



THE BEST MOODLE TOOLS YOU'VE NEVER USED!

Michelle Moore
Chief Evangelist

@michelledmoore
<http://bit.ly/moorebesttools>

HOW DO YOU USE MOODLE?



Document management and broadcast-oriented communication tools . . .
comprise 95% of all [LMS] user actions.

- Charles Severance & Stephanie D. Teasley

<http://misc.si.umich.edu/media/papers/p758-severance.pdf>





SEE WHAT YOU'RE MISSING!




- Book
- Lesson
- Glossary
- Workshop
- Conditional activities



WHAT IS IT?

Book

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To meet those goals, we've constructed this course so you're not only reading about Moodle's tools and building sample activities. We've constructed this course so you're developing real Moodle courses to be delivered to real students by a real instructor. Honestly, we're pretty excited about the possibilities!



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Best wishes and happy Moodling!

Michelle Moore and Amy Kotwitz

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CONTENT DELIVERY TOOL

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FREE PLUG-IN

<http://moodle.org/mod/data/view.php?d=13&rid=319>

Activity Module: Book

Type: Activity Module

Requires: Moodle 1.6 or later

Status: Contributed

Maintainer(s): Petr Škoda

This module makes it easy to create multi-page resources with a book-like format.



Book

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Record added by [Helen Foster](#) – Sunday, May 21, 2006, 03:12 PM

Last modified – Saturday, January 15, 2011, 09:13 PM

WHY USE IT?

- Chunk content
- Simplify delivery
- Ease of access
- Ease of editing

Book






SIMPLIFY DELIVERY

Before . . .

1

Welcome to Introduction to Sociology!

Before the course begins, please review the following resources.

-  [About this Course](#)
-  [Goals and Outcomes](#)
-  [Grading](#)
-  [Accommodations](#)
-  [Dishonesty Policy](#)



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SIMPLIFY DELIVERY

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CHUNK CONTENT

Before . . .

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Book

EASE OF USE

- No programs required
- Editing is a breeze
- Auto-linking is awesome!

Book

THINK OUTSIDE THE BOX

- Student generated content
- Student presentations
- Public-facing information

Book

WHAT IS IT?

Lesson

Lesson menu

[Unit 1 Overview](#)

[Unit Objectives](#)

[Course content](#)

[Course Settings](#)

[Task: Change
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[Topic Summaries
and Labels](#)

[Task: Add Topic
summaries and
Labels](#)

[Roles](#)

[Task: Enroll
users](#)

Creating Your Moodle Course

Course content

In order to focus on using the features and tools that Moodle offers, I am providing sample course content for you to use for a project course you'll develop over the next 4 weeks. Having a context and content should alleviate the burden of having to create all of your own content while trying to learn Moodle.

As you use Moodle to complete the tasks that follow, please take the opportunity to consider how the different features could be adapted and applied for your own purposes in the future. Feel free to comment or brainstorm during the Adobe Connect sessions or post questions regarding how to expand the use of the Moodle tools for your needs.

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LINEAR CONTENT DELIVERY

Lesson

Lesson menu

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- Unit Objectives
- Course content
- Course Settings
- Task: Change course settings
- Topic Summaries and Labels
- Task: Add Topic summaries and Labels
- Roles
- Task: Enroll users

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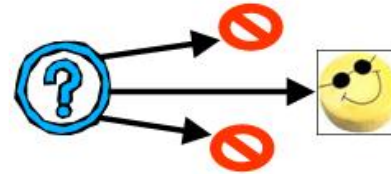
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CONTENT & ASSESSMENT

You have earned 0 point(s) out of 0 point(s) thus far.



This is a Multiple Choice question and is the default question type. The student is asked to choose one answer from a set of alternatives. The wrong answers are sometimes called the **distractors** and the utility of these questions often rely more on the quality of the distractors than either the questions themselves or their correct answers.

A brief review:

Each answer can have a response. If no response is entered for an answer then a default response is shown to the student. It is possible to turn off these responses in Lesson Settings. Each answers may give the student different responses and jump to different pages in the lesson. Each answer maybe scored.

Be sure to read the answers carefully, if you miss the question and come back, the order just might be different.

What is the correct answer?

- ☐ The wrong answer
- ☐ *The correct answer if you want to get the question right
- ☐ A guessed answer
- ☐ The correct answer if you want to miss the question

Submit



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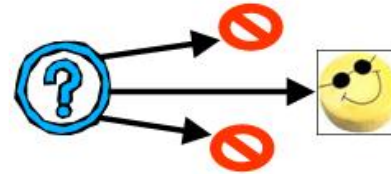
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Lesson

ADAPTIVE INSTRUCTION

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Lesson

SELF-DIRECTED LEARNING

0.0 Introduction

This lesson is a study guide to help you learn about the Presidents that will be featured in your exam. You can choose the order in which you study the Presidents, but make sure you review them all!

Please choose the President you want to study by clicking his name below.

Lesson

President George Washington

President Abraham Lincoln

President Alexander Hamilton

President Andrew Jackson

President U.S. Grant

FLASH CARDS

State Capitals Flash Cards

Lesson

What is the capital of Arkansas?



