

BAKER UNIVERSITY  
SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES

## STUDENT MOODLE ORIENTATION

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# Introduction to Moodle

Moodle is one of many Learning Management Systems (LMS). Moodle runs as an interactive website with a number of features and activities designed to engage and promote collaborative, student-centered learning.

A typical online course will require:

- Reading assignments
- Papers and projects
- Discussion of course concepts
- Tests
- Additional learning opportunities

This guide will provide you with the basic tools that you will need to navigate a course in Moodle.

## Online Aptitude Assessment: Assess Your Readiness to Take an Online Course

This assessment is designed to provide you with information about your possible success in an online course. You may want to print this assessment so you can circle your answers and calculate your scores.

For each question, circle the answer that best matches your abilities. Use the scoring guide at the end of the assessment to calculate your scores.

1. How do you rate your abilities to use a keyboard and mouse?
  - a. Swift and proficient.
  - b. Fast but do have to correct mistakes.
  - c. Hunt-and-peck style on the keys.
2. Do you like to read?
  - a. I am very comfortable reading a computer screen.
  - b. I am a good reader, but also I like listening to an instructor's voice.
  - c. I prefer listening, but I would like to take a class online and not have to sit in a classroom everyday.
3. How much time per week do you have available to devote to an online course?
  - a. 9-12 hours per week
  - b. 4-8 hours per week
  - c. 0-3 hours per week



4. Do you know how to send and receive email, send and receive attachments, and download files to your computer?
  - a. I am comfortable doing email, attachments, and files.
  - b. I know how to do email and attachments.
  - c. I only know how to send an email message.
5. Are you comfortable expressing your thoughts in writing?
  - a. I am good at expressing myself in writing.
  - b. I like to write, but I can't always put what I want to say into words.
  - c. I would rather talk than have to write something down.
6. I expect to spend:
  - a. More time in my online course than in an on-ground class.
  - b. The same time in my online course as in an on-ground class.
  - c. Less time in my online course than in on an on-ground class.
7. If you experience any problems with your computer, do you know how to troubleshoot to get it operational again?
  - a. Yes.
  - b. I have friends who can help.
  - c. I don't know how to troubleshoot.
8. Are you good at working independently?
  - a. I am self-motivated and work well on my own.
  - b. I don't have a problem working independently, but I do need help getting motivated.
  - c. It's hard to get motivated and work by myself.
9. Enrolling in an online course means:
  - a. I need to logon several times a week to keep up with the course.
  - b. I need to logon once a week to keep up with the course.
  - c. I need to logon the first week and the last week to keep up with the course.
10. If you had any trouble finding the information you needed for your online course, you would:
  - a. Continue to "click" around until I find what I need.
  - b. Post a message on the discussion board and ask for help.
  - c. Assume that if you can't find it, it isn't important.
11. Do you wait until the last minute and finish everything before the last day of class?
  - a. No, I am not a procrastinator. I like to do my work ahead of time so I don't have to worry about turning things in at the last minute.
  - b. I am not a procrastinator, but I do have to be reminded about deadlines.
  - c. I like to work under pressure and usually finish things at the last minute.
12. How much time would you expect to spend on group work in an online course?
  - a. 40-50% of my time; I like to balance my time between individual and group work.
  - b. 90-100% of my time; I like working in groups more than working by myself.
  - c. 0-10% of my time; I learn best when I work on my own.



## Scoring Guide

Write the letter of each answer you chose next to the appropriate question in the grid below (that is, if you chose answer “b” for Question 1, write a “b” next to Question 1 in the grid).

Total the number of “a,” “b,” and “c” answers for each column in the spaces provided at the bottom of the grid.

Question 1: _____ Question 4: _____ Question 7: _____ Question 10: _____	Question 2: _____ Question 5: _____ Question 8: _____ Question 11: _____	Question 3: _____ Question 6: _____ Question 9: _____ Question 12: _____
COLUMN 1 TOTAL	COLUMN 2 TOTAL	COLUMN 3 TOTAL
“a” Answers: _____ “b” Answers: _____ “c” Answers: _____	“a” Answers: _____ “b” Answers: _____ “c” Answers: _____	“a” Answers: _____ “b” Answers: _____ “c” Answers: _____

### Column 1 Scoring Guide: **Technical Skills**

**If you chose 3-4 “a” answers**, it appears you have the technical skills needed to take an online course.

**If you chose 0-2 “a” answers**, you may need to build your technical skills before you take an online course. Look over the questions on the quiz to see what area(s) you most need to address (typing and mouse skills, email and download skills, troubleshooting, or locating online information). You may want to increase your technical skills by finding tutorials, training sessions, or other resources to help you practice your computer and online skills.

---

### Column 2 Scoring Guide: **Learning Style**

**If you chose 3-4 “a” answers**, it appears your learning style will help you be successful in an online course.

**If you chose 0-2 “a” answers**, your learning style might be better suited to an on-ground or other type of course. Look over the questions on the quiz to see what attribute(s) of your learning style you need to consider before enrolling in an online course (reading and learning preferences,



writing skills, motivation, or procrastination).

---

### Column 3 Scoring Guide: **Expectations**

**If you chose 3-4 “a” answers,** it appears your expectations towards online learning will help you be successful in an online course.

**If you chose 0-2 “a” answers,** you might want to examine your expectations before taking an online course. Look over the questions on the quiz to see what expectation(s) you might need to reconsider (time devoted to an online course, logging into an online course, or reasons for taking an online course).

---

### Success in an online course or program requires:

- |                             |  |
|-----------------------------|--|
| <b>Self-Motivation</b>      | Online students must be motivated to participate and complete assignments as required.                             |
| <b>Frequent Visits</b>      | Students must login often and keep up with the activity in the course.   |
| <b>Active Participation</b> | Online students must make contributions to the discussion boards regularly. Logging in and watching is not enough. |



## Moodle Icons



Click here to watch a video on Moodle Icons.

Moodle utilizes icons to distinguish certain functions. You will see the following icons within your course. These icons will let you know that you can expect:



A forum. In the introduction section this icon will also indicate the News Forum that will contain course announcements.



Text-only documents.



Microsoft Word documents.



Link to an external website or file.



Folders containing other files.



Assignments that will be turned in.



A choice activity, which is a question with a specified number of possible responses.



Chats. These tools allow communication with the instructor or classmates in real time.



A quiz, test, or exam in Moodle.



A glossary.



Access to individual course grades.



A list of participants in the class.



Lessons.



## Logging In



Click here to view a video on how to Log In to Moodle.

You will need to login through MyBaker Portal to access your course in Moodle (for information on accessing your MyBaker Portal account go to [My Baker Portal Tutorial](#)).

To get to MyBaker Portal, go to <http://www.bakeru.edu/> and select the link for the School of Professional and Graduate Studies.

BAKER UNIVERSITY  
1858 Own Confidence

Academics Baker Life Admissions Alumni Resources

Explore Baker University

College of Arts & Sciences | BALDWIN CITY

School of Professional & Graduate Studies  
KC METRO | TOPEKA | WICHITA

School of Nursing  
TOPEKA

School of Education  
BALDWIN CITY | KC METRO | TOPEKA | WICHITA

News & Events

Pre Med Panel  
Information Meeting - Overland Park - 3/5/09  
Information Meeting - Lee's Summit - 3/4/09  
Community Wellness Festival planned for March 28  
University begins production on documentary

SCHOOL OF NURSING  
**Visit Day**  
April 3, 2009 | 3-5 p.m.

- Visit our Topeka campus at Stormont-Vail HealthCare.
- Meet current nursing students, faculty and staff members.
- Participate in informative talks.

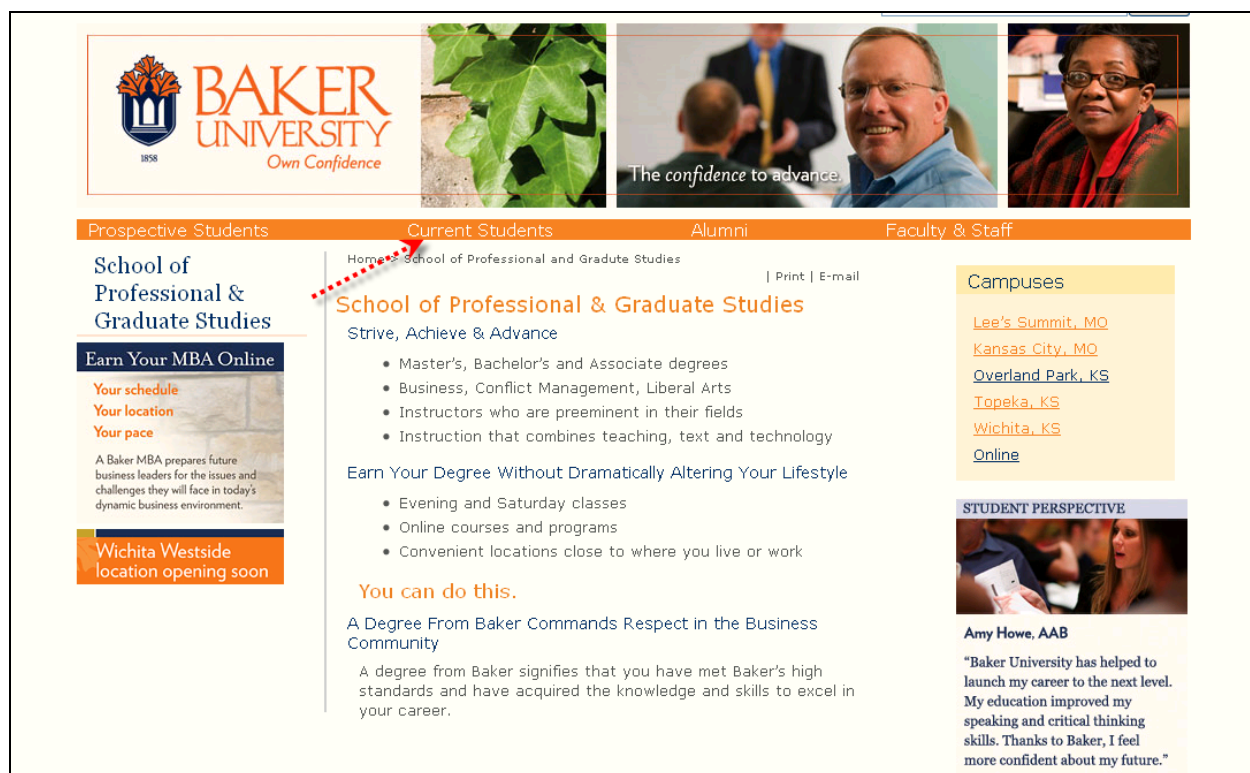
Learn more...

E-mail | Blackboard | Portal



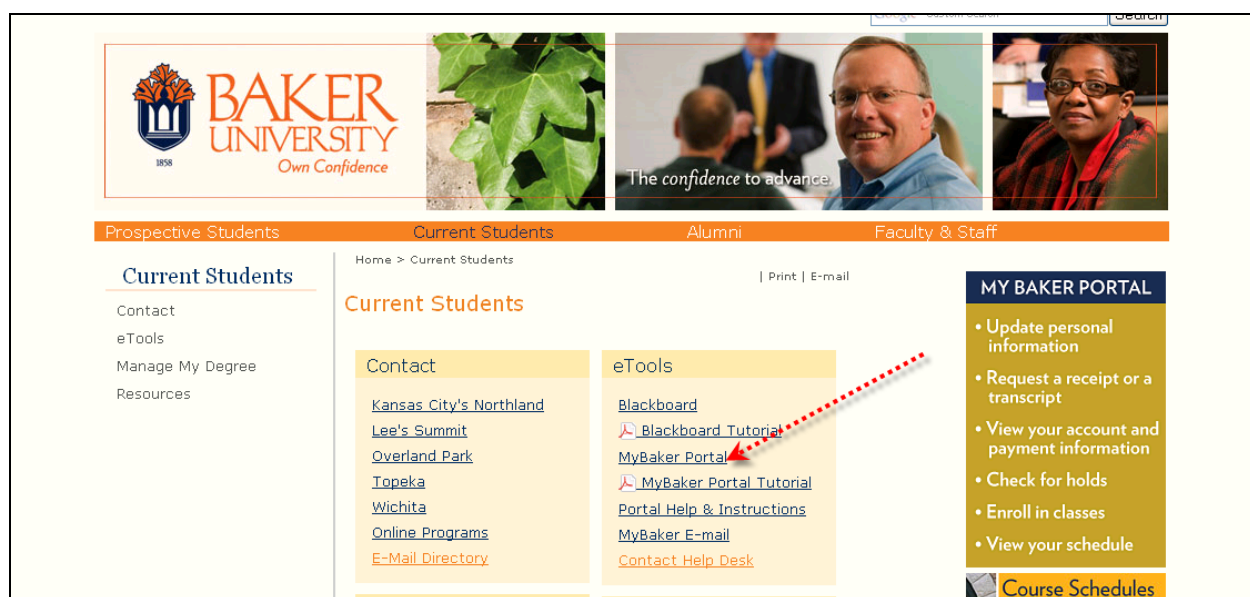


Click on **Current Students**.



The screenshot shows the Baker University website. At the top is the Baker University logo with the tagline "Own Confidence". Below the logo is a navigation bar with links: Prospective Students, Current Students, Alumni, and Faculty & Staff. A red dotted arrow points to the "Current Students" link. The main content area is titled "School of Professional & Graduate Studies" and "Strive, Achieve & Advance". It lists several bullet points about the school's offerings, including Master's, Bachelor's, and Associate degrees, and various programs. There is also a section for "Earn Your Degree Without Dramatically Altering Your Lifestyle" with bullet points about evening and Saturday classes, online courses, and convenient locations. On the right side, there is a "Campuses" section with links to Lee's Summit, MO; Kansas City, MO; Overland Park, KS; Topeka, KS; Wichita, KS; and Online. Below that is a "STUDENT PERSPECTIVE" section featuring a photo of Amy Howe, AAB, and a quote from her about her experience at Baker University.

Click on **MyBaker Portal**.




The screenshot shows the Baker University website's "MyBaker Portal" page. The navigation bar is the same as the previous page. The main content area is titled "Current Students" and "Contact". It lists several links for current students, including Kansas City's Northland, Lee's Summit, Overland Park, Topeka, Wichita, Online Programs, and E-Mail Directory. There is also a section for "eTools" with links to Blackboard, Blackboard Tutorial, MyBaker Portal, MyBaker Portal Tutorial, Portal Help & Instructions, MyBaker E-mail, and Contact Help Desk. A red dotted arrow points to the "MyBaker Portal" link. On the right side, there is a "MY BAKER PORTAL" section with a list of features: Update personal information, Request a receipt or a transcript, View your account and payment information, Check for holds, Enroll in classes, and View your schedule. Below this is a "Course Schedules" link.




Click on **Student Portal Homepage**.



Click here to view a video on creating your Student Portal account.



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**Launch the Campus Portals**

[Student Portal Homepage](#)

My Baker Portal allows you to see faculty directory, your class schedule, your attendance, GPA calculator, and your grades. Additionally, you will be able to review your personal information and change your Portal password.

[Faculty Portal Homepage](#)

**Faculty Login Here**


[Applicant Portal Homepage](#)

To Apply For Admissions, Click Here


[Request Information](#)

Please send me information on how to become a Student

Enter your username and password. Note: the password is case sensitive.



