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2014-1-TR01-KA202-013113



TUTOR'S MOODLE MANUAL

Ankara, Turkey

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1 INTRODUCTION

1.1 About Moodle

The aim of the Moodle (Modular Object-Oriented Dynamic Learning) is to give educators the best tools to manage and promote learning, and there are many ways to use Moodle:

- Moodle has properties that allow it to support very large deployments and serve hundreds of thousands of students, and it can be used for every type of learning from a primary school to an education hobbyist.
- Many institutions use it as a platform for fully online courses, while some use it simply to offer face-to-face courses (known as blended learning).
- Many of the users employ the activity modules (such as forums, databases and wikis) to build richly collaborative communities of learning based around the subject matter, while others prefer to use Moodle as a way to deliver content to students and evaluate learning using assignments or quizzes.

1.2 Getting Started for Teachers

The aim of this document is to give an overview of [Moodle](#) to a new user of Moodle and teach how to employ Moodle in their lessons.

1.3 Before You Start

- You must have a Moodle site, assigned to you, new, blank course where you have teacher privileges.
- You must be logged in to be able to edit a course and use most of the properties described below.
- You can also do a practice exercise at demo.moodle.net before you start.

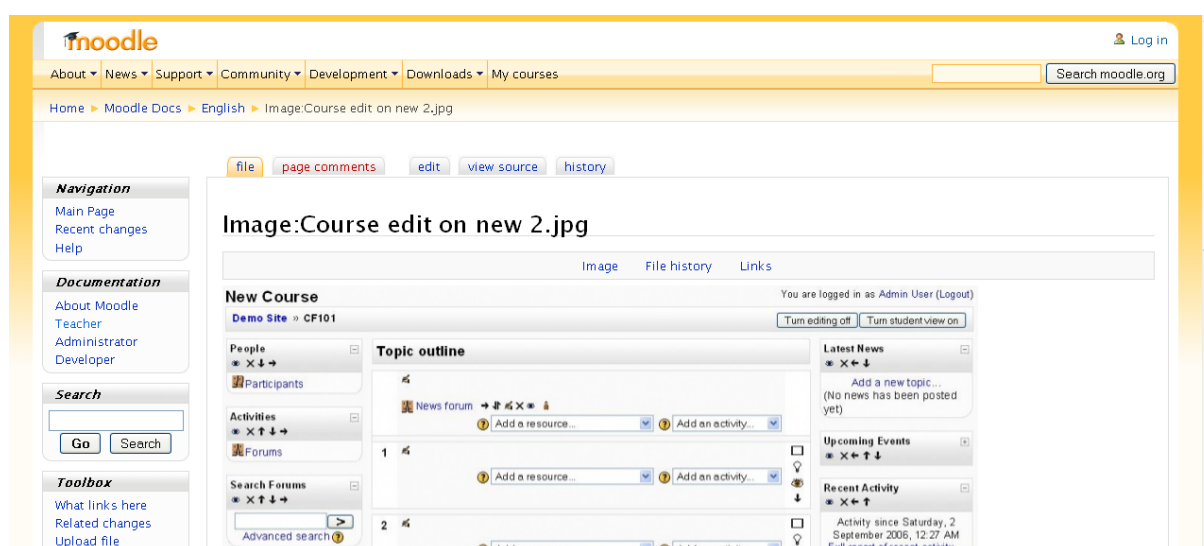
2 STARTING WITH MOODLE

2.1 Basics

Through the course settings, the teacher will have many controls including who can join the course, how the course is laid out and other useful functions.

Resources and activities are added to each section. When writing text in Moodle you have a range of formatting options, including using HTML. The course settings are robust and offer different means to enroll students and format the course.

The example below shows a new course set up with topic sections in the middle column. In the right and left columns are the Moodle's blocks such as "Latest News" or "Administration". Editing has been turned on. The teacher is ready to add resources and activities.



2.2 Editing Course Section



To add or change activities or resources, a teacher must use the "Turn editing on" button on the course homepage. The same button will also turn editing off. Similarly, the "Turn student view on" button allows the teacher to see the course page as a student would see it.

To add items to a section, you will use the drop down boxes for activities and resources.

When editing has been turned on, several editing icons appear next to all editable objects on the course page.



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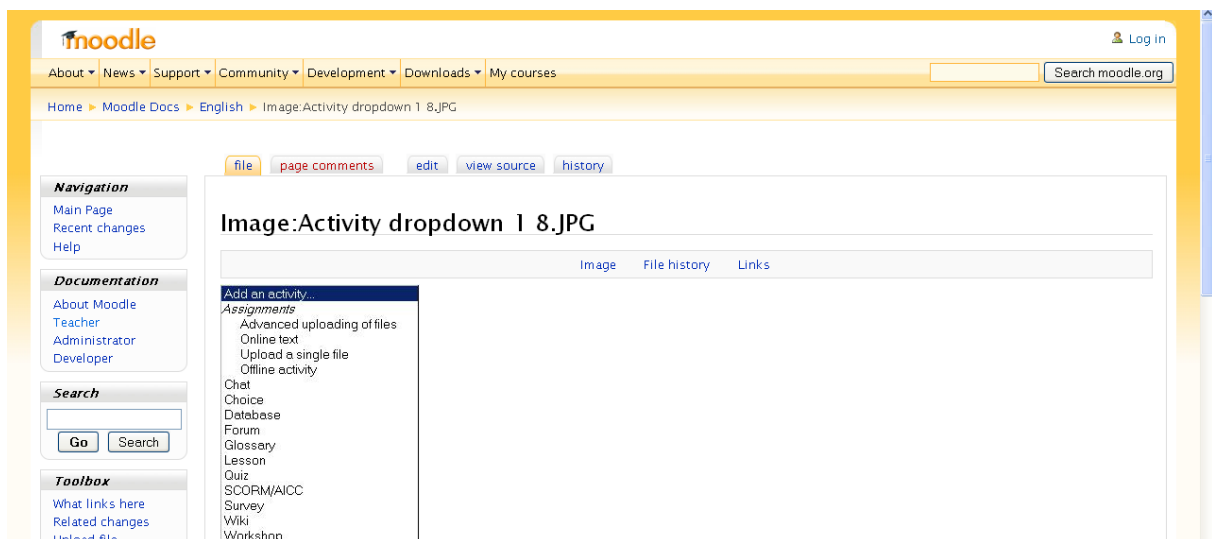
2.3 Activity Modules

