Module 2

Effective Online Communication and Collaboration with Moodle:

Participant Guide

Course Duration: 3 hrs

Course Objective:

By the end of this module you will be able to set up online forums and identify the capabilities of an effective online facilitator. You will be able to set up forums, spark discussions and moderate online communication. You will also be introduced to other Moodle and non-Moodle technologies for online communication and collaboration.

Contents:

- Setting up forums in Moodle, introduction to different types and purposes of forums
- Including online communication into the delivery of your course
- Facilitating effective online communication
- Introduction to other Moodle and non-Moodle based asynchronous communication tools
- Discussion on synchronous online communication tools, their uses, drawbacks and available technologies

This course has been prepared by Centre for Learning Innovation and Professional Practice to train Federation University Australia staff in the use of the Moodle online learning system.

This material was prepared using version 3.0 of Moodle and may be subject to minor changes with upgrades.

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Importance of communication and collaboration in an online course

The level to which you integrate communication and collaboration opportunities into your online course may depend on how 'online' your course is, in other words the blend of delivery. For example if you were running a mainly face-to-face course, including tutorials, you may choose not to include much online communication beyond administrative announcements. However if you were running an entirely online course you will need to provide significant online communication to cover direction, discussion and support.

Minimum level of online communication

There is no mandatory level of online communication you must include in your course, however it is strongly recommended that, even if your course is running entirely in face-to-face mode, that you include the following two kinds of online communication options: **News forum** and **Common room** forum.

- **News forum:** The News forum is provided as a default in all Moodle courses. It works like the announcements in Moodle allowing one way communication from teacher to students. This will be covered in more detail later in the course.

- **Common room forum:** The News forum does not allow students to post or respond, therefore you should provide another forum for students to post general course related questions to you and communicate with each other. This forum should not be related to any particular topic and should exist in the course area. It should be given a generic name, such as Common Room, or Coffee Lounge etc, and include instructions to students for its use. Later in this course you will be setting up a common room forum.

Even if you are delivering a course primarily face-to-face you can also include online communication opportunities and may find it useful to keep discussions flowing between lectures or to replace a face-to-face tutorial.

Including sufficient online communication in your course is crucial when delivery wholly online. This means not just including standard forums such as News and Common room, but including regular topic related forums with activities and instructions that will spark and motivate discussion. When going fully online you should also consider how much communication and collaboration was in the course when you were running it face-to-face, for example tutorials and practical classes. As much as possible you should try to replicate this level of communication online, whilst altering specific activities where needed to fit the new mode of delivery.

Facilitating online

To effectively foster student communication and collaboration online, your role needs to become less of a traditional teacher providing students with information, and more of a facilitator. As an online facilitator, your role is to create online spaces and opportunities for your students to communicate and collaborate, support students in these activities and moderate and manage discussins.

Rather than recreate the wealth of material that already exists around effective online facilitation, this course will be referring to another document that expertly presents and summarises this information:

> *Facilitating Online: A Course Leader's Guide*, by Tony Carr, Shaheeda Jaffer and Jeanne Smuts of the Centre for Educational Technology in the University of Cape Town.

This work is licensed under the Creative Commons Attribution-Non-commercial-Share Alike 2.5 South Africa License.

> **Note:** The Facilitating Online document has been designed to be run as an online course over a number of weeks. At this stage there is no time or resources to run this course in its intended form, however this document is largely self-contained and you will find it a useful reference.

You have not been provided with printed versions of this document however you can access the pdf version from the course you are working in today.

For a table covering the capabilities of online facilitators refer to Table 1.1 on page 5 of *Facilitating Online: A Course Leader's Guide.*

Lectures, tutorials and online communication – it's all too much!

A common concern expressed by lecturers is that including online communication when running a mainly face-to-face course will just increase the workload for themselves and the students as they are already running lectures and tutorials. This is a valid concern, however you might want to consider mixing it up a bit to get the benefits of both modes of delivery without overburdening yourself or your students.

Suggestions for mixed delivery

Flip the classroom and ditch the face-to-face lecture: Think about how much interaction takes place in your standard lecture. Usually this is a very didactic way of teaching, commonly referred to as chalk and talk, where the lecturer stands and delivers content to the students. You might want to consider replacing this lecture with an online version – a pre-recorded narrated PowerPoint presentation that students can review, pause, rewind and review again in their own time. This will free up some face-to-face time that you can re-purpose to run an extra tutorial, or a more informal interactive lecture that focuses on consolidating what the students have learnt in the online lecture, or you may decide to follow the online lecture with an online tutorial in the form of an asynchronous forum.

> **Tip:** In Moodle you can tell who has accessed the lecture material, so come armed with a **Course participation** report to the first replacement lecture or tutorial and ask students if they have watched the online lecture. When 100% put their hands up you can tell them that you have a report saying that you know that only 50% of them actually watched it. You don't have to name names at this stage however let them know that you do have names. This should ensure a greater number access the lecture next time.
>
> Moodle will only tell you if a student has accessed a lecture, not if they have watched it all the way through or understood all of it however. You might also want to set up a quick lecture revision quiz that the students are required to do after the lecture. This will reinforce what they have learnt in the lecture and will give you further evidence as to who is keeping up with the material. These quizzes would not necessarily need to be graded, but you might wish to tell students that doing the quizzes – regardless of their score – is worth a nominal grade, say 5%.

For more information on the flipped classroom model, visit the staff elearning Hub:

http://federation.edu.au/staff/learning-and-teaching/clipp/elearning/elearning-hub

Replace one face-to-face tutorial with an online 'tutorial': If you are concerned about workload but want to include an online communication component into your delivery you could replace one of the face-to-face tutorials with an online version using a forum with a topic-related discussion question for each topic/week.

Principles of communication in an online course

Gilly Salmon's 5 stage model

Salmon (2001) E-moderating: the key to teaching and learning online. London: Kogan Page.
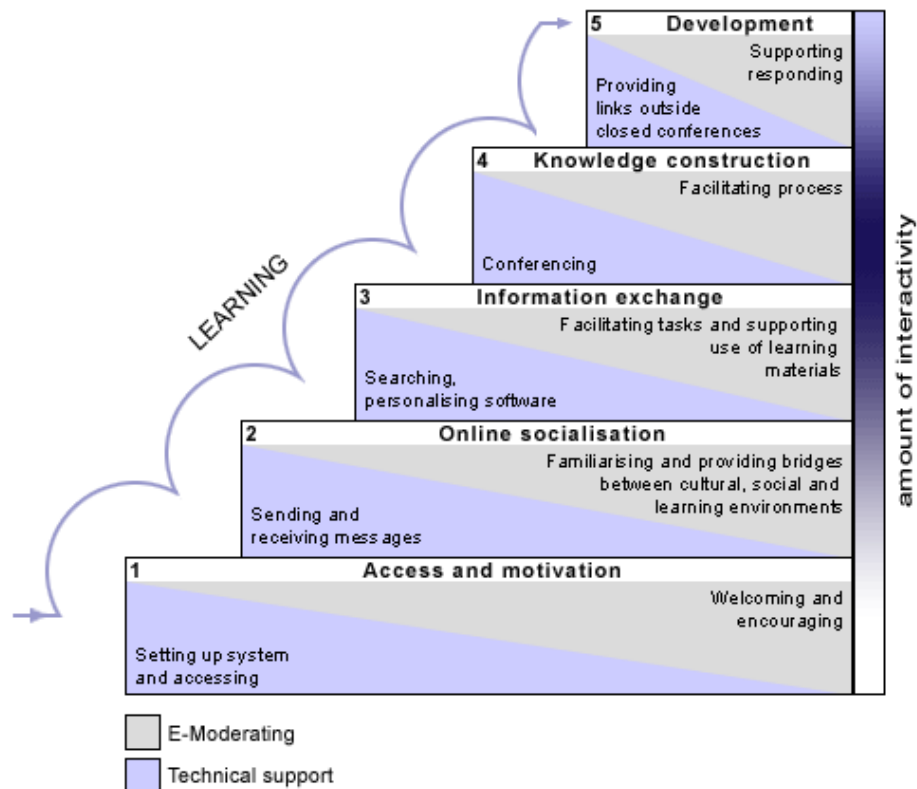
Gilly says "for online learning to be successful, participants need to be supported through a structured, developmental process" and she offers her 5 stage model as a scaffold for this.

She reminds us that issues of access and induction are pre-requisites to successful collaboration.

1. **Access.** Need to logon, to find the right place, and know how to take part. IT induction should be through taking part in interesting e-tivities, clarify purpose of activity.

2. **Socialisation** – helping people to develop their online identities as individuals and groups e.g. sharing hopes and expectations, establishing group norms, exposing, exploring and explaining differences.

3. **Information exchange** – e-tivities to promote interaction and engagement. Not too much reading, need clear structures, pacing and expectations as messages get more frequent. Moderator to summarise every 10-20 messages. Use participants existing info or provide small chunks. Pupils learning to cope with threads and asynchronicity.

4. **Knowledge construction** – becoming online authors. E-tivity of questions with multiple answers. The Moderators role might be to weave, to keep it on track, to introduce new theories and know when to close the e-tivity.

5. **Development** – participants concerned with planning their own continuing development and learning. Tutors support and respond to this process.

Salmon's Five Stage Model, Oxford Centre for Staff and Learning Development

Levels in the Facilitating Online resource

Facilitating Online: A Course Leader's Guide has adapted the principles developed by Gilly Salmon to come up with the following levels:

- **Level 1: Arriving:** At this stage, the participant enters the online space. The participant's role is to show presence in the online learning environment, to notice the presence of others and to become familiar with the online space. The course leader plays the role of the host who eases the participant's access to the course and welcomes participants to the online learning space.

- **Level 2: Conversing**: At this stage, participants get to know each other and the course leader better, are introduced to basic online facilitation skills and begin to develop strategies for building online learning communities. The course leader takes on the role of a community builder and a guide.

- **Level 3: Facilitating:** At this stage, the participants begin to take on a more active role as novice facilitators as they increase their knowledge of facilitation skills and strategies. The course facilitator takes on the role of coach and mentor.

- **Level 4: Creating:** At this stage, participants are given opportunities to sharpen their skills as facilitators. Opportunities are created to raise awareness of diversity, conflict and building trust in online learning communities. Participants also adapt or design learning activities for their online learning courses. The course facilitator maintains the role of coach and mentor.

- **Level 5: Applying:** At this stage, participants prepare for leaving the course and becoming independent online facilitators. The focus is on building networks and finding resources that will serve as a support base outside this course environment. Participants and the course leader engage as peers within an online community of practice.

The Facilitating Online: A Course Leader's Guide resource has broken up the course into these five levels and included E-tivities at each level. These E-tivities are good examples that you may be able to adapt for your own online teaching purposes.

Online etiquette

Guidelines

When communicating in the University's online learning systems you are expected to follow the same standards of behavior as you would in a classroom situation and obey the rules of online etiquette:

- Be respectful of your fellow students and staff.

- Value the opinions of others. While you should feel free to disagree and present your own point of view you must do so in a manner that does not denigrate the opinions of others.

- Use appropriate language and never use language that could be found offensive.

- Never attack others personally

- Don't act in a way that could constitute harassment, bullying or discrimination.

- Beware of using CAPS when posting. The use of CAPS can be interpreted as shouting.

- Use humor or sarcasm very carefully as this can often be misinterpreted.

In addition to following the above guidelines you are also need to act in accordance with the following university policies:

- Equal Opportunity and Valuing Diversity Policy
  http://policy.federation.edu.au/university/equal_opportunity/ch01.php

- Harassment Policy
  http://policy.federation.edu.au/university/equal_opportunity/ch02.php

- Use of Computing and Communication Facilities Policy
  http://policy.federation.edu.au/information_technology/it/ch01.php

Facilitation tips and techniques

Motivating students to participate in discussions

Here are a few tips to help motivate students to participate in discussions:

Navigation: Give clear structure and directions

Make the forum easy to find and make it clear when students need to post and what they need to post. A well-structured online course page can make it easier for your students to find where they need to be and what they need to do. Even though you could run all your topic related discussions from a single forum, it is a good idea to create a separate forum for each, and put it within that week/topics space; along with all the other materials and activities you want the students to work through for that week/topic. Also highlighting the current week/topic will help students to immediately recognise where they are supposed to be when they enter your course.

