

Moodle Instructor Survival Guide

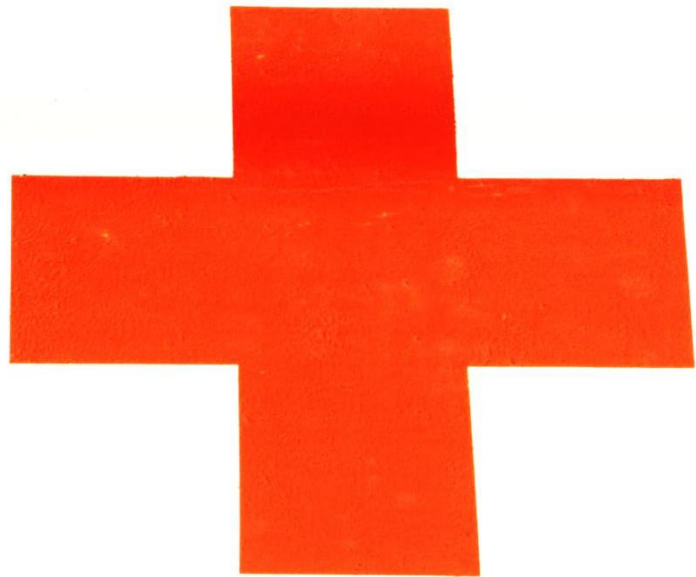


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Expected Practices for Designing and Teaching Online Courses

Revised: 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:
16. A course designed within the learning management environment that provides a working model showcasing the expected practices.
 17. 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



<input type="checkbox"/>	Examine your course design. Is it logical? Is it consistent, topic to topic?
<input type="checkbox"/>	Are your course dates and times set correctly? Do they match your syllabus?
<input type="checkbox"/>	Examine quiz settings. Verify settings are not on adaptive mode.
<input type="checkbox"/>	Verify discussion settings. Can students post an initial post and reply?
<input type="checkbox"/>	“Change your role” to student and work through your course. Do resources and activities work?
<input type="checkbox"/>	Do students have proper instructions? For course content? For Moodle?
<input type="checkbox"/>	Place course content into proper course section, if needed.
<input type="checkbox"/>	If using the grade book, is it set up correctly? Does your grade book course total match your syllabus course total?
<input type="checkbox"/>	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 grade book
 - 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 grade book. The default grade book setting is Simple Weighted Mean of Grades. Please contact the Center for Learning & Teaching (CLT) for someone to assist you with changing grade book configurations if that is needed.
- ✓ 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, grade book, and attendance.



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

Beginning Online with Moodle

- ✓ Review the methods of communication in your syllabus
 - (Moodle Quickmail goes to OCCC email)

- ✓ Load your content into Moodle
 - If using a master course – contact the faculty responsible for course for procedures
 - If using your content – upload your content
 - If using textbook publisher content – check with a CLT consultant for information regarding the correct Moodlerooms cartridge format.

- ✓ Set the number of folders you need in the course

- ✓ Set dates for access to activities

- ✓ Configure the grade book
 - 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 grade book categories (if used)

- ✓ Add grade items in the grade book
 - 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)

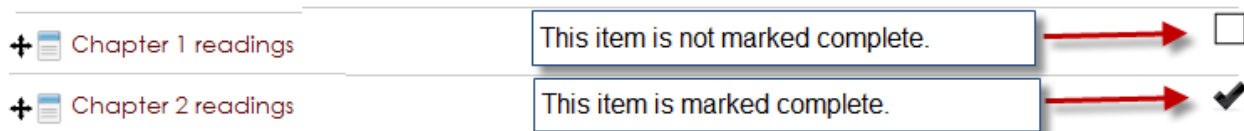
- ✓ Some online components?
 - Refer to the activity sections of this survival guide

Moodle Resources: The Basics

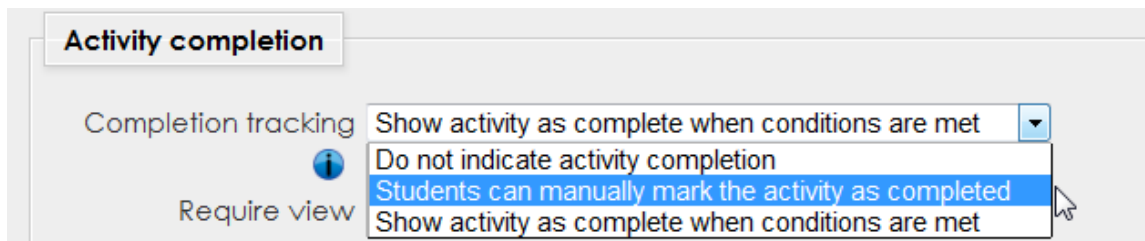
General Activity Completion Settings

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 black checkmark in line with the item, and an incomplete item will have an empty box.

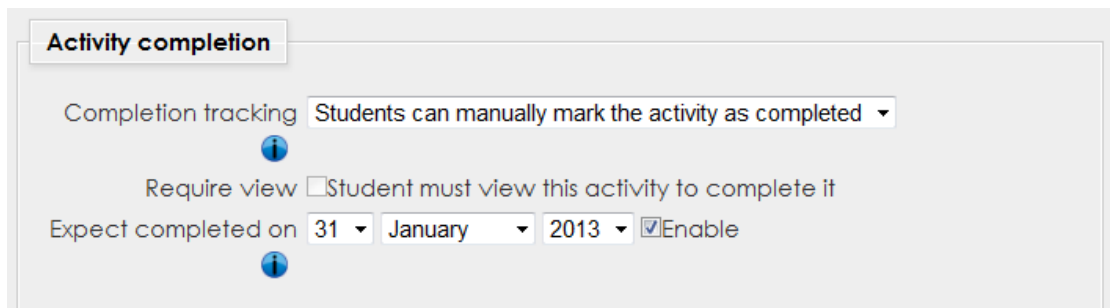


The most common Activity Completion setting is to allow students to manually mark items as complete on the course home page. This is the default setting. You can also prevent the item from displaying any information regarding completion by selecting **Do not indicate activity completion**.



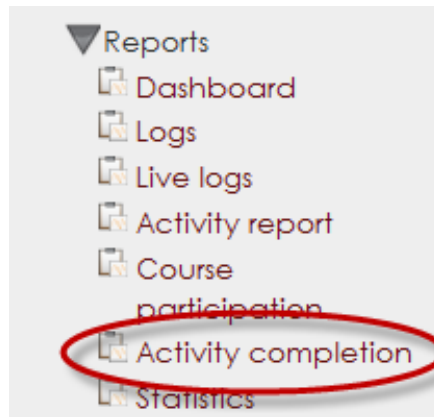
The third option, **Show activity as complete when conditions are met**, allows you to choose conditions which, when met, will mark the activity as complete on the course home page of those students which qualify.

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



Require view will mark the item as complete once the student views the instruction page. No submission is required.

The **expected 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** block.



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 / Surname	Email address	31 January 2013 marking guide	rubric	adv. forums	Attendance	sdfs	thqetjinae
student demo	student.demo@occc.eedu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLT Student001	clt_student001@email.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CLT Student002	clt_student002@nemail.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLT Student003	cltstudent003@email.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Moodle Activities: The Basics

- ✓ Discussion forums – Multiple types
 - Advanced Forums or Forums are available. The CLT recommends using the Advanced Forum.
 - Most faculty select the Standard forum for general use as the forum type when setting up the forum activity.

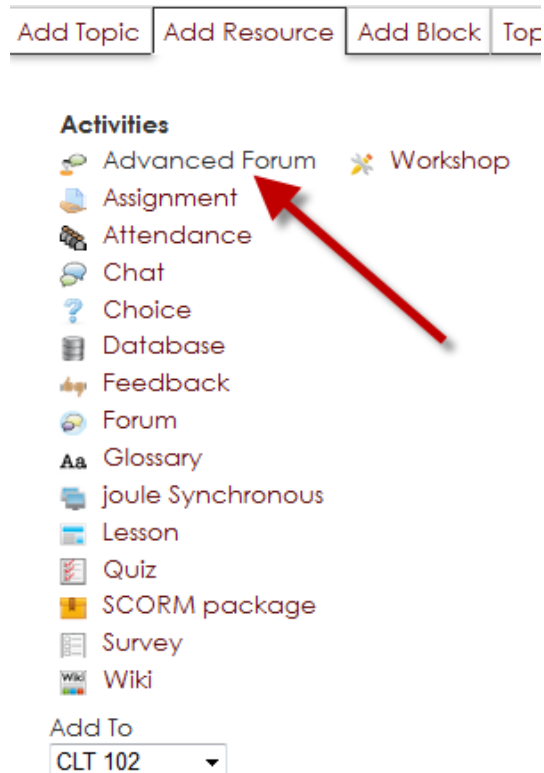
- ✓ Assignments (Drop boxes)
 - File submissions – used if you want to allow students to submit one or more files
 - Recommendation: Set the maximum number of uploaded files to 2 or 3 more than anticipated to allow for student error
 - Require students to click the submit button – students are able to upload drafts of the assignment before submitting their final version
 - Recommendation: Do not use unless it is necessary to revert **draft versions of papers** back to students within same assignment
 - Submission comments - allows students to provide additional information when uploading files
 - Online text – provides a text editor box where students can type in text and submit that text for the assignment
 - Do not select File submissions and Online Text to create a placeholder to be used in an online class to allow a grade to be recorded in a grade book for an assignment in which no files or text will be submitted to you via Moodle

NOTE

When adding activities – be sure to place them in the correct Grade category.

Advanced Forums

Settings



There are two types of discussion forums in Moodle: **Forum** type, and the **Advanced Forum**. The **Advanced Forum** can be set to function exactly as the **Forum** type, or can be set up to take advantage of advanced grading features and allows private responses to students' posts. The CLT recommends using the **Advanced 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 for the type of forum.

The screenshot shows a forum configuration interface with the following sections:

- General:**
 - Forum name*: Unit 2 Forum
 - Description*: A text area containing the text: "In a new post, write a short limerick describing your reaction to the content in Chapter 2 of your textbook. Respond to one other post in the form of a limerick as well!"
 - Display description on course page:
 - Display recent posts on course page:
 - Forum type: Standard forum for general use
- Post options:**
 - Allow marking as substantive:
 - Allow post bookmarking:
 - Allow private replies:
 - Allow anonymous posting:
 - Display word count:
- Attachments:**
 - Maximum attachment size: 500KB
 - Maximum number of attachments: 0
- Subscription:**
 - Subscription mode: Optional subscription

Post Options

Set various options for posts, including the option for the instructor 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.

▼ **Post threshold for blocking**
 Time period for blocking ⓘ Don't block ▼
 Post threshold for blocking ⓘ 0
 Post threshold for warning ⓘ 0

▼ **Grade**
 Grade Type ⓘ Rating ▼
 Grade ⓘ Type Point ▼
 Scale BTEC ▼
 Maximum points 20
 Grading method ⓘ Simple direct grading ▼

▼ **Ratings**
 Roles with permission to rate ⓘ Manager, Teacher, Non-editing teacher, Master Course Owner
 Aggregate type ⓘ No ratings ▼
 Restrict ratings to items with dates in this range:

From 7 January 2015 15 55 ⓘ
 To 7 January 2015 15 55 ⓘ

Grading

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

Ratings Settings:

▼ **Grade**
 Grade Type ⓘ Rating ▼
 Grade ⓘ Type Point ▼
 Scale BTEC ▼
 Maximum points 20
 Grading method ⓘ Simple direct grading ▼

▼ **Ratings**
 Roles with permission to rate ⓘ Manager, Teacher, Non-editing teacher, Master Course Owner
 Aggregate type ⓘ No ratings ▼
 Restrict ratings to items with dates in this range:

From 2015 15 55 ⓘ
 To 2015 15 55 ⓘ

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

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

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 grade book.

Ratings allow you to set the grade Scale and Restrict ratings to items with dates in this range. The Restrict ratings to items with dates in this range will only allow posts that are made within the date range to be graded.

Ratings

Roles with permission to rate ⓘ Manager, Faculty, Non-editing teacher, Master Course Owner

Aggregate type ⓘ Sum of ratings ▼

Scale 20 ▼

Restrict ratings to items with dates in this range:

From 27 ▼ November ▼ 2012 ▼ 08 ▼ 00 ▼

To 27 ▼ November ▼ 2014 ▼ 08 ▼ 05 ▼

Manual Grading settings:

Grade

Grade Type ⓘ Manual ▼

Grade ⓘ Type Point ▼

Scale BTEC ▼

Maximum points 20

Grading method ⓘ Simple direct grading ▼

- Simple direct grading
- Checklist
- Marking guide
- Rubric

Ratings

Roles with permission to rate ⓘ n-editing teacher, Master C

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 Advanced Forum

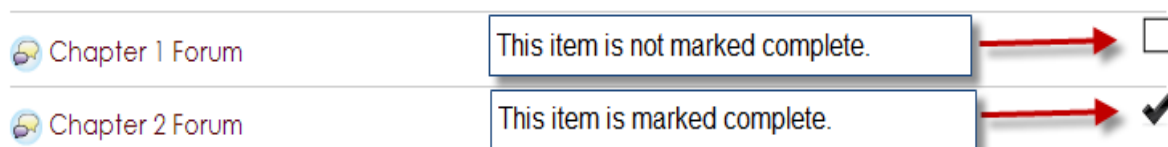
How do I convert my regular forum to an advanced forum?

