Moodle @JMLS: An Instructor’s Guide to the Basics

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Navigating Moodle

Moodle is a highly customizable learning management system. In this section, we'll take a look at how Moodle is designed and how to navigate your course page.
Navigating Moodle

In This Section, You Will Learn:

1. How to navigate your class site.
2. How to display a list of your class participants.
3. Where options like course settings and email are located.
4. How to move blocks around a class site.
5. How to view your class site in student view for ease of editing.
6. Where the editing tools are located and how they work.

First off, what does “Moodle” mean?

Moodle is an acronym for “Modular Object-Oriented Dynamic Learning Environment.” It’s also a verb that describes the process of lazily meandering through something, doing things as they occur to you, or an enjoyable tinkering that often leads to insight and creativity. As such, the word applies to both the way Moodle was developed—an open platform that encourages creativity—and to the way a student or instructor might navigate or manage a course.

Moodle is the learning management system used at the John Marshall Law School for delivery of all online course materials. Our fully online courses use Moodle to deliver all course content, but if you’re teaching a traditional course at JMLS, you’re still able to use Moodle to provide online course content for your students. It can be as simple as posting your syllabus or as complex as grouping students together for assignments—this iBook will focus only on the basics to get you up and running smoothly in Moodle.

First, let’s take a look at a Moodle course page and its blocks. Blocks are the boxes you’ll see down the left and right sides of your class site that house various tasks or areas to access in Moodle. There are blocks for sending email, viewing your course participants list, changing course settings, and many more features.
Introduction to Emerging Technologies in Law

Instructor: Doris Long

Complete by June 14

Topics:
1. Law and Technology: An Uneasy Combination
2. How Technology Changed Copyright
3. Privacy in the 21st Century
4. "Personal Space" and Surveillance Technology
   a. The Problem with Google Glass and other forms of wearable technology
5. When Law and Technology Collide

The objectives for this topic
Reading Assignment
Optional: FTC Report on Internet of Things
Slide Presentation: Introduction to Emerging Technologies in Law
Audio: When Law and Technology Interact: An Introduction - 15min
Audio: Technology Policies and Copyright Choices - 32min
Audio: Law Privacy and Wearable Technology - 18min
Video: Wearable Technology and Privacy
Discussion forum assignment
Click the “Participants” link in the People block to see a current list of the students in your course.
Moodle is designed to be customized to the needs of your course. For example, if you want to hide the vertical dashboard on the left side of your course page, click the “hamburger” menu button to allow for more viewable space on your page.

As you navigate your course and get to know how Moodle works, you may decide that certain layouts are more effective for navigation than others. Feel free to experiment and try new approaches—the system is very adaptable!
In the next chapter, we’ll look at how to add content to Moodle. Before we do that, you’ll need to know how that process works.

Any time you’re adding content to Moodle, you’ll need to do one thing before all others: **turn editing on** by clicking the gear icon in the top right of your course page, then selecting “Turn Editing On” from the Settings menu.
Once you’ve turned editing on, you will notice two major changes to the page. First, you’ll see a link in the bottom right corner of each topic block that says “Add an activity/resource.” This will open a pop-up menu that allows you to add new content to your class site. Second, you’ll see an “Edit” button appear next to each item in the course. This is how you can move, edit, update, duplicate, or hide/show individual pieces of content. (Hiding or showing individual pieces of content allows you to control what students are able to view and access. We’ll take a look at that process shortly.)
It is important to know how the editing icons in Moodle work so that you can quickly and easily edit content. Let’s take a look at how these tools work via the numbered list and Figure 1.5.

- **Edit Settings.** This allows you to edit the unique settings for an item.

- **Move Right / Left.** This allows you to move an item right or left in a style similar to an outline as an organizational tool.

- **Show / Hide.** This allows you to show or hide an item in student view. Section 1.6 explains the process of hiding and showing items in greater detail.

- **Duplicate.** This creates an exact copy of an item on the course page.

- **Assign Role.** This icon will likely not be used, as it allows you to assign roles at an item-level. Roles are only assigned in the JMLS system by the system administrator.

- **Delete.** You will be prompted to delete the icon upon clicking this icon, so you cannot accidentally delete something from your course.

