

An aerial photograph of a tropical beach. The top half of the image shows clear turquoise water with visible coral reefs. The middle section is a wide, white sandy beach where several people are scattered, some swimming and others walking. The bottom half of the image is dominated by a dense, lush green forest. A few palm trees and other tropical plants are visible along the edge of the beach.

QUICK START GUIDE

for

UNIVERSITI MALAYSIA SABAH LEARNING MANAGEMENT SYSTEM

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

QUICK START GUIDE FOR UMS LEARNING MANAGEMENT SYSTEM

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Mahadirin Ahmad, Mohd Azhar Dris

Published in 2019 by
Institute for Tropical Biology and Conservation
 Universiti Malaysia Sabah

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,
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DOI <https://doi.org/10.6084/m9.figshare.10272032>

Perpustakaan Negara Malaysia
 Thor-Seng, Liew, 1980-

Cataloguing-in-Publication Data

QUICK START GUIDE for UNIVERSITI MALAYSIA SABAH LEARNING
 MANAGEMENT SYSTEM / Thor-Seng Liew, Md. Hafizi Ahsan @ Miskam,
 Mahadirin Ahmad, Mohd. Azhar Dris.

Mode of access: Internet
 eISBN 978-967-17014-1-6

1. Instructional systems--Malaysia--Sabah.
2. Educational technology--Malaysia--Sabah.
3. Universities and colleges--Malaysia--Sabah.
4. Government publications--Malaysia.
5. Electronic books.

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371.30959521

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Contents

1	Overview of this book	3
2	Why SmartUMS	5
3	Part 1: Basic Settings	7
3.1	Before you start	7
3.1.0.1	Login to SmartUMS	7
3.1.0.2	Check Your Course in SmartUMS	8
3.1.0.3	Enrol the Other Lecturer to the Course	10
3.2	Now you are ready	13
3.2.1	Prior to the Commencement of the Semester . .	13
3.2.1.1	Import the Course Content	13
3.2.1.2	Course Settings	18
3.2.1.3	Section Settings	22
3.2.1.4	Uploading Learning Resources	24
3.2.1.5	Designing and Creating Activities: Forum, Assignment and Quiz	30
3.2.2	During Semester	56
3.2.2.1	Student Enrolment	56
3.2.2.2	Student Groups	56
3.2.2.3	Student Communication - Messaging .	62
3.2.2.4	Student Discussion - Forum	65
3.2.2.5	Managing Assignment	73
3.2.2.6	Managing Quiz	76
3.2.3	Post Semester	87
3.2.3.1	Closing Student Enrolment	87
3.2.3.2	Backup Course and Content	88

3.2.3.3	Downloading Student Activities Reports	92
3.2.3.4	Downloading All Assessment Marks . .	95
4	Part 2: TIPS TO IMPROVE YOUR COURSE	97
4.0.0.1	Customise User Interface	97
4.0.0.2	Monitoring Student Progress	107
4.0.0.3	Administration of Student Marks . . .	120
4.0.0.4	Creating Quiz Questions in the GIFT Format	144
5	Closing Remarks	149

Acknowledgements

The publication of this book was made possible via a collaboration which involved various experts and staff to create and sharing their knowledge. The objective was to solve the real problems facing by Universiti Malaysia Sabah (UMS) staff in how to enhance the e-learning process since 2001 with the responsibilities carried by Department of Information Technology (JTMK) & Communication. With the changing of time and technology, the importance of information technology which created the ‘internet of things’ give an impact for UMS to implementation the idea of ‘Industrial Revolution 4.0’ in campus. This involved the establishment of the Centre of E-Learning in UMS (CEL) in collaboration with JTMK and the launching of Smart2UMS to enhance the blended learning for all.

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.

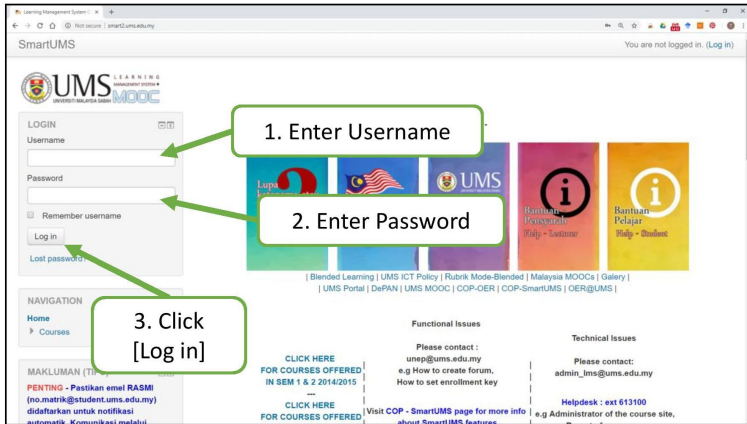


Figure 3.1: Login to SmartUMS

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.

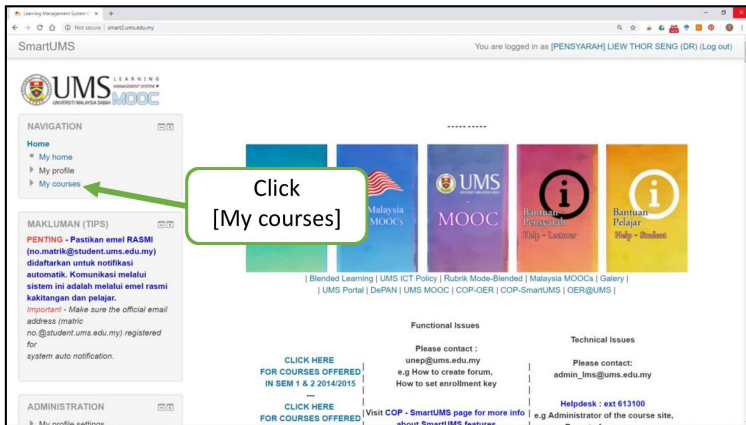


Figure 3.2: Check your course in SmartUMS



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.

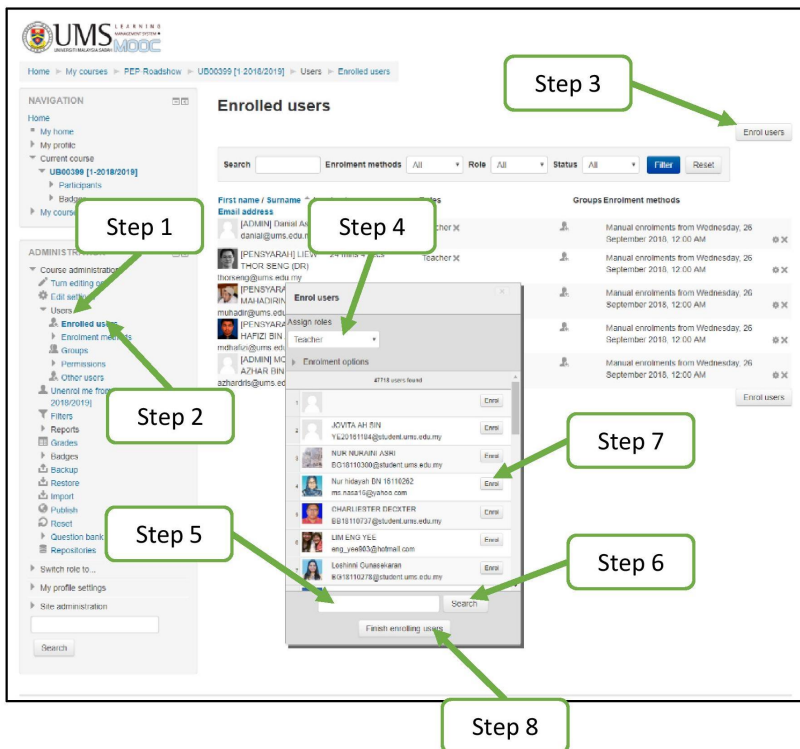


Figure 3.4: The 8 steps to enrol the other lecturer to the course



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

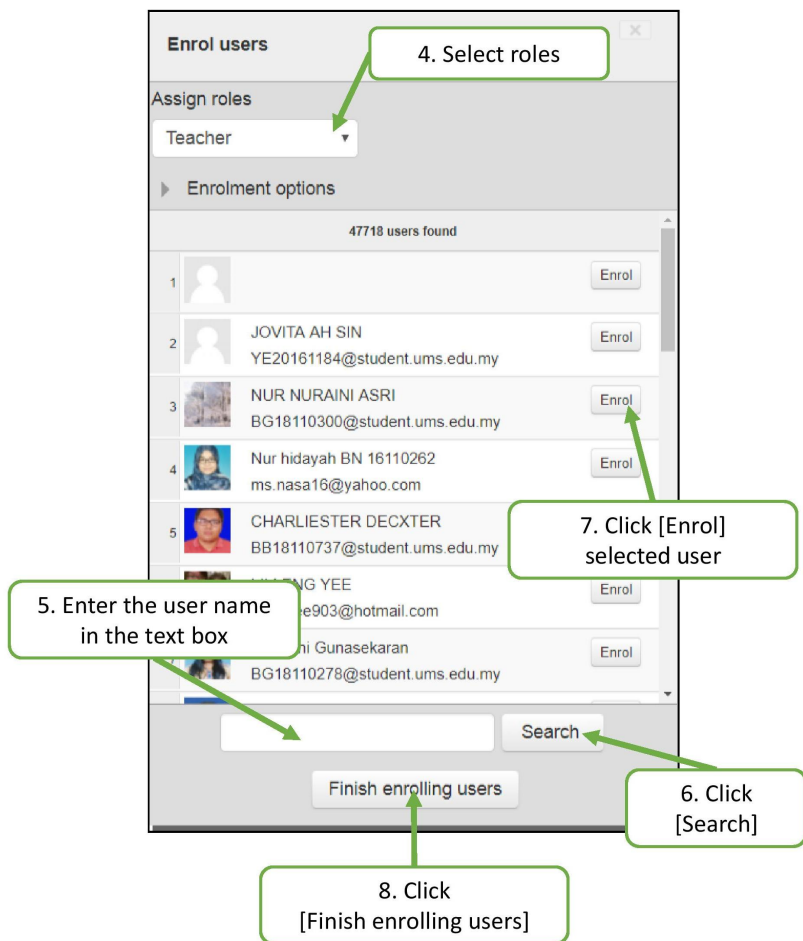


Figure 3.6: (continued) Step-by-step to enrol the other lecturer to the course

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. The top navigation bar shows the path: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]. A 'Turn editing off' button is visible in the top right corner.

The left sidebar contains several sections:

- PROGRESS BAR:** Shows a progress bar with a 'NOW' marker and a button for 'Overview of students'.
- NAVIGATION:** Includes links for Home, My home, My profile, Current course (UB00399 [1-2018/2019]), Participants, Badges, and My courses.
- ADMINISTRATION:** Contains a list of options under '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 an arrow), Publish, Reset, Question bank, and Repositories. Below this are links for 'Switch role to...', 'My profile settings', and 'Site administration'.

The main content area shows the course structure with weeks 1 through 6. Each week has a 'Discussion' and a 'Lecture' activity. A green box with the text '1. Click [Import]' and an arrow points to the 'Import' option in the 'ADMINISTRATION' sidebar.

On the right side, there are several widgets:

- SEARCH FORUMS:** Includes a search bar, a 'Go' button, and a link to 'Advanced search'.
- LATEST NEWS:** Includes a button to 'Add a new topic...' and a message: '(No news has been posted yet)'.
- UPCOMING EVENTS:** Includes a message: 'There are no upcoming events', a link to 'Go to calendar...', and a link to 'New event...'.
- RECENT ACTIVITY:** Includes a message: 'Activity since Wednesday, 26 September 2018, 4:37 PM', a link to 'Full report of recent activity...', and a message: 'Nothing new since your last login'.

At the bottom left, there is an 'ADD A BLOCK' section with a dropdown menu labeled 'Add...'.

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 [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

2. Enter course name

4. Select a course

3. Click [Search] to search

5. Click [Continue] to next step

ub00302

Search

Continue

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

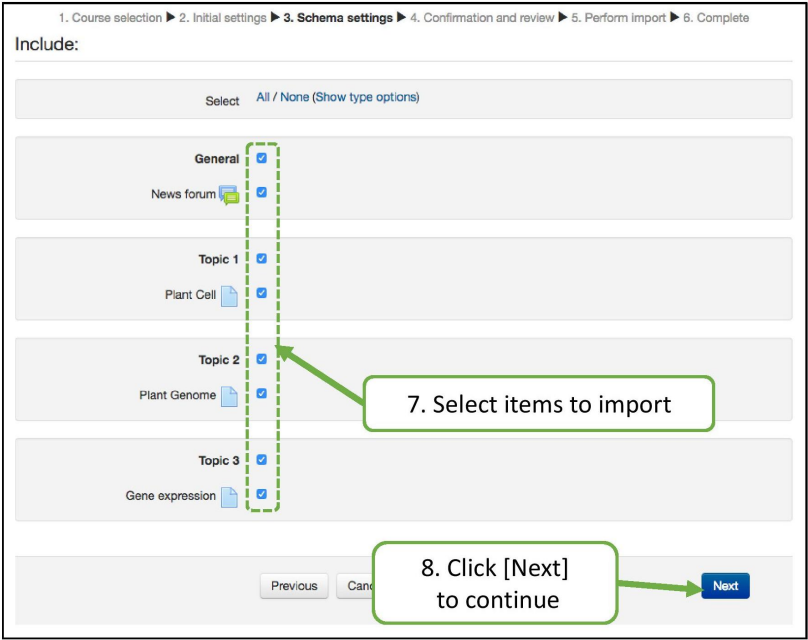
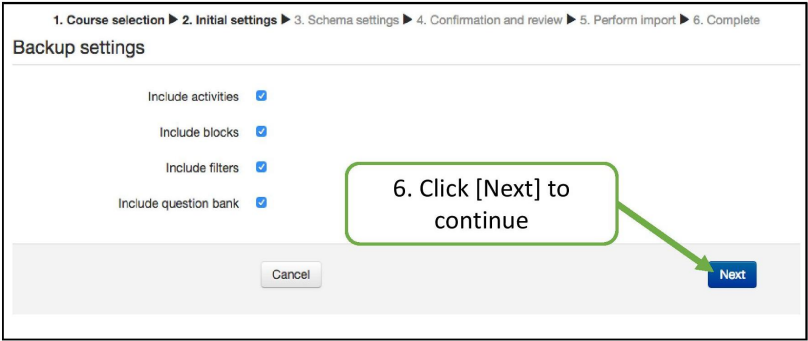


Figure 3.9: (continued) Step-by-step to import the course content

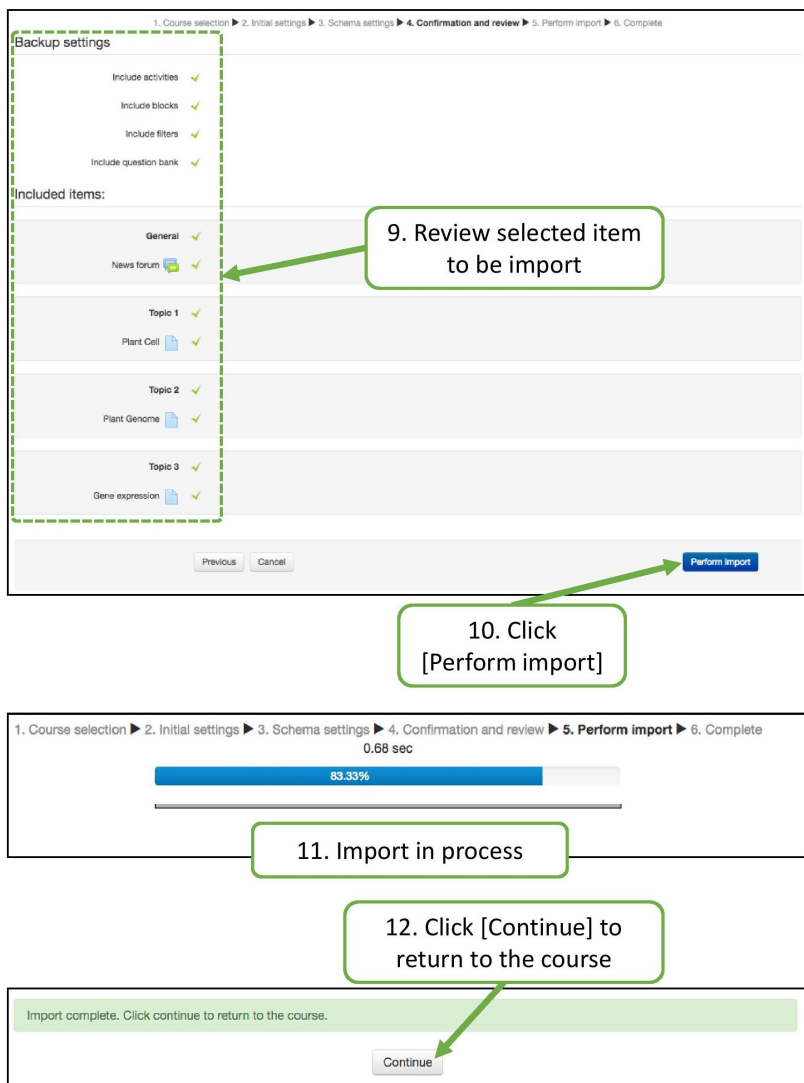


Figure 3.10: (continued) Step-by-step to import the course content

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

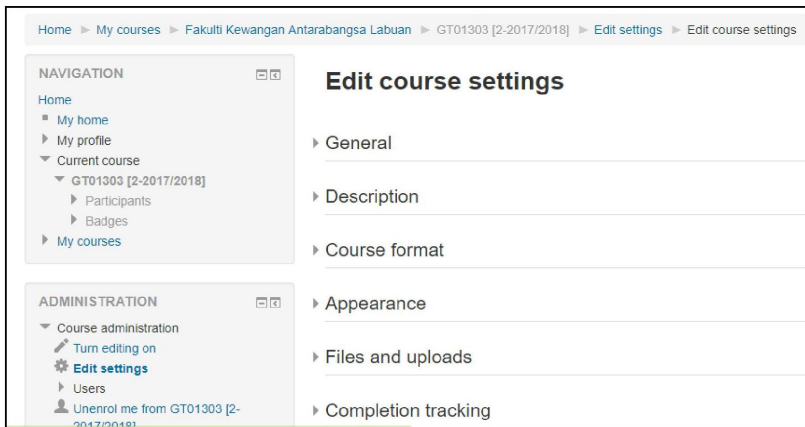


Figure 3.11: Step-by-step to do course settings

Phase 1- Course Settings**Step 1 to Step 4 – Course administration: Course Settings****Edit Course Settings Overview**

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

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
 - Unenroll me from UB00399 [1-2018/2019]
 - Filters
 - Reports
 - Grades
 - Badges
 - Backup
 - Restore
 - Import
 - Pushesh
 - Reset
 - Question bank
 - Repositories
 - Switch role to...
 - My profile settings
 - Site administration

Edit course settings

General

Course full name: UB00399 READING AND THINKING

Course short name: UB00399 [1-2018/2019]

Course category: PEP-Roadshow

Visible: Show

Course start date: 11 September 2018

Course ID number:

Description

Course summary:

Course summary files:

Course format

Appearance

Files and uploads

Completion tracking

Guest access

Groups

Role renaming

Save changes Cancel

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

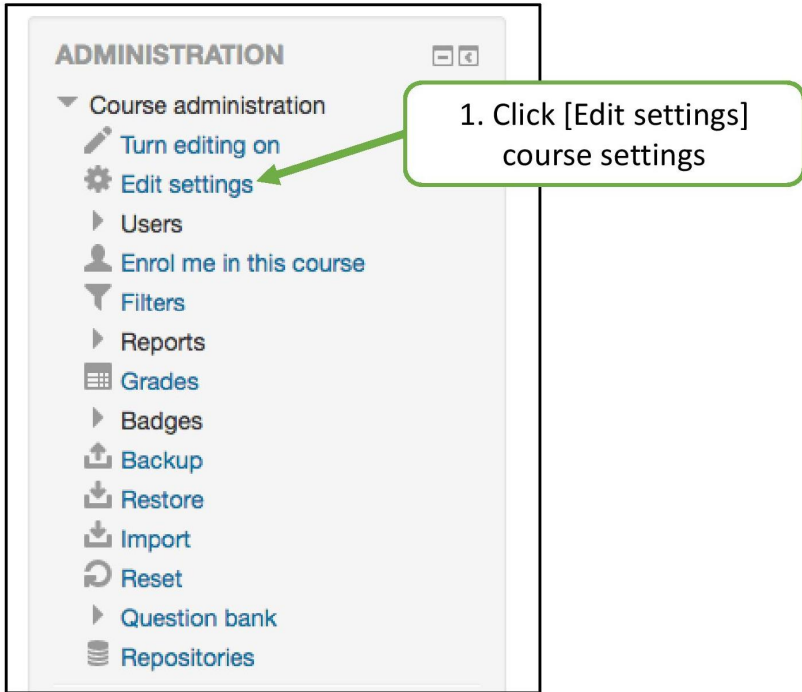


Figure 3.13: (continued) Step-by-step to do course settings

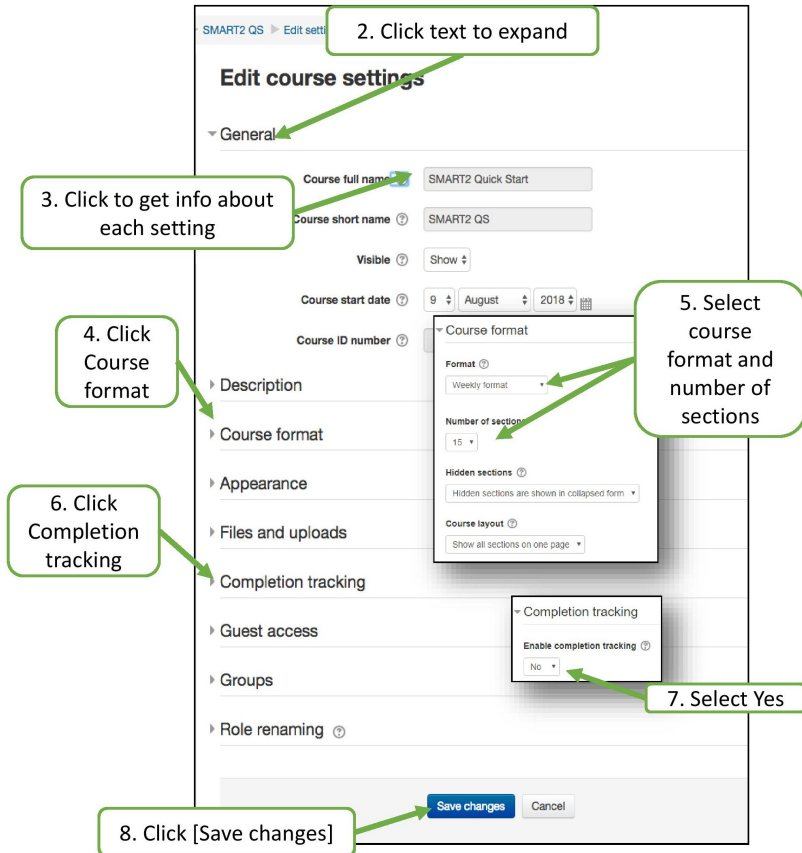


Figure 3.14: (continued) Step-by-step to do course settings


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

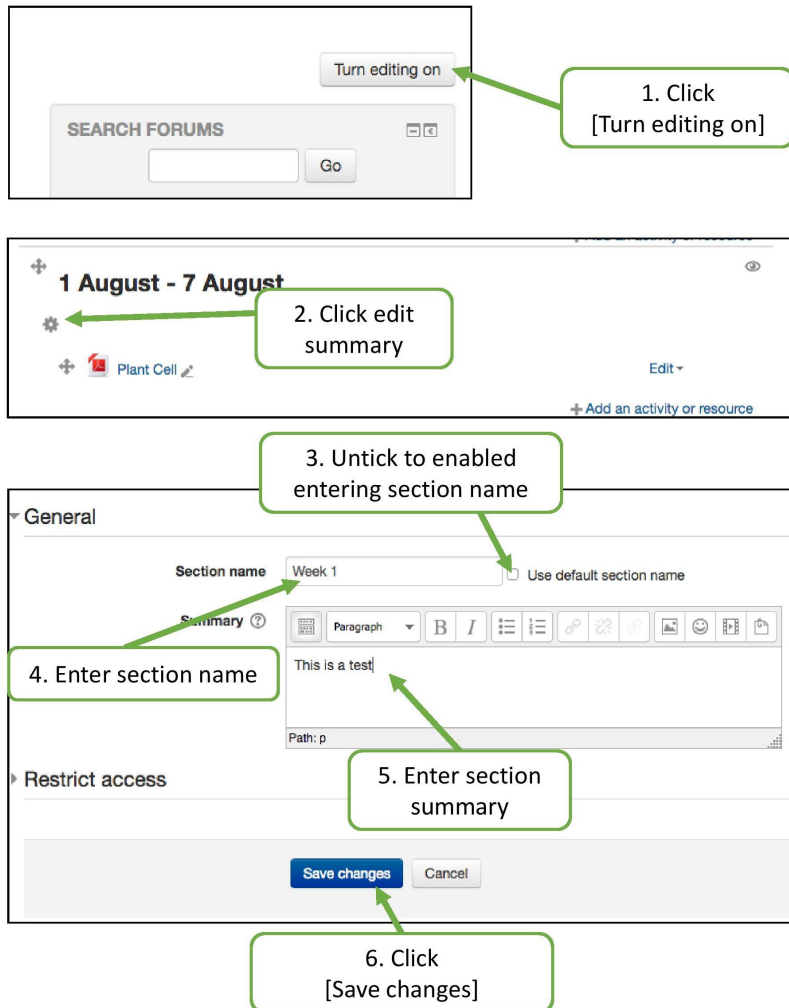


Figure 3.16: Step-by-step to do section settings

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.

