St. Jude Cure4Kids Classrooms:
Introduction to C4K Classrooms Tools

www.Cure4Kids.org

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Preface
This document contains instructions on how to use St. Jude Cure4Kids Classrooms tools. In this manual, users will learn the basics of online course management, including the uploading content, the creation of evaluation quizzes and the generation of basic reports.

Pre-requisite Skills
This manual is written for an audience who are already familiar with Cure4Kids and navigating its various menus.

Intended Users
This instructor’s guide was prepared for the educator who is new to conducting online instruction. It covers some of the basic administrative and technical aspects.
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Navigation to Cure4Kids Classrooms

All Cure4Kids Classrooms users, instructors and students alike, must first be registered on Cure4Kids.

The web address for Cure4Kids is http://www.Cure4Kids.org

Any standard web browser such as Internet Explorer, Firefox, Safari or Chrome may be used. The only plugin requirement may be the Adobe Flash plugin, which most users already have installed. The Adobe Flash plugin may be obtained here: http://get.adobe.com/flashplayer/. Many web browsers may prevent “pop-up” windows. Some C4K Classrooms content may request pop-up windows, so please instruct your students to allow pop-ups when requested.

There are two different kinds of online courses offered on Cure4kids. Please note “Courses” and “Classrooms” as listed under the “Education tab.

Cure4Kids “Courses” are free-form and not instructor-led. Users work at their own pace, there are no completion requirements and no completion credits are awarded.

Cure4Kids “Classrooms” courses are structured and instructor-led. Users who enroll are expected to complete assignments, quizzes and evaluations in a manner determined by the lead instructor. Certificates of Completion are usually awarded upon successful completion.

Clicking on the “Classrooms” sub-tab will bring you to the C4K Classrooms main catalog page. Your newly-created course will be listed under the appropriate course category as determined by you and your C4K Classrooms support person. The interface of Cure4Kids Classrooms will be displayed in the same language that you have chosen for Cure4Kids.

You may navigate back to the Cure4Kids homepage at any time by clicking on the Cure4Kids logo in the page header.
For the purposes of illustrating the features of Cure4Kids Classrooms, this guide uses screen samples from the C4K Classroom “Introduction to Cure4Kids Classrooms for Instructors” under the category “Introduction to Cure4Kids Classrooms.” You are encouraged to examine this classroom at any time.

https://www.cure4kids.org/classrooms/course/view.php?id=75

Communication Tools
There are communication tools built into each C4K Classroom to allow you to contact your enrolled students, however, you will require an external means to get the word out to pre-enrolled candidates for your upcoming course. You may decide to accomplish this in any manner you see fit. Let your C4K Classrooms consultant know if you would like an announcement to be included in one of the periodic notices sent out to all Cure4Kids users.

Orientation
Below is a screenshot of a freshly created, empty classroom titled “Introduction to Cure4Kids for Instructors.” You are encouraged to examine the content in this classroom as a guest student at any time, however you will not be able to access Instructor-level settings. Any Cure4Kids Consultant can provide access for you to a test environment where you can experiment with all of the available features.

https://www.cure4kids.org/classrooms/course/view.php?id=75

On the left are “Blocks” containing Navigation links and Settings links. On the right you will find Blocks with links to access forums, news, events and recent activities within the classroom. The large central area is where the content will be located.
The very first order of business would be to acquaint oneself with the basic settings for the course, accessed from within the Administration Block. Note the small “+” in the box in the top right hand corner of the Administration Block. This gadget opens the Block.

Please note the above link is provided on the bottom of most classroom administration pages. This is a “context sensitive” link that, when clicked, will present to you the full Moodle documentation for the topics on the current page. Very handy!
Course Administration – Edit Settings

General
Note the symbol located next to many of the setting names. Click on this icon to obtain a short description of the functionality of the setting.

**Course full name** This is the full course name as it will appear in the C4K Classrooms catalog.

**Course short name** the Course short name should be just that...short. Reason: this is the name that will be displayed in the navigation ‘crumb trail”. Long names will force ugly wrapping of the text. Keep it to ~ 8 -10 characters.

**Course Category** the category into which your classroom will be placed will be determined in conjunction with your C4K Classrooms consultant.

**Visible** The pulldown options are to “Show” or “Hide” your course from students.

**Course Start Date** This setting determines the start of the first week for a course in weekly format. It also determines the earliest date that logs of course activities are recorded.

**Course ID Number** This is determined by your C4K consultant. Do not change this setting.
Description

Course summary  The short course summary that you provide here will appear in the C4K Classrooms catalog.

Course summary files  Using this upload tool, it is possible to provide PDFs and other preprinted materials for prospective students.

