

WebAccess Handbook

This handbook contains directions on using tools and resources in WebAccess at CSM.

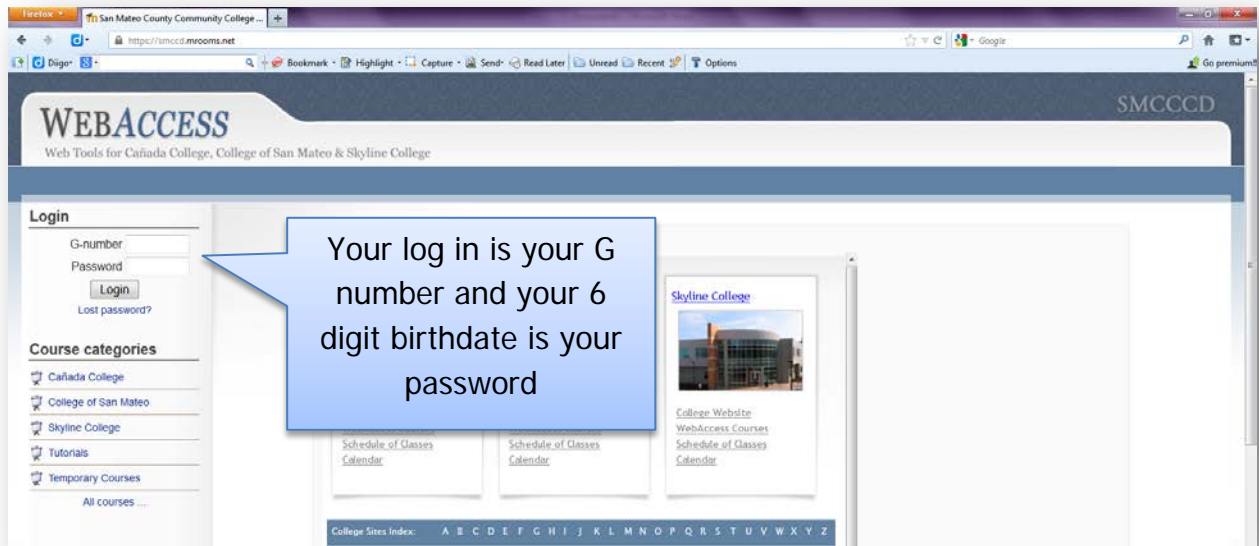
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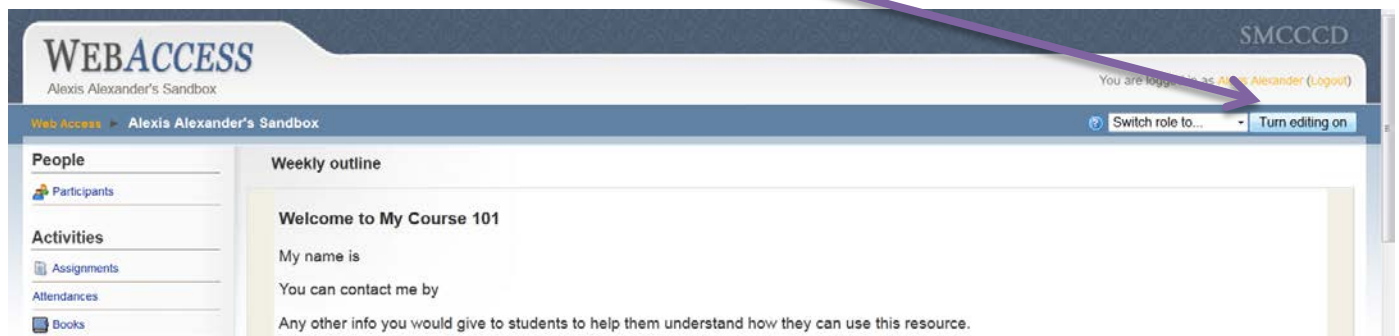
Logging in to WebAccess

The web address for WebAccess is

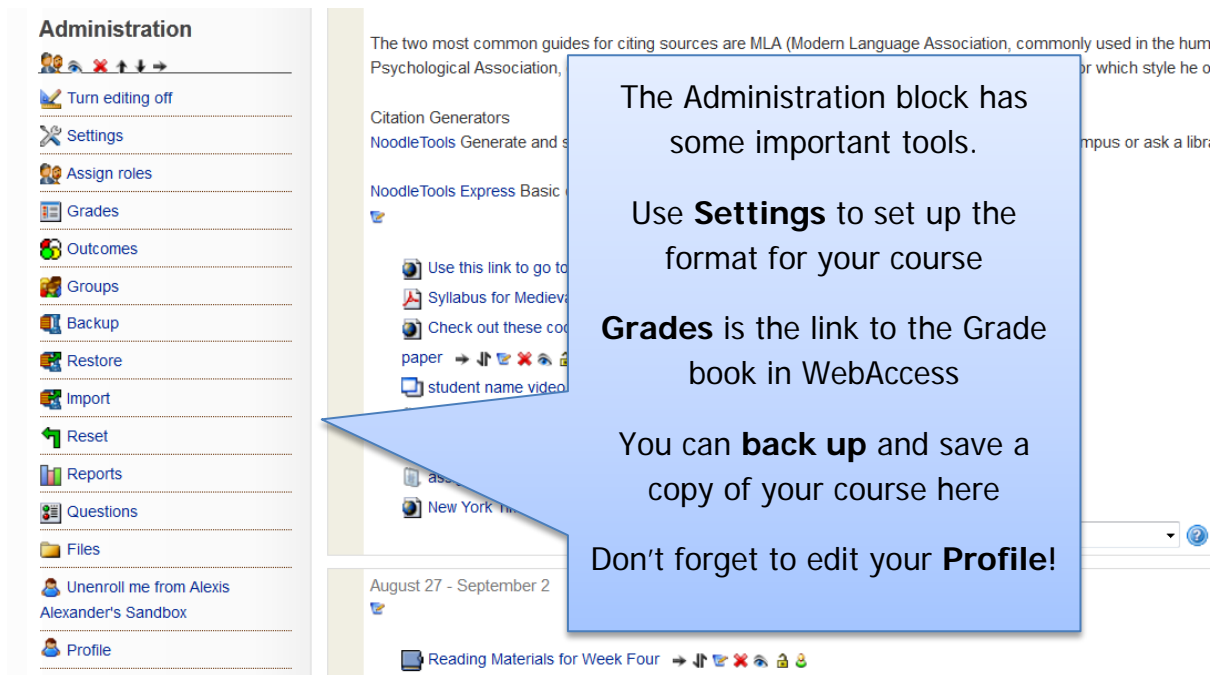
<https://smccd.mrooms.net/>



Before you can start editing and adding items to your WebAccess shell, you need to Turn Editing On!!



Setting up your Shell



The Administration block contains the following tools:

- Turn editing off
- Settings
- Assign roles
- Grades
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reset
- Reports
- Questions
- Files
- Unenroll me from Alexis Alexander's Sandbox
- Profile

The callout box contains the following text:

The Administration block has some important tools.

Use **Settings** to set up the format for your course

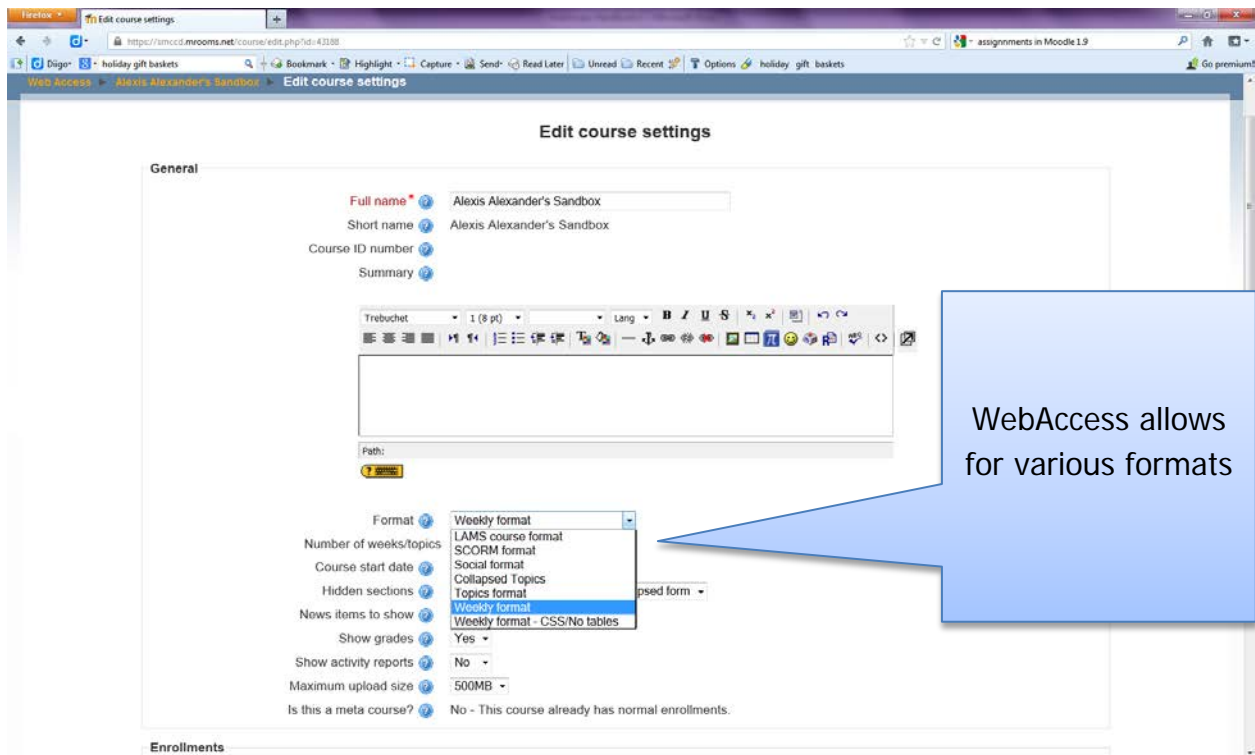
Grades is the link to the Grade book in WebAccess

You can **back up** and save a copy of your course here

Don't forget to edit your **Profile!**



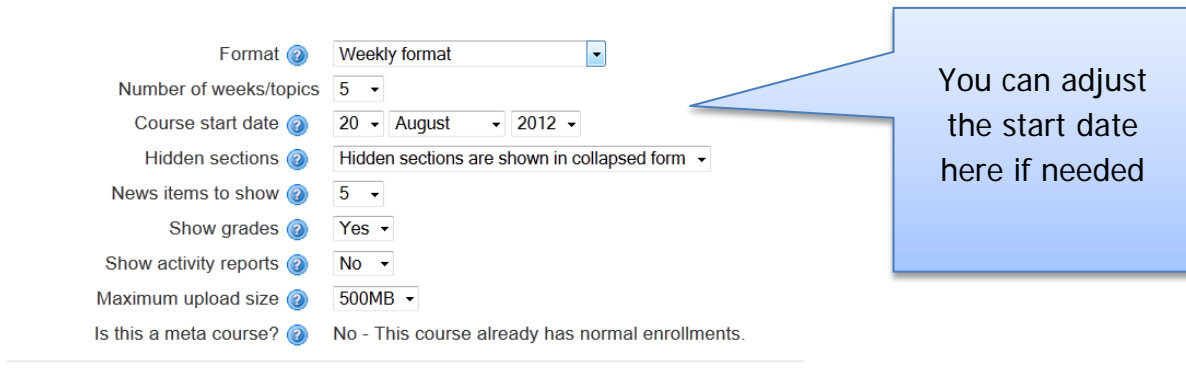
Settings



Topics Format: use this format if you are using your shell just as an additional resource for students and don't need a separate block for each week. You can simply add as many blocks as you need for each topic, for example: Homework, Handouts, Lecture notes, etc.

Weekly Format: this is the default format; it is set up with a start date and a block for each week in the semester

Setting the date:



Firefox Edit course settings
 https://smccd.mrooms.net/course/edit.php?id=43188

Is this a meta course? No - This course already has normal enrollments.