Invitation: Set the expectation and draw students back into the course

Post a message in the news forum at the start of each week/topic to welcome students to the new week/topic and advise them of what is expected of them including the topic discussion forum. By posting a message in the news forum all students will receive an email with the post. Use warm words when posting - warmest regards, "good morning wonderful people", but be yourself.
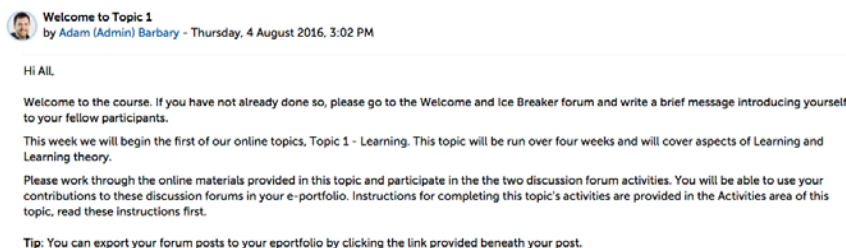
Motivation - Stick: Make posting compulsory by attaching marks

Although participation in online discussion can be really useful in helping students learn, even the most dedicated student may let it slip when their workload mounts or when discussions lag through lack of posts. One way to ensure students post to discussion forums is to make participation in discussion forums worth a small mark, e.g. 5% or 10%. You can set discussion forums to be graded and grade them for quality of post, or set a count to just count the number of times students post. Alternatively if you just wanted to set participation in a discussion forum as a nominal mark, e.g. if they participated they get 10, then you could just set up a Moodle assignment to record the result. However, as it would not need to have a correlating calendar entry, you should hide the activity from your students. For an example of how to grade discussions for quality, see *Appendix 2: Discussion Board Assessment Criteria Grid on page 59.*

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Motivation – Carrot: Make discussions interesting, relevant and engaging

Set appropriate discussion topics and activities to spark discussion. See *Sparking discussions – setting the activity, p. 11 below.*

Effective facilitation

- Facilitators need to be very visible at first, responding to students' posts to encourage uptake. This can be scaled back over time.
- Be enthusiastic and positive and demonstrate dedication and patience.
- Sum up a discussion thread at the end of the discussion.

Create a sense of ownership

- Ask the community to initiate new discussions
- Where possible allow participants to have input about what is included
- Encourage students to edit their Moodle profile and upload an appropriate photo of themselves to personalise their posts
- Posts must be useful and relevant
- The forums must be new and current - update regularly
- Include social discussion spaces, such as a **Common Room** forum
- Use personal anecdotes and stories
- Include local info for relevance, local news etc.
- Personalise using local icons, logos and pics

Sparking discussions – setting the activity

Setting a standard forum for each topic and giving students broad and generic instructions, such as 'post your thoughts' on this topic is unlikely to result in an effective discussion with most groups. Giving more specific instructions, and using discussion sparks that are interesting and engaging will give you better results.

Gilly Salmon talks about the concept of e-tivities, online activities where students communicate and collaborate.

e.g:

Activity 2 - Discussion (Designing for Learning)
by Adam (Admin) Barbary - Thursday, 4 August 2016, 3:12 PM

The videos you watched for activity 2 laid out arguments for thinking about *pedagogy before technology* when planning your online course, and ensuring interaction is a key component of your course.

Post a brief response on your reflections to these videos, thinking about the following:

How do these approaches to online learning reflect your own understanding of online learning, or your experiences as an online learner or teacher? and

How might these approaches influence your own practice?

or

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Activity 2.1 Discussion - A vision of students today
by Adam (Admin) Barbary - Thursday, 4 August 2016, 3:18 PM

After watching the video, A vision of students today, think about the following questions:

- Is this representative of your own students?
- What similarities/differences are there between this vision and your own students?
- What do you see as the main take away issues and how might they impact on your teaching practices?

Click reply to this post to post your own reflections first, then respons to posts of other students.

What is an e-tivity?

E-tivities are

- motivating, engaging and purposeful;
- based on interaction between learners/students/participants, mainly through written message contributions;
- designed and led by an e-moderator;
- asynchronous (they take place over time);
- cheap and easy to run — usually through online bulletin boards, forums or conferences.

Key features of e-tivities include:

- a small piece of information, stimulus or challenge (the spark')
- online activity, which includes individual participants posting a contribution
- an interactive or participative element, such as responding to the postings of others
- summary, feedback or critique from an e-moderator (the 'plenary')
- all the instructions to take part are available in one online message (the 'invitation')

Salmon, Gilly (2002). E-tivities: the key to active learning online. London, Kogan Page

For examples of e-tivities at each stage, see *Appendix 1: Examples of e-tivities on page 4.*

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The Forum tool in Moodle

Forums are an excellent asynchronous communication tool. You can set up general Forums in the main header topic of your course to allow your students to communicate with each other in an informal peer-support way or for posting general course enquiries. By placing them in the header topic, they will be visible regardless of which topic your students are engaged with. You can also add specific forums as activities within topics, as part of a tutorial discussion around a given topic and/or as part of an assessable activity.

The News forum

The News forum is automatically set up in your Moodle course and should be used for announcements. Everyone enrolled in the course will automatically be sent an email every time a post is made in the news forum.

Students cannot post to the News forum, this is a place for you the teacher to post important general announcements that relate to your course.

All members of the course are compulsorily subscribed to the News Forum and will be emailed whenever a new post is made. As such you should use it with care. Postings should be limited to announcements that are critical to the course; like room & schedule changes, assignment, exam and activity date changes as well as cancellations. You can also use this forum for messages designed to bring students back into the course, such as initial and topic/week introduction messages, messages telling students when new material has been posted, or that their marks are now available. General course comments should be posted in a separate forum such as the common room forum.

Example of news forum posts:

Urgent Request	Debra Cummins	0	0	Debra Cummins Wed, 11 Apr 2012, 12:05 PM
Welcome to Topic 2 - Students	Debra Cummins	0	0	Debra Cummins Mon, 19 Mar 2012, 3:55 PM
Reminder: topic one and project group collaboartion spaces	Kellie Macneil	0	0	Kellie Macneil Thu, 15 Mar 2012, 11:53 AM
Reminder to all Sydney cohort Day 2 compulsory attendance	Lorraine Bennett	0	0	Lorraine Bennett Wed, 14 Mar 2012, 10:23 AM
Day One sessions now completed	Lorraine Bennett	0	0	Lorraine Bennett Wed, 7 Mar 2012, 4:26 PM
Flipped Classroom	Debra Cummins	0	0	Debra Cummins Thu, 1 Mar 2012, 3:55 PM
Welcome Topic 1	Debra Cummins	0	0	Debra Cummins Mon, 20 Feb 2012, 4:15 PM

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Exercise: Welcome and Introduction activity

In this exercise your instructor will post a welcome message to the Common Room for you to reply to and send an invitation with instructions via the News Forum. In this activity you will be working as students.

When running a course with a new group of students, especially if the course is mainly run online, it is important to get students to become familiar and comfortable with posting in the online course at the start of the course. Setting a welcome and ice breaker type activity is an example of addressing this and relates to Gilly Salmon's 1st stage, Access and Motivation and the Online Facilitation guide's Level 1, **Arriving**.

You might want to ask students to respond in a common room forum, or set up a specific forum as we have done for this example: **Welcome and Ice Breaker Forum**.

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📋 Course Feedback - Please complete at the end of the course

Getting Started

💬 Welcome & Ice Breaker

📄 Facilitating Online

General Forums

💬 News forum

Click on the forum name, then click the Add a new discussion topic to post a new message.

Welcome & Ice Breaker

Post a brief message introducing yourselves to your fellow students. Who are you, what previous experiences you have had with Moodle, and what do you want to get out of this course.

Visible groups: All participants

This forum allows each person to start one discussion topic.

Add a new discussion topic

(There are no discussion topics yet in this forum)

Invitation: As this task is kicking off your online course you need to send a first message to your students, welcoming them, giving them instructions on what is required of them. You might want to repeat this kind of message at the beginning of each topic/week.

Welcome to Topic 1
by Adam (Admin) Barbary - Thursday, 4 August 2016, 3:02 PM

Hi All,

Welcome to the course. If you have not already done so please go to the Welcome and Ice Breaker forum and write a brief message introducing yourself to your fellow participants.

This week we will begin the first of our online topics, Topic 1 - Learning. This topic will be run over four weeks and will cover aspects of Learning and Learning theory.

Please work through the online materials provided in this topic and participate in the the two discussion forum activities. You will be able to use your contributions to these discussion forums in your e-portfolio. Instructions for completing this topic's activities are provided in the Activities area of this topic, read these instructions first.

Tip: You can export your forum posts to your eportfolio by clicking the link provided beneath your post.

Note: Students can't respond to messages posted in the News forum so you must set up another forum, e.g. **Common Room** or welcome forum in which they can post.

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Nesting in Forums

In a threaded forum students and teachers can post replies to the original post or to other student's replies. Each reply will be indented, or nested, underneath the parent post. In this way you can easily see the flow of a conversation. However, if everyone just clicks reply to the last post the discussion will continue to be indented making it harder to read. This is why it is important to request students click reply to the original post question.

In the following example, you can see that the second and third posts are replying to the original question however the fourth post is specifically replying to the student in the third post and is nested appropriately under that post.

Topic 1 - Discussion forum (option 2)
by Kellie Macneil - Tuesday, 10 June 2014, 1:19 PM

Topic 1 - Discussion forum

In this forum you are expected to post a response to the discussion activity. To do this open the discussion topic posted by your instructor and click reply to post your response.

Edit | Reply

Re: Discussion topic 1
by Student2 Test - Wednesday, 7 July 2010, 3:23 PM

Hi all,

I didn't find that these readings related to my real-world experience at all. My own experience has shown completely the opposite to these readings, however I found the first reading particularly interesting and I could understand their point of view even though my own experience differs.

Show parent | Edit | Delete | Reply

Re: Discussion topic 1
by Student3 Test - Wednesday, 7 July 2010, 3:24 PM

I found the first reading particularly interesting and related well to my own experience, however I found that the second reading didn't relate to my own experience at all. In my experience this is a really tricky area and I found that the second reading simplified the subject too much.

Show parent | Edit | Delete | Reply

Re: Discussion topic 1
by Student2 Test - Wednesday, 7 July 2010, 3:25 PM

That's really interesting what you have said here Student3, I was having trouble putting my finger on what I found wrong with this reading but you are right it completely simplifies this important issue!

Show parent | Edit | Delete | Reply

Re: Discussion topic 1
by Adam (Admin) Barbary - Tuesday, 10 June 2014, 1:22 PM

Hi Student2 and Student3,

Excellent observations! Very interesting point you make here Student3 in fact this theorist has been widely criticised for simplifying the subject.

Keep up the good discussion 🙂

(Edited by Kellie Macneil - original submission Wednesday, 7 July 2010, 3:27 PM)

Show parent | Edit | Delete | Reply

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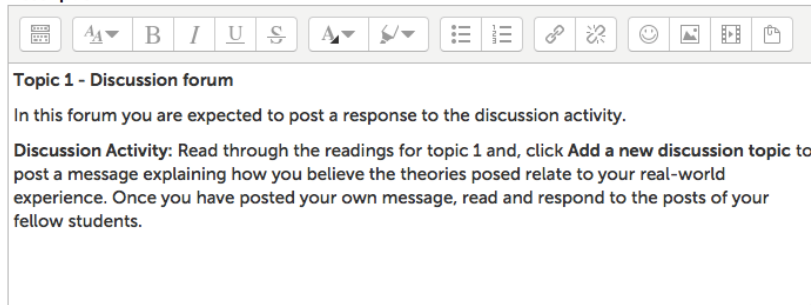
Forum Settings

General

Forum name and Description: When Setting up a new forum, give it a meaningful title in the name field and instructions on what the forum is for and how to use it in the Description field.

