

Moodle Module: 1 **Getting Started**

21th August 2019

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Support Team

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Module 1

Getting Started with Moodle:

Setting up and adding content

Participant Guide

Course Duration: Approx 2.5 hrs

Course Objective:

By the end of this module you will be able to set up your Moodle course, add content and effectively structure your material and information using sound instructional design principles.

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 3.5 of Moodle and may be subject to minor changes with upgrades.

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Introduction to Moodle

About Moodle

The word Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment, which is mostly useful to programmers and education theorists. It's also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course. Anyone who uses Moodle is a Moodler.

Moodle is based on the Open Source model of software development, which involves releasing code for future versions early and often, allowing the community to bug test and drive the development in terms of features. The source code (from which the program is created) is available free of charge and anyone is permitted to modify or sell the product, provided the source code of such changes are provided free of charge to the community. One of the biggest advantages to this model is that anyone can contribute to the code to fix errors, optimise performance and enhance security. The vast majority of open source products make money from support and development fees. Examples include Firefox, Linux and the Apache Webserver.

Moodle Statistics

Registered sites	70,231
Countries	234
Courses	10,337,625
Users	90,626,669
Enrolments	276,830,754
Forum posts	183,567,457
Resources	92,142,899
Quiz questions	476,605,110

We perform [regular bulk checking of sites](#) to make sure they still exist, so occasionally you may see reductions in the count

Introduction to Moodle

Overview – Course Automation

Moodle shells are automatically provisioned and students enrolled in Higher Education Courses . Shells are manually created for VET courses, and students must be manually assigned. CLIPP can assist with this. Shells will be empty at this time and materials will need to be added, or imported from existing courses. Moodle has the ability to import content from other courses and also allows the teacher of a course to back up and restore their own work.

Note: There is currently a project in place to enhance automated linking and course creation. It is hoped that this will be operational for semester one 2017

Moodle also has the ability for users to self-enroll. This provides the opportunity for:

- Additional workspaces for communities (1st year Science, FedUni Residences etc.)
- Common learning resources (Turnitin, Guides etc.)

Following current practices, teachers can request access to their course the ITS Service Desk Portal, (<https://federation.service-now.com/ess/>) or a bulk list may be provided from the school directly to CLIPP

When requesting access to a Moodle course please:

Higher Education

- state the course code and name, and include semester and campus
- whether the campus locations will be combined, and if so which campuses

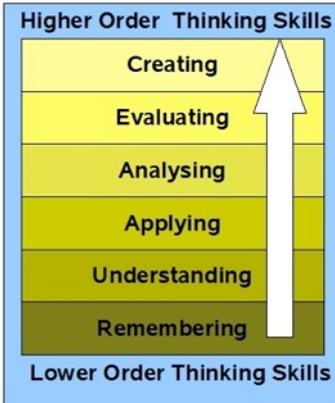
VET

- COURSE CODE and title – if delivering units, please provide the UNITY CODES(s) and title, as well as the COURSE CODE under which the UNIT is delivered
- Where a unit or course is delivered to a single group, please also include the GROUP ID.

Note: You must request Lecturer access to a Moodle courses. Please contact your school administration manager or service desk to arrange this.

What is online learning and teaching?

Much like face-to-face teaching there are many different takes on learning and teaching online. How you approach it will depend on your pedagogy, the level of learning required,

<p>At the lower order thinking skills within the cognitive domain –</p> <ul style="list-style-type: none"> remembering, understanding, and applying – <p>a self-paced online learning approach may be appropriate.</p>	<p>Bloom's Revised Taxonomy</p>  <p>The diagram shows a vertical stack of six colored boxes representing cognitive levels. From bottom to top: Remembering (dark green), Understanding (medium green), Applying (yellow-green), Analysing (yellow), Evaluating (light yellow), and Creating (bright yellow). A white arrow points upwards from the bottom to the top. The top three levels (Analysing, Evaluating, Creating) are grouped under the label 'Higher Order Thinking Skills', and the bottom three levels (Remembering, Understanding, Applying) are grouped under 'Lower Order Thinking Skills'.</p>	<p>If you want the students' learning to be at the higher end of the domain, that is you want them to use the higher order thinking skills of</p> <ul style="list-style-type: none"> analysing, evaluating and creating... <p>It is unlikely that a 'set-and-forget' type of pedagogy will promote the best learning outcomes.</p>
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your students and possibly your own level of confidence with the technology.

In the past online learning was seen primarily as a 'set and forget' form of teaching, where teachers put up resources for students to work through on their own with little or no teacher contact. This is certainly still the case with industry-based online learning, and is an approach that early Learning Management Systems such as Blackboard promoted.

Whether this is an appropriate method of teaching really depends in part on what is being taught, and where the learning is situated, in terms of Bloom's revised taxonomy of learning .

Pedagogy and Online Learning

Associative pedagogy

In an associative pedagogy, learning is understood as “Building concepts or competencies step-by-step”

Effective online learning experiences can be constructed based on associative pedagogy, particularly for Certificate level programs that focus on the lower order thinking skills.

These could be set up as self-paced, provided sufficient computer-marked formative feedback is built into the course and sufficient opportunities are given for students to drill and practice to consolidate their learning.

For most diploma and degree courses it is not sufficient for students to merely ‘understand’ the subject and be able to repeat facts and figures.

In order to lead students to use higher order thinking skills, to be able to analyse, synthesise and evaluate, they will need to engage with the subject at a deeper level, requiring a different pedagogical approach.

Constructivist (individual) pedagogy

A constructivist pedagogy argues that people “achieve understanding through active discovery”, that they learn by actively engaging with a subject to construct their own understanding.

Such a pedagogy focuses on interactions between the learner and the subject matter and on constructing spaces and activities that enable the student to engage at this deeper level.

Constructivist (social) pedagogy

A social constructivist pedagogy views learning as a social activity in which learning is understood as “achieving understanding through dialogue and communication”

Moodle has been developed around a social constructivist pedagogy which supports the idea that students learn best when they collaborate with each other to develop a shared understanding of the subject.

Teaching online using this pedagogy your role becomes more of a learning facilitator, guiding students to create their own understanding, rather than that of a traditional teacher handing down knowledge. Utilising an effective social constructivist pedagogy may require more work, at least in the early stages, than a traditional face-to-face course delivered according to an associative pedagogy.

The Pedagogy of Moodle

Moodle was designed from the ground up using a social constructionist pedagogy. It describes a learning environment "wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artefacts with shared meanings"

Your course is not only about creating a repository of articles that you believe your students ought to know about, it is about creating a pathway that "focus[es] on the experiences that would be best for learning from the learner's point of view". Using additional tools like forums and Wikis to allow students to collaborate and collectively create knowledge and, through careful moderation, guide them towards the course objectives.

Setting up your course in Moodle

When thinking about how to set up your Moodle course and what tools you will use, it is important to think about what it is you want to achieve in terms of learning outcomes for your students.

As with designing for any type of learning, it is important to constructively align your learning and assessment activities with the learning outcomes of the course.

To do this it is helpful to think about where the learning is situated in terms of Bloom's taxonomy.

Moodle tools and Bloom's taxonomy – Moodle Tool Guide for Teachers

To help understand the types of tools available in Moodle, and how those tools can be used to design for learning at all levels of Bloom's taxonomy, Joyce Seitzinger has created an easy to use Moodle Tool Guide for Teachers.

This Guide goes through each of the different standard tools available in Moodle and rates them in terms of how appropriate they are for achieving different learning outcomes from information transfer through to co-creation of content. This guide also rates each tool against the Bloom's taxonomy thinking order that the tool promotes.

For example, adding a resource such as a word document is appropriate for information transfer but in isolation does not rate highly on Bloom's taxonomy. Conversely a moderated discussion forum can be used to achieve all of the stated learning outcomes and is appropriate for testing all but the lowest of Bloom's thinking order skills.

Designing for interaction – Constructivist approach

Richard Culatta suggests there are three types of interactions required for effective learning:

- Learner – Learner
- Learner – Content
- Learner – Expert

When designing your online learning it may be helpful to think about how to include these three interactions. If teaching fully online courses you will need to ensure that these interactions happen online by setting up spaces and activities to promote these, such as discussion forums and discussion sparks around topics.