Enrollments

Enrollment Plugins Site Default (Internal Enrollment) ▾
 Default role Site Default (Student) ▾
 Course enrollable No Yes Date range
 Start date 7 ▾ December ▾ 2012 ▾ Disable
 End date 7 ▾ December ▾ 2012 ▾ Disable
 Enrollment duration Unlimited ▾

Notification

Notify No ▾
 Notify students No ▾
 Threshold 10 days ▾

Group mode No groups ▾
 Force No ▾
 Grouping None ▾

Availability

Availability This course is available to students ▾
 Enrollment key Unmask
 Guest access Do not allow guests in ▾

Language

Force language Do not force ▾

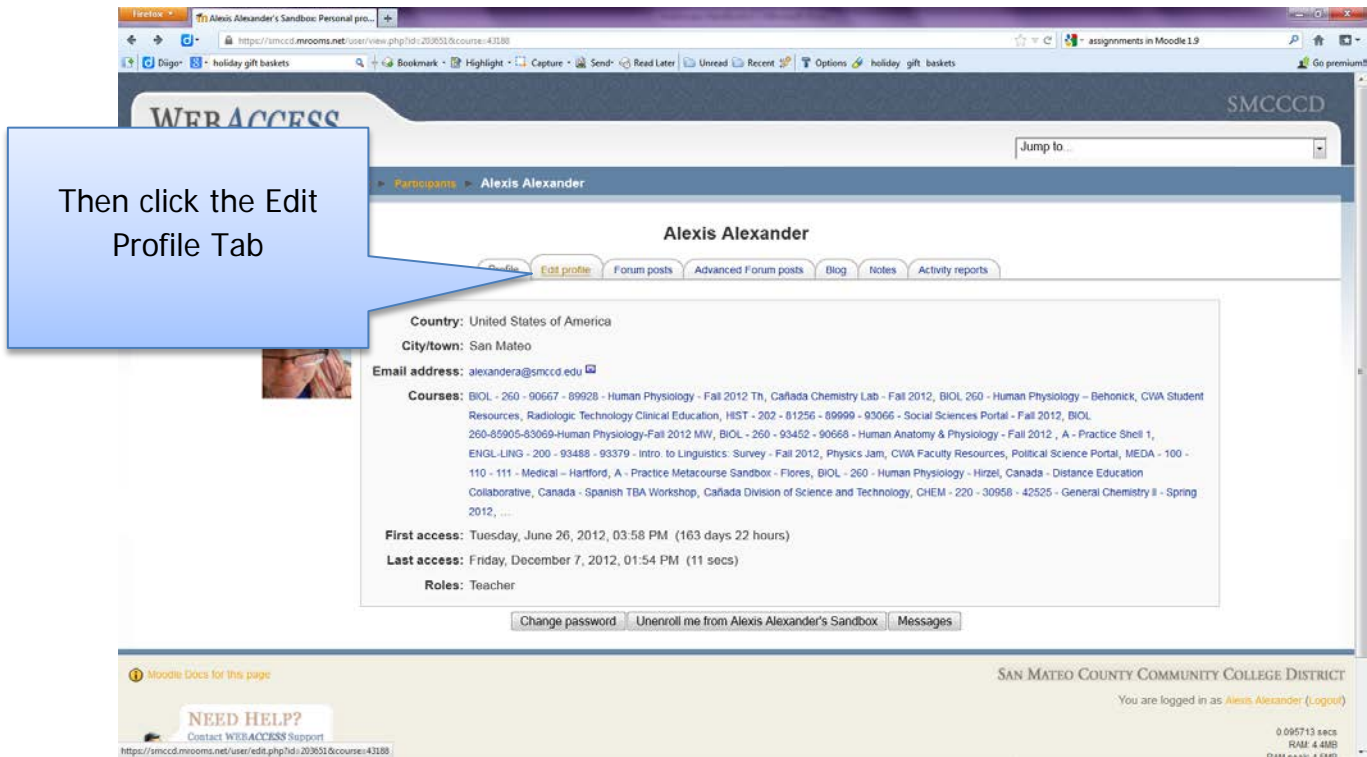
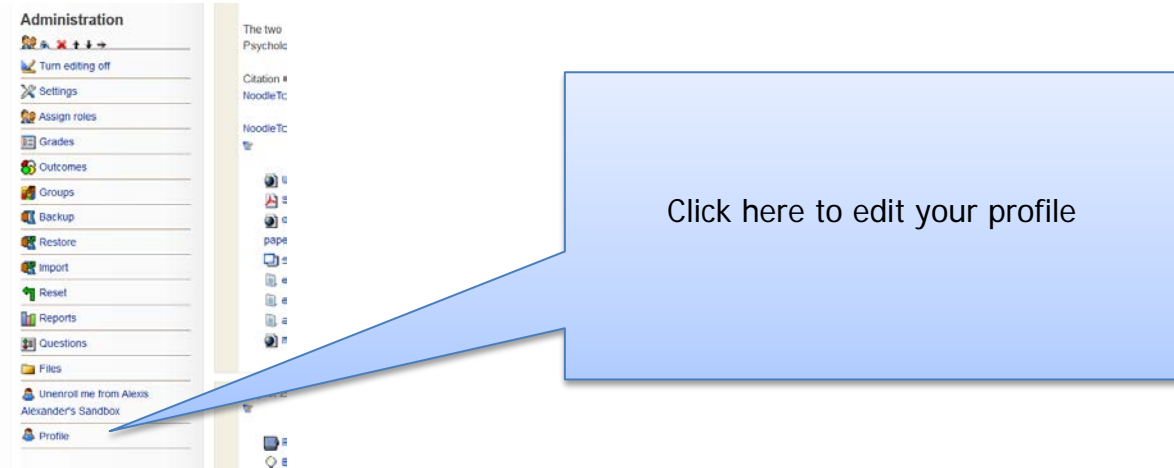
Role renaming

When you are ready for students to access your WebAccess shell you MUST make it available to students here



Editing your Profile

It is very important that you edit your profile before you make your course available to students



Forum auto-subscribe No: don't automatically subscribe me to forums

Forum tracking Yes: highlight new posts for me

When editing text Use HTML editor (some browsers only)

AJAX and Javascript No: use basic web features

Screen reader No

City/town San Mateo


Select a country United States of America

Timezone PST8PDT


Preferred language English (en_us)

Description

Trebuchet 1 (8 pt) Lang B I U S

Path: 

Picture of

Current picture 

Delete

New picture (Max size: 500MB) Browse

Picture description

Interests

List of interests

Optional

Hirto Arkanović

Make sure you upload a picture here; otherwise students see a big yellow smiley head instead of you!



Creating a Welcome Message

When your students open your WebAccess shell they may not know how to proceed. Creating a "Welcome" message in the top block of the page will help guide your students on what they will need to do for your course

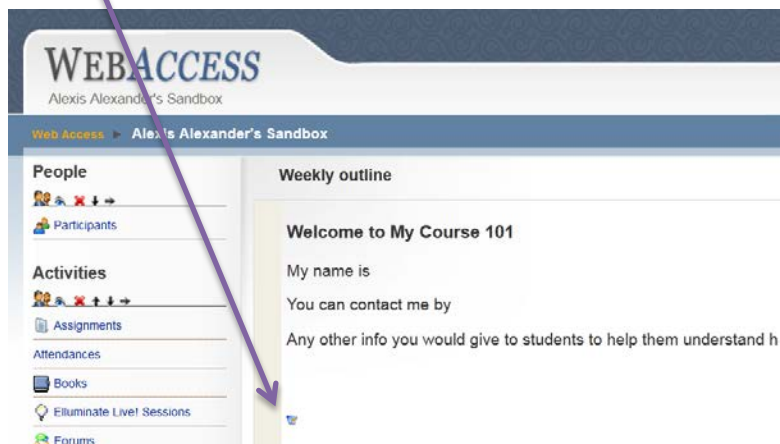
The following are suggested items to include in welcome message and should be placed in the very top area of your course, which is called "Block Zero":

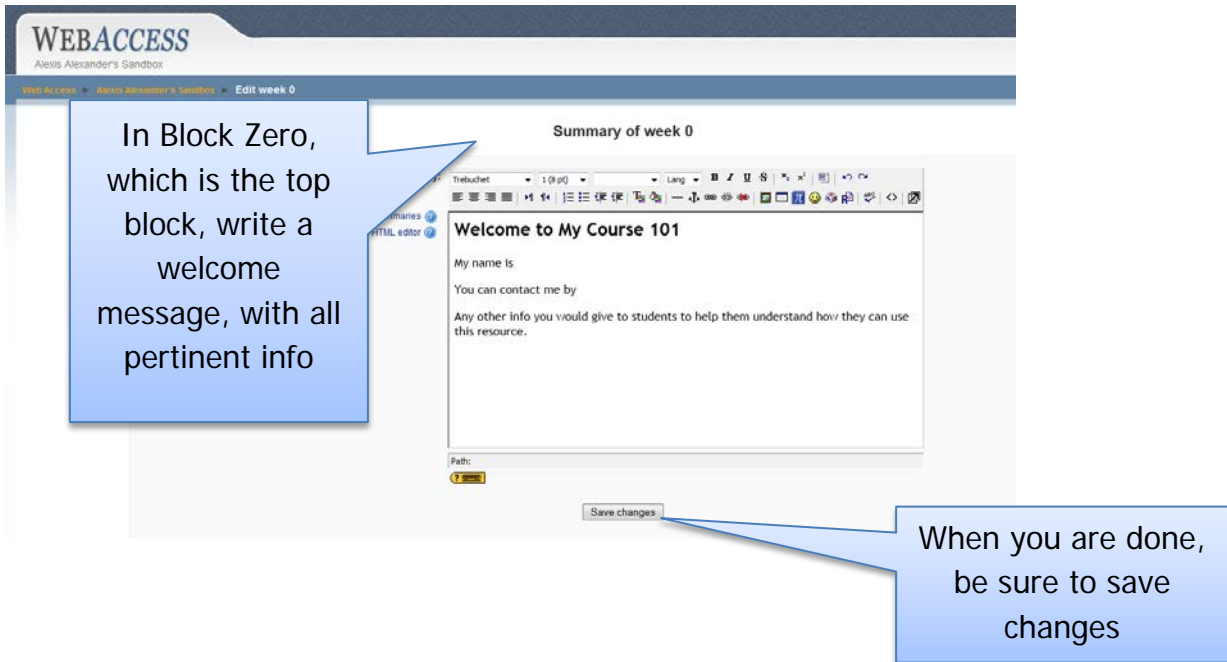
- **Introduce yourself!** A brief introduction to you and the course is a great way to connect you to your students
- **Contact information:** Provide students with ways to communicate with you.
- **Have virtual office hours?** Post those here.
- **Learning objectives:** Providing students with your learning objectives gives students an idea of the goals they are expected to meet for the course.
- **How to get started:** Provides students with assistance in locating course material in the WebAccess shell. You could also include a link to the course syllabus

Some other things you might consider adding are

- **Textbook Information.** Your WebAccess shell could be one place students look to find out ISBN info about the textbook.
- **Exam information.** Listing exam dates and assignment deadlines is helpful to your students
- **Course FAQ's:** What do students really need to know about your course?

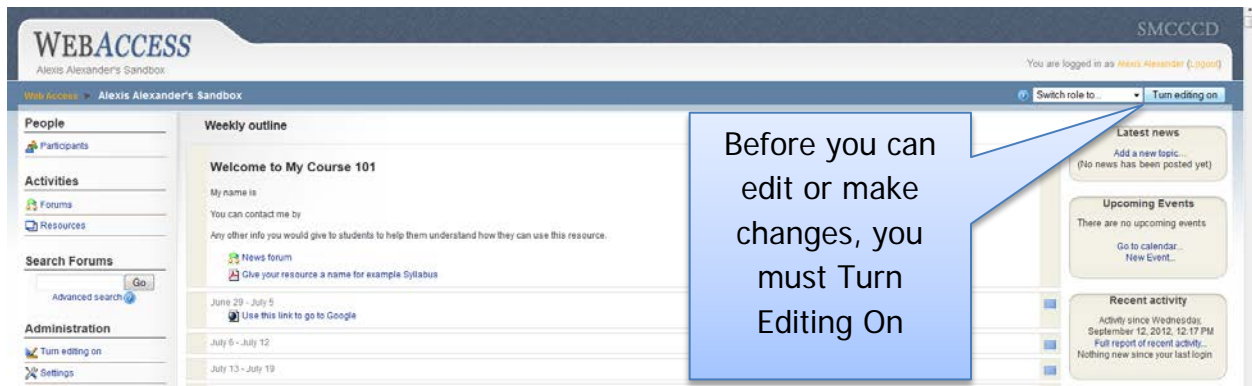
To edit Block Zero, click the "edit summary" button, which looks like a tiny piece of paper with a pencil on it.