Forum Types

There are five different types of forums you can choose when creating a forum.

A single simple discussion

Use this for very simple topics where you want to see one response per student on one page. This type of forum does not allow new topics. The forum introduction box (visible only during creation) doubles as the first post. Users can only reply to this posting rather than spark their own topic. You cannot split this forum off into a new topic.

This forum type is recommended for managing a single topical discussion question as it is closest to a natural discussion and makes it more likely that students will read and respond to each other's posts.

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Single simple discussion forum

Visible groups: All participants

Display replies in nested form

Single simple discussion forum
by Adam (Admin) Barbary - Wednesday, 7 July 2010, 3:04 PM

For very simple topics where you want to see one response per student on one page. This type of forum does not allow new topics. The forum introduction box (visible only during creation) doubles as the first post. Users can only reply to this posting rather than spark their own topic. You cannot split this forum off into a new topic. Useful for posing a single topical question.

Edit | Reply

Re: Single simple discussion forum
by Student2 Test - Wednesday, 7 July 2010, 3:09 PM

Hi all,

I didn't find that these readings related to my real-world experience at all. My own experience has shown completely the opposite to these readings, however I found the first reading particularly interesting and I could understand their point of view even though my own experience differs.

Show parent | Edit | Delete | Reply

Each person posts one discussion

Each student can only post one discussion topic only, but can reply to other student posts. You might set up this forum and post instructions and a discussion topic. Once their turn has been used, they may only reply to existing discussions. This is useful for creating an environment where each student creates a discussion and others give them feedback.

> E.g. In reading x, what do you think the author meant when he said y? Post your thoughts and respond to your fellow students' posts. Remember to be polite and constructive with your responses.

Q and A forum

In the Q and A forum students have to post their own response before they can see and respond to that of other students. If you are concerned about originality of posts, for example if using posts for assessment, you might want to use this type of forum to force students to think independently in the first instance.

Note: You must post a question as a discussion topic first!

Standard forum for general use

This is an open forum where anyone can start a discussion topic. You might want to set up this type of general discussion board with open instructions such.

> e.g. Media forum: Throughout this topic, or course post links to and discuss the relevance of any media references to topic x, or Common Room forum.

Standard forum displayed in a blog-like format

This is like a standard forum where anyone can start a discussion topic. However, each new discussion appear like it would in a blog rather than a table of discussion posts.

Attachments and word count

You can set a maximum attachment size and number to limit/allow students to attach files to a post. You will need to specify enough space for the intended purpose. If you expect students to upload files, then a generous setting to prevent file size issues is recommended. Use a more restrictive setting to prevent space being wasted by non-essential uploads, such as students using the forum to swap files and photos in **Common Room** forums

You can also specify for the forum to display a word count. If you are trying to encourage brief posts and have specified a word limit for students, you should set the display word count setting to 'Yes'.

Subscription and tracking

Subscription is a feature that sends updates of forum activity to the user's email address. When you create a forum, you need to set the Subscription mode.

Optional subscription	This leaves the option open to individual students. If you are setting a common room type forum this would be the most appropriate option.
Forced subscription	Enforces subscription so everyone will receive emails of posts and won't be able to unsubscribe. This is similar to the News Forum.
Auto subscription	All course members will be subscribed initially; they will then be able to unsubscribe themselves. This would be the most appropriate option for topic discussion forums.
Subscription disabled	Subscriptions aren't allowed and no email notifications will be sent out.

Read tracking for this forum: Read tracking highlights new posts since the student's last visit. These settings can mirror the student's profile setting, or be forced using this setting.

Optional (default)	students can turn tracking on or off for the forum at their discretion
On	Tracking is always on.
Off	Tracking is always off.

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Post Threshold for blocking

In order to limit more dominant posters, or prevent last minute postings, you may want to set a threshold for a specific time period. Say a limit of three posts per day. You can set a maximum, and a value to warn the poster they have limited postings left. In most cases it will be unlikely that you will need to set a post threshold as getting students to post, rather than preventing them from posting, is usually more the problem.

Ratings

You can set options to allow teaching staff to rate forum posts. There are several approaches to doing this so you need to keep a focus on what it is you hope to achieve. If you want students to reflect carefully on what they are posting and critiquing, then choose a value that takes into account the quality of the post, say an average rating. However, if participation is the primary objective, then base your scale on post count, or an aggregate of post ratings. Students cannot rate other students' posts.

Aggregate type	Such as Average, or sum, for combining the final grade.
Grade	The grade scale from 1 – 100, or using the Separate and Connected ways of knowing scale (http://docs.moodle.org/en/Separate_and_Connected_ways_of_knowing) You can also create your own scale for rating posts. For more information on doing this see: http://docs.moodle.org/en/Scales
Restrict ratings to posts with dates in this range	If you want to restrict ratings to posts within a date range, you also need to set the range. Controlling the date range also prevents students from making a collection of posts at the last minute to increase their post count.

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Note: IF you only wish to collect the post count, an easier way of obtaining this information is to use the Course participation report to determine if and how many posts students have made, rather than grading every post.

Common module settings

Common module settings control the visibility of the forum and whether the forum is to be divided into groups.

Visible: When setting up a forum in advance, change the Visible setting to **Hide** to keep it hidden from students until you're ready to release it.

Group mode: If you wish to divide a forum into separate areas for student groups, you can select from one of three options.

No groups: allows all students to freely interact with each other. They may read any students previous post and reply or post to any other thread.

Visible groups: students will be able to view other student groups' posts, but not reply or post to them.

Separate groups: prevents student groups from viewing or replying to any other groups' posts. Separate groups is equivalent to having separate forums for each group, but is much simpler to manage. It is important to remember, when using separate groups, that in order for students to respond to your posts you must post the message to their group. This may mean posting the same message to each group separately.

> **Tip:** Moodle has the ability to quickly post the same message to each group, by simply checking a button at the end of your post.
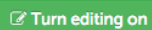>
> Post a copy to all groups ⓘ ☑

Adding a Common Room forum

At a minimum it is a good idea to add a general and open discussion forum to your course, even if you are delivering mainly face-to-face.

To add a forum

You would normally add the Common Room forum to the course topic area in your Moodle course, however for this example you will be adding a common room to the topic area you are working in.
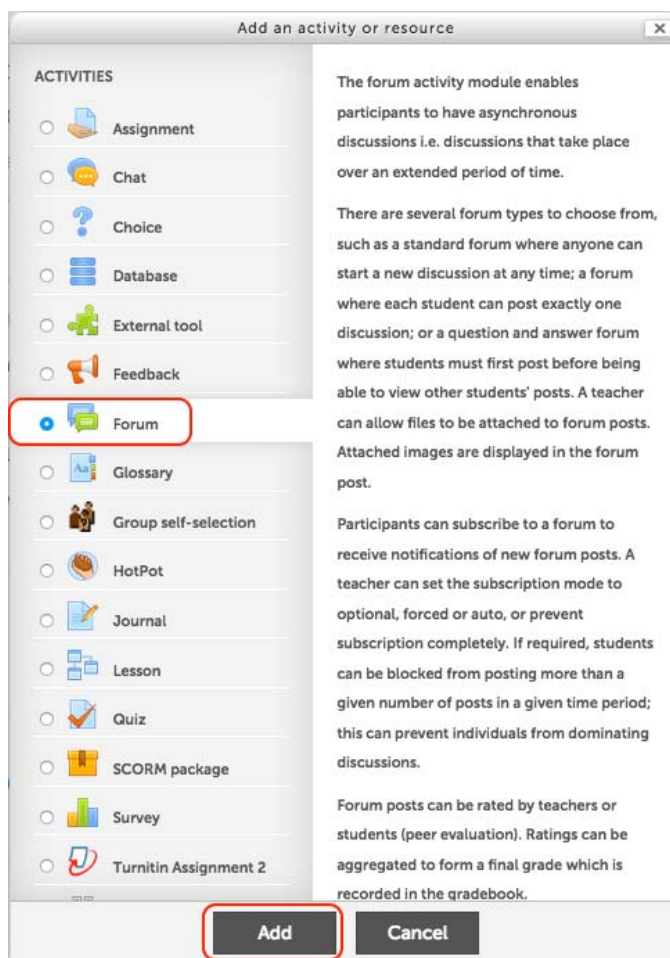
1. Turn editing on

2. At the bottom of the area or topic in which you want to add the forum, click **Add an activity or resource**.

3. In the Add an activity window, select **Forum**.

4. Then click **Add**.

5. In the **Forum name** field, enter a descriptive name for your forum, in this case Common Room – my name
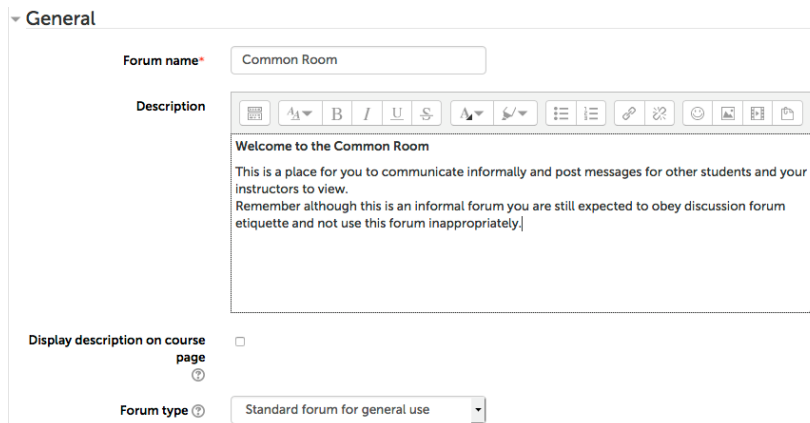
6. In the **Forum introduction** field, enter instructions for your students on using the forum, e.g:

Welcome to the Common Room

This is a place for you to communicate informally and post messages for other students and your instructors to view.
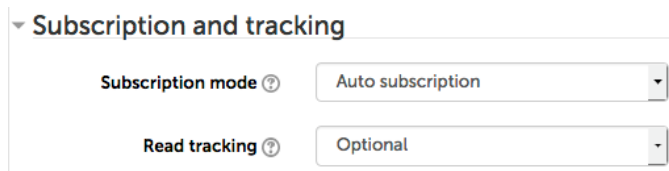*Remember although this is an informal forum you are still expected to obey discussion forum etiquette and not use this forum inappropriately.*

7. In the **Forum type** field, ensure **Standard forum for general use** is selected.

8. In the **Subscription mode** list, change to **Auto**. This subscription option gives students the option to subscribe or unsubscribe themselves.

9. Leave all other settings as the default.

10. Once you have finished editing the settings, click **Save and return to the course**, or **Save and Display**.

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Adding a topic related discussion forum

There are two main ways you could structure your topic related discussion forum when using a standard forum type.

Option 1 – Standard discussion forum

This is a standard forum with the activity/discussion question written into the forum introduction. In this option students create their own discussion post to respond to the question.

The forum introduction for this option will need to include instructions on posting a new discussion forum.

This option will give the student the following view:

Topic 1 - Discussion forum

In this forum you are expected to post a response to the discussion activity.

Discussion Activity: Read through the readings for topic 1 and, click **Add a new discussion topic** to post a message explaining how you believe the theories posed relate to your real-world experience. Once you have posted your own message, read and respond to the posts of your fellow students.