BAKER UNIVERSITY



**Login**

Required Field\*

Please Login

[Username\\*](#)

[Password\\*](#)  Password is case sensitive

[Create a New Account](#)

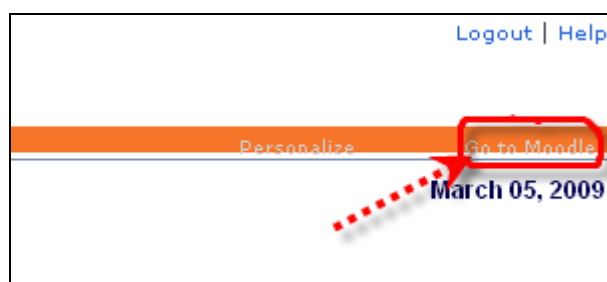
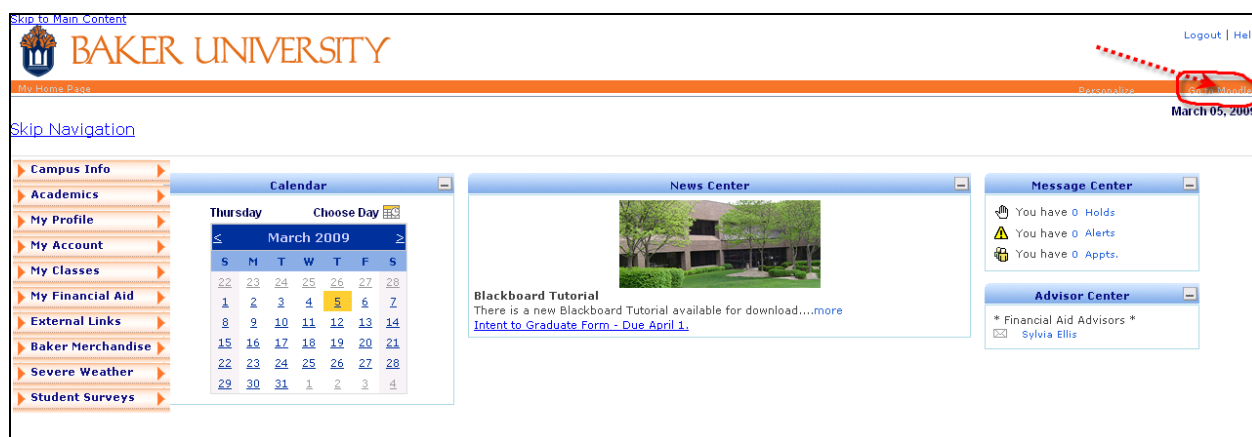
[Forgot your password?](#)

Note that the case for your password is case sensitive.

The site may not function properly if you are using a non-supported browser. Recommended browsers with minimum supported browser versions include Internet Explorer 5.0 and Firefox 1.0 for Windows. Also, Safari 3.0 and Firefox 1.0 for Macintosh users.



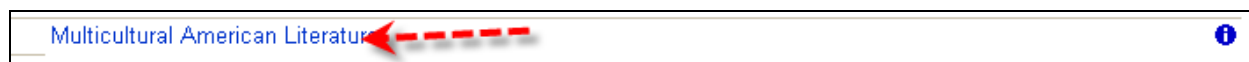
In the upper right-hand corner click **Go to Moodle**.



Once you have clicked on **Go to Moodle** in the upper right-hand corner of your MyBaker **Portal** you should automatically be dropped into Moodle.



Once in Moodle you access your course by clicking on the course's name.





# Page Layout and Blocks

**BAKER UNIVERSITY**

BAKER TEST ▶ BBA 342\_001

You are logged in as Dave Student (Logout)

**Activities** **B**

- Forums
- Resources

**People** **C**

- Participants

**Activities** **D**

- Forums
- Resources

**Search Forums** **E**

Go

Advanced search

**Administration** **F**

- Grades

**My courses** **G**

- BBA 342\_001 Introduction to Management Concepts
- BBA 351 Management and Leadership, Neugebauer
- Faculty Moodle Orientation
- Gender Roles in Vampire Literature
- Moodle Faculty Tutorial

At courses ...

**Weekly outline**

**Welcome!**

**BBA 342 Introduction to Management Concepts**

**News forum**

**Ask a Question**

**Baker University Program Information**

**Course Information**

**15 March - 21 March** **N**

**Week One** **O**

Goals:

After completing this class, you should be able to

1. Discuss information relevant to Baker University, your program, and this course.
2. Explain the role and benefits of learning team interaction.
3. Identify the web resources available to Baker Students.
4. Locate, select, and cite academic resources using the Collins Library Tutorial that will be beneficial in your undergraduate study in business.
5. Use style conventions as outlined in the MLA Style Guide for written work.

[Week One Individual Assignments](#)

[Week One Team Assignments](#)

**22 March - 28 March**

**Week Two**

Goals:

After completing this class, you should be able to

1. Distinguish between academic and work writing.
2. Describe what a SWOT Analysis is and how it is used.
3. Interpret the personality types used in the MBTI instrument.

[Week Two Individual Assignments](#)

[Week Two Team Assignments](#)

**29 March - 4 April**

**Week Three**

Goals:

After completing this class, you should be able to

1. Identify the role and responsibilities of the class representative and identify the class representative.
2. Identify the MLA style format for citing academic sources.
3. Apply critical analysis techniques to academic and professional writing.
4. Describe leader and follower behavior.

[Week Three Individual Assignments](#)

[Week Three Team Assignments](#)

**5 April - 11 April**

**Week Four**

Goals:

After completing this class, you should be able to

1. Demonstrate the relationship between the MBTI types and time management, hiring and firing, ethics, stress management, and sales.
2. Evaluate deliberate practice as a means of improving your skills.

[Week Four Individual Assignments](#)

[Week Four Team Assignments](#)

**12 April - 18 April (Not available)**

**Messages** **I**

No messages waiting

**Latest News** **J**

3 Mar, 09:51  
Emily Ford  
Help Desk Information more...

28 Jan, 16:07  
Emily Ford  
Welcome! more...

**Upcoming Events** **K**

There are no upcoming events

**Recent Activity** **L**

Activity since Thursday, 5 March 2009, 03:29 PM  
Full report of recent activity ...

Nothing new since your last login

**Calendar** **M**

March 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Events Key**

- Global
- Course
- Group
- User

You are logged in as Dave Student (Logout)

Home

## Student Moodle Orientation



This is an example of a basic course in Moodle. Each instructor may design their course with some variations, but in general this is how a course will appear when you first enter it. Some courses may have more blocks than others; for instance, the calendar may appear in some courses but not others, depending on your instructor's choice.



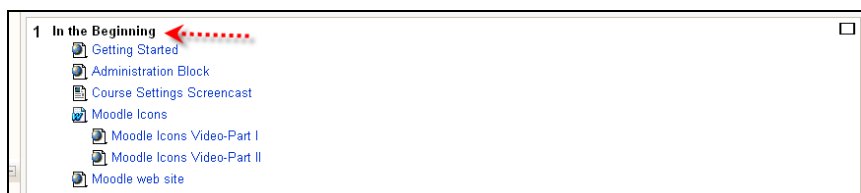
Click her to watch a video on Moodle's course interface.

- A.** This is the breadcrumb trail. Each link indicates a page you have passed through to get to your current location, and clicking on the breadcrumb link will take you to a specific point in the course. The naming convention will always follow the abbreviated version of your course.
- B.** This is the **Activities** block within Moodle. This block uses distinct icons to illustrate which activities have been adopted for the course. Click on the name in blue type it will bring up a list of all those functions within the course.
- C.** The **People** block allows you to access a list of all users for the course. This is a quick method for sending an instant message.
- D.** This block repeats block **B** above.
- E.** **Search Forums** is a way that you can search for specific forum posts or keywords.
- F.** You can find your grades for the course in the **Administration** block.
- G.** **My Courses** provides a list of all the courses you are enrolled in under Moodle. Click on a course name to enter a course.
- H.** This is the standard introductory section for every course within Moodle. You can find the **course syllabus**, **News Forum**, **Ask a Question** forum, and **Course Information** here.
- I.** The **Messages** block is where any unread messages from the instructor or other students will appear.
- J.** The **Latest News** block indicates any updates or posts made to the News Forum. Click the word "More" in blue to read the entire post.
- K.** **Upcoming Events** coincide with any updates or changes made to the course calendar.
- L.** **Recent Activities** allows you to know who has been in the site and when.



The course **Calendar** allows for postings of course updates and due dates (Note: This block may not appear in every course).

- N.** This bar indicates the weekly time frame for that section of the course. In this example 15 March-21 March indicates the course is in a weekly format, so each week will appear with the date at the top of that section.
- O.** It is possible to have sections laid out by topic. When a section is laid out as a topic the dates will not appear but rather there will be a number followed by the topics name, like this:



This is the **section's title**. This should match with the course syllabus and connect with the course design.





## Student Profile



Click here to view a video on editing your student profile.

In Moodle you have the option of setting and updating your student profile. Your profile allows your instructor and classmates to communicate with you and get to know you within Moodle.

From the initial interface click on Participants under the **People** block.

BAKER UNIVERSITY

BAKER\_TEST ► BBA 342\_001

You are logged in as [Dave Student \(Logout\)](#)

**Activities**

- Assignments
- Forums
- Lessons
- Resources

**People**

- Participants**

**Activities**

- Assignments
- Forums
- Lessons
- Resources

**Search Forums**

Go

Advanced search ?

**Administration**

- Grades

**Weekly outline**

**Welcome!**

BBA 342 Introduction to Management Concepts

**Messages**

No messages waiting

**Latest News**

3 Mar, 09:51  
Emily Ford  
Help Desk Information [more...](#)

26 Jan, 16:07  
Emily Ford  
Welcome! [more...](#)

[Older topics...](#)

**Upcoming Events**

There are no upcoming events

[Go to calendar...](#)  
[New Event...](#)

**Recent Activity**

Activity since Thursday, 5 March 2009, 03:56 PM  
[Full report of recent activity...](#)

Nothing new since your last login

When the screen refreshes you will see a list of all the participants. Click on your name.

BAKER UNIVERSITY

BAKER\_TEST ► BBA 342\_001 ► Participants

BBA 342\_001 Introduction to Management Concepts

Participants Blogs

My courses: BBA 342\_001

Inactive for more than: Select period

Current role: All

User list: Less detailed

All participants: 19

(Accounts unused for more than 120 days are automatically unenrolled)

First name: All ABCDEFGHIJKLMNOPQRSTUVWXYZ  
Surname: All ABCDEFGHIJKLMNOPQRSTUVWXYZ

User picture	First name / Surname	City/town	Country	Last access ↑
	<a href="#">Dave Student</a>	Overland Park	United States	now
	<a href="#">Emily Ford</a>	Kansas City	United States	4 mins 12 secs
	<a href="#">Clint McDuffie</a>	Overland Park, KS	United States	9 mins 10 secs
	<a href="#">Jennifer Neugebauer</a>	.	United States	17 hours 11 mins
	<a href="#">Carol Fagan</a>	Kansas City	United States	10 days 17 hours



You have several options that you can choose from:

1. You can change your password. **Note: Ensure that you keep your password in a secure, accessible location for easy retrieval if necessary.**
2. You can send messages to others within Moodle.
3. You can edit your profile.
4. You can access forum posts.
5. You can begin a blog.

Click on Edit profile to update your profile within Moodle.

BAKER UNIVERSITY

BAKER TEST ► BBA 342\_001 ► Participants ► Dave Student

Dave Student

Profile Edit profile Forum posts Blog

City/town: Overland Park

Courses: Moodle Faculty Tutorial, BBA 342\_001 Introduction to Management Concepts, Faculty Moodle Orientation, Gender Roles in Vampire Literature, BBA 351 Management and Leadership\_Neugebauer

Last access: Friday, 6 March 2009, 09:27 AM (40 secs)

Roles: Student

Change password Messages

You are logged in as Dave Student (Logout)

BBA 342\_001





When the page refreshes you will be able to update and edit your profile.

The screenshot shows the Moodle user profile edit page for a user named Dave Student. The page is titled "Dave Student" and has tabs for "Profile", "Edit profile", "Forum posts", and "Blog". The user is logged in as "Dave Student (Logout)".

The "General" section contains the following fields:

- A** First name\*: Dave
- B** Surname\*: Student
- C** Email address\*: amkulp@gmail.com
- D** Email display: Hide my email address from everyone
- E** Email activated: This email address is disabled
- F** City/town\*: Overland Park
- G** Select a country\*: United States
- H** Timezone: Server's local time
- I** Preferred language: English (en)
- J** Description\*: (Rich text editor)

The "Picture of" section contains the following fields:

- Current picture: None
- Delete: ☐
- New picture (Max size: 100MB):  Browse...
- Picture description:

The "Interests" section contains the following field:

- List of interests:

The "Optional" section contains the following field:

- K** Update profile

There are required fields in this form marked\*.

- A.** Set your first and last name in these boxes.
- B.** Enter your **Baker e-mail**. This needs to remain as your **Baker e-mail**, not an outside e-mail account.
- C.** You have a choice to hide your e-mail, allow everyone in Moodle to see your e-mail, or allow only the users in your course to see your e-mail.



- D.** You will want to set your e-mail as **enabled**.
- E.** Insert your city/town and country.
- F.** Leave the **Time Zone** as the server's local time.
- G.** Set preferred language to **English**.
- H.** In the description section you can offer a summary about yourself.
- I.** **Pictures** allows you to upload a picture of yourself from you desktop. This will replace the yellow smiley face that is placed by your name with the picture you upload.
- J.** List any interests you would like to share.
- K.** Click on **Update profile** to save your information.

## Using Forums



Click her to view a video on forums in Moodle.

Discussion boards in Moodle are called forums. You can use forums to discuss topics selected by your instructor.

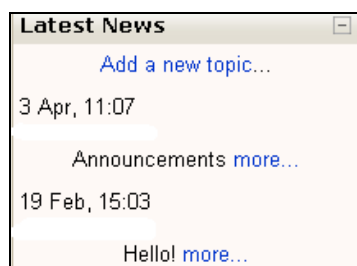
This icon represents a forum



If you're used to another LMS, it is important to note that the **News forum** replaces the announcements page. This is a place where instructors can post announcements for the course. The **News forum** will always appear in the top section of your course.



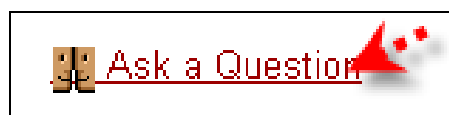
When a new **News forum** is posted it is updated in the **Latest News** block.



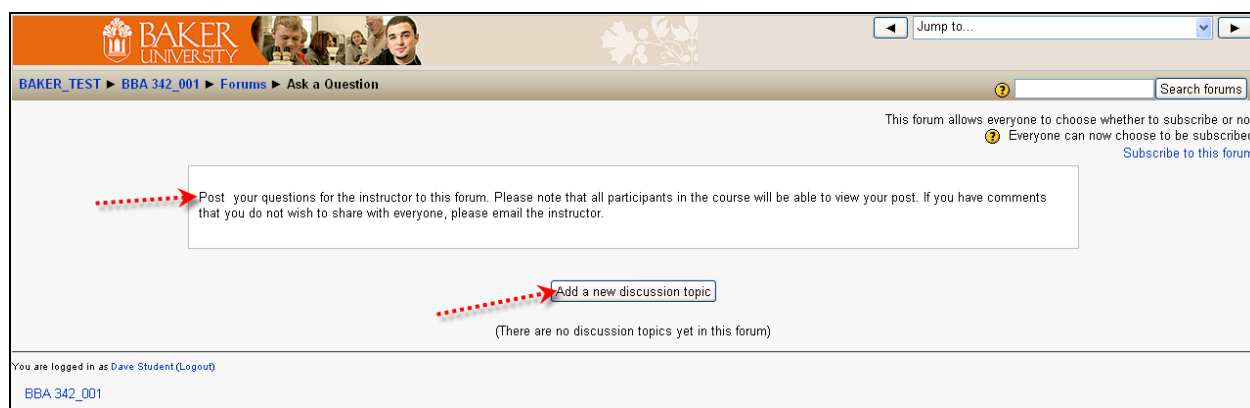
## Replying to a Forum

To reply to a forum you should:

1. Log into Moodle and access your course.
2. Click on the forum name you wish to review.



3. Read the directions and/or topics in the forum.
4. Click on **Add a new discussion topic** button.



Once you click on **Add a new discussion topic** you will be able to reply to the post.

