Agroecology E-Learning platform teacher manual

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Topics format

The course is organized into topic sections that a teacher can give titles to. Each topic section consists of activities, resources and labels. In new installations of Moodle, this is the default format.

TIP: This is great to use if your course is objective based and each objective may take different amounts of time to complete. An example of this would be scaffolding where the students are building upon the knowledge from earlier topics.

"Show only one section"

With the Weekly, Topics and any contributed format that implements the functionality, it is possible via Administration > Course administration > Edit settings to "show one section per page".

To add or remove topics first you have to turn editing on for the course as shown in the screenshot below.
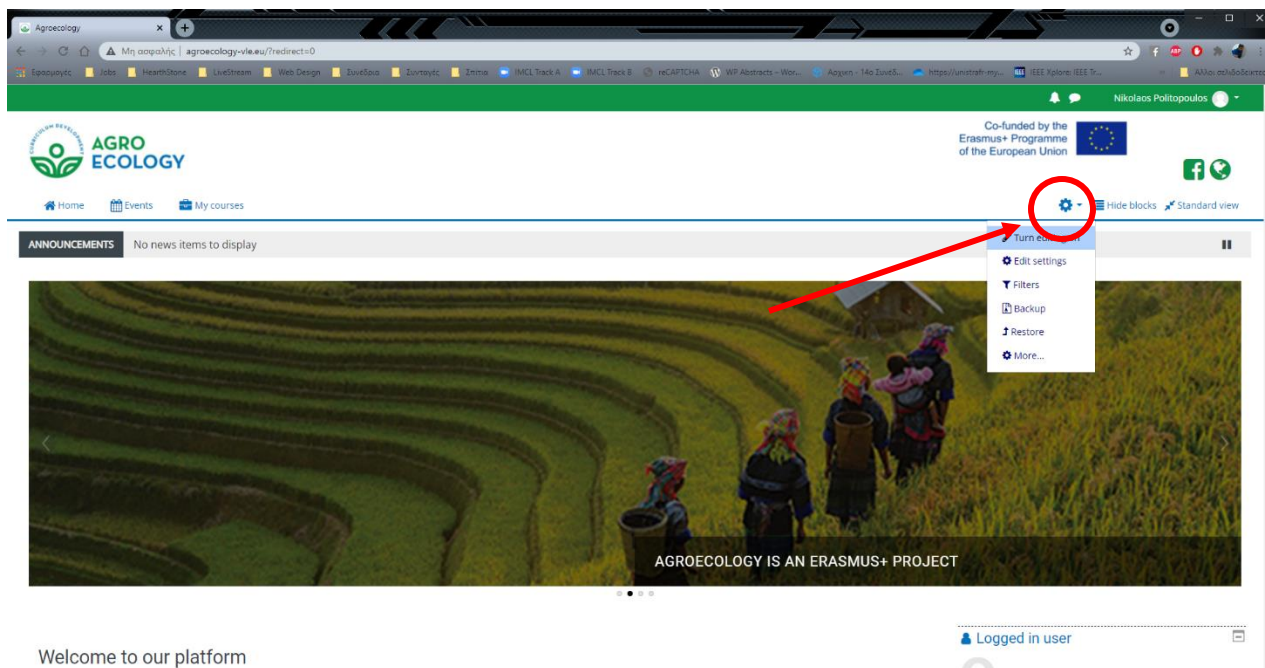

Figure 1: The "Turn editing on" button

After editing is on you have the option to add/remove topics as well as "activities" and "resources"

Activities

In Moodle terminology, an Activity, such as Forums or Quizzes, properly means something students can contribute to directly, and is often contrasted to a Resource such as a File or Page,

which is presented by the teacher to them. However, the term activity is sometimes for convenience also used to refer to both Activities and Resources as a group.

There are 14 different types of activities in the standard Moodle that can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

- Assignments - Enable teachers to grade and give comments on uploaded files and assignments
- Chat - Allows participants to have a real-time synchronous discussion
- Choice - A teacher asks a question and specifies a choice of multiple responses
- Database - Enables participants to create, maintain and search a bank of record entries
- Feedback - For creating and conducting surveys to collect feedback.
- Forum - Allows participants to have asynchronous discussions
- Glossary - Enables participants to create and maintain a list of definitions, like a dictionary
- Lesson - For delivering content in flexible ways
- (LTI) External tool - Allows participants to interact with LTI compliant learning resources and activities on other web sites. (These must first be set up by an administrator on the site before being available in individual courses.)
- Quiz - Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown
- SCORM - Enables SCORM packages to be included as course content
- Survey - For gathering data from students to help teachers learn about their class and reflect on their own teaching
- Wiki - A collection of web pages that anyone can add to or edit
- Workshop – Enables peer assessment

Resources

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses. In edit mode, a teacher can add resources via the 'Add an activity or resource' link. Resources appear as a single link with an icon in front of it that represents the type of resource.

