

Outline

12 August

Pedagogical applications of forums and quizzes

Examples of successful discussion forums

Activity: small group discussion

Examples of quizzes and question

Support

TECHNICAL SUPPORT

1. ICTO Helpdesk

...provides technical support and services to all staff and students of the University on the computing facilities, applications and network services provided by ICTO.

☎ 8822 8600

✉ icto.helpdesk@um.edu.mo

2. Faculty Technical Support Staff

...provides technical support for faculty members

PEDAGOGICAL SUPPORT

3. The Centre for Teaching and Learning Enhancement

...ongoing opportunities for professional development including consultations by:

CTLE Team

- Director of The Centre for Teaching and Learning
- E-Learning Technology Officer

CTLE Academic Staff Advisors

- FAH, FBA, etc.

4. Associate Deans (Teaching)

Ongoing challenge: student engagement

- “Zoom fatigue”,
- “Death by PowerPoint”, etc.

How can we as teachers prevent Zoom fatigue?

How can forums and quizzes can be used to involve students?

Curriculum Theory

Moodle has tools that support different teaching practices.

- **Methods:**
- Lecture
- Drill and Practice
- Rote learning
- Multiple choice tests

Behaviorism

Learner is passive: learns via external processes i.e. positive reinforcement

- **Methods:**
- Discovery
- Collaborative group work
- Scaffolding
- Self-guided learning based on personal experience
- Peer grading/ review

Constructivism

Learner builds on personal experience [internal], active & social in the learning process

Cognitivism

Learning goes beyond external: is an internal process - short & long term memory

- **Methods:**
- Lecture
- Visual tools: mind maps, charts etc to facilitate memorization for learning
- Multiple choice & essay assessment