The screenshot shows a Moodle forum interface. At the top, there is a navigation bar with links: [BAKER TEST](#), [BBA 342\\_001](#), [Forums](#), [Ask a Question](#), and [Add a new discussion topic](#). A blue arrow points to the top right corner of the page. Below the navigation bar, a message box states: "Post your questions for the instructor to this forum. Please note that all participants in the course will be able to view your post. If you have comments that you do not wish to share with everyone, please email the instructor." The main section is titled "Your new discussion topic". It contains a form with the following elements:

- A** Subject\*: A text input field containing "A little about Dave".
- B** Message\*: A large text area for the message content, with a red dashed arrow pointing to it from the label.
- Format: A dropdown menu set to "HTML format".
- C** Subscription: A dropdown menu set to "I don't want email copies of posts to this forum".
- D** Attachment (Max size: 500KB): A text input field and a "Browse..." button.
- E** Post to forum: A button at the bottom of the form.

At the bottom of the page, it says "You are logged in as [Dave Student](#) (Logout)" and "BBA 342\_001". A note at the bottom right states: "There are required fields in this form marked\*."

**Note:** The forum topic appears at the top.

- A.** Enter the subject of your post.
- B.** Write your text in this box.
- C.** Set this option to **I do not want email copies of posts to this forum**. Otherwise your Baker email account will be flooded with a new email every time anyone posts to this forum.
- D.** The attachment box allows you to upload necessary documents.
- E.** Click on **Post to forum** to post your message.



Your post was successfully added.

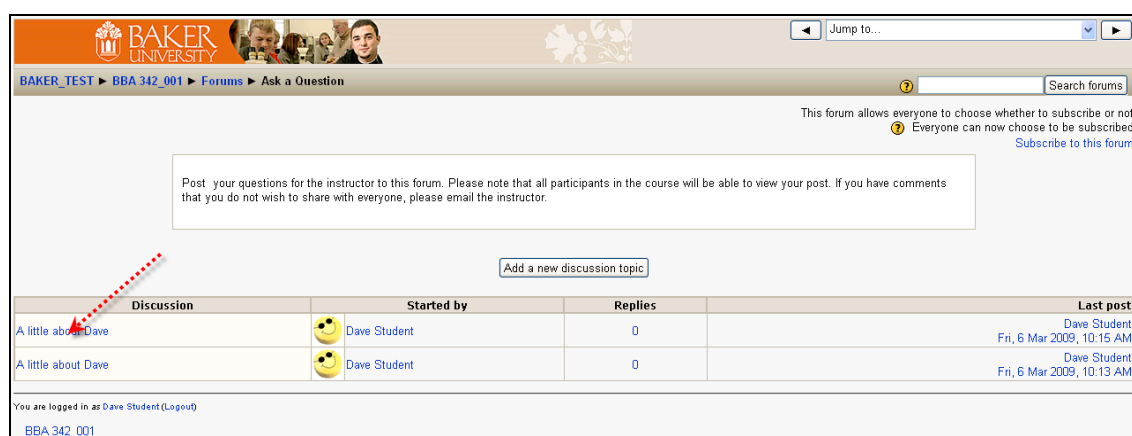
You have 30 mins to edit it if you want to make any changes.

 [Continue](#)

Click the Continue link. You are returned to the **Forum** page where you will see your post.

## Editing or Replying to a Post

To edit a post, click on your post link in the discussion column. **Note:** your post link is also the subject title you gave it when you prepared your post.



BAKER UNIVERSITY



BAKER\_TEST ► BBA 342\_001 ► Forums ► Ask a Question

Search forums

This forum allows everyone to choose whether to subscribe or not  
Everyone can now choose to be subscribed  
[Subscribe to this forum](#)

Post your questions for the instructor to this forum. Please note that all participants in the course will be able to view your post. If you have comments that you do not wish to share with everyone, please email the instructor.

[Add a new discussion topic](#)

Discussion	Started by	Replies	Last post
<a href="#">A little about Dave</a>	 Dave Student	0	Dave Student Fri, 6 Mar 2009, 10:15 AM
<a href="#">A little about Dave</a>	 Dave Student	0	Dave Student Fri, 6 Mar 2009, 10:13 AM

You are logged in as [Dave Student](#) (Logout)

BBA 342\_001

When the screen refreshes click on edit to edit your post. Also, if you are reading someone else's post you can reply.




BAKER UNIVERSITY

BAKER\_TEST ► BBA 342\_001 ► Forums ► Ask a Question ► A little about Dave

Search forums

Display replies in nested form

 A little about Dave  
by [Dave Student](#) - Friday, 6 March 2009, 10:15 AM  
I am a student at Baker.

[A Edit](#) | [Delete](#) | [Reply B](#)

You are logged in as [Dave Student](#) (Logout)

BBA 342\_001

**A.** Edit the post you have made.

**B.** If you are reading someone else's post you can reply to the post.



Click here to view a video on how to subscribe to forums.



## Submitting Assignments

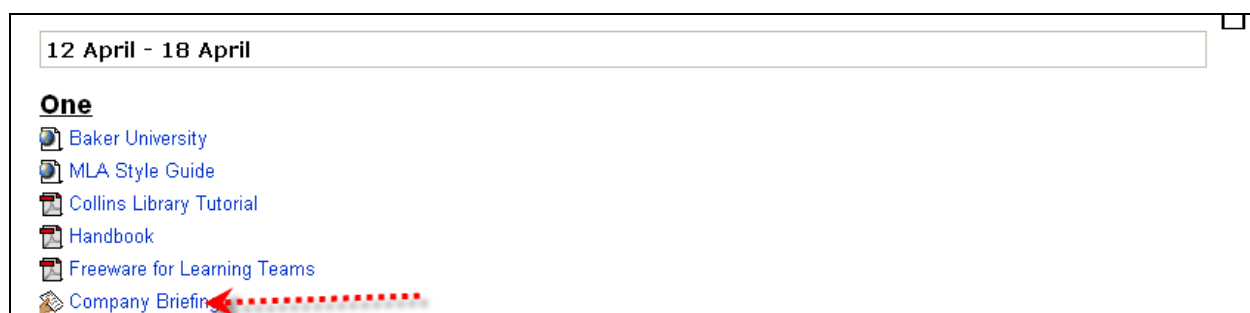


Click here to view a video on submitting assignments in Moodle.

This icon represents an assignment to be turned in.



You can access your course assignments on the course's main page through the assignment name.

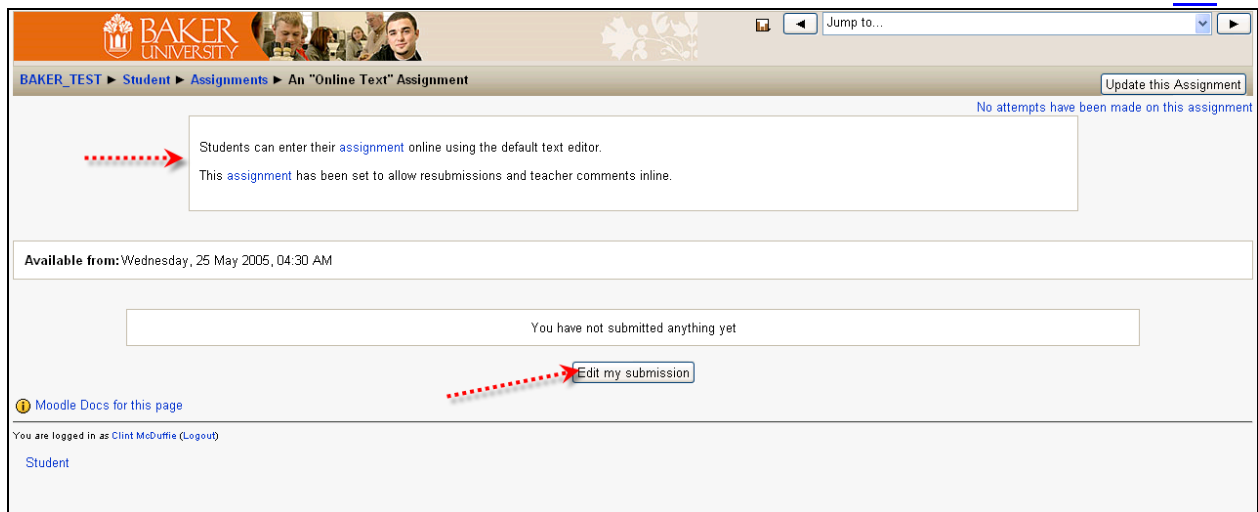


You can also reach them through the Assignments page in the Activity block.



### Submitting a Text Assignment

Once you've found the assignment, read through instructions given, and when you are ready to submit your answer, click the Edit my submission button.



BAKER UNIVERSITY

BAKER\_TEST ► Student ► Assignments ► An "Online Text" Assignment

Update this Assignment

No attempts have been made on this assignment

Students can enter their assignment online using the default text editor.  
This assignment has been set to allow resubmissions and teacher comments inline.

Available from: Wednesday, 25 May 2005, 04:30 AM

You have not submitted anything yet

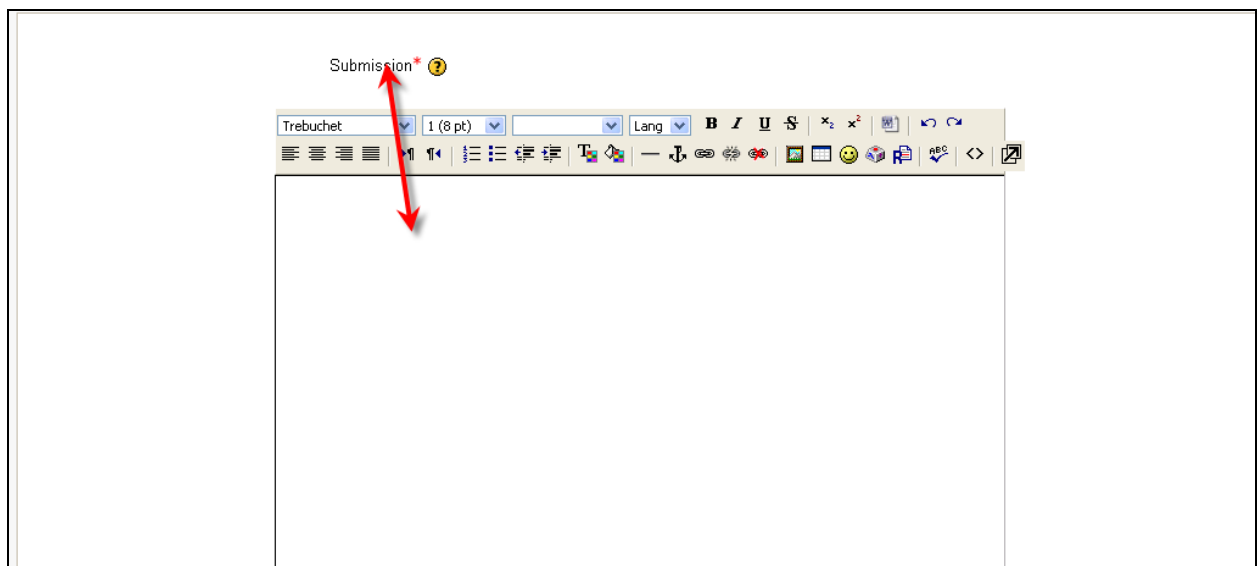
Edit my submission

Moodle Docs for this page

You are logged in as Clint McDuffie (Logout)

Student

In the Submission text box, type out the text requested by the instructor in the directions.



Submission\*

Trebuchet 1 (8 pt) Lang B I U S x<sub>2</sub> x<sup>2</sup> [Image icons]

Click the **save changes** button at the bottom of the Submission page.



Format ? HTML format

Save changes Cancel

There are required fields in this form marked\*.

The assignment has now been submitted.



## Submitting a File for an Assignment

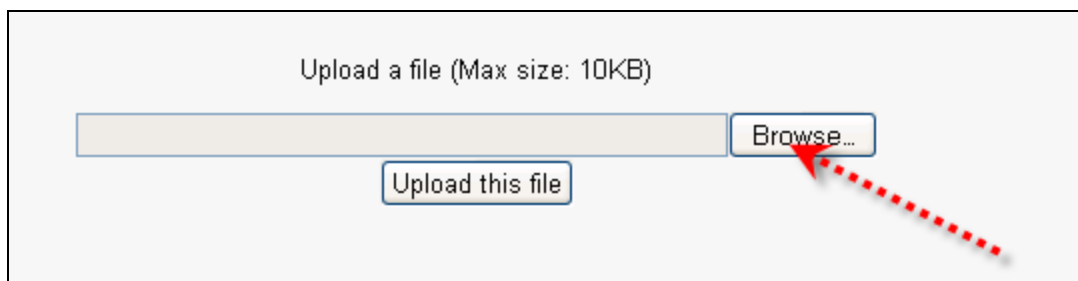
To submit a file for an assignment you should find the assignment as described above.



Read the directions given by the instructor.

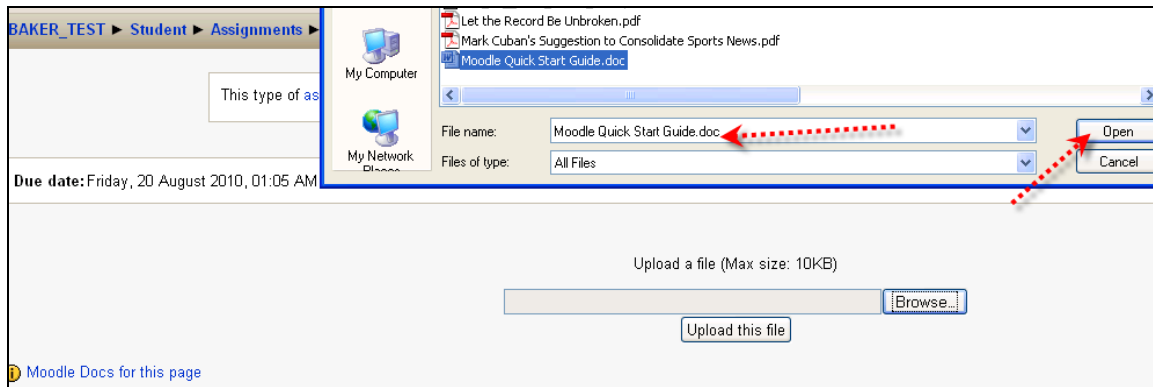


Click the browse button to locate the file you wish to upload from your computer for the assignment.

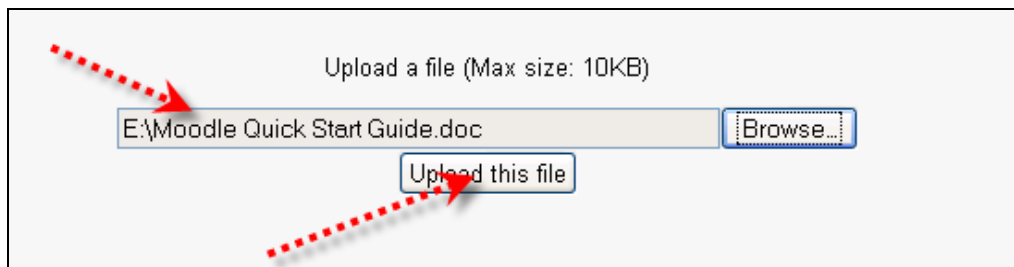


Select the file you wish to upload in the **File Upload** window and click the open button.





