Open Digital Competences Training for School Educators (OpenDigCompEdu)

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Course: C3. Assessment in Online Environment

(English) translated version

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Open Digital Competences Training for School Educators (OpenDigCompEdu): Open Digital Competences for Educators courses

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Assessment in Online Environment: *Module 1* Formative and Summative Assessment

Welcome

This free program of short courses is designed to help you understand the assessment in online environment.

Once you complete all the courses and activities you will receive a badge for completing the Formative and Summative Assessment.

Image: Assessment

Announcements (Forum)

General news and announcements from the course facilitators.

About this course (Book)

Before you begin, review the Course overview, Learning outcomes, Course structure and Completion and assessment information.

Course overview

Aim

In this intermediate course you will learn:

- How can you use moodle features for formative and summative assessment.

Prerequisites

If you are new to Moodle we suggest you take the Introduction to Moodle course before starting this one.

Before starting this course, it is expected you will already know:

- **Assess Your Learners**

Format

This is a self-paced course without active moderation. You are encouraged to discuss ideas in the discussion forums and respond to other learners' queries.

Learning time

The estimated learning time to complete this course is 4 hours.

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Learning outcomes

By the end of this course, participants will be able to:

- Identify various types of formative assessment techniques available in Moodle.
- Explore how formative assessment can be integrated into different Moodle activities and resources.
- Recognize the role of feedback in formative assessment and explore strategies for providing timely and constructive feedback within the Moodle environment.
- Develop a plan for integrating formative assessment effectively into Moodle-based courses in order to support student engagement and achievement**.**

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Curse structure

Welcome

Find out how the course works, check your prior understanding and join in an optional general discussion.

Formative assessment

Find out how can a teacher use formative assessment and how this kind of assessment can be beneficial for students.

Summative assessment

Check out how can you use rubrics for summative assessment, organize grades and set grades calculations.

Course check

Test your understanding in the final quiz.

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Digital competences

"Being digitally competent means using digital technologies in a confident and safe way" (DigComp 2.0).

Moodle Academy courses in the Educator learning pathway use a Moodle specific version of the Digital Competence Framework for Educators (**DigCompEdu**). This is the same framework used by the advanced Moodle Educator Certification (**MEC**).

This course relates to the following competence(s):

3.3 Collaborative learning

3.4 Self-regulated learning

4.1 Assessment strategies

4.3 Feedback and planning

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Completion and assessment

To complete the course, you need to complete the following activities:

- View the 'About this course' book.
- Make at least 1 attempt at the 'Course pre-check: What do you already know?' quiz
- View the 'Types of assessment' page
- View the 'How can a teacher use formative assessment?' page
- View the 'How can a student benefit from formative assessment?' page
- View the 'Moodle modules for formative assessment' lesson
- View the 'Interactive Gradebook Guide in Moodle' pdf file
- View the 'How to use rubrics in assessment' lesson
- View the 'How to assess learning outcomes' lesson
- 'Formative and summative assessment: Check your understanding' quiz, achieving 80% or more.

Completing the activities

- Some activities are automatically marked as completed based on specific criteria.
- Some activities require you to manually mark them as done.

Make sure you complete the activities according to their completion conditions.

Course badge

Upon successful completion of this course you will be automatically awarded a badge to showcase the skills and knowledge you have obtained.

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Moodle versions

The activities and screenshots in this course are based on the standard Boost theme and the latest version of Moodle LMS, currently 4.1. See Moodle 4.1 documentation overview and New Features 4.1 documentation.

If your Moodle site looks different, ask your Moodle support staff about the theme and version being used.

You can access documentation about earlier, supported versions of Moodle LMS below:

- Moodle 4.0 documentation overview and New Features 4.0 documentation
- Moodle 3.11 documentation overview and New Features 3.11 documentation
- Moodle 3.9 documentation overview and New Features 3.9 documentation

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Credits

Many thanks to the following individuals who contributed to this course, whether it be providing content and instructions, or providing feedback to help improve the design of this course.

- Sandra Kučina Softić, University of Zagreb, University Computing Centre (SRCE), Croatia;
- Tona Radobolja, University of Zagreb, University Computing Centre (SRCE), Croatia
- Ana Zemljak Pećina, University of Zagreb, University Computing Centre (SRCE), Croatia

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Change log

All notable changes to this course will be documented in this page.

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Licence

[End of Book]

Announcements (Forum)

While this course is not actively facilitated, you are welcome to ask questions and discuss ideas here and our Moodle Academy community will try to respond.

Why not subscribe to this forum and support others as they complete the course too?

Please only post meaningful messages to this discussion forum. Other messages will be removed.

Course pre-check: What do you already know (Quiz)

A quiz for testing learners' prior knowledge.

You can take it as often as you like. It will not affect your final grade.

1. In Moodle, what is a common method for creating interactive formative assessments?
- Sharing external links to learning materials
- Assigning group projects without any feedback
- **Providing multiple-choice quizzes with immediate feedback**
- Uploading PDF files for students to read

2. Which of the following best describes formative assessment in Moodle?
    - Assessment that occurs at the end of a learning unit or course
    - **Assessment designed to monitor student learning progress and provide feedback**
    - Assessment conducted to rank students based on their performance
    - Assessment that determine the final grade of a student
3. How does Moodle facilitate formative assessment for diverse learning needs?
    - By limiting the number of attempts students can have on quizzes
    - **By providing a variety of question types and multimedia support**
    - By offering limited customization options for assessments
    - By restricting access to assessment tools based on students' geographical location
4. Which Moodle activities are usually used for creating summative assessments?
    - Glossary
    - Forum
    - **Assignment**
    - **Quiz**
5. The following statements refer to formative assessment:
    - **the purpose of formative assessment is to affirm good steps in the learning and teaching process and to act on oversights and weaknesses.**
    - formative assessment is carried out at the end of a specific period
    - **formative assessment is carried out continuously during a course**
    - the purpose of formative assessment is to grade students

Types of assessment (Page)

Formative – aimed at continuous monitoring and evaluating the student's progress with the purpose of providing timely and relevant feedback on their learning process. Formative

assessment should be done continuously in order for the teacher to have clear information on student's work and progress. Based on the collected information, the university teacher can also make adjustments in the teaching process in order to provide the best possible support to students.

Summative – is carried out after a certain time period. At the university level, this most often implies mid-terms or other knowledge and skill assessments with the purpose of grading students. Summative evaluation is most often carried out via written and oral examinations and practical skill tests. The main goal of summative evaluation is providing precise information, usually in the form of an official document, which shows the student's learning outcomes achievement. The technical side of conducting an online assessment can be very different from a classroom one. Considering the complexity of assessment, it is necessary to take certain differences that arise during the transition from the classroom to the online environment into account.

Examples

Examples of formative assessment:

- Student consultations on how to write a seminar paper.
- Feedback during practical work.
- Homework results analysis (visible to students).
- Monitoring students' work in complex problem or project tasks.
- Feedback after asking questions.

Examples of summative assessment:

- Oral or written examination (mid-term or quiz).
- Evaluation of the students' project assignment.
- Final grading of specific module practical exercises.
- Written assignment grading (e.g., essay).

Formative assessment

How can a teacher use formative assessment? (Page)

Check Understanding

Teachers can use formative assessment to better monitor students' progress in the course, in modules and activities, did they achieve required knowledge and skills. This can help identify areas where students may need additional support or clarification.

Adjust Instruction

Teachers might adjust their teaching strategies to better address the needs of specific students or the class as a whole based on the findings of formative assessment. For instance, if a significant number of students are having difficulty understanding a certain idea, the teacher may decide to repeat some part of the module and to prepare and teach the content in a different way.

Monitor Progress and provide Feedback

Teachers can track their students' development over time by routinely evaluating students' understanding at the end of a unit or course. This enables teachers to spot patterns or trends in the way that students are learning and modify their lesson plans accordingly.

Promote Active Learning

Formative assessment methods, like group projects, quizzes, and discussions, frequently require active engagement from the students. Participating in these activities motivates students to actively participate in learning process.

Differentiate Instruction

The outcomes of formative assessments can assist teachers in determining the unique needs of each student and modifying their lesson plans accordingly. Teachers can offer focused support or enrichment activities as needed by knowing where each student is in their learning process.

Encourage Reflection

Students can reflect on their own learning and pinpoint areas where they might need to concentrate their efforts by using formative evaluation. Students who possess this metacognitive awareness may grow into more self-reliant and productive learners.

Data-Informed Decision Making

Important data from formative assessment can help guide decisions about instruction in the classroom and across the institution. Teachers can determine their instructional strengths and weaknesses, evaluate the efficacy of their teaching methods, and make data-driven changes to enhance student learning outcomes by reviewing assessment data. Teachers may improve their technique and raise student accomplishment with this data-driven approach to teaching.

How can a student benefit from formative assessment? (Page)

Feedback and Assessments

Teachers' comments and grades on assignments, quizzes, forum posts, and other contributions are accessible to students.

Examining received feedback gives students a better understanding of their areas of strength and growth, which helps to direct their learning path.

Self-Assessment and Reflection

To monitor their development and analyse their learning, students might practice self-evaluation and reflection. Students can evaluate their own work, gauge how well they understood the learning material covered in class, and create goals for further development.

Students can take charge of their learning process, keep track of their progress in a Moodle course, and stay updated about their performance by using these tools and techniques.

Increased Motivation

Students' motivation and engagement with the learning material can be enhanced by regular feedback and acknowledgment of their progress. Students who feel that their efforts are valued and appreciated are more likely to maintain their motivation, overcome obstacles, and work toward ongoing development.

Activity Completion

Students can track their progress through the course materials and activities on Moodle.

Checkboxes or progress bars are visible to students, showing how much of each task—including reading materials, quizzes, forums, and assignments—they have completed. Students are able to monitor their progress toward meeting course requirements and mark off completed assignments.

Preparation for Summative Assessment

Formative assessment activities enable students to identify areas that need more study and fill in comprehension gaps, which helps them prepare for summative exams. Students can better prepare for formal evaluations and perform better on summative examinations by addressing these gaps early on.

Gradebook

Through Moodle's Gradebook, students can view their grades for specific assignments and quiz.

Students' grades, feedback, and overall achievement in the course are displayed in the Gradebook. To evaluate their learning progress, students can analyse their results on quizzes, assignments, and other graded tasks.

Moodle modules for formative assessment (Lesson)

Activities and Reports

Moodle, being a popular learning management system, offers various tools and features that can be used for formative assessment. Here are some ways you can utilize Moodle for formative assessment

Assignment activity enables you to set up formative assessments where students can submit files, such as essays, presentations, or project reports. You can provide feedback and grades to students directly within Moodle, facilitating ongoing assessment and feedback throughout the learning process.

Forums can serve as a platform for formative assessment. You can create discussion topics or prompts related to the learning outcomes and ask students to contribute their thoughts, ideas, or reflections. By participating in the discussions, students can demonstrate their understanding and engage in peer-to-peer assessment or feedback

Lesson activity enables you to create interactive lessons with embedded questions or assessments and to design an individualized learning path adapted to the knowledge of the participants.

The **Feedback** activity allows you to gather student responses to specific questions or prompts, providing valuable insights into their understanding and progress.

Workshop activity is used to set up peer review activities where students assess and provide feedback on each other's work based on predefined criteria. Peer assessment fosters critical thinking, self-reflection, and collaboration skills.

Use of **rubrics** or grading guides provide structured and consistent assessment feedback. You can create rubrics with predefined criteria and performance levels, making the assessment process more transparent and objective.

Learning analytics and reporting features that enable teacher to track and analyse student engagement, participation, and progress. These insights can inform your formative assessment practices and help identify areas where students may need additional support or intervention.

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Self-evaluation quizzes

One of the most important activity in e-course is self-evaluation quiz because it gives students the chance for self-evaluation, individualized feedback, active participation, progress tracking, formative assessment, learner autonomy, and greater motivation. These quizzes assist in making online learning more efficient and learner-focused.

Before moving on to more complex topics, self-evaluation quizzes allow students to check their understanding as a formative assessment tool. Formative evaluation encourages lifelong learning and assists students in identifying knowledge gaps.

Self-evaluation quizzes increase students' motivation and self-assurance, which improves their learning experience and students have the power to take charge of their education.

Self-evaluation quizzes give students the chance to track their grasp of the subject matter and their personal progress. It helps students to evaluate their knowledge and abilities, highlighting their strong points and areas that still need work. They enable students to participate actively in their education.

One of the most important features of the self-evaluation quiz is giving students immediate feedback. They can get feedback on their answers, explanations, and results as soon as they finish the quiz. Students can discover misconceptions, fix mistakes, and improve their comprehension of the subject matter with the assistance of this feedback. By targeting individual learning demands, personalized feedback improves the learning process.

Students can maintain motivation and focus on their learning goals by tracking their progress through self-evaluation quizzes.

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Activity and course completion

Teachers can independently monitor the students' progress and the completion of individual activities for a smaller number of students. However, in the case of a larger number of students or activities that need to be monitored, it is not as simple as that. The e-learning system offers various options for automating this process. It is possible to set conditions for all resources and activities in the system, and after they has been met, the resource or activity will be considered completed. The same option can be selected for the entire course, based on which different certificates or badges can be awarded. Completion of an individual activity may later be set as a condition for accessing another activity or an entire topic.

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Availability restrictions

In the Restrict Access section of each activity and resource settings in the Moodle system it is possible to restrict the availability of a particular resource or activity to students. A set of restrictions or an individual restriction can be added, such as:

- Prevent access until (or from) a specified date and time.
- Require students to achieve a specified grade.
- Allow only students who belong to a specified group, or all groups.
- Allow only students who belong to a group within a specified grouping.
- Control access based on fields within the student's profile.
- Completed previous activity.
- Completed course.

Commonly, this option is used to allow a resource/activity access only to a certain group of students or individual students who meet the set conditions. This way, you can easily and simply allow access to the teaching content only to students who meet the access criteria.

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Summative assessment

Check out the interactive Grading guide in the Moodle system and find out everything about working with the Gradebook

Interactive Gradebook Guide in Moodle (PDF)

How to use rubrics in assessment (Lesson)

Assessment and Rubrics

In education today, the student is at the centre of the teaching process and the goal is for the student to actively participate in the learning process. In order for this to be achieved, both learning and assessment methods had to be adapted. The focus now is on assessing the learning process, not the learned facts, and thus the assessment helps us in guiding the learning process. In order for the learning process to be as high-quality as possible and for students to be able to recognize in time what they need to work on and improve in order to achieve the set learning outcomes, formative assessment, i.e., giving feedback to the student, is extremely important.

What kind of feedback should be given to students?

- At the beginning, it should be emphasized what the student did well, and only then indicated what needs to be improved
- Comments should refer to the students' work (how to improve it), not to the person.
- Only clear, precise statements with concrete suggestions for improvement should be used.
- The teacher should give suggestions on the changes the student should implement, making sure that these are the changes that students really have control over.

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Rubrics and feedback

How to ensure feedback is objective and consistent? It is recommended to use rubrics whenever possible. Rubrics are very useful, especially in situations where teamwork is involved or when a student is working on a demanding / long-term task. The use of rubrics enables students to better understand what is expected of them and adjust their learning process, while rubrics are important for teachers to adjust their teaching methods and monitor the assessment of learning outcomes.

The assessment criteria must be explained to the students before the actual use, i.e., before the work on the task that will be assessed using rubrics begins.

Assessment is an integral part of the learning and teaching cycle, which, according to (Brookhart, p. 4), consists of four steps:

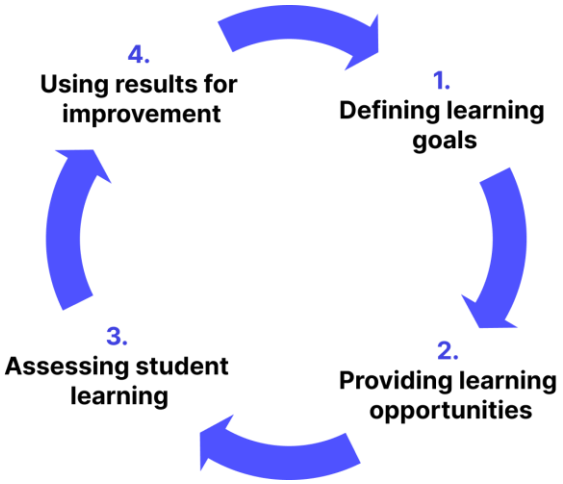

Image: Learning and teaching cycle: Brookhart, p. 4

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Goals and learning outcomes

The learning and teaching process begins with setting the goals and learning outcomes and selecting the adequate teaching methods that enable the acquisition of set learning outcomes and goals. The third step, the assessment of student learning, implies a number of different methods used to check the level of acquired knowledge and skills, which may include different types of written and oral exams. The achieved results should be used for improving future learning and teaching activities, i.e., for improving the teaching process.

Although rubrics are primarily intended for assessment of student learning, their use can contribute to the achievement of all four steps in the following way:

- Rubrics contain assessment elements and descriptions of the expected levels of achievement and thus enable the teacher to clearly define the learning goals, i.e., expectations from the student.
- Given that the expected levels of achievement are clearly defined from the lowest to the highest, rubrics provide students guidance in the learning process – students know what is expected from them during assessment and can direct their learning accordingly. Also, a rubric serves as an aid to teachers in designing activities that contribute to the achievement of certain learning outcomes.
- Rubrics are directly used to assess students' learning according to the clearly defined criteria in advance.
- Given that rubrics contain detailed elements used to assess the students' learning, they enable a detailed analysis of the students' achievement, detecting more difficult elements and those that students master more easily. This way, rubrics make it possible to revise the set goals and student work methods in the new learning and teaching cycle.

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Rubric definition

"A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. "(Brookhart, p. 4)

A rubric is a "scoring guide" and consists of two basic elements:

- The criteria we want to use during the assessment / scoring and
- Descriptions / guidelines for scoring those criteria according to levels.

Most often, a table containing three dimensions is used when defining rubrics:

- criterion for assessing students' achievement during a particular activity
- achievement levels for each criterion
- description of achievements for each level of each criterion:

	Level *1*	**Level *2***	**...**	**Level *m***
Criterion *1*	*Description 11*	*Description 12*	...	
Criterion *2*	*Description 21*			
...				
Criterion *n*				*Description nm*

Image: Table containing three dimensions is used when defining rubrics

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The purpose of rubrics

As is indicated by the very definition of a rubric, it implies criterion-based assessment, i.e., assessment based on predefined standards (Standard-based assessment) that clearly inform students of what is expected of them in the educational process.

Using rubrics is probably more demanding than the classic summative assessment in which only quantitative values are used when scoring certain student activities, but they do have advantages, which is why they are used more and more in the educational system:

1. Rubrics allow teachers to define clear learning outcomes to be assessed and the criteria for assessing students' work, as well as to define adjustments to teaching based on the analysis of the achieved results.

2. Rubrics give students clear guidelines on what is expected from them when completing certain tasks and about the scoring system, which reduces their stress about what grade they will "get". As such, rubrics encourage students to be independent and take responsibility for their own learning.

Rubrics can also to a large extent be used for implementing self-assessment methods of students' work, as well as peer assessment, both of which will be explained in detail and by providing examples during this course. This way, rubrics can be used for the purpose of all three types of assessment: assessment for learning, assessment as learning, and assessment of learning.

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Advantages of rubrics

Suskie sums up the following advantages of rubrics (Suskie, 139. and Brookhart, pp. 11-13):

1. Rubrics help to clarify unclear goals such as, for example, "Giving an effective presentation". The question is what is meant by the term effective presentation? How will students know what is expected from them and how will the teacher evaluate the efficacy of the presentation? Rubrics help to clearly define criteria that "demystify" such complex terms as "efficacy."
2. Rubrics help students understand the teacher's expectations. In continuation to the previous explanation, rubrics give students a clear picture of the teacher's expectations through descriptions of the criteria for assessing achievement for a particular activity.
3. Rubrics help students improve their skills. Encouraging students to use rubrics to assess their own work helps develop their self-assessing skills regarding the quality of their own work, which is one of the important generic skills in future personal and professional development.
4. Rubrics encourage better student success. Given that rubrics enable students to know what is expected from them, they help them focus on the crucial elements when completing the assigned tasks that will ultimately be assessed.
5. Rubrics make assessing easier and faster. When assessing student work, rubrics give teachers a clear definition on exactly what is required of the students and thus direct their attention to the crucial elements. Also, given that they describe each element according to the criteria, the need to write additional comments and evaluation explanations is reduced.
6. Rubrics make grading more accurate, less biased, and more consistent since they allow each paper to be graded according to identical and predefined criteria.
7. Rubrics improve feedback to students. Detailed rubrics give students better quality feedback on the good and the bad sides of their work and guide them in further learning.

8. Rubrics reduce arguing with students. Clearly defining the assessment criteria reduces the possibility of student objections to the given assessments and diverts the discussion from the conversation about why the students achieved a certain grade to the discussion about what they can improve in their work. It is also possible to involve students in the very process of creating a rubric, which encourages their responsibility in reflecting on their own learning.
9. Rubrics improve feedback to the faculty and employees. Rubrics can point out that students are having trouble understanding certain concepts or acquiring certain skills, which is good feedback to curriculum designers.

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Disadvantages of rubrics

Disadvantages of rubrics could actually be more defined as challenges that need to be overcome in the process of creating rubrics:

1. Time required for preparation – the biggest drawback of rubrics is the time spent on preparing rubrics. However, once a rubric has been created, it significantly shortens the time needed for the teacher to assess the students' work, considering that it has clearly developed criteria by which the assessment is carried out. Also, the rubric itself contains descriptions for scoring, so students do not need additional extensive feedback on their work.
2. Level balanced – it is necessary to very carefully determine the number of levels according to a particular criterion, because too few or too many levels are not good. It is important that for each criterion there are as many levels as are necessary to define all levels of achievement.
3. Defining the description – when defining the individual criteria descriptions according to the levels, it is necessary to be very careful with what language constructions are used so that rubrics do not lead students to complete the task only to meet the set criteria, as this reduces their creativity and reduces the quality of student work.

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Types of rubrics

The literature distinguishes between two basic types of rubrics - analytical and holistic rubrics:

Analytic rubrics describe achievements for each criterion separately and as such are more suitable for formative assessment in the teaching process. The disadvantage is that they require more time.

Holistic rubrics describe achievements by applying all criteria simultaneously, allowing for an overall assessment of the quality of the work, and as such are more suitable for summative assessment as they enable a faster assessment. The disadvantage is that they do not provide detailed feedback on what should be improved.

Also, generic rubrics differ from those specific to a particular task:

Generic rubrics can be applied to different activities that assess a specific skill / competency, such as, for example, rubrics for assessing problem-solving skills, oral or written communication, etc. The good thing is that generic rubrics can be used to assess a skill through different tasks, so they can be used multiple times.

Task-specific rubric refer to specific activities that are evaluated in the teaching process, such as, for example, the preparation of a seminar paper, a presentation of a research project, etc.

In the Moodle system assessment using rubrics can be selected in the **Assignment** and **Workshop** activity settings.

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Rubrics – example

	0 Points	1 Point	2 Points	3 Points
Contribution to the teamwork (3)	Team member mostly does not complete any tasks.	Team member completes a small number of tasks, significantly less than the other team members.	Team member completes an equal number of tasks as the other team members.	Team member stands out in comparison to the other team members and contributes the most.
Timely completion of tasks (2)	Team member does not complete tasks on time.	Team member completes tasks, but often only after being reminded by other team members or after the deadline has expired.	Team member completes tasks responsibly and timely, respecting and meeting the set deadlines.	
Quality of completed tasks (2)	The quality of completed tasks is very low, team member seems to be doing the tasks only for the sake of completing them.	The quality of completed tasks is medium.	Team member completes the tasks with a higher level of quality, ensures to respect the quality standards set by the teacher and does so mainly successfully.	
Leadership and Coordination (2)	Team member does not present with any type of teamwork initiative.	Team member is actively engaged in distribution and coordination of team tasks, but mostly does not take initiative.	Team member has taken on a role of the project coordinator, takes responsibility for most of the tasks and their distribution between the team members and ensures they are completed in a timely manner.	
Communication with other team members (3)	Communication with other team members is very poor, team member does not share information on completed tasks with other team members.	Communication with other team members is very reserved, team member shares information and communicates with other team members about the completed tasks, but with a certain reservation. Also, team member is not entirely open and honest in expressing opinions when they differ from the other team members' opinions.	Communication with other team members is very open and respectful, team member communicates with other team members about the completed tasks and gives reasoned opinions during discussions on how to approach certain tasks.	
Responsibility for the Results (2)	Team member does not take responsibility for the team work results.	Team member only takes responsibility for their part of the work.	Team member only takes responsibility for the team work results.	
Attitude (2)	Team member mostly has a negative attitude towards tasks and teamwork solutions.	Team member is mostly indifferent towards teamwork tasks and solutions and does not show much interest in completing tasks.	Team member has a positive attitude towards team tasks and solutions, shows interest in tasks and always tries to bring out the best out of every team member.	

Image: Types of rubrics

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How to assess learning outcomes (Lesson)

Evaluation of Learning Outcomes

Learning outcomes are statements that describe what a student should know, understand or be able to do at the end of a course or a certain learning period. The learning outcomes in the course are set by the teacher, but they are written from the perspective of the students, for whom knowledge of the learning outcomes facilitates the teaching process.

With regard to the set learning outcomes, the teacher chooses teaching materials, teaching methods and activities that will enable the student to achieve the set learning outcomes.

Assessing learning outcomes involves evaluating the knowledge, skills, and competencies that students have acquired as a result of their learning experiences.

By evaluating the learning outcomes, we give students feedback on the extent to which the learning outcomes have been fulfilled and what else they should do in order for the results to be satisfactory. For this reason, it is possible to have scales and outcomes visible to students, as well as those visible only to teachers. Evaluating the learning outcomes helps teachers to review the quality of the prepared content and designed activities in the e-college, and based on this, the teacher can improve his e-college for the next cycle.

Assessing learning outcomes is an ongoing and iterative process. Regularly review and refine your assessment methods and criteria based on feedback and data analysis to ensure they effectively capture the desired learning outcomes.

Each learning outcome can be evaluated on a certain scale, grade or rubric-based assessment, but descriptive feedback to the student is even more important.

After selecting the scale value for a particular learning outcome, it is necessary to enter additional information for the student so that he knows what else needs to be done or improved in order for the learning outcome to be successfully fulfilled. This feedback can be entered through Ratings.

The rating is entered in the boxes with a solid border, and the feedback is entered in the boxes with a dashed border.

In the event that the fields for entering feedback are not displayed to the teacher after the enabled changes, it is necessary to include them:

Grades link > Settings: Teacher Report > Show Quick Feedback (set to Yes).

Instead of classic grades, students can be rewarded with badges made by the teacher in individual e-college for the fulfilled learning outcomes.

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Evaluation of learning outcomes through activity

After connecting to a particular activity, the learning outcomes automatically appear in the Grades. They are always next to (to the right of) the activity with which they are associated. The teacher can evaluate the learning outcome like any other item in the Assessments, but can also choose a scale adapted to that particular learning outcome.

It is recommended that at least some outcomes are presented to the students, as this way they receive feedback on their progress and the additional activities needed to fulfil the learning outcomes.

It is possible to add an item for evaluating learning outcomes that are not implemented through the Moodle system as a separate item by selecting the button Add learning outcome item.

In the field Name of the item, enter its name, and in the field Learning outcome, the outcome that will be evaluated using that item. In the Related activity field, select the activity associated with this outcome, if the activity is carried out through the Moodle system.

