4: THE ASSIGNMENT ACTIVITY

WELCOME TO THE MOODLE ASSIGNMENT ACTIVITY TUTORIAL!

In this tutorial, you will learn:

- What the Assignment activity is
- Suggestions for using the Assignment activity
- How to set up an Assignment activity

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

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

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MENU OF TUTORIAL TOPICS

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- Introduction
- Ways to Use the Assignment Activity
- Setting Up the Assignment Activity

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INTRODUCTION

The Assignment activity feature in Moodle is a go-to choice for many kinds of online and offline student work. It allows you to:

- Have students submit work in the form of electronic files, or type directly into a text editor
- Set up an offline assignment to create a placeholder in the Moodle course page and an automatically created item in the Gradebook
- Plan activities so that students work and submit individually or as part of a group
- Choose from multiple options to review work, grade, and give feedback

The following steps outline the general process for using an Assignment in your online classroom:

1. The instructor designs the Assignment activity and sets it up in Moodle.
2. Students perform the work according to the instructions and other parameters provided in the Assignment.
3. Students submit their work online or offline, according to the Assignment directions.
4. The teacher reviews and grades work. Electronic submissions can be accessed and graded, including feedback in multiple forms, from within the Moodle Assignment or in an offline worksheet.

WAYS TO USE THE ASSIGNMENT ACTIVITY

Why use the Assignment activity with your class?

The following describes ways to make the Assignment activity an effective pedagogical tool.

- **As a drop box for the assigned work.** Students can use the Assignment activity to submit digital files of their work. For example, if students turn in a research paper, they would submit their paper as an electronic document.
- **As a reminder for offline work**. Although the assignment may be completed offline, such as a demonstration of welding skills, creating it as an Assignment activity allows you to show it on your course page and easily grade it according to your desired settings.
- **For direct text entry**. Perhaps you want a brief report from each student regarding an event that they attended. This can be done quickly and simply through the direct text entry capability of the Assignment activity.

- **For group work and presentations.** Use the Assignment activity in conjunction with a wiki or discussion forum. The Assignment activity is a place for student groups to submit their work for a grade, while the wiki or forum allows them to collaborate as they develop their work. The Assignment submission can include any electronic files created by the group, such as a PowerPoint or a video used during the group's presentation to the class.

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

SETTING UP THE ASSIGNMENT ACTIVITY

> VIDEO DEMONSTRATION:
>
> Watch this 4½-minute video to see a demonstration of setting up the Assignment activity.
>
> https://www.youtube.com/watch?v=6NcUp9oyOGo
>
> **NOTE:** Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle. However, the steps are similar to 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.

Follow these steps to create the Assignment activity in your course:

Step	Action	Notes
1.	Choose the topic or week where you will add the activity and click the **Add an activity** link.	
2.	Choose **Assignment** from dropdown list.	The **Adding a new Assignment** settings page will display.

Step	Action	Notes
3.	**Section:** General **Field:** Assignment name Enter a name for your Assignment.	The Assignment name should be concise but descriptive. This name will appear on the course page as a hyperlink and in the gradebook. For training purposes, name the assignment Documentary Review.
4.	**Section:** General **Field:** Description Enter instructions for the student describing how you want them to use this assignment.	Notice that you can use formatting tools for this text. For training, type: Write a 1000-word review of the documentary. Address these questions: Do you trust the filmmaker to be objective? Why or why not? Upload your paper by Friday. Be sure to click the Submit button to indicate your work is ready for grading.
5.	**Section:** General **Field:** Display description on course page Click this checkbox to have description display on course page.	If you check the box, the course page will display the description below the assignment name. If you do not check this box, only the assignment name will appear on the course page. The assignment description will display when the student clicks to open the assignment page.
6.	**Section:** Availability **Field:** Allow submissions from If you want to use a start date for allowing submissions, click the **Enable** box and enter the desired start date.	If you do not enable this field, students can submit their work as soon as the assignment activity appears on the course page.
7.	**Section:** Availability **Field:** Due date Enter the due date for the assignment and click the **Enable** box.	The due date will show as an upcoming event on student calendars. Students can submit their work after this date, but any assignments submitted after this date will be marked as late. If you do not enable this field, students do not receive any notification from Moodle about an upcoming assignment due.

