

## 23: ADVANCED LESSON DESIGN

### WELCOME TO THE ADVANCED LESSON DESIGN TUTORIAL!

In this tutorial, you will learn:

- How to plan a simple, nonlinear Moodle Lesson
- How to set up branching in a Moodle 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. For greater understanding, complete the Moodle Lesson Activity tutorial before attempting this one.

Before taking this tutorial, you should be familiar with:

- Setting up a course in Moodle
- Adding activities to a course
- Setting up a simple Moodle Lesson

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

### MENU OF TUTORIAL TOPICS

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### INTRODUCTION

As you recall from the Moodle Lesson Activity tutorial, setting up a Lesson activity requires two phases—setting the parameters of the activity, and then developing the pages and navigation. Follow the steps for setting the parameters outlined in the previous tutorial. After that, add the information, questions, and interactivity you want to use, based on the information you prepared in your spreadsheet, storyboard, or flowchart.

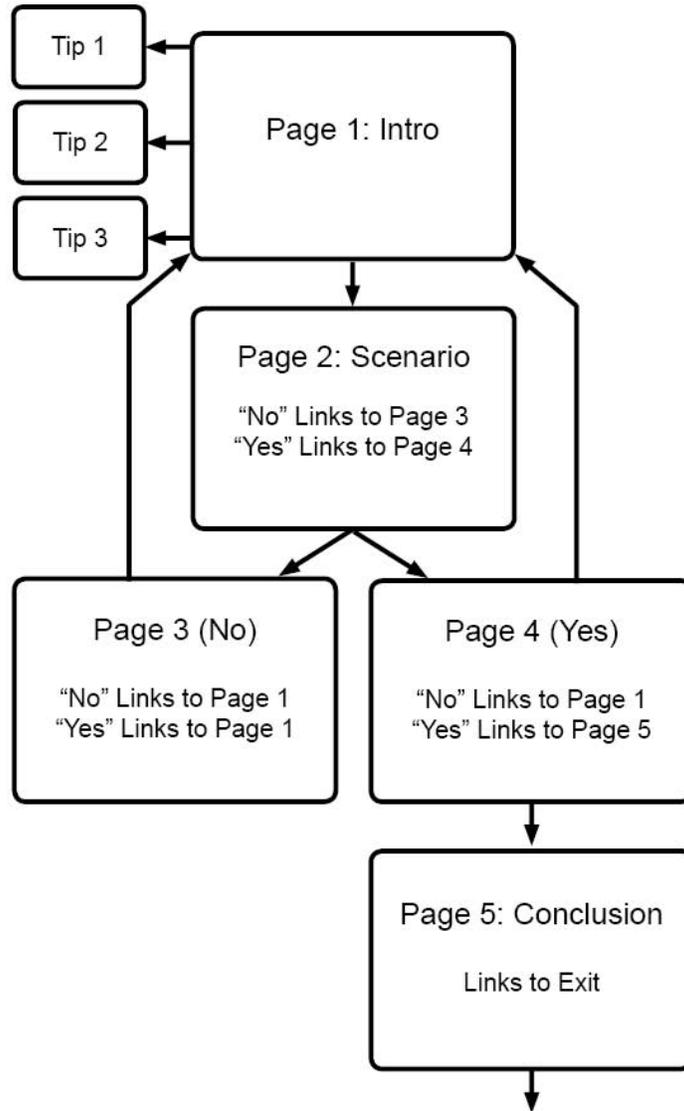
### DESIGN YOUR LESSON

Before you begin to design your lesson, consider the following:

- **Purpose of the Lesson**—Will you use the lesson to encourage students to explore a concept? As a graded activity? As a practice exercise for a decision-making scenario? There are many ways to use the features of a Moodle Lesson. Don't try to use them all at once, especially for your first efforts. The best success will come when you focus each lesson on a specific purpose. You might want to use a Moodle Lesson to address a single learning objective for your class.
- **Information**—What information do you need to include to fulfill the purpose of the lesson? Keep it brief, but as complete as possible. Think about the best way to present it. You can use text, pictures, diagrams, even video within a lesson.
- **Questions**—What questions can you ask students to help them engage with the topic and learn? The questions you ask and how you ask them will help you decide how to use your question pages in the Moodle Lesson.
- **Feedback**—How will the feedback you give to student responses help them learn and build their confidence? You can provide specific feedback and customize where the student goes next, depending on the answer they give.
- **Flow and Navigation**—The Moodle Lesson activity allows you to create conditional navigation. You can also let the learner choose where in the lesson they want to go. For your first attempt, keep the navigation and flow simple.

