

16: QUESTIONNAIRE

WELCOME TO THE QUESTIONNAIRE TUTORIAL!

In this tutorial, you will learn:

- What a Moodle Questionnaire is
- Some ways to use the Questionnaire activity with students
- How to set up the Questionnaire activity in Moodle

If you have not used one of CareerTech’s “How to Moodle” tutorials before, view the [instructions](#) for using it as a self-paced tutorial or as a resource for classroom instruction.

Before taking this tutorial, you should be familiar with:

- Setting up a course in Moodle
- Adding an activity to a topic in your course

To begin, select from the menu below or simply turn to the next page.

MENU OF TUTORIAL TOPICS

- [Introduction to the Moodle Questionnaire Activity](#)
- [Ways to Use a Questionnaire](#)
- [Setting Up the Moodle Questionnaire](#)
- [Creating Questions](#)
- [Summary and Resources](#)

INTRODUCTION TO THE MOODLE QUESTIONNAIRE ACTIVITY

A Moodle Questionnaire is a set of questions designed and written by the instructor. It is used to collect information from participants rather than as a graded activity.

The Questionnaire is set up in two stages:

1. First, set up the parameters that determine how the Questionnaire is used, such as when it is available, if respondents are anonymous, and the frequency that the Questionnaire can be used by a single respondent.
2. The second stage is where you will define your questions, including question type, the order that they appear, any conditional branching, and response options. This is also where you can create any advanced settings for your Questionnaire.

There are multiple question types in a Questionnaire. These are:

- Check boxes
- Date
- Drop-down box
- Essay box
- Label
- Numeric
- Radio buttons
- Rate (scale 1 to 5)
- Text box
- Yes/No

Questionnaire results can be viewed in a number of different formats. You can also change the permissions for viewing at the course level. Doing so will override any setting made in the Questionnaire settings.

There are a number of advanced variations that can be incorporated into a Questionnaire. This tutorial covers only the basic use. For more advanced uses, such as using the Questionnaire for a personality test, refer to the Moodle.org documentation pages.

How is Questionnaire different from Survey, Choice, or Feedback?

Questionnaire	Use the Questionnaire when the data you want to collect requires you write your own questions, and you want to use the types of question formats that are available with Questionnaire. The Questionnaire can be set to collect respondent names, or to allow anonymous responses.
Feedback	Use Feedback when the data you want to collect requires you write your own questions, and you want to use the types of question formats that are available with Feedback. Feedback allows you to link from the end of the response section to a specific URL. It also allows you to record certain types of information about the response, such as a timestamp. The Feedback form can be set to collect respondent names, or to allow anonymous responses.
Survey	Use the Survey activity when you want to collect information about how students learn in online environments, and you want to use a validated, pre-designed survey tool. Survey does not allow you to create your own questions. Respondents' names are collected; responses cannot be anonymous.
Choice	Use the Choice activity when you want to poll students on a single question.

The general process for using a Questionnaire in your classroom includes the following:

1. The instructor designs the purpose of the Questionnaire and writes the questions to be used.
2. The instructor sets up the Questionnaire in Moodle. This is a two-stage process.
3. Users access the Questionnaire and respond to it according to the parameters determined during set up, such as when the Questionnaire is available and the frequency that a user can access and respond to it.
4. The instructor, and potentially students, views the report of responses.

WAYS TO USE A QUESTIONNAIRE

Why use the Moodle Questionnaire with your class?

The Questionnaire activity allows you to create multiple questions to gather information about behaviors, attitudes, or opinions. Because it is not a knowledge assessment, it is not normally graded. However, you can assign points for submission if you would like to encourage students to complete the Questionnaire.

Questionnaire

The following are ways to make the Questionnaire activity an effective tool.

- Collect information anonymously about student understanding or attitudes regarding a current event or hot topic at the school. Use the information to spark discussion about perspectives and experiences.
- At the end of a course, ask students to give advice to others who might take your class about how to succeed.
- Find out what interests your students about the subject you are teaching. Use the information to develop activities tailored to your students' needs.

These are just a few suggestions. Experiment with your own ideas.

What is the teacher's role in the Questionnaire activity?