There are a number of interactive learning activity modules that can be added using the “Add an activity” dropdown box.

Communication and collaboration may take place using live chats or asynchronous discussion forums for conversational activities. Adding Wikis to the courses is an excellent way to allow students to work together on a project.

Work can be uploaded and submitted by students and graded by teachers using assignments or workshops. Online quizzes offer several options for automatic and manual scoring. Glossaries of keywords can be set up by the instructor, and can be configured to allow students to edit, add, or rate entries.

Surveys and databases are also very powerful additions to any course.



2.4 Resources

Moodle supports a range of different resource types that allow you to include almost any kind of digital content. These can be added by using the “Add a resource” dropdown box when editing is turned on.

A Text page is a simple page written using plain text from a link in the course and is an ideal place to input information or instructions.

The resource may already exist in electronic form so you may want to link to an uploaded file or external website or simply display the complete contents of a directory in your course files and let students select the file themselves.



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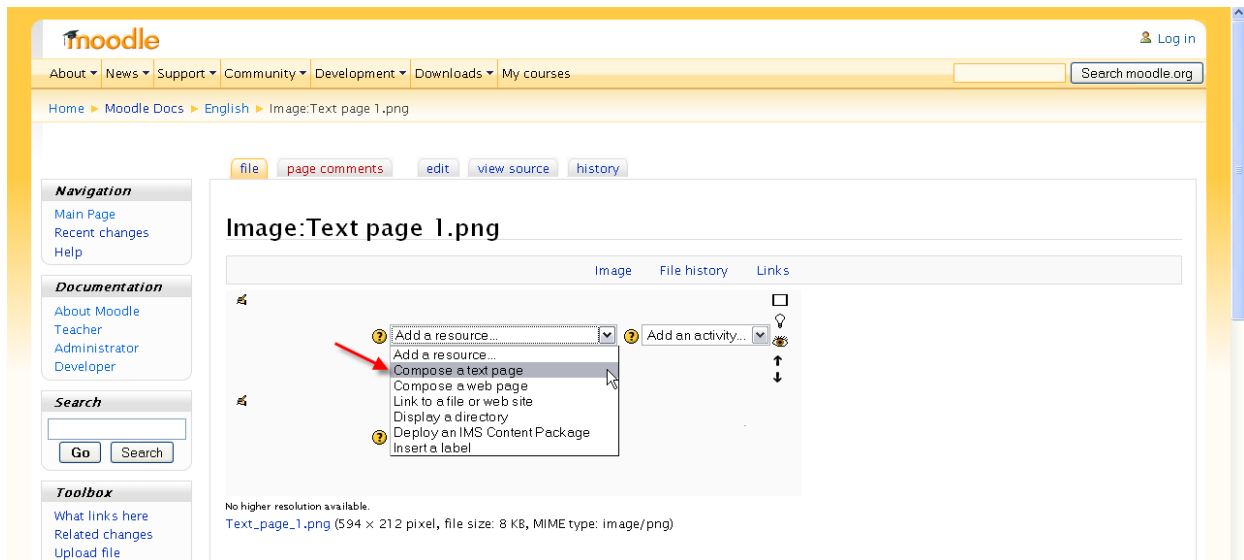
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Labels allow you to add more information for the activity and/or resource links in your course.



2.4.1 Text page

A Text page set-up is shown below:



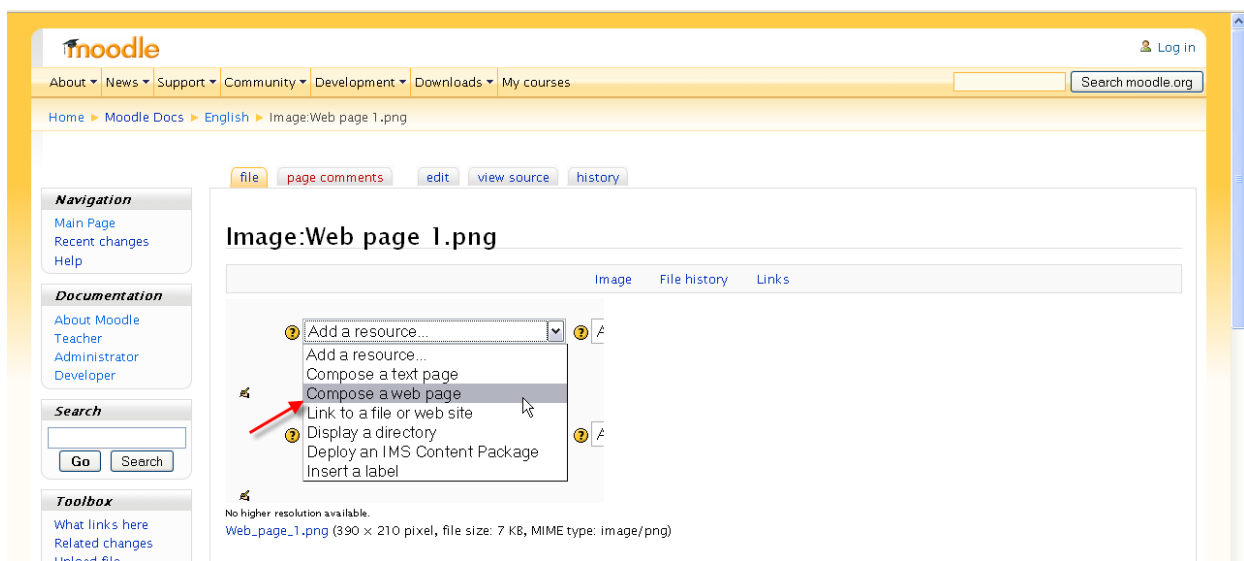
1. From the course main page, click the “Add a resource...” dropdown box within the topic that a text page is to be added.
2. Then page labelled “Adding a new Resource to topic x.” will appear.
3. Type a name for the text page. It is suggested that the title be keeping with the content.
4. The “add a summary” is optional. The summary is displayed on the resources index page.



