



STUDENT GUIDE TO MOODLE

Education

Editing your Student Profile	2
Engaging with Moodle Resources/ Activities.....	3
Moodle books	4
Composing	5
Reading & Replying.....	6
Editing a Post.....	7
Displaying Messages.....	7
Keeping Track of Viewed Posts	7
Assignment submission	9
Submit an Assignment.....	9
Receiving Assessment Task Marks/ Feedback.....	11
Accessing Assignment Marks and Feedback.....	11
Types of Feedback.....	12

Revision History:

May 2013 Version 1.0 -

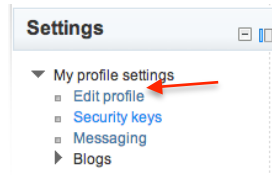
Dr Lisa Carrington-Long

Initial Creation 'Student guide to Moodle'

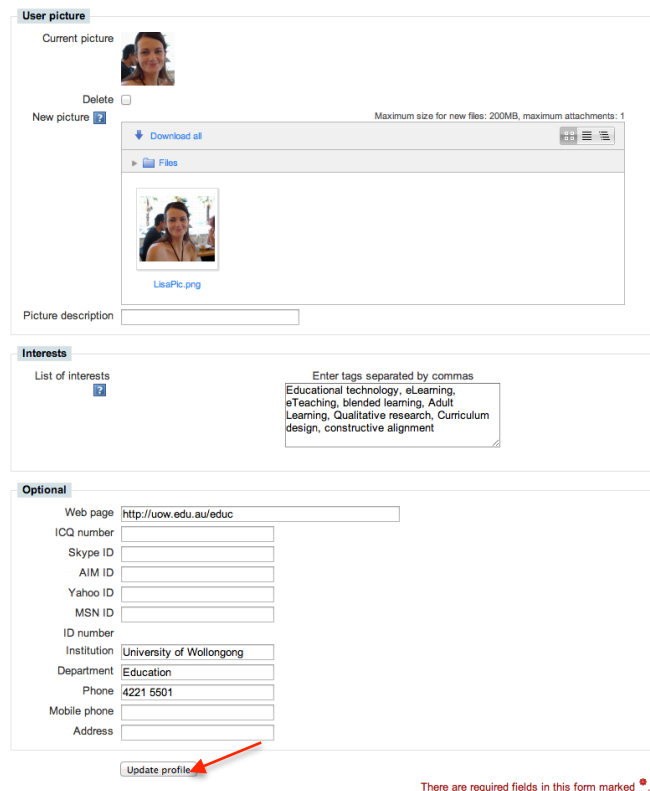
Editing your Student Profile

Moodle provides you with a personal profile that applies to all the Moodle subjects you are enrolled in. You can edit your profile information at any time. You can choose to hide or display your email address, include a photo or an avatar, or add a link to your website.

Go to My home page and in the Settings block, click 'My profile settings' (to display dropdown menu) then 'Edit profile'.









Scroll down to User picture and select 'Add'. A file picker window will appear. Select and press the button to locate and upload an image. Scroll down to the bottom of the screen and press 'Update profile' to finish updating your profile.

A screenshot of the Moodle profile editing form. The 'User picture' section shows the current profile picture and a file picker window with a selected image 'LisaPic.png'. Below this is the 'Interests' section with a list of interests and a text box for entering tags. The 'Optional' section contains various input fields for contact information, including 'Web page' (http://uow.edu.au/educ), 'ICQ number', 'Skype ID', 'AIM ID', 'Yahoo ID', 'MSN ID', 'ID number', 'Institution' (University of Wollongong), 'Department' (Education), 'Phone' (4221 5501), 'Mobile phone', and 'Address'. A red arrow points to the 'Update profile' button at the bottom. A red asterisk icon and the text 'There are required fields in this form marked *' are visible at the bottom right.

Engaging with Moodle Resources/ Activities

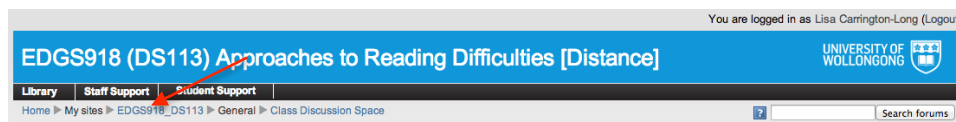
All activities and resources in Moodle have a small icon next to their title (link). The icon helps you to see what type of activity or resource it is. Below are a few examples of icons and what they mean.

