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. 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](MyWPclasses.warnerpacific.edu). There is often confusion when 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 in the online (OL) or face-to-face (F2F) modality. Instructors of F2F courses are encouraged to use Moodle to support the in-class experience by posting supplemental resources, allowing students to collaborate using the small groups module, and encouraging the online submission of written assignments. Additionally, F2F students will access their course syllabus through Moodle and when you enter in grades, they will be able to access them there as well.

## The Basics

(To view a Moodle site, login at mywpclasses.warnerpacific.edu using your community login and password.) The Moodle page is divided into various elements. On the left side of the page you will see the "Navigation Drawer" that is expanded and collapsed by clicking the "hamburger" icon (≡) located in the upper left corner of the page. You may always use the "Site home" link to browse for a course if it does not appear in the "Course Overview" section of your "Dashboard" page. The right side of the page contains blocks that vary in content depending on the current page context. The "24 Hour Support Helpdesk" block contains both a link and phone number that provides you with 24-hour support for any issues that come up with Moodle functionality. Generally, following the support block is a block with the ADP Attendance Policy and then another block with system-wide announcements. P*lease be aware that blocks and menus in Moodle are "context" sensitive, in other words, they may have different content and functionality depending upon the page you currently have open.*

*The Moodle "Dashboard"*

When you login to Moodle, you are taken directly to your own personal "Dashboard" page. 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. 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 as Moodle inserts new courses at the bottom of the list. You can click on "Customize this page" (top, right side) to rearrange your Dashboard page. This will allow you to add blocks that include a variety of resources including a calendar, activity reports, messages, etc. Additionally, you can limit the number of courses that show up in your course list and reorder them as needed.

To view the other resources in Moodle, click on the title of one of your classes. This will take you to that course's general (i.e., home) page and display a whole new set of resources. You'll note that the "Navigation" drawer is still on the left side, but it now includes links to various positions within the course site itself. Below the "Navigation" drawer are persistent links to other areas in Moodle such as your Dashboard and Site home.

*Course Administration* items are accessed through the "Gear" icon (⚙) located in the upper right corner of every course's *home* page, which allows you to manage a wide variety of resources that are directly related to the course. This drop-down menu is found on the right side of the Course Title and Breadcrumb (i.e., navigation) header, which lives at the top of every course home page. In this drop-down list, you will find 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 that you designate. 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, return to the drop-down list and click on "Return to my normal role" and you will see the instructor view of the course again.

On the right side of the page you will see two important "Resource" blocks.

The first block, "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 Drawer

On the left side of your screen is where the Navigation Drawer lives. This resource provides links to help you find and quickly jump to other courses you may want to access. The "Site home" link takes you to a master list of courses, organized by program. The "Participants" link is also defined by context.  It shows a list of system users while you are in your Dashboard, and a list of enrolled course members when you are in a specific course. "My courses" creates a list of your courses that you can click on when in another course to navigate back and forth. When navigating in your courses, clicking on "Dashboard" will always take you back to your home page.

### Course Administration

Access this resource by using the "Gear" icon (⚙), located in the upper right corner of every *course's home page*. This drop-down menu allows you to manage a wide variety of resources that are directly related to your course (Note: this resource is only available *after you have clicked on (entered) a course*). This menu 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.

### Activity and Assignment Administration

Access this resource by using the "Gear" icon (⚙), located in the upper right corner of every *activity or assignment page*, to manage a variety of resources that are directly related to *that activity or assignment* (Note: this resource is only available after you have clicked on (entered) an activity or assignment **and** turned editing on using the Course Administration "Gear icon (⚙ )) . This drop-down menu contains the primary functions you will use in managing activities and assignments, and will be reviewed in greater detail in the documentation for each functional area. Additionally, activities and assignments may be edited through the "Edit" drop-down

menu that appears to the right side of each activity or assignment after Course Administration editing is turned on.

