MARE -Marine Coastal and Delta Sustainability for Southeast Asia

Minutes of International Webinar on Learning Management System

Co-funded by the Erasmus+ Programme of the European Union

Title:	MARE - Marine Coastal and Delta Sustainability for Southeast Asia
Number:	610327-EPP-1-2019-1-DE-EPPKA2-CBHE-JP
Coordinator:	Center for Multimedia in Higher Education (ZMML), University of Bremen
Partners:	UniHB, UNICT, EMU, CNR, HCMUNRE, VMU, CTU, MCD, VNIO, UniKL, UTM, UTP. UMT

A two-day training was held on August 19th – 20th, 2021 via the online platform Zoom.

Objectives of the webinar:

The webinar provided participants the **basic knowledge and skills necessary to use Xerte and Moodle** to create and deliver their courses online for students. Following topics covered during the webinar:

- Creation of interactive content in Xerte
- Creation of interactive content using H5P
- Teacher dashboard in Moodle
- Formatting course material in Moodle
- Uploading and editing content in Moodle
- Forums and Assignments in Moodle
- Question bank in Moodle
- Quizzes in Moodle
- Enroll of Students and Communicate in Moodle

Coordinated by:

Ho Chi Minh City University of Natural Resources and Environment

Registration link

https://marehcm.biendaohcm.com/?p=7115

Report link: https://marehcm.biendaohcm.com/?p=7119

Speakers:

Dr. Le Thi Kim Thoa, HCMUNRE , Vietnam

Mr. Veljo Kabin, Estonian University of Life Sciences, Estonia

***Le Thi Kim Thoa**, Researcher, Chi Minh City University of Natural Resources and Environment - HCMUNRE.*

***Veljo Kabin**, E-learning and Moodle support educational technologist, University of Life Sciences, Estonia*

AGENDA

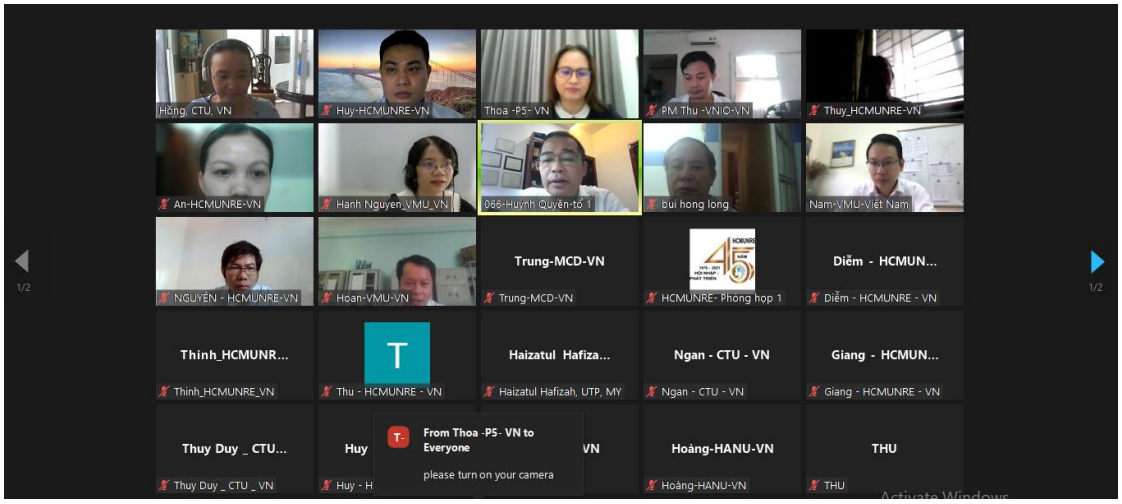
Thursday, 19th August 2021 (Day 1)

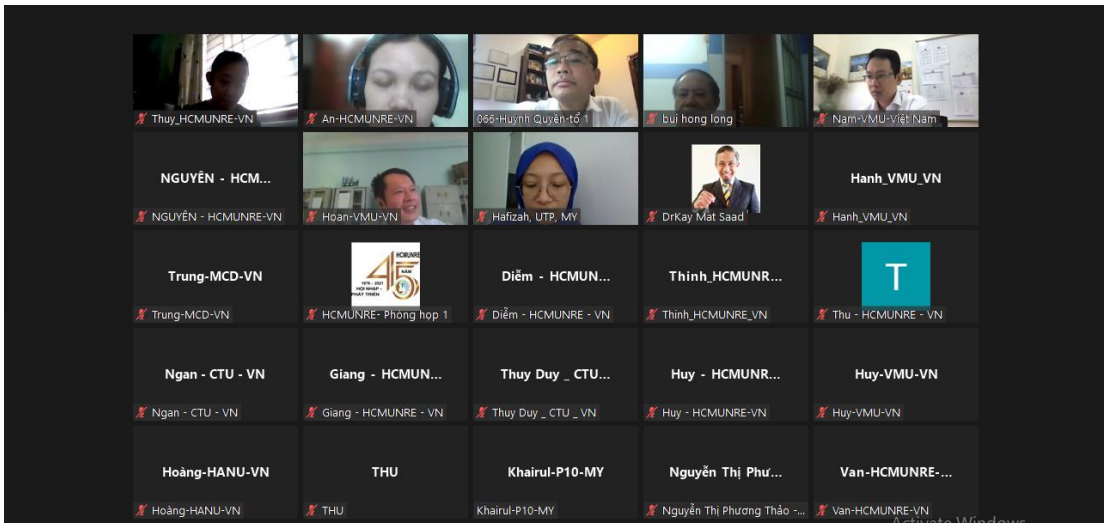
8:30 - 8:40	Opening and Welcome
8:40 - 9:10	Introduction of Learning Management system (Dr. Le Thi Kim Thoa, HCMUNRE)
9:10 - 9:40	Lecture on installing Exerte on local PC (Le Thi Kim Thoa, HCMUNRE)
9:40 - 10:30	Exercises (Installing Xerte on local PC) (Participants from HCMUNRE, VMU, VNIO, CTU, UTP, UniKL...)
10:30 - 10:50	Tea break
10:50 - 11:00	Discussing the tasks of instalation on local PC
11:00 - 11:30	Creating user and categories for the courses (Le Thi Kim Thoa, HCMUNRE)
11:30 - 14:00	Lunch time
Lecture on creating interactive content in Xerte	
14:00 - 14:30	Creating a learning object in Xerte (Le Thi Kim Thoa, HCMUNRE)
14:30 - 15:30	Excercise (including course materials) (Participants from HCMUNRE, VMU, VNIO, CTU, UTP, UniKL...)
15:30 - 16:00	Tea break
16:00 - 17:00	Packaging learning object for importing in Moodle (Le Thi Kim Thoa, HCMUNRE)

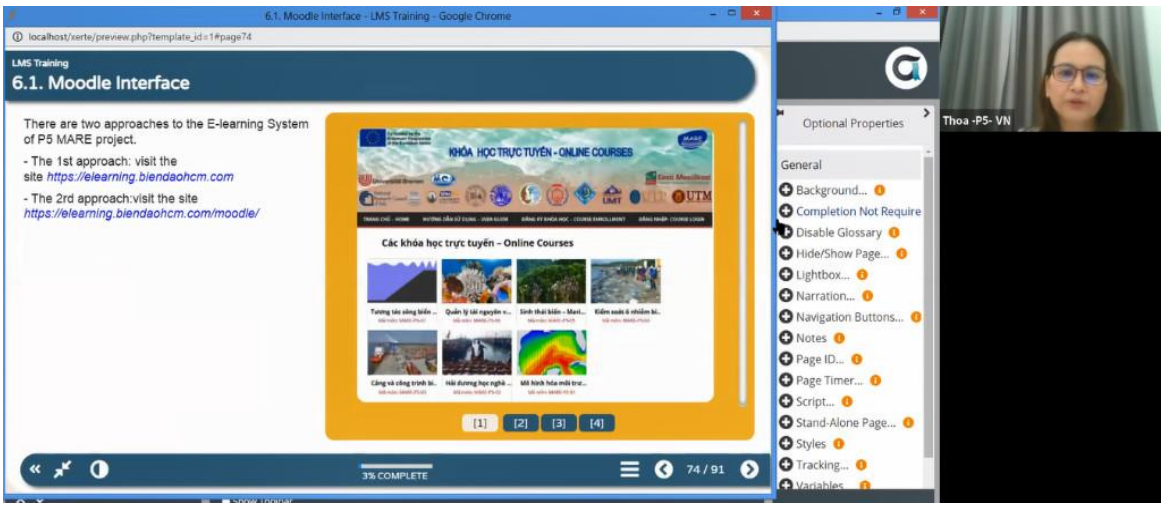
Friday, 20th August 2021 (Day 2)

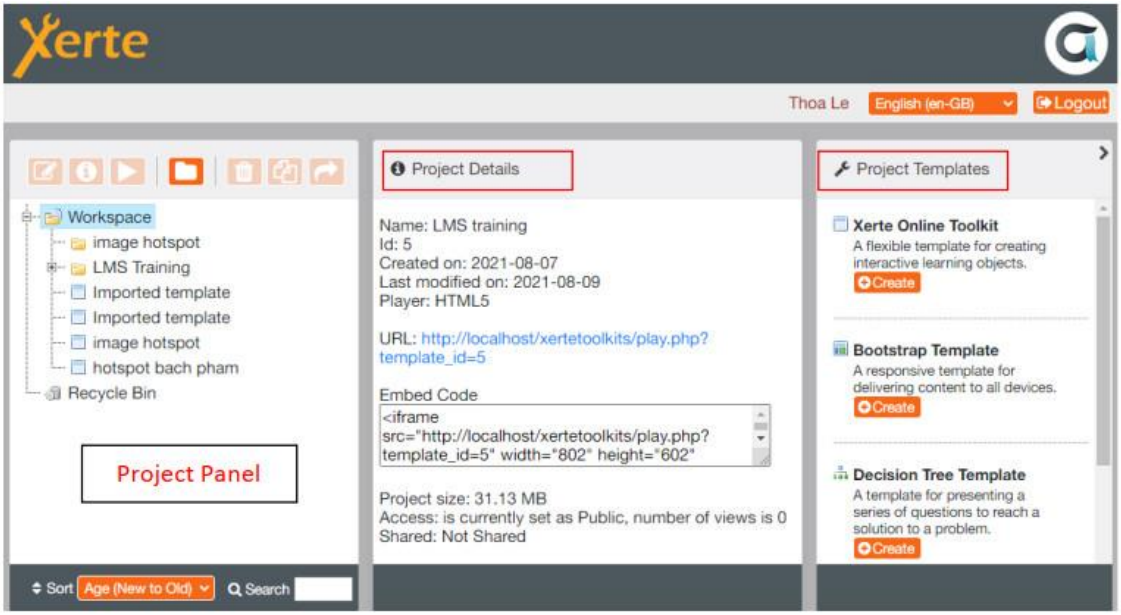
8:30 - 8:40	Getting started with Moodle (Le Thi Kim Thoa, HCMUNRE)
8:40 - 9:10	Excercise - Familiar with Moodle interface - Login and change your password - Update your profile - Work with the a forum, annountment, chat...
10:20 - 10:50	Tea break
10:50 - 11:20	Importing learning object into Moodle (Le Thi Kim Thoa, HCMUNRE)
11: 20- 11:40	Discussion
11:40 - 14:00	Lunch time
14:00 - 15:00	Creating interactive courses in Moodle (forum, assignment, Quiz, Grading, question bank, lesson, book ...) (Mr. Veljo Kabin, EMU)
15:00- 15:30	Excercise (materials will be provided for excercise)
15:30 - 15:50	Tea Break
15:50 - 16:50	Excercise (continue) (Participants from HCMUNRE, VMU, VNIO, CTU, UTP, UniKL...)
16:50 - 17:00	Discussion and closing remark for webinar

Some photos taken during the webinar









Teaching learning materials in LMS training

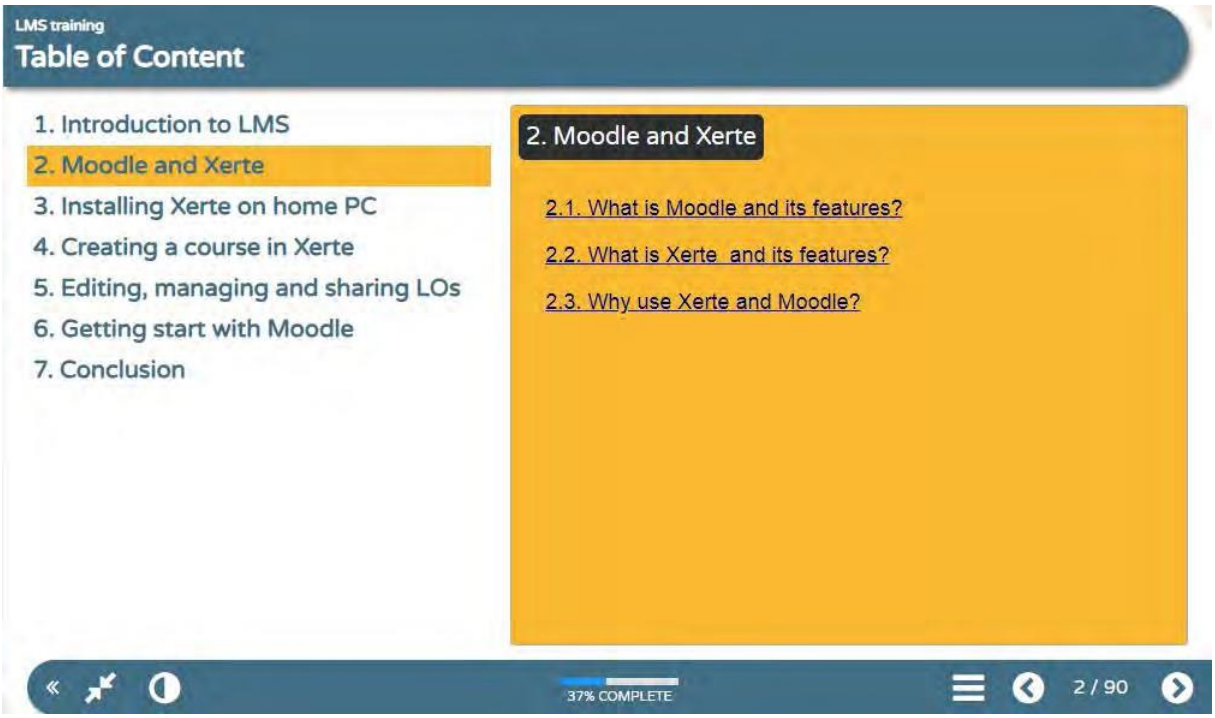
LMS training

Table of Content

1. Introduction to LMS
2. Moodle and Xerte
3. Installing Xerte on home PC
4. Creating a course in Xerte
5. Editing, managing and sharing LOs
6. Getting start with Moodle
7. Conclusion

1. Introdcution to LMS

1.1. What is LMS?
1.2. What is E-learning Platform?
1.3. The differences between LMS and Elearning platform
1.4. Can an eLearning platform be used without an LMS?
1.5. Which LMS should we use?


LMS training
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7. Conclusion
2. Moodle and Xerte
2.1. What is Moodle and its features?
2.2. What is Xerte and its features?
2.3. Why use Xerte and Moodle?
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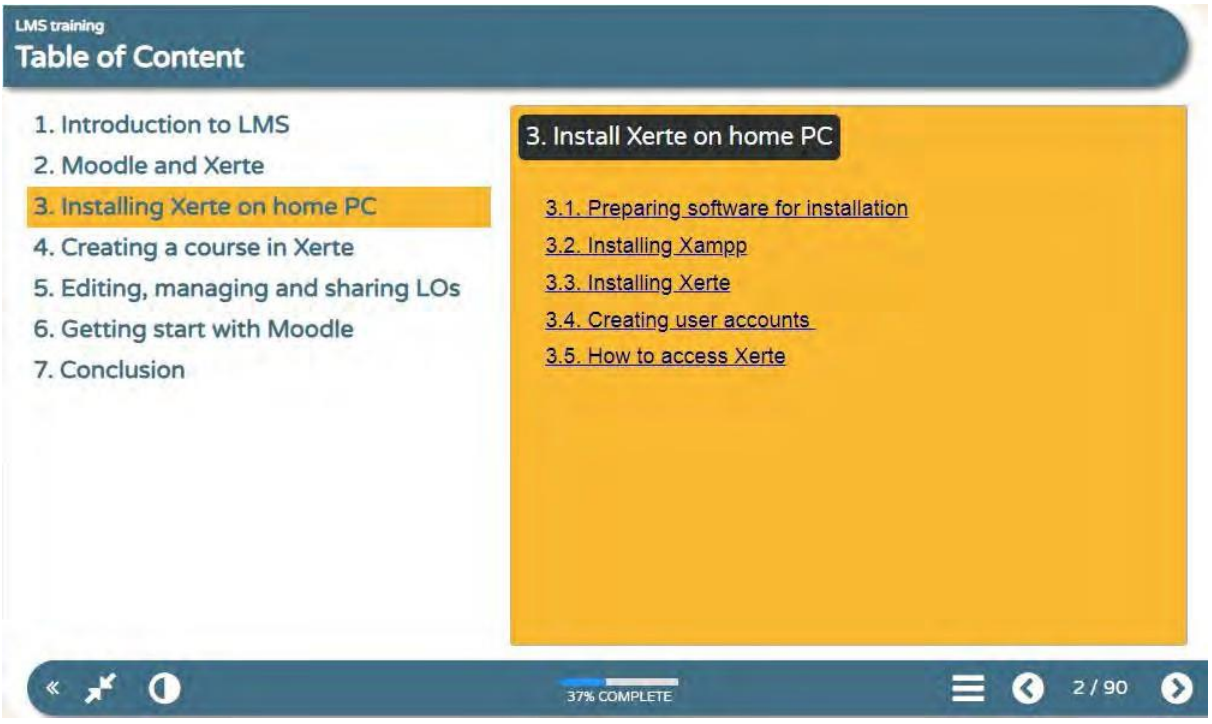
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3. Install Xerte on home PC
3.1. Preparing software for installation
3.2. Installing Xampp
3.3. Installing Xerte
3.4. Creating user accounts
3.5. How to access Xerte
37% COMPLETE
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LMS training

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4. Creating a course in Xerte

4.3. Creating a Bulletes Timed Content Page
4.4. Creating a Button Navigator Page
4.5. Creating a Button Sequence Page
4.6. Creating a Column Page
4.7. Creating a Advanced Image Page
4.8. Creating a Morph Images Page
4.9. Creating a Graphic and Sound Page
4.10. Creating a PDF File Page
4.11. Creating a Media Lesson Page
4.12. Creating a Transcript Reader Page
4.13. Creating a Video Page
4.14. Creating a Youtube Video Page

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5. Editing, managing and sharing LOs

5.1. Editing LOs
5.2. Sharing LO's for collaborative development
5.3. Giving LO's to other users
5.4. Enabling and using Peer Review
5.5. Exporting LOs
5.6.Importing into Xerte Online Toolkits

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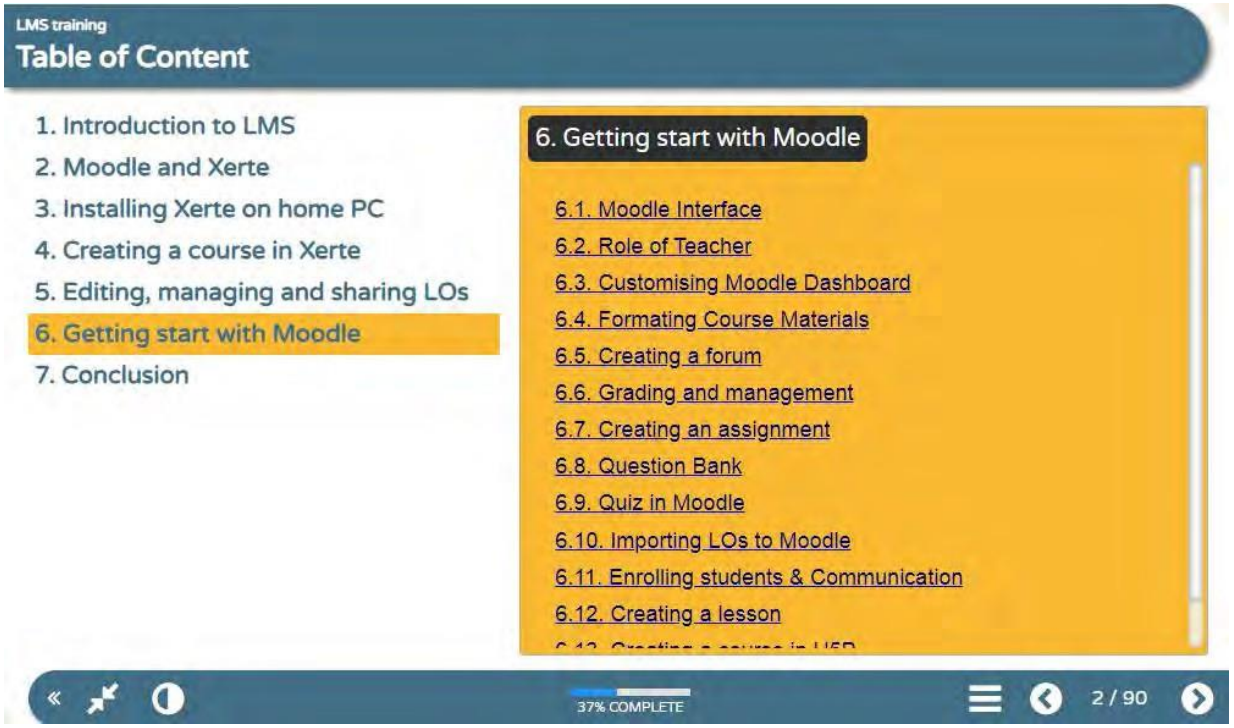
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7. Conclusion
6. Getting start with Moodle
6.1. Moodle Interface
6.2. Role of Teacher
6.3. Customising Moodle Dashboard
6.4. Formating Course Materials
6.5. Creating a forum
6.6. Grading and management
6.7. Creating an assignment
6.8. Question Bank
6.9. Quiz in Moodle
6.10. Importing LOs to Moodle
6.11. Enrolling students & Communication
6.12. Creating a lesson
37% COMPLETE
2 / 90

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7. Conclusion
7. Conclusion
Questions and answers
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Part 1:
Introduction to LMS

Presenter: Dr. Le Thi Kim Thoa
Faculty of Marine Resources Management
Ho Chi Minh City University of Natural Resources and Environment
Thoa.ltk@hcmunre.edu.vn

1.1. What is LMS?

An LMS is a software application that allows the organization to manage, monitor, assign content, teaching and learning activities, evaluation, summary reports, etc.

