

BAKER UNIVERSITY  
SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES

# STUDENT MOODLE ORIENTATION

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## Introduction to Moodle

Moodle is one of many Learning Management Systems (LMS). Moodle runs as an interactive website with a number of features and activities designed to engage and promote collaborative, student-centered learning.

A typical online course will require:

- Reading assignments
- Papers and projects
- Discussion of course concepts
- Tests
- Additional learning opportunities

This guide will provide you with the basic tools that you will need to navigate a course in Moodle.

## Online Aptitude Assessment: Assess Your Readiness to Take an Online Course

This assessment is designed to provide you with information about your possible success in an online course. You may want to print this assessment so you can circle your answers and calculate your scores.

For each question, circle the answer that best matches your abilities. Use the scoring guide at the end of the assessment to calculate your scores.

1. How do you rate your abilities to use a keyboard and mouse?
  - a. Swift and proficient.
  - b. Fast but do have to correct mistakes.
  - c. Hunt-and-peck style on the keys.
2. Do you like to read?
  - a. I am very comfortable reading a computer screen.
  - b. I am a good reader, but also I like listening to an instructor's voice.
  - c. I prefer listening, but I would like to take a class online and not have to sit in a classroom everyday.
3. How much time per week do you have available to devote to an online course?
  - a. 9-12 hours per week
  - b. 4-8 hours per week
  - c. 0-3 hours per week



4. Do you know how to send and receive email, send and receive attachments, and download files to your computer?
  - a. I am comfortable doing email, attachments, and files.
  - b. I know how to do email and attachments.
  - c. I only know how to send an email message.
5. Are you comfortable expressing your thoughts in writing?
  - a. I am good at expressing myself in writing.
  - b. I like to write, but I can't always put what I want to say into words.
  - c. I would rather talk than have to write something down.
6. I expect to spend:
  - a. More time in my online course than in an on-ground class.
  - b. The same time in my online course as in an on-ground class.
  - c. Less time in my online course than in on an on-ground class.
7. If you experience any problems with your computer, do you know how to troubleshoot to get it operational again?
  - a. Yes.
  - b. I have friends who can help.
  - c. I don't know how to troubleshoot.
8. Are you good at working independently?
  - a. I am self-motivated and work well on my own.
  - b. I don't have a problem working independently, but I do need help getting motivated.
  - c. It's hard to get motivated and work by myself.
9. Enrolling in an online course means:
  - a. I need to logon several times a week to keep up with the course.
  - b. I need to logon once a week to keep up with the course.
  - c. I need to logon the first week and the last week to keep up with the course.
10. If you had any trouble finding the information you needed for your online course, you would:
  - a. Continue to "click" around until I find what I need.
  - b. Post a message on the discussion board and ask for help.
  - c. Assume that if you can't find it, it isn't important.
11. Do you wait until the last minute and finish everything before the last day of class?
  - a. No, I am not a procrastinator. I like to do my work ahead of time so I don't have to worry about turning things in at the last minute.
  - b. I am not a procrastinator, but I do have to be reminded about deadlines.
  - c. I like to work under pressure and usually finish things at the last minute.
12. How much time would you expect to spend on group work in an online course?
  - a. 40-50% of my time; I like to balance my time between individual and group work.
  - b. 90-100% of my time; I like working in groups more than working by myself.
  - c. 0-10% of my time; I learn best when I work on my own.



## Scoring Guide

Write the letter of each answer you chose next to the appropriate question in the grid below (that is, if you chose answer “b” for Question 1, write a “b” next to Question 1 in the grid).

Total the number of “a,” “b,” and “c” answers for each column in the spaces provided at the bottom of the grid.

Question 1: _____ Question 4: _____ Question 7: _____ Question 10: _____	Question 2: _____ Question 5: _____ Question 8: _____ Question 11: _____	Question 3: _____ Question 6: _____ Question 9: _____ Question 12: _____
COLUMN 1 TOTAL	COLUMN 2 TOTAL	COLUMN 3 TOTAL
“a” Answers: _____ “b” Answers: _____ “c” Answers: _____	“a” Answers: _____ “b” Answers: _____ “c” Answers: _____	“a” Answers: _____ “b” Answers: _____ “c” Answers: _____

### Column 1 Scoring Guide: **Technical Skills**

**If you chose 3-4 “a” answers**, it appears you have the technical skills needed to take an online course.

**If you chose 0-2 “a” answers**, you may need to build your technical skills before you take an online course. Look over the questions on the quiz to see what area(s) you most need to address (typing and mouse skills, email and download skills, troubleshooting, or locating online information). You may want to increase your technical skills by finding tutorials, training sessions, or other resources to help you practice your computer and online skills.

### Column 2 Scoring Guide: **Learning Style**

**If you chose 3-4 “a” answers**, it appears your learning style will help you be successful in an online course.

**If you chose 0-2 “a” answers**, your learning style might be better suited to an on-ground or other type of course. Look over the questions on the quiz to see what attribute(s) of your learning style you need to consider before enrolling in an online course (reading and learning preferences,



writing skills, motivation, or procrastination).

---

### Column 3 Scoring Guide: **Expectations**

**If you chose 3-4 “a” answers**, it appears your expectations towards online learning will help you be successful in an online course.

**If you chose 0-2 “a” answers**, you might want to examine your expectations before taking an online course. Look over the questions on the quiz to see what expectation(s) you might need to reconsider (time devoted to an online course, logging into an online course, or reasons for taking an online course).

---

### Success in an online course or program requires:

- Self-Motivation**      Online students must be motivated to participate and complete assignments as required.
  
- Frequent Visits**      Students must login often and keep up with the activity in the course.
  
- Active Participation**      Online students must make contributions to the discussion boards regularly. Logging in and watching is not enough.



## Moodle Icons



Click here to watch a video on Moodle Icons.

Moodle utilizes icons to distinguish certain functions. You will see the following icons within your course. These icons will let you know that you can expect:



A forum. In the introduction section this icon will also indicate the News Forum that will contain course announcements.



Text-only documents.



Microsoft Word documents.



Link to an external website or file.



Folders containing other files.



Assignments that will be turned in.



A choice activity, which is a question with a specified number of possible responses.



Chats. These tools allow communication with the instructor or classmates in real time.



A quiz, test, or exam in Moodle.



A glossary.



Access to individual course grades.



A list of participants in the class.



Lessons.



## Logging In



Click here to view a video on how to Log In to Moodle.

You will need to login through MyBaker Portal to access your course in Moodle (for information on accessing your MyBaker Portal account go to [My Baker Portal Tutorial](#)).

To get to MyBaker Portal, go to <http://www.bakeru.edu/> and select the link for the School of Professional and Graduate Studies.



