

## 22: MOODLE LESSON ACTIVITY

### WELCOME TO THE MOODLE LESSON ACTIVITY TUTORIAL!

In this tutorial, you will learn:

- What the Lesson activity is
- Suggestions for using the Lesson activity
- How to set up and build a simple, linear Lesson

If you have not used one of CareerTech’s Moodle training 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 activities to a course
- How to embed a YouTube link in a Moodle page

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

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### INTRODUCTION

The Lesson activity in Moodle provides interactive content to students. A Lesson is essentially a learning module constructed of web pages with built-in navigation. These web pages can contain text, media of various types, and quiz-style questions. The instructor can design each page to “jump” to another page based on student input. In this way, the pages do not have to appear in a linear fashion. The instructor sets the jumps so that the route a student takes through the Lesson will depend on the answers he or she gives to questions.

Although easy to create, Lessons require detailed planning when using complex navigation based on right and wrong answers. Careful design work prior to building a Lesson activity in Moodle ensures students receive the desired benefit.

You may choose to grade a Lesson, or you can use it without grading. If graded, the scores automatically appear in the course gradebook.

There are two parts to creating a Lesson. As with all activities, begin by setting the parameters of the activity on the Lesson settings page. After building the pages, set the navigation of the Lesson.

To master this powerful instructional tool, practice creating short Lessons that use the default settings. You can implement more complex Lesson activities as your confidence grows.

When using a Lesson in your course:

1. Prepare the content for the Lesson for your specific purpose.
  - a. Write the text, questions in various formats (multiple choice, matching, true/false, etc.), and feedback for students
  - b. Gather public domain photos and graphics or some of your own
  - c. Create a list of video links and other supplemental information
2. Design the Lesson. This is crucial. Think about:
  - a. Flow, navigation, and potential branching
  - b. Best ways to present content
  - c. Best ways to use questioning and feedback to create engagement and help students practice skills
3. Set the initial parameters of the Lesson activity.

## Moodle Lesson Activity

4. Format the Lesson in Moodle. This may include:
  - a. Lesson content, such as text, images, or multimedia files
  - b. Questions with multiple-choice responses, matching, and even short essay responses
  - c. Conditional navigation that moves the student to a specific area of the Lesson, depending on his or her response to a question
  - d. Feedback and scoring
5. Students work through the completed Lesson.
  - a. The instructor can review student responses in the form of reports
6. If the Lesson is a graded activity, grades automatically post in the Moodle Gradebook.

### WAYS TO USE THE LESSON ACTIVITY

#### VIDEO DEMONSTRATION:

Watch this 6-minute video to see a demonstration of using a Lesson Activity, from both the student's and the teacher's perspective.

<http://youtu.be/WxQfvTYvPI0>

**NOTE:** Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle.

The following items describe ways to use the Lesson Activity as an effective pedagogical tool.

- Present content in a variety of ways to suit student preferences. For example, you might allow students to choose if they would like to watch a lecture video or read the transcript instead. In either case, the content can be followed by questions that allow the student to practice what was just covered.
- Create a scenario or simulation that allows the student to practice decision-making skills or to apply principles to solve a problem.
- Use the branching capabilities to provide remediation when a student answers a question incorrectly.
- Create an adventure game where students must answer questions correctly to complete a quest, and incorrect responses lead to undesired consequences.

These are just a few suggestions. Try some out, and talk with other instructors to see how they have used the Lesson module in Moodle. Experiment with your own ideas.

### LESSON PAGE TYPES

Before you begin to develop your Lesson in Moodle, you need to plan your project. A Lesson includes two types of web pages:

- **Content page**—Think of this as an “information and navigation” page. It displays information in the form of text or other media. It does not require the student to answer specific questions, so navigation from this page uses buttons. The page displays a title, the information as created by the teacher, and one or more buttons for the student to use to navigate. Confusingly, when you create the buttons, Moodle calls them “content.” You can have multiple buttons on a page. For example, you may want one button called “Next” and one called “Previous” to allow linear navigation between Lesson pages. You could also add a button called “Instructions” that would take the student directly to a page with instructions on how to use the Lesson.
- **Question page**—A page that displays a question (sometimes called a Knowledge Check) for the student to answer. The page can also include information for the student to use when answering the question, such as a diagram. An instructor can design each question page so that the student’s response triggers specific feedback for that response and provides navigation to a specific Lesson page, depending on the response. The questions can include one of these types:
  - ✓ Essay (answers to this type of question must be graded individually by the teacher)
  - ✓ Matching
  - ✓ Multiple choice
  - ✓ Numerical
  - ✓ Short answer
  - ✓ True/false

As you construct each page, you will also select which page the student will go to next. This is called a “jump” in Moodle. You will select the jump from a dropdown list that shows available pages. Moodle includes some of these automatically, such as “Next page,” “This page,” and “End of lesson.” As you create pages for your Lesson, Moodle adds each page title to the dropdown list. This allows you to specify exactly which page the Lesson should go to after the student takes a particular action.

