

E-Learning for EVS plus

Guide for E-mentors

Capacity building in the field of youth



Erasmus+

Euromed.e-evs.eu

About the Platform and profile of E-mentor

What is www.euromed.e-evs.eu platform

This platform [euromed.e-evs.eu](http://www.euromed.e-evs.eu) (---> prolink) was created in the frame of the capacity building project in Erasmus Plus project. This project consists of 5 meetings and mobilities. The platform should be for current evs volunteers and oncoming volunteers as online educational support.

Our platform will ensure the chances of equality for the European young volunteers, in order to develop their competences all along their EVS, and commit them to a continuous and easy learning process so that they could enhance their skills, optimize their role within the host community, and pave their way towards their career. The [euromed.e-evs.eu](http://www.euromed.e-evs.eu) is a sustainable educational tool to support the volunteers, mentors, trainers, and supervisors as well.

5 meetings and mobilities open Kick off meeting. In Tunisia, 1 representative from each partner organization determined the plan, the working methods and the tasks (contribution) of each partner for the project.

For 1st Training course 23 youth workers from 6 countries (Algeria, Tunisia, Palestine, Spain, Greek and Czech Republic) come to Tunisia from 1st to 10th December 2017 for 9-days training course in Nabeul (Tunisia), participants during training create 6 online training commensurate with the needs of the volunteers through platform ([e-evs.eu](http://www.euromed.e-evs.eu)).

Same 23 youth workers again come to Lefkas Greek from 16th to 26th February 2018. Second training came others 6 online training Participants also created tools for the evaluation of the online sessions and worked out methods and instruments for the certification/identification of the competencies acquired by the online training.

Participan organizations are going to host and to send one volunteer from one partner's country to carry out one local activity and to take part of the online courses that we will create during the previous motilities during their EVS project cycle.

Last of meeting in Spain should be an evaluation meeting. The aim of this meeting was an evaluation of the project and the role of each partner in the preparation, implementation,

evaluation, and dissemination of the results of the project. Concerning a concrete plan to continue to implement and to improve our E-learning platform for Euro-Med volunteers.

What is a mentor?

The mentor is a key actor in European Voluntary Service: his/her role is to provide to the volunteer the “ongoing personal support throughout the duration of the activity” which is one of the main responsibilities of organizations participating in EVS. The role of the mentor is like a shadow- invisible- but always present, helping to put various pictures together and see bigger and different perspectives, whose role is to support socially, emotionally, culturally and learning-wise a foreign volunteer; encourage and evaluate the learning process as well as creating supportive and trust atmosphere in goal setting of the volunteer.

Role of mentor

1. role of mentors give a specific quality to EVS
2. keeping the attention and focus on the learning dimension
3. to help volunteers to understand the specific geopolitical and cultural context in which they act as international volunteers
4. help them to be more aware of the reality and cultural challenges they might face
5. Supporting the volunteer to carry out a self-reflection on the learning outcomes of the Evs activity (through the use of Youthpass process);
6. Providing support on a personal level for all duration of the service

Role of e-mentor

1. to be conscious of the learning processes volunteers and mentors are involved in
2. to be able to identify key moments in the volunteer's and their own development,
3. to understand better how learning, development and personal change occur.
4. Developing knowledge and skills of a mentor
5. to see EVS mentoring as a long-term process and know their various roles and tasks as a mentor within this process
6. to be able to define their role in the entire EVS volunteer support structure within the new Erasmus+ Programme and understand better their valuable contribution,
7. to develop skills and be able to apply different tools and methods to support EVS volunteers,
8. to improve their own reflection skills and be capable of better facilitating the reflection of the learning process and outcomes of another person.
9. Connecting and sharing experience with other mentors
10. to share mentoring experience,
11. to connect with other mentors,
12. to create a support network of mentors.

ABOUT E-MENTOR

What is an e-mentor?

E-mentor is a person (youth worker, volunteer,...) who has experience with EVS volunteer in the theme of support following learning activities, evaluation process; and provide information according to the needs of the volunteer in an online environment.

How should an e-mentor be?

An E-Mentor should be patient, should have a good pedagogy skills, and is recommended to have some skills in technology; An e-mentor must also be organized, the creative and good designer in terms of course creation so he/she can create attractive and interactive courses. He/she is responsible for the motivation of the volunteer to attend and finish the online course.

What are the responsibilities of an e-mentor?

The responsibilities of the e-mentor can be support management of Moodle, the e-mentor should create and test the training courses, also update and improve them, he/she has to be available to give feedback and suggestions to the volunteer, even if e-mentor does not have contact with him/her, he/she should maintain the interaction in the activities of the training course.

The e-mentor is also responsible for the promotion of his own courses and the platform.

How E-mentor can communicate?

The main challenge for the e-mentor is that the communication is online, so it could appear impersonal to the volunteer that can also lose some informations that he can get in a real conversation. The communication might be clear and specific to avoid misunderstanding.

The e-mentor can communicate with the volunteer with different tools:

- Chat: It is directly message tool between the e-mentor and everybody who is enrolled on the platform.
- Forum: It is a tool where enrolled participants can post comments about particular issue or topic and reply to other users posting.
- Announcements: It is block on the top section of the course where enrolled participants can read messages and latest news written by the e-mentor.
- E-email.

Why be an E-mentor?

You will have the opportunity to use your skills and experiences to make a real difference to the lives of the volunteer.

You will be given a flexible way to support his work at a time and location that suits him/her.

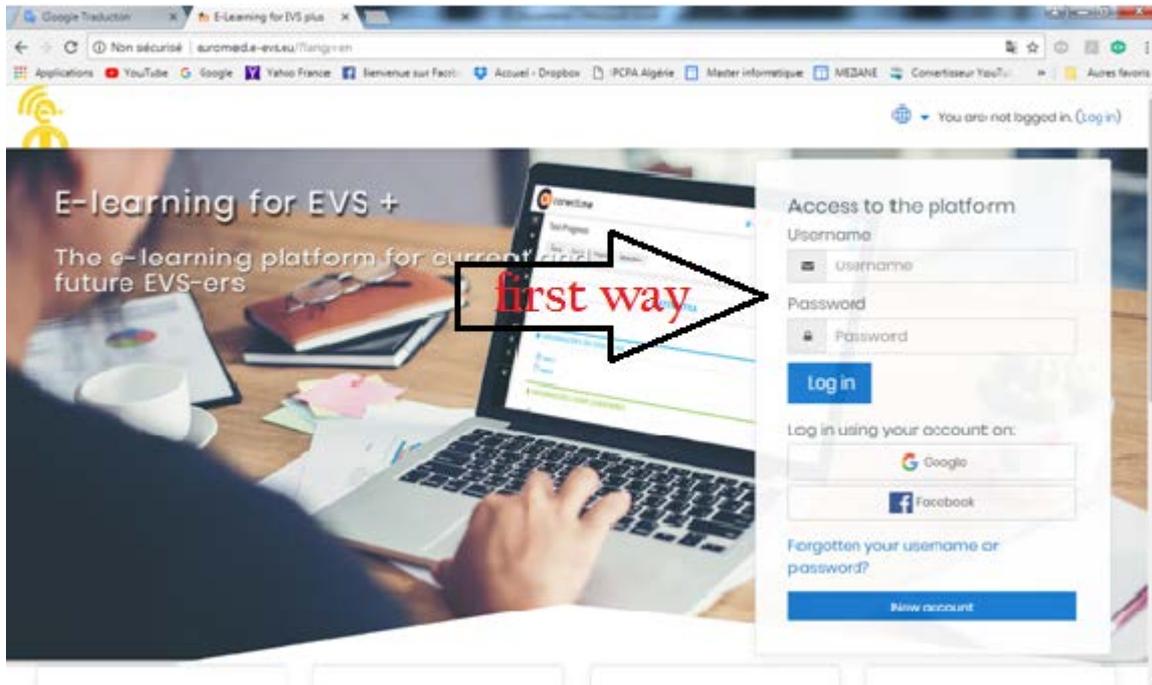
You will be given training and support to carry out his/her role.

You will have the chance to develop your own skills through mentoring.

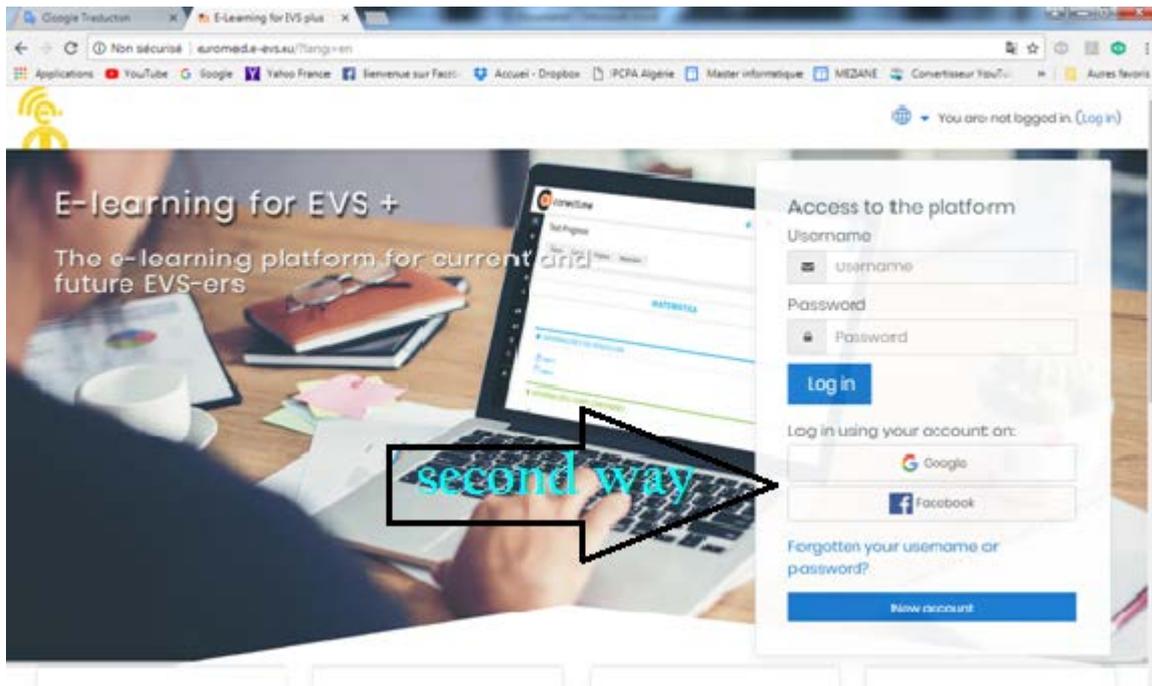
Welcome E-mentor to platform of current and future EVS volunteers.

The first step for entering to the platform is to register to it. So there is 2 ways to make the registration.

The first way is to create a new account where you will add some basic information about yourself. When it's created, an email will send it to you so you will need to confirm your email address and then you are registered.

