

WebAccess Handbook

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

Contents

Logging in to WebAccess.....	2
Setting up your Shell.....	3
Docking Blocks or Menus.....	3
Course Settings.....	5
Editing your Profile.....	7
It is very important that you edit your profile before you make your course available to students.....	7
Creating a Welcome Message.....	8
Adding Files to WebAccess.....	9
Adding a YouTube Video to your course.....	16
If you decide to use forums.....	21
Other Ideas for Participation.....	22
Adding Assignments to WebAccess.....	24
Submission settings.....	25
Groups submission settings.....	27
Notifications.....	28
Grade.....	28
Adding a Book to WebAccess.....	30
Moodle: Course grade weighted by category.....	33
Creating a Quiz in WebAccess.....	36

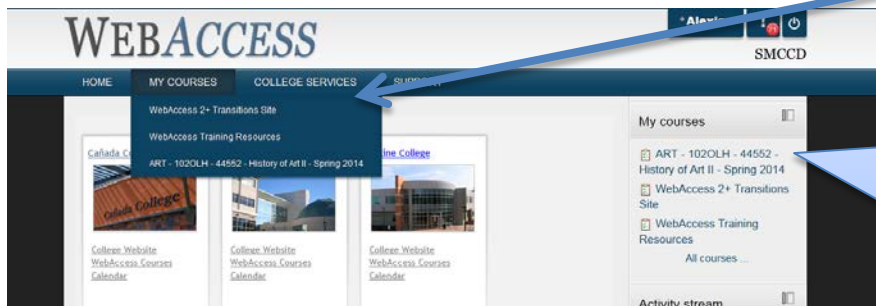
Logging in to WebAccess

The web address for WebAccess is

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

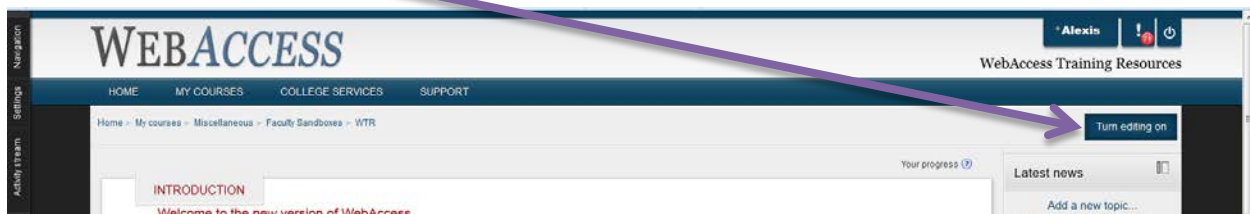


Your log in is your G number and your password is your 6 digit birthdate



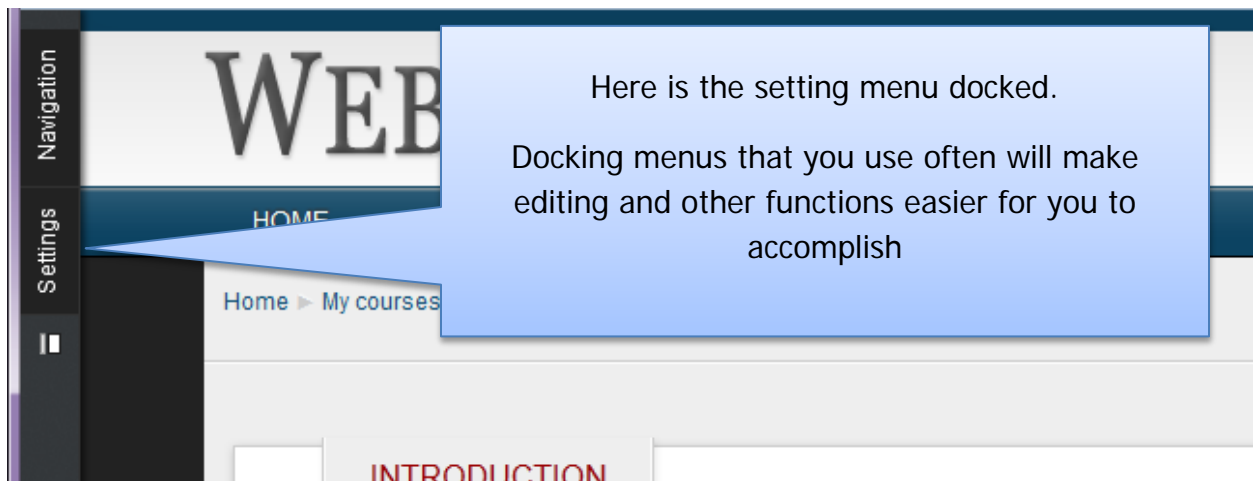
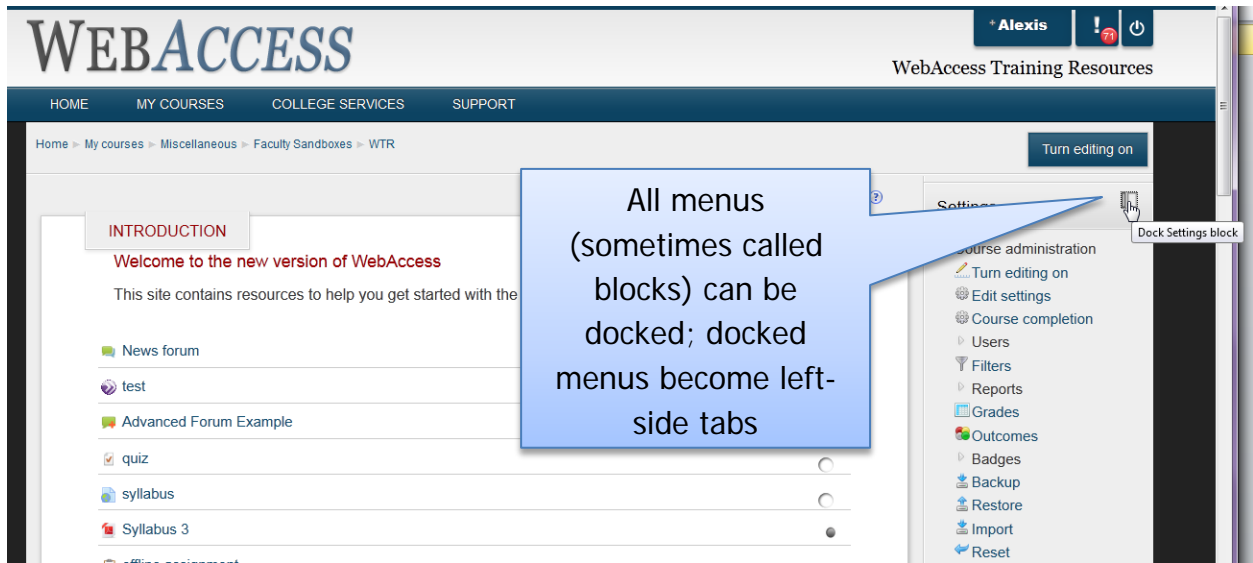
Once you are logged in, you can find your courses in the My Courses list and in the My Courses Block

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



Setting up your Shell

Docking Blocks or Menus



The Settings block has some important tools. This settings menu is "docked"

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

Grades is the link to the Grade book in WebAccess

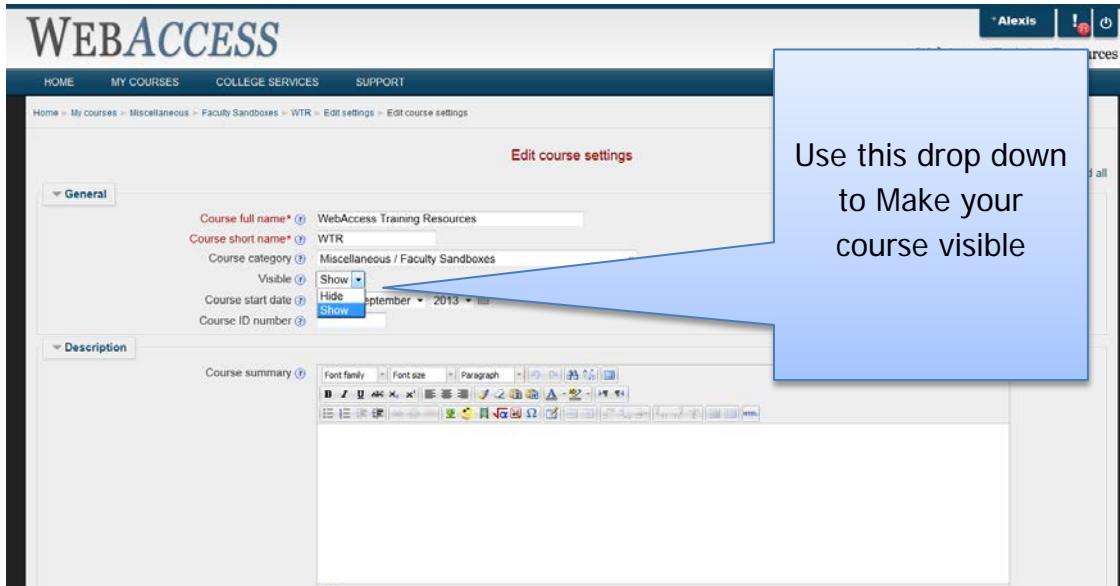
You can **back up** and save a copy of your course here

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

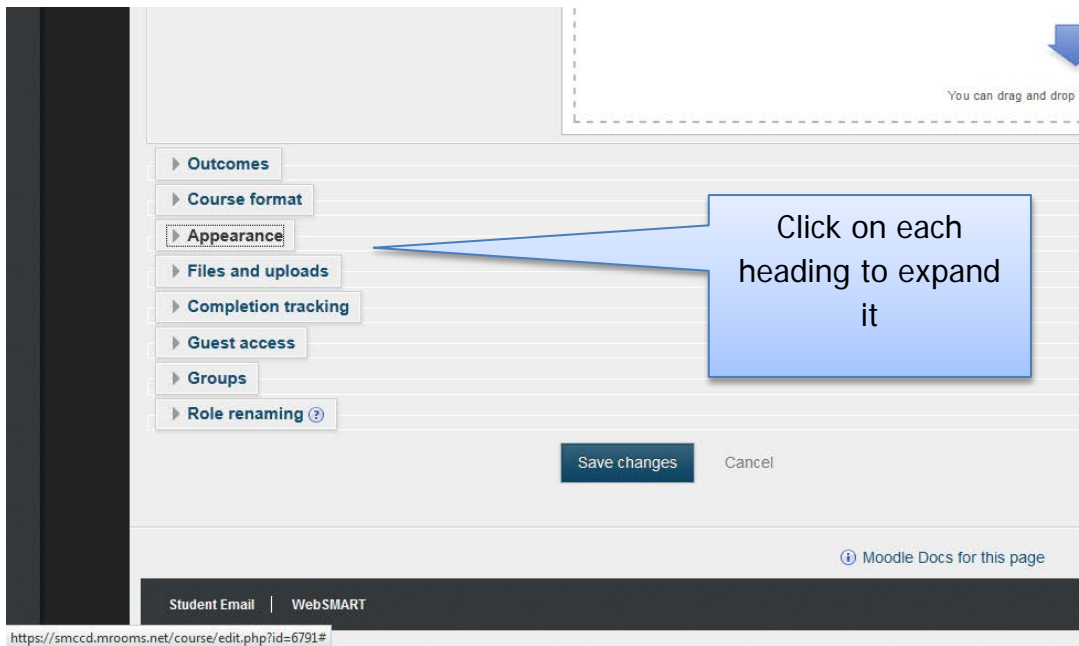
The screenshot shows the WebAccess interface with a settings menu docked on the left. The menu includes sections for Course administration (Turn editing on, Edit settings, Course completion, Users, Filters, Reports, Grades, Outcomes, Badges, Backup, Restore, Import, Reset, Question bank, Repositories, Grade Grader, Grade Reports, Personalized Learning Designer) and My profile settings (Edit profile, Change password, Security keys, Messaging, Blogs, Badges, Activity reports). A callout box points to the 'Grades' link in the 'Course administration' section.