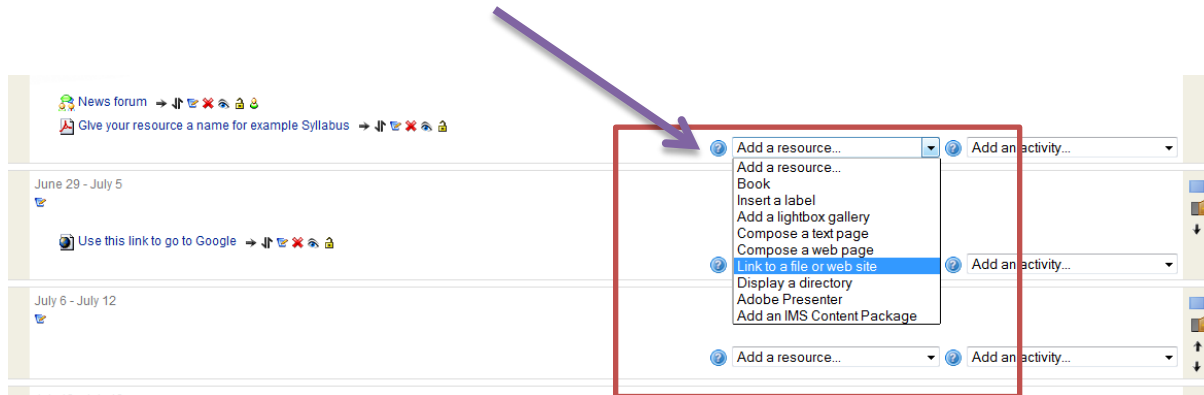


Adding Files to WebAccess

This is your homepage in WebAccess. To edit this page, make sure you turn editing on.

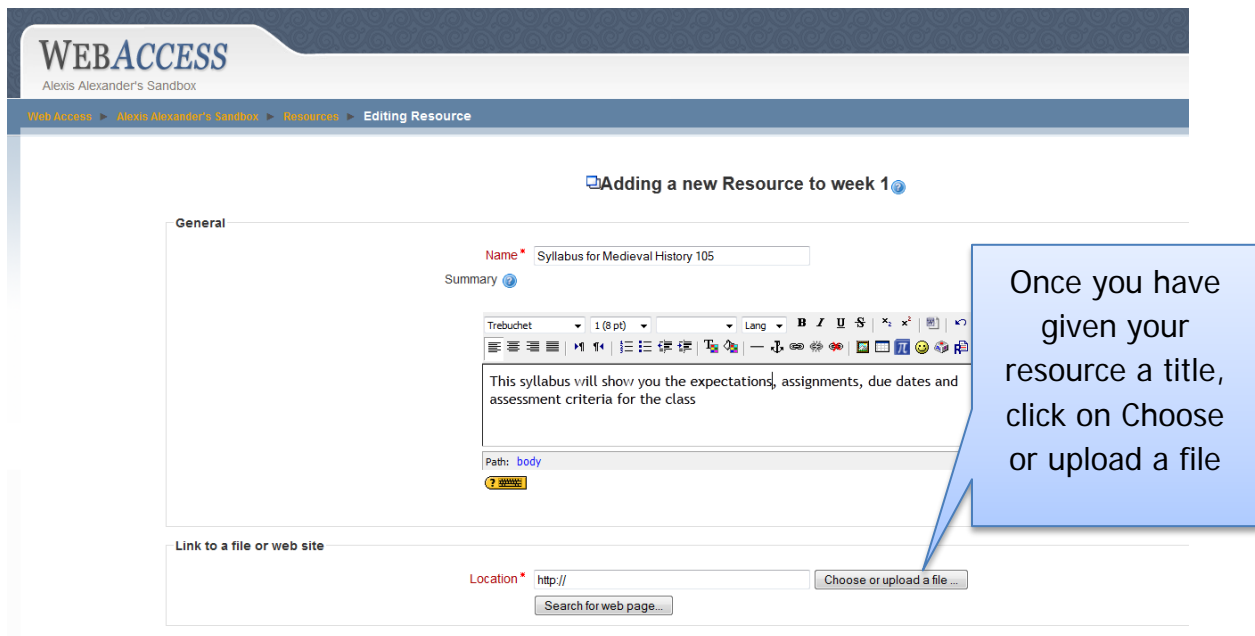


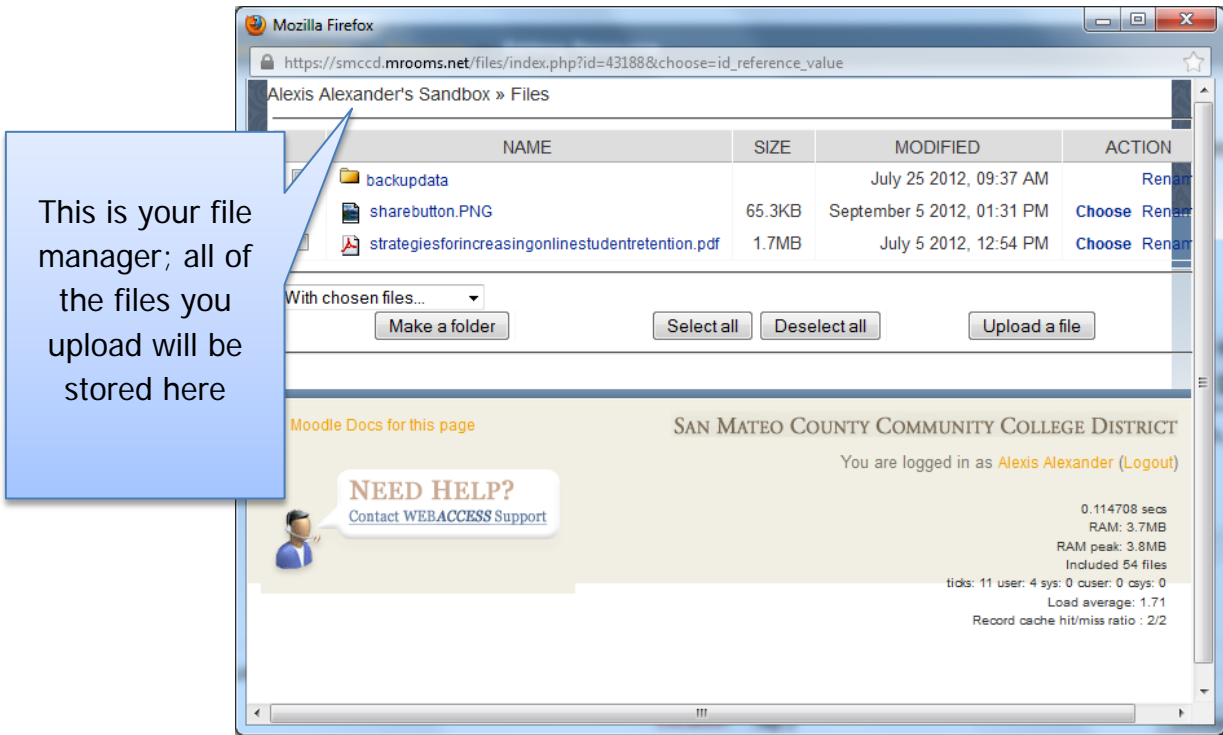
Files are a **resource**, so go to the Resource drop down list and choose “Link to a file or Website”



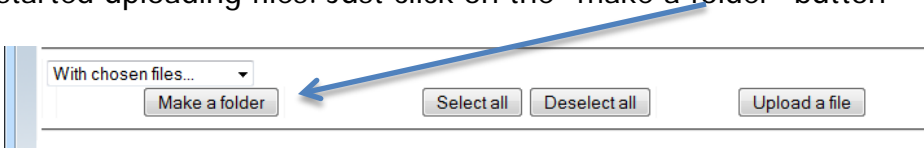
Naming your Resource:

A resources page is a list of all your course related resources. In this section, it is optional to add a summary of these resources. Make sure it is short and clear for your students as they will be using this list as a quick reference guide to files on your site.

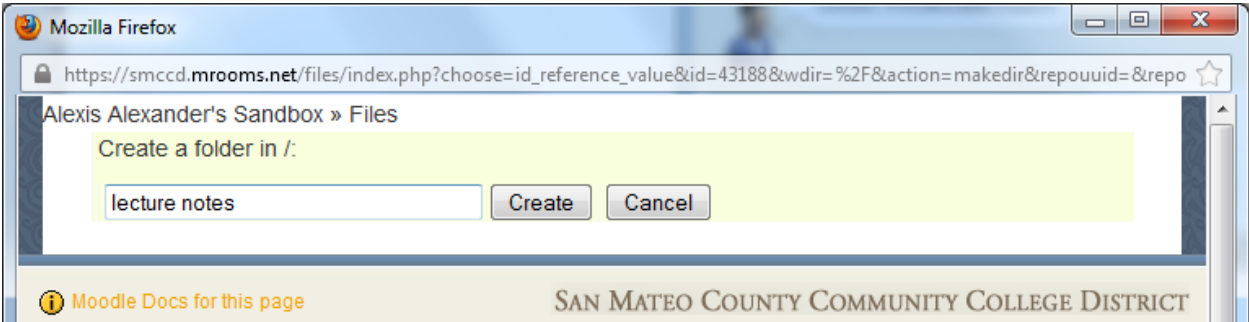




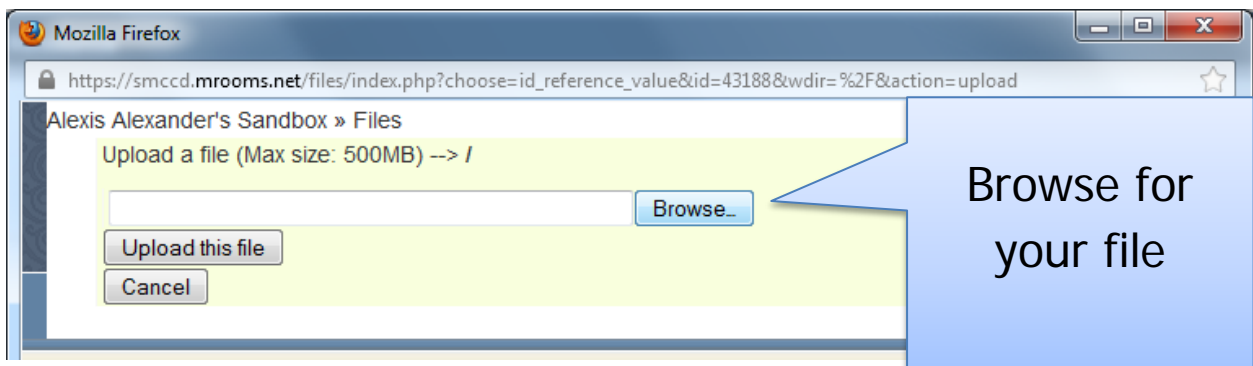
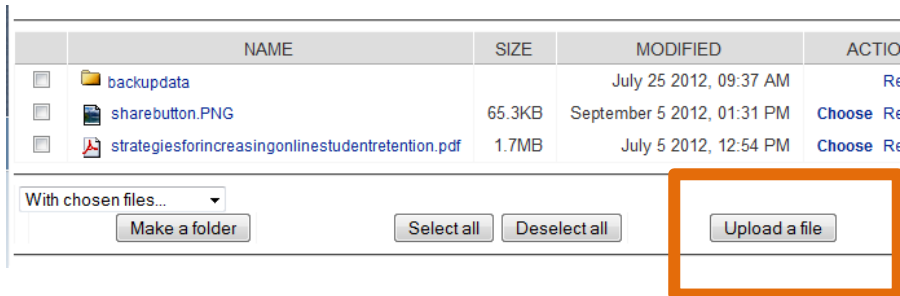
If you like to organize your files into folders, be sure to set this up prior to getting started uploading files. Just click on the "make a folder" button