Add a new discussion topic

After students have posted the forum will look like this

Discussion	Started by	Replies	Unread ✓	Last post
Reply to discussion topic 1	Student2 Test	0	0	Student2 Test Wed, 7 Jul 2010, 3:21 PM
Reply to discussion topic 1	Student3 Test	0	0	Student3 Test Wed, 7 Jul 2010, 3:19 PM

And you will need to open each forum discussion to see a student's post:

Reply to discussion topic 1
by Student3 Test - Wednesday, 7 July 2010, 3:19 PM

I found the first reading particularly interesting and related well to my own experience, however I found that the second reading didn't relate to my own experience at all. In my experience this is a really tricky area and I found that the second reading simplified the subject too much.

Edit | Delete | Reply

Reply to discussion topic 1 ▶

As you can see this option can discourage student interaction as each post is in a separate topic. The threaded single discussion of option 2 is more conducive to free-flowing discussion

Note: These examples are using dummy students Student2 Test and Student3 Test. In your forums you will see the real names of your students.
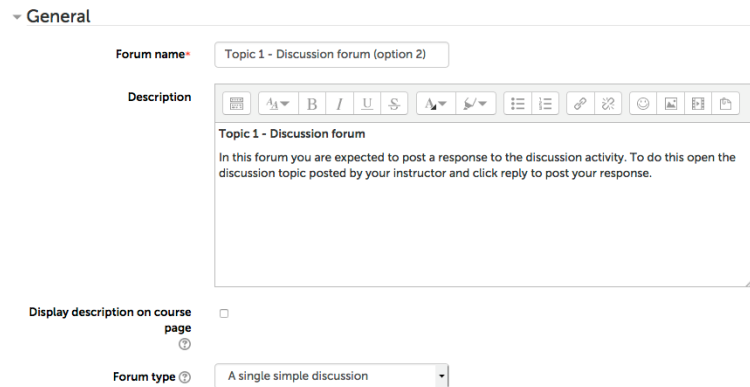
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Option 2 – Single simple discussion forum

Use the Single simple discussion forum type and add your question in the forum Description area of the forum settings.
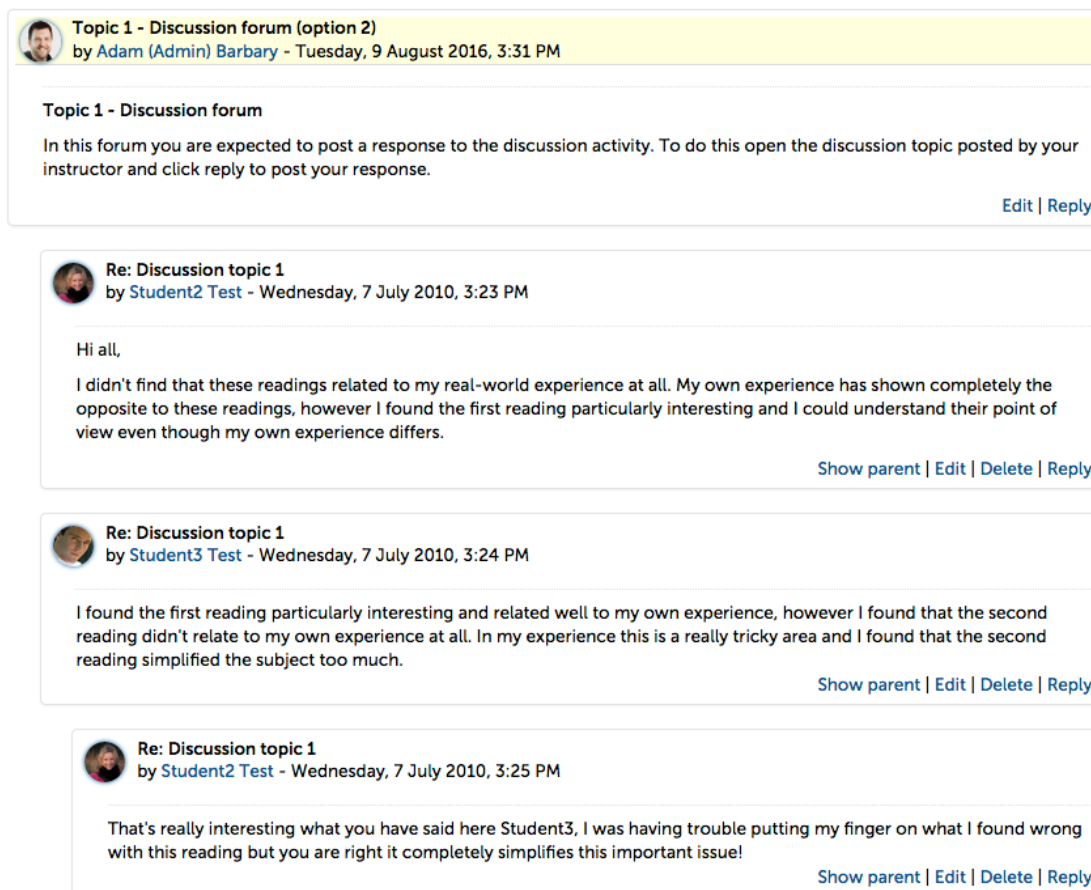
Students then only have the option of replying to your question, keeping all posts on the topic in a single threaded view.

This is the preferred method for this kind of activity as all posts are kept within the same thread making it easier to follow.

When the student opens the discussion topic, they see the discussion activity to which they need to reply. After students have posted the forum will look like this:

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Exercise: Topic Discussion

Activity 1:

1. Come up with a discussion activity around a simple and fun topic, e.g. favourite movie, pet, analysis of federal politics etc.

2. Follow the steps in the **To add a forum** procedure to add a Topic forum in your topic area.

3. Use the single simple discussion type and include the topic 'spark' or question in the description field.

Activity 2: Go into the topic discussion forums of other participants and briefly reply to their posts.

Dealing with individual forum subscription settings

User Profile settings

An individual user can now control what forum threads they want to subscribe to. In addition to this, users can change how they want forum posts, from subscribed forums, sent in their own user profile settings.

There are three settings related to forum subscriptions:

- Email digest type

- Forum auto-subscribe

- Forum tracking

To edit your forum preferences

1. Click on your name at the top-right of the Moodle screen to open your profile.

2. Select Preferences, then User.
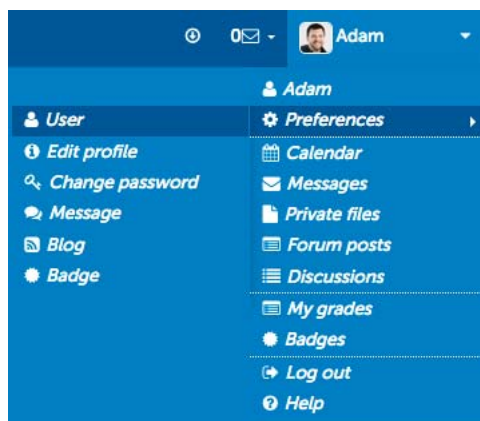
3. Click Forum preferences.

To reduce the number of emails you receive from Forums

1. From the **Email digest type** drop-down list choose **Complete** or **Subjects**.

   Email digest type: where you can set if you want individual posts to be sent, or a complete or subject digest to limit the number of emails.

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Email digest type ⓘ   No digest (single email per forum po ▾

No digest (single email per forum post)
Complete (daily email with full posts)
Subjects (daily email with subjects only)

To set forum tracking

To make it easier to immediately see if you have unread posts when you enter a course, you should have read forum tracking enabled.

1.   In the **Forum tracking** field, set the option to **Yes**.

Forum tracking   Yes: highlight new posts for me ▾

No: don't keep track of posts I have seen
Yes: highlight new posts for me

> **Note:** The forum settings for individual forums will override user settings. So even should you set 'not to be subscribed automatically', you will still be subscribed automatically to a forum that contains this setting.

Managing forum subscription

When subscribed to a forum, you will receive email updates whenever someone posts or replies to a discussion. Some forums are forced subscription, some do not allow subscription at all, but most are optional subscription. You can choose to subscribe to the entire forum, or just individual threads. By far the simplest option to subscribe is to ensure that the Discussion subscription box is checked when posting or replying to a forum.

Discussion subscription ⓘ   ☑

You can also manage subscription to all course forums by viewing the forum overview page.

Click **This course**, located on the navigation bar at the top of the Moodle page, then click Forums.

📖 This course ▾

👥 People
📊 Grades
📄 Files
📁 Forums
📄 URLs
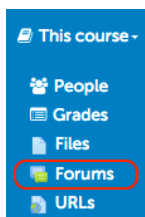
The displayed page will list all forums in your course and whether you are tracking (subscribed) or not. The button indicates the *current* state. Clicking the button will change the state and display the new setting.

Topic	Forum	Description	Discussions	Unread posts	Track
Topic 1	Topic 1 - Discussion forum (option 1)	**Topic 1 - Discussion forum** In this forum you are expected to post a response to the discussion activity. **Discussion Activity:** Read through the readings for topic 1 and, click **Add a new discussion topic** to post a message explaining how you believe the theories posed relate to your real-world ...	2	-	No
	Topic 1 - Discussion forum (option 2)	**Topic 1 - Discussion forum** In this forum you are expected to post a response to the discussion activity. To do this open the discussion topic posted by your instructor and click reply to post your response.	1	0	Yes

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You can also manage subscription from inside individual forums. Provided subscription is allowed you can access the forum Administration block located on the right hand side of the forum.
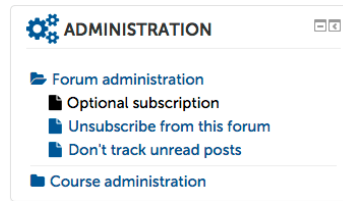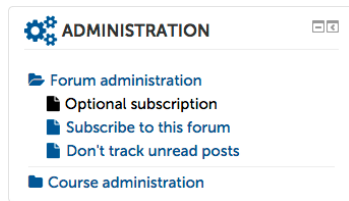
> **Tip:** In mobile view, blocks are located below the course content. Scroll down to access blocks.

Managing thread Subscription

You may not wish to follow an entire forum as there may be some topics that are not relevant especially in a **Common room** forum. Provided the forum allows subscription, you can check individual forum threads to follow. On the forum front page, click the small dot at the right of the thread to subscribe, it will change to an envelope. To unsubscribe from a thread, click the envelope, it will change to a dot.

Dealing with inappropriate posts

Before students start using forums they should be made aware of appropriate university policies and forum etiquette. However you may still find an inappropriate or perhaps even abusive post, or the use of inappropriate language within a post.

As a facilitator you should be monitoring student posts to ensure students are using the forums appropriately. If you discover an inappropriate or abusive post you may need to talk with the student or initiate disciplinary action. This process is not covered here. What constitutes actionable behavior is a matter for you and university policy. What will be covered is how to deal with this in Moodle. As a teacher you have control to move, delete and edit messages.

For more information on forum etiquette, see *Online etiquette on page 9. You can refer students to the online version of this:*

http://federation.edu.au/staff/learning-and-teaching/clipp/elearning/elearning-hub/moodle-lms/how-to/add-a-forum/online-forum-etiquette

> **Note:** Before deleting, editing, or making any changes to an inappropriate post it is important that you obtain a screen capture of the item incase action is taken at a later date. Moodle logs time and date of a post, and any edits, but not the content of the post. If changes are made, or the post is deleted, it is often impossible to retrieve the original post. Please contact CLIPP to obtain support.

To move a discussion

In order to move a discussion, you will first have to establish a forum (preferably hidden) to which you can move the discussion. Create a standard forum for general use (as in the above activity), call it something appropriate such as Inappropriate Forum Posts, and hide it from view.

1. Enter the forum with the inappropriate discussion, and click on the discussion.

2. Above the discussion click the drop down menu and select your new hidden forum. Click **Move**.
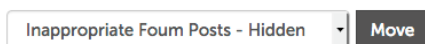
The screen will flicker slightly and the discussion will have moved. You will still be looking at the discussion, but you will be in the forum where you selected to move the discussion to. To verify the forum has moved, a notification will be displayed on the screen.

