



[User Manual for Lecturer & Instructor]

Version 9.0

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1. What is Moodle?

Moodle (*Modular Object-Oriented Dynamic Learning Environment*) is a free open-source learning management system or e-Learning platform that serves educators and learners across the globe. It is the most widely used LMS in the world and currently has over 68 million users world-wide (and growing!).

Moodle was developed in 2002 by Martin Dougiamas to help educators create online courses with a focus on interaction and collaborative construction of content.

Moodle has several features considered typical of an e-learning platform, in addition to some original innovations like its filtering system. Moodle is a learning management system (LMS). Moodle can be used in many types of environments such as in education, training and development, and business settings.

Some typical features of Moodle are:

- Assignment submission
- Discussion forum
- Files download
- Grading
- Moodle instant messages
- Online calendar
- Online news and announcement (College and course level)
- Online quiz
- Wiki
- Gamification

Designed to support both teaching and learning

With over 10 years of development guided by social constructionist pedagogy, Moodle delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning.

Easy to use

A simple interface, drag-and-drop features, and well-documented resources along with ongoing usability improvements make Moodle easy to learn and use.

Use anytime, anywhere, on any device

Moodle is web-based and so can be accessed from anywhere in the world. With a default mobile-compatible (soon to be responsive) interface and cross-browser compatibility, content on the Moodle platform is easily accessible and consistent across different web browsers and devices.

2. User Manual

2.1 Logging On

- 2.1.1 To access Moodle go to <https://lms.dhu.edu.my> from Google Chrome or Firefox. The first screen you will see is the Moodle home page. Click in the upper right corner to **Login**. The screen is as in Figure 0-1.

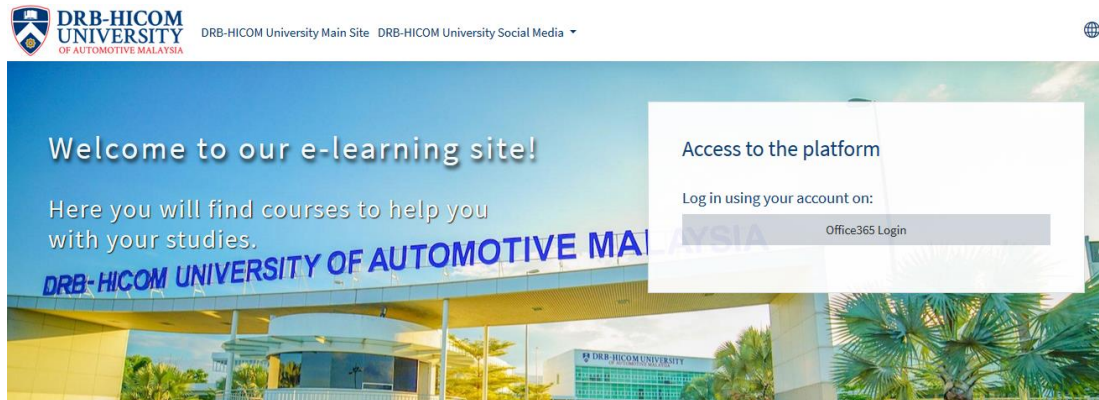


Figure 1: Moodle Homepage

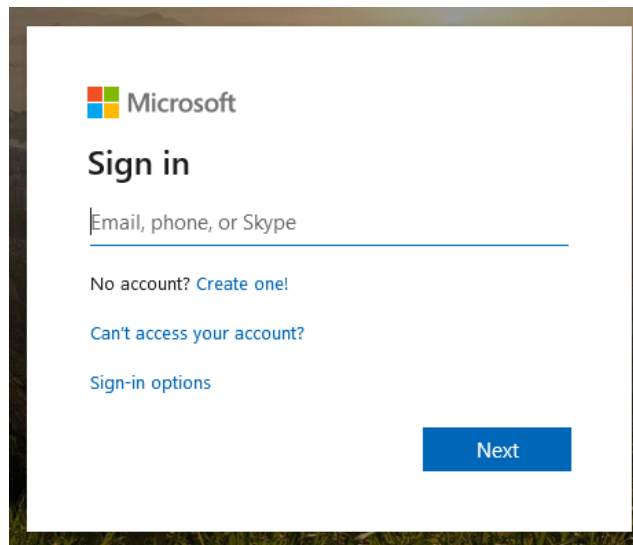


Figure 2: Login Page

Please enter your **Username** and **Password**, Click **Log in**

2.2 Add and View Course/Subject

2.2.1 Lecturers will be responsible to create their own subjects for that particular semester. The screen is as in Figure 6 until Figure 9.

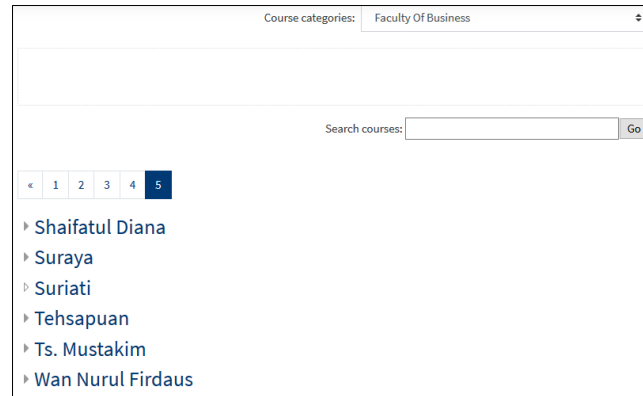


Figure 6: Course Category Screen

Find the Faculty and select your name.

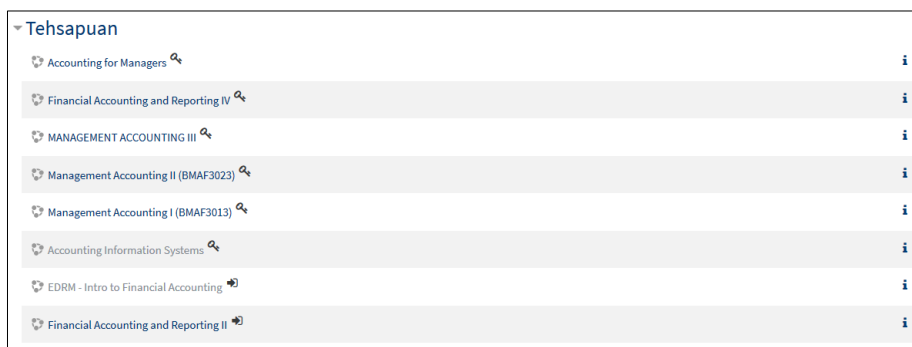


Figure 7: Course Category Screen

Click your name and you can see **Add a new course** button. Click button to register that particular subject.

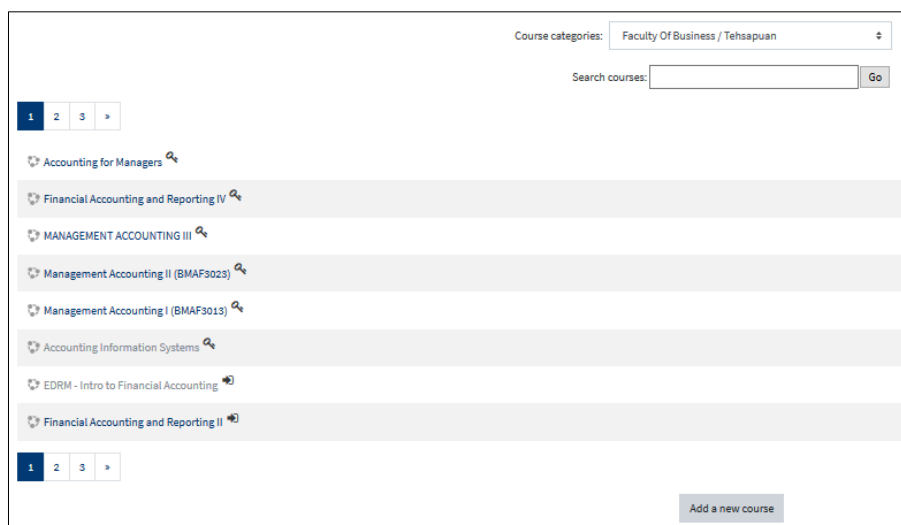


Figure 8: Course Category Screen

Fill up the entire field **Course Full Name**, **Course Short Name (Course Code)** and Click **Save Change**

Figure 9: Course Category Screen

2.2.2 Based on the subject, lecturers can add the activities such as **Assignment, Upload & Download File, Forum and Chatting**. The screen is as in Figure 11.

Always to click **Turn editing on** to start the activities such as:-

- ✓ Assignment
- ✓ Upload & download file
- ✓ Forum and Chatting
- ✓ Quiz Online
- ✓ Survey

Figure 11: Subject Dashboard Screen

Select the topic before and click **Add an activity or resource**.

2.3 Activities: Assignment

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback. The screen is as in Figure 1 until Figure 7.

2.3.1 General Setting

The General section allows you to give **Assignment name** and **Description**.

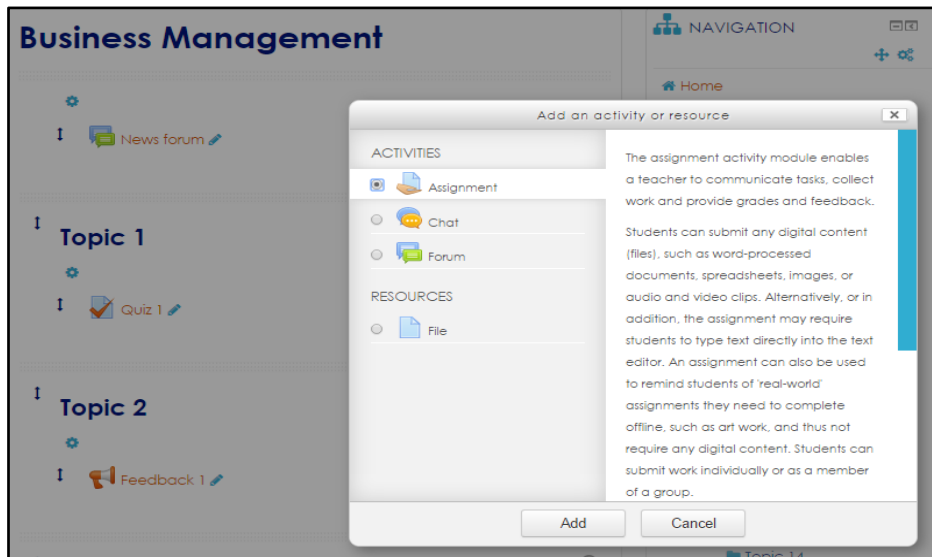


Figure 1: Add Activity or Resource Screen

Tick **Assignment** and click **Add**

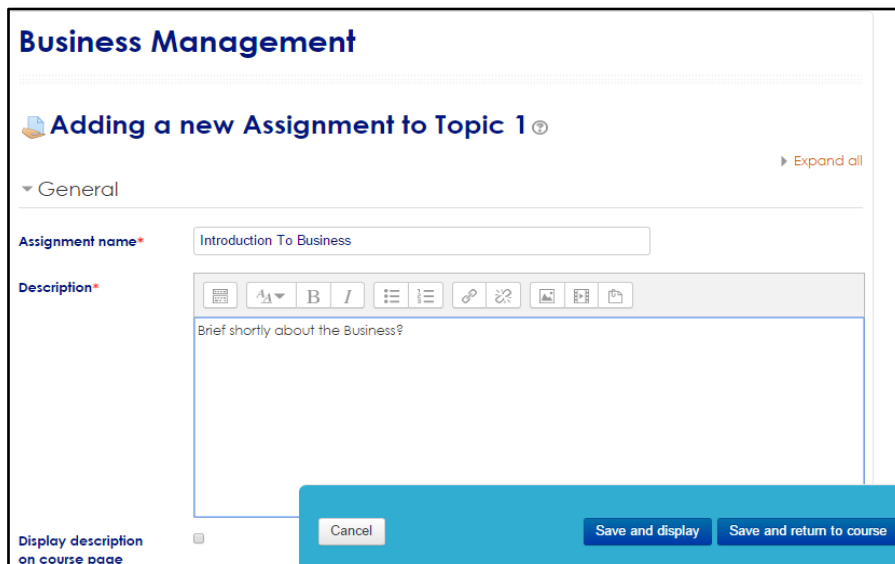


Figure 2: Add New Assignment Screen

The General section allows you to give **Assignment name** and **Description**.

❖ Assignment name

Give your Assignment a name (e.g. “Introduction about Computer System”). The title entered here will be the name that student can see in the course content area. Students will click on this name to view the details of the assignment and, if applicable, submit work.

❖ **Description**

The description of the assignment, which should include instructions for students regarding the subject of the assignment, in which it should be submitted and the grading criteria. The assignment description also can be used to provide information or resources related to the assignment.

❖ **Display description on course page**

Enabling this will display the description on the course page just below the link to the assignment activity.

2.3.2 Availability Setting

The Assignment settings section allows you to determine the assignment characteristics, due dates, when students will be able to submit.

The screenshot shows the 'Availability' section of an assignment settings interface. It contains the following elements:

- Allow submissions from:** A date and time selector set to 6 August 2015 at 12:00. A calendar icon and an 'Enable' checkbox are present.
- Due date:** A date and time selector set to 6 August 2015 at 01:00. A calendar icon and an 'Enable' checkbox are present.
- Cut-off date:** A date and time selector set to 6 August 2015 at 01:45. A calendar icon and an 'Enable' checkbox are present.
- Always show description:** A checkbox that is currently checked.

Figure 3: Assignment Setting Screen

❖ Allow submissions from

The Allow submission from setting prevents students from submitting their assignment before the due date. This option allows teacher to set a day, month, year and time (24 hour clock) from which students can begin to submit their assignments.

If you also wish to hide the assignment description from students until a set date, you can use the Always show description setting (see below).

By default the Allow submissions from date is Enabled (ticked) and is set at the day and time you selected Add Assignment. To Disable this feature simply ensure the Enable checkbox is not marked.

❖ Due date

The Due date setting prevents students from submitting their assignment after the shown date. This option allows teacher to set a day, month, year and time (24 hour clock) before which students must submit their assignment.

By default the Due date is Enabled (ticked) and is set at 7 days ahead of the day and time you selected Add Assignment. To Disable this feature simply ensure the Enable checkbox is not marked.

2.3.3 Submission Setting

Submission settings allow you to determine how you would like your students to submit their assignment.

Figure 4: Submission Setting Screen

❖ **Online text**

Students are able to compose and edit text on screen using the standard Moodle HTML Editor.

❖ **File submissions**

File submissions allows students to upload and edit one or more files to form their final submission.

❖ **Maximum number of uploaded files**

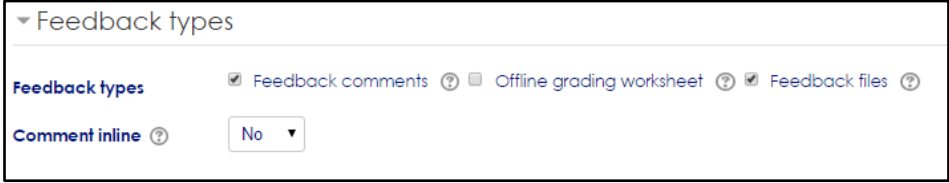
If file submissions are enabled, this setting determines the maximum number of files which may be uploaded by each student.

❖ **Maximum submission size**

This setting specifies the maximum size per file of each of the files that the students can upload as part of their submission. This maximum upload size may only be equal to or less than the course limit. The maximum size of each file is displayed to students at the point where they upload files.

2.3.4 Feedback Types Setting

Feedback settings allow you to determine the type of feedback you will provide to students.



The screenshot shows a user interface for setting feedback types. At the top, there is a dropdown menu labeled 'Feedback types'. Below it, there are three checkboxes: 'Feedback comments' (checked), 'Offline grading worksheet' (unchecked), and 'Feedback files' (checked). Each checkbox has a help icon (a question mark in a circle). Below these checkboxes, there is a label 'Comment inline' with a help icon, and a dropdown menu set to 'No'.

Figure 5: Feedback Setting Screen

❖ Feedback comments

Lecturers can leave feedback comments for each submission. Essentially what this does is enable the Feedback Comments column in the grading table (to access the grading table click on the assignment activity, then click on the View/Grade all Submission button).

