Table of Contents

Expected Practices for Designing and Teaching Online Courses

The Best Practices were proposed by the Online Learning Committee and accepted by the Academic Affairs' Deans in December 2009.

The Best Practices became Expected Practices and were adopted by Academic Affairs' Deans Council in April 2013.

A. The following expected practices should be used as guidelines in the development and teaching of online courses.
1. Course introduction, syllabus, current schedule, and a personal greeting from the instructor are available online.
2. Course and unit outcomes are clearly communicated and measurable.
3. Course grading policies are clearly stated, as are descriptions of required assignments and tasks.
4. Course is designed for interaction between students and student-faculty.
5. Time frames for responses to communications and grading of assignments are clearly stated and followed.
6. Course design is based on appropriate pedagogy for the media and content.
7. Continued student engagement is expected and required by course design and the enforcement of timelines/deadlines.
8. Course design should support multiple learning styles and should exhibit high expectations for student learning.
9. Required resources are displayed in a timely manner and provide the information to support the student during their learning.
10. Resources should be scholarly and properly cited and permission has been received for their use.
11. Navigation throughout the course is logical, consistent, and efficient.
12. Multiple points of contact are listed for support resources within the online learning environment.
13. Course content and presence should be engaging and inviting for learners.
14. Course incorporates ADA standards.
15. Course incorporates principles of academic integrity including those specific to the online environment.

B. Demonstration examples of these expected practices are available for faculty by one or both of the following methods:
1. A course designed within the learning management environment that provides a working model showcasing the expected practices.
2. An online reference area that displays and explains one or more samples of the various expected practices.

References

MarylandOnline,Inc. (2009). Quality Matters Rubric Standards 2008-2010. Retrieved from
http://qminstitute.org/hom/Public%20Library/About%02QM/RubricStandards2008-2010.pdf.

Graham, C., Cagiltay, K., Lim, B., Craner, J., Duffy, T.M. (2001). Seven principles for effective teaching: A practical lens for evaluating online courses. Retrieved from
http://www.technologysource.org/article/seven_principles_of_effective_teaching

ISTE (2008). The national educational technology standards (NETS-T) and Performance Indicators for Teachers. Retrieved from http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

Instructional Technology Council, University of Texas Telecampus, and WCET. (2009, June). Best strategies to promote academic integrity in online education, version 2.0. Retrieved from
http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf.

Checklist for Beginning a Semester in Moodle

☐	Examine your course design. Is it logical? Is it consistent, topic to topic?
☐	Are your course dates and times set correctly? Do they match your syllabus?
☐	Examine quiz settings. Verify settings are not on adaptive mode.
☐	Verify discussion settings. Can students post an initial post and reply?
☐	"Change your role" to student and work through your course. Do resources and activities work?
☐	Do students have proper instructions? For course content? For Moodle?
☐	Place course content into proper course section, if needed.
☐	If using the Gradebook, is it set up correctly? Does your Gradebook course total match your syllabus course total?
☐	Once course is completed: Back up your course and then save file to your computer.

Starting in Moodle

✓ Before beginning in Moodle, review your documents:

- Syllabus

- Update preferred communication methods

✓ Have a plan for your Gradebook

- How many points will be in your course?

- How do you mathematically calculate the grades?

✓ Are you using Moodle on campus, online or both?

✓ Configure the Gradebook. The default Gradebook setting is Natural. Please contact the Center for Learning & Teaching (CLT) for someone to assist you with changing Gradebook configurations.

✓ The Moodle Instructor Training Course is listed under **My courses** in Moodle. This training course includes "How to" video tutorials on Moodle navigation, adding activities such as forums, assignments, quizzes, Gradebook, and attendance.

✓ If you see an option in Moodle and its function isn't clear, you can select the circular question mark to explain in more detail what that particular Moodle feature does.

Have questions or need help? Contact the CLT at 405-682-7838 or the Online Course Support Center at onlinecoursesupport.com/occc.

Beginning Online with Moodle

✓ Review the methods of communication in your syllabus

- Messages sent through Moodle Quickmail go to OCCC email

✓ Load your content into Moodle

- If you are using a master course, contact the faculty responsible for course for procedures.
- If you are using your own content, upload it to Moodle.
- If you are using textbook publisher content, check with a CLT consultant for information regarding the correct Moodlerooms cartridge format.

✓ Set the number of topics you need in the course

- You can set the number of topics by going to the **Course Administration** menu, and then the **Edit settings** page. Under **Course Format**, you can change the number of sections.

✓ Set dates for access to activities

✓ Configure the Gradebook

- Categories (if desired)
- Calculation method

✓ Make sure you check your content and activities before you open them up to students.

Beginning On Campus with Moodle

✓ Set up your Gradebook categories (if used)

✓ Add grade items in the Gradebook
- Be sure to assign them to proper category (if used)

✓ Set calculation methods

✓ Set up the attendance activity and sessions (if desired)

✓ Communicate with students how Moodle is being used

✓ Post an announcement about how Moodle is being used

✓ Upload your syllabus in PDF format to your class
- Review communication preferences
- (Moodle Quickmail goes to OCCC email)

✓ Some online components?
- Refer to the activity sections of this guide

Moodle Resources: The Basics

Navigation

After logging in to Moodle, in the top right-hand corner, you will find the **My Courses** link**.**
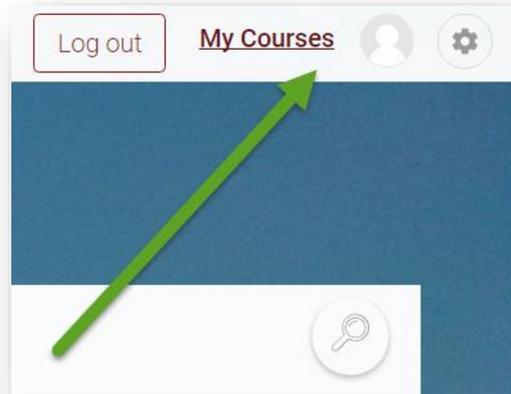
Selecting **My Courses** opens a page with a list of your courses, as well as impending deadlines and items to be graded.

To exit the **My Courses**, select the **Close** button.

Also in the top right-hand corner of the page is the **Admin** menu.
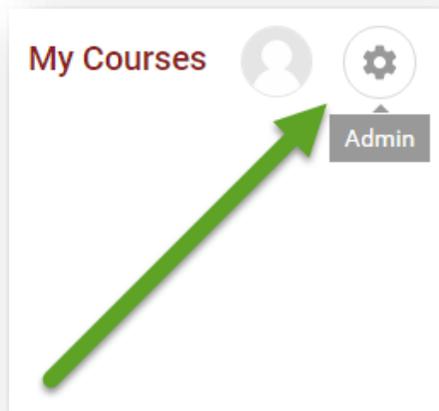
Selecting the **Admin** menu here opens a drop-down menu containing many useful functions, such as **Users**, **Grades**, **Import**, and many others.
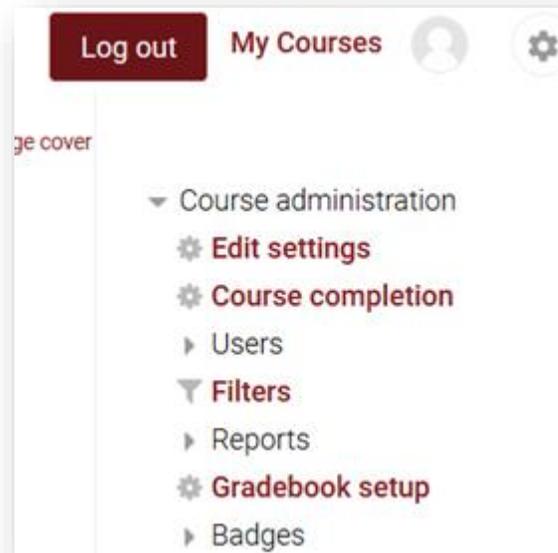
Note that the **Admin** menu will contain additional menu items if you are currently viewing a page that has additional settings, such as forums.
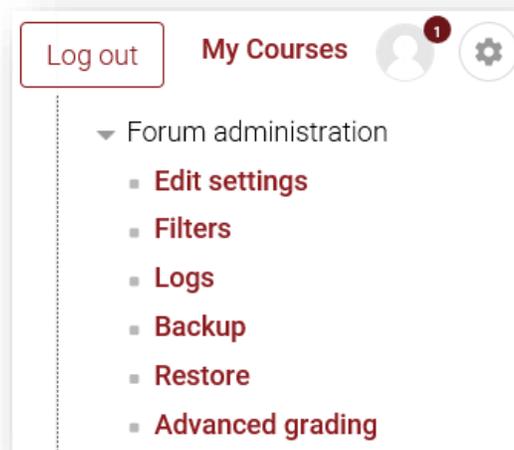
Now, the **Admin** menu contains a **Forum administration** section that was not there before. Note that the **Course administration** menu is still present, but is now lower down and collapsed.
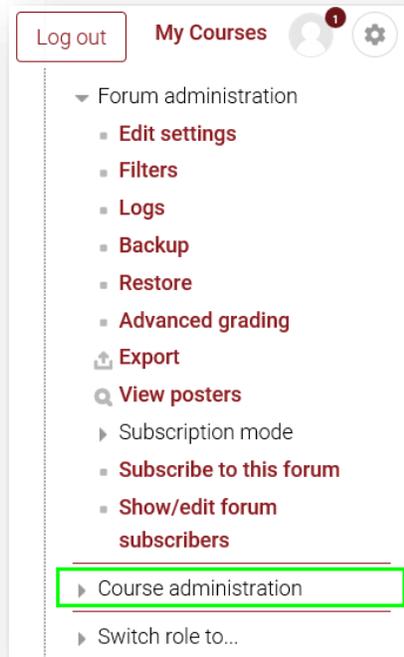
When you are done with the **Admin** menu**,** select the gear to close it.
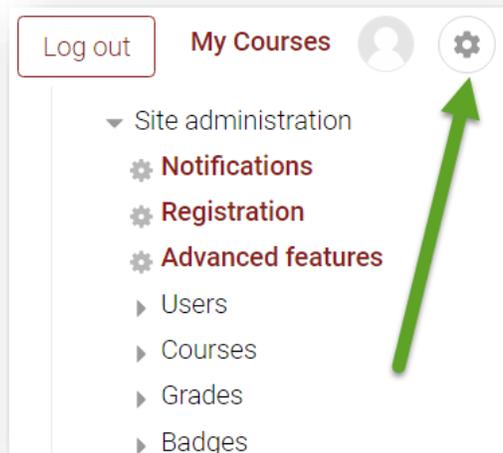
Moving Items

To move an item to a different location, first select the **Move** icon.
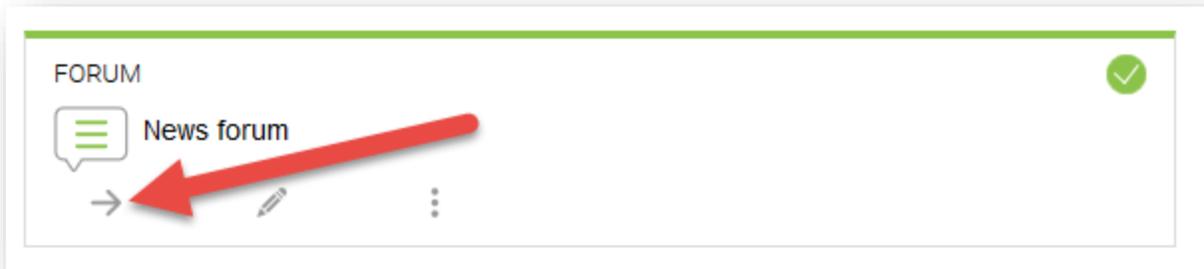
After selecting this icon for a resource, selecting the green plus sign overlaying a different resource will relocate the item above that resource:
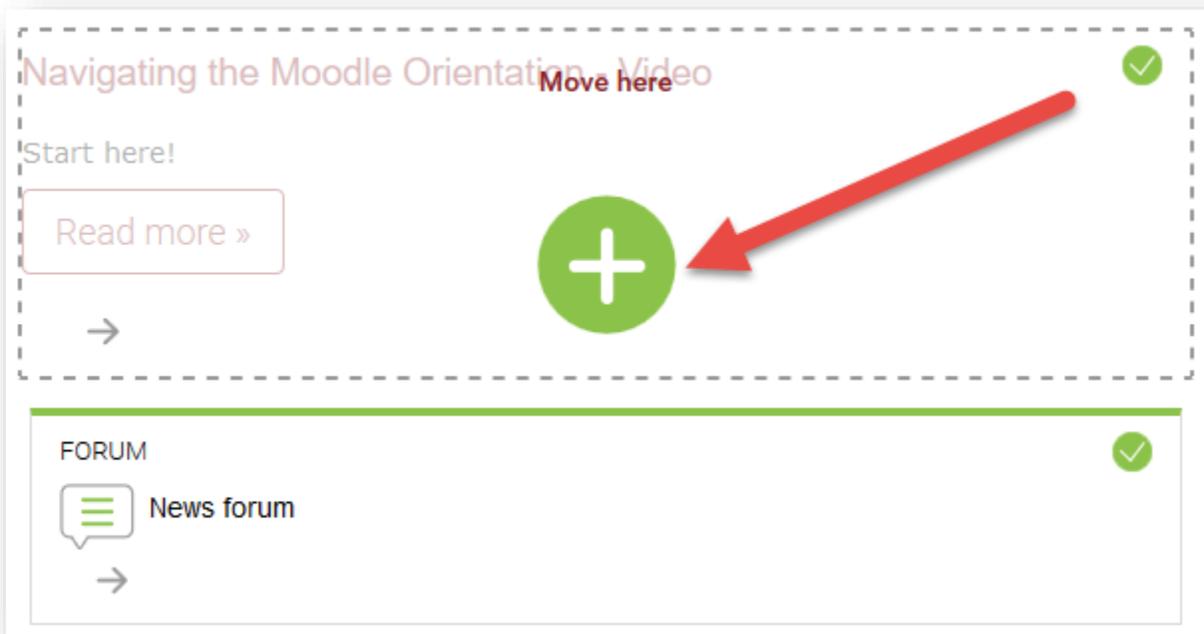
Adding Sections

Sections can be added or removed directly from the course home page. To add an additional section, use the **Create a new section** link in the CONTENTS area:

Add a name for the new section in the **Title** field and select **Create section**:

The new section will be as the last section in the course:

Deleting Sections

Entire sections (topics) and the resources and activities they contain can be easily deleted from the course with one action. Please note that deleting sections, activities, and resources in this manner cannot be undone, so be sure that the correct section is displayed before deleting.