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

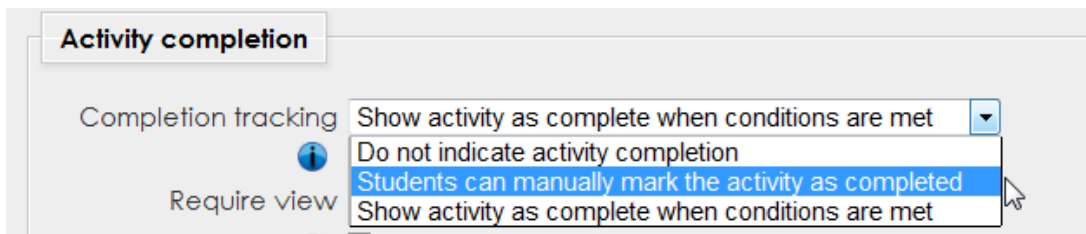
Good news! You can copy and paste your description field content from the regular forum into the advanced forum without issue.

Activity Completion Settings: Forums

The Activity Completion settings allow you to determine what actions a student can take to mark a Forum as complete. An item marked as complete will be displayed on the course home page with a black checkmark in line with the item, and an incomplete item will have an empty box.



The most common Activity Completion setting is to allow students to manually mark items as complete on the course home page. This is the default setting. You can also prevent the item from displaying any information regarding completion by selecting **Do not indicate activity completion**.



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 which qualify.

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

A screenshot of the 'Activity completion' settings form. The title 'Activity completion' is in a grey box at the top. Below it, 'Completion tracking' is set to 'Show activity as complete when conditions are met'. There are several checkboxes and input fields: 'Require view' (checkbox), 'Require grade' (checkbox), 'Require posts' (checkbox), 'Require discussions' (checkbox), and 'Require replies' (checkbox). Each checkbox has a corresponding description. At the bottom, there is a date selector for 'Expect completed on' with dropdowns for day (31), month (January), and year (2013), and an 'Enable' checkbox. Information icons (i) are present next to the 'Completion tracking' and 'Expect completed on' labels.

Require view will mark the item as complete once the student views the instruction page. No submission is required.

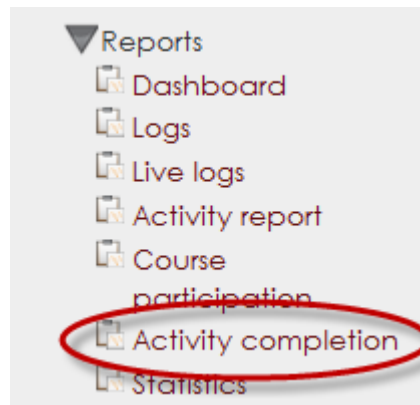
Require grade will mark the item as complete once it has been graded.

Require posts will mark the item as complete once the indicated number of posts have been made to the forum.

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

Require replies will mark the item as complete once the student has posted the indicated number of replies.

The **expected 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** block.



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 / Surname	Email address	31 January 2013 marking guide	rubric	adv. forums	Attendance	sdfs	thqetjhae
student demo	student.demo@occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLT Student001	clt_student001@email.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CLT Student002	clt_student002@nemail.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLT Student003	cltstudent003@email.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignments

General

Assignment name* Assignment - Essay Unit 1

Description*

Paragraph B I [List Icons] [Link Icon] [Image Icon] [Video Icon] [File Icon]

Please write a 2-3 page essay over the material from Unit 1. Once completed, upload your file(s) here.

Path: p

Display description on course page

Availability

Availability

Allow submissions from 29 April 2014 10:25 Enable

Due date 6 May 2014 10:25 Enable

Cut-off date 29 April 2014 10:25 Enable

Always show description

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 and clicking the **Edit** column and choosing **grant extension** for a student.

Submission Types

Submission types

Submission types Online text File submissions

Word limit Enable

Maximum number of uploaded files 1 Enable

Maximum submission size Activity upload limit (1MB) Enable

Online text – provides a text editor box where students can type in text and submit that text for the assignment

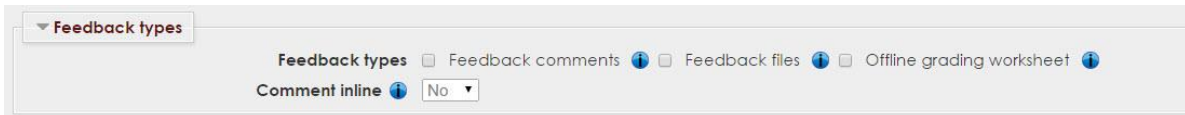
File submissions – used if you want to allow students to upload one or more files

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 – increase this to two or three to account for students accidentally uploading the wrong file

Maximum submission size – 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 comments – if enabled, instructors will be able to leave feedback comments for each submission.

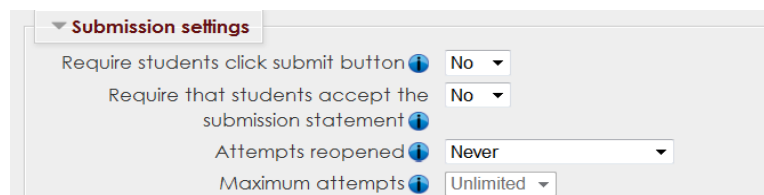
Feedback files – if enabled, instructors will be able to upload files with feedback when grading the assignments.

PDF Annotation – 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.

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.

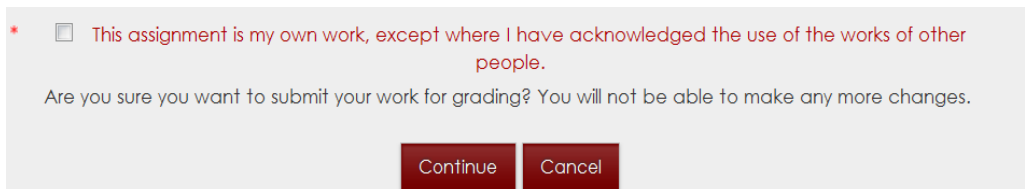
Submission Settings



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 click the **Submit** button, you will not be able to access the document.

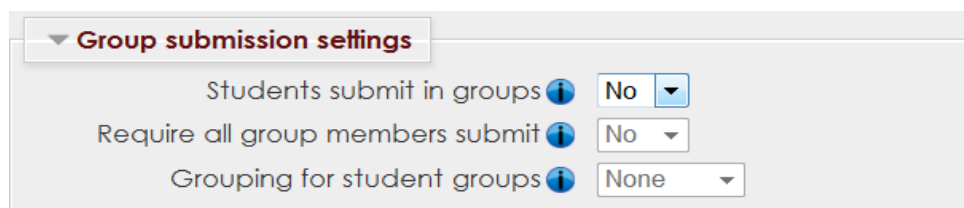
Require that students accept the submission statement - requires that students accept the submission statement for all submissions to this assignment. **Note:** If this is enabled, students will receive the following message before submitting their final version.



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

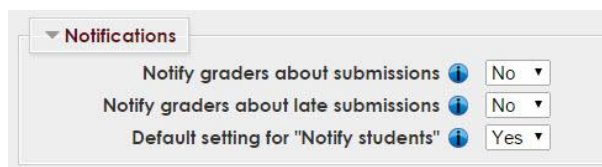


Students submit in groups – if enabled, students will be able to collaborate on an assignment. They will be divided into groups based on the default set of groups or a custom grouping. A group submission will be shared among group members and all members of the group will see each other's changes to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

Require all group members submit – if enabled, all members of the student group must click 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 clicks 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



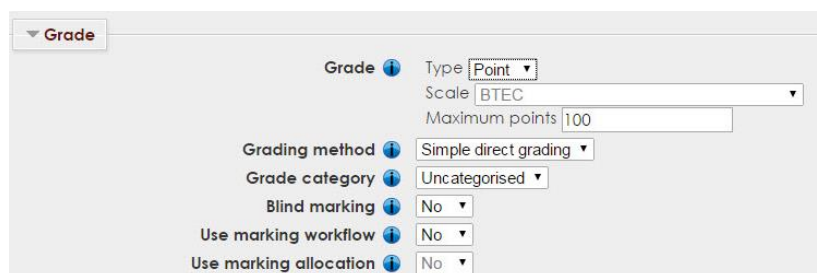
▼ Notifications	
Notify graders about submissions	No
Notify graders about late submissions	No
Default setting for "Notify students"	Yes

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	
Grade	Type: Point Scale: BTEC Maximum points: 100
Grading method	Simple direct grading
Grade category	Uncategorised
Blind marking	No
Use marking workflow	No
Use marking allocation	No

Grade – choose between a point system or a scale for grading this assignment.

Grading Method – if another **Grading method** other than Simple direct grading is desired, please contact the CLT at 682-7838 for assistance.

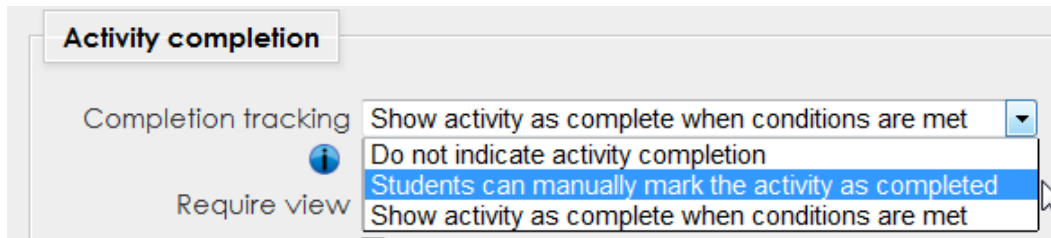
Blind marking – blind marking hides the identity of students to graders. Blind marking settings will be locked once a submission or grade has been made in relation to this assignment. **Note:** This is not totally blind marking because you can reveal student’s identities in the assignment settings and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

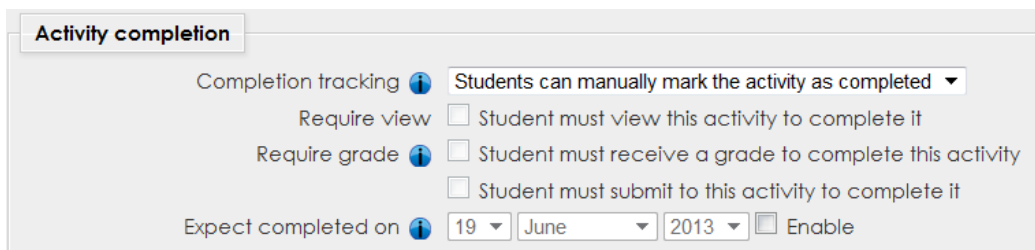
Activity Completion Settings: Assignments

The most common Activity Completion setting is to allow students to manually mark items as complete on the course home page. This is the default setting. You can also prevent the item from displaying any information regarding completion by selecting **Do not indicate activity completion**.



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

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

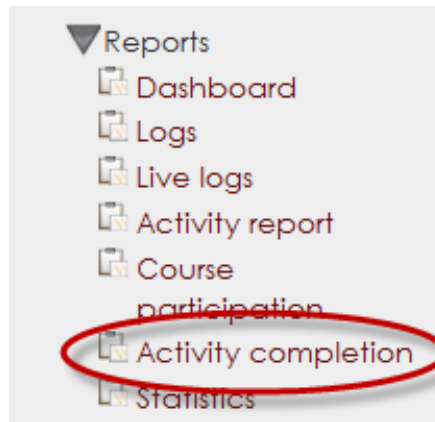


Require view will mark the item as complete once the student views the instruction page. No submission is required.

Require grade will mark the item as complete once it has been graded.

Require submission 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 **expected 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** block.



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 / Surname	Email address	31 January 2013 marking guide	rubric	adv. forums	Attendance	sdfs	thgejlhac
student demo	student.demo@occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLT Student001	clt_student001@email.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CLT Student002	clt_student002@nemail.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLT Student003	cltstudent003@email.occc.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Quizzes

General

Name* Quiz One

Description

Paragraph B I [List Icons] [Link Icon] [Image Icon] [Video Icon] [Audio Icon]

Please complete the following quiz. Please take your time to answer each question to the very best of your ability. Good Luck!

Path: p

Display description on course page

Timing

Timing

Open the quiz 12 November 2012 07 59 Enable

Close the quiz 12 November 2012 12 59 Enable

Time limit 90 minutes Enable

When time expires Open attempts are submitted automatically

Submission grace period 0 minutes Enable

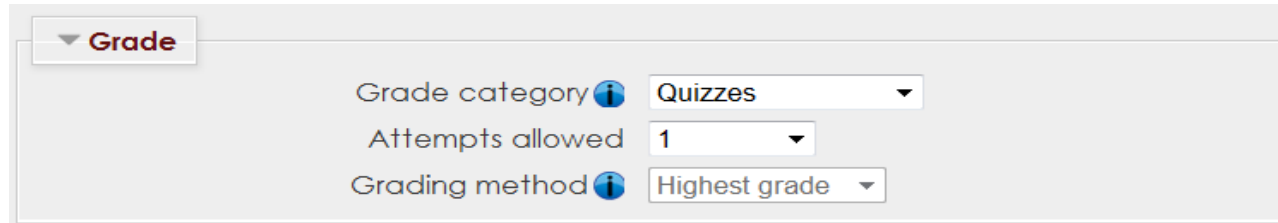
Open the Quiz and Close the quiz – first check the Enable boxes to activate. Select the date and time you want your students to be able to access the quiz and when you want them **not** to be able to access the quiz.

