



An Instructor's Guide to Teaching & Learning With Technology @UNBC

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*Guides to common technologies,
techniques, and instructional methods
at UNBC*

UNBC CTLT



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The UNBC Centre for Teaching, Learning, and Technology (CTLT) supports the design, development and deployment of innovative teaching practices at UNBC.

The CTLT is a hub of innovation and creativity, and is here to help you employ technologies supporting rich learning experiences for your students. We do this by supporting faculty and staff with new learning technologies, and with curriculum and instructional design

The CTLT helps you think creatively and push the boundaries using new tools and resources so that you can get the most impact from your teaching. This guide provides short tutorials and tipsheets for educational technologies and services offered at UNBC.

moodle.unbc.ca

The screenshot shows the Moodle LMS interface. At the top, there is a navigation bar with the UNBC logo, a home icon, and links for Home, Dashboard, My courses, Site administration, and Student Guide. On the right, there are notification icons, a user profile icon, and an Edit mode toggle. Below the navigation bar, the course title 'Digital literacy' is displayed. A secondary navigation bar includes links for Course, Settings, Participants, Grades, Reports, and More. The main content area is titled 'About this course' and contains a list of course activities: a CHOICE activity 'Pre-Assessment: How confident are you?', a SURVEY activity 'Learning survey: Help us to help you study more effectively', a DATABASE activity 'Your classmates', a FORUM activity 'Announcements', and a KULTURA VIDEO RESOURCE activity 'Digital Divide'. A left-hand sidebar menu is visible, listing various course sections such as 'About this course', 'Background reading', and 'Group work and assessment'.

<https://moodle.unbc.ca> provides instructors with tools for: creation and delivery of online content, communication and

collaboration methods, online assessments, and secure assignment collection, and secure gradebook and feedback reporting. <https://moodle.unbc.ca> also provides integrated services such as multimedia streaming, and web-conferencing.

Multimedia



UNBC uses a media streaming platform for instructors and students to share audio and video content. The platform is called Kaltura and has the ability to to upload, publish, and search videos, embed video directly in a <https://moodle.unbc.ca> course (that can be reused across multiple courses), and create shortened clips from existing video content.

The platform is integrated with <https://moodle.unbc.ca> and provides ease of use handling media files of all types and sizes. This integration also offers the ability for instructors to lecture capture classes. Lecture capture is an umbrella term

describing any technology that allows instructors to record what happens in their classrooms and make it available digitally. In its simplest form, lecture capture might be an audio recording made with an iPod; alternatively, the term might refer to a software capture program that records cursor movement, typing, or other on-screen activity. Lecture capture systems offer three important benefits: an alternative when students miss class; an opportunity for content review; and content for online course development. Lecture capture enhances and extends existing instructional activities, whether in face-to-face, fully online, or blended learning environments.

PART I

MOODLE ESSENTIALS: STRUCTURING, SHARING, AND SUPPORTING LEARNING

What is <https://moodle.unbc.ca>?

<https://moodle.unbc.ca> is UNBC's learning management system (LMS) used share course information and resources, facilitate online courses, and support on-campus teaching.

<https://moodle.unbc.ca> has over 30 learning activities and resource types that will empower you to create an online space that is information rich for your students, and helps you with classroom management tasks.

A typical progression faculty generally go through as they learn to use <https://moodle.unbc.ca>:

- Organize course resources, for example: course outline, slidedecks, course readings, etc
- Posting announcements
- Collecting assignments
- Conducting quizzes
- Communicating student progress using the Gradebook
- Using Groups to manage group assignments and online discussions
- Facilitating online forum discussions
- Creating interactive activities using the integrated H5P content for formative feedback

Use your UNBC userid and password to login at
<https://moodle.unbc.ca>

Introduction

Moodle Dashboard

Everyone in Moodle has their own personal and customizable home page called **Dashboard**. Dashboard is your point of entry or homepage that provides you with an overview of your courses as well as “Announcements” sent out by CTLT or IT.

<https://moodle.unbc.ca/my/>

You can customize your Dashboard by adding or removing blocks and changing block positions.

You can revert your Dashboard to the default set by UNBC by selecting the “Revert page to default”



[Home](#) [Dashboard](#) [My courses](#) [Student Guide](#)

Dashboard

+ Add a block

Latest announcements

(No announcements have been posted yet.)

Timeline

Next 7 days ▾

Sort by dates ▾

Search by activity type or name



Reset page to default

Timeline

The screenshot shows a 'Timeline' section with a header and two filter buttons: 'All' and 'Sort by courses'. A search bar is labeled 'Search by activity type or name'. Below this, the section is titled 'Demonstration' and lists two dates: 'Tuesday, 7 June 2022' and 'Wednesday, 15 June 2022'. For each date, there is a '00:00' time indicator, a document icon, and an assignment title. The first assignment is 'Assignment #1' with a red 'Overdue' tag and the text 'Assignment is due'. The second is 'Assignment #2' with 'Assignment is due'. Each assignment has an 'Add submission' button to its right.

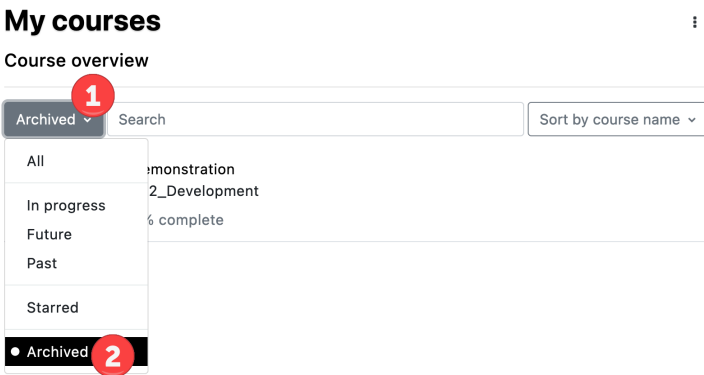
The Timeline visible in your Dashboard view provides an overview of deadlines and actions in a clean interface.

- Buttons allowing learners to easily navigate to linked activities to complete the requirements; e.g. submit an assignment.
- Highly visible “overdue” tags on items allow learners to identify missed deadlines more effectively.
- Activity icons enable users to easily recognise the type of activity that requires action.
- A search function allowing learners to search deadlines by course, activity name or activity type.

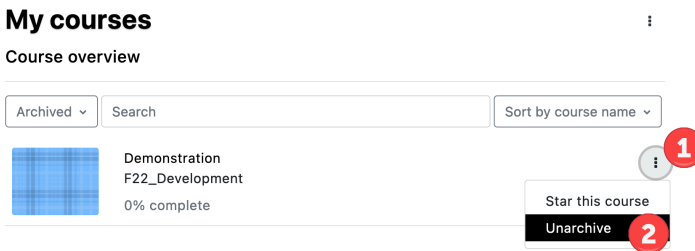
FREQUENTLY ASKED QUESTIONS

Where did my course(s) go?

You may have accidentally removed courses from your view by flagging a course as **“Archived”**. If you do this by accident though, it’s okay, simply set the course filter to **Archived** to see the course.

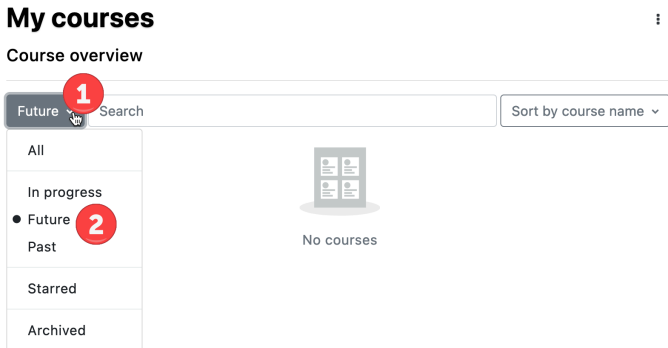


You can add it back to your Dashboard view by choosing to **“Unarchive”** the course.



How do I find next semesters Moodle courses?

If you have upcoming classes and you want to see if these course shells were automatically created, in the course overview on the Dashboard, set the course filter to **Future**.



Course Settings

Course Settings

Instructors are able to change a range of course settings.

Frequently Asked Questions

How come students cannot see the Moodle course?

You are able to adjust the visibility of your course to students. Courses are set to open and close according to the UNBC academic calendar, but you can change the visibility and open/close dates in your course settings:

- Click **Settings** in your course menu.
- Set the *Course visibility* drop down list to **Show**
- Confirm your Course Start/End dates

Moodle Guide

Course Settings Participants Grades Reports More

Edit course settings

General

Course full name Moodle Guide

Course short name Moodle Guide

Course category Sandboxes

Course visibility Show

Course start date 14 March 2023 00:00

Course end date Enable 28 April 2025 07:42

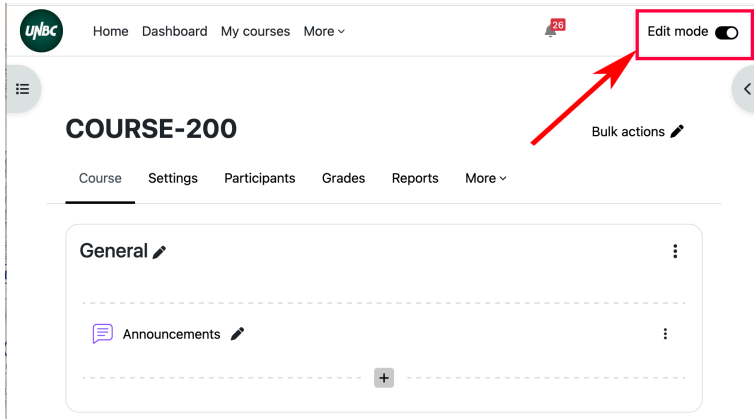
Course ID number

Basic Editing

Here's an overview of some of the editing features and how you can use them to give your students the best learning experience.

Once you are into your course you may want to make changes and add content. To do so, you first need to turn **editing on**. Turning the editing feature on allows you to revise your course such as adding activities and resources, uploading files, deleting items, and moving or hiding sections or activities.

Click the **Edit Mode on** (slide button to right). This is a toggle located on the right side of your course home page.



The **pencil icon** will appear next to where edits to Headings can be made.

Three stacked dots beside your item titles are your **action menu**. An **action menu** appears where edits can be made to a section or topic, activity or resource.

Each section or topic, activity and resource you add to your course will have its own **action menu**. This menu will enable you to: edit settings, move the section/topic/activity/resource,

'hide' or make unavailable to students, duplicate, assign roles or delete.

The screenshot shows the Moodle course interface for 'COURSE-200'. At the top, there is a navigation bar with 'Home', 'Dashboard', 'My courses', and 'More'. A notification bell shows '26' and a user profile 'SS' is visible. The course title 'COURSE-200' is prominently displayed, along with a 'Bulk actions' link. Below the title, there are tabs for 'Course', 'Settings', 'Participants', 'Grades', 'Reports', and 'More'. The 'General' section is active, showing 'Announcements' and a '+' button. A dropdown menu is open on the right, with 'Edit settings' highlighted. Below this, the 'Syllabus' and 'Assignments' sections are visible, each with a '+' button and a dropdown menu open, showing options like 'View', 'Edit settings', 'Highlight', 'Duplicate', 'Hide', 'Move', 'Delete', and 'Permalink'.

Frequently Asked Questions

How do I add an activity or resource?

An activity is a group of features in Moodle that students can contribute to directly such as a quiz, assignment or forum. A

resource is an item that instructors can use to support learning such as a book, file, page or folder. You can add an activity or resource to any section in your Moodle course.

In order to add an activity or resource, go into the course you would like to add an activity or resource to and turn the editing toggle switch to on.

Then, go down to the section you would like to add to and at the bottom of that section select the plus sign to **Add an activity or resource**.



Add an activity or resource















All

Activities

Resources

Recommended

 Assignment ☆ ⓘ	 Book ☆ ⓘ	 Chat ☆ ⓘ
 Choice ☆ ⓘ	 Database ☆ ⓘ	 Feedback ☆ ⓘ
 File ☆ ⓘ	 Folder ☆ ⓘ	 Forum ☆ ⓘ
 Glossary ☆ ⓘ	 Group choice ☆ ⓘ	 H5P ☆ ⓘ

This page demonstrates how you can add an Assignment activity.

Is there a quick way to upload files and images to my course?

Want a quicker way to add a file to your course, other than uploading it through the add an activity or resource link? You can now just drag and drop files (pictures and documents) from your computer desktop/folders to your course.

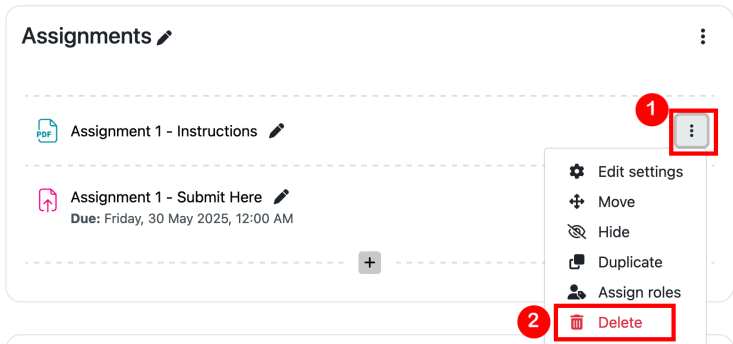
To do this, arrange your desktop so that you can view both your course in <https://moodle.unbc.ca> and the files on your computer that you want to add, at the same time.

Click and drag the files from your computer to drop them into the sections where you would like them placed in your course in <https://moodle.unbc.ca>



How do I delete items and sections from my course?

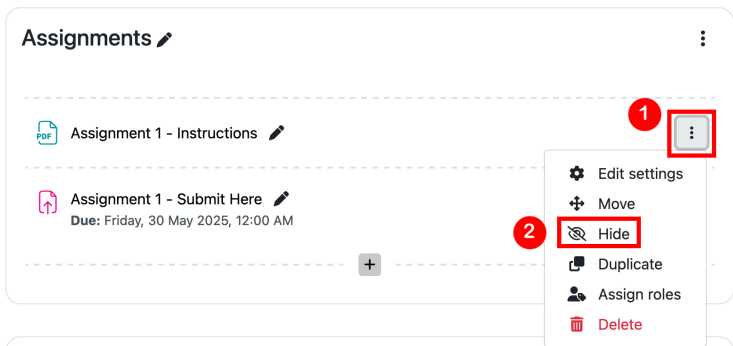
It is very simple to delete sections or items, to start, turn editing on within your course page. Next, find the item or section you want to delete. Finally click on the menu to the right of your item and from the drop down select **Delete** and this item will now be removed from your course.



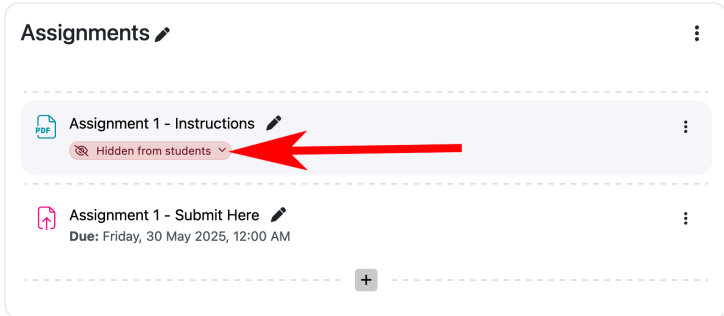
How do I hide content from students?

You can hide sections or items very easily in <https://moodle.unbc.ca>.

Go to your course page, turn editing on, and look for the section or item you wish to hide from students. Next, click on the menu to the right of your item, and from the drop down select **Hide**.



The file will now show that it is hidden from students.



What are Announcements?


By default, every course in <https://moodle.unbc.ca> comes with an Announcements forum. Anything posted in this specific forum also gets sent to student UNBC e-mails (every student has a forced subscription to this one forum). An announcement generates a post and an email to student UNBC email addresses, however students cannot reply back to these messages – it is only a one-way communication.

How do I send an Announcement right away without the editing time delay?

Please be aware that once you make an announcement, by default the message will be sent 45 minutes after you post it.



To send the announcement immediately, create a new announcement by clicking into the Announcements forum.

COURSE-200

Bulk actions 

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▾](#)

General

 **Announcements** 

[+](#)


Click on the “Add Discussion Topic” button.

FORUM

Announcements

[Forum](#) [Settings](#) [Advanced grading](#) [Subscriptions](#) [Reports](#) [More ▾](#)

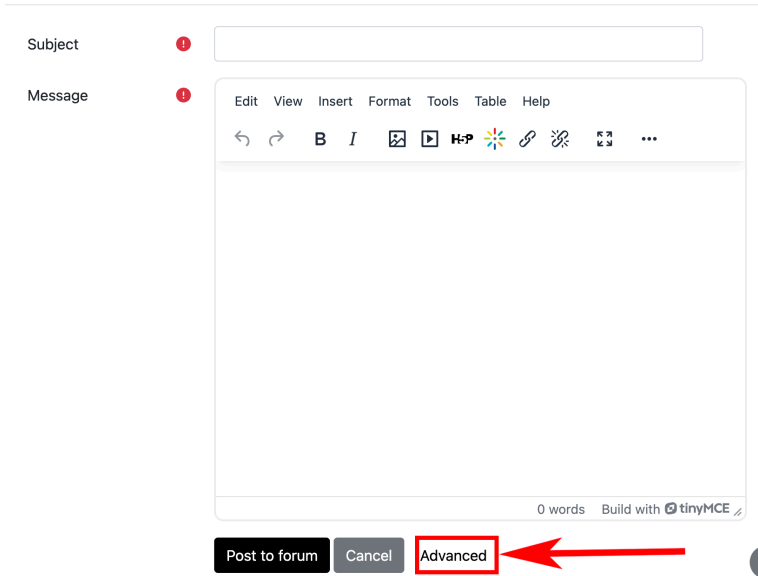
General news and announcements



[Add discussion topic](#)

(No announcements have been posted yet.)

Then click the “Advanced link” below the announcements message text box.



Compose your announcement.

Make sure to check the checkbox that says **“send forum post notifications with no editing time delay”**.

▼ Your new discussion topic

Subject

1 Hello class! **1 type in subject**

Message

2

Edit View Insert Format Tools Table Help

← ↶ B I ...


Welcome to the first day of semester!

Our class will be in room 8-164.

See you there,

Prof

18 words Build with tinyMCE



Discussion subscription ?


Attachment

Maximum file size: Unlimited, maximum number of files: 1

Files

3 attach files if sending

You can drag and drop files here to add them.



Pinned ?

Send forum post notifications with no editing-time delay

> Display period

> Tags

Post to forum

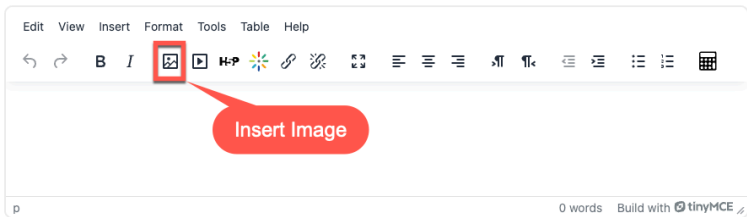
Cancel

Advanced Editing

The Editor Toolbar

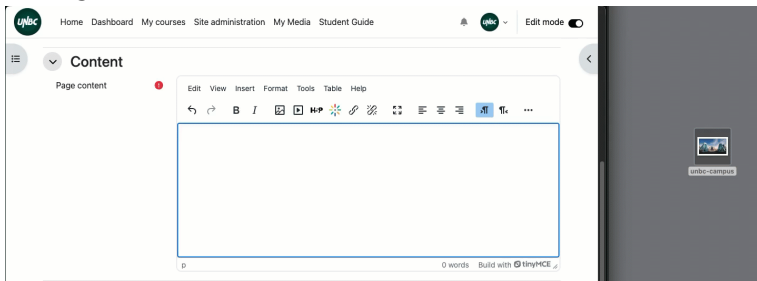
The text editor in moodle.unbc.ca offers improved accessibility, a streamlined user interface, and enhanced features. It offers better compatibility across devices, supports various content formats, and provides advanced functionalities like image editing and embedding.

Inserting an Image

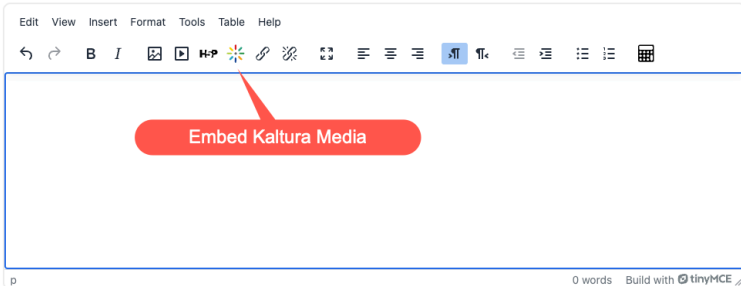


To add an image to the editor, simply drag and drop the image to the editor window.

Once in place, you can resize the image using the edges of the image.



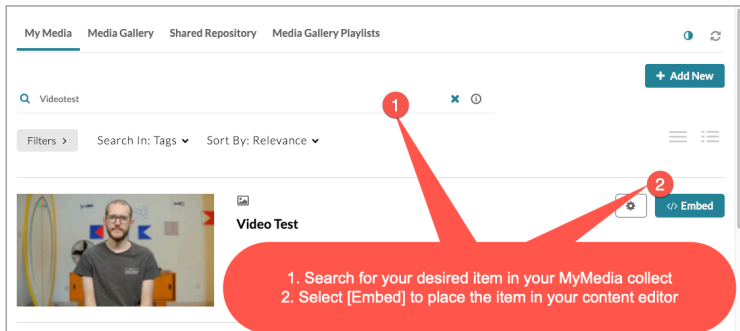
Embedding Audio and Video Content



This feature will open your MyMedia area and allow you to embed audio and video items in your content from your MyMedia collections.

Embed Kaltura Media

×



Reusing Course Content

Do you have an course from a past semester with content that you want to reuse and edit for this semester?

Did a co-worker teach the same class last year and tell you that you could use their work?

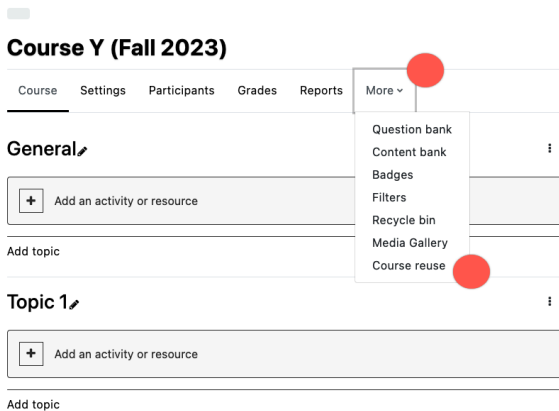
You can reuse course content, this feature in <https://moodle.unbc.ca> is called Importing. Importing is taking some of or all of the content from one course and transferring it into another.

Protecting intellectual property is very important at UNBC so there are only 2 specific cases where you will be allowed to import:

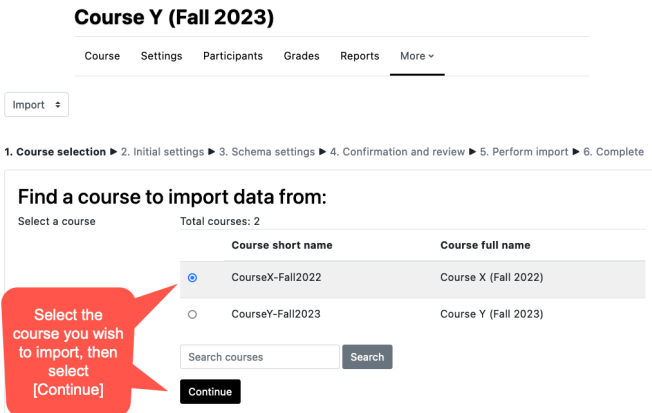
1. When you are listed as the “Teacher” in the participant list of both the course you want to transfer content from, and the course you want to add content to.
2. The course owner, or “Teacher”, has emailed ctlit@unbc.ca permission that allows us to make the import for you.

Importing content

1. Go into the course you would like to import into. In the top menu select .



2. If the course you wish to import does not show on the list, scroll down until you see the search text box. The search text box is located below the text *“There are too many results, enter a more specific search”*. Enter the course short name into the text box and click **Search**.
3. Select the course you wish to import and click **Continue**. In the example below, CourseX-Fall2022 is selected.



4. You will be presented with 2 options: You can click **Jump to final step** if you want to import everything/all elements OR You can click **Next** and you will be taken to a page that presents a list of all the elements of the course

you are importing. All of the elements will be selected by default, so deselect the elements you do not want to be imported over (see example below) and then click **Next**, again.

1. Course selection ► 2. **Initial settings** ► 3. Schema settings ► 4. Confirmation and review ► 5. Perform import ► 6. Complete

Import settings

- Include permission overrides
- Include activities and resources
- Include blocks
- Include files
- Include filters
- Include calendar events
- Include question bank
- Include groups and groupings
- Include custom fields
- Include content bank content
- Include legacy course files

Jump to final step **Cancel** **Next**

5. Review the import settings and if they are all correct click **Perform import**.

Included items:

General ✓

Announcements ✓
☒

Course ✓
Syllabus ☒

Topic 1 ✓

Reading1 ☒ ✓

Reading2 ☒ ✓

Reading3 ☒ ✓

Topic 1 ✓
Discussion ☒

Topic 1 Quiz ✓
☒

Previous **Cancel** **Perform import**

6. Back to your course now, review all the material imported

and edit it accordingly (Note: you will have two Announcements forums now, please delete one).

The following video demonstrates these steps



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.bccampus.ca/unbc/?p=915#oembed-1>

Requesting Help

You are welcome to email ctlt@unbc.ca if you are wanting us to do an import for you.

Your email must:

- Include the exact course name that you wish to import from. Providing us the CRN ensures we get the correct course and section you wish to use.
- Verify that you have the course instructor's permission to use their course. This email must come from the course instructor directly.
- Clearly state where you want this content imported. Please provide your new course name and CRN.
- Clearly state what you would wish to copy (i.e. the whole course, question bank only, etc)
- Be sent from your UNBC email .

Participants

The Participants area of your course lists students who have enrolled in your course.

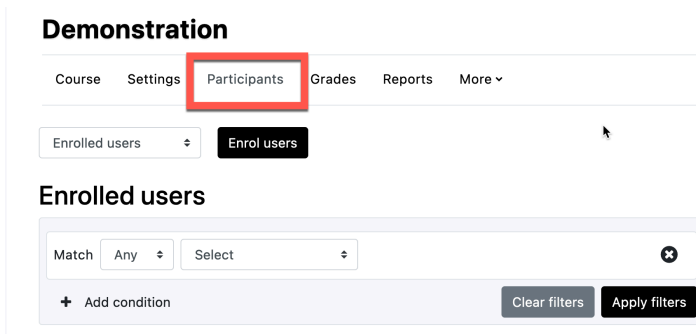
Courses in <https://moodle.unbc.ca> are automatically updated daily according to official class lists from the UNBC Office of the Registrar, but if you are wondering why there are no participants listed in your class it could be 1 of 2 things:

1. Your student(s) are not yet registered on the official class list.
2. Your student(s) have a hold on their UNBC account preventing them from accessing <https://moodle.unbc.ca>. Holds are sometimes placed on student accounts if fees, tuition, etc are unpaid.

Locating the Participant List

You can find your Participants list in the top menu of your course. The screenshot below illustrates the location.

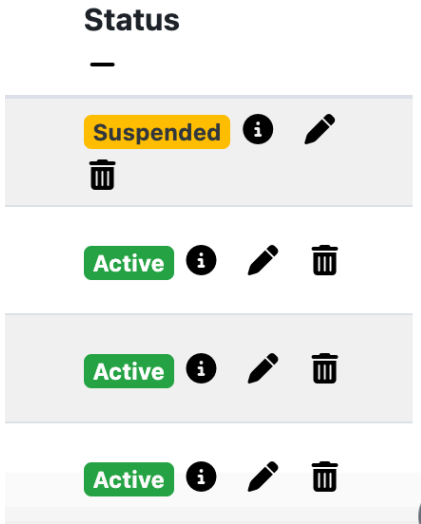
Demonstration



The screenshot shows the top navigation bar of a Moodle course. The menu items are: Course, Settings, Participants, Grades, Reports, and More. The 'Participants' item is highlighted with a red rectangular box. Below the navigation bar, there is a section for 'Enrolled users' with a dropdown menu set to 'Enrolled users' and an 'Enrol users' button. Below that is a filter section titled 'Enrolled users' with a 'Match' dropdown set to 'Any', a 'Select' dropdown, and buttons for '+ Add condition', 'Clear filters', and 'Apply filters'.

You will find a list of all the students in the course. You may note that some students have a yellow “Suspended” flag to the right of their name. This means that they were registered in

the course but have dropped it. the suspended status prevents them from accessing the Moodle course. CTLT recommends leaving these students as-is to preserve their data and assignment submissions, as per UNBC course retention policy. Suspended students will not appear in your Moodle gradebook.



Adding Teaching Assistants to your Course

UNBC Teaching Assistants are required to use their UNBC employee user ids for teaching assistant related work within UNBC platforms. A teaching assistant with a finalized contract will have a UNBC employee userid created/activated. To ensure this requirement, the CTLT oversees the addition of teaching assistants to courses in <https://moodle.unbc.ca> and will ensure they have access to the appropriate course(s). If there are late

additions or urgent access adjustments required please contact ctlit@unbc.ca

Frequently Asked Questions

Can I remove participants from my course?

Access to your course in <https://moodle.unbc.ca> is managed by integration between the Office of the Registrar and <https://moodle.unbc.ca>

The CTLT strongly advises instructors to leave adding/dropping students in your course to the automated processes.

In the case where sections in <https://moodle.unbc.ca> are not connected to Office of Registrar records (sections without a CRN, orientation sections, special cases, etc) you can follow the steps below to remove a students from the Participants list:

1. Navigate to your Participants area of your course
2. Find the participant you want to remove and click the small trashcan icon beside their name.
3. You will be asked to confirm you wish to remove that participant. Select [Unenrol] to complete the removal. **Note:**

This will delete all of their course data and assignment submissions!!

Demonstration

Course Settings Participants Grades Reports More ▾

Enrolled users ▾ **Enrol users** **1**

Enrolled users

Match Any ▾ Select ▾ +

+ Add condition Clear filters Apply filters

3 participants found

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

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

First name / Surname ^	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/> DI Demo Instructor	demoinstructor@unbc.ca	Teacher ✎	No groups ✎	51 secs	Active ⓘ ⚙️ 🗑️
<input type="checkbox"/> Demo Student	demostudent@unbc.ca	Student ✎	No groups ✎	8 days 19 hours	Active ⓘ ⚙️ 🗑️
<input type="checkbox"/> DS Demo Student 2	demostudent2@unbc.ca	Student ✎	No groups ✎	4 days 6 hours	Active ⓘ ⚙️ 🗑️ 2

Unenrol

Do you really want to unenrol "Demo Student 2" (previously enrolled via "Manual enrolments") from "Demonstration"?

Cancel Unenrol

Can I add participants to my course?

Access to your course in moodle.unbc.ca is managed by automations between the Office of the Registrar and <https://moodle.unbc.ca>.

While it is possible to add any student manually, the CTLT highly recommends you do not do this. Attempting to override the automated enrolment process can create problems with student course add/drop activity in your course. If a student encounters delays accessing your course in moodle.unbc.ca they are very likely not on the official class list or there are other factors impacting their access (waiting lists, unpaid fees, etc).

Instructors have the ability to add course Participants in the following roles:

- Librarian (same level of access as an Instructor, but appears to all students in the class as a Librarian rather than the course Instructor)
- Grader (can grade assignments and quizzes, but can not modify course content)
- Student (student-level access only)

Enrolment options

Select users

No selection

Search ▼

- Librarian
- Grader
- ✓ Student

Teaching Assistants

UNBC Teaching Assistants are required to use their UNBC employee userids for teaching assistant related work within UNBC platforms. A teaching assistant with a finalized contract will have a UNBC employee userid. To ensure this requirement, the CTLT oversees the addition of teaching assistants to courses in <https://moodle.unbc.ca> and will ensure they have access to the appropriate course(s). If there are late additions or urgent access adjustments required please contact ctlit@unbc.ca

Can I merge course sections so I only have one to manage?

Yes, if you are teaching multiple sections of the same course you can have them combined/merged. Please contact ctlt@unbc.ca for assistance with this

Announcements

By default, every course in <https://moodle.unbc.ca> comes with an **Announcements forum**. Anything posted in this specific forum also gets sent to student UNBC e-mails (every student has a forced subscription to this one forum). An announcement generates a post and an email to student UNBC email addresses, however students cannot reply back to these messages – it is only a one-way communication.



When you create a post, not only is the post created in Moodle but an email is also sent to your students. Therefore, if they accidentally delete or misplace their email, they can always go back to post within Moodle to review.




If you would like your students to be able to reply back to you please reach out to the CTLT team to help you set this up!


How do I add an attachment and how do I send Announcements right away without the editing time delay?

1. Go into your course, click on the **Announcements** forum at the top of the course home page. This is a special type of Discussion Forum where the posts will be sent to student's UNBC e-mail addresses. Students will not be able to reply to Announcements.

General

 **Announcements**  





2. To create an Announcement, Select the **Add Discussion Topic** button.

Please be aware that once you make an announcement, by default the message will be sent 45 minutes after you post it unless you disable the time delay.



To send the announcement immediately, create a new announcement by clicking into the Announcements forum.


FORUM

 **Announcements**

[Forum](#) [Settings](#) [Advanced grading](#) [Subscriptions](#) [Reports](#) [More](#) 

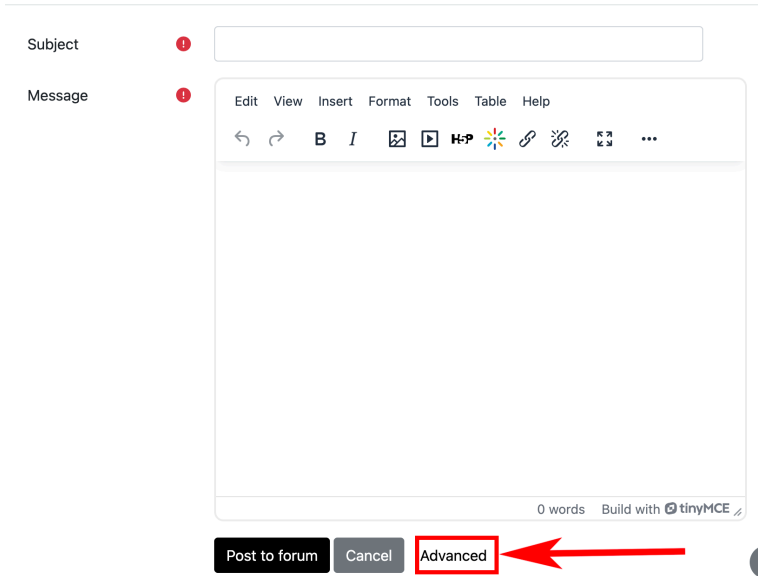
General news and announcements



(No announcements have been posted yet.)

Then click the “Advanced link” below the announcements message text box.



Compose your announcement.

Make sure to check the checkbox that says **“send forum post notifications with no editing time delay”**.

▼ Your new discussion topic

Subject **1** Hello class! **1 type in subject**

Message **1**

Edit View Insert Format Tools Table Help

↶ ↷ **B** *I*

Welcome to the first day of semester!

Our class will be in room 8-164.

See you there,

Prof

18 words Build with tinyMCE

2 announcement text

Attachment **3** Maximum file size: Unlimited, maximum number of files: 1

Files

3 attach files if sending

You can drag and drop files here to add them.

Pinned ?

Send forum post notifications with no editing-time delay

> Display period

> Tags

Post to forum Cancel

The announcement will be posted to the forum and sent to your student's UNBC e-mail addresses.

Gradebook

Before considering using the gradebook in <https://moodle.unbc.ca> it is important to consider how you will be collecting assessment items.

If you are assigning assignments, how are you collecting them? Are students printing a hard copy to give to you in class or are you having your students submit via an assignment drop box in <https://moodle.unbc.ca>. If students are submitting via <https://moodle.unbc.ca> you will need to add the assignment drop box to your course, you can keep it hidden until you finalize the due dates and description.

If you are asking students to complete quizzes, how are you facilitating these? Are students completing quizzes in class, or are you having your students complete them online in <https://moodle.unbc.ca>? If through <https://moodle.unbc.ca>, you will need to add a quiz activity to your course as well, you can keep it hidden until you finalize the day and time students will take the quiz!

Other activities that are automatically added to the gradebook are Forum when *Whole forum grading is turned on*, and some H5P activities. There are tips and tricks for removing these activities from grade calculations but for now let's stick to the basics.

[Video: Applying weights to grade items](#)

A video demonstrating the gradebook setup using weights.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.bccampus.ca/unbc/?p=917#oembed-1>

Frequently Asked Questions

How to hide Grades?

The visibility of students' grades in Moodle is controlled by you, the course teacher. So, maybe you have set aside a few days to mark your final assignment, and you don't want students to be able to view their mark until you have completed marking the final for everyone. You can hide this grade until you are ready.

To do this:

Go into the gradebook setup, find the activity or item you want to hide and next to it, under actions select **Edit** then select **Hide**.

Moodle Guide

Course Settings Participants **Grades** Reports More

Grader report Search users Filter by name

					Moodle Guide				
First name / Last name	Username	ID number	Email address	Participation	Quiz Test	Test of Quiz	Assignment 1	Test of Assignment	
Demo Student	demostudent		demostudent@unbc.ca						
Demo Student 2	demostudent2		demostudent2@unbc.ca						
Overall average				-					

3
4
Edit grade
Grade analysis
Hide
Lock

How to export Grades?

1. Go into your course and click **Grades**.
2. Select **Export**
3. **Select what type of file you would like to export.** For familiarity and ease of use, the CTLT recommends *Excel spreadsheet*.
4. Under **Grade items to be included**, deselect select which graded items you do not want to be included in this spreadsheet. OR, click **Select all/none** in blue at the bottom of this section and then check off which items you would like included.
5. Then, under the export format options, select the options you would like and check off the box next to **Include feedback in export** if you would like your feedback to the students also included in your spreadsheet.
6. Click **Download**.

The screenshot shows the Moodle 'Export to Excel spreadsheet' interface. At the top, the 'Grades' tab is selected, indicated by a red circle with the number 1. Below the navigation bar, the 'Export' dropdown menu is open, and 'Excel spreadsheet' is selected, indicated by a red circle with the number 2. The main section is titled 'Export to Excel spreadsheet'. Under the 'Grade items to be included' section, a list of items is shown with checkboxes. The 'Include feedback in export' checkbox is checked, indicated by a red circle with the number 3. At the bottom right, the 'Download' button is visible, indicated by a red circle with the number 4.

How to see what the student sees (their course grades)?

You can preview what your students see when they go to look at their grades, if you like. This could be useful if a student keeps telling you they cannot see their course total or certain grades in your class and you want to see what they are seeing and if the issue lies with your gradebook setup or not.

To do this:

1. Select your **Grades** tab
2. Select your **Grader report** option.
3. Select the ... to the right of the Student name, to see the grades of that particular student. This shows you what the student sees when they are looking at their grades for your class.

The screenshot shows the Moodle Grader report interface. At the top, the 'Grades' tab is selected and highlighted with a red circle '1'. Below it, the 'Grader report' option is selected and highlighted with a red circle '2'. In the table, the three-dot menu next to the first student's name is highlighted with a red circle '3'. The table displays columns for student information and various assessment items.

First name / Last name	Username	ID number	Email address	Participation	Quiz Test	Test of Quiz	Assignment 1	Test of Assignment	Course total
Demo Student	demostudent		demostudent@unbc.ca	100.00	7.00	10.00	90.00	85.00	91.25
Demo Student 2	UWF REPORT		demostudent2@unbc.ca	100.00	8.00	10.00	80.00	85.00	90.50
Overall average				100.00	7.50	10.00	85.00	85.00	91.13

Assignments

The Assignments tool in Moodle allows you to create an assignment dropbox where students can submit work to you for grading. Students can either type text into the text box or upload files to the file upload box. Moodle can accept almost any filetype. Let students know what the expected file type they should use in the assignment instructions.

