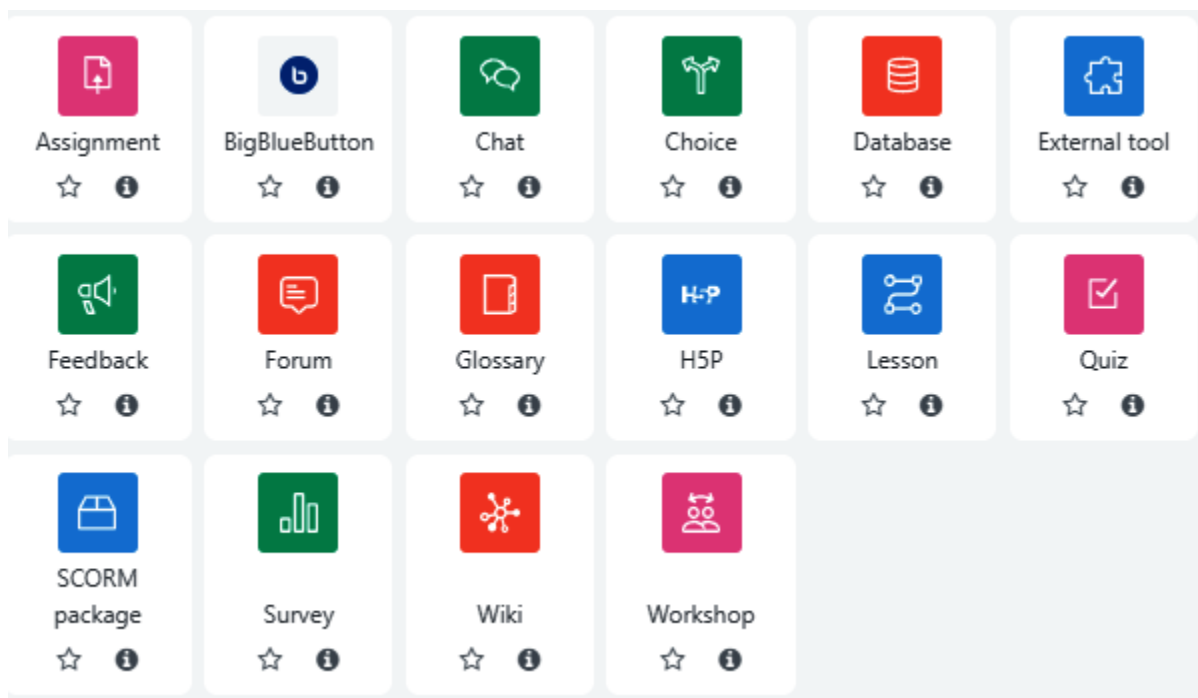
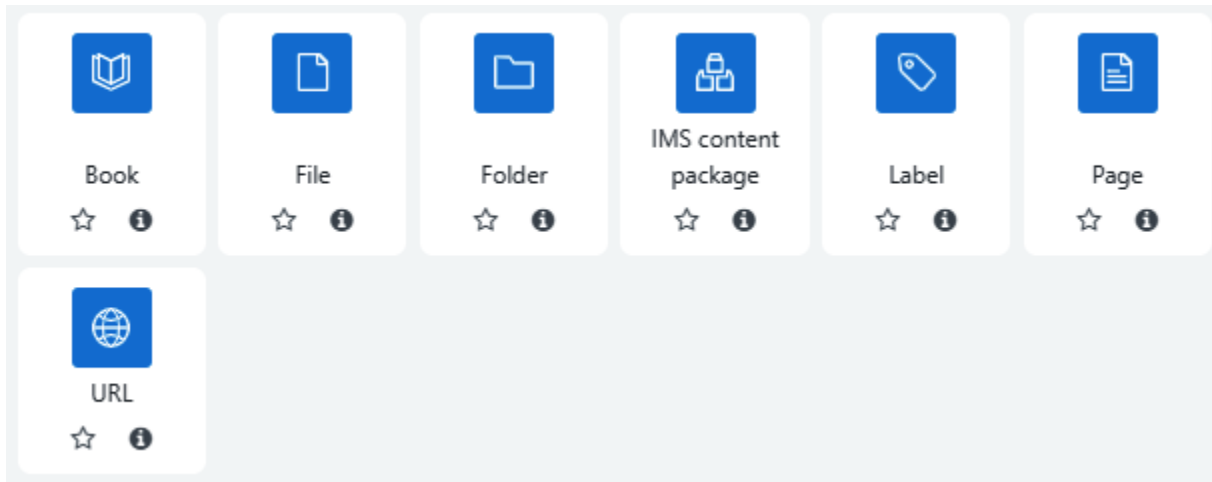


## Chapter 01: A Guided Tour of Moodle



Please select a demonstration site



Mount Orange School

Explore Moodle in action on this site populated with courses, activities and users.



Moodle Sandbox

Try Moodle's standard features on this empty out-of-the-box site.

Each demo site is reset to its blank state every hour, on the hour.

Other people may be using the demo site at the same time as you; this can result in unexpected things happening. We cannot be held responsible for any content added to a demo site by other site users.



## See Moodle in action

This demonstration site gives you the opportunity to explore Moodle in action as a [manager](#), [teacher](#), [student](#), [parent](#) or [privacy officer](#). See how students are assessed and learning tracked in a variety of activities with realistic user content.

[Choose a role »](#)

## About Mount Orange

Mount Orange School provides high quality education for students aged from 8 to 18 years, making full use of the open source learning platform Moodle. The courses are open to guests and showcase Moodle features, highlighting the enhancements each new version brings.

[Go to courses »](#)

Mount Orange School

[Home](#)

[Dashboard](#)

[My courses](#)

[Site administration](#)

## Welcome back, Admin! 🙌

[Home](#) [Settings](#) [Participants](#) [Reports](#) [Question bank](#) [More ▾](#)



### Welcome!

This site is a plain installation of the [latest stable version of Moodle](#) using the Boost theme.

Use one of the following demo accounts to [log in](#) and play with it:

- [admin / sandbox](#)
- [manager / sandbox](#)
- [teacher / sandbox](#)
- [student / sandbox](#)

This site is reset to its blank state every hour, on the hour.

To see a more interesting demo site with more realistic content, visit: [Mount Orange School](#).



Add an activity or resource

### Available courses

[My first course](#) 🔒

This is a blank course, ready for you to start adding students, content and activities.

[Sandbox](#) [Home](#) [Dashboard](#) [My courses](#) [Site administration](#)

[Site home](#) / [Site home settings](#)

## Moodle sandbox demo

[General](#) [Users](#) [Courses](#) [Grades](#) [Plugins](#) [Appearance](#) [Server](#) [Reports](#) [Development](#)

### Site home settings

Full site name  
fullname

My New Moodle Sandbox Site

Short name for site (eg single word)  
shortname

Sandbox

Site home summary  
summary

🔽 A ▼ B I ☰ ☷ 🔗 🔁 😊 🖼️ H-P

Sandbox play space

This summary can be displayed on the site home using the course/site

Site home  
frontpage

List of courses ▾

None ▾

## My first course

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▾](#)

### General

[Collapse all](#)



FORUM  
News forum



QUIZ  
bb

[Mark as done](#)

### Topic 1

### Topic 2

### Topic 3

### Search forums

[Q](#)

[Advanced search](#) [?](#)

### Latest announcements

[Add a new topic...](#)  
(No announcements have been posted yet.)

### Upcoming events

There are no upcoming events  
[Go to calendar...](#)

### Recent activity

Activity since Friday, 20 May 2022, 12:41 AM  
[Full report of recent activity...](#)

### Course updates:

Added Quiz

## My courses

### Course overview

In progress ▾

Sort by course name ▾

Card ▾



Mindful course creation  
Mount Orange Community

57% complete



Celebrating Cultures  
Society and Environment

27% complete



Class and Conflict in World  
Cinema  
Art and Media

54% complete



Digital Literacy  
Art and Media

14% complete



English with H5P  
Languages



History: Russia in Revolution  
Society and Environment

25% complete



## Timeline

All ▾

Sort by dates ▾

Search by activity type or name

### Sunday, 7 August 2022

15:38



Your personal action plan

Mindful course creation · Database closes

Add entry

### Tuesday, 16 August 2022

09:20



Can you make a revolution?

History: Russia in Revolution · Lesson closes

Start lesson

### Wednesday, 24 August 2022

00:00



Assignment: Impact of 1913 events

Votes for Women! · Assignment is due

Add submission

## Calendar

All courses ▾

New event

◀ April

May 2022

June ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 ● Check y...	2	3	4	5 ● Class P...	6	7

## Chapter 02: Installing Moodle and Configuring Your Site


Dashboard
My courses
Site administration

# Dashboard

## Timeline

Next 7 days
Sort by dates

Search by activity type or name



No in-progress courses

## Calendar

All courses
New event


March
Previous month

April 2022


May
Next month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9


## Recently accessed items



**7- Le boycott des Jeux o...**
Les Jeux Olympiques : hier et auj...



**4- Les jeux olympiques ...**
Les Jeux Olympiques : hier et auj...



**2- Annonces**
Les Jeux Olympiques : hier et auj...

Show more items

## Latest release

Install Moodle on your own server (requires a web server with PHP and a database) by downloading one of the following packages or obtaining Moodle via Git.

Alternatively, try Moodle on your personal computer with an installer package which includes all other software required to make it run (Apache, MySQL and PHP).

- [Moodle installer package for Mac OS X](#)
- [Moodle installer package for Windows](#)

Version	Information	.tgz	.zip
<b>Moodle 4.0.1+</b> MOODLE_400_STABLE	This package is built every week with new fixes produced by our <a href="#">stable development process</a> . It contains a number of fixes made since the 4.0.1 release and is usually a better choice for production than the actual 4.0.1 package below.  <ul style="list-style-type: none"><li>• <a href="#">Recent changes log</a></li><li>• <a href="#">Upgrading notes</a></li><li>• <a href="#">Requires: PHP 7.3, MariaDB 10.2.29 or MySQL 5.7 or Postgres 10 or MSSQL 2017 or Oracle 11.2</a></li><li>• <a href="#">Language packs</a></li></ul>	<a href="#">Download tgz</a>	<a href="#">Download zip</a>
Built Weekly 4 days 14 hours ago		58.9MB 883 today	77.8MB 1230 today
		<a href="#">[md5]</a> <a href="#">[sha256]</a>	<a href="#">[md5]</a> <a href="#">[sha256]</a>

# Plugins

Purpose (any) ▾

Plugin type (any) ▾

More


What are you looking for?

Search

Sort by [Relevance](#) | [Sites](#) | [Downloads](#) | [Fans](#) | [Recently updated](#) | [Recently added](#)

### Interactive Content – H5P


Create and add rich content inside your LMS for free. Some examples of what you get with H5P are Interactive Video, Quizzes, Collage and Timeline.



[🚀 4 months](#) [📍 25426](#) [👤 7k](#) [❤️ 474](#)

### Custom certificate

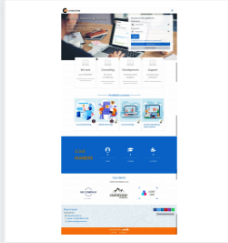
Enables the creation of dynamically generated certificates with complete customisation via the web browser.



[🚀 12 months](#) [📍 22232](#) [👤 10k](#) [❤️ 378](#)

### Moove

Moove it's a modern theme, simple and focused on the main content. You can minimize both side columns to enjoy the maximum of space in your environment. If you like it,



[🚀 11 months](#) [📍 21819](#) [👤 8k](#) [❤️ 499](#)

### BigBlueButtonBN

Integrate BigBlueButton within Moodle - including record and playback of sessions.

### Adaptable

Adaptable is a highly customisable responsive two column theme designed for use on both large University

### Attendance

A plugin that allows an attendance log to be kept. - includes an optional block for easy access to relevant functions.

## Site administration

[General](#) | [Users](#) | [Courses](#) | [Grades](#) | [Plugins](#) | [Appearance](#) | [Server](#) | [Reports](#) | [Development](#)

Your site is not yet registered. [Register your site](#)

### Plugins

Plugins overview

#### Activity modules

- Manage activities
- Common activity settings
- Assignment
- Assignment settings
- Submission plugins
- Manage assignment submission plugins
- File submissions
- Online text submissions
- Feedback plugins
- Manage assignment feedback plugins
- Feedback comments
- Annotate PDF
- File feedback
- Offline grading worksheet
- BigBlueButton
- General settings
- Recording
- Import recordings
- Show recordings
- Wait for moderator
- Voice bridge
- Pre-upload presentation
- User limit

## Site administration

## General

Users

## Courses

## Grades

## Plugins

## Appearance

Server

## Reports

Dev

## Notifications

## Registration

## Moodle services

Feedback settings

### Advanced features

## Site admin presets

## Competencies

## Competencies settings

## Migrate frameworks

## Import competency framework

## Export competency framework

## Competency frameworks

## Learning plan templates

## Badges

## Badges settings

## Manage badges

[Add a new badge](#)

## Manage backpacks

**H5P**

## H5P overview

Manage H5P content types









## H5P settings

# My new Moodle site

[Home](#) / [Site administration](#) / [Plugins](#) / [Authentication](#) / [Manage authentication](#)

## Manage authentication

Available authentication plugins

Name	Users	Enable	Up/Down	Settings	Test settings	Uninstall
Manual accounts	1			<a href="#">Settings</a>		
No login	0					
MoodleCloud	1		↓			
Email-based self-registration	0		↑	<a href="#">Settings</a>		
LTI	0					
MNet authentication	0			<a href="#">Settings</a>	<a href="#">Test settings</a>	
No authentication	0			<a href="#">Settings</a>		
OAuth 2	0			<a href="#">Settings</a>		
Shibboleth	0			<a href="#">Settings</a>	<a href="#">Test settings</a>	
Web services authentication	0					

Please choose the authentication plugins you wish to use and arrange them in order of failthrough.

# My new Moodle site

[Home](#) / [Site administration](#) / [Users](#) / [Accounts](#) / [Add a new user](#)

## ▼ General

Username



Choose an authentication method



Manual accounts

☐

Suspended account

☐

Generate password and notify user

New password



Click to enter text

☐

Force password change



First name



Surname



Email address



Email display



Allow only other course members to see my email address



MoodleNet profile



## ▼ Active filters

☐ User full name contains "amy"

Remove selected

Remove all filters

Mouse over  
the eye icon to  
activate the  
"suspend"  
command

First name / Surname	Email address	City/town	Country	Last access	Edit
<a href="#">Amy Gonzalez</a>	amygonzale284@example.com	Orange City	Australia	Never	
<a href="#">Amy George</a>	amygeorge302@example.com	Orange City	Australia	8 years 188 days	

Add a new user



Manage roles

Allow role assignments

Allow role overrides

Allow role switches

Allow role to view

Role ?	Description	Short name	Edit
Manager	Managers can access courses and modify them, but usually do not participate in them.	manager	<div> <div></div> <div></div> <div></div> </div>
Course creator	Course creators can create new courses.	coursecreator	<div> <div></div> <div></div> <div></div> <div></div> </div>
Teacher	Teachers can do anything within a course, including changing the activities and grading students.	editingteacher	<div> <div></div> <div></div> <div></div> <div></div> </div>
Non-editing teacher	Non-editing teachers can teach in courses and grade students, but may not alter activities.	teacher	<div> <div></div> <div></div> <div></div> <div></div> </div>
Student	Students generally have fewer privileges within a course.	student	<div> <div></div> <div></div> <div></div> <div></div> </div>
Guest	Guests have minimal privileges and usually can not enter text anywhere.	guest	<div> <div></div> <div></div> <div></div> </div>
Authenticated user	All logged in users.	user	<div> <div></div> <div></div> <div></div> </div>

## My new Moodle site

Manage roles

Allow role assignments

Allow role overrides

Allow role switches

Allow role to view

Role ?	Description	Short name	Edit
Manager	Managers can access courses and modify them, but usually do not participate in them.	manager	↓ ⚙️ 🗑️
Course creator	Course creators can create new courses.	coursecreator	↑ ↓ ⚙️ 🗑️
Teacher	Teachers can do anything within a course, including changing the activities and grading students.	editingteacher	↑ ↓ ⚙️ 🗑️
Non-editing teacher	Non-editing teachers can teach in courses and grade students, but may not alter activities.	teacher	↑ ↓ ⚙️ 🗑️
Student	Students generally have fewer privileges within a course.	student	↑ ↓ ⚙️ 🗑️
Guest	Guests have minimal privileges and usually can not enter text anywhere.	guest	↑ ↓ ⚙️
Authenticated user	All logged in users.	user	↑ ↓ ⚙️
Authenticated user on frontpage	All logged in users in the frontpage course.	frontpage	↑ ⚙️ 🗑️

Add a new role

# Category: Administration / Users / Permissions

## User policies

Role for visitors  
notloggedinroleid

Guest (guest) ▾

Default: Guest (guest)

Users who are not logged in to the site will be treated as if they have this role granted to them at the site context. Guest is almost always what you want here, but you might want to create roles that are less or more restrictive. Things like creating posts still require the user to log in properly.

Role for guest  
guestroleid

Guest (guest) ▾

Default: Guest (guest)

This role is automatically assigned to the guest user. It is also temporarily assigned to not enrolled users that enter the course via guest enrolment plugin.

## Manage enrol plugins

### Available course enrolment plugins

Name	Instances / enrolments	Version	Enable	Up/Down	Settings
Manual enrolments	3 / 104	2022041900		↓	<a href="#">Settings</a>
Guest access	3 / 0	2022041900		↑ ↓	<a href="#">Settings</a>
Self enrolment	3 / 0	2022041900		↑ ↓	<a href="#">Settings</a>
Cohort sync	0 / 0	2022041900		↑ ↓	<a href="#">Settings</a>
PayPal	0 / 0	2022041900		↑ ↓	<a href="#">Settings</a>
Enrolment on payment	0 / 0	2022041900		↑	<a href="#">Settings</a>

## Self enrolment

The self enrolment plugin allows users to choose which courses they want to participate in. The courses may be protected by an enrolment key. Internally the enrolment is done via the manual enrolment plugin which has to be enabled in the same course.

Require enrolment key  
enrol\_self | requirepassword

☒ Default: No

Require enrolment key in new courses and prevent removing of enrolment key from existing courses.

Use password policy  
enrol\_self | usepasswordpolicy

☒ Default: No

Use standard password policy for enrolment keys.

Show hint  
enrol\_self | showhint

☐ Default: No

Show first letter of the guest access key.

Enrolment expiration action  
enrol\_self | expiredaction

Keep user enrolled ▾

Default: Keep user enrolled

Select action to carry out when user enrolment expires. Please note that some user data and settings are purged from course during course unenrolment.

Hour to send enrolment expiry notifications  
enrol\_self | expirynotifyhour

6 ▾

Default: 6

## Default Dashboard page

Reset Dashboard for all users

Search



### Timeline

Next 7 days

Sort by dates

Search by activity type or name



No in-progress courses

### Calendar

All courses

New event

March

April 2022

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2

### Recently accessed items



News forum

My first course

### Recently accessed items



News forum

My first course



4- L'histoire des Jeux Ol...

Les Jeux Olympiques : hier et auj...

New World Academy Home Dashboard My courses Site administration

Site home / Site home settings

## New World Academy

General Users Courses Grades Plugins Reports

Changes saved

### Site home settings

Full site name

fullname

New World Academy

Short name for site (eg single word)

shortname

New World Academy

Site home summary

summary

1 A B I

Welcome to the New World Academy! Here you will find a wide array of courses that will introduce you to the Moodle learning experience.

This summary can be displayed on the site home using the course/site summary block.

Site home  
frontpage

Announcements

List of courses

Site home summary  
summary

1 A B I

Welcome to the New World Academy! Here you will find a wide array of courses that will introduce you to the Moodle learning experience.

Our mission at New World Academy is to make learning fascinating, fun, and immediately applicable to your daily live and long-term goals.

## Chapter 03: Creating Categories and Courses

What your students are looking for	Consider using the following
A specific course by name	An uncategorized list of courses, displayed alphabetically.
A specific type of course, but they are unsure of the name	A combo list or category list so that the student sees the types of courses offered.
Either specific courses by name, or types of courses	A combo list. Add a note to the front page that informs the student they can search for courses by name (refer to the <i>Add instructions to your front page with labels</i> section in <i>Chapter 5, Resources, Activities, and Conditional Access</i> ).
If users are not sure what they are looking for	An uncategorized list of courses, if you have only a few courses. You can use the course description to sell each course. If your list of courses is too long for the front page, you'll need to use a category list and include information on the front page to convince visitors to explore the categories (refer to the <i>Add instructions to your front page with labels</i> section in <i>Chapter 5, Resources, Activities, and Conditional Access</i> ).

## Edit category settings

Parent category

Top

Category name \*

Entrepreneurship

Category ID number ?

ENTR

Description

A ▼

B

I

Courses that support the training and development of entrepreneurs.