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 their 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 for them. 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



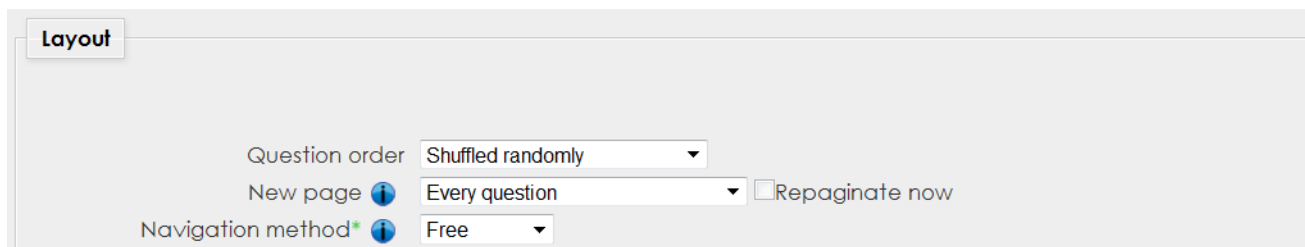
Grade category – this setting controls the category in which this activity’s grades are placed in the grade book. This setting is only used if you have a grade book with categories.

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



Question order – if **Shuffled randomly** is selected then the order of questions in the quiz will be randomly shuffled each time a student starts a new attempt at the quiz.

New page – by 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 Behaviour

Question behaviour

Shuffle within questions ⓘ Yes ▾

How questions behave ⓘ Deferred feedback ▾

Each attempt builds on the last* ⓘ No ▾

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 behaviours you would like to discuss.

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

Review options ⓘ

During the attempt	Immediately after the attempt	Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> The attempt ⓘ	<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input type="checkbox"/> Whether correct ⓘ	<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct
<input type="checkbox"/> Marks ⓘ	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks
<input type="checkbox"/> Specific feedback ⓘ	<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback
<input type="checkbox"/> General feedback ⓘ	<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback
<input type="checkbox"/> Right answer ⓘ	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback ⓘ	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

This section activates 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.

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

Immediately after the attempt – students can see a review quiz attempt for the first two minutes after 'Submit all and finish' is clicked.

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. **Make sure that Marks is checked under this option or students cannot see their grades – the box is highlighted in green.**

Extra Restrictions on Attempts

▼ Extra restrictions on attempts

Require password Unmask

Require network address

Enforced delay between 1st and 2nd attempts minutes Enable

Enforced delay between later attempts minutes Enable

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

NOTE

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.

NOTE







Do not 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 grade book.

Restrict Access

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

Activity Completion Settings: Quizzes

The Activity Completion settings allow you to determine what actions a student can take to mark an activity as complete. An item marked as complete will be displayed on the course home page with a black checkmark in line with the item, and an incomplete item will have an empty box.

  Chapter 1 quiz	This item is not marked complete.		<input type="checkbox"/>
  Chapter 2 quiz	This item is marked complete.		<input checked="" type="checkbox"/>

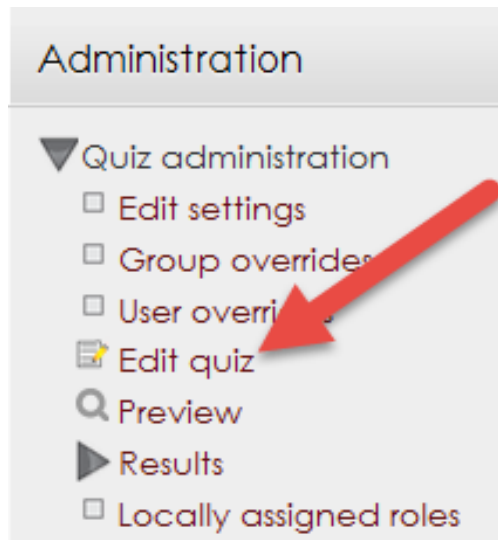
Quiz Creation

Moodle refers to tests, exams, or quizzes as quizzes. 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.

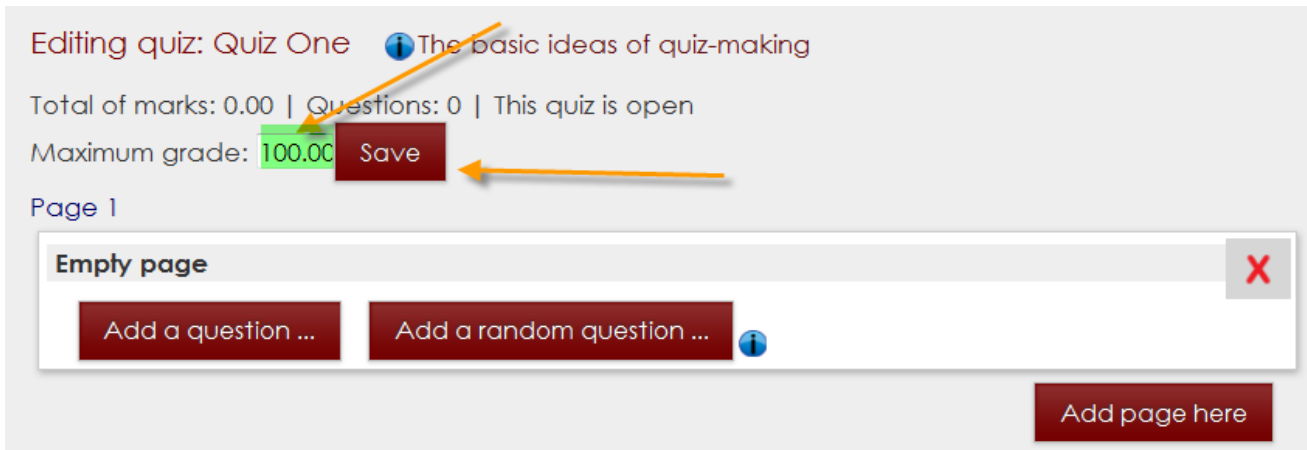
Step two of the process of creating a quiz applies to the quiz content or questions.

To access the area in which content is to be added to a quiz, access the quiz from the course content page and scroll down the right side of the page to the **Administration** block.

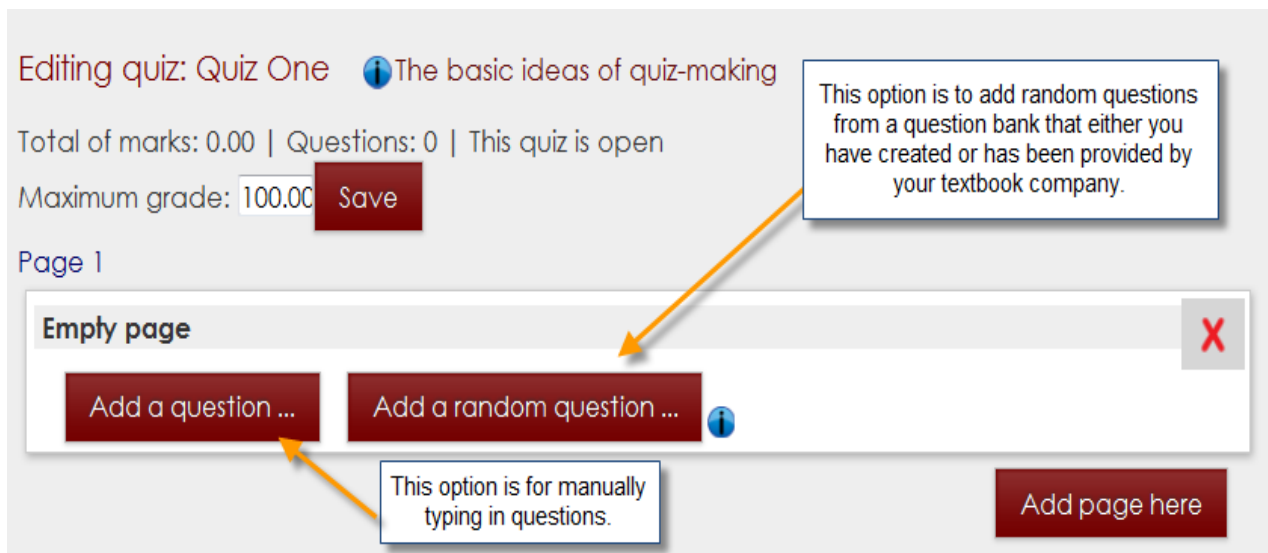
Click on **Edit quiz**.



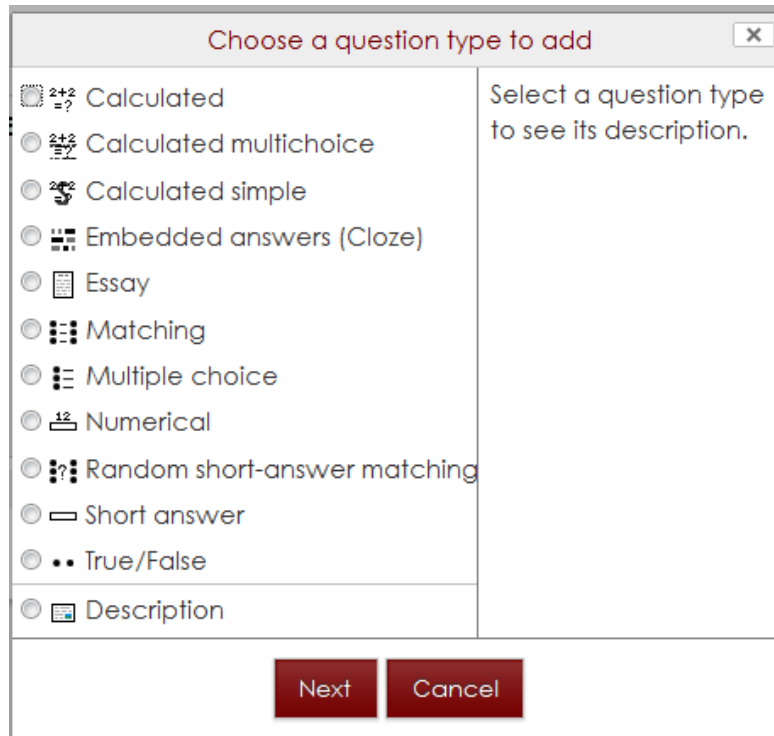
On this page, the first task is to set the maximum grade for the quiz. You can do that simply by typing in the box next to **Maximum grade** and clicking **Save**.



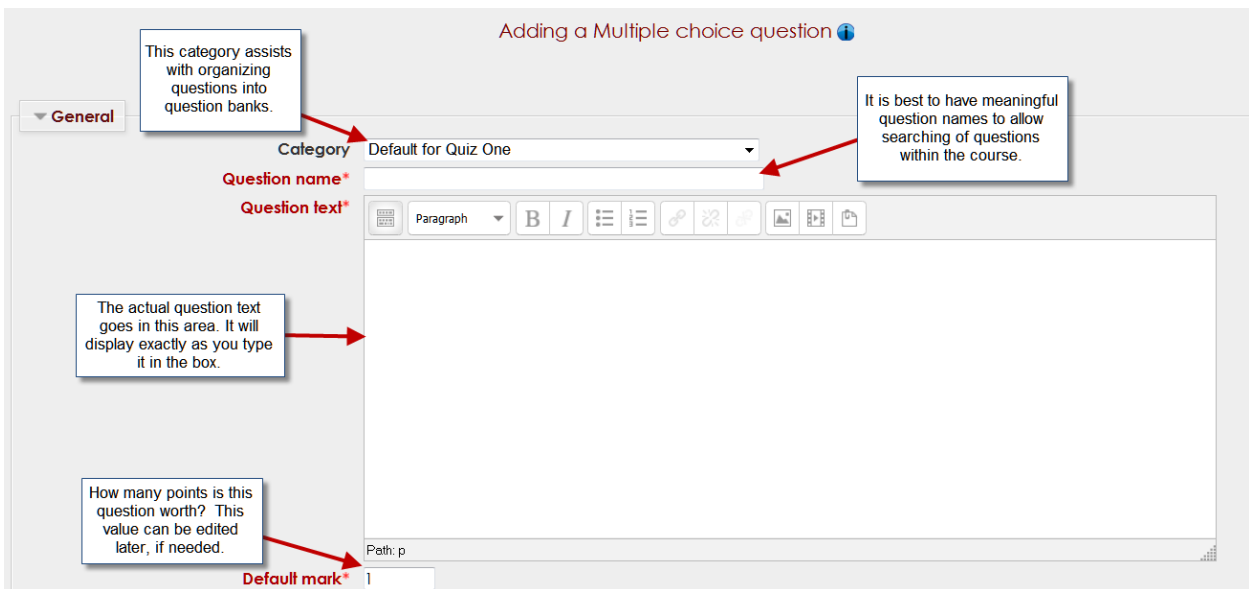
It is now time to add the quiz questions. This can be done in a couple of ways depending on the options available to the quiz creator.



