

**EASTERN AFRICA STATISTICAL TRAINING CENTER**

**(EASTC)**



**INSTRUCTOR GUIDE**

**2023**

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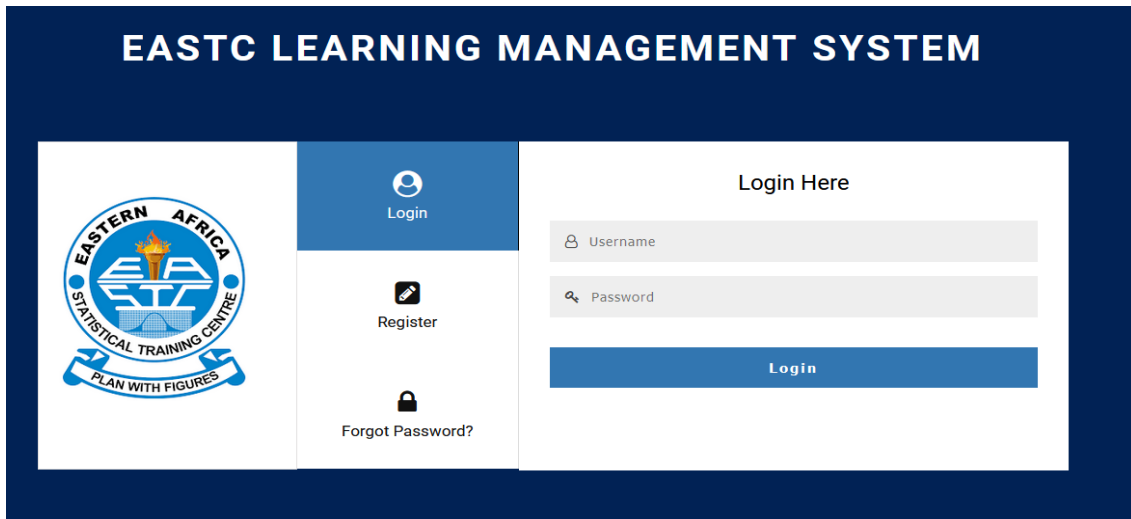
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# MOODLE GUIDELINE FOR INSTRUCTOR

## Understand on how to access Moodle

Once given a username and password you can log in the system through the following steps.

1. Enter the system address



2. Fill in your “Username” and “Password,” and click on “Login.” This will take you into the site home page.

## How to find courses in Moodle

Once you are logged in you will see a list of program levels and when you click on either of those links you will be directed all the way down to a specific Course. This will show all courses available in particular semester including the one which you are assigned as teacher and others which you don’t have permission to access them. But to view courses which you have been assigned as a Teacher Click on either “Dashboard” or “My Courses” which is available on left side under Navigation block. This will show all courses which you have assigned as Teacher or as a participant.

To open a course just click on either course code under My course menu on dashboard or course name on a dashboard. A course homepage looks like the following screenshot.

The screenshot shows a course page with a navigation menu on the left and a main content area on the right. The navigation menu includes links for Home, Dashboard, Site pages, My courses, and a list of topics under DM 2023. The main content area is titled 'General' and contains the following information:

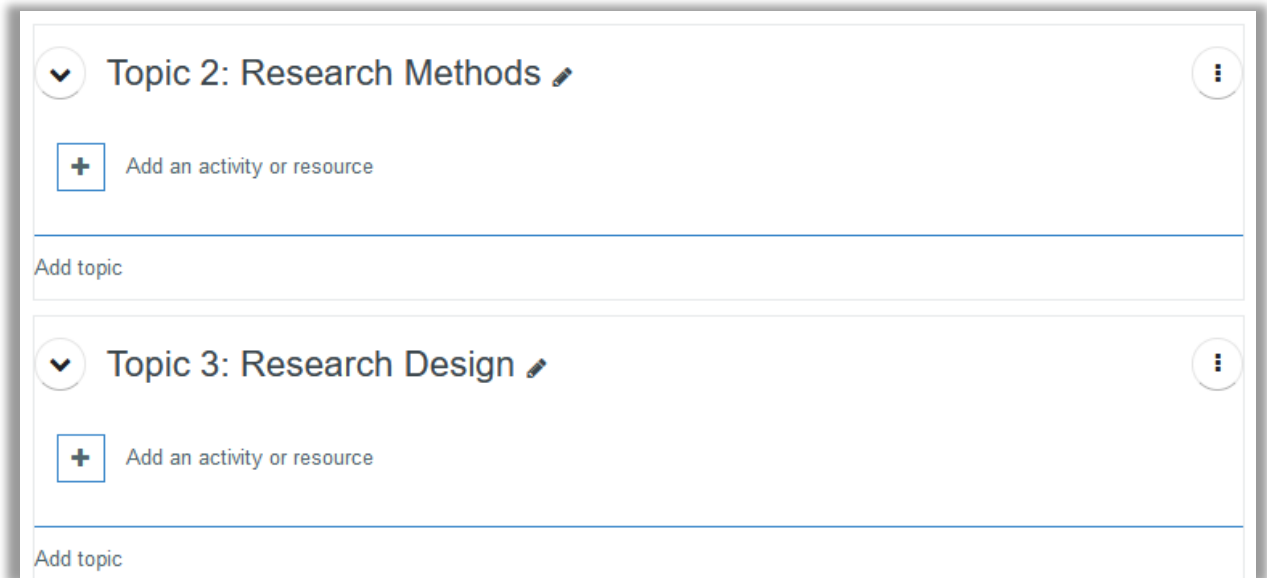
- Module Name:** Research Methodology
- Module Code:** STU08101
- Credit:** 9
- Introduction:** What is Research Methodology? Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.
- Objectives:** At the end of this module student should be able to:
  - identify and discuss the role and importance of research in the social sciences

You can start work on it by turning on the editing, either with the button top right or the link in the Course Administration block:

The screenshot shows the 'Administration' block in a course. The block title is 'Administration' with a gear icon and a collapse button. Below the title is a list of administrative options:


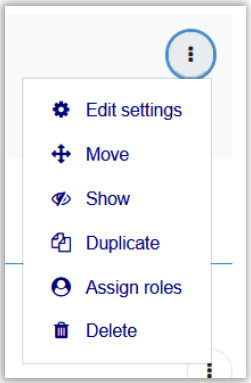


- Course administration
  - Settings
  - Turn editing off** (highlighted with an orange oval)
  - Course completion
- Users
- Filters
- Reports
- Gradebook setup
- Badges
- Import
- Backup
- Restore
- Reset
- Question bank

Screenshot below show Course home page after turn editing on.



## Editing elements of your Course

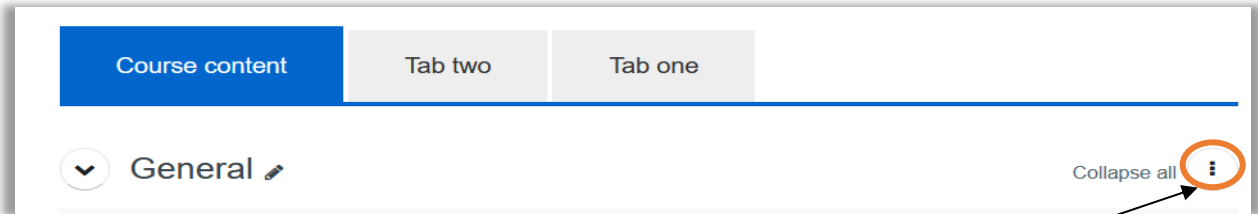
With the editing turned on, each item on your course homepage and each section/block will have icons next to it which all perform different functions such as edit /move / copy/ delete/ hide.

Icon	Function
	Edit menu allows you to view menu 
	Edit menu allows you to change the wording or settings of the item
	Show/hide icon allows an item visible or hidden to students