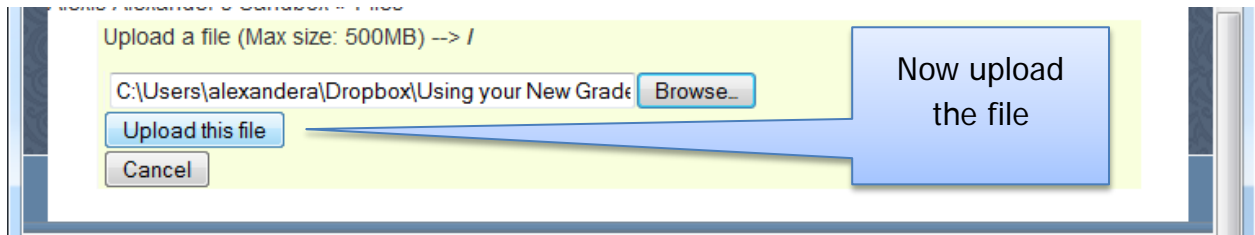
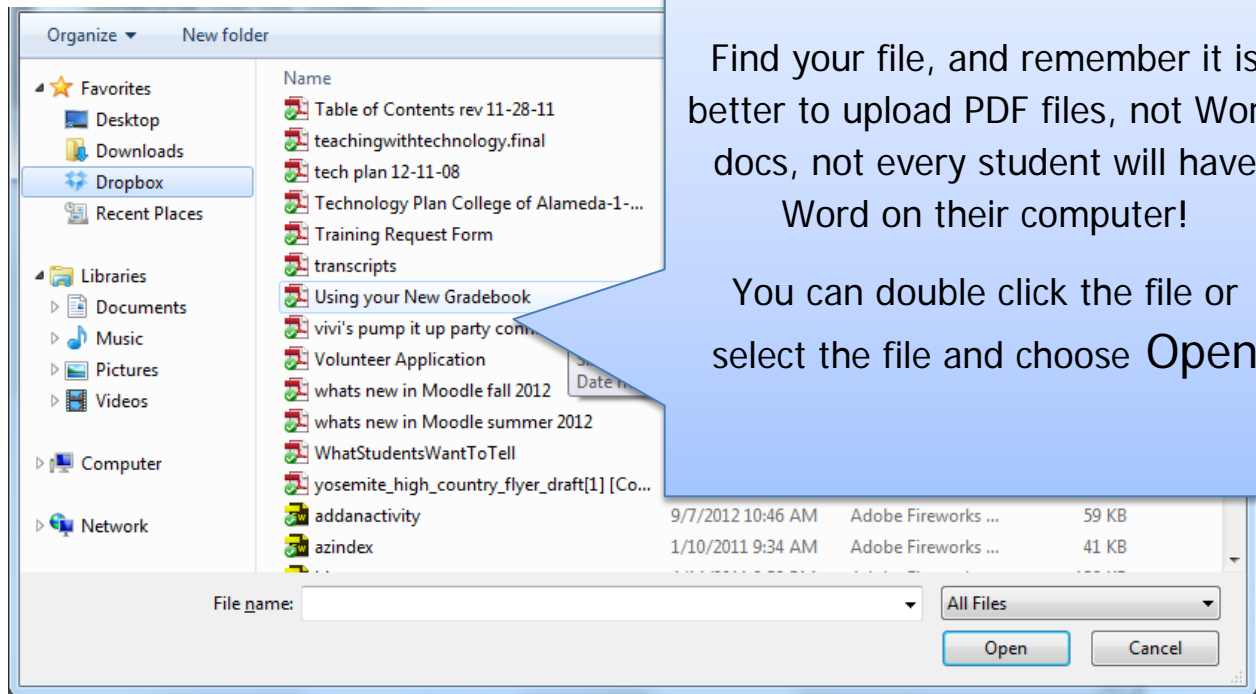


and this box will pop up so you can name your folder



Once you have created your folder and are ready to add files to it (or if you are simply going to start adding files to your file manager without creating folders), click on the **“Upload a File”** button on the file manager (Note: It is advisable that you upload PDF files to your site, since not all students have access to Microsoft Word)

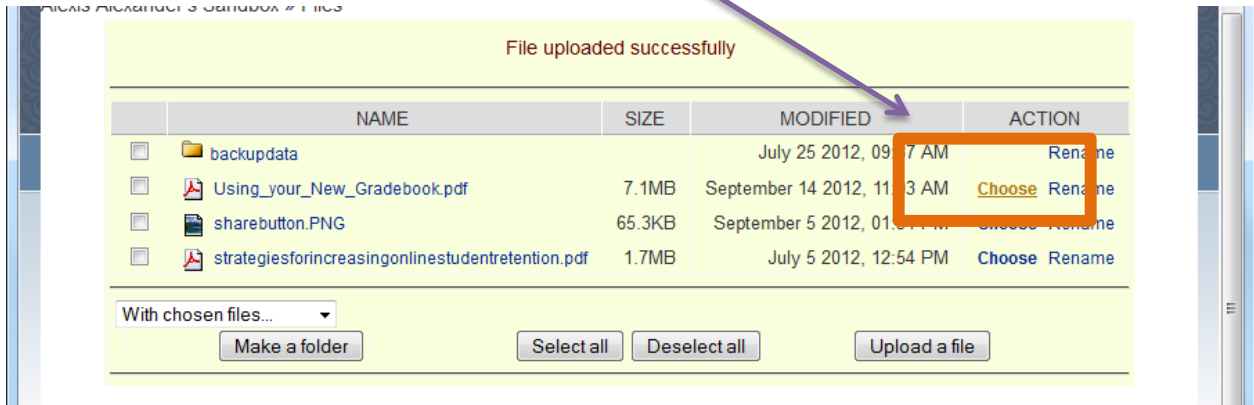




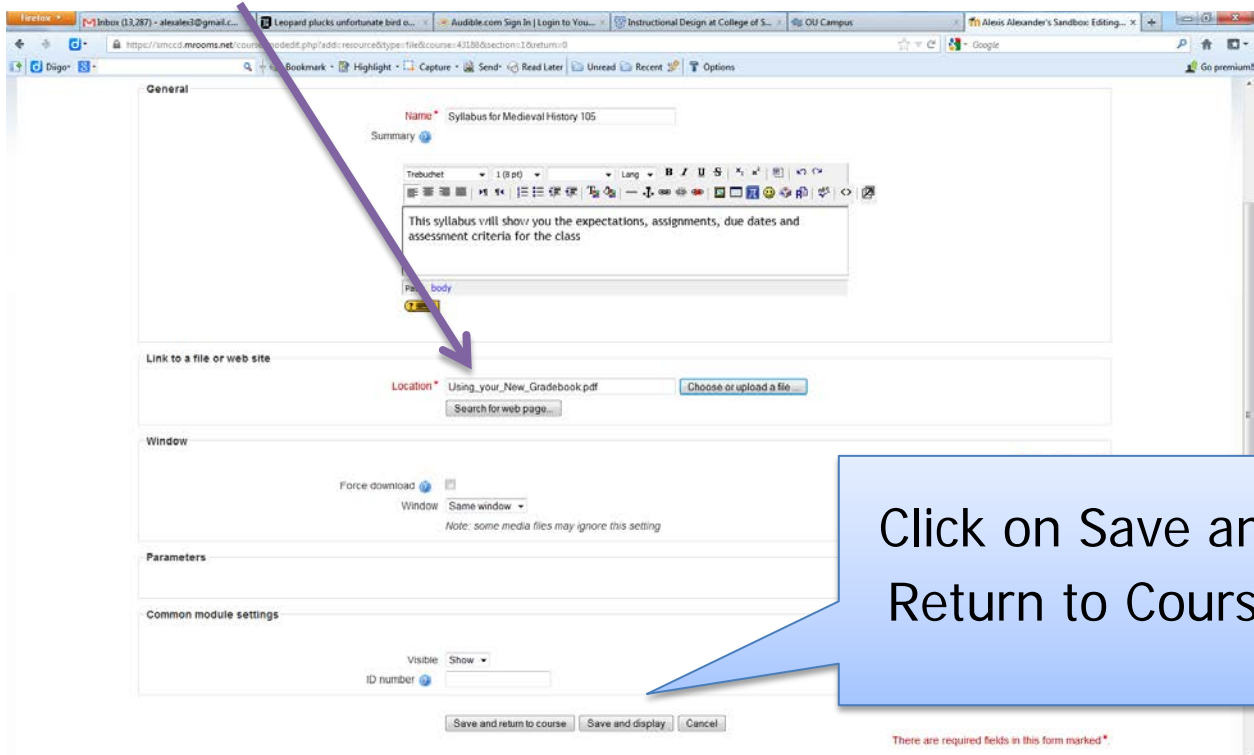
Once the file is uploaded it appears in your file manager.



The next step is to click on **“Choose”**. This may seem strange, but you must click on **“Choose”** to add your file to your course.



This takes you back to your **“Add a Resource Page”**, where you should see the name of your file in the text box.



The image shows a screenshot of a Moodle course page. The page title is "WEBACCESS" and the user is logged in as "Alexis Alexander (Logout)". The course is "Alexis Alexander's Sandbox". The main content area is titled "Weekly outline" and "Welcome to My Course 101". It contains a form for adding resources with a "Go" button. A blue callout box with white text points to a link in the resource list, stating: "You should see the link to your file here". The resource list includes "News forum" and "Give your resource a name for example Syllabus". The right sidebar contains sections for "Latest news", "Upcoming Events", and "Recent activity".

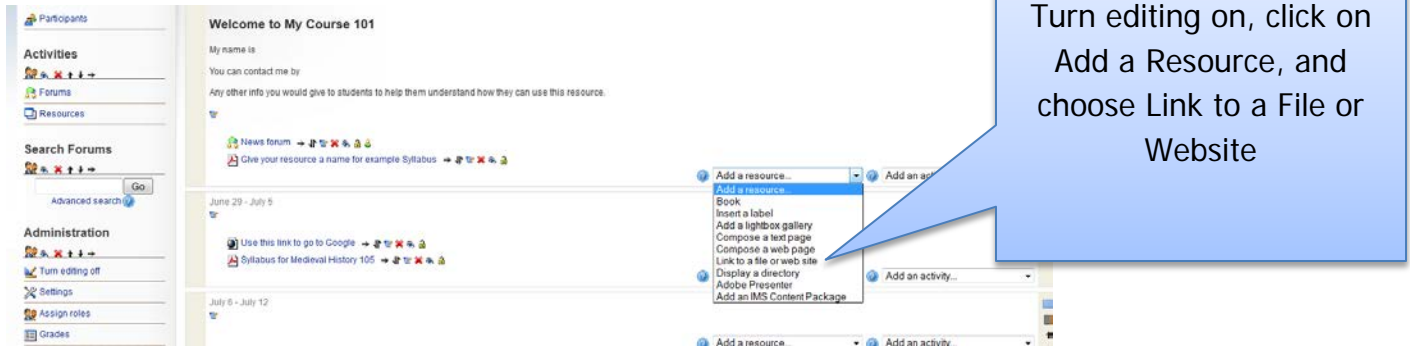
Don't forget to test your link to make sure it works before proceeding.



Link to an external website

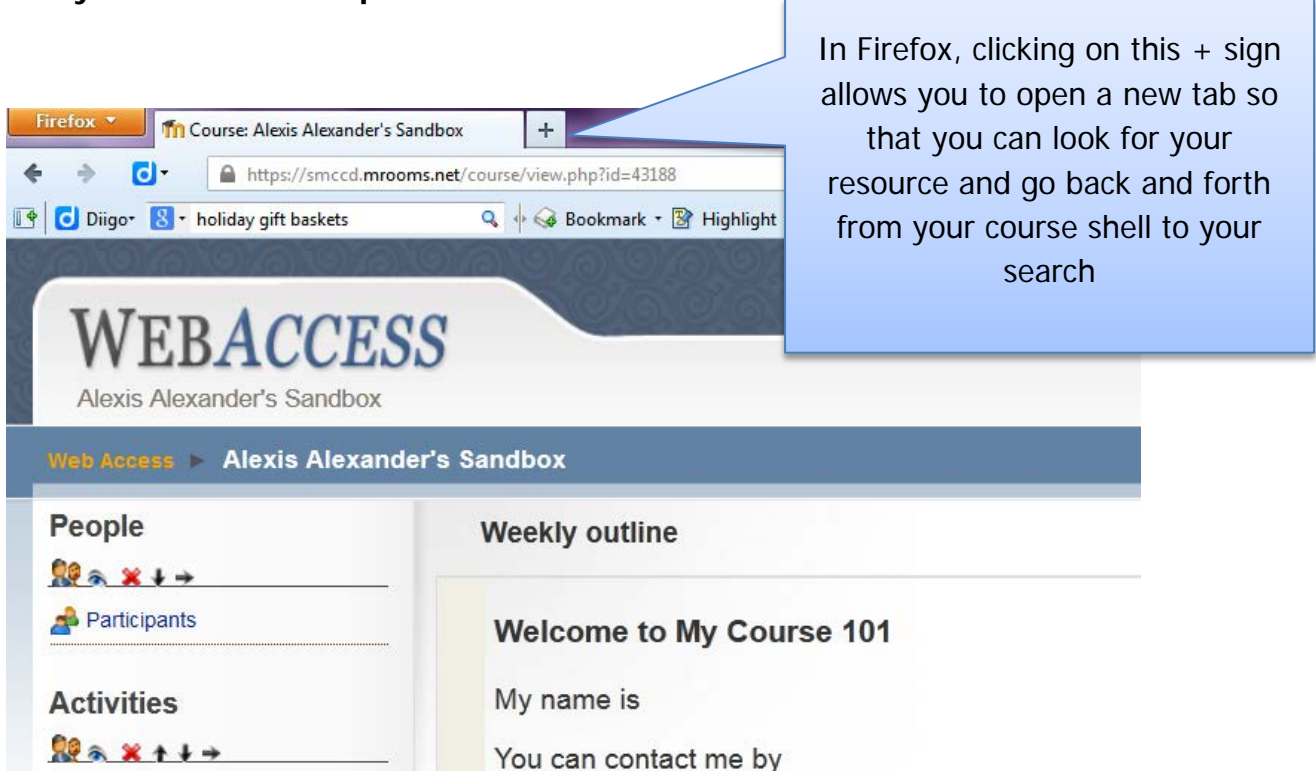
WebAccess is also a great tool to enhance your students' learning experiences, as it can provide them interesting resources to view and use.

To do this, you may want to link to an external website.



