

14: MOODLE WORKSHOP

WELCOME TO THE MOODLE WORKSHOP TUTORIAL!

In this tutorial, you will learn:

- What a Workshop is
- Some ways to use a Workshop with students
- How to set up a Workshop 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
- Using a rubric for peer evaluation

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

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INTRODUCTION TO MOODLE WORKSHOPS

A Workshop is an activity that includes a peer assessment component. The Workshop activity is useful when you want students to work on a project that involves synthesis of multiple criteria to be evaluated. This can be anything from a research paper to development of a portfolio piece. The ability to assess work done by peers offers an additional level of understanding and skill, regardless of the actual project.

Support for team work (in the sense of one submission per group of participants) is not supported in the Workshop module.

Because of the peer assessment component, students receive two grades for a single Workshop.

- One grade for submission of their project deliverable
- One grade for their participation in assessing their peers

The two grades can be combined in the Moodle gradebook as needed.

When you initially set up a Moodle Workshop activity, Moodle presents you with a “planner tool,” which is a chart showing that a Workshop has five phases. Each phase has its own tasks to be completed.

- **Setup phase**—This phase is for the teacher to complete. Depending on the choices you make, it includes these tasks:
 - ✓ Set the Workshop description
 - ✓ Provide instructions for submission
 - ✓ Edit assessment form (this will be used for peer evaluation)
 - ✓ Prepare example submissions
- **Submission phase**—This phase is the completion of the student’s project deliverable. Students will see this column of the Workshop chart when they open the Workshop activity.
 - ✓ For the student, submission phase shows this information:
 - Submit your work link (checkbox marked when submission is made)
 - Information such as due dates and if late submissions are allowed
 - ✓ For the teacher, the submission column includes these tasks for completion:
 - Provide instructions for assessment
 - Allocate submissions for assessment, with information on allocations made

- **Assessment phase**—This is the phase where students perform peer evaluations according to the allocations the teacher made in the previous phase. Students will see their Assigned Submissions to assess.
 - ✓ The student clicks an “assess” button to review assigned submissions. Moodle provides the student with the assessment criteria set up by the teacher.
 - ✓ The teacher is able to track which students have completed their assigned assessments during this phase.
- **Grading Evaluation phase**—During this phase, Moodle calculates the two grades for each student, based on the evaluations of the student’s submission by peers, and the student’s evaluations of other student’s submissions. The student’s submission, evaluations from others, evaluations of others, and calculated grades are available for the teacher to review. The teacher has the option to override the grades if they do not seem justified. The tasks included in this phase are:
 - ✓ Calculate submission grades
 - ✓ Calculate assessment grades
 - ✓ Provide a conclusion
- **Closing phase**—Activating the close of the Workshop activity submits grades to the gradebook and allows students to see their own submissions with peer evaluations.

The general process for using a Workshop in your classroom is:

1. The instructor sets up the Workshop activity according to the desired experience for students. This includes determining the criteria for evaluation.
2. The instructor moves the Workshop activity in Moodle to Submission phase.
3. Students work on the activity as instructed to complete the assigned deliverable.
4. Students submit their deliverable. The submission is made online in Moodle as text entered into the Moodle editor, or as attached files, or both. If the actual deliverable includes portions that can’t be submitted as online text or attachments, your instructions will describe what the student submits within Moodle to indicate that the deliverable is available for evaluation.
5. The instructor assigns submissions to students for assessment in Moodle. The Workshop activity is moved into Assessment phase.
6. Students perform the assessment of their peer’s work. Assessment is performed using the evaluation format determined by the teacher during setup of the Workshop activity.
7. The instructor moves the Workshop activity to the Grading Evaluation phase in Moodle.
8. Moodle calculates the peer evaluation grades for each submission, as well as a grade for each student’s peer evaluation. The teacher can review these grades and adjust if necessary.
9. The teacher closes the Workshop activity and grades are submitted to the Moodle gradebook.

WAYS TO USE A WORKSHOP

Why use the Moodle Workshop with your class?

The primary value of the Moodle Workshop is the ability to define the evaluation criteria and require peer assessment of submissions. This strategy helps students engage with the content they are learning on multiple levels, providing a rich learning experience.

Here are some ways to make the Workshop an effective pedagogical tool.