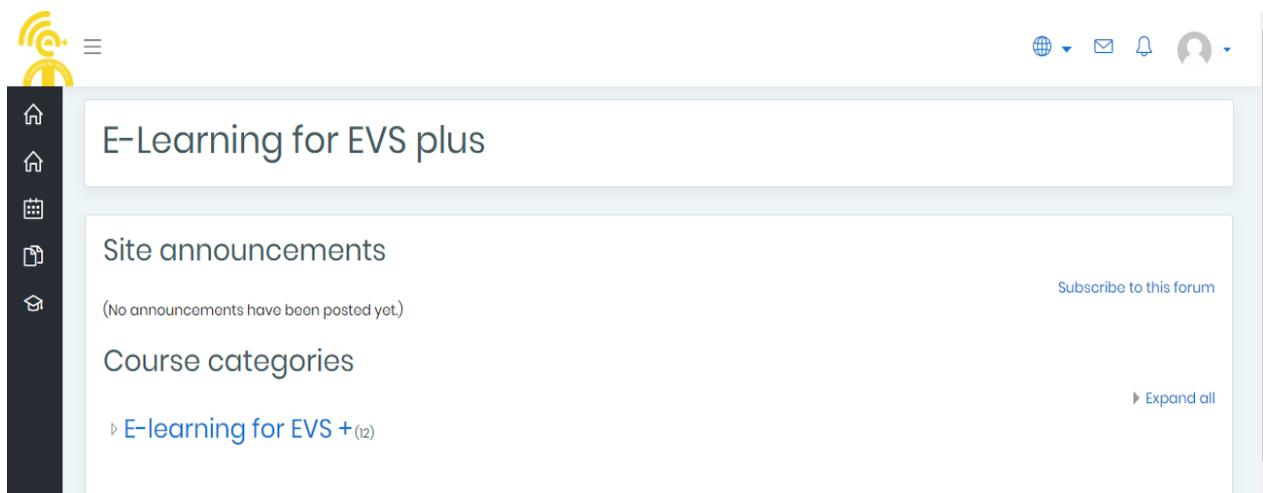


The second way is to continue with your facebook account or with your google account.



Afterwards you will be enrolled from the main administrator and you will be able to choose course category. So the next step is to choose the categorie you want to work on.

After you have **registered**, you land on the **homepage** of the platform as shown below:



➤ **Homepage:**

Here you can find:

At the top: Shortcuts for: change languages, messaging, notifications...

On the left, Shortcuts to go to the Homepage, the calendar, the courses...

Inside, all announcements (if any) and also course categories, here for example you have one category:

- *E-learning for EVS +*: there are all the courses (here you can add new courses).

➤ **E-learning for EVS +:**

When you click on "**E-learning for EVS+**", you will find all **existing** courses accompanied by a **description** and a **picture**.

To **create** a new course, scroll **down** and click on:

[Add a new course](#)

➤ **A new course:**

After clicking on "**add a new course**", a new window appears with the necessary **information** about the new course you want to create.

❖ **General**

You have to define the **full name** of your course and a **short** name for easy navigation. Designate the **category** (here it is "E-learning for EVS +" for example) and a **date** of appearance of the course and an **end** date (if necessary).

Add a new course

[▶ Expand all](#)

▼ General

Course full name	<input type="text"/>
Course short name	<input type="text"/>
Course category	E-learning for EVS + <input type="text"/>
Course visibility	Show <input type="text"/>
Course start date	25 <input type="text"/> February <input type="text"/> 2018 <input type="text"/>
Course end date	25 <input type="text"/> February <input type="text"/> 2019 <input type="text"/> <input checked="" type="checkbox"/> Enable
Course ID number	<input type="text"/>

❖ Description

You can also add a short and clear **description** for the summary of the course content and a significant **photo** as well.

▼ Description

Course summary

Course summary files

Maximum size for new files: 8MB, maximum attachments: 1

Files

You can drag and drop files here to add them.

After that, you can control all the **settings** concerning the course.

▶ Course format

▶ Appearance

▶ Files and uploads

▶ Completion tracking

▶ Groups

▶ Role renaming [?](#)

❖ Course format

▼ Course format

Format	?	Topics format <input type="button" value="⌵"/>
Number of sections		3 <input type="button" value="⌵"/>
Hidden sections	?	Hidden sections are shown in collapsed form <input type="button" value="⌵"/>
Course layout	?	Show all sections on one page <input type="button" value="⌵"/>

The course **format** determines the **layout** of the course page, for you, you need to choose "**topics format**" to do the correspondence with the **learning objectives** (you'll find out later) in topic sections organization.

You can also choose the number of **sections** (according your learning objectives) and if you want to **hide** it or not. The sections could be **shown** in the **same** page or each section appears in a **new** page.

❖ Appearance

▼ Appearance

Force language		Do not force	⌵
Number of announcements	?	5	⌵
Show gradebook to students	?	No	⌵
Show activity reports	?	No	⌵

Here you can control the **appearance** of your course, you can choose a default **language** (forced languages) but it is better to let it free.

You can add **announcement** in your course to inform/to call back the participants about new **modifications** in your course and fix their **number** also.

In our case, we don't need a **gradebook** because we are in **non-formal** education, so put NO in "show gradebook to students" also in "show activity reports".

❖ Files and uploads

▼ Files and uploads

Maximum upload size	?	Site upload limit (8MB)	⌵
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There you can **limit** the **size** of the **files** that the participant can **upload** in your course.

The **best** is to put the **maximum** (8MB) not to limit the participants.

❖ Completion tracking

▼ Completion tracking

Enable completion tracking	?	Yes	⌵
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Here, you can **activate** the tracking of the **completion** of the **activities** of the course; it means that you can **follow** the **progress** of the participants.

❖ Groups

▼ Groups

Group mode	?	No groups ▾
Force group mode	?	No ▾
Default grouping		None ▾

You can divide your participants into **groups** and **organize** the appearance of your activities according to the groups. But in your case, it is **better** to give them the choice to follow the activities they want.

❖ Role renaming

▼ Role renaming ?

Your word for 'Manager'	<input type="text"/>
Your word for 'Course creator'	MENTOR
Your word for 'Teacher'	MENTOR
Your word for 'Non-editing teacher'	<input type="text"/>
Your word for 'Student'	PARTICIPANT
Your word for 'Guest'	<input type="text"/>
Your word for 'Authenticated user'	<input type="text"/>

YES, you are at the end of the settings of your course.

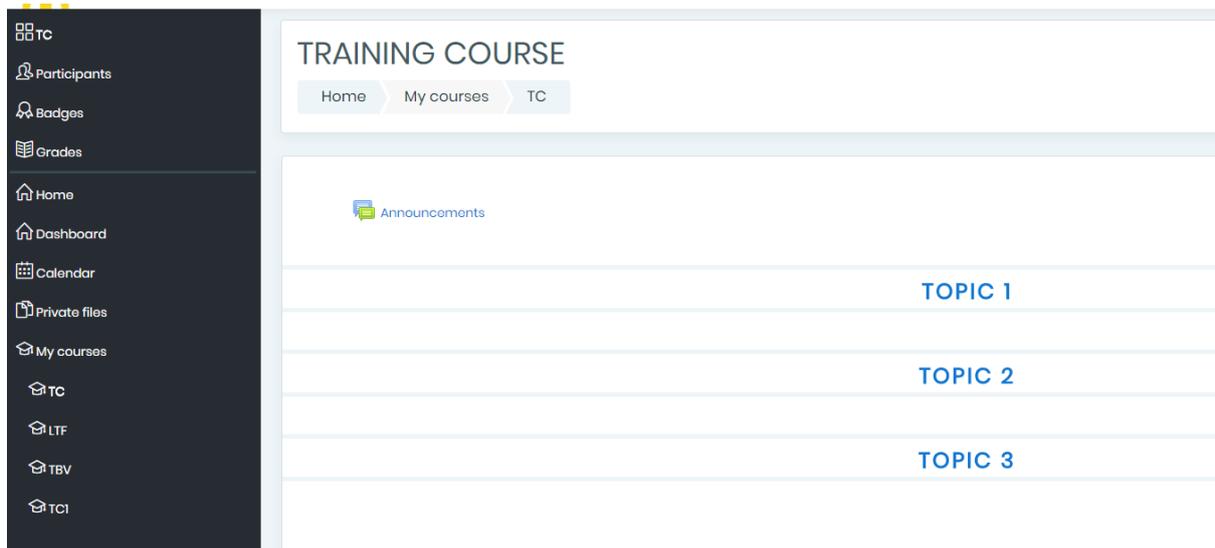
The last step is very important since you will **rename** the **roles** of your platform. In **non-formal education**, we do not speak of teacher and student, so **replace** *teacher* by *mentor* and *student* by *participant*. You can replace the other terms if you see that it is necessary.

Now your course is **ready** to display just click on **save and display**.

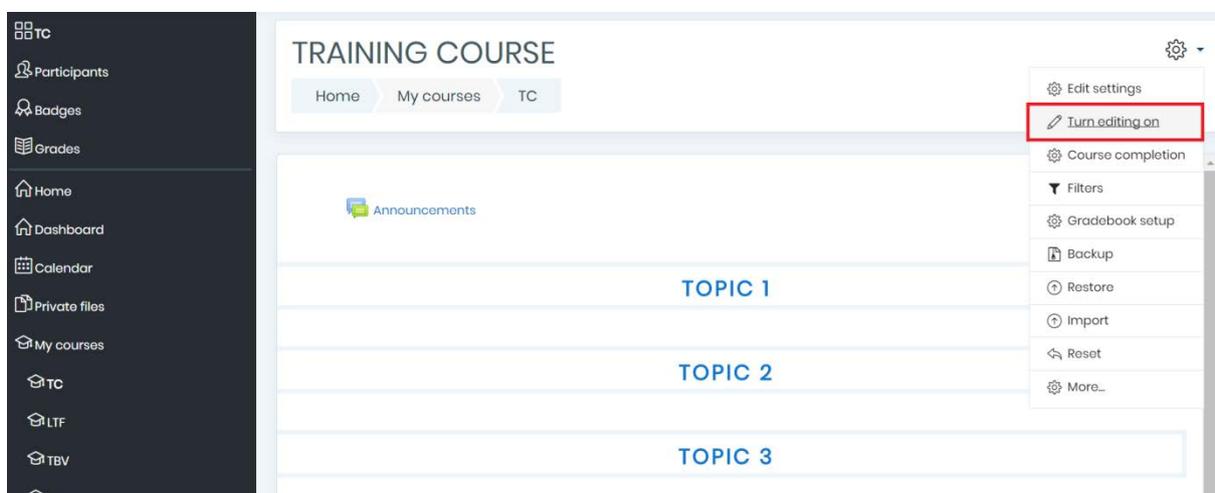


You can create as many courses as you want!!

The first screen that you will watch after adding a new course, will be the next:



To start to edit and renaming the topics, first you should TURN EDITING ON, this option will allow you to start working, it's so important to check all the time before editing if you are in this option.



