SOLIDARITY TRACKS

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Capacity building in the field of youth

Guide for Mentors

youth
ENTREPRENEURS
CLUB

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Co-funded by the
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Guide for e-Mentors

https://e-learning.youtheclub.eu/

What is moodle platform?

Moodle is a Learning Platform or course management system (CMS) - a free Open Source software package designed to help educators create effective online courses based in to create personalized learning environments designed to provide educators, administrators and learners with a single robust, secure and integrated system.

With over 10 years of development guided by social constructionist pedagogy, Moodle delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning.

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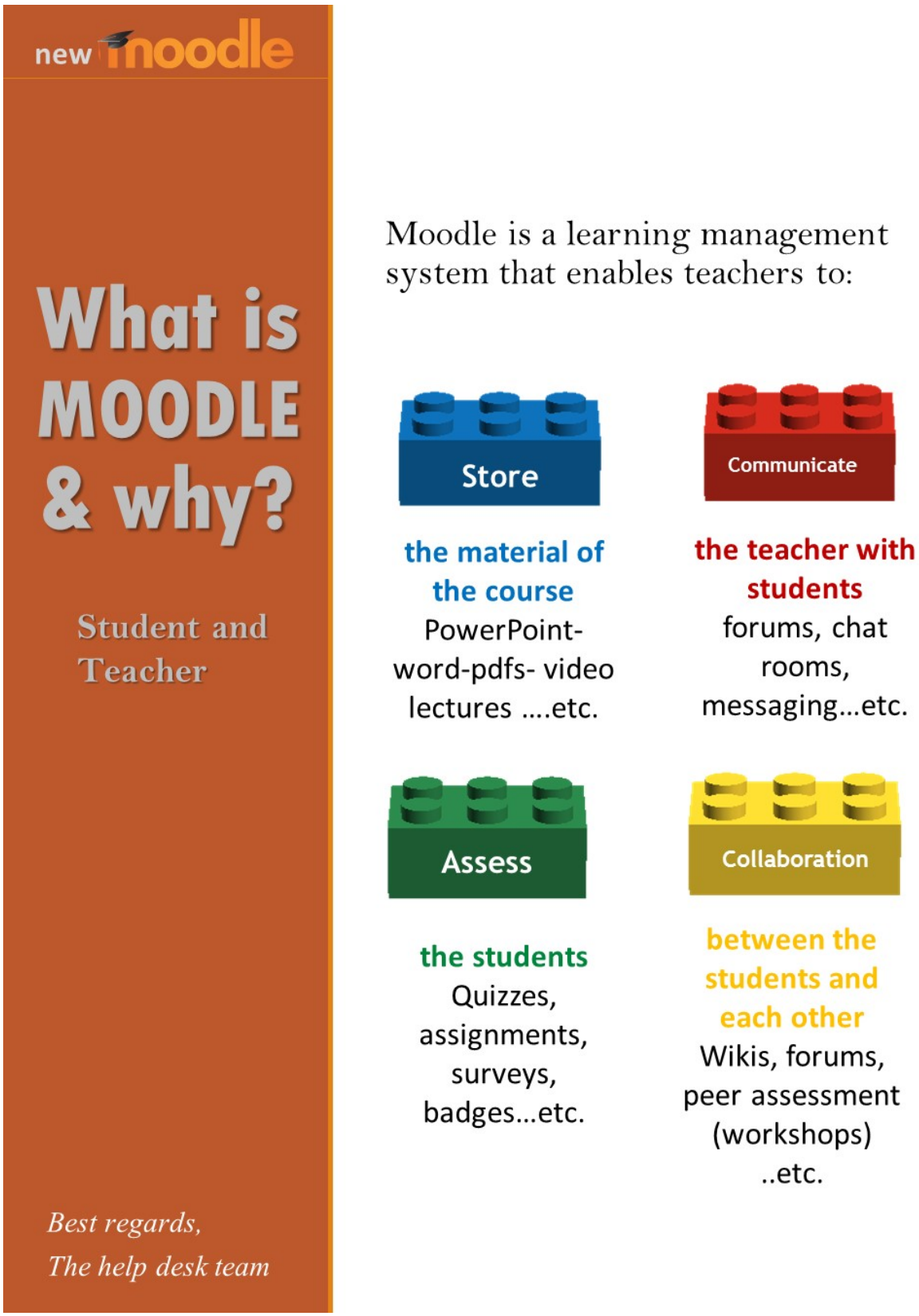
A simple interface, drag-and-drop features, and well-documented resources along with ongoing usability improvements make Moodle easy to learn and use.

Moodle is provided freely as Open Source software, under the GNU General Public License. Anyone can adapt, extend or modify Moodle for both commercial and non-commercial projects

without any licensing fees and benefit from the cost-efficiencies, flexibility and other advantages of using Moodle.



The Moodle project's open-source approach means that Moodle is continually being reviewed and improved on to suit the current and evolving needs of its users.

Moodle provides the most flexible tool-set to support both blended learning and 100% online courses. Configure Moodle by enabling or disabling core features, and easily integrate everything needed for a course using its complete range of built-in features, including external collaborative tools such as forums, wikis, chats and blogs.

What is YEC platform and for whom is designed?

Is a training course that will give you an opportunity to learn about society, social problems and the need for addressing the social problem to become a social entrepreneur for solving them. Through the course, we will present you some textual, graphical section and video information about the topic. We will also assign you some tasks that will help you to better understand what society is and what kind of problems that exist in your local community.

The training course is divided into several sections. Each section relates to one specific aspect. Your task will be to follow the sections and topics in a way they are presented here.

Achievements: During your training, you will gain the knowledge of a "social entrepreneurship" and after completion of each level you will receive the bages as an ward and after completion of whole training course you will also be awarded by an e-certification for your future references.

This online training course you will give you an opportunity to learn about society, social problems and the need for addressing the social problems´ and to help to become a "social entrepreneur". Through the course, we will present you some textual, graphical section and video information about the topic. We will also assign you some tasks that will help you to understand what society is and what kind of problems that exists in your local community.

The aim objectives of the project are:

To support the professional development of youth

To boost participants' creativity and inspire them to create their own social enterprises

The training course is divided into several sections. Each section relates to one specific aspect. Your task will be to follow the sections and topics in a way they are presented here.

The Youth E-Club is designed to train and mentor youth from all around the world on their learning process about social entrepreneurship.

The project is based on sharing experience and developing cooperation networks to address challenges and opportunities social entrepreneurship. All participants will be actively involved in the training course online and together we will be addressing the challenges, but also looking for solutions.

It was identified as a common need the necessity of equipping our youth with the necessary knowledge, skills, and attitudes to encourage them towards social entrepreneurship.

Who can be e-mentor?

An e-mentor is an individual who supports the learning process, helping to achieve the goal by using technical tools, gadgets etc.

Being an e-mentor need to be having following skills

1. Sound knowledge of technical skills (e-platform, system etc). As an e-mentor, he knows very well the platform (Architecture of the website, he can relate to all the actors of the organization from the founders to the users.)
2. Should hold higher EQ: we can speak about Emotional Quotient when someone has the ability to recognize and control their emotions and also to deal with the emotions of others. It is close to the concept of social intelligence

   It supposes:

   a. Self-awareness.

The ability to recognize an emotion as it "happens" is the key to your EQ. Developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them. The major elements of self-awareness are:

- Emotional awareness. Your ability to recognize your own emotions and their effects.
- Self-confidence. Sureness about your self-worth and capabilities.

b. Self-regulation.

You often have little control over when you experience emotions.

You can, however, have some say in how long an emotion will last by using a number of techniques to alleviate negative emotions such as anger, anxiety or depression. A few of these techniques include recasting a situation in a more positive light, taking a long walk and meditation or prayer. Self-regulation involves

- Self-control. Managing disruptive impulses.
- Trustworthiness. Maintaining standards of honesty and integrity.
- Conscientiousness. Taking responsibility for your own performance.
- Adaptability. Handling change with flexibility.
- Innovation. Being open to new ideas.

c. Motivation.

To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, you can with effort and practice learn to think more positively. If you catch negative thoughts as they occur, you can reframe them in more positive terms – which will help you achieve your goals. Motivation is made up of:

- Achievement drive. Your constant striving to improve or to meet a standard of excellence.
- Commitment. Aligning with the goals of the group or organization.
- Initiative. Readying yourself to act on opportunities.
- Optimism. Pursuing goals persistently despite obstacles and setbacks.

d. Empathy.

The ability to recognize how people feel is important to success in your life and career.

The more skillful you are at discerning the feelings behind others' signals the better you can control the signals you send them. An empathetic person excels at:

- Service orientation. Anticipating, recognizing and meeting clients' needs.
- Developing others. Sensing what others need to progress and bolstering their abilities.
- Leveraging diversity. Cultivating opportunities through diverse people.
- Political awareness. Reading a group's emotional currents and power relationships.
- Understanding others. Discerning the feelings behind the needs and wants of others.

e. Social skills.

The development of good interpersonal skills is tantamount to success in your life and career. In today's always-connected world, everyone has immediate access to technical knowledge. Thus, "people skills" are even more important now because you must possess a high EQ to better understand, empathize and negotiate with others in a global economy. Among the most useful skills are:

- Influence. Wielding effective persuasion tactics.
- Communication. Sending clear messages.
- Leadership. Inspiring and guiding groups and people.
- Change catalyst. Initiating or managing change.
- Conflict management. Understanding, negotiating and resolving disagreements.
- Building Bonds. Nurturing instrumental relationships.
- Collaboration and cooperation. Working with others toward shared goals.
- Team capabilities. Creating group synergy in pursuing collective goals.