The screenshot shows the Baker University website homepage. At the top is the Baker University logo with the tagline "Own Confidence" and the year "1858". To the right of the logo are five small portrait photos of diverse individuals. Below the logo and photos is a navigation bar with the following links: Academics, Baker Life, Admissions, Alumni, and Resources. The main content area is divided into three columns. The left column is titled "Explore Baker University" and contains four vertical tiles: "College of Arts & Sciences | BALDWIN CITY", "School of Professional & Graduate Studies | KC METRO | TOPEKA | WICHITA" (with a red dashed arrow pointing to it), "School of Nursing | TOPEKA", and "School of Education | BALDWIN CITY | KC METRO | TOPEKA | WICHITA". The middle column is titled "News & Events" and features a red and orange abstract image. Below the image are three news items: "Pre-Med Panel", "Information Meeting - Overland Park - 3/5/09", "Information Meeting - Lee's Summit - 3/4/09", "Community Wellness Festival planned for March 28", and "University begins production on documentary". The right column is titled "SCHOOL OF NURSING Visit Day" and includes the date "April 3, 2009 | 3-5 p.m." and a list of activities: "Visit our Topeka campus at Stormont-Vail HealthCare.", "Meet current nursing students, faculty and staff members.", and "Participate in informative talks." At the bottom of the right column is a "Learn more..." link. At the very bottom of the page are links for "E-mail", "Blackboard", and "Portal".





Click on **Current Students**.

**BAKER UNIVERSITY**  
1858  
*Own Confidence*

Prospective Students | **Current Students** | Alumni | Faculty & Staff

Home > School of Professional and Graduate Studies | Print | E-mail

### School of Professional & Graduate Studies

Strive, Achieve & Advance

- Master's, Bachelor's and Associate degrees
- Business, Conflict Management, Liberal Arts
- Instructors who are preeminent in their fields
- Instruction that combines teaching, text and technology

Earn Your Degree Without Dramatically Altering Your Lifestyle

- Evening and Saturday classes
- Online courses and programs
- Convenient locations close to where you live or work

**You can do this.**

A Degree From Baker Commands Respect in the Business Community

A degree from Baker signifies that you have met Baker's high standards and have acquired the knowledge and skills to excel in your career.

**Campuses**

- [Lee's Summit, MO](#)
- [Kansas City, MO](#)
- [Overland Park, KS](#)
- [Topeka, KS](#)
- [Wichita, KS](#)
- [Online](#)

**STUDENT PERSPECTIVE**

**Amy Howe, AAB**

"Baker University has helped to launch my career to the next level. My education improved my speaking and critical thinking skills. Thanks to Baker, I feel more confident about my future."

Click on **MyBaker Portal**.

**BAKER UNIVERSITY**  
1858  
*Own Confidence*

Prospective Students | **Current Students** | Alumni | Faculty & Staff

Home > Current Students | Print | E-mail

### Current Students

Contact

- [eTools](#)
- [Manage My Degree](#)
- [Resources](#)

**Current Students**

**Contact**

- [Kansas City's Northland](#)
- [Lee's Summit](#)
- [Overland Park](#)
- [Topeka](#)
- [Wichita](#)
- [Online Programs](#)
- [E-Mail Directory](#)

**eTools**

- [Blackboard](#)
- [Blackboard Tutorial](#)
- [MyBaker Portal](#)
- [MyBaker Portal Tutorial](#)
- [Portal Help & Instructions](#)
- [MyBaker E-mail](#)
- [Contact Help Desk](#)

**MY BAKER PORTAL**

- Update personal information
- Request a receipt or a transcript
- View your account and payment information
- Check for holds
- Enroll in classes
- View your schedule

**Course Schedules**



Click on **Student Portal Homepage**.



Click here to view a video on creating your Student Portal account.



The screenshot shows the Baker University website header with the logo and name. Below the header is a banner image of diverse students. A section titled "Launch the Campus Portals" contains several links and form fields. A red dotted arrow points to the "Student Portal Homepage" link. The "Student Portal Homepage" section includes a description of the portal's features and a login form with a password field. Below it are links for "Faculty Portal Homepage" and "Faculty Login Here" with a corresponding login form. Further down are links for "Applicant Portal Homepage" (with the text "To Apply For Admissions, Click Here") and "Request Information" (with the text "Please send me information on how to become a Student").


Enter your username and password. Note: the password is case sensitive.




**Login**

Required Field\*


Please Login

 Username\*

 Password\*  Password is case sensitive

[Create a New Account](#)

[Forgot your password?](#)

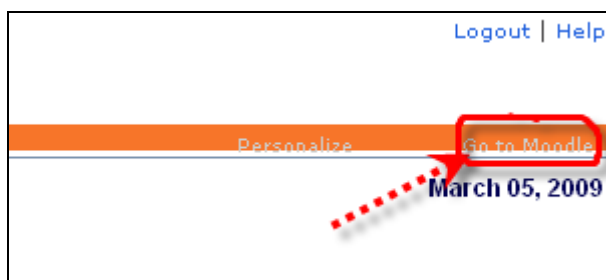
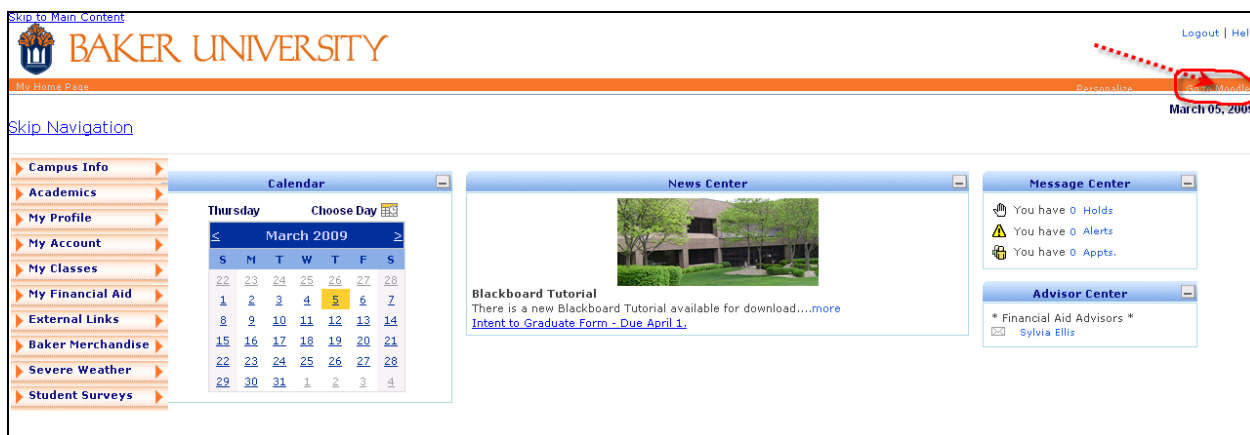
 Login

*Note that the case for your password is case sensitive.*

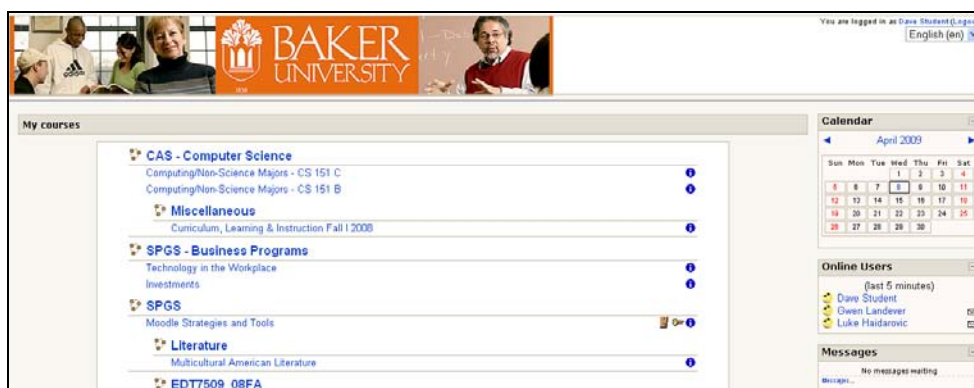
The site may not function properly if you are using a non-supported browser. Recommended browsers with minimum supported browser versions include Internet Explorer 5.0 and Firefox 1.0 for Windows. Also, Safari 3.0 and Firefox 1.0 for Macintosh users.