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1.2. What is Elearning Platform?

An online learning platform is an integrated set of interactive online services that provide trainers, learners, and others involved in education with information, tools and resources to support and enhance education delivery and management

=> Both systems are essentially used to help educators and learners organize, view, and manage the learning process.

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1.3. The differences between LMS and Elearning Platform

Functionality and Flexibility	E-learning platform	Learning Management System
	- Focuse on hosting online courses, with basic support for adding content, storing content, etc. => Can't managing learners' progress, monitoring their performance and assign certificates.	- Comprehensive in their functionality and offer support for file sharing, data storage, collaboration, messaging, etc => Can track learners' progress and assign certificates.

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1.3. The differences between LMS and Elearning Platform

Accessibility

E-learning platform

Hosted

=> flexible access controls and a higher degree of scalability

=> accessed from anywhere with an internet connection

Learning Management System

Self-Hosted, On-Premises

=> commonly accessed within the organization's network

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1.3. The differences between LMS and Elearning Platform

Time To Market

E-learning platform

Integrated into an existing website or app with not much time.

Learning Management System

A lot of time to get set up and integrated with other applications

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1.3. The differences between LMS and Elearning Platform

Pricing

E-learning platform

Designed to be less heavy in terms of features, and more flexibility and scalability than LMSs

=> Makes eLearning platforms relatively cheaper than LMSs

Learning Management System

An extensive feature-set and support for a variety of integrations.

=>This makes LMS very powerful, but it comes at a high cost.

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1.3. The differences between LMS and Elearning Platform

Summary

E-learning platform

- E-Learning platforms are cheaper than LMSs;
- Easy to use and have an attractive drag-and-drop interface
- Allow users to mix and match different content types, templates, graphics, audio, video, and quizzes.

Learning Management System

- LMSs come with a lot of built-in features that eLearning platforms lack (track learners' progress, assign certificates...)
- More security

So, which one should you choose?

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1.4. Can an Elearning Platform be used without LMS?

An eLearning platform can be used without an LMS, but it is essential to know that it is limited in its functionality without a Learning Management System.

For instance, you won't track the learners' progress if you don't have an LMS with you.

This is one of the primary reasons for organizations to think about.

However, E-Learning platforms are much easier to use and more attractive in terms of interface.

Can we choose both?

For professional management, we need a synchronized system.

You can choose between the two based on your requirements and their features.

If you are looking for a professional platform, then you should choose an LMS.

If you are looking for a tool to create and manage your content, then eLearning can be your choice.

For university purposes and the future development trend, we need an LMS.

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1.5. Which LMS should we choose?

There are two type of LMS: "Freemium" and "Proprietary" systems.

Freeminum System	Proprietary System
- A free open-source solution which requires further development	- An expensive product which is ready out of the box
- Get the basic elements for free, but must pay for extra options. ($10,000/year, not including IT department salaries).	- No hidden cost. Detailed pricing information is not publicly available, but the cost depends on how many licenses you need.
- It's very difficult to set up and fine tune. For implement it, requires a qualified IT specialist.	- Offers self-paced instruction methods and resource management.
- More collaboration features and excel in email integration.	- The system lacks collaboration features and doesn't excel in email integration.

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Part 2: Moodle and Xerte

Presenter: Dr. Le Thi Kim Thoa
Faculty of Marine Resources Management
Ho Chi Minh City University of Natural Resources and Environment
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2.1. What is Moodle and its features?

- Moodle stands for Modular Object-Oriented Dynamic Learning Environment.
- It is written in PHP and distributed under the GNU General Public License.
- Moodle continued growing from strength to strength, and by 2008 had established itself as the dominant LMS, winning multiple awards and registering over half a million users.

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2.1. What is Moodle and its features?

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2.2. What is Xerte and its features?

- Xerte (pronounced Zer-Tee) provides simple online tools that allows non-technical staff to quickly and create effective interactive materials easily.

- Providing best of breed accessibility, and nurturing a positive and friendly community of users and developers.

Xerte
an apereo community project

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2.2. What is Xerte and its features?

Xerte is a wide-ranging, flexible, easy to learn tool which allows for a number of content types and functionality. These include:

- Text content
- Images
- Audio and video (e.g. from Kaltura)
- Annotated diagrams
- Hotspot images
- Drag and drop labelling exercises
- Multiple choice questions
- A range of media galleries
- A large range of ways to display information on a page (e.g. accordion, tabbed pages, slideshows and flashcards)
- Self assessment tests including feedback
- HTML code to change the look of content and embed a range of tools/content

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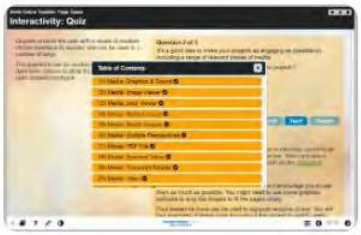
2.2. What is Xerte and its features?

There are three packages in Xerte: Xerte Online Toolkits, Bootstrap and Decision Tree

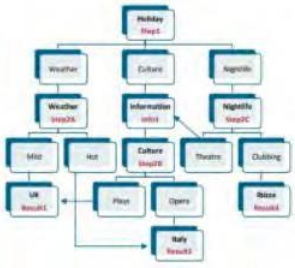
Xerte Online Toolkits (XOT) is a powerful platform for innovation and is the most approachable for new Xerte users

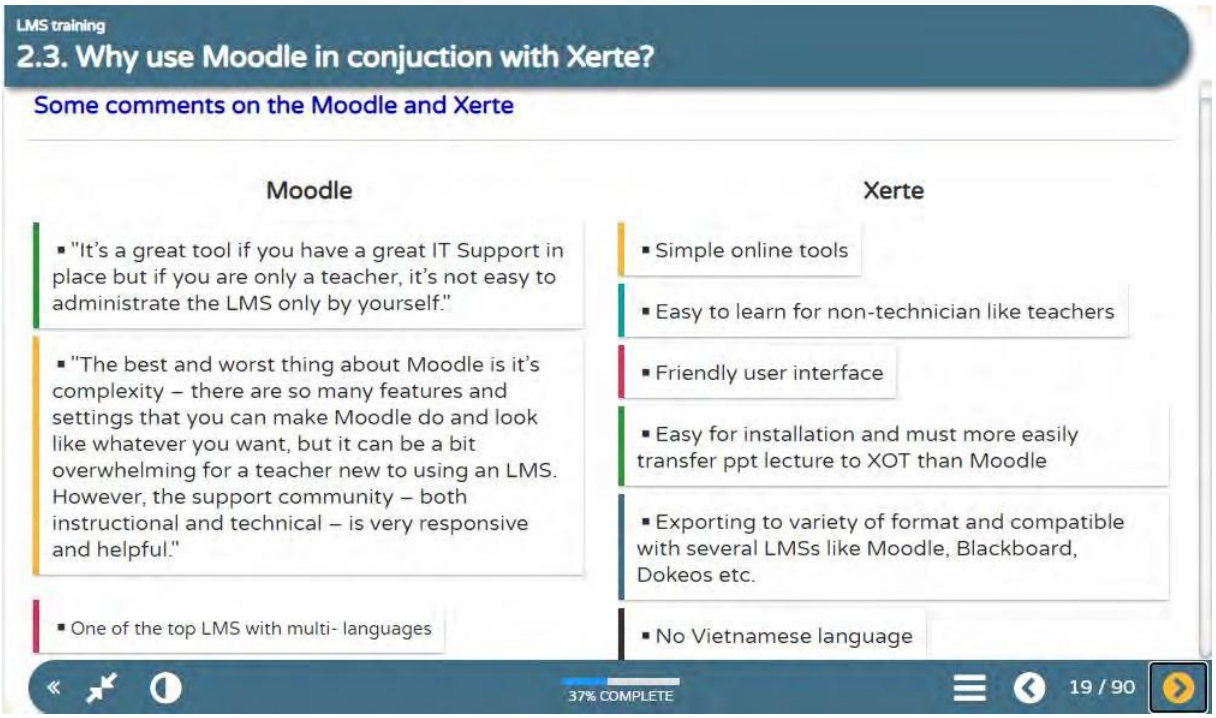
Xerte Online Toolkits



Bootstrap

Decision Tree

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2.3. Why use Moodle in conjuction with Xerte?
Some comments on the Moodle and Xerte
Moodle
▪ "It's a great tool if you have a great IT Support in place but if you are only a teacher, it's not easy to administrate the LMS only by yourself."
▪ "The best and worst thing about Moodle is it's complexity – there are so many features and settings that you can make Moodle do and look like whatever you want, but it can be a bit overwhelming for a teacher new to using an LMS. However, the support community – both instructional and technical – is very responsive and helpful."
▪ One of the top LMS with multi- languages
Xerte
▪ Simple online tools
▪ Easy to learn for non-technician like teachers
▪ Friendly user interface
▪ Easy for installation and must more easily transfer ppt lecture to XOT than Moodle
▪ Exporting to variety of format and compatible with several LMSs like Moodle, Blackboard, Dokeos etc.
▪ No Vietnamese language
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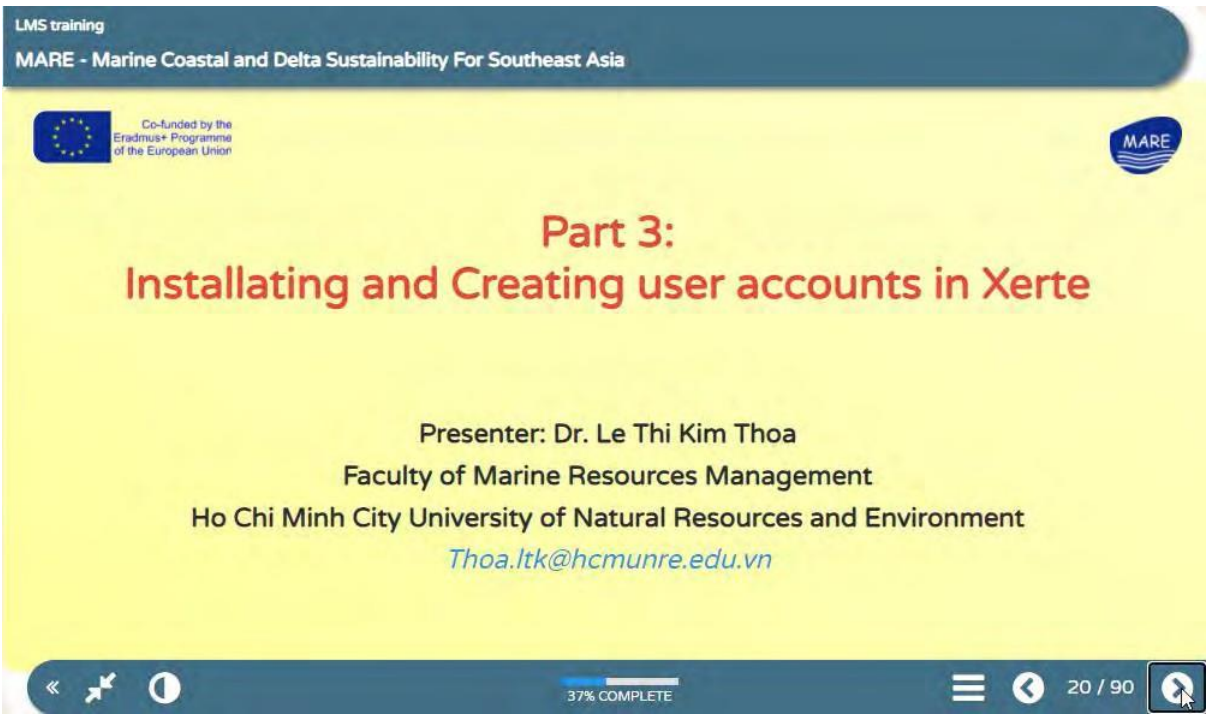
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Part 3:
Installating and Creating user accounts in Xerte
Presenter: Dr. Le Thi Kim Thoa
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3.1. Preparing softwares for installation

Xampp

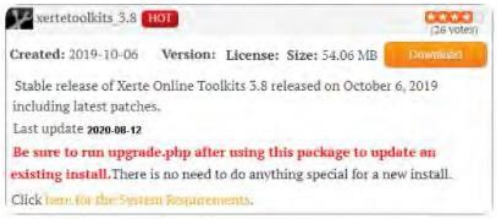
Download XAMPP at
https://www.apachefriends.org/download.html

xampp-windows-x64-7.3.29-2-VC15-installer.exe

Xerte

- Download Xerte Online Toolkits at https://www.xerte.org.uk/index.php

xertetoolkits_3.8.zip



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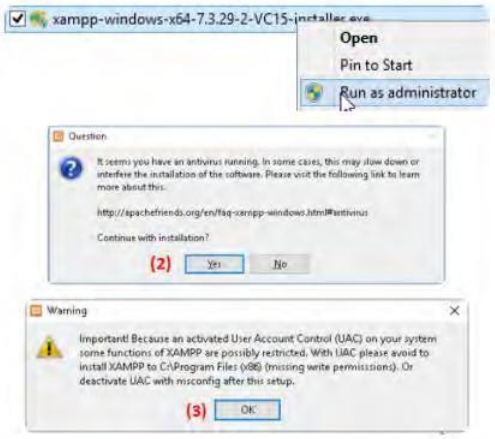
3.2. Installing Xampp

- Right click on xampp downloaded from previous step, and select "*Run as administrator*"



3.2. Installing Xampp

- After the installation process, click the **Finish** button of the XAMPP Setup wizard.
- This is the first interface after successful installation of XAMPP

- The xampp panel will automatically appear on the screen.
- If you do not see it, go to the folder ***c:\xampp*** and open the file ***xampp-panel.exe*** to turn on the XAMPP's *Apache* and *MySQL* services.

Note: Suppose *Apache* is not starting, it means some other service is running at port **80.**

- Port **80** has a lot of priority programs running, such as Skype, IIS, w.w.w. Publishing services, HTTP Server API,...
- In this case, stop the other service temporarily and restart it.

- To stop w.w.w. Publishing service, press the key combination: **Window + R** and type ***services.msc*** . Right click the "World Wide Web Publishing Service" in the dialog box and select "**Stop**"

3.2. Installing Xampp

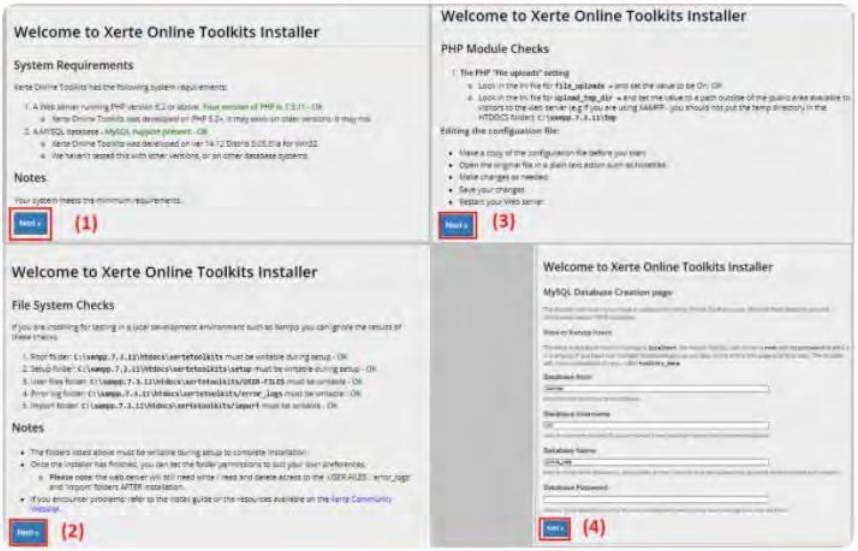
- In order to check whether the XAMPP service has properly installed or not.
- Type in the URL: ***http://localhost***.
- If you are able to see the default page for XAMPP, then you have successfully installed your XAMPP Server.

3.3. Installing Xerte

- Copy ***xertetoolkits3.8.zip*** file downloaded from previous step to folder "C:\xampp\htdocs\xertetoolkits\
- Right click on the zip file, and select "Extract all".
- When prompted, make sure the value shown below is "c:\xampp\htdocs\xertetoolkits"

- Then visit ***http://localhost/xertetoolkits/setup/***
- The screen come up like this, click on *Install*

3.3. Installing Xerte



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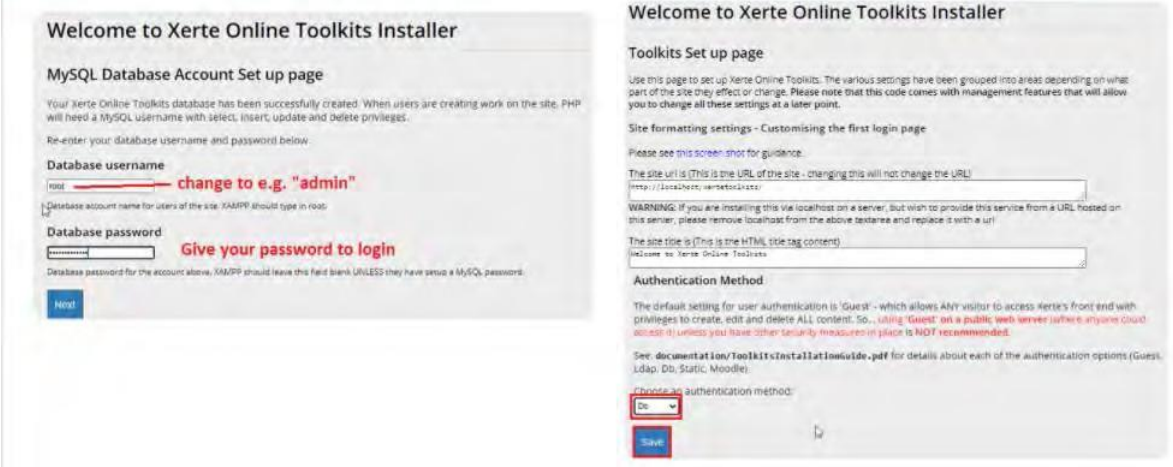

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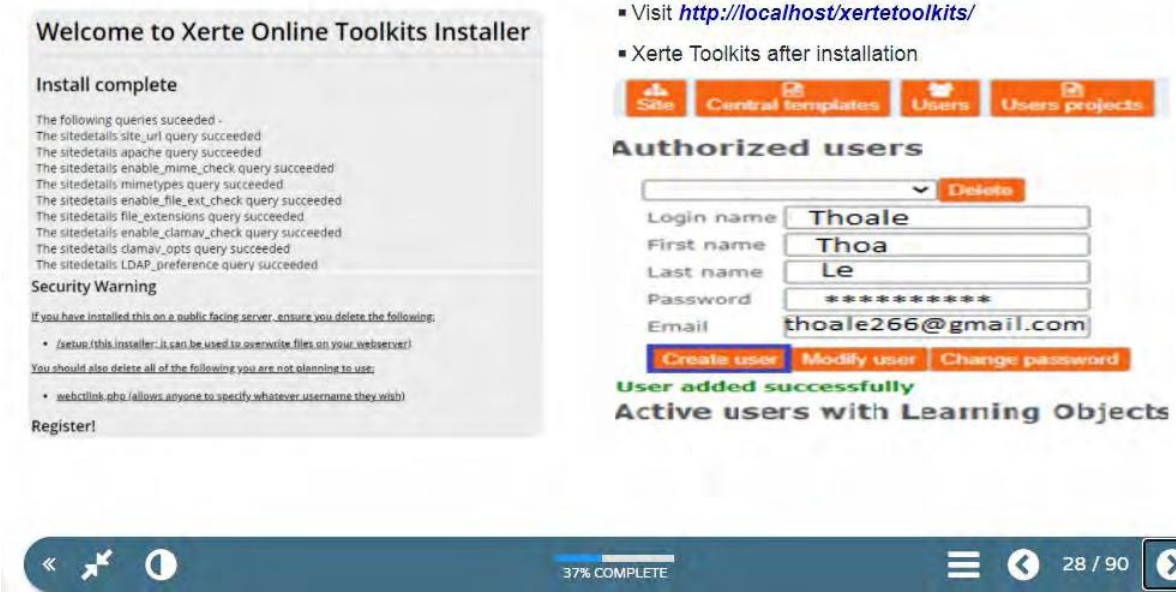

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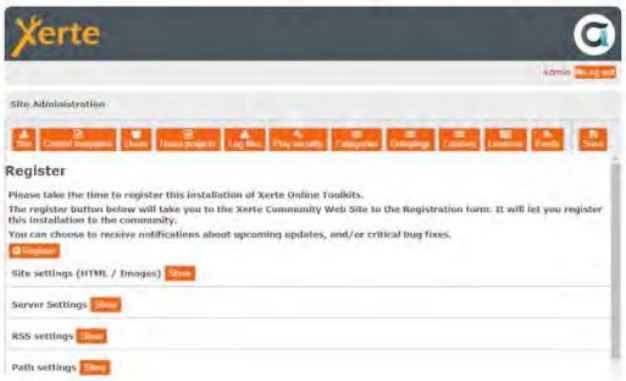
3.4. Creating user accounts

- Log into management page at *http://localhost/xertetoolkits/management.php* for creating user account



- Create at least two user accounts for later practice.