Administrators can decide whether or not to force teachers to add descriptions for each resource by enabling or disabling a site-wide setting in Administration > Plugins > Activity modules > Common settings.

- Book - Multi-page resources with a book-like format. Teachers can export their Books as IMS CP (admin must allow teacher role to export IMS)
- File - A picture, a pdf document, a spreadsheet, a sound file, a video file
- Folder - For helping organize files and one folder may contain other folders
- IMS content package - Add static material from other sources in the standard IMS content package format
- 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
- Page - The student sees a single, scrollable screen that a teacher creates with the robust HTML editor

- URL - You can send the student to any place they can reach on their web browser, for example Wikipedia
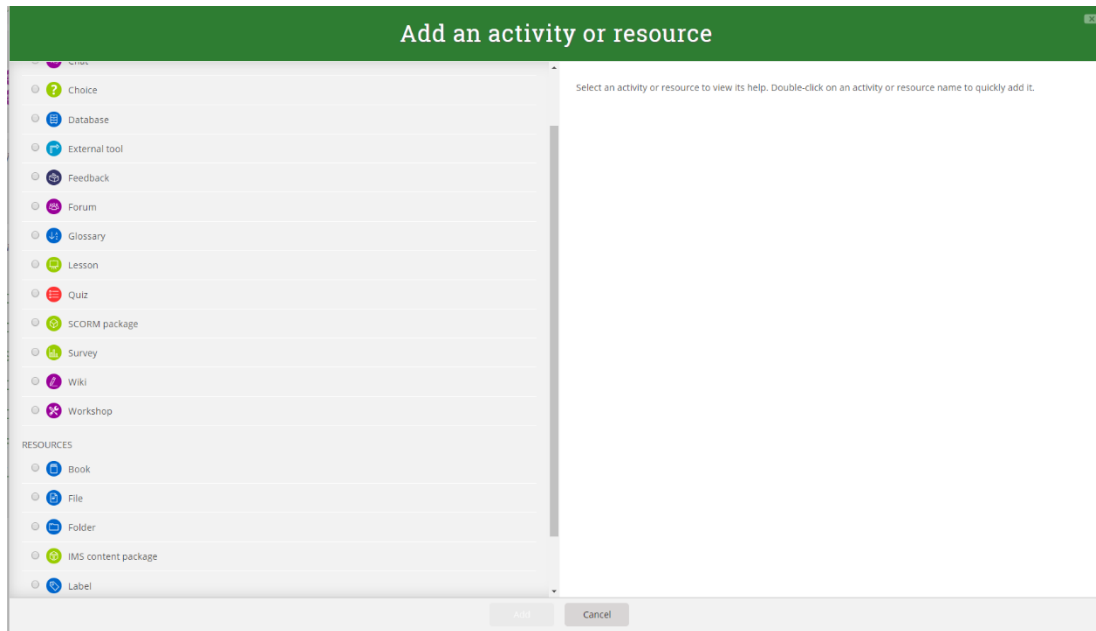

Figure 2 : The "Add an activity or resource" window

Adding an Activity using the Activity Chooser

1. On your course page, click Turn editing on.
2. In the Section where you want the activity to appear, click + Add an activity or resource. The Activity chooser dialog opens.
3. Select an activity. The right side of the dialog will change to show a description of the activity and support links.
4. Click Add. The Settings page for the activity will open.
5. Configure the settings for the activity.
6. At the bottom of the page click Save and return to course or Save and display. Note: Many activities, including Attendance, Quizzes, Glossaries, and Databases require additional setup from within the activity. If you returned to the course page, click the activity to open the activity and complete your set up.

Once you have added an activity, you can:

- Move the activity link on the course page with the Move icon ( ). You can drag items between Sections (if you use the Collapsed topics format, the target section must be open).
- Configure the settings for the activity. Locate the activity you want to configure and click; Edit (to the right of the item), then; Edit settings. This will bring you to the settings page.