As an example, imagine that you want to create a simple scenario to help students understand the importance of studying for a test rather than procrastinating. The flow of your design may look something like the illustration below.

### Flowchart of Decision-Making Scenario:



This flowchart does not show all the information you will put in the interactive scenario, but it helps illustrate the pages that need to be included in the lesson and how the student will work through them. In this case, choosing “No” at any decision point requires the student to repeat the lesson.

Decision trees can become complicated in a hurry. For example, in some cases, the choices may require students to loop back to a previous box or skip ahead. You can sketch out your flowchart using a pencil and paper with just enough detail to get a feel for how you will accomplish the purpose of the lesson.

With a purpose, the required information, and basic flowchart ready, the table below is one way to develop your Content and Question pages before you build the Lesson in Moodle. Created in advance, this level of detail will help the development process go smoothly. Notice this Lesson does not use grading. If your Lesson will be scored or graded, you might want to include a column to show the score for each question response.

The table below (and continuing on the following pages) shows a plan for simple, nonlinear lesson design using Content and Question pages, as well as an unofficial page type we'll call a "sidebar." In this case, a sidebar is simply a web page containing supplemental information, which then links back to the referring page.

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Link To
Intro.	Content	<p>Developing time-management study skills requires dedication and a desire to succeed. Becoming aware of how you spend time each day is a crucial first step. Click the links below to learn three key ways to effectively manage your time. After reading each tip, click the "Should You Study?" link.</p> <p>Tip 1   Tip 2   Tip 3</p>			<p>Tip 1</p> <p>Tip 2</p> <p>Tip 3</p> <p>Should You Study?</p>
Tip 1	Sidebar	<p><b>Block Your Time:</b> Jot down your school and work schedule on a piece of paper. Look for 30-minute blocks or longer when you can focus concentration on your studies. For longer lengths of time, budget for a 10-minute study break. Use short bits of time to do things such as review your class notes. Take advantage of idle time, and do not procrastinate—things may come up that prevent you from studying in the future.</p>			Intro.

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Link To
Tip 2	Sidebar	<b>Set Priorities:</b> Budget time according to the tasks at hand. Knock out short, easy assignments during brief study periods. Before beginning a longer study session, prioritize your tasks. Think about which assignments require the most thought, and complete difficult ones first before you become tired.			Intro.
Tip 3	Sidebar	<b>Divide Large Tasks:</b> If an assignment such as a research paper seems too large and overwhelming, break it into chunks. For example, do your online research the first night, write a detailed outline the second night, compose the paper the third night, and review and edit it the night before the due date.			Intro.
Should You Study?	Question	Apply what you've learned to the following scenario. Imagine you're on the brink of earning a \$5000 college scholarship. A good grade on your semester exam will seal the deal. The exam is in two days and you're not prepared, but your friends want you to go to a movie. To study or not to study, that is the question.	Answer 1 (Wrong): You'll have two more days to study, so you may as well go to the movie.	Response 1: While you'll have two more days to study, going to the movie will increase stress later.	You Did Not Study
			Answer 2 (Correct): You decide to stay home and study.	Response 2: Yes! You've made a wise decision.	You Studied
Did not study	Question	You went to the movie and enjoyed being with your friends. However, the next evening, you begin feeling a little anxious about the exam. Just as you open your textbook, you realize your favorite TV show is about to start. What do you do?	Answer 1 (Correct): You realize your exam grade is very important, so you turn off the TV and study hard for the test.	Response 1: You scored a B- on the exam. You ended up with a solid B in the class. Although you studied for one night, your grades were not high enough to earn a scholarship.  Click the link to revisit the scenario. Choose wisely this time.	Intro.