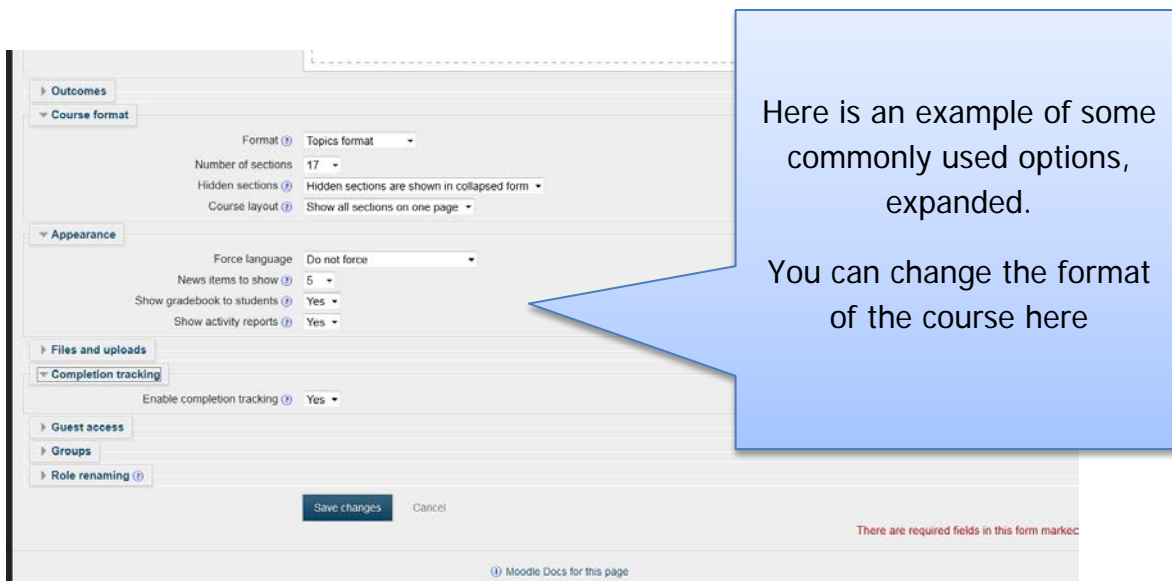


Course Settings



All of the other course settings have been collapsed





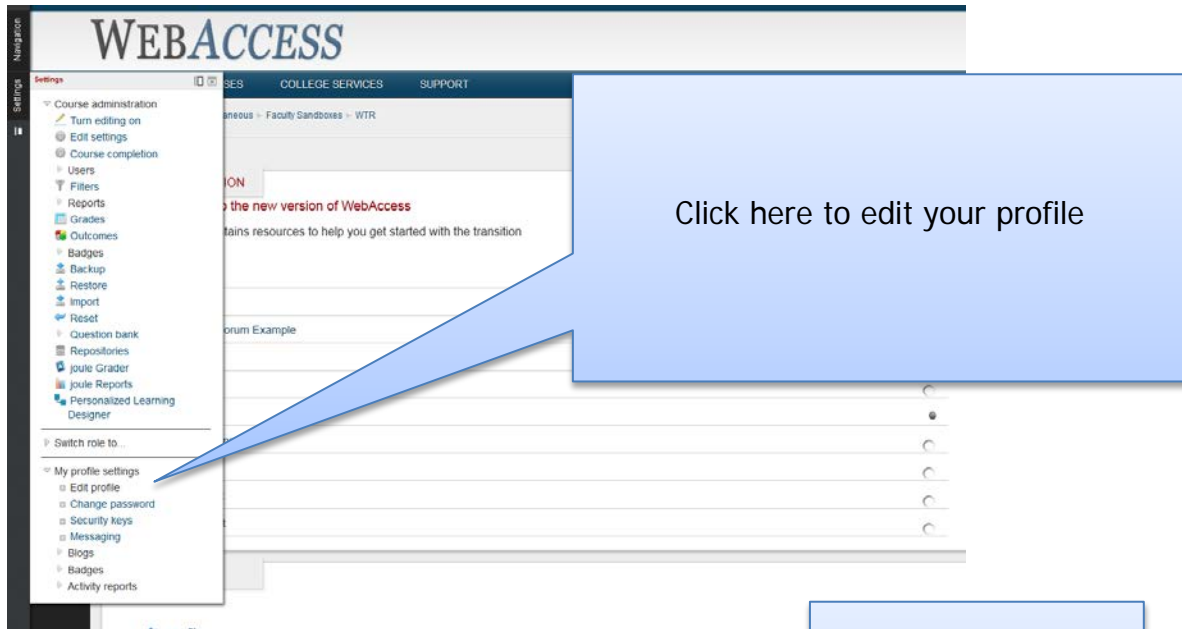
Topics Format: use this format if you are using your shell just as an additional resource for students and don't need a separate block for each week. You can simply add as many blocks as you need for each topic, for example: Homework, Handouts, Lecture notes, etc.

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



Editing your Profile

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



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 "tiny pencil" button, which looks like a tiny pencil!



Remember, on the web it is very important to make things readable, you can do this by using headings and making sure there is white space between paragraphs, keep it clean and simple

When you are done, be sure to save changes

Adding Files to WebAccess

Files are a **resource**, use the "Add and activity or resource" link

offline assignment

Attendance

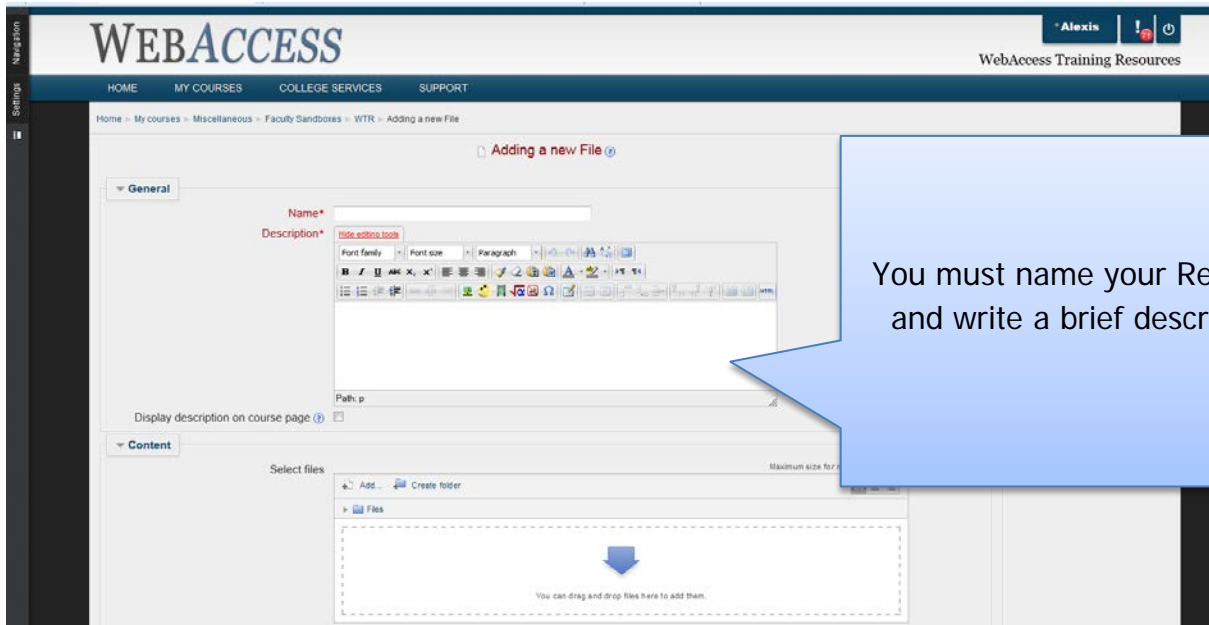
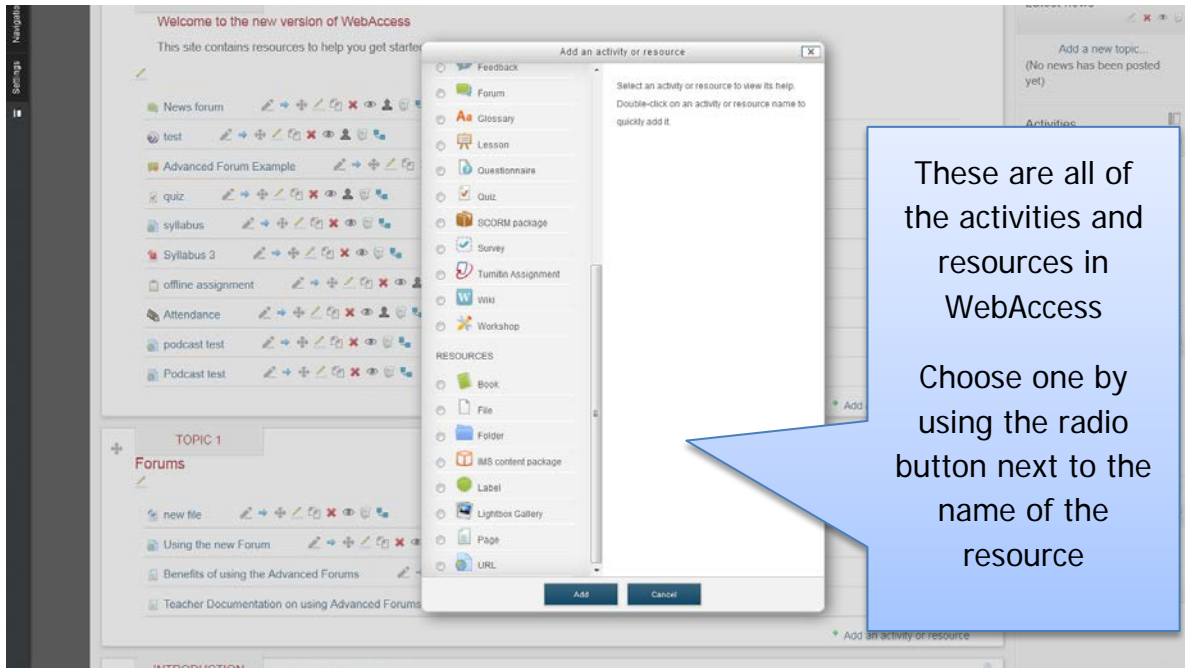
podcast test

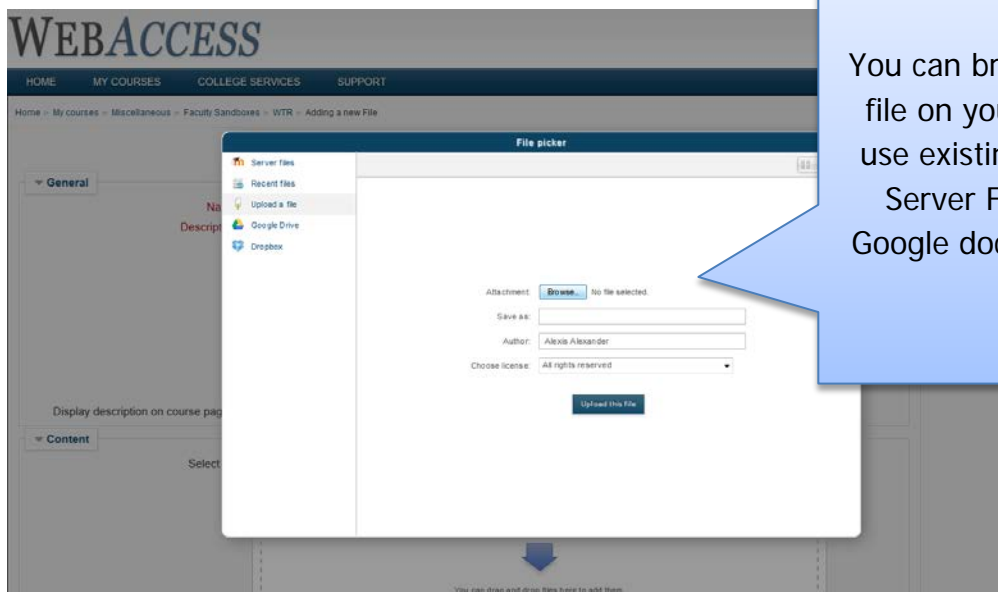
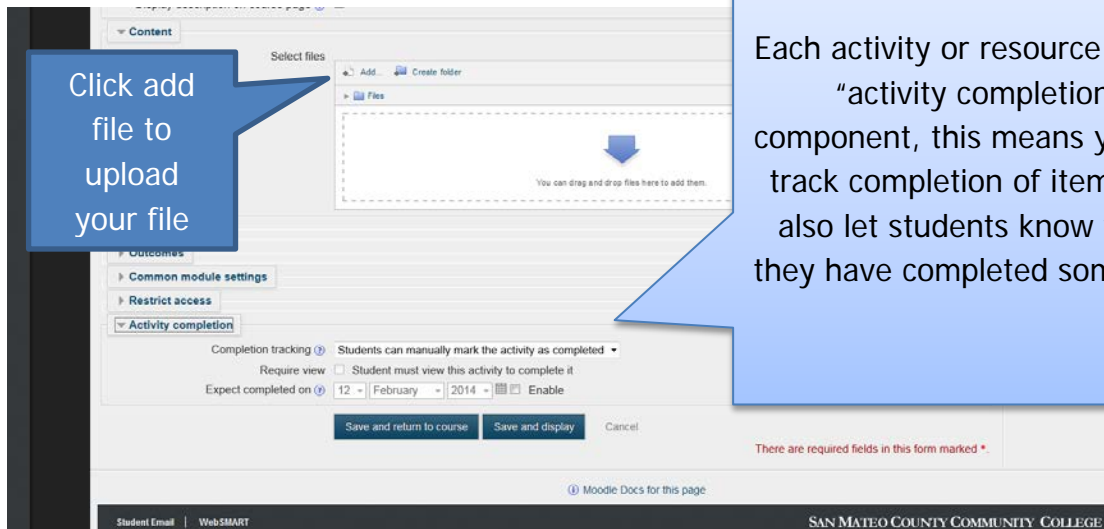
Podcast test