Save changes

Cancel

There are required fields in this form marked \* .

Description

A ▼

B

I

Courses that support the training and development of entrepreneurs.

## Course categories

Create new category

<input type="checkbox"/>	▪ Entrepreneurship	ENTR	<input type="checkbox"/>	↓	⚙	1
<input type="checkbox"/>	▪ Culture	CULT	<input type="checkbox"/>	↑	↓	2
<input type="checkbox"/>	▪ Miscellaneous		<input type="checkbox"/>	↑	⚙	1

## Sorting

Selected categories ⇅

Sort by Category name ascending ⇅

Sort by Course full name ascending ⇅

Sort

## Move selected categories to

Choose... ⇅

Move

### Learning plans

#### Competencies to review

Internet usage (Susan Medina) - Waiting for review  
Spreadsheet (Lao Cai) - Waiting for review

### Recently accessed courses



History: Russia in Revolution  
Society and Environment



English: The Lake Poets  
Languages

### Timeline

Next 7 days ▾

Sort by dates ▾

Search by activity type or name



### Online users

2 online users (last 5 minutes)



Anna Alexander



Jeffrey Sanders



### Private files

No files available

[Manage private files...](#)

### Recently accessed items



Community news and ...  
Mount Orange School



Student  
Mount Orange School

## Site administration

Search

Site administration

Users

Courses

Grades

Plugins

Appearance

### Courses

Manage courses and categories

Course custom fields

Add a category

Add a new course

Restore course

Course default settings

Download course content

Course request

Upload courses

# Manage course categories and courses

Course categories

Create new category

<input type="radio"/>	Art and Media						4
<input type="radio"/>	Society and Environment						6
<input type="radio"/>	Languages						4
<input type="radio"/>	Physical Education						2
<input type="radio"/>	Science and Mathematics						2
<input type="radio"/>	Mount Orange Community						4
<input type="radio"/>	Moodle Resources						3

Sorting

Selected categories

Sort by Category name ascending

Sort by Course full name ascending

Sort

Move selected categories to

Choose...

Move



# Manage course categories and courses

## Course categories

Create new category

<input type="radio"/>	Art and Media						4
<input type="radio"/>	Society and Environment						6
<input type="radio"/>	Languages						4
<input type="radio"/>	Physical Education						2
<input type="radio"/>	Science and Mathematics						2
<input type="radio"/>	Mount Orange Community						4
<input type="radio"/>	Moodle Resources						3
<input type="radio"/>	Geology						0

View  
 Edit  
 Create new subcategory  
 Delete  
 Permissions  
 Cohorts  
 Filters  
 Restore course  
 Content bank

## Blocks

- Manage blocks
- Accessibility review
- Activity results
- Course overview
- Courses
- Online users
- Recently accessed courses
- Section links
- Starred courses
- Text

# Course overview

## Appearance

Display categories block_myoverview   displaycategories	<input checked="" type="checkbox"/> Default: Yes	
		Display the course category on dashboard course items including cards, list items and summary items.
Available layouts block_myoverview   layouts	<input checked="" type="checkbox"/> Card	
	<input checked="" type="checkbox"/> List	
	<input checked="" type="checkbox"/> Summary	
		Default: Card, List, Summary
		Course overview layouts which are available for selection by users. If none are selected, the card layout will be used.

# My first course

- Course
- Settings
- Participants
- Grades
- Reports
- More ▾

## Edit course settings

▾ General

Expand all

✕

+ Add a block

## Recently accessed courses



English: The Lake Poets  
Languages



Types of Sport  
Physical Education

[Courses](#) / [Languages](#)

## Languages

[Category](#) [Settings](#) [More ▾](#)

Languages ▾

Search courses 🔍

More ▾

### English with H5P



A course of basic English teaching activities demonstrating various H5P activities integrated into Moodle

Teacher: Jeffrey Sanders

Module credits: 25

### English: The Lake Poets



Teacher: Amy Gonzalez

Teacher: Julie Mills

Teacher: Donald Torres

Teacher: Peter Wallace

Teacher: Carolyn Welch

Module credits: 25

### Mystère à Hyères



This is a Google Street View Mystery (inspired by Vincent Everett of Northgate High). It is designed for English speaking children who have studied French for 2 or 3 years but may also be adapted for other classes as wished. Access to Google Street view is essential and the course makes considerable use of Conditional activities. If you are using the course, make sure they are set up correctly.

Ages 14+

Teacher: Donald Torres

Teacher: Carolyn Welch

Module credits: 25

### German: Junior Moodle Mystery

This is a Mystery course for students aged 8+ which makes heavy use of Conditional activities to gradually reveal the answer to the mystery (What are we learning today? German!) and move forward the learning. If you access this as a student you will only see one item and the others will reveal themselves as you go along. If you access it as a teacher, check out the teacher's instructions in topic 5 (hidden from students)

	View and edit personal profile	Manually add, edit, and disable users	Add and delete courses	Add blocks	Course administrator rights in all courses	Change theme, banner, and so on
Site administrator	x	x	x	x	x	x
Course creator	x	x	x	x		
Authenticated user	x					

Access to individual courses	View courseware	Participate in activities	View personal records	View student records	Add and edit courseware	Edit course settings	Set course roles
Course administrator	x	x	x	x	X	X	x
Teacher	x	x	x	x	X		

Access to individual courses	View courseware	Participate in activities	View personal records	View student records	Add and edit courseware	Edit course settings	Set course roles
Non-editing teacher	x	x	x	x			
Student	x	x	x				
Guest with read-only access	x						

## ▼ General

Course full name ⓘ ?

The Happy Little Trees of Bob Ross: Pop Art and Kitsch

Course short name ⓘ ?

BobRossPopArt

Course category ⓘ ?

× Art and Media

Search ▼

Course visibility ?

Show ↕

Enable download course content ?

Site default (No) ↕

Course start date ?

2 ↕

May ↕

2022 ↕

00 ↕

00 ↕



Course end date ?

11 ↕

July ↕

2022 ↕

02 ↕

00 ↕



☒ Enable

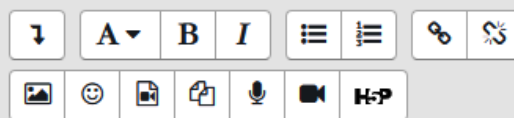
☒ Calculate the end date from the number of sections ?

Course ID number ?

ART4153

## ▼ Description

Course summary ?




This course analyzes the work of the popular television personality and artist, Bob Ross.

## Art and Media

[Category](#) [Settings](#) [More ▾](#)

Art and Media ▾

Search courses 

More ▾

### [The Happy Little Trees of Bob Ross: Pop Art and Kitsch](#)



This course analyzes the work of the popular television personality and artist, Bob Ross.

**Module credits:** 25

### [Digital Literacy](#)



Introducing the concept of Digital Literacy. Optimised for mobile.

**Teacher:** [Jeffrey Sanders](#)

**Module credits:** 30

### [Psychology in Cinema](#)



In this course we study three films: Spider, A Beautiful Mind, and Fight Club. The main focus of the course will be the ways in which psychosis is represented in the films in terms of macro, plot, narrative structure and micro etc. We consider the wider cultural meaning and implication of films dealing with psychology.

Ages 16+

## ▼ General

Course full name



The Happy Little Trees of Bob Ross: Pop Art and Kitsch

Course short name



BobRossPopArt

Course category



× Art and Media

Search



Course visibility



Show



Enable download course content



Site default (No)



Course start date



2



May



2022



00



00



Course end date



11



July



2022



02



00



☒ Enable

☒ Calculate the end date from the number of sections



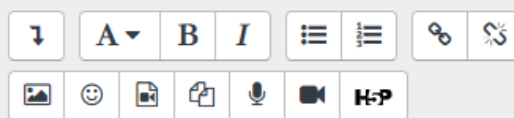
Course ID number



ART4153

## ▼ Description

Course summary



This course analyzes the work of the popular television personality and artist, Bob Ross.

### ▼ Course format

Format



Topics format



Number of sections

Single activity format

Social format

Topics format

Weekly format

Hidden sections



Hidden sections are shown as not available

Course layout



Show all sections on one page



The Happy Little Trees of Bob Ross

CourseSettingsParticipantsGradesReportsMore

GeneralCollapse all

FORUMAnnouncements

+ Add an activity or resource

Add topic

Topic 1

+ Add an activity or resource

Add topic

Topic 2

+ Add an activity or resource

Thomas Kinkade: Reviled by Critics, Adored by the Public

CourseSettingsParticipantsGradesReportsMore

GeneralCollapse all

FORUMAnnouncements

+ Add an activity or resource

4 June - 10 June

+ Add an activity or resource

11 June - 17 June

+ Add an activity or resource

Pop Art / Social forum

FORUM

Social forum

Forum

Settings

Advanced grading

Subscriptions

Reports

More ▾

An open forum for chatting about anything you want to

Search forums

Q

Add discussion topic

Discussion

☆ Thomas Kinkade: Behind the Storybook Cottages, Despair

☆ Bob Ross vs. Andy Warhol

☆ Why is Bob Ross so popular still?

	Week 1	Week 2	Week 3	Week 4
Learning Objective 1	x			x
Learning Objective 2	x	x		
Learning Objective 3		x	x	
Learning Objective 4		x	x	x
Learning Objective 5			x	x

## ▼ Course format

Format ?

Topics format ▼

Hidden sections ?

Hidden sections are shown in collapsed form ▼

Course layout ?

Show all sections on one page ▼

## ▼ Appearance

Force language

Do not force ▼

Number of announcements ?

5 ▼

Show gradebook to students ?

Yes ▼

Show activity reports ?

No ▼

## ► Files and uploads

## ► Completion tracking

### Grade item settings

Grade display type  
grade\_displaytype

Real ▼ Default: Real

This setting determines how grades are displayed in the grader and user reports.

- Letter - Letters or words are used to represent a range of grades, as defined in 'Letters' in the gradebook setup
- Percentage - Relative to maximum and minimum grades
- Real - Actual grades or scale values

Overall decimal places  
grade\_decimalpoints

2 ▼ Default: 2

This setting determines the number of decimal places to display for each grade. It has no effect on grade calculations, which are made with an accuracy of 5 decimal places.

Advanced grade item options  
grade\_item\_advanced

Item info  
ID number  
Grade type  
Scale  
Minimum grade  
Maximum grade  
Grade to pass  
Offset  
Multiplier  
Grade display type ▼

Default: Item info, ID number, Grade to pass, Offset, Multiplier, Grade display type, Overall decimal places, Hidden until, Lock after

Select all elements that should be displayed as advanced when editing grade items.

Save changes

## ▼ Files and uploads

Maximum upload  
size



Site upload limit (256 MB) ▾

## ▼ Groups

Group mode



No groups ▾

Force group mode



No ▾

Default grouping

None ▾

Course visibility



Show ▾

Hide

Show

Enable download  
course content



Default (No) ▾

## ▼ Role renaming

Your word for  
'Manager'

Your word for 'Course  
creator'

Your word for 'Teacher'

Instructor

Your word for 'Non-  
editing teacher'

Your word for 'Student'

Participant

Your word for 'Guest'

Your word for  
'Authenticated user'

## ▼ Tags

Tags

Manage standard tags  
No selection

Enter tags... ▼

▼ Course custom fields

Module credits25

# Digital Literacy

Course

Settings

Participants

Grades

Reports

More ▼

Enrolled users ▼

Enrol users

## Enrolled users

MatchAny ▼Select ▼

+ Add condition



















Clear filters

Apply filters

11 participants found

First nameAllA B C D E F G H I J K L M N O P Q R S T U V W X Y Z

SurnameAllA B C D E F G H I J K L M N O P Q R S T U V W X Y Z

	First name / Surname ▲	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>						
<input type="checkbox"/>	 Frances Banks	francesbanks231@example.com	Student 	Team South 	2 years 315 days	Active   
<input type="checkbox"/>	 Mark Ellis	markellis267@example.com	Student 	Team South 	4 years 295 days	Active   
<input type="checkbox"/>	 Brian Franklin	brianfrankli228@example.com	Student 	Team South 	4 years 295 days	Active   

Enrol users

Enrolment options

Select users

No selection

Search

Select cohorts

No selection

Search

Assign role

Student

Show more...

Cancel

Enrol selected users and cohorts

## Self enrolment

The self enrolment plugin allows users to choose which courses they want to participate in. The courses may be protected by an enrolment key. Internally the enrolment is done via the manual enrolment plugin which has to be enabled in the same course.

Require enrolment key

enrol\_self | requirepassword

☐ Default: No

Require enrolment key in new courses and prevent removing of enrolment key from existing courses.

Use password policy

enrol\_self | usepasswordpolicy

☐ Default: No

Use standard password policy for enrolment keys.

Show hint

enrol\_self | showhint

☐ Default: No

Show first letter of the guest access key.

Enrolment expiry action

enrol\_self | expiryaction

Keep user enrolled

Default: Keep user enrolled

Select action to carry out when user enrolment expires. Please note that some user data and settings are purged from course during course unenrolment.

Hour to send enrolment expiry notifications

enrol\_self | expirynotifyhour

0

Default: 6

## Enrolment instance defaults

Default enrolment settings in new courses.

Add instance to new courses

enrol\_self | defaultenrol

☐ Default: Yes

It is possible to add this plugin to all new courses by default.

Allow existing enrolments

enrol\_self | status

Yes

Default: No

Enable self enrolment method in new courses.

Allow new enrolments

enrol\_self | newenrols

Yes

Default: Yes

## Enrolment instance defaults

---

Default enrolment settings in new courses.

Add instance to new courses  
enrol\_self | defaultenrol ☒ Default: Yes

It is possible to add this plugin to all new courses by default.

Allow existing enrolments  
enrol\_self | status  Default: No

Enable self enrolment method in new courses.

Allow new enrolments  
enrol\_self | newenrols  Default: Yes

Allow users to self enrol into new courses by default.

Use group enrolment keys  
enrol\_self | groupkey  Default: No

Use group enrolment keys by default.

Default role assignment  
enrol\_self | roleid  Default: Student

Select role which should be assigned to users during self enrolment

Enrolment duration  
enrol\_self | enrolperiod   Default: None

Default length of time that the enrolment is valid. If set to zero, the enrolment duration will be unlimited by default.

Notify before enrolment expires  
enrol\_self | expirynotify  Default: No

This setting determines whether enrolment expiry notification messages are sent.

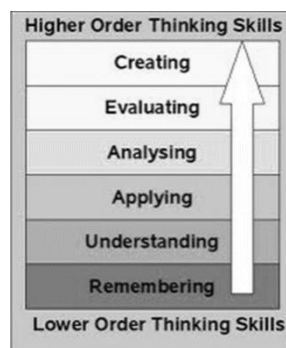
Notification threshold  
enrol\_self | expirythreshold   Default: 1 days

How long before enrolment expiry should users be notified?



## Chapter 04: Managing Resources, Activities, and Conditional Access

Modules	Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4
Module 1	X			
Resources 1 (list the resources specifically for each module)	X			
Assessment 1 (list the activities specifically for each module)	X			
Module 2	X	X		
Resources 2		X		
Assessment 2		X		
Module 3			X	
Resources 3		X	X	
Assessment 3			X	
Module 4			X	X
Resources 4	X		X	X
Assessment 4			X	X



Modules	Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4
Module 1 – title	X			
An introduction to the module announcement guide				
Map, diagram, or graphic 1	X		X	
Interactive engager 1 – Did you know? or a test of knowledge	X			
Resources 1 (list the resources specifically for each module) – include video, a transcript, and audio only	X	X		
Collaborative resources 1 – a discussion forum, wiki, and so on.	X			
Assessment 1 (list the activities specifically for each module, including practice assessments)	X			
Wrap-up for the module – a summary announcement	X			
A post-module survey (satisfaction, and so on)	X			

## ▼ Topic 1



Add an activity or resource

### Add an activity or resource

All

Activities

Resources



Assignment



BigBlueButton



Book



Chat



Choice



Database



External tool



Feedback



File



Folder



Forum



Glossary



H5P



IMS content  
package



Label



Lesson



Page



Quiz



SCORM  
package



Survey



URL



Wiki



Workshop



# Geothermal Energy Basics

Course   Settings   Participants   Grades   Reports   More ▾

## 📄 Adding a new Page ⓘ

[Expand all](#)

### ▾ General

Name



Geothermal Energy and Plate Tectonics

Description

↵

A ▾

B

I

☰

☷

🔗

🔄

The Earth's structure over time, and the heat flow from the mantle and along the plate margins is explained.

☒ Display description on course page ⓘ

# Geothermal Energy Basics

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More](#) ▾

## 📄 Adding a new Page ?

[Expand all](#)

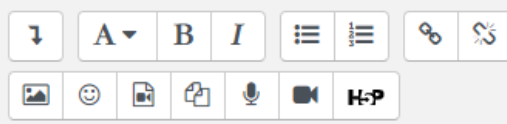
### ▼ General

Name



Geothermal Energy and Plate Tectonics

Description



The Earth's structure over time, and the heat flow from the mantle and along the plate margins is explained.

☒ Display description on course page ?



ASSIGNMENT

Plate Tectonics and Heat Flow Over Time

Opened: Saturday, 7 May 2022, 12:00 AM

Due: Saturday, 14 May 2022, 12:00 AM



Add an activity or resource



- Edit settings
- Move
- Hide
- Duplicate
- Assign roles
- Delete

## ✓ Common module settings

Availability



Show on course page ⇅

ID number



Show on course page

Hide from students

Group mode



No groups ⇅

Include in course  
content download



Yes ⇅

Add group/grouping access restriction

Mount Orange School Home Dashboard My courses Site administration



Course Settings Participants Grades Reports More ▾

Grader report ⇅

### View

Grader report

Grade history

Outcomes report

Overview report

Single view

User report

### Setup

Gradebook setup

Course grade settings

Preferences: Grader report

### More

Scales

Outcomes

Grade letters

Import

Export

E F G H I J K L M N O P Q R S T U V W X Y Z

F G H I J K L M N O P Q R S T U V W X Y Z

Revision: Chemistry



Email address

☒ Atomic Numbers (John ... ⇅

☒ Chemical Nomenclature ... ⇅

Controls



Frances Banks



francesbanks231@example.com



Mark Ellis



markellis267@example.com



# Revision: Chemistry

Course

Settings

Participants

## Move section



Move Revision topics to this location:

*General*

*Revision topics*

> General

Collapse all

▼ Revision topics



QUIZ

Molar mass calculations (Rob Bright)

Mark as done



## Add restriction...

Activity completion

Require students to complete (or not complete) another activity.

Date

Prevent access until (or from) a specified date and time.

Grade

Require students to achieve a specified grade.

User profile

Control access based on fields within the student's profile.

Restriction set

Add a set of nested restrictions to apply complex logic.

Cancel



## ▼ Restrict access

Access restrictions

☐ Student must match **any** of the following

Date from 7 May 2022 00 : 00

×

or

Date from 20 May 2022 00 : 00

×

Add restriction...

Student must match **all** of the following

☐ Date from 17 April 2021 00 : 00

×

and

☐ Date until 30 April 2022 00 : 00

×

and

Grade Course total

☒ must be ≥ 70 %

☐ must be < %

×

Add restriction...

## ➤ Ratings

- Common module settings

- Restrict access

### Access restrictions

Student

- Film review
- Watch La Haine
- Film Education Study guide
- La Haine Fresh film festival Study guide
- Q & A Wiki
- Focusing on Camera style
- Mise en Scène

Restriction: Choose... must be marked complete



Please set





Add restriction...



## Chapter 05: Adding Resources to Your Moodle Course


Learning Objective	Course Module	Bloom's Taxonomy Level	Readings (with the ability to use speech-to-text assistive technologies)	Graphics (with alt-tags that describe what is happening in the graphics)	Audio or Video (with a closed captioning option for hearing-impaired learners, as well as transcripts)
Define literary genres.	1	Remember	Definitions of literary genres. The file is in the course. List the filename and location (repository, URL, and so on)	Include a thumbnail, along with the filename and location. You may include a thumbnail of a painting of Lady Macbeth and tag it as "Drama."	Be sure to include audio files of the definitions of genres. Include the filename and location. Indicate the transcript's filename and location.
Explain how and why Richard III is an anti-hero.	2	Understand	A video that explains how and why Richard III is an anti-hero, along with Lady Macbeth, Macbeth, and others.	Include a thumbnail of Richard III, perhaps of the car park in England where they found his body and were able to analyze his twisted spine.	Make sure you have transcripts for any videos, as well as also a speech-to-text accommodation for the hearing-impaired.
Write a blank verse poem in the style of John Ashbery.	3	Apply	John Ashbery's "The Instruction Manual" in text, audio, and a video.	Find a graphic that evokes the mood of the poem "The Instruction Manual."	A link to "The Instruction Manual" at the Poetry Foundation, and also include a reading of it.

