

## How to Administer Your Course

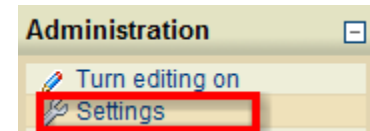
This tutorial will show you how to manage your course, lead interactive learning activities, grade your students, and gain course feedback for Education Online Courses. To add or alter activities or administrate your course, you will need to turn on editing with the button on the upper right corner of the screen. When you click “**Turn editing on**,” this changes the look of the page slightly as we have described in the Tutorial Section 2.

### 1. Basic Administration Tools

In this section, several advanced administrative functions, like manage users, track students, and backup will be introduced.

#### 1) Set up Your Course

The settings area where you set the course format also gives you access to a number of important course options. You may find it is important to take a moment to review the settings for your course to ensure that it behaves the way you want. Please keep in mind that the “Settings” option is in the Administration block. You may review tutorial 2 for how to set up your course.



#### 2) Manage Users

##### a) Add users

Most of the time, students will enroll themselves by using the enrollment key which is provided by instructor, or will be added automatically by university’s enrollment system. So there shouldn’t be much need for you to manually enroll students. However, if you need to add a new person like an outside guest and grant privileges to them, you’ll need to manually enroll them.

In assign roles,

- a. Select a role of your new participants, if an outside guest is invited, we may choose “non-editing teacher”.
- b. From “potential users” block, type their name or netID to search.
- c. Click left arrow to add them.

However if you want to add a TA or co-instructor, you need to send an e-mail to [educationonline@ed.uiuc.edu](mailto:educationonline@ed.uiuc.edu). The Education Online Staff will help you to add new members into your course.

##### b) Remove users

## How to Administer Your Course

Leaving a student enrolled in your Moodle section when she is not officially registered makes grading and class management much more difficult. For example, when recording grades or looking for student assignments, having extra students on the roll gets confusing. The student will also have access to your discussion boards and other potentially sensitive information. If a student drops your class, you will want to remove him/her from the Moodle enrollment as well.

To remove students:

1. Click “Participants” in the People area.
2. On the Participants page, you’ll see columns list the students currently enrolled in the class. Find the student you want to remove from your course and click their name.
3. On student’s profile page, you’ll see an “Unenroll me from” your course name, click to remove the student from your course.



**Ken-Zen Chen**

Profile Edit profile Forum posts Blog Activity reports

in  
@uiuc.edu

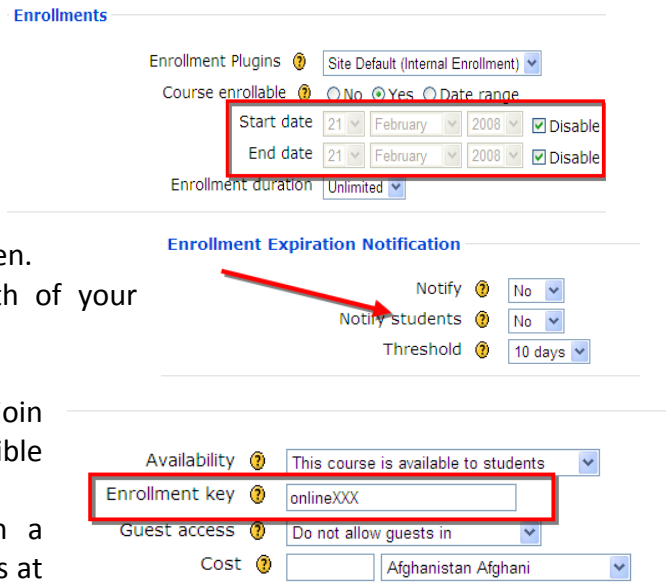
SP08-Sobczak, C&I 550 Sec A Fa 07: Methods of Educational  
in Research on Teaching, HRE 470 Project: Cornachio, SPED 5  
mple Course, EPSXXX-Philosophies of Education and Social Ju  
ducation-Bentz, Education Online Staff  
, February 21 2008, 04:27 PM (1 sec)

Unenroll me from EOS Messages

### c) Suggestions for managing enrollment during drop/add of semester

To ensure that only students who are officially enrolled in your course, please set up several restrictions in “Settings” of Administration area.

- Use the course enrollment settings to limit who can enroll in the course and when.
- Set an enrollment period for the length of your drop/add time.
- Set an enrollment key.
- Encourage students who are enrolled to join the Moodle course as quickly as possible (e.g. post a self-introduction).
- Monitor your official course roster on a regular basis so you don’t have a big mess at the end of registration.