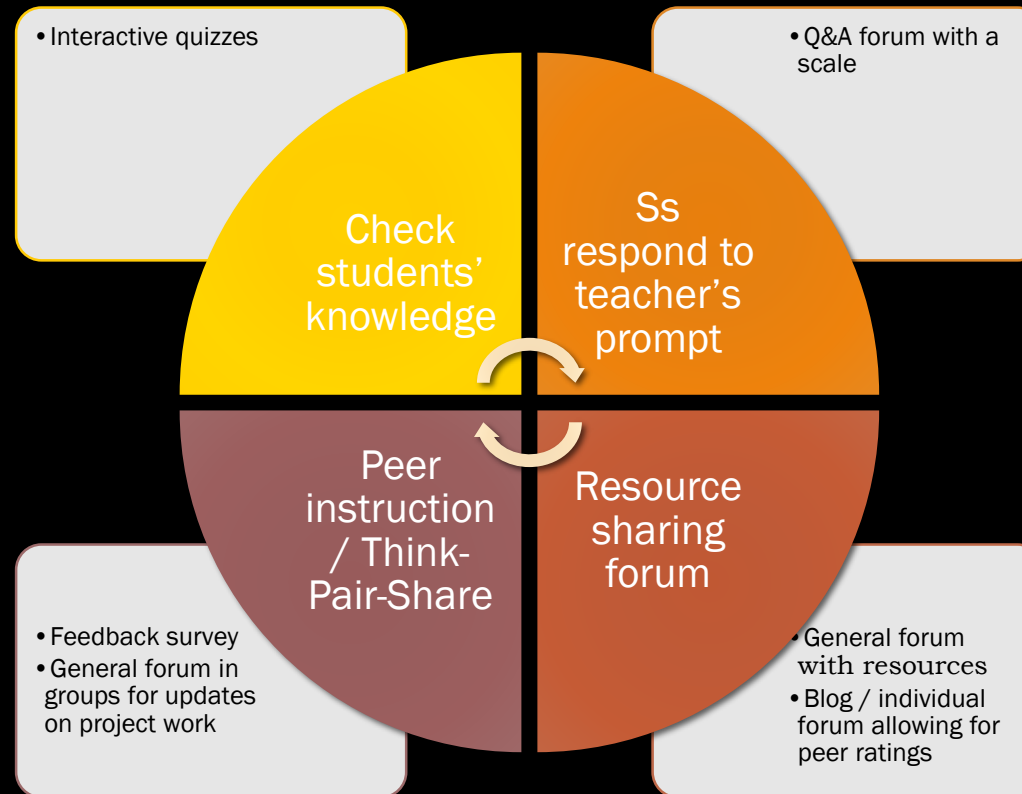
Connectivism

Learner is self-directed learning via nodes [content source, people, groups] within network

- **Methods:**
- Self-directed quest for content
- Sharing of content, sources
- Spontaneous learning groups
- Creates knowledge collaboratively

Applications and specific tools

Let's explore some teaching activities which might replace Zoom meetings or take place in a classroom.



Example of integrated activities

- Here's a sequence of scaffolded activities.
- Each activity is built on the previous one and cannot be accessed unless the previous one has been completed.
- Here students first need to watch a video (URL), then take a comprehension quiz (Quiz) before they can participate in a discussion (Forum).

SDG Input Videos (Deadlines from



If 100 people lived on earth video



If 100 people lived on earth - quiz



If 100 people lived on earth...

Recent forum posts

Student post

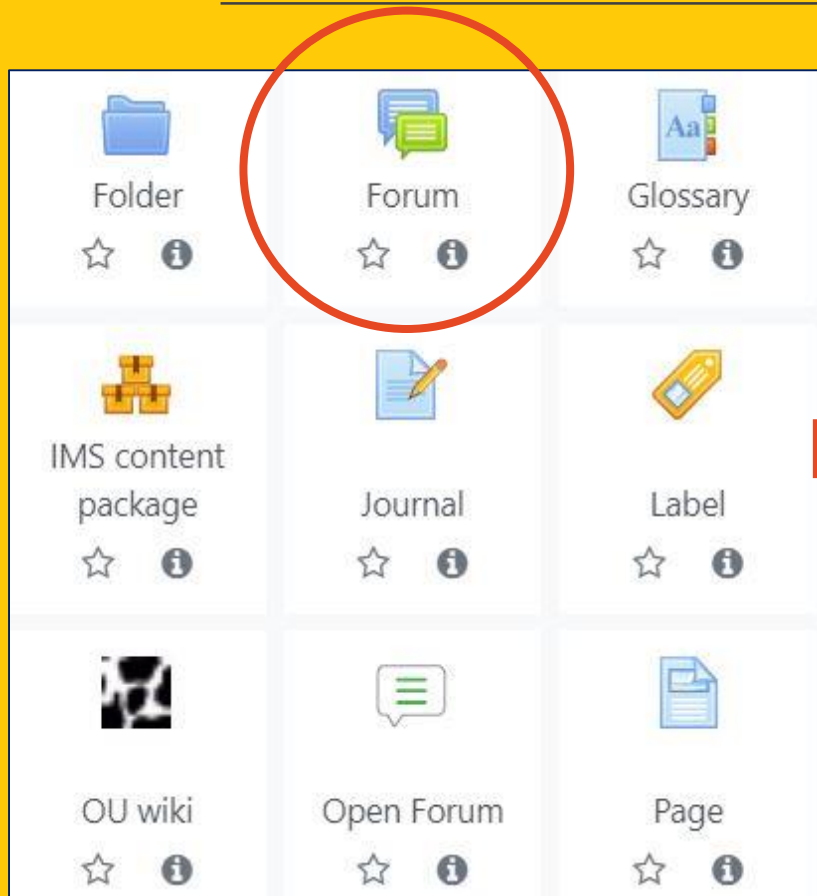
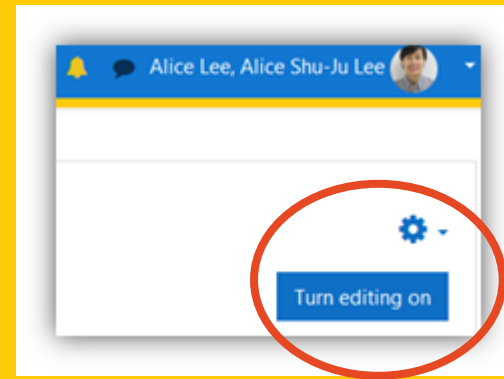
Re: A statistics presented in this