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Creating a learning outcome scale

It is possible to use a separate rating scale for each outcome. Most often, numerical scales are not used for learning outcomes, but descriptive scales that indicate whether or to what extent the student mastered the given activities and achieved the learning outcomes.

When the review of grades is enabled, in the block Administration > Grade administration > Scales, a new scale is added by selecting the Add new scale button.

Numbers, letters or expressions to be used in the scale should be separated by a comma.

Examples of scales for learning outcomes:

- fulfilled, partly fulfilled, not fulfilled
- you can do better, this is good, great
- failed, acceptable, average, excellent
- pass, fail
- 0, 1
- *, **, **

The number of scales and learning outcomes is unlimited, so it is possible to measure each outcome with its own scale, adapted to that outcome and its particularities.

After adding a scale, it appears in the list of scales available at the level of the entire e-college.

When creating a learning outcome, the desired scale for its evaluation is chosen.

First create the scales and then the outcomes where you will automatically turn on the grading mode. Once the learning outcome is linked to an activity, the scale can no longer be changed.

The scales themselves may not give enough information to the students about what they need to do in order to achieve a certain learning outcome, so it is preferable to enter feedback with each assessment, that is, instructions to the student on what to improve.

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Course check

This quiz will help you to consolidate everything you learnt on this course.

You can take the quiz as often as you like, but you must achieve a minimum 80% pass grade.

Upon completion you will receive a Moodle Academy badge.

Formative and summative assessment: Check your understanding (quiz)

1. What is the advantage of using Moodle's formative assessment tools over traditional paper-based assessments?

- Moodle assessment tools are less secure and prone to cheating
- **Moodle assessment tools offer immediate feedback and automatic grading**
- Moodle assessment tools are more expensive to administer
- Moodle assessment tools cannot be accessed offline

2. How can a teacher encourage student engagement during formative assessments in Moodle?
    - **By providing personalized feedback on students' submissions**
    - By limiting the types of questions in quizzes
    - By disabling time limits for completing assessments
    - By assigning assessments with no feedback

3. Can Completion Conditions be used as formative assessment in Moodle?

- **Yes, by setting conditions for students to progress to the next topic or activity based on their completion of formative assessment tasks.**
- No, Completion Conditions are designed solely for administrative purposes and do not contribute to assessment.
- Yes, by automatically assigning grades to students based on their completion of formative assessment activities.
- No, Completion Conditions are only suitable for tracking students' progress in summative assessments.

4. Which Moodle feature allows instructors to track student progress and performance in summative assessment?

- **Gradebook**
- Course completion tracking
- Calendar
- Messaging

5. How can a teacher use Moodle's Restrict Access feature for formative assessment?

- By restricting access to the entire course until students complete all formative assessments.
- **By granting access to additional resources and activities based on students' performance in formative assessments.**
- By locking students out of course materials until they complete the final exam.
- By allowing students to bypass formative assessments and access all learning materials immediately.

Assessment in Online Environment: *Exploring Quiz*

Welcome

This free program of short courses is designed to help you understand the Quiz activity.

Once you complete all the courses and activities you will receive a badge for completing the Exploring Quizzes.

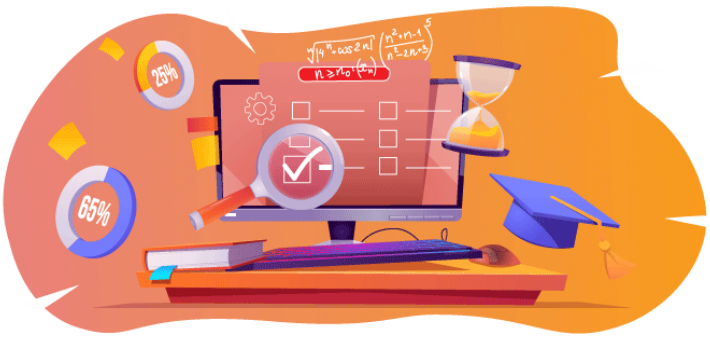

Image: Quiz

Announcements (Forum)

General news and announcements from the course facilitators.

About this course (Book)

Before you begin, review the Course overview, Learning outcomes, Course structure and Completion and assessment information.

Course overview

Aim

In this intermediate course you will learn:

- How to set up Quiz activity and use it for formative and summative assessment.

Prerequisites

If you are new to Moodle we suggest you take the Introduction to Moodle course before starting this one.

Before starting this course, it is expected you will already know:

- **Creating Quality Quiz Questions**

Format

This is a self-paced course without active moderation. You are encouraged to discuss ideas in the discussion forums and respond to other learners' queries.

Learning time

The estimated learning time to complete this course is 3 hours.

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Learning outcomes

By the end of this course, participants will be able to:

- Identify the main differences between an assessment quiz and a self-assessment quiz
- Compare adaptive and interactive quizzes
- Set up quiz for grading student's knowledge
- Set up self-evaluation quiz

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Curse structure

Welcome

Find out how the course works, check your prior understanding and join in an optional general discussion.

About Quiz

Check out all the Quiz activity settings and their meaning.

Quiz for assessment – free navigation

Check out how to create a quiz where students can go back to the previous question.

Quiz for assessment – Sequential navigation

Check out how to create a quiz where students can't go back to the previous question.

Quiz for self - assessment – Adaptive mode

Check out how to create a quiz for self-assessment with penalty for each incorrect try.

Quiz for self- assessment – Interactive with multiple tries

Check out how to create a quiz for self-assessment with hints to help students with incorrect answers.

Course check

Test your understanding in the final quiz.

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Digital competences

"Being digitally competent means using digital technologies in a confident and safe way" (DigComp 2.0).

Moodle Academy courses in the Educator learning pathway use a Moodle specific version of the Digital Competence Framework for Educators (**DigCompEdu**). This is the same framework used by the advanced Moodle Educator Certification (**MEC**).

This course relates to the following competence(s):

3.3 Collaborative learning

3.4 Self-regulated learning

4.1 Assessment strategies

4.3 Feedback and planning

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Completion and assessment

- To complete the course, you need to complete the following activities:
- View the 'About this course' book.
- View the 'Quiz activity' lesson
- View the 'Quiz questions and Quiz – recommendations' lesson
- View the 'Quiz - free navigation' quiz
- View the 'Quiz: Free navigation - Activity settings' page
- View the 'Quiz - Sequential navigation' quiz
- View the 'Quiz: Sequential navigation - Activity settings' page
- View the 'Quiz - Adaptive mode' quiz
- View the 'Quiz: Adaptive mode - Activity settings' page
- View the 'Quiz - Interactive with multiple tries' quiz
- View the 'Quiz: Interactive with multiple tries - Activity settings' page
- 'Assessment: Exploring Quiz': Check your understanding' quiz, achieving 80% or more.

Completing the activities

- Some activities are automatically marked as completed based on specific criteria.
- Some activities require you to manually mark them as done.

Make sure you complete the activities according to their completion conditions.

Course badge

Upon successful completion of this course you will be automatically awarded a badge to showcase the skills and knowledge you have obtained.

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Moodle versions

The activities and screenshots in this course are based on the standard Boost theme and the latest version of Moodle LMS, currently 4.1. See Moodle 4.1 documentation overview and New Features 4.1 documentation.

If your Moodle site looks different, ask your Moodle support staff about the theme and version being used.

You can access documentation about earlier, supported versions of Moodle LMS below:

- Moodle 4.0 documentation overview and New Features 4.0 documentation
- Moodle 3.11 documentation overview and New Features 3.11 documentation
- Moodle 3.9 documentation overview and New Features 3.9 documentation

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Credits

Many thanks to the following individuals who contributed to this course, whether it be providing content and instructions, or providing feedback to help improve the design of this course.

- Sandra Kučina Softić, University of Zagreb, University Computing Centre (SRCE), Croatia;
- Tona Radobolja, University of Zagreb, University Computing Centre (SRCE), Croatia
- Ana Zemljak Pećina, University of Zagreb, University Computing Centre (SRCE), Croatia

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Change log

All notable changes to this course will be documented in this page.

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Licence

[End of Book]

General discussion forum (Forum)

While this course is not actively facilitated, you are welcome to ask questions and discuss ideas here and our Moodle Academy community will try to respond.

Why not subscribe to this forum and support others as they complete the course too?

Please only post meaningful messages to this discussion forum. Other messages will be removed.

Course pre-check: What do you already know (Quiz)

A quiz for testing learners' prior knowledge.

You can take it as often as you like. It will not affect your final grade.

1. Teachers have a choice to set that, after submission, students can see:

- **Time spent on the quiz**
- Other student's results
- **Right and wrong answers**

2. Quiz questions can be shown:

- **Always in the same order**
- **Randomly**
- **With different number of points**
- **From various categories**

3. Safe Exam Browser provides:

- **Better teacher control over the quiz**
- Teamwork during the quiz
- **Reduced chances of cheating**

4. Quiz activity can be used for self-evaluation:

- **Yes**
- No

About Quiz

Quiz activity (Lesson)

Quiz activity

Quizzes can be used as a form of assessment or for students' self-assessment. Quizzes are made up of the questions selected from a question bank. Taking into consideration that the questions in the quiz may appear randomly, it is recommended to arrange the questions into categories and

subcategories according to the areas that are covered or according to the level of difficulty of the questions in them. This way, all students can take a uniform Quiz.

To add a **Quiz** activity, select:

Add **Quiz** activity

In the field Name write down the name of the Quiz, while in the field Description write down a basic description of the Quiz (e.g., duration, number of questions, what is being assessed etc.) and short instructions for students on what is expected of them during the Quiz.

It is possible to set the availability date and time settings (**Open the quiz** and **Close the Quiz**), as well as the timing required to take the Quiz (**Time limit**). It is recommended to set the opening/closing settings to 5 or 10 minutes longer than the time limit.

The setting **When time expires** determines a way in which students turn in their attempts. If the setting **Started solving attempts are automatically submitted** is chosen, it automatically submits the student's attempt after the time limitation has expired. This is the recommended setting for graded Quizzes.

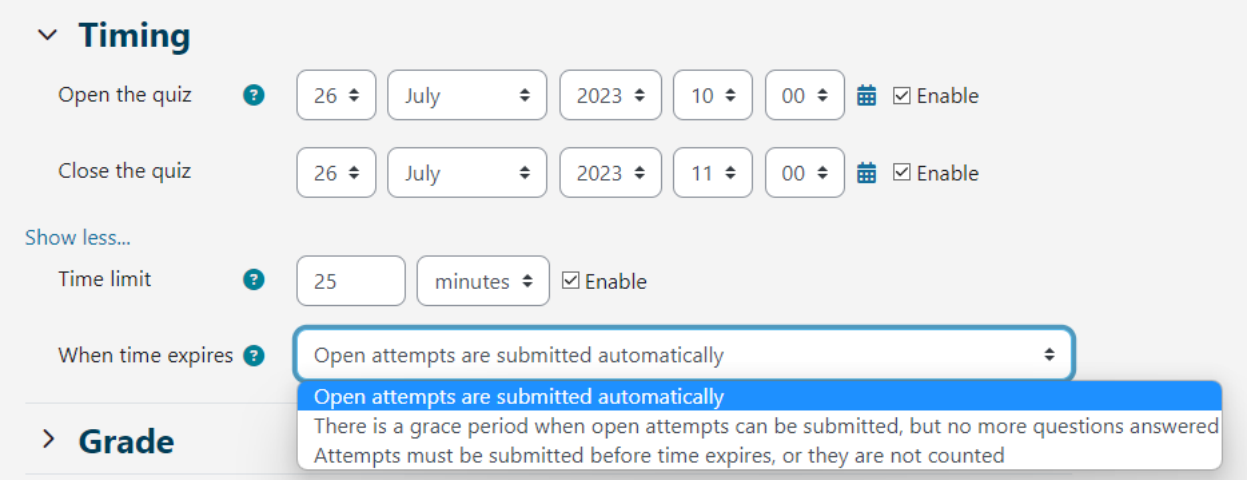

Image: Timing settings

For graded Quizzes set the **Attempts allowed** to 1. If there is a need for a subsequent attempt for an individual student or a need for a longer Quiz solving time, it is possible to set it up by choosing the **Overrides** from the horizontal menu **More**. **Overrides** are added by selecting the button **Add user override**.

It is possible to set up a **Navigation method** to **Free** or **Sequential**. When the navigation method is set to **Free**, students can freely navigate their way through the Quiz, meaning they can go back and forth through the questions if they are set up on an individual page. If the Navigation method is set to Sequential, there is no possibility to go back.

How the question behaves setting refers to the Quiz type. For the assessment Quizzes, it is recommended to use the **Deferred feedback** setting, while other types of Quizzes are used for

self-assessment. For the **Deferred feedback** setting the system automatically grades all the questions, with the exception of **Essay** questions which have to be manually graded.

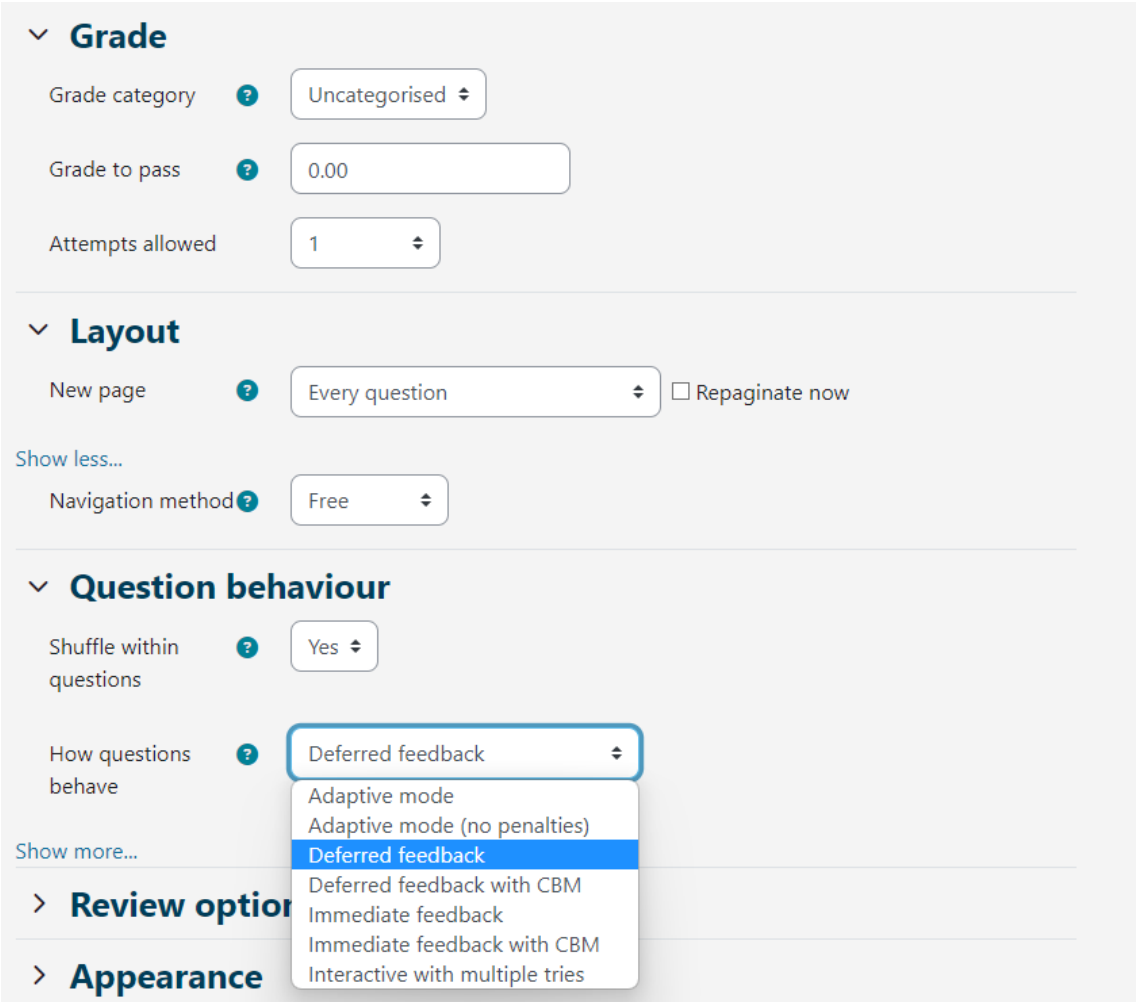

Image: Quiz behaviour

Quiz type changes after students' attempts do not affect subsequent grading. Adaptive mode enables students to answer the same question multiple times, which eventually allows them the possibility to score part of the points in additional attempts. Also, when using Interactive with multiple tries mode, students can answer multiple times to an individual question.

The difference between the Adaptive mode and Interactive with multiple behaviour mode is that with the Adaptive mode setting a student can give answers depending on a number of Hints. **Interactive with multiple behaviour mode** implies that once the student answers correctly, additional attempts are not possible, unlike when using Adaptive mode where this is possible.

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Feedback to students after the quiz

In the Review options setting a teacher can choose which information will be shown to the students after the Quiz is completed. The chosen information that is selected in the column **Immediately after the attempt** is shown within 2 minutes from the Quiz submission. Information selected by the teacher in the column **Later, while the quiz is still open** is visible to students from the moment the 2 minutes have elapsed until the set date of closing the quiz. Information marked in the column After the quiz is closed becomes visible after the set date of closing.

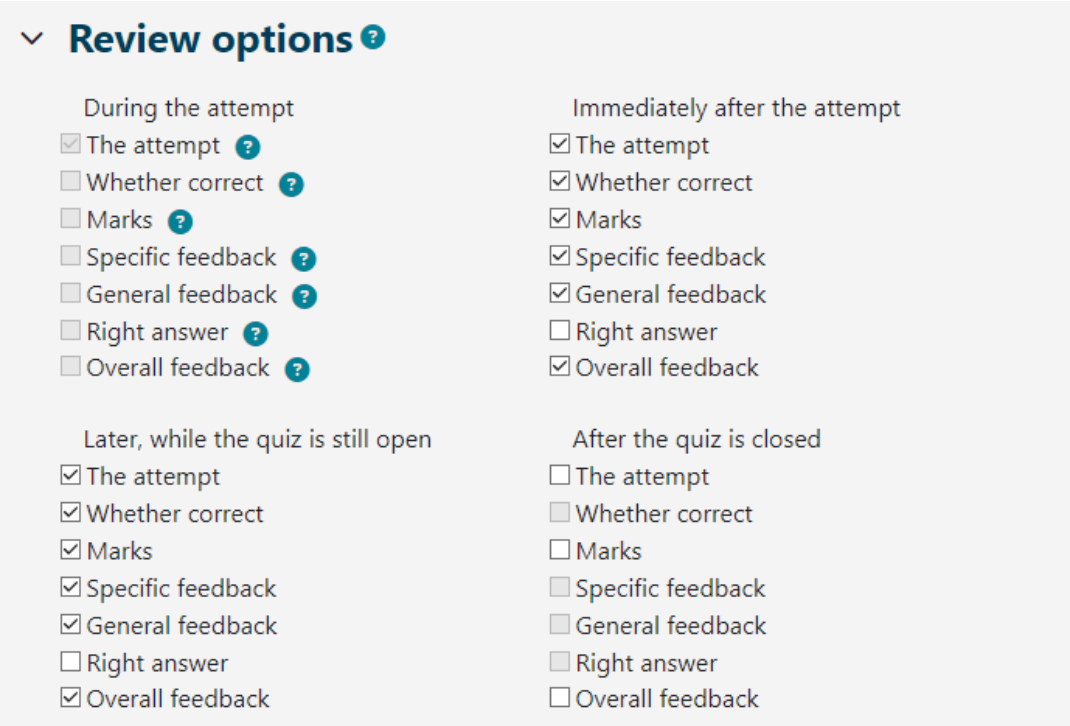

Image: Review options

In **Grades**, only the achieved points for the quiz are shown, not the grade. In the Feedback section for the quiz, it is possible to define point limits (in percentages) as feedback to students about the obtained grade based on the achieved points.

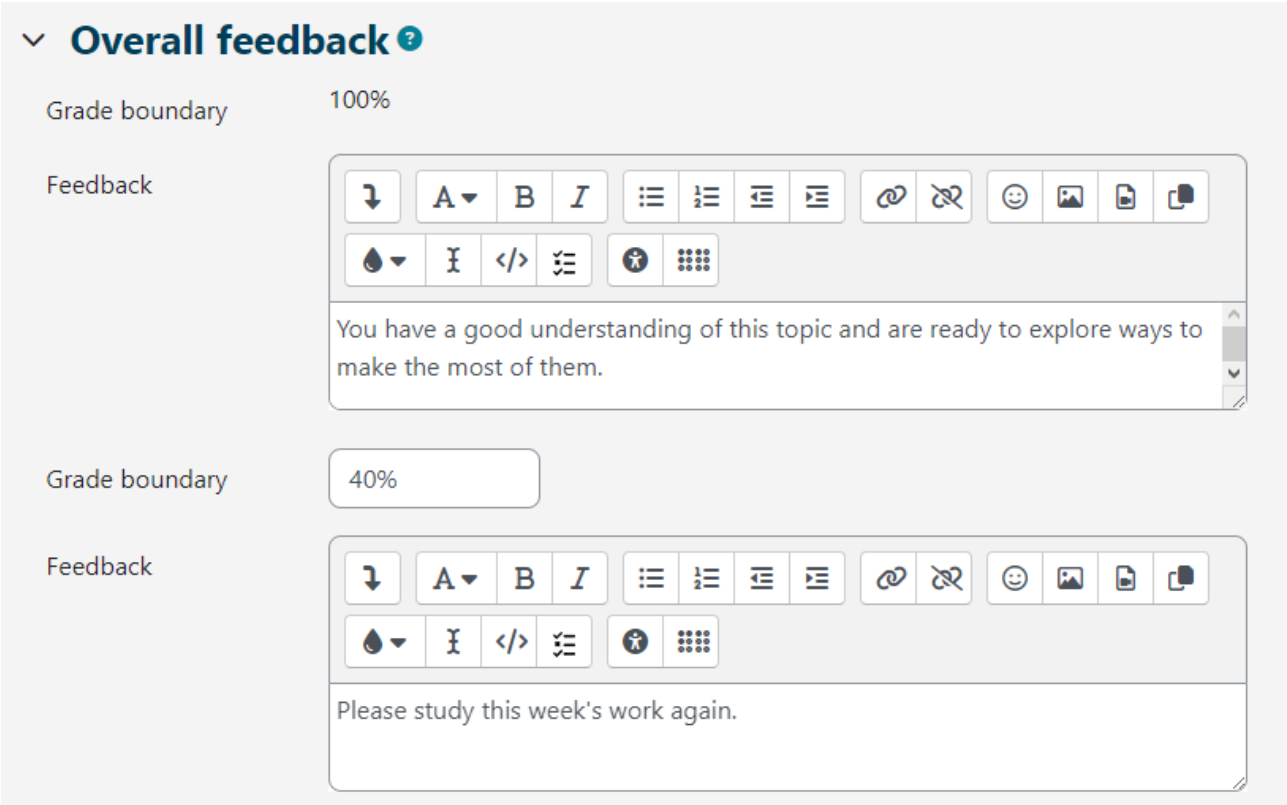

Image: Overall feedback

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Safe Exam Browser

Achieving a higher level of security in performing online quizzes is possible by using SafeExamBrowser.

SafeExamBrowser is a customised web browser based on the Mozilla Firefox Public Licence and as an open-source software in is available for the following operating systems:

- Windows (8.1, 10, 11)
- macOS (from 11, recommended 10.15 or newer)
- iOS (11 or newer).

SafeExamBrowser is a web browser environment to carry out online exams safely. The software turns any computer temporarily into a secure workstation (e.g., it does not display any navigation elements such as the address bar, or search engine field, disables keyboard shortcuts, right mouse button, and screenshots during the exam, disables the user from accessing other applications or web addresses, etc). It controls access to resources like system functions, other websites and applications and prevents unauthorized resources from being used during an exam.

SEB must be installed on each computer from which the quiz will be taken. Therefore, the mentioned tool is an excellent solution for computer classrooms where the teacher can control the configuration of the program itself and monitor the course of the quiz.

In the case when students take the quiz at home using their computers, the installation of SEB on the computer should be done by each student. The teacher should consider the fact that perhaps some students do not have computers and can only use mobile devices, such as mobile phones or tablets that use the Android operating system, for which SEB is not available and thus access to the quiz would not be possible. It is recommended to check with the students' what devices they are using before using SEB. We recommend using a computer.

The Moodle system, on which the Moodle system is based, has a built-in ability to run tests via the Safe Exam Browser.

In the Quiz activity settings, the teacher has several options related to the use of SEB:

- **Configure manually** - the teacher has the option of selecting several SEB settings that the system will automatically configure. A unique configuration file is generated for each quiz and the individual quiz is opened directly to the student. This feature uses the SEB config key
- **Upload my own config** - allows the teacher to place the SEB configuration file created in the SEB configuration tool into Moodle.
- **Use SEB client config** – with this possibility, the teacher creates a SEB configuration file in the SEB configuration tool and delivers it to the student in a certain way (this is not possible directly through the quiz settings, but it is possible, for example, to set a link to the file).

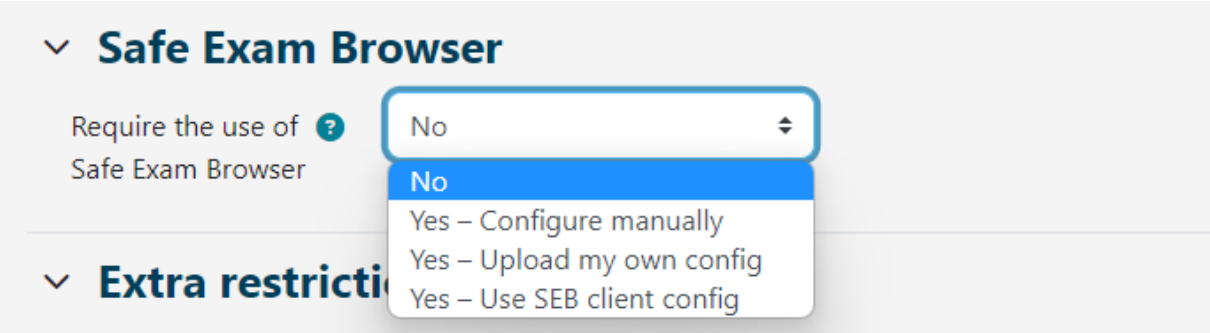

Image: Safe Exam Browser

In the quiz settings, in the "Safe Exam Browser" section and in the "Require the use of Safe Exam Browser" drop-down menu, the teacher selects the option "Yes – configure manually". By choosing manual configuration, the teacher has the option of choosing several SEB settings that the system will configure automatically. A unique configuration file is generated for each quiz and the individual quiz is opened directly to the student. This feature uses the SEB config key.

We recommend using this option because every student can download the generated configuration file through the Moodle system, i.e., through the quiz activity, which is used to start the exam through SEB.

If other options are used, the teachers must edit and generate the configuration file themselves, which they must then deliver to all students so that they can access the quiz. These options are recommended only if teachers want to enable the operation and use of additional programs during the quiz. By selecting the option "Yes - upload your own configuration file", the teacher uploads it to the Moodle system after creating it through the quiz settings, thus enabling the file to be downloaded via the system itself. The teacher sets up an unencrypted SEB configuration file to which the system then adds a link to the quiz and other necessary settings, but does not deliver it to the students. With this option, it is not recommended to set the allowed keys because Moodle itself generates sufficient protection.