Lesson question types are not the same as those used in the Quiz activity. Lesson question types behave as follows:

- **Essay**—The student uses a text box to write a longer answer as part of the Lesson. Instructors must manually grade each answer. Essay answers are accessed from the Grade Essays tab on the teacher’s Lesson page. If the main purpose of your Lesson is for students to write an essay, consider the Assignment module instead.

- **Matching**—The teacher must set up two lists of items for the student to match. Items can be words, pictures, numbers, etc. The student must match all correctly to receive the score.
- **Multiple choice**—The student is given a question and a list of answers. Moodle shuffles answers each time the student views the question. By default, this is a single-correct-response question, but you can check the box “multiple answer” to change the question behavior to a “select all that apply” style.
- **Numerical**—The student enters a number in a textbox. The teacher may specify a range, if desired, to capture correct responses. To use a range, enter the correct answer field using a colon as the range separator. For example, to accept as correct any number between 10 and 12 (10, 11, and 12) you would type 10:12 in the Answer box.
- **Short answer**—The student enters a single word or short phrase answer. The teacher must anticipate the possible answers and enter them in the Jump dropdown boxes, using \*\* wild cards if appropriate.
- **True/false** —The student is given a statement and must select between two answer choices. These do not necessarily need to be True and False, since the teacher enters the text for answer choices.

### PLAN YOUR LESSON

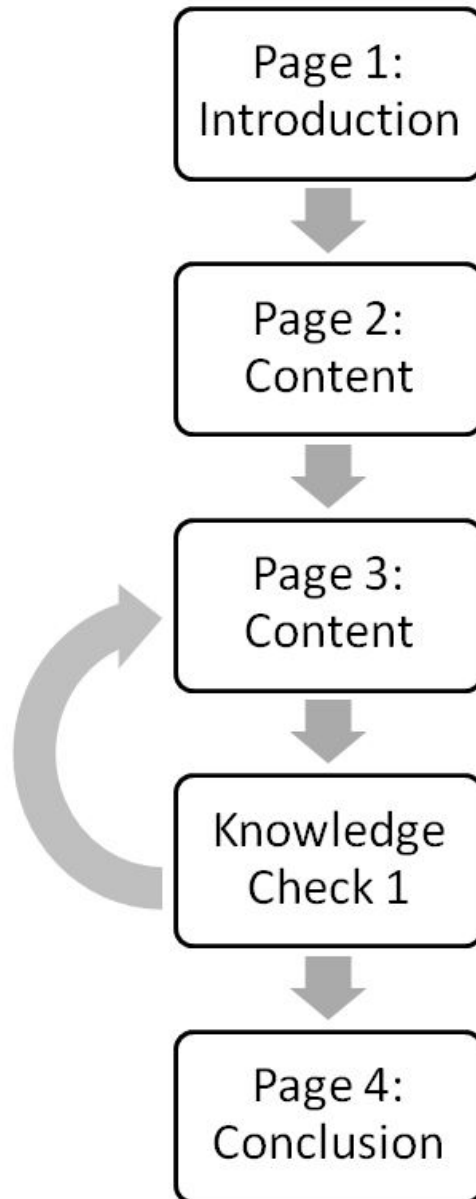
A linear Moodle Lesson usually consists of content pages that each navigate to the next page in the series. Typically, question pages, often called Knowledge Checks, appear at key locations in the course to ensure the student has read the content. In general, Knowledge Checks are less challenging than exam questions, and they target the main ideas in the Lesson.

**NOTE:** As a rule of thumb, avoid including too many Knowledge Checks in a Lesson. In Moodle Lessons that require a lot of reading, too many Knowledge Checks can make a Lesson tedious. Also, insert Knowledge Checks immediately after the page where the content appears. Otherwise, students end up having to revisit several pages of content they may already understand perfectly before locating the information about the question they missed.

## Moodle Lesson Activity

As you prepare the content, visualize how students will navigate the Lesson. For example, imagine that you want to create a very simple, linear lesson to help students understand the key concepts of using color images in HTML. The flow of your design may look something like this:

*Flowchart showing simple linear navigation:*



In the above flowchart, students must revisit a content page if they answer the related question (or Knowledge Check) incorrectly.

## Moodle Lesson Activity

Prepare all of your content and questions for your Lesson before you begin to construct the Lesson in Moodle. Planning your Lesson ahead of time will ensure the development process goes smoothly. The table below includes two different page types in the Lesson—Content pages and Question pages. These are the two primary page types you will use, although there are others available as you gain experience with building Lessons.