**Enrollments**

Enrollment Plugins Site Default (Internal Enrollment)

Course enrollable No Yes Date range

Start date 21 February 2008 Disable

End date 21 February 2008 Disable

Enrollment duration Unlimited

**Enrollment Expiration Notification**

Notify No

Notify students No

Threshold 10 days

Availability This course is available to students

Enrollment key onlineXXX

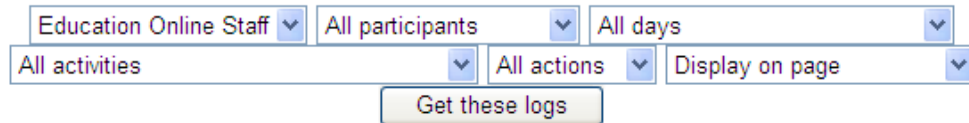
Guest access Do not allow guests in

Cost Afghanistan Afghani

### 3) Track Students’ Learning Activities by System Reports

Once your course is up and students are working, Moodle provides you with detailed logs of student's activity.

When you click "Reports" in the administration area, you will be taken to the log-selection panel. Here you can select how you want to view course activity. You can view Reports by course, person, date, or activity.



There are four options for you to generate the reports. You may look at students' activity by selecting all or specific students; check daily usages by selecting dates; check hit rates of course materials or activities; and analyze students' behaviors by student actions. You may also set comprehensive rules by clicking "Get these logs", to generate the reports you need. If you analyze your class logs on a regular basis, you can monitor when your students engage with the course material.

#### 4) Backup and Restore a Course

Finished course material and activities are saved for at least five years in the College of Education server. Once a backup has been created, you can use it to restore your course; or alternatively, you can use it to create a copy of your course without student data, and create a new course shell or section for new semester.

If you plan to restore an existing course to new semester, please email [Moodle@ed.uiuc.edu](mailto:Moodle@ed.uiuc.edu) for assistances.



## 2. Creating Learning Activities

### 1) Using Forums

Please keep in mind, to add a forum to your class:

- Click Turn Editing Mode On.
- Select Forum from the activity menu in the Topic or Schedule section where you would like to add the forum.
- On the resulting page, give the forum a descriptive name.
- Select the forum type you want to use.
- Write a descriptive summary.
- Choose the options you want to use for this forum.

#### a) Lead a thread to conversation: Three Forum Types

Creating a forum is relatively easy. The key to success is choosing the right options for the type of forum you want to create. Moodle has three basic forum types:

##### ***A single, simple discussion***

You can create only one discussion in this forum.

##### ***Each person posts one discussion***

Each person on the class can start only one discussion. This would be useful when each person needs to post an assignment or a question. Each discussion can then have multiple replies.

##### ***Standard forum for general use***

There can be one or more discussions in this forum, and anyone with permission can post multiple discussions.

#### b) Grant permissions on a forum

There are three levels of permission you can give your students for a given forum:

- Discussions and replies are allowed. Students can post both discussions and replies.
- No discussions, but replies are allowed. Students can't start new discussions, but they can reply to discussions you start.
- No discussions, no replies. Students can read the forum but can't post anything. This is usually used for a teacher only forum, like news forum.

#### c) Encouraging participation

In your syllabus, make your expectations for student conduct clear in your syllabus and elsewhere in the site. You should let students know how often students' have to participate in the forums, and how often you intend to respond to questions and posts. Let them know if you will be checking in once a day or once a week. The use of rating scales can also moderate student behavior if their grade is dependent on getting good ratings from you or their peers.

#### d) Creative Usages

Except a regular forum, there are many possibilities to use a forum creatively. Five creative usages are provided in *“Using Moodle”*.



➤ Outside experts’ interviews

Bringing outside experts into your class could be difficult. You have to coordinate schedules, tear them away from their busy lives, and then hope your students are prepared enough to ask interesting questions in the classroom. You can eliminate many of these problems by using the forums for communication between the students and experts. The easiest strategy is simply to invite the expert into your forums as a regular participant. He/she can then participate in the forum and elsewhere in the course.

Subscribe from this forum

Use this week's discussion to introduce yourself and the topics you are interested in studying further.

