UNIVERSITY OF DAR ES SALAAM
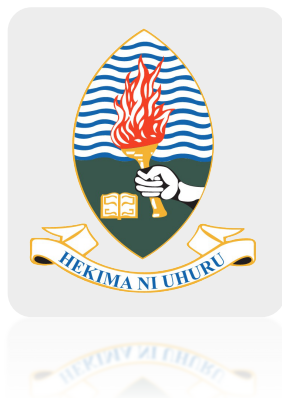
CENTRE FOR VIRTUAL LEARNING

UDSM LMS Moodle

INSTRUCTOR GUIDE

Prepared by CVL

# Contents

Getting Started in UDSM LMS

All UDSM staff and students will be able to log in to the Moodle Learning Management System (Moodle LMS) environment as long as you have LMS account. If you are unable to log in to Moodle, please SMS 0754 311439 OR email us at lms@udsm.ac.tz

Login to UDSM Moodle LMS

The Moodle login web page can be found at http://lms.udsm.ac.tz/
Steps

1. Launch the internet Browser such as Internet explorer, Mozilla Firefox, Google chrome, opera and so on.
2. Type URL in address bar i.e http://lms.udsm.ac.tz/
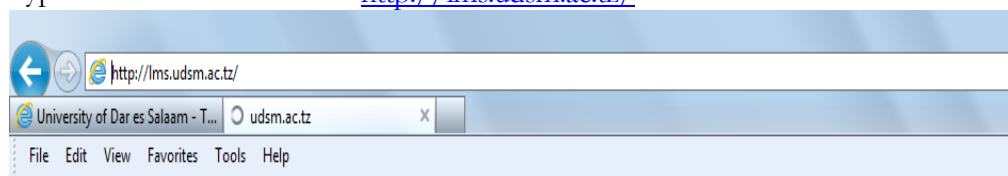
3. Navigate to the Moodle Login page.
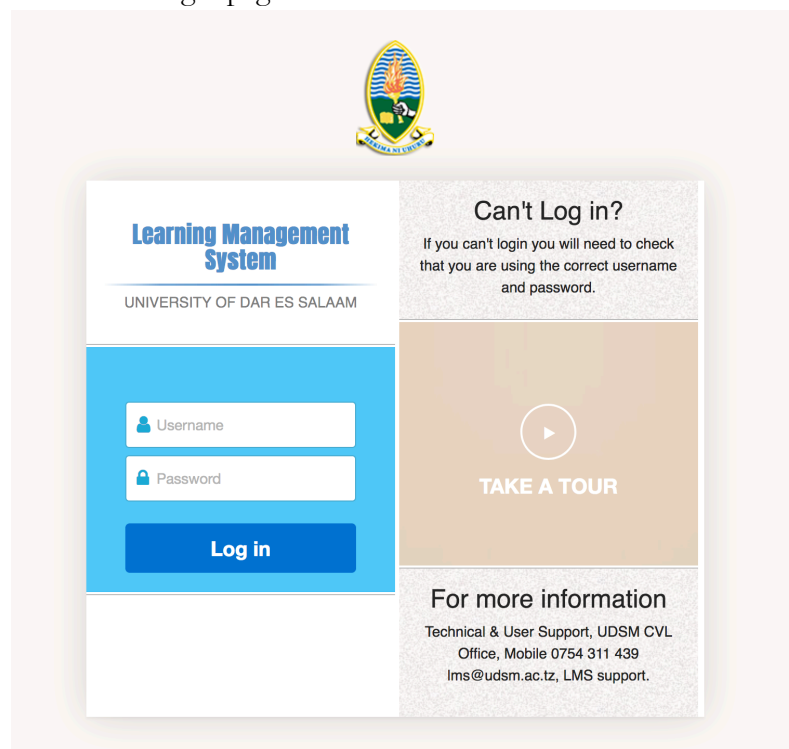
        Username: Enter your username.
        Password: Enter your password

4. Click **Log in** to display the home page.

Instructor/ Teacher Page Layout

In Moodle LMS, administrator is the one with all system privileges, like create/ delete course or users, assign system roles and user's roles. After administrator create course name in UDSM LMS, Instructor / Teacher will be able to edit, upload his/ her course contents, assignments and quizzes. The screen below shows instructor log in page.
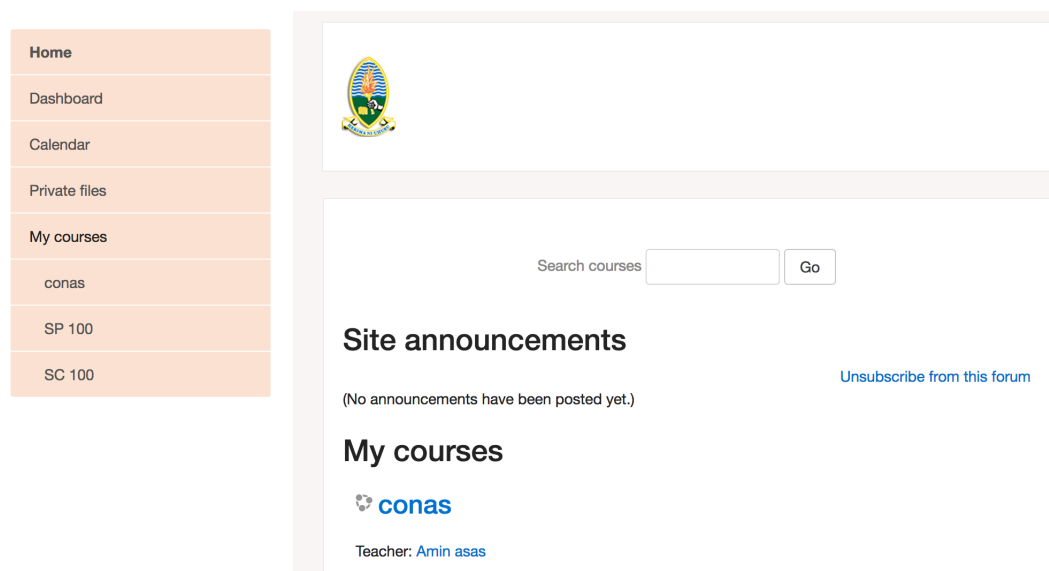
Your assigned course(s) will be displayed under **My courses**. Click on the course code of the course you want to edit (add/ delete contents). Alternatively, under search box put your course code (E.g IS 383) and click Go button to search for your course.

Course Setting

The overall settings for your course are found on the *Edit course settings* page. This edit setting can: -

- Edit course full/ short name
- Update course summary
- Change content format
- Change number of Topics/Weeks.

To access course setting, at the top right-hand side, there is gear like structure, click it then click Edit settings

Edit course settings

NB: Course Summary will appear at home page before opening the course. It should be as shorter as possible

- Course format
- Appearance
- Files and uploads
- Completion tracking
- Groups
- Role renaming
- Tags

Save and display   Cancel

Course Format

The course format determines the layout of the course page.