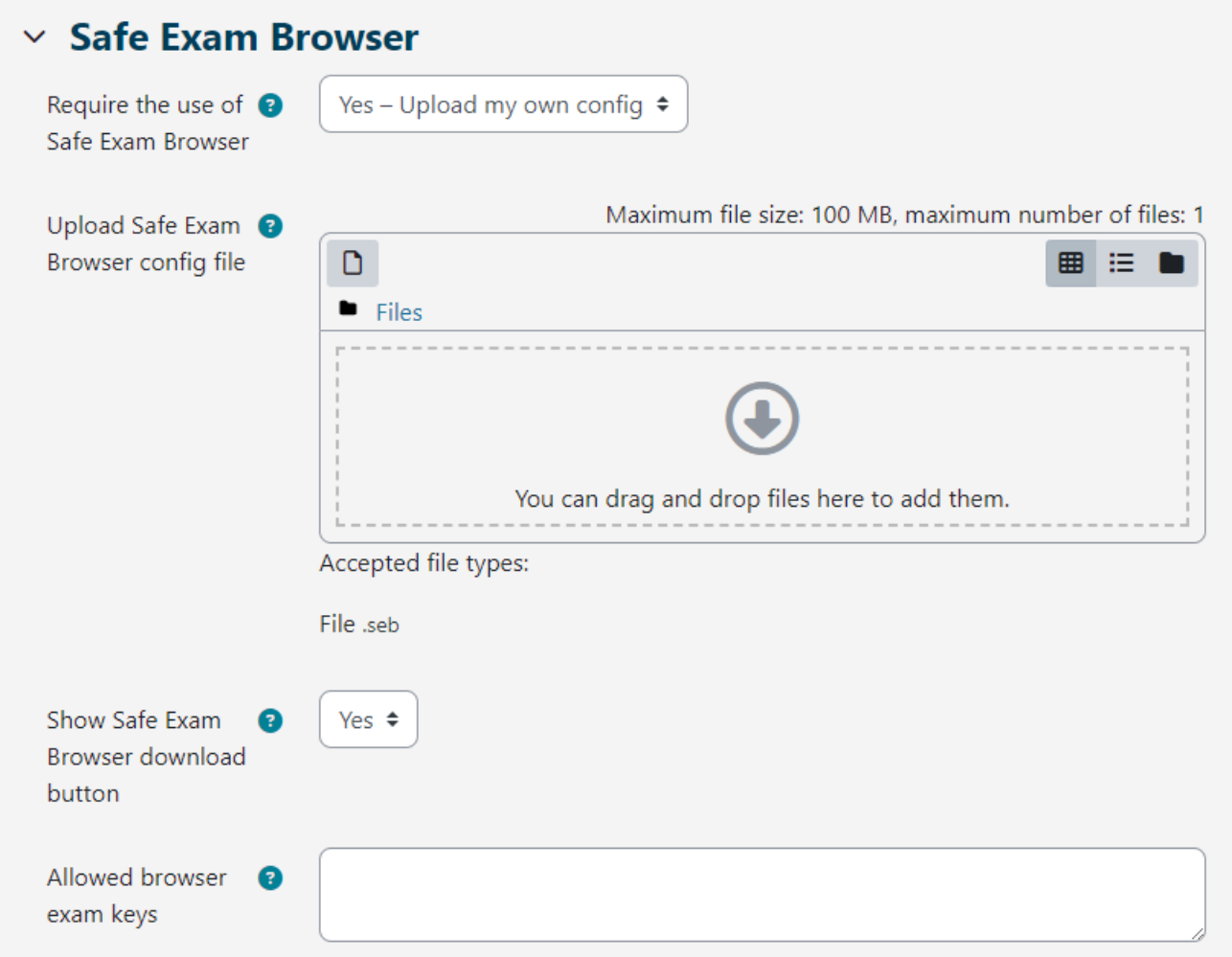

Image: Safe Exam Browser Configuration

By selecting the option "Yes - use SEB client configuration file", it is not possible to deliver the configuration file to the student via the Moodle system, therefore the teacher must find an

alternative way, while the students must use the same version of SEB as the one the teacher used to create the configuration key to be able to take the quiz. The teacher must also create a specific configuration file for each device version and operating system used by the students (Windows, iOS, MacOS). The configuration file created in this way should also be encrypted by the teacher (Moodle will not encrypt it by itself as with the other options).

If the teacher decides to conduct a quiz in the Moodle e-learning system by creating a configuration file in the SEB configuration tool, the procedure is as follows:

In the quiz settings (Quiz Administration ->Settings) the option "Require use of Safe Exam Browser" must be set to "Yes - set own configuration file" or "Yes - use SEB client configuration file".

The teacher downloads the Safe Exam Browser and installs it on a computer. After installation on Windows OS, the SEB application is placed in the program folder of the computer (usually C: \ Program Files or C: \ Program Files (x86)) and contains two files SafeExamBrowser.exe executable file and SEBConfigTool.exe configuration file.

The teacher configures SEBConfigTool.exe according to the desired settings and saves it as a .seb file on the computer. In the settings of this file, you can set the homepage for the browser, as well as a number of kiosk mode settings. Important settings when configuring SEBConfigTool are three types of passwords: the administrator (teacher) password, the Quiz Unlock password, and the Quiz Quit password. The administrator (teacher) password is the password that locks the entire .seb file. The unlock password is the password that allows the student to start the Quiz in SafeExamBrowser and locks the computer, while the unlock password allows exiting the Quiz because without this password the student's computer will remain locked. Therefore, the teacher must provide the student with both passwords (to access the Quiz and to exit the Quiz).

The teacher uploads the configured .seb file to the created Quiz activity or sends it to the students in some other way (e.g., via e-mail, Forum Notifications, etc.). Additionally, the teacher can copy the key from the specified configuration and set it up in the quiz settings on the Moodle system to ensure that students can only access the quiz with SEB running the created configuration file (recommended to be used only when the teacher delivers the configuration file directly to the students, option Yes – uses SEB client configuration file).

Teachers have the option to organize an online quiz which requires the students to enable access to webcam during the quiz in order to monitor the quiz. Before choosing to use this option, the teacher should make sure that all students have access to webcams.

To conduct a monitored quiz, the teacher can create a webinar room using one of the webinar applications (Adobe Connect, Zoom, MicrosoftTeams, Google Meet, Webex…) and enrol students so that they can enter the room before the quiz begins.

If students need to attach a file containing calculations, we suggest that the quiz should include an essay question in which they can submit one or more files in order to be able to scan/photograph

the paper and submit it to the quiz. Students can also send the file to the teacher via e-mail. After the quiz is over, the students leave the webinar room.

In the case of recording the quiz, you must inform the students and ask for their written consent (GDPR).

The student should download the Safe Exam Browser and install it on their computer.

The student downloads and opens the .seb file prepared by the teacher and starts the online quiz using the unlock password set by the teacher. After running the .seb file on the student's computer, all computer functions are locked until the quiz is completed and the student exits the Safe Exam Browser by entering the quit password set by the teacher.

It is recommended that at least a few days before the quiz, the teacher prepares and conducts a mock quiz with the students using the devices they will take the actual test on. This way, students can test whether the Safe Exam Browser is working properly and adjust their computer in time for the actual quiz.

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Quiz editing

After finishing editing the Quiz settings, start editing the Quiz by adding a question to the test using the **Add Question** button.

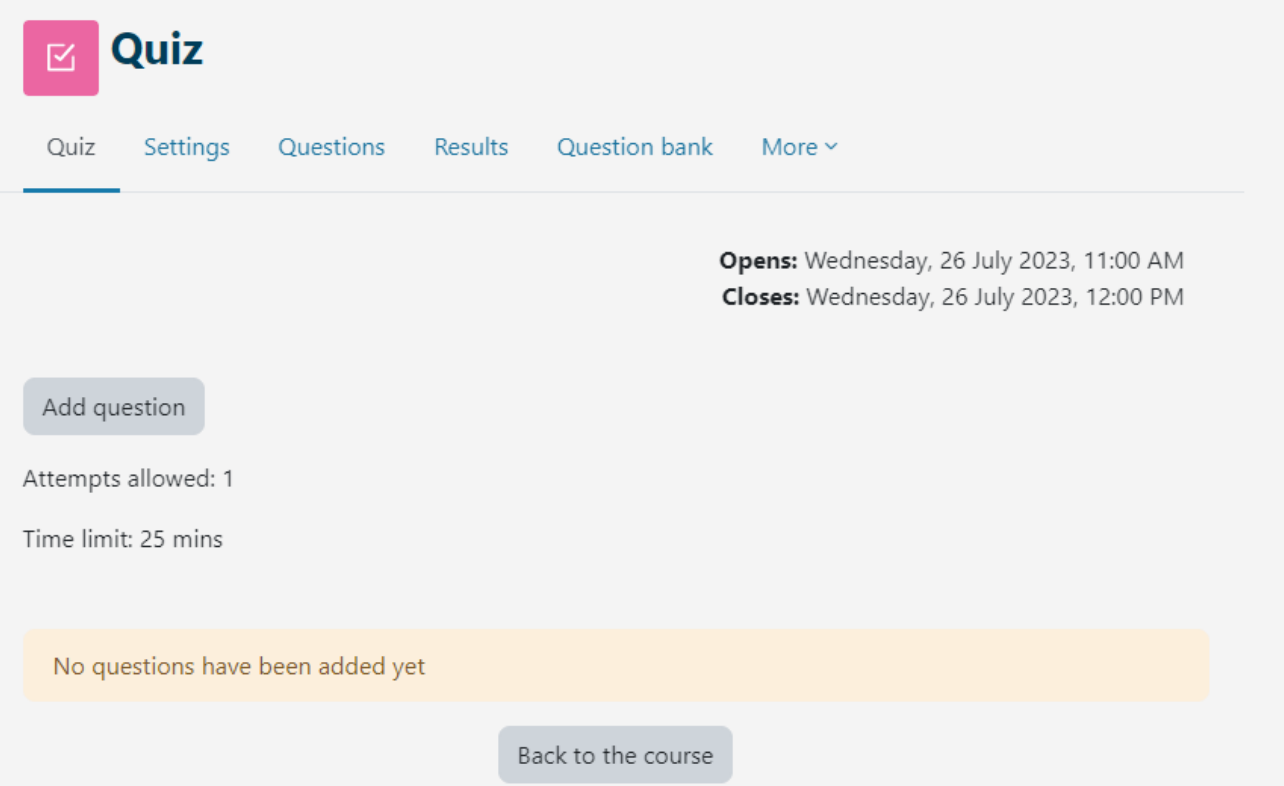

Image: Quiz editing

Questions are added by selecting the link **Add** or Add a question **from the question bank**. It is possible to add a specific number of random questions (from 1 to 100) by choosing the option **Add random question.**

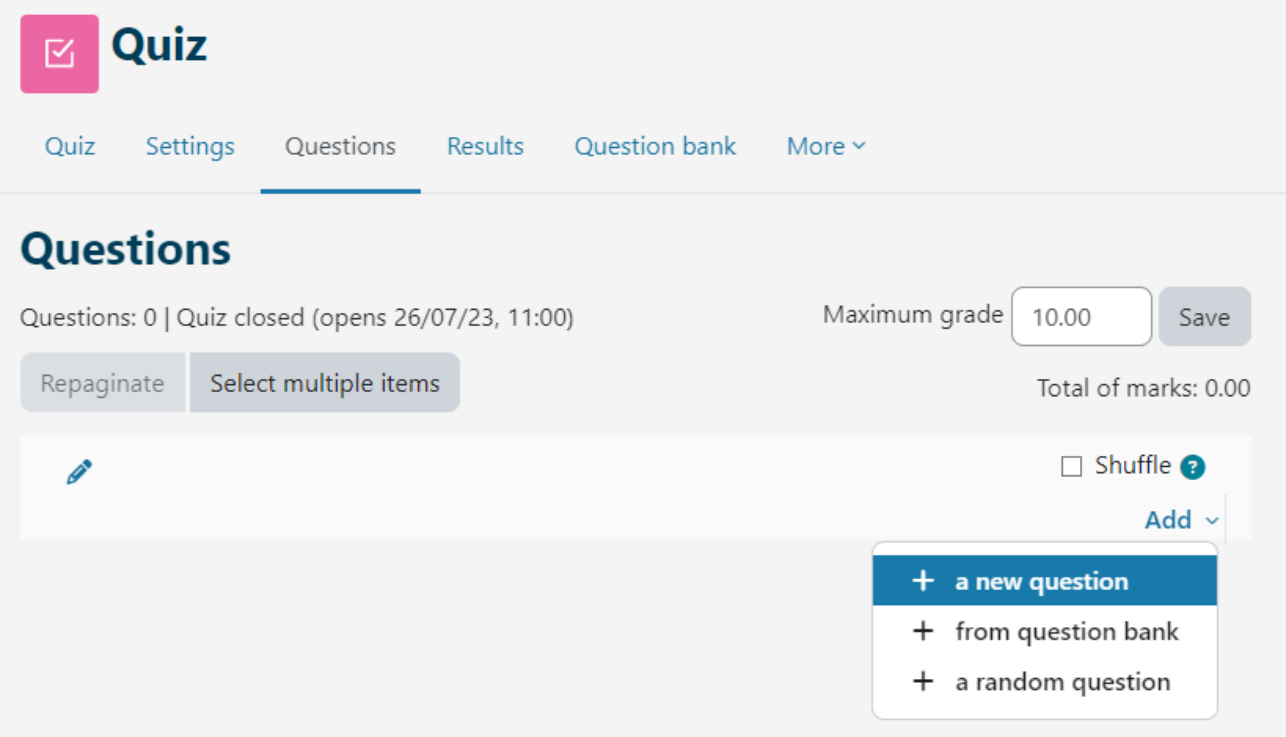

Image: Adding questions

Different categories of questions can be combined in each quiz. Questions can be randomly inserted by the system, or the entire quiz can be edited by the teacher. When adding a question, it is possible to select the version of the question that we want to add. Each question carries a certain number of points, which the teacher determines. Randomly added questions will have 1 point set automatically, which the teacher can edit with the number of wanted points. This is also one of the main reasons why it is recommended to use categories and provide the information about the question difficulty in the category name. For grading, points are scaled (linking the total grade and the highest grade). After all the questions have been added, the total score number calculated by the system must also be entered in the Maximum grade field.

The arrows are used to change the order of the questions in the quiz. By choosing the **Select multiple items** button it is possible to delete all or only individually marked questions at once. By choosing the **Repaginate** button the number of questions per page can be changed.

After all the questions in the quiz have been set, it is necessary to determine the number of points for each question that do not have to match the predefined points and can differ for each quiz. The final grade is calculated as a percentage by taking the sum of points earned divided by the sum of the maximum points. The teacher can change the grade or points assigned to a student by the system at any time.

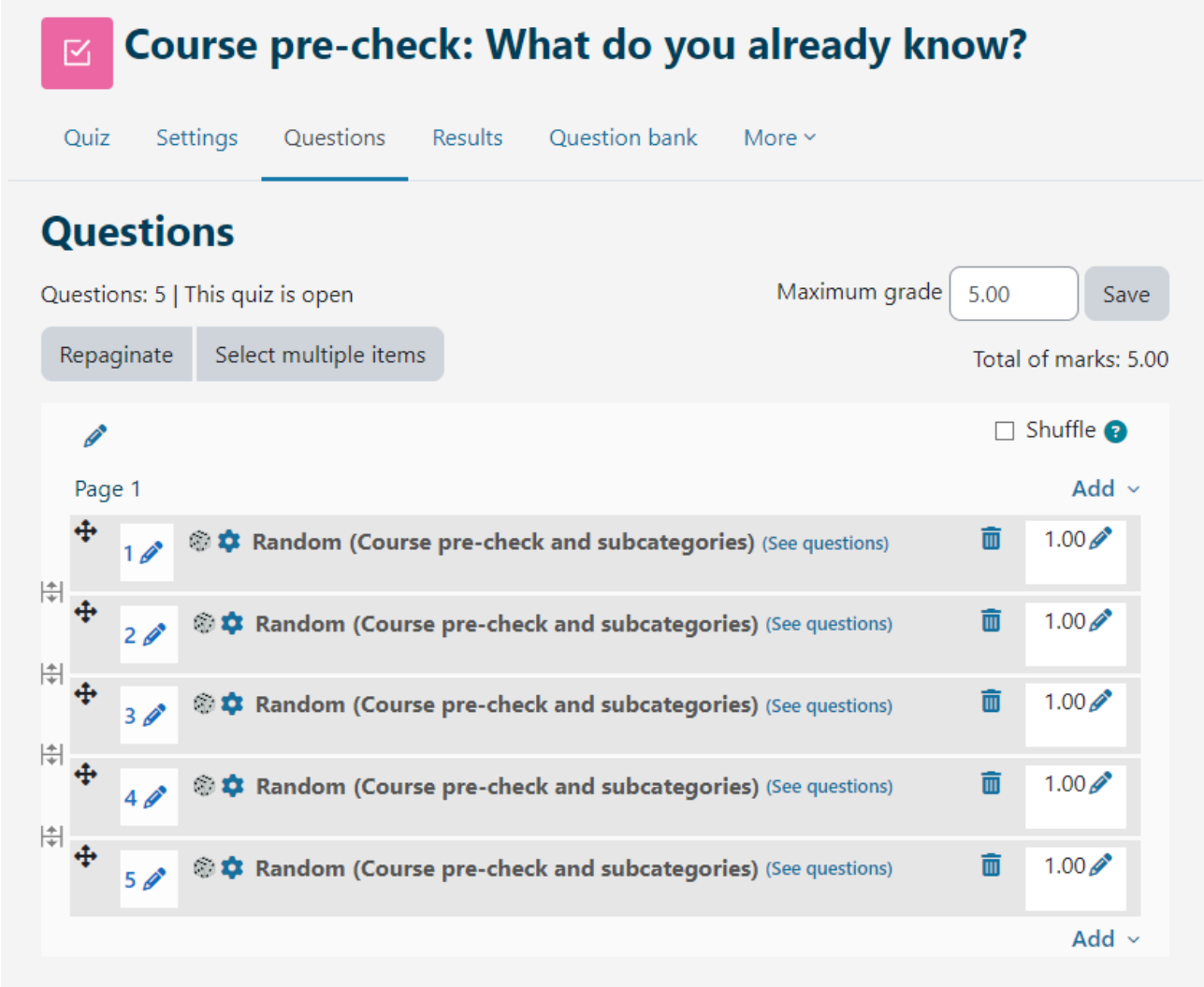

Image: Marks and questions editing

In quizzes with question behaviours: Interactive format with multiple tries and Immediate feedback, there is a possibility to set up conditional branching (a feature that changes what question or page a student sees next based on how they answer the current question). This option is enabled for each question individually (lock icon next to the question in the quiz). The essay question is graded manually and does not offer the possibility to set up conditional branching. In the case of using conditional branching, the Free navigation method is not available.

To make it easier for teachers to check what conditions and restrictions they have set, information about the set passing grade and about changing the rules for a group or a user is now visible by selecting the name of the quiz.

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Essay question feedback

The system grades all types of questions automatically with the exception of the essay question which has to be manually graded by the teacher. While grading an essay question the teacher can record audio or video recording directly in the Atto HTML text editor as feedback to the student.

For question types Short answer or Essay in which students entered answers independently, all entered answers are shown. All other questions show answers entered by the teacher. Next to each answer, the text of the question and the required answer can be displayed. All columns can be resized by using the - or + sign, which can make the report clearer.

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Quiz analysis

For each submitted quiz, the system automatically analyses the entire quiz in two ways: analysing it based on students and analysing it based on questions. This kind of analysis is very useful, especially for the preparation of the future exams.

By choosing a quiz and display all attempts, an analysis of the performance of each student is obtained.

The time it took the student to solve the test, the overall grade (number of points), as well as the number of points for each question, are visible.

Clicking the achieved number of points for a particular question will show the answer that the student entered, i.e., selected when solving the test.

By selecting Responses from the Results menu an analysis of each question is displayed for each student. It is possible to review the report for certain students depending on the attempts status, for example reviewing only students who are still solving the quiz, who have completed the quiz or those who have never submitted a quiz.

Quiz results for an individual student can be viewed by selecting the Review Attempt link. Colours and symbols show information about a particular question in the Quiz navigation block.

Image: Quiz navigation

- the essay question is marked in grey
- the question that the student answered correctly is marked with a white tick on a green background

- a question that is partially answered correctly is marked with a white circle on an orange background
- a question answered incorrectly is marked with a red background
- the question marked by the student has a red triangle in the right corner
- a question depending on the previous question is marked with a lock icon.

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Quiz statistics

It is possible to view the quiz statistics report. For each question, several indices and coefficients are provided.

Facility index

The complexity of the question is obtained by dividing the total number of scored points and the possible number of points for that question, i.e., the average of points for a specific question. The higher the percentage, the higher the chances that students will answer that question correctly.

Standard deviation

The standard deviation measures the difference between the total number of given answers.

The more different answers the students give, the greater the deviation will be, and in the case of all students providing identical answers, the SD would be equal to zero.

Random guess score

The number of points that students can obtain by randomly guessing the answer. It depends on the type of questions asked.

Intended question weight

The intended result importance of the question in terms of determining the final quiz grade.

Effective weight

An estimate of the weight the question actually has in contributing to the final grade of the quiz.

Discrimination index

The discrimination index indicates the differences between students. It shows the relationship between success on a particular question and success on the entire quiz and can have values between -100% and 100%. A score from 0 to 100% means that students who answered that question correctly also had success on the quiz. A result of -100% to 0 means that the question was answered correctly by students who otherwise solved the test poorly. This means that the students guessed the answer to that question, and not that they demonstrated actual knowledge.

This index considers only the upper and lower thirds of students, while the differential coefficient considers the results of all students.

Discriminative efficiency

The discriminative coefficient is another measure for distinguishing worse and better students. It is calculated in the same way as the discrimination index but for the calculation of the results it considers all students, not only the best and worst third of students.

The described reports can be exported by selecting **Download table data** as the type of file you would like to download from the drop-down menu and then clicking the Download button.

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Export Quiz attempts

By selecting **Results Export** attempts the teacher can view and export the quiz attempts of an individual student in a form suitable for printing on paper or in a PDF file.

Choose Review Attempt from the table to view the completed attempt for an individual student.

In addition to reviewing completed attempts, the teacher has the option of creating a new blank attempt for an individual student. The student can solve the attempt online, and in the case that the quiz cannot be conducted online, the teacher can print the attempt on paper and the student can then solve it on paper. By choosing the Submit responses from the table the teacher has the option to enter the student's answers and submit the test for him so that his results are recorded in the system.

By choosing the **Right answer sheet** it is possible to print the quiz with marked correct answers.

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Quiz questions and Quiz - recommendations (Lesson)

Tips for preparing the questions for the Quiz activity in the Moodle system

- Create as large a Questions bank as possible to lessen chance of questions repeating.
- For Multiple Choice questions, where more than one answer is possible, incorrect answers must be assigned negative scoring.
- In the quiz, ask more questions where applying the learned knowledge is required or more descriptive questions (higher levels of Bloom's taxonomy).
- The number of points you set for each question can be changed for each Quiz
- Organize questions into categories and subcategories and name them according to the question difficulty level and the module they belong to.

<NEXT>

Tips for preparing the Quiz Activity in the Moodle System

- Pay attention to the technical conditions necessary for taking the Quiz, e.g., some types of questions in the Merlin system are not suitable for mobile devices (Drag&Drop), so if you use such questions in the Quiz, make sure you tell your students to use computers.

- If Resource/Activity names or Dictionary terms appear as links in the Quiz, it is necessary to turn off automatic linking to the dictionary and to the activity names in the Administration block.
- Remind students that they can re-enter the Quiz if they have technical difficulties, as long as the time set for taking it has not run out.
- Write detailed instructions on how to do the Quiz (make sure to warn them that cheating is not allowed, that everything takes place online and that the technical conditions cannot be influenced, that in case of a connection failure while doing the Quiz, they should not panic but contact the teacher...).
- Instruct students to make sure that the time on their computer or mobile device matches the real time.
- Make sure to carefully set the Quiz availability timing: the time for opening and closing the quiz and the time necessary for solving it (e.g., if the Quiz is available for 35 min, and the time limit for solving it is set to 30 minutes, a student who has accessed the Quiz 15 min after it became available does not have 30 minutes available anymore, but only 20 minutes. Make sure to write this in the Quiz instructions.)
- In Grades, the number of achieved points is visible, but the grade itself is not. The grade can only be entered as feedback in the Quiz settings.
- Give students practice Quizzes to get useful information (whether all students managed to take the Quiz, whether they had technical difficulties during taking it and whether the weight of the questions has been set well in the Quiz).
- Quiz Results and Statistics are available in the Administration block, along with a great deal of information about each student and the Quiz taking process: information on how well did each student do on the Quiz, which questions they focused on the most, which questions were very difficult for them, etc.
- If a student happens to report technical difficulties during the Quiz, you can look at the records and see if the student has gone in and out of the Quiz/Course. In addition to the records, you can review student's attempts and see when each question was submitted. If there is a large gap between the submissions of two questions, and the questions are not very demanding, it is possible that the problems occurred in-between the two questions.
- Show tolerance and understanding for the students when conducting this kind of an evaluation. It is possible that some students will not easily adapt to an online environment, that their Internet connection might not work properly or that they might encounter computer problems.

<BACK><FINISH>

Quiz for assessment – free navigation

This is a quiz that a student will get a grade for, and it can be taken only once. It can be used for summative assessment at the end of a unit or a whole course.

Student can access questions randomly, and go back to the previous question any time they want until quiz is submitted.

Quiz has 4 questions, and student has 10 min to complete the quiz.

It is necessary to earn 50% of the total points for the activity to be marked as completed.

Quiz – free navigation (Quiz)

1. Matching questions can have:

- **Greater number of Answers than Questions**
- **Equal number of Questions and Answers**
- Greater number of Questions than Answers

<NEXT PAGE>

2. In Multiple Choice question it is possible that:

- **Only one answer is correct**
- **All answers are correct**
- **More than one answer is correct**

<PREVIOUS PAGE><NEXT PAGE>

3. Question that is recommended to be reviewed after the submission:

- Multiple choice
- **Short answer**
- True/false

<PREVIOUS PAGE><NEXT PAGE>

4. Available question types in Quiz activity:

- **Matching**
- **Short answer**
- **Numerical**
- Flashcards

<PREVIOUS PAGE><FINISH ATTEMPT>

Quiz – Free navigation – Activity Settings (Page)

Timing

Open the quiz: Enabled

Close the quiz: Enabled

Time limit: 10 min

When time expires: Open attempts are submitted automatically

Grade

Grade category: Uncategorized

Grade to pass: 2

Attempts allowed: 1

Layout

New page: Every question

Navigation method: Free

Question behaviour

Shuffle within questions: Yes

How questions behave: Deferred feedback

Review options

During the attempt: Not marked

Immediately after the attempt:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

Later, while the quiz is still open:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

After the quiz is closed: Not marked (unless the date and time at the Close the quiz option are set)

Appearance

Show the user's picture: No image

Decimal places in grades: 2

Decimal places in marks for question: Same as for overall grades

Show blocks during quiz attempts: No

Safe Exam Browser: No

Overall feedback:

Grade boundary: 100

Feedback: You have a good understanding of this topic and are ready to explore ways to make the most of them.

Grade boundary: 50

Feedback: Your knowledge is sufficient to pass, but it is recommended to study this topic further.

Grade boundary: 0

Feedback: You have not demonstrated a sufficient level of understanding of this topic and further study is required.

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Quiz for assessment – Sequential navigation

This is a quiz that a student will get a grade for, and it can be taken only once. It can be used for summative assessment at the end of a unit or a whole course.

Student should solve the questions in the order in which they are presented, because returning to previous questions is not possible.

Quiz has 4 questions, and student has 10 min to complete the quiz.

