

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 sitting on towels or blankets. The bottom portion of the image is dominated by dense, lush green tropical vegetation, including a prominent palm tree in the center. The overall scene is bright and vibrant, suggesting a sunny day at a beautiful coastal location.

# 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

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



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A list of video tutorials for most of the tools described in this book can be found here: <http://smart2.ums.edu.my/course/view.php?id=8647>. Please send your feedback to [thorseng@ums.edu.my](mailto:thorseng@ums.edu.my), [mdhafizi@ums.edu.my](mailto:mdhafizi@ums.edu.my), [muhadir@ums.edu.my](mailto:muhadir@ums.edu.my).



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# Contents

<b>1</b>	<b>Overview of this book</b>	<b>3</b>
<b>2</b>	<b>Why SmartUMS</b>	<b>5</b>
<b>3</b>	<b>Part 1: Basic Settings</b>	<b>7</b>
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
<b>4</b>	<b>Part 2: TIPS TO IMPROVE YOUR COURSE</b>	<b>97</b>
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
<b>5</b>	<b>Closing Remarks</b>	<b>149</b>

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



# Chapter 1

## Overview of this book

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

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



## Chapter 2

# Why SmartUMS

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

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

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



# Chapter 3

## Part 1: Basic Settings

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

### 3.1 Before you start

#### 3.1.0.1 Login to SmartUMS

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

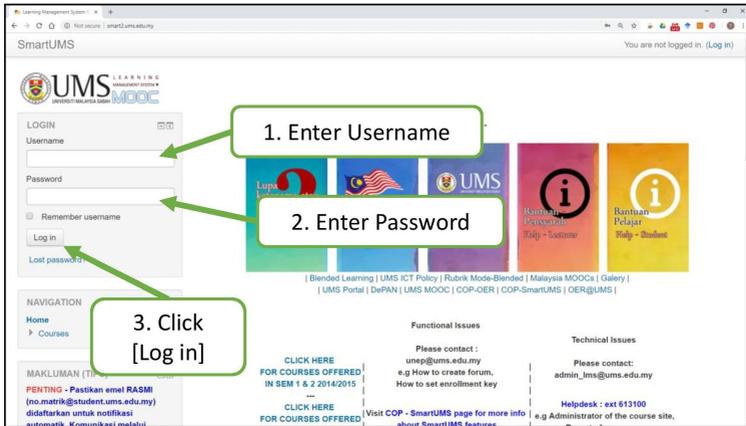


Figure 3.1: Login to SmartUMS

### 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](mailto: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.

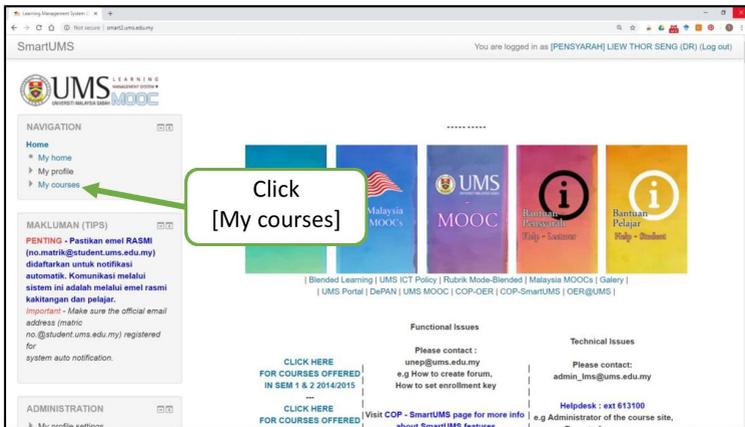


Figure 3.2: Check your course in SmartUMS



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.

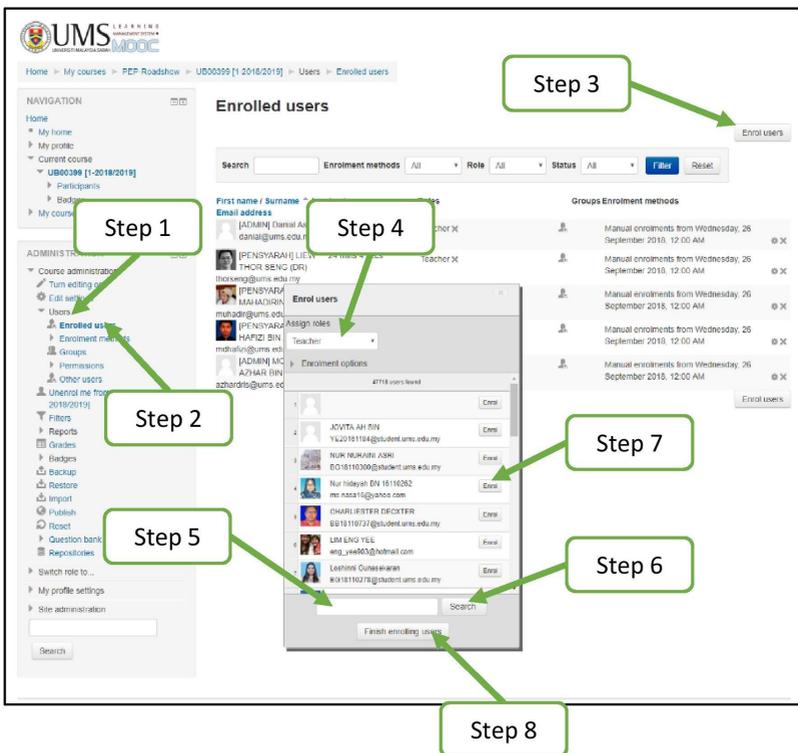


Figure 3.4: The 8 steps to enrol the other lecturer to the course



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

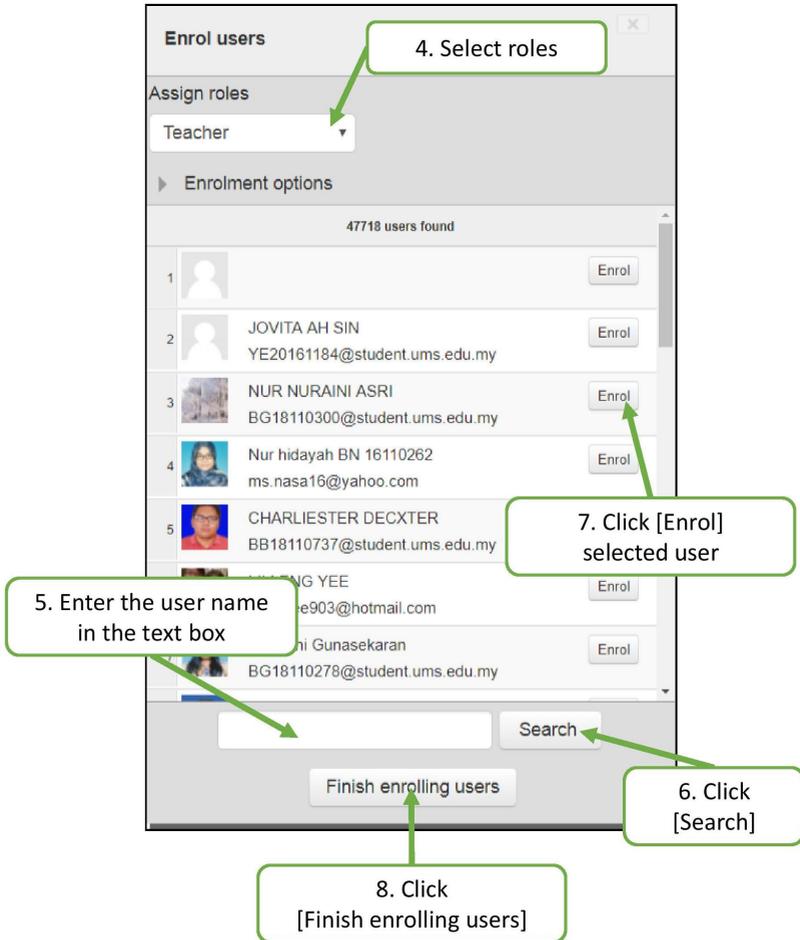


Figure 3.6: (continued) Step-by-step to enrol the other lecturer to the course

## **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 for the course UB00399 [1-2018/2019]. The main content area shows a weekly structure with Week 1, Week 2, Week 3, Week 5, and Week 6. Each week includes a 'Discussion Week' and a 'Lecture' activity. The left sidebar contains several navigation and administration panels:

- PROGRESS BAR:** Shows a progress indicator and an 'Overview of students' button.
- NAVIGATION:** Lists 'Home', 'My profile', 'Current course' (UB00399 [1-2018/2019]), 'Participants', 'Badges', and 'My courses'.
- ADMINISTRATION:** Contains a 'Course administration' section with options: 'Turn editing off', 'Activity chooser off', 'Edit settings', 'Users', 'Unenrol me from UB00399 [1-2018/2019]', 'Filters', 'Reports', 'Grades', 'Badges', 'Backup', 'Restore', 'Import', 'Publish', 'Reset', 'Question bank', and 'Repositories'. A green box highlights the 'Import' option, with an arrow pointing to it from a text box that says '1. Click [Import]'.
- SEARCH FORUMS:** Includes a search input field, a 'Go' button, and a link to 'Advanced search (?)'.
- LATEST NEWS:** Shows 'Add a new topic...' and a note that 'No news has been posted yet!'.
- UPCOMING EVENTS:** Shows 'There are no upcoming events' and a link to 'Go to calendar...'.
- RECENT ACTIVITY:** Shows 'Activity since Wednesday, 26 September 2018, 4:37 PM' and a link to 'Full report of recent activity...'.

The 'ADD A BLOCK' section at the bottom left has an 'Add...' dropdown menu.

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

**Find a course to import data from:**

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

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

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

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

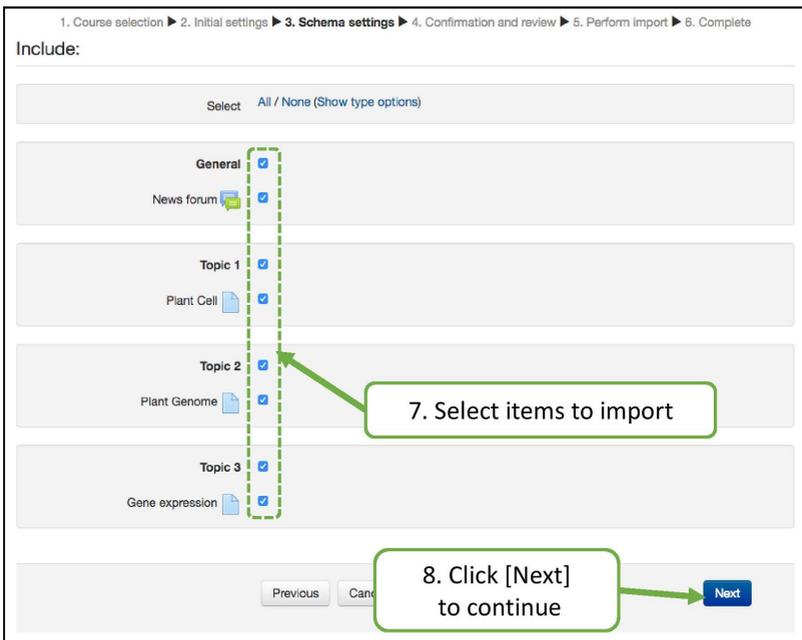
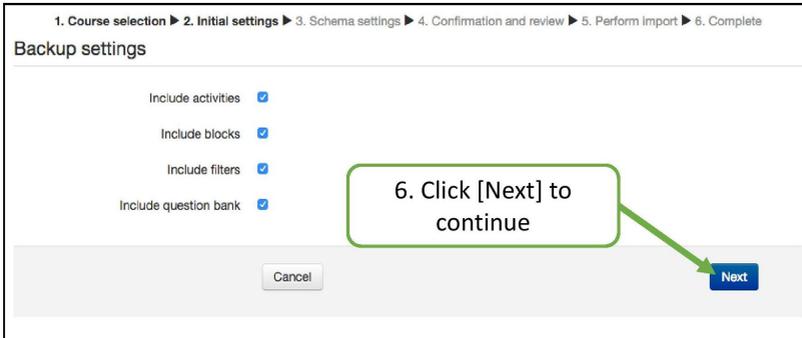


Figure 3.9: (continued) Step-by-step to import the course content

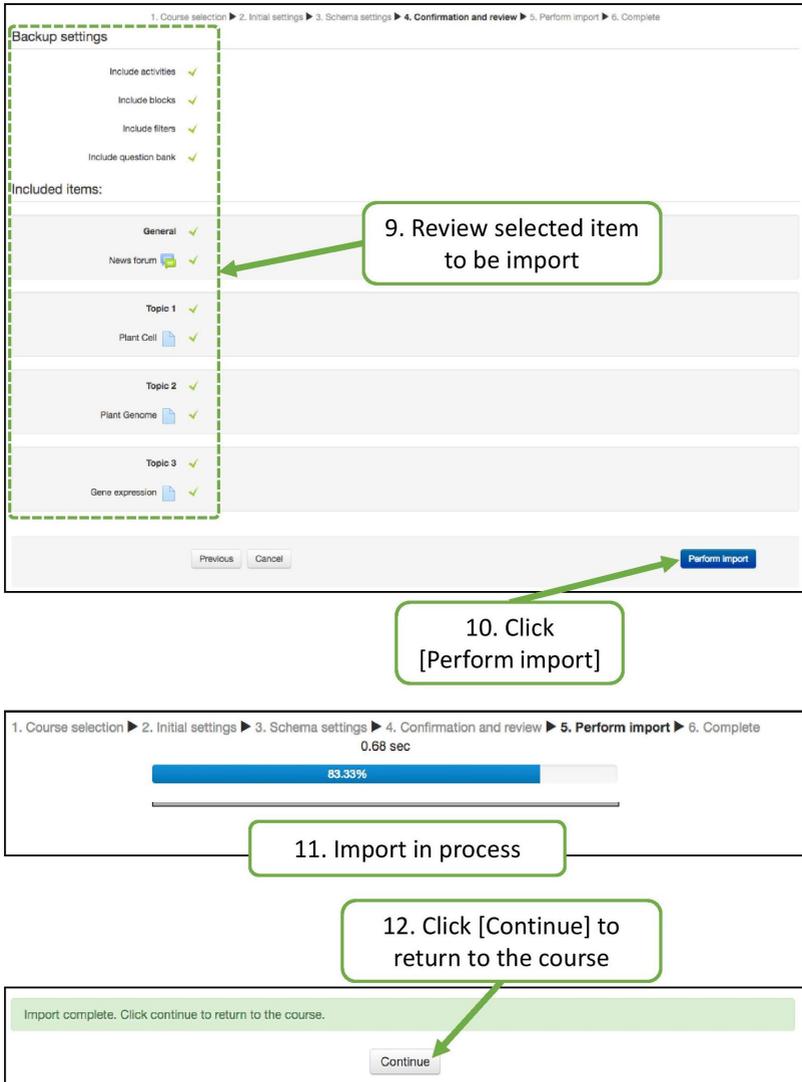


Figure 3.10: (continued) Step-by-step to import the course content

### 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

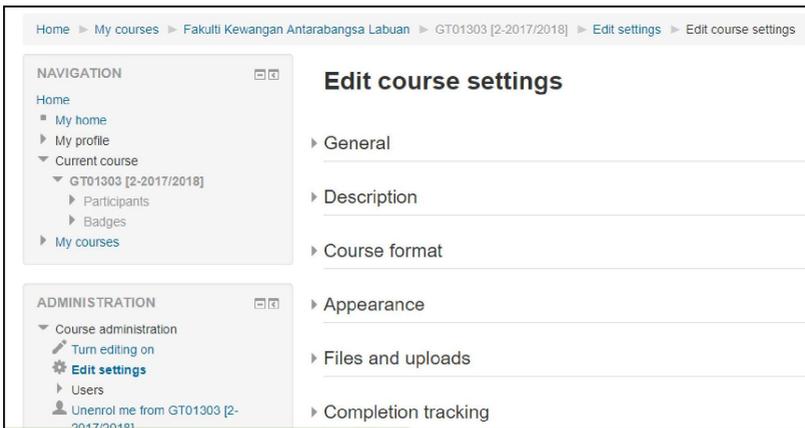


Figure 3.11: Step-by-step to do course settings

### Phase 1- Course Settings

#### Step 1 to Step 4 – Course administration: Course Settings

#### Edit Course Settings Overview

The screenshot shows the 'Edit course settings' interface for a course titled 'UB00399 [1-2018/2019]'. The page is divided into several sections, with green callouts and arrows indicating the following steps:

- Step 1:** Points to the 'Edit settings' link in the left-hand 'ADMINISTRATION' sidebar.
- Step 2:** Points to the 'General' section header.
- Step 3:** Points to the 'Course short name' input field.
- Step 4 & 5:** Points to the 'Course summary files' upload area.
- Step 6 & 7:** Points to the 'Files and uploads' section.
- Step 8:** Points to the 'Save changes' button at the bottom of the form.

Other visible sections include 'Description' with a rich text editor, 'Course format', 'Appearance', 'Completion tracking', 'Guest access', 'Groups', and 'Role renaming'. The 'Save changes' button is highlighted in blue.