Social format - A forum is displayed on the course page

Topics format - The course page is organized into topic sections

Weekly format - The course page is organized into weekly sections, with the first week starting on the course start date

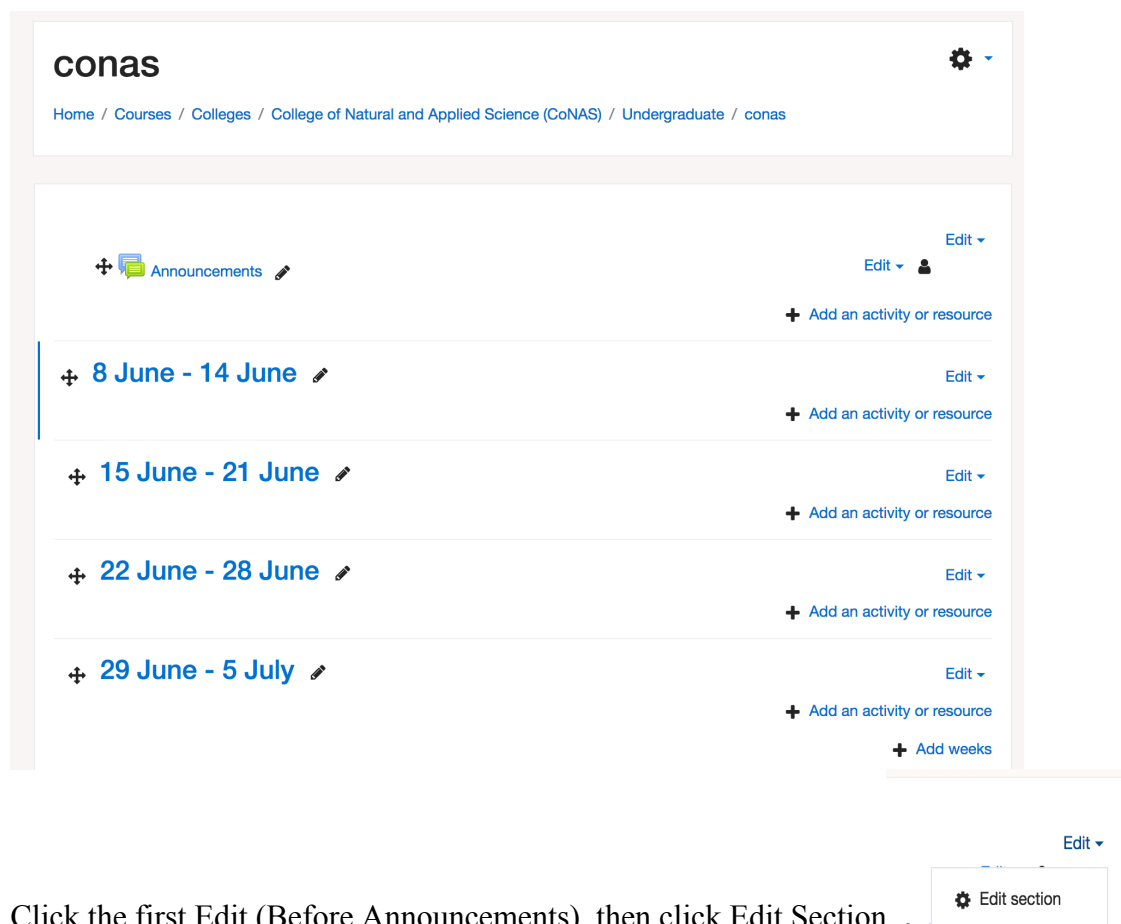**NB: All settings have automatic help menu, just click on specific question mark sign (?) for more explanation.**

After all changes, click **Save and Display**.

Adding Course Information

The course information is a place where you can add general overview of the course including your personal information. Five important information to be seen on course information include: - Course introduction, Objective, Required prerequisites, assessment plan and instructor's information.

How to add course information

At the top right-hand side, there is gear like structure, click it then click Turn editing on. The page will have some editing items added.

Click the first Edit (Before Announcements), then click Edit Section .

Summary of General

▾ General

Section name		☐ Custom General
Summary ❓		

▸ Restrict access

<p style="text-align:center">Save changes   Cancel</p>

Check **Custom** checkbox to activate then Write heading "**Course Information**"

Under Summary write/ paste that five-important information which includes Course introduction, Objective, Required prerequisites, assessment plan and instructor's information. Then Click **Save Changes**. You will have a page like this below.

Course Information ✏️ Edit ▾

Introduction

Human-Computer Interaction (HCI) is concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them. On the practical side, this means the principles and methods with which one builds effective user interfaces. A basic precept of HCI is that users should be able to get things done through the computer, without having to pay attention to the intricacies of complex software. Interfaces must be accessible, meaningful, visually consistent, comprehensive, accurate, and oriented around the tasks that users tend to perform. The course will provide a balance of practical and theoretical knowledge, giving you experience ordinarily not provided by other courses in computer science. In this regard, the course introduces you the field of human-computer interaction, with a broad scope that exposes you to a variety of approaches for conceptualizing, designing, and evaluating user interfaces and user experiences. Some topics that will be covered in this course include interaction design principles, user experience research, usability evaluation, and novel interaction paradigms.

Objectives

On completion of this course, you should be able to:

- Explain the capabilities of both humans and computers from the viewpoint of human information processing.
- Describe typical human–computer interaction (HCI) models, styles, and various historic HCI paradigms.
- Apply an interactive design process and universal design principles to designing HCI systems.
- Describe and use HCI design principles, standards and guidelines.
- Analyze and identify user models, user support, socio-organizational issues, and stakeholder requirements of HCI systems.
- Discuss tasks and dialogs of relevant HCI systems based on task analysis and dialog design.

Required prerequisites

Adding Course Contents.