Add a new discussion topic

Discussion	Started by	Replies	Last post
This is Sharon Morrisette	 Sharon Morrisette	0	Sharon Morrisette Tue, Sep 25 2007, 03:13 PM
Hello,	 Tammie Bolden	0	Tammie Bolden Mon, Sep 17 2007, 12:22 PM
Introduction	 Kate Carroll	0	Kate Carroll Tue, Sep 4 2007, 01:20 PM
This is Sharon (Hui-Lien)	 Hui-Lien Hsiao	0	Hui-Lien Hsiao Mon, Sep 3 2007, 10:18 PM
About Lara	 Lara Hebert	0	Lara Hebert Mon, Sep 3 2007, 02:42 PM
Ken Zimny	 Kenneth Zimny	0	Kenneth Zimny Mon, Sep 3 2007, 11:24 AM
About me, Joseph (Hao Chen)	 Joseph (Hao Chen)	0	Joseph (Hao Chen) Sun, Sep 2 2007, 02:51 PM
Hi!	 Kara Wilken	0	Kara Wilken Sun, Sep 2 2007, 10:33 AM
Hi everyone, I'm Mike Schlosser (Mike or Officer Mike)	 Michael Schlosser	0	Michael Schlosser Fri, Aug 31 2007, 02:54 PM

➤ Debates

You may try to assign your students to groups on different sides of a controversial issue. Each post must be a reasoned argument for their side of the issue, supported by evidence. They can be graded on how well they reason and support their argument.

➤ FAQ

Frequently, many students have the same questions about assignments, difficult concepts, or grades. It is better to create a forum in which students can ask questions about the administration of the course, and separate forums for questions about the subject matter.

➤ Study groups

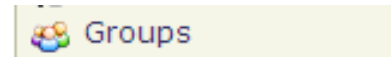
A strategy to encourage students to do the reading they have been assigned is to create reading study group forums. This strategy works well with groups of three to five students who are collectively responsible for discussing a reading before class. For example, each student is required to ask one question about the reading, and the group must answer all the questions before the start of the synchronous session.

➤ Social activities

Although the majority of your forums will focus on the course material, it's important for your students to have an informal way to get to know each other, especially if the course is completely online. It's a good idea to start your social forum with some fun questions. The more interesting the introductory post, the more likely people will respond to it and get a real discussion going.

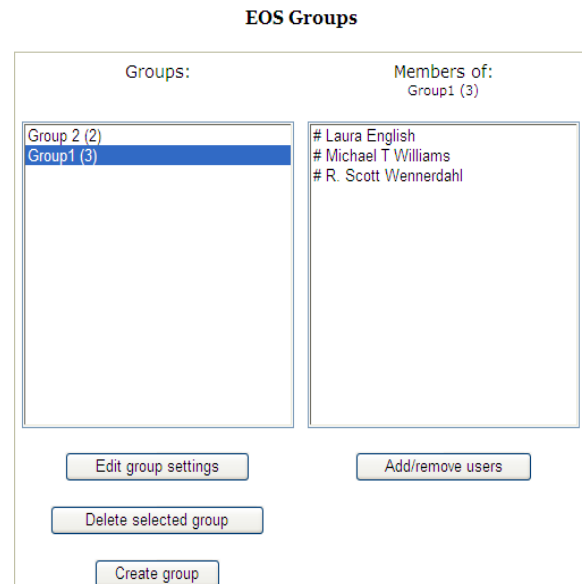
## 2) Group Students

In default, groups are not used, and each student participates as unique part of the class. However, Moodle has an effective way of managing small student workgroups. You can define your groups in “Groups” of Administration block.



To utilize the group mode, you first need to create the student groups:

- Click “Turn Editing On”.
- Click “Groups” in the Administration Panel.
- You will then see the Groups editing page with two columns. The left column lists the groups; the right column lists the people in a particular group once they have been assigned.
- You can create or delete a new group, add or remove members in a group, and edit group settings by using the bottoms below.



Once the group mode is set for the course or for the tool, students will interact with your Moodle course as they normally would. The only difference will be the people they meet in the forums, workshops, assignments and other tools. For example, if you set the group mode of a forum to separate groups, Moodle will create a forum for each group automatically. Each student will see the same link to the forum, but they will be able to access only the discussions for their particular group. You need to create the forum only once; Moodle takes care of creating the individual group forums.

## 3) Using Workshops (peer-reviews)

Workshops provide a process for both instructor and peer feedback on open-ended assignments, such as essays and research papers. Workshops are designed so a student’s work can be submitted and offered for peer review within a structured framework. There are easy-to-use interfaces for uploading assignments, performing self-assessments, and peer reviews of other students’ papers.