- For a history or English class, use the Workshop activity for a research paper requiring evaluation of the paper's content, the number of resources used, and proper format of citations.
- For a dance class, have students submit a video of themselves performing a specific style of dance. Peer evaluation might focus on criteria such as correct movements, interpretation, or use of body expression.
- For a science class, students might be asked to conduct an experiment of their choosing. Evaluation criteria could include proper use of the scientific method, clearly executed process, and logical conclusion based on the experiment's results.

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

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

The teacher should plan the Workshop activity so that the goal is clear to the participants. Defining the appropriate evaluation criteria and method of assessment is an essential part of a successful Workshop.

Moodle offers multiple options for students to evaluate submissions. The method you select should align with the project deliverable and the student's familiarity with peer evaluation. Whichever type you select, take the time to clearly define the evaluation criteria students will use.

During Workshop setup, you can choose to provide students with a sample submission to practice evaluation. If you choose this option, you will need to create the sample submission and make it available during the assessment phase.

Once students have submitted their evaluations, review their comments and grades to ensure that each student receives a fair grade on both components of the Workshop.

SETTING UP THE MOODLE WORKSHOP

VIDEO DEMONSTRATION:

Watch this 5-minute video to see a demonstration of completing the Workshop set up.

<http://youtu.be/l3UXnxhJ1YE>

For steps to use the Submission phase of the Workshop, including allocating assessments, watch this 5-minute video.

<http://youtu.be/Z4kNlgHVNH8>

For a view of the assessment phase from the student's point of view, watch this 2-minute video.

http://youtu.be/Kd_6FVQ2JRw

For a view of the outcome of a Workshop activity from the student's point of view, watch this 1-minute video.

http://youtu.be/UfKetJl_ApE

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 the **Add an activity** link under that topic or week. This displays the list of available activities.

Now follow these steps to create a Workshop:

Step	Action	Notes
1.	Choose Workshop from the Add an activity dropdown list.	The Workshop settings page will display.

Step	Action	Notes
2.	<p>Section: General Field: Workshop name</p> <p>Enter a name for your Workshop.</p>	<p>The Workshop 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 Workshop activity.</p> <p>For training purposes, use the name: Elements of Persuasive Writing.</p>
3.	<p>Section: General Field: Description</p> <p>Enter instructions for the student describing how you want them to use this Workshop.</p>	<p>Notice that you can use formatting tools for this text.</p> <p>For training purposes, use the following description:</p> <p>Please write a 1500-word persuasive paper on the topic of your choice. Use the essay structure we've been practicing: End your introduction with your thesis statement; provide supporting evidence in the body of the essay; and summarize your points in a strong conclusion. Use at least two sources with proper citation format. Spelling, grammar, and punctuation will be included as part of your grade.</p>
4.	<p>Section: General Field: Display description on course page</p> <p>Click to have description display on course page.</p>	<p>If you check the box, the course page will display the description below the Workshop name.</p> <p>If you do not check this box, only the Workshop name will appear on the course page.</p> <p>For training purposes, check the box to display the description on the course page.</p>

Step	Action	Notes
5.	<p>Section: Grading settings Field: Grading strategy</p> <p>Choose the type of evaluation form students will use from the dropdown list.</p>	<p>The grading strategy determines the method for evaluating submissions. There are 4 options:</p> <p>Accumulative grading – The student selects a grade and makes a comment for each criteria evaluated.</p> <p>Comments – The student makes a comment for each criteria evaluated; no grade is given.</p> <p>Number of errors – The student specifies if the evaluation criteria is present in the submission and makes a comment.</p> <p>Rubric – The student rates each evaluation criteria according to defined levels of performance.</p> <p>For training purposes, select Rubric.</p>
6.	<p>Section: Grading settings Field: Grade for submission</p> <p>Select the desired maximum number of points a student may earn on the Workshop submission. Leave the accompanying field in its default state unless you have a specific Gradebook category that the grade should be entered into.</p>	<p>This field specifies the maximum grade that may be obtained for submitted work.</p> <p>If you use the Gradebook, you can select the category where you want the grade to be entered.</p> <p>For training purposes, leave this field and all remaining grading settings fields in the default state.</p>
7.	<p>Section: Grading settings Field: Grade for assessment</p> <p>Select the desired maximum number of points a student may earn for performing peer assessment. Leave the accompanying field in its default state unless you have a specific Gradebook category that the grade should be entered into.</p>	<p>This field specifies the maximum grade that may be obtained for assessing other students' work.</p> <p>If you use the Gradebook, you can select the category where you want the grade to be entered.</p>
8.	<p>Section: Grading settings Field: Decimal places in grades</p> <p>Use this field if you would like grades to include decimal places.</p>	<p>The default is 0.</p>

