

NCVPS Moodle Revisions/Development Guide

(UNDER REVISION)

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Initial Setup

For each course, you have been provided a Working Master Course shell that has been setup by a C&I Representative. You should have access to the following course:

- WorkingMasterCourseName
- Working Master course shells will have the pre-set template:
 - Blocks (Your Teacher, Messages, Activities, etc.)
 - Letter Grades (Letters for Traditional, Mastery for CR)
 - Grading Periods (Nine weeks for Traditional)

Module Structure

Revised or developed content should map over to Moodle with a standard organization. The [Module Map Outline](#) specifics that organization.

- **Introduction/Objectives**: This page includes the introduction to the Module. Here you will list all of the North Carolina Essential Standards or Common Core Standards that are being met in the Module. You will also include a general overview of what students will be learning in the unit (this could be a checklist of the assignments that students will be completing in the Module). The entire introduction should be written for the students so they understand the purpose of what they will be learning.
- **Module Pre-Assessment**: The Pre-Assessment should be no more than 20 questions in length. The purpose of the Pre-Assessment is to gauge student's prior knowledge of standards/objectives needed for the Module. (Not all courses will use Pre-Assessments.)
- **Lesson Notes**: (Modules can contain multiple lessons.) This is where the interactive and engaging notes are presented for a concept. We want students to hear the material, read the material, see/view the material, and interact with the material (Universal Design for Learning Principles). The lesson notes should include at least one teaching lesson that is created via some type of screencasting or other video authoring tool (Jing, Camtasia, etc). The Lesson Notes should also include supplementary websites or embeddable interactive objects to reinforce the student learning. Each Lesson Notes folder will contain a culminating Check Your Knowledge Quiz (Formative Assessment). This assessment is used to determine the level of learning that is occurring within the Notes folder. This assessment should be at the lowest level of the Revised Bloom's Taxonomy.
- **Lesson Practice (Completion)**: The Practice (Completion) Activities should take the students' learning one step further. These activities should help prepare the students for their Required (Mastery) Assignments. These are the practices the student completes to

show his or her understanding of the material from the Lesson. Practice (Completion) Activities should be at the middle levels of the Revised Bloom's Taxonomy. Practice (Completion) Activities should be based on the information presented in the Lesson Notes. You should not have an activity that covers material not presented in the Lesson Notes. All Practice (Completion) Activities should have some level of accountability. Students should not be sent to external links for practice without having to report results back to the instructor.

- **Lesson Assignments (Mastery)**: These assignments should be at the highest levels of the Revised Bloom's Taxonomy. These assignments are designed for students to be able to show the mastery of the material in various ways. You should not have an assignment that covers material not presented in the Lesson Notes or practiced in the Practice (Completion) Activities section. Lesson (Mastery) Assignments can include, but are not limited to the following:
 - Moodle Quiz
 - Reflection/Journal (Forum/Wiki/Blog Activity)
 - Advanced Upload of Files Assignment – something submitted for grading and for feedback
- **Lesson Remediation**: These assignments are used to re-teach concepts not mastered throughout the lesson. All remediation sections should include alternative ways for students to show mastery of the content and should provide students with additional opportunities to learn concepts not previously mastered. Remediation assignments should be at varying levels of the Revised Bloom's Taxonomy. Remediation assignments can include, but are not limited to the types of assignments listed above.
- **Module Assessment**: The Module Assessment is a summative assessment of all Lessons included in the Module. The Module Assessment should be no more than 20 questions in length. The purpose of the Module Assessment is to ensure that the student has achieved mastery of the entire Module.

Teacher Talk

Every part of the Module structure should contain "Teacher Talk". This is the conversational communication that is intended for the students. Any time that you present new information such as a link, a video, or an assignment, you need to describe to students why the content is there, what they are to do with the content, and what steps they should take to interact with the content. These would be the instructions or comments that introduce content pieces or statements designed to provide instructions on next steps.

- **Examples of effective Teacher Talk within content pieces**

From OCS Applied Science: (*This introduction precedes a video.*) Energy is all around you. Can you imagine a world without it? There would be no lights, no television, and -GASP- no cell phones! The world would be an entirely different place. Let's watch a short video together and learn a little bit more about electricity. As you watch, take note of the various ways that energy is created.