Adding Resource and Activity

Click **Turn editing on** to get access of editing menu.
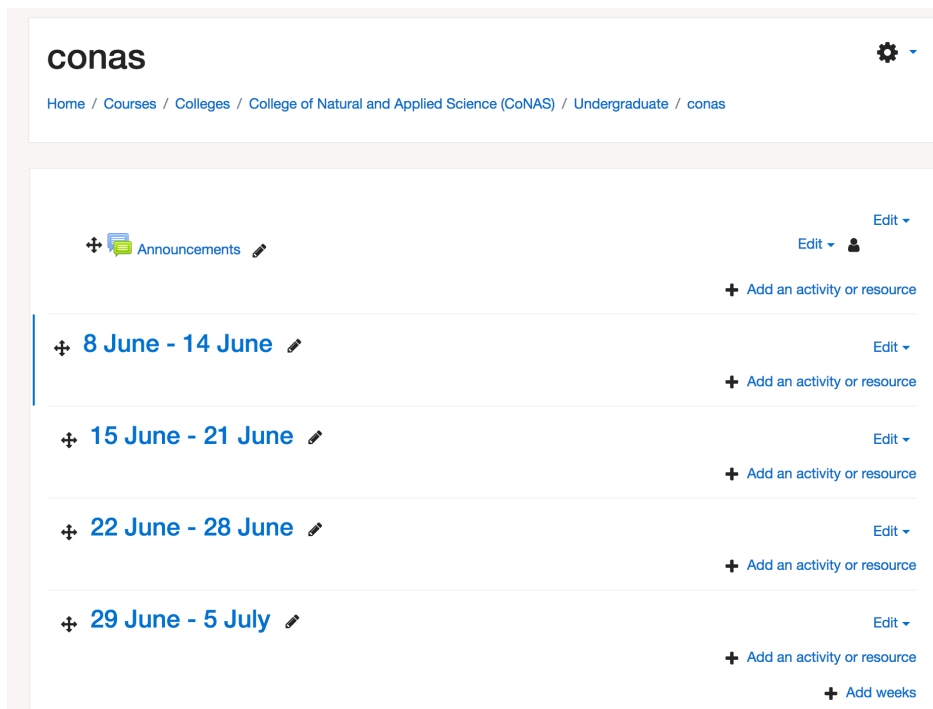
From the above screen shot, each block week has **Add an activity or resource** button; Click on each respective week to add course contents, assignment or quizzes. After clicking **Add an activity or resource** button pop up window will display to show activities and resources. Click the one you want to add (activity or resource) then click **Add** button.
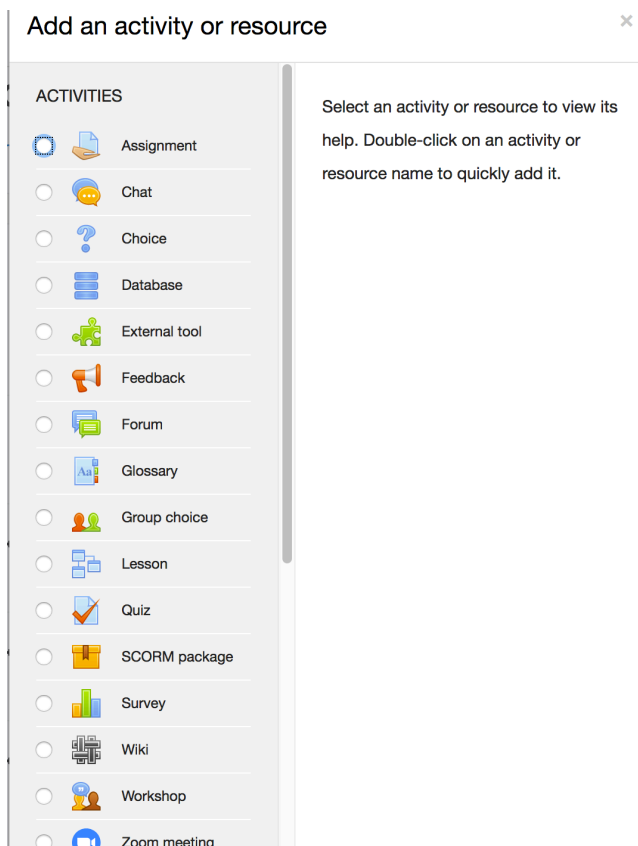
RESOURCE

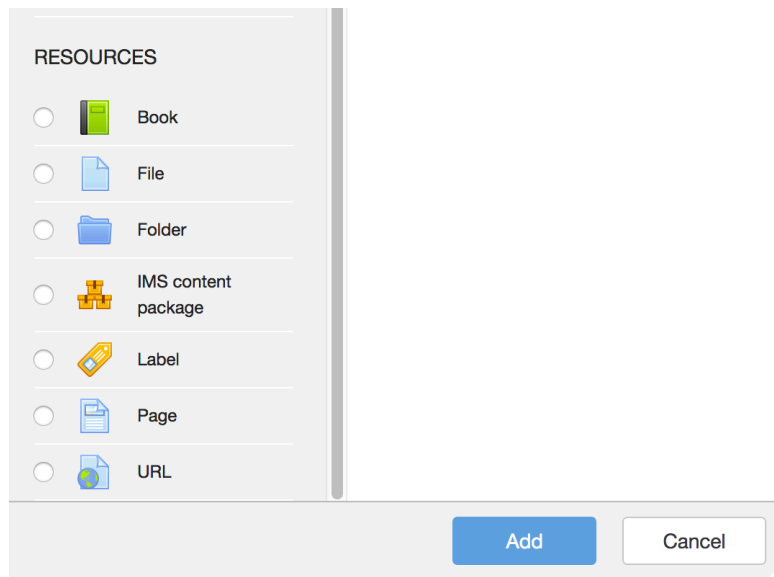Resource in LMS is the place to add all course contents/ materials. Course contents can be in different forms such as normal word format, link from website, or as file attachment. The diagram below shows the resources available. When you click any resource, it will display the meaning and the use of it.

Book: The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.

The book module allows you to have main chapters and sub chapters. The book module is not interactive. You can, however, link to choices, forums etc., or include multimedia content.

A book may be used

o   To display reading material for individual modules of study
o   As a staff departmental handbook
o   As a showcase portfolio of student work

Add a Book

❖   In the Topic/Week, click **Add an Activity or resource...** click **Book** under RESOURCES section. Then Click **Add** from pop up window displayed
❖   The *Adding a new Book [to Topic/Weekly n]* page displays.

   General sections

📗 Adding a new Book to 28 November – 4 December ⓘ

▾ General

Name *

[   ]

Description

⌨	A_A ▾	B	I	☰	☷	🔗	⌗	🖼	▣	🗐

[   ]

Display description on course page ⓘ ☐

Complete the following fields:

Name: Mandatory. Enter a name for the Book.

Description: Mandatory. Enter a description for the book

5.   Click Save and return to course to return to the subject

A book icon will display as shown

⚁
12 December - 18 December   👁
                                                                 ✕
⚙

➕ 📗 Networking Book 🖊   Edit ▾

➕ Add an activity or resource

Click name of the book, **Editing Chapter** page will display.

Networking Book

▾ Add new chapter

Chapter title*

[Chapter One]

Subchapter ☐ (Only available once the first chapter has been created)

Content*

This Chapter introduce file

The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images or Flash objects.

Complete the field of Chapter title and Content then click **Save Changes** button. The page will prompt to Chapter I that you have created and allow you to add more chapters through **Plus sign** under **Table of Content**.

TABLE OF CONTENTS

1 Chapter One   ⚙ ✕ 👁 ✚

NAVIGATION

ADMINISTRATION

Networking Book

◁ ▲

1 Chapter One

This Chapter introduce file

The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images or Flash objects.

Note that: You can move to previous or next chapter using the back and forward arrows respectively.

File and Folder

File: The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images or Flash objects.

Note that students need to have the appropriate software on their computers in order to open the file.

A file may be used

o   To share presentations given in class
o   To include a mini website as a course resource

o   To provide draft files of certain software programs (eg Photoshop .psd) so students can edit and submit them for assessment

Folder

The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it.

