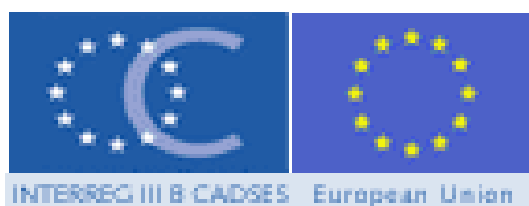


Educate! E-learning Platform



Student's Manual



Title	Student's Manual for the Educate! E-learning Platform
Editor	Agelos Panagiotakis – National Technical University of Athens
Authors	The individual authors of each Moodle documentation page (can be found in the History link on each page of http://docs.moodle.org).
Current version	V 1.0
Date (dd/mm/yyyy)	29/11/2007
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Table of Contents

Table of Contents.....	v
Tables of Figures	vii
1 Introduction	1
1.1 Prerequisites.....	2
1.2 Technical Requirements.....	3
1.2.1 Hardware Requirements.....	3
1.2.2 Software Requirements.....	3
1.2.2.1 Acceptable Web Browsers.....	3
1.2.2.2 Content Viewing and Editing.....	4
1.2.2.3 Communication tools	4
1.2.2.4 Media players.....	4
2 Basic Functionality	6
2.1 Getting Started.....	7
2.2 Login	8
2.3 Logout.....	10
2.4 User's Platform profile	11
2.4.1 Editing your User Profile.....	11
2.5 User's Personal Area.....	15
2.5.1 Personal area sticky blocks.....	15
2.5.2 Latest News Block.....	16
2.5.3 My Modules Block	16
2.5.4 Online Users Block	18
2.5.5 Messages Block	18
2.5.6 Calendar block.....	19
2.5.6.1 Adding/editing a calendar event	20
2.6 Module Area	22
2.6.1 A First Look at Module Area.....	22
2.6.2 Basic navigation	23
2.6.2.1 "Breadcrumbs"	23
2.6.2.2 Footer.....	23
2.6.2.3 Jump Links.....	23
2.6.2.4 Links.....	24
2.6.2.5 Browser Navigation Buttons	24
2.6.3 Personal Area.....	24
2.6.4 Main Section	25
2.6.5 Lessons	26
2.6.6 Module Blocks	27
2.6.6.1 Administration block.....	28
2.6.6.2 Upcoming Events block	28
2.6.6.3 Search Forums Block	28
2.6.6.4 Module Extra blocks	29
2.6.7 Module Screen Elements	29
2.6.8 Platform's Help System	30

3	Module resources	31
3.1	Files	32
3.2	Directory.....	33
3.3	Main Reading Units (SCORM)	34
3.4	Web Pages	37
3.5	Glossary.....	39
4	Module Activities	45
4.1	Assignments	45
4.1.1	Uploading a File.....	45
4.1.2	On-line Text	47
4.2	Choice.....	48
4.3	Lesson Activity	50
4.4	Quiz.....	52
4.5	Surveys.....	55
5	Using Communication tools	57
5.1	Messaging	58
5.1.1	Sending messages	58
5.1.2	Reading and replying to messages	59
5.1.3	Searching messages	59
5.1.4	Managing contacts	60
5.1.5	Message history	61
5.1.6	Message settings.....	61
5.2	Forums.....	63
5.2.1	Entering a new discussion topic	63
5.2.2	Reply in a discussion topic	64
5.3	Chats.....	66
6	WYSIWYG/HTML Editor.....	68
7	GNU General Public Licence	71
8	References.....	76

Tables of Figures

Figure 1: The Main Web Site	7
Figure 2: Header with no user logged in	8
Figure 3: Login Screen.....	8
Figure 4: Remember Password Screen	8
Figure 5: Forgotten Password.....	9
Figure 6: Header after login.....	9
Figure 7: Log out Link on Header	10
Figure 8: Log out link on page footer	10
Figure 9: Log out Confirmation	10
Figure 10: User's Platform Profile	11
Figure 11: Editing your Profile.....	12
Figure 12: Email Digest Options.....	13
Figure 13: User's Personal Area	15
Figure 14: Latest News Block	16
Figure 15: My Modules Block.....	16
Figure 16: Thematic Areas screen	17
Figure 17: Enrolment key.....	17
Figure 18: On line users' block	18
Figure 19: My Messages Side Block.....	18
Figure 20: Calendar Block.....	19
Figure 21: The expanded month view	20
Figure 22: Adding a new calendar event.....	21
Figure 23: Module Page	22
Figure 24: Breadcrumbs Example.....	23
Figure 25: Jump to module Unit	24
Figure 26: Generic Format of the Module Main Area.....	25
Figure 27: A typical Lesson (show only this lesson mode).....	27
Figure 28: A typical Lesson (show all lessons mode)	27
Figure 29 "Jump to ..." Lesson Menu	27
Figure 30: Administration block for students.....	28
Figure 31: Search Forums Block	28
Figure 32: Module Area	29
Figure 33: Module resources	31
Figure 34: The directory resource	33
Figure 35: Files on a directory	33
Figure 36: Lesson with Main Reading Units (1st Lecture Notes)	34
Figure 37: viewing SCORMs.....	35
Figure 38: SCORM Reading in Preview and Normal Mode	35
Figure 39: SCORM Navigation Buttons.....	36
Figure 40: SCORM Contents Panel.....	36
Figure 41: Embedded mp3 player	37
Figure 42: Embedded QuickTime Player	37
Figure 43: Embedded MS Media Player	38
Figure 44: Embedded Flash player	38
Figure 45: glossary in main view	39
Figure 46: Simple, dictionary style	39
Figure 47: Encyclopedia format.....	40
Figure 48: Entry list format	40
Figure 49: FAQ Format.....	40
Figure 50: Full with author.....	41
Figure 51: Full without author	41
Figure 52: Glossary	42
Figure 53: Add a new entry	42
Figure 54: Selecting a local file to upload	46
Figure 55: Uploaded File Submission.....	46
Figure 56: Online Text.....	47

Table of Figures

Figure 57: Teacher Feedback.....	47
Figure 58: Choices.....	48
Figure 59: My Selection and Choice results	48
Figure 60: Choice Results	49
Figure 61: Lesson Activity	50
Figure 62: Lesson Answer box	50
Figure 63: Quiz Overview	53
Figure 64: My Messages Side Block.....	58
Figure 65: Message Window.....	59
Figure 66: The header tools of the messaging window	59
Figure 67: Message window Search tab	60
Figure 68: Message window Contacts tab	61
Figure 69: Previous Conversations	61
Figure 70: Message window Settings tab	62
Figure 71: Forum Discussions	63
Figure 72: New discussion topic.....	64
Figure 73: Topic View	65
Figure 74: Topic Reply.....	65
Figure 75: Entering chat screen	66
Figure 76: Chat Window	67
Figure 77: 6 WYSIWYG/HTML Editor.....	68

1 Introduction

This manual aims to provide an introduction to using the on-line learning environment of Educate! .

After completing this chapter you will be able to:

- Navigate around the module.
- Identify the key elements of the module i.e. Lessons, Blocks, Activities, Resources.
- Use the Activity modules showcased in the module.
- Interact with the module teacher and other students.

It is, however, impossible to go into every detail, or else this would become a very long manual indeed. Where possible references will be made to outside sources for further reading, while we stick to the main events in this manual.

This manual assumes that your teacher has confirmed that you have at least a basic knowledge of how to use a computer including using input devices like a mouse and a keyboard.

In addition, it is assumed that you are familiar with your web browser and navigating between pages on the internet or an intranet.

This manual assumes that you already have a **Platform Account** and are familiar with using an Internet enabled computer system.

In this guide you will be introduced to the basics of participating in an online module. The actual appearance on screen is governed by settings on your own computer and as a result what you see may be slightly different to that shown in the examples.

1.1 Prerequisites

- Access to an IBM compatible system.
- Internet access either via modem and phone line or a direct network connection (highly recommended high speed access).
- Internet service provider for home access and/or access from work (must have prior to start of the module).
- An e-mail account for sending and receiving electronic mail via the Internet.
- A modern browser such as Internet Explorer 6, Netscape 7, or Firefox.
- Instructor accesses to a module on educate, or administrator access to the server

1.2 Technical Requirements

Since Educate! Modules are entirely online; participants are expected to have at least an elementary knowledge of their microcomputer operating system and basic knowledge of software and tools such as a word processor, e-mail, an Internet browser, and search engines.

1.2.1 Hardware Requirements

Minimum System Setup:

- **Processor:** IBM compatible Pentium II 500 MHz PCs and above
 - **Operating system:** Windows 98 or better (Win 98 may not work with all module software)
 - **Memory:** 128 MB RAM (or more)
 - **Hard Disk:** At least 40 MB free disk space
 - **Internet Connection:** Dial-up connections as low as 56kbps will work, but high speed is strongly recommended, but not required
 - **Screen resolution:** 1024 by 768, true colour
 - **Extras:** Sound card and speakers
- Recommended System Setup:
- **Processor:** IBM compatible Pentium 4 1 G Hz PCs and above
 - **Operating system:** Windows XP Operating System
 - **Memory:** 256 MB RAM (or more)
 - **Hard Disk:** At least 40 MB free disk space
 - **Internet connection:** The faster the better. (for sound and video a broadband connection is needed)
 - **Screen resolution:** 1024 by 768, true colour
 - **Extras:** Sound card and speakers

1.2.2 Software Requirements

1.2.2.1 Acceptable Web Browsers

This site supports all major internet browsers such as IE, Firefox, Safari, Opera, etc. You are prompted to use one of the following;



Internet Explorer 5.5 or higher

Available free at: www.microsoft.com/windows/ie/default.msp



Firefox 1.0.2

Available free at: <http://www.mozilla.org/products/firefox/>

1.2.2.2 Content Viewing and Editing

Your module may require special (free) plug-ins to access Streaming Media, PDF files, or other web components. If this is the case, then download and install the following programs:

MS-Office Suite



(specifically MS-Word is recommended)

Free Viewers : <http://office.microsoft.com/en-gb/downloads/HA010449811033.aspx>



Open Office 2

Available free at: <http://www.openoffice.org/>



Adobe Acrobat Reader (to view "PDF documents")

Available free at: www.adobe.com/products/acrobat/readstep2.html

1.2.2.3 Communication tools

E-mail software or a Web browser capable of supporting e-mail activity, including sending/receiving attached files.



Thunderbird Email Client

Available free at:

<http://www.mozilla.com/en-US/thunderbird/>

1.2.2.4 Media players



Windows Media Player 6.2 or higher

Available free at:

www.microsoft.com/downloads/search.aspx?displaylang=en&categoryid=4



Quick Time Player 6, or higher (for video clips)

Available free at: <http://www.apple.com/quicktime/download/>



Flash Player (for flash content)

Available free at: <http://adobe.com/go/getflash/>



Macromedia Shockwave Player

Available free at:

<http://www.adobe.com/shockwave/download/download.cgi>



Sun Java

Available free from: <http://developers.sun.com/downloads/>



Real Networks Real One Player:

Available free from: www.adobe.com/products/acrobat/readstep2.html

2 Basic Functionality

This chapter contains some basic information about the structure of the e-learning web site.

The Educate! E-learning platform internet location:

<http://www.water-msc.org/e-learning/>

The Educate! E-learning platform is composed of three parts:

- The main web site - www.water-msc.org
- The user's personal area - <http://www.water-msc.org/e-learning/my/>
- The e-learning modules - <http://www.water-msc.org/e-learning/course/index.php>

2.1 Getting Started

In the main web site all visitors are able to view **a series of information pages** for the Educate! Program. The navigation into these pages takes place using the upper menu.

You can notice there is also a **“News and Announcements”** section in the main web page with up-to-date information about the Educate! Program. Every new announcement concerning the progress of the program will be placed here. “News and Announcements” are also being automatically sent to every registered participant through email, to keep them up-to-date, every time a new announcement is placed.

The visitor can also see a small list with upcoming events of the project. These events are calendar based.



Figure 1: The Main Web Site

2.2 Login

In order to login in to the website you must click the login link placed in the header of the website.



Figure 2: Header with no user logged in

In the following login screen the user must enter the user name and password. After pressing the **login** button you will be redirected to your personal area.

Figure 3: Login Screen

The web browser might ask you about remembering your personal information. If you are using a public computer you better answer no.

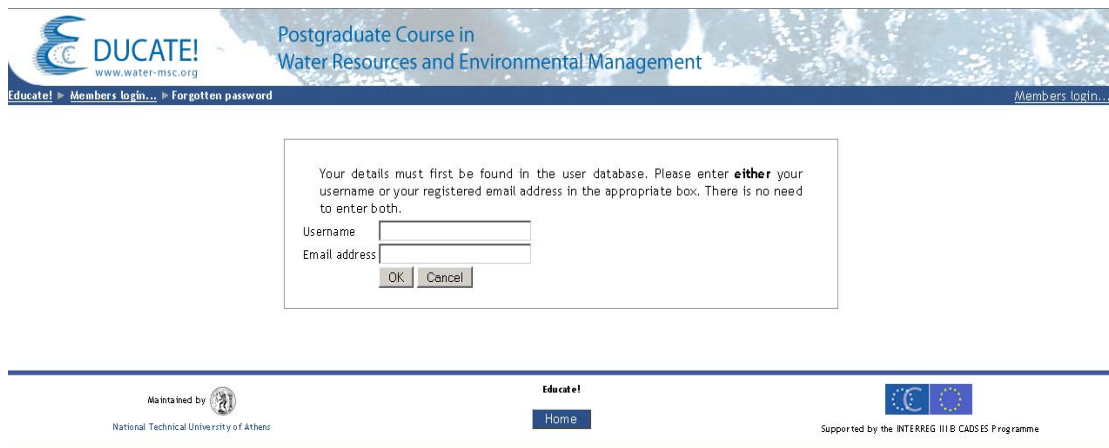


Figure 4: Remember Password Screen

If you are having problems logging into the platform then you should check a couple of things.

- Have you typed the Username and Password in correctly, exactly as it was given to you?
- Is the Caps-Lock key on your keyboard ON?
- Remember Username and passwords are case sensitive.
- Has someone with authority issued you a Username and Password?
- Are cookies turned on in your browser?

If you are still having problems you may be able to follow the “**Help me login**” link in the log on block of the ‘send me details via email’ button if you are at the login page. Please enter **either** your Username or your registered email address in the appropriate box. There is no need to enter both.



The screenshot shows the DUCATE! website header with the logo and text 'Postgraduate Course in Water Resources and Environmental Management'. Below the header, a modal dialog box is displayed with the following text: 'Your details must first be found in the user database. Please enter **either** your username or your registered email address in the appropriate box. There is no need to enter both.' The dialog contains two input fields labeled 'Username' and 'Email address', and two buttons at the bottom: 'OK' and 'Cancel'.

Figure 5: Forgotten Password

Notice that after a successful login the header is changing to something similar to the following screen;



The screenshot shows the DUCATE! website header after a successful login. The header includes the DUCATE! logo and text 'Postgraduate Course in Water Resources and Environmental Management'. Below the header, a navigation bar contains the following links: 'Educate! > Demo Module', 'You are logged in as Demo Student (Logout)', and 'Go to my personal page'.

Figure 6: Header after login

Notice the logout link that securely logs you out of the platform and the link in your complete name. This link redirects you to your personal profile area.

