Moodle Magic—Unleashing Moodle’s Potential

Hart Wilson    Southern Oregon University    May 30, 2013
Since July 2011
## Student Body:

**Southern Oregon Student Profile**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>88%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>12%</td>
</tr>
<tr>
<td>Graduate</td>
<td>75%</td>
</tr>
<tr>
<td>Residents of Oregon</td>
<td>12%</td>
</tr>
<tr>
<td>Minority Population</td>
<td>42%</td>
</tr>
<tr>
<td>Male</td>
<td>58%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>
Key Connections for Learning Online

- Student to Student
- Student to Content
- Student to Instructor

Learning Outcomes
Connecting with Moodle
Our Quest

RESOURCES
• Folders
• Lightbox gallery
• Books, books, books

ACTIVITIES
• Assignments
• Advanced forums*
• Quizzes
• Choice
• Glossary
• Workshop

*Moodlerooms feature

UTILITIES
• Attendance
• Blocks
• Restrict access
• Joule grader*
• Joule reports*
• Joule gradebook*
## Introduction to Resources

- **File -- Moodle Basics for SOU Faculty**
  - Comprehensive guide to getting started in Moodle
- **URL -- SOU Home Page**
- **Page -- How to Post Resources**
- **Folder -- Moodle Resources**
- **Lightbox Gallery -- Moodle Images**
- **Book -- Moodle Tips**
Folder

Folders are an efficient way of sharing a batch of files with your students. You can upload a zipped folder (.zip) and unzip the files in your folder. Once you create a folder, you can add or delete files in it any time. Any files you add, though, will be available to students—you can't hide one or two.

This folder displays several files related to using Moodle.

- Share lots of files
- Add/delete files easily
- Grant permission for student uploads
Lightbox Gallery

Showing gallery: Moodle Images (Lightbox Gallery)

This collection includes all of the images used in this course site and many more! Images can be captioned and tagged for easy reference. Scroll down to locate tags or to search for an image.

- Class photos
- Artwork
- Maps
- Portraits
- Diagrams
- Rocks (!?)

Related tags: nature, trees
Project Overview

As a term project, each student will develop a plan to manage a work-related or personal project. Completing this project plan will allow each of you to apply the principles of project management as you learn about them, reinforcing your learning. You do not have to implement your plan nor does it need to be scheduled for implementation during this term.

Projects that have been undertaken in the past include:
- installing a salt water aquarium
- preparing a field for turkey production
- organizing a wedding
- creating a holiday video for community television
- replacing a living room floor
- organizing a three day meeting
- installing an emergency generator
- developing an ozone injection system at the water treatment plant
- managing the transition to a new computerized system for parking enforcement at SOU
A Risk Assessment Worksheet functions as the road map of alternative routes. You can directly affect the opportunities for a successful project by identifying potential risks and developing contingency plans to respond to them. Some projects die here if the risks are insurmountable.

These definitions will help you complete your RAW. Remember—you need to document two risks (each one on a separate form) for your term project.
Book

Share Web Links*

Moodle Books

Web Links

Posting Resources

There is a lot of great documentation available at Moodle.org. Be sure to review information for version 2.3! Note: Some of our features come to us from MoodleLabs, so you may not find information about them at Moodle.org. Let us know if you need help with advanced forums, lightboxes, attendance, or mind maps.

These links will help you get started:
- Create a link to a web page
- Create a web page
- Create a folder
- Create a book

*Set to “Open in new window.”
### Introduction to Activities

- File Upload Assignment
- Online Text Assignment
- Offline Assignment
- Class Discussion
- Quiz
- Take a Poll
- Glossary
- Peer Review Workshop

### Other Great Activities

- Turnitin Assignment
- Chat
- Wiki
- Lesson
The History of Music in Film: Final Paper

Scene Analysis

Please refer to the course syllabus for the detailed directions for completing your Scene Analysis. Your paper is due next Friday.

Submission status

<table>
<thead>
<tr>
<th>Submission status</th>
<th>Nothing has been submitted for this assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading status</td>
<td>Not graded</td>
</tr>
</tbody>
</table>

Add submission
File Upload Assignment

Scene Analysis

Please refer to these *detailed directions* for completing your Scene Analysis. Click on an image to view the related film clip. Your paper is due by the date shown below.
Online Text Assignment

• Engage students one-on-one
• Reduce email
• Assure accountability

Check-In #1

Please take a moment to let me know what you’re thinking as we go along. Have you had any "Aha!" or "Uh-oh!" moments related to working with groups? Or is there something worth noting about what is working for you in the class; or better yet, is there something that needs clarifying? I'd love to hear about what's on your mind.

Check-In #10

Please take a moment to let me know what you're thinking. What's on your mind?