Add an activity or resource

TOPIC 1

Forums





The uploaded file appears here
Once again, you can enable completion tracking if you choose

The files will appear here as a link

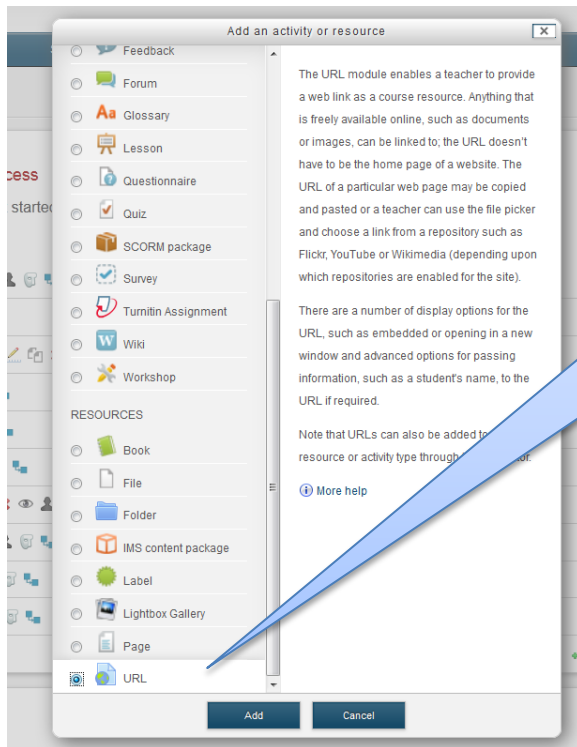
Don't forget to test your link to make sure it works before proceeding.



nk 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.

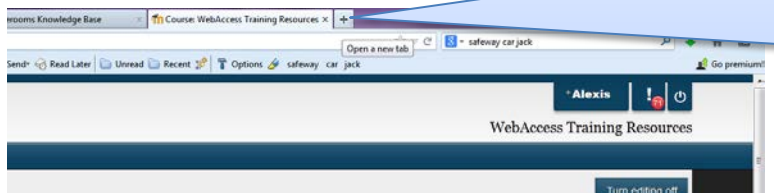
To do this, you may want to link to an external website.



Turn editing on, click on
Ad an Activity or
Resource, and choose
URL

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



In Firefox, clicking on this + sign allows you to open a new tab so that you can look for your resource and go back and forth from your course shell to your search



Now find your online resource

The screenshot shows the Drigo search interface. At the top, there is a navigation bar with the Drigo logo and options like 'My Library', 'My Network', 'My Groups', and 'Community'. A search bar contains the text 'medieval history'. Below the search bar, there are several search results listed, each with a person count, a title, a URL, and tags. The results include:

- 376 people** | **Medieval Sourcebook: Introduction** | www.fordham.edu/~sbook.html | Save - Bury - Preview | history medieval reference literature research | first saved by Krissa Swain on 2006-03-02
- 412 people** | **Paul Halsall/Fordham University: Internet History Sourcebooks Project** | www.fordham.edu/halsall | Save - Bury - Preview | history resources reference PrimarySources research | first saved by Lionalx alex p on 2006-07-13
- 215 people** | **The Labyrinth** | labyrinth.georgetown.edu | Save - Bury - Preview | history medieval reference research Resources | first saved by Jason on 2006-07-09
- 183 people** | **resourcesforhistoryteachers - home** | resourcesforhistoryteachers.wikispaces.com | Save - Bury - Preview | history resources socialstudies Wiki teaching | first saved by David Hilton on 2009-08-16
- 570 people** | **Historic Tale Construction Kit** | www.adgame-wonderland.de/~bayeux.php | Save - Bury - Preview | history DigitalStorytelling medieval SocialStudies design | first saved by Marcelo de Vasconcelos on 2006-06-01
- 86 people** | **ORB: The Online Reference Book for Medieval Studies** | www.the-orb.net | Save - Bury - Preview | history medieval Reference delicious Reading | first saved by alix on 2006-07-13
- 121 people** | **Catalogue of Digitized Medieval Manuscripts: About Us** | manuscripts.cmrs.ucla.edu | Save - Bury - Preview | first saved by Andrew McGowan on 2009-02-11

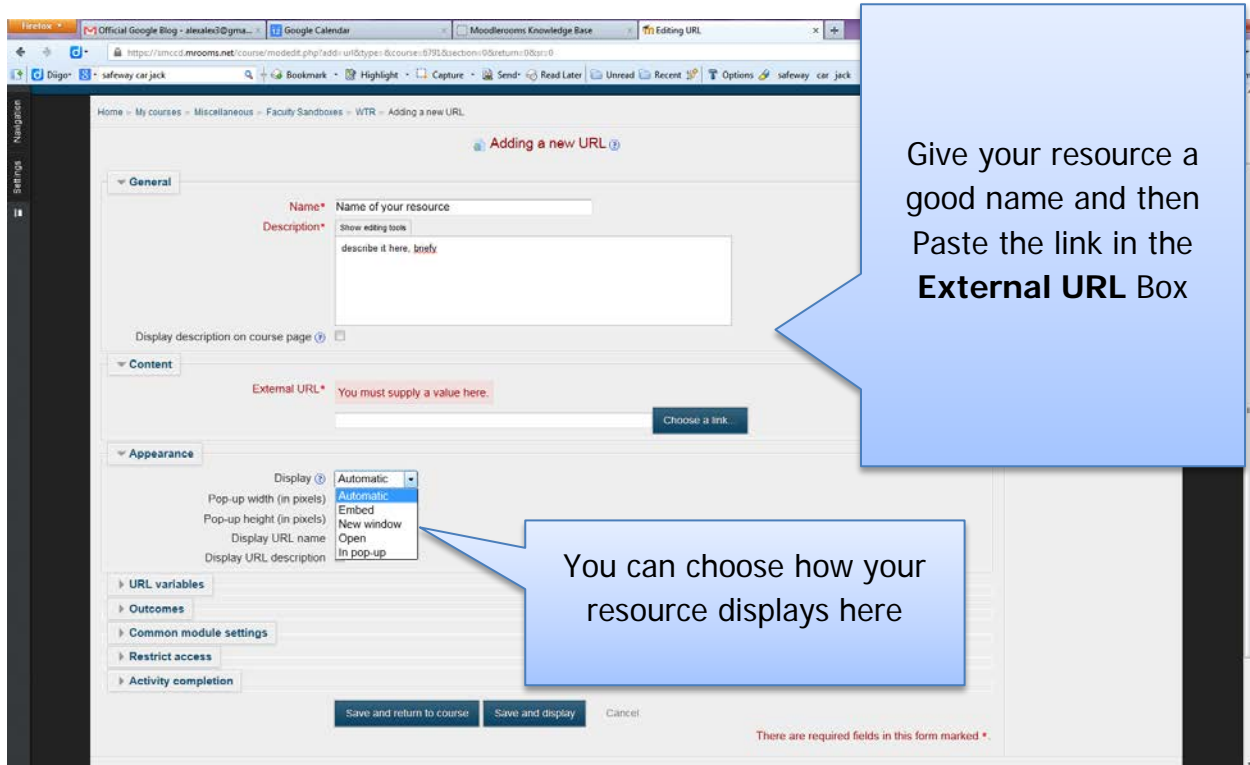
On the right side of the search results, there are sections for 'Related searches', 'Top Contributors', and 'Groups interested in medieval...'. The 'Related searches' section includes links to 'See all items tagged medieval history', 'Search within results', and 'Search in Google'. The 'Top Contributors' section shows a grid of user avatars. The 'Groups interested in medieval...' section lists groups like 'Sheldon College 8 History & Geography' and 'MSM Year 8 SOSE'.

Go to the website you want to use as a reference

The screenshot shows the Medievalists.net website. The header includes the site name 'MEDIEVALISTS.NET' and a search bar. Below the header, there is a navigation menu with categories like 'Articles', 'Videos', 'Interviews', 'Fiction', 'Travel', 'Books', 'Music', 'Film', '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' with a thumbnail image. Below this, there is a section for 'LATEST ARTICLES' with several smaller article thumbnails and titles, including 'Peter Des Roches, Bishop of Winchester, and the Papal Interdict on England, 1208-1214', 'Asian Origins of Cinderella: The Zhuang Storyteller of Guangxi', and 'The Forgotten Text of Nikolai Golovin: New Light on the Igor Tale'. A sidebar on the right contains a red box with the text 'Get started today at a Carrington College campus near you.' and a 'LEARN MORE' button.

Select and copy the URL (web address)