5. Type the text in the full text box. The cut and paste option is available for this section. A number of formatting options are available to help make plain text into appealing-looking web pages.
6. Choose whether this resource to open be open in the same window or a new one. If a New Window is selected, the attributes can be set. Make sure the window can be resized and scrolled, otherwise students might not be able to read the bottom of the page.
7. Choose to hide or show this to students.
8. Once the choices are selected, click on the “Save Changes” button. A preview of the new resource will appear.

2.4.2 Web page

A web page is a resource that has a link in the center column of a course home page for the student to use. It is like a single page document that has the HTML editor tool that the teacher uses to create content. **Web page set-up:**



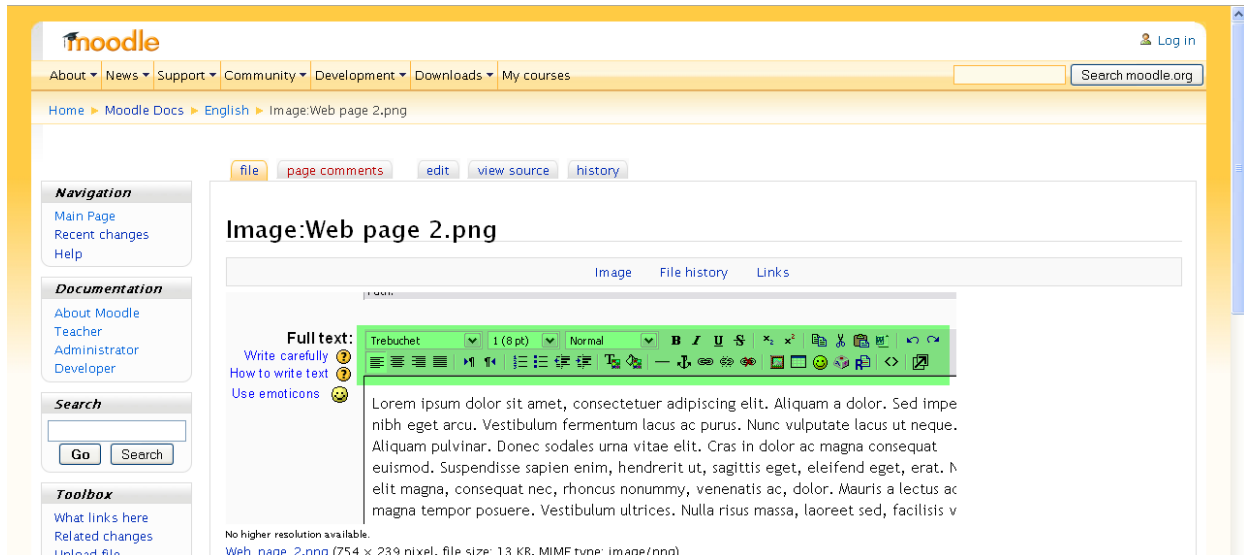


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In the web page demonstration, follow the same procedure and apply the same algorithm as creating a text page.



2.5 Blocks

2.5.1 Blocks seen by students

Each course homepage generally contains blocks on the left and right with the centre column containing the course content. Blocks may be added, hidden, deleted, and moved up, down and left/right when editing is turned on. Some examples for the blocks are: “Latest News”, “Blogs”, “Upcoming events” and “Recent activity”.

Over 16 different block types are available to provide additional information or functionality for the learner by the teacher.



2.5.2 Course administration block

A teacher with editing rights will also have a course administration block. This is an important tool for a teacher. It has sub menus for course: backup, restore, assign roles, grades, activity logs/reports, files and other useful course settings.

A student's course administration block typically lists only Grades and Profile options.



2.6 General Advice

- Subscribe to all of the forums in the course to monitor class activity.
- Encourage all of the students to fill out their user profile (including photos) and read them all—this will help provide some context and help you to respond in ways that are suitable to their own individual needs.
- Use the Logs link (under Administration) to get access to complete logs. This section includes a link to a popup window that updates every sixty seconds and shows the last hour's activity. This is useful to keep track of the course.
- Use many reports. Reports in the Administration block, Activity Reports (next to each name in the list of all participants). These provide a means to see what any particular person has been doing within the course.
- Respond quickly to students. Don't leave it for later—do it right away. It will help maintain a strong relation with students through the Moodle.
- Don't be afraid to experiment—feel free to change things. It's hard to break anything in a Moodle course, and even if it does happen, it's usually easy to fix it.
- Use the navigation bar at the top of each page—this should serve as a guide and prevent getting lost.



