

Al-Farabi Kazakh National University
Institute of New Educational Technologies

**MANAGEMENT OF COURSES AND THE TEACHING PROCESS
IN THE DISTANCE LEARNING SYSTEM IN MOODLE**
(instruction for teachers)

Almaty, 2018

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DESIGNATIONS AND ABBREVIATIONS

Moodle is an abbreviation for Modular Object-Oriented Dynamic Learning Environment. Moodle is a distance learning system, focused primarily on the organization of interaction between the teacher and students. Moodle belongs to the class of LMS (Learning Management System).

Distance learning (DL) is on-the-job training, from home, without going to the place of study using modern information technologies.

Distance Learning System (DLS) - a system that allows manage educational activities, use for the development, management and distribution of educational materials with the provision of shared access.

1. DISTANCE TRAINING SYSTEM MOODLE

Video instruction in Kazakh language <http://dl.kaznu.kz/api/78.php>

Video instruction in Russian <http://dl.kaznu.kz/api/77.php>

The Moodle Distance Learning server is located at <http://dl.kaznu.kz> (Figure 1). Work in the system DL Moodle occurs through an Internet browser. The full functionality of the system is revealed in the browsers recommended by the developers:

- Google Chrome;
- Mozilla;
- Internet Explorer;
- Safari;
- Opera.

! To display the site correctly, use the latest browsers.

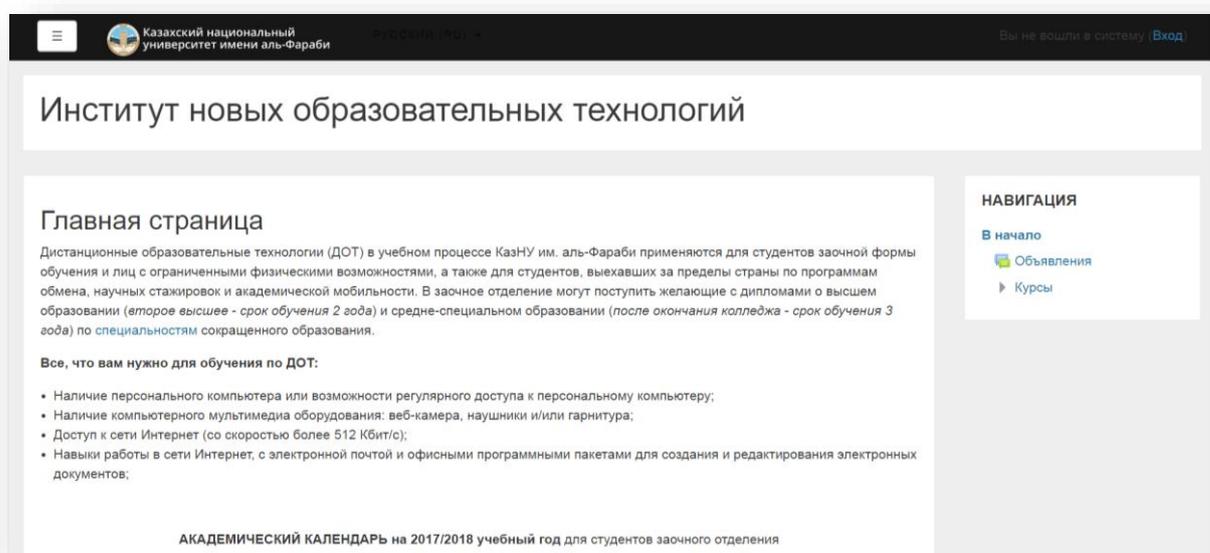


Figure 1 - The main window of the DLS Moodle

System requirements

- Operating system - MS Windows XP and higher
- Internet connection:
- Minimum speed - 56 Kb / s; recommended speed - 528 Kb / s;

To watch animations, videos in FLV format and presentations:

- Flash Player ActiveX;
- Adobe Acrobat Reader or Foxit Reader.

To view video content:

- Windows Media Player and related codecs.

To view additional materials:

- Archiver (WinRAR, 7zip, etc.);
- Office suite (OpenOffice, MS Office or another);
- Java (JRE) - to use the built-in formula editor.

1.1. Login to DLS Moodle

To enter the system, go to the Login link, enter your login and password (which you use in the system <https://univer.kaznu.kz>) in the corresponding fields of the block (Figure 2) and click the Login to Moodle button.

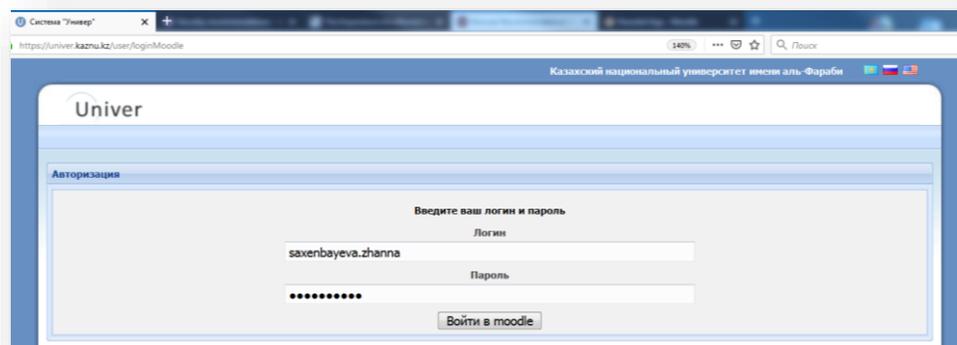


Figure 2 - Authorization in the DLS Moodle

1.2. User account

If the username and password are entered correctly, the system will greet the user by indicating his/her first and last name in the upper right corner of the page (Figure 3).

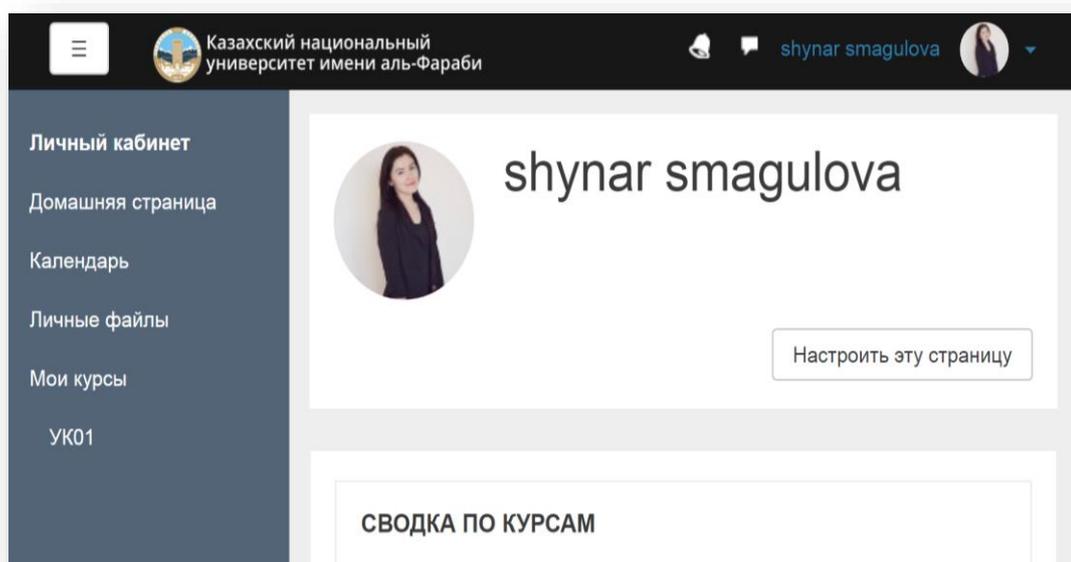


Figure 3 - User's personal account

The My Account page consists of:

- list of disciplines;
- personal files;
- calendar and other auxiliary units (Figure 4).

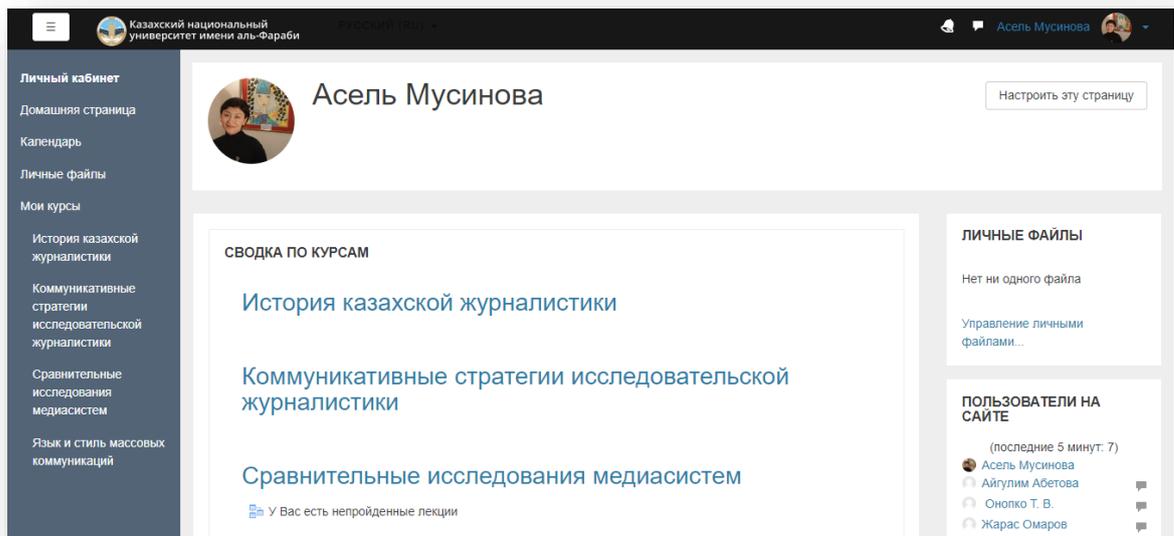
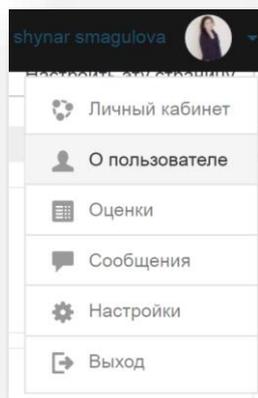


Figure 4 - General view of the **Personal Account page**

To edit personal information, you need to select the link with the name and surname in the upper right corner of the DL system page (Figure 4). The section for editing the user's personal information will open. There are several tabs on this page (Figure 5).



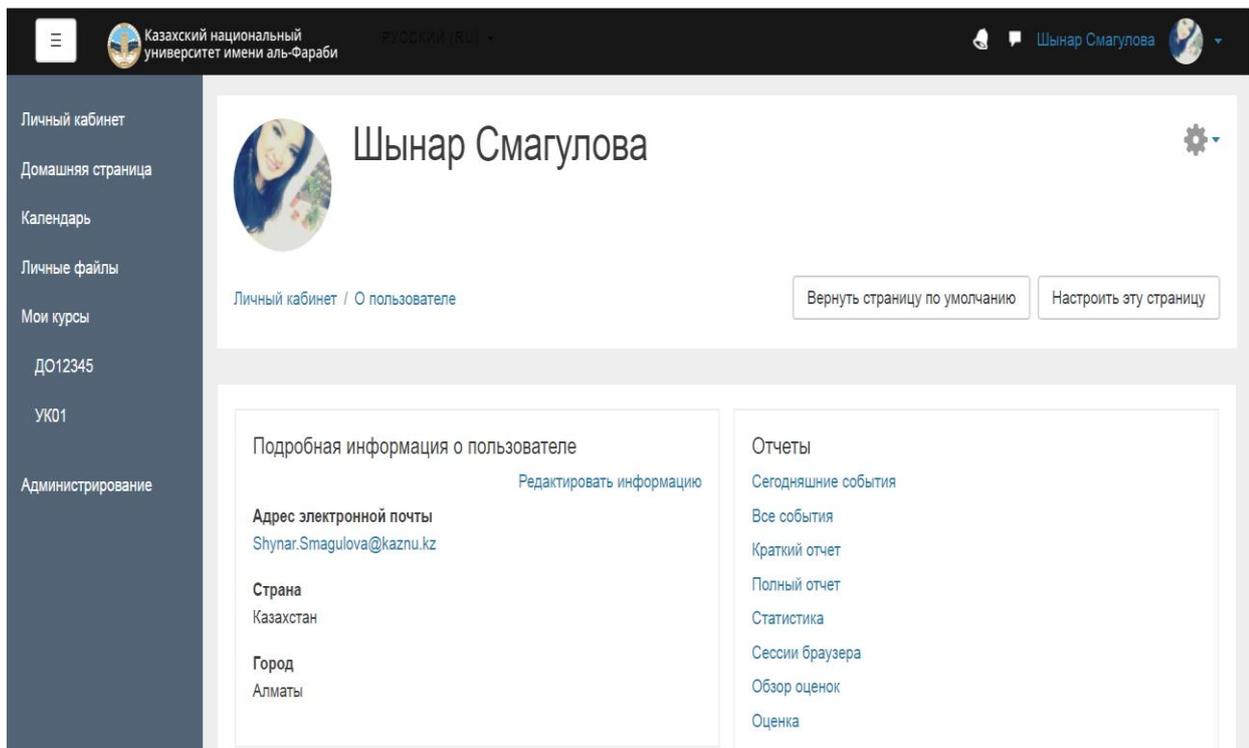
personal Account
about user
messages
grades
settings
exit

Figure 5 – Personal Account Fields

1 Personal account returns the user's personal account.

2 About the user. General user information section. This section is visible to all DLS users (Figure 6).

All information about the user of the site is contained in his personal account. Go to the page About user through the user panel by clicking on the name or picture of the user.