❖ File feedback

Lecturers will be able to upload files with feedback when marking. These files may be the marked up student assignments, documents with comments, a completed marking guide, or spoken audio feedback. Essentially what this does is enable the Feedback Files column in the grading table (to access grading table click on the assignment activity, then click on the view/Grade all Submissions button).

2.3.5 Grade Setting

Specify the maximum grade or scale to be applied to the assignment. If you will not be giving a grade for the assignment, choose No Grade.

The screenshot shows the 'Grade' settings interface. It includes the following fields and options:

- Grade** (with a help icon): Type is set to **Point**.
- Scale**: Set to **Separate and Connected ways of knowing**.
- Maximum points**: Set to **100**.
- Grading method** (with a help icon): Set to **Simple direct grading**.
- Grade category** (with a help icon): Set to **Uncategorised**.
- Blind marking** (with a help icon): Set to **No**.
- Use marking workflow** (with a help icon): Set to **No**.
- Use marking allocation**: Set to **No**.

Figure 6: Grade Setting Screen

❖ Grading method

There are 3 options:

- Simple direct grading (entering a grade or scale item)
- Marking guide
- Rubric

❖ Grade Category

Any custom Grade Categories that have been created within your site or course will be listed here and will be available for selection. Select the required Grade Category to add this assignment as a Grade item within this Category.

2.3.6 Common Module Setting

Figure 7: Common Module Setting Screen

Once done, click **Save and display** or **Save and return to course**

❖ Group mode

When course group mode is turned on, the [group mode](#) can be one of three levels:

- **No groups** - There are no groups and all students submit their assignments in one Assignment area
- **Separate groups** - Students submit their assignments within a separate Group based submission area and teachers/trainers can sort submissions by Group or view All Participants.
- **Visible groups** - All students submit their assignment within a single Assignment area but may choose which Group to associate their submission with before uploading. Teachers/trainers can sort submissions by Group or view All Participants.

❖ Groupings

A grouping is a collection of groups within a course. If an existing grouping is selected from the dropdown list, students assigned to groups within the grouping will be able to work together within the group mode specified above.

❖ Visible

Choose whether to Show or Hide the assignment from student view. A hidden assignment will be displayed greyed out on the main course page for those with teacher or admin type roles but invisible to students.

❖ ID number

Setting an ID number provides a way of identifying the assignment for grade calculation purposes. If the activity is not included in any grade calculation then the ID number field can be left blank.

The ID number can also be set in the gradebook, though it can only be edited on the activity settings page.

2.4 Activities: Upload & Download

The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images or Flash objects.

2.4.1 Upload File

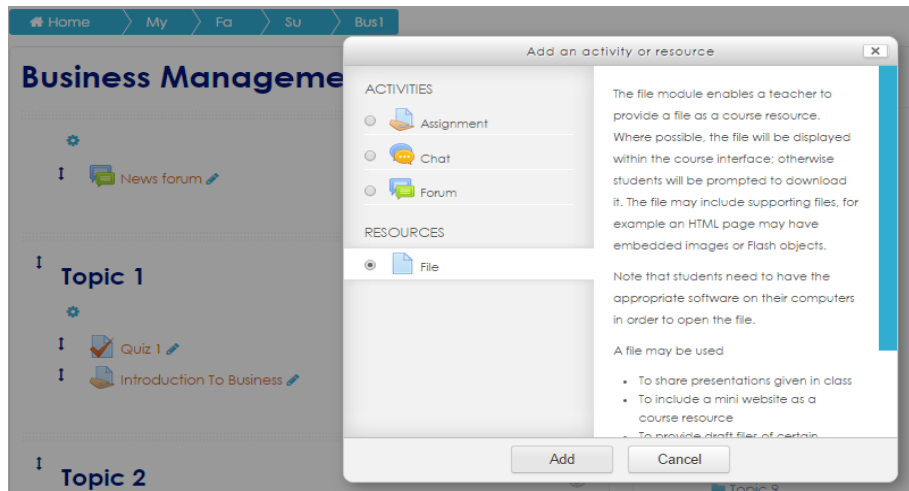


Figure 1: Add Activity or Resource Screen

Select the topic, choose **File** and click **Add**

Lecturer must fill up all the details about file and click Save and return course. The screen is as in Figure 2

Figure 2: Add New File Screen

Just drag and drop the files or can use select files. Now you can see that file at Topic 1.

The screen is as in Figure 3 and 4

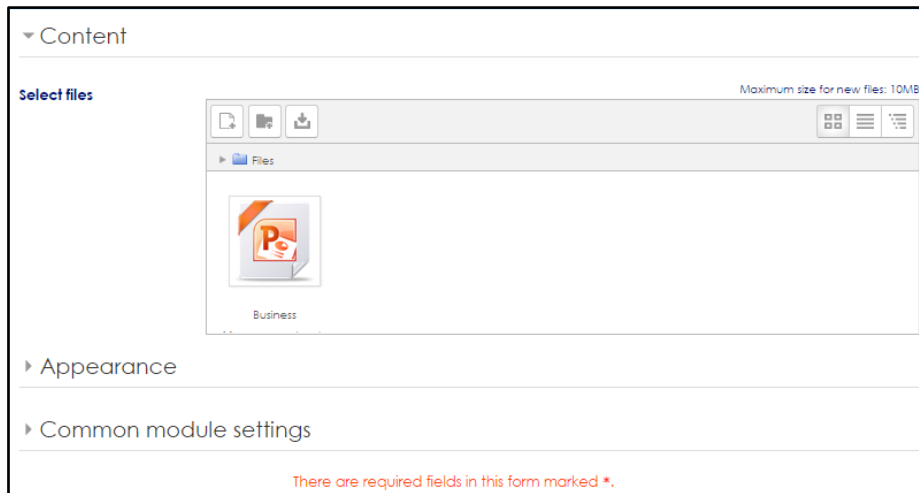


Figure 3: Add New File Screen

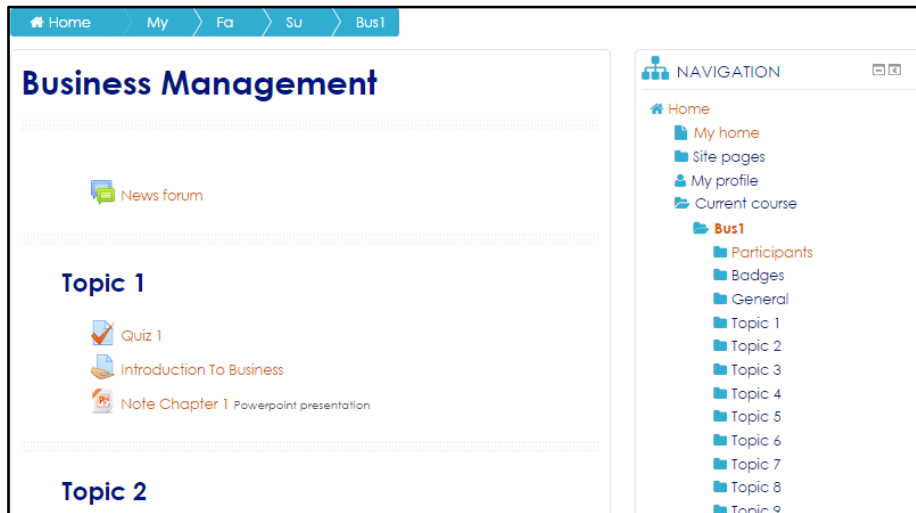


Figure 4: Subject Dashboard Screen

2.4.2 Download File

Simple and easy way to download the file. The screen is as in Figure 5



Figure 5: Subject Dashboard Screen

Click **File (Microsoft Power Point)** and wait until the download is complete

2.5 Activities: Forum

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

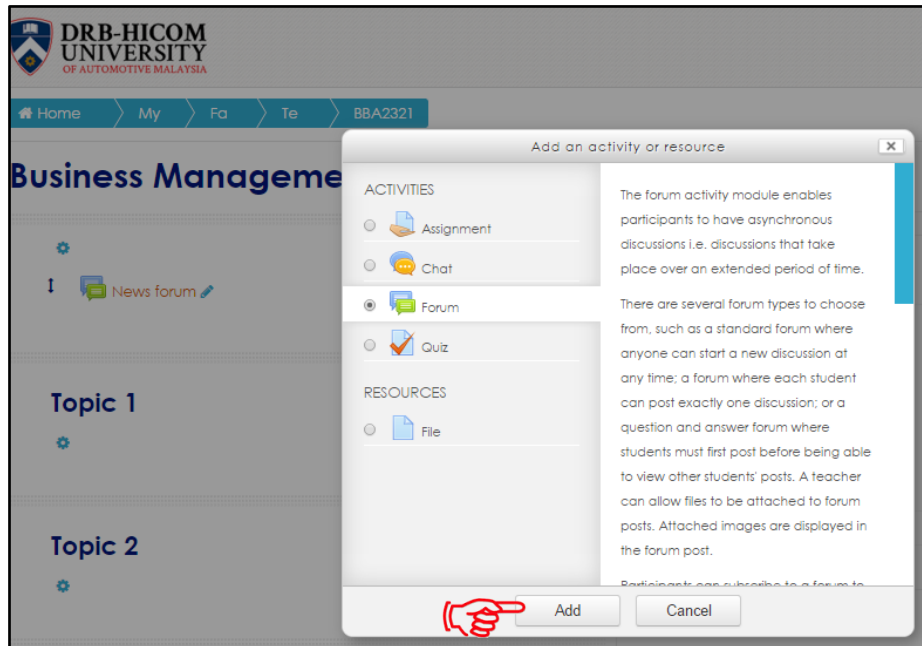


Figure 1: Add Activity or Resources Screen

Select the topic, choose **Forum** and click tab **Add**

Lecturer must fill up all the details and look one by one to setting this activity:-

- ✓ Attachments and word count
- ✓ Subscription and tracking
- ✓ Post threshold for blocking
- ✓ Grade
- ✓ Ratings
- ✓ Common module settings

Figure 2: Add New Forum Screen

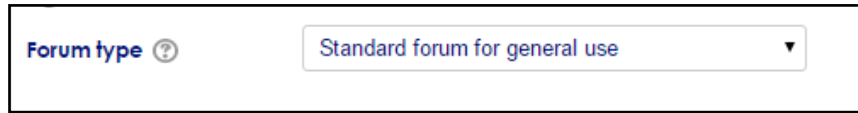


Figure 3: Add New Forum Screen

Forum Types

There are multiple forum types in Moodle. Some forum types allow only the lecturer to start a new topic, and others allow students to start new topics.

Choose the types of forums:

- **Standard forum for general use** allows for the “standard” usage of a discussion forum with multiple topics arranged in a threaded conversation. Students may start new topics in this format.
- **Standard forum displayed in a blog-like format** allows for the “standard” usage of a discussion forum with multiple topics arranged in a “blog” style format with the first post prominent and comments behind a link. Students may start new topics in this format.
- **Single simple discussion** allows for only one topic started by the instructor. This is best suited for short-term, focused conversations.
- **Each person posts one discussion** allows each student to only start one new topic or conversation within the forum. Students are not limited in the number of replies they can post within those topics.
- **Q and A forum** allows an instructor to pose a question to students. Students must post their response or answer before they can view other students’ responses.

Forum can open to all students or lecturer can set to the group. For the group’s lecturer must setting before select the grouping. The screen is as in Figure 4.

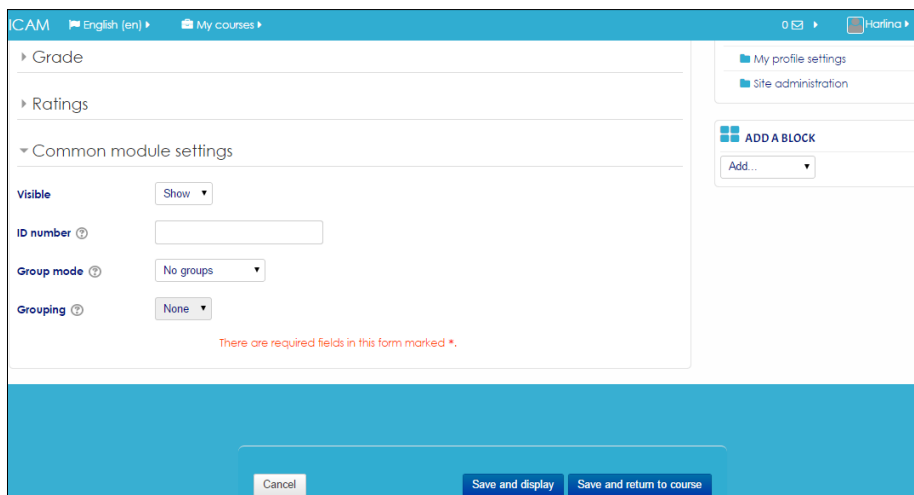


Figure 4: Add New Forum Screen

Click Tab **Save and display** or **Save and return to course**

The forum already creates. The screen is as in Figure 5.

