



WARNER PACIFIC COLLEGE

Adult Degree Program

MYWPCLASSES (MOODLE) GUIDE

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Section I: What is Moodle?

1. “Moodle” is a learning management system (LMS) that is designed to house courses in an online environment. Because Moodle is an open-source application, it is broadly used in educational environments, including K-12 and post-secondary institutions. “MoodleRooms” is a company that has partnered with Moodle to further develop the software that is available through Moodle. Warner Pacific’s learning management system is actually based on the MoodleRooms development of Moodle, which gives us access to their helpful addition, *Joule Grader*. Access to the MoodleRooms version of the LMS has been granted through partnership with Synergis Education.
2. You will find the Moodle home page at MyWPClasses.warnerpacific.edu. There is often confusion in talking about the LMS. At ADP, the terms Moodle, MoodleRooms and MyWPClasses may be used interchangeably, since all refer to the place where WPC’s courses exist in the online environment.
3. Even though Moodle has become synonymous with online education, it is not only a solution for online programs. In fact, all ADP classes have a course site that supports the course, whether it is delivered online (OL) or face-to-face (F2F). Instructors of F2F courses are encouraged to use the Moodle site to support the in-class time by posting supplemental resources, allowing students to collaborate using the small groups module, and encouraging the online submission of written assignments.

The Basics

The Moodle home page is divided into three columns. On the left you will see a Navigation block. You may use these links at any time to get back to your home page. The column on the right holds a block for the Helpdesk. This link and phone number provides you with 24-hour support for any issues that come up with Moodle functionality. Following the support block is a block with system-wide announcements. You can click on “Customize this Page” (top, right-hand side) to rearrange your home page. This will allow you to add blocks to include a variety of resources on your home page, including a calendar, activity reports, messages, etc.

The Moodle “Dashboard”

When you login to Moodle, you are taken to your personal “Dashboard.” This is your home page in Moodle, and houses links to the courses in which you are enrolled and/or designated as an instructor or some other role. Note that your courses stay on your Dashboard for six months, at which time they are archived. If you have a number of active courses, you may need to scroll down to the bottom of the page to find the course you are seeking.

To view the other resources in Moodle, click on the title of one of your classes. This will take you into that course site, and displays a whole new set of resources. You'll note that the "Navigation" block is still on the left-hand side, but it now includes links to positions within the course site itself. Following the "Navigation" block is the "Administration" block, which allows you to manage a wide variety of resources that are directly related to the course.

At the bottom of the left-hand column is a very useful link called "Switch role to . . ." "When you click on this link, the Moodle site adjusts to display a particular version of the course site. This is most useful when you are trying to ensure that the changes you've made to the course (e.g., making certain resources visible or invisible) are correct. Switch your role to "Student" and you will see the site as a student sees it. Once you have the information you need, click on "Return to my normal role" and you will see the instructor view of the course.

On the right-hand side you will see blocks for events and messages, and two important "Resource" blocks. "ADP Student Resources" is geared toward students, and has policy information, information on ADA accommodations and academics success, access to library resources and learning team forms, and bookstore information. Though the block is geared toward students, faculty will also find it very useful, especially as it relates to helping students to access support services and learning team forms.

The second block, "ADP Faculty Resources," includes a number of very important and helpful documents, including, but not limited to:

1. The *Course Launch Checklist* should be completed *early* in the process of preparing for your class. These steps should be followed 2-3 weeks before class begins, so the course site is ready for students, who will begin to access the site 1-2 weeks before class begins.
2. Videos and documentation regarding posting discussions questions, using a FIG, etc.
3. Resources and instructions for managing learning teams.
4. Videos and tutorials on using Joule Grader and the online Gradebook, and creating groups.
5. Rubrics that are available within the course site.
6. Policies and expectations.

Navigation Block

On the top left of your screen is the Navigation block. This provides links to help you find and quickly jump to other courses you may want to access. The "site home" takes you to a master list of courses, organized by program. "Participants" shows you a list of system users. "My courses" creates a drop-down list of your courses, with additional drop-downs to go directly to specific portions of a course. When navigating in your courses, clicking on "Dashboard" will take

you back to your master list of courses. You can also use this drop down to click directly on the course you want to access to take you to the first page of that course.

