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**Accessing Moodle**

Moodle is accessed via the myMILLIKIN campus portal (https://my.millikin.edu).

- If you do not have a username and password for myMILLIKIN, contact the Information Technology (IT) Department at (217) 362-6488 or infotech@millikin.edu.

In myMILLIKIN, select the **Moodle** icon from the Fast Access menu (upper right), or select either **Moodle** or **Moodle Courses** from the Academics menu.

**The Dashboard**

The Moodle dashboard is designed to organize your courses and help you navigate the site.

The dashboard is defaulted to the courses tab, show you your “In Progress” courses. To access upcoming courses, click “Future.” To access courses from previous semesters, click “Past.” Note that there may be multiple pages of courses on each tab.

To Enter any course, click the **Course title**.
Course Creation

Moodle courses are created automatically via a link between Moodle and MUOnline/Banner. Courses are generally created at least five weeks in advance of the start of a semester.

- If you notice that one of your courses is missing, check the Summary Course Listing in MUOnline. If the course says instructor TBA or is assigned to another instruction, that information MUST be updated first – contact the Registrar’s Office at (217) 424-6217. Once MUOnline is updated, the changes will be reflected in Moodle within 24-48 hours.
- If you need a course shell for another purpose (e.g. a council or committee, a student group, or a campus program or department) please contact the Educational Technology Department (see last page) for assistance.
# Course Combinations

Often, faculty members wish to combine “like” courses together. Sometimes this can be achieved automatically, other times the Educational Technology Department must provide assistance.

<table>
<thead>
<tr>
<th>Type of Combination</th>
<th>Automatically Combined?</th>
<th>Action to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Listed Course (i.e. a course with both a departmental and IN number)</td>
<td>Yes – All students will automatically be enrolled in all sections of the course on Moodle.</td>
<td>Choose ONE of the Moodle courses to use. It does not matter which one. Hide the course shell(s) you aren’t using to avoid student confusion (in the course: Edit Settings &gt; Visible &gt; No). You may wish to edit the course name (Edit Settings) to display both course numbers.</td>
</tr>
<tr>
<td>Sequenced Fine Arts course (i.e. where students are enrolled under different course numbers depending on grade level and/or years of participation, e.g. ML 111, 211, 311, 411)</td>
<td>Yes – All students will be enrolled in a special section that combines all levels of the course. (e.g. ML #11 Sequenced Course Spring 2018 (Moniz))</td>
<td>You can use either the individual sections or the combined section. Hide the course shell(s) you aren’t using to avoid student confusion (in the course: Edit Settings &gt; Visible &gt; No). If you choose to use the combined course shell, edit the course title to something more descriptive than “Sequenced Course.” (Found on the edit settings menu).</td>
</tr>
<tr>
<td>Course combines two different student populations (e.g. there is a section 01 and P01 or a section 01 and a section G01)</td>
<td>It depends – if the courses were cross-listed by the registrar, then see cross-listed courses above. If they are not cross-listed, the students are not combined.</td>
<td>If the courses are not cross-listed, contact the Registrar and ask them to cross-list the courses.</td>
</tr>
<tr>
<td>Two (or more) sections of the same course (e.g. IN 140 21 and IN 140 22)</td>
<td>No</td>
<td>Contact the Educational Technology Department to have a manual combination made (or use the two separate courses, if you prefer).</td>
</tr>
</tbody>
</table>
Students

Students are automatically added to Moodle courses within 24-48 hours of registration.

- If a student is not showing up in Moodle, please start by checking your MUOnline Course roster. MUOnline is official, Moodle is not.
  - If the student IS on your MUOnline roster but not in Moodle, please WAIT. Most of these cases resolve themselves within 48 hours. If it has been more than 48 hours, please contact the Educational Technology Department (see contact info on last page).
  - If the student IS NOT on your MUOnline roster, that means they are not registered for the course. Have the student contact the Registrar and/or complete an add slip, as necessary.

- Faculty are not permitted to add students to Moodle. All students, including auditors, must be registered and up-to-date on payments in order to have access to Moodle.
  - Adding a student who is not on a roster and has no official business in the course is a violation of FERPA, Intellectual Property, and Copyright laws.
  - In some cases, it is possible to add a student to a course manually. Such cases include students working with the professor as a classroom assistant, teaching assistant, supplemental instructor, FYEM, or tutor. In order to have these students added to your course, please contact the Educational Technology Department in writing. You must provide the student’s full name and an explanation for having them added.
Rosters

In the Administration Block, click **Participants**.