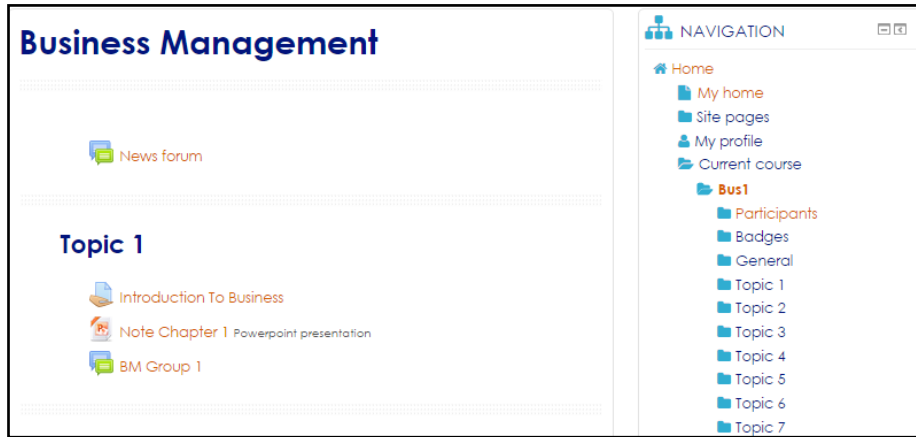


Figure 5: Subject Dashboard Screen

Click **BM Group 1** to start the forum

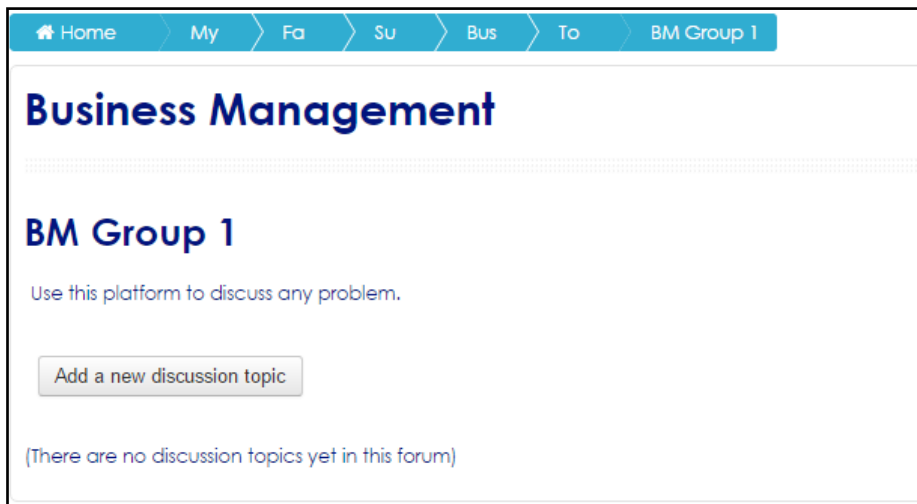


Figure 6: Forum Screen

Click Tab **Add a new discussion topic**

Lecturer must fill up all the details of the forum. The screen is as in Figure 7

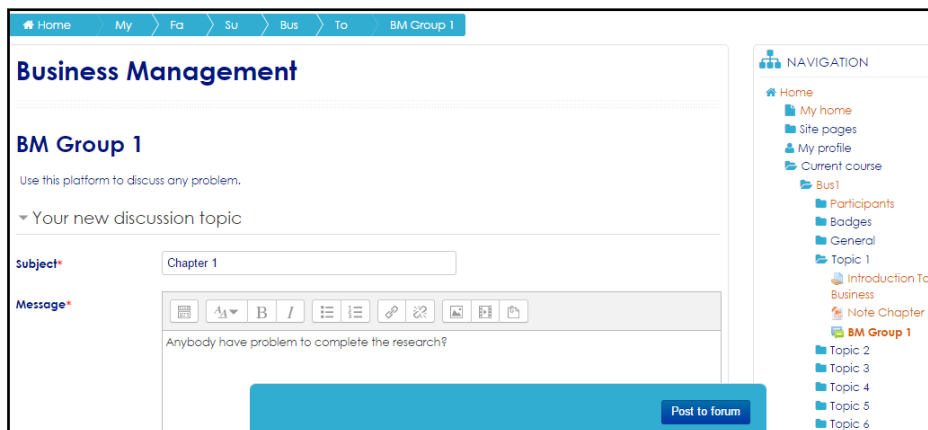


Figure 7: Forum Details Screen

Fill up the subject and message and click **Post to forum**

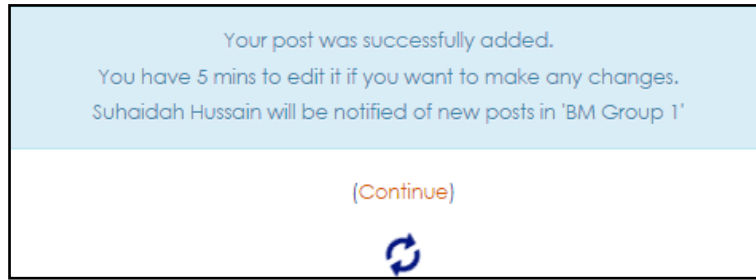


Figure 8: Notification New Post Screen

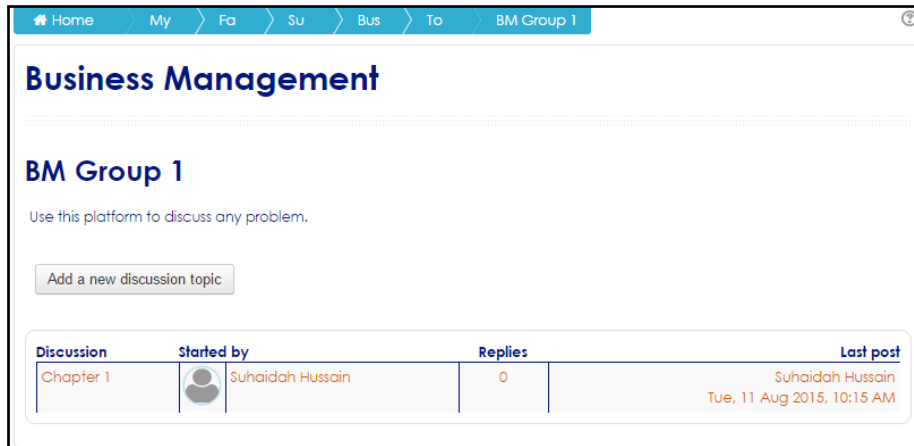


Figure 9: Forum Dashboard Screen

Click **Chapter 1** to start the forum

Lecturer and students can start using the forum. The screen is as in Figure 10.

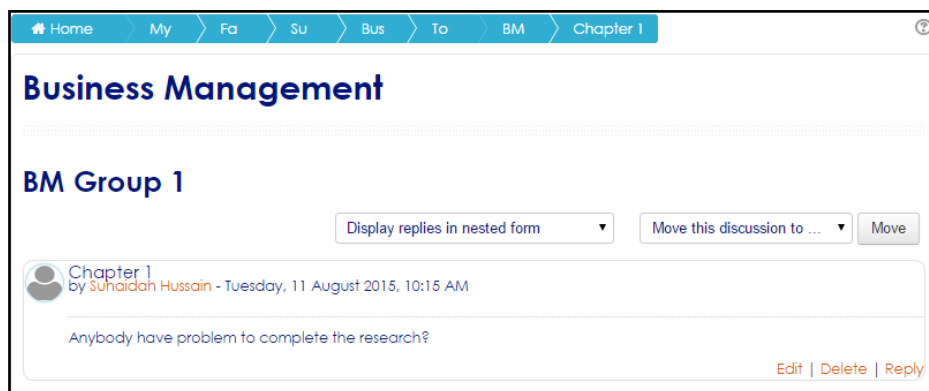


Figure 10: Forum Details Screen

Click **Reply** to join the forum

2.6 Activities: Chat

The chat activity module enables participants to have text-based, real-time synchronous discussions.

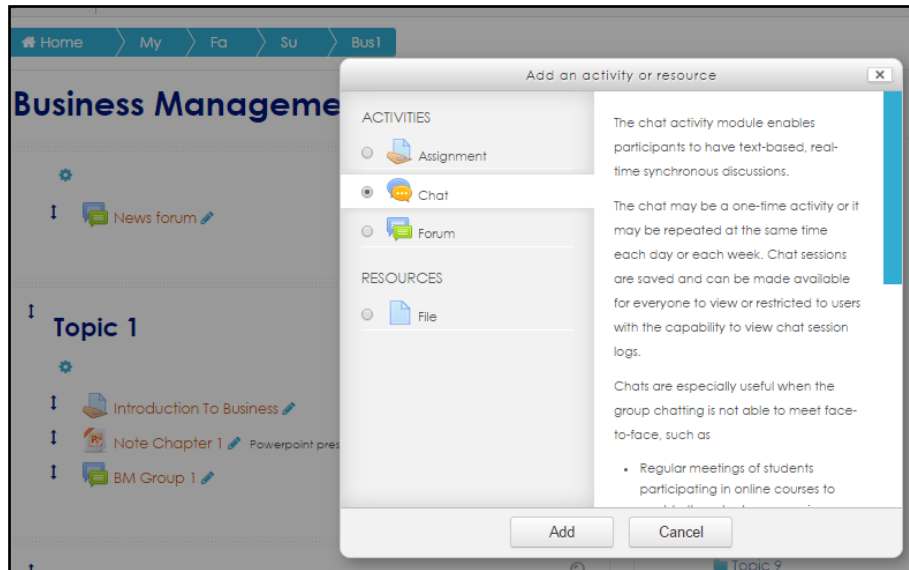


Figure 1: Add Activity or Resources Screen

Select the topic, choose **Chat** and click tab **Add**

Lecturer must fill up all the details of the Chat. The screen is as in Figure 2

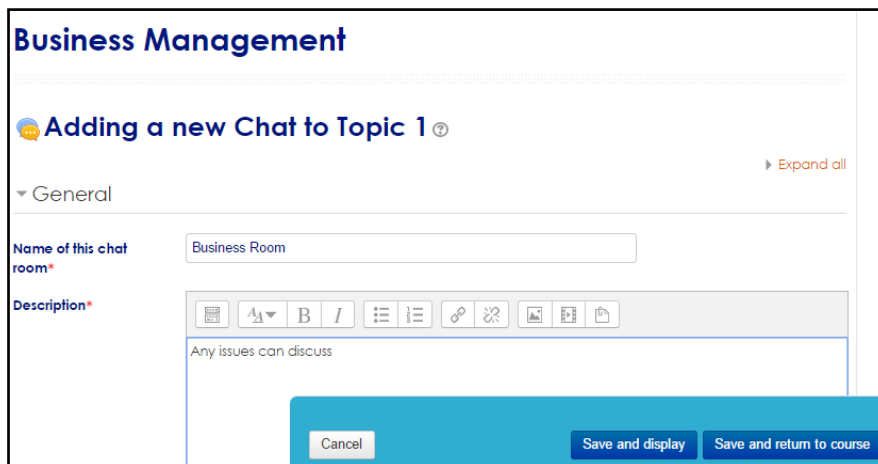


Figure 2: Add New Chat Screen

Click **Save and display** or **Save and return to course**

The chat already creates. The screen is as in Figure 3.

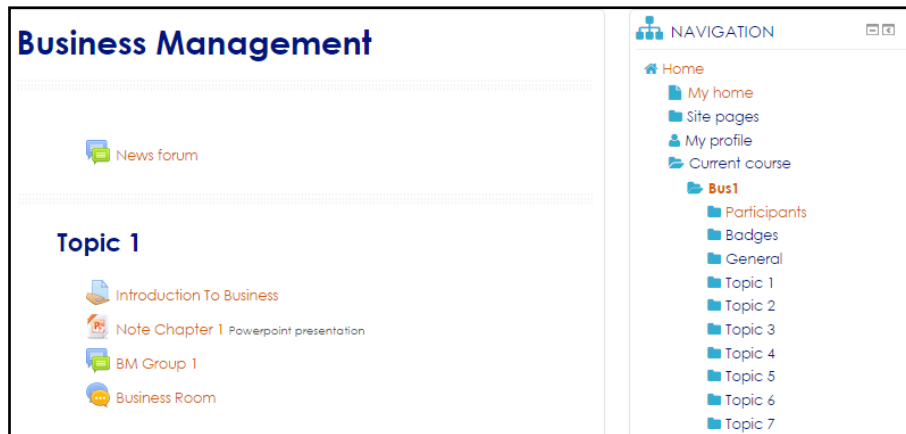


Figure 3: Subject Dashboard Screen

Click **G1 DEC1213**

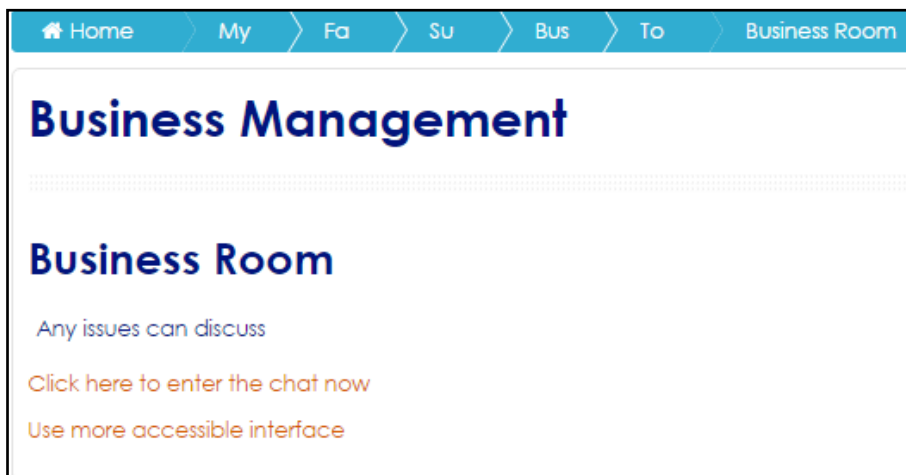


Figure 4: Chat Dashboard Screen

Click here to enter the chat now to start chatting

2.7 Set Group for Student

Groupings is clusters of groups. You need to be in a group first in order to be in grouping.

Lecturers can divide students according to a particular group. Group can be divided into:-

- **Visible Group** – Student can view other groups activities but not participate
- **Separate Group** – Student can neither view for participate in other group activities

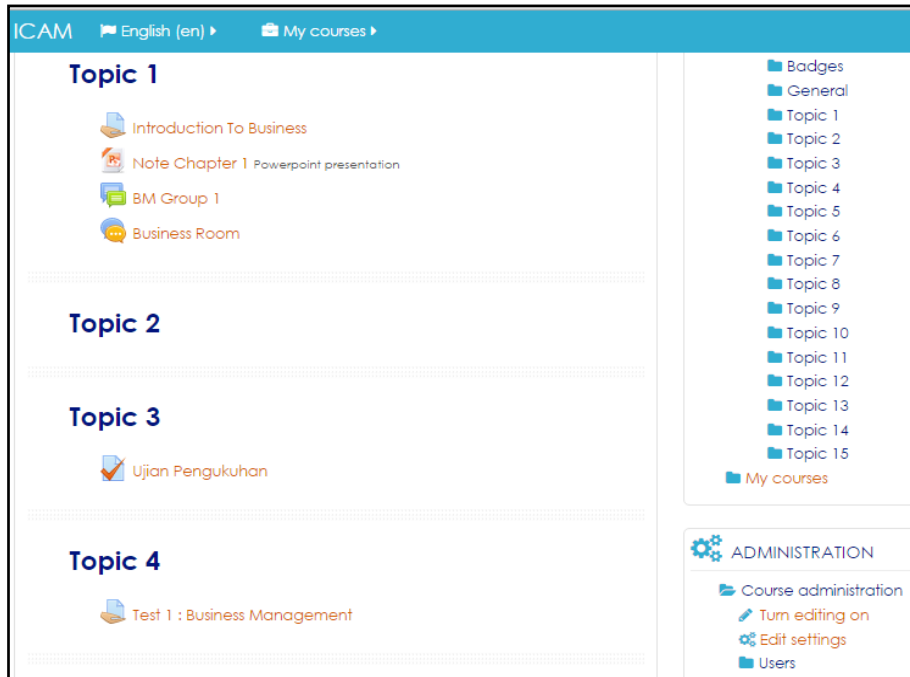


Figure 1: Subject Dashboard Screen

Go to **Administration** Block and click **Users**

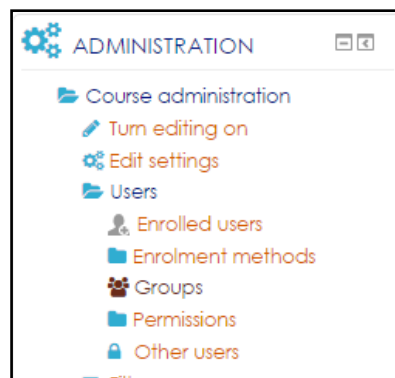


Figure 2: Subject Dashboard Screen

Click **Groups**

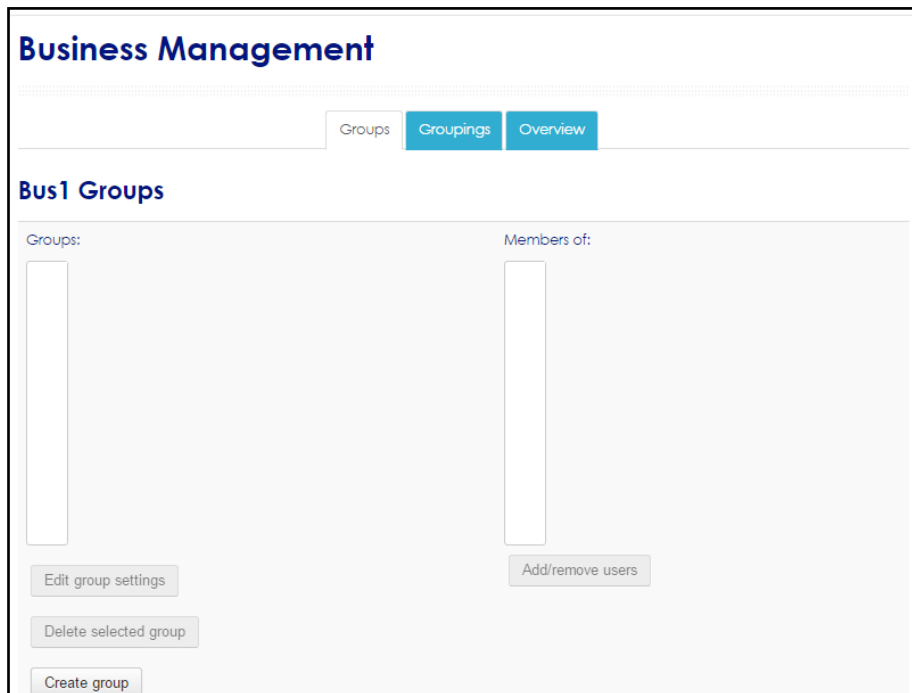


Figure 3: Setup Groups Screen

On the Groups window, click at **Create Group** button

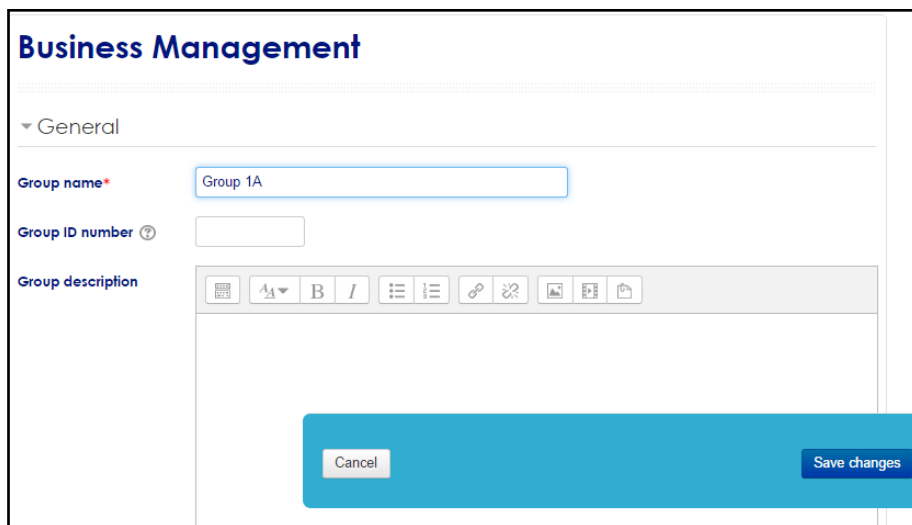


Figure 4: Details Group Screen

Name the group, for example Group1A. Then click **Save changes**.