	<p>Resources can be prepared files uploaded to the course, pages edited directly in Moodle, or links to external web pages.</p>		<p>Books contains multiple pages in a book-like format, with chapters and subchapters</p>
	<p>Forum - It is here that most discussion takes place. Used for announcements, questions or unit activities.</p>		<p>Assignments specify a task and are where students submit assignments to their Teacher.</p>
	<p>Folder help organise files - One folder may contain other folders.</p>		<p>File - uploaded pdf or Microsoft Word document, a spreadsheet, a sound file, a video file or a picture file. The icon alerts you to the type of file.</p>

To open a resource/ activity, click on the relevant link.

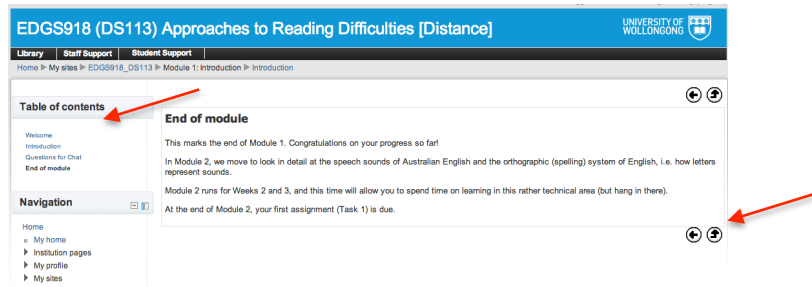


After viewing/ engaging with the activity/ resource you are able to return to the Subject main page by using the breadcrumbs to go back.

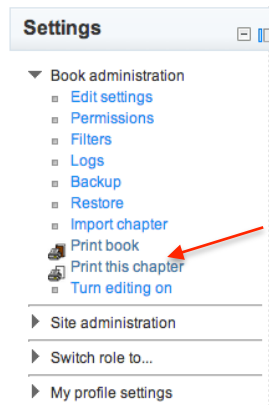


Moodle books

Inside a book there is a table of contents on the top left corner. You can use the table of content or page arrows to move between pages of content (the final page has a close book arrow).

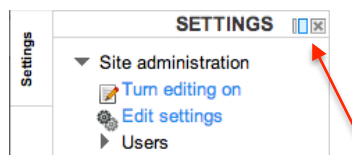


If you wish to print a book, first you need to open a printable version of the book (by opening the book and selecting 'Print book' or 'Print this chapter' from the **Settings** block on the left-hand side - This will open a new window displaying a printer-friendly version.



Docking /Undocking blocks


If a block has been docked it will be displayed in a narrow bar on the left hand side of the page. To undock a block, place the mouse pointer on the side bar where the block name appears. The block will pop out. Click the rectangle next to the cross.



Forums/ Discussions

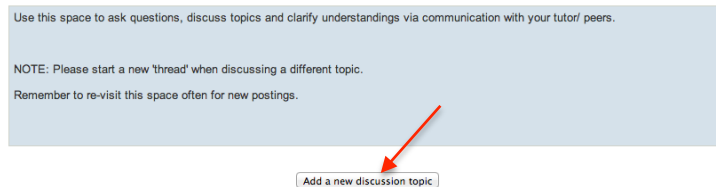
Forums in Moodle allow teaching staff and students to exchange comments and questions in a public discussion space, within the Moodle site. This allows everyone in the site to share information and benefit from each other's opinions and input. Simply, it's a place where messages can be posted for public display.

To open the forum, click on the forum link.

