

Moodle Activities

Title	Efficiency	Interactivity
Assignments	n/a	n/a
<p>Students can submit any digital content (files), including, for example, word-processed documents, spreadsheets, images, audio and video clips. Assignments don't necessarily have to consist of file uploads. Alternatively, teachers can ask students to type directly into a text field in Moodle. Or they can ask student to do both, upload a file or files and type text directly into Moodle. An assignment activity can also be set up to not accept any student submissions and serve as a reminder to students of a 'real-world' assignment they need to complete and to record grades in Moodle for activities that don't have an online component.</p> <p>An assignment has an 'available from' date before which no students can submit anything, and a due date, after which teachers can choose not to accept submissions any more. Markers can choose to be notified every time a student submits an assignment, or only for late submissions. Markers can choose to give students feedback in the form of text or uploaded files.</p>		
Chat	★★★★★	★★★★★
<p>The chat activity module allows participants to have a real-time synchronous discussion in a Moodle course. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat module contains a number of features for managing and reviewing chat discussions.</p>		
Choice	★★★★★	★★★★★
<p>A choice activity is very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent. Choice requires some preparation time for creating your activity and thinking about what results you would like to achieve, but your participation with activity itself is likely to be minimal.</p>		
Database	★★★★★	★★★★★
<p>The database activity module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things.</p>		
Feedback	★★★★★	★★★★★
<p>The Feedback module allows you to create and conduct surveys to collect feedback. Unlike the Survey tool it allows you to write your own questions, rather than choose from a list of pre-written questions and unlike the Quiz tool, you can create non-graded questions. The Feedback activity is ideal for the likes of course or teacher evaluations.</p>		
Forum	★★★★★	★★★★★
<p>The forum module is an activity where students and teachers can exchange ideas by posting comments. There are four basic forum types. Forum posts can be graded by the teacher or other students. A forum can contribute significantly to successful communication and community building in an online environment. You can use forums for many innovative purposes in educational settings, but teaching forums and student forums are arguably the two more significant distinctions.</p>		
Glossary	★★★★★	★★★★★
<p>The glossary activity module allows participants to create and maintain a list of definitions, like a dictionary. Glossary can be used in many ways. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher. Entries can be put in categories. The auto-linking feature will highlight any word in the course which is located in the glossary.</p>		
Lesson	★★★★★	★★★★★
<p>The lesson module presents a series of HTML pages to the student who is usually asked to make some sort of choice underneath the content area. The choice will send them to a specific page in the Lesson. In a Lesson page's simplest form, the student can select a continue button at the bottom of the page, which will send them to the next page in the Lesson.</p>		

Quiz	★★★★★	★★★★★
<p>The Quiz activity module allows the teacher to design and build quizzes consisting of a large variety of Question types, including multiple choice, true-false, and short answer questions. These questions are kept in the Question bank and can be re-used in different quizzes.</p> <ul style="list-style-type: none"> • Quizzes can be configured to allow multiple attempts. Each attempt at a question is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers. • There are many ways to use a quiz. • Feedback about performance and self-assessment are important parts of a learning environment. There are several ways to give feedback to students: on each question or overall. The quiz module can display feedback and scores at different times during the quiz, using the review options in the Quiz settings. • A wide variety of Quiz reports (in addition to Grades) are available for use by the teacher. Quiz reports not only can focus on a single student's attempt to answer each question, but also can perform a robust item analysis of a question's validity based upon aggregated student responses. • A single quiz can automatically select random and/or specific questions from different categories of questions. • There are different options for scoring (marks-grades) individual questions in a specific quiz, grading attempts for a quiz and each question type. • The quiz settings allow different display methods. They can randomize the questions for each student and or randomize the answers for each student. • The teacher can determine the number of questions on each page of questions the student sees. The teacher can change the position of any question in the quiz. It is possible to put a label with information any place between questions. • The teacher can choose how questions behave during the quiz. It can be like a classic test, where the student gets no feedback while attempting the test, only later. Alternatively, Moodle can reveal the grades and/or feedback to the student during the quiz, and perhaps even give them another chance to answer the question (for fewer marks) having read the feedback. 		

Survey	★★★★★	★★★★★
<p>The Survey module is a course activity that provides a number of verified survey instruments, including COLLES (Constructivist On-Line Learning Environment Survey) and ATLS (Attitudes to Thinking and Learning Survey), which have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.</p>		

Wiki	★★★★★	★★★★★
<p>Wiki is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML. A wiki starts with one front page. Each author can add other pages to the wiki by simply creating a link to a page that doesn't exist yet.</p>		

Workshop	★★★★★	★★★★★
<p>Workshop is a peer assessment activity with many options. Students submit their work via an on line text tool and attachments. There are two grades for a student: their own work and their peer assessments of other students' work. Workshop is similar to the Assignment module and extends its functionality in many ways. However, it is recommended that both course facilitator (teacher) and course participants (students) have at least some experience with the Assignment module before the Workshop is used in the course.</p> <ul style="list-style-type: none"> • As in the Assignment, course participants submit their work during the Workshop activity. Every course participant submits their own work. The submission may consist of a text and attachments. Therefore, Workshop submission merges both Online text and Upload file types of the Assignment module. Support for team work (in the sense of one submission per group of participants) is out of scope of Workshop module. • The submissions are assessed using a structured assessment form defined by the course facilitator (teacher). Workshop supports several types of assessment forms. All of them allows multi-criteria assessment in comparison to the Assignment module where only one grade is given to a submission. • Workshop supports peer assessment process. Course participants may be asked to assess selected set of their peers' submissions. The module coordinates the collection and distribution of these assessments. • Course participants get actually two grades in a single Workshop activity - grade for their submission (that is how good their submitted work is) and grade for assessment (that is how well they assessed their peers). Workshop activity creates two grade items in the course Gradebook and they can be aggregated there as needed. • The process of peer assessment and understanding the assessment form can be practiced in advance on so called example submissions. These examples are provided by the facilitator together with a reference assessment. Workshop participants can assess these examples and compare their assessment with the reference one. • The course facilitator can select some submissions and publish them so they are available to the others at the end of Workshop activity (in comparison to the Assignment module where submitted work is available only to the author and the facilitator). 		