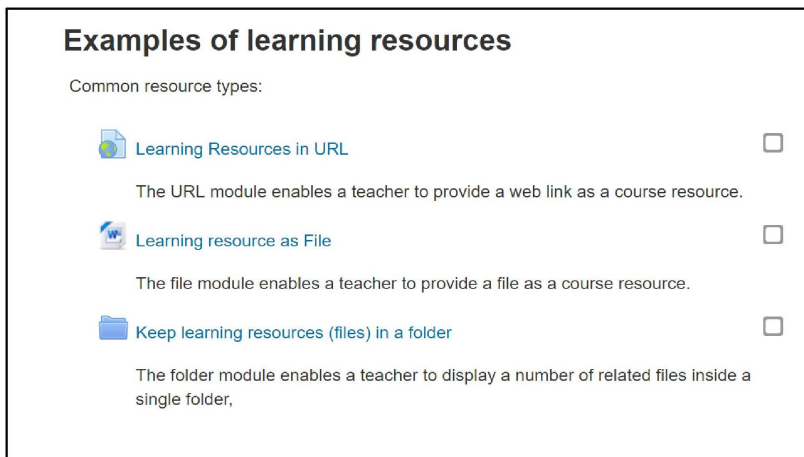


Figure 3.17: Examples of different types of learning resources



Figure 3.18: The 6 steps to upload learning resources

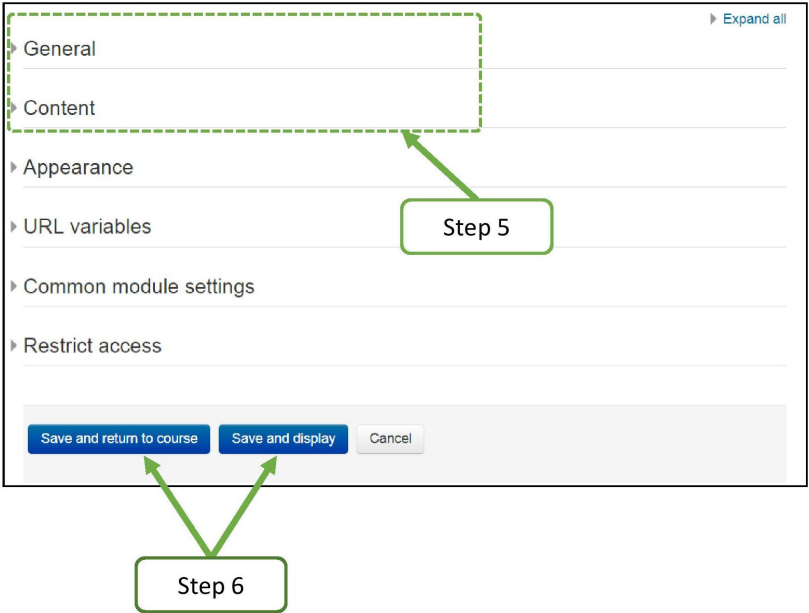


Figure 3.19: (continued) The 6 steps to upload learning resources



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



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

The screenshot shows a settings form with the following sections: General, Content, Appearance, URL variables, Common module settings, and Restrict access. A dashed green box highlights the 'General' and 'Content' sections, with an arrow pointing to it from a callout box labeled '5. Enter resource settings details'. At the bottom of the form are three buttons: 'Save and return to course', 'Save and display', and 'Cancel'. An arrow points from a callout box labeled '6. Click [Save and return to course] or [Save and display]' to both the 'Save and return to course' and 'Save and display' buttons.

► Expand all

► General

► Content

► Appearance

► URL variables

► Common module settings

► Restrict access

5. Enter resource settings details

Save and return to course Save and display Cancel

6. Click [Save and return to course] or [Save and display]

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.

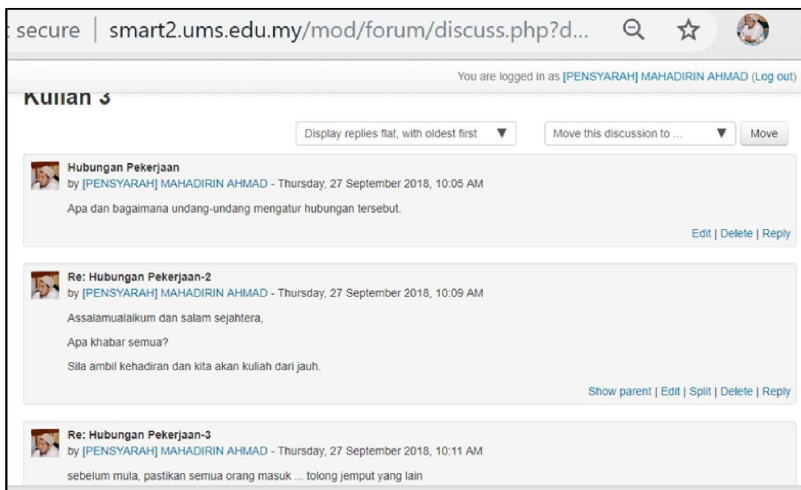


Figure 3.23: Example of forums



Figure 3.24: Add a forum

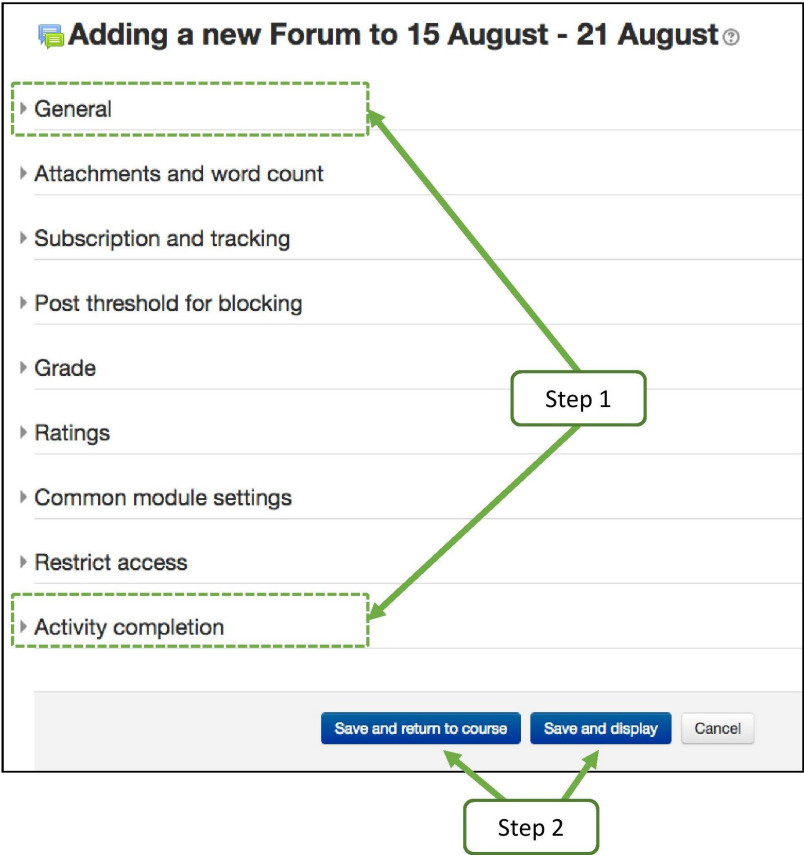


Figure 3.25: Step by step to setup a forum

General

Forum name*

Description*

Paragraph B I [List Icons] [Link Icon] [Media Icon] [Image Icon] [Smiley Icon] [More Icon]

Forum for discussion

Path: p

Display description on course page ☐ ⓘ

Forum type ⓘ

▼ 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

Require posts ☒ Student must post discussions or replies: 1

Require discussions ☐ Student must create discussions: 1

Require replies ☐ Student must post replies: 1

Expect completed on ⓘ 14 ⌵ September ⌵ 2018 ⌵ ☒ Enable

Figure 3.26: (continued) Step by step to setup a forum

The second activity is an **assignment activity** with the function to provide platform for the students to submit their work online. It is an easy way for the lecturers to track and grade student assignments.

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"/>	BS14170006 SITI MUNIRAH BINTI HALJI ABDUL MOMIN	bs14170006@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"/>	BS15110438 NORHAIDA BINTI LLESTA	bs15110438@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"/>	BS15110033 SITI NORSAKINAH BINTI JOHARI	BS15110033@student.ums.edu.my	Group 02	Submitted for grading	GROUP 2.pdf	Comments (0)	Thursday, 26 April 2018, 6:00 PM	3.00 / 3.00

Figure 3.28: Manage submission of assignments by using SmartUMS



Figure 3.29: Add an assignment

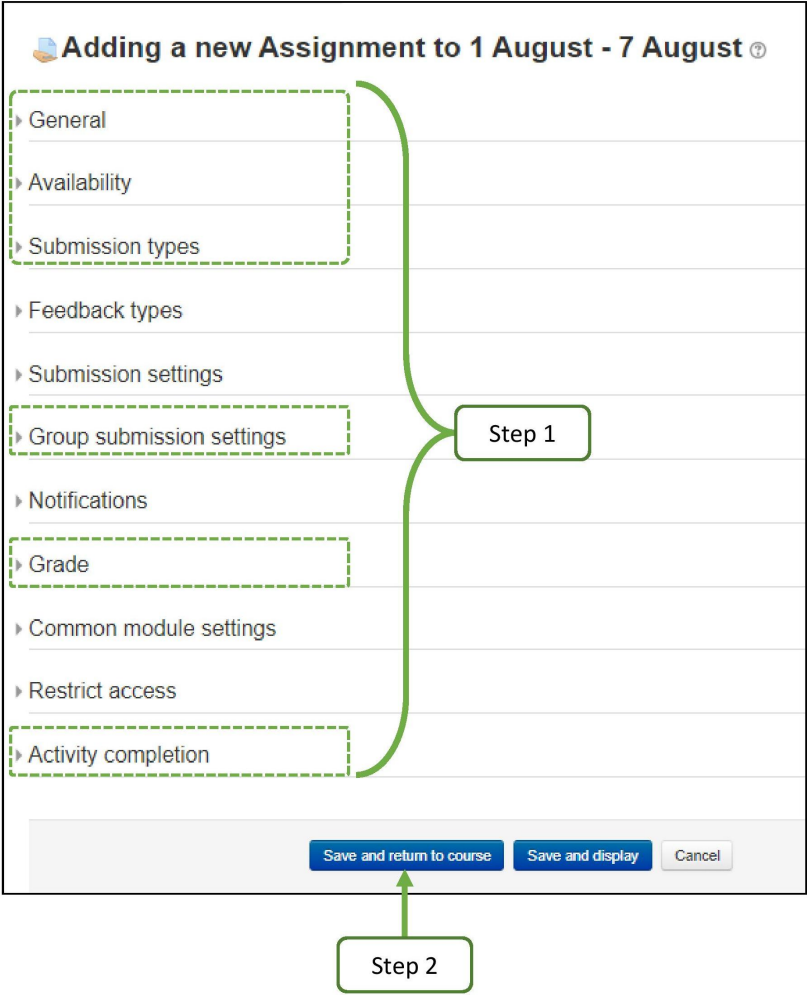


Figure 3.30: Step by step to setup an assignment

▼ General

Assignment name*

Description*

Paragraph **B** *I* [List] [Link] [Image] [Video] [Audio] [Code] [Table] [Form] [Poll] [Quiz] [Assignment] [Feedback]

 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 [?](#) 14 August 2018 00:00 ☒ Enable

Due date [?](#) 21 August 2018 00:00 ☒ Enable

Cut-off date [?](#) 14 August 2018 21:40 ☐ 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	Change of direction	Change of feature	Change of magnitude
No submission 0 points	Partially done 0.5 points	Correct 1 points	Add level
No submission 0 points	Partially done 1 points	Correct 1.5 points	Add level
No submission 0 points	Partially done 1.5 points	Correct 2.5 points	Add level

4. Enter condition

Click [Add level] to add more mark condition

5. Enter mark for each condition

Click [Add criterion] to add more criterion

6. Click [Save rubric and make it ready]

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.

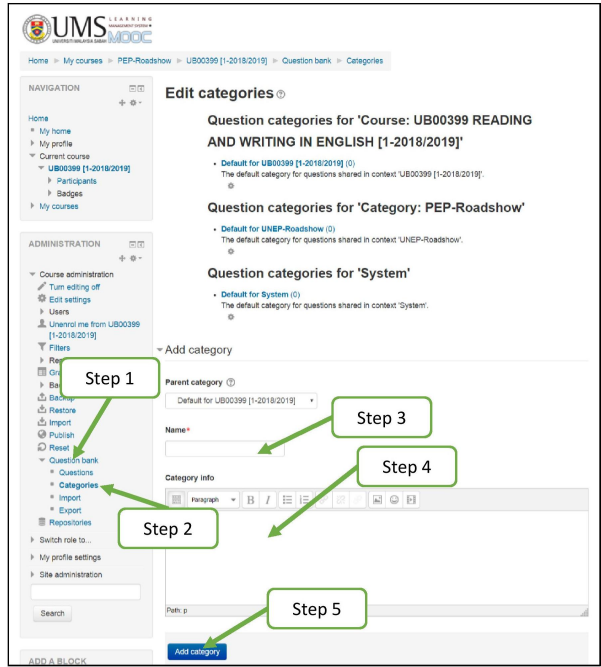


Figure 3.35: The 5 steps to establish question bank

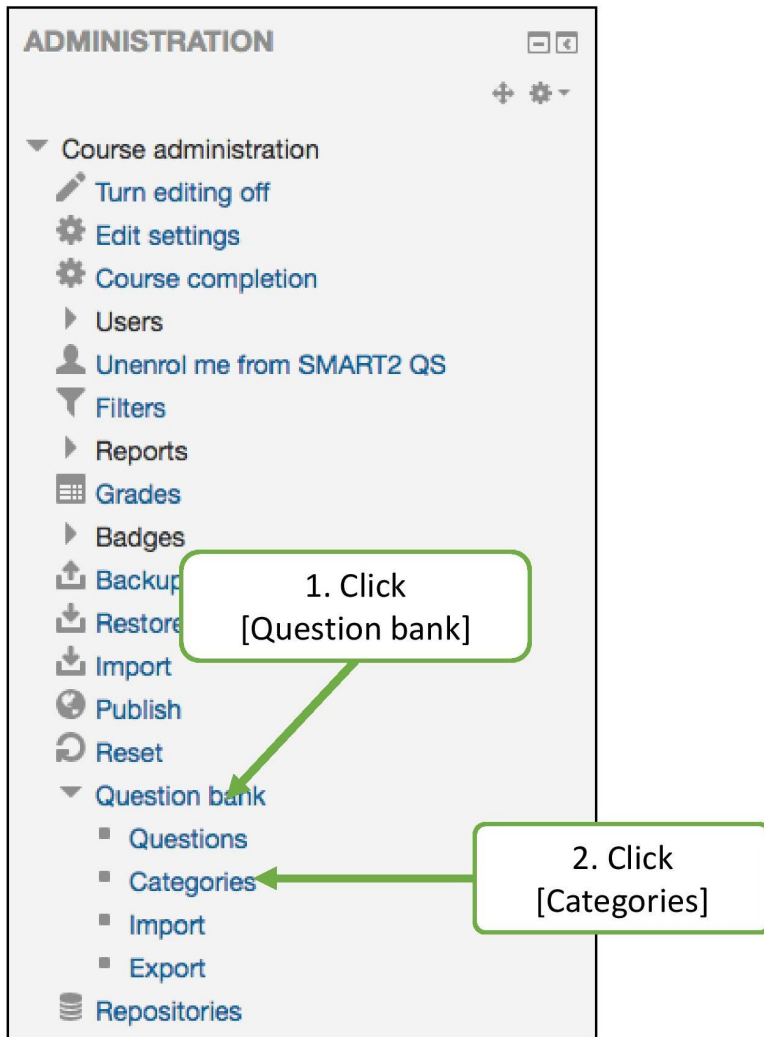


Figure 3.36: Step by step to setup a question bank

The screenshot shows a web form titled "Add category". At the top, there is a "Parent category" dropdown menu with the text "Default for UB00399 [1-2018/2019]". Below this is a "Name*" text input field. A green arrow points from a box labeled "3. Enter category name" to this input field. Under the "Name*" field is a "Category info" section containing a rich text editor. The editor has a toolbar with icons for Paragraph, Bold (B), Italic (I), Underline (U), List, Link, Unlink, Image, and Table. A green arrow points from a box labeled "4. Enter category info" to the text area of the editor. At the bottom of the form is a blue button labeled "Add category". A green arrow points from a box labeled "5. Click [Add category]" to this button. The "Path: p" label is visible above the button.

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

Creating Quiz Question

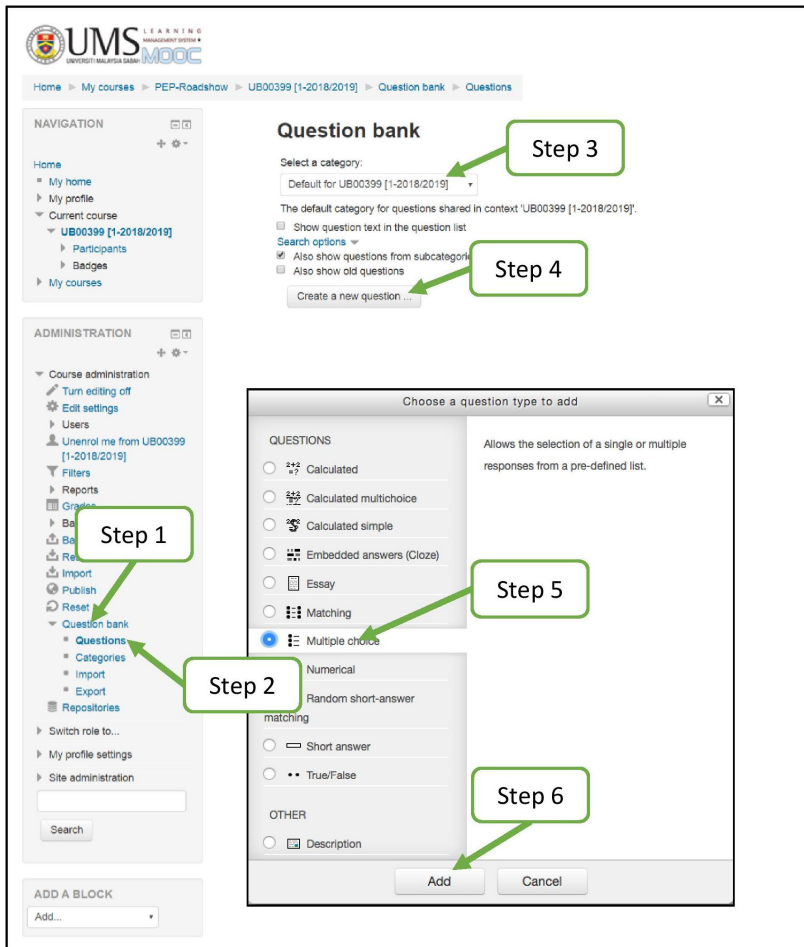


Figure 3.38: The 12 steps to create a question

Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019] > Edit questions > Editing a Multiple choice question

Adding a Multiple choice question

[Expand all](#)

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

General

Category
Default for UB00399 [1-2018/2019]

Question name*
Question 1

Question text*
Question 1

Path: p

Default mark*
1

General feedback
Feedback

Path: p

One or multiple answers?
One answer only

Shuffle the choices? ☒

Number the choices?
a., b., c., ...