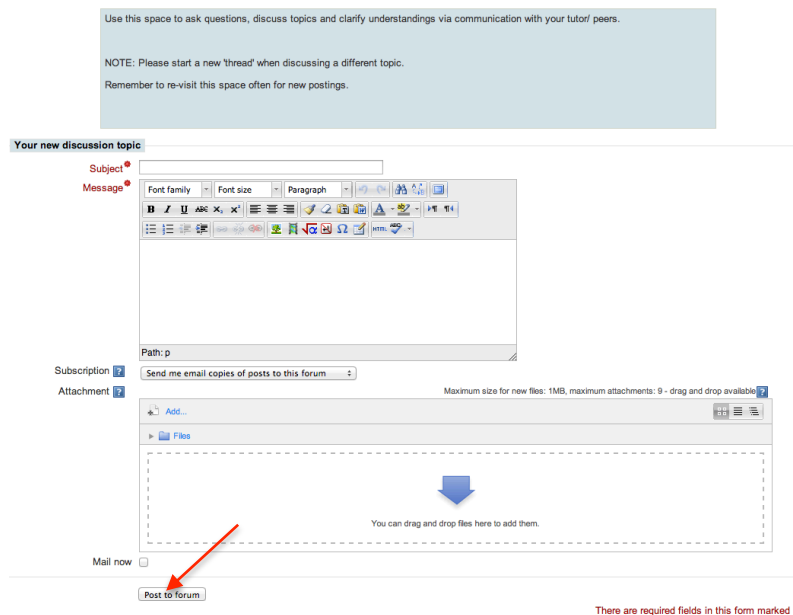


Composing

Read the instructions provided in the forum description (top on page).
Click 'Add a new discussion topic' button.



This brings up an editor where you can type in your subject title (this will be the text displayed as a link in forum) and message. You can also upload a document in the 'attachment' area.






When you are ready to post your message, click on the 'Post to forum' button.

NOTE: As soon as you post your message it will be visible to others in the subject. View your post by clicking on it. You can make changes or delete it within **30 minutes** after making the post. Once the 30 minutes is up, only the teaching staff or a Moodle administrator can remove the message.

Editing a Post

The editor that is built in to Moodle has several features that are like those available in word processing software. At the top of the editor are buttons and tools that you can use to enhance your text.

Some useful buttons are:

-  **Bullets, numbered lists & indents.** Use these if you want to do a bulleted or numbered list, or if you want text indented.
-  **Links.** Links can be pasted directly into the editor and will work but rather than pasting the link in full, you can put the link behind text such [UOW](http://uow.edu.au) instead of <http://uow.edu.au>. To do this, select your text in the editor that you wish to make into a link, click the 'insert/edit link' button (the left button in this image) and enter or paste your URL into the **Link URL** field.
-  **Insert picture or media.** The first button is used to insert a picture. Place the cursor where you want the picture to be located, click the first button, select 'Find or upload an image' and use the upload a file to add the image. The Moodle media button is similar but is used to add sound or video files from your computer or videos from YouTube. YouTube links can also be pasted directly into the text in the body of the editor and will automatically display as a video when you post the message.

Displaying Messages

At the top of a discussion posting, you will see a drop-down menu. It will probably be set to 'Display replies in nested form' and is a common way of viewing forums.

The two most common settings are:

- Display replies in **threaded** form
Only the post starting the discussion will be displayed in its full form; replies will be reduced to the headlines (including information about the author and date) and organised chronologically; replies will be shifted towards the right so that only replies to the same post are in the same line.
- Display replies in **nested** form
All posts are displayed in their full forms; replies will be reduced to the headlines (including information about the author and date) and organised chronologically; replies will be shifted towards the right so that only replies to the same post are in the same line.

Keeping Track of Viewed Posts

Read tracking keeps track of the threads and posts that you have been to. To update this, go to your 'home page' and in the Settings block, click 'My profile settings' (to display dropdown menu) then 'Edit profile'. Edit your user profile and change the 'Forum Tracking' setting to 'Yes: highlight new posts for me'.

General

First name

Surname

Email address

Email display

Email format

Email digest type

Forum auto-subscribe

Forum tracking

When editing text

Screen reader

City/town

Select a country

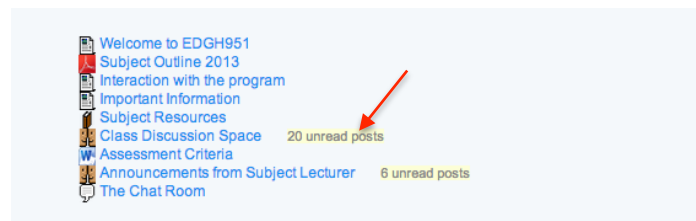
Timezone

Preferred language

Description

Moodle auto-format

With forum tracking enabled a message is displayed on the sites main page next to the forum showing there are unread posts.