To permanently delete an entire section and all of the content it contains, select that section in the CONTENTS area:

Locate the editing options associated with the section, just beneath its title. Select the **X** icon:
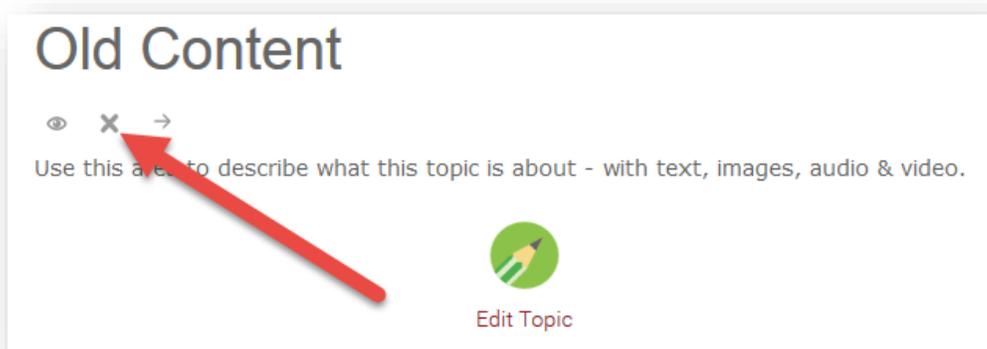
This will load a confirmation page. Select **Delete** to permanently delete the section and all content it contains:
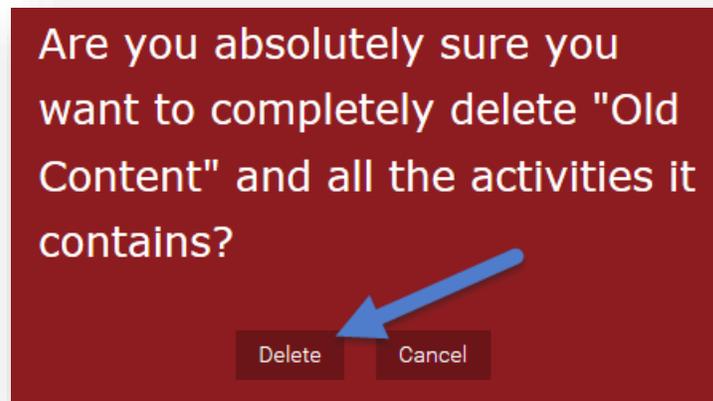
Adding a Course Image File

You can personalize your course by adding a course image file. This image will appear in large form at the top of your course and in small form on your course list. To add a course image file, open the **Admin** menu and select **Edit settings**.
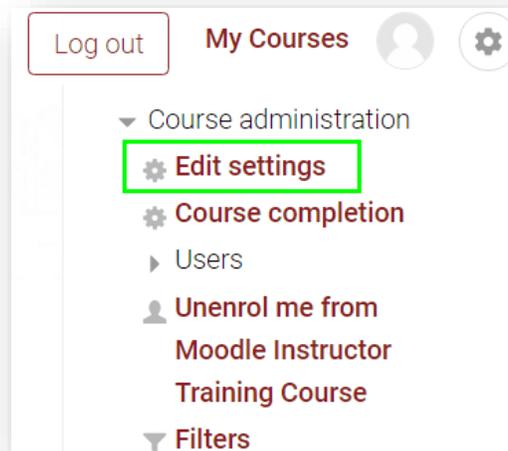
Scroll down and select **Course summary files**.
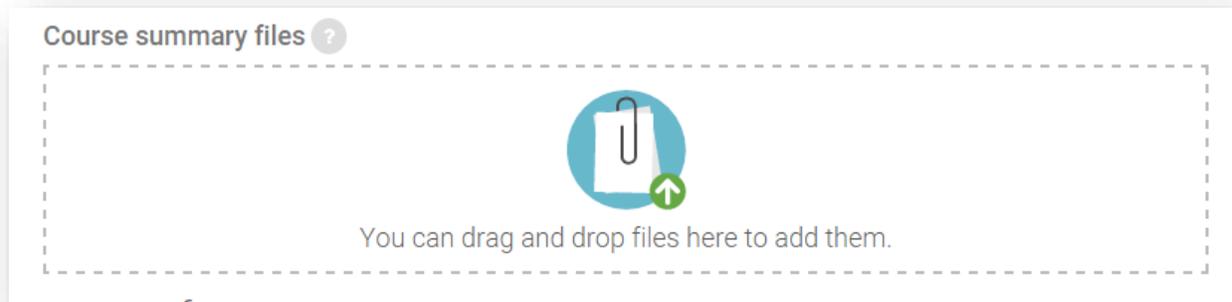
Select **Choose file**. Find the file you want to use as your course image file on your computer and double click on the file to open it.

Select **Upload this file**.

You will now see your image listed under **Course summary files**. Scroll to the bottom of the page and select **Save changes**.
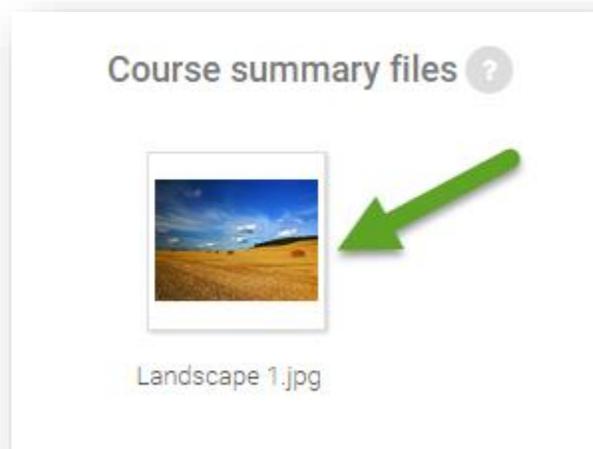
You will now see your image in the background of your content page. Please note that the course image should be related to the course content in some way, and not simply a personal photo.

Hiding Activities and Resources

To hide an activity or resource, first select the **More** button, and then select **Hide.**
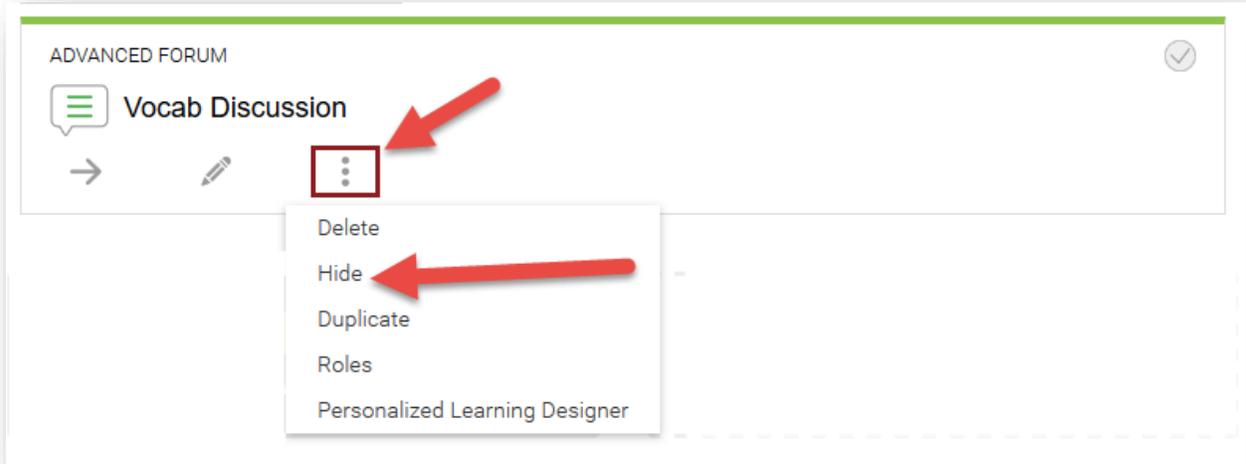
Although hidden from student view, you can still see the hidden item. You can tell that an item is hidden by the **Not published to Students** notification.

To show the item, select the **Edit menu** again and select **Show.** This restores the item to student view and removes the **Draft** flag.

General Activity Completion Settings

Pages, Files and Other Resources Activity Completion Settings

The Activity Completion settings allow you to determine what actions a student can take to mark a resource as complete. An item marked as complete will be displayed on the course home page with a green checkmark next to the item, and an incomplete item will have a gray checkmark. In the picture below, the first item is marked complete, and the second item is not marked complete.
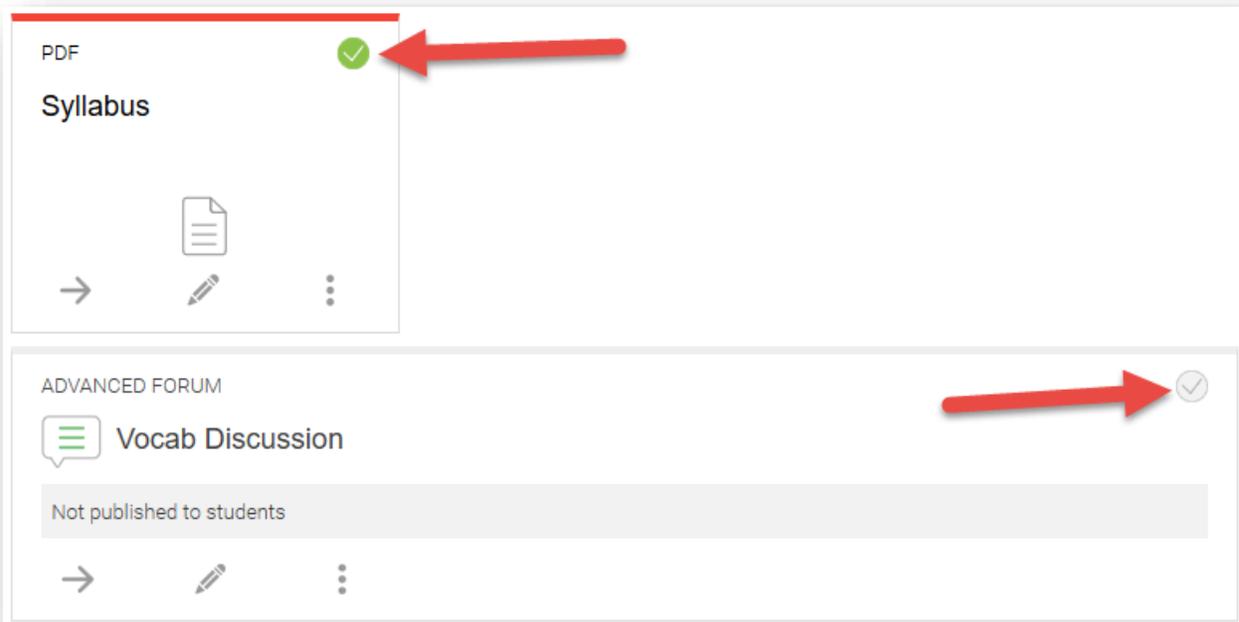
The default and most commonly used Activity Completion setting on the course home page is **Students can manually mark the activity as completed.**

Another option, **Do not indicate activity completion**, allows you to prevent the item from displaying any information regarding completion by selecting.

The third option, **Show activity as complete when conditions are met**, allows you to choose conditions which, when met, will mark the item as complete on the course home page of those students who qualify.

If you use this option, you must select criteria upon which the activity will be counted as complete.
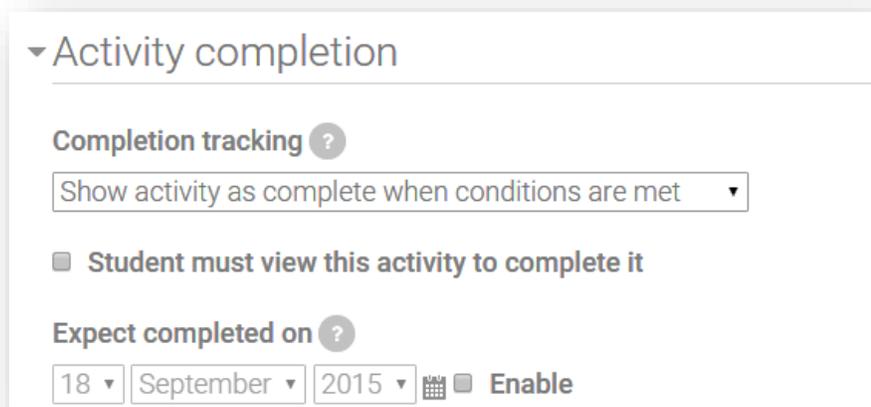
The **Student must view this activity to complete it** option will mark the item as complete once the student views the instruction page. No submission is required.

The **Expect completed on** setting is not displayed to the student–it is only displayed in the **Activity completion** report. This report can be accessed from the **Reports** heading in the **Course administration** menu.

If you have set the Activity Completion settings, this report will indicate completion information for each student in the course for each assignment and resource using the settings.