Answers

Choice 1

Path: p

Grade
None

Feedback
Feedback

Path: p

Save changes Cancel

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

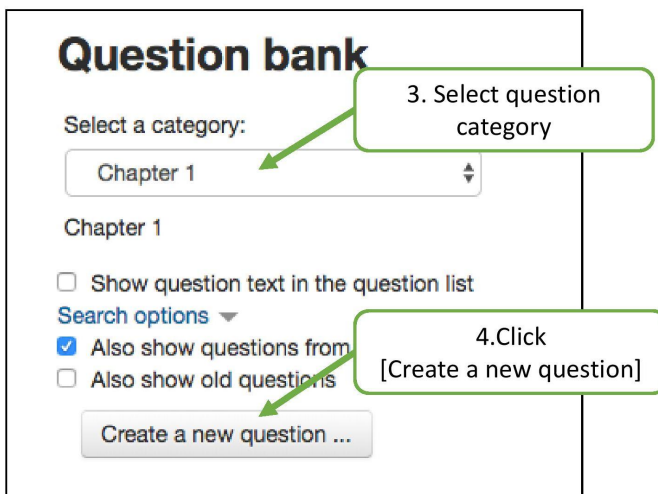
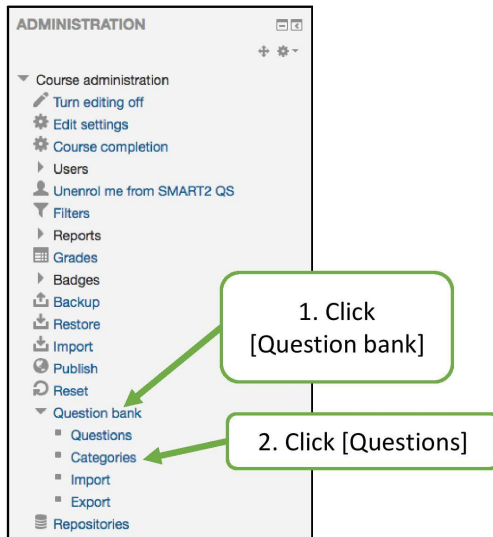


Figure 3.40: Step by step to setup a quiz question

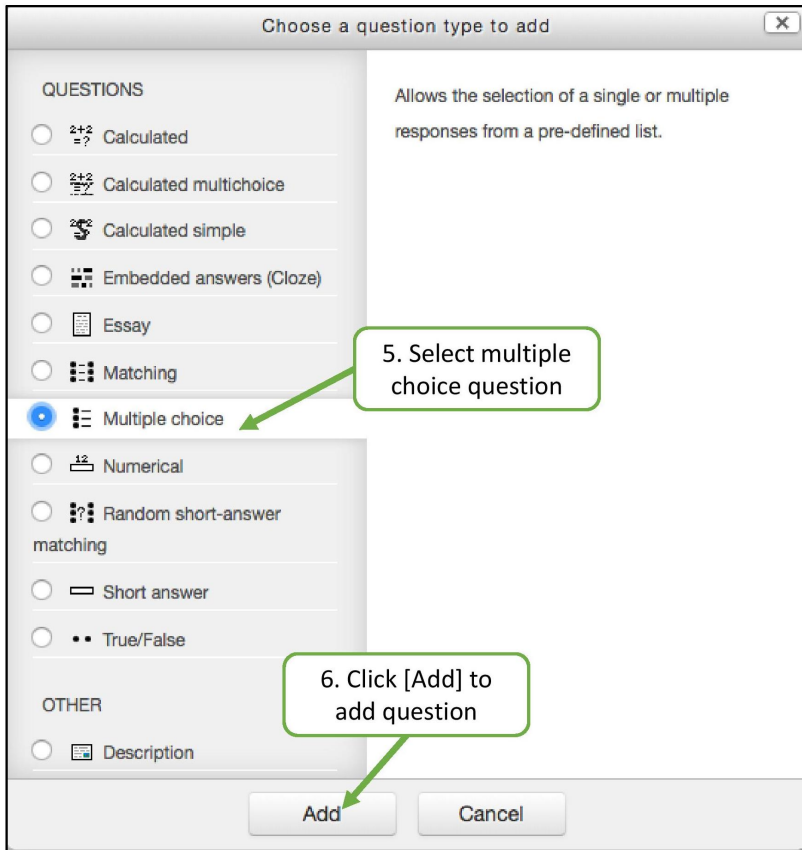


Figure 3.41: (continued) Step by step to setup a quiz question

Adding a Multiple choice question ?

▼ General

Category: Chapter 1

Question name*: Q1

Question text*: Moodle is an acronym for

Default mark*: 1

General feedback ?

One or multiple answers?: One answer only

Shuffle the choices? ? ☒

Number the choices?: a., b., c., ...

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

Adding a new Quiz to 15 August - 21 August ?

- ▶ General
- ▶ Timing
- ▶ Grade
- ▶ Layout
- ▶ Question behaviour
- ▶ Review options ?
- ▶ Appearance
- ▶ Extra restrictions on attempts
- ▶ Overall feedback ?
- ▶ Common module settings
- ▶ Restrict access
- ▶ Activity completion

Enter common quiz activity settings

Click [Save and return to course] to save

Save and return to course Save and display Cancel

The image shows a web form for creating a quiz. The title is 'Adding a new Quiz to 15 August - 21 August' with a help icon. A list of settings categories is on the left, each with a right-pointing arrow. A green dashed box encloses the first six categories: General, Timing, Grade, Layout, Question behaviour, and Review options. Another green dashed box encloses 'Activity completion'. A green bracket on the right side of the list groups the first six categories under the annotation 'Enter common quiz activity settings'. A green arrow points from the 'Save and return to course' button at the bottom to the annotation 'Click [Save and return to course] to save'. The bottom of the form has three buttons: 'Save and return to course' (blue), 'Save and display' (blue), and 'Cancel' (grey).

Figure 3.44: 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]

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

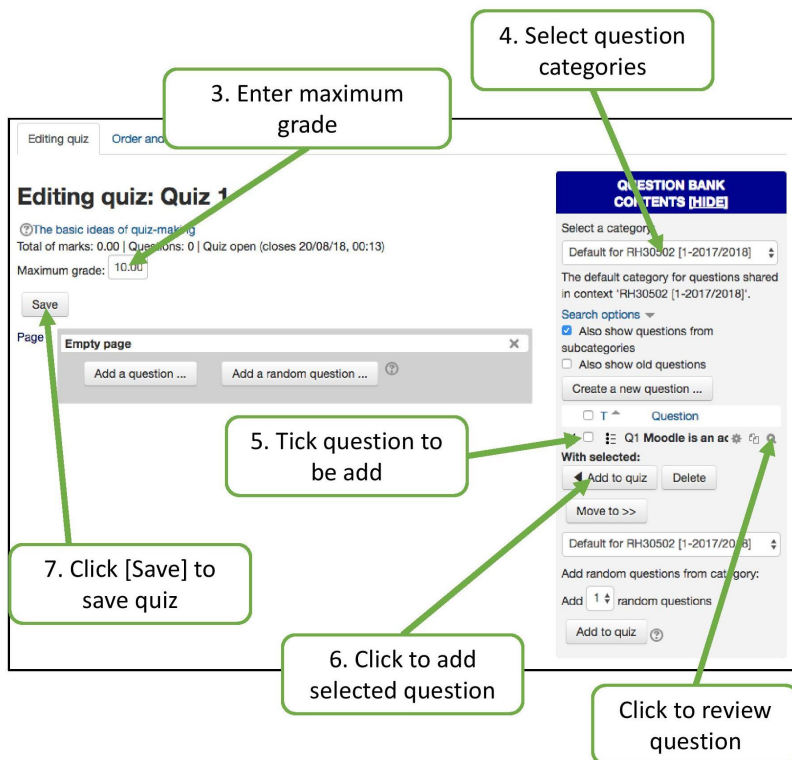


Figure 3.48: (continued) Step by step to add questions to a quiz

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

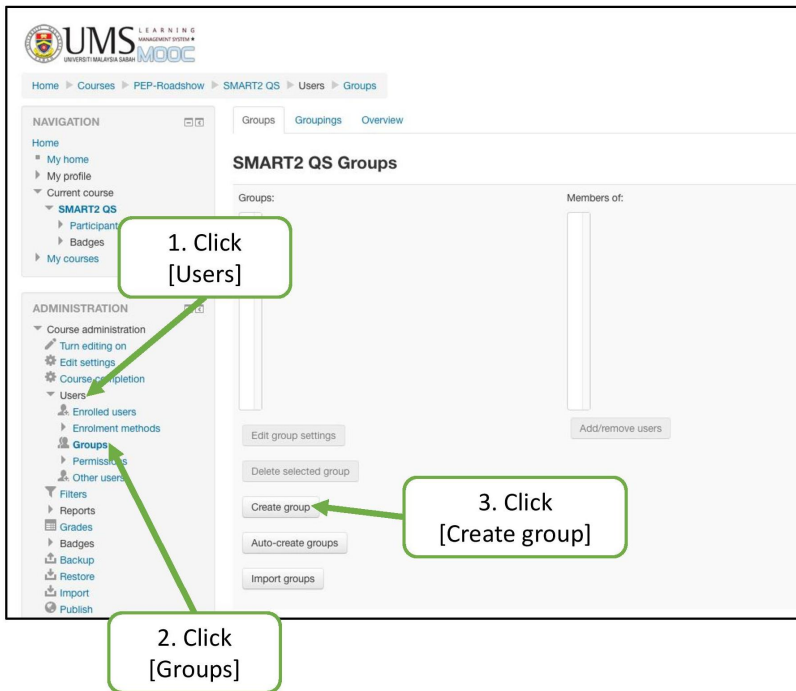


Figure 3.49: Step by step to grouping students manually

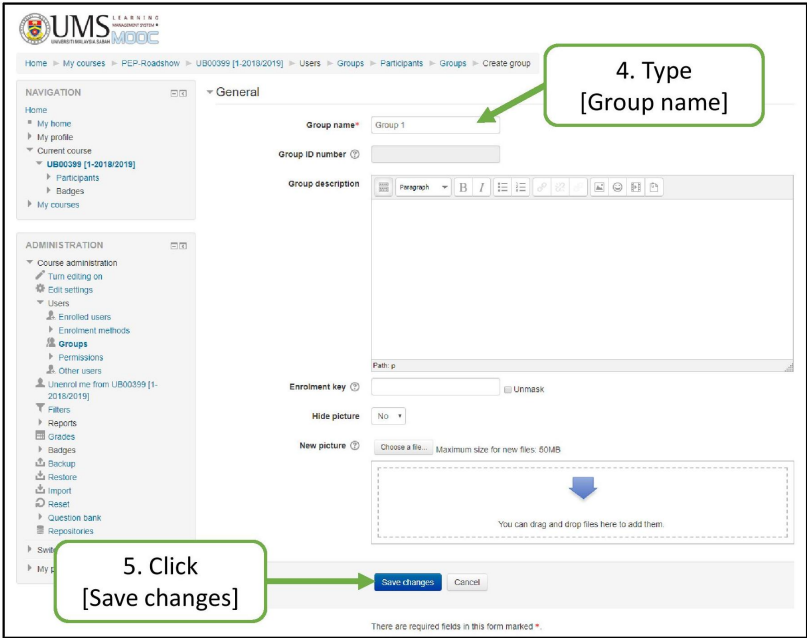


Figure 3.50: (continued) Step by step to grouping students manually

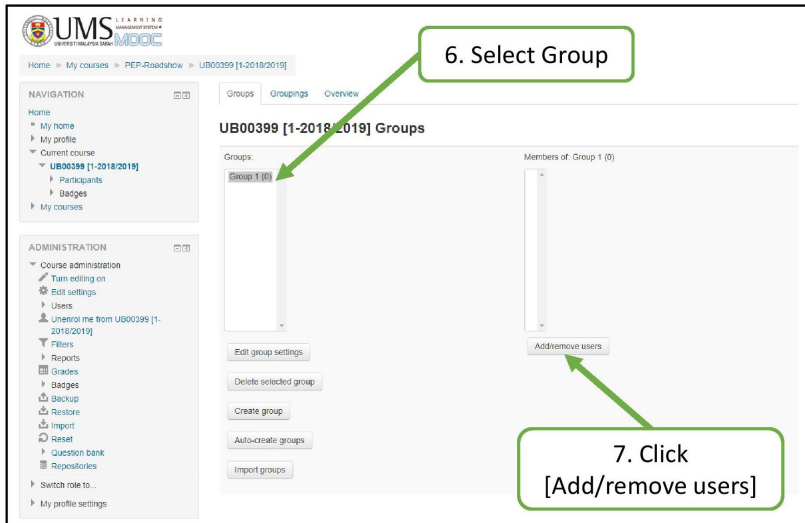


Figure 3.51: (continued) Step by step to grouping students manually

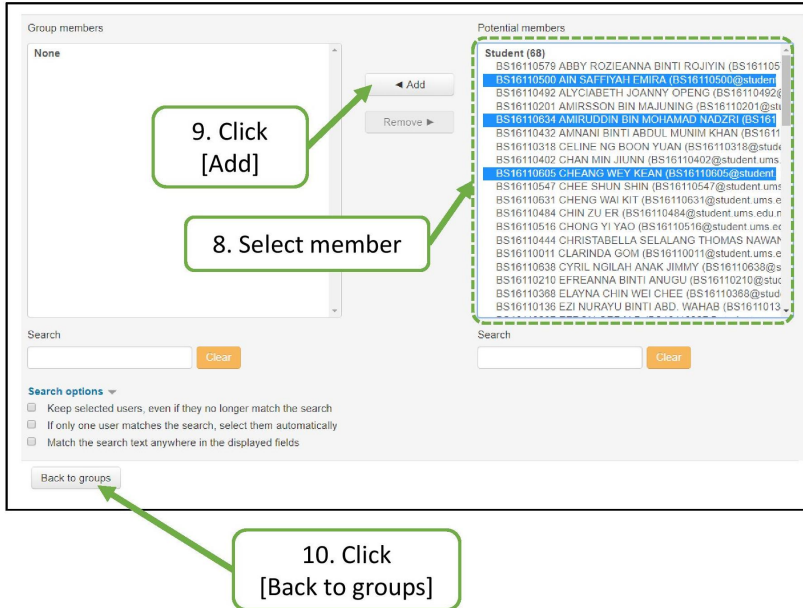


Figure 3.52: (continued) Step by step to grouping students manually

Grouping Students Automatically

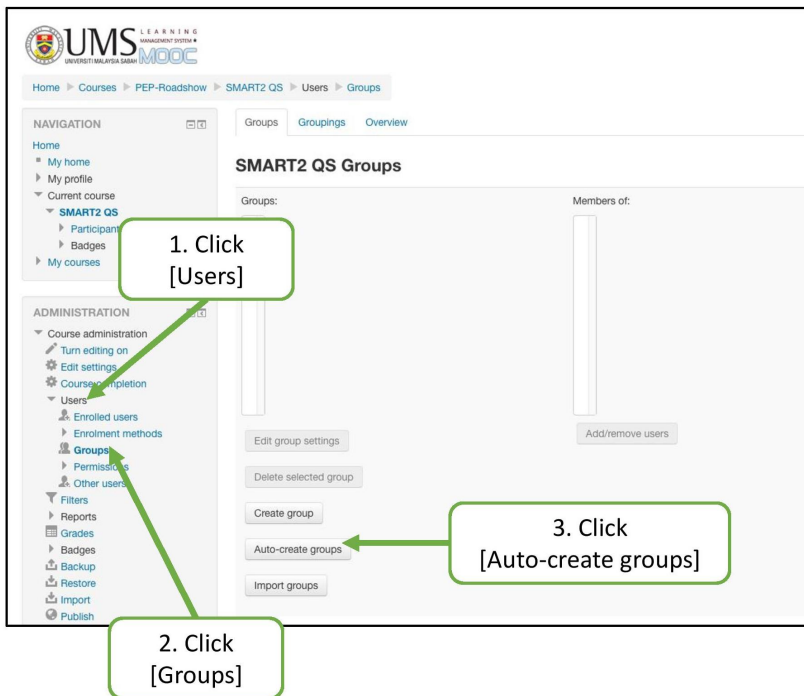


Figure 3.53: Step by step to grouping students automatically

The screenshot shows the 'Auto-create groups' page in the SmartUMS interface. The page has a left sidebar with navigation and administration links. The main content area is titled 'Auto-create groups' and contains several sections: 'General', 'Group members', and 'Grouping'. The 'General' section includes 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 set to '5'. The 'Group members' section includes a 'Select members with role' dropdown set to 'All' and an 'Allocate members' dropdown set to 'Randomly'. The 'Grouping' section has a 'Prevent last small group' checkbox. At the bottom, 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: Box 4 points to the 'Auto create based on' dropdown, Box 5 points to the 'Group/member count' input field, and Box 6 points to the 'Submit' button.

4. Select
[Members per group]
Or [Number of groups]

5. Enter
group/member count

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.

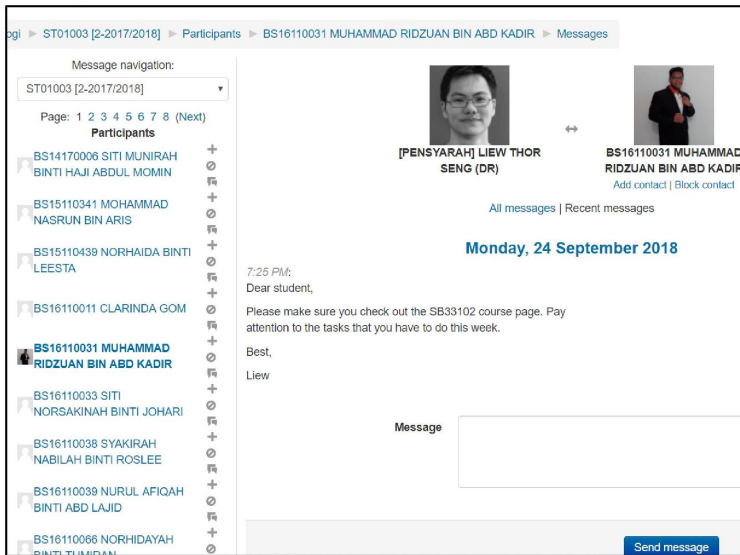


Figure 3.55: Sending Message to Student via SmartUMS

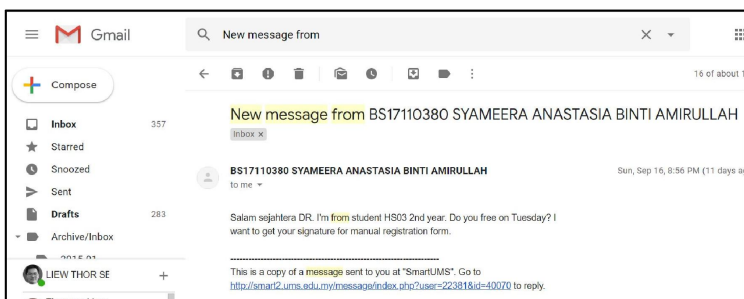


Figure 3.56: Message to student via SmartUMS goes to student's or lecturer's email as well

1. Click [Participants]

2. Select students

3. Choose [Send a message]

The screenshot shows the UMS Moodle interface. The top navigation bar includes 'Home', 'My courses', 'PEP-Roadshow', 'UB00399 [1-2018/2019]', and 'Participants'. The left sidebar contains 'NAVIGATION' (Home, My home, My profile, Current course, Participants, Course blogs, Notes, Badges, My courses) and 'ADMINISTRATION' (Course administration, Turn editing on, Course settings, Users, Unenrol me from UB00399 [1-2018/2019], Filters, Reports, Grades, Badges, Backup, Restore, Import, Reset, Question bank, Repositories, Switch role to..., My profile settings). The main content area shows 'My courses' with a dropdown for 'UB00399 [1-2018/2019]' and 'Current role' set to 'All participants'. It displays 'All participants: 5' with a list of users. The list includes administrators and students. A dropdown menu is open for the selected student, showing options: 'Choose...', 'Choose...', 'Send a message' (highlighted), 'Add a new note', and 'Add a common note'. The right sidebar contains 'SEARCH FORUMS', 'LATEST NEWS', 'UPCOMING EVENTS', and 'RECENT ACTIVITY'.

Figure 3.57: Step by step to message student

4. Write Your Message

Added 4 new recipients

Keep searching, or use the form below to send a message to the selected students

Message body:

Welcome to this course. Please check this course page from time to time as this will be your main platform to access learning materials.

Formatting: HTML format

5. Click [Preview]

Currently selected users

[ADMIN] MOHD AZHAR BIN DRIS	azhar@ums.edu.my	Remove
[PENSIYARAH] LIEW THOR SENG (DR)	thor@ums.edu.my	Remove
[PENSIYARAH] MD HAFIZI BIN AHSAN	mdhafizi@ums.edu.my	Remove
[PENSIYARAH] MAHADIRIN AHMAD	mahadirin@ums.edu.my	Remove

HTML format preview

Welcome to this course. Please check this course page from time to time as this will be your main platform to access learning materials.

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

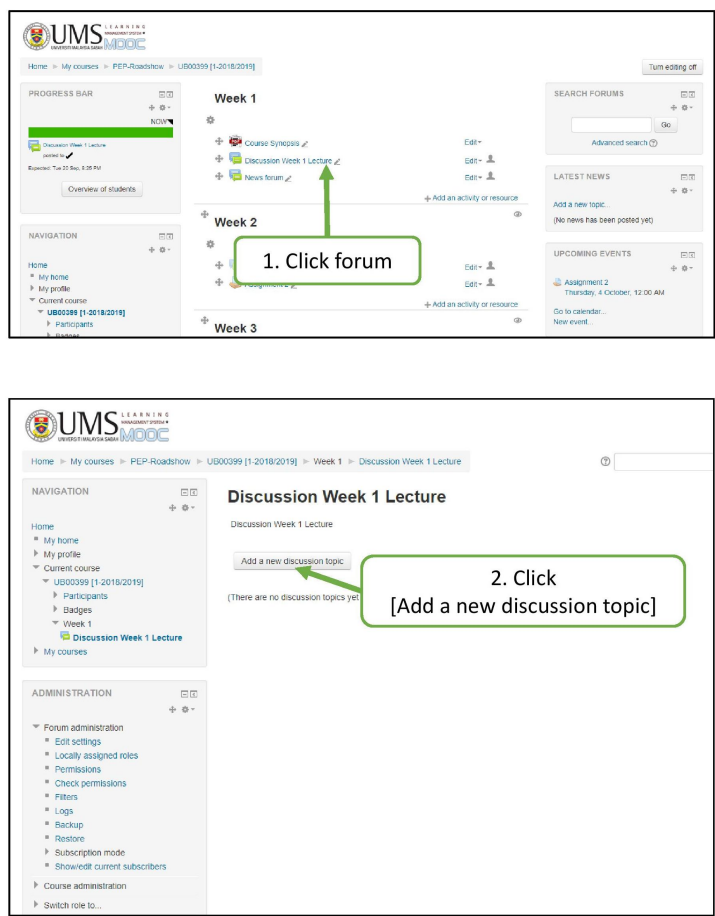


Figure 3.59: Step by step to add a new discussion topic

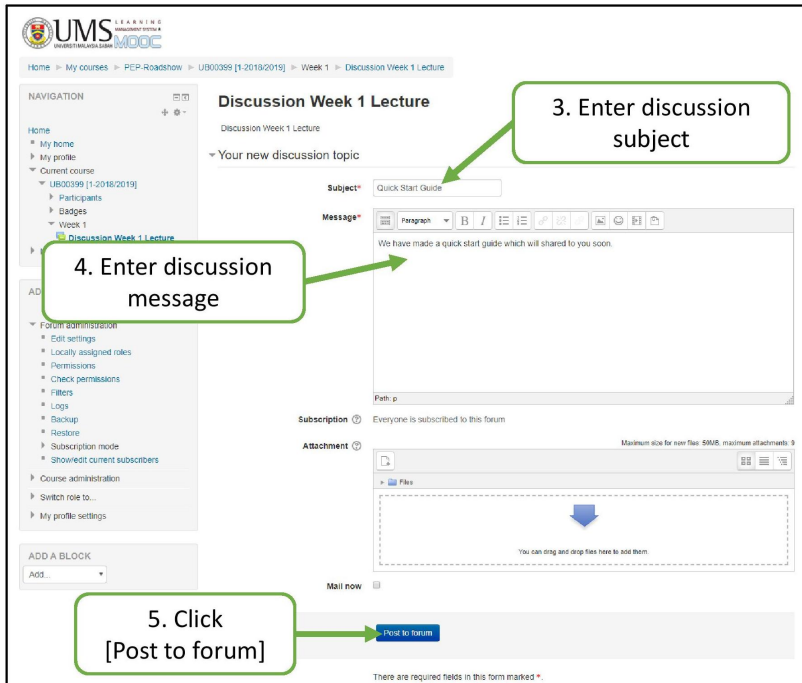


Figure 3.60: (continued) Step by step to add a new discussion topic

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.

