

QUICK START GUIDE

for

UNIVERSITI MALAYSIA SABAH LEARNING MANAGEMENT SYSTEM

**Thor-Seng Liew, Md Hafizi Ahsan @ Miskam,
Mahadirin Ahmad, Mohd Azhar Dris**

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Thor-Seng Liew, Md Hafizi Ahsan @ Miskam,
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A list of video tutorials for most of the tools described in this book can be found here: <http://smart2.ums.edu.my/course/view.php?id=8647>. Please send your feedback to thorseng@ums.edu.my, mdhafizi@ums.edu.my, muhadir@ums.edu.my.



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Author contributions

Conception and design of the book Thor-Seng Liew, Md Hafizi Bin Ahsan @ Miskam, Mahadirin Ahmad, Mohd Azhar Bin Dris

Content writing Thor-Seng Liew, Md Hafizi Bin Ahsan @ Miskam, Mahadirin Ahmad

Design and production of infographics Thor-Seng Liew, Mohd Azhar Bin Dris, Md Hafizi Bin Ahsan @ Miskam

Layout and Production of the e-Book Thor-Seng Liew

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With that, this book come to accomplish all the effort to involved all the academicians, student and administrative to use smart2ums in their daily work routine. We thank CEL and JTMK, Universiti Malaysis Sabah for all the supports. We thank Kenneth Francis Rodrigues for proofread and edit part of the text. We like to express our gratitude to the Institute for Tropical Biology and Conservation for the opportunity and collaboration to publishing this book. Finally, we hope this small contribution will be a ‘point of departure’ for us to face the reality today and to achieve our mission to be an innovative university of global standing.

Chapter 1

Overview of this book

The book in your hand right now contains the step-by-step flows of basic functionalities of SmartUMS (<http://smart2.ums.edu.my/>). These functionalities can be leveraged to help you to implement more progressive learning approaches, such as blended learning, student centred learning, active learning, managing assessments, and engagements with the students. Thus, this book is an utmost important to serve any lecturer who then decided to learn these skills.

This book is organised into two parts. **Part 1** describes basic customisations and settings to create and manage a course in SmartUMS before semester, during the semester and after the semester. **Part 2** describes and discuss some tips to improve various aspects of your course page by doing some extra advanced settings, including user interface, monitoring student progress, administration of student marks, and questions bank.

Chapter 2

Why SmartUMS

SmartUMS has been developed on the basis of the Moodle learning management system (LMS) (<https://moodle.org/>). It is one of the most robust LMS in the world with around 1400 plugins. It is a free and open-source system developed based on pedagogical principles and distributed under the GNU General Public License. It does not incur overhead costs for UMS.

Most importantly, SmartUMS is fully owned by UMS which UMS has the full institutional control over the system, especially with respect to security and privacy issues by UMS.

While SmartUMS is to be used as the primary blended learning platform, users are permitted to use other tools/platforms to create learning content and activities which can then be linked and incorporated into the course page in SmartUMS, so that students can access all via one platform.

Chapter 3

Part 1: Basic Settings

Here you will be guided on how to basic customisations and settings for you to create and manage a course in SmartUMS before semester, during the semester and after the semester.

3.1 Before you start

3.1.0.1 Login to SmartUMS

- Login to SmartUMS <http://smart2.ums.edu.my>
- If you do not have an account yet, please email to admin_lms@ums.edu.my
- Next, you have to login to the site with your username and password.

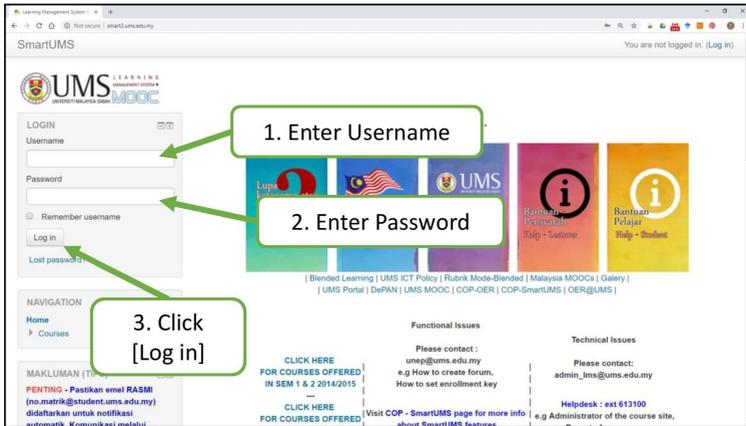


Figure 3.1: Login to SmartUMS

3.1.0.2 Check Your Course in SmartUMS

- After you have login to the site, check [My courses], you can see a list of the course that you can access.
- If you do not see your course, please email to admin_lms@ums.edu.my in order to create your specific course in SmartUMS.
- If you can see the course then you click on the course and start to customise the course page at SmartUMS.

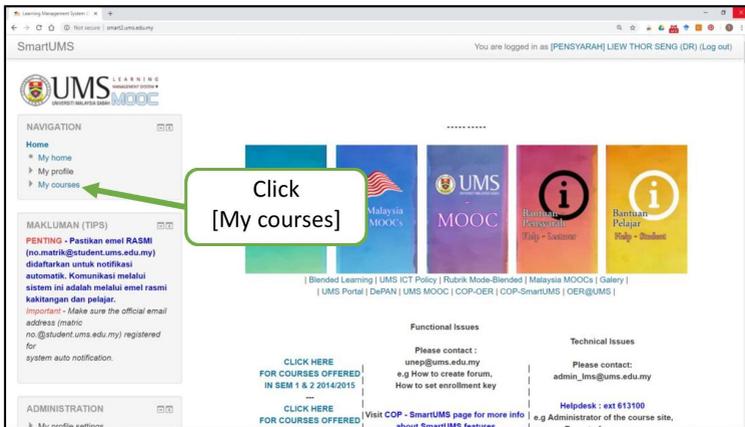


Figure 3.2: Check your course in SmartUMS



Figure 3.3: Check your course in SmartUMS

3.1.0.3 Enrol the Other Lecturer to the Course

- If you teach the course together with a colleague you may add your colleagues via the learning management system. You may grant them permission to edit the content.

The screenshot shows the UMS Learning Management System interface. The main content area is titled "Enrolled users" and includes a search bar, filters for "Enrolment methods", "Role", and "Status", and buttons for "Filter" and "Reset". Below this is a table of enrolled users with columns for "First name / Surname", "Email address", and "Roles". A modal window titled "Enrol users" is open, showing a list of users with "Enrol" buttons next to them. The modal also includes an "Assign roles" dropdown menu and a "Finish enrolling users" button at the bottom.

Eight steps are indicated by green callout boxes with arrows:

- Step 1:** Points to the "Enrolled users" link in the left navigation menu.
- Step 2:** Points to the "Enrolled users" link in the left sidebar.
- Step 3:** Points to the "Enrol users" button at the top right of the "Enrolled users" section.
- Step 4:** Points to the "Enrol users" button in the modal window.
- Step 5:** Points to the "Assign roles" dropdown menu in the modal window.
- Step 6:** Points to the "Enrol" button for a user in the modal window.
- Step 7:** Points to the "Enrol" button for another user in the modal window.
- Step 8:** Points to the "Finish enrolling users" button at the bottom of the modal window.

Figure 3.4: The 8 steps to enrol the other lecturer to the course



Figure 3.5: Step-by-step to enrol the other lecturer to the course

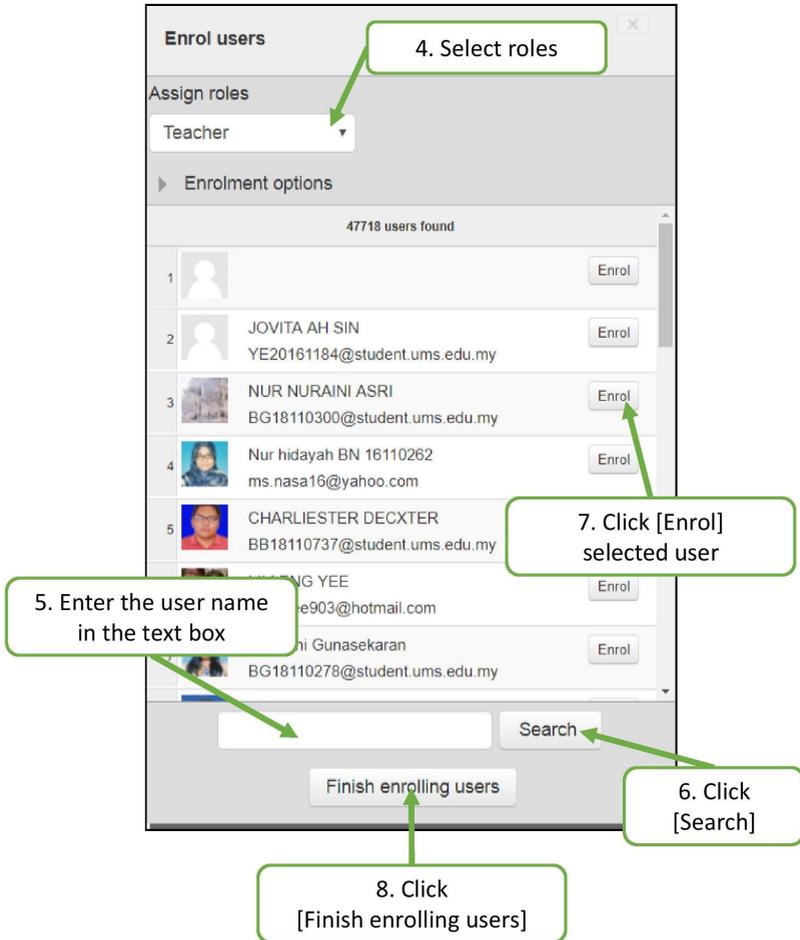


Figure 3.6: (continued) Step-by-step to enrol the other lecturer to the course

3.2 Now you are ready

The setup of your course in SmartUMS requires three phases, Prior to the Commencement of the Semester, During Semester and After Semester.

3.2.1 Prior to the Commencement of the Semester

Please check the schedule of lectures via the following website (<http://bpa.ums.edu.my/index.php/en>) and the student list (<https://smp.ums.edu.my>) Concurrently, there are a few settings you need to make in the SmartUMS as a preparation of course which include: import the course content, course setting, section setting, uploading learning resources, and designing activities.

3.2.1.1 Import the Course Content

If you have created courses at SmartUMS during earlier past semesters, and you are planning on teaching the same course in the current semester, you may want to import the entire course. You can directly import all or selected learning resources and learning activities from the previous semester course page into the new semester course page.

After importing the entire or part of the course, you may update the course settings, learning resources and activities manually.

The screenshot displays the UMS Learning Management System (LMS) interface for a course titled "UB00399 [1-2018/2019]". The interface is divided into several sections:

- Header:** UMS Learning Management System (LMS) logo and navigation breadcrumbs: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]. A "Turn editing off" button is visible in the top right.
- Left Sidebar:**
 - PROGRESS BAR:** Shows a progress indicator and an "Overview of students" button.
 - NAVIGATION:** A menu with options: Home, My profile, Current course (UB00399 [1-2018/2019]), Participants, Badges, and My courses.
 - ADMINISTRATION:** A menu with options: Course administration (Turn editing off, Activity chooser off, Edit settings, Users, Unenrol me from UB00399 [1-2018/2019]), Filters (Reports, Grades, Badges), Backup, Restore, Import (highlighted with a green box and arrow), Publish, Reset, Question bank, and Repositories. Below this is a "Switch role to..." field and "My profile settings" and "Site administration" sections.
 - ADD A BLOCK:** A section with an "Add..." dropdown menu.
- Main Content Area:** Displays the course structure with weeks:
 - Week 1:** Course Synopsis, Discussion Week 1, Lecture, News forum.
 - Week 2:** Discussion Week 2, Lecture.
 - Week 3:** Discussion Week 3, Lecture.
 - Week 5:** Discussion Week 5, Lecture.
 - Week 6:** Discussion Week 6, Lecture.
- Right Sidebar:**
 - SEARCH FORUMS:** Includes a search input field, a "Go" button, and a link to "Advanced search".
 - LATEST NEWS:** Includes a link to "Add a new topic..." and a message: "No news has been posted yet".
 - UPCOMING EVENTS:** Includes a link to "Go to calendar..." and a message: "There are no upcoming events".
 - RECENT ACTIVITY:** Includes a link to "Full report of recent activity..." and a message: "Activity since Wednesday, 26 September 2018, 4:37 PM. Nothing new since your last login".

A green box highlights the "Import" option in the Administration menu, with an arrow pointing to it from a text box that says "1. Click [Import]".

Figure 3.7: Step-by-step to import the course content

Find a course to import data from:

Select a course More than 10 courses found, showing first 10 results

Course short name	Course full name
<input type="radio"/> UB00302 [OER-2014/2015]	UB00302 Reading and Writing in English [OER-2014/2015]
<input type="radio"/> UB00302(S1,S2,S3) [1-2018/2019]	UB00302(S1,S2,S3) READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302(SEC 31 & 31) [1-2018/2019]	UB00302(SEC 31 & 31) READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302(PLUMS-SECTION 3) [1-2018/2019]	UB00302(PLUMS-SECTION 3) READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302(SECTION 37,38) [1-2018/2019]	UB00302(SECTION 37,38) READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302 [1-2018/2019]	UB00302 READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302 [B] [1-2018/2019]	UB00302 [B] READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302 [A] [1-2018/2019]	UB00302 [A] READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302 [C] [1-2018/2019]	UB00302 [C] READING AND WRITING IN ENGLISH [1-2018/2019]
<input type="radio"/> UB00302(SECTION 15) [1-2018/2019]	UB00302(SECTION 15) READING AND WRITING IN ENGLISH [1-2018/2019]

There are too many results, enter a more specific search term.

ub00302

1. Enter search term

2. Enter course name

3. Click [Search] to search

4. Select a course

5. Click [Continue] to next step

Figure 3.8: (continued) Step-by-step to import the course content

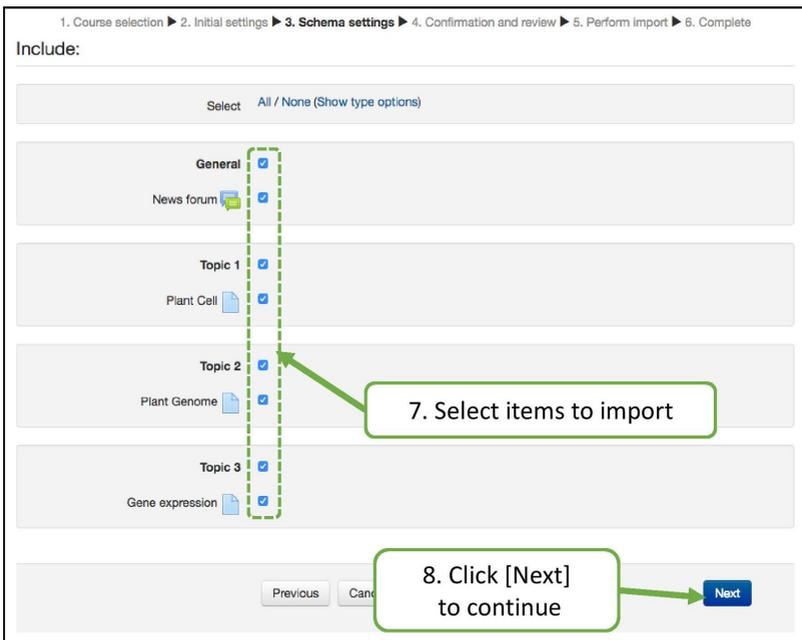
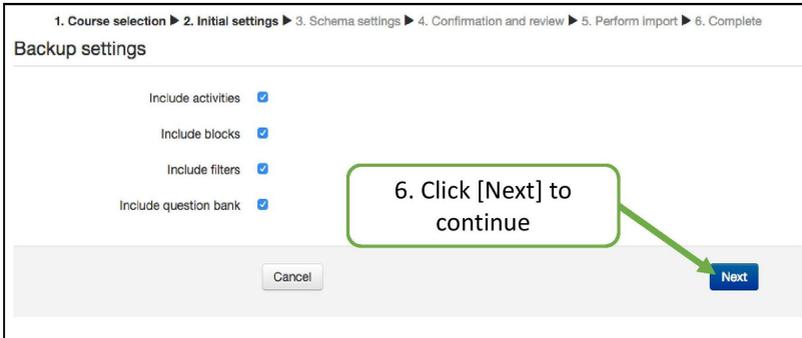


Figure 3.9: (continued) Step-by-step to import the course content

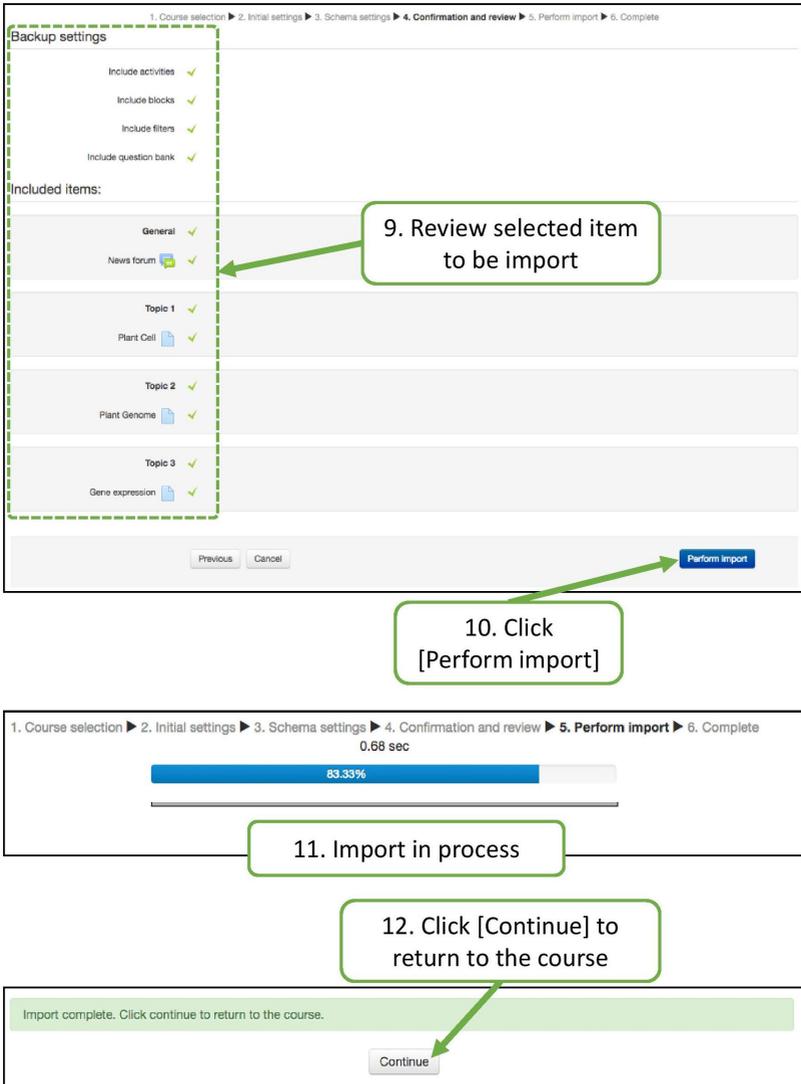


Figure 3.10: (continued) Step-by-step to import the course content

3.2.1.2 Course Settings

After you complete the ‘import process’, you can continue using the current setting or make some changes or adjustment. Otherwise, If you just started the new course, course settings are the most important tasks in the early stage in using SmartUMS. In Edit course settings, you can decide the course format (weekly or topic format), write the course summary, set the course starting and ending dates, and enable the completion tracking mode

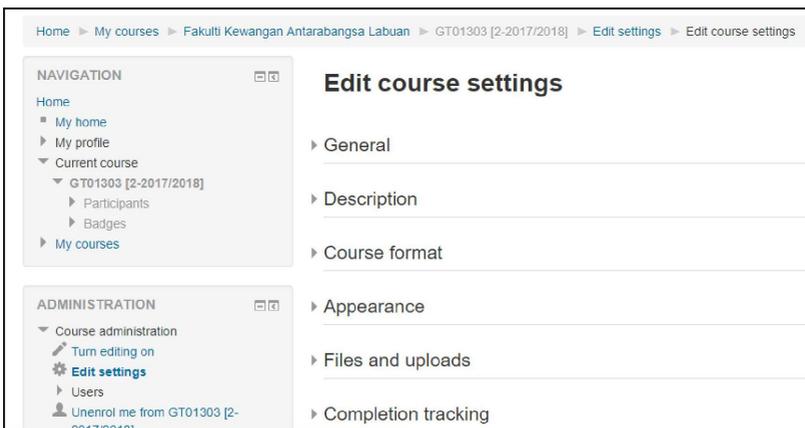


Figure 3.11: Step-by-step to do course settings

Phase 1- Course Settings

Step 1 to Step 4 – Course administration: Course Settings

Edit Course Settings Overview



Figure 3.12: (continued) Step-by-step to do course settings

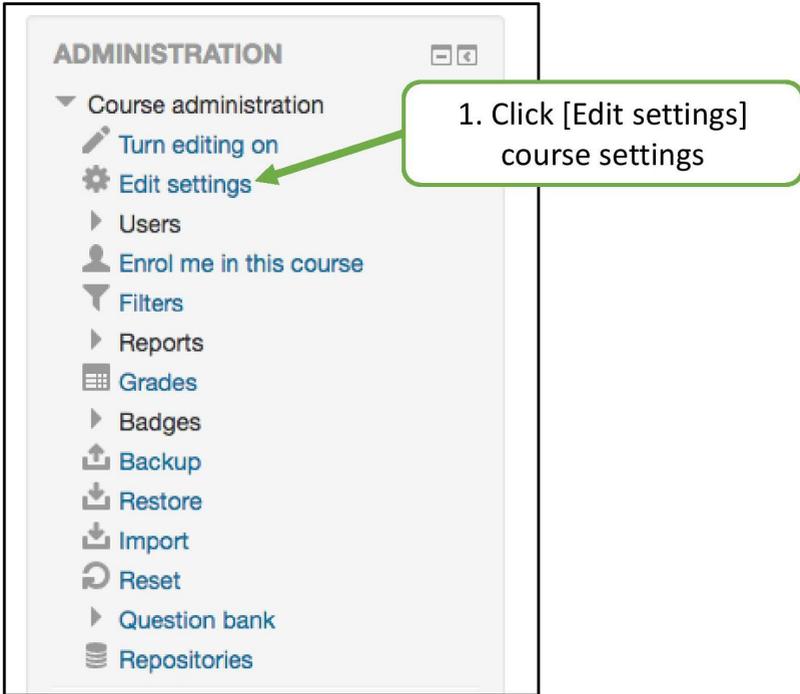


Figure 3.13: (continued) Step-by-step to do course settings

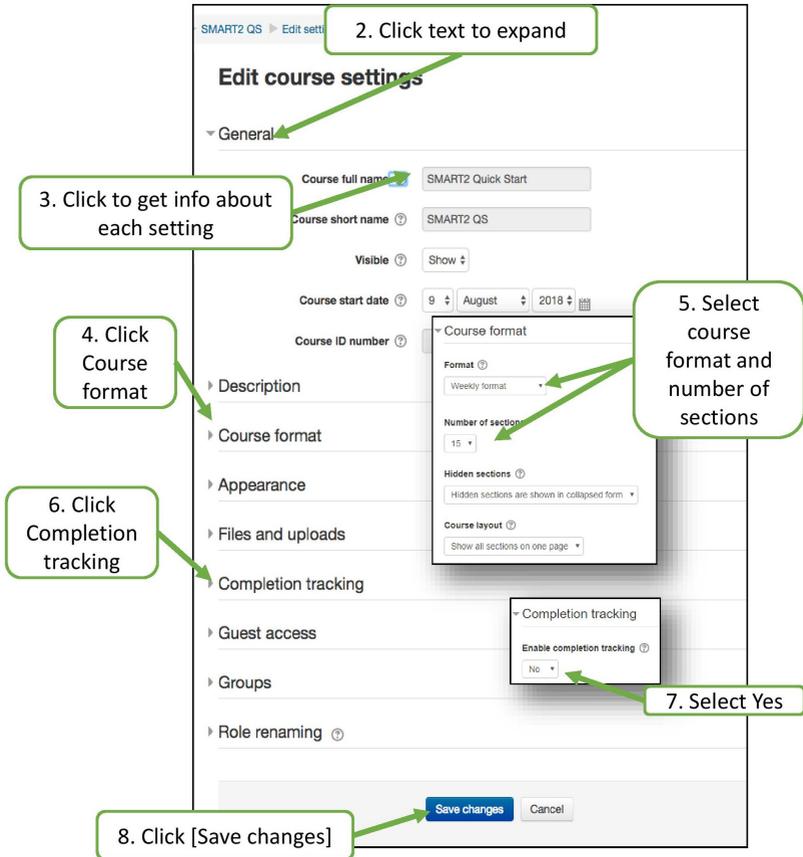


Figure 3.14: (continued) Step-by-step to do course settings

3.2.1.3 Section Settings

After the course settings have been completed, the next tasks are to rename section and to write summary for the section. A course is always divided into several sections to organise resources and activities for students.

Each section can be a topic of the lecture (Chapter 1, Chapter 2, etc.) or a temporal one (Week 1, Week 2, etc.). Section name and summary should consist of text that inform students of the learning outcomes of the topic or week, stimulate recall of prior learning of the previous topics, provide sufficient learning guidance for students to navigate around the learning resources and activities.

WEEK 4 - Mapping and navigation & Storing GIS information

Last few weeks, you learn some basic knowledge of GIS, including Type of Features & Type of attribute values for features, ways to collect spatial data & represent geographic features, map projections and Coordinate systems. In the context of this course, you would have to develop spatial thinking skills and basic GIS technical skills that can be used to solve conservation biology problems.

There is  [Tutorial \(1\) - Collecting data with GPS coordinates](#) that you need to do continuously between 9/27/2018 12:00:00 PM and 10/1/2018 12:00:00 PM. You have to submit this tutorial by 2nd October 2018.

This week, you have to watch  [Video documentary - Data for Decision](#) that consists of 3 videos (21 minutes). Watch all of them. This documentary that were produced in 1968 showed the first generation of GIS application. After 50 years of development in GIS, you will be doing exactly the same things in the tutorial of this course, but with more advanced technology, both hardware, software and algorithm. While you are watching the this documentary, please pay attention to the follow information:

Figure 3.15: Example of a section with Section name and summary

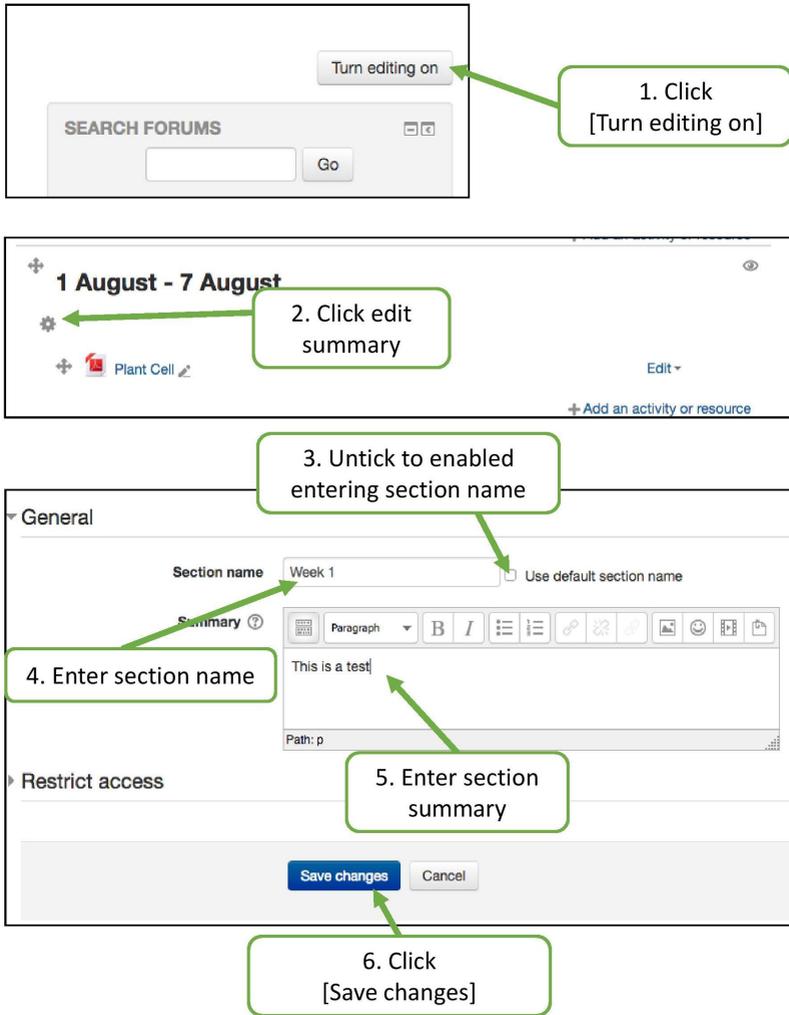


Figure 3.16: Step-by-step to do section settings

3.2.1.4 Uploading Learning Resources

After section settings, the content of the topics can be presented in the sections. You can upload learning resources such as syllabus, lecture notes, reading materials, and articles for your students to access whenever they want.