Administration Block

Access this block, just below the Navigation block, *after you have clicked on (entered) a course*. This block contains the primary functions you will use in managing the course and will be reviewed in greater detail in the documentation for each functional area.

ADP Student Resources Block

This block, on the top right-hand side of the screen, is in every ADP course site, for students and instructors alike. It houses links to important policies and information to aid in student success.

The *ADP Policies and Information* link leads to information on ADA Accommodations, academic policies of which all students should be aware (including information on academic integrity, the community agreement, technology requirements, and institutional policies), the attendance policy, the current Bulletin, copyright information, the ADP Directory, and the Faculty/Staff Directory.

The *Academic Success and Learning Team Resources* link leads to important information about how to access helpful resources (Academic Success Center, MyWP, the ADP Dashboard), video tutorials, rubrics, APA templates and tutorials, research links, and important learning team documents.

The *Warner Pacific Library* link leads to the library's main page and provides access to online resources, as well as information on the library's hours and programs.

The *Tree of Life Bookstore* link provides information regarding textbook preferences, shipments, and problem-solving.

ADP Faculty Resources Block

Just beneath the Student Resources Block is the Faculty Resources link. This link provides a variety of very helpful links including:

1. Course Launch Checklist – review this each and every time you start a class, to ensure that the shell is ready for students
2. Video instructions for posting discussion questions.
3. Resources and documents for learning teams, including information about how to assign learning teams.
4. Video demonstrating how to grade with a rubric
5. Video demonstrating how to override rubrics

6. Tutorial showing how to create groups
7. A copy of the Faculty End of Course Evaluation
8. Examples of available rubrics
9. Link to the *Faculty Procedures Guide*
10. Link to the Help Desk
11. Information on online facilitation
12. FERPA statement
13. ADA statement
14. Information on preparing students for second-entry students joining a cohort
15. Copyright information
16. Tutorial on how to create a podcast
17. Link to student policies

Section II: Preparing to Teach

To access Moodle, start by entering “mywpclasses.warnerpacific.edu” in your browser. When you get to the login page, log in using your standard WPC username and password. Logging in will take you to your Home Page, and you should see “Welcome Your Name” at the top. Any classes you are scheduled to teach will appear in the middle section.

The system typically auto-generates individual sections of a course and auto-enrolls the instructor three weeks ahead of the course launch date. This gives the instructor one full week to make changes and adjustments to the course before students are auto-enrolled in the course two weeks ahead of the launch date. Should it become necessary to change the course after this window of time, the instructor may “hide” the course from students while editing, and then make the course visible when the editing is done (to change these settings, click on “Edit Settings” under “Course Administration” on the left-hand side of the course. The fourth option is “Visible.” Select “Show” if you want the course visible, and “Hide” if you do not want students to see the course content). Course sites *must* be visible (i.e., set to “Show”) to students at least one full week prior to the course start date; two weeks is preferable.

When opening your course site for the first time, the “Faculty Start Here” link and the “Course Launch Checklist” should be your first stops.

First Steps

Once you are at your Dashboard, click on the course you are teaching. This will take you to the home page for that course. Scroll down past the Course Description, Program Outcomes and Course Learning Outcomes to the “Course Resources” section. Near the bottom of this section is a link called “Faculty Start Here Guide.” Click on the link and follow the instructions to prepare for your course.

In the “Faculty Start Here” guide, are a number of links that take you directly to specific sections within the ADP Faculty Resources block (described above). One of the most important links is to the “Course Launch Checklist.” This checklist provides you with a comprehensive list of items to prepare before making the course visible.

Course Launch Checklist

The items on the Course Launch Checklist should be completed at least two weeks prior to the first day of class, in order to provide students enough time ahead of the course launch to prepare for class. Here are instructions for some of the items required.

Instructor Information

On the course's main page, under "Course Resources" there is a link titled "Instructor Information." This is a MS Word template that allows you to fill in your contact information, bio, and any additional notes you want to include. You are strongly encouraged to include the following information:

- a. Your preferred mode of communication, i.e., how you want students to contact you.
- b. Your general schedule for engaging in the course, e.g., "I plan to review postings and assignments on Monday, Wednesday and Friday evenings, and am available for appointments by arrangement on Saturday morning."
- c. Your policy on accepting late work. Note that the institutional policy is that late work is automatically subject to a grade reduction, but instructors may override that policy at their discretion. If you do override the policy, however, it must be clearly communicated to students at the start of class.
- d. Any other important pieces of information you want students to know about you or the course.