It is necessary to earn 50% of the total points for the activity to be marked as completed.

Quiz – Sequential navigation (Quiz)

1. Matching questions can have:

- **Greater number of Answers than Questions**
- **Equal number of Questions and Answers**
- Greater number of Questions than Answers

<NEXT PAGE>

2. In Multiple Choice question it is possible that:

- **Only one answer is correct**
- **All answers are correct**
- **More than one answer is correct**

< NEXT PAGE>

3. Question that is recommended to be reviewed after the submission:

- Multiple choice
- **Short answer**
- True/false

< NEXT PAGE>

4. Available question types in Quiz activity:

- **Matching**
- **Short answer**
- **Numerical**
- Flashcards

<FINISH ATTEMPT>

Quiz – Sequential navigation – Activity Settings (Page)

Timing

Open the quiz: Enabled

Close the quiz: Enabled

Time limit: 10 min

When time expires: Open attempts are submitted automatically

Grade

Grade category: Uncategorized

Grade to pass: 2

Attempts allowed: 1

Layout

New page: Every question

Navigation method: Sequential

Question behaviour

Shuffle within questions: Yes

How questions behave: Deferred feedback

Review options

During the attempt: Not marked

Immediately after the attempt:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

Later, while the quiz is still open:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

After the quiz is closed: Not marked (unless the date and time at the Close the quiz option are set)

Appearance

Show the user's picture: No image

Decimal places in grades: 2

Decimal places in marks for question: Same as for overall grades

Show blocks during quiz attempts: No

Safe Exam Browser: No

Overall feedback:

Grade boundary: 100

Feedback: You have a good understanding of this topic and are ready to explore ways to make the most of them.

Grade boundary: 50

Feedback: Your knowledge is sufficient to pass, but it is recommended to study this topic further.

Grade boundary: 0

Feedback: You have not demonstrated a sufficient level of understanding of this topic and further study is required.

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Quiz for assessment – Adaptive Mode

This is a self-assessment quiz and can be used for formative assessment. A student can answer individual questions several times and after entering the answer, check whether the answer is correct or not. If the answer is not correct, he can solve the same question again.
There is no limit to the number of attempts to solve a particular question, but it is recommended to use penalty points for each wrong attempt. In this way, the student wins fewer points for questions that he did not solve in the first attempt, which is useful for the student to be able to assess the level of demonstrated knowledge.
Quiz has 4 questions, and student has 10 min to complete the quiz.
It is necessary to earn 50% of the total points for the activity to be marked as completed.

Quiz – Adaptive Mode (Quiz)

1. Matching questions can have:

- **Greater number of Answers than Questions**
- **Equal number of Questions and Answers**
- Greater number of Questions than Answers

<CHECK>

2. In Multiple Choice question it is possible that:

- **Only one answer is correct**
- **All answers are correct**
- **More than one answer is correct**

<CHECK>

<NEXT PAGE>

3. Question that is recommended to be reviewed after the submission:

- Multiple choice
- **Short answer**
- True/false

<CHECK>

4. Available question types in Quiz activity:

- **Matching**

- **Short answer**
- Numerical
- Flashcards

<CHECH>

<PREVIOUS PAGE><FINISH ATTEMPT>

Quiz – Adaptive mode – Activity Settings (Page)

Timing

Open the quiz: Enabled

Close the quiz: Enabled

Time limit: 10 min

When time expires: Open attempts are submitted automatically

Grade

Grade category: Uncategorized

Grade to pass: 2

Attempts allowed: Unlimited

Layout

New page: Every question

Navigation method: Free

Question behaviour

Shuffle within questions: Yes

How questions behave: Adaptive mode

Review options

During the attempt: Not marked

Immediately after the attempt:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

Later, while the quiz is still open:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

After the quiz is closed: Not marked (unless the date and time at the Close the quiz option are set)

Appearance

Show the user's picture: No image

Decimal places in grades: 2

Decimal places in marks for question: Same as for overall grades

Show blocks during quiz attempts: No

Safe Exam Browser: No

Overall feedback:

Grade boundary: 100

Feedback: You have a good understanding of this topic and are ready to explore ways to make the most of them.

Grade boundary: 50

Feedback: Your knowledge is sufficient to pass, but it is recommended to study this topic further.

Grade boundary: 0

Feedback: You have not demonstrated a sufficient level of understanding of this topic and further study is required.

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Quiz for self- assessment – Interactive with multiple tries

This is a self-assessment test and can be used for formative assessment. A student can answer individual questions several times and after entering the answer, check whether the answer is correct or not. If the answer is not correct, he can solve the same question again.

For each wrong answer, the student can see the hint that the teacher previously entered in the settings of a particular question. These hints help students remember the correct answer. The number of times a student can answer a particular question depends on the number of hints that the teacher entered for a particular question, so the total number of attempts is one more than the number of hints, e.g., if there are 2 hints student can answer 3 times, for the first attempt is without the hint.

Quiz has 4 questions, and student has 10 min to complete the quiz.

It is necessary to earn 50% of the total points for the activity to be marked as completed.

Quiz – Interactive with multiple tries (Quiz)

1. Matching questions can have:

- **Greater number of Answers than Questions**
- **Equal number of Questions and Answers**
- Greater number of Questions than Answer

<CHECK>

2. In Multiple Choice question it is possible that:

- **Only one answer is correct**
- **All answers are correct**
- **More than one answer is correct**

<CHECK>
<NEXT PAGE>

3. Question that is recommended to be reviewed after the submission:

- Multiple choice
- **Short answer**
- True/false

<CHECK>

4. Available question types in Quiz activity:

- **Matching**
- **Short answer**
- **Numerical**
- Flashcards

<CHECK>
<PREVIOUS PAGE><FINISH ATTEMPT>

Quiz – Adaptive mode – Activity Settings (Page)

Timing

Open the quiz: Enabled

Close the quiz: Enabled

Time limit: 10 min

When time expires: Open attempts are submitted automatically

Grade

Grade category: Uncategorized

Grade to pass: 2

Attempts allowed: Unlimited

Layout

New page: Every question

Navigation method: Free

Question behaviour

Shuffle within questions: Yes

How questions behave: Interactive with multiple tries

Review options

During the attempt: Not marked

Immediately after the attempt:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

Later, while the quiz is still open:

The attempt: Marked

Whether correct: Marked

Maximum marks: Marked

Marks: Marked

Specific feedback: Marked

General feedback: Marked

Right answer: Not marked

Overall feedback: Marked

After the quiz is closed: Not marked (unless the date and time at the Close the quiz option are set)

Appearance

Show the user's picture: No image

Decimal places in grades: 2

Decimal places in marks for question: Same as for overall grades

Show blocks during quiz attempts: No

Safe Exam Browser: No

Overall feedback:

Grade boundary: 100

Feedback: You have a good understanding of this topic and are ready to explore ways to make the most of them.

Grade boundary: 50

Feedback: Your knowledge is sufficient to pass, but it is recommended to study this topic further.

Grade boundary: 0

Feedback: You have not demonstrated a sufficient level of understanding of this topic and further study is required.

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Course check

This quiz will help you to consolidate everything you learnt on this course.

You can take the quiz as often as you like, but you must achieve a minimum 80% pass grade.

Upon completion you will receive a Moodle Academy badge.

Exploring Quiz: Check your understanding (Quiz)

1. By default settings, the results of the quiz are displayed as:

- Percentage
- **Points**
- Scale
- Letters

2. Question behaviour for the self-evaluation quiz should be:

- Interactive with multiple tries
- Any of the ones offered in the drop-down menu
- **Deferred feedback**
- Adaptive mode

3. Quiz for summative assessment (for grading) should be:

- **Aligned with the course Learning Outcomes**
- **Time restricted**

- Consisting of the same question types

4. Results of the quiz can be available to students:

- After last student's submission
- **Always**
- **For a short period of time after submission**

5. Restrictions a Quiz can have:

- **Password restriction**
- **Name restriction**
- Age restriction
- **IP address restriction**

Assessment in Online Environment: *Exploring Lesson*

Welcome

This free program of short courses is designed to help you understand the assessment in online environment.

Once you complete all the courses and activities you will receive a badge for completing the Exploring Lesson.

Image: Lesson

Announcements (Forum)

General news and announcements from the course facilitators.

About this course (Book)

Before you begin, review the Course overview, Learning outcomes, Course structure and Completion and assessment information.

Course overview

Aim

In this intermediate course you will learn:

- How to set up Lesson activity and use questions in a Lesson for assessment.

Prerequisites

If you are new to Moodle we suggest you take the Introduction to Moodle course before starting this one.

Before starting this course, it is expected you will already know:

- **Assess Your Learners**

Format

This is a self-paced course without active moderation. You are encouraged to discuss ideas in the discussion forums and respond to other learners' queries.

Learning time

The estimated learning time to complete this course is 4 hours.

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Learning outcomes

By the end of this course, participants will be able to:

1. List the advantages of using the Lesson activity compared to other resources/activities in the Moodle.
2. Identify the key features and settings available within the Lesson activity, such as branching scenarios, navigation options, and feedback mechanisms.
3. Explore strategies for assessing learner progress and performance within Lesson activities.
4. Create a simple Lesson.

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Curse structure

Welcome

Find out how the course works, check your prior understanding and join in an optional general discussion.

Lesson activity examples

Course check

Test your understanding in the final quiz.

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Digital competences

"Being digitally competent means using digital technologies in a confident and safe way" (DigComp 2.0).

Moodle Academy courses in the Educator learning pathway use a Moodle specific version of the Digital Competence Framework for Educators (**DigCompEdu**). This is the same framework used by the advanced Moodle Educator Certification (**MEC**).

This course relates to the following competence(s):

3.3 Collaborative learning

3.4 Self-regulated learning

4.1 Assessment strategies

4.3 Feedback and planning

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Completion and assessment

- View the ‘About this course’ book.
- View the ‘About Lesson Activity’ lesson
- View the ‘Simple Lesson’ lesson
- View the ‘Simple Lesson settings’ page
- View the ‘Lesson with branches’ lesson
- View the ‘Lesson with branches settings’ page
- View the ‘Lesson with questions’ lesson
- View the ‘Question pages settings’ page
- ‘Assessment: Exploring Lesson ‘: Check your understanding' quiz, achieving 80% or more.

Completing the activities

- Some activities are automatically marked as completed based on specific criteria.
- Some activities require you to manually mark them as done.

Make sure you complete the activities according to their completion conditions.

Course badge

Upon successful completion of this course you will be automatically awarded a badge to showcase the skills and knowledge you have obtained.

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Moodle versions

The activities and screenshots in this course are based on the standard Boost theme and the latest version of Moodle LMS, currently 4.1. See Moodle 4.1 documentation overview and New Features 4.1 documentation.

If your Moodle site looks different, ask your Moodle support staff about the theme and version being used.

You can access documentation about earlier, supported versions of Moodle LMS below:

- Moodle 4.0 documentation overview and New Features 4.0 documentation
- Moodle 3.11 documentation overview and New Features 3.11 documentation
- Moodle 3.9 documentation overview and New Features 3.9 documentation

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Credits

Many thanks to the following individuals who contributed to this course, whether it be providing content and instructions, or providing feedback to help improve the design of this course.

- Sandra Kučina Softić, University of Zagreb, University Computing Centre (SRCE), Croatia;
- Tona Radobolja, University of Zagreb, University Computing Centre (SRCE), Croatia
- Ana Zemljak Pećina, University of Zagreb, University Computing Centre (SRCE), Croatia

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Change log

All notable changes to this course will be documented in this page.

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Licence

[End of Book]

General discussion forum (Forum)

While this course is not actively facilitated, you are welcome to ask questions and discuss ideas here and our Moodle Academy community will try to respond.

Why not subscribe to this forum and support others as they complete the course too?

Please only post meaningful messages to this discussion forum. Other messages will be removed.

Course pre-check: What do you already know (Quiz)

1. What is the purpose of use of the "Cluster" feature in a Moodle Lesson?

- To set lesson content into categories
- To enable grouping of related pages together within the lesson
- To facilitate tracking of student progress and completion status
- **None of the above**

2. What type of content can be included in a Lesson activity in Moodle?

- Text and images
- Audio and video
- Embedded documents and external links
- **All of the above**

3. What is the main purpose of use the Lesson activity in Moodle?

- To deliver online quizzes and assessments
- To facilitate peer assessment and feedback
- To set a platform for student discussions
- **To organize content in a structured, interactive format**

4. How would you describe a Question Page?

- A page that marks the end of a branching path.
- A page containing learning materials or multimedia.
- A set of pages grouped together within a Lesson.
- **A page where students answer a question or make a decision**.

<FINISH ATTEMPT>

About Lesson

About Lesson Activity (Lesson)

About Lesson Activity

A lesson activity enables an adaptive form of teaching and a high level of interaction for the students, given that going through the teaching materials depends on their answers. A lesson activity consists of a series of interactive pages. In the lessons of a simpler form, after reading the contents of the page, the student moves to the next page by selecting the Continue button and reviews all the pages in the Lesson in linear order. In the case of Lessons of a more complex form, in which the student's understanding of what was read is checked with questions after reading certain content, the student goes to the next page by choosing the correct answer, and in the case of an incorrect answer the student goes to the page determined by the teacher.

To add a Lesson activity, select:

Add Lesson activity

There are two types of pages that are used: Question Page and Content Page.

Content should be planned very carefully so that there is not too much content (possibilities) that is difficult to follow. It is best to make a flowchart at the very beginning of creating a Lesson activity and thus foresee all possibilities.

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Pages in Lesson activity

Pages with a question are usually displayed between several content pages and contain a text that the student should study along with a question, or just a question to which the answer will depend on the display of the next page (different pages for a correct or incorrect answer). Questions appearing after a certain amount of teaching content encourage students to read with understanding because further access to the content depends on the answers. An incorrect answer can keep the student on the same page until they enter the correct answer, send them to the next page after a certain number of failed attempts, or send them to a page where additional information is needed to enter the correct answer.

With the **content page**, the teacher, in addition to the content of the page itself, allows the student to choose between several options, and content, that lead to different pages and this way, the student actively participates in the teaching activity.

Possible content will be displayed in the form of buttons for which the teacher alone determines the names. If you only need to create a page containing text with no questions or the possibility of multiple selections, select Page with content and enter the descriptions (names) of each button. This is often used to introduce a lesson when students are given all the information they need to participate in that activity.

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Content page

The content page contains text, without questions, and moving through the lesson is determined by the button that the student selects at the bottom of the page. Each button represents a branch and leads to a predetermined page.

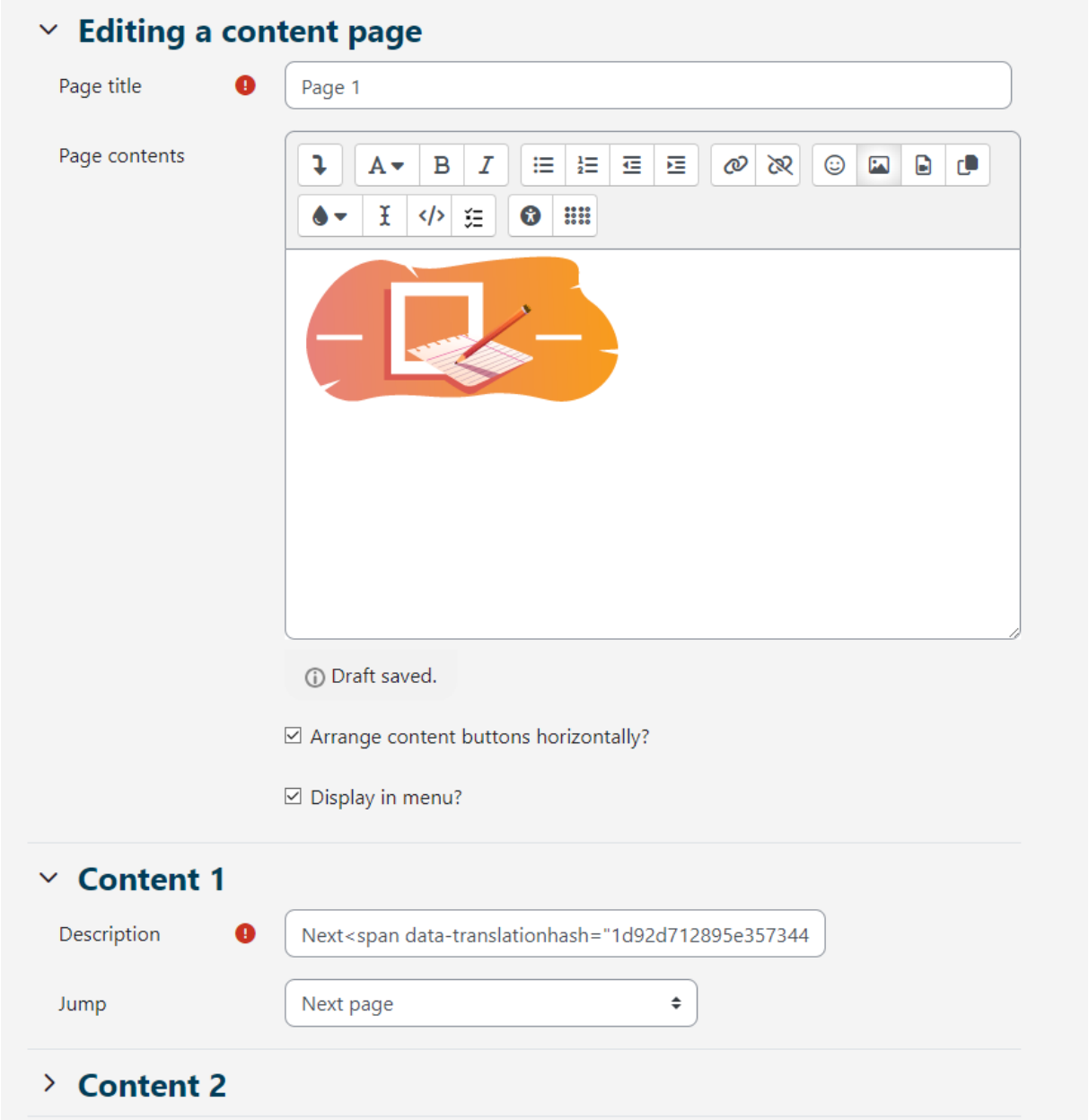

Image: Editing a content page

The page title is displayed to students at the top of each page. The teacher will also see page titles and content when editing in the expanded view. Page titles with content can also be displayed to students in the lesson menu on the right when going through the lesson if the teacher selects the Display menu option in the Appearance section. The text and information of individual pages are added in the Page Contents box, and the teacher can use the text editor and its multimedia features to enter and format the text.

In the Content sections, the teacher enters the text the students need to click on to progress further through the lesson. This text is displayed to students in the form of buttons. Buttons are displayed to students horizontally if the teacher checks the option Arrange content buttons horizontally; otherwise, the buttons are arranged vertically. The number of available contents (buttons) depends on the option Number of content/answers in the settings of the lesson itself. For each content, the teacher writes the text that will be displayed to the students in the form of buttons and determines to which page that content will lead using a drop-down menu in which all the created pages are displayed.

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Question page

A question page contains text and a question or just a question. The next page that will be displayed depends on the answer. There are six types of questions that can be used when creating a Question Page: Multichoice, True/False, Short Answer, Numerical, Matching, and Essay.

Questions used in quizzes that have been created in the Question bank cannot be used when creating question pages.

Question pages typically include:

- Title – visible on the top of the page
- Page contents – contains the text and a question or just a question that is shown to the student
- Answer – a field for entering possible answers. Answers are written in separate boxes so that the system knows which answer is correct.
- Response – a field for entering student feedback. It is important to give the student feedback with an additional explanation and comment on their answer as well as instructions for further work. Feedback for an incorrect answer is especially important so that the student learns from their own mistakes. By default, the system moves to the next page.
- Jump – the teacher determines where the lesson will lead the student based on choosing a certain answer. In case of an incorrect answer, this field is set to the option This page so that the student can answer the same question again.
- Score – the teacher defines the score for a certain answer. If the teacher enables custom scoring, then each answer may be given a numerical point value (positive or negative).

All types of questions except the Essay are evaluated by the system. The Essay question type can be evaluated by the teacher by selecting the Grade essays button.

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Cluster

A cluster is a group of question pages which is offered randomly to a student as they work through the lesson. The cluster is most often used for practice and repetition.

Steps to create a cluster page:

- First, a content page is created containing basic information about the lesson, and the next step is to set transitions to the cluster page.
- Then a cluster is added and a transition to Unseen question is set within a cluster.
- Then pages with questions are created. It is recommended to set a transition to the cluster if a student gives a correct answer to a question, and for an incorrect answer to set a transition back to the question, so that the student can answer it correctly.
- When all the question pages are created, in the Action column, select Add an end of cluster. It is possible to set the students to go to the end of the lesson after answering all the questions, by setting the transition to the End of the lesson.

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Lesson activity settings

After the activity lesson is planned and the flow diagram is created, it is necessary to adjust the settings of the Lesson activity, after which the pages are created. Most of the settings can be changed by the teacher during the creation of the lesson.

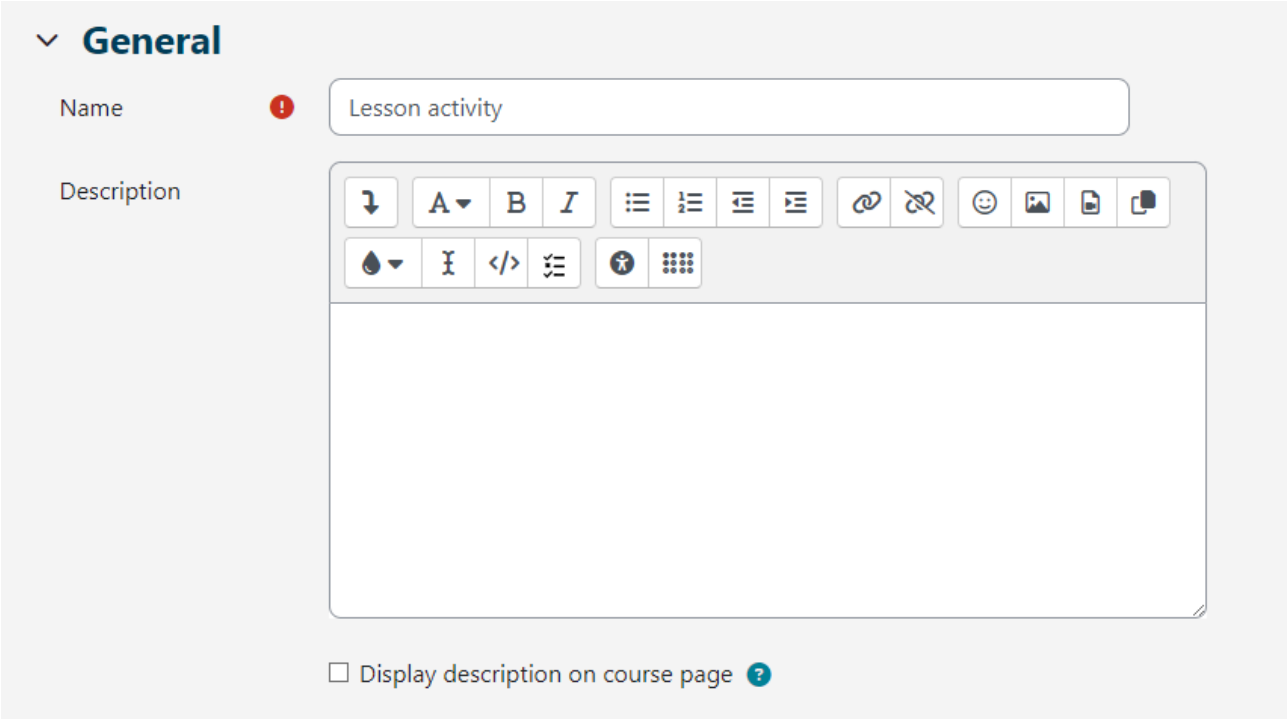

Image: General settings

In the General settings section, it is necessary to enter the **Name** of the lesson and a short **Description** in which the teacher will provide the students with all the necessary information and detailed instructions for successfully going through the lesson. The description of the lesson can also be displayed on the front page of the e-course by selecting the option **Show description/instructions on the front page**.

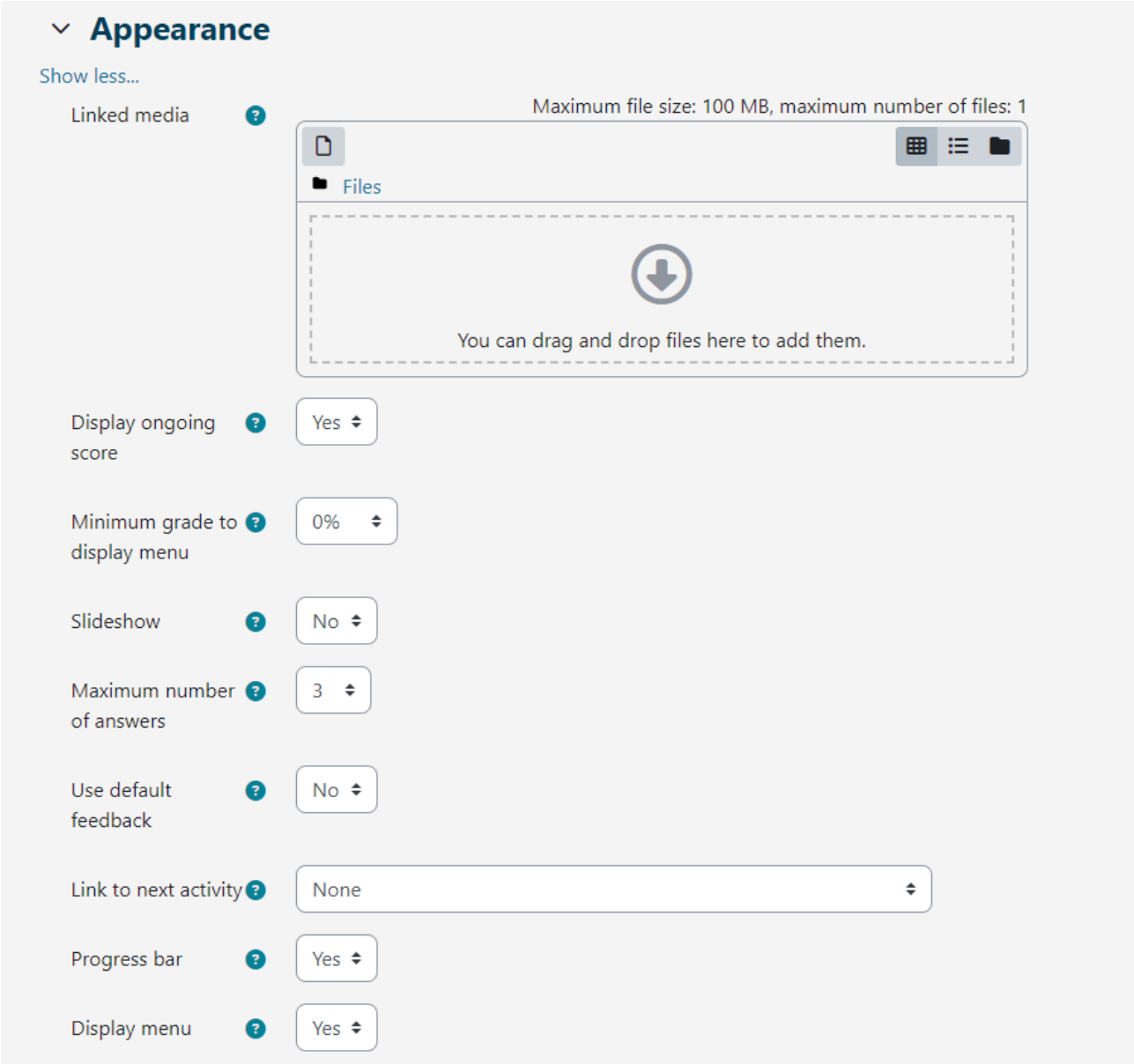

Image: Appearance settings

In the Appearance section, it is possible to adjust the following Lesson settings:

Linked media: if a student needs access to a file while working on a lesson, this option allows access to that file via a pop-up window while going through the lesson.