Note: Video files must not be uploaded directly as they are too large for the moodle.unbc.ca server. There are special instructions for students submitting video files [here](#).

It is strongly recommended to set up all assignments you intend to accept at the beginning of your course – this lets you set up your moodle.unbc.ca Gradebook and calculated weights to make sure that everything adds up. Use the assignment names that correspond to your Syllabus assignment names to keep everything consistent.

Grading may be by simple points, percentages or custom scales, or more complex rubrics and marking guides may be used. If using Rubrics, contact your CTLT Instructional Designer. If there is an assignment that you wish to accept that is not graded (like a paper outline or draft), simply put 0 in the grade section of the assignment settings. It will create an “assignment dropbox” for students to upload the file and give you a space to provide feedback.

Assignments may be submitted individually or in groups. You are also able to use the Assignment activity when students are not submitting written text or documents to provide the assignment details, due date, enter grades and provide feedback.

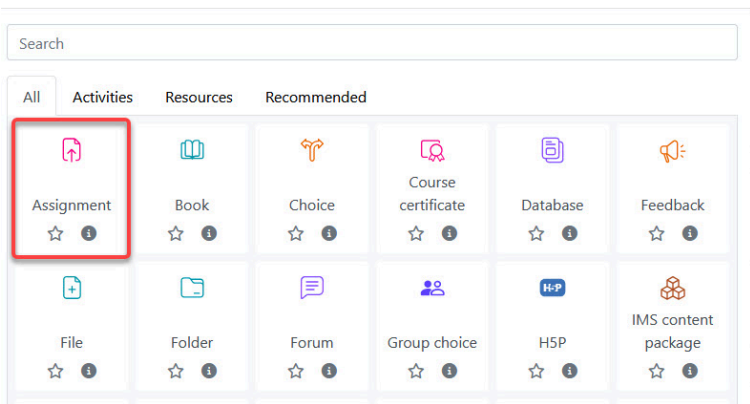
Setting Up Assignment Dropboxes:

1. Navigate to your moodle.unbc.ca course
2. Create a Topic heading for Assignments, or go to the Weekly Module where you want your Assignment to appear.
3. Click on the + sign, then select “Activity or Resource”

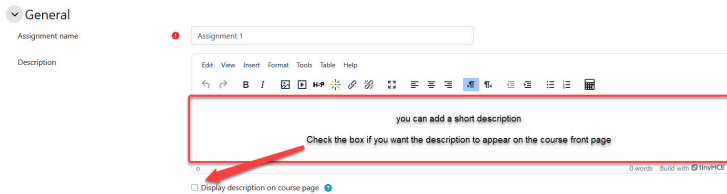


4. Select the “Assignment” icon

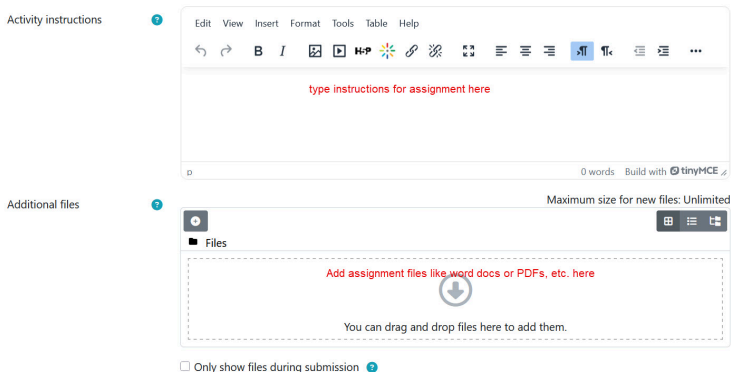
Add an activity or resource



5. Type in the Assignment name and a short description.



6. Type Assignment Instructions or add files relevant to the assignment.



7. Set the date settings. There are multiple date settings.

“Allow Submissions from” = set this date to only allow submissions **starting** from this date

“Due Date” = the date the assignment is due, but students will still be able to submit files after this date (they will be marked late)

“Cut-Off Date” = you can enable this date if you do not want to allow any late assignments

“Remind me to grade by” = set this date if you would like a reminder to grade assignments

Availability

Allow submissions from: 21 June 2023 00:00 Enable

Due date: 28 June 2023 00:00 Enable

Cut-off date: 21 June 2023 10:13 Enable

Remind me to grade by: 5 July 2023 00:00 Enable

Always show description

Submission types

Submission types: Online text File submissions

Word limit: Enable

Maximum number of uploaded files: 20

Maximum submission size: 50 MB No selection

Accepted file types: No selection

set the due date, etc.

It is recommended to leave this blank. Tell students what file format you want them to use in the instructions text.

8. When grading, if you wish to grade the student's document and re-upload the file as part of their feedback – make sure to check the box that allows you to upload files.

Feedback types

Feedback types: Feedback comments Annotate PDF Feedback files

Comment inline: No

Submission settings

Require students to click the submit button: No

Require that students accept the submission statement: No

Additional attempts: Never

If you would like to upload a graded file to give back to students, check this box. When grading the assignment there will be a file upload box that you can use.

9. **Notifications:** If you are using graders or TA's to grade assignments, you may wish to hide their identity from students. Otherwise the student will be notified who graded their assignment.

▼ **Group submission settings**

Students submit in groups ?

▼ **Notifications**

Notify graders about submissions ?


Notify graders about late submissions ?

Default for 'Notify student' ?

If set to 'Yes', students will be notified when you enter a grade for the assignment.

10. **Group Assignments:** Groups & a Grouping must be made in advance of setting up a group Assignment Dropbox. Contact your CTLT Instructional Designer and they can help set this up for you.

▼ Common module settings

Availability  Show on course page ⇅

ID number 

Force language Do not force ⇅

Group mode  No groups ⇅

**if using Group Assignments,
contact the CTLT & we can help
set them up**

▼ Restrict access

Access restrictions

None

> Tags

Send content change notification 

11. When done creating your assignment, click on **“Save and return to course”** to save all of your changes.



Frequently Asked Questions


How can I ask students to verify if the assignment is their own work?



Under the Submission settings heading, you can set the **“Require that students accept the submission statement”** drop-down list to **Yes**.

If this is set to yes, then before students can submit their assignment they must check the “This assignment is my own work, except where I have acknowledged the use of the works of other people” checkbox.

▼ Submission settings


Require students  Yes 
to click the
submit button

Require that  Yes 
students accept
the submission
statement


Additional  Never 
attempts

What are the group submission settings?


▼ Group submission settings

Students submit in groups 


Yes ⇅

Require group to make submission 

No ⇅

Require all group members submit 

No ⇅

Grouping for student groups 

None ⇅

To make these settings visible, first select **Yes** next to student submit in groups:

Require group to make submission:

If you select Yes, then Moodle will not allow students who are not in a group to submit. They will see a message that says “You’re not a member of any group; please contact your teacher”.

Require all group members submit:

If you select Yes, then all students in that group must click the Submit button to show that they have all signed off on the submission. When one student has selected Submit, then the other members will be able to see who still has to submit.

Grouping for student groups:

Use this field if you are using groups in more than one activity in Moodle.

How do I restrict access to the assignment file?

If you have a detailed assignment description and you do not want students to have access to it until the the allow submission time and date, then you need to uncheck the **“Always show description”** checkbox under the availability heading.

If you leave it checked then students will have access to the file when they click the assignment to open it, if you uncheck the box they will not.

▼ **Availability**

Allow submissions from	<input type="text" value="25"/>	<input type="text" value="May"/>	<input type="text" value="2022"/>	<input type="text" value="00"/>	<input type="text" value="00"/>	<input checked="" type="checkbox"/> Enable
Due date	<input type="text" value="1"/>	<input type="text" value="June"/>	<input type="text" value="2022"/>	<input type="text" value="00"/>	<input type="text" value="00"/>	<input checked="" type="checkbox"/> Enable
Cut-off date	<input type="text" value="25"/>	<input type="text" value="May"/>	<input type="text" value="2022"/>	<input type="text" value="08"/>	<input type="text" value="16"/>	<input type="checkbox"/> Enable
Remind me to grade by	<input type="text" value="8"/>	<input type="text" value="June"/>	<input type="text" value="2022"/>	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="checkbox"/> Enable

Always show description

How do I stop notifications that students have submitted assignments?

Under the notifications heading, ensure the **“Notify graders about submission”** box is set to No, “No” is the default setting.

▼ Notifications

Notify graders
about
submissions



No ▾

Notify graders
about late
submissions



No ▾

Default for 'Notify
student'



Yes ▾

Grading Assignments

Like with most features, there are several different ways to mark in Moodle, but in essence there are 3 ways to grade and add feedback:

1. One student at a time
2. Multiple students at once

Go to your course in <https://moodle.unbc.ca> and select the assignment you wish to grade by clicking **Grade** on the Right hand side of the screen

ASSIGNMENT
Assignment 1

Assignment Settings **1** Advanced grading More -

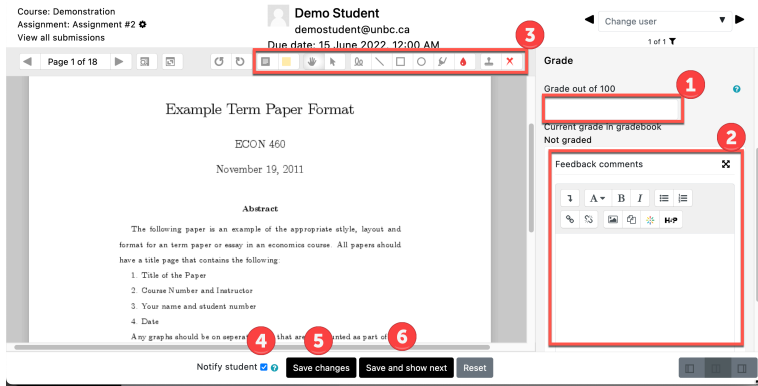
Submissions Filter by name - Status Submitted - Advanced - Clear all **2** Grade

Quick grading Download submissions in folders

Reset table preferences

Select	First name / Last name	ID number	Email address	Status	Grade TL	Last modified (submissions)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Annotate PDF	Final grade
<input type="checkbox"/>	Demo Student	demo student	demo student@unbc.ca	Submitted for grading	-	Wednesday, 30 April 2025, 10:07 AM	Hello World - Assignment 1.docx	> Comments (0)	-	-	-	-
<input type="checkbox"/>	Demo Student 2	demo student2	demo student2@unbc.ca	Submitted for grading Graded - Resubmitted	80.00 / 100.00	Wednesday, 30 April 2025, 10:07 AM	Hello World - Assignment 1.docx	> Comments (0)	Monday, 28 April 2025, 11:02 AM	-	-	80.00 / 100.00

If your students have submitted a PDF version of their Assignment, you can grade the Assignment directly in Moodle. If they have submitted another format such as MS Word or MS PowerPoint, you will need to download the file.

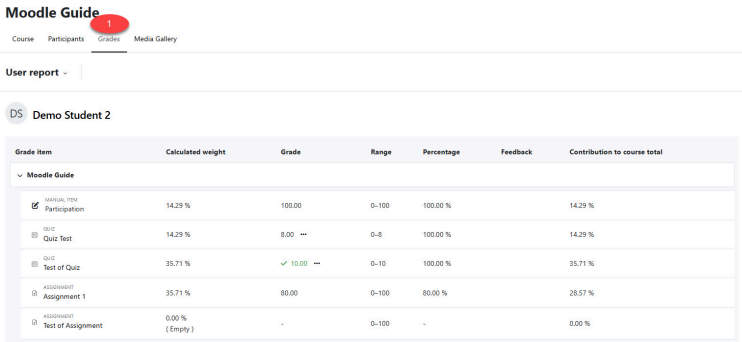


When your chosen assignment submission opens you will be presented with a number of options:

1. Enter your grade for the submission here
2. Leave any open-ended feedback for your student here
3. You can annotate submissions with text notes, highlights, and freehand annotations. **Note: Annotation is only supported on PDF file submissions.**
4. You can choose to notify students of their grade and feedback when you have finished grading. You can disable this feature, but the default in the system is to notify students.
5. **[Save]** your update for the submission.
6. If you would like to continue grading all submissions of this assignment, you can select **[Save and Show Next]**

Frequently Asked Questions

How do students see their grades?



The screenshot shows the Moodle course interface. At the top, there are navigation tabs: Course, Participants, Grades (highlighted with a red circle and the number 1), and Media Gallery. Below this is a 'User report' section for 'Demo Student 2'. A table displays the student's grades for various items:

Grade Item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Moodle Guide						
Participation	14.29 %	100.00	0-100	100.00 %		14.29 %
Quiz Test	14.29 %	8.00	0-8	100.00 %		14.29 %
Test of Quiz	35.71 %	10.00	0-10	100.00 %		35.71 %
Assignment 1	35.71 %	80.00	0-100	80.00 %		28.57 %
Test of Assignment	0.00 % (Empty)	-	0-100	-		0.00 %

Students have a **[Grades]** tab in all their courses. They can view grades and feedback for all assessments and assignments in this tab.

How to reopen an assignment so students can re-submit?

If you need to extend an assignment due date for a student you can use an **[Override]**.

Open the assignment you wish to provide an extension for, then:

1. Select **[More]**
2. Select **[Overrides]**

ASSIGNMENT **Assignment #2**

Assignment Settings Advanced grading More **1**

▼ **User overrides**

Override user **x No selection**

Search

Allow submissions from 8 June 2022 00 00 **2** Enable

Due date 15 June 2022 00 00 Enable

Cut-off date 16 June 2022 06 24 Enable

Time limit 0 minutes Enable

In the **[Override]** area you can:

1. Select the student(s) you wish to provide an extension for
2. Select the “Allow submissions from” date
3. Select the “Due date”
4. Select the “Cut-off date”. Note, students can still submit an assignment in a date range between “Due date” and “Cut-off date” but it will be flagged for you as **Late** when grading the submission.

When you are done applying the extension override, press **[Save]**

▼ **User overrides**

Override user **x No selection**

Search **1**

Allow submissions from 8 June 2022 00 00 **2** Enable

Due date 15 June 2022 00 00 **3** Enable

Cut-off date 16 June 2022 06 24 **4** Enable

Time limit 0 minutes Enable

Revert to assignment defaults

Save Save and enter another override Cancel

How do I annotate assignments?

You may want to annotated a student's assignment if, you would like to give a student feedback on their assignment directly within <https://moodle.unbc.ca>. Instead of, having to download their submission and adding comments within the file itself, and then re-uploading it to their submission as a feedback file.

Note: <https://moodle.unbc.ca> only supports annotating PDF documents.

When grading a PDF assignment submission you will see row of tools you can click on to annotate the submission. If you hover over each icon you will see the description of that tool.



There are several tools to mark up assignments here and to find out what they are or what you would like to use, we encourage you to play around with these features.

Some examples of annotation tools:

To delete, select the arrow icon, then click on the item you wish to delete and select the trash can icon within the item to get rid of it.

To draw on the assignment with your cursor, click the squiggly line icon.

To stamp an assignment (i.e. checkmarks or happy faces) click on the red X icon and then pick from the dropdown which stamp image you would like to use on the assignment.

To type comments click on the icon that looks like a lined piece of paper, click and drag where you would like it and then start typing within it.

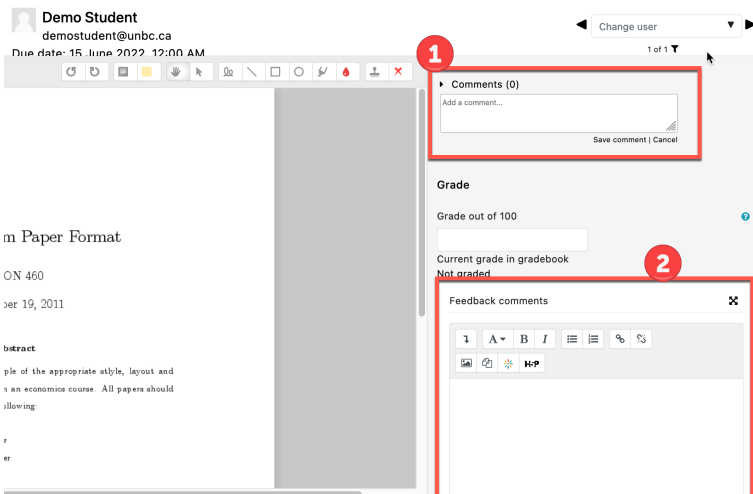
To circle something, click on the circle icon and drag it over what you would like to circle.

When grading an assignment submission what is the difference between *comments* and *feedback* ?

Notes can be added to a students assignment submission in Moodle as either a comment or feedback comment.

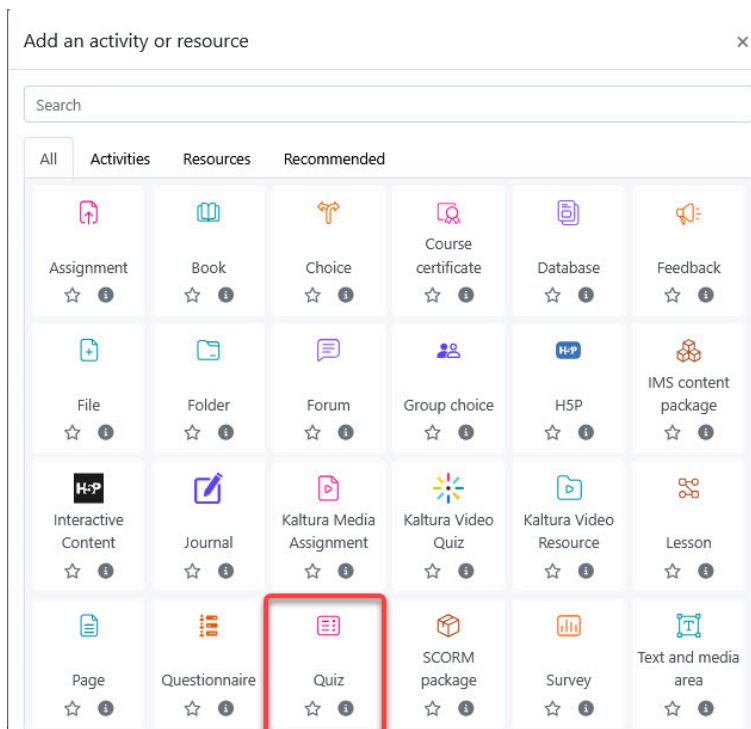
The difference is that students can only reply back to comments that are left on their assignment submission, not feedback.

1. To add a comment, click on **Comments** and type your message.
2. To leave feedback, click on the **Feedback comment** box and type in your feedback.



Quizzes and Quiz Settings

What is the Quiz activity?



- The Quiz is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback.
- Questions are created and stored separately in a Question bank and can be reused in different quizzes.

- When creating a Quiz you can either make the questions first and add them to the Quiz, or add a Quiz activity (as below) and create the questions as you go along.

You can use quizzes in Moodle to evaluate student understanding of material. Moodle quizzes consist of a Quiz activity that contain one or more questions from your course's Question bank. The Quiz activity allows you to administer a wide range of questions within a specific layout and order and the quiz activity allows you to provide different kinds of feedback based on how a student performs on the quiz. We invite you to think creatively about using the quiz activity as it is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback. Let's take a look at a demo quiz that has many question types added to it.

1. In a course, with the editing turned on, choose Quiz from the *Add an activity or resource* chooser.
2. Give it a name and, if required, a description.
3. Expand the other sections to select the settings you want. With the default settings, students can repeat the quiz, moving freely between questions, each on a different page. There is no time limit and scores and feedback display once they have completed the quiz.
4. To change any of these defaults, and for more information on configuring your quiz go to **Settings**. Select your exam settings.
5. Click Save and display.
6. Click Edit quiz
7. Click Add and then click '+ a new question' (If you already made questions in the question bank, then click '+ from question bank' or if you wish to add a question randomly picked from a category of questions, click '+ a random question'.)

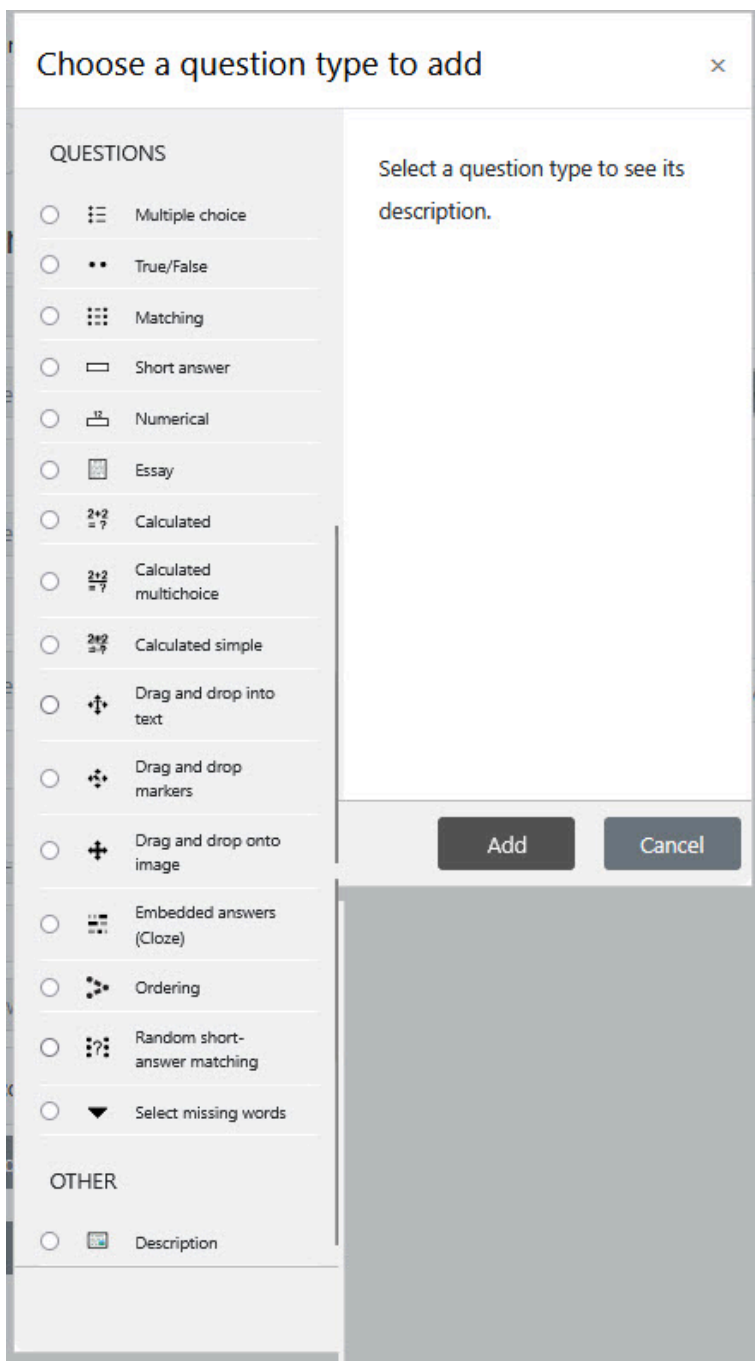
1.

Note: While small quizzes are relatively easy and quick to setup, large assessments can be very time consuming. Your CTLT Instructional Designer has a range of methods to save you time when creating online quizzes and tests. Please reach out to us at ctlit@unbc.ca for a consultation – we can save you lots of time and help you craft your assessments.

1. Choose the type of question you want to add and then click 'Add' at the bottom:
2. Add your question. For help, see the documentation Question types.
3. Click Save changes and repeat the steps for as many questions as you need.
4. Click 'Save changes' when you have made your question.

Question Types

There are an array of question types in <https://moodle.unbc.ca>



c.ca. You are presented with this list when you create a new question. Descriptions of these questions types are outlined below.

Calculated

Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken. More on the Calculated question type

Calculated multi-choice

Calculated multichoice questions are like multichoice questions with the additional property that the elements to select can include formula results from numeric values that are selected randomly from a set when the quiz is taken. They use the same wildcards than Calculated questions and their wildcards can be shared with other Calculated multichoice or regular Calculated questions.

The main difference is that the formula is included in the answer choice as $\{=...\}$ i.e. if you calculate the surface of a rectangle $\{=\{\}*\{w\}\}$.

More on the Calculated Multi-Choice question type.

Calculated simple

Simple calculated questions offer a way to create individual numerical questions whose response is the result of a numerical formula which contain variable numerical values by

the use of wildcards (i.e. {x} , {y}) that are substituted with random values when the quiz is taken.

The simple calculated questions offers the most used features of the calculated question with a much simpler creation interface. More on the Simple Calculated question type.

Drag and drop into text

Students select missing words or phrases and add them to text by dragging boxes to the correct location. Items may be grouped and used more than once. More on the Drag and drop into text question type.

Drag and drop markers

Students drop markers onto a selected area on a background image. Unlike the Drag and drop onto image question type, there are no predefined areas on the underlying image that are visible to the student. More on the Drag and drop marker question type.

Drag and drop onto image

Students make selections by dragging text, images or both to predefined boxes on a background image. Items may be grouped. More on the Drag and drop onto image question type.

Description

This question type is not actually a question. It just prints some text (and possibly graphics) without requiring an answer. This can be used to provide some information to be used by a subsequent group of questions, for example. More on the Description question type

Essay

This allows students to write at length on a particular subject and must be manually graded.

It is possible for a teacher to create a template to scaffold the student's answer in order to give them extra support. The template is then reproduced in the text editor when the student starts to answer the question. See YouTube video [Essay scaffold with the Moodle quiz](#) It is also possible to include grading information for teachers marking the essay to refer to as they assess the essays,

Response template and grader info set up

What t

Matching

A list of sub-questions is provided, along with a list of answers. The respondent must “match” the correct answers with each question. More on the Matching question type

Embedded Answers (Cloze Test / Gap Fill)

These very flexible questions consist of a passage of text (in Moodle format) that has various answers embedded within it, including multiple choice, short answers and numerical answers. More on the Embedded Answers question type

Multiple choice

With the Multiple Choice question type you can create single-answer and multiple-answer questions, include pictures, sound or other media in the question and/or answer options (by inserting HTML) and weight individual answers.

Short Answer

In response to a question (that may include an image), the respondent types a word or phrase. There may several possible correct answers, with different grades. Answers may or may not be sensitive to case. More on the Short Answer question type

Numerical

From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set. More on the Numerical question type

Random short-answer matching

From the student perspective, this looks just like a Matching question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category. More on the Random Short-Answer Matching question type

Select missing words

Students select a missing word or phrase from a dropdown menu. Items may be grouped and used more than once. More on the Select missing words question type

True/False

In response to a question (that may include an image), the respondent selects from two options: True or False. More on the True/False question type

Ordering: More on Ordering Questions

Timing

The screenshot shows the 'Timing' settings for a quiz. It includes four rows of controls:

- Open the quiz:** A row of dropdown menus for '5', 'August', '2021', '12', and '41', followed by an 'Enable' checkbox.
- Close the quiz:** A row of dropdown menus for '5', 'August', '2021', '12', and '41', followed by an 'Enable' checkbox.
- Time limit:** A row with a '0' input field, a 'minutes' dropdown, and an 'Enable' checkbox.
- When time expires:** A row with a text input field containing 'Open attempts are submitted automatically' and a dropdown arrow.

Open the quiz and **Close the quiz:** Specify starting and ending dates/times for the Quiz. To use these settings, select the **Enable** checkbox next to each setting. The date settings

will become editable. By default the open date and close date are not set and the quiz will be available immediately and indefinitely.

Time limit: Enable this option to limit how long each student will have to complete the Quiz once they begin an attempt. By default students have an unlimited time in which to complete a Quiz attempt. If a time limit is set, when a student starts an attempt a timer appears in the *Quiz navigation* block and begins counting down.

When time expires: If you have set a time limit there are three options as to what will happen when the time limit is up. Choose the one you need from the drop-down menu:

1. Open attempts are submitted automatically (This is the default).
2. There is a grace period when open attempts can be submitted, but no more questions answered.
3. Attempts must be submitted before time expires, or they are not counted.**Note**

Note:

We recommend the default setting “*Open attempts are submitted automatically*” . If there is a power outage, issues with the internet, or the student forgets to click the **Submit** button the quiz will submit itself and the students attempt will not be lost. Please see **User overrides** to allow extra time for students with accommodation requests.

Grade

Grade category: If you are organizing your gradebook with Categories, select the category for the quiz. (Categories must first be added in the gradebook.)

Attempts allowed: Specify how many attempts an individual student can make on the quiz. By default, only one attempt is allowed.

Grading method: If multiple attempts are allowed, specify how students will be graded: Highest grade, Average, First attempt, or Last attempt.

Note:

Setting the maximum grade is done on the Edit quiz page.

Layout

Layout

New page

 Every question Repaginate now

Navigation method

 Free

[Show less...](#)

New page: For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to the setting you choose here. However, you will also be able to move page breaks around by hand later on the editing page. We do not recommend the option *Never, all questions on one page* as the quiz saves when the students click the **Next** button. **Note**

Note

Changing this setting has no effect on questions you have already added to the quiz. The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, tick the 'Show page breaks' checkbox, then use the repaginate control.

Navigation method (available by clicking *Show More*): Choose *Sequential* instead of *Free*, if you want to force the student to progress through the questions in order and not go back to a previous question or skip to a later one.

Important


Please inform your students and remind them

often if you choose sequential navigation. This is **not** user friendly and generally throws students off when they are not informed ahead of time.


Question Behaviour

Question behaviour


Shuffle within questions

 Yes ▾

How questions behave

 Deferred feedback ▾

Each attempt builds on the last

 No ▾

[Show less...](#)

Shuffle within questions: This setting applies to questions that have multiple parts. For example, in a multiple choice question, this setting will randomly shuffle the answers for choices A, B, C, D, etc, so that the correct answer will be in a different location for each attempt.

Note

If you have options such as **All of the above** or **Both A and B** this setting must be set to No. Students will be faced with answer sets that do not make sense, for example, *All of the above* may appear as option A.

How questions behave: Students can interact with the








questions in the quiz in various different ways. For example, you may wish the students to enter an answer to each question and then submit the entire quiz, before anything is graded or they get any feedback. That would be ‘Deferred feedback’ mode (most commonly used). Alternatively, you may wish for students to submit each question as they go along to get immediate feedback, and if they do not get it right immediately, have another try for fewer marks. That would be ‘Interactive with multiple tries’ mode.

Each attempt builds on the last: If multiple attempts are allowed and this setting is enabled, each new quiz attempt will contain the results of the previous attempt. This allows a quiz to be completed over several attempts.

Review Options

Review options

During the attempt

- The attempt 
- Whether correct 
- Marks 
- Specific feedback 
- General feedback 
- Right answer 
- Overall feedback 

Immediately after the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Later, while the quiz is still open

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

After the quiz is closed

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

During the Attempt: options are only available when *How questions behave* (above) has been set to a mode that provides immediate feedback, in which case a checkbox will appear below each answer allowing the student to submit that response and then receive immediate feedback.

Immediately after the attempt: allows students to see feedback within 2 minutes of submitting the quiz.

Later, while the quiz is still open: allows students to see feedback after 2 minutes, but only until the closing date for the

Quiz. If the Quiz does not have a close date, this phase never ends.

After the quiz is closed: Students will see feedback only after the quiz is closed (requires a date to be set for the close of the quiz).

Under each column heading, select the feedback you want students to receive:

The attempt: Shows what the student entered in response to each question.

Whether correct: Displays whether or not the student's response to each question is correct.

Marks: Shows the numerical marks the student received for each question and the overall score on the attempt.

Specific Feedback: Shows feedback specific to the student's response. This text must be added by the instructor in the individual question settings.

General feedback: Shows feedback for the question, not dependent on how the student answered the question. The same general feedback text is shown to all students. It can include links to resources for further study. This text must be added by the instructor in the individual question settings.

Right answer: Shows an automatically generated summary of the correct response. This can be limited, so you may wish to consider explaining the correct solution in the general feedback for the question, and turning this option off.

Overall feedback: Shows the overall feedback for the entire attempt, i.e. for the whole Quiz. This is configured further below.

Appearance

Show the user's picture: If enabled, the student's name and

picture will be shown on-screen during the attempt, and on the review screen. This option is not enabled in UNBC's Moodle.

Decimal places in grades: This setting specifies the number of digits shown after the decimal point when displaying grades. It only affects the display of grades, not the grades stored in the database, nor the internal calculations, which are carried out to full accuracy.

Decimal places in question grades: This setting specifies the number of digits shown after the decimal point when displaying the grades for individual questions.

Extra Restrictions on Attempts

Extra restrictions on attempts

Require password	<input type="checkbox"/> <input type="text" value="Click to enter text"/>
Require network address	<input type="text"/>
Enforced delay between 1st and 2nd attempts	<input type="text" value="0"/> <input type="text" value="minutes"/> <input type="checkbox"/> Enable
Browser security	<input type="text" value="None"/>
Allow quiz to be attempted offline using the mobile app	<input type="text" value="No"/>

[Show less...](#)

Require password: If you specify a password students must enter that password to attempt the quiz. Type the password to utilize this feature. To see the password, check the **Unmask** “eye”.

Require network address enables instructors to restrict access to the quiz to certain locations using IP addresses. To restrict access to the quiz, specify a comma-separated list of IP addresses.

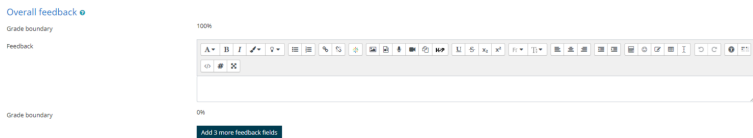
Note

Requiring network address is not recommended for take home or in class exams as you will not know the IP address of each students device.

Enforced delay between 1st and 2nd attempts. If 2 attempts are enabled, a student must wait for the specified time to elapse before being able to attempt the quiz a second time.

Enforced delay between later attempts. If more than 2 attempts are enabled, a student must wait for the specified time to elapse before attempting the quiz a third time and any subsequent times.

Overall Feedback



This is uniform feedback that is shown to students after a quiz has been attempted, based on their grade boundary.

Grade boundary boxes define the boundary for a certain feedback. To specify a boundary, enter a percentage value (including the % sign).

Feedback boxes define the feedback for each grade boundary. To specify the feedback, enter your text.

For example, if you entered:

Grade boundary: 100%

Feedback: "Well done"

Grade boundary: 40%

Feedback: "Please study this week's work again"

Grade boundary: 0%

Then students who score between 100% and 40% will see the "Well done" message, and those who score between 39.99% and 0% will see "Please study this week's work again". That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

Common Module Settings

Common module settings

Availability



Show on course page ▾

ID number



Group mode



No groups ▾

Add group/grouping access restriction

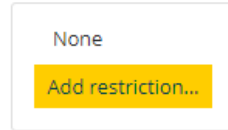
Visible: Set whether or not an assignment is visible to students. By default, new assignments are set to Show. (This is comparable to using the Hide/show icon for the activity on your course page.)

Group mode, Grouping, Students are not able to take "group" quizzes. If you set the group mode to separate groups or visible groups you will be able to filter the quiz attempts by group.

Restrict Access

Restrict access

Access restrictions



To add restrictions on accessing the activity, click **Add restriction**. The *Add restriction* window will open, containing the following options:

- **Date** prevents access until (or from) a specified date and time.
- **Grade** requires students to achieve a specified grade on a different grade item in order to access this quiz.
- **User profile** controls access based on fields within the student's profile.
- **Restriction set** allows you to add a set of nested restrictions to apply complex logic.

Frequently Asked Questions








Why can't students see their marks?

Check the quiz Review options settings.

To do this, click on the quiz, then the blue cog in the right corner and select **Edit settings**. Next, under the **Review**

options heading look at the sub sections (During the attempt, Immediately after the attempt, Later while the quiz is still open or After the quiz is closed) and check off the box next to “Marks” where you would like your students to be able view their marks in relation to this quiz. Most often the quiz has closed and “marks” is not checked in the After the quiz closed column!

Review options 

<p>During the attempt</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The attempt  <input type="checkbox"/> Whether correct  <input checked="" type="checkbox"/> Marks  <input type="checkbox"/> Specific feedback  <input type="checkbox"/> General feedback  <input type="checkbox"/> Right answer  <input type="checkbox"/> Overall feedback  	<p>Immediately after the attempt</p> <ul style="list-style-type: none"> <input type="checkbox"/> The attempt <input type="checkbox"/> Whether correct <input checked="" type="checkbox"/> Marks <input type="checkbox"/> Specific feedback <input type="checkbox"/> General feedback <input type="checkbox"/> Right answer <input type="checkbox"/> Overall feedback 	<p>Later, while the quiz is still open</p> <ul style="list-style-type: none"> <input type="checkbox"/> The attempt <input type="checkbox"/> Whether correct <input checked="" type="checkbox"/> Marks <input type="checkbox"/> Specific feedback <input type="checkbox"/> General feedback <input type="checkbox"/> Right answer <input type="checkbox"/> Overall feedback 	<p>After the quiz is closed</p> <ul style="list-style-type: none"> <input type="checkbox"/> The attempt <input type="checkbox"/> Whether correct <input checked="" type="checkbox"/> Marks <input type="checkbox"/> Specific feedback <input type="checkbox"/> General feedback <input type="checkbox"/> Right answer <input type="checkbox"/> Overall feedback
---	---	---	--

Can Students Preview A Quiz?

Quiz 1

Attempts allowed: 1

The quiz will not be available until Friday, 24 September 2021, 9:00 AM

This quiz will close on Friday, 24 September 2021, 10:00 AM.

Time limit: 10 mins

This quiz is not currently available

[Back to the course](#)

No, students cannot preview a quiz. The Preview quiz now button is only displayed to users enrolled as a teacher. When students click on a quiz to open it they are presented with text that tells them that the quiz is not available to them. Moodle provides valuable information regarding when the quiz will be available to them and for how long. Students are presented with a **Back to course** button that automatically changes to **Start attempt** when the quiz opens.

Question Bank

Building and Using a Question Bank

The Question bank is an organized repository for all the questions in your course, separate from any quiz activities that might use them. It is good practice to create categories to organize your questions. This makes it easier to find questions and it also allows you to use random questions as well as reuse questions in later quizzes.

Process:


1. Create question categories in Moodle for all of the types of questions you want to have in your test (eg. 1 category for Multiple Choice Questions, 1 category for True/False questions, 1 category for Short Answer questions). The category name should include the course number/semester, the test name and type of questions (eg. HHSC-101Winter2025-Quiz1-MC)

2. Add your questions to their category. You can either add them one by one manually, or contact your CTLT Instructional Designer or ctlit@unbc.ca – we can batch upload questions quickly from a word document. Let us know the correct answers by putting a * beside it in the word document.


3. Add questions to your test. Using Categories (also known as Question pools) can enable you to use randomization – presenting students with a subset of randomly chosen questions from the question pool).


To find the Question Bank in your course, click on the “More” tab and select “Question Bank” from the drop-down menu.


COURSE-200

Bulk actions 

Course Settings Participants Grades Reports **More ▾**

General 

Announcements 

Syllabus 

- Question bank**
- Content bank
- Course completion
- Badges
- Filters
- Unenrol me from this course
- LTI External tools
- Accessibility toolkit
- Recycle bin
- Media Gallery
- Course reuse

From the left-hand drop down menu, select “Categories”

COURSE-200

Course Settings Participants Grades Reports **More ▾**

Questions ▾ **1**

- Questions
- Export
- Import
- Categories**

the following:

Match **Category** ▾

Type or select... ▾ **Default for COURSE-200** ×

Also show questions from subcategories

AND

2 select categories from the drop down menu

Click on “Add Category” button.

COURSE-200

Course Settings Participants Grades Reports **More** ▾

Categories ▾

Edit categories +

Add category

Show descriptions

Question categories for 'Course: COURSE-200'

Default for COURSE-200 (0)




Type in the name of the question category you wish to create.