Page Title	Page Type	Information and/or question	Answer choices (for question pages)	Feedback (for question pages)	Link To
			Answer 2 (Wrong): You tell yourself you weren't doing all that well in school anyway, so you give up on studying and watch your program.	Response 2: You did not earn a scholarship, and now your grade in the class is in jeopardy as well.  Click the link to revisit the scenario. Choose wisely this time.	Intro.
Studied	Question	You studied hard the night before, but you still feel a little anxious about the exam. Just as you open your textbook, you realize your favorite TV show is about to start. What do you do?	Answer 1 (Correct): You realize your exam grade is very important, so you turn off the TV and study for the test.	Response 1: You made a 95 on the exam and earned a scholarship! You celebrate by going to a movie with a friend.	Concl.
			Answer 2 (Wrong): Although, you do not feel fully confident about the exam, you decide to watch your program and hope that one night of studying will be enough.	Response 1: You scored a B- on the exam. You ended up with a solid B in the class. Although you studied for one night, your grades were not high enough to earn a scholarship.  Click the link to revisit the scenario. Choose wisely this time.	Intro.
Concl.	Content	In this lesson, you learned a few ways to develop good time management and study skills. The scenario showed what can happen if you procrastinate. When tempted away from your studies by a fun activity, learn to say, "Maybe later."			End of Lesson

## DEVELOP THE LESSON IN MOODLE

After reviewing the Moodle Lesson Activity tutorial, begin by choosing the lesson settings for this scenario activity. As you develop the lesson, refer to the flowchart and design to help visualize how to set up the navigation.

Step	Action	Notes
1.	On your course main page under the desired topic or unit, click the <b>Add an activity</b> button, and then choose <b>Lesson</b> .	
2.	Set all of the Lesson settings to fit your needs. Click the <b>Save and display</b> button.	<p>For training purposes, name the lesson: <b>Exam Scenario</b>.</p> <p>See the Moodle Lesson Activity tutorial for information about the other Lesson settings.</p> <p>The editing screen for your lesson will display.</p>
3.	Under the <b>What would you like to do first?</b> heading, click the <b>Add a content page</b> link.	A screen with settings for you to add a content page will display.
4.	<p><b>Section:</b> Add a content page <b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>The title will display for students and will identify the page.</p> <p>For training purposes, type: Introduction.</p>
5.	<p><b>Section:</b> Add a content page <b>Field:</b> Page contents</p> <p>Enter the information for the content page.</p>	<p>You can include text, images, and other media elements by using the HTML editor.</p> <p>For training purposes, this page will also include three links in the text to pages that provide study tips. In this case, the vertical bar separating the links is the “pipe symbol,” which is typically on the backslash key on the keyboard. You may use another symbol, such as a forward slash. Type the following page contents:</p> <p>Developing time-management study skills requires dedication and a desire to succeed. Becoming aware of how you spend time each day is a crucial first step. Click the links below to learn three key ways to effectively manage your time. After reading each tip, click the “Should You Study?” link.</p> <p>Tip 1   Tip 2   Tip 3</p>
6.	<p><b>Section:</b> Content 1 <b>Field:</b> Description</p> <p>Enter a link name.</p>	<p>This is the name of the link the students will see.</p> <p>For training purposes, type: <b>Should You Study?</b></p>