Online course design guidelines – Designing for clarity and usability (Draft Guidelines)

Introduction

It is important to remember that as well as being a great learning tool, Moodle is also fundamentally a web page and as such some of the basic rules of usability need to apply. It is also important to ensure that students are given sufficient instruction to enable them to work out where they need to go and what they need to do in your course.

To this end we are creating Moodle Course Design Guidelines that focus on:

- Usability
- Navigation
- Instructional design

Draft Guidelines

Do

- ✔ Use your Moodle course page as an index: Treat your main course page as an outline or index and only include links, short explanatory heading labels or small graphics.
- ✔ Put overall course related material in Main course area: Add important and overall course related material in the Main course area, including News forum, common room forum. A navigation template is a great way to direct students from this area to the course outline, assignment submission and assessment summary.
- ✔ Use labels for clarity: Use labels to add clarity by:
 - Adding subheadings within topics: This makes things easier to find and groups related content.
 - Separating additional materials: If you have additional materials that don't have a specific order, you could create a label to add a subheading such as Additional materials to group them.
 - Adding labels with short instructional text: Use labels to add short explanatory text or subheadings that make it easier for students to navigate the page and understand the task.
- ✔ Use topics format: Use the default topics format to group related materials and activities within a topic area. You can edit the topic heading to add the title of the topic and/or the dates the topic runs for. Topic headers also support the use of images.
- ✔ Layout your course sequentially: Make it easier for your students to navigate by laying out materials and activities sequentially in the order you want students to work through them.
- ✔ Highlight the current topic: Use the topic highlight option to highlight the current topic, making it easier for students to find which topic they are supposed to be working in. (Located under)
- ✔ Provide sufficient instructions: Give students sufficient instructions to direct them through your course and the activities. Even if your activities are deliberately open or student defined.

Don't

- ✘ Forget about basic web usability: Design for colour-blind users by ensuring sufficient contrast between background colour and text. Don't use flashing media that can create an issue for people with epilepsy, and where possible provide alternate, descriptive text for graphics to allow the screen to be accessed using screen readers for those with vision impairments. For more information, see W3C web accessibility guidelines.
- ✘ Forget about your students' download limits: make sure you provide information as to file sizes in the title when linking to large files, especially video.

✗ Use labels for time-sensitive information: Don't put announcements, details of changes or important new information within the body of the course. It won't be immediately apparent to students when this information is new, it makes the course page confusing, makes it difficult to run multiple separate cohorts through the same course page, and makes it more time consuming to re-use the course in the future. It is much better to post this information in the News forum, ensuring students are more likely to get the message as the News forum also sends email to all course participants.

✗ Add lots of text/graphics/videos to the main page in the header or a label. If you are using a label to add text, make sure you keep this brief. If this is more than a paragraph, you should probably create a separate page for or Book with a meaningful title, e.g. Activity 1 – Instructions.

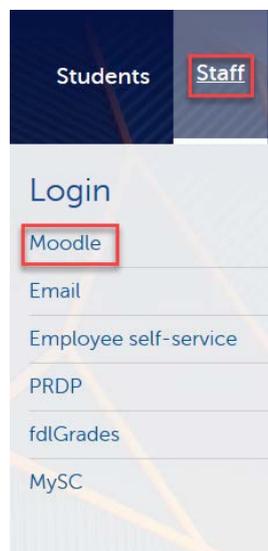
✗ Embed content from other sites into the main course page: Each time a student enters your course site, Moodle will download any content such as YouTube videos or graphics that you have embedded within the main page. While having this content in your main page looks engaging it can create a problem for your students' Internet download allowance as they have to download this content every time they enter your course. In addition, if the site hosting the content is down, your Moodle course page will take significantly longer to load.

Logging on and accessing your course

When your course is created in Moodle, the basic shell will be created under your school category. Currently you will need to request to be enrolled as a teacher in this course. It is then up to you to change any course settings as well as add and structure your course content and activities.

To log on to Moodle

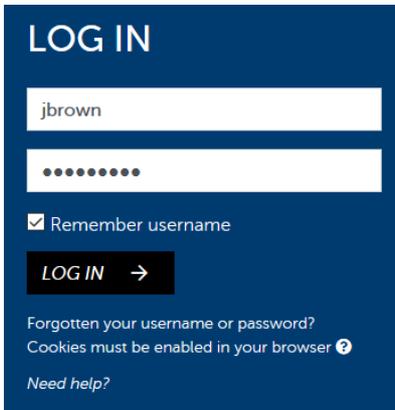
1. From the front page on the Federation University Australia website (www.federation.edu.au) under **Staff**.



2. Click **Moodle**.

3. From the Moodle login screen enter your **Username** and **Password** in the given fields.

Note: Use your FedUni username and password.



LOG IN

jbrown

••••••••

Remember username

LOG IN →

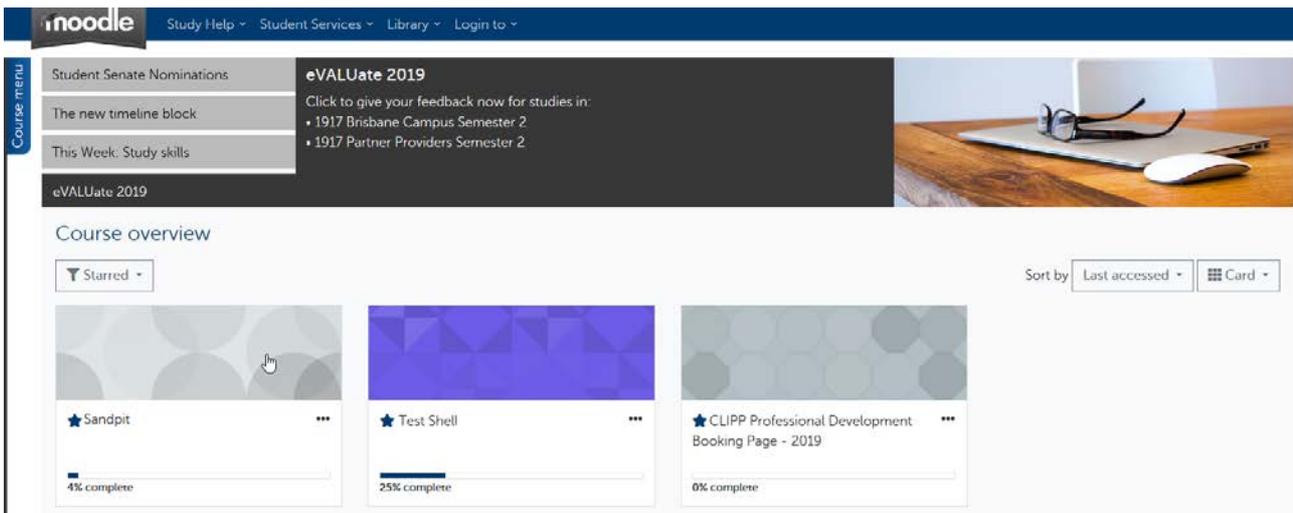
Forgotten your username or password?
Cookies must be enabled in your browser ?

[Need help?](#)

4. Click **Login**.

To access the training course

For the purposes of this unit you have been enrolled in a Module 1 course during this training session. This course will appear in your Dashboard list after you log in. To access the course, click the menu link.



noodle Study Help ▾ Student Services ▾ Library ▾ Login to ▾

Course menu

- Student Senate Nominations
- The new timeline block
- This Week: Study skills

eVALUate 2019

Click to give your feedback now for studies in:

- 1917 Brisbane Campus Semester 2
- 1917 Partner Providers Semester 2

eVALUate 2019

Course overview

Sort by Last accessed ▾ Card ▾

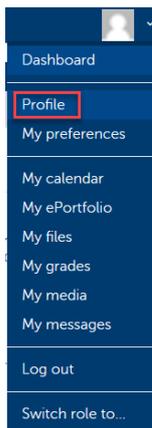
Course Name	Completion Status
★ Sandpit	4% complete
★ Test Shell	25% complete
★ CLIPP Professional Development Booking Page - 2019	0% complete

Editing your Profile

Your profile in Moodle contains a default  image that will appear with every forum post that you make. It is very important that edit your profile to include an appropriate photo of yourself, and also add any contact information you want students to have access to.