The teacher should plan the questions in the Questionnaire carefully before setting up the activity in Moodle. If students will be allowed to view Questionnaire responses, be aware of sensitive issues that may arise when student names are attached to responses. Questionnaire responses can be a jumping off point for a classroom or forum discussion about the responses collected, or can be useful as a feedback tool for the instructor to tailor activities according to student interests.

SETTING UP THE MOODLE QUESTIONNAIRE

VIDEO DEMONSTRATION:

Watch this 6-minute video to see a demonstration of completing this task.

<http://youtu.be/OD2NFLFWHA>

NOTE: Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle. However, the steps are the same as the ones that you will use.

To set up any activity in Moodle, you must first:

1. Go to your course page.
2. Turn editing on.
3. Choose the topic or week where you will add the activity.
4. Click "Add an activity" under that topic or week. This displays the list of available activities.

Questionnaire

Now follow these steps to create a Questionnaire:

Step	Action	Notes
1.	Choose “Questionnaire” from the Add an Activity drop-down list.	The Questionnaire settings page will display.
2.	<i>Section: General</i> <i>Field: Name</i> Enter a name for your Questionnaire.	The Questionnaire name should be concise but descriptive. This name will appear on the course page. The name is hyperlinked so users can click to open the Questionnaire activity. For training purposes, use the name “Learning About Our Family Style.”
3.	<i>Section: General</i> <i>Field: Description</i> Enter instructions for the student describing how you want them to use this Questionnaire.	Notice that you can use formatting tools for this text. Give your students an idea of how long the Questionnaire is in the instructions. For training purposes, use the following description: This class is meant to give you skills that allow you to be more confident and more successful in your family relationships, both now and in the future. Answer the 3 questions in this Questionnaire as honestly as you can. Your responses will be anonymous, but everyone in the class will be able to view all the responses. We’ll use this information to give you the kinds of information and activities that you want to get from this class.
4.	<i>Section: General</i> <i>Field: Display Description on course page</i> Click to have description display on course page.	If you check the box, the course page will display the description below the Questionnaire name. If you do not check this box, only the Questionnaire name will appear on the course page. For training purposes, display the description on the course page.

Questionnaire

Step	Action	Notes
5.	<p><i>Section: Timing</i> <i>Field: Use Open Date</i></p> <p>If an open date is desired, click to mark the checkbox and enter the date when the Questionnaire will be available for responses.</p>	<p>If you leave the checkbox blank, the date fields will be inactive. The Questionnaire will be available for responses immediately.</p> <p>If you mark the check box, users will not be able to fill out the Questionnaire before the date you enter here.</p>
6.	<p><i>Section: Timing</i> <i>Field: Use Close Date</i></p> <p>If a close date is desired, click to mark the checkbox and enter the date when the Questionnaire will no longer be available for responses.</p>	<p>If you leave the checkbox blank, the date fields will be inactive. The Questionnaire will be continuously available for responses.</p> <p>If you mark the check box, users will not be able to fill out the Questionnaire after the date you enter here.</p>
7.	<p><i>Section: Response Options</i> <i>Field: Type</i></p> <p>Choose the desired response frequency from the drop-down list.</p>	<p>This field determines the frequency that users may complete this Questionnaire. The options are:</p> <ul style="list-style-type: none"> • Respond many – Unlimited responses per user • Respond once – One response per user • Respond daily – One response per day per user • Respond weekly – One response per week per user • Respond monthly – One response per month per user <p>For training purposes, select “Respond once.”</p>
8.	<p><i>Section: Response Options</i> <i>Field: Respondent Type</i></p> <p>Click to choose if respondents’ name is used.</p>	<p>This field determines if Questionnaire responses record the responders name or are entered anonymously. The options are:</p> <ul style="list-style-type: none"> • Fullname – The respondents full name is attached to the response • Anonymous – No name recorded <p>Note that it is possible to force Moodle to reveal respondent names even if “anonymous” is chosen. The Questionnaire should not be used for truly sensitive information.</p> <p>For training purposes, select “Anonymous.”</p>