This discussion has been moved to 'Inappropriate Foum Posts - Hidden'.

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To move a post

As with the discussion, you can move a post. However there is one extra step. You must Split the post from the discussion. One downside to this is that any replies to the post you are splitting will also be cut from the discussion.

1. Navigate to the offending post. Click **Split** in the bottom right corner of the post.

> Re: Discussion 1
> by Student1 Test - Wednesday, 10 August 2016, 11:55 AM
>
> You must be kidding, you'd have to be a moron to think that. You're an idiot!
> Show parent | Edit | Split | Delete | Reply | Export to portfolio

2. The post will be moved to a new discussion, enter a name for the new discussion and click **Split**.

> Split the discussion and move this post to a new discussion
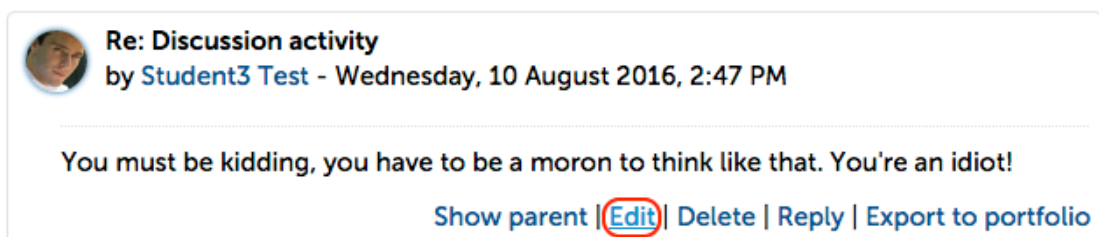>
> Discussion name*
> Moved Post
>
> Split   Cancel

3. Follow step 2 in the above item on how to move a discussion.

To edit a message

It is probably a better idea to edit a post so the continuity of a thread is not lost, and so students are made aware that inappropriate language or messages have been identified and dealt with. When editing you can either delete the entire post and replace it with a message

> **Note:** Before deleting, editing, or making any changes to an inappropriate post it is important that you obtain a screen capture of the item incase action is taken at a later date.

1. Find the inappropriate post.

> Re: Discussion activity
> by Student3 Test - Wednesday, 10 August 2016, 2:47 PM
>
> You must be kidding, you have to be a moron to think like that. You're an idiot!
> Show parent | Edit | Delete | Reply | Export to portfolio

2. Click the **Edit** link. The editing window appears and the post is automatically amended with the time and name of the teacher editing.

> You must be kidding, you have to be a moron to think like that. You're an idiot!
>
> (Edited by Adam (Admin) Barbary – original submission Wednesday, 10 August 2016, 2:47 PM)

3. As this post is abusive it should be deleted completely and replaced with a message on why it was deleted including a reminder to students to post appropriately. To emphasise this message, it is recommended you change the text colour by highlighting the text and clicking the text colour button.

This message has been deleted as it was deemed inappropriate. Please remember to be respectful of your fellow students and use appropriate language when posting.

(Edited by Adam (Admin) Barbary – original submission Wednesday, 10 August 2016, 2:47 PM)

4. Click **Save Changes**. The post will appear in context, with the original student's profile image.

Re: Discussion activity
by Student3 Test - Wednesday, 10 August 2016, 2:57 PM

This message has been deleted as it was deemed inappropriate. Please remember to be respectful of your fellow students and use appropriate language when posting.

(Edited by Adam (Admin) Barbary – original submission Wednesday, 10 August 2016, 2:47 PM)

Show parent | Edit | Split | Delete | Reply | Export to portfolio

5. You should also contact the student advising them that their post was inappropriate, why it was inappropriate, that the post has been removed and what, if any, disciplinary action will follow.

To delete a message

> **Note:** Before deleting, editing, or making any changes to an inappropriate post it is important that you obtain a screen capture of the item incase action is taken at a later date.
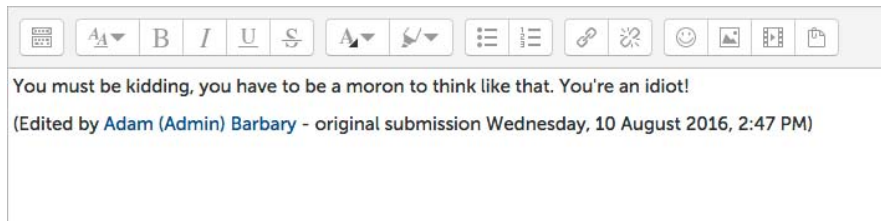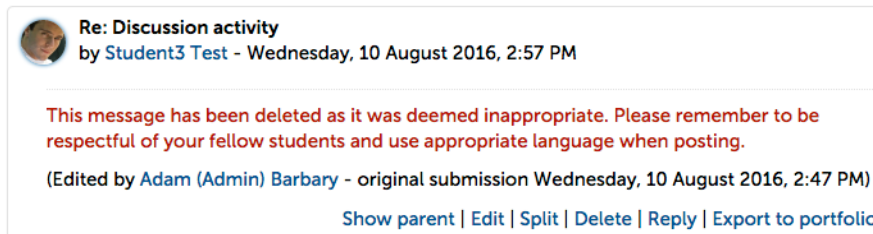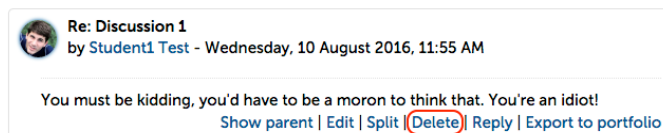
1. In the inappropriate post, click the **Delete** link.

Re: Discussion 1
by Student1 Test - Wednesday, 10 August 2016, 11:55 AM

You must be kidding, you'd have to be a moron to think that. You're an idiot!

Show parent | Edit | Split | Delete | Reply | Export to portfolio

2. A message appears prompting you to confirm.

Are you sure you want to delete this post?

Continue   Cancel

Discussion activity
by Student1 Test - Wednesday, 10 August 2016, 2:44 PM

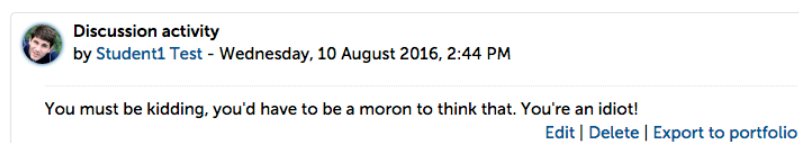You must be kidding, you'd have to be a moron to think that. You're an idiot!

Edit | Delete | Export to portfolio

3. Click **Continue** to delete the post.

Monitoring participation

The Moodle reports allow you to track all student activity in your course. You can use the reports to quickly get a snapshot of student forum participation. This is particularly useful if you have assigned a nominal mark to forum posts: eg. one mark for students participating in each forum, without taking into account the quality of the posts.

Alternatively you may have students who haven't posted or logged in because of their lack of technical knowledge or understanding/engagement with the course. This should be tackled as early as possible in the semester so as not to establish patterns of non-use and also so as not to disadvantage the students.

Report options

Student Logs

To view logs for all students for all activities on one day

1. To view reports, go to the **Administration** block and click **Reports**.
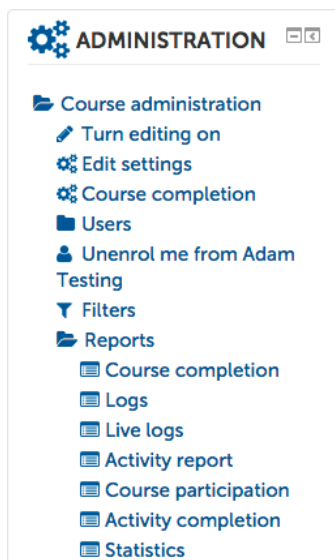
The available report types appear

2. Click **Logs** to see the daily user logs.

3. From the **day** drop-down list choose the day you want to see logs for.

4. For this example, we have chosen all students and activities for a single day.

5. Click **Get these logs**.

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As you can see this view will show you everything each student has been doing, including viewing information, accessing resources or creating posts or content. To drill down to a specific activity however it is easier to search by activity.

Participation reports

To view participation reports for a specific activity

1. From the **Reports** area in the Administration panel, choose **Course Participation**

2. In the **Activity Module** drop-down list select the forum activity you want a report on.
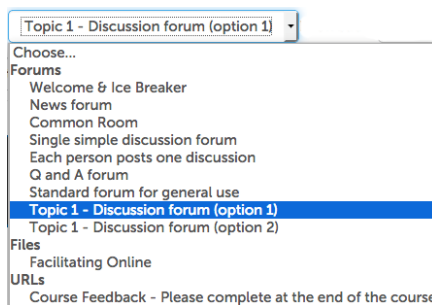
3. In the **Look Back** drop-down list select the time duration you want to get logs for, e.g. last 2 days, weeks.

4. In the **Show only** field, select **Student** to only see logs for students.

5. In the **All Actions** drop-down list, select **Post** to only see who has posted to the forum.
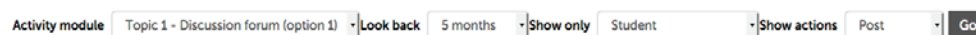
6. Click **Go**, a list of all students will appear showing a Yes next to those who have posted with the number of posts shown in brackets.

3 Student

First name / Surname	Post	Select
Student1 Test	No	☐
Student3 Test	No	☐
Student2 Test	No	☐

Select all   **Deselect all**   **Select all 'No'**

With selected users... Choose... ▾ ⑦ **OK**

Using the participation report to calculate participation for assessment purposes and contact students who have not participated

With this report you can quickly determine who has posted to the forum and record this if you were setting a mark for course participation.

You can also target the students who haven't posted and contact them specifically to prompt them to post. To do this:

1. Click in the **Select all 'No'** button.

3 Student

First name / Surname	Post	Select
Student1 Test	No	☑
Student3 Test	No	☑
Student2 Test	No	☑

Select all   **Deselect all**   **Select all 'No'**

With selected users... Choose... ▾ ⑦ **OK**

2. Click the Choose drop-down and select **Send a message**.

With selected users... | Choose... ▾ | ⑦ **OK**
Choose...
Send a message

3. Click **OK**.

4. In the Message body type a message to the students to remind them to post.

Activity report

To view the activity of the entire course

1. From the **Reports** area in the Administration panel, click **Activity report**.

2. The activity for the course as a whole is displayed:

To view the activity log for individual students

Sometimes you might need to view the activity for individual students. For example if you are concerned that a student hasn't been participating, or you wanted to check if they had attempted to submit an assignment if they are claiming that they were unable to do this.

1. In the **Administration** panel, click **Users**, then **Enrolled users**.

2. The list of students appears.

3. Click the picture/icon for an individual student to bring up their profile.

4. Choose the required report from the list on the right hand column under Reports.

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Updated by Adam Barbary August 2016 for Moodle version 3.0.5+. Document accurate at time of printing.