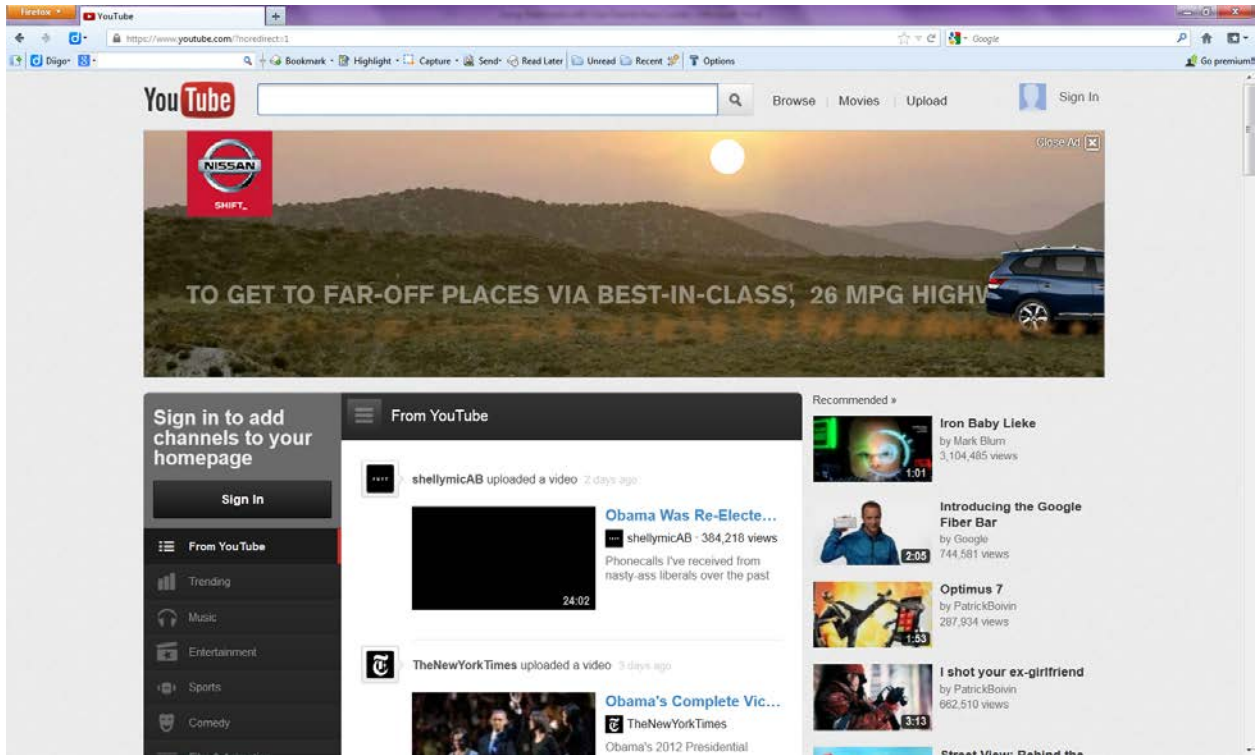


Save and return to course, and you will see your link

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



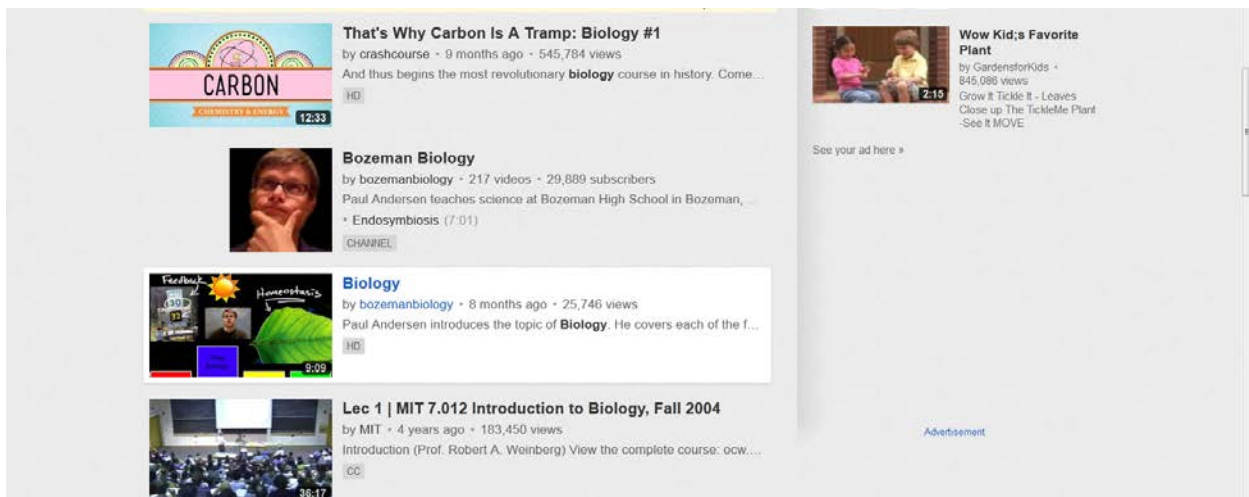
Adding a YouTube Video to your course

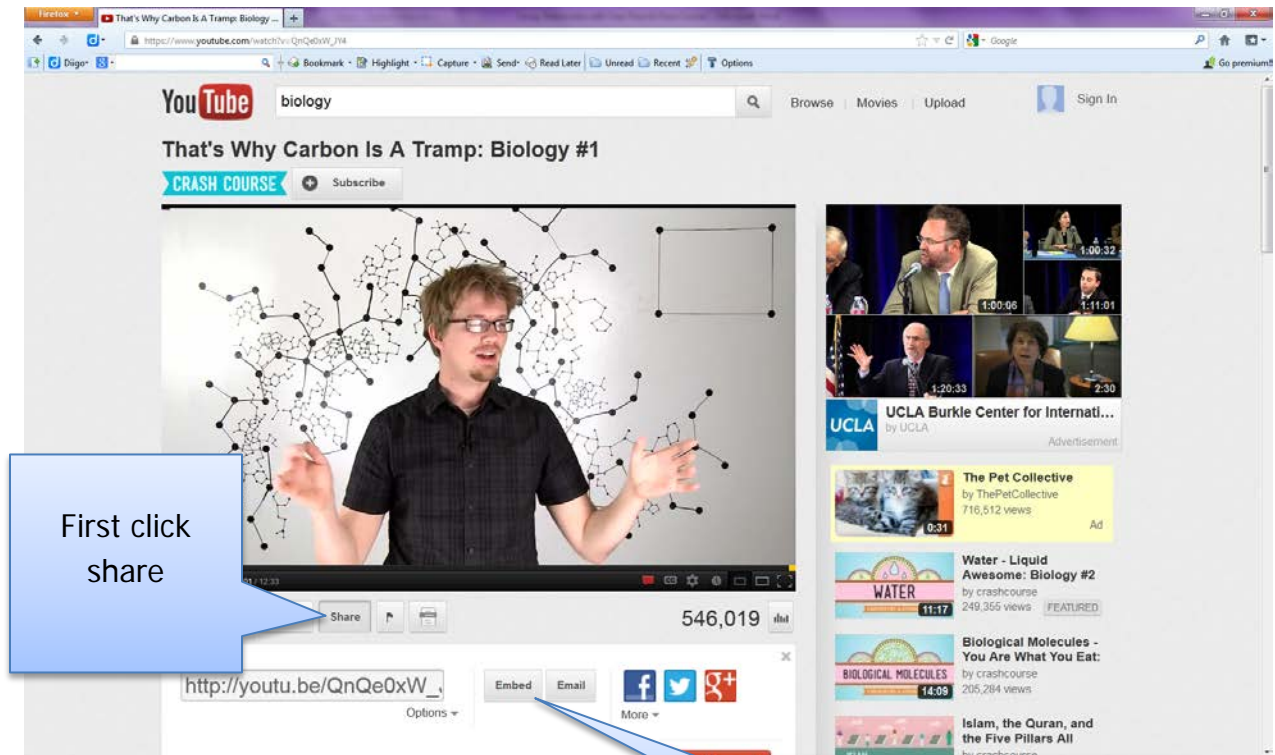


YouTube has a ton of great videos you can embed in WebAccess

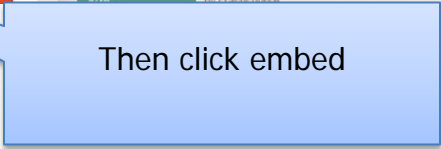
First search for the video that you want

For example here are a bunch of biology videos

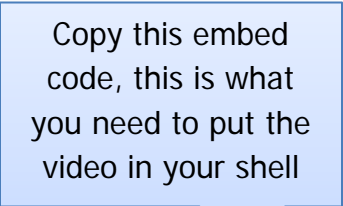




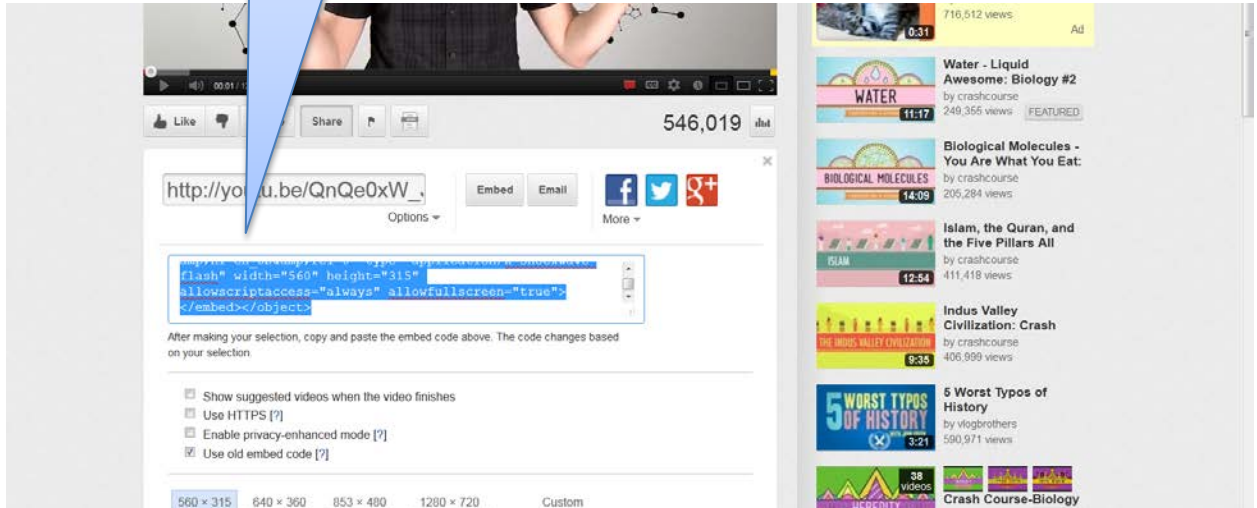
First click share



Then click embed



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



Back in WebAccess, you should create a webpage in your course where you will embed your video. Click on “Add a Resource or Activity” and choose Page

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

After you paste in the code and click Update, the video will appear



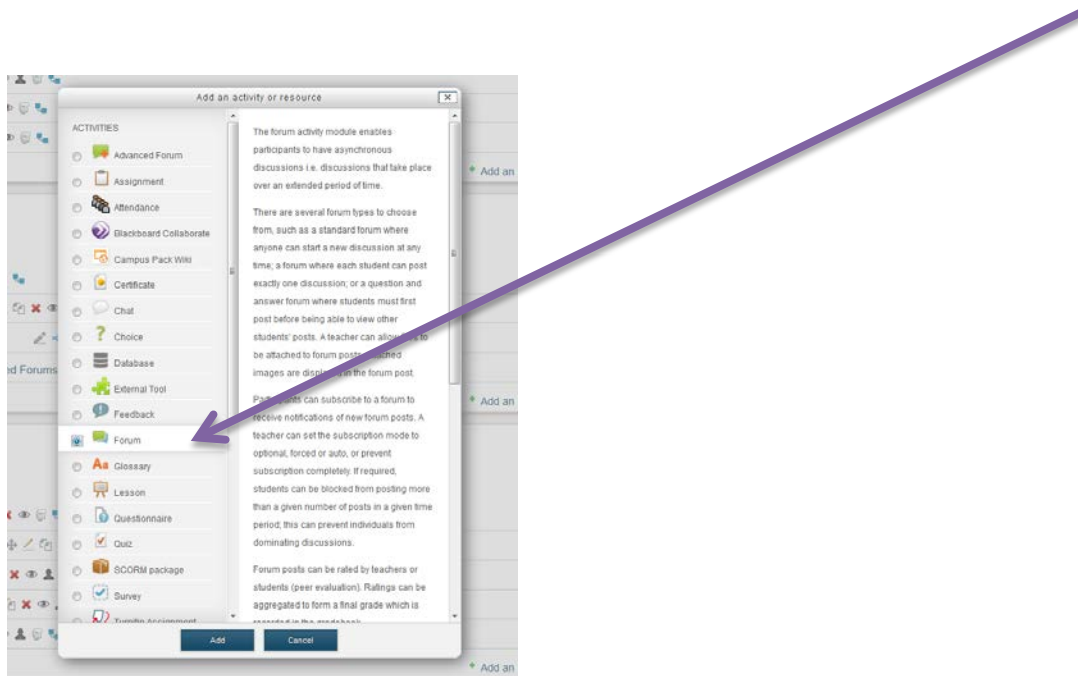
Two more tools you might like to use are “**Assignments**” and “**Forums**”

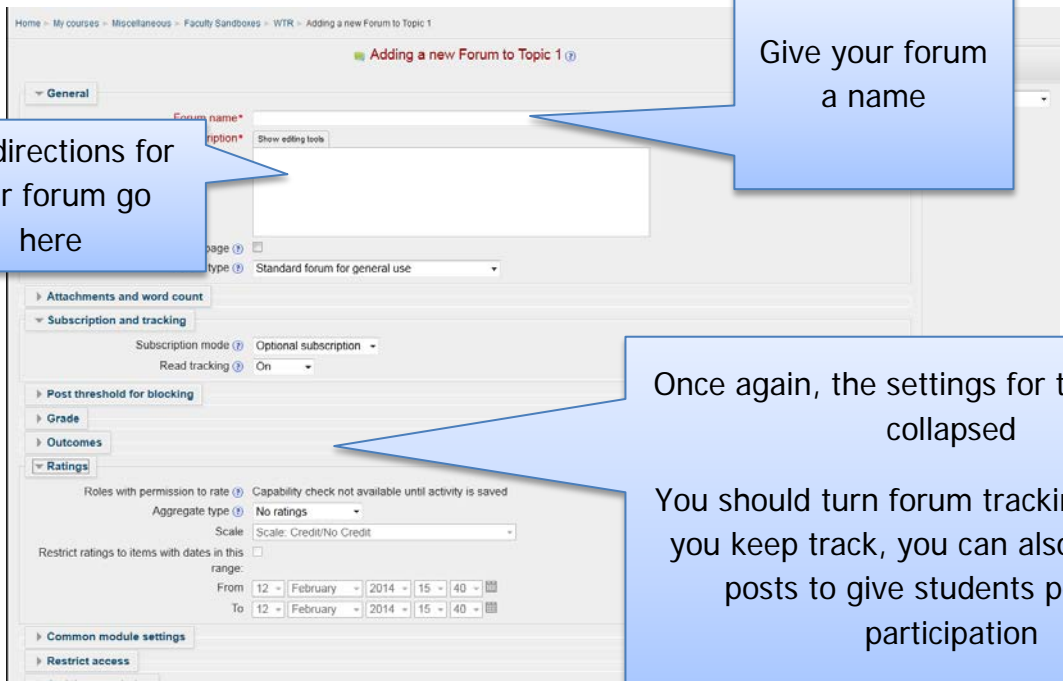
Forums allow for asynchronous discussion, such as question and answer boards.