Step	Action	Notes
7.	<p><b>Section:</b> Content 1 <b>Field:</b> Jump</p> <p>Choose the page the jump will link to.</p>	<p>The <b>Jump</b> 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 dropdown).</p> <p>For training purposes, do not set the jump at this time. The jump navigation will be set after all pages have been constructed.</p>
8.	<p>Click the <b>Save page</b> button.</p>	<p>This takes you back to the lesson’s construction page.</p>
9.	<p>On the construction page, select <b>Add a content page</b> from the dropdown menu in the <b>Actions</b> column.</p>	<p>The settings for a content page will appear.</p>
10.	<p><b>Section:</b> Add a content page <b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>The title will display for students and will identify the page. This will be the first sidebar page.</p> <p>For training purposes, type: <b>Tip 1.</b></p>
11.	<p><b>Section:</b> Add a content page <b>Field:</b> Page contents</p> <p>Enter the content for the page.</p>	<p>You can include text, images, links, and other media elements by using the HTML editor.</p> <p>Enter the information for Tip 1 (our first sidebar). For training purposes, type the following:</p> <p><b>Block Your Time:</b> Jot down your school and work schedule on a piece of paper. Look for 30-minute blocks or longer when you can focus concentration on your studies. For longer lengths of time, budget for a 10-minute study break. Use short bits of time to do things such as review your class notes. Take advantage of idle time, and do not procrastinate—things may come up that prevent you from studying in the future.</p>
12.	<p><b>Section:</b> Content 1 <b>Field:</b> Description</p> <p>Enter a link name.</p>	<p>This is the name of the link the students will see.</p> <p>For training purposes, type: <b>Return to Introduction.</b></p>

Step	Action	Notes
13.	<p><b>Section:</b> Content 1 <b>Field:</b> Jump</p> <p>Choose the page the jump will link to.</p>	For training purposes, choose <b>Introduction</b> from the dropdown menu.
14.	<p>Click the <b>Save page</b> button.</p> <p><b>IMPORTANT:</b> Be aware that there are two ways to view the lesson’s construction page—in a <b>collapsed</b> view or in an <b>expanded</b> view. From the <b>collapsed</b> view, you will see a table with the title of the various pages, the type of page, the jumps on the page, editing icons for each page, and a dropdown menu for adding content that would appear on a new page after the exiting page. The <b>expanded</b> view allows you to see all of information for each page on one page. If using the expanded view, links for adding pages appears after each page.</p> <p>For the rest of this tutorial, work from the <b>collapsed</b> view.</p>	<p>This takes you back to the lesson’s construction page.</p> <p><b>Note:</b> You can switch between the <b>collapsed</b> view and the <b>expanded</b> view by clicking the tabs at the top of the lesson’s construction page, or by clicking the gear icon on the construction page, and clicking either <b>Collapsed</b> or <b>Expanded</b> under the <b>Edit</b> heading in the dropdown menu that appears.</p>
15.	On the construction page, select <b>Add a content page</b> from the dropdown menu in the <b>Actions</b> column for to <b>Tip 1</b> .	The settings for a content page will appear.
16.	<p><b>Section:</b> Add a content page <b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>The title will display for students and will identify the page. This will be the second sidebar page.</p> <p>For training purposes, type: <b>Tip 2</b>.</p>
17.	<p><b>Section:</b> Add a content page <b>Field:</b> Page contents</p> <p>Enter the content for the page.</p>	<p>You can include text, images, links, and other media elements by using the HTML editor.</p> <p>For training purposes, type the following:</p> <p><b>Set Priorities:</b> Budget time according to the tasks at hand. Knock out short, easy assignments during brief study periods. Before beginning a longer study session, prioritize your tasks. Think about which assignments require the most thought, and complete difficult ones first before you become tired.</p>