Course format

Format  This setting controls how your course sections are presented to your students. The options are SCORM, Social, Topics, and Weekly. Your choice would probably be either Topics or Weekly. If you intend to move your students through your course as a group with a specified beginning and end date then the Weekly format would be best. If your students will be taking the course singly, without scheduled assignments and quizzes, then the Topics format would be preferable.
**Number of sections** You may increase this number at any time, but you cannot delete excess sections, however excess sections may easily be hidden and moved to the bottom of your course.

**Course Layout** The options are to show one section per page or all sections on a single page.

**Appearance**

![Appearance settings screenshot](image)

**Force theme** By default, the theme is set to “Cure4Kids”. This theme includes tools to allow for easy navigation back to the main Cure4Kids website. This theme should not be changed without first conferring with your Classrooms consultant.

**Force language** By default, the language of the C4K Classrooms interface will be in the same language as chosen by each individual in their C4K profile. It is recommended to leave this at the default setting.

**News items to show** This setting determines how many recent items appear in the latest news block on the course page. If set to "0 news items" then the latest news block will not be displayed.

**Show gradebook to students** Many activities in the course allow grades to be set. This setting determines whether a student can view a list of all their grades for the course via a grades link in the course administration block.

**Show activity reports** Activity reports are available for each user that show their activity in the course. As well as listings of their contributions, such as forum posts or assignment submissions, these reports also include access logs. This setting determines whether a student can view their own activity reports via their profile page.
Files and uploads

Maximum upload size This setting determines the largest size of file that can be uploaded to the course, limited by the site-wide setting set by an administrator. Activity modules also include a maximum upload size setting for further restricting the file size.

Completion Tracking

Enable completion tracking Once enabled, the completion tracking settings are displayed in the completion tracking page, and in the activity settings. It is very important to set this to “Yes” in order to assess the progress of your students towards course completion requirements.

Groups

Group mode this setting has 3 options:

- No groups - There are no sub groups, everyone is part of one big community
- Separate groups - Each group member can only see their own group, others are invisible
- Visible groups - Each group member works in their own group, but can also see other groups

The group mode defined at course level is the default mode for all activities within the course. Each activity that supports groups can also define its own group mode, though if the group mode is forced at course level, the group mode setting for each activity is ignored.

Force group mode The options are “Yes” or “No”. If group mode is forced, then the course group mode is applied to every activity in the course. Group mode settings in each activity are then ignored.

Default grouping If groups are established, this option will allow for default placement of a newly-enrolled student into a specific group.
Role renaming  This feature is not used often and will not be covered in this primer.

Course Administration – Adding Content
Before making any additions or modifications to the content of a classroom, you must first enter into “edit mode”.

In the Settings Block/Course Administration click on  
Turn editing on  . Once you have done this, you will see the following editing widgets appear in the content space:

Click on the small Edit icon just above the “News Forum” object to create the informational header for your course. An editor will appear in which you can enter course information:

This sample classroom is designed to demonstrate the basics of setting up a Cure4Kids Classroom.

This space is to be explored in conjunction with the "C4K Classrooms Instructor's Guide," available below by clicking here.

This introductory course provides basic information that an instructors would need to know regarding the creation and management of a Cure4Kids Classrooms course.
This information that you place into this Classroom header will be the first thing your students will see when they enter your Classroom. Provide a short summary, requirements, target audience, course objectives, contact information (include office hours if applicable), and information about your C4K Classrooms consultant. The News forum is a discussion area for the entire course.

Sample Classroom header:

**Research Participant Advocacy**

This introductory course provides basic information regarding the informed consent process. It is highly recommended for any staff member who may be asked to participate in an informed consent discussion as an advocate/witness for the potential subject or his/her legally authorized representative. This course consists of five modules and a quiz.

The course is self-paced and it is expected that it will take about 90 minutes to complete. Learners are required to review all slides and attain a passing score of 90% on the quiz in order to receive credit towards completion. There is an option to print a Certificate of Completion.

**Target Audience:** Nurses, research coordinators and any staff member that may be asked to conduct informed consent discussions as an advocate/witness.

**Enrollment:** Open

**Time commitment:** ~90 minutes, self-paced

**Course Objectives:**

At the end of this course the learner should be able to:

1. Explain the responsibility of the research advocate.
2. Discuss "barriers" that parents encounter when asked to enroll their child in a research study.
3. Identify major historical events that influenced current federal regulations regarding informed consent.
4. Describe how the Belmont principles are applied in clinical research.
5. List the elements of informed consent.
6. Define the informed consent/assent process.
7. Identify appropriate considerations of the consent/assent interview.
8. Describe regulatory requirements for documenting the consent/assent discussion.

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The "news forum" is an automatically inserted component. This is where you can post notices and hold conversations with your students.
Now that the course basic settings are completed and you have provided the course information in the classroom space, it is time to add content!