Step	Action	Notes
9.	<p>Section: Submission settings Field: Instructions for submission</p> <p>Provide detailed instructions for the student regarding the Workshop activity and final deliverable they will submit.</p>	<p>This field should clearly spell out the work students will be doing to complete the activity and how they will submit for evaluation.</p> <p>For training purposes, use: Submit your essay as an attachment.</p>
10.	<p>Section: Submission settings Field: Maximum number of submission attachments</p> <p>Click to choose the maximum number of submission attachments you will allow per student.</p>	<p>Your choice for this field will depend on what the submission is that you expect from students.</p> <p>For training purposes, select 1.</p>
11.	<p>Section: Submission settings Field: Maximum submission attachment size</p> <p>Click to choose the maximum attachment size you will accept.</p>	<p>Your choice for this field will depend on what the submission is that you expect from students. Consider any server limitations which would make it important to limit attachment size.</p> <p>For training purposes, leave this field and all remaining Submission Settings fields in the default state.</p>
12.	<p>Section: Submission settings Field: Late submissions</p> <p>Click the checkbox if you want to allow late submissions.</p>	<p>Allowing late submissions may affect when you are able to move the Workshop into the evaluation phase.</p>
13.	<p>Section: Assessment settings Field: Instructions for assessment</p> <p>Describe how students should evaluate submissions, based on the type of assessment you choose.</p>	<p>This field can be edited at a later point in the Workshop process, if desired.</p> <p>For training purposes, use the instructions: Use the rubric provided for evaluation.</p>
14.	<p>Section: Assessment settings Field: Use self-assessment</p> <p>Click the checkbox if you want to allow students to evaluate their own work.</p>	<p>If this box is checked, you will be able to allocate the student's own work to that student for assessment. Note that you do not need to mark this box to allow the student to evaluate their own work against the grading criteria; it is only necessary to mark this if you want the student's evaluation of their own submission to be part of the grading process.</p> <p>For training purposes, leave this checkbox blank.</p>

Step	Action	Notes
15.	<p>Section: Feedback Field: Overall feedback mode</p> <p>Choose the desired feedback mode from the dropdown list.</p>	<p>This field dictates if the student sees a field at the end of the assessment for overall feedback about the submission. The choices are:</p> <ul style="list-style-type: none"> • Disabled—The field for overall feedback is not displayed when the student assesses a submission. • Enabled and optional—The field for overall feedback is displayed, but the student is not required to enter anything in it for the assessment to be marked complete. • Enabled and required— The field for overall feedback is displayed, and the student must enter something in it for the assessment to be marked complete. <p>For training purposes, select Disabled.</p>
16.	<p>Section: Feedback Field: Maximum number of overall feedback attachments</p> <p>Choose the number of attachments you want to allow students to use when providing overall feedback.</p>	<p>This field is inactive if Overall Feedback has been set to Disabled.</p> <p>For training purposes, leave this field and all remaining fields in the default state.</p>
17.	<p>Section: Feedback Field: Maximum overall feedback attachment size</p> <p>Choose the maximum attachment size you want to allow students to use when providing overall feedback.</p>	<p>This field is inactive if Overall Feedback has been set to Disabled, or if the Maximum number of overall feedback attachments field is set to 0.</p>
18.	<p>Section: Feedback Field: Conclusion</p> <p>Enter text for the student to see when the activity is complete.</p>	<p>Students will see this text when they reach the end of the Workshop process. It is not required.</p>
19.	<p>Section: Example submissions Field: Use examples</p> <p>Click the checkbox if you would like students to see an example of the type of submission you are looking for.</p>	<p>If this box is checked, you will be required to load an example submission into Moodle before students can complete the evaluation phase of the Workshop.</p>