Once the file path is listed in the Browse field, click the **Upload this File** button.

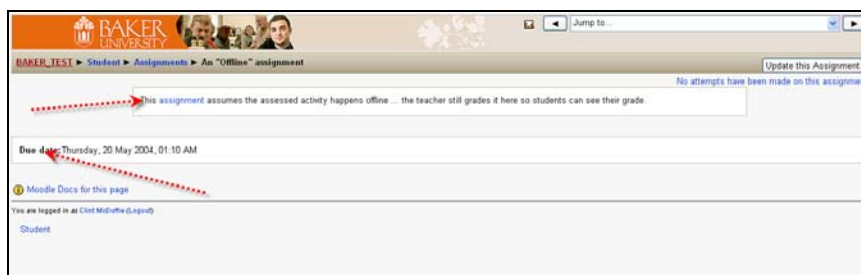


If your instructor allows for more than one file, you will see the file listed in the Draft submission area. You may delete the submission by clicking the **X** next to the file link.

## Viewing Offline Assignments

An offline assignment looks similar to other types of assignments but you will not need to submit a file or type text into Moodle; it is just a set of directions given by your instructor for you to complete outside of Moodle. To view an Offline assignment, click on the assignment link from either the course's main page or the Activities block.

Read the directions given by your instructor, and complete the assignment as given.



Click here to view a video on how to access an instructor's feedback for an assignment.

# Testing in Moodle



Click here to view how to take a test in Moodle.

Students can take tests through Moodle and can provide instant feedback in most cases. There are some important aspects to consider prior to taking your first test in Moodle.

- When your instructor is ready for you to take a test a link will appear with this icon.



- Never enter a test unless you are prepared to complete it.
- It is important to plan the time you will take your test. You should take your test when there are few distractions.
- You should be certain that you have stable internet connection prior to taking a test.
- An instructor may require a password to enter and take the test. If you are asked for a password when trying to enter a test you'll need to obtain the password from the instructor. Be careful of capitalization when keying passwords.


To start the test, click on preview quiz and enter the password provided by the instructor.

This quiz requires a password to use it.

Grading method: Highest grade

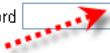

Quiz opens: Monday, 5 July 2004, 08:30 PM

Quiz closes: Monday, 5 July 2010, 08:30 PM



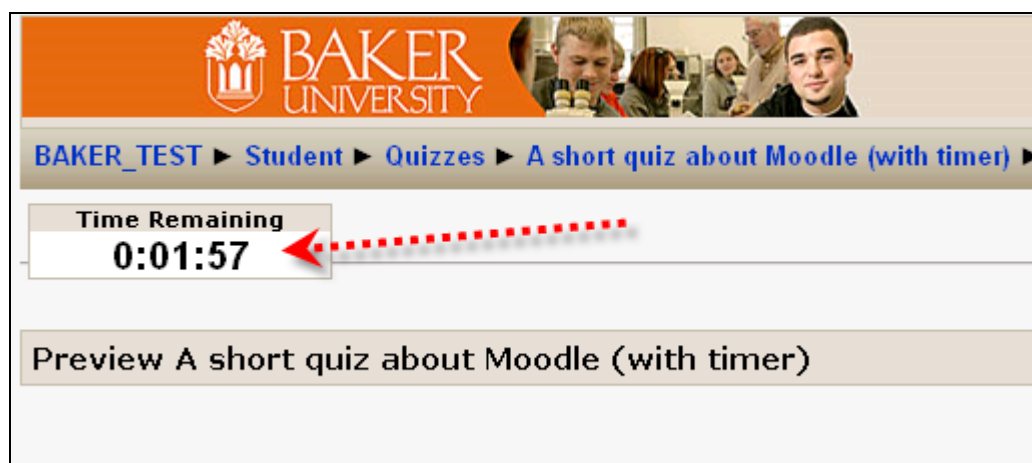
To attempt this quiz you need to know the quiz password

Password

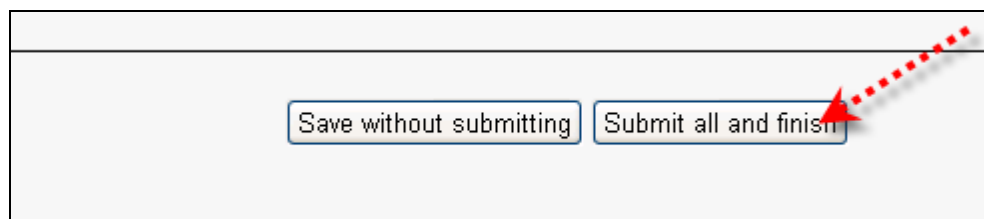
 

Remember to click OK


Your test may have a time limit. If so, you'll see a timer appear at the top left of the screen when you enter the test. The timer counts down the time you have to complete your test.



When you've answered all the questions scroll to the bottom of the screen and click **Submit All and Finish** button. If you do not click this button prior to the timer expiring, the full test gets submitted, and you receive zero points for the questions you have not answered.



Questions may appear as multiple choice, short answer, essay, true/false, equations, audio, or video. Once you **Submit all and finish** your instructor will have decided what you will see next. You may only see your score or you may see each question and the correct answer.


You are logged in as [Clint McDuffie \(Logout\)](#)

[BAKER TEST](#) > [Student](#) > [Quizzes](#) > [A quiz with a password](#) > [Review of preview](#)
Update this Quiz

[Info](#)
[Results](#)
[Preview](#)
[Edit](#)

### A quiz with a password

Start again

#### Review of preview

<b>Started on</b>	Friday, 6 March 2009, 11:48 AM
<b>Completed on</b>	Friday, 6 March 2009, 11:49 AM
<b>Time taken</b>	23 secs
<b>Raw score</b>	3/5 (60%)
<b>Grade</b>	12 out of a maximum of 20

1 What is the exact name of the box on the course homepage which shows what has changed in the course since the last time you logged in? (Note: in the answerfield, write only the exact name of the box)

Marks: 1

Answer:  ✗

[Make comment or override grade](#)

Incorrect  
Correct answer: Recent Activity  
Marks for this submission: 0/1.

2 A discussion may consist of many forums.

Marks: 1

Answer: ☐ True ✗  
☒ False ✓

[Make comment or override grade](#)

Correct  
Marks for this submission: 1/1.

3 Listen to this greeting

Marks: 1

What language is being spoken?

Choose one answer.

<input type="radio"/> A. Spanish <span>✗</span>	Sorry, listen again.
<input checked="" type="radio"/> B. French <span>✓</span>	Yes, somewhat.
<input type="radio"/> C. German <span>✗</span>	Sorry, listen again.
<input type="radio"/> D. English <span>✗</span>	Sorry, listen again.

[Make comment or override grade](#)

Correct  
Marks for this submission: 1/1.

4 You can subscribe to a discussion forum... (mark all correct answers)

Marks: 1

Choose at least one answer.

<input type="checkbox"/> A. on the forum page, there is a link near the top-right corner - "Subscribe to this forum" <span>✓</span>	Yes!
<input type="checkbox"/> B. in the "Forums" page which can be found in "Activities" box on the course homepage <span>✓</span>	Correct!
<input checked="" type="checkbox"/> C. in the email which you receive from that forum <span>✗</span>	Oh, come on! Think again - how can you get an email from a forum if you are not yet subscribed to it? This method only works for <u>un</u> subscribing.
<input type="checkbox"/> D. you can subscribe to a forum in your profile <span>✗</span>	Sorry, you <u>can't</u> subscribe to <u>forums</u> in your profile. You can only set your auto-subscription preference there.
<input type="checkbox"/> E. you can do it while you are posting a message in that forum <span>✓</span>	That's right!

[Make comment or override grade](#)

Incorrect  
Marks for this submission: 0/1.

5 Match the different views of a discussion thread to the ways the messages are presented:

Marks: 1

you cannot see who is replying to whom, all replies are indented to the original post and sorted chronologically (from newest to oldest or from oldest to newest)	<input type="text" value="flat view"/> <span>✓</span>
you can see who is replying to whom BUT you can only read one message at a time	<input type="text" value="threaded view"/> <span>✓</span>
you can see who is replying to whom AND you can read all messages	<input type="text" value="nested view"/> <span>✓</span>

[Make comment or override grade](#)

Correct  
Marks for this submission: 1/1.


[Moodle Docs for this page](#)

You are logged in as [Clint McDuffie \(Logout\)](#)

[Student](#)



Your score will appear in the gray box at the top of the page.

Review of preview	
<b>Started on</b>	Friday, 6 March 2009, 11:48 AM
<b>Completed on</b>	Friday, 6 March 2009, 11:49 AM
<b>Time taken</b>	23 secs
<b>Raw score</b>	3/5 (60%) 
<b>Grade</b>	12 out of a maximum of 20

Your instructor will need to grade any short answer or essay questions, so your initial score will not reflect those totals.



# Grades



Click here to view a video that discusses accessing your grades in Moodle.

To view your course grades click on Grades under the Administration Block.

When the screen refreshes you will see a vertical list of all the assignments or activities (as long as your instructor has made them viewable to you).

BAKER_TEST ► BBA 342 ► Grades ► View ► User report				
Choose an action ... ▼				
User report - Dave Student				
A B C D E				
Grade item	Grade	Range	Percentage	Feedback
BBA_342				
MBTI Written Report	-	0.00-50.00	-	
Talent is Overrated Forum	-	0.00-10.00	-	Nice work.
Learning Team Constitution Assignment	50.00	0.00-50.00	100.00 %	Nice job. You did well to pull your thought together and apply them to your analysis. Remember, to give constructive feedback that offers positives and areas for improvement.
Talent is Overrated Forum	-	0.00-10.00	-	
Type Talk at Work Forum	-	0.00-10.00	-	
Talent is Overrated Forum	-	0.00-10.00	-	

- A. Grade Item lists the name of the assignment.
- B. Grade displays the actual score you received on that assignment.
- C. Range details the possible points.
- D. Percentage breaks your point total to a percentage.
- E. Feedback is where you can view the comments typed in for each assignment by your instructor.

## Student Moodle Orientation



Click on the assignments name and it will take you to the assignment.



You will:

1. Be able to read feedback.
2. See your grade.
3. Access any document your instructor has uploaded to give back to you.

**(a) Learning Team Constitution**

Write a Learning Team Constitution that outlines the rules that your team has established and agreed to abide by concerning the following areas:


- **Attendance:** Place high priority on team interactions, regarding them as nearly sacred. Discuss legitimate reasons for missing a "meeting". Establish a procedure for notifying others if you will be out of contact.
- **Participation:** Promote the need for everyone to speak freely and listen attentively.
- **Assignments:** Much of the learning team's work is done between meetings. When you take on a task, be sure to complete it on time.
- **Meeting place:** Agree on a virtual interaction web tool to use for team interactions and to become familiar with the tools it provides.
- **Conflict resolution:** The team should acknowledge that conflict will be inevitable and determine a collaborative method of resolution. The method selected should help the team view the conflict as a mutual problem, promote an open exchange of ideas and opinions, encourage respect for the views of others, and support reaching a consensus.
- **Team evaluation:** The team process needs to be evaluated regularly to attain the best performance. Conducting a quick debriefing at the end of each project will allow you to focus on what worked and what needs improvement. In addition, a post-mortem of the entire class may contribute to success in future teams (see the sample Process Check Rating Form in the Learning Team Tools section).
- **Individual evaluation:** Everyone should understand from the beginning that you will be evaluating each other in terms of contributions and any problems. (See sample of Team Observations in Learning Team Tools.)

This document should be accessible to all participants of your learning team throughout the duration of the degree program.

Submit a copy of your written constitution by the end of the week.

**Available from:** Monday, 15 June 2009, 08:10 AM  
**Due date:** Sunday, 19 July 2009, 11:55 AM

**Submission feedback**




Feedback

**Clint McDuffie**  
Tuesday, 10 November 2009, 01:14 PM

Nice job. You did well to pull your thought together and apply them to your analysis. Remember, to give constructive feedback that offers positives and areas for improvement.

**Grade: 50.00 / 50.00**

**Submission**

 DimDim\_Student\_Tutorial.doc x

Access to documents given back from the instructor.

Student Moodle Orientation

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## Activities Block

Under the Activities block you can access your assignments and grades.



Click here to view a video about the Activities Block.

Click on whichever activity type has been assigned to be graded.

The assignment's grade will appear at the end under Grade.

Week	Name	Assignment type	Due date	Submitted	Grade
2	<a href="#">Company Briefing - Draft</a>	Advanced uploading of files	Sunday, 12 July 2009, 11:55 AM		-
	<a href="#">Learning Team Constitution Assignment</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM	Monday, 9 November 2009, 11:51 AM	50.00
3	<a href="#">SWOT Analysis - Draft</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM		-
	<a href="#">Company Briefing - Final Paper</a>	Upload a single file	Sunday, 19 July 2009, 11:55 AM		-
4	<a href="#">SWOT Analysis - Final Paper</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-
	<a href="#">MBTI Written Report</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-

Click on the assignment's name to view feedback and any access any documents the instructor has given back with it.

Week	Name	Assignment type	Due date	Submitted	Grade
2	<a href="#">Company Briefing - Draft</a>	Advanced uploading of files	Sunday, 12 July 2009, 11:55 AM		-
	<a href="#">Learning Team Constitution Assignment</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM	Monday, 9 November 2009, 11:51 AM	50.00
3	<a href="#">SWOT Analysis - Draft</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM		-
	<a href="#">Company Briefing - Final Paper</a>	Upload a single file	Sunday, 19 July 2009, 11:55 AM		-
4	<a href="#">SWOT Analysis - Final Paper</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-
	<a href="#">MBTI Written Report</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-





### (1) Learning Team Constitution

Write a Learning Team Constitution that outlines the rules that your team has established and agreed to abide by concerning the following areas:

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- **Participation:** Promote the need for everyone to speak freely and listen attentively.
- **Assignments:** Much of the learning team's work is done between meetings. When you take on a task, be sure to complete it on time.
- **Meeting place:** Agree on a virtual interaction web tool to use for team interactions and to become familiar with the tools it provides.
- **Conflict resolution:** The team should acknowledge that conflict will be inevitable and determine a collaborative method of resolution. The method selected should help the team view the conflict as a mutual problem, promote an open exchange of ideas and opinions, encourage respect for the views of others, and support reaching a consensus.
- **Team evaluation:** The team process needs to be evaluated regularly to attain the best performance. Conducting a quick debriefing at the end of each project will allow you to focus on what worked and what needs improvement. In addition, a post-mortem of the entire class may contribute to success in future teams (see the sample Process Check Rating Form in the Learning Team Tools section).
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This document should be accessible to all participants of your learning team throughout the duration of the degree program.

Submit a copy of your written constitution by the end of the week.

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**Due date:** Sunday, 19 July 2009, 11:55 AM

### Submission feedback



**Clint McDuffie**

Tuesday, 10 November 2009, 01:14 PM



Nice job. You did well to pull your thought together and apply them to your analysis. Remember, to give constructive feedback that offers positives and areas for improvement.

**Grade: 50.00 / 50.00**

### Submission

DimDim\_Student\_Tutorial.doc x

Access to documents given back from the instructor.



## Chat

Chat is a tool that allows you, your classmates, and your instructor to communicate in real time. While chats are never mandatory, your instructor might choose to offer a chat for a variety of supplemental instructional reasons. When a chat has been set up the **Chat** icon will appear.



Click here to view a video on Chat in Moodle.



Click on the link next to the chat icon.



Note: The link's name will coincide with the title the instructor gives the chat session.

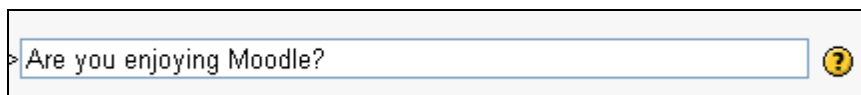
1. Click on Click here to enter chat now.