Content may be added to an open classroom at any time, but it is advisable to release your sections – whether they are based on “topics” or “weeks”- as a complete unit. Of course, in the ‘real world’ you will probably wish to add content to current sections based upon feedback from your students. This is fine, but keep in mind that some students may complete a section before others and move on to subsequent content. This may complicate matters when it comes time to provide completion credits. So, if possible, try to release sections as complete as possible. When late content needs to be added, either do not require that the content is viewed for completion credit or be sure to communicate the existence of the added content to all of your students.

C4K Classrooms has the ability to hide section modules, so it is possible to be working on subsequent sections while current and previous sections are available to students.

**Your first Topic/ Week**
Remember, sections are presented in either “Topic” or “Weekly” format. For this example, we are using a topic-based format and will consist of required reading materials. One of the most common document formats is Adobe PDF. This guide will explain how to prepare the space for the document, upload the document.
Name the section topic. For this sample we will use “Required reading materials.” It is usually a good idea to provide some further information about the materials, such as pertains to the content and estimated time to read.

Below the Section name and Summary input fields is the “Restrict Access” box.

This is a very important and powerful feature of C4K Classrooms.

Utilizing the settings below, you may restrict the viewing of the topic to a bracket of time, a previous grade condition, or the completion of a previous activity. This is particularly useful in the case that your course is designed based upon “weekly” sections. Access could be restricted until the desired week. At your option, the section could disappear at the end of the week…or any time in the future.

The Restrict Access function is also available for each object, which allows for great flexibility.

For the purpose of this tutorial, we will not impose any access restrictions.

Here is a link to the full Moodle documentation on setting up a course homepage.
http://docs.moodle.org/25/en/Course_homepage
Uploading of Content

For our first content item, we will upload an open source book in PDF format (“Alices Adventures in Wonderland”, by Lewis Carroll. The work is in the public domain). The file size is 352KB, which is a reasonable file size for your students to download.

STEP 1: First step is to turn Editing on.

Note that the ability to add an activity or resource is now available to you.

STEP 2: Click “Add an activity or resource”

A rather long list of options will appear. Scroll down to the RESOURCES section and choose “File” and then select “Add”: 
STEP 3: Choose the file to upload. You will be brought to a page that will ask you for some specifics about the file you are about to upload.

The Content section is where you accomplish the uploading of the file. You may choose to browse to find the file or simply drag and drop it into the specified area.
OK, great! The selected file will appear in the requestor, but the actual upload occurs only after you submit the page. But before you rush to upload the file, there are other settings to consider.

STEP 4: Make Appearance settings. There are number of settings under the “Appearance” section that will affect how the content looks within your Classroom.

The following link will provide you with the full Moodle documentation about the types of activities that you may include in your course.

http://docs.moodle.org/25/en/Activities

The Restrict Access module

Using the provided settings it is possible show/hide the content according to date range, the grade on previous objects, and the completion of previous objects. The options are very powerful and useful; however, you should attempt to minimize the number of access restrictions that you employ.

If viewing the content is predicated on the student having taken a quiz and subsequently submitting an evaluation that had the quiz as a requisite object, then it is not necessary to make the quiz a prerequisite object. Simply make the evaluation the required object. Debugging unexpected behaviors at a later time will be much easier if you simplify the number of restrictions that you have put into place.
Activity Completion

The parameters available in the Activity completion module will vary according to content type. In this case, our sample object is a file (a PDF), therefore there is no grade associated with it. Completion tracking can be set to allow the student to manually check off that he/she has read the document, or automatically when the file is downloaded. The “Require view” setting is important to click if the reading of the document is required. You may also set an “Expect to be completed on” date.

When you have made all of your settings, click either the “Save and return to course” button or if you would like to preview the content, click “save and display”. Either choice will initiate the uploading of the file.

The default file size limit for uploading is 400MB. Contact your C4K Consultant if you require a higher setting.

If all went well you should see your content in the Classroom. Note the appearance of the space with and without the “Edit Mode” settings active.
Now would be a good time to explain the gray icons that you see above. Note that you may get a definition of any of these icons at any time simply by hovering your mouse over it.

- Edit summary
- Highlight the topic
- Hide/Show topic
- Completion checkbox

And, as covered earlier:

**Including a Seminar**

Any existing Cure4Kids seminar may be brought into your Classroom and displayed as required content. By utilizing a built-in technology called SCORM, it is possible to detect that the student has viewed every slide. An alternate way of including a Cure4Kids seminar would be to simply provide a URL link to it. Using this method, completion would be achieved by merely clicking the link.

**What is SCORM?**
The Sharable Content Object Reference Model (SCORM) is a set of technical standards for e-learning software products. SCORM tells programmers how to write their code so that it can “play well” with other e-learning software. It is the de facto
This walk-through will explain the process by which a Cure4Kids seminar is uploaded into your course. All Cure4Kids seminars are, by default, SCORM-compliant, which means that they will report completion to the student’s gradebook upon the viewing of all slides. Of course, completion does not assure understanding or retention. For that, it is best to include quizzes, which will be covered in a later in this handbook.