3 ASSIGNMENT MODULE

The assignment activity module allows teachers to collect work from students, review it and provide feedback including grades.

Students can submit any digital content (files), including, for example, documents, spreadsheets, images, audio and video clips. Assignments don't necessarily need to consist of file uploads. Alternatively, teachers can ask students to type directly into Moodle using an online text assignment.

3.1 Assignment Types

There are 4 types of assignments:

1. Upload a single file.
2. Advanced uploading of files—options include: multiple file submission, allowing students to type a message alongside their submission & returning a file as feedback.
3. Online text—students type directly into Moodle, teachers can provide direct feedback.
4. Offline activity—teachers provide a description and due date for an assignment outside of Moodle. A grade & feedback can be chronicled in Moodle.

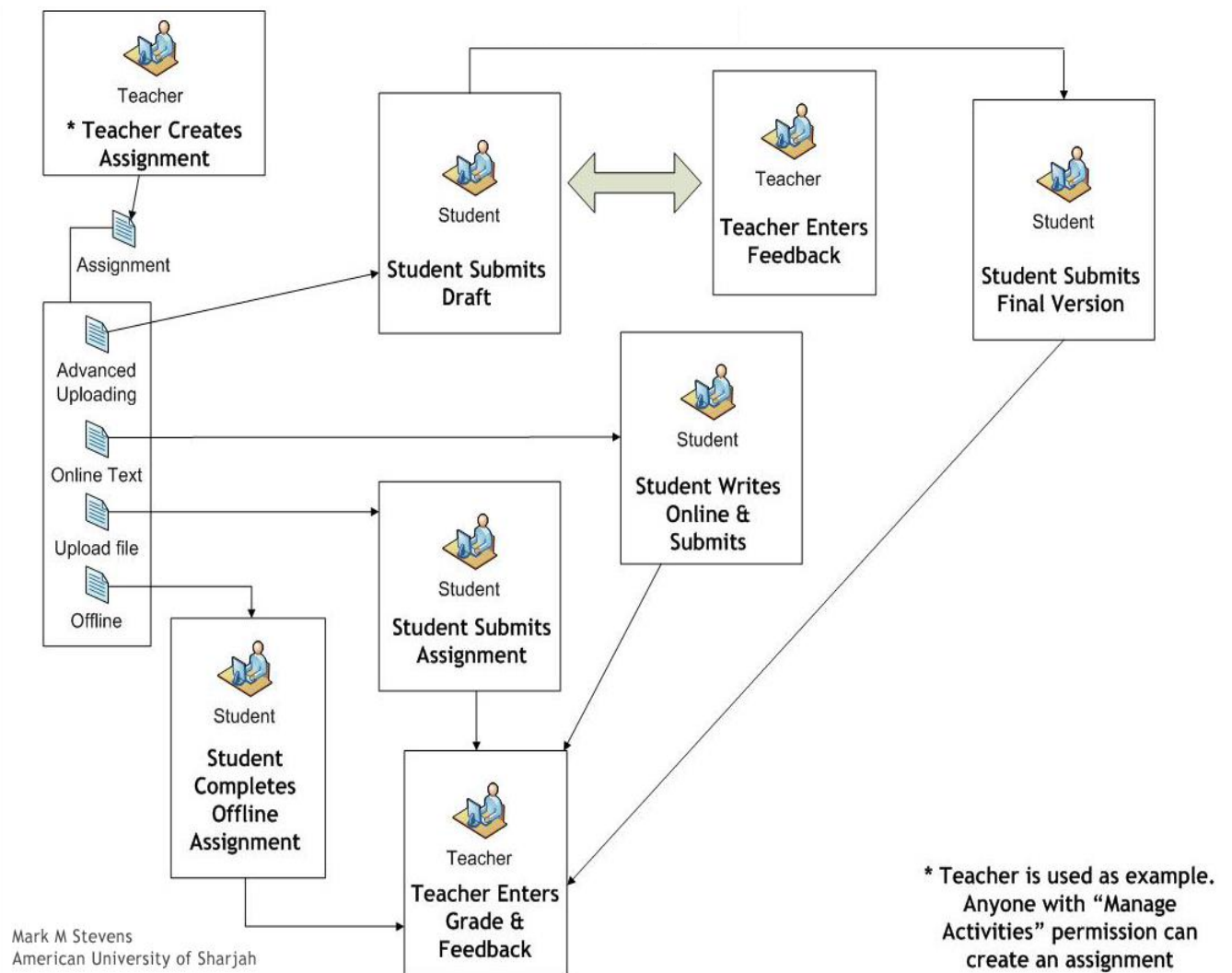
3.1.1 Iterative Assignments

It is possible to create iterative assignments—where the piece of work is graded by the teacher, re-edited by the student, re-graded and so on using either the single file or the online text and setting 'Allow resubmitting' to 'Yes' in the assignment settings.

3.2 Assignment Flow Chart

Below is the graphic representation of how the assignment module can be used. The assignment module allows for detailed feedback from teachers to students.

FLOW FOR ASSIGNMENT





4 LESSON MODULE

The lesson module presents a series of pages to the student, who is usually asked to make some sort of choice under the content area. The choice will send them to a specific page in the lesson. In a lesson page's simplest form, the student can select a continue button at the bottom of the page, which will send them to the next page in the lesson.