### ADP Student Resources Block

This block, near the top right side of the screen, is located in every ADP course page, 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's address bar. When you get to the MyWPclasses login page, log in using your standard WPC username and password.  Logging in will take you to your Dashboard (i.e., *home*) page, and you should see your name at the top. Any classes you are scheduled to teach will appear in the middle section under "Course Overview."

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 the course visibility setting, click on "Edit Settings" using the "Gear" icon (⚙) located in the upper right corner of every course's home page. The fourth option down on the "Edit course settings" page 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 Guide" link and the "Course Launch Checklist" should be your first stops.

## First Steps

Once you are at your Dashboard, click on name of 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," is a link that takes you directly to the ADP Faculty Resources page (described above). One of the most important documents on this page is 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 entitled "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." (*Note: Depending on which browser you are using the file may download automatically, which negates steps 2 & 3 below*).
2. If required, click on "Enable Editing."
3. Save the form to your desktop.
4. Open the form and fill it in 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" using the "Gear" icon (⚙) located in the upper right corner of every course's home page.
7. Scroll down to the "Instructor Information" link and click the "Edit" drop-down menu and then click "Edit settings."
8. Scroll down to the "Select files" area. Click on the icon with the + sign, then hit "Choose File" to search for your file. Click on the file name and then click "open" to select it.
9. Click on "Upload this file."

10. When the file has uploaded, delete the blank "Instructor Information" template from the course by clicking on it and selecting delete. Select "Yes" to confirm deletion.
11. Click on "Save and return to 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 **F**aculty **I**nstructional **G**uide (**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. Using the "Gear" icon ( ⚙ ) located in the upper right corner of every course's home page, turn editing on.
2. Scroll to the bottom of the course overview section and select "+ Add an activity or resource."
3. Under "RESOURCES," select "File" and then click "Add."
4. Type a Name for the document (e.g., "Assignment Due Dates").
5. Scroll down to "Select Files" and click on the "Add" (piece of paper with a "+" sign) icon.
6. Click "Choose File" and select 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 same section (i.e., right before "Week One").
9. To move the file to another location in the on the page, click on the four way arrow icon ( ✛ ) to the left of the resource 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 "Edit" drop-down menu and click the "Move right" arrow until it is in the correct position.
10. Be sure the "eye" icon is does not have a line through it in order to make the document visible.

*Moodle Site Preparation*

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

1. Using the "Gear" icon ( ⚙ ) located in the upper right corner of every course's home page, click "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. If you have made any changes in steps 1 or 2 above, click "Save and display."
4. 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](mailto:abutler@warnerpacific.edu)).
5. Check to be sure video, audio and other resources are functioning.
6. Review the course resources (FIG, required materials, assignments, tests/quizzes).
7. Upload any additional documents (e.g., Assignment Due Dates) to the "Course Resources" section or within the relevant week of the course.
8. Upload your completed "Instructor Information" document.
9. Go through each week and set the open, close and due dates for assignments to define the window of time during which students can upload assignments.
   a. Using the "Gear" icon ( ⚙ ), located in the upper right corner of every course's home page, "Turn editing on."
   b. Scroll to the assignment in question and click on the "Edit" drop-down menu and then click "Edit settings."
   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."
10. Set open and close dates for any quizzes/tests.

11. Set open and close dates for the ADP End-of-Course-Evaluation (EOCE) 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. Using the "Gear" icon ( ⚙ ), located in the upper right corner of every course's home page, "Turn editing on."
    a. Scroll to the bottom of the last week in the course site.
    b. Find the ADP End-of-Course-Evaluation (EOCE) and click on the "Edit" drop-down menu and then click "Edit settings."
    c. Click on "Availability."
    d. 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. You must click the "Enable" checkbox in order to set these dates.
    e. Click on "Save and return to course" at the bottom of the page.
12. Hide any resources you do not wish students to view by clicking on the "eyeball" icon (located in the "Edit" drop-down menu) next to the resource you want to hide. Note that if you set a resource to "hide" (eye with a slash through it), 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" setting.
13. 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 drawer on the left 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 in the breadcrumb trail 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. Using the "Gear" icon ( ⚙ ) located in the upper right corner of every course's home page, 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 from this screen 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" that 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 notify students before the course begins that discussion questions will be discussed during class sessions.* 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. Go to the FIG to find the discussion questions for each week. Questions should be posted before granting students access.