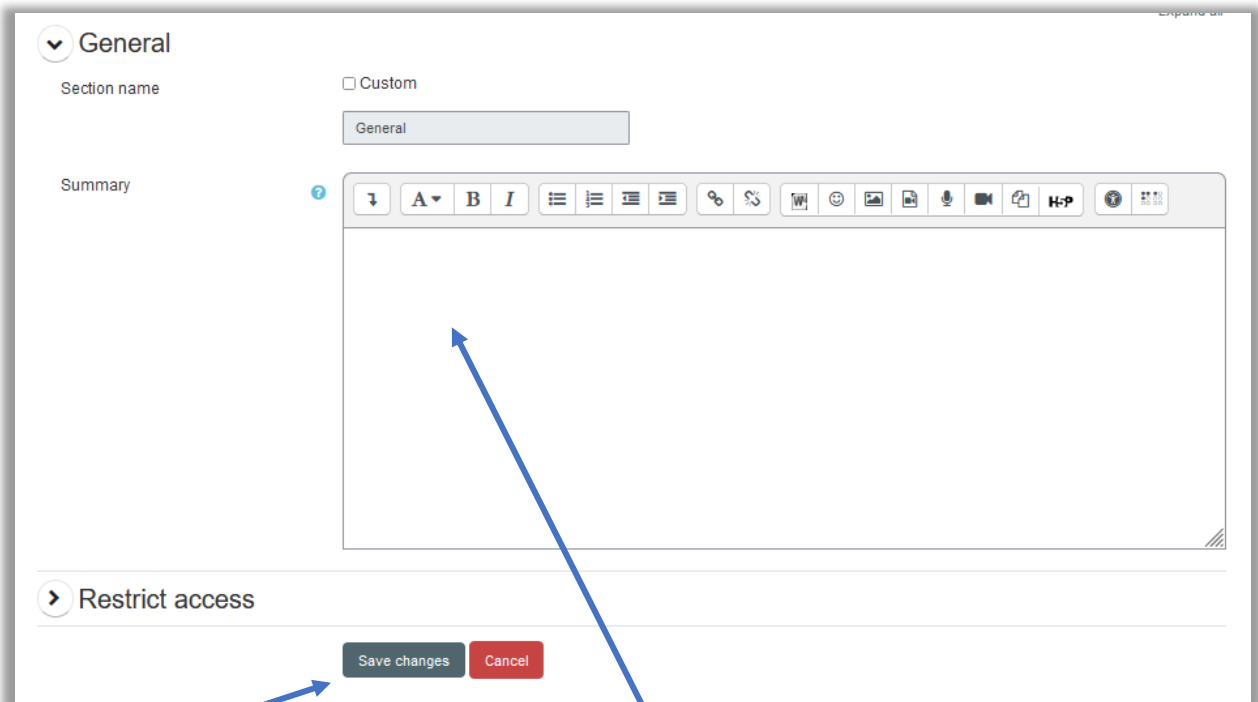
	Left and Right arrow icons are used to indent course elements
↑↓	Up and Down arrow icons are used to move items and blocks up or down
⊕	"crosshairs" move icon allows you to move items or sections by dragging and dropping

## Uploading course General Information



This icon used for adding General Information of the Course.  
i.e. Course tile, Description and Objectives

Once you click the icon it will open window like screenshot below



Click here to save changes

Put **Course Description** and **Objectives**,  
Note that change the heading of subtitle to be heading 2

The new appearance of a course after adding information above

▼ General Collapse all

**Module Name:** Research Methodology  
**Module Code:** STU08101  
**Credit:** 9

### Introduction

What is Research Methodology? Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

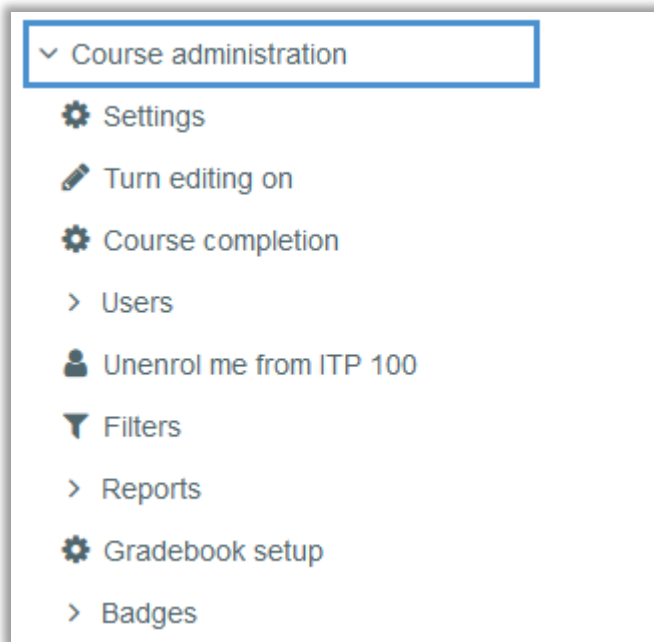
### Objectives

At the end of this module student should be able to:

- identify and discuss the role and importance of research in the social sciences.
- identify and discuss the issues and concepts salient to the research process.
- identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
- identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

## Managing your course

The Course Administration section of the Settings block allows teachers to manage different aspects of their course.



**Settings** - this takes you to the Course settings page. You can rename the course, change its format from Weekly to Topic or alter the number of sections .etc

Turning editing on - this allows to edit, add activities and resources into your course

**Users** –can enroll new users

**Filters** - can enable or disable any allowed Filters for your course.

**Grades** - allows to view, add and edit your students' Grades.

**Backup/Restore** - these links allow you to make copies of your course or bring in courses backed up elsewhere.

**Import** - can import activities into your course here.

**Reset** –allows removing all old user information at the end of an academic year or session in order to start afresh.



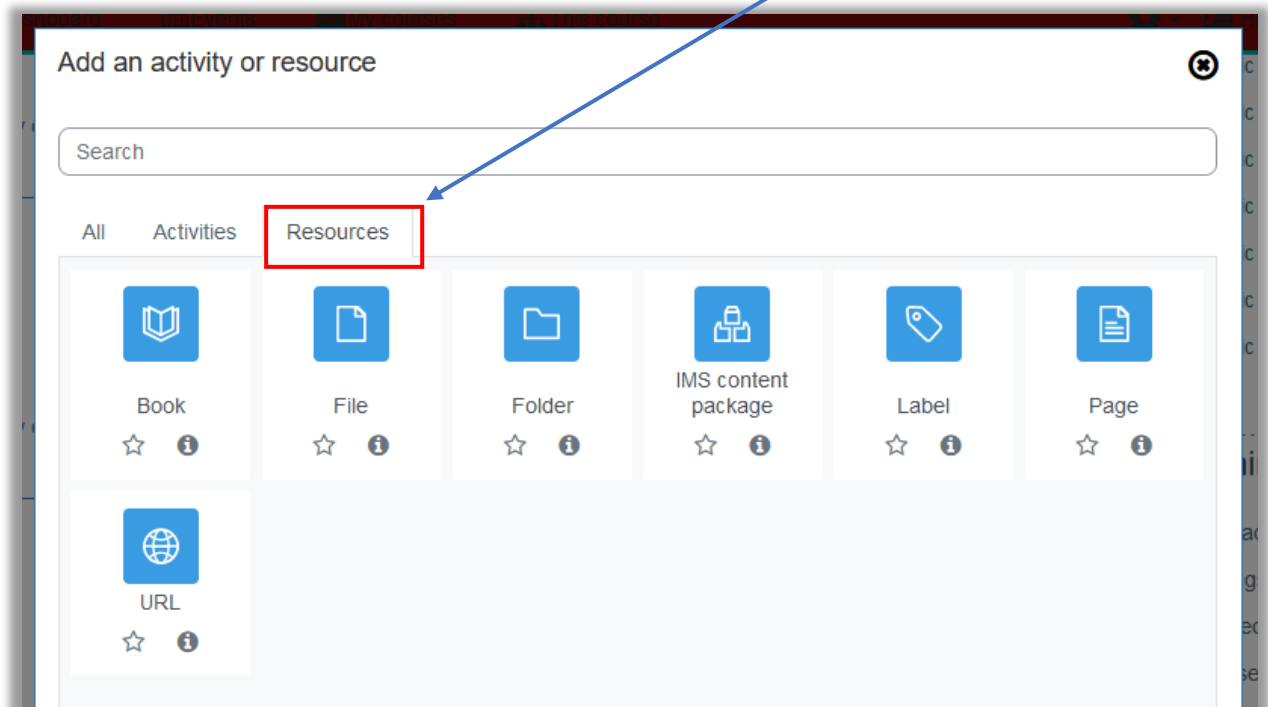
## Adding Activity or Resource

This menu allows you to insert different activities and resources as part of a course development



## Adding Resources

A *Resource* is an item that enable Teacher/Instructor to support learning by provide study material to students in form of web page, files, Url, folder or sometimes using Label.



<b>Resource Type</b>	<b>Description</b>	<b>Where should I use it?</b>
Page	The student sees a single, scrollable screen that a teacher creates with the robust HTML editor	Used for uploading <ul style="list-style-type: none"> <li>• Topic Notes</li> <li>• Review Questions</li> <li>• References</li> </ul>
label	Can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions	Sometimes it will happen one section has more than one topics, therefore we use label to separate one topic to another.
File	A picture, a pdf document, a spreadsheet, a sound file, a video file	To upload lecture PPT, sound, picture or video file.
Folder	For helping organize files and one folder may contain other folders	If you have more than one related files. E.g Additional study material.
URL	You can send the student to any place they can reach on their web browser, for example Wikipedia	To create links to another website.

## Adding Files

There are two ways you may add a file, of any type, to your Moodle course.