A folder may be used

o   For a series of files on one topic, for example a set of past examination papers in pdf format or a collection of image files for use in student projects
o   To provide a shared uploading space for teachers on the course page (keeping the folder hidden so that only teachers can see it)

Upload a Folder and File

Folder/ files can be uploaded directly to the specific Topic/Week. Below are procedures to upload file or folder

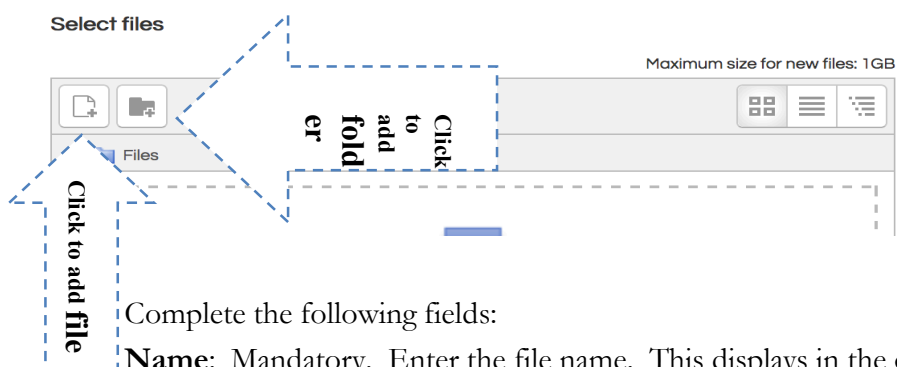| STEP	ACTION
1.	In the Topic/Week, click **Add an Activity or resource...** and select **Folder** if you want to add folder (for display a number of related files inside a single folder) or **file** for upload single file at a time. Then Click **Add** from pop up window displayed
2.	The *Adding a new Folder/ File [to Topic/Week]* page displays.

Name *

Description

Display description on course page ?

▾ **Content**

Select files

Maximum size for new files: 1GB

Click to add folder

Click to add file

Files

Complete the following fields:

Name: Mandatory. Enter the file name. This displays in the content.

Description: Mandatory. Enter a meaningful description for the folder/ file.

Upload a File

To upload file, in the **Content** section, you can just drag and drop the file OR Click **Add**…, Popup menu for file picker will display, click **Upload a file** as shown below.

File picker

Server files

Recent files

Upload a file

Private files

Attachment: Browse...

Save as:

Author: Haytham Jaffar

Choose license: All rights reserved

Upload this file

4. Click Browse....

5. The *File Upload* window displays. Locate the required file and click to highlight it, and then click Open.

6. The *File picker* window re-displays. Write the name you want to appear on **Save as** text box then Click Upload this file...

The File picker window will disappear and file will be located on content section
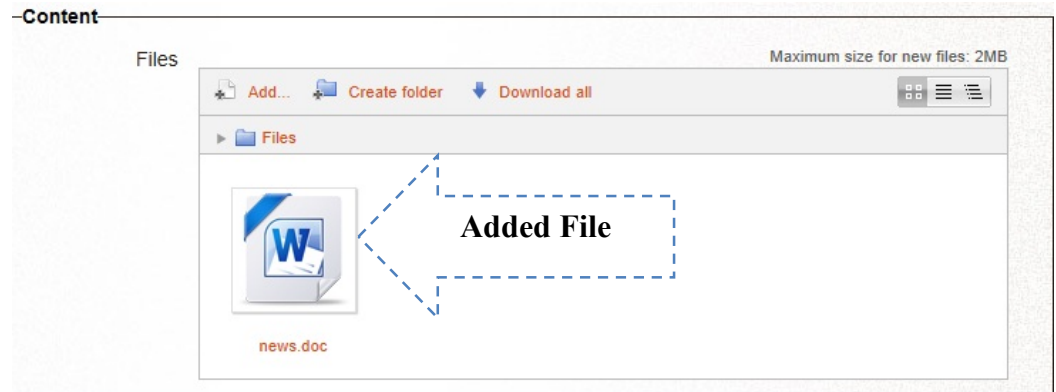
Update fields as required, then, click **Save and return to course** to return to the course

Create a Folder

To create folder, follow the above procedure until you reach create folder button under content section click it, Popup window will appear, write folder name and click **Create folder**
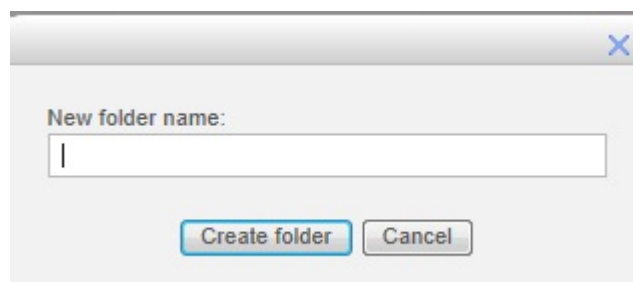
Created folder will appear as shown below.

Double click the folder, and then click **Add** to add files into created folder (Follow the same procedures used to add file).

Update fields as required then click ![Save and return to subject] to return to the course.
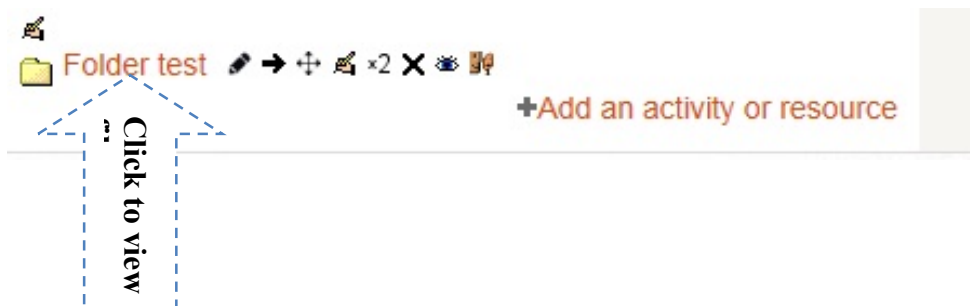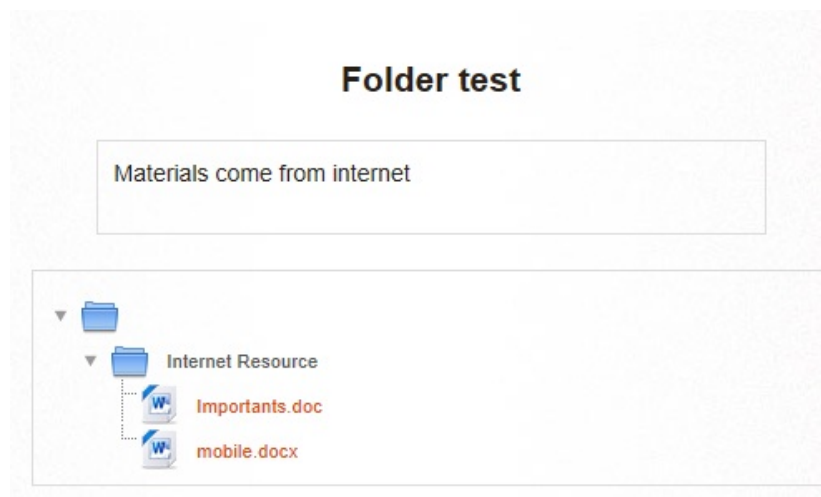
Files inside folder.

Label

The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.