From Credit Recovery English II: (*This introduction precedes an assignment.*) Part of why we study Oedipus over 2,400 years after it was first performed is because like Oedipus, many of us don't accept our faults or problems until it is too late. It's really hard for people to look in a mirror and really see what it is about our character that we should change. It's so easy to talk about what's wrong with our teachers, our peers, or our family, but it's much more difficult to talk about what's wrong with ourselves.

You are going to complete two activities in order to show mastery of this unit. The first thing you are going to do is to think about the one part of yourself you are not proud of. If you were a tragic hero, what would your tragic flaw be? One of my flaws is procrastinating and always doing what I want to do instead of what I should be doing.

From Traditional US History: (*This introduction precedes a wiki assignment.*) Women, African-Americans, Chinese, and the Irish all had a specific role in the development of the West and an impact on western settlement. Based on the Internet sources listed below, define these roles in your assigned wiki. After you have completed the work in your assigned group please review the information in the other groups as well.

- **Teacher Talk in Module Labels**

Each Module Label should have some level of Teacher Talk associated with it. The purpose of the Teacher Talk is to provide some direction for the section. Without these directions, the section is just a list of links in the course. Here are some basic examples from an English course.

Module Introduction/Objectives Label:

Module 5: The New England Renaissance - Transcendentalism (1840 - 1855)

The goals and objectives for this module are aligned with Common Core Standards for English/Language Arts.

Lesson Notes Label:

Introduction to Transcendentalism Notes

In the notes section of this module, you will get a thorough introduction to the ideals of Transcendentalism - you'll gain a better understanding of where it came from and see the ways in which this school of thought is notable in our thinking today.

Completion (Practice) Activities Label:

Transcendentalism Completion Activities

In this practice section, you will apply what you learned about Transcendentalism by more closely examining three great thinkers: two of whom founded the movement back in the 1800s

and one who has made a more recent impact on America today.

Mastery Assignments Label:

Transcendentalism Mastery Assignment

Now you will demonstrate your mastery and understanding of the Transcendental school of thought in American literature.

Remediation Activities Label:

Transcendentalism Remediation Assignment

You may have had trouble with this one. Let's take another look at Transcendentalism and compare it to some of the modern political realities of today.

Module Post-Assessment Label:

The New Land Post-Assessment

In this unit, we have studied a variety of writings, from both Native American culture and Colonial American culture that express strong belief in a divine creator, or, in some cases, creators. Using the texts and the historical background readings from this unit as evidence, you will describe the importance of a divine creator to both cultures. It's time for your post-test!

Analyzing Content for Revision/Development

As you begin to analyze your assigned Lessons to determine their level of quality for new standards, the content will fall into one of three categories:

Category A: Content currently exists in NCVPS course and is solid content. The lesson will need minor instructional design revisions:

For each Module, whether your content is being converted from Blackboard to Moodle, revised to meet new or existing standards, or is being developed from “scratch”, you will need to edit a few introductory items. The label for each Module includes the following, which need to be edited:

- Module name
- Module header
 - When editing the header, make sure that you insert an appropriate image, which should be sized 150 pixels by 150 pixels. The image should be attributed below

the description section.

- In the description section, make sure you give a brief introduction to the Module and briefly describe the topics to be covered in the Module.





As described above, each module will have an Introduction/Standards page that will need to be edited upon completion of the Module. Each Introduction/Standards should include, but are not limited to:





- Introduction to the Module (what students will be learning)
- Standards listed for the Module (NC Essential Standards/Common Core)
- Checklist of assignments to be completed in the Module (Optional)

You will also need to duplicate each of the Lesson sections for each new module that is created in the course.

Specific Content Handling Procedures

NCVPS courses are content rich. Many types of content and resources are used within the current Blackboard courses. As you review your content, you will encounter images, documents, external links, assessments, etc. In the following sections, each of the content types that you will be moving over without revision are outlined along with the tools that should be utilized within Moodle to best replicate its function from Blackboard. Along with that tool mapping is the strategy to be used to move that content over.