URL

Quiz

Open
Forum

Setting up a Forum



- ▶ Availability
- ▶ Attachments and word count
- ▶ Subscription and tracking
- ▶ Discussion locking
- ▶ Post threshold for blocking
- ▶ Whole forum grading
- ▶ Ratings
- ▶ Common module settings
- ▶ Restrict access
- ▶ Activity completion
- ▶ Tags
- ▶ Competencies

Subscription and tracking

Subscription mode ? Optional subscription ▼

Read tracking ? Optional subscription

Discussion locking

Forced subscription

Auto subscription

Subscription disabled

You can enter brief instructions for students here and click the box below

- **Optional subscription** - Participants can choose whether to be subscribed
- **Forced subscription** - Everyone is subscribed and cannot unsubscribe
- **Auto subscription** - Everyone is subscribed initially but can choose to unsubscribe at any time
- **Subscription disabled** - Subscriptions are not allowed

Advice on setting up a "Forum"



A single simple discussion

= student discussion (for small classes)

Each person posts one discussion

= self-introductions

Standard forum for general use

= student discussion (for large classes)

Match the activity to the forum type.

ACTIVITY

1. Student blog / portfolio / introductions
2. FAQ forum
3. Resource sharing
4. Group discussion of an article /topic
5. Assessment of progress

FORUM TYPE

- A. Each person posts (starts) one discussion topic (□ thread).
 - To keep it private, each student would need to be in a group of one.
- B. Standard forum for general use.
 - Students can create multiple discussion topics □ .
- C. Single, simple discussion. No groups!
 - The teacher creates one topic □ . Students reply. Use a Like scale 👍
- D. Q&A Forum.
 - A. Teacher posts a question. Students cannot see other responses until they post a reply.
- E. Standard forum for general use, Q&A
 - Assess with a scale
- F. Open Forum
 - (can be anonymous, no autosave)

What do students need to know?

Safe to assume students do not know how to use a forum in Moodle.

Import text from Word

Like or rate a post

[Attach a File to a Forum Response](#)

[Avoid Losing Work in Textboxes](#)

[Display a Video from YouTube](#)

[Format Text in a Forum Response](#)

[How to Navigate Forums](#)

[Link to a Web Page](#)

[Manage Digest Settings](#)

[Prevent Email Copies of Forum Posts](#)

[Record an Audio or Video Response](#)

[Resize Images or Photos](#)

[Subscribe to a Forum or Thread](#)

Examples of our forums

One of the most successful forums I've seen: resource sharing forum.

In groups of 10, have students to share a link to an online video, in English, that explains a concept that will be covered in class.

The video must be one that another student has not already shared.

Most importantly, students need to write a summary of why the video they shared is relevant/helpful/outstanding.

The response must be a paragraph with 3 complete sentences.

Rate other's posts using a scale -->

Ratings for forum posts

5 Excellent - This piece of writing meets the requirements of the assignment. No grammatical or mechanical errors. Ideas are fully supported.

4 Good - This piece of writing meets most of the requirements of the assignment. A few grammatical or mechanical errors. Ideas are partially supported.

3 Satisfactory - This piece of writing meets some of the requirements of the assignment. Several grammatical or mechanical errors. Ideas lack good support.

2 Needs improvement - This piece of writing does not meet the requirements of the assignment. Many grammatical or mechanical errors. No support is given for ideas.