<b>Learning Objective</b>	<b>Course Module</b>	<b>Bloom's Taxonomy Level</b>	<b>Readings (with the ability to use speech-to-text assistive technologies)</b>	<b>Graphics (with alt-tags that describe what is happening in the graphics)</b>	<b>Audio or Video (with a closed captioning option for hearing-impaired learners, as well as transcripts)</b>
Analyze the structure and use of repeated elements in Zora Neale Hurston's short story "Sweat."	4	Analyze	Zora Neale Hurston's short story "Sweat," which includes text, audio, and a video with tags.	Create a collage of a wicker basket holding laundry, a rattlesnake, a high-heeled shoe, a leather whip, and a bar of soap.	Provide the text, plus an audio file of a reading of the story.
Critique the way that Jamaica Kincaid builds a story based on a collage of phrases and sayings.	5	Evaluate	"Girl" by Jamaica Kincaid, which would include the text of the story, plus an audio recording.	Include a photo or painting of a female teenager from Antigua in the Caribbean.	Provide the text, plus an audio file of a reading of the story.
Design a booklet with commentary featuring the geological poems of Emily Dickinson.	6	Create	The poems of Emily Dickinson, including references to geology. Include text and audio recordings. Also, include an article about Emily Dickinson and the state of geological science in the mid-19th century.	Include a painting from the Hudson River School artists painting New England landscapes.	Provide the text, plus an audio file of a reading of the poems. Also, include links to the Hudson River School artists and a few articles on the state of the science of geology in the mid-19th century. All should be in a form that can be used with text-to-speech apps.

Resource	Description	Advantages	Disadvantages
 Book	<p>A book is a series of web pages, organized into chapters. A book can consist of one or more chapters. This is a good option for presenting a series of web pages that you want the student to read in order. It keeps things neat and clean so that your students do not have to wade around in a chaotic jumble of content.</p>	<p>The material is presented in a set sequence that clarifies the timing and the order to engage with the content.</p> <p>The presentation is clear and clean.</p>	<p>There is little or no flexibility to change the order of the chapters once they have been set. Also, it is not possible to break down subchapters.</p>
 File	<p>Moodle can serve a single file to your student. If Moodle's built-in media player can play the file, you can configure it to automatically embed.</p> <p>Alternatively, you can configure the file so that it downloads to the student's computer and lets the student's computer determine how to open and display it. You can place file instances within the folder of a chapter, which makes it easy for the student to know which resources correspond to particular sections of the course.</p>	<p>It is easy to rearrange and reorder the files.</p> <p>Letting students download files makes it possible for them to access the content, even if they do not have internet access.</p>	<p>Files can be small, and rearranging them can be time-consuming if you want to rearrange a number of them. Also, it is necessary to ensure that the student has a way to open the file, especially if it is in a non-standard format.</p>

Resource	Description	Advantages	Disadvantages
 Folder	<p>A folder is a collection of files that you have added to the course. For example, you can have a folder for each topic in a course, where you give the student all the files needed to complete the exercises for that topic.</p> <p>Alternatively, a folder can be for a specific activity, especially if there is a project that needs to be completed and the instructions, guidelines, and examples are within that set.</p>	<p>Folders are wonderful "one-stop-shop" places where students can easily find the content they need.</p>	<p>Once a file is within a folder, the title of the file is not visible until the folder is opened. It can be hard to find individual files.</p>
 Label	<p>A label is a text, graphic, or media file that you put on the home page of a course. Almost anything that you can put onto a web page, you can put onto the home page of your course. You usually use a label to describe or label the content around it. You can use labels as signposts to help learners organize information into categories.</p>	<p>Labels are wonderful navigational tools and they help students know where to go.</p>	<p>If you do not use labels that correspond to the objectives, modules, or chapters (or books), it can be very confusing for the student. Furthermore, labels can make the course page too long.</p>
 Page	<p>A Moodle page is a web page that you create using Moodle's web page editor. A page is effective in organizing content around a specific topic. On the page, you can include links, folders, and files, and you can also create text content. A page can have the appearance of a digital textbook.</p>	<p>Pages can incorporate a great deal of information in one place. They are portable, which is to say that you can insert them wherever you'd like into one or more courses.</p>	<p>Pages can take some time to build and can also get lost if they're not linked into the course well.</p>
 URL	<p>A URL is a link to another place on the web. Usually, you link to a page or file that exists outside of Moodle. However, you can link to a place inside your own Moodle site.</p>	<p>Using links is a great way to save storage space and time. The link's tags and descriptions can often be incorporated into your description.</p>	<p>Web pages can change and your link may go dead without your realizing it, and as it does so, you lose the content you were depending on for your course.</p>

Resource	Description	Advantages	Disadvantages
 Lesson	<p>Although classified as an activity, a lesson can be considered a resource or an activity. It's a bundled set of pages or instructional activities that are designed as pathways to learning. They should align with your storyboard or CDD and fit into the overall learning plan to tie to learning objectives.</p>	<p>A lesson is a great way to bundle a module and make sure that students follow a sequence of content and activities and that they stay engaged with a blend of content, interactive activities, and mini-assessments.</p>	<p>Lessons can take time to build, and to be effective, they should be planned very carefully.</p> <p>Some of the content may become stale and it may be necessary to go in and update that content or activities.</p> <p>You must keep very well organized to keep track of the individual components in the lesson and their versions.</p>
 H5P	<p>H5P stands for HTML5 Package, and it is the latest specification of the HTML markup language web framework, which accommodates interactive, self-playing content such as presentations, videos, questions, games, quizzes, and more.</p> <p>H5P packages are often acquired externally and can be uploaded to the Moodle site.</p> <p>Quiz activities are auto-graded and the grades go into the gradebook.</p>	<p>HTML5 packages are often professionally done and are available from educational material providers.</p> <p>The auto-grading aspect is very convenient.</p> <p>The materials are of high quality and are engaging.</p> <p>HTML5 templates are often responsive, so they look good and work on different devices and in different browsers (ideally).</p>	<p>HTML5 can be expensive, and since it often comes as a package, you can't customize or modify specific parts of the packages.</p> <p>Like Java, CSS, JavaScript, and other older languages, HTML5 will eventually become obsolete. It also may be vulnerable to security issues.</p>

Resource	Description	Advantages	Disadvantages
 SCORM package	<p>A SCORM package consists of bundled learning objects that can be zipped and added to a course.</p> <p>The learning objects are often pages, and the SCORM package contains a table of contents, consisting of the course content and quizzes, which, when graded, are recorded in the gradebook.</p>	<p>SCORM packages are often used for presenting content, including multimedia and animation.</p> <p>They can also include assessments.</p> <p>Many institutions require content that is uploaded to be SCORM-compliant. SCORM was first developed by the US government, and thus has a high rate of adoption.</p>	<p>SCORM packages can contain animation and multimedia in old formats that will no longer play, or that require external drivers. You must be aware of this when evaluating pre-packaged SCORM bundles.</p>

## ▼ Appearance

Display



Automatic ▾

Automatic

Embed

Open

In pop-up

Description

## ➤ URL variables

## ▼ Appearance

Display



In pop-up ▾

Pop-up width (in pixels)

620

Pop-up height (in pixels)

450





URL

# Geothermal resources

URL

Settings

More ▾

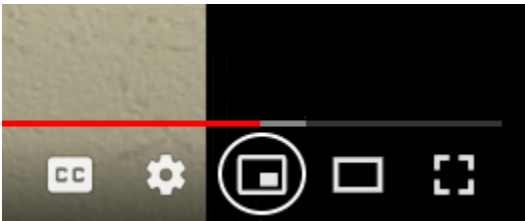
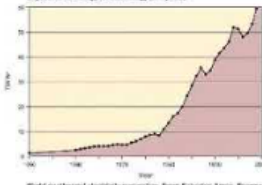
Mark as done

Geothermal Energy Basics by Carlo Dietl, Ph.D.

- Archaeological finds testify the use of geothermal energy to date back to between 9 and 10 thousand years (University of the United Nations)
- 13,000 years ago in a Japanese island and 7,000 years ago on the Asian continent men settled close to geothermally active areas
- The real "fathers of the geothermal industry" were the Etruscans, which were the first to coat their tools with enamel, using borax, a boron compound available in boraciferous sources.
- The Latins said: *Bailea, vina, Venus corrumpunt corpora nostra; sed vitam faciunt* (spas, wine and love corrupt our bodies, but they make life good)
- In 1904 the modern geothermal era started in Larderello, Tuscany (Italy)
- Since then use of geothermal power increased rapidly.



The Kalkdamm (Kalkdamm, Germany): 2000 years of continued use of geothermal energy for bathing (Bilgic)



URL

# Geothermal Energy Basics video

URL

Settings

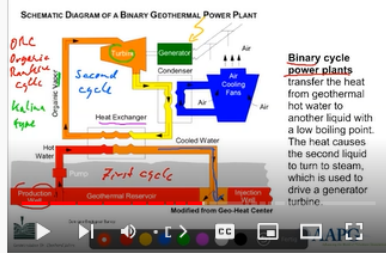
More ▾

Mark as done

Geothermal Energy Basics by Carlo Dietl, Ph.D.

Click <https://youtu.be/J8YJCNmpgpk> link to open resource.

## Different types of geothermal plants



Geothermal Energy Basics Webinar, by Carlo Dietl, Ph.D.

411 10 DISLIKE SHARE DOWNLOAD SAVE ...

Geothermal Energy Basics video

## Geothermal Energy Basics video

Settings More

☒ Display description on course page ?



PAGE

# Geothermal Education for a Sustainable Future

Page

Settings

More ▾

## Updating: Page

[Expand all](#)

### ▼ General

Name



Geothermal Education for a Sustainable Future

Description

↵

A ▾

B

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☷

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🔒

😊

🖼️

📎

🎤

🎥

📄

🔍

This paper presents a road map for providing training to experienced geoscientists, engineers, and data scientists who seek to participate in geothermal energy exploration, development, and integration. The road map starts by identifying the foundational skills and knowledge base of experienced geoscientists and engineers, and then specifically discusses which elements are of direct value in geothermal energy development. The paper then discusses the best strategies for upscaling skills and closing knowledge gaps, as well as pathways for immediate implementation of the knowledge in the form of planning documents and projects.



# Image properties



Enter URL

<https://sandbox.moodledemo.net/draft>

Browse repositories...

Describe this image for someone who cannot see it

0 / 125

☐ This image is decorative only

Size

400

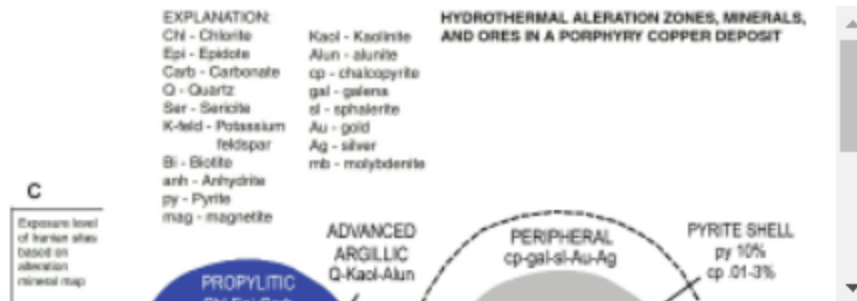
x

308

☒ Auto size

Alignment

Bottom



Save image



## File picker



Server files

Recent files

Upload a file

URL downloader

Private files

Wikimedia

Content bank

Attachment

map-for-exploration.jpg

Save as

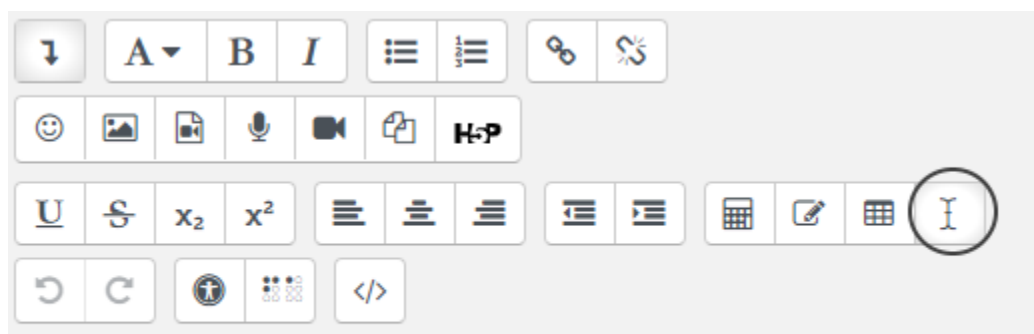
Map for Exploration

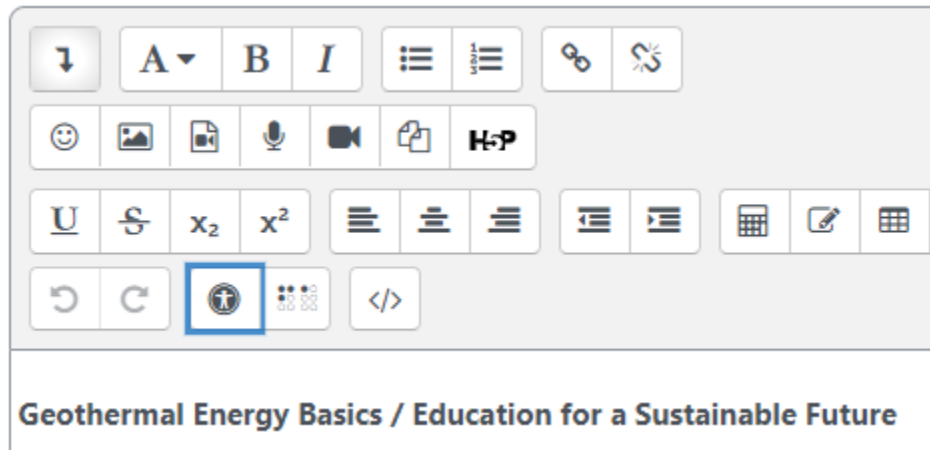
Author

Admin User

Choose licence

All rights reserved



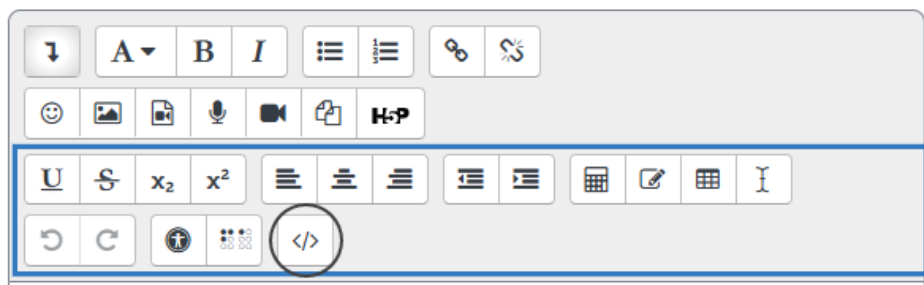


## ▼ General

Name




Description



Type of Repository	When To Use
Server files	You want to reuse a file that you uploaded into another course. For example, you may want to reuse a graphic that you added to a page in another course or a document that you added to another course.
Upload a file	The file that you want to add to your course resides on your computer, and you want to use it in the current course. The file must be no larger than the upload limit for your Moodle system.
Filesystem	The file that you want to use has been uploaded to the Moodle data directory. You usually do this when the file is too big to upload directly into Moodle or when you need to upload a lot of files all at once.

Type of Repository	When To Use
OneDrive, Dropbox, Google Docs, Amazon Web Services	You want to use a service outside of Moodle to store your files. If you're using an inexpensive, shared hosting service for Moodle, you may get more storage space and better upload/download speed using a third party to store your large course files.
Flickr, Google Photos, Web Albums	You want to use photos that are part of an online album.

## ▼ General

Name



Jules Verne - An Antarctic Mystery, or The Sphinx of the

Description

The image shows a rich text editor toolbar with various icons for text formatting and media insertion. The icons include bold (B), italic (I), bulleted list, numbered list, link, unlink, text color, background color, undo, redo, help, and source code. In the second row, there is a smiley face icon, a file upload icon (a document with an upward arrow), a microphone icon, a video icon, a link icon, and a link icon with a plus sign. The file upload icon is highlighted with a blue square and a black circle, with a curved arrow pointing to it from the left. Below the toolbar is a video player control bar showing a play button, a progress bar at 0:00 / 13:26, a volume icon, and a settings icon.

## Insert media



Link


Video

Audio

Audio source URL

[https://ia600300.us.archive.org/12/items/antarctic\\_mystery\\_ehl\\_lib](https://ia600300.us.archive.org/12/items/antarctic_mystery_ehl_lib)

Browse repositories...

Add alternative source 

### ▼ Display options

Enter title

An Antarctic Mystery, or The Sphinx of the Ice Fields by Jules Verne, Chapter 1

### ▼ Advanced settings

- ☒ Show controls
- ☐ Play automatically
- ☐ Muted
- ☐ Loop

### Subtitles and captions

Insert media



# File picker

 Server files

 Recent files

 Upload a file

 Private files

 Wikimedia


 Content bank

Save as

my-sci-fi-recording-1

Author

Admin User

Choose licence 

All rights reserved

Licence not specified

All rights reserved

Public domain

Creative Commons

Creative Commons - NoDerivs

Creative Commons - No Commercial NoDerivs

Creative Commons - No Commercial

Creative Commons - No Commercial ShareAlike

Creative Commons - ShareAlike

## ▼ Content

Page content



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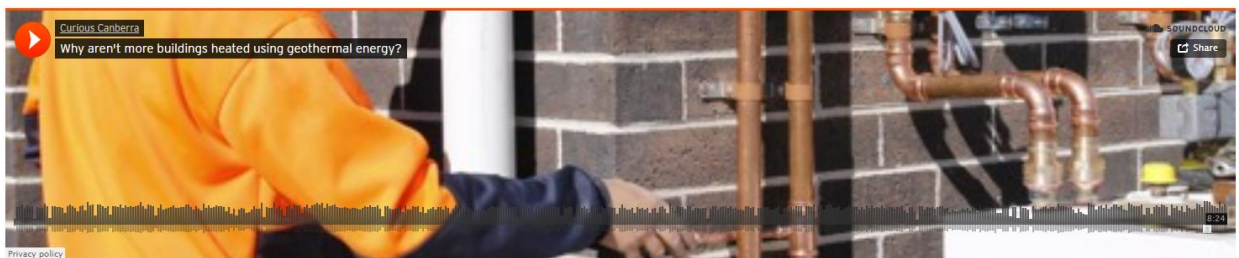
⏏

```
break: anywhere;word-break: normal;overflow: hidden;white-
space: nowrap;text-overflow: ellipsis; font-family:
Interstate,Lucida Grande,Lucida Sans Unicode,Lucida
Sans,Garuda,Verdana,Tahoma,sans-serif;font-weight: 100;"><a
href="https://soundcloud.com/curious-canberra" title="Curious
Canberra" target="_blank" style="color: #cccccc; text-
decoration: none;">Curious Canberra</a> · <a
href="https://soundcloud.com/curious-canberra/why-arent-more-
buildings-heated-using-geothermal-energy" title="Why
aren&#x27;t more buildings heated using geothermal energy?"
target="_blank" style="color: #cccccc; text-decoration:
none;">Why aren&#x27;t more buildings heated using geothermal
energy?</a></div>
4 <br></p>
```

- Required

Geothermal energy

Mark as done



Curious Canberra - Why aren't more buildings heated using geothermal energy?

Last modified: Saturday, 7 May 2022, 9:59 PM



## Updating Label in Topic 1

Expand all

### General

Label text



Introducing new views on geothermal energy: can we use sedimentary geothermal? Note: we can trigger earthquakes by moving subsurface fluids even in stable cratons.

## Topic 1

Highlighted



Mark as done



Introducing new views on geothermal energy: can we use sedimentary geothermal? Note: we can trigger earthquakes by moving subsurface fluids even in stable cratons.