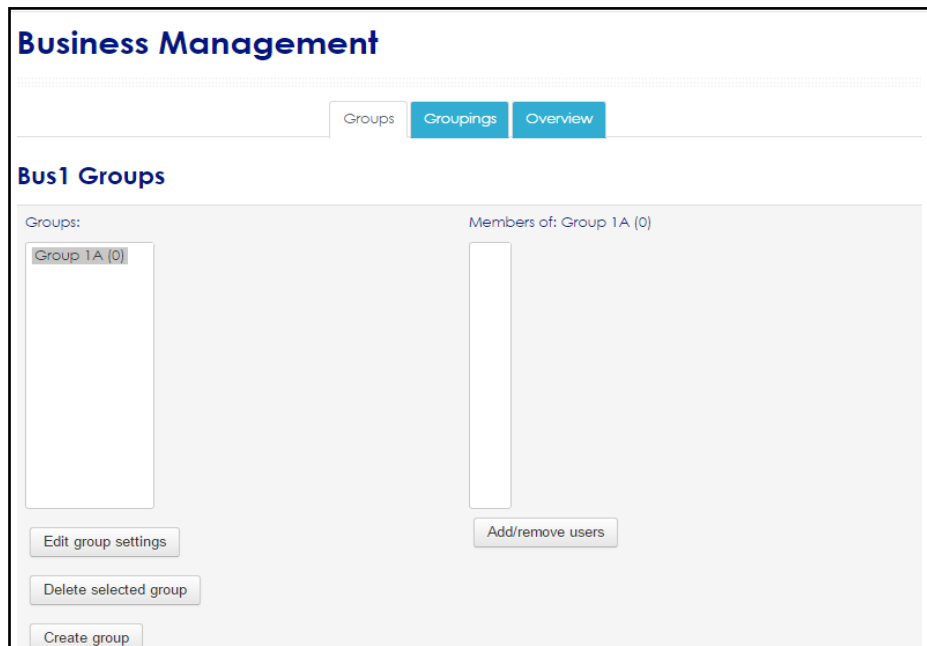


Figure 5: Setup Groups Screen

Once the group is created, add students to the group. Click at **Add/Remove users**

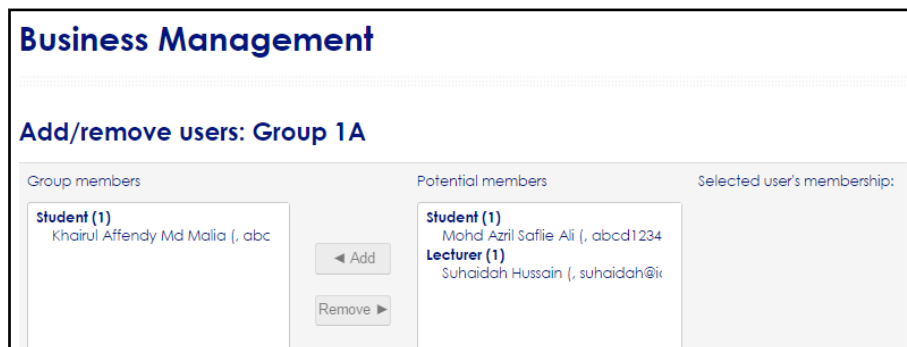
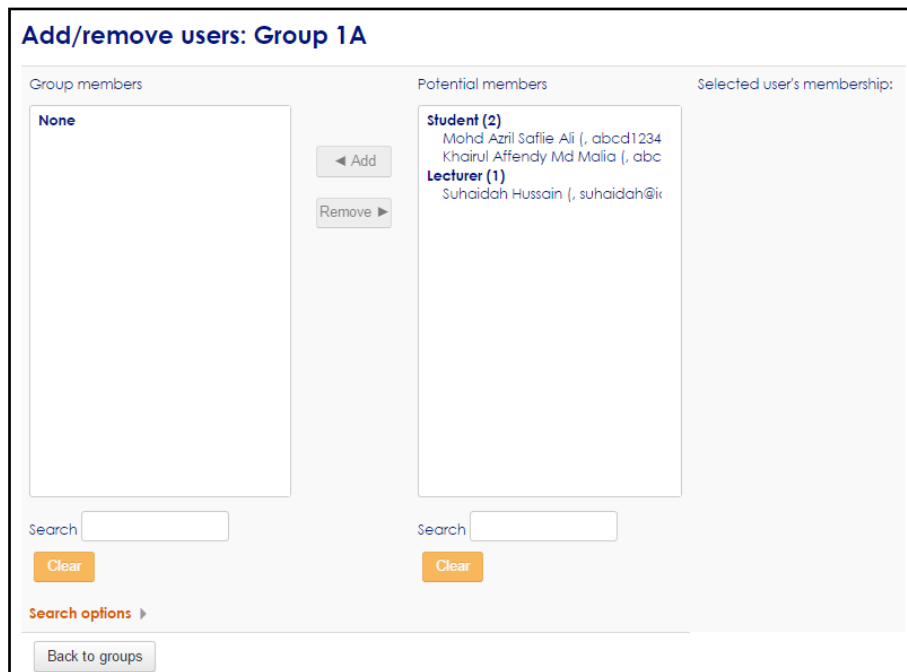


Figure 6: Add/Remove User Screen

Choose which student to add to the group. You also can select multiple students at one time. Click at **Add**

Now click **Back to groups** to see what you have done.

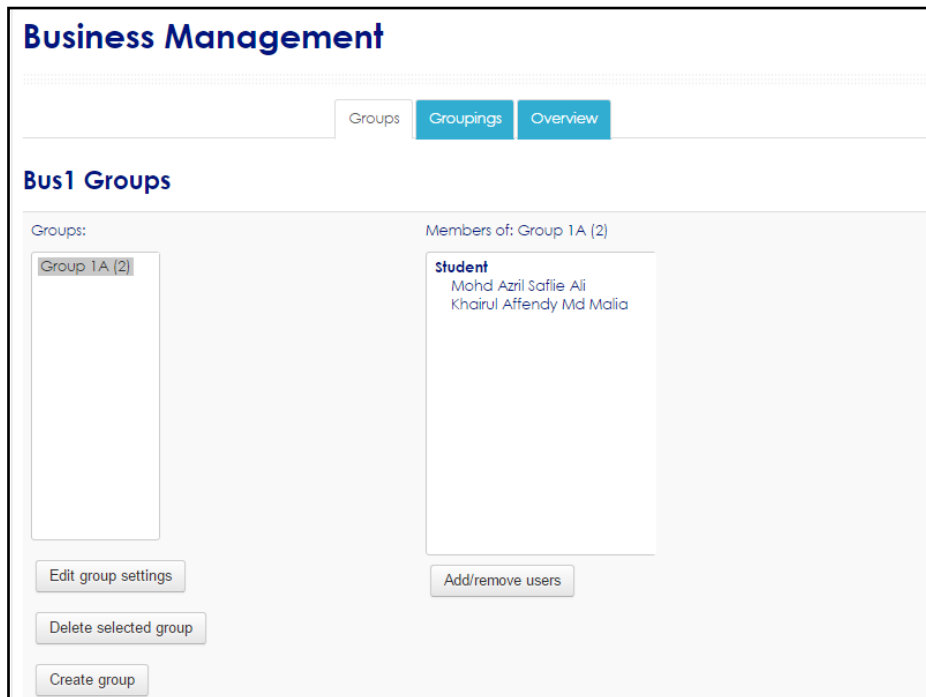


Figure 7: Setup Groups Screen

2.8 Set Grouping for Student

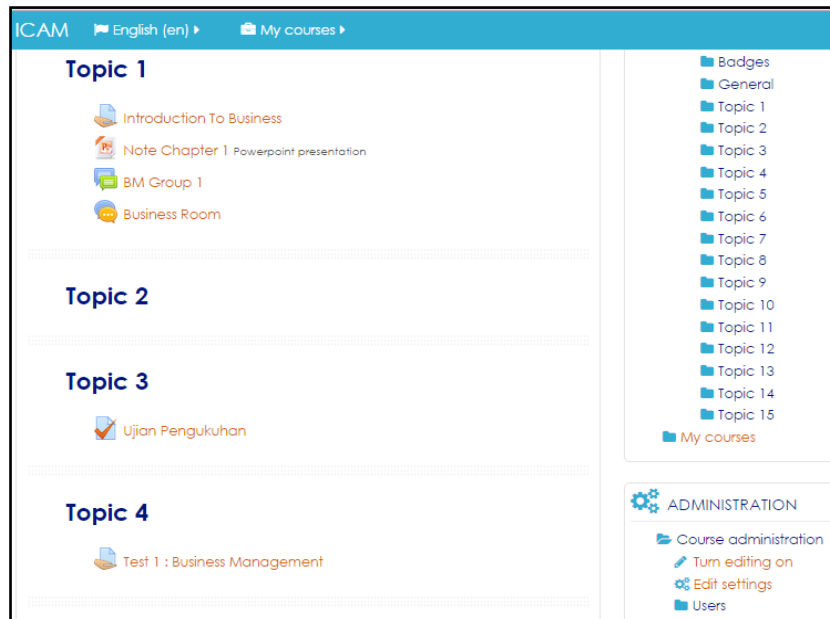


Figure 1: Subject Dashboard Screen

Go to **Administration** Block and click **Users**

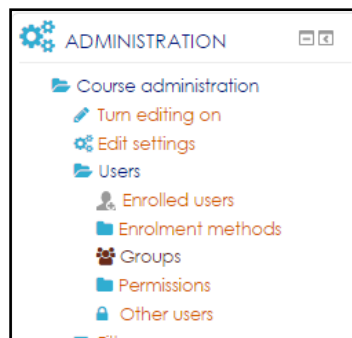


Figure 2: Subject Dashboard Screen

Click **Groups**

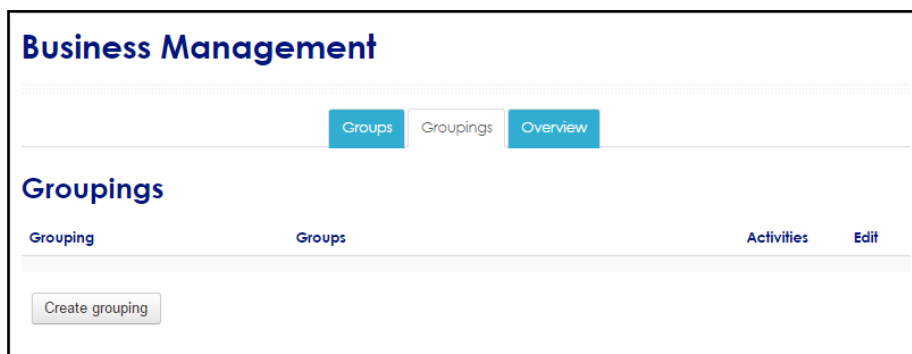


Figure 3: Setup Groupings Screen

On the Group window, click at the **Grouping** tab and click **Create grouping**

Figure 4: Create Grouping Screen

Name the Grouping, for example BM Group 1 (can be as same as group name).

Click at **Save Changes**

Grouping	Groups	Activities	Edit
BM Group 1	None	0	

Once the grouping is created, add which group to the grouping. Under edit click at **Show groups in grouping** icon (mouse over the icon).

Figure 5: Add/Remove Groups Screen

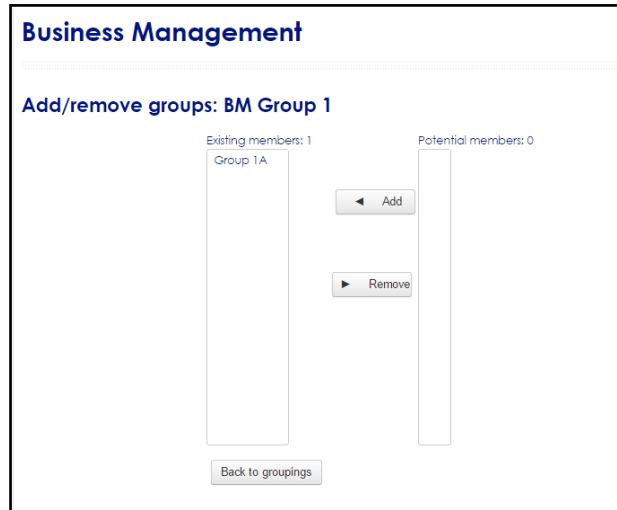


Figure 6: Add/Remove Groups Screen

Choose which group to add to the grouping. Click at **Add**

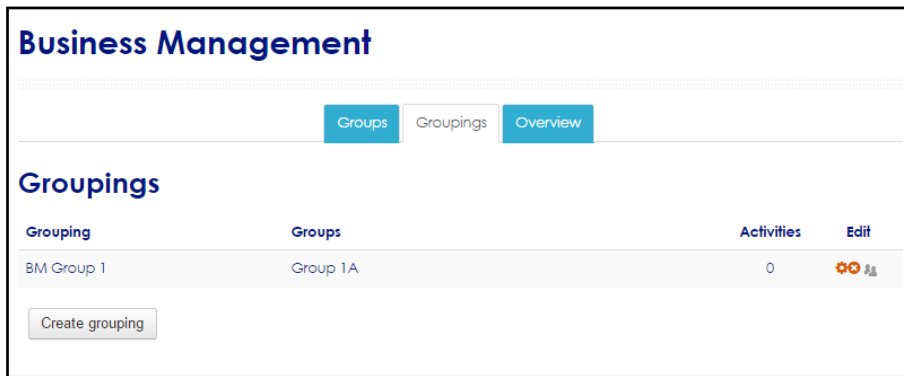



Figure 7: Setup Groupings Screen

Click **Back to groupings** to see what you have done.

3. Managing Grades

Moodle has a very robust gradebook. The functionality of the gradebook is tied to the different activity modules that students participate in. Activities such as quizzes and assignments that are marked via the quiz or assignment grading areas automatically create an area in the Grades (gradebook) for that activity. Moodle also allows for users to set up grade item (columns in the gradebook) manually and enter grades manually

1. Open the course in which you would like to utilize Grades
2. In the Administration Block, click on Grades.
3. Turn editing on. 

3.1 General Appearance

At the top of the page, you will see a drop down menu. Both the menu and the tabs give you the same options, just different ways to get there.