Then you will find the options to add activities or resources inside each topic, and also you will have the chance to rename all and to edit them, tasks that you will find in another part of this guide.

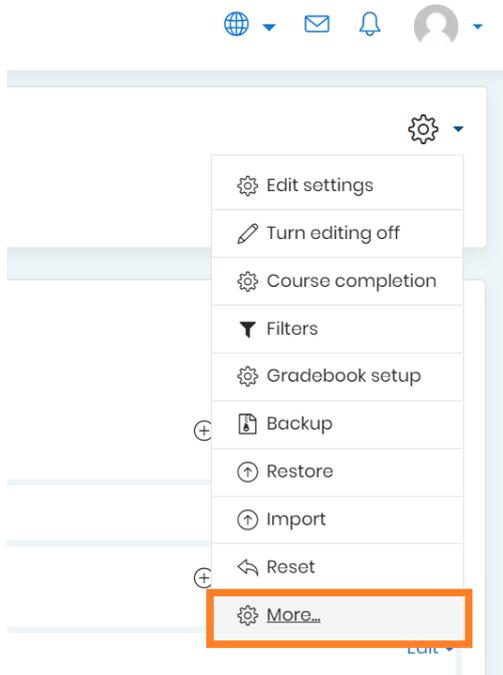


There are two options in the enrolment settings, it can be:

- Manual: the mentor is the responsible.
- Selfenrolment: the participant can choose by himself or herself to participate in the training course that they want, is a good option because they will be aware about how to use this by themselves.

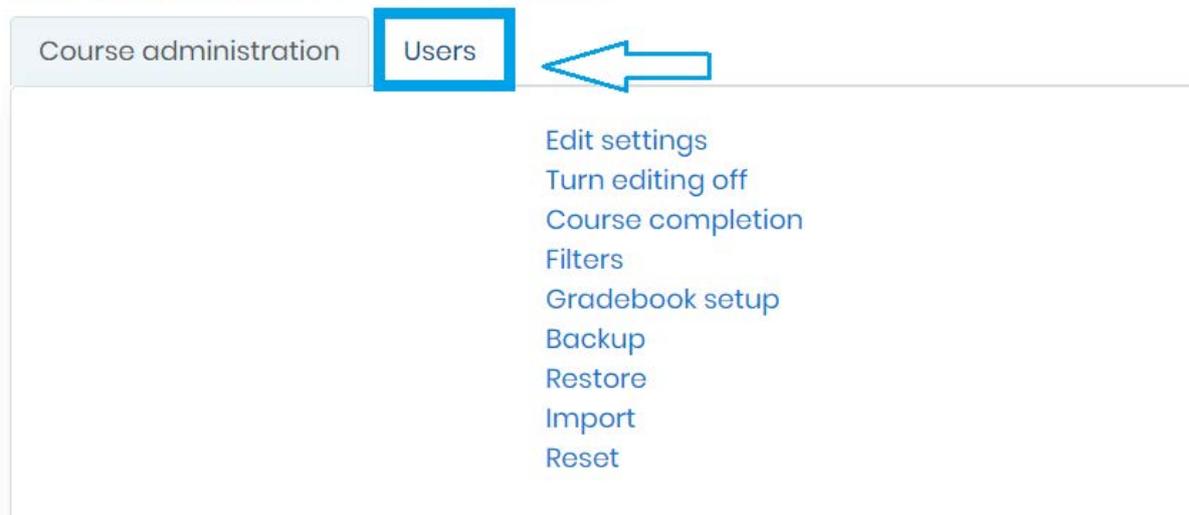
To choose which type we want you have to follow the next steps:

First you will click in MORE..



Then click in USERS,

Course administration



After that you will click in Enrolment methods:

Course administration

Course administration

Users

Users

Enrolled users

Groups

Other users

Enrolment methods

Self enrolment (PARTICIPANT)

Permissions

Check permissions

You will allow the self enrolment (participant) clicking in the eye:

Enrolment methods

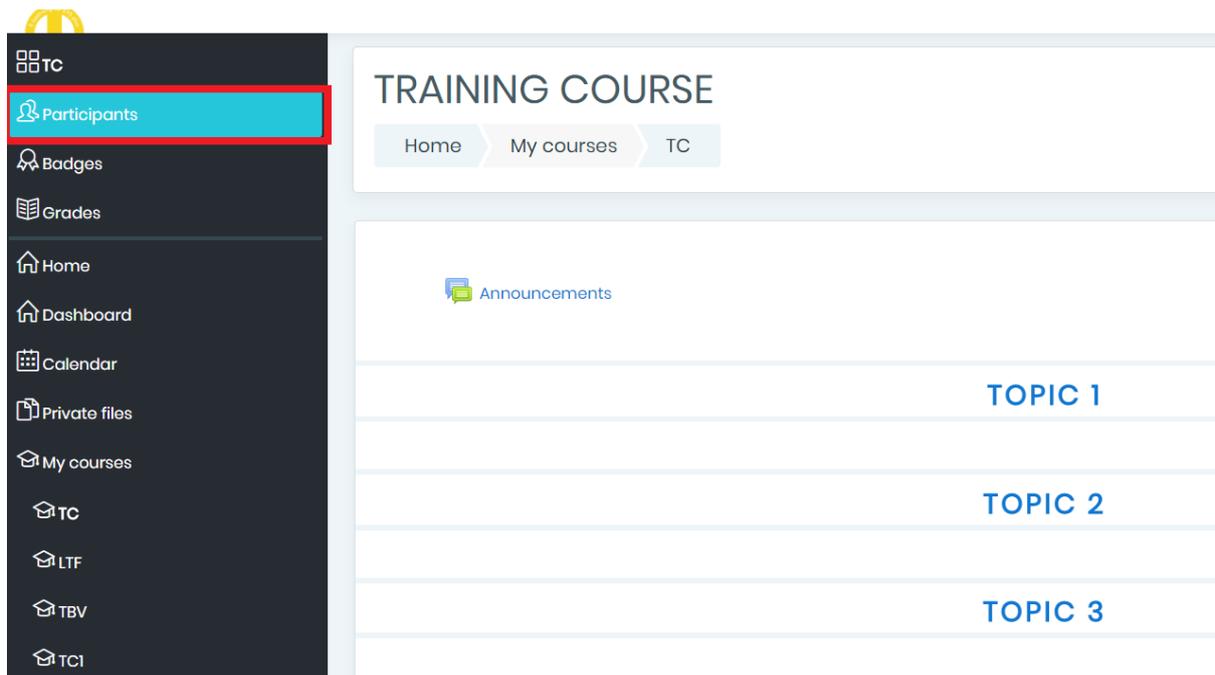
Name	Users	Up/Down	Edit
Manual enrolments	1	↓	👤 ⚙️
Guest access	0	^ ↓	🗑️ 👁️ ⚙️
Self enrolment (PARTICIPANT)	0	^ ↓	🗑️ 👁️ ⚙️
Auto enrolment	0	^	👁️ ⚙️

Add method

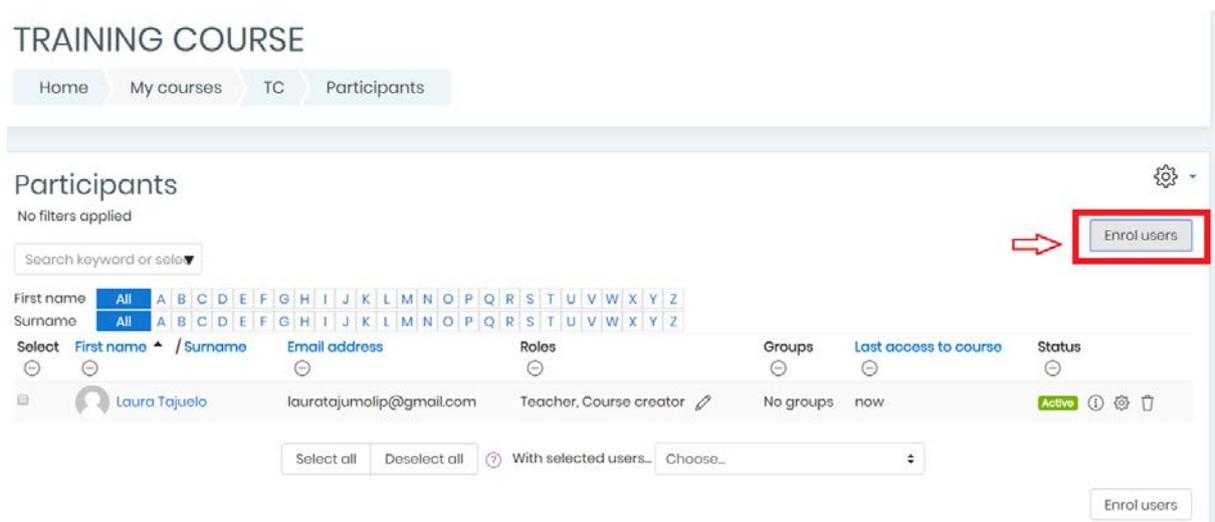
After you will find the eye like this, that means that you already allow the participants for self enrolment.



TO ENROLE USERS you will click in PARTICIPANTS, what is located in the left part as you can see in the picture:



Then you will find a page in which you should click in ENROL USERS.



In the enrolment options you could search names between the people already registered (green box) and under it, you will choose the role that you want for this person (red box).

To finish this task you will click in Enrol users (colour blue).

Enrol users

×

Enrolment options

Select users

No selection

Assign role

PARTICIPANT

[Show more...](#)

Enrol users

Cancel

In assign role you could choose between mentor, non-editing teacher or participant depend on the role that you want for the specific participant that you are searching.

Enrolment options

Select users

No selection

Assign role

Participant

Mentor

Non-editing teacher

Participant

[Show more...](#)

Enrol users

Cancel

Another option that you have to know is SWITCH ROLE TO.

Laura Tajuelo

🏠 Dashboard

👤 Profile

💬 Messages

⚙️ Preferences

🚪 Log out

👤 Switch role to...



TOPIC 1

TOPIC 2

TOPIC 3

In the next screen you will choose the role that you want in order to see the course as this role would see it.

Switch role to...

Choose a role to get an idea of how someone with that role will see this course.

Please note that this view may not be perfect ([See details and alternatives](#)).

Non-editing teacher

Participant

Guest

Cancel

CREATING LEARNING PLAN

To create and organize the learning plan, you will find here very useful information, advices and tips that can help you in this part. After select the topic for your training course, the main steps will be the next:

- Writing the learning objectives.
- Check the smart rule.
- Write down the activities.