**NOTE:** This table shows one way to organize the content. Feel free to develop your Lesson in a way that suits your needs.

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Jump To
Page 1	Content	<p>Title: The Basics of RGB Images</p> <p>Introduction: From mixing paint, we know that yellow and blue make green, red and yellow make orange, and so forth. Computer monitors, on the other hand, use red, green, and blue (RGB) light to make all of the other colors.</p>			Next page
Page 2	Content	<p>When mixing light:</p> <ul style="list-style-type: none"> <li>• red + blue = magenta</li> <li>• blue + green = cyan</li> <li>• green + red = yellow</li> <li>• red + blue + green = white</li> </ul>			Next page

## Moodle Lesson Activity

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Jump To
Page 3	Content	Numbers ranging from 0 to 255 specify the three RGB values. The first number specifies the red value, the second specifies green, and the third specifies blue. On a computer monitor, since the color black is the absence of light, the code for black is RGB 0, 0, 0. Since white is the saturation of all light, white is RGB 255, 255, 255.			Next page
KC 1	Question	True or False: In the RGB color code system, black is specified as RGB, 255, 255, 255.  (Correct answer: False)	False	Very good! You remembered that in RGB colors black is 0, 0, 0, or the absence of light.	Next page
			True	Oops! Let's go back and review. Keep in mind that 255, 255, 255 is the saturation of all light.	Previous page



## Moodle Lesson Activity

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Jump To
Page 4	Content	Remember, when creating graphics for the web and multimedia projects, use the RGB model. Graphics created for print using CMYK do not readily translate for online viewing.  This concludes this lesson.			Exit

### SETTING UP THE LESSON ACTIVITY

#### VIDEO DEMONSTRATION:

Watch this 8-minute video to see a demonstration of setting up the Lesson activity.

<http://youtu.be/B-QVhznv4MU>

**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.

## Moodle Lesson Activity

Follow the steps below to create the Lesson activity and manage the settings in your course. These steps include descriptions of the various features, many of which you will not need to use for this short Lesson example. However, feel free to experiment with any of them.

Step	Action	Notes
1.	<i>Section: General</i> <i>Field: Name</i> Enter a name for your Lesson.	The Lesson 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 Lesson page.  For training purposes, type the title: The Basics of RGB Images
2.	<i>Section: General</i> <i>Field: Description</i> Enter a description of your Lesson.	You may check the “display description on course page” box to display the description. However, a description of the Lesson is not required for training purposes.
3.	<i>Section: Appearance</i> <i>Field: Linked media</i> Add a file to be used for the Lesson linked media, which will be the first thing the student sees upon clicking the Lesson link.	To include a linked media instruction window at the beginning of a Lesson, choose the appropriate file to display. Every Lesson page will include a link to re-open the linked media if necessary.  A linked media is not required for training purposes.
4.	<i>Section: Appearance</i> <i>Field: Progress bar</i> Select Yes or No.	If Yes is selected, a bar is displayed at the bottom of lesson pages showing approximate percentage of completion. Students usually prefer a progress bar when completing a longer Lesson. However, since our Lesson is very short, for training purposes, select No.
5.	<i>Section: Appearance</i> <i>Field: Display ongoing score</i> Select Yes or No.	If set to Yes, each page will display the student’s current points earned out of the total possible thus far.
6.	<i>Section: Appearance</i> <i>Field: Display menu</i> Select Yes or No.	If set to Yes, the student can see a list of available pages in the Lesson. Think of this as a table of contents. Including a display menu provides open navigation for long Lessons.  Since our Lesson is very short, for training purposes, select No.

Step	Action	Notes
7.	<p><i>Section: Appearance</i> <i>Field: Minimum grade to display menu</i></p> <p>Select a percentage from the dropdown list.</p>	<p>This setting allows you to prevent the page menu from displaying during the student’s initial completion of the Lesson, but to display the menu and allow free navigation to any page in order to review the content once a designated grade is achieved. Select a minimum percentage that the student must achieve prior to allowing menu display.</p> <p>Leave this set to 0% for training purposes.</p>
8.	<p><i>Section: Appearance</i> <i>Field: Slideshow</i></p> <p>Select Yes or No.</p>	<p>If set to Yes, the Lesson window is displayed with a fixed width and height.</p>
9.	<p><i>Section: Appearance</i> <i>Field: Maximum number of answers</i></p> <p>Select a desired number of answers from the dropdown list.</p> <p><b>NOTE:</b> For questions with more than one correct answer, and add the phrase “Select all that apply” to the end of the question, and check the “Multiple Answer” box.</p>	<p>This setting specifies the maximum number of answers that may be used in the Lesson. You do not need to use all the available answers for each question. For example, if only true/false questions are used, it can be set to 2. But if you also intend to use multiple choice questions with several possible choices, set this field to a larger number. The setting may be changed at any time, since it only affects what the teacher sees, not the data.</p>
10.	<p><i>Section: Appearance</i> <i>Field: Use default feedback</i></p> <p>Select Yes or No.</p>	<p>You can set custom feedback for each question response when you build the content of your Lesson. However, if this field is set to Yes, when custom feedback is not found for a particular question, a default response of “That’s the correct answer” or “That’s the wrong answer” will be shown.</p>
11.	<p><i>Section: Appearance</i> <i>Field: Link to next activity</i></p> <p>Select from the available options in the dropdown list.</p>	<p>To provide a link at the end of the Lesson to another activity in the course, select the activity from the dropdown list.</p> <p>The default value for this field is None. All available activities in your course will be listed in the dropdown list.</p> <p>For the training scenario, leave this setting at “None.”</p>