Step	Action	Notes
18.	<p><b>Section:</b> Content 1</p> <p><b>Field:</b> Description</p> <p>Enter a link name.</p>	<p>This is the name of the link the students will see.</p> <p>For training purposes, type: <b>Return to Introduction.</b></p>
19.	<p><b>Section:</b> Content 1</p> <p><b>Field:</b> Jump</p> <p>Choose the page the jump will link to.</p>	<p>For training purposes, choose <b>Introduction</b> from the dropdown menu.</p>
20.	<p>Click the <b>Save page</b> button.</p>	<p>This takes you back to the lesson’s construction page.</p>
21.	<p>On the construction page, select <b>Add a content page</b> from the dropdown menu in the <b>Actions</b> column for <b>Tip 2.</b></p>	<p>The settings for a content page will appear.</p>
22.	<p><b>Section:</b> Add a content page</p> <p><b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>The title will display for students and will identify the page. This will be the third sidebar page.</p> <p>For training purposes, type: <b>Tip 3.</b></p>
23.	<p><b>Section:</b> Add a content page</p> <p><b>Field:</b> Page contents</p> <p>Enter the content for the page.</p>	<p>This page will be the third sidebar. For training purposes, type the following:</p> <p><b>Divide Large Tasks:</b> If an assignment such as a research paper seems too large and overwhelming, break it into chunks. For example, do your online research the first night, write a detailed outline the second night, compose the paper the third night, and review and edit it the night before the due date.</p>
24.	<p><b>Section:</b> Content 1</p> <p><b>Field:</b> Description</p> <p>Enter a link name.</p>	<p>This is the name of the link the students will see.</p> <p>For training purposes, type: Return to Introduction.</p>
25.	<p><b>Section:</b> Content 1</p> <p><b>Field:</b> Jump</p> <p>Choose the page the jump will link to.</p>	<p>For training purposes, choose <b>Introduction</b> from the dropdown menu.</p>
26.	<p>Click the <b>Save page</b> button.</p>	<p>Our “tip” pages have been completed. Continue constructing the main scenario pages.</p>

Step	Action	Notes
27.	On the construction page, select <b>Add a question page</b> from the dropdown menu in the <b>Actions</b> column for <b>Tip 3</b> .	A screen with settings for you to create a multichoice question will display.
28.	On the page that appears, choose <b>Multichoice</b> from the dropdown menu, and click the <b>Add a question page</b> button.	
29.	<p><b>Section:</b> Create a question page</p> <p><b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>The title will display for students and will identify the page.</p> <p>For training purposes, type: <b>Should You Study?</b></p>
30.	<p><b>Section:</b> Create a question page</p> <p><b>Field:</b> Page contents</p> <p>Enter the information that you want to display on this page.</p>	<p>As with a content page, you can include text, images, links, and other media elements to a question page by using the HTML editor.</p> <p>For training purposes, type:</p> <p>Apply what you've learned to the following scenario. Imagine you're on the brink of earning a \$5000 college scholarship. A high grade on your semester exam will seal the deal. The exam is in two days and you're not prepared, but your friends want you to go to a movie. To study or not to study, that is the question.</p>
31.	<p><b>Section:</b> Answer 1</p> <p><b>Field:</b> Answer</p> <p>Type in the first answer.</p>	<p>For training purposes, type in the following inappropriate choice:</p> <p>You'll have two more days to study, so you may as well go to the movie.</p>
32.	<p><b>Section:</b> Answer 1</p> <p><b>Field:</b> Response</p> <p>Type in the feedback for the first answer.</p> <p>Leave the Jump setting alone for now. Set the navigation after all pages have been constructed.</p>	<p>The Response field provides a way to create 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>While you'll have two more days to study, going to the movie will increase stress later.</p>

Step	Action	Notes
33.	<p><b>Section:</b> Answer 2 <b>Field:</b> Answer</p> <p>Type in the second answer.</p>	<p>For training purposes, type the correct choice: You decide to stay home and study.</p>
34.	<p><b>Section:</b> Answer 2 <b>Field:</b> Response</p> <p>Type in the feedback for the second answer.</p> <p>Leave the Jump setting alone for now.</p>	<p>For training purposes, type: Yes! You've made a wise decision.</p>
35.	<p>Click the <b>Save page</b> button.</p>	<p>This takes you to the construction page.</p>
36.	<p>On the construction page, select <b>Add a question page</b> from the dropdown menu in the <b>Actions</b> column for <b>Should You Study?</b></p>	
37.	<p>On the page that appears, choose <b>Multichoice</b> from the dropdown menu, and click the <b>Add a question page</b> button.</p>	<p>A screen with settings for you to create a multichoice question will display.</p>
38.	<p><b>Section:</b> Add a question page <b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>For training purposes, type: You Did Not Study</p>
39.	<p><b>Section:</b> Create a question page <b>Field:</b> Page contents</p> <p>Enter the information that you want to display on this page.</p>	<p>For training purposes, type: You went to the movie and enjoyed being with your friends. However, the next evening, you begin feeling a little anxious about the exam. Just as you open your textbook, you realize your favorite TV show is about to start. What do you do?</p>
40.	<p><b>Section:</b> Answer 1 <b>Field:</b> Answer</p> <p>Type in the first answer.</p>	<p>For training purposes, type the correct choice: You realize your exam grade is very important, so you turn off the TV and study hard for the test.</p>