It is not necessary to close your WebAccess course shell when to go out to the Internet to find an external website

Use your browser to open a new tab



Now find your online resource

The screenshot shows the Diigo search interface. At the top, there's a navigation bar with 'diigo' logo and 'Research, Share, Collaborate' tagline. Below it, a search bar contains 'medieval history'. The results list includes:

- Medieval Sourcebook: Introduction** (376 people) - www.fordham.edu/~sbook.html
- Paul Halsall/Fordham University: Internet History Sourcebooks Project** (412 people) - www.fordham.edu/halsall
- The Labyrinth** (215 people) - labyrinth.georgetown.edu
- resourcesforhistoryteachers - home** (183 people) - resourcesforhistoryteachers.wikispaces.com
- Historic Tale Construction Kit** (570 people) - www.adgame-wonderland.de/...bayeux.php
- ORB: The Online Reference Book for Medieval Studies** (86 people) - www.the-orb.net
- Catalogue of Digitized Medieval Manuscripts: About Us** (121 people) - manuscripts.cmr.ucla.edu

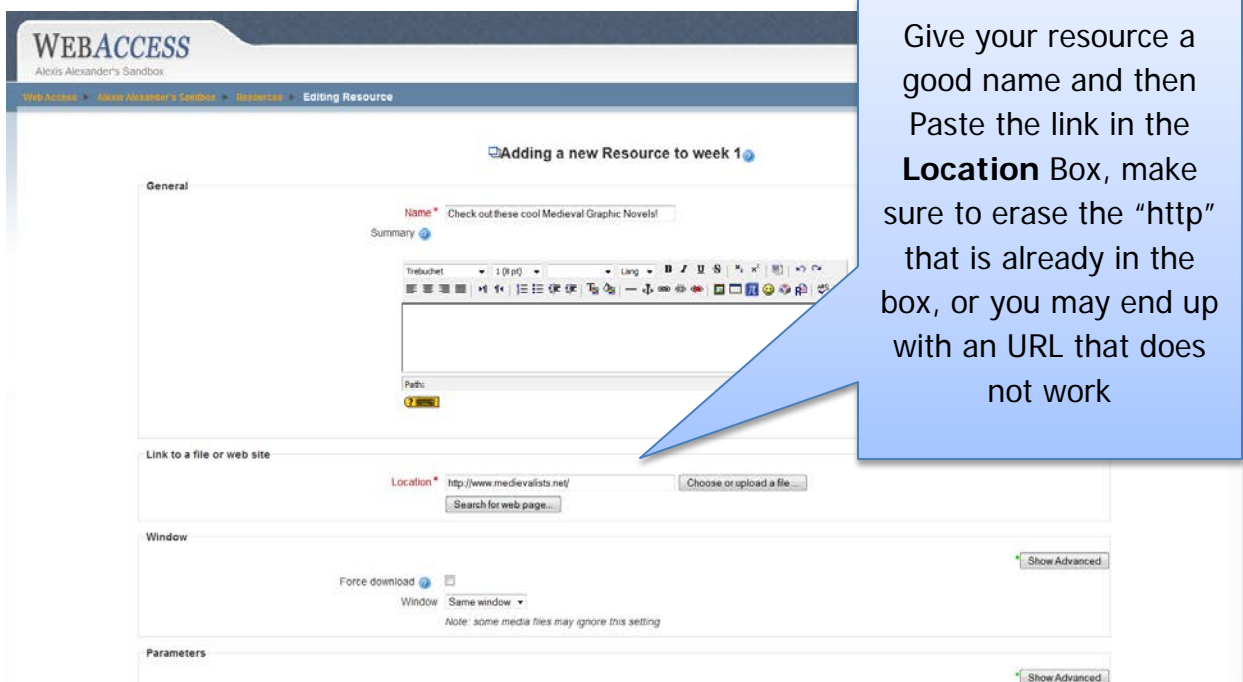
On the right side, there are sections for 'Related searches', 'Top Contributors', and 'Groups interested in medieval...'.

Go to the website you want to use as a reference

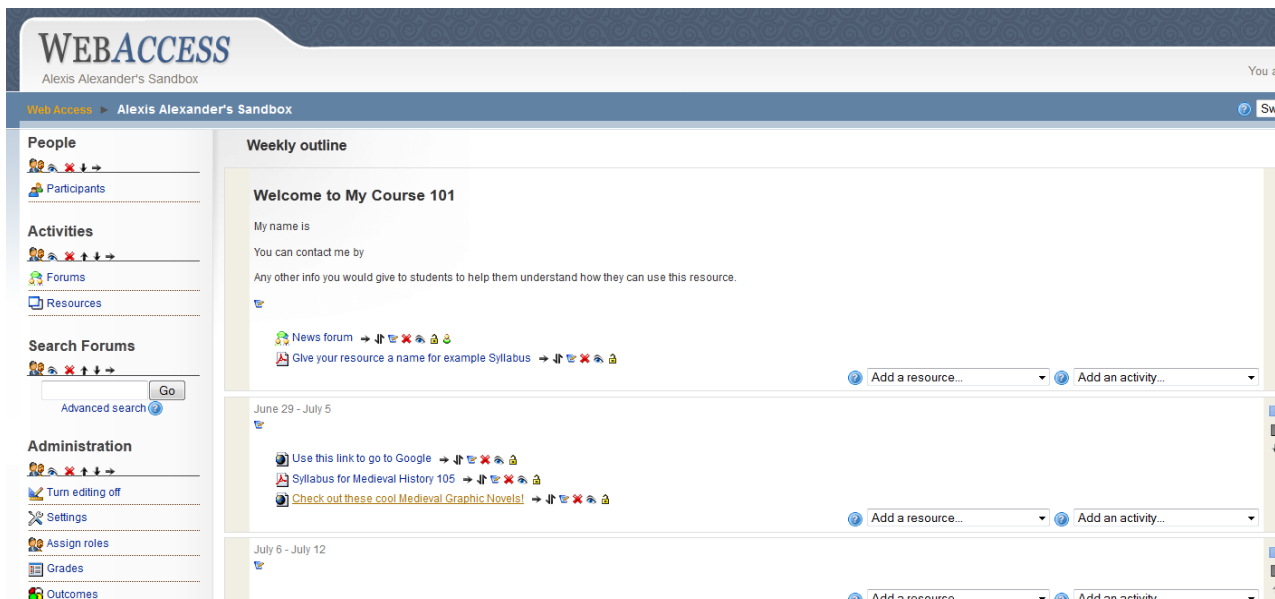
The screenshot shows the homepage of Medievalists.net. The header includes the site name and a search bar. Below the header, there are navigation links for 'Articles', 'Videos', 'Interviews', 'Fiction', 'Travel', 'Books', 'Music', 'Fairs', 'Podcasts', 'Conferences', 'Games', 'Features', 'Weblogs', 'Book Reviews', 'News', 'TV Shows', 'Teaching Resources', and 'About Us'. The main content area features a large article titled 'The Story of Richard III as Graphic Novel' and a section for 'LATEST ARTICLES' with several smaller article thumbnails.

Select and copy the URL (web address)





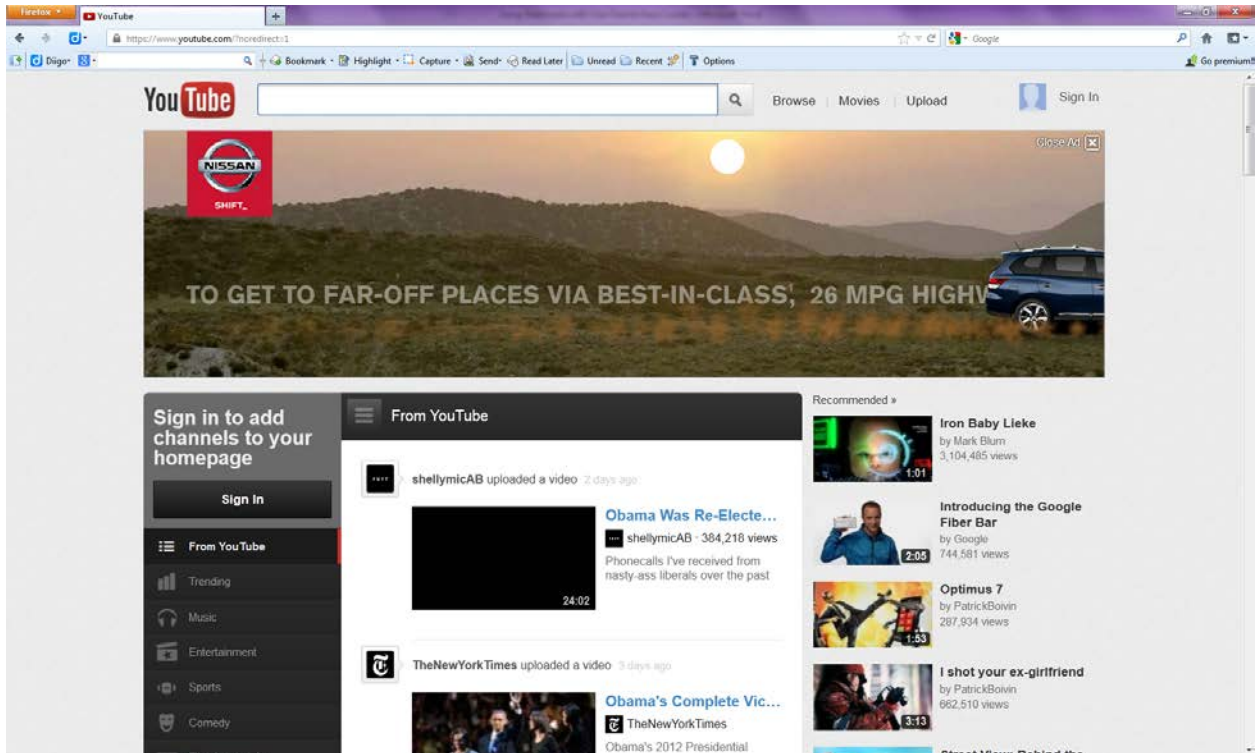
Save and return to course, and you will see your link



Don't forget to test your link to make sure it works before proceeding.