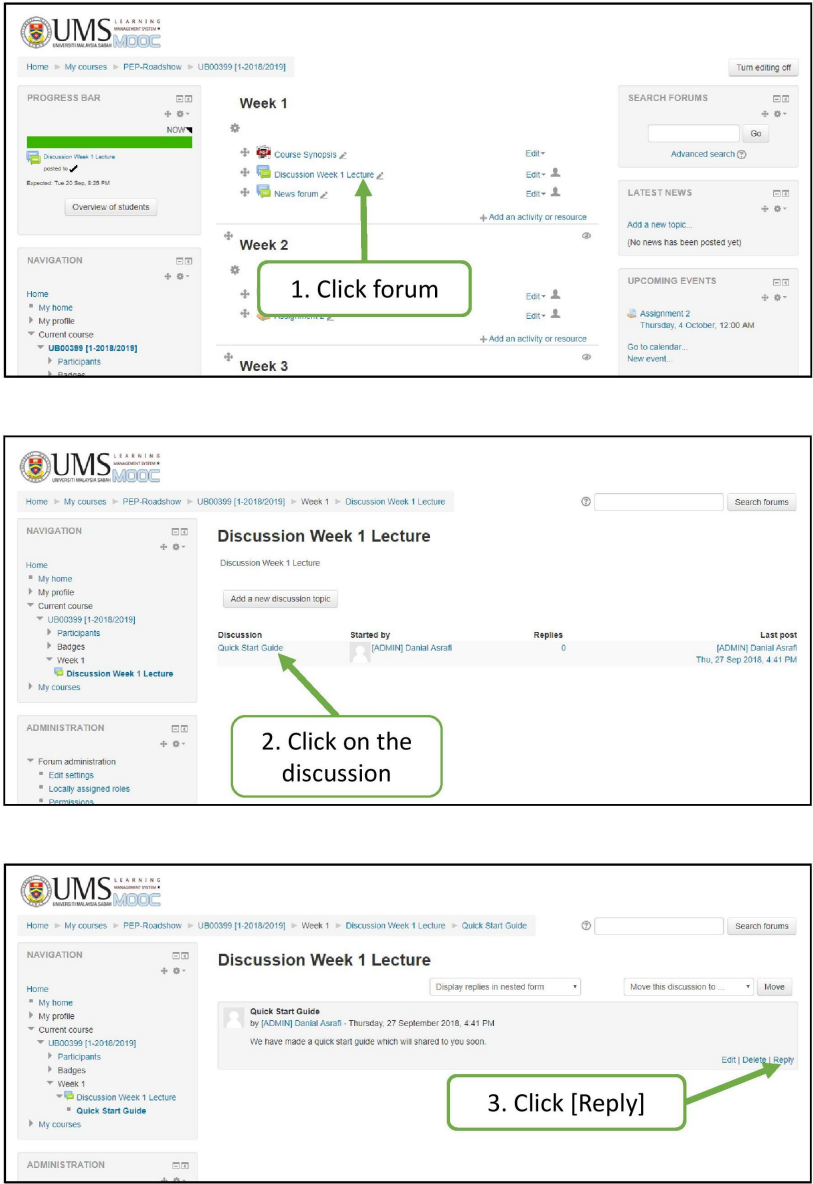


Figure 3.61: Step by step to post reply to a discussion

UMS LEARNING MANAGEMENT SYSTEM

Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019] > Week 1 > Discussion Week 1 Lecture > Quick Start Guide > Reply

NAVIGATION

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

ADMINISTRATION

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

ADD A BLOCK

Add...

Discussion Week 1 Lecture

Quick Start Guide
By ADMIN [Daniel Asadi] - Thursday, 27 September 2018, 4:41 PM
We have made a quick start guide which will shared to you soon.
[Edit](#) | [Delete](#)

Your reply

Subject Re: Quick Start Guide

Message

Paragraph B I Link Image Video Audio Attachment

Thank you.

Post p

Subscription Everyone is subscribed to this forum

Attachment Maximum size for new files: 50MB, maximum attachments: 9

Files

You can drag and drop files here to add them.

Mail now

Post to forum

These are required fields in this form marked *

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

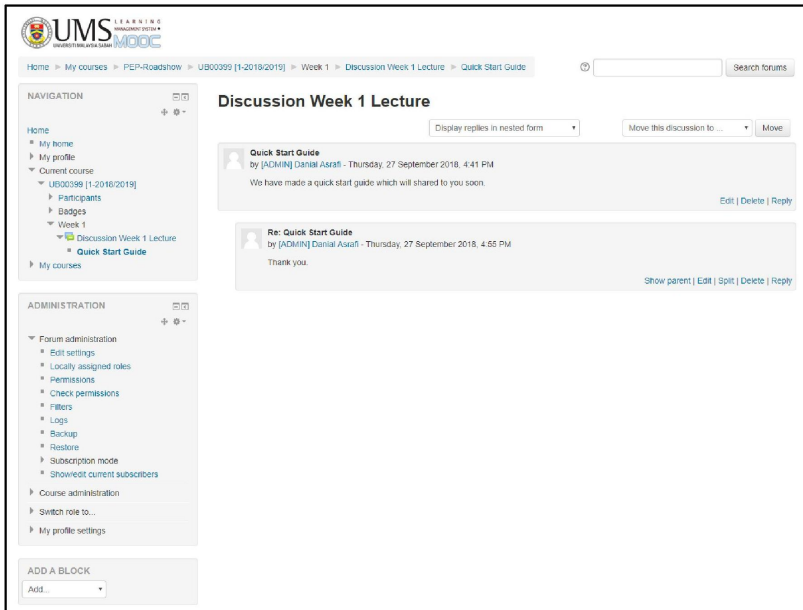


Figure 3.63: (continued) Step by step to post reply to a discussion

Subscription Settings for a Forum

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

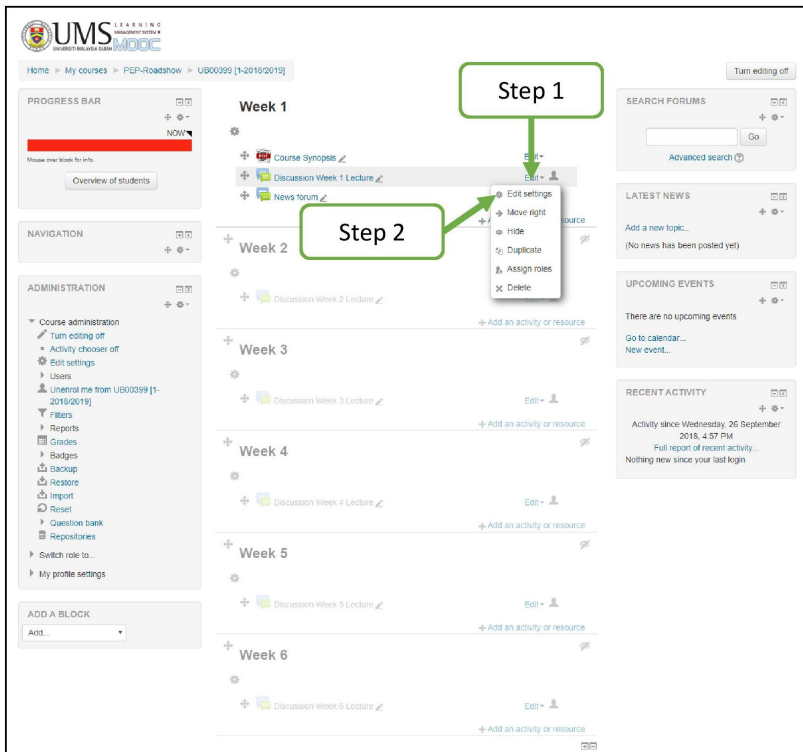


Figure 3.64: Step by step to setup subscription settings for a forum

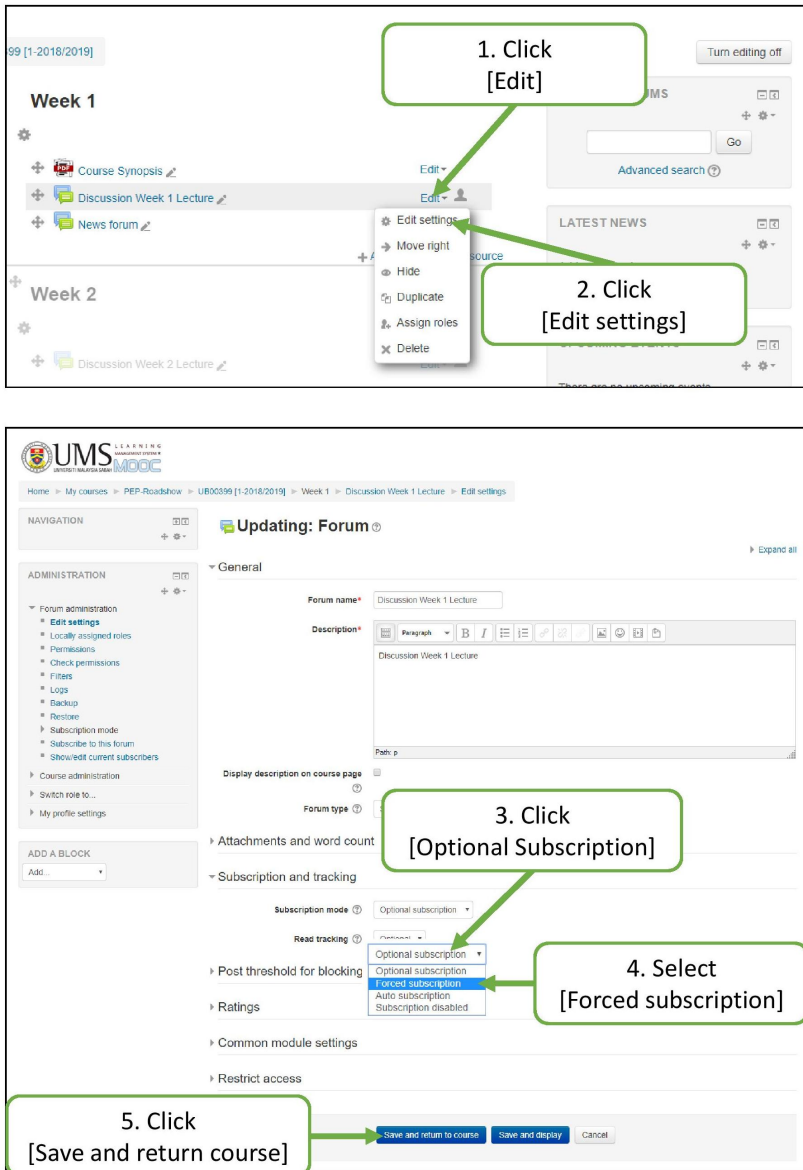


Figure 3.65: (continued) Step by step to setup subscription settings for a forum

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

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 2 3 4 5 (Next)

Select	User picture	First name / Surname	Email address	Status	Group	Group submission status	Grade	Edit
<input type="checkbox"/>		BS15110358 MOHD ROSYAI BIN ABDUL LATIFF	bs15110358@student.ums.edu.my	No submission Submission changes not allowed Graded	Group 11	Submitted for grading		Edit
<input type="checkbox"/>		[PENSYARAH] DR. KALSUM MOHD YUSAH			Default group	No submission		Edit
<input type="checkbox"/>		BS14110297 FARIZA BINTI NUR	bs14110297@student.ums.edu.my	No submission Graded	Default group	No submission		Edit

1. Click to start grading student

Figure 3.66: Step by step to download the submitted assignments

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	Good 0.5 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

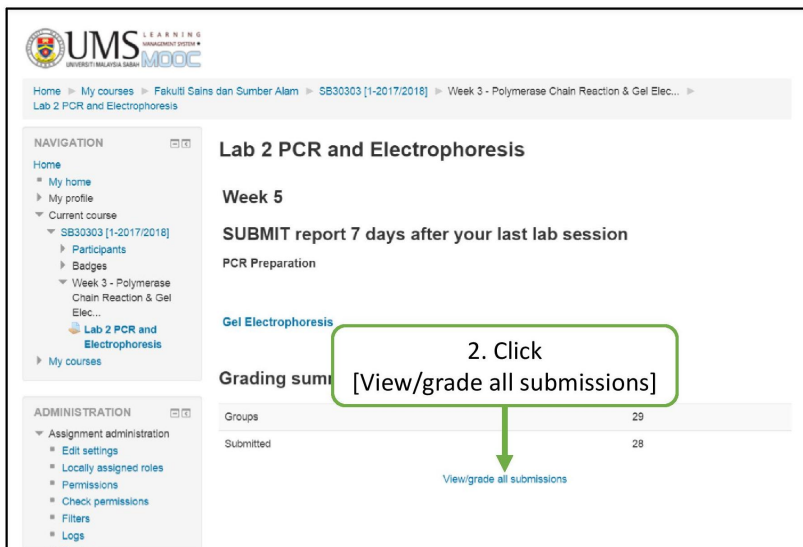


Figure 3.68: Step by step to grade assignments

UMS LEARNING MANAGEMENT SYSTEM

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

NAVIGATION

- Home
- My home
- My profile
- Current course
 - SB30303 [1-2017/2018]
 - Participants
 - Badges
 - Week 3 - Polymerase Chain Reaction & Gel

Lab 2 PCR and Electrophoresis

Grading action
Grading action

Choose...
Choose...
Download all submissions
View gradebook
Page: 1 2 3 4 5 (Next)

3. Click grading action

4. Select [Download all submissions]

Email address	Status	Group	Group submission status	Grade
azhadrin@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	No submission	Default group	No submission	3.00 / 6.00

ADMINISTRATION

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

Search

Options

Assignments per page: 10

Filter: Not submitted

Show only active enrolments

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

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 marked complete

1. Click quiz activity

Kuiz tentang YouTube Man

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

UMS LEARNING
UNIVERSITI MALAYSIA SARAWAK MOOC

Home > My courses > Jab. Teknologi Maklumat & Komunikasi > Pengenalan kepada Kursus Blended Learning > Topic 1: Latihan tanpa face-to-face interaksi > Kuiz tentang YouTube Man > Results > Grades

NAVIGATION

- Home
 - My home
 - My profile
 - Current course
 - Pengenalan kepada Kursus Blended Learning
 - Participants
 - Badges
 - Topic 1: Latihan tanpa face-to-face interaksi
 - Kuiz tentang YouTube

Kuiz tentang YouTube Man
Attempts: 170

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

play options

Page size: 30

Marks for each question: Yes

Show report

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 highlighted. The grading this quiz is Highest grade.

Download table data as: Comma separated values text file 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
pelajar5	pelajar5@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
pelajar21	pelajar21@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
pelajar4	pelajar4@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
pelajar26	pelajar26@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
pelajar24	pelajar24@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
pelajar20	pelajar20@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

Kongsi pendapat/refleksi kamu SELEPAS tonton video dalam forum ini

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

Kuiz tentang YouTube

Man

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

1. Click to go quiz page

Figure 3.72: Step by step to get quiz grades statistics

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Home > My courses > Jab. Teknologi Maklumat & Komunikasi > Pengenalan kepada Kursus Blended Learning > Topik 1: Latihan tanpa face-to-face interaksi > Kuiz tentang YouTube Man > Results > Statistics

NAVIGATION

- Home
- My home
- My profile
- Current course
 - Pengenalan kepada Kursus Blended Learning
 - Participants
 - Badges
 - Topic 1: Latihan tanpa face-to-face interaksi
 - Kuiz tentang YouTube Man**

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

Kuiz tentang YouTube Man

Statistics calculation settings

Calculate statistics from: highest graded attempt

Show report

Quiz information

Download full report as: Comma separated values text file Download

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%
	84.24%
Median grade (for highest graded attempt)	100.00%
Standard deviation (for highest graded attempt)	19.01%
Score distribution skewness (for highest graded attempt)	-1.0544
Score distribution kurtosis (for highest graded attempt)	0.3512
Coefficient of internal consistency (for highest graded attempt)	15.41%
Error ratio (for highest graded attempt)	91.97%
Standard error (for highest graded attempt)	17.48%

Quiz statistics

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

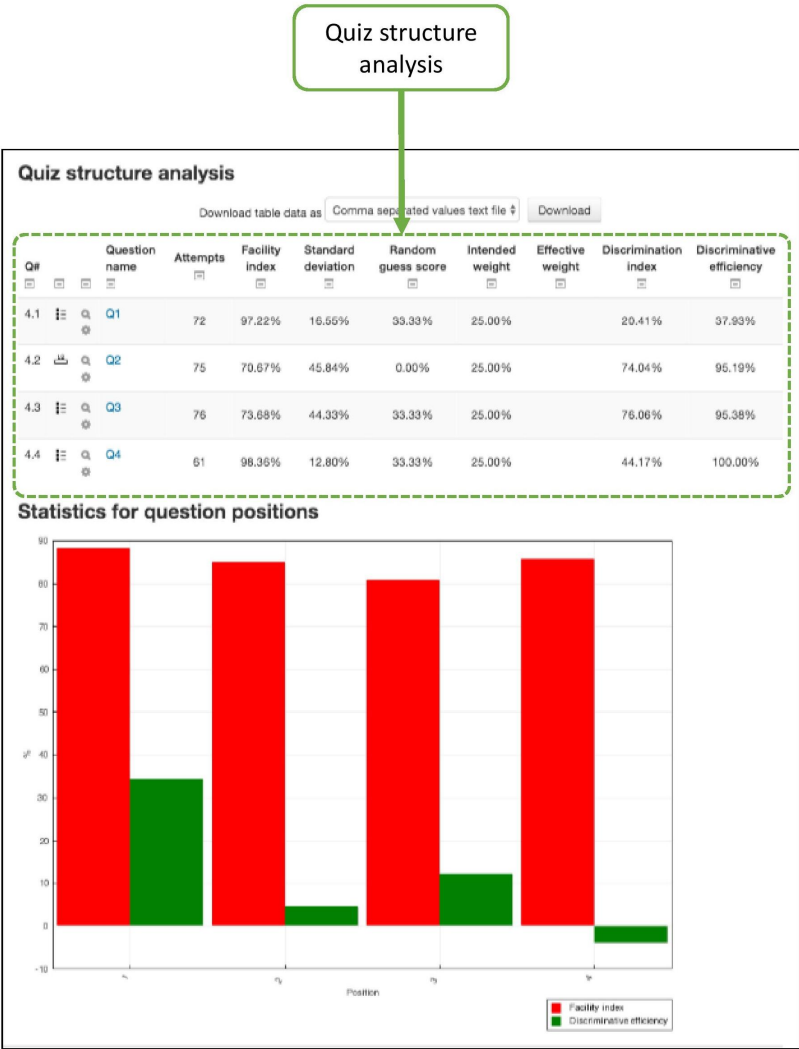


Figure 3.74: (continued) Step by step to get quiz grades statistics

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.

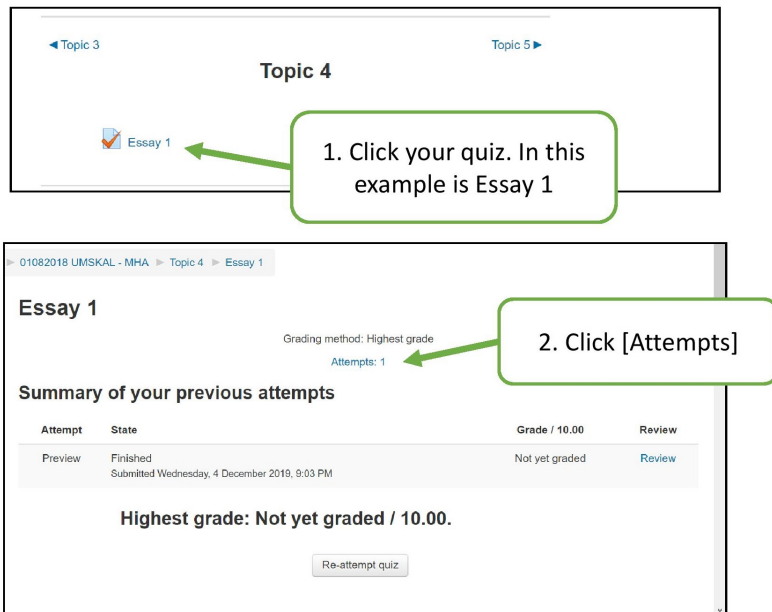


Figure 3.75: Step by step to grade the essay questions manually

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

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]

Report

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
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

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.

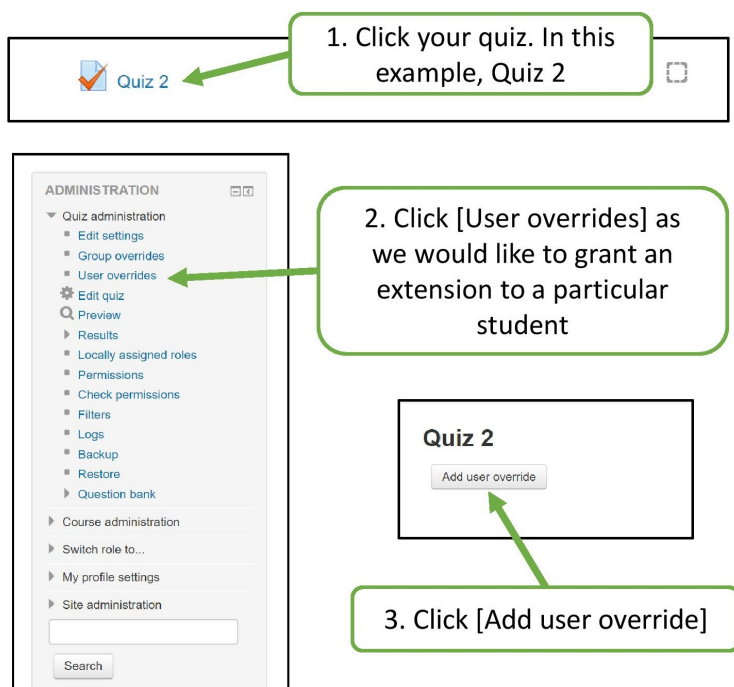


Figure 3.78: Step by step to extend quiz time for individuals or groups

4. Select student

5. Set the extension date and time

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

Quiz 2

▼ Override

Override user*

BG19110098 THURGASALINI A/P MHANEKAM, BG19110098@student.ums.edu.my

BG19110314 TINESHWARY A/P SHANMUGAVEL, BG19110314@student.ums.edu.my

BG19110230 UMAL SHAHARA BINTI ABDUL RAPI, BG19110230@student.ums.edu.my

BG19110099 UMIERAH BINTI JAMAN, BG19110099@student.ums.edu.my

STUDENT 1 UMS, vivazulu@gmail.com

STUDENT 2 UMS, mackaylaken@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.edu.my

BG19110387 YOGA DARSHINI A/P KALAI SELVAN, BG19110387@student.ums.edu.my

BG19110216 YONG JIA QI, BG19110216@student.ums.edu.my

BG19110097 YUVASHALINI A/P PONNAMPALAM, BG19110097@student.ums.edu.my

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

Save

Save and enter another override

Cancel

There are required fields in this form marked *.

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 your journey on creating progressive learning process and it's necessary for you to 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 needs to be closed for student enrolment to prevent students from accessing the course of the past semester and copying forum discussions, accessing quizzes etc. Meanwhile, existing students will still have access but new enrolment is not allowed.

The screenshot displays the UMS MOOC interface. The left sidebar contains a 'NAVIGATION' menu with 'Enrolment methods' highlighted under the 'Users' section. The main content area is titled 'Enrolment methods' and features a table with the following data:

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

Below the table is an 'Add method' section with a 'Choose...' dropdown. Three green callout boxes with arrows indicate the steps to close student enrolment:

- 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.