Bloom's taxonomy

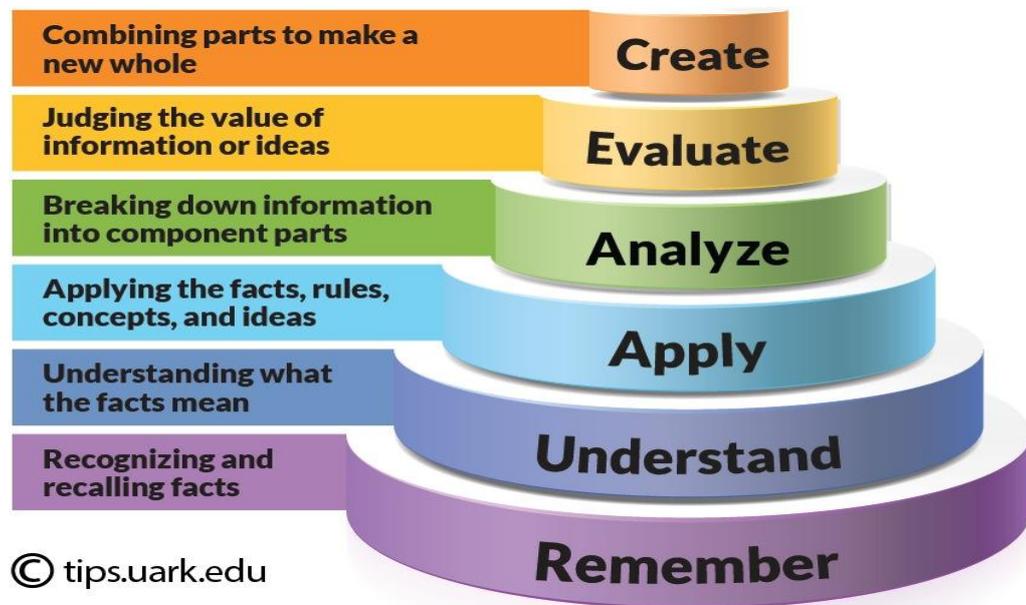
Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning objectives, lessons and assessments of your course:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure through executing, or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking

and critiquing.

6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom's is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. You will see Bloom's Taxonomy often displayed as a pyramid graphic to help demonstrate this hierarchy. We have updated this pyramid into a "cake-style" hierarchy to emphasize that each level is built on a foundation of the previous levels.



Bloom's taxonomy is a powerful tool to help develop learning objectives, because it explains the process of learning:

Before you can understand a concept, you must remember it.

To apply a concept you must first understand it.

In order to evaluate a process, you must have analyzed it.

A create an accurate conclusion, you must have completed a thorough evaluation

Fortunately, there are “verb tables” to help identify which action verbs align with each level in Bloom’s Taxonomy.

You may notice that some of these verbs on the table are associated with multiple Bloom’s Taxonomy levels. These “multilevel-verbs” are actions that could apply to different activities. For example, you could have an objective that states “At the end of this lesson, students will be able to explain the difference between H₂O and OH-.” This would be an *understanding* level objective. However if you wanted the students to be able to “...explain the shift in chemical structure of water throughout its various phases.” This would be an *analyzing* level verb.

Adding to this confusion, you can locate Bloom’s verb charts that will list verbs at levels different from what we list below. Just keep in mind that it is the skill, action or activity you will teach *using that verb* that determines the Bloom’s Taxonomy level.

Bloom’s Level	Key Verbs (keywords)	Example Learning Objective
Creating	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</i>
Evaluating	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	<i>By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.”</i>

Analyzing	<p>classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.</p>	<p><i>By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.</i></p>
Applying	<p>calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.</p>	<p><i>By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.</i></p>
Understanding	<p>describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.</p>	<p><i>By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words</i></p>
Remembering	<p>list, recite, outline, define, name, match, quote, recall, identify, label, recognize.</p>	<p><i>By the end of this lesson, the student will be able to recite Newton's three laws of motion.</i></p>

Action Words for Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect

For inspiration you can use this tab, as well

For writing the objectives is so important to choose the verbs correctly because it could make the objective to not to fit in the "smart" rule. For that you should pay attention to the verbs that are related with each level of Bloom's taxonomy and also you can find help in different applications, dictionaries or webpages.

We suggest you to use the next application (click in the link) to develop instructional objectives for your courses.

<http://teachonline.asu.edu/objectives-builder/>

First you will find two options, if you want to know how to use it, you have a tutorial option and the second one is to start working as you can see in the image.

Objectives Builder

Use this application to develop instructional objectives for your courses and instructional programs.

ASU online
ARIZONA STATE UNIVERSITY

Objectives Builder

Objectives Builder is an easy to use online tool for writing lesson objectives

1
First time users should watch the tutorial
Start >>

2
If you have already watched the tutorial
Start >>

First you will select what you want the participants to be able to do after completing a lesson, as you can realise, the options are related the different levels of Bloom's taxonomy.

ASU
online

Writing Performance-based objectives

After completing a lesson students will be able to: Tutorial

Select what students will be able to do after completing a lesson

- Demonstrate an ability to recall information previously learned
- Demonstrate an ability to comprehend information (understand)
- Demonstrate an ability to apply their learning to solve problems
- Demonstrate an ability to provide thoughtful analysis
- Demonstrate an ability to synthesize information
- Demonstrate an ability to evaluate and Judge the merit of ideas

4 EXAMPLE OBJECTIVES

SIMPLE TEXT EDITOR

At the end of this lesson, you will be able to:

Designed by James Basore | jbasore@gmail.com

For example if you choose “Demonstrate an ability to apply their learning to solve problems”, you will find in the next boxes useful information like a list of verbs ready to use according to the level that you have chosen and written examples.

ASU online **Writing Performance-based objectives**

After completing a lesson students will be able to: Tutorial

Select what students will be able to do after completing a lesson
 Demonstrate an ability to apply their learning to solve problems

2 OVERVIEW

Application (Application Level)
 Application of knowledge is considered a mid level cognitive process in Bloom's hierarchy of knowledge. Use the verbs below when you want students to demonstrate that they can use previously learned

3 VERBS FOR WRITING OBJECTIVES

- apply
- demonstrate
- calculate
- change

4 EXAMPLE OBJECTIVES

- **At the end of this lesson you will be able to:**
-
- Teach principles of logic that can be used to deconstruct an argument
-
- Use Excel to calculate averages



Bloom's Application Level

SIMPLE TEXT EDITOR

At the end of this lesson, you will be able to:

Designed by James Basore | jbasore@gmail.com

After writing the learning objectives you should check if they are “**SMART**” in order to be sure that they are effective.

What is the meaning of this concept?

S: Specific

M: Measurable

A: Achievable

R: Relevant

T: Timey and time-bound.

Specific: Use clear, direct language to tell the learner exactly what he or she should learn and what he or she should be able to do after the training.

Measurable: The point of setting a learning objective is to determine if the learner can meet, perform, or satisfy it. And you can only do that if the objective is something that you can measure. That means, first, that it must be an action that you can observe. This is where the common mistake of using words like “know” or “understand,” which are not actions that can be objectively observed, in learning objectives is corrected. And second, the objective must be written so that any objective observer could watch the learner’s performance and agree if the objective has been satisfied or not. Don’t create a learning objective that can be satisfied only by your own subjective understanding, for example. So for this point, you should think if it’s possible to evaluate the learning of the participant in order to know if he or she can reach it.

Achievable: Your learning objective must be something your learners have a chance of completing/satisfying. They must have enough pre-existing knowledge, time, and similar resources. For example, you wouldn’t create a learning objective that asks training participant to construct a rocket in an hour—it’s just not achievable.

Relevant: The objective should be something the learner sees the value in learning. Don’t teach material that’s not important or won’t be used.

Timely and time-bound: First, make sure your objective is something your learner will have to use in a timely fashion—like tomorrow or next week instead of next year. Second, explain if there are time constraints on the learner’s performance. For example, in many cases, they should be able to complete the objective “at the end of this training.” And finally, the learner may need to perform the action described by the objective within a given amount of time—for example, “to draw a rabbit within 3 minutes.” Using the SMART method is a great way to help you check your own work when you’re creating objectives. It keeps you focused on building a useful objective and works as a quick and easy “checklist” of sorts. If you haven’t used SMART in the past, try it the next time you’re writing objectives and see if it doesn’t help.

To organize all the information we suggest you to use a table like this one. As you can observe, the steps that you have to follow are in order from left to right. First you will write the learning objectives taking into account the bloom's taxonomy and the correct use of the language, then you will check if they are "SMART" and after that you will create your own activities in order to make the participants reach the objectives, so after writing down all these things, it would be nice to reflect again about the complete table to be sure that everything is following the same direction.

Learning objective 1	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	Activity 1:
	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	Activity 2:
	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	Activity 3:
Learning objective 2	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	Activity 1:
	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	Activity 2:
	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	Activity 3:

BASIC MOODLE TOOLS

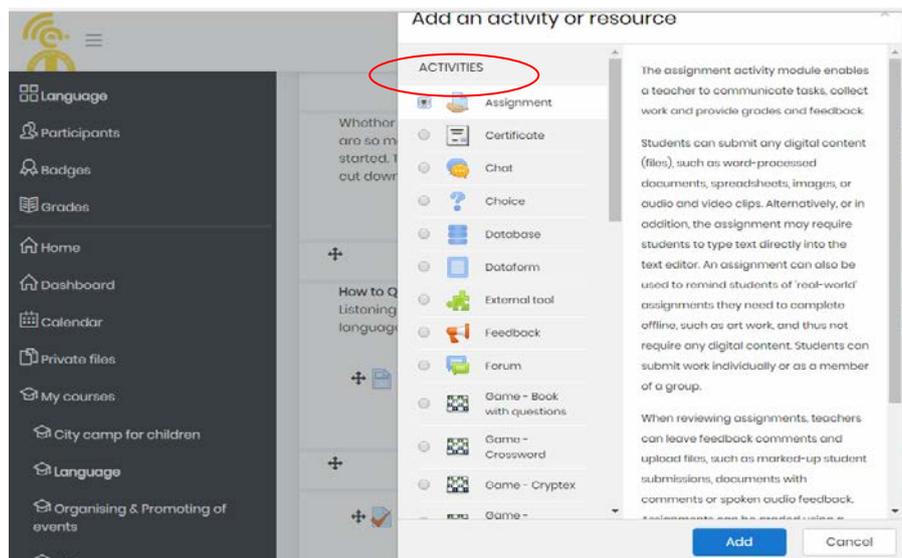
Welcome to a shortly tutorial and introduction to the most basic tools in moodle platform, that will help you to create and develop your ideas in this online platform and enable your students to have a more interactive learning process, You will find some tips inside about which tools use with each tool and a more advanced information about how to use this tools,

ASSIGNMENT ACTIVITY

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as;

- word-processed documents
- spreadsheets
- images, or audio and video clips.