To complete the "Instructor Information" form:

1. Click on "Instructor Information" and click "Open."
2. If required, click on "Enable Editing."
3. Save the form to your desktop.
4. Fill in the form with the information indicated, above.
5. Save the document on your desktop or in a location where you can easily find it.
6. Return to your course home page and click on "Turn editing on" on the top right.
7. Scroll down to the "Instructor Information" link and click on the gear icon.
8. Scroll down to the "Content" block where it says "Select files." Click on the icon with the + sign, then hit "browse" to search for your file. Click on the file name and then "open" to select it.
9. Click on "Upload this file."
10. When the file has uploaded, click on "Save and return to course."
11. If needed, delete the blank "Instructor Information" template from the course.

Syllabus and FIG

Step 3 in the Course Launch Checklist is to *review the syllabus*. It bears some explanation regarding the difference between the **Faculty Instructional Guide (FIG)** and the syllabus. The FIG is a comprehensive document that describes all requirements for both online and face-to-face versions of the course. It also includes instructor notes to help instructors in planning for and running their classes. The FIG is *only* visible to instructors. The *syllabus* is a subset of the FIG,

and is the master course document for *students* (both OL & F2F). It is important to review the syllabus carefully to ensure that you are familiar with it, and to identify any areas that might require clarification for students.

Because lack of clarity regarding due dates and assignments is a frequent source of frustration for students, you are strongly encouraged to create a “Chart of Assignments” that lists all assignments due and their due dates. You can upload this document in the Course Resources area as follows:

1. Turn editing on.
2. Click on “Edit” (top of page, to the right of WPC/Title of Course) and select “Add Resource.”
3. Under “Resources,” select “File.”
4. Type a Name for the document (e.g., “Assignment Due Dates”).
5. Scroll down to “Content – Select Files” and click on the + icon.
6. Click browse and find the file you want to upload. Click “open.”
7. Click on “Upload this file.”
8. Click on “Save and return to course.” Your file will now be at the end of that section (i.e., right before “Week One”).
9. To move the document to another location in the block, click on the + to the left of the resources and drag it to the location you want. If you want it indented (e.g., a few spaces in, under the syllabus) click on the → arrow until it is in the correct position.
10. Be sure the “eye” icon is open in order to make it visible.

Moodle Site Preparation

Before you open the course to students, it is important to follow the steps listed under “Moodle Site Preparation.”

1. Check the course dates in the “Administration” block, under “Edit settings.” If the course start date is incorrect, put in the correct date here.
2. Also note that the field marked “Visible” determines if students can see the course or not. Until you have completed your preparation of the course site, set this to “Hide.” (Note that the course must be set to “Show” no later than one week prior to the course start.)
3. Review the links throughout the course site to ensure that they are working. If you find a broken link, contact Aaron Butler (abutler@warnerpacific.edu).
4. Check to be sure video, audio and other resources are functioning.
5. Review the course resources (FIG, required materials, assignments, tests/quizzes).

6. Upload any additional documents (e.g., Assignment Due Dates) to the “Course Resources” or within the relevant week of the course.
7. Upload your “Instructor Information.”
8. Go through each week and set the open, close and due dates for assignments. This is to define the window of time during which students can upload assignments.
 - a. Turn editing on.
 - b. Scroll to the assignment and click on the “gear” icon.
 - c. Scroll to “Availability.”
 - d. “Allow submissions from” – this is the first date that students will be allowed to upload an assignment. Click on “Enable” and set the date using the drop-downs. (Note that if you do not click “Enable” here, students will be able to upload assignments at any point prior to the due date.)
 - e. Set the “Due date” by clicking “Enable” and setting the date.
 - f. “Cut-off date” is the date students are no longer able to submit assignments. Click “Enable” and set the date to establish the time that students are no longer able to upload assignments. If you do not click “Enable,” students will be able to upload assignments past the due date.
 - g. Click on “Save and return to course.”
9. Set open and close dates for any quizzes/tests.
10. Set open and close dates for the ADP End of Course Evaluation if desired. It is *very important* that you verify this resource is *visible* to students during the last week of the course and remind them to complete the evaluation.
 - a. Turn editing on.
 - b. Scroll to the bottom of the last week in the course site.
 - c. Click on the “gear” icon to the right of “ADP End of Course Evaluation.”
 - d. Click on “Availability.”
 - e. Set the range of dates to provide access. It is advisable to set the start date near the end of the last week, and allow at least one week to complete the evaluation.
 - f. Click on “Save and return to course.”
11. Hide any resources you do not wish students to view by clicking on the “eyeball” icon next to the resource you want to hide. Note that if you set a resource to “hide” (closed eye), you must set it to “show” again when you want students to be able to access it. The access dates alone will not override the “hide” icon.
12. Import any personalized content you want to include from a previous instance of the course. Follow the steps *very carefully* to ensure that you don’t create duplicate items in the course shell:

- a. Get the **section ID** from the course that holds the content you want to import. To find the section ID, either look at the course title on your Dashboard or navigate to the course using the Navigation block on the left-hand side of the screen. The section ID is shown in the course title (e.g., BUS-331A-A504F) and also near the top of the page when you click into the course itself. Highlight the section ID and copy it to the clipboard, or write the number down, so you can use it later.
- b. Browse to your current course (the course into which you want to import the content) and click into the course.
- c. On the “Administration” block on the left, click “Import.”
- d. Scroll to the bottom of the page and paste or type in the section ID from step “a” above into the search box. Click “Search.”
- e. Click the radio button next to the course name and click “Continue.”
- f. Uncheck all boxes except for “Include activities and resources.” Click “Next.”
Important: do not click “Jump to final step” as this will import ALL the content from the previous course into the new course.
- g. The safest way to proceed is to click “None” near the top of the page. This will deselect all the old course content. This protects you from importing unwanted items into the new course.
- h. Scroll through the old course and find the content you wish to import. Click the checkbox next to the section title in which the content resides. This will “open” the section, allowing you to check the individual content items that you want to import.
- i. Once you have a checkmark next to the specific items you want to import, scroll to the bottom of the page and click “Next.”
- j. Confirm your selection(s) by looking for the green checkmark next to the items you wish to import. Only items with the green checkmark will be imported into the new course. If you wish to change any selections, click “Previous” and make the changes. When you are satisfied with the import, click “Perform import.”
- k. Click “Continue.”
- l. Review the course to ensure that items imported as requested.
- m. Move the items to their proper locations, since Moodle defaults to adding the imported items to the bottom of each section.

Setting Up Discussion Forums

Weekly discussion forums and questions are designed primarily for use in OL format courses. Although the online weekly discussion forums are available for use by F2F instructors, *typically these conversations should instead take place within the classroom setting rather than online.* Additionally, weekly discussion questions for F2F sections are considered a guideline for in-class

discussion and not a strict requirement. Please note that the default instructions in the weekly discussion forums state the following: **“Face-to-Face Format Students:** Prepare to discuss weekly concepts and themes in this week’s class session.” Therefore *F2F instructors should most often “hide” discussion questions if they are available/visible.* One exception would be if a particular F2F workshop must be canceled (e.g., due to inclement weather, instructor’s illness, etc.), the online discussion forum could then be set up to handle the missed class session.

1. Check to see if the “*Weekly Discussion*” forums are already populated with questions (most will not be). If they are, then ensure that they are visible to students and have the correct dates for interaction.
2. If the questions are not present, go to the FIG to find the discussion questions for each week. Questions should be posted before granting students access.
3. Scroll to the appropriate week and click the folder icon to view the contents.
4. Click the “*Weekly Discussion*” link to enter the forum.
5. Click the “*Add a new discussion*” button to start a new discussion thread.
6. Click the “*Use advanced editor*” link to open the editing page.
7. Add an appropriate title in the “*Subject*” line.
8. Copy-and-paste discussion question verbiage (and any associated video hyperlinks) from the FIG directly into the “*Message*” window. (You may need to use keyboard shortcuts to do this in Moodle. Ctrl + C = Copy & Ctrl + V = Paste)
 - a. NOTE: If you see a hyperlinked word (e.g., click [here](#)) in the discussion question, please note that the link MAY “break” when copied into the message window of the discussion forum. After posting the question if you find the link is not working, click the “edit” link to edit your discussion question and then do the following.
 - b. Right click the hyperlinked word in the FIG and click “Copy Hyperlink.” Next, paste the link back into your version of the FIG in a convenient location by right clicking and choosing the “Keep Text Only” option. This will then provide you a full web address to copy & paste back into your discussion forum message window (e.g., <http://www.google.com>). Additionally, you can simply go to the web video and copy the URL from the address bar and paste that into your DQ.
9. Add any applicable attachments in the “*Attachment*” window.
10. Click the “*Post to forum*” button to post the new question.
11. Repeat this process for any additional questions as required by the course.