3. Reflect and Accessible: An e-mentor should be responsive on time for the queries arose by the participants. It is important for the active participation of the participants to make their interest constant. To remain, participants, focused e-mentor should be available timely to resolve queries, to update and motivate.

4. Experience: An e-mentor should have sound knowledge of the topic and same time, ready to share the subject knowledge with the participants and ready with few real examples.

5. Coaching: Coaching skills are very important aspects of the e-mentor to guide, explain and deliver the topic to the participants.

6. Involvement: should involve him/her self thoroughly to educate, motivate with sound knowledge to resolve queries to approach the outcomes of the objectives.
7. Time Management: Time management skills are necessary to attain the set task in a timely manner. E-mentor can also be involved digitally e-mentoring with remote access in many places i.e. country to country hence, time management is one of the important factors for successfully attaining the training course.

RESPONSIBILITY

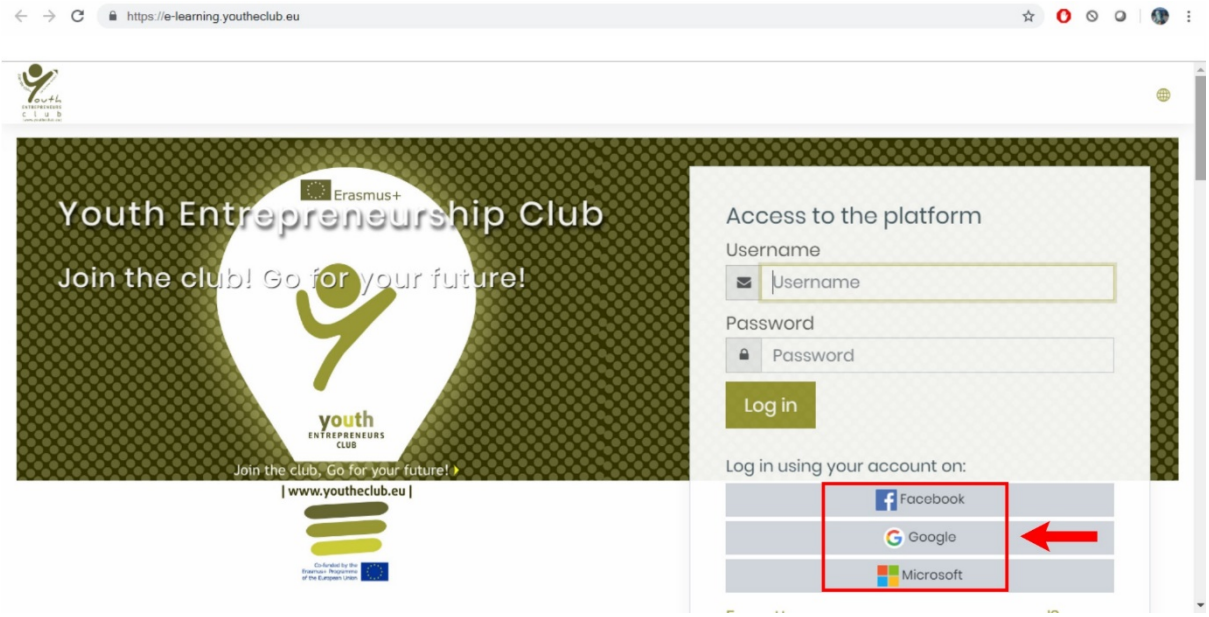
The responsibilities of an e-mentor are very important to the participants.
He must :

- Maintain confidentiality: All the conversation with the students must remain confidential
- Help mentees to develop personally and motivate them: The goal of mentoring is to serve the participants to improve his knowledge and use it as a tool of his own achievement
- Provide guidance rather than directions: Helping the participants to find himself the direction instead of giving the direction.
- Maintain trust and respect

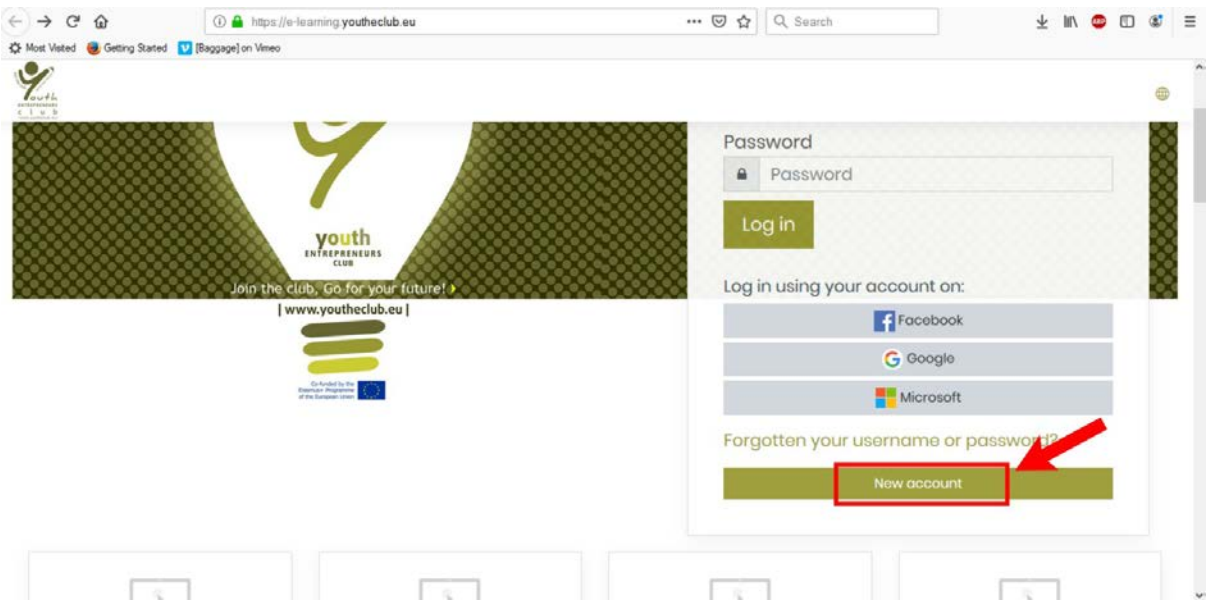
First step to be a mentor is to create one account on our platform.

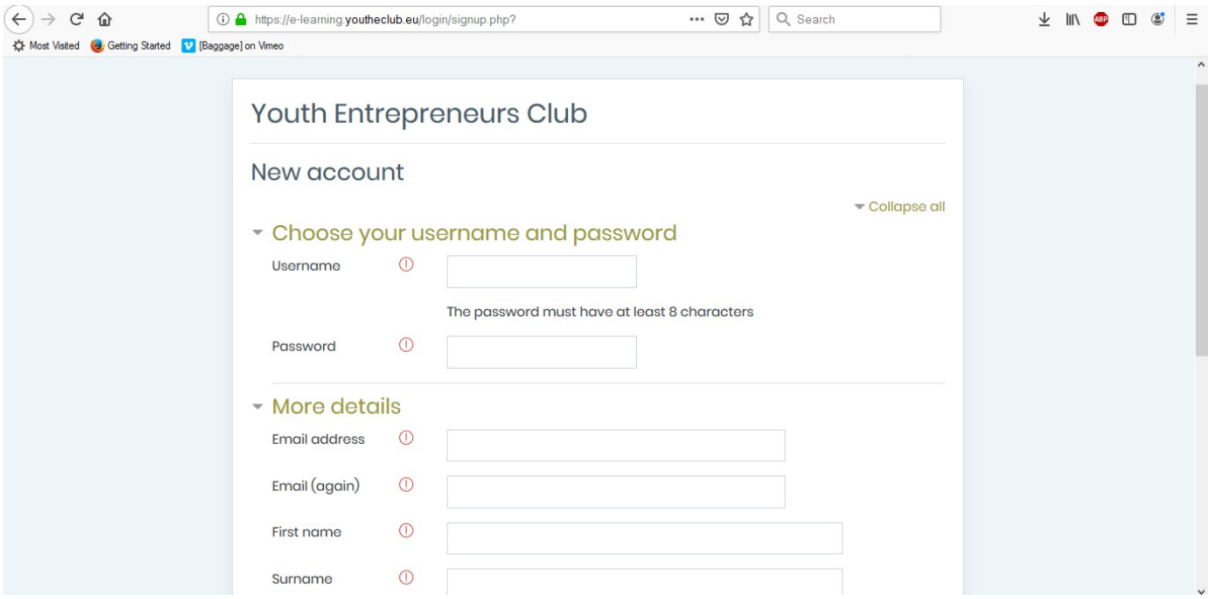
How to Create Account on our platform ?

You can choose between Login via Google or Facebook account, or you can create a new account to continue.