Display ongoing score: on each page, the student can see the current number of points earned and the progress made as they work through the lesson on each page. This option does not apply to teachers.

Minimum grade to display menu: allows the teacher to require the student to go through the entire lesson and must receive the necessary grade to be able to access the menu for free navigation through the lesson on the left side of the interface.

Slideshow: if this option is enabled, the lesson will be displayed as a slideshow, slide by slide, with the default slide height and width. Such a structure is suitable for displaying the lesson on smaller screens such as mobile phones or tablets.

Maximum number of answers: refers to the number of available answer fields in the questions, that is, to the number of possible buttons/contents on the Content Page.

Use default feedback: in case the teacher does not give written feedback, the system will print the default feedback depending on whether the answer is correct, incorrect or partially correct.

Link to next activity: enables connection with another activity or resource placed in the e-course (forum or assignment related to the lesson). This pop-up window will appear when the student completes (passes) the lesson.

Progress bar: if this option is set to Yes, a bar will be visible at the bottom of the pages and will show the approximate percentage of the student's progress through the Lesson. For lessons that only contain content pages, the bar will not be reset on retry, but it will be reset if the lesson contains question pages. The bar will correctly display the percentage progress throughout the lesson only for linear lessons.

Display menu: enables the student to navigate through the lesson using the table of contents shown on the left. Only content pages where the teacher has marked the option "Display in the menu?" will be displayed in the menu. Question pages are not displayed in the content menu.

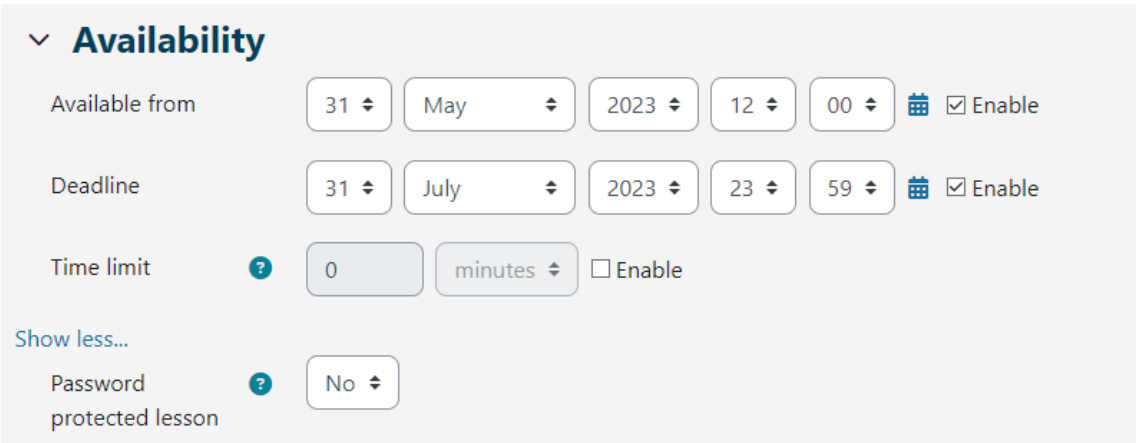

Image: Availability settings

In the Availability section, it is possible to set the time frame in which the lesson is available for viewing by students using the Available from and Deadline options. Also, as with the Quiz activity settings, it is possible to limit the time necessary to go through the lesson. The Time Limit setting determines the amount of time the student has to view the lesson. A counter with the available time to review the lesson is displayed in the Time remaining block on the right side of the interface. The student can review the lesson until the set deadline

The teacher can additionally protect access to the lesson with a password using the setting Password protected lesson. If the teacher enables the option to Allow the lesson to be attempted offline using the mobile app, students using the MerlinMobile application will be able to download the lesson and access it offline on their devices (if the lesson does not have a time limit).

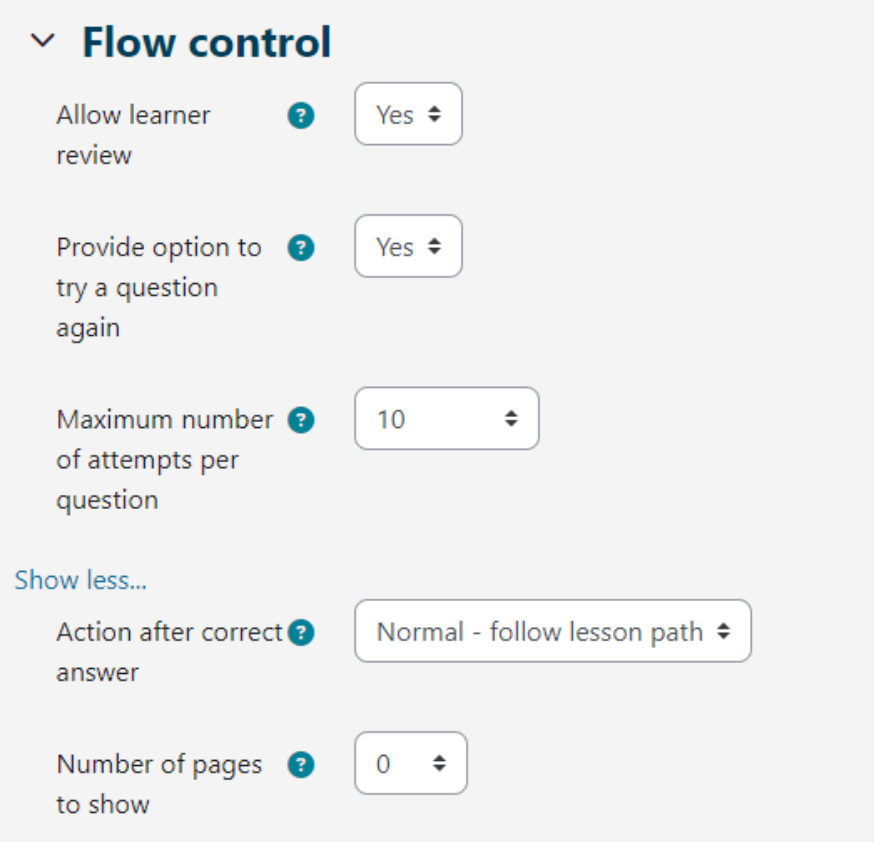

Image: Flow control

In the Lesson Flow Control section, the following settings can be adjusted:

Allow Student Review: by enabling this option, a Review Lesson link appears on the last page of the lesson to encourage students to review it again. If the lesson contains questions, the review will start from the first question, otherwise the review will start from the first content page. When going through the lesson again, students will not be able to change their answers, but only review them.

Provide option to try a question again: if the setting is on, after a wrong answer the student will be offered to try to answer the question again without getting points or to continue with the lesson. It is necessary to make sure that all incorrect answers lead to a page (not the current one) so that students can continue with the lesson normally.

Maximum Number of Attempts: determines how many times a student will be able to give a wrong answer before the system moves the student to the next part of the lesson. To prevent someone from getting stuck on a question, this setting should be set to a smaller number (2 or 3). The student will not receive points for this transition.

Action after correct answer: refers to actions after a correct answer. The option Normal - follow lesson path is used for the default course of the lesson, all other options refer more or less to the random selection of the order of pages that the teacher does not have influence over.

Number of pages to show: this setting is used in combination with the previous one. If the previous setting is set to Show as an unseen page or Show as an unanswered page, the number of pages to display in the lesson can be set. Otherwise, all lesson pages will be displayed.

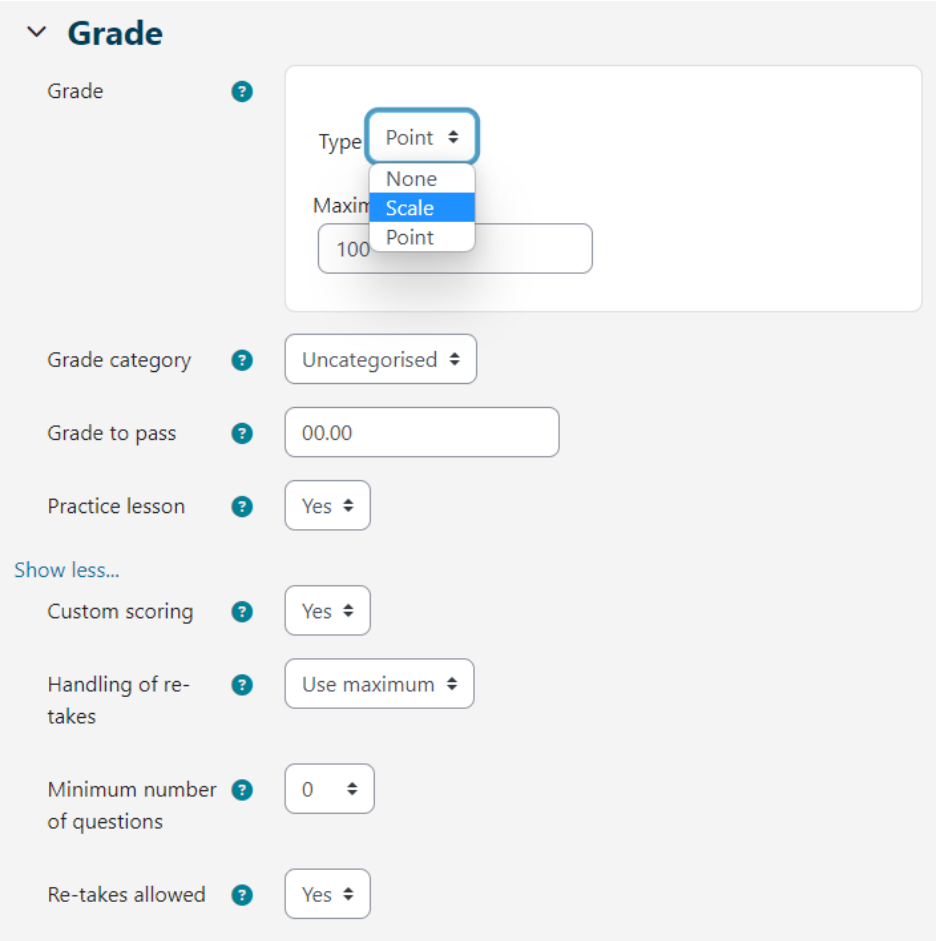

Image: Grade setting

In the Grade section, it is possible to adjust the following settings:

- **Grade:** it is possible to choose the evaluation method using points or scales.
- **Grade category:** controls in which gradebook category the activity grades will be placed.
- **Grade to pass:** determines the minimum grade to pass. Passing grades are marked green while failing grades are marked red.

Practice lesson: if this option is set to Yes, the activity will not be graded, but will appear in the grade list. For students to be able to go through the practice lesson multiple times, it is necessary to set the Re-takes allowed option to Yes.

- **Custom scoring:** enables different evaluations of individual questions. If this option is disabled, all questions will have 0 points for an incorrect answer and 1 for a correct answer.
- **Minimum number of questions:** the minimum number of answers that will be used in the calculation of the grade for the specified activity is determined. While going through the lesson, students will be shown how many questions they have answered and how many more they need to answer. It is recommended for teachers to write clearly in the description of the lesson the minimum number of questions that must be answered to receive a grade. If the teacher uses only content pages, this option should be set to 0.
- **Re-takes allowed:** if the lesson is intended for studying the material, it should be open for students at all times. In this case, the Re-takes allowed setting needs to be set to Yes. This setting applies only to content pages which can be viewed multiple times regardless of the specified setting.

After determining all the settings, it is necessary to create pages.

<BACK><NEXT>

Building pages

The first page offers four possibilities to build a lesson:

- Import questions
- Add a content page
- Add a cluster
- Add a question page

The order of displaying pages in the lesson is arranged at the very end when all pages and their links have been created.

<BACK><NEXT>

Building pages

If the questions have been prepared in advance in one of the available formats, the teacher can use them in the lesson by selecting the Import questions option. Available formats are:

- Aiken format,
- Blackboard,
- Examview,
- GIFT format,
- Microsoft Word 2010 (word table),
- Moodle XML format,
- Missing word format,
- Embedded answers (Cloze),
- Web CT format.

Questions created for the Quiz activity can also be used for the Lesson activity. Quiz questions created in the Question bank (block Administration → Course administration → Question bank) can be exported (Export tab) and then imported into the Lesson activity. The types of questions that can be transferred from the Question bank to the Lesson activity are: Matching, Multiple choice, Numerical, Short answer, True/False, and Essay. It is recommended to use the Moodle XML format when exporting questions from the Question bank and importing them into the Lesson activity.

Question types Description and Select missing words cannot be transferred from the Question bank to the Lesson activity.

Question bank import process:

- Select the Edit tab and use the extended view (Expand all).
- Choose the category into which you want to import the question.
- Select the Import question link between the two pages.
- Select the file format.
- Use the Choose a file button to find and select the desired file on your computer.

Import the selected file.

<BACK><NEXT>

Tips

Teachers should master the activity in levels. The first step is to build a simple linear lesson where all the correct answers lead to the next page while all incorrect answers keep the student on the same page. After two or three failed attempts the student can proceed to the next page. Once the basic settings have been mastered, the teacher moves to building more demanding types of

lessons. In this phase additional pages are inserted and it is determined where they lead. The next phase is creating a bigger number of content pages which are meant to lead students on different paths until the lesson is finished.

It is best to start the Lesson activity with a content page and continue with creating question pages.

For each Lesson, an introductory page should be created. The best choice for creating an introductory page is a content page which contains the most important information about the activities that are expected of the students so that they can plan the time needed to complete the lesson.

When the teacher does not want the student to have both the text of the lesson and the question in the same place, the text is placed on one content page, followed by the page with a question.

By using the Text editor, it is possible to format text, pictures, links, etc.

<BACK><FINISH>

Lesson Activity examples

Simple Lesson (Lesson)

Oscar 2024

This lesson is straightforward and includes several content pages of information about the 2024 Academy Award winners.

<NEXT>

Best Actor winner

Cillian Murphy

Image: By Tim Cornbill - Flickr, CC BY-SA 2.0, https://commons.wikimedia.org/w/index.php?curid=103463494

<PREVIOUS><NEXT>

Best Actress winner

Emma Stone

Image: https://www.flickr.com/photos/marinsd - https://www.flickr.com/photos/marinsd/30116702121, CC BY-SA 2.0, https://commons.wikimedia.org/w/index.php?curid=66400552

<PREVIOUS><NEXT>

Best Supporting Actor winner

Robert Downey Jr.

Image: By Gage Skidmore - https://www.flickr.com/photos/gageskidmore/14802403202/, CC BY-SA 2.0, https://commons.wikimedia.org/w/index.php?curid=34506210

<PREVIOUS><NEXT>

Best Supporting Actress winner

Da'Vine Joy Randolph

Image: By Raph_PH - https://www.flickr.com/photos/raph_ph/53469019069/, CC BY 2.0, https://commons.wikimedia.org/w/index.php?curid=144096866

<PREVIOUS><FINISH>

Simple Lesson settings (Page)

General

Name: Simple Lesson

Description:

Appearance

Progress bar: No

Display menu: Yes

Availability

Available from: Not enabled

Deadline: Not enabled

Time limit: Not enabled

Flow control

Allow learner review: Yes

Provide option to try a question again: No

Maximum number of attempts per question: 1

Grade

Grade: Point, 100

Grade category: Uncategorised

Grade to pass: 0

Practice lesson: NO

Re-takes allowed: Yes

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access

Access restrictions: None

Completion conditions

Add requirements: Marked

Activity is completed when learners do all the following:

Learner must view this activity to complete it: Marked

Require end reached: Not marked

Require time spent: Not marked

Learner must receive a grade to complete this activity: Not marked

Lesson with branches (Lesson)

The highest mountains in the world

In this lesson you can find out details about the highest peaks on several continents.

The lesson is organized into three branches, and the student chooses when to review which one.

<Europe><South America><Asia>

<Europe>

Mont Blanc

(BrE: /ˌmɒˈblɒ(k)/; AmE: /ˌmɑːn(t)ˈblɑːŋk/; French: Mont Blanc [mɔ̃ blɑ̃]; Italian: Monte Bianco [ˈmonte ˈbjaŋko], both meaning "white mountain") is the highest mountain in the Alps and Western Europe, and the highest mountain in Europe outside the Caucasus mountains, rising 4,805.59 m (15,766 ft) above sea level, located on the French-Italian border. It is the second-most

prominent mountain in Europe, after Mount Elbrus, and the 11th most prominent mountain summit in the world.

Image: By Max572 - Own work, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=28656668

<Europe - NEXT><RETURN TO THE MAIN PAGE>

The Grossglockner

The Grossglockner (German: Großglockner [ˈgʁoːsˌglɔknɐ]), or just Glockner, is, at 3,798 metres above the Adriatic (12,461 ft), the highest mountain in Austria and the highest mountain in the Alps east of the Brenner Pass. It is part of the larger Glockner Group of the Hohe Tauern range, situated along the main ridge of the Central Eastern Alps and the Alpine divide. The Pasterze, Austria's most extended glacier, lies on the Grossglockner's eastern slope.

The characteristic pyramid-shaped peak actually consists of two pinnacles, the Grossglockner and the Kleinglockner (3,770 m or 12,370 ft, from German: groß 'big', klein 'small'), separated by the Glocknerscharte col.

Image: By Michieliosios - Own work, CC BY-SA 3.0,
https://commons.wikimedia.org/w/index.php?curid=27908836

<Europe - NEXT><RETURN TO THE MAIN PAGE>

Triglav

Triglav (pronounced [ˈtriːglaʊ̯]; German: Terglau; Italian: Tricorno), with an elevation of 2,863.65 metres (9,395.2 ft), is the highest mountain in Slovenia and the highest peak of the Julian Alps. The mountain is the pre-eminent symbol of the Slovene nation, appearing on the coat of arms and flag or Slovenia. It is the centrepiece of Triglav National Park, Slovenia's only national park. Triglav was also the highest peak in Yugoslavia before Slovenia's independence in 1991.

Image: By Andrej Jakobčič - , CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=311892

<RETURN TO THE MAIN PAGE>

<South America>

Aconcagua

Aconcagua (Spanish pronunciation: [akoŋˈkaɣwa]) is a mountain in the Principal Cordillera of the Andes mountain range, in Mendoza Province, Argentina. It is the highest mountain in the Americas, the highest outside Asia, and the highest in both the Western Hemisphere and the Southern Hemisphere with a summit elevation of 6,961 metres (22,838 ft). It lies 112 kilometres

(70 miles) northwest of the provincial capital, the city of Mendoza, about five kilometres (three miles) from San Juan Province, and 15 km (9 mi) from Argentina's border with Chile. The mountain is one of the Seven Summits of the seven continents.

Aconcagua is bounded by the Valle de las Vacas to the north and east and the Valle de los Horcones Inferior to the west and south. The mountain and its surroundings are part of the Aconcagua Provincial Park. The mountain has a number of glaciers. The largest glacier is the Ventisquero Horcones Inferior at about 10 km (6 mi) long, which descends from the south face to about 3,600 m (11,800 ft) in elevation near the Confluencia camp.[7] Two other large glacier systems are the Ventisquero de las Vacas Sur and Glaciar Este/Ventisquero Relinchos system at about 5 km (3 mi) long. The best known is the northeastern or Polish Glacier, as it is a common route of ascent.

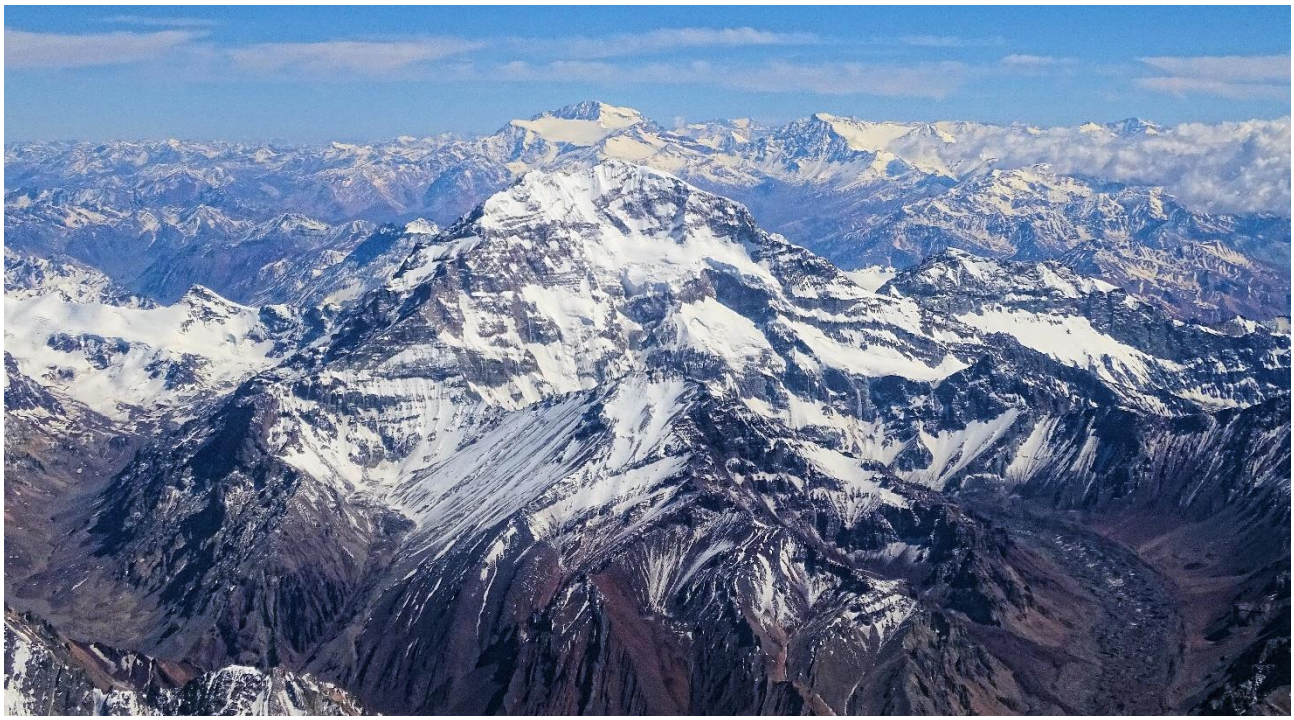

Image: By Bjørn Christian Tørrissen - Own work by uploader, http://bjornfree.com/, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=63326659

<South America - NEXT><RETURN TO THE MAIN PAGE>

Nevado Ojos del Salado

Nevado Ojos del Salado is a dormant complex volcano in the Andes on the Argentina–Chile border. It is the highest volcano on Earth and the highest peak in Chile. The upper reaches of Ojos del Salado consist of several overlapping lava domes, lava flows and volcanic craters, with sparse ice cover. The complex extends over an area of 70–160 square kilometres (27–62 sq mi) and its highest summit reaches an altitude of 6,893 metres (22,615 ft) above sea level. Numerous other volcanoes rise around Ojos del Salado.

Being close to the Arid Diagonal of South America, the mountain has extremely dry conditions, which prevent the formation of substantial glaciers and a permanent snow cover. Despite the arid climate, there is a permanent crater lake about 100 m (330 ft) in diameter at an elevation of 6,480 metres (21,260 ft)-6,500 metres (21,300 ft) within the summit crater and east of the main summit. This is the highest lake of any kind in the world. Owing to its altitude and the desiccated climate, the mountain lacks vegetation.

Ojos del Salado was volcanically active during the Pleistocene[a] and Holocene[b], during which it mainly produced lava flows. Activity was in two phases and a depression or caldera formed in the course of its growth. The volcano was also impacted by eruptions of its neighbour to the west, Nevado Tres Cruces. The last eruption occurred around 750 CE; steam emissions observed in November 1993 may have constituted another eruptive event.

An international highway between Argentina and Chile crosses north of the mountain. Ojos del Salado can be ascended from both countries; the first ascent was made in 1937 by Jan Alfred Szczepański and Justyn Wojsznis [pl], members of a Polish expedition in the Andes. During the middle of the 20th century there was a debate on whether Ojos del Salado or Aconcagua was the highest mountain in South America which was eventually resolved in favour of Aconcagua.

Image: By sergejf - Flickr: Ojos del Salado looming big on the horizon, CC BY-SA 2.0, https://commons.wikimedia.org/w/index.php?curid=21969355

<South America - NEXT><RETURN TO THE MAIN PAGE>

Monte Pissis

Monte Pissis is an extinct volcano on the border of the La Rioja and Catamarca provinces in Argentina, 25 km (16 mi) to the east of the Chilean border and about 550 km (340 mi) north of Aconcagua. The mountain is the third-highest in the Western Hemisphere. Monte Pissis is named after Pedro José Amadeo Pissis, a French geologist who worked for the Chilean government. Due to its location in the Atacama Desert, the mountain has very dry conditions but features an extensive glacier, with crevasses, which is unique in the region.

Image: By 2005biggar at English Wikipedia, CC BY 3.0, https://commons.wikimedia.org/w/index.php?curid=5663299

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<Asia>

Mount Everest

Mount Everest is Earth's highest mountain above sea level, located in the Mahalangur Himal sub-range of the Himalayas. The China–Nepal border runs across its summit point. Its elevation (snow height) of 8,848.86 m (29,031 ft 8+1⁄2 in) was most recently established in 2020 by the Chinese and Nepali authorities.

Mount Everest attracts many climbers, including highly experienced mountaineers. There are two main climbing routes, one approaching the summit from the southeast in Nepal (known as the "standard route") and the other from the north in Tibet. While not posing substantial technical climbing challenges on the standard route, Everest presents dangers such as altitude sickness, weather, and wind, as well as hazards from avalanches and the Khumbu Icefall. As of November 2022, 310 people have died on Everest. Over 200 bodies remain on the mountain and have not been removed due to the dangerous conditions.

Image: By I, Luca Galuzzi, CC BY-SA 2.5,
https://commons.wikimedia.org/w/index.php?curid=1810976

<Asia - NEXT><RETURN TO THE MAIN PAGE>

K2

K2, at 8,611 metres (28,251 ft) above sea level, is the second-highest mountain on Earth, after Mount Everest at 8,849 metres (29,032 ft). It lies in the Karakoram range, partially in the Gilgit-Baltistan region of Pakistan-administered Kashmir and partially in the China-administered Trans-Karakoram Tract in the Taxkorgan Tajik Autonomous County of Xinjiang.

K2 also became popularly known as the Savage Mountain after George Bell—a climber on the 1953 American expedition—told reporters, "It's a savage mountain that tries to kill you." Of the five highest mountains in the world, K2 is the deadliest; approximately one person dies on the mountain for every four who reach the summit. Also occasionally known as Mount Godwin-Austen, other nicknames for K2 are The King of Mountains and The Mountaineers' Mountain, as well as The Mountain of Mountains after prominent Italian climber Reinhold Messner titled his book about K2 the same.

Although the summit of Everest is at a higher altitude, K2 is a more difficult and dangerous climb, due in part to its more northern location, where inclement weather is more common. The summit was reached for the first time by the Italian climbers Lino Lacedelli and Achille Compagnoni, on the 1954 Italian expedition led by Ardito Desio. As of February 2021, 377 people have summited K2. There have been 91 deaths during attempted climbs.