Create question categories in Moodle for all of the types of questions you want to have in your test (eg. 1 category for Multiple Choice Questions, 1 category for True/False questions, 1 category for Short Answer questions). The category name should include the course number/semester, the test name and type of questions (eg. HHSC-101Winter2025-Quiz1-MC)

Add category



Parent category 

Top for COURSE-200 

Name 

Fall2025-Midterm-MC

Category info

Edit View Insert Format Tools Table


Help

  **B** *I* ...

p

0 words

Build with  tinyMCE 

ID number 

 Required

2

Cancel

Add category

After you are done naming the category, click on “Add category” button to save.

Your category will now appear in the list of categories for your course. Click on the category name to view it.

COURSE-200

Course Settings Participants Grades Reports **More** ▾

Categories ▾

Edit categories ?

Add category

Show descriptions

Question categories for 'Course: COURSE-200'

☰	Default for COURSE-200 (0)	⋮
☰	Fall2025-Midterm-MC (0)	⋮



Now you can add questions to the category. You can either add them one by one manually, or contact your CTLT Instructional Designer – we can batch upload questions quickly from a word document.

To add a new question manually, click on the “create a new question” button.

COURSE-200

Questions ▾

Question bank

Match **All** ▾ of the following:

Match **Category** ▾

Type or select... ▾ **Fall2025-Midterm-MC** ×

Also show questions from subcategories

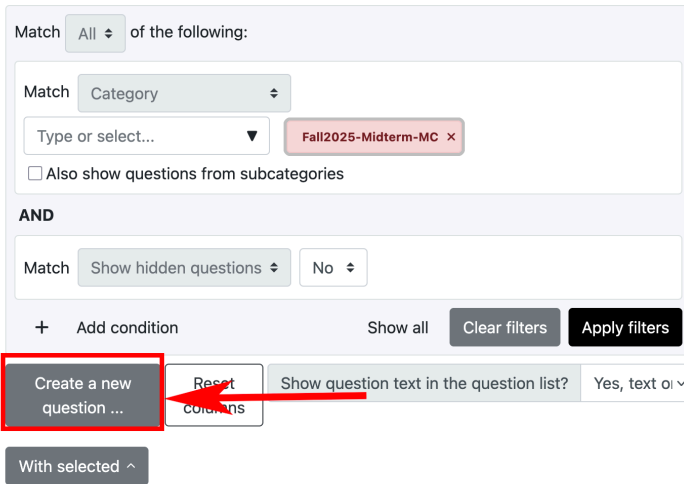
AND

Match **Show hidden questions** ▾ **No** ▾

+ Add condition Show all Clear filters Apply filters

Create a new question ... **Reset columns** Show question text in the question list? Yes, text or ▾

With selected ^



Choose the question type you wish to add.

Choose a question type to add



QUESTIONS

Select a question type to see its description.

- Multiple choice **1**
- True/False
- Matching
- Short answer
- Numerical
- Essay
- Calculated
- Calculated multichoice
- Calculated simple
- Drag and drop into text
- Drag and drop markers

2

Add **Cancel**

Type in the question name (this is hidden from students and just for your reference)


Type in the Question Text – this is the question shown to students. You can also include images or even video here.


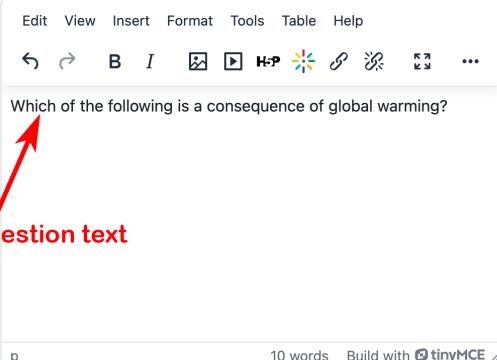
Adding a Multiple choice question

Expand all


▼ **General**

Category

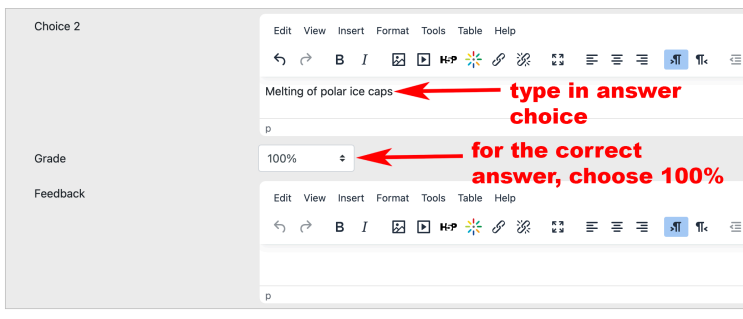
Question name  Which of the following is a consequence of global warming?
type in question name above

Question text 

Which of the following is a consequence of global warming?
type in question text

Question status

Default mark 

Since this is a multiple choice question, you can add in possible answers under Choice 1, Choice 2, Choice 3, etc. For the one that is the correct answer, choose “100%” from the Grade drop down menu to tell Moodle to grade that answer as the correct one.



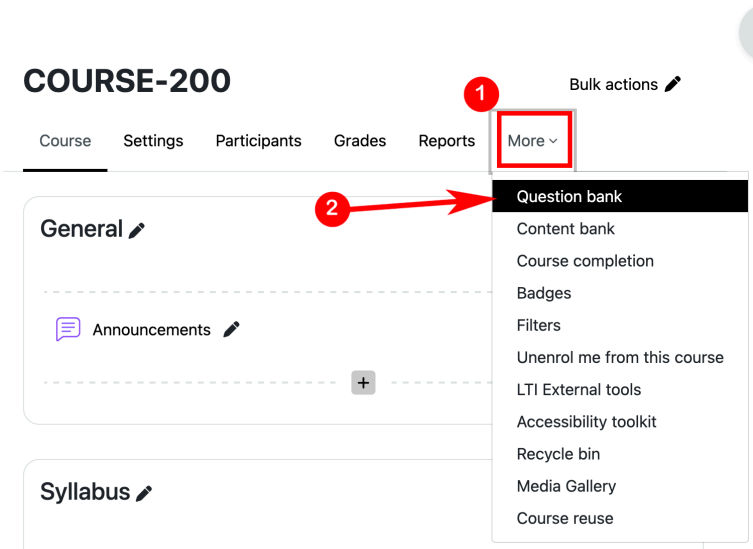
Click “Save changes” to save the question & return to the question pool.

Frequently Asked Questions

How do I edit questions?

To edit quiz questions:

1. While in edit mode, click on the **More** menu item at the top of your course, then select **Question bank**



2. Select Categories the drop-down list.

COURSE-200

Course Settings Participants Grades Reports More ▾

Questions ▾ 1

Questions
Export
Import
✓ Categories 2 select categories from the drop down menu

Match Category

Type or select... ▾ Default for COURSE-200 ×

Also show questions from subcategories

AND

Click on the category the question is in.

COURSE-200

Course Settings Participants Grades Reports More ▾

Categories ▾

Edit categories ?

Add category

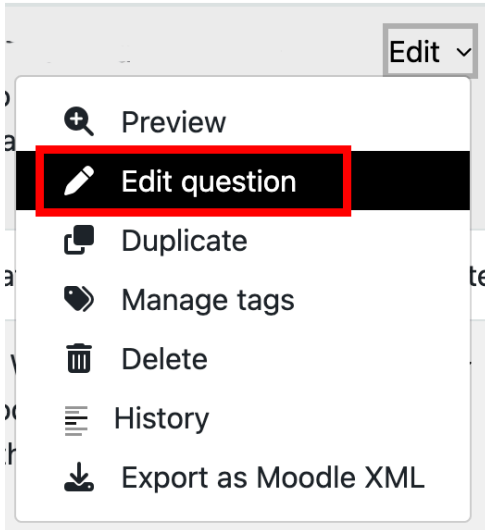
Show descriptions

Question categories for 'Course: COURSE-200'

☰	Default for COURSE-200 (0)	⋮
☰	Fall2025-Midterm-MC (0)	⋮

3. Select the **Edit** link for the question you want to edit and select **Edit question**

WHICH OF THE FOLLOWING IS A CONSEQUENCE OF GLOBAL WARMING?			
<input type="checkbox"/>	☰	Q003 Which human activity contributes most to global warming?	Edit ▾ Ready ▾ v1
WHICH HUMAN ACTIVITY CONTRIBUTES MOST TO GLOBAL WARMING?			
<input type="checkbox"/>	☰	Q003 Which international agreement is aimed at addressing climate	Edit ▾ Ready ▾ v1

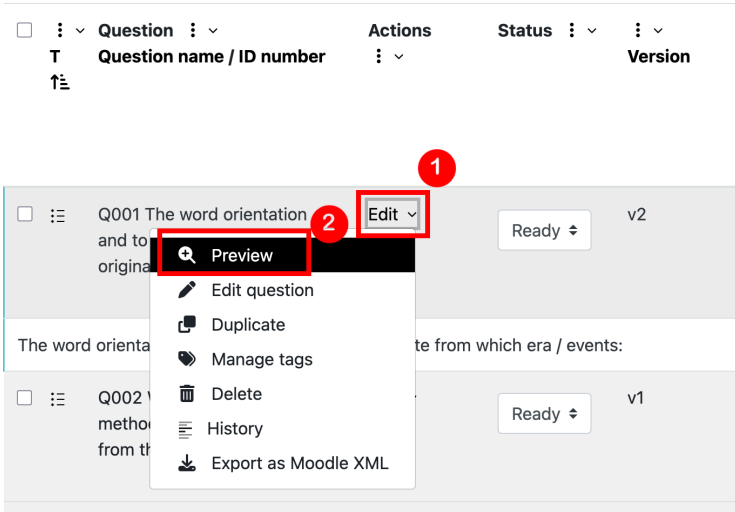


Make your desired changes to the question, and click “Save changes”

Can I preview questions?

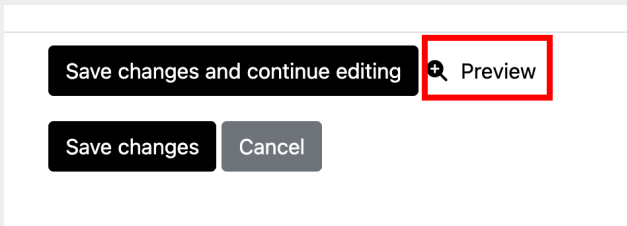
To preview questions:

1. Click on the “Edit” menu beside the question
2. Select “Preview” from the drop down menu



Note

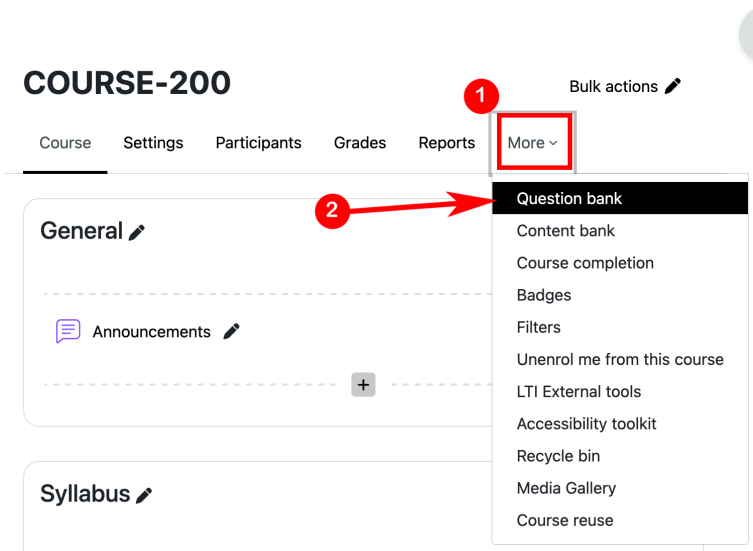
You are also able to preview a question while you are editing it, click **Preview** located on the right side of the **Save changes and continue editing** button. If the *Preview* link is not visible click the *Save changes and continue editing* button to display the link.



Can I move questions to another category?

Yes, you can move questions from one category to another. To move questions:

1. While in edit mode, click on the **More** menu item at the top of your course, then select **Question bank**



2. Select Categories the drop-down list.

COURSE-200

Course Settings Participants Grades Reports More ▾

Questions ▾ **1**

- Questions
- Export
- Import
- ✓ Categories** **2** select categories from the drop down menu

Match Category

Type or select... Default for COURSE-200 ×

Also show questions from subcategories

AND

Click on the category the question is in.

COURSE-200

Course Settings Participants Grades Reports More ▾

Categories ▾

Edit categories ?

Add category

Show descriptions

Question categories for 'Course: COURSE-200'

☰ Default for COURSE-200 (0) ⋮

☰ Fall2025-Midterm-MC (0) ⋮



3. Select the questions you want to move and select **Move to** at the bottom of the screen.

THE PARIS AGREEMENT AIMS TO:

Q013 What does "environmental justice" primarily concern? Edit ▾ Ready ▾ v1

1 select the questions you wish to move

WHAT DOES "ENVIRONMENTAL JUSTICE" PRIMARILY CONCERN?

Q014 Which body of law deals with pollution, conservation, and th Edit ▾ Ready ▾ v1

WHICH BODY OF LAW DEALS WITH POLLUTION, CONSERVATION, AND THE USE OF NATU

Q015 In international law, what is the role of the United Nations Edit ▾ Ready ▾ v1

3 select "Move to.."

2 click on 'with selected' at the bottom

Move to...
Delete
With selected ^

LAW, WHAT IS THE ROLE OF THE UNITED NATIONS ENVIRONMENT PR

4. Select the category you want to move the questions to from the list:

Course: COURSE-200

✓ Default for COURSE-200

Fall2025-Midterm-MC (20)

Final Exam-MC

5. Click the "Move to" button to move the questions.

Move the selected questions

Final Exam-MC ↕ **Move to** Close

Is there a quicker way to add multiple choice questions to the question bank?

Yes, we recommend you use the [Aiken format](#). The Aiken format lets you create multiple-choice or true-false questions using a simple, human-readable format that you can save as a plain text file and import into a Moodle course.

Creating Your Questions

The most important things you need to know about using this format are:

- You must create a .txt file. We recommend you use Notepad or Notepad++ for Windows or TextEdit on Mac.
- You must save your file in UTF-8 format (you will be prompted to choose upon saving the file). Special characters will cause errors, so use simple quotation marks and avoid formatting like bold or italics. You can add formatting in once the questions are uploaded.
- All answer letters and the word answer MUST be capitalized. See example.

What are the tallest trees on Earth?

- A. Coast Redwood
- B. Coast Douglas Fir
- C. Giant Sequoia
- D. Sitka Spruce

ANSWER: A

What is the world's most venomous fish?

- A) Scorpion fish
- B) Lion fish
- C) Stonefish
- D) Toadfish

ANSWER: C

Notice the following details:

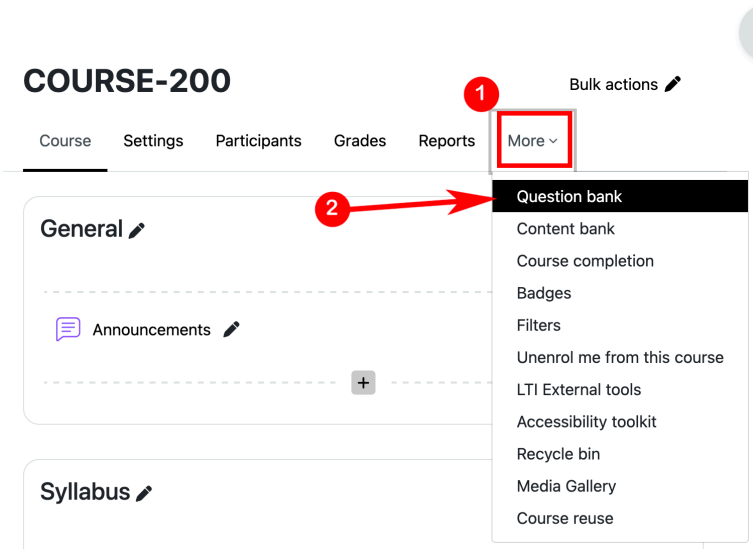
- You do not number the questions.
- You can follow the answer letter with a) or a . but you must be consistent within your question set.
- There is a single space after the) or . and before the response.
- ANSWER must be followed with a : and a single space.

Issues of spacing and capitalization must be attended to for the format to work.

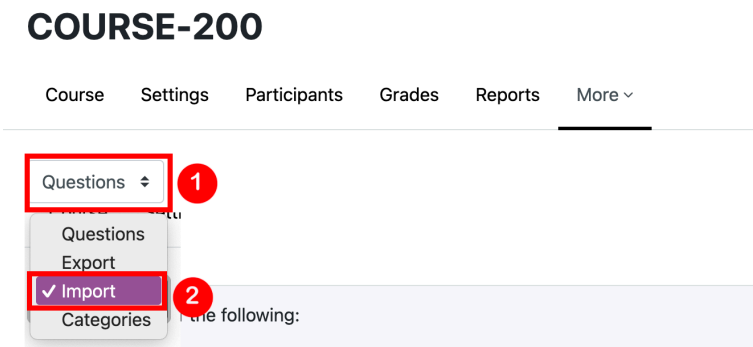
Importing the File

Once you have formatted the document correctly:

1. While in edit mode, click on the **More** menu item at the top of your course, then select **Question bank**



2. Select Import the drop-down list.



3. Upload your file. Once the process is complete you will find your questions in your course's question bank.

Import questions from file [+](#)

File format

- Aiken format [?](#) **1 select the Aiken format**
- Blackboard [?](#)
- Embedded answers (Cloze) [?](#)
- GIFT format [?](#)
- Missing word format [?](#)
- Moodle XML format [?](#)

General

Import category

- [?](#) [?](#) **2 select the question category you want to add questions to**
- Get category from file Get context from file

Match grades

[?](#) [?](#)

Stop on error

[?](#) [?](#)

Import questions from file

Import

- [?](#) [?](#) **3 upload your question file**



You can drag and drop files here to add them.

Building/Managing Quizzes

Now that you have successfully configured your Moodle quiz and populated a category with questions in the question bank we can “build” your quiz. The video below outlines the basics of the quiz setup

The CTLT has methods to bulk import questions if instructors create their questions in word processor with a given formatting.

This PDF document outlines the required formatting for those bulk imports.

The CTLT is happy to provide this bulk import service, but please provide your instructional designer with at least 72 hours notice to ensure ample time to complete the import and apply desired quiz settings.

Frequently Asked Questions

How do I allow one or more students extra time on a quiz?

This can be done with a *user override*.

To do this, click on the quiz title, then the blue cog in the right corner and from the drop down select **User overrides**, then click the **Add user override** button. Make the changes you wish and save or save and enter another override. Example below.

The Four Founders Quiz

▼ Override

Override user

StudentA Test

Search

Require password

Click to enter text

Open the quiz

6 September 2021 09 43 Enable

Close the quiz

7 September 2021 09 43 Enable

Time limit

50 minutes Enable

Attempts allowed

2

Revert to quiz defaults

Save Save and enter another override Cancel

Note

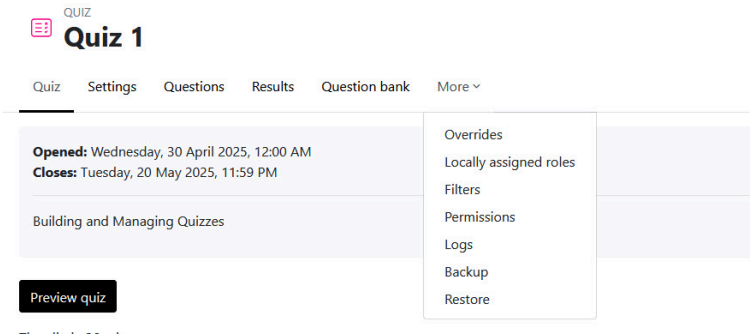
Be sure to adjust the *Close the quiz* date and time to ensure it is past the time limit. If the *Close the quiz* date and time arrives before the students time

limit is finished Moodle will submit the quiz for your student!

I am teaching two sections in one Moodle course, how can each section have access to the quiz on different days or times?

This can be done with a *group override*

1. Select More from the Quiz Menu. Then select Overrides:



The screenshot shows the Moodle interface for 'Quiz 1'. At the top, there is a 'QUIZ' label and the title 'Quiz 1'. Below the title is a navigation menu with 'Quiz', 'Settings', 'Questions', 'Results', 'Question bank', and 'More'. The 'More' dropdown menu is open, showing options: 'Overrides', 'Locally assigned roles', 'Filters', 'Permissions', 'Logs', 'Backup', and 'Restore'. On the left side of the page, there is a section for 'Building and Managing Quizzes' with a 'Preview quiz' button. The 'Opened' and 'Closes' dates are displayed: 'Opened: Wednesday, 30 April 2025, 12:00 AM' and 'Closes: Tuesday, 20 May 2025, 11:59 PM'.

- 2.

Group overrides ▾

Add group override

Group overrides **Select Group overrides from the Dropdown menu**

3. Add group override. Make the changes you wish and click **Save** or **Save and enter another override**.

Can I edit a question after students have attempted the quiz?

Moodle will allow you to edit quiz questions, and then run a re-grading of the exam.

There may be a time when students have completed a quiz/exam and you have discovered a problem with a question in the exam or the exam total points. Some possible scenarios might be:

- You discover the answer specified as correct in the quiz question is actually wrong. You want to correct the error and regrade the exam.
- You missed changing the value of a question from the Moodle default of 1.00 point and you want that question to be worth more points.
- You want the quiz total score to be X points instead of the Y points as it was originally set.

How to remove a question from an already graded quiz?

You cannot delete a question from a quiz that has already been taken. You have two options!

1. Give all students full marks for the question.
2. Make the question worth 0.00 marks and lower the quiz

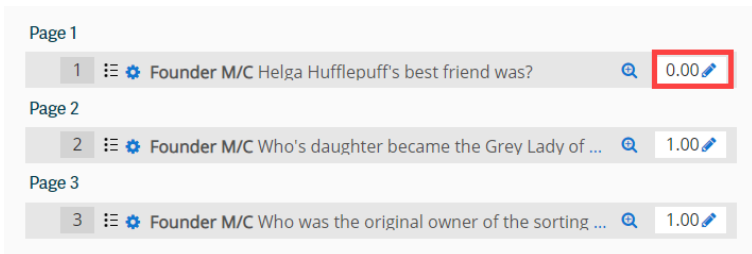
maximum points the same amount as the [bad] question.

Option 1

If you choose option 1 and the question is a multiple choice, multi choice or true/false question you will need to mark all options as correct (i.e. worth 100%). If the question is another type you will need to go to manual grading mode and manually enter full marks for the question for each student who attempted the quiz. To apply the changes you will need to regrade all attempts.

Option 2

If you choose option 2 (most commonly used) you will change the questions point value to 0.00 by clicking on the quiz to open it, then the blue cog in the right corner and from the drop down select **Edit quiz**. Find the question and select the pencil icon to change the graded out of value to zero and press enter to save.



Click on the quiz, then the blue cog in the right corner and from the drop down select **Edit quiz**. Now to adjust the maximum grade. Enter the new maximum grade in the

Maximum grade field and select **Save** in . To apply the changes you will need to regrade all attempts.

The screenshot shows a quiz management interface for 'Quiz 1'. The 'Questions' tab is selected, and the 'Maximum grade' field is highlighted with a red box. A red circle highlights the text 'Make sure Maximum grade matches Total of Mark'. The 'Save' button is also highlighted with a red box. The 'Total of marks' is 10.00.

Quiz 1

Quiz Settings Questions Results Question bank More ▾

Questions

Questions

Questions: 10 | Quiz open (closes 20/05/25, 23:59)

Repaginate Select multiple items

Make sure Maximum grade matches Total of Mark

Maximum grade: 10.00 Save

Total of marks: 10.00

How to Use Groups in Moodle

Using Groups in Moodle

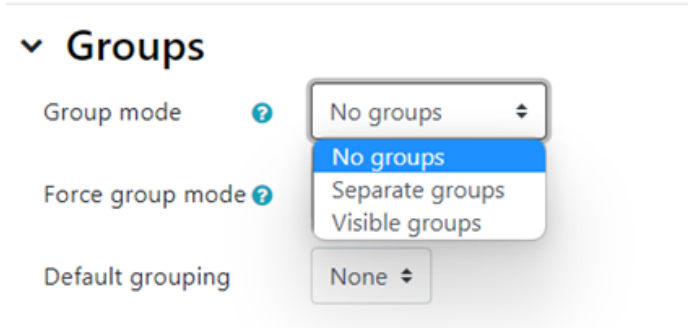
There are two ways in which you can organize students into **Groups** in Moodle:

1. **On a course level** – in which students are organized into groups and can set as the default mode for all activities (e.g. **Discussion Forums**) defined within that course.
2. **Activity level** – Each Activity (e.g. **Assignment, Discussion Forums**, etc.) that supports groups can also have its own group mode defined.

Group Modes

As the instructor, you will have 3 choices on how to set and use the **Group** mode:

1. **No groups** – There are no sub groups, everyone is part of one big community
2. **Separate groups** – Each group can only see their own group, others are invisible.
3. **Visible groups** – Each group works in their own group, but can also see other groups. (The other groups' work is read-only.)



Enabling either **Separate Groups** or **Visible Group** on an **Assignment** drop-box enables instructors to filter the student submissions to see only those from a particular group. With **Visible Groups**, students can see which other groups are doing the same **Activities** as they are working on. In **Separate Groups** students are not able to see which other groups are doing the same activities.

Using **Groups** with **Discussion Forums** allow instructors or TAs to restrict interaction between students. **Separate Groups** mean only students in the same group can see and participate in discussions within a particular forum. **Visible Groups** allow students to see other group's discussions, but only participate in their own group's discussions.

Forced Group

If the course setting **Force Group Mode** is set to "Yes" then the option to define the group mode for individual activities is not available.

▼ Groups

Group mode



Force group mode



Default grouping

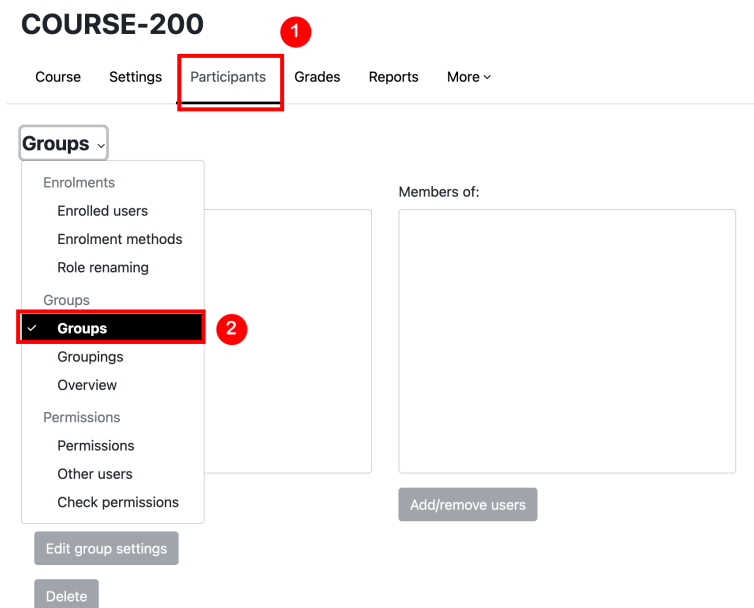
If group mode is forced, then the course group mode is applied to every activity in the course. Group mode settings in each activity are then ignored.

How to Create Groups

Manually Creating Groups of Students in Moodle

If you have already decided on group membership in your face-to-face class, you can replicate those groups in Moodle so students will be able to submit group assignments and receive grades as a group.

Navigate to the Participants tab, and in the drop down menu on the left, select “Groups”.



From here, click on the “Create Group” button.

Groups ▾

Groups

Members of:

With selected

Edit group settings

Delete

Manage

Create group

Auto-create groups

Import groups

Add/remove users



Now you will create each of the groups before you can add students to them.

Type in the group name – (example 'Group 1' or the topic of the group's project).

▼ **General**

Group name ⓘ **type in group name**

Group ID number ⓘ

Group description

Edit View Insert Format Tools Table Help
 ↶ ↷ **B** *I* **H-P** ...

 p 0 words Build with

Enrolment key ⓘ ⓘ **choose level of group visibility see blue question mark for descriptions**

Group membership visibility ⓘ **choose level of group visibility see blue question mark for descriptions**

Show group in dropdown menu for activities in group mode ⓘ

Choose the level of visibility you wish to have. Click on the blue question mark to see a description of each level.

Click on the “Save Changes” button to save the group.

Repeat to create all of the groups you want to have. (“Group 1”, “Group 2”, “Group 3”).

Next, we will add students to each group.

1. Select the group you wish to add students to.
2. Then click on the “Add/Remove users” button.

COURSE-200

Course Settings Participants Grades Reports More ▾

Groups ▾

Groups

Group 1 (0) 1
Group 2 (0)
Group 3 (0)
Group 4 (0)

Members of: Group 1 (0)

Add/remove users 2

Select students to add to the group by clicking on their names. You can select multiple students at once by holding down the Control (Windows) or Command (Mac) key + clicking on the student's names to highlight them.

Then click on the "Add" button to add them to the group.

Add/remove users: Group 1

Group members

Potential members

Selected user's membership:

None

◀ Add

Remove ▶

Instructor (1)
Shauna Stanyer (sketsa,
Student (2)
Demo Student 1 (demostu
Demo Student 2 (demos

1

select a single student or multiple students (hold down Cntrl (Windows) or Command (Mac) key + click on student names)

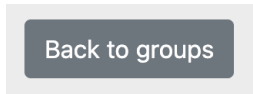
Search

Search

Clear

Clear

This will move the student names to the left hand box.
Click on “Back to Groups” button to return to the Groups list.



Click on the next group and add students to it the same way as above until all the groups have members.

Auto-Create Groups

Go to the Participants section of the course tabs, and choose “Groups” from the drop down menu.

If you would like to automatically create randomized groups of students, you can do this by clicking on the **Auto-Create Groups** button:

Groups ▾

Groups

Members of:

With selected

Edit group settings

Delete

Manage

Create group

Auto-create groups

Import groups

Add/remove users



Fill in the group name, select how the groups should be created (by number of groups or by number of students in each group).

Auto-create groups

General

Naming scheme

Group @

Use the @ sign for Group A, Group B naming scheme.
Use the # sign for Group 1, Group 2...

Auto create based on

Number of groups

Group/member count

5

decide how many students per group there should be

Group members

Select members with role

Student

select 'student'

Select members from group

None

Allocate members

Randomly

Prevent last small group

Ignore users in groups

Include only active enrolments

Grouping

Grouping of auto-created groups

New grouping

select 'new grouping'

Grouping name

Presentation Groups

name should reflect what the group assignment is

Preview

Submit

Cancel

Prevent Last Small Group: When selecting **Members Per Group**, depending on the number of users in the course, the last group can end up with significantly fewer members than expected. You can select **Prevent Last Small Group** to avoid the situation. If the last group would be smaller than 70% of the expected size, it will not be created and Moodle will automatically allocate additional members to existing groups rather than create a new group with few members.

Enabling Group Assignment Submissions

If using groups for assignment submissions, please contact your CTLT Instructional Designer and we can assist with the set up. This should be done before there are any submissions to the Assignment dropbox occur because Moodle will not allow changes to the Assignment group settings once there are student submissions.

Moving a students from one group to another (Participant list method)

You can quickly add and remove students from existing groups using the Participants list section of the course. Under the Groups column, you will see any groups that a student belongs to.

This is a great way to quickly tell if any recently-registered students are not in a group yet and to add them to one.

Click on the Participants tab, and then click on the tiny pencil to edit the student's group status.

Course Settings **Participants** Grades Reports More ▾

Enrolled users ▾ **Enrol users** 1

Match Any ▾ Select ▾ ✕

+ Add condition Clear filters Apply filters

3 participants found

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

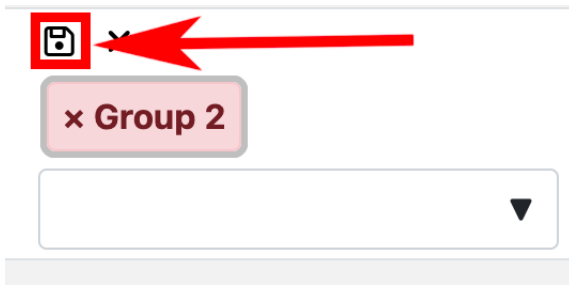
Last name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name / Last name	Username	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/> SS Shauna Stanyer	sketsa	shauna.stanyer@unbc.ca	Instructor	No groups	2 secs	Active 👤
<input type="checkbox"/> Demo Student	demostudent	demostudent@unbc.ca	Student 👤	Group 1 👤 2	Never	Active 👤
<input type="checkbox"/> DS Demo Student 2	demostudent2	demostudent2@unbc.ca	Student 👤	Group 2 👤	Never	Active 👤

Click on the X to remove a student from a group. Then use the drop down menu to select the new group you want to add them to.

First name / Last name	Username	Email address	Roles	Groups
<input type="checkbox"/> SS Shauna Stanyer	sketsa	shauna.stanyer@unbc.ca	Instructor	No groups 👤
<input type="checkbox"/> Demo Student	demostudent	demostudent@unbc.ca	Student 👤	<div style="display: flex; align-items: center;"> 👤 <div style="border: 1px solid gray; padding: 2px; margin-left: 5px;"> 1 click on the x to remove from the group </div> </div> <div style="margin-top: 5px;"> 2 select another group <ul style="list-style-type: none"> <li style="background-color: #333; color: white; padding: 2px;">Group 2 <li style="padding: 2px;">Group 3 <li style="padding: 2px;">Group 4 </div>
<input type="checkbox"/> DS Demo Student 2	demostudent2	demostudent2@unbc.ca	Student 👤	

Click the save button to save changes.



Restricting an Activity, Resource or Course Topic to a Particular Group

To be able to restrict an activity, resource or course topic to a group, **Restrict Access** must be enabled. This will result in a **Restrict Access** section in the Activity, Resource or topic settings and a **Group Restriction** can then be added.

▼ **Restrict access**

Access restrictions

Student match the following

Group

Forums

Asynchronous communication on Moodle is performed through the Forum activity. Forum activities can be made with different formats and settings to facilitate various discussion goals and are, by nature, asynchronous.





Files such as images may be included in forum posts and, you can choose if you would like to grade the forum or not. Furthermore, students can also be given permission to mark each others posts.

Forums have many uses, including:

- A social space for students to get to know each other.
- A place for discussing course content or reading materials.
- A place for continuing online an issue raised previously in a face-to-face session.
- A place for students and teachers to exchange ideas.

Availability

▼ Availability




Due date		9 ▾	June ▾	2022 ▾	07 ▾	20 ▾		<input type="checkbox"/> Enable
Cut-off date		9 ▾	June ▾	2022 ▾	07 ▾	20 ▾		<input type="checkbox"/> Enable

Due date and **Cut-off date**: Specify the due date and cut-off date/times for the forum. To use these settings, select the **Enable** checkbox next to each setting. The date settings will become editable. If the **cut-off date** is set, this is a hard close date. Meaning that students will not be able to contribute to a post after this date and time! Also, by default there is no

due date and no cut-off date, and the forum will be available immediately and indefinitely.

Attachments and word count

▼ Attachments and word count

Maximum attachment size		1 MB	↕
Maximum number of attachments		9	↕
Display word count		No	↕



The **maximum attachment size** is the maximum file size that may be attached to a forum post.

The **maximum number of attachments** is the maximum number of files that may be attached to a forum post.

If **Display word count** is enabled, then the number of words in forum posts will be shown at the bottom of each post.

Subscription and tracking

▼ Subscription and tracking

Subscription mode		Optional subscription	↕
Read tracking		Optional	↕

When a participant is subscribed to a forum, it means they will receive post notifications to their UNBC email. There are 4 options here:

Optional subscription – students can choose if they want to subscribe or not. The default setting.


Forced subscription – all students are subscribed and cannot unsubscribe

Auto subscription – right away everyone is subscribed but can choose to unsubscribe.

Subscription disabled – subscriptions not allowed.

Discussion locking

▼ Discussion locking

Lock discussions 
after period of
inactivity

Do not lock discussions 

Discussions can be automatically locked after a certain amount of time has passed since their last reply. The default for this is, for discussions to not be locked.

Post threshold for blocking

▼ Post threshold for blocking

Time period for blocking  1 Week 

Post threshold for blocking  7

Post threshold for warning  4

By default students can post as many messages to a forum as they like. If this is enabled under **Time period for blocking**, you can restrict this number and block students after a certain

numbers of days or a week. **Post threshold for blocking** is the number of posts a student is able to post within the time period of blocking that is set. You can also warn students that they are about to be blocked under the **Post threshold for warning**, by entering after how many posts that they will be warned that they will be blocked.

Note: In the above example, in 1 week, students can only post 7 times, and after 4 posts they get a warning that they will be blocked from posting soon.

Whole forum grading

▼ Whole forum grading

Grade	<input type="text" value="Point"/>
Maximum grade	<input type="text" value="100"/>
Grading method	<input type="text" value="Simple direct grading"/>
Grade category	<input type="text" value="Uncategorised"/>
Grade to pass	<input type="text"/>
Default setting for "Notify students"	<input type="text" value="No"/>

Whole forum grading is used to view (and access) all of a student's posts on one page, to review, and assign a grade to them.

Grade: Enter how you would like to grade your forum, scale or point.

Grading method: You have the option to mark by simple direct grading, rubric and marking guide. Come see us in virtual office hours for help with advanced marking methods.

Grade category: If you are organizing your gradebook with Categories, select the category for the forum (Categories must first be added in the gradebook.)

Grade to pass: Enter the grade to pass, if you would like (In the grader report students grades will display in green font if they pass and red font if they did not: students do not see the colored fonts).

Important

If you are using Whole Forum Grading ensure in the forum settings, under the **Ratings** header (where it says aggregate type) select, **No ratings**. You do not want a grade to show up twice in the gradebook!

Ratings

▼ Ratings

Roles with permission to rate



Capability check not available until activity is saved

Aggregate type




No ratings





The CTLT does not recommend you use Ratings with forums. We suggest whole grading forum as, it is much more user friendly and easier to manage.

Common Module Settings

▼ **Common module settings**

Availability  Show on course page ⇅

ID number 

Group mode  No groups ⇅

[Add group/grouping access restriction](#)

Visible: Set whether or not an assignment is visible to students. By default, new assignments are set to Show. (This is comparable to using the Hide/show icon for the activity on your course page.)

Group mode, Grouping, If you want smaller group discussions then set the forum to Separate groups or Visible groups.

There are three group modes:

1. **No groups** – There are no sub groups think individual assignments and class discussions
2. **Separate groups** – Each group can only see their own group the other groups are invisible.
3. **Visible groups** – Each group works in their own group, but can also see other groups. (The other groups' work is read-only.)

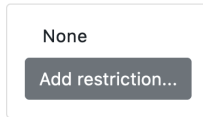
A good example of the difference between separate groups and visible groups is when you are setting up a forum. Using groups with discussion forums allow you to have smaller group discussions. Separate groups mean only students in the same group can see and participate in discussions within a particular forum. Visible groups allow students to see other group's

discussions, but students can only participate in their own group's discussions.

Restrict Access

▼ Restrict access

Access restrictions



None

Add restriction...

To add restrictions on accessing the activity, click **Add restriction**. The *Add restriction* window will open, containing the following options:

- **Date** prevents access until (or from) a specified date and time.
- **Grade** requires students to achieve a specified grade on a different grade item in order to access this quiz.
- **User profile** controls access based on fields within the student's profile.
- **Restriction set** allows you to add a set of nested restrictions to apply complex logic

Frequently Asked Questions

How do I change the forum type?

1. Go into your course (ensure editing is turned on on) and

find your forum.

2. To the right of your forum click **Edit**, and from the drop down select **Edit settings**.
3. Under the **General** Heading, look for **forum type**, then click the drop down to change this if you like.

Forum types:

- **Q and A forum**
- **Each person posts one discussion**
- **Standard forum displayed in a blog like format**
- **Standard forum for general use**
- **Single simple discussion.**

Updating Forum in Week 1

Expand all

General

Forum name ! Week 1 Forum

Description

↓ A B I [List Icons] [Link] [Image] [H&P]

A single simple discussion
Each person posts one discussion
Q and A forum
Standard forum displayed in a blog-like format
✓ Standard forum for general use

Forum type →

Scroll down to the bottom of the page and select **Save and return to course**, or **Save and display**.

What's the difference between forum types, which should I use?