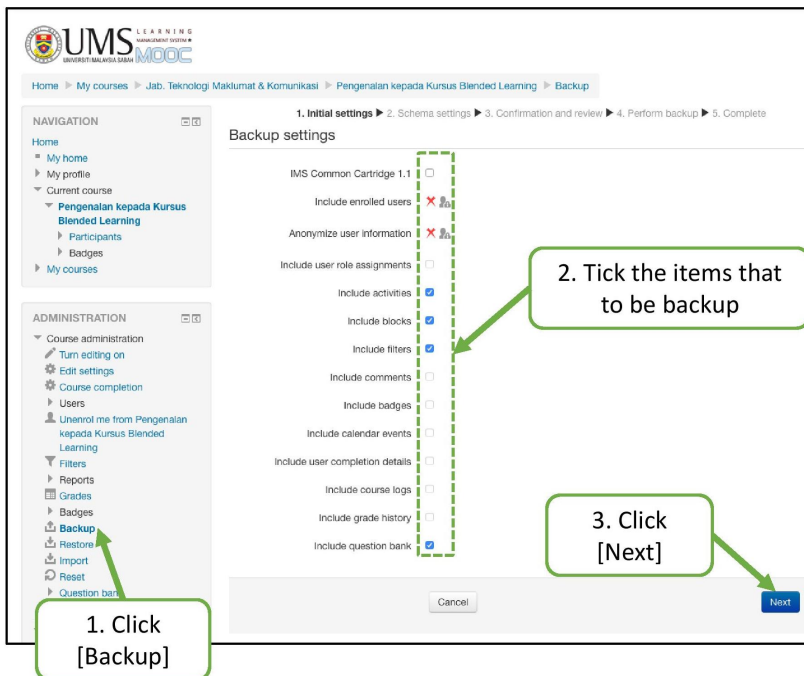


Figure 3.81: Step by step to backup course and content

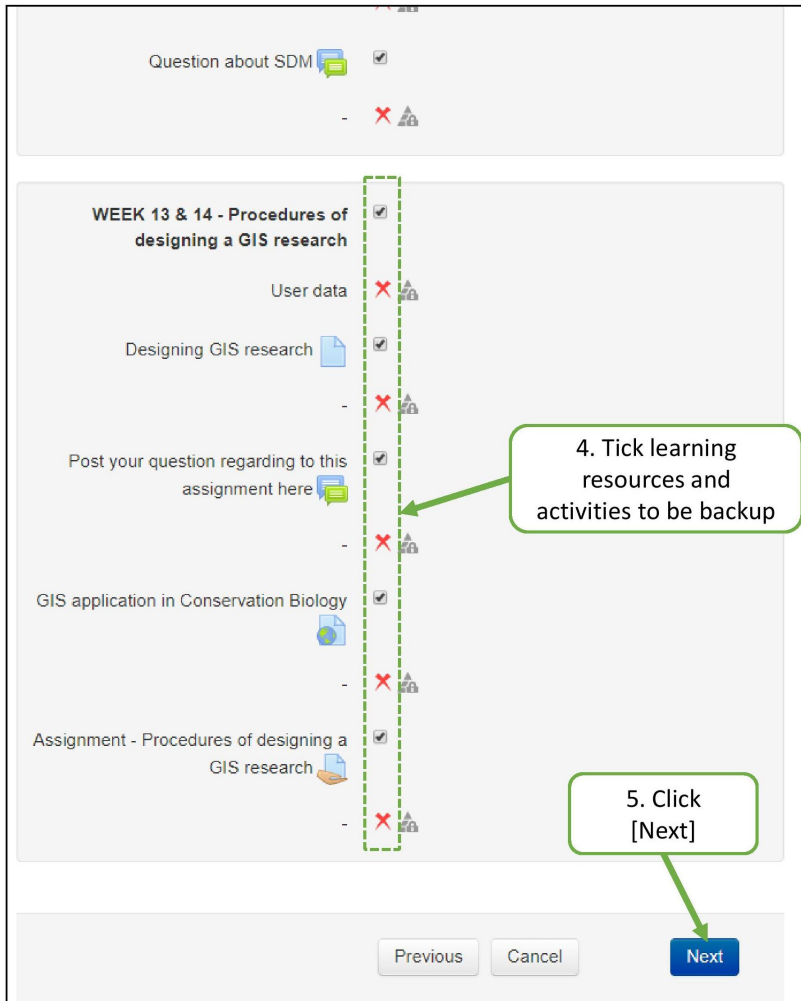


Figure 3.82: (continued) Step by step to backup course and content

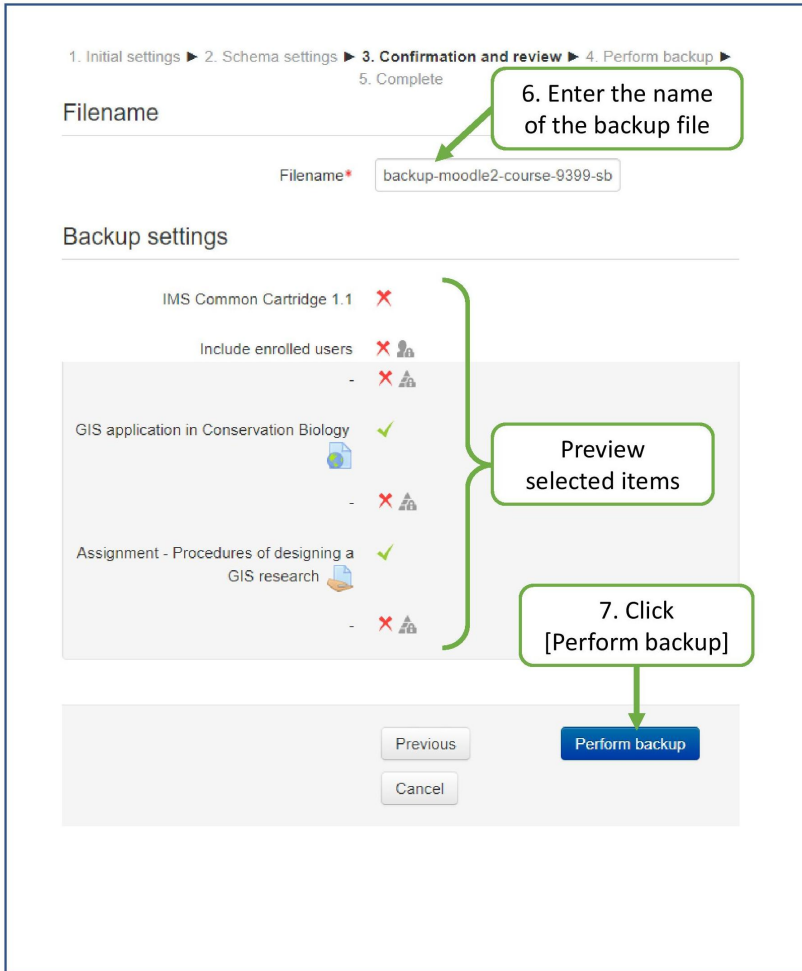


Figure 3.83: (continued) Step by step to backup course and content

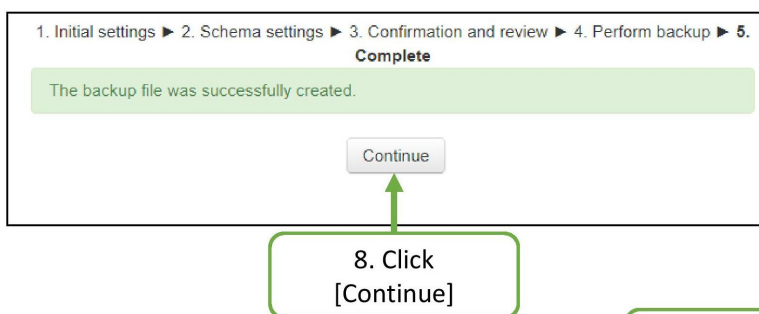
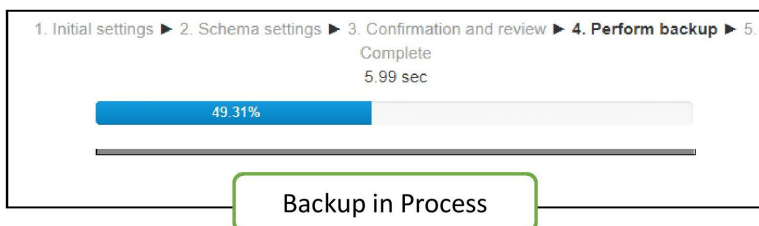


Figure 3.84: (continued) Step by step to backup course and content

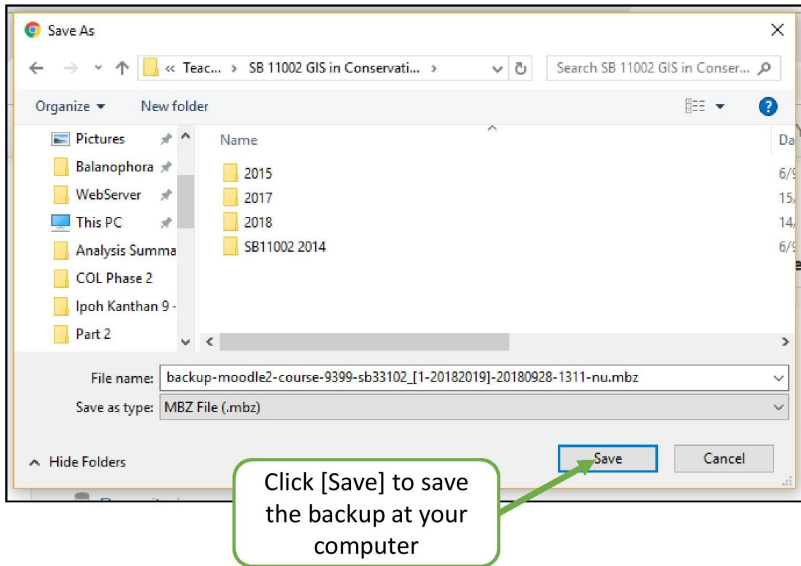


Figure 3.85: (continued) Step by step to backup course and content

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

The figure consists of two screenshots from the SmartUMS Learning Management System, illustrating the steps to generate and save an activity report.

Top Screenshot: The main page displays the course "Pengenalan kepada Kursus Blended Learning". The left sidebar contains a "NAVIGATION" menu with options like "Home", "My home", "My profile", "Current course", "Pengenalan kepada Kursus Blended Learning", "Participants", "Badges", and "My courses". Below this is an "ADMINISTRATION" section with options like "Course administration", "Turn editing on", "Edit settings", "Course completion", "Users", "Unenroll me from Pengenalan kepada Kursus Blended Learning", "Filters", "Reports", "Logs", "Live logs", "Activity report", "Course participation", "Activity completion", "Grades", "Badges", "Backup", "Restore", "Import", and "Reset". The "Reports" section is highlighted with a green box and labeled "1. Click [Reports]". The "Activity report" option is also highlighted with a green box and labeled "2. Click [Activity report]". The "Print..." option in the "Print..." dropdown menu is highlighted with a green box and labeled "4. Click [Print...]". The "Print..." dropdown menu is also highlighted with a green box and labeled "3. Right click anywhere on the page".

Bottom Screenshot: The "Print" dialog box is displayed, showing the "Total: 5 pages" and the "Save" button. The "Save" button is highlighted with a green box and labeled "5. Click [Save]". The "Destination" section shows "Save as PDF" and "Change..." options. The "Pages" section shows "All" selected. The "Layout" section shows "Portrait" selected. The "More settings" link is also visible.

Figure 3.86: Step by step to get activity report

Getting Activity Completion Report

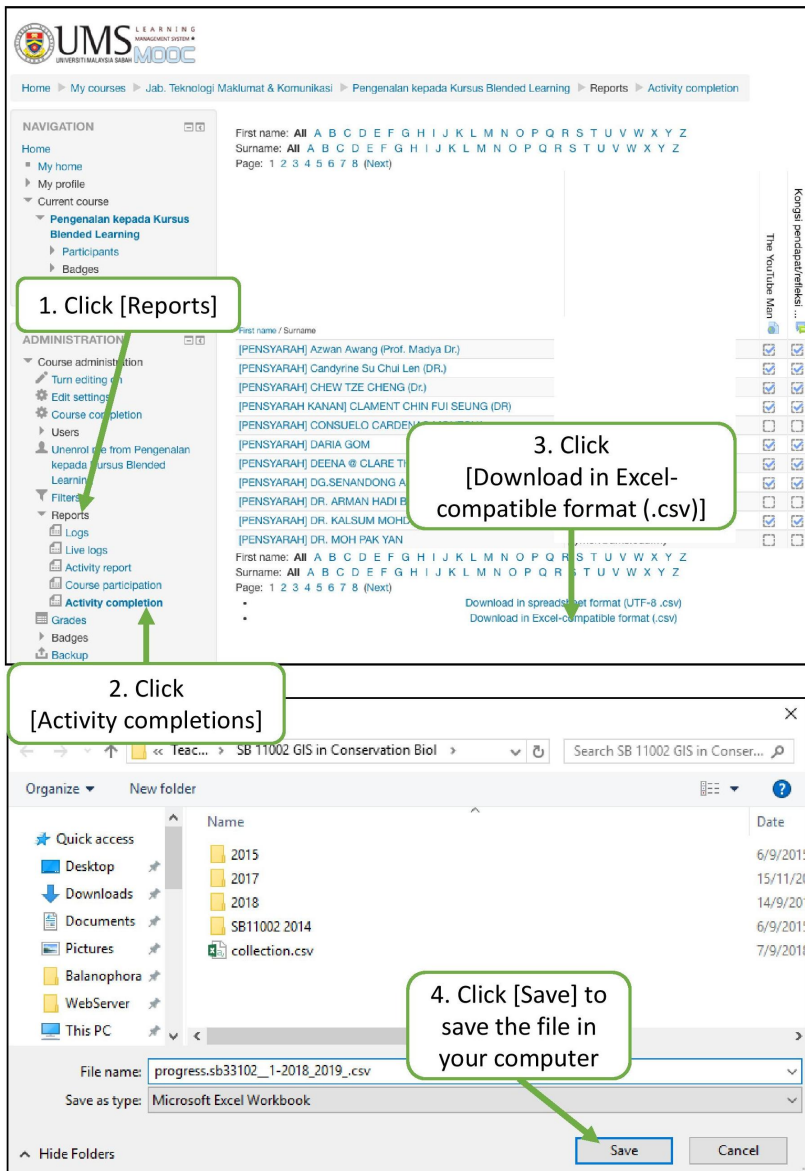


Figure 3.87: Step by step to get activity completion report

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.

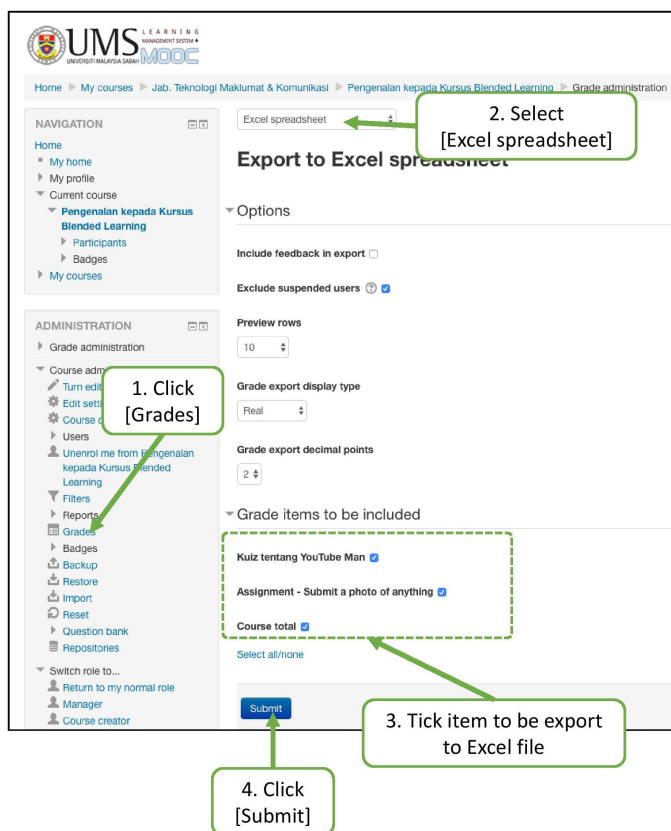


Figure 3.88: Step by step to download all assessment marks

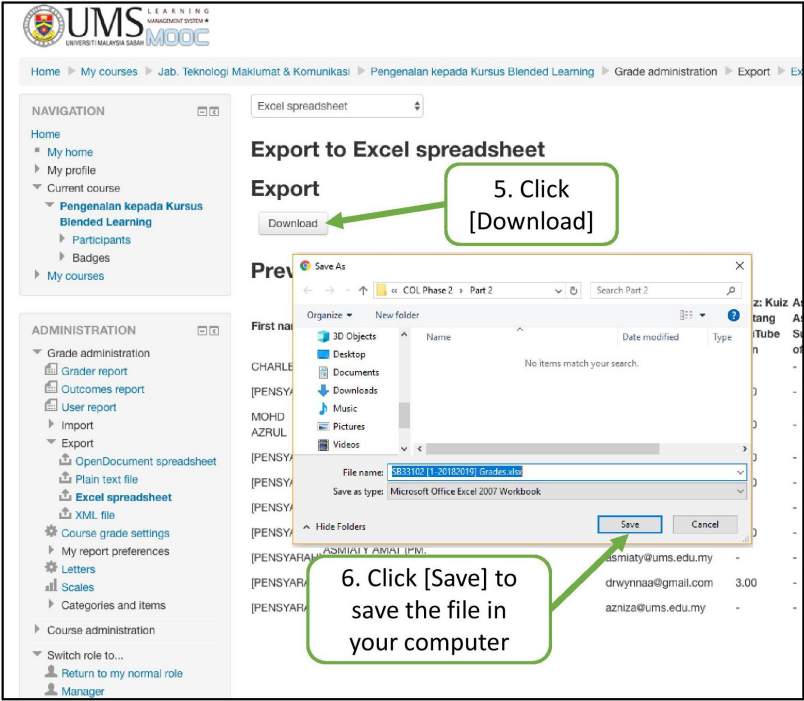


Figure 3.89: (continued) Step by step to download all assessment marks

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.