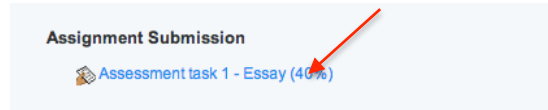




Assignment submission

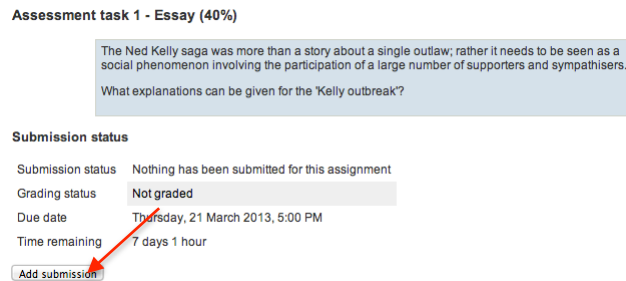
Assessment tasks for most subjects must be submitted electronically within your subject's Moodle site. Assessment tasks are usually listed in an 'Assignment Submission' section of your subject's Moodle site and also in the Calendar (assignment due date).

To open the assignment, click on the assignment link.

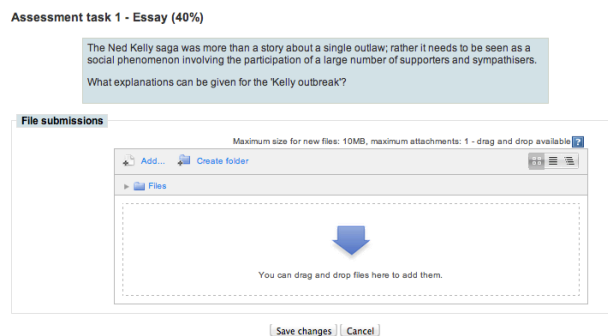


Submit an Assignment

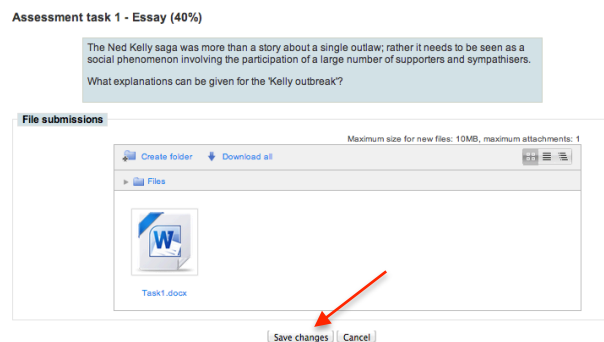
Read the instructions provided in the assignment description (top on page). Click 'Add submission' button.



This brings up a file uploader.



You can drop and drag a document into the submission area or click 'Add' to use a file browser. Some assignments may have been setup with a text box for answers (in addition to the file uploader).



When you are ready to submit your assignment, click on the 'Save changes' button. Once you have 'Saved changes' a submission status page will open.

Assessment task 1 - Essay (40%)

The Ned Kelly saga was more than a story about a single outlaw; rather it needs to be seen as a social phenomenon involving the participation of a large number of supporters and sympathisers. What explanations can be given for the 'Kelly outbreak'?

Submission status

Submission status	Submitted for grading
Grading status	Not graded
Due date	Thursday, 21 March 2013, 5:00 PM
Time remaining	7 days 1 hour
Last modified	Thursday, 14 March 2013, 3:05 PM
File submissions	Task1.docx
Submission comments	Comments (0)

[Save comment](#) | [Cancel](#)

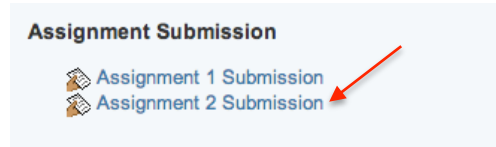
[Edit my submission](#)

Note: You can add comments to your teacher/ marker on this page. You can also edit your submission (such as changing the uploaded document to a newer version). You will be able to edit your submission up until the due date.