Step	Action	Notes
8.	**Section:** Availability **Field:** Cut-off date If you want to use a cut-off date for allowing submissions, click the **Enable** box and enter the desired date.	If you enable a cut-off date, the Assignment activity will not accept submissions after this date without an extension. If you do not enable this field, students can continue to submit their work after the due date, but it will be marked as late.
9.	**Section:** Availability **Field:** Remind me to grade by	This essentially functions as an auto-reminder for teachers about grading. The chosen date prioritizes notifications in the teacher's dashboard.
10.	**Section:** Submission types **Field:** Submission types Click to mark the type(s) of submission you will accept for this assignment.	The choices for submission type are: • **Online text**—Students type the submission directly into an editor field. • **File submissions**—Students upload one or more files as their submission. • **No selection**—You can use the Assignment activity as a placeholder for work performed offline, as well. You can also enable both online text and file submissions if desired. For training purposes, click to enable file submissions.
11.	**Section:** Submission types **Field:** Word limit	If enabled, you can set a maximum for the number of words students can submit.
12.	**Section:** Submission types **Field:** Maximum number of uploaded files Select the maximum number of files you will accept for this assignment.	If enabled, this field limits the number of files each student can upload.
13.	**Section:** Submission types **Field:** Maximum submission size Select the maximum submission size you will accept for this assignment.	**IMPORTANT:** Consider limiting file size per student to something appropriate for the activity. This will help maintain server efficiency by not allowing students to upload inappropriately large files.

Step	Action	Notes
14.	**Section:** Feedback types **Field:** Feedback types Select the types of feedback you will provide for this assignment.	This setting dictates how the grading page will appear for this activity. The choices are: • **Feedback comments**—The grader can write feedback in a textbox to write feedback when grading. • **Feedback files**—The grader can upload files with feedback when marking the assignments, such as marked-up student submissions, documents with comments, or spoken audio feedback. • **Offline grading worksheet**—This allows the teacher to download and upload a CSV worksheet with student grades when marking the assignments. You can select all, some, or none of these types. For training purposes, click the checkboxes to enable all feedback types.
15.	**Section:** Submission settings **Field:** Require students click submit button Select Yes or No.	If this is set to Yes, students must click a Submit button to declare their submission as final. This allows students to keep a draft version of the submission on the system until they click Submit. After they click Submit, they cannot make changes to the submission. If this setting is changed from No to Yes after students have already submitted, those submissions will be regarded as final.
16.	**Section:** Submission settings **Field:** Require that students accept the submission statement Select Yes or No.	If set to Yes, students will see a submission statement when they click Submit. They must accept the submission statement to complete the submission. This is intended to ensure that students confirm that the submission is ready for grading. For training purposes, require students to click the submit button and to respond to the submission statement. Leave the remaining settings in their default state for training purposes.

Step	Action	Notes
17.	**Section:** Submission settings **Field:** Attempts reopened. Select if and how the student can reopen the submission.	Determines how student submission attempts are reopened. The available options are: • **Never**—The student submission cannot be reopened. • **Manually**—The student submission can be reopened by a teacher. • **Automatically until pass**—The student submission can be reopened until the student achieves the "grade to pass" value set in the gradebook for this assignment.
18.	**Section:** Submission settings **Field:** Maximum attempts Select the desired number of maximum attempts to reopen the submission.	The maximum number of submissions attempts that can be made by a student. After this number of attempts has been made the student's submission cannot be reopened. This field is not active if **Attempts reopened** is set to Never.
19.	**Section:** Group submission settings **Field:** Students submit in groups Select Yes or No.	If no groups exist for this course, this field is not active. If set to Yes, students will be divided into the default groups that have been created for the course. If a custom set of groups will be used, you must use the **Grouping for student groups** field below. A group submission is accessible and editable by all group members.
20.	**Section:** Group submission settings **Field:** Require all group members submit Select Yes or No.	This field is inactive if students are not required to click a Submit button. If set to Yes, all members of the student group must click the submit button for this assignment before the group submission will be considered as submitted. This allows each group member to make a separate contribution to the submission. If set to No, the group submission will be considered as submitted as soon as any member of the student group clicks the submit button.

Step	Action	Notes
21.	**Section:** Group submission settings **Field:** Grouping for student groups Select the desired grouping, if any.	This field is not active if **Students submit in groups** is set to No. If groupings are available, they will appear in the dropdown list. Select the grouping that uses the groups that should work together on this assignment. If set to None, the default set of groups will be used.
22.	**Section:** Notifications **Field:** Notify graders about submissions Select Yes or No.	If set to Yes, graders (usually teachers) receive a message whenever a student submits an assignment.
23.	**Section:** Notifications **Field:** Notify graders about late submissions Select Yes or No.	If set to Yes, graders (usually teachers) receive a message whenever a student submits an assignment late.
24.	**Section:** Notifications **Field:** Default setting for "Notify students" Select Yes or No.	This sets the default for the "Notify students" field on the grading form.
25.	**Section:** Grade **Field:** Grade Select the desired grading scale from the dropdown list.	The default is a 100-point grading scale. You can determine any maximum number below 100 for the scale. You can also choose None. Additional standard scales are available in the dropdown list. Any custom scales that are created for the course will display in the list also.
26.	**Section:** Grade **Field:** Grading method Select the grading method desired from the dropdown list.	The default grading method is **Simple direct grading**. Advanced grading methods that use criterion-based evaluations are **Grading guide** and **rubric**.
27.	**Section:** Grade **Field:** Grade category Select the desired category for this activity to reside within the gradebook.	The default is **Not categorized**, which means that the activity grade will be aggregated as part of the course grade, rather than being aggregated within a category first. Any categories created in the course gradebook will appear in the dropdown list.