Personal account
Homepage
Calendar
Personal files
My courses
Administration

Personal account/about user *return the default page* *customize this page*

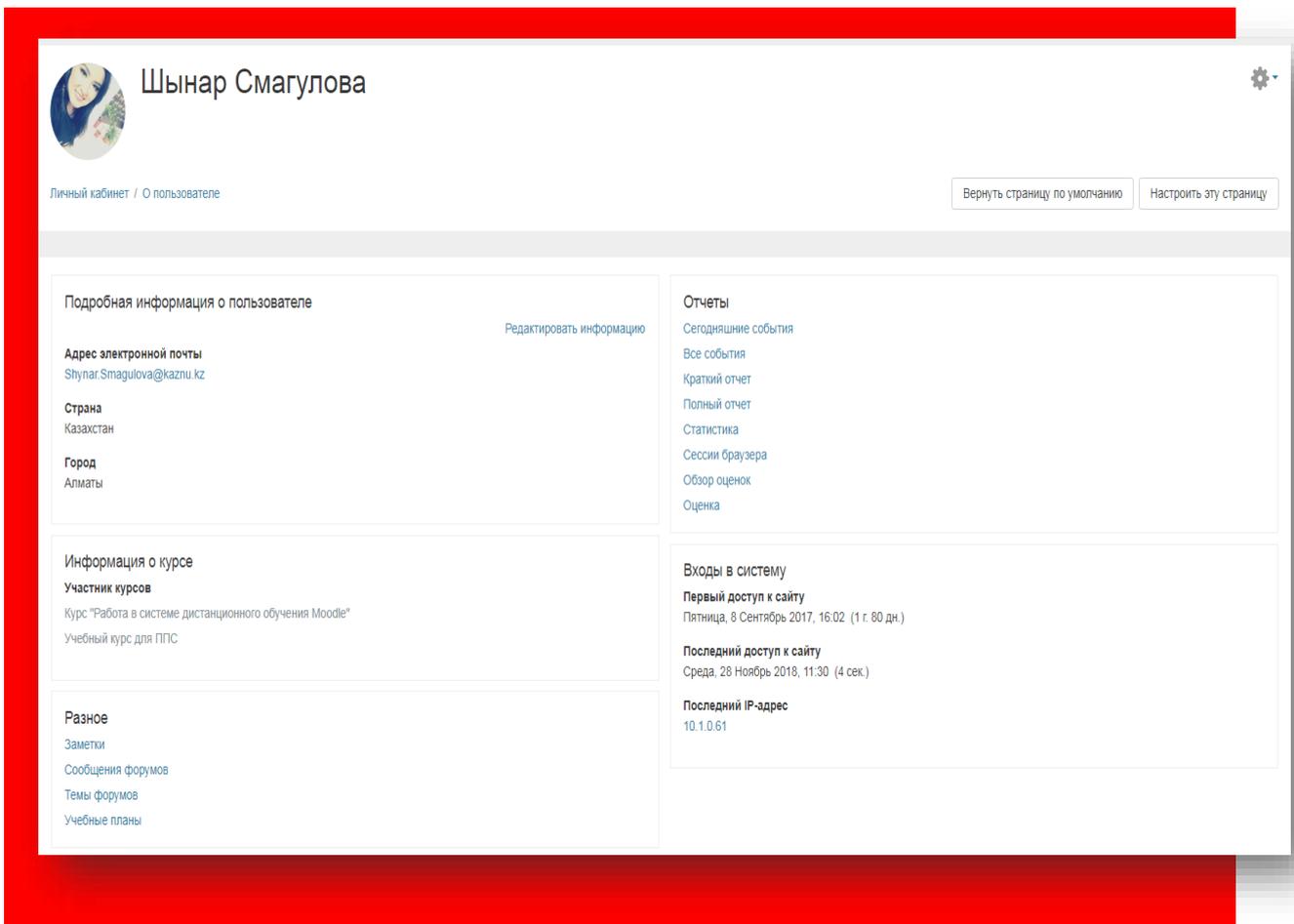
User Details
Electronic address

Edit information

Counrty
Kazakhstan

City
Almaty

reports
today's events
all events
brief report
full report
statistics
browser session
review of ratings
grade



Personal account/about user

User Details

Electronic address

return the default page edit information

<p><i>Country</i> <i>Kazakhstan</i></p> <p><i>City</i> <i>Almaty</i></p> <p><i>Course information</i> <i>Courses participant</i></p> <p><i>miscellaneous</i> <i>notes</i> <i>forums posts</i> <i>forums topics</i> <i>curricula</i></p>	<p><i>reports</i> <i>today's events</i> <i>all events</i> <i>brief report</i> <i>full report</i> <i>statistics</i> <i>browser session</i> <i>review of ratings</i> <i>grade</i></p> <p><i>logins</i> <i>First access to the site</i> <i>Friday, September 8</i> <i>Last access to the site</i> <i>Wednesday November 28</i> <i>Last IP address</i></p>
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Figure 6 – Page about User

- 1 Detailed information about the user (by clicking on **Edit** information you can edit your data: full name, indicate email address, set time zone, etc.);
- 2 Reports (allow you to see statistics, events, reports, including evaluation reports);

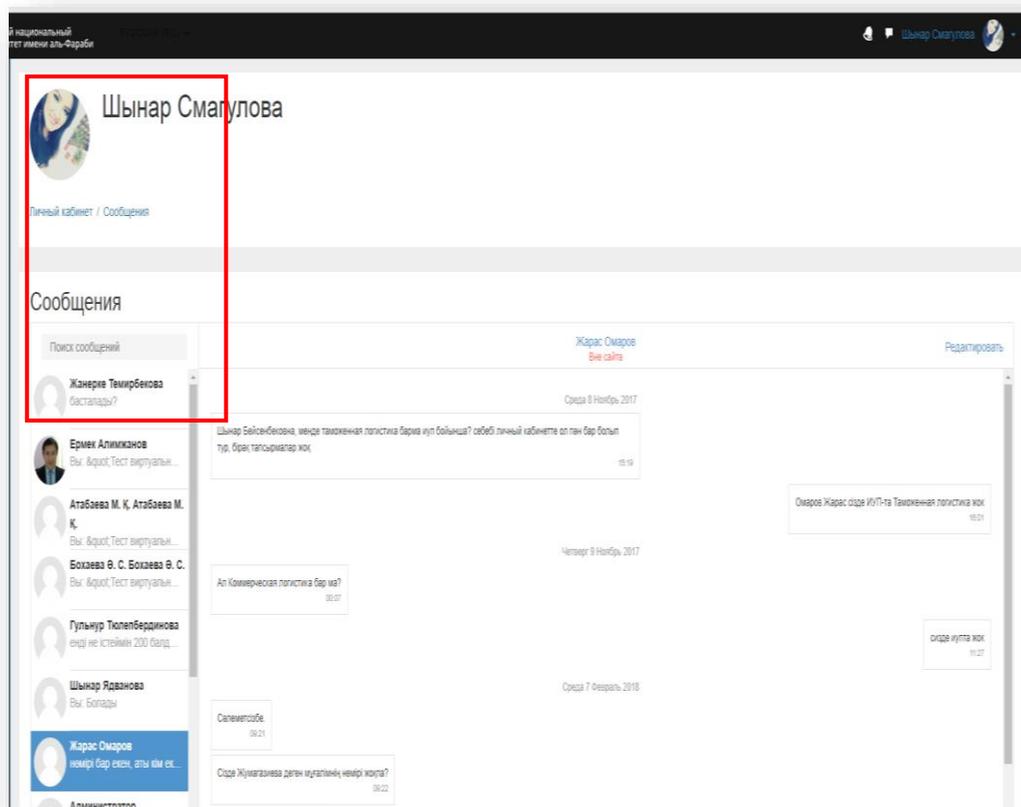
- 3 Information about the course (a list of courses in which you participate or teach in this semester);
- 4 Visiting time (First and last access to the site and IP address);
- 5 Miscellaneous (notes, forum posts, forum topics, curricula).

3 Grades. The Moodle system implements a grading system for all completed tasks that become available to the student directly in the course in the Grades section of the **Settings block**. Each student in this journal is available only his own grades.

4 Messages. The site has a convenient means of user communication - messaging internal mail Moodle. Messaging is displayed as a separate block in which you can configure the list of interlocutors, see unread messages, track message history and block messages from specific users (Figure 7).

- Go to the messaging page:
- through the panel **My toolbar** link **Messages**
- from your own personal page (**About tab** in the **Settings block**),
- from the Messages block.

In the block **Messaging**, numbers show the number of messages from each interlocutor that were not answered. The Messages link is intended to go to the message exchange page.



Messages

Find messages

Edit

Figure 7 - **Messages panel**

The Search for users and messages button allows you to search for the right people throughout the site or within your courses (select the necessary search parameters from the link **Related to additional settings**). The found person can be added to the list of **interlocutors**.

Settings. The Settings panel contains the following groups of settings: Account, Roles, Icons (Figure 8).

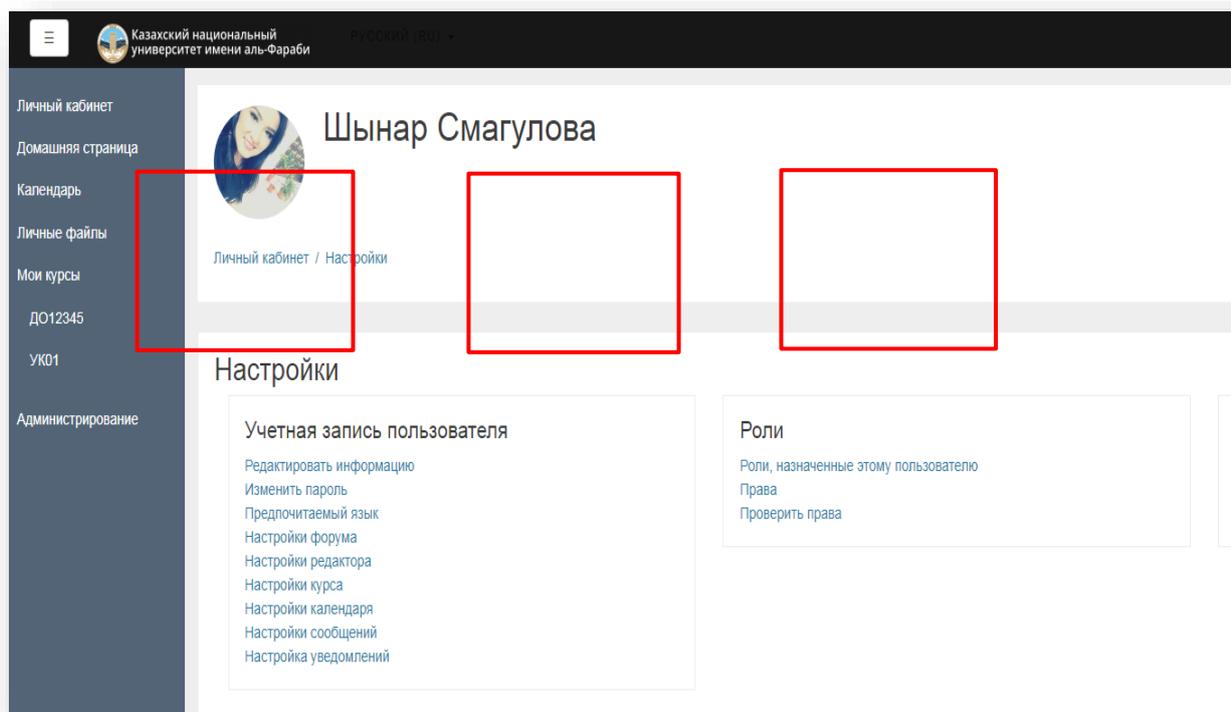


Figure 8 – Page Settings

<p><i>Personal account</i></p> <p><i>Homepage</i></p> <p><i>Calendar</i></p> <p><i>Personal files</i></p> <p><i>My courses</i></p> <p><i>Administration</i></p>	<p><i>Personal account/settings</i></p>
<p><i>User account</i></p> <p><i>edit information</i></p> <p><i>change Password</i></p> <p><i>preferred language</i></p> <p><i>forum settings</i></p> <p><i>editor settings</i></p> <p><i>course settings</i></p> <p><i>calendar settings</i></p> <p><i>message settings</i></p> <p><i>Notification settings</i></p>	<p><i>Roles</i></p> <p><i>roles assigned to this user</i></p> <p><i>rights</i></p> <p><i>check rights</i></p>

6 Exit. To exit from the DLS Moodle.

1. TRAINING COURSES IN DLS MOODLE

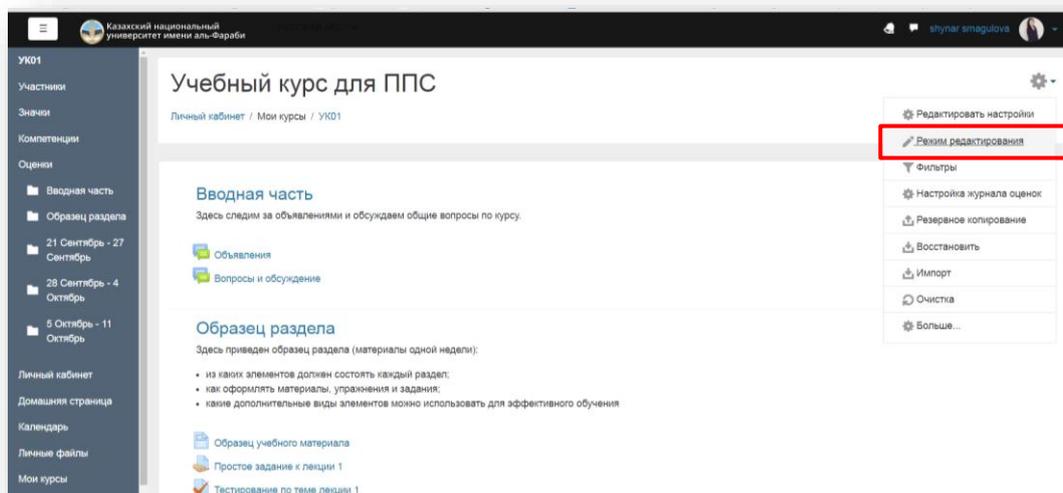
All courses registered in the Univer system are shown in the personal account of the teacher.

The training course is a set of training materials designed in the form of objects: **Resources** (Theoretical part) and **Elements** (Practical part).

1.1. Work with a training course in **DLS Moodle**

Work on the creation of the course, that is, the loading of materials begins with the choice of discipline from the list. After selecting a discipline, weeks will be displayed on the course page.

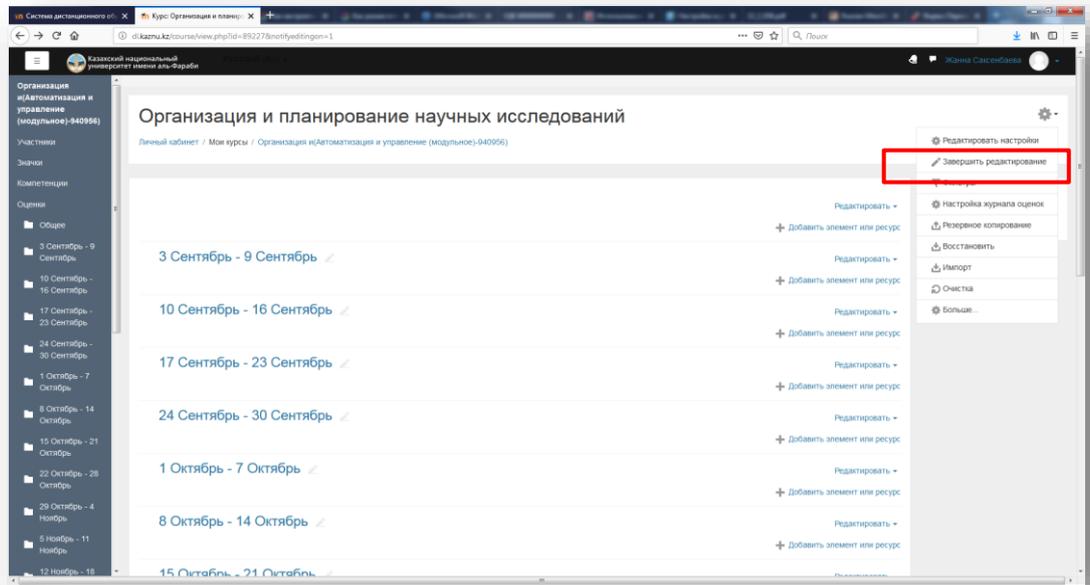
Adding resources and interactive elements is carried out in **editing mode** to launch in the upper right corner of the main page course in block  **Settings** you must click on the **Edit Mode button** (Figure 9).