SmartUMS supports a range of resource types that you can add to your course, such as a single file, several files in a folder, internet links or URLs, a page resource and a multi-page resources with a book-like format, called a book.

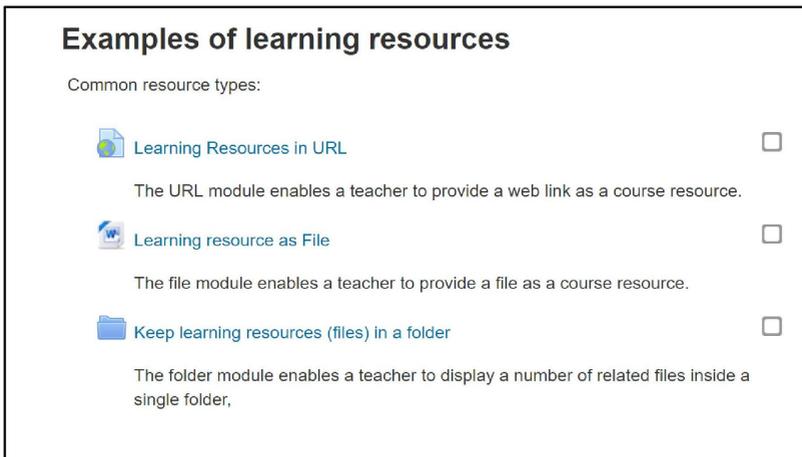


Figure 3.17: Examples of different types of learning resources

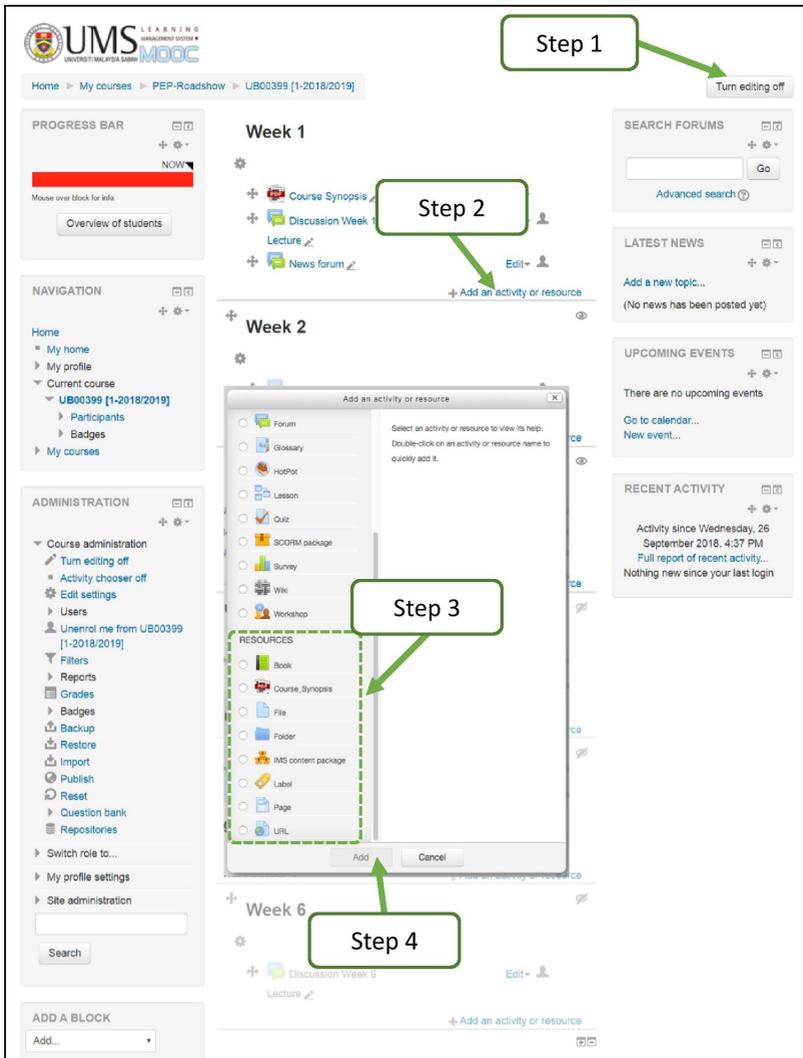


Figure 3.18: The 6 steps to upload learning resources

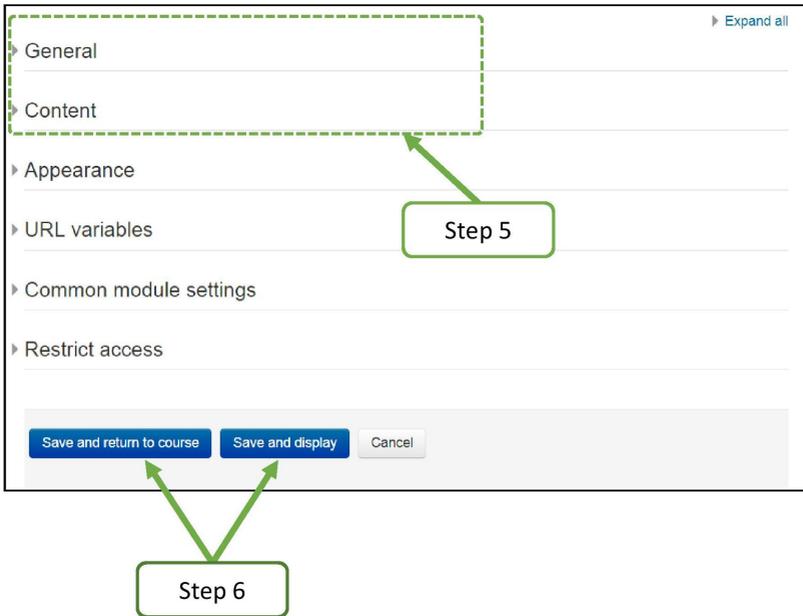


Figure 3.19: (continued) The 6 steps to upload learning resources



Figure 3.20: Step-by-step to upload learning resources

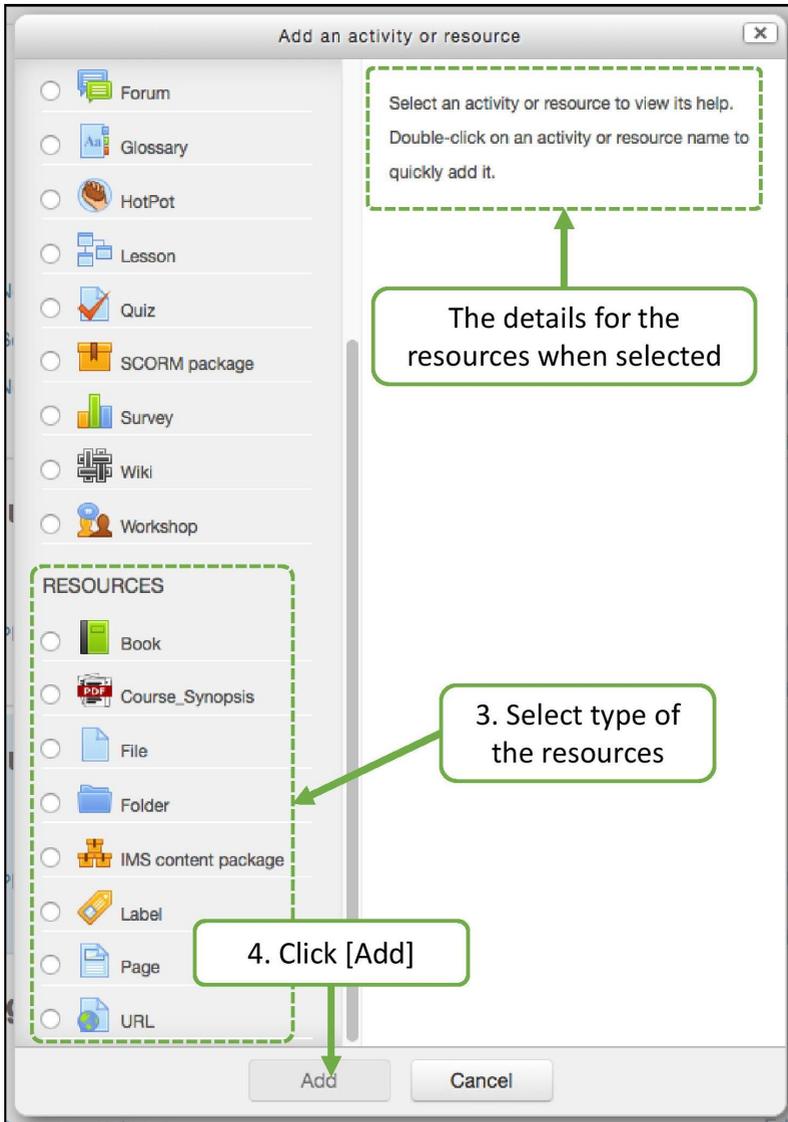


Figure 3.21: (continued) Step-by-step to upload learning resources

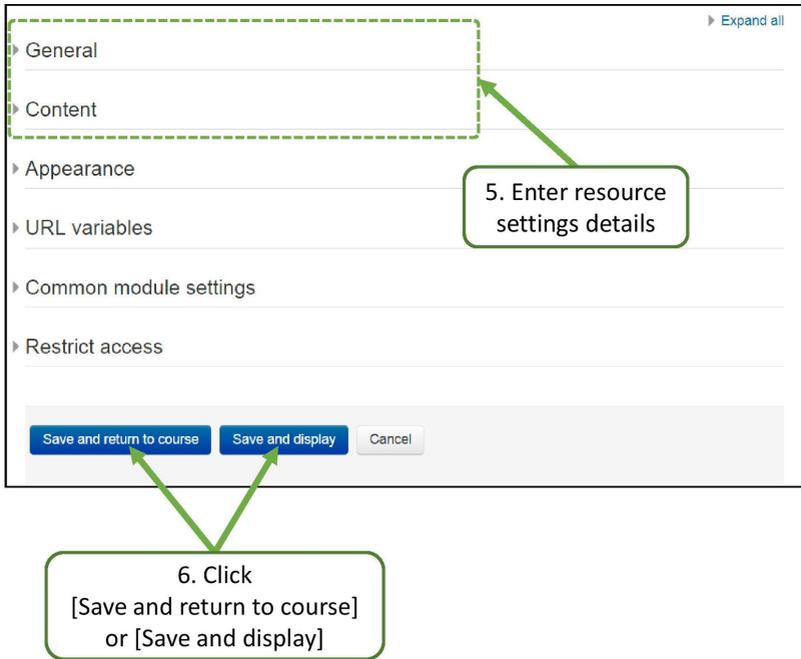


Figure 3.22: (continued) Step-by-step to upload learning resources

3.2.1.5 Designing and Creating Activities: Forum, Assignment and Quiz

In addition to the learning resources, it is important to create learning activities for students to practice (assess performance) and provide feedback. To create that, this book will guide you through the three most popular online activities that you can design in SmartUMS as your course assessments: *forum, assignment and quiz*.

First is **forum activity** which potential to facilitate multiple-way discussion: between you and your students, and among students. This online discussion forum allow discussion to happen outside the regular classroom meetings and provide more times for your students to develop and share their ideas and thought.

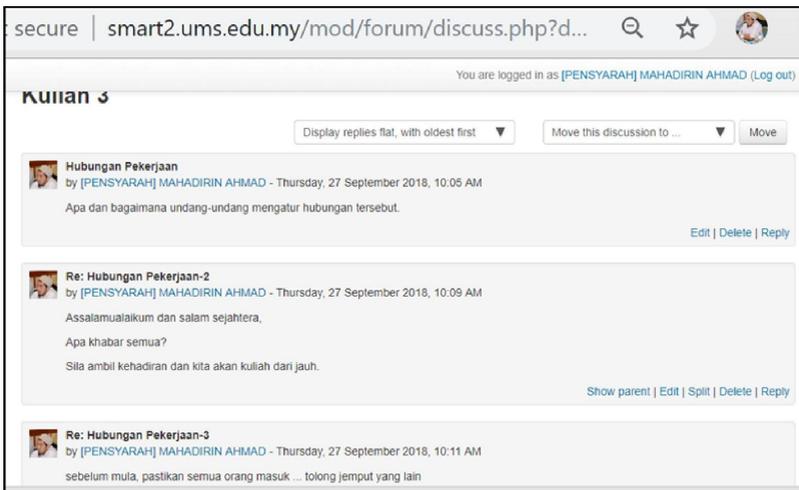


Figure 3.23: Example of forums



Figure 3.24: Add a forum

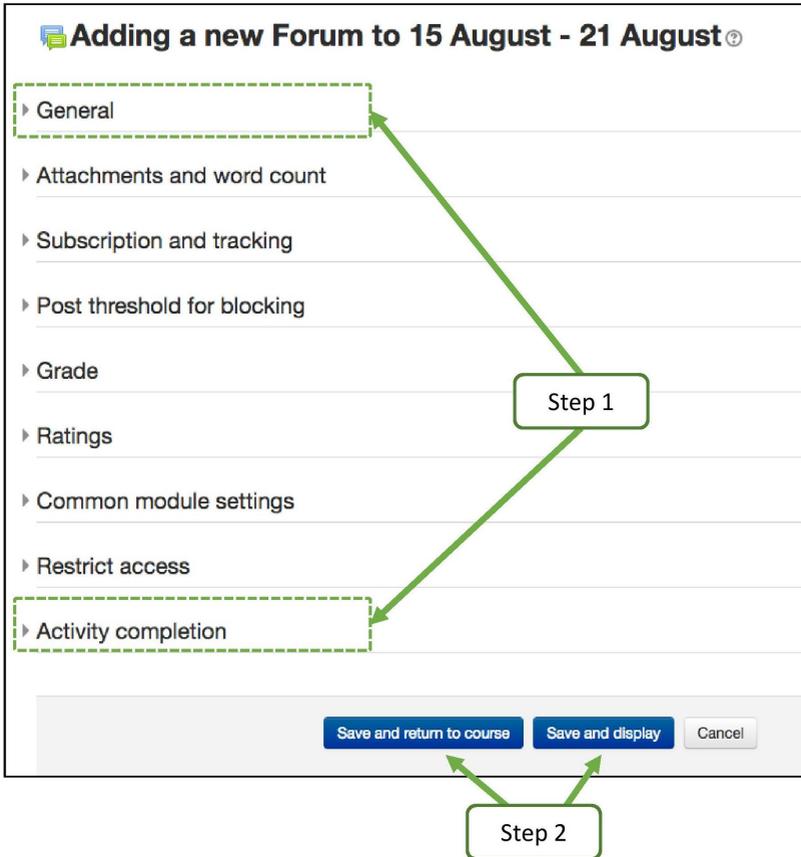


Figure 3.25: Step by step to setup a forum

Task 2 - Different between two paired-sample (Two paired-sample parametric test)

Paired sample test

- 1) Study the lecture note and the example of how to design a study and perform the statistical test.
- 2) See the rubric below for the elements that needed for this exercise (Grading criteria).

Grading summary

Groups	23
Submitted	23
Due date	Monday, 9 April 2018, 12:00 AM
Time remaining	Assignment is due

[View/grade all submissions](#)

Submission status

Group	Default group
Attempt number	This is attempt 1.

Figure 3.27: Example of an assignment submission interface

Task 2 - Different between two paired-sample (Two paired-sample parametric test)

Grading action
Choose...

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Surname: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Page: 1

Select	First name / Surname	Email address	Group	Group submission status	File submissions	Submission comments	Last modified (grade)	Final grade
<input type="checkbox"/>	BS14170009 SITI MUNIRAH BINTI HALJI ABDUL MOMIN	bs14170009@student.ums.edu.my	Default group	Submitted for grading	task 2.jpg	Comments (0)	Thursday, 26 April 2018, 6:02 PM	3.00 / 3.00
<input type="checkbox"/>	BS15110341 MOHAMMAD NASRUL BIN ARIS	bs15110341@student.ums.edu.my	Default group	Submitted for grading	task 2.jpg	Comments (0)	Thursday, 26 April 2018, 6:02 PM	3.00 / 3.00
<input type="checkbox"/>	BS15110439 NORHAIDA BINTI LLESTA	bs15110439@student.ums.edu.my	Default group	Submitted for grading	task 2.jpg	Comments (0)	Thursday, 26 April 2018, 6:02 PM	3.00 / 3.00
<input type="checkbox"/>	BS15110031 MUHAMMAD RIDZUAN BIN ABD KADIR	BS15110031@student.ums.edu.my	Group 04	Submitted for grading	paired test.pdf	Comments (0)	Thursday, 26 April 2018, 6:00 PM	3.00 / 3.00
<input type="checkbox"/>	BS16110033 SITI NORSAKINAH BINTI JOHARI	BS16110033@student.ums.edu.my	Group 02	Submitted for grading	GROUP 2 .pdf	Comments (0)	Thursday, 26 April 2018,	3.00 / 3.00

Figure 3.28: Manage submission of assignments by using SmartUMS



Figure 3.29: Add an assignment

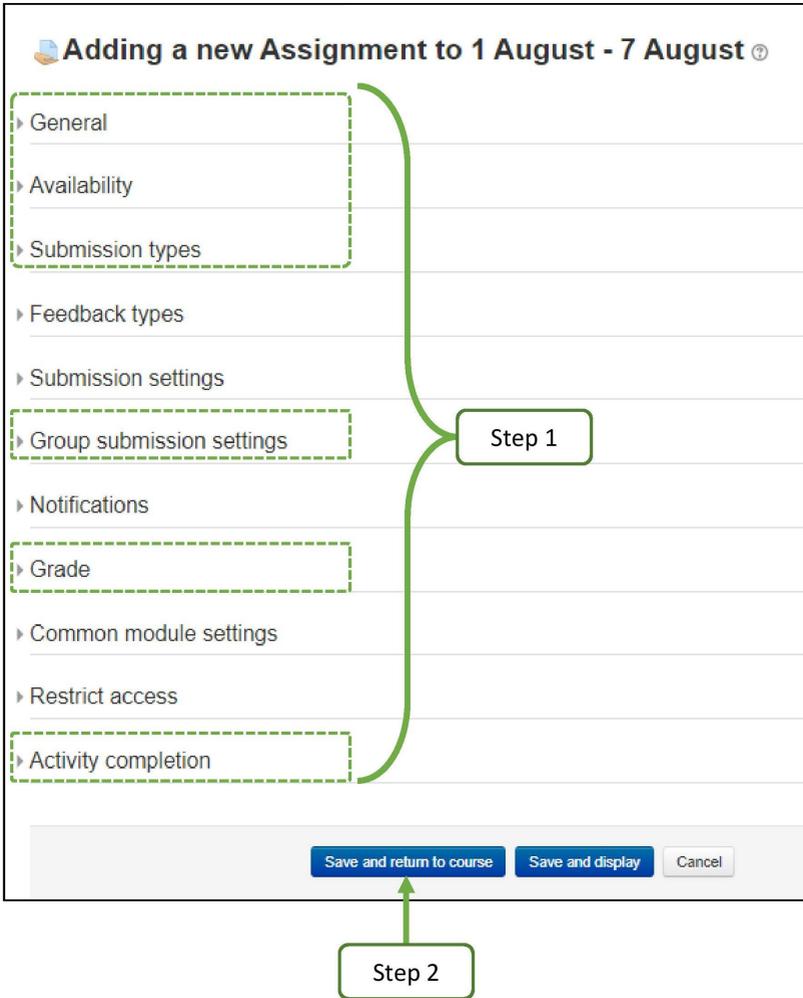


Figure 3.30: Step by step to setup an assignment

▼ General

Assignment name*

Description*

Paragraph **B** *I* [List] [Link] [Image] [Smiley] [Table] [Print]

Assignment

Path: p

Display description on course page

If enabled, students will not be able to submit before this date. If disabled, students will be able to start submitting right away.

▼ Availability

Allow submissions from Enable

Due date Enable

Cut-off date Enable

Always show description

This is when the assignment is due. Submissions will still be allowed after this date but any assignments submitted after this date are marked as late. To prevent submissions after a certain date – set the assignment cut-off date.

If set, the assignment will not accept submissions after this date without an extension.

Figure 3.31: (continued) Step by step to setup an assignment

Submission types

Submission types Online PoodLL File submissions Online text

PoodLL Rec. Type: MP3 Voice Recorder

PoodLL Rec. Time Limit: 0

PoodLL Whiteboard Back

PoodLL WhiteBoard Size: 320x320

Maximum number of uploaded files: 1

Maximum submission size: Activity upload limit (10MB)

Word limit: Enable

1. Tick [File submissions]

2. Select maximum number of uploaded files

Group submission settings

Students submit in groups: No

Require all group members submit: No

Grouping for student groups: None

Select [Yes] or [No], for group submission

Figure 3.32: (continued) Step by step to setup an assignment

Grade

Grade ? Type Point

Scale Separate and Connected ways of knowing

Maximum points 5

Grading method ? Rubric

Grade category ? Uncategorised

Blind marking ? No

Use marking workflow ? No

Use marking allocation ? No

Maximum points

Activity completion

Completion tracking ? Show activity as complete when conditions are met

Require view Student must view this activity to complete it

Require grade ? Student must receive a grade to complete this activity

Student must submit to this activity to complete it

Expect completed on ? 14 August 2018 Enable

Figure 3.33: (continued) Step by step to setup an assignment

Advanced grading: Rubric Settings

Advanced grading: Assignment 2 (Submissions)

Change active grading method to ⓘ Rubric

1. Click to define new grading

Define new grading form from scratch

Create new grading form from a template

Please note: the advanced grading form is not ready at the moment. Simple grading method will be used until the form has a valid status.

2. Enter rubric name and description

Name: Rubric Assignment 1

Description: Rubric Assignment 1

Path: p

3. Enter criterion name

Rubric	No submission	Partially done	Correct	
Change of direction	No submission 0 points	Partially done 0.5 points	Correct 1 points	Add level
Change of feature	No submission 0 points	Partially done 1 point	Correct 1.5 points	Add level
Change of magnitude	No submission 0 points	Partially done 1.5 points	Correct 2.5 points	

4. Enter condition

5. Enter mark for each condition

Click [Add level] to add more mark condition

6. Click [Save rubric and make it ready]

Click [Add criterion] to add more criterion

Save rubric and make it ready

Save as draft

Cancel

Figure 3.34: (continued) Step by step to setup an assignment

The third activity is **the quiz** which allows you to design and build quizzes (or, mid-term examination questions) consisting of a large variety of question types, including multiple choice, true-false, and short answer questions.

Quiz activity is more complex to be setup as compare to other activities. It involves: establishing question bank, creating quiz questions, creating a quiz, and add questions to a quiz.

Establishing Question Bank

Using question bank is an efficient way to store, organise and retrieve questions. Efforts spend in building your question bank will benefit you in the long run. The large amount of the questions that you have created and stored in the question bank allows you to generate random questions quiz and reuse the questions in future quizzes.

The screenshot shows the 'Edit categories' page in the UMS LMS. The page is titled 'Edit categories' and contains three sections of question categories. The first section is for the course 'UB00399 READING AND WRITING IN ENGLISH [1-2018/2019]', the second is for the category 'PEP-Roadshow', and the third is for the system. Below these sections is a 'Add category' form. Five green callout boxes labeled 'Step 1' through 'Step 5' indicate the sequence of actions to establish a question bank: Step 1 points to the 'Categories' link in the left navigation menu; Step 2 points to the 'Add category' button; Step 3 points to the 'Name' input field; Step 4 points to the 'Category info' text editor; and Step 5 points to the 'Add category' button.

Figure 3.35: The 5 steps to establish question bank

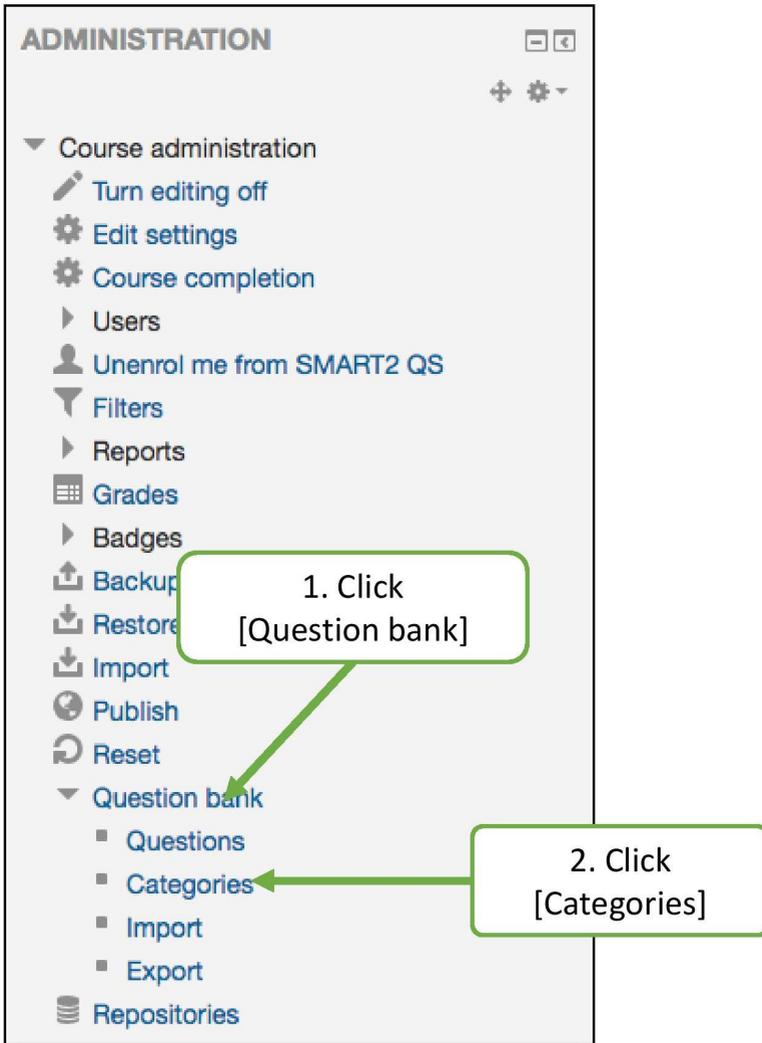


Figure 3.36: Step by step to setup a question bank

The screenshot shows a web form titled "Add category". At the top, there is a "Parent category" dropdown menu with the selected option "Default for UB00399 [1-2018/2019]". Below this is a "Name" field with a red asterisk, which is highlighted by a green callout box labeled "3. Enter category name". Underneath is the "Category Info" section, which includes a rich text editor toolbar with options like Paragraph, Bold, Italic, and Bulleted List, and a large text area. This section is highlighted by a green callout box labeled "4. Enter category info". At the bottom of the form, there is a blue button labeled "Add category", which is highlighted by a green callout box labeled "5. Click [Add category]". The path "Path: p" is visible at the bottom left of the form area.

Figure 3.37: (continued) Step by step to setup a question bank

Creating Quiz Question

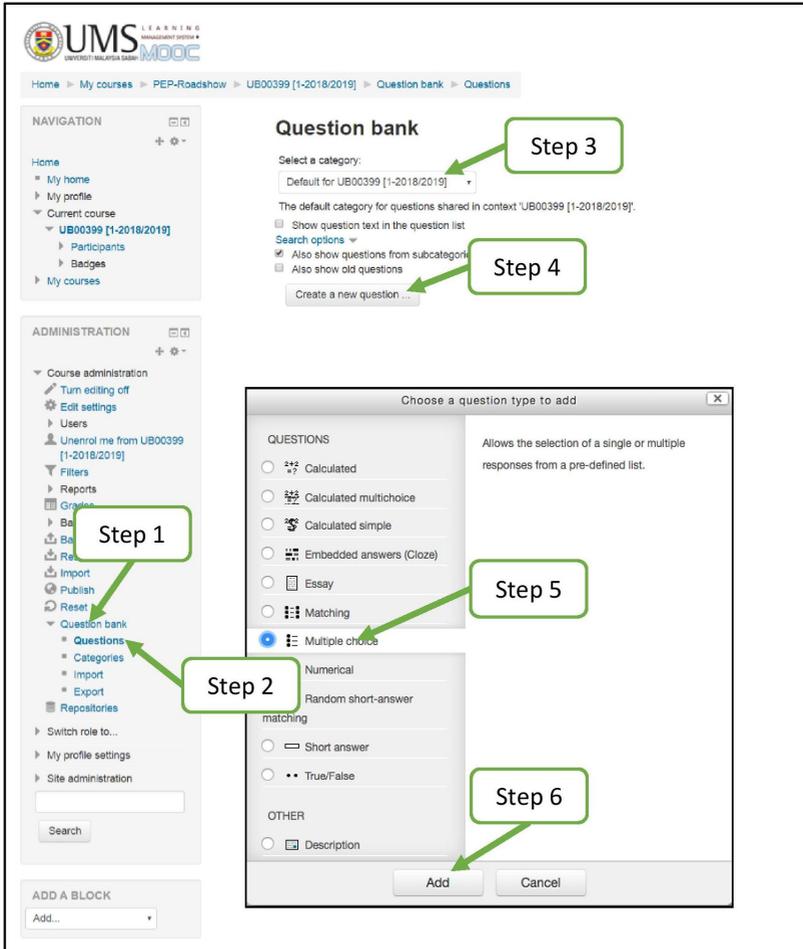


Figure 3.38: The 12 steps to create a question

The screenshot shows the Moodle interface for adding a multiple choice question. The page title is "Adding a Multiple choice question". The breadcrumb trail is: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019] > Edit questions > Editing a Multiple choice question.