There are 5 Forum types:

1. **Q and A forum** – best for when you have a specific question you want answered. By default students must post once before seeing other students responses.
2. **Each person posts one discussion** – The same as a single simple discussion except for it has a add a new discussion option. So, each student can start one new topic.
3. **Standard forum displayed in a blog like format**– this works like the standard forum for general use, but the first post of each discussion is displayed as a blog so that other students can read it and choose to respond by selecting the discuss this topic link at the bottom right of posts. Also, the most recent topics will be at the top of the page.
4. **Standard forum for general use** – This is the default setting. Students will see a introduction text above the list of discussions. To post students see a button to start a new discussion button. So, it allows for multiple topics situated in a threaded conversation.
5. **Single simple discussion** – You post a question and students can only reply. They can't start new topics to discuss. This may be helpful if you want a discussion more focused or short-term, focused conversations.

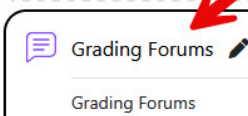
Using/Grading Forums

Using/Grading Forums

How to grade using whole forum grading

1. Go into your course and for your forum, ensure **whole forum grading** is set up in the forum settings.
2. Open the forum.

Grading Forums 

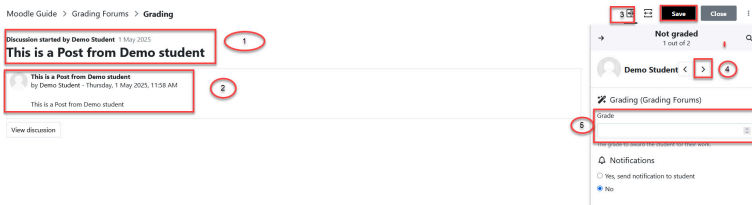


Click on the **Grade Users** button.



1. On the left you should now see one students entire collection of forum postings (as well as responses) and on the right the students name and where to enter a grade.

2. Enter the **Grade** on the right, and click the **Next arrow** (the black arrow pointing to the right) to view another students submission and mark.
3. Once you have graded all students or you are finished select the **Save** button at the top.
4. Click **Close** and now these grades will automatically input into the Moodle gradebook for your class.



Posting to a group forum

If you would like to post content to a group forum there are a few extra steps you have to take to ensure this works properly; you cannot post the way you would for all students/participants to see.

If you would like to post a topic or question to all groups

1. Ensure this is a group forum by going to the forums settings and looking under the **Common module setting** to ensure the **group mode** is set to **separate groups** or **visible groups**. For assistance in setting the Groups, see the following page of the Moodle Instructor Guide: <https://pressbooks.bccampus.ca/unbc/chapter/how-to-create-groups/>
2. Click **Add a new discussion topic**
3. Under your post select the **Advanced link**.
4. Under the Heading that says Your new discussion topic, scroll down and to the right of where it says Groups click

- on to check off the box next to **post a copy to all groups**
5. Scroll down and select **Post to forum**

If you would like to post one question to one group (i.e. Group 1) and a different question to another (i.e. Group 2)

1. Ensure this is a group forum by going to the forums settings and looking under the **Common module setting** to ensure the **group mode** is set to **separate groups** or **visible groups**.
2. Click **Add discussion topic**
3. Under your post select the **Separate Groups Drop down and select the Group you want to post to**.
4. Enter the information for the Post
5. Scroll down and select **Post to forum**.
6. If you would like to add a different question for another group, repeat the process but for step #4, in the drop down, select a different group this time (i.e. Group2).
7. Scroll down and select **Post to forum**.

Here is a short video of the process of posting to a Group forum:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.bccampus.ca/unbc/?p=943#video-943-1>

Frequently Asked Questions

Can I send a private reply to students?

Yes, when you are replying to a forum post to the right of the **Submit** and **Cancel** buttons under your message, check off the box next to **Reply privately**. However, while students will see your private message, they cannot reply back to it.

How to add a new topic?

Go into your Forum and select **Add a new discussion topic**.

How to star, pin and lock posts?

Once you click on your form, on the right hand side select the 3 vertical dots on the post you would like to star, pin or lock!

To pin a post: Any forum discussion that comes after this will appear under this pinned post.

To star a post: To favorite a post and this will move the discussion to the top of the discussion list, under any pinned posts.

To lock a post: Ensures no one can post to it anymore.

In a forum is there a place where I can see how many times a student posted and replied within a discussion?

Yes, this is called the summary report! It pulls things from the

forums such as the number of discussions posted, number of replies posted, word count and etcetera for each student.

1. Go into your course, find your forum and click on it.
2. Click on the blue gear menu in the top right under Search Forums button.
3. From the down menu select **Summary report**.

H5P

H5P activities are lightweight, easy-to-build interactive tools are designed for formative learning, giving students a chance to practice critical skills before assessments — and the feedback is built in.

H5P allows you to create richer content. H5P allows you to create and edit interactive videos, presentations games and more by simply filling out a form!

We recommend using H5P in Moodle to share small bitesize activities with participants to self-evaluate their learning and to receive formative feedback. H5P can also be used to create a flipped classroom.

You can review all activity types on H5Ps website at: <https://h5p.org/content-types-and-applications>

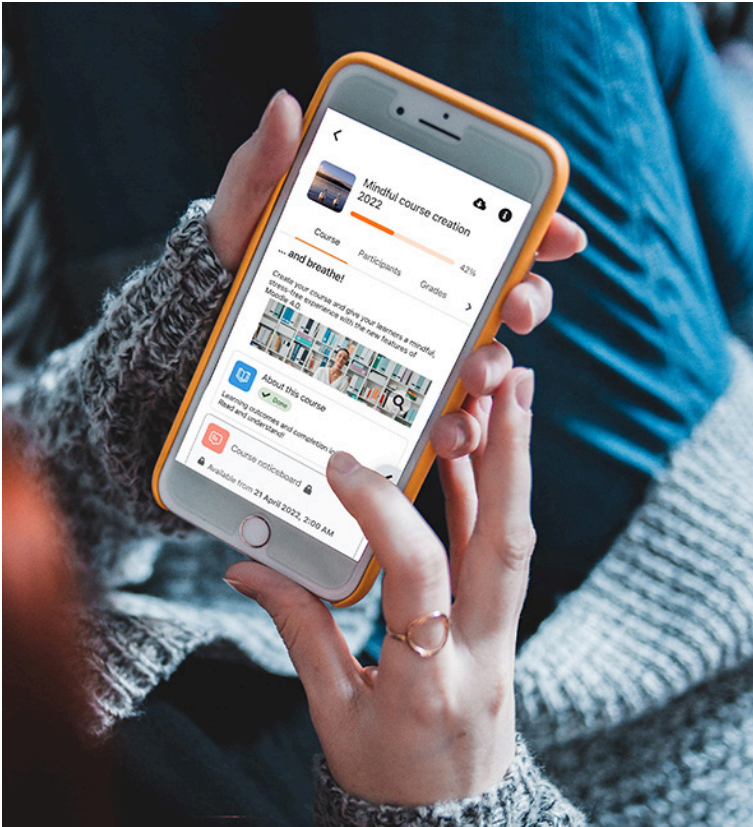
We recommend you click on the various content types to see what may apply to your course. H5P offers tutorials for all their content types at <https://h5p.org/documentation/for-authors/tutorials>

Other H5P Resources

Click on the following links below for:

- [H5P website](#)
- [More in depth H5P Help Documentation](#)
- [Accessibility and H5P](#)

Free mobile app





You can connect to <https://moodle.unbc.ca> with a free app offering the following features:

- Easily access course content – browse the content of your courses, even when offline
- Connect with course participants – quickly find and contact other people in your courses
- Keep up to date – track notifications of messages and other events, such as assignment submissions
- Submit assignments – Upload images, audio, videos and other files from your mobile device
- Track your progress – View your grades, check completion progress in courses and browse your learning plans
- Complete activities anywhere, anytime – attempt quizzes, post in forums, access media, edit wiki pages and more – both on and offline.

Use the following steps to connect your app to <https://moodle.unbc.ca>

Step 1

Open the app and enter the URL: <https://moodle.unbc.ca> .. then select Connect to your site.

4:46



Connect to Moodle



Your site

<https://moodle.unbc.ca>

1

Please select your account:



Connect to your site
moodle.unbc.ca



Step 2

Sign in with your UNBC userid using the format:
[userid@unbc.ca](#)

4:47



Sign in

userid@unbc.ca



[Can't access your account?](#)

Back

Next

Forgot your password?

<https://password.unbc.ca/pwm/public/forgottenpassword>

Need help? <https://support.unbc.ca> or email support@unbc.ca

Step 3

Enter your UNBC password.

4:47



Enter password

Your organizational policy requires you to sign in again after a certain time period.

Password

3

[Forgot my password](#)


Sign in

Step 4

Make note of the number presented to you – you will need this for your Authenticator app. If you do not have your UNBC multi-factor authentication setup yet, please refer to this resource.



Approve sign in request

 Open your Authenticator app, and enter the number shown to sign in.



4

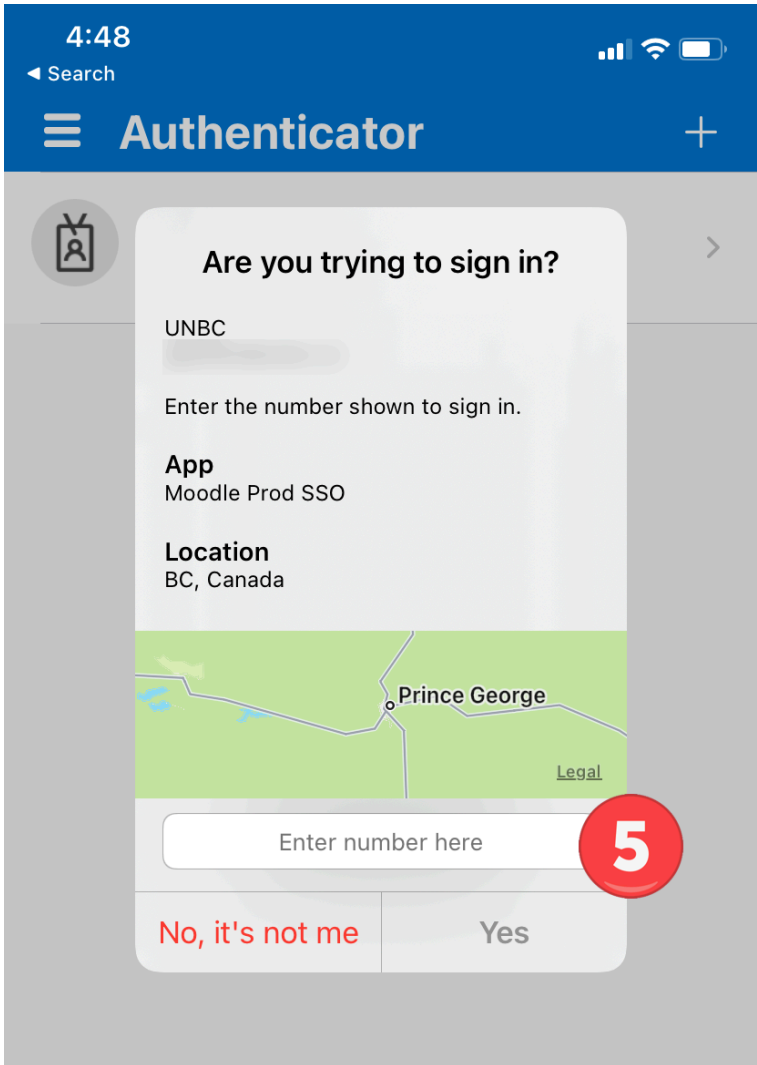
No numbers in your app? Make sure to upgrade to the latest version.

I can't use my Microsoft Authenticator app right now

[More information](#)

Step 5

On your authenticator app, enter the number you were presented with in the Moodle app.



Step 6

You will now be logged in with the app. You will see two tabs across the top of the app: Dashboard and Site home.

The Dashboard will have your latest announcements, timeline, and calendar.

4:49



UNBC Moodle



Dashboard

Site home

Latest announcements

8 Sep, 12:40

Admin User

[Firefox or Chrome Browser Recommended for https://moodle.unbc.ca](https://moodle.unbc.ca)

[Older topics ...](#)

Timeline

Search by activity type or name



Next 30 days ▾



No activities require action

Calendar

Free mobile app | 145



Step 7

Your Site home tab will have a button for a listing of your current courses.

4:49



UNBC Moodle



Dashboard

Site home



Site announcements



My courses



Adding and Managing Restrictions

Moodle offers the option to **Add and Manage Restrictions** for items and Tools that are added to the Course Shell.

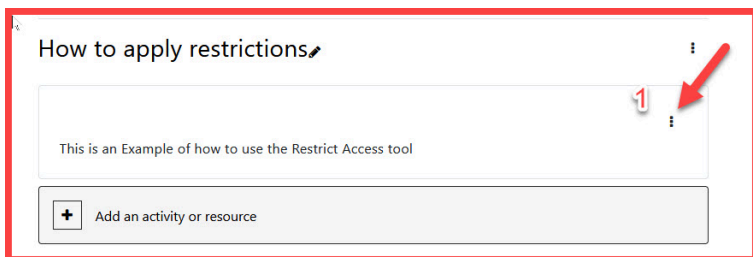
Restrictions can be added on:

- Assignments
- Discussion Forums
- Files
- Folders
- just about any Moodle Activity

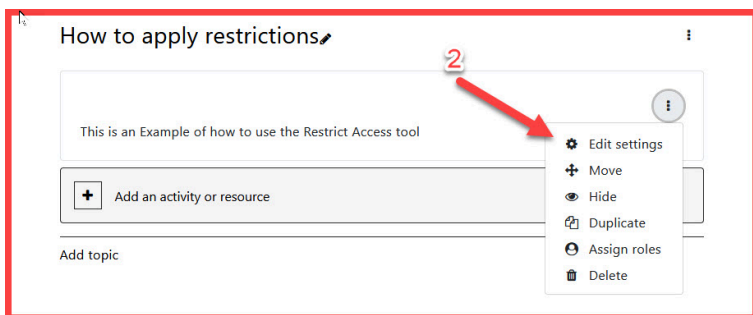
Note: If you are planning on adding a restriction to restrict access to a certain Group of students, the Groups must be created first in the Participants tab of the course. Please contact your Instructional Designer if you know who they are, or contact ctl@unbc.ca for assistance with setting up the Groups.

First you need to add the Tool or item to your course. Once you have done this, you can **Add and Manage Restrictions** by following these steps after you make sure Edit Mode is turned on in the top right hand side of your Course Screen.

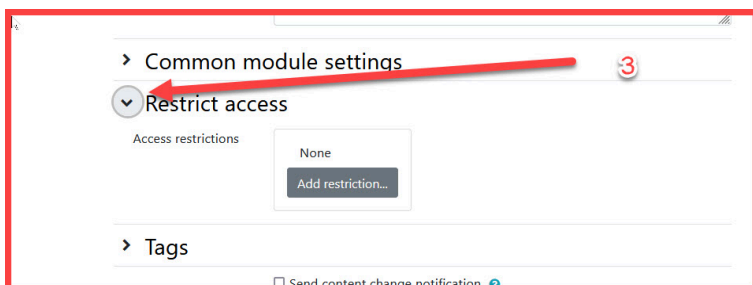
1. Click the three buttons to the right of the Item or Tool:



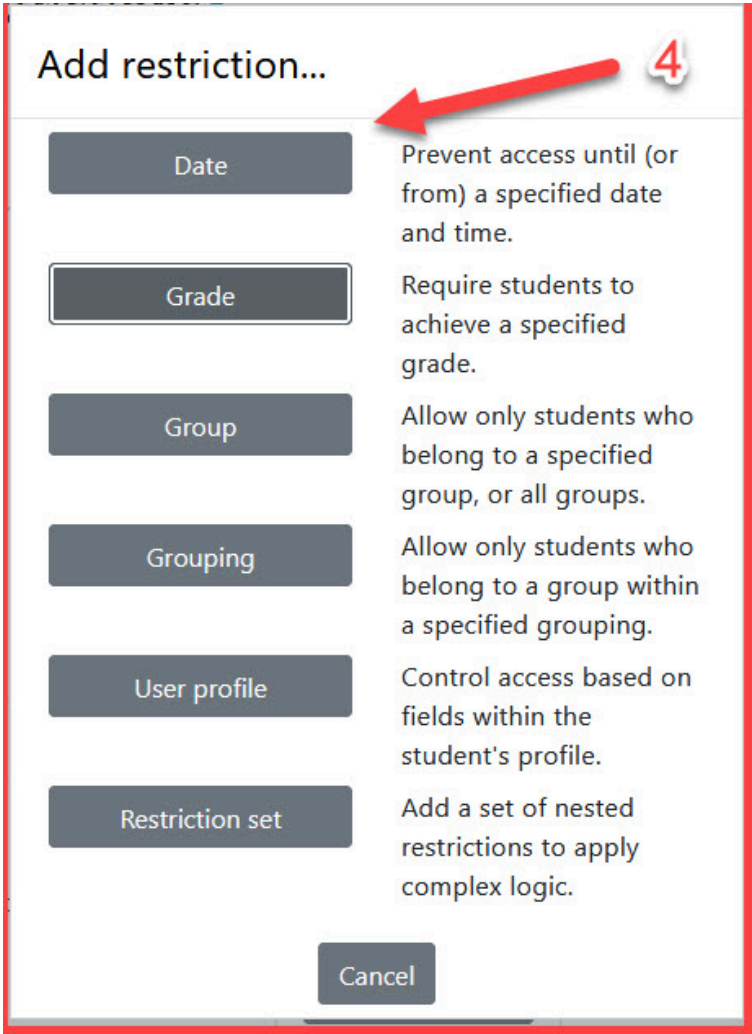
2. Select the Edit Settings option:



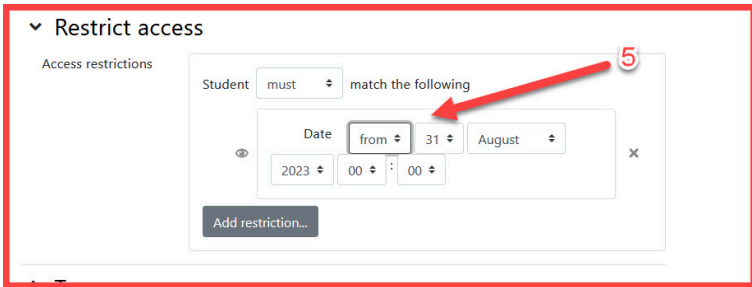
3. Select the Restrict access arrow near the bottom of the screen and click **Add Restriction**:



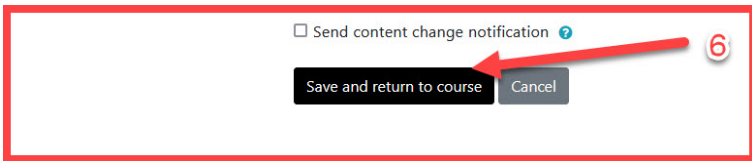
4. Click **Add Restriction**, a popup box will appear with options. For this example, the Date Restrictions has been selected:



5. Once you click the Date option, then more options will appear, as they will do with the other options:



6. Once you have set the Restrictions you want, please remember to click **Save and return to course** at the bottom of the current screen:



Student Engagement Strategies in Online and Blended Courses

Student engagement in an Asynchronous Online course:

Engaging students in an asynchronous university course can be challenging, but with the right strategies, you can create a dynamic and interactive learning experience. Here are some strategies to consider:

1. Clear Course Structure and Navigation: Ensure that the course layout is intuitive and easy to navigate. Use clear headings, subheadings, and organize content in a logical sequence. Provide a course outline that outlines the learning objectives, assignments, and due dates.

2. Engaging Multimedia Content: Use a variety of multimedia content to convey information, such as videos, audio recordings, infographics, and animations. Visual and auditory elements can make the content more engaging and cater to different learning styles.

3. Interactive Discussions: Set up discussion forums or platforms where students can engage in asynchronous discussions related to the course topics. Pose open-ended questions, case studies, or real-world scenarios to encourage critical thinking and peer interaction.

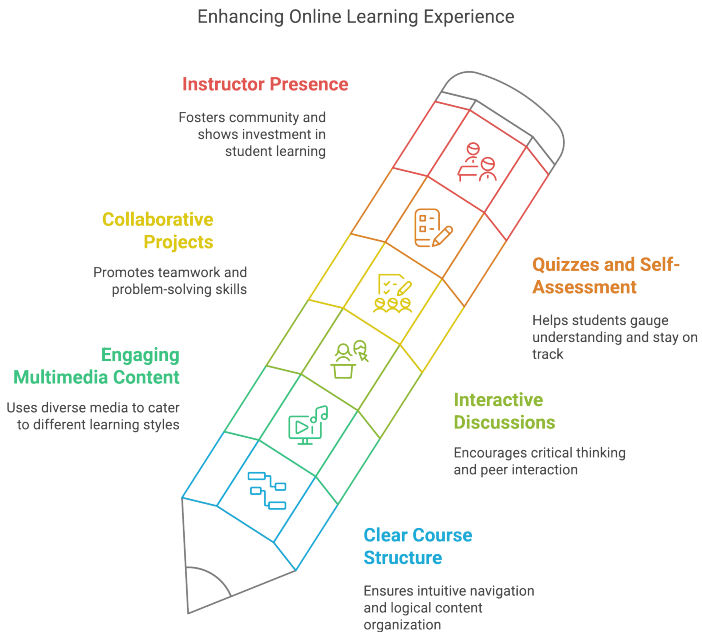
4. Collaborative Projects: Assign group projects or collaborative activities that require students to work together asynchronously. This promotes teamwork, problem-solving,

and communication skills.

5. Quizzes and Self-Assessment: Incorporate regular quizzes or self-assessment activities to help students gauge their understanding of the material. Immediate feedback can enhance learning and motivate students to stay on track.

6. Instructor Presence & Regular Communication: Regularly participate in discussion forums, provide feedback on assignments, and send out announcements. Your active presence can foster a sense of community and show students that you're invested in their learning journey.

7. Real-World Applications: Connect course concepts to real-world examples, current events, or case studies. Demonstrating the practical relevance of the material can motivate students to engage more deeply with the content.



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8. Peer Interaction: Encourage peer interaction through

activities like peer review of assignments, collaborative problem-solving, or virtual study groups. Students can learn from each other and feel a sense of belonging.

9. Varied Assessment Types: Include a mix of assessment types, such as essays, quizzes, discussions, projects, and presentations. This caters to diverse learning preferences and allows students to showcase their understanding in different ways.

10. Personalized Feedback: Provide timely and constructive feedback on assignments and assessments. Address individual strengths and areas for improvement to help students progress in their learning journey.

11. Optional Enrichment Materials: Offer optional additional resources or readings for students who want to delve deeper into specific topics. This accommodates varying levels of interest and commitment.

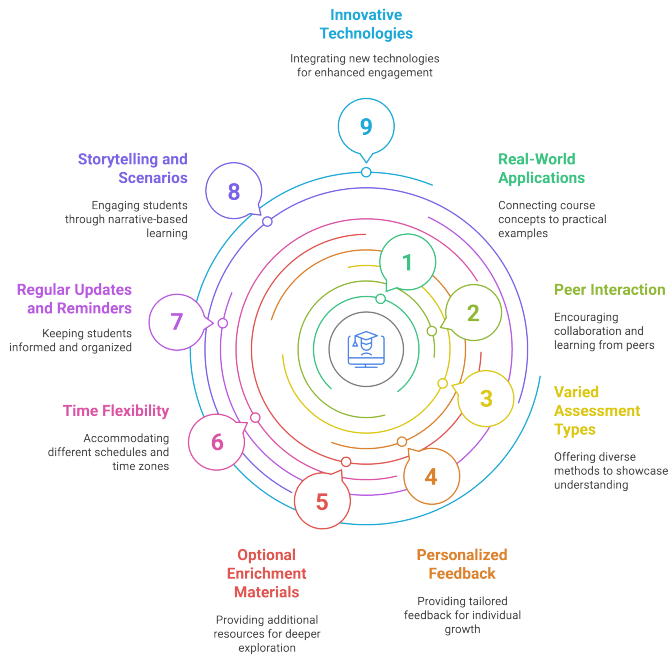
12. Time Flexibility: Remember that asynchronous learning is valued for its flexibility. Be mindful of different time zones and commitments students might have outside of the course.

13. Regular Updates and Reminders: Send out regular updates, reminders about upcoming assignments, and important dates. This helps students stay organized and on top of their coursework.

14. Storytelling and Scenarios: Weave storytelling or scenario-based learning into your content. Presenting information in a narrative format can make it more relatable and engaging.

15. Innovative Technologies: Explore emerging technologies such as virtual reality, simulations, or gamified elements that can add an extra layer of engagement to the course.

Enhancing Online Learning Engagement



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Using Moodle Tools for Engaging Students:

Here's how you can leverage Moodle to enhance student engagement:

1. Discussion Forums: Utilize Moodle's discussion forums to encourage asynchronous discussions. Create different discussion topics for each module or week, and encourage students to share their thoughts, questions, and insights. Pose open-ended questions to spark meaningful conversations. Discussion forums may work better in some courses than others – be sure to be clear about how many posts are required

and by a due date, if references are needed, and if posts are worth a grade.

2. Announcements: Regularly post announcements to keep students informed about upcoming assignments, important dates, and any changes to the course. Announcements create a sense of instructor presence and help students stay on track.

3. Quizzes and Surveys: Create quizzes and surveys using Moodle's built-in tools. Quizzes can be used for self-assessment or to evaluate understanding, while surveys can gather feedback on the course content and structure.

4. Assignment Activities: Use Moodle's assignment activities to collect and grade student assignments. Provide clear instructions and rubrics, and encourage students to submit their work electronically. You can also offer peer review assignments to promote interaction.

5. Resource Repository: Populate the resource repository with a variety of content, including documents, presentations, videos, and links to external resources. Diversifying the content format caters to different learning styles.

6. Interactive Content (H5P): Embed interactive elements like H5P activities directly into Moodle. H5P allows you to create interactive presentations, quizzes, and other engaging content types. See examples of what H5P can do <https://h5p.org/content-types-and-applications> they are interactive activity building blocks. We can build them right in Moodle, or import activities from other H5P 'libraries' and modify the activities to suit our needs. :

7. Glossaries: Create glossaries for key terms and concepts. Encourage students to contribute definitions and explanations, fostering collaborative learning.

8. Badges and Gamification: Implement badges to recognize student achievements and milestones. You can also gamify the course by incorporating points, leaderboards, and challenges to motivate participation.

9. Virtual Classroom Integration: Kaltura Classroom is

integrated into Moodle, but you could also use Zoom. Schedule virtual sessions for Q&A tutorials, virtual office hours, discussions, or presentations.

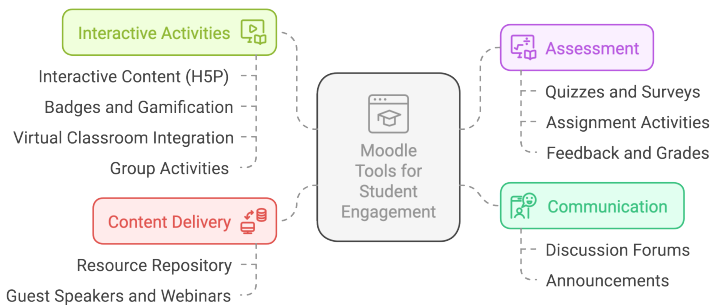
10. Group Activities: Use Moodle's group features to create virtual study groups or project teams. Assign group projects or discussions to foster peer interaction.

11. Feedback and Grades: Provide timely and detailed feedback on assignments using Moodle's grading and feedback tools. Constructive feedback can motivate students and guide their learning.

12. Analytics and Reports: Utilize Moodle's analytics and reporting features to monitor student activity. Identify patterns of engagement and intervene if students appear to be disengaged.

13. Guest Speakers and Webinars: Organize guest speaker sessions or webinars and integrate them into your Moodle course. This can provide students with real-world insights and networking opportunities.

Enhancing Student Engagement in Moodle



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External Tools for Student Engagement:

1. Hypothes.is is an annotation tool and platform that allows users to collaboratively annotate and highlight web content. It enables individuals, educators, researchers, and students to engage in discussions and provide insights directly on websites, PDFs, and other digital documents. Hypothes.is enhances online reading and fosters a more interactive and social approach to understanding and analyzing information. Key features of Hypothes.is include:
 1. **Annotations:** Users can highlight text and add annotations to specific parts of a webpage or document. Annotations can include comments, questions, clarifications, or links to related resources.
 2. **Public and Private Annotation:** Annotations can be made publicly visible, allowing for open discussion and collaboration, or kept private for personal notes and references.
 3. **Collaboration:** Users can reply to others' annotations, initiating threaded discussions around specific content. This collaborative approach encourages critical thinking and deeper engagement with the material.
 4. **Tagging and Categorization:** Annotations can be tagged with keywords, making it easier to organize and search for specific themes or topics across different documents.
 5. **Sharing:** Hypothes.is allows users to share annotated content with others, facilitating knowledge sharing and discussions among peers, students, or colleagues.
 6. **Integration:** The platform can be integrated into various websites, online articles, and educational platforms, including learning management systems like Moodle.

7. **Accessibility:** Hypothes.is strives to be accessible to individuals with disabilities, ensuring that all users can engage with annotated content.
8. **Research and Education:** Hypothes.is is widely used in educational settings for collaborative reading, peer review, and discussions. It's also employed by researchers to annotate academic papers and engage in scholarly conversations.
9. **Fact-Checking and Verification:** Annotations can be used to provide additional information, sources, or corrections to online content, contributing to a more informed online environment.
10. **Open Standards:** Hypothes.is is built on open standards, allowing for interoperability with various platforms and tools.

Hypothes.is provides a platform for digital literacy and critical engagement with online content. It encourages active reading, deeper comprehension, and the sharing of diverse perspectives. Whether for scholarly research, educational purposes, or personal reading, Hypothes.is offers a way to interact with digital information in a more meaningful and interactive manner.

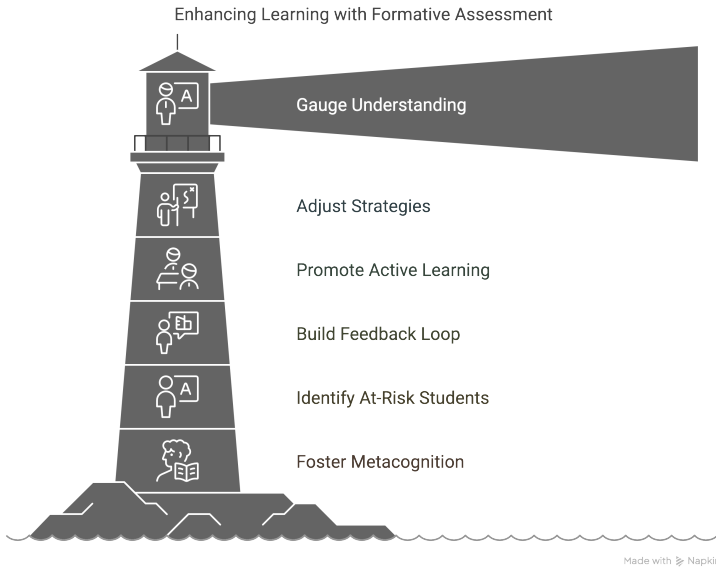
Formative & Summative Assessment in Moodle

Formative Assessment in Moodle:

Doing formative assessment early in your courses is crucial for several reasons:

1. **Gauge Student Understanding Early:** It gives you a snapshot of students' prior knowledge, misconceptions, and learning styles. This helps you tailor your teaching to meet them where they are, rather than where you assume they should be.
2. **Adjust Teaching Strategies Promptly:** Early feedback allows you to modify your pace, methods, or emphasis before students fall too far behind or disengage.
3. **Promote Active Learning:** Formative assessments encourage students to engage with the material from the start, reinforcing a habit of continuous learning rather than cramming later.
4. **Build a Feedback Loop:** It sets the tone that feedback is a regular and useful part of the learning process, helping students feel more comfortable with evaluation and reflection.
5. **Identify At-Risk Students:** You can spot those who are struggling early and intervene with support services, office hours, or adjustments.
6. **Foster Student Metacognition:** By reflecting on their own understanding through formative assessments, students

become more aware of their learning processes and gaps.



Moodle offers a range of tools that can be effectively utilized for formative assessment, which focuses on evaluating student progress and understanding throughout a course rather than assigning grades. Here's how you can leverage Moodle tools for formative assessment:

1. **Quizzes:** Create quizzes with a mix of question types (multiple choice, true/false, short answer, essay, etc.). Use quizzes to check students' understanding of concepts after each module or topic. Provide immediate feedback for correct and incorrect answers.
2. **Surveys and Feedback:** Design surveys to gather feedback on course content, teaching methods, and student preferences. Use this input to refine your teaching approach and make adjustments based on student needs.
3. **Discussion Forums:** Pose thought-provoking questions

related to the course material in discussion forums. Encourage students to contribute their insights and engage in peer discussions. Monitor these discussions to gauge their understanding.

4. **Peer Assessment:** Implement peer assessment activities where students review and provide feedback on each other's work. This encourages critical thinking and helps students develop evaluation skills.

5. **Online Assignments:** Assign tasks that require students to apply what they've learned. Instead of focusing solely on correct answers, emphasize the process and approach they take to solve problems.

6. **Glossaries:** Have students contribute to course glossaries by defining key terms in their own words. This reinforces their understanding and helps build a shared resource.

7. **Interactive Content:** Create interactive activities using tools like H5P within Moodle. These activities can include interactive presentations, quizzes, flashcards, and more.

8. **Wikis:** Assign collaborative wiki projects where students collectively build a resource related to the course content. This promotes research, synthesis, and collaboration skills. This can also be done using MS365 collaborative Word documents, OneNote and Powerpoints.

9. **Engagement Analytics:** Use Moodle's analytics tools to monitor student engagement. Track logins, forum participation, and assignment submission patterns to identify students who might need additional support.

10. **Polls and Choice Activities:** Use polls or choice activities to gather quick feedback on specific topics or decisions related to the course. This can provide insights into student preferences or areas of confusion.

11. **Virtual Classroom Interaction:** If you integrate virtual classroom tools, conduct polls, quizzes, or group discussions during live sessions to gauge comprehension in real-time.

12. **Reflective Journals or Blogs:** Assign regular journal or

blog entries where students reflect on their learning experiences, connections to real-life scenarios, or challenges faced. Reviewing these entries can offer insights into their learning journey.

13. **Concept Maps:** Encourage students to create concept maps or mind maps to visually represent their understanding of complex topics. This can help them identify connections between different concepts.

14. **Scenario-based Questions:** Introduce scenario-based questions in quizzes or assignments. Ask students to apply their knowledge to solve hypothetical real-world situations.

15. **Feedback Loop:** Continuously provide personalized feedback on assignments, forum contributions, and other assessments. This feedback loop guides students' progress and learning.

Summative Assessment in Moodle:

Summative assessment serves a different but equally important role in your course—it evaluates student learning at the end of a unit or course, typically for assigning grades. It answers the question: *“Did the students meet the learning goals?”*

Here’s why it’s important and what to consider when selecting or designing summative assessments:








Why Summative Assessment Matters

1. **Measures Mastery:** It provides a clear benchmark of student achievement aligned to course outcomes.
2. **Validates Teaching:** Results can inform whether the

course structure and instruction were effective.

3. **Supports Accountability:** Summative assessments often serve institutional or accreditation needs.
4. **Motivates Performance:** High-stakes evaluations can motivate students to consolidate and apply what they've learned.

Summative Task Design

Characteristic	Description
 Alignment with Learning Outcomes	Maps to course learning objectives
 Variety and Accessibility	Diverse formats; accommodations available
 Cognitive Level	Matches level of thinking
 Transparency	Clear expectations and grading criteria
 Academic Integrity	Difficult to plagiarize or cheat
 Feasibility	Meaningful and manageable workload
 Consistency and Fairness	Consistent scoring across students

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Key Considerations When Selecting or Designing Summative Assessments

1. Alignment with Learning Outcomes

- Every summative task should clearly map to one or more course learning objectives. If it doesn't assess what you claim students should learn, it's not valid.

2. **Variety and Accessibility**

- Use diverse formats (e.g., exams, projects, papers, presentations) to allow students with different strengths to show what they know.
- Ensure accommodations are available and that your assessments don't unfairly advantage certain student groups.

3. **Cognitive Level**

- Match the assessment to the level of thinking your course aims to develop. If your goal is critical analysis, don't just test recall.

4. **Transparency**

- Be clear about expectations and grading criteria. Rubrics are great tools here and help reduce grading bias.

5. **Academic Integrity**

- Design tasks that are difficult to plagiarize or cheat on (e.g., personalized or application-based tasks, in-class presentations, or oral exams).

6. **Feasibility**

- Consider your grading workload, especially in large classes. Choose assessments that are meaningful *and* manageable.

7. Consistency and Fairness

- Strive for consistent scoring across students. If multiple graders are involved, use standardized rubrics or calibration sessions.

Moodle provides various tools and features that can be effectively used for summative assessment, which involves evaluating student learning at the end of a course or a specific period. Here's how you can leverage Moodle for summative assessment:

1. **Final Exams:** Create comprehensive final exams using Moodle's quiz module. You can set time limits, randomize questions, and include various question types to assess a wide range of knowledge and skills.

2. **Assignments:** Design summative assignments that require students to apply what they've learned throughout the course. Assign essays, projects, presentations, or case studies that showcase their understanding and skills.

3. **Peer Review of Projects:** Implement peer assessment for larger projects. This can provide a well-rounded evaluation and promote critical thinking as students evaluate their peers' work.

4. **Portfolio Assessment:** Have students compile a portfolio showcasing their best work and reflections from the course. This can demonstrate their growth and achievements over time.

5. **Online Submissions:** Use the assignment tool to collect and grade final papers, projects, and other written work. Students can submit their work electronically, and you can provide feedback and grades within Moodle.

6. **Rubrics:** Create and attach rubrics to assignments to

provide clear grading criteria. Rubrics ensure consistency in assessment and help students understand expectations.

7. **Offline Activities:** You can also use Moodle to record and track offline activities such as presentations, in-class exams, or practical assessments. This centralizes assessment data for record-keeping.

8. **Group Projects:** Assign group projects with clear guidelines for individual contributions. Use peer and self-assessment to evaluate group dynamics and individual performance.

9. **Quizzes and Tests:** While quizzes can be used for formative assessment, they can also be used for summative purposes. Set up final quizzes that cover key concepts and topics from the course.

10. **Grading Workflow:** Utilize Moodle's grading features to streamline the grading process. You can provide feedback, enter grades, and communicate with students all within the platform.

11. **Attendance Tracking:** If attendance is a component of your summative assessment, use Moodle's attendance tracking tools or integrate it with an attendance plugin.

12. **Virtual Classroom Integration:** If applicable, schedule synchronous final presentations or viva voce sessions using virtual classroom tools integrated within Moodle.

PART II

MAXIMIZING MEDIA: SHARING, ASSIGNING, AND LECTURE RECORDING

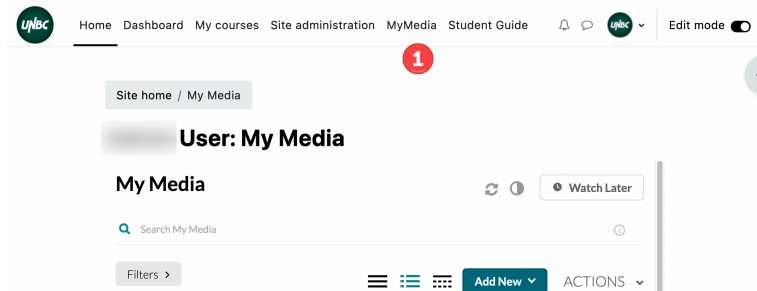
Effective use of media with <https://moodle.unbc.ca>, webconferencing with Kaltura Meetings, and lecture recording with Kaltura Personal Capture app.

Using audio and video within moodle.unbc.ca

UNBC is a member of the the Canadian National Research and Education Network Kaltura service. This service is integrated with <https://moodle.unbc.ca> and <https://video.unbc.ca> allowing the UNBC community to create and share an unlimited amount of video and audio recordings. Uploaded files are automatically converted into multiple formats for a seamless viewing experience. No plugins or special software is required to view videos, and you can easily insert them into course sites or even on the web.