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Hits on FedUni by Kellie Macneil
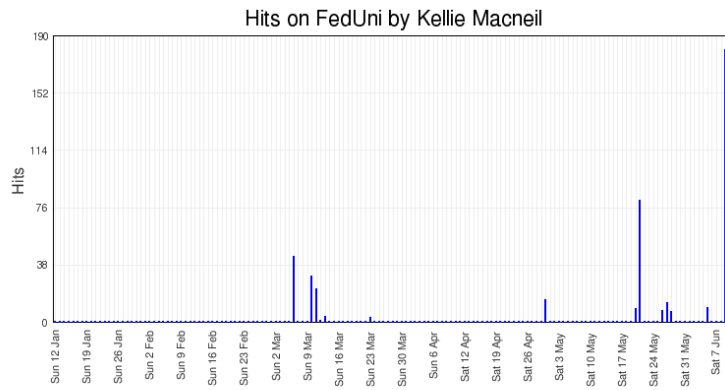
Displaying 16499 records

Page: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 …165 (Next)

Course	Time	IP address	User full name	Action	Information
FedUni	Wed 11 June 2014, 10:45 AM	124.150.42.108	Kellie Macneil	course report log	FedUni Moodle
Communication - Master	Wed 11 June 2014, 10:44 AM	124.150.42.108	Kellie Macneil	course report log	Communication - Master
Communication - Master	Wed 11 June 2014, 10:44 AM	124.150.42.108	Kellie Macneil	course report log	Communication - Master
Communication - Master	Wed 11 June 2014, 10:34 AM	124.150.42.108	Kellie Macneil	user view	Student1 Test
Communication - Master	Wed 11 June 2014, 10:23 AM	124.150.42.108	Kellie Macneil	course report outline	Communication - Master

Example of **All logs**.

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The Messages Tool in Moodle

The Messages Tool in Moodle is an alternative to instant messaging systems such as Lync/Skype and Facebook Messenger. The Messages tool allows students and teachers to have one-to-one communication. If a student has a private question they could send you a Message rather than post in a forum where all students could see.

Messages sent through the Message system in Moodle pop up as a notification and are also emailed to the recipient. You could use this tool, rather than email to contact students to keep all your communication within one system.

An important thing to note about the Messages tool is that, as with everything in Moodle, you as a teacher have access to all logs and can review all messages. Students should be made aware that logs of their messages will be kept and that the rules of online etiquette and reasonable behavior still apply.

To send a message to a student

1. In the **Administration** panel, click **Users**, then **Enrolled users**.
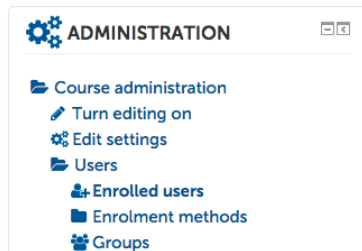
2. The list of students will appear.

3. Click the picture/icon for an individual student to bring up their profile.

4. From the student's profile page, click **Message.**
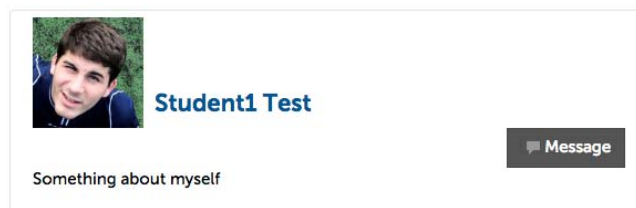
5. Enter the message and click the **Send message** button

6. The message will be sent as an email to student and will also pop-up in the bottom right of the Moodle window when they next log in.
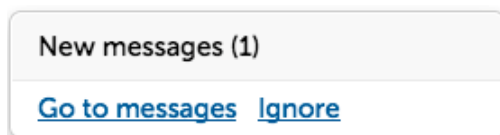
   The number of outstanding messages is also displayed on the navigation bar at the top of Moodle, next to the user's name.

> **Tip:** Messages can also be accessed from the Message link under the user profile menu

Choice Activity

The Choice activity allows you to obtain feedback from your students for a simple question. For example, you may wish to poll students as to which destination they'd prefer for a field trip, if they understood the last lecture, or if they felt that a given resource was useful.

Privacy options

The Choice tool in Moodle allows you to set whether you want to show results of the poll to students. If you do decided to display results, it allows you to specify if you want results to include who chose what, or only show overall numbers.

Publish anonymous results, do not show student names

This setting is useful when anonymity will ensure more honest feedback, such a poll asking student how they feel they are going or what they thought of a particular activity or resource, or where it is not important to get individual responses such as a vote on the preferred destination for a student field trip.

Publish results showing names and their choices

This setting would not be appropriate for most kinds of polls, but would be useful if you were using the choice tool for students to sign up to a project group or tutorial time.

If you were setting up a sign up sheet you would also need to set a limit to the number of students who can choose each option.

To set up a choice activity for an anonymous poll

In this example you are going to set up a poll at the end of a topic to get feedback as to how students feel about their progress.

1. From the topic you want to add the poll to, click **Add an activity or resource**.

    Add an activity or resource

2. Select **Choice**.
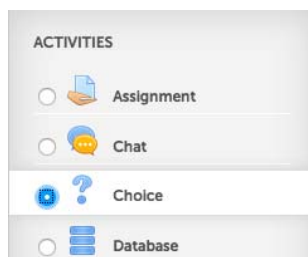
3. Click **Add**.

4. In the **Choice name** field, enter *Topic 1 Checkpoint Poll*.

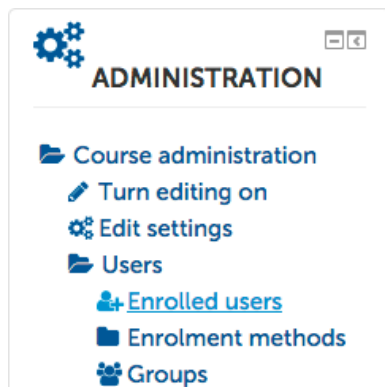5. In the **Choice text** field, enter the instructions for the poll as shown below:

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Centre for Learning Innovation and Professional Practice (CLIPP)

General

Choice name*	Topic 1 Checkpoint Poll
Description	[editor toolbar] Please complete this short poll and rate how confident you feel in your understanding of topic 1
Display description on course page ⊘	☐
Display mode for the options	Display horizontally

6. Leave the **Limit the number of responses allowed** set to **No**.

7. In the **Choice** fields, enter the possible options:

   Very confident
   Confident
   Somewhat confident
   Not at all confident

Options

Allow choice to be updated	Yes
Allow more than one choice to be selected	No
Limit the number of responses allowed ⊘	No
Option 1* ⊘	Very confident
Limit 1	0
Option 2 ⊘	Confident
Limit 2	0
Option 3 ⊘	Somewhat confident
Limit 3	0
Option 4 ⊘	Not at all confident
Limit 4	0

8. Under the **Restrict answering to this time period** area you can set the time period for which the poll is available. It would be a good idea to set this in this case for a week after the topic has finished.

9. Leave the **Publish results** field set to **Do not publish results to students** in this example.

10. Click **Save** and display to view your poll.

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Topic 1 Checkpoint Poll

View 0 responses

Please complete this short poll and rate how confident you feel in your understanding of topic 1

○ Very confident   ○ Confident   ○ Somewhat confident   ○ Not at all confident

Save my choice

To set up a choice activity for a group sign-up sheet

In this example this course runs the same face-to-face tutorial three times a week. You will create a sign-up sheet using the **Choice** activity so students can sign up to their preferred tutorial time.

1. From the topic you want to add the poll to, click **Add an activity or resource**.

2. Select **Choice**, then click **Add**.

3. In the **Choice** name field, enter *Tutorial group sign-up sheet*.

4. In the **Choice** text field, enter the instructions for the poll as shown below:

General

Choice name*   Tutorial sign-up sheet

Description

Sign up for your preferred tutorial by choosing a date/time below.
Note: Class sizes are limited

5. In the **Limit the number of responses allowed** drop-down list, choose **Enable.**

6. In the **Choices**, and limits for those choices fields enter information as shown below:

Options

Allow choice to be updated	Yes
Allow more than one choice to be selected	No
Limit the number of responses allowed	Yes
Option 1*	Monday 10am
Limit 1	15
Option 2	Wednesday 6pm
Limit 2	15
Option 3	Thursday 12pm
Limit 3	20

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7. In the **Availability** settings under the **Restrict answering to this time period area** you can set the time period for which the poll is available.

8. In the **Publish results** drop-down list choose **Always show results to students**.

9. In the **Privacy of results** drop-down list choose **Publish full results, showing names and their choices**.

Results

Publish results	Always show results to students
Privacy of results	Publish full results, showing names a
Show column for unanswered	No
Include responses from inactive/suspended users	No

> **Note:** if you do not wish students to see who else has signed up, before they choose, you can use the **Show results to students only after the choice is closed** option.
>
> You could also set the Allow choice to be updated to Yes if you wanted students to be able to change their choice

10. Click **Save and display**.

Tutorial sign-up sheet

View 3 responses

Sign up for your preferred tutorial by choosing a date/time below.

Note: Class sizes are limited

○ **Monday 10am**   ○ **Wednesday 6pm**   ○ **Thursday 12pm**

Save my choice

Responses

Choice options	Monday 10am	Wednesday 6pm	Thursday 12pm
Number of responses	0	2	1
Users who chose this option		Student2 Test	Student3 Test
		Student1 Test	

Select all / Deselect all**With selected**

Choose an action ...

Students will see available time slots and, if using the settings above, can change their choice by removing and re-adding themselves to a different option.

Wiki

A Wiki is a website that allows many people to view, edit and save changes on the same content. The Wiki tool in Moodle contains built-in tools that allow students to create and edit pages through a web browser. Edits are published immediately. It offers a simple yet effective method for groups of students to collaborate on publishing web content. The most popular example of a wiki is wikipedia.org.

A wiki can be set up to allow different page editing permissions - course, group, or individual. If a page edit is found to be incorrect or inappropriate, a previous version of the page can be recalled very easily. Wikis make it quick and easy to create new web pages and populate them with content.

Why use a Wiki?

Wikis are very useful in situations where you wish students to collaborate on a group project. Whilst it could be used for individual learning, we recommend that you utilise the Mahara ePortfolio system for individuals.

Benefits of Wiki

- Useful for creating a shared knowledge base.

- Good for group assignments, marking members of the group equally.

- Good as a shared knowledge base for the entire course as a space for students to contribute extra information they have found during the course. E.g. links to relevant news articles or external supporting resources, such as open courseware or relevant YouTube videos.

- Can use the history tab to see previous versions of the wiki.

- Offers students an opportunity to refine their understanding of a topic and change information in the wiki.

Drawbacks of using a Wiki

- Everyone at liberty to delete and add material.

- Difficult to track an individual's contribution for assessment when in a large group.

- No chronology so difficult to follow a discussion in Wiki. Discussions are best run through a forum which shows who posted what and the chronology of the discussion.

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The Wiki tool in Moodle

To add a wiki activity in Moodle

1. Turn editing on.

2. In the topic in which you want to add the Wiki, click **Add an Activity** and choose **Wiki** from the list.
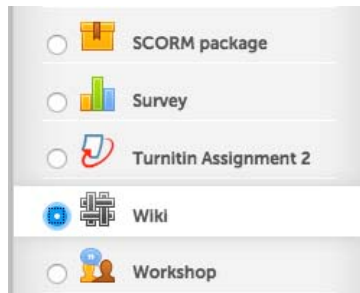
3. In the **Name** field, give the Wiki a meaningful name.

4. In the **Summary** field, enter the instructions for your students on using the wiki.

5. Leave **wiki mode** as **Collaborative wiki**.

   Note: If you choose the other option, Individual Wiki, only the student and the teaching staff may edit that wiki.

6. Click **Save and Display**. The New Page window appears.

As you work through this course you might find external resources to help you in your understanding of this topic. Add these resources to this wiki to help your fellow students

▾ New page

New page title*   Additional Resources - TOC

Format ⑦

*   ◉ HTML format

*   ◯ Creole format

*   ◯ NWiki format

Create page

7. Click **Create page**.

To add basic text to a wiki

1. From the Wiki page, click the **Edit** tab.

2. Enter text into the wiki as you would any other text editor.

3. If you want to create new wiki pages, add the name of the new page surrounded by square brackets: e.g. [[new page]]

▾ Editing this page 'Additonal Resources - TOC'

HTML format ⑦

[[Online Learning Resources]]

[[Face-to-face teaching resources]]

[[Fun stuff]]

Save   Preview   Cancel

4. The new page links appear as red text.

Prin

Additional Resources - TOC

Online Learning Resources

Face-to-face teaching resources

Fun stuff

5. When you first click on the red text link, you will be prompted to set up the new page.

For more information on editing wikis see the Moodle help documentation:

http://docs.moodle.org/25/en/Using_Wiki

Creating individual student wikis

Although Wikis are usually used as a collaborative space, you can set up individual student wikis. You might want to use the individual student wiki as a work-around for an individual forum as, unlike for individual student forums, you don't have to go to the trouble of setting up individual groups to create individual wikis.