2.3 Logout

Whenever you are finished with your platform session and you are in a publicly used computer be sure to log out of the platform by pressing the logout link on the site header.



Figure 7: Log out Link on Header

There is also a log out link in the page footer



Figure 8: Log out link on page footer

Do not forget to press yes in the following screen:

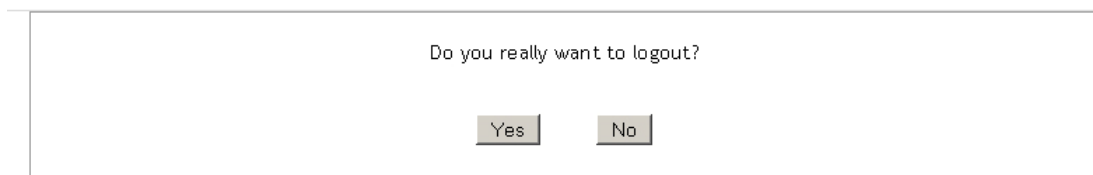


Figure 9: Log out Confirmation

2.4 User's Platform profile

The user profile page gathers together all the known information about a particular user.

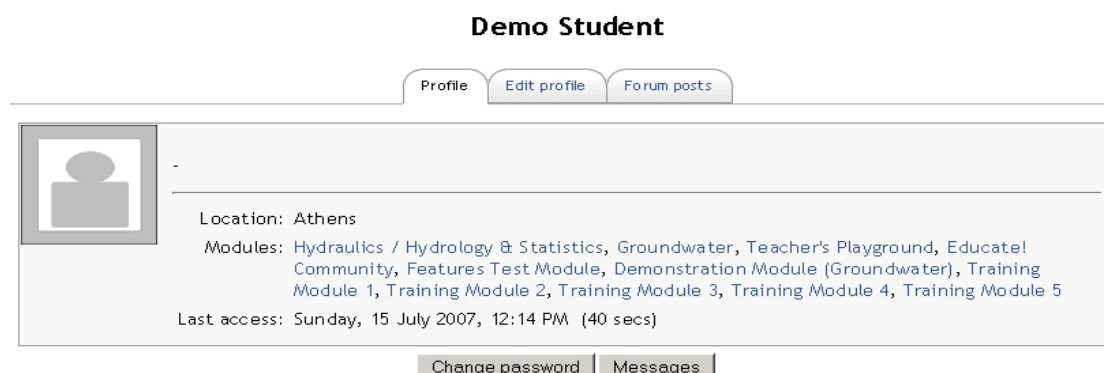


Figure 10: User's Platform Profile

If you are looking at your own profile, then you will see some extra tabs allowing you to edit the profile settings, or providing detailed report and logs about the activity of that user. You may also see a link for each module you or the user belongs to. There may be buttons at the bottom of the view profile page depending on whose profile you are viewing and what permissions have been set.

Change password

This takes you to a form for changing your password.

Messages

This opens the Messaging pop-up. It only shows when viewing your profile.

Send message

This takes you to the Messaging pop-up and opens a messaging session with the user whose profile you were using. It only shows when viewing someone else's profile and if messaging is switched on by the administrator.

2.4.1 Editing your User Profile

Students are usually asked to edit their profile in the first login. Go to your personal profile click on the edit link/tab. This brings you to their profile page, which has tabs for Edit Profile, Forum Posts, and activity reports.

Demo Student

[Profile](#) |
 [Edit profile](#) |
 [Forum posts](#)

First name:

Surname:

Email address:

Email display:

Email activated:

Email format:

Email charset:

Email digest type:

Forum auto-subscribe:

Forum tracking:

When editing text:

AJAX and Javascript:

City/town:

Country:

Timezone:

Preferred language:

Description:

Trebuchet [font] 1 (8 pt) [size] [color] [background-color] [bold] [italic] [underline] [strikethrough] [link] [unlink] [list] [ul] [ol] [indent] [outdent] [undo] [redo] [find] [replace] [help] [about] [print] [fullscreen] [reset] [paste] [copy] [cut] [insert-image] [insert-table] [insert-link] [insert-video] [insert-audio] [insert-code] [insert-smiley] [insert-template] [insert-table-row] [insert-table-cell] [insert-table-column] [insert-table-section] [insert-table-caption] [insert-table-footnote] [insert-table-endnote] [insert-table-break] [insert-table-collapse] [insert-table-expand] [insert-table-sort] [insert-table-filter] [insert-table-refresh] [insert-table-save] [insert-table-load] [insert-table-reset] [insert-table-help] [insert-table-about] [insert-table-print] [insert-table-fullscreen] [insert-table-reset] [insert-table-help] [insert-table-about] [insert-table-print] [insert-table-fullscreen]

Path:

[Update profile](#)

The following items are optional:

Current picture: 

New picture: [Αναζήτηση...](#)

 Max size: 200MB

Web page:

ICQ number:

Skype ID:

AIM ID:

Yahoo ID:

MSN ID:

ID number: (for the Teacher only)

Phone 1: (for the Teacher only)

Phone 2: (for the Teacher only)

Address: (for the Teacher only)

[Update profile](#)

Figure 11: Editing your Profile

First name, surname

The first two fields are quite self-explanatory. The first and last names should be those that you are to be known by in the modules. They will identify you everywhere in the modules and the platform.

Email address

The email address should be the address at which you wish to receive acknowledgments and messages from the system, and is also the address that is displayed to the instructor and other users of the platform, assuming that they have set the “Email display” option to allow other participants in the module to see their address, so it should be a mail address that they check regularly. Other email display options are to hide your mail address from all users (it will still be visible to administrators and instructors), or to make it available to everyone who visits the module, not just those that are enrolled.

Email display

This controls the visibility of the address to others, allowing you to show or hide your email in the module. There are three options: you can set it so that all users (including guests) could see your email, or so that only other enrollees in the module can see the email address, or so that no one could see your email address at all.

Email activated

One can either enable or disable emails being sent to an address. Note that if this is disabled, students will not receive any mail whatsoever from the site.

Email format

There are two “Pretty HTML format” (which means that the messages will be formatted with different fonts and colours to make them easier to read) and “Plain text format” (plain text with no fancy formatting or colours).

Email digest type

This setting determines how one receives any posts from forums to which one is subscribed. There are three possible choices: No digest (one receives individual emails), complete (a single digest daily) or subjects (a single digest daily with only the post topics included) .

The screenshot shows a user interface for configuring email settings. The 'Email format' is set to 'Pretty HTML format'. The 'Email digest type' dropdown is open, showing three options: 'No digest (single email per forum post)', 'Complete (daily email with full posts)', and 'Subjects (daily email with subjects only)'. The 'Forum auto-subscribe' field has a dropdown arrow. The 'Forum tracking' field has a dropdown arrow and a red arrow pointing to it. The 'When editing text' field is set to 'Use HTML editor (some browsers only)'.

Figure 12: Email Digest Options

Users may choose how they receive email from forums.

Forum auto-subscribe

This setting lets one decide if one wants email copies of posts that are added to forums. If you set this to subscribe, the system will automatically email one copies of new posts in forums that one posts in, unless they manually override it when posting.

Forum tracking

Enabling forum tracking means highlighting the posts you have not read yet, which should improve your forum navigation.

When editing text

This can usually be left on "Use HTML editor (some browsers only)". This allows for text formatting options, but requires newer browsers. If you find your browser is not letting you edit text, change this setting to "Use standard web forms".

City/town; country

These fields are used to further identify you by geographical location.

Time zone

This field is used to convert time-related messages on the system (such as assignment deadlines) from the default platform time zone to the correct time in whichever zone you have selected.

Description

In this field you can enter some text about yourself, be it information about your studies, hobbies, qualifications or anything else that does not break the acceptable use policy of this site. This text will be visible to anyone that views your profile.

Optional items

Current picture

This shows the picture (if available) associated with a profile.

New picture

This has a Browse button and field to allow you to upload a new picture for the profile. User pictures (also known as Avatars) are 100px by 100px for the larger view and 35px by 35px for the smaller view.

All uploaded user pictures can be viewed via the URL:-

<http://www.water-msc.org/e-learning/userpix/>

This is an easy way to see all the people in the educate! Community.

2.5 User's Personal Area

After a successful login the user is redirected to the user's Personal Area. The Personal Area is a customizable “dashboard” page that contains filtered information for a particular user. This includes information about registered modules, unread posts/messages, new assignments, upcoming quizzes etc. that the user should notice.

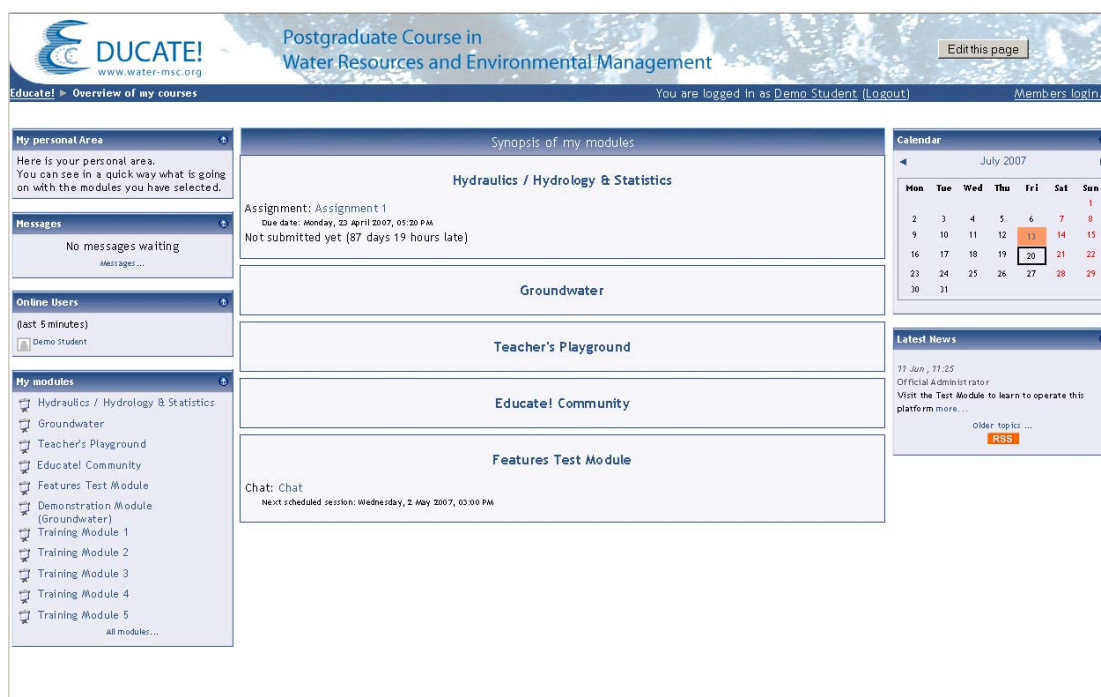


Figure 13: User's Personal Area

In the centre of the page are modules the student is allowed to access. The blocks on both sides can be customized (by pressing the **edit this page** button):

- The user can (if the administrator allows it) add their own blocks
- The administrator can specify Sticky blocks (always visible blocks).

The URL that sent you to your personal area is: <http://www.water-msc.org/e-learning/my/>

2.5.1 Personal area sticky blocks

The default sticky blocks displayed in the personal area are the following;

- o Latest News
- o My Modules
- o On Line Users

- o Messages
- o Calendar

2.5.2 Latest News Block



Figure 14: Latest News Block

Recent posts made in the site's "News and Announcements" section will display as a listed item in the Latest News block, along with a link to older archived news.. It also contains an RSS button (**RSS**) which gives RSS syndication for anyone wanting to use it.

2.5.3 My Modules Block

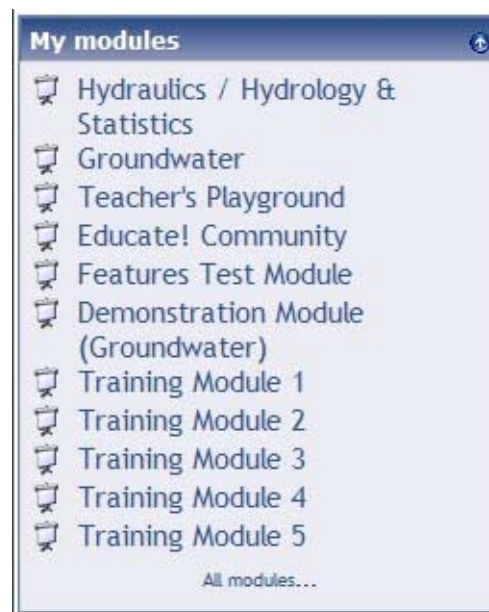


Figure 15: My Modules Block

The **Modules block** lists and allows navigation between all of the modules in which the logged in user (student) is a participant. The block title shows as "My Modules" and allows one-click access to a module's home page.

There is also the option to list *All modules...* available within the platforms site. This will display the list of thematic areas and a click on one of the types will reveal all the modules in that category. There is also a search all modules option on this page.

Thematic Areas



Figure 16: Thematic Areas screen

 The information icon available takes you to a detailed description of the module and the stuff involved.

When a student enters an unassigned module using the module block, they will be asked to enrol, and to enter an enrolment key, if the teacher requires it. In some cases the module may be protected so that only students who have been provided with an enrolment key (password) may enter. If this is the case you will see a “key” icon adjacent to the module title. When you attempt to enrol on the module, displaying a “key” icon, for the first time you will be prompted for the enrolment key which you will need to enter before you can proceed.

The enrolment key will be provided to you separately, please do not share it with others unless you are requested to do so by your teacher or the site administrator. Before we move on, it's worth mentioning one other icon you may encounter – the “Guest” icon.

The form is a simple dialog box with a light gray background. It contains the text "Enrolment key:" followed by a white text input field. Below the input field are two buttons: "Login" and "Cancel".

Figure 17: Enrolment key

 This icon indicates that a module may be viewed by guests who are not enrolled on the module. Guests are not allowed to participate in activities in the module. In some cases guests are required to enter an enrolment key to gain access to the module.

2.5.4 Online Users Block

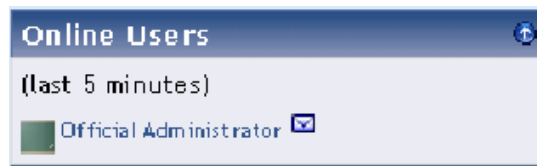


Figure 18: On line users' block

The **Online Users** block shows a list of users who have been logged into the current module. The list is updated on a regular basis (the default is every 5 minutes).

- Note that even though a user may have been logged into a module within the last 5 minutes, it does not necessarily mean that this user is still online.
- Bold type indicates a teacher
- If you hold the cursor over somebody's name, you will see how long ago that person was last "seen" in the module
- If you click on the envelope icon next to somebody's name, you will be able to send a private message to that person (using platform's messaging system)

2.5.5 Messages Block

Messaging is non-module specific i.e. users may send messages to each other regardless of whether they are enrolled on the same module. Your profile page also contains a "Messages" button for opening the Messages window. Alternatively, to encourage the use of messaging in the platform, we added along with the Messages block an Online Users block to your module page.