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

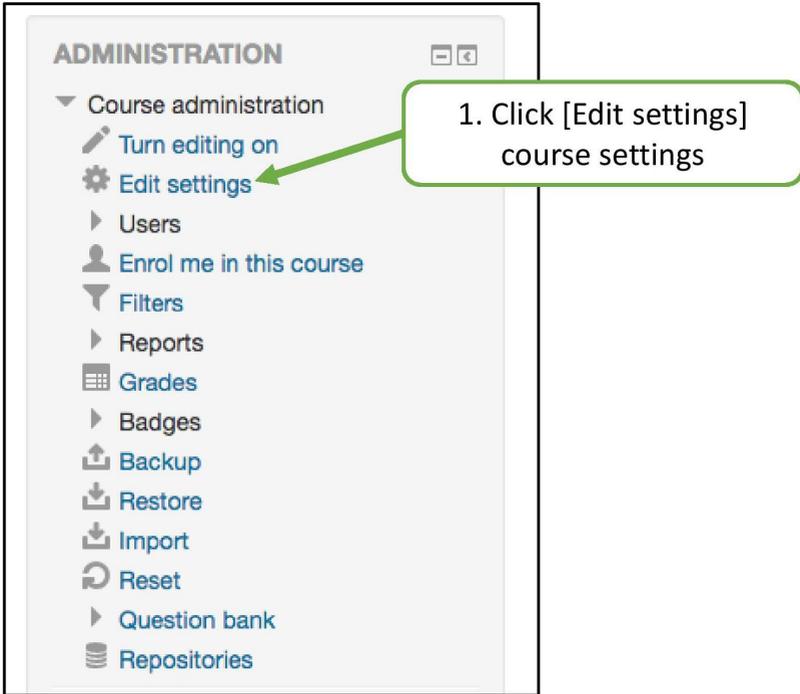


Figure 3.13: (continued) Step-by-step to do course settings

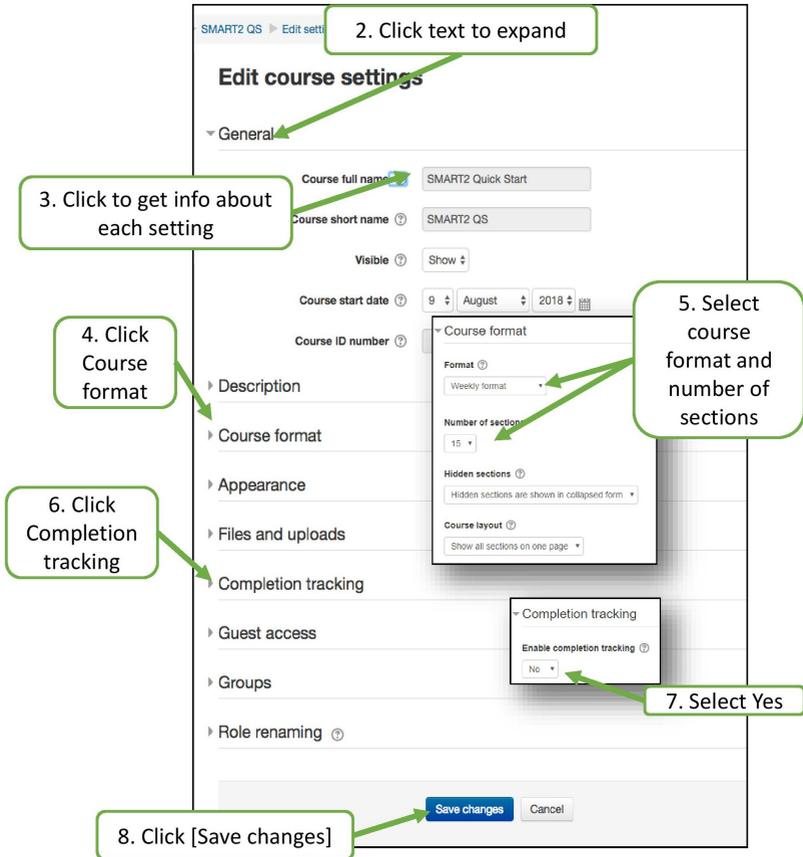


Figure 3.14: (continued) Step-by-step to do course settings

### 3.2.1.3 Section Settings

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

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

---

## WEEK 4 - Mapping and navigation & Storing GIS information

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

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

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

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

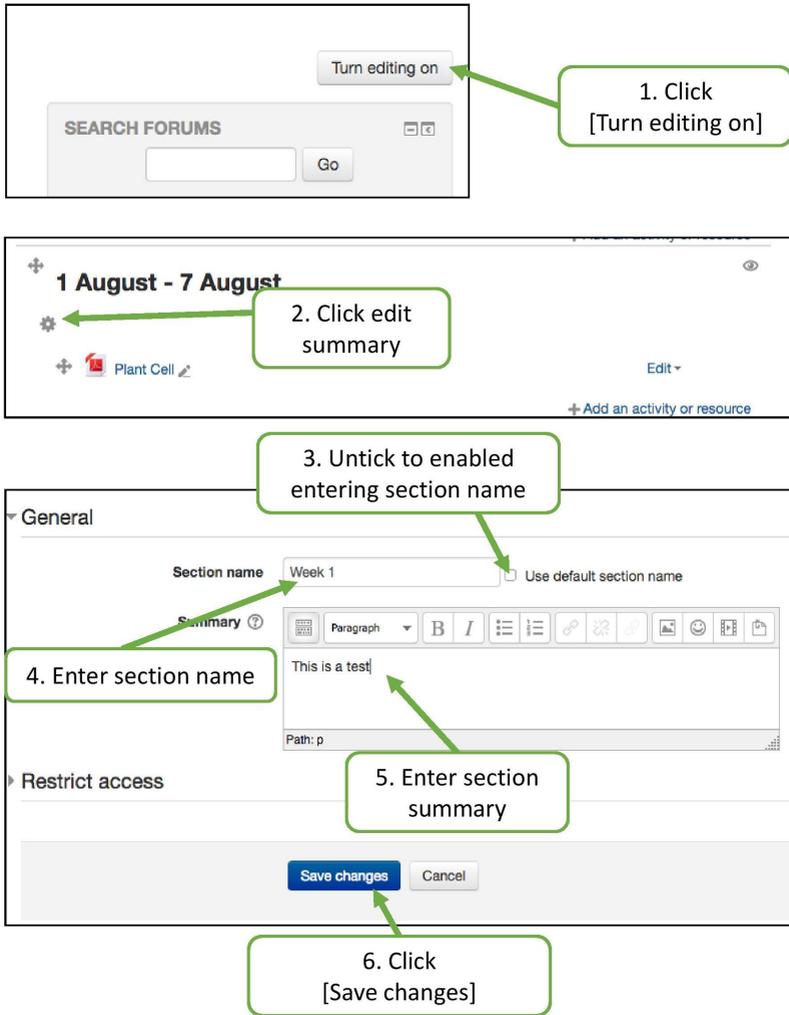


Figure 3.16: Step-by-step to do section settings

### 3.2.1.4 Uploading Learning Resources

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

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

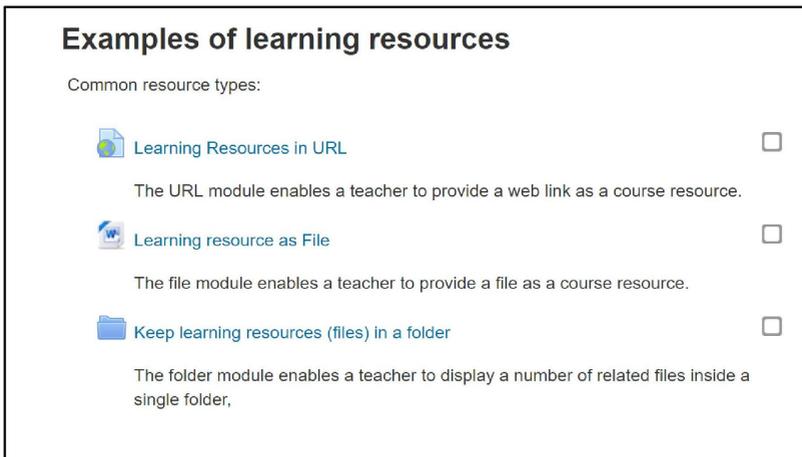


Figure 3.17: Examples of different types of learning resources

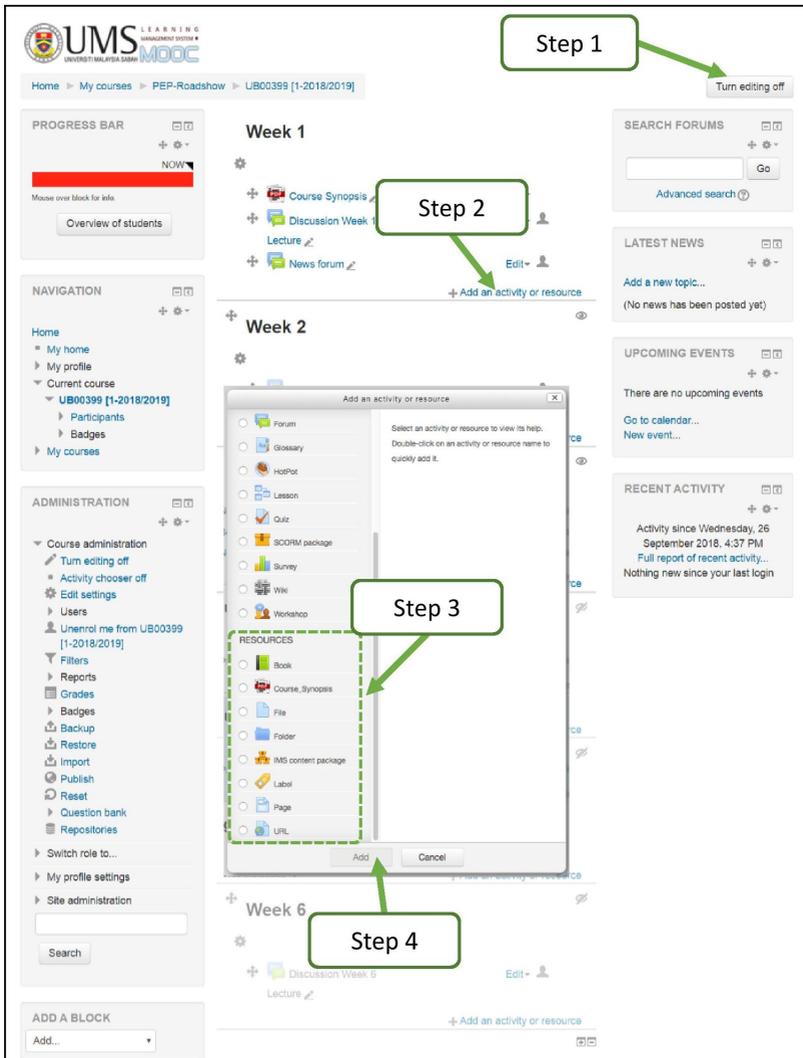


Figure 3.18: The 6 steps to upload learning resources

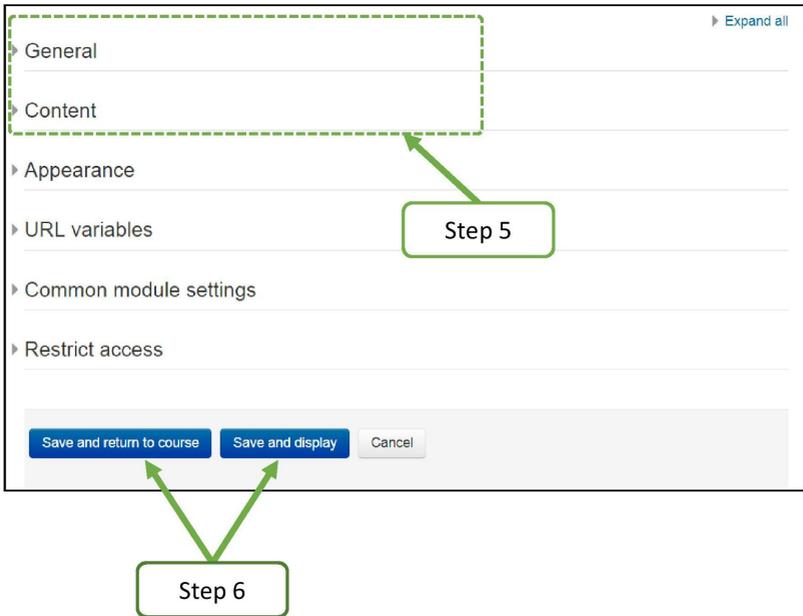


Figure 3.19: (continued) The 6 steps to upload learning resources



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

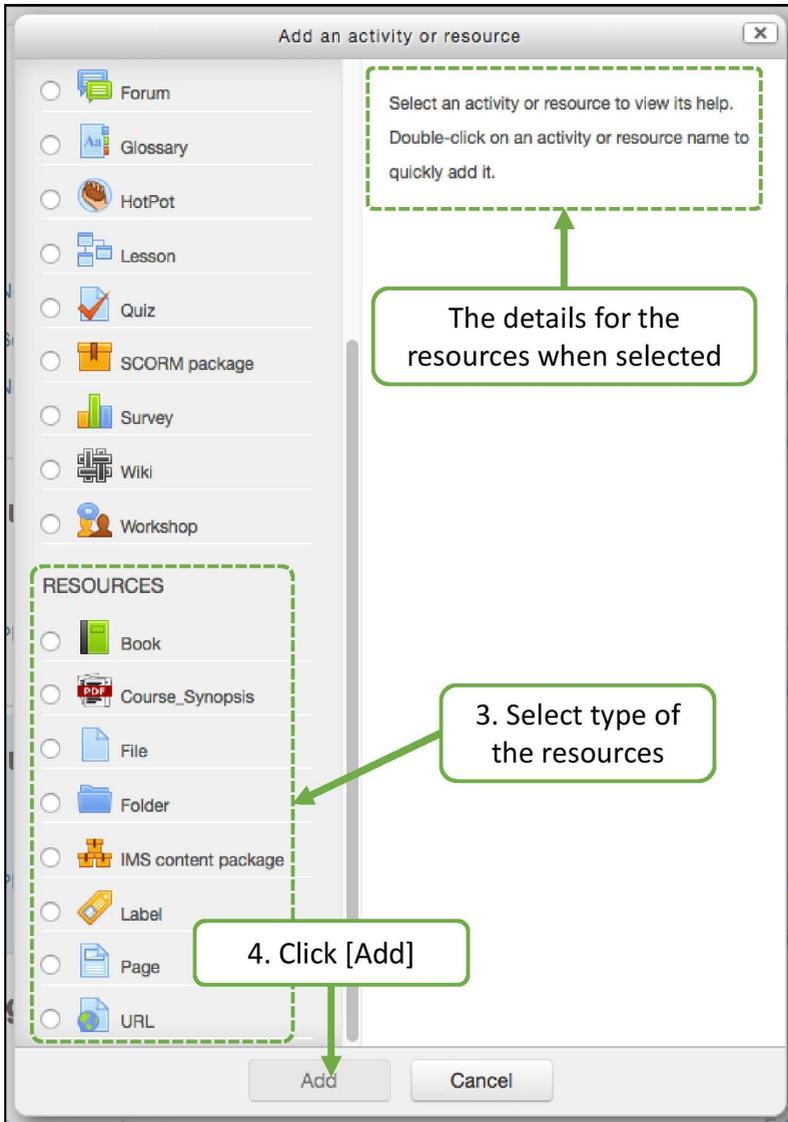


Figure 3.21: (continued) Step-by-step to upload learning resources

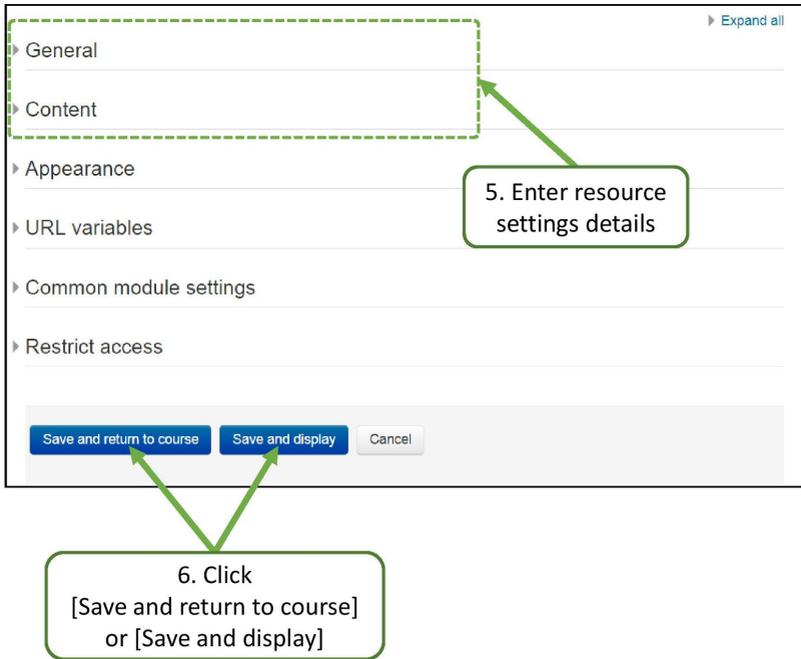


Figure 3.22: (continued) Step-by-step to upload learning resources

### 3.2.1.5 Designing and Creating Activities: Forum, Assignment and Quiz

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

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

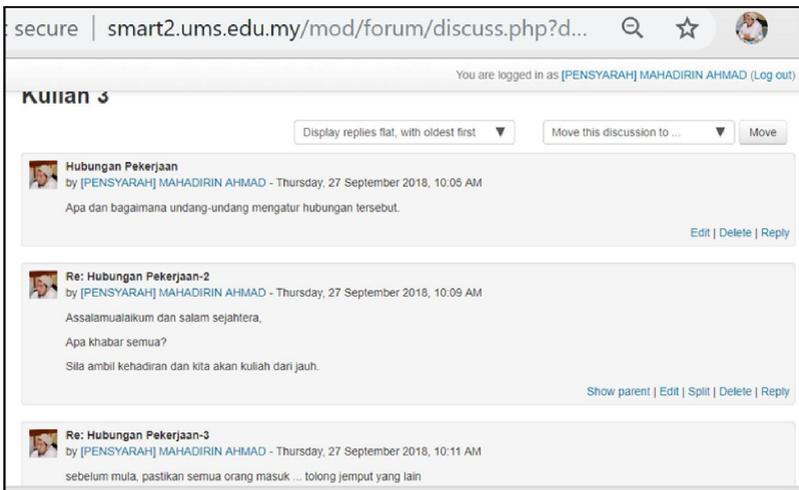


Figure 3.23: Example of forums



Figure 3.24: Add a forum

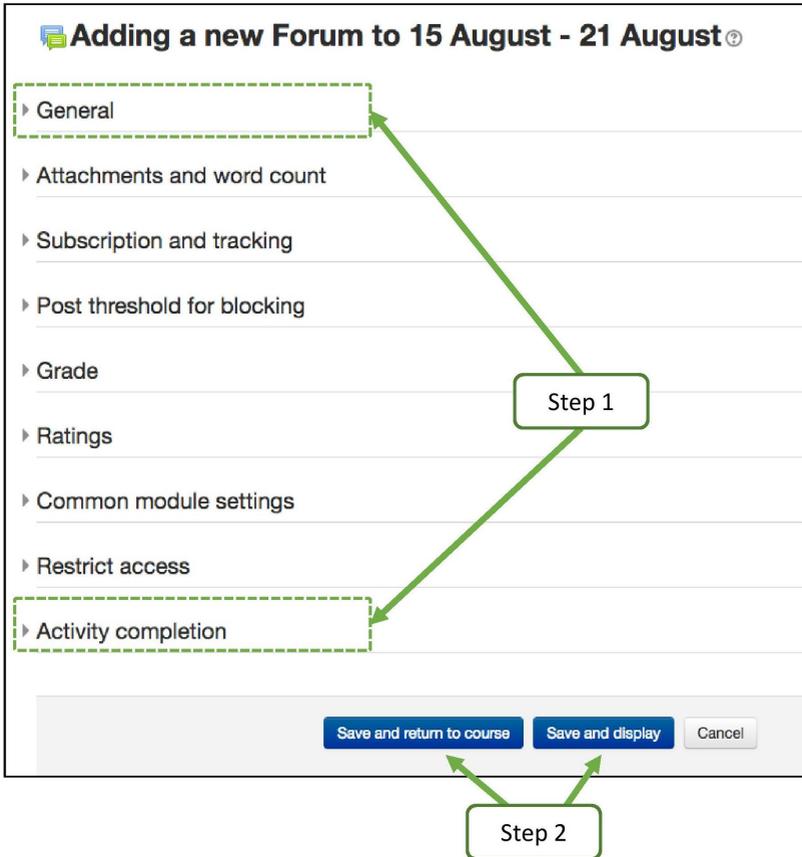


Figure 3.25: Step by step to setup a forum



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

**\*Paired sample test\***

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

#### Grading summary

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

[View/grade all submissions](#)

#### Submission status

Group	Default group
Attempt number	This is attempt 1.

Figure 3.27: Example of an assignment submission interface

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

Grading action  
Choose...

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

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

Figure 3.28: Manage submission of assignments by using SmartUMS



Figure 3.29: Add an assignment

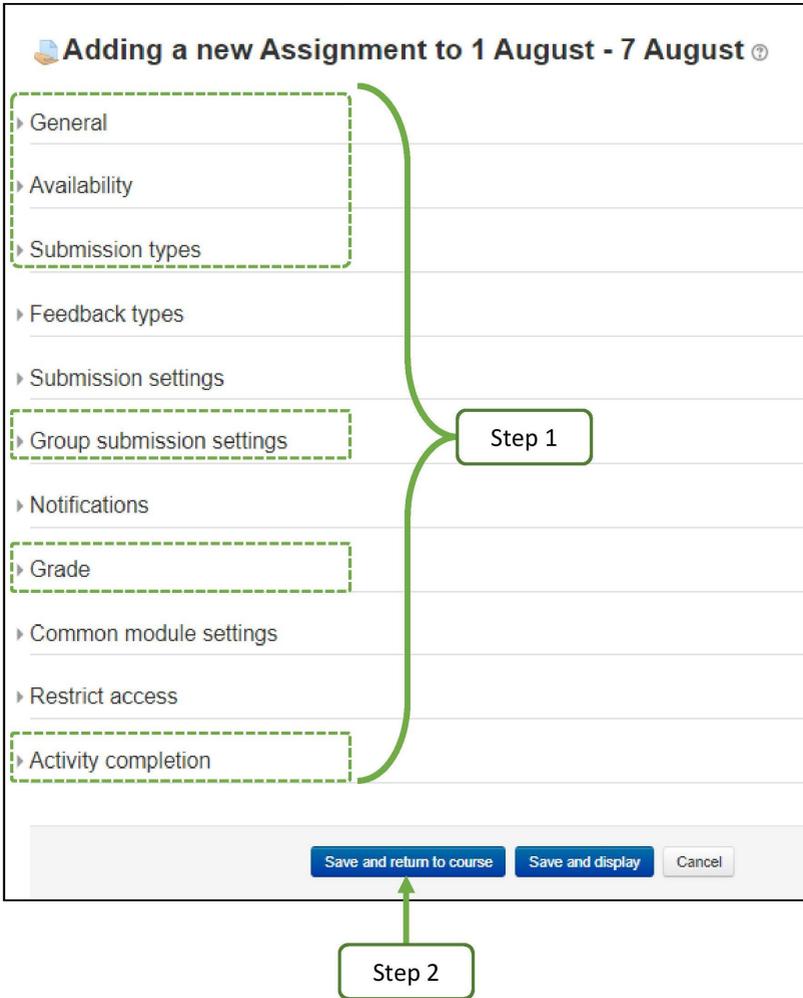


Figure 3.30: Step by step to setup an assignment

▼ General

Assignment name\*

Description\*   
 Paragraph **B** *I*   
 Assignment   
 Path: p

Display description on course page

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

▼ Availability

Allow submissions from       Enable

Due date       Enable

Cut-off date       Enable

Always show description

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

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

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

Submission types

Submission types  Online PoodLL  File submissions  Online text

PoodLL Rec. Type: MP3 Voice Recorder

PoodLL Rec. Time Limit: 0

PoodLL Whiteboard Back

PoodLL WhiteBoard Size: 320x320

Maximum number of uploaded files: 1

Maximum submission size: Activity upload limit (10MB)

Word limit:   Enable

1. Tick [File submissions]

2. Select maximum number of uploaded files

Group submission settings

Students submit in groups: No

Require all group members submit: No

Grouping for student groups: None

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

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

Grade

Grade ? Type Point

Scale Separate and Connected ways of knowing

Maximum points 5

Grading method ? Rubric

Grade category ? Uncategorised

Blind marking ? No

Use marking workflow ? No

Use marking allocation ? No

Maximum points

Activity completion

Completion tracking ? Show activity as complete when conditions are met

Require view  Student must view this activity to complete it

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

Student must submit to this activity to complete it

Expect completed on ? 14 August 2018  Enable

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

## Advanced grading: Rubric Settings

**Advanced grading: Assignment 2 (Submissions)**

Change active grading method to ⓘ Rubric

1. Click to define new grading

Define new grading form from scratch

Create new grading form from a template

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

2. Enter rubric name and description

Name: Rubric Assignment 1

Description: Rubric Assignment 1

Path: p

3. Enter criterion name

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

4. Enter condition

5. Enter mark for each condition

6. Click [Save rubric and make it ready]

Click [Add level] to add more mark condition

Click [Add criterion] to add more criterion

Save rubric and make it ready

Save as draft

Cancel

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

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

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

### **Establishing Question Bank**

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

The screenshot shows the 'Edit categories' interface in the UMS LMS. The breadcrumb trail is: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019] > Question bank > Categories. The left sidebar contains 'NAVIGATION' and 'ADMINISTRATION' menus. The main content area is titled 'Edit categories' and lists three category levels: 'Course', 'Category', and 'System'. Below this is the 'Add category' form, which includes a 'Parent category' dropdown, a 'Name' text input, a 'Category info' rich text editor, and a 'Path' text input. Five green callout boxes with arrows point to specific elements: Step 1 points to 'Question bank' in the sidebar; Step 2 points to 'Categories' in the sidebar; Step 3 points to the 'Name' input field; Step 4 points to the 'Category info' editor; and Step 5 points to the 'Add category' button at the bottom of the form.

Figure 3.35: The 5 steps to establish question bank

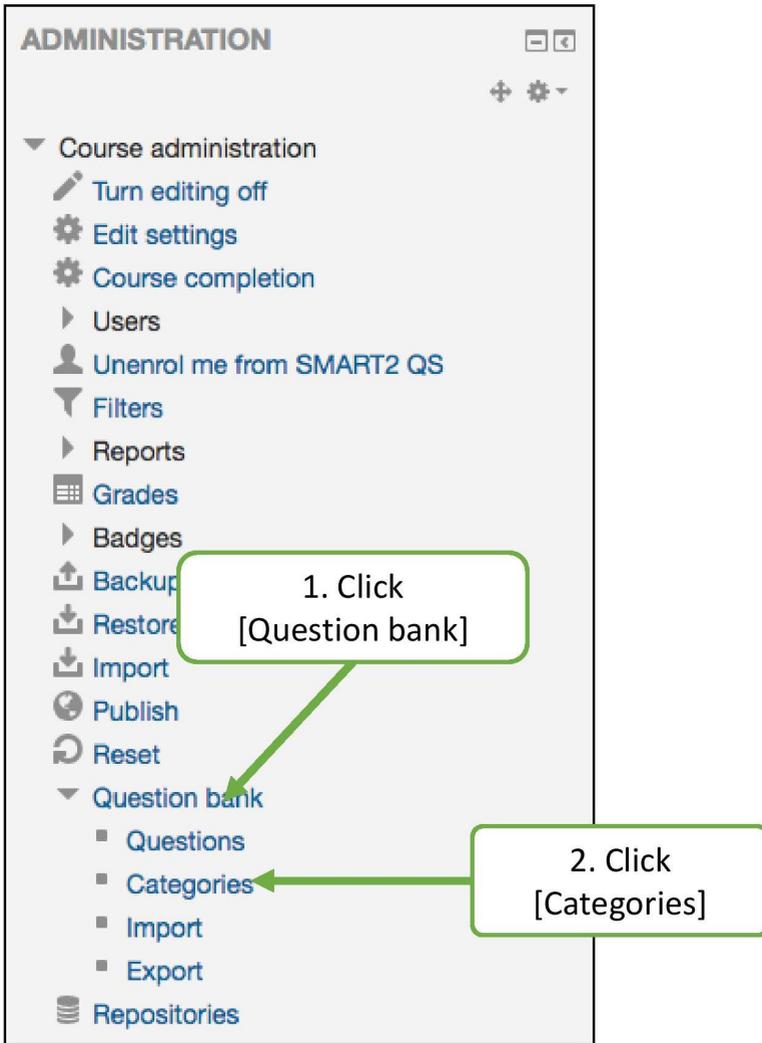


Figure 3.36: Step by step to setup a question bank

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 callout box with the text "3. Enter category name" has an arrow pointing to this input field. Underneath the name field is a "Category Info" section, which includes a rich text editor toolbar with options like Paragraph, Bold, Italic, and Bulleted List, followed by a large text area. A green callout box with the text "4. Enter category info" has an arrow pointing to the text area. At the bottom of the form, there is a "Path: p" label and a blue "Add category" button. A green callout box with the text "5. Click [Add category]" has an arrow pointing to the button.