Step	Action	Notes
12.	<p><i>Section: Availability</i> <i>Field: Available from</i></p> <p>If you want to use a start date for allowing students to view the Lesson, click the Enable box and enter the desired start date.</p>	<p>If you do not enable this field, students can enter the Lesson as soon as the activity appears on the course page.</p> <p>Use the default for training purposes.</p>
13.	<p><i>Section: Availability</i> <i>Field: Deadline</i></p> <p>Enter the due date for completing the Lesson and click the Enable box.</p>	<p>The due date will show as an upcoming event on student calendars.</p> <p>If you do not enable this field, students do not receive any information from Moodle about an upcoming activity due.</p> <p>Use the default for training purposes.</p>
14.	<p><i>Section: Availability</i> <i>Field: Time limit (minutes)</i></p> <p>Click the <b>Enable</b> checkbox to activate the <b>Time limit</b> field. Enter the maximum number of minutes that you will allow for students to complete the Lesson.</p>	<p>Use this field only if it is important that students complete the Lesson within a certain timeframe.</p> <p>Use the default for training purposes.</p>
15.	<p><i>Section: Availability</i> <i>Field: Password protected lesson</i></p> <p>Select Yes or No.</p>	<p>If set to Yes, a password is required in order to access the Lesson. The <b>Password</b> field will activate so that the password can be set.</p> <p>Leave it a “No” for training purposes.</p>
16.	<p><i>Section: Availability</i> <i>Field: Password</i></p> <p>Enter a password that will be provided to students so they can access the Lesson.</p>	<p>This field only becomes available if you have chosen to use a password. To see the characters that you type in this field, click to mark the <b>Unmask</b> box.</p>
17.	<p><i>Section: Flow Control</i> <i>Field: Allow student review</i></p> <p>Select Yes or No.</p>	<p>If set to Yes, students can navigate through the Lesson again from the start.</p>
18.	<p><i>Section: Flow Control</i> <i>Field: Provide option to try a question again</i></p> <p>Select Yes or No.</p>	<p>This setting applies to each individual question. If set to Yes, when a question is answered incorrectly, the student is given the option to try it again for no point credit, or continue with the Lesson.</p>

Step	Action	Notes
19.	<p><i>Section: Flow Control</i> <i>Field: Maximum number of attempts</i></p> <p>Select a number from the dropdown list.</p>	<p>This setting specifies the maximum number of attempts allowed for each question. If answered incorrectly repeatedly, when reaching the maximum number of attempts, the next page of the lesson is displayed.</p> <p>Setting a limit to the number of attempts can prevent the student from being stuck too long on a particular question.</p>
20.	<p><i>Section: Flow Control</i> <i>Field: Action after correct answer</i></p> <p>Select from the dropdown list.</p> <p>Use of this setting depends on the purpose of the Lesson.</p>	<p>After students answer a question correctly, there are 3 options for the following page:</p> <ul style="list-style-type: none"> <li>• <b>Normal</b>—Follow lesson path as designated by teacher when building Lesson</li> <li>• <b>Show an unseen page</b>—Pages are shown in a random order with no page shown twice</li> <li>• <b>Show an unanswered page</b>—Pages are shown in a random order, with pages containing unanswered questions shown again</li> </ul>
21.	<p><i>Section: Flow Control</i> <i>Field: Number of pages to show</i></p> <p>Select a number from the dropdown list. Use 0 to make all pages in the Lesson available.</p>	<p>This setting is only applicable for Lessons with pages shown in a random order (when “Action after correct answer” is set to “Show an unseen page” or “Show an unanswered page”). If set to zero, then all pages are shown.</p>
22.	<p><i>Section: Grade</i> <i>Field: Grade</i></p> <p>Select the desired grading method from the dropdown list.</p>	<p>Typically, the default is “None.” You can choose to grade on a number scale with any maximum number below 100.</p> <p>Any custom scales created for the course will display in the dropdown list.</p>
23.	<p><i>Section: Grade</i> <i>Field: Grade category</i></p> <p>Select the desired gradebook category from the dropdown list.</p>	<p>This determines the gradebook category where the score will appear.</p>
24.	<p><i>Section: Grade</i> <i>Field: Grade to pass</i></p> <p>Choose the desired minimum grade.</p>	<p>This sets the minimum passing grade and affects activity and course completion.</p>

