Quizzes

Use quizzes if you want to set up a self-marking test for your students, using a mixture of question types (multiple choice, true and false, short answer...etc). With the quiz module you need to build up a bank of questions before you make the quiz.

Making questions

In your course administration block click on Question bank.

Common settings to all question types

1. In the question bank click the ‘questions’ tab
2. Decide which category/folder you want to put questions in
3. Choose the type of question you wish to make using the ‘create new question’ drop down menu
4. Give the question a descriptive name.
5. Type the question into the ‘Question text’ box. What you type here will vary with the question type chosen (true/false, matching..etc)
6. ‘Default question grade’ is the mark that will be awarded for a correct answer.
7. The ‘penalty’ factor is the mark that would be subtracted if the question was answered incorrectly and then reattempted.
8. When you set up a quiz you have an option to turn ‘adaptive mode’ on or off. Adaptive mode’ means students get a button to submit each answer individually (rather than answering all the questions and then submitting at the end).
9. General feedback allows you to give the same feedback to all students regardless of what answer they give.

The rest of the settings are different for each question type.
### Question types

There are 10 different types of question that can be used in the Moodle quiz module.

<table>
<thead>
<tr>
<th>Type</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculated question</td>
<td>To create lots of versions of a mathematical question with different value</td>
</tr>
<tr>
<td>Description</td>
<td>Provide some information that might be useful for the next questions that the student will attempt</td>
</tr>
<tr>
<td>Essay</td>
<td>To ask questions that require an answer that is a couple of paragraphs. This type of question requires you to mark it manually</td>
</tr>
<tr>
<td>Matching</td>
<td>A list of statements that can be matched with another list of statements</td>
</tr>
<tr>
<td>Embedded Answers(cloze)</td>
<td>To fill in the gaps in a paragraph of text</td>
</tr>
<tr>
<td>Multiple choice</td>
<td>To answer questions where there is a list of answers to choose from</td>
</tr>
<tr>
<td>Short answer</td>
<td>To create a mathematical question where the students enter the answer in to a text box</td>
</tr>
<tr>
<td>Numerical</td>
<td>To create a question where the answer is a word or phrase</td>
</tr>
<tr>
<td>Random Short - Answer Matching</td>
<td>When you have some short answer questions in your Moodle question bank and you want to transform these in to a matching question</td>
</tr>
<tr>
<td>True/False</td>
<td>To decide whether a statement is true or false</td>
</tr>
</tbody>
</table>
Description (This is not a question)

This can be used when you want to provide some info that might be useful for the questions. This is not a question – it’s like a label in the question bank. It would not work well if you chose to shuffle questions randomly.

1. Choose ‘description’ from the ‘Create new question’ drop down menu
2. Give the description a descriptive name
3. In the question text enter the information you want to give to students
4. Save Changes

Essay Question

This question type is used when you want to ask questions that require an answer that is no more than a couple of paragraphs. This type of question requires manual marking. Students’ grades will be 0 until you mark their answers.

1. Choose the ‘essay question’ from the ‘Create new question’ drop down menu
2. Give the question a descriptive name
3. In the question text enter your question
4. Change the default grade to the number of marks the question is worth
5. If you want to give information regardless of the answer given, put that in the general feedback field. Note that this will appear once you have marked the question manually. Whatever you type in the feedback field will appear automatically when the question is submitted.
6. When you mark the question you also have a field for writing comments.

Matching Question

This question type is used when you have a list of statements that can be matched with another list of statements. Students use a drop down menu to do this.

1. Choose ‘matching’ from the ‘Create new question’ drop down menu.
2. Give the question a descriptive name.
3. In the question text give instructions for the matching question.
4. Ticking the ‘shuffle’ box means that the statements/questions on the right hand side (drop down menus) will appear in a random order each time the question is attempted.
5. Write statements/questions in the question field and the corresponding answer. The answers appear to students in a drop down menu.
6. Save changes

Embedded Answers (Cloze) Question

This question type is used when you want students to fill in the gaps in a paragraph of text. Students have to type into a box or choose from a drop down menu.