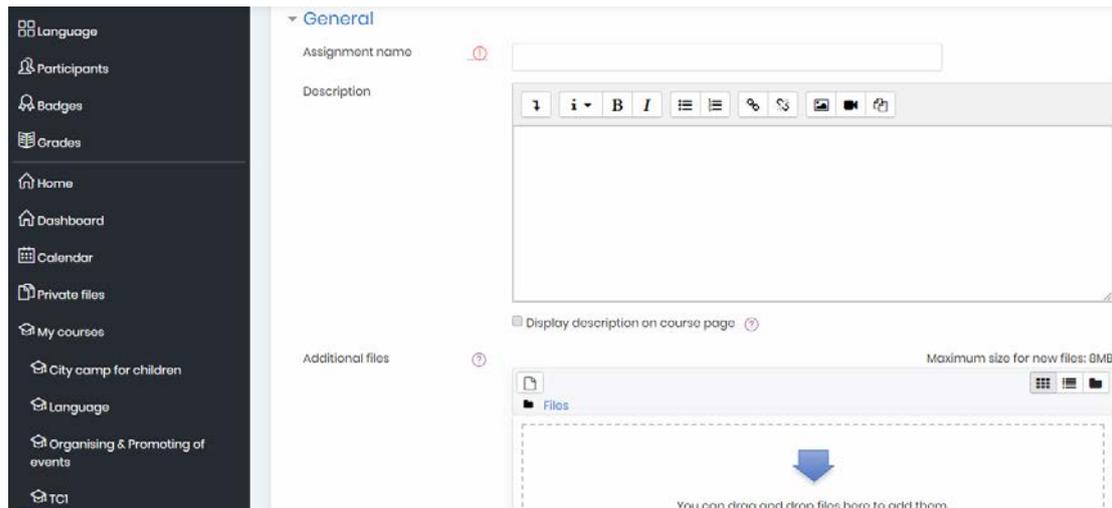
In other hand, the assignment may require students to type text directly into the text editor in that case, it can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content.

When reviewing assignments, teachers can leave:

- feedback comments and upload files, such as marked-up student submissions,
- documents with comments
- spoken audio feedback.

Assignments can be also graded using a numerical or custom scale or an advanced grading method such as a rubric.

Final grades are recorded in the gradebook.



For more information, check the link below: https://docs.moodle.org/34/en/Assignment_activity

LABEL :

The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities.

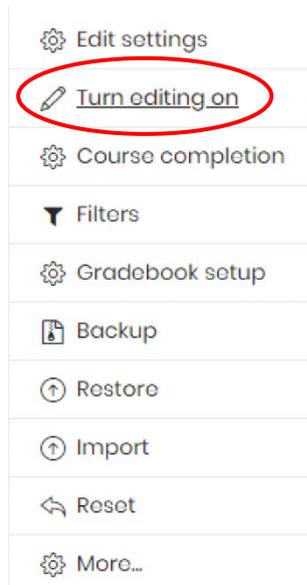
Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.

Labels may be used

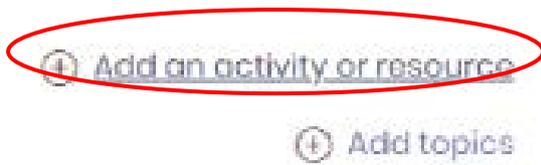
- To split up a long list of activities with a subheading or an image
- To display an embedded sound file or video directly on the course page
- To add a short description to a course section.

How to create one:

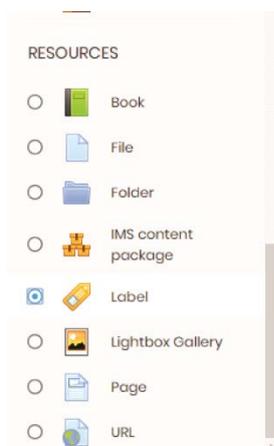
1/you need Frist to turn on editing .



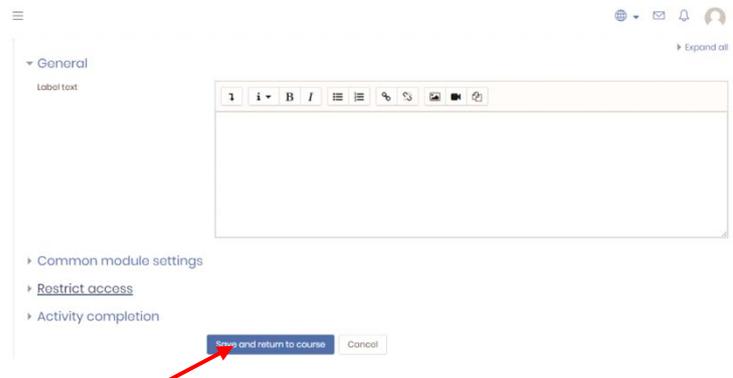
2/ Add an activity or resource .



3/ you select the label from the list .



4 / and that's it you can write your lable .



D) Example : this is an example of a label from one of the traing courses in the platform,example 1 :



With this Training course we will help you to be prepared to solve some tasks that you will face up after finishing your amazing experience as a volunteer.

You will find interactive activities and information about the Youthpass, CV, motivation letter and a forum to share your volunteers' experiences after the EVS.

Step by Step
; Welcome and enjoy the way !

example 2 :

About the activities:

- First you should read the information to understand what we are talking about.
- Then, try to solve the game successfully
- After pass the game, you will unlock a glossary that could be so useful as a information resource.



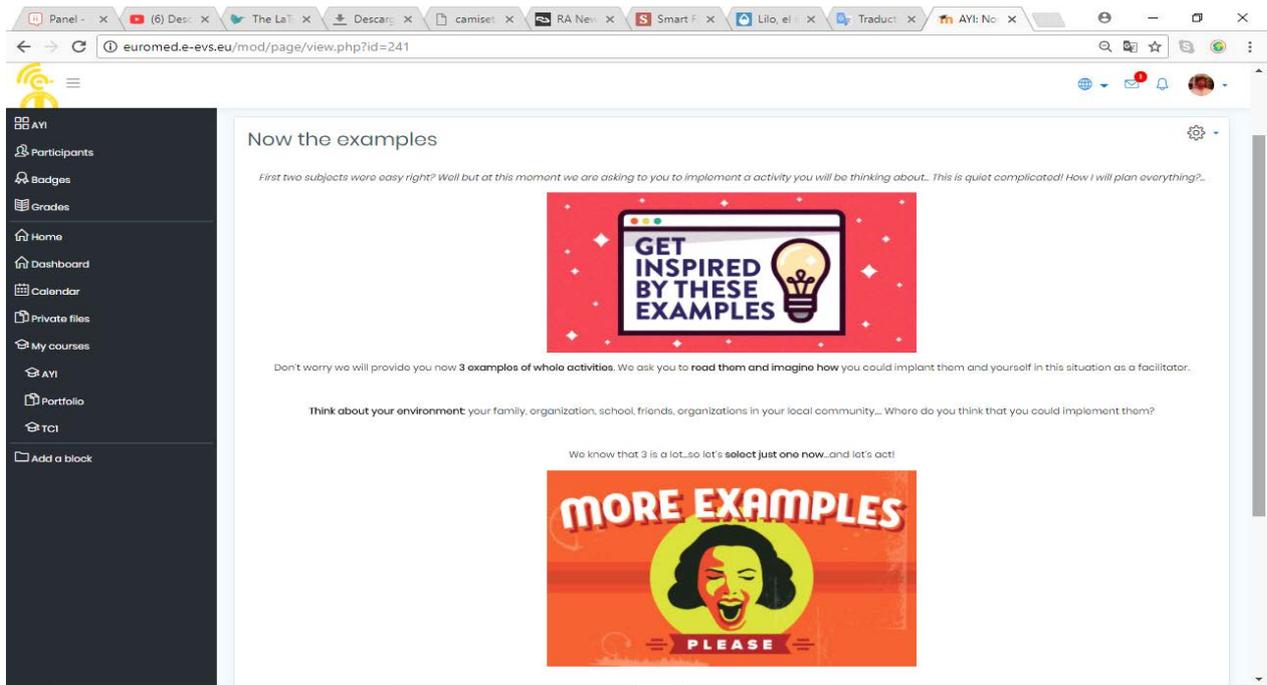
LET'S GO !!

E) Tips / Advise :

- 1 / the label need to be clear and short .
- 2 / simple to understand and descrip for example the next activity .
- 3 / attract the participant to continut .

PAGE TOOL

The page tool is one of the best way o posting and creating web page using the editor This tool enable you to display text, images, sound, video and others codes as google maps. It would be the perfect way of starting a course and explaining a briefly introduction.

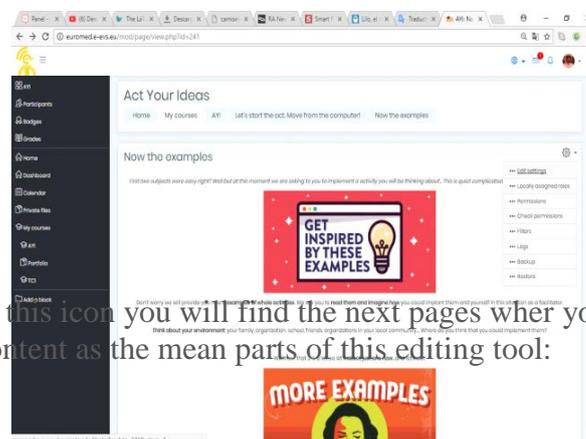


Picture. You can see here one example of page create to give and introduction and the task to do during the course for the participants.

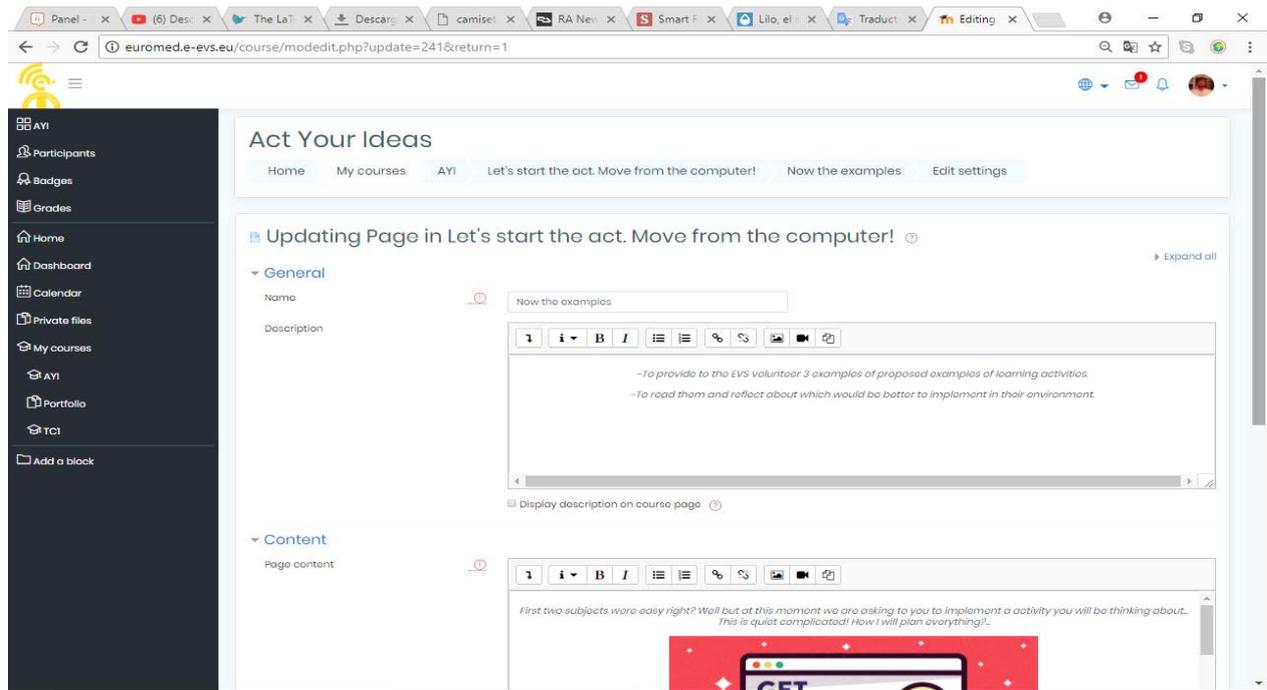
A page maybe used for :

- To present the terms and conditions of a course or a summary of the course syllabus
- To embed several videos or sound files together with some explanatory text
- To introduce to the new course or activity the new participants explaining the context and support it with videos or photos.
- To explain an a blended activity in order to give them the context, task, links and video tutorials.
- to any kind of use that you would use a common website.