Additionally, the following two icons on each line allow you to manipulate content on the Moodle page:

- By clicking and dragging this icon, you can move items around on the page.

- The grey pencil allows you to change the item’s name on the Moodle page. Note that this does not change the file name, just the name that appears.

While all of these are useful, perhaps the most important is the ability to show and hide items, which allows you to micromanage content for students to view or access. This is a two-step process, and knowing how it works is one of the most essential aspects of Moodle course management.

Let’s explore this further on the next page.
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Let's explore this further on the next page.
The “eye” icon that you saw on the previous pages shows or hides an individual item on a class site. But, as you may have already noticed, there’s a larger “eye” icon to the right of each topic block when you turn editing on. This eye allows the entire block to be shown or hidden, so that you can manage what you want students to see in your course from week to week. It’s entirely up to you how these topic icons are used. By opening a topic block, and then selecting individual pieces of content you want visible for that block, you are able to manage student access to materials.

A fully hidden item, with both topic and item hidden from student view.

As you can see, the topic is now open, but the item itself remains closed to student view and is greyed out.

A fully visible item, with both topic and item visible to students.
Great job!

In This Section, You Learned:

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2. How to display a list of your class participants.
3. Where options like course settings and email are located.
4. How to view your class site in student view for ease of editing.
5. Where the editing tools are located and how they work.

Now that you know how to navigate Moodle...

Let’s go ahead and move on to Chapter 2, where we’ll learn to add content to your Moodle class site.
Adding Content

Now that you’ve seen how to navigate your Moodle class site and perform basic functions, we’ll take a look at how to add content and materials to your class site.
Adding Content to your Moodle Site

In This Section, You Will Learn:

1. How to post a file to your class site.
2. How to create and moderate discussion forums.
3. How to post links to websites in your course.
4. How to add page text and item descriptions.

As mentioned earlier, Moodle is open-sourced software, which means that it’s highly customizable, with many options and features to make the online course experience much smoother and more enjoyable for students.

And, of course, a major part of any online course is the course content itself - the lectures, assignments, discussions, and other elements that enrich a course and foster interaction between instructors and students.

There are many options for creating and providing content in Moodle. You may simply decide to upload existing content and make use of Moodle organizational structure to deliver these materials. Or, you may decide to use some or all of Moodle’s features to create new course materials. It’s up to you, and in this section, we’ll explore how to begin creating course content.
Adding Content to Your Page

There are two ways to post content on your Moodle class site. The first and easiest is to use “Drag & Drop,” which allows you to drag and drop content from a folder on your computer directly onto your course page. You can use the Drag & Drop feature in Firefox, Safari, and Google Chrome browsers.

Moodle and eCommons: what’s the difference?

One frequent misconception is that eCommons (Figure 2.1) and Moodle are the same thing. The two are fundamentally unrelated.

eCommons is a portal created by the ITS department at John Marshall to aggregate information like documents, calendars, email, course links, registration, and other school-wide materials.

Moodle, on the other hand, is a simply a piece of software, an externally-hosted entity where course pages are created and maintained.

Therefore, it’s important to recognize the difference between the two so that students aren’t confused by where they should look for content and resources.
Step-by-step: Adding files with Drag & Drop

1. Turn editing on.

2. Open your computer’s file browser and locate the file you want to upload to your course.

3. Click, drag, and drop the file into the desired module. Files can be added anywhere it says “Add File(s) Here” (see figure 2.2).

Figure 2.2: Drag & Drop
Step-by-step: Adding files

If you can’t use the Drag & Drop feature, you can still upload files to your course. First, as always:

1. Click on “Add an activity or resource” at the bottom of the topic block where you want your file to appear.

2. Then, select “File” from the RESOURCES tab in the pop-up menu and click “Add.”
3. Enter the name of your item and its description, if needed. Checking the “Display Description” box under the text field allows the text you enter to be displayed under the link to the item on the main page, which can be a nice and easy way of organizing the course page for your students.

4. Select your file to upload by dragging and dropping it into the upload window, or clicking “Add” and browsing your computer for the file.

5. The remaining settings are defaults, and don’t need to be altered (unless you are using “Conditional Access” - more on that later). All that’s left is to click “Save and Return to Course,” and you’re all set - the item will appear in the topic block where you placed it, and will be accessible to students.
Creating Discussions

The interactive element of Moodle is what helps make your online course content come to life for you and your students. Through discussion forums and live chat rooms, you can discuss course questions and content in a threaded, ongoing capacity, or in real time via chat.