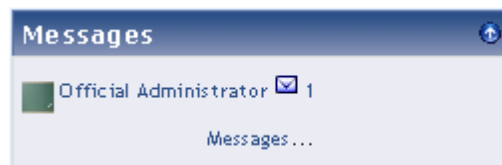


Figure 19: My Messages Side Block

For more information on sending messages see paragraph §4.1 (page 45)

2.5.6 Calendar block



Figure 20: Calendar Block

The Calendar displays the following types of events:

- **Site** (events viewable in all modules - created by admin users)
- **Module** (events viewable only to module members - created by teachers)
- **Groups** (events viewable only by members of a group - created by teachers)
- **User** (personal events a student user can create - viewable only by the user)

Events are added to the calendar, and can be aimed at individual users.

Events display date based events such as closing dates to assignments, forums, quizzes, chat session opening etc.

You can view previous or future months on Calendar by clicking the left/right arrows next to the current month's name. The current date is outlined. You can hide or show various categories of events by clicking on the colour key below the calendar. This can make the calendar easier to read (especially if there are many events on the calendar). For example, if you wanted to hide Group event dates (events assigned to learner Groups you create), click "Group events" on the bottom of the Calendar. This would hide all group events, and the colour code would disappear from the link on the calendar. To show the events again, click the Group Events link again.

Both the daily and monthly detail screens have the New Event button. This allows you to manually add events

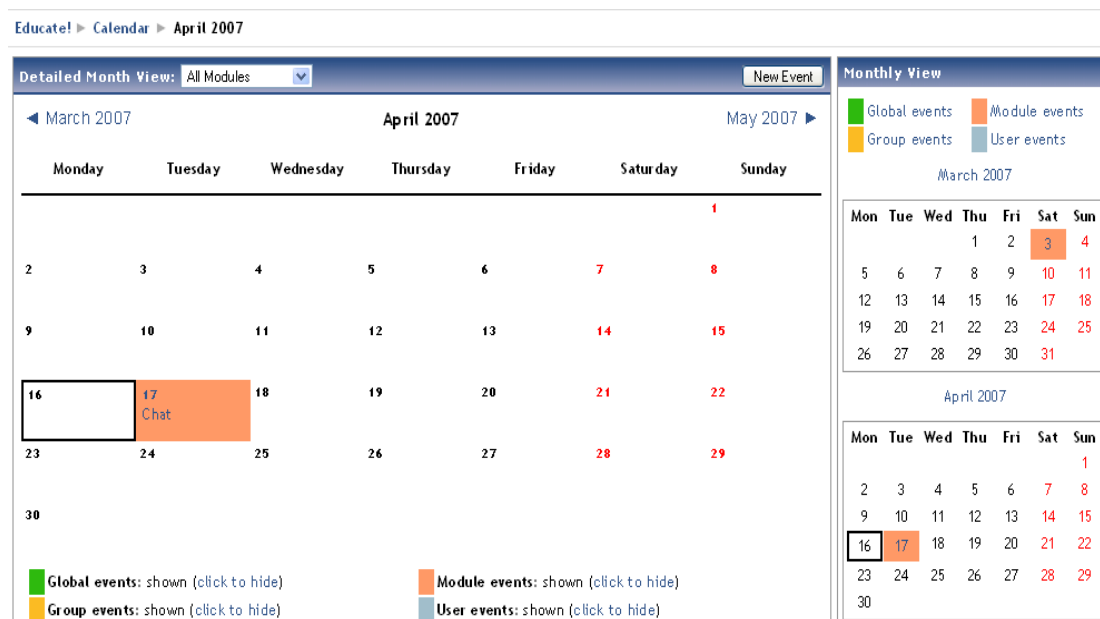


Figure 21: The expanded month view

2.5.6.1 Adding/editing a calendar event

To add a Calendar Event:

➤ **Step 1**

Click the month of your event on the calendar. You will be taken to the Calendar page.

➤ **Step 2**

In the calendar view, click the “New Event” button. You will be taken to the New Events page.

➤ **Step 3**

From the New Events page select from the following and click “OK.” You will be taken to the New Event Properties Page.

➤ **Step 4**

Give your event a name, description, date, and duration. Click “Save Changes.” Your event will be displayed with a color code within the Calendar block.

Educate! ► Calendar ► New Event

New Event (User event)

Name:

Description: **B** *I* U ~~S~~ $\times_2$ $\times^2$

Path:

Date: Time

Duration: ☒ Without duration
☐ Until Time
☐ Duration in minutes

Repeats: ☒ No repeats
☐ Repeat weekly, creating altogether events

Figure 22: Adding a new calendar event

2.6 Module Area

In this section we will take a quick tour of the module environment. Please bear in mind that you may not see all of the following in future modules, as they are not all essential for every module.

To enter the module you just have to click on a module name link in the “my modules” block or on a module name link in the main part (“Modules Synopsis”) of your personal area.

The screenshot shows the Moodle interface for a specific module. At the top is a header with the DUCATE! logo and the course title. Below the header is a navigation bar with a breadcrumb trail: 'Educate! > Test Module'. The main content area is titled 'Module Outline' and contains a 'Welcome to the Platform Demonstration Module' section. This section lists various links for participants, including 'Summary', 'Objectives', 'Abstract', 'Communication Point', 'Module News and Announcements', 'Forum', 'Chat', and a 'Glossary of basic e-learning terms'. Below this, there are three numbered sections: 'Lesson 1: General Lesson Format', 'Lesson 2: Resources About Moodle', and 'Lesson 3: Basic Moodle Tools'. Each lesson section contains links to various resources, such as '1st Lesson Notes' in different formats, '1st Lesson Assignment', '1st Lesson Questions', 'a new quiz', 'my web link', 'Teacher Manual', and 'Using Moodle' Book. On the right side of the page, there is a sidebar with several widgets: 'Administration' (Grades), 'Latest News' (with a date and RSS link), 'Calendar' (showing a calendar for July 2007), 'Messages' (No messages waiting), 'Online Users' (last 5 minutes), and 'My modules' (a list of modules including 'Hydraulics / Hydrology & Statistics', 'Groundwater', 'Teacher's Playground', 'Educate! Community', 'Features Test Module', 'Demonstration Module (Groundwater)', 'Training Module 1', 'Training Module 2', 'Training Module 3', 'Training Module 4', and 'Training Module 5').

Figure 23: Module Page

2.6.1A First Look at Module Area

Below the header is a bar that fills with the hyperlinked names of pages as you navigate from one page to another. Also known as “breadcrumbs,” these links track where you are in the module and allow you to easily find your way back to where you started or to return to a page. Frequently, the best way to return to the module main page is to click on the module ID in the breadcrumb trail. For example, you would click on “Test Module” to go back to the module main page from another page in the module.

2.6.2 Basic navigation

There are many options for moving around the platform; here we will discuss these options so that you can recognize where you are and easily transit to the page you want.

2.6.2.1 “Breadcrumbs”

This is a menu positioned below the module header which shows your position in the module. The notes below the following breadcrumbs example will make this clearer.

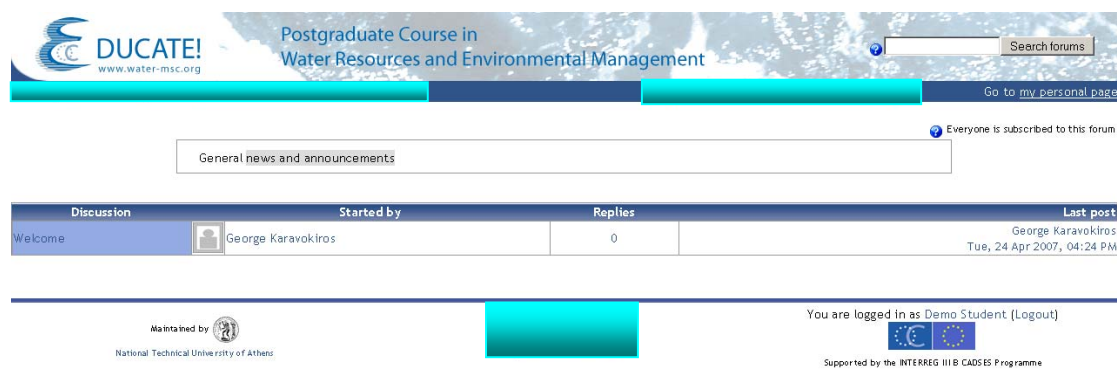


Figure 24: Breadcrumbs Example

Home (Educate!): Clicking on this would take you to the screen which displays all of the Modules on the site.

Shortened Module Name (Demo Module): This is the shortened name for this module, clicking on this would take you the module main page.

Activity/resource Category/Type (Forums): Clicking on this would display a list of all of the forums in this module. This would change the category name of same items in a module ex. Chats, Assignments, Resources, etc. This is helpful if you want to see all the resources of the same type in a specific module.

Activity Name (Forum): This indicates the activity currently being viewed.

The above is only one example of how the breadcrumbs menu may appear. Keep any eye on this as you navigate around the module, you will notice that it changes to reflect your current position.

2.6.2.2 Footer

Another method for navigating can be found at the foot of each screen or activity. This takes the form of a text link which will take you to either the homepage of the site (where all the modules and general news and announcements are listed) or the main screen of your module. The link will either display the word used to describe the homepage of the site or the shortened name of the module (in this case “Demo Module”).

2.6.2.3 Jump Links

Text links are used extensively in modules and are used for a number of purposes in addition to navigation e.g. display information, turn options on or off. While in a module activity you can move to another activity or resource in the module by means of the of a jump menu. The “Next / Previous” buttons will take you back and forth between the activities and resources in

the order in which they appear in the module topics, while clicking the drop down list will allow you to select from the complete list, in topic order, and navigate directly to your selection.



Figure 25: Jump to module Unit



The “Next / Previous” buttons (below) will take you back and forth between the activities and resources in the order in which they appear in the module topics, whilst clicking the drop down list will allow you to select from the complete list, in topic order, and navigate directly to your selection.

Note that if you use the jump menu or click on the “Home” or shortened module name links to navigate to another area of the module your input may not be saved. To avoid this always ensure that you complete what you are doing within the activity first e.g. post to a forum, save changes.

2.6.2.4 Links

Throughout the website and module you will encounter text which changes color and becomes underlined when you move your on screen cursor over it. These are text links which, when clicked, will take you whatever is described in the link text.

2.6.2.5 Browser Navigation Buttons

Finally, it is possible to navigate between pages by using the navigation buttons on your web browser. This is not recommended, you will obtain more consistent results by using the navigation options within the website and module pages. The main module page is divided into a number of specific areas which you will encounter often (although not necessarily always as mentioned above). An overview of these is given in the following sections.



2.6.3 Personal Area

The link inside the header area and below the “jump to...” menu labeled as “Go to my personal area” is the easiest way to go back to your personal area and see short information about registered modules, unread posts/messages, new assignments, upcoming quizzes etc., and move between modules.

2.6.4 Main Section

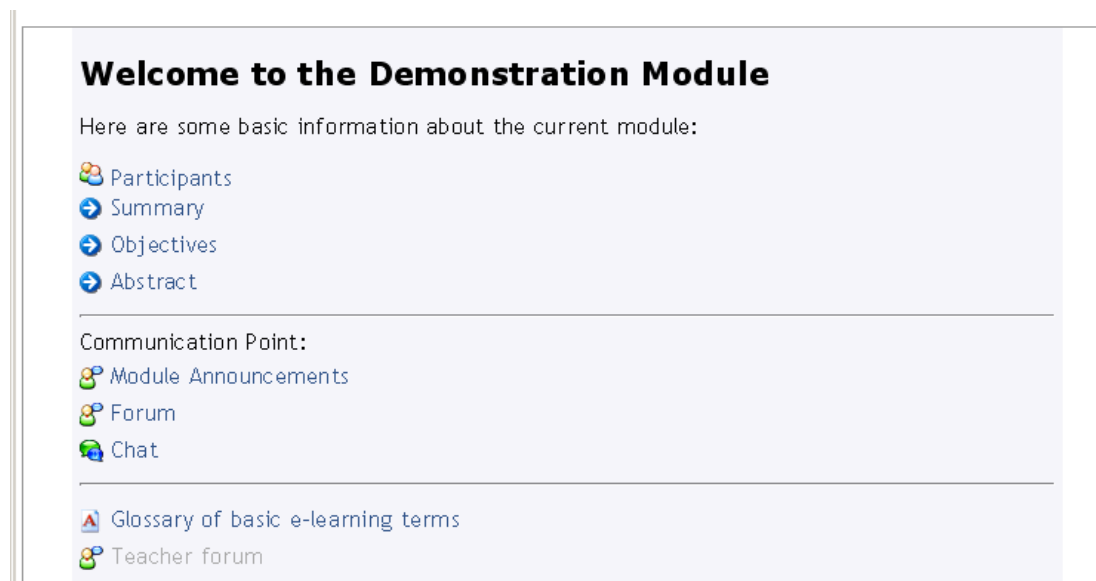


Figure 26: Generic Format of the Module Main Area

Below the navigation bar there are two or three columns, depending on whether there are blocks in each side. The far- left and far-right columns contain tool and information blocks, while the central block contains your module content and activities.

In the main column, also called “Module Outline Area” , the main activities and resources for the module are listed.

Module Outline

Participants

Participants are the teachers and students who participate in a module. From here, you can view the individual profiles of other participants in the module, check who is a member of a workgroup, contact them or send them messages.

Resources

These are some examples of web pages that contain useful information about the module. Please visit these pages first in order to understand how the module will progress.

-  Module Description
-  Aims
-  Intended learning outcomes
-  Teaching methods
-  Syllabus
-  Reading list



Communication Point:

Module News and Announcements

This is a web page where module's teacher places the module news and announcements. The students may only view announcements in modules they participate in. Participants receive copies of each new posting in their email if they have selected it by clicking on the 'Subscribe me in this forum' link. When you don't want to receive email messages click the 'Unsubscribe me from this forum' link.

Forum

In this area all users (teachers and students) can have discussions on any module topic. This activity can be the most important – it is here that most discussion takes place. Forums may be structured in different ways, and can include peer rating of each posting. Generally, forum postings may be edited up to 30 minutes after posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to.

Chat

The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat tool will not always contain reviewing chat discussions.

Glossary of module terms

This activity allows participants to view a list of definitions, like a dictionary. The entries can be searched or browsed in many different formats. It is also possible to see links throughout the module activities and content to these entries.

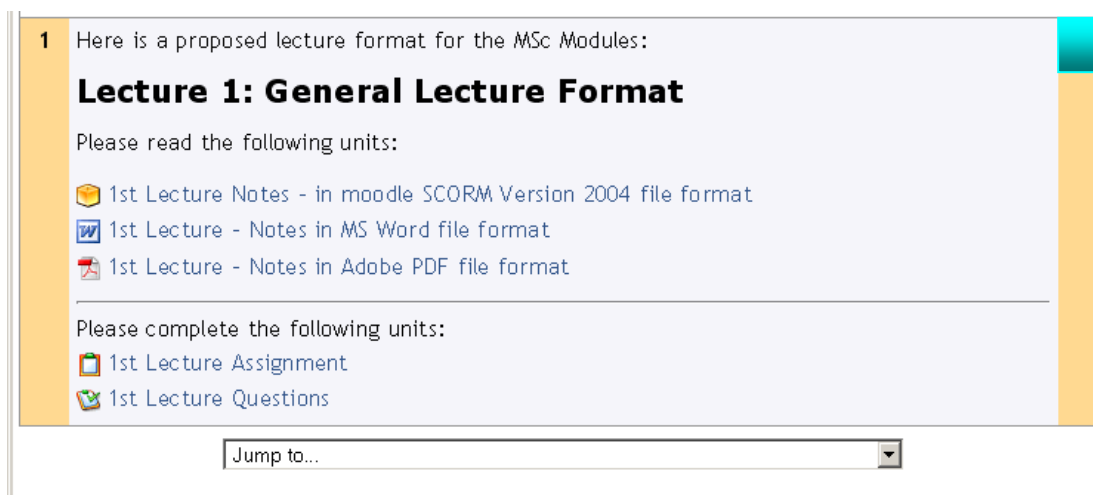
2.6.5 Lessons

Lessons reside in the centre of the module main page and below the module outline. It is in the lessons that your teacher will place the reading material and activities, which make up the online elements of your module. The column of lessons may vary in appearance depending on how your teacher has designed the module. Lessons may be identified by a number, a number and date range or simply by a descriptive name.