-
- Hide an activity that you are not ready to release to students or show a hidden activity. Locate the activity you want to hide or how and click Edit (to the right of the item).

- From the drop-down menu, select (⬤) Hide or (✎) Show.

Change your role to Student to test submitting an activity (e.g., to submit and test scoring on a quiz) by going to the Administration block, clicking Switch role to..., then selecting Student.

Activities

Resources

The most used resources are "Labels" and "Files"

To add a label click Add an activity or resource. The Activity chooser dialog opens. Choose "Label" from the list. Then fill the Label text block with the information you want to present in that topic and click "Save and return to course"

Adding a new Label to Topic 6: Annual Training Plan Design & Physical Condition Testing ⓘ

▶ Expand all

▼ General

Label text

▶ Common module settings

▶ Restrict access

▶ Tags

▶ Competencies

Save and return to course   Cancel

Figure 3: Adding a Label

To add a file, click Add an activity or resource. The Activity chooser dialog opens. Choose "File" from the list. You can then type the name of the file (such as a pdf document or a PowerPoint presentation), drag and drop the file from your computer to the indicated area and click the "Save and return to course" button.

Adding a new File to Why e-mentoring ⓘ

▶ Expand all

▼ General

Name *	

Description

Display description on course page ⓘ ☐

Select files

Maximum size for new files: Unlimited

▶ 📁 Files

You can drag and drop files here to add them.

▶ Appearance

▶ Common module settings

▶ Restrict access

▶ Tags

▶ Competencies

Activities

The most common activities to add to a topic are a "quiz" and an "Assignment".

Quiz

To add a quiz, you must follow several steps:

- Create your questions in the question bank
- Create the quiz inside a topic
- Add the questions from the question bank to the quiz.

You can find the question bank in the course management settings in the bottom right.
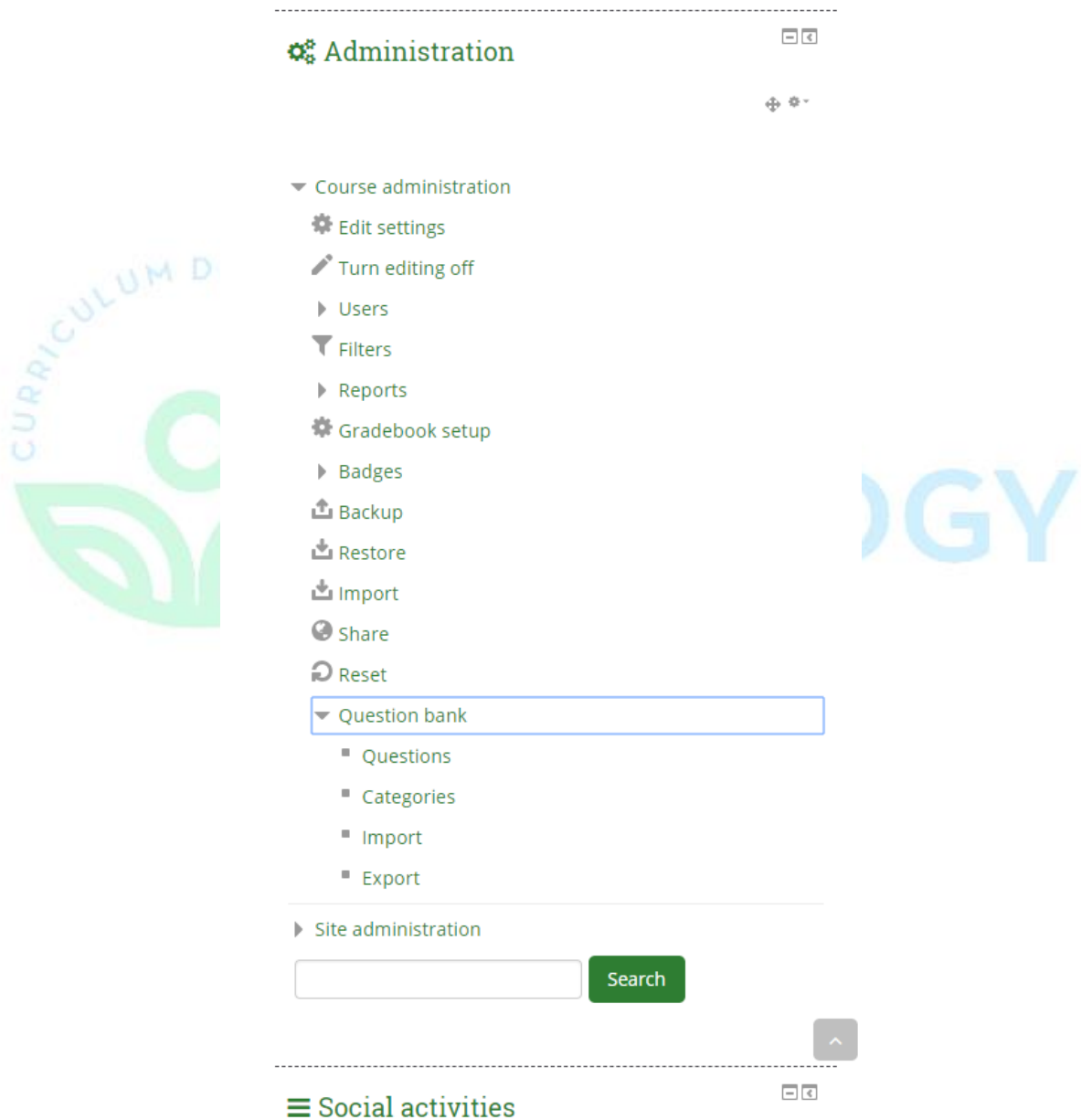