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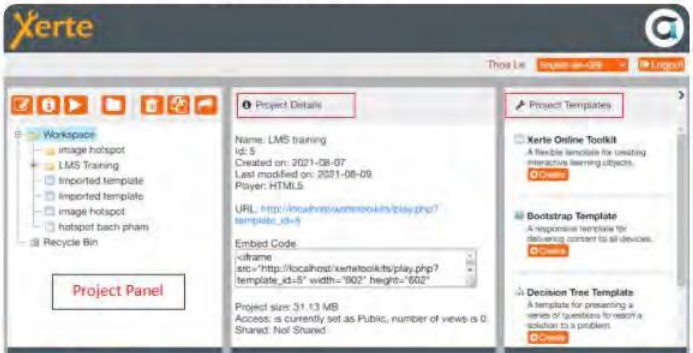
3.5. How to access Xerte

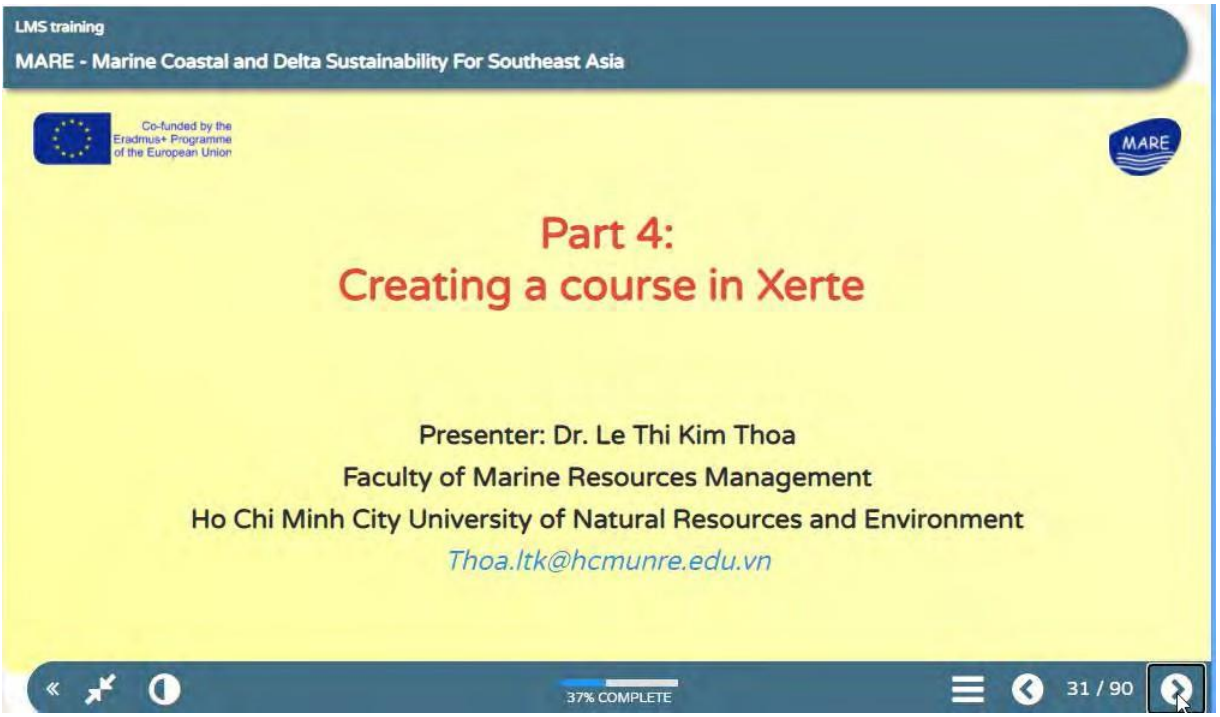
- Enter the site at *http://localhost/xertetoolkits*
- Enter your username and password
- After logging in, you will arrive at the Xerte Interface. This is where you will create new projects and organise any existing projects.
- The Interface is divided into three main sections; the *Project Panel*, *Project Details* and *Project Templates*.



Project Templates is where new projects are created.

- ***Xerte Online Toolkit*** creates a project that can consist of a variety of content types alongside interactive elements. Projects can be linked to or embedded into a number of systems including Blackboard.
- ***Bootstrap Template*** creates a website style project with a menu and multiple pages. The website will be responsive, making it suitable for use on all devices.
- ***Decision Tree Template*** creates a project that guides a user through a decision making process. It can be

[1] [2] [3]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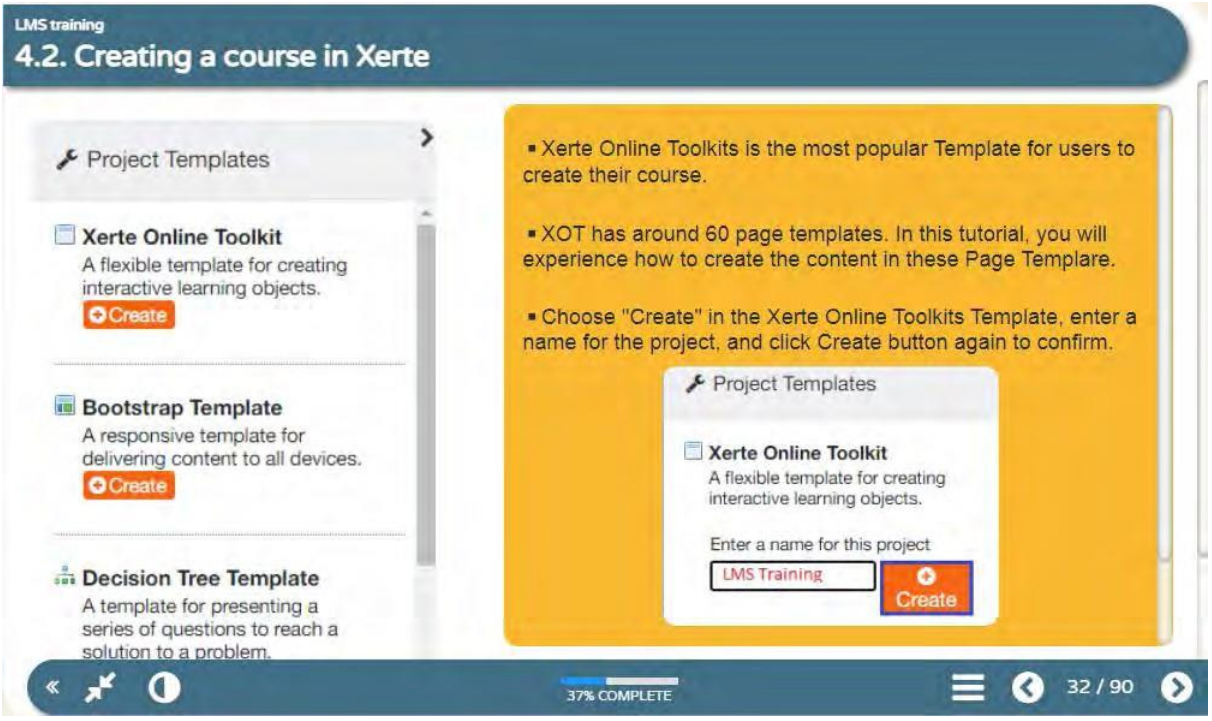
37% COMPLETE
31 / 90


LMS training
4.2. Creating a course in Xerte
Project Templates
Xerte Online Toolkit
A flexible template for creating interactive learning objects.
Create
Bootstrap Template
A responsive template for delivering content to all devices.
Create
Decision Tree Template
A template for presenting a series of questions to reach a solution to a problem.
▪ Xerte Online Toolkits is the most popular Template for users to create their course.
▪ XOT has around 60 page templates. In this tutorial, you will experience how to create the content in these Page Templare.
▪ Choose "Create" in the Xerte Online Toolkits Template, enter a name for the project, and click Create button again to confirm.
Project Templates
Xerte Online Toolkit
A flexible template for creating interactive learning objects.
Enter a name for this project
LMS Training
Create
37% COMPLETE
32 / 90

LMS training

4.1. Creating a Title Page

International Webinar
Learning Management System Training

19- 20 August 2021, 8:30 - 17:00 GMT+7

Presenter: Dr. Le Thi Kim Thoa
Faculty of Marine Resources Management
Ho Chi Minh City University of Natural Resources and Environment
Thoa.ltk@hcmunre.edu.vn

LMS training

4.2. Creating a Plain Text Page

Summary

Summarise the key points...

This Text > Summary page serves as a reminder that it's good practice to summarise what was covered in the learning object, usually somewhere near the end of the resource, and to also point to the next steps the learner should undertake if appropriate. In your summary you can include links back to specific pages or to a relevant document to download.

Next Steps

Suggest how the knowledge can be applied and any useful next steps...

In your suggested next steps you could link to the next resource in a sequence, or to additional material, or to details of offline activites. This page is added here simply to mirror the order of the pages and categories you will find in the editor. e.g. the summary page is found in the Text category. We've also added another summary page at the end of this resource

LMS training

4.3. Creating a Bulletes Timed Content Page

- Xerte Online Toolkits is an easy way to produce interactive content for your learners. Or indeed for your learners to create interactive content themselves.
- You create content in Xerte Online Toolkits by assembling different types of pages, and filling in a simple form to configure the page. There are numerous templates available, providing support for a wide range of media and interactivity.
- This is the Bullets page, which presents a series of simple points (with or without bullets) that can be made to appear gradually.
- You can add simple bulleted lists to other pages too, but this page allows you to reveal them one at a time.
- Alternatively, use the Button Sequence page to allow users to control when they reveal the next piece of information.
- Depending on your requirements it's also possible to add images to the bulleted points...

39% COMPLETE

35 / 90

LMS training

4.4. Creating a Button Navigator Page

This page allows a dialog through a sequence of buttons. It might be helpful for breaking a concept into small chunks and creating a sense of dialog with the user.

- Xerte Online Toolkits is a tool for creating interactive learning materials quickly and easily...

1 2 3 4 5

40% COMPLETE

36 / 90

LMS training

4.5. Creating a Button Sequence Page 1

This page allows a dialog through a sequence of buttons. It might be helpful for breaking a concept into small chunks and creating a sense of dialog with the user.

- Xerte Online Toolkits is a tool for creating interactive learning materials quickly and easily...
- Content is created using a bank of templates. Over 60 different types of page can be authored...
- Xerte Online Toolkits is noted for high levels of native accessibility...
- ...and in 2010 Xerte Online Toolkits won the IMS Platinum Impact Award.

More

41% COMPLETE 37 / 90

LMS training

4.6. Creating a Column Page

There is no limit on how many columns you can add to a Column Page, but you will need to consider the readability of the content if you add a lot. On smaller mobile devices the columns will be presented in one long column rather than side by side.

▸ This page is created with a Multi-Navigator page where navigator type is set to *columns*.

Xerte Online Toolkit

The 'original' Xerte project template (used by this example project).

Ideal for pulling together a variety of content types along side interactivities.

Bootstrap

A website style project with a menu and multiple pages.

There are no inbuilt activities but you can embed those made in the Xerte Online Toolkit template.

Decision Tree

A template that creates a non-linear project.

Flow chart style questioning where where the answer given determines the route taken thtrough the content.

▶ 00:00 01:03

43% COMPLETE 39 / 90

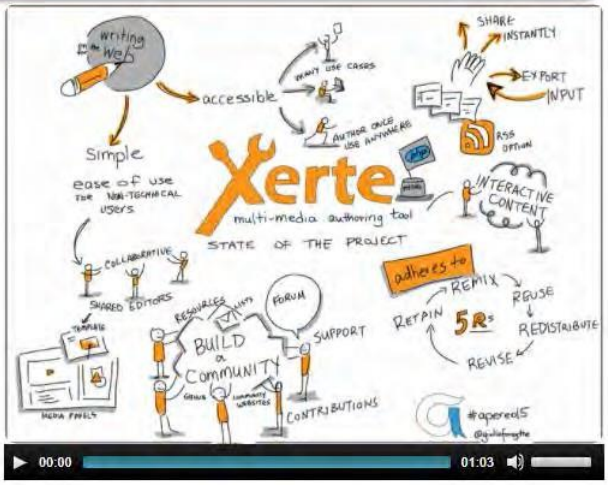
LMS training

4.7. Creating a Advanced Image Page

The Advanced Image page offers a more flexible layout than the Graphics & Sound page, including options to bleed the image at one edge or add a margin.

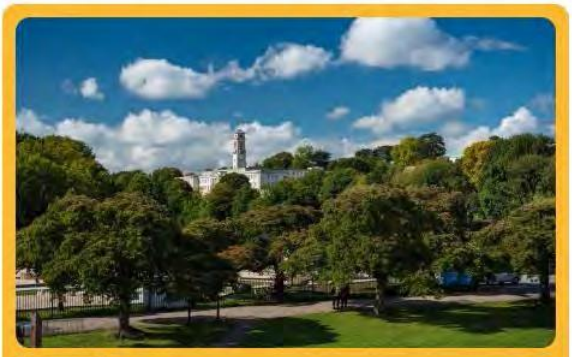
In this example a transparent png gives the impression that the image is rotated and not a standard rectangle.

★ The audio player below has been added using the narration option which is available on all pages. You can control whether the audio auto-plays and whether we move to the next page when the clip has played to the end.



LMS training

4.8. Creating a Morph Images Page



Zoom

This page allows you to morph between two images.

Define a small zoom area on the initial image to give the impression of zooming for more detail, as shown in this example.

Try morphing between two images without zooming by defining the zoom region over the entire first image. This technique could, for example, be used to add labels to an initally blank diagram or reveal what's beneath the initial view.

LMS training

4.9. Creating a Graphic and Sound Page

This page is used to show text and graphics, and optionally, provide a sound for the user to listen to as well. You can choose from a number of different layouts and features, such as the magnifier tool that you can see when you roll your mouse over the image.

Ä Graphics will usually look best if they are cropped in portrait orientation, although your images will be resized if necessary to fit on the page.

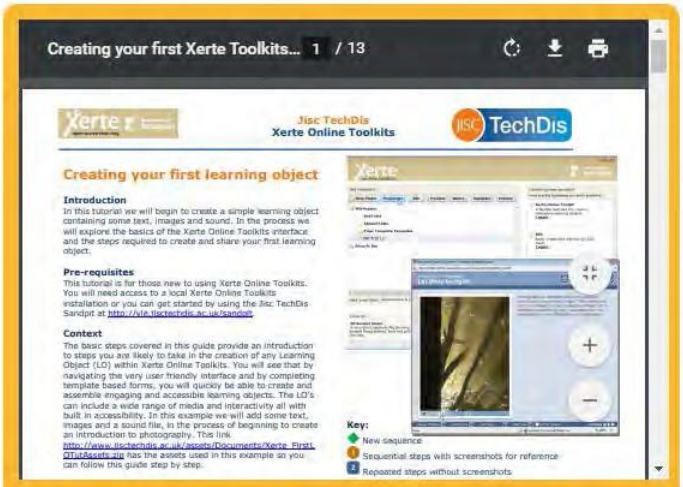
LMS training

4.10. Creating a PDF File Page

Embed PDF files into your project using the PDF page.

PDFs can be shown full screen or, like this example, with some accompanying text.

One way of displaying PowerPoint presentations in your projects is by saving them as PDF files and uploading them to this page.



LMS training

4.11. Creating a Media Lesson Page

Dân số thế giới

This page allows you to synchronise passages of text to a video clip. A number of options determine whether the content is shown one point at a time and whether the video is paused when new content is added.

Use to synchronise a transcript, pull out key points or prompt

According to UN statistics, the world population was only approximately 3.6 billion people in 1970.

The population also increased to about 4.4 billion people in 1980. In 1990 about 5.3 billion people.

In 2000, over 6.1 billion people. In 2010, the population was over 6.9 billion people.

And by the end of 2017, this number was over 7.5 billion people.

It is estimated that the world population is expected to reach 8 billion people in 2023 and reach 10 billion people in 2056.

There are more than 220 countries in the world, but the total population of the top 6 countries alone accounts for half of the world's population.

At the top is China with approximately 1.4 billion people.

LMS training

4.12. Creating a Transcript Reader Page

This is a transcript reader. It allows you to synch up an audio sound track to blocks of highlighted text.

Clicking a section of text will jump you to the corresponding point in the audio file.

The audio files you upload should be in .mp3 format.

Seen from space, our planet's surface appears to be dominated by the color blue. The Earth appears blue because large bodies of saline water known as the oceans dominate the surface. Oceans cover approximately 70.8% or 361 million square kilometers of Earth's surface with a volume of about 1370 million cubic kilometers.

The oceans contain 97% of our planet's available water. The other 3% is found in atmosphere, on the Earth's terrestrial surface, or in the Earth's lithosphere in various forms and stores.

The oceans are an important part of Earth: they help to determine the make-up of the air, they help determine the weather and temperature, and they support great amounts of life. The composition of ocean water is unique to its location and depth. Just as Earth's interior is divided into layers, the ocean separated into different layers, called the water column.

00:00 01:01

LMS training

4.13. Creating a Video Page

You can easily include directly uploaded video in your projects using the video page.

The video should be in .mp4 format. There are a number of pieces of software that can convert your video into this format if it is in a different format.

However please note that you should always try to upload your video to a streaming service and embed from there rather than upload direct to Xerte. Any service that provides embed code will work and sites like YouTube and Vimeo are popular choices if you don't have an organisational solution.

If you do upload directly be sure to keep the clips short and as small a file size as possible. The short 3.3 minute clip uploaded here is from the 2016 Xerte conference.

LMS training

4.14. Creating a Youtube Video Page

You can easily include directly uploaded video in your projects using the video page.

The video should be in .mp4 format. There are a number of pieces of software that can convert your video into this format if it is in a different format.

However please note that you should always try to upload your video to a streaming service and embed from there rather than upload direct to Xerte. Any service that provides embed code will work and sites like YouTube and Vimeo are popular choices if you don't have an organisational solution.

If you do upload directly be sure to keep the clips short and as small a file size as possible. The short 3.3 minute clip uploaded here is from the 2016 Xerte conference.

LMS training

4.15. Creating a Audio Slideshow Page

Sequence a series of slides against an audio soundtrack.

Use the audio slideshow page to synchronise the narration of each nested page, or simply to display text and pictures in sync with a soundtrack.

In this example, a series of slides about the activities of responding to the sea and island week of the students of the Faculty of Marine Resource Management in 2017.

LMS training

4.16. Creating a Image Viewer Page

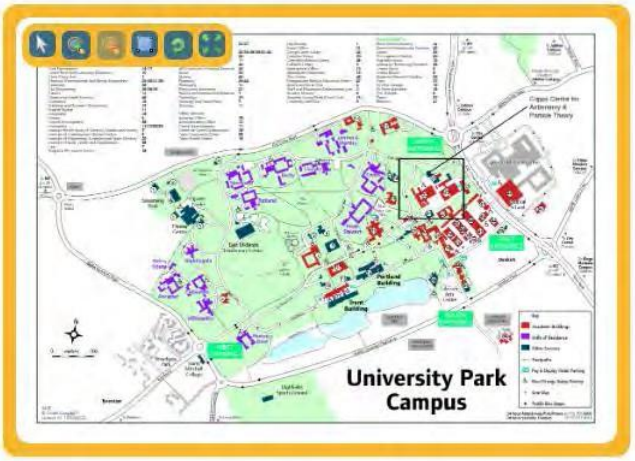
Allow the user to zoom in and out and select regions of an image that is too big to display fully on the screen.