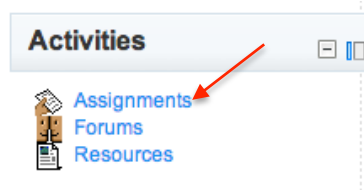
Receiving Assessment Task Marks/ Feedback

Accessing Assignment Marks and Feedback

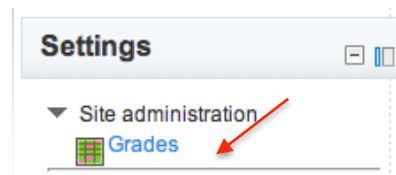
When marking is completed, it may be possible that your marked assignment is available by clicking on the assignment title (e.g., Assignment 1) again.



Alternatively, if your subject site has an Activities block, you can click 'Assignments' which will open an assignment overview page.

















Some lecturers use the Gradebook to make assignment marks available to students. If available in your subject, click on 'Grades' in the Administration block on the left side of the Moodle screen.



This will take you to the Grades module. The table on this screen will list all the assessable items (assignments, quizzes, etc) included in the subject, the maximum score for each assignment, and the mark or grade you have achieved for each assignment. Feedback comments may also be included. This is called the User Report – Reports on user within the subject site.

User report - Lisa Carrington-Long

View
Overview report User report

Grade Item	Weight	Grade	Range	Feedback
Showcase: Introduction to Peace Studies (PROJ588_12)				
 Tutorial presentation	10.00%	-	0-10	
 Bibliography	5.00%	-	0-5	
 Commentary	15.00%	88.00	0-100	Some very good work. See the marking guide for a breakdown.
 Essay or dialogue plan	10.00%	68.00	0-100	some good work
 Essay or Dialogue	30.00%	-	0-100	
 Part A - 90 min limit with 2min grace period	10.00%	-	0-10	
 Part A - 90 min limit auto submission	10.00%	-	0-10	
 Part A - 90 min limit auto submission	10.00%	-	0-10	
 Part A - 45 min limit with 2min grace period	10.00%	-	0-10	
 Part A - 45 min limit auto submission	10.00%	-	0-10	
 Part B - 45 min limit auto submission	10.00%	-	0-10	
 Part A	10.00%	-	0-10	
 Participation	10.00%	-	0-10	
 testing XUL import	-	-	0-100	
 test 451	-	-	0-100	
Site total	-	-	0-100	

Note: Some tasks may be marked out of 100, but be worth only 40% of the subject's mark.

An Overview report (an optional view in the Grades module) provides you with an overview of your marks for any subject site you are enrolled in.

Overview report - Lisa Carrington-Long

View
Overview report
User report

Site name	Grade
EDGE101_S113	-
EDGE900_S113	-
EDGE903_S213	-
EDGE904_S213	-
EDGE905_S113	0.00

Types of Feedback

Depending on how your teacher setup the Assignment Submission drop box, your feedback may be in a number of forms. If your teacher decided to provide 'simple and direct' feedback, your feedback may include some text comments and/or a feedback file to download.

Your teacher may have marked your assignment using an online 'rubric'. If this is the case, you will receive feedback according to the rubric - with or without additional comments.

Your teacher may have setup an online 'marking guide'. If this is the case, you will receive feedback according to the marking guide - with or without additional comments or files to download.

Below are some examples of what your assignment feedback may look like.

Commentary

For this assignment, you have a choice from the following:

1. Reflect on the actions of residents, a community group, or others involved in action over an issue.
2. Reflect on the strategies and actions of a public interest group.
3. Review a biography or autobiography of a prominent peace/activist.
4. Review a film that critically engages with, comments on, or showcases peace, war or non-violence.

Write a 700-word commentary which links course material and readings to the themes and subject of the case study.

Consult your TA regarding your choice of case study, biography/autobiography or film.