The interface is divided into three main sections: NAVIGATION, ADMINISTRATION, and the main question editing area.

NAVIGATION: Home, My home, My profile, Current course (UB00399 [1-2018/2019]), Participants, Badges, My courses.

ADMINISTRATION: Course administration (Turn editing off, Edit settings, Users, Unenrol me from UB00399 [1-2018/2019]), Filters (Reports, Grades, Badges, Backup, Restore, Import, Publish, Reset, Question bank, Repositories), Switch role to..., My profile settings, Site administration, Search.

ADD A BLOCK: Add...

Main Question Editing Area:

- General:**
 - Category: Default for UB00399 [1-2018/2019]
 - Question name*: Question 1 (Step 7)
 - Question text*: Question 1 (Step 8)
 - Default mark*: 1 (Step 9)
 - General feedback: (Step 10)
 - One or multiple answers?: One answer only (Step 10)
 - Shuffle the choices?:
 - Number the choices?: a., b., c., ...
- Answers:**
 - Choice 1:
 - Text: (Step 11)
 - Grade: None (Step 12)
 - Feedback: (Step 12)
- Buttons:** Save changes (Step 13), Cancel

Figure 3.39: (continued) The 13 steps to create a question

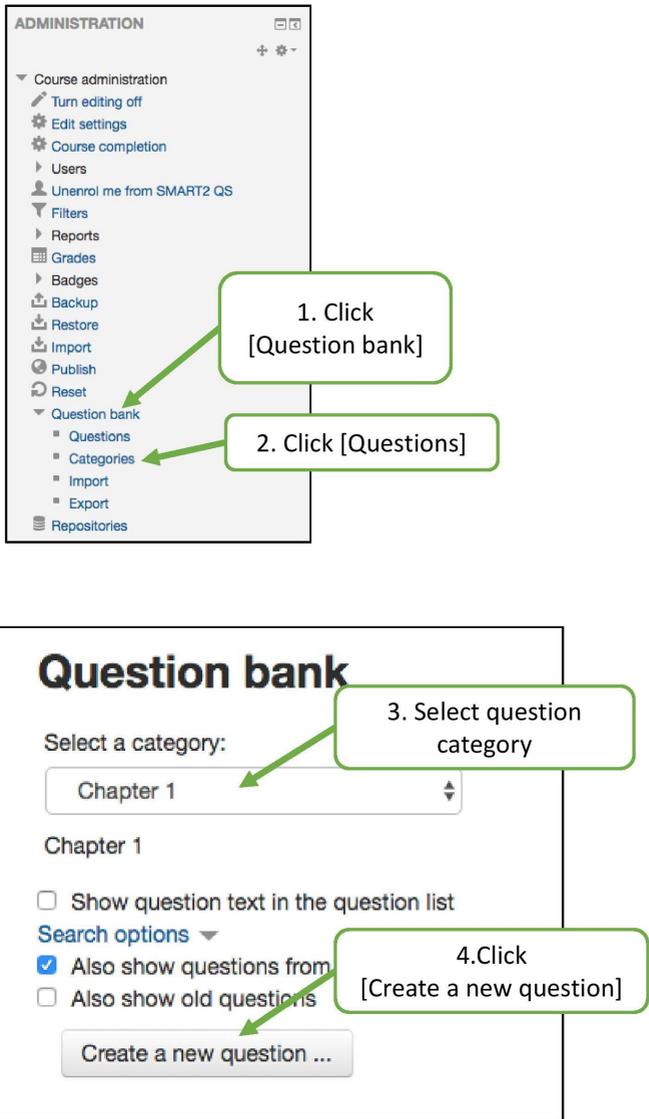


Figure 3.40: Step by step to setup a quiz question

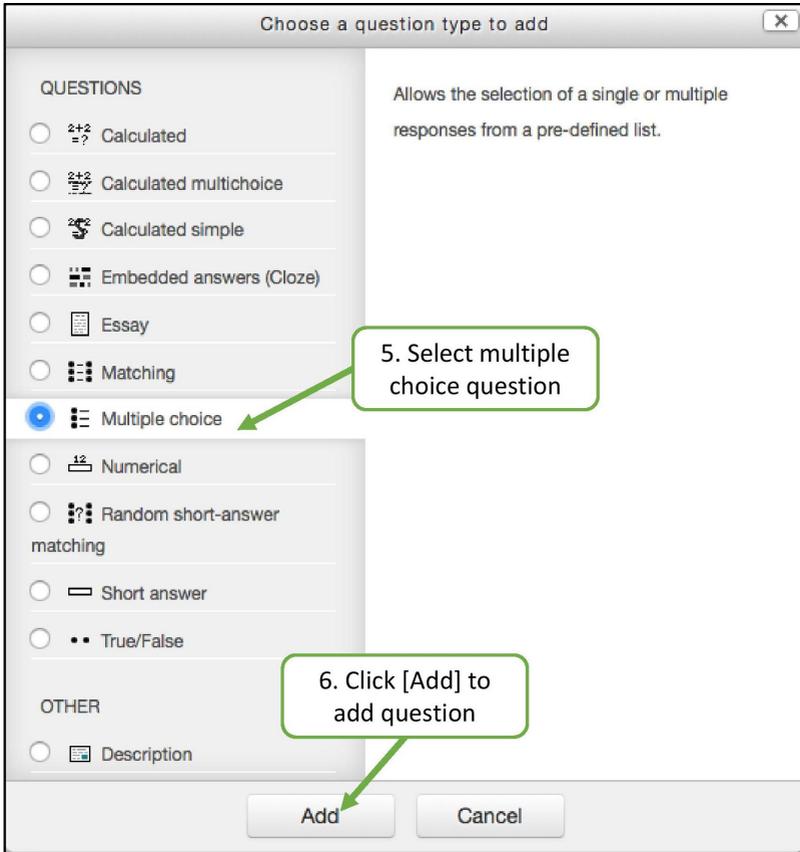


Figure 3.41: (continued) Step by step to setup a quiz question

Adding a Multiple choice question

General

Category: Chapter 1

Question name*: Q1

Question text*: Moodle is an acronym for

Default mark*: 1

General feedback: Path: p

One or multiple answers?: One answer only

Shuffle the choices?:

Number the choices?: a., D., C., ...

7. Enter question name

8. Enter question text

9. Enter mark for question

10. Select one or multiple answers

Answers

Choice 1

Correct Answer

Grade: 100%

Feedback: Path: p

11. Enter answer choices

12. Enter grade. Correct 100%, Wrong none.

13. Click [Save changes] to save

Save changes Cancel

Figure 3.42: (continued) Step by step to setup a quiz question

Creating a Quiz

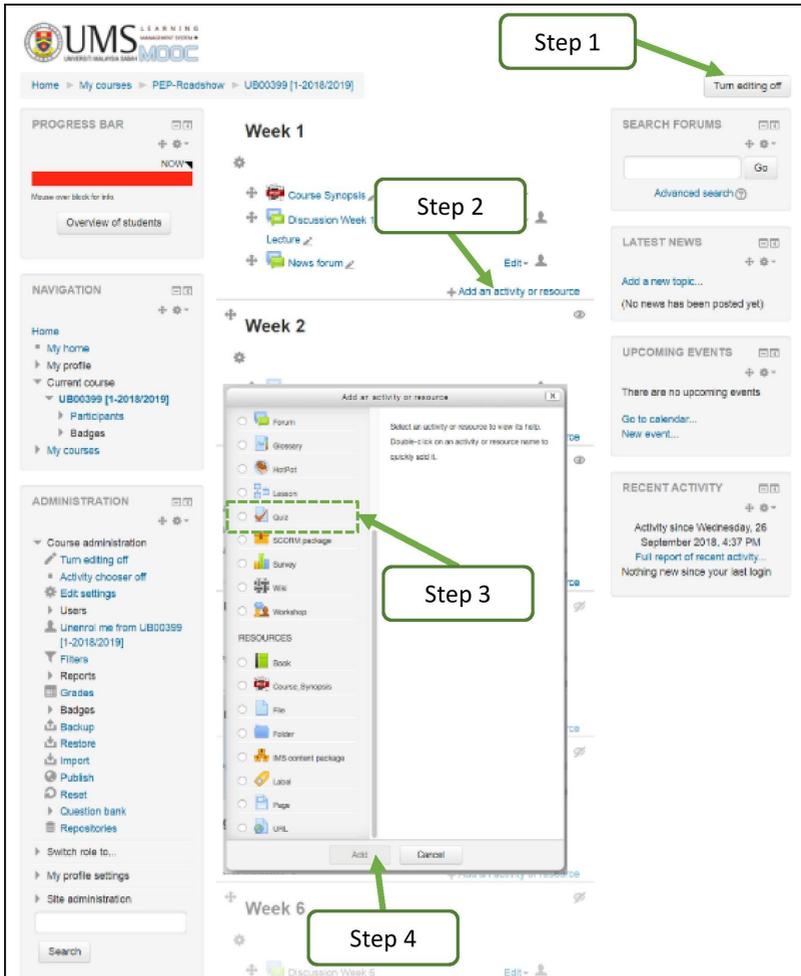


Figure 3.43: Add a quiz activity

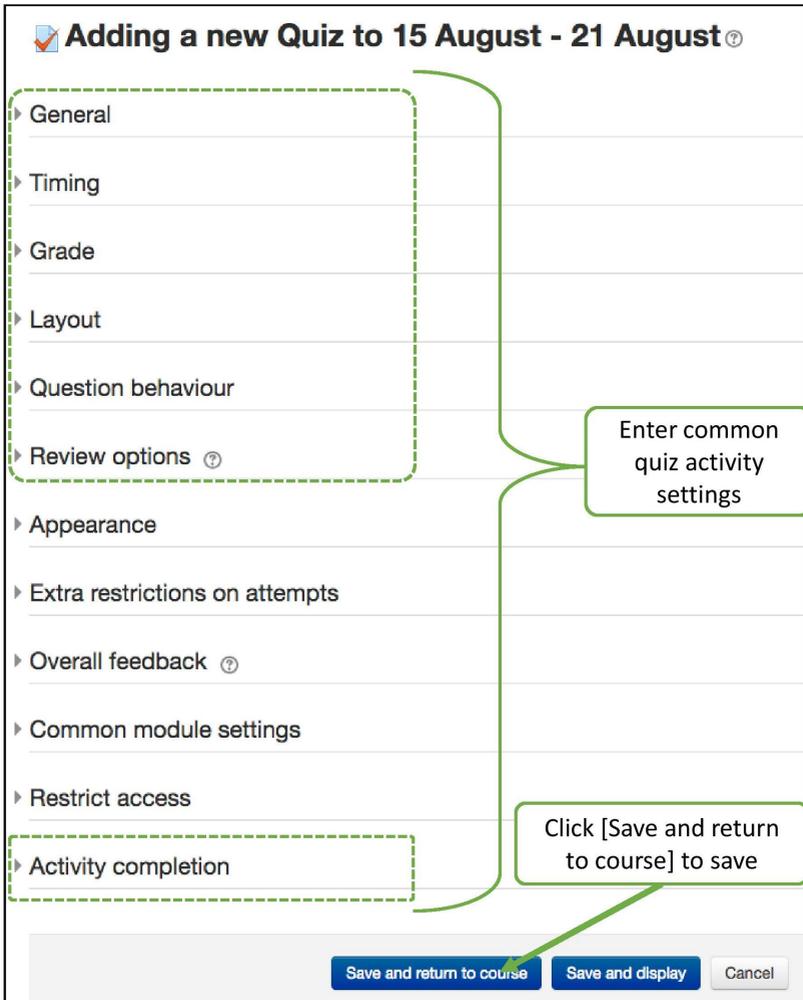


Figure 3.44: Step by step to create a quiz

▼ General

Name*

Description

Paragraph **B** *I* [List Icons] [Link Icon] [Image Icon] [Smiley Icon] [Table Icon] [Print Icon]

Quiz 1

Path: p

Display description on course page

▼ Timing

Open the quiz Enable

Close the quiz Enable

Time limit Enable

When time expires

Submission grace period Enable

▼ Grade

Grade category

Attempts allowed

Grading method

Figure 3.45: (continued) Step by step to create a quiz

Layout

Question order As shown on the edit screen ▾

New page ⓘ Every question ▾

Navigation method* ⓘ Free ▾

[Show less...](#)

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 type="checkbox"/> The attempt	<input 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"/> Whether correct
<input checked="" type="checkbox"/> Marks ⓘ	<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"/> Specific feedback
<input checked="" type="checkbox"/> General 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 checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback ⓘ	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

Activity completion

Completion tracking ⓘ Show activity as complete when conditions are met ▾

Require view Student must view this activity to complete it

Require grade ⓘ Student must receive a grade to complete this activity

Expect completed on ⓘ 15 ▾ August ▾ 2018 ▾ Enable

Figure 3.46: (continued) Step by step to create a quiz

Adding Questions to a Quiz

1 August - 7 August

Plant Cell

Quiz 1

1. Click quiz

Edit

Edit

+ Add an activity or resource

Quiz 1

Quiz 1

Attempts allowed: 1

This quiz opened at Wednesday, 15 August 2018, 12:13 AM

This quiz will close at Monday, 20 August 2018, 12:13 AM

Time limit: 30 mins

No questions have been added yet

Edit quiz

Back to the course

ADMINISTRATION

Quiz administration

- Edit settings
- Group overrides
- User overrides
- Edit quiz**
- Preview
- Results
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Question bank

2. Click [Edit quiz]

2. Click [Edit quiz]

Figure 3.47: Step by step to add questions to a quiz

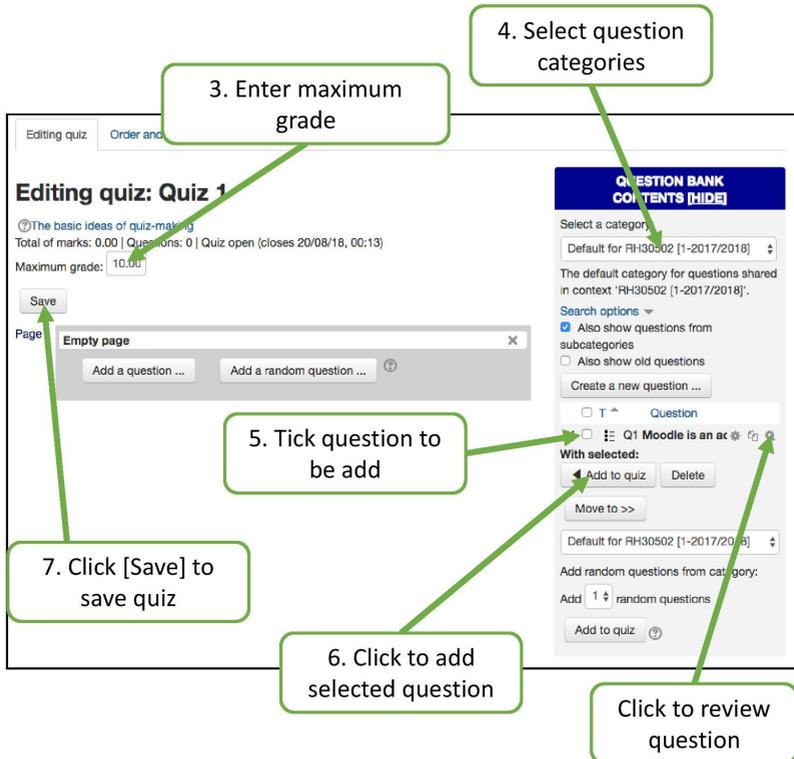


Figure 3.48: (continued) Step by step to add questions to a quiz

Well done! You made all the key setup and customisation at SmartUMS before the semester began. You will now work closely with SmartUMS to enable this system to facilitate your daily teaching routine.

3.2.2 During Semester

To fully utilize SmartUMS, you need to create an environment which is representative of a real classroom that facilitates interactions between you and your students. This process start with Students Enrolment, Students grouping, Messaging Student and Managing Activities.

3.2.2.1 Student Enrolment

In general, all students are registered users in SmartUMS. However, student enrolment in the courses listed in SmartUMS is not automatic. Students need to find the course, and enrol themselves as students. There are two types of student enrolment that you can do in SmartUMS. By default, students can enrol manually to the course registered in SmartUMS. However, you can also enrol students manually to your course.

3.2.2.2 Student Groups

You may want to split students into small groups to view resources or work together on an activity or assessment. SmartUMS allow you to create a single activity and configure it be a group-based activity. You may group the students manually or use automatic group function provided by system.

Grouping Students Manually

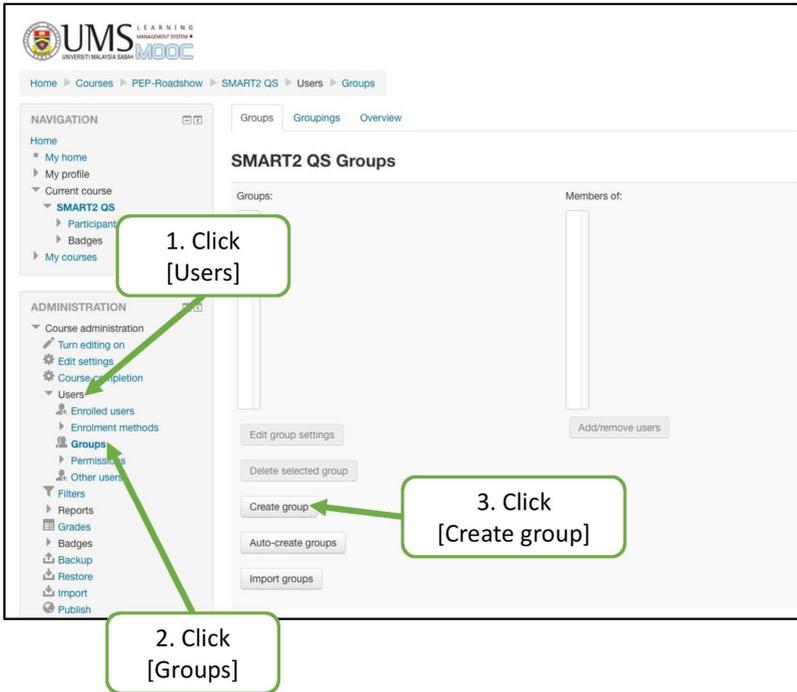


Figure 3.49: Step by step to grouping students manually

4. Type [Group name]

5. Click [Save changes]

There are required fields in this form marked *.

Figure 3.50: (continued) Step by step to grouping students manually

The screenshot shows the UMS Learning MOOC interface. The top navigation bar includes 'Home', 'My courses', 'PEP-Roadshow', and 'UB00399 [1-2018/2019]'. The left sidebar contains 'NAVIGATION' and 'ADMINISTRATION' sections. The main content area is titled 'UB00399 [1-2018/2019] Groups' and features a 'Groups' tab. A list of groups is shown, with 'Group 1 (0)' selected. Below the list are buttons for 'Edit group settings', 'Delete selected group', 'Create group', 'Auto-create groups', and 'Import groups'. On the right, the 'Members of Group 1 (0)' section is empty, with an 'Add/remove users' button. Two green callout boxes with arrows point to 'Group 1 (0)' and the 'Add/remove users' button, labeled '6. Select Group' and '7. Click [Add/remove users]' respectively.

Figure 3.51: (continued) Step by step to grouping students manually

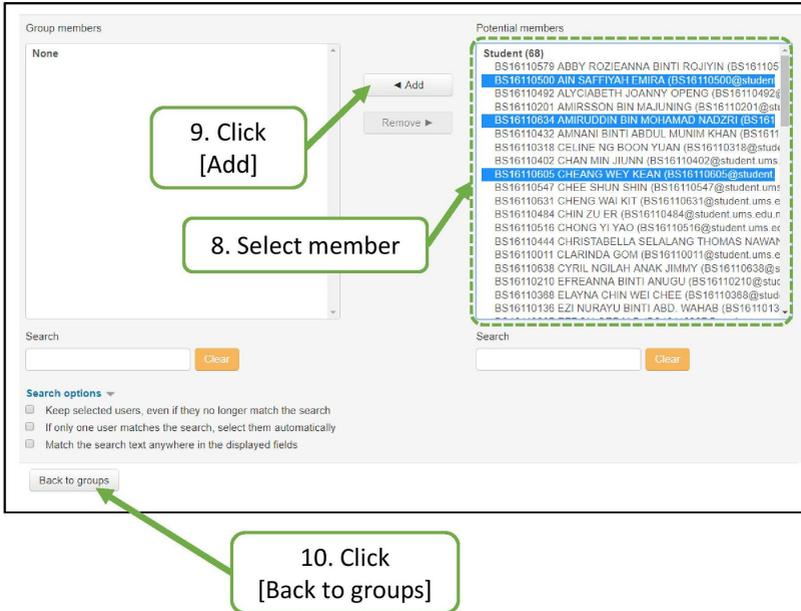


Figure 3.52: (continued) Step by step to grouping students manually

Grouping Students Automatically

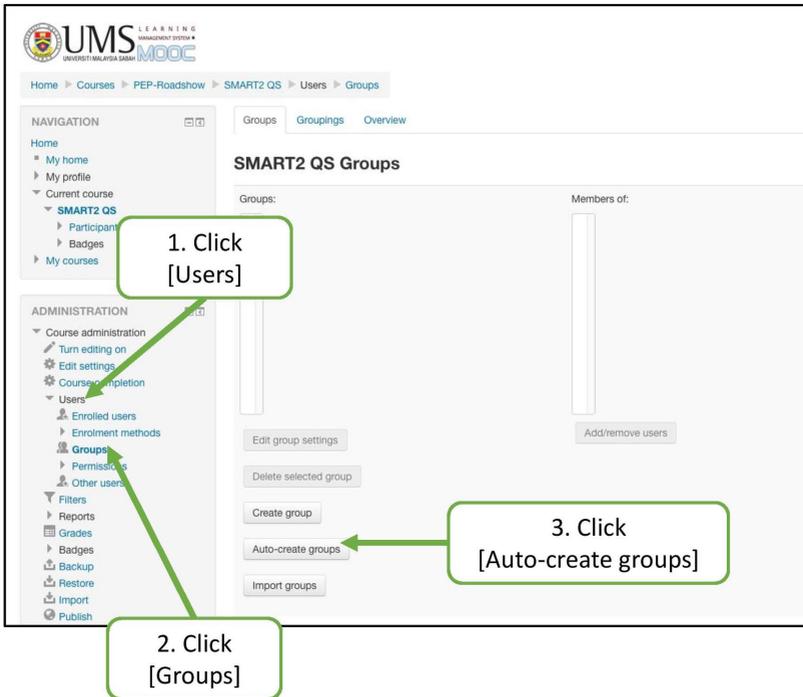


Figure 3.53: Step by step to grouping students automatically

The screenshot shows the 'Auto-create groups' page in the SmartUMS interface. The page is titled 'Auto-create groups' and has a breadcrumb trail: Home > My courses > PEP-Roadshow > UB00399 [1-2019/2019] > Users > Groups > Participants > Groups. The left sidebar contains 'NAVIGATION' and 'ADMINISTRATION' menus. The main content area is divided into sections: 'General', 'Group members', and 'Grouping'. In the 'General' section, there is a 'Naming scheme*' dropdown set to 'Group @', an 'Auto create based on' dropdown set to 'Members per group', and a 'Group/member count*' input field containing the number '5'. In the 'Group members' section, there is a 'Select members with role' dropdown set to 'All' and an 'Allocate members' dropdown set to 'Randomly'. In the 'Grouping' section, there are 'Preview', 'Submit', and 'Cancel' buttons. A red error message at the bottom states 'There are required fields - this form marked *'. Three green callout boxes with arrows point to specific elements: the first box points to the 'Auto create based on' dropdown and contains the text '4. Select [Members per group] Or [Number of groups]'; the second box points to the 'Group/member count*' input field and contains the text '5. Enter group/member count'; the third box points to the 'Submit' button and contains the text '6: Click [Submit]'.

Figure 3.54: (continued) Step by step to grouping students automatically

3.2.2.3 Student Communication - Messaging

You can communicate with your students using SmartUMS messaging system, individually, or in their separate groups, as well as addressing the whole class, this gives them a positive sense of your engagement with their learning experience.

They are more likely to be active and responsive participants in your course if they can see that you will take the time to monitor and comment on their individual progress. You do not need to look for student's email address to send a message. SmartUMS permits you to send a message by checking on the student's name and typing a message following which it will be delivered to your students email inbox.

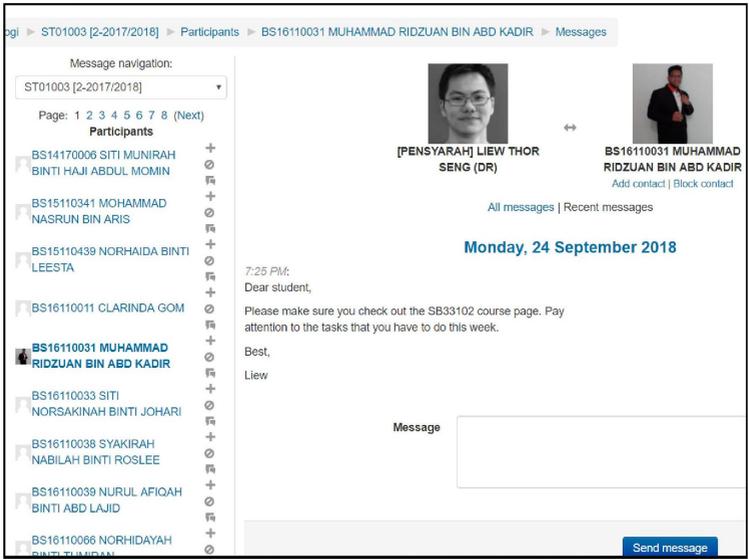


Figure 3.55: Sending Message to Student via SmartUMS

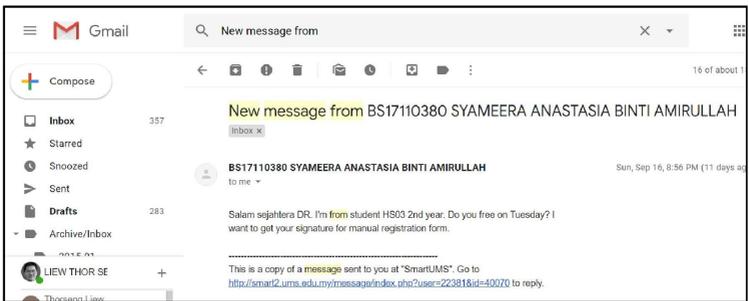


Figure 3.56: Message to student via SmartUMS goes to student's or lecturer's email as well

The screenshot shows the Moodle interface for course UB00399. The 'Participants' page is active, displaying a list of 5 participants. The interface includes a navigation menu on the left, a progress bar at the top, and various administrative tools. Three green callouts provide step-by-step instructions:

1. Click [Participants]
2. Select students
3. Choose [Send a message]

The participant list is as follows:

Select	User picture	First name / Surname	Email address	City/town	Country	Last access
<input type="checkbox"/>	[ADMIN]	Danial Azhar Bin Driis	danial@ums.edu.my			2 seck
<input type="checkbox"/>	[ADMIN]	MOHO AZHAR BIN DRIIS	azharidri@ums.edu.my			11 mins
<input checked="" type="checkbox"/>	[PENSYARAH]	LIE THOR SENG (DR)	liehor@ums.edu.my	Kuala Lumpur	Malaysia	Never
<input checked="" type="checkbox"/>	[PENSYARAH]	MD HAFIZI BIN AHSAN	mdhafizi@ums.edu.my	Kota Kinabalu	Malaysia	22 hours 45 mins
<input checked="" type="checkbox"/>	[PENSYARAH]	MAHADIRIN AHMAD	muhadri@ums.edu.my	Kota Kinabalu	Malaysia	Never

Figure 3.57: Step by step to message student

4. Write Your Message

5. Click [Preview]

6. Click [Send message]

7. Click [Update] if message need to be update before send

Figure 3.58: (continued) Step by step to message student

3.2.2.4 Student Discussion - Forum

After a forum has been created, it is important to know how to manage to forum. You and your students can create a new discussion topics or post replies under the discussion topics. In addition, you can

set subscription settings for a particular forum so that any new discussions or posts will be sent directly to student's email.

Add a New Discussion Topic

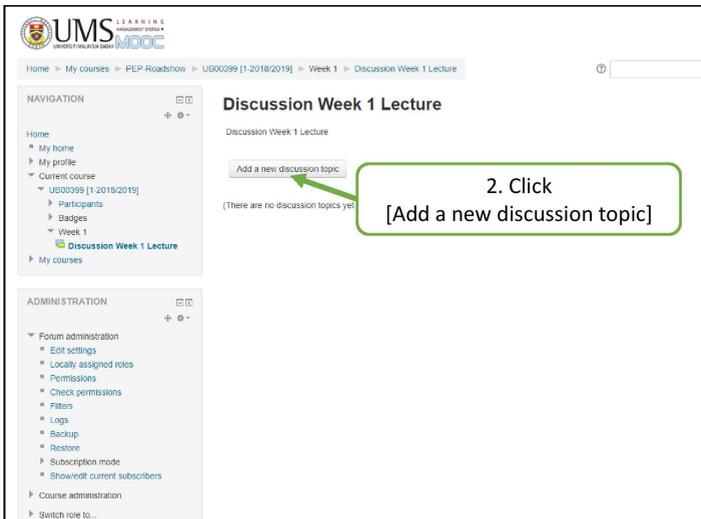


Figure 3.59: Step by step to add a new discussion topic

The screenshot displays the Moodle forum interface for 'Discussion Week 1 Lecture'. The page title is 'Discussion Week 1 Lecture' and the breadcrumb trail is 'Home > My courses > PEP-Roadshow > UB00399 [1-2019/2019] > Week 1 > Discussion Week 1 Lecture'. The left sidebar shows the navigation menu with 'Discussion Week 1 Lecture' selected. The main content area is titled 'Your new discussion topic' and includes a 'Subject*' field with the text 'Quick Start Guide'. Below this is a 'Message*' field with a rich text editor containing the text 'We have made a quick start guide which will be shared to you soon.' and a 'Path:' field. The 'Attachment*' section shows a file upload area with a dashed border and a blue arrow pointing down, with the text 'You can drag and drop files here to add them'. At the bottom, there is a 'Mail now' checkbox and a 'Post to forum' button. Three green callout boxes with arrows point to specific elements: '3. Enter discussion subject' points to the 'Subject*' field, '4. Enter discussion message' points to the 'Message*' field, and '5. Click [Post to forum]' points to the 'Post to forum' button. The footer of the page states 'There are required fields in this form marked *.'