<p><i>participants</i> <i>badges</i> <i>competencies</i> <i>grades</i></p> <p><i>Introductory part</i> <i>sample section</i> <i>September 21-September 27</i> <i>September 28 - October 4</i> <i>October 5 - October 11</i> <i>Personal account</i> <i>Homepage</i> <i>Calendar</i> <i>Personal files</i> <i>My courses</i></p>	<p><i>Training Course for academic staff</i></p> <p><i>Personal account/My courses</i></p> <p><i>Introductory part</i> <i>Here we follow the announcements and discuss general issues on the course</i></p> <p><i>Announcements</i> <i>Questions and discussions</i></p>	<p><i>edit settings</i> <i>editing mode</i> <i>filters</i> <i>setting gradebook</i> <i>backup</i> <i>reestablish</i> <i>import</i> <i>cleaning</i> <i>more...</i></p>
	<p><i>Sample section</i></p>	
	<p><i>here is a sample section (one week material)</i> <i>-what elements should each section consist of</i> <i>-how to draw up exercise materials and assignments</i> <i>-what additional types of elements can be used for effective training</i></p> <p><i>Sample training material</i> <i>simple task for lecture 1</i> <i>testing on the topic of a</i></p>	

Figure 9 - Editing mode

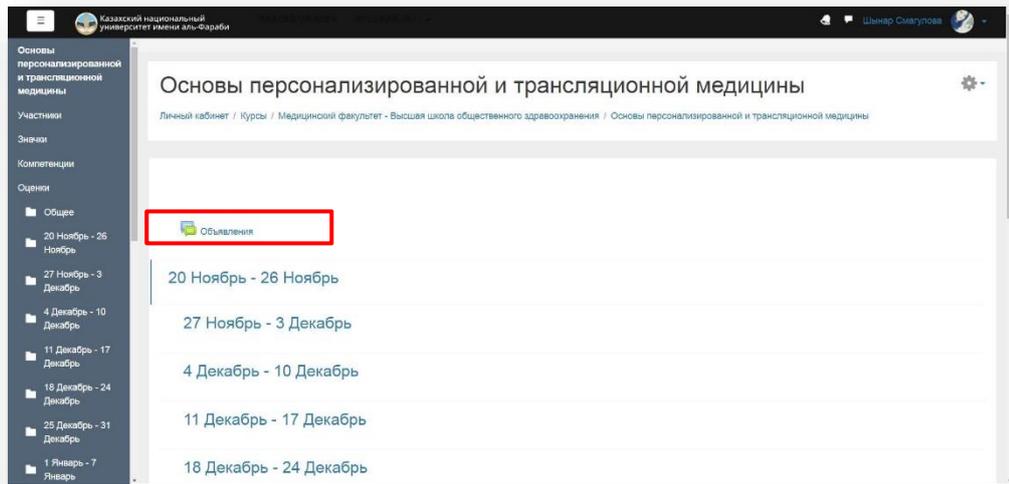
In the same menu, when you click the Finish editing button, **the editing mode** closes accordingly (Figure 10).



<p><i>participants</i> <i>badges</i> <i>competencies</i> <i>grades</i></p> <p><i>General</i></p> <p><i>3 September-9 September</i></p>	<p><i>research organization</i> <i>and planning</i></p> <p><i>My personal account/my</i> <i>courses</i></p> <p style="text-align: right;"><i>Edit</i></p> <p style="text-align: center;"><i>+Add item or resource</i></p> <p><i>3 September-9 September</i></p>	<p><i>edit settings</i> <i>complete editing</i> <i>setting gradebook</i> <i>backup</i> <i>reestablish</i> <i>import</i> <i>cleaning</i> <i>more...</i></p>
--	---	--

Figure 10 - finish editing

After the discipline is opened, the first item is the **Announcement** element, then the weeks are followed by the dates of the disciplines (Figure 11).



<p><i>Basics of personalized and translational medicine</i></p> <p><i>participants</i></p> <p><i>badges</i></p> <p><i>competencies</i></p> <p><i>grades</i></p> <p><i>General</i></p>	<p><i>Basics of personalized and translational medicine</i></p> <p><i>My personal account/Courses/Medical faculty/ Graduate School of Public Health</i></p> <p><i>Announcements</i></p> <p><i>20 November – 26 November</i></p>
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Figure 11 - Announcement Page

To submit course materials, go to the **Moodle tools (modules)**. To do this, click the Add item or resource button to the right of the **Announcements block** or of each week of the course that you want to complete. An extensive menu of tools will appear (Figure 12).

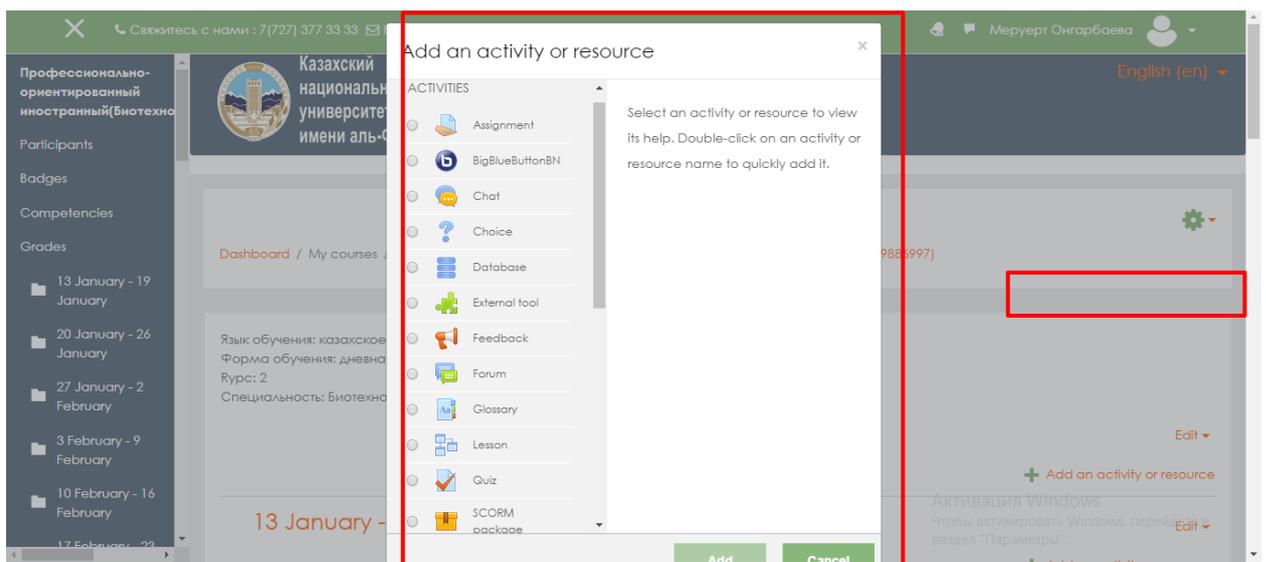


Figure 12 - View of the menu of tools (modules) Moodle

Tools (modules) in the **Moodle DLS** are divided into:

- interactive - course elements (Figure 13);
- static - course resources (Figure 14).

You can select an item by dragging the cursor to the right of the menu.

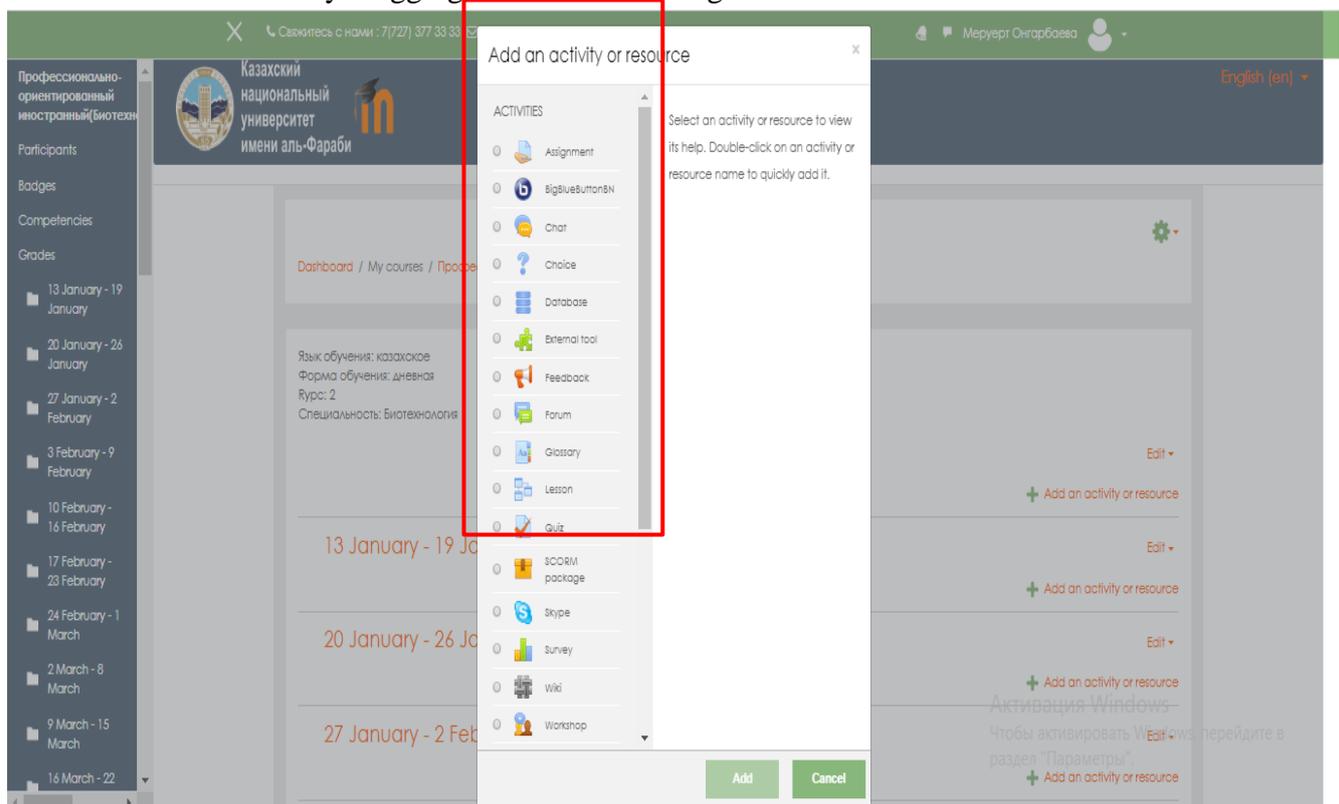


Figure 13 - Menu of interactive course elements

Interactive course elements include:

- Application form;
- Database;
- Video conference BigBlueButton;

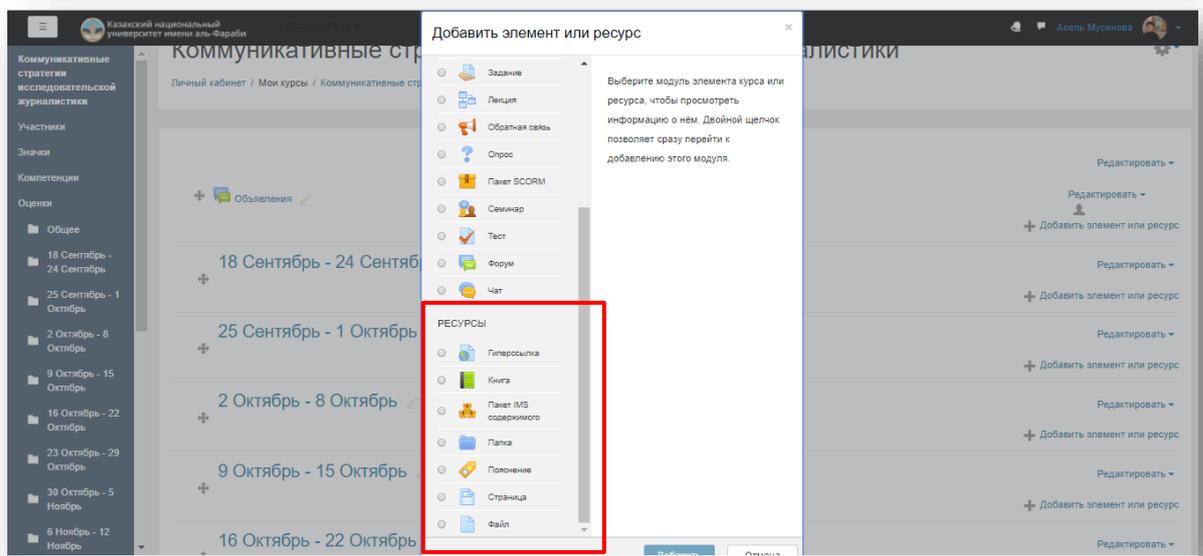


Figure 14 - Menu of static course resources

- Wiki;
- External application;
- Glossary;
- Exercise;

- Lecture;
- Survey;
- SCORM package;
- Seminar;
- Test;
- Forum;
- Chat.

Resource includes:

- Hyperlinks;
- Book;
- IMS content package;
- Folder;
- Explanation;
- Page;
- File.

! The opened «Add item or resource» window contains information on the right side which can help when you are working with elements or resources.

1.1. Course development tools

The tools that are most effective in the course of a teacher - a novice user of Moodle are given in the table:

Lecture elements	Tasks and exercises
Page	Test
Hyperlink	Exercise
File, Folder	Forum, Chat
Lecture	Glossary
Book	Seminar

1.1.1. Page

This element is one of the simplest resources of the course, allowing the teacher to create the **Web-page** resource using a simple HTML text editor. A page can display text, images, sound, video, web links, and embedded code, such as Google Maps.

The advantages of using the **Page** module compared to the **File** module make the resource more accessible (for example, for users of mobile devices) and easily updated. For large amounts of content, instead of a **Page**, it is recommended to use the **Book**.

The **Page** can be used:

- to present the terms and conditions of the course or a summary of the course program;
- for embedding various video and sound files in explanatory text.

1.1.2. Hyperlink

This element that creates a regular web link that can be associated with any resource that is freely available on the Internet (for example, documents and images). It is advisable to do not follow the link to go to the main page of the site. It's better to use the address of a determined web page. The teacher can use the link from the repository, such as Flickr, YouTube, Wikipedia, etc. (depending on which repositories are allowed for the site).

There are options for displaying hyperlinks: embedded in the page or opening in a new window.

If necessary, you can add additional information to the hyperlink (as a request parameter), for example, the name of the student.

! Hyperlinks can be added to any other type of resource or course element by using a text editor.

1.1.3. File. Folder

The difference of resources from each other is that the **File** resource - allows you to download only one file, and the **Folder** resource - an unlimited number of files.

The **File** module allows the teacher to present the file as a course resource. If possible, the file will be displayed in the course interface, otherwise students will be asked to download it. A file may include auxiliary files, for example, an HTML page may have embedded images or flash objects.

! Students must have the appropriate software on their computers to open the file.

The file can be used:

- To provide data for general use;
- to include a mini-site as a course resource;
- to provide the project file of certain programs (for example, .psd for photo shop), so that students can edit it and provide for evaluation.

1.1.4. Lecture

The active element allows the teacher to arrange the content and / or practical tasks (tests) in an interesting and flexible form. The teacher can use a linear lecture scheme consisting of a series of training pages or create a tree diagram that contains various paths or options for the student.

To create a lecture, select the **Lecture** item in the resources (Figure 15-16).

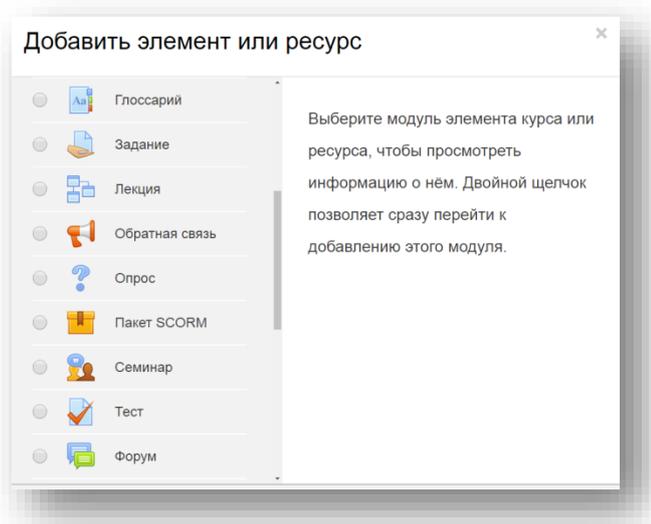


Figure 15 - Add a lecture element

In any case, to increase active interaction and understanding control, teachers can use various questions, such as **Multiple Choice, Compliance, and Short Answer**. Depending on the answer chosen by the student and the strategy developed by the teacher, students can go to another page, return to the previous page or be redirected in a completely different way.

The lecture can be evaluated, grades are recorded in the gradebook.

Lectures can be used:

- for self-study of a new topic;
- for scenarios or modeling / decision-making exercises;
- for control, with different sets of questions depending on the answers to the first questions.