2. Scroll to the appropriate week to view the contents.

3. Click the appropriate weeks "*Weekly Discussion*" link to enter the forum.

4. Click the "*Add a new discussion*" button to start a new discussion thread.

5. Click the "*Use advanced editor*" link to open the editing page.

6. Add an appropriate title in the "*Subject*" line.

7. Copy-and-paste discussion question verbiage (and any associated hyperlinks) from the FIG directly into the text editor 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.

8. Add any applicable attachments using the "Choose Files" button.

9. Click the "*Submit*" button to post the new question.

10. 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. You will need to assign learning teams to GROUPS in the Moodle site in order to allow them to submit team assignments and you to grade on behalf of the team. This will also give students access to the "Team Module" at the bottom of the course site, so they can interact with their team members and work on projects together online as needed.

To assign students to groups, use the "Gear" icon ( ⚙ ), located in the upper right corner of every *course's home page*, click on "More" and then click the "Users" tab. Next, in the Users section, click on "Groups." You will see prebuilt teams in the "Groups" list, click on "Team 1" and then click on "Add/remove users" on the right side. This will bring up a list of all students in the course. To add a student to a group, highlight their name by clicking on it and then click "add" to add the student to the Team 1 group. Once all members of Team 1 are assigned, repeat the process for the remaining teams until all students are assigned to a 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.

### *Posting a Welcome Message*

One of the most important and effective things and 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. Using the Course Administration "Gear" icon ( ⚙ ), located in the upper right corner of every *course's home page*, 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 in Moodle, learning teams may use the Team Module (located immediately after the last week's module) to interact with their team 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. Scroll down to "ADP Project Learning Team (PLT) Resources."
3. Click on the relevant 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

Generally, team assignments are already set up in Moodle to be graded as a group. This way, you can grade the project one time and the grading/feedback will post to all students in the group. To verify this, use the "Gear" icon ( ⚙ ), located in the upper right corner of every *course's home page*, and click "Turn editing on." Next, click on the "Edit" drop down menu to the right of the assignment in question, and then click "Edit settings." Scroll down to "Group submission settings," select "Yes" for "Students submit in groups" **and** "Require group to make submission." Then select "no" and "None" for the remaining two questions. Next, scroll down to "Common module settings" and be sure "Group mode" is set to "Separate groups" if the students are **not** to see other groups submissions. If groups **are** to see other team's work, then select "Visible groups." Each group must now 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/checking the assignment preference for a rubric grading method, (2) creating the rubric (if not using an existing template), 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.

**Please note the syntax for instructor created rubric titles is as follows:**

- Course-Number_WK#_AssignmentTitle_InstructorLastName_Modality
- *Example*: BUS-261A_WK2_Paper1_Jass_OL

Building a Rubric and Attaching it to an Assignment:
1. Using the "Gear" icon ( ⚙ ), located in the upper right corner of every *course's home page*, click "Turn editing on."
2. Click on the "Edit" drop-down list icon to the right of the assignment for which you want to build/attach the rubric and then click "Edit settings."
3. Click on/expand the "Grade" menu.
4. From the Grade type menu select "Point."
5. From the Grading method menu select "Rubric." Note: if Rubric is already selected and you wish to create a new rubric, you must first select "Simple direct grading" and then save your changes. Then, return to the same page following the steps above and then select "Rubric" as the grading method.
6. Select Save and Display.
7. If there was a rubric previously defined, click "Delete the currently defined form" and then click "Continue."
8. You will then be prompted to add your rubric. Choose one of the following.
    o Click "Define new grading form from scratch" the first time you add a rubric to any of your courses.
    o Click "Create new grading from a template" after you have created a rubric you can reuse it any time.
9. If you create a new rubric (or want to edit an existing template) type a new name for the Rubric. *NOTE: See correct rubric syntax above.*
10. Define the criterion and levels for row one to make them active by typing in the new information.
11. Add levels as needed for row one.
12. Select Add criterion to add new rows and type in the information as above.
13. Select your rubric options. All are on by default.

