

Moodle Cheat Sheets: Resource and Activity Set-up

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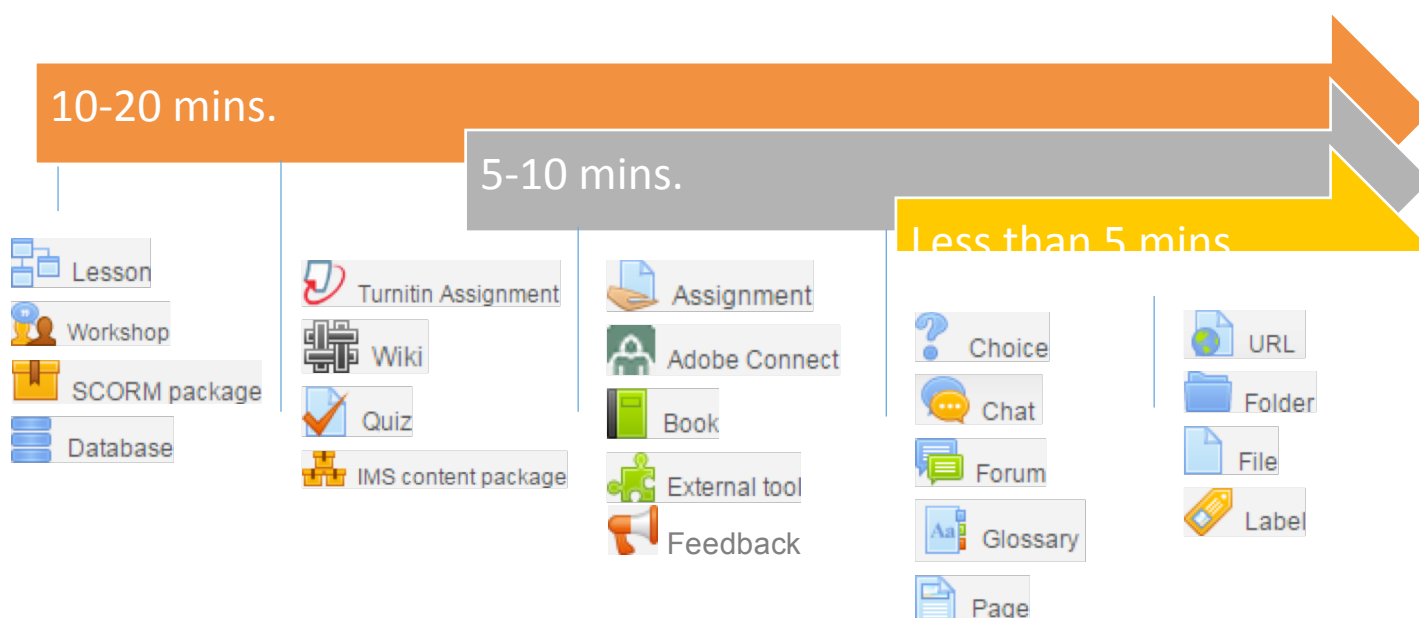
Moodle
MOODLE EVOLUTION

Resource and Activity Set-up

This review guide provides you an overview of the resources and activities available to set-up in your Moodle course or organization along with some set up times and best practices for the various items.

General Set-up Time

Set-up times are dependent on a user's Moodle familiarity and the complexity of the content, but here are some set-up times that give you a general idea of how long different course-building tasks typically take.



Resource Descriptions

What they do and why they are useful



Book** – Use your own digital documents to build a book-like format, including chapters and subchapters. Link to websites, GoogleDocs, choices, and forums to connect outside sources to your literature and encourage discussion about course content.



File* – Upload a digital file to provide permanent copies of important papers or presentations, such as the syllabus, rubrics, or assignment sheets.



Folder – Hold your file uploads in a container alphabetically and reduce the amount of scroll time. With subfolders, you can create course “Library” and centralize readings, graphic organizers, assignment sheets, and rubrics.



IMS content package – Insert a standard format of content from a packaging specification (most likely useful for hybrid or eLearning courses).



Label* – Create a section break or spacer with text, hyperlinks, pictures, or video.



Page – Fill a blank page with a combination of text, images, audio, video, or embedded code.



URL* – Link to any resource hosted online, such as a website, video, GoogleDoc, or infographic.

Activity Descriptions

What they do and why they are useful



Adobe Connect** – Conference and collaborate with others with video, audio, polling, and screen showing features with this third-party teleconferencing tool.



Assignment* – Collect and assess student work and automatically report instructor feedback to the Moodle gradebook.



Chat – Create an online chat room for real-time discussions or backchanneling.



Choice* – Create a poll for quick checks for understanding, sign ups, classrooms exit slips, or opinionnaires.



Database** – Build and display a searchable bank of record entries on a given topic. This can be built by the instructor or the student.



External tool – Interact with LTI-compliant resources on other websites, specifically with materials from a publisher. You may need to be enabled by a Moodle administrator to work with a plug-in.



Feedback – Create and conduct surveys, or any groups of questions that do not require a grade. This could be used for more elaborate checks or understanding, formative assessment, or mini course evaluations.



Forum – Share comments, reflections, or discussion responses with the class, which can be graded by both students and instructors.



Glossary – Develop a collection of searchable entries that can be browsed by category, date, author, or alphabetically. Contributors can add files and keywords. This can be restricted to only the instructor, if needed.



Lesson** – Organize pages of content or questions to create an intentional series of steps. Movement through a lesson is determined by student understanding and choices allowing for online differentiation.



Quiz* – Create assessment with various question types and automatically report instructor feedback to the Moodle gradebook. Questions can be saved for later in question banks.



SCORM package – Insert a SCORM or AICC package via any SCORM-COMPLIANT Learning Management System (LMS) using the same version of SCORM.



Turnitin Assignment – Collect and assess student written work and automatically report instructor feedback to the Moodle gradebook. Scan for originality compared to online works, databases, and archived Turnitin papers with this third-party tool.



Wiki – Co-construct with students web pages and related pages without HTML knowledge.



Workshop** – Simulate a workshop experience by having students submit work and peer review one another. This activity generates two grades for the student: their overall performance and their accuracy in peer review.

* Recommended for **new** users

Recommended for **advanced users

Visit the **Butler University QuickGuides** from the Center for Academic Technology for more self-help training on Butler-supported academic technology: blogs.butler.edu/quickguides



In-depth instruction



Ideas, best practices, examples



Video tutorials

Because usage and intention varies from user to user, you may consider scheduling a 1:1 consultation with an Information Commons student or a professional staff member in the Center for Academic Technology (CAT) to further discuss your needs. Contact CAT at (317) 940-8575, or visit the office in Jordan Hall 037.