Possible uses include displaying maps or technical illustrations where the zooming allows you to see extra detail.

This is one page type where you might choose to upload high resolution images to allow the user to zoom and navigate the image to view specific detail.

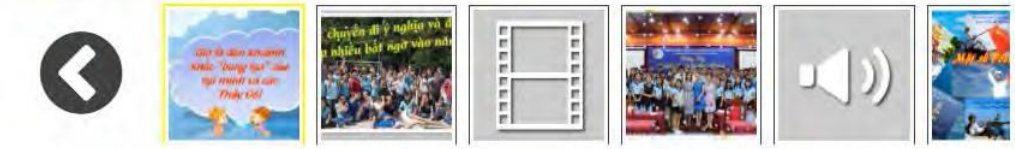
Toolbar button functions:

- Move
- Zoom in
- Zoom out
- Select area
- Reset image
- Toggle full screen



LMS training

4.17.Creating a Multiple Perspectives Page



This page allows you to present a number of pieces of media for students to browse. This example just uses images but audio and video files can also be included, each associated with a piece of text which appears when selected.

Its name, 'Multiple Perspectives', comes from the project it was originally designed for where several video interviews were to be shown, presenting a number of views on a topic.

Click each thumbnail in the bar above to select an item.

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4.18. Creating a Hyperlink Page

This page presents a series of hyperlinks which will open in a new browser window. You can also add links to the text on any type of page using the editor's **WYSIWYG** toolbar.

Xerte Online Toolkits
The University of Nottingham's Xerte installation - available to all staff and students at the university.
https://www.nottingham.ac.uk/toolkits

Xerte: An Introduction
Find out how to get started with Xerte in this detailed guide.
https://www.nottingham.ac.uk/toolkits/play_17555

UoN Xerte Blog
Keep up to date with all of the latest developments in Xerte at the University of Nottingham.
https://www.nottingham.ac.uk/toolkits/play_17709

Xerte Community
A website developed by and for the Xerte Community.
http://www.xerte.org.uk/

Xerte Community Forum
Questions about Xerte? Browse questions and answers from the Xerte Community in the online forum.
http://www.xerte.org.uk/index.php?option=com_kunena&view=category&Itemid=760&lang=en&layout=list

Learning Xerte
This site contains links to a number of older guides.
http://xot.xerte.org.uk/play.php?template_id=11

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4.19. Creating a Accordion Navigator Page

▾ Overview

Introduction

The Tabbed Navigator + page presents a series of topic headings where each topic displays its own tabbed navigator. It is useful for presenting a large amount of related information on one page.

Investigate the various tabs and nested links to explore how this highly flexible page type works, whilst also learning about accessibility features built in to Xerte.

This accessibility guidance has been prepared by Alistair McNaught, Subject Specialist (accessibility and inclusion) at Jisc.

In-built features

Xerte Toolkits is designed to support people with a wide range of needs and so that it:

- allows easy integration of text, audio, images and video;

▸ Advice for Content Authors

▸ Advice for Students

LMS training

4.20. Creating a Multi Navigator Page

The Multi Navigator (Tabbed Navigator) presents a series of tabs for displaying related items. Each tab can contain text and images.

Xerte Online Toolkits | Booststrap | Decision tree

The 'original' Xerte project template (used by this example project).

Ideal for pulling together a variety of content types along side interactivities.

70+ page types available.

LMS training

4.21. Creating a Tabbed Navigator + Page

- Overview
- Advice for Content Authors
- Advice for Students

Introduction | In built features

The Tabbed Navigator + page presents a series of topic headings where each topic displays its own tabbed navigator. It is useful for presenting a large amount of related information on one page.

Investigate the various tabs and nested links to explore how this highly flexible page type works, whilst also learning about accessibility features built in to Xerte.

This accessibility guidance has been prepared by Alistair McNaught, Subject Specialist (accessibility and inclusion) at Jisc.

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4.22. Creating a New Window Page

The New Window page allows you to link to any other web based content and launch it from your project.

This allows you to integrate all sorts of content that is not compatible with Xerte directly, or perhaps doesn't allow direct embedding. You can link to any online resources including online presentations, interactive content developed with other authoring tools and/or other multimedia and document formats such as pdf, Office 365, Google Docs etc.

Link to a document instead of a web page by first uploading it to your project using the project properties panel in Xerte's Workspace.

This example links to the Xerte Community website. You can follow the link by clicking either the image or the text below:

Click on this link to get XOT userguide

LMS training

4.23. Creating a Hotspot Image Connector Page

This connector allows you to mark up an image with hotspots and associate each one with some text, media or a link to another page.

Investigate this optical satellite image. **Can you identify these hotspots?**

The hotspots in this example are used a voice to answer the aboved questions. Hotspots can also be used as links that take you directly to another page in the project or link with an image.

Try using a Hotspot Image Connector as a visual menu screen where each hotspot acts as a page link.

62% COMPLETE

56 / 90

LMS training

4.24. Creating a Categories Page

This interaction allows learners to sort items into a number of different categories.

There's no limit to the numbers of categories (or items in each category) but remember to think about how many can comfortably fit on the screen.

In this example, there are four categories, drag and drop the words shown on the right into the appropriate categories.

deeply

Noun	Adjective	Adverb	Verb

Check Answers

63% COMPLETE

57 / 90

LMS training

4.25. Creating a Dialog Page

The dialog interaction presents a series of text entry interactions for the user to answer.

Hints are provided after a number of attempts have been made and there is the option to make answers case sensitive.

The capital of France is Paris

The capital of Germany is Berlin

The capital of Italy is Rome

The capital of the Netherlands is

Submit

64% COMPLETE

58 / 90

LMS training

4.26. Creating a Drag and Drop Labelling Page

This drag and drop labelling interaction tests the user's ability to label a diagram. It can include information related to each of the labels.

Try dragging the labels to this satellite image. The regions are highlighted to help.

Plant Water House, contruction work

Submit

66% COMPLETE

59 / 90

LMS training

4.27. Creating a Gap Fill Page

The Gap Fill page asks the user to fill in missing words from a passage of text.

This version allows users to drag and drop the appropriate words into the gaps. If the word fills in correctly, it will stay in that gap, the wrong word will automatically return to the previous position.

Mangrove forests or _____ are among the world's most productive ecosystems. Mangroves are tree and _____ that grow in tropical and sub-tropical _____ along the land-sea interface, bays, estuaries, _____, backwaters, and in the rivers, reaching upstream up to the point where the _____ still remains saline.

water | latitudes | shrubs | mangals | lagoons

LMS training

4.28. Creating a Documentation Page

This page allows you to present information and form fields to students across a number of subpages. Once completed the student can download this content, including their responses, as a Word document.

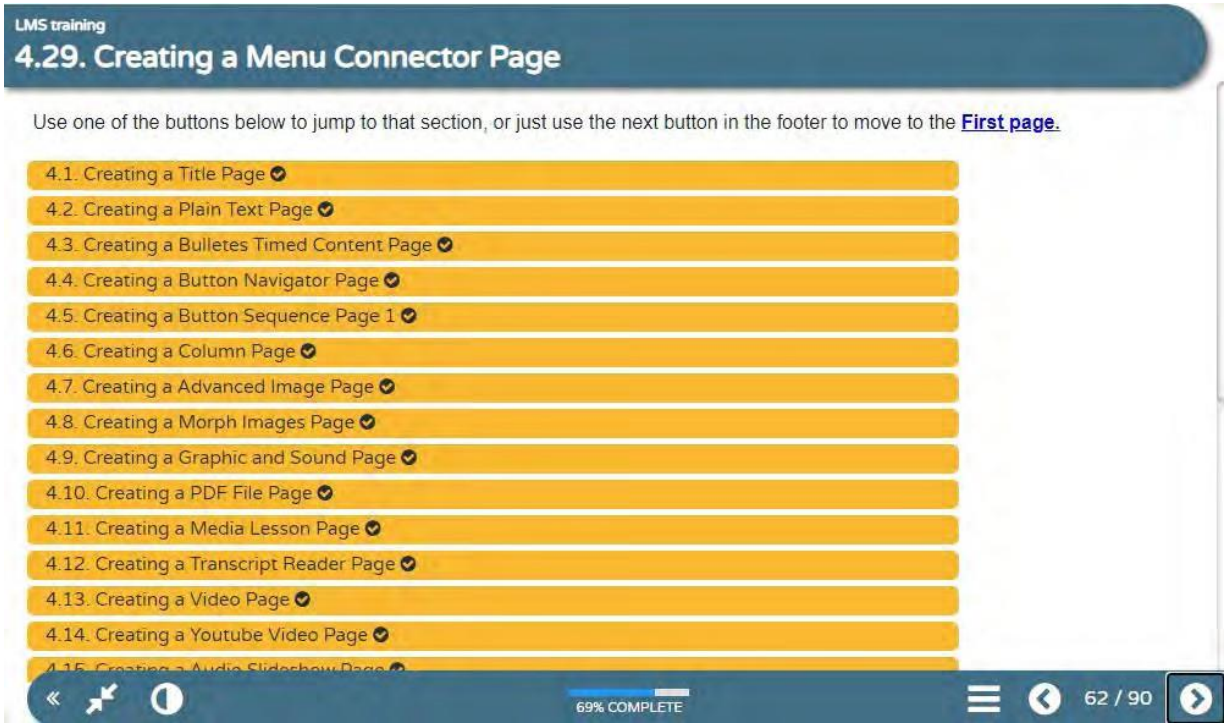
So far in this project you have seen and explored a number of Xerte page types and you should now have an idea now of the kinds of content that can be created.

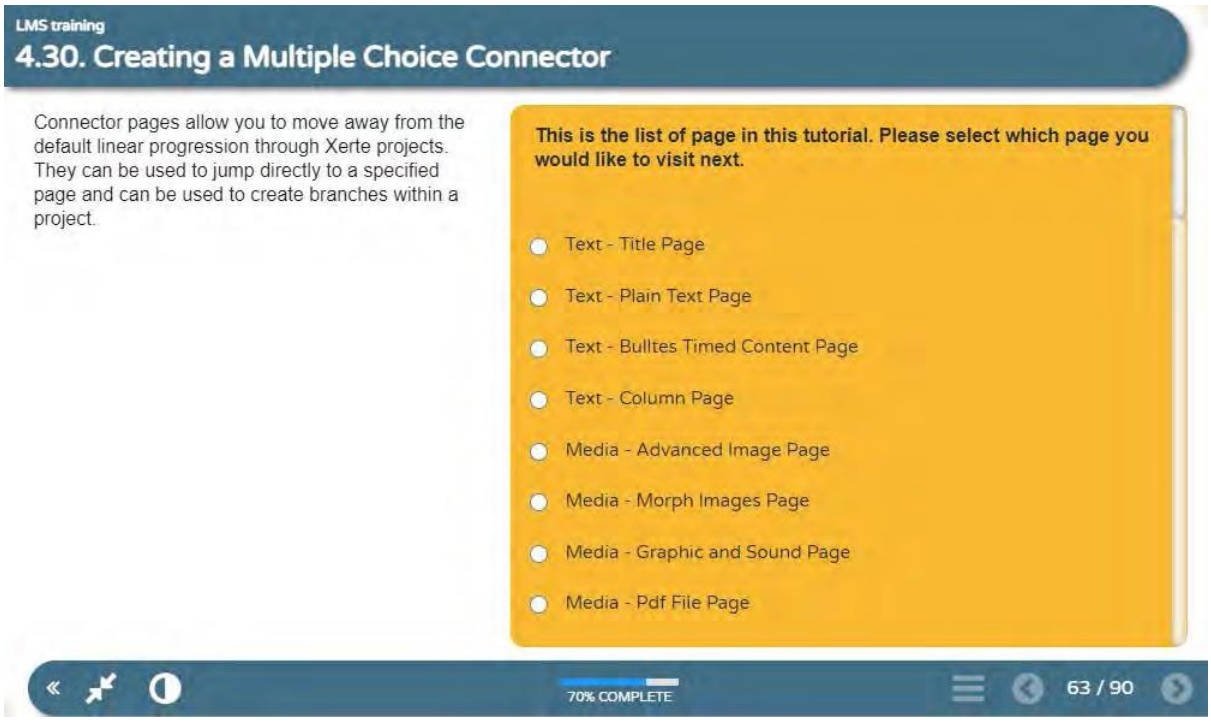
Can you think of some ways in which Xerte could be useful in your teaching?

- ○ Yes
- ○ No

If yes, how please describe below how you are thinking of using Xerte?

1 / 4


LMS training
4.29. Creating a Menu Connector Page
Use one of the buttons below to jump to that section, or just use the next button in the footer to move to the First page.
4.1. Creating a Title Page
4.2. Creating a Plain Text Page
4.3. Creating a Bulletes Timed Content Page
4.4. Creating a Button Navigator Page
4.5. Creating a Button Sequence Page 1
4.6. Creating a Column Page
4.7. Creating a Advanced Image Page
4.8. Creating a Morph Images Page
4.9. Creating a Graphic and Sound Page
4.10. Creating a PDF File Page
4.11. Creating a Media Lesson Page
4.12. Creating a Transcript Reader Page
4.13. Creating a Video Page
4.14. Creating a Youtube Video Page
69% COMPLETE
62 / 90


LMS training
4.30. Creating a Multiple Choice Connector
Connector pages allow you to move away from the default linear progression through Xerte projects. They can be used to jump directly to a specified page and can be used to create branches within a project.
This is the list of page in this tutorial. Please select which page you would like to visit next.
Text - Title Page
Text - Plain Text Page
Text - Bulltes Timed Content Page
Text - Column Page
Media - Advanced Image Page
Media - Morph Images Page
Media - Graphic and Sound Page
Media - Pdf File Page
70% COMPLETE
63 / 90

Co-funded by the Eradmus+ Programme of the European Union

Part 5:
Editing, managing and sharing LOs within Xerte

Presenter: Dr. Le Thi Kim Thoa
Faculty of Marine Resources Management
Ho Chi Minh City University of Natural Resources and Environment
Thoa.ltk@hcmunre.edu.vn

5.1. Editing Learning Object

If you have the Xerte Windows application installed, you can also continue to edit your exported LO's offline.

When you finish your first project, close the LO, then open it again. You no longer see it in your project Panel.

Don't panic! because your project is set as the private file. In order to view and edit, you need to change this status from private to public.

By default, Xerte sets all users' projects to be private. Only the administrator can see, edit and change the user's status.

Promt to the page *http://localhost/xertetoolkits/management.php*. Loging in with administrator account.

LMS training

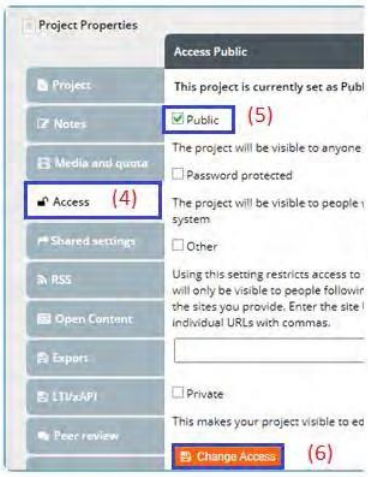
5.1. Editing Learning Object

Select ***Users Projects*** Tab and click *Show* on the file you want to turn it to public.

Now you choose ***Properties*** to view the file information.

The project properties pop up window will appear.

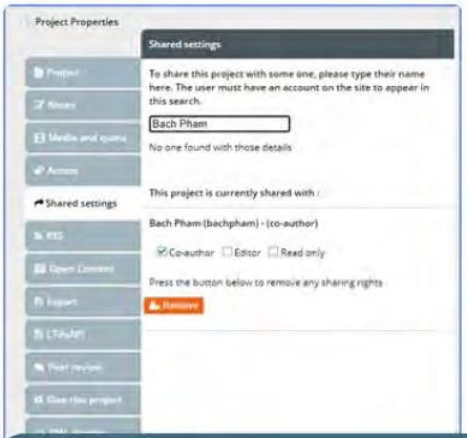
Select *Access* Tab, stick the *Public* and *Save Change*.



LMS training

5.2. Sharing LO for collaborative development

From the Xerte Workspace page,select a project and then click the ***Project Properties*** button.



The Project Properties menu will open in a pop-up window.

Click the ***Shared settings*** tab

Typing your colleague's name or username. Your colleague must have logged into Xerte before for their details to appear.

Click the ***Add user*** button next to your colleague's name

Select the appropriate role type

The project will now appear in your colleague's Workspace Project Panel.

Please note:

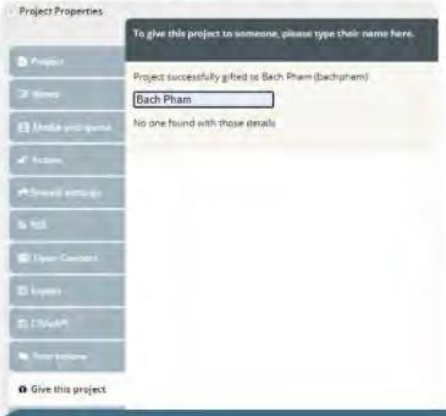
- Only one person can work on the resource at a time, otherwise you risk data being inadvertently overwritten.

LMS training

5.3. Giving LO to other users

When you share a Xerte project, all editors work on a single version of the project.

It is possible however to give another user a copy of the project, rather than giving them access to your original version.



To give a copy of a project follow these steps:

1. From the Xerte Workspace page, navigate to the left-hand Project Panel, select a project and then click the ***Project Properties*** button.

2. The Project Properties menu will open in a pop-up window. Click the ***Give this project*** tab.

3. Start typing your colleague's name or University username. Your colleague must have logged into Xerte before for their details to appear.

More

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5.4. Enabling and using Peer Review

This feature enables peer review of your LO's.

You might think it's just as easy to send them a link to your LO and ask for feedback by email instead of using the peer review system

However, it would mean making your LO public whereas the peer review system provides access.

As usual, select the relevant LO and click ***Properties***.

Select the ***Peer Review*** tab, tick the ***On*** checkbox to turn Peer review on, enter a suitable password and click ***Save***.

More

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5.5. Exporting LOs

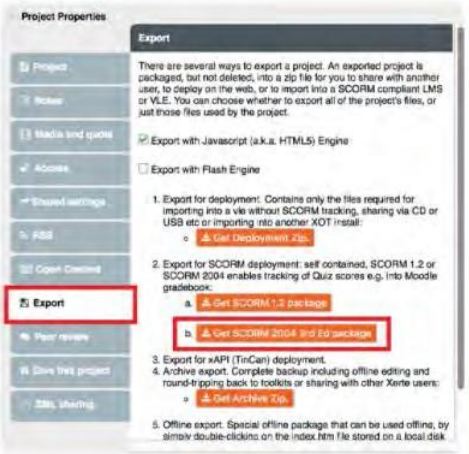
Xerte Online Toolkits enables the export and import of LO's between Xerte Online Toolkits installations as well as export and import into other LMSs such as Moodle, Backboard...

There are five ways to export a project. An exported project is packaged, but not deleted, into a zip file for you to share with another user, to deploy on the web, or to import into a SCORM compliant LMS.

Get Deployment	Get Scorm 1.2 and Get Scorm 2004	Get Archive	Get Offline
- importing into a VLE without SCORM tracking - sharing via CD or USB	- enables tracking of Quiz scores. - e.g. into Moodle gradebook	- offline editing, - round-trip back to toolkits - sharing with other Xerte users.	- it can be used offline, by simply double-clicking on the index.htm

LMS training

5.5. Exporting LOs



As usual, select the relevant LO and click ***Properties***.

- Select the ***Export*** tab
- Choose one of the two export options.
  + ZIP packages: export to other XOT
  + SCORM packages: import into another toolkits installation (Moodle, Backboard...).

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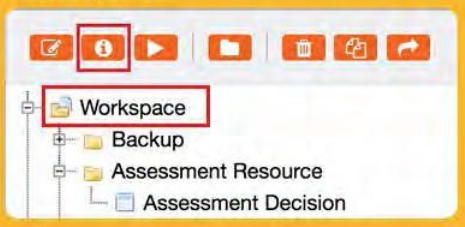
5.6. Importing LOs into XOT

Any LO created with Xerte Online Toolkits and exported as either a zip or Scorm package can be imported back into the same Xerte Online Toolkits installation or imported into another installation.

To import a zip or Scorm package first select the Workspace icon and then select ***Properties***.



More

80% COMPLETE

72 / 90

LMS training

MARE - Marine Coastal and Delta Sustainability For Southeast Asia

Co-funded by the Erasmus+ Programme of the European Union

MARE

Part 6:
Getting started with Moodle

Presenter: Dr. Le Thi Kim Thoa
Faculty of Marine Resources Management
Ho Chi Minh City University of Natural Resources and Environment
Thoa.ltk@hcmunre.edu.vn

81% COMPLETE

73 / 90

LMS training

6.1. Moodle Interface

There are two approaches to the E-learning System of P5 MARE project.