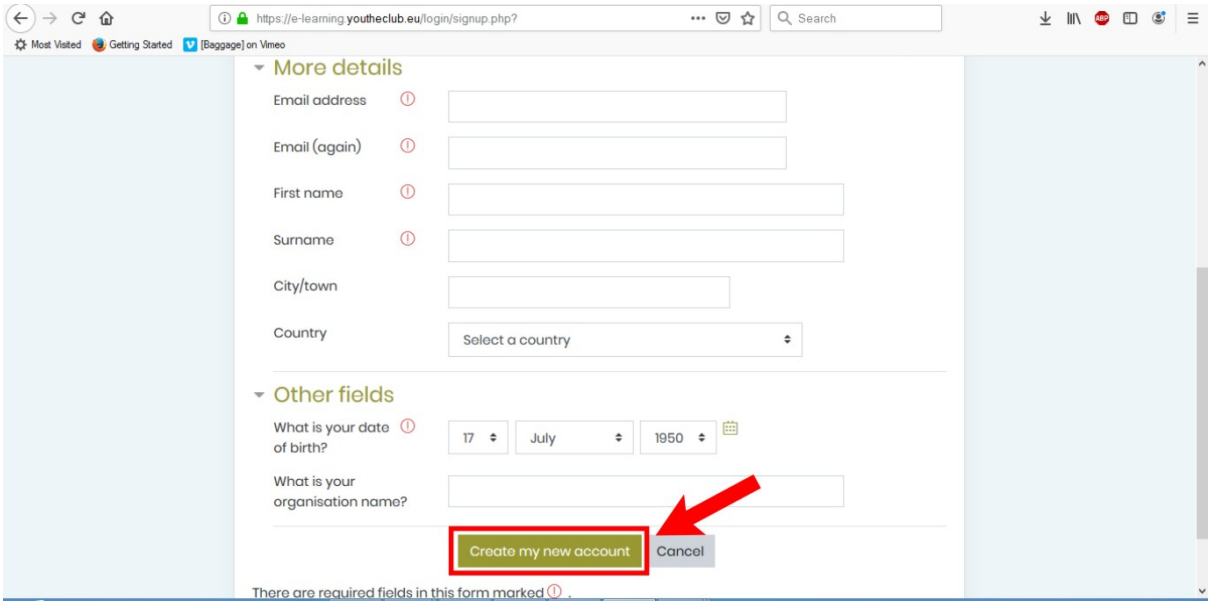
We recommend also to use the option “create my new account” to submit your information.





Fill out the required information and click, "create my new account" to submit your information and create your account.

Check your email for an email from e-learning.youtheclub.eu Administrator.



Note: be sure to check not only your inbox, but also your junk or spam folders (sometimes this first email is marked as spam by your email account, which means that you will not see the email in your inbox)

How to create a training course (tools)

Before you go there, the detailed instruction you may want to watch this very informative video

https://youtu.be/RHv-rnfC_P8

To create a new course you will need to have the role assigned as a **Course Creator by a Moodle administrator.** However, if you are an assigned mentor of the course you can edit the existing course settings.

Starting out

Log in to Moodle and go to the category you would like the new course to appear in. In the Course categories section choose the 'Add a new course' button. If you do not see this button this means that you do not have the role of Course Creator.

General

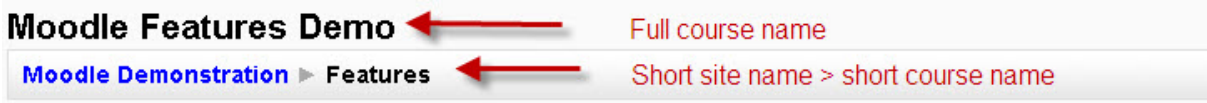
Category

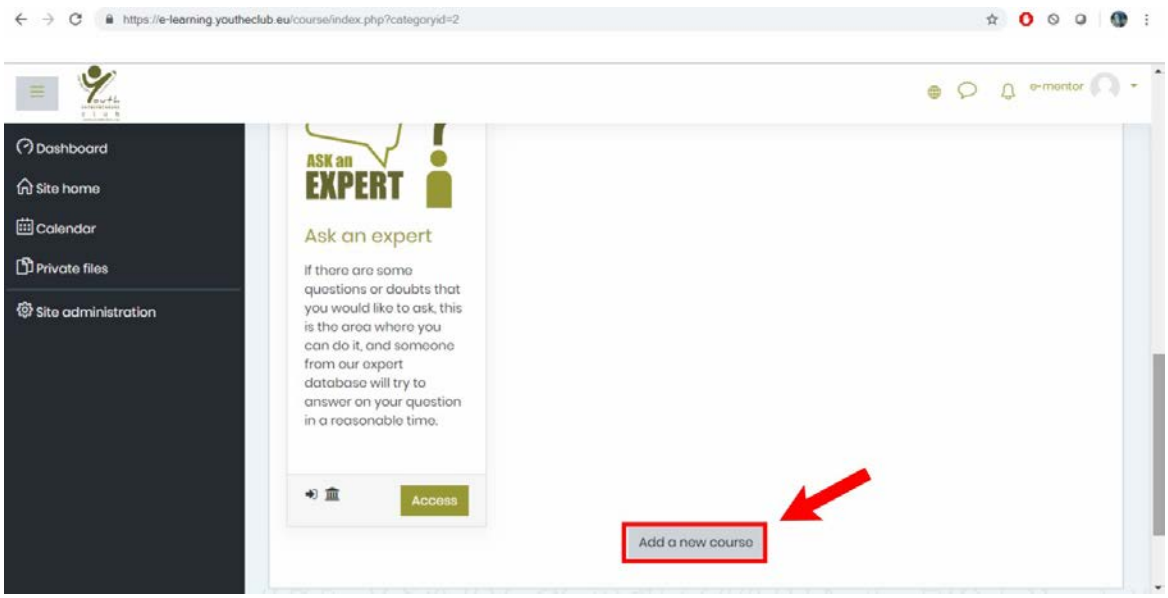
The site administrator may have created course categories to help mentors and students find their courses easily. Course categories may be reflected in the Navigation block.

The capability moodle/course:change category controls whether a user can edit the course category.

Settings new/edit

As a mentor with editing privileges, you can always change your course settings in the administration block. Give your course a title with a short name. This will be the name that appears on the button page to bring students back to your course on the main page. It will also





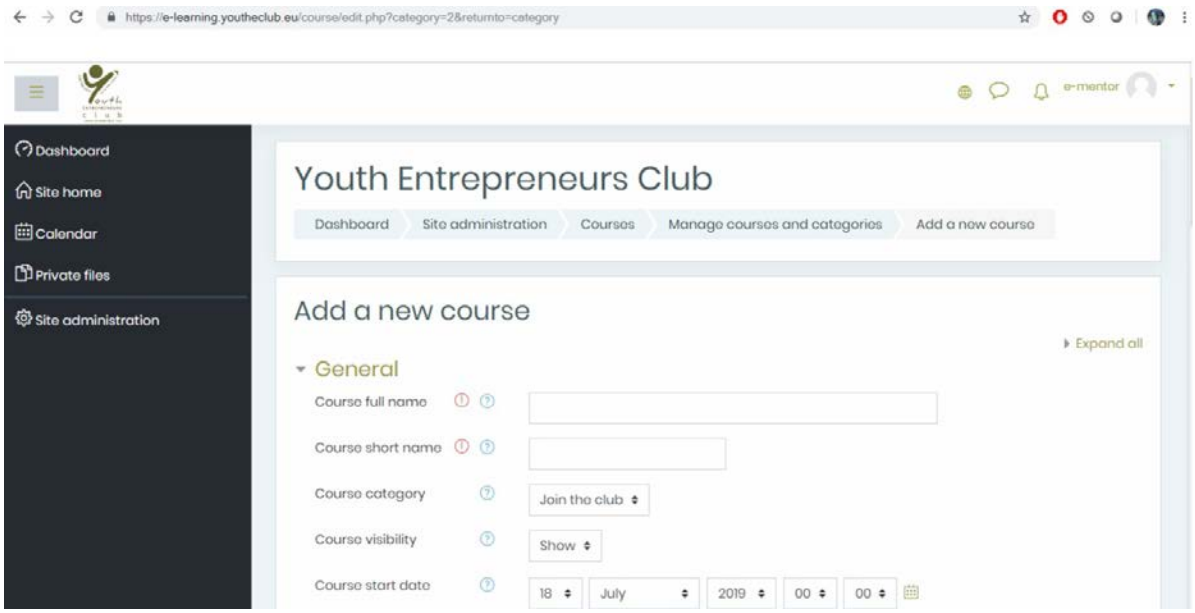
Dates & Times

You can select the start date for a course By default, the course start is the day after you create the course. You can also select the period of time you would like to allow students to enroll in this course. Note that if you set this to 14 days; students will be removed from the course 14 days after they enroll.