Figure 4: Question Bank

In this page you can add or edit questions for your quizzes.

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Select a category:

Default for Decision Making (23) ▼

The default category for questions shared in context 'Decision Making'.

☐ Show question text in the question list
Search options ▼
☑ Also show questions from subcategories
☐ Also show old questions

Create a new question ...

Page: 1 2 (Next)

☐ T	Question		Created by	Last modified by
			First name / Surname / Date	First name / Surname / Date
☐ ≣	Q1: What are reasons for conflict?	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 4:22 PM	Nikolaos Politopoulos 3 July 2018, 12:55 PM
☐ ≣	Q1: What do you consider as typical traps for was	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 4:20 PM	Nikolaos Politopoulos 3 July 2018, 12:54 PM
☐ ≣	Q1: Which one from the following you consider a	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 4:18 PM	Nikolaos Politopoulos 3 July 2018, 12:53 PM
☐ ≣	Q1: Which one from the following you consider a	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 4:16 PM	Nikolaos Politopoulos 3 July 2018, 12:55 PM
☐ ≣	Q2: Wich of the following skills are essential for p	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 5:13 PM	Nikolaos Politopoulos 3 July 2018, 12:51 PM
☐ ≣	Q2: What exactly is brainstorming?	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 5:12 PM	Nikolaos Politopoulos 3 July 2018, 12:50 PM
☐ ≣	Q2: When we have to confront a problem?	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 4:34 PM	Nikolaos Politopoulos 3 July 2018, 12:52 PM
☐ ≣	Q2: Which from the following are some steps we	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 5:04 PM	Nikolaos Politopoulos 3 July 2018, 12:51 PM
☐ ≣	Q2: Which one from the following situations warr	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 8 May 2018, 4:25 PM	Nikolaos Politopoulos 3 July 2018, 12:52 PM
☐ ≣	Q3: What are the steps for better decision making	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:56 PM	panagiotis stylianidis 9 May 2018, 2:56 PM
☐ ≣	Q3: When we confront a problem?	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:58 PM	Nikolaos Politopoulos 3 July 2018, 12:58 PM
☐ ≣	Q3: Which are the critical skills in decision-making	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:57 PM	Nikolaos Politopoulos 3 July 2018, 1:03 PM
☐ ≣	Q3: Which from the following are steps for decisi	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:54 PM	Nikolaos Politopoulos 3 July 2018, 12:58 PM
☐ ≣	QF: Generally speaking, which way can we make	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:46 PM	Nikolaos Politopoulos 3 July 2018, 1:04 PM
☐ ≣	QF: People with good emotional intelligence usua	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:40 PM	Nikolaos Politopoulos 3 July 2018, 1:05 PM
☐ ≣	QF: What do we have to do in a conversation if w	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:42 PM	panagiotis stylianidis 9 May 2018, 2:42 PM
☐ ≣	QF: What is preventing from problem solving	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:48 PM	panagiotis stylianidis 9 May 2018, 2:48 PM
☐ ≣	QF: When willing to help colleagues learn how to	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:44 PM	Nikolaos Politopoulos 3 July 2018, 1:13 PM
☐ ≣	QF: Which of the following are typical decision ma	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:47 PM	Nikolaos Politopoulos 3 July 2018, 1:08 PM
☐ ≣	QF: Which of the following is in line with the simp	⚙ ⧉ ⚲ ✕	panagiotis stylianidis 9 May 2018, 2:39 PM	panagiotis stylianidis 9 May 2018, 2:39 PM