Submission status

Submission status: Submitted for grading

Grading status: Graded

Due date: Friday, 29 March 2013, 11:55 PM

Time remaining: Assignment was submitted 45 days 12 hours early

Last modified: Tuesday, 12 February 2013, 11:16 AM

File submissions: #PadWebinar.doc

Submission comments: #Comments (1)

Feedback

Grade: Commentary for PS1A03 Commentary

Introduction	Clear and engaging
Effective and clear indication of focus and scope	
Case Study	More explicitly linking your case studies to key themes and concepts would strengthen your analysis.
Conveyance of clear understanding of case study?	
Level of engagement	A very good level of engagement. More directly introducing the focus of your commentary will assist the reader and increase overall effectiveness.
Depth of engagement and reflection, linking key themes from course material	
Conclusion	Clear and concise. A couple sentences clearly and directly summarising your key points would be your commentary together.
Representative of material presented, strong and concise	
Spelling and grammar	very good
Bibliography	Well done
Approval sought for case study	

86:00 / 100:00

Graded on Tuesday, 12 February 2013, 11:18 AM

Graded by Colin Sater

Feedback comments Some very good work. See the marking guide for a breakdown.

Feedback files keep colin.jpg

Essay or dialogue plan

This task has two parts.

1. Write a 200 word outline for your essay or dialogue. Introduce and outline your proposed case study and how it relates to the study of peace and/or conflict transformation.
2. Write an annotated bibliography detailing four sources.

If you have chosen to write the dialogue, you will need to include the participants (see details under 'Essay or Dialogue' below), the topic of the discussion and the perspectives of each of the participants before the outline.

Submission of this assessment task is mandatory. Failure to do so will lead to a grade of zero for both the proposal and the essay.

You will resubmit this plan with your essay/dialogue. If you wish to change your case study and focus before writing your essay/dialogue, you must consult with your TA.

Submission status

Submission status: Submitted for grading

Grading status: Graded

Due date: Friday, 19 April 2013, 11:55 PM

Time remaining: Assignment was submitted 62 days 14 hours early

Last modified: Monday, 18 February 2013, 10:50 AM

File submissions: #Lectures_Resources/Chassis13.pdf

Submission comments: #Comments (0)

[Get my submission](#)

Feedback

Grade: Knowledge & understanding

Knowledge & understanding	poor or not completed	The presentation uses the intended research information with minimal analysis or in the annotated bibliography. Little or no research is presented beyond what was presented in class or in the assigned texts.	The presentation uses generally accurate information, but the analysis and synthesis are limited. Research is presented in class or in the assigned texts.	The presentation demonstrates a clear understanding of the topic, with accurate information, analysis and synthesis. Research is presented in class or in the assigned texts.	The presentation demonstrates a clear understanding of the topic, with accurate information, analysis and synthesis. Research is presented in class or in the assigned texts.
Thinking & inquiry	poor or not completed	The presentation shows an analytical structure and a clear focus, but the analysis is limited.	The presentation shows an analytical structure and a clear focus, but the analysis is limited.	The presentation shows an analytical structure and a clear focus, but the analysis is limited.	The presentation shows an analytical structure and a clear focus, but the analysis is limited.
Communication	poor or not completed	The presentation fails to address the relevant audience and/or the purpose of the assignment. The language used is unclear and the structure is not logical.	The presentation addresses the relevant audience and/or the purpose of the assignment. The language used is clear and the structure is logical.	The presentation addresses the relevant audience and/or the purpose of the assignment. The language used is clear and the structure is logical.	The presentation addresses the relevant audience and/or the purpose of the assignment. The language used is clear and the structure is logical.
Use of Visual Aids	poor or not completed	The presentation includes no visual aids or they are not used effectively.	The presentation includes visual aids that are used effectively.	The presentation includes visual aids that are used effectively.	The presentation includes visual aids that are used effectively.
Presentation skills	poor or not completed	The presenter does not appear to be confident and is unable to engage the audience through body language.	The presenter appears confident and is able to engage the audience through body language.	The presenter appears confident and is able to engage the audience through body language.	The presenter appears confident and is able to engage the audience through body language.

68:00 / 100:00

Graded on Monday, 18 February 2013, 1:23 PM

Graded by Colin Sater

Feedback comments some good work