Add a resource

1. From the course homepage, select the **Turn editing on** button.
2. In the desired section, select the *Add an activity or resource* link.
3. Under Resources, select **File**

Enter the name to be displayed for the file e.g. **Lecture 1: PPT**

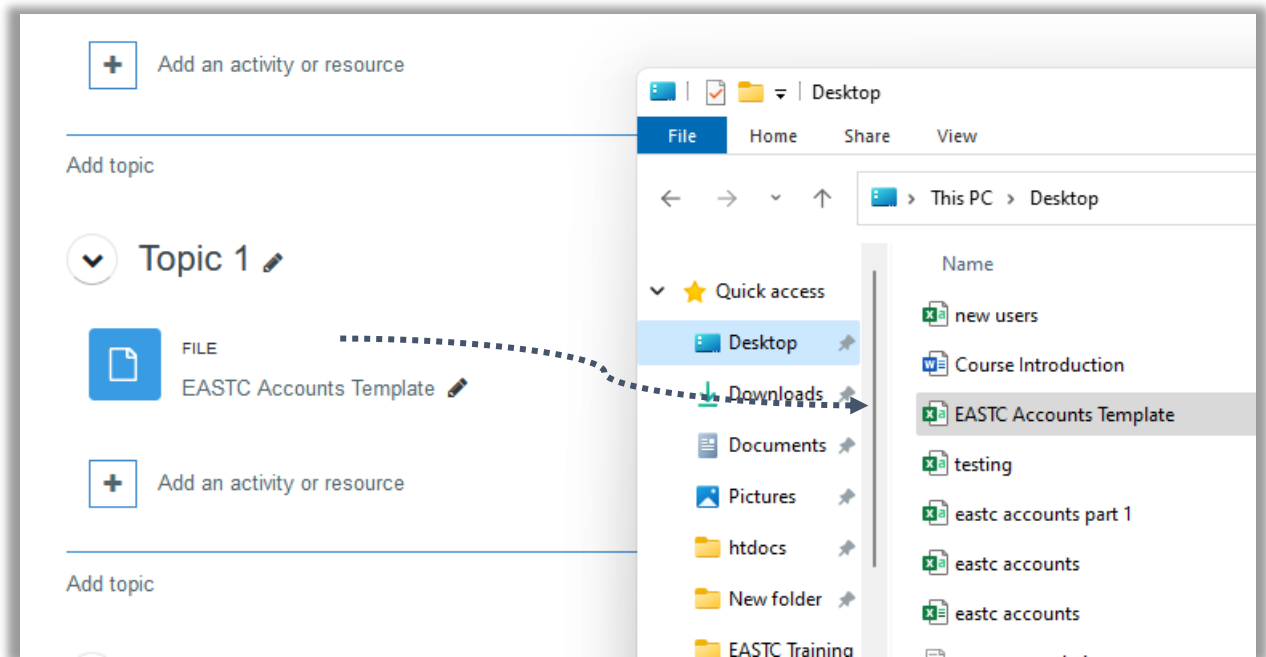
Use this button to upload your

Drag and drop your file here

4. In the *Name* field, enter the name to be displayed for the file on the
6. Scroll down to the Content section. You may drag and drop the file from your computer into the indicated box OR select the *Add* link to browse your computer for the file.
7. After the file has finished uploading, scroll to the bottom and select the **Save and return to course** button.

## Drag and drop (another way of adding files onto a course)

1. After turning editing on Locate the file on your computer and drag it onto the *Course homepage* and into the section you desire. The file will begin to upload and a status bar will display.

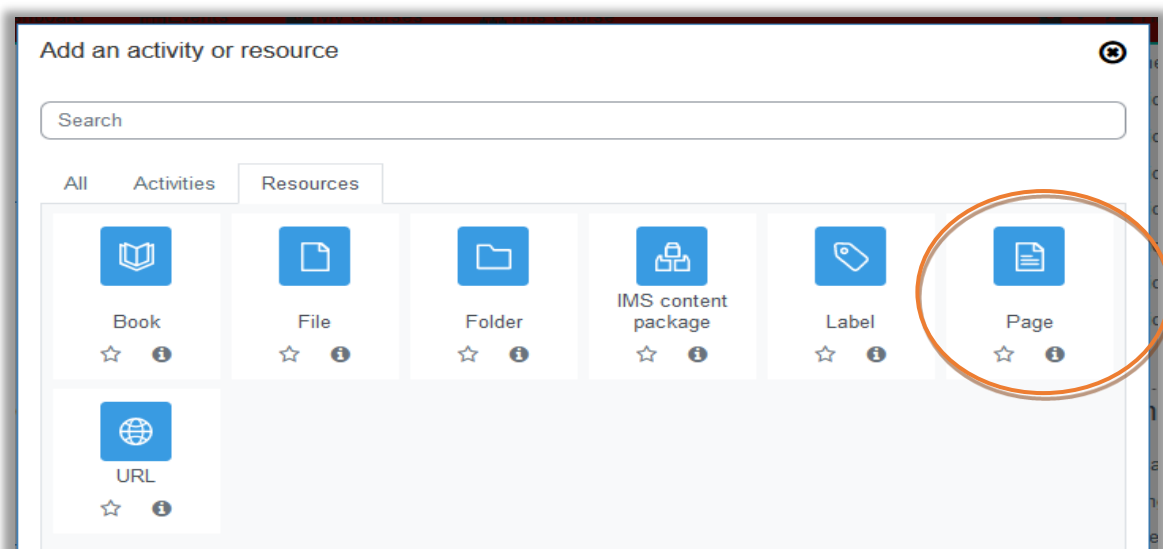


2. When the file has completed the upload process, the file will appear on your *Course homepage*. You can use the pencil tool to edit the file name you have uploaded such as to reading resource 1

## Adding Page

Enable you to create study material in the web like format.

Click on “Add an activity or resource” and select resources tab and then click “page”.



Adding a new Page to Topic 1

Expand all

General

Name

Description

Display description on course page

Content

Page content

Enter page name e.g  
Topic 1: Notes

Enter the desired information in the  
Content text field. Or you may copy  
from ms word and then paste here

You can either click and  
return or save and display

Save and return to course Save and display Cancel

**Formating and Editing in page**

Expand menu

Moodle media for uploading image, video and embedded video into the page.

**Page content\***

Paragraph

**B** **I** [List icons] [Link icon] [Media icons]

[Undo] [Redo] [Underline] [Strikethrough] [Subscript] [Superscript] [Text color] [Background color] [Text alignment] [List alignment] [Text indent] [Text width] [Text wrap] [Text direction] [Text color] [Text background color] [Text font size] [Text font family] [Text font size] [Text font family] [Text font size] [Text font family]

Font family Font size [Code] [Table] [Image] [Video] [Embed] [Link] [Text] [Text] [Text] [Text]

**Lecture 1**

**Introduction to Moodle**

**Contents**

- Introduction
- objectives
- Summary

**Introduction**

Path: p

## Adding a link to a website/URL resource

1. Go to the course homepage and click **Turn editing on**.
2. Click **Add an activity or resource** in the section where you want to add the the link.
3. Select **URL from Resources**
4. Give the link a **Name**. (This will be displayed on the course site homepage.)
5. Type or copy and paste the URL into the **Content > External URL** text box. (Note: The "Choose a link..." is non-functional and will give an error message if used.)
6. Expand the **Appearance** menu and choose **New Window** in the **Display** option.
7. Review the rest of the settings and change if desired.
8. Click the **Save and return to course** button at the bottom.

## Adding Activities

### Adding a Forum

1. Go to the course homepage and click **Turn editing on**.
  2. Click **Add an activity or resource** in the section where you want to add the [item].
  3. Select **Forum** from activities.
  4. In the **Forum name** text box, enter the name of the forum e.g. Discussion Forum 1
  5. In the **Forum Description** text box enter a description and instructions for the activity.
  6. For **Forum type**, choose one of the following:
    - **A Single simple discussion** –The instructor can create only one discussion. This keeps the conversation focused on one topic. Users are allowed to post replies but cannot to start new discussion topics.
    - **Each person posts one discussion** – Each person in class can start only one discussion. This forum type can be useful if each student needs to post one question or choose only one topic from a reading. Each discussion can have multiple replies.
    - **Q and A Forum** – Use to present a question-and-answer format that requires students to post their answers before viewing other student postings. Once a student sends a post, they must wait 15 minutes (the allotted time to edit their own post) before viewing and responding to other posts.
    - **Standard forum displayed in a blog-like format** - Anyone can start a new discussion at any time. Discussion topics are displayed on one page with a snippet of the discussion included.
    - **Standard forum for general use** – Anyone can start a new discussion at any time. Each discussion is on a separate page.
  7. Select and complete additional options (see **Commonly Used Settings** below).
  8. Scroll down and click **Save and display**.
- **Commonly used forum settings**
    - **Subscription and tracking: Subscription mode** - Controls whether emails are sent from the forum when posts are made. Note: Students can also choose through their

profile whether they receive an email every time someone posts or whether they receive an email at the end of each day with a compilation of all that day's posts.

- **Optional:** Students can choose to subscribe to the forum or not.
- **Forced:** Everyone is subscribed and cannot unsubscribe (not recommended)
- **Auto:** Everyone is subscribed initially, but can unsubscribe
- **Disabled:** subscriptions are not allowed
- **Post threshold for blocking** - Sets a maximum number of posts allowed for students during a particular time period, e.g., no more than three posts per day.
- **Ratings** - To grade a discussion, select an **Aggregate** type and **Scale**. If the scale is numeric, it will be calculated as part of the grade. If the scale is non-numeric, it will not be calculated. To allow only certain posts to be rated, select a date range.
- **Restrict access** - Select the dates for allowing access. When the activity can't be accessed, you can choose to show it grayed-out, or hide the activity entirely. You can also restrict access according to criteria that you define.

- [Setting up rating options for a discussion forum](#)

By default, discussion **Forums** in Moodle have no grade associated with them. However, forums have a ratings option which, when enabled, allows instructors and teaching assistants to rate student forum posts.

There are two basic ways to rate posts.

- Use a set number of points, for example 1-5.
- Use a preset scale with a variety of text options, for example pass/fail. Some scales also have points associated with them, for example Excellent/Very Poor (4 points).