- The 1st approach: visit the site *https://elearning.biendaohcm.com*

- The 2rd approach:visit the site *https://elearning.biendaohcm.com/moodle/*

LMS training

6.1. Moodle Interface

There are two approaches to the E-learning System of P5 MARE project.

- The 1st approach: visit the site *https://elearning.biendaohcm.com*

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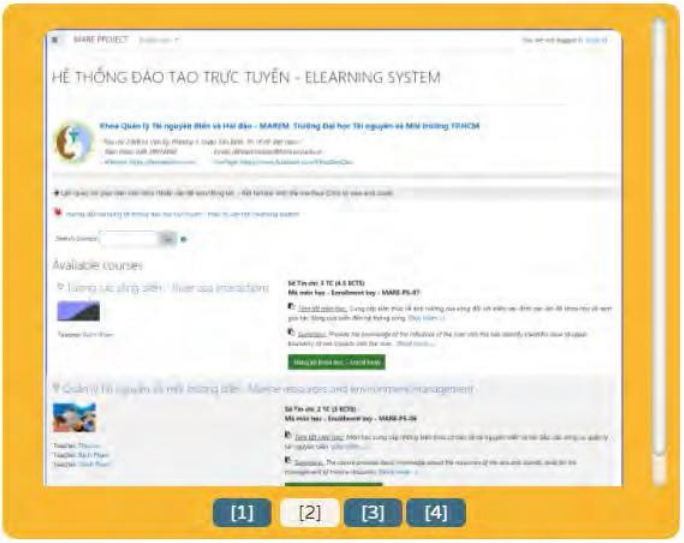

LMS training

6.1. Moodle Interface

There are two approaches to the E-learning System of P5 MARE project.

- The 1st approach: visit the site *https://elearning.biendaohcm.com*

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Login to the E-learning System

[1] [2] [3] [4]

LMS training

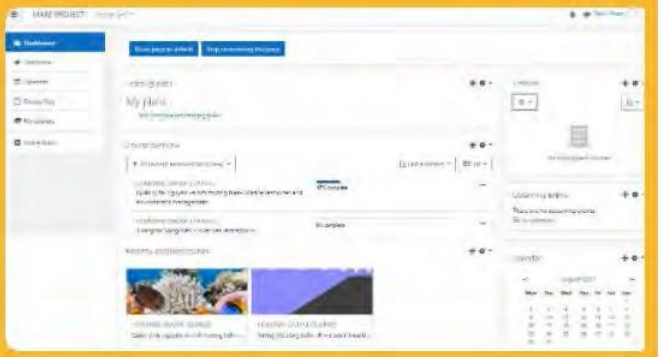
6.1. Moodle Interface

There are two approaches to the E-learning System of P5 MARE project.

- The 1st approach: visit the site *https://elearning.biendaohcm.com*

- The 2rd approach:visit the site *https://elearning.biendaohcm.com/moodle/*

User Interface (Dashboard)

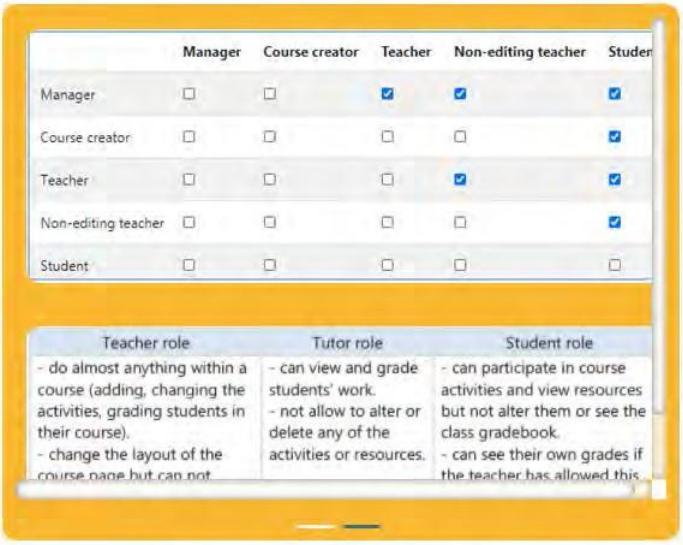


[1] [2] [3] [4]

LMS training

6.2. Role of teacher

- In Moodle, teachers are allowed to switch their role to a tutor role or a student role.
- They are responsibility for the materials in their own course. They often also manage enrolments and are able to change the layout of the course page.



	Manager	Course creator	Teacher	Non-editing teacher	Student
Manager	☐	☐	☑	☑	☑
Course creator	☐	☐	☐	☐	☑
Teacher	☐	☐	☐	☑	☑
Non-editing teacher	☐	☐	☐	☐	☑
Student	☐	☐	☐	☐	☐

Teacher role	Tutor role	Student role
- do almost anything within a course (adding, changing the activities, grading students in their course). - change the layout of the course page but can not	- can view and grade students' work. - not allow to alter or delete any of the activities or resources.	- can participate in course activities and view resources but not alter them or see the class gradebook. - can see their own grades if the teacher has allowed this

LMS training

6.3. Customising Dashboard (My Home)

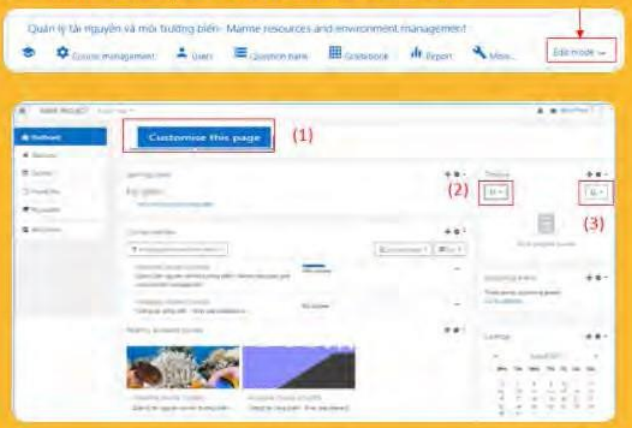
- Dashboard (My home) is a customisable page for providing users with links to their courses and activities within them

- Users can customize their Dashboard, add and remove blocks by clicking the 'Customise this page' button (1) in the screenshot above:

- The Timeline block provides an overview of deadlines and is displayed on the Dashboard.

- Deadlines may be sorted by Overdue or Upcoming due dates (2) or by due dates per course (3).
The private files block enables access to a user's private files area
A learning plan template defines a set of competencies which you can assign to a group of
users

- In order to edit, you need to turn on edit mode



LMS training

6.4. Formatting course material in Moodle

All courses in this E-learning system are used the Topics format , but you can change to the simple activity format or Weekly format or Social format.

Topic format	Weekly format	Social format	Simple activity
-The course is organised into topic sections that a teacher can give titles to. - Each topic section consists of activities, resources and labels.	-The course is organized week by week, with each section having a date heading. -Moodle will create a section for each week of your course. -You can add content, forums, quizzes, and so on in the section for each week. The current week is highlighted.	-This format is oriented around one main forum,the social forum, which appears listed on the main page. -It is useful for situations that are more free form. They may not even be courses.	-The single activity format only has 1 section, and allows the teacher to add one activity only to the course. - When the single activity format is selected, a drop down menu appears for the teacher to choose the activity.

More

LMS training

6.5. Adding Forum to a course

- The Forum activity allows students and teachers to exchange ideas by posting comments as part of a 'thread'.

- Images, media maybe included in forum posts.

- The teacher can choose to grade and/or rate forum posts.

- and it is also possible to give students permission to rate each others' posts.

- Go to the topic where you would like the new resource or activity to be placed. Select ***Add an activity or resource*** menu.

More

LMS training

6.5. Adding Forum to a course

There are five types of forum

Single, simple discussion

- The teachers posts a question and students are able only to reply.
- Students cannot start a new topic of discussion.

Question and Answer forum

- Teacher posts one topic, e.g. posing a question to students.
- Students must post their response before they can view other students' responses.

Each person post one discussion

- Each student can post exactly one new topic
- Students are not limited in the number of replies.

Standard forum for general use

- Allows multiple topics arranged in a threaded conversation.
- Students may start new topics in this format.

Standard forum displayed in a blog-like format

- Allows multiple topics listed with the most recent topic at the top of the page and replies behind a link.
- Students may start new topics in this format.

LMS training

6.6. Grading in Moodle

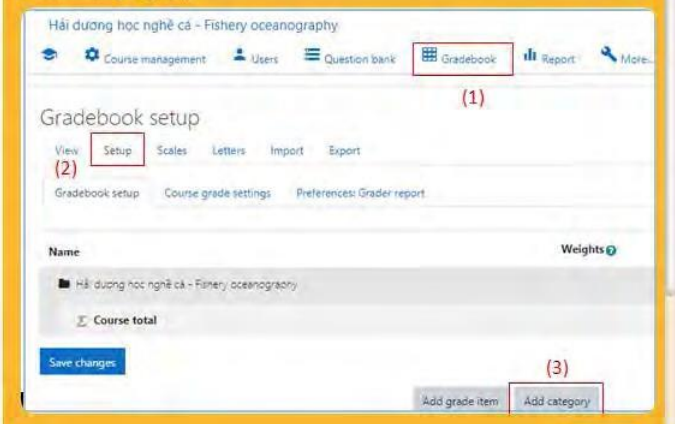
- Grades can be entered in multiple locations in Moodle. It will depend on what you are grading where the best place is to enter the grades.

6.6.1. Create a grade scale

- Before starting a grading, teachers need to create a grade scale

Contents	Amount	Scores
Assignment (Home work)	4	30%
Attending class	6	15%
Quizzes	2	20%
Final exam	1	30%
Class discussion	At least 6	15%

In a course, with the editing turned ***on***, choose set up from the ***Gradebooks*** chooser (1) and select ***Setup*** tab (2). Then press ***Add category*** (3).

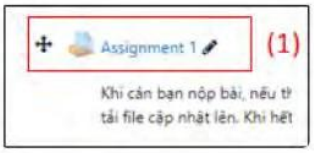


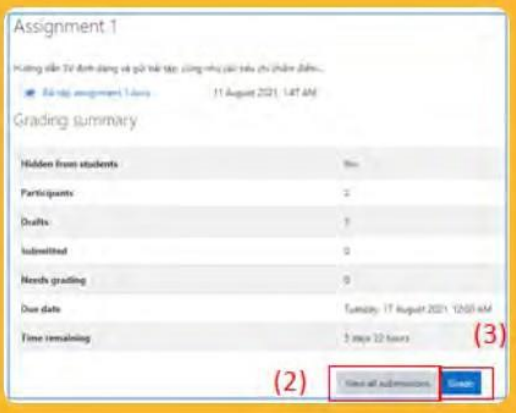
LMS training

6.6. Grading in Moodle

6.6.2. Viewing submittion and grading

To begin grading, you can access Assignment1 (1). In the grading summary, if you want to view all submission, choose (2), if you want to grade then choose (3).





LMS training

6.7. Creating an assignment in Moodle

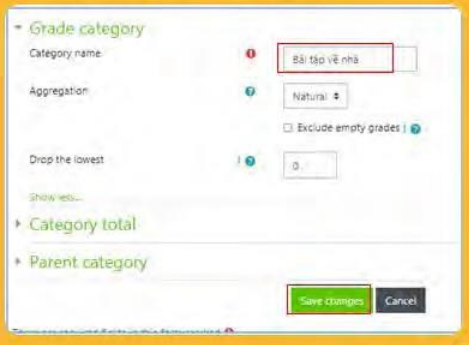
- The *Assignment* activity lets teachers communicate tasks, collect work, set due dates, and provide feedback and grades.

- Students may submit digital files or type text directly into a text submission box.

Assignment activities can also be used to describe and grade work students will complete offline, such as art work, performances, or classroom presentations.

- In the menu bar at the top of your course page, select **Turn editing on**. Editing icons and links will appear.

Give it a name and select ***Save Changes***.



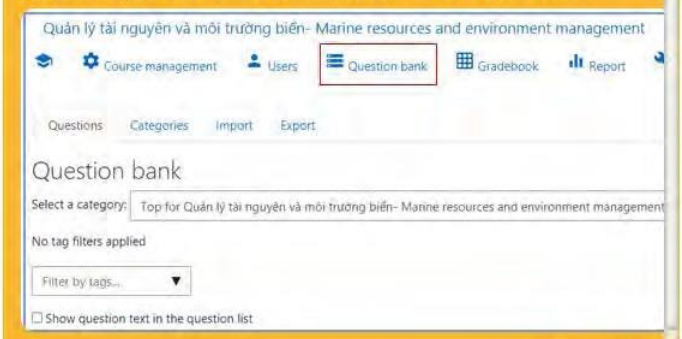
More

LMS training

6.8. Create a question bank

- This feature allows a teacher to create, preview, and edit questions in a database of question categories.
- The categories can be limited to being used on the site, course or quiz level.
- The questions in a category can be added to a Quiz or to a lesson activity via an export process.

The teacher enters the question bank by creating or editing a quiz activity or via Course administration > ***Question bank***.



More

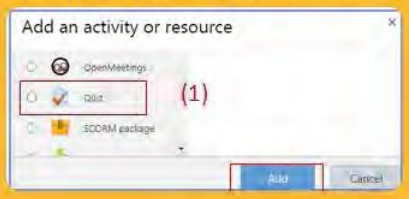
LMS training

6.9. Creating a Quiz

- The Quiz is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback.
- Questions are created and stored separately in a Question bank and can be reused in different quizzes.
- When creating a Quiz, you can either make the questions first and add them to the Quiz, or add a Quiz activity (as below) and create the questions as you go along.

Create and manage a Quiz

- In a course, with the editing turned on, choose Quiz from the Add an activity or resource chooser (1).

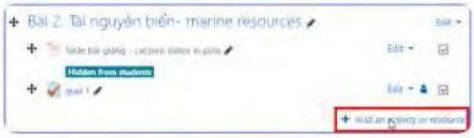


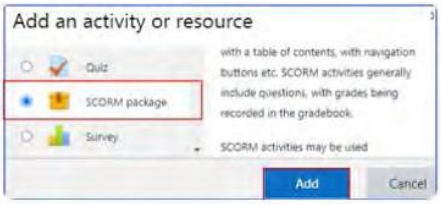
More

LMS training

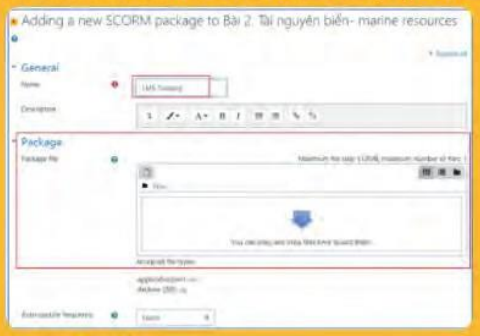
6.10. Importing Xerte LO to Moodle

- In a course, with the editing turned on, choose Quiz from the Add an activity or resource chooser.





- Give it a name and, if required, a description.
- Drag and drop your scorm zip file created in Xerte in Package section as see below
- Expand the other sections to select the settings you want.



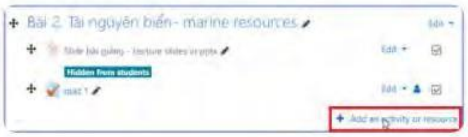
Click ***Save and display***

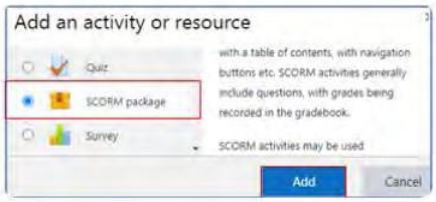
More

LMS training

6.11.Enrolling students

- In a course, with the editing turned on, choose Quiz from the Add an activity or resource chooser.





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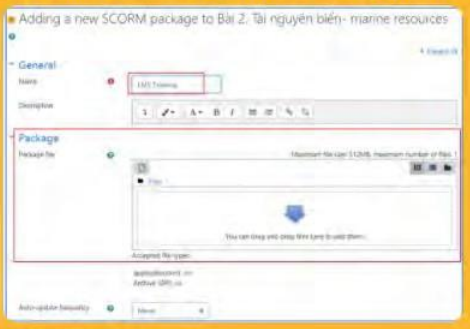
- Expand the other sections to select the settings you want.



Click ***Save and display***

More

LMS training

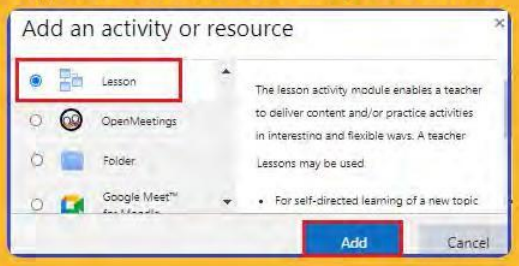
6.12. Create a lesson

The Lesson activity allows teachers to create 'branching' exercises where students are presented with content and then, depending on their responses, are directed to specific pages. The content may be text or multimedia.

1. Creating a Lesson Activity
2. Adding content and navigation
3. Adding Questions
4. Adding Lesson clusters and branches

1. Create a Lesson

- Login to your Moodle site and go to the course page where you wish to add the activity. Turn editing on and wait for the page to refresh.
- Click on the Add an activity or resource link. The pop-up window appears, select the Lesson activity and click Add.



More

LMS training

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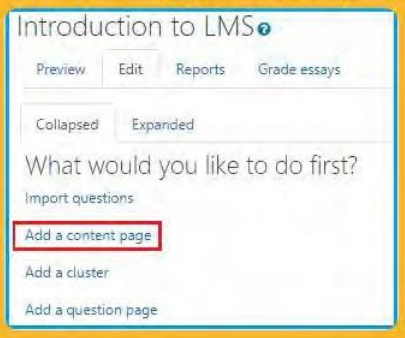
1. Creating a Lesson Activity
2. Adding content and navigation
3. Adding Questions
4. Adding Lesson clusters and branches

2. Adding content to a Lesson

- Click on the Add a content page link to create your first page.



More

LMS training

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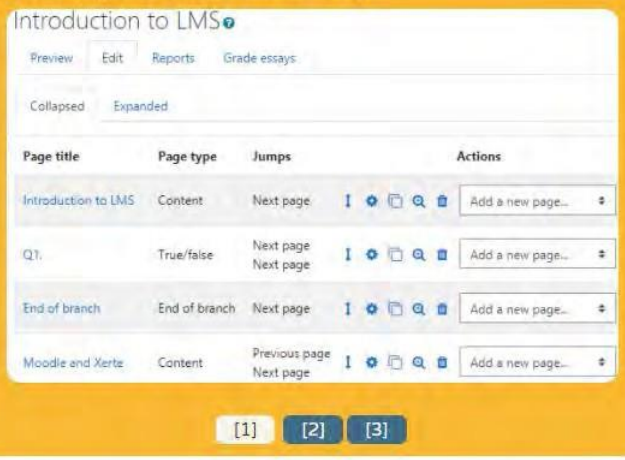
1. Creating a Lesson Activity
2. Adding content and navigation
3. Adding Questions
4. Adding Lesson clusters and branches

- If you want to close a lesson, adding end of branch in front of the last page, and set jum to Next Page.



LMS training

7. Questions and Answers

Co-funded by the Erasmus+ Programme of the European Union

HCMUNRE

International Webinar
Learning Management System Training

8:30 – 17:00 GMT+7 on 19 - 20 August 2021

Participants : **MARE project staff**

Lecturers : **Dr. Le Thi Kim Thoa, HCMC University of Natural Resources and Environment, HCMUNRE**
Email: thoa.ltk@hcmunre.edu.vn ; Phone: 0936854385

Mr. Veljo Kabin, Estonian University of Life Sciences, Estonia
Email: Veljo.Kabin@emu.ee

Mode : **Google Meet**

Registration : **15 August 2021, at** *https://marehcm.biendaohcm.com/?p=7115*

Objectives of the webinar:

The webinar will provide participants with all the basic knowledge and skills necessary to use Xerte and Moodle to create and deliver their courses online to the students. Following topics will be covered in this webinar:

- Creating interactive content in Xerte
- Creating interactive content using H5P
- Teacher dashboard in Moodle
- Formatting course material in Moodle
- Uploading and editing content in Moodle
- Forums and Assignments in Moodle
- Question bank in Moodle
- Quiz in Moodle
- Enroll Students and Communicate in Moodle

Ho Chi Minh City, 9 August 2021

Learning Training Exercises and Resources
LMS Training International Webinar

Prepared by: Le Thi Kim Thoa, HCMUNRE
Email: thoa.ltk@hcmunre.edu.vn
Phone: 0936854385

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PART 1. INTRODUCTION TO LMS

1.1. What is LMS?

An LMS is a software application that allows the organization to manage, monitor, assign content, teaching and learning activities, evaluation, summary reports, etc.

1.2. What is e-learning flatform?

An online learning platform is an integrated set of interactive online services that provide trainers, learners, and others involved in education with information, tools and resources to support and enhance education delivery and management

=> Both tools are essentially used to help educators and learners organize, view, and manage the learning process.