PAGE

Jamie Beard on Geothermal Energy



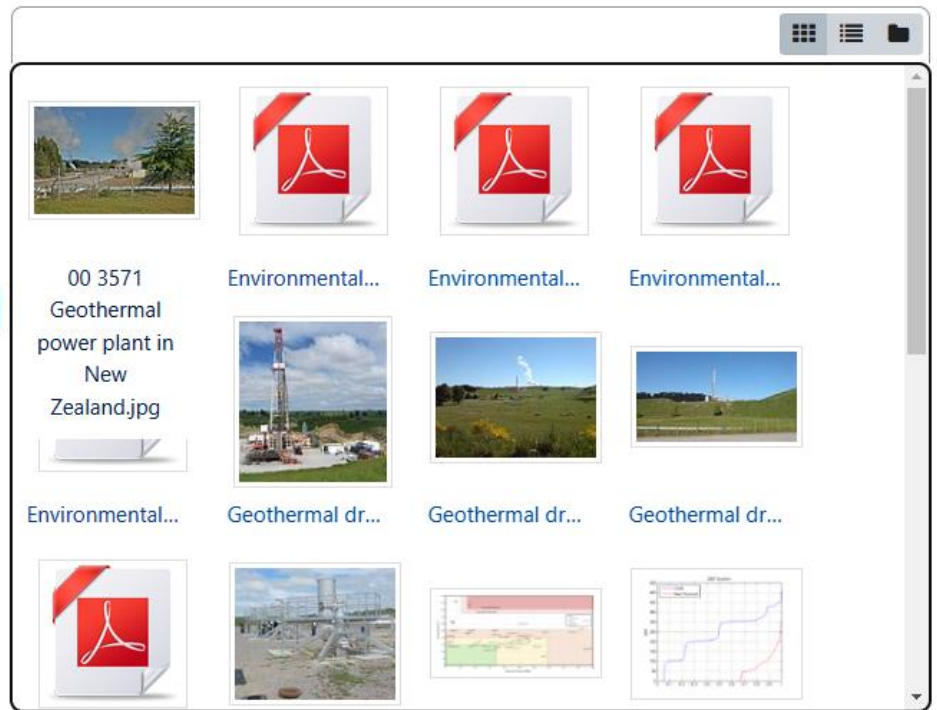
Mark as done



## File picker



- Server files
- Recent files
- Upload a file
- URL downloader
- Private files
- Wikimedia
- Content bank





## Topic 1

Highlighted



Mark as done



Introducing new views on geothermal energy: can we use sedimentary geothermal? Note: we can trigger earthquakes by moving subsurface fluids even in stable cratons.



## Summary of Topic 1

### ▼ General

Section name

☐ Custom

Topic 1

Summary



Geothermal Energy - A Journey



## ▼ Topic 1 Highlighted

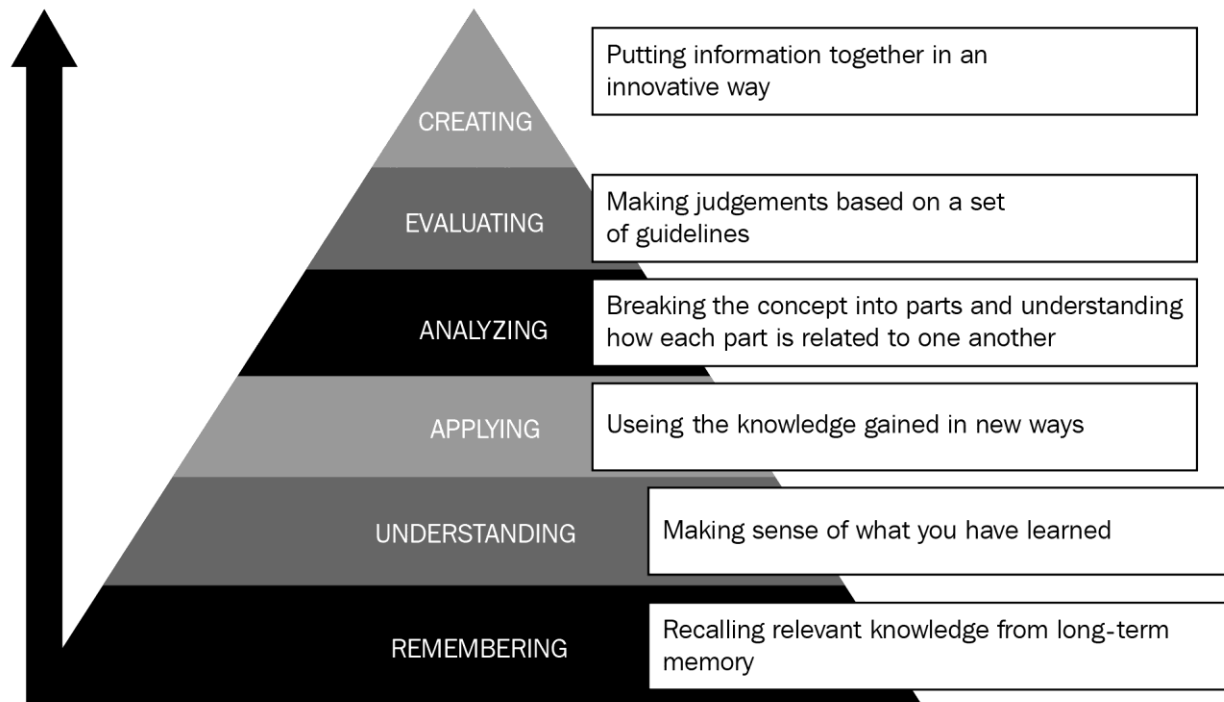
### Geothermal Energy - A Journey

Mark as done



Introducing new views on geothermal energy: can we use sedimentary geothermal? Note: we can trigger earthquakes by moving subsurface fluids even in stable cratons.








## Chapter 06: Adding Assignments, Lessons, Feedback, and Choice











Activities	Description	Advantages	Disadvantages	Common Uses
 Assignment	<p>Instructors can use this activity to administer assessments that involve many steps, including describing the task, collecting work, and providing grades and feedback.</p> <p>Learners submit digital files, which can include documents, spreadsheets, images, audio, and video.</p> <p>Assignments can be individual and group-based. Instructors can leave feedback in many different forms: markups, as well as written and spoken feedback. Rubrics are accommodated. Grades are recorded in the gradebook.</p>	<p>Assignments can form the core element of the assessment strategy and can allow instructors to ask for more complex tasks.</p> <p>Assignments are ideal for the higher levels of Bloom's Taxonomy and collaborations.</p> <p>They allow instructors to give very specific feedback.</p> <p>The feedback is vital for developing learner self-efficacy. The feedback can consist of a marked-up document (tools are built-in), as well as written and recorded (spoken comments) feedback.</p>	<p>It can be tempting to use the same sort of assignment for all courses, which may not be an effective way to assess the achievement of all learning objectives.</p> <p>Assignments may not be ideal for all kinds of learners and learning styles because they can be hard to practice.</p> <p>Learners may not always be able to see comments or marked-up files if they do not realize they have to click in certain areas.</p>	Assess the achievement of learning objectives.
 Quiz	<p>A popular assessment tool.</p> <p>The quiz types include matching, multiple choice, short answer, and numerical.</p> <p>There is quite a bit of flexibility as instructors can allow multiple attempts and shuffle the questions from the question bank.</p> <p>Grades are automatically recorded.</p> <p>Quizzes can be used for official assessments to achieve learning objectives, along with practice exams, feedback, and self-assessment.</p>	<p>Ideal for assessing the achievement of learning objectives, especially for objectives on the lower end of Bloom's Taxonomy.</p> <p>Can integrate seamlessly with the gradebook.</p> <p>Can help learners learn by providing background information about the correct answer.</p>	<p>Although they seem simple, quizzes are actually complex psychometric tools, and writing an effective quiz that actually assesses what you want it to assess is complex. Instructors who write their own quizzes should be provided with a guide.</p>	Assess the achievement of learning objectives.




Activities	Description	Advantages	Disadvantages	Common Uses
	<p>Learners submit work that they do individually and collaboratively for peer review.</p> <p>Learners submit files that are then assessed using a form developed by the instructor. Learners also peer-review each other's work.</p>	<p>This is one of the best activities for collaboration.</p> <p>It is fantastic for real-world activities or projects. It can even be used for hackathons.</p> <p>Learners can work by themselves or in groups. In either case, learners can peer-review each other, and they can receive grades for the peer review as well as for their work.</p>	<p>Learners can easily become confused as they try to complete the requirements for collaborative activities, peer reviews, and their own work.</p> <p>Clear instructions and guidance are critical to successfully deploy and administrate this activity.</p>	<p>Collaborative, project-based learning.</p>
	<p>Although classified as an "activity," a lesson can be considered a resource or an activity. It's a bundled set of pages or instructional activities that are designed as pathways to learning. They should align with your storyboard or course design document and fit into the overall learning plan to tie to learning objectives.</p>	<p>A lesson is a great way to bundle a module and make sure that learners follow a sequence of content and activities and that they stay engaged with a blend of content, interactive activities, and mini-assessments.</p>	<p>Lessons can take time to build and to be effective, they should be planned very carefully.</p> <p>Some of the content may become stale and it may be necessary to go in and update that content or activities.</p> <p>You must keep very well organized to keep track of the individual components in the lesson and their versions.</p>	<p>Blended delivery of static content with interactive content.</p>

Activities	Description	Advantages	Disadvantages	Common Uses
 BigBlueButton	<p>Web conferencing is integrated into Moodle. It is open source. Users can share audio, video, chats, and slides, and they can share their screens, use a whiteboard, collaborate in breakout rooms, participate in polling, and use emojis.</p> <p>Sessions can be recorded and archived.</p>	<p>BigBlueButton is easy to use, and it is fully integrated into Moodle.</p> <p>It has many built-in tools that allow for markup and demonstrations.</p> <p>It is easy to record and make the recording available.</p> <p>You can self/cloud host.</p>	<p>BigBlueButton can be slow and may not be allowed through a corporate firewall. It may be necessary to use Teams, Zoom, or another web-conferencing tool that the institution subscribes to.</p>	<p>"Live" instruction and engagement.</p>
 Chat	<p>Text-based, real-time synchronous discussions.</p> <p>Chat sessions can be saved.</p>	<p>A very "lite" tool that provides the opportunity for questions, answers, and data sharing.</p> <p>It can be saved and archived.</p>	<p>It may be confusing if there is a "chat" function within web conferencing that is used at the same time.</p> <p>The code has not been maintained, so it's very out of date.</p>	<p>Interactive "lite" engagement, sharing content.</p>
 Choice	<p>It looks like a quiz in the sense that there can be multiple-choice questions or polling.</p> <p>However, it is not connected to the gradebook.</p>	<p>This is a great place to engage learners, test their knowledge, and pique their curiosity by polling and then following up with a discussion.</p>	<p>It can be confused with a quiz. Overusing "choice" (check your knowledge, did you know?, and polling) can be distracting.</p>	<p>Assess the achievement of learning objectives. Can be used for engagement.</p>

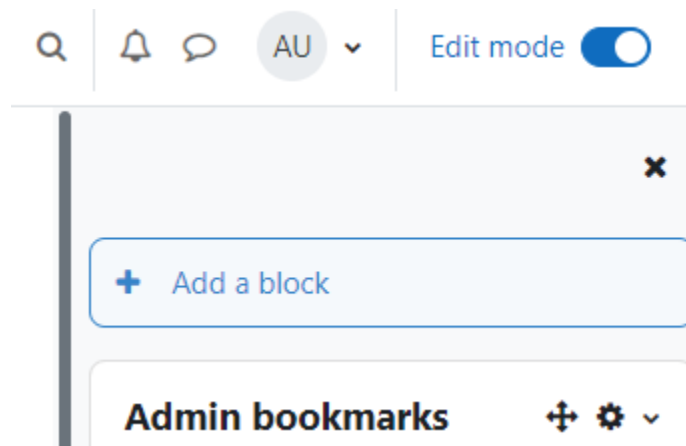
Activities	Description	Advantages	Disadvantages	Common Uses
 Forum	<p>This is an asynchronous discussion board.</p> <p>There is quite a bit of flexibility: forums can be open, with learners having the ability to launch new discussions; they can function for social interaction, asking and answering questions; and they can assess the course material.</p>	<p>If designed well, a forum can be very engaging. Be sure to ask learners to relate to their own experiences, add their opinions, and do research for websites on the topic.</p>	<p>Questions need to be developed well to avoid "yes/no" responses or ones that say the same thing. Questions need to be changed over time to avoid answers being published online.</p>	<p>Collaborative learning, maintaining engagement, and assessments.</p>
 Wiki	<p>Learners add and edit web pages, often collaboratively, but wikis can also be individual.</p> <p>Wikis can be used in many ways – that is, as knowledge repositories, online creative writing journals, and comprehensive manuals for operations, a process, or an industry.</p>	<p>Very effective for collaborative activities, particularly those that involve areas that have new advancements or innovations.</p>	<p>Can be confused with a glossary or a database.</p> <p>Wikis are effective in areas that involve more than just definitions, but also questions regarding a process and its implementation.</p>	<p>Collaboration to build a knowledge base; can be part of a portfolio.</p>
 Glossary	<p>Learners contribute content to create a dictionary-type product, organized in several different ways – from the category, to date and author, to alphabetically.</p> <p>Auto-linking allows entries to link automatically to where the concept words or phrases can be found in the course.</p>	<p>Ideal for low-level Bloom's Taxonomy, such as "remember." Learners can collaboratively develop a glossary and create interesting and innovative entries, especially if the entries include examples.</p>	<p>Can often be confused with a wiki or a database.</p>	<p>Collaborative activity, lower-level Bloom's Taxonomy.</p>

Activities	Description	Advantages	Disadvantages	Common Uses
 Database	<p>The database consists of a repository of entries of many different possible types (numerical, text, images, URL, and more).</p> <p>For example, lab results or survey results can be entered by multiple participants to develop a database that can be used for analysis.</p> <p>It can also be used to create a digital showcase for learner work.</p>	<p>Databases have many uses. They can be used as repositories for learner work or entries and can be used in multiple courses.</p> <p>It can be used in conjunction with lab courses, programming courses, marketing, demographics, and more as the data is used for analysis.</p>	<p>This can be confused with a wiki or a glossary if it's used for items such as annotated bibliographies.</p>	<p>Collaborative projects, or data used in learning activities.</p>

Activities	Description	Advantages	Disadvantages	Common Uses
 External tool	<p>Learners may access apps and other resources on other websites from within Moodle.</p> <p>Tool or app providers must support Learning Tools Interoperability (LTI).</p>	<p>It enables learners to use tools from another website. For example, a class based on programming in Python may need to use Jupyter Notebook. Instead of logging in and using it outside Moodle, it can be integrated.</p>	<p>It requires coordination with the site administrator for initial setup.</p>	<p>Higher-level activities or a programming framework.</p>
 Feedback	<p>Feedback allows instructors to create customized questions to allow learners to provide their views.</p> <p>Feedback activities can be used for course evaluations, confidential "learning climate" assessments, signups for events, and more.</p>	<p>The Feedback activity is a great way to take the temperature off a course or institution and change the course before it's too late.</p> <p>It's also handy for signing up for modules or events.</p>	<p>Feedback is often confused with choice.</p> <p>Using feedback to register for an event or a module can be a bit cumbersome.</p>	<p>Instructional guidance.</p>

Activities	Description	Advantages	Disadvantages	Common Uses
 H5P	<p>H5P stands for HTML5 Package, and it is the latest specification of the HTML markup language web framework, which accommodates interactive, self-playing content such as presentations, videos, questions, games, quizzes, and more.</p> <p>H5P packages are often acquired externally and can be uploaded to the Moodle site.</p> <p>Quiz activities are auto-graded and the grades go into the gradebook.</p>	<p>HTML5 packages are often professionally done and are available from educational material providers.</p> <p>The auto-grading aspect is very convenient.</p> <p>The materials are of high quality and are engaging.</p> <p>HTML5 templates are often responsive, so they look good and work on different devices and in different browsers (ideally).</p>	<p>HTML5 can be expensive, and since they often come as a package, you cannot customize or modify specific parts of it.</p> <p>Like Java, CSS, JavaScript, and other older languages, HTML5 will eventually become obsolete. It may also be vulnerable to security issues.</p>	<p>Deliver content and integrate assessments.</p>
 SCORM package	<p>A SCORM package consists of bundled learning objects that can be zipped and added to a course.</p> <p>The learning objects are often pages, and the SCORM package contains a table of contents, consisting of the course content and quizzes, which, when graded, are recorded in the gradebook.</p>	<p>SCORM packages are often used for presenting content, including multimedia and animations.</p> <p>They can also include assessments.</p> <p>Many institutions require content that has been uploaded to be SCORM-compliant.</p>	<p>SCORM packages can contain animations and multimedia in old formats that will no longer play, or that require external drivers. You must be aware of this when evaluating pre-packaged SCORM bundles.</p>	<p>Deliver content, integrate assessments, and maintain an archive of individual learning objects.</p>
 Survey	<p>Survey instruments can be used to gather data, ask questions, and express their opinions.</p>	<p>Surveys can be effective in engaging learners and finding out what their fellow learners think.</p>	<p>The survey is not configurable. For customizable surveys, use Feedback. Surveys need to relate to the course objectives.</p> <p>Surveys can, unwittingly, be a place of unconscious bias.</p>	<p>Engagement, instructor interaction.</p>





# Dog Grooming for Everyone

[Course](#)[Settings](#)[Participants](#)[Grades](#)[Reports](#)[More ▾](#)

## ▾ General



FORUM

Announcements 



Add an activity or resource

Add topic

## ▾ Grooming Tools



Add an activity or resource

Add topic

## ▾ Grooming Guides



Add an activity or resource



All

Activities

Resources



Assignment



BigBlueButton



Chat



Choice



Database



External tool



Feedback



Forum



Glossary



H5P



Lesson



Quiz



SCORM package



Survey



Wiki



Workshop



## ▼ General

Assignment name ⓘ

Dog Grooming Tools

Description

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H-P

You will write a short paper for this assignment.

☐ Display description on course page ⓘ

Activity instructions ⓘ

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H-P

Explain when, how, and where the most essential dog grooming tools are used. For each tool, provide a photo or diagram, and an explanation of between 50 and 75 words. Your paper should consist of an introduction, ten explanatory paragraphs (with illustrative graphic), and a conclusion, for a total of between 600 - 1,000 words.

Additional files ⓘ

Maximum size for new files: Unlimited

📄


📁

🗃️

☰

📁

Files



dog groomin...



ASSIGNMENT

## Dog Grooming Tools

Assignment

Settings

Advanced grading

More ▾

### Updating: Assignment?

Expand all

#### > General

> Availability

> Submission types

> Feedback types

> Submission settings

> Group submission settings

> Notifications

> Grade

> Common module settings

> Restrict access

> Activity completion

> Tags

> Competencies

☐ Send content change notification ?

Save and return to course

Save and display

Cancel


## ▼ Availability

Allow submissions from  8 May 2022 00 00  ☒ Enable



Due date  15 May 2022 00 00  ☒ Enable


Cut-off date  8 May 2022 21 15  ☐ Enable

Remind me to grade by  22 May 2022 00 00  ☒ Enable

☒ Always show description 

## ▼ Submission types

Submission types ☐ Online text  ☒ File submissions 

Maximum number of uploaded files  20

Maximum submission size  1 MB

Accepted file types    No selection



ASSIGNMENT

**Focusing on Camera style**[Assignment](#) [Settings](#) [Advanced grading](#) [More ▾](#)[Back](#)**Submissions**Grading action Choose... ▾First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y ZSurname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z1 2 »

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (grade)	Feedback comments	Final grade
<input type="checkbox"/>		Joshua Knight	joshuaknight196@example.com		<a href="#">Grade</a>	<a href="#">Edit ▾</a>	-		-
<input type="checkbox"/>		Donna Taylor	donnataylor203@example.com		<a href="#">Grade</a>	<a href="#">Edit ▾</a>	-		-


**Feedback types**

Feedback types


- ☒ Feedback comments ? ☒ Annotate PDF ? ☐ Offline grading worksheet ?  
☒ Feedback files ?

Comment inline ?Yes ▾[Assignment](#)[Back](#)**Submissions**Grading action Download grading worksheet ▾Choose...First name AllDownload grading worksheetUpload grading worksheetUpload multiple feedback files in a zipView gradebookSurname AllL ML M


## ▼ Submission settings

Require students to  click the submit button

No ⇅

Require that  students accept the submission statement

Yes ⇅

Additional attempts 

Never ⇅


Never

Manually

Automatically until pass

## > Group submission

### Submit assignment

\*  This assignment is my own work, except where I have acknowledged the use of the works of other people.

Are you sure you want to submit your work for grading? You will not be able to make any more changes.

Continue

Cancel

There are required fields in this form marked \*.

## Grade

Grade



Type

Point

Maximum grade

100

Grading method



Simple direct grading

Grade category



Uncategorised

Grade to pass



80.00

Anonymous  
submissions



No

Hide grader identity  
from students



No

Use marking  
workflow



No

< Settings

### Privacy

You can restrict who can message you



My contacts only



My contacts and anyone in my  
courses

### Notification preferences



Email

### General



Use enter to send

## ▼ Activity completion

Completion tracking ?

Students can manually mark the activity as completed ▾

Expect completed on ?


8 ▾

May ▾

2022 ▾

21 ▾

15 ▾

 ☒ Enable

## ▼ Tags

Tags

[Manage standard tags](#)

No selection

Enter tags... ▾

## ▼ Competencies

Course competencies ?

No selection

Search ▾

Upon activity completion:

Do nothing ▾

Do nothing

Attach evidence

Send for review

Complete the competency

Save and return to course

Save and display

Cancel



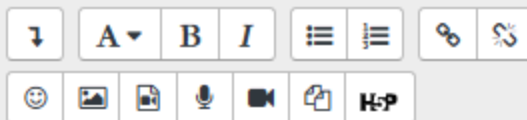
## ▼ General

Name



Dog Grooming Basics: The Breeds and their Characteristics

Description



After successfully completing this lesson, you will be able to describe the main dog breeds, their coats, and temperaments.