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

### Creating Quiz Question

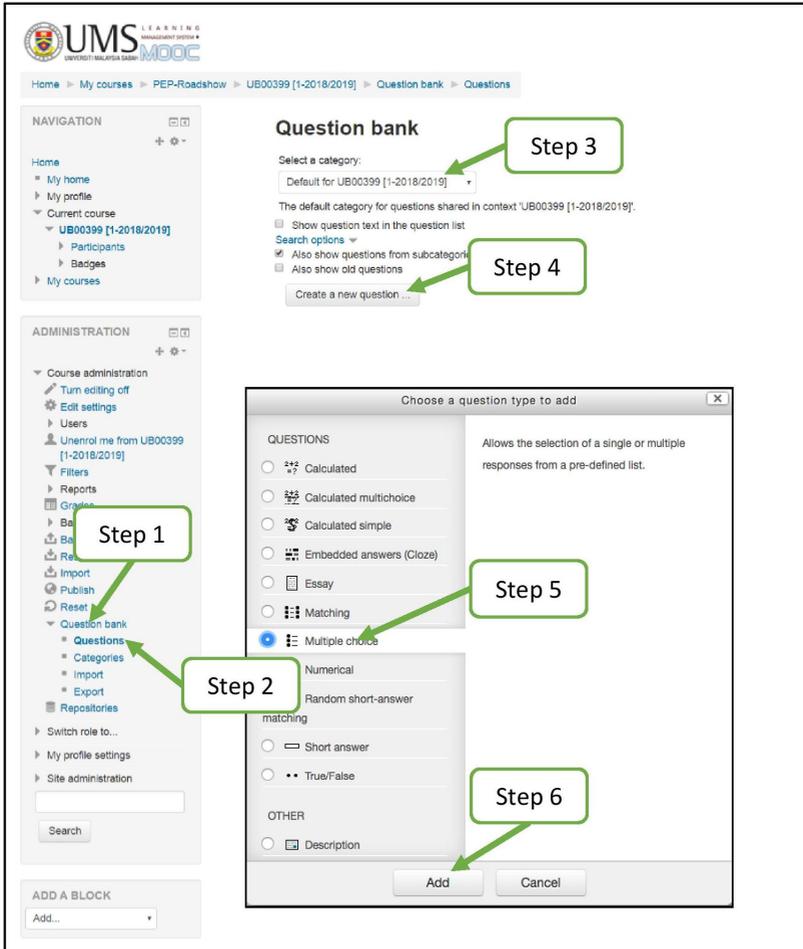


Figure 3.38: The 12 steps to create a question

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

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

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

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

**ADD A BLOCK:** Add...

**Main Question Editing Area:**

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

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

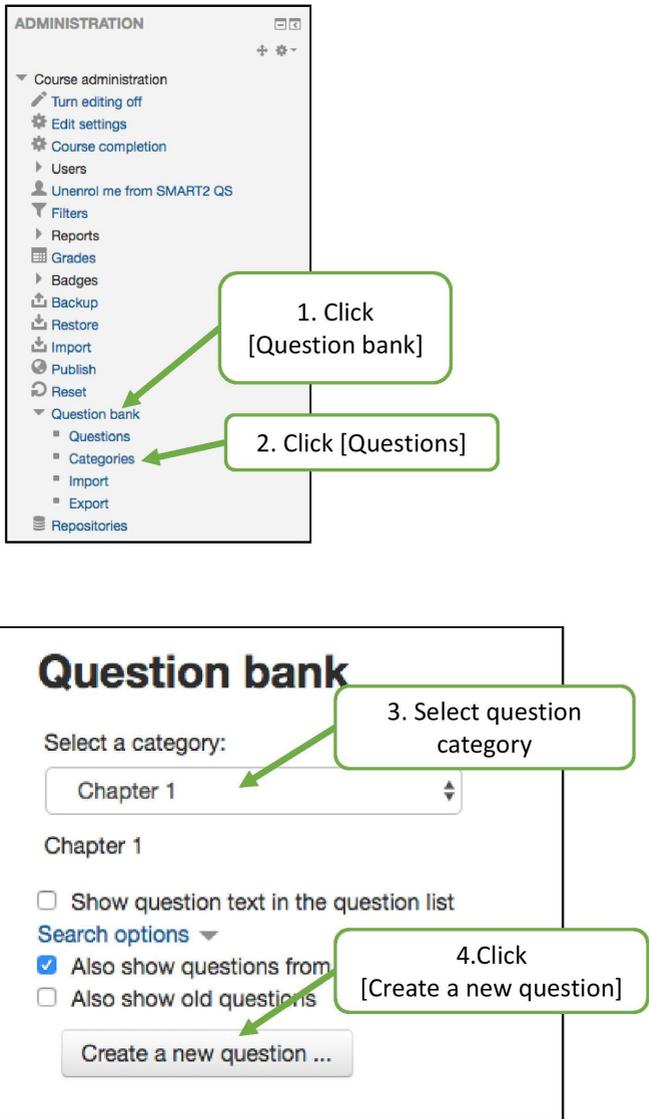


Figure 3.40: Step by step to setup a quiz question

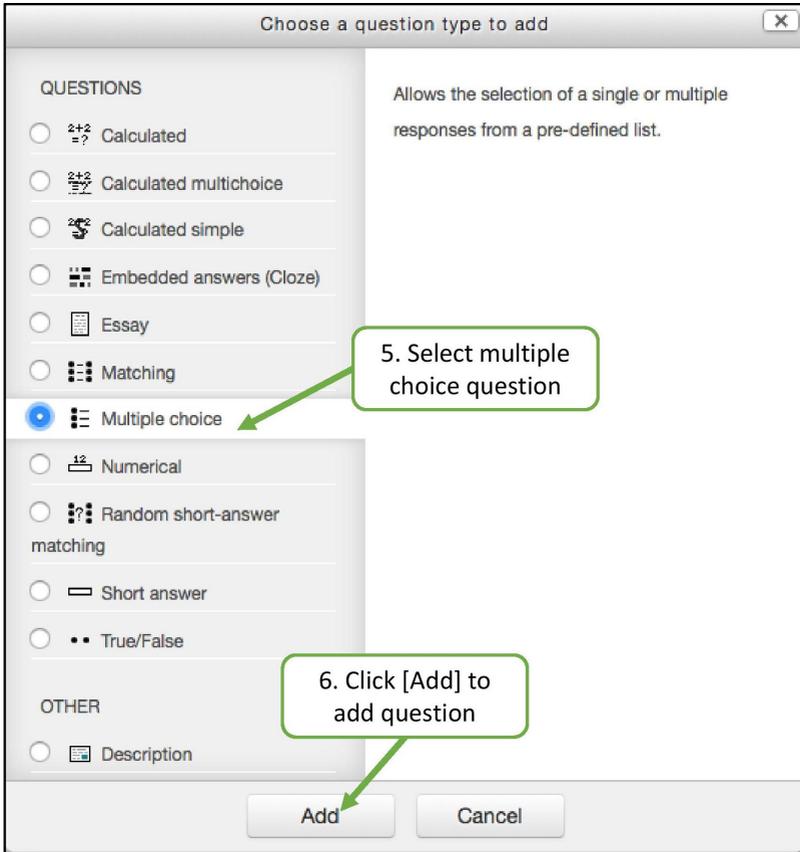


Figure 3.41: (continued) Step by step to setup a quiz question

### Adding a Multiple choice question

General

Category: Chapter 1

Question name\*: Q1

Question text\*: Moodle is an acronym for

Default mark\*: 1

General feedback: Path: p

One or multiple answers?: One answer only

Shuffle the choices?:

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

7. Enter question name

8. Enter question text

9. Enter mark for question

10. Select one or multiple answers

Answers

Choice 1

Correct Answer

Grade: 100%

Feedback: Path: p

11. Enter answer choices

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

13. Click [Save changes] to save

Save changes Cancel

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

## Creating a Quiz

The screenshot displays the UMS Learning Management System interface. The top navigation bar shows the course path: Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019]. The main content area is divided into sections for Week 1 and Week 2. Week 1 contains activities: Course Synopsis, Discussion Week, Lecture, and News forum. Week 2 is currently empty. A modal window titled "Add an activity or resource" is open, showing a list of activity types. The "Quiz" option is selected and highlighted with a dashed green box. The "Add" button at the bottom of the modal is also highlighted with a green box. Four green callout boxes with arrows indicate the steps: Step 1 points to the "Turn editing off" button in the top right; Step 2 points to the "+ Add an activity or resource" button below the Week 1 list; Step 3 points to the "Quiz" option in the modal; and Step 4 points to the "Add" button in the modal.

Figure 3.43: Add a quiz activity

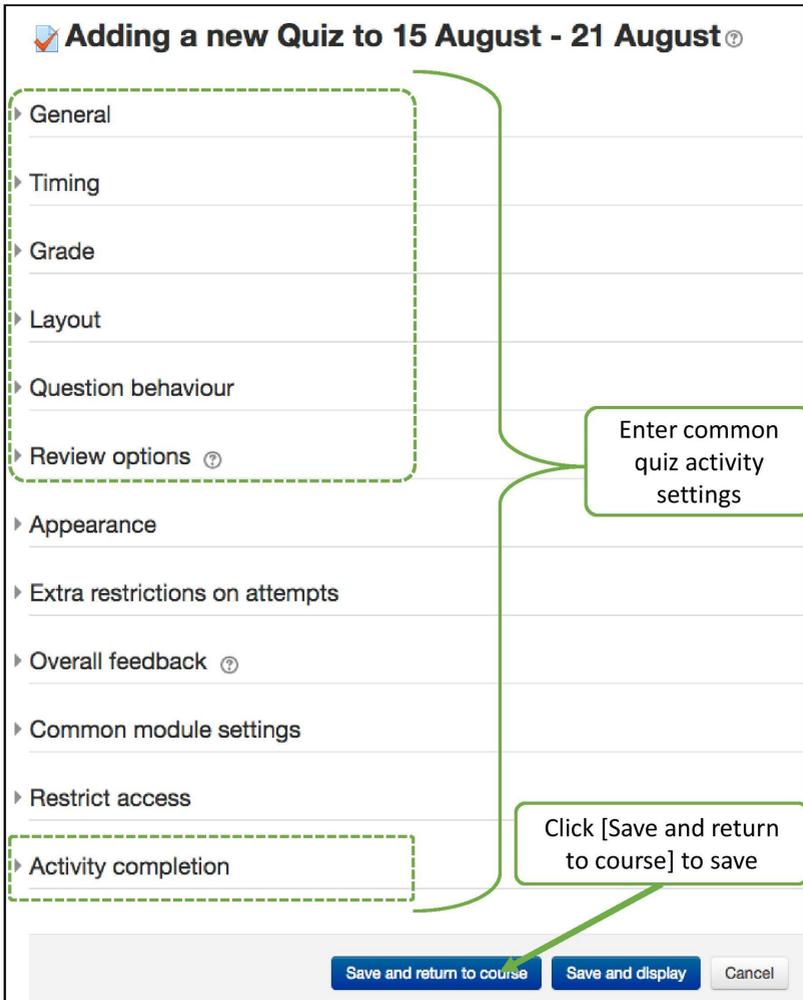


Figure 3.44: Step by step to create a quiz

▼ General

**Name\***

**Description**

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

Quiz 1

Path: p

**Display description on course page**

▼ Timing

**Open the quiz**       Enable

**Close the quiz**       Enable

**Time limit**    Enable

**When time expires**

**Submission grace period**    Enable

▼ Grade

**Grade category**

**Attempts allowed**

**Grading method**

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

**Layout**

**Question order** As shown on the edit screen ▾

**New page** ⓘ Every question ▾

**Navigation method\*** ⓘ Free ▾

[Show less...](#)

---

**Review options** ⓘ

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

---

**Activity completion**

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

**Require view**  Student must view this activity to complete it

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

**Expect completed on** ⓘ 15 ▾ August ▾ 2018 ▾  Enable

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

## Adding Questions to a Quiz

**1 August - 7 August**

Plant Cell

Quiz 1

1. Click quiz

Edit

Edit

+ Add an activity or resource

**Quiz 1**

Quiz 1

Attempts allowed: 1

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

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

Time limit: 30 mins

No questions have been added yet

Edit quiz

Back to the course

**ADMINISTRATION**

Quiz administration

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

2. Click [Edit quiz]

2. Click [Edit quiz]

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

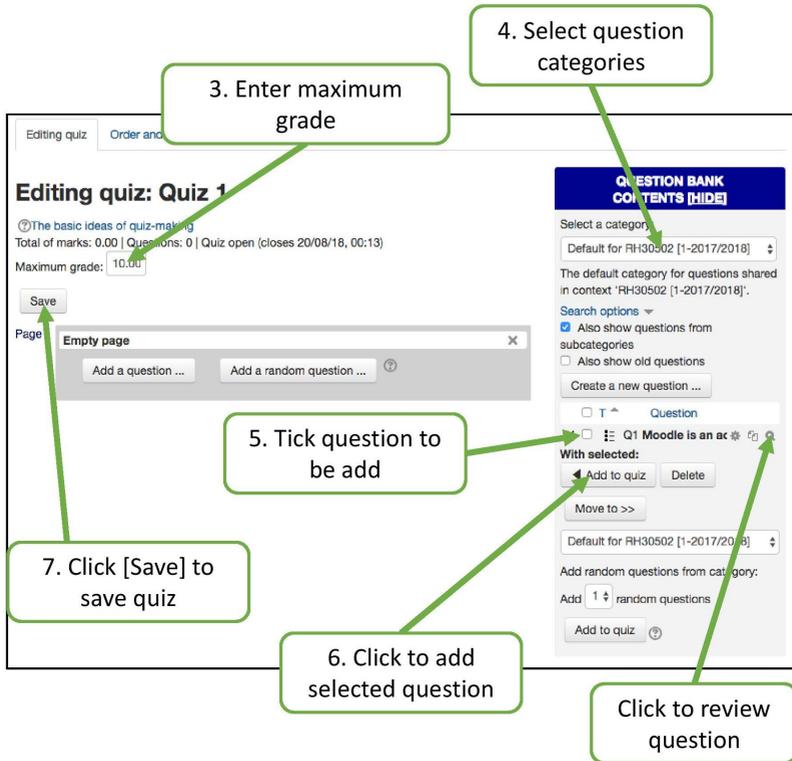


Figure 3.48: (continued) Step by step to add questions to a quiz

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

## **3.2.2 During Semester**

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

### **3.2.2.1 Student Enrolment**

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

### **3.2.2.2 Student Groups**

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

## Grouping Students Manually

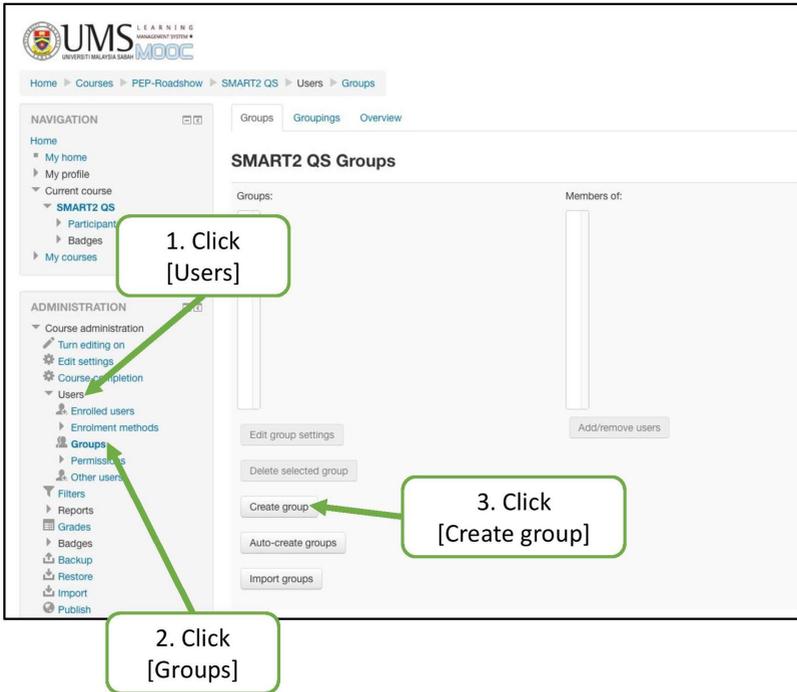


Figure 3.49: Step by step to grouping students manually

UMS LEARNING MOOC

Home > My courses > PEP-Roadshow > UB00399 [1-2018/2019] > Users > Groups > Participants > Groups > Create group

NAVIGATION

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

ADMINISTRATION

- Course administration
  - Turn eolting on
  - Edit settings
- Users
  - Enrolled users
  - Enrolment methods
- Groups
- Permissions
  - Other users
- Unenrol me from UB00399 [1-2018/2019]
- Filters
  - Reports
  - Grades
    - Badges
  - Backup
  - Restore
  - Report
  - Reset
  - Question bank
  - Repositories
- Switch
- My p

General

Group name\*

Group ID number

Group description

Enrolment key  Unmask

Hide picture No

New picture  Maximum size for new files: 60MB

You can drag and drop files here to add them.

Save changes Cancel

There are required fields in this form marked \*.

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

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

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

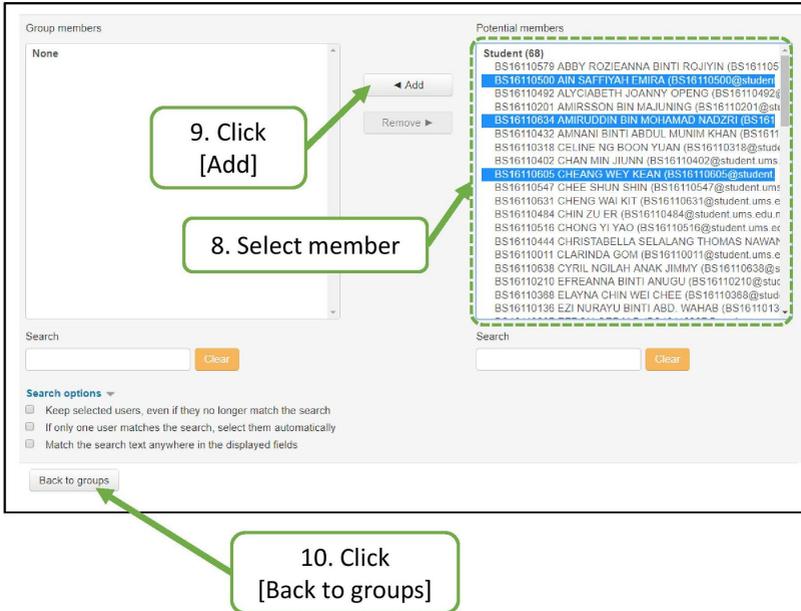


Figure 3.52: (continued) Step by step to grouping students manually

## Grouping Students Automatically

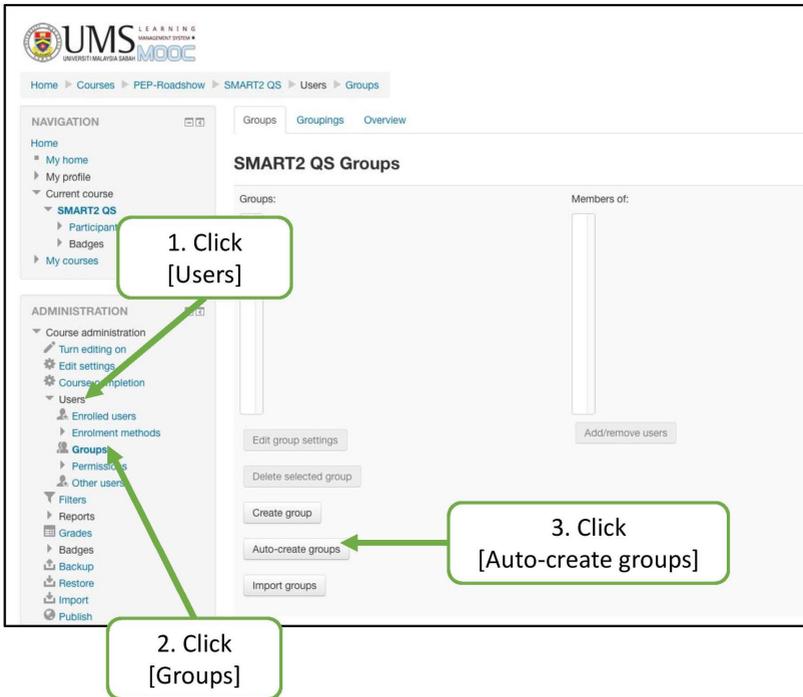


Figure 3.53: Step by step to grouping students automatically

The screenshot shows the 'Auto-create groups' form in the SmartUMS interface. The form is titled 'Auto-create groups' and has a breadcrumb trail: Home > My courses > PEP-Roadshow > UB000399 [1-2019/2019] > Users > Groups > Participants > Groups. The form is divided into several sections:

- General:**
  - Naming scheme\*: Group @
  - Auto create based on: Members per group
  - Group/member count\*: 5
- Group members:**
  - Select members with role: All
  - Allocate members: Randomly
  - Prevent last small group:
- Grouping:**
  - Buttons: Preview, Submit, Cancel

Three callout boxes with green borders and arrows point to specific elements:

- Box 4: '4. Select [Members per group] Or [Number of groups]' points to the 'Auto create based on' dropdown menu.
- Box 5: '5. Enter group/member count' points to the 'Group/member count\*' input field.
- Box 6: '6. Click [Submit]' points to the 'Submit' button.

At the bottom of the form, there is a red error message: 'There are required fields - this form marked \*'.

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

### 3.2.2.3 Student Communication - Messaging

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

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

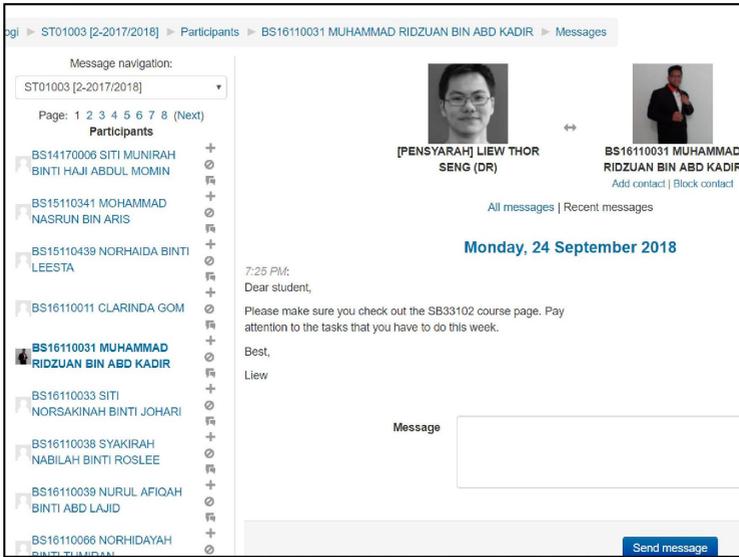


Figure 3.55: Sending Message to Student via SmartUMS

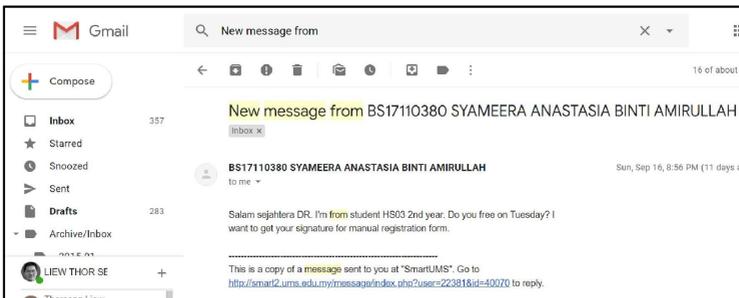


Figure 3.56: Message to student via SmartUMS goes to student's or lecturer's email as well

The screenshot shows the Moodle interface for a course. The main content area displays a list of participants with the following data:

Select	User picture	First name / Surname	Email address	City/town	Country	Last access
<input type="checkbox"/>	[ADMIN]	Danial Azhar Bin Driis	danial@ums.edu.my			2 secs
<input type="checkbox"/>	[ADMIN]	Mohd Azhar Bin Driis	azharaz@ums.edu.my			11 mins
<input checked="" type="checkbox"/>	[PENSYARAH]	Lia Thor Seng (DR)	lia@ums.edu.my	Kuala Lumpur	Malaysia	Never
<input checked="" type="checkbox"/>	[PENSYARAH]	MD HAFIZI BIN AHSAN	mdhafizi@ums.edu.my	Kota Kinabalu	Malaysia	22 hours 45 mins
<input checked="" type="checkbox"/>	[PENSYARAH]	MAHADIRIN AHMAD	muhadiri@ums.edu.my	Kota Kinabalu	Malaysia	Never

Below the table, there are options to 'Select all' or 'Deselect all'. A dropdown menu 'With selected users...' is open, showing options: 'Choose...', 'Choose...', 'Send a message' (highlighted), 'Add a new note', and 'Add a common note'.