On this page you will also see any content about the chat (B), the next scheduled time for the chat (A), and logs of past chats (C); as long as the instructor allows these settings.

A pop up screen will appear with your profile icon, the time you logged into the chat (in 24-hour time), and a list of all the members in the chat. You'll also see a running time for how long you have been in the chat.



To enter a message, type in the textbox provided at the bottom of the screen and click **Enter** on your keyboard.





## Lessons



Click here to view a video on Lessons in Moodle.

A lesson activity presents a series of pages that ask you to make a choice about the course content area. Lessons are used to create a student-centered adaptive learning experience. When a lesson has been created the **Lesson** icon will appear.



Within a lesson each activity or answer to a question will lead you to a new page predetermined by the instructor.

Click on the name of the lesson next to the lesson icon.



When the screen refreshes, read the text and follow the instructions. Each lesson design comes directly from your instructor and may appear different in each course, but the basic premise remains the same.

The screenshot shows a Moodle lesson interface for Baker University. The top navigation bar includes the university logo and a breadcrumb trail: BAKER\_TEST > BBA 342\_001 > Lessons > Welcome to Baker University. A 'Jump to...' dropdown menu is visible on the right. The main content area is titled 'Welcome to Baker University' and displays a progress bar indicating 'You have answered 0 correctly out of 0 attempts.' Below this, a text box contains information about the BBA degree requirements: 'The BBA degree requires the completion of 124 credit hours. The core sequence includes 41 credit hours of coursework required of all students. In addition, students must complete an additional 30 credit hours of general education requirements and 53 credit hours of electives.' A multiple-choice question follows, with two radio button options: 'False' and 'True'. A red dotted arrow points to a button labeled 'Please check one answer'. The footer shows the user is logged in as 'Clint McDuffie: Student (Return to my normal role)' and the course code 'BBA 342\_001'.



When you reach the end of the lesson statistics will appear providing you with results of how you performed. The lesson may or may not be used for a grade, depending on your instructor's choice.

Welcome to Baker University

Congratulations - end of lesson reached

Number of questions answered: 2  
Number of correct answers: 2  
Your score is 2 (out of 3).  
Your current grade is 3.3 out of 5

[Return to BBA 342\\_001 Introduction to Management Concepts](#) [View grades](#)

You are logged in as [Clint McDuffie: Student](#) ([Return to my normal role](#))

[BBA 342\\_001](#)

Within a lesson you can experience multiple choice, multiple answer, true/false, matching, short answer, numeric and essay questions.



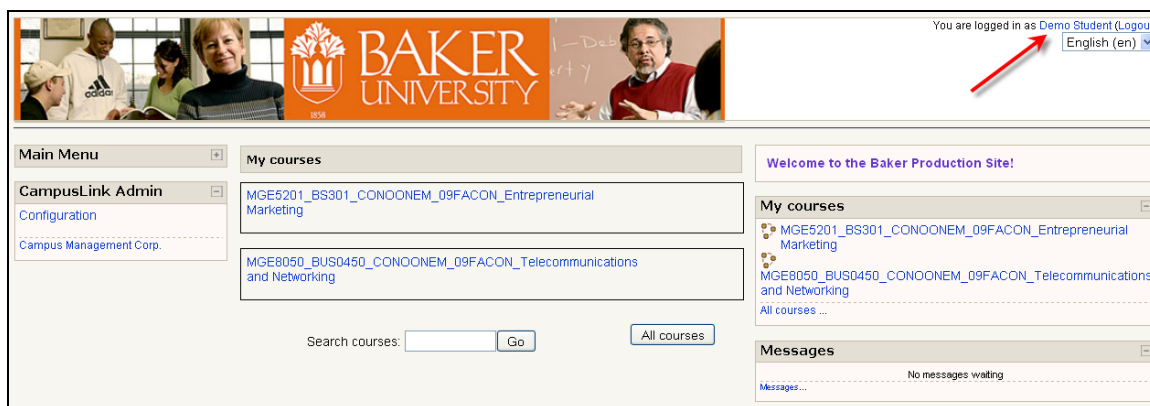
## Blogs In Moodle

Moodle gives each user the ability to write a blog. Typically, blogs within Moodle are site wide, which means that any user in Moodle is able to read a blog posting. Blogs are another means to develop written communication skills and offer opportunities for peers to share their thoughts.

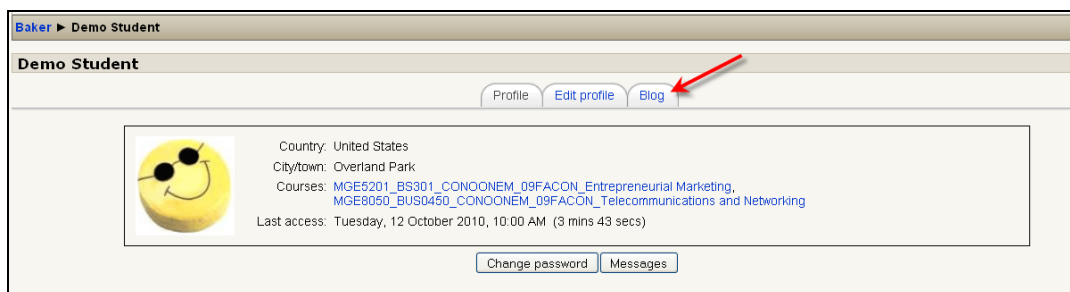


Click here to watch a video on how to create a blog in Moodle.

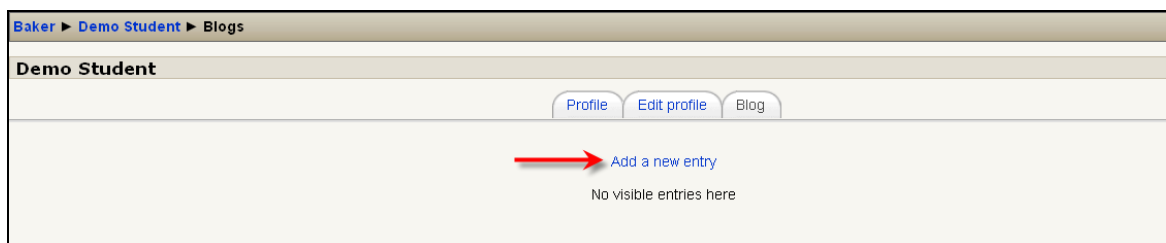
Once you are logged in to Moodle click on your user name in the upper right corner of the screen.



Click on the **Blog** tab.



Click on **Add a new entry**.





In the space labeled **Entry title** provide the blog's title.

In the space labeled **Blog entry body** is where you will type the content of your blog.

**Note:** You have a full control bar across the top, which means you can create hyperlinks, embed videos, add images, change font type, etc...

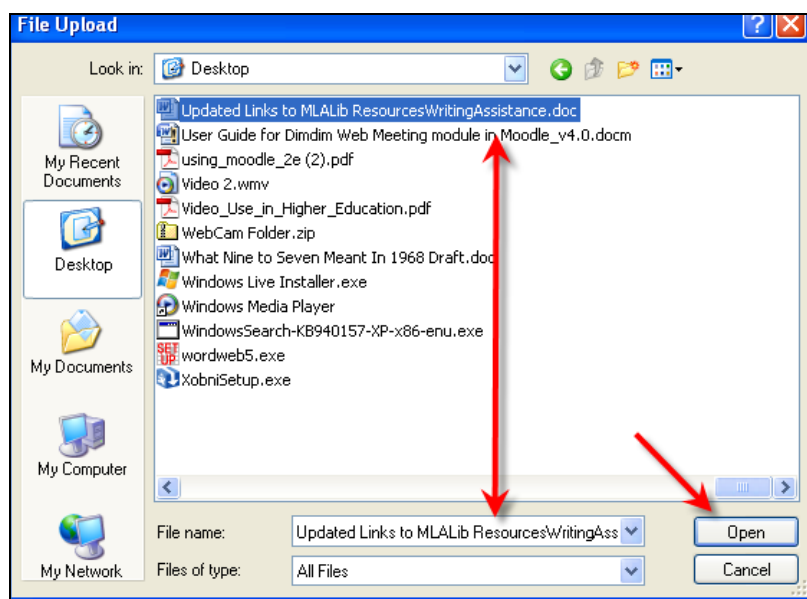
To attach a file, click on **Browse** located below the blog's body entry.

Find the file you wish to add from your computer.

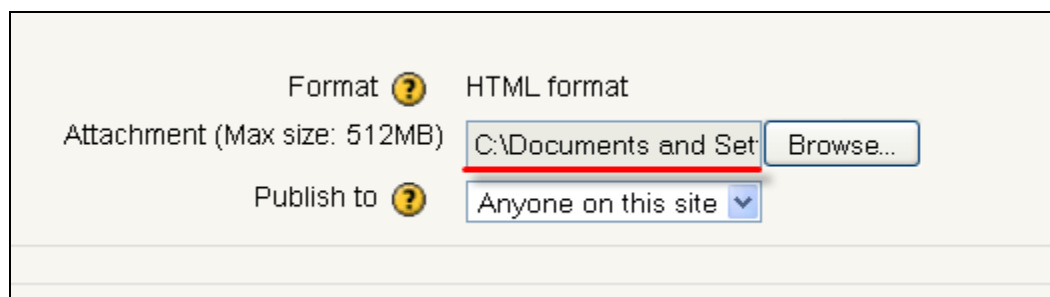
Click on the file's name. It should then appear in the rectangle box next to **Open**.



Click **Open**.

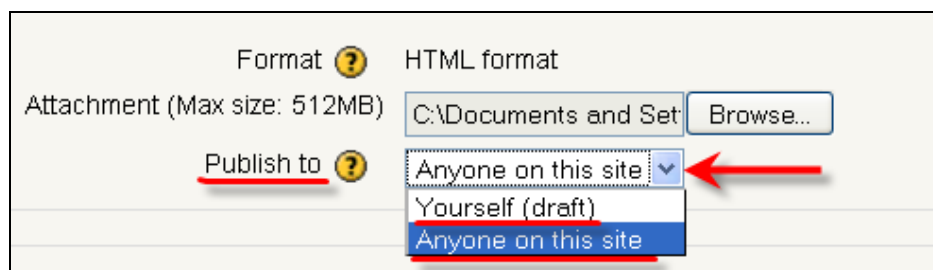


You will see the file's name appear next to Browse within your blog creation.



You have two options for publishing your blog under **Publish to**:

1. **Anyone on this site**: This means that anyone logged in to Moodle is able to read your blog.
2. **Yourself draft**: This means that only yourself and site administrators are able to read your blog.







Next, assign tags to your blog. Tags are keywords or terms assigned to a piece of information that helps describe the item.

In Moodle, the tag feature is a way for instructors to filter blog postings and for Moodle users to determine a blog's content.

Enter a word or phrase in the section next to **User defined tags**.

Separate multiple words by using a comma (i.e. Baker, Moodle, MBA).

Tags

Official tags

User defined tags (Comma separated) Baker, Moodle, MBA

Save changes Cancel

When you are finished click Save changes at the bottom.

Save changes Cancel



When the screen refreshes you will see your blog posting.

The screenshot shows a Moodle blog post interface. At the top right is a link 'Add a new entry' (G). The post header (A) includes a smiley face icon, the title 'Place a Title Here', the author 'by Demo Student', and the date 'Tuesday, 12 October 2010, 10:26 AM'. The main content area (B) contains the text 'This section is where you'll add content to your blog.' To the right of the content area is a file icon and the text 'Updated\_Links\_to\_MLALib\_ResourcesWritingAssistance.doc' (D). Below the content area are tags: 'Baker, moodle, MBA' (C). At the bottom right are links for 'Edit | Delete | Permalink' (F). A label 'Anyone on this site' (E) is also present.

A. In this section you see your profile information and the time and date of the blog post.

B. This section is where the content of the blog appears.

C. The tags associated with the blog are visible here.

- By clicking on a tag you are taken to a page with all recent blog entries associated with that tag, giving you the author, date and time of the post.
- If you click on **See all blogs with this tag...** in the middle you are taken to a screen with all blogs carrying that particular tag.

Tags: Baker, moodle, MBA

Recent blog entries with this tag

- [Place a Title Here - Demo Student](#), Tuesday, 12 October 2010, 10:26 AM
- [Ode to Moodle - Jessica](#), Tuesday, 1 September 2009, 09:09 PM

[See all blogs with this tag.](#)

Place a Title Here  
by Demo Student - Tuesday, 12 October 2010, 10:26 AM

This section is where you'll add content to your blog.

Tags: Baker, moodle, MBA

Ode to Moodle  
by Jessica - Tuesday, 1 September 2009, 09:09 PM

Moodle, Moodle, you are not coodle.  
You slap me like an icky wet noodle.  
You won't let me save, and your wikis are a doodle.  
And so, for now, I say: TODDLES!  
by Jessie and Anonymous Staff  
Tags: moodle, noodle, coodle, toodles

D. If you attach a file to your blog this is where it appears.

E. This section signifies the publication options; it is either **Anyone on this site** or **Yourself draft**.

F. Click on **Edit** to change or add content, or click on **Delete** to permanently remove the post.



**G.** Click on **Add a new entry** to begin a new, separate blog post.

Instructors have the option to add a **Blog Menu** or **Blog Tags** block to any Moodle course.

If an instructor chooses to do this the block will appear either in the left or right side columns within your Moodle course.

The **Blog Menu** provides five options.

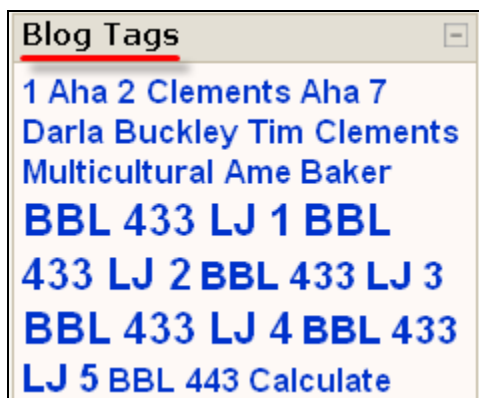


1. **Add a new entry** will allow a user to begin a new blog post.
2. **View my entries** allows a user to see the postings they have made, add a new entry and edit their postings.
3. **Blog preferences** allow users to set how many blog entries they wish to view for their course or site entries.
4. **View course entries** allow users to view blog postings from those in their course.
5. **View site entries** allow users to view blog postings from everyone with an account in Moodle, regardless of what course they are in.

Another option is the **Blog Tags** block.

The **Blog Tags** block displays a “tag cloud,” meaning a list of tags appears where more frequently used tags are in a larger font size.

Depending on how the **Blog Tags** block is configured, tags can be listed in alphabetical order or date last used. One way to establish access to your course’s blog postings is to assign the same tag phrase as other students, causing the phrase to appear in bold within the **Blog Tags** menu.





## Adding To A Wiki

A wiki is a collection of collaboratively authored web pages. The wiki begins with an initial front page and adds pages through links. Depending on the setting chosen by your instructor, students are able to create original work, edit, and collaborate over activities and peer work.



Click here to watch a series of videos on how to use a wiki in Moodle.



This is the wiki icon, indicating your instructor has added a wiki to your course.

The functions you will have in a wiki depend upon how your instructor sets up the wiki.

When setting up a wiki your instructor determines the **Type** and **Mode**.

Below is an overview of the **Type** and **Mode** options your instructor has.