1 Incomplete - This piece of writing does not meet the requirements of the assignment.

0 Unacceptable - Parts of the writing are copied from a source.

Activity:

In a breakout room with colleagues from your faculty, outline a forum activity that might work with your students.


What type of forum activity might benefit or engage online students?
What is a question that would generate a range of responses?
How might it be assessed?

6 minutes to discuss and then report back to the whole group.

Forum Activities:

- Student blog / portfolio
- FAQ forum
- Resource sharing
- Group discussion of an article /topic
- Assessment of progress

Tools / functions

- Like button 
- Scale / peer ratings
- Q&A forum to promote individual responses
- Activity completion tracking

Join your colleagues in a breakout room. FAH=Room 1, etc.

1. Faculty of Arts and Humanities
2. Faculty of Business Administration
3. Faculty of Education
4. Faculty of Health Sciences
5. Faculty of Law
6. Faculty of Science and Technology
7. Faculty of Social Sciences
8. Institute of Advanced Studies in Humanities and Social Sciences
9. Institute of Applied Physics and Materials Engineering
10. Institute of Chinese Medical Sciences
11. Institute of Collaborative Innovation
12. Institute of Microelectronics

Sharing

In which faculty are you teaching?

What type of forum activity might benefit or engage online students?

What is a question that would generate a range of responses?

How might it be assessed?

Why don't student use forums in Moodle?

Issues

Not comfortable sharing to whole class

It takes a long time to write down their ideas

Solutions

Put students into small groups,

Give students model answers

More structured activities

Set expectations

Example of a quiz and questions

- Academic Integrity Quiz
 - [For teachers](#) to preview (7 questions)
 - [For students](#) to take
 - [For your course](#), request from CTLE (14 questions)

- Can include media in questions



What do you think?

Can words and ideas be stolen?

1. Select an answer.
2. Tap the “**check**” button.
3. To continue, tap the “next” button.

Select one:

- Yes** (Then, tap “Check” or “検査”)
- No** (Then, tap “Check” or “検査”)

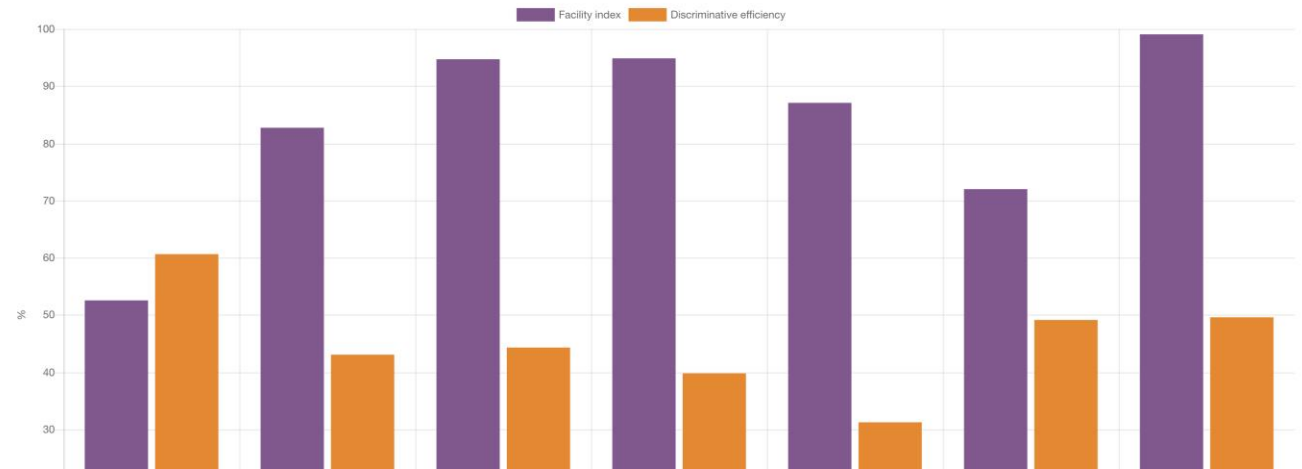
Check

Use data to examine questions

Download table data as Comma separated values (.csv) [Download](#)