The student will see the two basic lesson page type: question pages and content pages. The lesson module was designed to be adaptive and to use a student's choices to create a self-directed lesson.

- The significant difference between a lesson and other activity modules available in Moodle comes from its adaptive ability. With this tool, each choice the students makes, can show a different teacher response/comment and send the student to a different page in the lesson. With planning, the lesson module can customize the presentation of content and questions to each student, with no further action required by the teacher.

4.1 General Information about the Lesson and Its Methodology

The choice determines the way the lesson appears to the student. The lesson can be a series of pages presented in a linear fashion, like a slide show, or presented in a non-linear, branching manner, or a combination of the two. The teacher can use the lesson settings to create a different student experience for each lesson. There are also special navigation pages that the teacher may use to change the way sections of the lesson are viewed by students. The lesson can be scored with the use of questions for a grade, or used simply as a resource of non-graded pages or a combination of both.

For example, a particular question's answer might send the student back in the lesson for a review of content pages, while another answer will advance the student to a new page. Sometimes the student will only be given the choice to "continue", or may see a series of labeled buttons below the content that will take them to different pages.

There are two basic modes: presentation and flash card. Most of the descriptions of a lesson in this document are about the presentation mode and the use of questions and content pages. The Flash Card section describes how to make lesson pages appear randomly.

4.2 Presentation Lesson

The lesson activity uses the standard Moodle HTML editor tool to make any page's content more interesting. This tool can assist the teacher with pictures, links, fonts, tables and other graphics to draw the student's attention. Lesson settings also can keep the students from drifting from the overall teacher's plan by using the various settings including password protection, time limits and progression based on the previous lesson's activity.



4.2.1 Pages, questions, answers and responses

A lesson is made up of several pages. For the teacher there are two basic types of lesson pages: choice and navigation. The student sees choice pages that are called Content and Question pages. Content pages can provide links to one or more other pages in the lesson. Each question page can do the same but also can give an individual response and an individual score for each choice (the student's answer). The teacher decides upon the page type and how to best use its flexibility to achieve the educational goals of the specific lesson or course.

- For example, the default lesson question is a multiple choice page. The teacher might place content on the page and ask a question about it. The teacher can provide 1 to 20 answers. In a simple use of the multiple choice question, the teacher might decide to send the student back to the question again after a student selects a wrong answer, but with a correct answer will move the student to the next page. On some answers, the teacher may decide to provide some explanation before prompting the student to the next step.
- Of course the teacher can decide a more complex approach in constructing lesson or a page. Using the multiple choice example, the teacher may give each answer a different score. And/or depending upon the answer, send the student to a different page for an appropriate review. The teacher may decide that a specific lesson is a series of pages filled with information and only one choice (the continue button) that always sends the student to the next page, perhaps saving the question pages for the end.

4.2.2 Edit order and navigation order

The teacher sees the pages in what is called the edit order when they edit a lesson. Teachers can move pages in the edit order.

The students see the lesson pages in the navigation order, which can depend upon the jumps. The teacher can see this order using the Preview tab or switching roles in the course to that of a student.

4.2.3 Jumps

Jumps are the primary tool the teacher will use to determine a student's navigation. For example, each different answer to a question, might send the student to a different page. Thus jumps allow the teacher to design a lesson for the students with "branches", loops and a non-linear structure.

There are two types of jumps, *relative* and *absolute*. The default jumps used by most pages are the *relative* jumps "Next page", "This page" and "Previous page". For example, the destination of the next page jump is always the next page in the edit order of the lesson. An *absolute* jump sends the student to a specific page, usually identified by the page title. A pull down list will show all available possible jumps.

4.2.4 Answers



Typically each question within a lesson will have one correct answer and several wrong answers. For example, in a multiple choice question, each answer can receive an individual response from the teacher before sending the student (with a jump setting) to view the question again or to another page.

There are two ways to score an answer. In one method, the direction students are sent in the edit order of pages determines if the answer was correct or wrong for scoring purposes. Usually a correct answer advances the student in the edit order and wrong answers send the students back to the question page or back in the edit order. The other method uses custom scoring and an answer is given a score to calculate the grade.

When a question page is added, the jumps with each answer have a default setting. The jump for the first answer is the “Next page” and it is a good practice to keep this as a right answer.

When Custom Scoring is turned on in the lesson settings, then each answer has a point value associated with it. Usually a correct answer receives a score of 1 and a wrong answer receive a score 0. It is possible to give a negative score or partial credit (say 3 for the best answer and 1 for a marginal answer) for some question types.

4.2.5 *Grading*

Students’ answers to questions can be graded. The lesson scores and grades can be viewed in the “Reports” tab in edit mode and become part of the gradebook. A relatively simple formula is used to score the lesson. It is the number of correct answers divided by the number of questions.

When Custom Scoring is selected in the lesson settings, then the grading method changes. With this option, the grade is based on earned points by the user, which is divided by the total points possible. When this option is turned on, the teacher can assign a score for each answer, this can be a negative or 0 (zero) or a positive number. Usually the score is 0 for a wrong answer and 1 for a correct answer. The point values associated with each of the user’s answers are added up. That is then divided by the total of the maximum points that the user could have earned for each question answered. This number is then scaled by the grade parameter of the lesson.

The overall score is computed when the lesson is completed by the student. A completed lesson usually means the student has viewed every page, or answered every question or is directed by a jump to the “end of lesson”.