Name and Icon	Purpose	Moodle Equivalent
Item 	Create stand alone content that can contain text and file attachments.	Page Resource (or Label)
URL 	Create a link to an external web site	URL Resource
Learning Module 	Create a collection of ordered content with a structured path and table of contents	Lesson Activity
Discussion Board 	Create a link to the Discussion Board tool or a specific Discussion Board forum	Forum Activity

Blog 	Create a link to the Blog tool or a specific Blog	Forum (Standard forum displayed in a blog-like format).
Wiki 	Create a link to the Wiki tool or a specific Wiki	Wiki Activity or Forum Activity
Assignment 	Create an assignment so students may submit it	Assignment
Test Manager 	Deploy a test so students may take it	Quiz (Respondus)

Copying Text from Blackboard to Moodle

Text is our most commonly used content type. It is also our most problematic and time consuming to convert. Text in Blackboard is wrapped in formatting tags that is not always visible outside a plain text editor. As such, text content can not be directly copied from Blackboard and pasted into a Moodle editor window and display in any reliably formatted result.

The text content within Blackboard also contains links to other content and drives the entire flow on the course material. It is segmented into many Blackboard items and folders with attached files referred to within the text, and is “chopped” up into many different pieces. Therefore, an intermediary tool must be used to remove the formatting tags.

- To begin, you should copy text from Blackboard into an intermediate text editor (Notepad, TextEdit, etc.) to remove the unwanted formatting.
- Next, copy the unformatted text from Notepad, TextEdit, etc. and paste it into the Moodle text editor.
- Lastly, reformat the text to match accessibility guidelines and formatting that existed in Blackboard.

Moving Images from Blackboard to Moodle

- To begin, right-click on the image to download it from Blackboard.
- Use the Moodle Media button (tree icon) on the text editor to add the image to your course.
 - Make sure that your image has a description for accessibility.

- Make sure that you have permission to use the image in our courses. Check the resources found in your training course to find sites with images that can be used under Creative Commons licensing.

Moving Files from Blackboard to Moodle

- To begin, right-click on the file to download it from Blackboard.
 - When saving the files, make sure to save the file using the naming convention: ModuleXLessonXname (i.e. Module1Lesson3Writing Poetry Assignment). Also, when saving the file, make sure that the document is also titled in a similar fashion.
- Use the Insert/Edit link button (Chain icon) on the text editor to add the file to your course.
 - Make sure that all files open in a new window.
 - Make sure that all documents have a common header as agreed upon by your revision team members.
 - As you revise/develop your documents, refer to the [NCVPS Accessibility Checklist Examples](#) document. Once your document has been created, ensure that your course content meets NCVPS Moodle Accessibility guidelines by checking your document against the [NCVPS Accessibility Checklist](#).

Moving Test Manager Assessments (and Surveys) from Blackboard to Moodle

Assessments are an integral part to NCVPS courses. Assessments can contain text, images, audio, etc. In order to move the assessment content from Blackboard to Moodle. We will be using Respondus to move assessments from Blackboard to Moodle. To read more about downloading and using Respondus (Respondus only works on PCs), refer to the [NCVPS Respondus Guide](#). To move assessments directly from Blackboard to Moodle, refer the [NCVPS Conversion/Revision Guide](#).

Not all question types from Blackboard are supported in Moodle. If you find a question type that you have used in Blackboard that does not exist in Moodle, then you will need to change the format of the question. The following table illustrates the corresponding question types in each LMS:

Blackboard Question Type	Description	Moodle Equivalent
Calculated Formula	A Calculated Formula question contains a formula with variables that change for each user.	Calculated
Calculated Numeric	A Calculated Numeric question asks the user to submit a numeric answer to a question. It resembles a fill-in-the-blank question where the correct answer is a number.	Numerical
Either/Or	Either/Or questions show two answer	No equivalent in Moodle