It is possible to focus on one lesson only and to access the other lessons by selecting from a drop down list. This can make navigation more convenient where there are many topics in a module. To achieve this click on the two squares at the right edge of the lesson area you want displayed, see below.

 Show all lessons Button

 "Show only this lesson" Button



1 Here is a proposed lecture format for the MSc Modules:

Lecture 1: General Lecture Format

Please read the following units:

- 1st Lecture Notes - in moodle SCORM Version 2004 file format
- 1st Lecture - Notes in MS Word file format
- 1st Lecture - Notes in Adobe PDF file format

Please complete the following units:

- 1st Lecture Assignment
- 1st Lecture Questions

Jump to...

Figure 27: A typical Lesson (show only this lesson mode)



1 Here is a proposed lesson format for the MSc Modules:

Lesson 1: General Lesson Format

Please read the following units:

- 1st Lesson Notes - in moodle SCORM Version 2004 file format
- 1st Lesson Notes in MS Word file format
- 1st Lesson Notes in Adobe PDF file format

Please complete the following units:

- 1st Lesson Assignment
- 1st Lesson Questions
- a new quiz
- my web link

2 Lesson 2 : Resources About Moodle

For the 2nd Lesson you can download some resources concerning moodle:

Jump to...

Figure 28: A typical Lesson (show all lessons mode)

When clicked, the “Jump to ...” menu allows you select other topics to view.

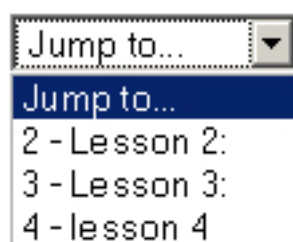


Figure 29 “Jump to ...” Lesson Menu

We will see in detail the reading material (chapter 3) and activities (chapter 4) that can appear inside lessons later on.

2.6.6 Module Blocks

Certain tools on the platform front page as well as the module pages can occur in the form of blocks. These are located in the side bars to the page. The number of blocks available is

considerable, but no module will have all of them active. We have already seen some of the main blocks, which are repeated in the module area too;

- Latest news
- Messages
- On Line Users
- Calendar
- My Modules

The following blocks are the most likely to occur in a module:

2.6.6.1 Administration block

The Administration block contains for students a link to their grades page, which lists the grades obtained for different activities and options to edit their profile and their password.



Figure 30: Administration block for students

2.6.6.2 Upcoming Events block

The upcoming events block calls attention to entries in the module calendar, like upcoming assignment deadlines. This block displays future events in a summarized list.

2.6.6.3 Search Forums Block

The Search Forum block allows you to search the module forums for a word or phrase. Type the word or phrase you want to find in the text field space.

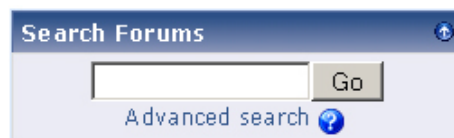


Figure 31: Search Forums Block

For basic searching of one or more words anywhere in the texts, just type them separated by spaces. All words longer than two characters are used. If you want to use advanced search options you can either move to the Advanced Search page (clicking Advanced Search in the Search Forums block) or use

To force exact matching of a word, use the plus sign, and the minus sign if there are particular exact words you don't want included in the search. To search for a particular phrase, use double quotes around it. To search for texts by a particular user, prefix a word from their

name with “user:”. To search for a word within the subject or title of a text only, prefix the word with “subject:”

2.6.6.4 Module Extra blocks

Quiz Results: This block displays the quiz results of a selected quiz.

Random Glossary Entry: This block will randomly display glossary entries.

Remote RSS Feed: This block allows the user to view current news from a source outside of the module.

2.6.7 Module Screen Elements

When a student logs into the module, this is the screen that they will see.

The screenshot displays the Educate! E-Learning Platform interface. At the top, the header bar includes the DUCATE! logo, the course title "Postgraduate Course in Water Resources and Environmental Management", and the user status "You are logged in as Demo Student (Logout)". Below the header, the main content area is titled "Module Outline". It features a "Welcome to the Platform Demonstration Module" section with a list of links: Participants, Summary, Objectives, Abstract, Communication Point, Module News and Announcements, Forum, Chat, and a Glossary of basic e-learning terms. Below this, there are three lesson sections: Lesson 1: General Lesson Format, Lesson 2: Resources About Moodle, and Lesson 3: Basic Moodle Tools. The right sidebar contains several blocks: Administration (Grades), Latest News (RSS), Calendar (July 2007), Messages (No messages waiting), Online Users (last 5 minutes), and My modules (Hydraulics / Hydrology & Statistics, Groundwater, Teacher's Playground, Educate! Community, Features Test Module, Demonstration Module (Groundwater), Training Module 1-5).

Figure 32: Module Area

The important things to note are:

- The Navigation Bar (Breadcrumbs Trail)
- Side Blocks

- Module Outline Area

2.6.8Platform's Help System

To help you through the rest of the manual and since not every detail is discussed, we encourage you to use this button () in order to get more specific help on an area where you have not been before. The **help icon** will provide you with a pop-up help window.

3 Module resources

Resources are content; information the teacher brings into the Module. A module can contain various resources which you will need to assist you in your study. These can take various forms e.g. text, images, video, web pages, Microsoft Office documents, Acrobat PDF files to name a few. Resources are accessed by clicking the text link to the right of the resource representative icon.

In the following sections we will see in detail some of the resources in order to learn to operate and navigate between them.

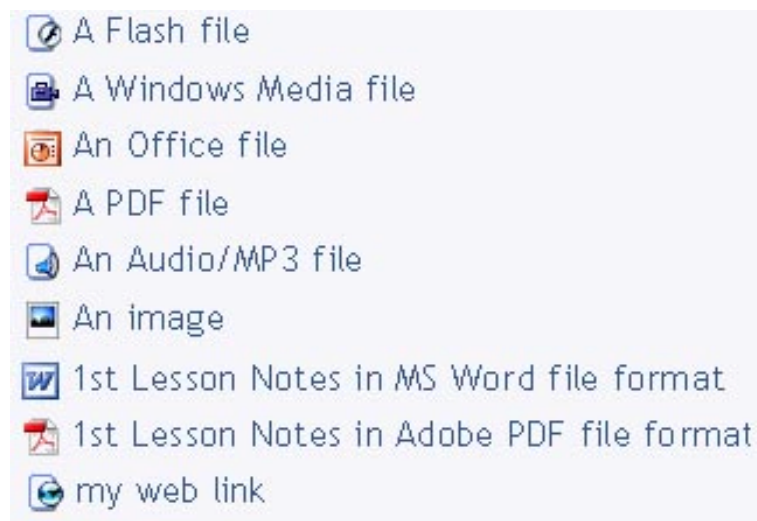


Figure 33: Module resources

3.1 Files

Most modules contain a certain amount of study material uploaded or linked to by the teacher. This material is used as background information or as starting point or basis for learning activities like discussions and assignments. The study resources in a module can comprise

 MS Word documents,

 Presentations,

 Excel Spreadsheets,

 PDF-files,

 Images,

 Sound (Flash player required for embedded MP3 sound),

 Flash animations (Flash player required),

 Video (QuickTime player required for embedded video),

 Other File types like MathCAD Files

Or a combination of these.

Even zipped files  or folders  can be part of the study material.

It is impossible to guarantee that all the resources will always work with all combinations of computer, connection and browsers at all times. If you run into problems, try to access the information from different PCs. If the problems persist, report them to apanag@chemeng.ntua.gr (mention your name, the name of the module, and the nature of the problem in detail).

3.2 Directory

Directory Resource Icon

The directory tool is no more or less than a folder of files (and its subdirectories) offered directly to the students by the teacher, rather than displaying them separately. The students can open or download the files, but not upload their own.



Figure 34: The directory resource

The teacher can just point to a whole folder of uploaded documents and make them all available at once.

Name	Size	Modified
 Logos	89.6KB	2 February 2007, 09:11 AM
 Test.ppt	57KB	1 February 2007, 03:30 AM
 WQ3.pdf	17.6KB	1 February 2007, 03:29 AM
 Washington.mov	76.1KB	1 February 2007, 03:29 AM
 bonjour.mp3	12.7KB	1 February 2007, 03:31 AM
 mitsy.wmv	308.3KB	1 February 2007, 03:30 AM
 muffins_from_space.swf	137.2KB	1 February 2007, 03:30 AM
 testfile.html	339 bytes	1 February 2007, 03:29 AM
 world-tour.mp3	236.1KB	1 February 2007, 03:29 AM

Figure 35: Files on a directory

3.3 Main Reading Units (SCORM)

Main Reading Unit Resource Icon

This type of reading resource is a special one. It contains a series of web pages with read tracking so the teacher can track your reading progress. However this is optional for the teachers and not all of them will track your reading progress. These series of web pages can also contain self assessment quizzes that will not be taken into account during grading.

If you look at Lecture 1 in the Demo module you will see a number of resources; the first one is an electronic version of the lecture notes in SCORM Format.

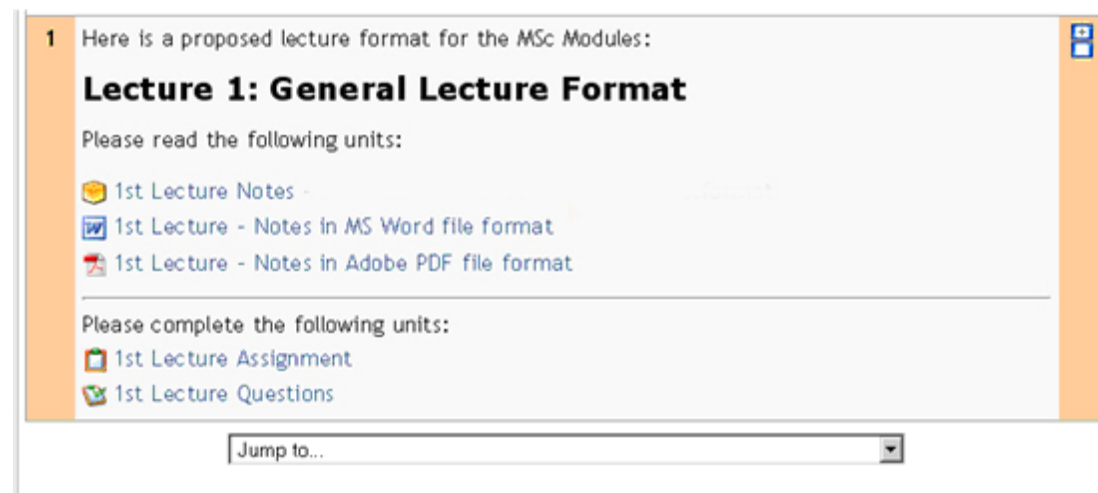


Figure 36: Lesson with Main Reading Units (1st Lecture Notes)

Clicking on a SCORM will take you to the contents of the package. You are prompted to select a method to view the contents. If you just curious about the contents of the main reading unit and want to preview them select Preview Mode. When you are actually going to read the notes select the Normal Method.

Test Scorm

My **test scorm** file from Course Genie

Contents

Chapter 4

- ☐ Water potential in porous media
 - ☐ Summary
 - ☐ Specific relative potential energy
 - ☐ Soil-water characteristic curve
 - ☐ Capillarity and soil suction
 - ☐ The influence of texture and structure on soil-water characteristic curve
 - ☐ Analytical expressions of the soil-water characteristic curve
 - ☐ Moisture indexes
 - ☐ Water infiltration in soils. Moisture profiles
 - ☐ Drying process
 - ☐ Forces acting in soils and rocks due to water-solids interaction
 - ☐ Bibliography
 - ☐ Comprehension questions
 - ☐ Exercises

Mode: ☐ Preview ☒ Normal

Figure 37: viewing SCORMs

☐ Not completed: When a section has not been read

☒ Completed: When a section is completed in normal mode

☐ Incomplete: When a section is completed in preview (browse) mode



DUCATE!
www.water-msc.org

Postgraduate Course in
Water Resources and Environmental Management

Educate! > Demo Module > SCORMs/AICCs > Test Scorm
You are logged in as: Demo Student (Logout)
Go to my personal page

Contents

Chapter 4

- ☒ Water potential in porous media
 - ☒ Summary
 - ☒ Specific relative potential energy
 - ☒ Soil-water characteristic curve
 - ☐ Capillarity and soil suction
 - ☐ The influence of texture and structure on soil-water characteristic curve
 - ☐ Analytical expressions of the soil-water characteristic curve
 - ☐ Moisture indexes
 - ☐ Water infiltration in soils. Moisture profiles
 - ☐ Drying process
 - ☐ Forces acting in soils and rocks due to water-solids interaction
 - ☐ Bibliography
 - ☐ Comprehension questions

Preview Mode

Chapter 4

Capillarity and soil suction

Built with the 14-day trial version of Course Genie

The matric suction and the capillarity phenomenon are closely related. The capillary height h_c is inverse proportional with the radius of capillary tube, accordingly to Jurin relationship:

$$h_c = \frac{2\sigma}{\rho_w g r} \quad (4.18)$$

where:

σ	surface tension of water
ρ_w	density of water
g	gravitational acceleration
r	radius of capillary tube

Relationships (4.11) and (4.18) lead to the equation of soil suction as function of the surface tension σ and the pore radius r

$$u_a - u_w = \frac{2\sigma}{\rho_w g r} \quad (4.19)$$

where:

Figure 38: SCORM Reading in Preview and Normal Mode

Navigation Buttons

< Previous Continue >

Figure 39: SCORM Navigation Buttons

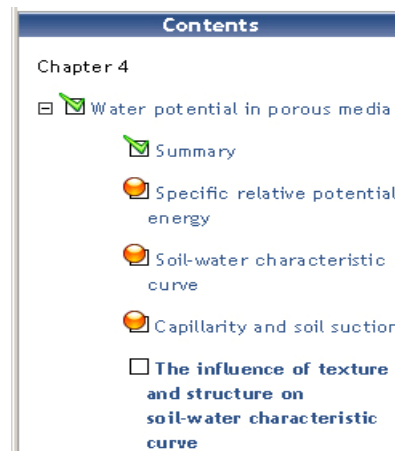


Figure 40: SCORM Contents Panel

3.4 Web Pages

 **Internal Web Page Resource Icon**

 **External Web Page Resource Icon**

A **Web page** or **webpage** is a resource of information that is suitable for the World Wide Web and can be accessed through a web browser. This information is usually in HTML or [XHTML](#) format, and may provide navigation to other web pages via hypertext [links](#). For internal web pages () , pages that were created inside the platform you are presented with the standard interface of the platform so you can navigate back and forth easily. For external web pages () , pages that are outside of the scope of the www.water-msc.org domain and our jurisdiction, you should find your way back by using the web browser navigation buttons.