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 a Resource or Activity link

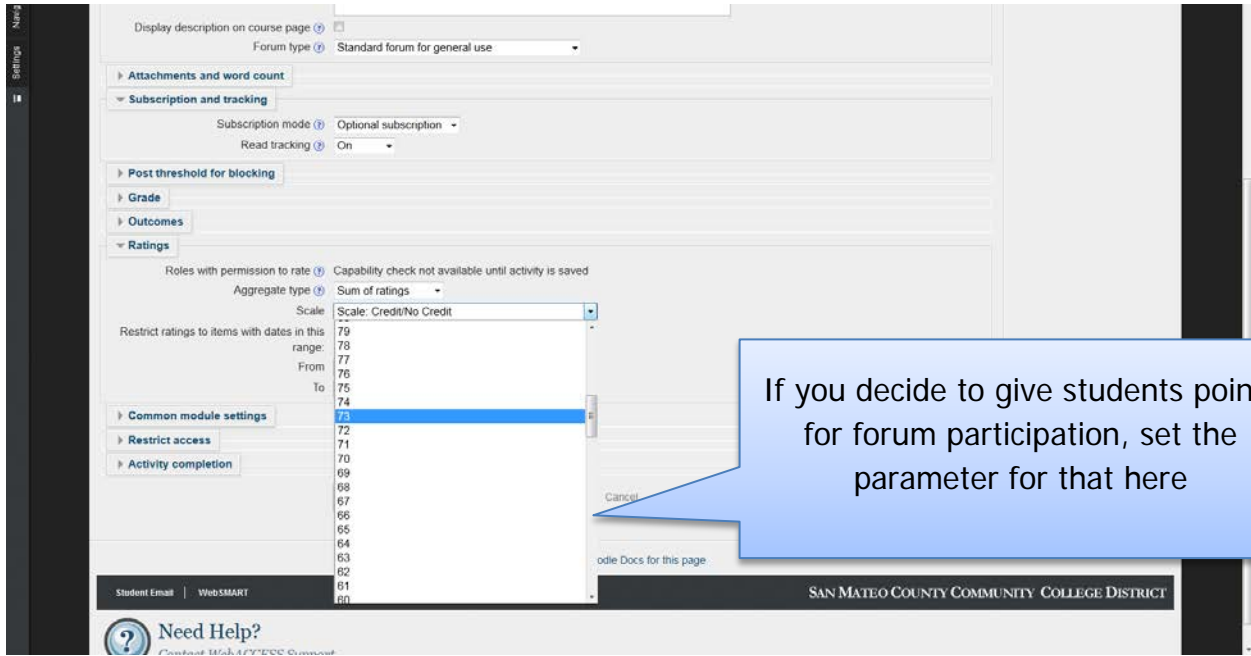




The directions for your forum go here

Give your forum a name

Once again, the settings for the forum are collapsed
 You should turn forum tracking on to help you keep track, you can also rate forum posts to give students points for participation



If you 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.

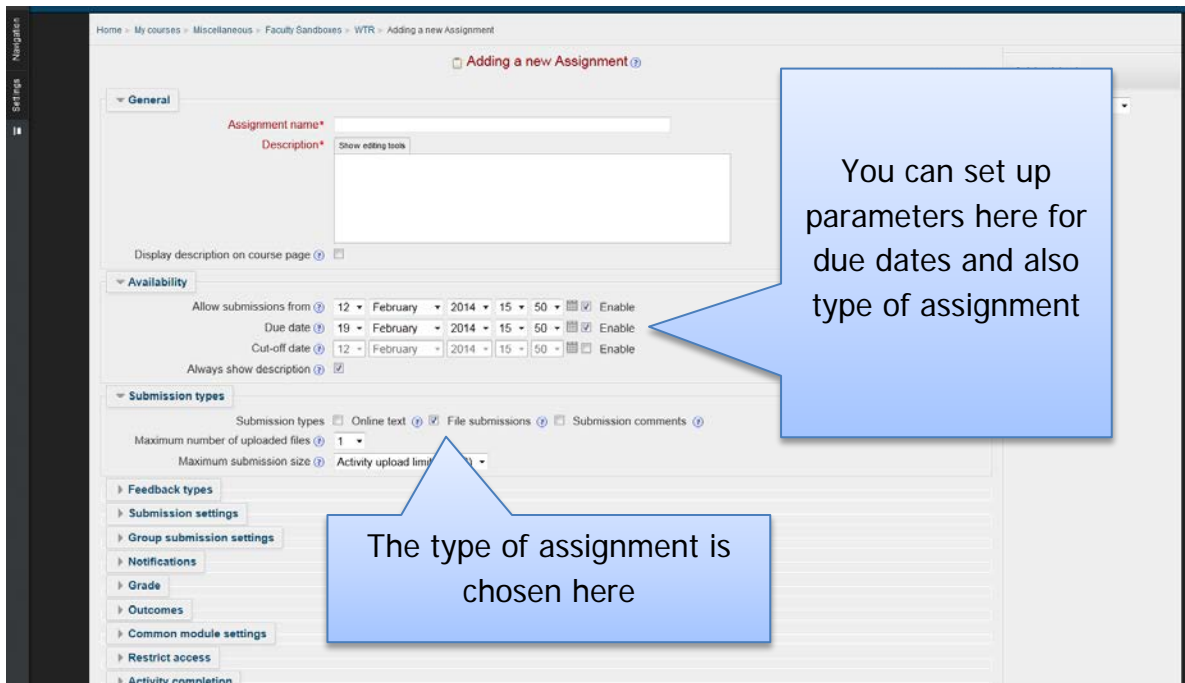
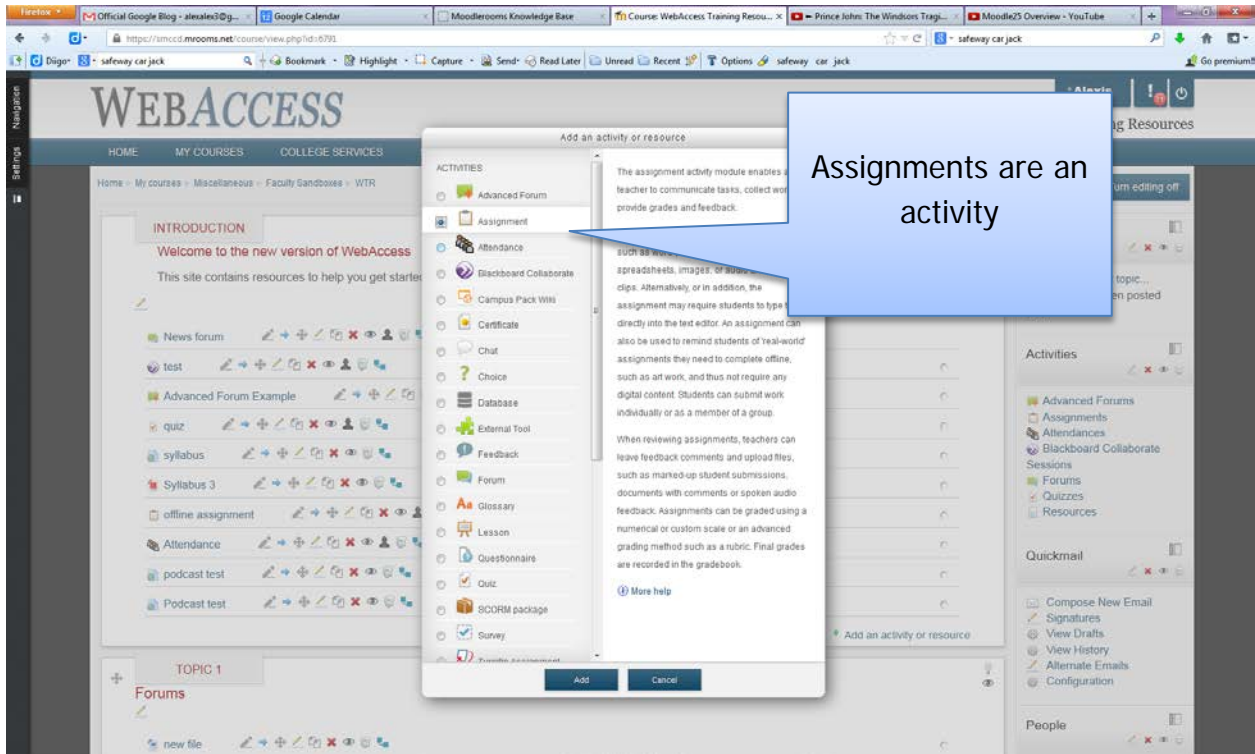


Here is a suggested rubric for forum discussion posts

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.



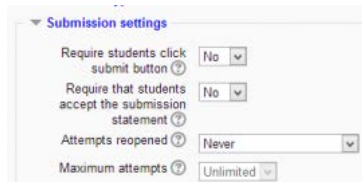
Adding Assignments to WebAccess



Submission settings

(the following is from http://docs.moodle.org/25/en/Assignment_settings)

(This setting is collapsed by default)



Submission settings

Require students click submit button

Students can upload draft versions of the assignment until such time as they are ready to submit. Once they click the submit button they indicate to the teacher that they have finished working on the assignment. In earlier versions of Moodle this was called "*Send for marking*".)

They can then longer edit their submission. If they need to change it, they must ask the teacher who can revert the assignment to draft status.

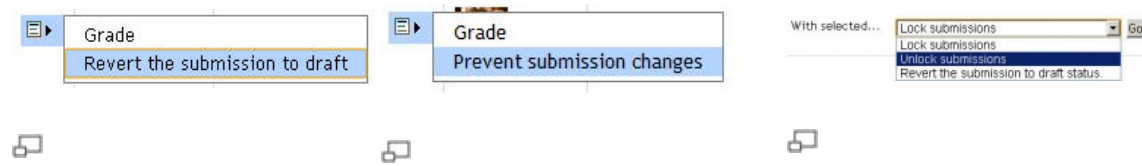
To revert to the draft stage, click on the assignment activity and then View/Grade all Submissions. Locate the student and click the action icon in the Edit column. Select Revert the submission to draft.

If this setting is No, then students do not have to to click a submit button and are able to make changes to uploaded files at any time.

If this setting is No but the teacher wishes to grade students work, then you can stop students from making further changes by using Prevent submission changes. Prevent submission changes can also be used in cases where students have neglected to click the Submit button and grading has commenced. To prevent submission changes, click on the assignment activity, then click on the View/Grade all submissions button. On the grading table, locate the student and click the action icon in the Edit column. Select Prevent submission changes.



To do either of these with a number of students, use the *With selected* menu at the bottom of the grading table.



Reverting to draft

Prevent submission changes "With selected" ..

To do either of these with a number of students, use the *With selected* menu at the bottom of the grading table.

Require that students accept the Submission statement

An administrator can define a "Submission statement", ie, a statement where students promise the work is their own and which they must agree to before submitting their work. This may be done via *Settings>Site administration>Plugins>Activity modules>Assignment*.

If preferred, the available default statement which may be used instead: *This assignment is my own work, except where I have acknowledged the use of the works of other people*

If the administrator has given teachers the option of using a submission statement or not, then it will be available in the assignment settings screen. The section [#Submission_Statement](#) explains how an administrator can set this up.

For more details, see this blog post ["All my own work"](#)

When this setting is enabled, students will have to check a button before they can submit their assignment:

If the administrator has forced the statement throughout the site, a teacher will not have this option in the settings but a student will see the statement when accessing their assignment.

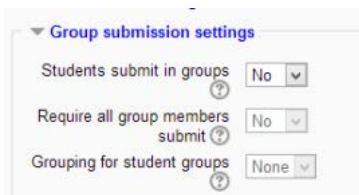
Maximum attempts

*New feature
in Moodle 2.5!*

If a student is allowed to resubmit, this setting will determine how many times they can resubmit before they are no longer allowed to do so. (For example, if a student has to keep trying until they get a pass grade, the teacher might decide that ten attempts is enough even though they have not yet passed!)

Groups submission settings

(This setting is collapsed by default)



A screenshot of the Moodle 'Group submission settings' section. The section is titled 'Group submission settings' with a dropdown arrow. Below the title are three settings, each with a question mark icon to its left and a dropdown menu to its right: 'Students submit in groups' with a 'No' dropdown, 'Require all group members submit' with a 'No' dropdown, and 'Grouping for student groups' with a 'None' dropdown.



Group submission settings

Students submit in groups

If this box is ticked, then students are able to collaborate on an assignment. This might involve for example, working in the same online text area, or one student uploading an MS Powerpoint which another student downloads, improves and re-uploads to the common assignment area.