<https://moodle.unbc.ca> has an easy to use media management space called 'MyMedia' that both you and your students can use. In fact, it's a superior workflow for managing student video assignments. MyMedia allows you to:

- upload media up to 2GB in size,
- automatically caption your videos at a 85% accuracy level;
- stream to viewers' devices based on their screen size and internet connection
- lecture capture your screen and webcam



Guidelines on the recording of lectures or other instructional activities

As of January 2026, UNBC does not have a formal policy governing the recording of lectures or other instructional activities. In the absence of an approved policy, interim guidance has been discussed with the UNBC Faculty Association as part of UNBC's shared commitment to collegial governance and to working collaboratively toward the development of a clear, comprehensive policy framework.

These discussions recognize the importance of balancing academic freedom, intellectual property considerations, privacy, and effective teaching and learning practices.

As this work continues, the following general principles are being applied on an interim basis:

- Students who access the Access Resource Centre (ARC) may request the right to audio record the lectures, but there is an agreement signed between the student and ARC, and the instructor is informed about this agreement and the associated constraints.
- In all other situations, the audio or video recording of instructors and fellow students without consent is not consistent with the principle of academic integrity (sect 1.4 Academic and Non-academic conduct policy). If students wish to record lectures or other instructional activities, they should discuss and receive the consent of the instructor prior to class or the activity.

- If recording is permitted, it is only to be used for the purposes of private study by the individual student. No reproduction or dissemination of the recording is permissible. This consent will be effective for the Winter 2026 semester only. Please refer to the Academic and Non-Academic Misconduct Policy for more information.
- Any recording of lectures or other instructional activities should be approached with transparency and respect for the rights and responsibilities of faculty, staff, and students.
- Decisions related to recording should consider pedagogical intent, privacy considerations, and applicable collective agreement provisions.

It is important to note that established ARC processes remain fully in place. Students who require accommodations, including access-related supports that may involve recorded materials, should continue to work through ARC.

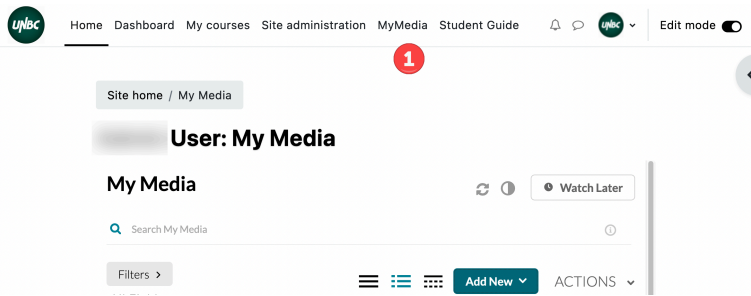
These processes ensure that accommodations are assessed and implemented appropriately, in consultation with instructors, and in a manner consistent with legal and institutional obligations.

The University and the Faculty Association will continue to work jointly toward the development of a formal policy on the recording of lectures.

Sharing media with students

MyMedia

To share videos with students that have been already created, you must first upload them to your MyMedia area <https://moodle.unbc.ca/local/mymedia/mymedia.php>



Adding media to your course using the Kaltura Video Resource Activity

You can add any media item in your MyMedia area to any course using the activity labelled Kaltura Video Resource

Add an activity or resource



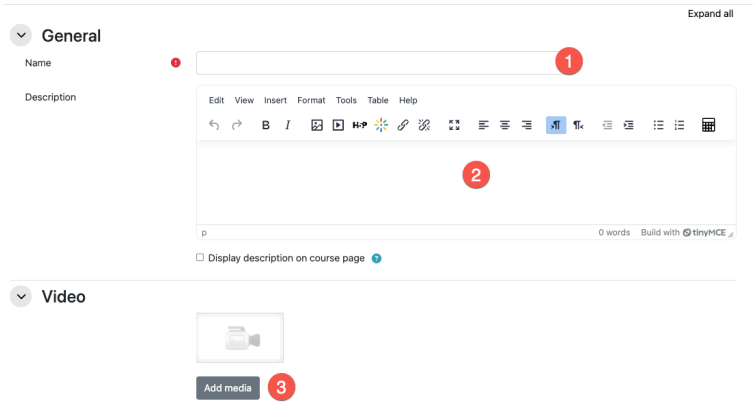
Search

All Activities Resources Recommended

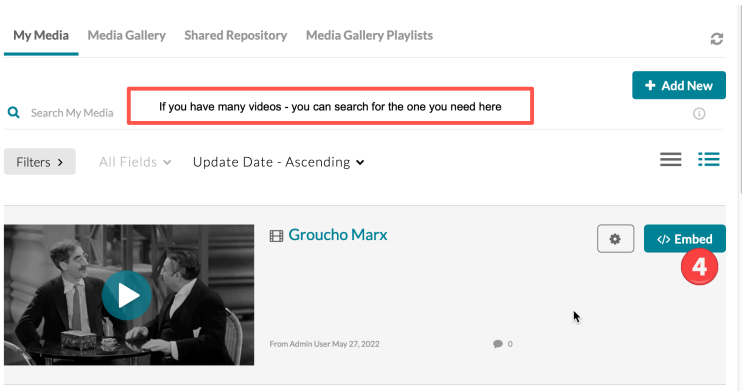
 Assignment ☆ ⓘ	 Book ☆ ⓘ	 Chat ☆ ⓘ	 Choice ☆ ⓘ	 Database ☆ ⓘ	 Feedback ☆ ⓘ
 File ☆ ⓘ	 Folder ☆ ⓘ	 Forum ☆ ⓘ	 Glossary ☆ ⓘ	 Group choice ☆ ⓘ	 H5P ☆ ⓘ
 IMS content package ☆ ⓘ	 Interactive Content ☆ ⓘ	 Kaltura Media Assignment ☆ ⓘ	 Kaltura Video Quiz ☆ ⓘ	 Kaltura Video Resource ☆ ⓘ	 Mobius1.1 ☆ ⓘ
 Page ☆ ⓘ	 Questionnaire ☆ ⓘ	 Quiz ☆ ⓘ	 SCORM package ☆ ⓘ	 Survey ☆ ⓘ	 Text and media area ☆ ⓘ
 URL ☆ ⓘ	 Wiki ☆ ⓘ	 Workshop ☆ ⓘ			

Once the Kaltura Video Resource is open:

1. Give the media item an name
2. If you wish, provide a brief description
3. Click the **[Add Media]** button to open your MyMedia collection.



4. The Add media button will pop open a window with a view of your MyMedia area. Find the video you would like to share and select the **[</>Embed]** button beside it.



5. The video will be added to the Kaltura Video Resource. Select **[Save and return to course]**

▼ Video



Add media

> Common module settings

> Restrict access

> Tags

Send content change notification ?

5

Save and return to course

Save and display

Cancel

Lecture Capture

Overview



Kaltura Capture is an application integrated with <https://moodle.unbc.ca> providing lecture capture functions. It has a simple user interface, requiring only one click to record, without complex setup or a lengthy learning curve. The application is supported both on Windows and Mac. The application automatically uploads new videos into your MyMedia area in <https://moodle.unbc.ca>. Once uploaded to your MyMedia area you can easily share recordings in your courses.

Important Note: There is a 2-hour limit to each recording. You can record and share as many videos as you wish. If creating pre-recorded lectures, it is recommended that you try to record shorter sections of video (15-20 mins) – these will be faster to upload and have less chance of upload error. Smaller

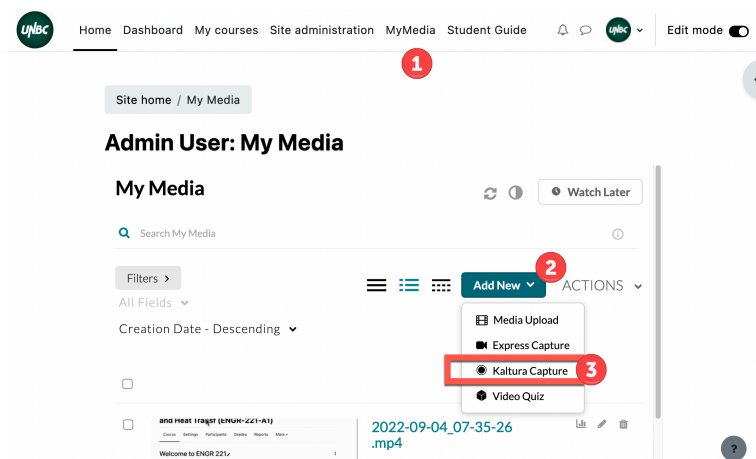
sections of video are easier for students to watch and come back to.

Kaltura Personal Capture includes:

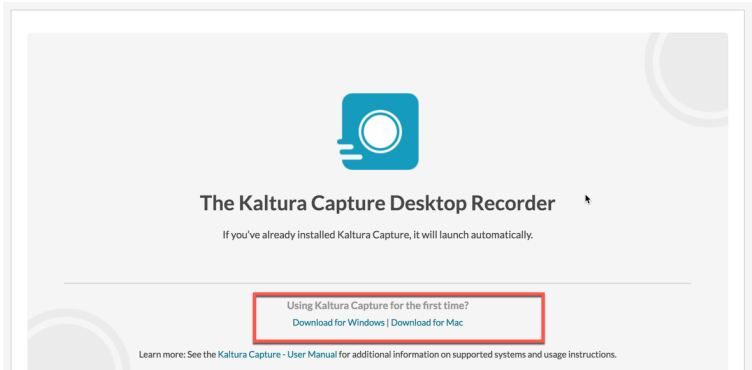
- Screen, microphone, and webcam capture in one click
- Seamless uploading and sharing to <https://moodle.unbc.ca>
- Intuitive user interface
- Video annotation tools

Finding the Capture app

1. You can find the MyMedia area at the top of your screen at <https://moodle.unbc.ca>.
2. To find the Kaltura Capture feature, select Add New > Kaltura Capture

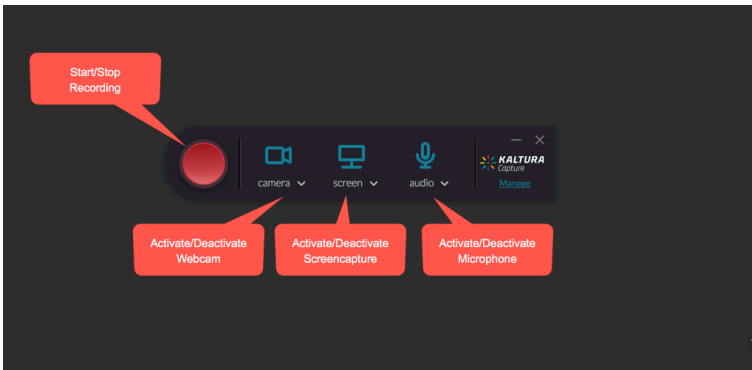


You will require a one-time installation of the Kaltura Capture Desktop Recorder. Links to the Windows and Mac applications are available in the screen you are presented with.



Once installed, revisit your MyMedia area, your browser will detect that you have installed the Kaltura Capture app and automatically open it. The controls for the application are illustrated below.

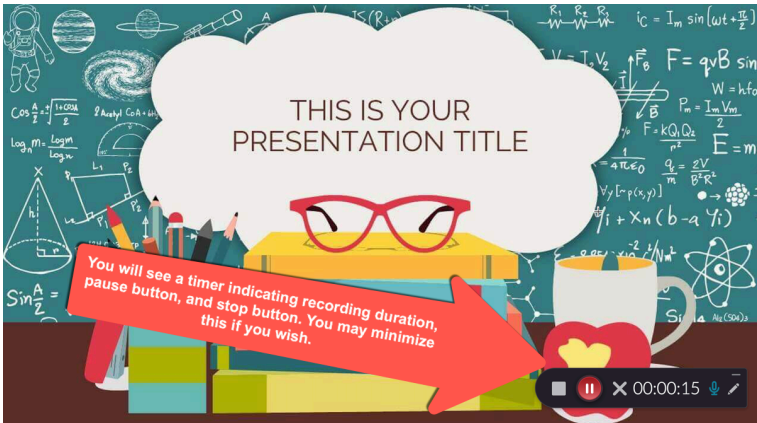
If the camera, screen capture, and mic icons are illuminated blue they are active. If they are greyed and crossed out they are not active. The image below indicates that camera, screen capture, and mic will be active once the record button is pressed.



If you have Powerpoint slides you would like to use, open them. Once ready, press the record button. You will receive a 3 second countdown before the recording begins.



You will see the application in the bottom of your screen. You can leave it visible or minimize it. If you minimize the application, remember that it will continue recording until you press the Stop button.

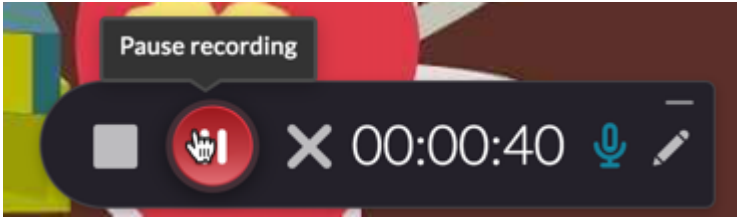


The application controls are basic:

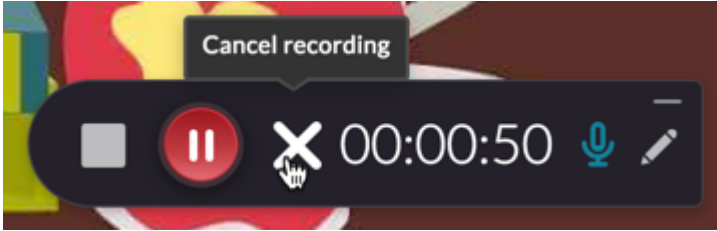
Stop Recording



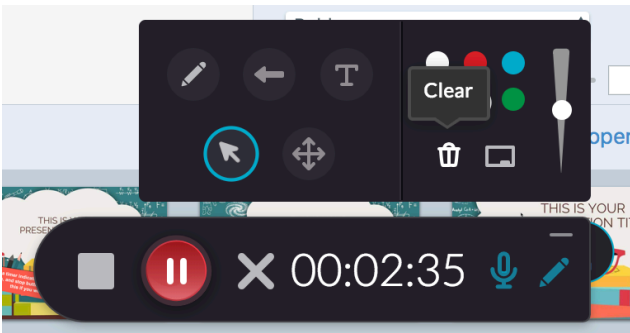
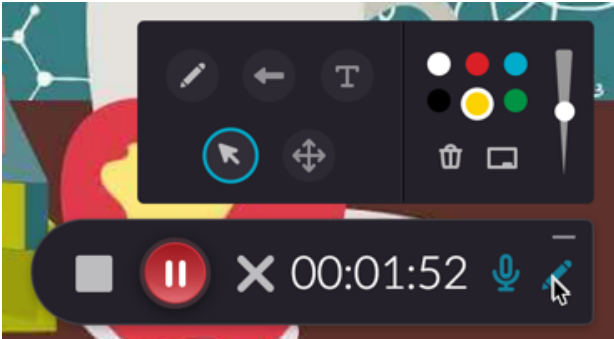
Pause Recording



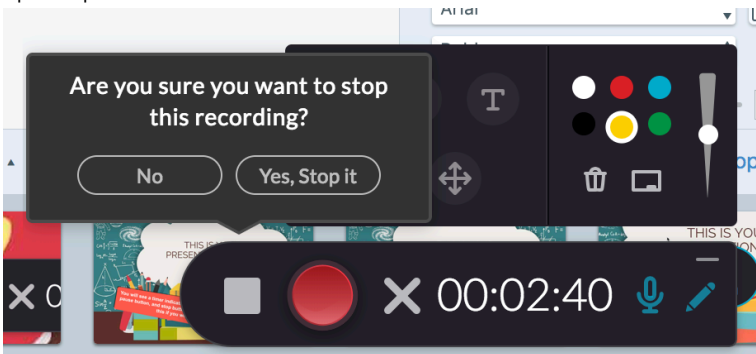
Cancel Recording



Video annotation is available while you are capturing your presentation. You can turn this on/off with the icon of the pencil. Video annotation works well, but it is suggested that you experiment with it for a few test recordings before beginning to use it to get accustomed to the utility. You can clear all annotations with the garbage pail icon.

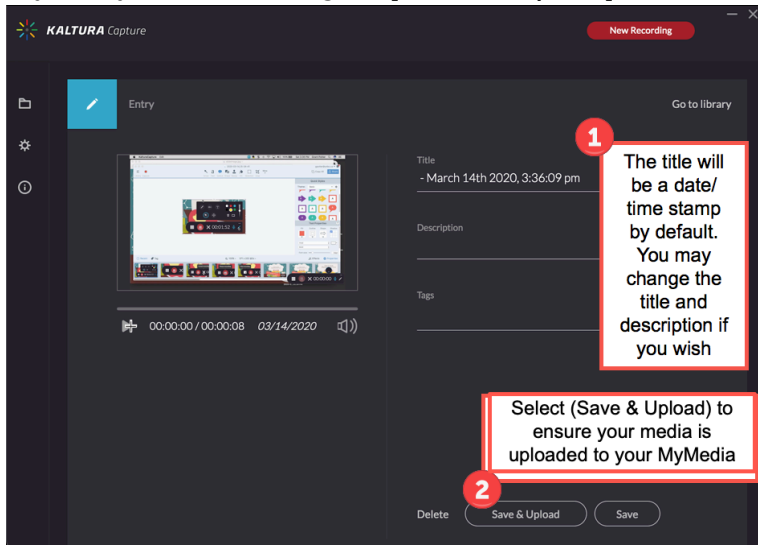


When you press the stop button on the application you will be prompted to confirm.



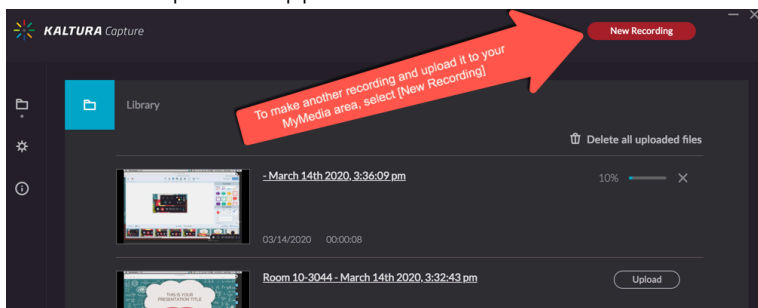
Once the recording stops your application gallery will display. Think of this space as the holding area for recordings before they are uploaded to your MyMedia area in <https://moodle.unbc.ca>

You can edit the title and description of the video and upload it to your MyMedia area using the **[Save and Upload]** button.



You will see an upload progress indicator beside your video. For example, the indicator beside the March 14 2020 video in the image below displays 10%. Upload is quite fast, but ensure you leave your gallery open until the upload indicator reads 100% to confirm it was successfully uploaded. For a 1 hour recording you can expect your upload may take 5-6 minutes.

To create another recording, select the **[New Recording]** button at the top of the application.



Lecture Capture in your Classroom

READ/WATCH:

1. Lecture Capture with

Kaltura: <https://pressbooks.bccampus.ca/unbc/chapter/lecture-capture/>

2. Sharing media with students

<https://pressbooks.bccampus.ca/unbc/chapter/sharing-media-with-students/>

EQUIPMENT NEEDED:

Laptop

At this time, your own laptop is required for lecture capture in the classroom. The lecture capture methods employed below are best accomplished

using your own laptop in your class. Desktop computers present in classrooms at UNBC are not currently configured to fully accommodate these methods.

Ethernet Network Cord to connect from the internet port on the podium to your laptop

Microphone: (choose one of the following)

USB Wired Microphone:

- Blue Yeti Snowball Classic USB Mic
<https://www.bluemic.com/en-us/products/snowball/> (\$49.99 on Amazon.ca)

Wireless Microphone:

- Wire XPD2 Lavalier – USB Digital Wireless System <http://www.samsontech.com/samson/products/wireless-systems/xpd-series/xpd2lav/> (Price: \$200)
- Wireless Bluetooth Apple Earpods or similar (make sure there is a mic, noise cancelling preferred)

Wired USB Headset with Mic

- you won't be able to move around while teaching, but it will work in a pinch or great as a backup

Webcam: (Optional)

- External webcam (optional tripod stand optional web cam tripod stand at

Amazon.ca) -or- internal laptop webcam

Equipment Notes:

- Ensure batteries are charged for every class & that they will last for your entire class
- Have a backup mic just in case (USB wired headset with mic)

PRACTICE:

- Practice lecture capturing at home or in your office a few times
- Practice in the classroom well before the live class. Get the process down. Watch the recording & see if the audio and video is acceptable. Check for sound quality and how far you can be away from the mic. Certain clothing or jewelry may interfere with the mic sound.
- Practice uploading your recording to MyMedia in moodle.unbc.ca and embedding your video in the course

SOFTWARE:

Have your software installed on your laptop, tested, and any necessary updates done well prior to class.

You can choose to record your lecture with one of the following:

- **Kaltura Capture (recommended)**
(integrated into moodle.unbc.ca, records to your computer and uploads later, 2 hour max time limit, can pause for breaks or split up recordings into smaller bits (recommended), can edit the recording afterwards right in your MyMedia area)
- **Kaltura Meetings** (needs strong wired internet connection, sends recording to the cloud, no recording time limit, cannot pause – stopping recording ends the recording, automatically posts recordings to your course's Media Gallery area). Start Kaltura Meetings from your moodle.unbc.ca course shell, upload your slides as a PDF file, hit record when ready.
- **Zoom** (can choose to record to the cloud or to your computer, you will need to upload the recording to your MyMedia area before embedding in your course.) Start Zoom,

Present slides on laptop & screen share window in Zoom, then hit record.

INTERNET CONNECTION:

For best results, use a wired internet connection to your laptop – use a long blue ethernet network cable. This is especially necessary when using video.

LIVE STUDENTS:

The CTLT does not recommend having students attend the class live online because the experience may be poor, and it is difficult for the Instructor to equitably manage both online and in-person students in the span of a class. The CTLT recommends record your lecture and posting it in your course in moodle.unbc.ca for later online viewing by students who cannot attend the class on-campus.

If you attempt to have students “tune-in” live, ensure you have someone to monitor the chat for questions & to ask them so online students don't feel ignored.

After uploading your recording, consider posting a written transcript of notes if audio is poor.

SUPPORT:

NOTE: Class time support not available due to staffing resources

There will be no on-campus support people available to assist you if you run into problems during your class. We recommend you practice with your own equipment beforehand and also practice in the room your class will be in to make sure you are very familiar with how everything works.

What to do if things go wrong during recording:

- Check mic connections & make sure they are plugged in

before starting your lecture capture software so the software can read them

- Check the cables & connections at each end to make are they are tight
- Restart the computer(s)
- Restart the web browser & clear cookies/cache, use a different browser
- Restart Kaltura/Zoom
- Re-record your lecture after the class from your office/home & post that one in moodle.unbc.ca

Video submissions as assignments

Instructors have two options for student video assignment submissions

- If you want all students in the course to be able to view all the video submissions, it is best to ask students to post their videos within a **Forum**.
- If the video assignments are only to be seen by the author and the Instructor, then students should submit videos to an **Kaltura Video Assignment**

Creating a Kaltura Media Assignment

1. Select [Add an activity or resource] within a topic in your course.
2. Select the [Kaltura Media Assignment] activity

Add an activity or resource



Search

All Activities Resources Recommended

 Assignment ☆ ⓘ	 Book ☆ ⓘ	 Chat ☆ ⓘ	 Choice ☆ ⓘ	 Database ☆ ⓘ	 Feedback ☆ ⓘ
 File ☆ ⓘ	 Folder ☆ ⓘ	 Forum ☆ ⓘ	 Glossary ☆ ⓘ	 Group choice ☆ ⓘ	 H5P ☆ ⓘ
 IMS content package ☆ ⓘ	 Interactive Content ☆ ⓘ	 Kaltura Media Assignment ☆ ⓘ	 Kaltura Video Quiz ☆ ⓘ	 Kaltura Video Resource ☆ ⓘ	 Mobius1.1 ☆ ⓘ
 Page ☆ ⓘ	 Questionnaire ☆ ⓘ	 Quiz ☆ ⓘ	 SCORM package ☆ ⓘ	 Survey ☆ ⓘ	 Text and media area ☆ ⓘ
 URL ☆ ⓘ	 Wiki ☆ ⓘ	 Workshop ☆ ⓘ			

3. Give the video assignment a name. You can adjust the availability of the time, due date, and grade in these settings.

4. When you have these settings complete, select [Save and return to the course].

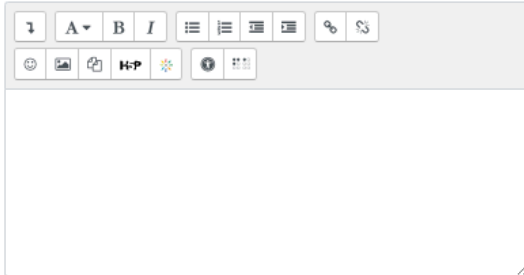
General

Name

Video Assignment

3

Description



Available from

1 November 2023 05 45 Enable

Due Date

27 November 2023 05 45 Enable

Prevent late submissions

No

Allow resubmitting

No

Email alerts to teachers

No

Grade

Common module settings

Restrict access

Activity completion

Tags

Send content change notification

4

Save and return to course

Save and display

Cancel

5. When students start submitting their video assignments, you will see them via the [Grade submissions] button.

Demonstration / Video Assignment

KALTURA MEDIA ASSIGNMENT

Video Assignment

Kaltura Media Assignment Settings More ▾

Mark as done

Video Assignment

Available from: Wednesday, 1 November 2023, 5:45 AM

Number of submissions: 1

When students submit their assignments, you will be able to see in the [Grade Submissions] area

Add media submission Submit media

Grade submissions

You will be able to view assignments and grade them with the [Grade] link.

KALTURA MEDIA ASSIGNMENT

Video Assignment

Kaltura Media Assignment Settings More ▾

Mark as done

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

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

	First name / Last name	Grade	Comment	Last modified (Submission)	Last modified (Grade)	Status	Final grade
	Demo Student	No grade		Monday, 20 November 2023, 5:56 AM	-	Grade	5

6. You will be able to view the student video, assign a grade, and provide some feedback. When you are complete, select [Save changes]

Grade submissions: Demo Student

▼ Submission



Demo Student
Monday, 20 November 2023, 5:56 AM

▼ Preview



> Grades

> Feedback

> Last grade

Save changes

Cancel

Downloading a video from MyMedia

You can download a video that is in your MyMedia library by following the steps below:

1. Navigate to your **MyMedia** area <https://moodle.unbc.ca/local/mymedia/mymedia.php>
2. This will show you a list of videos you have uploaded. Beside the one you wish to download to your computer, click on the **pencil icon** on the right-hand side of the screen.



3. Click on the **Downloads tab** below the video preview. Then click the checkbox beside **Source**. Click the **Save button** and then click **Go To Media**.

Intro to Blackboard & Collaborate at UNBC

Shauna Stanyer
Instructional Designer/SLJ
Centre for Teaching, Learning & Technology

0:00 / 0:17

Details Publish Options Collaboration Thumbnails **Downloads** Captions Attachments Title

Available Formats: source

Save **Go To Media**

1. Click Downloads tab
2. Click the checkbox beside "Source"
3. Click "Save" button
4. Click "Go To Media"


4. Click the **Download tab** under the video. A download icon will appear. To save the video to your computer, you can simply click on the download icon or right-click (or Control-click) the icon and choose **"Save Link As"** and choose which folder the video will save to.



Kaltura Capture recording - December 17th 2020, 10:11:27 am

From Shauna Stanyer on December 17th, 2020

Details **Download** Share ACTIONS ▾

Name	Size	Actions
source	(16.00 Mb)	2 

Using video in Discussion Forums

Instructors have two options for student video assignment submissions:

1. If you want all students in the course to be able to view all the video submissions, it is best to ask students to post their videos within a **Forum**. That way other students can comment on peer's videos and discuss.
2. If the video assignments are only to be seen by the author and the Instructor, then students should submit videos to an **Kaltura Video Assignment**

Using Video as the subject of a Forum:

Instructors and students can post a video in the text editor of a Forum for discussion. This can either be a Youtube link (simply paste the link in – Moodle will embed the video), or you can use the **Embed Kaltura Media** option as demonstrated below:

1. Select the Embed Kaltura Media button in the editor
2. A window with a view of your MyMedia collection will open
3. Select the **[Embed]** button beside the media item you wish to add to the forum
4. A shortcode will be inserted for you in the forum. Click **[Save]**
5. Return to the forum to view your inserted video.

FORUM

Post a video to this discussion

Forum Settings Advanced grading Subscriptions Reports More ▾

Discussion deleted ✕

Subject !

Message !

Edit View Insert Format Tools Table Help

↶ ↷ **B** *I* **H-P**

p 0 words Build with tinyMCE ?

PART III

GOING LIVE: BEST PRACTICES FOR ONLINE CLASSES WITH MICROSOFT TEAMS



This chapter provides instructors with practical strategies and proven best practices for conducting successful live sessions using Microsoft Teams. From setting up your session to fostering student participation and managing technical challenges, this guide will help you make the most of your Teams sessions.

Introduction

What is Microsoft Teams?

Your Virtual Classroom & Collaboration Hub

Microsoft Teams is a **web conferencing and collaboration platform** that supports teaching, communication, and content sharing—all in one place. At UNBC, it is the primary tool used for **online web conference classes, meetings, and academic collaboration**. Full course content—such as the syllabus, quizzes, grades, and structured learning materials—should be posted in Moodle.unbc.ca, UNBC’s official learning management system.

Key Features for Instructors

Feature	What It Does
Meetings & Video Conferencing	Host live classes, office hours, and group meetings.
Chat & Messaging	Communicate with students and TAs in real-time.
Screen & Content Sharing	Share presentations, applications, and documents.
File Sharing	Upload and organize course materials in a central location.
Breakout Rooms	Facilitate small group discussions and activities.
Polls & Whiteboards	Add interactivity to lectures and seminars.
Recording & Transcripts	Record sessions and automatically generate transcripts.
Accessibility Tools	Includes live captions, transcripts, and other accessibility features.

Why Use Microsoft Teams for Teaching?

- ◇ **Familiar interface** — Similar to other Microsoft apps
 - ◇ **Integrated with Outlook and Office 365** — Seamless calendar and file use
 - ◇ **Supports active and flexible learning** — Through chat, video, and group work
 - ◇ **Accessible and inclusive** — Supports a range of devices and learner needs
 - ◇ **Scalable** — Works for small seminars or large lectures
-

Teams Can Be Used For:

- **Synchronous online classes**
 - **Office hours or advising sessions**
 - **Guest lectures or panel discussions**
 - **Group projects and student collaboration**
 - **Faculty or departmental meetings**
-

Teams Is NOT for...

- Hosting full course content (please use **Moodle.unbc.ca** for syllabus, quizzes, grades, and structured content delivery)
- Long-term file storage (use **OneDrive** for archiving)

- Anonymous or open public meetings (use appropriate settings to manage privacy)

When to Use Teams vs. Other Tools

Maximize Clarity • Reduce Confusion • Support Student Success

◇ Use **Moodle.unbc.ca** as Your Course Hub

Students expect one central place to find everything for your course. Keep Moodle as that anchor:

- **Post all course materials in Moodle.unbc.ca:** syllabus, readings, slides, handouts, and links.
- **Host all assessments:** assignments, quizzes, discussion forums, and grades.
- **Share meeting links in Moodle.unbc.ca:** Add your Teams meeting links directly to your weekly modules or calendar.
- **Send announcements through your Course Announcements in Moodle.unbc.ca:** This ensures consistent communication.

◇ **Why?** Students check Moodle daily and use it for all their courses. It's structured, searchable, and consistent.

◇ Use **Microsoft Teams** for Live Sessions Only

Treat Teams as your replacement for Zoom—not a second course platform:

- **Use Teams to host live lectures or office hours.**
 - **Record sessions** (if appropriate) and share the recording link in Moodle.unbc.ca.
 - **Avoid uploading files or announcements to Teams**—this splits your course presence and confuses students. UNBC students are accustomed to using Moodle for finding course content, assignments, quizzes, and discussions.
 - **Don't rely on Teams chat or posts** to share critical course info.
 - ◇ **Keep it simple:** Moodle.unbc.ca = Course Content, Teams = Live Sessions.
-

◇ Tips for a Smooth Experience

- **Tell students upfront** how and where you'll use each platform in your Syllabus and during the class introduction.
- **Label Teams meeting links clearly in Moodle with the dates** (e.g., "Weekly Lecture – Wednesdays 10am").
- **Use the Teams calendar via Outlook** to schedule recurring sessions with ease.
- **Practice screen sharing, polls, and breakout rooms in Teams ahead of class time** if you plan to use them. Remember to give students instructions in class on how to use these functions as many students may not have used Teams before.

❖ Avoid These Common Pitfalls

- ❖ Posting files in both Moodle and Teams → Students miss updates. Only post updates in Moodle Announcements – they will go directly to student UNBC e-mail addresses.
 - ❖ Hosting discussions in Teams instead of Moodle → Lost threads and grading confusion.
 - ❖ Relying on Teams notifications → Students may not see them.
-

Microsoft Teams: First Week Teaching Readiness Checklist

Use this checklist to ensure you're prepared to teach with Microsoft Teams in the first week of the semester. Feel free to print this and check off items as you go!

Before the Semester Begins

- ❖ Installed the Microsoft Teams desktop app and logged in with university credentials.
 - ❖ Scheduled a test meeting to explore functionality.
 - ❖ Set up your course meetings using the Teams calendar or Outlook integration.
 - ❖ Shared Teams meeting links with students via moodle.unbc.ca or email.
 - ❖ Customized your meeting options (e.g., who can present, lobby settings).
 - ❖ Practiced using screen sharing, chat, reactions, and breakout rooms.

24–48 Hours Before Class

- ◇ Rechecked meeting links and time zones.
 - ◇ Uploaded any slide decks, handouts, or polls to Teams in advance.
 - ◇ Tested audio and video setup with a colleague or CTLT member.
 - ◇ Notified students about expectations (e.g., how to participate, camera use).

During the First Class Session

- ◇ Greeted students and reviewed how to use chat, reactions, and raise hand.
 - ◇ Shared screen or content using the Share Content button.
 - ◇ Monitored chat or had a TA/Co-instructor to help manage questions.
 - ◇ Started a recording (if desired) and informed students.
 - ◇ Tried a poll, reaction, or small breakout group for engagement.

After Class

- ◇ Shared the recording or key resources with students via moodle.unbc.ca or Teams.
 - ◇ Reflected on what went well and what to adjust next time.
 - ◇ Reached out to CTLT for any questions, support, or feedback.

Need Help?

Contact the **CTLT** at ctlit@unbc.ca for support with setting up Moodle or Teams, or visit the Instructor Guide to Teaching with Technology for how-to guides and templates.

Getting Started

Accessing Teams (Desktop, Web, Mobile)

Microsoft Teams is available on multiple platforms to support flexible teaching and learning. Follow the steps below to access Teams from your preferred device.

1. Access via Desktop App (Recommended)

The desktop version provides the most robust functionality, including seamless integration with Outlook, file sharing, breakout rooms, and meeting tools.

To download and install:

- Visit <https://www.microsoft.com/en-ca/microsoft-teams/download-app>
- Choose **Download for Desktop**
- Follow the installation prompts for your operating system (Windows/macOS) to install the Teams application
- Open the app and **sign in with your university email and password**

2. Access via Web Browser

Use this method if you're on a shared computer or temporary device.

To access:

- Go to <https://teams.microsoft.com>
- Log in using your **university credentials**
- Best performance is on **Microsoft Edge, Firefox** or **Google Chrome**

Note: Some features (e.g., background effects, PowerPoint Live) may be limited in the web version.

3. Access via Mobile App (iOS/Android)

Stay connected on the go using your mobile device.

To install:

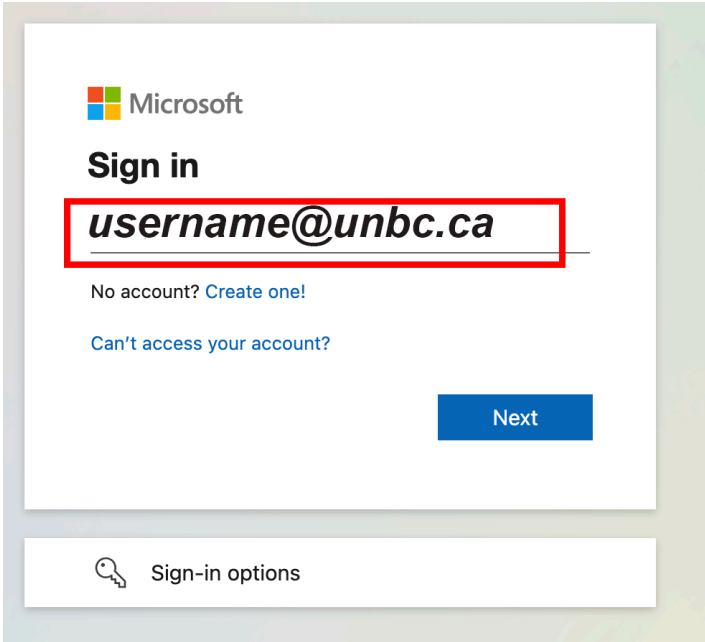
- Search for “**Microsoft Teams**” in the **App Store (iOS)** or **Google Play (Android)**
- Download and install the app
- Sign in using your **university email and password**

Logging in with your UNBC credentials

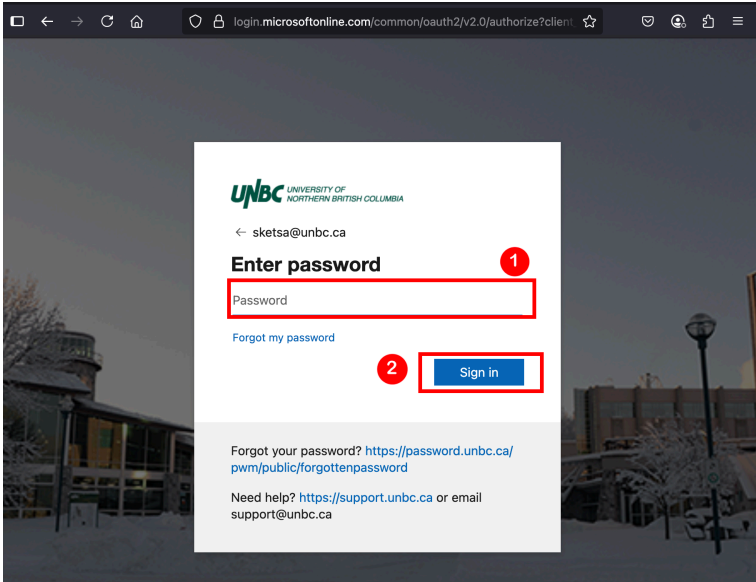
To access Teams using your web browser:

- Go to <https://teams.microsoft.com>

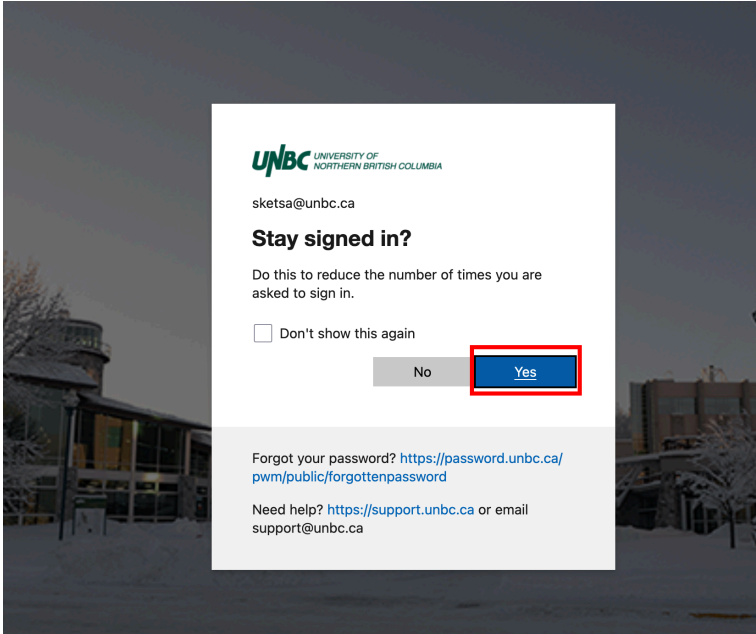
- Log in using your **university credentials**
- enter your UNBC user name (username@unbc.ca)



Enter your UNBC Password and click on **“Sign In”**



Click on “Yes” when it asks you to stay signed in (unless you are on a shared or public computer)

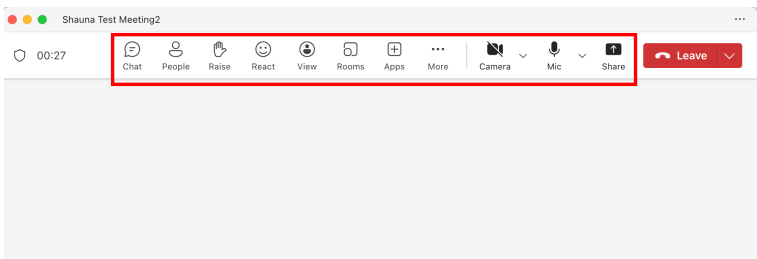


- Best performance is on **Microsoft Edge, Firefox or Google Chrome**

Note: Some features (e.g., background effects, PowerPoint Live) may be limited in the web version.