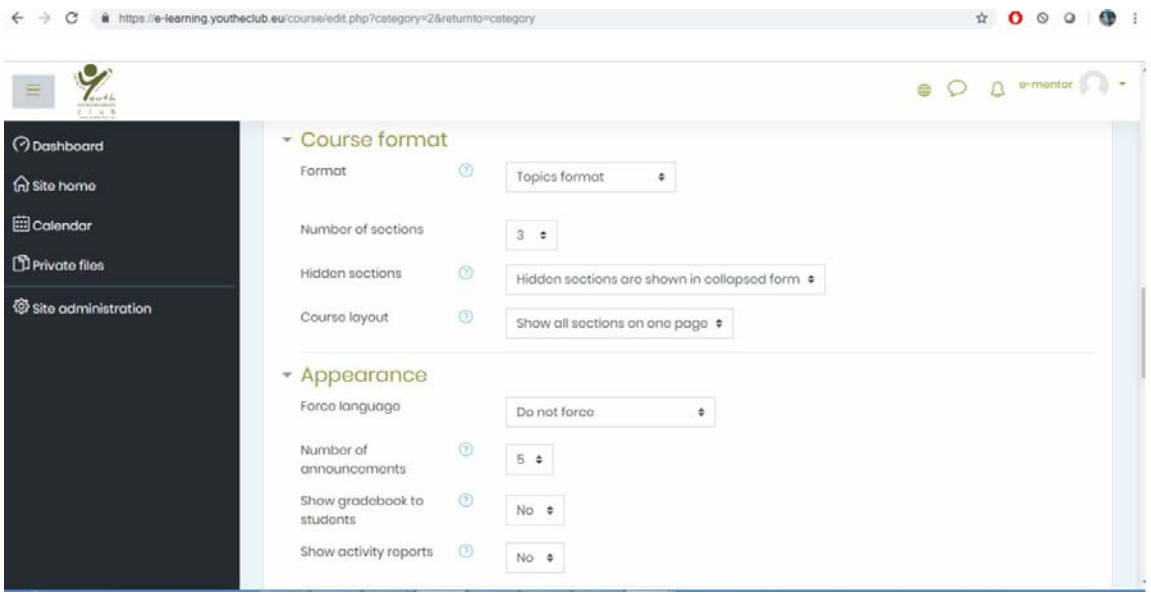
Access Control

Group mode. Here you can define the group mode at the course level. This will be the default group mode for all activities defined within that course. Learn more about the Groups. Note that you don't need to change this setting to enable groups. The default setting of this and 'Force' enables each activity to have its group mode set individually. Force if the group mode is "forced" at a course-level, then this particular group mode will be applied to every activity in that course. Individual group settings in each activity are then ignored. This is useful when, for example, one wants to set up a course for a number of completely separate cohorts. Because it will take a week or two to get all the resources and activities set up, it is worth hiding it from students until it is ready. The Enrolment key is given to control access to courses. It is a one time password given to students. If you use Groups in a course, you will also need

to set a different Enrolment key for each of the groups. There is more information in the Groups information about this. If your students are being automatically enrolled onto courses using the correct course number they will not need to be given the Enrolment key, although it is still set to keep the 'lost' out of your course. Allowing Guest access will let people come in and view your course. You could allow guest access using the Enrolment key, but generally, we would expect to restrict guest access.



Course settings



Course full name

This is the name of the course. It is displayed as a link on course lists on the Front page and on My Moodle and in reports. It is also used in the browser title bar when the course is viewed.

The capability moodle/course:change full name controls whether a user can edit the course full name.

Short name

Many institutions have a shorthand way of referring to a course, such as BP102 or COMMS. Even if you do not already have such a name for your course, make one up here. It will be used in several places where the long name is not appropriate, such as the Navigation block.

The capability moodle/course:changeshortname controls whether a user can edit the short name field.

ID number

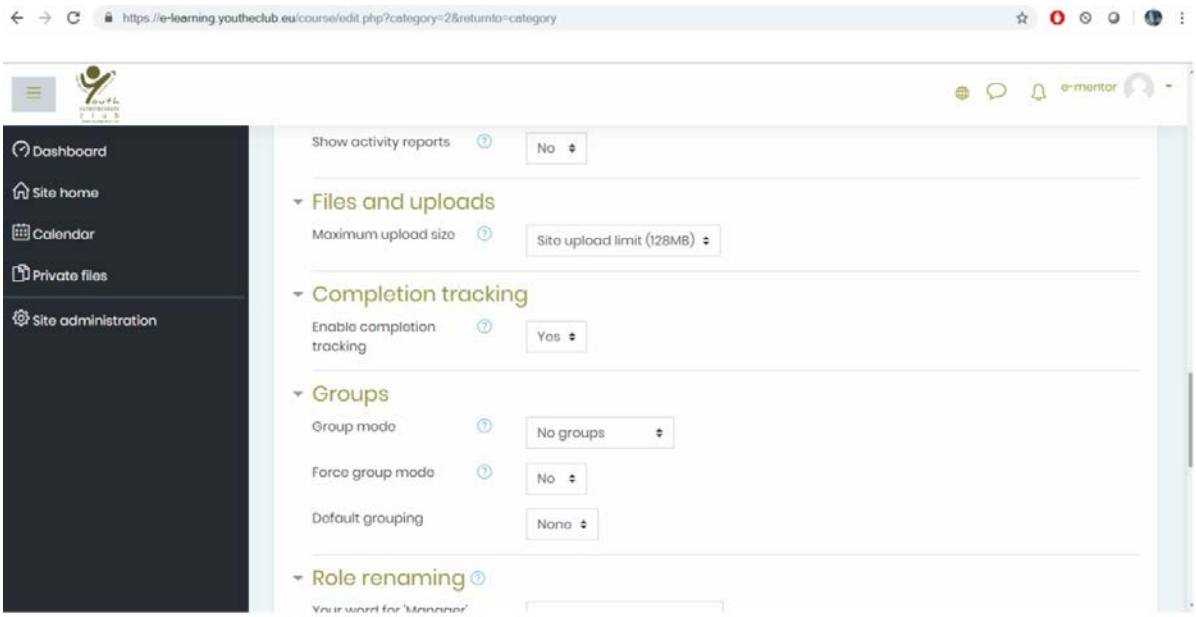
The ID number is an alphanumeric field. It has several potential uses. Generally, it is not displayed to students. However, it can be used to match this course against an external system ID, as your course catalog ID or can be used in the certificate module as a printed field.

The capability moodle/course : change id number controls whether a user can edit the ID number.

Course Summary

The summary appears on the course listings page. This field is searched when searching for a course and also appears in the Course/Site description block.

The capability moodle/course : change summary controls whether a user can edit the course summary.



Number of weeks/topics

This setting is only used by the 'weekly' and 'topics' course formats. In the 'weekly' format, it specifies the number of weeks that the course will run for, starting from the course starting date. In the 'topics' format, it specifies the number of topics in the course. Both of these translate to the number of "boxes" down the middle of the course page.

If the number of weeks/topics is changed for an existing course so that the number is less than the number of course sections containing activities (for example the course contains activities in 3 sections and the number or weeks/topics is set to 2) then when editing is turned on section(s) at the bottom of the course page will be shown with the title 'Orphaned activities'.

The number of weeks/topics may be set to 0, so that only the top general section is displayed on the course page and there are no numbered sections.

By default, the maximum number of weeks/topics is 52, but an administrator can set a different maximum number which will apply to all courses on the site (see below).

Course start date

This setting affects the display of logs and the weekly format topic dates.

If you use the "Weekly" course format, the start date will appear in the first section of the course. For example, selecting 27 July, will display "27 July - 2 August" in the first section (when default display is selected for that section).

This setting will have an effect on the display of logs. This will be the earliest possible date the log activity will display.

This setting will not affect courses using the 'social' or 'topics' formats.

Hidden sections

This option allows you to decide how the hidden sections in your course are displayed to students. By default, a small area is shown (in collapsed form, usually grey) to indicate where the hidden section is, though they still cannot actually see the hidden activities and texts. This is particularly useful in the Weekly format, so that non-class weeks are clear, or if you have quizzes you don't want your students to see.

News items to show

How many news items should show the Latest news block. Set it to 0 and Latest news block will not appear.

The Latest News block relies on the use of the associated News Forum. News posted in other forums do not display in the latest News block

Show gradebook to students

Many of the activities allow grades to be set. By default, the results of all grades within the course can be seen in the Grades page, available from the main course page for students and mentors.

Show activity reports

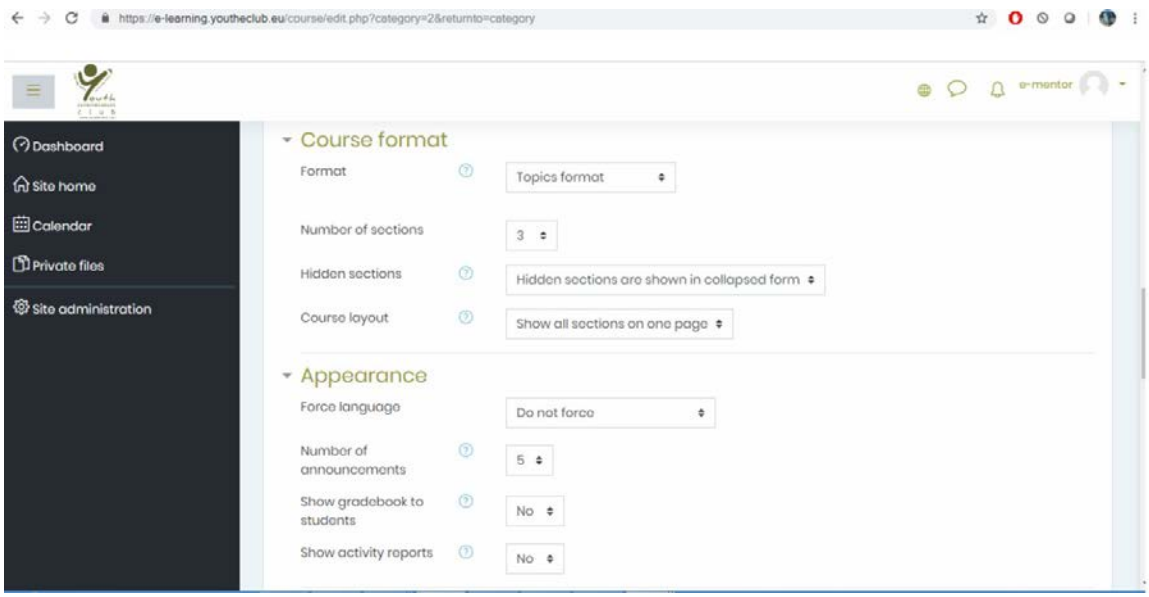
Activity reports are available to each student. These reports or logs show their activity and contributions in the current course. These reports include their detailed access log.