Moodlerooms Forums

Settings
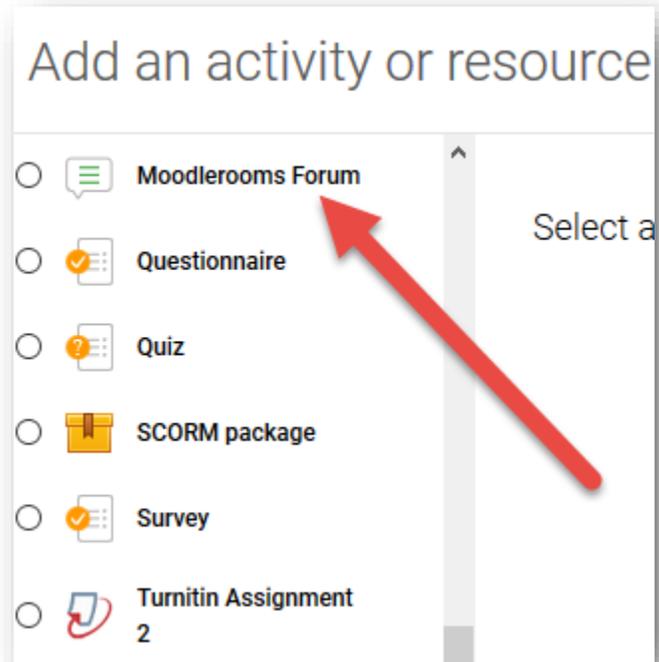
There are two types of discussion forums in Moodle: **Forum** and **Moodlerooms Forum**. The **Moodlerooms Forum** can be set to function exactly as the **Forum** type, but also has advanced grading features and allows private responses to students' posts. The CLT recommends using the **Moodlerooms Forum** type when creating discussion forums.

General

Add a **Forum Name** and **Description** in the indicated fields. There are several options in the **Forum type** menu. For a typical forum, **Standard forum for general use** is the best option.

Post Options

Under the **Post options** heading, you can set various options for posts, including the option for instructors to flag posts they find substantive or to reply in private to a student who made a post. If **Display word count** is set to 'Yes,' each post will display the total number of words it contains.

Attachments

The **Maximum attachment size** menu can be set to the desired size for attachments, up to 500MB. If no attachments are desired within the forum, this can be set to **Do not allow uploads**. **Maximum number of attachments** determines how many files can be attached to a single post, and if set to **0** will prevent any files from being attached.

Subscription

The **Subscription mode** option controls whether students and instructors can choose to receive emails every time a post is made to the forum.

Post Threshold for Blocking

This can be set to prevent students from posting more than a set number of posts within a set amount of time.

Grading

There are two ways to grade Moodlerooms Forums: **Ratings** and **Manual Grading**.

Ratings Settings

No ratings: There will not be an option to assign grades. This could be helpful in a general FAQ type forum.

Average of ratings: An average of all grades assigned to the posts in this individual forum will be recorded in the Gradebook.

Sum of ratings: Adds the grades for each individual forum post together for a cumulative score for the entire forum.

Manual Grading settings:

Simple direct Grading: Posts are graded directly from the gradebook.

Checklist: Allows the creation of a Checklist which is used to grade posts to this forum.

Marking Guide: Allows the creation of a Marking Guide which is used to grade posts to this forum.

Rubric: Allows the creation of a Rubric which is used to grade posts to this forum.

For assistance creating and using the Manual Grading features, please contact the CLT for a consultation.

Converting Forum to Moodlerooms Forum

How do I convert my regular Forum to an Moodlerooms Forum?

Unfortunately, a conversion of a regular Forum to an Moodlerooms Forum isn't possible. You would need to recreate the Forum as an Moodlerooms Forum.

Good news! You can copy and paste your description field content from the regular Forum into the Moodlerooms Forum without issue.

Activity Completion Settings: Forums

The default and most commonly used Activity Completion setting on the course home page is **Students can manually mark the activity as completed.**

Another option, **Do not indicate activity completion**, allows you to prevent the item from displaying any information regarding completion by selecting.

The third option, **Show activity as complete when conditions are met**, allows you to choose conditions which, when met, will mark the item as complete on the course home page of those students who qualify.

If you use this option, you must select criteria upon which the Forum will be counted as complete:
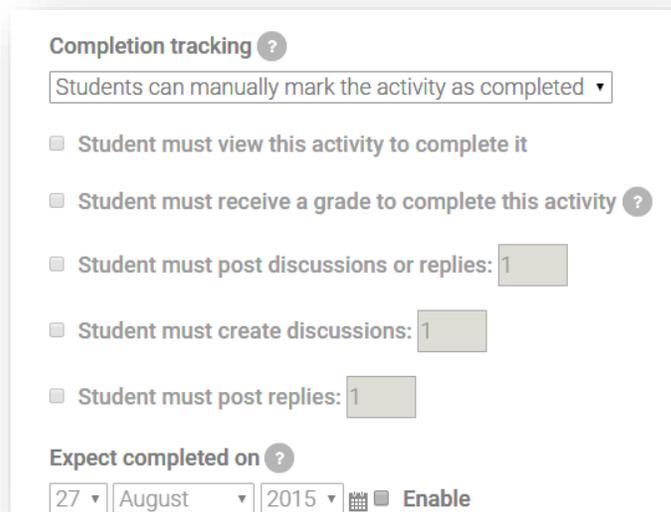
Student must view this activity to complete it will mark the item as complete once the student views the instruction page. No submission is required.

Student must receive a grade to complete this activity will mark the item as complete once it has been graded.

Student must post discussions or replies will mark the item as complete once the indicated number of posts have been made to the forum.

Student must create discussions will mark the forum as complete once the student has created the indicated number of new discussion threads.

Student must post replies will mark the item as complete once the student has posted the indicated number of replies.

The **Expect completed on** setting is not displayed to the student – it is only displayed in the **Activity completion** report. This report can be accessed from the **Reports** heading in the **Administration menu**.

If you have set the Activity completion settings, this report will indicate completion information for each student in the course for each assignment and resource using the settings.

First name / Last name	Email address	Attendance	Welcome to the class!...
CLT Student011	clt011@email.occc.edu	✓	✓
CLT Student012	clt012@email.occc.edu	✓	✓
CLT Student013	clt013@email.occc.edu	✓	✓
CLT Student014	clt014@email.occc.edu	✓	✓
CLT Student015	clt015@email.occc.edu	✓	✓

Assignments

Assignments, sometimes called drop boxes, are repositories for student submissions. Students can submit files or online text, and instructors have a variety of options to customize their assignments in Moodle.

Additional files students may need to complete the assignment, such as answer templates or example submissions, can be added from the assignment's settings page.
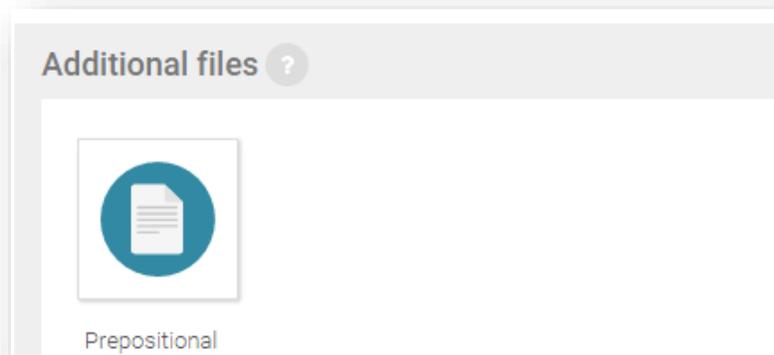
A link to download the file will be displayed beneath the assignment's instructions.

Availability

Cut-off date: If enabled, students will not be able to send their assignment beyond the date and/or time, as the button for doing so will no longer be displayed. **Note**: An extension can be granted by going to the class assignment grading screen, selecting the **Edit** link in the edit column, and choosing **grant extension** for a student.

Submission Types

Online text: Provides a text editor box where students can type in text and submit that text for the assignment. Online text submissions are useful because you can read them from within Moodle instead of opening an attachment.

File submissions: Used if you want to allow students to upload one or more files.

Word Limit: If students are submitting assignments through the online text editor, this sets the maximum number of words the student is allowed to submit.

Maximum number of uploaded files: Used to limit the amount of files students can upload. Increasing this to two or three accounts for students accidentally uploading the wrong file.

Maximum submission size: Used to limit the sizes of files students can upload. If students will be submitting anything other than text files or word documents, make sure to use the Course upload limit (50MB).

Feedback Types
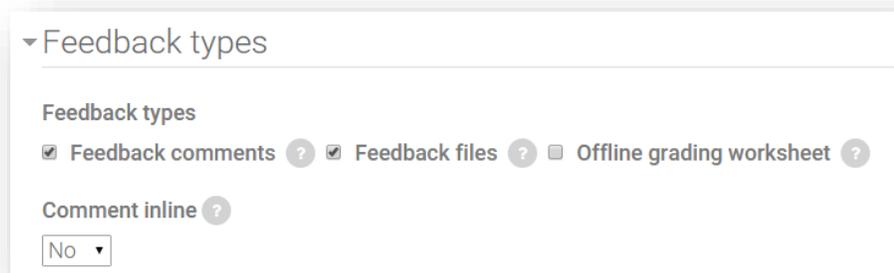
Feedback types

Feedback types

☑ Feedback comments ? ☑ Feedback files ? ☐ Offline grading worksheet ?

Comment inline ?

No ▾

Feedback comments: If enabled, instructors will be able to leave feedback comments for each submission.

Feedback files: If enabled, instructors will be able to upload files with feedback when grading the assignments.

Offline grading worksheet: If enabled, instructors will be able to download and upload a worksheet with student grades when grading the assignments.

Comment inline: If enabled, the students' text will be copied into the feedback field for easier in-line commenting or editing.

<u>NOTE</u>

Annotating PDF Files

If students submit PDF files, they can be annotated within Moodle on the Submission page and will be returned to the student as a feedback file.
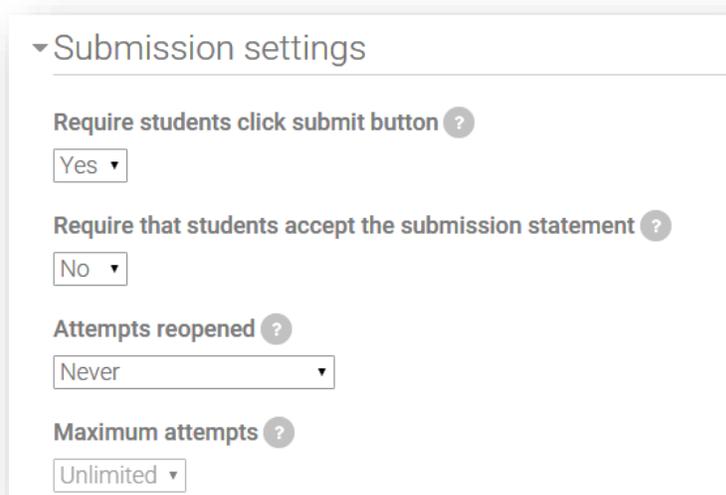
Submission Settings

Require students click submit button

Yes

Require that students accept the submission statement

No

Attempts reopened

Never

Maximum attempts

Unlimited

Require students click submit button: Students are able to upload drafts of the assignment before submitting their final version.

> **Teaching Tip**: This feature is not recommended unless students are working in groups on the file to be submitted. If students do not use the **Submit** button, you will not be able to access the document.

Require that students accept the submission statement: Requires that students accept the submission statement for all submissions to this assignment. **Note**: If this is enabled, students will receive the following message before submitting their final version.

Attempts reopened: Allows instructors to select how student submission attempts are reopened – **Never**, **Manually** by instructor, or **Automatically until pass** once a certain grade is achieved.

Maximum attempts: Allows instructors to select if a student is allowed to resubmit and how many times they can resubmit before they are no longer allowed to do so. (**Note**: If **Automatically until pass** is selected and a student has to keep attempting until they get a passing grade, the instructor might decide that five attempts is enough even though they have not received a passing grade.)

Group Submission Settings

Students submit in groups: If enabled, students will be able to collaborate on an assignment. They will be divided into groups based on the default set of groups or a custom grouping. A group submission will be shared among group members and all members of the group will see each other's changes to the submission.

Require all group members submit: If enabled, all members of the student group must use the submit button for this assignment before the group submission will be considered as submitted. If disabled, the group submission will be considered as submitted as soon as any member of the student group uses the submit button.

Grouping for student groups: This is the grouping that the assignment will use to find groups for student groups. If not set, the default set of groups will be used.

Notifications
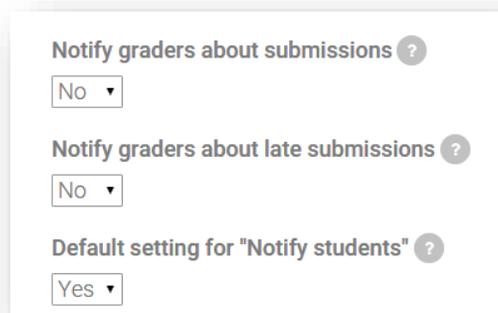
Notify graders about submissions ?
No ▾

Notify graders about late submissions ?
No ▾

Default setting for "Notify students" ?
Yes ▾

Notify graders about submissions: If enabled, instructors are emailed every time a file has been submitted.

Notify graders about late submissions: If enabled, instructors are emailed every time a student submits an assignment late.

Default setting for "Notify Students": If enabled, the grading form for this assignment will automatically be set to notify students when their assignment has been graded.

Grade

Grade: Choose between a point system or a scale for grading this assignment.

Grading Method: If another Grading method other than Natural is desired, please contact the CLT at 405-682-7838 for assistance.

Grade Category: Choose the gradebook category for this item.