Both types of ratings will appear in the **Gradebook**, but only ratings with a point value will contribute to a **Course total** grade.

- [Procedures on Setting up rating options for a discussion forum](#)

1. While you are setting up your discussion forum scroll down to the Rating place.



▼ Ratings

Roles with permission to rate ⓘ Capability check not available until activity is saved

Aggregate type ⓘ No ratings ▼

Scale ⓘ Type Point ▼

Scale new scale ▼

Maximum points 100

Restrict ratings to items with dates in this range:

From 17 ▼ October ▼ 2016 ▼ 09 ▼ 05 ▼ 📅

To 17 ▼ October ▼ 2016 ▼ 09 ▼ 05 ▼ 📅

2. Scroll down and click **Ratings** to see the options above.

3. Choose an **Aggregate type**. *The aggregate type defines how ratings are combined to form the final grade in the gradebook.*

- **Average of ratings** - The mean of all ratings.
- **Count of ratings** - The number of rated posts becomes the final grade. Note that the total cannot exceed the maximum grade for the activity.
- **Maximum rating** - The highest rating becomes the final grade.
- **Minimum rating** - The smallest rating becomes the final grade.
- **Sum of ratings** - All ratings are added together for a total score. Note that the total cannot exceed the maximum grade for the activity.

**Note:** No aggregation method can exceed the maximum point value of the numeric scale chosen for rating.

- Example: If you set Maximum points = 10, and Aggregate type = Sum of ratings, a student who has four separate posts that are all rated at 3 points each will still only receive 10 points total for the forum.

4. Choose a **Scale Type**:

- For **Scale**, choose a Scale from the drop-down list. *Scales that include point values will appear in the gradebook, scales with no point value will not.*
- For **Point**, enter a point value in **Maximum points**. *Rating values will appear in the gradebook.*
- **Note:** In Moodle 2.6, there is one list including both scales and point values.

5. Scroll down and click **Save and display**.

- **Rating an individual post**

1. Find the post you want to rate.
2. Choose a rating from the **Rate** drop-down menu at the bottom of the post.

3. View the student's score.

- Instructors see the rating, as well as the aggregation method, the student's current score, and the Rate menu.
  - Students see their own rating and the aggregation of their scores in this forum. Students only see their own ratings and scores.
4. Rate other posts as necessary.
  5. When you are done return to your course homepage.

## Assignments

Assignments are used when you want your students to hand in some work through Moodle (except the offline activity assignment type). When the work has been submitted you can mark it and give feedback in Moodle. Marks are stored in the course gradebook. There are four types of assignment. Your choice of 'assignment type' depends on what you want your students to do.

- Online text  
Students type into a box in Moodle – they have the Moodle WYSIWYG editor and can therefore use the tools included; linking to websites, displaying images, etc.
- Upload a single file  
Students have to upload a file. The teacher determines the maximum file upload size when setting the assignment.
- Advanced uploading of files  
The teacher can allow more than one file to be uploaded. With this assignment type students can delete work already uploaded and resubmit work.
- **Steps for setting up an assignment**  
Setting up an assignment is the same for all assignment types except that there is a dedicated section with settings specific to the assignment type chosen.
- **General Settings (common to all assignment types)**
  - Turn editing on and click on “add activity or resource” and select “Assignment” from the popup box.
  - Choose the desired activity type
  - Give the assignment a name (this becomes a link that your students will click on)

- In the description box give your students the instructions they need to complete The task.

Expand all

▼ General

Assignment name !

Description

Paragraph **B** *I* ☰ ☰ 🔗 🔗 🔗 🖼️ 😊 📺 📄

Write your assignment on description

Path: p


Display description on course page ?

Activity instructions ?

Paragraph **B** *I* ☰ ☰ 🔗 🔗 🔗 🖼️ 😊 📺 📄

Enter instructions of the assignment

Additional files ? Maximum size for new files: 2 MB



Files

↓

You can drag and drop files here to add them.

Only show files during submission ?

---

**Availability**

Allow submissions from ? 5 ? January ? 2023 ? 00 ? 00 ?  Enable

Due date ? 12 ? January ? 2023 ? 00 ? 00 ?  Enable

Cut-off date ? 5 ? January ? 2023 ? 16 ? 48 ?  Enable

Remind me to grade by ? 19 ? January ? 2023 ? 00 ? 00 ?  Enable

You can add an attachment to your assignment

Set up the date of submission. Tick the boxes to allow the options for date

**Due date** - will still allow students submit their works even after the deadline but will be marked as late.

**Cut off date**- will prevent students from submitting after the deadline

**Submission types**

Submission types  Online text ?  File submissions ?

Maximum number of uploaded files ? 20 ?

Maximum submission size ? Site upload limit (2 MB) ?

Accepted file types ?   No selection

Select the type of submission

Set up the number of file a student can submit for an assignment.

- Determine how you want to mark the task using the ‘grade’ drop down menu.
- Decide whether you want to limit when your students can start submitting their work to you. You can also set when it’s due to be handed in or disable this functionality altogether (using the tick boxes).
- Decide whether you are going to let students submit work late or not using the

- ‘prevent late submissions’ setting (if you chose to use a due date in the first place).
- The next section of settings is specific to the assignment type you chose.

## Online text

▼ Submission types

Submission types  Online text ?  File submissions ?

Word limit ?   Enable

Maximum number of uploaded files  ?

Maximum submission size ?  ?

For online text, set up the limit of words that a student can write. Disable it if there is no limitation to it.

Tick the option if you want to upload file as feedback.

▼ Feedback types

Feedback types  Feedback comments ?  Annotate PDF ?  Offline grading worksheet ?  Feedback files ?

Comment inline ?

▼ Grade

Grade ?

Type

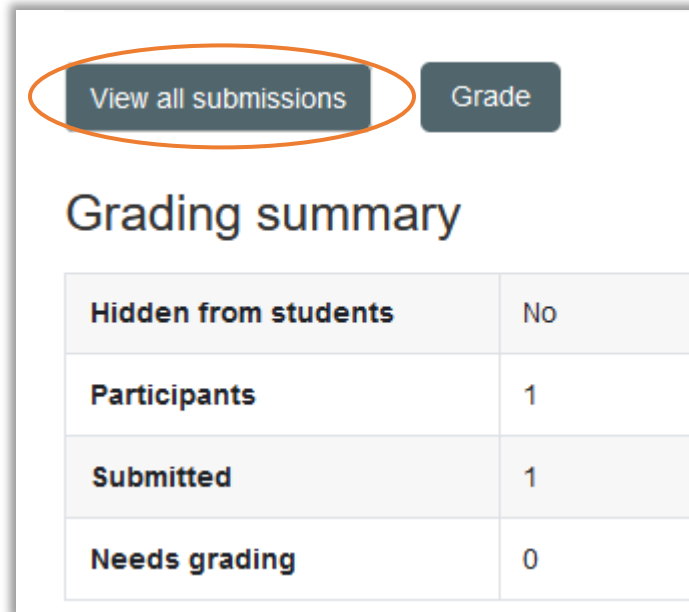
Maximum grade

Grading method ?

Enter the maximum grade of the assignment

- **Marking Assignments**

After students have submitted their assignments, you can access their work by clicking on the assignment and click on “View all submissions”. The link takes you to a list of students enrolled on the course and should be able to see status such as “Submitted for grading” or “No submission”.



The screenshot shows a user interface for managing assignments. At the top, there are two buttons: "View all submissions" (circled in orange) and "Grade". Below the buttons is the heading "Grading summary" followed by a table with the following data:

<b>Hidden from students</b>	No
<b>Participants</b>	1
<b>Submitted</b>	1
<b>Needs grading</b>	0

Click Grade button to grade a student's work. You will be able to view student work (online or file) and be able to add score, comments and general feedback. You can also upload feedback in terms of a file.

The screenshot shows the 'Submissions' interface. At the top, there is a 'Grading action' dropdown menu set to 'Choose...'. Below this are two filter menus for 'First name' and 'Surname', both set to 'All'. The main content is a table with the following columns: Select, User picture, First name / Surname, Email address, Status, Grade, Edit, Last modified (submission), and File submission. The first row of data shows a user with the picture 'AU', name 'Admin User', email 'admin@eastc.ac.tz', status 'Submitted for grading Graded', a 'Grade' button with the value '74.00 / 100.00', an 'Edit' dropdown, and a last modified date of 'Wednesday, 4 January 2023, 12:48 PM'. The 'Grade' button is highlighted with an orange box, and a blue arrow points from the text box above to it.

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submission
<input type="checkbox"/>	AU	Admin User	admin@eastc.ac.tz	Submitted for grading Graded	Grade 74.00 / 100.00	Edit ▾	Wednesday, 4 January 2023, 12:48 PM	TOPIC

When you are ready to start grading there are two options. The procedure is same for both:

1. Give a grade and give some feedback,
2. Move to the next student.

Which of the grading options you use is up to you. Depending on what you are marking, you may prefer one over the other:

Default grading:


1. Click 'Grade' in the status column for the first student, this brings up a new window
2. Give a grade and fill in the feedback
3. Click '**Save and show next**' to see the next student or click "**Save changes**"

### Submission

Submitted for grading

Graded

Student can edit this submission

 TOPIC 1.docx 4 January 2023, 12:48 PM

Comments (1)

Grade

Grade

Grade out of 100

74.00

Current grade in gradebook

74.00

#### Feedback comments



well done

Some of the files in this submission can only be accessed by direct download.