Navigating the Teams Interface

Understanding the meeting interface is key to running smooth and engaging online classes. Here's a guide to the main tools available during a Microsoft Teams meeting.



Chat: Chat with participants either privately (direct message to one person) or message all participants

People: View who's in the meeting, mute others, admit from lobby

Raise: Raise and lower hand

React: Send emojis (💎 💎 ♥ etc.) to increase engagement

View: Choose from viewing the Speaker and slides or Gallery view of everyone

Rooms: Start Breakout Rooms

Apps: Start meeting polls or other engagement tools

...More: Access additional options (recording, transcription, closed captions, device settings, meeting options, etc.)

Camera: Turn your video on/off, select video privacy backgrounds

Mic: Mute/unmute yourself

Share: Share your screen, PowerPoint, window, or whiteboard

Leave: Leave the meeting while in progress or End the meeting for all participants.

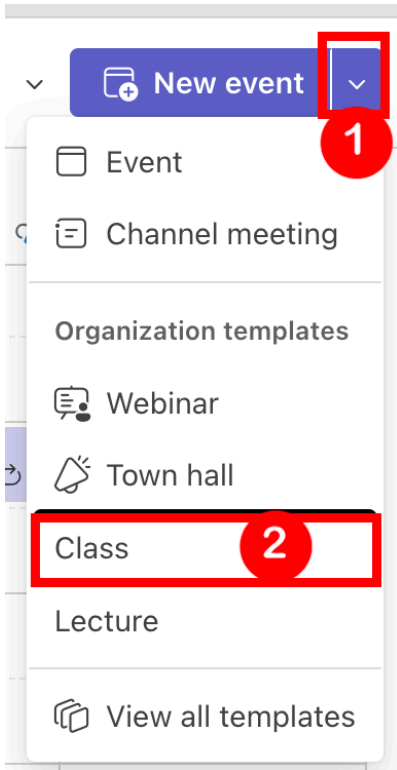
Scheduling and Hosting Teams Sessions

Scheduling Meetings (Teams Calendar vs. Outlook Integration)

Here's how to **schedule a Microsoft Teams meeting** and **share the link** — using either the **Teams app** or **Outlook**:

Option 1: Schedule the Teams Meeting Using Microsoft Teams

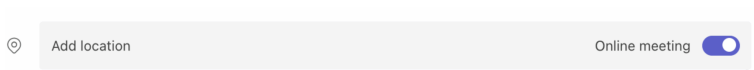
1. **Open Microsoft Teams. Make sure you are signed in using your UNBC user name and password.** You can use either the desktop version or the Teams App in a web browser. (for more information on UNBC Staff, Faculty & Student access to Microsoft 365 Office Apps see here)
2. Go to the **Calendar** tab on the left.
3. Click on the **down arrow** to the right of the **New Event button** (top right) and select **“Class”** from the options.
- 4.



5.

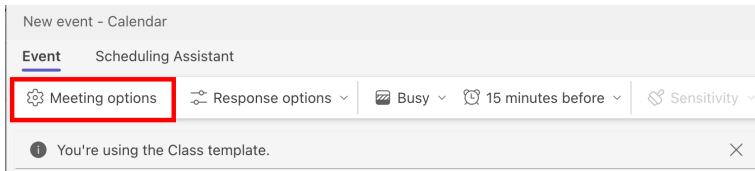
6. Fill out the details:

- **Title** (e.g., “Course Q&A Session”)
- **Date and time**
- **Add required attendees** (or leave blank to create a general link that you can share in your Moodle.unbc.ca course)
- **Make sure the toggle to schedule an Online/Teams Meeting is blue in the “Location” section**

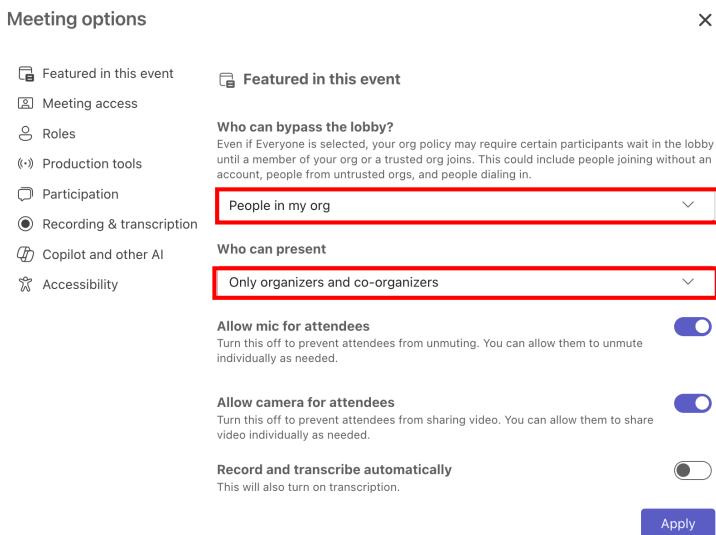


- (Optional) Add description or meeting agenda file

5. Adjust Meeting Options



Lobby Settings: determine who can enter the meeting without you having to click “allow” to let them in. It is recommended that you select **“People in my org”** to allow UNBC people to join without a lobby/waiting room.



Toggle the option that says **“Require unverified participants to verify their info before joining”** to on (blue). This gets UNBC people to sign into their account and allow them to participate in polls, chat and other features during the class.

Meeting options X

Featured in this event

Meeting access 1

Meeting access

Roles

Production tools

Participation

Recording & transcription

Copilot and other AI

Accessibility

Who can bypass the lobby?
Even if Everyone is selected, your org policy may require certain participants wait in the lobby until a member of your org or a trusted org joins. This could include people joining without an account, people from untrusted orgs, and people dialing in.

People in my org

People dialing in can bypass the lobby

Who can admit from the lobby

Organizers, co-organizers, and presenters

Announce when people dialing in join or leave

Require unverified participants to verify their info before joining 2

When this is on, unverified participants will need to sign in or verify their emails with a code before joining the meeting. Your license and admin policy also determine how they'll join.

3 Apply

If you have co-instructors or anyone you want to allow instructor-level privileges, add them to the Co-organizers box shown below. It is found under the Roles menu item. Click in the “Choose co-organizers” box and start typing their name. Names of UNBC people should show up automatically. Click on their name to select them.

Meeting options X

- Featured in this event
- Meeting access
- Roles** 1
- Production tools
- Participation 2
- Recording & transcription
- Copilot and other AI
- Accessibility

Roles

Choose co-organizers:
Has the same capabilities as the organizer.

2 type in name to search for UNBC people

Who can present

Enable language interpretation

Add interpreters who can interpret one language into another in real-time. To assign interpreters, send the meeting invite then refresh this page and choose them.

Production tools

Enable Green room

Lets organizers and presenters check their audio, video, and content sharing before attendees are admitted. To use this feature, make someone a presenter and turn it

3 Apply

If you wish to record all meetings automatically, toggle the “Record & Transcribe automatically” switch to on (blue). This will start the recording **as soon as you start** the meeting, and end when you leave the meeting.



Meeting options X

- Featured in this event
- Meeting access
- Roles
- Production tools
- Participation
- Recording & transcription
- Copilot and other AI
- Accessibility**

Recording & transcription

Record and transcribe automatically
This will also turn on transcription.

Copilot and other AI

Allow Copilot  

During and after the meeting

Accessibility

Provide CART Captions

click 'apply' to save changes Apply

6. Click on **“Apply”** to save all of your changes to the meeting options.

7. Set the dates of your meeting – if it is a recurring course, click on **“Make recurring”** and set the days the course occurs on.

The image shows a 'New Class' form in a calendar application. At the top left is a 'Save' button. To its right is the text 'Calendar (sketsa@unbc.ca)' with a dropdown arrow. Below this is a section titled 'New Class' with a blue toggle switch and a 'Teams meeting' icon. Underneath is 'Invite attendees' with an 'Optional' link. The date and time are set to '25-08-11' (with a calendar icon) from '2:00 PM' to '2:30 PM' (with a globe icon). A 'Make recurring' button is highlighted with a red box. To its right is an 'All day' toggle switch. Below that is 'Add a room or location' with an 'In-person event' toggle switch. A large text area contains the placeholder 'Type / to insert files and more'. At the bottom of this area is a toolbar with icons for link, image, emoji, text color, background color, link, and share. At the very bottom is an 'Add an agenda' button.

- Select the **Start Date** using the calendar button.
- Select the **days of the week**.
- Set the **End Date**.
- Click **“Save”**.

Repeat



Start 25-09-02



select start date



Repeat every 1 week

select one or multiple days of the week



Occurs every Monday, Wednesday, and Friday until

Dec 19, 2025

[Remove end date](#)

set end date

Save

Discard

Remove

7. Click **“Save”** — this will schedule the meeting.

◆ To Share the Meeting Link:

- After saving, **open the meeting** in your calendar in the Teams app Calendar or Outlook Calendar.
- Select/Highlight the Microsoft Teams Meeting join the meeting info at the bottom of the entry

testing 123 - Event instance

Event Scheduling Assistant

Edit | | Join | Meeting options | Busy | 15 minutes before | | ...

testing 123 Join | Chat

Mon 25-08-11 4:00 PM - 4:30 PM View series Show all instances

Microsoft Teams Meeting

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 286 855 391 321 2
Passcode: 7nv7AV6w

Dial in by phone

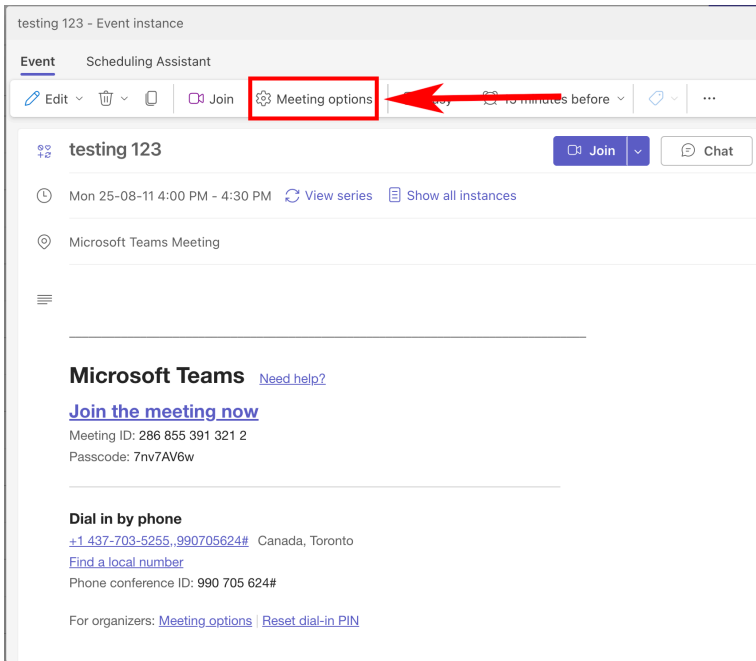
[+1 437-703-5255, 990705624#](#) Canada, Toronto
[Find a local number](#)

Phone conference ID: 990 705 624#

For organizers: [Meeting options](#) | [Reset dial-in PIN](#)

- Paste the link in your Moodle.unbc.ca course home page, Moodle announcements, in an e-mail, chat, etc.

If you need to get back into the Meeting Options to adjust settings, click on the event to edit it in the Teams app or Outlook Calendar, and click on **“Meeting Options”**.



Option 2: Schedule Teams Meeting Using Microsoft Outlook

1. **Open Outlook** (desktop or web).
2. Go to the **Calendar**.
3. Click **“New Event”** or **“New Meeting.”**
4. In the meeting window:
 - Add a **Title, Date/Time**, and optionally invite attendees.
 - Click the **Teams Meeting** toggle (should say “Teams Meeting added”).
5. Click **“Send”** to schedule.

◆ To Share the Meeting Link:

- Open the event in your calendar (the Calendar can be found both within Microsoft Teams or Outlook).
- Copy the **Teams Join Link** from the body of the invite.
- Share that link where needed.

The screenshot shows the 'Details' tab of a Microsoft Teams meeting invite. At the top, the title is 'Shauna meeting test' with options for 'Chat', 'Shared', 'Details', 'Scheduling Assistant', 'Recap', and '+3'. Below the title are actions: 'Delete', 'Copy link', 'Show as: Busy', and 'Category: None'. The main content area includes:

- A title bar with an edit icon and the text 'Shauna meeting test'.
- An 'Add required attendees' section with a '+ Optional' link.
- Two time slots: '2025-06-05 2:00 p.m.' and '2025-06-05 4:00 p.m.'.
- A duration of '2h' and an 'All day' toggle.
- A 'Does not repeat' option.
- A location section for 'Microsoft Teams Meeting Unknown' with an 'Online meeting' toggle.
- A 'Hide meeting info' link.
- A rich text editor with a toolbar containing bold, italic, underline, strikethrough, link, unlink, text color, background color, paragraph, bulleted list, numbered list, indent, and font size (99).
- The body text contains:
 - Microsoft Teams** [Need help?](#)
 - [Join the meeting now](#)
 - Meeting ID: 250 219 355 2007
 - Passcode: T69Mq3F0
 - Dial in by phone**
 - [+1 437-703-5255, 340041154#](#) Canada, Toronto
 - [Find a local number](#)
 - Phone conference ID: 340 041 154#

The meeting info will be at the bottom – copy this and send to students via Moodle Announcement, e-mail, or post link in the course.

Notes:

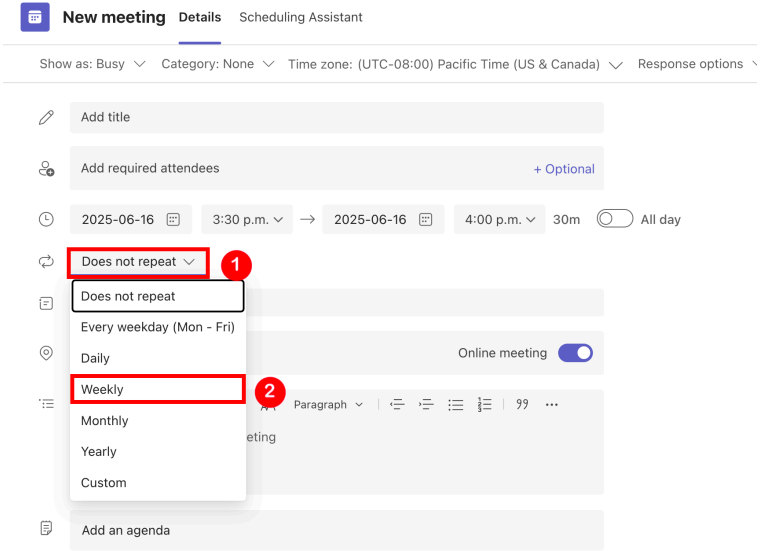
- You do not need to invite everyone via email — you can **create the meeting for yourself**, then just **share the link with students & co-instructors**.
- For **recurring meetings**, select **“Repeat”** in either Teams or Outlook and set the frequency. See instructions below.

Recurring Meetings for a Semester

- For **recurring meetings**, select **“Repeat”** in either Teams or Outlook and set the frequency.

When scheduling the Teams meeting, or if already created, click on it in Teams or Outlook Calendar to edit the meeting:

- Use the **“Does not repeat”** dropdown menu in the meeting setup to select a **Weekly** or **Custom** recurrence frequency
- This saves time and creates static links for students to join the meetings (one link that is good for the whole course)



Inviting Students and Teaching Assistants

There are several ways to invite students and TAs to your Microsoft Teams sessions. Choose the method that best fits your course setup and communication preferences.

Option A: Add your TA or Students to Required Attendees box (for very small classes)

1. Open your scheduled meeting in **Teams Calendar** or **Outlook Calendar**
2. Click **“Meeting Options”** (either in Teams or via Outlook calendar invite)

3. Add **“Required Attendees”** by name/e-mail to the meeting



4. This will send them a meeting invite via e-mail.

Option B: Share the Meeting Link (Recommended for Large Classes)

Best for: Posting on Moodle or sending via email to all students.

Steps:

1. **Schedule your meeting** in Teams or Outlook (see earlier section)
2. After saving, **open the meeting** in your Teams calendar
3. Click **“Copy meeting link”** or **select the meeting link text and copy it (Control/Command + C)**

The screenshot shows the 'Details' tab of a Microsoft Teams meeting titled 'Shauna meeting test'. At the top, there are navigation options: 'Chat', 'Shared', 'Details' (selected), 'Scheduling Assistant', 'Recap', and '+3'. Below the title, there are controls for 'Delete', 'Copy link', 'Show as: Busy', and 'Category: None'. The meeting title 'Shauna meeting test' is displayed with an edit icon. Below that is a section for 'Add required attendees' with a '+ Optional' link. The meeting schedule shows two dates: '2025-06-05' at '2:00 p.m.' and '2025-06-05' at '4:00 p.m.'. There is a toggle for 'All day' (currently off) and a '2h' duration indicator. The recurrence is set to 'Does not repeat'. The meeting type is 'Microsoft Teams Meeting' (Unknown) and it is an 'Online meeting'. A 'Hide meeting info' link is visible. Below the meeting details is a rich text editor with a toolbar containing icons for bold, italic, underline, strikethrough, link, unlink, text color, background color, paragraph, bulleted list, numbered list, indent, and other formatting options. The main content area of the rich text editor contains the following text:

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 250 219 355 220 7

Passcode: T69Mq3F..

Dial in by phone

[+1 437-703-5255,,340041154#](#) Canada, Toronto

[Find a local number](#)

Phone conference ID: 340 041 154#

1. Paste the link into:

- Moodle course site (e.g., in a “Weekly Class Meeting” label to the course home page)

- A group email to students via the Moodle Announcements in your course
- Your course syllabus

Tip: Label the link clearly (e.g., “Click here to join our weekly lecture – Wednesdays @ 2:30 PM”)

Joining a Meeting (Instructors and Students)

Whether teaching live classes, holding office hours, or meeting with colleagues, Microsoft Teams makes it easy to schedule or join online meetings.

1. Joining a Meeting

You can join a Teams meeting in several ways:

Method	Steps
Via Calendar Invite	Click the “ Join ” button in your Outlook or Teams calendar invitation.
Via Meeting Link	Click the link provided by the organizer (e.g., in an email or Moodle).
Via Teams Calendar	Open Teams > Go to Calendar > Click the meeting > Select Join .

Tip: Join 5–10 minutes early to check audio, video, and screen-sharing settings.

Recommended Permissions and Roles

To manage your class effectively and ensure a secure, smooth experience for everyone, it's important to understand and configure **permissions and roles** within your Teams meetings and class Teams.

Each participant is assigned a role:

- **Organizer:** The person who created the meeting (usually the instructor)
- **Presenter:** Can share content, manage breakout rooms, admit people from the lobby, mute others
- **Attendee:** Can participate, but cannot manage meeting settings or share content (unless promoted)

Recommended Setup for Class Meetings

Role	Assign to	Why
Organizer	Instructor (automatically assigned)	Full control of meeting settings, recordings, and options
Presenter	TAs, co-instructors	Allows co-hosting, screen sharing, breakout room management
Attendee	Students	Prevents accidental screen sharing or disruption

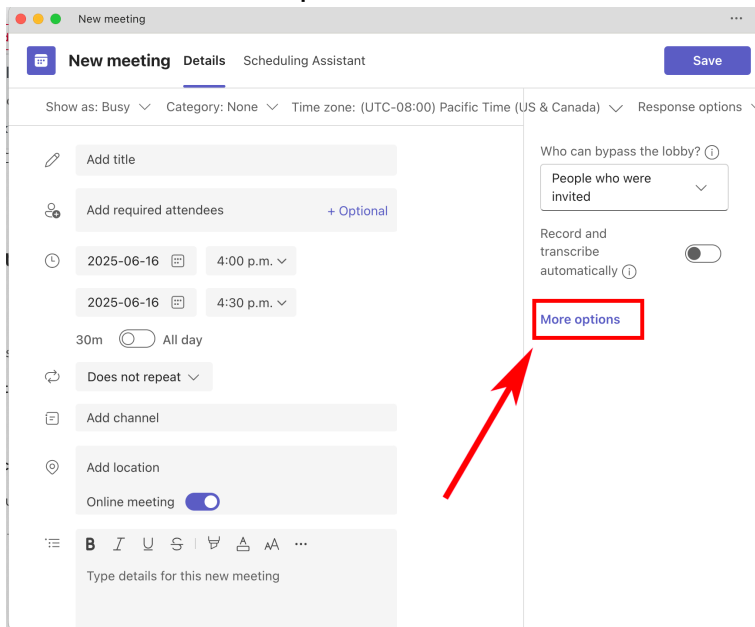
How to Set Roles Before the Meeting

Step-by-step:

1. Open your scheduled meeting in **Teams Calendar** or **Outlook Calendar**
2. Click **“Meeting Options”** (either in Teams or via Outlook calendar invite)
3. Add **“Required Attendees”** by name/e-mail to the meeting



4. Then click on **“More Options”**



5. Click on the **“Search for Participants”** box and select the invitees who are your co-Instructors/Presenters/TA's

Meeting options



Meeting access

Roles

Production tools

Participation

Recording & transcription

Copilot and other AI

Roles

Choose co-organizers:

Has the same capabilities as the organizer.

Who can present

Enable language interpretation

Add interpreters who can interpret one language into another in real-time. To assign interpreters, send the meeting invite then refresh this page and choose them.

Production tools

Apply

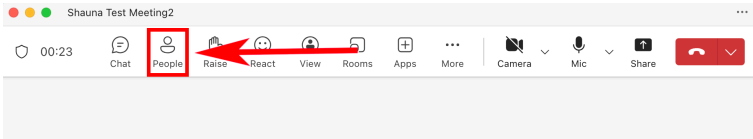
- Add your **TAs or co-instructors/organizers**
- Students will default to **attendees**
- Tip: If the name of your co-Instructors/Presenters/TA's does not appear in the box above, go back into the Meeting Schedule settings and add them as **“Required Attendees”** first

Promote a TA to a Co-Host or Presenter

How to Change Roles During a Meeting

If needed, you can promote or demote participants during a live meeting:

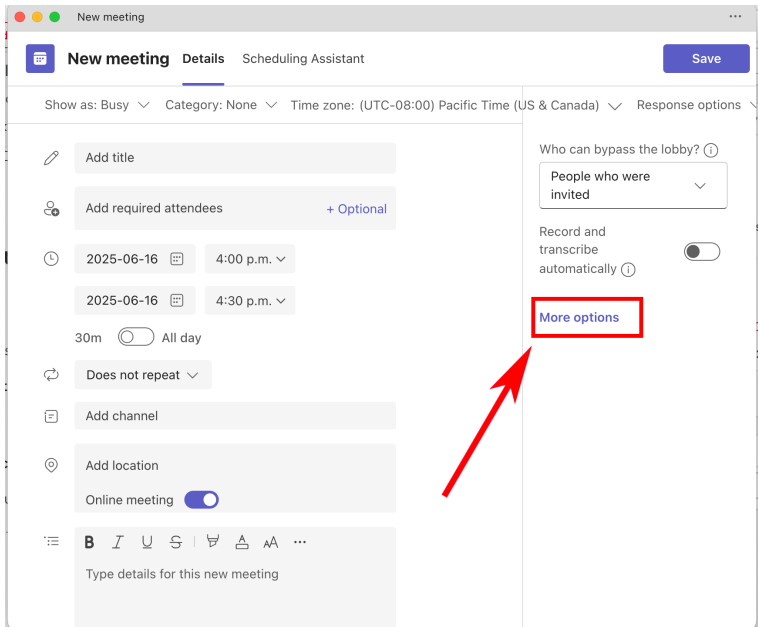
1. Click **People** button along the top of the Teams meeting window



1. Hover over a name
2. Click **More (...)** > Choose:
 - **Make a presenter**
 - **Make an attendee**

Meeting Settings

There are some additional meeting options in the advanced section.



Meeting Access Options

Here you can select the waiting lobby settings. If the lobby is turned on (which it is by default at UNBC) you can let invitees bypass the lobby and join the meeting without an Instructor/TA/Co-organizer having to let them in.

Meeting options



Meeting access

- Roles
- Production tools
- Participation
- Recording & transcription**
- Copilot and other AI

Meeting access

Who can bypass the lobby?

Even if Everyone is selected, your org policy may require certain participants wait in the lobby until a member of your org or a trusted org joins. This could include people joining without an account, people from untrusted orgs, and people dialing in.

People who were invited

People dialing in can bypass the lobby



Attendees with a registration link can bypass the lobby



For public events, anyone with access to a registration link can join. For private events, only people from your org who have registered can join.

Who can admit from the lobby

Organizers, co-organizers, and presenters

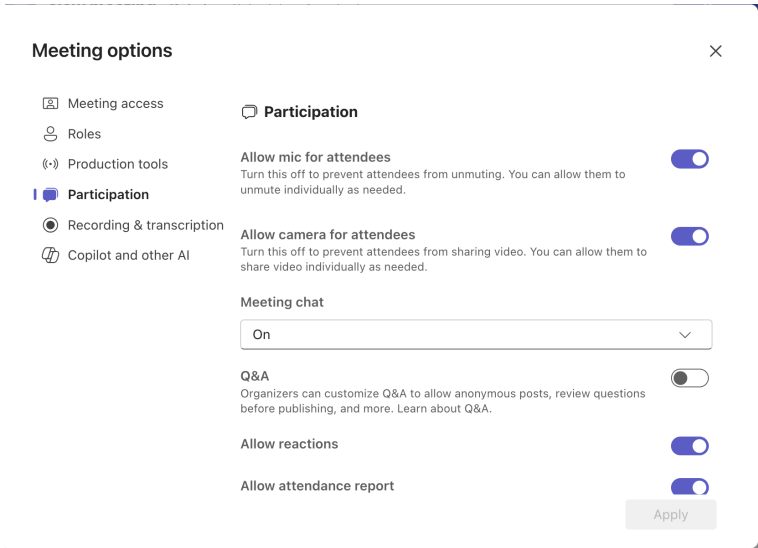
Announce when people dialing in join or leave



Apply

Participation Options







Here you can enable or disable the mic for participants. We recommend leaving the mic enabled for all attendees.



Recording & Transcription

Here you can enable automatic recording of your class or meeting – as soon as you join the meeting, it will start recording. Recording stops when you leave the meeting.

Meeting options ×

-  Meeting access Q&A
Organizers can customize Q&A to allow anonymous posts, review questions before publishing, and more. [Learn about Q&A.](#)
-  Roles
-  Production tools Allow reactions
-  Participation Allow attendance report
-  Recording & transcription**
-  Copilot and other AI

Recording & transcription

Record and transcribe automatically
This will also turn on transcription.

Spoken language in this meeting
Language that everyone is speaking in this meeting. This setting affects all participants. To use it, select the correct spoken language before the meeting starts.

English (US) ▼

Apply

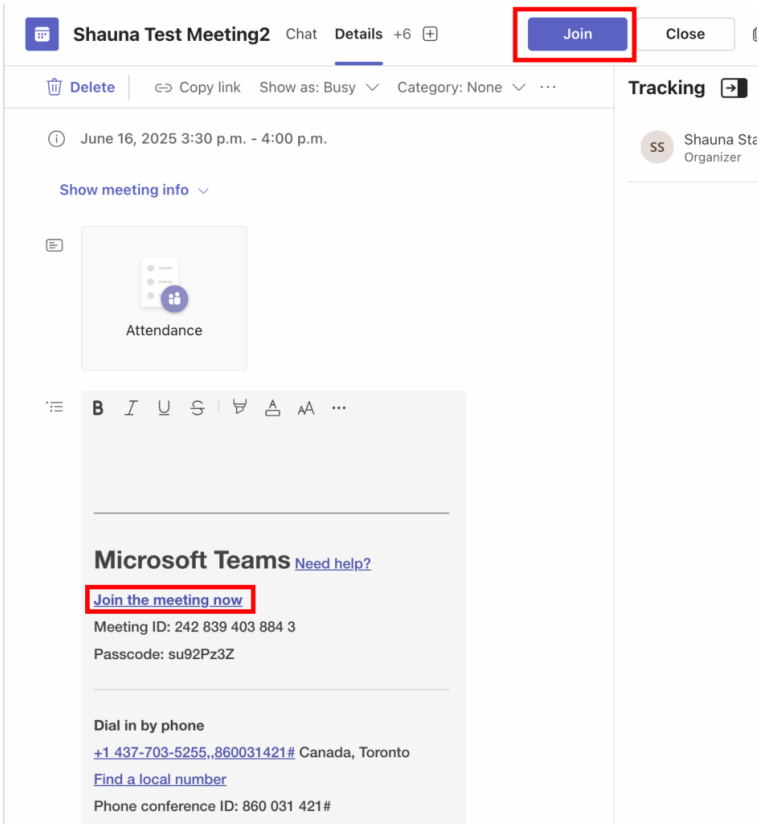
Managing The Teams Session

Starting and Ending a Meeting

Open the Meeting

You can start your scheduled meeting from:

- In the **Teams Calendar**: Click on the meeting on the day it appears in the Calendar > click on **Join**



- The **Outlook Calendar**: Click the link or **Join Teams Meeting**
- A **shared link** via e-mail or posted in Moodle: Click the meeting link to launch Teams
- If you have Teams installed on your computer, it will launch the app. If not, it will take you to the web browser version of Teams.

Tip: Join 5–10 minutes early to prepare your content, test audio/video, and admit students from the lobby.

Task	Why It Matters
Turn on camera and mic	Builds connection;
Share screen or slides in advance	Avoids delays; sign
Open chat and people panel	Monitor raised han
Admit participants from the lobby	Students may need
Greet students as they arrive	Creates a welcomi

Ending the Meeting

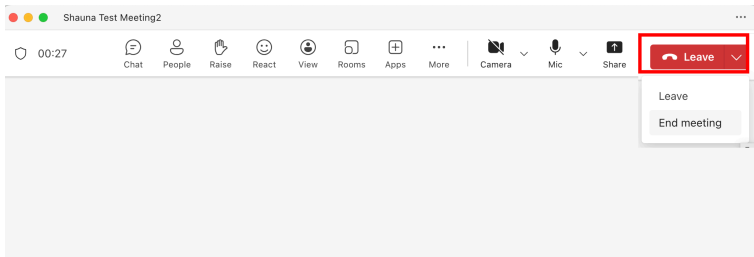
A. Wrap-Up Steps

Task	Recommendation
Summarize key points	Helps reinforce learni
Ask for final questions	Supports clarity and s
Remind students of next steps	E.g., readings, assignm
Stop recording	Click More (...) > Stop
Thank students for participating	Ends on a positive, pr

B. Leave vs. End Meeting for All

- **Leave:** You exit, but students can remain (e.g., in group work sessions)

- **End Meeting for All:** Ends the meeting completely for everyone
 - Click the **drop-down arrow** beside “Leave” > **End meeting**



Use “End for All” if you’re finished and don’t want students lingering in the session.

Pre-loading content

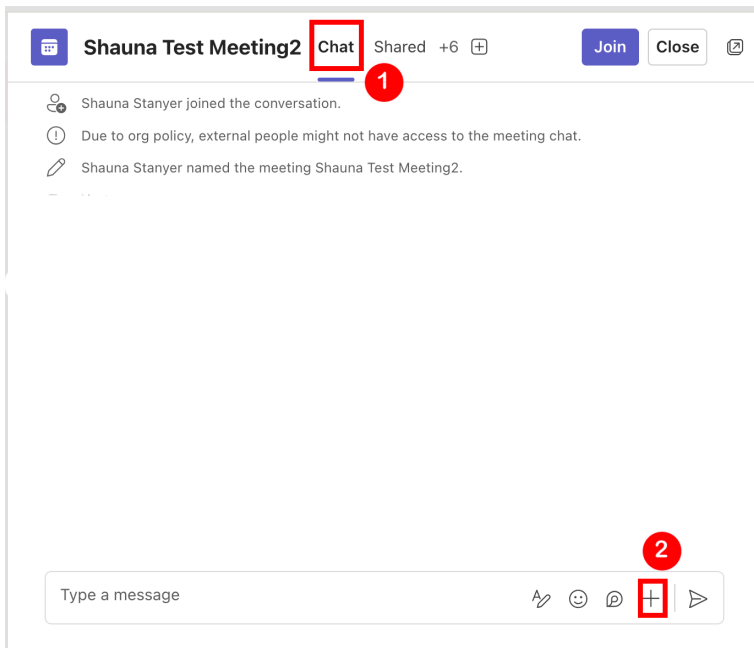
Pre-loading your teaching materials helps ensure a smooth start to your class and minimizes technical disruptions. Whether you’re presenting slides, sharing resources, or preparing polls, Teams allows you to load content in advance.

Upload Slides or Files to the Meeting before the meeting

Option A: Upload to the Calendar Meeting item

1. Go to the **Teams Calendar**
2. Open your scheduled meeting

3. Click **“Chat”** in top toolbar



4. Use the **plus sign icon** to upload handouts, slides (PPT, PDF), or readings

- Students can access them before, during, or after the meeting

Why it's helpful:

Materials are available before class, reducing file-sharing delays mid-session.

Sharing Content: Screen, Window, PowerPoint Live

Use PowerPoint Live for Slide Sharing Presentations during the meeting

Benefits:

- Students can navigate slides back and forth on their own screen (optional)
- Presenter can view notes and upcoming slides (students will only see the slides)
- Supports better accessibility and pacing

How to Pre-load:

1. Upload your Powerpoint to your Microsoft OneDrive & sign in with your UNBC credentials (user name and password)

2. During the Teams meeting, click the **Share button** in the top toolbar > scroll down to see the list of **PowerPoint Live** presentations

3. Choose the Powerpoint file you wish to share from that list on your **OneDrive** or upload from your computer (Uploading happens once; reuse for recurring meetings)

Tip: Upload slides *before class starts* while students are in the lobby or waiting room.

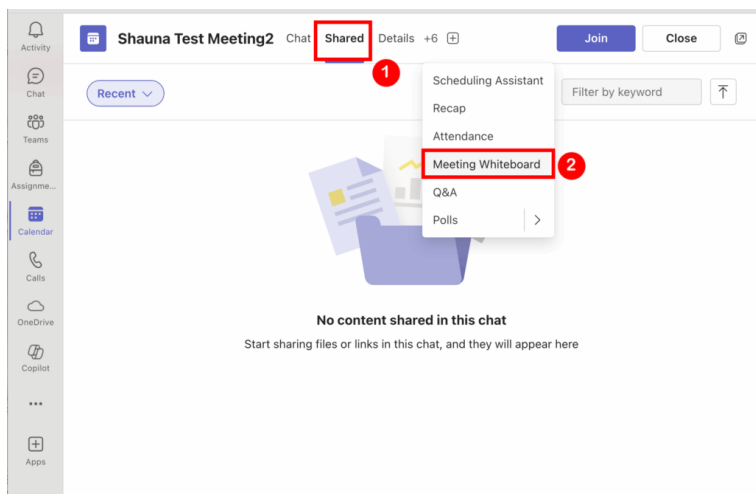
Using Whiteboard and Collaborative Apps

Prepare Whiteboards in Advance

Note: Whiteboards are stored in Microsoft Whiteboard (web) and can be edited outside of Teams as well.

To create/view the Whiteboard,

1. Go to the **Teams Calendar** item for the meeting you wish to use the whiteboard for
2. Open your scheduled meeting
3. Click **“Shared”** in top toolbar and select **“Meeting Whiteboard”** from the menu



Teams allows whiteboards to persist in a meeting series:

1. In a **recurring meeting**, launch the whiteboard once
2. Draw or add content ahead of time
3. Reopen the same whiteboard in future sessions

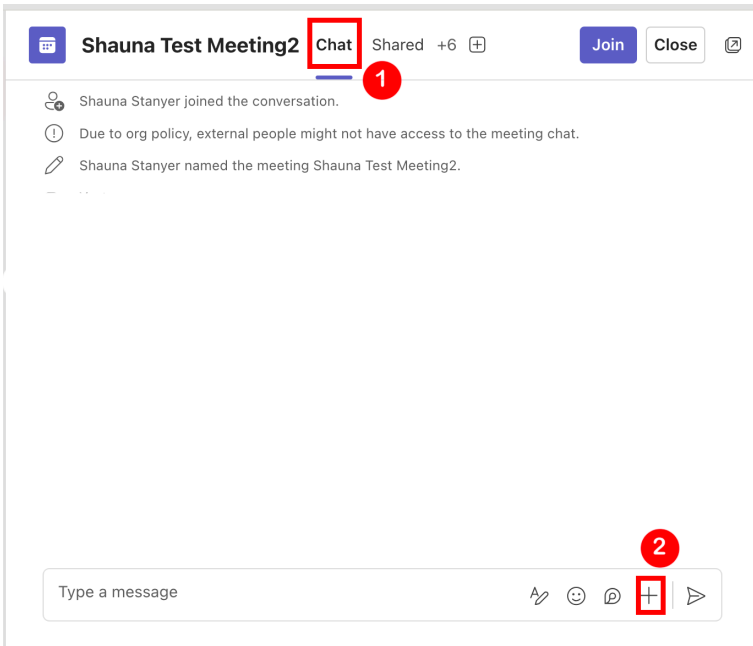
[[[VIDEO]]]

Chat, Reactions, Raise Hand, and Polls

Pre-load Links, Prompts, or Instructions in Chat

Before class:

- Open the meeting's **chat space**



- Post reminders, group discussion prompts, or helpful links using the text box in the Chat screen

Students joining later will still see these messages when they enter the meeting.

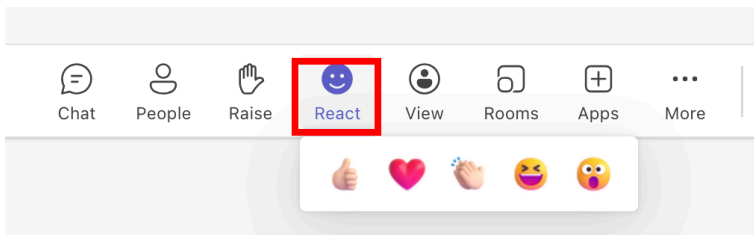
Reactions

Reactions are visual emoji-based icons that participants can use during a meeting. They appear temporarily on the participant's video tile and in the meeting view.