- The focus of a lesson should be the transfer of knowledge in a reasonably motivating way. Giving a grade may well turn the lesson into a kind of quiz where giving the correct answer is the sole goal instead of exploring different ways of thinking about an idea. On the other hand, students like to get a perfect “score” and giving grades may well be the carrot needed to get the student to repeat the lesson until they get the magical 100%.
- Some instructors use lessons as formative assignments where the grades, although some measure of activity, are not generally counted in the final mark for the course. If lessons are used in a formal way, then it is probably best to use their grades in thresholds.



4.2.6 Teacher review of students answers

The teacher has several options to review students' answers in a lesson. The report tab provides both an overview of each student's attempt of a lesson and a detailed summary of the class' answers to each question.

4.2.7 Building lessons

When creating a lesson the teacher must put some content using the HTML editor tool on the first page. Once the first page is in place the teacher has the option of adding more pages in front or behind that page. Once a question or content page has been created, the pages can be edited by the teacher at any time. When the lesson contains more than one page, the teacher has the option of moving pages, meaning changing the order of the pages.

- A lesson will normally cover a limited amount of material. A topic or a week might contain many lessons. Lessons for the course are displayed on the student's home page as "weeks" or "topics", and/or in the activity block when it is part of the course home page.
- As with any lesson, it is a good idea to have a plan before starting the presentation. Simple lessons that go in a straight line path from beginning to end, one page after the other, can be created from an outline. More complicated lessons require more planning. The good news is that a teacher can create a simple lesson and then based upon feedback and performance, can add refinements or complexity.

4.3 Types of Questions Available Within a Lesson

Questions types in the lesson module are similar to those in the Quiz module. However, the two modules are different and questions may appear different for both the student and teacher.

HTML tool bar will allow the teacher to add pictures to content and to the questions' answers.

The screenshot shows the Moodle interface for viewing a file named 'Question type tabs.GIF'. The interface includes a navigation sidebar on the left with links for Main Page, Recent changes, Help, Documentation, Search, and Toolbox. The main content area displays the file details, including its dimensions (629x102 pixels), file size (4 KB), and MIME type (image/gif). Below the file details is a 'File history' table showing the file's history.

Date/Time	Dimensions	User	Comment
current 21:36, 9 May 2006	629x102 (4 KB)	chris collman (Talk contribs)	(Question type tabs 1.6 cropped properly)
21:32, 9 May 2006	629x129 (6 KB)	chris collman (Talk contribs)	(Question type tabs 1.6)

Below the table, there are links for 'Search for duplicate files', 'Edit this file using an external application', and 'See the setup instructions for more information'.



4.3.1 Multiple choice

In a multiple choice question, the student is given a question and a list of answers. In a multiple choice question, the student selects one answer.

4.3.1.1 With multianswer box checked

A check in the multianswer box allows the teacher to determine that more than one answer is required for the student to receive credit for the question. There is no partial credit and the student must select just correct answers from the list.

4.3.2 Short answer

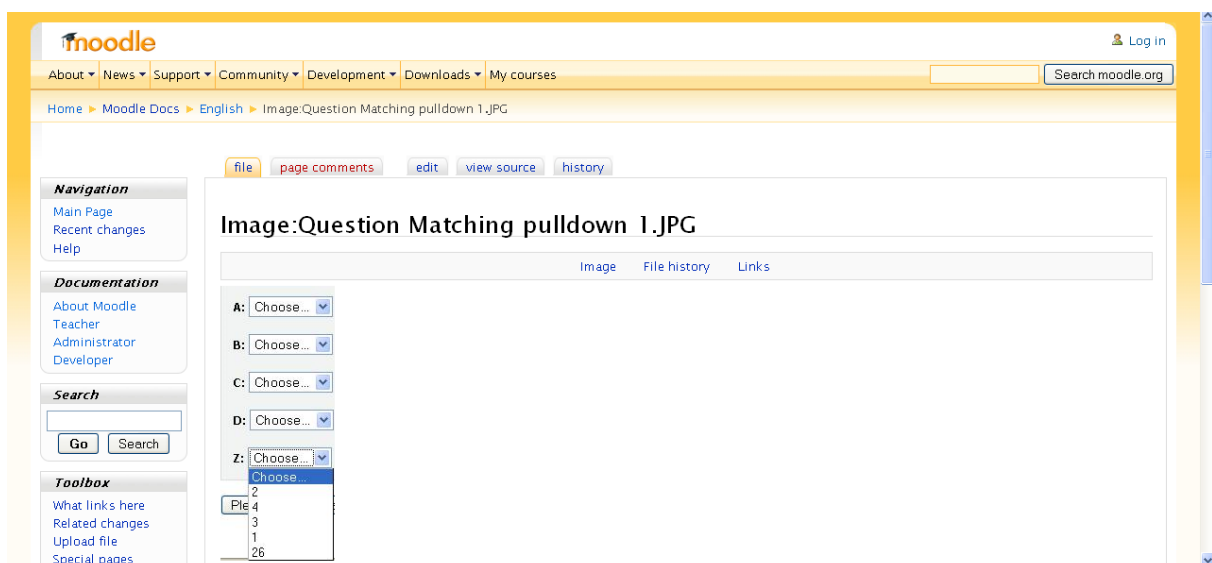
In a short answer question, the student is expected to answer with one word or a few words.

There are two different *student answer* analysis systems available for the short answer type of question in the lesson module: the **simple system** and the **regular expressions system**. The simple system is the default and is the same used by the Quiz Module and there is a “Use Regular Expressions” option box on the Edit Question Page screen in the lesson module.

4.3.3 True/false

The true/false question type is a special type of the multiple choice question. The student is prompted to select an option.