To edit your profile

1. Hover over your name on the main bar, move to preferences, then click **Edit Profile**



2. You may change your First name field, especially if this is not your preferred name.

General

First name*	<input type="text" value="Adam (Admin)"/>
Surname	<input type="text" value="Barbary"/>
Email address	<input type="text" value="at.barbary@federation.edu.au"/>
Email display	<input type="text" value="Allow everyone to see my email addr"/>
City/town	<input type="text" value="Ballarat"/>
Select a country	<input type="text" value="Australia"/>
Timezone	<input type="text" value="Server timezone (Australia/Melbourn)"/>

Note: Your email address cannot be changed. Moodle uses your official FedUni email address.

3. Control who can see your email address by changing the **Email display** setting to **Hide my email address from everyone** if you want to.
4. Enter a **City/Town** and select a country for the drop down menu.
5. Edit your description (Appears after your name in the Moodle profile view)
6. In the **User picture** area, you can drag and drop to upload a picture of yourself that will appear against all your forum posts

▼ User picture

Current picture 

Delete

New picture  Maximum size for new files: Unlimited, maximum attachments: 1



Picture description

7. When you have finished editing your profile, scroll down to the bottom of the screen and click **Update profile**.

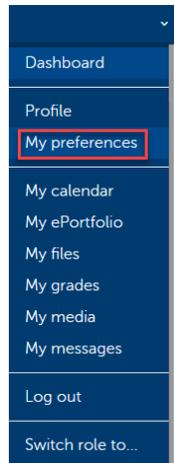
Note: Your name is a mandatory field (red asterisk). You must enter something in mandatory fields in order to save your profile.

To change email preferences

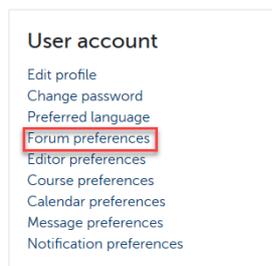
You may wish to control the settings for forum messages in Moodle. This can be done from within the User preference area.

1. Click your name (top right) to reveal the user menu.

2. Click **My Preferences**.



3. There are many user preference fields you may change, in this case click **Forum preferences**.



4. Changing the **Email digest type** field controls the number and frequency of emails you receive from Moodle forums.

Forum preferences

Email digest type ?

Forum auto-subscribe

▼ Forum tracking

Forum tracking

When sending forum post notifications ?

5. When you have finished adjusting your forum settings, click **Save changes**.

Layout

Moodle is laid out in a sequential manner and, as with reading, the student's attention is focused down the page, providing a logical sequence of events. This is not to say you can't jump around, but the flow of the material is obvious. So rather than a lecture handout being placed in a topic with all other lectures, it should be placed within the week or topic to which it relates.

Below is an exemplar course layout to demonstrate good practise in structuring courses and arranging content. You should look at the features of this layout then work through the practice course to structure it in a similar way.

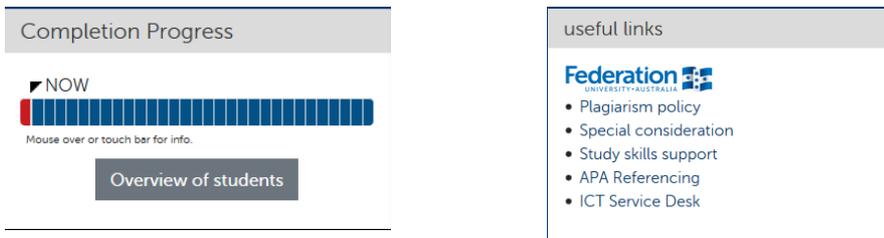
Features of the Moodle course layout

Blocks

The Moodle course page is divided into two columns: the topic outline column in the centre, and blocks on the right.

Blocks appear in the right hand columns of your Moodle course page, and give you and your students access to useful Moodle features. You can choose which Blocks you want to appear in your course, and in which order you want them to be. It is a good idea to turn off Blocks you don't want your students accessing, and move the most important ones to a more prominent position.

Some common blocks have been set at the system level for consistency across all courses.



The image shows two Moodle course blocks. The first block, titled 'Completion Progress', features a progress bar with a 'NOW' indicator and a 'Mouse over or touch bar for info.' instruction. Below the bar is a button labeled 'Overview of students'. The second block, titled 'useful links', contains the Federation University Australia logo and a list of links: Plagiarism policy, Special consideration, Study skills support, APA Referencing, and ICT Service Desk.

For more information on what individual blocks are used for see the moodle.org documentation:
<https://docs.moodle.org/35/en/Blocks>

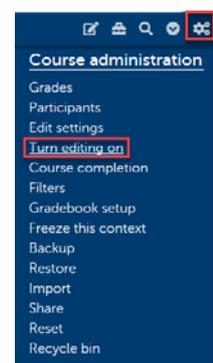
To edit your course

1. To edit any aspect of your course, first click the **Turn editing on** button in the top-right corner.



OR

2. Go to the **Administration Settings** and click **Turn editing on**.



3. Once editing is turned on, editing icons become available and the editing button changes to **Turn editing off**.

To add a block

1. Make sure editing is on.

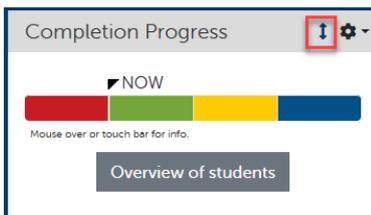
2. From the **Add a block** drop-down list, located bottom right, select the block you want to add.



3. The Block will be added to the bottom of the right column. You can then move it to a higher profile position, or shift it to the left hand side.

To move a block

You can move your blocks up, down simply click on the move handle and dragging the block to a new position.



To remove a block

Some blocks may be surplus to your teaching requirements and only serve to clutter the screen. In this case you may wish to remove blocks that don't add value to your course.

1. Click the Action icon on the block you want to delete, then select Delete from the menu

Tip: If you wanted to be able to access this block yourself, but not the students, select Hide.

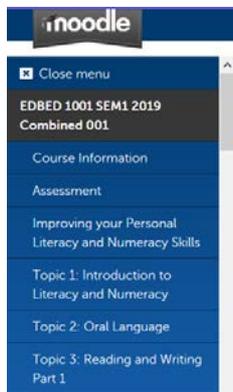
Settings

All administrative items for a course are available from the one menu, including role changing and reports.



Navigation

Navigation allows both you and your students to quickly jump to different sections and activities within Moodle and their courses. However; it can become a little intrusive, so you may wish to dock this block to the side of the screen. Click the X icon to dock the block. Click on its name to pop out the menu



Note: When using mobile devices, all blocks are relegated to the bottom of the course page, after all course content.

Main course area

The main body of your course consists of the Title/Introduction section and main topics. Within both the introductory section and each topic section you can add text and pictures to the Summary area.

It is recommended in the **Title/introduction** section that you place general course related information, for example content & assessment links, general forums and announcements. It is also recommended that you include a heading for the course and sufficient spacing, sub-headings and indentation to make it easy for your students to orientate themselves and find what they need. Depending on which School, you may also be provided with a navigation template similar to the one featured below.

Regardless of the view that the student chooses, the course area is always visible. For this reason, avoid filling it with unnecessary items. Limit the use of graphical material here as well, as it forces the user to scroll further down the page to access course materials.

Topics / Weeks

In each topic or week it is recommended that you add all the material relevant to that topic or week, such as lecture notes, presentations, readings, topic forums and revision quizzes, preferably in the order in which you want students to work through the material. If you are using topics instead of weeks, it is recommended that you include a heading for that topic – such as the title as this will be displayed in the Navigation menu.