Добавить Лекция в 25 Сентябрь - 1 Октябрь

Общее

Название

Описание

Отображать описание / вступление на странице курса

Внешний вид

Доступность

Контроль прохождения

Оценка

Общие настройки модуля

Ограничить доступ

Теги

Компетенции

Сохранить и вернуться к курсу

Сохранить и показать

Отмена

Figure 16 - Page for creating a lecture element

In the lecture you can:

- import questions (import is made from a text file containing questions; the file must have a certain data format);
- add a cluster (used for additional questions);
- add information page / table of contents section;
- add a page with questions.

The main element of the lecture is the page with questions. At the top of the page, an explanation of a fragment of the training material is given, and at the end of the page, there are questions offered to control the assimilation of this fragment. If you give the correct answer, the next page of the lecture will be loaded, otherwise the student is invited to read the poorly learned fragment of the training material again (Figure 17).

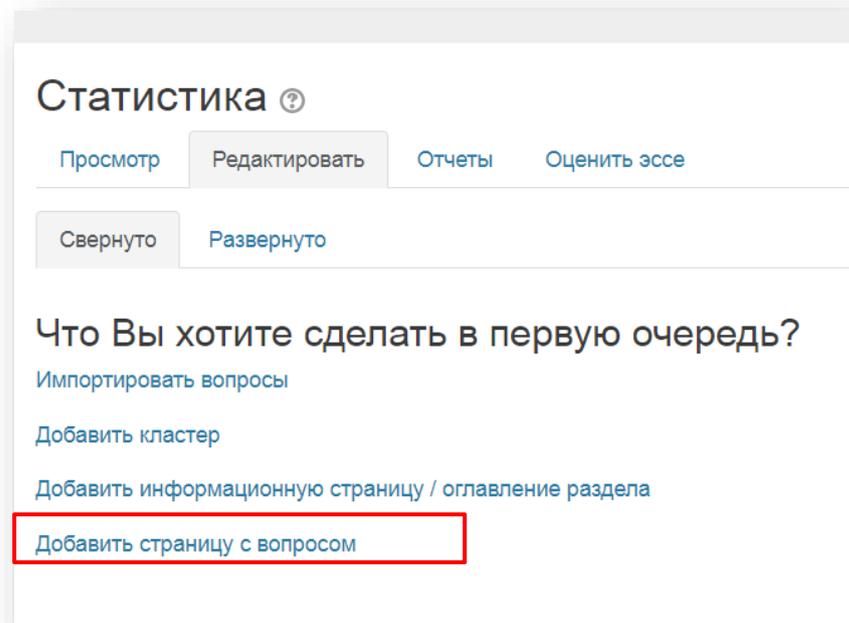


Figure 17 - Add a page with a question

In the opened page select the type of question and click on the **Add page with question button** (Figure 18-19).

!  - Hint for clarification

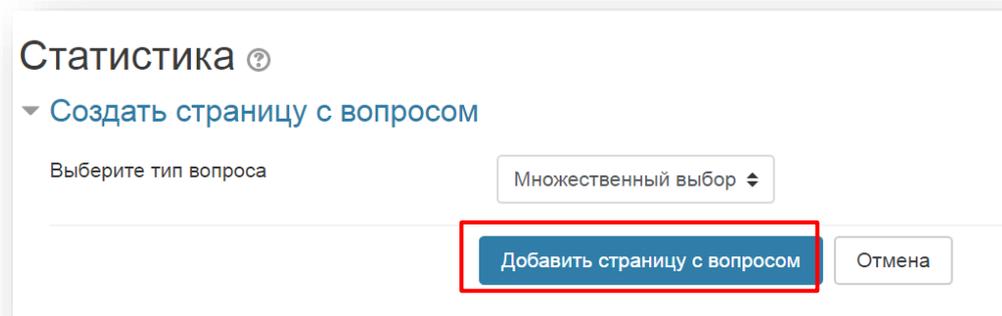


Figure 18 - Select a question type

In this lecture, you can use the following types of questions:

- True / False - suggests only two possible answers **True** or **False**;
- Short answer – allows you to choose one answer from two;
- Multiple choice – allows you to select one or more correct answers from a given list;
- Compliance - the answer to each of several questions should be selected from a list of possible;
- Numeric - similar to a short answer, but as an answer the student must enter a number;
- Essay - write a short essay as an answer. The teacher evaluates this type of question manually.

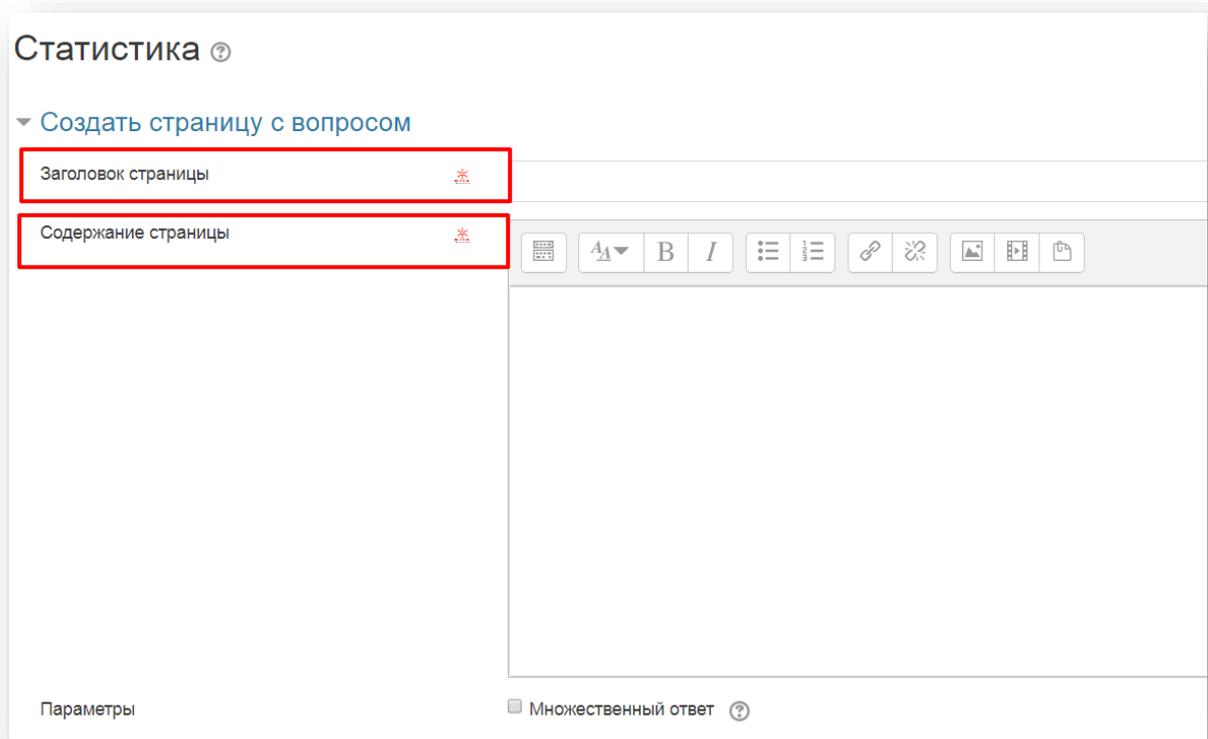


Figure 19 - Create a page with a question

In the **Answer*** element, you must enter the correct answer to the asked question, the next **Answer** element can have textual support (at the request of the teacher), which is displayed when the answer is selected. Each answer also has a transition associated with it. By default, the first answer goes to the next page of the lecture. Subsequent answers go to the current page, so the student can see the same page again if he did not select the first answer (Figure 20).

Answer

Feedback

Switch

Next page

Points for answers

Answer 2

Answer 3

Answer 4

Answer 5

Save the page / cancel

Figure 20 – answers of test

To **edit** the page of the created lecture, it is necessary (Figure 21):

1 open a lecture;

2 enter edit mode (**Edit tab**);

3 press the edit button located in the header of the desired page.

View/ edit / reports / assess essay
Minimized/ expanded

Import Questions / add classter / add informational page/ heading of chapter / add page with question here

Figure 21 - Editing a lecture and its elements

To change the lecture settings:

- 1 open the main page of the course and enter the editing mode (**Edit Settings button**);
- 2 next to the lecture name, click on the **Edit button** (Figure 22).

Edit
Edit settings
Move to the right
Hide
Double
Assign roles

Figure 22 - Editing lecture settings

1.1.1. The task

The Task element allows the teacher to set tasks that require students to prepare an answer in electronic form (in any format) and upload it to the server. After checking the assignment, the teacher can rate and write a review of the work.

In the editing mode, select **Add element or resource**, from the list that opens select the element for the **Task** course (Figure 23).

Add element or source

Task
Lecture
Feedback
Survey
SCORM package
Seminar
Test

Figure 23 - Add task item

In the page that opens, adding the **Task** item, you must enter the task topic and fill in the **Description** field for the task itself.

If you select **Display description / introduction on the course page**, then you agree to the decision that the description will be displayed on the course page under a link to a resource or a course element (Figure 24).

General
Task title
Description

Figure 24 - Page for creating a task

In the **Additional files** subsection, after a detailed description of the task in the **Description** element, the teacher can download any type of file that is an addition to the task (tables, diagrams, figures, diagrams, etc.) (Figure 25).

Extra files
2Mb

Max size of new files is

TO upload drag and drop here

Figure 25 - Attach additional files

In the section **Allow task execution** with reflects the ability to assign a job opening time with a specific date and at a specific time. If the date is set, then students will not be able to send their answers before the specified date. If the date is not set, then students can submit their answers immediately (Figure 26).

The Deadline element reflects the ability to schedule a job closing time with a specific date and at a specific time. Responses sent after this date will be marked as expired. To prevent sending replies after a certain date, set the values in the **Forbid sending** with item. In turn, the **Forbid sending** with element means that replies will not be accepted after this date with a delay.

The **Always show description** element must be active, otherwise students will not be able to see the task description until the date specified by the **Allow the task to run** with parameter.

Available

**Allow to answer from
Deadline
Forbid to send from**

**Turn on
turn on
turn off**

Always show description

Figure 26 – Tasks Availability

Subsection **Types of providing answers** - gives the right to the teacher to allow the student to produce the **Answer in the form of text** or the **Answer in the form of a file** (Figure 27).

The answer in the form of text - means that the student can enter text in the editor field.

Answer in the form of a file - means that the student can download the file as his answer. The file type is determined by the teacher. This can be an essay in the form of an MS Word document, a presentation in the form of PowerPoint, a table in MS Excel format, etc.

Word Limit - defines the maximum number of words that a learner's answer can contain.

Maximum number of downloaded files - determines how much the student will be able to download files for response.

Maximum file size - defines the restrictions on the size of the file loaded by students.

Types of answers

Types of answers

Word limit

Maximum number of downloaded files

Maximum file size

Figure 27 - Types of responses

In the **Types of reviews** section, the main elements of the types of teacher evaluations of the responses are presented (Figure 28).

The Feedback element in the form of a comment means that the teacher will be able to comment on each answer. In turn, if the **Feedback element is selected as a comment**, the **Embedded Comment** element is activated, if you select Yes, during the assessment, the response text will be copied to the feedback comment field, which will allow the teacher to easily embed a comment (you can select comments in different colors) or edit source text.

Feedback in the form of a file - means that the teacher, when evaluating the assignment, will be able to upload files with feedback. These files may be a student's marked response, written review.

Grade sheet - means that the teacher will be able to download and download the grades sheet with students in the process of assessing the assignment.

Feedback types

Feedback types / The Feedback element in the form of a comment/ Grade sheet / Feedback in the form of a file / Embedded Comment

Figure 28 - Types of reviews

The Response Parameters subsection (Figure 29).

Select in the element **Require button click - Send parameter** Yes, i.e. the student will have to click on the Submit button to report completion of editing his answer. If this parameter changes from **No to Yes**, then the answers will be considered final.

The element **Require students to accept the conditions for providing answers** leave the default parameter - None.

The Allow new attempts element determines how new attempts to represent the student's work will be allowed. It is possible to select the following parameters:

- Never - the student cannot re-submit the work;
- Manually - the teacher can allow the student to resubmit the work;
- Automatically (before the passing assessment), until the passing assessment is reached - re-submission to the students of the work is allowed automatically until it reaches the grade value set for this task in the Grade Journal (Categories and Grade Elements section).

The Maximum number of attempts element indicates the number of attempts to represent the work that the student can do. After this number of attempts, it cannot provide an answer to the task.

At the same time, if the parameter is set above, **Never** this element parameter is not edited and remains by default **Unlimited**.

The Response Parameters

Require button click – Send

Require students to accept the conditions for providing answers

Allow new attempts

Maximum attempts

Figure 29 - Response options

The next section of the **Task** settings is **the Group work presentation settings section**.

The Group Response element determines that if the Yes option is selected, students will be divided into default groups or specific flows. The group response can be distributed among the group members. In this case, all members of the group will see changes in the submitted answers.

The element **Require all members of the group to submit answers** determines that if **Yes** is selected, then all members of the student group must click the **Submit** button in order for the group response to be considered sent. If **No**, then the group's response will be considered submitted as soon as any student member clicks the **Submit** button.

The Stream element from the group of students is empty and is non-elective (Figure 30)

The group work presentation settings section.

Group answer of students

Necessary to be in a group to send answers

Require all members of the group to submit answers

The Stream element from the group of students

Figure 30 - Group work presentation settings

Subsection **Notifications** (Figure 31).

The element - **Notify the lecturer about answers sending** means that the lecturer receives messages every time when students send answers to the task - earlier than the specified date, on time or later, as well as the element - **Notify the lecturer about the task closing date**, allowing the lecturer to receive a special message if the students will send their answers later than the specified date.

The element - **Default value for Notify the students** is to be set default in the form of grading – in the field **Notify the students**.

Text	Help Icon	Dropdown
Уведомить преподавателей об отправке ответов	?	Нет
Уведомить преподавателей о дате закрытия задания	?	Нет
Значение по умолчанию для «Сообщить студентам»	?	Да

Figure 31 – Notifications

Subsection **Grade** contains the following important elements (Figure 32).

The element **Grade** - allows you to select the type of grading that will be used for this active element. If **scale** is selected, then you can select the required scale in the drop-down list. When using grading in **grade points**, the maximum grade available for this element is to be regulated.

The element - **Grading method** offers you to select a grading method that will be used to calculate the grades in a given context.

Options:

- Simple direct grading;
- Reference book of the grader;
- Heading.

Select **Simple direct grading** to disable the advanced grading method and return to the standard mechanism.

The element - **Grading categories** does not contain a choice and defines the category in the grading records wherein the grades of this active element are placed.

The element - **Blind grading** means that the student's name is hiding from the lecturer, so we leave the default value - **No**.

If the element - **Use stage-by-stage grading** is active, the **Yes** parameter, then the grades will go through a series of stages of the grading process before they become available to the students. This will allow for several grading cycles, and then simultaneously publish the grades for all students.

Element - **Use assigned graders** means that the graders can be assigned to specific students in case if the element - **Use stage-by-stage grading** is active.

Параметр	Значение
Тип	Балл
Шкала	Будьте беспристрастным
Максимальная оценка	25
Метод оценивания	Простое непосредственное оценивание
Категория оценки	Без категории
Проходной балл	0,00
Оценивание вслепую	Нет
Использовать поэтапное оценивание	Нет
Использовать закрепленных оценщиков	Нет

Figure 32 – Grade

In subsection - **General module settings**, the lecturer should pay attention to the element - **Accessibility**, the parameters of which can be changed from **Show** to **Hide** (analogue of the **Eye** icon when the edit mode is activated for each element or resource of the course) that hides this element - **Task** from the students' eyes (Figure 33).

The element - **Identifier** means setting of identification number that provides a way to identify the course element when calculating the grade. If the element is not involved in the calculation of grade, then the field identification number can be left blank.

The element - **Group mode**. The parameter **No groups** is automatically built in this element, because the **No groups** parameter was selected in the settings of the course itself (in the **Groups** section and in the **Group mode** element).