T  
Y  
P  
E

M O D E			
	No Groups	Separate Groups	Visible Groups
<b>Teacher</b>	There is only one wiki which only the teacher can edit. Students can view the contents.	There is one wiki for every group which just the teacher can edit. Students can view the wiki of their group only.	There is one wiki for every group which just the teacher can edit. Students can view the wikis for all groups.
<b>Groups</b>	There is only one wiki. The teacher and all students can view and edit this wiki.	There is one wiki per group. Students can view and edit the wiki of their own group only.	There is one wiki per group. Students can change the wiki of their own group only. They can view the wikis for all groups.
<b>Student</b>	Every student has their own wiki which only they and their teacher can view and edit.	Every student has their own wiki, which only they and their teacher can edit. Students can view the wikis of other students in their group.	Every student has their own wiki, which only they and their teacher can edit. Students can view the wikis of all other students in the course.

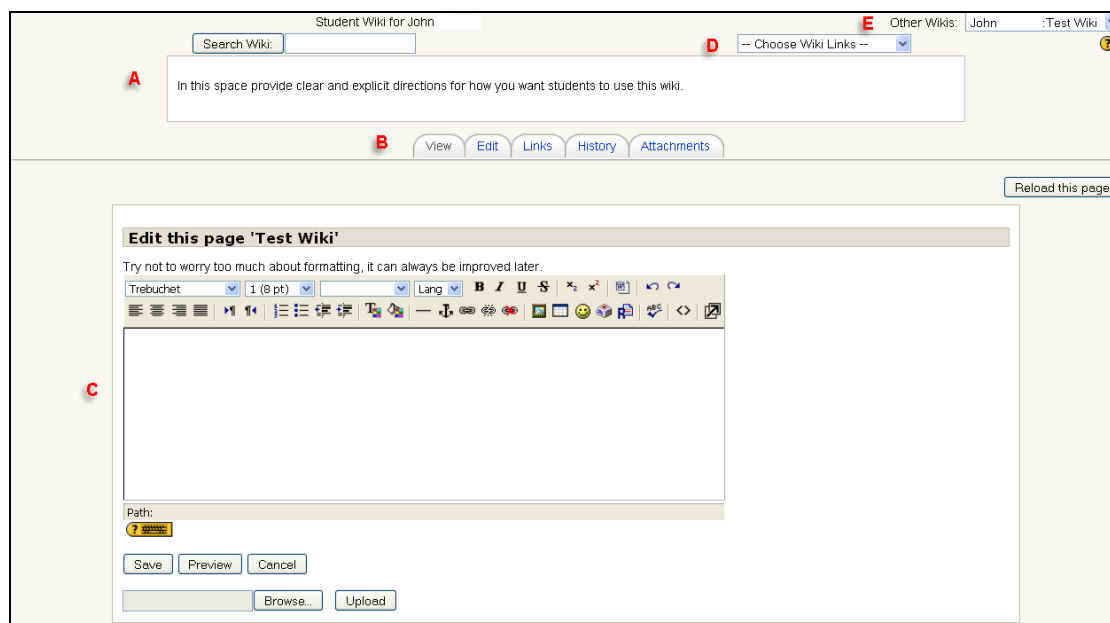
These settings are not something you can control or alter, but they will determine how you interact with the wiki.

To enter the wiki click on the title next to the wiki icon.



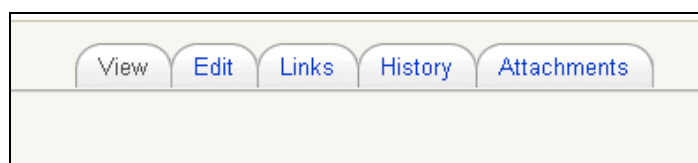


Below is a breakdown of the main functions within the wiki's interface.



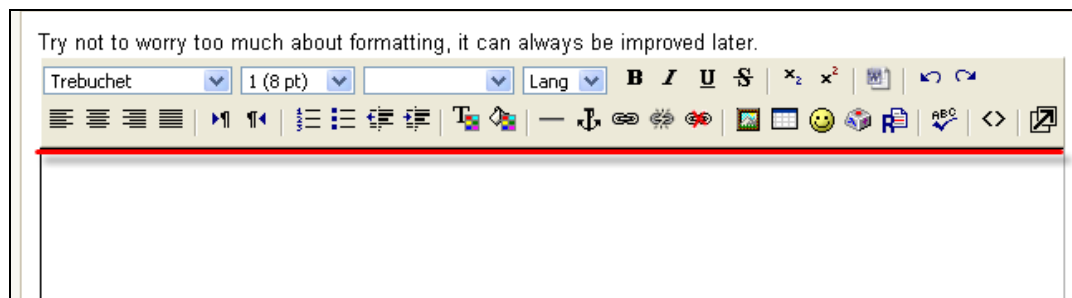
**A.** This is the **Summary** section for your wiki. This will remain at the top of each page created within a wiki. In this section your instructor will provide information on what the wiki is used for or what the activity/assignment is.

**B.** These are tabs within the wiki that assist with its creation, navigation, and layout.



**View:** By clicking on **View** you will be able to see how the wiki appears. Every page is displayed in view mode.

**Edit:** Clicking on **Edit** allows you to create, add, or edit content in the text box provided. You will know you are in edit mode because you will have a toolbar across the top of the text box.





**Links:** Clicking on the **Links** tab will display the pages that have links pointing to the page you are viewing. You can use this to backtrack and see where the page is referenced elsewhere in the wiki.

**History:** The **History** tab gives you access to the version history of the page. Whenever anyone clicks the **Save** tab they create a new version of the wiki page. Moodle tracks all these versions.

Within the **History** tab there are three versions you can view:

Version: 1 ([Browse](#) [Fetch-back](#) [Diff](#))  
Author:  [Clint McDuffie](#)  
Created: Tuesday, 20 July 2010, 02:40 PM  
Last modification: Tuesday, 20 July 2010, 02:40 PM  
References: ?

**Browse:** Views every version of a page

**Fetch-back:** This brings back an old version of the page for editing. Once you save your changes it becomes the newest version of the page.

**Diff:** This highlights the difference between consecutive versions of a page. Additions have a + symbol next to them and deletions have a – symbol next to them.

**Attachments:** *Remember, this feature is only available if the instructor chose it in the initial setup.*

Click on **Attachments**.

Click on **Browse**.

No files uploaded yet. Use this form to upload an arbitrary binary file into the wiki:

**File**

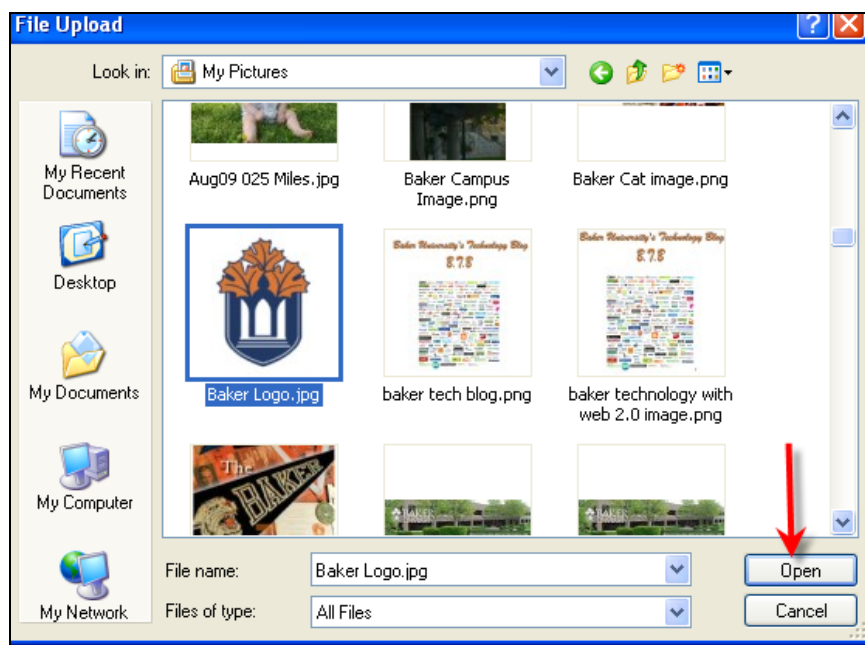
**Comment**

**Upload into**

**Save with different filename**



Find the file you wish to upload and double click on it, or click **Open** once it appears in the horizontal space provided.



The name of the file will appear in the horizontal space provided.

Click **FileUpload**.

No files uploaded yet. Use this form to upload an arbitrary binary file into the wiki:

**File**

C:\Documents and Settings\cmcduffie\My Documents Browse...

FileUpload

**Comment**


**Upload into**


Example of a link

**Save with different filename**



Moodle will notify you that your file has been uploaded successfully.

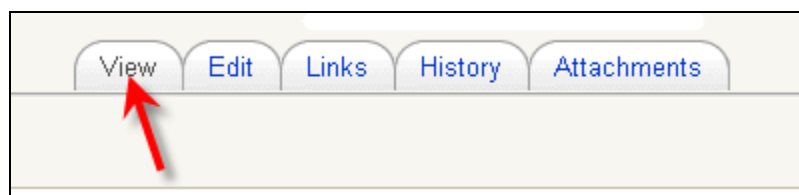
Your file was uploaded correctly.  [Baker Logo.jpg](#), 12K

File is of type: image/jpeg  
Uploaded on: Tuesday, 20 July 2010, 03:15 PM, by  [Clint McDuffie](#)  
Downloaded 0 times

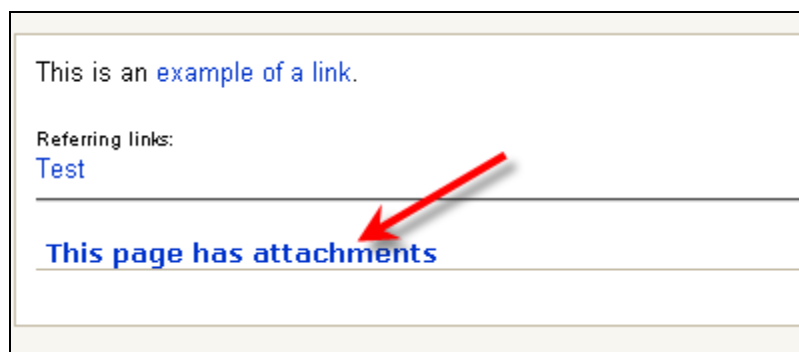
Use this form to upload an arbitrary binary file into the wiki:  
**File**

**Comment**

Click on **View** at the top.



Click on **This page has attachments** to view attachments.





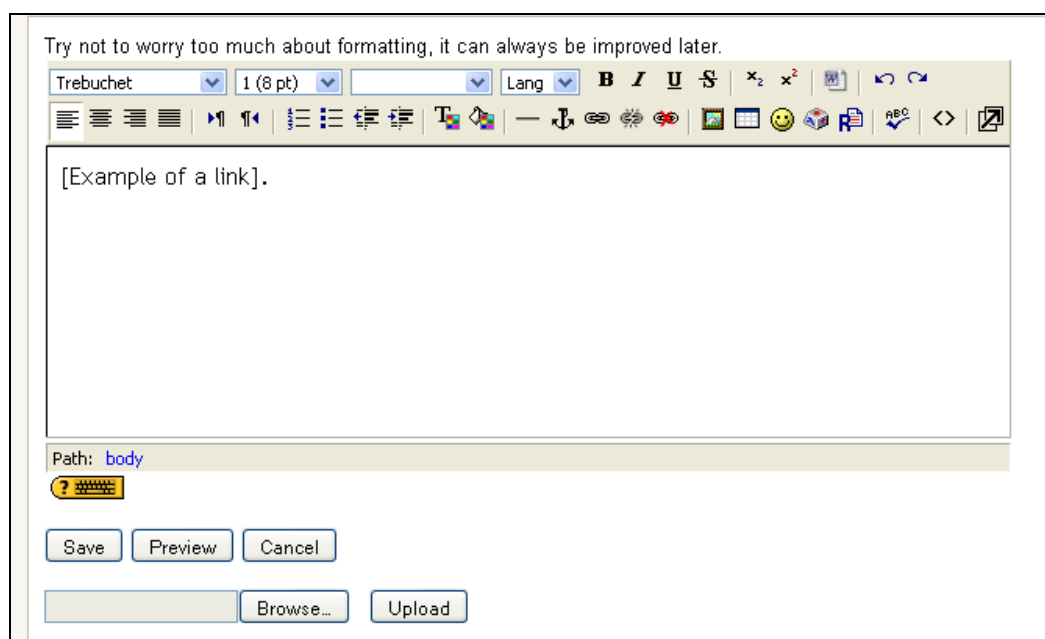


This will take you back to view the uploaded file. Simply click on the file's name.



**C.** This is the text area where you provide content.

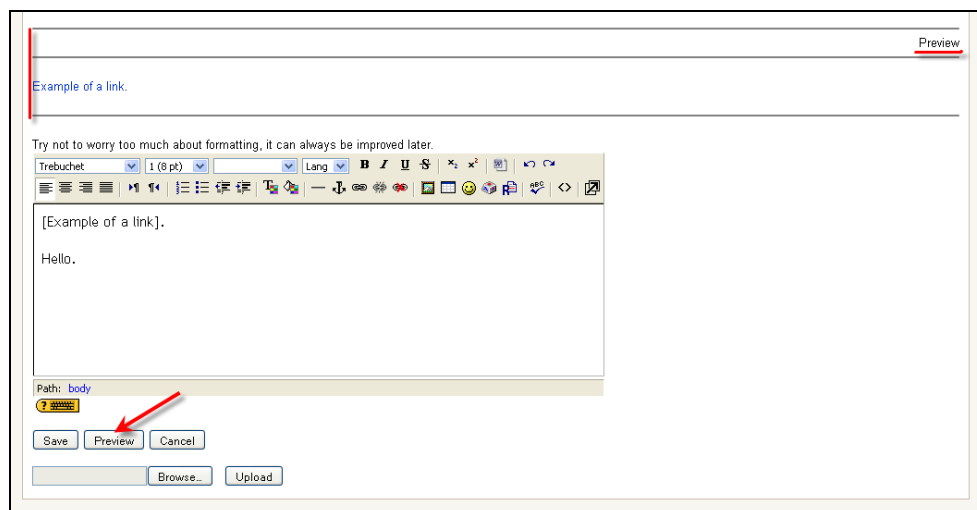
There is a full toolbar available, which means you can add images, create hyperlinks, embed videos, change font size, etc....



Type content into the space provided and click **Save**. The wiki will update and save any changes that have been made.



If you click **Preview** above the toolbar, it will display how your wiki page appears. You are still able to make edits in this view if you wish. When you are finished click **Save**.