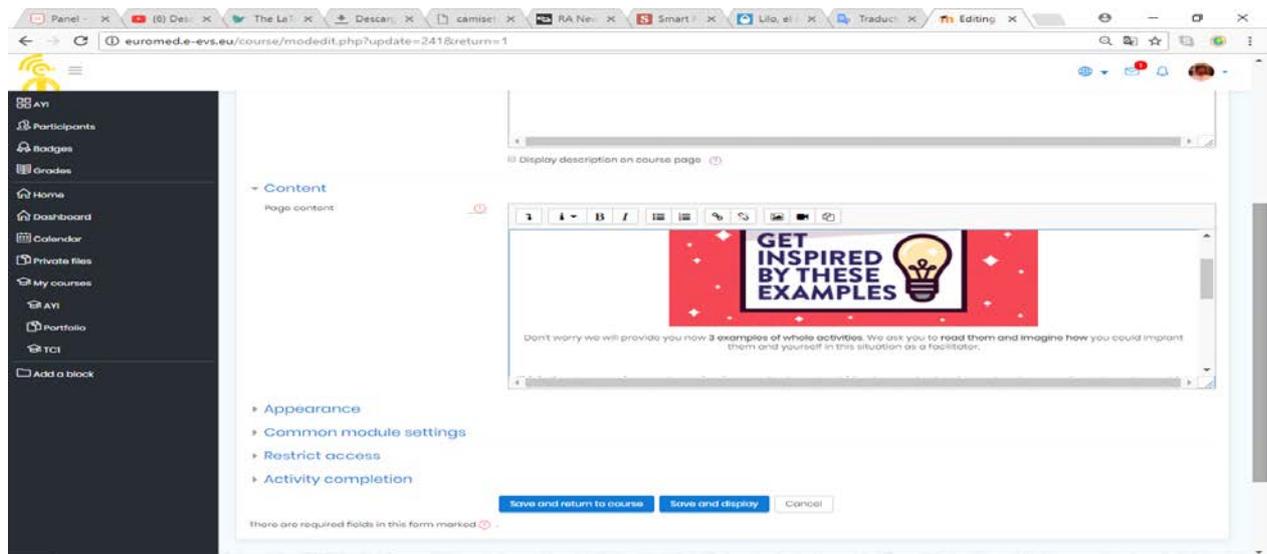
For editing the page tool you will need to go to the following icon as the others tools:



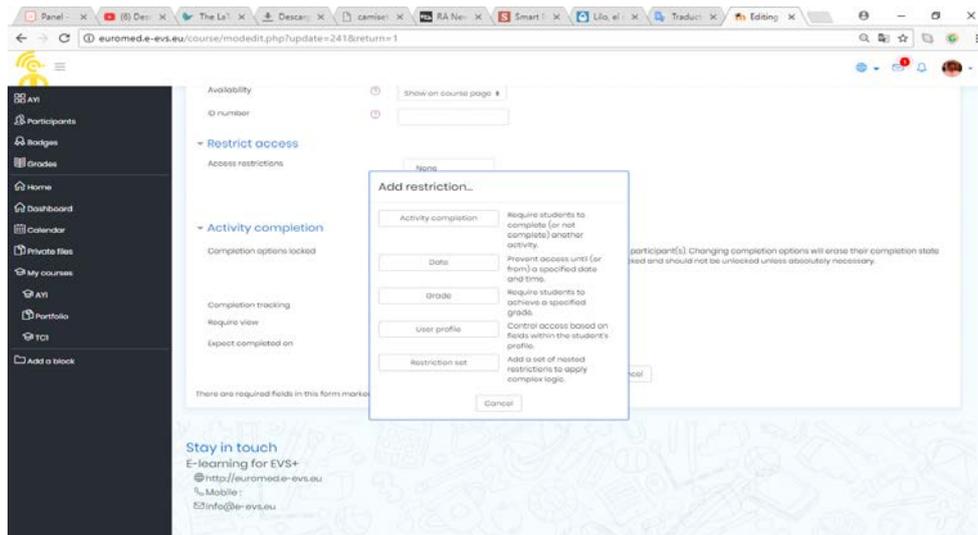
Following the path of this icon you will find the next pages when you can modify the title, the description and the content as the main parts of this editing tool:



Usually use the **description** part for the other mentors writing the objectives of the page and the activity and the part of the **content** for showing the text that everyone will see in the display of the page.



Another option that you can use and it would be useful is the restriction access that will give you the opportunity to modify the access to your page depending of different options as your interes of conection between activities is.



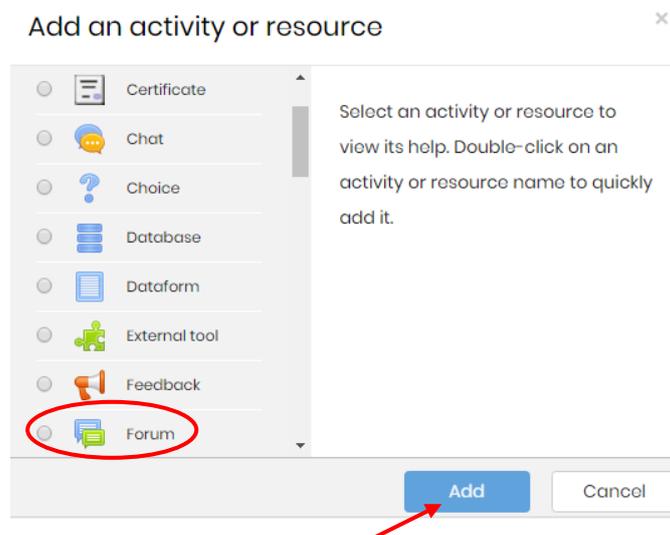
If you want to know more and have a tutorial of how create your first page follow the next link:

<https://www.youtube.com/watch?v=YvvpNiM27jw>

FORUM

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.



Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely.

If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the grade book.

Forums have many uses, such as

- A social space for students to get to know each other
- For course announcements (using a news forum with forced subscription)
- For discussing course content or reading materials
- For continuing online an issue raised previously in a face-to-face session
- For teacher-only discussions (using a hidden forum)
- A help centre where tutors and students can give advice
- A one-on-one support area for private student-teacher communications (using a forum with separate groups and with one student per group)
- For extension activities, for example 'brain teasers' for students to ponder and suggest solutions to

You can see a good indication on this link: http://docs.moodle.org/34/en/Forum_activity

QUIZ :

I. Definition :

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

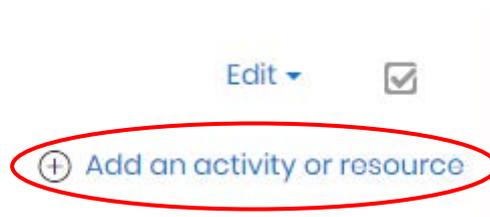
The teacher can choose when and if hints, feedback and correct answers are shown to students.

II. When we use the quiz :

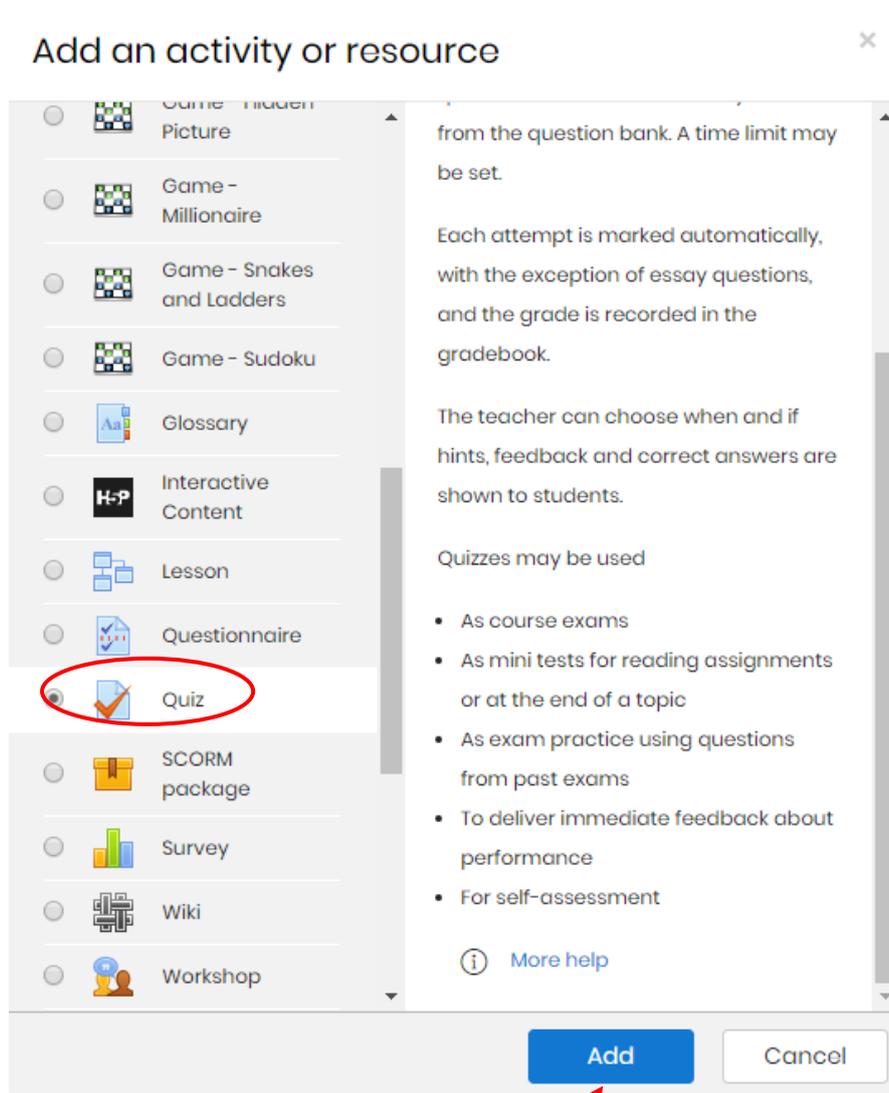
- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exam practice using questions from past exams
- To deliver immediate feedback about performance
- For self-assessment