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.



General feedback

Paragraph B I

How many answers are required to have a complete, correct answer?

One or multiple answers? One answer only

Shuffle the choices?

Number the choices? a., b., c., ...

Shuffling answer choices seems like a good idea. However, if you have an answer option that is "all of the above", it is not a good idea. If that answer option is first, it causes difficulties for the student.

How do you want the answers labeled? Numbers? Letters?

Answers

Choice 1

Path: p

Grade

Feedback

None

100%

90%

83.33333%

80%

75%

70%

66.66667%

60%

50%

40%

33.33333%

30%

25%

20%

16.66667%

14.28571%

12.5%

11.11111%

10%

Choice 2

Grade

Feedback

Path: p

This area is only for the first answer option of the multiple choice question.

If the answer is incorrect, choose NONE from the drop down menu.

If the answer is correct, select 100%.

If there were 3 answers needed to have a complete correct answer, 33.33333% would be chosen for each answer to be added to the proper point awarding for the question.

Once all answer information and points have been added to the quiz, scroll down to the bottom of the page and click **Save Changes**.

Repeat the process for each additional question.

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 acknowledge that other ways are possible. As long as you are able to review and grade student submissions, that is the only requirement for a manner in which the grade to be correct. 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 onlinecoursecupport.com/occc.

Forums

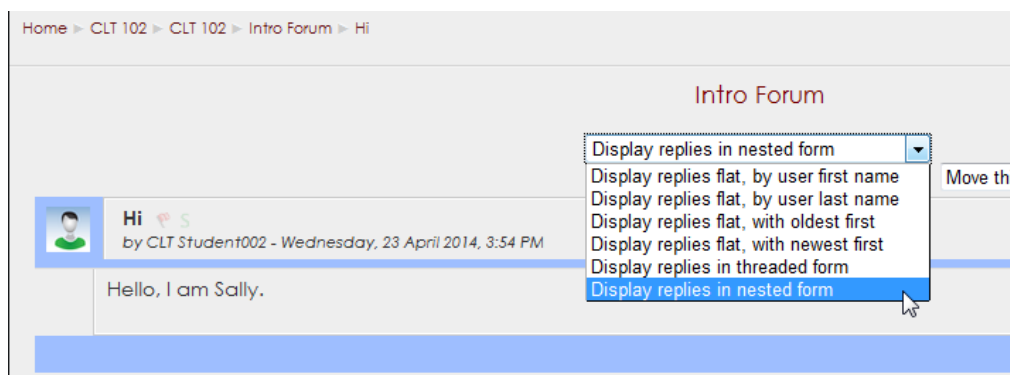
To grade forums, you will need to enter the forum to allow you to see the students' postings. The postings will appear in a list under the area where you created the discussion topic. The discussion forums shown are for those forums set to a **Standard forum for general use**.

To Grade a Forum by Discussion Thread

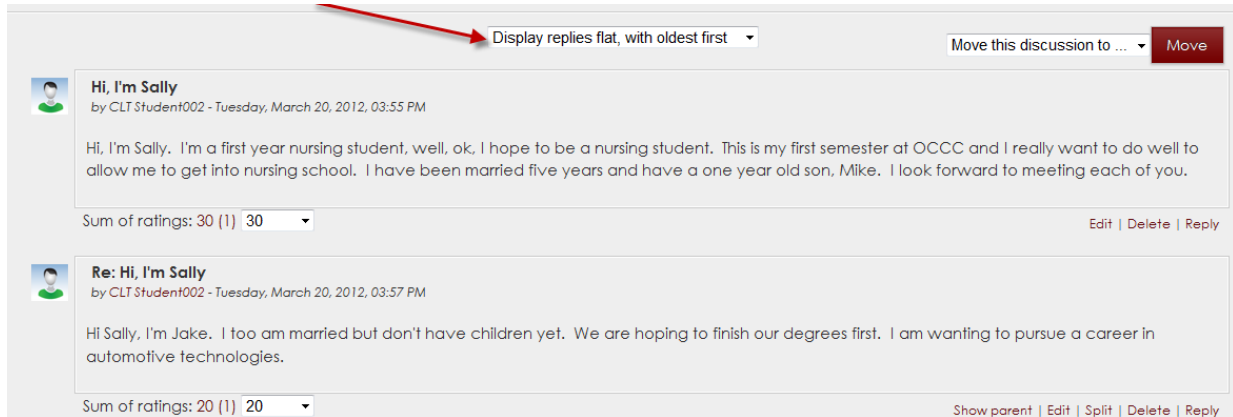
Click on the title of the discussion.



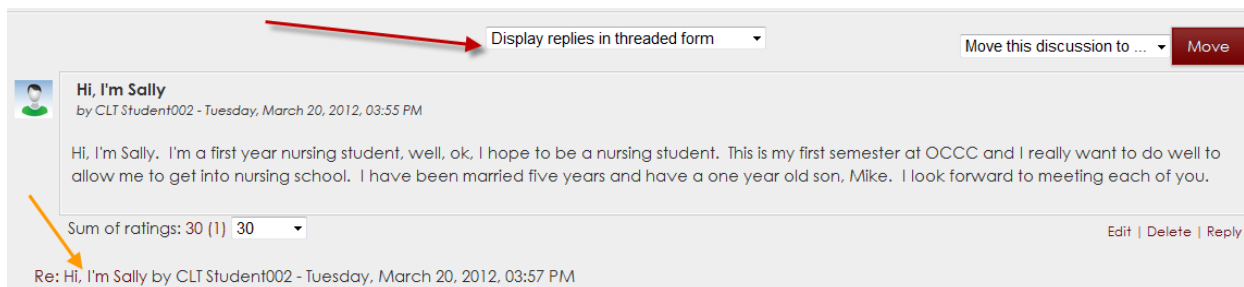
Once the next page opens, you will have several options regarding how you view the posts and replies. The view you select could impact the ease at which you can grade the same forum.



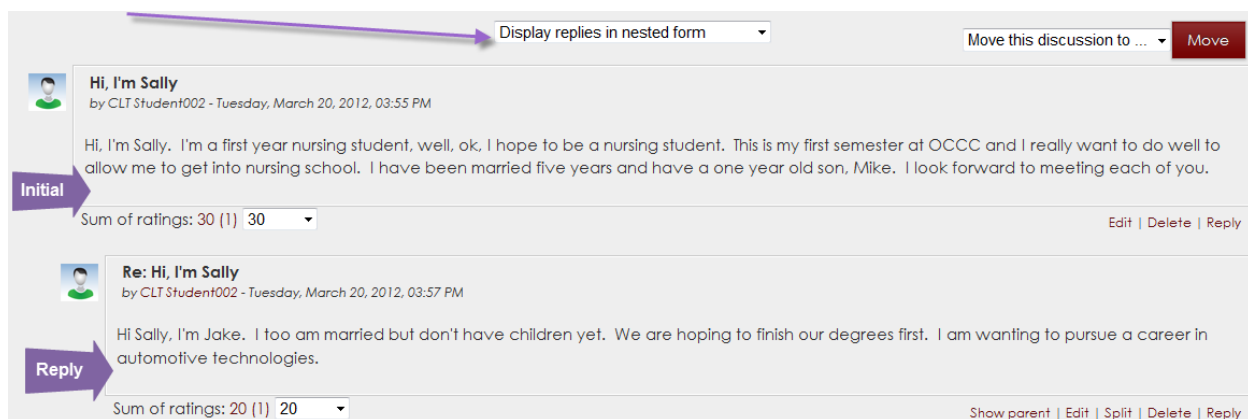
If you choose to **Display replies flat...** (regardless of whether you see the oldest post first or last or if results are sorted by student name), the replies are shown in a format that prohibits you from being able to tell if a student's post is an initial post or a post that is in response to another student. For some instructors that distinction is important regarding points awarded for posts.



If the settings are to **Display replies in a threaded form** as shown below, the instructor will only see the initial posting and only a link is provided to the response postings.



The **Display replies in nested form** setting is the one that is recommended as it allows instructors to see the initial post as well as replies in context. It allows you to see these posts and rate (grade) them from one screen.

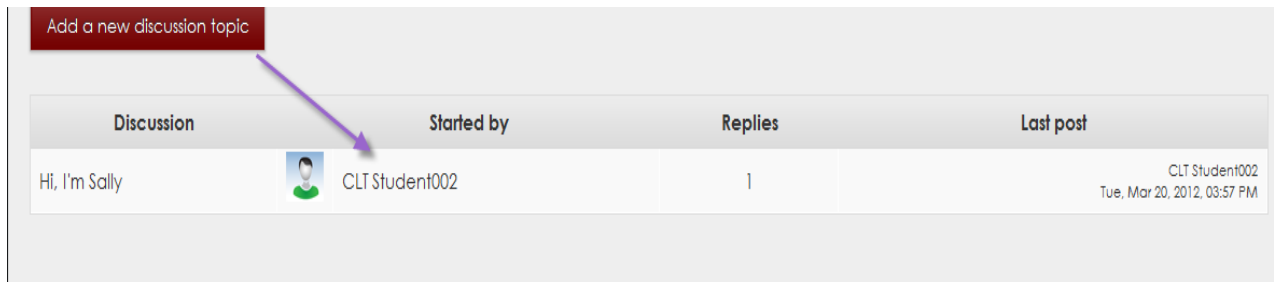


Each of these types of grading requires the instructor to move back to the forum page to grade the next discussion thread began by the next student.

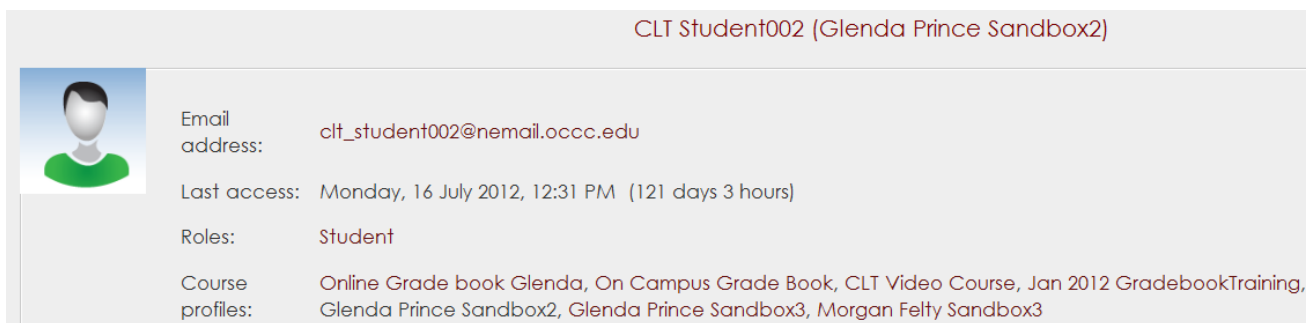
To Grade a Forum by Student

Go to the desired forum and open the forum to allow you to see the student posts.

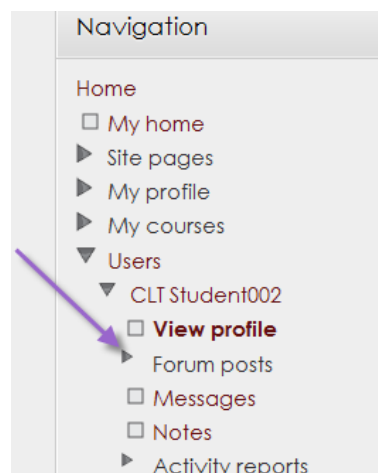
Click on the student's name in the discussion posting list.



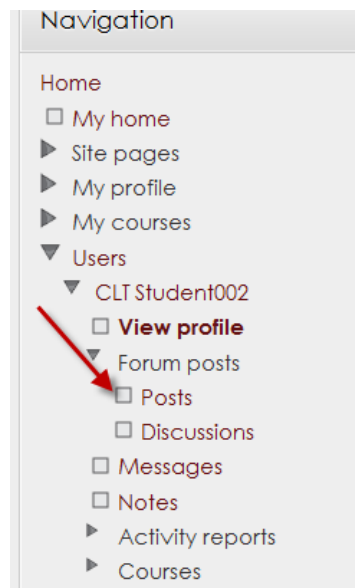
Clicking on the student's name will open the student's profile.



Once the student's profile is shown, access will be given to the **Navigation** block. Scroll down to the **Navigation** block on the lower right hand side of the page. Look for **Forum posts**. Click on the triangle next to **Forum posts**.



This will provide the option to choose to view the posts or discussions. Selecting **Posts** will allow you to see all of the postings the student has made.



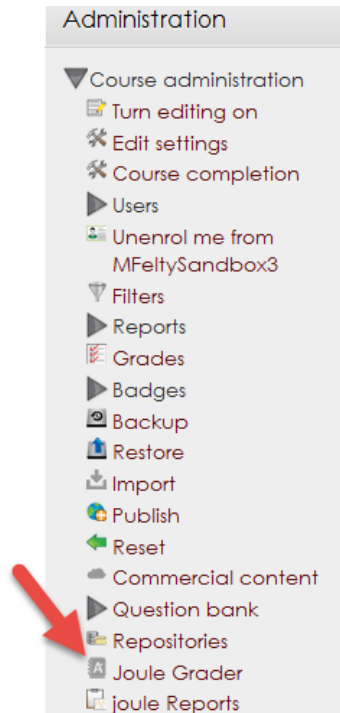
Grading an Advanced Forum

If you are using an Advanced Forum type with **Ratings** selected as the grade type, you can use the steps for grading a Forum activity to grade your Advanced Forum. The **Ratings** feature is the easiest way to grade an Advanced Forum.