Student access to their own reports is controlled by the mentor via this course setting. For some courses, these reports can be a useful tool for a student to reflect on their involvement and appearance within the online environment, but for some courses, this may not be necessary.

mentors always have access to these reports via a link in the navigation block.

Your site administrator may ask you to turn this feature off. Showing activity reports can place a load on the server, slowing it down at times. For large or long classes it may be more efficient to keep it off.

Maximum upload size



This setting defines the largest size of file that can be uploaded by students in this course.

The site administrator can determine sizes available for the mentor to select.

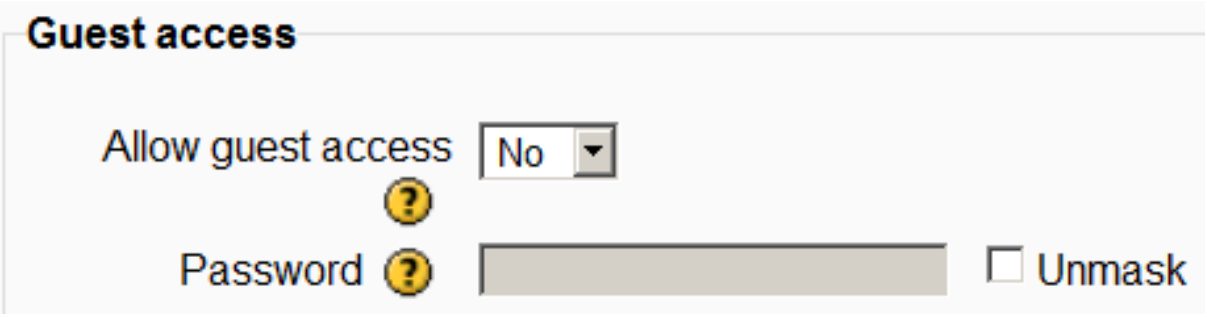
It is possible to further restrict this size through settings within each activity module.

> *TIP:* When uploading large files, consider that your students will need to download them to view them.

Force theme

If the site administrator has allowed the mentor to set a course theme, this pull-down menu will appear with a list of themes on the site. Mentors can use this to choose a different look for the course from the rest of the Moodle site.

Guest access

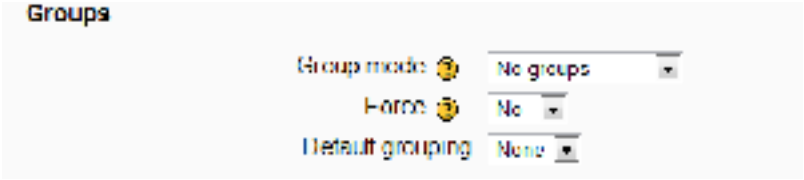


Allows any authenticated user (i.e. logged in) to access the course (as a guest), including those who have logged in "as guest". You can choose if they need a password to enter the course or if they may enter without a password. This password is a password to the unit, not the users password to gain access to Moodle.

People can log in as guests using the "Login as a guest" button on a login screen, where that feature is enabled for the site. When the user tries to enter a course, they will see the login screen. If you only need people authenticated via your normal authentication method to access courses (as Guest or not) it is probably wise to disable "Login as a guest" for a slight improvement in site security. See Manage authentication.

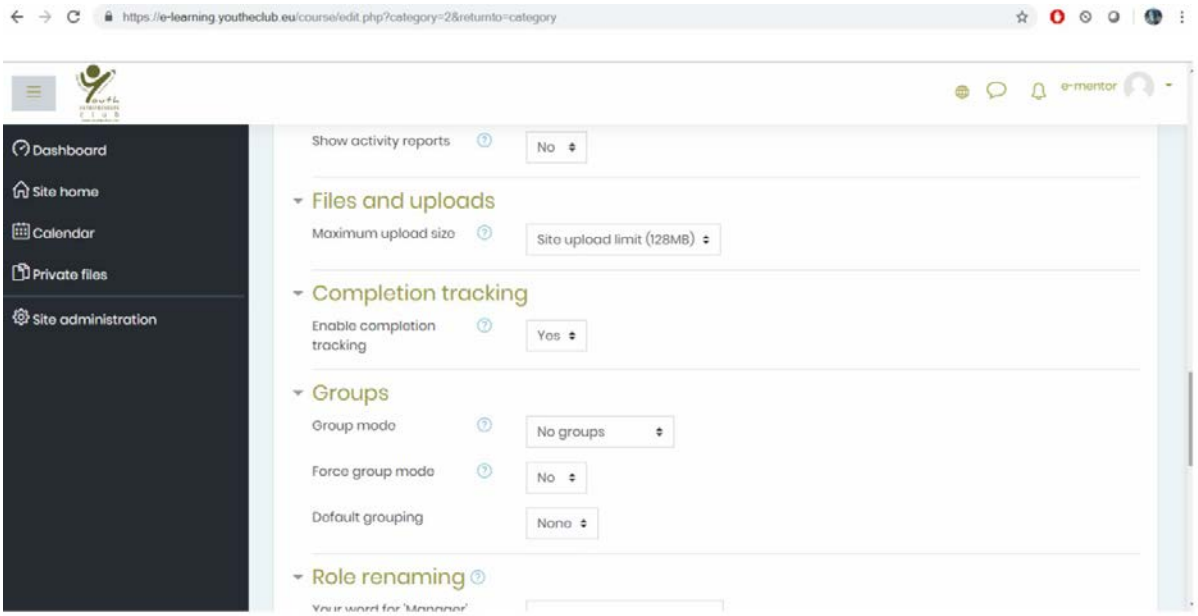
Guests in a course ALWAYS have "read-only" access - meaning they cannot leave any posts or otherwise mess up the course for real students. No user information is stored for a guest.

Groups



Group mode

Here you can define the group mode at the course level by a pull down menu. "No groups", "Separate groups" and "Visible groups" are the choices. The selected setting will be the default group mode for all activities defined within that course. The group setting can affect what users see in the Participants list and who they can interact with in activities.



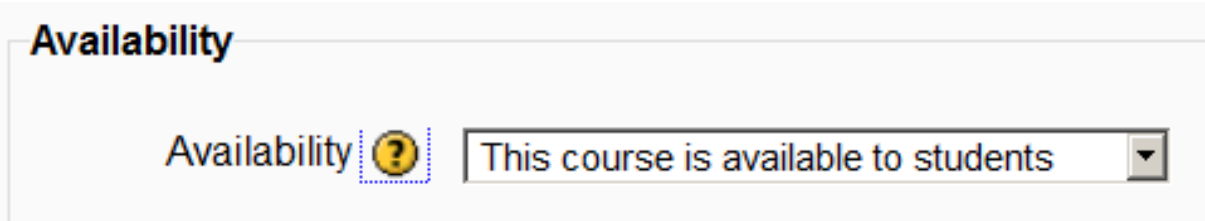
Forcewithin

If the group mode is "forced" at a course-level, then this particular group mode will be applied to every activity in that course. This will override any activities that may have a special group setting.

Default grouping

If groupings are enabled, a default grouping for course activities and resources may be set.

Availability



This option allows you to "hide" your course completely. It will not appear on any course listings, except for managers, course creators, mentors and any other users with the view hidden courses capability. Even if students try to access the course URL directly, they will not be allowed to enter.

The hide/show courses capability controls whether a user can hide a course.

Language

If you force a language in a course, the interface of Moodle in this course will be in this particular language, even if a student has selected a different preferred language in his/her personal profile.

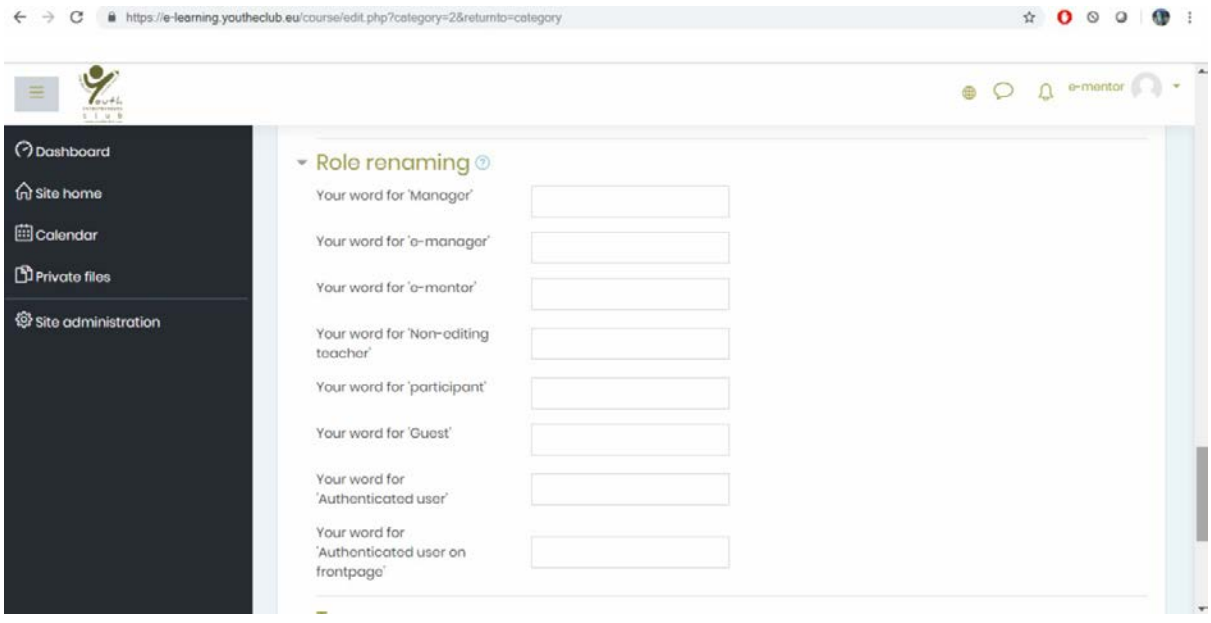
Student progress

Student progress must be enabled for Activity completion. Course completion criteria may also be based upon Activity completion values found in the activity's settings.