Click on Add submission below to share your thoughts in the textbox, then Save changes.
Offline Activity Assignment

- Provide instructions
- Share links
- Add calendar entry
- Create grade book item

Offline Assignment

In preparation for our field trip to the Art Museum, visit the Museum's website and read about the Van Gogh exhibit. Download this biography of the artist and review the Impressionists in chapter five in our text.

Grading summary

<table>
<thead>
<tr>
<th>Participants</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Tuesday, February 26,</td>
</tr>
<tr>
<td>Time remaining</td>
<td>Assignment is due</td>
</tr>
</tbody>
</table>
**Advanced Forum**

- Navigate easily
- Allow anonymous posts
- Flag posts

---

*Re: Let's Get Acquainted! (Advanced Forum – Single simple discussion)*
by Alma Alvarez – Wednesday, September 7, 2011, 1:35 PM

My name is Alma Rosa Alvarez and I love eating ice cream. I am a simple kind of girl, though. I like sticking to vanilla and chocolate--unadulterated, simple pleasures.

---

*Re: Let's Get Acquainted! (Advanced Forum – Single simple discussion)*
by Janay Haas – Thursday, September 8, 2011, 10:34 AM

Ice cream heals all wounds.

---

*Moodle Experience*
by Alma Alvarez – Wednesday, September 7, 2011, 2:28 PM

It seems easier than my experience in December.

---

*Re: Moodle Experience*
by Jonathan Lange – Wednesday, September 7, 2011, 2:30 PM

How about that?
Advanced Forum

View Posters

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
<th>Total posts</th>
<th>Posts</th>
<th>Replies</th>
<th>Substantive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roni Adams</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Alma Alvarez</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Jadon Berry</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>James Boone</td>
<td></td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Deborah Brown</td>
<td></td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Activity report
- Substantive post tracking
### Advanced Forum Grade with Rubric

<table>
<thead>
<tr>
<th>Clarity of Argument</th>
<th>Point of view not very clearly stated; logic lacking.</th>
<th>Some points are clear, but logic is inconsistent.</th>
<th>Point of view logical and clearly expressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Understanding of primary issues</td>
<td>Misses the main point; responses vague and unsubstantiated.</td>
<td>Hits some of the main points, but misses others.</td>
<td>Expresses solid understanding of significant issues.</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Persuasiveness of argument</td>
<td>Argument not very persuasive, if at all: &quot;I don’t buy it.&quot;</td>
<td>Argument somewhat persuasive: &quot;That’s interesting, but I’m not quite sold.&quot;</td>
<td>Argument persuasive: &quot;That makes sense to me.&quot;</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Sensitivity to other perspectives</td>
<td>Expresses little or no awareness of other points of view.</td>
<td>Indicates some awareness of other points of view.</td>
<td>Actively acknowledges other points of view.</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Extension and enhancement of discussion</td>
<td>Reiterates prior information; adds little or nothing that’s new.</td>
<td>Responds to some posts, but offers nothing of great significance.</td>
<td>Builds on the responses of others and brings in own experiences and other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quiz

- Multiple formats
- Randomization
- Optional timer
- Individual release
Would you like to see feedback for everyone's presentation? Would you be comfortable having other people see my feedback to you? Please choose the response which most closely corresponds with your feelings.

- I think it would be great to see everyone's feedback.
- I think it would be great to see everyone's feedback, but I would like to review your feedback before it is published.
- It's okay if they are published as long as I can choose not to have my presentation feedback shared.
- I don't think we need to see each other's feedback.

Save my choice
Choice

Facilitate Group Sign-ups

- The European Legacy
- Education in the Colonies: Native Americans & New England (Full)
- Education in the Colonies: Middle & Southern Colonies
- Independence to the Civil War (Full)
- Civil War to 1900
- 1900 to World War II (Full)
- World War II to 21st Century

Responses

<table>
<thead>
<tr>
<th>Choice options</th>
<th>The European Legacy</th>
<th>Education in the Colonies: Native Americans &amp; New England</th>
<th>Education in the Colonies: Middle &amp; Southern Colonies</th>
<th>Independence to the Civil War</th>
<th>Civil War to 1900</th>
<th>1900 to World War II</th>
<th>World War II to 21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of user</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>User choose this option</td>
<td><img src="image1" alt="User 1" /></td>
<td><img src="image2" alt="User 2" /></td>
<td><img src="image3" alt="User 3" /></td>
<td><img src="image4" alt="User 4" /></td>
<td><img src="image5" alt="User 5" /></td>
<td><img src="image6" alt="User 6" /></td>
<td><img src="image7" alt="User 7" /></td>
</tr>
</tbody>
</table>
This glossary contains definitions of key Moodle terms and tips for using Moodle. In most cases, the instructions provided will require you to "Turn editing on" in order to achieve your desired result.

Search

Add a new entry

Browse the glossary using this index

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

Poll:
To poll your students, use the "Choice" feature. See "Choice" for instructions.