Step	Action	Notes
20.	<p>Section: Example Submissions Field: Mode of examples assessment</p> <p>Choose from the dropdown list how you would like students to use the example submission for practicing assessment.</p>	<p>If you are using an example submission, students can try assessing the example to compare their assessment with a reference assessment. This field allows you to make this practice mandatory or optional.</p> <p>This practice will not be part of the student's grade.</p>
21.	<p>Section: Availability Field: Open for submissions from</p> <p>If you want to set an opening date for the Workshop to be available, first click the Enable box for this row. Then set the desired date and time.</p>	<p>The dates fields are not active until the Enable box is checked. The last two boxes correspond to the time in 24 hour time, the first of the two being hours and the second being minutes.</p> <p>If enabled, this date will be visible on the course calendar.</p>
22.	<p>Section: Availability Field: Submissions deadline</p> <p>If you want to set a deadline date for the Workshop submissions, first click the Enable box for this row. Then set the desired date and time.</p>	<p>The dates fields are not active until the Enable box is checked. The last two boxes correspond to the time in 24 hour time, the first of the two being hours and the second being minutes.</p> <p>If enabled, this date will be visible on the course calendar. Setting an opening time but leaving the deadline open makes it an ongoing activity.</p>
23.	<p>Section: Availability Field: Switch to the next phase after the submissions deadline</p> <p>Click this checkbox if you want to force the Workshop activity to change to the next phase when the deadline is reached.</p>	<p>If the submissions deadline is specified and this box is checked, the Workshop will automatically switch to the assessment phase after the submissions deadline.</p> <p>If this box is not checked, you must manually switch to the allocation phase.</p> <p>If you enable this feature, it is recommended to set up the scheduled allocation method, too. If the submissions are not allocated, no assessment can be done even if the Workshop itself is in the assessment phase.</p>
24.	<p>Section: Availability Field: Open for assessment from</p> <p>If you want to set an opening date to allow students to assess assigned submissions, first click the Enable box for this row. Then set the desired date and time.</p>	<p>The dates fields are not active until the Enable box is checked. The last two boxes correspond to the time in 24 hour time, the first of the two being hours and the second being minutes.</p> <p>If enabled, this date will be visible on the course calendar.</p>

Step	Action	Notes
25.	<p>Section: Availability Field: Deadline for assessment</p> <p>If you want to set a deadline date for students to assess their assigned Workshop submissions, first click the “enable” box for this row. Then set the desired date and time.</p>	<p>The dates fields are not active until the Enable box is checked. The last two boxes correspond to the time in 24 hour time, the first of the two being hours and the second being minutes.</p> <p>If enabled, this date will be visible on the course calendar. Setting an opening time but leaving the deadline open makes it an ongoing activity.</p>
26.	<p>Section: Common module settings Field: Availability</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>
27.	<p>Section: Common module settings Field: ID number</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>
28.	<p>Section: Common Module Settings Field: Group Mode</p> <p>Choose the group mode desired for this Workshop.</p>	<p>This allows you to have students access the Workshop as groups rather than as individuals.</p> <p>There are three 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 Workshop, 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>
29.	<p>Section: Common Module Settings Field: Grouping</p> <p>Choose the grouping mode desired for this Workshop.</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
30.	<p>Section: Restrict access > Access restrictions > Add restriction Fields: Activity completion</p> <p>If desired, select an activity from the dropdown list and the condition that must be met to allow access to the workshop.</p>	<p>This type of restriction may be used in place of the grade condition fields.</p>
31.	<p>Section: Restrict access > Access restrictions > Add restriction Field: Date</p> <p>If enabled, you must also enter the appropriate dates that will restrict access to the workshop.</p>	<p>This set of fields allows students to view and access the workshop only during the specified time period.</p>
32.	<p>Section: Restrict access > Access restrictions > Add restriction Field: Grade</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 workshop.</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 workshop.</p> <p>You may set multiple grade conditions. If you do, access to the workshop will only be allowed when ALL grade conditions that you specify here are met.</p>
33.	<p>Section: Restrict access > Access restrictions > Add restriction Field: Group</p> <p>Select a field a group criteria from the dropdown menu that must be met for the user to access the workshop.</p>	<p>You can select a single group or any group.</p>
34.	<p>Section: Restrict access > Access restrictions > Add restriction Field: User profile</p> <p>Select a field and a logical condition that must be met for the user to access the workshop.</p>	<p>You can restrict access based on any field from a user's profile.</p>
35.	<p>Section: Restrict access > Access restrictions > Add restriction Field: Restriction set</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
36.	<p>Section: Activity completion Field: Completion tracking</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>
37.	<p>Section: Activity completion Field: Require view</p> <p>Click this box to enable if you are tracking completion with the system and would like students simply to view the Workshop 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 Workshop for the system to mark the activity as complete on the course page.</p>
38.	<p>Section: Activity completion Field: Require grade</p> <p>Click this box to enable if you are tracking completion with the system and will require a grade for the activity to show as completed.</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 enabled, the activity is considered complete when a student receives a grade. Pass and fail icons may be displayed if a pass grade for the activity has been set.</p>
39.	<p>Section: Activity completion Field: Expect completed on</p> <p>Click the Enable box if you would like activity in the Workshop 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>
40.	<p>Click the Save and display button at the bottom of the Workshop setup screen.</p>	<p>You will see the Workshop Planner, with the Setup column highlighted.</p>