Submission

Submitted for grading  
Graded  
Student can edit this submission

TOPIC 1.docx 4 January 2023, 12:48 PM

Comments (1)

Grade

Grade

Grade out of 100

74.00

Current grade in gradebook  
74.00

Feedback comments

Paragraph B I [bulleted list] [numbered list] [link] [unlink] [insert image] [insert video]

well done

Student Assignment as a file

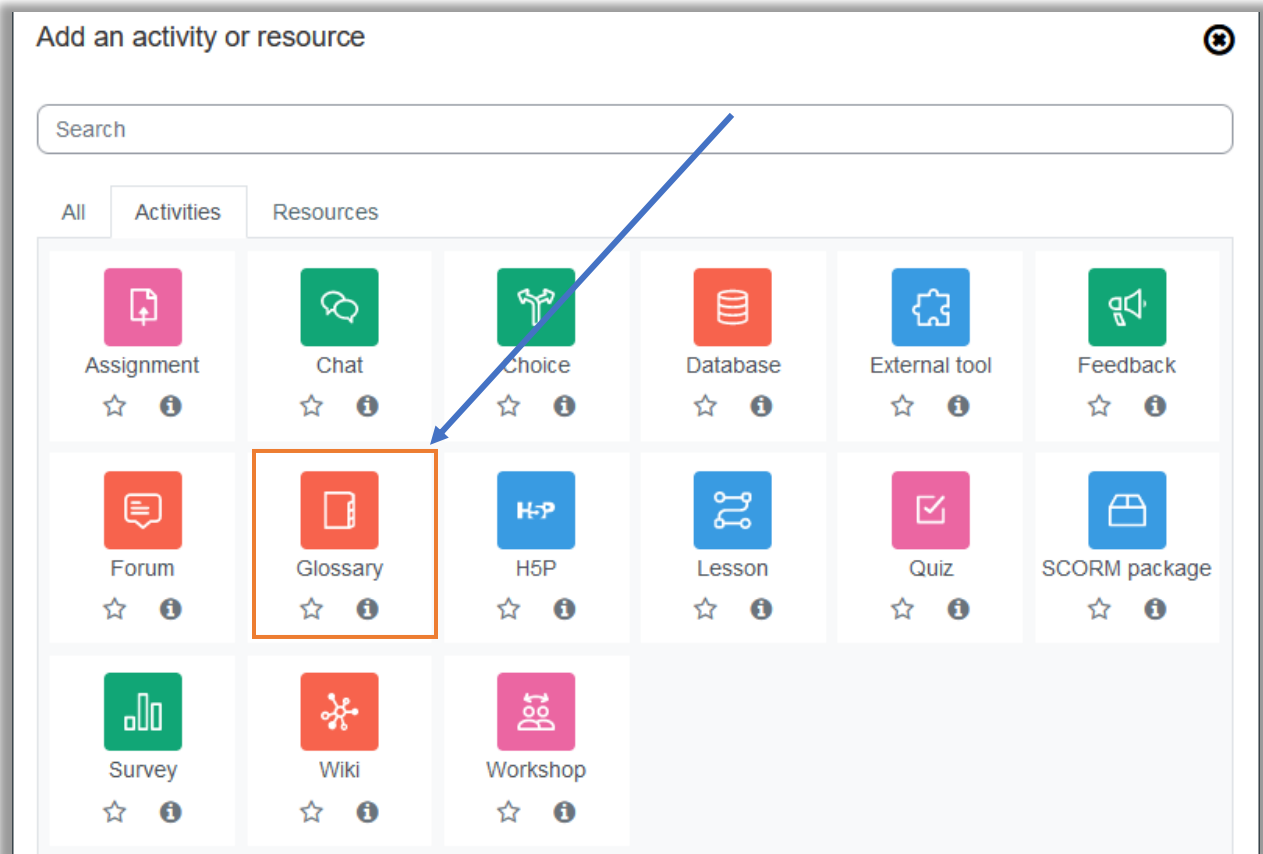
Score

General feedback for an assignment

## Adding Glossary

The glossary activity module enables you to create and maintain a list of definitions, like a dictionary, or to collect and organise resources or information.

To add a glossary, click on **“Add an activity or resource”** and select Activities and then click Glossary



## Adding a new Glossary to Module Glossary ?

Expand all

General

Name

Description

Enter a name of a glossary. Use the course code and a term glossary i.e.  
**STU08201 Glossary**

Once you have inserted a name, click “save and return to course”.

To add entries to glossary, click on the glossary that you have created and click “Add Entry”

## Module Glossary

GLOSSARY

DM 2023 Glossary

General

Concept !

Definition !

Paragraph **B** *I*

- 

- 

[Link](#)

Provide a term and its definition. Such as *ICT* as a concept and definition as *Information and Communication Technology*. You can create as many entries depending with your subject.

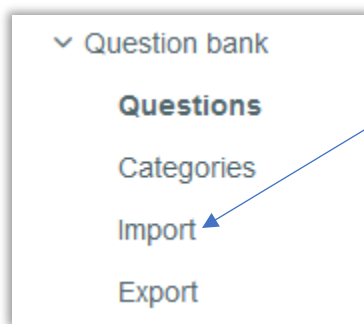
## Add questions to Question bank

Question bank allows you to create and save questions into your questions database called question bank.

***Go to Administration > Question bank***

The question bank also allows you to import your questions created or export your questions. You can create a new question or import questions onto your bank.

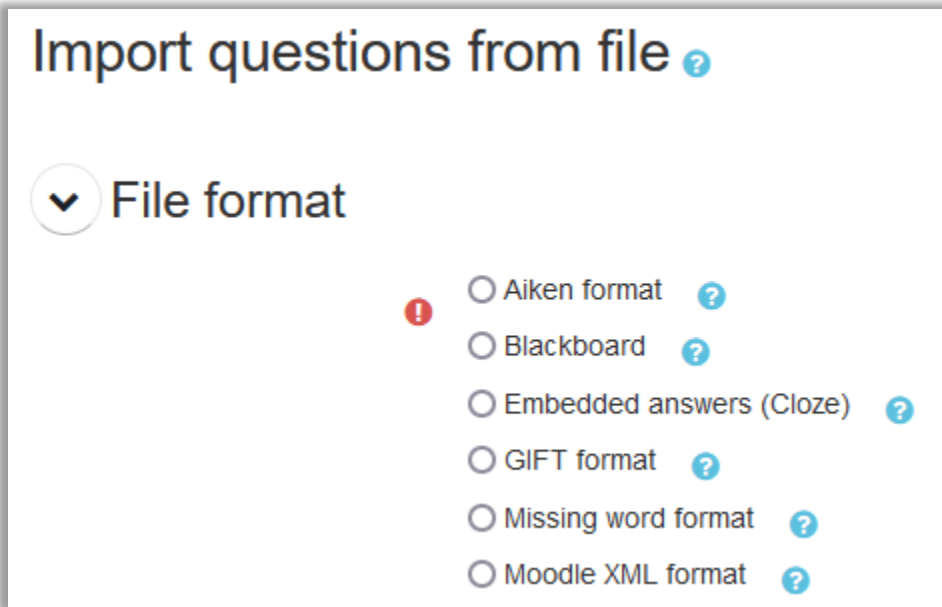
To import questions, click import



Choose a format depending with the types of questions you want to add.

**Aiken format** – allows you add multiple questions

**Gift format** – allows you to add true/false, matching, essay, short answer etc.



## About Aiken format

The **Aiken format** is a very simple way of creating multiple choice questions using a clear human-readable format in a text file (Notepad). The question must be all on one line. Each answer must start with a single uppercase letter, followed by a period '.' or a bracket ')', then a space. The answer line must immediately follow, starting with "ANSWER: " (NOTE the space after the colon) and then giving the appropriate letter.

### IMPORTANT NOTES:

- You have to save the file in a **text format**. Don't save it as a Word document or anything like that.
- Non-ASCII characters like 'quotes' can cause import errors. To avoid this always save your text file in [UTF-8 format](#) (most text editors, even Word, will ask you). Or download pspad editor <http://www.pspad.com/en/download.php>
- The answer letters (A,B,C etc.) and the word "ANSWER" **must** be capitalised as shown below, otherwise the import will fail.

Here is an example of the format:

```
What is the correct answer to this question?  
A. Is it this one?  
B. Maybe this answer?  
C. Possibly this one?
```

D. Must be this one!  
ANSWER: D

Which LMS has the most quiz import formats?

- A) Moodle
  - B) ATutor
  - C) Claroline
  - D) Blackboard
  - E) WebCT
  - F) Ilias
- ANSWER: A

## About Aiken format

GIFT format allows someone to use a text editor to write multiple-choice, true-false, short answer, matching missing word and numerical questions in a simple format that can be imported. The GIFT format is also an export file format available in Question bank.