When the list appears, you may wish to filter the list to only include active students.

- Remember that your list of Moodle participants is NOT an official course roster. Please refer to MUOnline for your official course roster.
- You may find students on your user list who are no longer in your course. This is why you must filter for the student role. Only those with the designation “student” are actually in the course. Students whose Status column says “suspended” with no roles or the role PriorStudent have dropped.
Course Settings

Basic course settings include the Title, Start Date, Number of Weeks, Format, Visibility, etc.

From your Moodle course page,
1) Click the Gear icon in the upper right.
2) When the menu appears, click Edit settings.
In the General section, you’ll want to review the Course full name, the course visibility, and the start and end dates. **In most cases, course dates will be defaulted to the traditional 16 week semester calendar (plus a 17th week to account for breaks).** You MUST change these dates if you are on a different calendar.

1. In most cases, you can leave your Course full name (course title) alone. However, depending on how the course title was truncated, you may wish to correct it.
2. If you wish to hide a course, change the visibility setting to Hide.
3. You MUST set a course start date, even if you intend to use the topics or social format. For flexible learning courses with Pre-class engagements, make sure to include the pre-class time when selecting your start date.
4. Moodle will automatically calculate the course end date based on a traditional 16 week semester – it will set up a 17 week course (the extra week accounts for Fall/Thanksgiving/Spring Break). However, if you wish to manually set a different end date, uncheck this box and proceed to step 5.
5. If you need to manually set an end date, click **Enable** and then enter the end date. For flexible learning courses with Post-class engagements, make sure to include the post-class time when selecting your end date.
Below the General section, you will find a box for a course summary. You do NOT need to complete this – the students will never see it.

In the Course format section (click the title to “expand” it), you can select your course format.

The available formats are:

- **Weekly format** – the most commonly used format. The course page is organized into weekly sections.
- **Topics format** – the most flexible format. The course page is organized into blank “topical” boxes, which you can name and use in any way you see fit.
- **Social format** – A format designed to take advantage of student affinity for social media. Uses a discussion forum as the main course page.
- **Single Activity format** – Displays only a single activity or resource on the course page. Useful for things like placement testing. Generally not useful for an actual course.

When you are finished making changes, scroll to the bottom of the page and click **Save and display**. (If you return to this screen later, you may also see the Save and return option. It doesn’t matter which save button you select in this case.)
Editing a Course

To make changes to your Moodle course page, you need to enter editing mode. To do this, you must click the **Gear icon** and then **Turn editing on**. The button is located near the top right of your screen.

When you complete your edits and want to return to the standard view, you may click **Turn editing off** (the former turn editing on button).

- It isn’t necessary to turn editing off. Students will still be able to access the course, and editing will go off automatically when you logout.
Adding Text

You can add text, images, and selected other items to the text area in each weekly or topical section. **Turn editing on** (see pg. 12) and then click **Edit** in the top right of the section you wish to edit.

When the option box pops up, click **Edit week**.

The Text Editor will open.

1. The default title will appear here. If you wish to leave it as is, skip to step 3.
2. If you want to edit the section name (e.g. perhaps rename “Topic 1” to “Assignments” or “Date 1 – Date 2) to “Week One,” check the **Custom** box, which will then unlock the Section Name, and you can type in whatever you like.
3. Type text in the large box.
4. Click **Save changes**.

(see image on next page)
Adding Resources and Activities

First, make sure you have clicked **Turn editing on** (see pg. 12). Links will then appear in the lower right corner of every weekly/topical area. Click the +**Add an activity or resource** that corresponds to the section you would like to edit.

A note on Moodle language: A *resource* is a file imported from elsewhere. It cannot be edited within Moodle. An *activity* is created and edited within Moodle.

Adding Files/Documents

Start by turning editing on (see pg. 12).

If you know where you want your file to go and do not need to rename it, you can simply drag and drop it onto your page and let go when you reach the desired location.

If you wish to have more control over the upload, use the following steps:
In the desired week or topic area, click **Add an activity or resource** (see pg. 14).

1. Click the radio button next to **File**. Depending on the size of your screen, you may need to scroll down first (use the scroll bar between the two columns).
2. Click **Add**.
Type the name or title of the document in the Name box. You do not need to fill in the description box.

Now, you’ll add your file. You have two options.