THE WORKSHOP PLANNER

Although you have completed the initial setup steps, you have not finished setting up your Workshop activity! Remaining tasks will be displayed in the Workshop Planner, and will depend on the selections that you made during the initial setup. Tasks that can be edited or created are linked within the Planner. You can access these tasks even when the column is not highlighted.

Tasks that are still required in the Planner may include:

- **The Workshop description**—You can use the link to edit even if this task is marked as complete.
- **Instructions for submission**—You can use the link to edit even if this task is marked as complete.
- **Edit assessment form**—This task is where you will choose the criteria for students to use when evaluating submissions. See [Creating the Assessment Form](#) later in this document.
- **Prepare example submissions**—If you didn't enable example submissions in the initial setup, this task will not appear in the planner. To add an example submission, find the "Add example submission" button which will appear below the planner.
- **Provide instructions for assessment**—You can use the link to edit even if this task is marked as complete.
- **Allocate submissions**—This is where you will assign submissions for students to evaluate. See [Allocating Submissions](#) later in this document.
- **Provide a conclusion of the activity**—This is text that is displayed when the student completes the Workshop activity. You can use the link to edit even if this task is marked complete.

Notice that the tasks "Calculate submission grades" and "Calculate assessment grades" are not linked from the Planner. These are tasks undertaken by the Moodle system. The teacher can review and adjust submission and assessment grades when moving the Workshop activity into the Grading Evaluation Phase. Once the activity is moved to Closed phase, the grades are pushed to the gradebook. Grades can also be adjusted from within the gradebook.

You can manually move the Workshop from one phase to another by clicking the light bulb that appears at the top of each column. When you do so, Moodle warns you that you are about to change phases to ensure that you are aware of how this will affect the student's view and access to the Workshop activity.

CREATING AN ASSESSMENT FORM

When you click Edit Assessment Form in the Workshop Planner, Moodle will display the assessment form according to the Grading Strategy selection you made during initial setup. These choices are:

- **Accumulative grading**—Edit the form displayed as follows:
 - ✓ Enter a description for each aspect of the submission that students are to evaluate. For example, “Spelling” is Aspect 1, “Punctuation” is Aspect 2.
 - ✓ For each Aspect you define, set a scale for grading by selecting the “best possible grade to use” from the dropdown list for this field.
 - ✓ Finally, weight the value of the Aspect according to its importance to the final grade. For example, you would weight Topic Coverage as 16, while Spelling might be weighted only as 5. This will affect how Moodle uses the assessed values when calculating grades.
 - ✓ Preview your form and continue editing it until you are satisfied.
 - ✓ When the student uses the form, each aspect must be given a grade according to the scale you identified and the student must also enter a comment explaining the grade given.

- **Comments**—Edit the form displayed as follows:
 - ✓ Enter a description for each aspect of the submission that students are to evaluate. For example, “Spelling” is Aspect 1, “Punctuation” is Aspect 2.
 - ✓ Weight the value of the Aspect according to its importance to the final grade. For example, you would weight Topic Coverage as 16, while Spelling might be weighted only as 5. This will affect how Moodle uses the assessed values when calculating grades.
 - ✓ Preview your form and continue editing it until you are satisfied.
 - ✓ When the student uses the form, the student must enter a comment for each aspect defined.
 - ✓ The total grade for the assessed submission is always set to 100%. This strategy can be effective in repetitive workflows. For example, during the first submission cycle, reviewers provide initial feedback to the authors using the Comments assessment form. Then the teacher edits the Workshop activity, changes the grading strategy to one using actual grades, and moves it back to the submission phase. This allows students to make improvements according to reviewer comments and resubmit for a new assessment that includes a grade.