Here are some quick examples:

```
// true/false
```

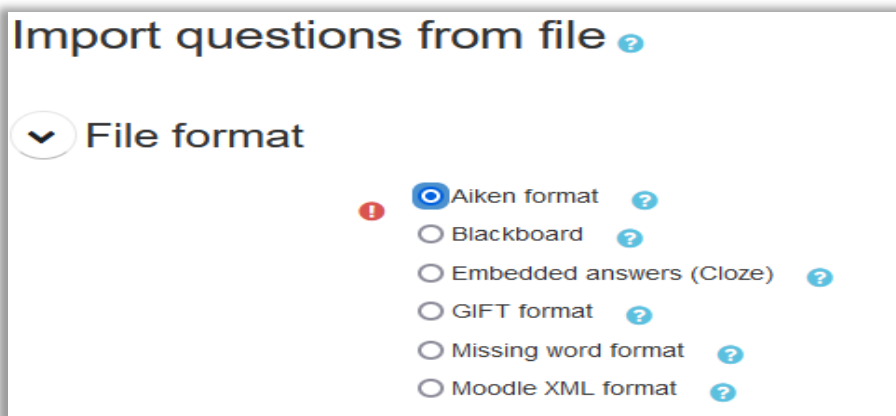
```
1+1=2 {T}
```

```
Tanzania got its independence in 1980. {F}
```

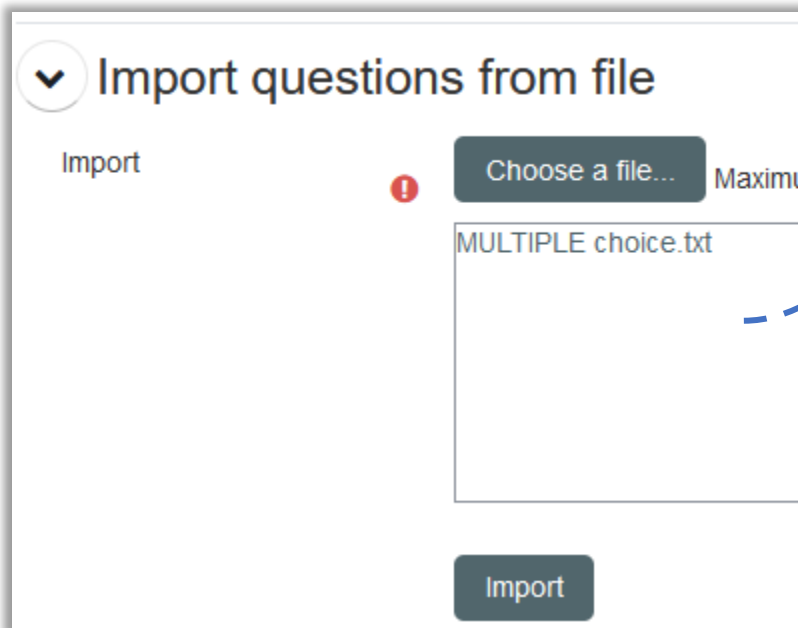
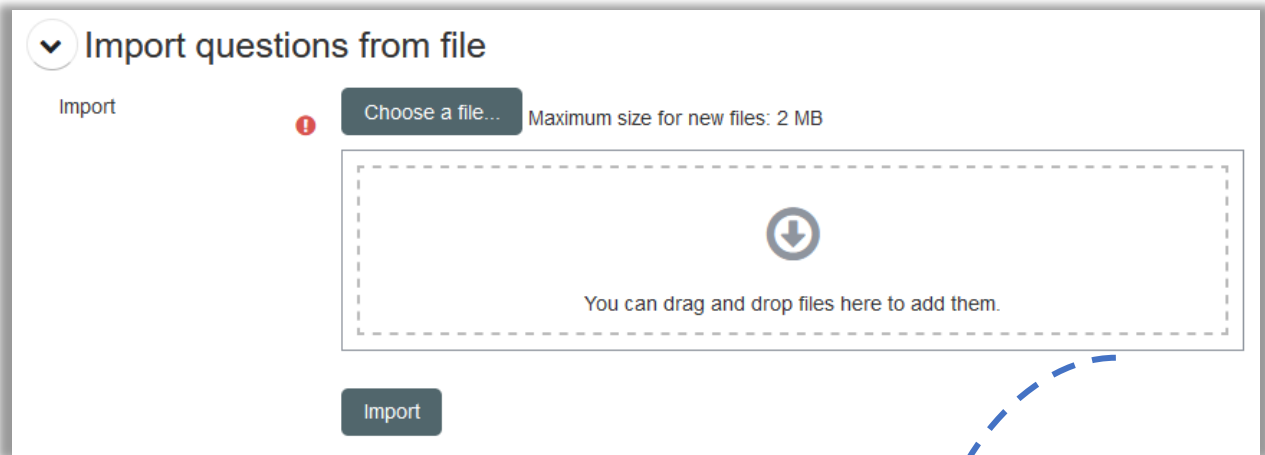
## Importing Multiple questions to a question bank

To import Multiple questions to a question bank.

1. Click Import and Select Aiken



2. Upload the multiple question file (notepad) and click import



3. The status with all green indicates successfully import without errors. If you encountered an error means the questions will not be imported unless you can correct the error. Follow the correct structure to avoid the errors.

Import

Parsing questions from import file. ×

Importing 2 questions from file ×

1. Tanzania got its independence in

2. Tanzania got its independence in

Continue

4. Once finished, click continue and you should be able to see your questions. Click the “Edit” to edit your question, delete or preview the question.

Filter by tags...

Show question text in the question list








Search options

Also show questions from subcategories

Also show old questions

Create a new question ...

Question name / ID number	Actions	Status	Version	Created by First name / Surname / Date	Comments	Needs checking?	Facility index	Discriminative efficiency	Usage
Tanzania got its independence in	Edit	Ready	v1	Godfrey Michael		?	?	/A	1
Tanzania got its independence in	Edit	Ready	v1					/A	1

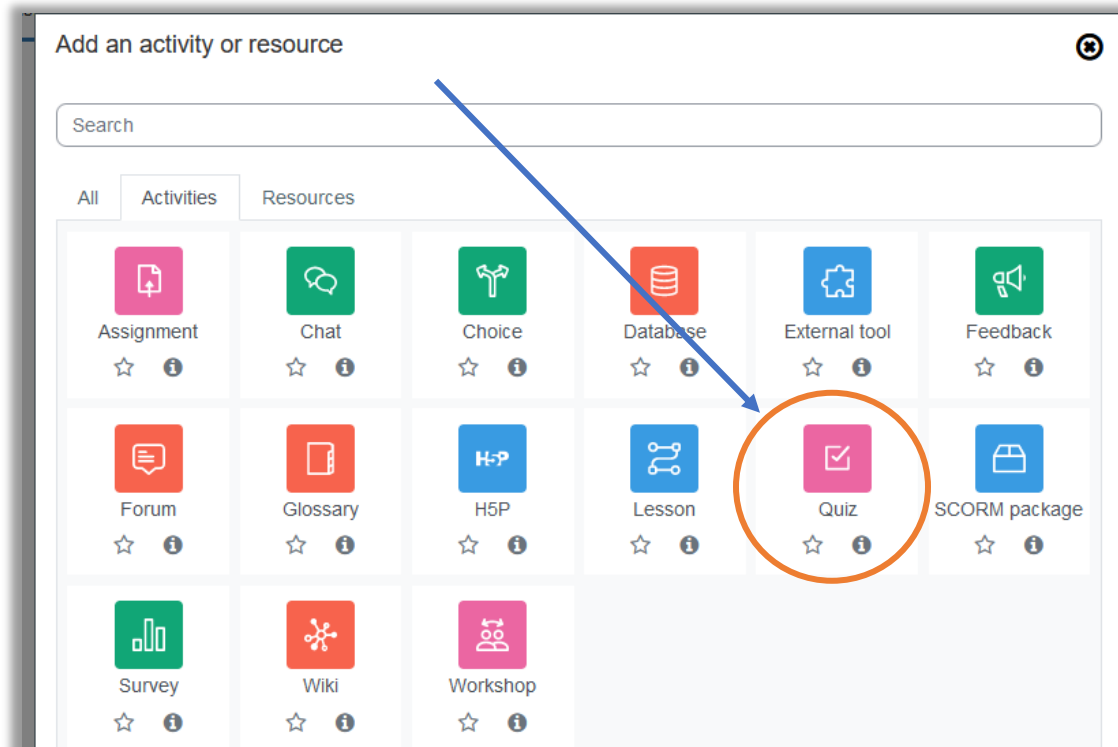
-  Edit question
-  Duplicate
-  Manage tags
-  Preview
-  History
-  Delete
-  Export as Moodle XML



## Creating a quiz

Quiz allows you to set up a test or self-assessment activity. The quiz can also be used to set up an exam on Moodle. Quizzes are marked automatically and grades can be obtained once the students finished attempt the quiz. The easiest way to set up a quiz is to use the questions from question bank you created.

To add a quiz, click add an activity or resource, click on activities tab and select “Quiz”.