- Completion tracking can be either disabled, not shown in activity settings, or enabled.
- You can enable starting the tracking upon student enrolment.

Role renaming

You can rename the roles used in your course. For example, you may wish to rename the mentor role as "Facilitator", "Tutor" or "Guide". These new role names will appear within the course. For example on the participants and the override permissions pages.



Please note that the site administrator or a course manager may have changed the names or added new roles. These names will appear and the mentor may rename them.

Site administration settings

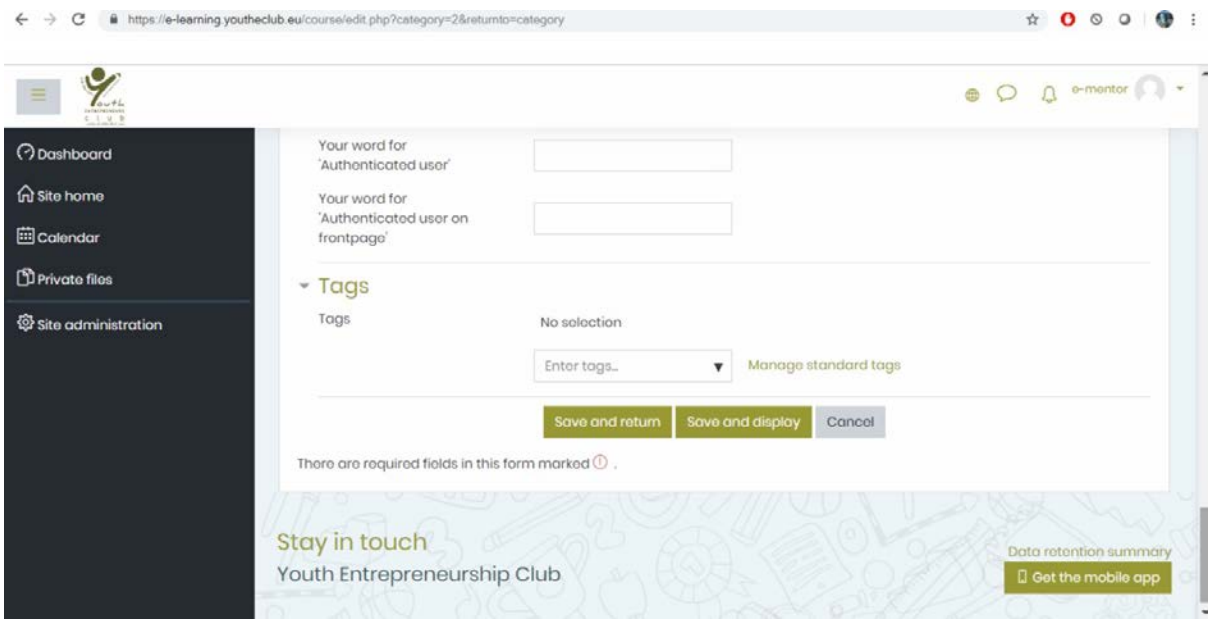
An administrator can set course default settings in *Settings > Site administration > Courses > Course default settings*.

The maximum number of weeks/topics may be set for all courses on the site. The default value is 52.

Preventing mentors from editing course settings

Any/all of the following fields - course full name, short name, ID number and category, summary - may be locked to prevent mentors from editing them. To do so:

1. Access *Site Administration > Users > Permissions > Define roles*.
2. Click the edit icon opposite the mentor role.
3. Change any/all of the capabilities moodle/course:changefullname, moodle/course:changeshortname, moodle/course:changeidnumber, moodle/course:changecategory, moodle/course:changesummary from allow to not set.
4. Click the "Save changes" button at the bottom of the page.



Moodle 2: Activity Tool Guide for Instructors

Usually an activity is something that a student does that allows interaction/collaboration with other students and/or the instructor, depending on learning needs.

What you want to use (technology) → / What you want to achieve (pedagogy) →	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 Activity: Assignment Individual assessment and feedback	**Easy.** Choose from 4 types. Both online journal type and student upload of assignments available	**No.** However, can include contextual information/ instructions for students to complete	**Yes.** Collect assignments online, grade and provide feedback to individual students	**No.** Very limited. Short comments about specific assignment. Not designed for interaction	**No.** Individual submissions. Consider using forum, wiki instead	**6/6.** Depends entirely on your assignment design
Add Activity: Chat Synchronous (real time) text based communication	**Medium.** Straightforward to set up. Difficulty comes in managing communications	**Maybe.** However, not best choice, conversation can be disjointed, may result in confusion	**Maybe.** Depends on use, what you want to achieve (formative assessment?)	**Yes.** Best used with small groups, drop in sessions	**Maybe.** Students can collaborate or discuss topic in real time, in writing	**Yes.** Could do all of the above, depending on how you integrate information and design session
Add Activity: Choice Poll students from choice of multiple responses	**Easy.** Define choice options. Limit student responses to one or more choices	**No.** Better for assessing/checking for understanding	**Yes.** Could be used to check for understanding (example: term or theory)	**No.** Not the tool to use. Consider using Forum	**No.** Not a collaboration tool. Consider Forums, Wiki, Glossary, Database	**5/6.** Possible, but must be creative
Add Activity: Database Students can build, display and search a bank of entries	**Hard.** Need training, and knowing what you want, prior to attempting build of activity	**Maybe.** Could be used solely for instructor to present info, but better for students to build	**Yes.** Very versatile tool, but must be designed correctly to achieve	**No.** Not designed for discussion. Students can comment or rate entries	**Yes.** Students can share files of all types, create collections, and search entries	**5/6.** Understand, Apply, Analyse, Evaluate, Create
Add Activity: External Tool Connect to 3rd party activities	**Easy.** Link to an external collaborative tool. External tool must be configured to allow access	**Maybe.** Depends on the external tool used	**Yes.** However, external tools are not linked to Moodle grades, so reporting more convoluted	**Maybe.** Depends on external tool used	**Maybe.** Depends if the external tool allows collaboration	**Maybe.** Depends on the external tool
Add Activity: Feedback Conduct instructor made surveys (non-graded)	**Easy.** Configure settings first, then add questions. Reporting/results feature for instructor	**No.** The feedback tool is not for distributing information to students	**Yes.** Could be used as a pre and post topic tool to assess understanding	**No.** No option for two-way interaction or communication.	**No.** This is an individual activity, no collaboration available	**Yes.** Ability to test all 6 depending on design and approach
Add Activity: Forum Students/instructors exchange ideas by posting comments	**Easy.** Decision is what forum type to use, and how you will monitor/contribute to discussions	**Maybe.** Can share links and files, however information could get lost amongst all the posts	**Yes.** Forums can be used as a formative assessment activity depending on design	**Yes.** Students can communicate asynchronously with peers, instructors, groups	**Yes.** A collaborative activity to explore topic, theory, question, comment on posts	**Yes.** Could apply all 6 via posts and direction of conversation
Add Activity: Glossary Create lists, definitions, bibliography etc.	**Easy.** Variety of settings to choose from. Use imagination to decide on usage	**Yes.** A way to present information or definitions in one place. Students could also build	**Maybe.** You need to design the activity with this in mind	**No.** Not a discussion tool. Students can comment and rate	**No.** Student can edit own entry, not edit others entries	**5/6.** Understand, Apply, Analyse, Evaluate, Create
Add Activity: Group Choice Students choose own groups	**Medium.** Instructor sets up groups first. Then students enrol. Max group # can be set	**No.** Just allows students to choose a group already created	**No.** Just allows student to choose what group to belong to	**No.** Just allows a student to make a group choice	**No.** Just allows a student to make a group choice	As a stand alone, this is not a learning activity.

Great fit

Can work with some learning design

Not best tool for the job

How to use this guide

Use this guide to pick the right activitytool 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.

Where can instructors add activities?

Activities are available to add once an Instructor 'Turns editing on' within their course.

Need more Moodle help?

- Moodle community at moodle.org
- Moodle News: (moodlenews.com)

Tweeters to Follow

@moodlehound
@moodlehelen
@moodler
@catspyjamasnz
@moodleman
@ ghenrick

CC BY NC SA

Adapted for Moodle 2 by Sue Harper @moodlehound
from Joyce Seitzinger @catspyjamasnz, & Gavin Henrick @ghenrick

Moodle 2: Activity Tool Guide for Instructors

Continuation of activity/pedagogic analysis.