Tip: By using the topic setting and using content descriptive titles you can use the same course with different groups beginning at different times. Also you may choose to run the one topic over a couple of weeks. Using the topic setting rather than the week setting gives you that flexibility.

Important Note: Do not delete the Section name and use an image in the summary area instead as this will leave the navigation block with an empty entry. This will also affect screen reader software.

1. What is online teaching and learning (week 1-3)

-  Approaches to Teaching Online 2.6MB
-  Activity 1 - Welcome to Learning to Teach online, and why is online teaching important
-  Activity 1 - Discussion (Online Teaching)
-  Activity 2 - Designing for learning
-  Activity 2 - Discussion (Designing for Learning)

Administering Moodle

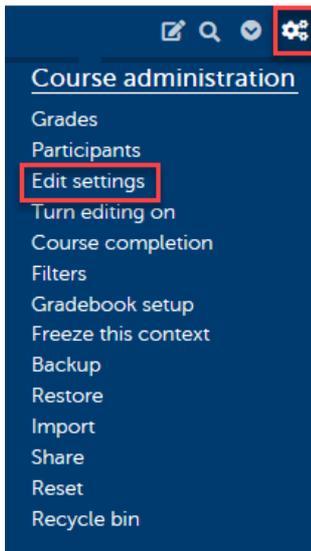
The role of Lecturer/Teacher in Moodle contains many editing rights. This section covers enough basic administration to get you moving in your course development and day-to-day running. In particular we'll be looking at the following areas.

- Settings:
 - Topics/Weeks format
 - Availability

There are many options under the **Edit settings** link that you can change. Many of these are unimportant to most users. There are however a couple of settings that you need to make decisions about, these affect access and how your course is structured.

To edit course settings

1. From the **Administration** panel, click **Edit settings**. The Edit course settings window appears.



2. The Edit course settings window appears.

Note: this session covers only some important settings, for more information on other settings click the button or read documentation at moodle.org

General

The **Course full name** and **Course short name** are not configurable. These items are controlled by the automation process that generates course areas from My Student Centre. The **Visible** setting will affect whether students can or cannot access the course. With the setting "**Show**", students can enter a course, provided they are permitted by the following two settings. If the teacher changes the status to "**Hide**" then access will be denied.

Important Note: In the automation process all courses will be set to Hide by default. This is to prevent students from seeing or accessing the course before it is ready. It is your responsibility as the lecturer of a course, to go into the settings and set this to Show to enable students access.

Course summary text will appear in the student course list on their Dashboard. It is best not to add content here as this is only visible in this view. When in Dashboard view, students are unlikely to appreciate the additional screen area taken up by the course summary.

▼ General

Course full name ⓘ EDART Template RP23

Course short name ⓘ EDART Template RP23

Visible ⓘ Hide ▾

Course start date ⓘ 25 ▾ April ▾ 2015 ▾ 📅

Course ID number ⓘ EDART Template RP23

▼ Description

Course summary ⓘ

Course Format

The format setting determines how you want your course to be structured. Weekly or Topic are the most frequently used for standard courses.

▼ Course format

Format ⓘ Topics format ▾

Number of sections 12 ▾

Hidden sections ⓘ Hidden sections are shown in collapsed form ▾

Course layout ⓘ Show one section per page ▾

✓ Topics format

Weekly format

Social format

Weekly: Only use Weekly if you have specific material or activities that you want to structure by week. If you have a weekly format you will also need to set the course start date to ensure your dates are correct.

Topic: Most courses are structured into topics, that might run over one or several weeks. If you choose the Topic format you have the flexibility of still writing the dates the topic spans as part of the topic heading.

Both of the above options allow the teacher to choose how many weeks/units to have, and this can be changed directly under the Format box.

3. From the **Format** drop-down list, ensure **Topic format** is selected.

4. Number of sections

Set the number of topics you will need. You can always change the settings to add more later.

Warning: If you change the number of topics to less than the number that is currently being used content will be hidden (Orphaned). I.e. your course has 16 topics and you change it to 12. The last 4 are no longer visible. You need to change back to 16 or more to reveal them.

5. Groups

You can use group settings to manage different cohorts, including keeping different cohorts entirely separate for the entire course when forced at the course level. This can be complicated and is beyond the scope of this training session.

6. Once you have changed your course settings, click **Save changes**.

Editing icons and options

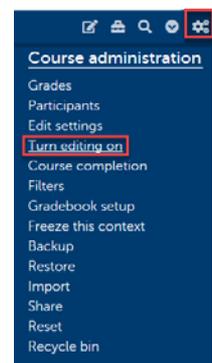
To edit your course

1. To edit any aspect of your course, click the **Turn editing on** button in the top-right corner,



OR

2. Go to the **Administration** menu and click **Turn editing on**.



3. Once editing is turned on an editing menu will become available.

Important Note: If you do not see the Edit icons in your course, you do not have the editing on, to switch this on click the **Turn Editing On** button in the top-right hand corner. If this button is not available to you then you are not enrolled in the course as a lecturer and do not have access to edit material. If this button reads Turn Editing Off, then editing is currently enabled.

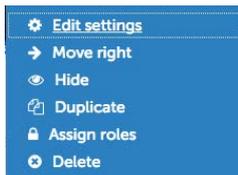
Editing Menus and Icons

Edit Title

The Edit title icon  is located at the end of the resource or activity name. It can be used to quickly and easily rename an activity or resource. This is faster than using the edit settings item and making changes there.

The Edit Menu

The Edit menu icon  **Edit** when clicked looks like this, and is where you will find the following items

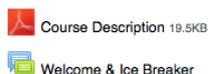


Indent

Labeled  **Move right**, and  **Move left**, you can use the indent icon to indent an activity or resource. This can be useful to break up your content and further clarify a resources position in the structure. Once indented, an outdent arrow will also appear.

For example, in the example below material has been indented under the label heading **Getting started**.

Getting Started



Move

By clicking and holding the move icon , you can rearrange the order of your course by moving any resource, activity or topic. To do this you click on the Move icon and drag the item to the new location, then release.

Edit settings

Click  **Edit settings** to access the same settings as when you originally set the item up.

Delete

To delete a resource or activity, click  **Delete**. This icon also appears on blocks enabling you to remove the block.

Warning: Deleted content is not retrievable. Grades associated with deleted assignments and quizzes are also lost. You should NEVER delete content from a running course.

Hide

To hide an activity or resource, click the hide icon  **Hide**. When the item is hidden it will appear as grayed out to you, completely hidden from students. Access the Edit menu to Show  **Show** the item.



Tip: You can also hide entire topics, so if you were still working on a topic and not ready to release it to students yet you could hide the whole topic while working on it rather than having to hide the individual items within the topic.

Duplicate

The Duplicate icon  **Duplicate** allows you to duplicate an activity or resource for use elsewhere in your course.

Groups

All activities can be set  to groups, by default this should be set to no groups. If you want to quickly set the activity to groups you can click this icon to toggle through separate but visible groups and visible groups. The icon will change to indicate the current state. The management of groups will be covered in another training session; however, it is important to be aware of this icon so you don't accidentally enable groups when that is not required. Groups can also be enabled through the activity's settings.

Editing your course

To add topic/header summary information

For the purposes of this training you have been given a number that corresponds to the topic you'll be working in today. Scroll down to find your topic, then follow this procedure to add your name as the topic heading.

1. Click the editing icon  **Edit** in the top-left corner of the topic.
2. You can just type text into the summary area, or you could use the section name field to add a title to your topic section that will appear in the navigation menu. We will be doing this in the following example.
3. Clear the **Use default section** name checkbox, the Section name field becomes available.
4. In the **Section name** field enter the title of the topic.
5. In the **Summary text editor**, you can enter any other text that you want to appear at the top of the topic. You can also use the editor's tools to format this text as you would in a word document.