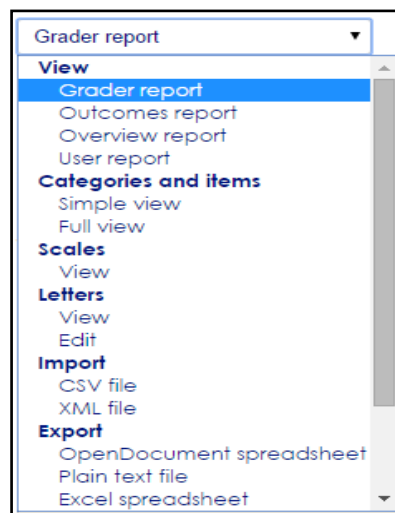
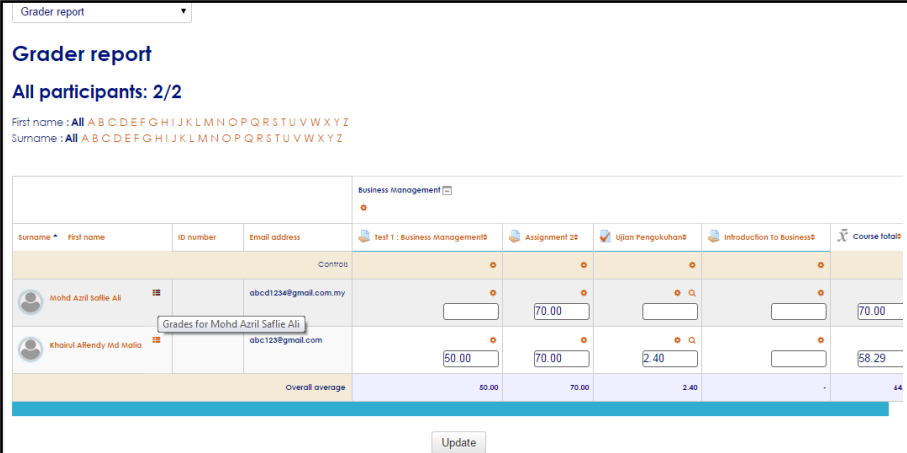


Figure 1: Grader Report Screen



Grader report
All participants: 2/2

First name : All ABCDEFGHIJKLMNOPQRSTUVWXYZ
Surname : All ABCDEFGHIJKLMNOPQRSTUVWXYZ

Surname	First name	ID number	Email address	Test 1 : Business Management1	Assignment 21	Ujian Pengukuhant	Introduction to Business2	Course total
Control								
Mohd Azril Safie Ali			abcd123@gmail.com.my		70.00			70.00
Khairul Alendy Mid Molla			abc123@gmail.com	50.00	70.00	2.40		58.29
Overall average				50.00	70.00	2.40		44

Figure 2: Grader Report Screen

❖ View

When you first start working on a course, your Grades will look pretty empty, but this is the perfect time to get everything set up correctly. Any settings you change can be changed again later, so you have nothing to lose. Clicking on the square will give you a snapshot of the grades for that student. The screen is as in Figure 2.

❖ Categories and items

The very first thing you want to do when setting up a course is to set up the categories you will use for this class. These categories should mimic those in your subject. The following steps will show you how to set up your categories.

1. Select the **Categories and items** tab

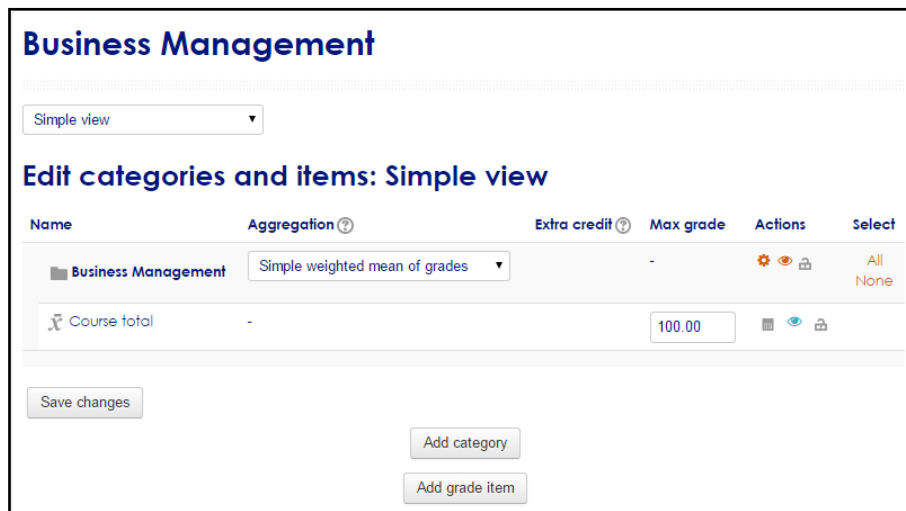


Figure 3: Categories and items Screen

2. Click **Add Category**.
3. Name your new category.
4. Choose the Aggregation method.

Figure 4: Categories and items Screen

4. There are a lot of choices here, but probably only two that you would want to consider.

a. Weighted mean of grades – Lets you set a specific weight for each item within the category. For example, if you have an exam category that your mid-term and final exams are in, and you want your midterm to be worth 25% of the exam grade and the final to be worth 75%, you would use this type of aggregation. Most of the time, however, this is only used for the full course.

b. Simple weighted mean of grades – Lets Moodle automatically distribute how much weight each item within the category is worth equally. For example, if you have an exam category that your mid-term and final exams are in, and you want your midterm to be worth 50% of the exam grade and the final to be worth 50%, you would use this type of aggregation. Or if you gave a quiz each week and wanted them all to count equally, you would use this type. This is the type of aggregation you will use for most of your categories.

5. There are some other options here that you might want to consider (Click Show Advanced if you don't see these options):

a. Aggregate only non-empty grades – This allows your students to see a running total of their current grade. Anything that has not been graded yet will not be included in the average.

b. Aggregation including subcategories – Avoiding sub categories because it can get very confusing, but if you decide to use them, this would allow the grades in the subcategories to be included in the average.

c. Drop the lowest – If you want to drop the lowest score within the category, you can choose here how many of the lowest grades to drop for each student.

6. Ignore the Grade item section

7. Click **Save changes**.

8. Your new category has been created and will now display on the categories page.

9. Repeat this procedure to include all of the categories needed for your course.

10. Once you have your categories added, you can weight them. For the full course, you want to make sure the aggregation is Weighted mean of grades. Then, next to each category, you will see a box that starts with 0.000 in it. In each of these boxes, enter the weight for each.

Name	Aggregation	Extra credit	Max grade	Actions	Select
Business Management	Simple weighted mean of grades		-		All None
Quizzes	Simple weighted mean of grades	<input type="checkbox"/>	-		All None
Category total	-		15.00		
Projects	Simple weighted mean of grades	<input type="checkbox"/>	-		All None
Category total	-		45.00		
Assignment	Simple weighted mean of grades	<input type="checkbox"/>	-		All None
Category total	-		30.00		
Participation	Simple weighted mean of grades	<input type="checkbox"/>	-		All None
Category total	-		10.00		
Course total	-		100.00		

Figure 5: Categories and items Screen

11. Click **Save changes**.

12. From here, if you put your new items in the correct category, your weighting is

completed, and you will have no reason to return to this area.

13. If you need to make any changes to the settings for a category, click on the setting in the Actions column.

❖ Scales

You probably won't use this area, but this is where you can set up scales for particular types of grading. By default scales that are available are Separate and Connected ways of knowing, Completion, and Discussion board. If you want to set up a scale, follow these steps:

1. Click on the **Scale** tab.
2. Click **Add a new scale**.
3. **Name:** Give your scale a descriptive name.
4. **Standard scale:** Determines if the scale is available site-wide, but instructors cannot set this.
5. **Scale:** Determine the scale you want to use – start at the bottom value and work up. These will be the choices you will have when grading something using this scale. For example you might use: Disappointing, Try Harder, Average, Good Job, Great Job, Excellent.
6. **Description:** Explain the purpose of the scale and how it is to be used.
7. Click **Save changes**.
8. Your custom scales will appear at the top of the Scales page.

❖ Letters

You can display grades using Letters instead of numbers if you choose. By default, the letter scale is set to a 10-point scale, but you can change that if needed for your course.

1. Click on the **Letters** tab.
2. Choose **Edit**.
3. Click the box to override the site defaults.
4. Change the letters and grade boundaries accordingly.
5. The grade boundary is the lowest grade possible to achieve that letter grade

Figure 6: Grade Letters Screen

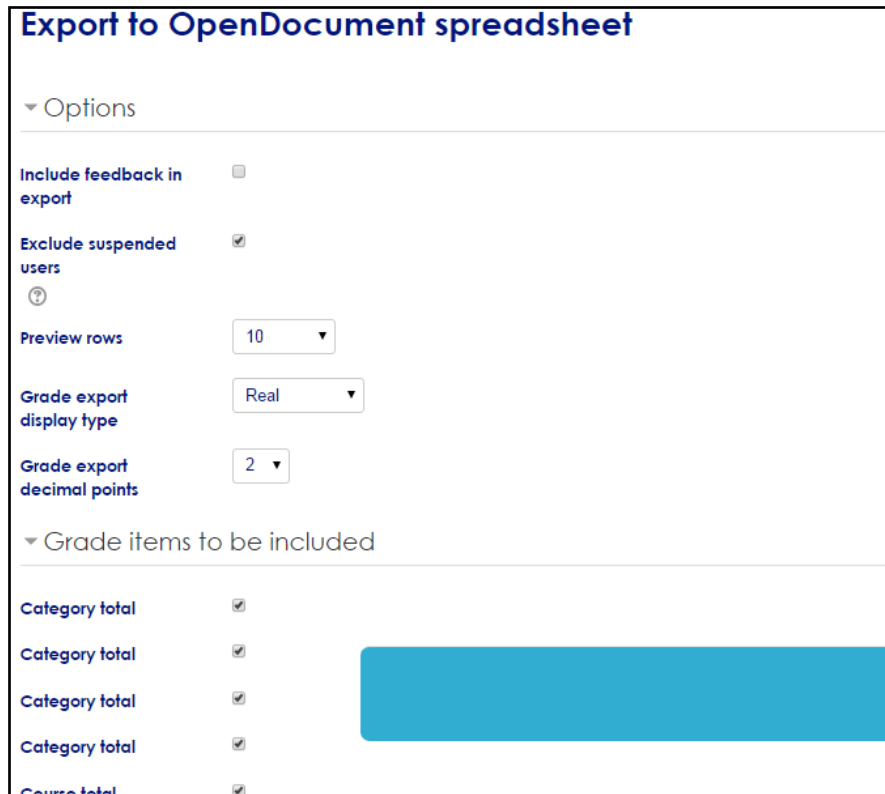
❖ Import/Export

Did you know you can import and export your grades? If you are used to working in Excel, this might be a great way for you to become more comfortable with using Grades in Moodle. The first thing you want to do is to create the activities within Moodle. This will help the students to know what activities are required and when they are due. It also allows you to go ahead and connect a category with each item. Once you have done this, you can export your grades, so you can work with them offline.

❖ Export

1. Click the **Export** tab.
2. Determine how you want the grades exported. Your choices are OpenDocument spreadsheet, Plain text file, **Excel spreadsheet** and XML file. You probably want to choose Excel Spreadsheet.
3. You will then have several options:
4. Include feedback in export: check this box
5. Preview rows: lets you view rows before exporting to make sure you have set everything up correctly.
6. Grade export display type: Do you want grades to export at scores (real), percentages, or letters.
7. Grade export decimal points: How many decimals do you want to include when the grades are exported. You can choose anything from 0 to 5 places.

8. Grade items to be included: Which items do you want to include. By default everything is included, but you can check the box next to any item to remove it. If you want to remove all of them, click **Select all/none**.
9. Click **Submit**.



Export to OpenDocument spreadsheet

▼ Options

Include feedback in export

Exclude suspended users

Preview rows

Grade export display type

Grade export decimal points

▼ Grade items to be included

Category total	<input checked="" type="checkbox"/>
Category total	<input checked="" type="checkbox"/>
Category total	<input checked="" type="checkbox"/>
Category total	<input checked="" type="checkbox"/>
Course total	<input checked="" type="checkbox"/>

Figure 7: Exports Screen

4. Generate Reports

Reports tell you what your students have been doing in your Moodle course: generate them when you need to know which pages they are accessing, the times at which they access them and the activities they perform there.

When you know what your students have been doing in your Moodle course, you can adjust the course to suit their viewing habits. Or you can alert them (or make navigation clearer) to course material they're neglecting, to make sure that they take full advantage of all the online resources you're providing.

As a teacher, you can generate:

- a log of activity in your Moodle course, for various periods
- a course activity report, showing the number of views for each activity and resource (and any related blog entries)
- a participation report for a particular activity
- graph and tables of user activity.

You can generate one of a selection of reports for the course.

Report	Report contents	Further info or action
Logs	Selected activity by selected users within selected items for a selected period, in a selected format	
Live logs	The past hour's activity within the course	
Activity report	Number of views of each activity in the course, sorted by topic	Click through to the relevant activity
Course participation	Selected actions by selected users for a selected period in relation to a selected activity.	Send all or selected users a message. For example, you might want to encourage users who have not posted to a forum to make some contribution.
Statistics	You select a Course, a Report type and a Time period. The statistics display in a graph and a table	Click through to the relevant course logs.

❖ Generate logs

1. In the **Settings** block, under **Course administration**, click **Reports**.
2. From the expanded Reports menu, select which report you want to see.

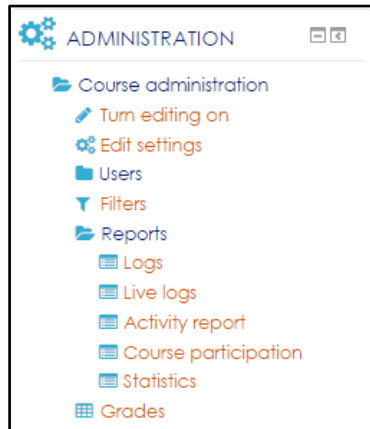


Figure 1: Reports Screen

3. In the *Choose which logs you want to see page*, make parameter selections in the drop-down lists (learning resource/activity, included and excluded participants, date, actions, report format). To locate logs prior to a Moodle upgrade, please change the Standard log dropdown to Legacy log.
4. Click **Get these logs** to fetch the selected records.

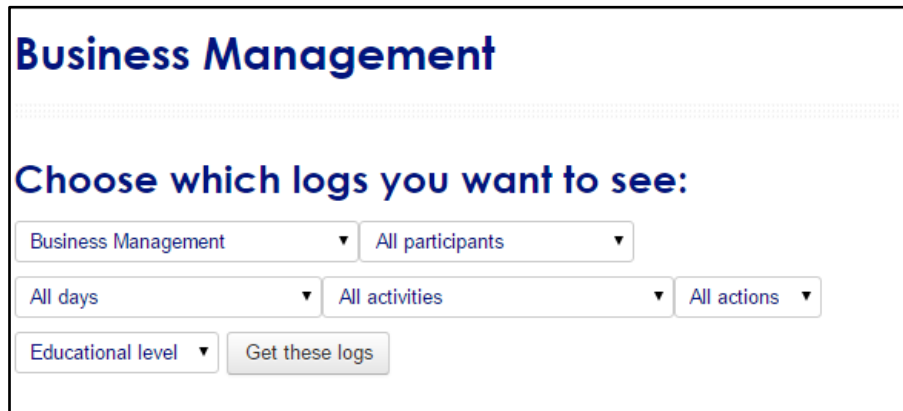


Figure 2: Logs Screen

❖ Generate course participation reports

Use the Course participation report to send messages to participants who may be falling behind on certain learning material.

To do this:

1. In the **Settings** block, under **Course administration**, click **Reports**.
2. Select **Course participation** from the expanded menu.

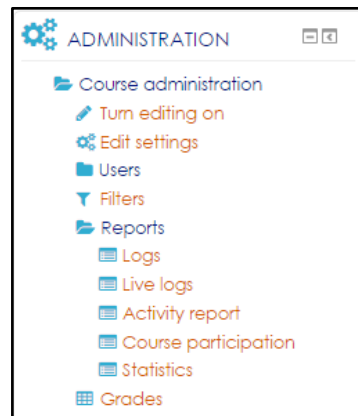


Figure 3: Reports Screen

3. On the Course participation page, select:

- the relevant **Activity module** to run a report on
- how far you'd like to **Look back**
- the relevant user role (e.g. **Student**) and
- the actions users performed in relation to a certain activity (e.g. **View** or **Post**, in a forum)

1. Click **Go**

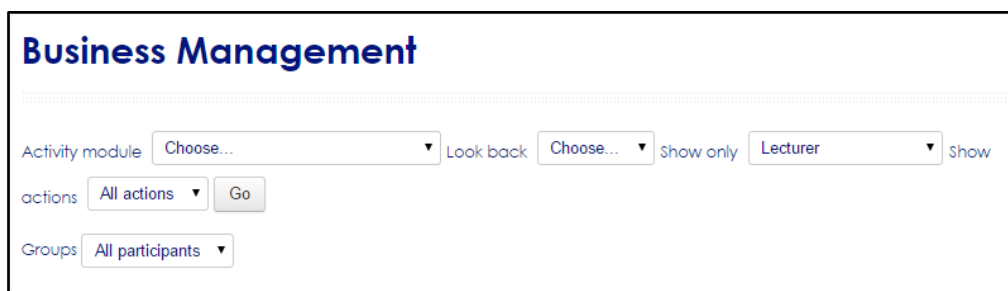


Figure 4: Course Participation Screen

2. When the list of students displays, select students' check boxes or click **Select all** or **Select all 'no'**
[If the **Select all 'no'** button is missing, click the **Show all** button to expose it]

Business Management

Activity module: Introduction To Business | Look back: Choose... | Show only: Student | Show

actions: All actions | Go

Groups: All participants

Assignment Views
Assignment Posts

2

First name / Surname	All actions	Select
Khairul Affendy Md Malia	Yes (6)	<input checked="" type="checkbox"/>
Mohd Azril Safie Ali	No	<input checked="" type="checkbox"/>

Select all | Deselect all | Select all 'No'

With selected users... | Send a message | Choose... | Send a message | OK

3. At **With selected users**, select **Send a Message** and click **OK**.
4. On the Message course user page, enter your message and click **Preview**.
5. On the HTML format preview page, click **Send message**.