The element - **Flow** is non-selectable and its parameter is always one - **Empty**.

In the **Access restrictions** subsection, you can determine access by date, grade, user profile, and restrictions using complex logic.

After editing all the settings, click **Save and return to the course**.

Общие настройки модуля

Доступность Показать

Идентификатор ?

Групповой режим ? Нет групп

Поток ? Пусто

Добавить ограничение доступа по группе/потоку

Ограничить доступ

Теги

Компетенции

Сохранить и вернуться к курсу Сохранить и показать Отмена

Обязательные для заполнения поля в этой форме помечены *

Figure 33 - General module settings

After auto-reloading, a window with a course will open where the created **Task** element will be displayed (Figure 34).

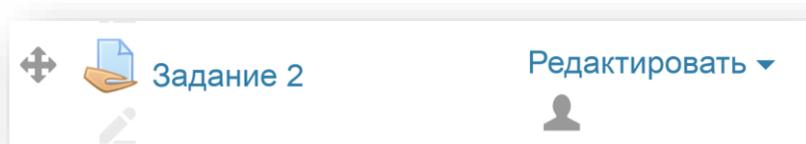


Figure 34 – Task element

1.1.1. Testing

In the edit mode, select **Add element or resource**, and select **Testing** from the list that opens (Figure 35).

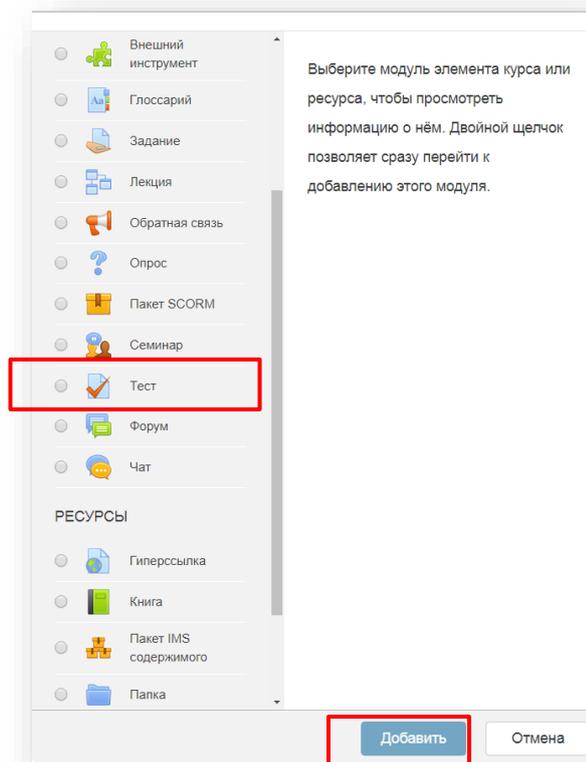


Figure 35 – Testing element

Enter the name of test in the add **Test** page that opens. In the **Introduction** element, it is desirable (at the discretion of the lecturer) to enter a description for students about how many questions are in the test, how it is graded (range of points), how the results will or will not affect the final grades, etc.

Next, you need to decide whether to **Display the description/introduction on the course page** or not. If you agree, then confirm your decision and introduction will be displayed on the course page under a link to the resource or course element (Figure 36).

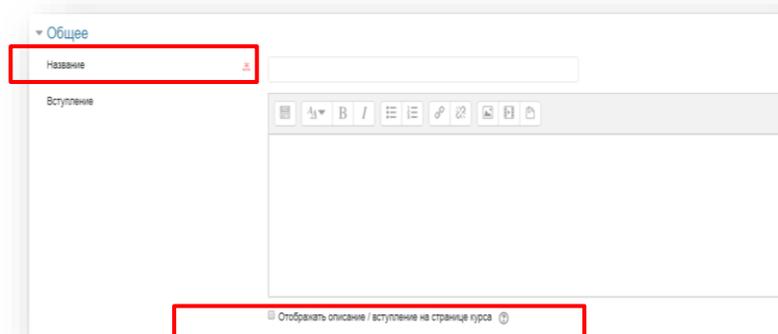


Figure 36 – Page to create the test

In the **Synchronization** subsection, you can set the time limit for the test performance, and time period during which it can be passed (Figure 37).

Test start - allows you to indicate the date and time when this test opens, i.e. becomes available for passing.

Test end - allows you to indicate the date and time when this test closes, i.e. ceases to be available for passing.

Time limit - You can set the duration of the test performance.

The element - **Time expiration** determines what will happen if the student will not send a test attempt before the expiration of specified time. If the student is actively working on the test at this time, the countdown timer will always automatically send his attempt. But if the student has logged out, then this parameter determines what will happen.

In the element - **Grace period**, the lecturer can add the duration of extra time. If the time is up and **Allow sending in grace period, but do not change any answers** parameter is selected.

Синхронизация

Начало тестирования Включить

Окончание тестирования Включить

Ограничение времени Включить

При истечении времени

Льготный период отправки. Включить

Figure 37 - Synchronization

In the **Grade** subsection, the scoring parameters for the test are set (Figure 38).

Grade category - there are no categories in this Moodle modification, so the field remains without categories.

Number of attempts determines the number of attempts, i.e. for how many times the student can pass the test. If it is a check test, then it is recommended to set 1 attempt. It is possible to set another number of attempts.

Grading method sets the criterion for the student's final grade point. After several attempts to pass the test, the student can get a different result, and score a different number of grade points. The following methods can be used to calculate the final grade:

- Highest grade (the highest grade is given based on all test attempts);
- Average grade (the arithmetic average grade is given based on all test attempts);
- First attempt (grade point is given for the first test passed, all other test attempts are not taken into account);
- Last attempt (grade point is given for the last test passed, all other test attempts are not taken into account).

▼ **Оценка**

Категория оценки ? Без категории ▾

Проходной балл ?

Количество попыток ▾

Метод оценивания ? Высшая оценка ▾

Figure 38 – Grade

In the **Location** section, you can set up the position of the test questions on the page (Figure 39). The element - **From new page** breaks long tests into several pages with a limited number of questions on each. When questions are added to the test, the page breaks will be added automatically in accordance with this setting. Subsequently, the page breaks can be moved manually on the edit page.

▼ **Расположение**

С новой страницы ? Каждый вопрос ▾

Метод навигации ! ? Свободный ▾

[Показать меньше ...](#)

Figure 39 – Location

In the **Question properties** subsection, the location of the answers in the test question is set (Figure 40).

If the element **Random answers order** is active, the parameter (yes), then the answer choices for each question will be randomly mixed each time the student starts a new attempt, subject to the appropriate setting for each individual question. This parameter applies only to question types with answer choices (**Multiple choice** and **Matching**). When this function is canceled, the answers will keep the position in which they were recorded.

The Question Behavior Mode element sets the mode for accepting students' answers to a specific question. Students can interact with test questions in a variety of different ways.

- Students, responding to each question, immediately receive feedback and, if they answered incorrectly the first time, they immediately receive the right to retry with the possibility of receiving a lower grade. This mode includes:

- Adaptive mode;
- Adaptive mode (no penalty);
- Interactive with multiple attempts.

- If it is necessary for the student to receive feedback on each question, knowing whether he answered correctly or incorrectly, but without the right to correct the error, it is necessary to select the modes:

- Immediate recall;
- Immediate recall taking into account confidence in the answer.

- If the student must give an answer to each question without receiving an assessment and feedback, and then they see the results of the entire test, then you should choose the modes:
 - Delayed review;
 - Delayed recall, taking into account confidence in the answer.

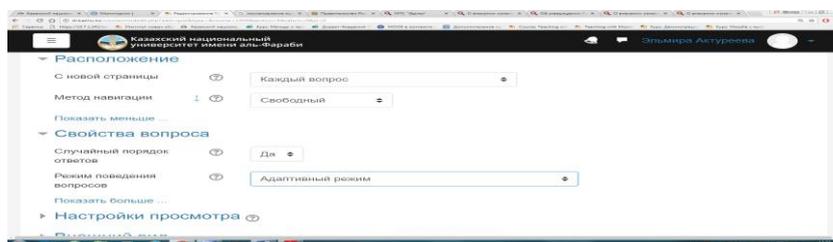


Figure 40 - Question property

The **View settings** subsection defines what information students can see when they view test attempts or see test reports (Figure 41).

During the attempt - the element is important only for some question modes that can display feedback during the attempt, for example, **Interactive with several attempts**.

Immediately after the attempt - the element is applied within the first two minutes after clicking the **Send all button and completing the test**.

Later, but for now the test is open - 2 minutes after the attempt and before the test closure date.

After the test is closed - after the closing date of the test. If the test does not have a closing date, then viewing is not possible.

Attempt - regardless of this, the student can view all attempts.

Whether the answer is correct - provides a textual description of **Correct, Partially Correct or Incorrect**, and also a color highlight that conveys the same information.

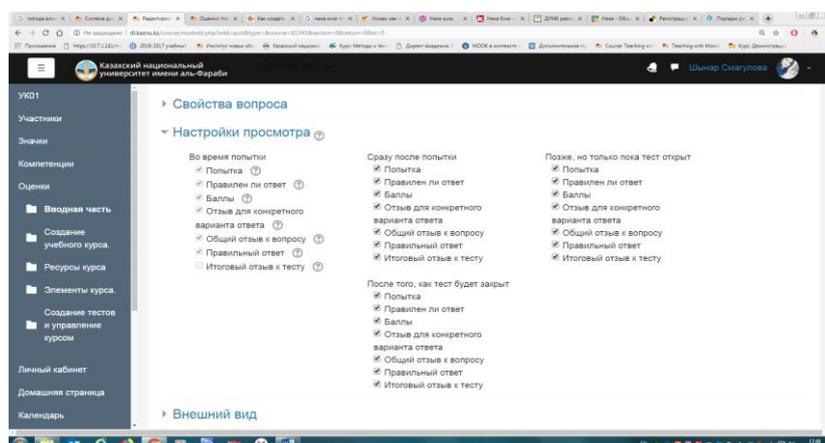
Score - numerical scores for each question and the total score of the attempt.

A response to a specific answer is a response that depends on what kind of answer the student gave.

General response to the question - the general response is displayed to the student after he tried to answer the question. In contrast to the response to a specific answer, which depends on the type of question and answer given by the students, the same text of the general response is displayed to all students. You can use general feedback to show students the correct answer and, possibly, a link to additional information that they can use to understand the question.

The correct answer - a summary of the correct answer is automatically generated. This can be limited so that, if you wish, you can explain the correct solution in the general review of this issue by disabling this option.

General review - general review is given at the end of the attempt, depending on the student's assessment.



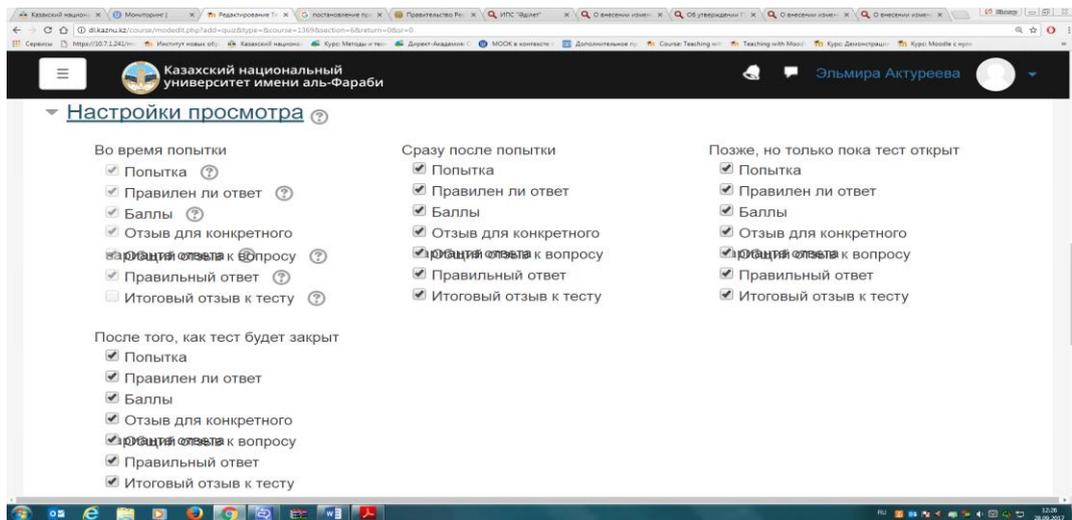


Figure 41 - View Settings

The **Appearance** subsection allows you to customize the appearance of the test, in the form of attaching a user's photo to the test, in the form of displaying the rating (the number of decimal places) (Figure 42).

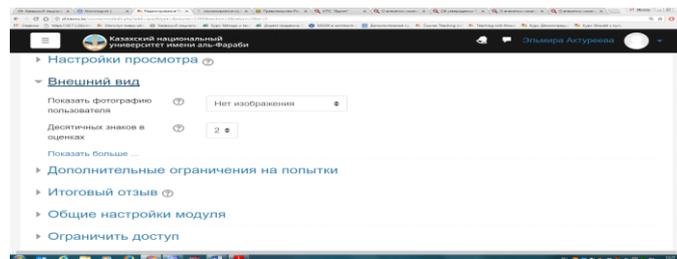


Figure 42 - Appearance

Subsection **Additional restrictions** on attempts (Figure 43).

Password is required - if a password is set, the student will have to enter it before trying to pass the test.

Network address required - allows the teacher to allow access to the test only from certain subnets of the local network or the Internet, setting a comma-separated list of partial or full IP addresses. This can be especially useful if you want the test to pass only from a specific audience.

If the **Forced delay element between the first and second attempts** is enabled, the student will have to wait the specified time before the second attempt to pass the test.

And if the **Forced delay between subsequent attempts is enabled**, the student will have to wait the specified time before the start of the third attempt and subsequent attempts to pass the test.

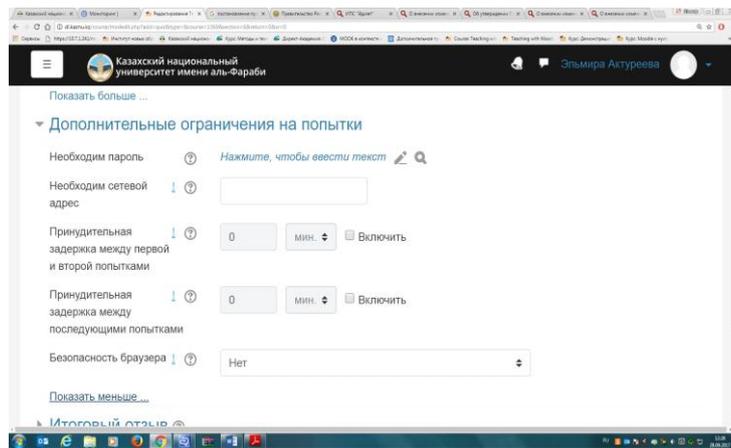


Figure 43 - Additional restrictions on attempts

Subsection **Final Review** (Figure 44).

The final review is the text that is displayed after passing the test attempt. The text of the final review may depend on the assessment received when specifying additional assessment boundaries (in percent or as a number).

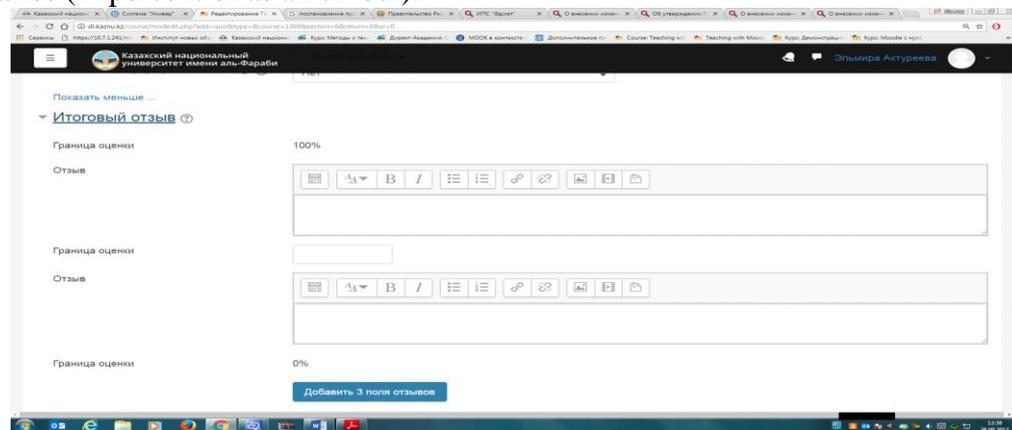


Figure 44 - Final review

Subsection **General module settings** (Figure 45).