Step	Action	Notes
41.	<p><b>Section:</b> Answer 1 <b>Field:</b> Response</p> <p>Type in the feedback for the first answer.</p> <p>Do not set the Jump at this time.</p>	<p>For training purposes, type:</p> <p>You scored a B- on the exam. You ended up with a solid B in the class. Although you studied for one night, your grades were not high enough to earn a scholarship.</p> <p>Click the link to revisit the scenario. Choose wisely this time.</p>
42.	<p><b>Section:</b> Answer 2 <b>Field:</b> Answer</p> <p>Type in the second answer.</p>	<p>For training purposes, type the inappropriate choice:</p> <p>You tell yourself you weren't doing all that well in school anyway, so you give up on studying and watch your program.</p>
43.	<p><b>Section:</b> Answer 2 <b>Field:</b> Response</p> <p>Type in the feedback for the second answer.</p> <p>Leave the Jump setting alone for now.</p>	<p>For training purposes, type:</p> <p>You did not earn a scholarship, and now your grade in the class is in jeopardy as well.</p> <p>Click the link to revisit the scenario. Choose wisely this time.</p>
44.	Click the <b>Save page</b> button.	This takes you to the construction page.
45.	On the construction page, select <b>Add a question page</b> from the dropdown menu in the <b>Actions</b> column for <b>You Did Not Study</b> .	
46.	On the page that appears, choose <b>Multichoice</b> from the dropdown menu, and click the <b>Add a question page</b> button.	A screen with settings for you to create a multichoice question will display.
47.	<p><b>Section:</b> Create a question page <b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>For training purposes, type:</p> <p>You Studied</p>
48.	<p><b>Section:</b> Create a question page <b>Field:</b> Page contents</p> <p>Enter the information that you want to display on this page.</p>	<p>For training purposes, type:</p> <p>You studied hard the night before, but you still feel a little anxious about the exam. Just as you open your textbook, you realize your favorite TV show is about to start. What do you do?</p>

Step	Action	Notes
49.	<p><b>Section:</b> Answer 1  <b>Field:</b> Answer</p> <p>Type in the first answer.</p>	<p>For training purposes, type the correct choice:</p> <p>You realize your exam grade is very important, so you turn off the TV and study for the test.</p>
50.	<p><b>Section:</b> Answer 1  <b>Field:</b> Response</p> <p>Type in the feedback for the first answer.</p> <p>Leave the Jump setting alone for now.</p>	<p>For training purposes, type:</p> <p>You made a 95 on the exam and earned a scholarship! You celebrate by going to a movie with a friend.</p>
51.	<p><b>Section:</b> Answer 2  <b>Field:</b> Answer</p> <p>Type in the second answer.</p>	<p>For training purposes, type the wrong choice:</p> <p>Although, you do not feel fully confident about the exam, you decide to watch your program and hope that one night of studying will be enough.</p>
52.	<p><b>Section:</b> Answer 2  <b>Field:</b> Response</p> <p>Type in the feedback for the first answer.</p> <p>Leave the Jump setting alone for now.</p>	<p>For training purposes, type:</p> <p>You scored a B- on the exam. You ended up with a solid B in the class. Although you studied for one night, your grades were not high enough to earn a scholarship.</p> <p>Click the link to revisit the scenario. Choose wisely this time.</p>
53.	<p>Click the <b>Save page</b> button.</p>	<p>This takes you to the construction page.</p>
54.	<p>On the construction page, select <b>Add a content page</b> from the dropdown menu in the <b>Actions</b> column for <b>You Studied</b>.</p>	
55.	<p><b>Section:</b> Add a content page  <b>Field:</b> Page title</p> <p>Enter a page title for your page.</p>	<p>The title will display for students and will identify the page.</p> <p>For training purposes, type: <b>Conclusion</b>.</p>
56.	<p><b>Section:</b> Add a content page  <b>Field:</b> Page contents</p> <p>Enter the content for the page.</p>	<p>In this case, this will be the conclusion for our Lesson activity. For training purposes, type the following:</p> <p>In this lesson, you learned a few ways to develop time management skills. The scenario showed what can happen if you procrastinate. When tempted away from your studies by a fun activity, learn to say, “Maybe later.”</p>