The Advanced Grading type allows you to grade responses based on a specific set of criteria. If you wish to use an Advanced Grading type (Checklist, Marking Guide, or Rubric) to grade your Advanced Forum, please contact the CLT for assistance with creating and using this grading type.

Assignments

The **joule Grader** in the **Administration** block on the course content page can allow 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 clicking on the title of the assignment from the course content page.

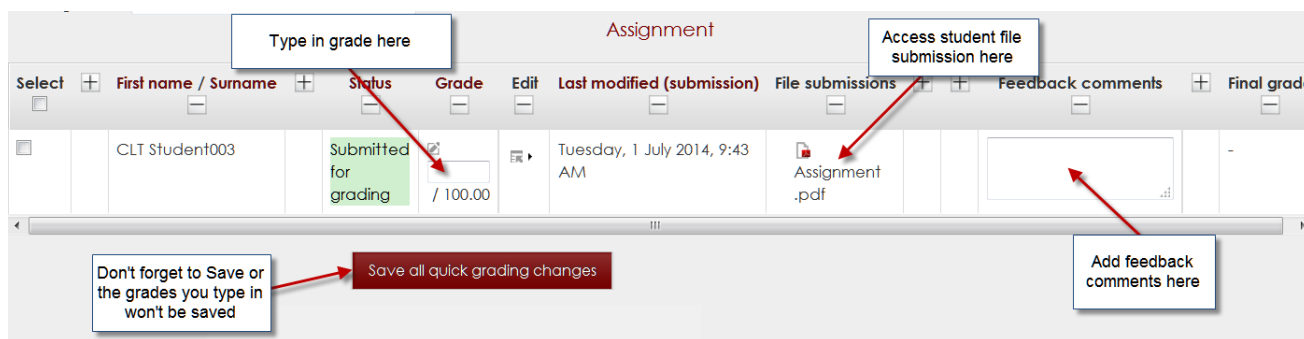
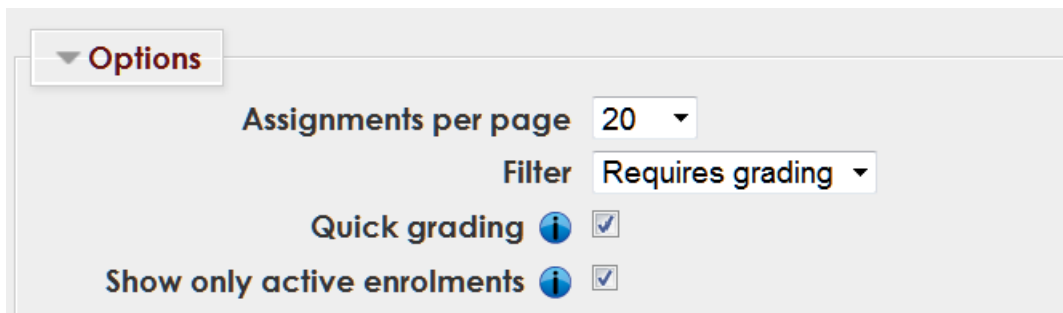
Once in the assignment, you will see the **Grading summary**. To grade the assignment, you will need to click on the **View/grade all submissions** link.

Grading summary	
Participants	1
Submitted	1
Needs grading	1
Due date	Tuesday, 23 December 2014, 12:00 AM
Time remaining	5 days 9 hours

[View/grade all submissions](#) ←

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**.



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 drop down menu in the upper left corner of the submissions page that says Choose...

Select **Download all submissions**



Once you have selected the download option, the file will automatically begin downloading. To access the students' individual assignments, click on 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 or the Online Course Support Center at onlinecoursesupport.com/occc for assistance.

Quizzes

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

Whether you take all of your classes online or you take some on campus and some online, you should know where to find information, how to access resources, and whom to ask questions. Open the college's home page (<http://www.occc.edu>) in a new tab in your browser. You'll want to keep this activity and the college's web site open to complete this activity. For each item, compile the information and answer the questions.

Click here to see student submissions for the quiz.

This quiz closed on Sunday, 17 June 2012, 11:45 PM

Grading method: Last attempt

Attempts: 18

No more attempts are allowed

Back to the course

If quizzes contain only multiple choice questions, they will be automatically graded by Moodle. However, some quizzes contain short answer or multiple choice questions that require 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.

download attempts that are graded for each user (Last attempt) that have been regraded / are marked as needing regrading

for this report

Page size: 30

load marks for each question: Yes

Show report

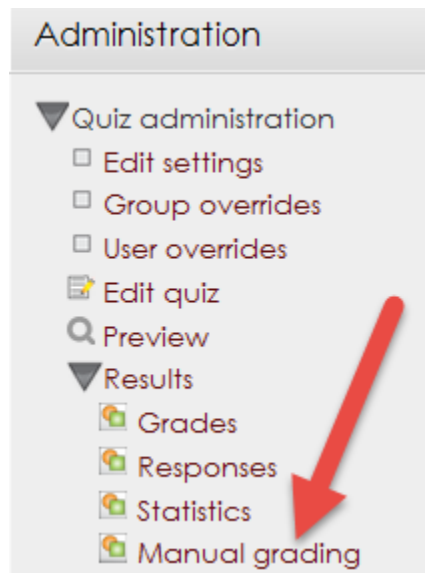
Regrade all Dry run a full regrade

and ungraded attempts for each user. The one attempt for each user that is graded is highlighted. The grading method for this quiz is Last attempt.

Download table data as: a comma separated values text file

name	Started on	Completed	Time taken	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7	Q. 8	Q. 9	Q. 10
				/2.00	/2.00	/2.00	/2.00	/2.00	/2.00	/2.00	/2.00	/2.00	/2.00
	10 June 2012 02:40 PM	10 June 2012 03:30 PM	50 mins 19 secs	2.00 ✓	2.00 ✓	2.00 ✓	2.00 ✓	Requires grading	Requires grading	Requires grading	Requires grading	Requires grading	Requires grading
ack	10 June 2012 09:15 PM	11 June 2012 12:36 AM	3 hours 21 mins	1.00 ✓	1.00 ✓	2.00 ✓	2.00 ✓	Requires grading	Requires grading	Requires grading	Requires grading	Requires grading	Requires grading
s	11 June 2012 09:01 PM	11 June 2012 10:25 PM	1 hour 23 mins	2.00 ✓	2.00 ✓	2.00 ✓	2.00 ✓	Requires grading	Requires grading	Requires grading	Requires grading	Requires grading	Requires grading

Scroll down to the **Administration** block. Under **Results**, click on **Manual grading**.



Clicking on grade all opens a new page that displays student responses.

Questions that need grading

Questions that have been graded automatically

Q#	Question Name	To grade	Already graded	Total
1	Labs & Centers	1 grade	16 update grades	17 grade all
2	Login	1 grade	16 update grades	17 grade all
3	Search Courses	1 grade	16 update grades	17 grade all
4	Bookstore	1 grade	16 update grades	17 grade all
5	Student Life	17 grade	0	17 grade all
6	Programs	17 grade	0	17 grade all
7	Financial Aid	17 grade	0	17 grade all
8	Advising	17 grade	0	17 grade all
9	College Calendar	17 grade	0	17 grade all
10	Student Handbook	17 grade	0	17 grade all

Click on "grade all" to grade all of the responses to this question.

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

Grading question 5: Student Life

Back to the list of questions

Options

Attempts to grade: All (17)

Questions per page: 17

Order attempts: By student name

Change options

Set the questions per page to equal the number of attempts for the question

Set to order attempts by student name to prevent Moodle from displaying student responses that you have previously graded.

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

Essay: In Catch-22, what does Yossarian mean when he asks, "Where are the Snowdens of yesteryear?"

Quiz Question

Student's Answer

Comment

Area to provide a comment to the student regarding this specific answer

Enter Points earned for this question

Mark: out of 1.00

Be sure to click **Save and go to next page** 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. Click **Back to the list of questions** to select the next question to grade.

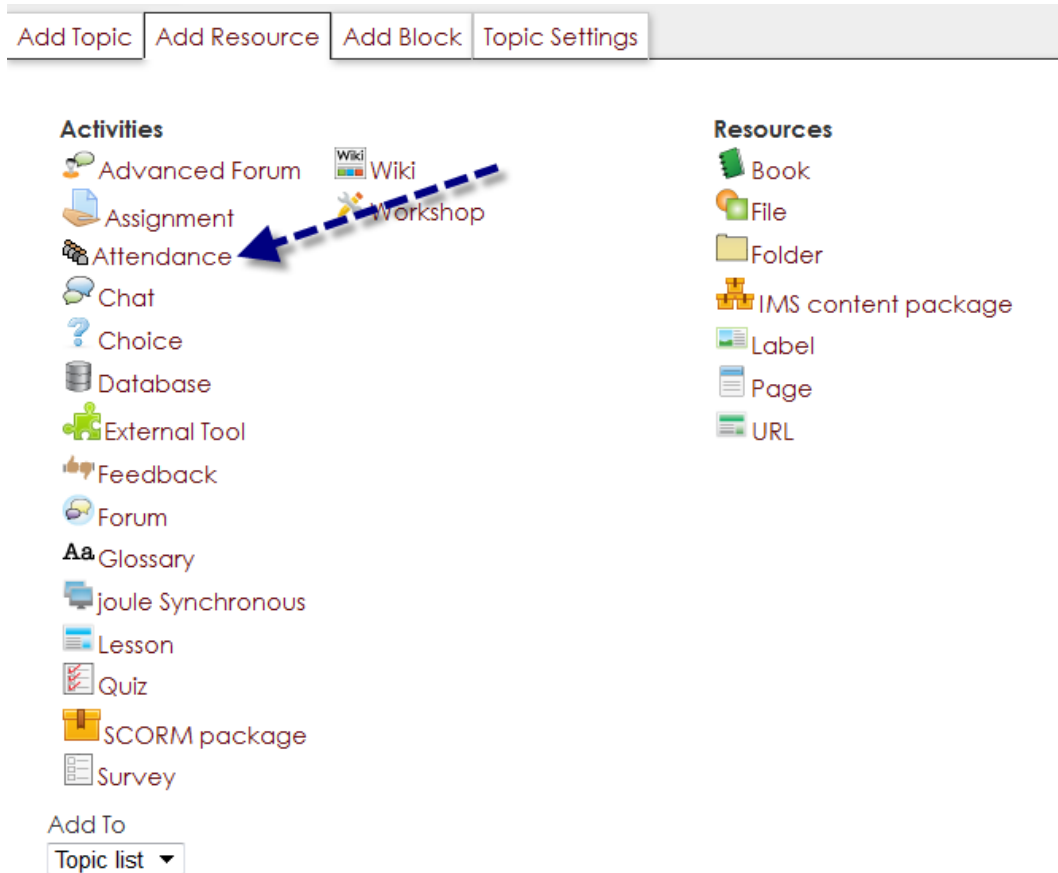
Grading question 1: Labs & Centers

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.

NOTE

If you choose to add the Attendance activity with a grade associated with it then it will automatically be added to the grade book. If you choose to add the Attendance activity without a grade (Grade Type, None) associated with it then it will not automatically be added to the grade book.

General

Name* Attendance

Grade Type **None** ▾

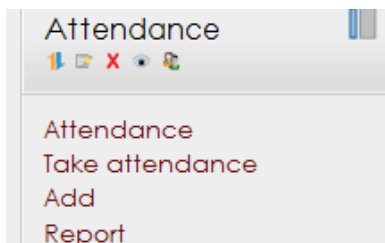
Scale BTEC ▾

Maximum points 100

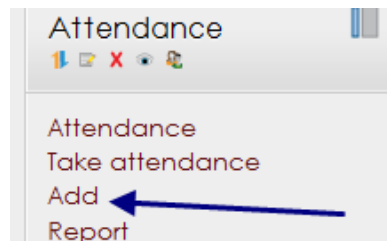
Select **Grade Type, None** if you do not wish for the attendance item to be counted for a grade.

Once the settings have been saved, you will notice the Attendance block in your course will have changed. (Please be aware that the attendance feature must be added for each course.)