- **Number of errors**—Edit the form displayed as follows:
 - ✓ Specify criteria for evaluation in the form of statements or assertions.
 - ✓ For each assertion, specify the correct/incorrect response in the form of a word such as pass/fail or present/not present. Students evaluate submissions for each assertion and select the error response.
 - ✓ Weight the value of each assertion according to its importance to the final grade.
 - ✓ Under Grade Mapping Table, you can equate the number of failed assertions to a percent grade for the given submission. Zero failed assertion is always mapped to 100% grade.
 - ✓ This form of assessment is straightforward and suitable even for students who have not participated in assessing their peers before.
- **Rubrics**—Edit the form displayed as follows:
 - ✓ You will specify criteria for evaluation in the form of a description or statement.
 - ✓ For each criterion, you will describe up to 5 levels of proficiency and give these levels each an associated point value.
 - ✓ Select the display format for the Rubric.
 - ✓ The student selects a radio button for each criterion according to the described level that most closely matches the submission under evaluation.

ALLOCATING SUBMISSIONS

Allocating submissions is the phase where the teacher assigns one or more submissions to each student for evaluation. Moodle offers choices in how this is done:

- **Manual allocation**—Moodle provides a table that allows the teacher to assign one submission to each student. A student can review work even if they have not submitted anything themselves.
- **Random allocation**—The teacher is given 5 settings that determine how Moodle will randomly allocate submissions to students for assessment.
 - ✓ **Number of reviews**—The teacher may choose to either set the number of reviews each submission must have, or the number of reviews each student has to carry out. This allows a single submission to receive reviews from more than one student, and each student to review multiple submissions.

- ✓ **Prevent Reviews**—Check this box to force Moodle to allocate submissions for review only to students outside of their working group. Although each student must make a unique submission for the Workshop activity, if they have been working in teams to produce their submissions, you would check this box so that students would not be evaluating work from another member of their own team.
 - ✓ **Remove current allocations**—Checking this box means that any manual allocations that have been set in the Manual Allocation menu will be removed.
 - ✓ **Can access with no submission**—Having this box checked allows students to assess other students' work without having already submitted their own work.
 - ✓ **Add self assessments**—This option requires students to assess their own work in addition to another student's.
-
- **Scheduled allocation**—This is a scheduled version of the Random Allocation method. The same parameters need to be set up as for Random allocation. If enabled, the scheduled allocation method will automatically allocate submissions for the assessment at the end of the submission phase. The end of the phase can be defined in the Workshop setting “Submissions deadline.” Note that the scheduled allocation is not executed if you manually switch the Workshop into the assessment phase before the submissions deadline. You have to allocate submissions yourself in that case. The scheduled allocation method is particularly useful when used together with the automatic phase switching feature.

You should still see the Workshop Planner with the Setup column highlighted. Your next step will be to create the rubric that students will use for evaluation.

Step	Action	Notes
41.	In the Setup column of the Workshop Planner, click the task Edit assessment form .	<p>Moodle will display the page for you to create a rubric. Enter the following information:</p> <ul style="list-style-type: none">• Enter the description for Criterion 1 as “Focus or thesis statement.”• Keep the default “level grade” for each of the four levels you will define.• For Level 0, enter the description, “The thesis statement does not name the topic AND does not preview what will be discussed.”• For Level 1, enter the description, “The thesis statement outlines some or all of the main points to be discussed but does not name the topic.”• For Level 2, enter the description, “The thesis statement names the topic of the essay.”• For Level 3, enter the description, “The thesis statement names the topic of the essay and outlines the main points to be discussed.”• Note that you could choose to use only two or three levels for evaluating a criterion. Leave any levels that you do not want to use blank, and Moodle will not put them in the rubric.

Step Action **Notes**

42. Complete the rubric for four more criteria using the following entries, and maintaining the default level grades.

Criterion	Level Grade 3	Level Grade 2	Level Grade 1	Level Grade 0
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion—the paper just ends.
Grammar and spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

43. Expand the **Rubric configuration** section at the end of the editing page and select a rubric configuration. For training purposes, select **Grid**.

44. Click the **Save and preview** button at the bottom of the Workshop setup screen. You will see your rubric as it will appear to students.

Step	Action	Notes
45.	Return to the Workshop Planner and click the light bulb at the top of the Submissions column.	This changes the phase of the Workshop activity so that students will be able to submit their work.

