currently hidden)**. This means only staff and the student who created this entry can see it.

To approve of an entry, click **Approve** (thumbs-up icon) in the top-right of the entry.

To remove an entry, click **Delete entry** (bin icon) in the bottom-right of the entry.

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If you allow students to create entries, it is recommended that you set **Duplicate entries allowed** to **No** in the configuration settings to avoid separate students creating entries for the same term.

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Moodle can produce several types of reports which are all accessed using the main settings button on the course page (Settings > More... > Reports)

The `raw data` for these reports is accessed through **Logs**, and a download of almost all course activity from every participant can be downloaded as a .csv file (open in Excel).

This can be overwhelming in terms of quickly checking who has accessed a certain resource, so the following reports give simplified, overarching ‘views’ on the log data.

**Activity Report**

The ‘activity report’ displays each activity on the Moodle course and how many views/ users have accessed it. It is possible to filter the report by date, however, activity report does not say **which** users have accessed the activity.

It is the same report that the ‘heatmap’ block uses to create the Yellow/ Orange/ Red backgrounds on the course page.
Course Participation Report

The 'course participation' report displays who has accessed an activity (for example a Panopto activity…) and how many times. You need to select the activity, the time and role.

Course Dedication Block

Course Dedication reports on the average daily logins to the course from each student. This may be useful for seeing at a glance who is NOT engaging with the Moodle course in a set time period (e.g. a week), so may be the first step to recognising which students are having problems (e.g. with access or health). Further details can be found about student activity in the other reports (i.e. individual reporting or course logs).

Course Dedication is a block which can be added to courses by Turn Editing On > Add a block (at very bottom of left-hand navigation). Block appear on the right-hand side:
Individual Student Reporting

To see what an individual student has done, click on ‘Participants’ and then the student’s name or profile picture to view their profile. There are several ‘boxes’ on the profile page and one has a list of links to various reports.
If you wish to ‘dig deeper’ into any of these reports, you will need to download the full logs (either for the student or the whole course) and use filters in Excel to see a log of every event.

You can set up conditions based on which activities in Moodle are marked as complete:
1. On Moodle course page, click **settings** and then **edit settings**

2. Edit Settings page: choose **Completion Tracking** section and select **Yes**

3. Create a resource (e.g. quiz, forum, page) in Moodle

4. In **edit settings** of the resource, you will see **activity completion** section where you can choose the conditions where this can be considered **complete**. These include:
   - No completion tracking
   - Manually marked complete
   - Complete when conditions are met, eg:
     - View
     - Receive a grade
     - Receive a passing grade
     - Creating x posts (forum)
     - Creating x replies (forum)

Access to different activities in Moodle can be restricted based on a number of different conditions.

1. Choose **edit settings** of an activity (e.g. forum, quiz, page)

2. In **restrict access** section choose add **restriction** and select criteria for restriction

3. Restriction can be set by:
   - **Date** to reveal activities on a time frame
   - **Group/Grouping** to make available based on membership
   - **User Profile** to make available based on student number (note this is not advised – add student to group and restrict by group for data protection)
   - **Activity Completion** and be based upon the completion of another activity (e.g. receiving a passing grade for a quiz, making a number of forum posts)

4. Restriction can be from a number of conditions (e.g. activity completion such as receiving a passing grade from a quiz OR date (time frame). This may provide motivation for students to complete formative assessments because they get access to the next learning package sooner.
Ally is a toolkit added to Moodle that can provide guidance on how to improve the accessibility of PDF, Word, PowerPoint and other resources that are uploaded to Moodle.

For more information see Ally help and training.

It is possible to use Moodle groups to manage the marking process instead of assigning individual markers to students in an assignment. This method also will prevent markers from accidentally marking an incorrect assignment as each marker will only be able to see and mark their own students’ assignments.

If you want to use event groups to manage the marking process (e.g. seminar tutors marking their students), then this information should already be in Moodle. Moodle automatically imports the group information from Timetabling and assigns each student to their respective event groups and adds any associated staff to the relevant groups too.

If you wish to manually manage the marking groups, then use Moodle’s inbuilt group management tools to create the groups and grouping necessary. This can be done in Bulk using the “Import Enrols” option from the participant screen to import a csv containing the group membership information. Moodle can also be used to automatically generate random groups containing students. It is important to ensure that the correct staff member is also enrolled into the group that they will be marking.

In the assignment settings, under “Common Module Settings”, change the “Group Mode” to “Separate Groups” and choose the appropriate grouping.

By default, all staff can view all groups, even ones that they are not enrolled in. For this process to work, this capability needs to be modified. This can either be done at an individual assignment context or if this feature is required for multiple assignments on a single module, then can be done at the module context. This step can only be done by someone with the “Administrative Staff” role in the Moodle course.

To modify the permissions at the individual assignment context:

Open the assignment

1. Click “settings” and choose “Permissions”
2. In the “filter” box, type “group”, this will filter the list of capabilities to the one that you need to edit
3. The only capability, shown should be “Access all groups”
4. Click the icon next to the roles that you wish to remove the capability from. This would normally just be “Teaching Staff” unless you have a specific role used for markers

To modify the permissions at the module context:

1. Open the participants list
2. Click “settings” and choose “Permissions”
3. In the “filter” box, type “group”, this will filter the list of capabilities to the one that you need to edit
4. The capability that needs changing is called “Access all groups”
5. Click the icon next to the roles that you wish to remove the capability from. This would normally just be “Teaching Staff” unless you have a specific role used for markers

Staff with the “Teaching Staff” role will now only be able to see and mark coursework from students in their own groups. Staff who still have the “Access all groups” capability will still be able to see all students in the assignment regardless of their group (e.g. Admin staff).