Figure 3.57: Step by step to message student

4. Write Your Message

5. Click [Preview]

6. Click [Send message]

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

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

### 3.2.2.4 Student Discussion - Forum

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

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

### Add a New Discussion Topic

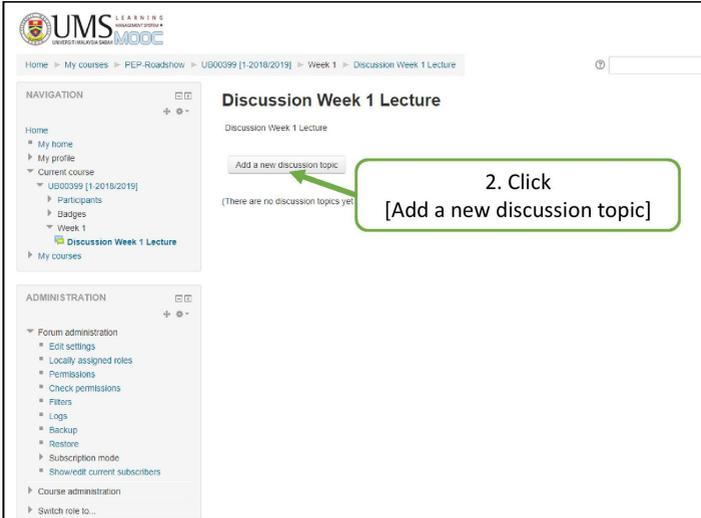


Figure 3.59: Step by step to add a new discussion topic

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

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

## Post Reply to a Discussion

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

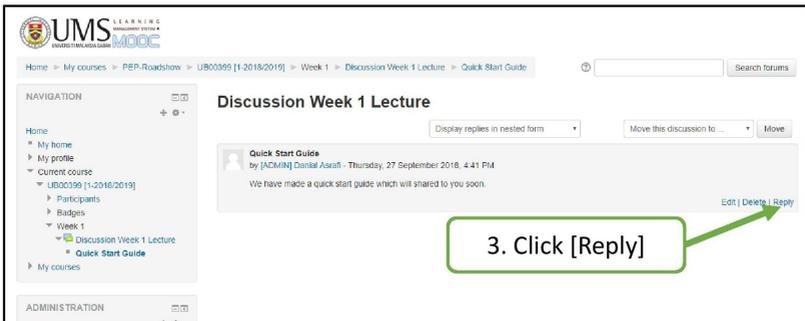
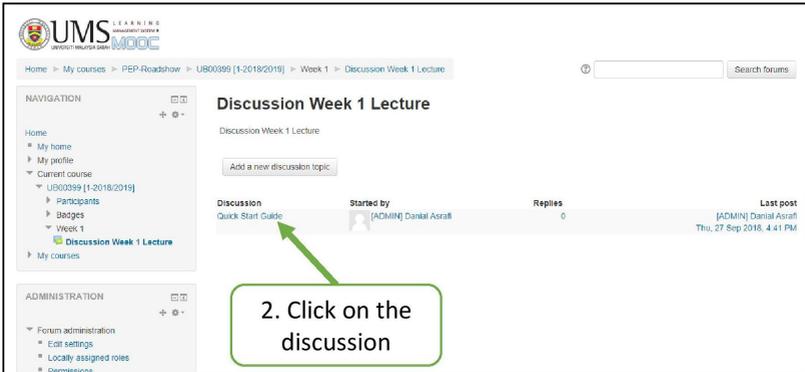
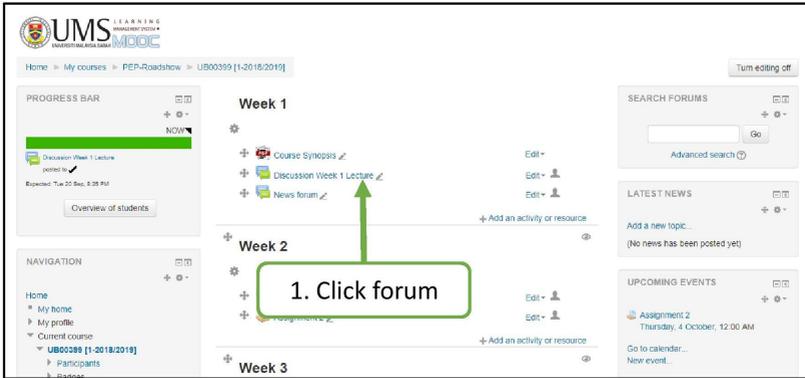
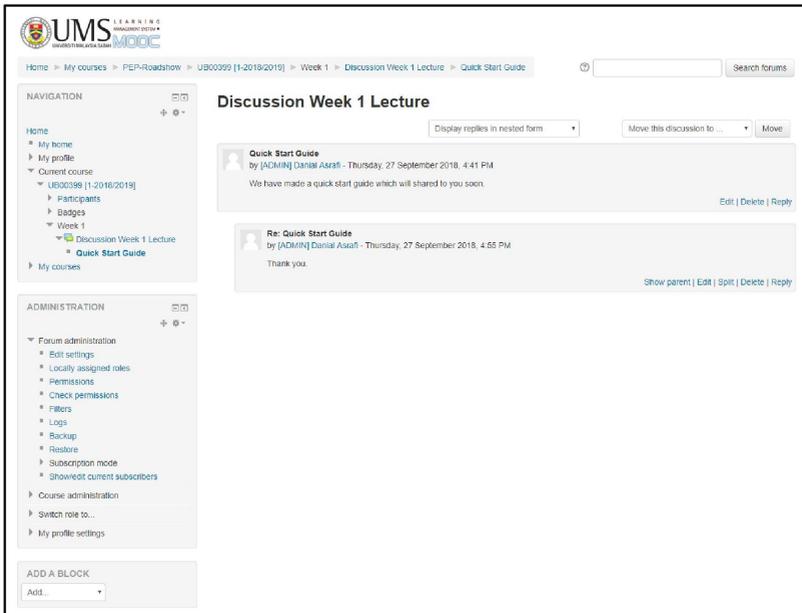


Figure 3.61: Step by step to post reply to a discussion

The screenshot shows a Moodle forum page titled "Discussion Week 1 Lecture". The page layout includes a navigation sidebar on the left, a main content area, and a bottom section for adding blocks. The main content area displays a "Quick Start Guide" post by "Jocelyn Daria Asari" from Thursday, 27 September 2018, 4:41 PM. Below the post, there is a "Your reply" section with a "Subject" field containing "Re: Quick Start Guide". The "Message" field is empty, and a green callout box with the text "3. Enter [Message]" has a green arrow pointing to this field. Below the message field, there are sections for "Subscription" (Everyone is subscribed to this forum) and "Attachment" (Maximum size for new files: 50MB, maximum attachments: 9). A "Post to forum" button is located at the bottom right of the reply form, and a green callout box with the text "4. Click [Post to forum]" has a green arrow pointing to this button. The bottom of the page has a note: "These are required fields in this form marked \*".

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



The screenshot displays the Moodle forum interface for UMS. The top navigation bar includes the UMS logo, the course path: Home > My courses > PEP-Roadshow > UB00399 [1-2019/2019] > Week 1 > Discussion Week 1 Lecture > Quick Start Guide, and a search bar. The left sidebar contains a 'NAVIGATION' menu with links to Home, My home, My profile, Current course (UB00399 [1-2019/2019]), Participants, Badges, Week 1 (Discussion Week 1 Lecture > Quick Start Guide), and My courses. Below this is an 'ADMINISTRATION' menu with options like Forum administration (Edit settings, Locally assigned roles, Permissions, Check permissions, Filters, Logs, Backup, Restore, Subscription mode, Show/Hide current subscribers), Course administration, Switch role to..., and My profile settings. At the bottom left is an 'ADD A BLOCK' section with an 'Add...' dropdown.

The main content area is titled 'Discussion Week 1 Lecture' and features a 'Display replies in nested form' dropdown and a 'Move this discussion to...' dropdown. The discussion thread contains two posts:

- Quick Start Guide**  
by [ADMIN] Daniel Asafrã - Thursday, 27 September 2018, 4:41 PM  
We have made a quick start guide which will be shared to you soon.  
Edit | Delete | Reply
- Re: Quick Start Guide**  
by [ADMIN] Daniel Asafrã - Thursday, 27 September 2018, 4:55 PM  
Thank you.  
Show parent | Edit | Split | Delete | Reply

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

## Subscription Settings for a Forum

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

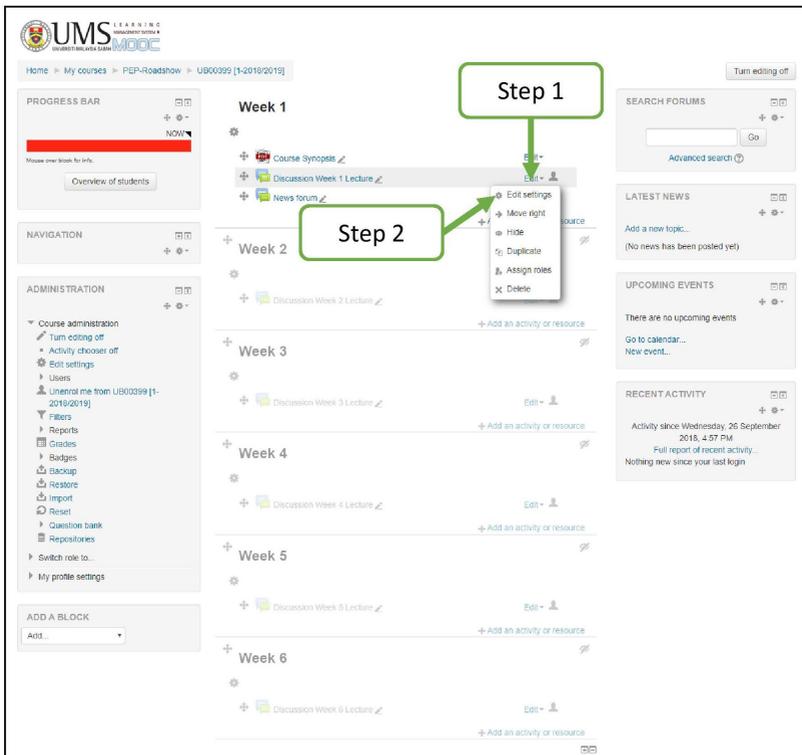


Figure 3.64: Step by step to setup subscription settings for a forum

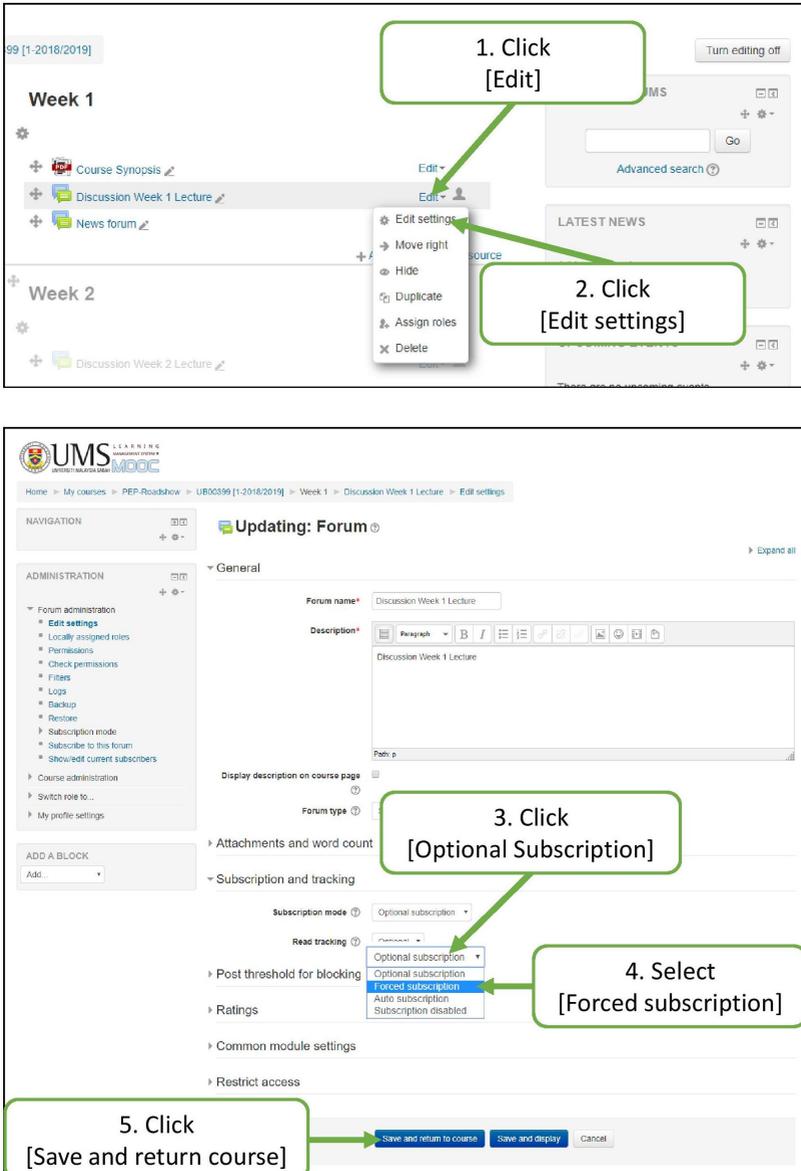


Figure 3.65: (continued) Step by step to setup subscription settings for a forum

### 3.2.2.5 Managing Assignment

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

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

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

### Downloading the Submitted Assignments

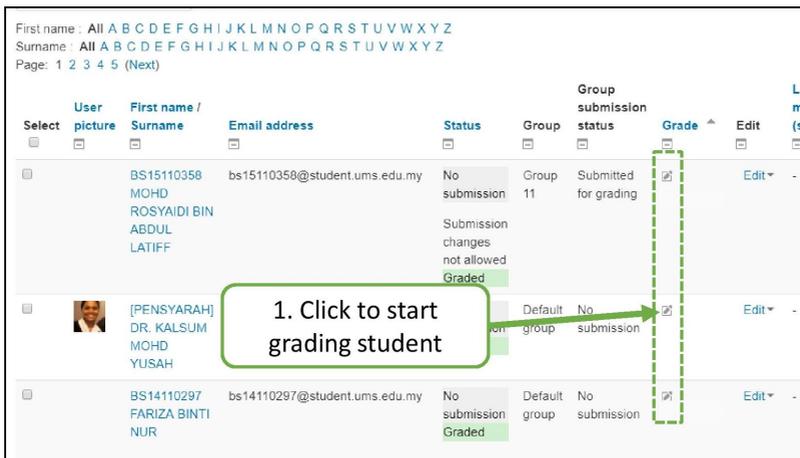


Figure 3.66: Step by step to download the submitted assignments

**NAVIGATION**

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

**ADMINISTRATION**

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

Search

## Lab 2 PCR and Electrophoresis

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

### Submission status

Group: Default group

Submission status: Nothing has been submitted for this assignment

This assignment is not accepting submissions

Grading status: Graded

Editing status: Student cannot edit this submission

### Grade

Grade

Grade:

The total raw marks of a lab report is 6.

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

Materials Materials Materials Materials Materials

2. Click to grading student by category

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

## Grading Assignments

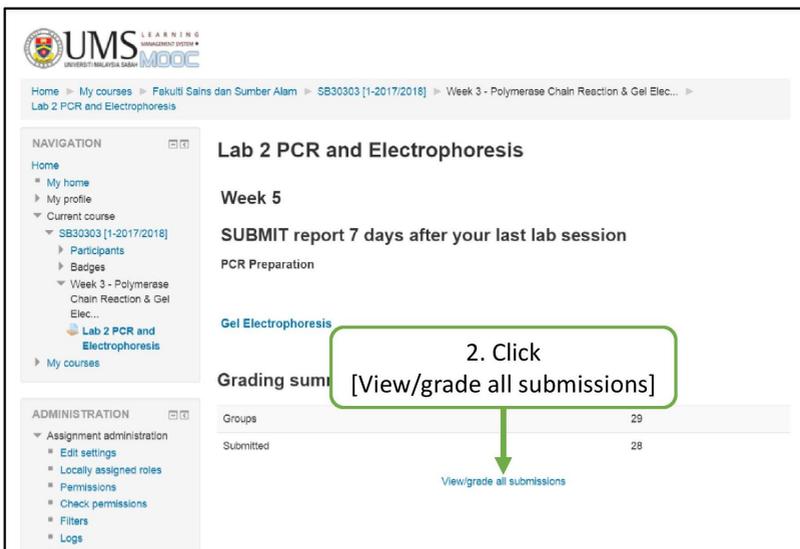


Figure 3.68: Step by step to grade assignments

The screenshot displays the UMS Learning Management System interface for the course 'SB30303 [1-2017/2018]'. The main heading is 'Lab 2 PCR and Electrophoresis'. Below this, there is a 'Grading action' dropdown menu with options: 'Choose...', 'Download all submissions', and 'View gradebook'. A callout box labeled '3. Click grading action' points to the 'Grading action' dropdown. Another callout box labeled '4. Select [Download all submissions]' points to the 'Download all submissions' option. Below the dropdown is a table of student submissions with columns for 'Email address', 'Status', 'Group', 'Group submission status', and 'Grade'. The table shows two students: 'MOHD ROSYADI BIN ABDUL LATIFF' and 'DR. KALSUM MOHD YUSAH'. The first student's submission is 'No submission' and the second is 'Graded'. The page also includes an 'ADMINISTRATION' sidebar with options like 'Edit settings', 'Locally assigned roles', 'Permissions', 'Check permissions', 'Filters', 'Logs', 'Backup', 'Restore', 'Advanced grading', 'View gradebook', 'View/grade all submissions', and 'Download all submissions'. At the bottom, there are 'Options' for 'Assignments per page' (set to 10) and a 'Filter' set to 'Not submitted'. A 'Show only active enrolments' checkbox is also present.

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

### 3.2.2.6 Managing Quiz

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

### Getting Quiz Grades Report

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

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

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

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

Not available unless: The activity is marked complete

1. Click quiz activity

✚ 📄 Kuiz tentang YouTube ✎ Edit 👤 ☑

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

### Kuiz tentang YouTube Man

Attempts: 170

What to include in the report

Attempts from:

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:

Marks for each question:

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:

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

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

### Getting Quiz Grades Statistics

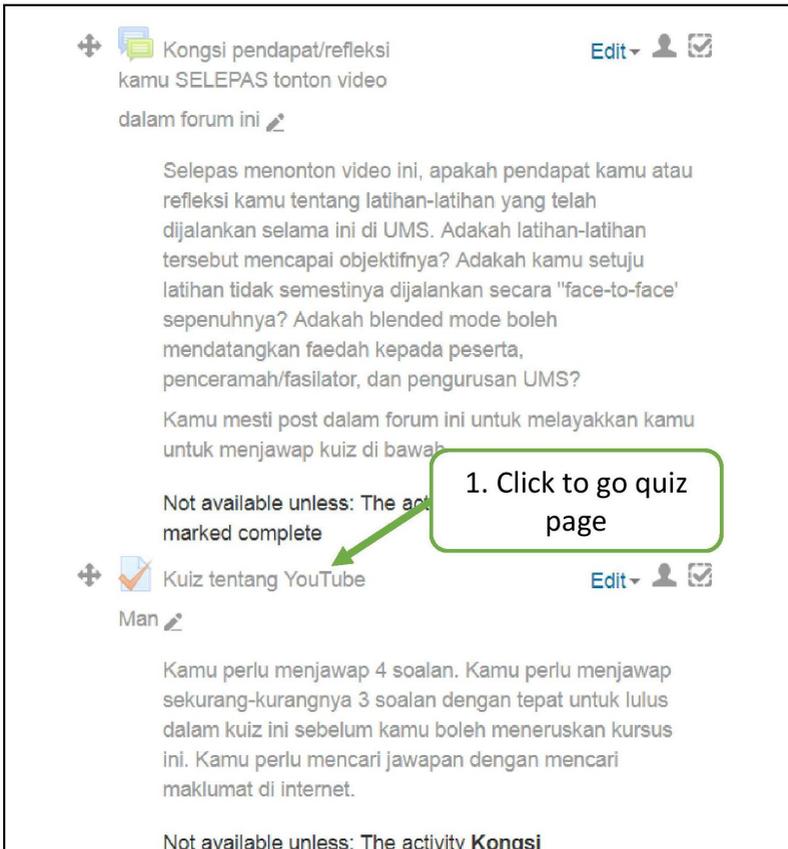


Figure 3.72: Step by step to get quiz grades statistics

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

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

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

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

The 'Quiz statistics' label is positioned below the table, with an arrow pointing to the 'Statistics' column header in the table.