Discussion forums are an *asynchronous* means of communication, meaning that none of the discussion will occur in real-time.

Let's take a look at discussion forums and how they work.
Step-by-step: Creating a Discussion Forum

1. Turn editing on.

2. Click on “Add an activity” in the module where you want to place the forum.

3. Select “Forum” from the drop-down menu.

4. Name your forum. This can be as simple as “Forum #1” or something more complex, depending on your needs.
5. Select the type of forum you want. “Standard forum for general use” is the default discussion forum used in Moodle, but if you want students to have to answer a prompt before seeing other responses, select “Q and A forum.

6. Select your subscription mode. “Forced” will send a notification to everyone every time a new post appears in the forum, while “Optional” will allow a student to decide if he or she wants to receive notifications. (These are the only two options you’ll need to consider from this menu.)

7. Select your Group settings. If you’re not using Groups in your course, be sure that “No Groups” is selected. (We’ll look at Groups later.)

8. Select “Save and return to course.”

Once you’ve created your forum, it’s time to start engaging with your students.
In the next lesson, we’ll look at how to start a discussion.
Step-by-step: Posting in a Discussion Forum

1. Turn editing on.

2. Click the link for the discussion forum that you created in the last exercise.

3. Click “Add a new discussion topic.”

4. Provide a name and your discussion content itself. This would be the series of questions or whatever you want students responding to.
5. Select “Post to Forum.”

6. Once your discussion is posted, you and your students can reply to any post in the forum by selecting “Reply” in the bottom right of any thread and composing a response.
Creating Assignments

Creating an assignment in Moodle actually sets up a secured dropbox where students will submit material they create outside of Moodle.

Step-by-step: Creating an assignment

1. Turn editing on.

2. Select “Assignment” from the “Add an activity” drop-down menu.

3. Provide a name and description for your assignment. Provide a description for your assignment. This is where you will enter all of the information needed for the assignment, so detail will help!

Next, you’ll select your options. There are many options to choose from that will make the process of accepting assignments easier in the long run, so we’ll look at them one by one.
The settings are extensive when creating an assignment, so don’t be daunted - most are self-explanatory. Below are the most important ones to be aware of.

First, we have the availability, where you’ll provide the information on when the assignment will be open to students.

Then, we’ll look at the specific submission settings - how and what they will submit. In this case, you do NOT want to allow ‘online text.’ Select ‘file submissions’ and/or ‘YouTube submissions.’

And finally, it’s recommended that students be forced to click the “submit” button so that the assignment is clearly uploaded on the student’s end.

There are additional settings in the Assignment menu that, while not necessary, provide some nuance to your assignment in the event that you need it. Those settings are explored on the next page.
Feedback types allow you to determine how you will provide assignment feedback to students. Feedback comments are comments in the course page itself, and offline grading worksheet allows you to download a rubric-style sheet to fill out for the student.

If your students are working on assignments in groups as opposed to individual work, you can apply group settings to the submission process as opposed to the standard submission settings we saw on the previous page.

Notifications allow you to be notified, if you prefer, when students submit. The default ‘notify students’ option allows students to be notified when submissions are successfully uploaded.
Once students have submitted assignments, you can view them by clicking the Assignment link that you created on the main page. To download the submissions and enter grades, click “View / grade all submissions.” This will take you to a page in the gradebook where you can download the submissions (See Section 4).

Now that you’ve learned how to build your course, let’s put the finishing touches on your course page by adding headers and any additional links you’d like students to have.
Once students have submitted assignments, you can view them by clicking the Assignment link that you created on the main page. To download the submissions and enter grades, click “View / grade all submissions.” This will take you to a page in the gradebook where you can download the submissions (See Section 4).

**FAQ:**
Do I enter my grades in Moodle?

**Answer:**
You can enter grades for your students’ benefit, but final grades for the course must be submitted directly to the Registrar’s Office.

Now that you’ve learned how to build your course, let’s put the finishing touches on your course page by adding headers and any additional links you’d like students to have.
Creating Labels

Finally, suppose you wanted to create headers for the Topic blocks you see on your class site as opposed to the “Enter Topic Here” placeholder text. A piece of text on course page itself is referred to in Moodle as a Label.