Option 1: Drag and Drop

Open your file directory, and click and drag your file into the box with the dashed outline. Once the file appears (this may take several sections with larger files, particularly PDFs and PowerPoints), you can jump to the bottom of the page and click Save and return to course.

Option 2: File Picker

Click the file Add icon.
When the File picker opens,
1. Click **Upload a file**
   Click **Browse**

Do *not* make changes to the license unless you want to share your file with the Moodle community.

![File picker](image)

Once you have located and selected your file, its name should appear in the box to the right of the browse button.

![Attachment](image)
Click **Upload this file**.

This will return you to the previous page. Check that your file appears in the Select files area. Hint: Uploaded the wrong thing? Right click on the thumbnail image and choose Delete.

Scroll to the bottom of the page and click **Save and return to course**.
You should now see your file on the course page. Click on the name to view and download it. Note that file will be displayed with the name you designated in the Name field, not with the actual file name. In the sample above, the file name is book_group_syllabus18.docx, but it appears in my course as “Syllabus” as that is what was entered in the name field.

Need to edit your file? Remember, files are resources, so you’ll need to edit them with your original software (e.g. Word, PowerPoint, etc.), and then re-upload the corrected copy to Moodle.

Hint: The syllabus really should be uploaded to the date-less section of the course at the very top, not to the first week of the course.
Assignments

An assignment is an electronic dropbox, designed for the electronic submission and assessment of student work.

To set up an assignment, begin by clicking **Turn editing on** (see pg. 12). Then, in the desired weekly or topical section of the course, click **+Add an activity or resource** (see pg. 14).

1. Click the radio button next to **Assignment**.
2. Click **Add**.

![Add an activity or resource](image)
In the **General** section, you will need to provide the **Assignment Name** and **Description**. The description will appear at the top of the page when students click on the assignment. This is a good place to either a) provide the assignment instructions, or b) remind students where to find instructions, if you supplied them in the syllabus or separate handout.

![Screen capture of the General section in Moodle](image)

Also in the **General** section, you’ll find a place to attach additional files to the assignment. Some examples of files you may wish to attach include:

- Any handouts or instructions you distributed in class
- A reading, spreadsheet, video (or other file type) that the students may/must use in completing the assignment
- A template or sample for completing the assignment
- A template or worksheet students must complete as all or part of the assignment and then submit to you
- A copy of the rubric/grading standards that will be used to evaluate the assignment

You can place multiple files in this space.

In the example below, I have included the reading referenced in the description (see previous image).
In the **Availability** section, you control when students can submit assignments.

First, choose start and due dates for the assignment. You do not have to set a start date (uncheck the enable box if students can, but you should (in most cases) set a due date.

Moodle uses a 24-hour clock. Thus, an assignment due at 05 00 is due at 5:00 AM Central Time, while an assignment due at 17 00 is due at 5:00 PM Central Time. Students will see the time displayed on a traditional 12-hour clock, with an AM or PM designation, adjusted for their selected time zone.

On a 24-hour clock, midnight begins the day. Therefore, in the screenshot below, where the due date is midnight on January 27, this means as January 26 turns into January 27 (not as the 27th becomes the 28th). If you use midnight deadlines, it is **strongly** suggested that you clarify this with your students ahead of time.

If you wish to cut off late assignments after a certain date, enable the Cut-off date and set it to the last date/time you will accept *any* work, *including* late work.

![Availability screenshot](image-url)
In the Submission types section, you are specifying what you want to receive from each student.

Submission types: **Online text** provides students with a text box to type their assignment directly into Moodle. It is best used for short (perhaps in-class) assignments. For longer assignments, you and your students will better served uploading files completed in a full-featured word processor (or other program, so you should choose **File submissions**.

The Maximum number of uploaded files is per student, and your choice will depend on what the assignment is. For example, if each student is submitting a paper only (e.g. a Word document), then 1 file per student is sufficient. However, if you are expecting multiple components from each student (e.g. a Word document and an Excel spreadsheet at the same time as part of the same assignment), you will need to increase the number of allowed files per student.

It is best to leave the maximum submission size set to the course limit (i.e. don’t make it smaller).

In most cases, leave the Accepted file types box alone, which will accept all file types. However, for certain types of media files, you may wish to make restrictions. Follow the format specified when you click on the question mark.
The Feedback type settings control what kind of feedback you can give students.