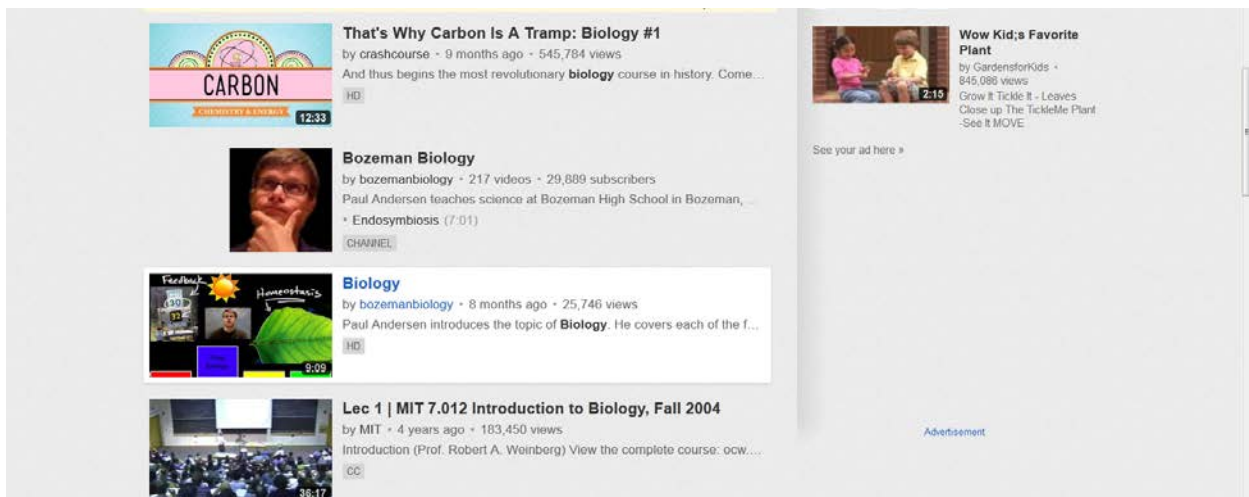
Adding a YouTube Video to your course

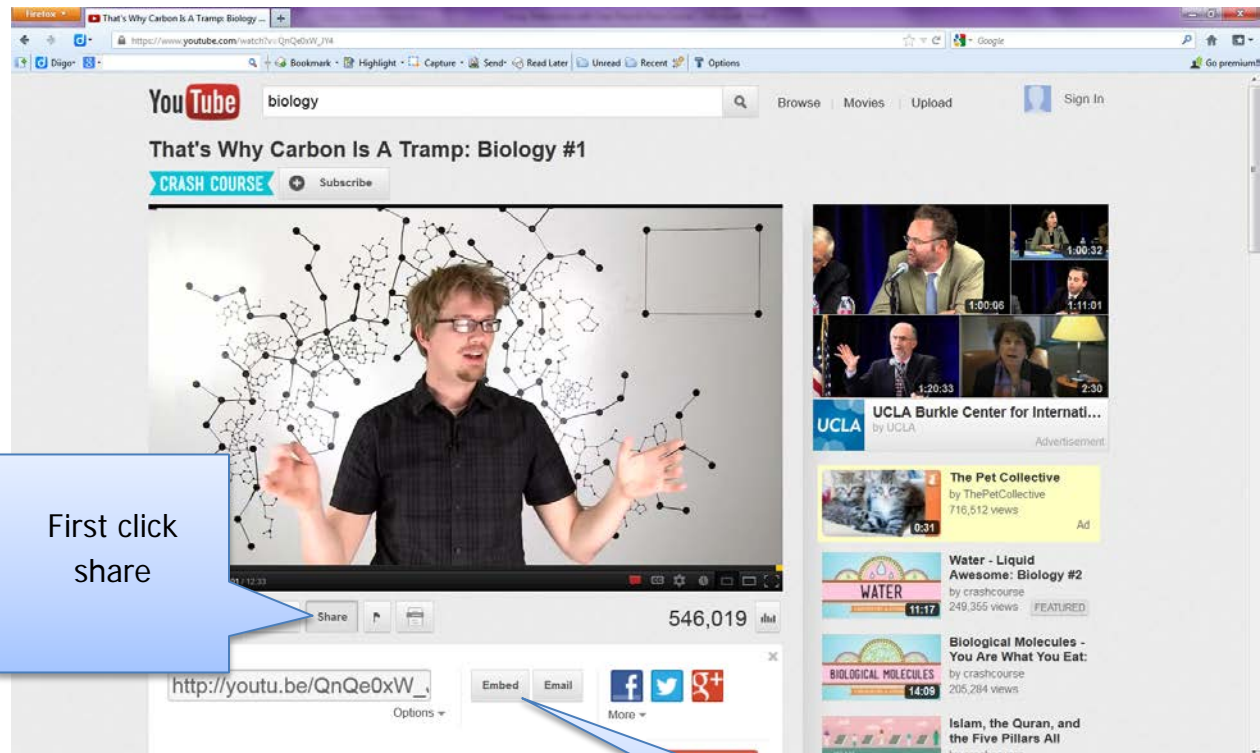


YouTube has a ton of great videos you can embed in WebAccess

First search for the video that you want

For example here are a bunch of biology videos

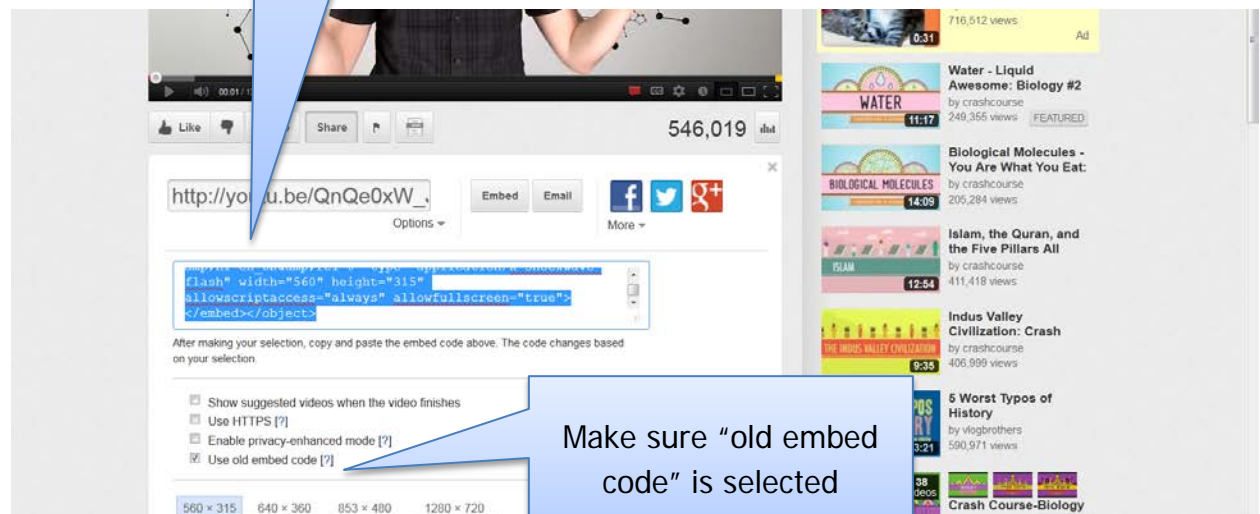




First click share

Then click embed

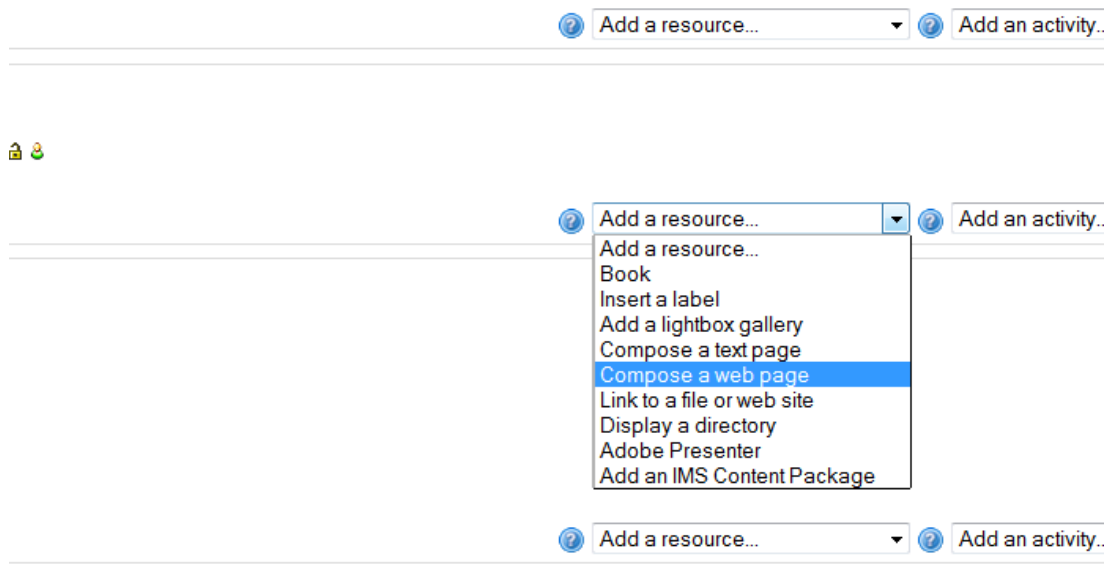
Copy this embed code, this is what you need to put the video in your shell



Make sure "old embed code" is selected



Back in WebAccess, you should create a webpage in your course where you will embed your video. Click on "Add a Resource/Compose a webpage"



Adding a new Resource to topic 2

General

Name* Watch this video!

Summary

Trebuchet 1 (9 pt) Lang

Path:

Compose a web page

Full text*

Trebuchet 1 (9 pt) Lang

You are in TEXT MODE. Use the [<>] button to go back to WYSIWYG MODE.

```
<div />
<object width="560" height="315">
  <param name="movie" value="http://www.youtube.com/v/gp9e0w_074?version=3&api=1&hl=en_US&aspr:rel=0">
  </param>
  <param name="allowFullScreen" value="true">
  </param>
  <param name="allowscriptaccess" value="always">
  </param>
  <embed src="http://www.youtube.com/v/gp9e0w_074?version=3&api=1&hl=en_US&aspr:rel=0" type="application/x-shockwave-flash" width="560" height="315" allowscriptaccess="always" allowfullscreen="true">
  </embed>
</object>
```

Give your resource a name and then paste the code in the bottom box but click the <> button FIRST to get to code view, that is very important!



Click on "Save and Display" to make sure that your video is working

Grouping None -

Available for group members only

Visible Show -

ID number

There are required fields in this form marked *

The screenshot shows a web browser window displaying a Moodle course page. The browser's address bar shows the URL: <http://smccd.mrooms.net/mod/resource/view.php?id=39962>. The page header includes the logo for 'WEBACCESS' and 'Alexis Alexander's Sandbox'. The breadcrumb trail reads: 'Web Access > Alexis Alexander's Sandbox > Resources > Video about something'. A 'Jump to...' search bar is visible. The main content area features a video player with a play button. The video thumbnail shows two men in suits, one with his arm around the other, and a red and white 'SONGIFY 2012' graphic. Below the video, it says 'Lect modified: Wednesday, October 10, 2012, 02:00 PM'. The footer contains 'SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT', a 'NEED HELP?' button, and system statistics: '0.265832 secs', 'RAM: 3.5MB', 'RAM peak: 3.6MB', 'Included 75 files', and 'ticks: 26 user: 5 eve: 3 cuser: 0 cove: 0'.



Two more tools you might like to use are “**Assignments**” and “**Forums**”

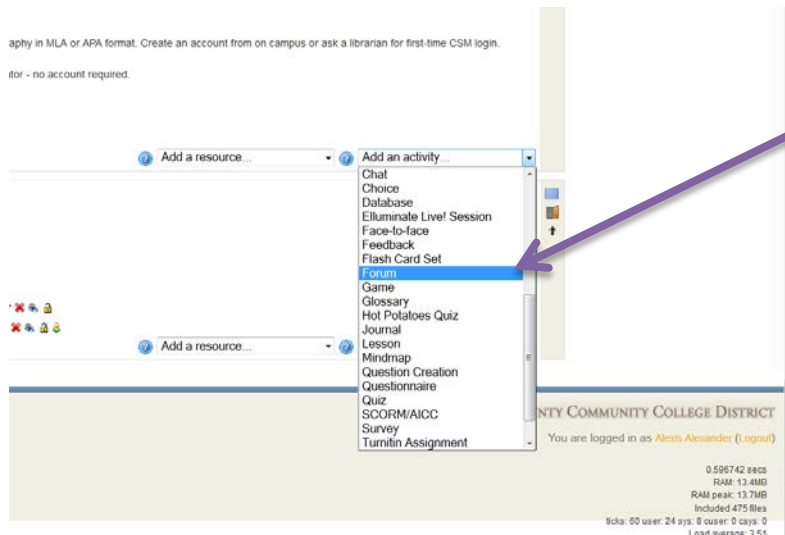
Forums allow for asynchronous discussion, such as question and answer boards.

Assignments allow students to upload papers, etc, online, and make grading so much easier for you!



Adding a Forum to WebAccess

Forums are an activity in WebAccess, so you will find them in the Add an Activity list



Adding a new Forum to week 4

General

Forum name * Use this forum to discuss the question for Week Four

Forum type Standard forum for general use

Forum introduction *

The directions for your forum go here

Trebuchet 1 (8 pt) Lang

This week we will be talking about events in the News. Read one newspaper article about a current topic and summarize the article here.

Path: body

Force everyone to be subscribed? No

Read tracking for this forum? Optional

Maximum attachment size 500KB

RSS

RSS feed for this activity None

Number of RSS recent articles 0

Grade

Aggregate type Sum of ratings

Grade 50

Restrict ratings to posts with dates in this range:

Give your forum a name

You may decide to give students points for forum participation, set the parameter for that here



If you decide to use forums

If you decide to use forums in your course, and I hope you will as forums provide many advantages and support for students, you should also include specific instructions and guidelines on how to use the forum for students.

Below is an example of information you might provide. Notice that there is also an example of a rubric provided.

Each week we will have at least one discussion forum. You must post **THREE** times in each forum to get the maximum number of points for your participation. Each substantive and complete post is worth 25 points.

As the instructor, I will facilitate student discussions but I will not address every single post. In most cases, I might share a related idea, intervene when the discussion goes off-track, or tie student comments together to help deepen student learning. Consequently, I will not directly answer questions in the discussion area unless they are addressed to me. I will check the discussions daily during the week, and occasionally on the weekends.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation.

- Submit initial post(s) early in the week, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).



- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

What do I mean by a substantive post?

The following are some ideas to set the stage for substantive participation for the development of your critical thinking skills:

1. Ensure that the posting contributes to the overall discussion thread that is being developed. Your response must contain some reference back to the original discussion question. Stay on track by always referring back to that original discussion question.
2. Try to use your posting to add value to the discussion. This is more effective than simply responding to meet a requirement.
3. Check to see that the posting expands on the main theme (in the discussion question, or assignment posting).
4. Make sure your posting is at least 50-150 words.

Other Ideas for Participation

- Share a related experience.
- Comment on others' experiences.
- Ask students questions about their ideas/experiences.
- Consider an idea being discussed, and offer a different perspective on it.
- Describe an interesting idea from the week's reading, and explain what insights you gained from it.
- Ask the group a question about the week's reading.
- Disagree (respectfully, of course) with a point that someone else has made.
- Discuss a related issue on which you would like some feedback.
- Describe how you have applied the recent course concepts to your personal/professional life.
- Share another resource you have used as you explored the course topics.