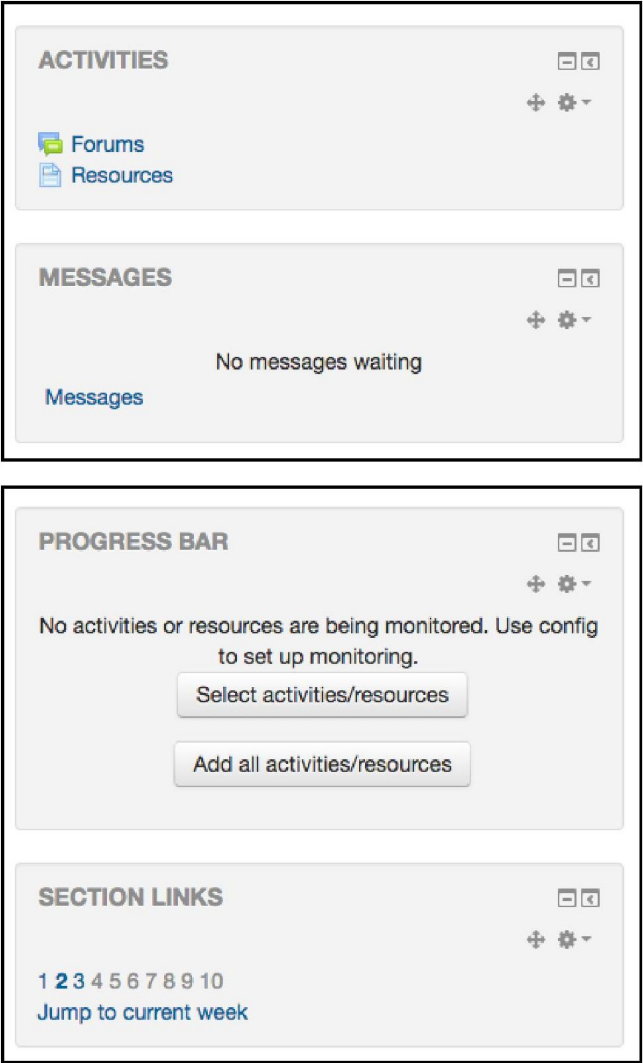


Figure 4.1: The Blocks

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

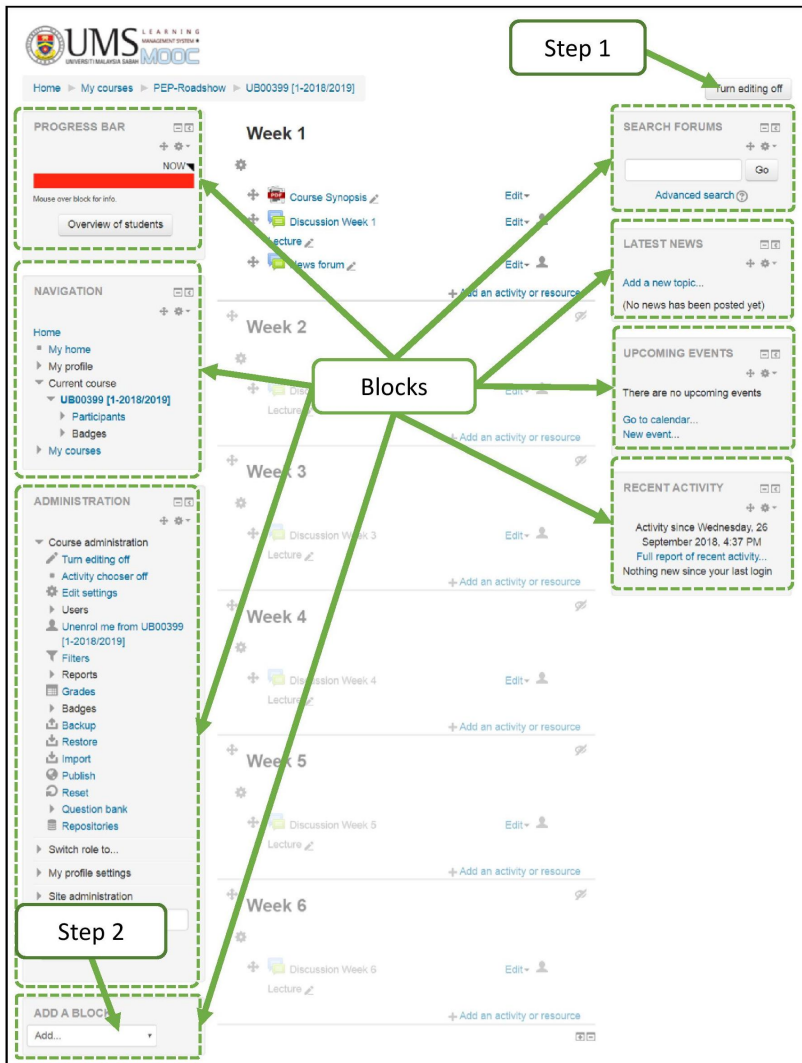


Figure 4.2: Step by step to show Blocks

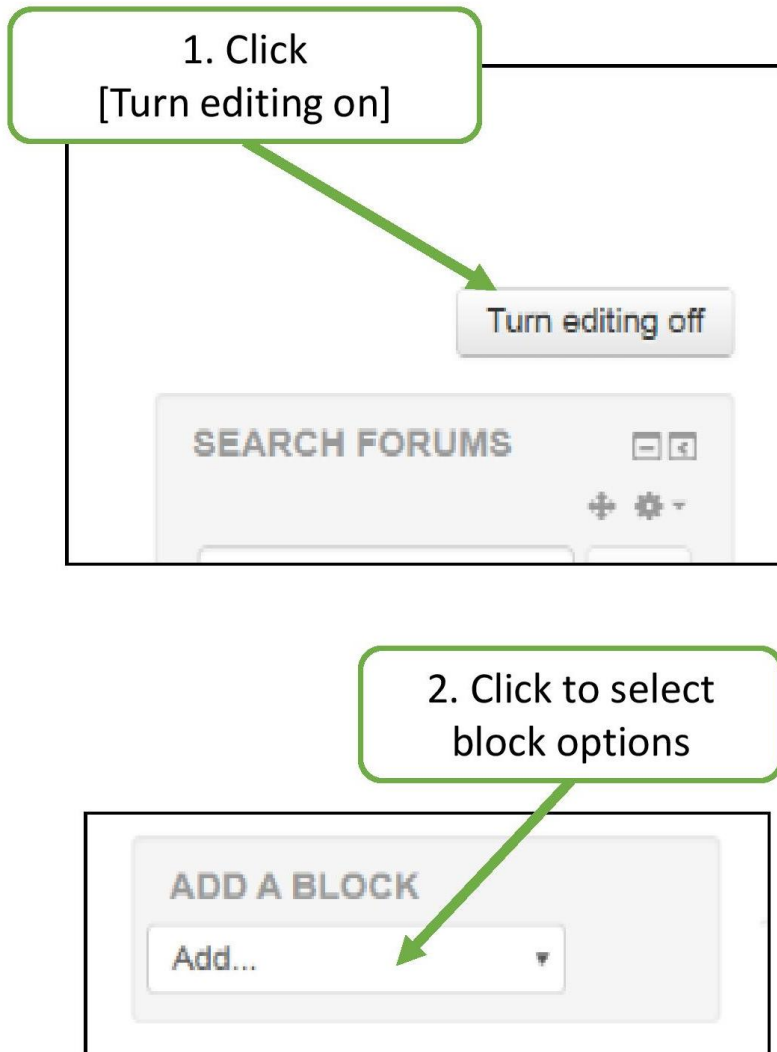


Figure 4.3: (continued) Step by step to show Blocks

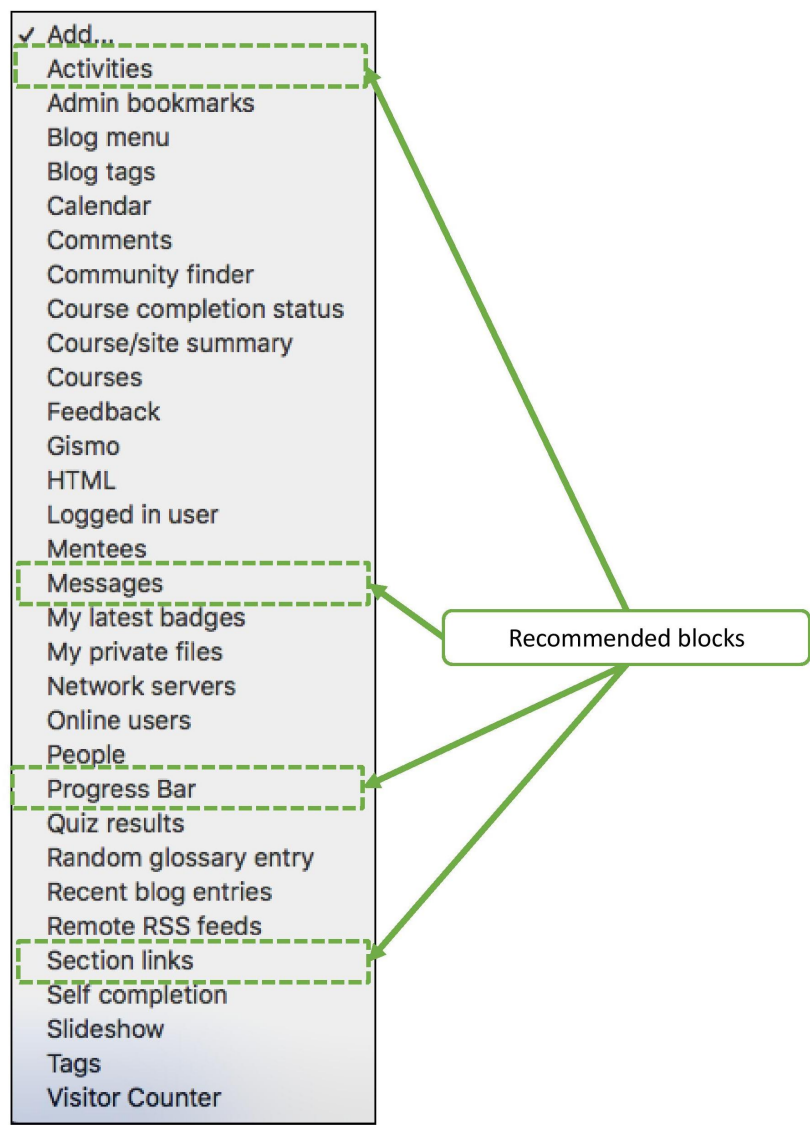


Figure 4.4: (continued) Step by step to show Blocks

Setting Progress Bar

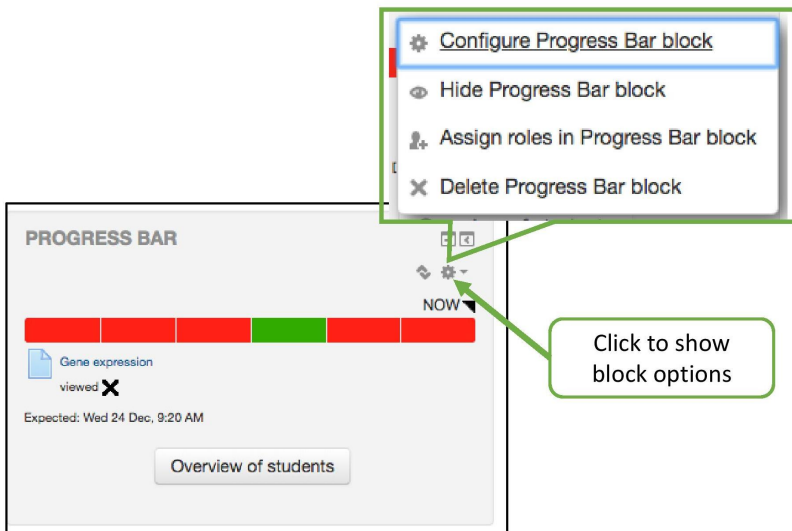


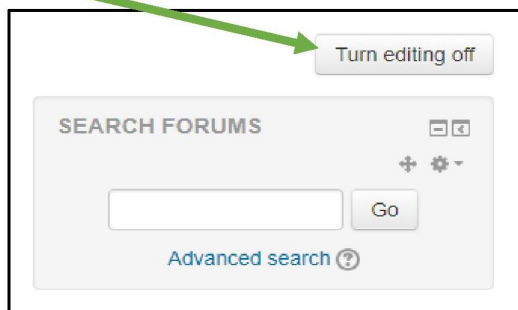
Figure 4.5: Step by step to setup progress bar

Hiding or Showing Section



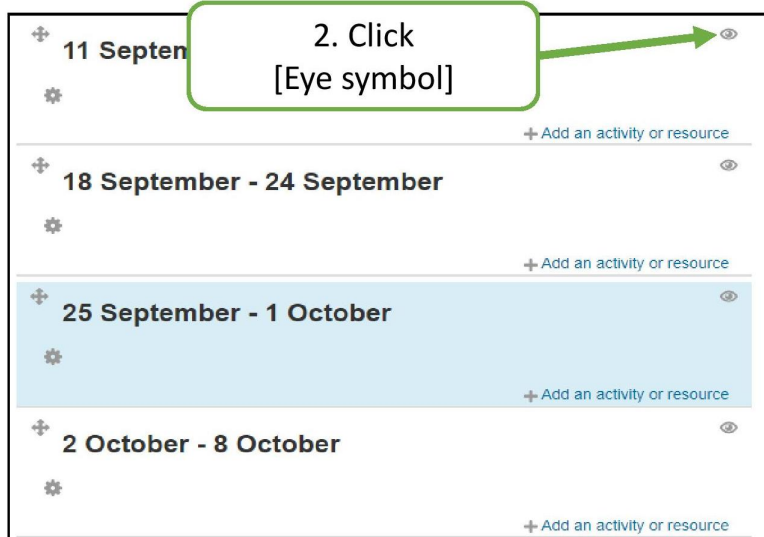
Figure 4.6: The 4 steps to hide or show sections

1. Click
[Turn editing on]



[Advanced search](#)

2. Click
[Eye symbol]



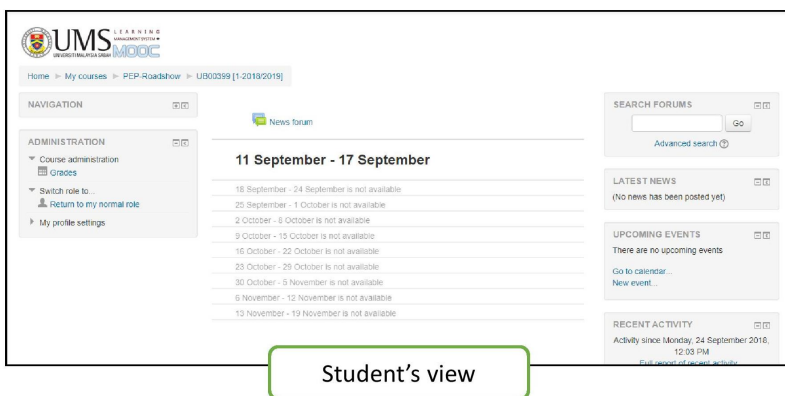
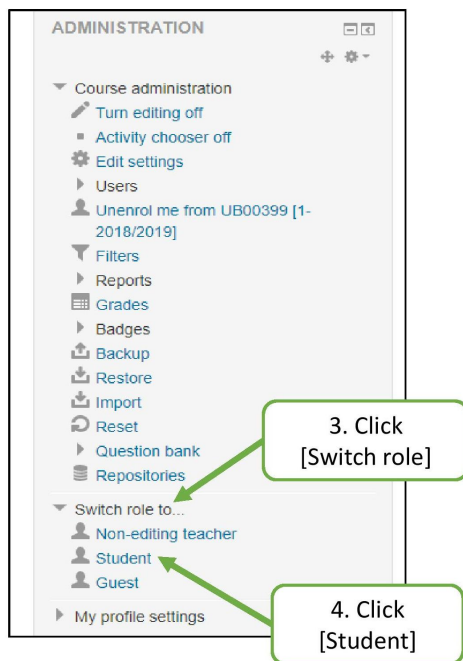


Figure 4.8: (continued) Step by step to hide or show sections

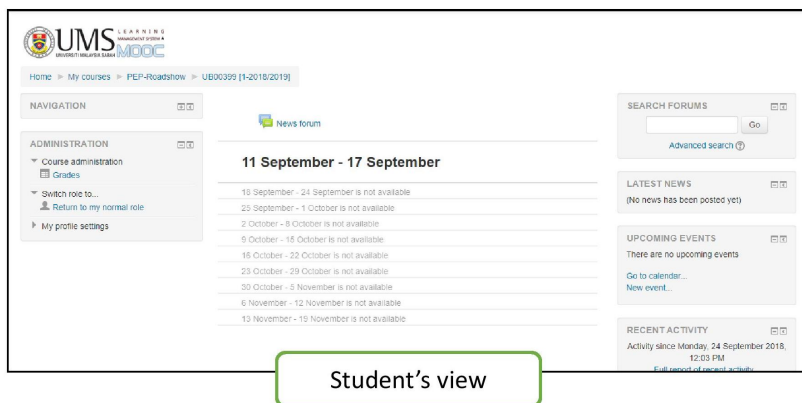


Figure 4.9: (continued) Step by step to hide or show sections

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

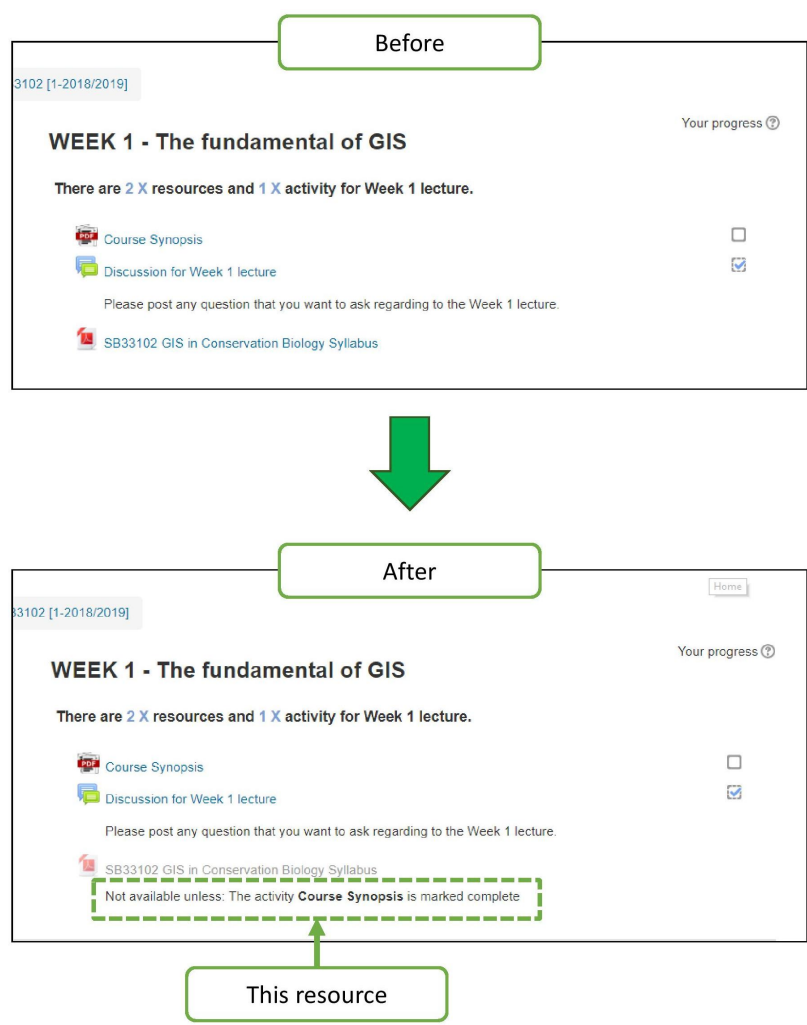


Figure 4.10: Example of restrict access for a resource

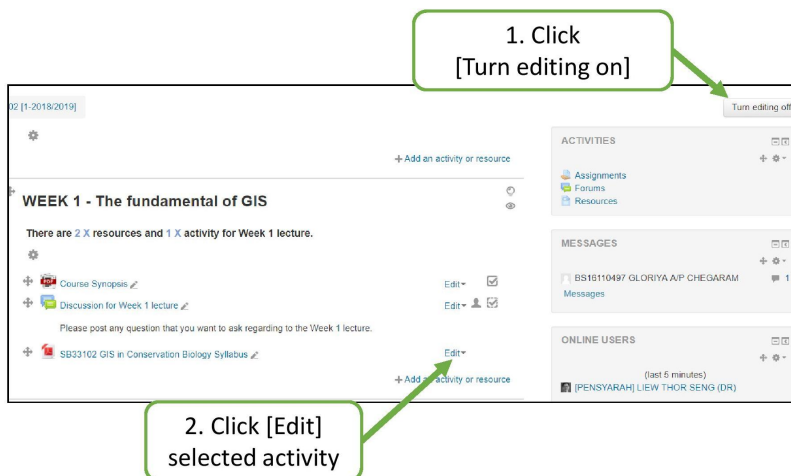


Figure 4.11: Step by step to setup restrict access

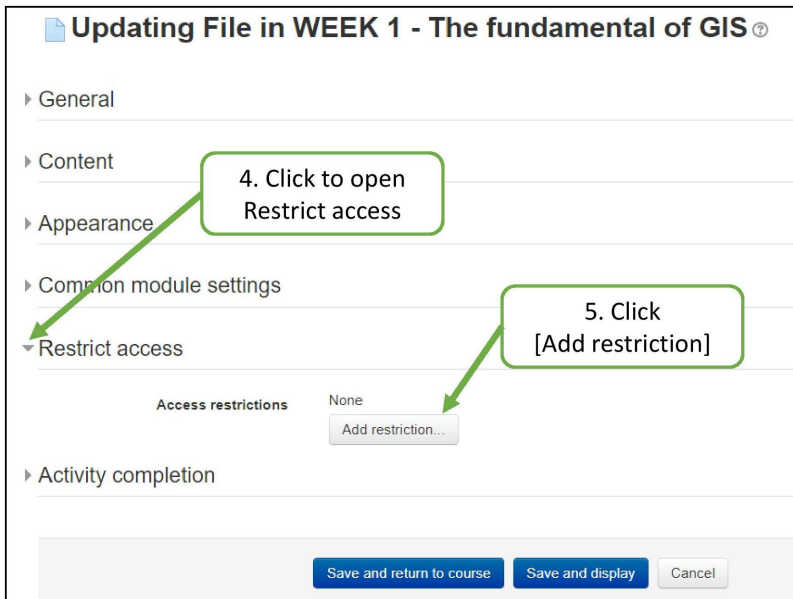
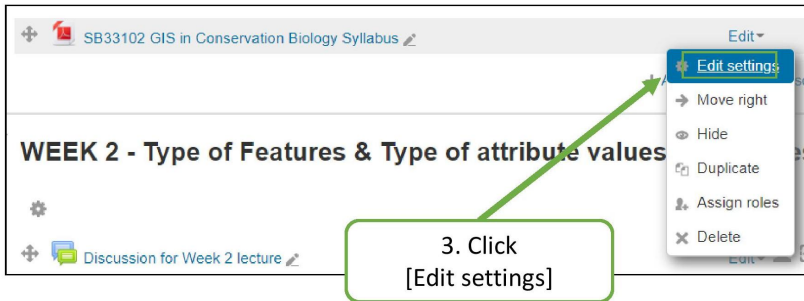


Figure 4.12: (continued) Step by step to setup restrict access

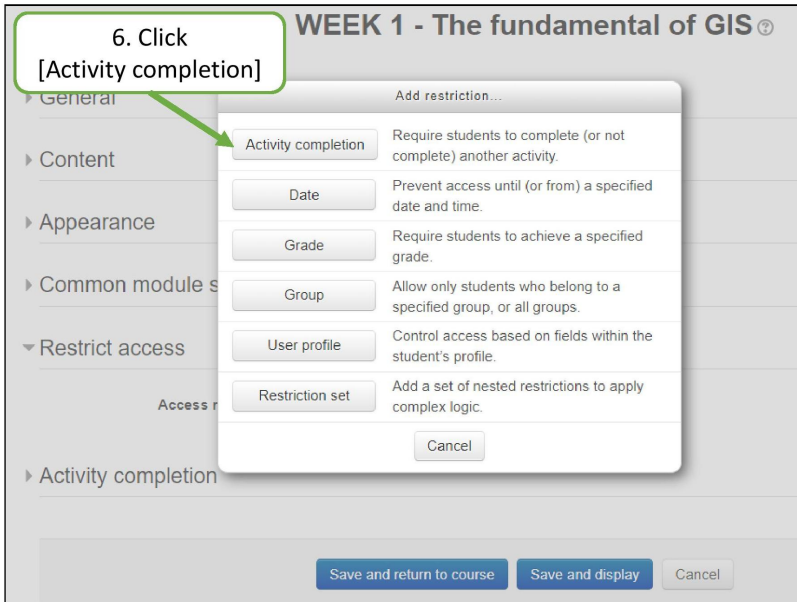


Figure 4.13: (continued) Step by step to setup restrict access

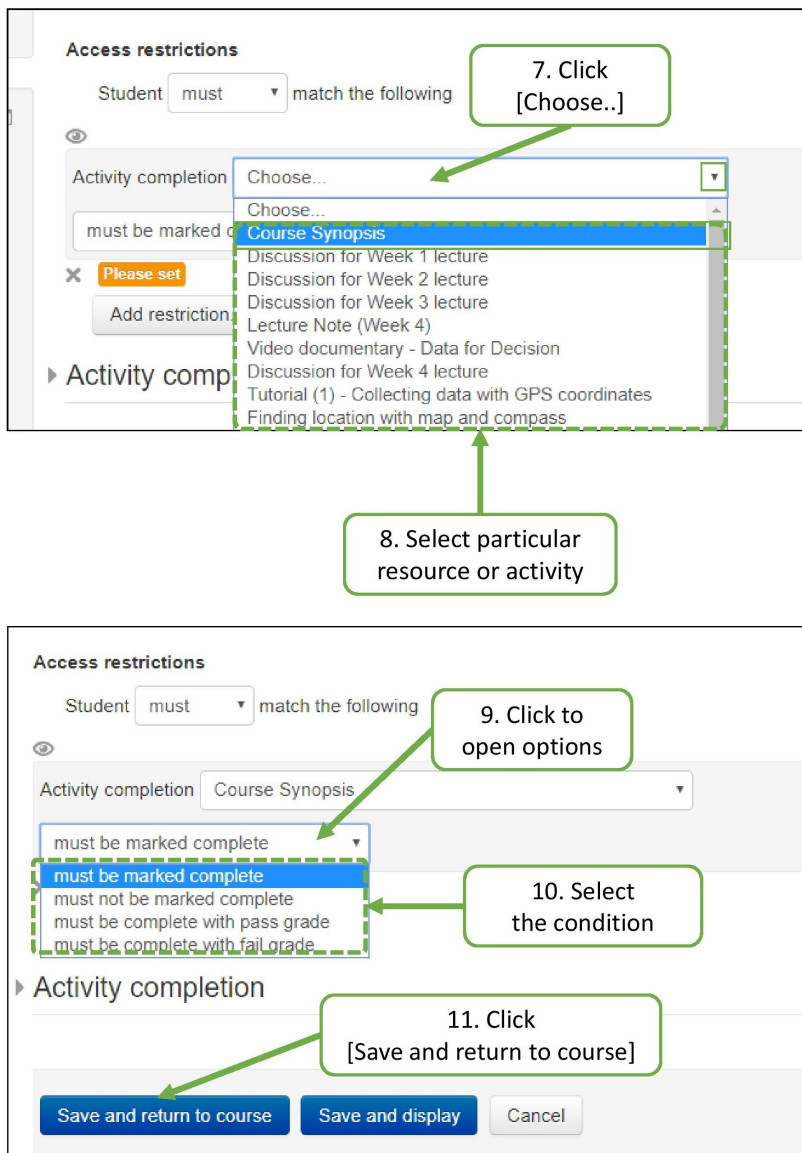


Figure 4.14: (continued) Step by step to setup restrict access

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

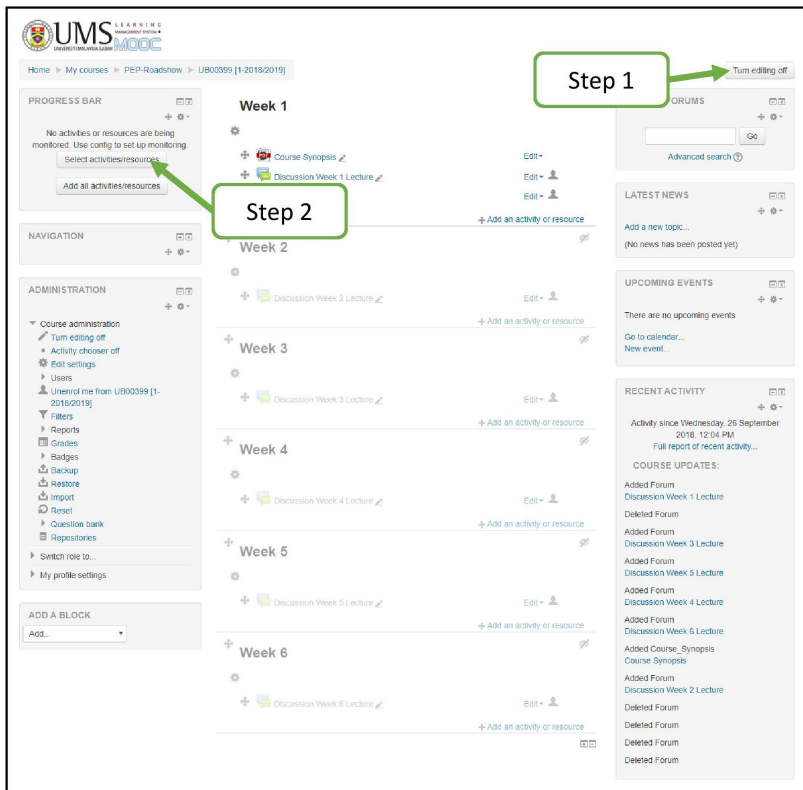


Figure 4.15: Step by step to add resources or activities in empty progress bar

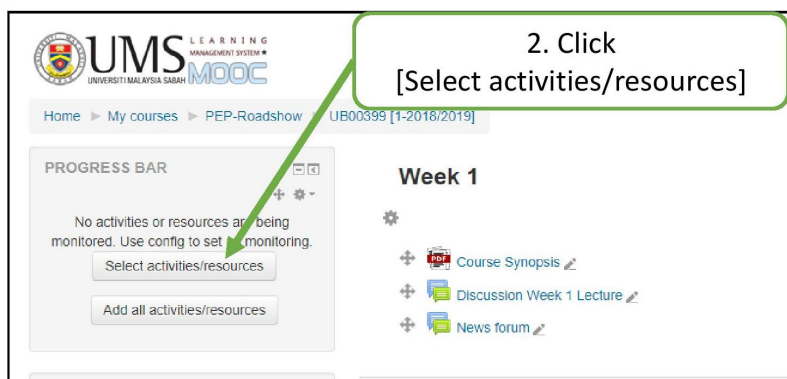
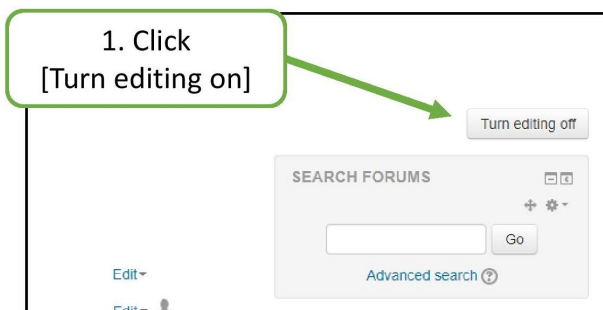