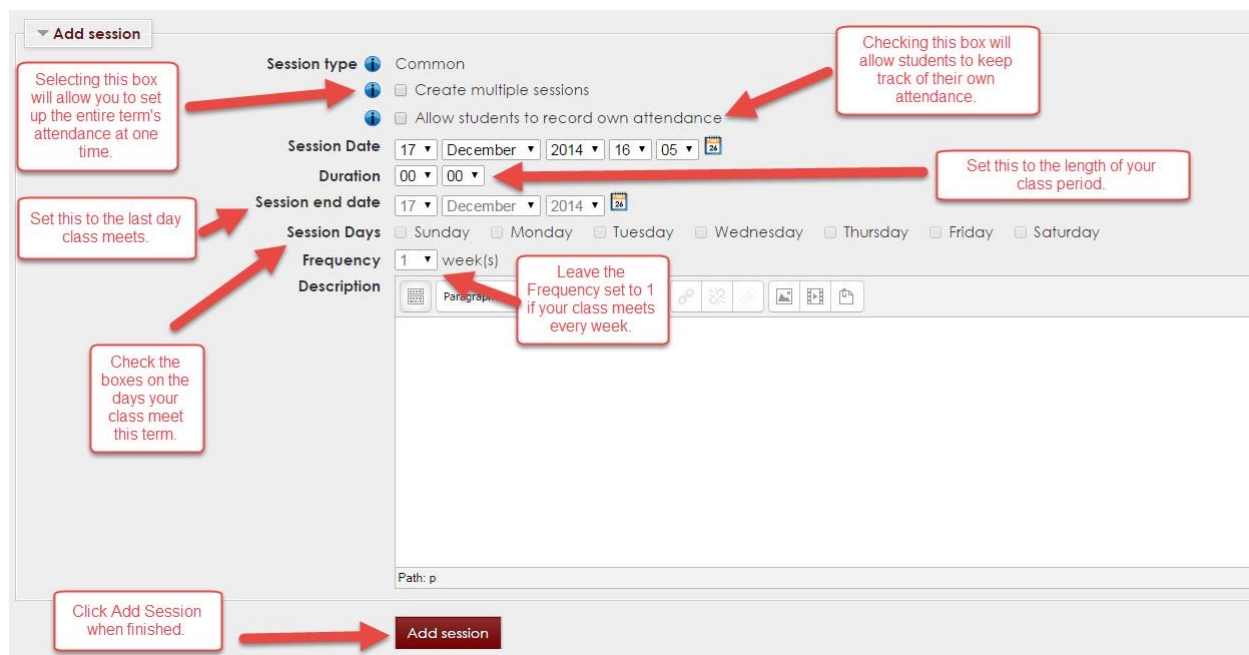
The Attendance block now has options to look at **Attendance, Take Attendance, Add,** or **Report.**



To finish set up of the attendance function in your course, please click on **Add** to bring up the Session screen.



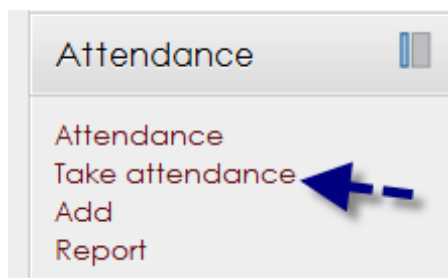
There are settings that need to be adjusted to fit your course.



Taking Attendance in Moodle

To **Take attendance** in Moodle, you can access it two ways:

Either from the **Attendance** block:



OR from within the **Attendance** Activity:

Select the Sessions tab

Sessions Add Report Export Settings

2.12 - 8.12 All All past Months Weeks Day

#	Type	Date	Time	Description	Actions
1	Common	5.12.12 (Wed)	09:40 - 10:40	Regular class session	<input checked="" type="checkbox"/> <input type="checkbox"/>

Hidden sessions: 0

Choose... OK

Click on the green hexagon to enter attendance for the session

Sessions Add Report Export Settings

13 09:00 - 10:20

session View mode Sorted list

Select the appropriate button next to each student's name to indicate their attendance. You have the option to make Remarks.

Clicking one of the letters below will populate every field in column.

#	First name / Surname	P	L	E	A	Remarks
1	CLT Student001	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	CLT Student002	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3	CLT Student003	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Click Save attendance when finished.

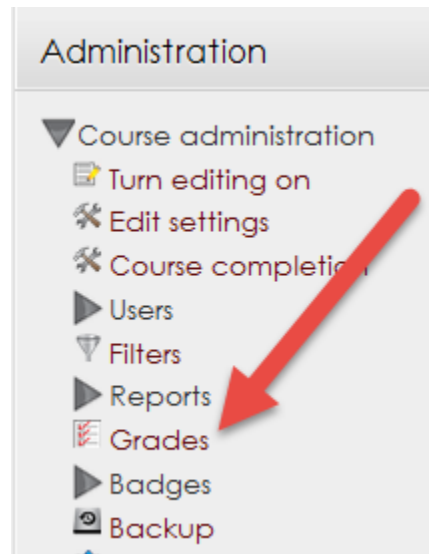
Save attendance

The Attendance function has many features and variables to choose from in order to meet your needs. Please contact the CLT if you would like to discuss the Attendance activity further.

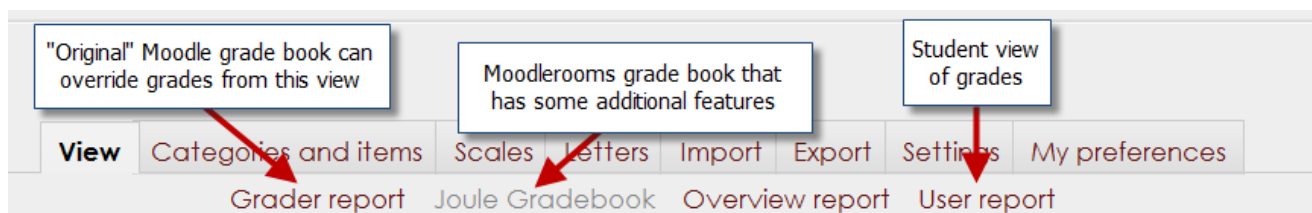
The Moodle Grade Book

The Moodle grade book provides instructors many options regarding how the grade book is set up.

The grade book can be accessed from the **Administration** block on the course content page.



The grade book has multiple views in which you can see the grade book and each has unique functionalities.



In the screenshot above, **joule Gradebook** is grayed out which indicates that the active view being seen on that screen is the joule Gradebook.

Teaching Tip: The grade book does not work with all browsers. Unfortunately, Internet Explorer does not show items correctly so it is recommended that it not be used when working in the grade book.

Categories and Items View of Grade Book

To set up the grade book calculation method, you need to access the **Categories and items** page of the grade book.



The **Categories and items** page allows you some additional options for setting up the grade book. There is a lot of information on this page so it is important to know what area speaks to which items in the grade book.

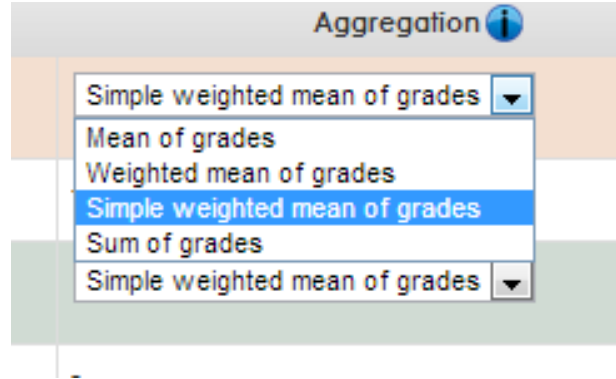
This particular grade book shows a course SCL 1001_EW07. It has categories set up for Moodle Orientation, Pre-Assessment, Major Project, Quizzes, and Final Exam. The individual activities are shown under each category heading in white.

The screenshot shows the 'Categories and items' page for course SCL1001_EW07_080182. The page is divided into sections for different categories. A pink area highlights the course-level aggregation method, and a blue/gray area highlights the category-level aggregation methods. A dropdown menu for 'Options for aggregation' is open, showing various methods like 'Sum of grades', 'Mean of grades', 'Weighted mean of grades', 'Simple weighted mean of grades', 'Mean of grades (with extra credits)', 'Lowest grade', 'Highest grade', and 'Sum of grades'. The table below shows the details for each category and its items.

Name	Aggregation	Extra credit	Max grade	Actions	Select
SCL1001_EW07_080182	Sum of grades	<input type="checkbox"/>	-		All None
Moodle Orientation	Sum of grades	<input type="checkbox"/>	-		All None
Moodle Orientation	Sum of grades	<input type="checkbox"/>	50.00		<input type="checkbox"/>
Category total	-		50.00		
Pre-Assessment	Sum of grades	<input type="checkbox"/>	-		All None
Pre-Assessment	Sum of grades	<input type="checkbox"/>	0.00		
Major Project	Sum of grades	<input type="checkbox"/>	-		All None
Career Portfolio Assignment (Turn in Career Portfolio Here)	Sum of grades	<input type="checkbox"/>	100.00		<input type="checkbox"/>
Career Portfolio Part 2	Sum of grades	<input type="checkbox"/>	100.00		<input type="checkbox"/>
Category total	-		200.00		
Quizzes and Final Exam	Sum of grades	<input type="checkbox"/>	-		All None

Aggregation Methods

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



We only recommend a few of these aggregation options:

1. Sum of grades

- Grade is calculated: $\text{Points earned by student} / \text{total points possible in class}$
- **Aggregate non-empty grades** does not work with this grade book settings
 - Implication: Students will see their percentage average based on all activities in the class - regardless of whether the activity has been available for student yet or not.
 - Students will most often have a failing grade in the class until the last couple of weeks of the term
- **Hide totals if they contain hidden items** should not be used
- The students will experience a building effect of points - not a real time percentage

- Instructors should configure the Sum of grades grade book to show only point totals (real), not percentages.

2. Simple weighted mean of grades

- Best used when activities are given an arbitrary number of points
 - Each activity has a different number of points
- Instructors wants all activities to be weighted appropriately according to the maximum number of points available
- Students will see real time grade percentages (not point totals)

Other Grade Book Configurations (not recommended by CLT)

1. Weighted mean of grades

- Can be used to determine a weight for individual categories or activities
- Can choose weights for categories or individual assignments

2. Mean of grades

- All activities are given an arbitrary number of points
- All activities should be worth the exact same number of points

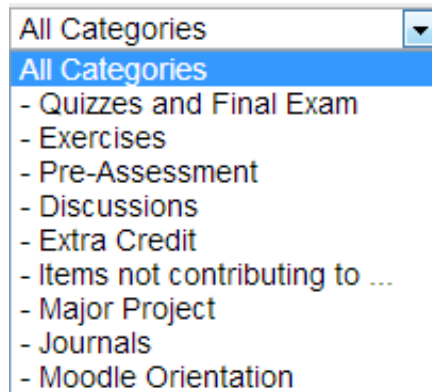
NOTE

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

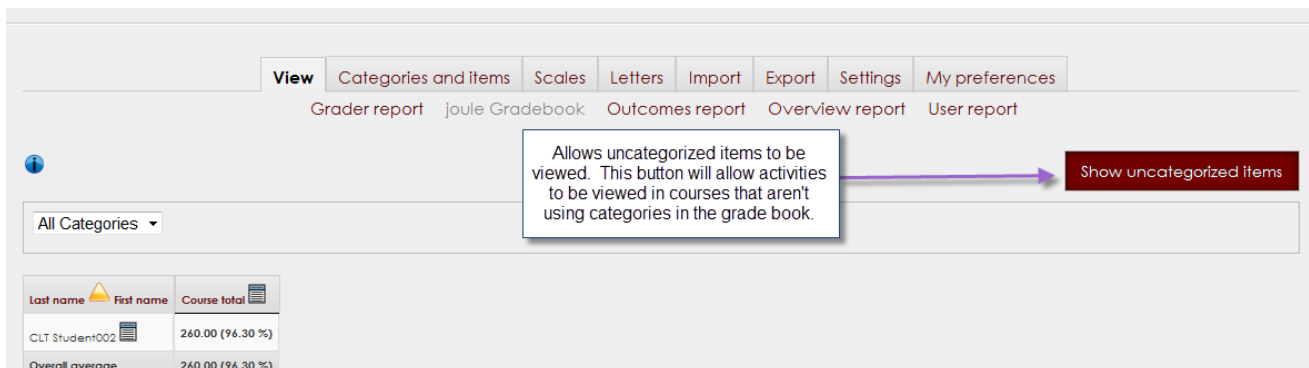
Entering Student Grades for Offline Activities

The grade book defaults to the joule Gradebook and will show grades at the category level.

If using categories, this can be changed by selecting the proper category from the drop down menu. Choosing a particular category will allow you to see and interact with particular assignments and student grades on those assignments.



If no categories are being used, the **Show uncategorized items** button will be visible and will allow the individual assignments to be visible.