1.3. What are the differences between LMS and e-learning platform?

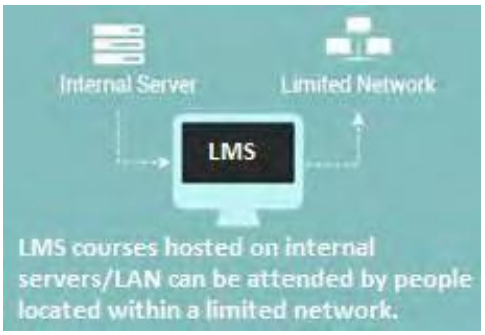
Learning Management Systems (LMS) and eLearning platforms are much alike in terms of the basic concept of providing a learning environment to learners, but they differ in some key aspects.

	E-learning platform	**LMS**
Functionality &Flexibility	focused on hosting online courses, with basic support for adding content, storing content, etc => can't managing learners' progress, monitoring their performance & assign certificates	comprehensive in their functionality and offer support for file sharing, data storage, collaboration, messaging, etc => can track learners' progress and assign certificates
Accessibility	Hosted => flexible access controls and a higher degree of scalability => accessed from anywhere with an internet connection	Self-Hosted, on-premises => commonly accessed within the organization's network
Time To Market	integrated into an existing website or app with not much time	A lot of time to get set up and integrated with other applications
Pricing	designed to be less heavy in terms of features, and more flexibility and scalability than LMSs => makes eLearning platforms relatively cheaper than LMSs	an extensive feature-set and support for a variety of integrations. =>This makes LMS very powerful, but it comes at a high cost.

E-learning platform

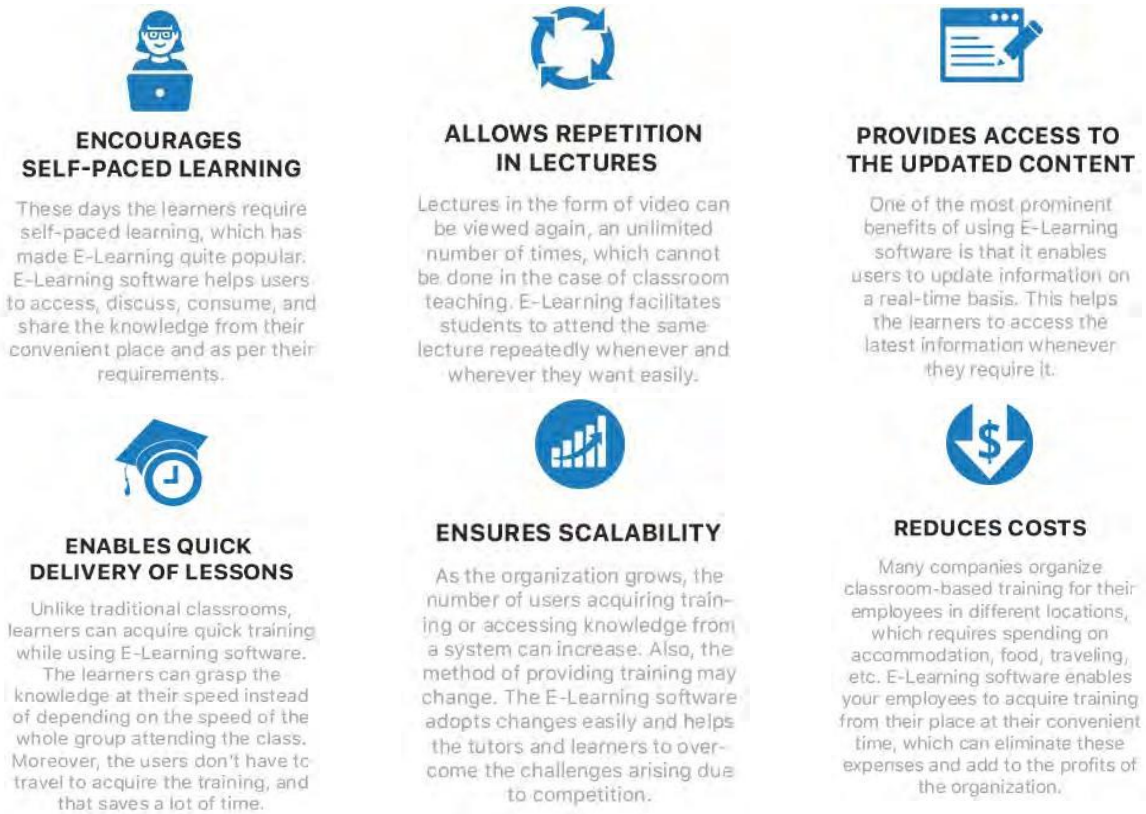
(Cloud-based platform- no installation)

LMS



(Open source platform- installation)

1.4. Benefits of LMS and e-learning flatform



Overall

- E-Learning platforms are cheaper than LMSs; easy to use and have an attractive drag-and-drop interface; allow users to mix and match different content types, templates, graphics, audio, video, and quizzes.

- LMSs come with a lot of built-in features that eLearning platforms lack (e.g. an LMS can help you track learners' progress and assign certificates to them. They can also be used for evaluation and performance management).

So, which one should you choose?

1.5. Can an eLearning platform be used without an LMS?

An eLearning platform can be used without an LMS, but it is essential to know that it is limited in its functionality without a Learning Management System. For instance, you won't track the learners' progress if you don't have an LMS with you. This is one of the primary reasons why organizations tend to choose both platforms together.

Conclusion

You can use an LMS for several things like managing learners' progress and monitoring their performance. On the other hand, eLearning platforms are much easier to use and more attractive in terms of interface. You can choose between the two based on your requirements and their features. If you are looking for a professional platform, then you should choose an LMS. If you are looking for a tool to create and manage your content, then eLearning can be your choice.

=> For university purposes, we need to use an LMS.

1.6. Which LMS should we choose?

There are two type of LMS: "freemium" payment and business

Freemium	Business
- a free open-source solution which requires further development	- an expensive product which is ready out of the box
- get the basic elements for free, but must pay for extra options. (~$10,000/year, not including IT department salaries)	- no hidden cost. Detailed pricing information is not publicly available, but the cost depends on how many licenses you need.
- it's very difficult to set up and fine tune. For implement it, requires a qualified IT specialist	- offers self-paced instruction methods and resource management.
- More collaboration features and excel in email integration.	- The system lacks collaboration features and doesn't excel in email integration.

BlackBoard (business) and **Moodle** (freemium) dominate the market for current LMS usage, and they are both competing with **Canvas** LMS for new implementations.

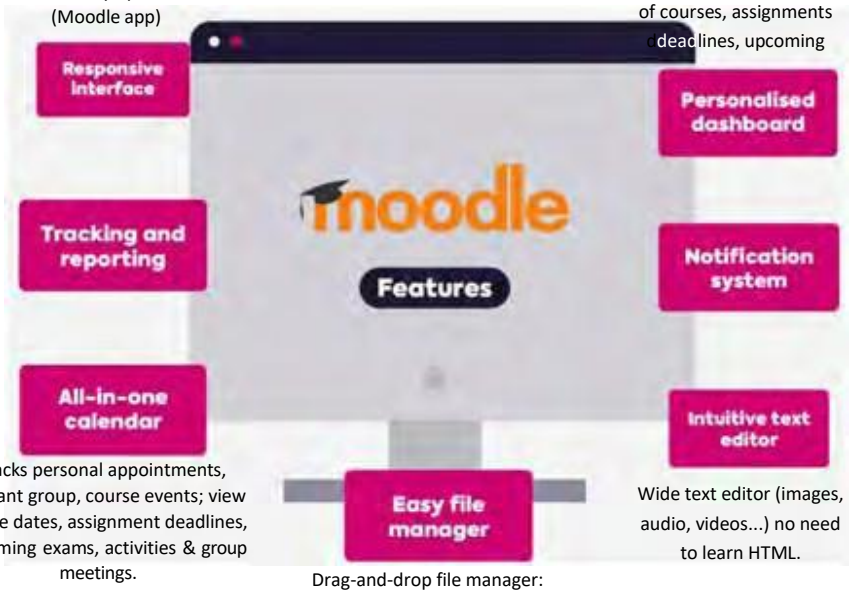
PART 2: MOODLE AND XERTE

2.1. What is Moodle and its main features?

Moodle stands for Modular Object-Oriented Dynamic Learning Environment. it is written in PHP and distributed under the GNU General Public License.

Moodle continued growing from strength to strength, and by 2008 had established itself as the dominant LMS, winning multiple awards and registering over half a million users.

The main features of Moodle



Interface is constantly updated (Moodle app)

Customise personalised dashboard: enrolled details of courses, assignments ddeadlines, upcoming

using optional plugins. Real-time sharing with other systems, exported in a variety of formats.

user's dashboard notification : course start dates, deadlines for assignments, exam, new messages received through the system.

Tracks personal appointments, relevant group, course events; view course dates, assignment deadlines, upcoming exams, activities & group meetings.

Wide text editor (images, audio, videos...) no need to learn HTML.

Drag-and-drop file manager: easily move files around, connect to cloud storage services including OneDrive, Dropbox or Google Drive.

The main problem of this system is that it requires extra time and effort to customize and implement. If your university has less resources and you can afford such time-consuming activities, then Moodle is a great solution for your university.

2.2. What is Xerte and its features?

Xerte (pronounced Zer-Tee) provides simple online tools that allows non-technical staff to quickly and create effective interactive materials easily, providing best of breed accessibility, and nurturing a positive and friendly community of users and developers.

Xerte is a wide-ranging, flexible, easy to learn tool which allows for a number of content types and functionality. These include:

- Text content
- Images
- Audio and video (e.g. from Kaltura)
- Annotated diagrams
- Hotspot images
- Drag and drop labelling exercises
- Multiple choice questions
- A range of media galleries
- A large range of ways to display information on a page (e.g. accordion, tabbed pages, slideshows and flashcards)
- Self assessment tests including feedback
- HTML code to change the look of content and embed a range of tools/content

There are three packages in Xerte: Xerte Online Toolkits, Bootstrap and Decision Tree, in which Xerte Online Toolkits (XOT) is a powerful platform for innovation and is the most approachable for new Xerte users, and due to its browser-based nature, it has the benefit of being cross platform. For those reasons, this training will be focusing on the Xerte Online Toolkits.

2.3. Why use Xerte in conjunction with Moodle?

Some comments on the Moodle

"Moodle is a nice alternative for those that are looking for a full-featured LMS with a relatively low cost. It is often referred to as the free LMS but it is free like a puppy where it comes with a lot of hidden costs such as maintenance, support, etc."

"It's a great tool if you have a great IT Support in place but if you are only a teacher, it's not easy to administrate the LMS only by yourself."

"The best and worst thing about Moodle is it's complexity – there are so many features and settings that you can make Moodle do and look like whatever you want, but it can be a bit overwhelming for a teacher new to using an LMS. However, the support community – both instructional and technical – is very responsive and helpful."

and some comments on Xerte

- Simple online tools,

- Easy to learn for non-technician like teachers,

- Friendly user interface

- Easy for installation and must more easily transfer ppt lecture to XOT than Moodle

- Exporting to variety of format and compatible with several LMSs like Moodle, Blackboard, Dokeos etc.

- Supporting multi languages. Unfortunately, it doesn't have Vietnamese language support.

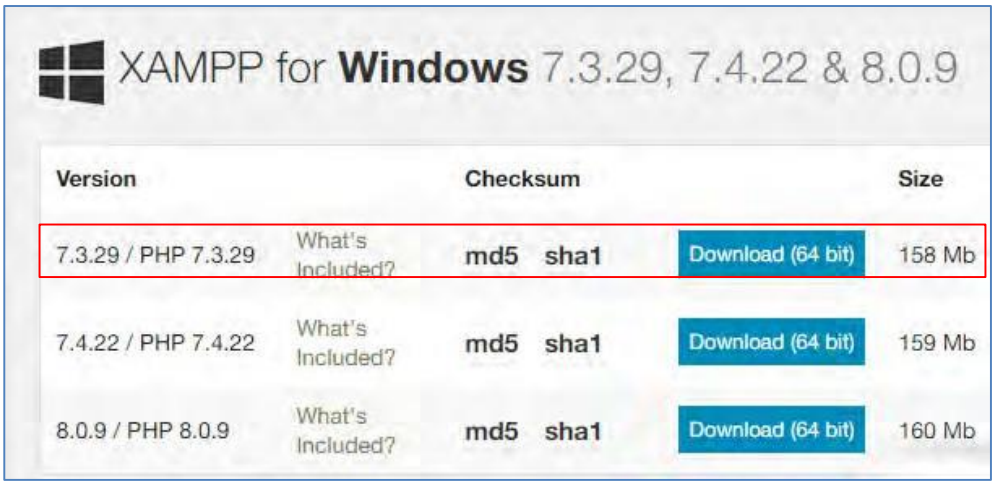
Moodle has all kinds of online course features as teachers need. However, Moodle has so many features and settings that can be a bit overwhelming for a teacher new to use it. And it is time consume for teachers to transfer their built courses into the Moodle system.

Those are all reasons to use Xerte in conjunction with Moodle.

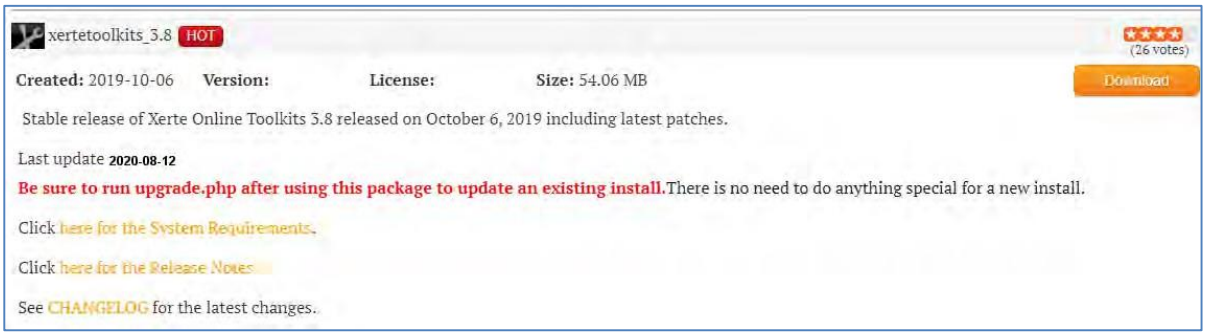
PART 3: INSTALLING XERTE ON HOME PC

3.1. Preparing software for installation

Download XAMPP at *https://www.apachefriends.org/download.html*



Download Xerte Online Toolkits at *https://www.xerte.org.uk/index.php*



3.2. Installing Xampp

Right click on xampp downloaded from previous step, and select "Run as administrator"

During the installation process, select the required components like MySQL, FileZilla ftp server, PHP, phpMyAdmin or leave the default options and click the **Next** button.

- Uncheck the Learn more about bitnami option and click Next button.
- Choose the root directory path to set up the htdocs folder for our applications. For example 'C:\xampp'.
- Click the Allow access button to allow the XAMPP modules from the Windows firewall.

- After the installation process, click the Finish button of the XAMPP Setup wizard.
- Now the XAMPP icon is clearly visible on the right side of start menu. Show or Hide can be set by using the control panel by clicking on the icon.
- To start Apache and MySql, just click on the Start button on the control panel.

3.3. Installing Xerte

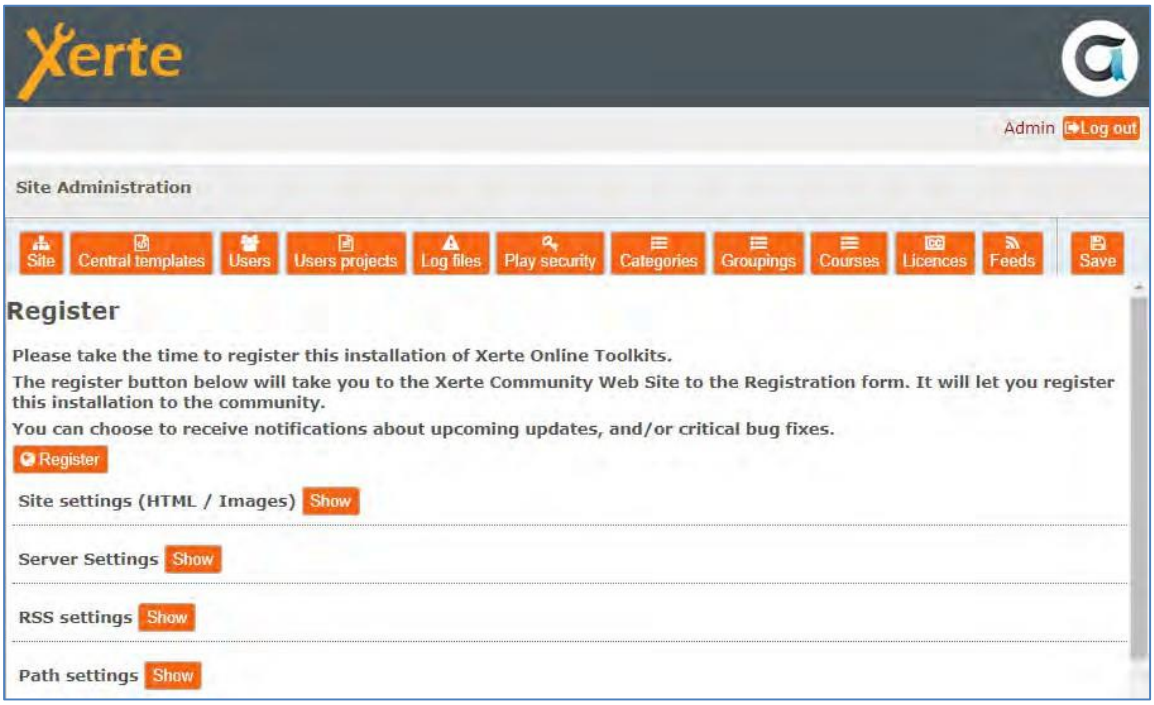
- Install and Start XAMPP's Apache and MySQL services at *https://hocwebchuan.com/tutorial/php/install_xampp.php*
- and extract the archive into folder named "xerte" in XAMPP's "htdocs" directory.
- When the page loads, you will be looking at the first page of Xerte's installer.

More detailed can be viewed the ToolkitsInstallationGuide.pdf at *https://xerte.org.uk/jdownloads/Documents/ToolkitsInstallationGuide.pdf*

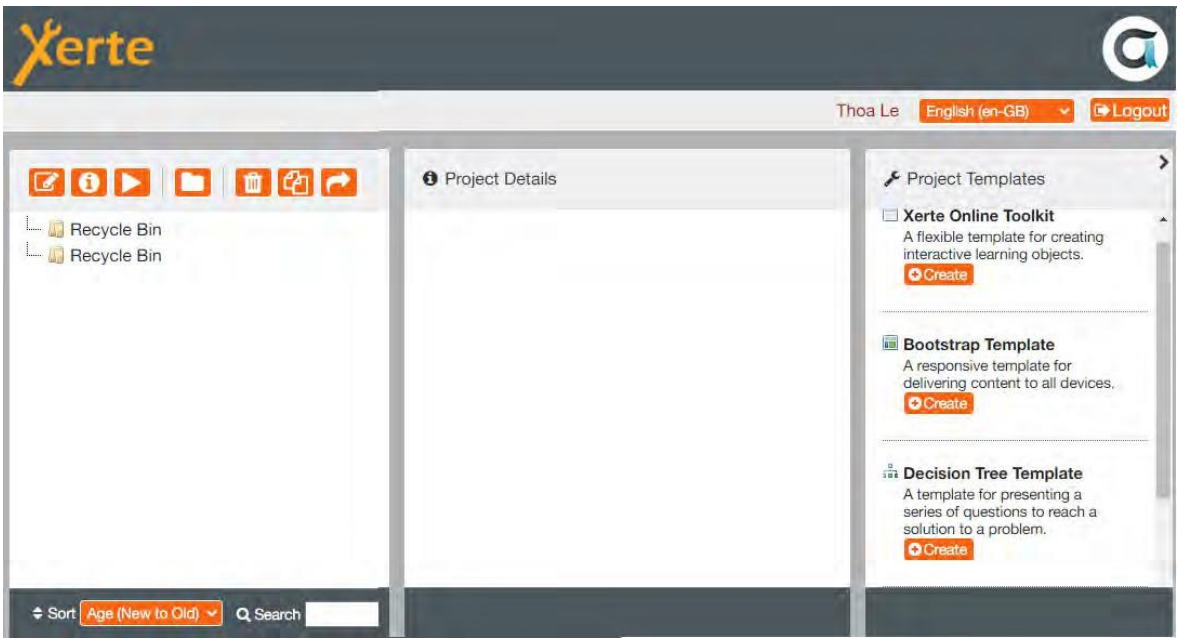
Xerte Toolkits after installation

3.4. Creating user accounts

Log into management page at *http://localhost/xertetoolkits/management.php* for creating user account



When you log into Xerte you will find three main panels: **Workspace**, **Project Details** and **Project Templates**.