Setting Up Learning Teams/Groups

Follow the instructions in the Course Launch Checklist to determine how to assign learning teams for your individual course section. Regardless of the form of learning teams (permanent

or project), you will need to assign learning teams to GROUPS in the Moodle site in order to allow them to submit assignments and you to grade on behalf of the group. This will also give students access to the “Team Module” at the bottom of the course site, so they can interact with their team and work on projects together.

To assign students to groups, click on “Users” in the “Administration” block on the left-hand side of the Moodle site and then click on “Groups.” You may use the left-side block to create/edit the names of your teams. Once you have created the teams, click on “Add/remove users” on the right-hand side. This will bring up a list of all students in the course. To add a student to a group, highlight the name and then click “add” to add the student to the appropriate group. To remove a user from a group, click on the group name and then click on the student who will be removed. Click “remove” to remove the student from that group.

There is also a series of screen shots showing how to set up groups. To access this documentation, click on “ADP Faculty Resources” and select “Creating Moodle Groups.”

Posting a Welcome Message

One of the most important and effective things an online instructor can do is stay in touch with students on a regular basis through the “Announcements” forum. This forum is set up so that students are automatically subscribed to receive email notifications of the items posted in the forum, and the forum also retains the messages so students can access them at any time. Sending a “Welcome” message when the course site is ready for their review is invaluable in getting the course started well. To send a welcome message:

1. Scroll to “Announcements” under “Course Resources.”
2. Click on “Announcements” and then “Add a new topic.”
3. Type a descriptive title in the “Subject” box, e.g., “Welcome to GEN100! Your course is open.”
4. Type your message in the “Message” box. This is a good place to direct them to review the instructor information, syllabus, and assignment documents.
5. Click on “Post to forum.”

Once you have posted your Welcome message be sure that your course is visible to students!

1. In the Course Administration area, click on “Edit settings.”
2. Under “General” settings, set the “Visible” toggle to “Show.”
3. Click on “Save and display.”

Section III: Teaching Your Course

Managing Learning Teams

Once you've set up groups, learning teams may use the Team Module (right after the last week's module) to interact with their group members. Each team is provided with a Forum to facilitate their discussions, and a Wiki to facilitate collaboration. You are able to view the team's interaction in this module, but students can only view their own team's work.

Be sure you are familiar with the Learning Team resources, so you can direct students to find and use them appropriately.

1. In the "ADP Student Resources" block, click on "Academic Success and Learning Team Resources."
2. Click on "Project Learning Teams."
3. Click on the document link to view and/or download.
 - a. The "Learning Team Agreement Sample" shows students how to complete the Learning Team Agreement. We **strongly encourage you** to direct students to review this document and complete their own Learning Team Agreement before the end of the first week.
 - b. The "Learning Team Agreement" is a downloadable, fillable form for students to use and save to their own files.
 - c. The "Self-Evaluation Worksheet" is a helpful document for students to complete and share with one another before starting their project(s).
 - d. The "Project Planning Worksheet" is useful for helping to track individual assignments and due dates.
 - e. The "Team Evaluation Worksheet" is the form each student should complete and submit to the instructor at the end of the learning team project, to evaluate their own and their colleagues' performance.

When you are grading learning team assignments, the grade should be composed of three parts: (1) the objective quality of the product, (2) the students' evaluations of themselves and their teammates' evaluations of them, and (3) your evaluation of the student's teamwork. To assist you in grading learning team projects, we have created a "Team Scoring Worksheet."