We will upload the SCORM-compliant Cure4Kids seminar into a new topic area named “Lecture.” Just to make things interesting, we will place a restriction on this content until the student has downloaded (and hopefully read) content from the previous topic.

STEP 1: To add a seminar object to this topic click “Add an activity or resource.”

STEP 2: Click “SCORM package” and click “Add”
As seen before with the PDF file upload, a page of settings will be displayed. The name of this particular talk is “Anthropology, Alleles, Alchemy, and Artistry in Azathioprine Administration: An Overview of Thiopurine Methyltransferase (TPMT) Deficiency” by Meaghann Weaver, MD, William E. Evans, PharmD and Mary V. Relling, PharmD.

STEP 3: Upload the SCORM package. A SCORM package is nothing but a ZIP file that contains HTML and the content itself along with a “manifest file” that lists all the assets along with instructions on the order in which they are displayed. (For more information about SCORM and how SCORM works within Moodle: http://docs.moodle.org/23/en/SCORM_FAQ)

Before the upload actually occurs, a requestor will be presented to you. Fill in the title and author of the content.

SCORM Settings
Once your SCORM lecture is successfully uploaded, you will need to make some settings that affect how the object is displayed and tracked. Note that the lecture in the example below is greyed-out. This is because we have chosen to hide this content from the student until he views the required reading of the PDF, thereby completing the requirement.

Click the gear icon to access the SCORM settings.
**Lecture**

Required viewing. The student must view all slides in order to obtain a completion credit.

Note that an access restriction has been placed on this content until the learner has downloaded (and hopefully read) "Alice in Wonderland."

Restricted: Not available until the activity *Alice in Wonderland* by **Lewis Carroll** is marked complete.

_{Anthropology, Alleles, Alchemy, and Artistry in Azathioprine Administration: An Overview of Thiopurine Methyltransferase (TPMT) Deficiency (54 min)}_

Restricted: Not available until the activity *Alice in Wonderland* by **Lewis Carroll** is marked complete.

[Add an activity or resource]

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**SCORM Settings Full Page**

[Image of SCORM settings interface]

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**Updating SCORM package in Lecture**

- **General**
- **Package**
- **Appearance**
- **Availability**
- **Grade**
- **Attempts management**
- **Compatibility settings**
- **Common module settings**
- **Restrict access**
- **Activity completion**

[Save and return to course]  [Save and display]  [Cancel]

There are required fields in this form marked *.

---

**General**

**Name** The object title as seen by students

**Description** This description will be displayed under the title (if “Display description on course page” is checked).
**Package** This is where you upload the SCORM file package. You may use the “Choose a file” method which opens a familiar file browser or simply “drag-and-drop” the SCORM package file onto the specified area.
Appearance

Display package Options are “New window” or “Current window”. It is important to select Current window due to the way content is handled by C4K Classrooms. Set the other related fields as shown above.

Student skip content structure page Set to “Always.”

Disable preview mode Preview mode allows a student to browse an activity before attempting it. If preview mode is disabled, the preview button is hidden. Recommended choice is “Yes” (disabled).

Display course structure on entry page Set this to “No”

Display course structure in player Choose “Hidden.” This will hide the SCORM table of contents

Hide navigation buttons Preset to “No”. Do not change.

Display attempt status This preference allows a summary of the users attempts to show in the course overview block in My home and/or the SCORM entry page. Set to “My home and entry page.”
Availability
Set the date range that your class will be available to students.

Grade
Set Grading method to “Learning objects.” This will report a “1” for complete and “0” for incomplete in the student’s Gradebook.

Attempts management

Compatibility settings and Common module settings — Leave as is.
Restrict access - Using the provided settings it is possible show/hide the content according to date range, the grade on previous objects, and the completion of previous objects. The options are very powerful and useful; however, you should attempt to minimize the number of access restrictions that you employ.

The “While access is prevented” setting determines whether the content will be displayed greyed out with a restriction notice...or hidden entirely. This SCORM object will be greyed out, with the restriction text displayed, until the learner has completed (viewed) the “Alice in Wonderland.”
SCORM Activity Completion

The parameters available in the Activity completion module will vary according to content type. In this case, our sample object is a lecture in SCORM format. Upon the viewing of all slides a “1” will be displayed in the learner’s Gradebook.

You may notice that the Activity completion module looks a bit different than the Activity completion module for files.

For SCORM seminars, follow the recommended settings below. If desired, you may set an “expect completed on” date.

Click “Save and return to course” or “Save and display”. Either choice will upload your file and link it into your course as an active SCORM component.