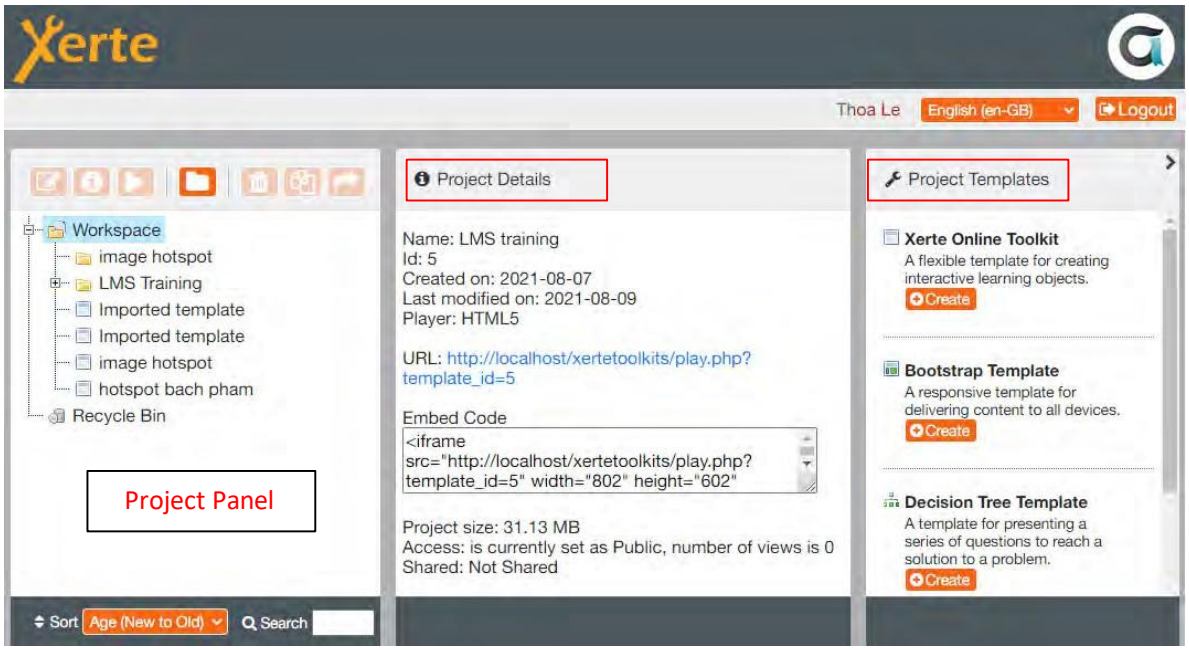


3.5. How to access Xerte

Log into Xerte home PC at *http://www.localhost/xertetoolkits*

Enter your username and password

The Xerte Interface



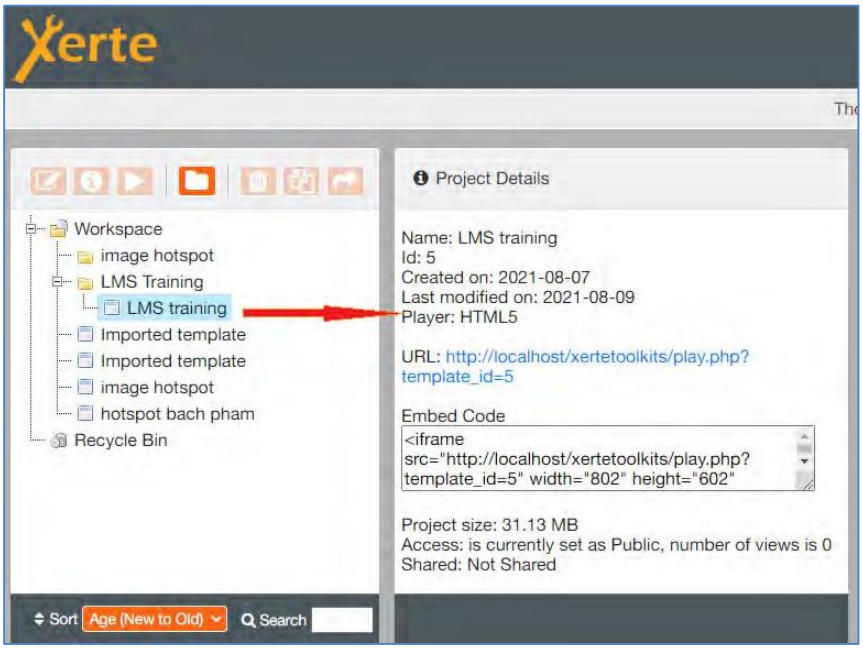
After logging in, you will arrive at the Xerte interface. This is where you will create new projects and organise any existing projects. The interface is divided into three main sections; the Project Panel, Project Details and Project Templates.

The Project Panel, located in the left-hand panel of the Xerte Workspace, lists your existing projects and any projects shared with you. This section will be blank when you log in for the first time.

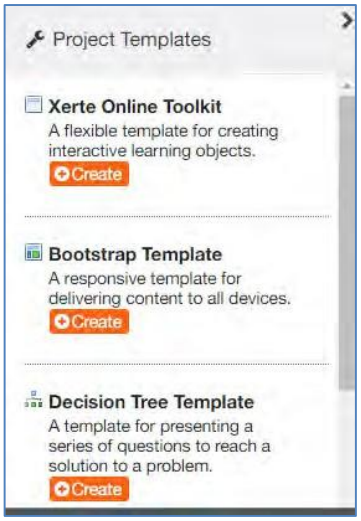
Select a project by clicking on it and use the menu of orange buttons at the top of the Project Panel to edit, preview, duplicate or delete it.

Project Details, located in the central panel of the Xerte Workspace, displays information about the project currently selected in the Project Panel. This includes:

- URL and embed code for public projects (not shown for private projects)
- When the project was created and last modified
- File size of the project
- Details of users the project is shared with and their permissions (e.g. Creator, Co-author, Editor)



Project Templates, located in the right-hand panel of the Xerte Workspace, is where new projects are created and lists the templates that are available.



Xerte Online Toolkit

This template creates a project that can consist of a variety of content types alongside interactive elements. Projects can be linked to or embedded into a number of systems including Blackboard. This will be the option most commonly used.

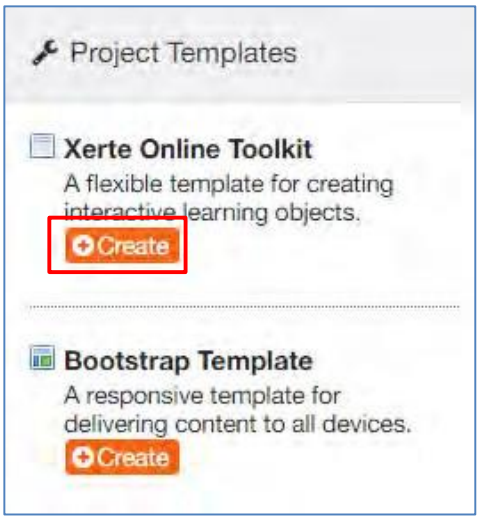
Bootstrap Template

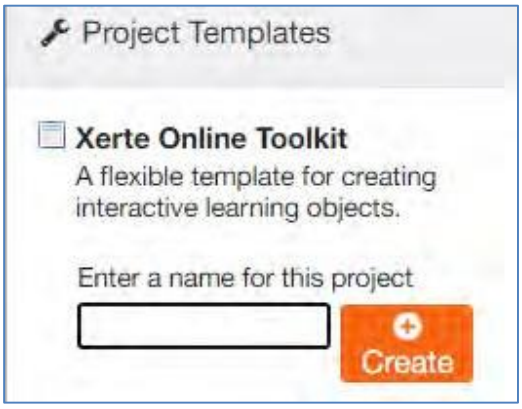
This template creates a website style project with a menu and multiple pages. The website will be responsive, making it suitable for use on all devices (e.g., mobile phones, desktop computers).

Decision Tree

This template creates a project that guides a user through a decision making process. Flowchart style questions determine the route taken through the content. It can be used as a diagnostic tool or to guide users to appropriate information. The Xerte Online Toolkit template also includes a decision tree page type.

Once you have decided on a project template, click the **Create** button beneath the relevant template, enter a name for the project, and click **Create** again to confirm. A pop-up window will then launch with the Project Editor. The new project will also be listed in the Workspace Project Panel.


Project Templates
Xerte Online Toolkit
A flexible template for creating interactive learning objects.
Create
Bootstrap Template
A responsive template for delivering content to all devices.
Create


Project Templates
Xerte Online Toolkit
A flexible template for creating interactive learning objects.
Enter a name for this project
Create

PART 4: CREATE A COURSE IN XERTE

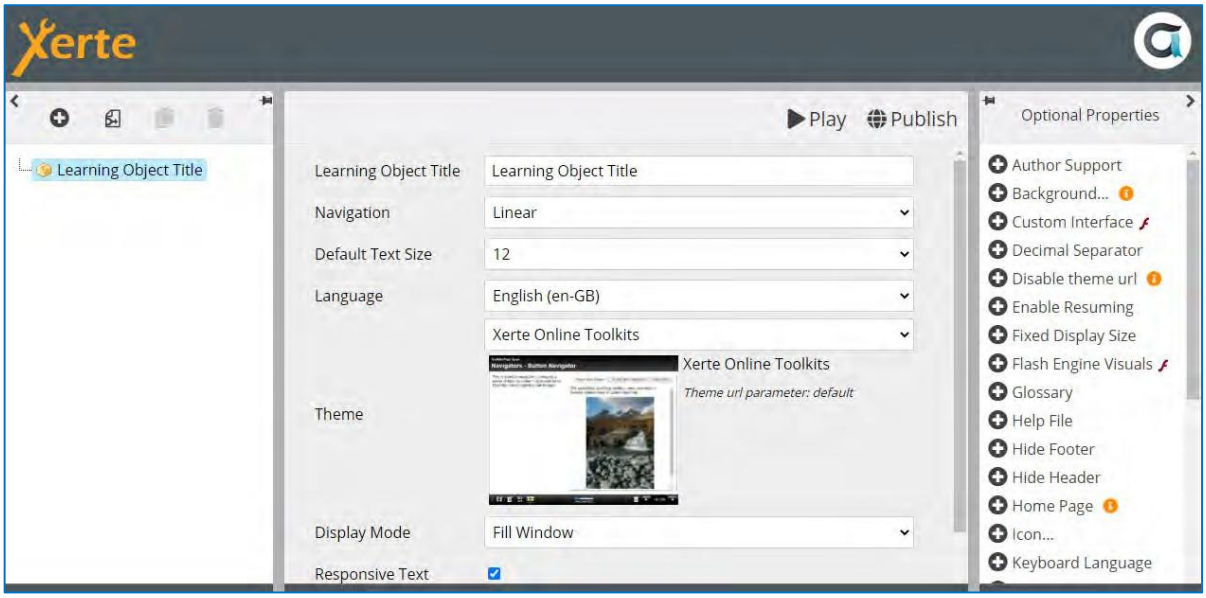
There are around 60 Page Templates in Xerte Online Toolkits for creating online course. In this tutorial, you will experience how to create the content of each Page template. Let's start from simple to advanced Page.

In order to help you create contents for Page templates quickly, this training webinar will provide all documents including image, videos, pdf files and the content for each Page. All these documents will be compressed as a zip file and sent to you via the registered email address.

4.1. Create a Title Page

After loging in, using the Xerte Toolkits Online Template to create your new project. creating a new project with the name "LMS Training".

Click "Create Project" and a pop-up window should appear as shown below



- Give the title of this Learning Object. e.g. LMS Training Day 1

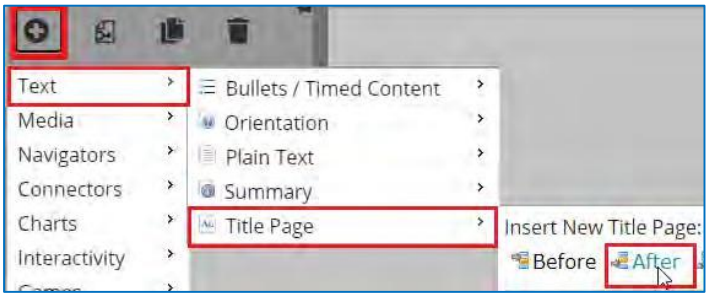
- Leave the navigation as default (Linear)

- Increase the Default Text size to 14

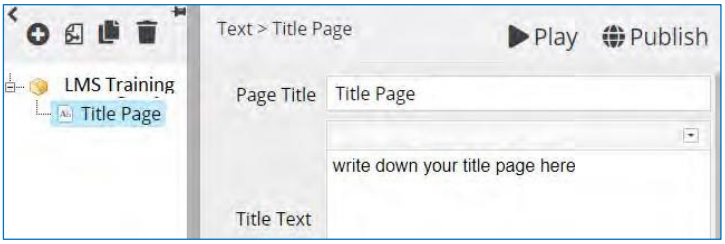
- Change the Display Mode: Fill Window. Then press Publish (function like to Save)

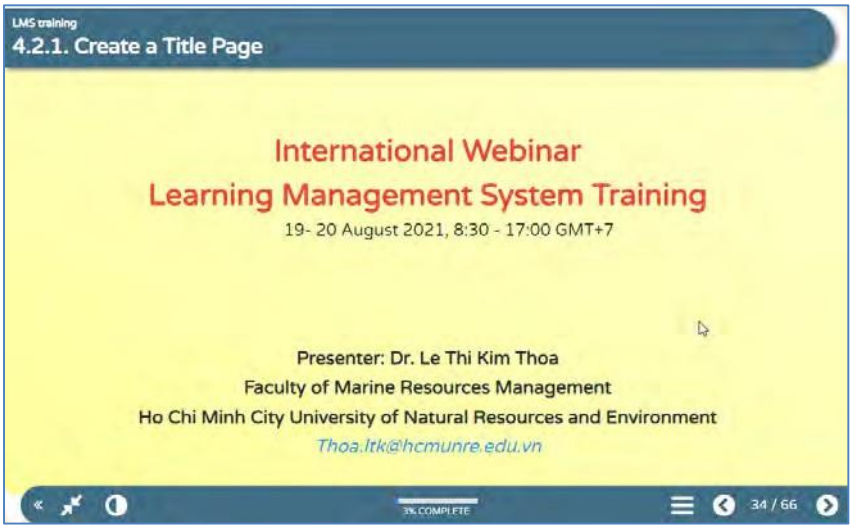
In order to insert the Title Page, access the page types via the Insert menu. Select Insert > Text > Title Page.

In this example, there are two type of Title Page, can you do that?

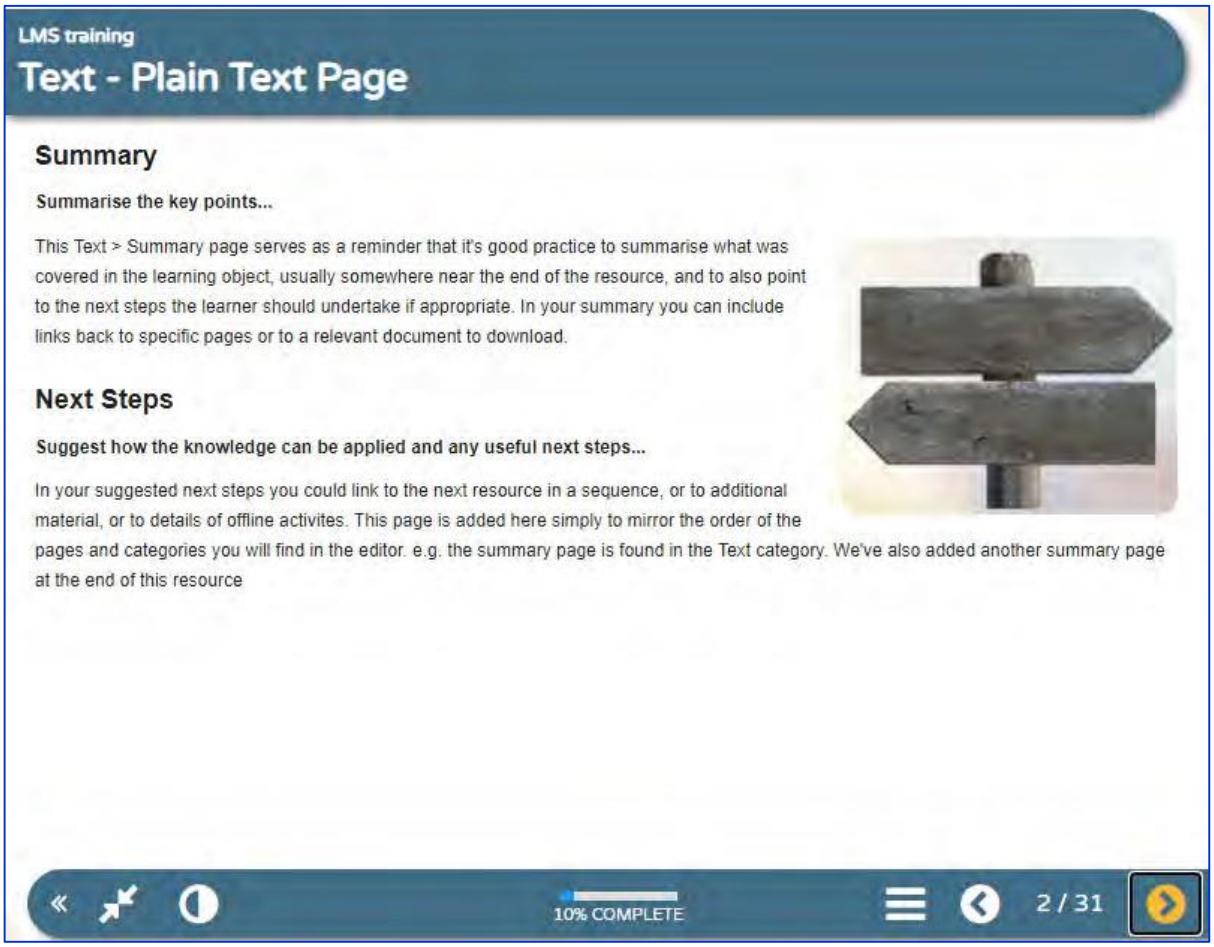


- Give the title page a Page Title. This will appear below the Learning Object title





4.2. Create a Plain Text Page



(Copy and paste these Text to your project in Xerte)

Summary

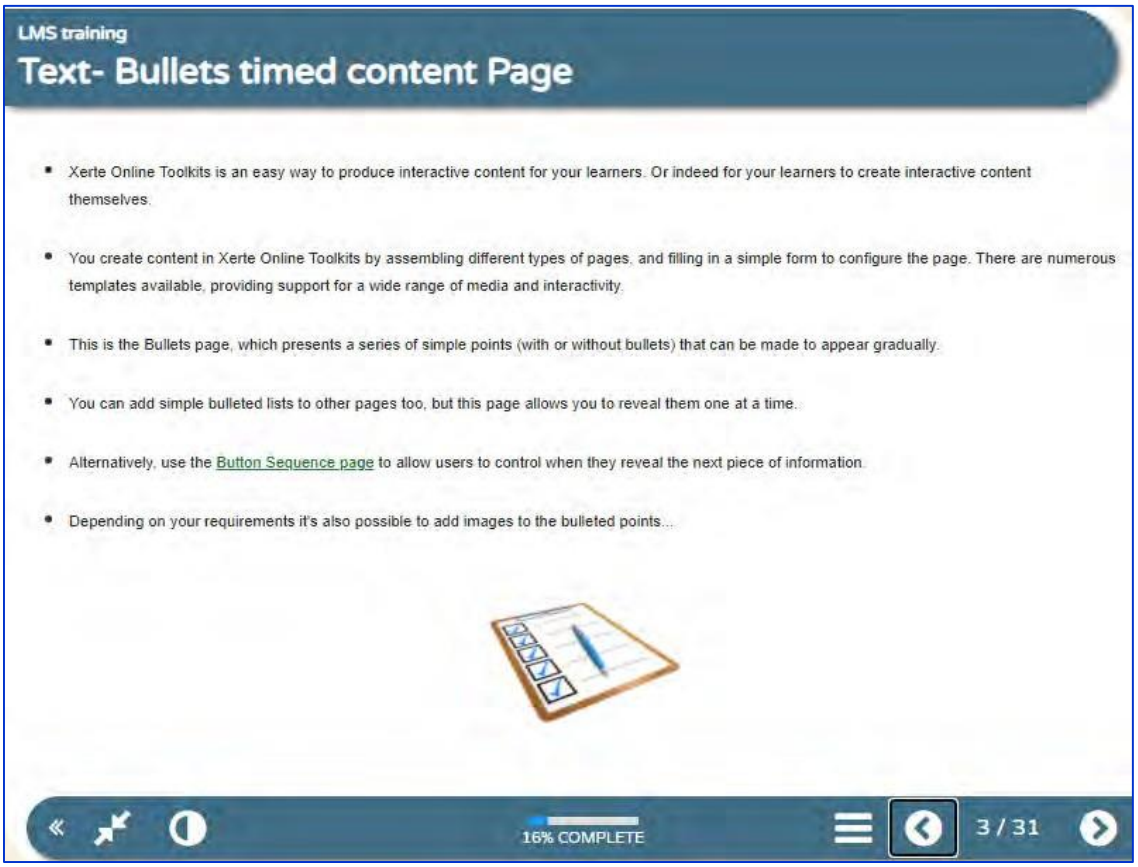
Summarise the key points...