▼ General

Section name Use default section name (Topic 12)

Summary 

6. Click **Save changes**. The title appears at the top of the topic:

 **My Name**  **Edit**
+ Add an activity or resource

Also in the navigation menu:

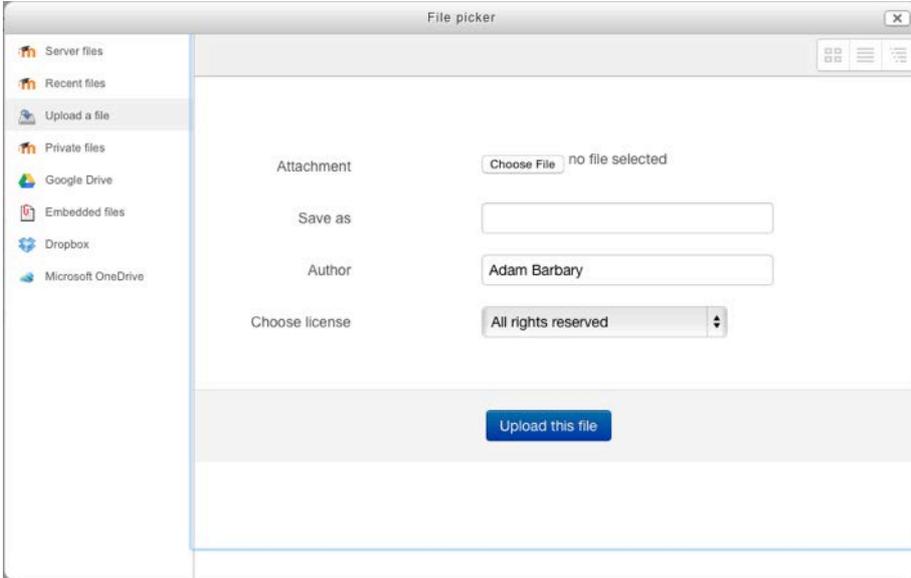
 **My Name**

To add a picture in the Summary

You can add images to the course area or topic summary, however you should be careful about the images you add. It is important to ensure that images used are kept to a minimum size, relevant and essential to the topic.

1. Follow the instructions above, but do not click Save changes.
2. Next click the add picture icon. 
3. From the insert image window, click **Browse repositories...**
4. Click **Upload a file** on the left hand side, then click **Browse** to find the picture on your computer. Alternatively, you can load images from your OneDrive, Dropbox or Google Drive account.

Note: Use of OneDrive, Dropbox and Google Drive requires a subscription to that particular service. OneDrive integration does not currently support FedUni Corporate OneDrive accounts.



The screenshot shows the Moodle File picker interface. On the left is a sidebar with navigation options: Server files, Recent files, Upload a file (selected), Private files, Google Drive, Embedded files, Dropbox, and Microsoft OneDrive. The main area is titled 'File picker' and contains the following fields:

- Attachment:** A 'Choose File' button and the text 'no file selected'.
- Save as:** An empty text input field.
- Author:** A text input field containing 'Adam Barbary'.
- Choose license:** A dropdown menu currently set to 'All rights reserved'.

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

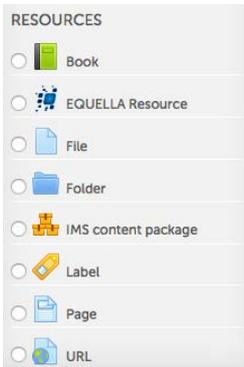
5. Fill in any extra details, if necessary, then click **Upload this file**. The image will now appear in the editing window.

6. Continue to add additional text or images as necessary. Then click **Save changes**.

Adding Resources

Types of resources you can add

Anything that is for the student to read, view or visit is considered a resource. There are 8 main types of resources in Moodle:



The screenshot shows the 'RESOURCES' selection menu in Moodle. It lists eight resource types, each with a radio button and an icon:

- Book (book icon)
- EQUELLA Resource (EQUELLA icon)
- File (file icon)
- Folder (folder icon)
- IMS content package (IMS icon)
- Label (label icon)
- Page (page icon)
- URL (globe icon)

Book: allows you to create a paged and indexed collection of text, images and video in a printable and navigable book format.

Equella Resource: Equella is a Content Management System (CMS) which allows you to store content external to Moodle, but have it linked directly to your course. You can both contribute new content and

search for existing content via this menu item. In order to provide access to material over 100MB in size you must use Equella.

Files: you create a link to a file which is uploaded to Moodle. The file type is not important, although for text you should stick to PDF for compatibility with mobiles and tablets.

Folder: You can upload a folder containing several files to your Moodle course and link directly to the folder which then allows students to download the individual files within it. It is recommended to use the Files resource within the context of your course, however if you did have a large group of files for students to browse through, this could be a useful feature.

IMS Content Package: upload self-contained IMS content packages as might come with a TAFE Unit of Competency toolkit. (If results and tracking are to be recorded, do not use this method to attach toolboxes)

Label: the label allows you to add headings, text, images and video within the body of your course.

Page: allow you create a webpage within Moodle. This has advantages over files as the web page is accessible to all students, regardless of their computer type or software. In addition to text you can embed images, weblinks and even youtube videos.

URL: allow you to direct students to material on the Internet. This feature can also be used to link to readings provided through the library reserved reading system and link to other sections within your Moodle course. When creating a weblink it is important that you make sure the link is able to take the student to the exact resource. The easiest way of doing this is to cut and paste the address from the address bar of the web browser.

It is important to name files and links appropriately, with a concise but descriptive title. This assists students in quickly locating the resource they require.

Adding a linked file resource (pdf, Word, Presentation etc.)

You can add resources you have created, such as unit descriptions, lecture notes and PowerPoint presentations to your course. When using a navigation template add the unit description to the Course information section, Assessment instructions to the Assessment area, and topic specific content, such as lecture notes (Word/PDF/PowerPoint) within the relevant topic section.

Copyright

All material uploaded to Moodle (and Equella) must comply with all relevant copyright laws. Staff must not upload or link to material for which the Federation University Australia does not have permission. Readings from publications may be requested through the Library eReserve and will be placed in your course for you. Under copyright law:

YOU CAN:

✓ Make book chapters and journal articles available online for students by using the Library's eReserve service:

<https://federation.edu.au/library/staff-resources/copyright-for-teachers>

✓ Copy a television broadcast to show students. Information on using television material is available at:

<https://federation.edu.au/library/staff-resources/copyright-for-teachers/tv-and-radio>

✓ Link to material freely available on the web, this includes embedding YouTube videos, but don't link to sites that you think could infringe copyright.

✓ Put electronic images into your teaching slides however, you must attach the copyright notice:

https://federation.edu.au/__data/assets/pdf_file/0008/45818/Part-VB-notice-FedUni.pdf

YOU CAN'T

- ✗ Scan or copy book chapters or journal articles yourself and upload them onto your Moodle subject page.
- ✗ Take excerpts from commercial CDs, DVDs or videos to create compilations.
- ✗ If you have any questions/need more information

Email: copyright@federation.edu.au

Contact Library: (03) 5327 9594

Contact Copyright Office: (03) 5327 9876

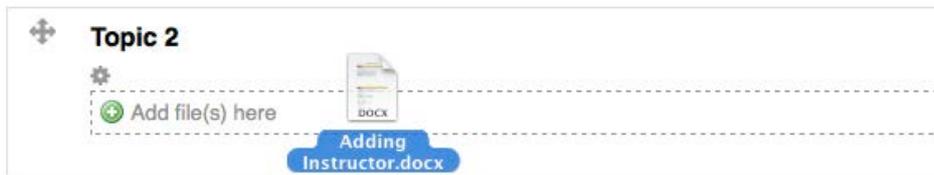
Drag and Drop File Upload

You can add a file by following the Add a resource drop-down list (suitable for tablets and smartphones), however it is much easier on desktop and laptop computers to just drag and drop a file into your course.

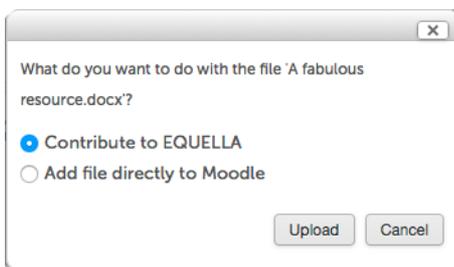
TIP: Moodle supports drag and drop file uploading. For this to work your computer needs to be up to date with Java and one of the latest w3c compliant web browsers. For reliability it is best to use the latest **Firefox, Safari, Chrome** or **Internet Explorer** browsers.