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	Q2 Where can you find the rules	888	52.59%	49.96%	33.33%	14%	22.42%	48.16%	60.62%
2	Q5 What is the worst penalty	888	82.77%	37.79%	25.00%	14%	16.80%	30.03%	43.11%
3	Q7 Can I just put quotation marks	888	94.71%	22.40%	50.00%	14%	10.57%	20.73%	44.29%
4	Q8 Students can claim that they did not understand	888	94.82%	22.18%	50.00%	14%	10.35%	19.62%	39.77%
5	Q11 Are citations needed	888	87.05%	33.59%	50.00%	14%	14.44%	21.86%	31.16%
6	Q12 Using a lot of citations will	888	71.96%	44.95%	50.00%	14%	20.20%	40.62%	49.15%
7	Q14 I have a good understanding of academic honesty.	888	99.10%	9.45%	50.00%	14%	5.22%	14.31%	49.51%

Statistics for question positions

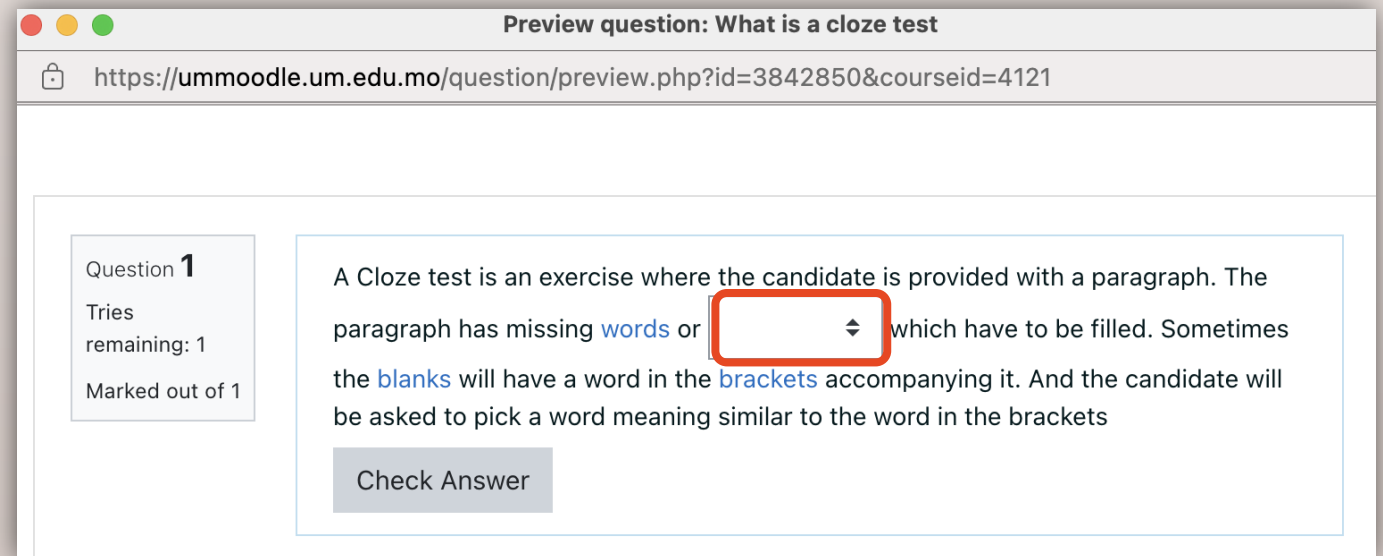
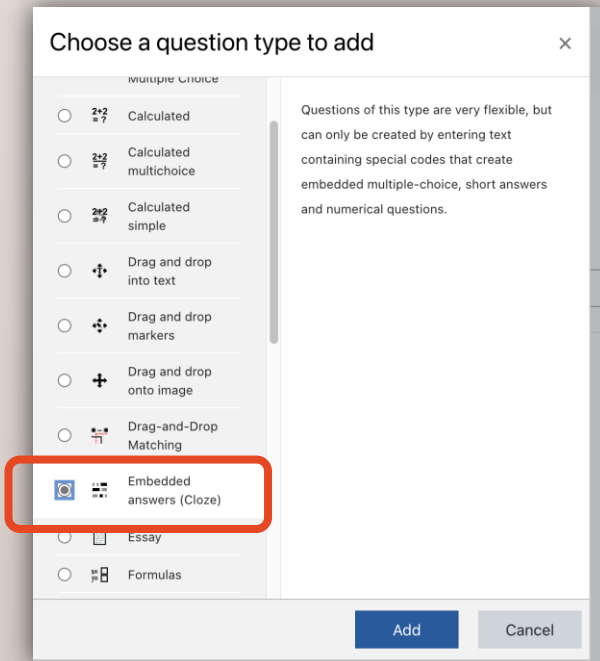