Step-by-step: Creating a label

1. Turn editing on.
2. Select “Label” from the “Add a Resource” dropdown menu.
3. Enter your label text.
4. Click “Save and return to course” when you’re finished.

Labels are a fast and visually-appealing way to organize your course for smooth navigation. The most popular ways of using labels are to organize items under a category (“Cases” or “Handouts,” for ex.) or by week / session (“Week 1: Readings,” etc.)
As you can see, providing labels on your course page can be a nice way of organizing your materials for easier navigation - both on your part and the students. Next, we’ll look at what I’ve done in Topic 2 above - adding an external website link to the Moodle page.
3.4: Adding Links (URL)

Perhaps you’d like to add some relevant links to your course page so students have a ‘one-stop-shop’ for any external resources they might need.

Step-by-step: Adding a URL link

1. Turn editing on.

2. Select “URL” from the section of the “Add an activity” pop-up menu, the click “Add.”

3. Enter your the name of your link.

4. Enter a description of the link if necessary.

5. Enter the website address for your link. (For example, “http://www.jmls.edu”)

6. Click “Save and return to course” when you’re finished.

Adding URLs to your page can be an easier way for students to access the resource than if you’d email or post it in a handout, as all the information they need will simply appear on the main page of the class site.
3.5: Creating Checklists

This new feature allows you to create a checklist of items for students to be completed in a course. Students can then manage the checklist as they complete tasks, and you can receive a notification when they’ve completed this work. It’s a great organizational tool.

Step-by-step: Creating a Checklist

1. Turn editing on.
2. Select “Checklist” from the “Add an Activity” dropdown menu.
3. Enter your the name of your checklist.
4. Enter a description if necessary.
3.5: Creating Checklists (con’t)

There are numerous settings that allow you to control the way in which the checklist is completed.

“User can add their own items” allows students to make additions to the checklist, if need be.

“Updates by” allows you to control whether students, the instructor, or both can update the checklist.

“Email when checklist is complete” allows the student, instructor, or both to receive an email when the checklist reaches 100% completion (see next page).

And finally, “show course modules in checklist” allows for the checklist to populate with everything in all course modules.

When you’ve finished setting up the checklist, select “Save and Return to Course.” Now, we’ll actually create the checklist itself.
3.5: Creating Checklists (con’t)

To create your checklist, first click on the checklist itself on your main course page.

1. From here, you’ll add items to the checklist. If you’d like to attach dates, as we’ll demonstrate here, click “Edit dates” before entering items.

2. As you can see, this creates a date selector for each item.

3. We’ll continue adding items to the list with dates attached.
You can add as many items as you like. When you’re done adding items, select “Stop editing dates” (if you’ve added dates at all).

Clicking on “View Checklist” will show you the checklist, along with a progress bar. As you can see, when students check items off of the list, it autofills the progress bar accordingly, providing a clear and easy visual for student progress.
Great job!

Some Best Practices To Keep In Mind:

1. How to post a file to your class site.
2. How to create and moderate discussion forums.
3. How to post links to websites in your course.
4. How to add page text and item descriptions.
5. How to create checklists that reflect student completion of assignments and activities.

Now that you know how to add content to Moodle...

Let’s go ahead and move on to Chapter 3, where we’ll learn how to communicate with students in your Moodle class site.
Communicating with Students

Communicating with students is an integral part of any course - so it stands to reason that it’s also an important part of Moodle! Moodle provides some engaging options for interacting with your students, and we’ll look at the best ones here.
Section 1

Communicating With Students in Moodle

In This Section, You Will Learn:

1. How to post a course announcement.
2. How to send email to your students from within Moodle.

The Importance of Interaction

Communicating with students is one of the major aspects of any course that includes online content, as the ability to communicate online opens up a number of new possibilities for scheduling, group work, and other aspects of coursework. These items can even take on deeper dimensions when conducted outside of a physical classroom.

There are a few ways to communicate with students in Moodle outside of the methods we’ve already seen (forums and chat rooms). Deciding which method is best for you really depends on how you’re managing your course and how you choose to interact with your students.
2.1: Course Announcements

In your Moodle class site, you’ll see both the Course Announcements link at the top of your page (it may also be called Latest News or News Forum).