Step	Action	Notes
57.	<p><b>Section:</b> Content 1</p> <p><b>Field:</b> Description</p> <p>Enter a link name.</p>	<p>This is the name of the link the students will see.</p> <p>For training purposes, type: <b>Exit</b>.</p>
58.	<p><b>Section:</b> Content 1</p> <p><b>Field:</b> Jump</p> <p>Choose the page the jump will link to.</p>	<p>For training purposes, choose <b>End of lesson</b> from the dropdown menu.</p>
59.	<p>Click the <b>Save page</b> button.</p>	<p>This takes you to the construction page.</p>
60.	<p>Notice the page titles are listed in the far left. Organize your pages into the proper order by clicking the <b>up/down arrow icon</b> in each row.</p>	<p>For training purposes, place the pages in the following order: Introduction, Tip 1, Tip 2, Tip 3, Should You Study?, You Did Not Study, You Studied, and Conclusion.</p>
61.	<p>Next, set the text-based links for each sidebar or “tip” in the lesson. Begin by clicking the preview icon (magnifying glass) next to the title of the first sidebar.</p>	<p>Use your flowchart or storyboard as a reference.</p> <p>For training purposes, click the <b>preview icon</b> (magnifying glass) next to the <b>Tip 1</b> title.</p>
62.	<p>Highlight and copy the entire URL for the sidebar displayed at the top of the browser window.</p>	<p>If using a PC, mouse over and highlight the entire URL, click the right mouse button, and click “Copy” with the left mouse button, or simply click Ctrl + C.</p>
63.	<p>Click the <b>Edit tab</b> to return to the construction page.</p>	
64.	<p>Click the <b>gear icon</b> to edit the referring page for the sidebar.</p>	<p>For training purposes, click the <b>gear icon</b> next to the <b>Introduction</b> title.</p>
65.	<p>In the HTML editing box, highlight the linking words, and click the “Insert/edit link” button in the icon toolbar.</p>	<p>For training purposes, highlight <b>Tip 1</b>, and then click the <b>Edit/insert</b> link. This icon looks like three chain links.</p> <p>The <b>Insert/edit</b> link editing box will pop up.</p>
66.	<p>Paste the URL into the <b>Link URL</b> field, and click the <b>Update</b> button.</p>	<p>You may either click the right mouse button and click “paste,” or simply click Ctrl + V.</p>
67.	<p>Click the <b>Save page</b> button.</p>	<p>This takes you to the construction page.</p>