Blind marking: Blind marking hides the identity of students to graders. Blind marking settings will be locked once a submission or grade has been made in relation to this assignment. **Note**: This is not totally blind marking because you can reveal students' identities in the assignment settings and you can work out identities from logs.

Use marking workflow: Allows use of Marking Workflow settings to stage grading process and control when grades are released to students.

Use marking allocation: Allows grading responsibilities to be assigned among instructors in the course.

Activity Completion Settings: Assignments

The default and most commonly used Activity Completion setting on the course home page is **Students can manually mark the activity as completed.**

Another option, **Do not indicate activity completion**, allows you to prevent the item from displaying any information regarding completion by selecting.

The third option, **Show activity as complete when conditions are met**, allows you to choose conditions which, when met, will mark the item as complete on the course home page of those students who qualify.

If you use this option, you must select criteria upon which the activity will be counted as complete:

Student must view this activing to complete it will mark the item as complete once the student views the instruction page. No submission is required.

Student must receive a grade to complete this activity will mark the item as complete once it has been graded.

Student must submit to this activity to complete it means that an assignment may be considered as completed once the student has submitted—but before the teacher has had time to grade it.

The **Expect completed on** setting is not displayed to the student – it is only displayed in the **Activity completion** report. This report can be accessed from the **Reports** heading in the **Course administration** menu.

If you have set the Activity Completion settings, this report will indicate completion information for each student in the course for each assignment and resource using the settings.

First name / Last name	Email address	Attendance	Welcome to the class! ...
CLT Student011	clt011@email.occc.edu	✓	✓
CLT Student012	clt012@email.occc.edu	✓	✓
CLT Student013	clt013@email.occc.edu	✓	✓
CLT Student014	clt014@email.occc.edu	✓	✓
CLT Student015	clt015@email.occc.edu	✓	✓

Grading with Rubrics

To add a rubric to an Assignment or Moodlerooms Forum, first select the **Edit** icon on an assignment or forum.
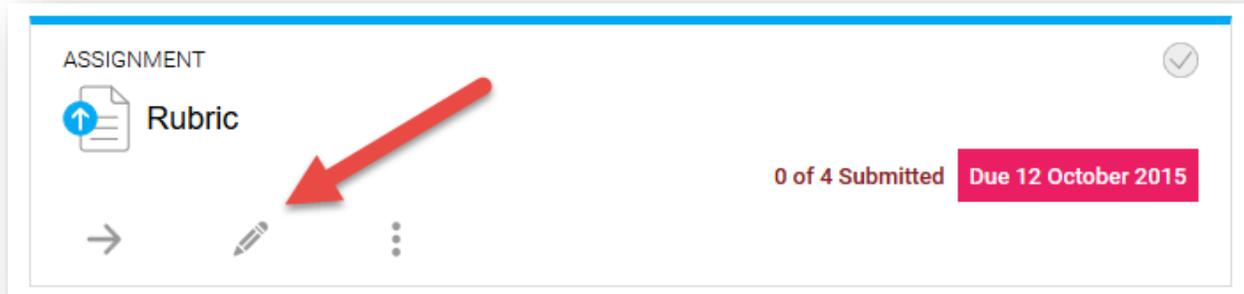
In the **Grade** menu, select the option grade using a **Rubric**.

Select **Save and display**. On the next page, select **Define new grading form from scratch** to begin creating your rubric.

On the **Define rubric** page, you should start by giving your rubric a name and a description.

Name*

Oral presentation rubric

Description

| | Paragraph ▼ | **B** | *I* | ☰ | ☷ | 🔗 | ✂ | 🔗 | 🖼 | ▶ | 📋 |

This rubric will be used to evaluate your 3-5 minute oral presentation.

Next, you will see a blank Rubric.

Rubric

✗ Click to edit criterion	Click to edit level	Click to edit level	Click to edit level	
	0 points ✗	1 points ✗	2 points ✗	Add level

Add criterion

This rubric needs clearly defined criteria and levels of achievement to be a useful grading tool. To begin defining your criteria, select **Click to edit criterion** and type the name of your first criterion.

Rubric

✗ Presentation Content	Click to edit level	Click to edit level	Click to edit level	
	0 points ✗	1 points ✗	2 points ✗	Add level

Once you name the criterion, select **Click to edit level** do describe each achievement level. You can also select the points to edit the amount of points associated with each level. If you need more levels of achievement, simply select **Add level**. Once you are satisfied with your first criterion, select **Add criterion** to add more in the same way.

If you want to remove either criteria or levels of achievement, use the 'X' icons.

Once you are satisfied with your levels and criteria, you can adjust the **Rubric options** below.

These options control what information is displayed to students about your rubric. When you are finished adjusting options, select **Save rubric and make it ready**.

To grade an assignment using this rubric, navigate to the assignment and select **View/grade all submissions**.

Select the pencil icon for the submission you wish to grade.

Select	User picture	First name / Last name	Email address	Status	Grade	Edit	Last modified (submission)
☐	☐	☐	☐	☐	☐	☐	☐
☐		CLT Student011	clt011@email.occc.edu	No submission	✎ -	Edit ☰	-
☐		CLT Student012	clt012@email.occc.edu	Submitted for grading	✎ -	Edit ☰	Friday, August 28, 2015, 2:36 PM

This will open a page displaying the student submission at the top, and your rubric at the bottom. To grade using your rubric, simply select the achievement levels to award points. You can use the box to the right of the achievement levels to leave comments.

Grade:

This rubric will be used to evaluate your 3-5 minute oral presentation.

Presentation Content	Content was unsatisfactory *5 points*	Content was average *10 points*	Content was good *15 points*	Content was exemplary *20 points*	Very good use of sources.
Presentation delivery	Delivery was unprofessional *5 points*	Delivery was semi-professional *10 points*	Delivery was adequately professional *15 points*	Delivery was professional *20 points*	Excellent word choice and elocution.
Audience recognition	No audience recognition *5 points*	Average audience recognition *10 points*	Good audience recognition *15 points*	Superb audience recognition *20 points*	You are a natural showman.
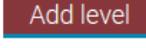
There is a larger space for overall comments below the rubric. When you are finished grading, select **Save changes**.
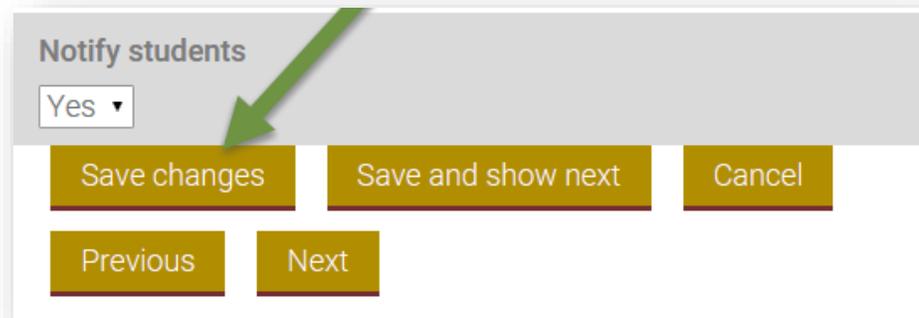
Quizzes

In Moodle, quizzes, exams, and tests are all simply called **Quizzes**. There are a variety of settings for quizzes, including display options, question options, timing options, and many more.
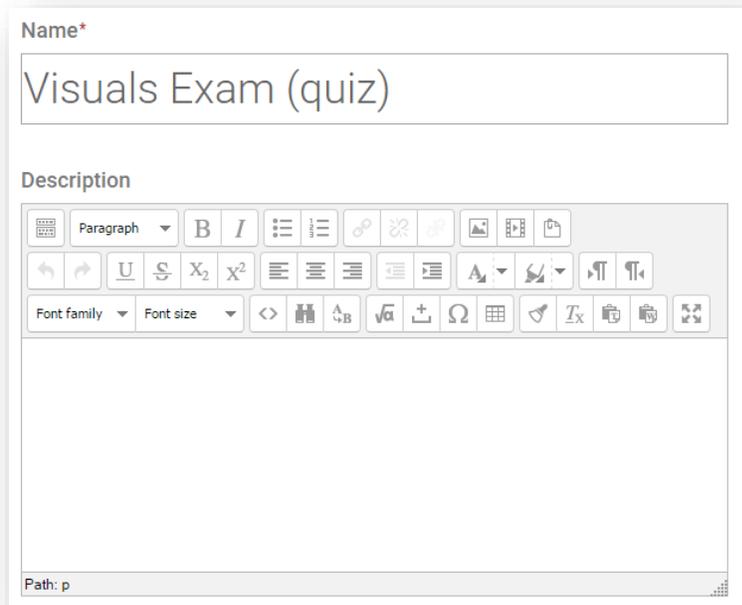
Begin by giving your Quiz a name and a description. You can also choose whether to display the description on the course page.

Timing

Open the Quiz and **Close the quiz**: First check the **Enable** boxes to activate. Then select the dates and times you want the quiz to open for your students and when to close the quiz.

Time limit: First check the **Enable** box to activate. Select the amount of time you want your students to be able to take the quiz.

When time expires: This setting controls what happens if the student fails to submit a quiz attempt before time expires. If the student is actively working on the quiz at the time, then the countdown timer will automatically submit the attempt. If you select **There is a grace period...** then you can check the box to enable the **Submission grace period** and specify a period of time during which students may still submit the quiz after the time is up.

The Quiz set up can be challenging, so please contact the CLT if you need assistance.
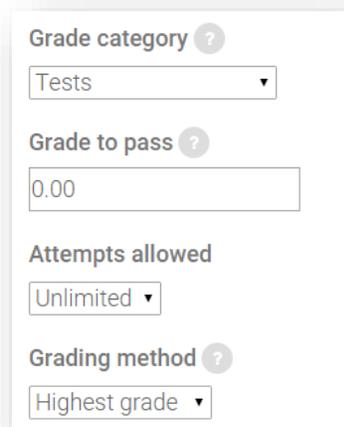
Grade

Grade category: This setting controls the category in which this activity's grades are placed in the Gradebook. This setting is only used if you have a Gradebook with categories.

Grade to pass is the minimum grade a student must attain to be considered "passing" for this assignment. The "passing" status can be useful in activity completion settings. Additionally, passing grades show up in the gradebook as green, and failing grades show up as red.

Attempts allowed: Allows students to have multiple attempts at a quiz.

Grading method: When multiple attempts are allowed, the following methods are available for calculating the final quiz grade:

- Highest grade of all attempts
- Average (mean) grade of all attempts
- First attempt (all other attempts are ignored)
- Last attempt (all other attempts are ignored)

Layout
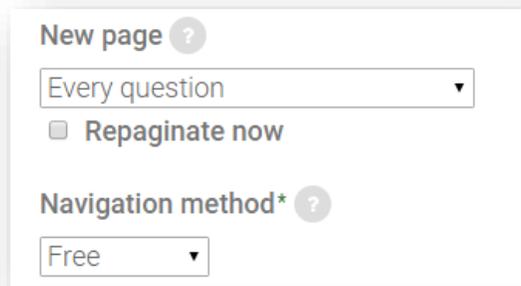
New page: Limiting the number of questions to a page assists students to navigate better and not become overwhelmed. The CLT recommends one question to a page.

These recommended layout selections above are to make it harder for students to copy from each other.

Navigation Method: By selecting **Free** instead of **Sequential**, a student is able to progress through the quiz and be able to return to previous page and skip to a later one.

Question Behavior

Shuffle within questions: If enabled, the parts making up each question will be randomly shuffled each time a student attempts the quiz, provided the option is also enabled in the question settings. This setting only applies to questions that have multiple parts, such as multiple choice or matching questions. If a multiple choice question has "All of the above" as one of the answers, **Shuffle within questions** will not work.
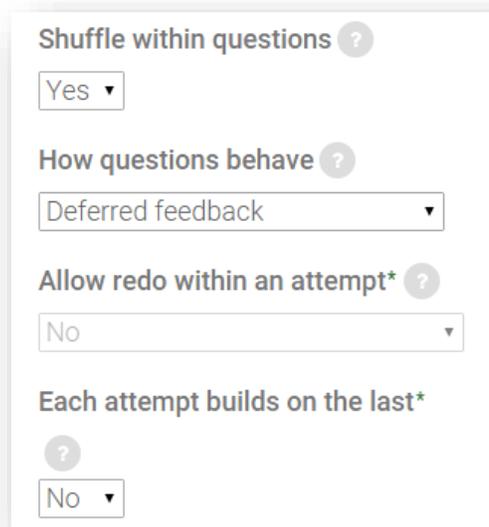
How questions behave: **Deferred feedback** is the recommended default. It allows students to enter an answer to each question and then submit the entire quiz, before the quiz is graded or they get any feedback. Please contact the CLT if you have other Question behaviors you would like to discuss.

Allow redo within attempt shows students a **Redo** button after attempting a question. If pressed, the students can get a different question without having to take a different quiz. This option is useful for practice quizzes.

Each attempt builds on the last: If multiple attempts are selected and this setting is enabled, each new quiz attempt will contain the results of the previous attempt. This allows a quiz to be completed over several attempts.

Review Options

This section controls what information students will be shown when they review their past attempts at the quiz.

The various sections of information that can be set are:

The attempt: will show how the student responded to each question.

Whether correct: shows whether the students' response to each question is correct or incorrect.

Marks: shows the marks (grades) given to the student and the grade for the quiz.

Specific feedback: shows the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.

General feedback: shows the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.

Right answer: shows the correct answer to each question.