- Feedback comments: Selecting this allows you to type comments into Moodle in response to student submissions. (Please note that comment inline feature is only available if you activate feedback comments).
- Feedback files: Selecting this allows you to grade student submissions in your word processor (e.g. using the track changes and comments features in Microsoft Word) and then send the marked up paper back to the student via Moodle.

In Submission settings, you can add additional requirements for students.

You have the option of requiring students to click an additional submit button after they upload and save their assignment. I recommend leaving this set to No – do not create additional and artificial barriers to completion of the assignment.

Require that students accept the submission statement will require students check a statement affirming that the work they are submitting is their own. It is recommended that you set this to Yes.

In general, leave the Attempts reopened and maximum attempts alone. If you do need to re-open the assignment for the entire class, choose Manually from the dropdown and then determine the maximum number of attempts (the initial attempt counts as one, so if you want allow one re-attempt, this is two total attempts).
In the Grade section:

- If you use a **percent-based** grading system, leave the **Maximum points** set to 100 (as you will enter a grade out of 100%).
- If you use a **point-based** grading system, set the **Maximum points** to the appropriate number (e.g. 20 points).
  - If you need to set the value above 100, please contact the Educational Technology Department for assistance. You will need to use a custom grade scale.
- DO NOT change the type dropdown. Point and Scale do NOT mean what you think they do in this context.

The simplest grading method is the default, **Simple direct grading**. To learn more about the advanced grading options, contact the Educational Technology Department.

By default, grades are available to students as you complete them. If you wish to hold all grades until you have graded all the papers, you’ll want to change Use grading workflow to **Yes**.
Scroll to the bottom of the page and click **Save and return to course**.

To view assignments once they’ve been submitted, click on the name of the assignment (from the course page) and then click either **View all submissions** or **Grade** to be taken to the papers.

If you need assistance grading submitted assignments, contact the Educational Technology Department.
Websites (URLs)

To add a link to a website, begin by clicking **Turn editing on** (see pg. 12) and then choose the +**Add an activity or resource** link in the desired section of the course (see pg. 14).

When the menu opens, scroll to the bottom.

1. Choose **URL** (URL stands or Uniform Resource Locator, which is the proper name for “website address.”)
2. Click **Add**.

1. Name your link (This is what will appear on your course page).
2. Add your URL. You **must** include the protocol (e.g. the http:// or similar). The **easiest** way you to ensure your URL will work is to **cut and paste** it from the original website. **Ignore** the Choose a link button provided by Moodle.

You can link any web resources this way. Just keep in mind that certain audio and video content, such as YouTube links, will auto-play as soon as you click the link in Moodle. If you’re storing links in Moodle to show in class, don’t click on all of them at once 😊

**Save and return** when you are finished.
Library Content

Staley Library subscribes to over 75 databases that contain articles, audio, video, and/or images. Almost all of this content can be used as part of a Moodle course.

In order to comply with Federal Copyright laws, when using library content, you must:

- Link to the content. Wherever possible, do not copy PDFs and host them in your course. Linking is more compliant with legal requirements, and it also means the library gets usage statistics when students use the resource.
- Terminate access to all content when the course ends. Please hide your course (see pg. 11) after it ends.

The key thing to remember in using library content is that you want to use a permanent link (or Permalink), not the URL that appears in the navigation bar when you search a database.
In EBSCO-branded databases, you first click the Permalink icon (see above image) and then copy the Permalink that appears above the article title. Note there is both an https:// and an http:// protocol in the link. You must copy the entire link for it to work. The first part of the link is the library’s proxy server, which allows users to use the database content from off campus (i.e. when not connected to the Millikin network). The second part of the link tells the database what specific article to retrieve.

Once you copy the link, follow the directions above for inserting a URL in your course. Your screen should look something like this:

For complete instructions on how to find (or create) Permalinks for all Staley Library databases, visit [http://millikin.libguides.com/permalinks](http://millikin.libguides.com/permalinks).
MediaSite Content

If you use Millikin’s mediasite account to create content, you can also add links to this content in Moodle. Follow the instructions above to add a URL.

In mediasite, open the video you want to link to Moodle and:

1. Select the **Share** tab.
2. **Copy** the link. Please *link* your video – do *not* embed it. Return to Moodle and paste in the URL dialog.
Discussion Forums

To add a discussion forum, begin by clicking Turn editing on (see pg. 12) and then choose the +Add an activity or resource link in the desired section of the course (see pg. 14).