To post a course announcement, click this link, then “Add A New Topic.”

Step-by-step: Posting an Announcement

1. Enter a “Subject” for your announcement.

2. Create your announcement as you would an email in the “Message” field. (You also have basic formatting tools in the toolbar above the text field.)

3. If you have attachments, you can add them by dragging and dropping the files into the field pictured, or by clicking “Add” and finding the file.

4. Select “Post to Forum.” Students will see the announcement when they log into the course, and they’ll receive an email notification that a new announcement has been posted.
3.2: Quickmail

On the right side of your Moodle class site, you’ll see the Quickmail block. This allows you to send email between JMLS email accounts. Note that you cannot send or receive email via Quickmail with any other type of email account - the feature is directly tied to the JMLS database. (Nor can you receive email within Moodle - Quickmail is a “one-way” feature.)

If you are teaching an online course, we do require that you use Quickmail so that we can ensure a record of communication and interaction between JMLS accounts. Should students (or instructors) want to receive their email at personal accounts, mail will need to be forwarded from the JMLS email account (contact the JMLS Help Desk at helpdesk@jmls.edu).

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**Step-by-step:**

**Sending Email via Quickmail**

1. Select your recipients by clicking a name and then “Add.” The selected names will appear in the “Selected Recipients” field. To select the entire class, select “Add All.”
2. If you wish to add attachments, you can drag and drop or add files using the file picker, as we’ve seen in other lessons.

3. Compose your email in the subject and message field.

4. Choose to receive a copy of the email if you wish.

5. Select “Send Email” to send immediately, or “Save Draft” to send later.

If you wish to revisit your email history for any reason, you can view past messages by clicking “View History” in the Quickmail block - this will display a message indicating that the message was sent successfully, as well as the message itself.
Great job!

In This Section, You Learned:

1. How to post a course announcement.
2. How to send email to your students from within Moodle.

Now that you know how to post announcements and email students...

Let’s go ahead and move on to Chapter 4, where we’ll learn how to review grades and enter attendance in your Moodle class site.
Grades & Attendance

While JMLS doesn’t use Moodle to enter official grades (you’ll do that through the Registrar’s office), you can enter grades in Moodle as a convenience for both you and your students - and if you’re teaching a fully online course, you’ll definitely want students to know how they’re progressing!
Section 1

Grades & Attendance

In This Section, You Will Learn:

1. How to view the gradebook in Moodle.
2. How to set up an attendance session and enter attendance.

Grading in Moodle

Entering grades into Moodle is something that you may not need to worry much about, depending on the type of gradable course content you use. Quizzes with multiple choices, true-false answers and anything considered pass / fail will be automatically entered into Moodle’s gradebook without your needing to do anything at all.

However, if your course includes papers and other materials that you’ll manually grade, and you still want or need to enter those grades into Moodle, you’ll need to know how to access the gradebook and enter a grade for ungraded items.

In addition, if you keep attendance in Moodle for your own convenience, we’ll look at how to set up an attendance “session” (‘Moodle-speak’ for a single class meeting) and enter attendance accordingly.

Again, bear in mind that you will not be submitting your final course grades via Moodle. Final course grades will be submitted directly to the Registrar’s office.
4.1: Accessing the Gradebook

The Moodle gradebook is located in the sidebar menu of your class site. Once you’ve created a gradable item, like an assignment, an entry will be created in the gradebook with the settings you provided when creating the assignment.

For easy access to the student assignment submissions, click “Assignments” under the Activities tab.

This will bring you to the gradebook page for the assignment, where you can easily download the submissions.

Note that assignments cannot be graded in Moodle. Moodle does not have an internal editor of any kind for document creation or editing.
4.2: Attendance

Keeping attendance in Moodle calls for creating attendance “sessions” that represent each instance of your class meeting. For example, if your course meets on Tuesday and Thursday each week, you’d create a session for every Tuesday and Thursday in the semester. The good news is that you can create all of these sessions at once, rather than having to create each one individually.

Step-by-Step: creating attendance sessions

1. Turn editing on.

2. Select “Attendance” from the “Add an activity” drop-down menu.

3. The defaults here are what you want, so click “Save and Return to Course.” From there, click the Attendance link itself.