Business Management

Keep searching, or use the form below to send a message to the selected students

Message body:

Formatting: HTML format

Preview

Currently selected users

Khairul Affendy Md Malia	abc123@gmail.com	Remove
Mohd Azril Safie Ali	abcd1234@gmail.com.my	Remove

5. Activities: Quiz

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

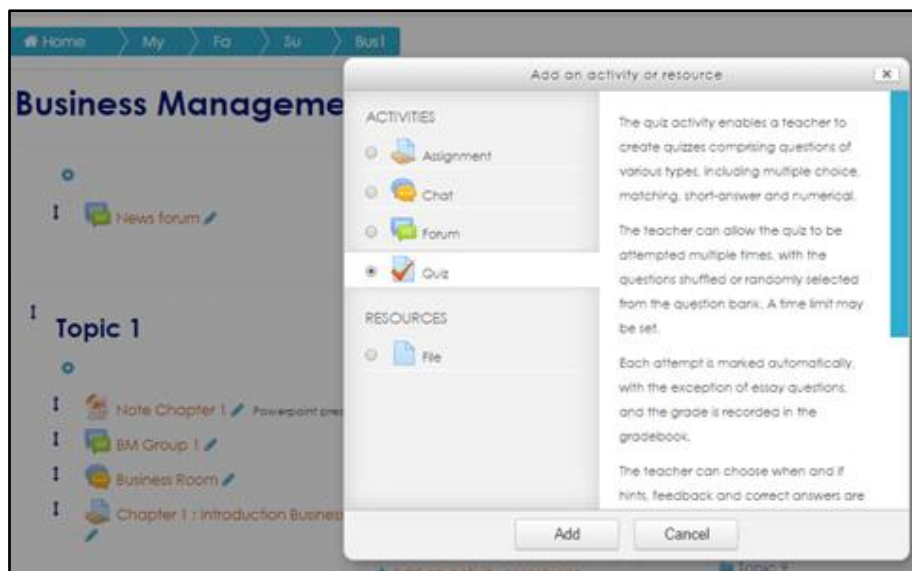


Figure 1: Add Activity or Resources Screen

Quizzes may be used

- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exam practice using questions from past exams
- To deliver immediate feedback about performance
- For self-assessment

5.1 General

Name the quiz/exam/test. Enter the description in the text field provided. This area is where you can state the specifics of the quiz (ex. The quiz will be 20 questions and is worth 10 points; you have 15 minutes to complete the quiz. Only one attempt is allowed). The screen is as in Figure 2.

The screenshot shows a web interface for 'Business Management' with a breadcrumb trail: Home > My > Fa > Su > Bus > Adding a new Quiz to Topic 1. The main heading is 'Business Management'. Below it is a sub-heading 'Adding a new Quiz to Topic 1' with an 'Expand all' link. A 'General' section is expanded, showing a 'Name' field and a 'Description' field with a rich text editor toolbar. At the bottom, there are three buttons: 'Cancel', 'Save and display', and 'Save and return to course'. A checkbox for 'Display description on course page' is also visible.

Figure 2: New Quiz Screen (General)

5.2 Timing

If you will be using this as a true quiz, you will likely want to set the date and time of when the quiz is available to students and when it closes. To do so, first select Enable. Then, use the drop downs to select the day, month and year. Please note that the time is using a 24 hour clock.

The time limit option is great for quizzes in which you want the student to only have a specific amount of time to take the quiz (ex. 60 minutes for an online exam with 50 questions). This also provides a timer so that the student sees how much time is remaining.

Next, the default setting submits the quiz automatically once the time has expired. If you like, you can change this setting using the drop-down menu. The screen is as in Figure 3.

The screenshot shows a 'Timing' configuration panel with the following settings:

- Open the quiz:** Date and time set to 21 August 2015, 09:05. An 'Enable' checkbox is checked.
- Close the quiz:** Date and time set to 21 August 2015, 09:05. An 'Enable' checkbox is checked.
- Time limit:** Set to 0 minutes. An 'Enable' checkbox is checked.
- When time expires:** A dropdown menu with the selected option: 'Attempts must be submitted before time expires, or they are not counted'.
- Submission grace period:** Set to 1 days. An 'Enable' checkbox is checked.

Figure 3: New Quiz Screen (Timing)

5.3 Grade

In this section you have the option of placing quiz in a category if you use categories in the gradebook by selecting the drop down menu next to Grade category; if you do not use categories in the gradebook skip this step.

Next, select the number of attempts you would like your students to have on the quiz.

The last option in this section is only applicable if you will allow your students to have more than one attempt on the quiz.

5.4 Layout

Question order determines how the student's will view the questions contained in the quiz. The default is that the questions will appear in the same order as they do on the edit screen, however, that can be changed if you wish. Selecting Shuffle randomly for the question order will show the questions in a different order for the students. This can be helpful in preventing cheating.

New page determines whether the questions will appear all on one page, or if the student needs to select the next button to see the following question.

Lastly, Navigation method is set to free by default, meaning that the student can skip ahead to another question or return to a previous question. If you would like to have the students only have one opportunity to answer a question and not return or skip ahead, select Sequential. The screen is as in Figure 4.

Grade

Grade category ? Uncategorised ▼

Attempts allowed Unlimited ▼

Grading method ? Highest grade ▼

Layout

Question order As shown on the edit screen ▼

New page ? Every question ▼

Navigation method* ? Free ▼

Show less...

Figure 4: New Quiz Screen (Grade & Layout)

5.5 Question Behaviour

Shuffle within questions is set to yes by default. This is really only applicable if the students will have more than one attempt.

How questions behave is set to deferred feedback. This default setting means that the students are not able to view feedback until they have answered all questions and submitted their quiz. Other options for how questions behave can be found below.

How questions behave:

- Deferred feedback - Students must enter an answer to each question and then submit the entire quiz, before anything is graded or they get any feedback.
- Adaptive mode and Adaptive mode (no penalties) - Allows students to have multiple attempts at the question before moving on to the next question.
- Manual grading - Used for essay questions (irrespective of what the quiz is set to)
Note: The option "Manual grading" has been disabled by default since 2.4.5. It can be enabled from Administration>Site administration>Plugins>Question behaviour
It causes all questions in the quiz to require manual grading. Use with caution!
- Interactive mode - After submitting one answer, and reading the feedback, the student has to click a 'Try again' button before they can try a new response. Once the student has got the question right, they can no longer change their response. Once the student has got the question wrong too many times, they are just graded wrong (or partially correct) and get shown the feedback and can no longer change their answer. There can be different feedback after each try the student makes.

- Immediate feedback - Similar to interactive mode in that the student can submit their response immediately during the quiz attempt, and get it graded. However, they can only submit one response, they cannot change it later.
- Deferred feedback or Immediate feedback with Certainty-based marking (CBM) - With CBM, the student does not only answer the question, but they also indicate how sure they are they got the question right. The grading is adjusted by the choice of certainty, so that students have to reflect honestly on their own level of knowledge in order to get the best mark. See the See Also section below for an example quiz using CBM and a blog post explaining the philosophy.

The last option in this section is Each attempt builds on the last. If you allow multiple attempts for the quiz changing this setting from no to yes would allow students' previous responses to be combined with another attempt of the quiz.

5.6 Review Option

The review options are a key component to setting up a quiz; they determine what the student will see at specific times while they are completing the quiz and later after the quiz is no longer available for the student to take. Those that are selected in the image above reflect the default setting.

Below is a review of each of the options within each column in this section:

- The attempt: Will show how the student responded to each question.
- Whether correct: Displays whether the student's response to each question is correct or incorrect.
- Marks: Reveals the marks awarded to the student and the grade for the quiz.
- Specific feedback: Will show the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.
- General feedback: Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.
- Right answer: Reveals the correct answer to each question, whether the student answered correctly or not (See note below).
- Overall feedback: Displays feedback for the entire quiz as set in the quiz settings (See note below).

For each of the above items, you can determine the timeframe when the students will see them:

- During the attempt : is only available when 'How questions behave' has been set to 'Immediate feedback', 'Immediate feedback with CBM' and 'Interactive with

multiple tries’. If set to one of these options then a ‘Check’ button will appear below the answer and when clicked the student will submit that response and then receive immediate feedback.

- Immediately after the attempt: means within 2 minutes of the student clicking "submit all and finish".
- Later, while the quiz is still open: means after 2 minutes, but before the close date (if the quiz does not have a close date, this phase never ends).
- After the quiz is closed: means what it says (you never get here for quizzes without a close date).

The screen is as in Figure 5

The screenshot shows the 'Question behaviour' and 'Review options' sections of a quiz configuration interface. Under 'Question behaviour', 'Shuffle within questions' is set to 'Yes' and 'How questions behave' is set to 'Deferred feedback'. Below this is a 'Show more...' link. The 'Review options' section is divided into four columns: 'During the attempt', 'Immediately after the attempt', 'Later, while the quiz is still open', and 'After the quiz is closed'. Each column contains a list of feedback options with checkboxes. In all columns, 'The attempt', 'Whether correct', 'Marks', 'Specific feedback', 'General feedback', 'Right answer', and 'Overall feedback' are checked. The 'Overall feedback' option is unchecked in the 'During the attempt' column.

Figure 5: New Quiz Screen (Question behaviour & Review options)

5.7 Appearance

In the display field the settings are rarely changed, most instructors skip over this step. The screen is as in Figure 6.

The screenshot shows the 'Appearance' settings section of a quiz configuration interface. It includes four settings: 'Show the user's picture' set to 'No image', 'Decimal places in grades' set to '2', 'Decimal places in question grades*' set to 'Same as for overall grades', and 'Show blocks during quiz attempts*' set to 'No'. A 'Show less...' link is located at the bottom of the section.

Figure 6: New Quiz Screen (Appearance)

5.8 Extra Restrictions on attempts

The use of this next section is for added security. In the Require password field you have the ability to add a password which is optional. Students would have to enter this password before being about to access the quiz.

The field label Require network address restricts access for a quiz to specific computer IP addresses. This is an optional field and rarely used that this point. If you would like to use this feature I would suggest talking with IT in advance.

The two fields that are label Enforeced delay are also optional. The first delay specifies how much time the student must wait before attempting the quiz a second time. The second delay allows you to set an additional delay between the second attempt and sequential attempts.

Lastly, Browser security requires the student to use a browser that has JavaScript enabled and the quiz is displayed in a full screen popup window. This option is to help reduce cheating, but is not fool-proof and may make it more inconvenient for students to attempt the quiz. The screen is as in Figure 7.

▼ Extra restrictions on attempts

Require password* Unmask

Require network address*

Enforced delay between 1st and 2nd attempts* minutes Enable

Enforced delay between later attempts* minutes Enable

Browser security*

Figure 7: New Quiz Screen (Extra restrictions on attempts)

5.9 Overall Feedback

The section of Overall feedback is where you can enter comments that will be displayed to the student after they have submitted their quiz attempt. This is optional and will require you to select overall feedback in Review options. If a student achieves 100% on the quiz

they might see a feedback comment that says “well done!”; you then can choose the next grade boundary (ex 85%) and the feedback, and so forth. This feedback will show for all students that fall under a particular grade category. The screen is as in Figure 8.

The screenshot shows a user interface for configuring feedback for a quiz. At the top, there is a section titled "Overall feedback" with a dropdown arrow and a help icon. Below this, there are three rows of configuration options. Each row consists of a "Grade boundary" label followed by an input field. The first row's input field contains "100%". Below each "Grade boundary" input is a "Feedback" label followed by a rich text editor. The rich text editor has a toolbar with icons for text color, bold (B), italic (I), bulleted list, numbered list, link, unlink, image, video, and link. The text area below the toolbar is currently empty.

Figure 8: New Quiz Screen (Extra restrictions on attempts)

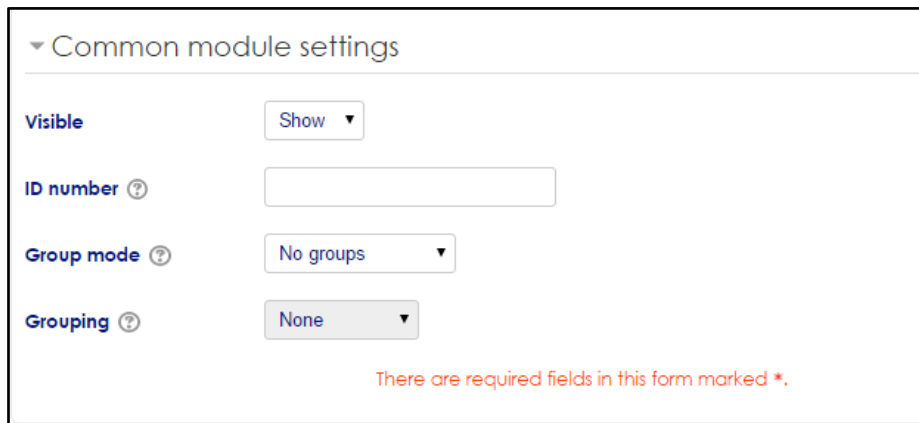
6.0 Group Mode

Group mode is where you can choose whether the quiz is organized by group. This only has an effect on the review screens of the teachers where it determines which groups of students they see.

Visible to students determines whether the quiz will be visible to students. If you are still in the process of setting up the quiz then it is highly advisable to leave this set to 'Hide'. Otherwise students might view or even attempt the quiz before it is tested and ready. This setting is common to all activities and can also be toggled by clicking on the eye icon behind the activity's name on the course page.

The Restrict access section is optional. If you would like the quiz to be completely hidden until the time it is open you can use these settings to do so. The difference between access from/to dates and availability settings for the activity is that outside the set dates, access from/to prevents access completely, while availability allows students to view the activity description. Most importantly Save and return to course.

The screen is as in Figure 9.



▼ Common module settings

Visible

ID number

Group mode

Grouping

There are required fields in this form marked *.

Figure 9: New Quiz Screen (Common module settings)

For further information, refer to the website below:

Link: <https://kb.wisc.edu/moodle/page.php?id=20891#Anchor 4>

Link: <http://kb.moodlerooms.com/how-to-guides/how-create-quiz-moodle>

Link: <http://www.skagit.edu/imageuploads/file3896.pdf>

6. Activities: Feedback/Survey

The feedback activity module enables a teacher to create a custom survey for collecting feedback from participants using a variety of question types including multiple choices, yes/no or text input.

Feedback responses may be anonymous if desired, and results may be shown to all participants or restricted to teachers only. Any feedback activities on the site front page may also be completed by non-logged-in users.

Feedback activities may be used

- For course evaluations, helping improve the content for later participants
- To enable participants to sign up for course modules, events etc.
- For guest surveys of course choices, school policies etc.
- For anti-bullying surveys in which students can report incidents anonymously

The results of the Feedback can be viewed in detail or as a graph with an overall summary.

Select **Feedback** and click **Add**. The screen is as in Figure 1.