☐ Display description on course page

### > Appearance

### > Availability

### > Flow control

### > Grade

### > Common module settings

### > Restrict access

### > Activity completion

### > Tags

### > Competencies

☐ Send content change notification

Save and return to course

Save and display

Cancel



LESSON

# Dog Grooming Basics: The Breeds and their Characteristics

Lesson   Settings   Reports   More ▾

Back

Expanded ▾

## Editing lesson

[Import questions](#) | [Add a cluster](#) | [Add a content page](#) | [Add a question page here](#)

Cluster <span>↑</span> <span>⚙️</span> <span>📄</span> <span>🔍</span> <span>🗑️</span>	
Cluster	
	Cluster
Jump 1:	Unseen question within a cluster

[Import questions](#) | [Add a cluster](#) | [Add an end of cluster](#) | [Add a content page](#) | [Add an end of branch](#) | [Add a question page here](#)

Expand all

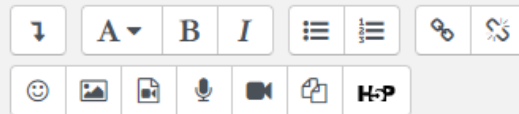
## ▼ Editing a content page

Page title



Dog Breeds with Undercoats

Page contents



An **undercoat** is the type of hair that resides closest to their skin. It typically grows in clusters, from a single follicle, giving it a soft and dense appearance. They will often be a lighter color than the outer coat. Dogs with an undercoat shed seasonally meaning more hair around the house. However, a dog's undercoat plays an important role. It is what keeps them cool in the summer and warm in the winter, making the maintenance of a dog's undercoat essential for their comfort.

For more information: <https://frenchiefries.co/2020/07/12/dogswithundercoats/>

This page

This page

Next page

Previous page

End of lesson

Unseen question within a cluster

Start

Monet

Renoir

Pissarro

Cluster

Cluster

End of branch

## ▼ Flow control

Allow student  
review



Yes ⇅

Provide option to try  
a question again



Yes ⇅

Maximum number  
of attempts per  
question



5 ⇅

## ▼ Grade

Grade



Type

Point ⇅

Maximum grade

100

Grade category



Uncategorised ⇅

Grade to pass



80|

Practice lesson



Yes ⇅

[Show more...](#)

Re-takes allowed



No ⇅



LESSON

## Painting Analysis - Say what you see

Lesson

Settings

Reports

More ▾

Expand all

### ▼ Editing a content page

Page title



Start

Page contents



In this lesson you will be shown a series of Impressionist paintings and asked to reflect upon them and write your responses in the text box provided. This lesson will be manually graded so you may have to wait for your teacher to give you feedback.



☐ Arrange content buttons horizontally?

☐ Display in menu?

## Start

In this lesson you will be shown a series of Impressionist paintings and asked to reflect upon them and write your responses in the text box provided. This lesson will be manually graded so you may have to wait for your teacher to give you feedback.



(Source of questions: [Monet Exhibition NZ 2009](#))



LESSON

# Dog Grooming Basics: The Breeds and their Characteristics

[Lesson](#) [Settings](#) [Reports](#) [More ▾](#)

After successfully completing this lesson, you will be able to describe the main dog breeds and their coat and comportment characteristics.

Select a question type

Multichoice ▾

[Add a question page](#)[Cancel](#)[Lesson](#) [Settings](#) [Reports](#) [More ▾](#)[Back](#)

Collapsed ▾

## Editing lesson

Page title	Page type	Jumps	Actions
<a href="#">Dachshunds</a>	True/false	Next page This page	<div><div>↑ ⚙️ 📄 🔍 🗑️</div><div>Add a new page... ▾</div></div>
<a href="#">Dog Breeds with Undercoats</a>	Content	This page Next page Next page	<div><div>↑ ⚙️ 📄 🔍 🗑️</div><div>Add a new page... ▾</div></div>
<a href="#">Cluster</a>	Cluster	Unseen question within a cluster	<div><div>↑ ⚙️ 📄 🔍 🗑️</div><div>Add a new page... ▾</div></div>

# Editing lesson

[Import questions](#) | [Add a cluster](#) | [Add a content page](#) | [Add a question page here](#)

**Dog Breeds with Undercoats** ↓ ⚙️ 📄 🔍 🗑️

An [undercoat](#) is the type of hair that resides closest to their skin. It typically grows in clusters, from a single follicle, giving it a soft and dense appearance. They will often be a lighter color than the outer coat. Dogs with an undercoat shed seasonally meaning more hair around the house. However, a dog’s undercoat plays an important role. It is what keeps them cool in the summer and warm in the winter, making the maintenance of a dog’s undercoat essential for their comfort.

For more information: <https://frenchiefries.co/2020/07/12/dogswithundercoats/>

## Content

Content 1: German Shepherds

Jump 1: This page

Content 2: Huskies

Jump 2: Next page

Content 3: Malamuts

Jump 3: Next page





LESSON

## Painting Analysis - Say what you see

Lesson Settings Reports More ▾

Back

Collapsed ▾

### Editing lesson

Page title	Page type	Jumps		Actions
Start	Content	Next page	↑ ⚙️ 📄 🔍 🗑️	Add a new page... ▾
Monet	Essay	Next page	↑ ⚙️ 📄 🔍 🗑️	Add a new page... ▾
Renoir	Essay	Next page	↑ ⚙️ 📄 🔍 🗑️	Add a new page... ▾
Pissarro	Essay	End of lesson	↑ ⚙️ 📄 🔍 🗑️	Add a new page... ▾

## 🔊 Adding a new Feedback to Dog Grooming Tools?

[Expand all](#)

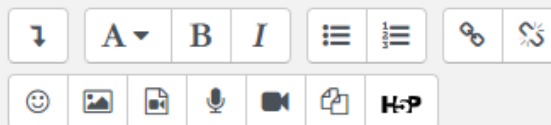
### ▼ General

Name



How are we doing? Course check

Description



Let us know how we're doing. Please answer this brief question. |

☐ Display description on course page ?

## ▼ Availability

Allow answers from

8

May

2022

23

09



☐ Enable

Allow answers to

8

May

2022

23

09



☐ Enable

## ▼ Question and submission settings

Record user names

Anonymous

Anonymous

User's name will be logged and shown with answers

Allow multiple submissions



Enable notification of submissions



No

Auto number questions



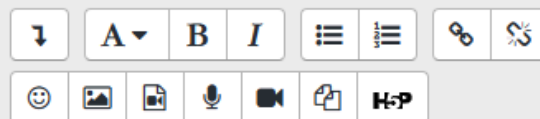
No

## ▼ After submission

Show analysis page

No

Completion message



Thank you! Your response helps us make sure our course is clear and enjoyable.

Link to next activity



## ▼ Common module settings

Availability



Show on course page

Show on course page

ID number



Hide from students



FEEDBACK

# How are we doing? Course check

[Feedback](#) [Settings](#) [Templates](#) [Analysis](#) [Responses](#) [More ▾](#)

Mark as done

Let us know how we're doing. Please answer this brief question.

Edit questions

Preview questions

Answer the questions



FEEDBACK

# How are we doing?

[Feedback](#) [Settings](#) [Templates](#) [Analysis](#) [Responses](#) [More ▾](#)

Back

Add question ▾

Choose... ▾

Export questions

(aspects) Which aspects of this course do you like the most? [Edit ▾](#)

▾

The content

The examples

The dogs

The owners

The grooming tools

The cautionary tales

The "Quick, Get a Vet!" sections



FEEDBACK

## How are we doing? Course check

Feedback

Settings

Templates

Analysis

Responses

More ▾

Back

Add question ▾

Choose... ▾

Choose...

Add a page break

Captcha

Information

Label

Longer text answer

Multiple choice

Multiple choice (rated)

Numeric answer

Short text answer

Save as new template

## ▾ Multiple choice

☐ Required

Question

What portion of the emails that you receive daily do you actually answer?

Label

portionanswered

Multiple choice type

Multiple choice - single answer ▾

Adjustment

Horizontal ▾

Hide the "Not selected" option

Yes ▾

Do not analyse empty submits

No ▾

Multiple choice values

I answer almost all of them.  
I answer most of them.  
I answer about half of them.  
I answer some of them.  
I answer very few.  
My inbox is a black hole; things go in, but nothing comes out.

Use one line for each answer!

Position

1 ▾

Save changes

Cancel



FEEDBACK

## how are we doing?

Feedback

Settings

Templates

Analysis

Responses

More ▾

Back

Add question ▾

Choose... ▾

Export questions

(portionanswered) What portion of the emails that you receive daily do you actually answer? [Edit](#) ▾

- ☐ I answer almost all of them. ☐ I answer most of them. ☐ I answer about half of them. ☐ I answer some of them.  
☐ I answer very few. ☐ My inbox is a black hole; things go in, but nothing comes out.

Save as new template



FEEDBACK

# how are we doing?

[Feedback](#)[Settings](#)[Templates](#)[Analysis](#)[Responses](#)[More ▾](#)

## ▾ Multiple choice (rated)

☐ Required

Question

Label

Multiple choice type

Do not analyse empty submits

Multiple choice values

4/Completely satisfied  
3/Mostly satisfied  
2/Neutral  
1/Somewhat dissatisfied  
0/Very dissatisfied

Use one line for each answer!

Dependence item



Position



FEEDBACK

# Help us improve our school!

[Feedback](#)[Settings](#)[Templates](#)[Analysis](#)[Responses](#)[More ▾](#)

## Show responses

Anonymous entries (3)

Download table data as

Comma separated values (.csv) ▾

Download

Response number	Please select the option ...	(Communication) How good do you feel ...	If you answered ...	Please select what you ...	Please suggest areas in ...	(Bullying) How well do you think the ...
Response number: 1	Parent or Guardian	good		Quality of pastoral care Virtual Learning Environment (Moodle) Quality of learning and teaching in class	More social events for parents to get together	Very well
Response number: 2	Enterprise link worker	unsatisfactory	I am outside the main school community and I feel I don't always get to hear everything that is going on. While Moodle is used well I wonder if the email system should be	Strong leadership and discipline Variety of subjects offered	Work experience with local businesses is only available to senior school students and yet I think opening this up to younger ones would make them realise sooner just	Not sure





CHOICE

## Which poet?

Choice

Settings

Responses

More ▾

You are enrolled in the course.



Mark as done

We are studying all three but whose writing do you find the most emotive? Once you have voted, you will be able to see other's choices. We have decided to let you see the actual voters here although in other "choices" we can make this anonymous or not let you see the results at all.

Full results, showing everyone's choices, will be published after you answer.



- ☐ Wordsworth
- ☐ Coleridge
- ☐ Southey
- ☐ I cannot choose!

Save my choice



CHOICE

## Which poet?

[Choice](#)   [Settings](#)   [Responses](#)   [More ▾](#)

## Responses

Choice options	Not answered yet <input type="checkbox"/>	Wordsworth <input type="checkbox"/>	Coleridge <input type="checkbox"/>	Southey <input type="checkbox"/>	I cannot choose! <input type="checkbox"/>
Number of responses	13	1	2	0	1
Users who chose this option	<input type="checkbox"/> Brian Franklin <input type="checkbox"/> Barbara Gardner <input type="checkbox"/> Amy Gonzalez <input type="checkbox"/> Joshua Knight <input type="checkbox"/> George Lopez <input type="checkbox"/> Julie Mills <input type="checkbox"/> Anthony Ramirez	<input type="checkbox"/> Mark Ellis	<input type="checkbox"/> Frances Banks <input type="checkbox"/> Anna Alexander		<input type="checkbox"/> Amanda Hamilton


## ▼ Options

Allow choice to be updated

Yes ⇅

Allow more than one choice to be selected

No

Limit the number of  responses allowed

No ⇅

## ▼ Results

Publish results

Show results to students after they answer ⇅

Privacy of results

Publish full results, showing names and their choices ⇅

Show column for unanswered

Yes ⇅

Include responses from inactive/suspended users

Yes ⇅

## Chapter 07: Evaluating Students with Quizzes



Quiz

20th-C-HUM / Northern European Renaissance Painters / Settings



QUIZ

### Northern European Renaissance Painters

Quiz

Settings

Questions

Results

Question bank

More ▾

#### ✑ Updating: Quiz ⓘ

[Expand all](#)

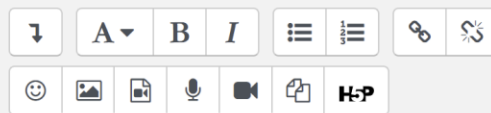
##### ▾ General

Name



Northern European Renaissance Painters

Description



This quiz covers Northern European Renaissance painters, including Van Eyck, Brueghel, Bosch, Vermeer, and others.

› **Timing**

---

› **Grade**

---

› **Layout**

---

› **Question behaviour**

---

› **Review options** ?

---

› **Appearance**

---

› **Safe Exam Browser**

---

› **Extra restrictions on attempts**

---

› **Overall feedback** ?

---

› **Common module settings**

---

› **Restrict access**

---

› **Activity completion**

---



QUIZ

# Northern European Renaissance Painters

Quiz

Settings

Questions

Results

Question bank

More ▾

Questions ▾

## Question bank

Select a category: Default for 20th-C-HUM ▾

The default category for questions shared in context '20th-C-HUM'.

No tag filters applied

Filter by tags... ▼

☐ Show question text in the question list

Search options ▾


☒ Also show questions from subcategories

☐ Also show old questions

Create a new question ...

My second course /

QUIZ

Dog D

Quiz

Settings

Questions ▾

Question bank

Select a category: Default for My s

The default category for questions sha

No tag filters applied

Filter by tags... ▾

☐ Show question text in the question

Search options ▾


☒ Also show questions from subcateg


☐ Also show old questions


Create a new question ...


Choose a question type to add


QUESTIONS


☒   $2+2=?$  Calculated


☐   $2+2=?$  Calculated multichoice


☐   $2+2=?$  Calculated simple


☐  Drag and drop into text


☐  Drag and drop markers

☐  Drag and drop onto image

☐  Embedded answers (Cloze)

☐  Essay

☐  Matching

☐  Multiple choice

Select a question type to see its description.

Add

Cancel

Type of Question	Description and Tips for Using Them
Calculated simple	<p>When you create a calculated question, you enter a formula that gets displayed in the text of the question. The formula can contain one or more wildcards. These wildcards are replaced with numbers when the quiz is run. Wildcards are enclosed in curly brackets.</p> <p>For example, if you type the question What is <math>3 * \{a\}</math>?, Moodle will replace <math>\{a\}</math> with a random number. You can also enter wildcards into the answer field so that the correct answer is <math>3 * \{a\}</math>. When the quiz is run, the question will display What is <math>3 * \{a\}</math>?, and the correct answer will be the calculated value of <math>3 * \{a\}</math>.</p>
Calculated multichoice	Like the calculated simple question, this question consists of an equation that gets populated with a value(s) when the question is delivered. Then, the question displays several choices for the student via a multiple-choice question.
Description	<p>This is not a question. It displays whatever web content you enter. When you add a description question, Moodle gives you the same editing screen that you get when you create a web page.</p> <p>Recall that under the <b>Quiz</b> tab, you can set page breaks in a quiz. If you want to break your quiz into sections and fully explain each section before the student completes it, consider adding a description on the first page of the section. For example, the description can say, The following three questions are based on this chart and show the chart just once.</p>
Essay	<p>When the student is given an essay question, they use Moodle's online rich-text editor to answer the question.</p> <p>Also, you may want to instruct your students to save their essays every few minutes. Be sure to include a minimum and maximum word count.</p>
Matching	After you create a matching question, you create a list of subquestions and enter the correct answer for each subquestion. The student must match the correct answer with each subquestion. Each subquestion receives equal weight for scoring the question.



Type of Question	Description and Tips for Using Them
Embedded answers (Cloze)	<p>An embedded answers question consists of a passage of text, with answers inserted into the text. Multiple-choice, fill-in-the-blank, and numeric answers can be inserted into the question. Moodle's help file gives the following example:</p> <p>Question 1 Marks: --/13.00 This question consists of some text with an answer embedded right here <input type="text"/> and right after that you will have to deal with this short answer <input type="text"/> and finally we have a floating point number <input type="text"/>.</p> <p>The multichoice question can also be shown in the vertical display of the standard moodle multiple choice</p> <p><input type="radio"/> 1. Wrong answer <input type="radio"/> 2. Another wrong answer <input type="radio"/> 3. Correct answer <input type="radio"/> 4. Answer that gives half the credit</p> <p>Or in an horizontal display that is included here in a table</p> <p><input type="radio"/> a. Wrong answer      <input type="radio"/> b. Another wrong answer      <input type="radio"/> c. Correct answer      <input type="radio"/> d. Answer that gives half the credit</p> <p>A shortanswer question where case must match. Write moodle in upper case letters <input type="text"/></p> <p>Note that addresses like <a href="http://www.moodle.org">www.moodle.org</a> and smileys ☺ all work as normal: a) How good is this? <input type="text"/> b) What grade would you give it? <input type="text"/></p> <p>Note that the question presents a drop-down list first, which is essentially a multiple-choice question. Then, it presents a short answer (fill in the blank) question, followed by a numeric question. Finally, there's another multiple-choice question (the Yes/No dropdown) and another numeric question.</p> <p>There is no graphical interface to create embedded answers to questions. You need to use a special format, as explained in the help files at <a href="https://docs.moodle.org/29/en/Embedded_Answers_%28Cloze%29_question_type">https://docs.moodle.org/29/en/Embedded_Answers_%28Cloze%29_question_type</a>.</p>

Type of Question	Description and Tips for Using Them
Multiple choice	<p>Multiple-choice questions can allow a student to select a single answer or multiple answers. Each answer can be a percentage of the question's total point value.</p> <p>Multiple-choice questions are best used for learning objectives that correspond with the lower levels of Bloom's Taxonomy: Remember and Understand.</p>
Short answer	<p>The student types a word or phrase into the answer field. This is checked against the correct answer or answers. There may be several correct answers with different grades.</p> <p>Short answers are most effective for learning objectives that correspond to Understand, Apply, and sometimes Analyze in Bloom's Taxonomy.</p>
Numerical	<p>Just as in a short answer question, the student enters an answer into the answer field.</p> <p>Numerical answers are most effective for learning objectives that correspond to Understand and Apply in Bloom's Taxonomy.</p>
True/False	<p>The student selects from two options: True or False.</p> <p>True/False questions are most effective for learning objectives that correspond to Remember and Understand and Apply in Bloom's taxonomy.</p>

Type of Quiz	Learning Objectives	Bloom's Taxonomy	Ideal Size of Question Bank	Blend with Webinars and Synchronous Delivery?
True/False	Can start with List, Name, or Define.	Remember.	Include the key glossary terms you need to cover.	Yes, can use this for polling as well as identifying terms.
Multiple-Choice	Can start with Define, Identify, Select, or Solve.	Remember and Understand, Apply.	At least four questions per learning objective and Bloom's Taxonomy level; for lower-division college courses, at least 60 percent in Remember and Understand.	Yes, can use as a "check your knowledge" engager.

Numerical	Best with Define, Name, Identify, or Solve.	For science classes, it can be used at all levels, but it's better at low levels since it is often important to include diagrams and equations.	Make sure that the distractors (the wrong answers) are reasonable. Although they are easy to auto-grade, the questions need to be written with absolute clarity	Yes, can use this for polling and "check your knowledge" engagers.
Short Answer	Could be ideal with Explain, Describe, Define, List, Interpret, and Solve for short answers and multi-paragraph responses. Good with Compare, Contrast, and Examine.	Remember and Understand, Apply, and sometimes Analyze if the "short answer" consists of several paragraphs.	These are not auto-graded so it is a good idea to provide a rubric and give sample answers to guide students through the length and level of specificity in the responses.	No, except when short answers consist of a few words.

	<b>Adaptive Mode</b>	<b>Adaptive Mode (No Penalties)</b>	<b>Interactive with Multiple Tries</b>	<b>Immediate Feedback</b>
Multiple attempts at the same question?	Yes	Yes	Yes	No
Feedback after each attempt?	No	No	Yes	Yes
Reduced score for wrong answers?	Yes	No	Yes	Yes

## General settings

The values you set here define the default values that are used in the settings form when you create a new quiz. You can also configure which quiz settings are considered advanced.