Figure 4.16: (continued) Step by step to add resources or activities in empty progress bar

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Home > Courses > PEP-Roadshow > SMART2 QS > Progress Bar > Configuration

Configuring a Progress Bar block

[Expand all](#)

Block settings

Alternate title

Use icons in bar ☒ No

Order bar items by "Expected by" date-time

Use **NOW** Yes

Show percentage to students No

Section: General

Forum: News forum

Monitored Yes **Step 3**

Expected by 29 October 1952 09 20

Action posted to

Forum: Social forum

Monitored Yes

Expected by 29 October 1952 09 20

Action posted to

Forum: News forum

Monitored Yes

Expected by 29 October 1952 09 20

Action posted to

Section: Week 1

Section: 8 August - 14 August

Section: 15 August - 21 August

Where this block appears


On this page



Save changes **Cancel** **Step 4**



1 2 3 4 5 6 7 8 9 10

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  

Expected by  



Action posted to

 **Forum: News forum**

Monitored 

Expected by  

Action posted to

Expected by  

Action posted to

► Where this block appears

► On this page




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

Changing Resources or Activities in Progress Bar

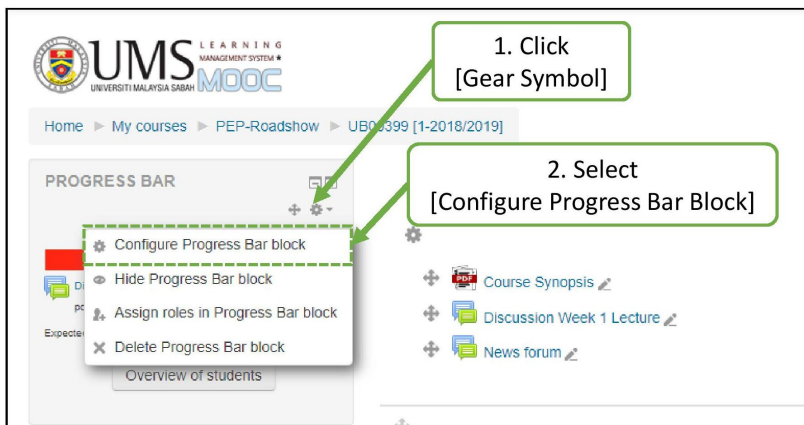


Figure 4.19: Step by step to change resources or activities in progress bar

Monitoring Students' Progress Bar

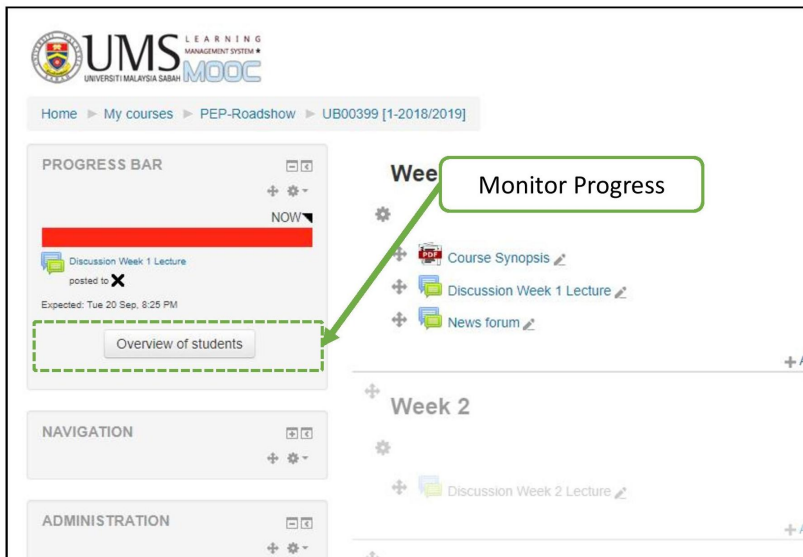


Figure 4.20: Step by step to monitor students' progress bar

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)

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

UMS MOOC
UNIVERSITI MALAYSIA SARAWAK

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
 - Reset
 - Question bank
 - Repositories
 - Switch role to...
 - My profile settings
 - Site administration

User report (Step 2)

- View
 - Grader report
 - Outcomes report
 - Overview report
 - User report** (Step 3)
- 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	0-8	
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	

Step 4

Step 1

Step 2

Step 3

ADD A BLOCK

Add...

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

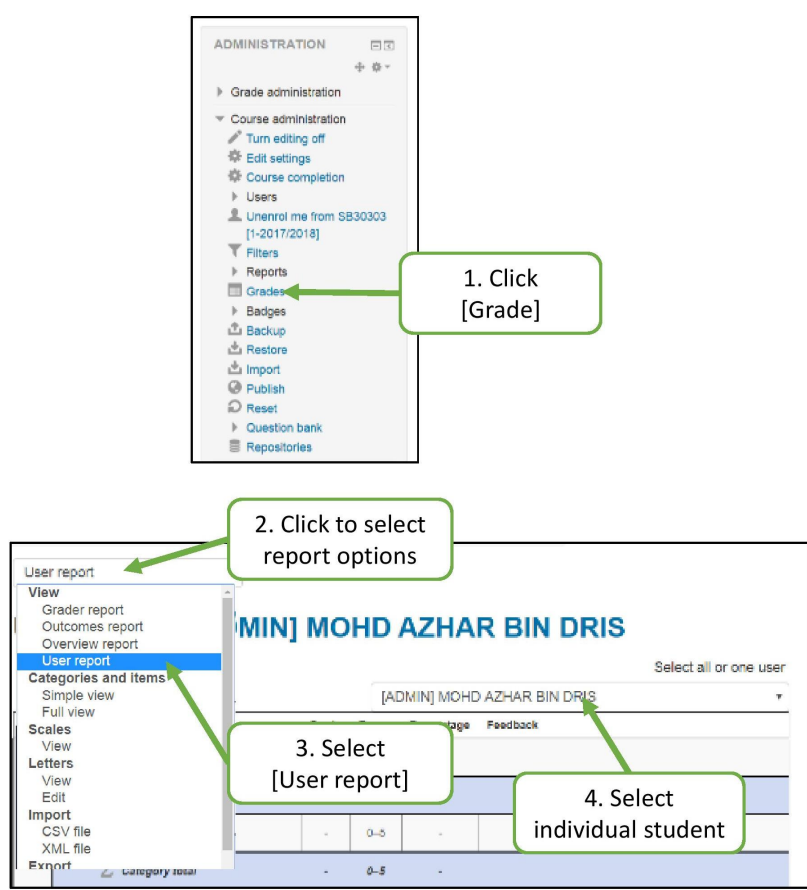


Figure 4.22: Step by step to view student's gradebook

Add Grade Categories in Gradebook

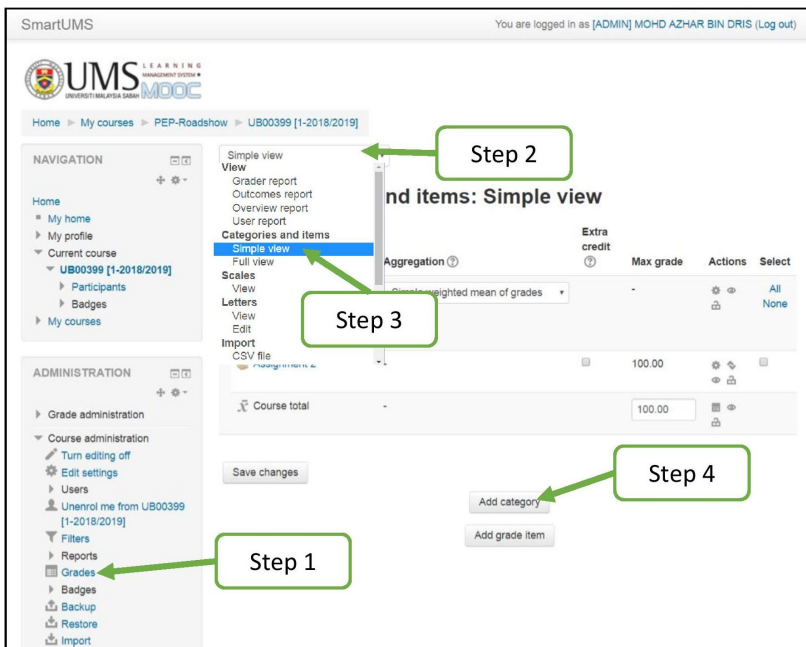


Figure 4.23: The 7 steps to add grade categories in gradebook

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
 - Publish
 - Reset
 - Question bank
 - Repositories
- Switch role to...
- My profile settings
- Site administration

Grade category

Category name*

Aggregation

Show more...

Category total

Grade type

Scale

Maximum grade

Minimum grade

Hidden ☐

Locked ☐

Show more...

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

The screenshot displays the SmartUMS Learning Management System interface. The top navigation bar shows the user is logged in as [ADMIN] MOHD AZHAR BIN DRIS. The main content area is titled "UB00399 [1-2018/2019]" and shows the "Simple view" of the gradebook. The left sidebar contains the "NAVIGATION" menu with options like Home, My home, My profile, Current course, and My courses. The "ADMINISTRATION" menu is also visible, with "Reports" and "Grades" highlighted. The main content area shows a table with columns for "Extra credit", "Max grade", "Actions", and "Select". The "Simple view" dropdown menu is open, showing options like "Grader report", "Outcomes report", "Overview report", "User report", "Categories and Items", "Simple view", "Full view", "Scales", "View", "Letters", "View", "Edit", "Import", and "CSV file". The "Simple view" option is selected. The "Add category" button is visible in the bottom right corner.

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

UMS LEARNING MANAGEMENT SYSTEM

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
 - Publish
 - Reset
 - Question bank
 - Repositories
- Switch role to...
- My profile settings
- Site administration

Grade category

Category name*

Aggregation

Show more...

Category total

Grade type

Scale

Maximum grade

Minimum grade

Hidden ☐

Locked ☐

Show more...

5. Enter grade category name

6. Enter maximum grade mark

7. Click [Save changes]

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

Add Grade Items in Gradebook

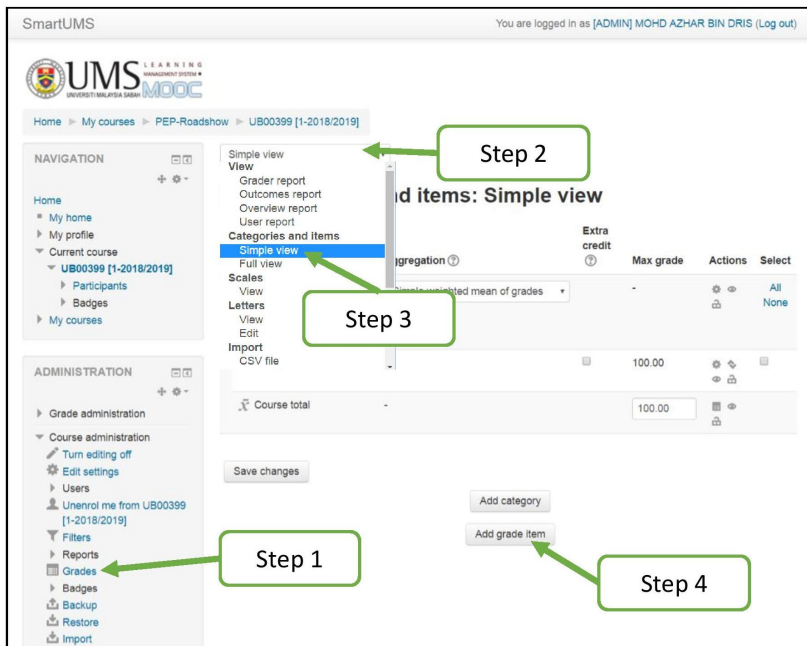


Figure 4.27: The 8 steps to add grade items in gradebook

The screenshot shows the 'Grade item' form in the Moodle interface. The form is titled 'Grade item' and is located under the 'UB00399 [1-2018/2019]' course. The form includes the following fields and options:

- Item name:** A text input field.
- Grade type:** A dropdown menu with 'Value' selected.
- Scale:** A dropdown menu with 'Use no scale' selected.
- Maximum grade:** A text input field with '100.00' entered.
- Minimum grade:** A text input field with '0.00' entered.
- Hidden:** A checkbox.
- Locked:** A checkbox.
- Parent category:** A dropdown menu with 'UB00399 READING AND WRITING IN ENGLISH [1-2018/2019]' selected.
- Buttons:** 'Save changes' and 'Cancel' buttons at the bottom.

Green arrows and boxes highlight the following steps:

- Step 5:** Points to the 'Item name' input field.
- Step 6:** Points to the 'Maximum grade' input field.
- Step 7:** Points to the 'Parent category' dropdown menu.
- Step 8:** Points to the 'Save changes' button.

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

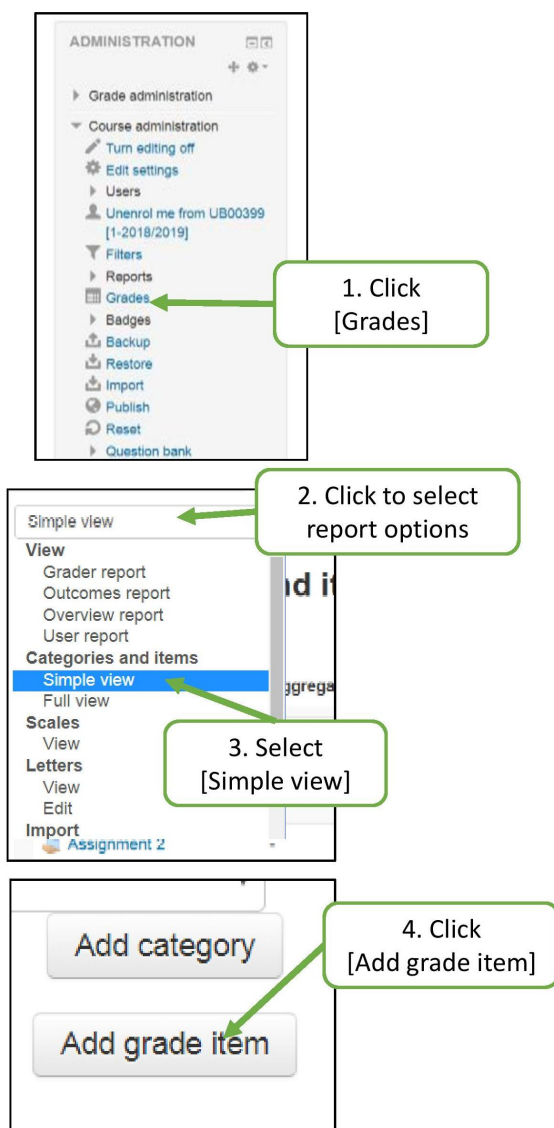


Figure 4.29: Step by step to add grade items in gradebook

The screenshot shows a web form for adding a grade item. It is divided into two main sections: 'Grade item' and 'Parent category'. The 'Grade item' section contains fields for 'Item name', 'Grade type' (set to 'Value'), 'Scale' (set to 'Use no scale'), 'Maximum grade' (set to '100.00'), and 'Minimum grade' (set to '0.00'). There are also checkboxes for 'Hidden' and 'Locked', and a 'Show more...' link. The 'Parent category' section has a 'Grade category' dropdown menu. At the bottom are 'Save changes' and 'Cancel' buttons. Green callout boxes with arrows point to specific elements: '5. Enter grade item name' points to the 'Item name' field; '6. Enter maximum grade' points to the 'Maximum grade' field; '7. Click to select grade category' points to the 'Grade category' dropdown; and '8. Click [Save changes]' points to the 'Save changes' button.

▼ Grade item

Item name

Grade type

Scale

Maximum grade

Minimum grade

Hidden ☐

Locked ☐

[Show more...](#)

▼ Parent category

Grade category

5. Enter grade item name

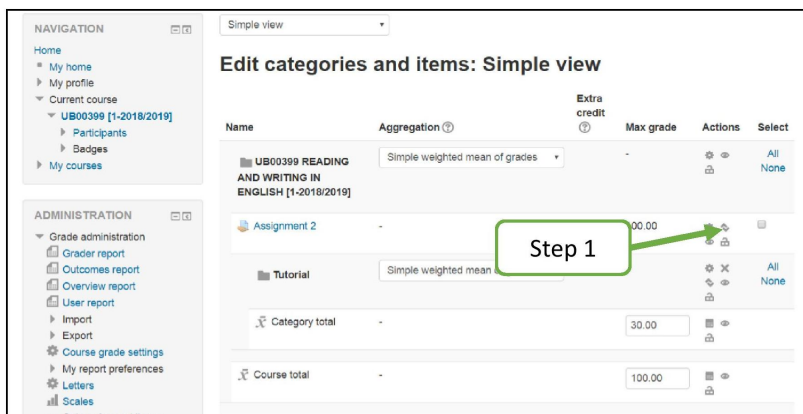
6. Enter maximum grade

7. Click to select grade category

8. Click [Save changes]

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

Move Grade Items in Gradebook



NAVIGATION

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

ADMINISTRATION

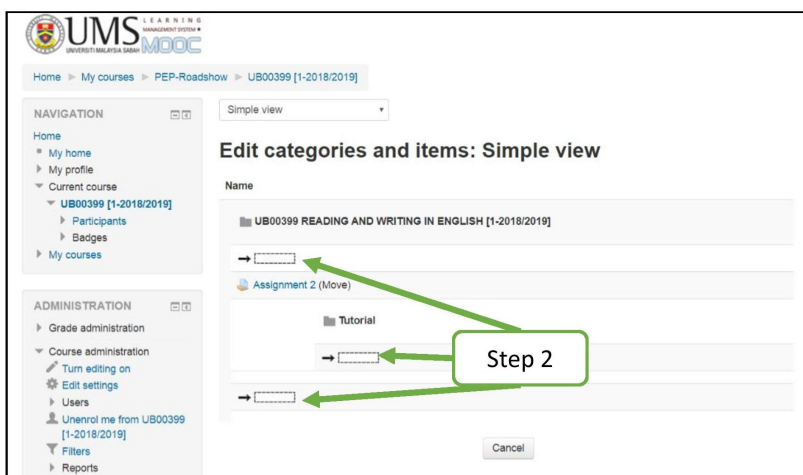
- Grade administration
 - Grader report
 - Outcomes report
 - Overview report
 - User report
- Import
- Export
- Course grade settings
- My report preferences
- Letters
- Scales

Simple view

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 SINGAPORE 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 on
 - Edit settings
 - Users
 - Unenrol me from UB00399 [1-2018/2019]
- Filters
- Reports

Simple view

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

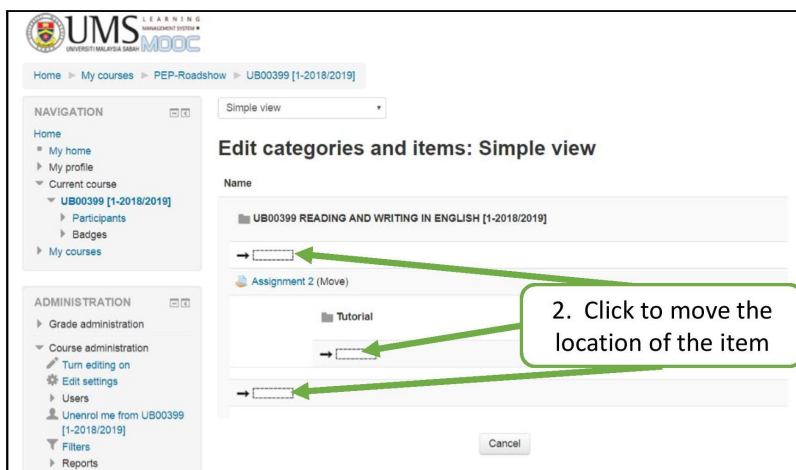
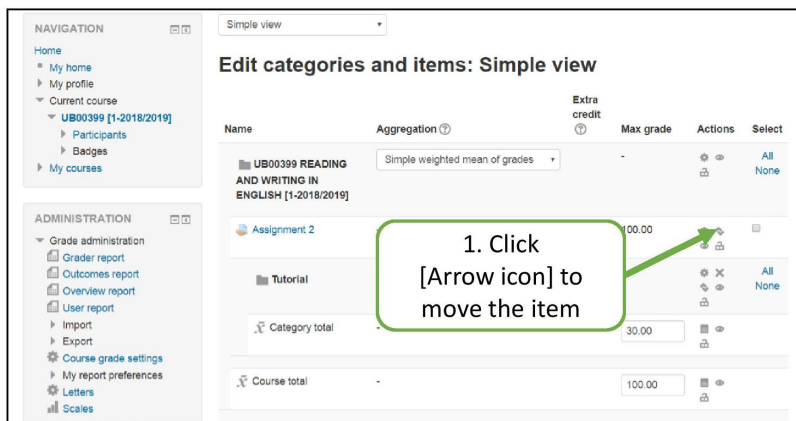


Figure 4.32: Step by step to move grade items in gradebook

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 UMS Learning Management System (LMS) interface. The breadcrumb trail at the top reads: Home > My courses > Fakultas Sains dan Sumber Alam > SB30303 [1-2017/2018] > Grade administration > Export > Excel spreadsheet.