What you want to use (technology)

What you want to achieve (pedagogy)

Activity Type	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 ➢ Analyze ➢ Evaluate ➢ Create
Add Activity: Lesson Create adaptive learning through branches and choices	**Medium.** Design lesson branches first before building. Avoid complicated structure	**Yes.** Great way to present branched (adaptive learning) information in guided way	**Yes.** Does allow grading. Use examples: branched quiz, role play, case study, check understanding	**No.** Individual activity	**No.** Individual activity	**Yes.** All six, depending on lesson design.
Add Activity: OU Blog Provides Student and course specific shared blogs	**Easy.** Set up straight forward. Decision lies in use and how you would assess	**No.** Blogging is primarily a reflective tool for students	**Maybe.** Depends on design of blog activity	**Maybe.** Can allow for comments on entries, also group, individual, or course (everyone) blog	**Maybe.** Can allow for comments on entries, also group, individual or course (collective) blog	**Yes.** Can do all of the above, depending on how you design blog activity
Add Activity: Pcast Upload podcast episodes	**Hard.** Set up a little tricky. Episodes can be approved and rated	**Maybe.** Could create episodes of lectures and post to students	**Maybe.** If students allowed to upload media, can allow for ratings	**No.** While comments can be allowed, not a good communication avenue	**Maybe.** Can allow students to upload episodes and short comments on others uploads	**5/6.** Understand, Apply, Analyse, Evaluate, Create
Add Activity: Questionaire Create range of survey questions (Can be graded)	**Easy.** More robust than Feedback activity. Variety of Q types. Can create template	**No.** Not an information distribution channel	**Maybe.** Allows grading. More a survey tool. Example: feedback on activity. Quiz an alternative	**No.** Not a communication or interaction tool	**No.** Not a collaborative content creation tool	**Maybe.** Could be used to check for understanding.
Add Activity: Quiz Assess learning formative or summative	**Hard.** Tricky and takes time to set up. Create quiz then questions. Consider using categories	**No.** Assessment tool, great for self assessments. Not information distribution	**Yes.** Quiz can be timed and secure. Can extend quiz time for individuals. Many question types	**No.** For individual assessment. Could use forum activity instead	**No.** For individual assessment, consider wiki or forum instead	**6/6** Requires development of quiz questions to meet need
Add Activity: Scorm Package Upload Scorm	**Hard.** Must know how to create Scorm package first, using 3rd party application	**Yes.** Can create information packages that includes multimedia	**Yes.** Can allow grading and create interactive components	**No.** Usually an individual activity	**No.** Usually an individual activity	**6/6** Can do all of the above, depending on how you integrate and design learning package.
Add Activity: Wiki Collaborative page creation	**Medium.** Can be hard to master and set up. Training required, understand limitations	**Yes.** Could be an information site, if Instructors change permissions so students cannot edit	**Yes.** Wiki can allow this. Could drive instruction	**No.** Not the tool for discussions. Use examples: planning, collaborative writing, brainstorming	**Yes.** Students can collaborate. Note: only one person can edit page at a time	**5/6.** Understand, Apply, Analyse, Evaluate, Create
Add Activity: Workshop Peer assessment activity with many options	**Hard.** Takes time to understand and set up. 4 stages to follow for implementation	**No.** Not designed for this purpose	**Yes.** Students can be assessed on contributions and review of peers work.	**No.** Allows for feedback but no discussion interaction	**No.** Does not allow for group assignments. Use Wiki, Forum instead	**6/6** Depends on design of learning activity.

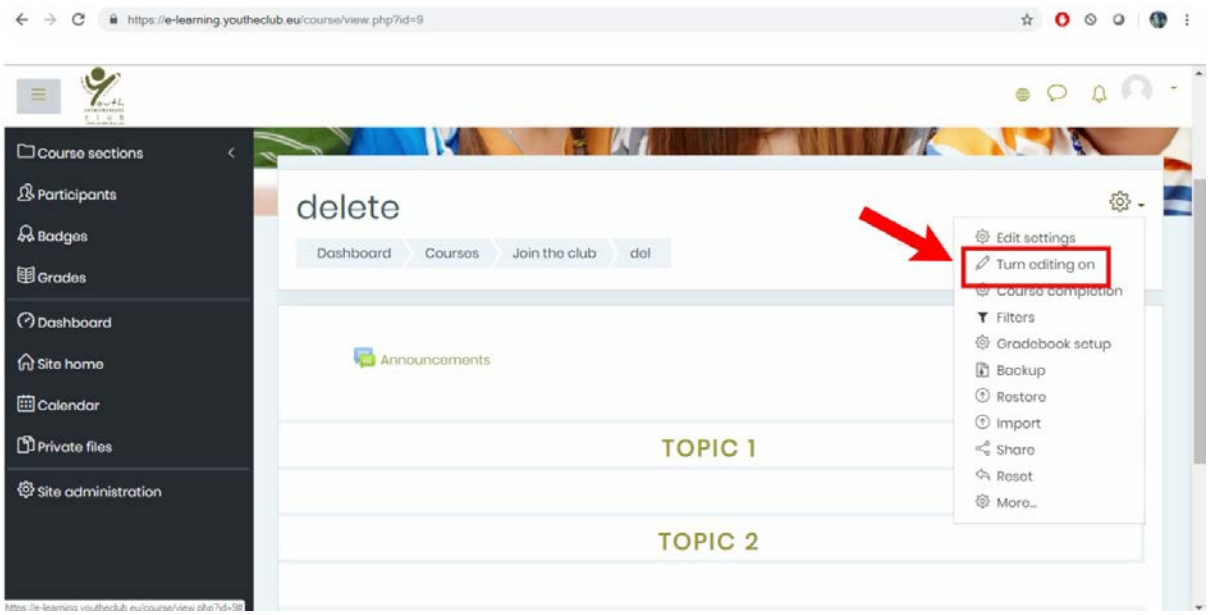
New Functionality: Conditional Activities

When creating an activity Instructors now have the opportunity to engage Conditional settings. This function enables Instructors to restrict the availability of any activity or resource according to certain conditions. Two examples are: viewing documents in a certain order, or restricting access to a resource until a certain grade is obtained on a quiz.

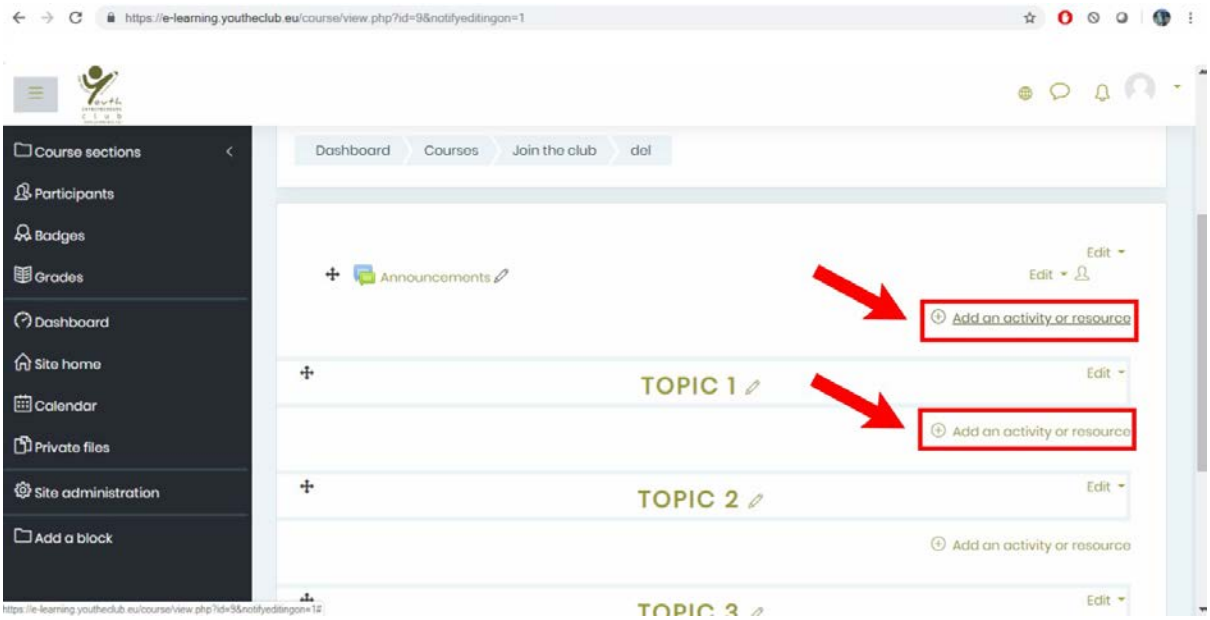
Adaptive Learning Path Example: Using Conditional Activities, an Instructor may separate students learning paths by the range of performance they have achieved. For example, after a quiz any one of two different resources might appear to a student, depending upon their score. The instructor can have one resource available for low scores, and another resource available for high scores.