Time limit quiz   timelimit	<input type="text" value="0"/> minutes ⬇	Default: None
Default time limit for quizzes in seconds. 0 mean no time limit.		
Attempt graded notification delay quiz   notifyattemptgradeddelay	<input type="text" value="5"/> hours ⬇	Default: 5 hours
A delay is applied before sending attempt graded notifications to allow time for the teacher to edit the grade.		
When time expires quiz   overduehandling	<input type="text" value="Attempts must be submitted before time expires, or they are not counted"/> ⬇	
Default: Open		
What should happen by default if a student does not submit the quiz before time expires.		
Submission grace period quiz   graceperiod	<input type="text" value="1"/> days ⬇	Default: 1 days
If what to do when the time expires is set to 'There is a grace period...', then this is the default amount of extra time		
Last submission grace period quiz   graceperiodmin	<input type="text" value="1"/> minutes ⬇	Default: 1 minutes
There is a potential problem right at the end of the quiz. On the one hand, we want to let students continue working submits the quiz when time runs out. On the other hand, the server may then be overloaded, and take some time to long after time expires, so they are not penalised for the server being slow. However, the student could cheat and ge how much you trust the performance of your server during quizzes.		

## ✓ Adding a new Quiz ?

[Expand all](#)

### ▼ General

Name



Description

↕

A ▾

B

I

☰

☷

🔗

🔄

Identify dog behaviors that a dog groomer will encounter.

☐ Display description on course page ?

### ▼ Layout








New page

 ⬇

☒ Repaginate now

## Review options

### During the attempt

- ☒ The attempt 
- ☐ Whether correct 
- ☐ Marks 
- ☐ Specific feedback 
- ☐ General feedback 
- ☐ Right answer 
- ☐ Overall feedback 

### Immediately after the attempt

- ☒ The attempt
- ☒ Whether correct
- ☒ Marks
- ☒ Specific feedback
- ☒ General feedback
- ☒ Right answer
- ☒ Overall feedback

### Later, while the quiz is still open

- ☒ The attempt
- ☒ Whether correct
- ☒ Marks
- ☒ Specific feedback
- ☒ General feedback
- ☒ Right answer
- ☒ Overall feedback

### After the quiz is closed

- ☐ The attempt
- ☐ Whether correct
- ☐ Marks
- ☐ Specific feedback
- ☐ General feedback
- ☐ Right answer
- ☐ Overall feedback

Setting	Type of Information Displayed to the Student
<b>Responses</b>	These are the answers that the student had to choose from for a question.
<b>Answers</b>	These are the answers that the student chose.
<b>Feedback</b>	Each response to a question can have feedback. This setting refers to the feedback for each response that the student selected (that is, the feedback for each of the student's answers).
<b>General feedback</b>	Each question can have feedback. This feedback is displayed regardless of how the student answered the question. This setting displays general feedback for each question.
<b>Scores</b>	These are the student's scores, or points earned, for each question.
<b>Overall feedback</b>	The overall feedback that's given for the student's score on the quiz.

Time period	Meaning
During the attempt	With this setting, the information appears while the student is attempting the quiz. This setting only has meaning if immediate feedback is enabled.
Immediately after the attempt	With this setting, the information appears within 2 minutes of the student finishing the quiz.
Later, while the quiz is still open	With this setting, the information appears 2 minutes after the quiz is finished.
After the quiz is closed	With this setting, the information appears after the date and time that's been set in <b>Close the quiz</b> has passed. If you never close the quiz, this setting has no effect.

## Appearance

Show the user's  
picture



Small image 

Decimal places in  
grades




2 

Show less...

Decimal places in  
question grades



Same as for overall grades 

Show blocks during  
quiz attempts



No 

## Safe Exam Browser

Require the use of  
Safe Exam  
Browser



No 

No

Yes – Configure manually

Yes – Upload my own config

Yes – Use SEB client config

## ✓ Extra restrictions on attempts

Require password ?

[Click to enter text](#) 



[Show less...](#)

Require network address ?

Enforced delay between 1st and 2nd attempts ?

0

minutes ↕

☐ Enable

Enforced delay between later attempts ?

0

minutes ↕

☐ Enable

Browser security ?

None











Allow quiz to be attempted offline using the mobile app ?








No ↕

## ✓ Overall feedback ?

Grade boundary 100%

Feedback





Grade boundary 0%

Add 3 more feedback fields

▼ Overall feedback ?

Grade boundary 100%

Feedback

Paragraph ▼ **B** *I* [List] [List] [Link] [Unlink] [Image] [Image] [Image] [Image] [Image]

Great score! You're ready to move to the next topic.

Path: p

Grade boundary 90%

Feedback

Paragraph ▼ **B** *I* [List] [List] [Link] [Unlink] [Image] [Image] [Image] [Image] [Image]

Good score! You're ready to move to the next topic.

Path: p

Grade boundary 70%

Feedback

Paragraph ▼ **B** *I* [List] [List] [Link] [Unlink] [Image] [Image] [Image] [Image] [Image]

You should review the material in this topic before moving to the next topic. If you still don't understand it, contact the teacher and arrange an appointment.

[Dog Grooming](#) / [Dog Behavior](#) / Questions



QUIZ

## Dog Behavior

[Quiz](#)

[Settings](#)

[Questions](#)

[Results](#)

[Question bank](#)

[More ▼](#)

## Questions

Questions: 0 | This quiz is open

Maximum grade

10.00

[Save](#)

[Repaginate](#)

[Select multiple items](#)

Total of marks: 0.00



☐ Shuffle ?

[Add ▼](#)

- + a new question
- + from question bank
- + a random question

?



## Adding a Multiple choice question?

[Expand all](#)

### ▼ General

Category

Default for Dog Grooming

Question name



Aggression1

Question text



1 A B I [List icons] [Link icon] [Refresh icon] [Image icon] [Smiley icon] [Document icon] [Copy icon] [Microphone icon] [Video icon] [H-P icon]

Why do dogs behave aggressively?

ID number



AGG1

One or multiple answers?

Multiple answers allowed

☒ Shuffle the choices?



Number the choices?

a., b., c., ...

Show standard instructions



a., b., c., ...

A., B., C., ...

1., 2., 3., ...

i., ii., iii., ...

I., II., III., ...

No numbering

### ▼ Answers

Choice 1

I

[List icons]

[List icons]

[Link icon]

[Refresh icon]

[Image icon]

[Smiley icon]

[Document icon]

[Copy icon]

[Microphone icon]

[Video icon]

H-P



▼ **Answers**

Choice 1	<div><div>↵</div><div>A ▾</div><div>B</div><div><i>I</i></div><div><div>≡</div><div>≡</div></div><div><div>🔗</div><div>🔄</div></div><div><div>🖼️</div><div>😊</div><div>📄</div><div>📄</div><div>🎤</div><div>🎥</div></div></div> <div>The dog feels fearful.</div>
Grade	<div>20% ▾</div>
Feedback	<div><div>↵</div><div>A ▾</div><div>B</div><div><i>I</i></div><div><div>≡</div><div>≡</div></div><div><div>🔗</div><div>🔄</div></div><div><div>🖼️</div><div>😊</div><div>📄</div><div>📄</div><div>🎤</div><div>🎥</div></div></div> <div></div>

Choice 2	<div><div>↵</div><div>A ▾</div><div>B</div><div><i>I</i></div><div><div>≡</div><div>≡</div></div><div><div>🔗</div><div>🔄</div></div><div><div>🖼️</div><div>😊</div><div>📄</div><div>📄</div><div>🎤</div><div>🎥</div></div></div> <div></div>
----------	--

Grade	<div>20% ▾</div>
Feedback	<div><div>↵</div><div>A ▾</div><div>B</div><div><i>I</i></div><div><div>≡</div><div>≡</div></div><div><div>🔗</div><div>🔄</div></div><div><div>🖼️</div><div>😊</div><div>📄</div><div>📄</div><div>🎤</div><div>🎥</div><div>H-P</div></div></div> <div>Dogs react aggressively when they feel threatened or vulnerable. (Furry Friends, p. 12)</div>

## Match the places

Version 1 (latest)

Question 1

yet  
ered  
ed out of

Match the places to the countries they belong to or are in.

Soweto

Choose...

Stockholm

Choose...

Timbuktu

Argentina

Buenos Aires

The Netherlands

Sao Paolo

South Africa

Lisbon

Brazil

Mumbai

India

Lisse

Portugal

Sweden

Mali

rt again

Save

Fill in corr

mit and finish

Close pre

### Answers

Available choices

You must provide at least two questions and three answers. You can provide extra wrong answers by giving an answer with a blank question. Entries where both the question and the answer are blank will be ignored.

Question 1

↓ A ▼ B I ≡ ≡ 🔗 ⚙️ 🖼️ 😊 📄 📁 🎤 🎥 H-P

Soweto

Answer

South Africa

Question 2

↓ A ▼ B I ≡ ≡ 🔗 ⚙️ 🖼️ 😊 📄 📁 🎤 🎥 H-P

Lisse

Answer

The Netherlands

Question 3

↓ A ▼ B I ≡ ≡ 🔗 ⚙️ 🖼️ 😊 📄 📁 🎤 🎥 H-P

Buenos Aires

?

Type of Feedback	Explanation and When to Use it
General feedback	If you create general feedback for a question, no matter what answer the student chooses, they will receive that feedback. Every student who answers the question gets general feedback. If you think the student may get the correct answer by guessing, you can use general feedback to explain the method of arriving at the correct answer. Also, consider using general feedback to explain the importance of the question.
For any correct response	A multiple-choice question can have two or more answers that are 100 percent correct. For example, from the list of people below, select one person who signed the Declaration of Independence. This list could include several people who signed, and each of them would be 100 percent correct. If the student selects any of those correct answers, they will see the feedback for <b>Any correct response</b> . This is useful when you want to teach the student which answers are 100 percent correct and why they are correct.
For any partially correct response	You can create a multiple-choice question that requires the student to select several choices to get full credit. For example, From the list of people below, select the two people who signed the Declaration of Independence. In this case, you could give each response a value of 50 percent. The student needs to choose both responses to receive the full point value for the question. If the student selects one of the correct choices, they will see the feedback for <b>Any partially correct response</b> . This is useful when you want to teach the student the relationship between the correct responses.
For any incorrect response	Any response with a percentage value of zero or less is considered an incorrect response. If a student selects an incorrect response, they will see the feedback for <b>Any incorrect response</b> . This is useful when all incorrect responses have something in common and you want to give feedback about this commonality.

## Questions

Questions: 0 | This quiz is open

Maximum grade 10.00

Save

Repaginate

Select multiple items

Total of marks: 0.00



☐ Shuffle ?

Add ▾

- + a new question
- + from question bank
- + a random question

## Add a random question at the end



Existing category

New category

Category

Default for Psych Cine (8)

☐ Include questions from subcategories too

Tags



Any tags

Search

Number of random questions

1

Questions matching this filter: 8



1

2



Little girl

Quotes

Era

BMJN

SL

Add random question

Cancel

## Questions

Questions: 1 | This quiz is open

Maximum grade 10.00

Save

Repaginate

Select multiple items

Total of marks: 1.00





☐ Shuffle 

Page 1

Add 

1


  Random (Default for Psych Cine) [\(See questions\)](#)



1.00 

Add 


## ▼ Competencies

Course  
competencies 

× Confident 220220177

Search 

Upon activity  
completion:

Complete the competency 

Do nothing

Attach evidence

Send for review

Complete the competency

ation 

Save and return to course

Save and display

Cancel

# Backpack

Collect, organize and share the digital badges you've earned.

[Learn More](#) 

Badges

Collections

## Badges

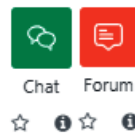
You've earned 0 badges from 0 issuers.

Add Badge





## Chapter 08: Getting Social with Chats and Forums



### Adding a new Chat

[Expand all](#)

#### General

Name of this chat room



Debunking Aggressive Dog Stories

Description

↵

A ▾

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🖼️

📎

🎤

📹

📄

🔗

We'll have a chance to do a live "reality check" on some of the viral memes on aggressive dogs.

☒ Display description on course page [?](#)

#### Chat sessions

Next chat time

19 ▾

May ▾

2022 ▾

20 ▾

30 ▾



Repeat/publish session times

Don't publish any chat times ▾

Save past sessions

Never delete messages ▾

Everyone can view past sessions [?](#)

No ▾

## New event



Event title



Chat: Reality check about aggressive dog memes

Date

19 ▾

May ▾

2022 ▾

20 ▾

30 ▾

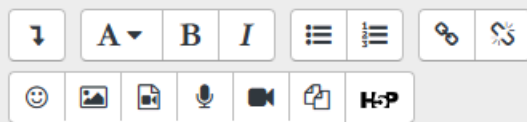


Type of event

User ▾

[Show less...](#)

Description



Let's share and expose the memes

Location

Duration

☐ Without duration

☐ Until

19 ▾

May ▾

2022 ▾

21 ▾

30 ▾



☒ Duration in minutes

60

☐ Repeat this event

Repeat weekly, creating

1

Save

My second course: Debunking Aggressive Dog Stories - Google Chrome

sandbox.moodledemo.net/mod/chat/gui\_ajax/index.php?id=1&chat\_theme=bubble

20:39 Admin User Admin User has just entered this chat

Aggressive dog breeds most featured in memes: pit bull, German Shepherd, Cane Corso, Chihuahuah

AU

20:40 Admin User

AU Admin User

Send ? Themes »

Calendar

All courses

New event

April May 2022 June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 Chat: Re...	20	21

## Add restriction...

Date

Prevent access until (or from) a specified date and time.

Grade

Require students to achieve a specified grade.

User profile

Control access based on fields within the student's profile.

Restriction set

Add a set of nested restrictions to apply complex logic.

Cancel



CHAT

Debunking Aggressive Dog Stories 

Mark as done



We'll have a chance to do a live "reality check" on some of the viral memes on aggressive dogs.



CHAT

# Debunking Aggressive Dog Stories

[Chat](#)

[Settings](#)

[Past sessions](#)

[More ▾](#)

Friday, 13 May 2022, 8:37 PM --> Friday, 13 May 2022, 8:40 PM

AU 20:37: Admin User has just entered this chat

AU 20:38 Admin:  
Most of the pit bull memes are factually inaccurate.

AU 20:38 Admin:  
Chihuahua memes focus on cuteness, not on their fierce territoriality

AU 20:39: Admin User has just entered this chat

AU 20:40 Admin:  
Aggressive dog breeds most featured in memes: pit bull, German Shepherd, Cane Corso, Chihuahua

Continue

## Adding a new Forum

[Expand all](#)

### General

Forum name



Aggressive Dog Breeds

Description

Rich text editor toolbar with icons for bold, italic, underline, list, link, unlink, and text color. Below the toolbar is a text area containing the following text:

Nature or nurture? Here's a place to discuss the issue of aggressive dog breeds and what makes individual dogs aggressive. Please describe and example from your experience or one you've read about online. Include links when possible.

☐ Display description on course page [?](#)

Forum type



Standard forum for general use

### > Availability

### > Attachments and word count

### > Subscription and tracking

### > Discussion locking

### > Post threshold for blocking

### > Whole forum grading

### > Ratings

### > Common module settings

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

Standard forum for general use





Started by

Last post ↓

Replies

Subscribe

 Admin User  
13 May 2022

 Admin User  
13 May 2022

2



## Dachshund aggression

- Display replies in threaded form
- Display replies flat, with oldest first
- Display replies flat, with newest first
- Display replies in threaded form
- Display replies in nested form



[Permalink](#) [Edit](#) [Delete](#) [Reply](#)

Dachshunds are both highly protective and have a strong prey drive. Watch out! However, they can be trained at a young age to not growl, bark, bite, or attack.

Post to forum

Cancel

☐ Reply privately

Advanced

[Expand all](#)

### ▼ Your reply

Subject



Re: Dachshund aggression

Message



A headline-grabbing news item reported that in Ardmore, Oklahoma, a pack of feral dachshunds attacked and killed a woman who was in her driveway. The report was an exaggeration. The dogs were mixed breed with possibly some dachshund in the gene pool.



Settings ▾

Star this discussion

Pin this discussion

Lock this discussion

Unsubscribe from this discussion



**Re: Dachshund aggression**

by [Admin User](#) - Friday, 13 May 2022, 7:40 PM

A headline-grabbing news item reported that in Ardmore, Oklahoma, a pack of feral dachshunds attacked and killed a women who was in her driveway. The report was an exaggeration. The dogs were mixed breed with possibly some dachshund in the gene pool.

[Permalink](#) [Show parent](#) [Edit](#) [Split](#) [Delete](#) [Reply](#)



**Re: Dachshund aggression**

by [Admin User](#) - Friday, 13 May 2022, 7:07 PM

Dachshunds are both highly protective and have a strong prey drive. Watch out! However, they can be trained at a young age to not growl, bark, bite, or attack.

[Permalink](#) [Show parent](#) [Edit](#) [Split](#) [Delete](#) [Reply](#)

# Chapter 09: Collaborating with Wikis and Glossaries



## Glossary

Automatically link glossary entries  
glossary\_linkbydefault

☒ Default: Yes

Define if a glossary should be automatically linked by default

Approved by default  
glossary\_defaultapproval

☒ Default: Yes

Define the approval status by default of an entry posted by a student

## Glossary

### Glossary level default settings

Entries shown per page  
glossary\_entbypage

10

Default: 10

Entries shown per page

Duplicate entries allowed  
glossary\_dupentries

☐ Default: No

Define if a glossary will allows duplicated entries by default

Allow comments on entries  
glossary\_allowcomments

☐ Default: No

Define if a glossary will accept comments on entries by default

Automatically link glossary entries  
glossary\_linkbydefault

☒ Default: Yes

Define if a glossary should be automatically linked by default

Approved by default  
glossary\_defaultapproval

☒ Default: Yes

Define the approval status by default of an entry posted by a student

Enable RSS feeds  
glossary\_enablerrssfeeds

Disabled at site level

Default: Disabled at site level

This switch will enable the possibility of RSS feeds for all glossaries. You will still need to turn feeds on manually in the settings for each glossary. RSS feeds are currently disabled at site level. They may be enabled in Advanced features in the Site administration.

### Entry level default settings

## Filters

[Manage filters](#)

[Common filter settings](#)

[Convert URLs into links and images](#)

[Display emoticons as images](#)

[Display H5P](#)

[MathJax](#)

[Multimedia plugins](#)

Glossary auto-linking	Disabled
Multi-Language Content	Disabled Off, but available On

Manage filters

Filter	Active?	Order	Apply to
Display H5P	On	↓	Content
Activity names auto-linking	On	↑ ↓	Content
MathJax	On	↑ ↓	Content
Convert URLs into links and images	On	↑ ↓	Content
Multimedia plugins	On	↑ ↓	Content
Display emoticons as images	On	↑ ↓	Content
Glossary auto-linking	On	↑	Content
Algebra notation	Disabled		Content Content and headings

## 📖 Adding a new Glossary?

[Expand all](#)

### ▼ General

Name



Description

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☐ Display description on course page [?](#)

### ▼ Entries

Approved by  
default



Yes ▾

Always allow  
editing



No ▾

Duplicate entries  
allowed



No ▾

Allow comments on  
entries















No ▾

Automatically link  
glossary entries



Yes ▾










## ▼ Appearance

Display format		Simple, dictionary style 
Approval display format		<div>Continuous without author Encyclopedia Entry list FAQ Full with author Full without author Simple, dictionary style</div> 
Entries shown per page		
Show alphabet links		Yes 
Show 'ALL' link		Yes 
Show 'Special' link		Yes 
Allow print view		Yes 

## ▼ Outcomes

- ☐ F2F
- ☐ Participation
- ☐ Commitment

## ▼ Activity completion

Completion tracking		Students can manually mark the activity as completed 					
Expect completed on		20 	May 	2022 	18 	22 	 <input checked="" type="checkbox"/> Enable

## ▼ Ratings

Roles with permission to rate ⓘ Manager, Teacher, Non-editing teacher

Aggregate type ⓘ

- No ratings
- No ratings
- Average of ratings
- Count of ratings
- Maximum rating
- Minimum rating
- Sum of ratings

> Common mode

> Restrict access

Gradebook setup / New grade item

## Psychology in Cinema: Setup: New grade item

Course Settings Participants **Grades** Reports More ▼

### New grade item

#### ▼ Grade item

Item name glossary

Show more...

Grade type ⓘ Scale ⓘ

Scale ⓘ Use no scale ⓘ

Maximum grade ⓘ 100.00

Minimum grade ⓘ 0.00

☐ Hidden ⓘ

☐ Locked ⓘ

Glossary

Settings

More ▾

Locally assigned roles

✓ Permissions

Check permissions

Filters

Backup

Restore

Permissions in Glossary: 1

Advanced role override

Choose...