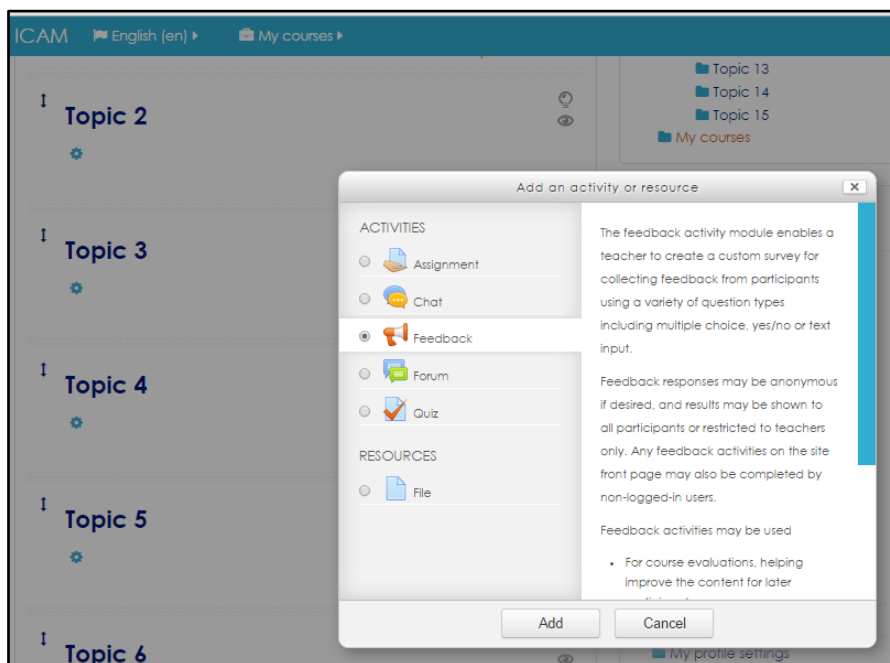


Figure 1: Add Activity or Resources Screen

6.1 General

1. Enter the assignment title in the **Name** field. This name will appear as a link to access the Feedback Activity on the course main page.
2. Enter a brief description about the in the **Description** text box.
3. Place a check-mark next to **Display description on course page** check-box to make it visible on the course home page. The description will display directly below the activity link and on the Feedback activity's page.

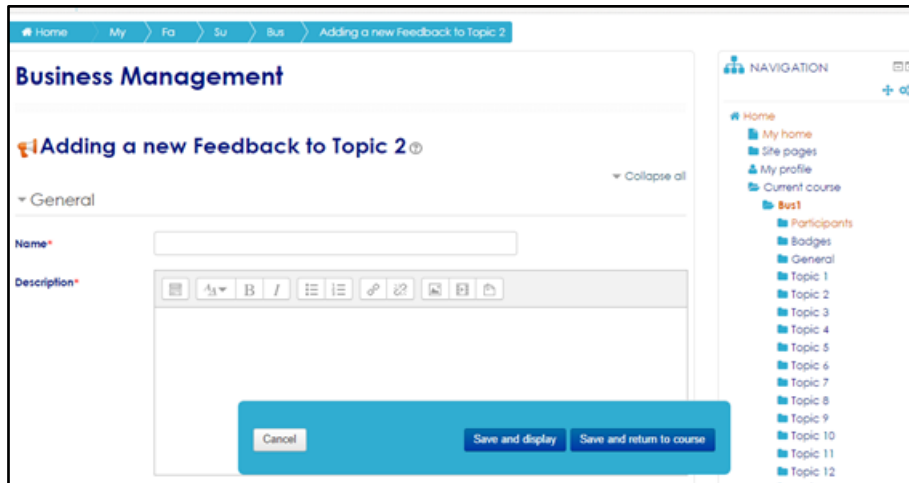


Figure 2: Adding a new Feedback Screen (General)

6.2 Availability

Availability limits when users can submit Feedback. If dates are not required, leave the **Enable** checkboxes next to the date drop-down lists empty. When left disabled, students will be able to submit feedback once the Feedback activity has been created. To specify availability dates for the Feedback activity:

1. Place a check mark in the **Enable** check box to **Allow answers from/to** dropdowns as required to enable availability.
2. Select the date and time to make the Feedback available from the **Allow answers from/to** drop-down lists.

The screen is as in Figure 3.

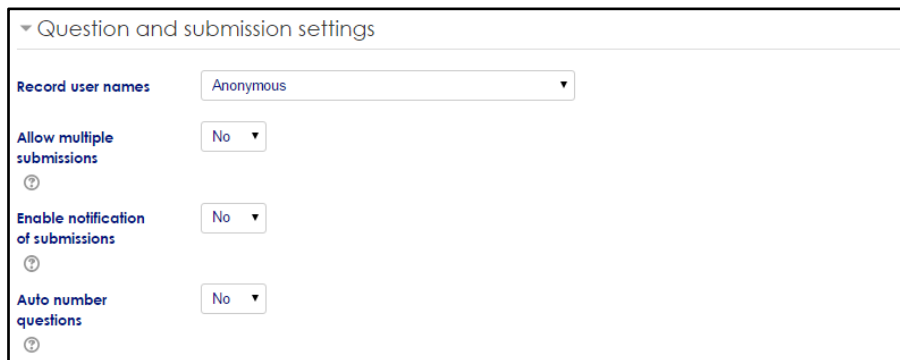
Figure 3: Availability Screen

6.3 Question and submission settings

Choose the relevant activity options from the **Feedback options** section.

- **Record user names:** Select *anonymous* if you would like the users' names to be hidden, or select *Users name will be logged and shown with answers* to have names displayed with results.
- **Enable notification of submissions:** Select *Yes* option if you would like to receive an e-mail notification each time a participant completes the evaluation.
- **Allow multiple submissions:** If you selected *Anonymous* in record user names above, then selecting *Yes* here allows users to take the Feedback survey multiple times, and each submission will be included in the results. If you selected *Users name will be logged and shown with answers* above, selecting *Yes* here allows users to resubmit the Feedback, and only the most recent submission is included in the results. Selecting *No* will limit all users to one submission.

The screen is as in Figure 4.



▼ Question and submission settings

Record user names: Anonymous ▼

Allow multiple submissions: No ▼

Enable notification of submissions: No ▼

Auto number questions: No ▼

Figure 4: Question and submission Screen

6.4 After Submission

1. Select **Yes** from the **Show analysis page** to allow participants to see the results analysis with data only. Students can access the "Submitted Answers" through a link on the Feedback Activity page.
2. Type a message in the text editor to present to participants after completion of the activity. If you want participants to be directed to another Web page after completion, enter the URL in the **Link to next activity** field.

The screen is as in Figure 5.

The screenshot shows a configuration interface for the 'After submission' screen. At the top, there is a dropdown menu labeled 'After submission'. Below it, the 'Show analysis page' is set to 'No'. The 'Completion message' section features a rich text editor with a toolbar containing icons for text color, bold, italic, bulleted list, numbered list, link, unlink, image, video, and document. At the bottom, there is a text input field for the 'Link to next activity'.

Figure 5: After Submission Screen

6.5 Common Module

Establishing groups in a course is a separate process from that of creating activities groups will work with. Once groups have been configured in a course, they then need to be set for use on particular course activities, such as Assignments.

- Select the appropriate group setting from the **Common module settings** if groups have been configured in your course.

The screen is as in Figure 6.

The screenshot shows the 'Common module settings' configuration interface. It includes four settings: 'Visible' is set to 'Show'; 'ID number' is an empty text input field; 'Group mode' is set to 'No groups'; and 'Grouping' is set to 'None'. Each setting has a question mark icon for help.

Figure 6: Common Module Screen

6.6 Review Option

To add questions to your Feedback activity, follow the steps below:

1. Click the **Edit questions** tab on the Settings page for the Feedback activity.
2. Select the type of question you wish to add from the **Add question to activity** dropdown menu and click the **Add question to activity** button.

The screen is as in Figure 7

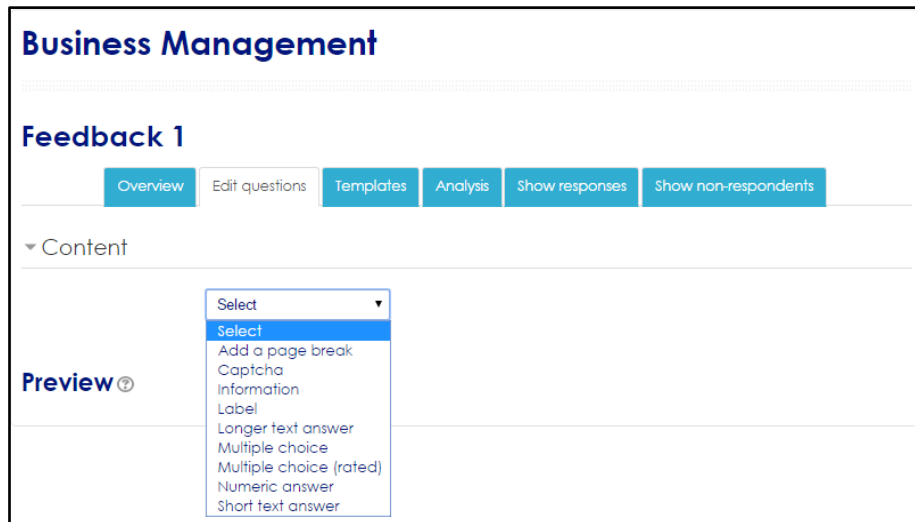


Figure 7: Edit Questions Screen

These four options relate to the formatting of the question.

- **Add a page break:** This option will put the following question on a new page.
- **Captcha:** This option inserts a question to make sure a real person is filling in the form and not an automatic spamming program of some sort. The student will be asked to type some distorted text displayed on in a box screen.
- **Information:** This option provides information to the teacher only about the survey. You can choose to display one of three types of information: the time of responding, the course or the category where the feedback is located. The information will be generated automatically, and the students will not see any information related to this item.
- **Label:** This option inserts a standard Moodle label, which allows you to add arbitrary text between questions allowing for extra explanation or to divide the Feedback into sections.

Once the content type has been selected, the question options window appears.

3. Enter or select the appropriate question setting in the question setting page. The following illustration relates to multiple choice type questions but similar options are available for the other types.
- Place a check-mark next to the **Required** checkbox if you want to make the answer mandatory.
 - Enter the question text in the **Question** field.
 - Enter a **label** for the question. This label is only for the instructor to make it easier to identify questions and use to select dependencies (below). Students do not see labels for questions.
 - In the **Adjustment** menu, select whether the answer values should be displayed vertically or horizontally.
 - In the **Do not analyze empty submits** field, select if you want optional questions that were not answered to be added to the results analysis.
 - In the **Hide the ‘Not selected’ option** field, select if you want ‘not selected’ to be a choice for the students.
 - In the **Multiple choice values Use one line for each answer** field, enter the answer choices. Start a new line for each answer choice.
 - *For example, a question might ask “Which program are you enrolled in?” which would appear only if the parent question “Are you a student?” had a response of Yes. This question is dependent on the parent answer.*

*Continuing with the previous example, if the response to “Are you a student?” is Yes, then this question would display. The **Dependency Value** of this question would be Yes. In the **Dependence item**, select the label of the question upon which the current question is dependent upon. Dependencies are optional and can only be based upon questions that are asked **before** the question that is currently being added, and they must be separated by a page break.*

- Type the answer a student should give in the dependent item (above) in the **Dependency Value** box in order to include the current question in the activity. The two values must match exactly for the question to be displayed to students.
- **Position** controls the order of the questions. Position 1 is the question nearest the top of the page, so when you create or edit a question, you can choose from the drop-down of available positions (which will vary depending on how

many other questions there are). You can also rearrange questions by clicking the positions up and down arrows on the main add questions screen.

The screen is as in Figure 8

Figure 8: Edit Questions Screen

4. Click **Save question** to add the question to the activity.

The Edit Question page displays with a preview of existing questions and provide the option of adding more. Using the icons to the right of each question, you can edit, move and delete each.

The screen is as in Figure 9

Figure 9: Edit Questions Screen

6.7 Analysing and Exporting Feedback Results

1. Click the title of the Feedback activity from the course home page.
2. Click the **Analysis** tab to view the aggregated percentages of each evaluation choice.
3. To export the results to an Excel spreadsheet, click **Export to Excel**.

The screen is as in Figure 10

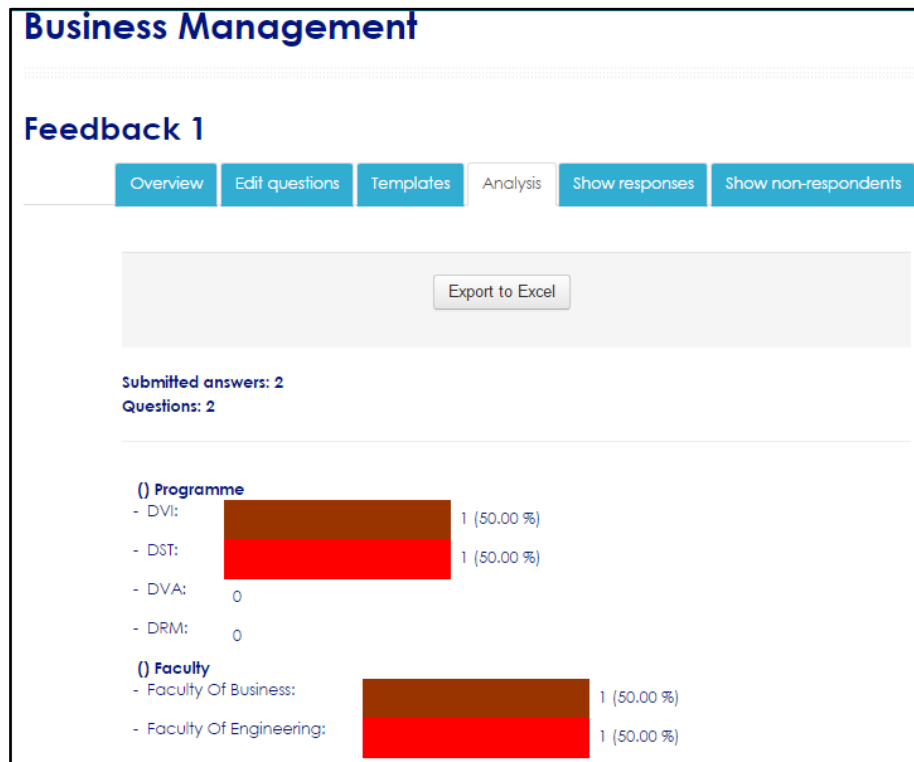


Figure 10: Analysis Screen

7. Resources: Folder

The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course pages. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it.

A folder may be used

- For a series of files on one topic, for example a set of past examination papers in pdf format or a collection of image files for use in student projects.
- To provide a shared uploading space for teachers on the course page (keeping the folder hidden so that only teachers can see it.)

7.1 Create a folder and upload a file to the folder

1. Select **Folder** and click **Add**. The screen is as in Figure 1.

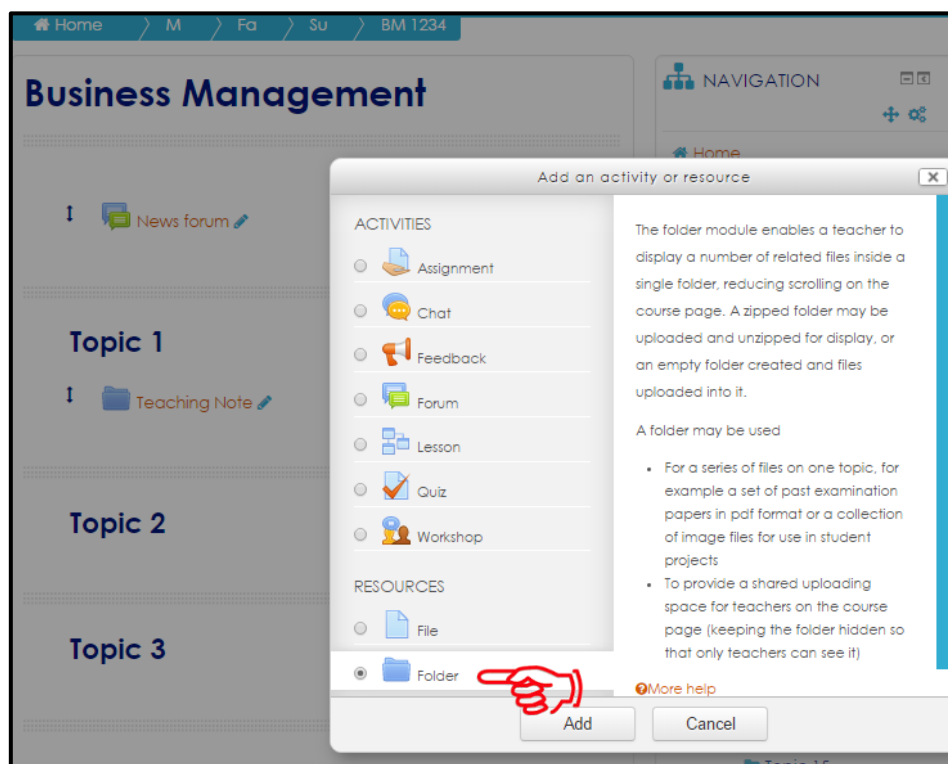


Figure 1: Add Activity or Resources Screen

2. On the *Adding a new Folder* screen, enter **Name** and **Description** for the folder and select the check box if you want to **Display description on course page**. The screen is as in Figure 2.