In the upper right-hand corner click **Go to Moodle**.



Once you have clicked on **Go to Moodle** in the upper right-hand corner of your MyBaker **Portal** you should automatically be dropped into Moodle.



Once in Moodle you access your course by clicking on the course's name.





# Page Layout and Blocks

**BAKER TEST** ▶ BBA 342\_001

**Activities** B  
Forums  
Resources

**People** C  
Participants

**Activities** D  
Forums  
Resources

**Search Forums** E  
Go  
Advanced search

**Administration** F  
Grades

**My courses** G  
▶ BBA 342\_001 Introduction to Management Concepts  
▶ BBA 351 Management and Leadership, Neugebauer  
▶ Faculty Moodle Orientation  
▶ Gender Roles in Vampire Literature  
▶ Moodle Faculty Tutorial  
At courses ...

**Weekly outline**

**Welcome!**  
BBA 342 Introduction to Management Concepts

**News forum**  
**Ask a Question**  
Baker University Program Information  
Course Information

**15 March - 21 March** N  
**Week One** O  
Goals:  
After completing this class, you should be able to  
1. Discuss information relevant to Baker University, your program, and this course.  
2. Explain the role and benefits of learning team interaction.  
3. Identify the web resources available to Baker Students.  
4. Locate, select, and cite academic resources using the Collins Library Tutorial that will be beneficial in your undergraduate study in business.  
5. Use style conventions as outlined in the MLA Style Guide for written work.  
Week One Individual Assignments  
Week One Team Assignments

**22 March - 28 March**  
**Week Two**  
Goals:  
After completing this class, you should be able to  
1. Distinguish between academic and work writing.  
2. Describe what a SWOT Analysis is and how it is used.  
3. Interpret the personality types used in the MBTI instrument.  
Week Two Individual Assignments  
Week Two Team Assignments

**29 March - 4 April**  
**Week Three**  
Goals:  
After completing this class, you should be able to  
1. Identify the role and responsibilities of the class representative and identify the class representative.  
2. Identify the MLA style format for citing academic sources.  
3. Apply critical analysis techniques to academic and professional writing.  
4. Describe leader and follower behavior.  
Week Three Individual Assignments  
Week Three Team Assignments

**5 April - 11 April**  
**Week Four**  
Goals:  
After completing this class, you should be able to  
1. Demonstrate the relationship between the MBTI types and time management, hiring and firing, ethics, stress management, and sales.  
2. Evaluate deliberate practice as a means of improving your skills.  
Week Four Individual Assignments  
Week Four Team Assignments

**12 April - 18 April (Not available)**

**Messages** I  
No messages waiting

**Latest News** J  
3 Mar, 09:51  
Emily Ford  
Help Desk Information more...  
28 Jan, 16:07  
Emily Ford  
Welcome! more...

**Upcoming Events** K  
There are no upcoming events  
Go to calendar...  
New Event...

**Recent Activity** L  
Activity since Thursday, 5 March 2009, 03:29 PM  
Full report of recent activity...  
Nothing new since your last login

**Calendar** M  
March 2009  
Sun Mon Tue Wed Thu Fri Sat  
1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31

**Events Key**  
Global Course  
Group User

You are logged in as Dave Student (Logout)

Home



This is an example of a basic course in Moodle. Each instructor may design their course with some variations, but in general this is how a course will appear when you first enter it. Some courses may have more blocks than others; for instance, the calendar may appear in some courses but not others, depending on your instructor's choice.



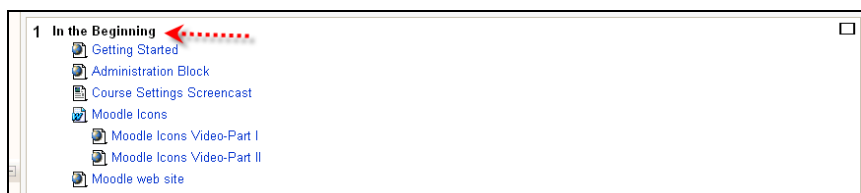
Click her to watch a video on Moodle's course interface.

- A.** This is the breadcrumb trail. Each link indicates a page you have passed through to get to your current location, and clicking on the breadcrumb link will take you to a specific point in the course. The naming convention will always follow the abbreviated version of your course.
- B.** This is the **Activities** block within Moodle. This block uses distinct icons to illustrate which activities have been adopted for the course. Click on the name in blue type it will bring up a list of all those functions within the course.
- C.** The **People** block allows you to access a list of all users for the course. This is a quick method for sending an instant message.
- D.** This block repeats block **B** above.
- E.** **Search Forums** is a way that you can search for specific forum posts or keywords.
- F.** You can find your grades for the course in the **Administration** block.
- G.** **My Courses** provides a list of all the courses you are enrolled in under Moodle. Click on a course name to enter a course.
- H.** This is the standard introductory section for every course within Moodle. You can find the **course syllabus**, **News Forum**, **Ask a Question** forum, and **Course Information** here.
- I.** The **Messages** block is where any unread messages from the instructor or other students will appear.
- J.** The **Latest News** block indicates any updates or posts made to the News Forum. Click the word "More" in blue to read the entire post.
- K.** **Upcoming Events** coincide with any updates or changes made to the course calendar.
- L.** **Recent Activities** allows you to know who has been in the site and when.



The course **Calendar** allows for postings of course updates and due dates (Note: This block may not appear in every course).

- N.** This bar indicates the weekly time frame for that section of the course. In this example 15 March-21 March indicates the course is in a weekly format, so each week will appear with the date at the top of that section.
- O.** It is possible to have sections laid out by topic. When a section is laid out as a topic the dates will not appear but rather there will be a number followed by the topics name, like this:



This is the **section's title**. This should match with the course syllabus and connect with the course design.



## Student Profile



Click here to view a video on editing your student profile.

In Moodle you have the option of setting and updating your student profile. Your profile allows your instructor and classmates to communicate with you and get to know you within Moodle.

From the initial interface click on Participants under the **People** block.

When the screen refreshes you will see a list of all the participants. Click on your name.



BAKER UNIVERSITY Jump to...