When the menu opens,
2. Click Add.
In the **General** section,

1. Give the Forum a name.
2. Provide instructions and a question or topic for discussion.
3. Select a forum type. The forum type controls how many and what types of posts individuals may make. If you are unsure what forum to use, stick with the default – standard forum for general use.

Some things to consider as you give your students instructions:

- How many posts is each student required to make during the week (or whatever the forum duration is?)
- How long are posts expected to be?
- How formal do you expect posts to be? Are students providing an initial reaction to something or chatting, or do you expect citations and more thought-out response?
- Do you expect students to respond to one another? If so, what constitutes a satisfactory response? Is “I agree with Bob” an acceptable response for credit, or do you expect them to be more detailed? Be clear about what you’re looking for.
- If you are dealing with a controversial topic, you may wish to remind students that this is not an Internet comments sections, and flaming is not permitted.

Under **Subscription and tracking**, you may wish to select **Subscription disabled** if you don’t want a deluge of forum e-mail.

When you are finished, scroll to the bottom and click **Save and return to course**.
Quizzes

Moodle refers to this entire family of assessments as quizzes. You can call them quizzes, tests, exams, midterms, finals, etc, but for the purposes of setting something up in Moodle, they are quizzes.

Please note that what follows is a very basic introduction to Moodle quizzes, demonstrating a multiple choice quiz. For other formats, and for more complete guidance, please contact the Educational Technology Department (see last page).

To set up a quiz, begin by clicking Turn editing on (see pg. 12). Then, in the desired weekly or topical section of the course, click +Add an activity or resource (see pg. 14).

To add a quiz,
1. Click the radio button for Quiz.
2. Click Add.

In the General section,

1. Give your quiz a name. You can call it “Quiz 1” or “Exam 2” or “Midterm,” or you can use a topical identifier such as “Shakespeare Quiz.”
2. Type your instructions in the Description area.

Best Practices for the Quiz Description:

- Remind students that they must click submit when they are finished. Quizzes that are not submitted will not be transmitted to the instructor for grading.
- Remind students not to use the arrow keys to scroll between questions. This will have the undesired effect of changing their responses to multiple choice questions. They should use their mouse or trackpad to scroll up and down on the page.

(see image on next page)
In the **Timing** section, you’ll determine when and for how long the quiz is available.

1. Enter the earliest date/time the quiz can be taken is. Remember this is a 24 hour clock. (You may have to click enable first).
2. Enter the date/time at which the quiz must be finished. (You may have to click enable first)
3. Once students begin the quiz, you can restrict how long they have to complete it. Don’t forget to choose a unit. You’ll need to click enable first.
In **Grade** settings, the only box you need to attend to is Attempts allowed. By default, each student gets one attempt. You can change this if you wish. If you do allow multiple attempts, be sure to designate a grading method (e.g. student keeps highest score, scores are averaged, etc). You will set the actual value of the quiz later.

![Grade Settings Diagram]

In **Layout** settings, you choose how many pages the quiz appears on, as well as how students can navigate.

1. You do not need a new page for every question, especially for multiple choice. A new page every 5 questions or so is manageable without a ton of scrolling.
2. **Free** navigation allows students to complete the questions in any order they wish, and they can return to earlier pages of the quiz. **Sequential** navigation requires the students to complete the pages in the order they are presented.

![Layout Settings Diagram]
In Question behavior, determine if you want the answers to your multiple choice questions shuffled (they will appear in a different order to each student). This is a good security feature, but remember that “All of the above” will not appear last for most students, so watch your wording.

In Review options, you control when students can see what their score was, as well as review the questions and correct answers. The default settings will match those in this picture, and they allow students to view their raw score (Points/Marks depending on your language settings) immediately (as soon as they complete the quiz), but they cannot review the questions (The attempt, or the right answers until the end date of the quiz has passed.

Scroll down to the bottom and click Save and display to save your settings and begin adding questions.
Click **Edit quiz**.

If your quiz is *not* worth 10 points, change and **Save** the new value at the top of the page. If you aren’t sure how many questions/points you have yet, you can edit this later, but *don’t forget!*

To add your first question, click **Add**.
When the pop up appears, choose the source of your question. In most cases, you will choose **a new question**. (For information on using question banks, contact the Educational Technology Department (see last page).

Choose your question type. For this example, we will choose multiple choice.