Overall feedback: shows feedback for the entire quiz as set in the quiz settings. For each of the items above, you can select when students will be allowed to see them.
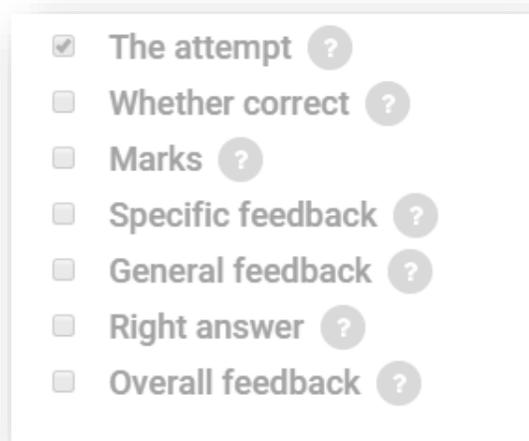
You can set the review options to be available at different times:

During the attempt: only available for some behaviors, like 'interactive with multiple tries', which may display feedback during the attempt. The default behavior is Deferred Feedback. Other behaviors are not recommended.

Immediately after the attempt: students can see a review quiz attempt for the first two minutes after submitting.

Later, while the quiz is still open: students can review a quiz attempt after 2 minutes, and before the quiz close date.

After the quiz is closed means after the quiz close date has passed. If the quiz does not have a close date, this state is never reached. **Note:** Make sure that Marks is checked under this option or students cannot see their grades.

Extra Restrictions on Attempts

Require password: a student must enter a specified password in order to attempt the quiz.

<u>NOTE</u>

**The enforced delay fields are optional and are only set
if more than one attempt is allowed.**

Enforced delay between 1st and 2nd attempts: if enabled and a specified time is set, students will need to wait for the specified time to elapse before attempting the quiz a second time.

Enforced delay between later attempts: if enabled and a specified time is set, students will need to wait for the specified time to elapse before attempting the quiz a third time and any subsequent times.

<u>NOTE</u>

**Do <u>not</u> set the access dates using the Restrict Access
settings if you are using the enable dates from the
Timing settings as directed. They will prohibit the quiz
grades from recording in the Gradebook.**

Restrict Access

If you wish to add additional restrictions to your quiz, please contact the CLT at 405-682-7838.

Activity Completion Settings: Quizzes

The default and most commonly used Activity Completion setting on the course home page is **Students can manually mark the activity as completed.**

Another option, **Do not indicate activity completion**, allows you to prevent the item from displaying any information regarding completion by selecting.

The third option, **Show activity as complete when conditions are met**, allows you to choose conditions which, when met, will mark the item as complete on the course home page of those students who qualify.

If you use this option, you must select criteria upon which the activity will be counted as complete.

Student must view this activity to complete it will mark the item as complete once the student views the instruction page. No submission is required.

Student must receive a grade to complete this activity will mark the item as complete once it has been graded.

Require passing grade will mark the item as complete once the student has earned a passing grade.

The **Expect completed on** setting is not displayed to the student – it is only displayed in the **Activity completion** report. This report can be accessed from the **Reports** heading in the **Course administration** menu.

If you have set the **Activity completion** settings, this report will indicate completion information for each student in the course for each assignment and resource using the settings.

First name / Last name	Email address	Attendance	Welcome to the class! …
CLT Student011	clt011@email.occc.edu	✓	✓
CLT Student012	clt012@email.occc.edu	✓	✓
CLT Student013	clt013@email.occc.edu	✓	✓
CLT Student014	clt014@email.occc.edu	✓	✓
CLT Student015	clt015@email.occc.edu	✓	✓

Quiz Creation

Creating quizzes is a two-step process in Moodle. We discussed in an earlier section the first step of proper settings on the quiz regarding dates the quiz is available to the students and other specific settings for quizzes. These settings will need to be set regardless of whether an existing quiz is being set for a new term or if a new quiz is being created.

Step two of the process of creating a quiz applies to the quiz content or questions.

Creating Quiz Questions

To access the area in which content is to be added to a quiz, access the quiz from the course content page, select the **Admin** menu. Under **Quiz administration**, select **Edit quiz**.
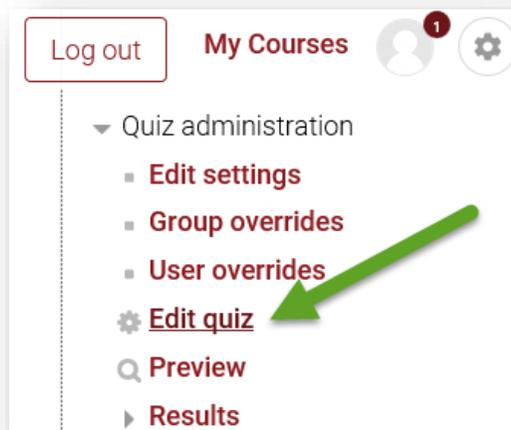
On this page, the first task is to set the maximum grade for the quiz. You can do that simply by typing in the box next to Maximum grade and selecting **Save**.
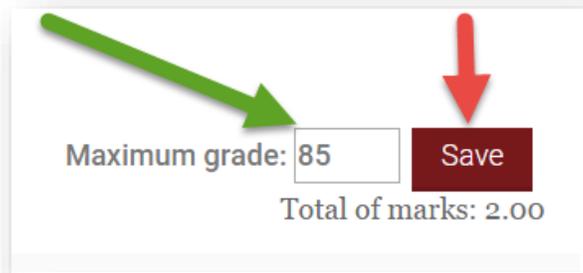
It is now time to add the quiz questions. This can be done in a couple of ways depending on the options available to the quiz creator. Begin by selecting the **Add** button.
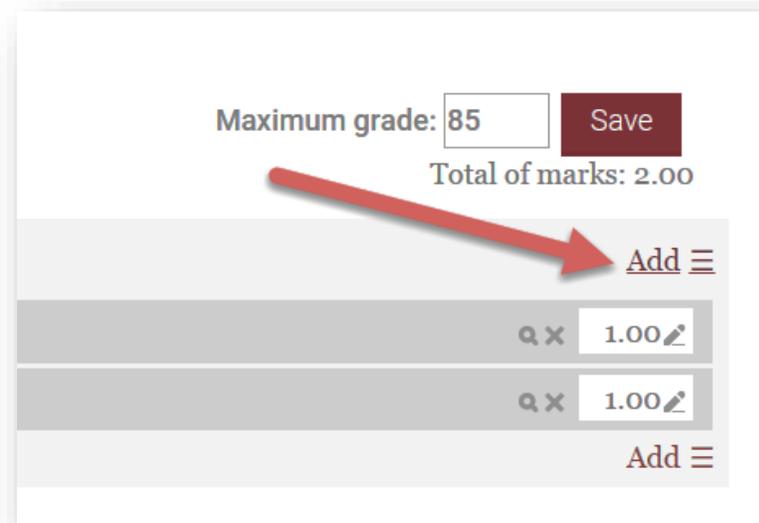
Selecting the **Add** button gives you three options. **Add a new question** takes you to a page to manually type a question. **Add from question bank** pulls a question from a previously created or imported question pool. Finally, **Add a random question** pulls a random question from a previously created or imported question pool.
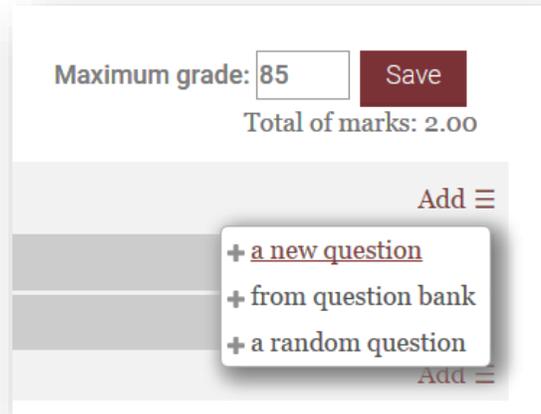
If you **Add a new question**, there are several options regarding the types of quiz questions to add. There are some special considerations regarding matching and calculated questions. For assistance with these, please contact the CLT or the Online Course Support Center at onlinecoursesupport.com/occc.
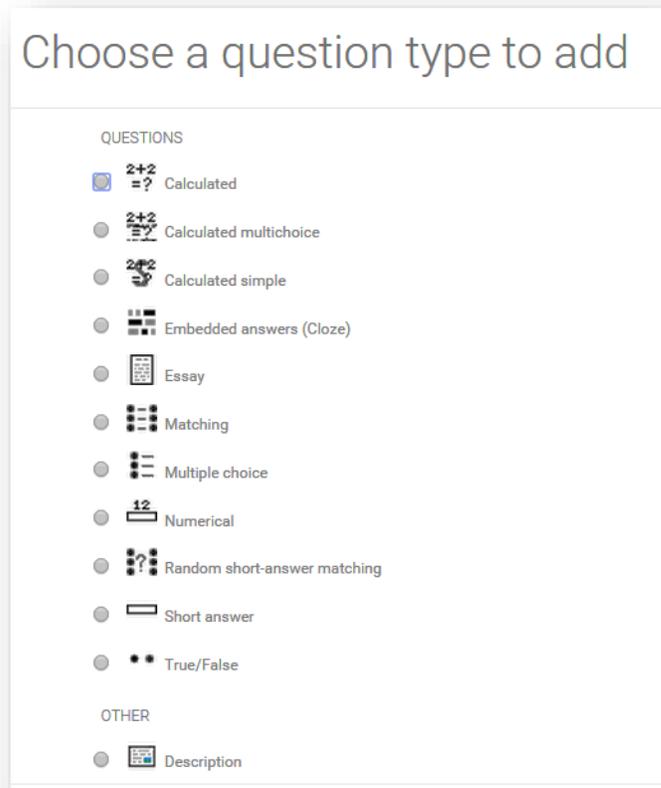
The most common question type used by instructors is Multiple choice, so it will be the example of the process.

When adding quiz questions, choosing a **Category** for the question can help you keep your questions organized. In the **Question name** field, enter a descriptive title for your question. In the **Question text** field, type the exact text of your question. Note that you can use formatting options, such as bold print, italics, and underlining. In the **Default mark** field, enter how many points this question is worth relative to other questions in this same quiz.
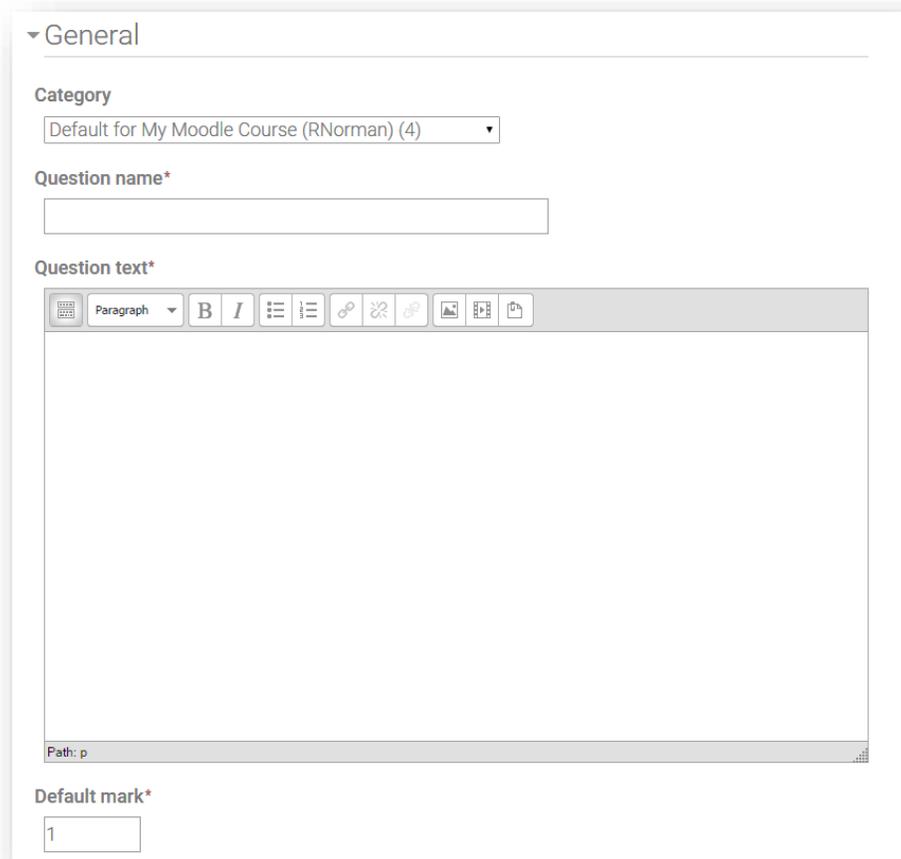
In the **General feedback** field, type any comments you want to appear for all students after they finish the quiz. The **One or multiple answers?** drop-down menu allows you to specify either one correct answer or multiple correct answers for this question. Select the checkmark by the **Shuffle the choices?** to randomize answer options. The **Number the choices?** drop-down menu allows you to select between several numbering styles, or no numbers at all.

In the **Answers** section, type your answers into the space provided. In the **Grade** drop-down menu, you select the points awarded if students choose that answer. Generally, a correct answer earns 100% and an incorrect answer earns "None."

Once all answer information and points have been added to the quiz, scroll down to the bottom of the page and choose **Save Changes**. Repeat the process for each additional question.