Other media such as sound or video files may also be embedded within web pages, as part of the page or via hyperlinks. Games, animations and other computer-generated material can also be embedded using technologies such as Adobe Flash and Java applets. All of these depend on the client browser's ability to handle the material, and upon the client user's desire and ability to enable (when not enabled by default) these features on their machine. The platform can successfully embed some specific multimedia file types on a webpage or a lesson. For the following supported files you will be prompted with a player to play them. If you do not have the appropriate player installed in your system you will be prompted to download it by your web browser. For video and audio files just press "play" to reproduce the content. For flash files you may be presented with more actions inside the visible content area.

Audio: .mp3, .wma, .wav, .rm, .aif, .ram, .rpm



Figure 41: Embedded mp3 player

Video: .mov, .wmv, mpg, .avi

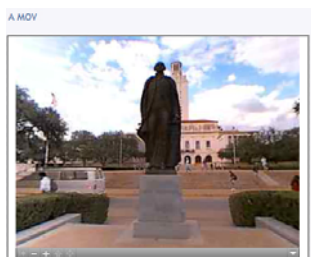


Figure 42: Embedded QuickTime Player

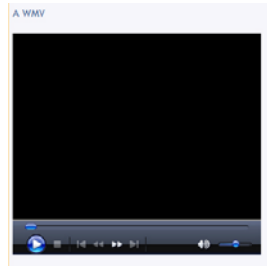


Figure 43: Embedded MS Media Player

Flash: .flv, .swf



Figure 44: Embedded Flash player

Go to §1.2.2 Software requirements for web addresses from which you may download and install media players.

If you have problems viewing multimedia content, you may find that you can download the video by pressing the **(Direct link to this file)** link below the video.

3.5 Glossary

Glossary Resource Icon

The glossary can be used to list difficult terms related to the subject of a module and explain them. Links to outside information sources, pictures and attachments are possible. In some modules students will be expected to add to the word list. These entries can be commented/evaluated by others. Glossary entries can be linked automatically to pages in the module, so that you can get glossary explanations for words by clicking on them. The glossary tool can also be used to create a place where students can upload and download files that can be commented upon and graded by others.

Glossary of basic e-learning terms

Figure 45: glossary in main view

There are many appearance options of glossaries:

- **Simple, dictionary style:** This presents the terms similar to a dictionary, in alphabetical order. Any attachments are shown as links. Author information is not presented.

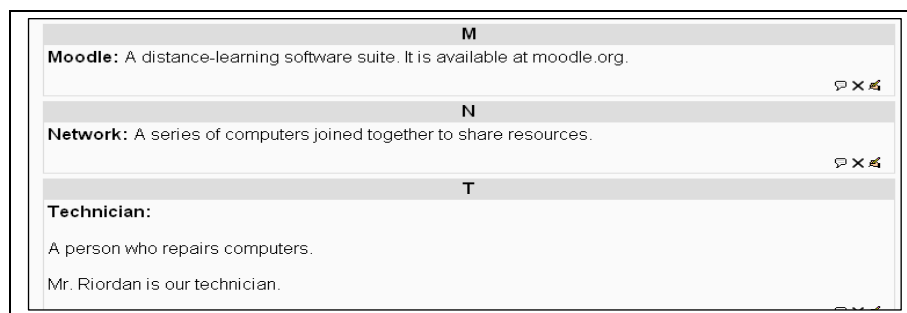


Figure 46: Simple, dictionary style

- **Continuous without author:** This presents the terms as one big page and sorts the terms by date. The author is not indicated. This appears the same as the “Simple, dictionary style” above.
- **Encyclopedia:** This presents the terms like an encyclopedia. All uploaded images are seen in the article, and the author is noted.

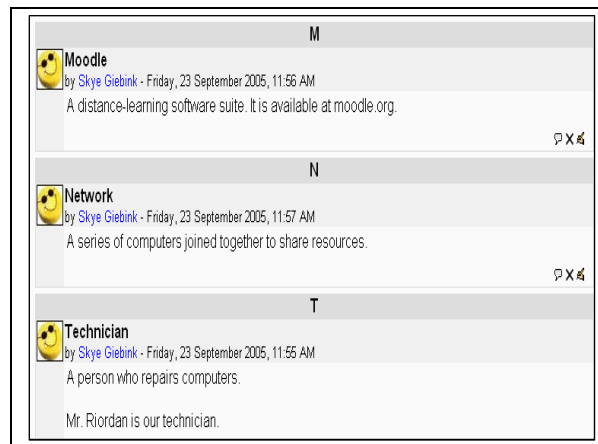


Figure 47: Encyclopedia format

- **Entry list:** This presents the terms as a list of the terms with no definitions. The administrator must set what happens when you click on the term – it may or may not show the definition depending on what the administrator has previously set



Figure 48: Entry list format

- **FAQ:** This presents the terms as a frequently asked question forum. The term's "Name" field will be presented as a question, and the "Description" field will be given as the answer.

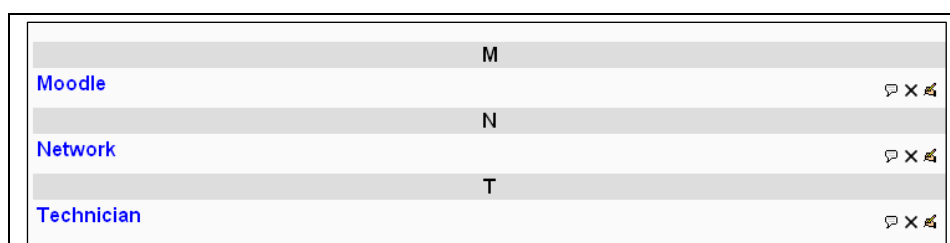


Figure 49: FAQ Format

- **Full with author:** This is similar to the "Encyclopedia" setting, except attachments are seen as links instead of a part of the definition. Author information is given.

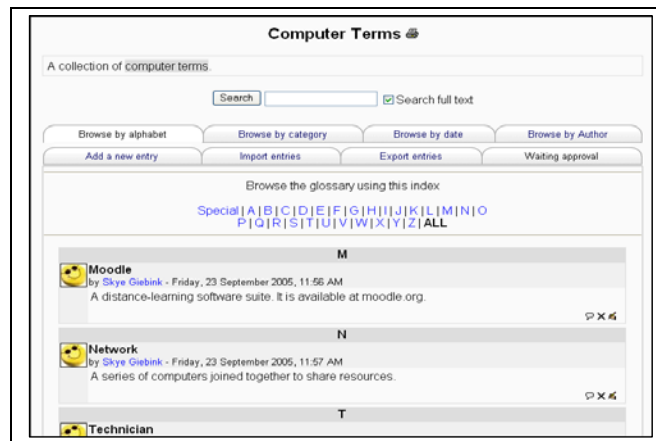


Figure 50: Full with author

- **Full without author:** This is the same as “Full with author,” except no author information is given. This looks very much like the “Simple, dictionary style,” except time and date information is given.

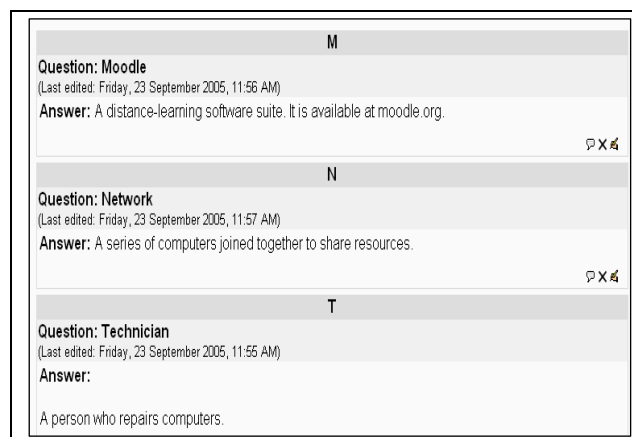


Figure 51: Full without author

Aquifers 📖

Search ☒ Search full text

[Add a new entry](#)
[Import entries](#)
[Export entries](#)
[Waiting approval](#)

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

Browse the glossary using this index

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

A

Aquifer: An **aquifer** is an underground layer of water-bearing permeable rock or unconsolidated materials (gravel, sand, silt, or clay) from which groundwater can be usefully extracted using a water well. The study of water flow in aquifers and the characterization of aquifers is called hydrogeology.

Keyword(s): [Exported entry](#)

G

Groundwater: Groundwater is water located beneath the ground surface in soil pore spaces and in the fractures of geologic formations. A formation of rock or soil is called an aquifer when it can yield a usable quantity of water.

Keyword(s): [1 Comment](#) [Exported entry](#)

Figure 52: Glossary

Adding a new entry: If you click on the “Add new entry” tab, you will see a screen like this.

Glossary

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

[Add a new entry](#)
[Import entries](#)
[Export entries](#)
[Waiting approval](#)

Add a new entry to the current glossary.
Concept and definition are mandatory fields.

Concept:
Keyword(s): [?](#)
Categories:

☐ This entry should be automatically linked
☐ This entry is case sensitive [?](#)
☐ Match whole words only [?](#)

Figure 53: Add a new entry

a) **Concept:** You must specify the “Concept” field. This is the term you want added to the glossary.

b) **Keyword(s):** You may add keywords that the system will link to this definition if those words are used. For example, if I define “sonnet” with a keyword of “poem,” then the system will link to the definition of “sonnet” if someone uses “poem” in a discussion.

c) **Categories:** You may also put the term into a category if you have any defined categories.

d) **This entry should be automatically linked:** Turning this feature on will allow the entry to be automatically linked to wherever the concept words and phrases appear throughout the rest of the same module. This includes forum postings, internal resources, week summaries, and so on. If you do not want particular text to be linked (e.g. in a forum posting), then you should add <nolink> and </nolink> tags around the text. In order to turn this feature on, auto linking must be enabled at glossary level.

e) **This entry is case sensitive:** This setting specifies whether matching exact upper and lower case is necessary when performing automatic linking to these entries. For example, if this is turned on, then a word like “html” in a forum posting will NOT be linked to a glossary entry called “HTML”.

f) **Match whole words only:** If automatic linking is enabled, then turning this setting on will force only whole words to be linked. For example, a glossary entry named “construct” will not create a link inside the word “constructivism”.

g) **Definition:** You then can fill in the “Definition” field, and can add any attachments (pictures, etc.) that you wish. When you are finished with your new entry, click on “Save changes.” Continue the process of adding new entries to fill your glossary.

4 Module Activities

An activity is generally an interactive learning segment for a student in a module. Activities are graded and are the most important part of an e-learning experience.

4.1 Assignments

Assignment Resource Icon

The Assignment tool contains a task which you have to carry out. You will often be required to upload and submit your work via the computer, but assignments can also involve writing a text online, or off-line tasks.

Assignments normally have a deadline that has to be observed. When the due date and time have passed, you cannot hand in your work anymore. It is therefore important to use proper time management when working on a web module. Note that due times are listed as module events in the **Calendar** and appear in the **Upcoming Events** box.

Once students have handed in their work (as one uploaded file, or as a text written on-line), the teacher can access it and give feedback/comments. Usually, students will also be given a grade. They can be notified of this automatically via e-mail (if the e-mail address in their profile is correct).

There is a number of assignment types available:

Upload a single file: This type of assignment allows each participant to upload a single file, of any type. This might be a Word processor (ex. Microsoft Word) document, or an image, a zipped web site, or anything else you might be requested to submit.

Online text: This assignment type asks users to edit a text, using the normal editing tools. Teachers can grade them online, and even add inline comments or changes.

Offline activity: This is useful when the assignment is performed outside of the platform. Students can see a description of the assignment, but can't upload files or anything. Grading works normally, and students will get notifications of their grades.

Advanced uploading of files: This type of assignment allows each participant to upload one or more files in any format. These might be a Word processor documents, images, a zipped web site, or anything else. This type also allows you to upload multiple response files. Response files can be also uploaded before your submission which can be used to give each participant a different file to work with. Participants may also enter notes describing the submitted files, progress status or any other text information. Submission of this type of assignment must be manually finalized by the participant. You can review the current status at any time; unfinished assignments are marked as Draft. You can revert any ungraded assignment back to draft status.

We will only see in detail the first two types of assignments.

4.1.1 Uploading a File

When you look at an assignment that requires you to **upload a file** you see something like the following figure. Click on the "Upload a file" button.

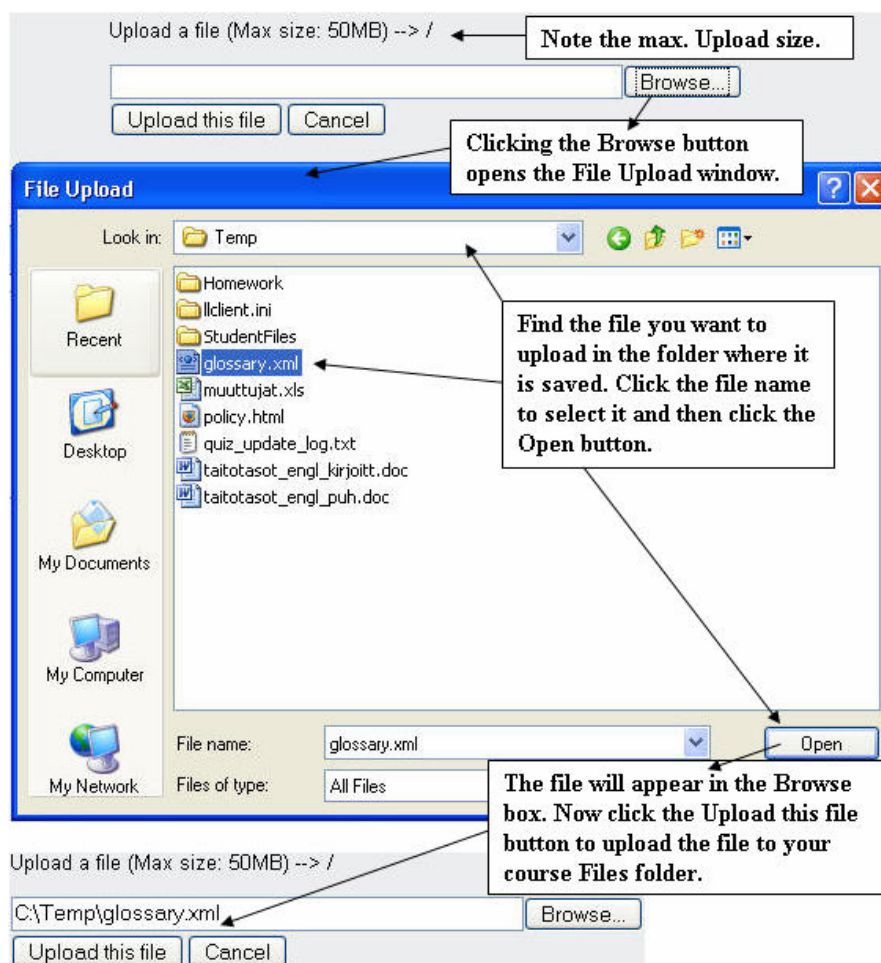


Figure 54: Selecting a local file to upload

This allows you to browse for the file you are looking for by clicking on the “Browse” button. Once you find the file, double-click on it. The path will fill in for you; click on “Upload this file.” The file will then be available for you to select.