BAKER\_TEST ► BBA 342\_001 ► Participants

**BBA 342\_001 Introduction to Management Concepts**

Participants [Blogs](#)

My courses:  Inactive for more than:  User list:

Current role:

**All participants: 19**

(Accounts unused for more than 120 days are automatically unenrolled)

First name: [All](#) [A](#)[B](#)[C](#)[D](#)[E](#)[F](#)[G](#)[H](#)[I](#)[J](#)[K](#)[L](#)[M](#)[N](#)[O](#)[P](#)[Q](#)[R](#)[S](#)[T](#)[U](#)[V](#)[W](#)[X](#)[Y](#)[Z](#)  
 Surname: [All](#) [A](#)[B](#)[C](#)[D](#)[E](#)[F](#)[G](#)[H](#)[I](#)[J](#)[K](#)[L](#)[M](#)[N](#)[O](#)[P](#)[Q](#)[R](#)[S](#)[T](#)[U](#)[V](#)[W](#)[X](#)[Y](#)[Z](#)

User picture	First name / Surname	City/town	Country	Last access ↑
	<a href="#">Dave Student</a>	Overland Park	United States	now
	<a href="#">Emily Ford</a>	Kansas City	United States	4 mins 12 secs
	<a href="#">Clint McDuffie</a>	Overland Park, KS	United States	9 mins 10 secs
	<a href="#">Jennifer Neugebauer</a>	.	United States	17 hours 11 mins
	<a href="#">Carol Fagan</a>	Kansas City	United States	10 days 17 hours



You have several options that you can choose from:

1. You can change your password. **Note: Ensure that you keep your password in a secure, accessible location for easy retrieval if necessary.**
2. You can send messages to others within Moodle.
3. You can edit your profile.
4. You can access forum posts.
5. You can begin a blog.

Click on Edit profile to update your profile within Moodle.

BAKER UNIVERSITY

BAKER\_TEST ► BBA 342\_001 ► Participants ► Dave Student

Dave Student

Profile Edit profile Forum posts Blog

City/town: Overland Park  
Courses: [Moodle Faculty Tutorial](#), [BBA 342\\_001 Introduction to Management Concepts](#), [Faculty Moodle Orientation](#), [Gender Roles in Vampire Literature](#), [BBA 351 Management and Leadership\\_Neugebauer](#)  
Last access: Friday, 6 March 2009, 09:27 AM (40 secs)  
Roles: [Student](#)

Change password Messages

You are logged in as [Dave Student](#) (Logout)  
BBA 342\_001



When the page refreshes you will be able to update and edit your profile.

- A. Set your first and last name in these boxes.
- B. Enter your **Baker e-mail**. This needs to remain as your **Baker e-mail**, not an outside e-mail account.
- C. You have a choice to hide your e-mail, allow everyone in Moodle to see your e-mail, or allow only the users in your course to see your e-mail.



- D.** You will want to set your e-mail as **enabled**.
- E.** Insert your city/town and country.
- F.** Leave the **Time Zone** as the server's local time.
- G.** Set preferred language to **English**.
- H.** In the description section you can offer a summary about yourself.
- I.** **Pictures** allows you to upload a picture of yourself from you desktop. This will replace the yellow smiley face that is placed by your name with the picture you upload.
- J.** List any interests you would like to share.
- K.** Click on **Update profile** to save your information.

## Using Forums



Click her to view a video on forums in Moodle.

Discussion boards in Moodle are called forums. You can use forums to discuss topics selected by your instructor.

This icon represents a forum



If you're used to another LMS, it is important to note that the **News forum** replaces the announcements page. This is a place where instructors can post announcements for the course. The **News forum** will always appear in the top section of your course.



When a new **News forum** is posted it is updated in the **Latest News** block.



**Latest News**

[Add a new topic...](#)

3 Apr, 11:07

Announcements [more...](#)

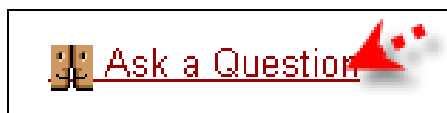
19 Feb, 15:03

Hello! [more...](#)

## Replying to a Forum

To reply to a forum you should:

1. Log into Moodle and access your course.
2. Click on the forum name you wish to review.



3. Read the directions and/or topics in the forum.
4. Click on **Add a new discussion topic** button.

The screenshot shows a Moodle forum interface. At the top, there is a navigation bar with the Baker University logo and the course path: BAKER\_TEST > BBA 342\_001 > Forums > Ask a Question. A search box is visible on the right. The main content area contains a text box with a red arrow pointing to it, containing the text: "Post your questions for the instructor to this forum. Please note that all participants in the course will be able to view your post. If you have comments that you do not wish to share with everyone, please email the instructor." Below this text box is a button labeled "Add a new discussion topic" with a red arrow pointing to it. A note below the button states "(There are no discussion topics yet in this forum)". On the right side of the forum, there is a subscription notice: "This forum allows everyone to choose whether to subscribe or not" and "Everyone can now choose to be subscribed" with a "Subscribe to this forum" link. At the bottom left, it says "You are logged in as Dave Student (Logout)" and "BBA 342\_001".

Once you click on **Add a new discussion topic** you will be able to reply to the post.

Note: The forum topic appears at the top.

BAKER TEST > BBA 342\_001 > Forums > Ask a Question > Add a new discussion topic

Post your questions for the instructor to this forum. Please note that all participants in the course will be able to view your post. If you have comments that you do not wish to share with everyone, please email the instructor.

Your new discussion topic:

**A** Subject\*

**B** Message\*

Trebuchet 1 (8 pt) Lang **B** **I** **S**

Path:

Format HTML format

**C** Subscription I don't want email copies of posts to this forum

**D** Attachment (Max size: 500KB)

**E**

There are required fields in this form marked\*.

You are logged in as [Dave Student](#) (Logout)

BBA 342\_001

**Note:** The forum topic appears at the top.

- A.** Enter the subject of your post.
- B.** Write your text in this box.
- C.** Set this option to **I do not want email copies of posts to this forum**. Otherwise your Baker email account will be flooded with a new email every time anyone posts to this forum.
- D.** The attachment box allows you to upload necessary documents.
- E.** Click on **Post to forum** to post your message.



Your post was successfully added.

You have 30 mins to edit it if you want to make any changes.

[Continue](#) )

Click the Continue link. You are returned to the **Forum** page where you will see your post.

## Editing or Replying to a Post

To edit a post, click on your post link in the discussion column. **Note:** your post link is also the subject title you gave it when you prepared your post.

BAKER UNIVERSITY

BAKER\_TEST ► BBA 342\_001 ► Forums ► Ask a Question

Search forums

This forum allows everyone to choose whether to subscribe or not  
Everyone can now choose to be subscribed  
[Subscribe to this forum](#)

Post your questions for the instructor to this forum. Please note that all participants in the course will be able to view your post. If you have comments that you do not wish to share with everyone, please email the instructor.

[Add a new discussion topic](#)

Discussion	Started by	Replies	Last post
<a href="#">A little about Dave</a>	Dave Student	0	Dave Student Fri, 6 Mar 2009, 10:15 AM
<a href="#">A little about Dave</a>	Dave Student	0	Dave Student Fri, 6 Mar 2009, 10:13 AM

You are logged in as Dave Student (Logout)  
BBA 342\_001

When the screen refreshes click on edit to edit your post. Also, if you are reading someone else's post you can reply.

BAKER UNIVERSITY

BAKER\_TEST ► BBA 342\_001 ► Forums ► Ask a Question ► A little about Dave

Search forums

Display replies in nested form

A little about Dave  
by Dave Student - Friday, 6 March 2009, 10:15 AM  
I am a student at Baker.

[A](#) Edit | Delete | Reply [B](#)

You are logged in as Dave Student (Logout)  
BBA 342\_001

- A.** Edit the post you have made.
- B.** If you are reading someone else's post you can reply to the post.



Click here to view a video on how to subscribe to forums.