	options, such as True/False or Yes/No	
Essay	Essay questions require Students to enter an answer into a text box.	Essay
File Response	Students upload a file from their computer as the answer to the question.	No equivalent in Moodle
Fill in the Blank	Fill in the Blank answers are scored based on an exact text match. Answers are not case sensitive, but are evaluated based on spelling	Short Answer
Hotspot	Hotspot questions are based on Students identifying an area in an image file.	No equivalent in Moodle
Jumbled Sentence	Jumbled Sentence questions ask Students to select the correct word from a set of words in a drop-down menu to complete the sentence	Embedded Answer (Cloze)
Matching	Matching questions ask Students to pair items in one column to items in another column.	Matching
Multiple Answer	Multiple Answer questions allow users to choose more than one correct answer.	No equivalent in Moodle
Multiple Choice	Multiple Choice questions allow students to choose one correct answer from a selection of answers.	Multiple Choice
Opinion Scale/Likert	Most often used in Surveys, Opinion Scale or Likert Scale questions are designed to measure attitudes or reactions using a comparable scale.	Should use Survey Activity
Ordering	Ordering questions ask Students to put of a series of items in correct order.	No equivalent in Moodle
Quiz Bowl	Quiz Bowl questions require the answer to be in the form of a question.	No equivalent in Moodle
Short Answer	Short Answer questions require Students to enter an answer into one or more text boxes	Short Answer or Embedded Answer (Cloze)
True/False	A True/False question displays two answer options: true and false.	True/False

In Moodle, when editing assessments, there is sometimes a need for a “label” or a reading passage/image that applies to multiple questions. You should use the Description Question type in this situation. A Description question page simply shows some text (and possibly graphics) without requiring an answer. It is more of a label than a question type. When shuffling of questions is turned off, this type of page can provide information to be used by a following group of questions.

Accessibility/Copyright Check

Designing your content with accessibility in mind is important to ensure learning can occur for **all** students, regardless of ability. As you revise/develop, refer to the [NCVPS Accessibility Checklist Examples](#) document. Once your content has been created, ensure that your course content meets NCVPS Moodle Accessibility guidelines by checking your content against the [NCVPS Accessibility Checklist](#).

Category B: Content currently exists in NCVPS course but needs stronger or more detailed instructional content developed as well as minor instructional design revisions:

For each Module, whether your content is being converted from Blackboard to Moodle, revised to meet new or existing standards, or is being developed from “scratch”, you will need to edit a few introductory items. The label for each Module includes the following, which need to be edited:

- Module name
- Module header
 - When editing the header, make sure that you insert an appropriate image, which should be sized 150 pixels by 150 pixels. The image should be attributed below the description section.
 - In the description section, make sure you give a brief introduction to the Module and briefly describe the topics to be covered in the Module.

As described above, each module will have an Introduction/Standards page that will need to be edited upon completion of the Module. Each Introduction/Standards should include, but are not limited to:

- Introduction to the Module (what students will be learning)
- Standards listed for the Module (NC Essential Standards/Common Core)
- Checklist of assignments to be completed in the Module (Optional)

You will also need to duplicate each of the Lesson sections for each new module that is created in the course.

Next Steps

- Pieces that are strong enough to move over directly to Moodle, will follow **Category A** guidelines from above.
- Pieces that are new content pieces will follow **Category C** guidelines below.

Category C: Content does not currently exist and will need to be developed according to NCVPS instructional design standards:

For each Module, whether your content is being converted from Blackboard to Moodle, revised to meet new or existing standards, or is being developed from “scratch”, you will need to edit a few introductory items. The label for each Module includes the following, which need to be edited:

- Module name
- Module header
 - When editing the header, make sure that you insert an appropriate image, which should be sized 150 pixels by 150 pixels. The image should be attributed below the description section.
 - In the description section, make sure you give a brief introduction to the Module and briefly describe the topics to be covered in the Module.

As described above, each module will have an Introduction/Standards page that will need to be edited upon completion of the Module. Each Introduction/Standards should include, but are not limited to:

- Introduction to the Module (what students will be learning)
- Standards listed for the Module (NC Essential Standards/Common Core)
- Checklist of assignments to be completed in the Module (Optional)

You will also need to duplicate each of the Lesson sections for each new module that is created in the course.

Specific Content Handling Procedures

NCVPS courses are content rich. Many types of content and resources should be used when revising/developing NCVPS courses. In the following sections, each of the content types are outlined along with the tools that should be utilized within Moodle. Along with that tool mapping is the strategy to be used to develop that content.