III. How we create quiz :

1. Go to the cone « Add an activity or ressource »



2. You will find many activity so you will click on « quiz » and « Add » :



3. You should rename your activity and add short description :

▶ Expand all

▼ **General**

Name 

Description













Display description on course page 

▶ **Timing**

▶ **Grade**

4. You should click on « Save and Display »

5. Click on « Add » and « a new question »

Editing quiz: new quiz 

Questions: 0 | This quiz is open

Maximum grade

Total of marks: 0.00

Shuffle 
Add ▼

Editing quiz: new quiz 

Questions: 0 | This quiz is open

Maximum grade

Total of marks: 0.00

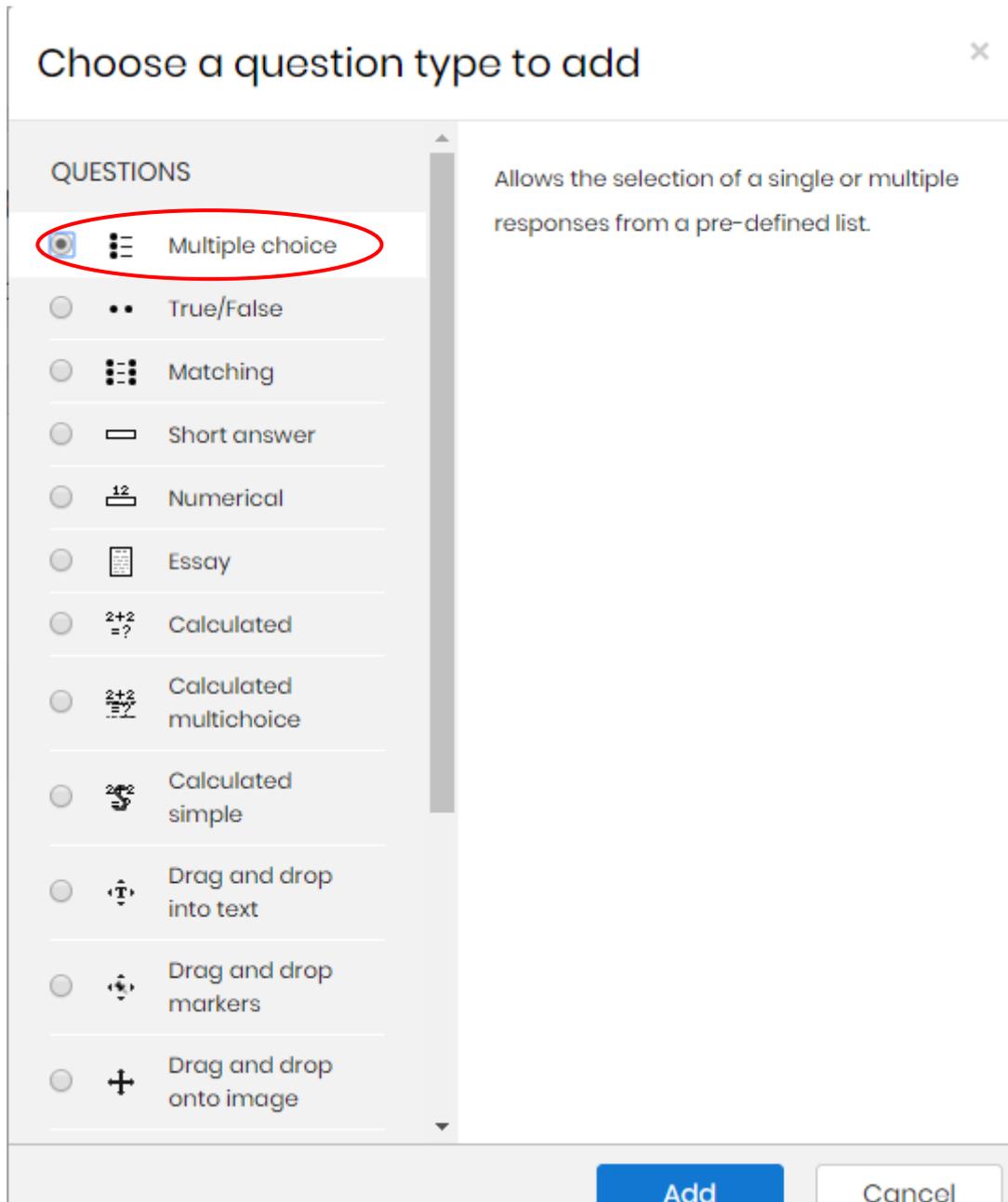
Shuffle 
Add ▼

⊕ a new question

⊕ from question bank

⊕ a random question

6: You'll choose which activity from the list and click on « Add » :



IV. Examples :

- Select missing words :

Missing words in the question text are filled in using dropdown menus.



- Drag and drop into text :

Missing words in the question text are filled in using drag and drop.

Put the words in order to make sentences from the podcast.

pet	often	called	a nation	of	We're	lovers

Put the words in order to make sentences from the podcast.

want	interesting?	Do	to know	something	you

➤ Multiple choice :

Allows the selection of a single or multiple responses from a pre-defined list.

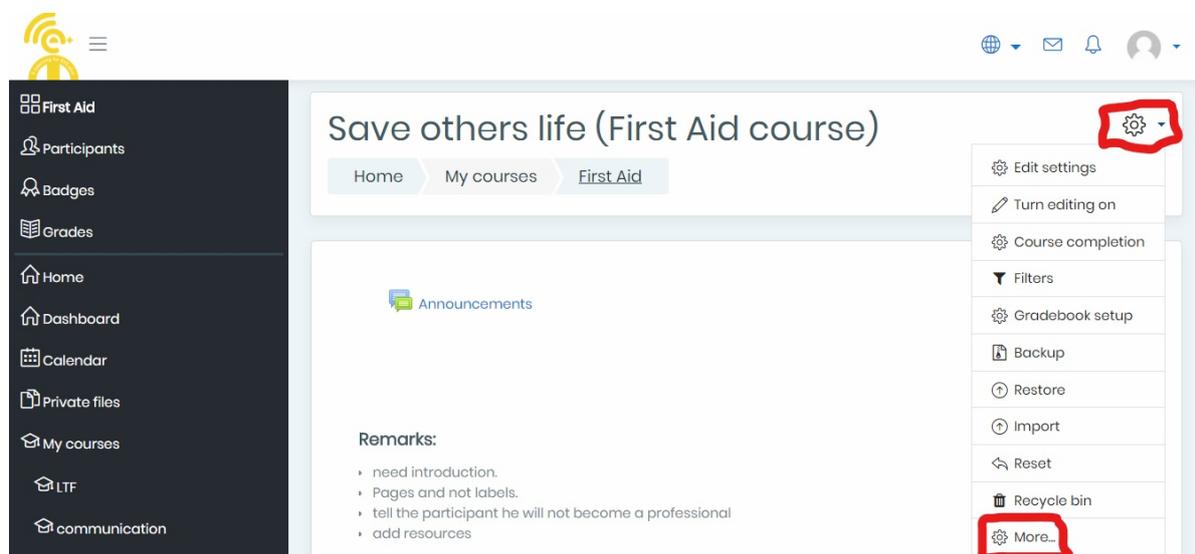
Select one or more:

- a. Tess has a brother called Oscar
- b. British people have a lot of pets
- c. The RSPCA is an organisation to help animals
- d. Dogs are the most popular pets in Britain
- e. Some countries have more pets than Britain

You can use this link for more help : <https://www.youtube.com/watch?v=xInkp8yHbs>

Managing and maintaining courses

In many cases inside your course can happen some problems so you need to be able, as a good e-mentor, to solve it or. Or you will want to track the progress of participants of your course. All of these things you find in the Course administration which is hidden in the gear menu of your course by clicking on “More...”



The Tools of Course Administration

Course Completion

*Course completion shows **if a course has been completed**. It can show the progress a student is making towards finishing the course according to specific criteria. The Course Completion will appear only by manual checking "complete" by either the participant and/or e-mentor. The report can also show if the student has completed another course(s) that is marked as a "completion dependent" course.*

There are two ways of using course completion:

1) Manually: if an activity or criteria is marked complete manually by an e-mentor, the status is updated immediately. Depending upon the settings, course completion can require that an activity or the entire course be manually marked as complete. The settings will allow any number of combinations

2) Automatically: If an activity or criteria is met automatically, e.g. passing/completing a quiz, then the status is updated the next time Moodle's Cron runs.

Course completion will not lock a participant out of another course, it will allow a e-mentor to see if a participant has completed the recommended prerequisite courses, for example if the course has a recommended prerequisite for completing previews Course.

Backup

*It is always a good idea to have a copy of your course that you can keep safe in your computer outside of Moodle platform in case you would need to reuse it in the future. If you finish your course, we highly recommend to do it. The copy is in Moodle called **Backup**.*

To make a copy (a backup) click on the gear menu in your course and then choose Backup button.

*For security reason you can backup only the actual course content **NOT** the information that learners included. Then select activities you want to keep. At first system selected all of the activities so if you don't want to keep all of them, untick the box of unnecessary activity.*

In next step rename the course backup if necessary. When you make a mistake, you can easily change it by clicking on previous step button.

Include:

Select
All / None (Show type options)

Item	Type	Actions
<input checked="" type="checkbox"/> General	User data	<input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> Announcements	-	<input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> Dear participant of this course. Welcome to the ...	-	<input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> I am lost, what is actually a learning activity?	User data	<input type="checkbox"/> <input type="checkbox"/>
<input checked="" type="checkbox"/> Time for some brainstorming	-	<input type="checkbox"/> <input type="checkbox"/>

By clicking on “continue” your User private backup area is going to appear. In this section you can download your course backup offline to your computer. Make sure you save it into safe place in your computer where you can easily find it.

1. Initial settings ▶ 2. Schema settings ▶ 3. Confirmation and review ▶ 4. Perform backup ▶ 5. Complete

49.05 secs - 15.16%

You can never open the file with course backup in your computer, you can only add it to different Moodle. The site administration can also set the automated course backups so you are not going to lose your content when the internet connection is weak. The notification about the automatic backup will appeared on your screen.

Import a backup file

Files Maximum size for new files: 8MB

You can drag and drop files here to add them.

There are required fields in this form marked Ⓢ.