Figure 2: Adding a new Folder Screen

3. Under Content, either:
 - Click **Add** to add files to this folder, or
 - Click **Create folder** to create a subfolder, name it and click **OK**, then click on the subfolder's name to open it and click **Add** to add files. The screen is as in Figure 3.

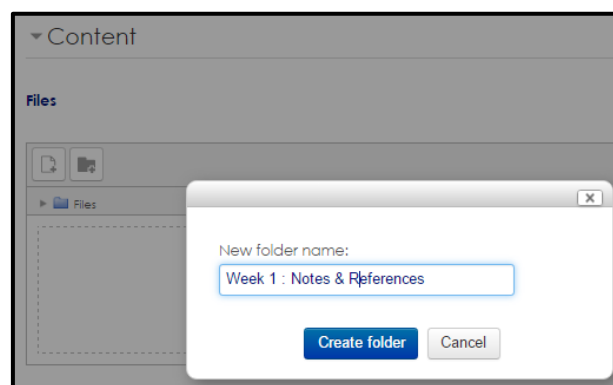
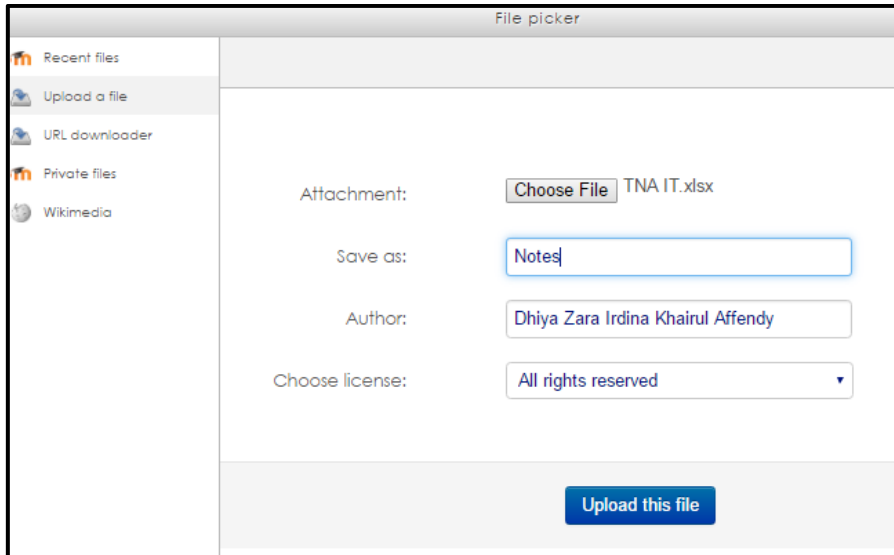


Figure 3: Adding a new Folder Screen

4. To upload files to a folder/subfolder, in the *File picker*, click **Upload a file**, then:
 - Click **Browse**
 - In the *File Upload* window, browse for the file, select it and click **Open**.
 - Give it a **Save as** name by which you'll recognise it in the repository.

- Change the **Author** name if necessary.
- **Choose license** as appropriate.
- Click **Upload this file**.

The screen is as in Figure 4.



The screenshot shows a 'File picker' window with a sidebar on the left containing options: 'Recent files', 'Upload a file', 'URL downloader', 'Private files', and 'Wikimedia'. The main area contains the following fields:

- Attachment:** A button labeled 'Choose File' followed by the text 'TNA IT.xlsx'.
- Save as:** A text input field containing the text 'Notes'.
- Author:** A text input field containing the text 'Dhiya Zara Irdina Khairul Affendy'.
- Choose license:** A dropdown menu with 'All rights reserved' selected.

At the bottom right of the main area is a blue button labeled 'Upload this file'.

Figure 4: Adding a new Folder Screen

5. Complete the other fields in the *Adding a new* Folder page as necessary and click **Save and return to course**.

7.2 Organise existing folders

1. On the course home page, click the appropriate folder name. The screen is as in Figure 5.

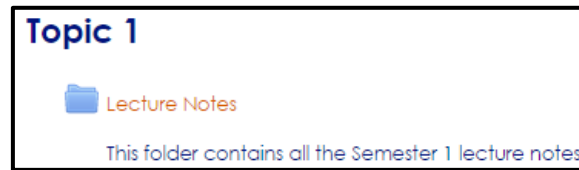


Figure 5: Course Home Screen

2. On the folder's content page, click Edit. The screen is as in Figure 6.

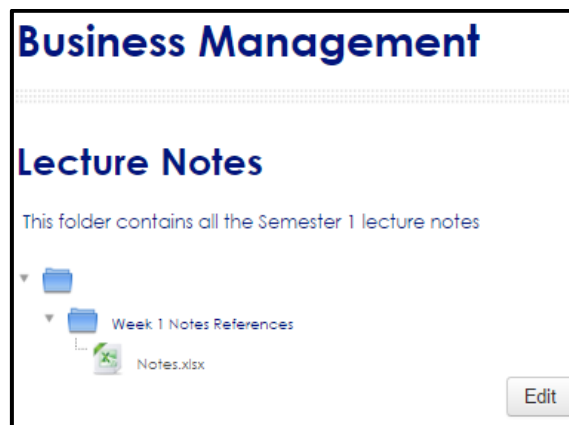


Figure 6: Course Home Screen

3. On the editing page, you can:
 - **Add** new files to the folder or **Create folders** as needed.
 - Click the menu icon next to any folder to show a pop-up window by which to zip, rename, move or delete the folder.
 - Right-click any file to show a menu by which download it, delete it or rename it.
 - Click **Save changes** in the editing page.

The screen is as in Figure 7.

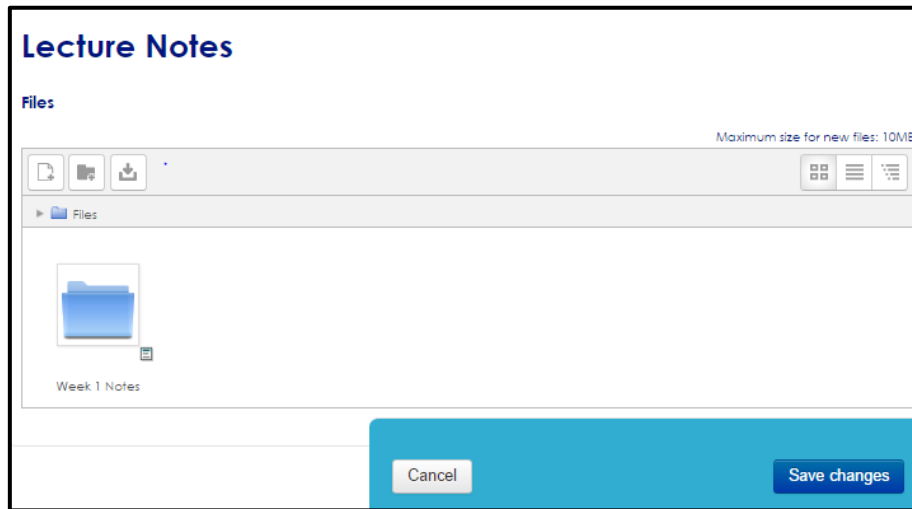


Figure 7: Lecture Notes Screen

4. On the folder's content page, click the appropriate breadcrumb to display the course home page.

7.3 Re-order files

If you want files within a folder to display in a particular order, name or rename them with the number order you want as the filename prefix (The screen is as in Figure 8):



Figure 8: Lecture Notes Screen

8. Resources: Label

The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.

Labels may be used

- To split up a long list activities with a subheading or an image.
- To display an embedded sound file or video directly on the course page.
- To add a short description to a course section.

8.1 Add Text in a Label

1. In the *Section* of your Moodle course where you wish to add a label, click **+Add an activity or resource**.
2. In the Activity chooser window, scroll down so you can see all the *Resources* and select **Label**. The Adding a new label screen will open. The screen is as in Figure 1.

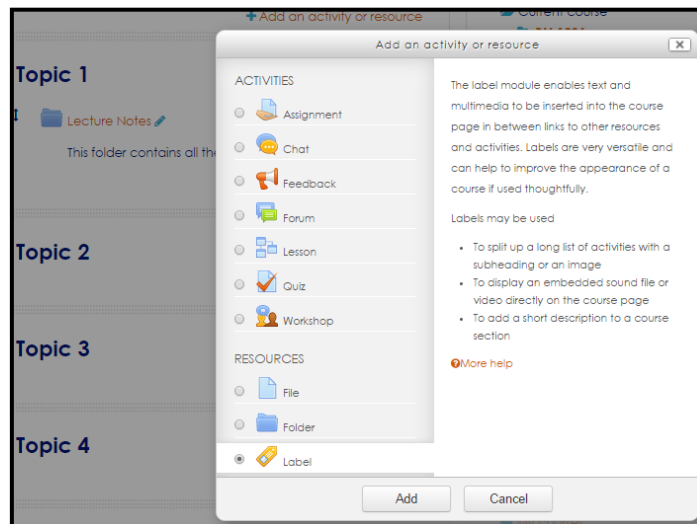


Figure 1: Add Activity or Resources Screen

3. In the *label Text entry box (required)*, enter and format your text. The screen is as in Figure 2.

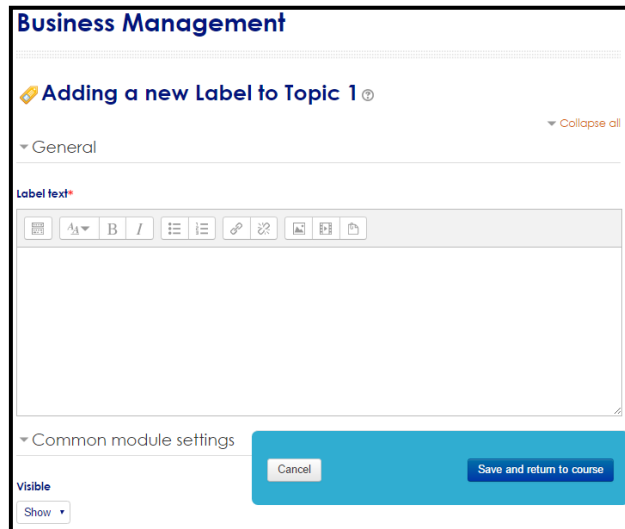


Figure 2: Adding a new Label Screen

Tip: Click the Toolbar Toggle button to see all of the formatting options.

4. Labels always appear at the bottom of the section. Use the **Move icon (+)** to drag the **Label** into position (as needed). The screen is as in Figure 3

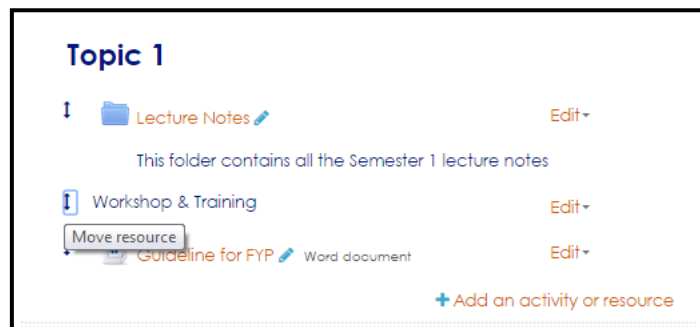


Figure 2: Course Home Screen

8.2 Add an Image in a Label

1. On your course page, click **Turn editing** on (top right). Editing icons and links will appear.
 2. In the **Section** of your course page where you wish to add an image:
 - To add an image in a **Label**, click **Add an activity or resources.....**, and choose **Label** from the **Activity Chooser**.
 - The **Add a label screen** will open.
 - To add an image to the **Section Summary**, at the top left of the section, click the **Edit summary** icon.
 - The **Summary** screen will open.
 3. Drag and drop an image file from your computer into the **HTML Editor entry box** or the in the **HTML Editor toolbar**, click **Insert/edit Image** to upload and insert an image.
 4. To change the image properties (e.g., alignment, size, border, etc.), click **image**, then click the **Insert/edit Images** button in the **HTML editor toolbar**. The **Insert/edit image** dialog box will open showing a preview of your image.
 - In the **Image description** field, enter a description to make the image accessible to students who use screen reading software.
 - To place the image on the left or right of the page, click the **Appearance** tab and change the **Alignment** drop-down from **--Not set--** to, for example, **Left**, **Right** or **Middle**. **Note:** Right or left-aligned images will float to the side of a **Label**, but not around other Resource or Activity links in the Section. Each **Label** will be at least as tall as an image it contains, so tall images may not work well on a course page.
 - To resize the image, click the **Appearance** tab and enter dimensions (in pixels). Check **Constrain proportions** to enter just a width and height and have the editor preserve the proportions of the image. To add white space (margins) or a border around an image, under the **Appearance tab**, enter values (in pixels) for **Vertical space**, **Horizontal space** or **Border**.
- Click **Update**, the dialog box will close and you will see the image in the box.
5. Click **Save and return to course**.

8.3 Dimension Recommendations

1. Use thumbnail-sized images (100-200 pixels wide or less) for place markers or as icons.
2. Keep illustrations small (250-400 pixels wide as a general guideline*). You can link to a larger version if you need students to see more details.
3. If adding a banner to the *Summary* in the top Section of your course page, 425 pixels wide and less than 100 pixels high works best.
4. If adding an image to an HTML block, it should be no more than 175 pixels wide.
5. Images larger than 450 pixels may be too large for the space provided and will cause a scroll bar to appear, student will have to scroll horizontally to view page content. You can resize an image in the *Moodle HTML Editor*.

8.4 Best Practices for Labels

1. Provide custom *Section Names*, especially when using the Collapsed Topics format. Unless your course uses a Weekly format, if you do not provide a custom name, sections will be named “Topic 1”, “Topic 2”, or “Section 1”, “Section 2”, etc...
2. Provide *Summary* text at the top of each section, telling the goals for the week or topic.
3. Use *Labels* to add sub-headings to group the *Resource* and *Activities* listed in each section.
4. Give *Resources* and *Activities* informative names.
5. Show a brief description below *Activity* or *Resource* links by checking “Display description on course page” in the *Settings* for an item, or by adding a *Label*.
6. Use the *Indent* tool to create visual hierarchy on the page.
7. Limit image dimensions on your main course page. Large images take up a lot of space, cause extra scrolling and can break the page layout.

9. Support and Helpdesk Services

Response Time and Severity Level

This section defines the severity levels allocated to problems reported and the maximum target turnaround from problem determination to issuing a software fix to user. Within the time zone of Malaysia (GMT+8)

The service level responds times are as follows: ITD shall ensure that the error shall be responded to and resolved within the following specified Service Level as stated at chart below.

Severity Descriptions	
Urgent/Severe	Critical production issue affecting all users, including system unavailability, with no workaround available.
High	Issue is persistent, affects many users and/or impacts core functionality or results in significant performance degradation with no reasonable workaround available.
Normal	Errors in functionality within the application, often accompanied by workarounds or affecting some but not all users.
Low	General inquiries on the use of the application or; cosmetic errors or incidents which otherwise do not require immediate attention or; Rare errors that appear during unusual conditions or are otherwise unlikely in normal use or; Errors which have a sustainable workaround.

Service Level Targets			
Ticket Severity	First Reply	Workaround/Temporary Solution	Permanent Solution
Urgent	Within 2 hours from the report received	Within 4 working hours	2 working days or as soon as feasible or practical.
High	Within 2 hours from the report received	Within 6 working hours	4 working days or as soon as feasible or practical.
Normal	Within 2 hours from the report received	Within 8 working hours	6 working days or as soon as feasible or practical.
Low	Within 2 hours from the report received	1 working day	8 working days or as soon as feasible or practical

***Notes:

- The working days should be based on the Pahang state calendar.
- IT support operates on 8.30am to 5.45pm daily from Monday to Friday, any crucial error (system down), user can contact IT at any day and time.
- Working hours are calculated by 8 working hour per/working day.