Your answer:

Please enter your answer in the box



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WHY USE IT?

- Chunk content
- Simplify delivery
- Ease of access
- Ease of editing
- Increase learner engagement

Lesson

THINK OUTSIDE THE BOX

- Student generated content
- Student projects
- Project guide
- Scenarios

Lesson

WHAT IS IT?

Browse the glossary using this index

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[T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [ALL](#)

A

Assignment

Teachers can use the "Assignment" area to give students tasks to complete online or offline.



C

Chat Rooms

Chat Rooms can be created to allow students and teachers to communicate "anytime, anywhere."



Choices

Glossary



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DICTIONARY

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[T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | **ALL**

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Choices

Glossary



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RESOURCE COLLECTION

Best Practices Collection

This **glossary** will be the home for all of the suggestions and best practices you gather as part of the Best Practices assignments throughout the course.

Make sure your entries are written in your own words and reference a source or research to support the validity of your idea as a "best practice."



Search full text

Add a new entry

Browse by alphabet

Browse by category

Browse by date

Browse by Author

Browse the glossary using this index

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Glossary

SEARCHABLE

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Glossary

CATEGORIZABLE

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Glossary

PRINT WITH A CLICK



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Glossary

KEY WORD SEARCH

Glossary



Online Interactivity

by [redacted] - Friday, February 12, 2010, 01:01 PM

Online Course Design Best Practice

Student interactions with the course instructor and especially with their fellow classmates is an important aspect to an effective online course. Having the opportunity to share, discuss, debate and evaluate what is being learned with one another helps promote deeper understanding of the course material for students. This is even more important in an online environment, where the face-to-face social interactions used to create classroom community are not present.

A good practice in online course design is to include interaction opportunities and well-designed and structured activities that have students interacting with each other as well as the course content. There are several tools in Moodle that can be used to promote interactivity, such as the discussion forums, wikis, or the chat tool. You can also design group activities that utilize different tools like glossaries to create a collaborative database or a blog to maintain a record of group projects.

Resource:

Kelly, H. (n.d.). *Interactivity in Online Courses*. The Study Overseas Site. Retrieved February 11, 2010 from <http://www.studyoverseas.com/distance/interactivity.htm>.

Keyword(s):

Ratings: Good recommendation! (15)



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AUTHOR PICTURES



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Glossary

RATINGS AND COMMENTS

Glossary



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by _____ | - Friday, February 12, 2010, 01:01 PM

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Keyword(s):

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WHY USE IT?

- Soooo flexible!
- Collaborative content generation
- Auto-linking
- Random glossary entry block

Glossary

AUTO-LINKING

When teaching an online course, it is not valid to assume that just by having discussion forums or chat tools available that there will be effective collaboration and discussion occurring between the students. In order to create collaboration, you have to design online activities that actually set the context for collaboration to occur. Create a purpose for the collaboration to occur that means something to the students and has them actively collaborating with their classmates and the learning content.

Glossary

The screenshot shows a Mozilla Firefox browser window titled "IT743 XE - Spring 2010: Glossaries Search - Mozilla Firefox". The address bar displays the URL: <http://idtonline.net/mod/glossary/showentry.php?courseid=5&concept=Chat>. The page features a header with the "ESU IDT" logo (Instructional Design and Technology, idt.emporia.edu) and a background image of hands typing on a laptop. A yellow navigation bar contains the links: Home > IT743 XE - Spring 2010 > Glossaries > Search. The main content area is titled "Chat" and shows it was created by a user on Monday, February 8, 2010, at 02:57 PM. Under the heading "Chat Description:", the text reads: "The chat module is similar to a chatroom anywhere else on the web. It is a tool that allows participants to have a synchronous discussion. Real-time discussion provides the learner with immediate feedback and can help group members work through problems, without being told the answer." A small profile picture of a woman is visible in the bottom left corner of the browser window.

RANDOM GLOSSARY ENTRY BLOCK

Glossary

Exploring Moodle Resources
Creating Your Moodle Course
State Capitals Flash Cards

3 **Glossary Module**

Glossary module allows teachers and students to create dictionaries or other reference collections. Glossaries can be created solely by teachers as a resource for students or teachers can allow students to add entries as well. As with forums, glossary entries can be rated by students and teachers. Additionally, terms or concepts from the glossary that appear elsewhere in the course can be set to link directly to the glossary entry.

Best Practices Collection
Moodle Defined
Conference Organizers

4 **Workshop Module**

Conference Organizers

Helmut David Sierra

Experto en plataforma Moodle y principal gestor del Moodlemoot Colombia 2010 y 2011, empresario y consultor en la




THINK OUTSIDE THE BOX

- Website collection
- Training materials
- Forms database
- Frequently Asked questions (FAQ)
- User biographies
- Quote of the Week
- Recipe collection

Glossary

WHAT IS IT?