It should be noted that many factors can interfere with proper SCORM linkage into your Classroom. Do not be discouraged. Consult with your Cure4Kids Consultant who will be happy to provide assistance.

When you have made all of your settings, click either the “Save and return to course” button or if you would like to preview the content, click “Save and display.” Either choice will initiate the uploading of the file.

If everything is working correctly, the learner will receive a score of “1” in his Gradebook to denote a passing grade (having viewed all slides.)
Uploading a video

So far we have demonstrated how to upload a PDF document and a SCORM-compliant lecture. Video is also a popular educational tool.

There are many competing video formats and the technology constantly changes. It can be challenging to find a single video format that will work predictably for all users in all situations. Cure4Kids is currently using the MPEG4 (h.264, ACC) format. The creation and conversion of video formats is beyond the scope of this guide, however, the instructor does need to understand that there are not only video file type issues, but there are also file size and bandwidth issues to be considered. Please rely on your C4K Classroom consultant for assistance in this area.

The following instruction will be for the uploading of a previously created video file “Classrooms 60sec.mp4”, a short introduction Cure4Kids Classrooms into the third topic section.

STEP 1: Locate the section into which the video will be uploaded. Click on “Add an activity or resource.”

STEP 2: Videos need to be embedded into a web page, so choose “Page.” Click “Add”
STEP 3: Insert a description.

STEP 4: Click the video icon in the Content requestor.

STEP 5: The “Insert Moodle media” request should appear. Click on the “Find or upload a sound, video or applet.” link,
STEP 6: Choose the file and a “Save as” name. Modify the author information.

STEP 7: Once the file is uploaded you will be presented with a preview. If the security settings of your browser prohibit the launching of a plugin such as Quicktime you will have to approve an exception in your browser.

STEP 8: Click “Insert.” As before, you may opt to restrict the viewing of this content until the student has completed or viewed a prior learning object. We would like our students to have viewed both the previous content items, the “Alice in Wonderland” PDF and the “Anthropology, Alleles, Alchemy, and Artistry in Azathioprine Administration: An Overview of Thiopurine Methyltransferase (TPMT) Deficiency” lecture. Since we set restrictions on the lecture to require viewing of the PDF, we will only need to set the restriction for the video to be for the lecture. SCORM-complaint objects report a grade of “1” upon completion, therefore the “Before this section can be accessed” choice should be set to “must complete with pass grade”.
STEP 9: If desired, complete the “Restrict access” rules. Using this single restriction is a good example of how it is possible to keep your dependencies simple.

STEP 10: Click “Save and return to course.” The video is now available to the students once they complete the viewing of the previous lecture “Anthropology, Alleles, Alchemy, and Artistry in Azathioprine Administration: An Overview of Thiopurine Methyltransferase (TPMT) Deficiency.” Note that there is no viewing requirement set under Activity completion. Althoug we are requiring the prior viewing of the lecture to access the video, we are not tracking a completion of the video itself. It essentially becomes optional content for the student.

This ends the introduction to the uploading of content into a C4K Classroom. For more information on how to add various content types to a course, please refer to the full Moodle documentation at: http://docs.moodle.org/25/en/Managing_content
**Enrollments**

Membership on Cure4Kids is free, but limited to healthcare students and professionals. All membership requests are manually reviewed. This can take up to two working days, so please remember to allow sufficient time for your prospective students to be registered into Cure4Kids. They will become available to be enrolled into your C4K Classroom only after they have been approved for Cure4Kids.

As lead instructor, you will have the ability to add not only students, but other instructors and course managers as well. Everyone in a course, despite their status, is considered to be a “User.”

**Set Enrollment method**

The settings that control how Users are added to your course are under the “Users” link in the Administration Block.

STEP 1: Click on “Enrollment methods.” A requestor similar to the one below should appear. This course has three different types of enrollment options available.

- **Manual enrollment** – Users added by the Instructor or designee
- **Guest enrollment** – User cannot take quizzes or assessments and receives no grade or credit
- **Self enrollment** – User can self enroll as a student

Each enrollment type has controls to modify the option.
- Deletes this enrollment option from this course
- Disables this enrollment option. This is useful if you will change this enrollment option during the course
- Manually add a User
- Edit options. See below.

Manual Enrollment

STEP 1: Click Administration>Users>Enrollment methods>Manual enrollments to manually add a User.

STEP2: Refer to the above figure. Set the Manual enrollment options.

Enable manual enrollments: Yes/No
Default role: Typically “Student”
Default enrollment duration: Default length of time that the enrollment is valid, starting with the moment the user is enrolled. If disabled, the enrollment duration will be unlimited by default.
Notify before enrollment expires: This setting determines whether enrollment expiry notification messages are sent. Options are: No, Enroller only and Enroller and User.
Notification threshold: This setting determines whether enrollment expiry notification messages are sent.