Once you have handed in your work (as one file), the teacher can access it and give feedback/ comments. Usually, you will also be given a grade. You will be notified of this automatically. To see the feedback you can return to the assignment:

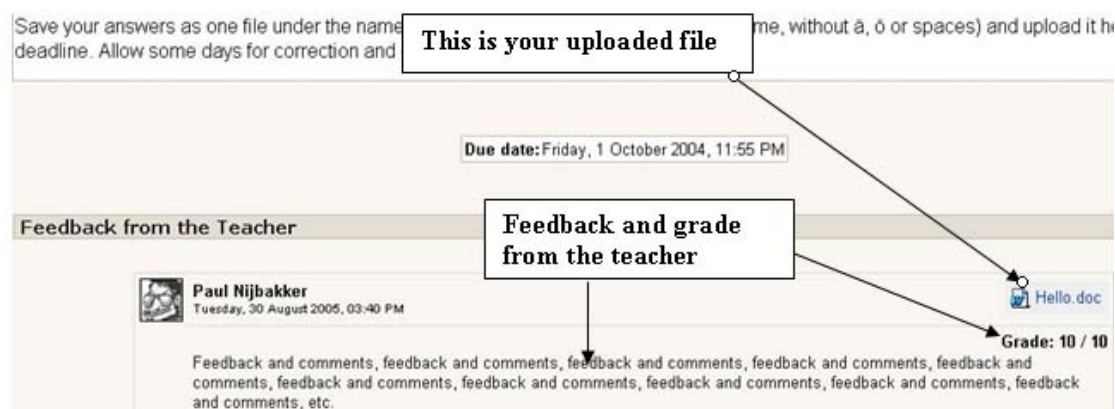


Figure 55: Uploaded File Submission

Note: in some assignments, the teacher can also upload a file, for example, to return to you a corrected version of the file you uploaded. This is called a response file.

4.1.2 On-line Text

When you open an **on-line text** writing assignment, you see the following view:

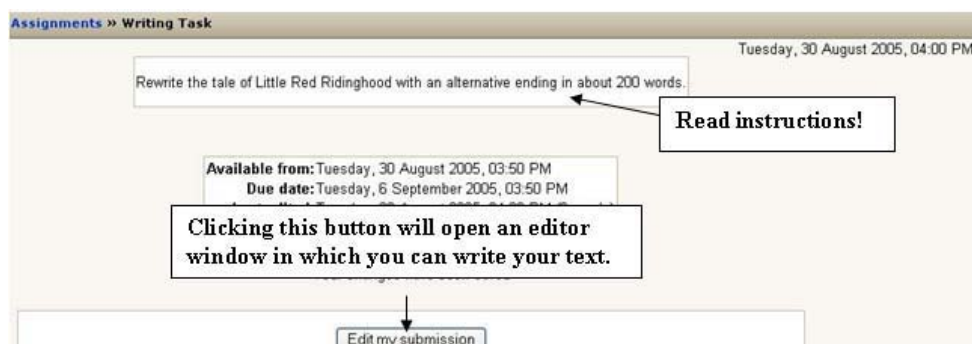


Figure 56: Online Text

Once you have written and saved your assignment the teacher can comment on your work and give a grade (which will be displayed in your grade book). You may receive an email notice that you have received feedback on your assignment, but sometimes you also have to improve your work before a final grade is given.

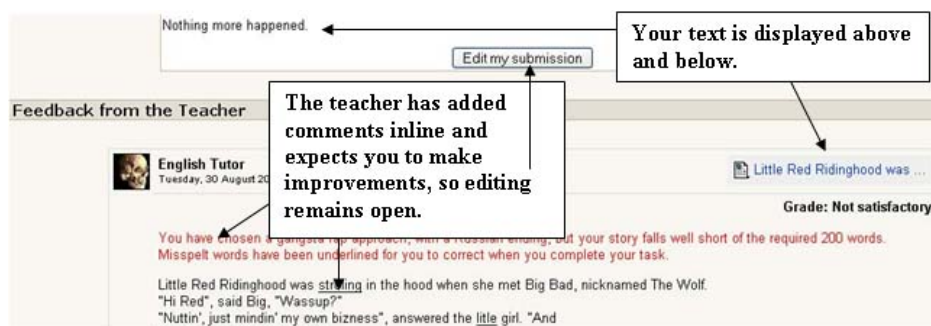


Figure 57: Teacher Feedback

4.2 Choice

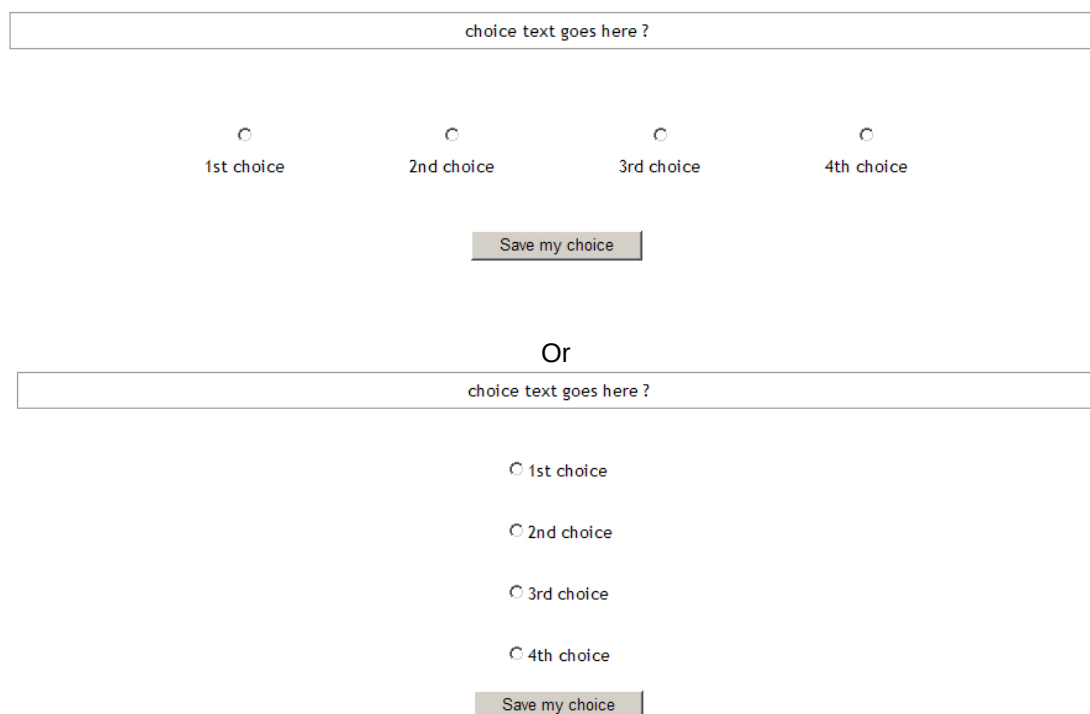
Choice Activity Icon

The Choice tool is a simple poll, i.e. a single question with a certain number of suggested answers. The teacher can use a Choice activity to get quick feedback about something to do with the module you are taking.

It is, for example, possible to use a Choice to allow students to choose which group they want to belong to (even limiting the maximum number of members), but the questions can also have to do with the module material, or your previous experience of a subject.

It is possible that a teacher will ask you to answer the same Choice more than once, so that he/she can see if your knowledge/perception of a subject has changed during the module.

An example Choice:



choice text goes here ?

☐ 1st choice ☐ 2nd choice ☐ 3rd choice ☐ 4th choice

Save my choice

Or

choice text goes here ?

☐ 1st choice

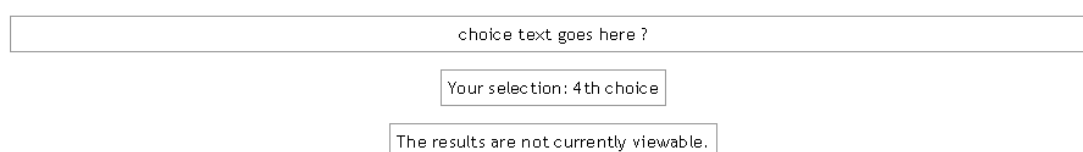
☐ 2nd choice

☐ 3rd choice

☐ 4th choice

Save my choice

Figure 58: Choices



choice text goes here ?

Your selection: 4th choice

The results are not currently viewable.

Figure 59: My Selection and Choice results

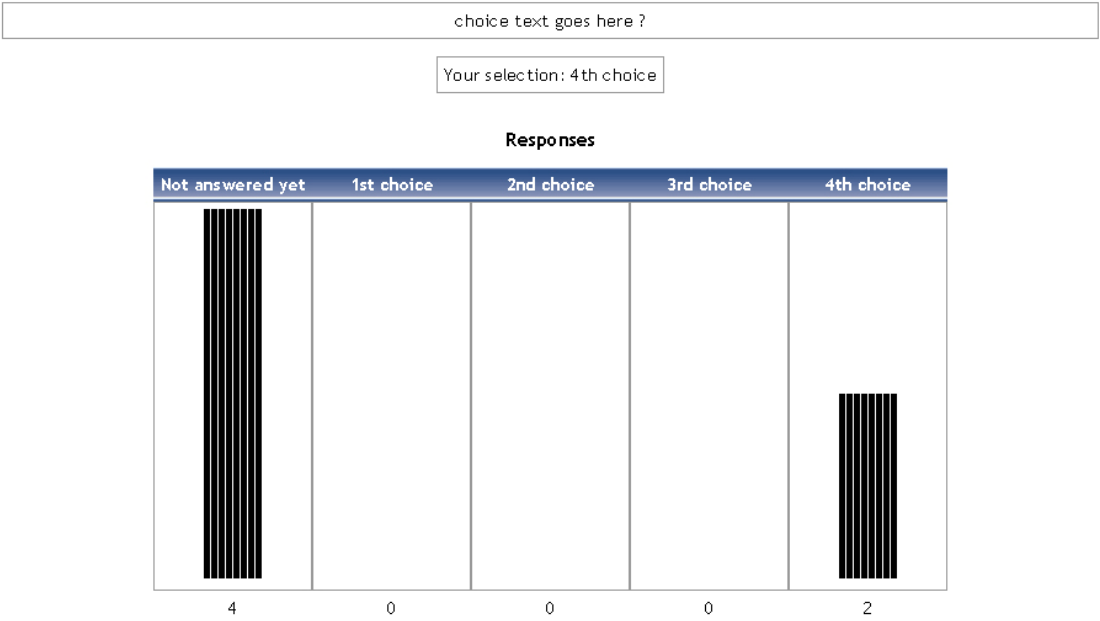


Figure 60: Choice Results

4.3 Lesson Activity



The lesson tool is normally a multi-page resource. It can be used for text comprehension, or for learning by trial and error, or as a quiz. It will present you with a page of learning material, like text, pictures and/or sound/video which is linked to a question. If you answer the question correctly, you get feedback and can continue to the next part. If you answer incorrectly, you get feedback and will be returned to the lesson material or to a page with additional information. Usually, you can take lessons more than once, except when they are used by the teacher as exam tools.

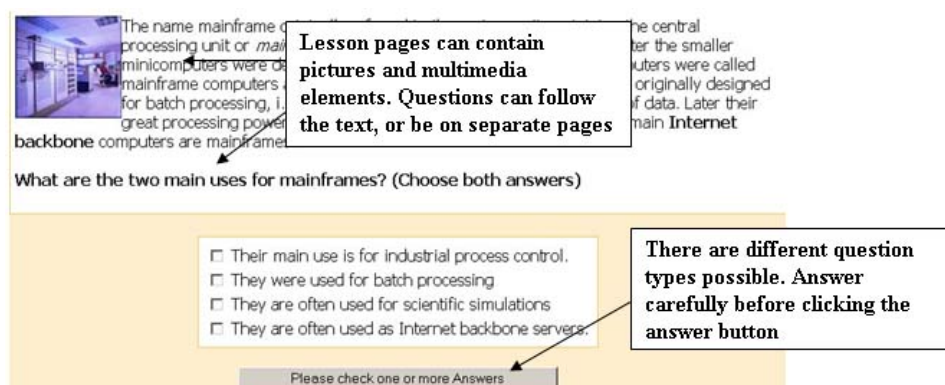


Figure 61: Lesson Activity

Different question types are possible; they resemble the questions of the Quiz tool. There are multiple choice questions with one or more than one correct answer, true/false questions, matching questions, calculated (numerical) questions, short answer questions and essay writing questions. Note that in case of short answer questions much attention needs to be paid to correct spelling and punctuation, because grading is automatic (there is no teacher override). The essay questions must of module be graded manually by the teacher.

Lessons can also be used as text based **quizzes**, complete with a timer and password access. these quizzes are also the ones most likely to contain **essay** (open writing) **questions**, of which this is an example

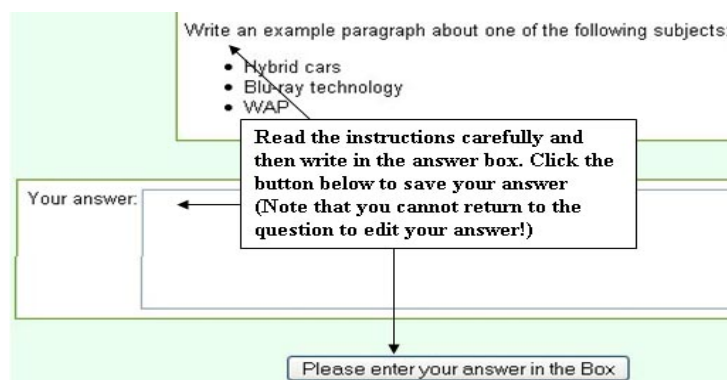


Figure 62: Lesson Answer box

After writing your answer you click the long button at the bottom and continue to the next question (or the end of the lesson). Note that essay questions must be manually graded (and commented upon!) by the teacher, so you will not get your full grade for the lesson until the teacher has graded it! Note that the teacher may mail you your feedback and results for these essay questions (another reason to make sure the e-mail address in your profile is correct). It is always worthwhile to read the teacher's comments, so as to do a better job next time.

4.4 Quiz



Quiz Activity Icon

The Quiz tool is used to make on-line tests, which can consist of various question types. These quizzes can either be available as assignments (i.e. you can decide yourself when and how you do them and sometimes you can take the quiz more than once), or they can be made available only during a monitored in-class exam. When students have taken a quiz, they should check the feedback. It is automatically given.

The quiz tool has 6 different question types that mostly speak for themselves:

1. Multiple choice
2. True-False
3. Matching
4. Short answer
5. Calculated
6. Gap text (Cloze)

An example quiz listing the different question types is shown below:

1 This is a matching question in which two terms that belong together have to be matched. Here it is first and last names. (For matching (self-test) exercises that use multiple pictures, Hot Potatoes can be used)

Many quizzes will have a floating timer that limits the time you can take to do the quiz!

William

August

Alexis

Rabindranath

2 This is a very flexible and potentially quite useful exercise type (see the whisky test), but it must not be overused. The gaps can be multichoice, short answer or a number. Check the following text for examples:

The uploaded file example is about a program from Halfbaked Software called . With this program you can make Decision .

On the example page there are (fill in the number) examples.