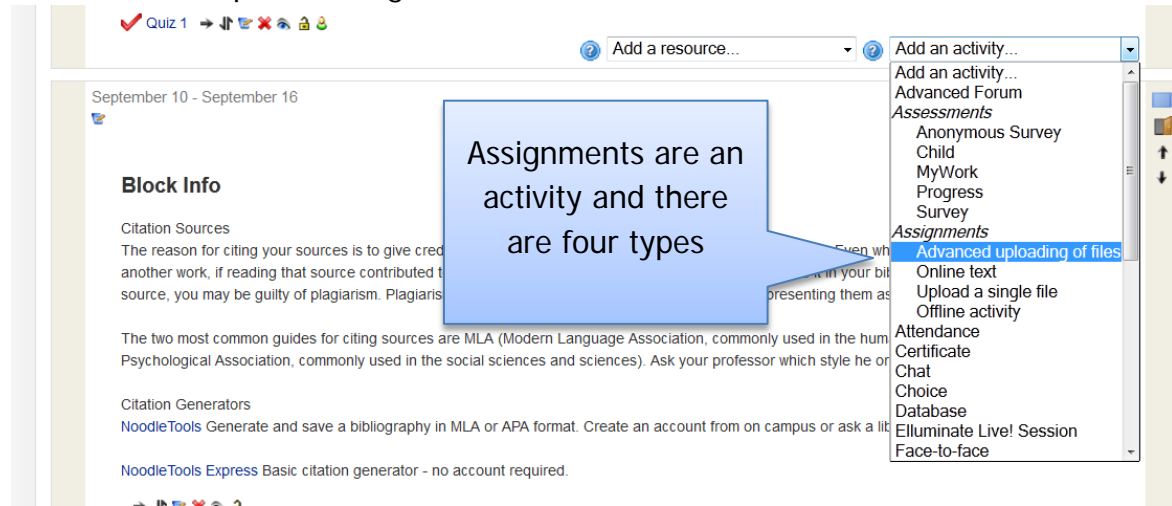
Here is a suggested rubric for forum discussion posts

Criteria	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	Does not submit at least one post early in the session and/or does not submit at least two responses to other learners at various times during the session.	Submits at least one thoughtful post early in the session and at least two responses to other learners at various times during the session.	Submits two or more thoughtful posts early in the session and more than two responses to other learners at various times during the session.
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.



Adding Assignments to WebAccess

A student can upload a single file.

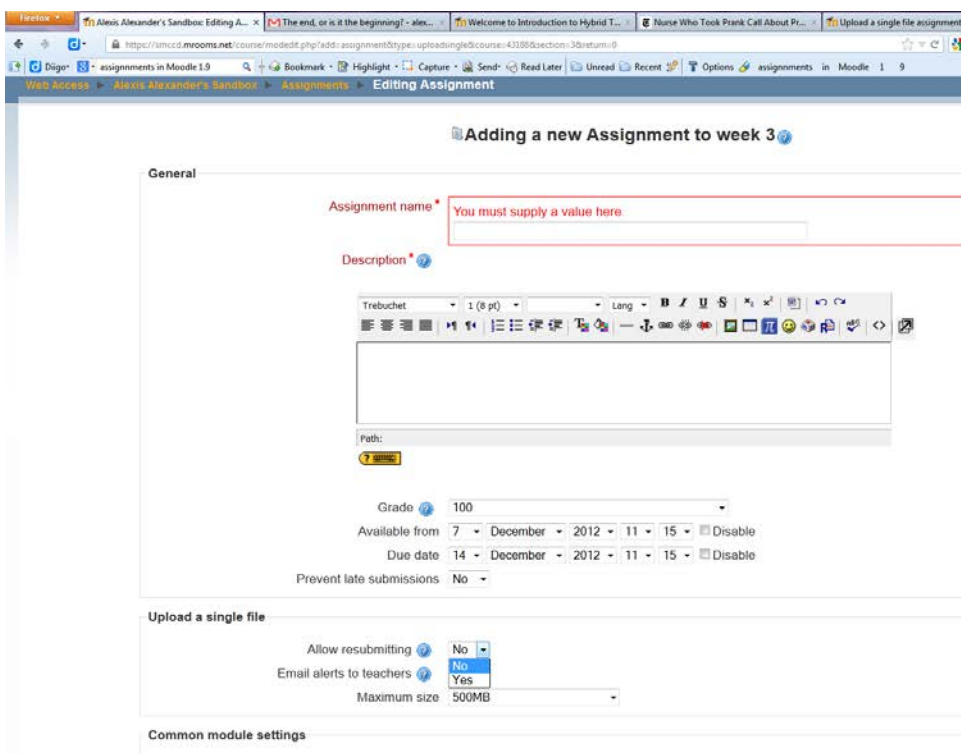


The screenshot shows the Moodle interface for adding an activity. A dropdown menu is open, listing various activity types. A blue callout box with a white border and a pointer to the 'Advanced uploading of files' option contains the text: "Assignments are an activity and there are four types".

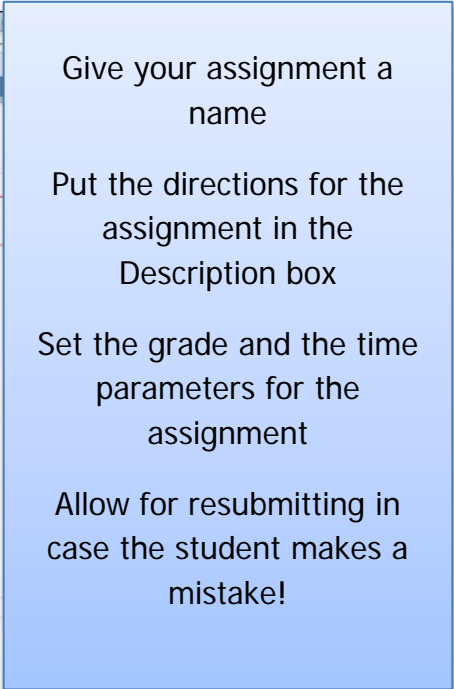
Assignments are an activity and there are four types

Upload a single file

This could be a Word document, spreadsheet, or anything in digital format. After students upload their files, the teacher will be able to open the submission and use the Moodle interface to assign a grade and offer comments as feedback. A student may submit a file as many times as they like up until the deadline, as long as resubmitting is permitted. Only the latest file is retained, and this is the one the lecturer marks.



The screenshot shows the Moodle 'Adding a new Assignment to week 3' form. The 'General' section includes fields for 'Assignment name' (with a red error message 'You must supply a value here'), 'Description' (with a rich text editor), 'Path', 'Grade' (set to 100), 'Available from' (7 December 2012, 11:15), 'Due date' (14 December 2012, 11:15), and 'Prevent late submissions' (No). The 'Upload a single file' section includes 'Allow resubmitting' (No), 'Email alerts to teachers' (Yes), and 'Maximum size' (500MB). The 'Common module settings' section is partially visible at the bottom.



Give your assignment a name

Put the directions for the assignment in the Description box

Set the grade and the time parameters for the assignment

Allow for resubmitting in case the student makes a mistake!

Online Text Assignment

Online text assignments allow students to submit text using the normal Moodle editing tools.

Teachers can grade them online and even add in-line comments or changes.



Allow resubmitting

By default, students cannot resubmit assignments once the teacher has graded them. If you want students to be able to re-submit their assignments, you will need to turn this option **“on”**, then students will be allowed to resubmit assignments after they have been graded (for you to re-grade). This may be useful if the teacher wants to encourage students to do better work in an iterative process.

Comment In-line

If this option is selected, then the original submission will be copied into the feedback comment field during grading, making it easier to comment in-line (using a different color, perhaps) or to edit the original text. Of course even if the teacher makes in-line comments and changes, the student's original submission is kept intact.

If in-line comments are not permitted, then the teacher will see the student's submission and a separate area for making comments.

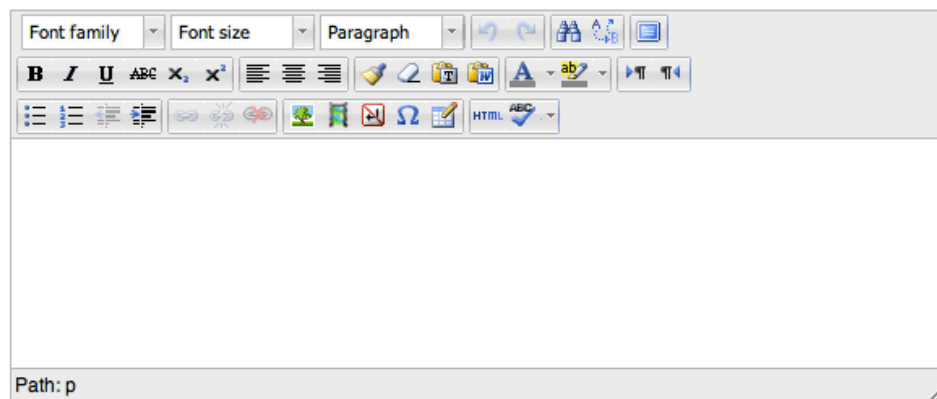


This is what the student sees when interacting with an online assignment in WebAccess.

Please compose a brief paragraph describing your reactions to the film we watched in class. Try to relate your reactions to the topics that have already come up in class, but do not feel that you must limit yourself to those topics.

Available from:	Monday, 23 April 2012, 1:25 PM
Due date:	Monday, 30 April 2012, 1:25 PM

Submission*



A rich text editor interface with a toolbar containing various icons for text formatting (bold, italic, underline, font color, background color, bulleted list, numbered list, indent, outdent, link, unlink, insert link, insert image, insert table, insert video, insert audio, insert code), alignment (left, center, right, justified), and other functions. Below the toolbar is a large, empty text area for writing. At the bottom left of the text area, it says "Path: p".

Save changes Cancel



Advanced Uploading of Files



Features

- This feature allows teachers to send files back to students in response to their submissions.

Example: A typical way to use this would be to edit the student's submitted file by adding comments and/or corrections, and then returning this file back to the student via the assignment. When a student clicks on the assignment, files sent to him or her appear as a list of Response files.

- Response files can be uploaded before submission, which can be used to give each student a different file to work with.

Tip: Be sure that "**Gradebook**" settings for that assignment allow the grades/response files to be visible to the student.

Tip: The teacher must also include a comment in the text comment box, or the student will not be able to see the file.

- Students 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 student.
- Teachers can review the current status at any time, unfinished assignments are marked as Draft.
- Teachers can revert any ungraded assignment back to draft status.

Settings

Maximum size

This setting specifies the maximum size per file of **each** of the files that the students can upload as their submission. For example, if you set the limit to one megabyte, students can upload files up to one megabyte in size. If your students are uploading



word processing documents or spreadsheets, typically you only need to allow for a few megabytes. If your students are submitting multimedia projects or other files with many images or audio clips, then the space allowed will need to be larger.

Allow deleting

If enabled, students may delete uploaded files at any time before submitting for grading.

Maximum number of uploaded files

Maximum number of files each participant may upload, this number is not shown to students. It is a best practice to remind students of the actual number of requested files in assignment description. For example: "Only 3 files maybe uploaded in this assignment."

Allow notes

If enabled, students may enter notes into text area associated with the assignment. This text box can be used for communication with the grading person, assignment progress description or any other written activity.

Allow Send for marking

If enabled, students may progress from Draft status by clicking the "Send for Marking" button. The submission is then pushed through for grading.

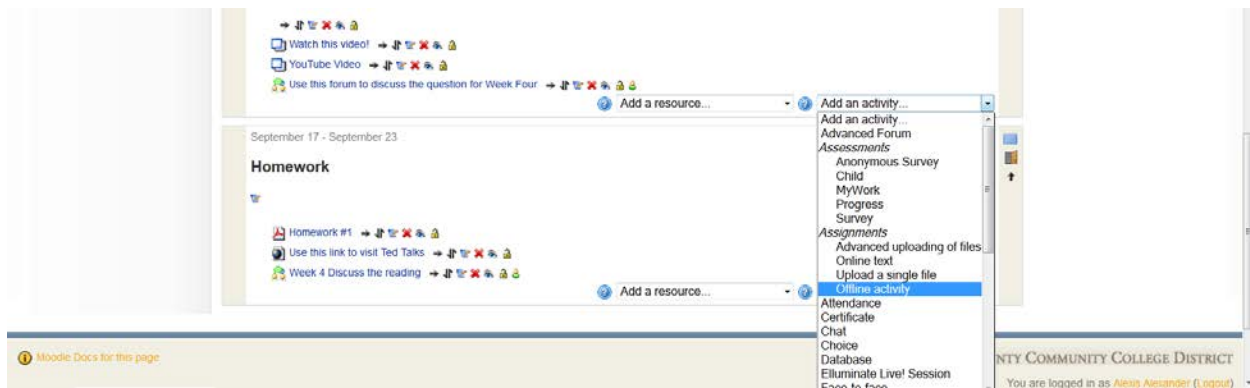
This means that they can no longer edit their submission (to do so would risk invalidating any work their assessor had done on their submission). If students regret their decision and wish to edit, they need to request that somebody with editing access reverts them to Draft Status.