Common Reactions	Purpose
◆ Thumbs up	Agreement or understanding
◆ Applause	Acknowledgement or praise
♥ Heart	Empathy, appreciation
😂 Laugh	Light-hearted responses
😮 Surprise	Express astonishment or surprise
◆ Raise Hand (persistent)	Request to speak or ask a question

During a meeting:

1. Click the **“Reactions”** icon in the top tool bar (a smiley face with a hand)



1. Select a reaction to display it on-screen
2. Use **“Raise Hand”** for structured participation (next to the React button on the top toolbar)

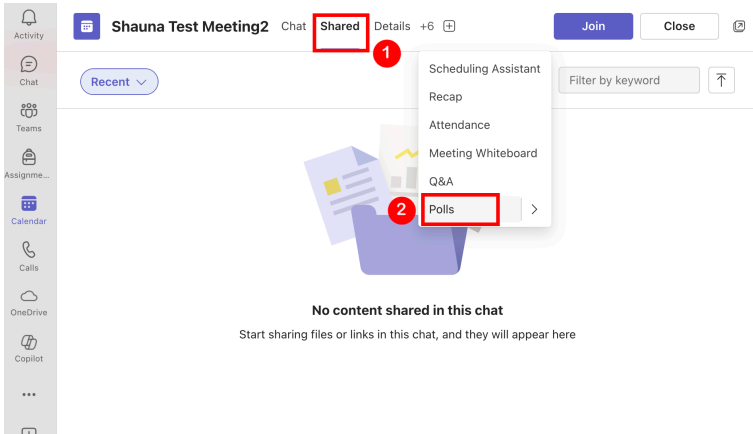
Note: The **Raise Hand** feature remains visible until the user or instructor lowers it.

Schedule and Pre-load Polls (Using Microsoft Forms)

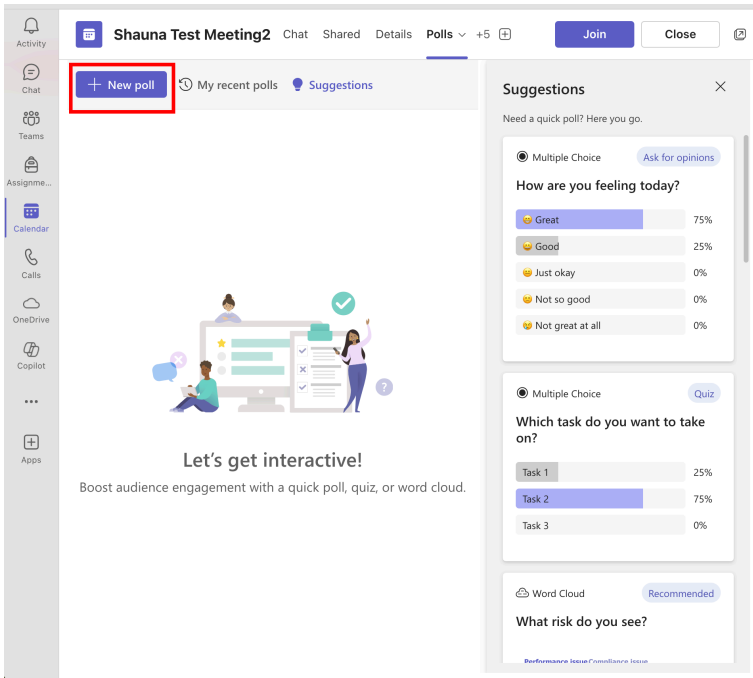
Steps:

1. Open the Teams **Calendar meeting**

2. Click on **“Shared”** in the top tool bar and select **“Polls”**



3. Click **“New Poll”** button



4. Create your questions (multiple choice, rating, etc.)

5. Choose **“Save as draft”**

6. Launch the poll live during class when ready

Use Cases:

- Icebreakers
- Quick knowledge checks
- Feedback or attendance confirmation

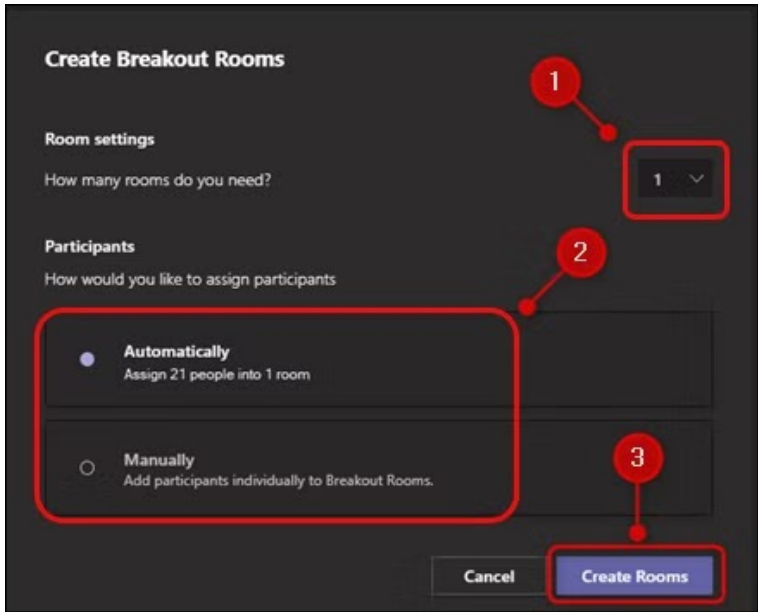
Breakout Rooms: Setup and Use

Automatic creation and assignment

To create breakout rooms, start a video call, then click the breakout rooms button in the toolbar of the meeting.

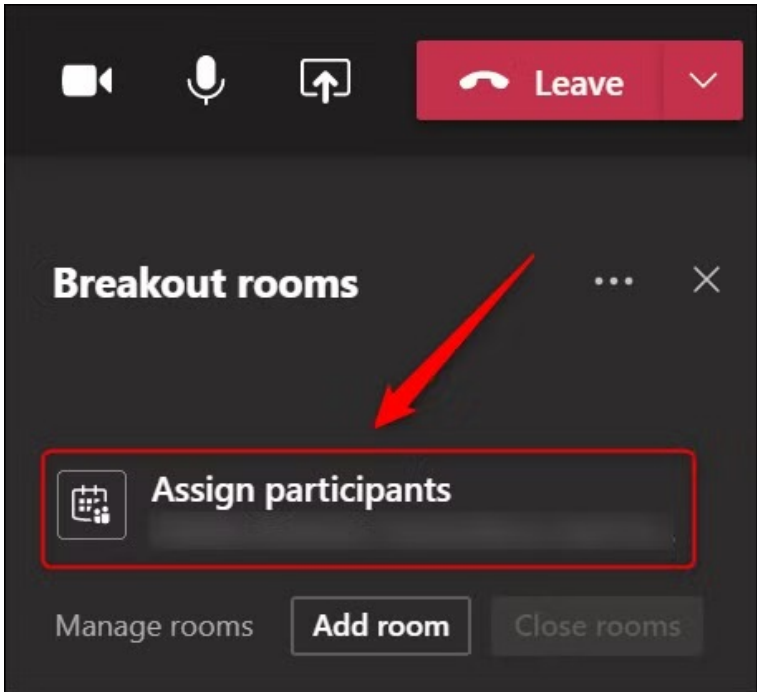


In the “Create Breakout Rooms” panel that opens, select the number of breakout rooms you want (up to a maximum of 50), choose whether attendees will be assigned automatically or manually, and click “Create Rooms.”

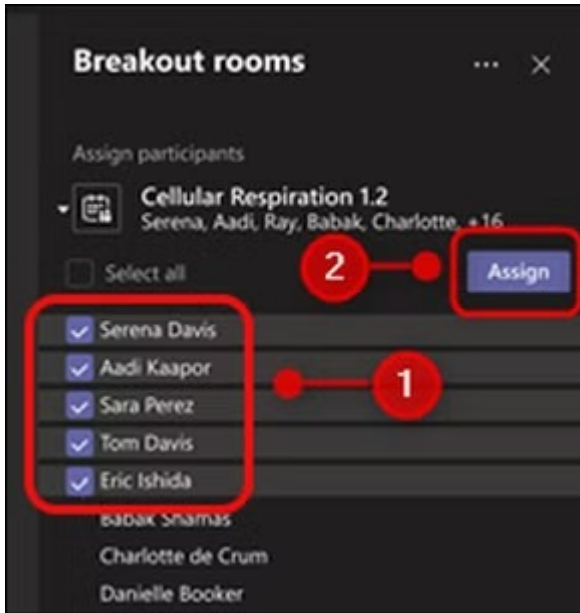


Manual creation and assignment

If you chose to assign attendees manually when you created your breakout rooms, click "Assign Participants" in the panel that appears on the right-hand side.



Use the checkboxes to select a group of attendees you want to put into a breakout room, then click "Assign."

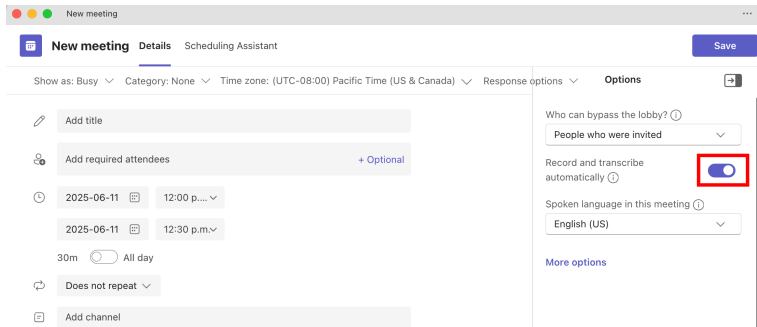


Click on the room you want to assign the group to.

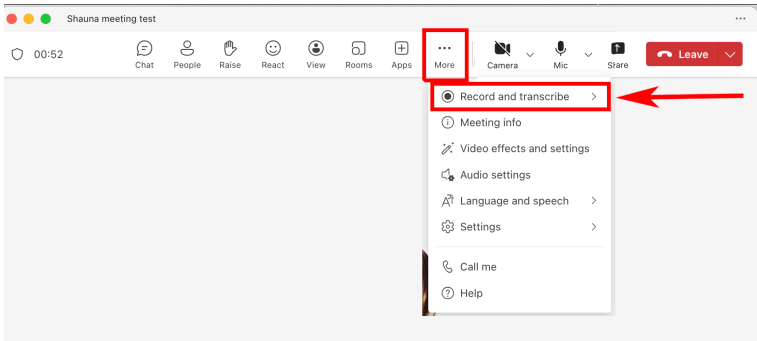
Recording your Teams Meeting

To record your Microsoft Teams Meeting

When initially scheduling your Teams meeting, you can check the setting that says “enable auto-recording”. This setting will turn on recording as soon as you start up the Teams meeting room and end when everyone has left the room.



Alternatively, you can simply press the record button within your Teams meeting room when ready. It can be found here under the three dots labelled “**More**”, and select “**Record & Transcribe**” from the menu:



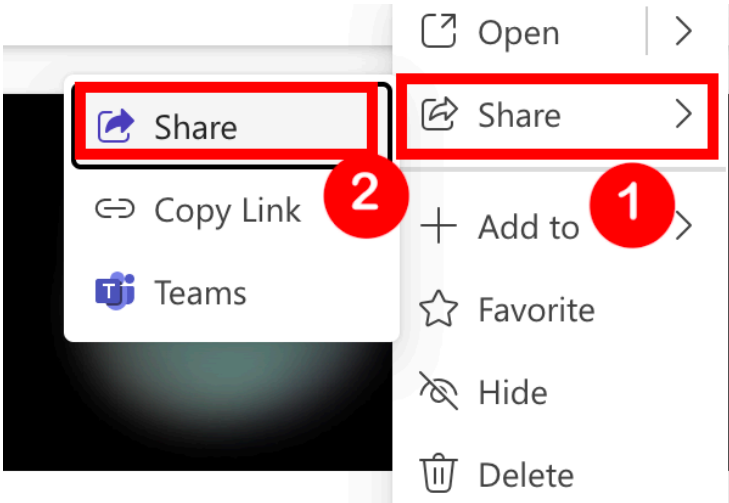
Finding your Teams Recording

To find the resulting recordings, go to <https://m365.cloud.microsoft/launch/Stream/> and sign in with your UNBC login credentials.

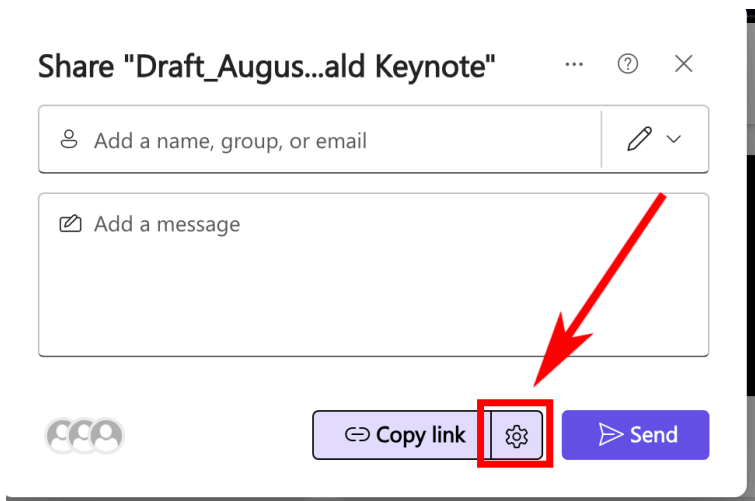
Sharing your Teams Recording

Go to <https://m365.cloud.microsoft/launch/Stream/> and sign in with your UNBC login credentials.

Scroll down to find your video and click on the three dots beside it's name > select "Share" > Select "Share" again.



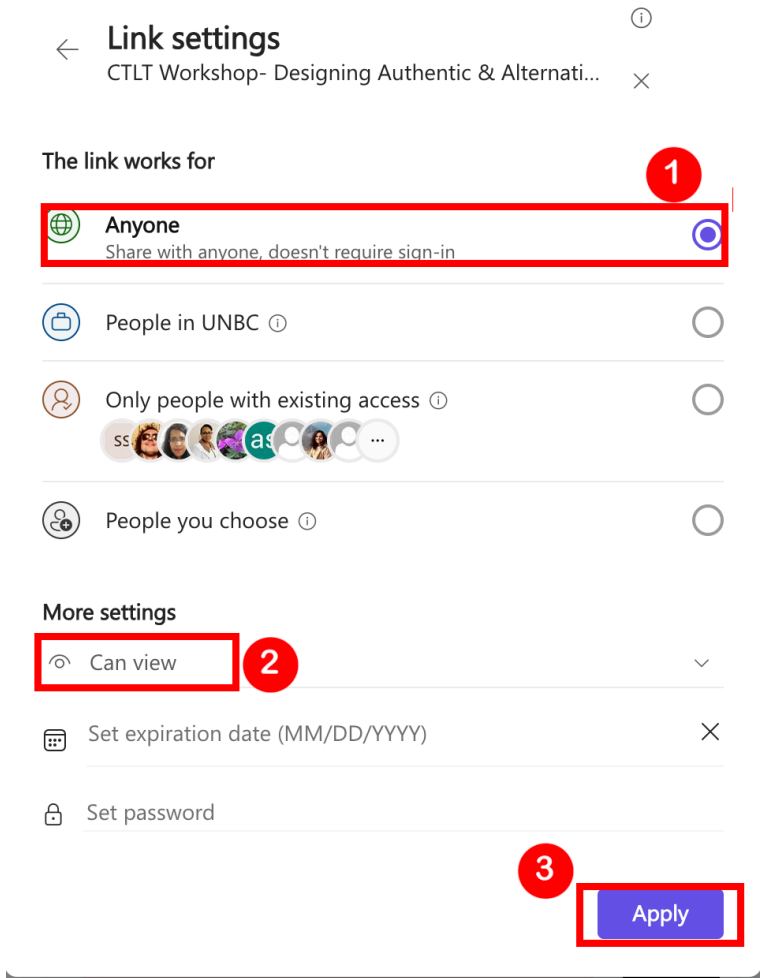
Click on the gear icon to edit Link Settings.



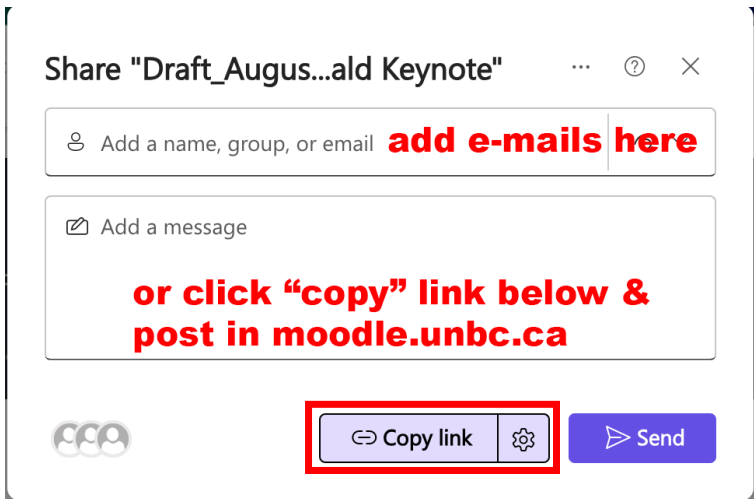
Choosing “Anyone” will allow anyone with the link to view the recording. Choosing “People in UNBC” will only allow people from UNBC who can sign in and access your recording – they will have to be signed in with their UNBC id to view it.

You can choose if you wish people to just **“View”** the recording, **“Edit”** the file, or **“Download”** the file.

Click **“Apply”** when done to save changes.



You can enter the e-mail addresses of people you wish to share with (UNBC people), or you can click on “Copy Link” and it will copy a link you can post in your Moodle.unbc.ca course or paste in an e-mail.



What is recorded by Microsoft Teams?

In Microsoft Teams, **recordings of meetings**, including those that involve **Breakout Rooms**, follow specific rules. Here's a detailed breakdown of what **is and isn't recorded**:

What is Recorded:

- ***Each breakout room must have its own recording started manually by someone inside that room.***
Breakout room recordings do not start automatically with the main meeting.
- **Screen Sharing and Slide Content shared with Powerpoint Live:** Animations/Transitions are not shown in the recording when sharing a PowerPoint presentation through PowerPoint Live, the recording will typically show the full slide content at once, rather than animating individual elements.

What is not recorded:

- Laser pointer, Pen Tool
- Breakout Rooms unless someone in the breakout room presses record.

Student Engagement and Participation

Student Engagement and Participation in Teams Meetings

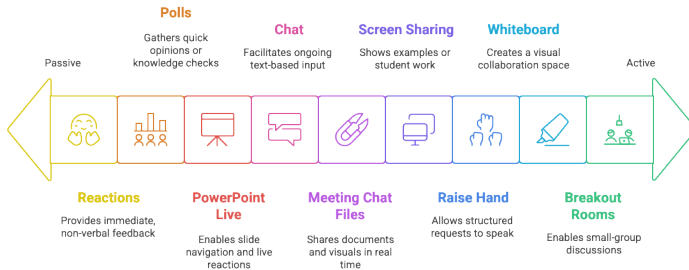
Keeping students engaged in a virtual classroom can be challenging—but Microsoft Teams offers a suite of interactive tools to support active learning, collaboration, and participation. This page outlines **best practices** and **practical examples** for fostering engagement in Teams-based lectures and seminars.

Best Practices for Engagement in Online Lectures

Strategy	Why It Works
Start with a warm welcome/check-in	Builds rapport and lowers anxiety
Use a variety of participation methods	Supports different communication styles
Set clear expectations for participation	Helps students know how and when to participate
Pause regularly for interaction	Maintains attention and allows for processing
Use visuals and screen sharing	Reinforces key ideas and breaks up lecture
Incorporate breakout rooms	Facilitates small group discussion and collaboration
Acknowledge contributions	Encourages continued participation

Using Teams Tools for Participation

Student engagement tools ranked by level of interaction



Made with Napkin

Tool	How to Use It	Engagement Example
Chat	Enable and monitor for ongoing text-based input	Ask “What’s one key takeaway so far?” mid-lecture
Raise Hand	Structured way for students to request to speak	Use for Q&A, or call on students in order
Reactions	Real-time emoji feedback	“Give a thumbs up if you understand this concept”
Polls (Forms)	Quick in-class quizzes or opinion checks	“Which of these theories do you agree with most?”
Breakout Rooms	Small-group discussions or problem-solving sessions	Discuss a case study, work on a sample problem, or peer feedback
Whiteboard	Visual collaboration space	Group mind-mapping, brainstorming ideas, or drawing diagrams
Screen Sharing	Show slides, videos, examples, or student work	Demo a website or app; share student responses to an activity
PowerPoint Live	Allows slide navigation, speaker notes, and live reactions	Ask students to move ahead to preview next topic or leave a comment bubble
Meeting Chat Files	Share links, documents, or visuals in real time	Upload an image or PDF to annotate or discuss during class

Practical Ideas for Engaging Online Sessions

📌 *Icebreakers & Warm-Ups*

- “Drop a GIF or emoji in chat that describes your week.”
- Poll: “How confident are you feeling about today’s topic?”

❖ ***Mid-Lecture Checkpoints***

- Use chat: “In one word, summarize what we just covered.”
- Quick poll: “Which of these three terms is most confusing?”

❖ ***Structured Participation***

- Assign rotating roles in breakout groups (note-taker, reporter)
- Ask a student to share screen and walk through their process

❖ ***Visual Engagement***

- Use Whiteboard to co-create a concept map
- Use PowerPoint Live and annotate in real time

❖ ***End-of-Class Reflections***

- Post a final prompt in chat: “What’s one insight you’re taking away?”
 - Poll: “What topic should we review next class?”
-

Tips to Encourage Participation

- **Normalize low-stakes interaction:** Praise simple responses in chat or reactions
- **Offer multiple modes of engagement:** Not everyone is comfortable speaking on mic, some prefer to use text chat
- **Recognize effort, not just accuracy:** “Thanks for jumping in with your thoughts”
- **Use names when possible:** Builds connection and accountability
- **Follow up asynchronously:** Reference chat discussions or group ideas in Moodle announcements or discussion forum posts

Sample Syllabus Text

Face-to-Face Course

Web Conferencing for Office Hours and Support

This course is delivered in person. However, any virtual meetings (e.g., office hours, one-on-one support, or make-up sessions) will now take place

using **Microsoft Teams**, instead of Zoom. . You can sign into all Microsoft Apps (Office365) with your UNBC user name and password.

Course materials—such as readings, announcements, and quizzes—will still be available on **Moodle (moodle.unbc.ca)**.

Student help for Microsoft Teams can be found here:

<https://pressbooks.bccampus.ca/unbcstudents/>

Blended Course (In-Person + Online)

Web Conferencing Now in Microsoft Teams

This is a **blended course**, with both in-person and online components. For any online sessions (e.g., lectures, tutorials, or office hours), we will now use **Microsoft Teams** instead of Zoom.

All course content—readings, quizzes, assignment instructions, and announcements—remains available in **Moodle (moodle.unbc.ca)**.

Meeting links for Teams sessions will be posted in

Moodle and/or your course calendar. Please ensure you have access to Teams before our first online session. You can sign into all Microsoft Apps (Office365) with your UNBC user name and password.

Student help for Microsoft Teams can be found here:

<https://pressbooks.bccampus.ca/unbcstudents/>

Fully Online Synchronous Course

Live Sessions Now on Microsoft Teams

This course is delivered **fully online with scheduled live sessions**. All real-time class meetings and office hours will now be held in **Microsoft Teams**, replacing Zoom.

Moodle (moodle.unbc.ca) will continue to host all course content, including readings, quizzes, assignment instructions, and announcements.

You will receive a recurring Teams meeting link through Moodle. Please install Teams (desktop or mobile) or access it via browser to participate in live classes. You can sign into all Microsoft Apps

(Office365) with your UNBC user name and password.

Student help for Microsoft Teams can be found here:

<https://pressbooks.bccampus.ca/unbcstudents/>

Fully Online Asynchronous Course

Optional Live Support via Microsoft Teams

This course is delivered **fully online and asynchronously**, meaning there are no required live class meetings. However, if you'd like to attend **virtual office hours or drop-in help sessions**, these will now take place in **Microsoft Teams**, not Zoom. You can sign into all Microsoft Apps (Office365) with your UNBC user name and password.

Moodle (moodle.unbc.ca) remains the main hub for all course materials, including lectures, readings, assessments, and announcements.

Links to Teams support sessions will be posted in Moodle.

Student help for Microsoft Teams can be found here:

<https://pressbooks.bccampus.ca/unbcstudents/>

Acknowledgement

Generative artificial intelligence was used to support the production of this chapter.

OpenAI ChatGPT. (June 2025). [Large language model].
<https://chat.openai.com/chat>

Troubleshooting and Support

If you are an **Instructor** who wishes to learn how to use Microsoft Teams for teaching, please contact your CTLT Instructional Designer or **ctl@unbc.ca** and we can answer questions and strategize how to best use Teams according to your needs.

If you are a student, our **Microsoft Teams Help Guide for students** is here:
<https://pressbooks.bccampus.ca/unbcstudents/> It has topics like: Introduction to Microsoft Teams, Attending Live Online Classes, Participating in Live Class Sessions, Watching Recordings and Reviewing Content and more.

For **technical issues**, contact **UNBC IT Support** at support@unbc.ca or go to the helpdesk at <https://www.unbc.ca/information-technology-services/contact>

PART IV
RECOMMENDATIONS
AND GUIDELINES

Where to Get Support

The CTLT currently has two Instructional Designers (Clarence Hofsink & Shauna Stanyer) and an e-Learning Coordinator (Grant Potter) to support Faculty in designing and conducting their online courses. The courses/programs have been split up between the three. If you have received an introduction e-mail from your course support person, please contact them specifically. If not, please e-mail ctlit@unbc.ca and it will be directed to the appropriate person.

Grant Potter (grant.potter@unbc.ca)

E-Learning Coordinator

Clarence Hofsink (clarence.hofsink@unbc.ca)

Instructional Designer

Shauna Stanyer (shauna.stanyer@unbc.ca)

Instructional Designer

Online Learning Technology Help Guide for Students is here: <https://pressbooks.bccampus.ca/unbcstudents/>

Course Preparation Checklist



The CTLT will continue to support and prepare our faculty for continued successful instruction of our students. We recommend that UNBC faculty take some time to plan a course of action that best suits your teaching preferences, your curriculum-specific needs, and characteristics of your students. Feel free to use the following checklist as a guideline to your planning process.

If you are teaching a Face-to-Face course, you may want to check out these tips on **Resilient Course Design**

SYLLABUS

- My syllabus and/or the course outline is posted on moodle.unbc.ca (if using) & it is clearly labelled.
 - I have included a list of all assignments, exams, and other assessment items with percentages/points of how much each item is worth.
 - I have included a weekly schedule of dates, assignments & due dates, readings, so students know what is expected each week.
 - I have checked my course plans using the **Student**

Workload Calculator (also consider your grading workload x number of students)

It is clear to students in the syllabus how the course will be presented (asynchronously, synchronously, or a blend) and which class sessions have required attendance and if they will be recorded.

My self-introduction video or message is posted on moodle.unbc.ca along with my contact info

I have posted my virtual office hours and contact information.

I have added the recommended sections on Academic Integrity, Access Resource Centre, Student Resources available.

I have reviewed the Provost's Guidance on Generative AI use in Courses and selected my course AI Policy from the examples or created my own.

CONTENT

My course modules are organized and set up in a logical fashion either in folders or by weekly topics (Weekly Modules, Assignments, Exams & Quizzes, etc.)

My course materials and content, assignments, and activities are posted and accessible on the learning management system

The hyperlinks to my course materials have been tested and are accessible to students

I have posted/created my assessment activities & assignment dropboxes with due dates on moodle.unbc.ca

- I have consulted with the Copyright Librarian and all of my resources are compliant
- I have considered Universal Design for Learning Guidelines (GUIDE) and accessibility of my materials by students with differing abilities (UDL Guidelines summary)
- I have thought about my teaching practice and philosophy by reviewing the Pillars of Pedagogy

ASSESSMENTS

- I have checked to see if any students in my course need Access Resource Centre Accommodations and I have made sure my quizzes/midterms/exams have appropriate Test exceptions created.
- MIDTERM & FINAL EXAMS, QUIZZES:** It is highly recommended that faculty contact their designated CTLT Instructional Designer to set up midterms and final exams to ensure things go smoothly & stress free. Some moodle.unbc.ca test options and settings are complicated. It is also important that an Access Resource Centre (ARC) accommodations for students with disabilities are set correctly. The CTLT also has the ability to batch upload test questions so you do not have to manually enter them, one by one.

VIDEO & WEBCONFERENCING

- My video content is accessible on moodle.unbc.ca using MyMedia features. ALL Video files and narrated Powerpoint

files must be exported to video format and then uploaded to your MyMedia area before being embedded in the course.

- I have installed Kaltura Capture App on my desktop in case I need to record a video or presentation.
- My webcam and microphone work correctly and have been tested.

ONGOING COMMUNICATION:

- I communicate regularly with my student using the announcement feature on moodle.unbc.ca
- I regularly organize and facilitate online discussions.
- I provide regular, timely feedback on assessments (e.g. quizzes, assignments, exams)
- I respond to my students' questions within 24-48 hours
- I do informal feedback discussions with my students to check on their understanding and optionally, can conduct anonymous surveys and evaluations

Webconferencing Checklist (Synchronous Live)

Pre-session Preparation:

- Equipment Required – A computer or laptop with stable internet connection (recommended browser to use: Google Chrome) Headphones or microphone Webcam
- You may use UNBC Zoom or Microsoft Teams to hold online web conference classes
- It is recommended that you practice setting up your microphone/audio and video equipment before the course starts to check sound and video quality
 - Prepare your session materials by creating a detailed lesson plan including timings and class activity expectations. Create any poll questions with accompanying slides in advance.

Before Class Session (about 15-20 minutes prior to start):

- Clear screen of any private applications, documents or browser tabs (except the ones you want to share with the students)
- Test audio and video (clear and working). Make sure you are on a fast internet connection and are located close to the modem or have a wired internet connection.
- Confirm your moderator/presenter role in settings

- Ensure your camera view is what you want students to see.

During the session:

- Greet participants as they join the session
- Remind participants to test their microphone and speakers
- Give a brief overview of class expectations and how to use text chat or icons. This is a good time to tell participants how class interactions will work and where to locate features of the webconference tool.
- Do a check-in with emoticons, doodle on whiteboard, poll
- Start recording (if applicable). Inform participants the session is being recorded, including the main chat. See guide to record sessions.

End of session:

- Session capture: if the session was being recorded, stop the recording and remind students where the session recordings will become available and where to find them in the course in moodle.unbc.ca

HELP/RESOURCES

I have reviewed the Instructor Guide <http://pressbooks.bccampus.ca/unbc>

Each program has a designated Instructional Designer (contact the CTLT at ctlit@unbc.ca and they will connect you). **CTLT INSTRUCTIONAL DESIGNERS** are available to guide you through setting up your online course, discussing options to best achieve your learning outcomes and course requirements, advising on what has worked well at UNBC when teaching online, and to set up assessments, exams and quizzes and the various options.

Thanks to the Justice Institute of BC for creating the framework for this great checklist. (modified for UNBC)

Syllabus Template

Download the Syllabus Template below:

FALL2024-Accessible-Syllabus-Template

Trauma Informed Teaching Syllabus additions: (please modify to suit your personal voice)

Course Outline Trauma-informed samples (word doc)

Land Acknowledgements and Indigenization Guides

UNBC Traditional Territory Acknowledgements

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality.

We encourage all members of our community to engage with learning about the Indigenous communities and nations on whose lands we reside by visiting the webpage Native-land.ca. Take the time to explore the Indigenous BC Tourism website which highlights Indigenous tourism experiences, cultural sites, and initiatives in British Columbia. By supporting Indigenous businesses, artists, and entrepreneurs, we actively contribute to the prosperity of Indigenous communities.

Please refer to UNBC's Indigenous Resource Dati for specific territorial acknowledgments for each UNBC campus, and many other resources.

Canadian Association of University Teachers' Guide to Acknowledging First Peoples & Traditional Territory provides

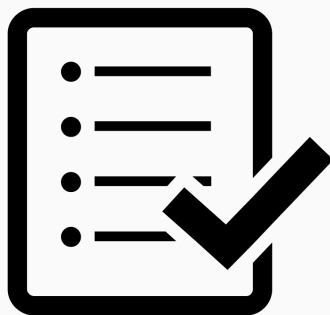
a national reference to land acknowledgments for Canadian Universities.

BCcampus Guides to Indigenization of Curriculum

BCcampus and the Ministry of Post-Secondary Education and Future Skills were instrumental in supporting the development of six useful guides for post-secondary BC institutions. These guides cover resources for teachers and instructors, leaders and administrators, front-line staff and advisors, curriculum developers, and researchers. Please refer to the Pulling Together series from the BCcampus Open Textbook Collection.

Plan Content

Planning your course gains special importance in a remote or online environment where adjustments to structure, content, and instructions can be challenging to make due to the asynchronous nature of the medium. This can be alleviated by carefully planning how you will



introduce and reinforce your content and associated learning outcomes.

1. Use constructive alignment to ensure all course elements fit together

Constructive alignment is a process that helps you identify teaching and learning activities as well as assessment tasks that are directly linked to the intended learning outcomes. Through this process, Bloom's taxonomy is helpful in determining learning outcomes at an appropriate cognitive, psycho-motor, and affective levels.

TOOLS

- Use the Teaching Commons' Course Conversion Plan Template for moving from in-class to remote delivery
- Use the Teaching Commons' Online Course Plan Template for designing a course from scratch

RESOURCES

- Bloom's taxonomy handout created by BCIT (downloadable handout)
- Video about Bloom's taxonomy created by Ontario universities
- Use this interactive tool to generate learning outcomes
- Read more about Fink's integrated course design model (downloadable handout)
- Tips for course design that increases access (downloadable PDF)

BEST PRACTICES

Constructive alignment is an iterative process. While learning outcomes may be the start of course planning, they will likely need to be revisited once teaching and learning activities and associated assessments have been determined.

2. Use a pedagogical model to frame your course

Design course components such as outcomes, activities, etc. using evidence-based pedagogical frameworks and models that increase efficiency and ensure the effectiveness of the learning experience provided to your students.

TOOLS

- Explore Gagne's Nine Events of Instruction
- Explore Merrill's First Principles of Instruction
- Familiarize yourself with universal design principles: UDL Graphic Organizer and Universal Design for Learning Guidelines

RESOURCES

- Universal design for learning helps maximizing our effort to remove all physical and cognitive barriers to learning, thereby ensuring every student, regardless of individual circumstances, gets an equitable opportunity to participate in the learning experience and achieve the intended learning outcomes. For this reason, it can be a framework used as the backbone of any course design or pedagogical model selected.
- The Community of Inquiry Framework is useful when aiming to create a socially-constructed learning experience through the development of three interdependent lenses – social, cognitive and teaching presence.
- Break down content into manageable pieces (also known as ‘Chunking’) and example of this tactic used in teaching Math

Make your Course Accessible

UNBC Access Resource Centre web page with Information for Instructors & Resources:

<https://www2.unbc.ca/access-resource-centre/teaching-students-with-disabilities>

(scroll to the bottom for templates of accessibility statements, instructions on how to check your Powerpoint/PDF's/Word documents for Accessibility, etc.)

Accessible Syllabus Checklist (word doc)

Accessible Syllabus Template (word doc)

Access Resource Centre and Academic Success Centre - Course Outline Statements

An accessibility statement indicates your willingness to assist in the provision of academic accommodations. It informs your students of the role of UNBC's Access Resource Centre (ARC) and the university's responsibility to provide necessary academic accommodations. The Access Resource Centre (ARC) and Academic Success Centre (ASC) provide the suggested statements for inclusion in your course outlines.

Access Resource Centre

The **Access Resource Centre (ARC)** provides services to students with documented health conditions and/or disabilities. The conditions can range from temporary to permanent and include but are **not limited to**:

- chronic health issues (e.g., Crohn's, Diabetes, HIV, Lupus)
- hearing and visual impairments
- learning disabilities
- mental health challenges (e.g., anxiety disorder, borderline personality disorder, depression disorder)
- neurological disabilities (e.g., ADHD/ADD, Autism Spectrum Disorder, Epilepsy, Concussion, Migraines,

Multiple Sclerosis)

- mobility and other physical disabilities.

ARC staff are available, by appointment, to meet with you to determine which academic accommodations can be put in place to support you in achieving their academic goals, provide referrals, and help advocate for you. Students who may have a need for academic accommodation are encouraged to contact ARC:

- Email at arc@unbc.ca,
- Phone at 250-960-5682 (toll free 1-888-960-5682), or
- Stop by 5-157.

More details are available at the Access Resource Centre website.

The **Academic Success Centre (ASC)** provides students with **FREE** access to academic support services:

- Tutoring (by appointment, asynchronous online, or drop-in)
- Personalized study skills assessments
- Peer-led course supports

ASC services are available in person at the Prince George Campus and online. Let the ASC know your preference for online or in-person when you book the appointment.

Room 5-139G, Learning Commons | asc@unbc.ca | 250-960-6367 | Toll-free: 1-888-440-3440

Encourage Academic Integrity

Honour Statement Samples: They range from a sentence to a paragraph. Some places use a statement for every test or assignment. Others, have a large pledge or document student sign then refer back to it.

Some examples of Academic Honesty pledges are below. Please feel free to copy and modify for your own uses.

[Place the UNBC Academic Integrity Statement below on the cover page of quizzes, exams and assignments] or in the description of the assignment in moodle.unbc.ca

In submitting this [quiz, exam or assignment], I confirm that my conduct during this [quiz, exam or assignment] adheres to the UNBC Student's Right & Responsibilities Policy I confirm that I did NOT act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, impersonating another person, and committing plagiarism.

(adapted from the University of Toronto)

Academic Honesty Pledge

I certify that this submitted assignment represents entirely my own efforts. I have read and understand the University of Northern British Columbia's policies regarding, and sanctions for, plagiarism.

Signature: _____

Integrity Pledge

The purpose of an integrity pledge is to remind students about academic integrity. It starts from a position of trust. It is not a warning about the consequences of cheating.

Every UBC Okanagan student has agreed to:

hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same.

Source: [UBC Okanagan Academic Calendar](#)

This includes a commitment to Academic Honesty:

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

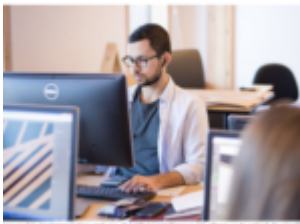
Source: [UBC Okanagan Academic Calendar](#)

You, and perhaps your entire Department, School, or Faculty might remind students about academic integrity by asking them to sign/agree to an integrity pledge at the beginning of the exam.

The University of Northern British Columbia's Student Right's & Responsibilities Policy can be found here:

<https://www.unbc.ca/policy/students-rights-and-responsibilities>

Guidance on the acceptability of using generative AI in coursework



Intentional misrepresentation and use of artificial intelligence are viewed as to violate the requirements for enhancing learning and research.

Please also read the official guidance for students and instructors at UNBC Provost's Guidance on the Acceptability of Using Generative AI in Coursework.

The Limitations of AI Detectors in Academic Settings

Introduction

Artificial Intelligence (AI) has made significant strides in various sectors, including education. One application that has gained attention is AI detectors, tools designed to identify whether a student's work has been generated by AI. While the intent behind these tools is commendable, their reliability and accuracy have been called into question. This document aims to shed light on the limitations of AI detectors and why they may not be the best tools for ensuring academic integrity. See more guidance in the UNBC Provost's Guidance on the Acceptability of Using Generative AI in Coursework.

1. False Positives and Negatives

- **False Positives:** Multiple studies show that AI detectors can sometimes flag genuine student work as AI-generated, leading to unwarranted accusations and potential damage to student-instructor trust. This study shows that GPT detectors show bias against non-native English writers. Van Oijen (2023) disclosed that tools could only detect AI-produced text with an accuracy of roughly 28%, with the top-performing tool reaching 50% accuracy.

On the other hand, these instruments were notably more proficient, with an 83% accuracy rate, in identifying text written by humans.