4.3.4 Matching questions



Matching questions consist of a list of names or statements, or pictures which must be correctly matched against another list. For example “Match the letter with its position in the alphabet. One list would have A, B, C, D, Z and the other in a pull down menu next to each item would have 2, 4, 3, 1, and 26.



4.3.5 Numerical question

This type of question requires a number as the answer. In its simplest form, it requires just one answer to be given. For example, “What is 2 plus 2?” and 4 being the correct answer. A numerical question will also accept a number in a range as being correct. The answers are similar to short answer, where the order that the teacher lists the answers is important.

4.3.6 Essay questions

Short essay questions are meant for short, paragraph or essays. The student simply enters their essay in the box provided. The teacher sees ungraded essay questions when opening the lesson. After grading, the teacher can email their responses to the student.

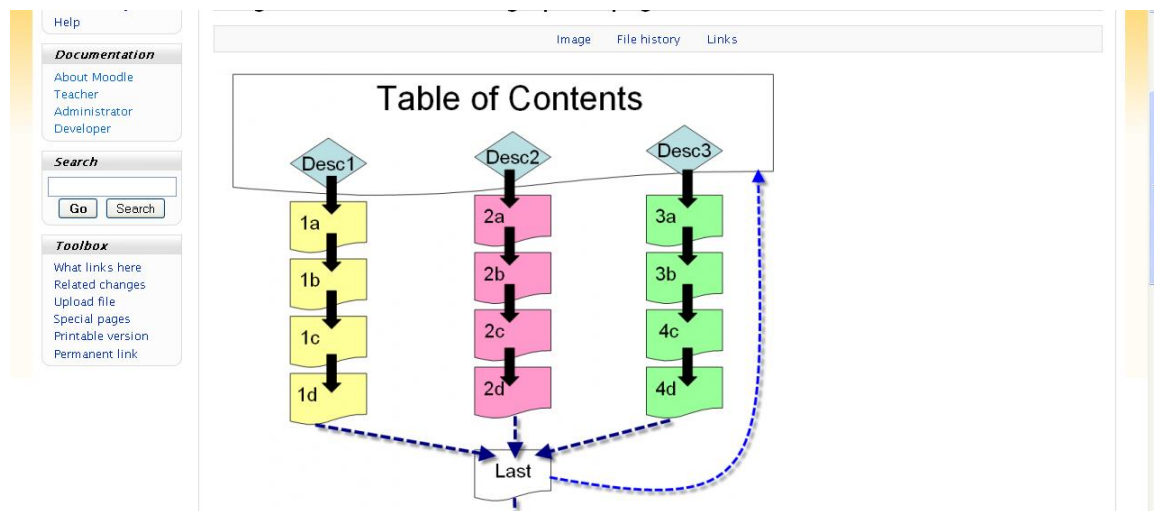
4.4 Branches and Branch Tables

If your lesson delivers quite a lot of information, you can divide it into sections that are called branches in Moodle. One way of moving between these branches is by adding a branch table page.

Branch tables are simply pages which have a set of links/jumps to other pages in the lesson. The student sees labeled buttons under the page content to provide their choices. Branch tables are similar to a multiple choice question format. They have a title, content section, student choices (called descriptions) and jumps. There is no score for a student’s choice, so branch tables are graded neutrally. Branch tables also can be put to special use by a teacher. To help understand these concepts we are going to call one use an “ordered branch” and the other a “classic branch”.

4.4.1 Ordered branches

A table of contents is an example of a use of ordered branches. Typically a lesson may start with a content page with the title “Table of Contents”. The student selects a description button & jumps to a page in the edit order that starts a series of pages about that subject. At the end of an ordered branch, the student is given several options by a question or a content page, such as: “Go to the next page”, “Start of the series again”, “End the lesson”, or “Return to the Table of Contents”.



4.4.2 Classic branches

The classic branch introduces random movement within a series of pages that the teacher determines. A classic branch needs a branch table at the start of the series and a special navigation page called “End of Branch” at the end of the series.

The default jump in an “End of Branch” page is the preceding content page as an absolute jump. After a classic branch has been created, the teacher will see three new relative jump options: “Unseen question within a branch”, “Random question within a branch” and “Random branch page”. The classic branch with its “end of branch” navigation page is similar to a cluster.

4.5 The Flash Card Lesson

The lesson module can contain a type of flash card assignment by changing the lesson settings. In this type of lesson, the student is shown pages (cards) in random order. Usually these are question pages. There is no set beginning and no set end. Just a series of cards shown one after another in no particular order.

There are two very similar variants of flash card behavior. A flow control option, “After a correct answer” set to “Show an unseen page” never shows the same page twice (even if the student did not answer the question associated with the card/page correctly). The other option is “Show an unanswered page” which shows the student pages that may have appeared before but only if they answered the associated question incorrectly.



When using either of these flash card lessons the teacher can decide to use either all the cards/pages in the lesson or just a (random) sub-set. This is done through the “Number of Pages (cards) to show” parameter also found in the flow control settings. Make sure the number is less than the total number of available pages.

When using the flash card mode of presentation, setting the jumps is important. A correct answer jump should point to the next page, a wrong answer should stay on the same page.

The lesson flash card mode is very similar to a random ordered quiz, the difference is that the questions are shown one page at a time. And, extra text can be included with each question in the flash card.

4.6 Lesson Dependencies and Linking

4.6.1 Dependency

A dependency setting allows the current lesson to be dependent upon a student’s performance in one specific lesson within the same course. If the conditions(s) is/are not met, then the student will not be able to access a lesson.