1. Click on the **radio button** next to your question type.
2. Click **Add**.
In the General settings,

1. Choose which category you would like to store your questions in. By default, Moodle will choose to create one big question bank for the course. This makes it difficult to locate individual questions in subsequent semesters or for the final exam. We suggest changing this to “Default for [quiz name]” instead.

2. Each question must have a name. This is *not* the question text, it’s a keyword or phrase to help you (the instructor) find the question easily in the question bank at a later date.

3. Enter the question text.

4. Enter the number of points for the question is worth.
Continuing in the General section, you can leave the general feedback box blank.

1. Decide if the question has one or multiple answers. Note: A student must get all parts of the “multiple answer” in order to get full credit. You’re telling Moodle that the correct answer is “A and C,” not “A or C.”

2. If this box is checked, Moodle will shuffle the answer choices for each individual student. They’ll all see all of the choices you enter, but in a different order. NOTE: If you choose this option, watch your wording. You may enter “All of the Above” as the last answer choice, but some students will see it presented as the first choice, others in the middle, etc. Also note that this choice will be over-ridden by whatever you chose in the quiz set up (see pg. 36).

3. Choose how you would like the question labelled: Small letters, capital letters, Arabic numerals, Roman numerals (capital or small), or none. We suggest consistent lettering/numbering throughout your quiz.

When you begin inputting answer choices for multiple choice questions, be sure to vary where you put the correct answer, especially if you are not having Moodle shuffle the responses. Otherwise, all of your answers will be A!

Here’s an example of how to input an INCORRECT answer:

1. Type an answer choice.
2. Since this answer is incorrect, it receives no credit, or a grade of “none.”
3. You can leave the feedback blank, or you can supply notes to the student, such as where they might find the correct answer to the question/how they should re-study this material for the final, etc. They will not see this feedback until the quiz is complete, unless you change the Review Options (see pg. 36).

(see image on next page)
Now, let’s put in the CORRECT answer.

1. Type the correct answer.
2. Since this is the correct answer, it gets 100% of the credit for this question. Change the dropdown to reflect this. (Note: if the question contains multiple answer parts, you’ll need to divide up the percentage between the correct answers. The student can only reach 100% by choosing all of the correct answers).
3. Once again, you can either leave the feedback box blank, or you can reinforce where the correct answer is found in the course materials, etc. You could also congratulate the student on a correct answer choice. They will not see this feedback until the quiz is complete, unless you change the Review Options (see pg. 36).

By default, Moodle provides five answer blanks for a multiple choice question. If you need fewer, simply leave the extras blank, they will be ignored. If you need more, click Blanks for three more choices at the end of the section.
Scroll past the remaining options and click **Save Changes**.

Continue adding questions until you have completed your quiz!
Manipulating Activities & Resources

To make any modifications to your activities and resources, you will first need to **Turn editing on** (see pg. 12).

To **rename** an item, click the **Crayon**. Type the new name of your item in the box that appears, then **Press enter** on your keyboard. If you do not press enter and click somewhere else on your screen, your changes will not be saved.

To **indent** an item,

1. Enter the edit menu.
2. Click **Move right**. (Note: Upon clicking the move right, the move left option will appear should you need to move the item back to the original location).
To move an item, hover your cursor over the crosshair icon, and then click and drag the item to its new location. To move an entire weekly section, click and drag as shown in A. To move a single item, click and drag as shown in B.

To edit an item’s properties,
1. Enter the edit menu
2. Click Edit settings. (Note: this will allow you to edit the item’s properties, not the actual item).
To *duplicate* an item,

1. Enter the edit menu.
2. Click **Duplicate**. (This feature is helpful when you want to add a bunch of similar items – such as assignment dropboxes – where most or all of the properties are the same, and you just want to make a couple of quick edits – to the titles or due dates, for example).

To *delete* an item,

1. Enter the edit menu.
2. Click **Delete**.
To hide an item from students,
1. Enter the edit menu.
2. Click Hide.

To unhide an item you’ve previously hidden,
1. Enter the edit menu
2. Click Show.
You can also *hide/show an entire week* by using the edit menu associated with the weekly box.
Adding Blocks

Blocks are additional Moodle features that appear in your course sidebar when you add them. To add a block, start by clicking Turn editing on (see pg. 12).

You should see Add a block appear in on the left toolbar. Click Add a block and then choose the block you want to activate.
E-mailing Students

One of the most useful blocks is Quickmail, which allows an instructor to e-mail all or some of the class participants directly from Moodle.