### Steps in creating a quiz

1. Enter a name of the quiz (i.e. Quiz 1 or Test 1)
2. Add description about the quiz (instructions about the quiz/test)
3. Add timing of the quiz such as quiz start time and end time (Open/Close)
4. Set up the time limit of the quiz (click Enable and insert time) or leave it for the quiz without time limit

**Timing**

Open the quiz ? 5 ▾ January ▾ 2023 ▾ 10 ▾ 58 ▾  Enable

Close the quiz 5 ▾ January ▾ 2023 ▾ 12 ▾ 58 ▾  Enable

Time limit ? 1  hours ▾  Enable

When time expires ?  ▾

5. Set up the grade of the quiz. Add the grade on grade to pass (i.e 100 or 10) and set up the number of attempts allowed

**Grade**

Grade category ?  ▾

Grade to pass ?

Attempts allowed  ▾

6. Set up the layout. This will determine the number of questions per page.

**Layout**

New page ?  ▾

7. Set up the review options for the quiz.

show more...

## Review options ?

<p>During the attempt</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The attempt ?</li> <li><input checked="" type="checkbox"/> Whether correct ?</li> <li><input checked="" type="checkbox"/> Marks ?</li> <li><input checked="" type="checkbox"/> Specific feedback ?</li> <li><input checked="" type="checkbox"/> General feedback ?</li> <li><input checked="" type="checkbox"/> Right answer ?</li> <li><input type="checkbox"/> Overall feedback ?</li> </ul>	<p>Immediately after the attempt</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The attempt</li> <li><input checked="" type="checkbox"/> Whether correct</li> <li><input checked="" type="checkbox"/> Marks</li> <li><input checked="" type="checkbox"/> Specific feedback</li> <li><input checked="" type="checkbox"/> General feedback</li> <li><input checked="" type="checkbox"/> Right answer</li> <li><input checked="" type="checkbox"/> Overall feedback</li> </ul>
<p>Later, while the quiz is still open</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The attempt</li> <li><input checked="" type="checkbox"/> Whether correct</li> <li><input type="checkbox"/> Marks</li> <li><input checked="" type="checkbox"/> Specific feedback</li> <li><input checked="" type="checkbox"/> General feedback</li> <li><input checked="" type="checkbox"/> Right answer</li> <li><input type="checkbox"/> Overall feedback</li> </ul>	<p>After the quiz is closed</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The attempt</li> <li><input checked="" type="checkbox"/> Whether correct</li> <li><input checked="" type="checkbox"/> Marks</li> <li><input checked="" type="checkbox"/> Specific feedback</li> <li><input checked="" type="checkbox"/> General feedback</li> <li><input checked="" type="checkbox"/> Right answer</li> <li><input checked="" type="checkbox"/> Overall feedback</li> </ul>

8. Once finished, click “**Save and return to course**”.

## Adding Questions to a Quiz

To add questions to a quiz you have just created, click the quiz and the following screen will show the questions settings you made and summary of the quiz or quiz information. Click “Add question”.

## Quiz 4

Mark as done

---

**Opened:** Thursday, 5 January 2023, 1:02 PM  
**Closes:** Thursday, 5 January 2023, 6:02 PM

---

Attempt all questions below

**Add question**

Grading method: Highest grade

No questions have been added yet

**Back to the course**

Click "Add" and select "from question bank".

## Questions

Questions: 0 | Quiz open (closes 5/01/23, 18:02)

Maximum grade  **Save**

**Repaginate** **Select multiple items**  Shuffle ?

**Add** ▾

- + a new question
- + from question bank
- + a random question

Select the questions you want to add by ticking the boxes and click "Add selected questions to the quiz".

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

T Question

- +  ☰ Tanzania got its independence in Tanzania got its independence in 🔍
- +  ☰ Tanzania got its independence in Tanzania got its independence in 🔍
- +  ☰ Tanzania got its independence in Tanzania got its independence in 🔍
- +  ☰ Tanzania got its independence in Tanzania got its independence in 🔍
- +  ☐ The brain of computer is The brain of computer is 🔍
- +  ●● Tanzania got its independence in 1980 Tanzania got its independence in 1980 🔍
- +  ●● The basic colors are cyan, magenta, green. The basic colors are cyan, magenta, 🔍
- +  ●● The basic colors are red, blue, green. The basic colors are red, blue, green. 🔍

Add selected questions to the quiz

- ☰ Multiple choice
- True/False
- ☰ Matching
- ☐ Short answer
- 📄 Numerical
- 📄 Essay
- $\frac{2+2}{=?}$  Calculated
- $\frac{2+2}{=?}$  Calculated multichoice
- $\frac{2+2}{=?}$  Calculated simple
- ↕ Drag and drop into text
- ⚡ Drag and drop markers
- ⊕ Drag and drop onto image
- ☰ Embedded answers (Cloze)

The symbol represents the type of type of questions created or addeed

The list of added questions will be added to the quiz created as shown below

You can change default value for a question if needed

Page 1 Add ▾

1	Tanzania got its independence in Tanzania got its i...	Always latest ▾	🔍	🗑️	1.00 ✎
2	The brain of computer is The brain of computer is	Always latest ▾	🔍	🗑️	1.00 ✎
3	Tanzania got its independence in 1980 Tanzania got ...	Always latest ▾	🔍	🗑️	1.00 ✎
4	The basic colors are cyan. magenta. green. The basi...	Always latest ▾	🔍	🗑️	1.00 ✎
5	The basic colors are red. blue. green. The basic col...	Always latest ▾	🔍	🗑️	1.00 ✎

Add ▾

Edit a question. The change will be reflected to the databank as well.

Click here to preview the question

Click here to delete the question

To preview the quiz, go back to your course and click the quiz, and click preview quiz

Maths 101 quiz

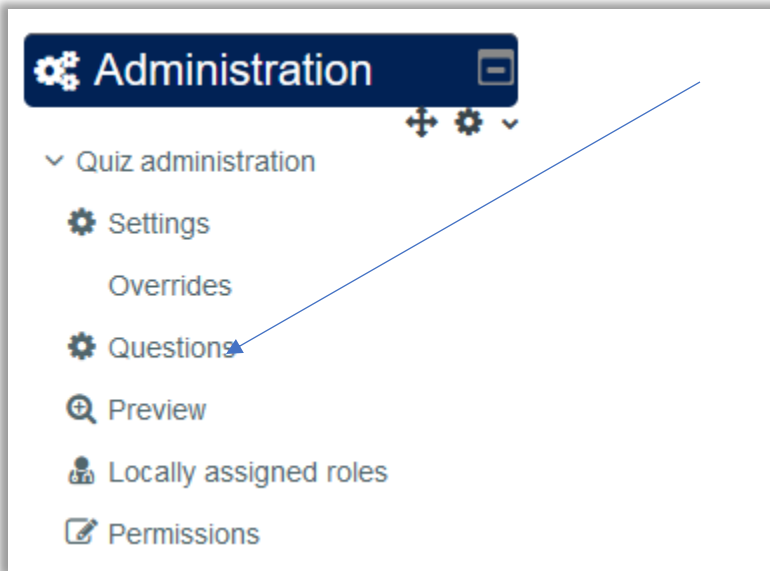
**Opened:** Thursday, 5 January 2023, 1:02 PM  
**Closes:** Thursday, 5 January 2023, 6:02 PM

Attempt all questions below

[Preview quiz](#)

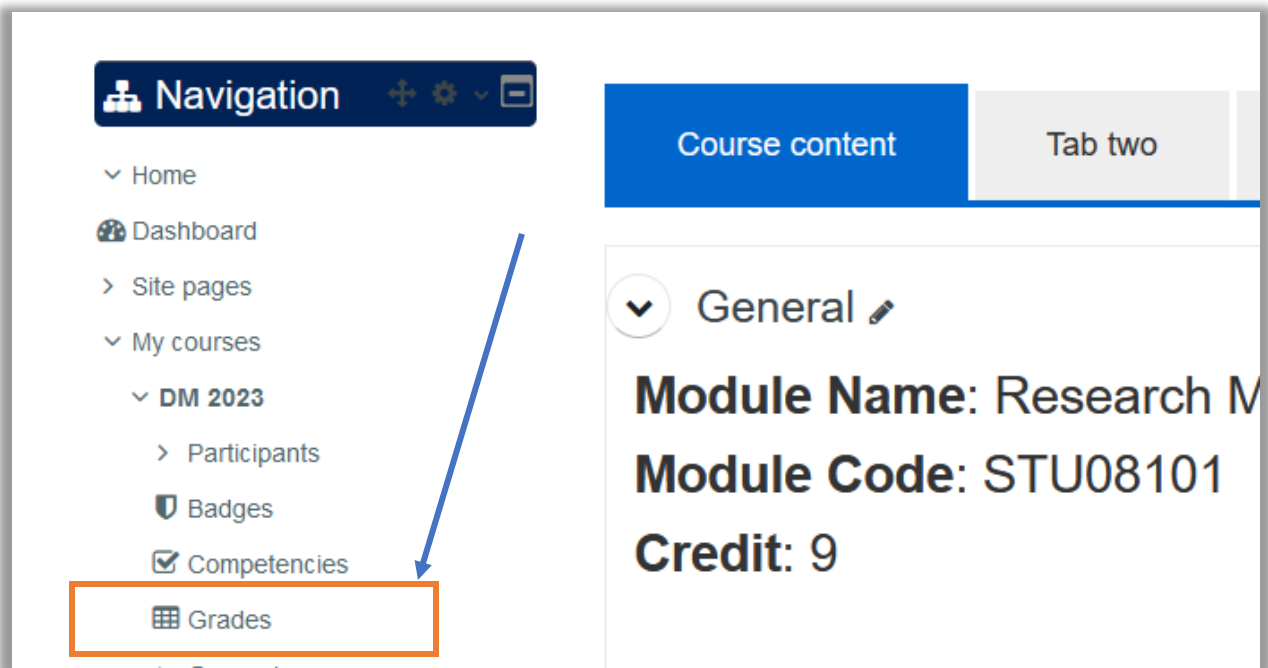
Grading method: Highest grade

To view the questions or edit the questions again from the quiz. Go to Administration > Questions



## View / Download students' grades

To download students' grade, you're your course and under navigation block click grades.