Labels may be used

o To split up a long list of activities with a subheading or an image
o To display an embedded sound file or video directly on the course page
o To add a short description to a course section

Add a Label

STEP	ACTION
1.	Click Turn editing on.
2.	In the Topic/Week, click **Add an Activity or resource...** click **Label** under RESOURCES section. Then Click **Add** from pop up window displayed
3.	The *Adding a new Label [to Topic/Weekly n]* page displays. **General** section

Complete the following field:

Label text: Mandatory. Enter the label text, e.g. Reading Materials for Topic.

NB: You can use formatting tools to format your label (font size, bold, color, alignment e.t.c)

4.   **Other sections**

Update fields as required.

STEP	ACTION
5.	Click [Save and return to subject] to return to the subject.

6.   If you have finished editing, click [Turn editing off].

URL

The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL doesn't have to be the home page of a website. The URL of a particular web page may be copied and pasted or a teacher can use the file picker and choose a link from a repository such as Flickr, YouTube or Wikimedia (depending upon which repositories are enabled for the site).

- There are a number of display options for the URL, such as embedded or opening in a new window and advanced options for passing information, such as a student's name, to the URL if required.
- **Note that** URLs can also be added to any other resource or activity type through the text editor.

Add a URL

STEP	ACTION
1.	Click [Turn editing on].
2.	In the Topic/Week, click **Add an Activity or resource...** click **URL** under RESOURCES section. Then Click **Add** from pop up window displayed
3.	The *Adding a new URL [to Topic/Weekly n]* page displays. **General** and **Content** sections

Complete the following fields:

Name: Mandatory. Enter a name for the URL. You can choose to display or hide this description in the **Options** section.

Description: Mandatory. Enter a description for the web page. You can choose to display or hide this description in the **Options** section.

External URL: Mandatory. Enter or paste the full URL (including http://), e.g. http://www.computerbasicsguide.com/basics/types.html

STEP	ACTION
4.	Other sections

Update fields as required.

5.	Click [Save and return to subject] to return to the subject
	OR
	Click [Save and display] to display the URL.
	A URL icon will display.
6.	If you have finished editing, click [Turn editing off].

Page

The page module enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps.

Advantages of using the page module rather than the file module include the resource being more accessible (for example to users of mobile devices) and easier to update.
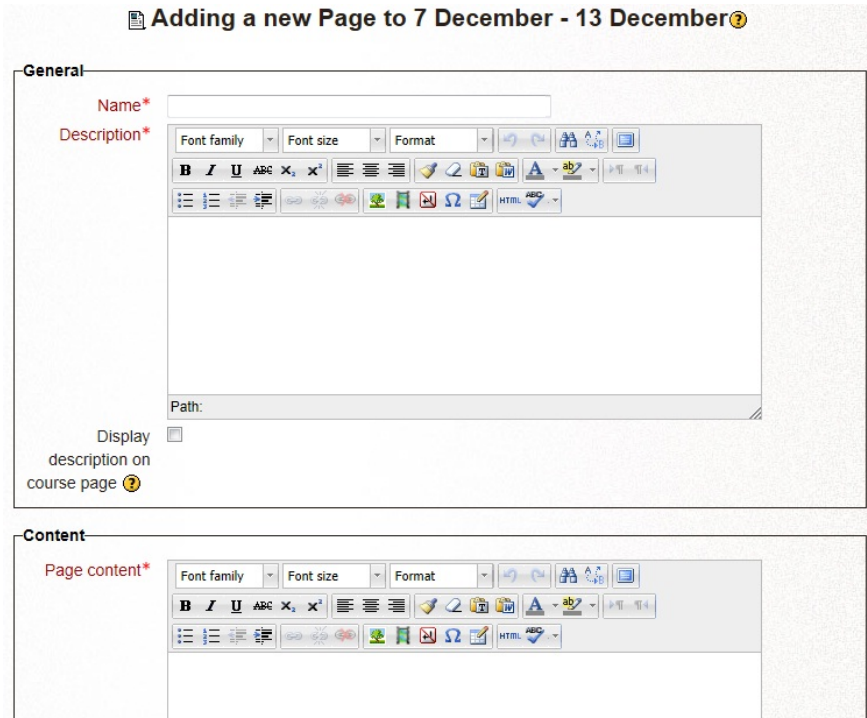
For large amounts of content, it's recommended that a book is used rather than a page.

A page may be used

o   To present the terms and conditions of a course or a summary of the course syllabus
o   To embed several videos or sound files together with some explanatory text

Add a Page

STEP	ACTION
1.	Click [Turn editing on].
2.	In the Topic/Week, click **Add an Activity or resource...** click **Page** under RESOURCES section. Then Click **Add** from pop up window displayed.
3.	The *Adding a new Page [to Topic/Weekly n]* page displays. **General** and **Content** sections

Complete the following fields:

Name: Mandatory. Enter the page name. T his Name will appear as a link on a specific week

Description: Mandatory. Enter a description for the web page. You can choose to display or hide this description in the **Options** section.

Page content: Mandatory. Add your content here.

Note that: Page content is the place where all course material for that specific topic will display. The content can be in the word format, pictures or any web page link

STEP	ACTION
4.	Other sections

Update fields as required.

5.	Click [Save and return to subject] to return to the subject
	OR
	Click [Save and display] to display the page content. A page icon will display.

6.	If you have finished editing, click [Turn editing off].

Activities

Create an Activity

Your choice of Activities depends on the type of student engagement that you want in your subject and the intended learning outcomes for your students.   For example, the assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the grade book.

Note that every link you select has explanation on the right which explains what that link does exactly. Assignment activity has four parts which are assignments, advanced uploading of files, online text, Upload single file and offline activity.

All of the Activities in Moodle require additional setup. You can't just add them and expect students to be able to use them immediately.

Activities can be added to the Topic/Weekly outline, or to an individual Topic/Week.

Click gear structure then click **Turn editing on**

Then click on Add an activity or Resource, pop up window will appear.
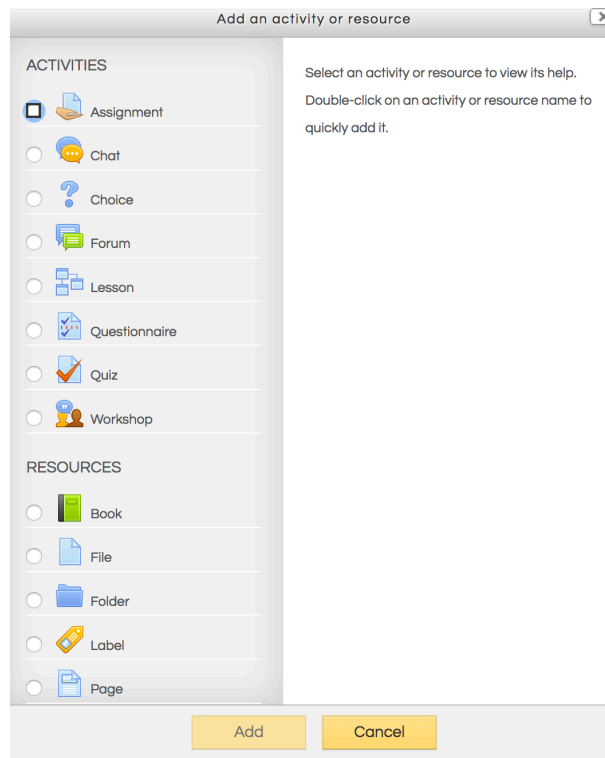
Activities available are:

- Assignment - allows you to specify an online or offline activity which can be graded

- Chats - creates a room for **synchronous** text chat.