Section Headings

Section headings can now be added to pages on the Edit Quiz page. A section heading can be added to the first page of a quiz by selecting the pencil icon just above the page number:
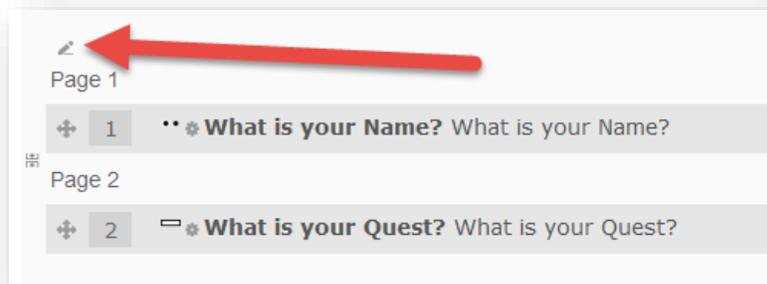
The Section heading can be entered in the text field which loads:
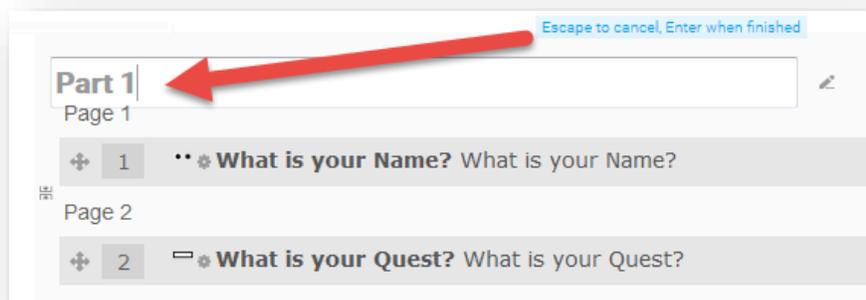
When finished, press enter to save the heading. To add a heading for subsequent pages, select **a new section heading** from the **Add** menu associated with that page:
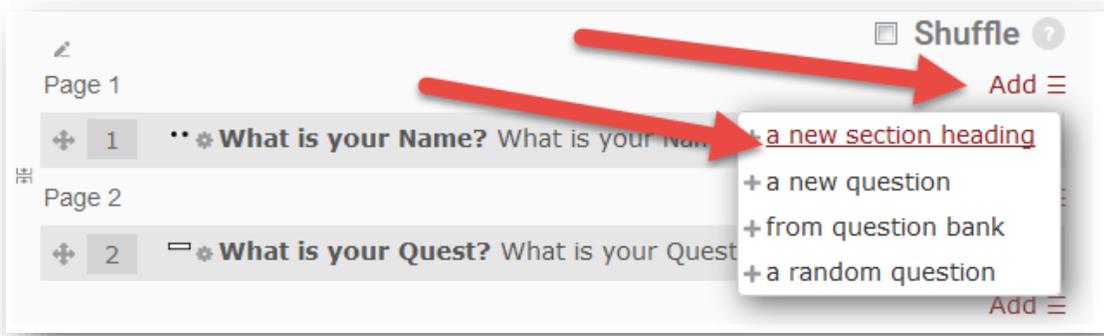
Shuffling Questions

Just above the **Add** button is the **Shuffle** checkbox. If checked, the order of your quiz questions will be randomized.
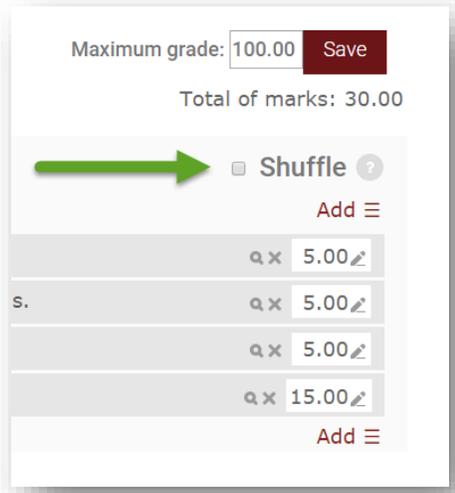
Grading in Moodle

Grading items in Moodle can be done a few different ways depending on instructor preferences. This document will provide illustrations on a couple of ways to grade items, but keep in mind that other ways are possible. As long as you are able to review and grade student submissions, you can use the grading method that words best for your class. If you have questions about how to grade your items, you can feel free to contact the CLT or the Online Course Support Center at onlinecoursesupport.com/occc.

Grading Moodlerooms Forums

To grade Moodlerooms forums, you will need to enter the forum to see the students' posts. To read a post, select the title.
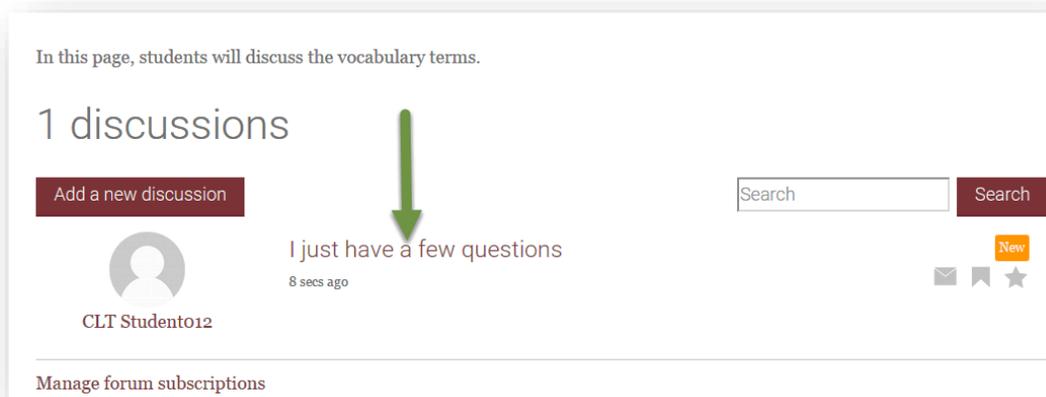
This will load the student's post, and any replies that have been made by others. If you are using the **Ratings** grade type, you can grade a student's post directly from the forum. To grade a post, select the score you wish to assign in the **Rate**: dropdown menu beneath that post.
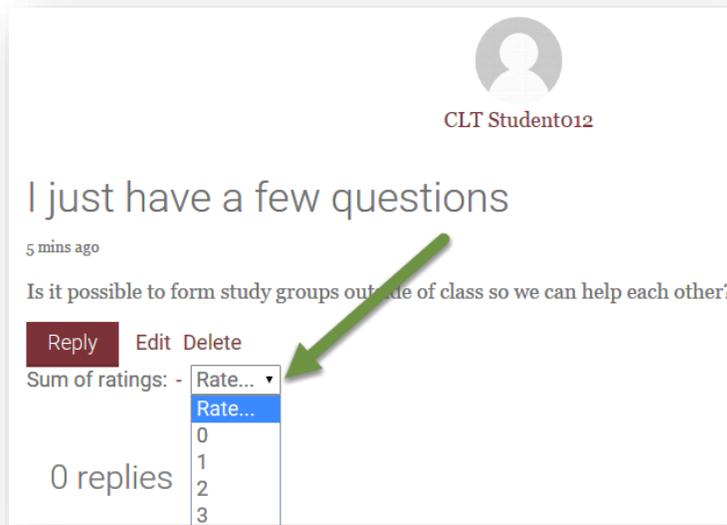
The rating will be sent directly to the gradebook as a grade for the forum.

The Moodlerooms Forum also allows the use of Advanced Grading types. If you wish to use an Advanced Grading type (Checklist, Marking Guide, or Rubric) to grade your Moodlerooms Forum, please contact the CLT for assistance.

Grading Assignments

The **Joule Grader** in the **Administration menu** allows you to see all of the ungraded work that has been submitted in your course to an assignment. You can then sort the information by student or assignment. You can view the document submitted, add comments, and grade from one screen.
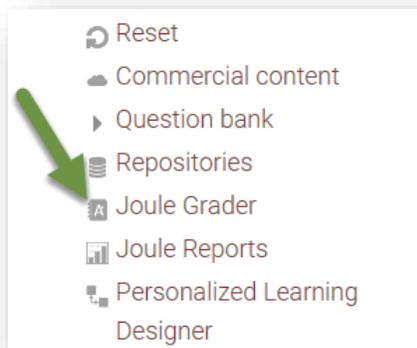
Grading from an Individual Assignment

To grade an assignment, enter the assignment by selecting the title of the assignment from the course home page.

Once in the assignment, you will see the **Grading summary**. To grade the assignment, you will need to select the **View/grade all submissions** link.
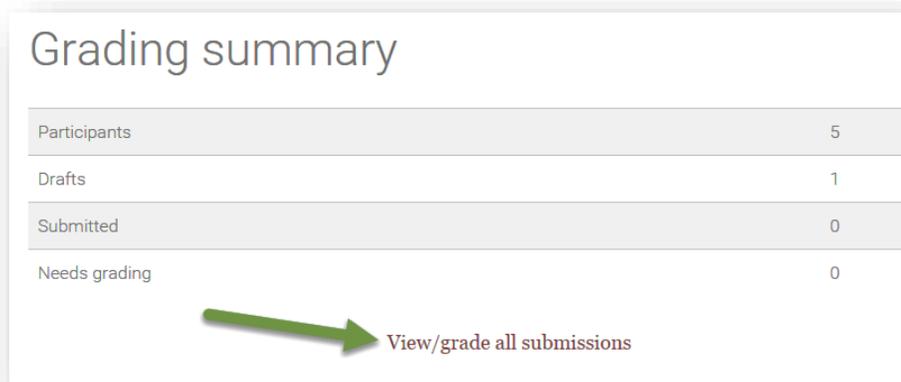
Quick Grading of Assignments

Moodle provides optional settings for grading assignments. It is our recommendation to set the **Assignments per page** to the number of students in your class, check the box **Quick grading**, and set the filter to **Requires grading**.
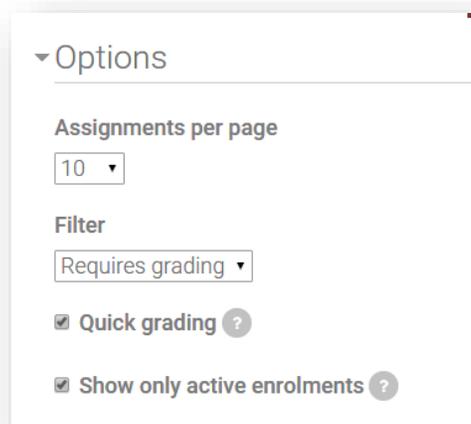
In the **Grade** column, you can type a numerical grade for the submission. To view the submitted document, select the file in the **File submissions** column. The **Feedback comments** field is for leaving written feedback on the assignment.

Instructors also have the option to download all of the documents submitted to an assignment (drop box) as a zip file. To download the submissions as a zip file, in the **Grading action** menu in the upper left corner of the submissions page, select **Download all submissions**.
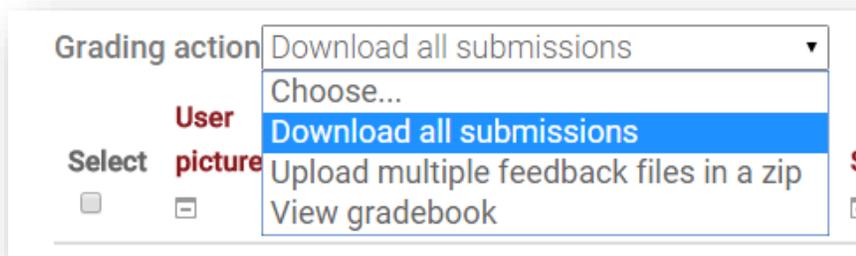
Once you have selected the download option, the file will automatically begin downloading. To access the students' individual assignments, select the file folder that was downloaded. It will open to show the individual documents. If you have questions or difficulties with this process, please contact the CLT for assistance.

Grading Quizzes

To access the completed quizzes, select the title of the quiz from the course content page.

This quiz opened at Sunday, August 2, 2015, 3:23 PM

Grading method: Highest grade

Attempts: 2

Attempt quiz now

If quizzes contain only multiple choice and/or true-false questions, they will be automatically graded by Moodle. However, quizzes that contain short answer or multiple choice questions require manual grading.

Grade/80.00	Q. 1 /25.60	Q. 2 /6.40	Q. 3 /48.00
Not yet graded	✓ 25.60	✓ 6.40	Requires grading
Not yet graded	✗ 0.00	✓ 6.40	Requires grading
Not yet graded	✓ 25.60	✓ 6.40	Requires grading

Questions 1 and 2 were graded automatically, but Question 3 requires manual grading.

There are a couple of ways to grade questions that need manual grading, but the way that seems to be the most efficient for instructors is the grade by question method. In the **Quiz administration** menu, under **Results**, select **Manual grading**.
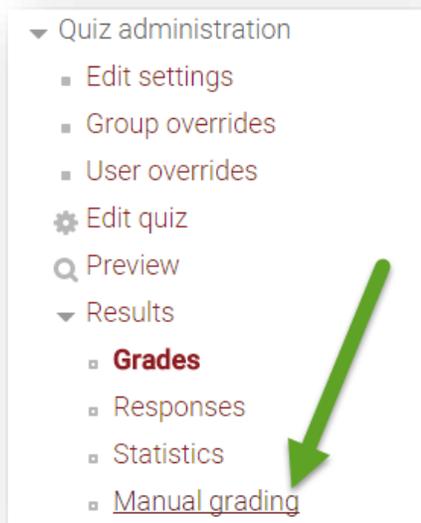
Selecting **grade all** opens a new page that displays student responses.

To help with grading, there are some settings that can expedite the process.

In the **Questions per page** field, enter the total number of responses you have. This will ensure that you see all responses on the same page, which makes for faster grading. In the **Order attempts** menu, select **By student last name**. If you order attempts randomly, you may load attempts that you have already graded.

Once these settings have been set, proceed down the page to the student responses.

Question 3

Complete   Marked out of 15.00   ⚑

In a well-developed paragraph, describe the most vivid dream you've ever had.

I was in Wal-Mart after closing time somehow, running around, and there was a fluffy orange kitty cat with me. We would run and slide down the waxy aisles on our bellies. I do remember worrying that we'd be seen on a security camera, but it was too much fun for me to stop.

Comment

Mark

out of 15.00

The grading screen shows you the original question text with the student response below. After reading the student response, you can leave feedback in the Comment field and the grade for the question in the Mark field.