In the **Accessibility Element**, the teacher can hide or show his course. In hide mode, no one except the module administrator will see the course.

The Identifier element indicates the installation of an identification number that provides a way to identify the course element in calculating the grade. If the element is not involved in the calculation of the assessment, then the field ID number can be left blank. The identification number can also be set in the rating log, but it can only be changed on the item edit page.

Group mode element - this element has 3 options:

- No groups - all participants are members of one large community;
- Isolated groups - members of each group work only within their group, other groups are not visible to them;
- Visible groups - members of each group work only within their group, but can see other groups.

The group mode defined at the course level is the default mode for all elements created in the course. For each element that supports group mode, you can specify its own group mode. If the course is set to forced group mode, the group mode settings for any element of the course are ignored.

And the **Stream element** is a set of groups in the course. If you select a stream, then students from groups in the stream will be able to work together.

After editing all the settings, click **Save and return to the course**.

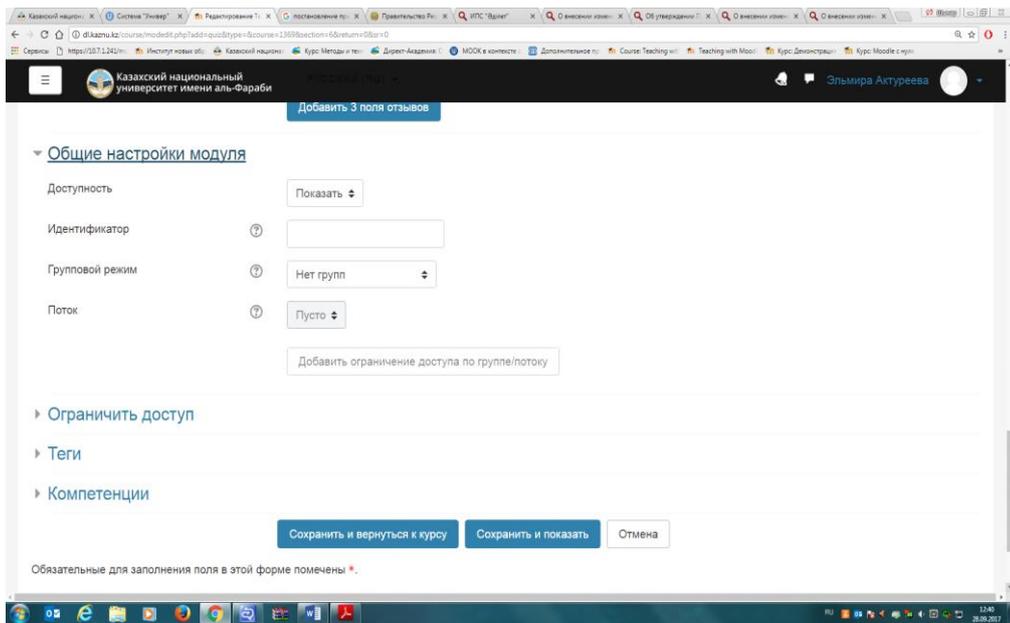


Figure 45 - General module settings

After the test is created, you need to go into it in order to import questions from the test (Figure 46).

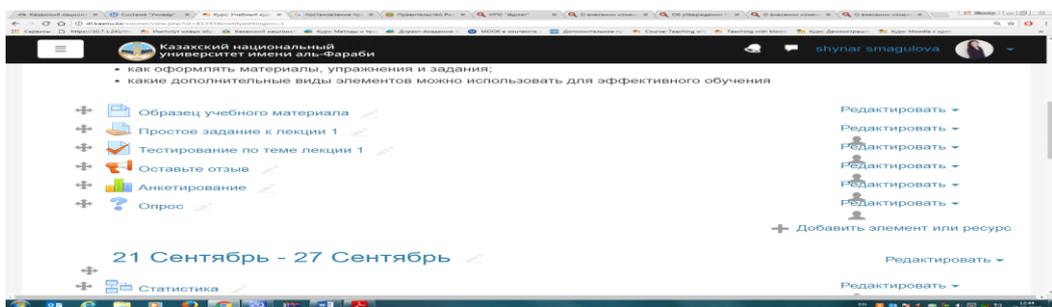


Figure 46 - Created test item

In order for the teacher to be able to view the results of the students passing the test, in the **Settings** section, select **Configure gradebook**. Click the created test item. In the window that opens, click the **Edit test** button (Figure 47).

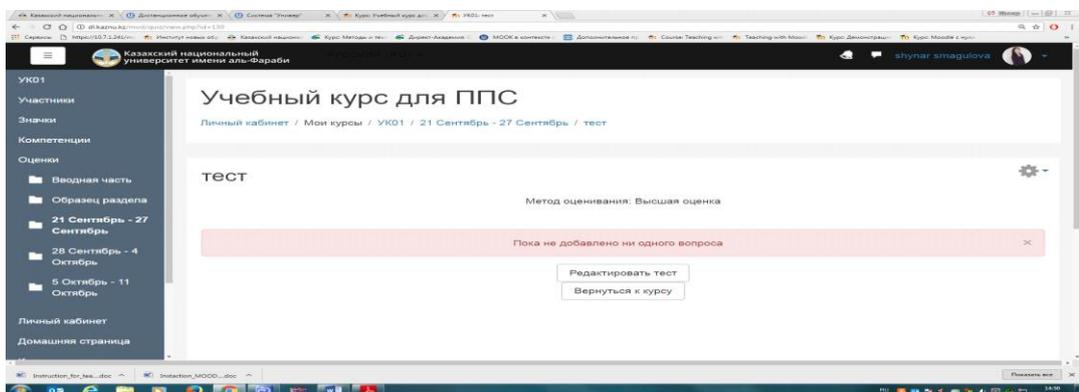


Figure 47 - Button edit test

After clicking, the test editing mode opens, click the **Add** button (Figure 48).

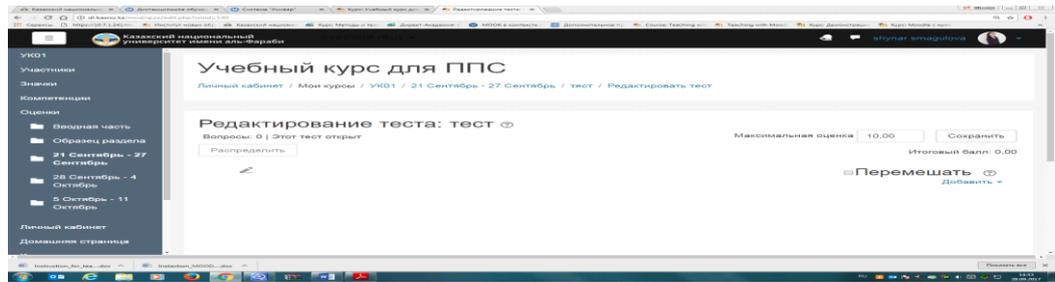


Figure 48 - Add button

Select from the list a **New question** (figure 49-50).



Figure 49 - Item New question from the list

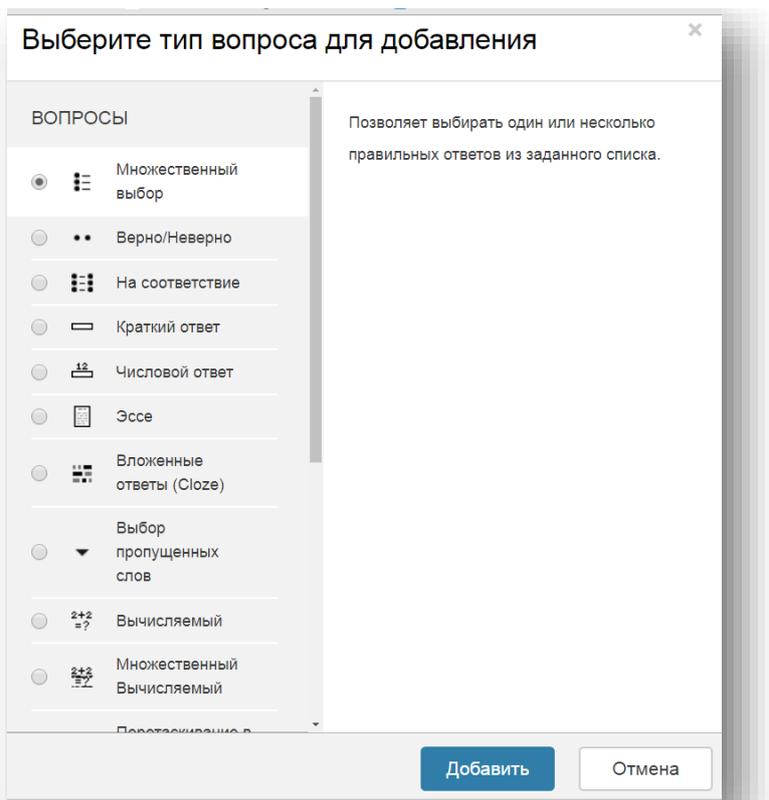


Figure 50 - Selecting the type of question to add to the test

Moodle uses several main types of questions in test tasks:
 Multiple choice (the student chooses the answer to a question from several options offered to him, and the questions may involve one or several correct answers at once) (figure 51);

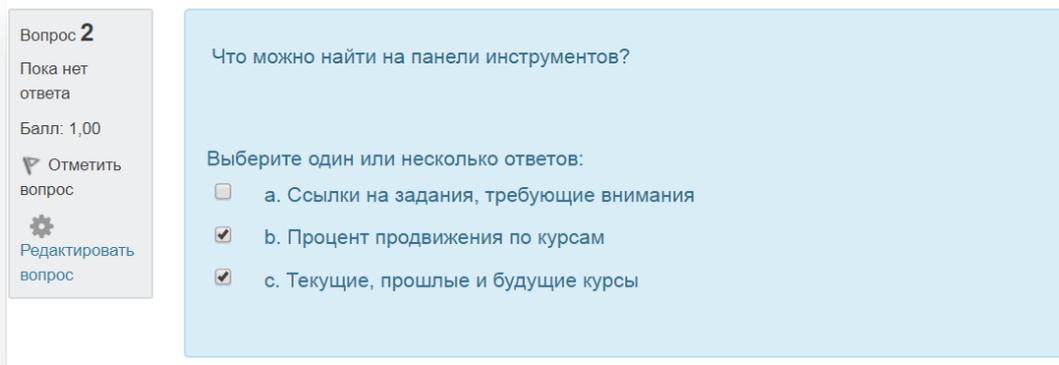


Figure 51-multiple choice of question type

True/False (the student chooses between two options **True** or **False**) (figure 52)

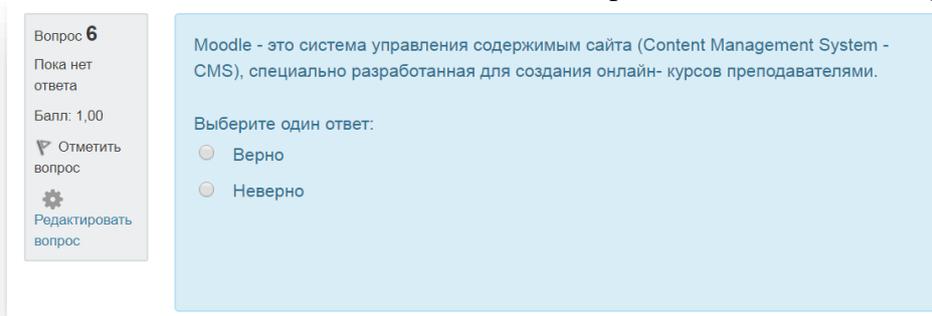
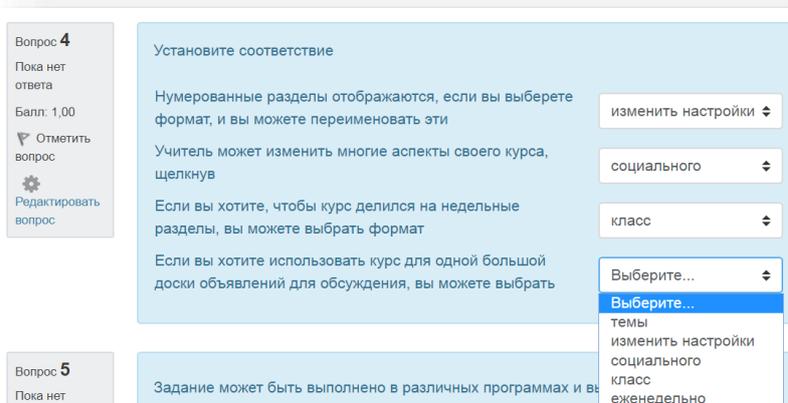


Figure 52 - type of questions true/false

For correspondence (each element of answers in the first group must be matched with an element of answers in the second group) (figure 53);

Figure 53-type of questions for correspondence

Short answers (the answer to a question is a word or a short phrase, several correct answers with different ratings are allowed) (figure 54);



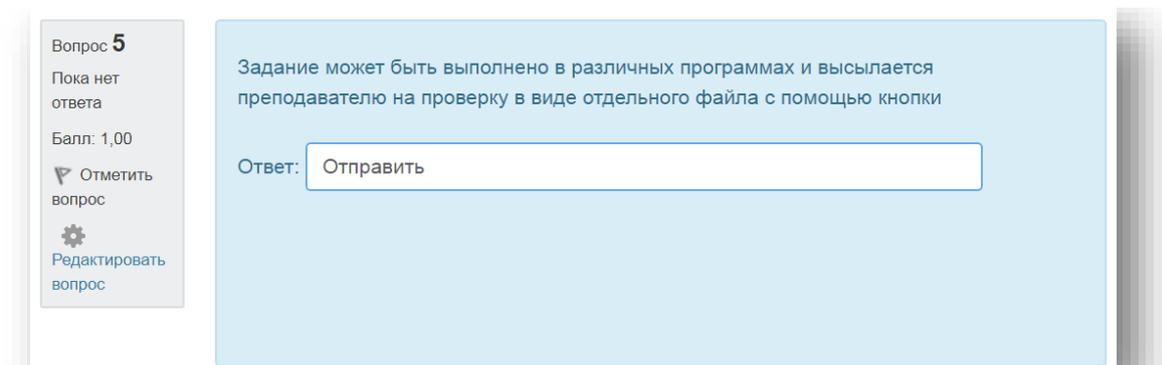


Figure 54-type of questions short answers

Numeric (the same as the short answer, only for performing computational operations, the numeric answer can have a specified range of maximum allowed error deviations from the correct value);

Calculated (this question suggests calculating the value using the formula. The formula is a template in which random values from the specified ranges are inserted during each test);

Nested answers are text directly inserted into which short answers, numeric answers, or multiple choice answers are inserted, as in "workbook»;

Essay (the student briefly presents their view of the problem under consideration) (figure 55).