- Choice - polling type activity.

- Forum – The forum activity module enables participants to have asynchronous discussions

- Glossary – The glossary activity module enables participants to create and maintain a list of definitions, like a dictionary, or to collect and organize resources or information

- Lesson – The lesson activity module enables a teacher to deliver content and/or practice activities in interesting and flexible ways

- Questionnaire- The questionnaire module allows you to construct surveys using a variety of question types, for the purpose of gathering data from users.

- Quiz – The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numeric

- Workshop – The workshop activity module enables the collection, review and peer assessment of students' work

ASSIGNMENTS

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

Create an Assignment

STEP	ACTION

2.   In the Topic/Week, click **Add an Activity or resource….**. Then Click **Add** from pop up window displayed..

3.   The *Adding a new Assignment [to Topic/Weekly n]* page displays.
      General section

Complete the following fields:

Assignment name: Mandatory. Enter the assignment name.

Description: Mandatory. Enter the assignment description.

NB: If your assignment is just few text or few text with other media like picture or video, just write everything under **Description**. But if your assignment is too long that need to be a separate

document, just attach that document on **Additional files**.

Availability

Allow submissions from	❓	9 ⇕	June ⇕	2020 ⇕	00 ⇕	00 ⇕	📅	☑ Enable
Due date	❓	16 ⇕	June ⇕	2020 ⇕	00 ⇕	00 ⇕	📅	☑ Enable
Cut-off date	❓	9 ⇕	June ⇕	2020 ⇕	14 ⇕	05 ⇕	📅	☐ Enable
Remind me to grade by	❓	23 ⇕	June ⇕	2020 ⇕	00 ⇕	00 ⇕	📅	☑ Enable

☑ Always show description ❓

Submission types

Submission types		☐ Online text ❓ ☑ File submissions ❓
Word limit	❓	[ ] ☐ Enable
Maximum number of uploaded files	❓	1 ⇕
Maximum submission size	❓	Site upload limit (256MB) ⇕
Accepted file types	❓	[ ] Choose
		No selection

Availability

Allow Submissions from: Mandatory if **Enable** check box selected for this line. Select the date and time the assignment will first be available to the students.
Deselect the check box if not relevant.

Due date: Mandatory if **Enable** check box selected for this line. Select the date and time the assignment is due. Deselect the check box if not relevant.

Cut-off date: If enabled, the assignment will not accept submissions after this date without an extension.

Submission types

Online text: If enabled, students are able to type rich text directly into an editor field for their submission

File submissions: If enabled, students are able to upload one or more files as their submission

Word limit: If online text submissions are enabled, this is the maximum number of words that each student will be allowed to submit.

Submission types

Submission types		☐ Online text ❓ ☑ File submissions ❓
Word limit	❓	[ ] ☐ Enable
Maximum number of uploaded files	❓	[1 ⇕]
Maximum submission size	❓	[Site upload limit (256MB) ⇕]
Accepted file types	❓	[ ] [Choose]
		No selection

Maximum number of uploaded files: If file submissions are enabled, each student will be able to upload up to this number of files for their submission.

Maximum submission size: Files uploaded by students may be up to this size.

Complete all remaining field, then click **Save and return to course**

Assignment Two ⚙ ▾

Dear all,

In a group of three (3) students, you are required to select any governmental website of your choice and use Nielsen's heuristics to evaluate usability of the website.

Use all the procedures to conduct such evaluation and write a report indicating how you did it and the severity of the flaws identified in the website. Deadline is **30.05.2020.**

Submission is done through Moodle system

It is worth 10 marks.

Grading summary

Participants	13
Drafts	0
Submitted	0
Needs grading	0
Due date	Saturday, 30 May 2020, 11:00 PM
Time remaining	Assignment is due

[View all submissions]   [Grade]

Click **View all submission** to see submitted assignment

Chat

The chat activity module enables participants to have text-based, real-time synchronous discussions.

The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or restricted to users with the capability to view chat session logs.

Chats are especially useful when the group chatting is not able to meet face-to-face, such as

- Regular meetings of students participating in online courses to enable them to share experiences with others in the same course but in a different location
- A student temporarily unable to attend in person chatting with their teacher to catch up with work
- Students out on work experience getting together to discuss their experiences with each other and their teacher
- A question and answer session with an invited speaker in a different location
- Sessions to help students prepare for tests where the teacher, or other students, would pose sample questions

Create a Chat

STEP	ACTION

1. In the Topic/Week, click **Add an Activity or resource...** click **Chat** (under **Assignments**). Then Click **Add** from pop up window displayed...

2. The *Adding a new Chat [to Topic/Weekly n]* page displays.

   General section

   💬 **Adding a new Chat to 26 December - 1 January** ⊚

   ▶ Expand all

   ▼ General

   Name of this chat room*

   [   ]

   Description

   [toolbar: ⊞ | A̲▼ | B | I | ☰ | ☷ | 🔗 | ✂ | 🖼 | 🎞 | 📋]

   [   ]

   Display description on course page ⑦ ☐

   Complete the following fields:

   Name of this chat room: Mandatory. Enter name of the topic you want to chat with.

   Display description on course page: If enabled, the introduction / description above will be displayed on the course page just below the link to the activity / resource

STEP	ACTION
1.	Other sections

Chat sessions

Next chat time	9 ⇕	June ⇕	2020 ⇕	14 ⇕	25 ⇕ 📅

Repeat/publish session times	Don't publish any chat times ⇕
Save past sessions	Never delete messages ⇕
Everyone can view past sessions ❓	No ⇕

▸ **Common module settings**

▸ **Restrict access**

▸ **Activity completion**

▸ **Tags**

▸ **Competencies**

[Save and return to course] [Save and display] [Cancel]

Update fields as required.

2.   Click **Save and return to course**

OR

Click **Save and display** the assignment.

3.   If you have finished editing, click [Turn editing off].

QUIZ

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used

o   As course exams
o   As mini tests for reading assignments or at the end of a topic
o   As exam practice using questions from past exams
o   To deliver immediate feedback about performance
o   For self-assessment

Create Quiz

STEP	ACTION
1.	Click Turn editing On
2.	In the Topic/Week, click **Add an Activity or resource...** click **Quiz** (under **Activity**). Then Click **Add** from pop up window displayed.
3.	The *Adding a new Quiz [to Topic/Weekly n]* page displays. **General** section

▾ General

Name ❗

Description

☐ Display description on course page ❓

Complete the fields:

Name: Mandatory. Enter the quiz name.

Introduction: Optional. Enter short introduction about the quiz.