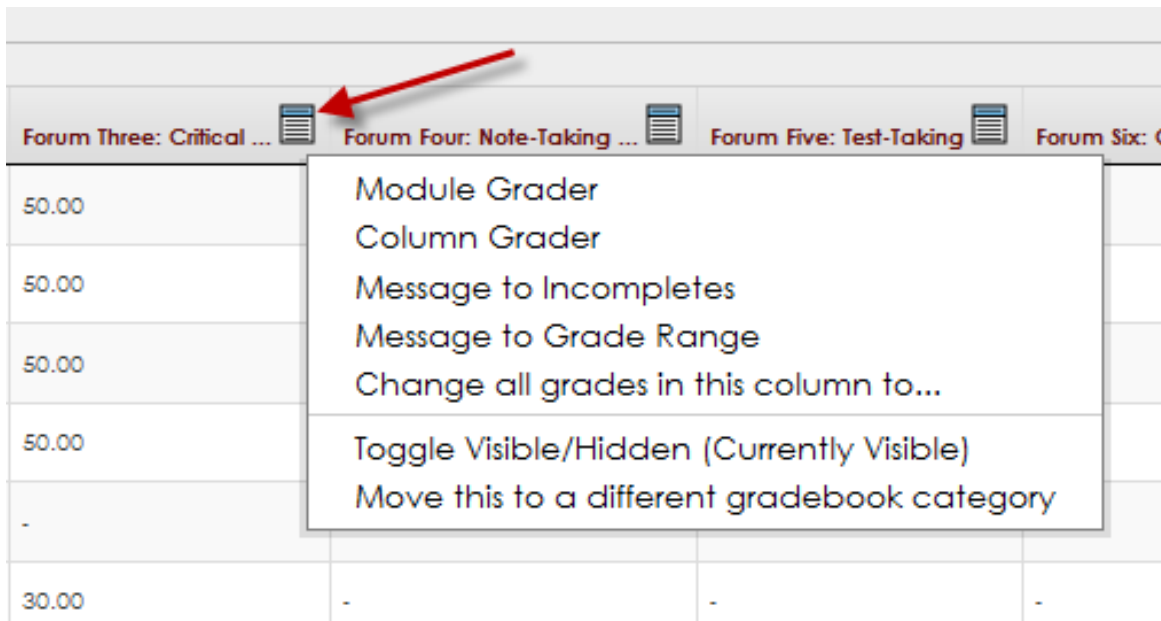


A screenshot of the joule Gradebook interface. At the top, there is a navigation bar with tabs: "View", "Categories and items", "Scales", "Letters", "Import", "Export", "Settings", and "My preferences". Below this, there are links for "Grader report", "joule Gradebook", "Outcomes report", "Overview report", and "User report". A blue information icon is on the left. A dropdown menu is set to "All Categories". A red button labeled "Show uncategorized items" is on the right. A callout box with a purple arrow points to the button, containing the text: "Allows uncategorized items to be viewed. This button will allow activities to be viewed in courses that aren't using categories in the grade book." Below the dropdown is a table with columns "Last name", "First name", and "Course total".

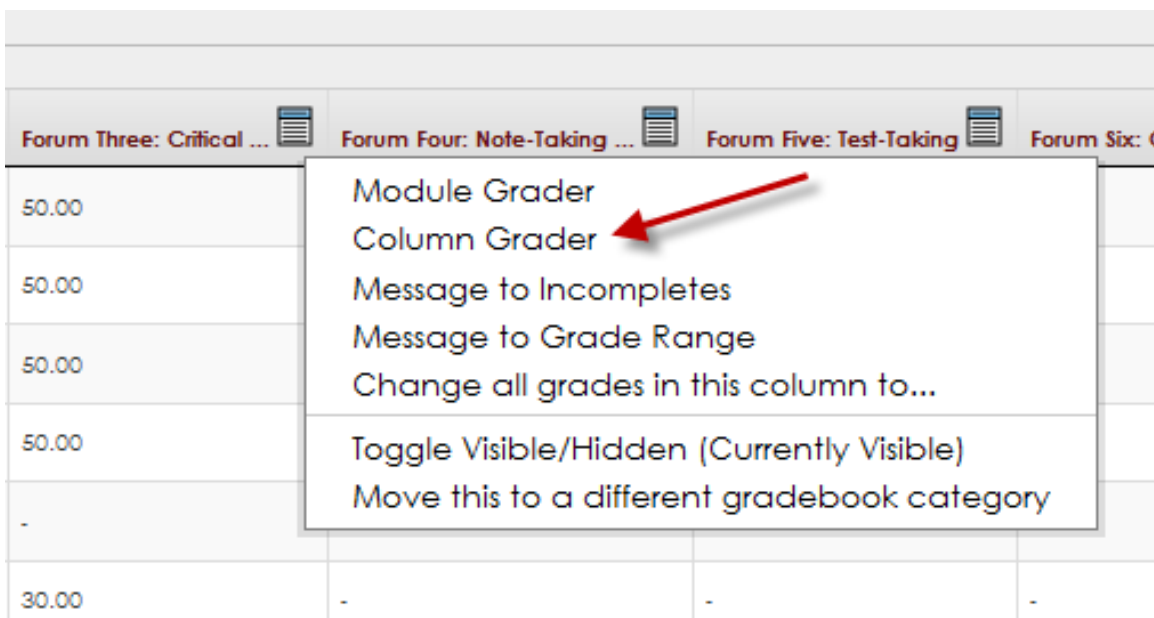
Last name	First name	Course total
CLT Student002		260.00 (96.30 %)
Overall average		260.00 (96.30 %)

The joule Gradebook has some nice added features to allow instructors additional functionality in the grade book.

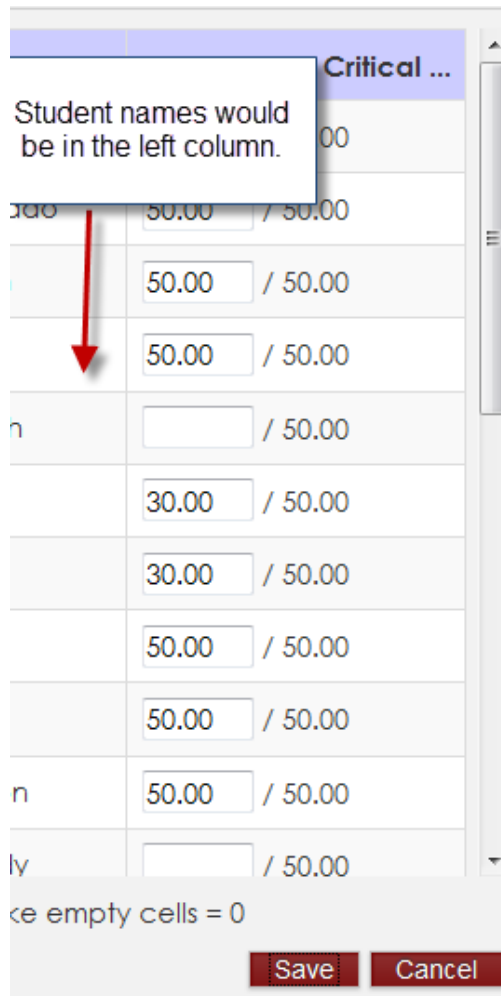
One of the added features allows column actions. All of the options seen below are accessed by clicking on the column actions button as indicated by the arrow.



Most of these options are obvious as to their action but the **Column Grader** is worthy of some additional explanation.



Teaching Tip: Column Grader is a nice way to manually enter grades as all students are displayed on the screen at one time.



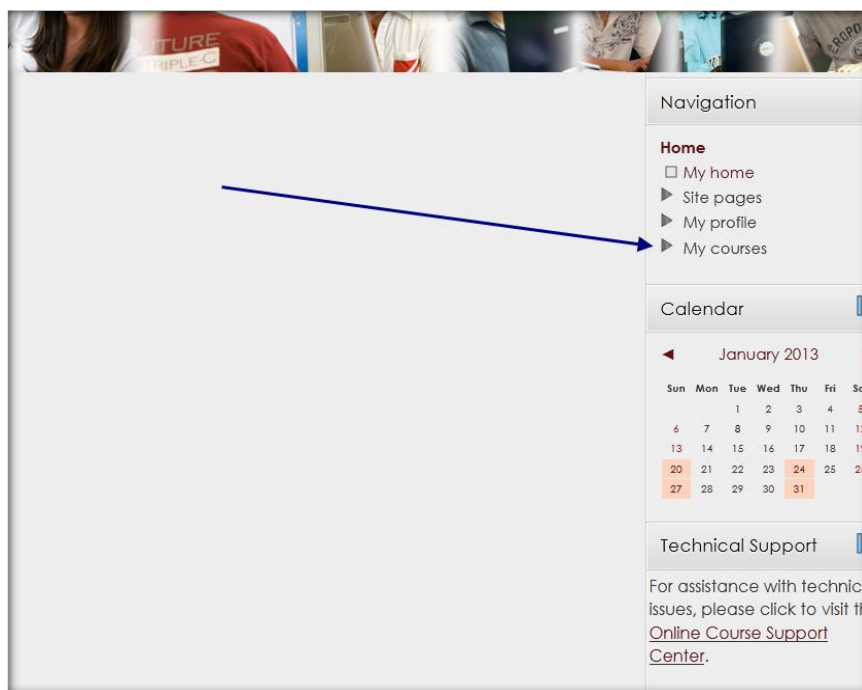
The grade book is an integral part of any course and requires serious consideration prior to the beginning of the course. Please feel free to contact a CLT consultant to discuss the specific aspects of the grade book that will be most beneficial to you and your students.

ILP Block

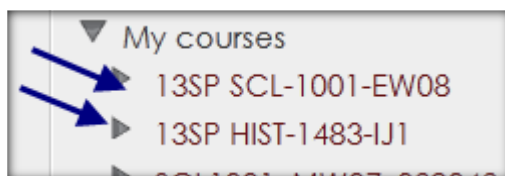
The **ILP** block is a block that allows for communication between Ellucian and Moodle. **ILP** stands for Intelligent Learning Platform. This block will allow you to enter retention alert information, final grades, and never attended reports through Moodle.

To use the **ILP** block, you do not have to use the Moodle grade book nor do you have to use Moodle for course content. You only need to log into Moodle to complete the **Never Attended Report** and **Final Grades**.

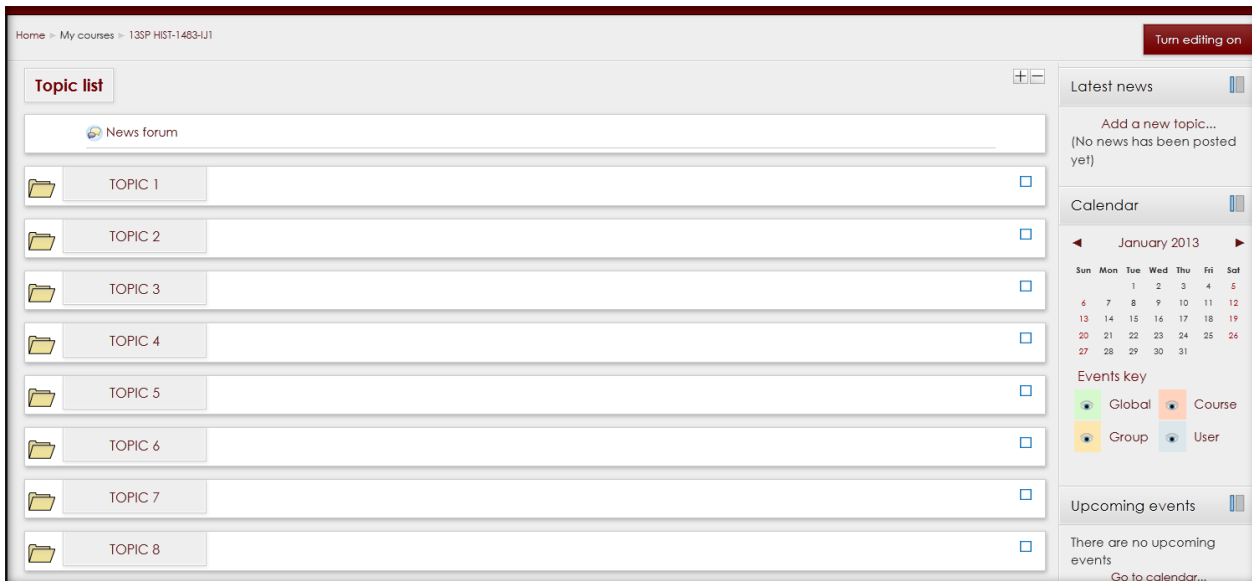
Go to **My courses** in the **Navigation** block on the right hand side of the page.



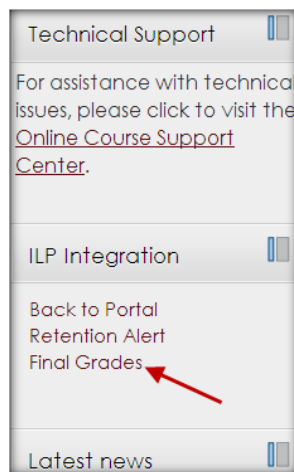
Clicking on the words, **My courses** will reveal the list of courses assigned to you. Your current courses will be listed at the top of your course listings.




Click on the name of the course in which you want to enter the final grades or the never attended reports. That will open up the course itself.



Go down the right hand column of blocks and find the **ILP Integration** block. Click on the **Final Grades** link in the **ILP Integration** block.



If you don't see the ILP Integration block on the right side of the page, check the dock on the far left side of the page. If you see ILP Integration in that area, click the blue rectangle icon to  move it back to the right side of the page.