- a) Create a workshop

**Adding a new Workshop to topic 3** ?

Submission Title:

Description:  Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~  $x_2$   $x^2$

Write carefully ?  
About the HTML editor ?

Path:

Grade for Assessments: 100 ?

Grade for Submission: 100 ?

Grading Strategy: Accumulative ?

Number of Comments, Assessment Elements, Grade Bands, Criterion Statements or Categories in a Rubric: 1 ?

Number of Attachments expected on Submissions: 0 ?

Allow Resubmissions: No ?

To create a workshop for peer review of materials or assignments,

- Click Turn Editing Mode On.
- Select Workshop from the Add Activity menu in the section where you want to place the link.
- On the Workshop page, add a title and description.
- Select the maximum grade for the workshop assignment.
- Choose a grading strategy from these five options:
  - No grading
 

Students who review assignments don't give each other grades, just comments. You can then grade the comments, which will give the commenting student his final grade.
  - Accumulative grading
 

Later in the process, you can create a multidimensional scoring rubric for students to score each other's work. Accumulative grading calculates the submitting student's final grade based on the cumulative grades received from her peers within each of the dimensions. You assign a scale and weight to each dimension when you develop the scoring guide.
  - Error Banded grading
 

You can create a rubric with only Yes/No decisions for the peer reviewer. For example, you could ask if there's a clearly defined thesis statement in an essay. If you use only Yes/No scales, you can create a grade table that determines the final score based on the number of Yeses or Nos.

- Criterion grading

In the criterion grading scheme, you create a set of statements used to rank the assessment. Each statement has an associated suggested grade. The criterion statements and grades should be in order so reviewers can select the appropriate grade for the statement.

- Rubrics

Rubrics use performance examples that guide decisions about quality. Each element in a rubric is scored on a five-point scale, with each point illustrated by an example of the performance. Reviewers select the level of quality on each element by comparing the submission with the example.

- Pick the number of dimensions for the rubric. Each dimension is a different aspect of the performance.
- Decide if you will allow resubmissions. The workshop module allows multiple submissions to be available at the same time. When the submissions are distributed for peer review, Moodle will randomly pick one of the submissions each time someone reviews the student's work.
- Choose a number of assessments of example assignments from the teacher. You can upload examples of the assignment for students to assess before they move on to their peers' work. These training scores can be used to fine-tune a student's critical eye.
- Determine the number of peer reviews a student must perform.
- Choose whether self-assessment is required. Self-assessment always adds one assessment to the number of reviews of exemplars and peer reviews a student must perform.
- Select whether assessments must be agreed on by peers. This feature requires the reviewer and the reviewee to agree on the reviewer's assessment before it is calculated. The student who submitted the assignment may disagree with the reviewer and send it back for reevaluation. This can continue until the deadline. If there is no agreement before the deadline, the review isn't used. If you're using assessment agreement, you can hide the grades before agreement. Students will have to reach an agreement on the comments only. Once they've agreed the comments are fair, the grade is revealed to the submitting student.
- Set a maximum upload size for an assessment.
- Set the deadline for submission and review of the assignment.
- Click Save Changes and you will be taken back to the course's main page.

### b) Editing Assessment Elements

After the workshop has been set up, you will then be taken to the Editing Assessment Elements page.

- For each rubric dimension you created when you set up the workshop, you will see a description, scale, and weight entry.
- Enter the first performance dimension you want students to assess when looking at their peers' work.
- Select a scale and weight for the element.
- Repeat the process for each element you selected for your rubric
- Click Save Changes.

### c) *Uploading Example Assignments*

After you've set up your scoring guide, you'll need to upload example assignments for students to practice before they can review their peers' submissions.

- Click Submit Example Assignment.
- Give your example a title. You must give your example a title or Moodle will reject it.
- Click the Browse... button to find the example file on your desktop.
- Click "Upload this file" to upload the example.

Once you've uploaded all your exemplars, you can assess them using the scoring guide. This will be important when comparing your judgment to the students' evaluation of your examples.

### d) *Example Assessed by Teacher*

You may provide an example of how you evaluate the example assignment as a peer. To score the example assignments:

- Click the "Teacher Submissions for Assessment" link below the Submit Example Assignment link.
- For each element in your scoring guide, rate your submitted example.
- Give feedback for each rating.
- Add general comments about the example.
- Click "Save my Assessment".