Step	Action	Notes
68.	Repeat steps 61-67 for each sidebar link.	For training purposes, repeat steps 61-67 to create active links on the <b>Introduction</b> page for <b>Tip 2</b> and <b>Tip 3</b> .
69.	Once all the links to the sidebars have been created on the various referring pages, begin setting the remaining page jumps.	For training purposes, click the <b>gear icon</b> next to the <b>Introduction</b> title to edit the page.
70.	In the <b>Content 1</b> section, choose the appropriate <b>Jump</b> page in the dropdown menu.	For training purposes, choose <b>Should You Study?</b> in the dropdown menu.
71.	Click the <b>Save page</b> button.	This takes you to the construction page.
72.	Click the <b>gear icon</b> for the next page in the series to edit the Jumps.	For training purposes, click the <b>gear icon</b> for the <b>Should You Study?</b> page.
73.	In the <b>Answer</b> sections, choose the appropriate Jumps for each answer.	For our scenario, in the <b>Answer 1</b> section, choose <b>You Did Not Study</b> in the Jump dropdown menu. For Answer 2, choose <b>You Studied</b> .
74.	Click the <b>Save page</b> button.	This takes you to the construction page.
75.	Click the <b>gear icon</b> next to edit the Jump on the next page in the series.	For training, click the <b>gear icon</b> next to the <b>You Did Not Study</b> title to edit the page.
76.	In the <b>Answer</b> sections, choose the appropriate jumps for each answer.	For our scenario, in the <b>Answer 1</b> section, choose <b>Introduction</b> in the Jump dropdown menu. For <b>Answer 2</b> , jump to <b>Introduction</b> .
77.	Click the <b>Save page</b> button.	This takes you to the construction page.
78.	Click the <b>gear icon</b> next to edit the Jump on the next page in the series.	Click the gear icon next to the <b>You Studied</b> title to edit the page.
79.	In the <b>Answer</b> sections, choose the appropriate jumps for each answer.	For our scenario, in the <b>Answer 1</b> section, choose <b>Conclusion</b> in the Jump dropdown menu. For Answer 2, choose <b>Introduction</b> .
80.	Click the <b>Save page</b> button.	This takes you to the construction page.

Step	Action	Notes
81.	<p>Click the <b>Preview tab</b> at the top of the construction page and work your way through all options to ensure the lesson navigates properly.</p> <p>You can also view the lesson from the <b>expanded</b> view to spot-check the navigation.</p>	<p>Be sure to test the “tip” pages and each possible path in the scenario for accuracy.</p> <p>In our training scenario, students must choose to study both nights to successfully complete the lesson. One incorrect choice forces students to repeat the lesson.</p>

### OTHER LESSON FEATURES

In addition to content and question pages, the Moodle Lesson activity also includes the Cluster option. A cluster is a series of questions that appear in a different order for each student. When using clusters, create the question pages in advance, and then go back and determine where the cluster should begin and end.

The “Unseen question” option appears in the Jump menu when constructing a content or question page. This will cause a page to link to a randomly chosen page.

Always consult your design flowchart, table, spreadsheet, or storyboard to ensure you select the proper page for the jump. Once you get a feel for using the Moodle Lesson activity, try creating a longer lesson with more interactivity. Also, practice using the various kinds of pages and question types.

### LESSON REPORTS

You can review the results of student interactions with your Moodle Lesson activity on the **Reports tab**. You will find an **Overview** report and a **Detailed Statistics** report.

#### Overview

The Overview report lists each student with the date, score, and length of time for each attempt to complete the lesson. You can view a student’s answers to each question by clicking the student’s name in the report. It is also possible to delete a student attempt by checking the attempt and using the dropdown menu to change “Choose” to “Delete.”

The Overview page also shows general statistics: average score, average time, high score, low score, high time, and low time.

### Detailed Statistics

This report shows statistics for how the class responded to each question in the lesson. This can help you see where certain responses to a question were selected by a large portion of the class, indicating either whether there's a general understanding or a need to cover the material in more depth.

### SUMMARY AND RESOURCES

This tutorial provided information about designing, building, and using a Moodle Lesson activity in a nonlinear fashion.

To learn more about advanced lesson concepts, see the following resources:

- Clusters: [https://docs.moodle.org/34/en/Lesson\\_clusters](https://docs.moodle.org/34/en/Lesson_clusters)
- Importing questions into a Lesson: [https://docs.moodle.org/34/en/Import\\_questions](https://docs.moodle.org/34/en/Import_questions)
- Branch structures: [https://docs.moodle.org/34/en/Branch\\_structures](https://docs.moodle.org/34/en/Branch_structures)

### 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.*