Step	Action	Notes
28.	**Section:** Grade **Field:** Blind grading/marking Select Yes or No, if the field is active.	This setting is used to prevent the teacher from seeing the student name on submissions being graded. The administrative default is No.
29.	**Section:** Grade **Field:** Use grading/marking workflow Select Yes or No.	If set to Yes, marks will go through a series of workflow stages before being released to students. This allows for multiple rounds of marking and allows grades to be released to all students at the same time.
30.	**Section:** Grade **Field:** Use grading/marking allocation Select Yes or No, if the field is active.	This field is inactive if **Use marking workflow** is set to No. If set to Yes, markers can be allocated to particular students.
31.	**Section:** Common module settings **Field:** Availability Choose to show or hide the assignment on the course page.	Use the Hide setting to prevent the activity from appearing on the course page. You may change the setting at any time.
32.	**Section:** Common module settings **Field:** ID Number Enter an ID number if desired.	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.
33.	**Section:** Common module settings **Field:** Group mode Choose the group mode desired for this assignment. If the assignment is set up as a group activity (see the **Group submissions settings** section), this setting determines how groups submit and how they see each other's work. If the group mode is forced at course level, you will not be able to change the group mode at the activity level.	There are 3 options: • **No groups**–There are no groups and all students see the same Assignment area when submitting • **Separate groups**–Students view group-specific assignment pages. Each group submits to their own submission area. Each member of the group can access the group's submission. • **Visible groups**–The Assignment activity does not use a visible group option. Choosing visible groups will give the same behavior for the activity as separate groups.

Step	Action	Notes
34.	**Section:** Common module settings **Field:** Grouping Choose the grouping mode desired for this assignment.	The default is None. For other options to appear in this field, you must first set up a grouping in the course administration area.
35.	**Section:** Restrict access > Access restrictions > Add restriction **Fields:** Activity completion If desired, select an activity from the dropdown list and the condition that must be met to allow access to the assignment.	This type of restriction may be used in place of the grade condition fields.
36.	**Section:** Restrict access > Access restrictions > Add restriction **Field:** Date If enabled, you must also enter the appropriate dates that will restrict access to the assignment.	This set of fields allows students to view and access the assignment only during the specified time period.
37.	**Section:** Restrict access > Access restrictions > Add restriction **Field:** Grade If desired, select an activity from the dropdown list and an acceptable grade range which must be met to allow access to the assignment.	These fields allow you to specify any grade conditions from other parts of the course that must be met prior to accessing the assignment. You may set multiple grade conditions. If you do, access to the assignment will only be allowed when ALL grade conditions that you specify here are met.
38.	**Section:** Restrict access > Access restrictions > Add restriction **Field:** Group Select a field a group criteria from the dropdown menu that must be met for the user to access the assignment.	

Step	Action	Notes
39.	**Section:** Restrict access > Access restrictions > Add restriction **Field:** User profile Select a field and a logical condition that must be met for the user to access the assignment.	You can restrict access based on any field from a user's profile.
40.	**Section:** Restrict access > Access restrictions > Add restriction **Field:** Restriction set This setting allows nested restrictions.	This is an advanced setting that allows for restrictions to be placed within a restriction.
41.	**Section:** Activity completion **Field:** Completion tracking Select the desired completion tracking status from the dropdown list.	The user will see a checkmark next to the activity name on the course page when the activity is complete, if tracked. Activity completion can be tracked manually by the student, automatically based on certain conditions, or not at all. Multiple conditions may be set if desired. If so, the activity will only be considered complete when ALL conditions are met.
42.	**Section:** Activity completion **Field:** Require view/Require grade Click the appropriate boxes to enable if you are tracking completion with the system in any of these ways.	These are conditions that can be used if Completion Tracking is set as "Show activity completion when conditions are met." You can check any, all, or none of these items. Based on the items checked, the assignment will be marked complete only when the student views the assignment, the assignment is graded, or the assignment is submitted.
43.	**Section:** Activity completion **Field:** Expect completed on If you check the "enable" box for this field, you must also enter an appropriate date.	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.
44.	Click the **Save and display** button.	The assignment page is displayed.

After your Assignment activity is set up, consider logging in and submitting simulated papers for two or three students. Then, you can log in as the teacher, enter the information and settings, and click **View/Grade all submissions** to display the grading table.

Open and review the student submissions according to your preferred method. If you enabled all of the feedback types, the grading table will allow you to enter general comments for each student, upload feedback files, and enter grades either online or offline with the grading worksheet.

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 contact the General ctYOU.org Support staff listed under Division Contacts on ctYOU.org.