SUBMISSION, ALLOCATION, AND ASSESSMENT PHASES

To continue this practice exercise, you will need to have some “students” to participate in your Workshop activity. It is best to have three or four student participants for practice. Ask some colleagues if they would like to play the role of students, or create some fake student accounts in Moodle that you will control. This is necessary in order to practice allocating submissions for evaluation. Whichever way you create students, you should also play at least one student for yourself. You can do this by switching your role to student in the Administration panel.

Have each student make a submission. (This does not need to be an actual persuasive paper; any document will do for the purposes of practice.) As submissions are received, you will see the numbers under Allocate Submissions in the Workshop Planner change. When all your students have submitted their work, allocate submissions as follows. (You will need to switch back to your normal role to do this.)

Step	Action	Notes
46.	Click the Allocate Submissions task in the Workshop Planner.	This opens the Submission Allocation page for the Workshop.
47.	Select Manual Allocation or Random Allocation from the tabs at the top, according to your preference.	
48.	Complete the allocation settings as required according to your selection. See the Allocating Submissions section for assistance.	

When you are finished allocating submissions, save your changes and return to the Workshop Planner. It is now time to move the Workshop activity into the Assessment phase.

Step	Action	Notes
49.	Click the light bulb at the top of the Assessment Phase column in the Workshop Planner.	This will allow your student participants to access the evaluation rubric and their assigned submissions for evaluation.
50.	Change your role to student.	This will allow you to view the assessment phase as students will experience it
51.	Complete your assigned assessment and save it.	
52.	Return to your normal role	Below the Workshop Planner, you should see information displayed for the Workshop grades report, based on the peer evaluations performed by your student participants.

When all the peer assessments are complete, it is time to move the Workshop into the Grading Evaluation Phase.

GRADING EVALUATION PHASE AND CLOSED PHASE

Move the Workshop into the Grading Evaluation Phase by clicking the light bulb at the top of the Grading Evaluation Phase column in the Workshop Planner. This will allow your “students” to access the evaluation rubric and their assigned submissions for evaluation.

You can review and adjust how Moodle calculates the grades by using the settings below the Workshop Planner.

- **Grading Evaluation Method**—The grading evaluation method determines how the grade for assessment is calculated. You can let it re-calculate grades repeatedly with different settings until you are happy with the result.
- **Comparison of Assessments**—During grade calculation, Moodle compares different assessments of a single submission. This setting specifies how strict the comparison of assessments should be. The stricter the comparison, the more similar the assessments need to be in order for a high grade to be obtained.
- **Clear Aggregated Grades**—If you click this button, the aggregated grades for submission and grades for assessment will be reset. You can re-calculate these grades from scratch in Grading evaluation phase again.

- **Clear Assessments**—If you click this button, Moodle resets the calculated grades for submission *and* grades for assessment. The assessment information that students have already completed is not lost; however, all the reviewers must open the assessment form(s) again and re-save it so that Moodle will recalculate those grades.

Closed Phase

When you are satisfied with the grading calculations, it is time to close the Workshop. This will move the grades into the gradebook.

Close the Workshop by clicking the light bulb at the top of the Closed column in the Workshop Planner.

You can return to any previous phase of the Workshop by clicking the light bulb at the top of the column. For example, if you receive a late submission, you can move the Workshop back to the Submission stage so that the student can make that submission and become part of the assessment allocation.

Conclusion

This tutorial should give you a feel for how to use the Workshop Activity. Workshops are multi-faceted and can be implemented in many different ways. When you first use the Workshop Activity, start simply to ensure a successful experience for you and your students. As you gain a comfort level with using this type of activity, you can include more options and get creative with what students submit and how they assess the work of their peers. You may also want to include a forum discussion for students to describe what they learned by not only creating a submission, but evaluating the work of others.

SUMMARY AND RESOURCES

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

To learn more about this topic, visit:

- https://docs.moodle.org/34/en/Workshop_settings
- https://docs.moodle.org/34/en/Using_Workshop
- https://docs.moodle.org/34/en/Workshop_grading_strategies
- <https://docs.moodle.org/34/en/Rubrics>
- <http://rubistar.4teachers.org/index.php>—A free tool for creating rubrics

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 exercises 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 ctYOU.org General Support Staff listed under contacts on ctYOU.org.