Save your changes.

STEP 3: Proceed to Administration>Users>Enrolled users, then click on the “Enroll users” button.
STEP 4: The requester on the left will appear. To enroll students, set the “Assign roles” pulldown to “Student”.

STEP 5: Find your enrollees in the C4K User database. The database contains nearly 38,000 names, so it is necessary to search by typing in the Search field. Repeat this step until all of your students have been enrolled.
Enrolled users listing

Click Administration>Users> Enrolled users to access a listing of all of the current users in your course, along with their roles, and enrollment dates.

It is possible to add or remove roles from Users by clicking on the “X” or “+” symbols.

This is the end of the Enrollments section. For more information on this topic, please refer to the full Moodle documentation here: http://docs.moodle.org/25/en/Enrolments
Course Assessments

Overview of Quiz creation

An experienced educator will tell you that there is an art and a science to the creation of a good quiz. Your goal, of course, is to determine if the student is making good progress towards reaching the courses’ stated objectives. Your challenge is to create questions that are designed to address each of the course objectives.

Moodle keeps each quiz question in a database. This database collects response data that can be used to do “validity testing” on the quiz questions. If too many of your students correctly answer the question, then perhaps the question should be adjusted. Likewise, if too many students are missing the question then perhaps you need to either modify the question or provide better instruction in the topic area.

As you plan your first quiz, an important concept to remember is that each question first becomes an entry in the database. Only after the question is entered into the database can it be drawn upon to be included into a quiz. As the number of your quiz questions grows, you will begin to enjoy the benefit of being able to draw from a database of questions that have been honed with each iteration of their usage. The significance and advantage of this method will become clear to you over time.

While it initially takes a little more time to build a database of questions before creating a quiz, the benefits will become apparent on subsequent iterations of the quiz.

A Moodle quiz is a subset of questions pulled from the database that are presented to the learner which may be automatically marked by Moodle or graded later by the teacher. The questions may be in sentence or number form or contain various media such as video or sound. They do not all need to be the same type of questions: a quiz may contain multiple choice, matching, essays (teacher-graded) and calculated. Feedback may be given at any or all stages of the process.

Once a quiz is made, that’s not the end of it. A Moodle quiz is environmentally friendly: since the questions are saved in a question bank they may be recycled for use elsewhere. Thus, one instructor could create a quiz with 20 questions and a colleague course could save valuable time by reusing some of the questions in another C4K Classroom.

Once a quiz has been added to the course and the Quiz settings established, the instructor can start to build the quiz. The teacher can access the quiz to edit the questions by clicking directly on the Quiz name on the course home page and then "Edit quiz" or by clicking the "info" link in the Navigation block. The "Edit quiz" link can also be accessed from Administration>Quiz administration.
**Creation of Quiz**

**STEP 1:** Choose a Topic or Week location for your quiz. Click on the “Add an activity or resource link.

**Add an activity or resource**

The “Add an activity or resource requestor should appear. Choose “Quiz”

Once you have accessed the quiz editing screen as above, you can add questions from a number of locations: Click the "Add a question" button to begin a new question.

**Creating a new question**

1. To make a new question, click "Add a question".
2. From the next screen, choose the question type you want to add and click "Next"
Tip: When you click on a question type on the left, helpful information appears on the right.

1. Fill in the question form, making sure to give a grade to the correct answer.
2. Click "Save changes"

Note that when a question has been created, an icon and words display its type (e.g., multiple choice) and a magnifying glass icon allows you to preview it.

You can continue adding questions this way, clicking the "Add a question" button each time.

Choosing a pre-made question

If other teachers in the course have made questions, or if a teacher made questions in an earlier quiz, these can be added to the current quiz by clicking the arrows next to them in the question bank or by checking/ticking the box of several and then clicking the button "add to quiz". To ensure all previously made questions are available, make sure to tick the boxes "also show questions from sub-categories/old questions".

Adding a random question

As long as you have questions in the question bank, you can add random questions to your quiz. This might be useful if you have students in a class taking a quiz at the same time, because they are unlikely to get the same questions at the same time. The same question will never appear twice in a quiz. If you include several random questions then different questions will always be chosen for each of them. If you mix random questions with non-random questions then the random questions will be chosen so that they do not duplicate one of the non-random questions. This does imply that you need to provide enough questions in the category from which
the random questions are chosen, otherwise the student will be shown a friendly error message. The more questions you provide the more likely it will be that students get different questions on each attempt.

The grade for the randomly chosen question will be rescaled so that the maximum grade is what you have chosen as the grade for the random question.

You can add one or more random questions by choosing the number and category in the question bank. Note the die icon to highlight random question selection.