14. Click "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.

Generally, when creating rubrics, a minimum best practice is to have a level column for each of the letter grades along with a zero column for non-submittal (i.e., A, B, C, D, F, & Zero). More level columns can be added for additional grading granularity, but 6 columns are the practical minimum. This way, each level can be associated with a letter grade when using the rubric.

<u>Grading with a Rubric</u>
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 check box to the left of their name.
4. Click the black "Grade" button in the Grade column.
5. The students work appears on the left side of the screen and the selected rubric appears on the right side of the screen. Select the rubric 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.
6. Scroll down below the rubric to enter any general comments and/or to upload feedback files.
7. Click "Save Changes" (to return to the assignment) or "Save and show next" to grade the next student.
8. When finished grading, use the links in the upper left corner of the page to return to either the course home page.

## Moodle Grading

There are several ways to access grading in Moodle:

1. *Moodlerooms Grader* – Using the "Gear" icon ( ⚙ ), located in the upper right corner of every *course's home page*, click "Moodlerooms Grader".
   a. This is the best way to grade *discussion forums*, as it pulls all student posts into sequence for reviewing and grading.
2. *Assignment Grader* – Click on the assignment title, and then click on "View All Submissions."
   a. This is the best way to grade assignments using rubrics, described in detail above.
   b. You may download all student submissions by clicking the drop-down menu entitled "Grading action" and then click "Download all submissions."

3. *Grader Report* – in the "Navigation drawer, on the left side of the course home page" click on "Grades – View – Grader Report."
    a. This is the best way to see what each student has submitted to date.
4. *Single View* – this view is a subset of the Grader Report above. Click on the "Single view" tab **or** the Pencil icon in Grader Report view and you will be able to see either one assignment or one student at a time on the screen. You may override grades in this view as needed.

## 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 drawer "on the left side of the page, click on "Participants."
2. Scroll to the bottom of the class list and click "Select all."
3. Using the drop-down box next to "With selected users..." chose "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:

1. In the "Navigation drawer "on the left side of the page, click on "Participants."
2. Click on the box to the left of the student you want to message ("Select" column).
3. Using the drop-down box next to "With selected users..." chose "Send a message."
4. 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 below to export the gradebook to Excel. You then email that spreadsheet to the Records office at adprecords@warnerpacific.edu.

To submit final grades:

1. In your Moodle course, click on Grades in the "Navigation drawer."
2. Click on the "Export" tab.
3. All boxes should be checked by default, which is the correct export format.
4. Open the "Export format options" section and select the "Real, Percentage, & Letter" options.
5. Click "Download."
6. Email the spreadsheet to the Records office at ADPRecords@WarnerPacific.edu
7. Next, Go to mywp.warnerpacific.edu in your web browser.
8. Select "Login Here" and enter your username and password.
9. Click on "WebAdvisor for Faculty / Faculty Information" on the right side of the screen (under "WebAdvisor").
10. Select "Grading" and enter the appropriate term from the drop-down menu, then click "Submit."
11. 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."
12. Using the spreadsheet, you downloaded earlier, 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 located in the last week of the course. Your only responsibility is to ensure that the evaluation is visible to students during the last week of the course (the default is to have the EOCE visible). After grades for the course have been submitted, you will receive an email at your WPC email address with your course evaluation results. Please remind students to complete the EOCE; **their feedback is critical.**