Figure 3.60: (continued) Step by step to add a new discussion topic

Post Reply to a Discussion

The lecturer may post a reply to a discussion within a group and moderate the activity within the group by following the steps as listed below.

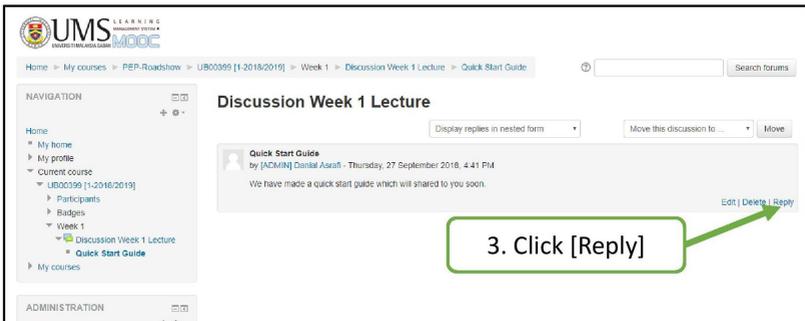
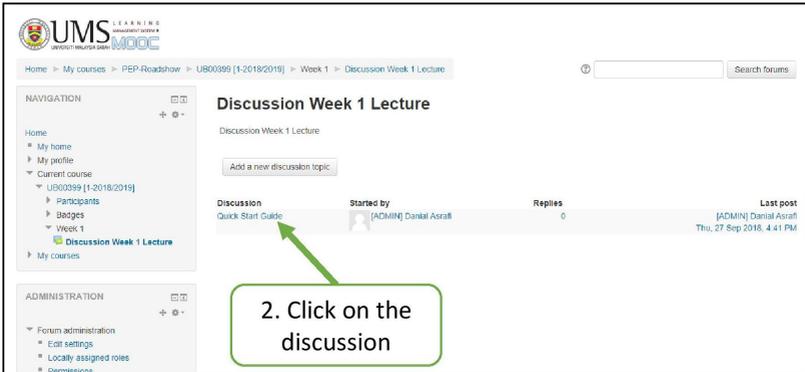
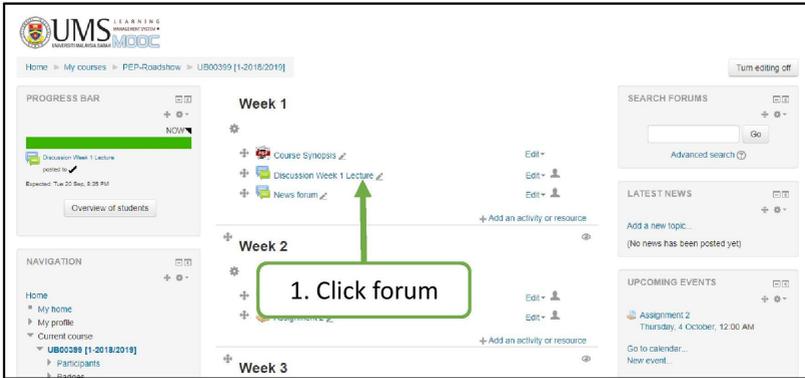


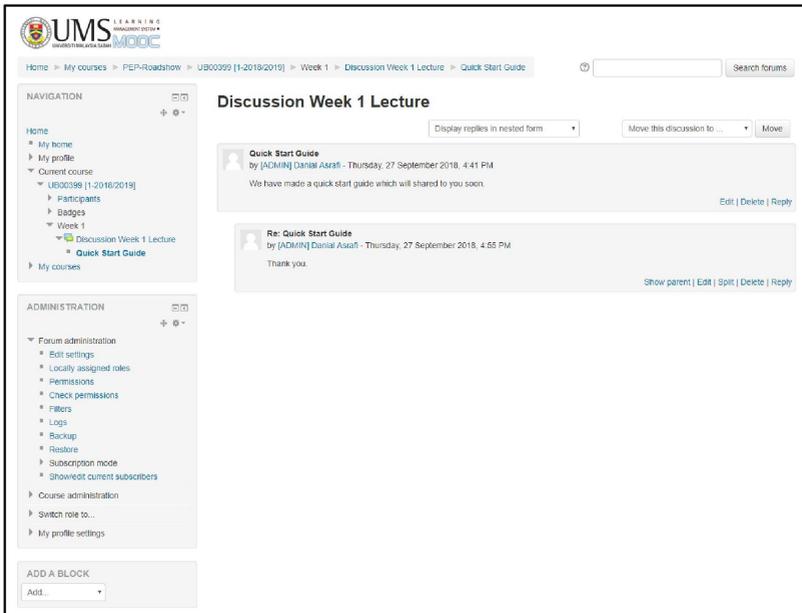
Figure 3.61: Step by step to post reply to a discussion

The screenshot shows a Moodle forum interface. The page title is "Discussion Week 1 Lecture". The breadcrumb trail is: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019] > Week 1 > Discussion Week 1 Lecture > Quick Start Guide > Reply. The left sidebar contains navigation and administration menus. The main content area shows a forum post by "Quick Start Guide" with the subject "Re: Quick Start Guide". The post content is "Thank you." and "Everyone is subscribed to this forum." Below the post is an attachment section with a dashed box and a blue arrow pointing down, indicating where to drag and drop files. At the bottom of the form is a "Post to forum" button. Two green callout boxes with arrows point to the "Message" text area and the "Post to forum" button.

3. Enter [Message]

4. Click [Post to forum]

Figure 3.62: (continued) Step by step to post reply to a discussion



The screenshot displays the Moodle forum interface for the course 'UMS U.K.A.R.I.N.S. MOOC'. The breadcrumb trail is: Home > My courses > PEP-Roadshow > UB00399 [1-2019/2019] > Week 1 > Discussion Week 1 Lecture > Quick Start Guide. A search bar is located in the top right corner.

NAVIGATION

- Home
- My home
- My profile
- Current course
 - UB00399 [1-2019/2019]
 - Participants
 - Badges
 - Week 1
 - Discussion Week 1 Lecture
 - Quick Start Guide
- My courses

ADMINISTRATION

- Forum administration
 - Edit settings
 - Locally assigned roles
 - Permissions
 - Check permissions
 - Filters
 - Logs
 - Backup
 - Resync
 - Subscription mode
 - Show/Hide current subscribers
- Course administration
- Switch role to...
- My profile settings

ADD A BLOCK

Add...

Discussion Week 1 Lecture

Display replies in nested form | Move this discussion to ... | Move

Quick Start Guide
by [ADMIN] Daniel Asafrã - Thursday, 27 September 2018, 4:41 PM
We have made a quick start guide which will be shared to you soon.
Edit | Delete | Reply

Re: Quick Start Guide
by [ADMIN] Daniel Asafrã - Thursday, 27 September 2018, 4:55 PM
Thank you.
Show parent | Edit | Split | Delete | Reply

Figure 3.63: (continued) Step by step to post reply to a discussion

Subscription Settings for a Forum

The users may subscribe to the comment feed from a specific group by following the steps listed below.

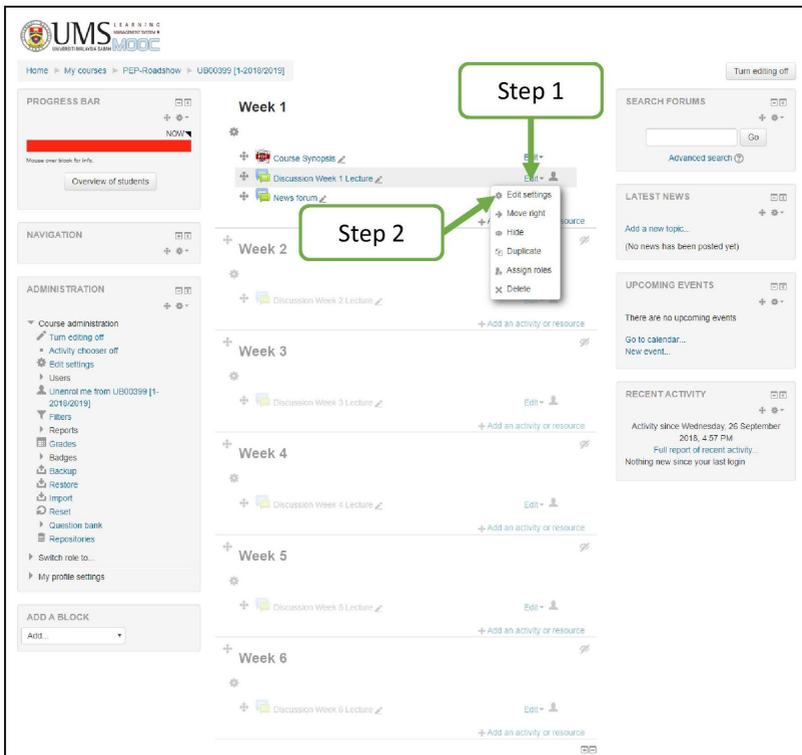


Figure 3.64: Step by step to setup subscription settings for a forum

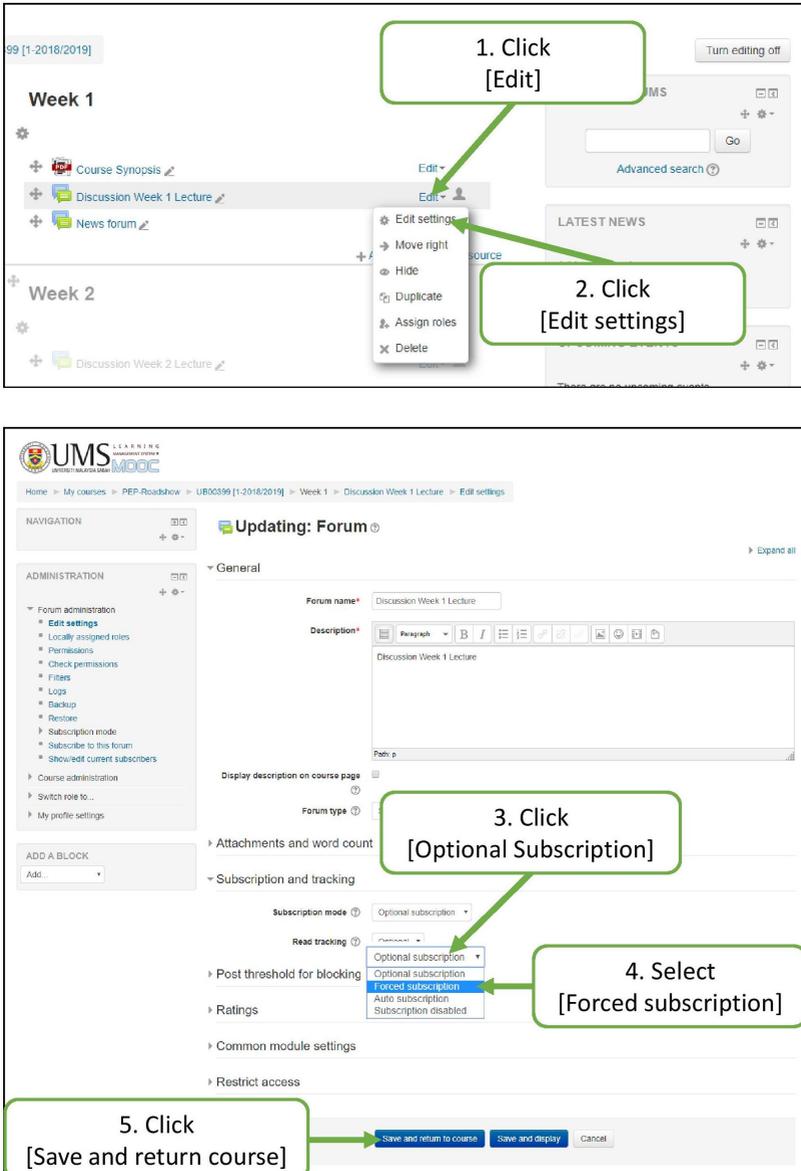


Figure 3.65: (continued) Step by step to setup subscription settings for a forum

3.2.2.5 Managing Assignment

You can make use of comprehensive functionalities of assignment module in SmartUMS to give assignment, collecting completed assignment, grading assignments, providing feedback, administrating late group submissions, and archiving assignments for auditing documentation.

Using the assignment module will save you considerable amount of time that you normally spend to administer and manage assignment submission and grading.

In addition, student can directly submit assignment to SmartUMS with a few clicks without going through the hassle of printing, binding and submitting their assignment manually. This can lead to cost savings and ensure accountability for audits.

Downloading the Submitted Assignments

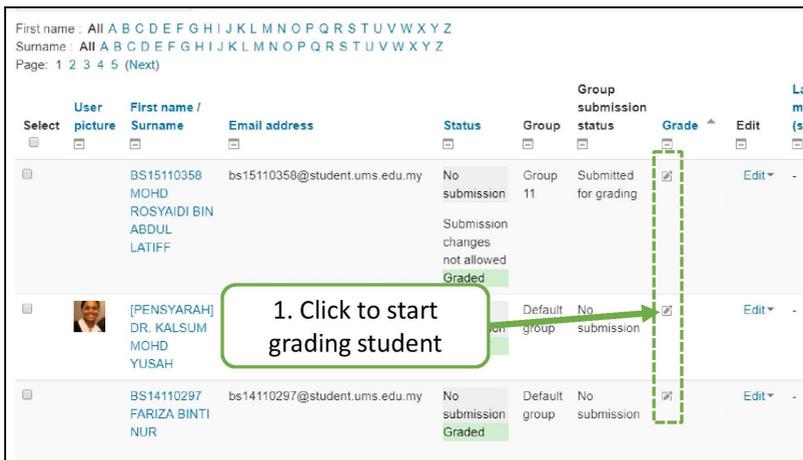


Figure 3.66: Step by step to download the submitted assignments

NAVIGATION

- Home
- My home
- My profile
- Current course
 - SB30303 [-1-2017/2018]
 - Participants
 - Badges
 - Week 3 - Polymerase Chain Reaction & Gal Elec...
 - Lab 2 PCR and Electrophoresis**
- My courses

ADMINISTRATION

- Assignment administration
 - Edit settings
 - Locally assigned roles
 - Permissions
 - Check permissions
 - Filters
 - Logs
 - Backup
 - Restore
 - Advanced grading
 - View gradebook
 - View/grade all submissions
 - Download all submissions
- Course administration
- Switch role to...
- My profile settings
- Site administration

Search

Lab 2 PCR and Electrophoresis

MP1611195T STENNIA MIGA ANAK RADIM (MP1611195T@student.ums.edu.my)

Submission status

Group: Default group

Submission status: Nothing has been submitted for this assignment

This assignment is not accepting submissions

Grading status: **Graded**

Editing status: Student cannot edit this submission

Grade

Grade

Grade:

The total raw marks of a lab report is 6.

Introduction (Contents)	No Introduction 0 points	Only a quarter of the topics were included 0.3 points	Less than half of the topics were included 0.5 points	More than half of the topics were included but a few of the topics were missing 0.75 points	The background of all the topics were included 1 points
Introduction (Writing) - The flows of the contents	Poor 0 points	Moderate 0.15 points	Good 0.25 points		
Objectives	No objective was listed 0 points	Some of the objectives was not appropriate or not clear 0.3 points	All objectives are clear 0.5 points		

Materials Materials Materials Materials Materials

2. Click to grading student by category

Figure 3.67: (continued) Step by step to download the submitted assignments

Grading Assignments

UMS LEARNING MANAGEMENT SYSTEM MOOC

Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]

Turn editing on

PROGRESS BAR

NOW

Mouse over block for info.

Overview of students

Week 1

- Course Synopsis
- Discussion Week 1 Lecture
- News forum

Week 2

- Discussion Week 2 Lecture
- LAB 2 PCR and Electrophoresis

SEARCH FORUMS

Advanced search

LATEST NEWS

UPCOMING EVENTS

LAB 2 PCR and Electrophoresis

1. Click assignment activity

UMS LEARNING MANAGEMENT SYSTEM MOOC

Home > My courses > Fakulti Sains dan Sumber Alam > SB30303 [1-2017/2018] > Week 3 - Polymerase Chain Reaction & Gel Elec... > Lab 2 PCR and Electrophoresis

Lab 2 PCR and Electrophoresis

Week 5

SUBMIT report 7 days after your last lab session

PCR Preparation

Gel Electrophoresis

Grading summary

Groups	29
Submitted	28

View/grade all submissions

2. Click [View/grade all submissions]

Figure 3.68: Step by step to grade assignments

The screenshot shows the UMS Learning Management System interface. The main content area is titled "Lab 2 PCR and Electrophoresis". Below the title, there is a "Grading action" dropdown menu. A callout box labeled "3. Click grading action" points to this dropdown. The dropdown menu is open, showing options: "Choose...", "Download all submissions", and "View gradebook". A second callout box labeled "4. Select [Download all submissions]" points to the "Download all submissions" option. Below the dropdown, there is a table of student submissions. The table has columns for "Email address", "Status", "Group", "Group submission status", and "Grade". The first row shows a student with email "azhadriss@ums.edu.my" and status "No submission". The second row shows a student with email "bs15110358@student.ums.edu.my" and status "No submission". The third row shows a student with email "kalisum@ums.edu.my" and status "Graded".

Email address	Status	Group	Group submission status	Grade
azhadriss@ums.edu.my	No submission	Default group	No submission	-
BS15110358 MOHD ROSYADI BIN ABDUL LATIFF	No submission	11	Submitted for grading	2.90 / 6.00
[PENSYARAH] DR. KALSUM MOHD YUSAH	Graded	Default group	No submission	3.00 / 6.00

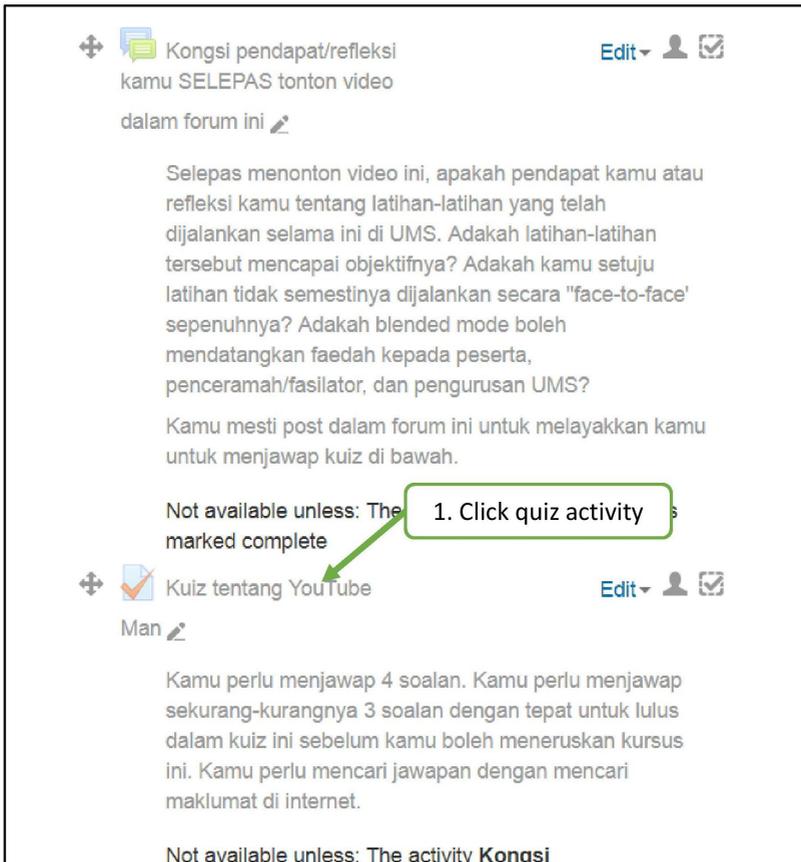
Figure 3.69: (continued) Step by step to grade assignments

3.2.2.6 Managing Quiz

SmartUMS can help you to grade you student answer in quizzes automatically. However, for essay question you need to grade it manually. In addition, you can extend the quiz time for students who provide a valid reason for not taking the quiz on a specific date.

Getting Quiz Grades Report

This shows all the students' quiz attempts, with the overall grade, and the grade for each question. There are links to review all the details of a student's attempt, just as the student would see it. The results can be downloaded in a variety of formats.



✚ 📄 Kongsi pendapat/refleksi kamu SELEPAS tonton video dalam forum ini ✎ Edit ▾ 👤 ☑

Selepas menonton video ini, apakah pendapat kamu atau refleksi kamu tentang latihan-latihan yang telah dijalankan selama ini di UMS. Adakah latihan-latihan tersebut mencapai objektifnya? Adakah kamu setuju latihan tidak semestinya dijalankan secara "face-to-face" sepenuhnya? Adakah blended mode boleh mendatangkan faedah kepada peserta, penceramah/fasilitator, dan pengurusan UMS?

Kamu mesti post dalam forum ini untuk melayakkan kamu untuk menjawab kuiz di bawah.

Not available unless: The activity is marked complete

1. Click quiz activity

✚ 📄 Kuiz tentang YouTube Man ✎ Edit ▾ 👤 ☑

Kamu perlu menjawab 4 soalan. Kamu perlu menjawab sekurang-kurangnya 3 soalan dengan tepat untuk lulus dalam kuiz ini sebelum kamu boleh meneruskan kursus ini. Kamu perlu mencari jawapan dengan mencari maklumat di internet.

Not available unless: The activity Kongsi

Figure 3.70: Step by step to get quiz grades report

The screenshot shows the 'Kuiz tentang YouTube Man' results page in the UMS LMS. The page title is 'Kuiz tentang YouTube Man' with 170 attempts. The main heading is 'What to include in the report'. Below this, there are filters for 'Attempts from' (enrolled users who have attempted the quiz), 'Attempts that are' (In progress, Overdue, Finished, Never submitted), and 'Show only attempts' (graded for each user, highest grade, or have been regraded). The 'Show report' button is visible. Below the filters, there are options for 'Regrade all' and 'Dry run a full regrade'. A 'Download' button is also present. The table below shows the results for each student attempt.

2. Click [Results]

3. Click [Grades]

4. Click [Download]

Students result

First name / Surname	Email address	State	Started on	Completed	Time taken	Grade/4.00	Q. 1 /1.00	Q. 2 /1.00
pelejar5	pelejar5@student.ums.edu.my	Finished	3 May 2018 9:30 AM	3 May 2018 9:32 AM	1 min 19 secs	3.00	✓ 1.00	✗ 0.00
pelejar21	pelejar21@student.ums.edu.my	Finished	3 May 2018 9:31 AM	3 May 2018 9:33 AM	2 mins 15 secs	2.00	✗ 0.00	✗ 0.00
pelejar4	pelejar4@student.ums.edu.my	Finished	3 May 2018 9:32 AM	3 May 2018 9:36 AM	4 mins 4 secs	2.00	✗ 0.00	✓ 1.00
pelejar26	pelejar26@student.ums.edu.my	Finished	3 May 2018 9:32 AM	3 May 2018 9:35 AM	3 mins 25 secs	4.00	✓ 1.00	✓ 1.00
pelejar24	pelejar24@student.ums.edu.my	Finished	3 May 2018 9:32 AM	3 May 2018 9:37 AM	4 mins 51 secs	4.00	✓ 1.00	✓ 1.00
pelejar20	pelejar20@student.ums.edu.my	Finished	3 May 2018 9:32 AM	3 May 2018 9:34 AM	1 min 33 secs	2.00	✗ 0.00	✗ 0.00

Figure 3.71: (continued) Step by step to get quiz grades report

Getting Quiz Grades Statistics

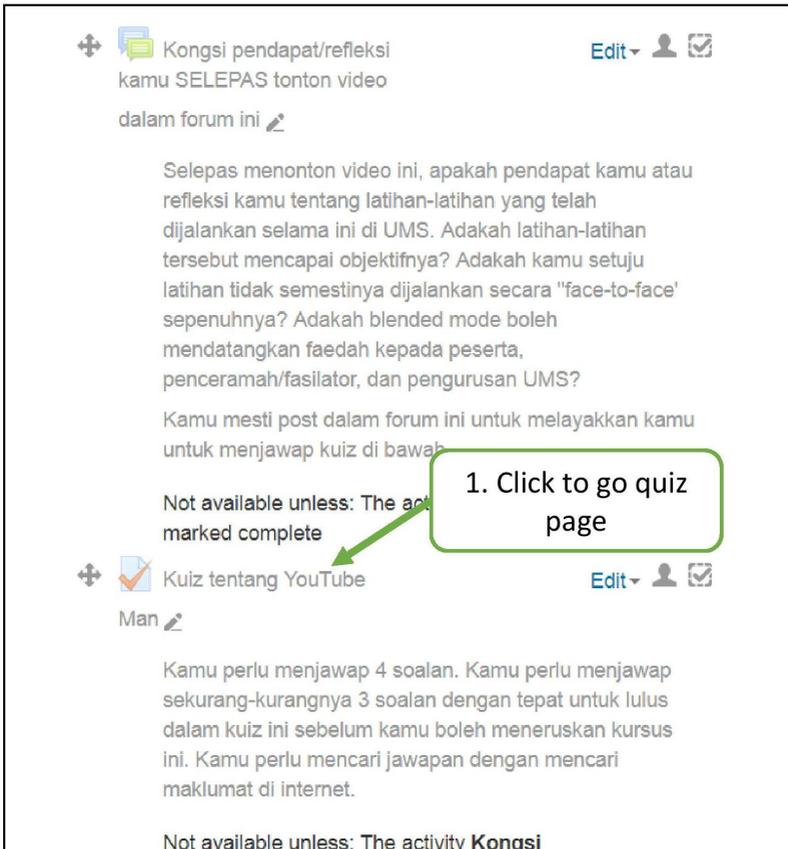


Figure 3.72: Step by step to get quiz grades statistics

The screenshot shows the UMS Learning Management System interface. The main content area displays 'Kuiz tentang YouTube Man' with 'Statistics calculation settings' and a 'Show report' button. Below this is the 'Quiz information' table, which is highlighted with a dashed green border. The table contains the following data:

Quiz name	Kuiz tentang YouTube Man
Course name	Pengenalan kepada Kursus Blended Learning
Open the quiz	Thursday, 3 May 2018, 9:00 AM
Number of complete graded first attempts	120
Total number of complete graded attempts	167
Average grade of first attempts	75.00%
Average grade of all attempts	76.20%
Median grade (for highest graded attempt)	84.24%
Standard deviation (for highest graded attempt)	85.00%
Score distribution skewness (for highest graded attempt)	100.00%
Score distribution kurtosis (for highest graded attempt)	19.01%
Coefficient of internal consistency (for highest graded attempt)	-1.0544
Error ratio (for highest graded attempt)	0.3512
Standard error (for highest graded attempt)	15.41%
	91.97%
	17.48%

Green callouts and arrows indicate the steps to access the statistics:

- Click [Results] in the navigation menu.
- Click [Statistics] in the sub-menu.
- Click [Statistics] in the table.
- Click [Download] in the top right of the table.

The 'Quiz statistics' label is positioned below the table.