Grader report




# Grader report

All participants: 1/1

First name **All** A B C D E F G H I J K L M N O P

Surname **All** A B C D E F G H I J K L M N O P

Click the allow and choose export

			Demo Cou ⚙
First name / Surname ▲		Email address	📄 Assign
Controls			
 Fistname Lastname	 	balalusesa@gmail.com	



## Export to OpenDocument spreadsheet

Grade items to be included

- Assignment 1
- weewewewe
- Quiz 1
- Assignment 3
- Quiz 4
- Course total

Select all/none

Export format options

Download

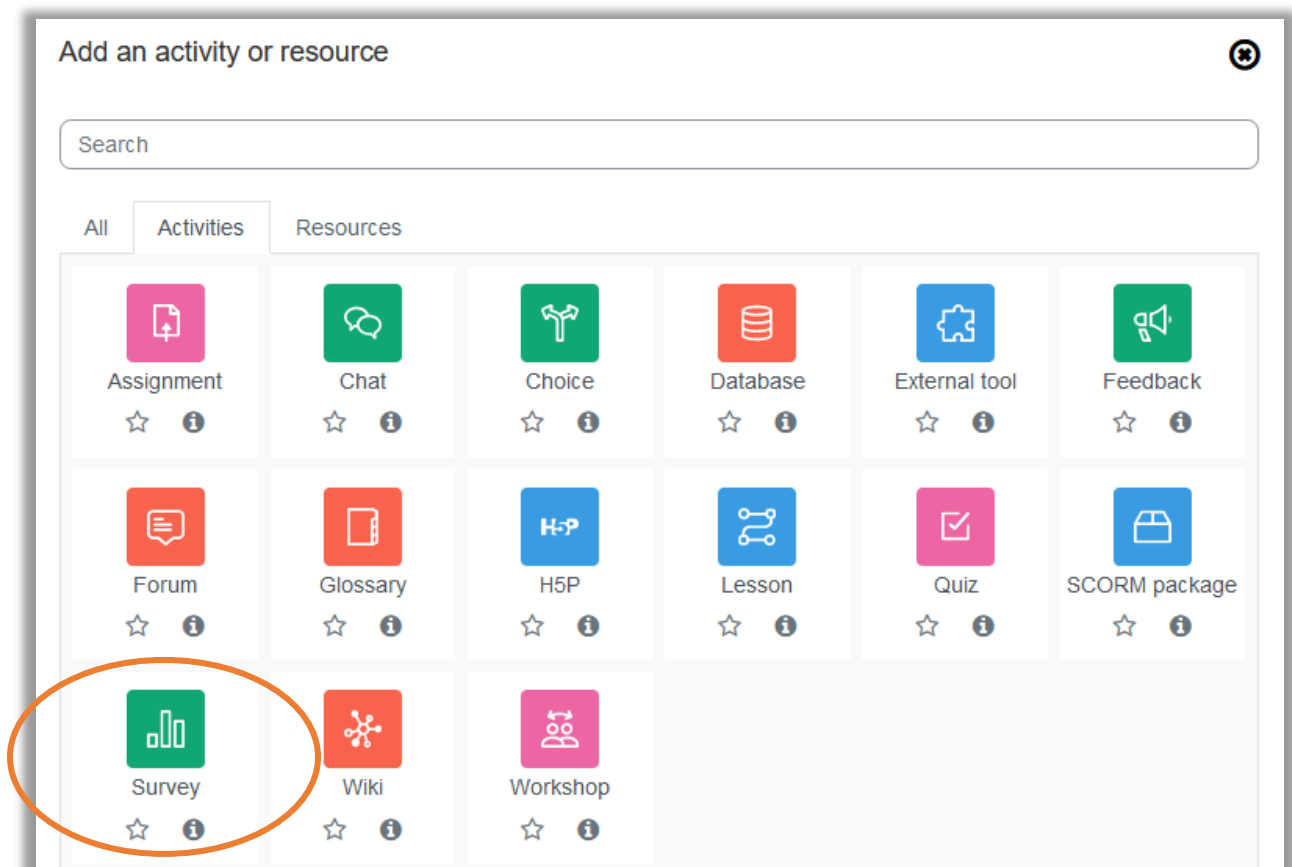
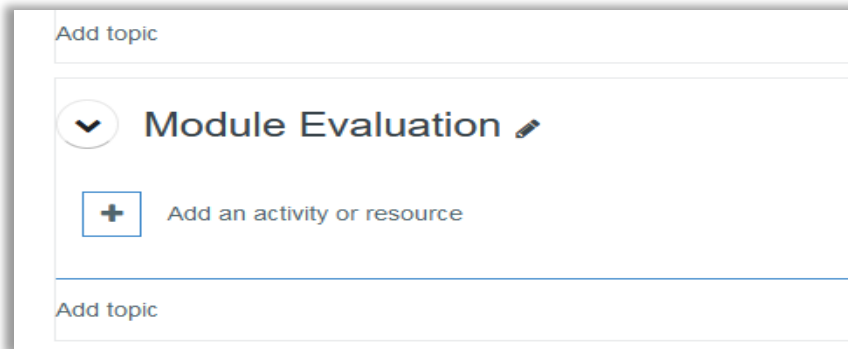
Select the type of activities that you want to download and click download. The excel file will be created. You can as well choose other formats

## Adding Course Evaluation

The survey activity module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. A teacher can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.

Note that these survey tools are pre-populated with questions. Teachers who wish to create their own survey should use the feedback activity module.

Click “Add an activity or resource” menu and select activities and click on Survey.



Enter the name of the survey such as “STU08210: Course Evaluation”

## Adding a new Survey to Module Evaluation ?

Expand all

### General

Name

DM 2023: Course Evaluation

Survey type

Choose...

Description

Paragraph **B** *I*         

Select the survey type from the list

Critical incidents	<p>This survey is based on a well-known survey from Stephen Brookfield. By asking students to reflect on critical moments that they remember from the course you will (all) learn a lot about what is working and what is not.</p> <p>There are only 5 questions with free-text answers:</p> <ol style="list-style-type: none"><li>1. At what moment in class were you most engaged as a learner?</li><li>2. At what moment in class were you most distanced as a learner?</li><li>3. What action from anyone in the forums did you find most affirming or helpful?</li><li>4. What action from anyone in the forums did you find most puzzling or confusing?</li><li>5. What event surprised you most?</li></ol>
--------------------	---

COLLES - Constructivist  
On-Line Learning  
Environment Survey

The COLLES comprises an economical 24 statements grouped into six scales, each of which helps us address a key question about the quality of the on-line learning environment:

- Relevance How relevant is on-line learning to students' professional practices?
- Reflection Does on-line learning stimulate students' critical reflective thinking?
- Interactivity To what extent do students engage on-line in rich educative dialogue?
- Tutor Support How well do tutors enable students to participate in on-line learning?
- Peer Support Is sensitive and encouraging support provided on-line by fellow students?
- Interpretation Do students and tutors make good sense of each other's on-line communications?

Underpinning the dynamic view of learning is a new theory of knowing: social constructivism, which portrays the learner as an active conceptualiser within a socially interactive learning environment. Social constructivism is an epistemology, or way of knowing, in which learners collaborate reflectively to co-construct new understandings, especially in the context of mutual inquiry grounded in their personal experience.

Central to this collaboration is the development of students' communicative competence, that is, the ability to engage in open and critical discourse with both the teacher and peers. This discourse is characterised by an empathic orientation to constructing reciprocal understanding, and a critical attitude towards examining underlying assumptions.

	<p>The COLLES has been designed to enable you to monitor the extent to which you are able to exploit the interactive capacity of the World Wide Web for engaging students in dynamic learning practices.</p> <p>(This information has been adapted from the COLLES page. You can find out more about COLLES and the authors of it at: <a href="http://surveylearning.moodle.com/colles/">http://surveylearning.moodle.com/colles/</a>)</p>
<p>ATTLS - Attitudes to Thinking and Learning Survey</p>	<p>The theory of 'ways of knowing', originally from the field of gender research (Belenky et al., 1986) provides us with a survey tool to examine the quality of discourse within a collaborative environment.</p> <p>The Attitudes Towards Thinking and Learning Survey (ATTLS) is an instrument developed by Galotti et al. (1999) to measure the extent to which a person is a 'connected knower' (CK) or a 'separate knower' (SK).</p> <p>People with higher CK scores tend to find learning more enjoyable, and are often more cooperative, congenial and more willing to build on the ideas of others, while those with higher SK scores tend to take a more critical and argumentative stance to learning.</p>

Once added, click either "Save and return" or "Save and display".