Multichoice gap (click the button to see the choices)

3 Open Source software is a danger to the world economy.

Answers: ☐ True ☐ False

4 Write one or a few words. Note that all possible correct answers with many possible correct answers (like translations of the capital of Sweden? (only one possible correct answer, since the name is spelt the same in Swedish and in English))

Answers:

5 $V_4 \times 15 + 2^2 = ?$

Answers:

6 Which kind of sauna does not exist?

Do save your answers between questions!

A calculated answer contains only numbers, and can have an error margin.

Answers: ☐ a. Smoke sauna ☐ b. Open air sauna ☐ c. Icefield sauna ☐ d. Raft sauna

Figure 63: Quiz Overview

In most quizzes the questions and answers will be shuffled for each student and it is also possible that questions are randomly taken from a database, so that no one will have exactly the same quiz. These features can come combined with a floating timer that limits your access to the quiz, as well as with password unlocking.

At the end of your quiz you'll find two buttons. One is meant as a safety feature to save your answers from time to time, while you are working on the quiz. If something happens, like a power failure or something, your answers remain saved. The second button is to submit the quiz when you have answered all the questions (If you omit to submit a quiz before the availability runs out, your answers will be saved but your grade will be zero!):

Save without submitting

Submit all and finish

Click this button regularly to save your answers (safety feature!)

Click this button when you have finished the quiz.

Once you have submitted a quiz, depending on the settings made by the teacher, you will be able to review the quiz and see feedback and/or correct answers displayed (sometimes you

need to move your mouse over the answer to see the feedback). For quizzes that you can take multiple time, you will normally not be able to see the correct answers until after the deadline has passed. Do check the feedback. It is automatically given. Learning from your mistakes is one of the most efficient ways of learning. The result of the quiz will be displayed on your grades page.

4.5 Surveys

The survey activity provides standard, verified survey instruments that have proven useful in evaluating what students are doing and thinking in our classes. The Survey activity provides a number of verified survey instruments, including COLLES (Constructivist On-Line Learning Environment Survey) and ATTLS (Attitudes to Thinking and Learning Survey), which have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching. We encourage you to complete all the surveys to help us improve in the future.

Surveys are not anonymous. While students cannot see each other's results, the teachers can view each student's survey. There is no way to assure anonymity. If you are using these results for research, you must develop a scheme to download the data and assign participant numbers. You should also inform students of this limitation.

5 Using Communication tools

In this chapter we will see all the communication mechanisms that are available in the platform. The communication mechanisms are:

Private Messages: Unlike Forums and Chats, Messaging is non-module specific i.e. students may send messages to each other regardless of whether they are enrolled on the same module. Every profile page contains a “Messages” button for opening the Messages window. Alternatively, to encourage the use of messaging in your module, you may wish to add a Messages block and/or an Online Users block to your module page.

QuickMail: The QuickMail block adds a link to a tool that has a checkbox list of all students in the module, and a mail composition text area. You can check the students you like, and email those and only those. This enhances the existing communications systems of messaging (one user) and subscribed forums (all subscribers) by allowing teachers to select a specific subset of students.

Discussion Forum: This activity can be the most important – it is here that most discussion takes place. Forums may be structured in different ways, and can include peer rating of each posting. Generally, forum postings may be edited up to 30 minutes after posting. The postings can be viewed in a variety of formats, and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to. Forums are divided into two main categories:

- **General forums or News and announcements:** The news forum is a special forum that is automatically created for each module and for the front page of the site, and is a place for general announcements. By default, only teachers and administrators may add news or reply to news. By default, everyone is forced to be subscribed to the news forum. The Latest News block displays recent discussions from the news forum. A module may only have one news forum. We will see this forum along with others in more detail in a little while.
- **Learning forums** (the forums of the specific parts of the module: they are organized and numbered according to the module lessons they appear in).

Chats: The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed - the mode of using a chat room is quite different from the asynchronous Forums. The Chat tool contains a number of features for managing and reviewing chat discussions.

5.1 Messaging

Messaging is non-module specific i.e. users may send messages to each other regardless of whether they are enrolled on the same module. Your profile page also contains a “Messages” button for opening the Messages window. Alternatively, to encourage the use of messaging in the platform, we added along with the Messages block an Online Users block to your module page.

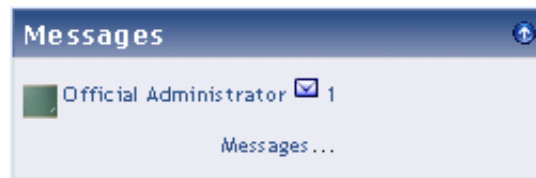


Figure 64: My Messages Side Block

5.1.1 Sending messages

To send a message to an individual:

In the Messages window click on the Search tab to search for the person, if appropriate checking the box “Only in my modules”, then click on their name. (Alternatively, if the person is listed in the Online Users block, simply click on the “Add/send message” envelope opposite their name.)

- Type the message in the pop-up box then click on the “Send message” button.
- To send a message to selected module participants (for teachers only):
- Click on the Participants link on the module page.
- Select participants from the list or use the “Select all” button at the bottom of the list.
- Choose “Add/send message” from the “With selected users...” drop-down menu.
- Type the message then click the “Preview” button.
- Assuming you are satisfied with the message, click the “Send” button.

5.1.2 Reading and replying to messages

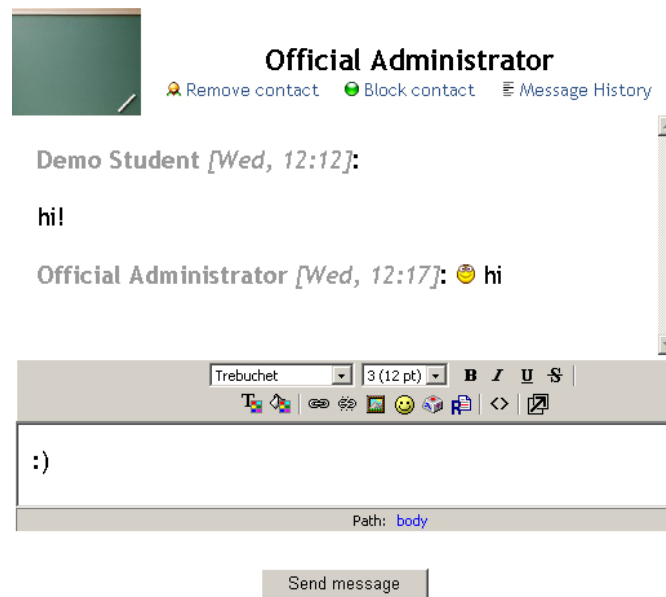


Figure 65: Message Window

When you are sent a message, the Messages window will pop-up. Also, the Messages block will display the name of the person sending the message with a link to read the message. If you have set the email option (see Message Settings below), then you will get a copy of the message in your email after the time you have specified if you are not logged in.

After reading a message, you may type a reply then click on the “Send message” button.

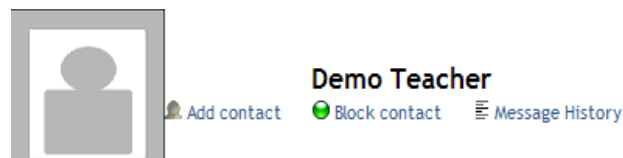
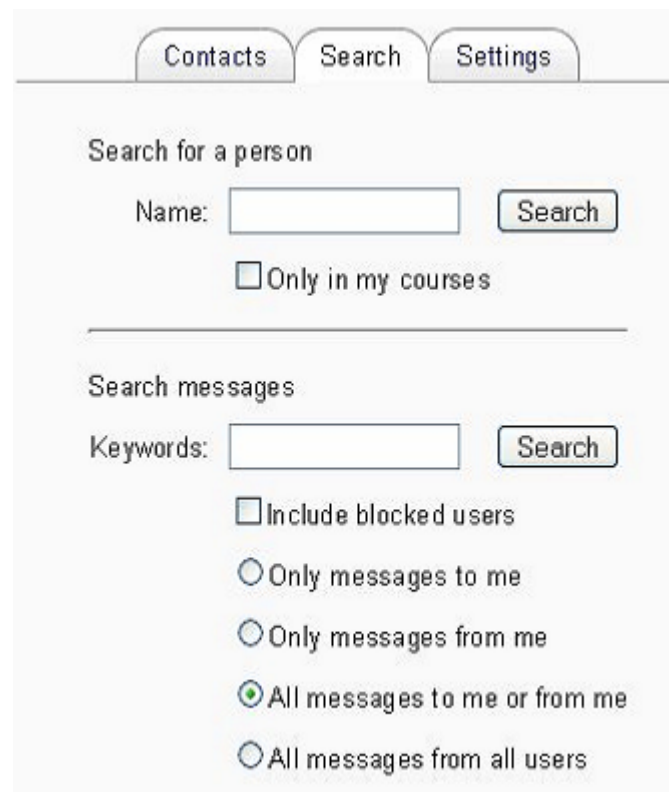


Figure 66: The header tools of the messaging window

5.1.3 Searching messages

In addition to searching for people, the Search tab in the Messages window provides the option to search for keywords, only messages to or from you, and to include in the search people you have previously blocked from contacting you.



The screenshot shows the 'Search' tab of a message window. At the top, there are three tabs: 'Contacts', 'Search' (which is active), and 'Settings'. Below the tabs, the section is titled 'Search for a person'. It contains a 'Name:' label followed by a text input field and a 'Search' button. Below this is a checkbox labeled 'Only in my courses'. A horizontal line separates this section from the 'Search messages' section. This section has a 'Keywords:' label followed by a text input field and a 'Search' button. Below the keywords section are several options: a checkbox 'Include blocked users', and four radio buttons: 'Only messages to me', 'Only messages from me', 'All messages to me or from me' (which is selected), and 'All messages from all users'.

Figure 67: Message window Search tab

5.1.4 Managing contacts

People may be added to your list of contacts (or blocked from contacting you) by clicking the “Add contact” (or “Block contact”) icon opposite their name in the Messages window.

By default the contact list is empty. In order to send a message or to create a shortcut to the person you are sending, go to the Search tab.

Here are the available actions and corresponding icons available:

 Remove Contact

 Add contact

 Message History

 Block Contact

 Unblock Contact

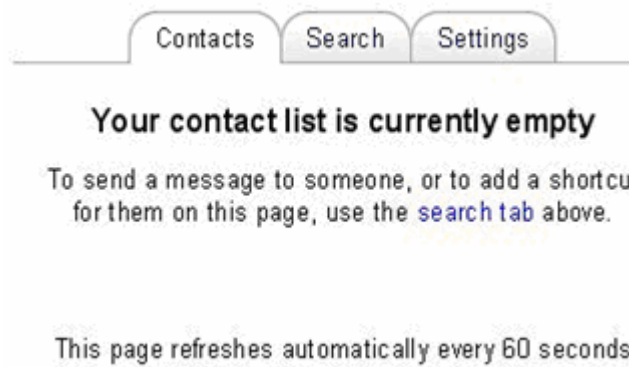
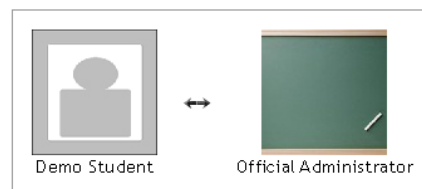


Figure 68: Message window Contacts tab

5.1.5 Message history

A record of messages sent to/from a person may be obtained by clicking the “History” icon opposite their name in the Messages window.



Friday, 5 January 2007

Demo Student [05:01 PM]: !!!!
 Official Administrator [05:01 PM]: !

Sunday, 21 January 2007

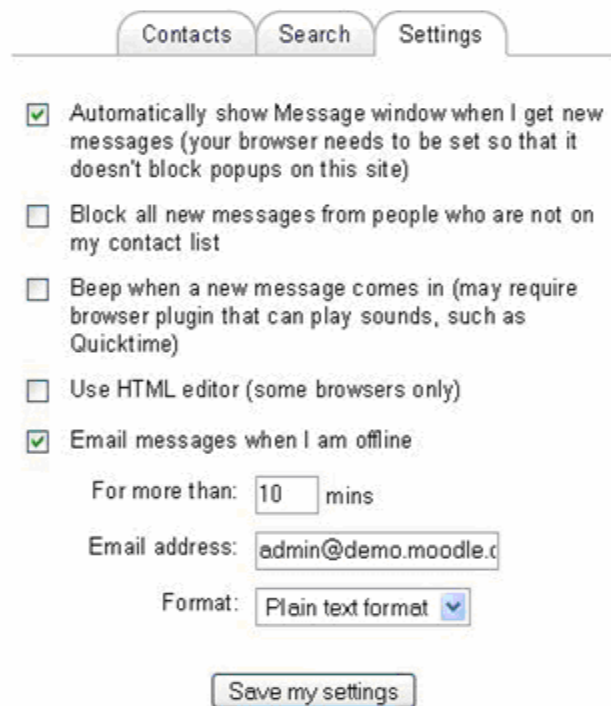
Official Administrator [03:45 AM]: this is a test message from me to you
 demo student! please respond!

Figure 69: Previous Conversations

5.1.6 Message settings

Message settings may be changed via the Settings tab in the Messages window.

Here you can decide on having a popup Message window whenever you get a new message, blocking messages from people who are not on your Contacts list, having an audio signal for a new message, using a HTML editor, or getting email messages when you are offline.



The screenshot shows the 'Settings' tab of the 'Message window' settings. At the top, there are three tabs: 'Contacts', 'Search', and 'Settings', with 'Settings' being the active tab. Below the tabs, there are five checkboxes with their corresponding descriptions:

- ☒ Automatically show Message window when I get new messages (your browser needs to be set so that it doesn't block popups on this site)
- ☐ Block all new messages from people who are not on my contact list
- ☐ Beep when a new message comes in (may require browser plugin that can play sounds, such as Quicktime)
- ☐ Use HTML editor (some browsers only)
- ☒ Email messages when I am offline

Below the checkboxes, there are three input fields:

- 'For more than:' followed by a text box containing '10' and the label 'mins'.
- 'Email address:' followed by a text box containing 'admin@demo.moodle.c'.
- 'Format:' followed by a dropdown menu showing 'Plain text format' with a blue arrow icon.

At the bottom, there is a button labeled 'Save my settings'.

Figure 70: Message window Settings tab

5.2 Forums



The bulletin board tool, called **forum** in Moodle, is the most important tool and central to all modules. It is very flexible and teachers can link lots of different contents into their forum messages. The forum therefore warrants a detailed description. Remember that your use of the forum tool depends very much on the goal the teacher has set for it. If a forum is used just for listing information, you won't have to do much. However, if it is used for a discussion assignment, you are required to be an active participant, to follow instructions, post your own threads and/or reply to existing messages. A discussion assignment implies that you exchange views, learn from what others contribute and add your contributions for their benefit.

This activity can be most important in terms of helping learners construct new knowledge. In forums, discussion among participants and teachers takes place. Forums can be structured in different ways and can include peer rating of each posting. The postings can be viewed in a variety of formats and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if he/she chooses to do so.

It is quite OK to challenge points made by others in a discussion assignment, so long as you can support your argument. Just stating that you (dis)agree with a certain statement, is not a contribution to the discussion. Deduction, association and extrapolation all can supply new insights and breathe life into the discussion.

New forum messages are highlighted as new (if you have selected the highlight option in your profile (Forum tracking = Yes), which is the default setting). The teacher can turn off this feature for certain forums though. Note that discussion assignments are, usually, not graded on correct spelling or grammar, so you need not feel inhibited by less-than-perfect language skills.