Step	Action	Notes
25.	<p><i>Section: Grade</i> <i>Field: Practice lesson</i></p> <p>Select Yes or No.</p>	<p>If set to Yes, the Lesson activity will not appear in the Gradebook.</p>
26.	<p><i>Section: Grade</i> <i>Field: Custom scoring</i></p> <p>Select Yes or No.</p>	<p>If set to Yes, each answer may be given a numerical point value (positive or negative). For example, you may have a multiple-choice question with three possible answer choices. You want the correct answer to be worth 3 points, another choice that is partially correct to be worth 2 points, and the third choice to be worth 0 points. These settings are available during the page-building portion of Lesson creation.</p>
27.	<p><i>Section: Grade</i> <i>Field: Re-takes allowed</i></p> <p>Select Yes or No.</p>	<p>If set to Yes, students can attempt the Lesson more than once.</p>
28.	<p><i>Section: Grade</i> <i>Field: Handling of re-takes</i></p> <p>Select Yes or No, if the field is active.</p>	<p>If re-takes are allowed, this setting specifies whether the final grade for the lesson is the mean or the maximum of all attempts.</p>
29.	<p><i>Section: Grade</i> <i>Field: Minimum number of questions</i></p> <p>Select a number from the dropdown list if your lesson will be built with ONLY question pages. If the lesson uses both content pages and lesson pages, leave this field at 0.</p>	<p>If the lesson contains one or more content pages, the minimum number of questions should be set to zero.</p> <p>If your lesson is built as a pool of questions with no content pages, this setting specifies the minimum number of questions that will be used to calculate a grade for the activity.</p> <p>If you use this field, it is best practice to add text to the opening page of the lesson to alert students. For example, if the minimum number of questions is set to 20, your text would say: “In this lesson you are expected to attempt at least 20 questions. You can attempt more if you wish. However, if you attempt less than 20 questions, your grade will be calculated as though you attempted 20.”</p>

Step	Action	Notes
30.	<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>	Use the Hide setting to prevent the activity from appearing on the course page. You may change the setting at any time.
31.	<p><i>Section: Common Module Settings</i> <i>Field: ID Number</i></p> <p>Enter an ID number if desired.</p>	Setting an ID number provides a way of identifying the activity for grading purposes. If the activity is not included in any grade calculation, you may leave the ID number field blank.
32.	<p><i>Section: Common Module Settings</i> <i>Field: Group mode</i></p> <p>Using the Separate Groups setting, students cannot see other students who are not in their immediate Group. Visible Groups allows instructors to assign students to work groups, but they see everyone in the course.</p>	<p>For training purposes, use the “No groups” setting.</p> <p>The ability to use Groups is set in the course settings. Group settings allow an instructor to assign students to small groups, which works well for large classes. In addition, Groups maybe used by a person who teaches more than one section of the same course during the same semester.</p>
33.	<p><i>Section: Common Module Settings</i> <i>Field: Grouping</i></p> <p>A Grouping is a set of Groups.</p>	This field only becomes active if you have enabled the Group Mode setting and students have been assigned to Groups.
34.	<p><i>Section: Restrict Access &gt; Access Restrictions &gt; 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 Lesson.</p>	<p>This set of fields allows students to view and access the Lesson only during the specified timeframe.</p> <p>For training purposes, leave this option at the default.</p>
35.	<p><i>Section: Restrict Access &gt; Access Restrictions &gt; Add Restriction</i> <i>Fields: Date</i></p> <p>You must also add the date and time for the restriction.</p>	<p>This set of fields allows students to view and access the Lesson only during the specified timeframe.</p> <p>For training purposes, leave this option at the default.</p>

Step	Action	Notes
36.	<p><i>Section: Restrict Access &gt; Access Restrictions &gt; Add Restriction</i> <i>Fields: Grade</i></p> <p>If desired, select an activity from the dropdown list and an acceptable grade range that must be met to allow access to the Lesson.</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 Lesson.</p> <p>You may set multiple grade conditions. If you do, access to the Lesson will only be allowed when ALL grade conditions that you specify here are met.</p>
37.	<p><i>Section: Restrict Access &gt; Access Restrictions &gt; Add Restriction</i> <i>Fields: User profile</i></p> <p>Select a field and a logical condition that must be met for the user to access the Lesson.</p>	<p>You can restrict access based on any field from a user's profile.</p>
38.	<p><i>Section: Restrict Access &gt; Access Restrictions &gt; Add Restriction</i> <i>Field: Restriction set</i></p> <p>This allows instructors to set restrictions within restrictions.</p>	<p>This setting is recommended only for experienced Moodle users.</p>
39.	<p><i>Section: Activity Completion</i> <i>Field: Completion tracking</i></p> <p>Select the desired completion tracking status from the dropdown 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, do not indicate activity completion.</p>
40.	<p><i>Section: Activity Completion</i> <i>Field: Require view, grade, end reached, time spent, completed on date</i></p> <p>Click the appropriate boxes to enable if you are tracking completion with the system in any of these ways.</p>	<p>See the additional notes in the following steps.</p>