Follow the instructions above on Adding a block. When the menu pops up, choose Quickmail. (The list is alphabetized, so you will need to scroll to Q).

The Quickmail block will appear on the right of your screen. (Note: If you are on a device with a smaller screen, the Quickmail block will appear at the end of your course, underneath the weekly boxes).

Click Compose New Email to send an e-mail message.
You can e-mail the entire class, or specific students. The e-mail message is delivered to students’ Millikin e-mail account.

To e-mail the entire class, click **Add All**. You should see the list of names in the Potential Recipients column move to the Selected Recipients column.
1. A subject line is *required* to send a message. Your message will not be sent without it.
2. Type the text of your message.
3. Make sure **Receive a copy** is set to **Yes**. It is recommended that you send yourself a copy of any message you send from Moodle, since messages *are not* automatically added to your Outlook Sent Items folder.
4. Click Send Email when you are finished. Please note that it can take up to 30 minutes for e-mail sent from Moodle to reach student inboxes.
Adding Additional Faculty

In some cases, you may wish to add additional faculty who are co-teaching, leading a lab or clinical section, taking over while you are on leave or at a conference, or observing your teaching.

To add another faculty member:

Click on **Participants** (see pg. 8).

Click on **Enroll users**.

1. Click in the **Search** box and **Type the name** of the person you wish to add. Spelling matters – Moodle will not offer alternate suggestions.
2. Click on the correct name and then press enter. The name will appear above the search box.
3. Select the role you wish to assign (remember, you CANNOT add students – only faculty).
4. Once you have selected everyone you want to add, click **Enroll Users**.
Seeing What Students See

To see what the course looks like from a student (or other role)’s perspective,

1. Click on your name in the upper right.
2. Click on **Switch role to**...
Click **Student** (or whichever role you wish to take on).

When you are finished, to return to the teacher role,

1. Click on your name in the upper right.
2. Click on **Return to my normal role**.
Gradebook

The gradebook is one of the most complex modules in Moodle. What follows is a very basic introduction to setting up a Points-based gradebook. For more complex grading schemes, please schedule a one-on-one consultation with the Educational Technology Department (see last page for contact details).

Please remember that grades in Moodle and MU Online are not linked. Even if you use the Moodle gradebook, you need to manually enter your midterm and final semester grades in MU Online.

From your Moodle course page, click Grades.

Your students’ names will automatically show up in the gradebook, as will any Activities you added via the activities dropdown (electronic assignments, quizzes, etc.)

However, you may need to add additional items to your gradebook.

Locate the Grader report dropdown and click on Gradebook Setup.
To add a new item, click **Add grade item**.

1. Give the assignment a **Name**.
2. Give the assignment a **Maximum grade** (the number of points that may be earned).
3. Click **Save changes**.
When you are finished entering gradebook items, return to the **grader report** display by selecting it from the dropdown at the top of the page.

![Gradebook setup](image)

To enter student grades, click **Turn editing on** in the top right-hand corner and enter students’ scores in the appropriate boxes. Click **Save changes** when you are finished.
Reports/Logs

The course logs (part of Moodle’s reporting system) allow you to monitor activity in the course. It’s a useful tool for checking the validity of student claims about when they submitted something, etc.

1. Click the **Gear icon**.
2. Click **More**.
Under Reports, click **Logs**.

Use the dropdowns to customize your search: Are you looking for a specific student? Activity on a specific day? A specific student on a specific activity?

Make your selections and then click **Get these logs**.

For help interpreting your logs, please contact the Educational Technology Department (see last page).
Using the Profile

Your profile stores information about you and your preferences.

To access your profile,

1. Click on your name in the upper right.
2. Click Profile.

Your current profile will appear.

1. Click the Gear icon.
2. Click Edit Profile.

- The most common profile edit is to change your picture.
- You may also find some interesting settings in Forum preferences (turn off those pesky emails for good!).
- Long-standing faculty members who are still seeing Australian English can use the Preferred language settings to change to English-US.

Remember to click Update profile or Save changes as appropriate.
Additional Resources and Contact Information

Millikin’s Educational Technology Homepage: [http://millikin.libguides.com/ed-tech](http://millikin.libguides.com/ed-tech)

Moodle Documentation: [https://docs.moodle.org/35/en/Managing_a_Moodle_course](https://docs.moodle.org/35/en/Managing_a_Moodle_course)

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