When grading, the teacher may choose to give a common grade and feedback to all students in the group or to give individual grades and feedback to each member.

If no groups have been made, then Moodle will make a default group of every student in the course.

For more details see this Youtube video [Group Assignment 2.4](#)

Require all group members submit

This setting will only appear if the teacher has ticked the "Require students click submit button" earlier. The assignment will not be classed as "submitted" until all members of

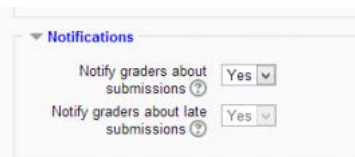
the group have made a contribution. When one student has submitted, the other members of the group will be able to see who still has to submit.

Grouping for student groups

If a particular grouping is selected here, then the gradebook will display any other groups and non-grouped students in the "default group", while naming the group(s) that are in the chosen grouping. If "none" is selected, then the gradebook will display the names of all groups and put any non-grouped students in the "default group". See this [forum post on grouping for student groups](#) for examples of how this might be used.

Notifications

(This setting is collapsed by default)



Notifications

Notify graders about submissions

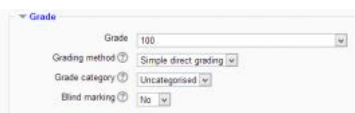
Teachers will receive a message (of a type they choose) whenever a student submits an assignment.

Notify graders about late submission

Teachers will receive a message (of a type they choose) whenever a student submits a late assignment.

Grade

(This setting is collapsed by default)



Grade

Grade

Specify the maximum grade or [Scale](#) to be applied to the assignment. If you will not be giving a grade for the assignment, choose No Grade.

Grading method

There are 3 options:

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

Grade Category

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

Blind marking

If this setting is enabled, then a teacher will not see the names of students who have submitted their assignments. Instead, they will see randomly generated Participant numbers. (The student view of the assignment does not change.) This is also the case if student comments have been enabled. Once they have graded the assignment, it is however possible for teachers to see who submitted what by clicking on "Reveal student identities" in the Assignment settings.

Returning Marks to Students

Because of the nature of blind marking, the students cannot see the final grade until all of the students names have been revealed. This is found in Assignment Settings > Reveal Student Names. However, feedback comments will appear.

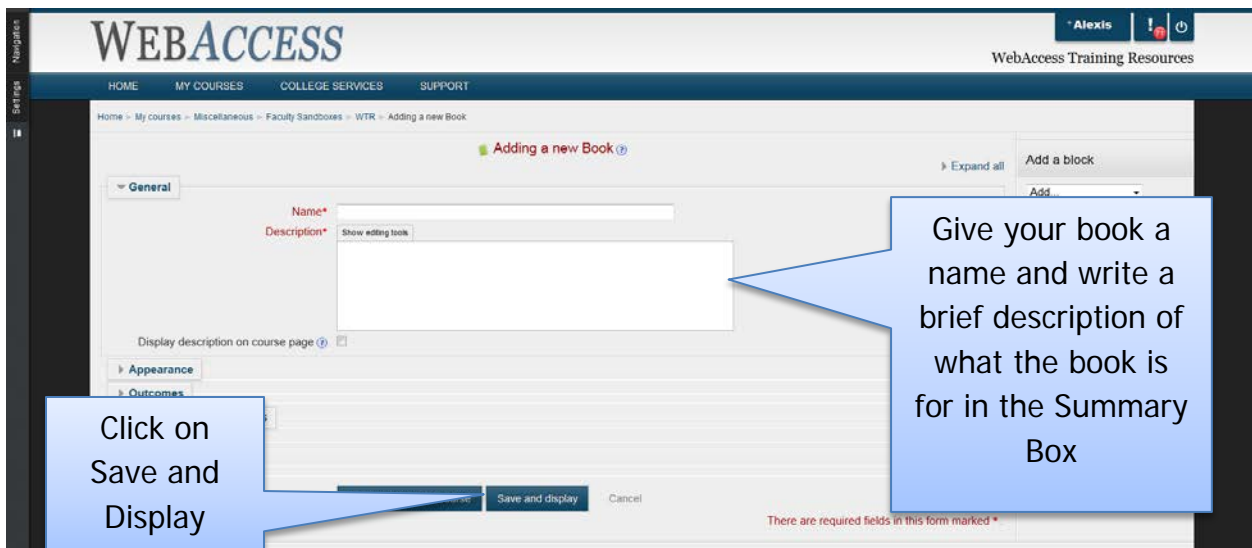
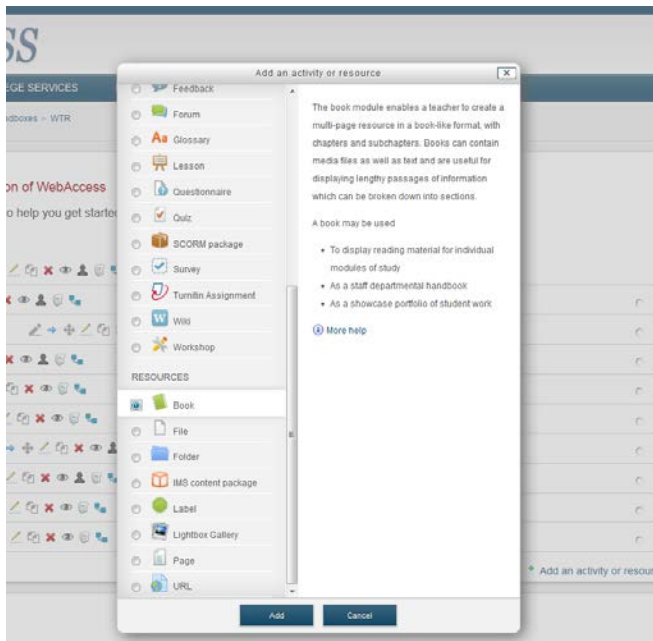


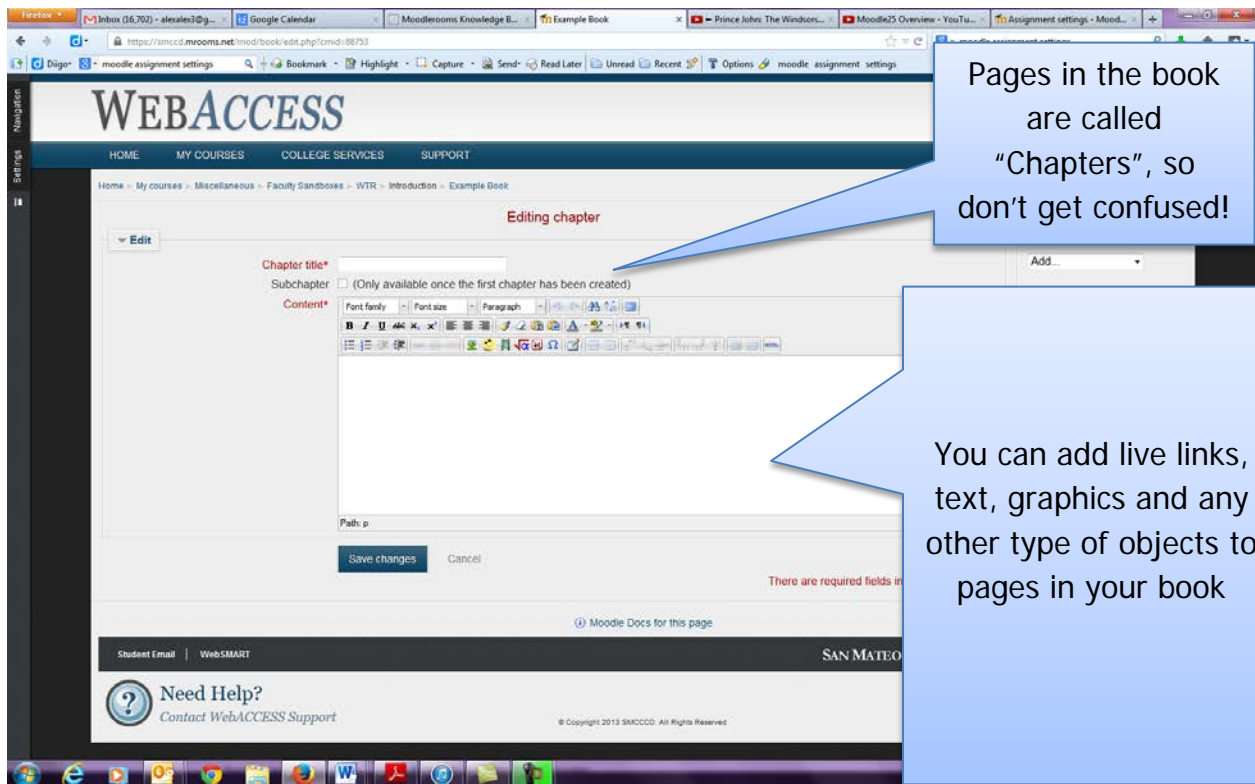
Adding a Book to WebAccess

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.

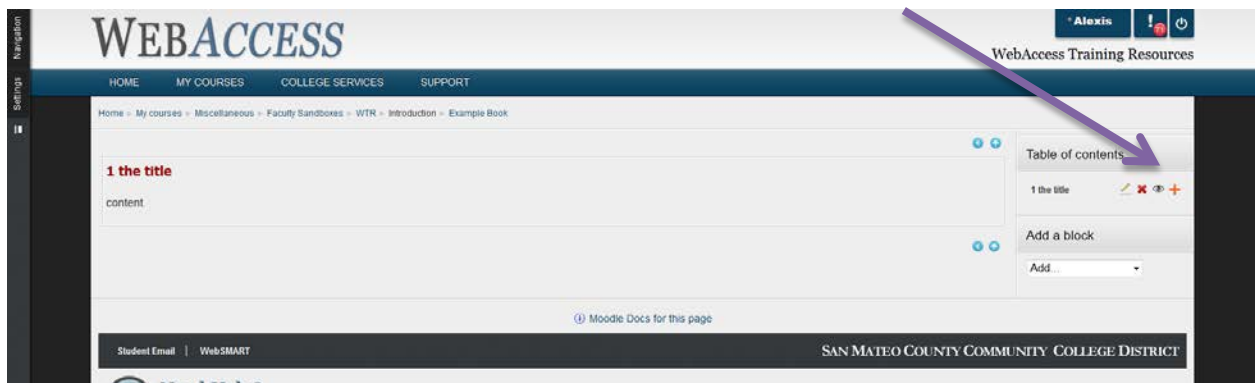
To add a Book:

Turn editing on in your WebAccess shell and then click on **Add an Activity or Resource/Book**

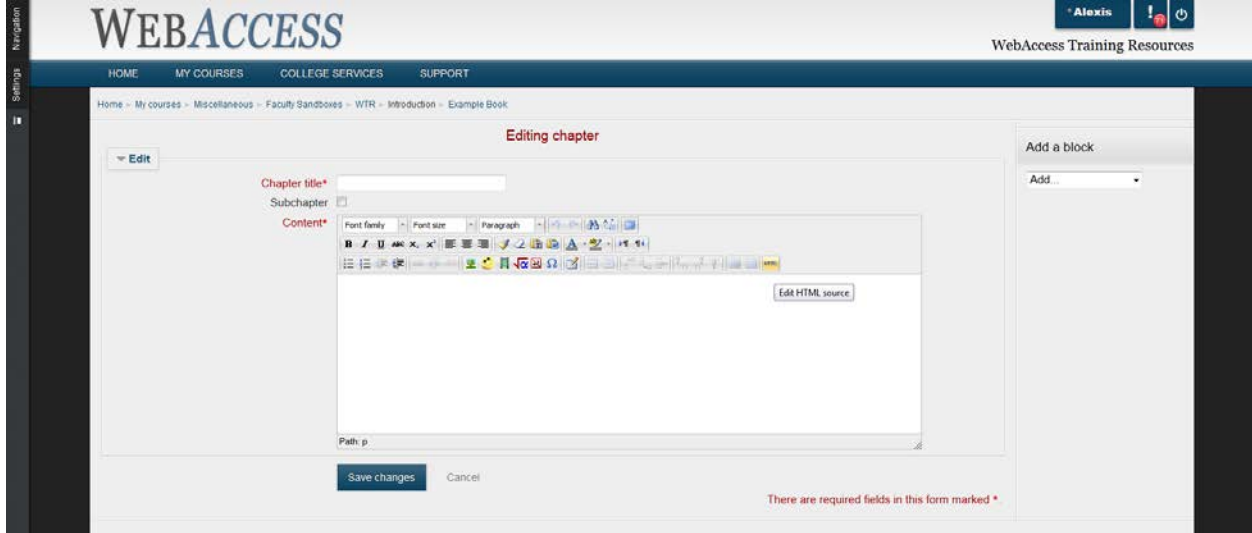




When you create and save a page, you will go to this screen. A table of contents appears on the right, you add a new page just by clicking on the red plus sign









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

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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 set up, 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 displays 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 shows 'Alexis Alexander's Sandbox > Categories and items > Simple view'. The main content area has a 'Choose an action...' dropdown and a 'View' menu with options like 'Categories and items', 'Scales', 'Outcomes', 'Letters', 'Import', 'Export', 'Settings', and 'My preferences'. The 'Simple view' and 'Full view' tabs are visible. A table lists items with columns: NAME, AGGREGATION, WEIGHT, MAX GRADE, ACTIONS, and SELECT. The first row is 'Alexis Alexander's Sandbox' with 'Weighted mean of grades' in the AGGREGATION column. The second row is 'Course total' with '100.00' in the MAX GRADE column. 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](#)



Web Access Alexis Alexander's Sandbox Grades Categories and Items New category

Choose an action ...