Keyword(s): community building
Workshop 🌟🌟🌟🌟

Peer Review: Checklist

- Rubrics
- Sample assessments
- Random distribution
- Anonymous reviews
### Workshop Peer Review: Essay Distribution

<table>
<thead>
<tr>
<th>First name</th>
<th>Submission</th>
<th>Grades received</th>
<th>Grades given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>![Sam's photo]</td>
<td>54 (-) &lt; Pat</td>
<td>45 (-) &gt; Kathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 (-) &lt; Kathy</td>
<td>74 (-) &gt; Lee</td>
</tr>
<tr>
<td>Pat</td>
<td>![Pat's photo]</td>
<td>70 (-) &lt; Kathy</td>
<td>80 (-) &gt; John</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54 (-) &lt; Diane</td>
<td>60 (-) &gt; Lee</td>
</tr>
<tr>
<td>Kathy</td>
<td>![Kathy's photo]</td>
<td>25 (-) &lt; Sam</td>
<td>74 (-) &gt; Sam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50 (-) &lt; Diane</td>
<td>74 (-) &gt; Pat</td>
</tr>
<tr>
<td>Diane</td>
<td>![Diane's photo]</td>
<td>80 (-) &lt; John</td>
<td>65 (-) &gt; Kathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 (-) &lt; Lee</td>
<td>70 (-) &gt; Pat</td>
</tr>
<tr>
<td>John</td>
<td>![John's photo]</td>
<td>34 (-) &lt; Lee</td>
<td>30 (-) &gt; Diane</td>
</tr>
<tr>
<td>Lee</td>
<td>![Lee's photo]</td>
<td>74 (-) &lt; Pat</td>
<td>54 (-) &gt; Diane</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 (-) &lt; Sam</td>
<td>60 (-) &gt; John</td>
</tr>
</tbody>
</table>
### Attendance for the course :: Mastering Moodle

**September 8, 2011 10:00 – 12:00**

#### Basics

<table>
<thead>
<tr>
<th>#</th>
<th>First name / Last name</th>
<th>HP</th>
<th>LP</th>
<th>E</th>
<th>A</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barbara Fleeger</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Good job!</td>
</tr>
<tr>
<td>2</td>
<td>Janay Haas</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Good job!</td>
</tr>
<tr>
<td>3</td>
<td>Kyle Haden</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Good job!</td>
</tr>
<tr>
<td>4</td>
<td>Laura Jessup</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Good job!</td>
</tr>
<tr>
<td>5</td>
<td>Hala Schepmann</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Good job!</td>
</tr>
</tbody>
</table>

- By groups
- Customized settings
- Feedback
Attendance

- Sessions completed: 1
- High Participation: 1
- Low Participation: 0
- Excused Absence: 0
- Absent: 0
- Attendance grade: 5 / 5
- Attendance percent: 100.00%

Student View

Block & Report

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Time</th>
<th>Description</th>
<th>Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09.7.11 (Wed)</td>
<td>13:00</td>
<td>Basics</td>
<td>High Participation</td>
<td>Good job!</td>
</tr>
</tbody>
</table>
Restrict Access

- By date
- By password (code)
- By prior performance
- By prior task completion

Restrict access

- Allow access from: 9 May 2013
- Allow access until: 9 May 2013
- Release code: [ ]
- Grade condition: (none)
  - must be at least [ ] % and less than [ ] %
  - Add 2 grade conditions to form
- Activity completion condition: (none)
  - must be marked complete
  - Add 2 activity conditions to form
- Before activity can be accessed: Show activity greyed-out, with restriction information
joule Reports

Course Reports ▼  Training Course – Hart ▼ Dashboard

The dashboard charts display data for the past 7 days only.

RECENT ACTIVITY

Dashboard
Activity Grades
Activity Views
Assignment Submissions
Dashboard
Forum Posts
Glossary Posts
Needs Grading
Outcomes
Quiz Submissions
Recent Activity
Roster
SCORMs
Wiki Posts

quizzesubmissions

No data to display

moodlerooms
joule Grader

<table>
<thead>
<tr>
<th>Total posts: 1</th>
<th>Posts: 1</th>
<th>Replies: 0</th>
<th>Substantive Posts: 0</th>
</tr>
</thead>
</table>

My Response

*by Student1 One – Saturday, January 12, 2013, 3:00 PM*

This is the introduction to my amazingly insightful response to your prompt. Don't we agree that I'm wonderful?

I could go on like this for days, but what do you think?

- View posts in context
- View submitted/ungraded
- View multiple activities
joule Gradebook

- Enter grades quickly
- “Quickfill” grades
- Empty cells = 0
- Send messages

Column Grader

Student to Instructor
Row Grader

- Enter grades quickly
- Empty cells = 0
Let’s check our map...