1. Choose ‘embedded answers (cloze)’ from the ‘Create new question’ drop down menu
2. Give the question a descriptive name
3. In the question text write your paragraph and then adapt it using Moodle code to produce different kinds of gaps. You can access reference information on this by clicking the question mark at the top of the page (alongside ‘Embedded answers’).

In short, a multiple choice gap is coded like this:
{1:MC:WrongAnswer#Wrong!~Incorrect Answer#Incorrect!~=Correct Answer#Well Done!}

- Anything between curly brackets becomes the gap
- Number 1 labels the gap as the first of this kind of gap i.e. the first multiple choice gap in this paragraph
- MC = multiple choice
- The label, gap type and answers are separated by colons eg. 1:MC:answers
- Possible answers are separated by ~
- The correct answer is preceded by =
- Feedback is separated from the answer by #

Other types of gaps include:
MC = Multiple choice drop down menu
SA = Short answer, case unimportant
SAC = Short answer, case must match
NM = numerical

6. Save changes
**Multiple Choice Questions**

1. This question type is used when you want students to answer questions where there is a list of answers to choose from. There could be a single correct answer or several correct answers.
2. Choose ‘Multiple choice’ from the ‘Create new question’ drop down menu.
3. Give the question a descriptive name.
4. In the question text type question.
5. You may decide to change the default question grade — especially if you choose to give more than one correct answer.
6. Decide how many correct answers will be present in the list of answers.
7. Shuffling the choices is switched on by default so that the list of answers does not always appear in the same order.
8. You can change the way that choices are labeled by using the ‘Number the choices’ drop down menu.
9. For each of the multiple choice answers (choices) you need to fill in the answer with the corresponding grade and feedback. It is possible to add more answers/choices by clicking ‘Blanks for 3 More Choices’.
10. The overall feedback section is useful because you can put feedback messages that the students see when they answer a given question correctly, partially correct or incorrectly.
11. Save Changes

**Numerical Question**

This question type is used when you want to create a mathematical question where the students enter the answer into a text box. This question is similar to the short answer question except it is mathematical.

1. Choose ‘numerical’ from the ‘Create new question’ drop down menu.
2. Give the question a descriptive name.
3. In the question text enter your question.
4. In the answers section put the correct answer, its corresponding grade (100%), accepted error and feedback (optional).
5. Save Changes
**True/False Question**

This question type is used when you want students to decide whether a statement is true or false.

1. Choose ‘Short answer’ from the ‘Create new question’ drop down menu.
2. Give the question a descriptive name.
3. In the question text make a statement that is true or false.
4. Select whether the statement you wrote is true or false using the ‘correct answer’ drop down menu.
5. Give feedback corresponding to when students chose True or False.
6. Save Changes

**Making a quiz**

1. With editing on in your course go to the topic/section where you would like the quiz to display and click ‘add an activity...’ and choose ‘Quiz’
2. Give the quiz a name (this becomes the link that your students click on to enter the quiz)
3. Give an introduction
4. In the timing section you can:
   • Choose to make the exercise available/unavailable from a specific date and time
   • Choose whether you want a count down timer (tick enable and enter the number of minutes)
   • Stop your students from re-attempting the exercise for a given amount of time. Time delay between later attempts does the same thing except it controls the amount of time between the second attempt and attempts after that.
5. In the attempts section you can:

- Set the number of times your students can try the test (number of attempts allowed).
- Allow your students to concentrate on questions that were answered incorrectly on the previous attempt by selecting yes for ‘each attempt builds on the last’ (provided more than one attempt is allowed).
- Provide your students with a ‘submit’ button after every single question (adaptive mode = yes) or take away these buttons, forcing students to submit their answers when they have attempted them all (adaptive mode = no). If adaptive mode is on the penalty factor (decided in the question set up) is subtracted from the score when the student gets a question wrong.