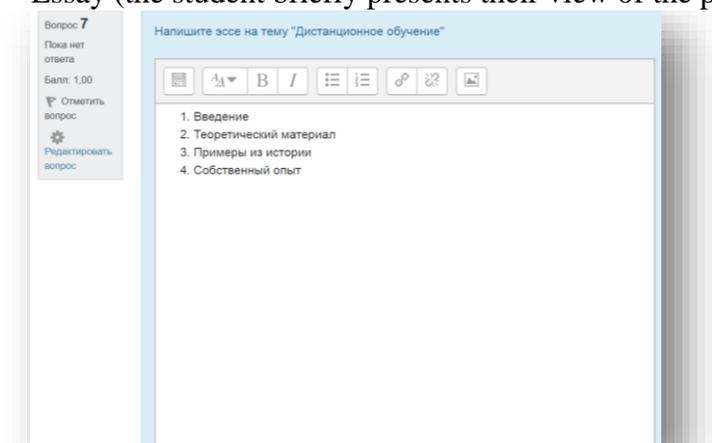


Figure 55-type of questions essay

1.1.1. Forum

Forum-a means of communication between participants of the course (students and teachers) when studying the course. The forum provides an opportunity for students to ask questions and answer questions of other students. This allows for discussion during the course (figure 56).

Types of forums:

- Each participant opens one topic – in this type of forum, the number of topics created by users is limited;
- Simple discussion-consists of a single topic, used to focus discussions on a single topic;
- Standard forum for General discussions – an open forum where everyone can start a new topic at any time;
- A standard forum is displayed in a format similar to a blog – an open forum where everyone can open a new topic at any time, and in which discussion topics are displayed on a single page with a link **to Discuss this topic**;

Forum and Question-Answer – in order to see other answers to a question, a forum participant must first answer it himself.

Figure 15-page for creating a forum

! Required fields in this form are marked with *.

A message that appears on the forum is automatically sent to course participants via email.

Sending takes place 15 minutes after the message appears on the forum.

Only registered users can leave messages, and a guest can view the forum history.

The forum is an **asynchronous** method of interaction between participants in the educational process.

1.1.2. Chat

So that to add a **Chat** to the course you are interested in, it's necessary to select a **Chat** (figure 57).

Figure 57-Page for creating a chat

The **Chat** module allows course participants to conduct joint discussions in real time over the Internet. **Chats** can be used for online consultations between students and teachers. In contrast to the forum, where each participant can send and read a message at a convenient time, all chat participants gather at their computers at the same time, so the response time to each message is measured not in hours or days (as in the forum), but in seconds. **! Students are notified about the chat in advance.**

2. ASSESSMENTS IN THE MOODLE DISTANCE LEARNING SYSTEM

2.1. Configuring the rating log in Moodle

Sometimes you need to configure the calculation of the final grade for a course in Moodle so that its individual elements are taken into account differently.

For example, if it is assumed that the scores for some intermediate tasks or tests do not go into the overall result, but should be taken as the only score for the final test, you can set each element its own weight in the overall result.

To do this, go **To the settings of the rating log** (figure 58).

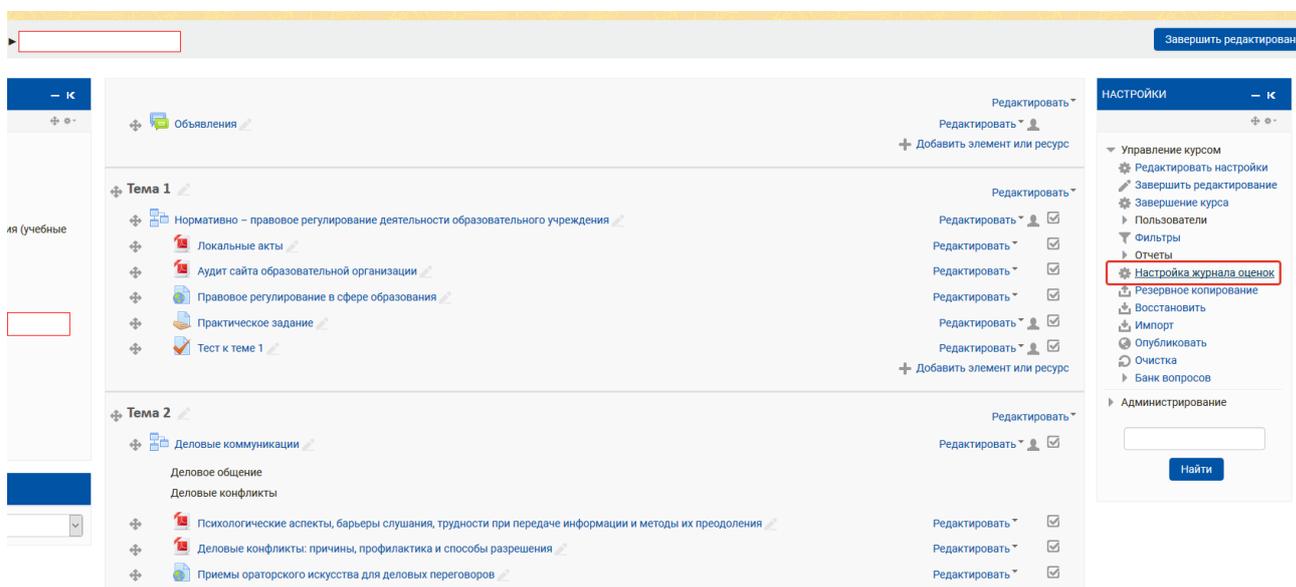
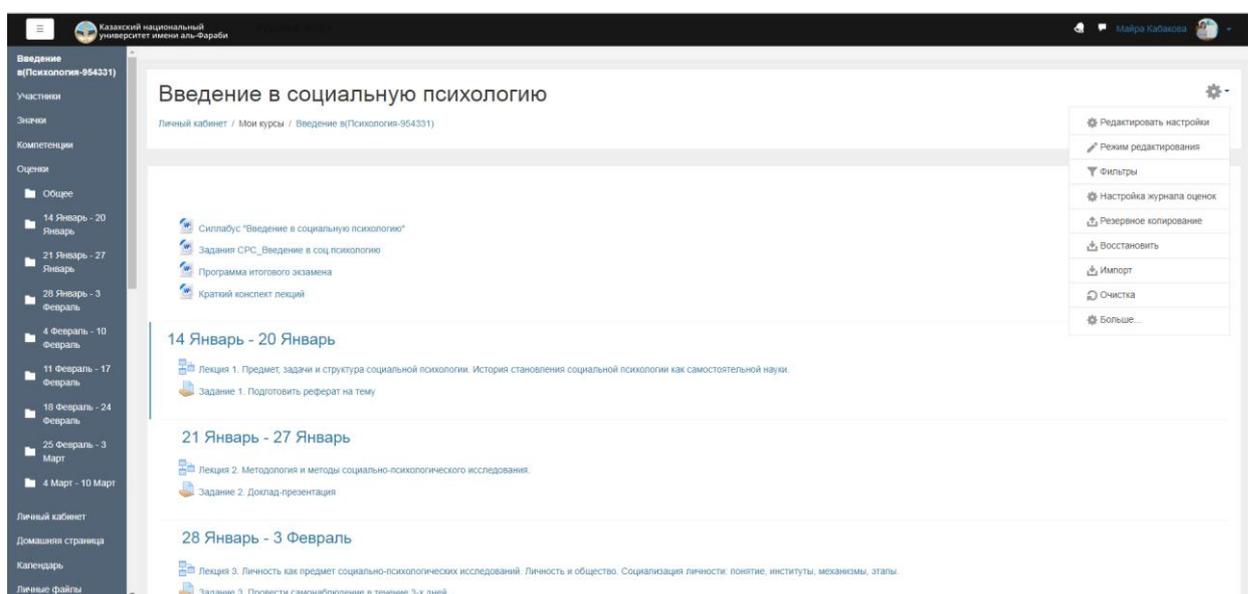


Figure 58- Page **Settings of logbook for scores**

Go to **Edit settings** of course category (figure 59).

View	Setting	Scale	Letters	Import	Export
Settings of grades		Setting of Average Grades			
Name		Maximum grade		Action	
Studying course		100.00		Edit	
Practical task		100.00		Edit	
Text to the theme		100.00		Edit	
Final grade to course		100.00		Edit	

Figure 59 - The page for editing the settings of grades for the discipline

We indicate the option of calculating the final grade instead of Average Grades - Weighted Average Grades and save (Figure 60).

Studying course	Managing with grade	Settings	Settings of grades for the discipline	Edit the category
Settings of grades		Setting of Average Grades		
Category of grade				
Final grade		Weighted Average Grades		
Final categories				
		Type of grade		
		Scale		
		Maximum grade		100.00
		Minimum grade		0.00
		Hide		
Preserve		Cancel		

Figure 60 - Page for calculating the final grade

Now you can distribute the weight of each element of the course being evaluated. In our example, only the result of the last test is taken into account. Decimal values can be set (Figure 61).

Determining the weight of each element of the course which inflects to final grade

View	Setting	Scale	Letters	Import	Export
Settings of grades		Setting of Average Grades			
Name		Maximum grade		Action	Weight index
Studying course		100.00		Edit	0.00
Practical task		100.00		Edit	0.00
Text to the theme		100.00		Edit	0.00
Final grade to course		100.00		Edit	0.00

Figure 61 - Page for determining the weight of each element of the course
In this way, grades of any category in the gradebook are configured.

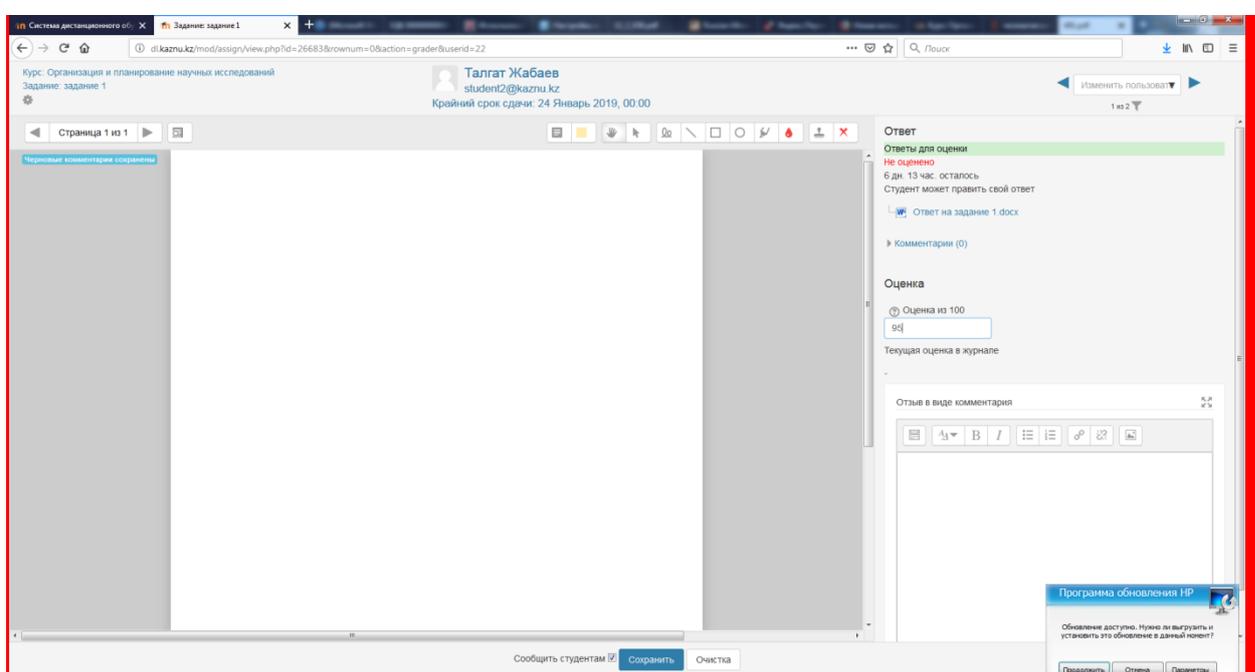
1.1. Grading

After the students complete the assignment, the teacher needs to check and grade. Setting is made when you select the task of a particular week, you must click the View all ratings button (Figure 62).

Organisation and planning of scientific research		
Task 1		
Resume of grading		
Participants	2	
Answers	0	
Need grades	0	
Last date of passing	Tuesday, 24 January 2019	
Leaving time	6 days	

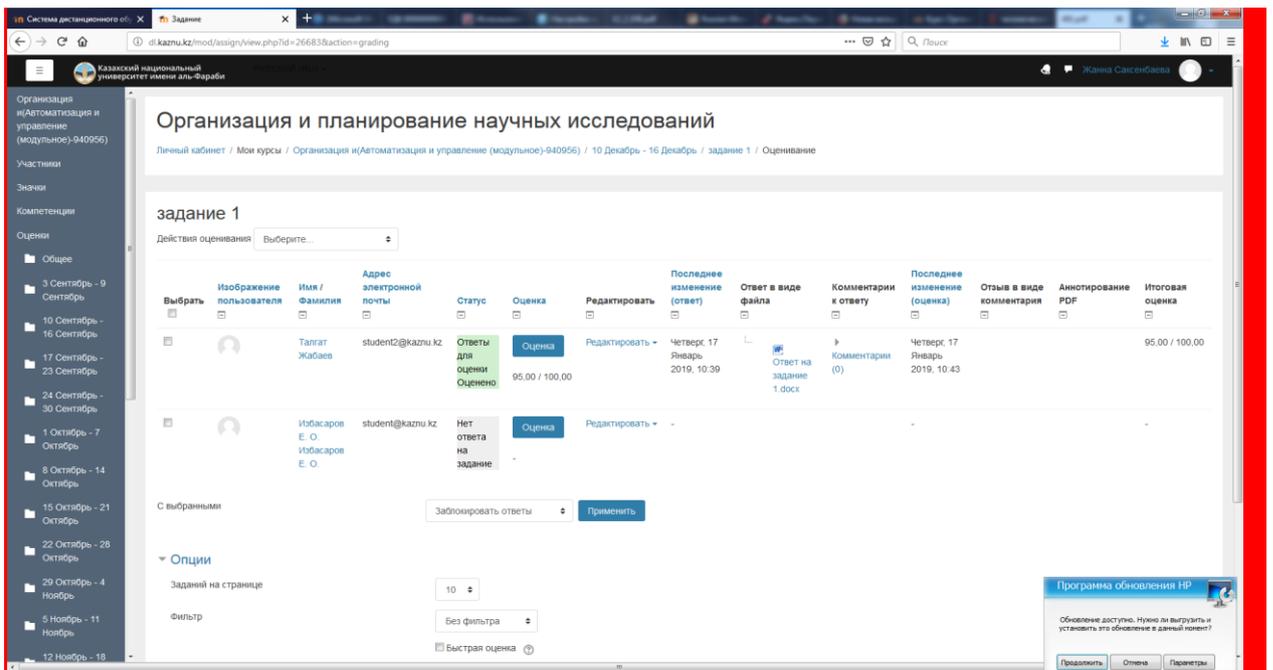
Figure 62 - Grade page

In the Status column is displayed whether there is a student response to this task if the teacher has completed the setting. If the file is downloaded, comments (0) appear in the Comments column for the answer (Figure 63).