Step	Action	Notes
9.	<p><i>Section: Response Options</i> <i>Field: Students can view ALL responses</i></p> <p>Click to choose when students can view all Questionnaire responses.</p>	<p>You can specify who can see the responses of all respondents to submitted Questionnaires (general statistics tables). The options are:</p> <ul style="list-style-type: none"> • After answering the Questionnaire • After the Questionnaire is closed <p>Note that you must have a closing date for the Questionnaire for this option</p> <ul style="list-style-type: none"> • Always <p>For training purposes, select “After the Questionnaire is closed.”</p>
10.	<p><i>Section: Response Options</i> <i>Field: Save/Resume answers</i></p> <p>Click to choose Yes or No.</p>	<p>Selecting Yes allows users to save their answers to a Questionnaire before submitting them. Users can leave the Questionnaire unfinished and resume from the save point at a later date.</p> <p>Selecting No requires users to complete all questions in the Questionnaire before submitting. Responses will be lost if the user leaves the Questionnaire without submitting.</p> <p>For training purposes, select “Yes.”</p>
11.	<p><i>Section: Response Options</i> <i>Field: Allow Branching Questions</i></p> <p>Click to choose Yes or No.</p>	<p>If you select Yes here, certain question types will be allowed to have “child” questions. You will be given the option to set up the parent/child relationship for Yes/No and Radio Buttons questions when you create the questions.</p> <p>For training purposes, select “Yes.”</p>
12.	<p><i>Section: Response Options</i> <i>Field: Auto Numbering</i></p> <p>Choose from the drop-down list the type of page or question numbering desired.</p>	<p>This field allows you to select the type of automatic numbering of questions or pages, or not to have any numbering at all. If you are using conditional branching, it is best to disable automatic numbering.</p> <p>For training purposes, select “Do not number questions or pages.”</p>

Questionnaire

Step	Action	Notes
13.	<p><i>Section: Response Options</i> <i>Field: Submission Grade</i></p> <p>Select a point level or “no grade” from the drop-down list.</p>	<p>Students will receive the selected grade when their Questionnaire response is submitted.</p> <p>Use this grading tool to encourage submissions.</p> <p>For training purposes, select “No grade.”</p>
14.	<p><i>Section: Content Options</i> <i>Field: Create new</i></p> <p>Select this option if you want to create a new Questionnaire.</p>	<p>You can select only one radio button from the Content Options section.</p> <p>This option will give you a blank slate. You will need to create all your questions from scratch.</p> <p>For training purposes, select “Create new.”</p>
15.	<p><i>Section: Content Options</i> <i>Field: Copy existing</i></p> <p>Select the radio button for the pre-existing Questionnaire that you would like to copy.</p>	<p>You can select only one radio button from the Content Options section.</p> <p>Each available pre-existing Questionnaire will have its own radio button. You can copy Questionnaires belonging to the course, or ones specifically marked as ‘template.’</p> <p>If you do not have any previous Questionnaires available, you will not see any options to choose here.</p> <p>For training purposes, leave all remaining Content Options fields in the default state.</p>
16.	<p><i>Section: Content Options</i> <i>Field: Use template</i></p> <p>Select this option if you would like to copy a Questionnaire from an existing template.</p>	<p>You can select only one radio button from the Content Options section.</p> <p>If you do not have any templates existing, you will not be able to choose this option.</p>

Step	Action	Notes
17.	<p><i>Section: Content Options</i> <i>Field: Use public</i></p> <p>Select this radio button if you want to use a pre-existing Questionnaire that is marked “public.”</p>	<p>You can select only one radio button from the Content Options section.</p> <p>If a Questionnaire has already been created in another course on the same Moodle site with the “public” setting, then you may use that Questionnaire in your own course(s). The number of settings available to such Questionnaires is limited.</p> <p>NOTE: When you use this option, you cannot edit the questions nor view the responses. Only the original creator of the Questionnaire can view all responses collected from anywhere that the Questionnaire is used.</p>
18.	<p><i>Section: Common Module Settings</i> <i>Field: Visible</i></p> <p>Choose to show or hide the assignment on the course page.</p>	<p>Use the Hide setting to prevent the activity from appearing on the course page. You may change the setting at any time.</p> <p>For training purposes, leave all Common Module Settings fields in the default state.</p>
19.	<p><i>Section: Common Module Settings</i> <i>Field: ID Number</i></p> <p>Enter an ID number if desired.</p>	<p>Setting an ID number provides a way of identifying the activity for grade calculation purposes. If the activity is not included in any grade calculation then the ID number field may be left blank.</p>
20.	<p><i>Section: Common Module Settings</i> <i>Field: Group Mode</i></p> <p>Choose the group mode desired for this Questionnaire.</p>	<p>This allows you to have students access the Questionnaire as groups rather than as individuals.</p> <p>There are 3 options:</p> <ul style="list-style-type: none"> • No groups—There are no sub groups, everyone is part of one big community • Separate groups—Each group member can only see activity from their own group, others are invisible • Visible groups—Each group member works in their own group’s Questionnaire, but can also see other groups <p>If the group mode is forced at course level, you will not be able to change the group mode at the activity level.</p>