Filter

Clear

Capability	Risks	Roles with permission	Prohibited
Course			
Delete comments moodle/comment:delete		Teacher  Manager	Non-editing teacher
Post comments moodle/comment:post		Authenticated user  Student  Non-editing teacher  Teacher  Manager	Guest
View comments moodle/comment:view		Privacy officer  Parent  Authenticated user on site home  Authenticated user  Guest  Student  Non-editing teacher  Teacher  Manager	
Add ratings to items moodle/rating:rate		Authenticated user  Student  Non-editing teacher  Teacher  Manager	Guest
View the total rating you received moodle/rating:view		Authenticated user  Student  Non-editing teacher  Teacher  Manager	
View all raw ratings given by individuals moodle/rating:viewall		Authenticated user  Non-editing teacher  Teacher  Manager	
View total ratings that anyone received moodle/rating:viewany		Authenticated user  Student  Non-editing teacher  Teacher  Manager	

[Expand all](#)

## ▼ General

Concept



Factitious disorder imposed c

Definition



↴ A ▼ B I ☰ ☷ 🔗 ⚙️ 🖼️ 😊 📄 📁 🎤 🎥 H-P

Factitious disorder imposed on another (previously called **Munchausen** syndrome by proxy) is when someone falsely claims that another person has physical or psychological signs or symptoms of illness, or causes injury or disease in another person with the intention of deceiving others.

Categories

Not categorised  
A Beautiful Mind  
Fight Club  
Spider

Keyword(s)



munchausen|



## ▼ Auto-linking

☐ This entry should be automatically linked

Add entry

Browse by alphabet ▼

Search



☒ Search full text

Import entries



Export

Printer-friendly version

Browse the glossary using this index

Special | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [ALL](#)



Wiki





WIKI

Your course notes wiki (Private) 



Wiki

Settings

More 

Mark as done

Use this space to add notes on all aspects of the films studied, building up a collaborative document as you go along. Team work!

View



Print

## Spider

Opening credits:

yellowy, stained wallpaper with brown patches - creates the impression of a place poorly looked after - walls with bits of paint having fallen off - possibly symbolic of Spider's mind

Blots on wall paper look like Rorschach tests - establish that the film will be dealing explicitly with psychology

Piano Music:





"Over the mountains and over the waves/Under the fountains and under the graves/Under floods that are deepest which Neptune obey/Over rocks that are steepest love will found out the way" - 17<sup>th</sup> Century hymn - takes of floods - Neptune - god - and mountans and waves - "All Creatures Great and Small" vibe - perhaps expressing the idea that society has symbolically used religion to deal with inner trauma - look to God for help with your problem

History



## Spider?

Created: Wednesday, 13 August 2014, 12:39 PM by Frances Banks

Diff?	Version	User	Modified	
<input type="radio"/> <input checked="" type="radio"/>	4	 <a href="#">Brian Franklin</a>	12:44 PM	13 August 2014
<input checked="" type="radio"/> <input type="radio"/>	3	 <a href="#">Amanda Hamilton</a>	12:42 PM	13 August 2014
<input type="radio"/> <input type="radio"/>	2	 <a href="#">Anthony Ramirez</a>	12:41 PM	13 August 2014
<input type="radio"/> <input type="radio"/>	1	 <a href="#">Frances Banks</a>	12:40 PM	13 August 2014

Compare selected

Single Student Wiki	Journal
Private? Optional	Yes
Collaborative with class	No

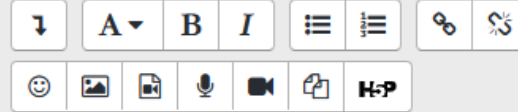
## ▼ General

Wiki name



Film Journal

Description



Here is a place to record and share your responses to the films you watch and analyze for this course

Draft saved.

☐ Display description on course page

Wiki mode



Collaborative wiki

Collaborative wiki

Individual wiki

First page name

Wiki mode



Collaborative wiki

First page name

Film Journal

## ▼ New page

New page title



need for change

Format



☒ HTML format

☐ Creole format

☐ NWiki format

---

Create page

## Chapter 10: Running a Workshop



Workshop

### Celebrating Cultures

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▾](#)

#### Adding a new Workshop

[Expand all](#)

##### ▾ General

Workshop name 

Description

↕

A ▾

B


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☰


☷


🔗


🔗




















☐ Display description on course page 

##### ▾ Grading settings

Grading strategy 

Accumulative grading ▾

Grade for submission 

80 ▾

Uncategorised ▾

Workshop				
Grading:	Ungraded	Peer-reviewed	Instructor-graded	Combination
Criteria:	No	Yes	Yes	Yes
Can set due dates:	Yes	Yes	Yes	Yes

[Celebrating Cultures](#) / [Workshop: My home country](#) / [Settings](#)



WORKSHOP

## Workshop: My home country

[Workshop](#)

[Settings](#)

[Assessment form](#)

[Submissions allocation](#)

[More ▾](#)

### Bot Updating Workshop in Activities ⓘ

[Expand all](#)

#### › General

#### › Grading settings

#### › Submission settings

#### › Assessment settings

#### › Feedback

#### ✓ Example submissions

Use examples

☒ Example submissions are provided for practice in assessing ⓘ

Mode of examples  
assessment

Assessment of example submission is voluntary



#### › Availability

#### › Common module settings

#### › Restrict access

#### › Activity completion

## Bet Updating Workshop in La Haine?

[Expand all](#)

### ▼ General

Workshop name



Simulation - Remake the film!

Description

↵

A ▾

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🔗

(With acknowledgement to the [BFI](#)) You are a screenwriter and have been asked to adapt the setting of *La Haine* for your own country. Your peers will assess you on how suitable your adaptation is. There is a sample answer for you to try assessing first.

☒ Display description on course page [?](#)

### ▼ Grading settings

Grading strategy



Accumulative grading ▾

Grade for submission



Accumulative grading  
Comments  
Number of errors  
Rubric

Submission grade to pass



0.00

Grade for assessment



20 ▾

Uncategorised ▾

Assessment grade to pass



0.00

Decimal places in grades

0 ▾

## ▼ Submission settings

Instructions for submission

↴

A ▾

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☰

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You have been asked to 'translate' La Haine for a UK version (or that of your own country).

- Who would you want to cast in each role?
- What would be the ethnic origin of each one and how would this reflect the diversity of national, regional and ethnic identity in the UK?
- Where would you set the film in the UK and how would this reflect the difference between a wealthy city centre and poorer housing conditions in the outer suburbs?

Submission types

- ☒ Online text ☐ Required  
☒ File attachment ☐ Required

Maximum number of submission attachments

1 ▾

[Workshop](#)

[Settings](#)

[Assessment form](#)

[Submissions allocation](#)

[More ▾](#)

## Accumulative grading

### ▼ Aspect 1

Description

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Casting: How appropriate do you feel the casting is?



## ▼ Submission settings

Instructions for submission

↴

A ▾

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🎥

H-P

You have been asked to 'translate' La Haine for a UK version (or that of your own country).

- Who would you want to cast in each role?
- What would be the ethnic origin of each one and how would this reflect the diversity of national, regional and ethnic identity in the UK?
- Where would you set the film in the UK and how would this reflect the difference between a wealthy city centre and poorer housing conditions in the outer suburbs?

Submission types

- ☒ Online text ☐ Required  
☒ File attachment ☐ Required

Maximum number of submission attachments

1 ▾

Submission attachment allowed file types



Choose No selection

Maximum submission attachment size

Site upload limit (256 MB) ▾

## ▼ Availability

Open for submissions  
from

15 ▾

May ▾

2022 ▾

17 ▾

36 ▾



☒ Enable

Submissions deadline

20 ▾

June ▾

2022 ▾

17 ▾

36 ▾



☒ Enable

☐ Switch to the next phase after the submissions deadline

Open for assessment  
from

21 ▾

June ▾

2022 ▾

17 ▾

36 ▾



☒ Enable

Deadline for  
assessment

8 ▾

July ▾

2022 ▾

17 ▾

36 ▾



☒ Enable

Cinema: Class & Conflict / Simulation - Remake the film! / Submission allocation



WORKSHOP

## Simulation - Remake the film!

Workshop

Settings

Assessment form

Submissions allocation

More ▾

Scheduled allocation ▾

## Scheduled allocation

### ▼ Scheduled allocation settings

Enable scheduled allocation

☐ Automatically allocate submissions at the end of the submission phase

➤ Current status

➤ Allocation settings

Save changes



## Simulation - Remake the film!

### Accumulative grading

Expand all

#### ▼ Aspect 1

Description

↵ A ▾ B I

Casting: How appropriate do you feel the casting is?

Best possible grade / Scale to use

Type 

Point ▾



## Simulation - Remake the film!

### My submission

#### Instructions for submission ▾

You have been asked to 'translate' [La Haine](#) for a UK version (or that of your own country).

- Who would you want to cast in each role?
- What would be the ethnic origin of each one and how would this reflect the diversity of national, regional and ethnic identity in the UK?
- Where would you set the film in the UK and how would this reflect the difference between a wealthy city centre and poorer housing conditions in the outer suburbs?

#### ▼ Submission

Title



Submission content

↵ A ▾ B I

## ▼ Example submissions

Use examples

☒ Example submissions are provided for practice in assessing [?](#)

Mode of examples  
assessment

Assessment of example submission is voluntary

Assessment of example submission is voluntary

Examples must be assessed before own submission

Examples are available after own submission and must be assessed before peer assessment

## > Availability

## ▼ Submission settings

Instructions for submission



1. Start a new rtf of Word document. At the top of the document, type your name.
2. Provide a title.
3. Using headings for each grouping of memories, if you have more than one.

Submission types

☒ Online text ☐ Required

☒ File attachment ☐ Required

Maximum number of submission attachments

1

Submission attachment allowed file types [?](#)

document .pdf .rtf .docx .d

Choose


Document files .doc .docx .epub .gdoc .odt .ott .oth .pdf .rtf  
PDF document .pdf  
RTF document .rtf  
Word 2007 document .docx  
Word document .doc

Maximum submission attachment size

Course upload limit (500KB)

Late submissions

☒ Allow submissions after the deadline [?](#)

First name ▲ / Surname ▼	Submission ▲ / Last modified ▼
 Frances Banks	<a href="#">Wales</a> modified on Saturday, 21 December 2013, 2:07 PM
 Angela Bowman	<a href="#">Famous Belgians</a> modified on Saturday, 21 December 2013, 3:28 PM
 Lao Cai	<a href="#">My home</a> modified on Friday, 20 December 2013, 10:45 AM

<p><b>Assessment phase</b></p> <p>Current phase ●</p> <p>✍ Switch to the next phase</p>	<p><b>Grading evaluation phase</b></p> <p><a href="#">Switch to the evaluation phase ○</a></p> <p>✍ Calculate submission grades expected: 21 calculated: 20</p> <p>✍ Calculate assessment grades expected: 21 calculated: 20</p> <p>✓ Provide a conclusion of the activity</p>
---	--

## Confirm

You are about to switch the workshop into the **Submission phase**. Students may submit their work during this phase (within the submission access control dates, if set). Teachers may allocate submissions for peer review.

Continue

Cancel



WORKSHOP

# Workshop: My home country

[Workshop](#)[Settings](#)[Assessment form](#)[Submissions allocation](#)[More ▾](#)

## Updating Workshop in Activities

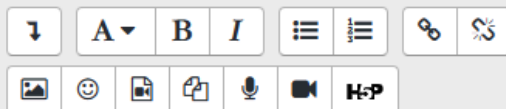
[Expand all](#)

### ▾ General

Workshop name




Description



In this activity, you're asked to submit some work and later assess 4 submissions from other participants.



















After submitting your work, you need to check back here to peer-assess other participants' work.





















☒ Display description on course page 

### ▾ Example submissions

Use examples

☒ Example submissions are provided for practice in assessing Mode of examples  
assessment

First name ▲ / Surname ▼	Submission ▲ / Last modified ▲	Grades received	Grades given
 Frances Banks	<a href="#">Wales</a> modified on Saturday, 21 December 2013, 2:07 PM	0 (13)<  Lao Cai	0 (20)>  TD Thomas Day
		26 (20)<  MC Maria Cruz	80 (20)>  David Ray
		26 (20)<  TD Thomas Day	80 (20)>  Eric Richards
		53 (13)<  Peter Wallace	53 (13)>  Gary Schmidt
 Angela Bowman	<a href="#">Famous Belgians</a> modified on Saturday, 21 December 2013, 3:28 PM	80 (13)<  PC Paul Castillo	0 (13)>  PC Paul Castillo
		53 (20)<  MC Maria Cruz	80 (20)>  Barbara Gardner
		53 (20)<  Ann Hansen	80 (13)>  Ann Hansen
		53 (20)<  Peter Wallace	80 (20)>  Heather Reyes

Grades received	Grade for submission (of 80) ▲ ▼	Grades given	Grade for assessment (of 20) ▲ ▼
0 (13)<  Lao Cai	26	0 (20)>  TD Thomas Day	18
26 (20)<  MC Maria Cruz		80 (20)>  David Ray	
26 (20)<  TD Thomas Day		80 (20)>  Eric Richards	
53 (13)<  Peter Wallace		53 (13)>  Gary Schmidt	
80 (13)<  PC Paul Castillo	60	0 (13)>  PC Paul Castillo	16
53 (20)<  MC Maria Cruz		80 (20)>  Barbara Gardner	
53 (20)<  Ann Hansen		80 (13)>  Ann Hansen	
53 (20)<  Peter Wallace		80 (20)>  Heather Reyes	
80 (20)<  MC Maria Cruz	80	0 (13)>  Frances Banks	18
80 (20)<  Amy George		80 (20)>  William Kim	

## Conclusion ▼

Thank you to everyone for participating in this peer assessment activity. 😊

You have been given two grades - a grade for your submission and a grade for assessing the submissions of others.

- To view grades, comments and feedback about your submission, look in the section below '*Your submission*' and click
- Your grade for assessment is determined by comparing the grade you gave for each submission with the grades other that they disagree is reflected in a lower grade for assessment.
- The section '*Published submissions*' contains a few examples of the many excellent submissions that were received.

If you have any further questions or comments about this activity, please post in the [Workshop forum on moodle.org](#).

# Chapter 11: Groups and Cohorts

## Mount Orange School

General Users Courses Grades Plugins Reports

### Add new cohort

System cohorts All cohorts Add new cohort Upload cohorts

Name

Writing About Nature

Context

×

Society and Environment

Search

▼

Cohort ID

Nature-Writing

☒ Visible

?

Description

↵

A

B

I

☰

☷

🔗

🔗

🖼️

😊

📄

📄

🎤

🎥

📺

Please sign up for our Creative Writing group! We will read and write creative work about nature.

Courses / Society and Environment / Cohorts

### Society and Environment

Category Settings More

### Category: Society and Environment: available cohorts (1)

Cohorts Add new cohort Upload cohorts

Search

Q

Name	Cohort ID	Description	Cohort size	Source	Edit
Writing About Nature	Nature-Writing	Please sign up for our Creative Writing group! We will read and write creative work about nature.	0	Created manually	<div><div></div><div></div><div></div><div></div></div>

### Edit



Cohort 'Writing About Nature' members

Current users

None

Search

Clear

Search options ▶

Potential users

Potential users (79)

Stephanie Adams (stephanadams175@example.com)

Anna Alexander (annaalexand246@example.com)

Charles Bailey (charlesbailey342@example.com)

Frances Banks (francesbanks231@example.com)

Pamela Berry (pamelaberry239@example.com)

Angela Bowman (angelabowman379@example.com)

Lao Cai (laocai154@example.com)

Laura Carpenter (lauracarpent182@example.com)

Paul Castillo (paulcastill270@example.com)

Mary Cooch (marycooch@example.com)

Mary Cooper (marycooper219@example.com)

Catherine Cruz (cathericruz306@example.com)

Jose Cruz (josecruz269@example.com)

Maria Cruz (mariacruz292@example.com)

Thomas Day (thomasday320@example.com)

Lisa Diaz (lisadiaz378@example.com)

Martin Dougiamas (martin@moodle.com)

Mark Dunn (markdunn215@example.com)

Julie Ellis (julieellis318@example.com)

Mark Ellis (markellis267@example.com)

◀ Add

Remove ▶

Search

Clear

Back to cohorts

?

Upload cohorts?

Cohorts

Add new cohort

Upload cohorts

▼ Upload a file

File

Choose a file...

Maximum size for new files: 256 MB

CSV separator

?

,

Enrolments

- Manage enrol plugins
- Cohort sync
- Guest access
- Manual enrolments
- Self enrolment

# Manage enrol plugins

## Available course enrolment plugins

Name	Instances / enrolments	Version	Enable	Up/Down
Manual enrolments	2 / 3	2022041900		
Guest access	2 / 0	2022041900		
Self enrolment	2 / 0	2022041900		
Cohort sync	0 / 0	2022041900		
Category enrolments	0 / 0	2022041900		
External database	0 / 0	2022041900		
Enrolment on payment	0 / 0	2022041900		
Flat file (CSV)	0 / 0	2022041900		
IMS Enterprise file	0 / 0	2022041900		

## Cohort sync

Cohort enrolment plugin synchronises cohort members with course participants.

Default role  
enrol\_cohort | roleid

Student

⌵

Default: Student

External unenrol action  
enrol\_cohort | unenrolaction

Unenrol user from course

⌵

Default: Unenrol user from course

Select action to carry out when user enrolment disappears from external enrolment sc

Save changes

Course

Settings

Participants

Enrolled users

Enrol users

**Enrolments**

Enrolled users

Enrolment methods

**Groups**

Groups

Groupings

Overview

**Permissions**

Permissions

Other users

Check permissions

First name

All

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

Enrolment methods

## Enrolment methods

### Name

Manual enrolments

Guest access

Self enrolment (Student)

Cohort sync (Senior School Students - Student)

Add method

Choose...

Choose...

Self enrolment

Cohort sync

Publish as LTI tool

## Cohort sync

### ▼ Cohort sync

Active

Yes ▾

Cohort



No selection

Search ▾

Assign role

Student ▾

Add to group

None ▾

Add method

Cancel

## System: available cohorts (8)

System cohorts

All cohorts

Add new cohort

Upload cohorts

Search



Name	Cohort ID	Description	Cohort size
Blue House 	Blue House 	Members of the Blue House	21
Green House 	Green House 	Members of the Green House	21
Junior School Students 		All Junior School Students	10
Middle School Students 		All Middle School Students	10
Red House 	Red House 	Members of the Red House	20

## Accounts

[Browse list of users](#)  
[Bulk user actions](#)  
[Add a new user](#)  
[Cohorts](#)  
[Upload users](#)  
[Upload user pictures](#)

## Upload users

### ▼ Upload

Example text file



[example.csv](#)

File



Choose a file...

Maximum size for new files: 256 MB



You can drag and drop files here to add them.

CSV separator

,

Encoding

UTF-8

Preview rows

10


Upload users

username	password	firstname	lastname	email	sysrole1
efernandez		emilio	fernandez	<a href="mailto:efernandez@123.com">efernandez@123.com</a>	coursecreator
jbustillo		juan	bustillooro	<a href="mailto:jbustillo@123.com">jbustillo@123.com</a>	coursecreator
bdipalma		brian	dipalma	<a href="mailto:bdipalma@123.com">bdipalma@123.com</a>	coursecreator
kbigelow		kathryn	bigelow	<a href="mailto:kbigelow@123.com">kbigelow@123.com</a>	manager
scoppola		sofia	coppola	<a href="mailto:scoppola@123.com">scoppola@123.com</a>	coursecreator

# Upload users?

## Upload

Example text file

 [example.csv](#)

File



Choose a file...



You can drag and drop files here to add them.

You must supply a value here.

CSV separator

Encoding

Preview rows

Upload users

# Moodle sandbox demo

- General
- Users
- Courses
- Grades
- Plugins
- Appearance
- Server
- Reports
- Development

## Upload user pictures?

### Upload

File

❗

Choose a file...

You

Accepted file types:

Archive (ZIP) .zip

User attribute to use to match pictures:

username

Overwrite existing user pictures?

No

Upload user pictures

There are required fields in this form marked ❗ .

# My new Moodle site

Home / Site administration /

## File picker

×

Upload users?

### Upload

Example text file

File

CSV delimiter

Encoding

Server files

Recent files

Upload a file

URL downloader

Private files

Wikimedia

Content bank

Attachment

Choose File

Moodle-upload.xlsx

Save as

Moodle upload

Author

susan nash

Choose licence?