Image: By Zacharie Grossen - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=42469860

<Asia - NEXT><RETURN TO THE MAIN PAGE>

Kangchenjunga

Kangchenjunga, also spelled Kanchenjunga, Kanchanjanghā and Khangchendzonga, is the third-highest mountain in the world. Its summit lies at 8,586 m (28,169 ft) in a section of the Himalayas, the Kangchenjunga Himal, which is bounded in the west by the Tamur River, in the north by the Lhonak River and Jongsang La, and in the east by the Teesta River. It lies in the border region between Nepal and Sikkim state of India, with three of the five peaks, namely Main, Central and South, directly on the border, and the peaks West and Kangbachen in Nepal's Taplejung District.

Until 1852, Kangchenjunga was assumed to be the highest mountain in the world, but calculations and measurements by the Great Trigonometrical Survey of India in 1849 showed that Mount Everest, known as Peak XV at the time, is actually higher. After allowing for further verification of all calculations, it was officially announced in 1856 that Kangchenjunga was the third-highest mountain, after Everest and K2 of Karakoram.

The Kangchenjunga is a sacred mountain in Nepal and Sikkim and was first climbed on 25 May 1955 by Joe Brown and George Band, who were part of the 1955 British Kangchenjunga expedition. They stopped just short of the true summit, keeping a promise given to Tashi Namgyal, the Chogyal of Sikkim, that the top of the mountain would remain inviolate. The Indian side of the mountain is off-limits to climbers. In 2016, the adjoining Khangchendzonga National Park was declared a UNESCO World Heritage Site.

Image: By My Discovery - https://www.flickr.com/photos/discoverytourstv/15865681182/, CC BY 2.0, https://commons.wikimedia.org/w/index.php?curid=105132785

<RETURN TO THE MAIN PAGE>

Simple Lesson settings (Page)

Add a content Page

Page 1

Page Title: The highest mountains in the world

Content 1:

Description: Europe

Jump 1: Mont Blanc

Content 2:

Description: South America

Jump 2: Aconcagua

Content 3:

Description: Asia

Jump 3: Mount Everest

Page 2

Page Title: Mont Blanc

Content 1:

Description: Europe - Next

Jump 1: The Grossglockner

Content 2:

Description: Return to the Main Page

Jump 2: The highest mountains in the world

Page 3

Page Title: The Grossglockner

Content 1:

Description: Europe - Next

Jump 1: Triglav

Content 2:

Description: Return to the Main Page

Jump 2: The highest mountains in the world

Page 4

Page Title: Triglav

Content 1:

Description: Return to the Main Page

Jump 1: The highest mountains in the world

Page 5

Page Title: Aconcagua

Content 1:

Description: South America - Next

Jump 1: Nevado Ojos del Salado

Content 2:

Description: Return to the Main Page

Jump 2: The highest mountains in the world

Page 6

Page Title: Nevado Ojos del Salado

Content 1:

Description: South America - Next

Jump 1: Monte Pissis

Content 2:

Description: Return to the Main Page

Jump 2: The highest mountains in the world

Page 7

Page Title: Monte Pissis

Content 1:

Description: Return to the Main Page

Jump 1: The highest mountains in the world

Page 8

Page Title: Mount Everest

Content 1:

Description: Asia - Next

Jump 1: K2

Content 2:

Description: Return to the Main Page

Jump 2: The highest mountains in the world

Page 9

Page Title: K2

Content 1:

Description: Asia - Next

Jump 1: Kangchenjunga

Content 2:

Description: Return to the Main Page

Jump 2: The highest mountains in the world

Page 10

Page Title: Kangchenjunga

Content 1:

Description: Return to the Main Page

Jump 1: The highest mountains in the world

Lesson with questions (Lesson)

The highest mountains in the world

In this lesson you can find out details about the highest peaks on several continents.

The lesson is organized into three branches, and the student chooses when to review which one.

Note that question pages are not shown on the menu.

<Europe><South America><Asia><Questions>

<Europe>

Mont Blanc

(BrE: /ˌmɒˈblɒ(k)/; AmE: /ˌmɑːn(t)ˈblɑːŋk/; French: Mont Blanc [mɔ̃ blɑ̃]; Italian: Monte Bianco [ˈmonte ˈbjaŋko], both meaning "white mountain") is the highest mountain in the Alps and Western Europe, and the highest mountain in Europe outside the Caucasus mountains, rising 4,805.59 m (15,766 ft) above sea level, located on the French-Italian border. It is the second-most prominent mountain in Europe, after Mount Elbrus, and the 11th most prominent mountain summit in the world.

Image: By Max572 - Own work, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=28656668

<Europe - NEXT><RETURN TO THE MAIN PAGE>

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Image: By Michieliosios - Own work, CC BY-SA 3.0,
https://commons.wikimedia.org/w/index.php?curid=27908836

<Europe - NEXT><RETURN TO THE MAIN PAGE>

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Image: By Andrej Jakobčič - , CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=311892

<South America>

Aconcagua

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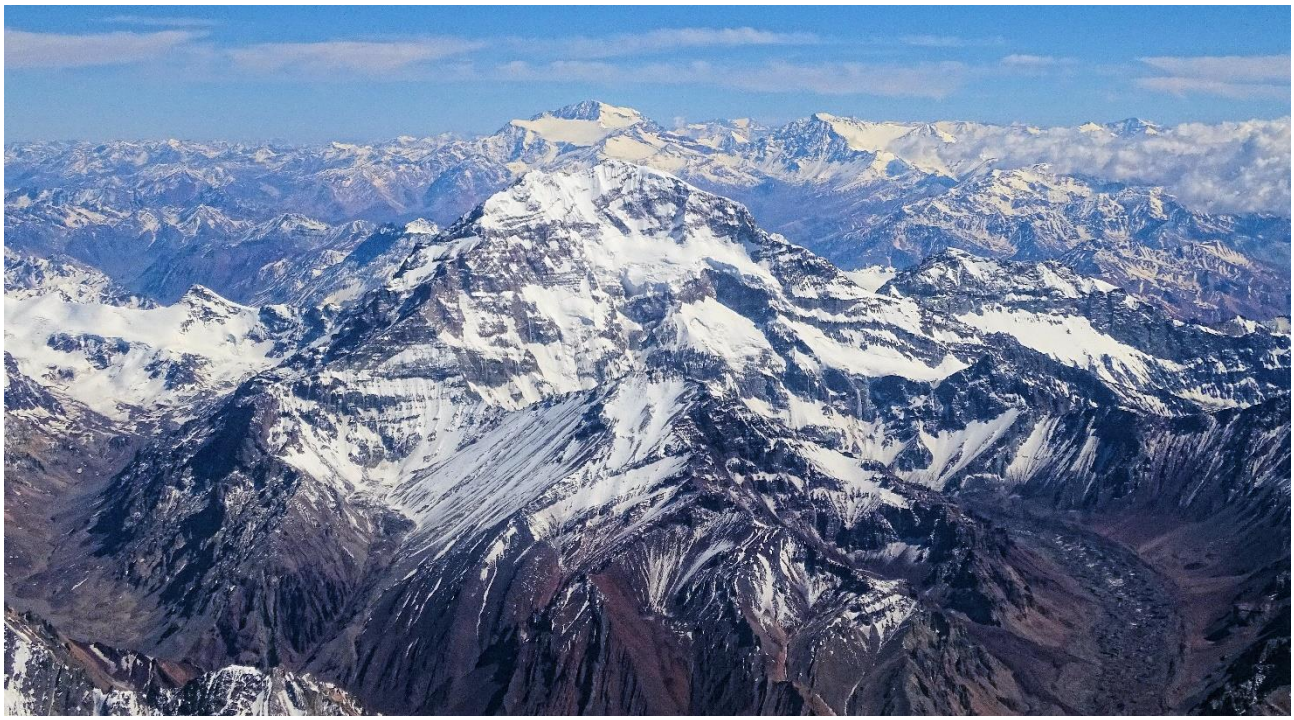

Image: By Bjørn Christian Tørrissen - Own work by uploader, http://bjornfree.com/, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=63326659

<South America - NEXT><RETURN TO THE MAIN PAGE>

Nevado Ojos del Salado

Nevado Ojos del Salado is a dormant complex volcano in the Andes on the Argentina–Chile border. It is the highest volcano on Earth and the highest peak in Chile. The upper reaches of Ojos del Salado consist of several overlapping lava domes, lava flows and volcanic craters, with sparse ice cover. The complex extends over an area of 70–160 square kilometres (27–62 sq mi) and its highest summit reaches an altitude of 6,893 metres (22,615 ft) above sea level. Numerous other volcanoes rise around Ojos del Salado.

Being close to the Arid Diagonal of South America, the mountain has extremely dry conditions, which prevent the formation of substantial glaciers and a permanent snow cover. Despite the arid climate, there is a permanent crater lake about 100 m (330 ft) in diameter at an elevation of 6,480 metres (21,260 ft)-6,500 metres (21,300 ft) within the summit crater and east of the main summit. This is the highest lake of any kind in the world. Owing to its altitude and the desiccated climate, the mountain lacks vegetation.

Ojos del Salado was volcanically active during the Pleistocene[a] and Holocene[b], during which it mainly produced lava flows. Activity was in two phases and a depression or caldera formed in the course of its growth. The volcano was also impacted by eruptions of its neighbour to the west, Nevado Tres Cruces. The last eruption occurred around 750 CE; steam emissions observed in November 1993 may have constituted another eruptive event.

An international highway between Argentina and Chile crosses north of the mountain. Ojos del Salado can be ascended from both countries; the first ascent was made in 1937 by Jan Alfred Szczepański and Justyn Wojsznis [pl], members of a Polish expedition in the Andes. During the middle of the 20th century there was a debate on whether Ojos del Salado or Aconcagua was the highest mountain in South America which was eventually resolved in favour of Aconcagua.

Image: By sergejf - Flickr: Ojos del Salado looming big on the horizon, CC BY-SA 2.0, https://commons.wikimedia.org/w/index.php?curid=21969355

<South America - NEXT><RETURN TO THE MAIN PAGE>

Monte Pissis

Monte Pissis is an extinct volcano on the border of the La Rioja and Catamarca provinces in Argentina, 25 km (16 mi) to the east of the Chilean border and about 550 km (340 mi) north of Aconcagua. The mountain is the third-highest in the Western Hemisphere. Monte Pissis is named after Pedro José Amadeo Pissis, a French geologist who worked for the Chilean government. Due to its location in the Atacama Desert, the mountain has very dry conditions but features an extensive glacier, with crevasses, which is unique in the region.

Image: By 2005biggar at English Wikipedia, CC BY 3.0, https://commons.wikimedia.org/w/index.php?curid=5663299

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<Asia>

Mount Everest

Mount Everest is Earth's highest mountain above sea level, located in the Mahalangur Himal sub-range of the Himalayas. The China–Nepal border runs across its summit point. Its elevation (snow height) of 8,848.86 m (29,031 ft 8+1⁄2 in) was most recently established in 2020 by the Chinese and Nepali authorities.

Mount Everest attracts many climbers, including highly experienced mountaineers. There are two main climbing routes, one approaching the summit from the southeast in Nepal (known as the "standard route") and the other from the north in Tibet. While not posing substantial technical climbing challenges on the standard route, Everest presents dangers such as altitude sickness, weather, and wind, as well as hazards from avalanches and the Khumbu Icefall. As of November 2022, 310 people have died on Everest. Over 200 bodies remain on the mountain and have not been removed due to the dangerous conditions.

Image: By I, Luca Galuzzi, CC BY-SA 2.5,
https://commons.wikimedia.org/w/index.php?curid=1810976

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K2

K2, at 8,611 metres (28,251 ft) above sea level, is the second-highest mountain on Earth, after Mount Everest at 8,849 metres (29,032 ft). It lies in the Karakoram range, partially in the Gilgit-Baltistan region of Pakistan-administered Kashmir and partially in the China-administered Trans-Karakoram Tract in the Taxkorgan Tajik Autonomous County of Xinjiang.

K2 also became popularly known as the Savage Mountain after George Bell—a climber on the 1953 American expedition—told reporters, "It's a savage mountain that tries to kill you." Of the five highest mountains in the world, K2 is the deadliest; approximately one person dies on the mountain for every four who reach the summit. Also occasionally known as Mount Godwin-Austen, other nicknames for K2 are The King of Mountains and The Mountaineers' Mountain, as well as The Mountain of Mountains after prominent Italian climber Reinhold Messner titled his book about K2 the same.

Although the summit of Everest is at a higher altitude, K2 is a more difficult and dangerous climb, due in part to its more northern location, where inclement weather is more common. The summit was reached for the first time by the Italian climbers Lino Lacedelli and Achille Compagnoni, on the 1954 Italian expedition led by Ardito Desio. As of February 2021, 377 people have summited K2. There have been 91 deaths during attempted climbs.

Image: By Zacharie Grossen - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=42469860

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Kangchenjunga

Kangchenjunga, also spelled Kanchenjunga, Kanchanjanghā and Khangchendzonga, is the third-highest mountain in the world. Its summit lies at 8,586 m (28,169 ft) in a section of the Himalayas, the Kangchenjunga Himal, which is bounded in the west by the Tamur River, in the north by the Lhonak River and Jongsang La, and in the east by the Teesta River. It lies in the border region between Nepal and Sikkim state of India, with three of the five peaks, namely Main, Central and South, directly on the border, and the peaks West and Kangbachen in Nepal's Taplejung District.

Until 1852, Kangchenjunga was assumed to be the highest mountain in the world, but calculations and measurements by the Great Trigonometrical Survey of India in 1849 showed that Mount Everest, known as Peak XV at the time, is actually higher. After allowing for further verification of all calculations, it was officially announced in 1856 that Kangchenjunga was the third-highest mountain, after Everest and K2 of Karakoram.

The Kangchenjunga is a sacred mountain in Nepal and Sikkim and was first climbed on 25 May 1955 by Joe Brown and George Band, who were part of the 1955 British Kangchenjunga expedition. They stopped just short of the true summit, keeping a promise given to Tashi Namgyal, the Chogyal of Sikkim, that the top of the mountain would remain inviolate. The Indian side of the mountain is off-limits to climbers. In 2016, the adjoining Khangchendzonga National Park was declared a UNESCO World Heritage Site.

Image: By My Discovery - https://www.flickr.com/photos/discoverytourstv/15865681182/, CC BY 2.0, https://commons.wikimedia.org/w/index.php?curid=105132785

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<Test your Knowledge>

Mont Blanc is a mountain located:

- Asia
- **Europe**
- South Amerika
- Afrika

<Submit>

Maximum number of attempts reached - Moving to next page

What is the name of the peak of the Andes mountain range, which is the highest peak of South America, both Americas and the southern hemisphere?

- Incahuasi
- El Muerto
- Coropuna
- **Aconcagua**

<Submit>

Maximum number of attempts reached - Moving to next page

The highest mountain in Asia is:

- Noshaq
- Mount Apo
- **Mount Everest**
- Kinabalu

<Submit>

Maximum number of attempts reached - Moving to next page

<End of Lesson>

Question pages settings (Page)

(After all content pages)

Question 1

Add a question Page

Select a question type: **Multichoice**

Page Title: Highest mountains in the world - Q1

Page Contents: Mont Blanc is a mountain located:

Answer 1:

Answer: Asia

Jump: This Page

Score: 0

Answer 2:

Answer: Afrika

Jump: This Page

Score: 0

Answer 3:

Answer: South America

Jump: This Page

Score: 0

Answer 4:

Answer: Europe

Jump: Highest mountains in the world – Q2

Score: 1

Question 2:

Add a question Page

Select a question type: **Multichoice**

Page Title: Highest mountains in the world – Q2

Page Contents: What is the name of the peak of the Andes mountain range, which is the highest peak of South America, both Americas and the southern hemisphere?

Answer 1:

Answer: Coropuna

Jump: This Page

Score: 0

Answer 2:

Answer: El Muerto

Jump: This Page

Score: 0

Answer 3:

Answer: Aconcagua

Jump: Highest mountains in the world – Q3

Score: 1

Answer 4:

Answer: Incahuasi

Jump: This Page

Score: 0

Question 3:

Add a question Page

Select a question type: **Multichoice**

Page Title: Highest mountains in the world – Q3

Page Contents: The highest mountain in Asia is:

Answer 1:

Answer: Mount Everest

Jump: The highest mountains in the world

Score: 1

Answer 2:

Answer: Kinabalu

Jump: This Page

Score: 0

Answer 3:

Answer: Mount Apo

Jump: This Page

Score: 0

Answer 4:

Answer: Noshaq

Jump: This Page

Score: 0

Course check

This quiz will help you to consolidate everything you learnt on this course.

You can take the quiz as often as you like, but you must achieve a minimum 80% pass grade.

Upon completion you will receive a Moodle Academy badge.

Exploring Lesson: Check your understanding (Quiz)

1. Questions can be added to the Lesson activity:
    - **By importing them from a file**
    - From the Lesson activity question bank

- From the course question bank
- **Manually by adding a question page**

2. Mark all the statements related to a cluster.

- **There can be an unlimited number of questions in a cluster.**
- A cluster is added to a lesson by adding a branch to the first question to be displayed to the student.
- **The end of a cluster is marked by an" end of cluster "page.**
- A cluster is a group of content pages that is presented randomly to students in order to provide them with a customized learning experience

3. Which of the following statements best describes the "Content Page" in the Moodle Lesson activity?

- It contains questions that students must answer to progress.
- It marks the end of a lesson.
- It is used for peer assessment activities.
- **It provides learning materials or multimedia.**

4. Mark all the statements that are correct in your opinion:

- Question pages are displayed in the menu
- The student can always review the lesson from the beginning
- **It is helpful to sketch the lesson before creating the lesson**
- **A lesson marked for practice will not be displayed in Grades**

5. Which of the following statements accurately describes the difference between the Lesson activity and Book resource in Moodle?

- **The Lesson activity allows for sequential navigation through various pages or sections, often incorporating multimedia elements and quizzes, while the Book activity presents content in a linear fashion with chapters and subchapters.**
- The Book activity is designed to deliver structured content with interactive elements like quizzes and branching scenarios, whereas the Lesson activity presents content in a linear fashion similar to reading a book.
- The Book activity is suitable for use in cases such as tutorials, training modules, and interactive storytelling, whereas the Lesson activity is ideal for organizing textual content like course textbooks, manuals, and reference guides.

Assessment in Online Environment:
Assessment - Exploring Workshop

Welcome

This free program of short courses is designed to help you understand the assessment in online environment.

Once you complete all the courses and activities you will receive a badge for completing the Exploring Workshop.

Image: Workshop

Announcements (Forum)

General news and announcements from the course facilitators.

About this course (Book)

Before you begin, review the Course overview, Learning outcomes, Course structure and Completion and assessment information.

Course overview

Aim

In this intermediate course you will learn:

- How to set up a Workshop activity

Prerequisites

If you are new to Moodle we suggest you take the Introduction to Moodle course before starting this one.

Before starting this course, it is expected you will already know:

- **Assess Your Learners**

Format

This is a self-paced course without active moderation. You are encouraged to discuss ideas in the discussion forums and respond to other learners' queries.

Learning time

The estimated learning time to complete this course is 3 hours.

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Learning outcomes

By the end of this course, participants will be able to:

- Identify the key features and settings available within the Workshop activity, including assessment criteria, submission formats, and grading options.
- Create and configure Workshop activities to align with specific learning objectives and assessment criteria.
- Provide support and clarification to students as needed throughout the workshop process.
- Review the peer assessments and feedback provided by students.

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Curse structure

Welcome

Find out how the course works, check your prior understanding and join in an optional general discussion.

Workshop assessment examples

See how different assessment methods result in different ways of using this activity.

Course check

Test your understanding in the final quiz.

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Digital competences

"Being digitally competent means using digital technologies in a confident and safe way" (DigComp 2.0).

Moodle Academy courses in the Educator learning pathway use a Moodle specific version of the Digital Competence Framework for Educators (**DigCompEdu**). This is the same framework used by the advanced Moodle Educator Certification (**MEC**).

This course relates to the following competence(s):

3.3 Collaborative learning

3.4 Self-regulated learning

4.1 Assessment strategies

4.3 Feedback and planning

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Completion and assessment

To complete the course, you need to complete the following activities:

- View the 'About this course' book.
- Make at least 1 attempt at the 'Course pre-check: What do you already know?' quiz
- View the 'About Workshop Activity' lesson (End reached required)
- View the 'Workshop example - accumulative grading' workshop
- View the 'Accumulative grading - Activity Settings' page
- View the 'Workshop example - comments' workshop
- View the 'Comments - Activity Settings' page
- View the 'Workshop example - rubrics' workshop
- View the 'Rubrics - Activity Settings' page
- 'Exploring Workshop: Check your understanding' quiz, achieving 80% or more.

Completing the activities

- Some activities are automatically marked as completed based on specific criteria.
- Some activities require you to manually mark them as done.

Make sure you complete the activities according to their completion conditions.

Course badge

Upon successful completion of this course you will be automatically awarded a badge to showcase the skills and knowledge you have obtained.

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Moodle versions

The activities and screenshots in this course are based on the standard Boost theme and the latest version of Moodle LMS, currently 4.1. See Moodle 4.1 documentation overview and New Features 4.1 documentation.

If your Moodle site looks different, ask your Moodle support staff about the theme and version being used.

You can access documentation about earlier, supported versions of Moodle LMS below:

- Moodle 4.0 documentation overview and New Features 4.0 documentation
- Moodle 3.11 documentation overview and New Features 3.11 documentation

- Moodle 3.9 documentation overview and New Features 3.9 documentation

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Credits

Many thanks to the following individuals who contributed to this course, whether it be providing content and instructions, or providing feedback to help improve the design of this course.

- Sandra Kučina Softić, University of Zagreb, University Computing Centre (SRCE), Croatia;
- Tona Radobolja, University of Zagreb, University Computing Centre (SRCE), Croatia
- Ana Zemljak Pećina, University of Zagreb, University Computing Centre (SRCE), Croatia

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Change log

All notable changes to this course will be documented in this page.

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Licence

- Read more about how you should attribute this work.

[End of Book]

Announcements (Forum)

While this course is not actively facilitated, you are welcome to ask questions and discuss ideas here and our Moodle Academy community will try to respond.

Why not subscribe to this forum and support others as they complete the course too?

Please only post meaningful messages to this discussion forum. Other messages will be removed.

Course pre-check: What do you already know (Quiz)

A quiz for testing learners' prior knowledge.

You can take it as often as you like. It will not affect your final grade.

1. How does the Moodle Workshop activity differ from the Assignment activity?

- The Workshop activity is designed for synchronous collaboration, while the Assignment activity is asynchronous.
- **The Workshop activity supports peer assessment, while the Assignment activity only allows for grading by the teacher.**
- **The Workshop activity allows peer assessment, while the Assignment activity does not.**

2. Which of the following best describes the "Assessment Form" in the Moodle Workshop activity?
- It is a template that guides students in creating their submissions.
- **It is a set of criteria or rubrics used by assessors to evaluate student work.**
- It is a summary of students' progress and completion status.
- It is a discussion forum where students can provide feedback on each other's work.

3. What is the main purpose of the Moodle Workshop activity?
- To facilitate synchronous online meetings and discussions.
- To enable organization of learning materials in a structured format.
- To enable setting quizzes and assessments with automatic grading.
- **To provide a platform for peer assessment and feedback.**

4. What is a key feature of the Moodle Workshop activity that supports peer assessment?
- **Anonymity: Assessors cannot see the identities of the students whose work they are evaluating.**
- Automatic grading: Assessments are automatically scored based on predefined criteria.
- Teacher's intervention: Teachers have full control over the assessment process and can override assessors' decisions.
- Synchronous communication: Students can collaborate in real-time during the assessment process.

About Workshop Activity (Lesson)

About Workshop Activity

A **Workshop** activity is one of the most complex modules available in the Merlin system due to its large number of possibilities and a complex way of grading. It is used for presenting student work which is then distributed amongst students for assessment and/or comments (including self-assessment), based on a grading scale specified by the teacher.

The goal of this activity is for students to acquire knowledge or apply the acquired knowledge when creating work and evaluating content created by their peers based on several predetermined criteria or assessment elements specified by the teacher. The teacher carefully selects the criteria to achieve the best learning effect.

The total grade consists of the teacher's assessment and the assessments made by other students. The grade also depends on the quality of peer assessments, especially on the detailed arguments on given assessments.

For adding the **Workshop** activity select the following:

Add an activity or resource → **Workshop**.

<NEXT>

Workshop Activity Settings

In the General settings, it is necessary to enter the Workshop name and a short Description in which the teacher provides the students with all the necessary information and detailed instructions for all stages of the workshop implementation. The introductory text can also be displayed on the cover page of the course by selecting the option Display description on course page.

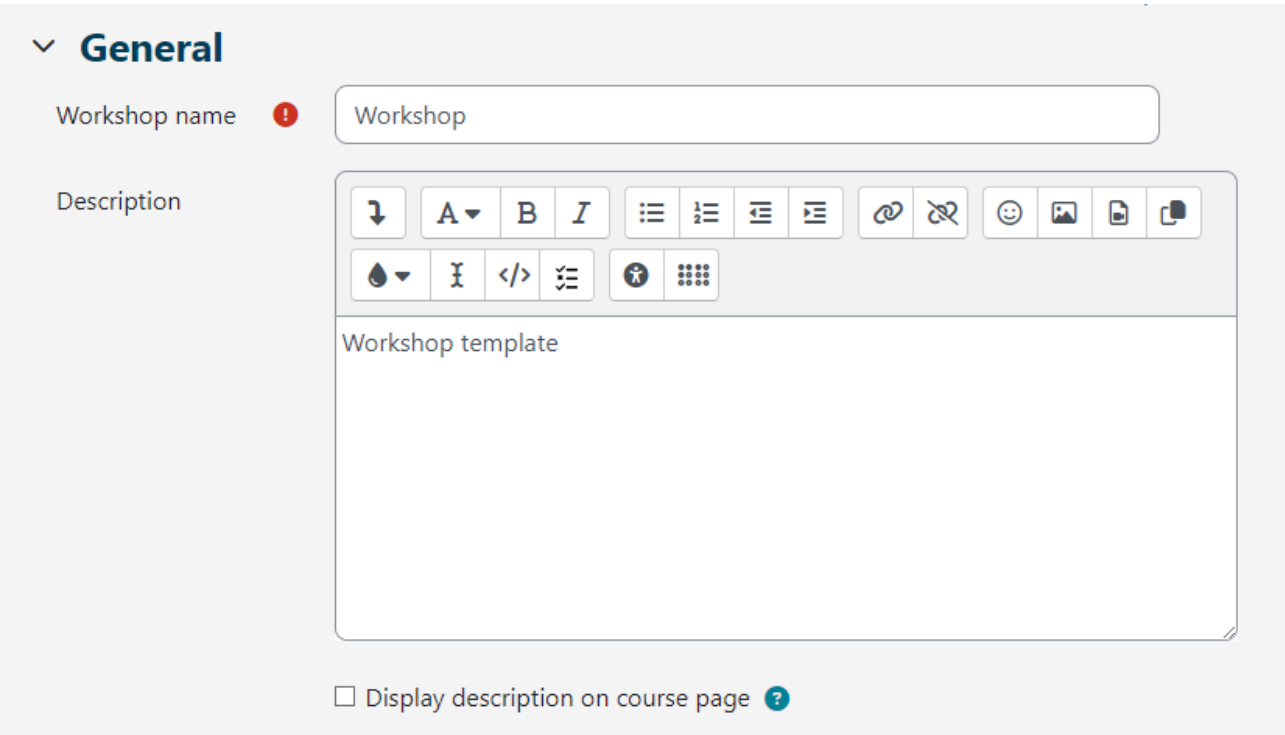

Image: Workshop general settings

In the section **Grading settings** the teacher sets the grade display type.