4. Then, you’ll see the screen in which you can create attendance sessions. To create new sessions, click “Add.”
5. Check “Create Multiple Sessions.”

6. Choose the starting date for your sessions and the session end date (last day of class), as well as the duration of a class (1 hour, 90 min., etc.).

7. Select which days of the week your course meets.

8. Leave the “Frequency” setting as one week.

9. Click “Add Sessions” at the bottom of the screen.

   Note that, in order to view each of your sessions, you’ll want to select “All” from the main attendance management screen.

   Next, we’ll look at how to record attendance once your sessions have been created.
When you finish creating your sessions, you’ll be taken back to the session creation screen where you’ll click “Sessions” tab at the top. Then, you’ll see your list of sessions, pictured here.

As you can see, in this case I have created a series of sessions that take place for one hour apiece on Mondays and Wednesdays.

Click the green dot icon to enter the attendance data for a single session.

Tap the blue arrow for information on this course page.
As you can see, there are multiple options for each student once you click on the green dot for an individual session. P is “present,” L is “late,” E is “excused,” and A is “absent,” presumably unexcused. Simply check the box and add any relevant remark in the remarks field (only you will have access to the remarks, the students will not), and click “Save attendance.”

<table>
<thead>
<tr>
<th></th>
<th>First name / Surname</th>
<th>P</th>
<th>L</th>
<th>E</th>
<th>A</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Joseph Goudreault</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Anthony Jeswald</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jeffrey Rothschild</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

23 September 2015 10:30 - 11:30
Regular class session

Present = 0
Late = 0
Excused = 0
Absent = 0
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Tap the blue arrow for information on this course page.
Great job!

In This Section, You Learned:

1. How to view the gradebook in Moodle.
2. How to set up an attendance session and enter attendance.

Now that you know how to post grades and attendance...

You should be ready to manage your course! Before we conclude, we’ll take a look at some frequently asked questions in Section 5.
Frequently Asked Questions

5

Since this book is designed to give you the basics to get you started, you probably have questions about other aspects of course management. So let's answer some of them!
I’d like to give my students a midterm or final exam with specific conditions for delivery (open book, no websites, etc.) Can I do that in Moodle?

I have a clip from a DVD that I want to post in my course. Can I do this?

I want students to collaborate on a document, like a Wiki or a Google Doc. Is there a Moodle situation that might work?

Do I have access to my Outlook mail and calendars in Moodle?

I accidentally deleted a file from Moodle. Can I recover it?

Students have complained that they’re having trouble viewing videos or listening to audio files that I’ve posted - what’s the deal?

Do I have to use Moodle to communicate with my students?

Can I check my room assignment in Moodle?

Have a question that we haven’t addressed?

Send us an email!
I'd like to give my students a final exam with specific delivery (open book, no websites, etc.) Can you assist?

Yes, Moodle offers a number of options for group work. For information on setting up groups or implementing group assignments, contact a member of the Ed Tech team.

I want students to collaborate on a group document, like a Wiki or a peer review situation. Can I do that?

I have a clip from a DVD that I want to post in my course. Can I do this?

Do I have access to my Outlook mail and calendars in Moodle?

I accidentally deleted a file from Moodle. Can I recover it?

Students have complained that they're having trouble viewing videos or listening to audio files that I've posted - what's the deal?

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Can I check my room assignment in Moodle?

Have a question that we haven't addressed?

Send us an email!
I'd like to give my students a midterm or final exam with specific conditions for delivery (open book, no websites, etc.) Can I do that in Moodle?

I have a clip from a DVD that I want to post in my course. Can I do this?

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It depends. For more information on fair use and copyright issues as related to using outside media in a course, please refer to the “Fair Use and Copyright” guide on the library website at www.jmils.edu/library.

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This iBook, while fun to compose and (I hope!) fun to read, just scratches the surface of the options available as you explore your course in Moodle. At the very least, it is our hope that it gave you some ideas or provided insights into something new!

If you found this manual helpful, we’d love to hear from you. We also plan to provide periodic updates, so if you have a question about something, odds are someone else does, too - don’t hesitate to contact us with feedback or ideas for future iterations of these materials. And if there’s anything you’d like to try that isn’t covered here, let us know!

Best,

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