These dependent conditions include: time spent, completed or receive a better grade in one specific lesson. Any combination of the conditions can be used. A lesson must include at least one question for the dependent “completed” condition to be met.

- A typical use of this feature is to make sure the students take the lessons in order. This might be useful in a training type of course which has no open or close dates because it can be started and finished at any time.

4.6.2 Links to other places

Using the “link to activity” in the lesson settings, will offer the student a direct link button to another activity in the course when they complete the lesson.

Another handy lesson setting is the pop-up, which will create a window the student can view while in the lesson.

- It is possible to create a link to another lesson/activity, a lesson/activity in another course, or even to a specific page in a lesson. While this method can be useful, the student may not be able to find their way back to the page with the link. In general, the links can be created by copying the location of the desired link from the browser’s address bar, then pasting it as a link.



5 QUIZ MODULE

The quiz activity module allows the teacher to design and set quizzes consisting of a large variety of question types, including multiple choice, true-false, and short answer questions. Quizzes can be configured to allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers.

5.1 Features

In general, quizzes help determine what students have learned. A well-designed test can give critical information about a student's understanding of the material.

Feedback about performance and self-assessment are important parts of a learning environment. There are several ways to give feedback to students: on each question or overall. The quiz module can display feedback and scores at different times during the quiz, using the review options.

A wide variety of quiz reports (in addition to grades) are available. Quiz reports can focus on a single student's attempt to answer each question, and can perform an analysis of a question's validity based upon gathered student responses.

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

There are different options for scoring (marks-grades) individual questions in a specific quiz, grading attempts for a quiz and each question type.

Further, different display methods can even make the same quiz appear different each time. This can be done by customizing the viewed format (by manually setting the page breaks) or by setting the number of questions per page.

5.2 Quiz Module Index Page

The quiz module index page lists all the quiz activities in the course, organized under four headings:

1. **Topic** – the number of the block, in which the given quiz appears
2. **Name** – the name of the quiz
3. **Quiz closes** – the date after which the quiz will be closed
4. **Attempts** – if there have been any attempts at the quiz, you will see the text 'View reports for x attempts (y Students)', 'x' being the number of attempts and 'y' the number of students attempting at the quiz. Otherwise, the field will be empty



6 WORKSHOP MODULE

Workshop is an assessment activity with many options. Students submit their work via an online text tool and attachments. There are two grades for a student: their own work and their peer assessments of other students' work.

6.1 Workshop Phases

The typical workshop is not a short-term activity and it takes up to several days or even weeks to complete. The workshop work flow can be divided into five phases. The teacher controls which phase the workshop activity is in at any time.

- **Setup phase** – Teacher creates and defines the workshop, students can do no activity
- **Submission phase** – Students turn in work within a preset time frame
- **Assessment phase** – Peer assessment by students
- **Grading/evaluation phase** – Teacher grades submissions and peer assessments
- **Closed phase** – Final grade is calculated. Students may see grades and their work

6.2 Grading Strategies

Grading strategy determines how the assessment form may look like and how the final grade for submission is calculated from all the filled assessment forms for the given submission. Workshop has four standard grading strategies:

- **Accumulative grading strategy** – a set of criteria is graded separately
- **Comments** – similar to above but always given a 100% grade. Useful for initial feedback to authors
- **Number of errors** – an assessment method that counts errors in specific criteria (for example, spelling, formatting, creative ideas, lack of examples)
- **Rubric** – a set of descriptions that are associated with a specific criteria (outcome). Each criteria has a unique word scale

6.3 Calculation of Final Grades

The final grades for a workshop activity are obtained gradually at several stages. The following scheme illustrates the process and provides the information in what database tables the grade values are stored.

Every participant gets two numerical grades into the course gradebook. During the grading evaluation phase, course facilitator can use the workshop module to calculate these final grades. Note that they are stored in the workshop module only until the activity is switched to the final (closed) phase. Therefore, it is safe to play with grades until you are happy with them and then

close the workshop and put the grades into the gradebook. You can even switch the phase back, recalculate or override the grades and close the workshop again so the grades are updated in the gradebook again (should be noted that you can override the grades in the gradebook as well).

During the grading evaluation, workshop grades report provides you with a comprehensive overview of all individual grades.

6.3.1 Grade for submission

The final grade for every submission is calculated as weighted mean of particular assessment grades given by all reviewers of this submission. The value is rounded to a number of decimal places set in the workshop settings form.



7 CONCLUSION

PURE-H2O Project outcomes and lesson activities will be added to the free software Moodle for the purposes of training. Using the different features of the Moodle will give the advantage to prepare the courses in the way we want and change them whenever we want.

This manual will help the tutors to prepare, understand and use the training courses on the Moodle efficiently while teaching the lessons to students.

As a pedagogy, the profession of teaching and the activities of educating, teaching and instruction, is strongly supported through Moodle, making it a very strong teaching tool.

The heart of Moodle is courses that contain activities and resources. There are about 20 different types of activities available (forums, glossaries, wikis, assignments, quizzes, choices (polls), scorm players, databases, etc.) and each can be fully customised. The main power of this activity-based model comes in combining the activities into sequences and groups, which can help you guide students through the learning paths. Thus, each activity can build on the outcomes of previous ones. There are a number of tools that facilitate the building of learning communities, including: blogs, messaging, participant lists, etc. Also, there are useful tools such as grading, reports, integration with other systems. All of these steps are briefly described in this manual and can easily be used in the preparation of the courses on Moodle and create a powerful on-line learning experience.

REFERENCES:

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