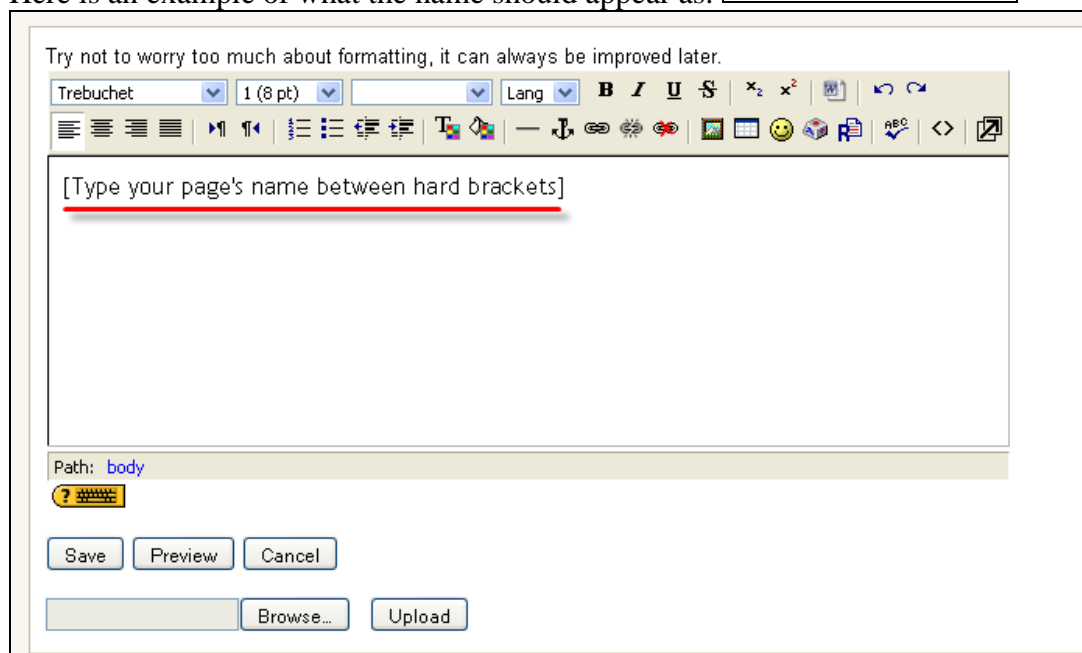


## How to Create a New Page

**Edit** mode allows you to create links to separate pages from within the wiki.

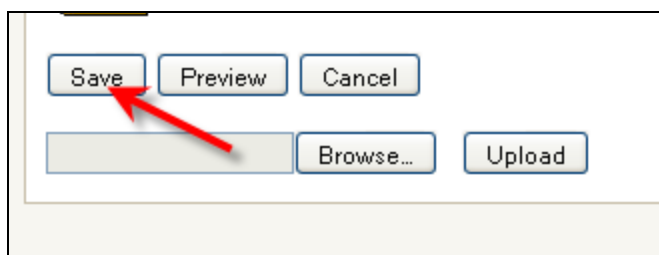
Type the name of a page. Then enclose the name within squared brackets (look for theses on your keypad [ ]).

Here is an example of what the name should appear as: [Example of a link].





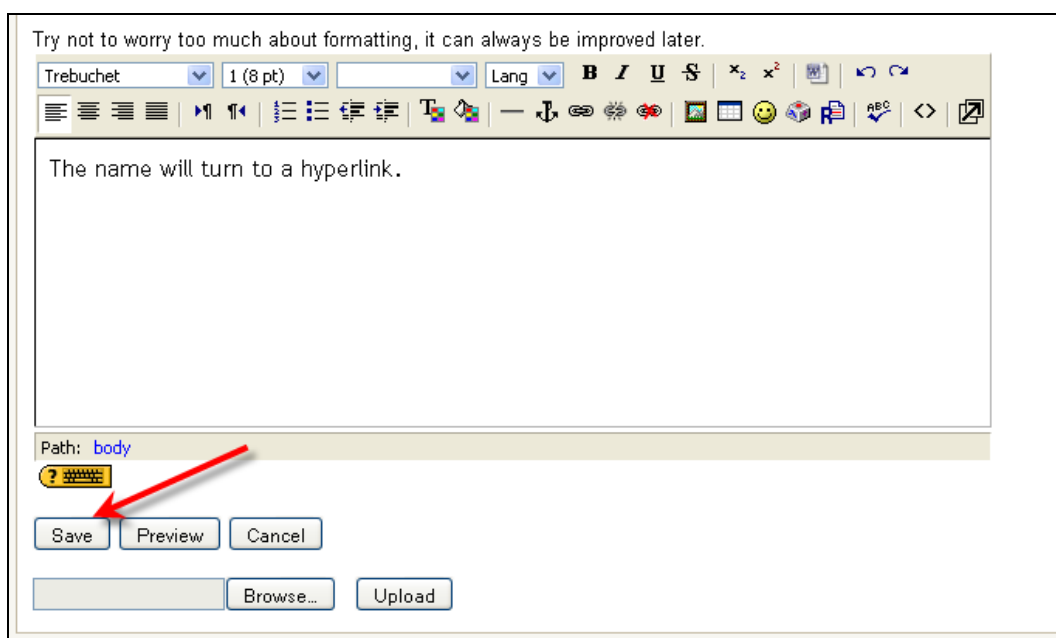
Then click **Save** at the bottom.



You will see a question mark (?) behind the name you have typed. This will remain until someone has clicked on it, added content to the page, and then saved it. Once that happens, the name will turn into an underlined blue link.

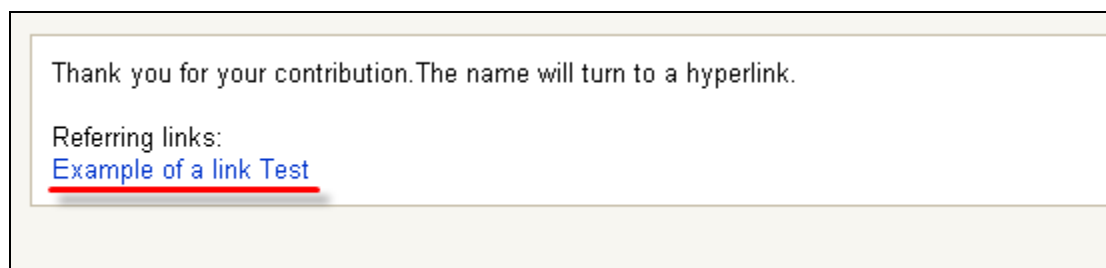


Once you have clicked on the question mark, add content, then click **Save** at the bottom.

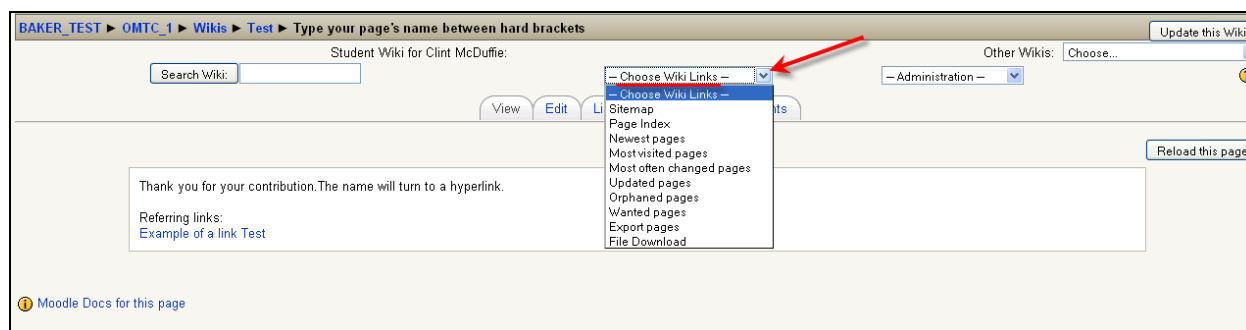




The name of the page will now appear underlined and as a hyperlink to that page.



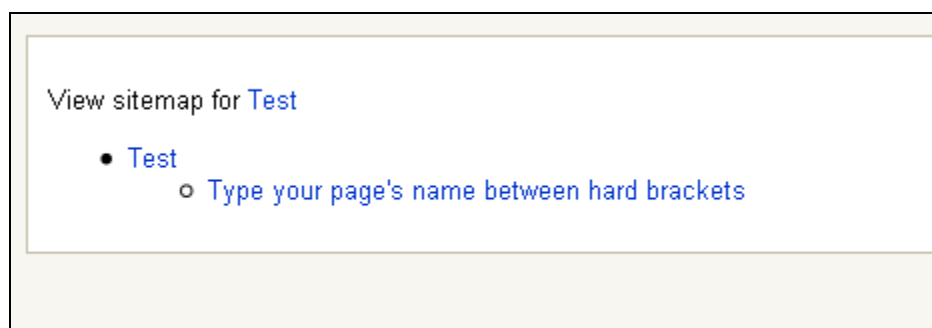
**D.** Within the **-Choose Wiki Links-** drop down menu you will find resources to help navigate and evaluate the wiki's use.



**-Choose Wiki Links- Options:**

1. **Sitemap:** Clicking on sitemap will take you to a screen that reveals all the various pages within the wiki.

**Note:** If a page appears indented this means that it is linked to the page listed above it.



2. **Page Index:** This function provides a similar list as the **-Choose Wiki Links-** menu does.



3. **Newest Pages:** This function reveals the name of the newest pages created, plus the date and time the pages were last changed and/or updated.

- [Type your page's name between hard brackets](#) Last changed on Wed 21 Jul 2010 10:19:36 EDT
- [Example of a link](#) Last changed on Tue 20 Jul 2010 16:40:18 EDT
- [Test](#) Last changed on Tue 20 Jul 2010 16:40:05 EDT

4. **Most Visited Pages:** This function lists the names of the most visited pages and includes the number of hits on each page listed.

- [Test](#) 19 hits
- [Example of a link](#) 12 hits
- [Type your page's name between hard brackets](#) 2 hits

5. **Most Often Changed Pages:** This function lists the names of pages that have been changed often and the number of changes that have been made.

- [Test](#) 7 changes
- [Example of a link](#) 3 changes
- [Type your page's name between hard brackets](#) 1 changes

6. **Updated Pages:** This function reveals pages that have been updated along with the date and time of the last update.

- [Type your page's name between hard brackets](#) Last changed on Wed 21 Jul 2010 10:19:36 EDT
- [Test](#) Last changed on Wed 21 Jul 2010 10:16:09 EDT
- [Example of a link](#) Last changed on Wed 21 Jul 2010 10:14:23 EDT



7. **Orphaned Pages:** This function reveals a list of pages that were created and had all the links to them deleted.

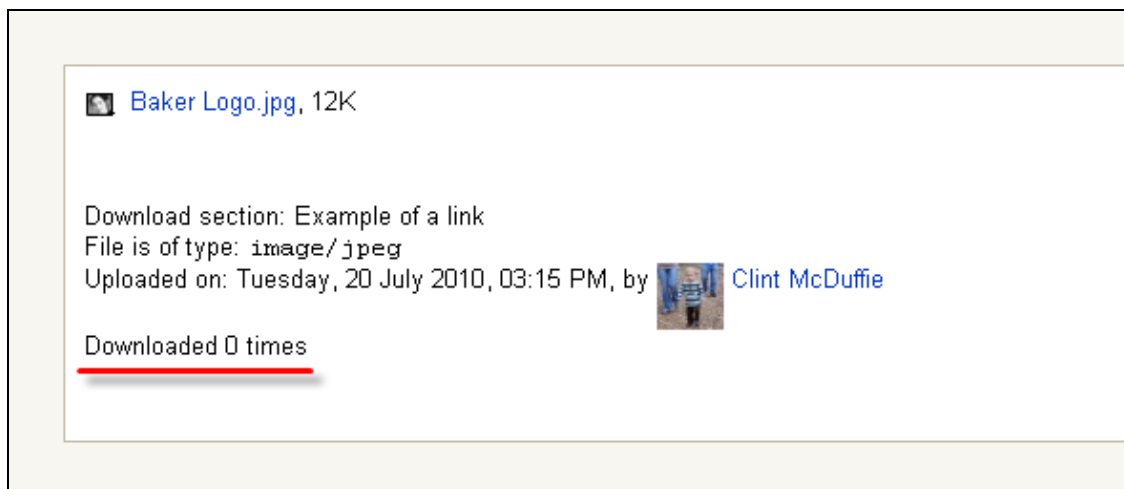
**Note:** When creating subpages within a wiki, if you change any of the information within the hard brackets it breaks the original link, causing the page to fall under the Orphaned Page. Only your instructor is able to delete orphaned links.



8. **Wanted Pages:** This function allows users to list pages they wish to see within the wiki.

9. **Wiki Export:** This function allows you to save all your wiki pages as a zip file and save it to your computer.

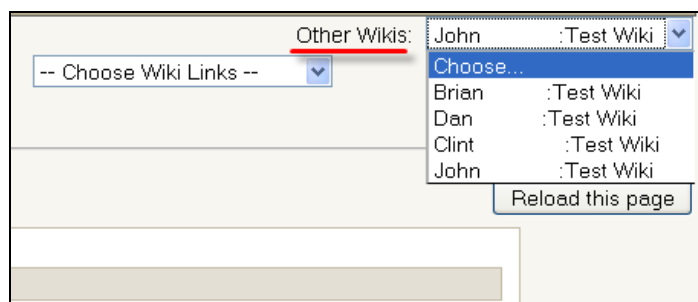
10. **File download:** If files have been added to your wiki this option will reveal which files have been downloaded by the wiki's users and how many times.





**E. Other Wikis:** Depending on the **Type** and **Group mode** settings, this drop down menu will allow you to navigate to other wikis.

In this illustration the **Type** is **Student** and the **Group Mode** is **Visible groups**.



You can access any wiki from the drop down menu by clicking on the wiki's name.

Once you click on the wiki's name you will be able view that person's wiki page. Depending on the settings you may be able to edit or share content within that page.



## Glossary

Glossaries are a way to build and maintain course specific terminologies and meanings. There is a main glossary that only the instructor can edit, but secondary glossaries allow students to comment, enter new terms, and auto-link.



Click here to watch a video on adding content to a glossary.

How students view and what functions are made available is determined by how the instructor sets up the glossary. The tutorial below illustrates the most common functions available to students.

It is important to note that depending on how your instructor sets up the glossary, some terms are accepted automatically and some may require approval by the instructor.

Your glossary will appear with its title next to this icon:



Click on the title next to the glossary icon to enter the glossary.

The main view of the glossary offers options on how you search or sort through entries.

Keep in mind some of the options available will depend on how your instructor configures the settings when creating the glossary.







The instructions/description of the glossary appear at the top.

This is an example of how this can look or setup.

Search  ☒ Search full text

Add a new entry

Typing a word into the search box provided at the top will search all entries and display the ones with that word in them.

Type the word into the space provided directly behind the **Search** tab, then either click enter or the **Search** tab.

Entries will appear below.

Search  ☒ Search full text

Add a new entry

Search: learning

Moodle

A learning management system that is used to facilitate online education.

Click **Add a new entry** to enter a new word and its definition.

Search  ☒ Search full text

Add a new entry

Browse by alphabet Browse by category Browse by date Browse by Author

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O  
P | Q | R | S | T | U | V | W | X | Y | Z | ALL



Add the new term next to **Concept**.

General

Concept\* Baker University

Definition\* ?

Trebuchet 1 (8 pt) Lang B I U S x<sub>2</sub> x<sub>2</sub>

In the space provided under **Definition** enter the term's meaning.

General

Concept\* Baker University

Definition\* ?

Trebuchet 1 (8 pt) Lang B I U S x

Kansas' oldest university.

Next, if your instructor has setup the glossary to allow for the creation of categories in the settings, enter the associating term with the correct category.

Simply click on the name of a category provided. In the illustration below there have not been any categories created.

Categories

Not categorised

Each entry in the glossary can have an associated list of **Keywords** (or aliases).



**Enter each keyword on a new line** (not separated by commas).

Keywords are used as alternative ways to refer to the entry.

If the keyword is part of a search, the term associated with it will appear.

Format ? HTML format

Categories Not categorised

Keyword(s) ? Baker  
University  
Kansas

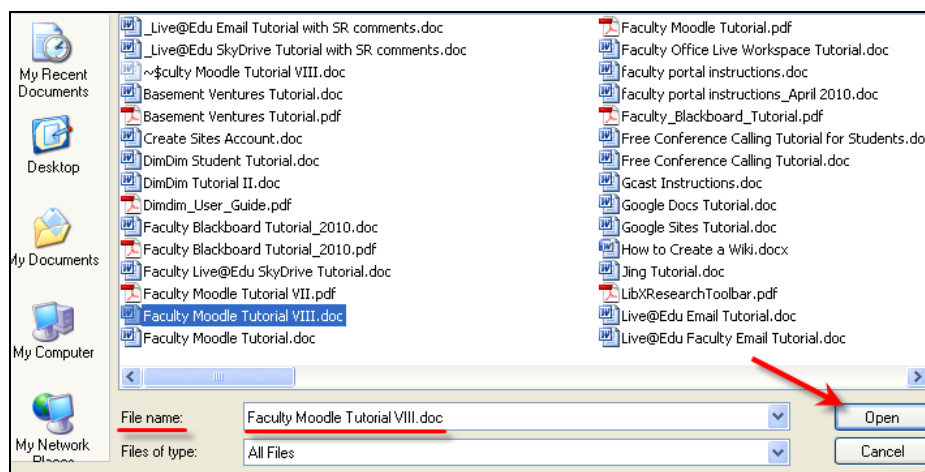
If you wish, you can attach a file by clicking on **Browse**.