Step	Action	Notes
41.	<p><i>Section: Activity Completion</i> <i>Field: Require View/Grade</i></p> <p>Click the appropriate boxes to enable if you are tracking completion with the system in any of these ways.</p>	<p>These conditions can be used if Completion Tracking is set as “Show activity completion when conditions are met.”</p> <p>You can check one, both, or none of these items. Based on the items checked, the Lesson will be marked complete only when the student views the Lesson or the Lesson is graded.</p>
42.	<p><i>Section: Activity Completion</i> <i>Field: Expect completed on</i></p> <p>If you check the “enable” box for this field, you must also enter an appropriate date.</p>	<p>This field specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report.</p>
43.	Click <b>Save and display</b> .	The Lesson page is displayed.

### FORMAT THE LESSON IN MOODLE

After you complete the Lesson settings and click **Save and Display**, you will be directed to the Edit tab of the Lesson page. You will see a question, “What would you like to do first?” with a list of options to click. From here, you will add and define the pages and navigation between them until your Lesson is complete.

Begin creating this Lesson by first adding a Content page following the steps below. While proceeding through the steps, refer to the flowchart on page 6 and the table on pages 7-9.

Step	Action	Notes
1.	Click the “Add a content page” link.	A page with settings for you to build a Content page will display.
2.	<p><i>Section: Add a Content Page</i> <i>Field: Page title</i></p> <p>Enter a Page Title for your page.</p>	<p>The title will display for students and will be used to identify the page.</p> <p>For training purposes, type: Page 1</p>

Step	Action	Notes
3.	<p><i>Section: Add a Content Page</i> <i>Field: Page contents</i></p> <p>Enter the information that you want this page to display.</p>	<p>You can use the editing window to add and format text, images, video, etc.</p> <p>For training purposes, type:</p> <p>From mixing paint, we know that yellow and blue make green, red and yellow make orange, and so forth. Computer monitors, on the other hand, use red, green, and blue (RGB) light to make all of the other colors.</p>
4.	<p><i>Section: Add a Content Page</i> <i>Field: Arrange content buttons horizontally?</i></p> <p>Click to mark the box if desired.</p>	<p>This checkbox determines if any navigational buttons will be displayed horizontally or vertically.</p> <p>Leave this at the default for training purposes.</p>
5.	<p><i>Section: Add a Content Page</i> <i>Field: Display in menu?</i></p> <p>Click to mark the box if desired.</p>	<p>This checkbox determines if the page will appear in the left menu when the menu is displayed.</p>
6.	<p><i>Section: Content 1</i> <i>Field: Description</i></p> <p>Enter the desired label for the navigational button.</p>	<p>This section describes how a single navigational button on the page will work.</p> <p>Description is the field that designates the label students will see on the button. For example, if the button will navigate to the next page, you might want to enter “Next” or “Continue” in this field.</p> <p>For training purposes, type: Next Page</p>
7.	<p><i>Section: Content 1</i> <i>Field: Jump</i></p> <p>Select the desired page for the button to navigate to.</p>	<p>The choices in the dropdown list will include options such as Next page along with any pages that exist in the Lesson.</p> <p>For training purposes, select “Next page” from the dropdown menu.</p> <p><b>NOTE:</b> Consult your design flowchart or table to ensure that you select the proper page for the jump. Options such as “Unseen question within a content page” are advanced features. Experiment with these options after you become comfortable constructing a simple Lesson.</p>