Course backup area Ⓢ

Filename	Time	Size	Download	Restore
backup-moodle2-course-16-ayi-20180224-0819.mbz	Saturday, 24 February 2018, 8:19 AM	3.4MB	Download	Restore

User private backup area Ⓢ

More information in this helpful video: <https://www.youtube.com/watch?v=MSdUFqILN6w>

Restore

*Restore is called the process of uploading. Click on the gear menu in your course and then choose “More...”. The platform is going to show you a list of tools of Course administration and one of them is **restore**.*

Also, you can upload your course to any other moodle platform instead of making new course.

You can easily import a backup file by clicking on button to uploading (“Choose a file”) or by dragging and dropping the file in. Click on the restore button and check the backup details and scroll down to click on Continue.

Files ⓘ Maximum size for new files: 8MB


 You can drag and drop files here to add them.

There are required fields in this form marked ⓘ .

Course backup area ⓘ

Filename	Time	Size	Download	Restore
backup-moodle2-course-16-ayi-20180224-0819.mbz	Saturday, 24 February 2018, 8:19 AM	3.4MB	Download	Restore

User private backup area ⓘ

Decide if you want to save the restored file as a new course or add it to already existing one. You can edit the details of the course as such a name or which activities you want to keep. Do a final check and click on Perform restore.

Backup details

Type	Course
Format	Moodle 2
Mode	General
Date taken	Saturday, 24 February 2018, 8:19 AM
Moodle version	3.4.1 (Build: 20180115) [2017111301]
Backup version	3.4 [2017111300]
URL of backup	http://euromed.e-ovs.eu [fcd539f92208f0047f85aa523507f6e]

Backup settings

Convert to IMS Common Cartridge 1.1	✘
Include enrolled users	✔
Anonymize user information	✘
Include user role assignments	✔
Include activities and resources	✔
Include blocks	✔
Include filters	✔
Include comments	✔

In 3...2...1...SUCCESS!

More information in this helpful video: <https://www.youtube.com/watch?v=s5bu8dTsl2w>

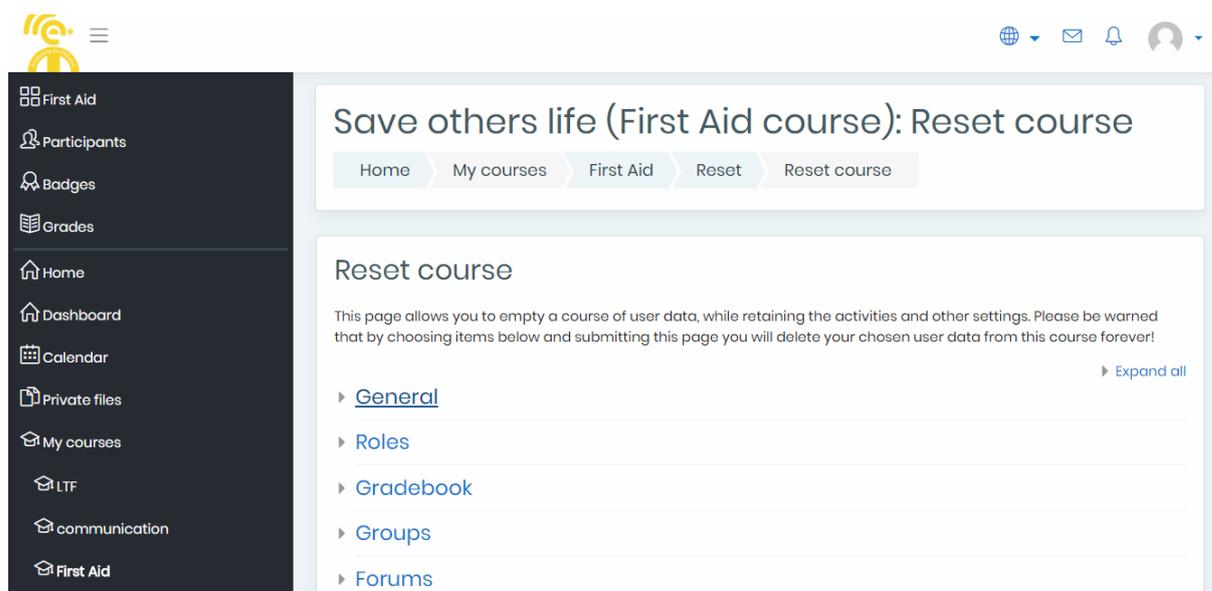
Reset

Reset option allows the participant to empty a course of user data, while retaining the activities and other settings... but the participant can select which user data to remove.

How to reset?

(Before you reset) You will need to make sure that you back up the information that you have within your course before you reset.

1. *Log in and go to the course area you want to reset*
2. *Resetting a given activity is irreversible, so ensure that you have taken a Backup of your area including the user data - this is a snapshot and can be reinstated if necessary*
3. *In your area's Administration block, click on Reset*
4. *Click any Show Advanced button to show all options for that category*
5. *Make your selections based on the options (see below for more on these)*
6. *Click the Reset button*
7. *Return to your area and check that things are as you want them.*



The screenshot shows the Moodle course administration interface. On the left is a dark sidebar with navigation options: First Aid, Participants, Badges, Grades, Home, Dashboard, Calendar, Private files, My courses, LTF, communication, and First Aid. The main content area is titled 'Save others life (First Aid course): Reset course'. Below the title is a breadcrumb trail: Home > My courses > First Aid > Reset > Reset course. The main heading is 'Reset course'. A warning message states: 'This page allows you to empty a course of user data, while retaining the activities and other settings. Please be warned that by choosing items below and submitting this page you will delete your chosen user data from this course forever!'. Below the warning is a list of categories to reset, each with a dropdown arrow and an 'Expand all' link: General, Roles, Gradebook, Groups, and Forums.

Activity Report

An activity report (also known as an a progress report or status report) is requested by those who are interested in the past, present, and future of something you are working on. An activity report refers to a summary of activities performed over a given period of time (usually a monthly, weekly) by a manager.

A course activity report, showing the number of views for each activity and resource (and any related blog entries), can be viewed by e-mentors.

Activity	Views	Related blog entries	Last access
Announcements	17 views by 6 users	-	Friday, 23 February 2018, 3:52 PM (18 hours 11 mins)
How to prepare a city camp for 7 - 10 age children			
What kind of topics do you know?	17 views by 8 users	-	Friday, 23 February 2018, 4:54 PM (17 hours 10 mins)
Let's inspire from events around you	8 views by 7 users	-	Friday, 23 February 2018, 4:56 PM (17 hours 7 mins)
Catch the rules	13 views by 7 users	-	Friday, 23 February 2018, 6:37 PM (15 hours 26 mins)
Test your knowledges about rules of city camp	89 views by 5 users	-	Friday, 23 February 2018, 4:59 PM (17 hours 4 mins)
Volunteer, do you know something about art techniques?	18 views by 6 users	-	Friday, 23 February 2018, 6:38 PM (15 hours 25 mins)
Find the right technique	14 views by 5 users	-	Friday, 23 February 2018, 5:03 PM (17 hours)
some inspiration for you	18 views by 6 users	-	Friday, 23 February 2018, 6:48 PM (15 hours 15 mins)
It is your turn now	16 views by 6 users	-	Friday, 23 February 2018, 5:05 PM (16 hours 58 mins)
Catch the rules!	2 views by 1 users	-	Friday, 23 February 2018, 6:13 PM (15 hours 50 mins)

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

Psychology in Cinema

Computed from logs since Thursday, 15 May 2014, 7:44 AM.

Activity	Views	Related blog entries	Last access
Announcements from your tutor	24	-	Thursday, 23 July 2015, 9:47 AM (12 mins 6 secs)
Prior Knowledge assessment	25	-	Thursday, 23 July 2015, 9:48 AM (11 mins 34 secs)
Factual recall test	92	-	Thursday, 23 July 2015, 9:49 AM (10 mins 9 secs)
Course chat	23	-	Thursday, 23 July 2015, 9:55 AM (4 mins 8 secs)
Let's make a date!	3	-	Thursday, 23 July 2015, 9:51 AM (8 mins)

Background information

Concepts and Characters	18	-	Monday, 18 August 2014, 9:48 AM (339 days)
-------------------------	----	---	--

Course participation

In course participation you can generate your own participation report. You are able to see which participants complete your tasks in your course and how many times. You can filter the participants by their role or action. Set an Activity Module (particular activity), time period and type of participant.

Activity module: Intelligent video Look back: 2 days Show only: Learner Show actions: View

Go

Groups: All participants
Interactive Content Views
Interactive Content Posts

3

First name / Surname	View	Select
Riad Nadjj	No	<input checked="" type="checkbox"/>
Eleni Karapanagiotou	No	<input type="checkbox"/>
Rajaa albiawi	No	<input type="checkbox"/>

Select all Deselect all Select all 'No'

With selected users... Choose...

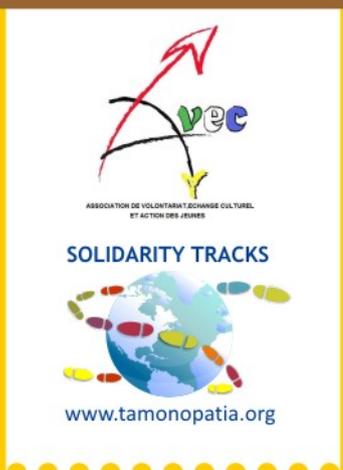
Activity Completion

This useful tool is again part of the course administration. In Activity Completion you are going to discover who of the participants complete activities or not. Whether the participant did not complete the activity for any reason, you have the right to tag that activity as fulfilled. The teacher completion is marked as a red box. The student will note the difference as well.

First name	Surname	Activity	Completion
Rajaa albiawi		Dear participant of ...	<input type="checkbox"/>
Riad Nadjj		Time for some brainstorming	<input type="checkbox"/>
		Show me something	<input type="checkbox"/>
		Now when you have an idea...	<input type="checkbox"/>
		Evaluation: progress of ...	<input type="checkbox"/>
		What I would like to...	<input type="checkbox"/>
		Interview	<input type="checkbox"/>
		Fill the blanks with the ...	<input checked="" type="checkbox"/>
		ADAPTATION	<input type="checkbox"/>
		Let's practise!!	<input type="checkbox"/>
		EVALUATION: How much did ...	<input type="checkbox"/>
		Your idea developing...	<input type="checkbox"/>
		Now the examples	<input type="checkbox"/>
		ACT 1: BLIND WALK	<input type="checkbox"/>
		ACT 2: CULTURAL EVENING	<input type="checkbox"/>
		ACT 3: Cooking together	<input type="checkbox"/>
		The action starts	<input type="checkbox"/>
		Your activity planning form.	<input type="checkbox"/>
		My feelings during the course	<input type="checkbox"/>
		Let's act mine!	<input type="checkbox"/>
		My idea	<input type="checkbox"/>
		And start again and again...	<input type="checkbox"/>
		My feelings during the course	<input type="checkbox"/>

Download in spreadsheet format (UTF-8 .csv)
Download in Excel-compatible format (.csv)

You can download Activity Completion table as a spreadsheet or Exel format.



2018