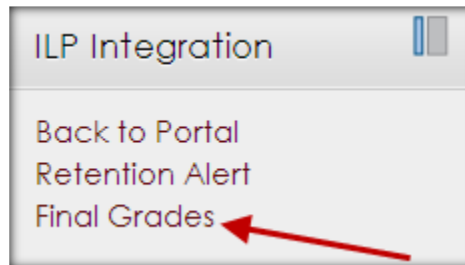


Never Attended Report

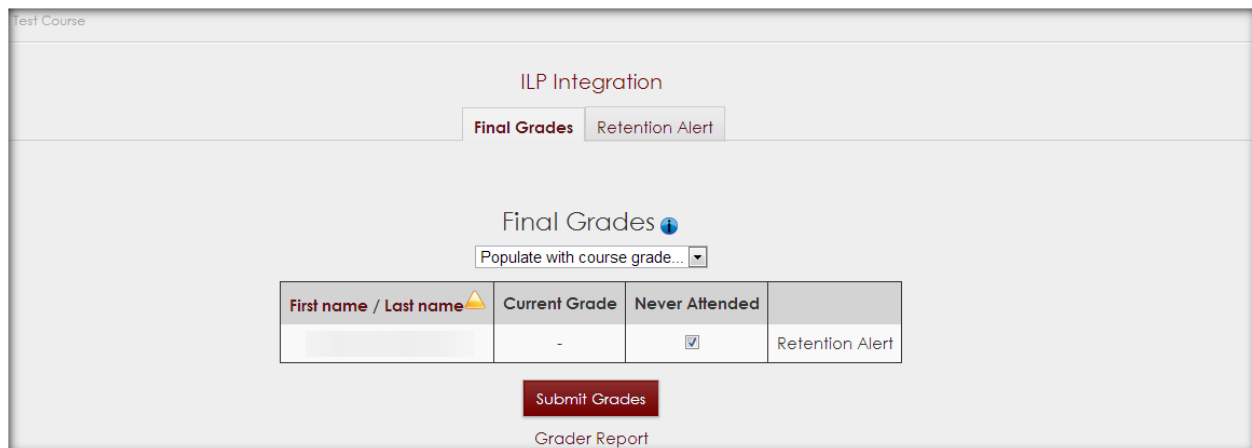
NOTE


You will need to complete this report even if all of your students have attended/participated in your class.

Once you have access to the **ILP Integration** block, Click on **Final Grades**.



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

A screenshot of the "Final Grades" report form. At the top, there are two tabs: "Final Grades" (selected) and "Retention Alert". Below the tabs, the text "Final Grades" is displayed with a blue globe icon. A dropdown menu is set to "Populate with course grade...". Below this is a table with the following structure:

First name / Last name 	Current Grade	Never Attended	Retention Alert
	-	<input checked="" type="checkbox"/>	

Below the table is a red "Submit Grades" button. At the bottom, the text "Grader Report" is visible.

Once you have marked the students that have never attended, click **Submit Grades**.

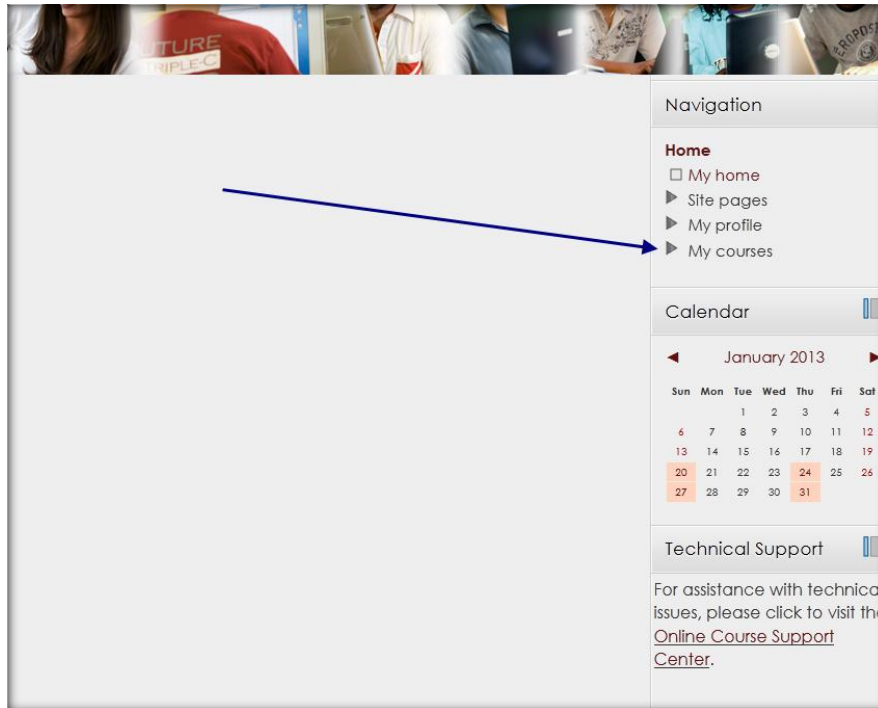
If all students in your section have attended, you must still submit a never attended report. This can be done by not checking any never attended boxes and simply clicking **Submit Grades**. You **MUST** click **Submit Grades** to meet the qualification for completing this required report for your course. 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 682-7838.

Final Grades Report

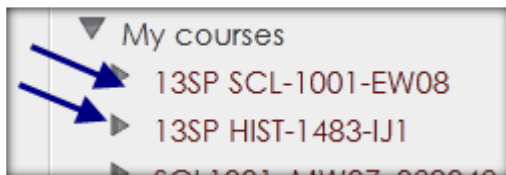
Final course grades will be entered in Moodle.

You do not have to use the Moodle grade book nor do you have to use Moodle for course content. You only need to log into Moodle to complete this report.

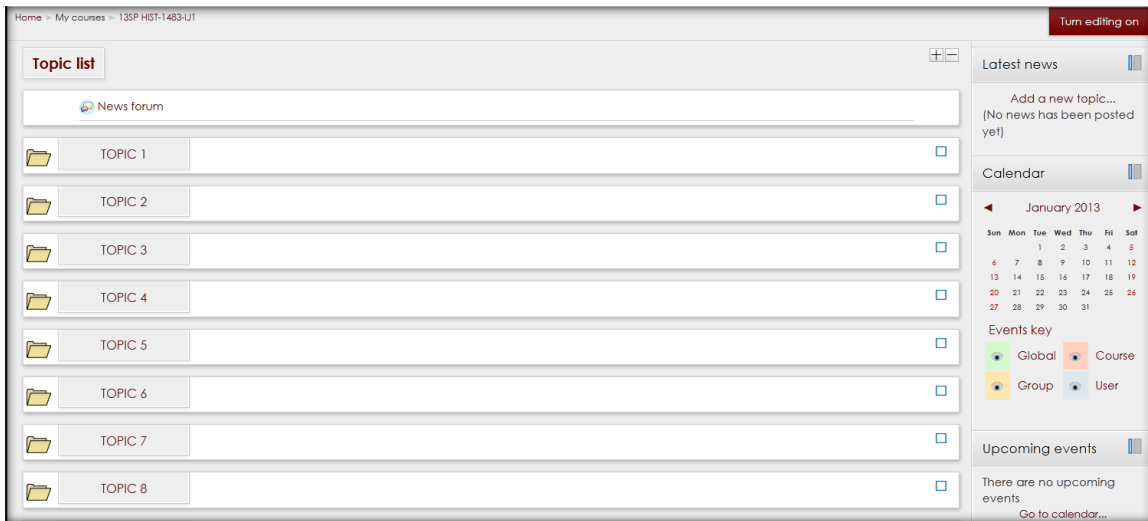
Go to **My courses** in the Navigation block on the right hand side of the page.



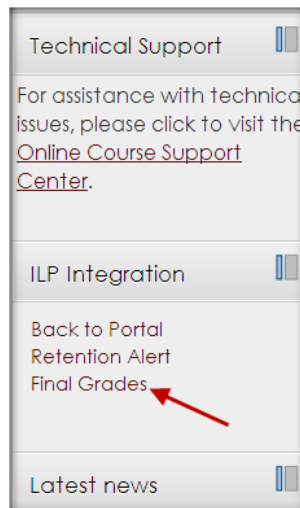
Clicking on the words, **My courses** will reveal the list of courses assigned to you. Your current courses will be listed at the top of your course listings.




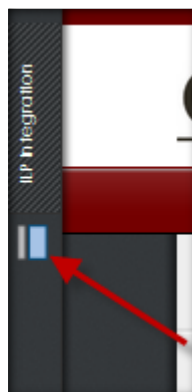
Click on the name of the course in which you want to enter grades. That will open up the course itself.



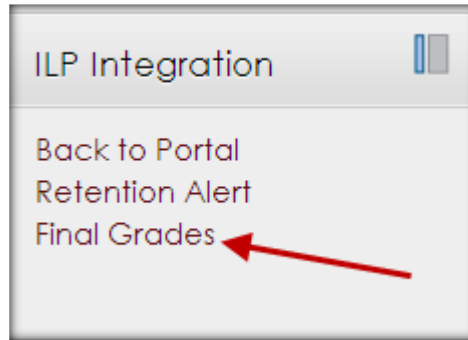
Go down the right hand column of blocks and find the **ILP Integration** block. Click on the **Final Grades** link in the ILP Integration block.



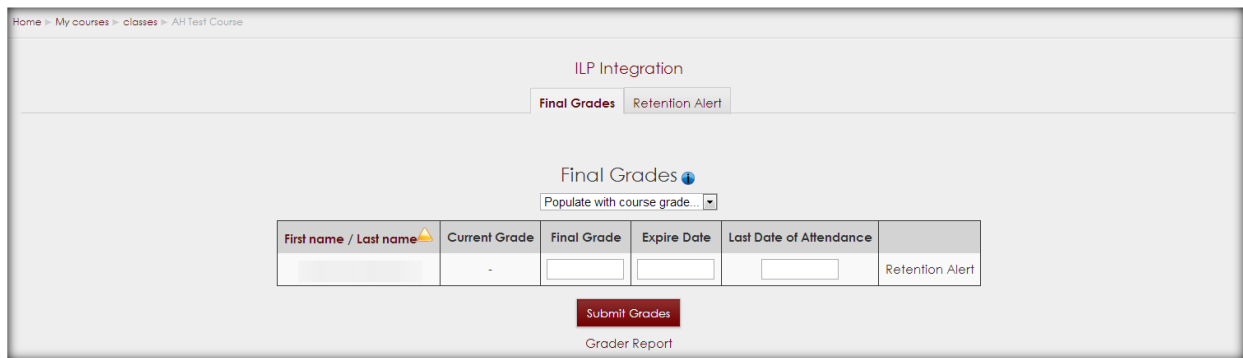
If you don't see the ILP Integration block on the right side of the page, check the dock on the far left side of the page. If you see ILP Integration in that area, click the blue rectangle icon to  move it back to the right side of the page.



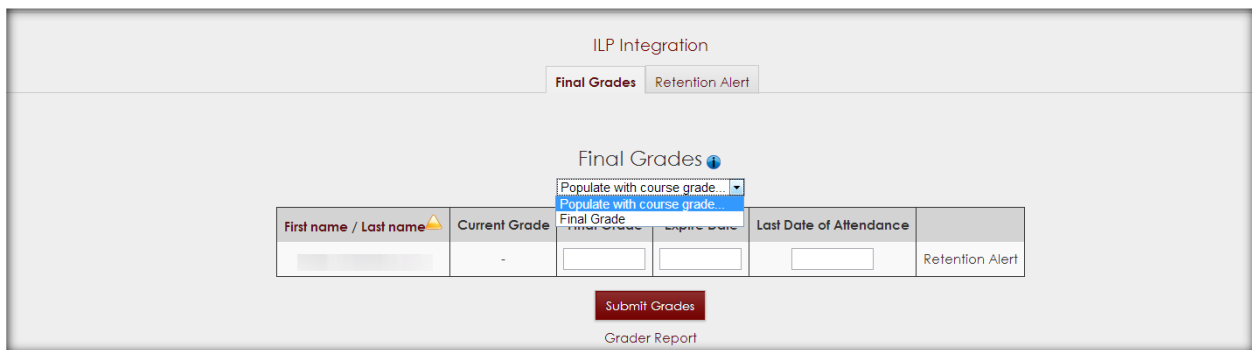
Once you have access to the **ILP Integration** block, click on **Final Grades**.



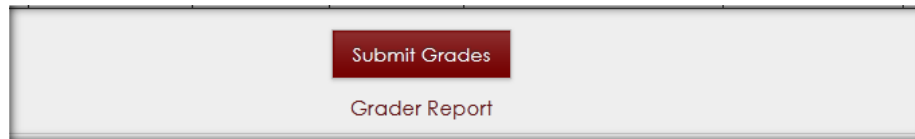
From the final grades screen, you will enter their final grade, an expiration date for incompletes (I's), and a last date of attendance for F's. All dates should be entered in MM/DD/YYYY format (i.e, 04/27/2013)



If you are using the Moodle grade book, 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, hit 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 click **Submit Grades** to submit a blank grade for that student. Next, enter the correct grade for the student and click **Submit Grades**.



Please notice if you have any fields turn red. If a field appears red after you hit submit, 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 them as 04/07/2013. To correct this, delete the offending date from the fields which produced errors, and click **Submit Grades** while the fields are blank. Re-enter the data in the correct format and click **Save Grades**.

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 simply print your grades by taking one of the following actions:

1. In Chrome or Internet Explorer, right clicking on the final grades screen and select Print

NOTE

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.

2. Simply taking a print screen. (If your students span more than one page, you will need to go to the next page and then do another print screen.)

3. If you are using Firefox – click File in the upper left toolbar then click Print Preview, or in the upper right corner of the page click on the open menu icon with three lines then click 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 **Online Course Support** via the link in Moodle or contacting the CLT at 682-7838.