Step	Action	Notes
8.	Add additional buttons if needed with the Content 2, Content 3, etc., sections.	For example, a content page may have two buttons labeled “Previous” and “Next” that allow the student to move back and forth in the Lesson. Create these by typing “Previous” in the Content 1 section and “Next” in the Content 2 section before clicking Save Changes.
9.	When finished, click <b>Save page</b> .	<p>After you click <b>Save page</b>, the Edit tab of the Lesson will display. You will now see a table with your first page listed. At the top of the Edit page, you will see two links:</p> <ul style="list-style-type: none"> <li>• <b>Collapsed</b>—This displays a table of all your Lesson pages. You can open each page or use the Action icons to modify, move, preview, or delete the page. You can also add a new page after it by selecting from a page type drop-down list.</li> <li>• <b>Expanded</b>—This displays details about each page. You have the same editing capabilities for each page when using this view.</li> </ul>
10.	Select the dropdown menu and click the “Add a content page” link.	A page with settings for you to build a Content page will display.
11.	<p><i>Section: Add a Content Page</i> <i>Field: Page Title</i></p> <p>Enter a Page Title for your page.</p>	<p>The title will display for students and will be used to identify the page.</p> <p>For training purposes, type: Page 2</p>
12.	<p><i>Section: Add a Content Page</i> <i>Field: Page Contents</i></p> <p>Enter the information that you want this page to display.</p>	<p>For training purposes, type:</p> <p>When mixing light:</p> <ul style="list-style-type: none"> <li>• red + blue = magenta</li> <li>• blue + green = cyan</li> <li>• green + red = yellow</li> <li>• red + blue + green = white</li> </ul>
13.	<p><i>Section: Content 1</i> <i>Field: Description</i></p> <p>Select the desired page for the button to navigate to.</p>	For training purposes, type: Next Page

## Moodle Lesson Activity

Step	Action	Notes
14.	<i>Section: Content 1</i> <i>Field: Jump</i>  Select the desired page for the button to navigate to.	The choices in the dropdown list will include options such as Next page along with any pages that exist in the Lesson.  For training purposes, click “Next page.”
15.	Set the other fields as desired. When finished, click <b>Save page</b> .	
16.	Create another page by selecting “Add a content page” from the dropdown menu.	
17.	<i>Section: Add a Content Page</i> <i>Field: Page Title</i>  Enter a Page Title for your page.	The title will display for students and will be used to identify the page.  For training purposes, type: Page 3
18.	<i>Section: Add a Content Page</i> <i>Field: Page Contents</i>  Enter the information that you want this page to display.	For training purposes, type:  RGB values are specified with three numbers, each ranging from 0 to 255. The first number specifies the red value, the second specifies green, and the third specifies blue. On a computer monitor, since the color black is the absence of light, the code for black is RGB 0, 0, 0. Since white is the saturation of all light, white is RGB 255, 255, 255.
19.	<i>Section: Content 1</i> <i>Field: Description</i>  Enter the desired label for the navigational button.	For training purposes, type:  Next Page
20.	<i>Section: Content 1</i> <i>Field: Jump</i>  Select the desired page for the button to navigate to.	For training purposes, click “Next page.”
21.	Set the other fields as desired. When finished, click <b>Save page</b> .	

Step	Action	Notes
22.	This time, select the dropdown menu and click the “Question” link.	<p>You will first be presented with a dropdown menu asking you to select the question type.</p> <p>The choices are:</p> <ul style="list-style-type: none"> <li>• Multichoice</li> <li>• Essay</li> <li>• Matching</li> <li>• True/false</li> <li>• Numerical</li> <li>• Short answer</li> </ul> <p>Depending on your choice, a different settings page will display. Each question type behaves differently, and some question types have unique fields.</p> <p>For training purposes, choose “True/false.”</p>
23.	Click the <b>Add a question page</b> button.	
24.	<p><i>Section: Create a Question Page</i>  <i>Field: Page Title</i></p> <p>Enter a Page Title for your page.</p>	<p>The title will display for students and will be used to identify the page.</p> <p>For training purposes, type: KC 1</p>
25.	<p><i>Section: Create a Question Page</i>  <i>Field: Page Contents</i></p> <p>Enter text of the information and question that the student will see.</p>	<p>You can include text, images, links, and other media elements by using the HTML editor.</p> <p>For training purposes, type the question:            True or False: In the RGB color code system, black is specified as RGB 255, 255, 255.</p>
26.	<p><i>Section: Answer</i>  <i>Field: Answer</i></p> <p>Enter text of a single answer choice.</p>	<p>Use Answer 1 as the correct answer, as the default response, score, and Jump fields are set up for this. However, you can change these as desired.</p> <p>This text may appear as a link for the student to click, or for some question types the student enters an answer in a text box. The text you enter here is then matched against the student’s response.</p> <p>Linked text will link to the feedback created for it if the student clicks it.</p> <p>For training purposes, type: False</p>