Lessons Activity

The lesson module presents a series of HTML pages to the student, who is usually asked to make some sort of choice underneath the content area. The choice will send them to a specific page in the Lesson. In a Lesson page's simplest form, the student can select a continue button at the bottom of the page, which will send them to the next page in the Lesson. If you choose to use the Lessons Activity, make sure that you plan the path of students' learning **before** you begin. With the Lessons activity, your teacher talk should be contained within the content pages and not placed in a separate area. Lessons are good to use when using Formative Assessments within a specific content area.

Lessons Options

General Section

- **Lesson Name:** Give your Lesson a name. The title entered here will be the name that students see in the course content area. Students will click on this name to view the

Lesson material.

- **Time Limit:** By default, you should leave this setting disabled.
- **Maximum Number of Answers:** This value determines the maximum number of answers the teacher can see and use when editing a lesson or a page. This parameter also sets the maximum number of buttons with descriptions and jumps that can be seen by the teacher in a Content (Branch Table) page. For example, a teacher starting to enter a series of multiple choice questions with 6 answers, might set this value to 6.

Grade Section

- **Grade:** If this Lesson is attached to a grade, then you should leave the setting unchanged (100). If, however, you are not grading the Lesson, then you should select "No Grade".
- **Grade category:** Choose the appropriate grading period (if applicable).

Grade Options Section

- **Practice Lesson:** A practice lesson will not show up in the Gradebook. Changing this setting to "Yes" would make this Lesson not appear in the Gradebook. If you want this Lesson to serve as an assignment, then you should leave this setting unchanged, otherwise you should leave this setting unchanged.
- **Customized Scoring:** This will allow you to put a numerical point value on each answer in a question page. Answers may have negative values or positive values.
- **Retakes Allowed:** This setting determines whether the students can take the lesson more than once or only once. If you would like for the students to be able to review the Lesson, then you should change the setting to "Yes".
- **Handling of Retakes:** If you are allowing retakes and the Lesson is being graded, then you should use the "Maximum Grade" setting. This will allow for the best score on a particular item to be used in the grading of the Lesson.
- **Display Ongoing Score:** By default, you should leave this setting unchanged.

Flow Control Section

- **Allow Student Review:** This will place a "Review Lesson" button on the last screen of the lesson to encourage the student to navigate through the lesson again from the start. Be sure to check other settings to allow them to change their answers.
- **Maximum Number of Attempts:** This value determines the maximum number of attempts a student will have to answer any question in the lesson. Once reached, the student will not see the question again. Setting this value to 1 gives the students just single chance to answer each question. This would be similar to a question in the Quiz module.
- **Display Default Feedback:** Feedback to a specific answer to a question can appear on the next page after the student makes a choice and submits it. The question, the student's answer and the feedback appear on a page with a continue button at the bottom. This lesson setting controls what appears as the feedback response and if the page appears at all.

- **Progress Bar:** This setting allows for a simple bar to be placed at the bottom of the lesson, which will give an approximate percentage of completion. Since lessons vary greatly in their navigation, this works best with lesson that follow the logical order and do not jump around.
- **Display Left Menu:** This will show a list of the pages in the lesson on the left side of the page.

External Links (URL Resource)

External Links (URLs) can be used in two main ways:

1. External Links can be “stand alone” items that has content associated with it, such as instructions on what to do once you reach the external source. These External Links are single items that function the same ways that the URL feature in Blackboard did. If your External Link is a “stand alone” item, then you will use the URL activity.

URL Options

General Section

- **URL Name:** Give your URL a name. The title entered here will be the name that students see in the course content area. Students will click on this name to view the URL content.
- **Description:** Just as in Blackboard, the description is the space for describing your URL. Here you will add any images or supporting instructions that your URL needs. The instructions for adding a URL resource contain:
 - Instructions should tell the students to click on the link below to open the External Link.

Content Section

- **External URL:** Lise the web address for the external resource you are wanting to access.

Options Section

- **Display:** For this setting, make sure that you choose “New Window”.
- **Display URL Name:** By default, you should leave this setting checked.
- **Display URL Description:** By default, you should leave this setting checked.

2. External links can also be embedded within content (such as a Page resource or Lesson Activity), where you may be listing out different external resources, or having the students look at an External Link as part of a reading or Lesson introduction. If your URL is part of your content and is not a “stand alone” item, then you will reference the section on adding files and links in the Page Resource/Lesson Activity.