6. In the grades section you can calculate the final grade awarded to a student when they have had more than one attempt by changing the grading method to:

- Highest grade - the final grade is the highest (best) grade in any attempt
- Average grade - the final grade is the average (simple mean) grade of all attempts
- First grade - the final grade is the grade earned on the first attempt (other attempts are ignored)
- Last grade - the final grade is the grade earned on the most recent attempt only

You can also:
- Stop questions from subtracting penalties from the mark when adaptive mode is on (see above)
- Decide whether decimal places are shown in the students’ scores. This makes sense if you are using adaptive mode and subtracting 0.1 for each incorrect attempt on a question
7. In review options you can decide what students see when reviewing their attempt:
   • ‘Immediately after the attempt’ means within two minutes of the user clicking ‘Submit all and finish’
   • ‘Later, while the quiz is still open’ means after this, and before the quiz close date
   • ‘After the quiz is closed’ means after the quiz close date has passed. If the quiz does not have a close date, this state is never reached

8. In the security options you can:
   • Reduce the amount of cheating on a quiz by preventing students from doing things like copy/paste in their web browser. To do this set yes for ‘show quiz in a secure window’.
   • Password protects a quiz, for example, to restrict who can take the test.
   • Ensure that your students attempt the exercise from University/Institute by entering the IP address.

9. In the common module settings you may want to apply a group mode if you have groups set up in your course.

10. Click ‘Save and Display’ – Now pick the questions.
11. You will see the question bank on the right hand side and the quiz on the left hand side.
12. On the right hand side select the category from which you wish to take questions.
13. Tick the boxes beside questions you wish to include and then scroll down and click ‘add to quiz’.
14. On the left hand side, check that the maximum grade is set to an appropriate number based on the total of all the questions added together.
15. Click ‘Save Changes’. Use the preview tab to look at the finished product.

Forums

When you add a forum to your Moodle course, you are making an online message board for your students to talk to one another or with you. Forums are very easy to set up and there are 5 different types. Which forum you choose depends on how you want discussion to take place.

The different kinds of forums are:

- A single simple discussion – A single discussion topic which everyone can reply to
- Each person posts one discussion – Each student can post exactly one new discussion topic, which everyone can then reply to
- Q and A forum - Students must first post their perspectives before viewing other students’ posts.
- Standard forum displayed in a blog-like-format – An open forum where anyone can start a new discussion at any time, and in which discussion topics are displayed on one page with “Discuss this topic” links.
- Standard forum for general use – An open forum where anyone can start a new discussion at any time.

Steps for setting up a forum

1. With editing on in your course go to the topic/section where you would like the forum to display and click ‘Add an activity...’ then ‘Forum’
2. Give the forum a name (this becomes the link that your students click on to enter the forum
3. Choose the type of forum you wish to use from the drop down menu
4. Give the forum an introduction.
5. When you’ve filled out the introduction you must choose from the following settings. Feel free to leave the settings to default:

- Force everyone to be subscribed:
- Attachment size – your students can attach files to their posts and you can determine the size
- Grades – it is possible to grade forum posts
- Post threshold for blocking – allows you to limit how many times users can post over a period of time.
- Set a time period
- The number chosen in ‘post threshold for blocking’ is the number of posts allowed during the time period
- ‘Post threshold for warning’ is the number of posts after which a warning is given - stating the number of posts left before the user is prevented from posting again that day/week
- Group mode – only choose a group mode if you are using groups in the course. Separate groups will prevent groups from seeing one another’s discussions. Visible groups will let all discussions be seen.

6. Click on ‘Save and return to course’ or ‘save and display’ to create the forum.
Choices

This activity is useful when you want your students to vote on something. You can present them with as many items to choose from as you wish but, as with all voting, they can only choose one. You can give the students visibility of who voted for what.

Steps for setting up a choice

1. With editing on in your course go to the relevant topic/section (where you would like the forum to display) and click ‘Add an activity...’ then ‘Choice’
2. Give the choice a name (this becomes the link that your students click on)
3. In the choice text box you need to type the instructions.
4. Decide whether you want to limit the number of votes for a given item or not.
5. In the choice fields enter the choices/items you want the students to vote for.
6. You can click ‘add 3 fields to form’ if you want to give more choices.
7. It is possible to restrict when users can vote.
8. In the miscellaneous settings...
   • Display your choices vertically or horizontally
   • For ‘publish results’ you simply decide whether and when students are going to be able to see the choices made by others.
   • ‘Allow choice to be updated’ means do you want people to be able to change their mind?
   • Finally, do you want to show a column for those who did not vote (or have not yet voted)?
Glossary

By creating a glossary in your course you are providing an area for words and terms used in the course to be defined.