1. Click on "ADP Faculty Resources."
2. Click on "Project Learning Teams."
3. Under "PLT General Resources," click on "Team Scoring Worksheet."
 - a. Open the document (spreadsheet)

- b. Determine the grade of the *objective quality of the project*, on a 100-point scale. Enter that score in the blue box on line 13.
- c. Review the score the student assigned to him/herself on the “Team Evaluation Worksheet,” on a 25-point scale. Enter that score in the blue box on line 15.
- d. *Average* the scores that all other teammates gave the student on their “Team Evaluation Worksheets” to find the average score on a 25-point scale. Enter that number in the blue box on line 17.
- e. Determine the grade you assign the student, on a 25-point scale, for his/her teamwork and collaboration. Enter that score in the blue box on line 19.
- f. The spreadsheet will automatically calculate the final score based on three different options – weighing the objective quality of the project at 60%, 50% or 40%. Choose the appropriate weighted score. (Note that this must be consistent for all students.) This is the *final score for the learning team project*.
- g. **NOTE:** If you graded the learning team project through the Moodle gradebook, it will have already recorded a grade in the gradebook for each of the team members. You will need to override that grade with this final computed grade. (See instructions on “Overriding Grades.”) It is helpful to give students a heads-up that the first grade they see will be the grade on the objective quality of the project only, and will be adjusted to reflect the teamwork grades.

Grading Group Projects

If you assign students to groups and establish an assignment as a “group” assignment, you can grade the project one time and the grading/feedback will post to all students in the group. To do this, go into the settings (click on the gear icon) for the group project and under “Group submission settings,” select “Yes” for “Students submit in groups.” Then “no” and “no” and “None” for the remaining questions. The group can choose one person to submit the assignment on behalf of the group. When you grade the assignment, the grade and feedback you write will post to all members of the group.

Using Rubrics

Rubrics are a valuable component of grading in an adult environment for two reasons. First, they provide consistency in grading, which can sometimes fall prey to subjective evaluation. Second, and most important, they let the conscientious adult learner know what is expected in a given assignment and how the assignment will be evaluated. For that reason, we *strongly encourage* the use of rubrics.

Fortunately, using rubrics in Moodle also makes grading substantially easier! There are three steps in using rubrics for grading: (1) setting the assignment preference for a rubric grading method, (2) creating the rubric, and (3) grading the assignment using the rubric.

Note that in most cases, steps 1 and 2 will be already be completed by the course author, and the preferences set in the assignment. But should you like to add a rubric or adjust an existing rubric, you may do so by following these instructions.

Building a Rubric and Attaching it to an Assignment:

1. Turn editing on.
2. Click on the gear icon to the right of the assignment for which you want to build/attach the rubric.
3. Click on/expand the “Grade” menu.
4. From the Grade type menu select Manual.
5. From the Grading method menu select Rubric.
6. Select Save and Display.
7. You will then be prompted to add your rubric. Choose one of the following.
 - o Select Define new grading form from scratch. Use this one the first time you add a rubric to any of your courses.
 - o Select Create new grading from a template. After you have created a rubric you can reuse it any time.
8. If you create a new rubric (or want to edit an existing template) type a new name for the Rubric.
9. Select the criterion and levels to make them active. Type the new information.
10. Select Add criterion to add new rows.
11. Select your rubric options. All are on by default.
12. Select Save rubric and make it ready.

Rubrics are made up of rows and columns. The rows correspond to the different criteria of an activity. The columns correspond to the level of achievement expressed for each criterion. A description and point value for each cell in the rubric defines the evaluation and score of an assignment. You can create as many rubrics as you need. Instructors can add rubrics to assignments and advanced forums.

Grading with a Rubric

1. Click on the assignment you wish to grade.
2. Click on “View/grade all submissions.”
3. For the student you are evaluating, click on the small box in the top left of the cell in the “Grade” column.
4. Scroll down to the rubric and select the level that best describes how the student performed on each criterion. This must be done for each criterion for the grade to be calculated. Currently selected levels are highlighted in light green. If the rubric is re-edited later, the previously selected level is highlighted in light red.
5. Scroll down below the rubric to enter any general comments and/or to upload feedback files.
6. Click “Save Changes” (to return to the assignment) or “Save and show next” to grade the next student.