Step	Action	Notes
21.	<p><i>Section: Common Module Settings</i> <i>Field: Grouping</i></p> <p>Choose the grouping mode desired for this Questionnaire.</p>	<p>The default is none. For other options to appear in this field, you must first set up groups in the course administration area.</p> <p>A single grouping can include just one group or several groups.</p>
22.	<p><i>Section: Restrict Access > Access Restrictions > Add Restriction</i> <i>Fields: Activity Completion</i></p> <p>If desired, select an activity from the dropdown list and the condition that must be met to allow access to the questionnaire.</p>	<p>This type of restriction may be used in place of the grade condition fields.</p>
23.	<p><i>Section: Restrict Access > Access Restrictions > Add Restriction</i> <i>Field: Date</i></p> <p>If enabled, you must also enter the appropriate dates that will restrict access to the questionnaire.</p>	<p>This set of fields allows students to view and access the questionnaire only during the specified time period.</p>
24.	<p><i>Section: Restrict Access > Access Restrictions > Add Restriction</i> <i>Field: Grade</i></p> <p>If desired, select an activity from the dropdown list and an acceptable grade range which must be met to allow access to the questionnaire.</p>	<p>These fields allow you to specify any grade conditions from other parts of the course that must be met prior to accessing the questionnaire.</p> <p>You may set multiple grade conditions. If you do, access to the questionnaire will only be allowed when ALL grade conditions that you specify here are met.</p>
25.	<p><i>Section: Restrict Access > Access Restrictions > Add Restriction</i> <i>Field: Group</i></p> <p>Select a field a group criteria from the dropdown menu that must be met for the user to access the questionnaire.</p>	<p>You can select a single group or any group.</p>

Step	Action	Notes
26.	<p><i>Section: Restrict Access > Access Restrictions > Add Restriction</i> <i>Field: User Profile</i></p> <p>Select a field and a logical condition that must be met for the user to access the questionnaire.</p>	<p>You can restrict access based on any field from a user's profile.</p>
27.	<p><i>Section: Restrict Access > Access Restrictions > Add Restriction</i> <i>Field: Restriction set</i></p> <p>This setting allows nested restrictions.</p>	<p>This is an advanced setting that allows for restrictions to be placed within a restriction.</p>
28.	<p><i>Section: Activity Completion</i> <i>Field: Completion tracking</i></p> <p>Select the desired completion tracking status from the drop-down list.</p>	<p>The user will see a checkmark next to the activity name on the course page when the activity is complete, if tracked.</p> <p>Activity completion can be tracked manually by the student, automatically based on certain conditions, or not at all.</p> <p>Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met.</p> <p>For training purposes, leave all Activity Completion fields in the default state.</p>
29.	<p><i>Section: Activity Completion</i> <i>Field: Submit questionnaire to complete it</i></p> <p>Click this box to enable if you are tracking completion with the system and would like students to submit the Questionnaire to complete the activity.</p>	<p>This is a condition that can be used if Completion Tracking is set as "Show activity completion when conditions are met."</p> <p>If checked, the student must submit the Questionnaire for the system to mark the activity as complete on the course page.</p>
30.	<p><i>Section: Activity Completion</i> <i>Field: Expect Completed On</i></p> <p>Click the "enable" box if you would like activity in the Questionnaire to be completed by a set date. Enter the appropriate date in the date fields.</p>	<p>The date is not shown to students and is only displayed in the activity completion report.</p>

Step	Action	Notes
31.	Click the Save and Display button at the bottom of the Questionnaire setup screen.	This will move you to the next stage of the Questionnaire setup, where you will create questions.

CREATING QUESTIONS

After the initial setup is complete, you will create the questions for your Questionnaire (assuming that you chose “create new” from the Content Options). When you click Save and Display at the bottom of the setup screen, Moodle displays a series of tabs with the View tab active. You will also see a link that will open the Questions tab.