To add a file by dragging and dropping

1. Find the file on your computer, hold the left mouse button down to select the file and drag it onto your Moodle course page. Release the left mouse button to release the file on the page.



2. A dialogue box will now open asking you where you would like to store the file, Equella or Moodle. Placing the file within Moodle limits access and reuse to your course only. Selecting Equella allows you to share this resource with other Federation teaching staff for potential use in their course.



3. Once you have added the file to your course, you can click the editing icon to edit the title, or move the file to another location within your course by clicking on the up/down arrow icon and dragging to a new location

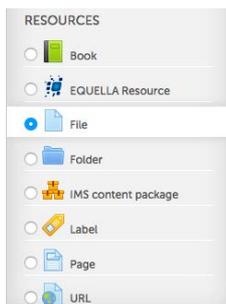
Note: You can select and drag multiple files to upload together, but you **cannot upload folders**.

Adding Files – The Hard Way

Sometimes the browser you are using will not support Drag and Drop uploading. You can still add resources you have created, such as unit descriptions, lecture notes and PowerPoint presentations to your course using Moodle's original upload tool.

To add a file

1. Within the topic you want to add the file, click the **Add an activity or resource** and click **File**.



Tip: you can create a dynamic file repository by using the Folder option. Anything placed in this folder is visible to the students.

2. The Adding a new Resource window appears.
3. In the **Name** field, enter the name of the file you are uploading (Note: this doesn't have to be the actual file name and it is recommended that you give it a more descriptive name).
4. You can also add a summary description of the file in the **Description** field. If you want this description to display on the course page, check the box.

▼ General

Name*

Description

Display description on course page

The File Manager window appears.

5. In the **Content** area, click **Add...**

▼ Content

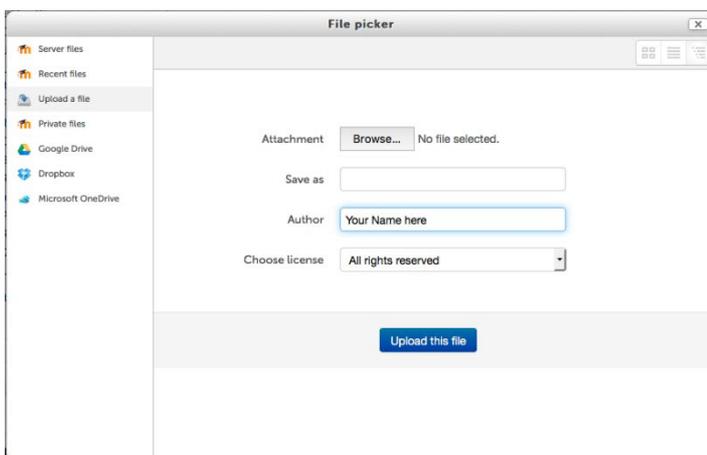
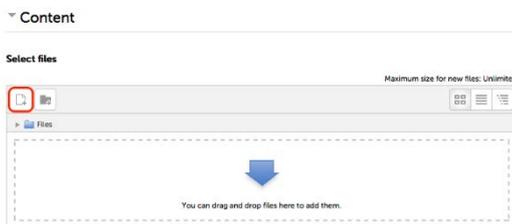
Select files Maximum size for new files: Unlimited

Files



You can drag and drop files here to add them.

6. The file picker window appears. Click **Upload a file**, or select from **Dropbox**, **Google Drive** or **Microsoft OneDrive**.



7. Click the **Browse** button to select a file, find the file on your computer and select it.

8. When the file name appears next to the **Browse...** button, click **Upload this file**.

9. The rest of the settings can generally be left as the defaults.

Note: Some devices struggle with non-standard files types. If you are worried about these issues and have specific documents, such as templates, that you want to force students to download, you should choose the Force download option in the Display option drop down box.

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

11. If you've selected to display the description on the course page this will appear under the file name:



Creating web pages in Moodle

If you have large or pre-existing documents such as unit descriptions it is preferable to upload these files. However, there are times when it is impractical to create a new Word doc, upload the file and make your students download that file when you might want to add basic content to your course such as simple instructions, or a short note to your students within the sequential context of a topic.

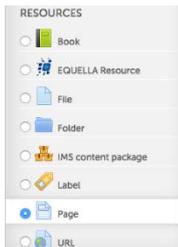
In this situation it might be easier for you, and simpler for your students, to create a web page directly into your Moodle course.

From the Add a resource drop-down list you can choose to compose a web **Page**.

To compose a web page

In the following exercise you are going to add a web page for assessment summary information. As you have seen from the exemplar course this is information that should be put into the course area, however for the purposes of this training session you will add this to the topic area you are working in.

1. In a topic, click the **Add a resource** drop-down list and select **Page**.



2. In the **Name** field, write the name of the page **Assessment Overview**.

3. You must enter a **Description**, even if you do not choose to display this information. Check the box if you wish the description to appear on the course page.

▼ General

Name*

Description

Rich text editor toolbar with icons for bold, italic, list, link, image, etc.

Display description on course page

4. In the **Content** area, enter the full text of the page content.

▼ Content

Page content*

Rich text editor toolbar with icons for bold, italic, list, link, image, etc.

Assessment Overview

The following information is copied from the Course Description - This is just an overview.

Summary of assessment items

Item No.	Description	Value	Due date*
1	Essay	40%	Week 6
2	Online Exam	20%	Week 8
3	Final Exam (offline)	40%	Week 12

* If you were running multiple groups that may be starting the course at different times, you could just write a generic week as a due date and refer students to the calendar for specific dates. You can add specific dates as calendar events set to individual groups, so each group will see the date relevant to them.

5. You can use the formatting tool bar to format the text, add pictures or web links as you can within the topic summary editor.

Note: If you have chosen the TinyMCE editor in your profile, and are pasting content from Word, please use the Paste from Word icon 

6. You may leave all other settings as is.

7. When you have finished click **Save and return to course**, or **Save and display**.

Assessment Overview

Assessment Overview

The following information is copied from the Course Description - This is just an overview.

Summary of assessment items

Item No.	Description	Value	Due date*
1	Essay	40%	Week 6
2	Online Exam	20%	Week 8
3	Final Exam (offline)	40%	Week 12

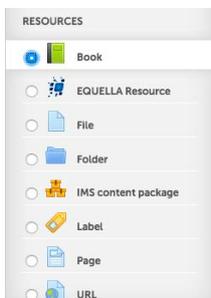
** If you were running multiple groups that may be starting the course at different times, you could just write a generic week as a due date and refer students to the calendar for specific dates. You can add specific dates as calendar events set to individual groups, so each group will see the date relevant to them.*

Creating Books in Moodle

With the requirement to establish Blended and On-Line Delivery for all courses, there is a need to provide an organised and convenient way to provide course material, readings and activities in a structured manner. The Moodle Book module offers a convenient page based setup that keeps related material together, is simple to navigate, and has a print format included as well. If the amount of content is minimal, then the Moodle Page resources is more suitable however, for more extensive resources, the Book makes a great choice.

To create a Book

1. In a topic, click the **Add a resource** drop-down list and select **Book**.



2. In the **Name** field, write the name of the page **Topic One**. There is no need to add a Description, as this text is not viewable in most resource views.

▼ General

Name*

Description

Rich text editor toolbar: Bold, Italic, Underline, Strikethrough, Bulleted list, Numbered list, Link, Unlink, Undo, Redo, Insert image, Insert video, Insert file.

Display description on course page

3. The Appearance settings allow you to adjust the Chapter formatting as well as the navigation (either the chapter titles, or back and forward arrows). The default items are generally fine.

▼ Appearance

Chapter formatting

Style of navigation

Custom titles

4. The remaining areas, **Common module settings**, **Restrict access** and **Activity completion** won't be covered here. The defaults are generally fine. **Click Save and display** to continue.