Your Favorite Moodle Tool 

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
	<input type="checkbox"/> Submit your work  Submissions deadline: Tuesday, April 19, 2011, 09:00 AM (122 days ago)  Late submissions are allowed	 Assessment deadline: Wednesday, April 20, 2011, 05:55 PM (120 days ago)		

Workshop

Instructions for submission ▼

Have you decided on your favorite Moodle feature?

When you're ready, click **Submit** below and provide the following:

1. Name your favorite Moodle feature or tool. Your favorite does not have to be a module and does not have to be a core feature.
2. As briefly as possible, explain why the feature you named is your favorite. What makes it great?

ACCUMULATIVE GRADING

Aspect 3

Graphics

- 1 Graphics detract from the course or graphics not used in the course.
- 2 Graphics are of good quality relating to the purpose of the course.
- 3 Graphics are of good quality that enhance learner understanding of the material.

Grade

Comment

Aspect 4

Course Information

- 1 Course information is not available, incomplete or inaccurate.
- 2 Good course information is available. Possibly hard to find.

Course information, such as syllabus, grading policy, instructor information, etc. is exceptional. Enhances student confidence, provides resources, is clear and understandable.

Workshop

COMMENTS

Assessment form

Aspect 1

Does the submission refer to a single, specific Moodle feature or tool?

Comment*

Aspect 2

Does the submission provide an explanation of why the feature is a favorite?

Comment*

Workshop

NUMBER OF ERRORS

Assertion 3

Does the submission include an example of how the feature is used with learners?

Your ☒ No
assessment

☐ Yes

Comment

Assertion 4

Is the example one sentence or less? 🤖

Your ☒ No
assessment

☐ Yes

Comment

RUBRIC

Assessment form

Criterion 1

Contributions

- ☐ Rarely provides useful ideas when participating in group discussion. May refuse to participate.
- ☐ Sometimes provides useful ideas when participating in group discussion. A satisfactory group member who does what is required.
- ☐ Usually provides useful ideas when participating in group discussion. A strong group member who tries hard!
- ☐ Routinely provides useful ideas when participating in group discussion. A definite leader who contributes a lot!

Criterion 2

Quality of Work

- ☐ Provides work that usually needs to be checked/redone by others to ensure quality.
- ☐ Provides work that occasionally needs to be checked/redone by other group

WHY USE IT?

- Social constructionist
- Automated peer review
- Directed and objective assessment
- Grades for submission and review
- Rubrics

Workshop

THINK OUTSIDE THE BOX

- Project review and feedback
- Glossary submission evaluation
- Peer review of essays
- Reflection on teammate contributions
- Presentation critiques

Workshop

WHAT IS IT?

- Take a Poll
- Pick a Group

Restricted: 'Not available until the activity Take a Poll is marked complete.'



Restrict access

Allow access from 19 August 2011 ☐ Enable

Allow access until 19 August 2011 ☐ Enable

Grade condition (none) must be at least % and less than %

Add 2 grade conditions to form

Activity completion condition Take a Poll must be marked complete

Activity completion condition (none) must be marked complete

Add 2 activity conditions to form

Before activity can be accessed Show activity greyed-out, with restriction information

Conditional Activities

BASED ON DATE

Restrict access

Allow access from 19 August 2011 ☐ Enable

Allow access until 19 August 2011 ☐ Enable

Grade (none) must be at least % and less than %

Add 2 grade conditions to form

Activity completion condition Take a Poll must be marked complete

Activity completion condition (none) must be marked complete

Add 2 activity conditions to form

Before activity can be accessed Show activity greyed-out, with restriction information

Conditional Activities

BASED ON GRADE

Restrict access

Allow access from 19 August 2011 ☐ Enable

from ?

Allow access 19 August 2011 ☐ Enable

until

Grade (none) must be at
condition ? least % and less than %

Add 2 grade conditions to form

Activity completion condition Take a Poll
must be marked complete

Activity completion condition (none)
must be marked complete

Add 2 activity conditions to form

Before activity can be accessed Show activity greyed-out, with restriction information

Conditional
Activities

BASED ON COMPLETION

Restrict access

Allow access from ☐ Enable

Allow access until ☐ Enable

Grade condition must be at least % and less than %

Add 2 grade conditions to form

Activity completion condition must be marked complete

Activity completion condition must be marked complete

Add 2 activity conditions to form

Before activity can be accessed

Conditional Activities

VISIBLE OR NOT

Conditional Activities

Restrict access

Allow access from 19 August 2011 ☐ Enable

Allow access until 19 August 2011 ☐ Enable

Grade condition (none) must be at least % and less than %

Add 2 grade conditions to form

Activity completion condition Take a Poll must be marked complete

Activity completion condition (none) must be marked complete

Add 2 activity conditions to form

Before activity can be accessed Show activity greyed-out, with restriction information

WHY USE IT?

- Differentiated instruction
- Self-directed learning
- Control release of content

**Conditional
Activities**

THINK OUTSIDE THE BOX

- Increase engagement
- Game play
- Gradual release of content

**Conditional
Activities**

WHICH TOOL FOR YOU?

- Book
- Lesson
- Glossary
- Workshop
- Conditional activities



QUESTIONS?

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