The left sidebar contains two main sections: NAVIGATION and ADMINISTRATION. The NAVIGATION section includes links for Home, My home, My profile, Current course (SB30303 [1-2017/2018]), Participants, Badges, and My courses. The ADMINISTRATION section includes Grade administration (Grader report, Outcomes report, Overview report, User report), Import, Export (OpenDocument spreadsheet, Plain text file, Excel spreadsheet, XML file), Course grade settings, My report preferences, Letters, Scales, Categories and items, Course administration, Switch role to..., My profile settings, and Site administration.

The main content area is titled 'Export to Excel spreadsheet'. It includes an 'Options' section with the following settings:

- Include feedback in export: ☐
- Exclude suspended users: ☒
- Preview rows: 10
- Grade export display type: Real
- Grade export decimal points: 2

The 'Grade items to be included' section is highlighted with a green dashed box. It contains a list of grade items with checkboxes:

- Assignment 1: ☒
- Category total: ☒
- Lab 1: DNA extraction (Updated 30092017): ☒
- Lab 2 PCR and Electrophoresis: ☒
- Category total: ☒
- Q1: ☒
- Q2: ☒
- Q3a: ☒
- Category total: ☒
- Final Exam: ☒

A green arrow points from a callout box labeled '4. Tick grade item to be exported' to the 'Submit' button. Another green arrow points from a callout box labeled '5. Click [Submit]' to the 'Submit' button.

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

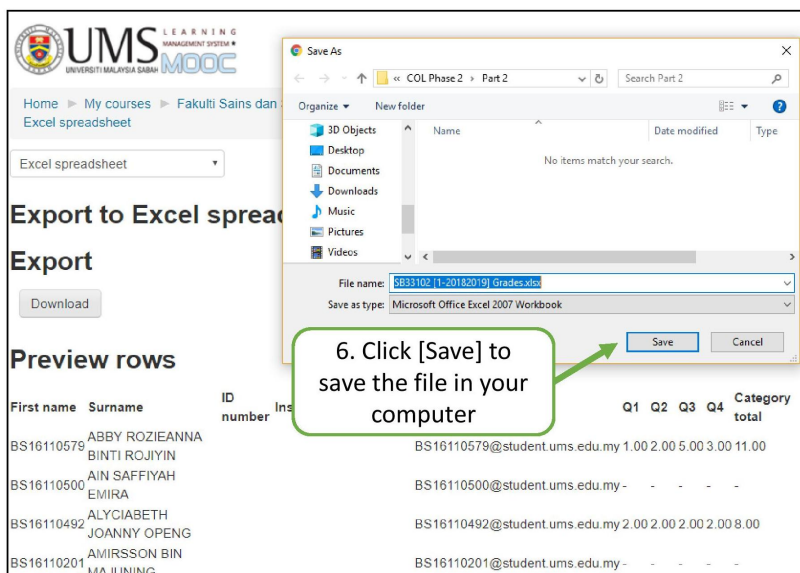


Figure 4.34: (continued) Step by step to export template for marks entry

SB33102 [1-20182019] Grades.xlsx - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do

Clipboard Font Alignment Number Styles Cells Editing

G3

	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	-	-	-	-
4	BS16110201	AMIRSSON BILMA LILIMC				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 ANUGU				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	EZONLEDAID				BS16110287@student.ums.edu.my	-	-	-	-

Enter the mark for each grade item

Ready Count: 4 100%

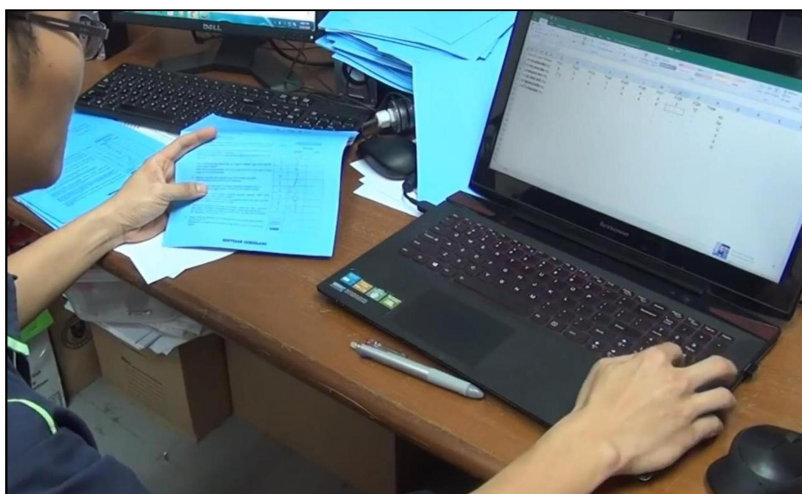


Figure 4.35: (continued) Step by step to export template for marks entry

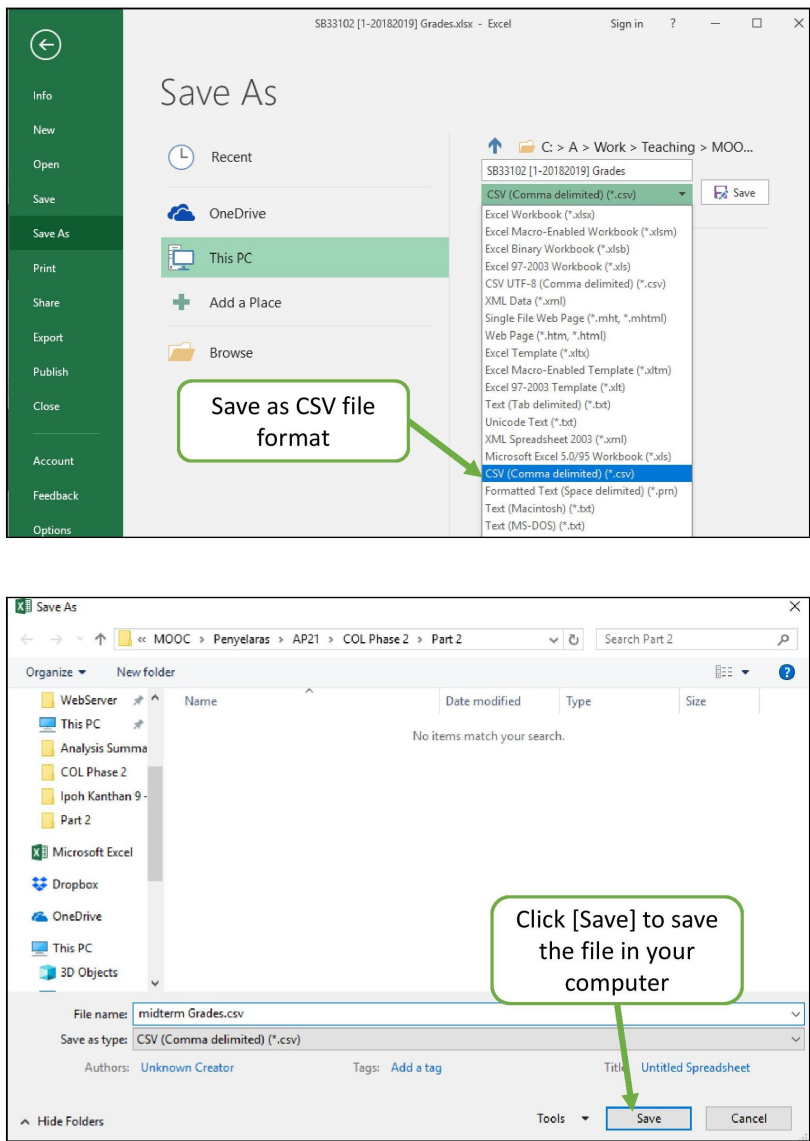


Figure 4.36: (continued) Step by step to export template for marks entry

The screenshot displays the UMS Learning Management System (LMS) interface. The top navigation bar shows the user is logged in as 'UMS LEARNING' with the URL 'www.ums.edu.sa'. The main content area is titled 'Week 1' and lists several activities: 'Course Synopsis', 'Discussion Week 1 Lecture', and 'News forum'. Below this, the interface shows 'Week 2', 'Week 3', 'Week 4', and 'Week 6', each with a 'Discussion Week X Lecture' activity. A green box highlights the '1. Click [Grades]' instruction, with an arrow pointing to the 'Grades' option in the 'Administration' menu on the left. The 'Administration' menu includes options like 'Course administration', 'Turn editing off', 'Activity chooser off', 'Test settings', 'Users', 'Unenrol me from UB00399 [1-2018/2019]', 'Filters', 'Reports', 'Groups', 'Badges', 'Backup', 'Restore', 'Import', 'Reset', 'Question bank', 'Repositories', 'Switch role to...', and 'My profile settings'. The right sidebar contains sections for 'SEARCH FORUMS', 'LATEST NEWS', 'UPCOMING EVENTS', and 'RECENT ACTIVITY'.

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

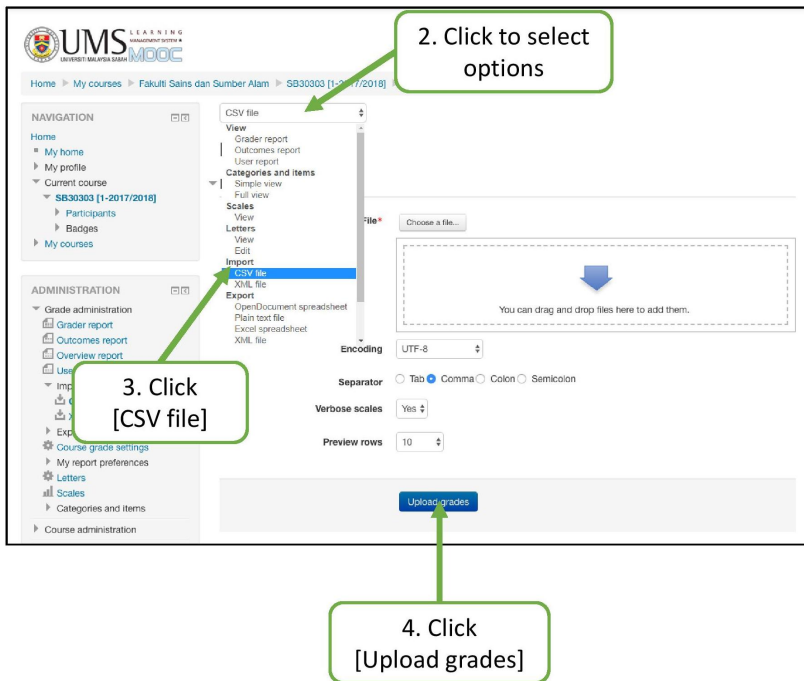


Figure 4.38: (continued) Step by step to export template for marks entry

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
BS10110500	AIN SAFFIAH EMIRA				BS10110500@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
BS10110605	CHEANG WEY KEAN				BS10110605@student.ums.edu.my
BS10110547	CHEE SHUN SHIN				BS10110547@student.ums.edu.my
BS10110631	CHENG WAI KIT				BS10110631@student.ums.edu.my

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

[Upload gradebook](#)

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

The screenshot displays the 'Import CSV' interface. At the top, there are four questions labeled Q1, Q2, Q3, and Q4. Each question has a dropdown menu currently set to 'Ignore'. A green bracket groups these dropdowns with a callout box that says '6. Click to select options for each question'. Below the questions is a list of grade items: Q1, Q2, Q3, and Q4. The Q4 item is highlighted in blue. A green arrow points from a callout box saying '7. Select grade items from Gradebook to be mapped with grade items in CSV file' to the highlighted Q4 item. At the bottom left is a blue button labeled 'Upload grades'. A green arrow points from a callout box saying '8. Click [Upload grades]' to this button. Below the main interface is a section titled 'Import CSV' with a green banner that says 'Grade import success'. At the bottom right is a grey button labeled 'Continue'. A green arrow points from a callout box saying '9. Click [Continue]' to this button.

Q1
Ignore

Q2
Ignore

Q3
Ignore

Q4
Ignore

Q1
Q2
Q3
Q4

Upload grades

8. Click [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

Import CSV

Grade import success

Continue

9. Click [Continue]

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

The screenshot displays the UMS Learning Management System interface. The top navigation bar shows the path: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]. The main content area is divided into several sections:

- PROGRESS BAR:** Shows a progress indicator and a button for 'Overview of students'.
- NAVIGATION:** A sidebar menu with links to Home, My home, My profile, Current course (UB00399 [1-2018/2019]), Participants, Badges, and My courses.
- ADMINISTRATION:** A sidebar menu with links to Course administration (Turn editing off, Activity chooser off, Edit settings), Users (Unenrol me from UB00399 [1-2018/2019]), Filters, Reports, Grades (highlighted with a green box and an arrow), Badges, Backup, Restore, Import, Export, Question bank, Repositories, Switch role to..., and My profile settings.
- Week 1:** Contains links to Course Synopsis, Discussion Week 1 Lecture, and News forum.
- Week 2:** Contains a link to Discussion Week 2 Lecture.
- Week 3:** Contains a link to Discussion Week 3 Lecture.
- Week 4:** Contains a link to Discussion Week 4 Lecture.
- Week 5:** Contains a link to Discussion Week 5 Lecture.
- Week 6:** Contains a link to Discussion Week 6 Lecture.
- SEARCH FORUMS:** A search bar with a 'Go' button and an 'Advanced search' link.
- LATEST NEWS:** A section for adding new topics, with a note that no news has been posted yet.
- UPCOMING EVENTS:** A section for adding new events, with a note that there are no upcoming events.
- RECENT ACTIVITY:** A section showing activity since Wednesday, 26 September 2018, 4:57 PM, and a list of course updates.

A green box highlights the 'Grades' link in the 'ADMINISTRATION' sidebar, with an arrow pointing to it and the text '1. Click [Grades]'.

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

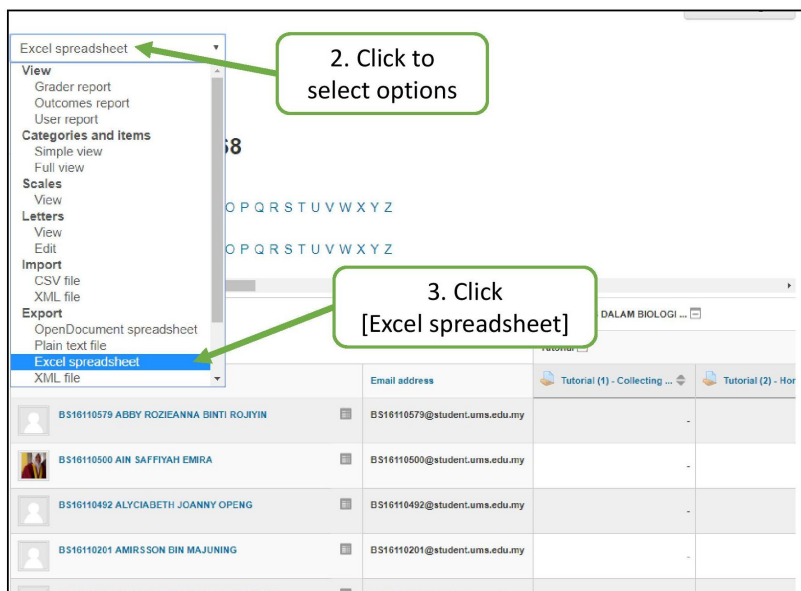


Figure 4.43: (continued) Step by step to import marks to gradebook

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).

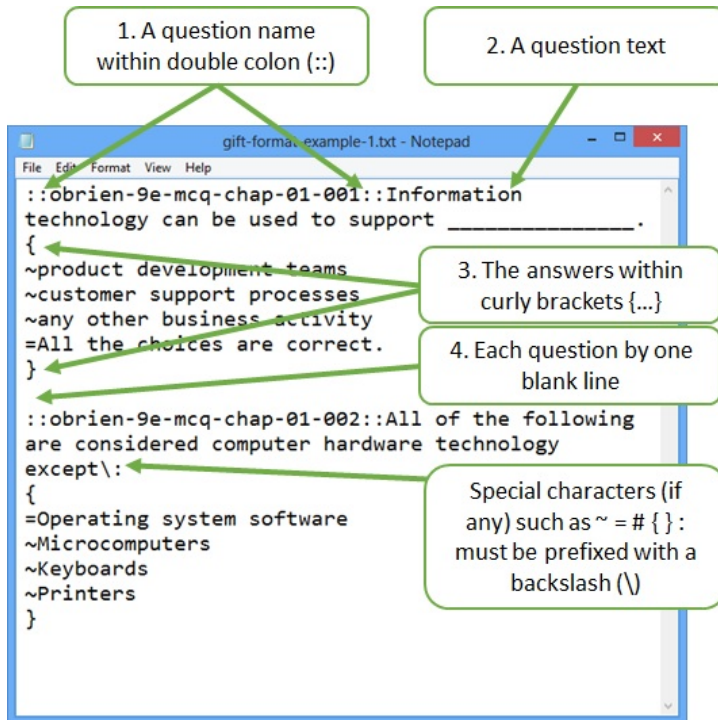


Figure 4.44: Examples of multiple choice questions in GIFT format written using a Notepad.

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.

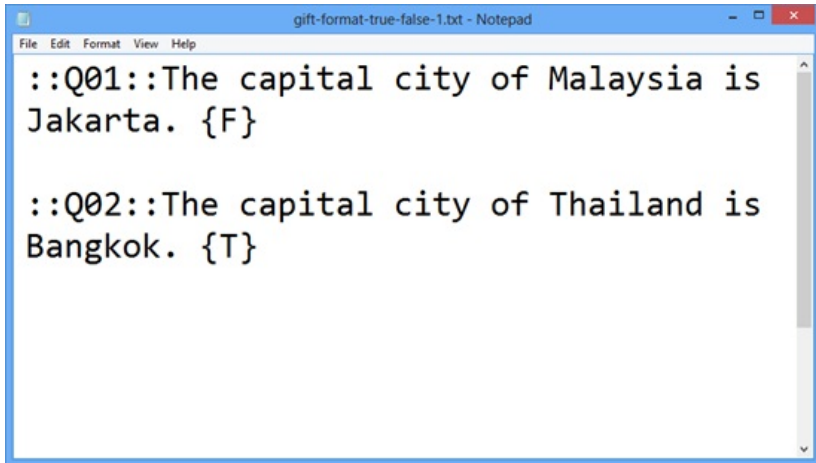


Figure 4.45: An example of True or False questions in GIFT format written using a Notepad.

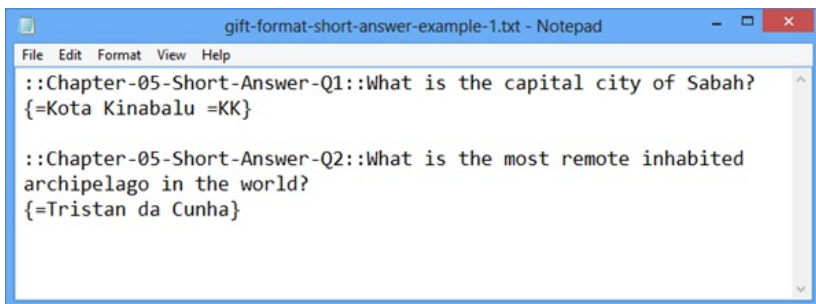


Figure 4.46: An example of short answer questions in GIFT format written using a Notepad.

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 screenshot shows the 'Import questions from file' form in SmartUMS. The form is divided into three main sections: 'File format', 'General', and 'Import questions from file'. The 'File format' section contains a list of file formats, with 'Gift format' selected. The 'General' section contains fields for 'Import category', 'Match grades', and 'Stop on error'. The 'Import questions from file' section contains a file upload area with a 'Choose a file' button and a text input field. A blue 'Import' button is at the bottom of the form. Three green callout boxes with arrows point to specific elements: '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; and '3. Click 'Import'' points to the 'Import' button.

1. Choose GIFT format

2. Choose the text file that contains questions in GIFT format

3. Click 'Import'

Import questions from file ⓘ

File format

- ☐ Aiken format
- ☐ Blackboard
- ☐ Embedded answers (Cloze)
- ☐ Examview
- ☒ Gift format
- ☐ Hot Potatoes XML format
- ☐ Learnwise format
- ☐ Missing word for
- ☐ Moodle XML format
- ☐ WebCT format

General

Import category ⓘ Default for 01082019

☒ Get category from file ⓘ Get context from file

Match grades ⓘ Error if grade not listed

Stop on error ⓘ Yes

Import questions from file

Import* Choose a file

gift-format-example-1.txt

Import

There are required fields in this form marked *

Figure 4.47: Step by step to import questions

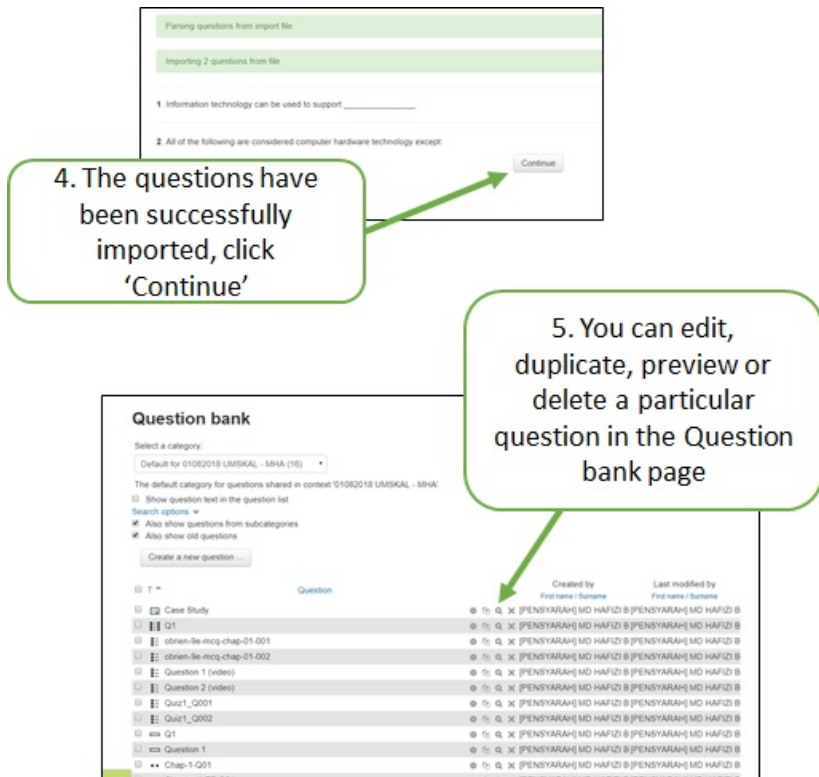


Figure 4.48: (continued) Step by step to import questions

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.*”

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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>

eISBN 978-967-17014-1-6



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