- **Grading strategies**: the teacher sets the submissions grading method and determines assessment forms used. This option can be set to Comments, Accumulative grading, Number of errors and Rubric.
- **Accumulative grading**: requires students to assess their peers in relation to a set of aspects and give a numerical rating with corresponding weighting and comments. The final grade is calculated on the basis of separate grades and their respective weights.
- **Comments**: comments are given by students regarding specified aspects but no grade can be given. Comments are entered into the corresponding field or as answers to a group of questions.
- **Number of errors**: comments and a yes/no assessment are given by students regarding specified assertions. For example, it is necessary to determine if certain criteria for each assertion are being met. The total grade depends on the number of Yes and No answers.
- **Rubric**: consists of a set of criteria (from 0 to 20), and the number of points for each criterion can be selected. Each criterion in the rubric covers a specific area to be evaluated. For each criterion, several ordered descriptive levels are provided, and a number grade is assigned to each of these levels. Rubrics will generate a numerical grade and they cannot be used only for formative evaluation. Please note that it is currently not possible to import or use rubrics created elsewhere.
- **Grade for submission**: this setting specifies the maximum grade that may be obtained for submitted work. The scale is between 0 and 100.
- **Submission grade to pass**: this setting determines the minimum grade required to pass. The value is used in activity and course completion, and in the gradebook, where passing grades are highlighted in green and failing grades in red.
- **Grade for assessment**: this setting specifies the maximum grade that may be obtained for assessing submissions of other students. The scale is also between 0 and 100.
- **Assessment grade to pass**: this setting determines the minimum grade required to pass for assessing submissions of other students. The valued is used in activity and course completion, and in the gradebook, where passing grades are highlighted in green and failing grades in red.
- **Decimal places in grades**: the teacher can set the grades to be displayed to a specified number of decimal places.

The settings Grade for submission and Submission grade to pass determine the total number of points students receive for the workshop.

Scales used in other activities can be used in Workshops as well, and they can be created in the block Administration → Grades → **Scales**.

After saving the selected settings, the system requires the conditions for the selected evaluation method (criteria, rubrics, questions) to be met, and for each of them the points need to be set. These points are not in direct relation to the final grade.

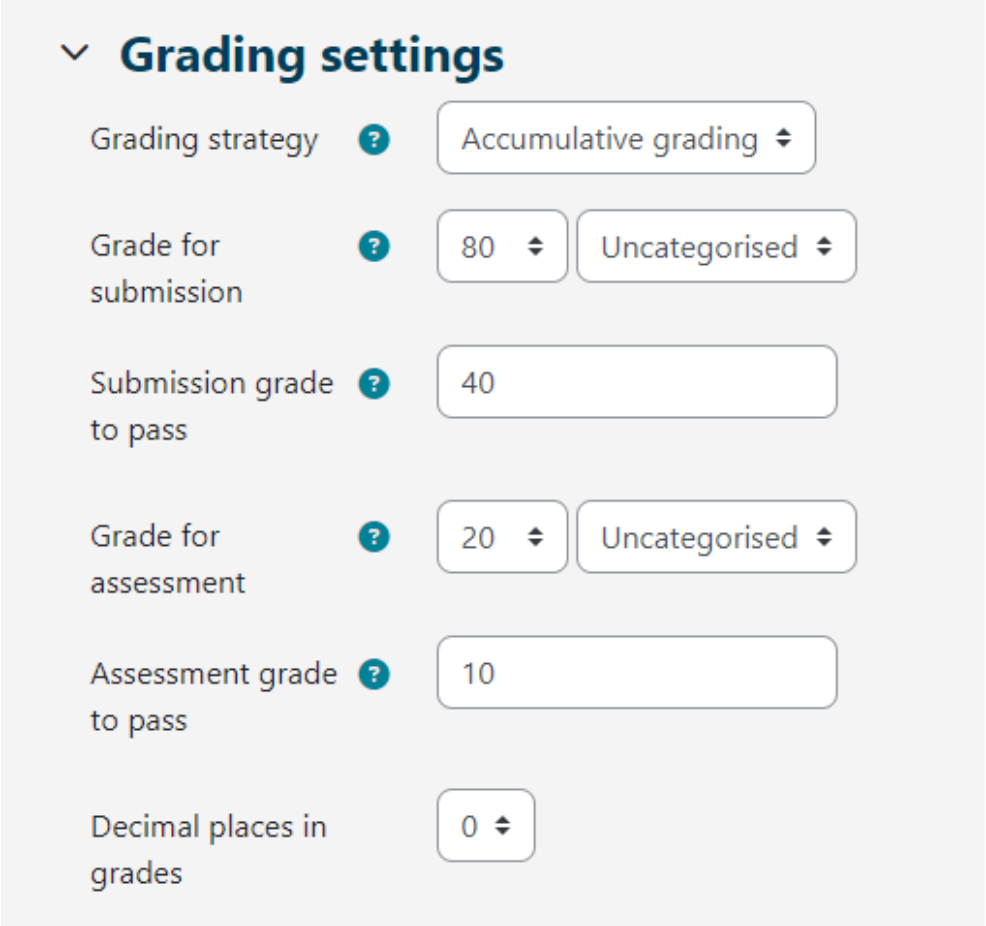

Image: Grading settings

In the **Submission settings**, the teacher edits the settings for the submissions phase. The text the teacher enters into the **Instructions for submission** box is visible to students immediately after clicking the Workshop link. It is recommended to put all the necessary information for successful submissions there.

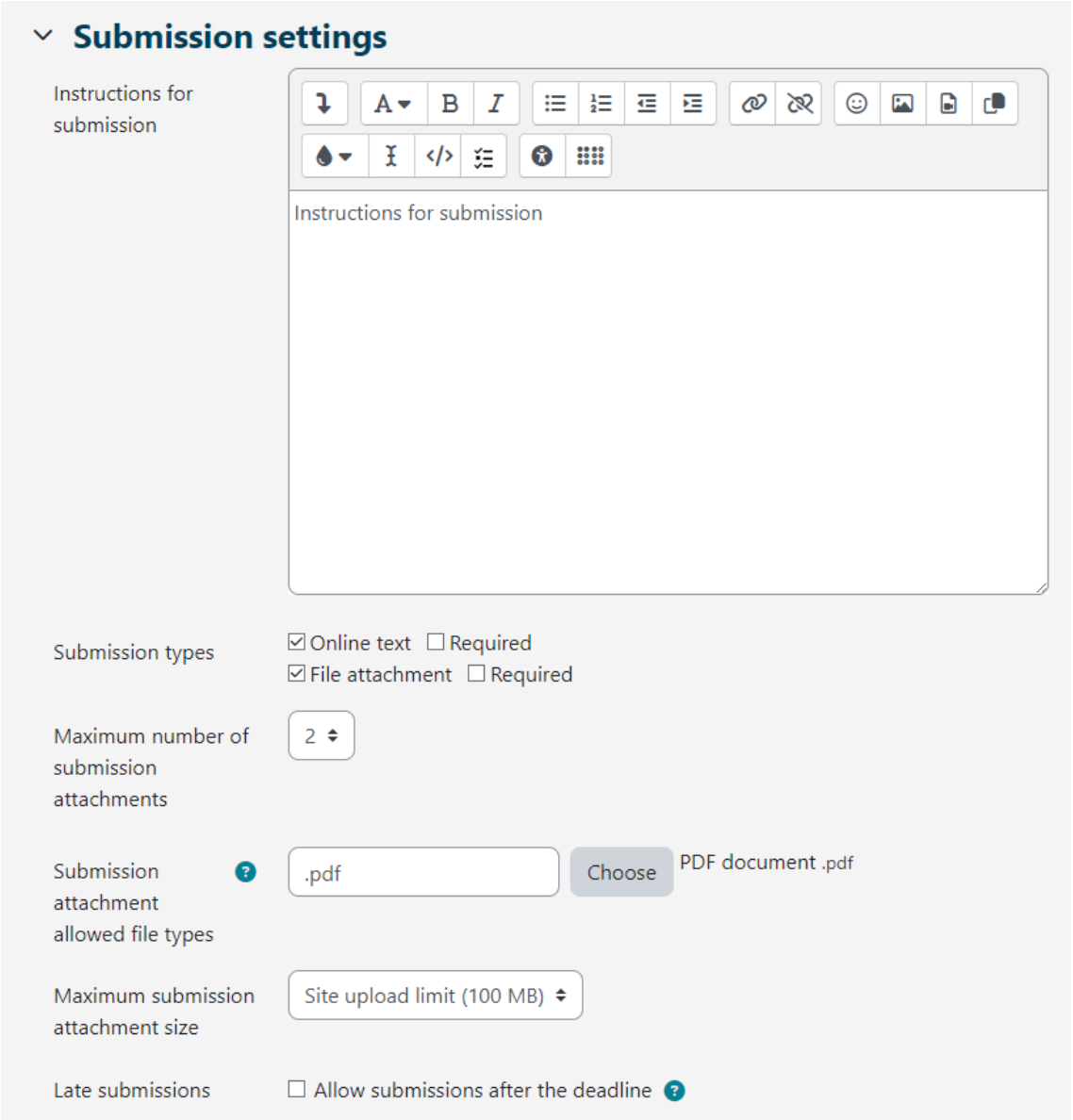

Image: Submission settings

The submission method is determined by the option **Submission types**. It is possible to submit an **online text** or a file attachment, and specify if they are required to be submitted.

It is possible to set **Maximum number of submission attachment**, i.e., the number of file attachments, and **Submission attachment allowed file types**, i.e., the submission attachment file types can be restricted by providing a list of allowed file types.

It is also possible to set the **Maximum submission attachment size** for all attachments.

The teacher can also enable students to upload submissions after the deadline by selecting the option **Late submissions**. Students cannot edit or change any late submissions – they can only make the submission once. If late submissions are enabled, the teacher will need to regularly check and assign submissions for assessment manually or by random selection.

The basic settings for the submissions assessment stage are determined in the **Assessment settings**. It is recommended that the teacher write **Instructions for assessment** in detail so that the students understand what is expected of them before they begin to assess other students' submissions. The instructions become visible to the students when the teacher has enabled the submissions assessment phase.

The teacher can also allow students to assess their own work by selecting the **Students may assess their own work** option. The option is also influenced by the teacher's method of allocating submissions to students for assessment. If the allocation is scheduled, and there are many students in the course, there are fewer chances that the students will be allocated their own work for self-assessment.

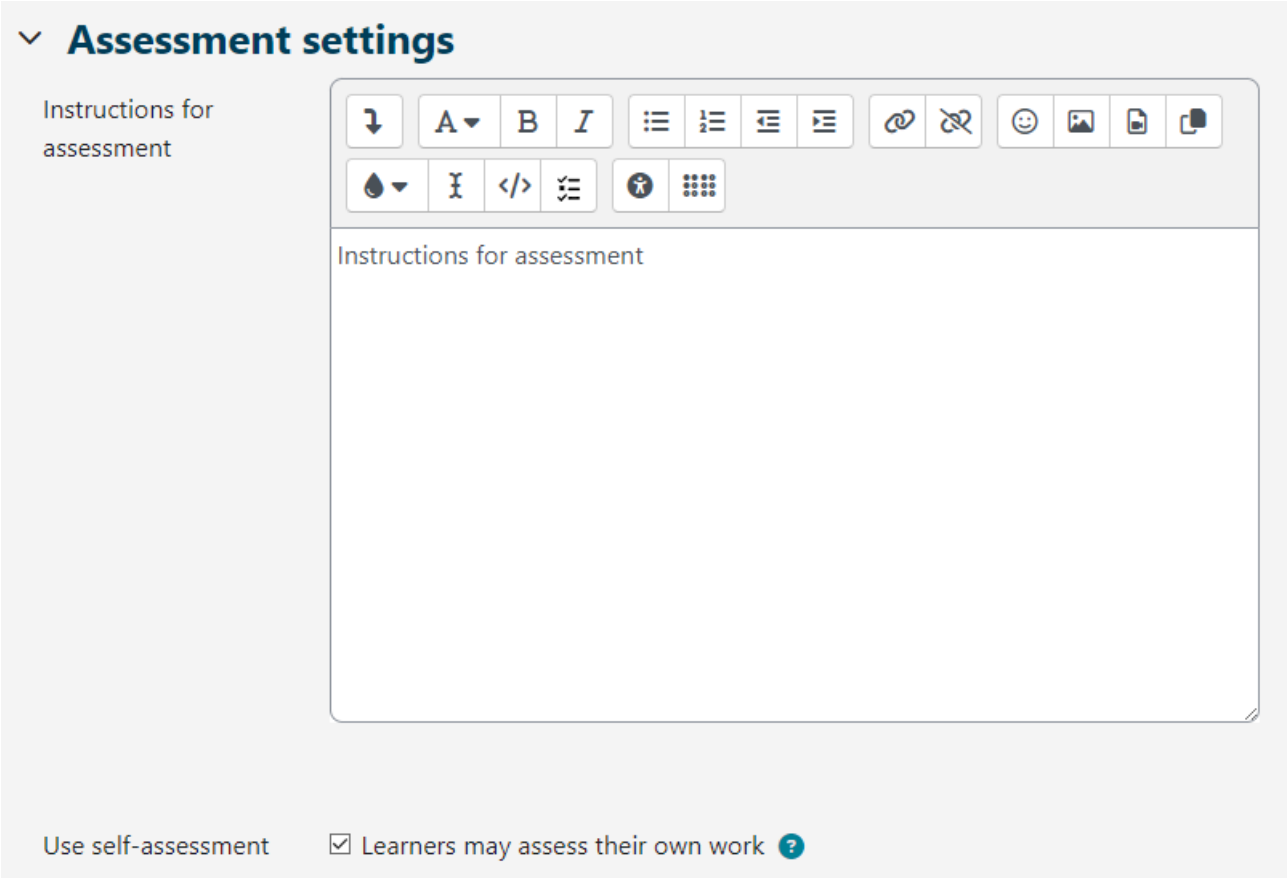

Image: Assessment settings

In **Feedback**, the teacher can use the **Overall feedback mode** to allow or prevent students from writing general feedback at the bottom of the evaluation form when evaluating submissions. The option can be set as optional or required, and the teacher can also set the allowed number of feedback attachments in **Maximum number of overall feedback attachments**. In **Conclusion**, the teacher can enter the text that will be displayed to students at the end of the activity. It is recommended to instruct students on how they can access grades, as well as instruct them on further activities.

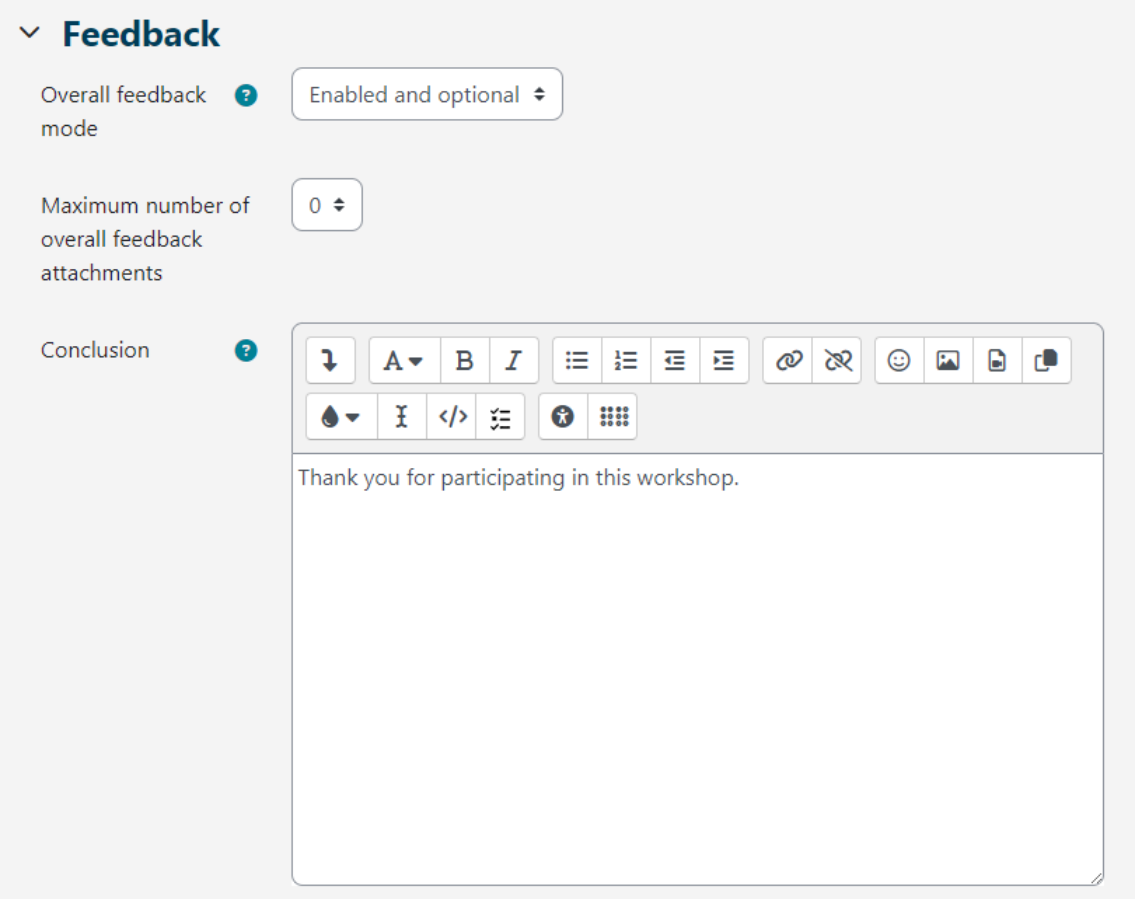

Image: Feedback settings

In **Example submissions**, it is determined whether students can see example submissions. If the **Use examples** option is enabled, students can try assessing one or more example submissions for practice and compare their assessment with a reference assessment. If students are asked to assess example submissions, the teacher can decide whether to do it before or after they have handed in their own submissions, but certainly before peer assessment.

The teacher can prepare example submissions (one or more) in the **Workshop setup phase**.

The grade is not counted in the grade for assessment.

In **Availability** the teacher sets the phases for submissions and assessments. The opening and closing dates are set for student submissions, as well as for peer assessment. The dates set by the teacher in **Open for submissions from**, **Submissions deadline**, **Open for assessment from** and **Deadline for assessment options** will appear in the Calendar block. The **Availability** option allows the teacher to decide whether they want the workshop to be closed or open ended. By setting the date for **Open for submissions from**, and leaving the **Submissions deadline** open, the workshop becomes an ongoing activity. In order to set the opening and closing dates for submissions and assessment, it is necessary to check the **Enable** option next to the option that you want to enable. After that, it is possible to set the dates next to the desired option.

If **Switch to the next phase after the submissions deadline** is selected and the **Submissions deadline** is set, the workshop will automatically switch to the submissions assessment phase after the submissions deadline has expired. If the specified option is enabled, it is recommended to use the scheduled allocation. If the works are not assigned, they cannot be assessed, even if the workshop is set to the submissions assessment phase.

Image: Feedback settings

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Setup phase

The work flow for the Workshop module can be viewed as having five phases: Setup phase, Submission phase, Assessment phase, Grading phase, and ending with the Closed phase. The typical workshop activity can last for days or even weeks. The teacher can switch the activity from one phase to the other.

The progress of the activity is visible in the so-called Workshop planner tool. It displays all Workshop phases and highlights the current one. It also lists all the tasks the user has in the current phase with the information on whether the task is finished or not yet finished or even failed.

To activate a phase, it is necessary to select the **Start phase** icon on that it becomes available to students.

After all the workshop settings have been edited and the changes have been saved, the workshop is still in the **Setup phase** so that the teacher can set the criteria for peer assessment. Depending on the chosen assessment strategy (Comments, Accumulative grading, Number of errors, Rubrics), the teacher determines the criteria or statements by selecting the **Edit assessment form** option.

In this initial phase of the Workshop, students cannot do anything (neither modify their submissions nor their assessments). Teachers can use this phase to change workshop settings, modify the grading strategy or tweak the assessment form, etc. The teacher can switch to this phase any time they need to change the Workshop settings and prevent students from modifying their submissions.

If necessary, the teacher can also add an example submission by selecting the **Add example submissions** and make it available for students during submitting their own work.

When all settings have been edited, the teacher can manually switch to the next stage of the workshop by selecting the link **Switch to next stage phase**.

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Submission phase

In the **Submission phase**, students submit their work. Access control dates can be set so that even if the Workshop is in this phase, submitting is restricted to the given time frame only (Workshop Administration → Settings → Availability → **Open for submissions from and Submission deadline**).

The Workshop submissions report allows teachers to see who has and who has not submitted their work, and to filter student work by submissions and last modified.

A student is able to delete their own submission if editing is still possible and it has not been assessed. A teacher can delete any submission at any time, however, if it has been assessed, they will be notified that the assessments will be deleted as well and that reviewers' grades may be affected.

In this phase, the teacher can also allocate submissions by selecting the option **Allocate submissions**. There are three types of submissions:

1. **Manual allocation**

The teacher can manually select student reviewers and student reviewees for each submission. Students can do peer assessments even if they have not yet submitted their own work.

2. **Random allocation**

The teacher sets the following options:

- **Group mode**: it is set in the Workshop settings.
- **Number of reviews**: the teacher sets between 0 and 30 reviews for each submission or reviewer. The teacher can specify either the number of reviews per submissions or per reviewer.
- **Prevent reviews by peers from the same group**: if the Workshop has been set to Group mode, the teacher can prevent students from reviewing submissions from within their own group. In that case, only submissions from other groups will be allocated to students.

- **Remove current allocations**: by setting this option, all previous allocation will be overridden.
- **Participants can assess without having submitted anything**: if this option is set, students will be allowed to assess their peers' submissions without having submitted anything.
- **Add self-assessments**: if the teacher sets this option, along with peer-assessment, each student will have to assess their own work as well. This option is useful for teaching students to objectively judge their own work.

3. **Scheduled allocation**

If the option **Switch to the next phase after the submissions deadline** in the **Availability** section of the Workshop settings is set, enabling automatic allocation implies that the system will automatically allocate submissions for peer assessment to students. In the allocation settings the teacher can choose **Group mode**, **Number of reviews** per submissions or per reviewer, and set the **Prevent reviews by peers** from the same group, **Remove current allocations**, **Participants can assess without having submitted anything** and **Add self-assessments**.

Before handing in their work, a student can take a look at example submissions if enabled by the teacher. In this case, the button for submitting the work appears to the students after they have assessed the example submission. They can also compare their assessment with the teacher's reference assessment. The grade is not counted in the grade for assessment. In order for the option to be enabled, teachers should upload an example submission and make a reference assessment of that submission.

Teachers can later also edit the reference assessment by going back to the **Setup phase** and selecting **Assess again**.

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Assessment phase

In this phase the students assess the submissions allocated to them for review. As in the submission phase, access can be controlled by the specified time and date(s) of when and/or until when the assessment is allowed (Workshop Administration → Settings → Availability → Open for assessment from and Deadline for assessment).

- Peer assessment

If this option has been enabled, a specific number of example submissions will be allocated to students. A student will be graded for each assessment and this grade along with the grade they receive for their own submission will make up the final grade.

This is a key component of a Workshop: to encourage students to assess other students' work and in doing so learn from each other. This will allow them to see the advantages of other students' work and better understand how to improve their own. Additionally, the advice they get from other students will give them a broader sense of their own work: the peer-to-peer comments will

allow them to see the weaknesses of their own work that they would not have otherwise been able to see.

- Self-assessment

If this option has been enabled, students can assess their own work. The grade for self-assessment will form part of the final submissions assessment grade, that will in turn form part of the final grade along with the submissions grade.

This option allows teachers to see if students can recognize the strengths and weaknesses of their own work and assess them objectively. It is a good way for students to develop a more comprehensive way of thinking.

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Grading evaluation phase

During this phase the final grades for submissions and assessments are calculated, and the teacher can provide feedback to authors and reviewers. Students cannot modify their submissions or their assessments in this phase anymore. Teachers can manually override the calculated grades.

Currently there is only one **Grading evaluation method: Comparison with the best assessment**. It determines how the grade for assessment is calculated with the aim of calculating the hypothetically best (most fair) assessment of a certain submission.

For example, a teacher uses **Number of errors** as a strategy for peer assessment. This evaluation strategy consists of several claims, and the reviewers need to decide whether the given claim is fulfilled or not. Reviewers should mark Yes or No next to each statement in the assessment form. For example, if there are three reviewers - John, Mark and Julie, and the assessment form contains three criteria, the author of the work will receive 100% of the grade if all criteria/assertions are met, 75% of the grade if two conditions are met, 25% of the grade if only one condition is met and 0% of the grade if the reviewers put No for all three criteria.

Assessment example:

John: yes / yes / no

Mark: yes / yes / no

Julie: no / yes / yes

In this case the best assessment will be:

yes / yes / no

The system will assign a 100% to the best assessment. Then it will calculate by how much the students' assessments differ from the best assessment. The bigger the difference, the worse a certain reviewer's assessment grade will be. The settings for **Comparison of assessments** and

Assessment grade together determine by how much the grade will be lower if the student's assessment differs from the best assessment significantly.

Comparison of assessments has five options: very lax, lax, fair, strict and very strict. It specifies how strict the comparison of assessments should be. By selecting **Comparison with the best assessment**, all reviewers' assessments will be compared with the best system assessment. The more similar the comparison of assessments is to the best assessment, the better the received grade and vice versa. The settings determine by how much the grades lower when they differ from the best assessment.

In this phase the teacher can change the students' grades and recalculate grades if necessary. When choosing a specific work mode, an **Assessment settings** button appears under each assessment, and the **Feedback for the author** option appears at the bottom of the page.

When selecting the **Assessment settings** button, the teacher can see an overview of a particular reviewer's assessment form. Also, the teacher can change the **Assessment weight** and **Override grade for assessment** and independently correct the grade. It is also possible to write **Feedback for the reviewer**.

The teacher can publish the works of certain students by clicking the **Publish submission** option in the **Feedback for the author** section and thus make them available for other students after the workshop has been closed. They can also override the grade for submitted work, revaluate the student and write feedback.

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Closed phase

In order for students to see their grades, the teacher should switch to the next phase, i.e., **close** the workshop. It is recommended to write the workshop **Conclusion** (Workshop administration → Settings → Feedback → **Conclusion**) that is displayed to the students at the end of the activity. After the workshop has been closed, the grades given in this activity become visible in course **Grades**. The teacher can change the final workshop grades directly in the module **Grades**.

During this phase the students can see their work, submitted assessments and other students' submissions published by the teacher.