Page: 1 2 (Next)
Show all 23
With selected:

Delete **Move to >>** Default for Decision Making (23) ▼

Figure 5: The Question Bank page

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There are several types of questions to choose, so you can choose the one that mostly fits your needs
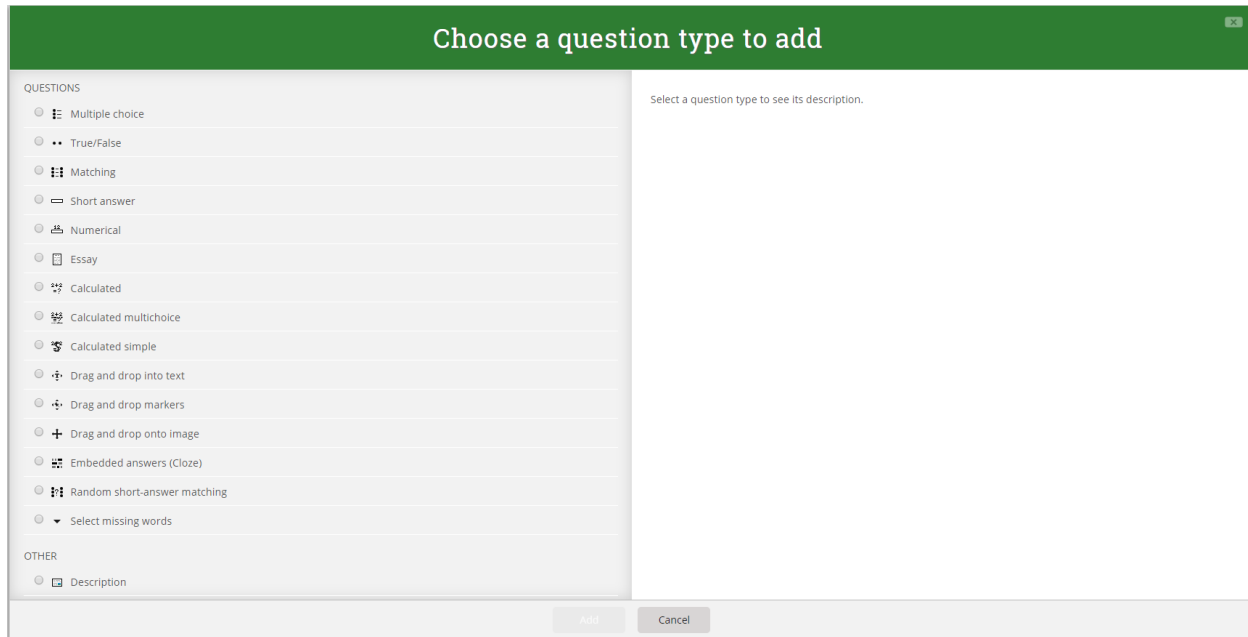

Figure 6: Question Types

The question types are as follows:

Calculated

Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.

Calculated multi-choice

Calculated multichoice questions are like multichoice questions with the additonal property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken. They use the same wildcards than Calculated questions and their wildcards can be shared with other Calculated multichoice or regular Calculated questions.

The main difference is that the formula is included in the answer choice as {=...} i.e if you calculate the surface of a rectangle {={l}*{w}}.

Calculated simple

Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by the use of wildcards (i.e {x} , {y}) that are substituted with random values when the quiz is taken.

The simple calculated questions offers the most used features of the calculated question with a much simpler creation interface.

Drag and drop into text

Students select missing words or phrases and add them to text by dragging boxes to the correct location. Items may be grouped and used more than once.

Drag and drop markers

Students drop markers onto a selected area on a background image.Unlike the Drag and drop onto image question type, there are no predefined areas on the underlying image that are visible to the student.

Drag and drop onto image

Students make selections by dragging text, images or both to predefined boxes on a background image. Items may be grouped.