Figure 3.73: (continued) Step by step to get quiz grades statistics

Quiz structure analysis

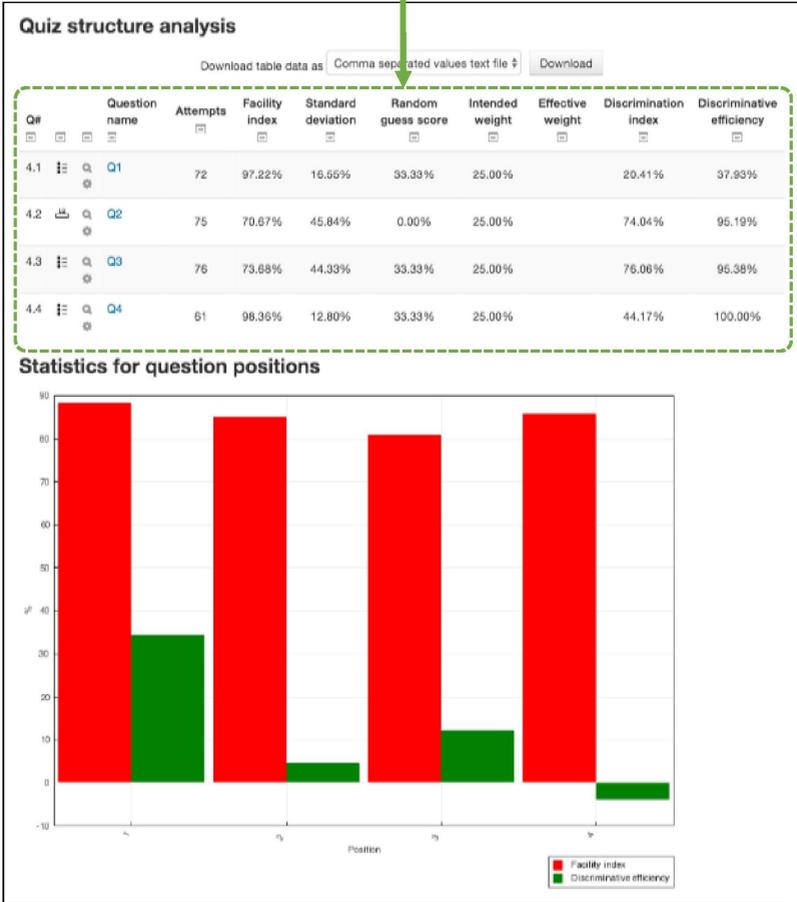


Figure 3.74: (continued) Step by step to get quiz grades statistics

Quiz Manual Grading for Essay Questions

The essay questions will not be assigned a grade until it has been reviewed by a teacher and manually graded. Until that happens, the student's grade will be 0. Note that the student will be able to view the grade upon entry into the system. This will be done via an email notification to the students inbox.

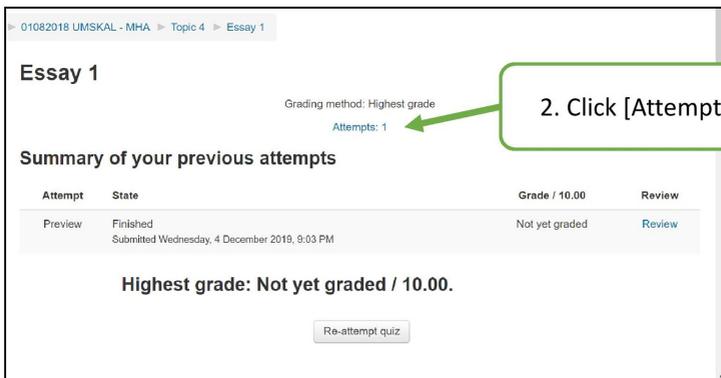
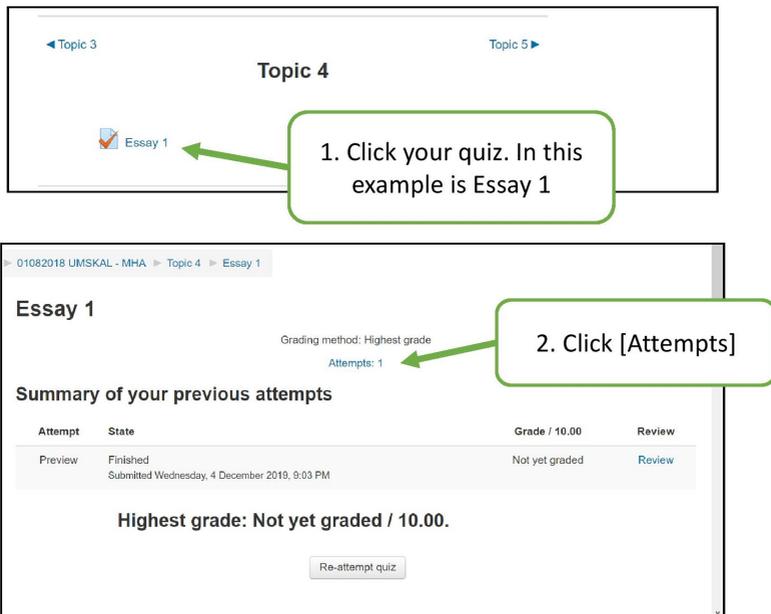


Figure 3.75: Step by step to grade the essay questions manually

Home > My courses > PEP-Roadshow > 01082018 UMSKAL - MHA > Topic 4 > Essay 1 > Results > Grades

NAVIGATION

- Home
- My home
- My profile
- Current course
 - 01082018 UMSKAL - MHA
 - Participants
 - Badges
 - Topic 4
 - Essay 1**
- My courses

ADMINISTRATION

- Quiz administration
 - Edit settings
 - Group overrides
 - User overrides
 - Edit quiz
 - Preview
 - Results
 - Grades**
 - Responses
 - Statistics
 - Manual grading
 - Locally assigned roles
 - Permissions
 - Check permissions
 - Filters
 - Logs
 - Backup
 - Restore
 - Question bank
- Course administration
- Switch role to...
- My profile settings
- Site administration

Essay 1 Attempts: 1

What to include in the report

Attempts from: enrolled users who have attempted the quiz

Attempts that are: In progress Overdue Finished Never submitted

Show only attempts: that are graded for each user (Highest grade) that have been regraded / are marked as needing regrading

Display options

Page size: 200

Marks for each question: Yes

3. Click [Manual Grading]

Regrade all Dry run a full regrade

Showing graded and ungraded attempts for each user. The one attempt for each user that is graded is the highest grade.

Download table data as: Comma separated values text file Download

First name / Surname	Email address	State	Started on	Completed	Time taken	Grade
<input type="checkbox"/> STUDENT 1 UMS	vivazulu@gmail.com	Finished	4 December 2019 8:57 PM	4 December 2019 9:01 PM	3 mins 38 secs	No grade
Overall average						-

Select all / Deselect all Regrade selected attempts Delete selected attempts

Essay 1

Questions that need grading

Also show questions that have been graded automatically

Q #	Question name	To grade	Already graded	Total
1	Essay Question 1	1 grade	0	1 grade all

4. Click [grade]

Figure 3.76: (continued) Step by step to grade the essay questions manually

Essay 1

Grading question 1: Essay Question 1

[Back to the list of questions](#)

Options

Attempts to grade:

Questions per page:

Order attempts:

[Change options](#)

Grading attempts 1 to 1 of 1

Attempt number 1 for STUDENT 1 UMS

Question 1
Complete
Marked out of 10.00

Do computers bring more benefits or problems in society?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam lobortis ornare nisi sed egestas. Aenean gravida sapien commodo nisi dictum, convallis pharetra libero tincidunt. Donec egestas fermentum nisi ut rutrum. Etiam pellentesque quam id orci condimentum, sit amet dictum felis hendrerit. Suspendisse mattis, ex quis bibendum pulvinar, nibh quam imperdiet dui, quis pretium massa felis vitae elit. Pellentesque ut porttitor nibh. Suspendisse gravida libero neque, ut dignissim massa imperdiet eleifend. Nullam enim tellus, sagittis sit amet arcu non, lacrima dictum tellus. Maecenas sollicitudin, risus sed venenatis aliquet, elit ex lacrima velit, at sagittis nisi diam non velit. Mauris malesuada sit amet neque nec tristique. Donec sollicitudin pretium ligula at ornare. Praesent lacus lorem, aliquam sit amet viverra ac, laoreet quis lorem. Suspendisse potenti.

Praesent pellentesque varius eros, eget sodales dolor ornare vel. Proin dapibus sodales diam quis lobortis. Aliquam erat volutpat. Duis ultrices ipsum eu congue maximus. Proin in lorem risus. Integer non nulla molestie, laoreet uma auctor, ultricies tortor. Integer a erat turpis. Pellentesque ac sem augue. Maecenas scelerisque mi in lobortis faucibus.

Vivamus consequat leo a eleifend vestibulum. Aenean et sapien vel turpis hendrerit vestibulum. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Nam dictum euismod risus, at maximus arcu cursus non. Nullam vel velit quam. Nunc congue nisi ut turpis eleifend venenatis. Morbi porttitor mauris in malesuada imperdiet.

Comment

Paragraph B / [List] [Link] [Image] [Table]

5. Enter your comment here (optional)

6. Enter the student's marks here

Path: p

Mark out of 10.00

7. Click this button to save the marks and go to next student

[Save and go to next page](#)

Figure 3.77: (continued) Step by step to grade the essay questions manually

Extension of Quiz Time for Individuals or Groups

You can grant students additional time for a quiz. If there is only one student that needs extended time, you can use a User overrides function in Quiz administration menu. If there is a group of students that need the same accommodation, it is best to put these students into a group and then use a Group overrides function.

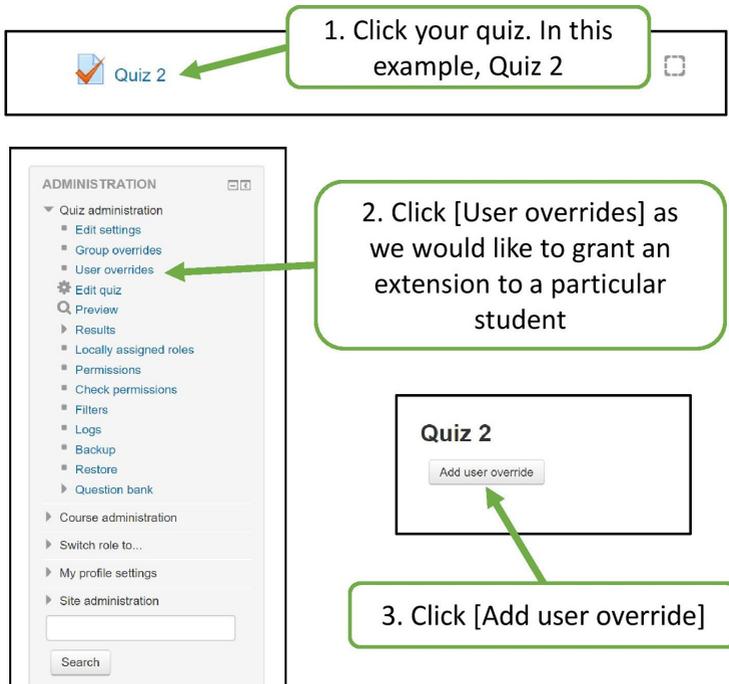


Figure 3.78: Step by step to extend quiz time for individuals or groups

Quiz 2

▼ Override

Override user* Search

BG19110098 THURGASALINI A/P MHANEKAM, BG19110096@student.
 BG19110314 TINESHWARY A/P SHANMUGAYEL, BG19110314@student.
 BG19110230 UMAL SHAHARA BINTI ABDUL RAPI, BG19110230@student.
 BG19110099 UMERAH BINTI JAMAN, BG19110099@student.ums.edu.m
 STUDENT 1 UMS, vvazulu@gmail.com
 STUDENT 2 UMS, mvackayaken@gmail.com
 STUDENT 3 UMS, ilimdhafiz@gmail.com
 BG19110094 WAN ZI YING, BG19110094@student.ums.edu.my
 BG19110308 YASHVINI A/P RAJENDRAN, BG19110308@student.ums.ec
 BG19110387 YOGADARSINI A/P KALAISELVAN, BG19110387@stude
 BG19110216 YONG JIA QI, BG19110216@student.ums.edu.my
 BG19110097 YUVASHALINI A/P PONNAMPALAM, BG19110097@student.

Require password ⓘ Unmask

Open the quiz 7 - October - 2019 - 00 - 00 Enable

Close the quiz 13 - December - 2019 - 22 - 00 Enable

Time limit ⓘ 0 minutes Enable

Attempts allowed 2

Revert to quiz defaults

There are required fields in this form marked *.

4. Select student

5. Set the extension date and time

6. Click [Save] or [Save and another override] for another student's extension

Figure 3.79: (continued) Step by step to extend quiz time for individuals or groups

3.2.3 Post Semester

This is a last part of you journey on creating progressive learning process and it's necessary for you establish security and maintenance matters which are included closing enrolment, backup, and downloading activity reports, grade book and assessment mark.

3.2.3.1 Closing Student Enrolment

At the end of the semester, the course need to be closed for student enrolment to prevent students access the course of the past semester and copy forum discussion, access quiz etc. Mean while, existing students will still have the access but new enrolment is not allowed.

The screenshot shows the UMS Learning Management System interface. The left navigation menu is expanded to show 'Users' and 'Enrolment methods'. The 'Enrolment methods' page displays a table with the following data:

Name	Users	Up/Down	Edit
Self enrolment (Student)	152	↓	✕ ⚙
Manual enrolments	28	↑ ↓	✕ ⚙
Guest access	0	↑	✕ ⚙

Below the table, there is an 'Add method' section with a 'Choose...' dropdown menu.

Three callout boxes provide step-by-step instructions:

- 1: Click [Users]
2. Click [Enrolment methods]
3. Click [eye symbol] at Self enrolment (Student)

Figure 3.80: Step by step to close student enrolment

3.2.3.2 Backup Course and Content

All the resources, activities and records of student will be archived in SmartUMS that hosted in UMS server. For you copy, it is advisable to save a backup of the course resources and activities in your computer/hard drive or UMS Google cloud using a secure password.

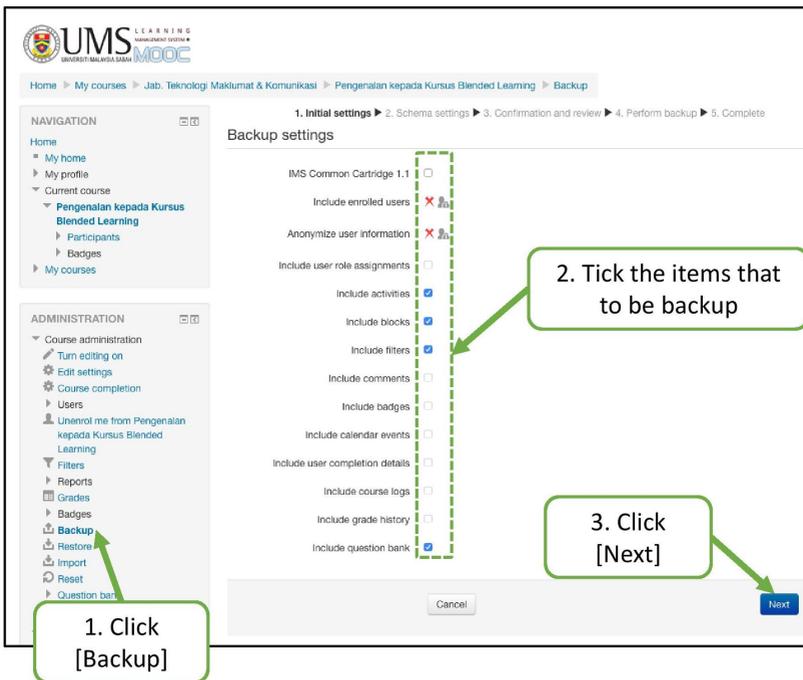


Figure 3.81: Step by step to backup course and content

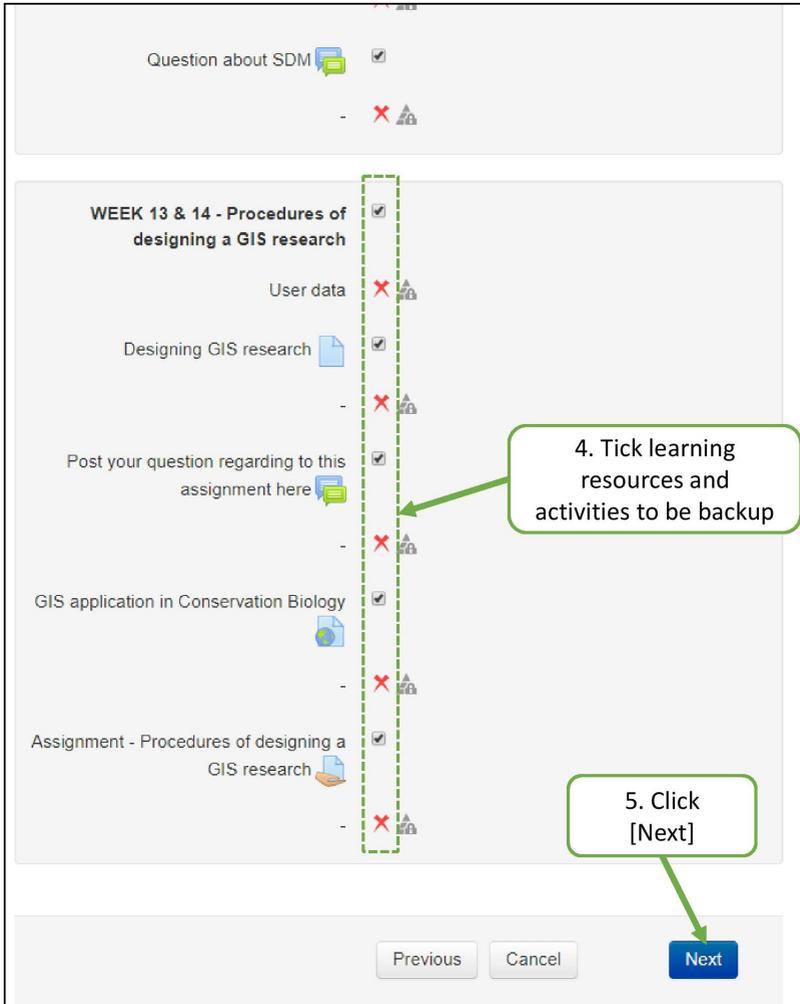


Figure 3.82: (continued) Step by step to backup course and content

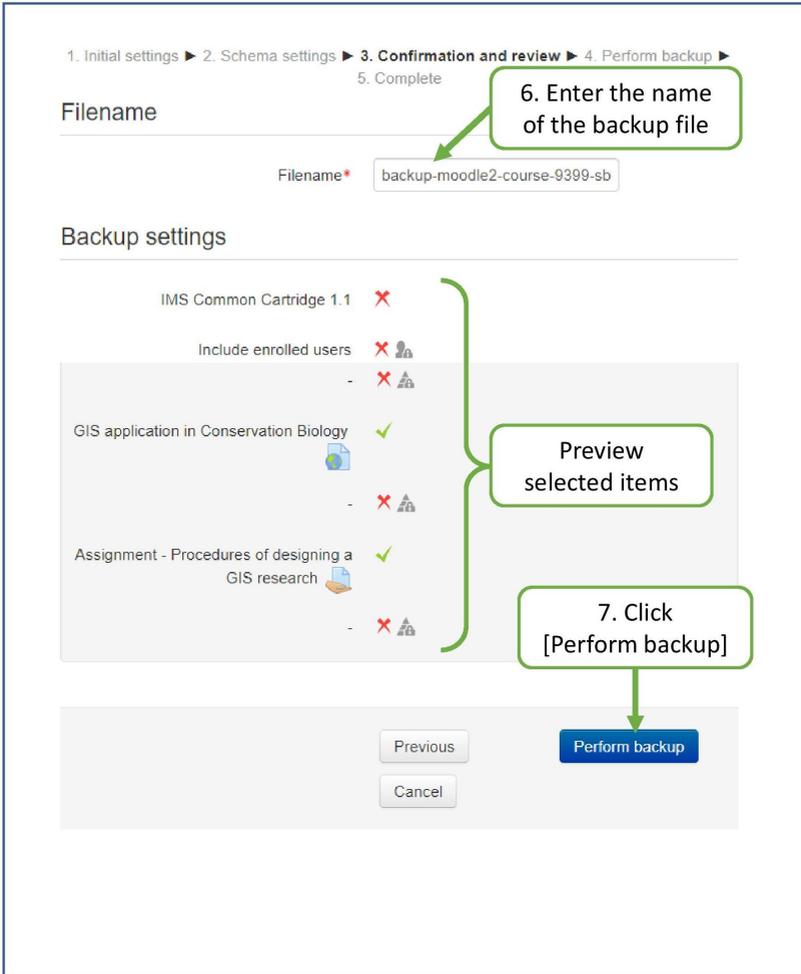
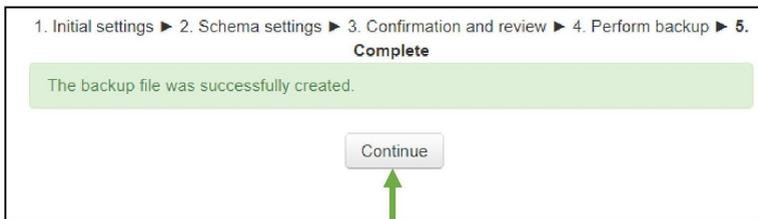
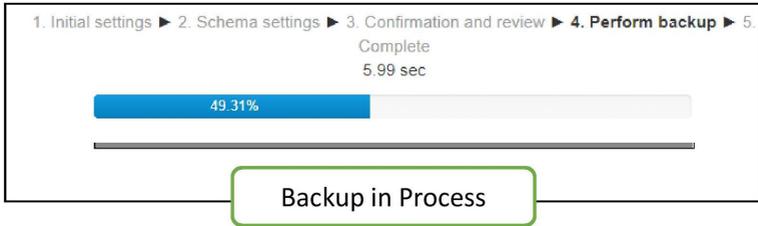


Figure 3.83: (continued) Step by step to backup course and content



8. Click [Continue]

Click [Download]

User private backup area ⓘ

Filename	Time	Size	Download
backup-moodle2-course-9399-sb33102_[1-20182019]-20180928-1311-nu.mbz	Friday, 28 September 2018, 1:20 PM	13.4MB	Download
backup-moodle2-course-8647-quick_start_guide_lecturer-20180925-1613-nu.mbz	Tuesday, 25 September 2018, 4:15	3.5MB	Download

Figure 3.84: (continued) Step by step to backup course and content

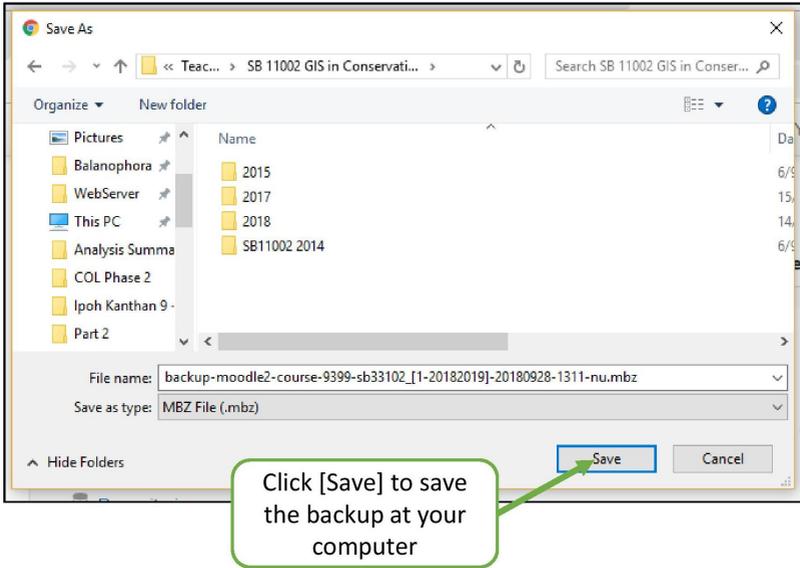


Figure 3.85: (continued) Step by step to backup course and content

3.2.3.3 Downloading Student Activities Reports

After backup the course, we can download students activities report. You can download a overview report of all students activities of a course or check participation of selected students for all activities. This provides an easy way to monitor student participation and progress in the course.

Getting Activity Report

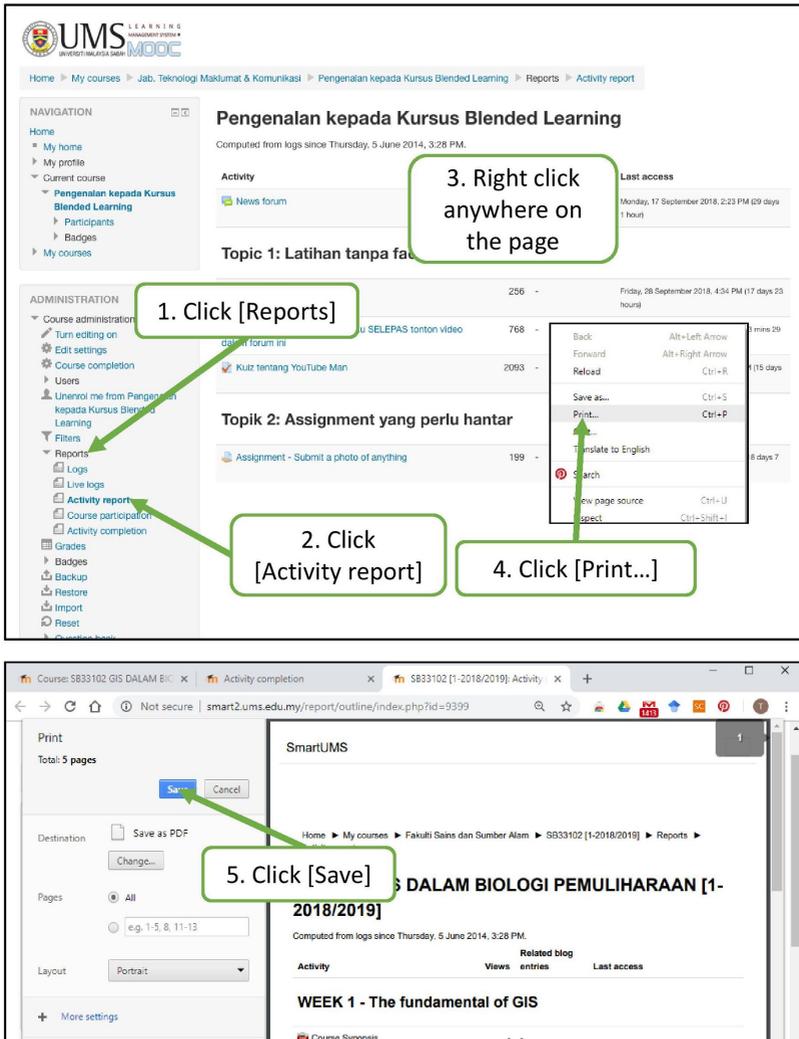


Figure 3.86: Step by step to get activity report

Getting Activity Completion Report

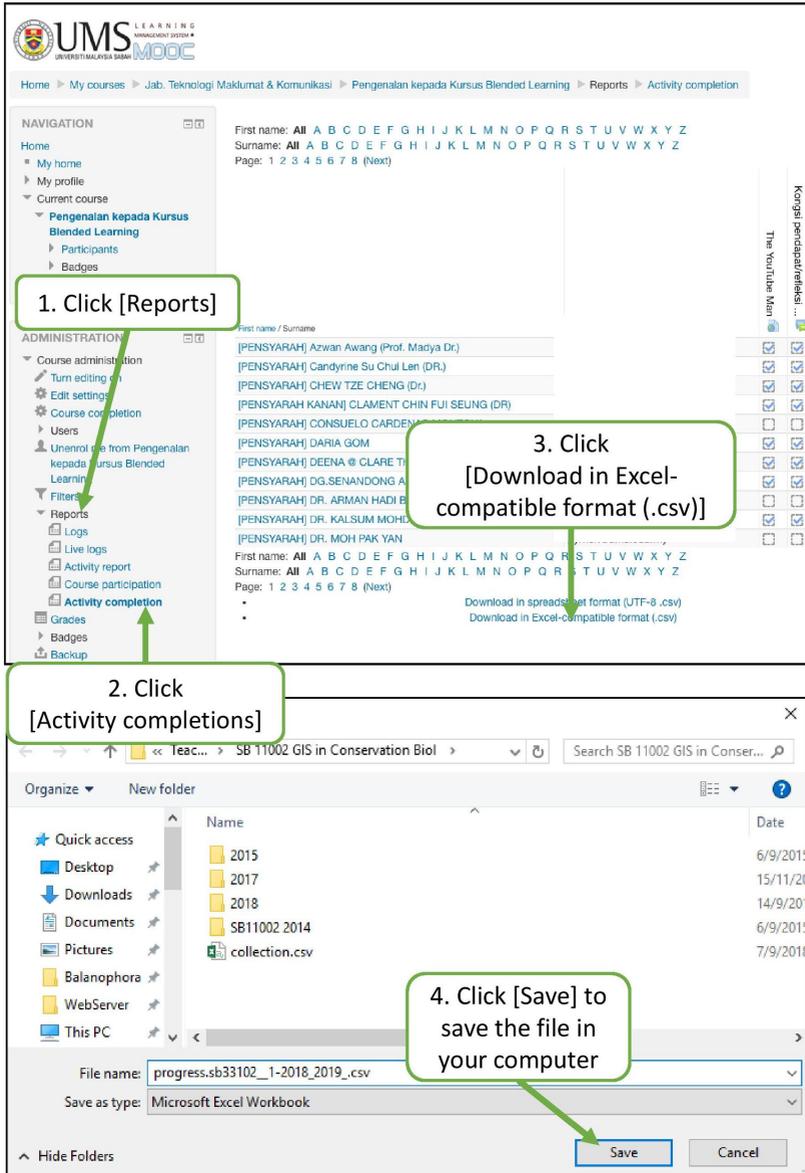


Figure 3.87: Step by step to get activity completion report

3.2.3.4 Downloading All Assessment Marks

When you are using quiz and assignment moodle in SmartUMS for student's assessment, you do not have to tabulate the marks from different quizzes or assignments manually. You can directly download all the marks of assignments and quizzes from SmartUMS at once. The marks will be saved in Excel format.