All rights reserved

Upload this file



Overview

## Cinema: Class & Conflict Overview

Filter groups by: Grouping

No grouping

Group

No group

### Not in a group

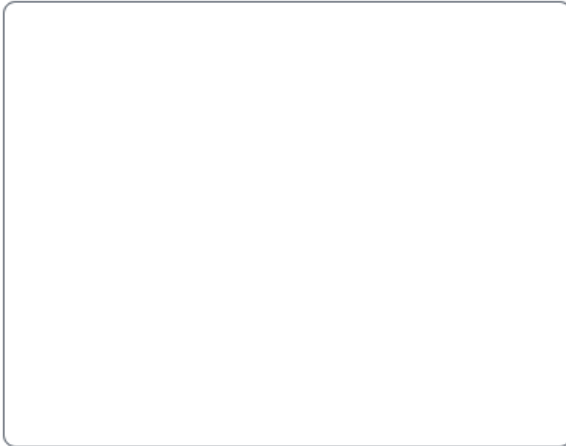
Groups (1)	Group members	User count
No group	Joshua Knight (joshuaknight196@example.com), Donna Taylor (donnataylor203@example.com), Amanda Hamilton (amandahamilton205@example.com), Brian Franklin (brianfranklin228@example.com), Frances Banks (francesbanks231@example.com), Mark Ellis (markellis267@example.com), George Lopez (georgelopez271@example.com), Brenda Vasquez (brendavasquez355@example.com), Anthony Ramirez (anthonyramirez359@example.com), Gary Vasquez (garyvasquez366@example.com), Jeffrey Sanders (jeffreysanders199@example.com), Barbara Gardner (barbaragardner249@example.com)	12

Groups



## Cinema: Class & Conflict Groups

Groups



Edit group settings

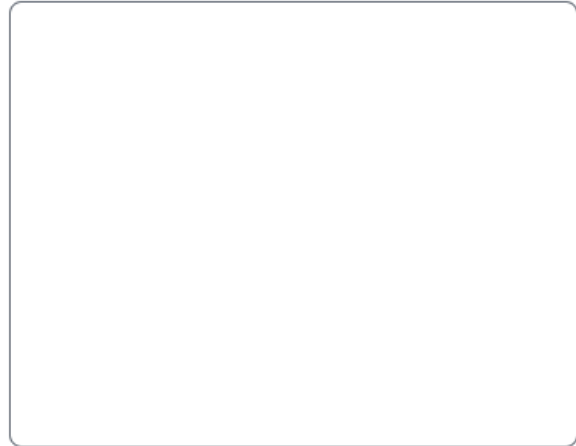
Delete selected group

Create group

Auto-create groups


Import groups

Members of:



Add/remove users

Add/remove users: Films based on work by Edith Wharton



### Films based on work by Edith Wharton

This group will analyze class hierarchies and conflict in the novels of Edith Wharton.

Group members

Student (2)

Brian Franklin (brianfrankli228@example.com)  
Donna Taylor (donnataylor203@example.com)

◀ Add

Remove ▶

Potential members

Student (9)

Frances Banks (francesbanks231@example.com) (0)  
Mark Ellis (markellis267@example.com) (0)  
Barbara Gardner (barbaragardner249@example.com) (0)  
Amanda Hamilton (amandahamilton205@example.com) (0)  
Joshua Knight (joshuaknight196@example.com) (0)  
George Lopez (georgelopez271@example.com) (0)  
Anthony Ramirez (anthonyramirez359@example.com) (0)  
Brenda Vasquez (brendavasquez355@example.com) (0)  
Gary Vasquez (garyvasquez366@example.com) (0)

Teacher (1)

Jeffrey Sanders (jeffreysanders199@example.com) (0)

▼ General

Group name

!

Films based on work by Edith Wharton

Group ID number

?

Wharton101

Group description

↕

A ▾

B

I

≡

≡

🔗

🔍

🖼️

😊

📄

📎

🎤

📺

H-P

This group will analyze class hierarchies and conflict in the novels of Edith Wharton.

Enrolment key

?

.....

👁

Press enter to save changes

---

## ✓ User picture

Current picture



☐ Delete picture

New picture



Maximum file size: 256 MB, maximum number of files: 1



Files



You can drag and drop files here to add them.

Accepted file types:

Image files to be optimised, such as badges .gif .jpe .jpeg .jpg .png

Picture description

my specs

---

Groups



## Psych Cine Groups

Groups

Group BM (4)  
Group FC (4)  
Group S (4)

Edit group settings

Delete selected group

Create group

Members of: Group FC (4)

### Student

Barbara Gardner (barbaragardner249@example.  
Amanda Hamilton (amandahamilton205@example.  
Joshua Knight (joshuaknight196@example.com)  
George Lopez (georgelopez271@example.com)

Add/remove users

# Auto-create groups

## General

Naming scheme

!

?

Group @

Auto create based on

Number of groups ▾

Group/member count

!

Group messaging

?

No ▾

## Group members

Select members with role

Student ▾

Select members from cohort

Any ▾

Select members from group

None ▾

Allocate members

Randomly ▾

☐ Prevent last small group

☐ Ignore users in groups

☒ Include only active enrolments 

?

## General

Naming scheme

!

?

Group @

Auto create based on

Number of groups ▾

Number of groups

Members per group

Group/member count

!

Group messaging

?

No ▾

---

## ▼ Group members

Select members with role

Student ⇅

Select members from cohort

Green House ⇅

Select members from group

Group BM ⇅

Allocate members

Alphabetically by first name, last name ⇅

☒ Prevent last small group

☐ Ignore users in groups

☒ Include only active enrolments [?](#)

# Chapter 12: Extending Your Course by Adding Blocks

## Site administration

---

[General](#)   [Users](#)   [Courses](#)   [Grades](#)   [Plugins](#)   [Appearance](#)   [Server](#)   [Reports](#)   [Development](#)

---

---

### Blocks

[Manage blocks](#)  
[Accessibility review](#)  
[Activity results](#)  
[Course overview](#)  
[Courses](#)  
[Online users](#)  
[Recently accessed courses](#)  
[Section links](#)  
[Starred courses](#)  
[Text](#)



### Add a block



Accessibility review
Activities
Activity results
Admin bookmarks
Blog menu
Blog tags
Calendar
Comments
Course completion status
Global search
Latest badges
Learning plans
Logged in user
Mentees
Online users
Private files
Random glossary entry
Recent blog entries
Tags
Text

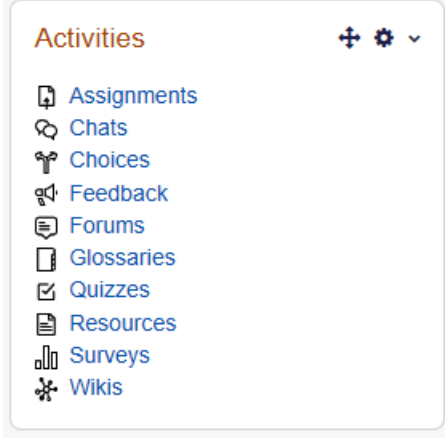


[+ Add a block](#)

+ Add a block

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis



## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

## Activities

- Assignments
- Chats
- Choices
- Feedback
- Forums
- Glossaries
- Quizzes
- Resources
- Surveys
- Wikis

### Random glossary entry

Please configure this block using the edit icon.



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### Calendar

◀ May 2022 ▶						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

---

[Full calendar](#)  
[Import or export calendars](#)

## Configuring a Upcoming events block

### ▼ Where this block appears

Original block location	<span>?</span> Course: The Impressionists
Display on page types	Any type of course main page ▾
Default region	<span>?</span> Right ▾
Default weight	<span>?</span> 5 ▾

### ▼ On this page

Visible	Yes ▾
Region	Right ▾
Weight	4 ▾

Save changes

Cancel

#### Site administration

Search Q

[General](#) [Users](#) [Courses](#) [Grades](#) [Plugins](#) [Appearance](#) [Server](#) [Reports](#) [Development](#)

+ Add a block

Admin bookmarks + ⚙ ▾

## Configuring a Recent activity block

### ▼ Where this block appears

Original block location	<span>?</span> System
Display on page types	Any site administration page ▾
Default region	<span>?</span> Right ▾
Default weight	<span>?</span> 3 ▾

## ▼ On this page

Visible

Yes ▾

Region

Right ▾

Weight

1 ▾

Courses / Society and Environment / Manage courses and categories

## Society and Environment

Category Settings More ▾

Course categories and courses ▾ Search courses 🔍

### Manage course categories and courses

#### Course categories

Create new category

<input type="radio"/>	Art and Media		↓		▼	47	
<input checked="" type="radio"/>	Society and Environment		↑	↓		▼	67
<input type="radio"/>	Languages		↑	↓		▼	47
<input type="radio"/>	Physical Education		↑	↓		▼	27
<input type="radio"/>	Science and Mathematics		↑	↓		▼	27

Add a block ✕

Activities

Blog menu

Blog tags

Calendar

Comments

Course completion status

Global search

Latest announcements

Learning plans

Logged in user

Mentees

Online users

Private files

## Configuring a Recent activity block

### ▼ Where this block appears

Original block location

Category: Society and Environment

Page contexts

Display on 'Category: Society and Environment' and any pages within it

Display on 'Category: Society and Environment' only

Display on 'Category: Society and Environment' and any pages within it

Display on page types

Default region

Right

Default weight

0

### ▼ On this page

Visible

Yes

Region

Right

Weight

0

Save changes

Cancel

### Activities



- Assignments
- Chats
- Choices
- Databases
- Feedback
- Forums
- Glossaries
- H5P
- Lessons
- Quizzes
- Resources
- Surveys
- Workshops

## General forums

Forum	Description	Discussions
<a href="#">Announcements</a>	General news and announcements	0

## Learning forums

Week	Forum	Description
Discussion topics	Discussion: The power of individuals.	Here we'll discuss the influence individual suffragists and suffragettes. This forum is graded!
	Discussion: External events	Here we discuss the impact of external events such as the First World War.
	General Discussions	This is a Q and A forum for general discussions. You must post your answers to others.

## Configuring a (new text block) block

[Expand all](#)

- ▼ Block settings

Text block title

### Suffragettes

## Content

The suffragette name was actually the appropriation of something that was intended to be despective term referring to women activists who were seeking the vote for women.

▼ Where this block appears

Original block location

Course: Votes for Women!

Display on page types

Any forum module page

Default region

Right

Default weight

0

➤ On this page

Save changes

Cancel

### Suffragettes



The suffragette name was actually the appropriation of something that was intended to be despective term referring to women activists who were seeking the vote for women.

### Blog menu



[View all entries for this course](#)  
[View my entries about this course](#)  
[Add an entry about this course](#)

[Blog entries](#)  
[Add a new entry](#)  
[Blog RSS feed](#)



### Tags



About Me Africa Ajax  
Biking Blended Learning Blogs  
Moodle Brasil Computers  
Conference Cooking  
Development  
Elearning Educación  
Education Elgg English  
Guinness Guitar Instructional  
Design Internet K12 Linux  
Mtc Macs Math Moodle



# Calendar

Month ▾

All courses ▾

[New event](#)[◀ April](#)



## May 2022

[June ▶](#)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22 ○ Mary Ca...	23	24	25	26	27	28 ○ Women ...

## Comments



 Anna Alexander - Mon, 16 May 2022, 12:54 AM   
I love this course! It has really opened my eyes.

[Save comment](#)

Comments displayed per page  
commentsperpage

Default: 15

Default site home role  
defaultfrontpageroleid



Authenticated user on site home (frontpage) ▾

Default: Authenticated user on site home (frontpage)



[Save changes](#)

## Comments



 **Anna Alexander** - Mon, 16 May 2022, 1:03 AM 

This is a really interesting lesson. I learned very unexpected things when I compared Pissarro, Monet, and Renoir.

 **Anna Alexander** - Mon, 16 May 2022, 1:04 AM 

What was the most remarkable thing that you observed?

Add a comment...

[Save comment](#)

[Courses](#) / [Art and Media](#) / [Impressionists](#) / [Permissions](#)

## The Impressionists

### Permissions in Block: Course completion status

Advanced role override

Choose...



#### Capability

#### Risks Roles with permission

#### Prohibited

##### Block: Course completion status

[Add a new course completion status block](#)    [Teacher](#)  [Manager](#)  [Student](#) 

`block/completionstatus:addinstance`

+

#### Block



[Edit a block's settings](#)  
`moodle/block:edit`



[Teacher](#)  [Manager](#) 

+

[View block](#)  
`moodle/block:view`

[Privacy officer](#) [Parent](#) [Authenticated user](#)  [Guest](#)  [Student](#)  [Non-editing teacher](#)  [Teacher](#) 

+

[Back to Block: Course completion status](#)

## ▼ Description

Course summary ⓘ

↴

A ▾

B


I


☰


☷


🔗


🔄

















An introduction to the Impressionist movement in France, with students being allowed to select an artist to focus on for in-depth study. The course is an example of the use of Conditional activities and Activity completion.

Ages 14+

Learning plans



## Competencies to review

[Internet usage](#) (Susan Medina)

- Waiting for review

[Spreadsheet](#) (Lao Cai) -

Waiting for review

### Upcoming events



[Pet adoption event](#)

Wednesday, 25 May, 10:00 AM

[Go to calendar...](#)

## Configuring a Upcoming events block

### ▼ Where this block appears

Original block location



System

Display on page types

Any page

Default region



calendar-view  
calendar-view-  
calendar-\*

Default weight



0

### ▼ On this page

Visible

Yes

Region

Right

Weight

0

Save changes

Cancel

# Chapter 13: Features for Teachers: Logs, Reports, Guides

✕

▼ Welcome! Aloha! Bonvenon...

Interesting cities

▼ Activities

Database: Food for Moodlers

Glossary: International Tea...

Assignment: Languages of...

(Mobile assignment) View f...

## Celebrating Cultures

CourseParticipantsGradesQuestion bankCompetenciesMore ▼

▼ Welcome! Aloha! Bonvenon!

Collapse all

We are all from different communities but we are all one community at Mount Orange. This course is for students, teachers and the wider school members to share and learn about our cultural diversity.

Activity results

Workshop: My home country (submission)

The 3 highest grades:

1. David Ray100.00%

2. Heather Reyes100.00%

3. Eric Richards100.00%

The 2 lowest grades:

1. Paul Castillo24.75%

Timeline

All ▼Sort by dates ▼Search by activity type or name

Saturday, 25 June 2022

00:00



Timed Task

Mindful course creation · Assignment is due

Add submission

Sunday, 7 August 2022

15:38



Your personal action plan

Mindful course creation · Database closes

Add entry

Tuesday, 16 August 2022

09:20



Can you make a revolution?

History: Russia in Revolution · Lesson closes

Start lesson

Wednesday, 24 August 2022

00:00



Assignment: Impact of 1913 events

Votes for Women! · Assignment is due

Add submission

Calendar

All courses ▼New event

◀ AprilMay 2022June ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 ○ Check ...	2	3	4	5 ○ Class P...	6	7

✕

Learning plans

My plans

Digital Literacies Basics

Recently accessed items

Peer Assessment: Rate ...

Moodle and Mountaineering



Planning document

Moodle and Mountaineering



Suffrage quiz

Votes for Women!

Show more items

# My courses


Course overview

All ▾

Search


Sort by course name ▾

Card ▾




Mindful course creation  
Mount Orange Community

42% complete




Moodle and Mountaineering  
Physical Education

0% complete




Revision: Chemistry  
Science and Mathematics

0% complete




Celebrating Cultures  
Society and Environment

27% complete



Class and Conflict in World  
Cinema  
Art and Media

54% complete



Digital Literacy  
Art and Media

14% complete

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▾](#)

## Reports

- [Competency breakdown](#)
- [Logs](#)
- [Live logs](#)
- [Activity report](#)
- [Course participation](#)
- [Statistics](#)
- [Event monitoring rules](#)

# Parents and Citizens Council

Course Settings Participants Grades Reports More ▾

Logs ▾

## Logs

Parents and Citizens Council ▾ All participants ▾ All days ▾ All activities ▾ All actions ▾ All sources ▾

Participating ▾ ⓘ

Get these logs

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
15 May 2022, 9:19:18 PM	Anna Alexander	-	Course: Parents and Citizens Council	System	Course viewed	The user with id '20' viewed the course with id '27'.	web	2600:8803:b210:ec00:8176:5d32:45d1:3a77
15 May 2022, 9:08:57 PM	Anna Alexander	-	Course: Parents and Citizens Council	System	Course viewed	The user with id '20' viewed the course with id '27'.	web	2600:8803:b210:ec00:8176:5d32:45d1:3a77
15 May 2022, 9:05:17 PM	Anna Alexander	-	Lesson: Let's learn about about assignments	Lesson	Question viewed	The user with id '20' has viewed the Multichoice question with id '72' in the lesson activity with course module id '758'.	web	189.61.124.9
15 May 2022, 9:05:17 PM	Anna Alexander	-	Lesson: Let's learn about about assignments	Lesson	Course module viewed	The user with id '20' viewed the 'lesson' activity with course module id '758'.	web	189.61.124.9

Download table data as Comma separated values (.csv) ▾ Download

1 2 »

▸ Reports ▸ Live logs

Pause live updates

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
29 May, 04:06	Barbara Gardner	-	File: Osborne:Transference/Counter transference in the Psycho-analysis process	File	Course module viewed	The user with id '56' viewed the 'resource' activity with course module id '710'.	web	191.180.136.159
29 May, 04:06	Barbara Gardner	-	Book: Video resources	Book	Chapter viewed	The user with id '56' viewed the chapter with id '38' for the book with course module id '708'.	web	191.180.136.159

# Activity report

> Filter

Computed from logs since Thursday, 15 May 2014, 7:44 AM.

Activity	Views	Related blog entries	Last access
Latest news and notices	3 views by 2 users	-	Thursday, 21 May 2015, 11:01 AM (6 years 361 days)
Suggestions and Ideas	1 views by 1 users	-	Friday, 20 June 2014, 10:42 AM (7 years 331 days)
Useful resources			
Let's learn about about assignments	18 views by 3 users	-	Sunday, 15 May 2022, 9:05 PM (21 mins 37 secs)
Are you a Literacy Lightbulb or a Comma Coward?	1 views by 1 users	-	Tuesday, 18 May 2021, 9:15 AM (362 days 12 hours)
Help us improve our school!	-	-	
Inspirational Quotes	-	-	

Digital Literacy / Assignment 1 (Text or Audio) / Grading



ASSIGNMENT

## Assignment 1 (Text or Audio)

Assignment Settings Advanced grading More

Back

Download all submissions

## Submissions

Grading action Choose...

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

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

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	Online text	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input type="checkbox"/>		Susan Medina	susanmedina293@example.com	No submission Assignment is overdue by: 2 years 141 days	Grade	Edit	-			-		-
<input type="checkbox"/>		Joshua Knight	joshuaknight196@example.com	No submission Assignment is overdue by: 2 years 141 days	Grade	Edit	-			-		-

?



# Course participation

Activity module

Choose...

Look back

Groups

All participants

Choose...

Assignments

From Concept to Reality: Trauma and Film

Group Project

Dissertation: Fight club

Dissertation: A Beautiful Mind

Dissertation: Spider

Reflective journal

Books

Useful links

Video resources

Chats

Course chat

Choices

Prior Knowledge assessment

Let's make a date!

Select your focus film

Feedback

Feedback: Psychology in Cinema Evaluation

Folders

## Psychology in Cinema

Course Settings Participants Grades Reports More ▾

Course participation ▾

## Course participation

Activity module

Feedback: Psychology in Cinema Evaluation ▾

Look back

Choose... ▾

Show only

Manager ▾

Show actions

All actions ▾

Go

Groups

All participants ▾

Feedback Views

Feedback Posts

3

First name / Surname ▾	All actions	<input type="checkbox"/> Select
Henry Ross	No	<input type="checkbox"/>
Scott Palmer	No	<input type="checkbox"/>
Anna Alexander	No	<input type="checkbox"/>
Select all 'No'		

First name / Surname ▾	All actions	<input checked="" type="checkbox"/> Select
Henry Ross	No	<input checked="" type="checkbox"/>
Scott Palmer	No	<input checked="" type="checkbox"/>
Anna Alexander	No	<input checked="" type="checkbox"/>
Deselect all 'No'		

With selected users...

Choose... ▾

Choose...

Send a message

Activity completion ▾

# Activity completion

Visible groups  Include  Activity order

First name

Surname

First name / Surname	Email address	Announcements from your tutor	Prior Knowledge assessment	Factual recall test	Course chat	Let's make a date!
Frances Banks	francesbanks231@example.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Ellis	markellis267@example.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian Franklin	brianfrankli228@example.com	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Gardner	barbaragardner249@example.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Hamilton	amandahamilton205@example.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joshua Knight	joshuaknight196@example.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Lopez	georgelopez271@example.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Psychology in Cinema: View: Preferences: Grader report

- Course
- Settings
- Participants
- Grades
- Reports
- More

Grader report

## Grader report

Visible groups

All participants

All participants: 11/11

First name

All

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Surname

All

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

		Psychology in Cinema		
		Analysis		
First name / Surname	Email address	From Concept to Reality...	Course discussion	Analysis total
Controls				
Frances Banks	francesbanks231@example.com		No grade	
Mark Ellis	markellis267@example.com	55.00	No grade	55.00

# Psychology in Cinema: Setup: Gradebook setup

- Course
- Settings
- Participants
- Grades
- Reports
- More

Gradebook setup

Add grade item

Add outcome item

Add category

## Gradebook setup

Name	Weights	Max grade	Actions	Select
Psychology in Cinema		-	Edit	<input type="checkbox"/> All
Analysis	15.873	-	Edit	<input type="checkbox"/> Analysis

## Psychology in Cinema: Setup: New category

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▾](#)

### New category

#### ▾ Grade category

Category name



Aggregation



Natural ▾

[Show more...](#)

#### > Category total

#### > Parent category