Hide description before available date

If enabled, assignment description is hidden before the opening date.



Offline Activity



This is useful when the assignment is performed outside of Moodle. It could be something elsewhere on the web or face-to-face. Students can see a description of the assignment, but can't upload files or interact with the assignment. Grading works normally, and students will get notifications of their grades.

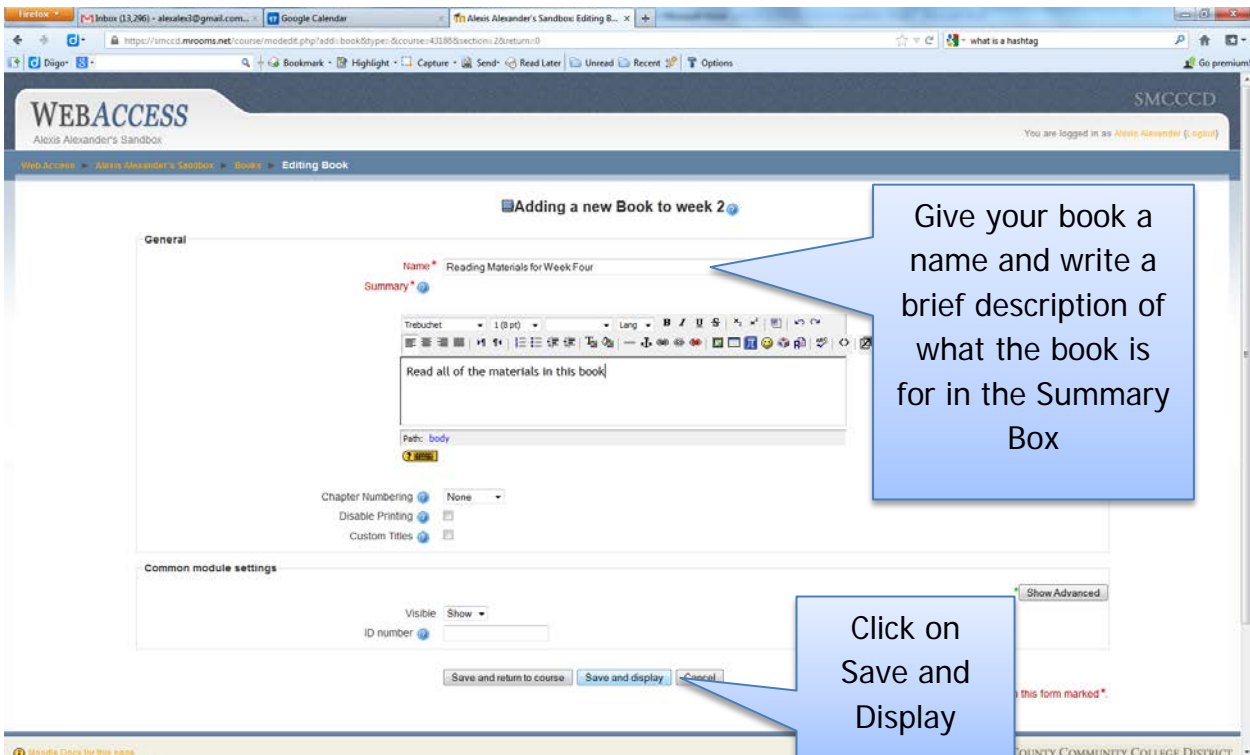
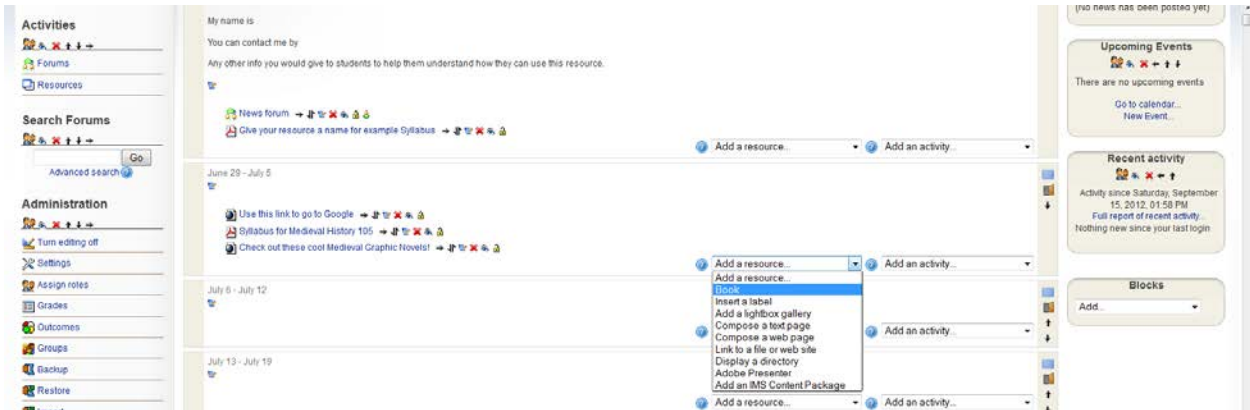


Adding a Book to WebAccess

WebAccess offers a tool called a “book” that allows you to add multiple pages of related content. This is a great way to organize information for students to view.

To add a Book:

Turn editing on in your WebAccess shell and then click on **Add a Resource/Book**





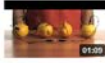



To add a video, use the html button



All videos on YouTube, and on lots of other free video sites, have Embed Code



TED-Ed Picks

 <p>Billy Collins: Everyday moments, caught in... http://www.ted.com Considering dry wit with artistic depth, Billy Collins shares a project in which... by TEDsakaDirector 6 months ago 69,380 views</p>	 <p>The Beauty of Algebra Why the abstraction of mathematics is so fundamental by kherakadem7 7 months ago 173,000 views</p>
 <p>Fruit-Power Battery - Sick Science! #063 Read the full experiment at http://www.stevespanglerscience.com/experiment-fruit-power-battery Vo... by SteveSpanglerscience 6 months ago 76,230 views</p>	 <p>What is up with Noises? (The Science and M... Accuracy not guaranteed. Get Audacity and play! http://audacity.sourceforge.net/ Correction: it ... by Vhett about 1 year ago 637,692 views</p>
 <p>Where Do Trees Come From? Complete unabridged inter-views: http://www.youtube.com/watch?v=5epw95B2tqg Trees can weigh hundreds... by 1vertissium 6 months ago 119,404 views</p>	 <p>Neil deGrasse Tyson: Bringing Commercial S... http://bigthink.com There is a lot of talk lately about what role the privatization of space mig... by bigthink 6 months ago 64,637 views</p>



Moodle: Course grade weighted by category

In many courses, the teacher may want to assign different elements of performance (such as daily work and tests) to defined percentages in determining a course grade.

Moodle calls this **Aggregation** method of computing course grades **Weighted mean of grades** because the course grade is computed by weights that the teacher assigns to categories (or items).

Note:

- Once your gradebook is setup, you can put activities into categories when you create or edit the activity (like an assignment or quiz).
- You can also change item categories from the **Categories and items** view of the gradebook.
- You can keep an item from being factored into the course grade by not placing it in a weighted category
- Category weights do not have to add to 100. If you have two categories with weights of 1 and 2, the second is given twice as much value in computing the course grade.

1. From the view menu in the gradebook, select "Categories and items".
2. Next to the name of your course change the **Aggregation** to **Weighted mean of grades**.

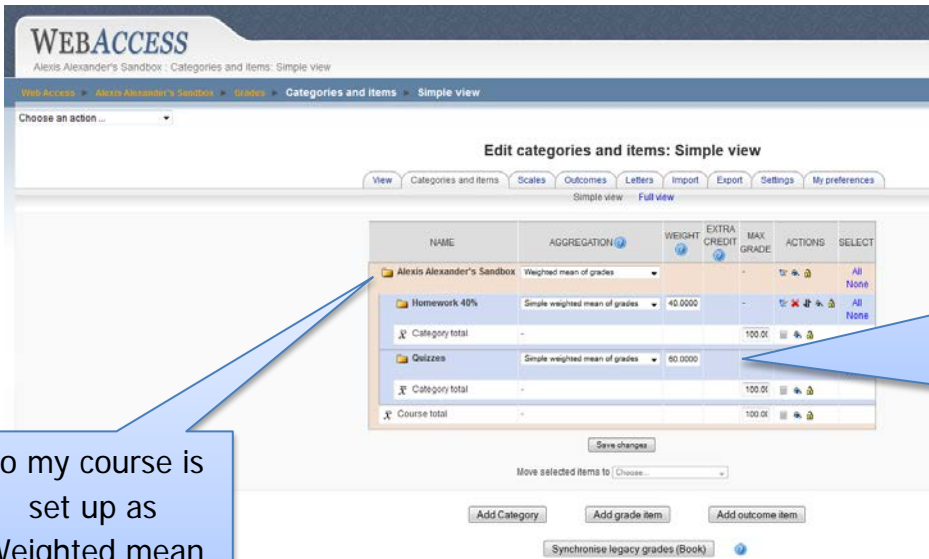
The screenshot shows the Moodle 'Edit categories and items: Simple view' interface. At the top, there's a navigation bar with 'WEBACCESS' and 'SMCCCD'. Below that, a breadcrumb trail reads 'Alexis Alexander's Sandbox > Categories and Items > Simple view'. A 'Jump to...' search box is on the right. The main content area has a 'Choose an action...' dropdown and a 'View' menu with options: 'Categories and items', 'Scales', 'Outcomes', 'Letters', 'Import', 'Export', 'Settings', and 'My preferences'. Below the menu is a table with the following data:

NAME	AGGREGATION	WEIGHT	MAX GRADE	ACTIONS	SELECT
Alexis Alexander's Sandbox	Weighted mean of grades	-	-	[edit] [delete] [add]	All None
Course total	-	-	100.00	[edit] [delete] [add]	

Below the table is a 'Save changes' button. At the bottom, there are buttons for 'Add Category', 'Add grade item', 'Add outcome item', and 'Synchronise legacy grades (Book)'. A purple arrow points to the 'Add Category' button.

3. From the same "Categories and items" view, click the button "Add category"

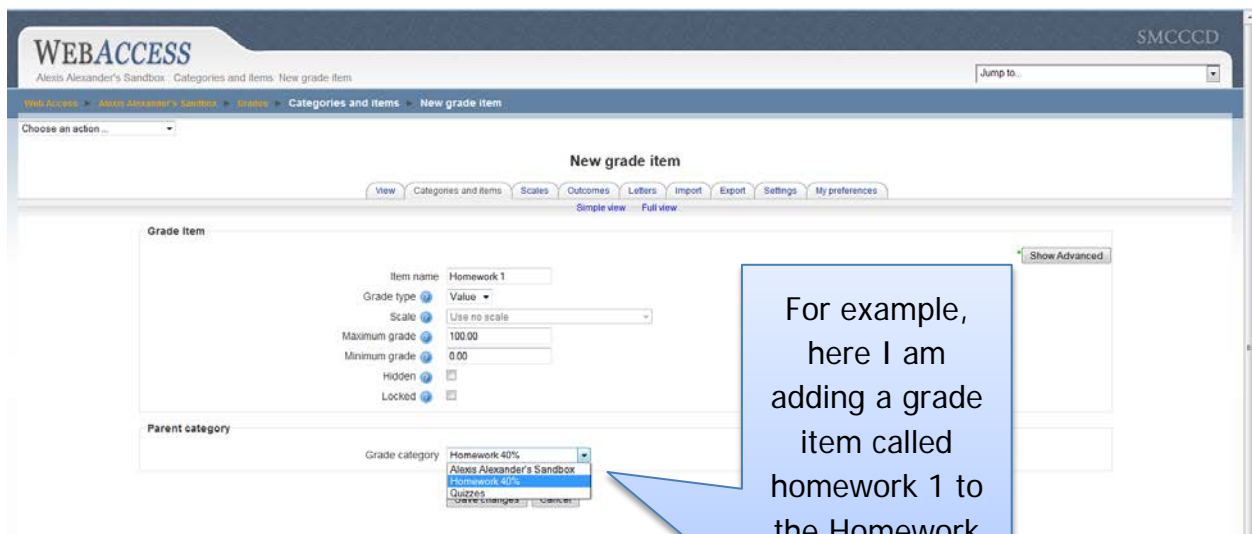
[Add category](#)



In this screen I have added two categories and given each a different weight

So my course is set up as Weighted mean of grades

Once the categories are set up you can start adding grade items to each category



For example, here I am adding a grade item called homework 1 to the Homework category

And this is how it appears