If you wanted your students to have a space in which to construct their own meaning around the subject, build an assignment, or posting reflective journal material it would be better to get your students set up with their own Mahara ePortfolio space.

To create individual student wikis

1. When setting up a Wiki, set the mode to **Individual wiki**.

2. When you as a teacher, go to view individual student wikis, you will be able to select which wiki you want to view from the drop-down list:

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Student Wiki

This Wiki is a place for you to record your discoveries and reflections for this course. Only your lecturer can see your entries, other students will not be able to access this Wiki.

| View | Edit | Comments | History | Map | Files | Administration |

User: Adam (Admin) Barbary ▾

Aaron Academic
Student6 A-really-long-name
Adam (Admin) Barbary
N/A student
test teacher 1
test teacher 4
test teacher 6
Student1 Test
Student2 Test
Student3 Test
Student4 Test

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Synchronous communication

Online synchronous communication can be useful to check that all students are on the same page and to create a sense of online community. However as it requires all students to be available at the same time it limits the flexibility of online delivery.

For example if you were running a fully online course you may decide to have two online 'conferences' or 'classrooms' at the start and in the middle of semester where you require all students to be available. However if your purpose was to run online lectures with little interaction mainly so students could hear your voice you may want to consider creating narrated PowerPoints instead. This option will give your students the same outcome with greater flexibility as to when they access the material, and unlike a synchronous classroom it will also give them the ability to replay the lecture when revising.

You might find synchronous communication more useful and easier to manage for smaller tutorial groups or with individual students.

Some tips for using synchronous communication

- Set a start and end time for the session, post the session with times as a calendar event in Moodle.

- Limit the number of participants especially if you are expecting them to participate using voice in a virtual classroom such as Adobe Connect

- Prepare a greeting for latecomers

- If using a tool that allows voice chat, control the microphone and only give it over to one student at a time

- Allow time at the beginning for getting over technical challenges

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The Chat tool in Moodle

The text only Chat tool in Moodle is pretty limited when compared to other live classroom tools such as Adobe Connect. However the simplicity of use can also be an advantage. You just need to recognise which tool to use for which purpose. If you were attempting to run a live classroom with many students and you wanted them to be able to hear your voice, and/or show them things on a white board the chat tool in Moodle would not be appropriate. However, if you needed to 'talk' to a smaller group of students, for example a project group to discuss what their project was going to be, you could manage this discussion using Moodle chat.

Like the Message tool in Moodle, logs of the chat tool are kept and can be reviewed. This could be useful to provide students with a transcript of what happened.

To add a Chat

1. In the topic you want to add the Chat to, click **Add an Activity** and choose **Chat**.
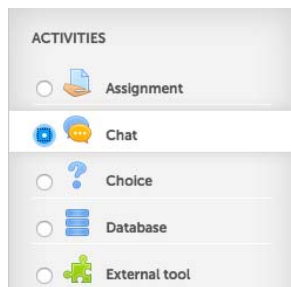
2. Enter a meaningful name in the **Name of this chat room** field.

3. In the **Introduction text** field enter sufficient information for your students to understand when to enter the chat and what the chat is for:

4. In the **Next Chat** session, enter the date and time of the **Chat**.

5. In the **Repeat/publish session times** field you can set the chat to repeat regularly or leave as the default for no repeats.

6. In the **Save past sessions** field leave as the default to never delete messages.

7. In the **Everyone can view past sessions** field, leave as **No** so only you can see the transcript of past sessions or set to **Yes** to enable students to view this.

Chat sessions

Next chat time	19	August	2016	15	35
Repeat/publish session times	Don't publish any chat times				
Save past sessions	Never delete messages				
Everyone can view past sessions ?	No				

8. Click **Save and Return to Course**.

Adobe Connect

Adobe Connect is an online web conferencing tool that allows you to run a live online classroom.

Adobe Connect has online conferencing features such as voice and video (webcam required), text chat, sharing of desktops, files and a whiteboard. You can control student participation by handing over the microphone and only allowing one student at a time to use voice and control when students can edit the whiteboard.

Adobe Connect is a very powerful and dynamic web conferencing tool and the best option if you want to run free-flowing voice conversations with students. However Connect can take a while for some students to get set up and you should probably run a short test, with a technical assistant who can handle students' technical issues, prior to your regular class presentation.

Federation has licensing for 300 simultaneous users of the Adobe Connect virtual classroom. This allows for multiple smaller classrooms, and can handle large classroom provided they are not scheduled at the same time. Connect is configured through Moodle using the external tool module.
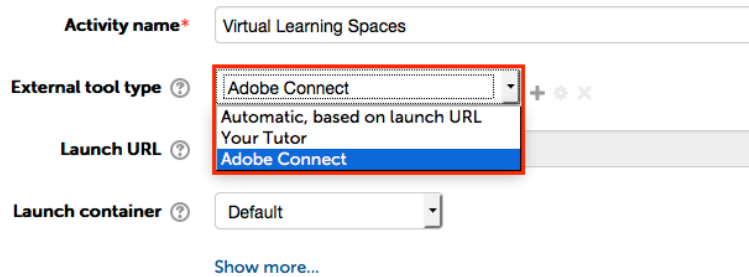
Create a Virtual Classroom Manager

1. Inside your selected Moodle course, ensure you have turned editing on.

2. Click **Add activity or resource** and select **External tool**.

3. Give the link a name (eg. Virtual Learning Spaces) this is the name of the link the students will use to access the virtual classroom and virtual office.

4. Select **Adobe Connect** from the **External tool type** drop down menu.

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5. Click **Save and return to course**.

> **Tip:** We recommend you place the link to your Virtual Learning Space in Topic 0

Create Course Meeting rooms within Moodle

1. Click on the Virtual Learning Spaces link you created previously to enter the meetings menu.

2. Under **Course Meetings** click **Add Meeting**
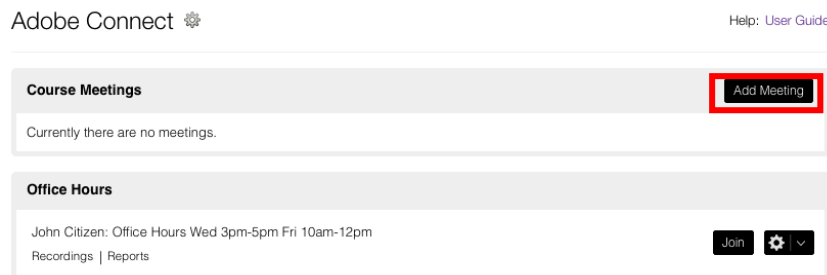
3. From this point you can either create a new meeting or use an existing meeting you have already created. If this is your first class, click **Create New Meeting**
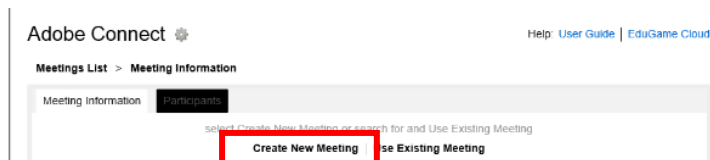
4. Enter a name for the virtual classroom and select **Default Meeting Template** from select template drop down menu.

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Tip: Include day and time of scheduled class in the name. Eg Weekly Lecture Tuesday 9-10am

5. Click **Next**

Tip: Create a custom URL if you expect a non-FedUni user to enter the room. Eg. A guest industry lecturer.

Note: Course meetings are associated with the Moodle course it was created in. You may only have one virtual classroom per course. Contact CLIPP for assistance.

Participants

6. On the next screen you are presented with **Available Moodle Users** and **Adobe Connect Participants**. User synchronisation is automatic; however you should ensure that all teaching staff have the status of **Host**. Click the **Sync Users** button if there are any discrepancies.

Tip: You may override any user by clicking on their name in the Adobe Connect Participants list and clicking the **Set User Role** menu.

Appendix 1: Examples of e-tivities

A stage 1 e-tivity

(Verbatim extract from Salmon 2002, p 45)

Note:

 "What really matters here is acquiring the *emotional and social* capacity to learn with others online. Technical skills can be acquired and disposed of as needs be. Feelings about being unable to take part successfully are more significant than precise technical skills." (Salmon 2002, p 12)

also

"At stage 1, e-moderators should first focus on building e-tivities that enable participants to become involved and contribute and start to develop skills for themselves. Stage 1 e-tivities should directly enable participants to increase their comfort with the use of the technology in an integrated and worthwhile way for them."

The key is to mobilize participants' understanding about why they are learning, why in this way, as well as what they have to do to take part. Even the most apparently confident individuals need support at the beginning." (Salmon 2002, p 16)

and

"To demonstrate value at stage 1, make it very clear to participants the purpose of your programmes of e-tivities (for them) or how stage 1 links to and integrates with the rest of the learning or networking process, its role in assessed components (tests and assignments) and the amount of time they should allocate to working on it. It is important to clarify the purpose of each e-tivity at the beginning of each invitational message." (Salmon 2002, p 17)

Experience and expectations

We would like you to share the online experience you bring to this course and your expectations about taking part. We find the process of posting and sharing a message helps to surface ideas in your mind and encourages others to develop their thoughts and share them too.

Throughout this course we hope to provide you with ideas and models to use in your own e-moderating work. For example, having posted your ideas, and read others about experience and expectations of working online, you might be encouraged to try this e-tivity with your own participants.

E-tivity 1.3

Purpose: to share experience and expectations

Task: reflect for a few moments on your online experience and your expectations for this course and post a message to E-tivity 1.3. Really practise being short and succinct. Aim to keep your contributions brief and friendly. No more than a screen full. There is no need to reveal anything you don't wish to. You will see my own message when you enter the conference.

Respond: to the contributions of others taking this course.

Salmon 2002 p 45.

A stage 2 e-tivity

(Verbatim extract from Salmon 2002, p 45)

Note:

"When designing effective e-tivities for stage 2, it helps to consider what it means to enter a new and fresh world with people from a wide variety of backgrounds and perhaps cultures and countries. When asynchronous computer-based learning first started, there was a belief that there would be a strong discontinuity between people's location-based physical selves and their online or virtual personae. However, e-moderators using computer mediation for teaching and learning soon came to realize that online learning groups often can develop their own strong online identity." (Salmon 2002, p 22)

and

"To promote groups and achieve much more collaborative learning later on, e-tivities that are explicitly about exploring cultural knowledge are very valuable at this stage, particularly those that explain differences." (Salmon 2002, p 23)

and finally

"This second stage is over when participants start to share themselves online and the basis for future information exchange and knowledge construction has been laid down. Essentially you are looking for the majority of members to have some understanding about the group or community's ability to work together online and how they might contribute to learning and development through this medium. They should be interacting with each other and some trust should be starting to build up. They should be sharing stories and ideas and exploring styles and ways of working." (Salmon 2002, p 24)

Asynchronous working

Interacting with others without being in the same place and the same time requires a change in perspective as you have found already. In these nest few messages and corresponding e-tivities, see if you can develop strategies for using your own time.

People may be online for just a short period or may only arrive occasionally; they may linger there, or not come at all; and they spend all day there.

A regular stage of activity pacing entices people into your online world and encourages them to pop in often to see what is going on. Each person develops a kind of rhythm of his or her own.

E-tivity 2.4

Purpose: to contribute to an enticing stage of activity.

Task: send a postcard to E-tivity 2.4 saying something of interest that is going on in your part of the world. Keep it brief, no more than you would write on a postcard. You may something about your favourite food — what you see from your window — something you have discovered recently on the Internet.

