

17: MOODLE SURVEY

WELCOME TO THE MOODLE SURVEY TUTORIAL!

In this tutorial, you will learn:

- What the Moodle Survey activity is
- Some ways to use the Survey activity
- How to set up the Survey 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 Moodle Survey](#)
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- [Setting Up the Moodle Survey Activity](#)
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INTRODUCTION TO MOODLE SURVEY ACTIVITY

The Survey activity gives instructors pre-designed Survey tools that can be used to gather data from students. These verified survey instruments are specific to assessing student learning behaviors in online environments. This is not a graded activity.

The Survey activity provides three possible Survey types:

1. **Attitudes Toward Thinking and Learning Survey (ATTLS)** —For measuring the extent to which a person is a ‘connected knower’ (tends to find learning more enjoyable, and is often more cooperative, congenial and more willing to build on the ideas of others) or a ‘separate knower’ (tends to take a more critical and argumentative stance to learning).
2. **Critical Incidents Survey**—A five-question survey asking students to describe their experience with a specific event in class when a forum is connected to the event.
3. **Constructivist On-line Learning Environment Survey (COLLES)**—This survey can help instructors analyze and adapt their instructional strategies to develop a more constructivist learning environment. Students can be surveyed regarding their *preferences* in terms of social constructivist learning activities, or their *actual* experience with those activities. This survey can also be combined to assess *both* preferred and actual with a 50-question instrument. Be aware that the combined instrument may prove confusing to students.

The COLLES and ATTLS questions are five-point scales that range in responses from Almost Always to Almost Never. The Critical Incidents Survey is a free-response Survey where students must type their answers.

Survey results are reported graphically. You may select from these options when viewing results:

- Summary
- Scales
- Questions
- Participants

You may also download results if further analysis is desired.

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

| | |
|----------------------|---|
| 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 Survey in your classroom is:

1. The instructor determines the purpose of the Survey.
2. The instructor sets up the Survey in Moodle. This includes selecting the appropriate tool for the desired purpose.
3. Users access the Survey and respond to it according to the parameters determined during set up, such as when the Survey is available and the frequency that a user can access and respond to it.
4. The instructor views the report of responses. There are no grades assigned for the activity.

WAYS TO USE THE SURVEY ACTIVITY

Why use the Moodle Survey with your class?

The Survey 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 graded.

Here are some ways to make the Survey activity an effective tool.

- Gather opinions about a course or policy.
- Determine the level of interest in specific topics.
- Learn about student behaviors, such as homework completion, use of social media, or bullying.

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

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

The teacher should plan the questions in the Survey carefully before setting up the activity in Moodle. Survey responses can be a jumping off point for a classroom or forum discussion about the responses collected, or can be useful as a tool for the instructor to tailor future activities.

VIDEO DEMONSTRATION:

Watch this 5-minute video to see a demonstration of completing this task.

<http://youtu.be/rbUamD5XpSg>

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.

SETTING UP THE MOODLE SURVEY ACTIVITY

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.

Now follow these steps to create a Survey:

| Step | Action | Notes |
|------|---|---|
| 1. | Choose “Survey” from the Add an Activity drop-down list. | The Survey settings page will display. |
| 2. | <i>Section: General</i> <i>Field: Name</i> Enter a name for your Survey. | The Survey 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 Survey activity. For training purposes, use the name “Know Thyself.” |
| 3. | <i>Section: General</i> <i>Field: Survey Type</i> Select a Survey type from the drop-down list. | Use a Survey type that collects the right data for your purpose. For training purposes, select survey type ATTLS (20 item version). |
| 4. | <i>Section: General</i> <i>Field: Description</i> Enter instructions for the student describing how you want them to use this activity. | Notice that you can use formatting tools for this text. This field is not required for Survey. You may want to give your students an idea of how many questions they will answer. For training purposes, use this description: “Please respond to this brief Survey. Your responses are not anonymous. Thanks!” |

| Step | Action | Notes |
|------|---|---|
| 5. | <p><i>Section: General</i> <i>Field: Display Description on course page</i></p> <p>Click to have description display on the course page.</p> | <p>If you check the box, the course page will display the description below the Survey name.</p> <p>If you do not check this box, only the Survey name will appear on the course page.</p> <p>For training purposes, click to display the description on the course page.</p> |
| 6. | <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 this and all other fields in their default state.</p> |
| 7. | <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> |
| 8. | <p><i>Section: Common Module Settings</i> <i>Field: Group Mode</i></p> <p>Choose the group mode desired for this Survey.</p> | <p>This allows you to have students access the Survey 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 Survey, but can also see other groups. <p>NOTE: If the group mode is forced at course level, you will not be able to change the group mode at the activity level.</p> |
| 9. | <p><i>Section: Common Module Settings</i> <i>Field: Grouping</i></p> <p>Choose the grouping mode desired for this Survey.</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> |

| Step | Action | Notes |
|------|---|--|
| 10. | <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 survey.</p> | <p>This type of restriction may be used in place of the grade condition fields.</p> |
| 11. | <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 survey.</p> | <p>This set of fields allows students to view and access the survey only during the specified time period.</p> |
| 12. | <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 survey.</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 survey.</p> <p>You may set multiple grade conditions. If you do, access to the survey will only be allowed when ALL grade conditions that you specify here are met.</p> |
| 13. | <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 survey.</p> | <p>You can select a single group or any group.</p> |
| 14. | <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 survey.</p> | <p>You can restrict access based on any field from a user's profile.</p> |
| 15. | <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> |

| Step | Action | Notes |
|------|---|---|
| 16. | <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> |
| 17. | <p><i>Section: Activity Completion</i> <i>Field: Require View</i></p> <p>Click this box to enable if you are tracking completion with the system and would like students simply to view the Survey 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 open the Survey for the system to mark the activity as complete on the course page.</p> |
| 18. | <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 Survey 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> |
| 19. | <p>Click the Save and Display button at the bottom of the Survey setup screen.</p> | <p>This will display the Survey. You will also see a link for viewing Survey responses.</p> <p>For training purposes, click “Save and Display” to view your survey.</p> |

To view Survey results, click the “View X Survey results” link at the top of the Survey.

NOTE: If you are using this tutorial in class training, have each participant set up the practice exercise as described. Then use one Survey for everyone to practice submitting responses and viewing results.

SUMMARY AND RESOURCES

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

To learn more about this topic, visit:

- Setting up a Survey: https://docs.moodle.org/33/en/Survey_settings
- Viewing results: https://docs.moodle.org/33/en/Using_Survey

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.

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

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