### e) *Student Submissions and Assessments*

Once you've activated the "Allow Student Submission" tab, students can begin to interact with the workshop. If you've required students to assess instructor examples, they will need to complete that assessment before they can upload their own work. The student view of the workshop is very different from teacher. Students see a gradual process in which they must first evaluate the instructor examples. Once they've completed these, they will then see the interface to upload their own assignments. Only after they've uploaded their assignments can they access the link to perform self-assessments. You may want to change role as a student to see how student submission and assessments works.


### f) *Calculation of final grades: weight options*

Once the workshop is completed, you can configure the calculation scale of the final grades. Each item is assigned a relative weight on a scale from 0 to 50. An item set to a weight of 10 will have 10 times the impact on the student's final grade than an item with a weight of 1, but 1/5 the impact of an item with a weight of 50. If each of the items is assigned a weight of 1, they will all factor equally into the score. To operate this function correctly, please consult with Education Online Staff.

#### 4) Using Wikis

Wiki is a collection of collaboratively authored web documents. A wiki starts with one front page. Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet. In Moodle, wikis can be a powerful tool for collaborative work in education. The entire class can edit a document together, creating a class product, or each student can have their own wiki and work on it with you and their classmates.

##### a) *Creating Wiki pages*

- Click Turn Editing Mode On.
- Select Wiki from the Add an Activity menu in the course section where you want to place the wiki link.
- From the Adding a new Wiki page, give your wiki a descriptive name.
- In the summary field, describe the purpose of the wiki and what you hope students will contribute.
- Set up your wiki by selecting the appropriate options: Teacher, Group, and Student. "Teacher" allows only instructor to edit wiki pages; "Student" indicates each student has their own wiki that only the teacher and student can edit. "Group" allows group working that students or teachers can view or edit wiki pages by assigned group. You may click  to gather specific definitions.
- Click Save Changes. You will then be taken to the editing view of the wiki page you just created.

After you've created your wiki, it's available for editing. You and your students can create wiki pages, link them together, and collaboratively create a collection of web pages.

##### b) *Adding and Editing Materials*

After you create the wiki itself, Moodle will take you to the editing screen for the first page. After adding contents for your first page, you may want to make more explanations on specific terms used in first page.

To add other pages to your wiki, simply type a word with a semi-column at the beginning and end in a word or a set of words, for example: [Education Online]. Moodle will recognize it and look in the database for a page with that name. If you haven't created a page with that name, Moodle will put a question mark next to the word. When you click on the question mark, you will be taken to another editing screen for the new page.

### c) Editing History

The history tab gives you access to the version history of the page. Whenever someone clicks the Save button, they create a new version of the wiki page. Moodle tracks all these versions until you strip them out.

### d) Creative Usages

Wikis are easy to apply in creative ways. Many group projects can be facilitated using a wiki. For example, creating a wiki for group lecture notes after a lecture gives students a chance to combine all their notes. Those that missed information can get it from their peers. The group can also decide what information is critical and give it proper emphasis.

In addition, consider assigning your class the task of contributing to Wikipedia, or to another wiki on the Web, on a topic in your class, could be an interesting and challenging activity. Motivate your students to form groups (or make it a class project if the class is small enough and the topic broad enough) and challenge them to collaboratively create an article they would feel confident posting to a public-information space. Your students will use the course wiki to create drafts of the article they will publish to the community at the end of the semester. In the end, students will know their work will be used by other people, not just graded and filed away.

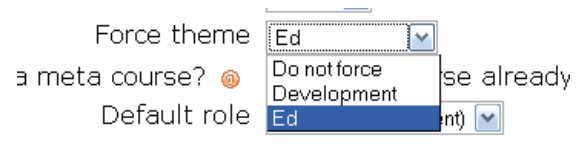
### 3. Other Possible and Advanced Design

#### 1) Change Course Interface

Generally, The College of Education Moodle has a default template, which includes the sorting of most used blocks. When editing mode is turned on, you may click the arrows (↑↓→←) to move blocks, you may also use delete icon (X) delete an existing block. Or, you may add a block in “Blocks” block located in the right column.



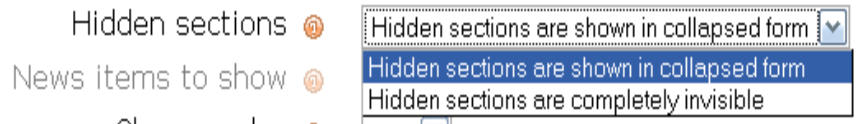
Other than the default blue and gray template, you may choose Ed Themes to change the whole style settings of your course. There is a “force theme” option in Settings of the Administration block. (New Themes are developing). You may want to try what your course will look like.