The Forum works like any bulletin board in that it allows users to post messages and to respond to each other's contributions. Some Forums are used to provide information from the teacher to which you can't respond to in the Forum. Other forums are created as communication platforms between you and the other participants in specific group.

You enter a forum by clicking on its title. The forum displays itself with a short description and a list of one or more topics:

5.2.1 Entering a new discussion topic

To add a new discussion topic in your newly-created forum, click "Add a new topic." You will be taken to a new discussion topic page.

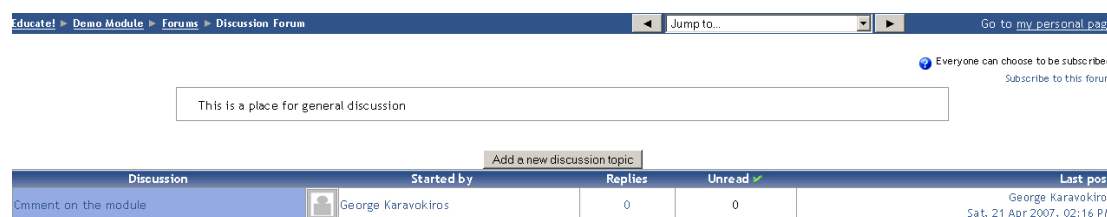


Figure 71: Forum Discussions

This is a place for general discussion

Your new discussion topic

Subject:

Message:

Read carefully ?

Write carefully ?

Ask good questions ?

About the HTML editor ?

Trebuchet 1 (8 pt)

B *I* U ~~S~~

Path:

Formatting: HTML format ?

Subscription: ?

Attachment: Αναζήτηση... ? Max size: 20MB

Post to forum

Figure 72: New discussion topic

Subject: This is what your new discussion topic will be about.

Message: This is what the post to the forum will be.

Subscription: You can decide if you would like to be emailed copies of the posts to the forum.

Attachment: This is where you may attach a picture or document to your post.

Click “Post to forum.” You will be taken to a page telling you that your post has been successfully added. Please note that you have only thirty minutes to edit your post.

Click “Continue.” You will then be taken back to your forum, which should reflect the new topic you have added. If you would like to delete your post, click on the “Delete” link at the bottom of the post.

5.2.2 Reply in a discussion topic

To reply to a topic already posted, enter the topic and click the “Reply” link at the bottom of the post to which you would like to reply. Create your post as instructed above and click “Post to forum.”

Educate! ► Demo Module ► Forums ► Discussion Forum ► Comment on the module

Display replies in nested form ▼


Comment on the module
 by George Karavokiros - Saturday, 21 April 2007, 02:16 PM
 Please provide any comment on the module
[Reply](#)

Figure 73: Topic View


Comment on the module
 by George Karavokiros - Saturday, 21 April 2007, 02:16 PM
 Please provide any comment on the module

Your reply:

Subject:

Message: 1 (8 pt) **B** **I** **U** **S**     

Read carefully ?
 Write carefully ?
 Ask good questions ?
 About the HTML editor ?

Path:

Formatting: HTML format ?

Subscription: ?

Attachment: [Ανάρτηση...](#) ? Max size: 20MB

Figure 74: Topic Reply

The functions of the toolbar are described at the end of this manual, in the section WYSIWYG/HTML Editor.

5.3 Chats



The Chat tool allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed - the mode of using a chat room is quite different from the asynchronous Forums. The Chat tool contains a number of features for managing and reviewing chat discussions.

The chat tool is used in certain on-line modules to organise meetings with dispersed students to discuss certain matters concerning the module. You can open the chat anytime, but your best bet is of module when there are other users in the module (The teacher can announce chat times in the Calendar). If there are other users already in the chat room, you will see their info listed. Once you enter the chat, the following window will pop-up (turn off you pop-up blocker, if you have one active)

The chat tool is used in certain on-line modules to organise meetings with dispersed students in order to discuss certain matters concerning the module. Chat is not very useful in a classroom module that only uses Moodle as a support environment.

If you have a slow connection, it is possible that you will drop out of the chat from time to time. It happens when your connection cannot manage refreshing the window in time. If you miss important sessions because of this, you can request from your teacher(s) that they publish the recorded chat session(s), so you can read back what was said.

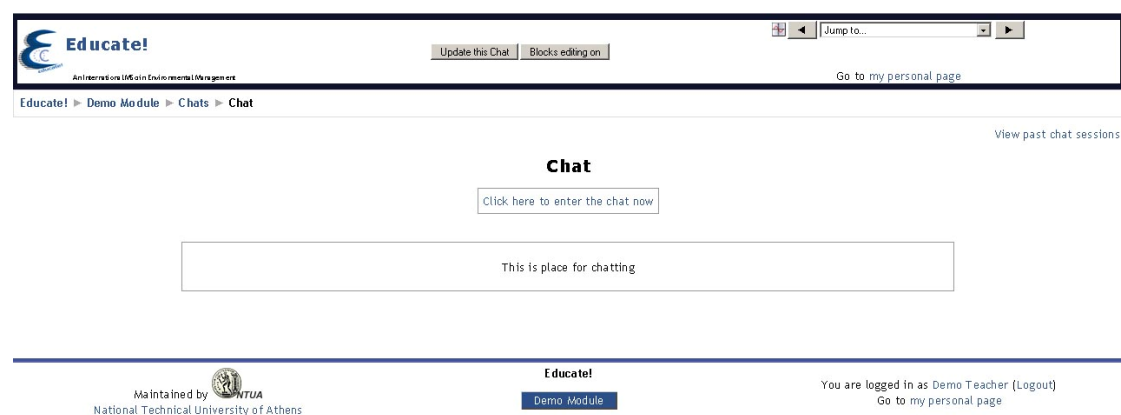


Figure 75: Entering chat screen

a) If you click where it says “Click here to enter the chat now,” a new window will open and you will be in the chat room. The users in the chat room are shown in the right hand column. Type your message in the text box and hit Enter on your keyboard. You will see your message in the main chat window.

b) The chat tool contains some features to make chatting a little nicer.

Smilies: Any smiley faces (emoticons) that you can type elsewhere in the platform can also be typed in here and they will be displayed correctly. For example, :-) = 😊

Links: Internet addresses will be turned into links automatically.

Emoting: You can start a line with “/me” or “:.” to emote. For example, if your name is Kim and you type “: laughs!” or “/me laughs!” then everyone will see “Kim laughs!”

Beeps: You can send a sound to other people to gain their attention by hitting the “beep” link next to their name. A useful shortcut to beep all the people in the chat at once is to type “beep all”.

HTML: If you know any HTML code, you can use it in your text to do things like insert images, play sounds or create different colored and sized text.

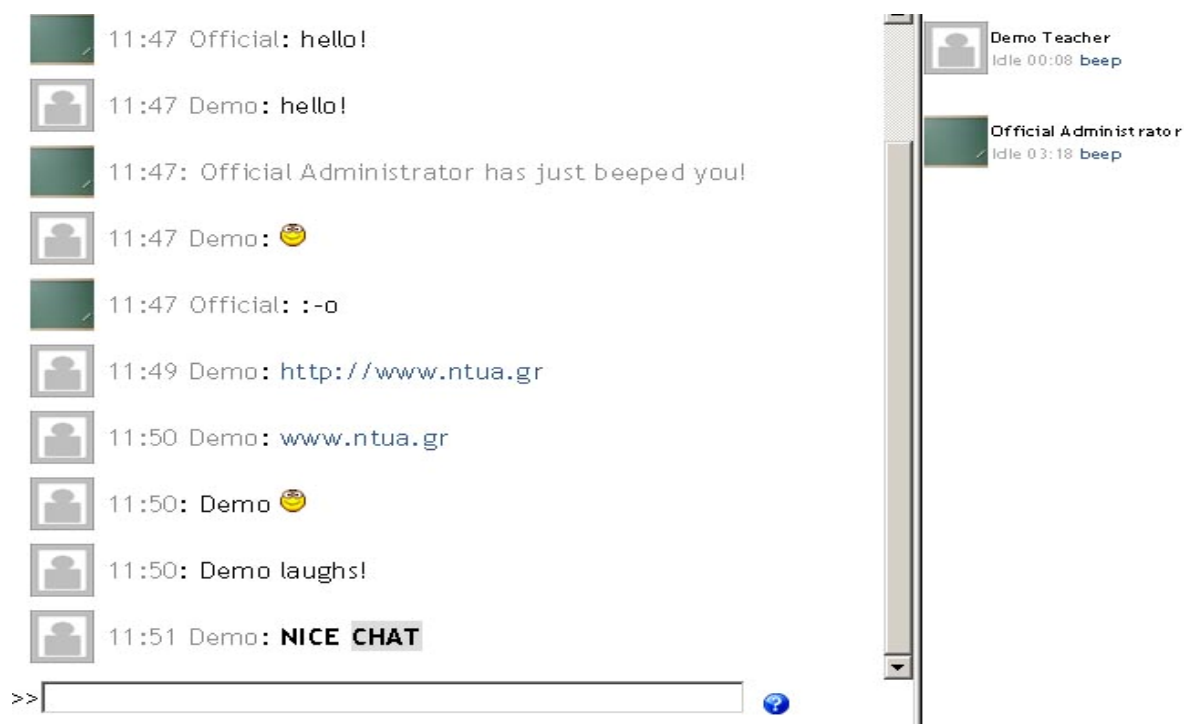


Figure 76: Chat Window

To get back to your module main page, click on the short class name in the upper left corner of your main browser window. When on the module main page, you can see the chat you just created. If you click on it you will be taken to the chat description page once again.

6 WYSIWYG/HTML Editor

The HTML Editor is found in nearly every activity. Referred to as the formatting toolbar in other lessons of this manual, the HTML Editor is a powerful way to create and insert content for pages in your platform module. The numerous functions of the HTML Editor are shown and defined below.

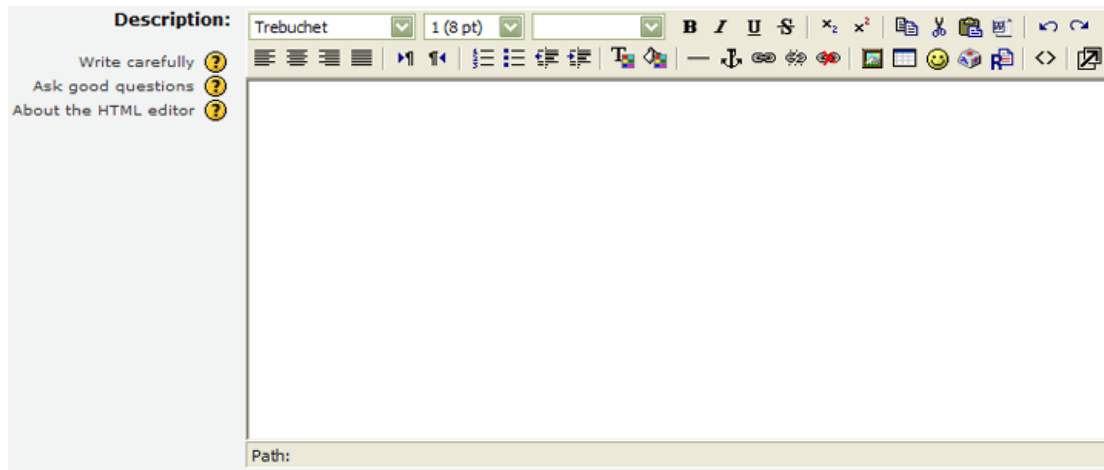


Figure 77: 6 WYSIWYG/HTML Editor

Font: Choose from a list of fonts.

Trebuchet

3 (12 pt)

Size: Change the text size.

Normal

Style: Use this to keep text consistent. Note: Only one style can be applied per line of text. Font and size can vary within a word or by line, however.

B I U S

Bold, Italic, Underline, Strikethrough: Changes the look of text using standard formatting options.

x_2 x^2

Subscript, Superscript: Useful for writing formulas, such as H₂O and 3².



Copy selection, Cut selection, Paste from clipboard, Clean Word

HTML: Copy, cut, and paste commands are used for moving text between documents. The “Clean Word HTML” option helps to fix errors that occur when pasting HTML code originally written in Microsoft Word into the platform’s HTML Editor.



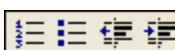
Undo your last action, Redo your last action: Helpful to correct mistakes while composing your text.



Justify Left, Justify Center, Justify Right, Justify Full: Aligns the selected text in any of the above ways. “Justify Full” causes the text to space itself to fill the column or writing area, much like in a newspaper article.



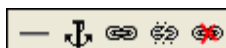
Direction from left to right, Direction from right to left: Allows you to write from the left or right side of the text area.



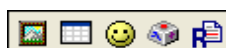
Ordered List, Bulleted List, Decrease Indent, Increase Indent: Create numbered or bulleted lists. Also, you’ll notice that the “Tab” key on your keyboard cycles through the text boxes on the page, instead of indenting your text as you might expect. The last two options in this group allow you to indent your text to your liking.



Font Colour, Background Colour: Change the colour of the text and/or background with these options.



Horizontal Rule, Create anchor, Insert Web Link, Remove link, Prevent automatic linking: The “Horizontal Rule” is a convenient way to separate and organize a page. It produces a horizontal line that can be resized by selecting the line and dragging the handles that appear. “Create anchor,” when coupled with a corresponding link, will take students to the section of the page where the anchor resides. “Insert Web Link” will let you link to another website, providing the option to change the window in which the page loads, and also to give the link a title that shows up when a student hovers over the linked text. It is also possible to add a direct link to a video or sound file (as long as it is a format that is recognized by the platform) and embed that file into the page. If your administrator has enabled the multimedia plug-in, the file will play within the page. Instead of linking to a website or file, you can choose an anchor that you’ve created to take the student to that section of the current page. Also available are options to remove an individual link and to prevent the system from automatically creating a hyperlink when a web address is entered into the text area.



Insert Image, Insert Table, Insert Smiley, Insert Special Character, Search and replace: “Insert Image” will display a picture that is already uploaded to a hosting service or to the server by entering the complete URL of the image. “Insert Table” will present options that aid you in creating a table. “Insert Smiley” will open a new window with a number of smilies or emoticons and their text equivalent. In most browsers, clicking on a smiley or emoticon will insert it at the current position. “Insert Special Character” will open a window with several useful symbols that can be inserted by clicking on the desired icon. “Search and replace” allows you

to type in a word or phrase and replace its every occurrence with another word or phrase.



Toggle HTML Source: Clicking on this button will shade out the formatting bar and only allow you to type in HTML. This is only useful if you are experienced with HTML coding. When writing HTML, you are free to use almost any HTML tags you like to produce the effect you want. Note that scripting (Javascript, VB Script, etc.) is not allowed, and will be removed automatically. Your code will normally be printed on the page within a table cell, so there is no need to use any <HEAD> or <BODY> tags. Be careful about unmatched </TABLE> tags that may cause conflicts in the display.



Enlarge Editor: This option will open a new, larger window that can be resized for maximum viewing area while composing your text. Also present are the following options.

Additional Options (For Use in Tables): Visible only when using the Fullscreen editor (accessed by clicking on the “Enlarge Editor” button above. Active when a new table is created.

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Version 2, June 1991

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8 References

Moodle community website:

- <http://moodle.org/>

Moodle Documentation website:



- http://docs.moodle.org/en/Student_tutorials
- http://docs.moodle.org/en/Student_FAQ
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