When finished, be sure to use the Save and go to next page button at the bottom of the page.
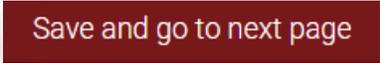
Save and go to next page

Save and go to next page will return you to the same page if you set your **Questions per page** to equal your total number of responses. Use the **Back to the list of questions** link to select the next question to grade.

Back to the list of questions

Attendance

Moodle allows instructors to take attendance within Moodle as well as take attendance that counts as a grade in the course.

To include the attendance features, the Attendance activity must first be added to the course. This can be added by choosing **Add Resource** from the course content page and select **Attendance** from the list of Activities.
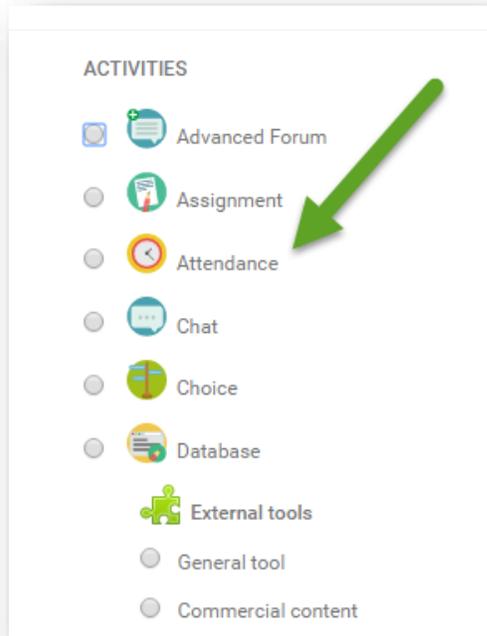
Once the **Attendance** activity has been added to the course, some options appear.
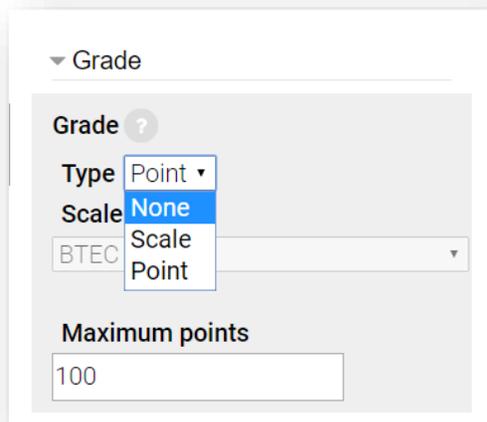
Select **Grade Type: None** if you do not wish for the attendance item to be counted for a grade. If you choose to count the attendance activity as a grade, the grade item will be automatically added to your gradebook. Note: The Attendance activity must be added separately for each course.

Once the settings have been saved, select the **Add session** tab to begin adding your sessions.
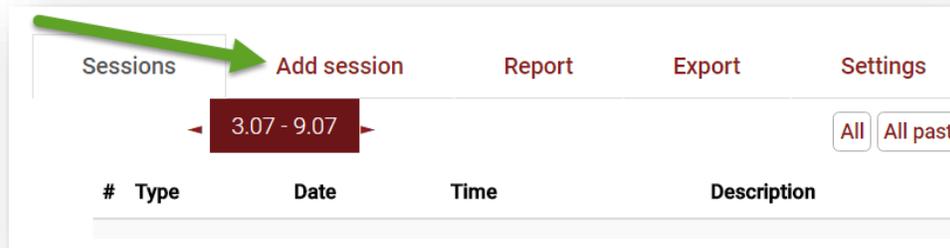
Next, you will enter in the start date, start time, and end time for your course. In the example below, the course is set to begin on July 7, 2016. The class begins at 9AM and ends at 10:15 AM.
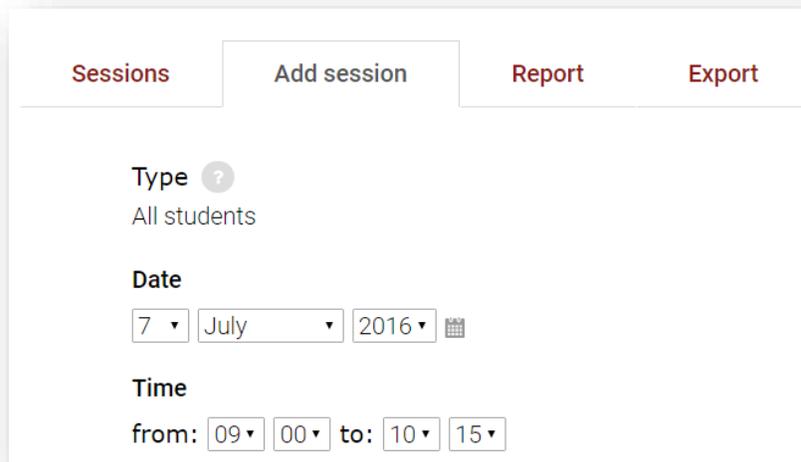
You will most likely want to check **Repeat the session above as follows** when setting up your attendance. This allows you to add your entire semester's worth of class sessions at once. In the example below, the session is set to repeat on Mondays and Wednesdays until August 9, 2016. In almost all cases, you will want to leave the **Repeat every** option at 1 week.

When you have entered in the course information correctly, select **Add**.

Taking Attendance in Moodle

To take attendance, go to the **Sessions** tab and select the green circle in the **Actions** column.

By default, the attendance screen has four choices: **P** (Present), **L** (Late), **E** (Excused), and **A** (Absent). Tip: Selecting **Set status for all users** will populate every field in the

column with that attendance status. When you are done, select the **Save attendance** button.

The Moodle Gradebook

The Gradebook can be accessed by selecting **Gradebook** from the **Course Tools** menu.
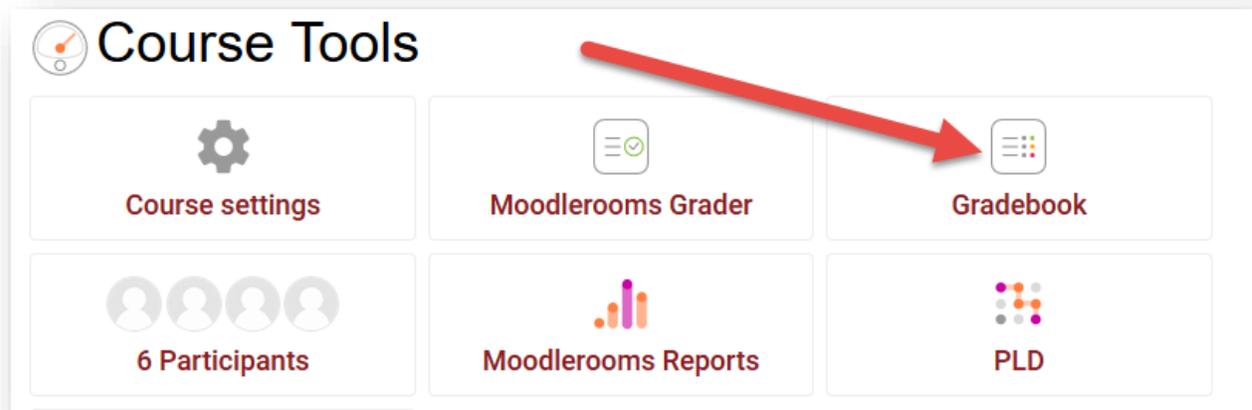
The Gradebook has multiple views, and each has unique functions. In the screenshot below, the **Grader Report** is highlighted, indicating that it is the active view.
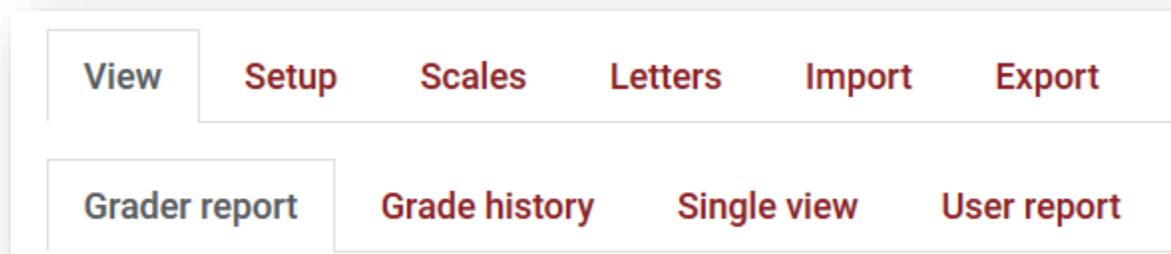
The **Grade history** screen tracks the exact times and sources of grade changes. The **User report** shows the instructor what students see when they view their grades. The **Single view** allows instructors to input multiple grades either by student or by grade item.

Setup Page

In the **Setup** page, you can assign points and weights to your categories and individual assignments.

View	Setup	Scales	Letters
Gradebook setup	Course grade settings		Preferences: Grader report
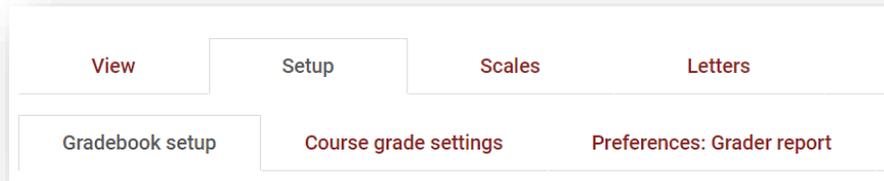
The **Setup** page allows you to see the maximum grades and weights for all grade items and categories. The Gradebook below has categories for forums, writing assignments, and tests.

Name	Weights	Max grade	Actions	Select
My Moodle Dev Course (RN)		-	Edit ☰	All / None
Σ Course total		300.00	Edit ☰	
Forums	☐ 3.333	-	Edit ☰	All / None
Σ Forums total		10.00	Edit ☰	
Vocabulary Discussion (advanced forum)	☐ 100.0	10.00	Edit ☰	☐
Writing Assignments	☐ 13.333	-	Edit ☰	All / None
Σ Writing Assignments total		40.00	Edit ☰	
Unit 2 Dropbox (Assignment)	☐ 100.0	40.00	Edit ☰	☐
Tests	☐ 50.0	-	Edit ☰	All / None
Σ Tests total		150.00	Edit ☰	
Visuals Exam (quiz)	☐ 53.333	80.00	Edit ☰	☐
Pop Quiz 1	☐ 23.333	35.00	Edit ☰	☐
Pop Quiz 2	☐ 23.333	35.00	Edit ☰	☐
Attendance	☐ 33.333	100.00	Edit ☰	☐

Selecting **Edit settings** in the **Edit** drop-down menu allows you to change the maximum grade for a grade item, its name, and mark it as extra credit.
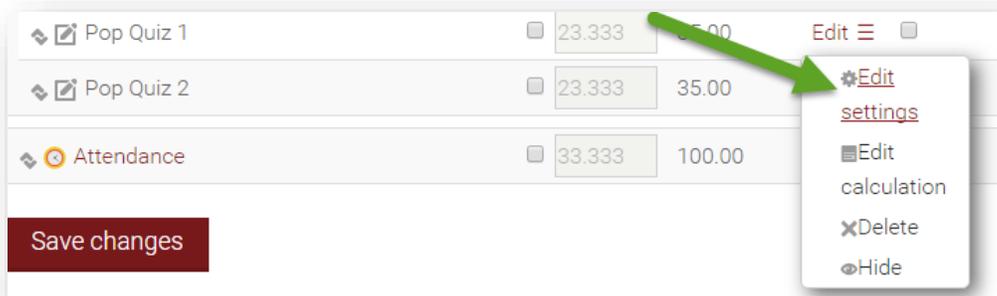
Checking the box next to a category or assignment allows you to manually change its weight. Remember to **Save Changes** after editing weights.
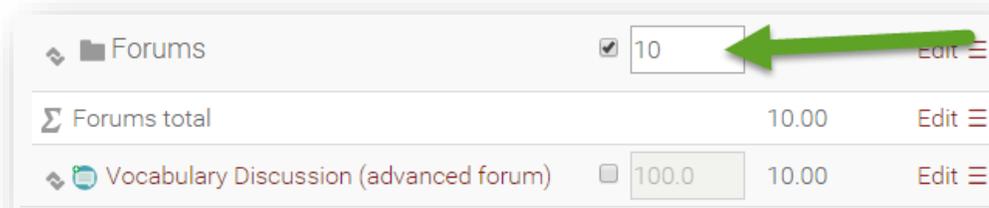
Gradebook Calculation

There are several options regarding how the Gradebook is calculated. It is important to have the calculation method match what your course syllabus indicates as the manner in which grades are calculated.

The CLT recommends using the **Natural** aggregation for the majority of gradebook types. This aggregation method can accommodate using points, percentages, or category weights to calculate a student's grade.

To Calculate Grades Using Total Points or Percentages
(Previously Sum of Grades or Simple Weighted Mean of Grades)

Set the **Aggregation** method to Natural in both the course total and each category.

Be sure that none of the boxes in the **Weights** column are checked.

Select **Save Changes** at the bottom of the list of grade items.

**To Calculate Grades Using Weighted Categories
(Previously Weighted Mean of Grades)**

Set the **Aggregation** method to **Natural** in both the course total and each category.

For each category, check the box in the **Weights** column and enter the desired weight for that category in the text field.

The total of the weights entered for each category should equal 100.

Select **Save Changes** at the bottom of the list of grade items.

It is strongly recommended that the Gradebook be configured prior to the beginning of the course and not be adjusted, as it can impact the calculation of students' grades.