Page Resource

A page resource creates a link to a screen that displays the content created by the teacher. The “What You See is What You Get” (WYSIWYG) text editor allows the page to display many different kinds of content.

Page Options

General Section

- **Page Name:** Give your Page a name. The title entered here will be the name that students see in the course content area. Students will click on this name to view the content.
- **Page Description:** The teacher-student language goes in Description of the Page content. In order for the description to be shown, it must have text, not just HTML.

Content Section

- **Page Content:** This is where you will put the content for the students. You can use the editor to add images, audio, video, etc. to your content.

Working Master Course Shell:

For the Working Master Course Shell, the file(s) should be uploaded to the Moodle server by using the Text Editor.

- From the Text Editor, you should use the Link button (Chain icon). This brings up the Insert/Edit Link window. Beside of the "Link URL" box, there is a Browse button, that brings up the File Picker. The File picker enables files to be added and displayed in Moodle.
- When saving the files, make sure to save the file using the naming convention: ModuleXLessonXname (i.e. Module1Lesson3Writing Poetry Assignment). Also, when saving the file, make sure that the document is also titled in a similar fashion.

URLs can be added the same way whether you are in the Master course shell or the Working Master course shell.

- From the Text Editor, you should use the Link button (Chain icon). This brings up the Insert/Edit Link window. Copy and Paste the URL link in the "Link URL" box.
- Make sure that all URLs open in a new window.

Master Course Shell (Moodle Person):

For the Master Course Shell, the file(s) should be uploaded to the HFS server using Filezilla before adding them using the Text Editor.

- From the Text Editor, you should use the Link button (Chain icon). This brings up the Insert/Edit Link window. Copy and Paste the link from <http://152.46.13.240> into the "Link URL" box.
- When saving the files, make sure to save the file using the naming convention: ModuleXLessonXname (i.e. Module1Lesson3Writing Poetry Assignment). Also, when saving the file, make sure that the document is also titled in a similar fashion.

URLs can be added the same way whether you are in the Master course shell or the Working Master course shell.

- From the Text Editor, you should use the Link button (Chain icon). This brings up the Insert/Edit Link window. Copy and Paste the URL link in the "Link URL" box.
- Make sure that all URLs open in a new window.

Options Section

- **Display Page Name:** By default, you should leave this setting checked.
- **Show Description:** Make sure that this check box is marked so that your “Teacher talk” will be displayed.

Assignment

The assignment feature in Moodle allows students to upload and edit a single or multiple files to form their final submission. You can also set up the assignment to allow the students to add a note to the assignment. The upload of files and the ability to add a note closely resembles the process that students are familiar with in Blackboard.

Assignment Options

General Section

- **Assignment Name:** Give your Assignment a name. The name given to the assignment should be in the form: Module # Lesson # Assignment Name. The title entered here will be the name that students see in the course content area and also will be the name of the entry in the gradebook. Students will click on this name to view the details of the assignment and, if applicable, submit their work.
- **Description:** Just as in Blackboard, the description is the space for describing your assignment. Here you will add any images or links that your assignment needs. You will also place any files that students will need to complete the assignment. All instructions for these assignments should contain:
 - Instructions that tell the students to click on “Upload a File” to attach a document to their description.
 - Instructions that tell the students to click on “Add note” for assignments that may require editing the comment box.
 - Instructions that tell the students to click on “Send for Marking” that will submit the assignment to the teacher for grading.
- **Available From:** By default, you should make sure that these dates are unchecked. These dates can be adjusted in individual teacher sections.
- **Due Date:** By default, you should make sure that these dates are unchecked. These dates can be adjusted in individual teacher sections.
- **Prevent Late Submissions:** By default, you should leave this setting unchanged.

Submission Section

- **Online Text:** If set to “Yes”, students are able to compose and edit text on the screen using the standard Moodle HTML Editor.
- **File submissions:** File submissions allows students to upload and edit one or more files to form their final submission.
- **Maximum Number of Uploaded Files:** If file submissions are enabled, this setting determines the maximum number of files which may be uploaded by each student. As this figure is not displayed anywhere, it is suggested that it is mentioned in the assignment Description.
- **Maximum Submission size:** By default, you should leave this setting unchanged.