Description

This question type is not actually a question. It just prints some text (and possibly graphics) without requiring an answer. This can be used to provide some information to be used by a subsequent group of questions, for example.

Essay

This allows students to write at length on a particular subject and must be manually graded.

It is possible for a teacher to create a template to scaffold the student's answer in order to give them extra support. The template is then reproduced in the text editor when the student starts to answer the question

Matching

A list of sub-questions is provided, along with a list of answers. The respondent must "match" the correct answers with each question.

Embedded Answers

These very flexible questions consist of a passage of text (in Moodle format) that has various answers embedded within it, including multiple choice, short answers and numerical answers.

Multiple choice

With the Multiple Choice question type you can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers.

Short Answer

In response to a question (that may include an image), the respondent types a word or phrase. There may several possible correct answers, with different grades. Answers may or may not be sensitive to case.

Numerical

From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set.

Random short-answer matching

From the student perspective, this looks just like a Matching question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category.

Select missing words

Students select a missing word or phrase from a dropdown menu. Items may be grouped and used more than once.

True/False

In response to a question (that may include an image), the respondent selects from two options: True or False.

The next 2 screenshots show the creation page of a multiple-choice question

Figure 7 : Multiple choice question creation 1

Figure 8 : Multiple choice question creation 2

After the questions have been created in the question bank you can create a quiz activity in a topic of your choosing. After naming the quiz you can then select the questions from the question bank it will include.

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Figure 9 : The Question Bank

To test the quiz after you are done Change your role to Student by going to the Administration block, clicking Switch role to..., then selecting Student.

Working with Assignments Adding/Editing an Assignment/Settings

Another basic function of Moodle is Assignments. You can have students access an assignment and then upload the requested material so the teacher can grade it.

When adding an Assignment activity you will be taken to this page

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General

Assignment name*

Name you want students to see on the course homepage

Description*

Brief description seen by students when they enter the assignment

Path: p

☐ Display description on course page ⑦ | Places the description beneath the link on the course home page |

Availability

Allow submissions from ⑦

| 27 | March | 2015 | 11 | 40 | 🗓 ☐ Enable |

Due date ⑦

| 27 | March | 2015 | 11 | 40 | 🗓 ☐ Enable |

Cut-off date ⑦

| 27 | March | 2015 | 11 | 40 | 🗓 ☐ Enable |

☐ Always show description ⑦ | Determiens whether the description shows prior to the Allow Submissions date. |

Figure 10 : Assignments Setup Page 1

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These are the basic options of the Assignment Activity. The next picture shows the submission types allowed and the type of feedback the student can leave after the Assignment is complete.

Figure 11 : Assignments Setup Page 2

![AGRO ECOLOGY]

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The next picture shows the settings for group Assignments as well as the settings for allowing students to upload drafts.

Figure 12 : Assignments Setup Page 3

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In the next picture, the type of grading can be configured.

Figure 13 : Assignments Setup Page 4

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In the last picture the common module settings such as completion tracking and student visibility can be accessed.

Figure 14 : Assignments Setup Page 5

Moodle tool guide

Below you can find a handy tool guide to determine what kind of activity suits your needs.

(see below)

Moodle Tool Guide for Teachers

What you want to use (technology)

What you want to achieve (pedagogy)