New category

View Categories and Items Scales Outcomes Letters Import Export Settings My preferences

Simple view Full view

Grade category

Category name* Homework 40%

Aggregation Simple weighted mean of grades

Aggregate only non-empty grades

Include outcomes in aggregation

Aggregate including subcategories

Drop the lowest None

Category total

Category total name*

Item info*

ID number*

Grade type Value

Scale Use no scale

Maximum grade 100

Minimum grade 0

Grade to pass 0

Grade display type Default (Real)

Overall decimal points Default (2)

Hidden

Hidden units 19 September 2012 15 25 Disable

Locked

Lock after 19 September 2012 15 25 Disable

Save changes

red fields in this form marked*

So for example let's say homework is going to be 40% of the total grade

Keep Aggregation type as "Simple weighted mean of grades"

Save changes

WEBACCESS Alexis Alexander's Sandbox Categories and Items Simple view

Web Access Alexis Alexander's Sandbox Grades Categories and Items Simple view

Choose an action ...

Edit categories and items: Simple view

View Categories and Items Scales Outcomes Letters Import Export Settings My preferences

Simple view Full view

NAME	AGGREGATION	WEIGHT	EXTRA CREDIT	MAX GRADE	ACTIONS	SELECT
Alexis Alexander's Sandbox	Weighted mean of grades					
Homework 40%	Simple weighted mean of grades	0.0000				
Category total	-		100.00			
Course total	-		100.00			

Save changes

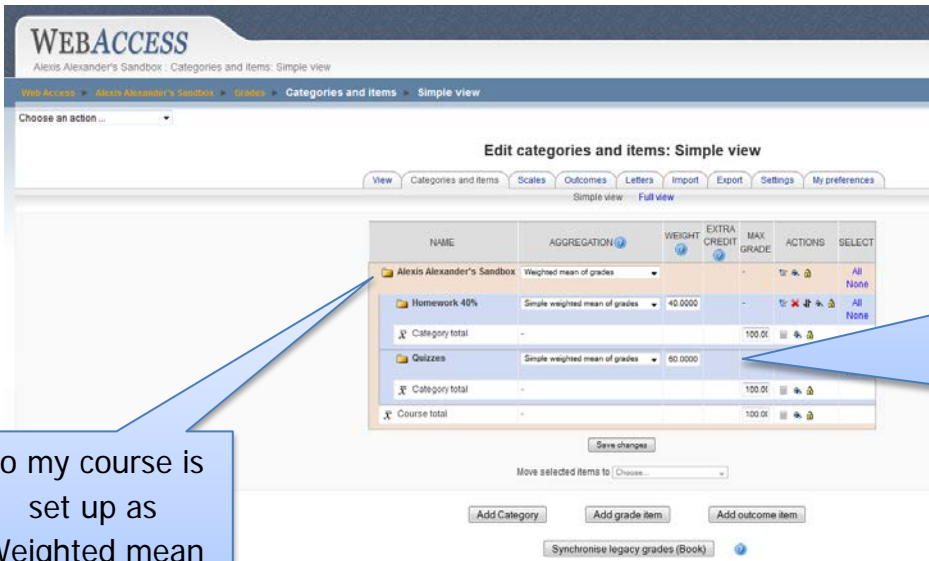
Move selected items to Choose...

Add Category Add grade item Add outcome item

Synchronise legacy grades (Book)

Back in this screen I want to change the weight of this category to 40.00 and save changes

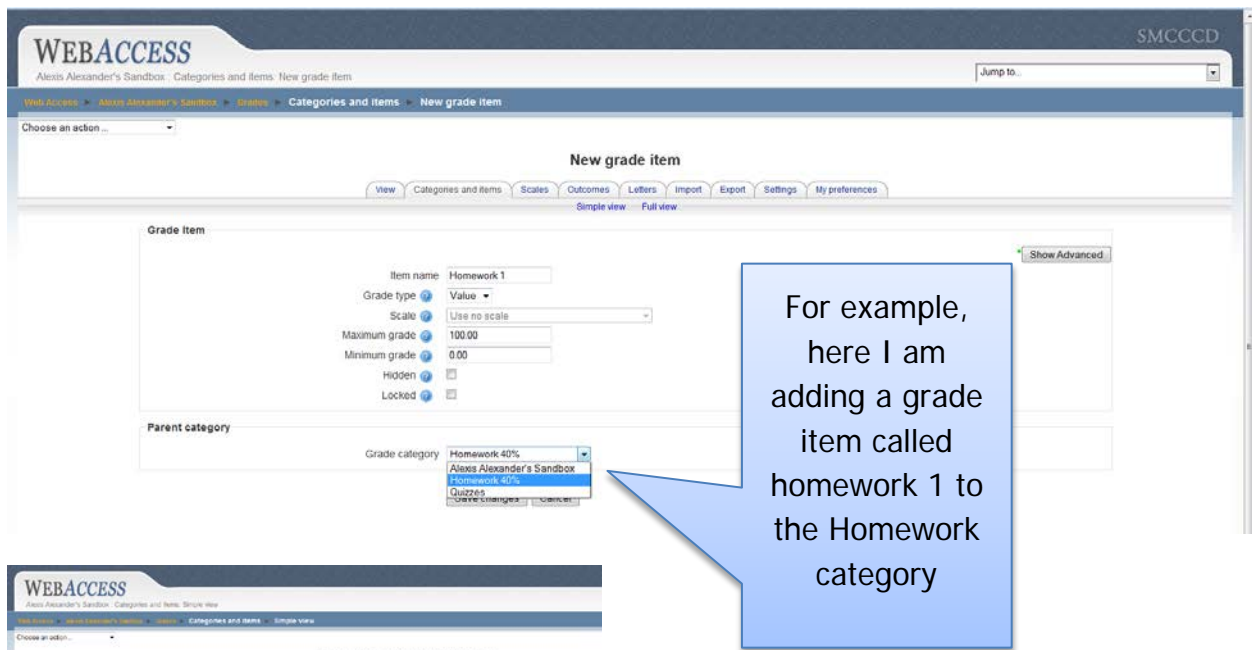




In this screen I have added two categories and given each a different weight

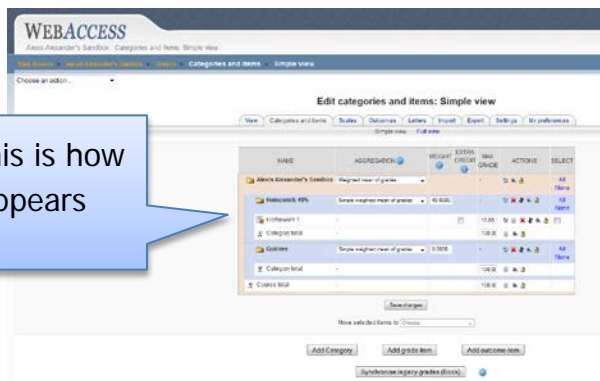
So my course is set up as Weighted mean of grades

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



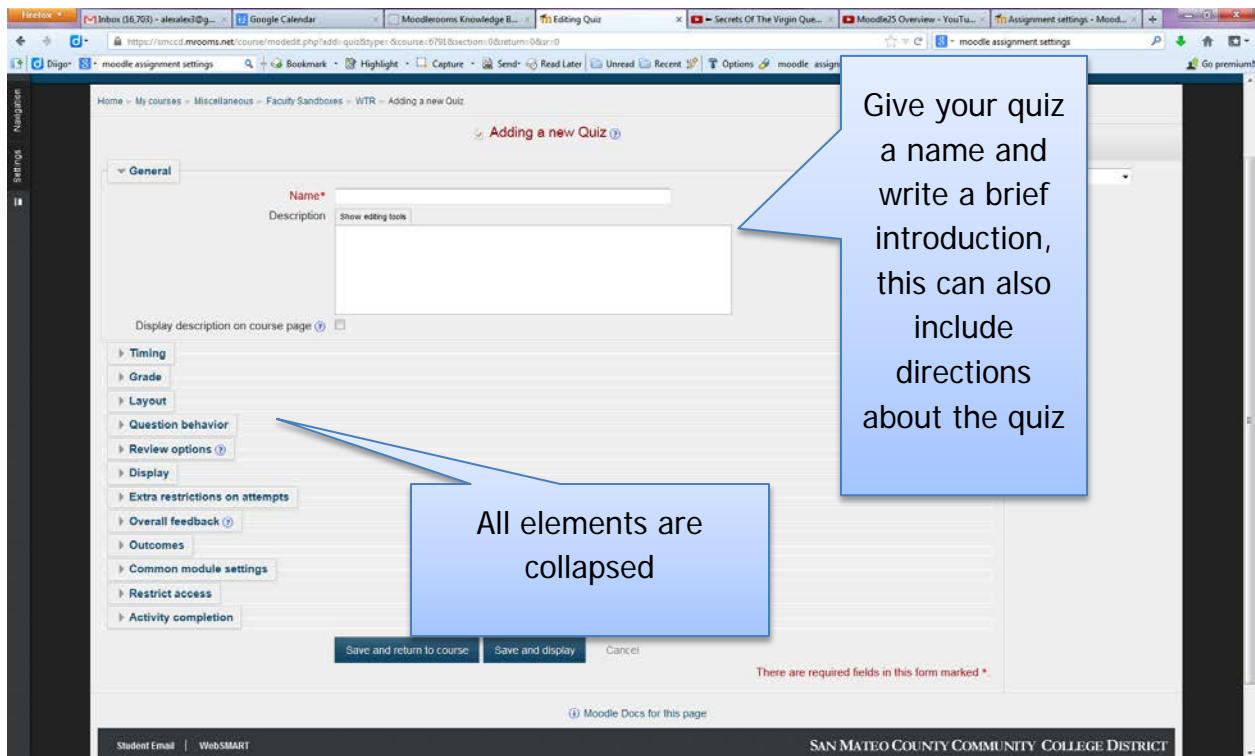
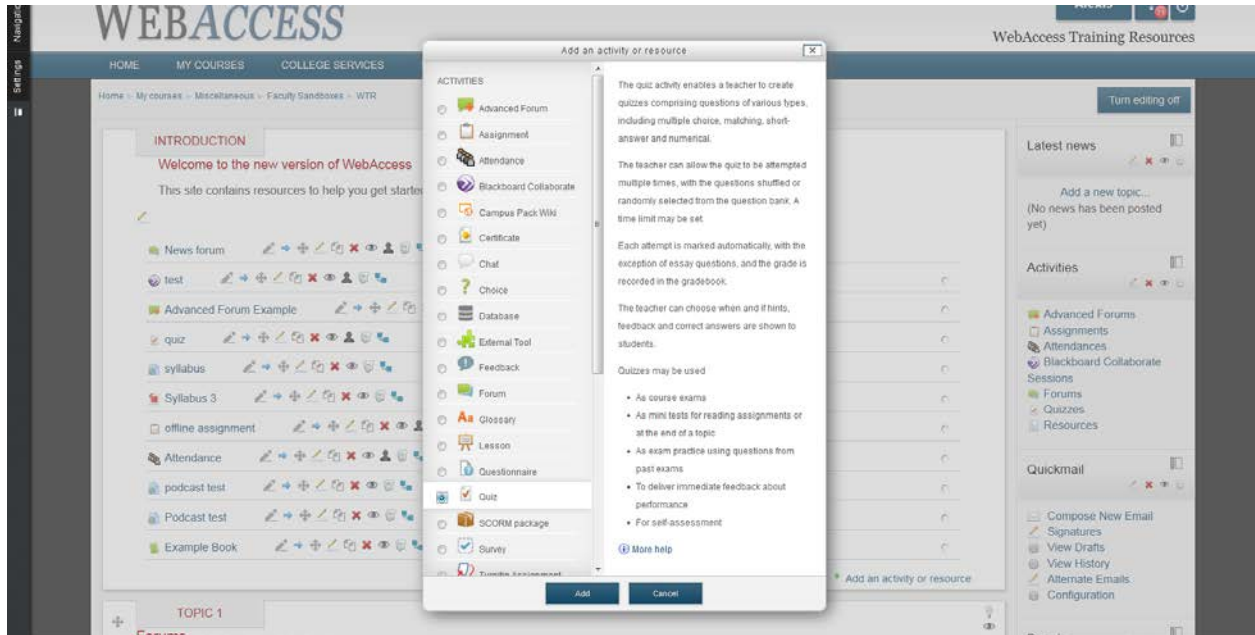
For example, here I am adding a grade item called homework 1 to the Homework category

And this is how it appears



Creating a Quiz in WebAccess

After you turn editing on, click on Add an Activity or Resource /Quiz



Display description on course page

Timing

Open the quiz 12 February 2014 16 17 Enable

Close the quiz 12 February 2014 16 17 Enable

Time limit 0 minutes Enable

When time expires Attempts must be submitted before time expires, or they are not counted

Submission grace period 1 days Enable

Grade

Grade category Not categorized

Attempts allowed Unlimited

Grading method Highest grade

Layout

Question behavior

Review options

Display

Extra restrictions on attempts

Overall feedback

Outcomes

Common module settings

Restrict access

Activity completion

Save and return to course Save and display Cancel

There are required fields in this form marked *

Moodle Docs for this page

How many times will you allow students to take the quiz?