- **Submission comments:** If enabled, students may leave comments into a text area associated with the assignment. Comments can be used for communication with the teacher, assignment progress description, to let students alert the teacher about which file is the master file (in case of multiple files), or any other type of communication between student and teacher.

Feedback Section

- **Feedback comments:** Setting this to “Yes” means that teachers can leave feedback comments for each submission. Essentially what this does is enable the Feedback Comments column in the grading table (to access the grading table click on the assignment activity, then click on the View/Grade all Submission button).
- **Feedback Files:** Setting this to “Yes” means that teachers will be able to upload files with feedback when grading. These files may be the marked up student assignments, documents with comments, a completed rubric, or spoken audio feedback. Essentially what this does is enable the Feedback Files column in the grading table (to access grading table click on the assignment activity, then click on the view/Grade all Submissions button).

Grade Section

- **Grade:** By default, this setting should remain unchanged (100).
- **Grade category:** Choose the appropriate grading period (if applicable).

Quiz Activity (Respondus)

NCVPS will be using Respondus to create quizzes for Moodle. The following documentation will show how to Create a new assessment using Respondus and how to import it to Moodle.

- [Creating and Editing Assessments for Moodle using Respondus](#)
- [Importing Assessments from Respondus to Moodle](#)

Forums

The forum is an activity where students and teachers can exchange ideas by posting comments. In Blackboard these were called Discussion Boards. There are four basic forum types. Forum posts can be graded by the teacher or other students. A forum can contribute significantly to successful communication and community building in an online environment.

Forum Options

General Section

- **Forum Name:** This is the short name of your Forum. The name given to the assignment should be in the form: Module # Lesson # Assignment Name. The title entered here will be the name that students see in the course content area and also will be the name of the entry in the gradebook. Students will click on this name to view the details of the Forum.
- **Forum Type:** There are five forum types to choose from:
 - **A single simple discussion:** A single topic discussion developed on one page, which is useful for short, focused discussions.

- **Standard forum for general use:** An open forum where anyone can start a new topic at any time; this is the best general-purpose forum.
- **Each person posts one discussion:** Each person can post exactly one new discussion topic (everyone can reply to them though); this is useful when you want each student to start a discussion about their reflections on the week's topic, and everyone else responds to these.
- **Q and A Forum:** Instead of initiating discussions, participants pose a question in the initial post of a discussion. Students may reply with an answer, but they will not see the replies of other students to the question in that discussion until they have themselves replied to the same discussion.
- **Standard forum displayed in a blog-like format**
- **Forum introduction:** Place the description of the forum here. This is the place to include precise instructions for students regarding the subject of the forum and any grading criteria that might be used in this forum.
- **Subscription Mode:** When a person is subscribed to a forum it means that they will be sent email copies of every post in that forum. This will override some student settings in their profile. By default, posts are recorded about 30 minutes after the post was first written.
 - Optional Subscription: Participants have the choice of subscribing to the Forum.
 - Forced Subscription: All participants (even those added at a later date) are automatically subscribed to the forum and cannot unsubscribe to the forum.
 - Auto Subscription: Everyone is subscribed initially but can choose to unsubscribe at any time.
 - Subscription Disabled: No subscriptions will be allowed.

Grade Section

- **Grade:** Select the appropriate grading period, if applicable.

Ratings Section

- **Ratings:** Make sure to select "Maximum rating". With this setting, the highest rating is returned as the final grade. If "No Rating" is selected, then the Forum will not appear in the Gradebook.

Wiki

A wiki is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML. A wiki starts with one front page. Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet.

Wiki Options

General Section

- **Wiki Name:** This is the short name of your Wiki. The title entered here will be the name that students see in the course content area. Students will click on this name to view the details of the Wiki.

- **Wiki Description:** Place the description of the wiki here. This is the place to include precise instructions for students regarding the subject of the wiki and any grading criteria that might be used in this wiki.

Wiki Settings Section

- **First Page Name:** This is the title of the main page that students will see when they view the content of the wiki.
- **Wiki Mode:** By default, this setting should remain unchanged.