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

Quiz structure analysis

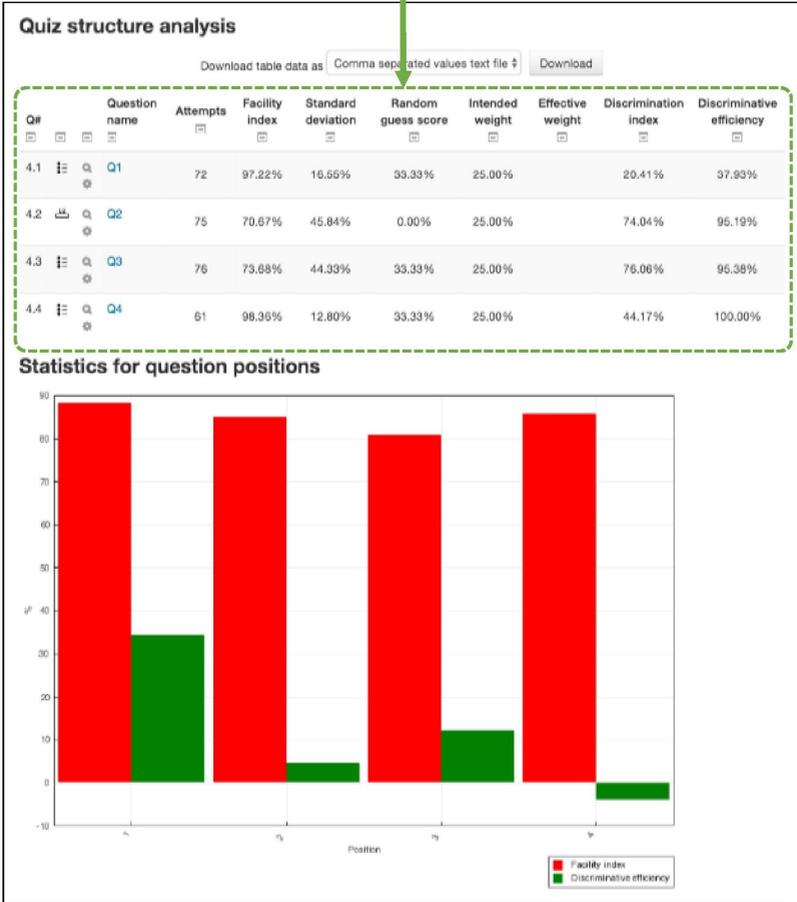


Figure 3.74: (continued) Step by step to get quiz grades statistics

## Quiz Manual Grading for Essay Questions

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

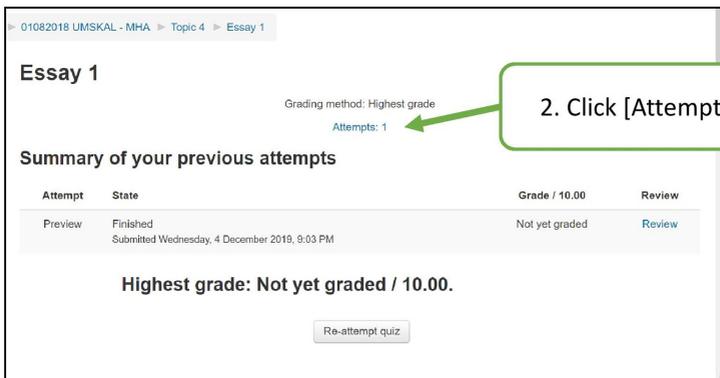
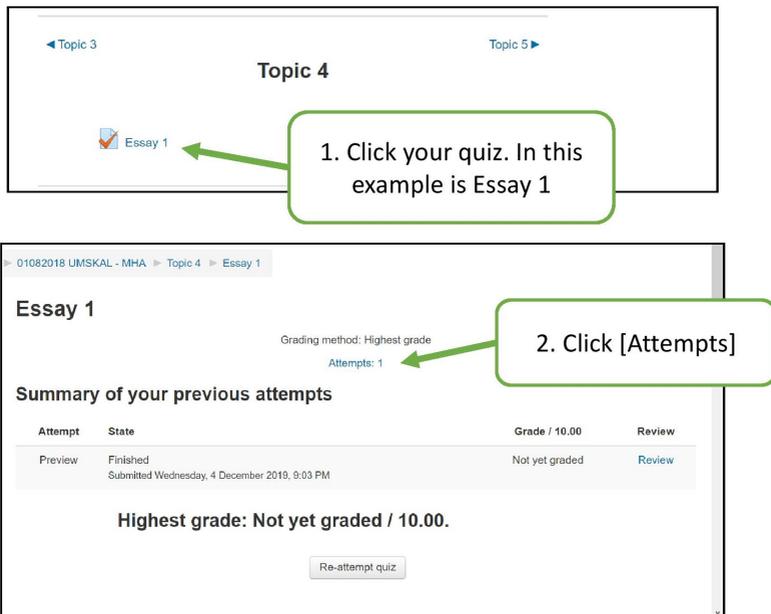


Figure 3.75: Step by step to grade the essay questions manually

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

**NAVIGATION**

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

**ADMINISTRATION**

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

**Essay 1** Attempts: 1

What to include in the report

Attempts from: enrolled users who have attempted the quiz

Attempts that are:  In progress  Overdue  Finished  Never submitted

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

Display options

Page size: 200

Marks for each question: Yes

3. Click [Manual Grading]

Regrade all Dry run a full regrade

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

Download table data as: Comma separated values text file Download

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

Select all / Deselect all Regrade selected attempts Delete selected attempts

**Essay 1**

**Questions that need grading**

Also show questions that have been graded automatically

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

4. Click [grade]

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

**Essay 1**

**Grading question 1: Essay Question 1**

[Back to the list of questions](#)

Options

Attempts to grade:

Questions per page:

Order attempts:

[Change options](#)

**Grading attempts 1 to 1 of 1**

**Attempt number 1 for STUDENT 1 UMS**

**Question 1**  
Complete  
Marked out of 10.00

Do computers bring more benefits or problems in society?

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

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

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

Comment

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

5. Enter your comment here (optional)

6. Enter the student's marks here

Path: p

Mark:  out of 10.00

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

[Save and go to next page](#)

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

## Extension of Quiz Time for Individuals or Groups

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

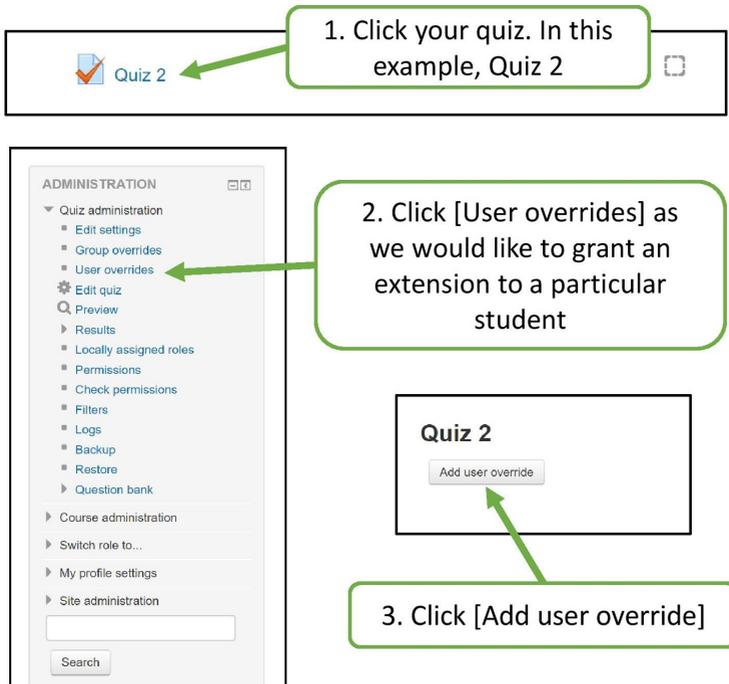


Figure 3.78: Step by step to extend quiz time for individuals or groups

**Quiz 2**

▼ Override

Override user\* Search

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

Require password ⓘ   Unmask

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

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

Time limit ⓘ 0 minutes  Enable

Attempts allowed 2

Revert to quiz defaults

There are required fields in this form marked \*.

**4. Select student**

**5. Set the extension date and time**

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

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

### 3.2.3 Post Semester

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

#### 3.2.3.1 Closing Student Enrolment

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

The screenshot shows the UMS MOOC interface. The breadcrumb trail is: Home > My courses > Jab. Teknologi Maklumat & Komunikasi > Pengenalan kepada Kursus Blended Learning > Users > Enrolment methods. The left navigation menu includes: Home, My home, My profile, Current course, Pengenalan kepada Kursus Blended Learning, Participants, Badges, My, and ADM. Under ADM, there is a 'Users' section with sub-items: Enrolled users, Enrolment methods (highlighted by callout 2), Groups, Permissions, and Other users. The 'Enrolment methods' section contains 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 menu. Callout 1 points to the 'Users' link in the navigation menu. Callout 2 points to the 'Enrolment methods' sub-item in the 'Users' section. Callout 3 points to the eye icon (👁) in the 'Edit' column of the 'Self enrolment (Student)' row.

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.

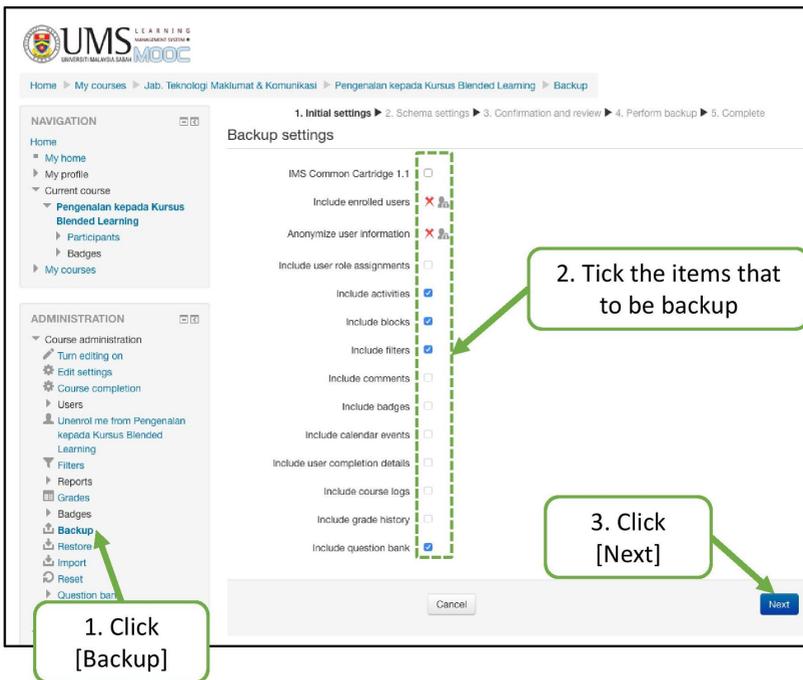


Figure 3.81: Step by step to backup course and content

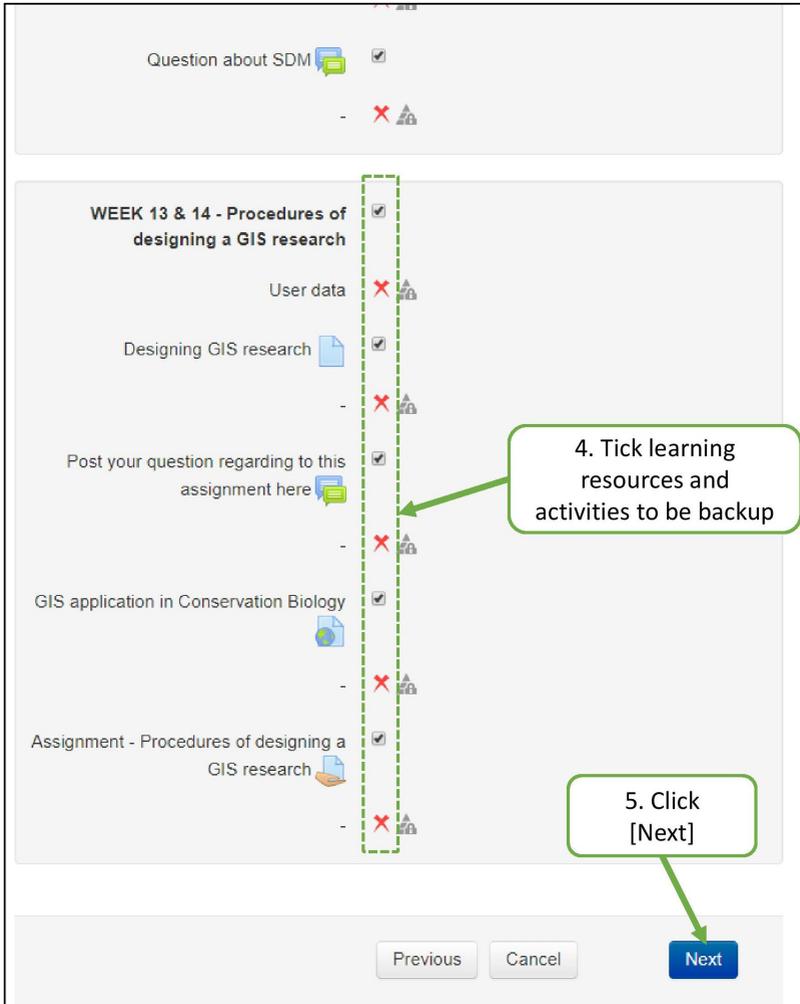


Figure 3.82: (continued) Step by step to backup course and content

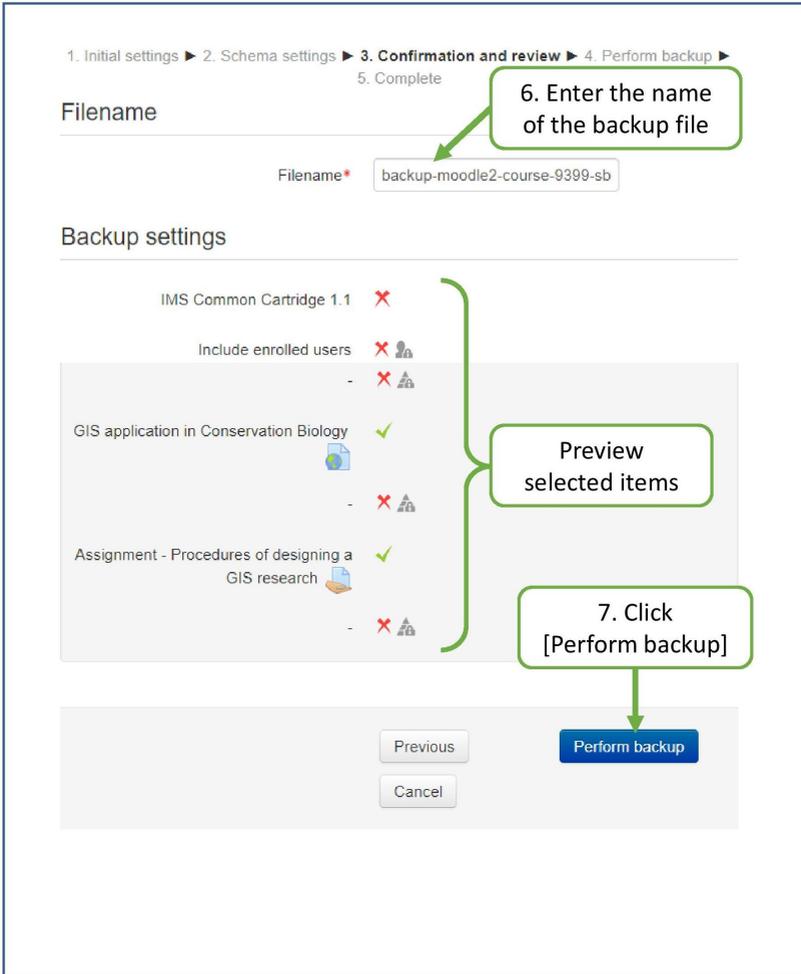


Figure 3.83: (continued) Step by step to backup course and content

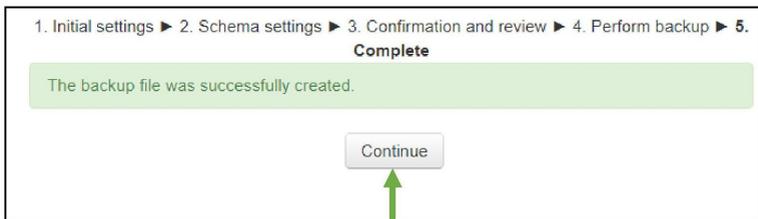
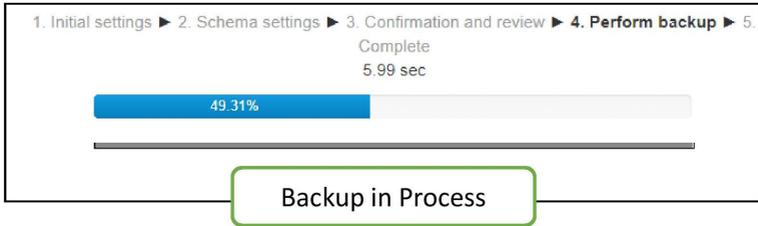


Figure 3.84: (continued) Step by step to backup course and content

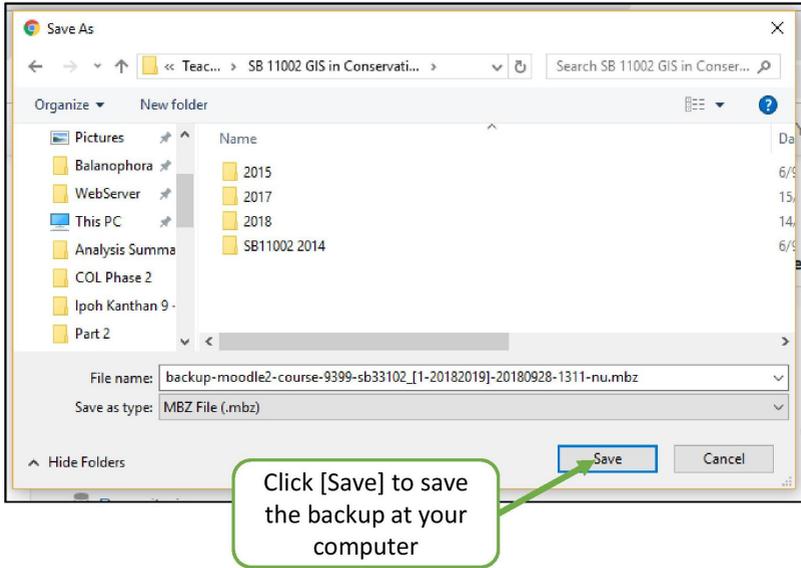


Figure 3.85: (continued) Step by step to backup course and content

### 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

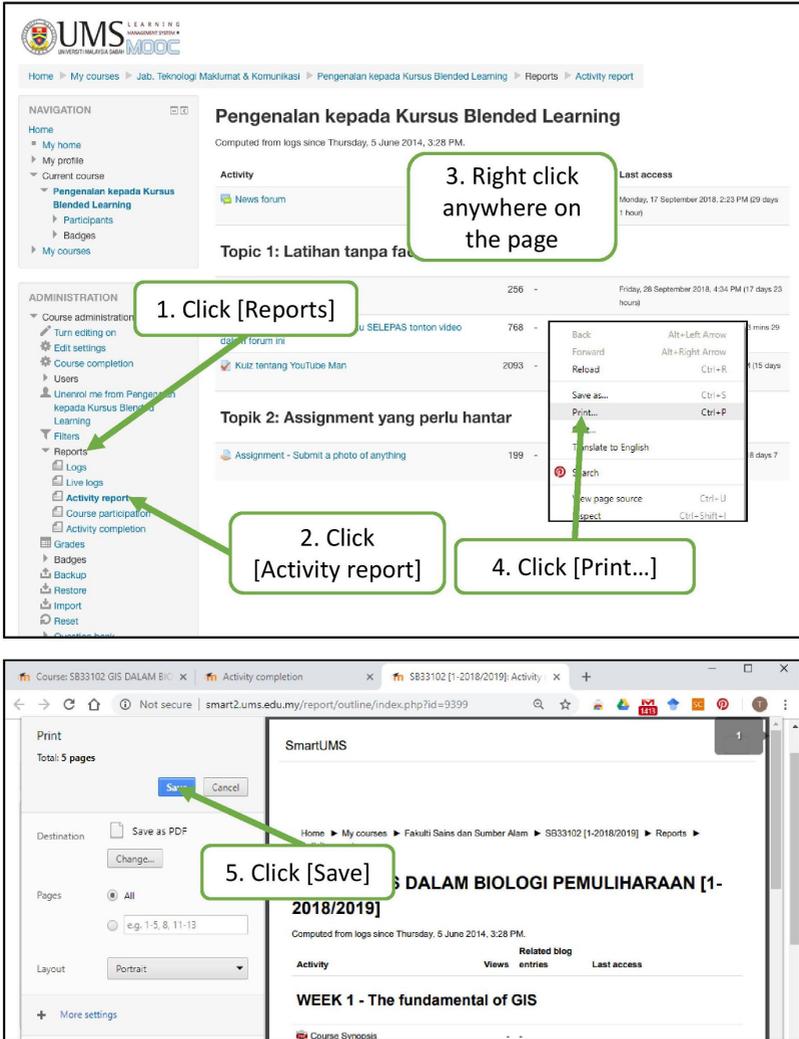


Figure 3.86: Step by step to get activity report

### Getting Activity Completion Report

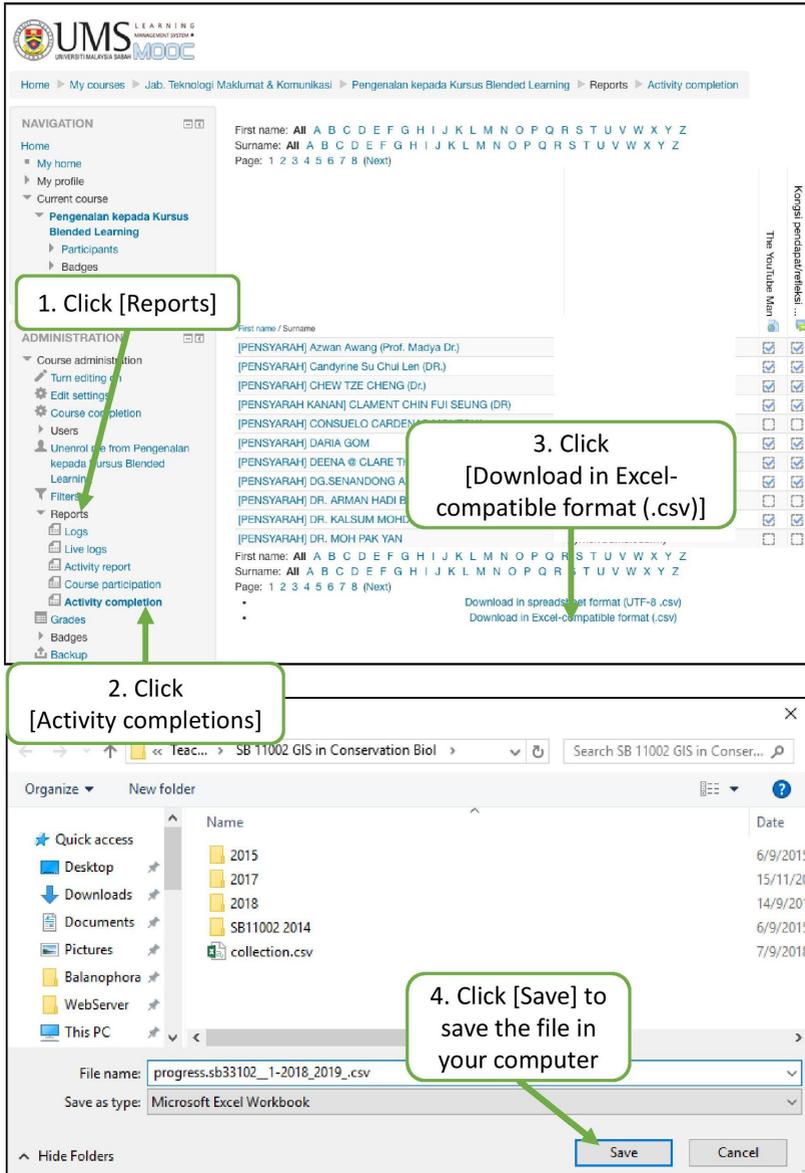


Figure 3.87: Step by step to get activity completion report

### 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.

The screenshot displays the Moodle interface for downloading assessment marks. The left sidebar contains a navigation menu with 'Grades' highlighted. The main content area shows the 'Export to Excel spreadsheet' page. A dropdown menu is set to 'Excel spreadsheet'. The 'Options' section includes 'Include feedback in export' and 'Exclude suspended users'. The 'Preview rows' section shows '10' rows. The 'Grade export display type' is set to 'Real'. The 'Grade export decimal points' is set to '2'. The 'Grade items to be included' section has checkboxes for 'Kuiz tentang YouTube Man', 'Assignment - Submit a photo of anything', and 'Course total'. A 'Submit' button is located at the bottom of the page.