Course Grade Settings

The **Course grade settings** control what is displayed in the gradebook, both for the students and the instructor. These can be accessed from the **Setup** tab in the gradebook by selecting the **Course grade settings** link:
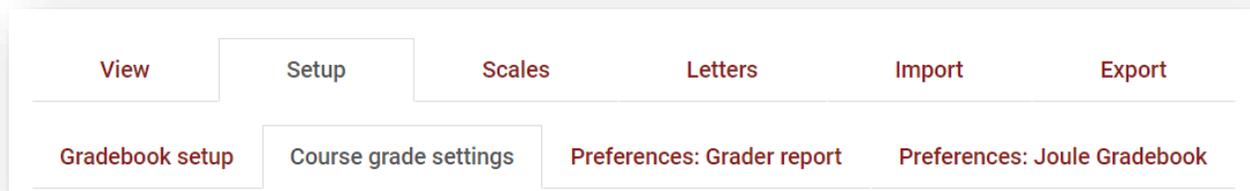
The **General settings** options can be used to adjust the **Aggregation position**, or whether the course and category totals appear first or last in the list of grades.

The **Grade item settings** can be adjusted to change how the grade is displayed in the **Grade** column for students. The options are **Real** (total points), **Percentage**, **Letter**, or a combination of those. **Overall decimal points** controls how many decimal points are displayed in the gradebook.
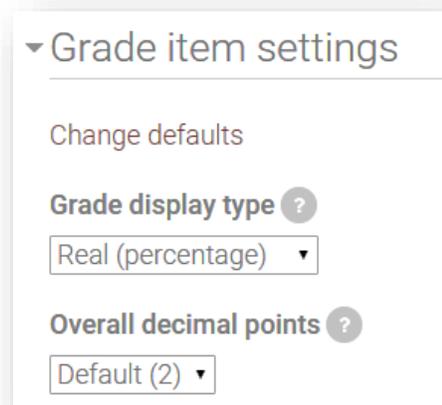
The **User report** options control what information is available to students about their grades.
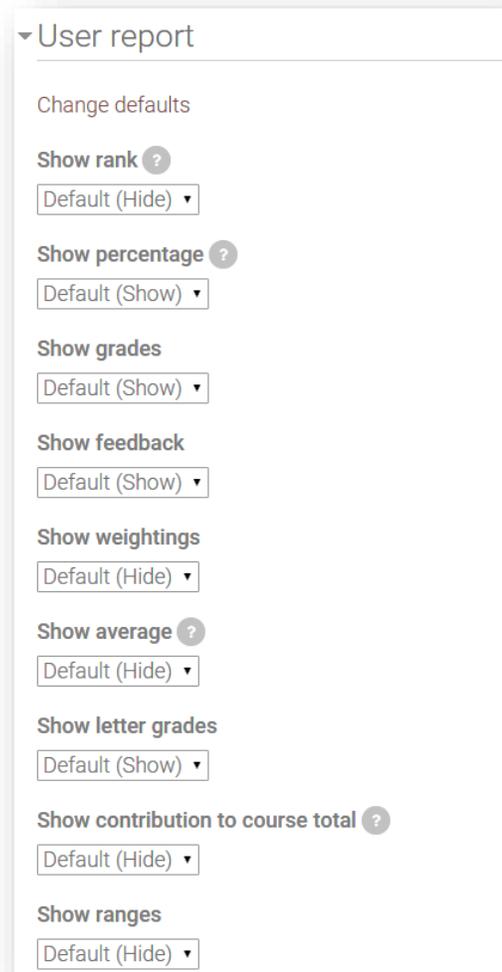
Please note that **Show weightings** and **Show contribution to course total** will add extra columns to the students' user reports that display a percentage. Some students may confuse this with their actual percentage in a course, so it is recommended to leave these set to **Hide**.

Entering Student Grades for Offline Activities

The **Single view** page in the gradebook allows you to easily view and edit all grades for one activity or for one student at the same time, provide feedback,

bulk update grades, and remove grade overrides. This page can be accessed from the **View** tab by selecting the **Single view** link.
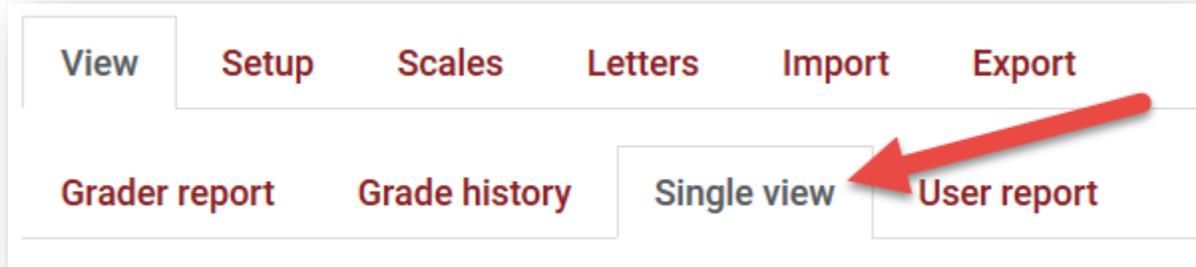
Selecting a specific activity or student in the dropdown menus loads a page with all entries for that grade item or student.
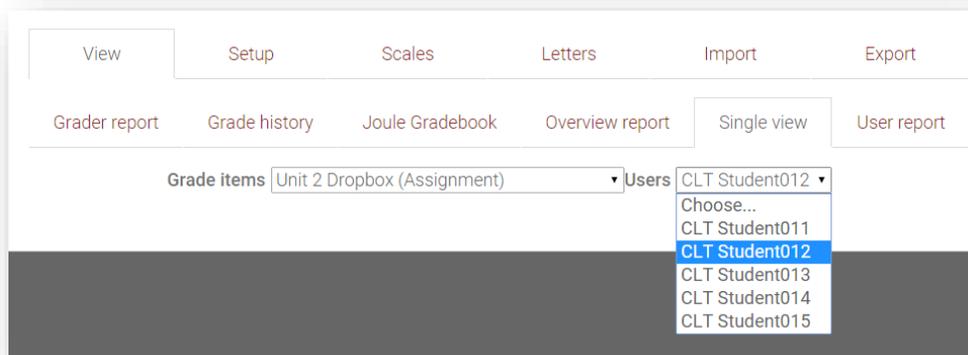
On this page, grades and feedback can be recorded, grade overrides can be removed, and bulk insertion of grades can be performed.

Grade item	Grade category	Range	Grade	Feedback	Override All / None	Exclude All / None
📘 Vocabulary Discussion (advanced forum)	Forums	0.00 - 10.00			☐	☐
∑ Category total	Forums	0.00 - 10.00			☐	☐
🌐 Unit 2 Dropbox (Assignment)	Writing Assignments	0.00 - 40.00			☐	☐
∑ Category total	Writing Assignments	0.00 - 40.00			☐	☐
🟡 Visuals Exam (quiz)	Tests	0.00 - 80.00	80.00 🔍		☐	☐
📝 Pop Quiz 1	Tests	0.00 - 35.00	29	Almost perfect.		☐
📝 Pop Quiz 2	Tests	0.00 - 35.00				☐

Personalized Learning Designer

The **Personalized Learning Designer** is a tool you can use to automate certain actions in your courses when specified criteria are met. For example, you can create rules within the **Personalized Learning Designer** to send emails to students whose grades drop below a certain percentage, send alerts to students upon accessing your course that let them know they have not completed activities or assignments that are near the due date, or redirect students to supplemental material after scoring poorly on a quiz.
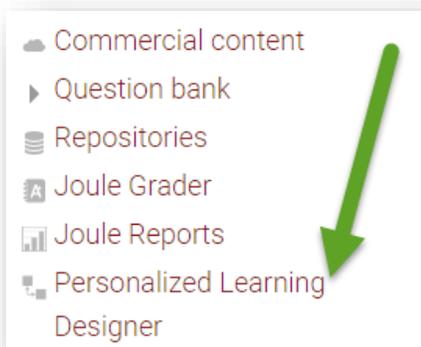
There are many actions which can be set to run automatically, and many criteria which can be used to trigger these actions. There are countless rules which you can create to automate actions, contact students or yourself when certain conditions arise, or control access to your course content.

The CLT has developed a self-enrollment course to guide instructors through setting up the Personalized Learning Designer. To access this course, visit the following URL: http://occc.mrooms3.net/course/view.php?id=25656. To enroll, use the enrollment key **pldesigner**.

ILP Integration Menu

The **ILP Integration** menu allows for communication between Ellucian and Moodle. **ILP** stands for Intelligent Learning Platform. This menu will allow you to enter retention alert information, final grade, and never attended reports through Moodle.

Near the bottom of the page, below **Course Tools**, you will find the **ILP Integration menu**. Select the **Final Grades** link.
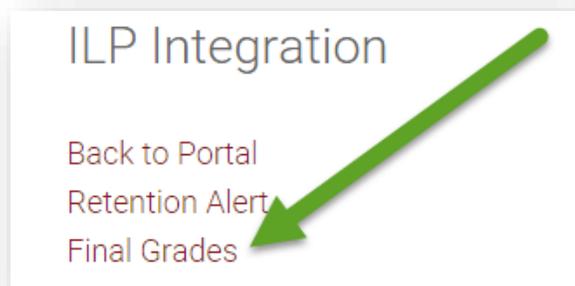
Never Attended Report
NOTE
You will need to complete this report even if all of your students have attended/participated in your class.

For the never attended reports, you will simply check the box for **Never Attended** for those students who have met the criteria set for never attending your class.

ILP Integration

Final Grades ⓘ

Populate final grade from current grade

Click "Clear grades on form" to start over [Clear grades on form]

After the values are cleared, you can repopulate final grades from current grades.

First name / Last name↑	Current Grade	Never Attended	
CLT Student001	95.00 (A)	☑	Retention Alert
CLT Student002	58.00 (F)	☐	Retention Alert

[Submit Grades]

Grader Report

Once you have marked the students who have never attended, use the **Submit Grades** button to submit your report.

If all students in your section have attended, you must still submit a Never Attended report. This can be done by not checking any **Never Attended** boxes and simply using the **Submit Grades** button. You must use the **Submit Grades** button to meet the qualification for completing this required report for your course. If you have any difficulties completing your Never Attended report or if you need assistance with this process, please feel free to contact **Online Course Support** via the link in Moodle or the CLT at 405-682-7838.

Final Grades Report

Final course grades are required to be entered in Moodle.

Open the course you want to enter grades for.

15F Ceramics I (ART-2143-TR01F)

At the bottom of the course content page, below the **Course Tools** menu, you will find the **ILP Integration** menu. Select the **Final Grades** link in this menu.
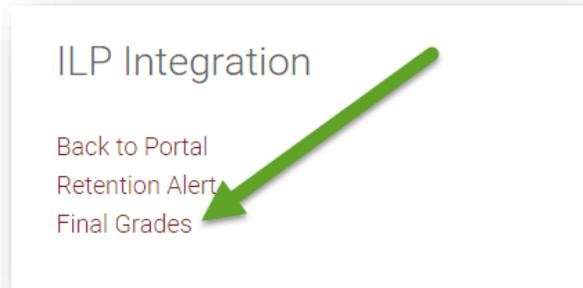
From the **Final Grades** screen, you will enter their **Final Grade**, an expiration date for incompletes (I's), and a **Last Date of Attendance** for F's. All dates should be entered in MM/DD/YYYY format (for example: 04/27/2016).

If you are using the Moodle Gradebook, there is an option that allows you to populate the **Final Grade** field with their current course grade at that time as shown below.
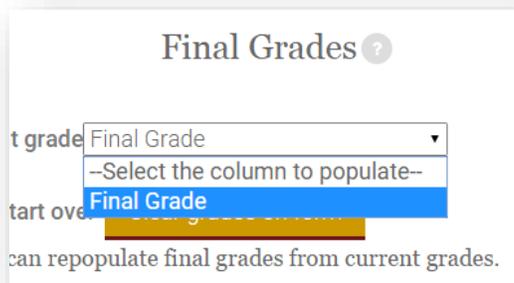
Once you have finished entering grades, use the **Submit Grades** button at the bottom of the page. If you need to change a student's grade that has already been submitted and the submission window is still open, first delete that student's grade and expiration/last date of attendance information from the form and use the **Submit Grades** button to submit a blank grade for that student. Next, enter the correct grade for the student and use the **Submit Grades** button to submit the report.
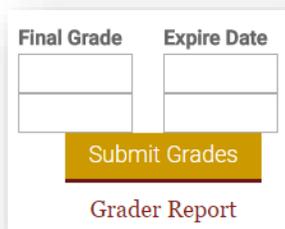
Please notice if you have any fields turn red. If a field appears red after you select Submit Grades, there is some wrong data in the field. For example, if you entered the date of last attendance as 4/7/13, you will get a red field. It will ask you to enter the date as 04/07/2013. To correct this, first clear the text from the field with the error and submit the report with that field blank. Next, re-enter the data in the correct format and re-submit the report.

NOTE

Printing Final Grades from Moodle: Don't forget to print your final grades once they are correctly entered into the fields and turn them into your division office. The final grades link will not be available after the deadline for final grades has passed.

You can print your grades by either using your browser's Print menu, or using the Print Screen button on your computer.

To use your browser's Print menu, right click on the **Final Grades** screen and select Print

<div align="center">

<u>NOTE</u>

</div>

If you are using Internet Explorer, it will not print the second page, so you will need to move to the next page and then select print again.

You can also select Print Preview and use the Shrink to Fit option.

To use the Print Screen method, simply push the Print Screen button on your keyboard. (If your students span more than one page, you will need to go to the next page and then do another print screen.)

If you are using Firefox: Select File in the upper left toolbar, and then select Print Preview, or in the upper right corner of the page select the open menu icon with three lines then the Print icon. You have the Shrink to Fit option by using Scale to decrease the font.

If you have any difficulties completing your final grades or if you need assistance with this process, please feel free to contact the CLT at 405-682-7838.