The background of the slide is a dense, overlapping collage of colorful sticky notes in shades of blue, green, yellow, pink, and purple. Each sticky note features a large, bold, black question mark. The notes are scattered across the entire frame, creating a vibrant and curious visual texture.

Examples: questions and quizzes

Examples: cloze questions focused on key terms

○ Cloze questions



Quiz settings

DEFERRED FEEDBACK (FOR EXAM)

Question behaviour

Shuffle within questions Yes

How questions behave

Show more...

Review options

During the attempt	Immediately after the attempt	Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt	<input type="checkbox"/> The attempt	<input type="checkbox"/> The attempt
<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct	<input type="checkbox"/> Whether correct
<input type="checkbox"/> Marks	<input type="checkbox"/> Marks	<input type="checkbox"/> Marks	<input type="checkbox"/> Marks
<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback
<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback	<input type="checkbox"/> General feedback
<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback	<input type="checkbox"/> Overall feedback	<input type="checkbox"/> Overall feedback	<input type="checkbox"/> Overall feedback

IMMEDIATE FEEDBACK AND HINTS

How questions behave

Show more...


Review options


During the attempt	Immediately after the attempt	Later, while the quiz is still open
<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct
<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks
<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback
<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback
<input checked="" type="checkbox"/> Right answer	<input type="checkbox"/> Right answer	<input type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

Quiz setting: timing

In case students do not click the button, submit all and finish.

▼ **Timing**

Open the quiz ? 11 ▾ August ▾ 2022 ▾ 19 ▾ 08 ▾  Enable

Close the quiz ? 13 ▾ August ▾ 2022 ▾ 19 ▾ 08 ▾  Enable

Time limit ? 0 minutes ▾ Enable

When time expires ? Open attempts are submitted automatically ▾

What do students need to know?

How to submit all my answers to a quiz in UMMoodle.

<https://faq.icto.um.edu.mo/how-to-attempt-and-submit-answers-in-quiz-in-ummoodle/>

Solution: Practice tests



[Four things to consider with automated quizzes and assessment design](#)



[3 Tips on Online Assessments and Exams](#)



[Talking Points from an Online Faculty Meetup & Training on Academic Integrity of Online Exams and How to Build Quizzes](#)

Blog posts
on the
CTLE
website

Thank you

Resources & support

The Centre for Teaching and Learning Enhancement

..ongoing opportunities for professional development including consultations by:

- The Director of The Centre for Teaching and Learning, Prof. Katrine Wong kwong@um.edu.mo
- E-Learning Technology Officer, Dr. Chris Fulton chrisfulton@um.edu.mo

<https://ctle.um.edu.mo/>

CTLE Academic Staff Advisors

ICTO Helpdesk

...provides technical support and services to all staff and students of the University on the computing facilities, applications and network services provided by ICTO.

🕒 9 am – 5:45 pm

📍 E5-2085

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