- **False Negatives:** Conversely, sophisticated AI outputs might go undetected, giving a false sense of security. There are ways students can modify prompts to make the writing appear 'more human', and they can edit the text to introduce small errors, change the tone of the text or use paraphrasing tools to modify the original output.
-

2. Evolving Nature of AI

- As AI models become more advanced, they produce content that is increasingly indistinguishable from human-generated content. This makes it challenging for detectors to keep up.
-

3. Over-reliance on Technology

- Solely depending on AI detectors can lead instructors to overlook the importance of knowing their students, understanding their capabilities, and recognizing their unique writing styles.
-

4. Ethical Concerns

- **Privacy Issues:** Scanning student work through AI detectors might raise concerns about data privacy and how student data is being used. Submitting UNBC student work to AI detectors is against information privacy regulations and is strongly discouraged.
 - **Trust Erosion:** Over-reliance on AI tools can erode the trust between students and instructors, creating an environment of suspicion. Instructors must be aware of the damage caused by accusations of academic misconduct. See: [Accused- How Students Respond to allegations of using ChatGPT on Assignments](#)
-

5. Context Matters

- AI detectors often lack the capability to understand context. A student might use complex terminology or advanced sentence structures due to prior knowledge or extensive research, which could be mistakenly flagged.
-

6. Potential for Misunderstanding

- Not all flagged content is a result of AI generation. Students might use tools like grammar checkers or paraphrasing tools, which can alter the text in ways that might seem AI-generated but are legitimate.
-

Conclusion

While AI detectors offer a novel approach to upholding academic integrity, their limitations make them less reliable than traditional methods of assessment and evaluation. It's crucial for educators to be aware of these limitations and approach the use of such tools with caution. Building a relationship of trust with students, combined with traditional methods of detecting academic misconduct, remains the most effective approach. Here is an example of a AI Misconduct Question Guide for Instructors to talk with students when they suspect unauthorized AI assistance on assignments.

More information on AI, ChatGPT:

See AI Machine Learning & Writing Assistants and what to do to discourage unauthorized student AI use in your course.

Self-Enroll in the CTLT's Moodle course on "Teaching, Learning & AI Technologies" to watch recorded workshops, and see example policies on student AI use to place in your Syllabus.

Acknowledgement

Generative artificial intelligence was used to support the production of this chapter.

OpenAI ChatGPT. (August 2024). [Large language model].
<https://chat.openai.com/chat>

Resilient Course Design

Resilient course design is a framework for understanding how to design courses that are less susceptible to disruption.

Engaging in resilient course design involves creating a blended course that can be completed fully online if needed, whether due to campus closures or required student absences (e.g., self-isolation). The design choices made allow both students and instructors to seamlessly pivot between online and in-person formats for various course activities.

The key recommendations are:

- Provide a clear structure
- Incorporate flexibility where feasible
- make strategic choices in teaching & learning activities
- Plan for key interactions

The goal of resilient course design is to only go through the design process once. It still may be necessary to improvise as the course gets underway, but the initial planning limits the potential for confusion and enables fast decision-making. These guidelines highlight key elements of resilient course design that differ from traditional course design or are vitally important to making a successful pivot.

Provide a clear structure

Make the course structure transparent to your students. Clearly identify in your course schedule which activities are intended to be in-person and which are intended to be online to help reduce stress and confusion in times of disruption and enable students to recognize which activities might need to change.

Familiarize students with the online tools and technology needed to facilitate teaching and learning online in your course. Ideally, incorporate all required online tools in the blended course to ensure that students are familiar with them if the course becomes fully online. Provide clear instructions on how to use the tools so students feel prepared when shifting formats.

Seek to limit confusion in times of uncertainty by including at least one online forum for communicating with students. They will be comforted by having a reliable, familiar way to maintain contact with you, and you will know they have a way to receive updates on any course structure changes.

Consider how you will provide structure for the following critical elements should you need to pivot to a fully online format:

- How/where will students ask questions about course content and personal situations?
- What instructions/guides about how to complete and submit asynchronous work will be available for students?
- What expectations (if any) will you outline in terms of accountability and ensuring students complete asynchronous work?
- How will synchronous meetings run in your course, if at all?

Incorporate flexibility where feasible

Building in flexibility results in a more equitable teaching and learning experience for you and your students. Consider how you will provide flexibility for the following elements:

- What are the alternative ways in which students can access the course material

should they need to self-isolate or study off-campus due to changing circumstances?

- How might you provide flexibility for yourself as an instructor?
- What happens if you are unable to attend/facilitate in-person activities due to personal circumstances?

Map out your course activities and determine how-in-person activities can be done online. This mapping helps you think through all activities and may result in you swapping out an activity or two in advance. See the template below (adapted from the University of Missouri-St. Louis) to help you consider contingency plans that may be needed to shift any in-person activities/assessments to online versions:

<i>In-person activities/assessments</i>	<i>Online alternative</i>	<i>How to communicate to students?</i>
Example: Think-pair-share activity to discuss thoughts and questions from weekly reading	Contribute thoughts to discussion board in a predetermined group with prompt questions	Post announcement on course site with instructions on how to navigate discussion boards with predetermined groups

Be flexible with deadlines where possible. Offer slip days for students to submit an assignment

within a predetermined window of opportunity without requiring advance notice or documentation.

Give detailed descriptions of the formative and/or summative assessments to provide transparency when it may be more difficult for students to ask questions. Be sure to post these descriptions in an obvious place online so students know where to find this information.

Create opportunities for synchronous small group discussions with designated note-takers so students who miss the discussions still have access to the notes. Alternatively, set up discussion boards consisting of the same questions used for in-class discussions so it is easy to pivot if in-person courses are cancelled or if students cannot attend class due to illness or self-isolation requirements.

Make strategic choices in teaching and learning activities

Plan out any lectures in bite-sized chunks (5-15 minutes maximum) in case you need to start recording them.

Incorporate collaborative online note-taking into in-person classes to help students who need to miss class. The notes also give students an additional way to stay connected about the course material if the course moves online. This can be done through a shared word or powerpoint document using MS Office 365 at office.com (all UNBC students can access office.com with their UNBC credentials) or use a shared Google Doc.

Avoid high-stakes, invigilated assessments of learning. Students become stressed when a course format changes, so seek to reduce stressors where you can and consider that a few smaller assessments are less daunting than a high-stakes one. When you are designing the assessments, also choose options that can be done online or as take-home assessments. Ideally, all students complete

the same type of assessment unless a change is required for a student accommodation.

Incorporate teaching and learning activities that can be easily pivoted from in-person to online and still be effective. See the comparison table below (adapted from Carleton College) for sample activities that can be adapted to either format. Don't worry about making all activities identical; you need to work within the affordances of each format and your comfort level.

IN PERSON ACTIVITY	ONLINE ACTIVITY
Student Q&A during lectures	Student Q&A via chat, videoconferencing, etc.
In-person lectures	Pre-recorded lectures by instructor
Announcements in class	Announcements via e-mail, text or video in moodle.unbc.ca
In-person small group discussions	Breakout rooms in Collaborate, MS Teams, Zoom, etc.
Student presentations in class	Student video recorded presentations using Kaltura Capture (integrated into MyMedia in moodle.unbc.ca, narrated PowerPoint presentations, Video Assignment, etc.
Scavenger hunt on campus	Virtual field trip
Gallery walk to read and respond to quotations using post-it notes	Comments and questions posted for quotations using Padlet
Diagnostic activity during lecture to check for learning (polls or surveys)	Similar check-in activity during lecture using iClicker Cloud, MS Forms, Mentimeter, etc.

Plan for key interactions

Consider the in-person interactions that are most meaningful to you and your students. Treat these interactions as coveted time in which thoughtful discussion and deep learning can occur. Seek to maintain these interactions as synchronous activities, when possible, when you move online.

Develop strong connections from the start of term to ease a sudden pivot to online. See the template below (adapted from the University of Missouri-St. Louis) to help you consider how to provide connection for each type of interaction:

Types of interaction	How will you provide connection in-person?	How will you provide connection online?
Student-Student	Example: Students work in small groups to brainstorm ideas on chart paper for a written analysis of a case study	Instructor creates a shared doc specific for each case study; students work in small groups to collaborate on the written analysis through the shared doc
Student-Instructor	Example: Instructor holds in-person office hours to provide an opportunity for students to ask questions	Instructor holds remote student drop-in hours once or twice per week for one-on-one consultations
Student-Content	Example: Students write ideas and questions on key sections of course reading through a gallery walk	Students participate in social annotation of course reading using a shared doc
Student-Self	Example: Students engage in a one-minute paper at the end of a lecture to reflect on the topic	Students record reflection at the end of a lecture using a quiz in moodle.unbc.ca, MS Form, or a shared doc at MS365 Office.com

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planning-courses-and-assignments/course-design/resilient-course-design

Best Information Management Practices in Teaching Roles

The following information guides are for both Instructors and Teaching Assistants. They cover Freedom of Information Guidelines and Privacy Management in relation to student information, grades, proper storage & disposal of assignments and exams, etc.

Handout A- **Best Information & Privacy Management Practices in Teaching Roles (for Instructors & Teaching Assistants) (PDF)**



UNIVERSITY OF NORTHERN BRITISH COLUMBIA
ACCESS, PRIVACY & RECORDS
HANDOUT A

Best Information Management Practices in Teaching Roles

- A student's grades and assignments are considered that student's personal records and will be kept confidential except when that student requests the information or as required to submit final grades or process appeals.
- You may only share submitted assignments, grades or grading information for the purpose of:
 - Submitting final grades to the Office of the Registrar.
 - Providing direct feedback to the student.
 - As teaching assistants, reporting student performance, grades and grading information to your supervisor.
 - As part of proceeding through a grade appeal or student conduct procedure when necessary.
- Final exams must be destroyed in the semester following a year after the exams are taken.
- Student assignments need to be returned to the student as soon as possible after being graded and kept no longer than a year if abandoned. Be transparent about how long abandoned assignments will be retained in your syllabus.
- Store student assignments, grades and other personal information on institutional servers unless a written record of informed consent has been received from each student to store the information in another outside location.
 - Do not use Hotmail, Gmail, Yahoo email, or other email providers who transmit and store information internationally to conduct university business.
- Lock physical copies of personal information in filing cabinets or desk drawers when the information is not being used.
- Lock your computer screen when you are away from your desk even to go to the bathroom.
- Lock your office door when you are not in your office, or lock the door to your collective space when you are the last person to leave.

Page 1 of 2

Handout B- **Freedom of Information Requests (PDF)**

Freedom of Information Requests

- A Freedom of Information request must be a written request that provides sufficient detail that an experienced employee with reasonable effort can identify and retrieve the records requested.
- If the requestor has limited ability to write in English or a physical disability that prevents the applicant from writing, have the individual directly contact the Privacy Officer with their oral request.
- If you receive an oral request from anyone else, ask the requestor to send a written request for the records they seek to privacy@unbc.ca (or equivalent CNC email address).
- Universities and colleges can only release information that may be considered an invasion of personal privacy to a third party if there is a third party authorization form or similar standard release of information form consenting that the university or college may do so. For example:
 - Law offices will sometimes ask a client to sign a release of information form when that lawyer is helping that client gather information.
 - Information Releases can be filled out as part of student application for admission and residence application forms.
 - Informed Consent Notices provide the students with an opportunity to provide informed consent to the use of systems or initiatives that manage information outside of the direct custody and control of a university or college. These notices will also inform students who will access their personal information under which circumstances.
- We have thirty business days to respond to a Freedom of Information Request.
- Forward written requests for personal information to your Privacy Officer as soon as you get them! You will be provided with support to figure out how to proceed if necessary.

Presentation Slides: **Best Information & Privacy Management Practices in Teaching Roles (PDF)**

Best Information Management Practices in Teaching Roles

Adam Cullum, Information Governance Officer



Suggested Formative Feedback Practices

The Centre for Teaching, Learning, and Technology (CTLT) strongly encourages instructors incorporate assessments providing formative feedback to students prior to the add/drop date. Our suggestions are rooted in strong educational principles and are backed by statistical data and scholarly research, highlighting the importance of formative feedback and early assessment in the context of higher education. In many Canadian post-secondary contexts, it is suggested that students receive a 15-20% of their grade progress by the course add/drop date.

Understanding Formative Feedback

Formative feedback is a pedagogical cornerstone, representing ungraded or low-stakes activities that promote and assess student knowledge and skills. It serves as an ongoing process that benefits both educators and learners by fostering a deeper understanding of the learning journey. Through formative feedback, instructors gain insights into student comprehension, enabling them to tailor their teaching to meet specific class needs. Formative feedback techniques encompass interactive classroom activities, homework assignments, and surveys (Tufts University, 2018).

The Role of Summative Feedback

In contrast, summative feedback is typically administered at

the conclusion of a topic or semester and is often tied to grades. While valuable for evaluating student performance, it primarily serves as a reflection of what has been learned. It is essential to distinguish formative feedback, which guides ongoing learning, from summative feedback (Tufts University, 2018).

The Importance of Assessment for Learning

Assessment for learning, or formative assessment, is a pedagogical practice aimed at supporting student progress. It involves frequent, often low-stakes, practice opportunities coupled with regular feedback. Formative assessment encourages self-directed learning, motivates students, and helps them perceive the connection between assessments and learning outcomes. This can involve tasks such as quizzes and surveys (McGill University, 2023).

Benefits of Providing Formative Feedback

Statistical evidence underscores the value of early assessment and formative feedback. Studies indicate that student performance on quizzes and midterms administered early in the course significantly predicts their final grades (Kim et al., 2023). Specifically, an exam administered two weeks into a course serves as a strong predictor of whether students will fail the course (Winston et al., 2014).

Moodle as a Platform for Formative Assessment

Moodle, a versatile learning management system, offers a suite of tools conducive to effective formative assessment. These include quizzes, surveys, discussion forums, peer assessment, online assignments, interactive content, and engagement

analytics. Leveraging these features in Moodle can facilitate formative feedback and improve student learning outcomes (UNBC Centre for Teaching, Learning, and Technology, 2019).

Transparency and Fairness in Assessment

To ensure fairness and transparency in assessment, it is essential to clarify the purpose of each assessment task, provide flexibility in task types and weights, and articulate assessment criteria to students. Transparent assessment practices, such as offering exemplars and showcasing assessment tools like rubrics, empower students to understand and meet assessment expectations (McGill University, 2023).

Policy Implications

We strongly recommend that universities enact policies mandating the provision of formative feedback to students before the add/drop date. Such policies are essential to increase accountability and uphold students' right to fair assessment (Buddle & Labeau, 2022). Formative feedback and early assessment practices are not just educational tools; they are transformative approaches that support student success, enhance learning outcomes, and contribute to students' overall well-being.

In conclusion, formative feedback and early assessment are pivotal components of effective teaching and learning. Backed by statistical evidence and scholarly references, our recommendations emphasize the pedagogical and practical advantages of implementing policies requiring formative feedback in higher education. These recommendations align with the educational philosophies of respected institutions such as McGill University and Tufts University and underscore

the paramount importance of student-centric, evidence-based teaching practices in today's universities.

References

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Creating a backup of your course

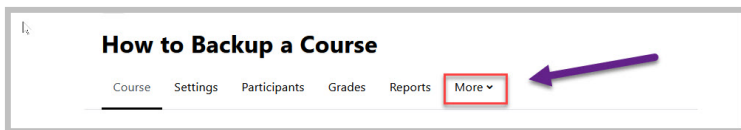
The CTLT will retain copies of courses at <https://moodle.unbc.ca> for 2 years.

If you require long term storage of your course backups beyond 2 years, you will need to export these and retain your own copies for future use.

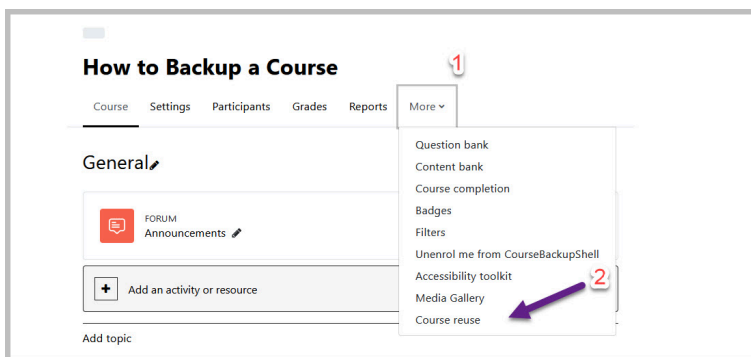
All UNBC faculty, staff, and students have 1 TB of storage with M365 Onedrive <https://onedrive.live.com/>. The CTLT suggests using UNBC Onedrive for long term storage of course backups.

To create your own backups for long term storage follow these steps:

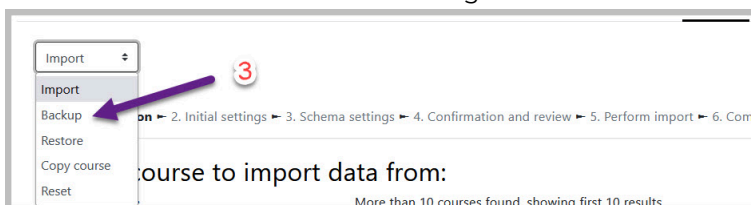
1. Go to the More Menu item as shown below:



2. Select Course Reuse from the More Menu Item as shown below:



3. Select **Backup** from the Dropdown menu on the next Moodle screen as shown in the next image:



4. From the **Backup** settings options that appear, deselect **“Enrolled Users”** and click **Next** at the bottom of the screen

5. On the next screen, deselect Announcements and click **Next** at the bottom of the screen

6. On the next screen scroll to the bottom and click **Perform Backup**

7. Once the Backup is complete on the following screen select **Continue**

8. You will see a list of all the courses you have backed up to date with an **.MBZ** extension. You can download the latest one as they are sorted by the date and time the Backup was performed.

9. Again, all UNBC faculty, staff, and students have 1 TB of storage with M365 Onedrive <https://onedrive.live.com/>. The CTLT suggests using UNBC Onedrive for long term storage of course backups. As the naming convention of the files is not obvious as to which backup file belongs to which course,

a robust file folder naming system on your OneDrive is recommended.

UNBC Approved Software List

Please see below for the list of UNBC Approved Software.

Note: If you are inquiring about software that is not on this list please send in a ticket to support@unbc.ca

Assistive Technologies

Vitalsource

Audio

Audacity (Audio Editor)

Audiomoth

Avisoft SASLAB-PRO (Sound Analysis and Synthesis Laboratory for Microsoft Windows)

Biological Sciences

Finch TV (chromatogram viewer – view DNA sequence traces on Linux, Mac OSX, Windows)

Idexx (veterinary practice management software)

Mark (Windows-based program for analysis of data from marked individuals)

TFPGA

Wiley

Computer Science & Data Analysis

Anaconda (Python & R Programming)

Git (distributed version control system that tracks changes in any set of computer files)

Github

Hyperterminal (windows terminal emulation program)

JAGS (program for the statistical analysis of Bayesian hierarchical models by Markov Chain Monte Carlo.)

Karolwarner

Mamba Forge

Meld

Matplotlib (interactive visualizations in Python)

Numpy (library for the Python programming)

Openpyxl (Python library to read/write Excel 2010 xlsx/xlsm/xlt/xltm files)

PyData

PAST (free software package for statistical data analysis with a focus on palaeontological data)

PC400 (free entry-level data logger support software)

PuTTY Terminal

Python

QBase

R (and R add ons)

R Studio / Updated R

rTools

Seaborn (Python data visualization library)

SciPy

Stata Statistical

Sublime text

TipsDig2

TipsUtil

TFPGA

Wiley

Xlrd

Document Editing

LaTeX

Sublime text

GIS

Easy GPS

Qgis (free open-source cross-platform desktop GIS software for viewing, editing, printing, and analysis of geospatial data)

TipsDig2

TipsUtil

Image Editing

Inkscape

GIMP

Reference Management

Endnote

Mendeley

Zotero

Video Editing

Shotcut (video editor)

Misc:

Buzzbox

Coolterm (Software for communicating with serial devices via USB and Bluetooth)

Glarysoft (registry cleaning, disk cleaning, memory optimization)

Labjack

AI: Suggested Syllabus Language

This resource is referenced in the UNBC Provost's Guidance on the Acceptability of Using Generative AI in Coursework.

Addressing generative AI technologies in our classrooms is an important teaching and learning consideration when designing or revising your course. The following syllabus language examples are shared here to stimulate a conversation about these tools in the community and with your learners.

When creating a syllabus policy on AI use by students, it's essential to consider various factors to ensure fairness, academic integrity, and educational efficacy.

Things to consider:

1. **Educational Objectives:** Ensure that the policy aligns with the educational objectives of the course. Consider how AI use may support or hinder students in achieving these objectives. Could students use Generative AI for some parts of an assignment but not all? Be very clear which parts of assignments students can use AI for (generating paper outlines, brainstorming topic ideas, etc.) and which parts they must write themselves. Clearly explain why it is important to their learning that they do certain assignments unassisted.
2. **Define AI:** Clearly define what constitutes AI in the context of the course. This could include specific software, algorithms, or tools that students are allowed or not allowed to use. Be aware that software like Grammarly and Microsoft Word/Excel now could contain AI components.
3. **Learning Outcomes:** Determine how AI use may impact students' attainment of learning outcomes. Consider

whether AI use enhances understanding or undermines critical thinking and problem-solving skills. Consider if your course's learning outcomes should include teaching students how to use Generative AI to solve problems in your academic field, and to develop technological skills and information literacy they will need in the future.

4. **Ethical Considerations:** Discuss the ethical implications of AI use, such as information accuracy, source quality, bias, and data privacy concerns. Encourage students to critically evaluate the ethical implications of using AI tools in their coursework.
5. **Level of Course:** Tailor the policy to the level of the course. For introductory courses, provide more guidance and restrictions on AI use, whereas in advanced courses, allow more flexibility based on students' proficiency and understanding.
6. **Transparency:** Be transparent about the expectations and limitations regarding AI use. Clearly communicate what is permitted and what is not permitted in terms of AI tools and assistance, and the reasoning why.
7. **Assessment Criteria:** Clarify how AI use will be evaluated in assignments, exams, and projects. Determine whether students need to disclose their use of AI tools, how AI use will be cited properly, and how it will impact their grades.
8. **Skill Development:** Consider how AI use aligns with the development of students' skills. Determine whether AI tools complement or detract from the development of critical thinking, problem-solving, and analytical skills.
9. **Resources and Support:** Provide resources and support to help students understand how to use AI tools effectively and ethically. Offer guidance on selecting appropriate tools, interpreting results, and avoiding pitfalls.
10. **Flexibility and Adaptability:** Recognize that technology and AI are constantly evolving. Be open to revising the policy based on emerging trends, advancements, and

feedback from students.

11. **Instructor Familiarity:** Assess your own familiarity with AI tools and technologies. Consider whether you have the expertise to support students in using AI effectively and ethically. The CTLT hosts a monthly AI Community of Practice where instructors share teaching practices and discuss developments around this topic. All are welcome – please join us!
12. **Feedback Mechanisms:** Establish mechanisms for students to provide feedback on their experiences with AI use in the course. Use this feedback to refine the policy and improve the learning experience for future students.

AI Use Is Permitted

I am aware of the advent of generative AI technology and I can see the potential of you using these tools to complete the work for this class. However, I encourage you to familiarize yourself with the limitations of these tools and to engage in careful revision, editing, and fact-checking of anything AI produces for you. You are also required to disclose any use of AI in this course either in the introduction to the assignment or in an appended document. This disclosure should include screen shots of the prompts you gave AI and its output. Failure to undertake careful revisions or to disclose AI use may result in significant grade penalties.

AI Use Is Not Permitted

Please note that in this class, I expect that you will compose all of your responses yourself and not involve the use of generative AI tools like ChatGPT. If it becomes apparent that you have used generative AI tools in the work you submit for this class, that work will be found to not have met the terms of the assignment and you will be asked to re-submit.

AI Use Permitted on a Case-by-Case Basis

Generative AI is emerging and may be useful in some assignments for this class; in others, I am interested not in what AI can generate but what you can produce. Please pay close attention to assignment guidelines to see where generative AI is permitted to be used in this class and where it is not.

Assignment Where AI Use Is Not Permitted

Because this assignment is an opportunity for me to evaluate your writing skills / critical thinking / research skills, it *is not* an opportunity to make use of generative AI. Using generative AI for this assignment is a failure to demonstrate these skills, and this will be reflected your grade. Please note that if I am concerned you have used AI on any part of this assignment, you will be called to a meeting to discuss the assignment in detail.

Assignment Where AI Use Is Permitted

For this assignment, you are permitted to consult a generative AI tool in developing your response. You must disclose what AI tools you have used and how, and you are required to “show your work” when using AI in the form of screen shots detailing prompts and output, as well as demonstrating how

you fact-checked and revised the AI output. Failure to disclose and document how AI was used is a failure to meet the guidelines of this assignment and will be reflected in your grade.

The language above is adapted from AI In Education – Syllabus Language <https://aieducation.trubox.ca/syllabus-language/>

Additional Syllabus Language Examples (100+ examples)



This crowdsourced collection of syllabus policies was created for the purposes of sharing and helping instructors see the range of policies being used by post-secondary educators to help in the development of their own for navigating generative technologies.

Disclosing AI Use in Course Development

“Generative AI is changing the way many of us do our jobs, including me. I have employed the use of generative AI to help develop assignment topics and multiple choice questions. Any time I use AI in the class, you can expect me to disclose where and how I used it. We are all learning how to use this

technology responsibly, and I hope we can have further discussion if you have any questions.”

Formative Assessments in the Classroom

For those who teach using Moodle, there is a page on Formative and Summative Assessments in Moodle.

Formative Assessment in Face-to-Face Classrooms

Face-to-face classrooms provide numerous opportunities for formative assessment, which focuses on evaluating student progress and understanding throughout a course rather than assigning grades. Here's how you can leverage various tools and techniques for formative assessment in a traditional classroom setting:

1. **Quizzes and Polls:** Use in-class quizzes and polls to check students' understanding of concepts after each module or topic. These can be quick, informal assessments that provide immediate feedback.
2. **Class Discussions:** Engage students in class discussions to gauge their understanding. Pose thought-provoking questions related to the course material and encourage students to contribute their insights and engage in peer discussions.
3. **Think-Pair-Share:** Implement the think-pair-share technique, where students first think about a question individually, then pair up to discuss their thoughts, and

finally share their ideas with the class. This promotes critical thinking and allows you to assess understanding in a collaborative environment.

4. **Exit Tickets:** At the end of a class, ask students to write down one thing they learned and one question they still have on an “exit ticket.” This provides immediate feedback on their understanding and any areas of confusion.
5. **Peer Assessment:** Incorporate peer assessment activities where students review and provide feedback on each other’s work. This encourages critical thinking and helps students develop evaluation skills.
6. **Interactive Activities:** Use interactive activities such as role-playing, simulations, or hands-on experiments to engage students and assess their understanding in a practical context.
7. **Concept Mapping:** Encourage students to create concept maps or mind maps to visually represent their understanding of complex topics. This helps them identify connections between different concepts and allows you to assess their comprehension.
8. **Group Work:** Assign group projects or activities where students collaborate to solve problems or complete tasks. Monitor their interactions and contributions to assess their understanding and teamwork skills.
9. **Reflective Journals:** Ask students to maintain reflective journals where they regularly write about their learning experiences, connections to real-life scenarios, or challenges faced. Reviewing these entries can offer insights into their learning journey.
10. **Mini-Presentations:** Have students give short presentations on specific topics. This allows them to demonstrate their understanding and communication skills while providing you with an opportunity to assess their progress.
11. **Interactive Whiteboards:** Use interactive whiteboards for

students to collaboratively solve problems or create diagrams. This promotes active learning and provides immediate feedback on their understanding.

12. **Student Self-Assessment:** Encourage students to assess their own work using checklists or rubrics. This helps them develop self-evaluation skills and take responsibility for their learning.
13. **One-on-One Conferences:** Schedule brief one-on-one conferences with students to discuss their progress, address any concerns, and provide personalized feedback.
14. **Classroom Observations:** Observe students during class activities to assess their engagement, participation, and understanding. Take note of any patterns or areas that may need further attention.
15. **Feedback Loop:** Continuously provide personalized feedback on assignments, class participation, and other assessments. This feedback loop guides students' progress and learning.
16. **Interactive Notebooks:** Use interactive notebooks where students can organize notes, reflections, and practice exercises. This helps in tracking their understanding and progress over time.
17. **Jigsaw Activities:** Divide the class into groups, with each group learning about a different aspect of a topic. Then, regroup students so that each new group has one representative from each original group. Students teach each other what they've learned, reinforcing their knowledge through teaching.
18. **Four Corners:** Post four different statements or answers in the four corners of the room. Present a question to the class and have students move to the corner that represents their answer or opinion. This encourages physical movement and allows you to quickly gauge understanding or viewpoints.
19. **Quick Writes:** At the beginning or end of a class, have

students write for a few minutes on a prompt related to the day's lesson. This can reveal their initial understanding or how much they've learned.

20. **Fishbowl Discussions:** Have a small group of students discuss a topic in the center of the room (the "fishbowl") while the rest of the class observes. Rotate students in and out of the fishbowl to ensure everyone participates. This helps in assessing speaking and listening skills.
21. **Gallery Walks:** Display students' work around the classroom. Have students walk around and leave feedback or comments on each piece. This allows for peer feedback and a chance to observe diverse perspectives.
22. **One-Minute Papers:** At the end of a class, ask students to write a quick response to a prompt, such as summarizing what they learned, asking a question, or reflecting on a key point. This provides immediate feedback on their understanding.
23. **Learning Stations:** Set up different stations around the classroom, each with a unique activity related to the lesson. Students rotate through the stations, and you can observe their work and understanding at each one.
24. **Socratic Seminars:** Conduct a Socratic seminar where students engage in a structured discussion based on a text or topic. This allows you to assess their critical thinking, reasoning, and discussion skills.
25. **Concept Checks:** Use short, targeted questions or problems throughout the lesson to check for understanding. These can be verbal, written, or through tools like clickers or response cards.
26. **Annotated Bibliographies:** Have students create annotated bibliographies for research projects, summarizing and evaluating each source. This helps in assessing their research skills and understanding of the material.
27. **Graphic Organizers:** Use graphic organizers like Venn

diagrams, T-charts, and flowcharts to help students organize their thoughts and demonstrate their understanding visually.

28. **Role Play:** Engage students in role-playing activities where they must apply their knowledge to act out scenarios. This helps assess their ability to apply concepts in real-life contexts.
29. **Student-Led Conferences:** Have students lead conferences with you or their peers to discuss their learning, progress, and goals. This encourages self-reflection and responsibility for their learning.
30. **Puzzles and Games:** Incorporate educational puzzles and games related to the lesson content. These can be both fun and informative, providing insights into students' grasp of the material.
31. **Learning Logs:** Ask students to keep learning logs where they regularly record what they've learned, questions they have, and reflections on their progress. This ongoing record provides a comprehensive view of their learning journey.
32. **Choice Boards:** Provide a choice board with different activities related to the lesson. Allow students to choose which activities they complete, catering to their interests and learning styles.
33. **Error Analysis:** Present students with a problem that has been solved incorrectly and ask them to identify and correct the error. This helps develop critical thinking and diagnostic skills.
34. **Chalk Talk:** Write a question or prompt on the board and have students respond in writing around it. This silent activity allows all students to participate and see their peers' responses.
35. **Hot Seat:** Have a student sit in the "hot seat" and answer questions from the class about a topic they've prepared. This encourages active participation and public speaking.

skills.

36. **Digital Tools:** Utilize digital tools and apps for formative assessment, such as Kahoot!, Quizlet, or Padlet. These tools can make assessments more interactive and engaging.

Summative Assessment in Face-to-Face Classrooms

Summative assessment in face-to-face classrooms involves evaluating student learning at the end of a course or a specific period. Here's how you can effectively use various tools and techniques for summative assessment in a traditional classroom setting:

1. **Final Exams:** Administer comprehensive final exams that cover key concepts and topics from the course. Use a mix of question types (multiple choice, short answer, essay) to assess a wide range of knowledge and skills.
2. **Term Papers and Projects:** Assign term papers or projects that require students to apply what they've learned throughout the course. This showcases their understanding and skills in a comprehensive manner.
3. **Presentations:** Have students give final presentations on specific topics or projects. This allows them to demonstrate their understanding and communication skills.
4. **Portfolio Assessment:** Ask students to compile a portfolio showcasing their best work and reflections from the course. This can demonstrate their growth and achievements over time.
5. **Peer Review:** Implement peer assessment for larger projects. This can provide a well-rounded evaluation and

promote critical thinking as students evaluate their peers' work.

6. **Performance Tasks:** Use performance tasks that require students to apply their knowledge in real-world scenarios. This can include lab experiments, simulations, or practical demonstrations.
7. **Rubrics:** Create and attach rubrics to assignments to provide clear grading criteria. Rubrics ensure consistency in assessment and help students understand expectations.
8. **Group Projects:** Assign group projects with clear guidelines for individual contributions. Use peer and self-assessment to evaluate group dynamics and individual performance.
9. **Class Participation:** Evaluate students' class participation throughout the course. Consider their engagement, contributions to discussions, and interactions with peers.
10. **Reflective Essays:** Ask students to write reflective essays on their learning experiences, key takeaways, and areas for improvement. This provides insights into their personal growth and understanding.
11. **Practical Exams:** For courses with a practical component, conduct practical exams to assess students' hands-on skills and application of knowledge.
12. **Viva Voce:** Schedule oral exams or viva voce sessions where students answer questions and discuss their work with the instructor. This assesses their depth of understanding and ability to articulate their knowledge.
13. **Standardized Tests:** If applicable, administer standardized tests to measure students' knowledge and skills against established benchmarks.
14. **Attendance and Participation Records:** Consider students' attendance and participation records as part of the summative assessment. Regular attendance and active participation can reflect their commitment and

engagement.

15. **Feedback and Reflection:** Provide detailed feedback on summative assessments and encourage students to reflect on their performance. This helps them understand their strengths and areas for improvement.

Acknowledgement

Generative artificial intelligence was used to support the production of this chapter.

OpenAI ChatGPT. (August 2024). [Large language model].
<https://chat.openai.com/chat>

Alternative and Authentic Assessment Toolkit

The 4 A's of Authentic Assessment

Anchored: Real-world tasks

Active: Performance-based, creative tasks

Assessable: Clear criteria, rubrics, transparency

AI-Aware: Design with or against AI intentionally

4As_Authentic_Assessment_Worksheet (editable Word Doc) to help design new authentic assessments or re-design your existing assessments as authentic assessments.

Examples of Redesigned Assessments by Discipline

Examples of assessments from a wide variety of disciplines (Nursing, Geography, English, Health Sciences, Biology, Social Work, Gender Studies) and how they could be redesigned or modified to be an authentic or alternative assessment using the 4 A's of Authentic Assessment Model above.

Examples of Redesigned Assessments by Discipline

Course Learning Outcomes to Assessment Mapping Worksheet

Use this worksheet to align your course learning outcomes (CLOs) with corresponding assessments. Mapping outcomes to assessments ensures each learning goal is intentionally supported, and it helps

identify gaps, redundancies, or opportunities for authentic assessment.

Course Learning

Outcomes_to_Assessment_Mapping_Worksheet

Bloom's Taxonomy to Help Design Learning Outcomes and Assessments

The University of Arkansas has a great resource detailing Bloom's Taxonomy.

Using Microsoft Co-Pilot to reDesign Assessments as Authentic Assessments (Prompts)

Using Copilot to Redesign Assessments

Acknowledgement

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OpenAI ChatGPT. (June 2025). [Large language model].
<https://chat.openai.com/chat>

Digital Storytelling

Digital Storytelling Assignment Toolkit

1. Overview

Digital storytelling allows students to combine narrative, media creation, and critical reflection. It supports analytical, creative, and multimodal communication skills—perfect for literature, history, philosophy, cultural studies, Indigenous studies, communication, and more.

This toolkit includes:

- Instructor assignment framing
- Student-friendly instructions
- Suggested tools for different media types
- Options for final digital presentation formats
- Assessment suggestions
- Example “Student Guide for using Microsoft Sway as a Digital Storytelling platform”

2. Assignment Description (Instructor-Ready)

Purpose:

In this project, you'll create a digital story that ***brings course ideas to life***. Instead of writing a traditional paper, you'll use narrative, images, sound, and other media to explore a theme, text, concept, or historical moment we've studied together. **Think of this as a chance to tell a story that matters to**

you—one that reveals what you've discovered, what you're questioning, or what you now see differently. Your digital story should invite your audience into your perspective and help them feel, understand, or re-imagine your topic in a new way.

Learning Outcomes:

By creating your digital story, you will:

- **Show what you've learned** by weaving course ideas into a meaningful, engaging narrative/story.
- **Use your voice, visuals, and digital tools** to create a story that flows, makes sense, and leaves an impact on viewers and other students.
- **Interpret course materials in creative ways**, finding fresh angles while still grounding your ideas in thoughtful analysis.
- **Build digital literacy skills** by learning to use and choosing tools and media that help you communicate clearly and effectively.
- **Reflect on your choices as a storyteller**, thinking about why you shaped your narrative the way you did and how those decisions support your message.

3. Instructions for Students (Copy-Ready)

Your Task

You will create a **3–6 minute digital story** (or multimedia equivalent) that communicates an idea connected to our course. Your story can be analytical, reflective, historical, persuasive, or creative—but it must connect meaningfully to course concepts and be supported with evidence where appropriate.

This project is also an opportunity to bring **your own voice, experiences, background, and point of view** into the work. Your story is shaped not only by what you've learned, but by *who you are*—your history, your questions, your values, your lived experiences, and the unique ways you see the world. Let those elements guide the tone and direction of your narrative.

Your digital story must include:

- **A clear narrative arc**

A beginning, middle, and end that guide your audience through your idea or interpretation.

- **Course-connected insight**

Themes, theories, historical context, textual interpretation, or other concepts we've explored—woven naturally into your storytelling.

- **At least two forms of media, such as:**
 - recorded narration (your voice is especially powerful—use it if you can!)
 - images or artworks
 - video clips

- text on screen
- sound effects or music
- **A creator's statement (250–400 words) explaining your choices, including:**
 - Why you chose your topic and how it connects to *you*
 - How your media elements support your narrative
 - What tools you used
 - How the project deepened your understanding of the course
 - Any copyright-free resources used (with attribution)

Workflow Guide

1. **Choose a topic** that connects to the course. (you can use Microsoft co-pilot to brainstorm ideas – if the Instructor allows it.)
2. **Draft your script or narrative outline.**
3. **Collect or create media** (images, video, audio).
4. **Assemble your story** using a tool of your choice.
5. **Edit and review** for narrative clarity and accessibility (captions encouraged).
6. **Submit the final file or link** plus your creator's statement.

4. Tools for Creating Digital Storytelling Projects

Below is a menu of accessible and student-friendly tools. All options require no specialized technical background

Digital Tools & Privacy: Important Note for Students

When completing this assignment, you may choose from a range of digital tools to create your story. ***Please read the following carefully to understand how your data is protected—and where you should use extra caution.***

University-Supported Tools (Recommended)

Tools provided through the university—such as **Microsoft 365, Sway, OneDrive, PowerPoint,** and **Microsoft Copilot**—meet our institution's privacy and security standards.

These platforms are covered under the university's data-protection agreements (when using them while signed in with your university credentials), which means:

- Your data is stored securely.
- Your personal information is protected.
- You are not required to share information beyond your institutional login.

Whenever possible, please use these tools for coursework.

Third-Party Tools (Use With Caution)

Tools such as **Canva, YouTube, Adobe Express, WordPress** and other non-university services are **not** protected or overseen by the university.

If you choose to use them:

- You may be asked to create an account or provide personal information.
- Your data may be stored outside of Canada (or outside the protections of FIPPA/FOIPPA—depending on your institution’s jurisdiction).
- The university **cannot** guarantee the privacy, security, or long-term storage of your content.

If you decide to use a third-party tool, do not upload sensitive personal information, private images, or identifiable data you are not comfortable sharing.

Guidelines for Safe Use

To protect yourself:

- Use your **student email only when required**, or choose a non-identifying username.
- Avoid uploading personal documents, ID images, or private details.
- Do not disclose confidential information about yourself or others.
- Keep copies of your work saved locally (e.g., on your computer or UNBC Microsoft OneDrive).

Alternative Option

If you prefer **not** to use a third-party tool for privacy reasons, you are always welcome to complete the assignment using **Microsoft 365 tools**, which are fully supported and secure.

Your instructor can help suggest alternate formats that meet the project requirements.

Acknowledgement

Generative artificial intelligence was used to support the production of this chapter.

Microsoft Co-Pilot. (2026). (Feb 3, 2026 Enterprise data-protected version) [Large language model]. <https://m365.cloud.microsoft/chat/>