## Submitting Assignments

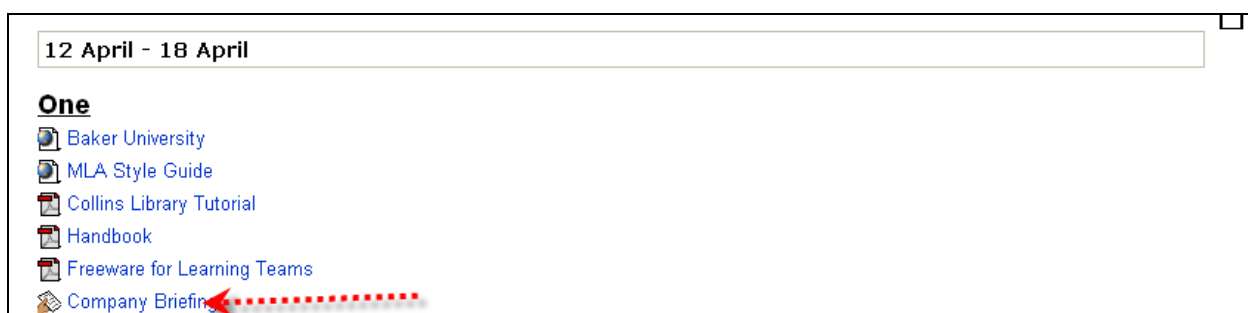


Click here to view a video on submitting assignments in Moodle.

This icon represents an assignment to be turned in.



You can access your course assignments on the course's main page through the assignment name.



You can also reach them through the Assignments page in the Activity block.



### Submitting a Text Assignment

Once you've found the assignment, read through instructions given, and when you are ready to submit your answer, click the Edit my submission button.



In the Submission text box, type out the text requested by the instructor in the directions.

Click the **save changes** button at the bottom of the Submission page.

The assignment has now been submitted.



## Submitting a File for an Assignment

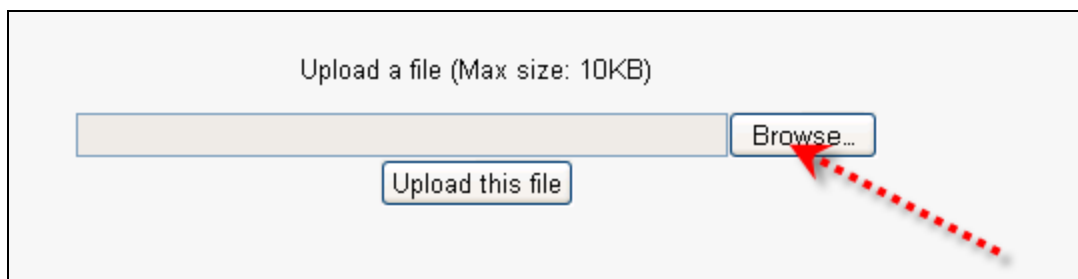
To submit a file for an assignment you should find the assignment as described above.



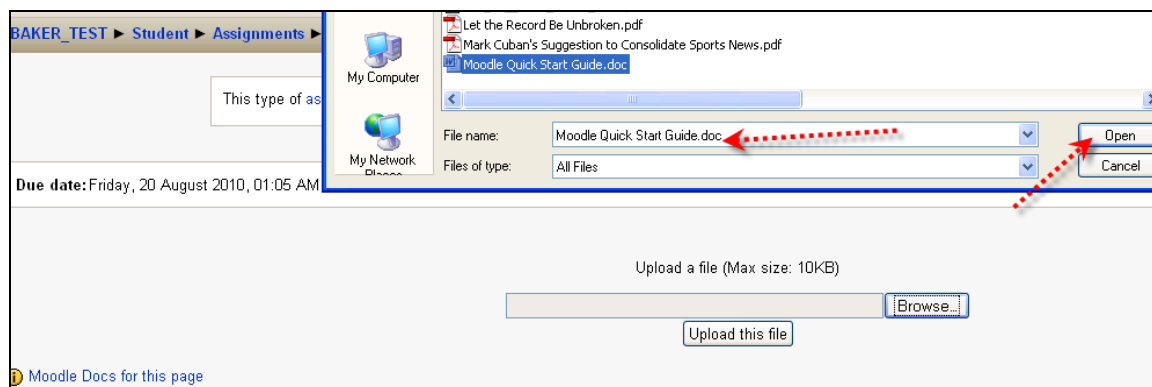
Read the directions given by the instructor.



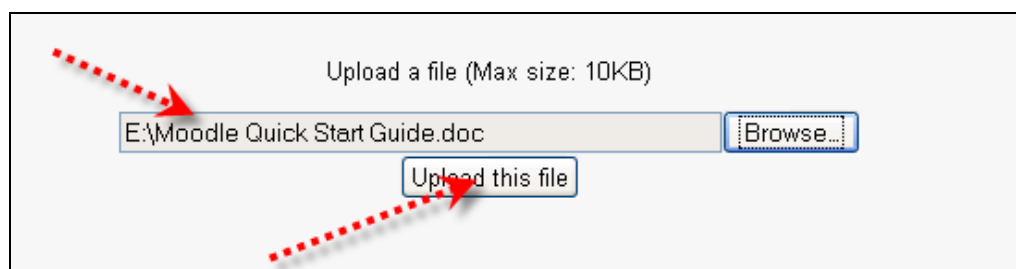
Click the browse button to locate the file you wish to upload from your computer for the assignment.



Select the file you wish to upload in the **File Upload** window and click the open button.



Once the file path is listed in the **Browse** field, click the **Upload this File** button.

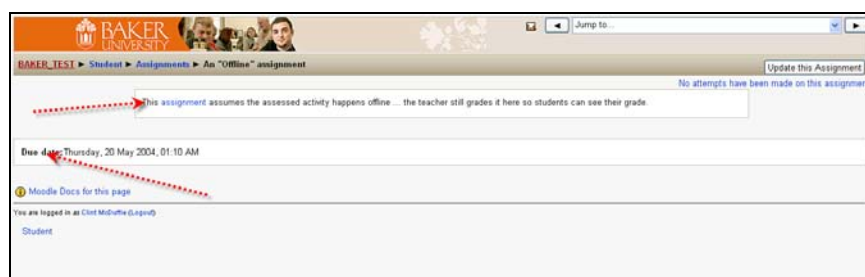


If your instructor allows for more than one file, you will see the file listed in the Draft submission area. You may delete the submission by clicking the **X** next to the file link.

## Viewing Offline Assignments

An offline assignment looks similar to other types of assignments but you will not need to submit a file or type text into Moodle; it is just a set of directions given by your instructor for you to complete outside of Moodle. To view an Offline assignment, click on the assignment link from either the course's main page or the Activities block.

Read the directions given by your instructor, and complete the assignment as given.



Click here to view a video on how to access an instructor's feedback for an assignment.

## Student Moodle Orientation

# Testing in Moodle



Click here to view how to take a test in Moodle.

Students can take tests through Moodle and can provide instant feedback in most cases. There are some important aspects to consider prior to taking your first test in Moodle.

- When your instructor is ready for you to take a test a link will appear with this icon.



- Never enter a test unless you are prepared to complete it.
- It is important to plan the time you will take your test. You should take your test when there are few distractions.
- You should be certain that you have stable internet connection prior to taking a test.
- An instructor may require a password to enter and take the test. If you are asked for a password when trying to enter a test you'll need to obtain the password from the instructor. Be careful of capitalization when keying passwords.