Step	Action	Notes
27.	<p><i>Section: Correct Answer</i> <i>Field: Response</i></p> <p>Enter text for the feedback to this student answer.</p>	<p>This is a valuable way of creating useful learning for the student. Try to use this field to address misconceptions that may lead to the wrong response; or if it is feedback for the correct response, reiterate the elements that make it correct.</p> <p>For training purposes, type:</p> <p>Very good! You remembered that in RGB colors black is 0, 0, 0, or the absence of light.</p>
28.	<p><i>Section: Correct Answer</i> <i>Field: Jump</i></p> <p>Select the page that the student should navigate to next.</p>	<p>This field allows you to customize the student’s path. For example, you can provide remediation for students who give an incorrect response. Options for this field include having the student repeat the same question (jump to “This page”), continue on with the Lesson in a linear fashion (jump to “Next page”), or send them to a specific page that perhaps provides additional information about the concept they missed (jump to a page listed in the drop-down).</p> <p>For training purposes, this jump should be set to “Next page.”</p>
29.	<p><i>Section: Correct Answer</i> <i>Field: Score</i></p> <p>Enter a point score to be awarded for selecting this answer.</p>	<p>This field allows you to set a specific point score for each response.</p>
30.	<p><i>Section: Wrong Response</i> <i>Field: Answer</i></p> <p>Enter text of a single answer choice.</p>	<p>For training purposes, type: True</p> <p>Linked text will link to the feedback created for it if the student clicks it.</p>
31.	<p><i>Section: Wrong Response</i> <i>Field: Response</i></p> <p>Enter text for the feedback to this student answer.</p>	<p>For training purposes, type:</p> <p>Oops! Let’s go back and review. Keep in mind that 255, 255, 255 is the saturation of all light.</p>
32.	<p><i>Section: Wrong Response</i> <i>Field: Jump</i></p> <p>Select the page that the student should navigate to next.</p>	<p>For training purposes, this jump should be set to “Previous page.” This will require students who chose the wrong answer to revisit the relevant content.</p>

Step	Action	Notes
33.	Click <b>Save page</b> .	
34.	Click the “Add a content page” link.	A page with settings for you to build a Content page will display.
35.	<i>Section: Add a Content Page</i> <i>Field: Page Title</i>  Enter a Page Title for your page.	The title will display for students and will be used to identify the page.  For training purposes, type: Page 4
36.	<i>Section: Add a Content Page</i> <i>Field: Page Contents</i>  Enter the information that you want this page to display.	For training purposes, type:  Remember, when creating graphics for the web and multimedia projects, use the RGB model. Graphics created for print using CMYK do not readily translate for on-screen viewing.  This concludes this lesson.
37.	<i>Section: Content 1</i> <i>Field: Description</i>  Enter the desired label for the navigational button.	For training purposes, type:  End of Lesson.
38.	Set the jump navigation from the dropdown menu for this page.	For training purposes, choose “End of lesson.”
39.	Click <b>Save page</b> .	
40.	Rearrange your pages in the proper order by clicking the up/down arrows next to the titles of each page.	For the training example, place them in the order of Page 1, Page 2, Page 3, KC 1, Page 4.
41.	Click the Preview tab to view your Lesson and test your jumps.	You can change your role to Student to see what your students will see.

**ADDITIONAL PRACTICE**

For more practice using the Lesson activity, imagine that you want your class to review a video and ensure that they are clear about some concepts before an in-class, hands-on activity. You decide that the Lesson activity will be perfect for this type of review.

Follow the steps in this tutorial for setting up a Lesson activity. You may use the parameters listed below, or create your own based on the project described above.

- **Lesson name:** Prepare for the Welding Workshop
- Leave the remaining settings in their default state.

When your Lesson activity is set up, build the following pages.

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Jump To
Welding Safety Review	Content	Text to introduce Lesson with embedded video <a href="http://youtu.be/DTvazwpwxL8">http://youtu.be/DTvazwpwxL8</a>			Next page
Review Question 1	Question (Multiple choice)	What is the number one safety hazard when welding?	Electricity	Yes, electric shock can kill.	Next page (Question 2)
			Water	No, this is incorrect. Electricity is the number one safety hazard.	Next page (Question 2)
			Temperature	No, this is incorrect. Electricity is the number one safety hazard.	Next page (Question 2)



## Moodle Lesson Activity

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Jump To
Review Question 2	Question (True/false)	Arc rays can burn eyes and skin.	True		Next page (Question 3)
			False		Next page (Question 2)
Question 3	Question (Num.)	How many hazards did this video talk about?	5	Yes, good job.	End of Lesson
				No, there were 5 topics.	End of Lesson

Preview your Lesson to evaluate what students will see. You can also change your role to Student to test the Lesson.

### SUMMARY AND RESOURCES

This tutorial gave you information about creating, building, and using a simple, linear-style Lesson activity in Moodle.

To learn more about these topics, visit:

- [https://docs.moodle.org/33/en/Lesson\\_activity](https://docs.moodle.org/33/en/Lesson_activity)
- <https://blogs.library.ucsf.edu/convergence/2013/02/14/moodle-2-lesson-activity-showcase/>

Consider using the *Advanced Lesson Design* tutorial to gain more experience using the Moodle Lesson activity, and to learn about additional Lesson features.

### 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:*

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