NOTE: The Wiki activity in Moodle is not tied to the Gradebook. If you wish to have the wiki graded, then you will need to create a separate item in the Gradebook for the Wiki assignment.

Blogs

To add a blog to your course, you will use the **Standard forum displayed in a blog-like format**. Refer to the steps above for Forum settings, except Standard Forum displayed in a Blog like format will be selected. All other settings will remain the same as above.

Glossary

The glossary activity module allows teachers (and students) to create and maintain a list of definitions, like a dictionary. Glossary can be used in many ways. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher. Entries can be categorized. The auto-linking feature will highlight any word in the course which is located in the glossary.

Glossary Options

General Section

- **Glossary Name:** This is the short name of your glossary. The title entered here will be the name that students see in the course content area. Students will click on this name to view the details of the glossary.
- **Glossary Description:** Describe the purpose of the glossary, provide instructions or background information, links etc. in this area.
- **Entries shown per page:** This sets the number of words and definitions that students will see when they view the glossary list. If you have a large number of automatically-linked entries you should set this number lower to prevent long loading times.
- **Is the Glossary Global?:** By default, this should remain unchecked.
- **Glossary Type:** Here you can decide whether the glossary will be main or secondary. The glossary system allows you to export entries from any secondary glossary to the main one of the course. In order to do this, you should specify which glossary is the main one. You can only have one main glossary per course.
- **Duplicate Entries allowed:** This allows the entry of more than one definition for a given word.
- **Allow comments on entries:** Students and teachers can leave comments on glossary definitions. The comments are available through a link at the bottom of the definition.

- **Allow Print View:** This provides a printer-friendly version link for students. (Teachers are always provided with a printer-friendly version link.)
- **Automatically link Glossary entries:** This setting allows individual entries in this glossary to be automatically linked whenever the concept words and phrases appear throughout the rest of the same course. This includes forum postings, internal resources, week summaries and so on.
- **Approve by default:** This allows the teacher to decide what happens to new entries added by students. They can be automatically made available to everyone, otherwise the teacher will have to approve each one.
- **Display format:** This setting specifies the way that each entry will be shown within the glossary. The default formats are:
 - Simple, dictionary style - This looks like a conventional dictionary with separate entries. No authors are displayed and attachments are shown as links.
 - Continuous without author - That shows the entries one after other without any kind of separation but the editing icons.
 - Full with author - A forum-like display format showing author's data. Attachments are shown as links.
 - Full without author - A forum-like display format that does not show author's data. Attachments are shown as links.
 - Encyclopedia - Like 'Full with author' but attached images are shown inline.
 - Entry list - This lists the concepts as links.
 - FAQ - Useful for displaying lists of frequently asked questions. It automatically appends the words QUESTION and ANSWER in the concept and definition respectively.
- **Show “Special” Link:** If this setting is enabled, students can browse the glossary by special characters, such as @ and #.
- **Show Alphabet:** If this setting is enabled, students can browse the glossary by letters of the alphabet.
- **Show “All” Link:** If this setting is enabled, students can browse all entries at once.
- **Edit Always:** This setting specifies whether entries are always editable or whether students can only edit their entries during a configured editing time (usually 30 minutes).

Grade Section

- **Grade:** Use this setting only if you are grading the glossary activity (where students are inputting terms and definitions).

Folder Resource

The Folder resource type can be used to display a whole directory (and its subdirectories) from your course files area. This is an effective way to organize teacher resources that contain answer keys and other files that are hidden from student view. When creating a Folder to house answer keys, it is best practice to create a separate folder for each Module in the course.

Directory Options

General Section

- **Directory Name:** This is the name of the folder that will be seen on the main content page.
- **Description:** This is a generic description that will be displayed once a user (student or teacher) will see once they have accessed the directory

Content Section

- **Files:** With this setting, you can add folders (subdirectories) or individual files.

Accessibility/Copyright Check

Designing your content with accessibility in mind is important to ensure learning can occur for *all* students, regardless of ability. As you revise/develop, refer to the [NCVPS Accessibility Checklist Examples](#) document. Once your content has been created, ensure that your course content meets NCVPS Moodle Accessibility guidelines by checking your content against the [NCVPS Accessibility Checklist](#).