To start the test, click on preview quiz and enter the password provided by the instructor.

This quiz requires a password to use it.

Grading method: Highest grade  
Quiz opens: Monday, 5 July 2004, 08:30 PM  
Quiz closes: Monday, 5 July 2010, 08:30 PM

[Preview quiz now](#)

To attempt this quiz you need to know the quiz password

Password

Remember to click OK

Your test may have a time limit. If so, you'll see a timer appear at the top left of the screen when you enter the test. The timer counts down the time you have to complete your test.



BAKER UNIVERSITY

BAKER\_TEST ▶ Student ▶ Quizzes ▶ A short quiz about Moodle (with timer) ▶

Time Remaining  
0:01:57

Preview A short quiz about Moodle (with timer)

When you've answered all the questions scroll to the bottom of the screen and click **Submit All and Finish** button. If you do not click this button prior to the timer expiring, the full test gets submitted, and you receive zero points for the questions you have not answered.

Save without submitting Submit all and finish

Questions may appear as multiple choice, short answer, essay, true/false, equations, audio, or video. Once you **Submit all and finish** your instructor will have decided what you will see next. You may only see your score or you may see each question and the correct answer.

You are logged in as Clint McDuffie (Logout)

BAKER TEST ▶ Student ▶ Quizzes ▶ A quiz with a password ▶ Review of preview Update this Quiz

Info Results Preview Edit

---

**A quiz with a password**

[Start again](#)

**Review of preview**

<b>Started on</b>	Friday, 6 March 2009, 11:48 AM
<b>Completed on</b>	Friday, 6 March 2009, 11:49 AM
<b>Time taken</b>	23 secs
<b>Raw score</b>	3/5 (60%)
<b>Grade</b>	12 out of a maximum of 20

---

**1** What is the exact name of the box on the course homepage which shows what has changed in the course since the last time you logged in?  
(Note: in the answerfield, write only the exact name of the box)

Marks: 1

Answer:  ✘

[Make comment or override grade](#)

Incorrect  
Correct answer: Recent Activity  
Marks for this submission: 0/1.

---

**2** A discussion may consist of many forums.

Marks: 1

Answer:  True ✘  
 False ✔

[Make comment or override grade](#)

Correct  
Marks for this submission: 1/1.

---

**3** [Listen to this greeting](#)

Marks: 1

What language is being spoken?

Choose one answer.

<input type="radio"/> A. Spanish <span style="color: red;">✘</span>	Sorry, listen again.
<input checked="" type="radio"/> B. French <span style="color: green;">✔</span>	Yes, somewhat.
<input type="radio"/> C. German <span style="color: red;">✘</span>	Sorry, listen again.
<input type="radio"/> D. English <span style="color: red;">✘</span>	Sorry, listen again.

[Make comment or override grade](#)

Correct  
Marks for this submission: 1/1.

---

**4** You can subscribe to a discussion forum...  
(mark all correct answers)

Marks: 1

Choose at least one answer.

<input type="checkbox"/> A. on the forum page, there is a link near the top-right corner - "Subscribe to this forum" <span style="color: green;">✔</span>	Yes!
<input type="checkbox"/> B. in the "Forums" page which can be found in "Activities" box on the course homepage <span style="color: green;">✔</span>	Correct!
<input checked="" type="checkbox"/> C. in the email which you receive from that forum <span style="color: red;">✘</span>	Oh, come on! Think again - how can you get an email from a forum if you are not yet subscribed to it? This method only works for <u>un</u> subscribing.
<input type="checkbox"/> D. you can subscribe to a forum in your profile <span style="color: red;">✘</span>	Sorry, you <u>can't</u> subscribe to <u>forums</u> in your profile. You can only set your auto-subscription preference there.
<input type="checkbox"/> E. you can do it while you are posting a message in that forum <span style="color: green;">✔</span>	That's right!

[Make comment or override grade](#)

Incorrect  
Marks for this submission: 0/1.

---

**5** Match the different views of a discussion thread to the ways the messages are presented:

Marks: 1

you cannot see who is replying to whom, all replies are indented to the original post and sorted chronologically (from newest to oldest or from oldest to newest)	<input type="text" value="flat view"/> <span style="color: green;">✔</span>
you can see who is replying to whom BUT you can only read one message at a time	<input type="text" value="threaded view"/> <span style="color: green;">✔</span>
you can see who is replying to whom AND you can read all messages	<input type="text" value="nested view"/> <span style="color: green;">✔</span>

[Make comment or override grade](#)

Correct  
Marks for this submission: 1/1.

---

[Moodle Docs for this page](#)

You are logged in as Clint McDuffie (Logout)

Student



Your score will appear in the gray box at the top of the page.

Review of preview	
<b>Started on</b>	Friday, 6 March 2009, 11:48 AM
<b>Completed on</b>	Friday, 6 March 2009, 11:49 AM
<b>Time taken</b>	23 secs
<b>Raw score</b>	3/5 (60%)
<b>Grade</b>	12 out of a maximum of 20

Your instructor will need to grade any short answer or essay questions, so your initial score will not reflect those totals.



# Grades



Click here to view a video that discusses accessing your grades in Moodle.

To view your course grades click on Grades under the Administration Block.

The screenshot shows the Moodle interface for course BBA 342. On the left sidebar, the 'Administration' block is expanded, and a red arrow points to the 'Grades' link. The main content area shows a 'Weekly outline' with a large image of the Baker University stone archway. On the right, there are sections for 'Messages', 'Latest News', 'Upcoming Events', 'Recent Activity', and 'Assignments submitted'.

When the screen refreshes you will see a vertical list of all the assignments or activities (as long as your instructor has made them viewable to you).

BAKER\_TEST ► BBA 342 ► Grades ► View ► User report

Choose an action ...

User report - Dave Student

A	B	C	D	E
Grade item	Grade	Range	Percentage	Feedback
BBA_342				
MBTI Written Report	-	0.00-50.00	-	
Talent is Overrated Forum	-	0.00-10.00	-	Nice work.
Learning Team Constitution Assignment	50.00	0.00-50.00	100.00 %	Nice job. You did well to pull your thought together and apply them to your analysis. Remember, to give constructive feedback that offers positives and areas for improvement.
Talent is Overrated Forum	-	0.00-10.00	-	
Type Talk at Work Forum	-	0.00-10.00	-	
Talent is Overrated Forum	-	0.00-10.00	-	

- A.** Grade Item lists the name of the assignment.
- B.** Grade displays the actual score you received on that assignment.
- C.** Range details the possible points.
- D.** Percentage breaks your point total to a percentage.
- E.** Feedback is where you can view the comments typed in for each assignment by your instructor.

## Student Moodle Orientation





Click on the assignments name and it will take you to the assignment.