1. Click [Grades]
2. Select [Excel spreadsheet]
3. Tick item to be export to Excel file
4. Click [Submit]

Figure 3.88: Step by step to download all assessment marks

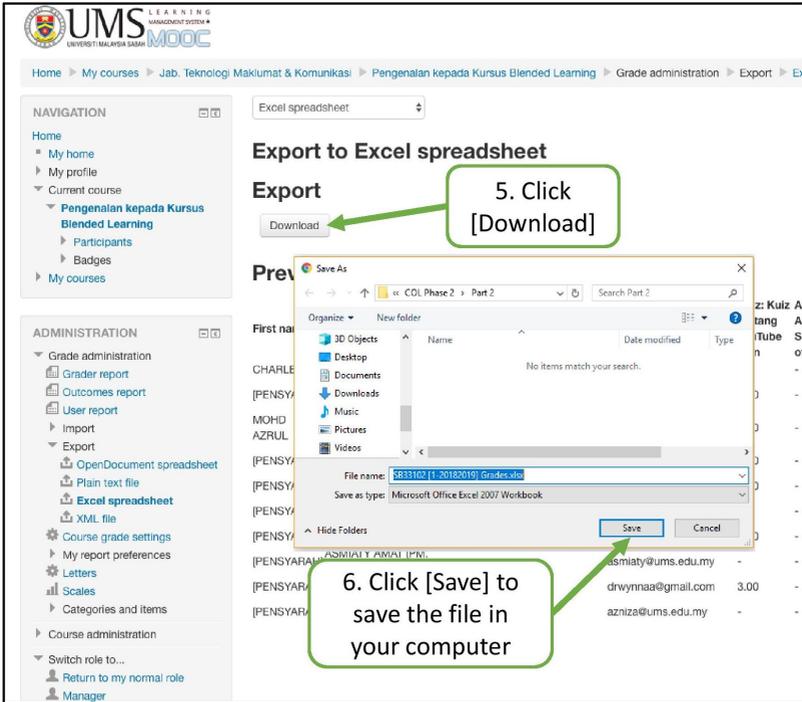


Figure 3.89: (continued) Step by step to download all assessment marks

# Chapter 4

## Part 2: TIPS TO IMPROVE YOUR COURSE

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

### **4.0.0.1 Customise User Interface**

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

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

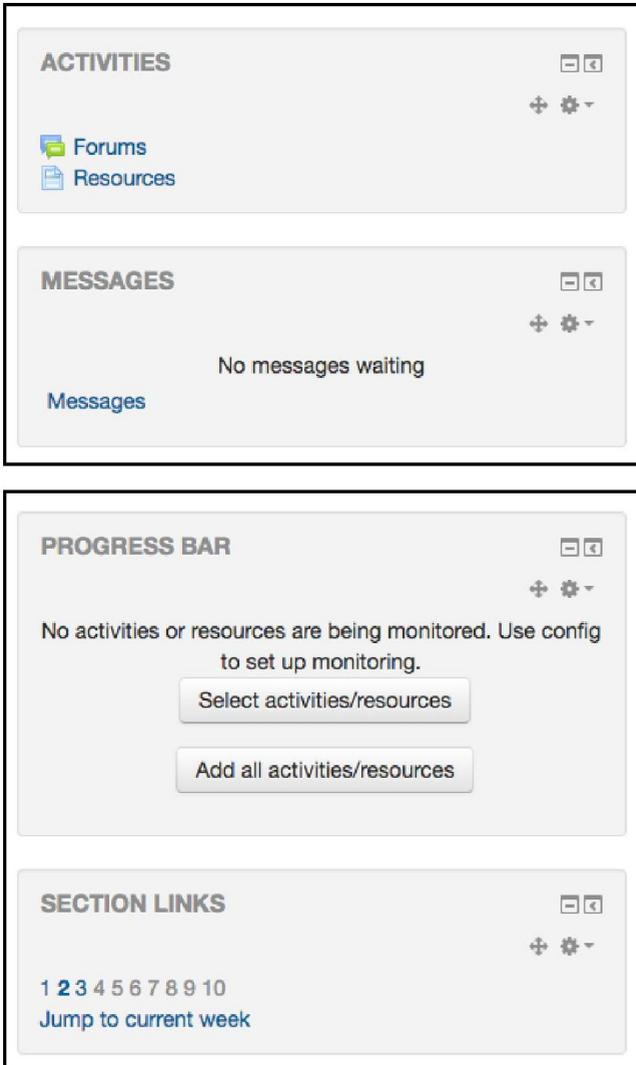


Figure 4.1: The Blocks

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

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

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

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

## Showing Blocks

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

**Step 1:** A box labeled 'Step 1' points to the 'Turn editing off' button in the top right corner of the course page.

**Blocks:** A central box labeled 'Blocks' has arrows pointing to various sections of the page:

- PROGRESS BAR:** Located at the top left, showing a progress bar and 'Overview of students'.
- NAVIGATION:** Located on the left side, showing a menu with 'Home', 'My home', 'My profile', 'Current course', and 'My courses'.
- ADMINISTRATION:** Located on the left side, showing a menu with 'Course administration', 'Users', 'Filters', 'Reports', 'Grades', 'Badges', 'Backup', 'Restore', 'Import', 'Publish', 'Reset', 'Question bank', 'Repositories', 'Switch role to...', 'My profile settings', and 'Site administration'.
- SEARCH FORUMS:** Located on the right side, showing a search box and 'Advanced search'.
- LATEST NEWS:** Located on the right side, showing 'Add a new topic...' and '(No news has been posted yet)'.
- UPCOMING EVENTS:** Located on the right side, showing 'There are no upcoming events' and 'Go to calendar...'.
- RECENT ACTIVITY:** Located on the right side, showing 'Activity since Wednesday, 26 September 2018, 4:37 PM' and 'Full report of recent activity...'.

**Step 2:** A box labeled 'Step 2' points to the 'ADD A BLOCK' button at the bottom left of the page.

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

Figure 4.2: Step by step to show Blocks

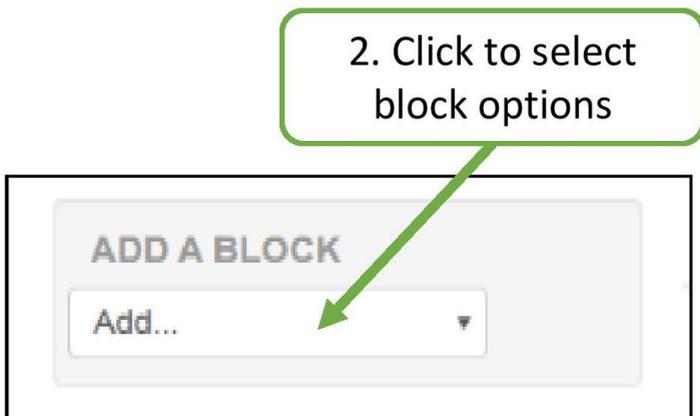


Figure 4.3: (continued) Step by step to show Blocks

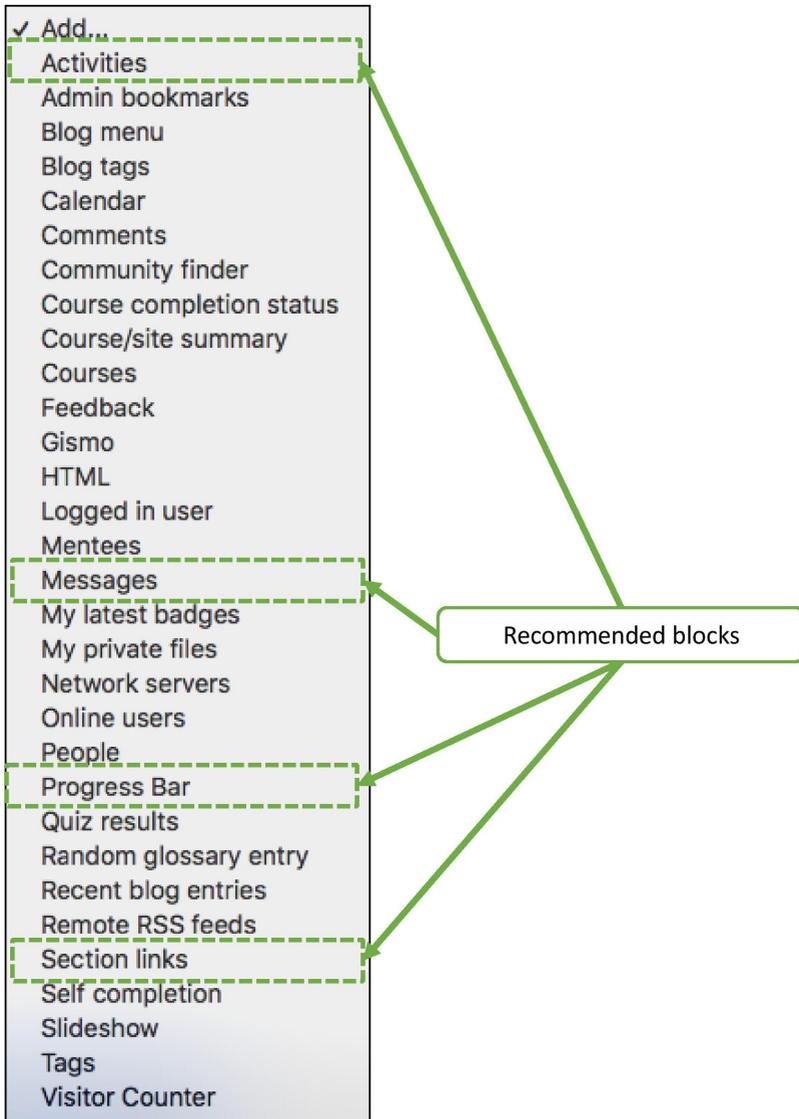


Figure 4.4: (continued) Step by step to show Blocks

## Setting Progress Bar

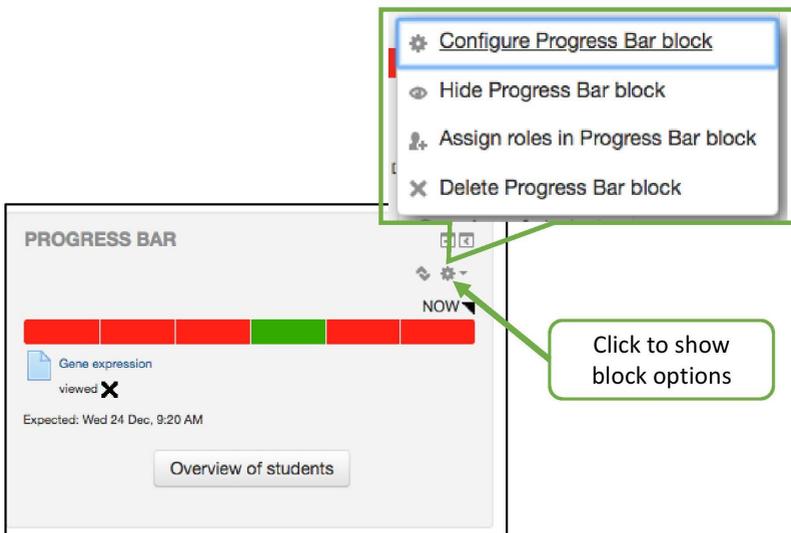


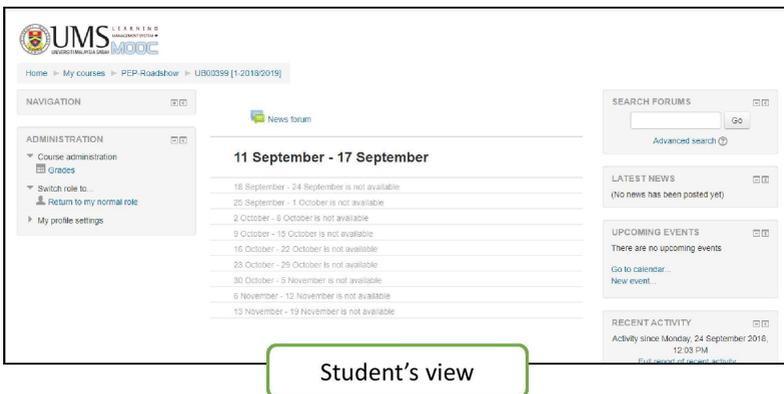
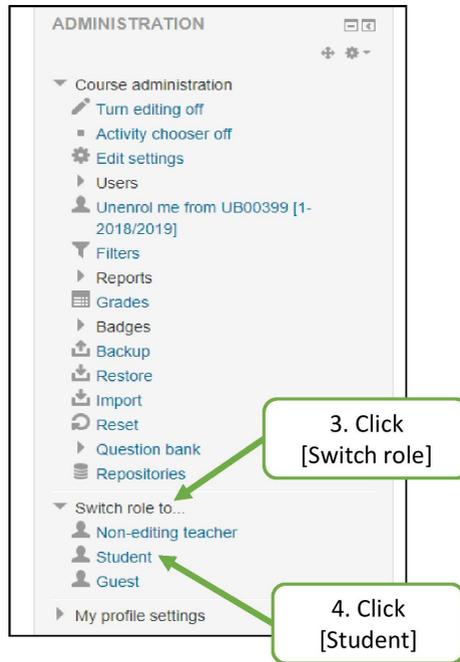
Figure 4.5: Step by step to setup progress bar

## Hiding or Showing Section



Figure 4.6: The 4 steps to hide or show sections





Student's view

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

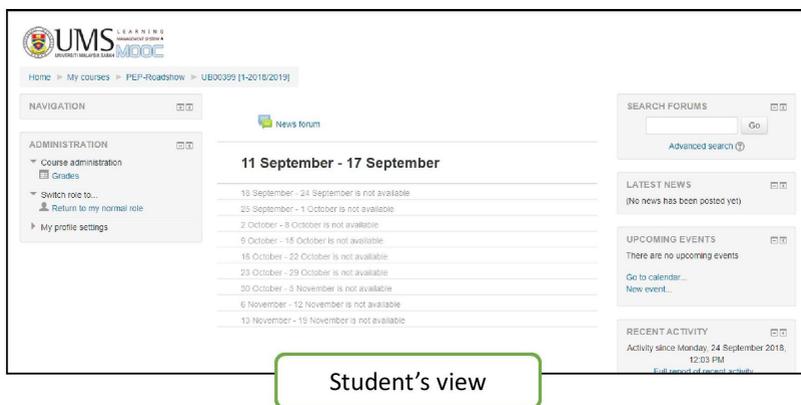


Figure 4.9: (continued) Step by step to hide or show sections

#### 4.0.0.2 Monitoring Student Progress

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

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

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

## Setup Restrict Access

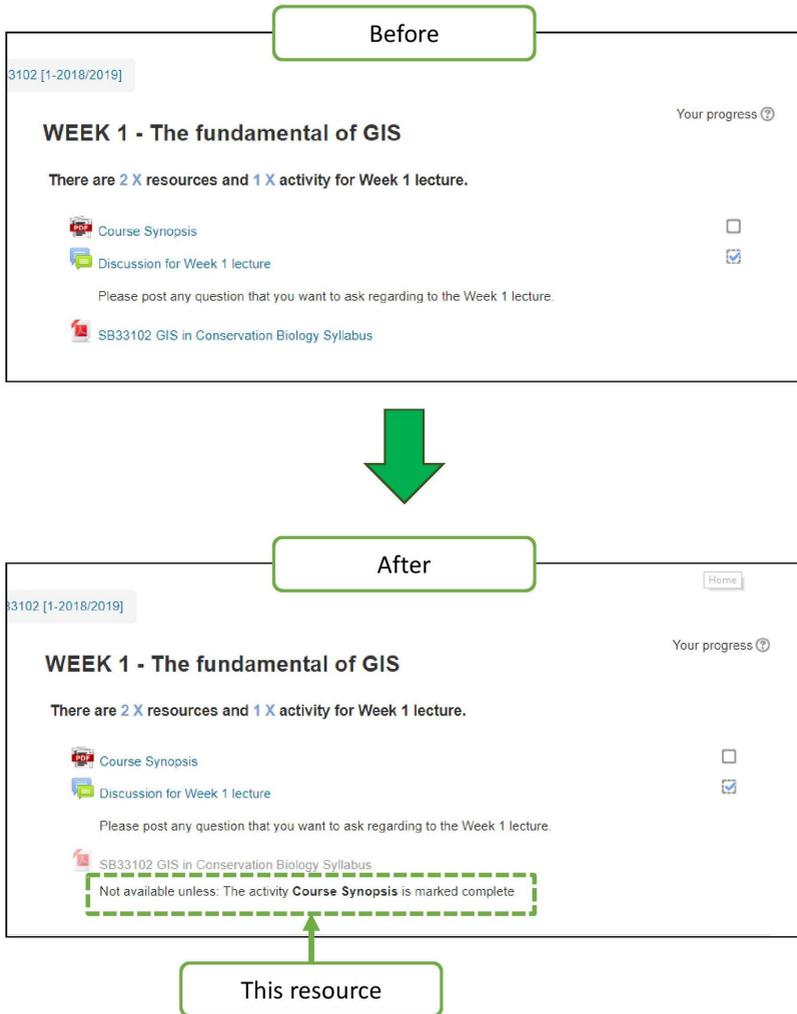


Figure 4.10: Example of restrict access for a resource



Figure 4.11: Step by step to setup restrict access

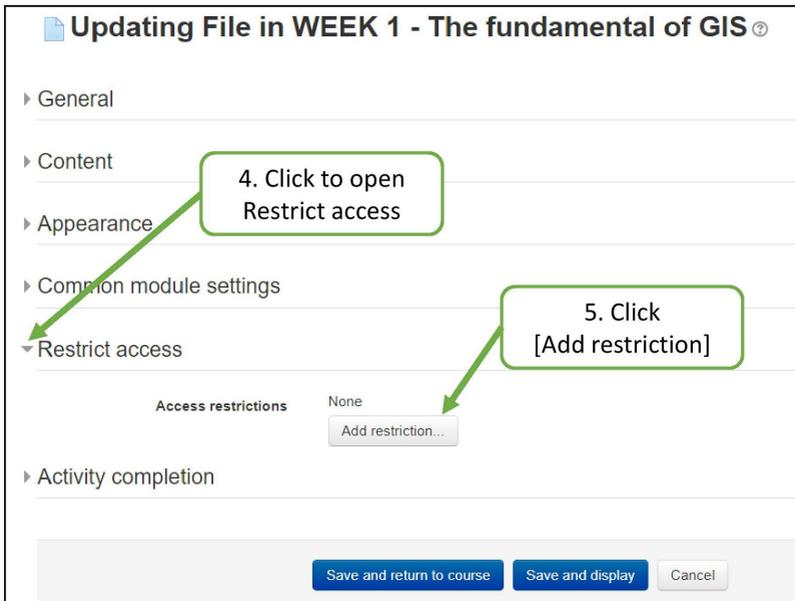
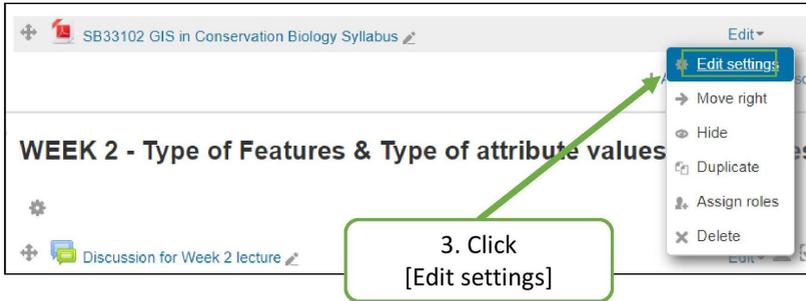


Figure 4.12: (continued) Step by step to setup restrict access

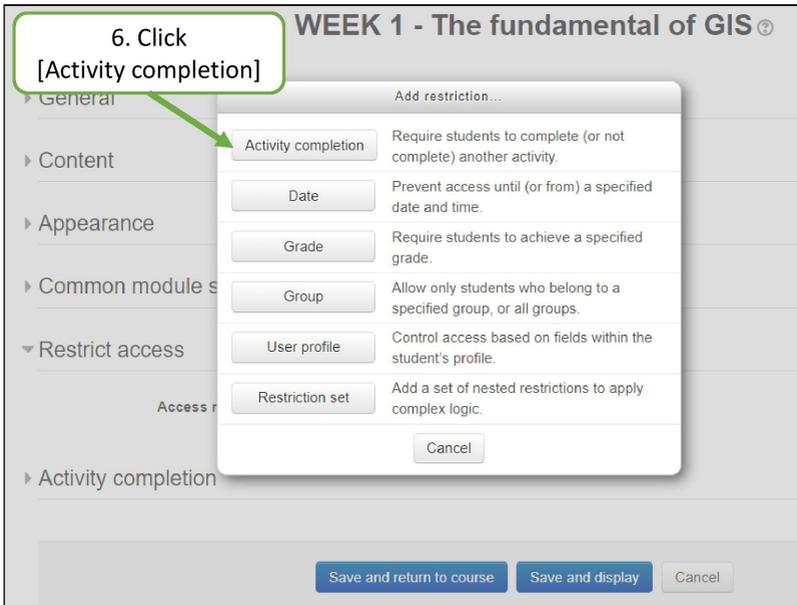


Figure 4.13: (continued) Step by step to setup restrict access

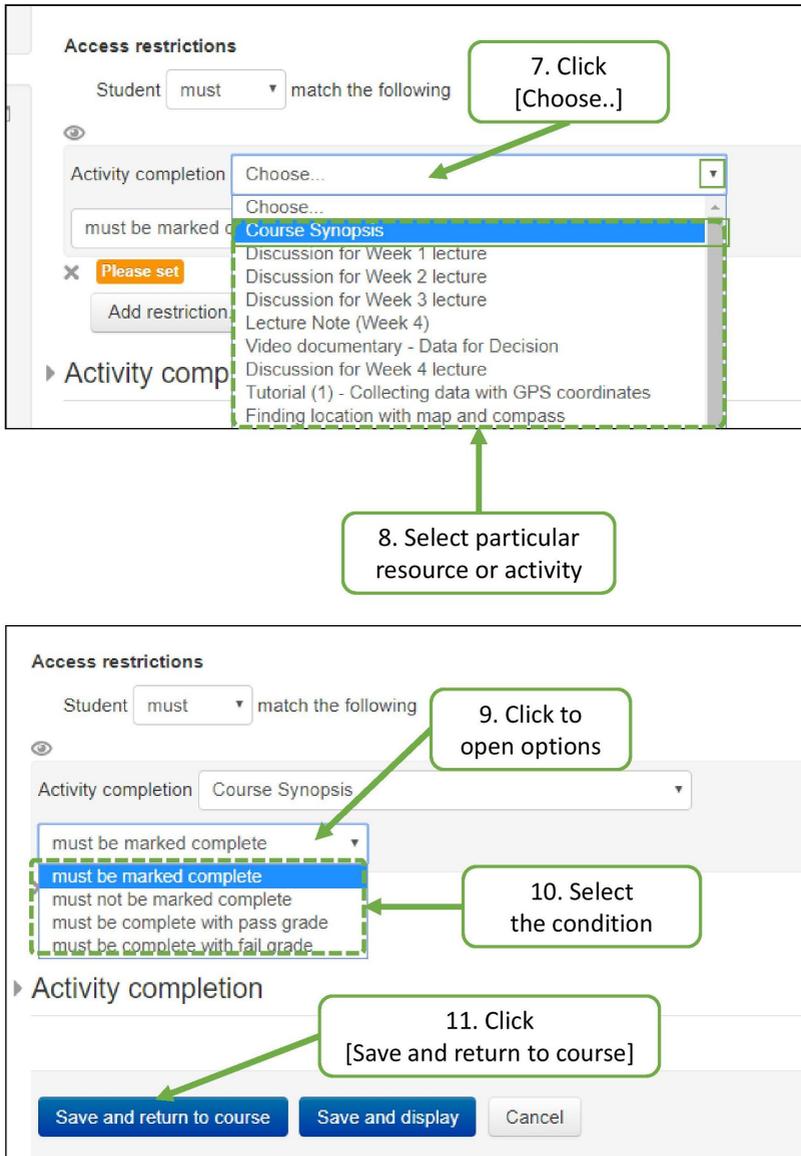


Figure 4.14: (continued) Step by step to setup restrict access

## **Progress Bar Customisation**

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

## Add Resources or Activities in Progress Bar

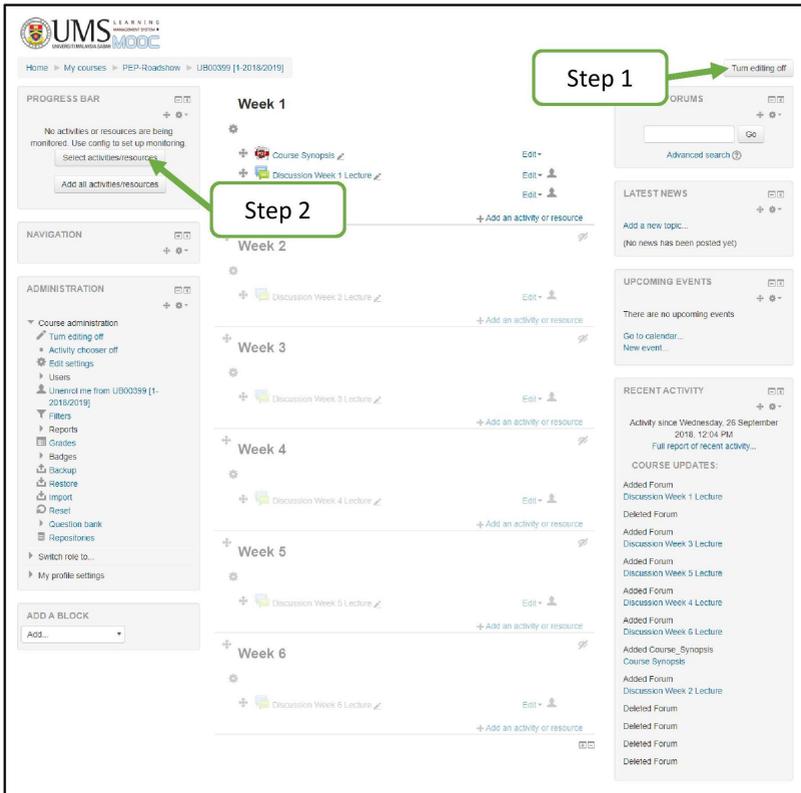


Figure 4.15: Step by step to add resources or activities in empty progress bar

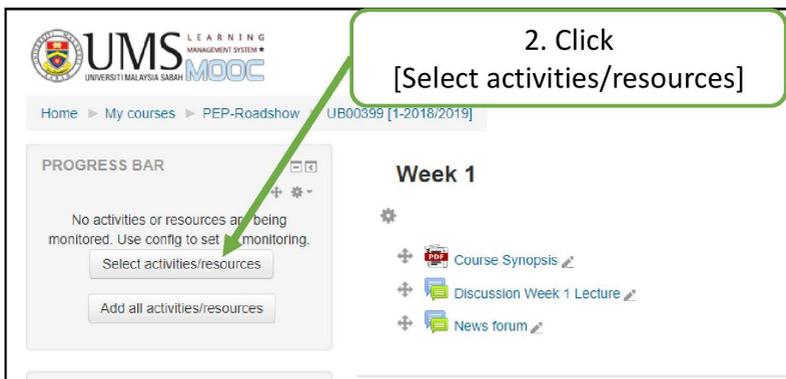


Figure 4.16: (continued) Step by step to add resources or activities in empty progress bar