**Question categories**

Questions can be stored and retrieved from categories in the Question bank. When you make a new question it defaults to the category with the course name. So if you make a quiz in this course, questions will automatically be added to "Default for Intro to C4K Classrooms for Instructors". You can opt to have your quiz questions in a category of their own ("Quizname") or to add a subcategory. To add a subcategory, go to Settings>Quiz administration>Question bank>Categories.

Users will have access to different categories according to their permissions.
**Quiz layout**

You can choose in Administration>Edit quiz>Layout whether to have a new page for every question or after a certain number of questions.

You can click the "Add a page here" button to add a page at selected intervals and move questions up and down by clicking the arrow button.

You can also set the pages by clicking the tab "Order and paging" on the Edit quiz screen.

Questions may be moved up and down with the arrows, or you can check the boxes to their left and then click "reorder questions".

You can check a box to select a question and then click "Add new pages after selected questions".

You can "repaginate" by setting the number of questions per page. After setting the number of questions per page, you can move questions so that there are a different number of questions on each page.
Assigning points to questions

Settings > Quiz administration > Edit quiz > Editing quiz

You can set how many points each question is worth by changing the number in the box to the right of each question (1) and you can change the maximum grade by changing the number in the box at the top of the quiz (2) The default is one point per question and 100.00 maximum grade.

Tip: Each save button is independent of each other. Thus if you change 2 grade boxes and click on the "Save" button, only the grade next to that button will be saved. Your other changes will revert to what they were before. Best practice is to change the grade and save one question at a time.

The quiz module will do any maths, so for example, a 2 point question will be worth 2 times more when the Quiz module determines how many point out of 10 to award the student.

Previewing the quiz

You can preview individual questions by clicking the magnifying glass icon.
You can preview the whole quiz by clicking the "Preview" link in Administration>Quiz administration>Preview
The quiz works like a real quiz so you can see your grades and any feedback for correct/incorrect answers just as a student would see them.
After quiz has been attempted
If one or more students have taken the quiz, you will see a list of all the questions in the quiz and a notice saying that you cannot add or remove questions.

You can change the order of questions, regrade them, preview an individual question and click on an question edit link that will allow you to directly edit the question stored in the question bank.

NOTE: You can delete all quiz attempts by students and then edit the quiz as if no students had attempted it. To do this, click the quiz name and then the Results link in the Navigation block. This will present a list of students and their scores. Click "Select all" and then "Delete selected attempts".

Dealing with faulty questions
There are several ways to deal with "bad" questions in a quiz.

Change the grade for the bad question to 0 in the quiz.

Edit the question, changing what you will accept as a correct answer, then regrading the exam. Remember when changing a question that the next time it is used it will be as it was in the last edit. Also, regrading will only affect one quiz at a time.

You can edit the question to explain the situation to the student and then you can set the grade for the question to zero. After you make such changes you should regrade the quiz by clicking on the Results tab and then the Regrade tab. This will change the grade for all students who have taken the quiz so far. Remember, if the question is used by another quiz, your "explanation" will appear as part of that quiz.

You can change the grade for the bad question and then move or delete the question from your question category. The question will still appear on the quiz. Some places do not like to delete any question, but will move them to a "dead" or "bad" question category.

When you discover a bad question in your quiz, it may affect the question bank. Remember that a final might be made up of a certain number of random questions drawn from different question categories, the same categories used in a smaller subject quiz. It can be very important do something about bad or invalid questions in a question category when the categories are use in other places.

Quiz administration can be challenging at times. Please do not hesitate to contact your C4K Consultant for assistance at any time.
Please use this link to read the full Moodle quiz documentation:
http://docs.moodle.org/25/en/Quiz_module
**Gradebook**

All the grades for each student in a course can be found in the course gradebook, or 'Grader report' in Administration > Course administration > Grades.

The grader report collects items that have been graded from the various parts of Moodle that are assessed, and allows you to view and change them as well as sort them out into categories and calculate totals in various ways. When you add an assessed item in a C4K Classrooms course, the gradebook automatically creates space for the grades it will produce and also adds the grades themselves as they are generated, either by the system or by you.

The grades displayed are initially displayed as the raw marks from the assessments themselves, so will depend on how you set those up e.g. an essay out of 36 will appear as however many raw marks that student got, not a percentage (although this can be changed later, see below).

Note that various default options for the gradebook are set at system level by the administrator and can be marked as being overridable by you, or fixed. This means that the options will not always be set up the same way for every user when they see the grader report for the first time.

Along the top of the grader report are several rows: first the course, then the category, then the columns for each graded activity (for example: Assignment, Quiz, Lesson). Any activities settings which were left "uncategorised" will appear in the general category which is named after the course by default (any category name can be changed).

You can add a row showing the range of possible scores by selecting 'Show ranges' in 'My report preferences.