Keyword(s) ? Baker  
University  
Kansas

Attachment (Max size: 100MB) ? Browse...

Next, locate the file to upload from your computer.

Then click on the file you wish to upload. Once its name appears in the rectangle next to **File name:** click on **Open**.





The file's name will appear next to the **Browse** tab.

Once you click on **Save changes** at the bottom the file will be attached.

The screenshot shows a form with two sections. The top section is labeled 'Keyword(s)' with a help icon. It contains a text box with the text 'Baker University Kansas'. The bottom section is labeled 'Attachment (Max size: 100MB)' with a help icon. It contains a text box with the path 'C:\Documents and Set' and a 'Browse...' button. A red line is drawn under the text box in the attachment section.

Choose the **Auto-linking** settings next (if this was enabled in the glossary's settings by the instructor).

The screenshot shows a form titled 'Auto-linking'. It contains three rows of settings, each with a text label, a help icon, and a checkbox. The first row is 'This entry should be automatically linked' with an unchecked checkbox. The second row is 'This entry is case sensitive' with an unchecked checkbox. The third row is 'Match whole words only' with an unchecked checkbox.

1. Click on the box behind **This entry should be automatically linked**, which means that whenever the concept's words and/or phrases appear throughout the rest of the same course users are able to link directly to the glossary.

The auto-linking will happen whenever the words or phrases are used in a forum, assignment, blog, or wiki.

Once a user clicks on the word a new window with the glossary entry will pop-up.

**Note:** The other two options for **Auto-linking** will be made available once **This entry should be automatically linked** is selected.

2. Checking the box behind **This entry is case sensitive** specifies whether matching exact upper and lower case is necessary when performing automatic linking.

3. If automatic linking is enabled, then turning on **Match whole words** by clicking on the box behind the phrase will force only whole words to be linked.

For example, a glossary entry named "demo" will not create a link inside the word "demonstration".



When finished click **Save changes** at the bottom.

**Auto-linking**

This entry should be automatically linked ☒

This entry is case sensitive ☐

Match whole words only ☐

**Save changes** **Cancel**

When the screen refreshes the entry will be shown.

If you have **attached a document** it will be found on the right hand side of the entry.

**Keywords** will be located in the drop down menu in the middle of the entry.

You are able to **delete** the entry by clicking on the **X** in the bottom right corner of the entry.

You are able to **edit** the entry by clicking on the edit icon in the bottom right corner of the entry.

Browse by alphabet Browse by category Browse by date Browse by Author

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O  
P | Q | R | S | T | U | V | W | X | Y | Z | ALL

**Baker University**

Kansas' oldest university.

Keyword(s): Baker

LEARNING\_TEAM\_EVALUATION\_FORM.doc

X [edit icon]

If your instructor enabled the **Add comment** option you will see the icon below in the bottom right corner of the term.



Clicking on this will place the term and it's definition at the top and provide you with a text box to enter a comment.

**Sample**

Just a sample.

Keyword(s): Sample

**Comment**

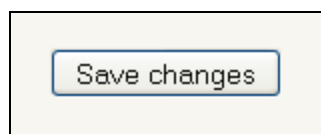
Trebuchet 1 (8 pt) Lang: [dropdown] B I U S [dropdown] [dropdown]

Nice job.


Path: body



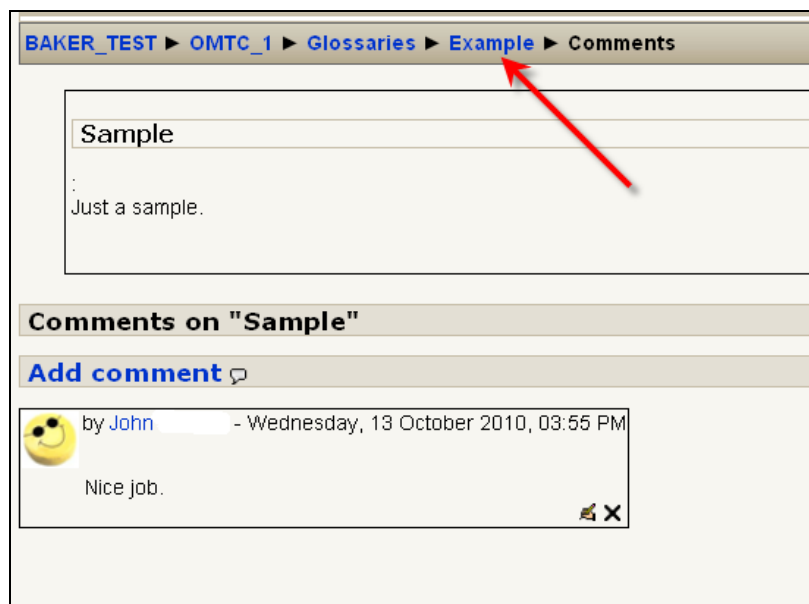
When you are finished click **Save changes** at the bottom.



When the screen refreshes you will see the term and its definition along with your comment.

You are able to edit your comment by clicking on  in the bottom right corner, or you can delete the comment by clicking on the **X**.

Return back to the glossary by clicking on the glossary's title found in the bread crumb trail in the upper left corner of the screen.





## How to Browse Entries

### Browse by Alphabet

When you initially enter the glossary you are on the **Browse by alphabet** page (as long as it has been enabled by your instructor).

This means the alphabet will appear in the middle of the page. Clicking on a letter will take you to a page that contains all entries beginning with that letter.

**Note:** The letter you are viewing will change to a bold font.

Browse by alphabet | Browse by category | Browse by date | Browse by Author

Browse the glossary using this index

A | B | C | D | **E** | F | G | H | I | J | K | L | M | N | O  
P | Q | R | **S** | T | U | V | W | X | Y | Z | ALL

**S**

Sample

Just a sample.

Keyword(s): Sample

### Browse by Category

Categories are setup by the instructor and terms are added by users. Depending on which categories and how many have been set up will determine how many options there are for this category.

Click on the **Browse by category** tab in the middle of the page.

Browse by alphabet | Browse by category | Browse by date | Browse by Author

Edit categories

Example

Example

Sample

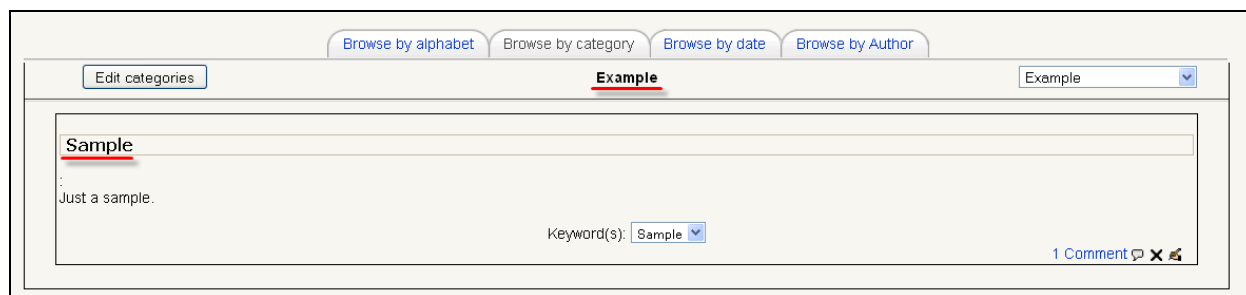
Just a sample.

Keyword(s): Sample

1 Comment



The name of the category will appear in the center of the page in bold type. All of the terms and their definitions will appear below the category heading.



Change categories or choose a different category to search through by clicking on the drop menu to the right of the category title.

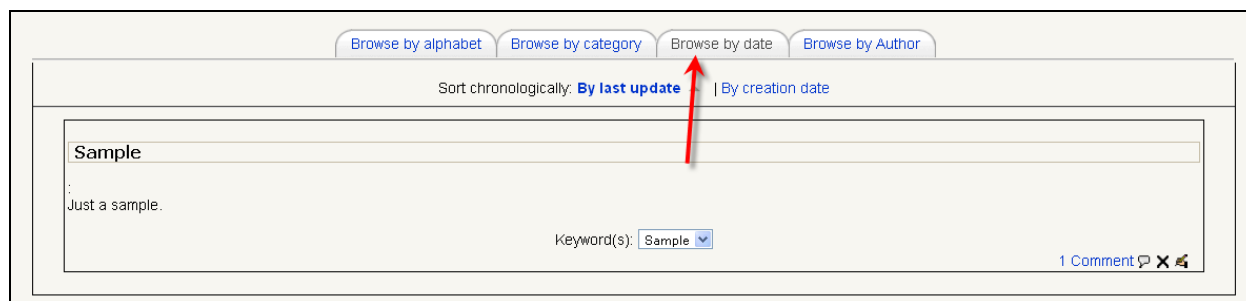
Click on the name of the category you wish to navigate to.

**Note:** You will always have the option to choose **All Categories**, which will display all the available category entries.



## Browse by Date

Clicking on the option to **Browse by date** in the middle of your screen allows you to search through entries by date, either when the entry was last updated or created.





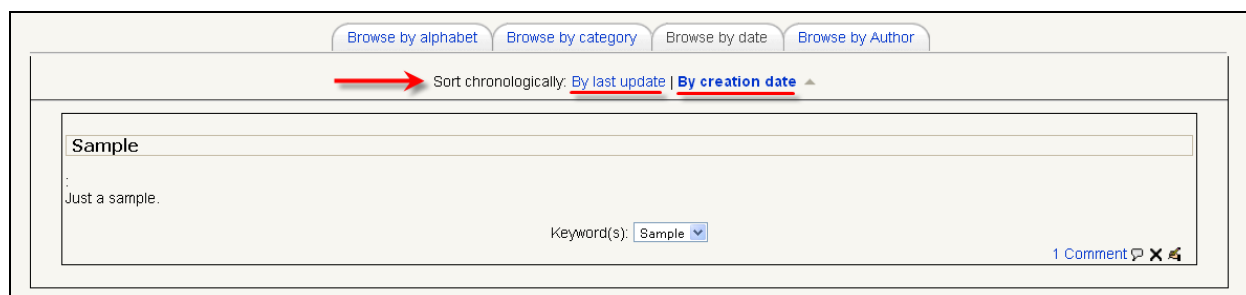


Once you have entered the **Browse by date** option you can search entries either **By last update** or **By creation date**. These options are found behind the phrase **Sort chronologically**.

**By last update** means entries that have been recently updated will appear first.

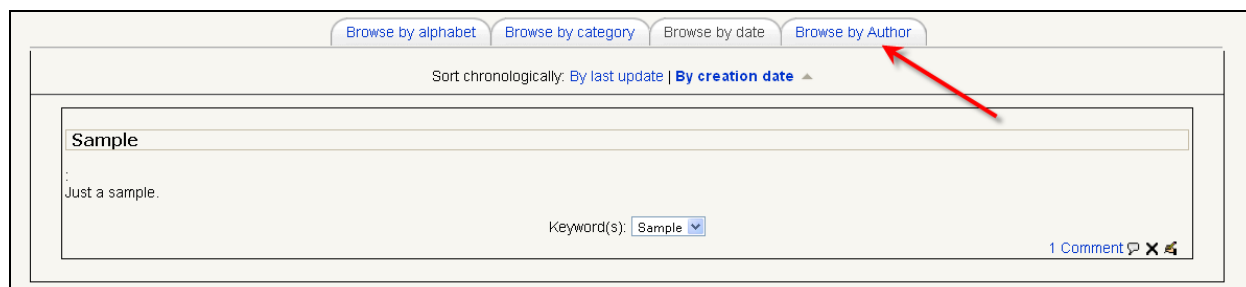
**By creation date** means entries appear in order of when they were created, with the most recently created terms appearing first.

You will know which one you are searching by because the title will appear in bold type.



### Browse by Author

Clicking on the **Browse by author** tab in the middle of the screen allows you to search by who created the entry.





Once in the **Browse by author** option you have three ways to search.

1. **All**: Using this option brings up all authors of entries on one screen.
2. **Surname**: This allows you to search by an author's last name. This option is found under the alphabet and next to the phrase **Sort by**. You know you are in **Surname** because it will appear in bold type. Click on the letter you wish to search by that corresponds with the first letter in the author's last name.
3. **First name**: This allows you to search by an author's **First name**. This option is found under the alphabet and next to the phrase **Sort by**. You know you are in **First name** because it will appear in bold type. Click on the letter you wish to search by that corresponds with the first letter in the author's **First name**.

**Note**: The author's name and profile image will appear above the entry as well.

This is an [example](#) of what a glossary can appear as and how it can function.

Search  ☒ Search full text


[Add a new entry](#)

[Browse by alphabet](#) [Browse by category](#) [Browse by date](#) [Browse by Author](#)

Browse the glossary using this index

A|B|C|D|E|F|G|H|I|J|K|L|M|N|O  
P|Q|R|S|T|U|V|W|X|Y|Z|**ALL**




Sort by: **Surname** ▲ | [First name](#)

  
**John**

Sample

:  
Just a sample.

Keyword(s):

1 Comment   

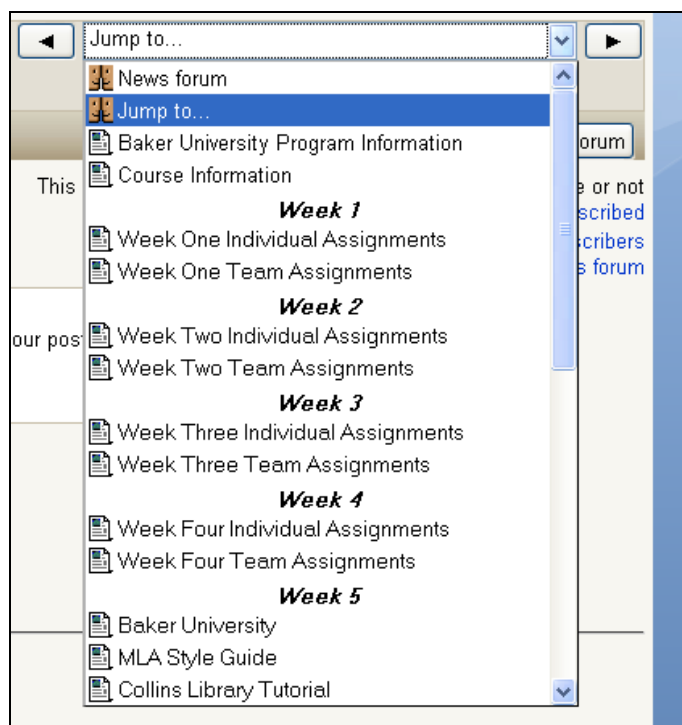


# Jump to



Click here to view a video on how to jump around Moodle.

This feature allows you to use a drop down menu to navigate immediately to other areas of the course. The Jump to menu appears in the upper right hand corner a page.





Below are links to all the videos in this tutorial. The videos can also be found at [YouTube](#) by searching for **spgsstudent**.

[Create a Student Portal Account](#)

[How to Access Moodle](#)

[Moodle Icons](#)

[Moodle's Interface](#)

[How to Edit Your Profile](#)

[Turning in Assignments in Moodle](#)

[Testing in Moodle](#)

[Using Chat in Moodle](#)

[Instant Messaging in Moodle Part I](#)

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