Moodle Gradebook

There are several ways to access grading in Moodle:

1. Using Joule Gradebook – in the “Administration” block, click on “Grades” and “Joule Gradebook.” This takes you to the course gradebook, and provides you with a list of options/views for entering and reviewing grades.
2. Using Joule Grader – in the “Administration” block, click on “Joule Grader.” This is the best way to grade discussion forums, as it pulls all student posts into sequence for reviewing and grading.
3. Module Grader – Click on the assignment, and then click on “View/Grade All Submissions.” This is the best way to grade assignments using rubrics.
4. Grader Report – in the “Administration” block, click on “Grades – View – Grader Report.”

There are multiple tutorials available to demonstrate how to do grading in Moodle. You can access them here:

1. In the “ADP Faculty Resources” block (on the right), click on “ADP Faculty Resources.” Scroll down to “While Teaching Your Course.” There are a number of tutorials there: (a) Moodle Gradebook Training (*login with your assigned login/password*) is a self-paced tutorial (similar to a PowerPoint) that walks you through the gradebook; (b) Grading with rubrics (video) showing another way to access rubrics; and (c) Overriding Rubrics (video) in case you don’t want to use the rubrics to grade.
2. In the menu bar at the top of the shell, click on “Support” and select “Moodlerooms Tutorials.” Click on “Teacher” and then “Grading” to see a list of topics to learn more about grading in Moodle.
3. In the menu bar at the top of the shell, click on “Support” and select “myWPclasses Instructor Resources” to view a number of tutorials, including one demonstrating how to export grades from Moodle to Excel.

Communicating with Your Students

The most important thing you can do as an instructor, especially in an online environment, is to **communicate** with your students. Moodle provides helpful resources for communication that track your contact within the course site itself, so you can keep track of your interaction with individual students.

To send an email to all students:

There are two basic ways to send an email to the whole class. If you want the communication to be sent to the students' email address *and* you want it posted in the Moodle site for reference throughout the course, post your communication in the Announcements Forum:

1. Scroll to "Announcements" under "Course Resources."
2. Click on "Announcements" and then "Add a new topic."
3. Type a descriptive title in the "Subject" box, e.g., "Welcome to GEN100! Your course is open."
4. Type your message in the "Message" box. This is a good place to direct them to review the instructor information, syllabus, and assignment documents.
5. Click on "Post to forum."

Another option is to send an email without posting to the Forum.

1. In the "Navigation" block, under the course number, click on "Participants."
2. Scroll to the bottom of the class list and click "Select all."
3. By "With selected users . . ." select "Send a message."
4. Type your email message in the "Message body" block and hit "Send message."

To send an email to a student/individual students:

5. In the "Navigation" block, under the course number, click on "Participants."
6. Click on the box to the left of the student you want to message ("Select" column).
7. Scroll to the bottom and by "With selected users . . ." select "Send a message."
8. Type your email message in the "Message body" block and hit "Send message."

Email sent in this fashion will display in a communication thread within the Moodle shell.

Submitting Grades

It is important to note that, though you can record and compute grades in the Moodle Gradebook, final grades must be submitted to the Records office through MyWP, not through Moodle. Once you have completed your grading in the Moodle gradebook, you can follow the instructions in the "myWPclasses Instructor Resources" area to export the gradebook to Excel. You then email that spreadsheet to the Records office at adprecords@warnerpacific.edu.

To submit final grades:

1. Go to mywp.warnerpacific.edu in your web browser.
2. Select "Login Here" and enter your username and password.
3. Click on "Faculty Information" on the right-hand side of the screen (under "WebAdvisor").

4. Select "Grading" and enter the appropriate term from the drop-down menu, then click "Submit."
5. Select "Final" from the drop-down menu (ADP does not use mid-term grades) and then click on the course for which you are submitting grades and click "Submit."
6. Enter grades for each student on the class roster.

End-of-Course Evaluation

The EOCE is automatically loaded into your Moodle site when it is created. It is typically the last item in the last module of the course. Your only responsibility is to ensure that the evaluation is visible to students (click the eye icon to open) during the last week of the course. Once grades for the course have been submitted, you will be able to review your course evaluation results. Please remind students to complete the EOCE; **their feedback is critical.**