<BACK><FINISH>

Workshop Activity examples

Workshop example – accumulative grading (Workshop)

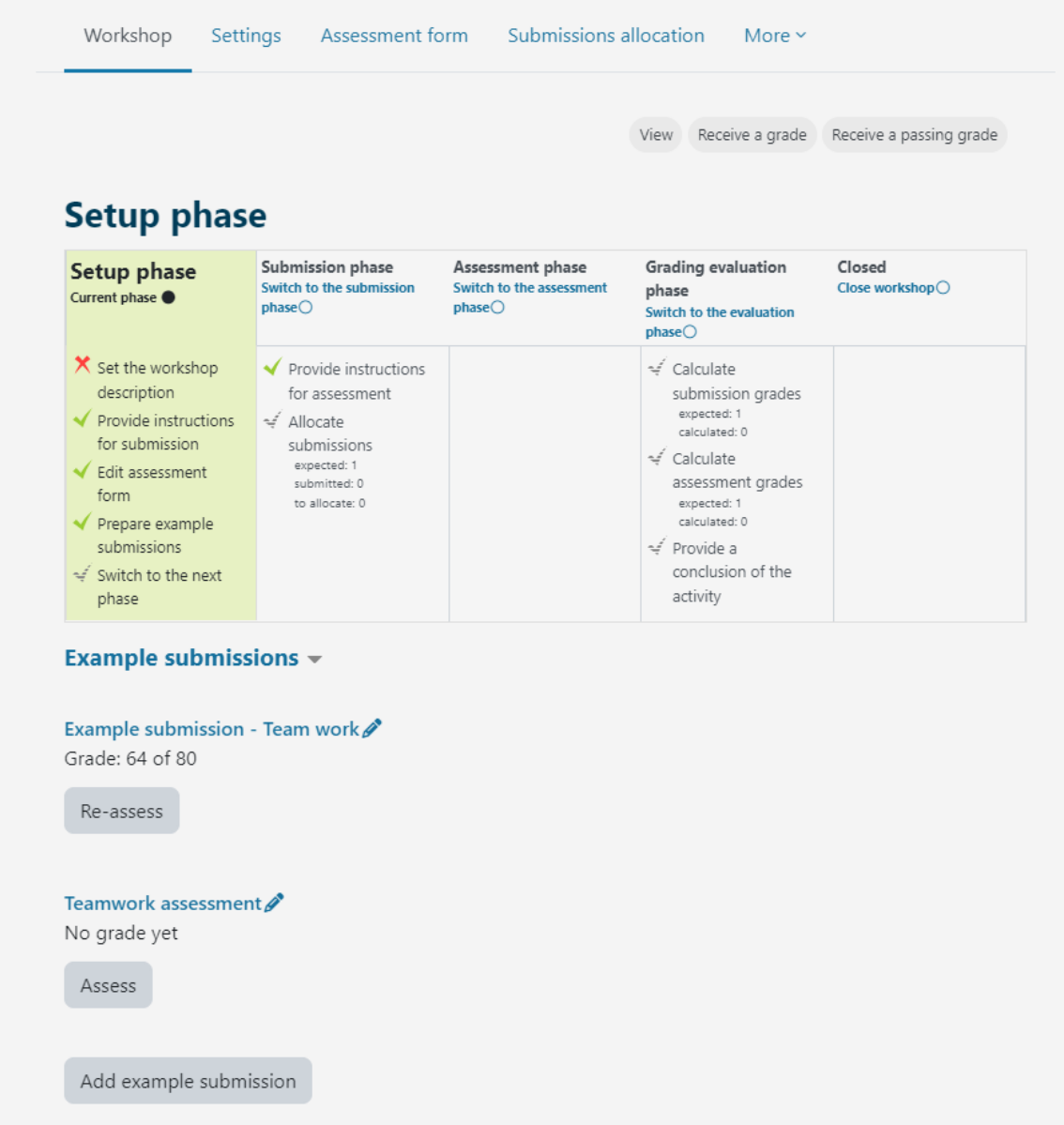

Image: Accumulative grading

Accumulative grading – Activity settings (Page)

Grading settings

Grading strategy: accumulative grading

Grade for submission: 80

Submission grade to pass: 40

Grade for assessment: 20

Assessment grade to pass: 10

Decimal places in grades: 0

Submission settings

Instructions for submission: Submission is mandatory, and the maximum file size allowed is 100 MB. Submission will not be possible after the deadline.

Submission types:

Online text: marked

File attachment: marked

Maximum number of submission attachments:

Submission attachment allowed file types: No selection

Maximum submission attachment size: Site upload limit

Late submissions:

Allow submissions after the deadline: not marked

Assessment settings

Instructions for assessment: Evaluate submissions according to the given criteria. Explain the assigned number of points.

Use self-assessment

Learners may assess their own work: not marked

Feedback

Overall feedback mode: enabled and optional

Maximum number of overall feedback attachments: 1

Conclusion:

Example submissions

Example submissions are provided for practice in assessing: marked

Mode of examples assessment: assessment of example submission is voluntary

Availability

Open for submissions from: enabled

Submission’s deadline: enabled

Open for assessment from: enabled

Deadline for assessment: enabled

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Tags

Tags – No selection

Setup phase

Assessment form:

Aspect 1

Description: The work is related to the learning material.

Best possible grade

Type: point

Maximum grade: 10

Weight: 1

Aspect 2

Description: All essential features of teamwork are listed in the paper

Best possible grade

Type: point

Maximum grade: 10

Weight: 1

Workshop example – comments (Workshop)

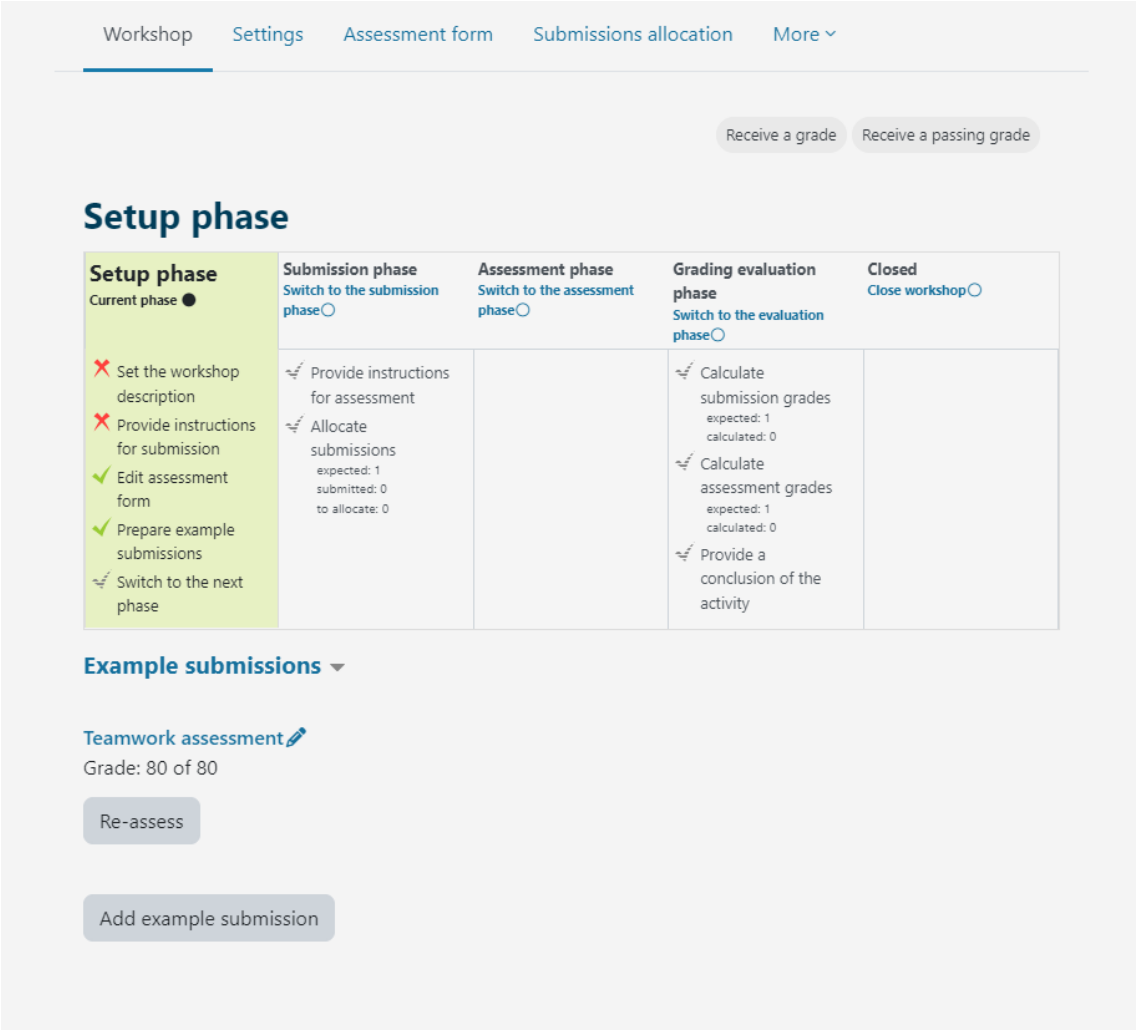

Image: Comments

Comments – Activity settings (Page)

Grading settings

Grading strategy: comments

Grade for submission: 80

Submission grade to pass: 40

Grade for assessment: 20

Assessment grade to pass: 10

Decimal places in grades: 0

Submission settings

Instructions for submission: Submission is mandatory, and the maximum file size allowed is 100 MB. Submission will not be possible after the deadline.

Submission types:

Online text: marked

File attachment: marked

Maximum number of submission attachments:

Submission attachment allowed file types: No selection

Maximum submission attachment size: Site upload limit

Late submissions:

Allow submissions after the deadline: not marked

Assessment settings

Instructions for assessment: Evaluate submissions according to the given criteria.

Use self-assessment

Learners may assess their own work: not marked

Feedback

Overall feedback mode: enabled and optional

Maximum number of overall feedback attachments: 1

Conclusion:

Example submissions

Example submissions are provided for practice in assessing: marked

Mode of examples assessment: assessment of example submission is voluntary

Availability

Open for submissions from: enabled

Submission's deadline: enabled

Open for assessment from: enabled

Deadline for assessment: enabled

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Tags

Tags – No selection

Setup phase

Assessment form

Aspect 1

Description: The paper is related to the learning material.

Aspect 2

Description: All essential features of teamwork are listed in the paper.

Workshop example – comments (Workshop)

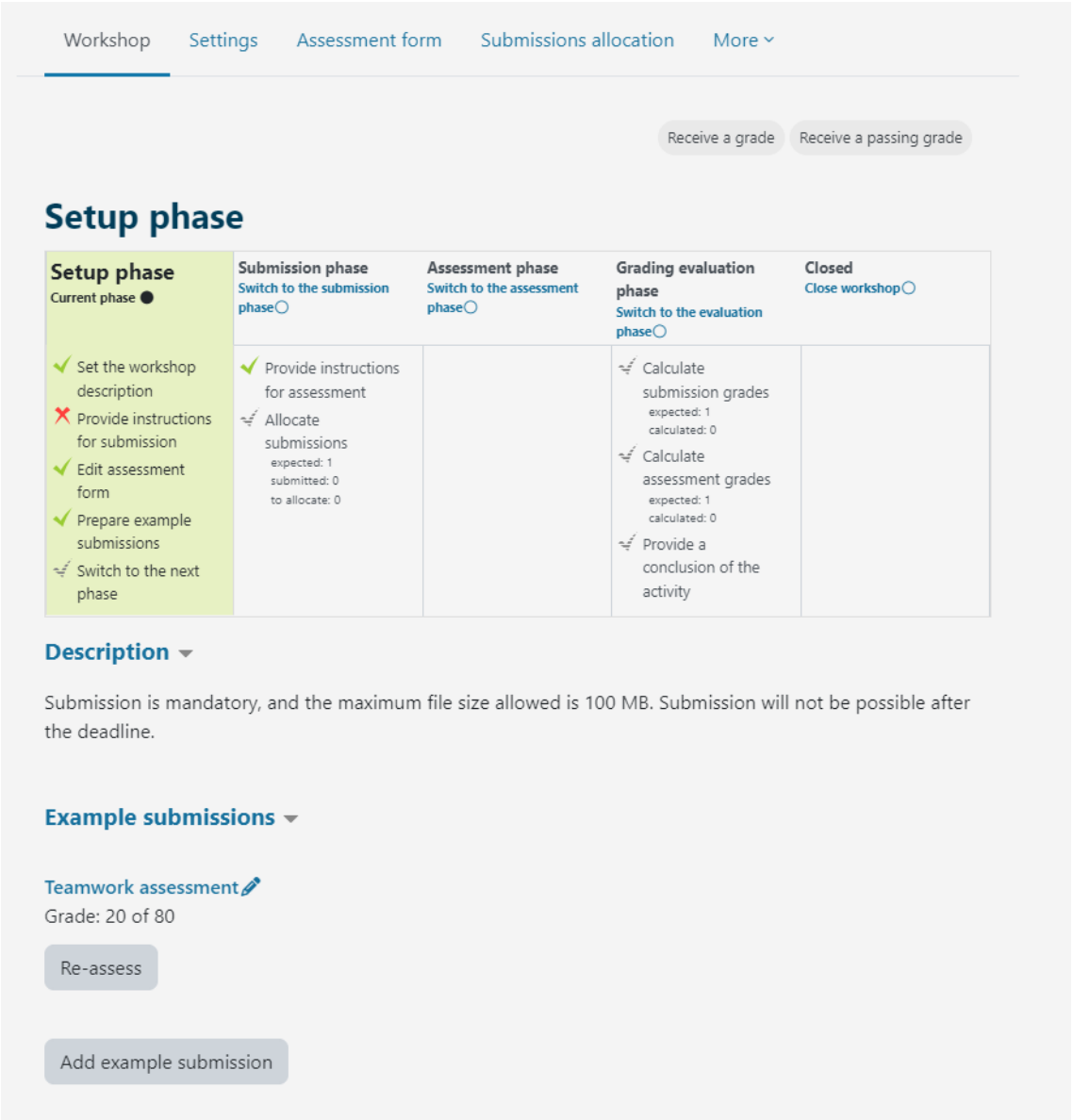

Image: Rubrics

Rubrics – Activity settings (Page)

Grading settings

Grading strategy: rubric

Grade for submission: 80

Submission grade to pass: 40

Grade for assessment: 20

Assessment grade to pass: 10

Decimal places in grades: 0

Submission settings

Instructions for submission: Submission is mandatory, and the maximum file size allowed is 100 MB. Submission will not be possible after the deadline.

Submission types:

Online text: marked

File attachment: marked

Maximum number of submission attachments:

Submission attachment allowed file types: No selection

Maximum submission attachment size: Site upload limit

Late submissions:

Allow submissions after the deadline: not marked

Assessment settings

Instructions for assessment: Evaluate submissions according to the given criteria. Explain the assigned level grade.

Use self-assessment

Learners may assess their own work: not marked

Feedback

Overall feedback mode: enabled and optional

Maximum number of overall feedback attachments: 1

Conclusion:

Example submissions

Example submissions are provided for practice in assessing: marked

Mode of examples assessment: assessment of example submission is voluntary

Availability

Open for submissions from: enabled

Submission’s deadline: enabled

Open for assessment from: enabled

Deadline for assessment: enabled

Common module settings

Availability: Show on course page

ID number: Not marked

Force language: Do not force

Group mode: No groups

Restrict access:

Access restriction: None

Completion conditions

Learner must receive a grade to complete this activity: Marked

Passing grade: Marked

Set reminder in Timeline: Not enabled

Tags

Tags – No selection

Rubrics:

Criterion 1

Description: Contribution to the teamwork

Level grade and definition: 0

Team member mostly does not complete any tasks.

Level grade and definition: 1

Team member completes a small number of tasks, significantly less than the other team members

Level grade and definition: 2

Team member completes an equal number of tasks as the other team members.

Criterion 2

Description: Timely completion of tasks

Level grade and definition: 0

Team member does not complete tasks on time

Level grade and definition: 1

Team member completes tasks, but often only after being reminded by other team members or after the deadline has expired

Level grade and definition: 2

Team member completes tasks responsibly and timely, respecting and meeting the set deadlines

Teacher's view of the workshop phases in pictures (Page)

Submission phase

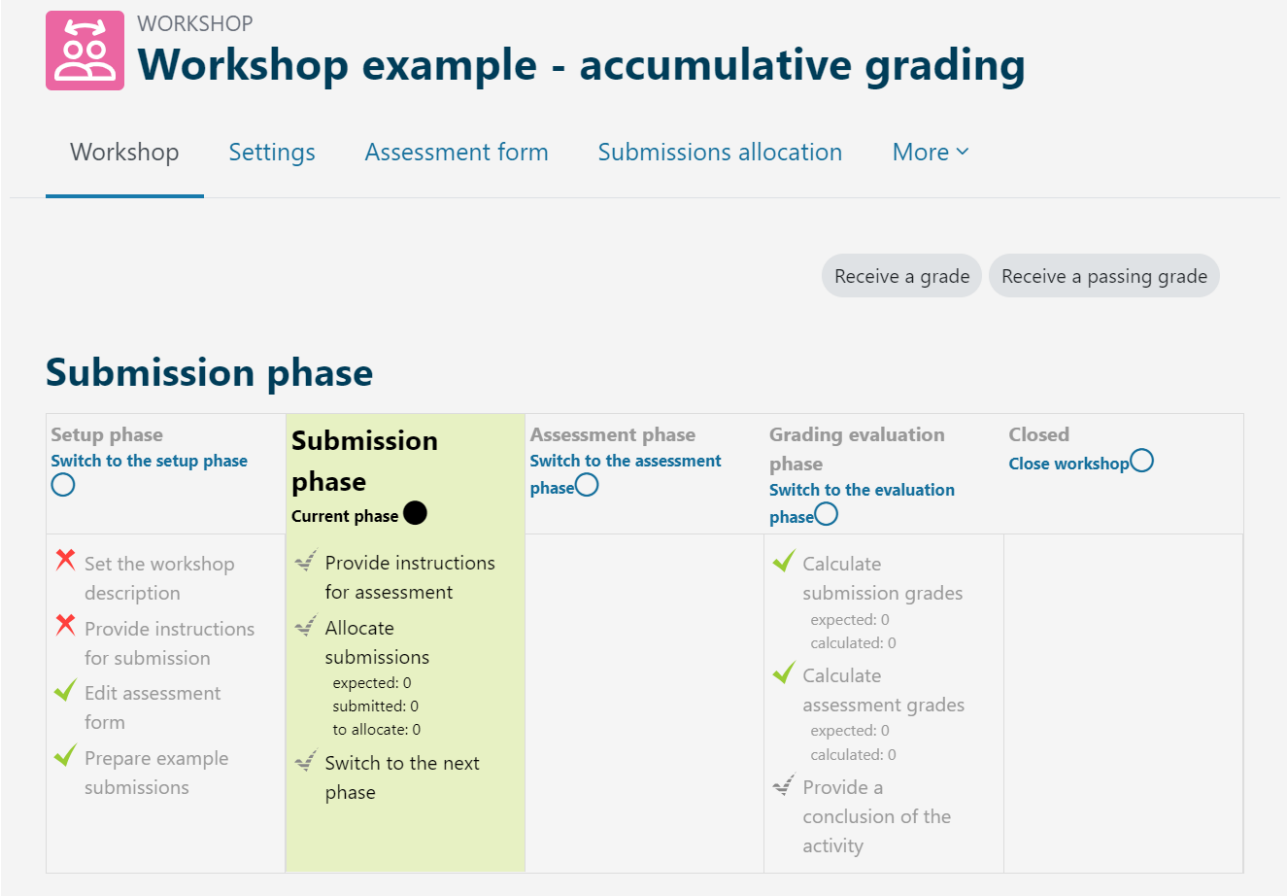

Image: Submission phase

Assessment phase

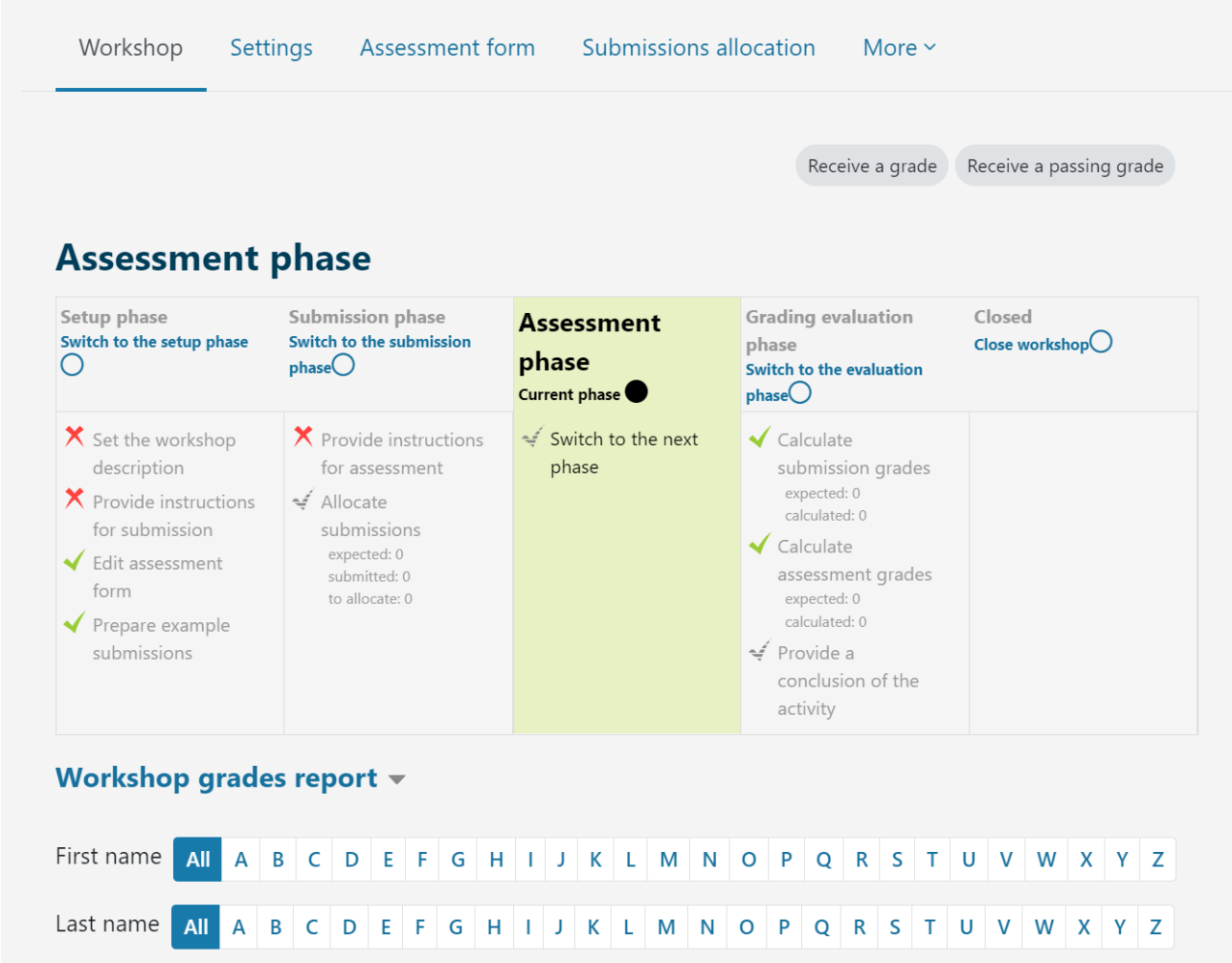

Image: Assessment phase

Grading evaluation phase

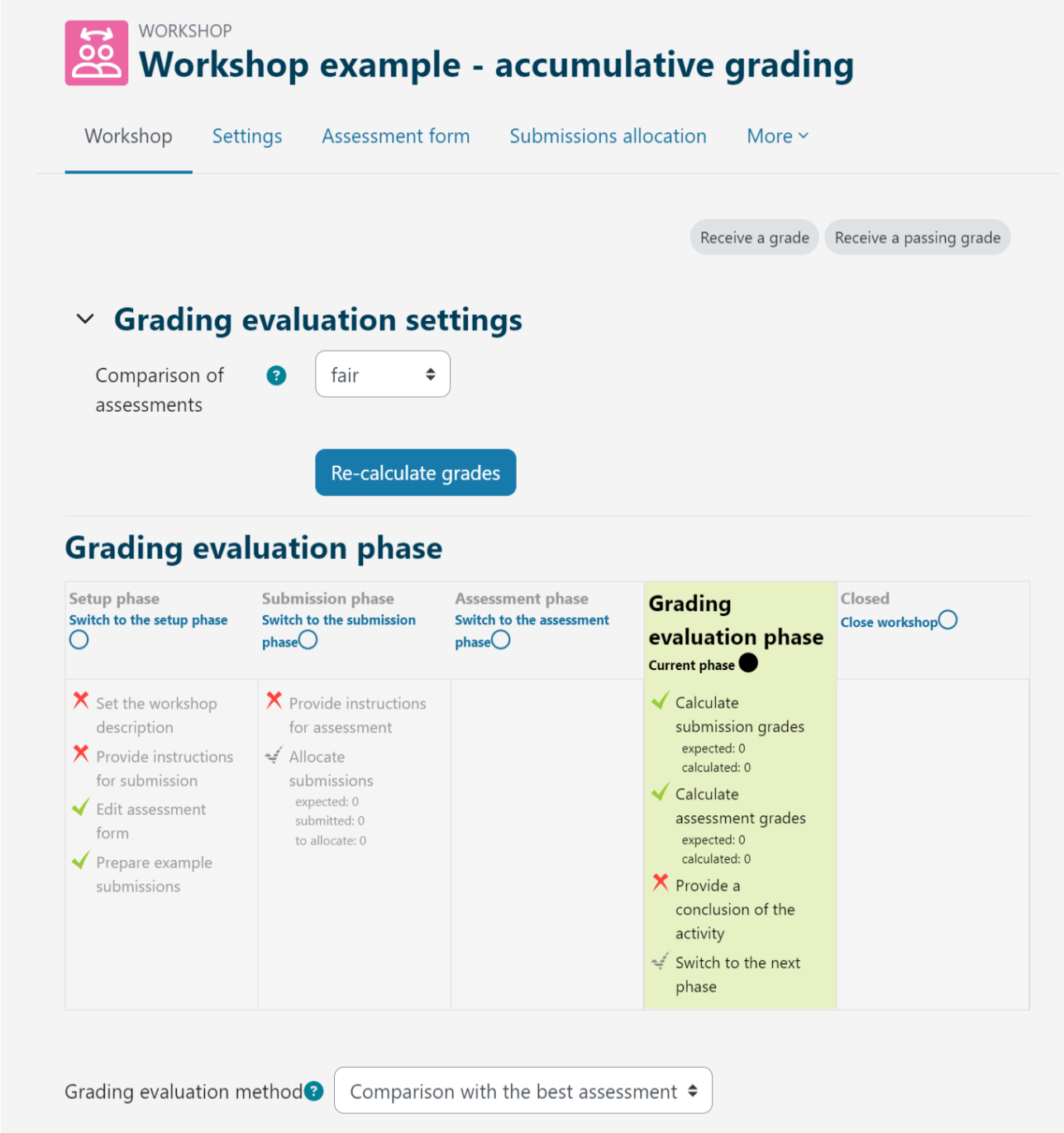

Image: Grading evaluation phase

Course check

This quiz will help you to consolidate everything you learnt on this course.

You can take the quiz as often as you like, but you must achieve a minimum 80% pass grade.

Upon completion you will receive a Moodle Academy badge.

Exploring Workshop: Check your understanding (Quiz)

1. What assessment types does the Workshop activity support:

- **self-assessment**
- **peer assessment**
- **summative assessment**
- **formative assessment**

2. How many grades can a student get in the Workshop activity?
   - 1
   - **2**
   - 3 or more

3. During the workshop activities (during different phases), the student can:

- submit his/her work and evaluate the work of other students at the same time
- **do the tasks depending on the active phase of the workshop**
- see submitted work of other students

4. In which phase can the teacher allocate submissions for evaluation in the Workshop activity:

- Setup phase
- **Submission phase**
- Assessment phase
- Grading evaluation phase

5. During the Workshop activity, the teacher can:

- set the automatic change of all workshop phases
- **reactivate previous phases**
- **set reviewing to be anonymous**