You will:

1. Be able to read feedback.
2. See your grade.
3. Access any document your instructor has uploaded to give back to you.

**(1) Learning Team Constitution**

Write a Learning Team Constitution that outlines the rules that your team has established and agreed to abide by concerning the following areas:


- **Attendance:** Place high priority on team interactions, regarding them as nearly sacred. Discuss legitimate reasons for missing a "meeting". Establish a procedure for notifying others if you will be out of contact.
- **Participation:** Promote the need for everyone to speak freely and listen attentively.
- **Assignments:** Much of the learning team's work is done between meetings. When you take on a task, be sure to complete it on time.
- **Meeting place:** Agree on a virtual interaction web tool to use for team interactions and to become familiar with the tools it provides.
- **Conflict resolution:** The team should acknowledge that conflict will be inevitable and determine a collaborative method of resolution. The method selected should help the team view the conflict as a mutual problem, promote an open exchange of ideas and opinions, encourage respect for the views of others, and support reaching a consensus.
- **Team evaluation:** The team process needs to be evaluated regularly to attain the best performance. Conducting a quick debriefing at the end of each project will allow you to focus on what worked and what needs improvement. In addition, a post-mortem of the entire class may contribute to success in future teams (see the sample Process Check Rating Form in the Learning Team Tools section).
- **Individual evaluation:** Everyone should understand from the beginning that you will be evaluating each other in terms of contributions and any problems. (See sample of Team Observations in Learning Team Tools.)

This document should be accessible to all participants of your learning team throughout the duration of the degree program.

Submit a copy of your written constitution by the end of the week.

**Available from:** Monday, 15 June 2009, 08:10 AM  
**Due date:** Sunday, 19 July 2009, 11:55 AM

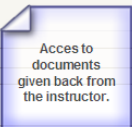
**Submission feedback**


 **Clint McDuffie**  
Tuesday, 10 November 2009, 01:14 PM

Nice job. You did well to pull your thought together and apply them to your analysis. Remember, to give constructive feedback that offers positives and areas for improvement.

**Grade: 50.00 / 50.00**

**Submission**

 Access to documents given back from the instructor.

 DimDim\_Student\_Tutorial.doc x

## Activities Block

Under the Activities block you can access your assignments and grades.



Click here to view a video about the Activities Block.



Click on whichever activity type has been assigned to be graded.

The assignment's grade will appear at the end under Grade.

Week	Name	Assignment type	Due date	Submitted	Grade
2	<a href="#">Company Briefing - Draft</a>	Advanced uploading of files	Sunday, 12 July 2009, 11:55 AM		-
	<a href="#">Learning Team Constitution Assignment</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM	Monday, 9 November 2009, 11:51 AM	50.00
3	<a href="#">SWOT Analysis - Draft</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM		-
	<a href="#">Company Briefing - Final Paper</a>	Upload a single file	Sunday, 19 July 2009, 11:55 AM		-
4	<a href="#">SWOT Analysis - Final Paper</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-
	<a href="#">MBTI Written Report</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-

Click on the assignment's name to view feedback and any access any documents the instructor has given back with it.

Week	Name	Assignment type	Due date	Submitted	Grade
2	<a href="#">Company Briefing - Draft</a>	Advanced uploading of files	Sunday, 12 July 2009, 11:55 AM		-
	<a href="#">Learning Team Constitution Assignment</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM	Monday, 9 November 2009, 11:51 AM	50.00
3	<a href="#">SWOT Analysis - Draft</a>	Advanced uploading of files	Sunday, 19 July 2009, 11:55 AM		-
	<a href="#">Company Briefing - Final Paper</a>	Upload a single file	Sunday, 19 July 2009, 11:55 AM		-
4	<a href="#">SWOT Analysis - Final Paper</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-
	<a href="#">MBTI Written Report</a>	Upload a single file	Sunday, 26 July 2009, 11:55 AM		-



### (1) Learning Team Constitution

Write a Learning Team Constitution that outlines the rules that your team has established and agreed to abide by concerning the following areas:

- **Attendance:** Place high priority on team interactions, regarding them as nearly sacred. Discuss legitimate reasons for missing a "meeting". Establish a procedure for notifying others if you will be out of contact.
- **Participation:** Promote the need for everyone to speak freely and listen attentively.
- **Assignments:** Much of the learning team's work is done between meetings. When you take on a task, be sure to complete it on time.
- **Meeting place:** Agree on a virtual interaction web tool to use for team interactions and to become familiar with the tools it provides.
- **Conflict resolution:** The team should acknowledge that conflict will be inevitable and determine a collaborative method of resolution. The method selected should help the team view the conflict as a mutual problem, promote an open exchange of ideas and opinions, encourage respect for the views of others, and support reaching a consensus.
- **Team evaluation:** The team process needs to be evaluated regularly to attain the best performance. Conducting a quick debriefing at the end of each project will allow you to focus on what worked and what needs improvement. In addition, a post-mortem of the entire class may contribute to success in future teams (see the sample Process Check Rating Form in the Learning Team Tools section).
- **Individual evaluation:** Everyone should understand from the beginning that you will be evaluating each other in terms of contributions and any problems. (See sample of Team Observations in Learning Team Tools.)

This document should be accessible to all participants of your learning team throughout the duration of the degree program.

Submit a copy of your written constitution by the end of the week.

**Available from:** Monday, 15 June 2009, 08:10 AM

**Due date:** Sunday, 19 July 2009, 11:55 AM

#### Submission feedback



**Clint McDuffie**

Tuesday, 10 November 2009, 01:14 PM

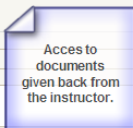


Nice job. You did well to pull your thought together and apply them to your analysis. Remember, to give constructive feedback that offers positives and areas for improvement.

Grade: 50.00 / 50.00

#### Submission

DimDim\_Student\_Tutorial.doc x





# Chat

Chat is a tool that allows you, your classmates, and your instructor to communicate in real time. While chats are never mandatory, your instructor might choose to offer a chat for a variety of supplemental instructional reasons. When a chat has been set up the **Chat** icon will appear.



Click here to view a video on Chat in Moodle.



Click on the link next to the chat icon.



Note: The link's name will coincide with the title the instructor gives the chat session.

1. Click on Click here to enter chat now.

Introductory Chat View past chat sessions

[Click here to enter the chat now](#)  
(Version without frames and JavaScript)

**A** Next scheduled session: Monday, 9 March 2009, 10:00 AM (UTC-6)

**B** Welcome. This is intended to be a demonstration of this feature. Enjoy! I have scheduled a next chat time to be re-occurring for Monday's at 10:00 a.m. CST each week, but in the future this may be the place to come to and have interactive conversations via Moodle. In the upper right hand corner there is a link to view past sessions. Use that to review some comments that I have made about some of the functions this feature can do, but don't forget Moodle docs is always there to help.