There are three ways that the categories can be displayed:

- Grades only - without the category totals column
- Collapsed - Category total column only
- Full view - grades and the aggregates (the totals column for the category)

Each section has a small icon immediately to the right of its name. Clicking this will cycle through these display modes for that category. + goes to grades only view, o goes to full view and - goes to collapsed view.

### Highlighting gradebook rows and columns

When your gradebook starts to grow, it can be hard to keep track of which student and which assignment a cell refers to. Highlighting solves that.

- Clicking on empty space in the cell that contains the students name will toggle the highlighting of that entire row
- Clicking on empty space in the cell at the top of each column will toggle highlighting of the entire column
(Note: this requires Javascript to be enabled in your browser.)

**Sorting gradebook by columns**

You can sort by any column. Click the symbol near the top of a column to sort by that column. This will change the symbol to a single down arrow. Clicking again will sort lowest-to-highest, changing the symbol to an up arrow. The arrows will toggle between these two states until you click on a different column.

The student name columns do not have the symbol. Clicking on either the first or last name will cause the report to sort.

![Unsorted Sorted](image)

**Highlighting scores that are either adequate or unacceptable in red and green**

Turn editing on and click on the edit icon in the controls cell at the top of the column. You can then (maybe need to click 'show advanced') see the option to enter a 'grade to pass'. Once set, any grades falling above this will be highlighted in green and any below will be highlighted in red.

Note that the highlighting will not show if the Grader report is viewed in the editing mode.

![Grader report](image)

Horizontal scrollbar A horizontal scrollbar enables teachers to scroll grades in the grader report. (Note that this feature is not available for IE6 users or for users who have have the screenreader setting in their profile set to Yes.)
Mouse-over tooltips

Each grade cell in the table has a tooltip indicating the user and grade item to which the grade belongs.

Filtering the gradebook by groups

If you change the course settings Group mode to Visible groups or Separate groups a drop-down menu will appear in the gradebook to allow you to filter your students by groups.

Editing

Note: Editing anything in the gradebook refers to editing the grades only and none of the available operations bear any relationship to editing the main course page i.e. the appearance of your course page cannot be influenced by anything you do in the gradebook. The "Turn editing on" button functions separately from the main course one, so editing can be on in the gradebook, but simultaneously off when you switch back to course view. This is because editing grades and editing the course page are separate capabilities. Roles such as 'non-editing teacher' may only have one or the other.

Altering the grades

You can click "Turn editing on" at the top right to show an edit icon next to each grade. Clicking on the icon will bring up the editing screen for that grade which will allow you to set the grade, its written feedback and a number of other attributes.

Alternatively, you can choose "Quick grading" and "Quick feedback" in 'My preferences' to make the report appear with editable boxes containing each grade, so you can change many at once. This capability can be a real time saver, but make sure to save at reasonable intervals lest a pageful of changes be lost.

Note: If you make changes here, they are then shown highlighted to indicate grades which have been manually changed.

Hiding columns or individual grades

Turning on editing then clicking the "Show show/hide icons" link will give you the familiar show/hide eye icon next to each grade and at the top of each column. For more information, read about grade hiding.

Recalculating

If you change any part of an assessment e.g. alter the maximum grade for one of the questions in a quiz, you may find that the columns do not yet reflect the change you have made. Click Turn editing on twice to force the gradebook to re-check.

The following is a link to the full Moodle documentation on the Gradebook:

http://docs.moodle.org/25/en/Gradebook
Report Generation

Course Activity Report
A course activity report, showing the number of views for each activity and resource (and any related blog entries), can be viewed by managers, teachers and non-editing teachers (and any other users with the capability report/outline:view) in Administration > Course administration > Reports > Activity report.

An activity report is computed from the course’s start date (in the course settings).

If activity reports are enabled for a course in the course settings, each course User can access reports of their contributions, such as forum posts or assignment submissions, logs and a statistics report.

Below is an individual user report. You may view all user activity by using the “Select all or one user” pulldown.

There are numerous ways to generate reports. It is recommended that you experiment with the various settings in order to obtain the report that you desire. Go to the “Grader Report” link under Administration/My report preferences.
The following link provides the full Moodle documentation for course report generation:

http://docs.moodle.org/25/en/Course_reports
Conclusion
This primer just scratches the surface of the capabilities of the Moodle Learning Management System. If you require more information on a particular topic, you are encouraged to explore the link to the full Moodle documentation provided at the end of each section.

If you would like to know more about the full capabilities of Cure4Kids Classrooms, please visit the full Moodle documentation at http://docs.moodle.org/23/en/Main_page

Please feel free to experiment – you cannot cause irreparable harm to the system. Contact your C4K Classrooms consultant with your ideas, questions or problems.

Your Cure4Kids consultant is also available to assure that you will be able to conduct a successful online course.

Support Personnel
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