Tool	Ease of use — How easy can this be set up by you?	Information Transfer — Is it a tool for disseminating information from you to your students?	Assess learning — Will this tool allow you to assess your students' learning?	Communication & interaction — Can it be used for communication & interaction among participants (you & your students)?	Co-create content — Can you & your students collaborate & create content together?	Bloom's — Allows what thinking order? •Remember •Understand •Apply •Analyse •Evaluate •Create
Add Resource Upload a file (Word Document/ PowerPoint)	Easy, like an email attachment. But can your doc stand on its own?	Yes. Only teachers can upload files to course site. So definitely a push-tool.	Maybe. Use to give task. Collect student files through Forum or Assignment.	No. It's a distribution tool. No option for interaction or communication.	Maybe. Use to give task. Collect student files through Forum or Assignment.	None. This is not a learning activity, but information transfer.
Add Resource Link to a web page	Easy, find the web address (aka url – the bit that starts with http://), copy it, paste it.	Very easy way of leading students to information. Can link directly to database articles.	Not directly. Option is to link to external student e-portfolios or blogs.	Maybe. Link to external tools eg Google Calendar, groups, blogs or wikis.	Maybe. You can link to external collaborative sites e.g. Google Docs, wikis or blogs.	6/6 Can do all of the above, depending on where you link to.
News Forum Use to send out course announcements	Easy. It's a standard forum , already set up in your course.	Yes. Include course updates, encouragement, timely links, etc.	No. The News Forum is limited. Students cannot post new topics.	You can start new topics. Students respond. Great for establishing course rhythm.	Limited because students cannot start new topics. Tip: Set up another Forum.	2/6 Not strictly learning activity. Test readiness for next class? R & U
Discussion Forum Use for many types of learning activities *	Easy. Forum has usable default settings. A name & description is enough.	Share resources as links or files. High message volume? Risk of losing info.	Forum is versatile & allows this, e.g. design a formative assessment activity.	Yes. Students communicate with you & peers. Interact as a class or in groups.	Yes. Students can collaborate & explore topics, discuss them & write together.	5/6 Understand, Apply, Analyse, Evaluate, Create
Wiki Use for many types of learning activities	Tricky. Decide on individual & group settings. Has some quirks. Get some training.	Yes. Use as information site. Allow editing only by teachers or by any participant.	Wiki is versatile & allows this, e.g. design a formative assessment activity.	Not suited for discussions. Use in brainstorming, planning, collabo-rative writing,…	Yes. Students can collaborate & explore topics, discuss them & write together.	5/6 Understand, Apply, Analyse, Evaluate, Create
Glossary Use for learning activities that gather resources or present info	Default settings are good. Try to set it so the author's name is shown.	Use glossary to define terms or present info. Better yet, let the students add to it.	Glossary is versatile & allows this. But you need to design the right learning activity.	Not suited for discussions. Students can read other entries & comment or rate.	Only original author can edit an entry. Class can collect reviews, resources, etc	5/6 Understand, Apply, Analyse, Evaluate, Create
Quiz Use to assess learning, formative or summative.	Tricky & takes time. Set up quiz, then questions. Consider your categories.	The quiz is aimed at assessment, not as distribution channel. Tip: use as self-test.	Quiz can be timed & secure. Has essay, mc, true/false, matching, & other questions.	No. Tip: Use forums instead.	No. Tip: Use forums or wikis instead.	6/6 Can test all 6 but this requires you to be creative in your assessment.
Lesson Use for presenting branched info or testing	It can be tricky to set up, make sure you plan the lesson first. Worth the effort.	Great for presenting information in a branched, guided way.	Yes, allows grading. Use as branched quiz, scenario, case study, role play.	No this is an individual activity, not a group activity.	No this is an individual activity, not a group activity.	6/6 Can test all 6 but this requires you to be creative in your assessment.
Assignment Use to collect, assess & provide feedback on assignments	Easy. Choose from 4 types. Both online & offline assignments are possible.	No. The assignment tool is not a distribution channel.	Yes. Set due dates & maximum grades. Collect assignments and provide feedback.	No. Only allows very limited interaction between teacher & student.	No. Currently it does not allow group assignments. Use forum or wiki .	6/6 Indirectly. Depends on your assessment design.
Database Allow students to collect, share & search created artifacts	Tricky to set up. Know what you want before you build. Get some training.	Can be used for teacher to present info, but better to let the students add to it.	Database is versatile & allows this. But you need to design the right learning activity.	Not suited for discussions. Students can read other entries & comment or rate.	Students can share info & files in searchable way. Create joint collections.	5/6 Understand, Apply, Analyse, Evaluate, Create

Great fit

Can work w/ some learning design

Not best tool for the job

How to use this guide
Are you a teacher new to Moodle? Use this guide to pick the right tool for the job.
•Know which tool you want to use? Follow its row across to see its strengths & weaknesses.
•Know what you want to achieve? Pick a column and follow it to see which tool will help you do it.

*Be creative with Discussion Forums
It doesn't always have to be an in-depth class discussion. Other activity ideas: class debate, team discussions, report weekly project findings, web quests, role play & feedback, gather resources & reviews, assessment support, Helpline, NZ's Got Talent (use the rating), rotated student-led discussions, weekly magazine,…

Need more Moodle help?
•Moodle community at www.moodle.org
•Download **Using Moodle** book (it's free!)
•@lasic's 2 Minute Moodles videos
•@moodleman blog: www.moodleman.com
•Go meet your friendly e-learning, flexible learning or educational technology team. Buy them a coffee!

Figure 15 : Tool Guide