Create your new questions by:

1. Select the desired question type.
2. Complete the required setup fields. These will vary depending on the question type.
3. Click the Save Changes button. You will be returned to the screen with the Question Type drop-down so you can add more questions.
4. Repeat this process for all the questions that you have planned.

As you add questions, they will appear under the Manage Questions section, seen below the question Type drop-down. Use this section to edit your questions, change their order, and so forth until you are satisfied with your Questionnaire. You can also preview and test out your new questions using the Preview tab that appears when you add your first question.

When you have completed these stages of setup to your satisfaction, your Questionnaire Activity is ready for respondents.

Questionnaire

For training purposes, create the following questions:

	Question Type	Question Setup
1.	Drop-down box	<ul style="list-style-type: none"> • Question name: Family Relationships • Leave the remaining optional fields in their default state. (Required fields are marked with an asterisk.) • Question text: In general, how would you describe your relationship with your family? • Possible answers: <ul style="list-style-type: none"> ✓ Excellent ✓ Good with most family members ✓ Just okay ✓ Usually poor ✓ Decline to answer
2.	Rate (scale 1 to 5)	<ul style="list-style-type: none"> • Question name: areas of interest • Leave the remaining optional fields in their default state. (Required fields are marked with an asterisk.) • Question text: What areas would you like to learn about to help you create a better relationship with your family? Rate the following items with 1 being “not interested” and 5 being “really want to learn more” • Possible answers: <ul style="list-style-type: none"> ✓ Budgeting/money ✓ Cooking/food ✓ Communication ✓ Time management ✓ Housekeeping ✓ Other
3.	Essay box	<ul style="list-style-type: none"> • Question name: Other description • Leave the remaining optional fields in their default state. (Required fields are marked with an asterisk.) • Question text: If there are other areas relating to successful family relationships that you would like to learn about, please describe them here.

SUMMARY AND RESOURCES

This tutorial gave you the steps you will use to set up a Questionnaire Activity in Moodle, including the decisions you will be making when you create this type of activity.

To learn more about this topic, visit:

- General information: https://docs.moodle.org/33/en/Questionnaire_module
- Setting up a Questionnaire: https://docs.moodle.org/33/en/Adding/editing_a_questionnaire
- Adding questions: https://docs.moodle.org/33/en/Editing_Questionnaire_questions
- Using questions with branching:
https://docs.moodle.org/33/en/Questionnaire_Conditional_branching
- Viewing results: https://docs.moodle.org/33/en/Viewing_Questionnaire_responses
- Using the Advanced Settings: https://docs.moodle.org/33/en/Setting_up_a_questionnaire

HOW TO USE THIS TUTORIAL:

This tutorial can be used as a self-paced lesson or as a lesson plan in a classroom setting.

- ***As a self-paced lesson.***

If this is a completely new skill for you, work through the tutorial from beginning to end. However, if you have some prior experience with the topic, use the menu hyperlinks on page one to jump to a topic that you want to learn.

Most topics include hyperlinks to video demonstrations. While the videos are useful, you don't have to watch them. All the information that you need is listed in the tutorial text and step instructions.

Use the exercises at the end of the tutorial to practice the skill. This will help to correct any misunderstandings or mistakes before you use the skill in your classroom.

- ***As a lesson-plan for a classroom.***

When teaching this skill in a classroom, use the tutorial for:

- ✓ **Motivation**—Use the tutorial introduction as a springboard for a deeper exploration of how instructors might use this functionality in their classrooms. Encourage discussion and contributions from your students.
- ✓ **Demonstration**—Once your learners understand the purpose and pedagogical value of the functionality, demonstrate the steps of the relevant tasks as listed in the tutorial, using your computer and an overhead projector.
- ✓ **Practice**—Use the tutorial example as a basis for student practice. Assist as necessary.
- ✓ **Reference**—Encourage learners to use the tutorial post-session as a reference when using the functionality.

Return to the tutorial [main menu](#).

We would appreciate feedback on this tutorial! Please send comments or suggestions to:

Margi Stone Cooper, Digital Delivery Coordinator
Oklahoma Department of CareerTech
margi.cooper@careertech.ok.gov