What sort of feedback do you want students to see, and at what point?

WEBACCESS Alexis WebAccess Training Resources

HOME MY COURSES COLLEGE SERVICES SUPPORT

Home > My courses > Miscellaneous > Faculty Sandboxes > WTR > Introduction > quiz example

quiz example

directions for quiz

Grading method: Highest grade

No questions have been added yet

Edit quiz

Back to the course

Moodle Docs for this page

Student Email | WebSMART

Need Help? Contact WebACCESS Support

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This is the screen where you actually begin to create the quiz,

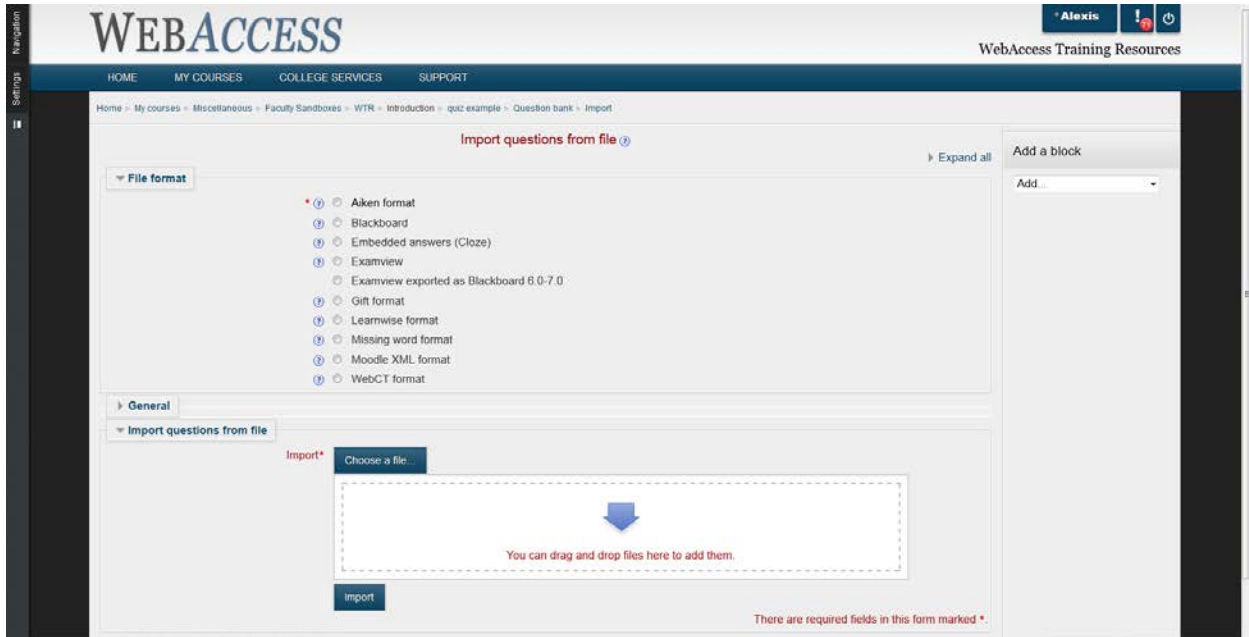


Questions are organized into categories. Initially each course has only one category called "Default". It is good practice to create more categories to organize your questions. This not only makes it easier to find questions, but makes the use of random questions and matching question easier. You can create a hierarchy of categories because you can create subcategories inside parent categories. To add or edit categories click on the "Categories" tab.

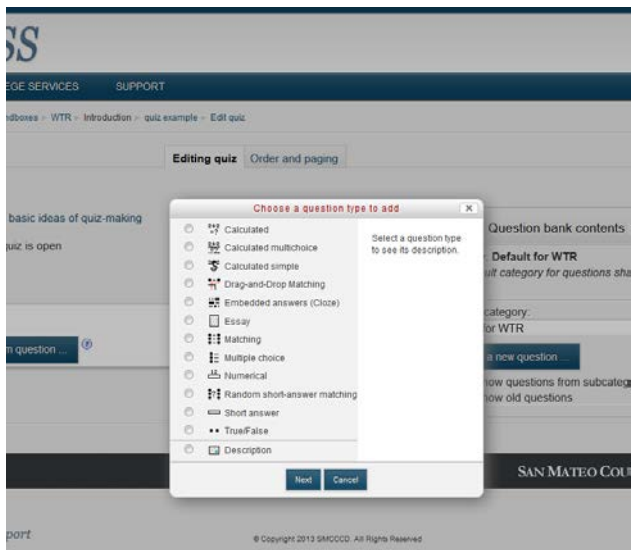
Questions can also be imported, using the question bank tool in the settings menu



Here are the various question formats you can import



Here are the types of questions you can create



Adding a True/False Question

Adding a True/False question

Category: Default for WTR

Question name*

Question text

Default mark*

General feedback

Correct answer*

Feedback for the response 'True'

Feedback for the response 'False'

Multiple tries

Give your question a name that will allow you to recognize it if you intend to use it again

Edit the grade if needed

There are many opportunities to supply feedback in online quizzes

WEBACCESS

Navigation: HOME MY COURSES COLLEGE SERVICES SUPPORT

WebAccess Training Resources

Editing quiz: quiz example

Total of marks: 0.00 | Questions: 0 | This quiz is open

Maximum grade: 10.00

Page 1

Empty page

Add a question... Add a random question...

Use the arrows to transfer your question to the quiz

Question bank contents [hide]

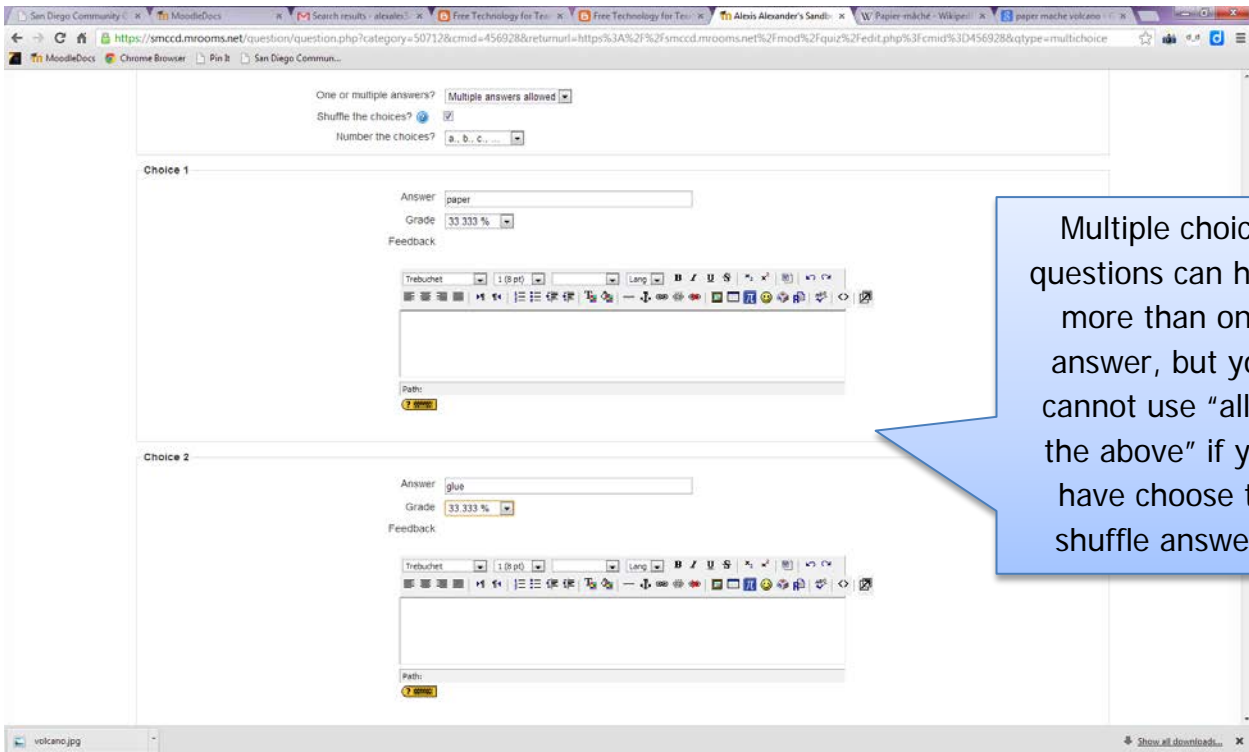
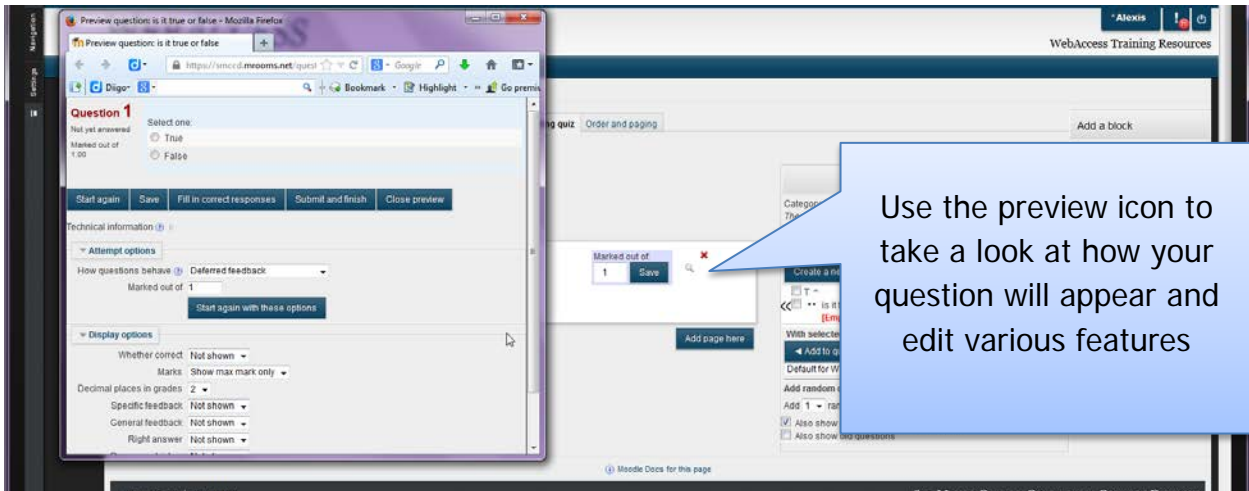
Category: Default for WTR

Select a category: Default for WTR (1)

is it true or false [Empty question text]

Add to quiz Delete Move to --






You can include images in quiz questions


The screenshot shows a web browser window displaying a Moodle quiz. The browser's address bar shows the URL <https://smccd.mrooms.net/mod/quiz/attempt.php?q=24961>. The page contains two quiz questions:

1. True/False
Human beings need air to breathe.
Marks: ~10



Answer: True False

2. Multiple Choice
Check all the items below that are needed to make a Papier-mâché volcano.
Marks: ~10



Choose at least one answer:

- a. asphalt
- b. paper
- c. glue
- d. hydrogen peroxide

At the bottom of the browser window, a file named 'volcano.jpg' is visible in the download bar.