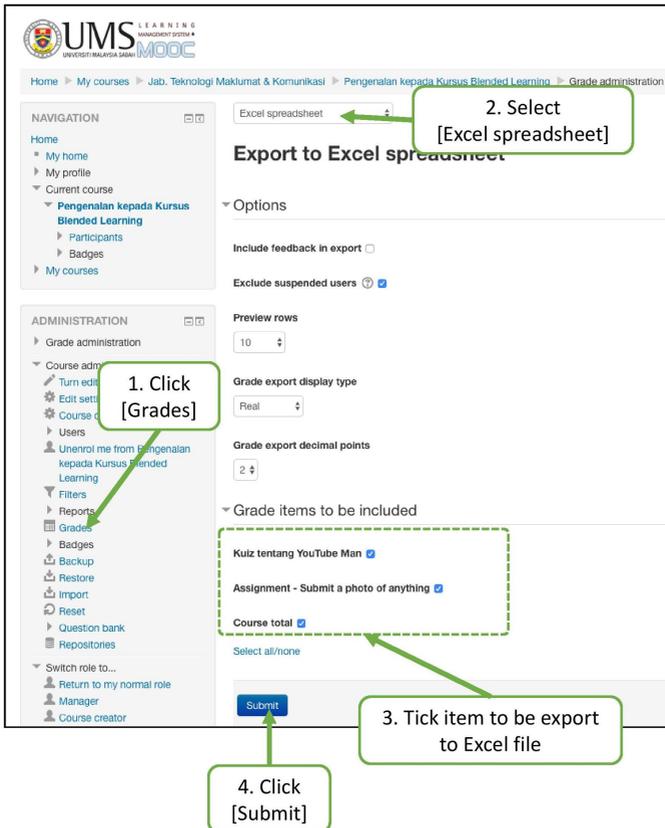


Figure 3.88: Step by step to download all assessment marks

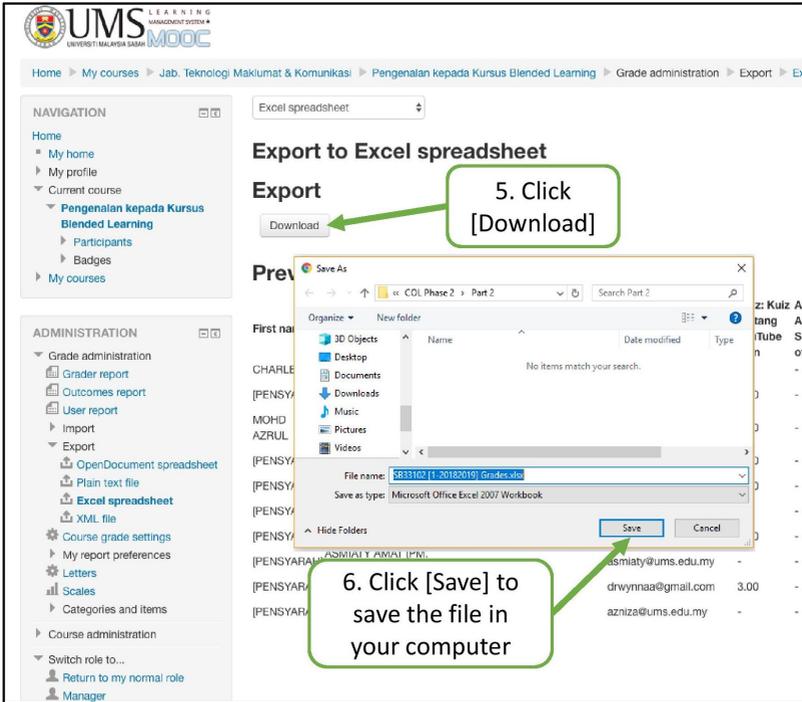


Figure 3.89: (continued) Step by step to download all assessment marks

Chapter 4

Part 2: TIPS TO IMPROVE YOUR COURSE

After you complete the setup of your course, it is highly recommended for you to add-on some features to improve your course. This few tips are included how to customise user interface, monitoring student progress, administration of student marks, and utilize the quiz bank.

4.0.0.1 Customise User Interface

Your course page default layout consists of three column. Navigation Block and Administration Block on the right column; course content - sections, learning resources and activities at the centre column; other Blocks on the left column. These Blocks provide information and useful tools. There are a few of the Blocks can be added to your course page so that you and your students can use the additional functionality of SmartUMS.

In addition, you can also hide some section temporarily so that students can focus on the topics for particular section.

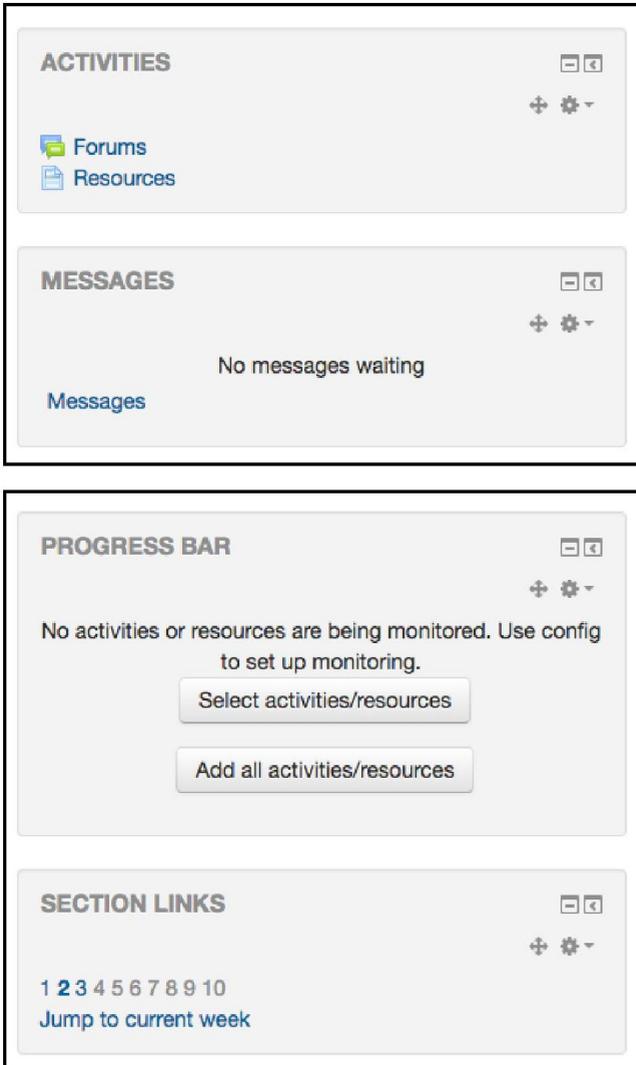


Figure 4.1: The Blocks

Progress Bar You can select learning activities and resources are to be included in the progress bar. The progress bar block is a useful tool for students to keep track of their learning. In addition, you can also use it to monitor the progress of students so that you can quickly determine who is engaged or who may need additional support.

Messages You and your students can use this block to read, send and manage messages.

Section Links You and your students can use the section links to quickly navigate to a particular topic/week section of the course.

Activities You and your students can quickly find particular types of learning resources and activities of the courses without spending time to locate them in sections. This block lists different learning resource and activities available in your course (Forums, Quizzes, Assignments, and so forth).

Showing Blocks

The image shows a Moodle course page for 'UB00399 [1-2018/2019]'. The page is divided into several sections, with green dashed boxes highlighting specific areas and arrows indicating configuration steps.

- Step 1:** A box labeled 'Step 1' points to the 'Turn editing off' button in the top right corner of the course page.
- Blocks:** A central box labeled 'Blocks' has arrows pointing to various sections:
 - PROGRESS BAR:** Located at the top left, showing a progress bar and 'Overview of students'.
 - NAVIGATION:** Located on the left side, showing a menu with 'Home', 'My home', 'My profile', 'Current course', and 'My courses'.
 - ADMINISTRATION:** Located on the left side, showing a menu with 'Course administration', 'Users', 'Filters', 'Reports', 'Grades', 'Badges', 'Backup', 'Restore', 'Import', 'Publish', 'Reset', 'Question bank', 'Repositories', 'Switch role to...', 'My profile settings', and 'Site administration'.
 - SEARCH FORUMS:** Located on the right side, with a search box and 'Go' button.
 - LATEST NEWS:** Located on the right side, with a 'Add a new topic...' button.
 - UPCOMING EVENTS:** Located on the right side, with a 'Go to calendar...' button.
 - RECENT ACTIVITY:** Located on the right side, showing activity since Wednesday, 26 September 2018, 4:37 PM.
- Step 2:** A box labeled 'Step 2' points to the 'ADD A BLOCK' button at the bottom left of the page.

The main content area shows a list of weeks (Week 1 to Week 6) with activities like 'Course Synopsis', 'Discussion Week', and 'Lecture'.

Figure 4.2: Step by step to show Blocks

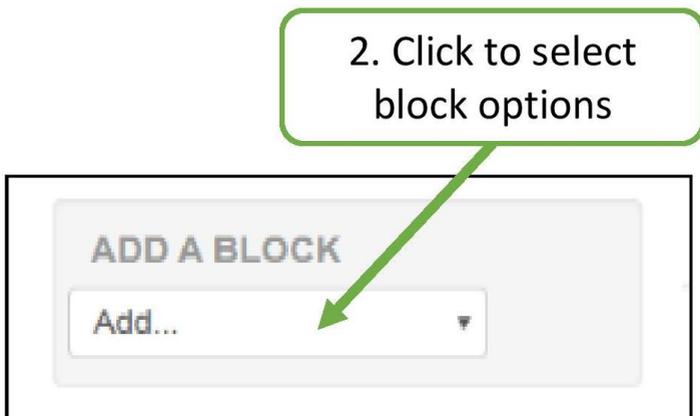


Figure 4.3: (continued) Step by step to show Blocks

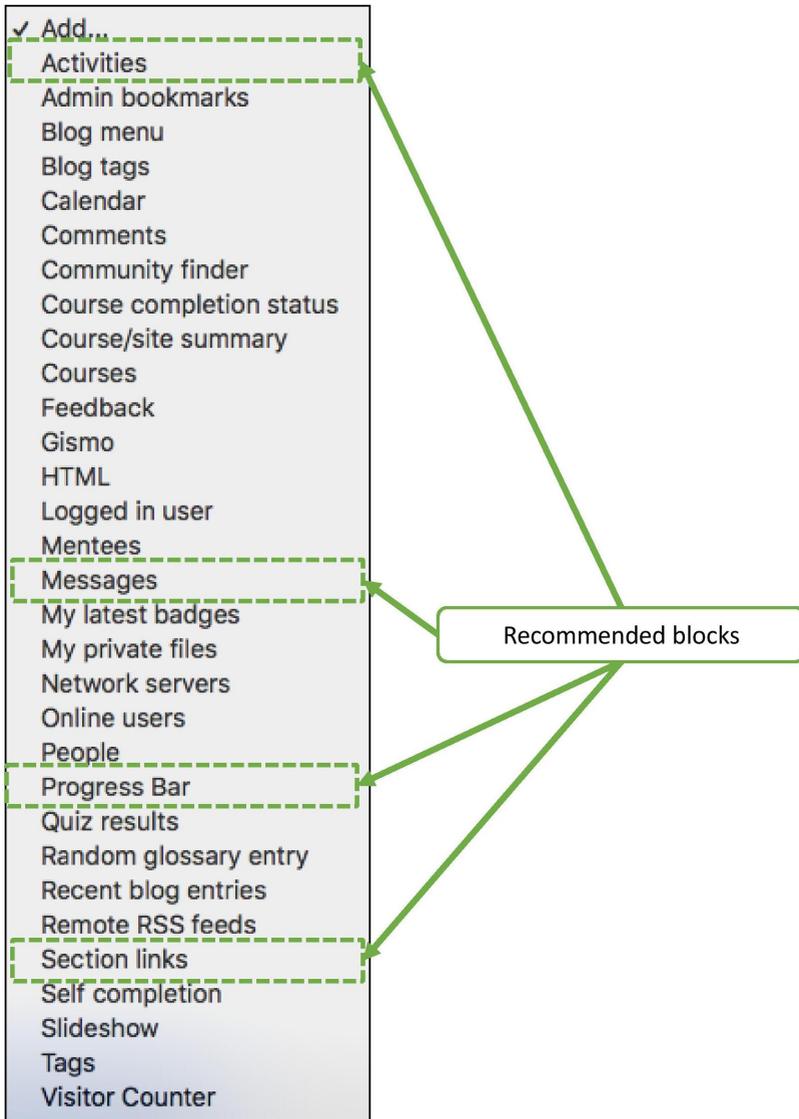


Figure 4.4: (continued) Step by step to show Blocks

Setting Progress Bar

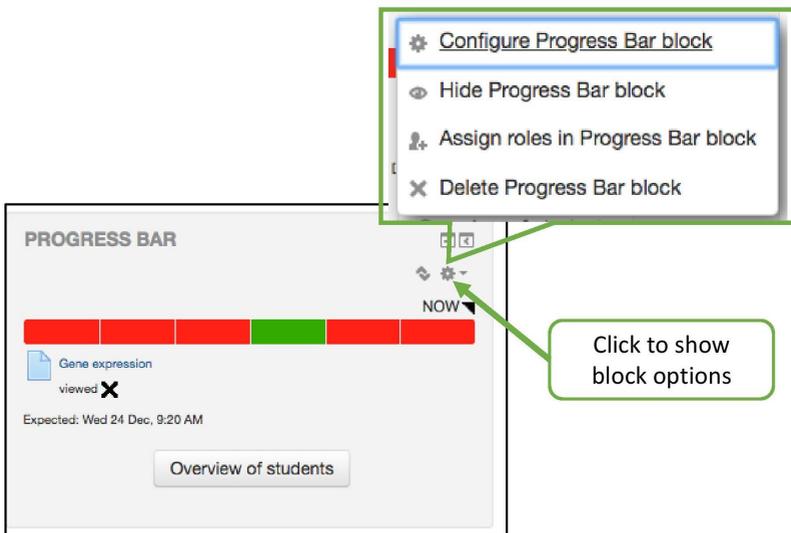
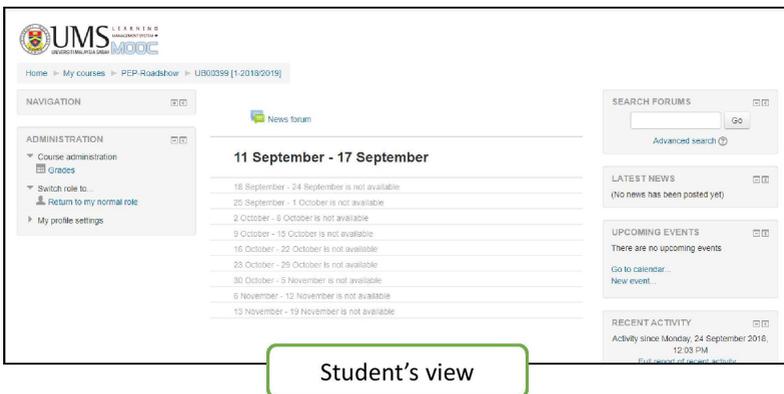
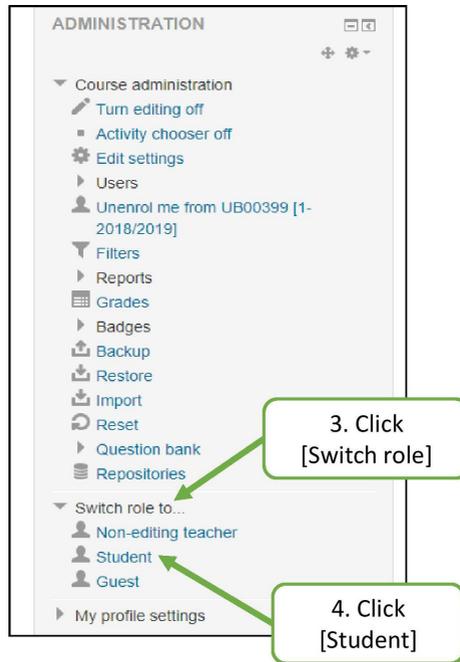


Figure 4.5: Step by step to setup progress bar

Hiding or Showing Section



Figure 4.6: The 4 steps to hide or show sections



Student's view

Figure 4.8: (continued) Step by step to hide or show sections

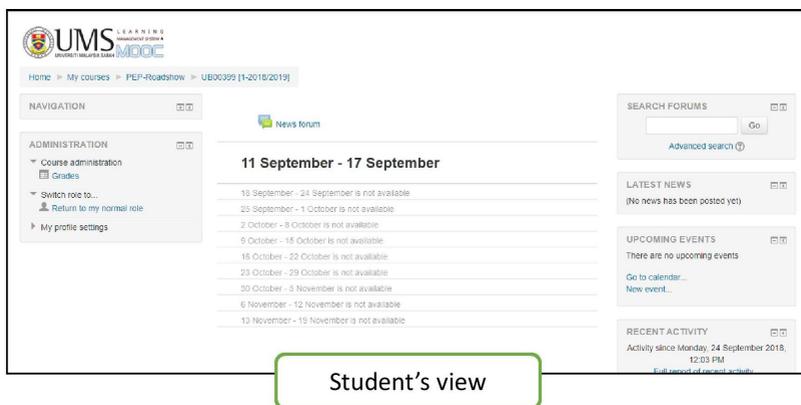


Figure 4.9: (continued) Step by step to hide or show sections

4.0.0.2 Monitoring Student Progress

In general, you can monitor student progress by assessing their performance via *formative* or *summative* assessments, such as mid-term test, quizzes, tutorials, assignments etc. In addition to assessments, you can also make use of some functions in SmartUMS, for you to monitor student progress and for student to manage their learning process.

By using SmartUMS, it is possible to monitor the progress of every student without significantly increasing the lecturer's workload.

There are two levels of student monitoring that can be done in SmartUMS – (1) by tracking student access to each of the learning resources and activities created in SmartUMS, and (2) by applying restriction access and conditions for the learning resources and activities to control student learning progress.

Setup Restrict Access

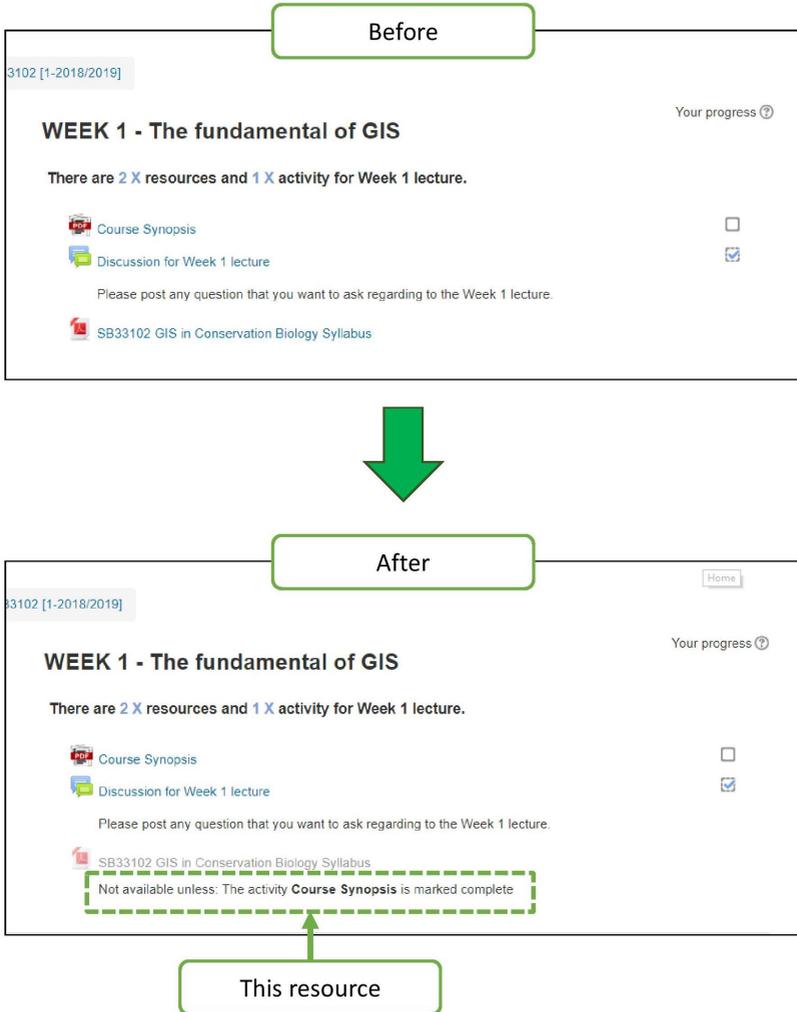


Figure 4.10: Example of restrict access for a resource



Figure 4.11: Step by step to setup restrict access

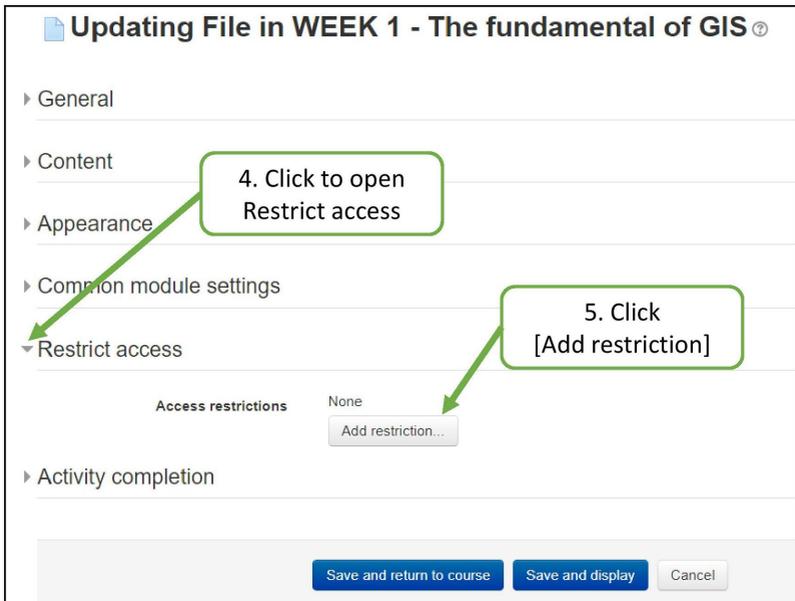
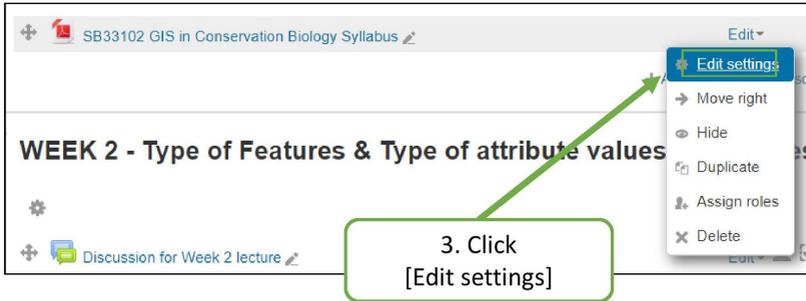


Figure 4.12: (continued) Step by step to setup restrict access

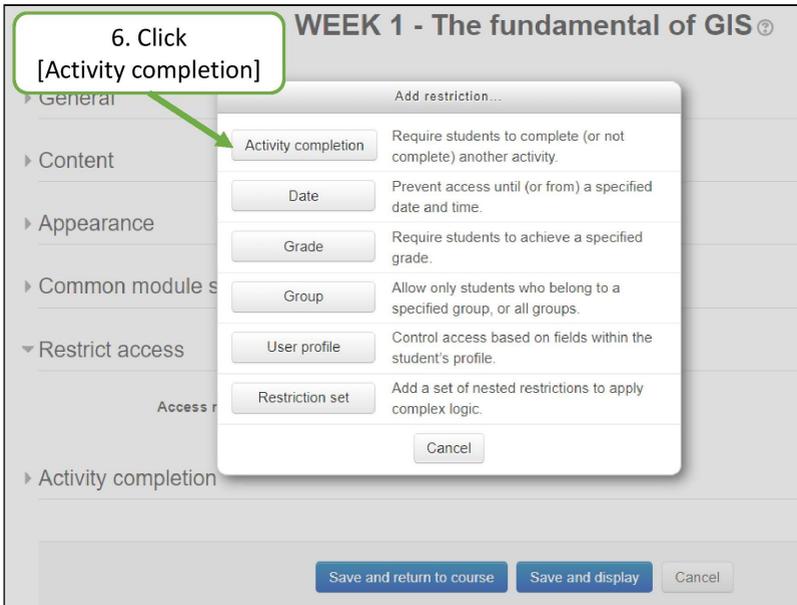


Figure 4.13: (continued) Step by step to setup restrict access

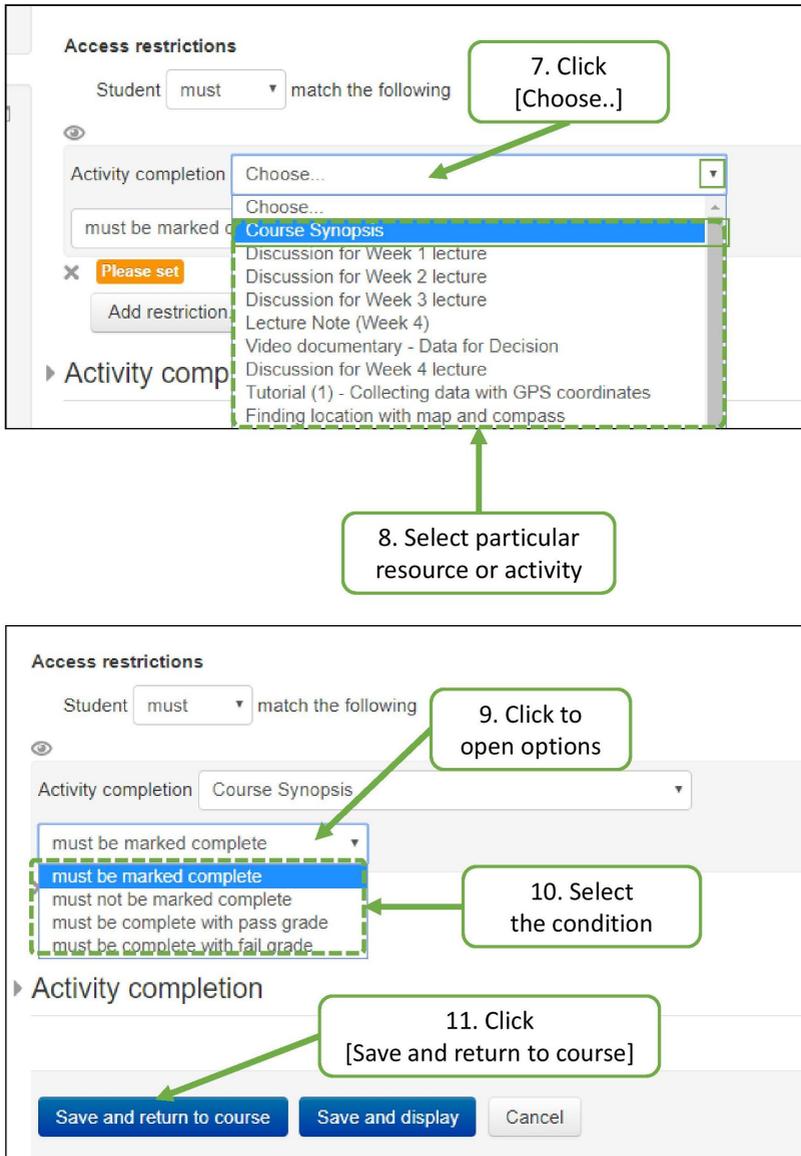


Figure 4.14: (continued) Step by step to setup restrict access

Progress Bar Customisation

The progress bar gives a graphical overview of the progress of the student across the duration of the course. The activities such as downloading lecture notes, completing quizzes and assignments appear as green boxes. Upon completion of the entire course content, a single green bar will be visible. This enables lecturers to track students who are lagging behind as compared to their peers.