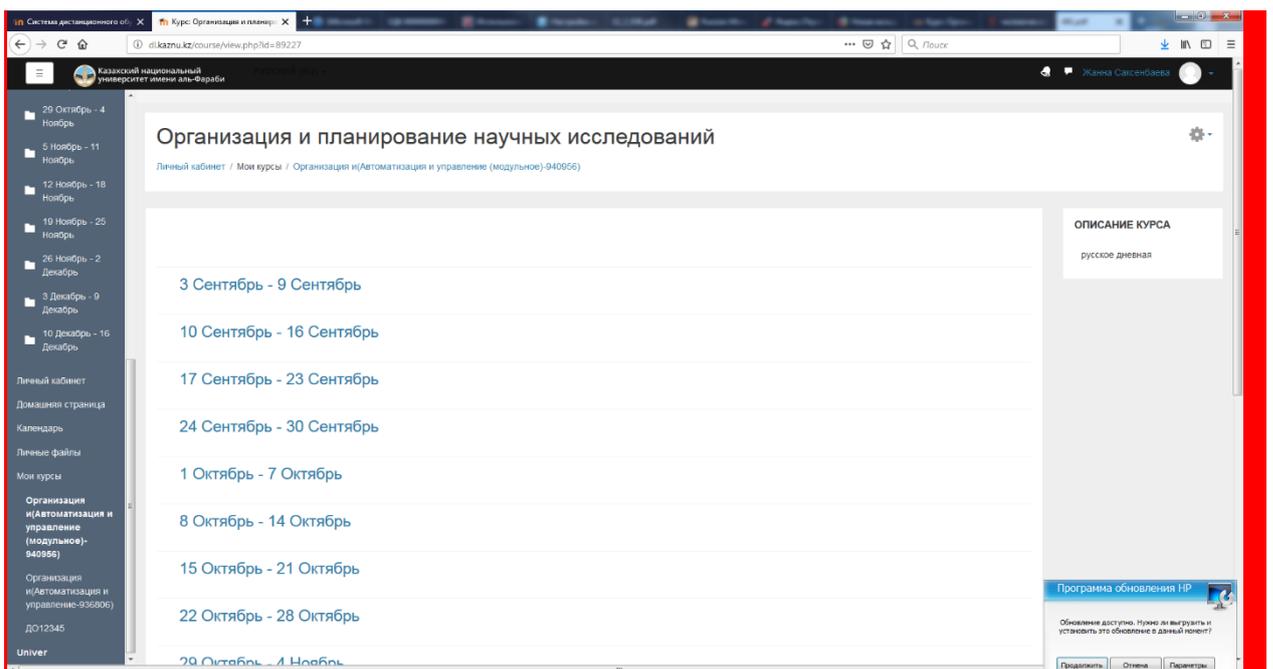
Picture 65 – Return to cours

After posting on the main page **Grades** will appear in the **Status - Rated** (picture 66).



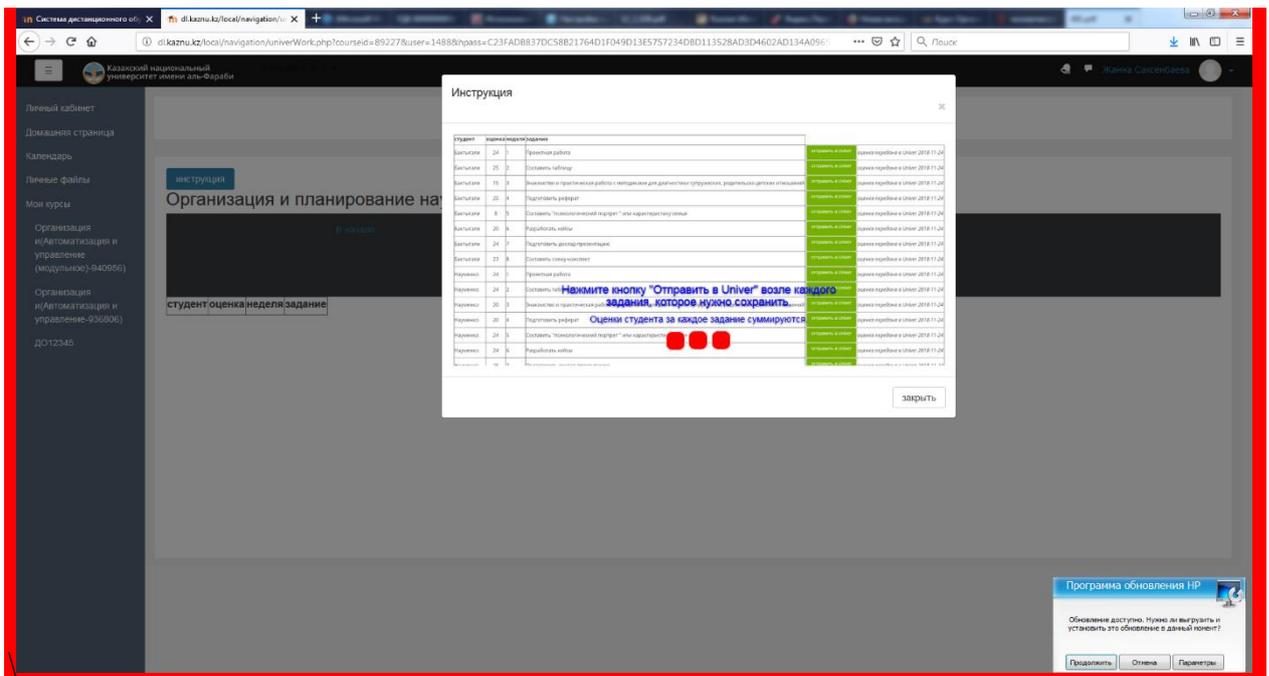
Picture 66 – Viewing assessment results

To transfer grades, students from AIS Univer to LMS Moodle you must select **Univer**(picture 67)



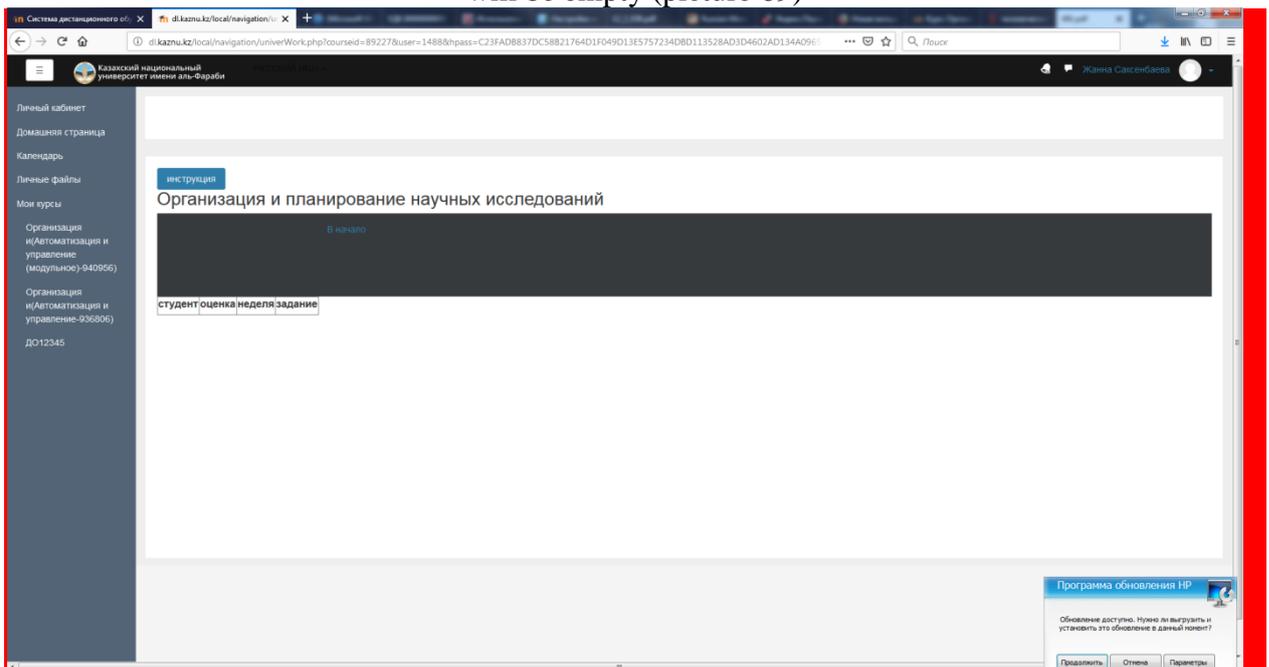
Picture 67 – Transfer of ratings to AIS Univer

After the transition there is a brief instruction in the form of screencasts on the page, for saving ratings in AIS Univer (picture 68).



Picture 68 – Brief instruction on how to save grades in AIS Univer

If students of the course are not registered in AIS Univer, but are external students, then the table will be empty (picture 69)



Picture 69 – Empty student grades table

In case, there are students registered in AIS Univer, a table will appear in the last column of which there are will be a button Send to Univer. At the same time, each grade put to teachers by each student will be summed up and final (picture 70).

Picture 70 – Saving student grades in AIS Univer

! Then you need to go to AIS Univer- Certification and mark Moodle and then click on the save button. Only in this case the assessments from the Moodle system will be saved and transferred to the transcript. In this case, only assessments for overseas controls (RK 1 and RK 2 at the full-time department, and RK at the correspondence department) will be transferred.

1.1 Grades report

To view the final grades, you need to go on discipline to the pear **Grades** (picture 71).

Отчет по оценкам

Просмотр | Настройки | Шкалы | Буквы | Импорт | Экспорт

Отчет по оценкам | История оценок | Отчет по показателям | Обзорный отчет | Однорядный вид | Отчет по пользователю

Все участники: 8/8
Имя: Все А Б В Г Д Е Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Щ Э Ю Я
Фамилия: Все А Б В Г Д Е Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Щ Э Ю Я

Фамилия	Имя	Адрес электронной почты	Задание 1	Задание 2	Задание 3	Задание 4	Задание 5	Задание 6	Задание 7	Задание 8	Итоговая оценка за курс
Адуль Батыгали		student@kznu.kz	23,00	18,00	-	20,00	25,00	15,00	10,00	10,00	129,00
Динара Кабашева		student@kznu.kz	23,00	24,00	25,00	25,00	24,00	24,00	15,00	25,00	185,00
Кокбаева А. Р		16044@kznu.kz	-	-	-	-	-	-	-	-	-
Кокбаева З. С		student@kznu.kz	25,00	7,00	23,00	20,00	20,00	15,00	20,00	20,00	140,00
Рауан Мырзабаева		16044@kznu.kz	20,00	24,00	25,00	20,00	25,00	24,00	-	25,00	163,00
Алексей Назаров		student@kznu.kz	25,00	23,00	25,00	24,00	25,00	25,00	25,00	25,00	197,00
Онгарова А. Е		student@kznu.kz	25,00	10,00	20,00	23,00	24,00	15,00	10,00	15,00	140,00
Онгарова А. Е.		student@kznu.kz	22,00	25,00	23,00	24,00	25,00	15,00	20,00	24,00	178,00
Данил Сидяй		student@kznu.kz	22,00	25,00	23,00	24,00	25,00	15,00	20,00	24,00	178,00
Общее среднее			22,71	18,71	23,50	22,29	24,00	19,00	16,67	21,71	162,00

Предупреждение: Очистка элементов продолжается! Некоторые оценки будут удалены.

Отчет по оценкам

Просмотр | Настройки | Шкалы | Буквы | Импорт | Экспорт

Отчет по оценкам | История оценок | Отчет по показателям | Обзорный отчет | Однорядный вид | Отчет по пользователю

Все участники: 2/2
Имя: Все А Б В Г Д Е Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Щ Э Ю Я
Фамилия: Все А Б В Г Д Е Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Щ Э Ю Я

Фамилия	Имя	Адрес электронной почты	Процесс удаления	Задание 1	Итоговая оценка за курс
Талгат Жабаяев		student2@kznu.kz	95,00	95,00	95,00
Избасаров Е. О.		student@kznu.kz	-	-	-
Избасаров Е. О.		student@kznu.kz	-	-	-
Общее среднее			-	95,00	95,00

Picture 71 – Discipline Grades page

Can be detailed in reports: **Evaluation report, Testimony report, User report, Rating history** (Picture 72).

Психология памяти и внимания: Просмотр: Отчет по пользователю

Личный кабинет / Мои курсы / Психология памяти(1679) / Управление оценками / Отчет по пользователю

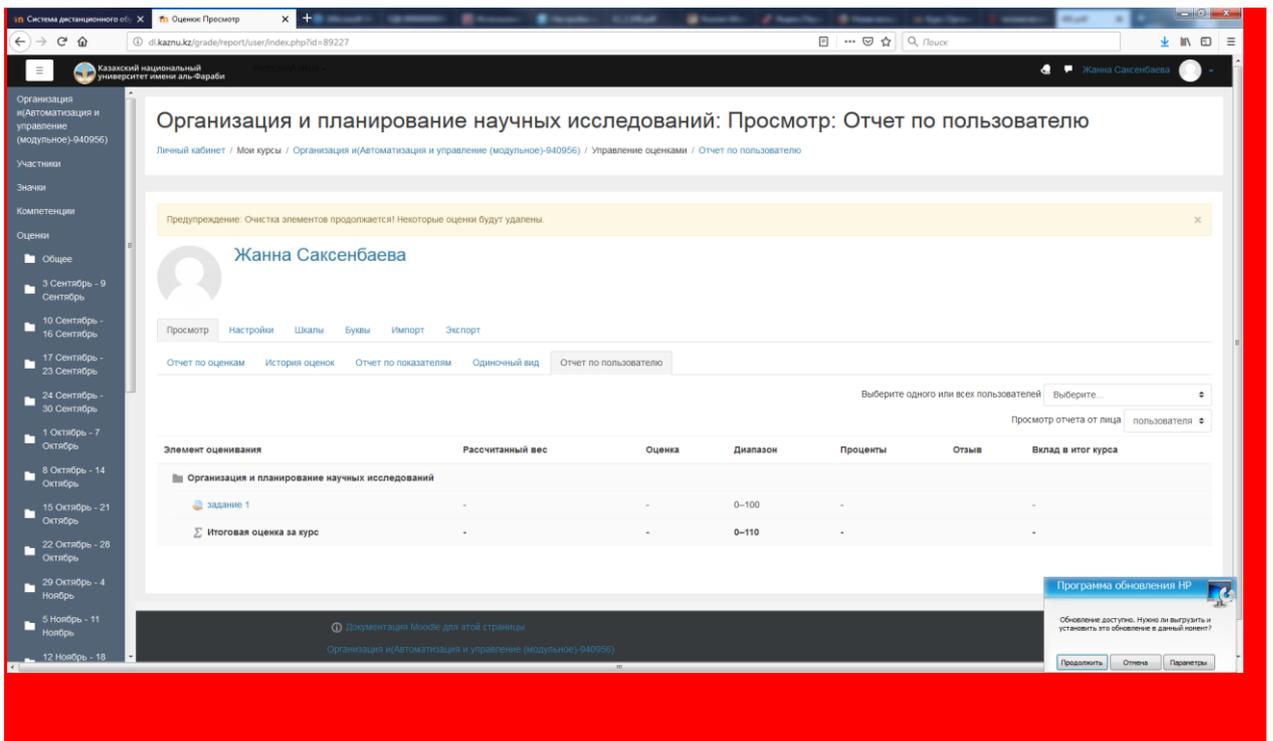
Майра Кабакова

Просмотр | Настройки | Шкалы | Буквы | Импорт | Экспорт

Отчет по оценкам | История оценок | Отчет по показателям | Обзорный отчет | Однорядный вид | Отчет по пользователю

Выберите одного или всех пользователей: Выберите...
Просмотр отчета от лица: пользователь ▼

Элемент оценивания	Расчетный вес	Оценка	Диапазон	Проценты	Отзыв	Вклад в итог курса
Задание 1	-	-	0-25	-	-	-
Задание 2	-	-	0-25	-	-	-
Задание 3	-	-	0-25	-	-	-
Задание 4	-	-	0-25	-	-	-
Задание 5	-	-	0-25	-	-	-
Задание 6	-	-	0-25	-	-	-
Задание 7	-	-	0-25	-	-	-
Задание 8	-	-	0-25	-	-	-
Итоговая оценка за курс	-	-	0-200	-	-	-



Picture 72 – User report page

LINKS AND INTERNET RESOURCES

Official site LMS Moodle <https://moodle.org/>
 СДО MoodleKazNU Al-Farabi Treasury <http://dl.kaznu.kz/>
 АИСУнивер <https://univer.kaznu.kz/>

<http://www.interobuch.ru>
<http://www.distance-learning.ru>
<http://www.gdenet.ru>
<http://www.cisbaltic-odl.org/>
<http://узнай-научись.рф/internet/22-moodle>