Timing

▾ Timing

Open the quiz ❓

17 ▾ November ▾ 2016 ▾ 16 ▾ 06 ▾ ☐ Enable

Close the quiz

17 ▾ November ▾ 2016 ▾ 16 ▾ 06 ▾ ☐ Enable

Time limit ❓

0 minutes ▾ ☐ Enable

When time expires ❓

Attempts must be submitted before time expires, or they are not counted ▾

Submission grace period ❓

1 days ▾ ☑ Enable

Open and Close the quiz: Mandatory if **Enable** check box selected for this line. Students can only start their attempt (s) after the open date and time and must complete their attempts before the close date and time.

Deselect the check box if not relevant.

Time limit: Mandatory if **Enable** check box selected for this line. The time limit is stated on the initial quiz page and a countdown timer is displayed in the quiz navigation block.

Deselect the check box if not relevant.

When time expires: This setting controls what happens if the Student fails to submit their quiz attempt before time expires. If the student is actively working on the quiz at the time, then the countdown timer will always automatically submit the attempt for them, but if they have logged out, then this setting controls what happens.

Submission grace period: If what to do when time expires is set to 'Allow a grace period to submit, but not change any responses', the amount of extra time that is allowed.
Extra restrictions on attempts

▼ Extra restrictions on attempts

Require password* ⑦

☑ Unmask

Require network address* ⑦

Enforced delay between 1st and 2nd attempts* ⑦

| 0 | minutes ▾ | ☐ Enable |

Enforced delay between later attempts* ⑦

| 0 | minutes ▾ | ☐ Enable |

Browser security* ⑦

None ▾

Require Password: If a password is specified, a student must enter it in order to attempt the quiz
Require network address: Quiz access may be restricted to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This can be useful for an invigilated (proctored) quiz, to ensure that only people in a certain location can access the quiz.

Enforced delay between 1ˢᵗ and 2ⁿᵈ attempts: Mandatory if enabled; a student must wait for the specified time to elapse before being able to attempt the quiz a second time.

Enforced delay between later attempts: Mandatory if enabled; a student must wait for the specified time to elapse before attempting the quiz a third time and any subsequent times.

Browser security: If "Full screen pop-up with some JavaScript security" is selected,
- The quiz will only start if the student has a JavaScript-enabled web-browser
- The quiz appears in a full screen popup window that covers all the other windows and has no navigation controls
- Students are prevented, as far as is possible, from using facilities like copy and paste

Other sections

Update other fields as required.

Click [Save and display] to display quiz information.

Adding questions to the quiz

There are two options of adding questions to the quiz.
- ✓ The first option is adding one question at a time
- ✓ The second option is adding a bulk of questions. This option is applicable only for multiple choice question and true or false question with only text.

Option 1: Adding one question at a time

Quiz one

Grading method: Highest grade

No questions have been added yet

Edit quiz

Back to the course

1. Click Edit quiz to add quiz questions.

Editing quiz: Quiz one ⑦

Questions: 0 | This quiz is open   Maximum grade: 10.00   Save

Repaginate

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

2. Select one of the option above. E.g Click a new question, a pop up window will appear

Choose a question type to add

QUESTIONS

- ²⁺² Calculated
- ²⁺² Calculated multichoice
- ²⁺² Calculated simple
- Embedded answers (Cloze)
- Essay
- Matching
- Multiple choice
- Numerical
- Random short-answer matching
- Short answer
- True/False

OTHER

- Description

Allows a response of a few sentences or paragraphs. This must then be graded manually.

Add   **Cancel**

3. Select type of question you want to add then click **Next**
4. **For example;** when you choose Essay and click next, the following window will display

Adding an Essay question ⓘ

▸ Expand all

▾ General

Category

Default for SC 100 (4)

Question name*

Question 1

Question text*

Describe Zanzibar revolution

5. Fill the required fields and click **Save changes**.

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6. Repeat to add more questions with the same procedures to all questions. The added questions will be displayed under question bank contents as follows

7. Select (tick check box) questions you want to add to your quiz then click **Add selected question to the quiz** button. Selected questions will shift to the left hand side, Click Save

Option 2: Adding a bulk of questions
The steps below are applied to import questions to Moodle using the Aiken format
STEPS:
Write your questions in a word-processing application (e.g., MS Word) or a text editor such as Notepad (Windows) or Text Edit (Mac OS X), and format as follows:

- Each answer must start with a single uppercase letter, followed by a period "." or a right parenthesis ")", then a space.
- The answer line must immediately follow, starting with "ANSWER: " (with a space after the colon) and then give the letter for the correct answer.
  Note: The word "ANSWER" and the answer letters (A,B,C etc.) must be capitalized, otherwise the import will fail.
- Use **Save As** and save your questions as a **.txt** (plain text) file in **UTF-8 format**.

NB:

1. Don't write question numbers
2. Don't write any tittle on your questions

Sample formatted questions:
Camera work is at the center of video production. True or False?
  A. TRUE
  B. FALSE
ANSWER: B
What is at the center of video production?
  A. Scripting
  B. Editing
  C. Filming

D. Story boarding
ANSWER: B

After formatting your question and save as .txt format (plain text), go back to the LMS, Click Quiz name that you have setup with date and time. Then Click gear on your right hand side, then click **Import** (last but one)

quiz Sample

Neew

Grading method: Highest grade

No questions have been added yet   ×

Edit quiz

Back to the course

| Edit quiz |
| Preview |
| Results |
| Grades |
| Responses |
| Statistics |
| Manual grading |
| Locally assigned roles |
| Permissions |
| Check permissions |
| Filters |
| Logs |
| Backup |
| Restore |
| Question bank |
| Questions |
| Categories |
| Import |
| Export |

Import questions from file

▼ File format

- Aiken format
- Blackboard
- Embedded answers (Cloze)
- Examview
- Gift format
- Missing word format
- Moodle XML format
- WebCT format

▸ General

▼ Import questions from file

Import   Choose a file...

You can drag and drop files here to add them.

Import

There are required fields in this form marked ❶ .

Check Aiken format, then upload your saved questions with .txt file format, click import.
The imported question will be displayed with numbers, Click Continue.

Parsing questions from import file.

Importing 10 questions from file

1. Camera work is at the center of video production. True or False?

2. What is at the center of video production?

3. Editing is the process of cutting out the bad parts. True or false?

4. Editing is almost an art form because

5. A network of computers and other devices that is confined to a relatively small space is called?

6. Every computer connected to the Internet is identified by a unique four-part string, known as

7. ENIAC was the first general-purpose electronic computer. ENIAC stands for

8. Which of the following memories must be refreshed many times per second?

9. To identify TCP/IP errors such as connection problems _____ command can be used

10. USB is a device used to store data and it stands for

[Continue]

Click Quiz name that you have setup with date and time, then click **Edit Quiz**. The click **Add** then click **from question bank.**

Editing quiz: quiz Sample

Questions: 0 | This quiz is open

Maximum grade | 10.00 | [Save]

Total of marks: 0.00

[Repaginate] [Select multiple items]

☐Shuffle

Add ▾

✚ a new question

✚ from question bank

✚ a random question

Select questions that you want to add in this particular quiz and click **Add selected questions to the quiz** button

Select a category: Default for ISC 300 (20)

The default category for questions shared in context 'ISC 300'.