Respond: look through other people's contributions (come back on another visit if necessary). Spot someone who has something in common with you and someone who has a difference and comment on both.

(Salmon 2002, p 54)

A stage 3 e-tivity

Note:

"At this stage, participants need knowledge of tools for remote access to information and knowledge of strategies for purposeful information retrieval. However, information in e-tivities should be short and should be there to initiate action and interaction. We call this information the `spark'. Even at stage 3, participants' efforts in finding and reading masses of information online will divert them from active and interactive learning." (Salmon 2002, p 26)

and

"At stage 3, participants look to the e-moderators to provide direction through the mass of messages and encouragement to start using the most relevant material. Demands for help can be considerable because the participants' seeking, searching and selection skills may still be low. There can be many queries about where to find one thing or another. Online e-tivities therefore need to be well structured and should always include regular summaries or plenaries." (Salmon 2002, p 26)

And finally

"Stage 3 is over when participants learn how- to find and exchange information productively and successfully through e-tivities, and the numbers of people lurking, browsing or `vicariously learning' are minimal. As you notice that your participants start to challenge the basis of an e-tivity, wish to change it, suggest alternatives to the spark that you have provided, then you will know that they are ready for stage 4! Familiarity with the technology must be achieved by this stage - if not, then it will prove a distraction from the much more demanding e-tivities and relationships that develop at stage 4. Clearly, participants should also understand not only the general dynamics of group working but also how their particular group can operate successfully." (Salmon 2002, p 28)

Key sources of information

Electronic information can provide useful stimulus, triggers or 'sparks' for conferences and e-tivities. Electronic resources can stop interaction if overused. When using electronic resources we suggest you

indicate why a participant might want to access, read or use them – the benefit to them

indicate your view of the quality and validity of the information, for example by commenting on the date, authority of the source, usefulness to you or other ways of evaluating

work out how you can use the resource to encourage participation

E-tivity 3.6

Purpose: compile a list of useful resources for imperators (nurses, teachers, computer programmers, etc)

Task: our aim is to build a list of our favourite sources of information on the Internet for e-moderators (nurses, teachers … etc)> Aim to find *one* source and post the URL in a message, indicating your responses to 1, 2 and 3 above in E-tivity 3.6.

Respond: pick out at least one source from another participant and comment on your view of it. Suggest how it might be used as a spark for contribution or to promote interaction.

(verbatim extract from Salmon 2002, pp 68-69)

A sequence of Salmon's E-tivities at stage 4

Note:

"E-tivities at this stage will frequently have discussion or knowledge development aspects at their core. E-tivities can be based on knowledge that ultimately the participants need to structure for themselves. The challenge is to strike a balance between providing too much structure and too little. It's what the participant makes of the e-tivity that is important. E-tivities can be based on sparks or questions that have no obvious right or wrong answers. The e-tivities can offer knowledge building (rather than exchange of information) or a series of ideas or challenges. These issues are likely to be strategic, problem- or practice-based ones. E-tivities that encourage exploration and interpretation of wider issues will hone the skills of operating cross-culturally. E-tivities can start to introduce the idea that there may be multiple answers." (Salmon 2002, p 31)

and

"E-moderators have important roles to play at this stage. The best moderators demonstrate online the highest levels of skills related to building and sustaining groups. Feenberg (1989) coined the term `weaving' to describe the flow of discussion and how it can be pulled together. Weaving together key points from e-tivity responses is a valuable role for the e-moderator, and for helpers or participants as they become more experienced. Everything that has been `said' is available in the conference texts.

"The best e-moderators also summarize from time to time, span wide-ranging views and provide new topics when discussions go off track. They stimulate fresh strands of thought, introduce new themes and suggest alternative approaches. The value of an online discussion can be very high so long as interest and focus last. But there is no need artificially to extend discussions and plenaries. E-moderators need e-tivity closing as well as opening skills!" (Salmon 2002, p 31)

and finally

"This stage can be considered completed by a joint outcome produced or an independent collaborative e-tivity in evidence. Once you've got participants to this stage, they will have their own sense of time and place and momentum. Another clue is that they can comfortably and supportively challenge and build on each other's contributions." (Salmon 2002, p 33)

Giving and seeking information

This information exchange is along the lines of the previous session but with a much clearer purpose. This stage enables all participants to attain a similar level of key information about the topic so that all can participate. Aim to share the key points first, about what you know now. If details are needed or it is important to share additional background, tell participants about references you know of (eg Web sites) and where to find more information if they want to.

E-tivity 4.3

Purpose: to get everyone up to the same level of information

Task: brainstorm what you know now about the topic Dead Poets Society

Respond: think about the nature of online brainstorming

E-tivity 4.4

Purpose: to build some new knowledge

Task: ask searching questions about what you have seen in your *group conference* on *Dead Poets Society*. Challenge a piece of information or ask how it might relate to something else you know about. Post these questions to the *group conference*. Here is a reminder of the e-moderator knowledge construction role, for those adopting this role for the group.

- The contributor needs to be acknowledged in order to be heard. The e-moderator avoids the temptation to discount the experience in any way or to counter it and enter into argument.

- The contribution is available for others to read and so becomes a form of inventory. The e-moderator promotes creation of the inventory in such a way that it can used by others.

- The e-moderator may comment on the sufficiency of the information and views being presented and on the quality of argument surrounding them (if no other participant does this).

These ways ensure that the experiences, whilst valued, are not necessarily considered complete in themselves. The e-moderator models ways of exploring and developing arguments.

Respond: to messages with other questions or by answering questions or by adding ideas or information...

E-tivity 4.5

Purpose: to conclude the discussion on *Dead Poets Society*.

Task: pick up any of the last points in your group conference, summarize them, relate the outcome of the discussions to the purpose of the topic, and thank everyone who took part.

Respond: to the concluding messages of your colleagues.

(Verbatim extract from Salmon 2002, pp 72-74)

* Salmon (2002, p 74) notes that "Not everyone likes this series of e-tivities. Some participants dislike the direct instructions to contribute whilst simultaneously praising the range of responses! Some participants suggest that the clause `or choose another movie that has inspired you' could be added."

An example of an E-tivity at stage 5

Note:

"At stage 5, participants can become responsible for their own learning and that of their group. They will start to wish to build on the ideas acquired through the e-tivities and apply them to their individual contexts. At stage 5 the view of online learning can be impressive. By now, both participants and e-moderators will have stopped wondering how they can use online participation and instead become committed and creative.

"Frequently, they also become critical and truly self- reflective. It is also at this stage that participants find ways of producing and dealing with humour and the more emotional aspects of writing and interacting. Experienced participants often become most helpful as guides to newcomers to the system." (Salmon 2002, p 33)

Building a development plan

You may have a favourite format for your development plans, but if not, the outline example below may help. Many plans will contain five steps like this one.

Personal development plan example

- Development needs: to achieve greater participation in online working.

- Development objective: to increase participation from three messages per week per participant to five messages a week within a five-week course. (A SMART objective again!)

- Strategy: to be more encouraging to participants.

- Actions:

    o   respond within 24 hours to all messages that look as if a response is required;

    o   contact participants directly if they have not made a contribution for three days;

    o   provide an incentive for each participant to make a contribution.

    o   Evaluation: count the number of messages per participant per week.

E-tivity 5.2

Purpose: to plan for personal development in e-moderating skills.

Task: draw up your own development plan focusing particularly on the development need that, if met, will make the greatest difference to your e-moderating skills. Send a copy to the e-convenor for private feedback and, if you would like feedback from your fellow participants, post it to E-tivity 5.2.

Respond: to those participants seeking feedback about their plans.

(verbatim extract from Salmon 2002, pp 78-79)

Appendix 2: Discussion Board Assessment Criteria Grid

|	CRITERION	A	B+	B	C	REFER/FAIL
	Engagement with discussion board (20%)					
1	Postings	Posted regularly during the week. Time between postings indicated student had read and considered substantial number of student postings before responding.	Posted regularly during the week. Time between postings indicated student had read and considered a number of student postings before responding.	Posted main topic information and one response on same day. Several posts but all on same day	Posted main topic information. All postings made within 24 hours of assignment due date. Information posted only one time or several posts at one time	No postings
1	Synthesis of discussion	Substantially enhanced quality of discussion (i.e. illustrated a point with examples, suggest new perspectives on issues, asked questions that helped further discussion, cited current news events).	Replied to main topic, enhanced quality of discussion (i.e. illustrate a point with examples, suggest new perspectives on issues, asked questions that helped further discussion, cited current news events).	Time between posting indicated student had read and considered substantial number of student postings before responding.	Replied to one other student posting. No constructive comments to help class discussion.	No postings
	Relevance of discussion (20%)					
4	Knowledge of theory	Postings demonstrated integration and innovation in the selection and handling of theory.	Postings demonstrated insightful and appropriate selection of theory in key areas	Posted key theories are included in the work in an appropriate straight forward manner	Posted a selection of theory is appropriate but some aspects have been missed or misconstructed. Comments made were barely related to main discussion question and/or other student posting	Postings were inaccurate or inappropriate choice of theory

	Evidence of research (30%)					
5	Synthesis	Transformed concepts towards a given purpose and designed novel solutions. Referenced other research, gave examples and evoked follow-up responses from other students	Can reformat a range of ideas/information towards a given purpose. Referenced other research.	Can collect/collate and categorise ideas and information in a predictable and standard format. Limited reference made to other research.	Partially collects/collates and categorises information in a structured way. Limited reference made to other research.	No organisation of ideas and information. No evidence of research.
	Quality of discussion (30%)					
6	Data/informati on gathering/proc essing	Selects and processes data with confidence and imagination.	Selects appropriate data and processes using relevant tools.	Makes a selection from data and applies processing tools.	Collects some information and makes some use of processing tools.	Random information gathering. Inappropriate use of processing tools.
7	Originality	Uses creative and lateral thinking to develop and present original ideas which have been critically evaluated.	By taking a variety of perspectives presents an original idea which has been evaluated.	Use imagination to produce an idea with elements of originality.	Originality is marginal to the basic idea. No depth of presentation, no research base, opinion only	No real attempt at originality.
8	Critical review	Able to assess/examine the work of others. Replied to several other student postings and provided relevant responses and constructive feedback to students	Able to assess/study work of others. Replied to other student postings and provided relevant responses and constructive feedback to the student	Able to examine work of others and identify its strengths and weaknesses. Provided some constructive feedback to students.	Able to comment in general terms on the work of others.	Unable to make reasoned comment on the work of others.

Appendix 3: Where to go for help

FedUni support resources

The top Moodle bar contains an item called Moodle Help which contains links to the student and staff support forums. CLIPP staff will be monitoring these forums and posting replies to questions, it is hoped to foster a learning community that can support each other. There are support resources and tutorials available from the CLIPP help resources area. You can access this from the Online Moodle Guides or elearning Hub via the Support menu in Moodle.
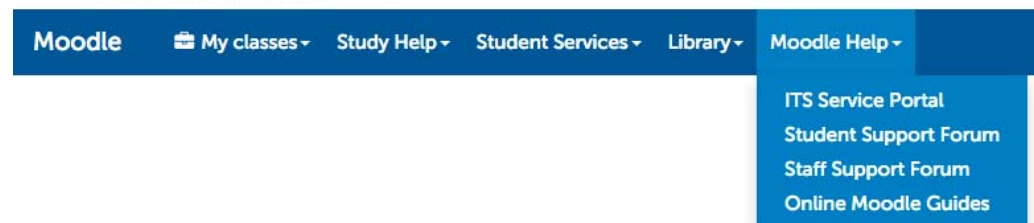
To access the staff forum you will need an enrolment key, available from Adam Barbary.

Moodle.org Documentation and Support Forums

You can access teacher documentation, sample courses and participate in the support forums through the official Moodle site, moodle.org