By default the glossary allows your students to contribute their own definitions (you can stop this if you wish) so teachers can ask students to define new terms that they come across. In turn, definitions could be rated and the best could be exported to a main glossary that students can’t edit.

Glossaries are capable of ‘auto-linking’. This means that if a word, present in the glossary, is typed somewhere in the course, that word will be automatically linked to its definition in the glossary. This is what a glossary looks like:
How to set up a glossary

1. With editing on in your course go to the topic/section where you would like the glossary to display and click ‘add an activity’ then ‘Glossary’.
2. Give the glossary a name (this becomes the link that your students click on to enter the glossary).
3. In the description box give your students some instructions.
4. Decide how many entries you would like to be shown on one page.
5. Choose the type of glossary you want to create. Choose ‘secondary glossary’ because you can only have one main glossary per course.
6. Next you need to decide whether you will allow:
   - Duplicate entries
   - Comments
   - Print view
7. If you want words (present in the course) to automatically link to their corresponding definitions in the glossary, choose ‘yes’ for ‘automatically link glossary entries’.
8. ‘Approval by default’ means you don’t need to check definitions that your students add before they become visible to everyone else. If you choose ‘no’ for this setting you will be required to approve an entry before the other students can see it.
9. ‘Display format’ deals with how the glossary looks. You can:
   - choose from: Simple, dictionary style, Encyclopedia, FAQ, etc. Click on the question mark for a description of each style.
   - show a ‘special’ link – when clicked this filters the definitions for special characters like @,#, etc.
   - show the alphabet links so that when users click ‘A’ the list is filtered for definitions beginning with A.
   - show an ‘ALL’ link which shows all definitions when clicked.
10. Decide whether students should be allowed to come back and edit their definitions.
11. In the grade settings your first decision is whether or not you want it to be possible to rate definitions. Secondly, you need to decide who can rate – just teachers or everyone?
   - It is possible to restrict ratings for a day, hour or whatever you decide.
12. Click ‘Save and display’ or ‘Save and return to course’.
Chat

The chat module allows you to create an online chat room where your students take part in live discussions by sending and receiving instant messages. Only students enrolled on your course can participate. As a teacher you can consult transcripts for past chat sessions, you can even set up the chat room so that students can view past chats.

Creating a chat room:
1. In your Moodle course turn editing on and go to the section you wish to add the chat room.
2. Choose ‘Chat’ from the ‘Add an activity...’ drop down menu.
3. Give the chat room a name. As always, this becomes the link that your students click on.
4. In the introduction box write instructions for your students.
5. The date and time for the next chat will be set to the current date and time.
6. Choose whether you’d like the chat room to show in the course calendar or upcoming events every week, every day, as a one off or not at all (see ‘Repeat sessions’ field below).
7. Decide how long you’d like transcripts of past chat sessions to be saved.
8. Decide whether you want to give your students access to the past chat transcripts.
9. Apply a group mode if you have groups set up in the course and want to restrict who can chat with whom.
10. Click ‘Save and display’ or ‘Save and return to course’
Gradebook

All the grades for each student in a course can be found in the 'Grader report' under the 'Grades' option in Course administration block.
Manually Entering and overriding grades

1. Go to the course to which you would like to add the grades.
2. Click on ‘Grades’ and then ‘Grader Report’ in Course Administration Block.
3. On the upper right corner you will see a "Turn editing on" button. Click this button to allow manual entry of grades.

4. Go to the column of the assignment for which you would like to enter grades and type the student's grade in the appropriate text box.
5. For grades that are already entered or are entered from an automatically graded assignment, click the edit icon next to the appropriate text box.

[Diagram of Grade administration and Grader report interface with student grades]

[Diagram of Grader report interface with student grades and 'Update' button]
6. On the next screen, check the "overridden" check box and enter grade into the final grade text box.