Add Resources or Activities in Progress Bar

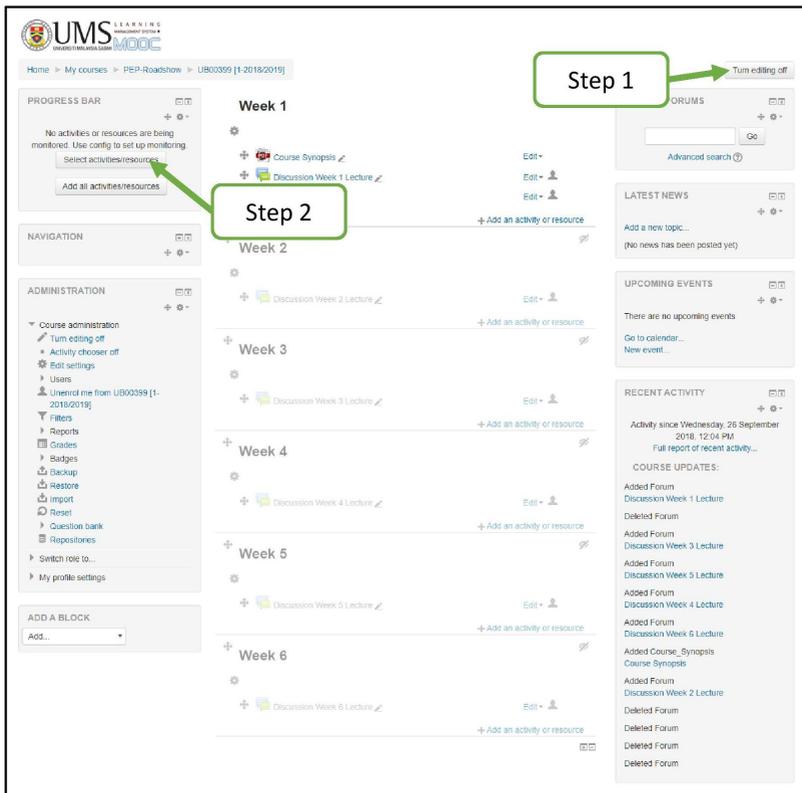


Figure 4.15: Step by step to add resources or activities in empty progress bar

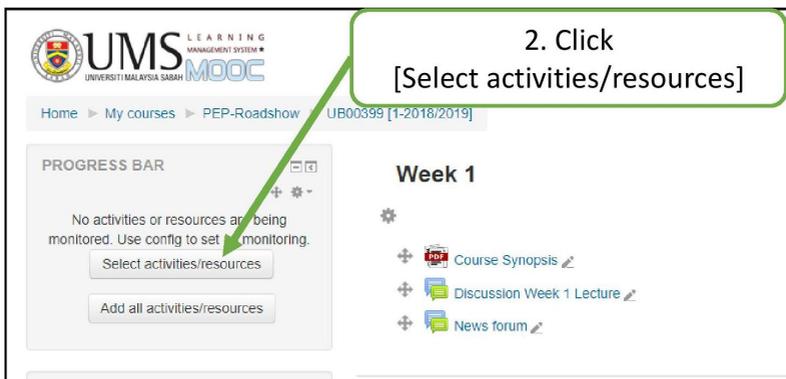


Figure 4.16: (continued) Step by step to add resources or activities in empty progress bar

The screenshot displays the configuration interface for a Progress Bar block in a UMS Learning MOOC. The page title is "Configuring a Progress Bar block". On the left, there is a navigation sidebar with sections for "NAVIGATION", "ADMINISTRATION", "ACTIVITIES", "MESSAGES", and "SECTION LINKS". The main content area is divided into several sections:

- Block settings:** Includes fields for "Alternate title", a "Use icons in bar" checkbox (checked), "Order bar items by" (set to "Expected by" date-time), "Use NOW" (checked), and "Show percentage to students" (set to "No").
- Section: General:** Contains three forum entries:
 - Forum: News forum:** "Monitored" is set to "Yes", and "Expected by" is set to 29 October 1952 09:20.
 - Forum: Social forum:** "Monitored" is set to "Yes", and "Expected by" is set to 29 October 1952 09:20.
 - Forum: News forum:** "Monitored" is set to "Yes", and "Expected by" is set to 29 October 1952 09:20.
- Section: Week 1:** Lists "Section: 8 August - 14 August" and "Section: 15 August - 21 August".
- Where this block appears:** Shows "On this page".

At the bottom of the configuration area, there are "Save changes" and "Cancel" buttons. A green callout box labeled "Step 3" points to the "Monitored" dropdown for the first forum, and another green callout box labeled "Step 4" points to the "Save changes" button.

Figure 4.17: (continued) Step by step to add resources or activities in empty progress bar

Section: Week 1

Forum: Discussion Week 1 Lecture

Monitored Yes

Expected by 20 September 1955 20 25

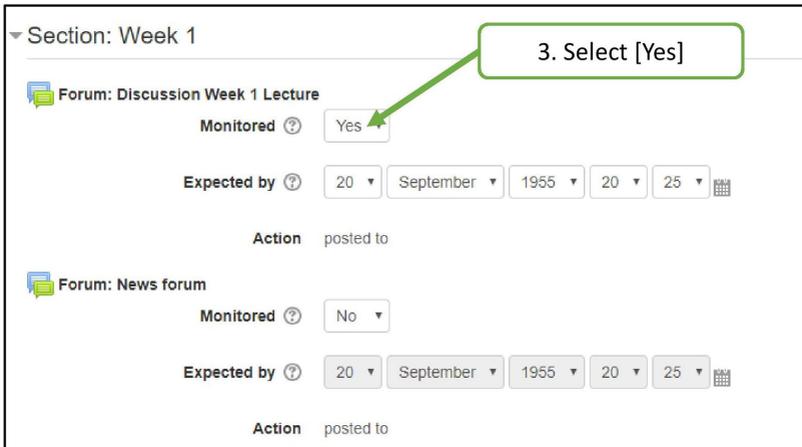
Action posted to

Forum: News forum

Monitored No

Expected by 20 September 1955 20 25

Action posted to



Expected by 25 October 1955 20 25

Action posted to

Where this block appears

On this page

Save changes Cancel

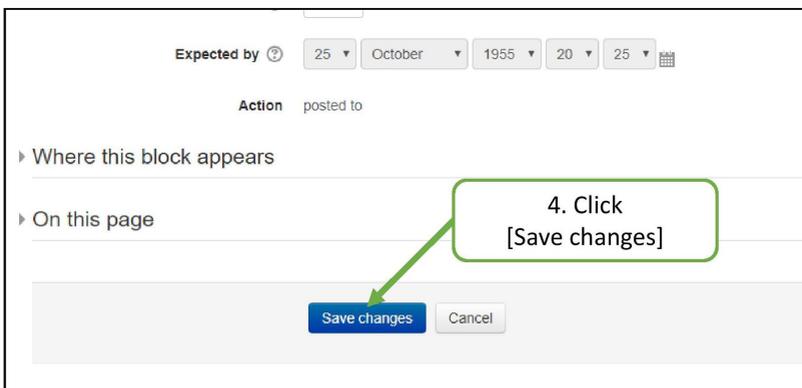


Figure 4.18: (continued) Step by step to add resources or activities in empty progress bar

Changing Resources or Activities in Progress Bar

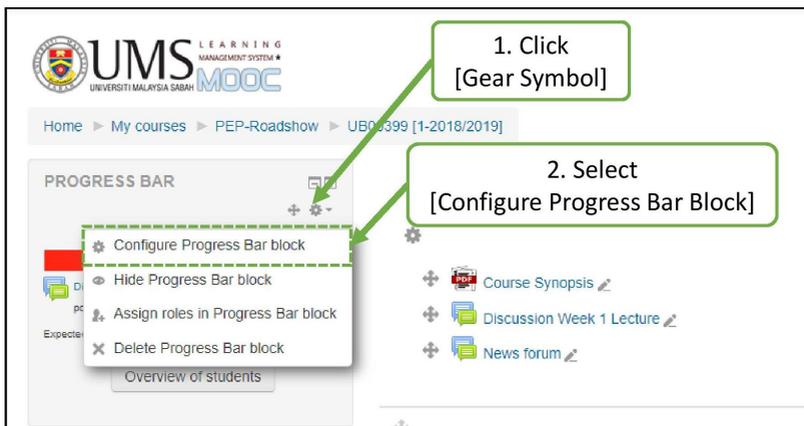


Figure 4.19: Step by step to change resources or activities in progress bar

Monitoring Students' Progress Bar

The screenshot displays the UMS Learning Management System (MOOC) interface. At the top, the UMS logo and 'LEARNING MANAGEMENT SYSTEM MOOC' are visible. The breadcrumb trail shows: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019].

The main content area is divided into several sections:

- PROGRESS BAR:** Features a red progress bar, a 'NOW' dropdown menu, and a notification for 'Discussion Week 1 Lecture' posted to X. Below this, the 'Overview of students' button is highlighted with a green dashed box. A green arrow points from this button to a callout box labeled 'Monitor Progress'.
- NAVIGATION:** A section with expand/collapse and settings icons.
- ADMINISTRATION:** A section with expand/collapse and settings icons.
- Week 1:** Lists course items: Course Synopsis, Discussion Week 1 Lecture, and News forum.
- Week 2:** Lists course items: Discussion Week 2 Lecture.

Figure 4.20: Step by step to monitor students' progress bar

4.0.0.3 Administration of Student Marks

For those graded activities created in SmartUMS such as assignments, quizzes and graded forums, the marks for these activities appear automatically in the students' grade books without recourse to any additional settings. However, SmartUMS can also be used for the administration of student assessments that have to be done in a conventional face-to-face manner, such as mid-term exams, student presentations, mini-project and practical.

For the latter three types of assessment, assignments with rubrics can be created for grading purposes as for normal assignments. The only difference is this type of assignment does not require a submission from the students, and lecturers use rubrics to give marks.

For the mid-term exam, the marks can be communicated to the respective students via SmartUMS gradebook thus avoid the need to post all student marks collectively and publicly on notice boards or via online platform. It is possible to integrate the SmartUMS in the grading process or your marking workflow that do not incur extra work.

Below Step-by-Step demonstrates, various advanced settings for grading modules were demonstrated, relating to the creation of grading items, grading categories, gradebook viewing, grade importing, action settings for grading items and the exporting of grades to excel.

Viewing Student's Gradebook

SmartUMS You are logged in as [ADMIN] MOHD AZHAR BIN DRIS (Log out)


UMS LEARNING MANAGEMENT SYSTEM
MOOC

Home > My courses > Fakulti Sains dan Sumber Alam > SB30303 [1-2017/2018] > Grade administration > User report

ADMIN] MOHD AZHAR BIN DRIS

Step 1
Step 2
Step 3
Step 4

NAVIGATION

- Home
- My home
- My profile
- Current course
 - SB30303 [1-2017/2018]
 - Participants
 - Badges
- My courses

ADMINISTRATION

- Grade administration
- Course administration
 - Turn editing off
 - Edit settings
 - Course completion
 - Users
 - Unenrol me from SB30303 [1-2017/2018]
 - Filters
 - Reports
 - Grades Step 1
 - Badges
 - Backup
 - Restore
 - Import
 - Publish
 - Reset
 - Question bank
 - Repositories
- Switch role to...
- My profile settings
- Site administration

Search

ADD A BLOCK

Add...

User report

View

- Grader report
- Outcomes report
- Overview report
- User report**

Categories and Items

- Simple view
- Full view

Scales

- View

Letters

- View
- Edit

Import

- CSV file
- XML file

Export

- OpenDocument spreadsheet
- Plain text file
- Excel spreadsheet

Select all or one user

[ADMIN] MOHD AZHAR BIN DRIS

	Range	Percentage	Feedback
RAAN [1-2017/2018]			
Lab 1: DNA extraction (Updated 30082017)	0-5		
Lab 2 PCR and Electrophoresis	0-6		
Category total	0-15		
Midterm Exam			
Q3a	0-9		
Q3b	0-12		
Q3c	0-14		
Q4	0-16		
Q5	0-20		
Category total	0-80		
Final exam			
Final Exam	0-100		
Category total	0-100		
Tutorials (Tasks)			
Tutorial 1 - Submit the selected research article and highlight those terminology or concepts in that article that student does not understand	0-1		
Tutorial 2. Find and describe the extraction methods in your article.	0-2		

Figure 4.21: The 4 steps to view student's gradebook

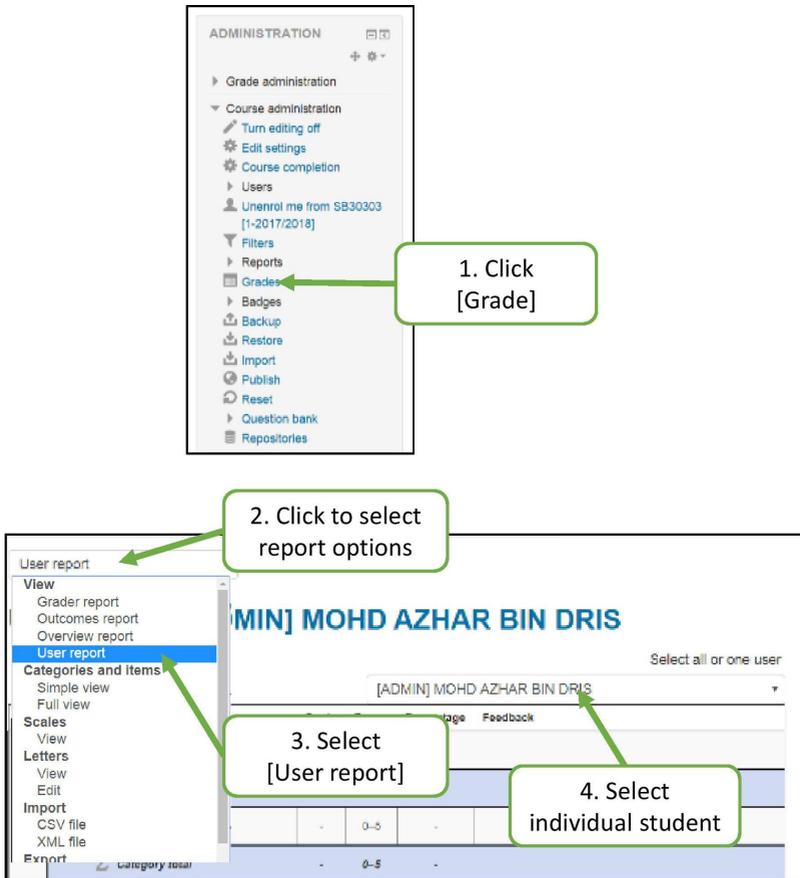


Figure 4.22: Step by step to view student's gradebook

Add Grade Categories in Gradebook

SmartUMS You are logged in as [ADMIN] MOHD AZ-HAR BIN DRIS (Log out)

UMS LEARNING MANAGEMENT SYSTEM MOOC

Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]

NAVIGATION

- Home
- My home
- My profile
- Current course
 - UB00399 [1-2018/2019]
 - Participants
 - Badges
 - My courses

ADMINISTRATION

- Grade administration
- Course administration
 - Turn editing off
 - Edit settings
 - Users
 - Unenrol me from UB00399 [1-2018/2019]
 - Filters
 - Reports
 - Grades
 - Badges
 - Backup
 - Restore
 - Import

Simple view

View

- Grader report
- Outcomes report
- Overview report
- User report

Categories and items

- Simple view
- Full view

Scales

- View

Letters

- View
- Edit

Import

CSV file

Aggregation ⓘ

Simple weighted mean of grades

Extra credit ⓘ

Max grade

Actions

Select

Max grade	Actions	Select
100.00		All None
100.00		
Course total		

Save changes

Add category

Add grade item

Step 1

Step 2

Step 3

Step 4

Figure 4.23: The 7 steps to add grade categories in gradebook

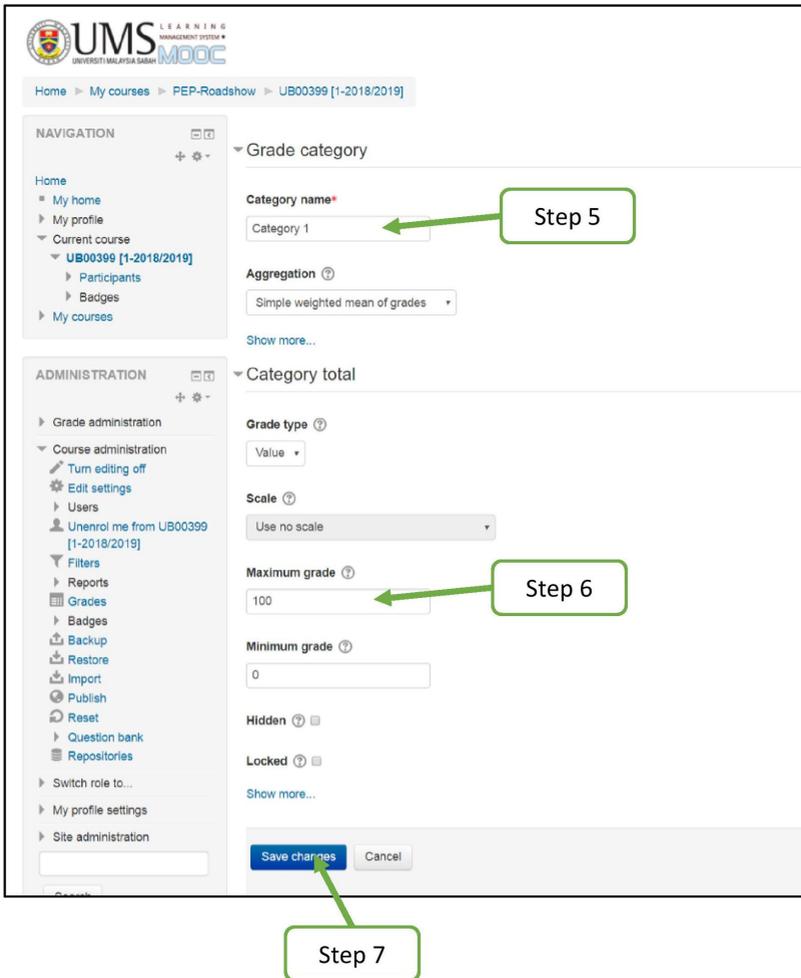


Figure 4.24: (continued) The 7 steps to add grade categories in gradebook

SmartUMS

You are logged in as [ADMIN] MOHD AZHAR BIN DRIS (Log out)

UMS LEARNING MANAGEMENT SYSTEM MOOC

Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]

NAVIGATION

- Home
- My home
- My profile
- Current course
 - UB00399 [1-2018/2019]
 - Participants
 - Badges
- My courses

ADMINISTRATION

- Grade administration
- Course administration
 - Turn editing off
 - Edit settings
 - Users
 - Unenrol me from UB00399 [1-2018/2019]
 - Filters
 - Reports
 - Grades
 - Backup
 - Restore
 - Import
 - Publish
 - Reset

Simple view

View

- Grader report
- Outcomes report
- Overview report
- User report

Categories and Items

- Simple view
- Full view

Scales

- View

Letters

- View
- Edit

Import

- CSV file

Extra credit

Max grade

Actions

Select

100.00

100.00

Course total

Save changes

Add category

Add grade item

1. Click [Grades]

2. Click to select options

3. Select [Simple view]

4. Click [Add category]

Figure 4.25: Step by step to add grade categories in gradebook

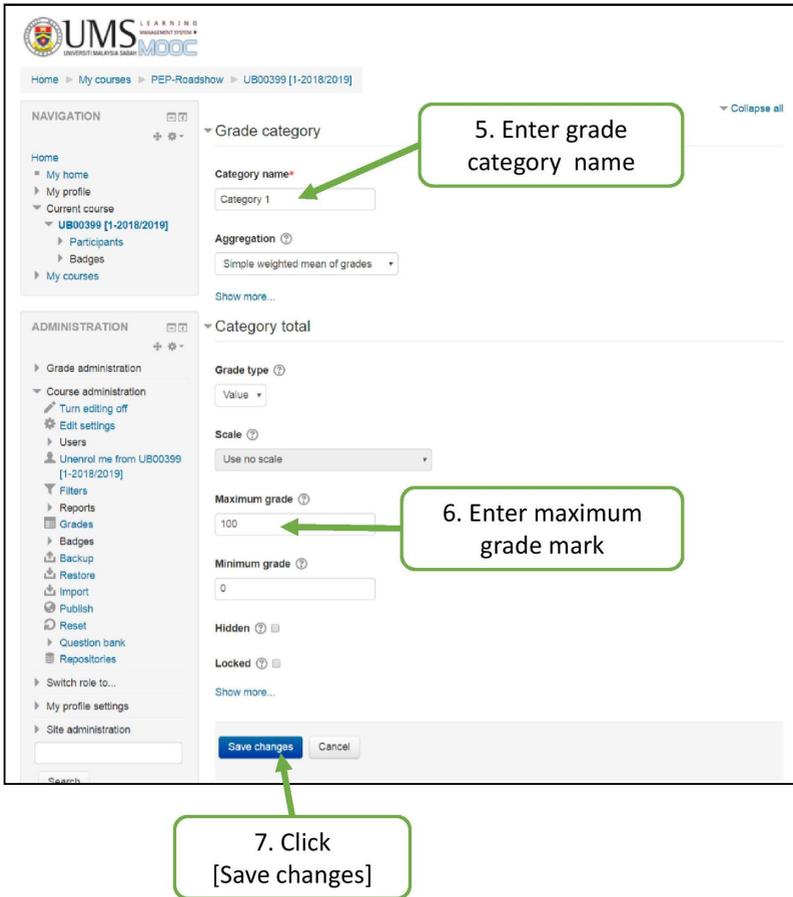


Figure 4.26: (continued) Step by step to add grade categories in gradebook

Add Grade Items in Gradebook

The screenshot displays the SmartUMS Gradebook interface for course UB00399 [1-2018/2019]. The interface includes a navigation sidebar, a main content area with a dropdown menu, and a table of grade items.

Step 1: Click on the 'Grades' link in the 'Reports' section of the left sidebar.

Step 2: Click on 'Simple view' in the dropdown menu.

Step 3: Click on 'Simple view' in the 'Categories and Items' section of the dropdown menu.

Step 4: Click on the 'Add grade item' button.

The main content area shows a table with columns: 'Aggregation', 'Extra credit', 'Max grade', 'Actions', and 'Select'. The table contains a 'Course total' row with a value of 100.00. Below the table are buttons for 'Save changes', 'Add category', and 'Add grade item'.

Figure 4.27: The 8 steps to add grade items in gradebook

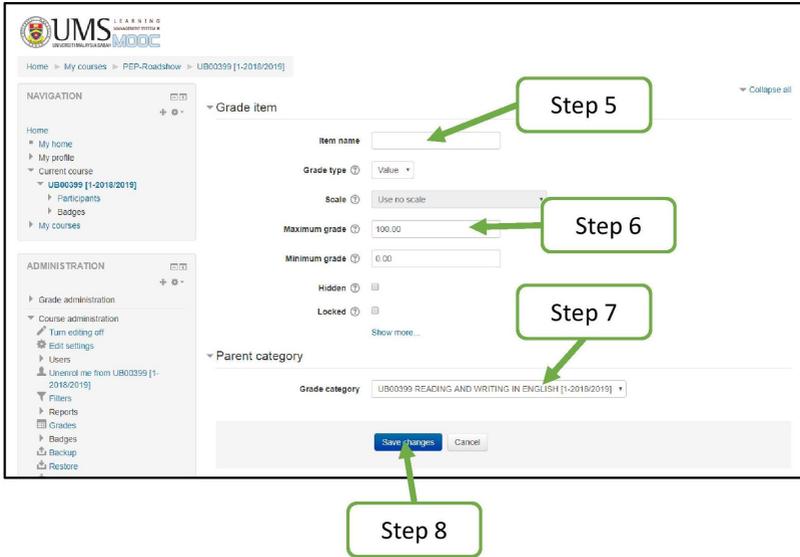


Figure 4.28: (continued) The 8 steps to add grade items in gradebook

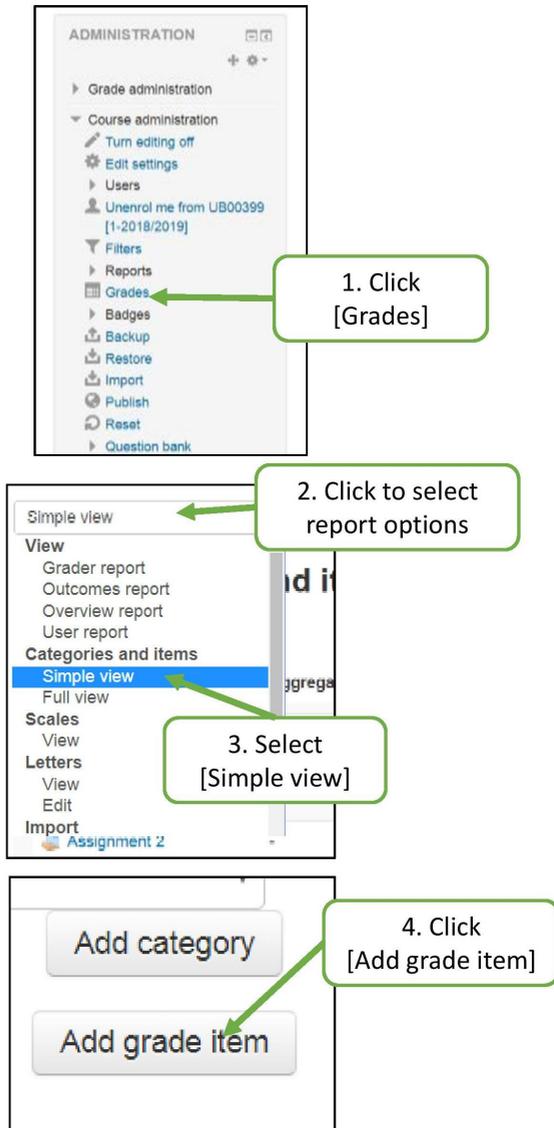


Figure 4.29: Step by step to add grade items in gradebook

The image shows a web form for configuring a grade item. The form is divided into two main sections: "Grade item" and "Parent category".

- Grade item section:**
 - Item name:** A text input field with a callout box labeled "5. Enter grade item name" pointing to it.
 - Grade type:** A dropdown menu currently set to "Value".
 - Scale:** A dropdown menu currently set to "Use no scale".
 - Maximum grade:** A text input field containing "100.00" with a callout box labeled "6. Enter maximum grade" pointing to it.
 - Minimum grade:** A text input field containing "0.00".
 - Hidden:** A checkbox that is currently unchecked.
 - Locked:** A checkbox that is currently unchecked.
 - Show more...:** A blue link.
- Parent category section:**
 - Grade category:** A dropdown menu showing "UB00399 READING AND WRITING IN ENGLISH [1-2018/2019]" with a callout box labeled "7. Click to select grade category" pointing to it.

At the bottom of the form, there are two buttons: "Save changes" (highlighted in blue) and "Cancel". A callout box labeled "8. Click [Save changes]" points to the "Save changes" button.

Figure 4.30: (continued) Step by step to add grade items in gradebook

Move Grade Items in Gradebook

NAVIGATION Simple view

Home
 ▾ My home
 ▾ My profile
 ▾ Current course
 ▾ UB00399 [1-2018/2019]
 ▾ Participants
 ▾ Badges
 ▾ My courses

ADMINISTRATION Simple view

▾ Grade administration
 ▾ Grader report
 ▾ Outcomes report
 ▾ Overview report
 ▾ User report
 ▾ Import
 ▾ Export
 ⚙ Course grade settings
 ▾ My report preferences
 ⚙ Letters
 📊 Scales
 ⚙ Categories and items

Edit categories and items: Simple view

Name	Aggregation	Extra credit	Max grade	Actions	Select
UB00399 READING AND WRITING IN ENGLISH [1-2018/2019]	Simple weighted mean of grades	-		⚙ ⌂	All None
Assignment 2	-		100.00	⚙ ⌂	
Tutorial	Simple weighted mean			⚙ ⌂	All None
Category total	-		30.00	⚙ ⌂	
Course total	-		100.00	⚙ ⌂	

Step 1

UMS UNIVERSITY MALAYSIA SAKAI MOOC LEARNING MANAGEMENT SYSTEM

Home ▸ My courses ▸ PEP-Roadshow ▸ UB00399 [1-2018/2019]

NAVIGATION Simple view

Home
 ▾ My home
 ▾ My profile
 ▾ Current course
 ▾ UB00399 [1-2018/2019]
 ▾ Participants
 ▾ Badges
 ▾ My courses

ADMINISTRATION Simple view

▾ Grade administration
 ▾ Course administration
 ▾ Turn editing on
 ⚙ Edit settings
 ▾ Users
 👤 Unenrol me from UB00399 [1-2018/2019]
 ▾ Filters
 ▾ Reports

Edit categories and items: Simple view

Name

UB00399 READING AND WRITING IN ENGLISH [1-2018/2019]

→ [] ←

Assignment 2 (Move)

Tutorial

→ [] ←

→ [] ←

Step 2

Cancel

Figure 4.31: The 2 steps to move grade items in gradebook

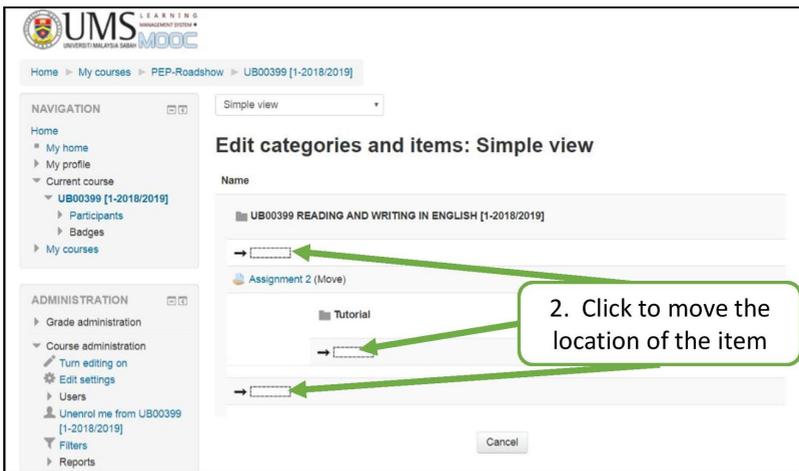
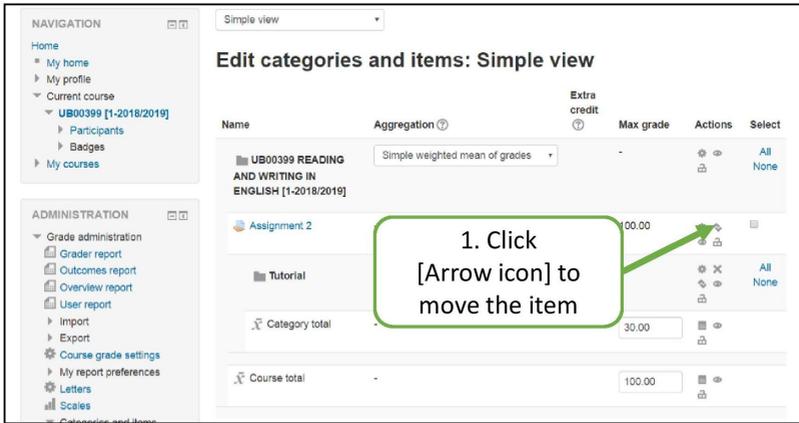


Figure 4.32: Step by step to move grade items in gradebook

Import Marks (Final Exam or Midterm) to Gradebook

After the grade items for final exam or midterm exam questions were added to gradebook, you can export the Excel spreadsheet for marks entry purpose.