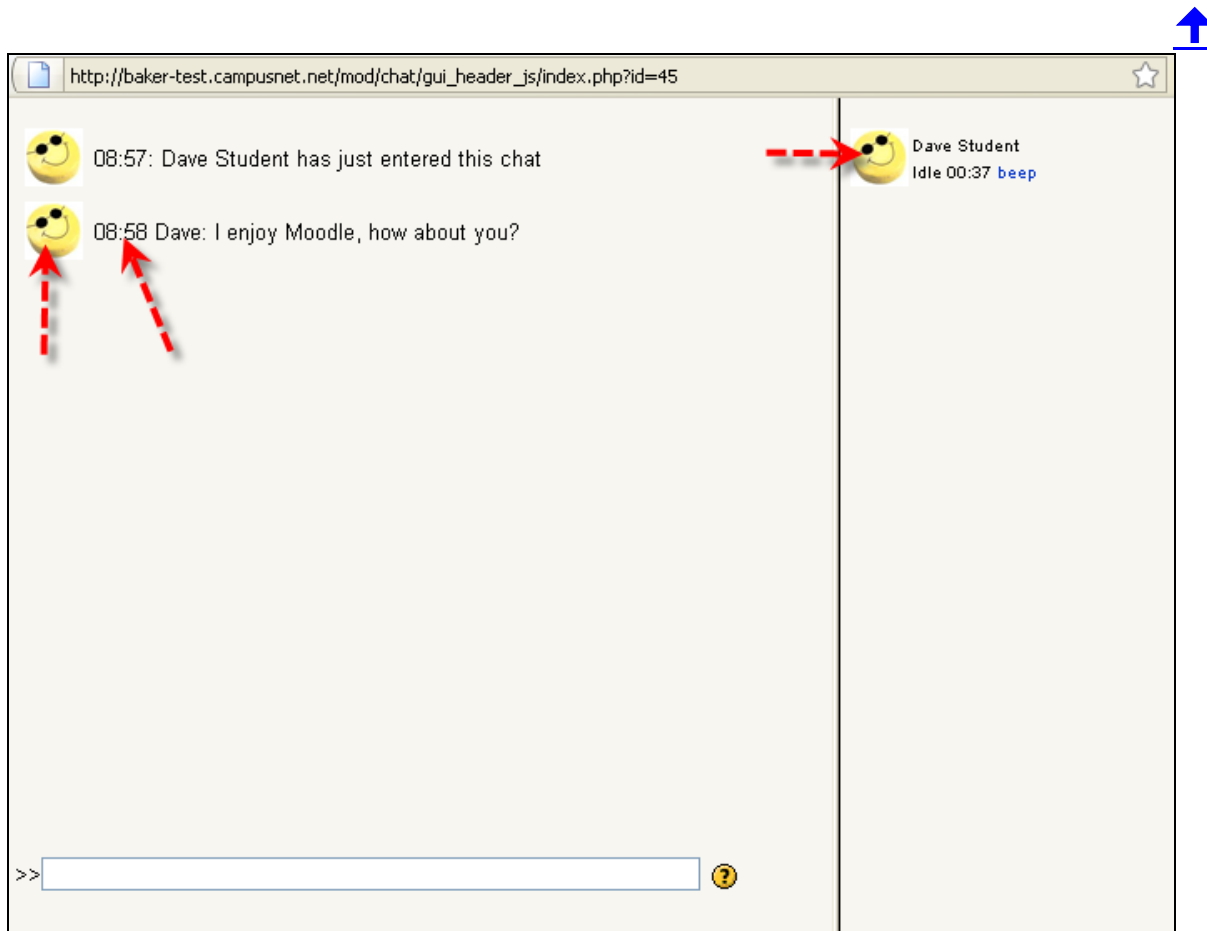
Moodle Docs for this page

You are logged in as Clint McDuffie (Logout)

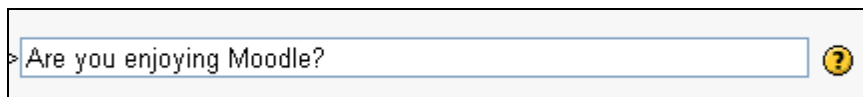
Faculty Moodle Orientation

On this page you will also see any content about the chat (B), the next scheduled time for the chat (A), and logs of past chats (C); as long as the instructor allows these settings.

A pop up screen will appear with your profile icon, the time you logged into the chat (in 24-hour time), and a list of all the members in the chat. You'll also see a running time for how long you have been in the chat.



To enter a message, type in the textbox provided at the bottom of the screen and click **Enter** on your keyboard.





## Lessons



Click here to view a video on Lessons in Moodle.

A lesson activity presents a series of pages that ask you to make a choice about the course content area. Lessons are used to create a student-centered adaptive learning experience. When a lesson has been created the **Lesson** icon will appear.



Within a lesson each activity or answer to a question will lead you to a new page predetermined by the instructor.

Click on the name of the lesson next to the lesson icon.



When the screen refreshes, read the text and follow the instructions. Each lesson design comes directly from your instructor and may appear different in each course, but the basic premise remains the same.

BAKER UNIVERSITY

BAKER\_TEST > BBA 342\_001 > Lessons > Welcome to Baker University

Welcome to Baker University

You have answered 0 correctly out of 0 attempts.

The BBA degree requires the completion of 124 credit hours. The core sequence includes 41 credit hours of coursework required of all students. In addition, students must complete an additional 30 credit hours of general education requirements and 53 credit hours of electives.

False

True

Please check one answer

You are logged in as Clint McDuffie: Student (Return to my normal role)

BBA 342\_001



When you reach the end of the lesson statistics will appear providing you with results of how you performed. The lesson may or may not be used for a grade, depending on your instructor's choice.

The screenshot displays a Moodle interface with the following elements:

- Header: Welcome to Baker University
- Section: Congratulations - end of lesson reached
- Statistics:
  - Number of questions answered: 2
  - Number of correct answers: 2
  - Your score is 2 (out of 3).
  - Your current grade is 3.3 out of 5
- Navigation buttons:
  - Return to BBA 342\_001 Introduction to Management Concepts
  - View grades
- Footer:
  - You are logged in as Clint McBuffie: Student (Return to my normal role)
  - BBA 342\_001

A red arrow points from the statistics section to the 'Return to BBA 342\_001 Introduction to Management Concepts' button.

Within a lesson you can experience multiple choice, multiple answer, true/false, matching, short answer, numeric and essay questions.



## Jump to



Click here to view a video on how to jump around Moodle.

This feature allows you to use a drop down menu to navigate immediately to other areas of the course. The Jump to menu appears in the upper right hand corner a page.

The screenshot shows a Moodle assignment page for Baker University. The top navigation bar includes the university logo and the breadcrumb trail: BAKER\_TEST > BBA 342\_001 > Assignments > Company Briefing. In the top right corner, there is a 'Jump to...' dropdown menu with a red arrow pointing to it. Below the navigation bar, there is an assignment description box with the text: "Write a paper (4-5 pages) summarizing what you have learned about this company. Be sure to include an opening paragraph previewing the paper and a concluding paragraph summarizing the paper. Your paper must be presented as an integrated whole; do not simply list the elements and present bullet points. Baker requires that you use the MLA style to format your papers. All of your sources MUST be cited in the paper." Below the description, there are fields for 'Available from' (Thursday, 29 January 2009, 09:35 AM) and 'Due date' (Thursday, 5 February 2009, 09:35 AM). At the bottom, there is a file upload section with a 'Browse...' button and an 'Upload this file' button. A 'Moodle Docs for this page' link is visible in the bottom left corner.

This is a close-up of the 'Jump to...' dropdown menu. The menu is open, showing a list of items with document icons. The items are: News forum, Jump to... (highlighted), Baker University Program Information, Course Information, Week 1 (with sub-items: Week One Individual Assignments, Week One Team Assignments), Week 2 (with sub-items: Week Two Individual Assignments, Week Two Team Assignments), Week 3 (with sub-items: Week Three Individual Assignments, Week Three Team Assignments), Week 4 (with sub-items: Week Four Individual Assignments, Week Four Team Assignments), Week 5, Baker University, MLA Style Guide, and Collins Library Tutorial. The menu has a search box and navigation arrows.

To view all the videos in this tutorial go to [YouTube](#) and search for **spgsstudent**.