5. When opened for the first time, the Book will prompt you to create the first page of the book. Depending on the size of the resource, you may wish to dedicate this to an overview/introduction to the topic. Enter the content, including any media/images etc.

Topic One

▼ Add new chapter

Chapter title*

Subchapter (Only available once the first chapter has been created)

Content*

Rich text editor toolbar: Bold, Italic, Underline, Strikethrough, Bulleted list, Numbered list, Link, Unlink, Undo, Redo, Insert image, Insert video, Insert file.

Each Book module is displayed in format similar to a electronic book, whereby there are arrows on the right hand margin that progress pages forwards, backwards or return to the start. Each book should relate to an individual topic, with each page dedicated to a sub topic, or area of interest. Images, video, links and other media can be added to a page, but remember, that these items will have limited value if you intend the students to print the resource. (This isn't Harry Potter!)

6. Click **Save changes**

7. After you save the first page, the Book module will add a new Table of Contents block in the top left of the Moodle screen. You can use this to edit, delete and hide existing pages. Click the + sign to add a new page.

TABLE OF CONTENTS

1 Introduction ⚙️ 👁️ ➕

8. Click the + to add additional pages.

▼ Editing chapter

Chapter title*

Subchapter

Content*



Moodle is based on the Open Source model of software development, which involves releasing code for future versions early and often, allowing the community to bug test and drive the development in terms of features. The source code (from which the program is created) is available free of charge and anyone is permitted to modify or sell the product, provided the source code of such changes are provided free of charge to the community. One of the biggest advantages to this model is that anyone can contribute to the code to fix errors, optimise performance and enhance security. The vast majority of open source products make money from support and development fees. Examples include Firefox, Linux and the Apache Webservers.

Adding web links

To add a web link

1. Within the topic you want to add the web link, click the **Add an activity or resource** link and select **URL**.

RESOURCES

- Book
- EQUELLA Resource
- File
- Folder
- IMS content package
- Label
- Page
- URL

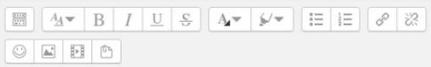
2. In the **Name** field, give the name of the site including any brief instructions, e.g. **Moodle Tool Guide for Teachers**.

3. You need to include a **Description** in the Description field, even if you do not choose to display this. You can include the description on your course page by checking the **Display description on course page** checkbox.

▼ General

Name*

Description



4. In the **Content** section, paste the full web address in the **External URL** field.

Note: In practice you should always copy and paste URLs from the web site as typing in the address can lead to errors and broken links.

▼ Content

External URL*

<http://www.cats-pyjamas.net/20>

Choose a link...

5. Click **Save and return to course**. The link now appears.

Adding Labels to separate content within a topic

You can edit the summary information of the course area and any topic, however you can also add extra material, such as headings, instructional text and images at any point in your course area or topic by adding a label.

To add a label

1. From the **Add a resource** drop-down list choose **Label**.

Note: Labels should not be used to provide course materials. Only use labels to guide students and provide basic instructions. Adding excessive content to multiple labels creates a condition known as the Scroll of Death! (Where students must scroll down page after page to access the latest content.)

2. In the **Label text box**, add content to the label, such as sub-heading text.

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

Getting Started

-  Course Description 19.5KB
-  Welcome & Ice Breaker
-  Tutorial group sign-up sheet
-  Important UB Information and Resources

General Forums

-  News forum
-  Common Room

Assessment

-  Assessment Overview

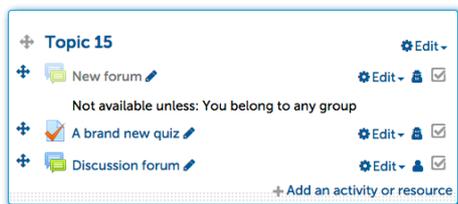
An example of using labels can be found in the course area of the exemplar course where they have been used to separate material and make it easier for students to find what they need.

Highlighting a topic

To quickly indicate to students which topic they should be working in, you can highlight the current topic by clicking on the **Highlight** item in the Edit menu.



The topic will now appear as highlighted by a blue halo making it easy for your students to quickly find where they need to be. (Topic 1 selected)



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' you intend to be, in other words the blend of your delivery. For example if you were running a mainly face-to-face course, including tutorials, you may choose not to include much online communication. However if you were running an entirely online course you are likely to need to include more online communication.

Minimum level of online communication

It is strongly recommended that, even if your course is running entirely in face-to-face mode, that you include as a minimum the following two kinds of online communication options: News forum and Common forum

- **News forum:** News forum is a default forum in Moodle. It allows one way communication from teacher to students.



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 so that students are not over-loaded and do not 'turn off'. Postings should be limited to announcements that are critical to the course; like room and 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.

- **Common room forum:** The News forum does not allow students to post or respond, so it is helpful to add another forum for students to post general course related questions to you and communicate with each other. This forum need not be related to any particular topic, but would exist in the course area. It can be given a generic name, such as Common Room, and include instructions to students for its use.



Even if you are delivering a course primarily face-to-face you should 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.

Adding Activities

Forums

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. 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.

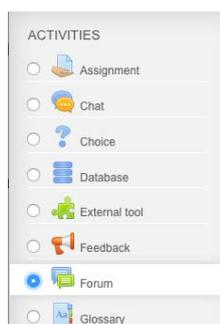
Note: This training module does not go into detail about Forums. This is covered in depth in **Module 2 - Effective Online Communication**.

Adding a Common Room forum

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. In the course area, click the **Add an activity** drop-down list and select **Forum**.



2. In the **Forum name** field, enter a descriptive name for your forum.
3. From the **Forum type** drop-down list select the type of forum you are setting up, for this exercise **Standard forum for general use**.
4. In the **Forum introduction** field, enter instructions for your students on using the forum.

▼ General

Forum name*

Description

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 the discussion forum etiquette and not use this forum to

5. In the **Subscription mode** drop-down list select the subscription type you want. The best option for this is **Auto subscription**. This subscription option subscribes the student, but gives students the option to unsubscribe themselves.

▼ Subscription and tracking

Subscription mode (?)

Read tracking (?)

6. In the **Maximum attachment size** drop-down list select the maximum file size for students file attachments uploaded to the forum.

▼ Attachments and word count

Maximum attachment size (?)

Maximum number of attachments (?)

Display word count (?)

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

For more information and useful tips on setting up forums and fostering participation and a sense of community visit the moodle.org documentation site:

http://docs.moodle.org/en/Forum_module#The_News_Forum

Assignment

You can add **assignment** activities in Moodle to set an online 'drop-box' to enable your students to upload assignments.

There are two different assignments you can choose from, the Assignment or under Assignments: Turnitin.

When selecting **Assignment** from the activities menu, you need to provide a name. As the name is the link to the assignment you should be descriptive. The assignment name will appear in the student calendar, so calling it Essay 1 tells the student neither what the essay is about, nor which course it belongs to. The description is displayed to the students when they click on the assignment link, and can therefore be used to provide instructions for the assignment.

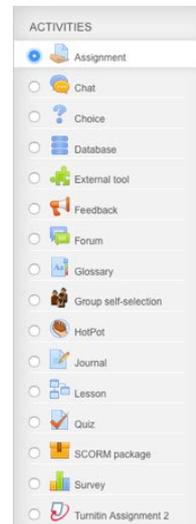
Working through the options provided you can see grade, best set as to match the actual point range you will be grading against (eg. 100 marks), and the date range. Set the dates making sure that you have the due date correct as this will be added to the calendar. The cut-off date refers to when the assignment will no longer accept submissions. Moodle will log all submissions so you will be aware of which ones are not submitted on time.

- Unless you want to be emailed every time a student submits, it is advisable to change, 'Notify graders about submissions' to No.
- Maximum size helps manage the amount of material students can upload. Whilst up to 1GB is permitted, you should restrict students to something below 10MB each, unless the assignment is multimedia driven.
- The Common module settings should be left as default, as this is not covered in this module. For more information on the group settings you should come to Module 5 Managing Groups and Groupings training course.