#### 2) Hide unwanted weekly contents

There are some pedagogical reasons, for instance, students’ learning activities need to be guided week by week, or you only allow students to go through course syllabus only before semester starts, you may not want students to foresee all the course contents.

Moodle provides functions to hide course materials by week. To do this:



1. Turn editing on
2. Go to Administration block > Settings > Hidden sections
3. Choose the second option “**Hidden sections are completely invisible**”:
  - (1) Hidden sections are shown in collapsed form --> students can see the selected weeks when they click "show all weeks".
  - (2) **Hidden sections are completely invisible** --> students cannot see them even if they click "show all weeks/topics"
4. Instructors should select the week/topic which they want to hide from students using the eye icon in the top-right corner of week/topic called "hide this week/topic from students"



#### 3) Manage enrollment during drop/add of semester

Ensuring that only students who are officially enrolled in your course have access to your Moodle site can be important. To minimize the amount of work you need to invest in managing students' enrollment, three strategies are recommended.

Moodles > EPS427SU08 > Forums > Discuss Plato 3 and 4

This forum allows everyone to choose w  
Force  
Sho

Please discuss the principle of specialization and think about applications to our ideas about schooling and adolescence.

Add a new discussion topic

Discussion	Started by	Replies
A Utopian Society is NOT so perfect after all...	Candice Lauret	6
Specialization or tracking?	D Moore	0
Consequence of a lack of specialization	Kate Nicholas	2
Specialization	Jessica Gutke	10
Specialization	Britni Rolfingsmeier	6
Specialization	Faith Pledger	3
Specialization in schools...	Elizabeth Anderson	18
Plato 3 and 4 discussion	Samuel Rowley	6

First, use the course enrollment settings to limit who can enroll in the course and when. Set an enrollment period for the length of your drop/add time. Be sure to set an enrollment key as well.

Second, send an e-mail, encouraging students who are enrolled to join the Moodle course as quickly as possible. Many instructors make logging in and joining the Moodle course, to post a self-introduction and course expectation as a small, mandatory assignment. This helps students by forcing them to access your online resources early in the semester.

Third, monitor your official course roster on a regular basis so you don't have a big mess at the end grading your students.

#### 4) Grading Your Students

The Moodle grades area is a simple tool for tracking student scores in your course. Currently, the Gradebook functions as an automated tool for tracking scores in Moodle activities. You can download your scores to a spreadsheet or other tool for additional analysis.

In addition, grades are not the only way to give feedback to students. With Moodle's scales, you can create lists of non-numeric feedback options for assessing student work. You

can easily create your own additional scales for qualitative feedback options that are meaningful to you and your students.

### 5) Get Course Feedback: Use existing Moodle Survey

Moodle has two tools specifically designed for collecting ungraded feedback from your students: Surveys. Surveys are a set of predetermined questions, which are already developed by the Moodle developers. The current surveys focus on getting feedback from students about the nature of the course.

There are three types of surveys you can give: COLLES, ATTLS , and Critical Incidents. Surveys are very easy to create. Basically, you select the set of prewritten questions you'd like to give, edit the introductory text, and you're done.

## 4. Resources

In order to provide high quality virtual learning experiences for students, there are rich ideas and samples online for your future references. Also, this tutorial is generated from the collective wisdoms of many Moodle users. We appreciate their efforts and experiences.

### 1) Teaching with Moodle

[http://docs.moodle.org/en/Teaching\\_with\\_Moodle](http://docs.moodle.org/en/Teaching_with_Moodle)

The major resource of shared expertise on designing Moodle learning environments is listed in the official Moodle site:

<http://www.Moodle.org>. You may join a forum called “Teaching with Moodle”, to gain useful tips or shared experiences to Moodle community as an instructor or curriculum developer.



### 2) Using Moodle (Free e-book)

[http://docs.moodle.org/en/Using\\_Moodle\\_book](http://docs.moodle.org/en/Using_Moodle_book)

Besides, there is another public and free e-book called “Using Moodle.” It introduces many possibilities of online learning activities and course design by using the functions provided with Moodle. We will be appreciated if you are interested in exploring innovative instructional strategies through this book.