The screenshot shows the 'Export to Excel spreadsheet' page in the UMS LMS. The breadcrumb trail is: Home > My courses > Fakultas Sains dan Sumber Alam > SB30303 [1-2017/2018] > Grade administration > Export > Excel spreadsheet. The left sidebar contains 'NAVIGATION' and 'ADMINISTRATION' menus. The main content area has a dropdown menu set to 'Excel spreadsheet' and a title 'Export to Excel spreadsheet'. Below the title are several sections: 'Options' with checkboxes for 'Include feedback in export' (unchecked), 'Exclude suspended users' (checked), and dropdowns for 'Preview rows' (10), 'Grade export display type' (Real), and 'Grade export decimal points' (2); 'Grade items to be included' with a list of items and checkboxes, all of which are checked; and a 'Submit' button. A green dashed box highlights the 'Grade items to be included' section, and a green arrow points from a callout box to the 'Submit' button.

4. Tick grade item to be exported

5. Click [Submit]

Figure 4.33: Step by step to export template for marks entry

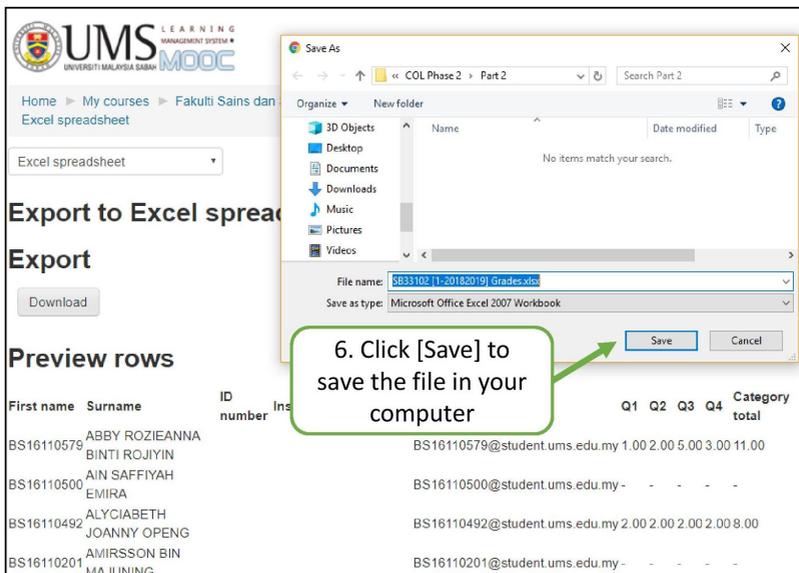


Figure 4.34: (continued) Step by step to export template for marks entry

	A	B	C	D	E	F	G	H	I	J
	First name	Surname	ID number	Institution	Departn	Email address	Q1	Q2	Q3	Q4
1	BS16110579	ABBY ROZIEANNA BINTI ROJIYIN				BS16110579@student.ums.edu.my	-	-	-	-
2	BS16110500	AIN SAFFIYAH EMIRA				BS16110500@student.ums.edu.my	-	-	-	-
3	BS16110492	ALYCIABETH JOANNY OPENG				BS16110492@student.ums.edu.my	2	-	2	2
4	BS16110201	AMIRSSON BIN MAJUMUNG				BS16110201@student.ums.edu.my	-	-	-	-
5	BS16110634	AMIRU				@student.ums.edu.my	-	-	-	-
6	BS16110432	AMINA				@student.ums.edu.my	-	-	-	-
7	BS16110318	CELIN				@student.ums.edu.my	-	-	-	-
8	BS16110402	CHAN				@student.ums.edu.my	3	2	5	1
9	BS16110605	CHEANG WEY KEAN				BS16110605@student.ums.edu.my	-	-	-	-
10	BS16110547	CHEE SHUN SHIN				BS16110547@student.ums.edu.my	2	1	2	1
11	BS16110631	CHENG WAI KIT				BS16110631@student.ums.edu.my	-	-	-	-
12	BS16110484	CHIN ZU ER				BS16110484@student.ums.edu.my	-	-	-	-
13	BS16110516	CHONG YI YAO				BS16110516@student.ums.edu.my	-	-	-	-
14	BS16110444	CHRISTABELLA SELALANG THOMAS				BS16110444@student.ums.edu.my	-	-	-	-
15	BS16110011	CLARINDA GOM				BS16110011@student.ums.edu.my	-	-	-	-
16	BS16110638	CYRIL NGILAH ANAK JIMMY				BS16110638@student.ums.edu.my	-	-	-	-
17	BS16110210	EFREANNA BINTI ANJUG				BS16110210@student.ums.edu.my	-	-	-	-
18	BS16110368	ELAYNA CHIN WEI CHEE				BS16110368@student.ums.edu.my	-	-	-	-
19	BS16110136	EZI NURAYU BINTI ABD. WAHAB				BS16110136@student.ums.edu.my	-	-	-	-
20	BS16110287	EZRON CEDALD				BS16110287@student.ums.edu.my	-	-	-	-

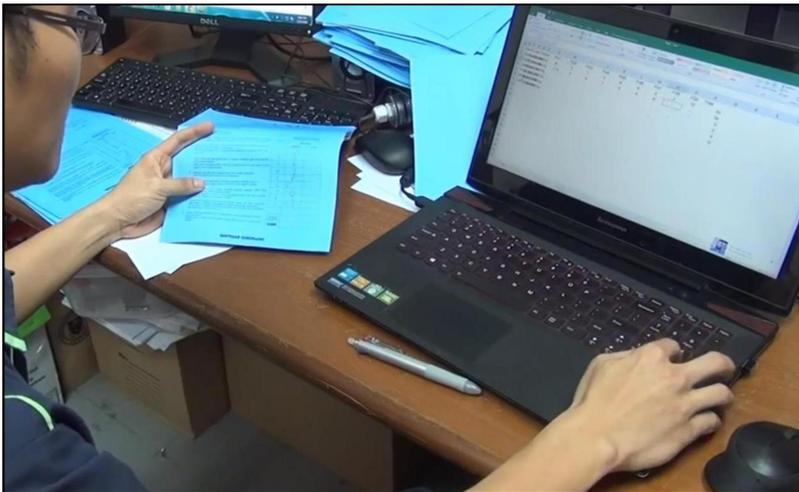


Figure 4.35: (continued) Step by step to export template for marks entry

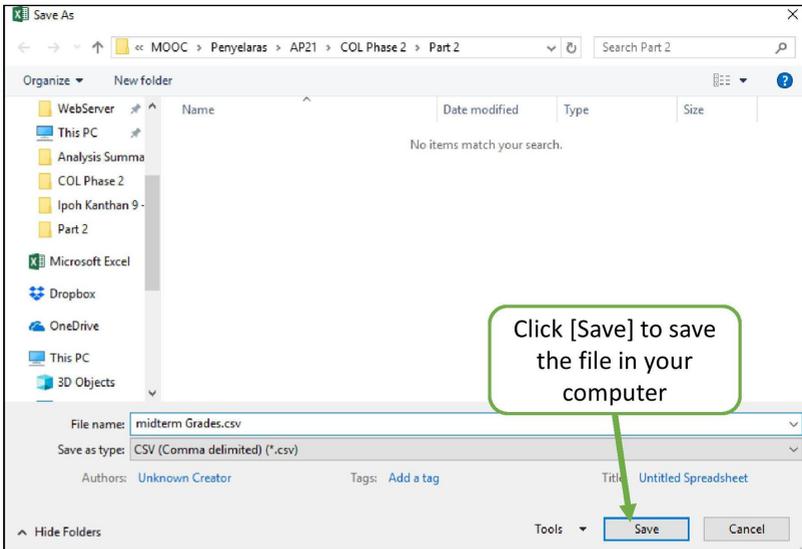
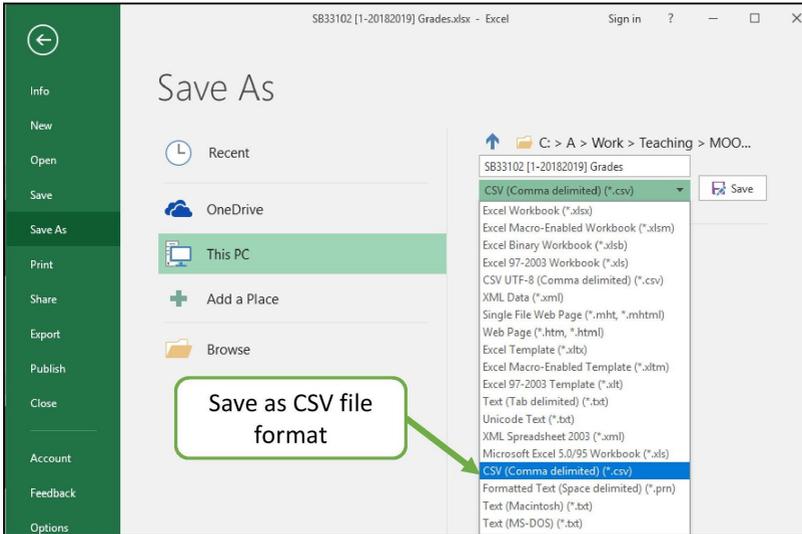


Figure 4.36: (continued) Step by step to export template for marks entry

The screenshot displays the UMS Learning Management System (LMS) interface for a course titled "PEP-Roadshow" (UB00399 [1-2018/2019]). The interface is divided into several sections:

- PROGRESS BAR:** Shows a progress indicator and a "NOW" label. Below it, there is a "Overview of students" button.
- NAVIGATION:** Contains links for Home, My home, My profile, Current course, and My courses.
- ADMINISTRATION:** A sidebar menu with various options:
 - Course administration: Turn editing off, Activity chooser off, Edit settings, Users, Unenrol me from UB00399 [1-2018/2019].
 - Filters: Reports (highlighted with a green arrow), Groups, Badges, Backup, Restore, Import, Reset, Question bank, Repositories.
 - Switch role to...
 - My profile settings.
- ADD A BLOCK:** A dropdown menu at the bottom left.
- Week 1:** Contains "Course Synopsis", "Discussion Week 1 Lecture", and "News forum".
- Week 2:** Contains "Discussion Week 2 Lecture".
- Week 3:** Contains "Discussion Week 3 Lecture".
- Week 4:** Contains "Discussion Week 4 Lecture".
- Week 6:** Contains "Discussion Week 6 Lecture".
- SEARCH FORUMS:** A search bar with a "Go" button and an "Advanced search" link.
- LATEST NEWS:** A section for news updates.
- UPCOMING EVENTS:** A section for upcoming events.
- RECENT ACTIVITY:** A section showing activity since Wednesday, 26 September 2018, 4:57 PM.

A green callout box with the text "1. Click [Grades]" is positioned over the "Reports" option in the Administration menu, with a green arrow pointing to it.

Figure 4.37: (continued) Step by step to export template for marks entry

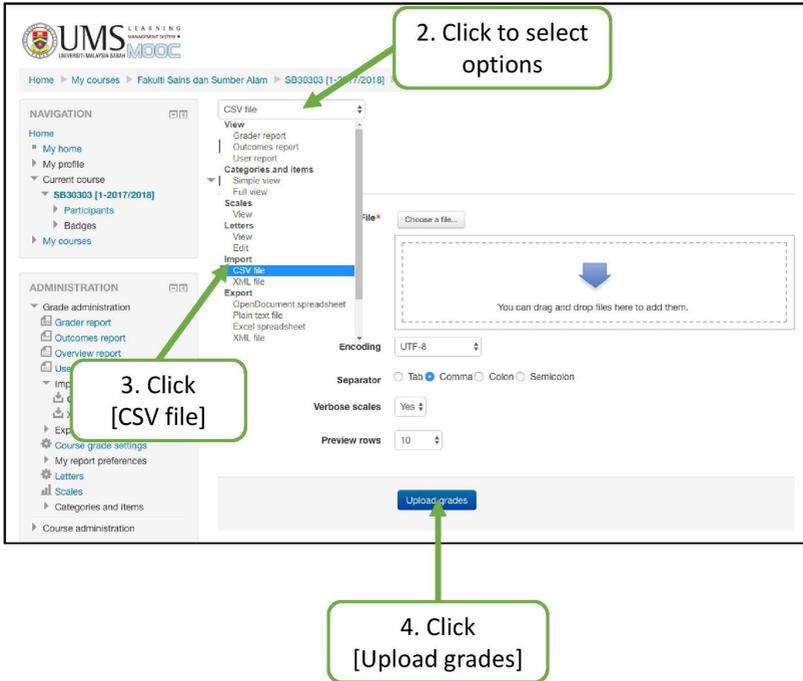


Figure 4.38: (continued) Step by step to export template for marks entry

Next, you can import data spreadsheet with marks into gradebook.

Import CSV

Import preview

First name	Surname	ID number	Institution	Department	Email address
BS10110579	ABBY ROZIEANNA BINTI ROJIYIN				BS10110579@student.ums.edu.my
BS10110600	AIN SAFFIYAH EMIRA				BS10110600@student.ums.edu.my
BS10110492	ALYCIABETH JOANNY OPENG				BS10110492@student.ums.edu.my
BS10110201	AMIRSSON BIN MAJUNING				BS10110201@student.ums.edu.my
BS10110934	AMIRUDDIN BIN MOHAMAD NADZRI				BS10110934@student.ums.edu.my
BS10110432	AMNANI BINTI ABDUL MUNIM KHAN				BS10110432@student.ums.edu.my
BS10110318	CELINE NG BOON YUAN				BS10110318@student.ums.edu.my
BS10110402	CHAN MIN JIUNN				BS10110402@student.ums.edu.my
BS10110606	CHEANG WEY KEAN				BS10110606@student.ums.edu.my
BS10110647	CHEE SHUN SHIN				BS10110647@student.ums.edu.my
BS10110631	CHENG WAI KIT				BS10110631@student.ums.edu.my

Step 1

Identify user by

Map from: **Step 2**

Map to: **Step 3**

Grade item mappings

First name:

Surname:

ID number:

Institution:

Department:

Email address:

Q1:

Q2:

Q3:

Q4:

Step 4

Step 5

Figure 4.39: Step by step to import marks to gradebook

Import CSV

Import preview

First name	Surname	ID number	Institution	Department	Email address	Q1	Q2	Q3	Q4
BS16110579	ABBY ROZIEANNA BINTI ROJIYIN				BS16110579@student.ums.edu.my	1	2	5	3
BS16110500	AIN SAFFIYAH EMIRA				BS16110500@student.ums.edu.my	1	2	5	3
BS16110492	ALYCIABETH JOANNY OPENG				BS16110492@student.ums.edu.my	2	2	2	2
BS16110201	AMIRSSON BIN MAJUNING				01@student.ums.edu.my	2	2	2	2
BS16110634	AMIRUDDIN BIN MOHAMAD NADZRI				BS16110634@student.ums.edu.my	2	2	2	2
BS16110432	AMNANI BINTI ABDUL MUNIM KHAN				BS16110432@student.ums.edu.my	2	2	2	2
BS16110318	CELINE NG BOON YUAN				BS16110318@student.ums.edu.my	2	2	2	2

1. Preview

▼ Identify user by

Map from

First name
First name
Surname
ID number
Institution
Department
Email address

2. Click to select options

3. Select [Email address]

Map to

User ID
User ID
Username
ID number
Email address
Ignore

4. Click to select options

5. Select [Email address]

Figure 4.40: (continued) Step by step to import marks to gradebook

Q1
Ignore

Q2
Ignore

Q3
Ignore

Q4
Ignore

Q1
Q2
Q3
Q4

Upload grades

6. Click to select options for each question

7. Select grade items from Gradebook to be mapped with grade items in CSV file

8. Click [Upload grades]

9. Click [Continue]

Grade import success

Continue

Figure 4.41: (continued) Step by step to import marks to gradebook

The screenshot displays the UMS Learning LMS interface for a course titled 'UB00399 [1-2018/2019]'. The left-hand navigation menu is expanded to the 'ADMINISTRATION' section, which includes options like 'Turn editing off', 'Activity chooser off', 'Edit settings', 'Users', 'Filters', 'Reports', 'Grades', 'Badges', 'Backup', 'Restore', 'Import', 'Reset', 'Question bank', 'Repositories', 'Switch role to...', and 'My profile settings'. A green callout box with a white background and a black border contains the text '1. Click [Grades]', with a green arrow pointing to the 'Grades' link in the 'Reports' sub-section of the 'ADMINISTRATION' menu. The main content area shows a weekly overview for 'Week 1' through 'Week 6', with each week listing activities like 'Course Synopsis', 'Discussion Week X Lecture', and 'News forum'. The right-hand sidebar contains sections for 'SEARCH FORUMS', 'LATEST NEWS', 'UPCOMING EVENTS', and 'RECENT ACTIVITY'.

Figure 4.42: (continued) Step by step to import marks to gradebook

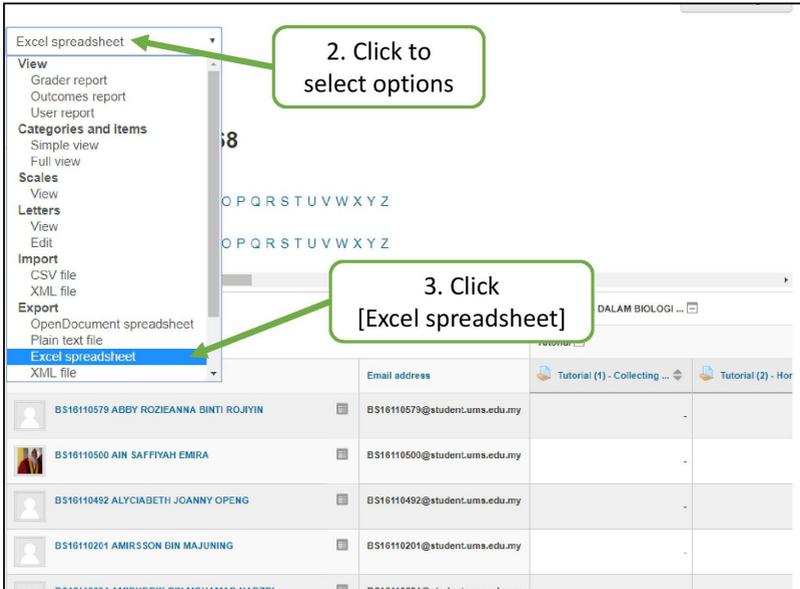


Figure 4.43: (continued) Step by step to import marks to gradebook

4.0.0.4 Creating Quiz Questions in the GIFT Format

GIFT (“General Import Format Technology”) is the most comprehensive import format available for importing quiz questions into Moodle. GIFT format allows you to use a text editor (eg. Notepad) to write multiple choice, true-false, short answer, matching missing word and numerical questions in a simple format that can be imported.

By creating your quiz questions in the GIFT format allows you to quickly import a large number of questions and answers into SmartUMS. This method can be much faster than manually creating each quiz question.

There are only two steps involved in creating quiz questions in the GIFT format. First step is to write the questions in GIFT format using a Notepad or any text editor, and save them in a text file. Second step is to import the text file into SmartUMS. When the questions have been imported you can have a question bank which can later be used for quizzes or mid-term examinations.

More information on the GIFT format can be accessed via: https://docs.moodle.org/35/en/GIFT_format

Creating Questions

In this book, you will be demonstrated on how to create three question types in Quiz; multiple-choice, short answer and true-false questions. The process of importing the file is the same as demonstrated for multiple-choice questions earlier.

Before you begin, it is advisable that you have sets of questions with you now from the previous class tests, mid-term examinations or instructor’s manuals. Questions are expected to be arranged according to topics, chapters or tests.

Multiple Choice Questions For multiple choice questions as shown Figure A below, wrong answers are prefixed with a tilde () and the correct answer is prefixed with an equal sign (=). Any text within the double colon (::) should be a question number and question topic or chapter. Separate each question with a blank line.

Save all questions in a text file (.txt).

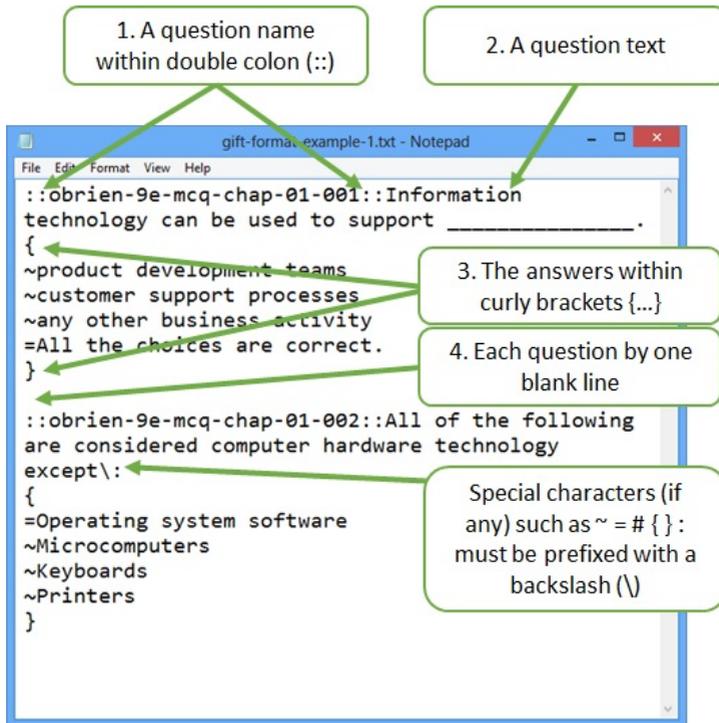
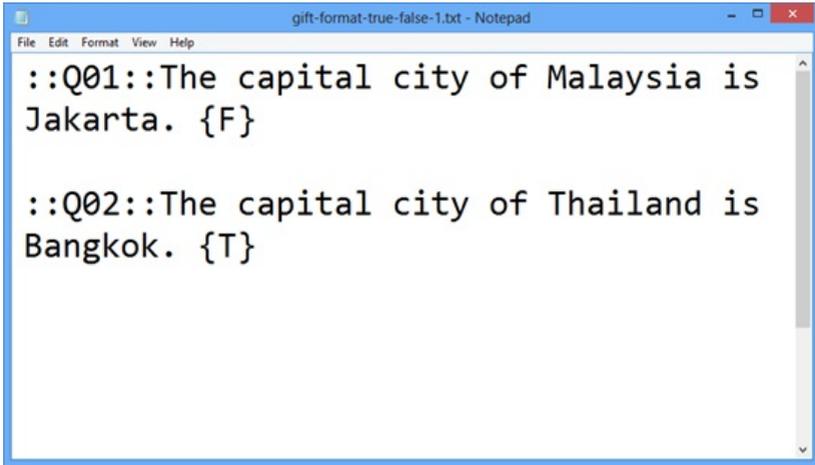


Figure 4.44: Examples of multiple choice questions in GIFT format written using a Notepad.

Short Answer and True False Question The two figures below show examples of short answer and true-false questions in GIFT format written using Notepad.

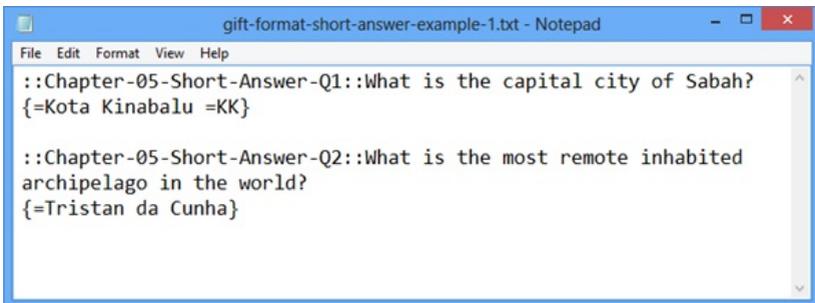
For short answer questions, you can have several possible answers that can be accepted as correct. In the example below, students may answer PC or personal computer. Care has to be taken into account that any spelling mistake is considered as a wrong answer.



```
gift-format-true-false-1.txt - Notepad
File Edit Format View Help
::Q01::The capital city of Malaysia is
Jakarta. {F}

::Q02::The capital city of Thailand is
Bangkok. {T}
```

Figure 4.45: An example of True or False questions in GIFT format written using a Notepad.



```
gift-format-short-answer-example-1.txt - Notepad
File Edit Format View Help
::Chapter-05-Short-Answer-Q1::What is the capital city of Sabah?
{=Kota Kinabalu =KK}

::Chapter-05-Short-Answer-Q2::What is the most remote inhabited
archipelago in the world?
{=Tristan da Cunha}
```

Figure 4.46: An example of short answer questions in GIFT format written using a Notepad.

Importing Questions to SmartUMS

To import the text file into SmartUMS, go to Question Bank ; Import from Course administration menu in your course main page.

The image shows a screenshot of the 'Import questions from file' form in SmartUMS. The form is divided into several sections: 'File format', 'General', and 'Import questions from file'. Three green callout boxes with arrows point to specific elements in the form:

- 1. Choose GIFT format**: Points to the 'Gift format' option in the 'File format' list.
- 2. Choose the text file that contains questions in GIFT format**: Points to the 'Choose a file' button in the 'Import questions from file' section.
- 3. Click 'Import'**: Points to the 'Import' button at the bottom of the form.

The form includes the following fields and options:

- File format**: A list of formats including Aiken format, Blackboard, Embedded answers (Cloze), Examview, Gift format (selected), Hot Potatoes XML format, Learnwise format, Missing word for, Moodle XML, for, and WebCT format.
- General**: Includes 'Import category' (Default for 0108201), 'Get category from file' (checked), 'Match grades' (Error if grade not listed), and 'Stop on error' (Yes).
- Import questions from file**: Includes an 'Import' button and a 'Choose a file' button. A file named 'gift-format-example-1.txt' is shown in the file selection area.

At the bottom of the form, there is a note: 'There are required fields in this form marked *'.

Figure 4.47: Step by step to import questions

The image shows two screenshots from a learning management system. The top screenshot is titled 'Parsing questions from import file' and shows 'Importing 2 questions from file'. It lists two questions: '1 Information technology can be used to support _____' and '2 All of the following are considered computer hardware technology except'. A 'Continue' button is visible at the bottom right. A callout box points to this button with the text: '4. The questions have been successfully imported, click 'Continue''. The bottom screenshot is titled 'Question bank' and shows a list of questions with columns for 'Question', 'Created by', and 'Last modified by'. A callout box points to the list with the text: '5. You can edit, duplicate, preview or delete a particular question in the Question bank page'.

Figure 4.48: (continued) Step by step to import questions

Chapter 5

Closing Remarks

Technology cannot replace good lecturer. At the end, we should remember all these platforms, software, and systems that we use to create, curate, and manage the learning materials and activities are just tools that help lecturer to realise their more progression learning and teaching ideas – to improve students learning experiences.

These tools facilitate us to explore new ideas, and practices that different from traditional classroom teaching and learning. During this process, the ideas and practices are being tested and refined, then subsequently being internalised by lecturer as their teaching and learning belief and philosophy. Hence, at this stage, these lecturers with modern and progressive belief will adopt any tools to practice more progressive approaches of learning and teaching.

As highlighted in **Report of the Baseline Study on Technology-Enabled Learning at Universiti Malaysia Sabah** (Liew et al., 2018) - (1) Majority of the lecturers in UMS have positive perceptions of and attitudes towards technology enabled learning (TEL), viewing it as having strengths and providing opportunities to improve teaching and learning; (2) Students have an overall positive perception of the use of TEL, believing it will have positive impacts on their learning and state that technology make them feel more connected with their lecturer, learning resources and activities, and the courses.

This handbook is one of the efforts to address the needs of UMS lecturers as highlight in the same report that “*Lecturers require training and/or support in instructional design to use TEL — assistance with the learning process in terms of pedagogical approaches, and the tasks and activities designed by lecturers to engage students and promote learning.*”

About Authors

Dr. Thor Seng Liew

Institute for Tropical Biology and Conservation
Universiti Malaysia Sabah

Md Hafizi Ahsan @ Miskam

Labuan Faculty of International Finance
Universiti Malaysia Sabah

Mahadirin Ahmad

Faculty of Humanities, Art and Heritage
Universiti Malaysia Sabah

Mohd Azhar Dris

Faculty of Medicine and Health Sciences
Universiti Malaysia Sabah

The book in your hand right now contains the step-by-step flows of basic functionalities of SmartUMS. These functionalities can be leveraged to help you to implement more progressive learning approaches, such as blended learning, student-centred learning, active learning, managing assessments, and engagements with the students. Thus, this book is an utmost important to serve any lecturer who then decided to learn these skills. This book is organised into two parts.

Part 1 describes basic customisations and settings to create and manage a course in SmartUMS before semester, during the semester and after the semester.

Part 2 describes and discusses some tips to improve various aspects of your course page by doing some extra advanced settings, including user interface, monitoring student progress, administration of student marks, and questions bank.

<http://smart2.ums.edu.my>

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