Accessing submitted items

Click on the assignment link to access the assignment. As a teacher, you will notice a View/grade submissions link. Click this to access those files. The assignment screen will reveal who has submitted, and a link to download that file. You will also notice that there are links for you to submit grades, but that will not be covered in this module.

Note: This training module does not go into detail about Assignments. For more information on setting up and using Assignments you should attend the **Module 3 - Assignments, Quizzes and the Gradebook in Moodle** course.



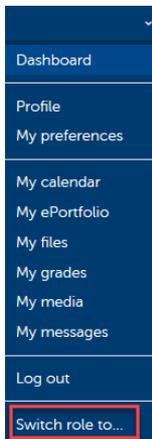
Switching Roles to check your work

Switch back to the non-editing mode to check your work. To do this, click the **Turn Editing Off** button in the top-right corner of the course window.

You can also switch roles to see how your course would look from the student role. This is particularly important to do when you have hidden content.

To switch roles

1. Go to your name in top right and click on **Switch role to** in order to open the options.
2. Choose the role you want to switch to, e.g. **Student**.



To return to your normal role

Clicking Return to my normal role in the Administration block:



Enrolling new members (Lecturers and tutors)

If you are enrolled as a teacher in a course you have the ability to enrol other members yourself. This means that you don't have to log a job to have other teachers or teaching assistants enrolled.

Note: You shouldn't have to enrol Higher Ed. students however as all students will be automatically enrolled/unenrolled once their enrolment has been processed through Campus Solutions.

To enrol new members

1. From the **Administration** menu, click Users then **Enrolled Users**.



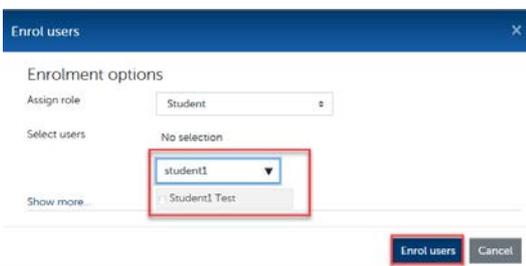
2. From the screen showing the enrolled users, click the **Enrol user** button top right.

Enrolled users



A screenshot of the 'Enrolled users' interface. It features a search bar, dropdown menus for 'Enrolment methods', 'Role', 'Group', and 'Status', and buttons for 'Filter' and 'Reset'. An 'Enrol users' button is visible on the right side.

3. From the pop up window, click the drop down list next to Assign roles and choose the role you wish to assign users to, e.g. Lecturer, Tutor, Partner Lecturer, Non-editing partner lecturer, Student.



A screenshot of the 'Enrol users' pop-up window. Under 'Enrolment options', the 'Assign role' dropdown is set to 'Student'. Below it, the 'Select users' section shows a dropdown menu with 'student1' selected and highlighted by a red box. A 'Show more...' link is visible below the dropdown. At the bottom, there are 'Enrol users' and 'Cancel' buttons.

4. In the Search box, enter the staff id, student number or name of the person you wish to locate. Press Enter/Return or click the **Search** button to initiate the search.

5. Click the **Enrol** button opposite the user(s) you wish to add. You may choose more than one at a time.

6. Click **Finish enrolling users** to add all selected users and return to the Enrolled User screen. Repeat this process as necessary.

Note: Higher Education Students are added and removed automatically from MySc on a nightly basis. Changes to enrolments in Moodle may take 24 hours to flow through. You cannot manually remove an automatically enrolled student.

Note: Users who are already enrolled in the course will not show up in the search

Reports

Logs

Logs are the most granular of Moodle reports. Logs contain information about every interaction with your Moodle course. Information is logged including which user, what they did, at what time, and from where. These results can be filtered to user, activity and specific days.

Live logs

Similar to the standard log above, live logs update every few minutes. Only activity from the current day is displayed.

Activity report

Activity reports give a quick overview of the hot spots within your course. A list of all activities and resources is displayed along with the combined total of views by course members. You can quickly ascertain which items are popular with students and which are infrequently accessed.

Course participation

If you want to see if students have read your course description, or you want to know who has accessed the assignment information, the course participation report can give you a simple report. Choose the activity, set the time period, and user type (usually student) and click Go. The report will say no or yes, and include how many times the user has accessed. You also have the ability to select all the people who have not, and then send them a message. Great for quickly keeping tabs on class progress.

Statistics

Statistics provide a graphical representation of course activity. Select the report type and specify the time period and click View.

Completion Tracking

For the Completion tracking report to be accessible you must first activate completion tracking within the course settings.

Appendix 1: Where to go for help

In the top menu bar of Moodle you will find a link to Support.



Online Moodle Guides:

There are a number of online 'How to' guides for both Staff and Students which will take you through common tasks.

Student Support

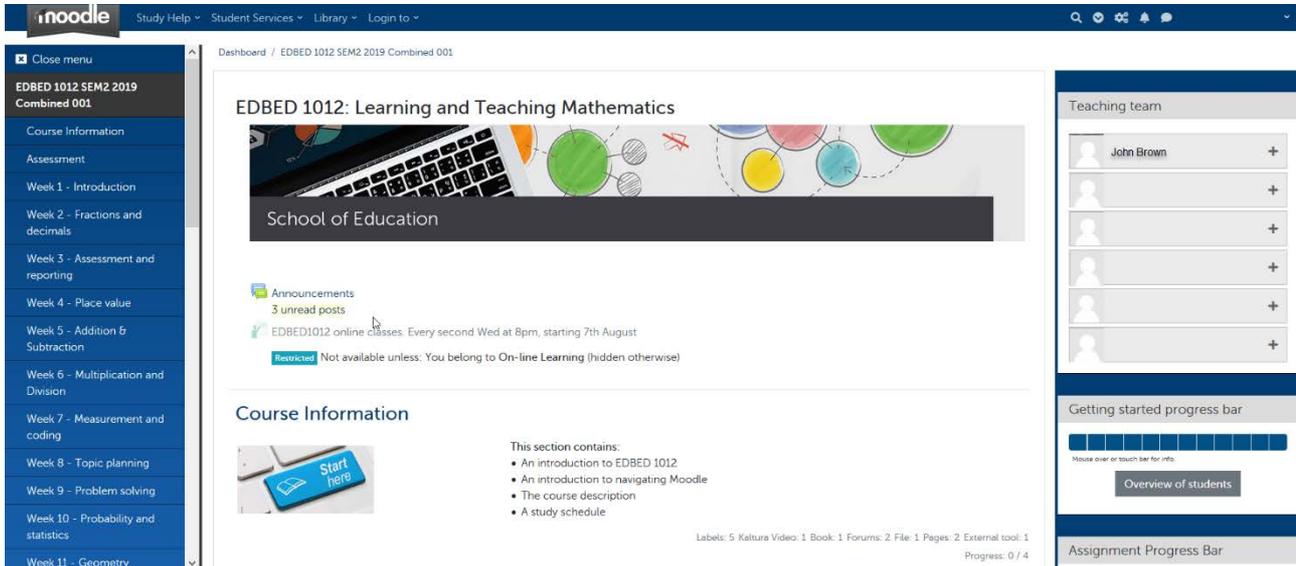
Will take you through to an open student support forum. The Moodle administrators as well as the Student Learning Skills team monitors and responds to posts in this forum.

ITS Service Portal

Will take you through to the ITS Service Portal where you can log a support request with ITS. Where ITS are unable to service your request it will be escalated to CLIPP for action.

Appendix 2: Exemplar Course

Screen Shot



The screenshot shows a Moodle course page for 'EDBED 1012: Learning and Teaching Mathematics'. The page includes a navigation menu on the left with options like 'Course Information', 'Assessment', and 'Week 1 - Introduction'. The main content area features a banner for the 'School of Education', an 'Announcements' section with 3 unread posts, and a 'Course Information' section with a 'Start here' button and a list of course contents. The right sidebar contains a 'Teaching team' section with a list of staff members and a 'Getting started progress bar'.

Appendix 3: Short-cut keys

CTR + C	Copy
CTR + V	Paste
CTR + A	Select All