The screenshot displays the 'Configuring a Progress Bar block' interface. On the left, there is a navigation sidebar with sections for 'NAVIGATION', 'ADMINISTRATION', 'ACTIVITIES', 'MESSAGES', and 'SECTION LINKS'. The main content area is titled 'Configuring a Progress Bar block' and includes an 'Expand all' link. The 'Block settings' section contains options for 'Alternate title', 'Use icons in bar' (checked), 'Order bar items by' (set to 'Expected by' date-time), 'Use NOW', and 'Show percentage to students'. The 'Section: General' section lists three forum entries: 'Forum: News forum', 'Forum: Social forum', and another 'Forum: News forum'. Each entry has a 'Monitored' dropdown set to 'Yes' and an 'Expected by' date-time selector. A green arrow labeled 'Step 3' points to the 'Monitored' dropdown of the first forum entry. Below the forum entries, there are sections for 'Section: Week 1', 'Section: 8 August - 14 August', and 'Section: 15 August - 21 August'. A 'Where this block appears' section is also visible, with 'On this page' selected. At the bottom, a green arrow labeled 'Step 4' points to the 'Save changes' button.

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

Section: Week 1

Forum: Discussion Week 1 Lecture

Monitored  Yes

Expected by 20 September 1955 20 25

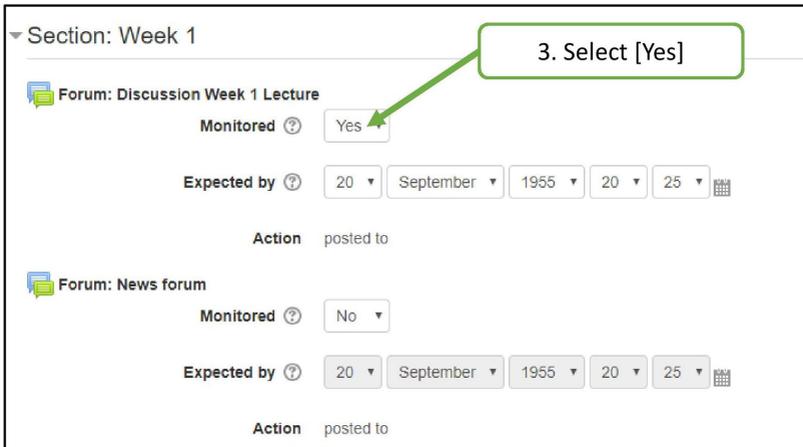
Action posted to

Forum: News forum

Monitored  No

Expected by 20 September 1955 20 25

Action posted to



Expected by 25 October 1955 20 25

Action posted to

Where this block appears

On this page

Save changes Cancel

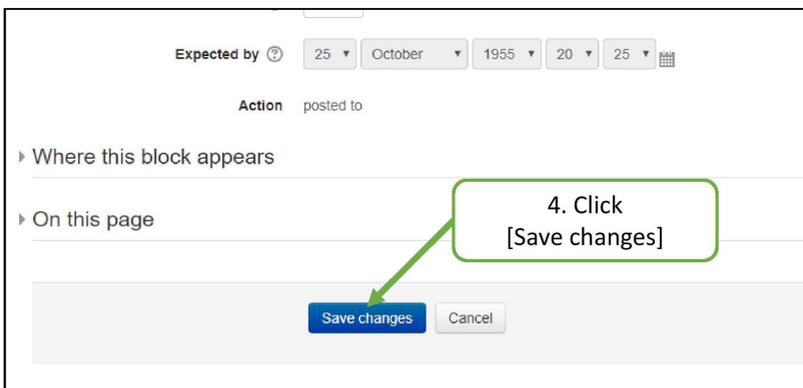


Figure 4.18: (continued) Step by step to add resources or activities in empty progress bar

## Changing Resources or Activities in Progress Bar

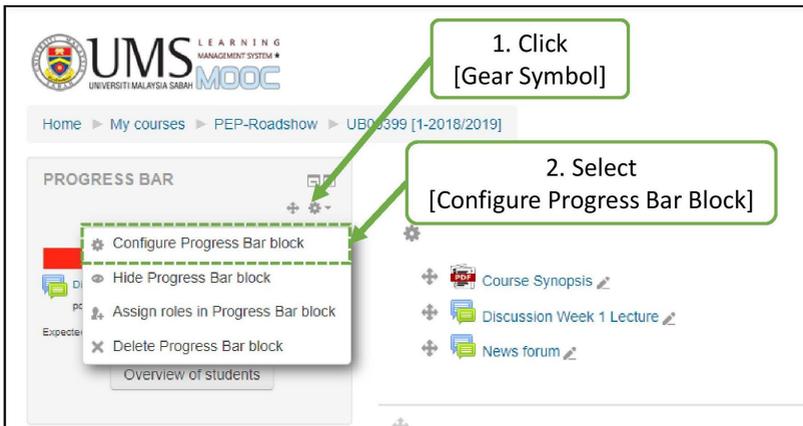


Figure 4.19: Step by step to change resources or activities in progress bar

## Monitoring Students' Progress Bar

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

The main content area is titled 'PROGRESS BAR'. It features a red progress bar and a 'NOW' dropdown menu. Below the bar, there is a notification for 'Discussion Week 1 Lecture' posted to X, with an expected time of 'Tue 20 Sep, 8:25 PM'. A green dashed box highlights the 'Overview of students' button, and a green arrow points from this button to a callout box labeled 'Monitor Progress'.

The interface also includes a 'NAVIGATION' section and an 'ADMINISTRATION' section. The main content area is divided into 'Week 1' and 'Week 2' sections. 'Week 1' contains links for 'Course Synopsis', 'Discussion Week 1 Lecture', and 'News forum'. 'Week 2' contains a link for 'Discussion Week 2 Lecture'.

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

### **4.0.0.3 Administration of Student Marks**

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

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

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

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

## Viewing Student's Gradebook

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


**UMS** LEARNING MANAGEMENT SYSTEM  
**MOOC**

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

**NAVIGATION**

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

**ADMINISTRATION**

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

**User report**

View

- Grader report
- Outcomes report
- Overview report
- User report ← Step 2**

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 **↑ Step 4**

	Range	Percentage	Feedback
RAAN [1-2017/2018]			
Lab 1: DNA extraction (Updated 30082017)	0-5		
Lab 2 PCR and Electrophoresis	0-5		
<b>Category total</b>	<b>0-10</b>		
<b>Midterm Exam</b>			
Q3a	0-9		
Q3b	0-12		
Q4	0-14		
Q5	0-15		
Q6	0-10		
Q8	0-20		
<b>Category total</b>	<b>0-80</b>		
<b>Final exam</b>			
Final Exam	0-100		
<b>Category total</b>	<b>0-100</b>		
<b>Tutorials (Tasks)</b>			
Tutorial 1 - Submit the selected research article and highlight those terminology or concepts in that article that student does not understand	0-1		
Tutorial 2. Find and describe the extraction methods in your article.	0-2		

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

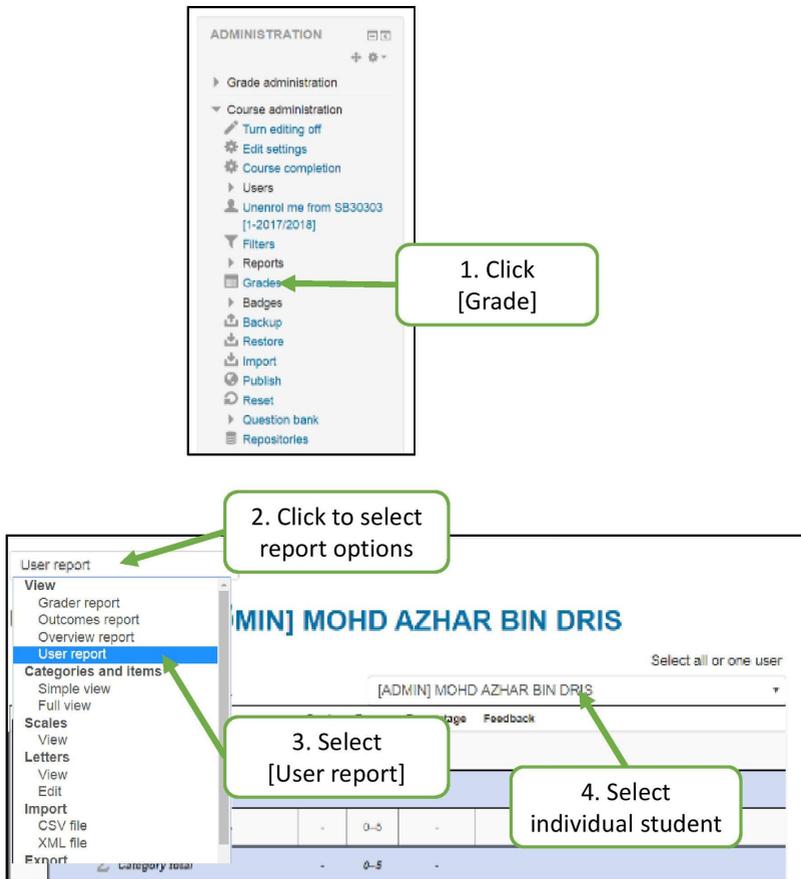


Figure 4.22: Step by step to view student's gradebook

## Add Grade Categories in Gradebook

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

UMS LEARNING MANAGEMENT SYSTEM MOOC

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

NAVIGATION

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

ADMINISTRATION

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

Simple view

View

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

Categories and items

- Simple view
- Full view

Scales

- View

Letters

- View
- Edit

Import

CSV file

Aggregation ⓘ

Simple weighted mean of grades

Extra credit ⓘ

Max grade

Actions

Select

100.00

100.00

Course total

Save changes

Add category

Add grade item

Step 1

Step 2

Step 3

Step 4

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

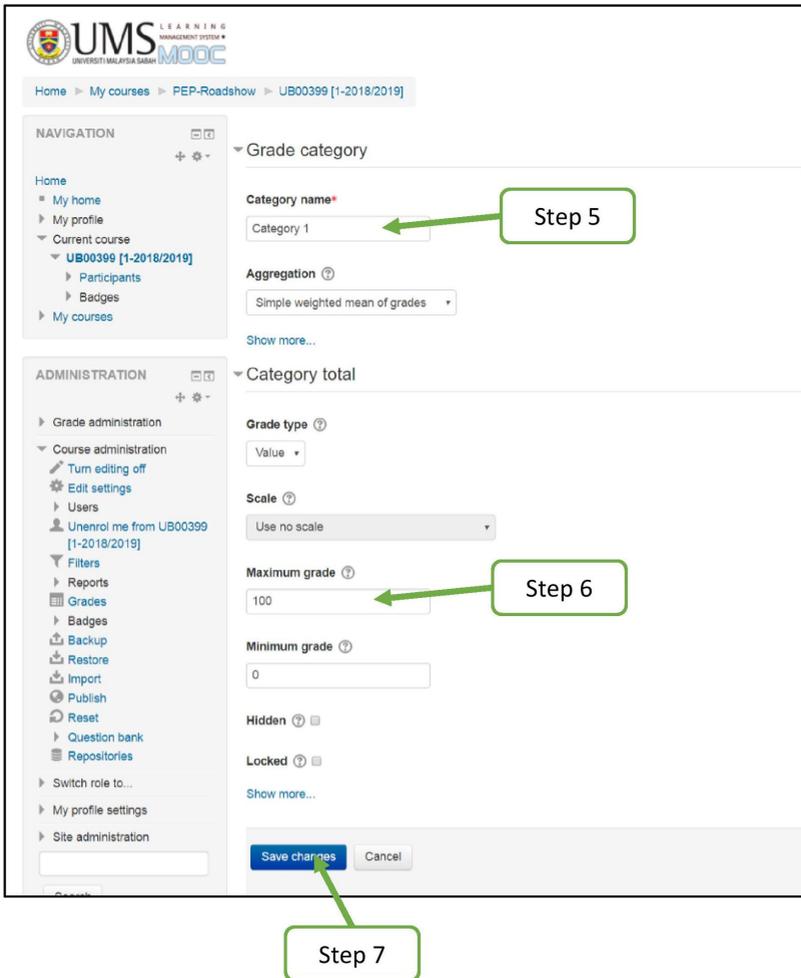


Figure 4.24: (continued) The 7 steps to add grade categories in gradebook

SmartUMS

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

UMS LEARNING MANAGEMENT SYSTEM MOOC

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

NAVIGATION

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

ADMINISTRATION

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

Simple view

View

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

Categories and Items

- Simple view
- Full view

Scales

- View

Letters

- View
- Edit

Import

- CSV file

aggregation ?

Extra credit ?

Max grade

Actions

Select

100.00

100.00

100.00

100.00

Course total

100.00

Save changes

Add category

Add grade item

1. Click [Grades]

2. Click to select options

3. Select [Simple view]

4. Click [Add category]

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

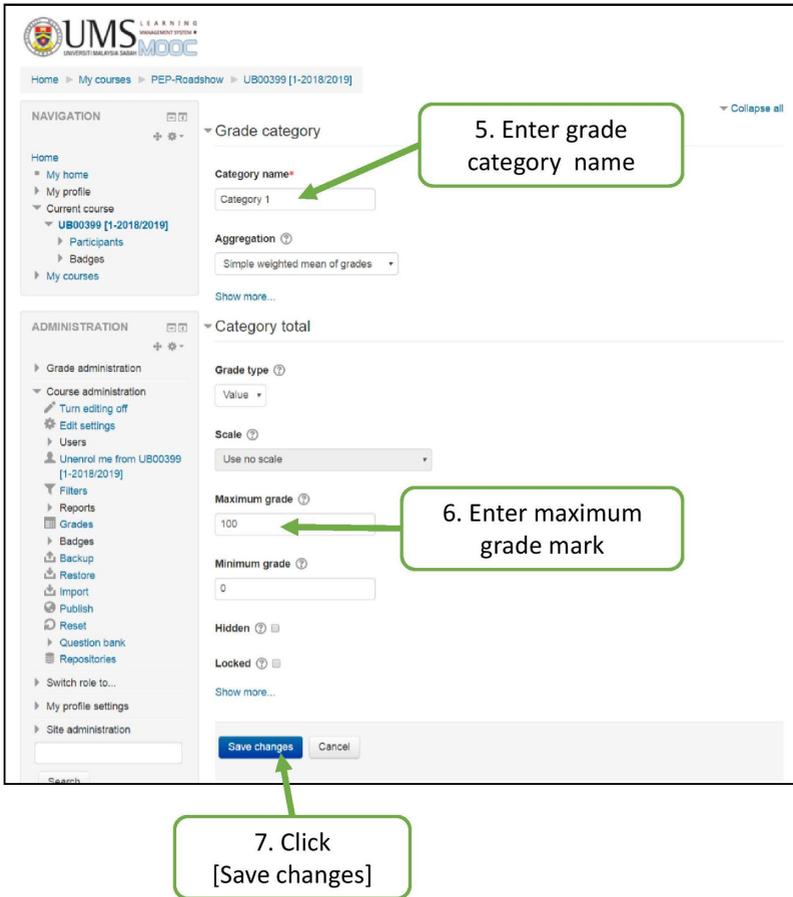


Figure 4.26: (continued) Step by step to add grade categories in gradebook

## Add Grade Items in Gradebook

The screenshot displays the SmartUMS Gradebook interface for course UB00399 [1-2018/2019]. The interface is divided into several sections:

- NAVIGATION:** Contains links for Home, My home, My profile, Current course (UB00399 [1-2018/2019]), Participants, Badges, and My courses.
- ADMINISTRATION:** Contains links for Grade administration, Course administration (Turn editing off, Edit settings, Users, Unenrol me from UB00399 [1-2018/2019]), Filters, Reports, Grades, Badges, Backup, Restore, and Import.
- Main Content Area:** Shows a dropdown menu for 'Categories and items' with options: Simple view, Full view, Scales, Letters, and Import. Below this is a table with columns: Extra credit, Max grade, Actions, and Select. The table contains a 'Course total' row with a value of 100.00.

Four green callout boxes with arrows indicate the steps:

- Step 1:** Points to the 'Grades' link in the ADMINISTRATION sidebar.
- Step 2:** Points to the 'Simple view' option in the 'Categories and items' dropdown menu.
- Step 3:** Points to the 'Simple view' option in the 'Categories and items' dropdown menu.
- Step 4:** Points to the 'Add grade item' button located below the table.

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

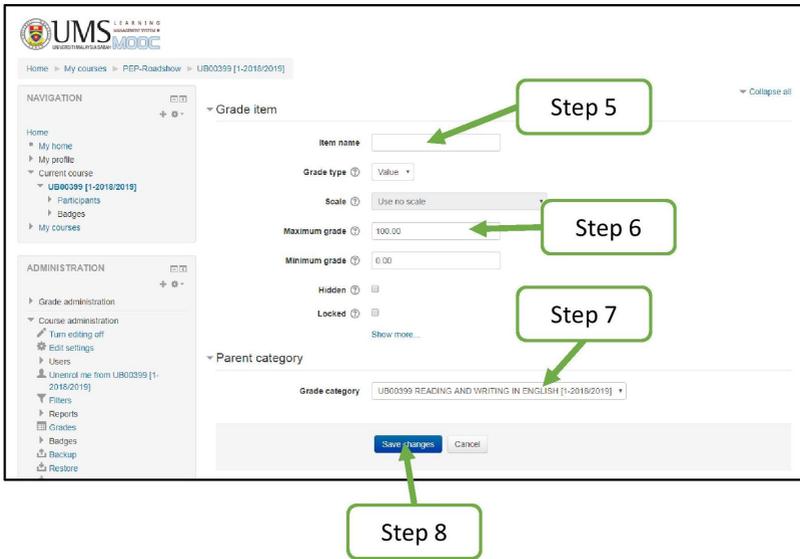


Figure 4.28: (continued) The 8 steps to add grade items in gradebook

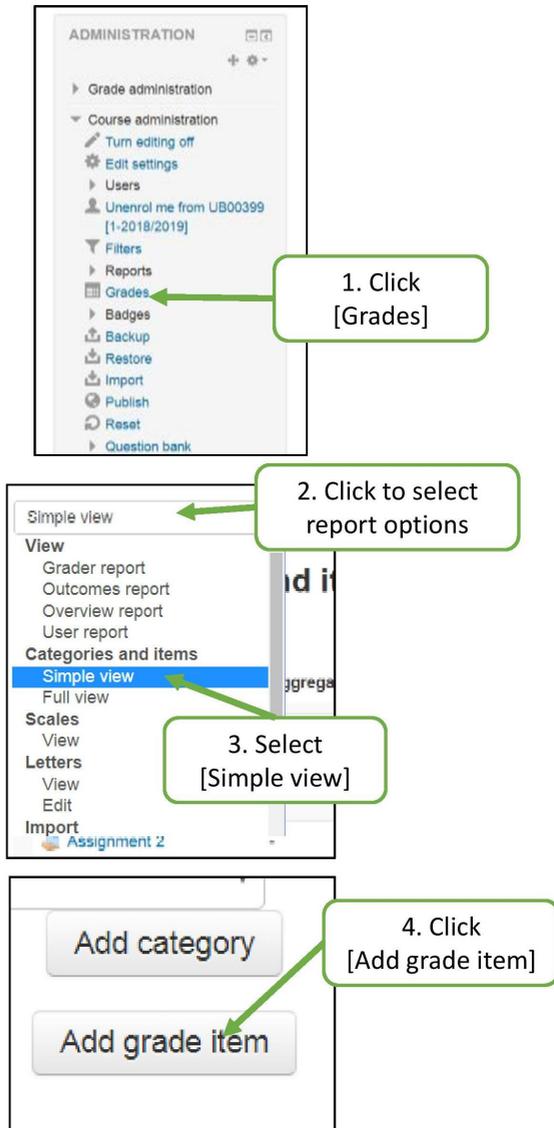


Figure 4.29: Step by step to add grade items in gradebook

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

- Grade item section:**
  - Item name:** A text input field with a callout box labeled "5. Enter grade item name" pointing to it.
  - Grade type:** A dropdown menu currently set to "Value".
  - Scale:** A dropdown menu currently set to "Use no scale".
  - Maximum grade:** A text input field containing "100.00" with a callout box labeled "6. Enter maximum grade" pointing to it.
  - Minimum grade:** A text input field containing "0.00".
  - Hidden:** A checkbox that is currently unchecked.
  - Locked:** A checkbox that is currently unchecked.
  - Show more...:** A blue link.
- Parent category section:**
  - Grade category:** A dropdown menu showing "UB00399 READING AND WRITING IN ENGLISH [1-2018/2019]" with a callout box labeled "7. Click to select grade category" pointing to it.
- Buttons:** At the bottom, there are two buttons: "Save changes" (highlighted in blue) and "Cancel". A callout box labeled "8. Click [Save changes]" points to the "Save changes" button.