Editing your training course

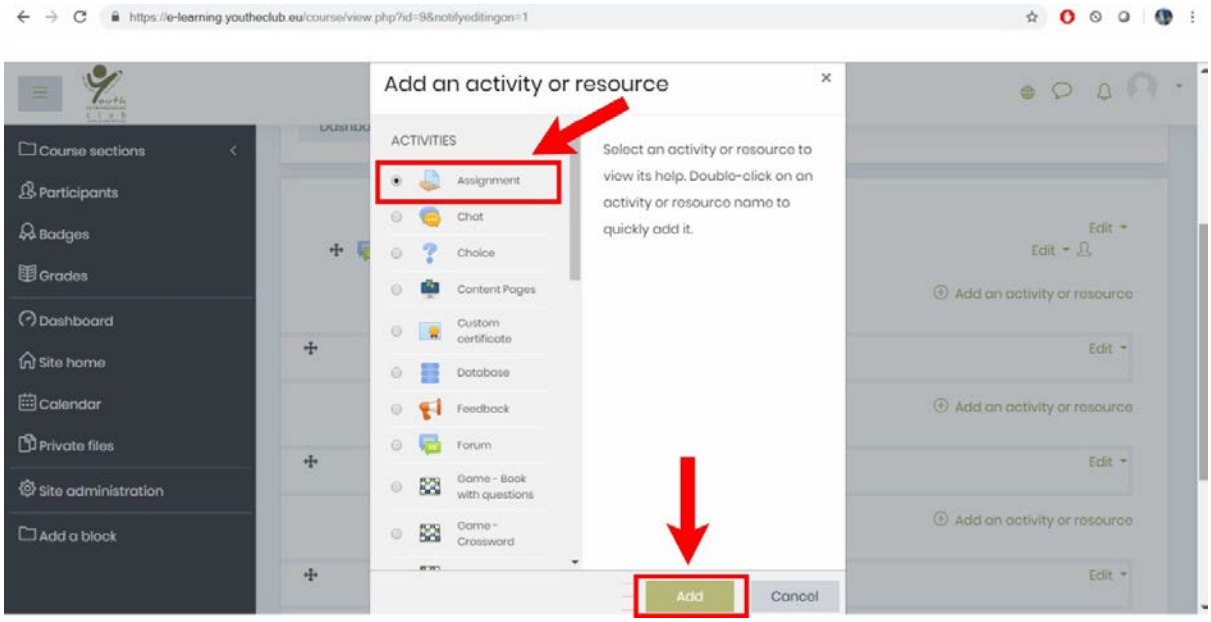
In order to edit your training course you have to enter in the fresh created training and turn on the editing.



In the editing mode you will have the possibility to add varous activities to your training.



Adding an activity will lead you to the Moodle tools. From here you can select the tool (by selecting you will be able to read a description of the tool) and if you consider that the respective tool is what you need, you will click the add button.



Moodle tools

Assignment: A tool for creating gradable items and allowing students to upload digital content in response. Students can enter assignment text directly, or submit essays, spreadsheets, presentations, web pages, photographs or graphics, or small audio or video clips. You can also use this tool to remind students of offline assignments they must complete and to return assignments to students online with feedback attached.

Attendance: Use the Attendance block (the most efficient way to use the Attendance activity) to record students' attendance at classes or activities, to report on attendance, or to change the attendance settings. In the student view of Moodle, the same block will display an attendance report to the individual student.

Blackboard Collaborate Classroom: Blackboard Collaborate 12.0 is a virtual classroom system that allows for complex online interaction. Sessions can be large, open group presentations that can easily break into smaller groups for discussion and group work.

Blog: A blog (weblog) is an online journal, with entries organized chronologically with the most recent first. Blogs can be a group or an individual effort. Blogs in Moodle are user-based; each user has their own non-course-specific blog. You can also use Open University (OU) blogs.

Book: A Moodle book (very similar to the Learning Module tool in the Blackboard LMS) is a multi-page resource that is formatted like a book, containing main chapters and subchapters. A good way to keep the course home page neat and short is to place lesson content within a book.

Calendar: You can include a calendar in a course by adding a Calendar block, which can display the following types of events:

- Site—viewable in all courses, created by administrators
- Course—viewable only to course members, created by teachers
- Groups—viewable only by members of a group, created by teachers
- User—viewable only by the user and created by them.

An alternative to the Calendar is the Upcoming events block, which displays future events and/or deadlines in a list generated from the calendar, providing links to event/activity details or directly to an activity. Users click a date to see the day-view calendar for that day.

Chat: The Chat tool allows students and teachers to have real-time synchronous text-based discussion in an online chat room. (For audio chat, see "Voice tools" or "Wimba Classroom" below.)

Choice: Use this tool to present students with a single question and a number of answers to choose from (e.g. for a discussion starting-point, a quick poll, or to establish preferred arrangements for an excursion). You can allow participants to change their choices, or set the activity to close or lock down on a specific date, allowing participants to change their minds several times before finalising their choice. Choice is one of 3 survey-type tools in Moodle - visit this comparison page before you choose which to use.

Database: With the Database activity, you and your students can collaborate on building a searchable bank of record entries relating to any topic. The format and structure of the entries can be almost unlimited, including images, files, URLs, numbers and text.

Dialogue: A two-way text-based communication tool. You might use Dialogue for a private conversation between you and a student, or between you and all the members of a group.

Any participant can attach files to a dialogue post. All dialogue activities are logged and can be viewed by both students and teachers.

EchoLink: Enables instructors to provide a link to a lecture stream or a single lecture recorded in Echo360.

External Tool: Enables student access to learning resources on another website e.g. those produced by a publisher. Allows a secure relationshiop between students in Moodle and the external resources.

Feedback: A student-survey tool. You can view responses in summary or analysis format, or by individual user. You can specify anonymous response if you wish. Feedback is one of 3 survey-type tools in Moodle - visit this comparison page before you choose which to use.

Forum: An online discussion board where you and your students can post messages to each other, and keep track of individual discussions. Not the same as a News forum.

Glossary: A tool for embedding glossaries of terms used by practitioners in your area of study. Glossaries can be created interactively, with students contributing terms and definitions. Consider:

- Allowing comments to encourage interaction.
- Encouraging students to add images and links to their definitions, for a more dynamic Glossary generally and more 'stickability' of definitions.
- Automatically linking certain words/phrases anywhere in the course to the glossary entry.
- Approving glossary entries by default for a self regulated, student-created glossary.
- Grading this activity, or having the users rate it.
- Placing a Random glossary entry block on the course home page that displays a different glossary term-and-definition every time a student logs in to the course.

See this website for more suggestions about using the Moodle Glossary tool creatively: Moodle Glossary tips.

Group selection: This tool allows you to set up groups and then let students choose which group they want to join. You can specify maximum numbers for the groups.

Gradebook: You can record, track and calculate *grades* within Moodle. The grading tool is complex and flexible. You can provide feedback to students in the form of comments, which can be standardised using a *scale*. You can use scales for any kind of assessable activity except an automatically-graded quiz.

Lesson: Using lessons, you can create programmed learning units in which each correct answer brings up a new piece of information and a new question, or in which you simply enforce sequential viewing of various pieces of content. Moodle's Lesson tool lets you create quite complex branching lessons.

Participants list: You can use the Participants list to view the course participants by group or role, to annotate participants individually or collectively, to message individuals, groups or classes, and to download filtered lists as CSV files.

Maple T. A. Assignment: This assignment type is suitable for maths and science subjects. Information on how to use Maple T.A. is available to students from Maple T.A. lab consultants.

Messaging: You can message a specific group of students within a Moodle course, and configure how you will receive return messages.

Media Collection: A tool for creating galleries of images, audio and video, which students can contribute to and be assessed on.

News forum: A News forum is automatically created for the course home page of every course. Only teachers and administrators may post to the News forum or reply to posts on it, but every enrolled person is automatically subscribed. Use the News forum for general announcements.

The Latest News block displays a specific number of recent discussions from the News forum.

Questionnaire: The Questionnaire tool is for data-gathering, not for assessment. Use it to obtain student feedback or opinion. This tool offers a variety of question types: for example, check boxes, radio buttons, essay boxes, rating/scaling. The questionnaire is one of 3 survey-type tools in Moodle - visit this comparison page before you choose which to use.

Quiz: In Moodle, you can

- create quizzes with different question types
- randomly generate quizzes from pools of questions

- allow students to re-take quizzes multiple times, and
- let the software take care of the scoring.

Reports: The reports currently available to teachers (some are also available to students) are:

- Logs (select course, group, students, date, activity, changes and format)
- Live logs (all activity for the past hour)
- Activity report (total usage per course activity or resource)
- Course participation (select activity, period, role, actions)
- Statistics (select course, report type, period).

Scheduler: Use this tool to enable students to sign up via Moodle for face-to-face appointments/consultations.

SCORM package: Using this tool, you can upload any package of SCORM (Sharable Content Object Reference Model) content to your moodle course. SCORM is a collection of specifications that enable interoperability, accessibility and reusability of web-based learning content. This type of content is created using HTML, JavaScript, SWF files and (for non-technical users) SCORM authoring software.

Team Builder: Team Builder assigns students to groups based on their answers to a series of questions that you specify. To use it, follow these instructions.

Turnitin Assignment: UNSW uses 3 Turnitin products: OriginalityCheck, GradeMark and Turnitin for iPad. OriginalityCheck checks submitted assignments against Turnitin's databases for originality; GradeMark allows you to digitally mark up and give feedback on student submissions, and Turnitin for iPad allows staff to review, grade and mark up student assignments using an iPad. Instructions on using Turnitin products with Moodle 2 are available on the UNSW Turnitin support site.

Voice activities (Authoring, Board, Email, Podcaster, Presentation): Voice activities allow you to incorporate audio recordings into your course. You can create audio content to be played within the course or downloaded as a podcast, set up an asynchronous voice-based message board, send and receive voice emails and present web content, images and PDFs with audio instructions, narration or messages, to which students can respond with audio and text comments.

Moodle Wiki: Wikis are collections of collaboratively authored web pages, beginning with a home page that students can edit, and to which they can link more pages. Changes to all pages are visible using the page history function. You can create wikis at both class and group level. Moodle offers two types of wiki, a basic Moodle Wiki and a more flexible OU (Open University) Wiki that allows you to create an assessable wiki, set time limits for editing, define reusable wiki page templates, annotate students' entries and better track page versions and history.

Workshop (UNSW): A peer review/peer assessment tool, the UNSW Workshop tool allows the instructor to define several aspects of a task by setting up multi-criterion evaluation or rubrics. Students submit their own work; then they assess others' submissions, considering each task aspect separately, giving feedback, and suggesting a grade. They are then graded on both their own submission and their effectiveness in assessing their peers' work.

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