Search options ▾

☑Also show questions from subcategories

☑Also show old questions

☐T ▲Question

✚ ☐ A network of computers and other devices that is confined to a relatively ... A network of computers and other devices that is confined to a

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✚ ☐ Camera work is at the center of video production. True or False? Camera work is at the center of video production. True or False?

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✚ ☐ Editing is almost an art form because Editing is almost an art form because

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✚ ☐ Editing is the process of cutting out the bad parts. True or false? Editing is the process of cutting out the bad parts. True or false?

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✚ ☐ ENIAC was the first general-purpose electronic computer. ENIAC stands for ENIAC was the first general-purpose electronic computer. ENI

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✚ ☐ What is at the center of video production? What is at the center of video production?

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✚ ☐ Which of the following memories must be refreshed many times per second? Which of the following memories must be refreshed many tim

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[Add selected questions to the quiz]

Check the Shuffle check box so that your question to be shuffled from one students to another.

The question will appear as seen below

Forums

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.
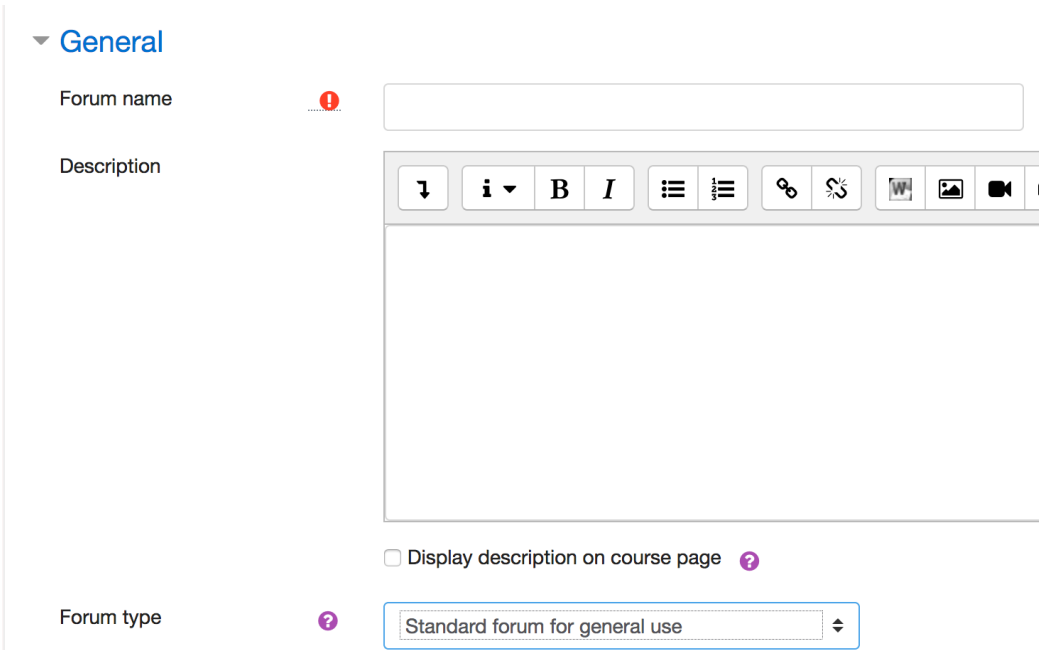
Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Forums have many uses, such as

- A social space for students to get to know each other
- For course announcements (using a news forum with forced subscription)
- For discussing course content or reading materials
- For continuing online an issue raised previously in a face-to-face session
- For teacher-only discussions (using a hidden forum)
- A help centre where tutors and students can give advice
- A one-on-one support area for private student-teacher communications (using a forum with separate groups and with one student per group)
- For extension activities, for example 'brain teasers' for students to ponder and suggest solutions to

Create a Forum

STEP	ACTION
1.	Click Turn editing on
2.	In the Topic/Weekly outline or a Topic/Week, click ⌄ for **Add an activity...** and select **Forum**.
3.	The *Adding a new forum [to Topic/Week n]* page displays. **General** section

Complete the following fields:

Forum name: Mandatory. Enter a name for the Forum. This displays in the content.

Forum type: Mandatory. Click ⌄ to select the required Forum type.

Forum Types

There are multiple forum types in Moodle. Some forum types allow only the instructor to start a new topic, and others allow students to start new topics. Choose the type of forum that makes sense for the activity you are asking your students to do:

- **Single simple discussion**
  Only one topic, started by the instructor, is allowed. This is best suited for short-term, focused conversations.
- **Each person posts one discussion**
  Each student may start one new topic. Students are not limited in the number of replies they can post within those topics.
- **Q and A forum**
  An instructor posts one topic, for example, posing a question to students. Students must post their response before they can view other students' responses.
- **Standard forum for general use**
  Allow multiple topics arranged in a threaded conversation. Students may start new topics in this format.
- **Standard forum displayed in a blog-like format**
  Allow multiple topics listed with the most recent topic at the top of the page and replies behind a link. Students may start new topics in this format.

Create a Forum, continued

STEP	ACTION
4.	**Post threshold for blocking**, **Grade** and **Ratings** sections

Post threshold for blocking

Time period for blocking ⊘

[Don't block ▾]

Post threshold for blocking ⊘

[0]

Post threshold for warning ⊘

[0]

Time period for blocking: Students can be blocked from posting more than a given number of posts in a given time period.

Post threshold for blocking section– can be used to limit the number of postings any one student can make in a given period of time.

Post threshold for warning: Students can be warned as they approach the maximum number of posts allowed in a given period. This setting specifies after how many posts they are warned.

Grade and **Ratings** sections – used if the forum is to be graded/rated.

Common module settings section (Group mode) – can be used to set up group restrictions.

Update fields as required and Click **Save and Return to course** button

Sample created Forum

Discussion forum 1.1

Dear all,

Hope you had time to watch video lecture from the Coursera MOOC platform about the introduction of HCI. How did you find it?

Visible groups [All participants ⇕]

[Add a new discussion topic]

(There are no discussion topics yet in this forum)

USER ENROLLMENT

Users (students/ guest) can get access to your course **EITHER**

Manually (teacher him/ herself to enroll them) **OR**

Self-enrolment (Provide enrollment key for students to enroll themselves).

NB: Both enrolments (Manual or Self enrolment), make sure 'eye' sign is open 👁

Click your course, on your left-hand side, click Participants

Then click a "tyre" like structure on the right-hand, then click Enrolment methods

Under Self enrolment, Click the "eye" to open it, then click edit "a tyre"

- ✓ Enter you key next to "Enrolment key"
- ✓ You can restrict the date to start enrollment and the last date of enrolment by checking the boxes on start date and end date.
- ✓ Click Save to save the changes.
- ✓ Give that enrolment key to your students. They have to search for your course (with course code) and enter that enrolment key

Manual enrolments

Then click a "tyre" like structure on the right-hand, then click Enrolment methods, under **Edit** on **Manual enrolments,** click **enroll user sign,** search the name(s) under 'Not enrolled users' highlight and click **Add** button, automatically the name(s) will shift to the left-hand side under (Enrolled users)