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

## Move Grade Items in Gradebook

NAVIGATION

Simple view

### 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	⊗ ⊕	All None
Tutorial	Simple weighted mean		-	⊗ ⊕	All None
Category total	-		30.00	⊗ ⊕	
Course total	-		100.00	⊗ ⊕	

ADMINISTRATION

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

UMS UNIVERSITY MALAYSIA SAKAI MOOC LEARNING MANAGEMENT SYSTEM

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

NAVIGATION

Simple view

### Edit categories and items: Simple view

Name

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

Assignment 2 (Move)

Tutorial

Cancel

ADMINISTRATION

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

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

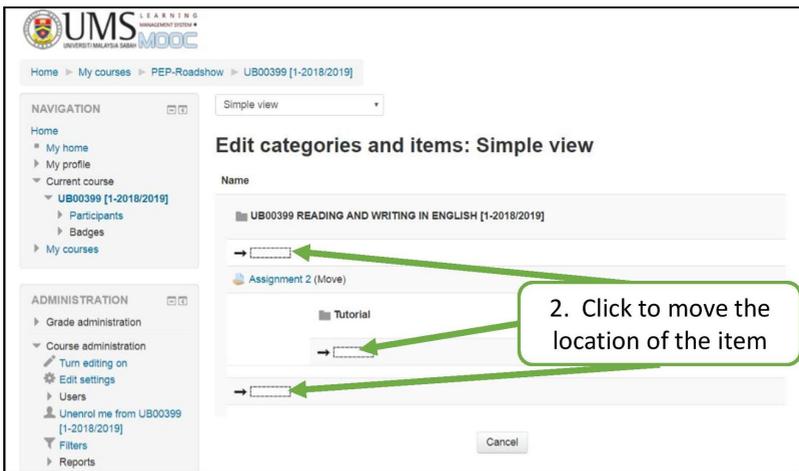
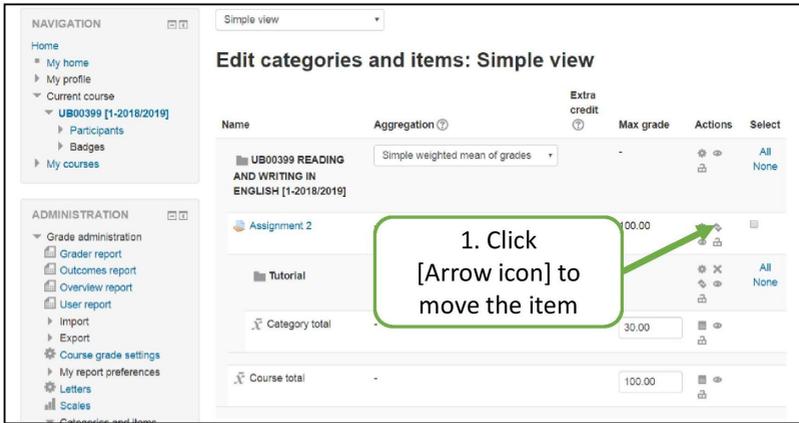


Figure 4.32: Step by step to move grade items in gradebook

### 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.

Home > My courses > Fakultas Sains dan Sumber Alam > SB30303 [1-2017/2018] > Grade administration > Export > Excel spreadsheet

Excel spreadsheet

## Export to Excel spreadsheet

Options

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

Grade items to be included

Assignment 1	<input checked="" type="checkbox"/>
Category total	<input checked="" type="checkbox"/>
Lab 1: DNA extraction (Updated 30092017)	<input checked="" type="checkbox"/>
Lab 2 PCR and Electrophoresis	<input checked="" type="checkbox"/>
Category total	<input checked="" type="checkbox"/>
Q1	<input checked="" type="checkbox"/>
Q2	<input checked="" type="checkbox"/>
Q3a	<input checked="" type="checkbox"/>
Category total	<input checked="" type="checkbox"/>
Final Exam	<input checked="" type="checkbox"/>

Select all/none

Submit

4. Tick grade item to be exported

5. Click [Submit]

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

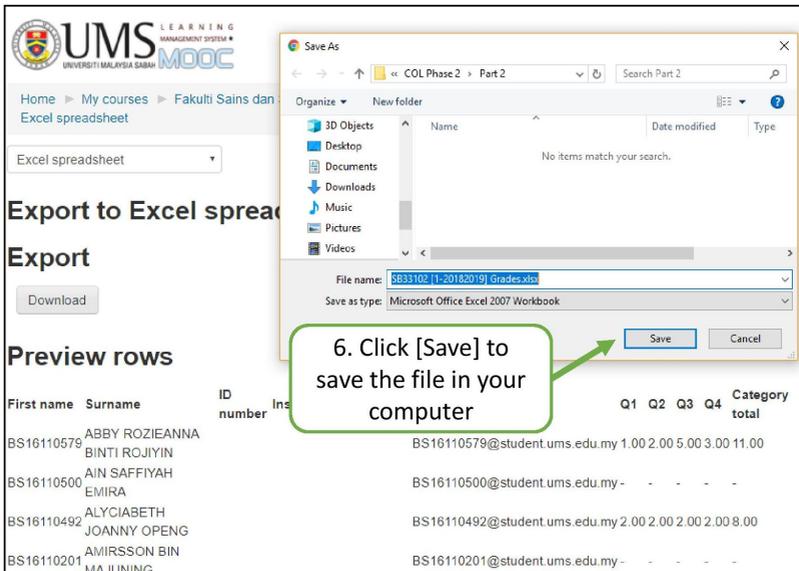


Figure 4.34: (continued) Step by step to export template for marks entry

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

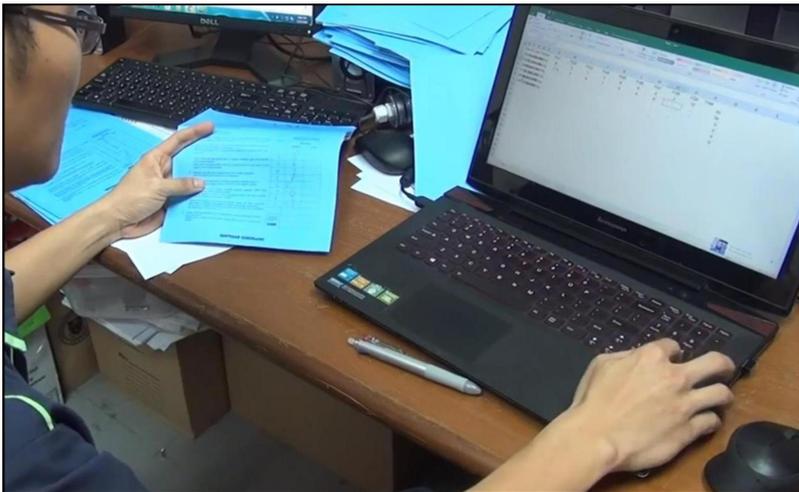


Figure 4.35: (continued) Step by step to export template for marks entry

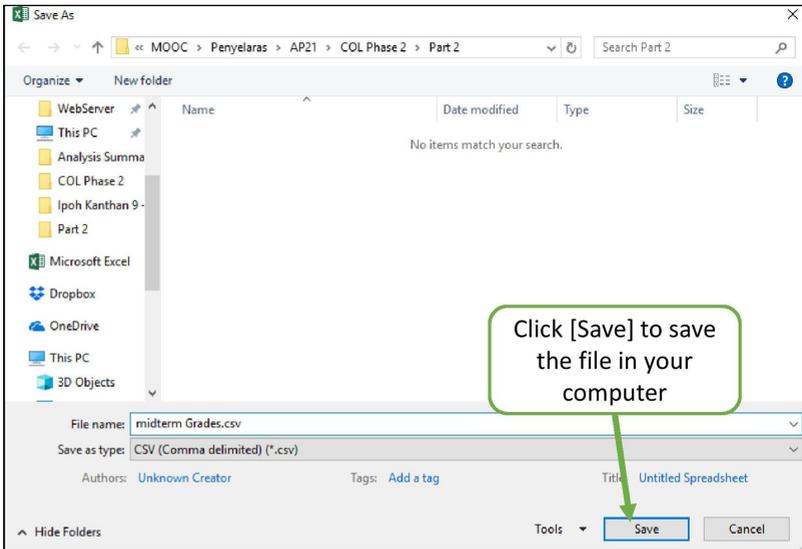
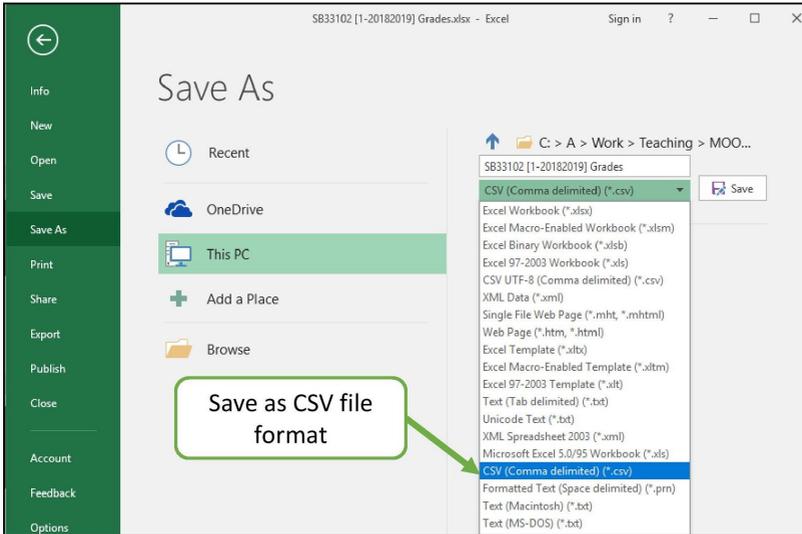


Figure 4.36: (continued) Step by step to export template for marks entry

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

- PROGRESS BAR:** Shows a progress indicator and a "NOW" label. Below it, there is a "Move one block for info" button and an "Overview of students" button.
- NAVIGATION:** Contains links for Home, My home, My profile, Current course, and My courses.
- ADMINISTRATION:** A sidebar menu with various options:
  - Course administration: Turn editing off, Activity chooser off, Edit settings, Users, Unenrol me from UB00399 [1-2018/2019].
  - Filters: Reports (highlighted with a green arrow), Groups, Badges, Backup, Restore, Import, Reset, Question bank, Repositories.
  - Switch role to...
  - My profile settings.
- ADD A BLOCK:** A dropdown menu for adding new content blocks.
- Week 1:** Contains "Course Synopsia", "Discussion Week 1 Lecture", and "News forum".
- Week 2:** Contains "Discussion Week 2 Lecture".
- Week 3:** Contains "Discussion Week 3 Lecture".
- Week 4:** Contains "Discussion Week 4 Lecture".
- Week 6:** Contains "Discussion Week 6 Lecture".
- SEARCH FORUMS:** A search bar with a "Go" button and an "Advanced search" link.
- LATEST NEWS:** A section for news updates, currently showing "No news has been posted yet".
- UPCOMING EVENTS:** A section for upcoming events, currently showing "There are no upcoming events".
- RECENT ACTIVITY:** Shows activity since Wednesday, 26 September 2018, 4:57 PM, with a "Full report of recent activity..." link. Below it, "COURSE UPDATES:" lists "Updated Forum" for "Discussion Week 1 Lecture", "Discussion Week 2 Lecture", and "Discussion Week 3 Lecture".

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

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

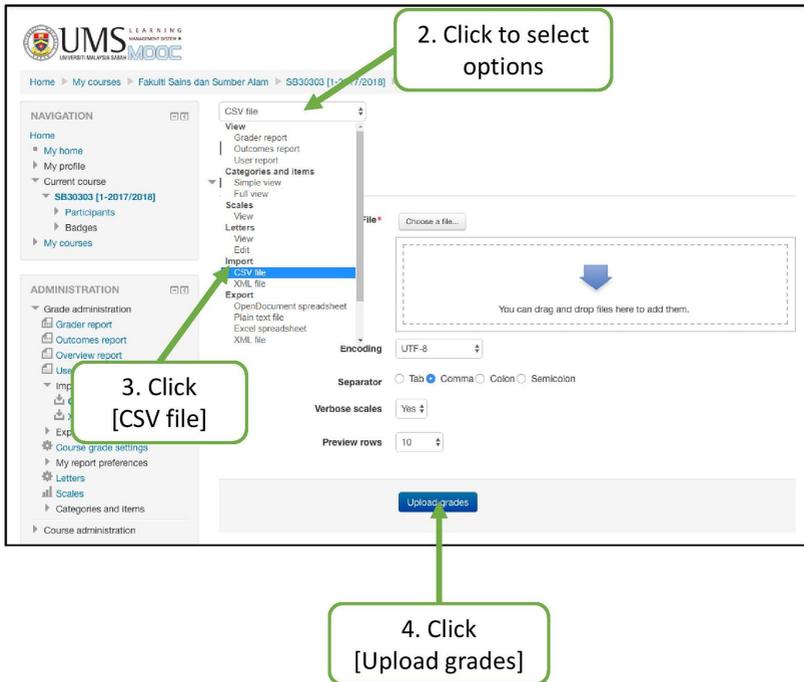


Figure 4.38: (continued) Step by step to export template for marks entry

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

**Import CSV**

**Import preview**

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

Identify user by

Map from:  **Step 2**

Map to:  **Step 3**

Grade item mappings

First name:

Surname:

ID number:

Institution:

Department:

Email address:

Q1:

Q2:

Q3:

Q4:

**Step 4**

**Step 5**

Figure 4.39: Step by step to import marks to gradebook

**Import CSV**

**Import preview**

First name	Surname	ID number	Institution	Department	Email address	Q1	Q2	Q3	Q4
BS16110579	ABBY ROZIEANNA BINTI ROJIYIN				BS16110579@student.ums.edu.my	1	2	5	3
BS16110500	AIN SAFFIYAH EMIRA				BS16110500@student.ums.edu.my	1	2	5	3
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1. Preview

▼ Identify user by

**Map from**

First name
First name
Surname
ID number
Institution
Department
Email address

2. Click to select options

3. Select [Email address]

**Map to**

User ID
User ID
Username
ID number
Email address
Ignore

4. Click to select options

5. Select [Email address]

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

Q1  
Ignore

Q2  
Ignore

Q3  
Ignore

Q4  
Ignore

Q1  
Q2  
Q3  
Q4

Upload grades

6. Click to select options for each question

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

8. Click [Upload grades]

9. Click [Continue]

Import CSV

Grade import success

Continue

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

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

- PROGRESS BAR:** Shows a progress indicator and a button for 'Overview of students'.
- NAVIGATION:** A sidebar menu with options like 'Home', 'My home', 'My profile', 'Current course', 'Participants', 'Badges', and 'My courses'.
- ADMINISTRATION:** A sidebar menu with options like 'Course administration', 'Turn editing off', 'Activity chooser off', 'Edit settings', 'Users', 'Reports', 'Grades', 'Badges', 'Backup', 'Restore', 'Import', 'Reset', 'Question bank', 'Repositories', 'Switch role to...', and 'My profile settings'.
- Course Content:** A central area showing a list of weeks (Week 1 to Week 6) with associated activities like 'Course Synopsis', 'Discussion Week 1 Lecture', and 'News forum'.
- SEARCH FORUMS:** A search bar and 'Go' button.
- LATEST NEWS:** A section for news updates.
- UPCOMING EVENTS:** A section for event announcements.
- RECENT ACTIVITY:** A section showing recent activity and course updates.

A green callout box with the text '1. Click [Grades]' and an arrow pointing to the 'Grades' option in the 'ADMINISTRATION' sidebar is overlaid on the screenshot.

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

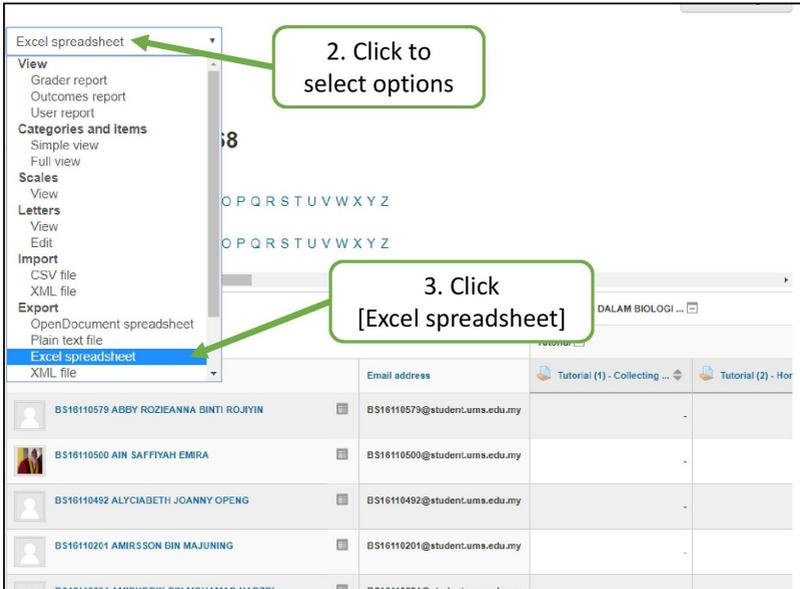


Figure 4.43: (continued) Step by step to import marks to gradebook

#### 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](https://docs.moodle.org/35/en/GIFT_format)

#### Creating Questions

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

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

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

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

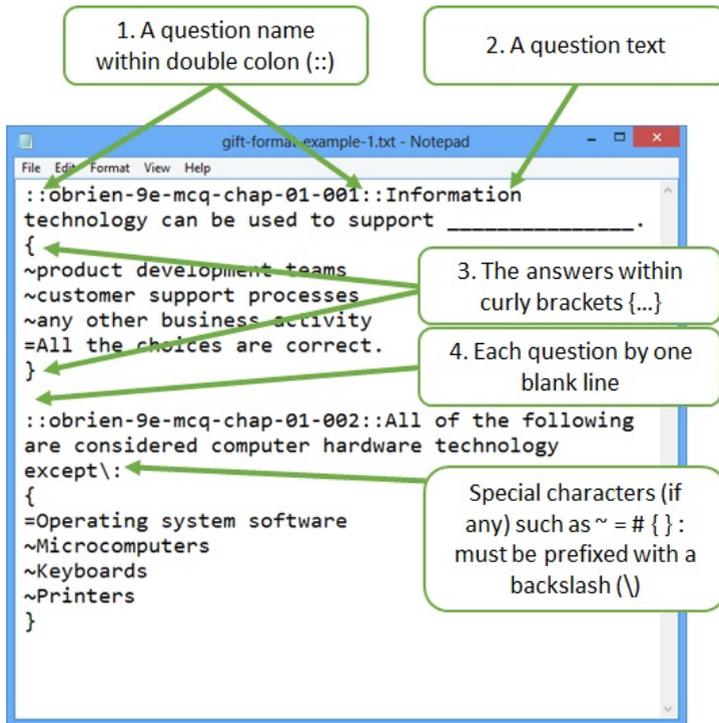
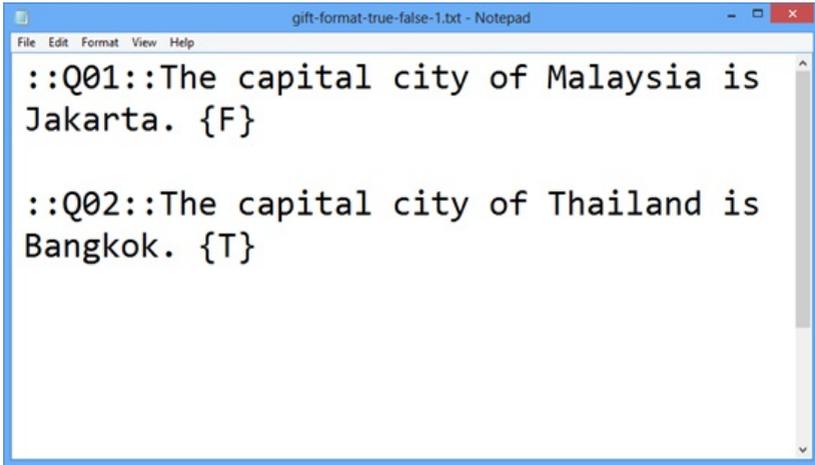


Figure 4.44: Examples of multiple choice questions in GIFT format written using a Notepad.

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

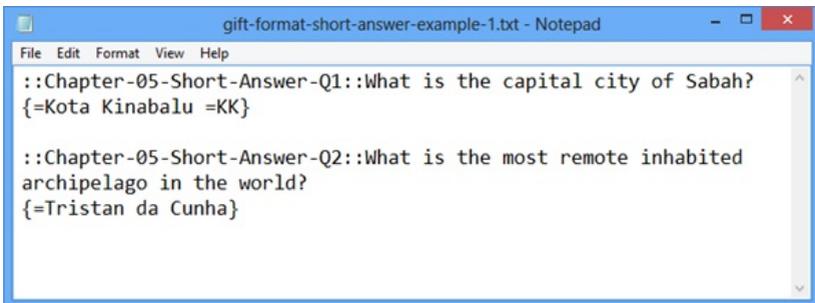
For short answer questions, you can have several possible answers that can be accepted as correct. In the example below, students may answer PC or personal computer. Care has to be taken into account that any spelling mistake is considered as a wrong answer.



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

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

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



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

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

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

## Importing Questions to SmartUMS

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

The screenshot shows the 'Import questions from file' form in SmartUMS. The form is divided into several sections:

- File format:** A list of question formats with radio buttons. 'Gift format' is selected and highlighted with a green box and an arrow labeled '1. Choose GIFT format'.
- General:** Fields for 'Import category' (set to 'Default for 0108201...'), 'Match grades' (set to 'Error if grade not listed'), and 'Step on error' (set to 'Yes').
- Import questions from file:** An 'Import' button and a 'Choose a file' button. A file named 'gift-format-example-1.txt' is selected and shown in a text box. A green box and arrow labeled '2. Choose the text file that contains questions in GIFT format' points to the file name.
- Bottom:** A blue 'Import' button. A green box and arrow labeled '3. Click 'Import'' points to this button.

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

Figure 4.47: Step by step to import questions

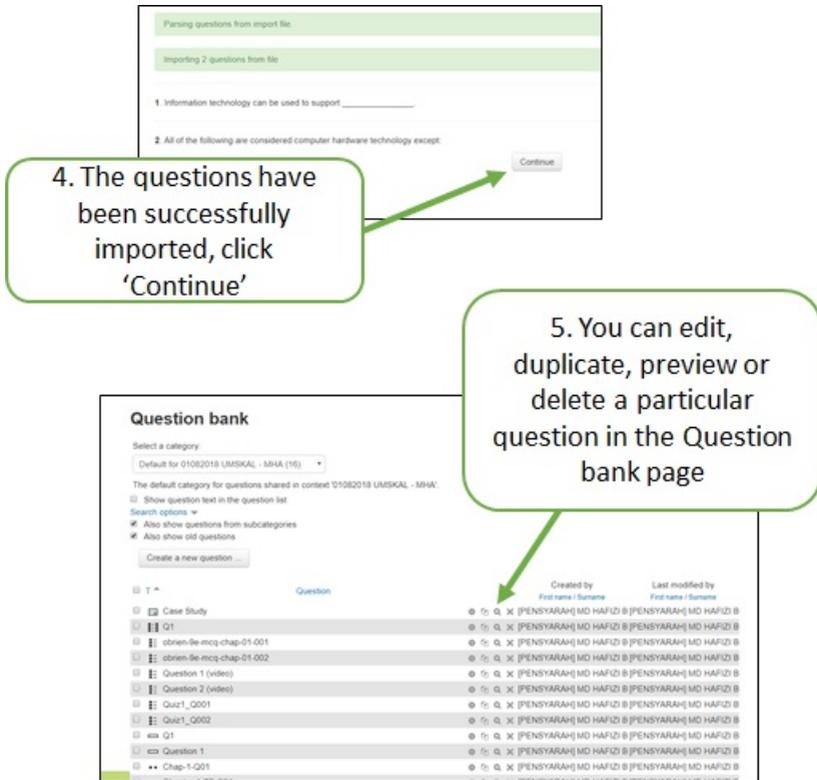


Figure 4.48: (continued) Step by step to import questions

# 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>

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