This Text > Summary page serves as a reminder that it's good practice to summarise what was covered in the learning object, usually somewhere near the end of the resource, and to also point to the next steps the learner should undertake if appropriate. In your summary you can include links back to specific pages or to a relevant document to download.

Next Steps

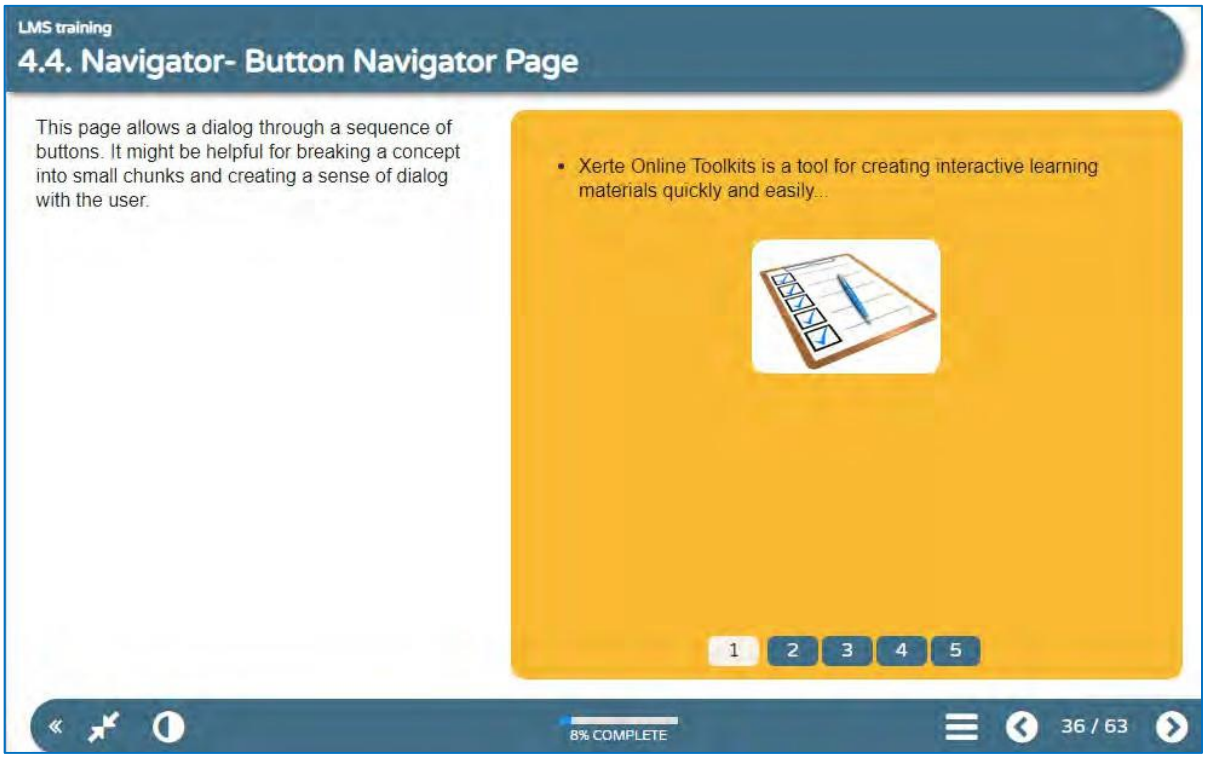
Suggest how the knowledge can be applied and any useful next steps...

4.3. Create a Bullets Timed Content Page



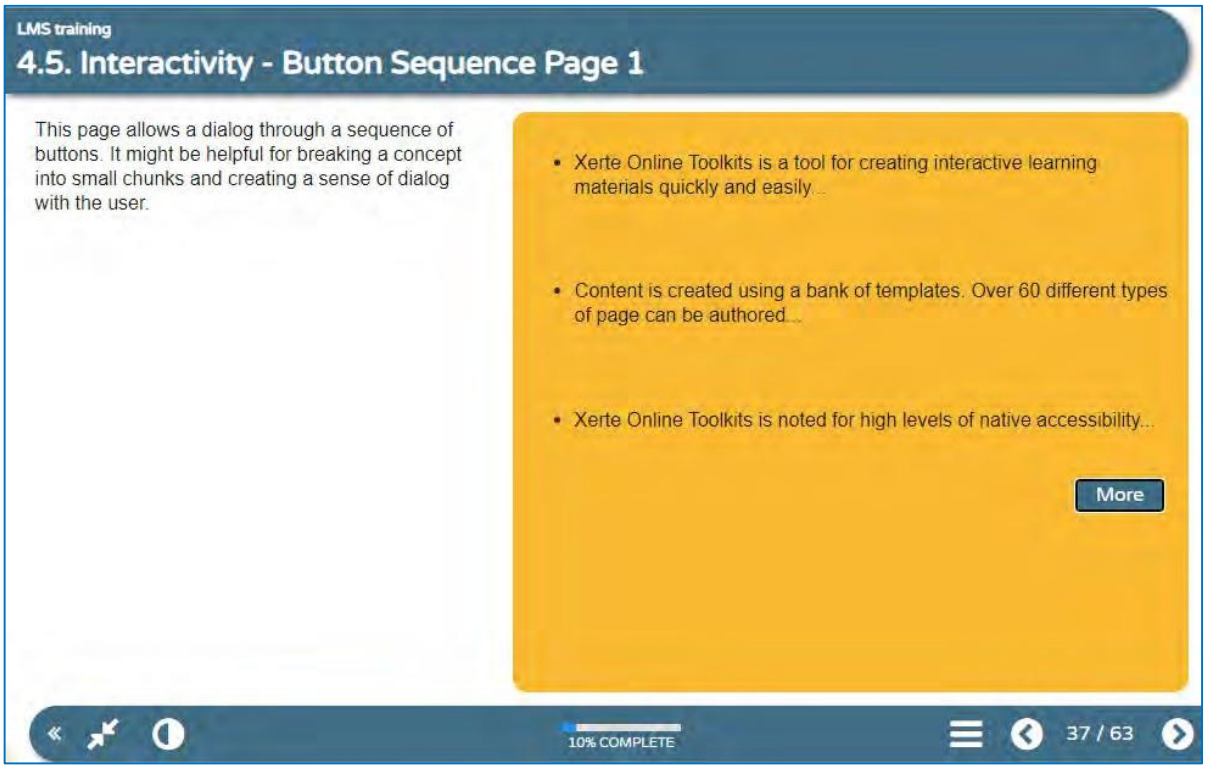
- Xerte Online Toolkits is an easy way to produce interactive content for your learners. Or indeed for your learners to create interactive content themselves.
- You create content in Xerte Online Toolkits by assembling different types of pages, and filling in a simple form to configure the page. There are numerous templates available, providing support for a wide range of media and interactivity.
- This is the Bullets page, which presents a series of simple points (with or without bullets) that can be made to appear gradually.
- You can add simple bulleted lists to other pages too, but this page allows you to reveal them one at a time.
- Alternatively, use the Button Sequence page to allow users to control when they reveal the next piece of information.
- Depending on your requirements it's also possible to add images to the bulleted points...

4.4. Create a Button Navigator Page



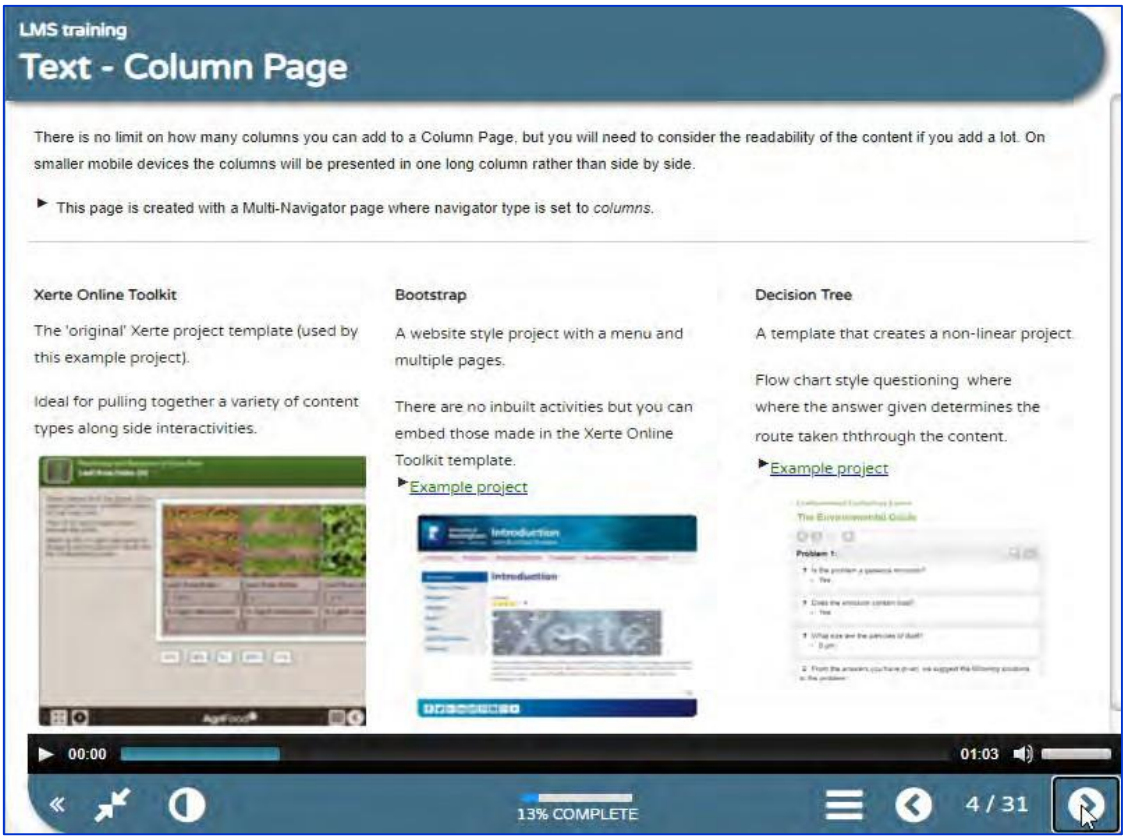
This page allows a dialog through a sequence of buttons. It might be helpful for breaking a concept into small chunks and creating a sense of dialog with the user.	• Xerte Online Toolkits is a tool for creating interactive learning materials quickly and easily... • Content is created using a bank of templates. Over 60 different types of page can be authored... • Xerte Online Toolkits is noted for high levels of native accessibility... • ...and in 2010 Xerte Online Toolkits won the IMS Platinum Impact Award. • Today Xerte Online Toolkits is used across the world by organisations large and small and has proven to be a flexible and powerful tool for authors of all levels.

4.5. Create a Button Sequence Page



This page allows a dialog through a sequence of buttons. It might be helpful for breaking a concept into small chunks and creating a sense of dialog with the user.	Content is created using a bank of templates. Over 60 different types of page can be authored... Xerte Online Toolkits is noted for high levels of native accessibility... ...and in 2010 Xerte Online Toolkits won the IMS Platinum Impact Award. Today Xerte Online Toolkits is used across the world by organisations large and small and has proven to be a flexible and powerful tool for authors of all levels

4.6. Create a Column Page



There is no limit on how many columns you can add to a Column Page, but you will need to consider the readability of the content if you add a lot. On smaller mobile devices the columns will be presented in one long column rather than side by side.

▶ This page is created with a Multi-Navigator page where *navigator type* is set to *columns*.

Xerte Online Toolkit

The 'original' Xerte project template (used by this example project).

Ideal for pulling together a variety of content types alongside interactivities.

Bootstrap

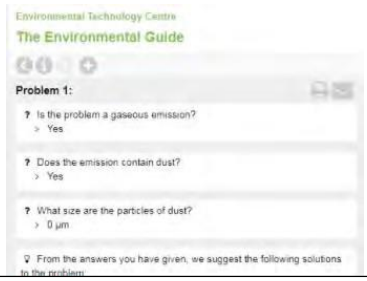
A website style project with a menu and multiple pages.

There are no inbuilt activities but you can embed those made in the Xerte Online Toolkit template.

Decision Tree

A template that creates a non-linear project.

Flow chart style questioning where where the answer given determines the route taken ththrough the content.

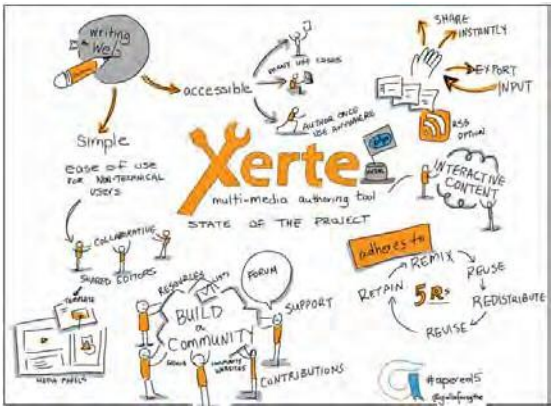


4.7. Create an Advanced Image Page

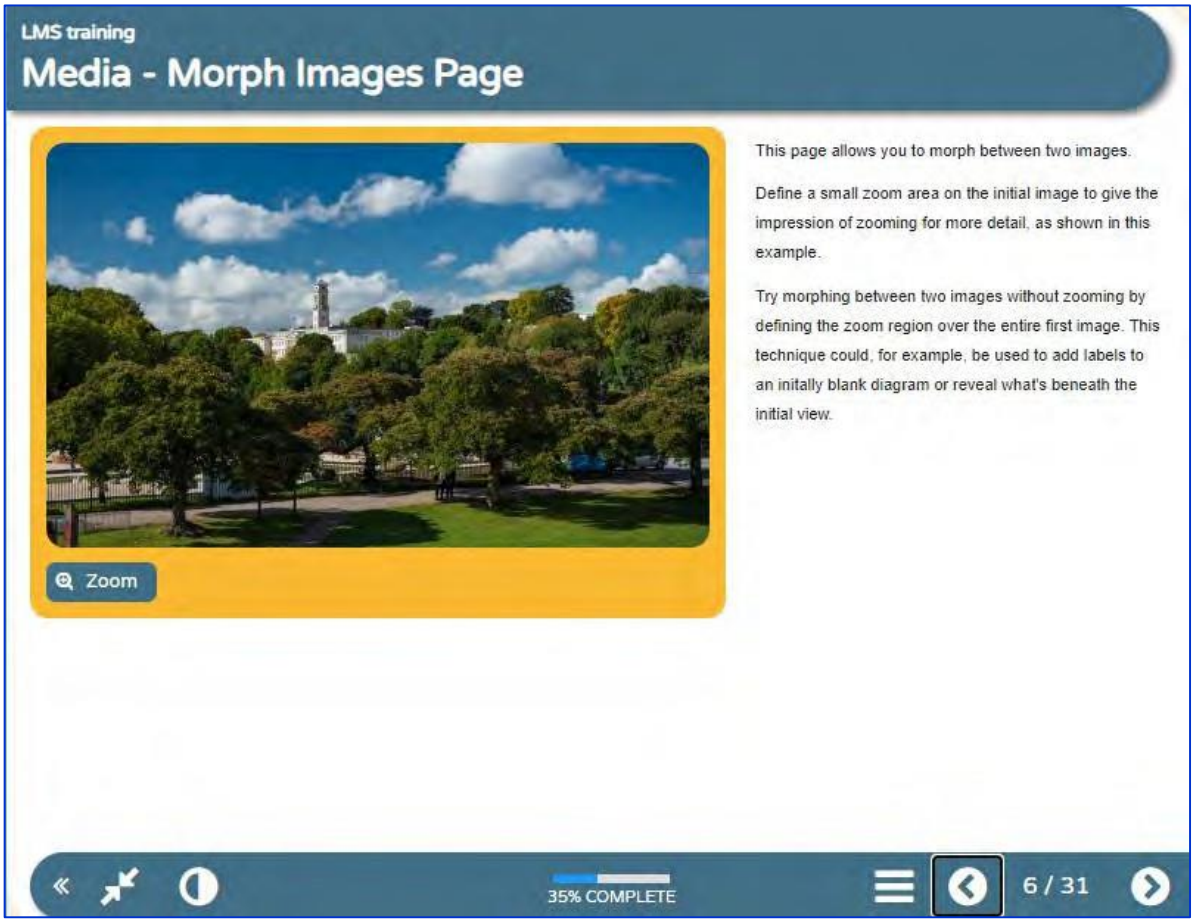
The Advanced Image page offers a more flexible layout than the Graphics & Sound page, including options to bleed the image at one edge or add a margin.

In this example a transparent png gives the impression that the image is rotated and not a standard rectangle.

The audio player below has been added using the narration option which is available on all pages. You can control whether the audio auto-plays and whether we move to the next page when the clip has played to the end.



4.8. Create a Morph Images Page



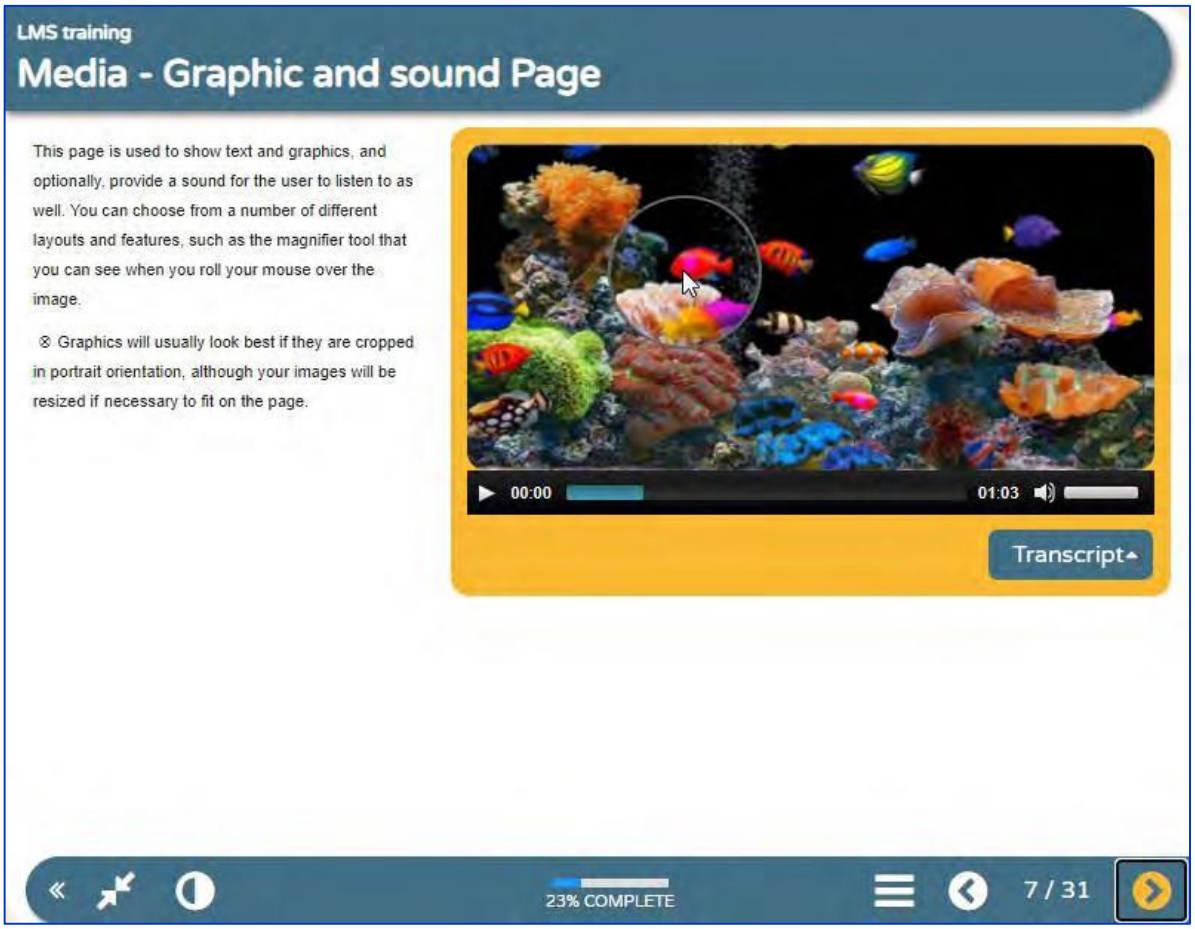
Two images provided

This page allows you to morph between two images.

Define a small zoom area on the initial image to give the impression of zooming for more detail, as shown in this example.

Try morphing between two images without zooming by defining the zoom region over the entire first image. This technique could, for example, be used to add labels to an initally blank diagram or reveal what's beneath the initial view.

4.9. Create a Graphic and Sound Page



This page is used to show text and graphics, and optionally, provide a sound for the user to listen to as well. You can choose from a number of different layouts and features, such as the magnifier tool that you can see when you roll your mouse over the image.

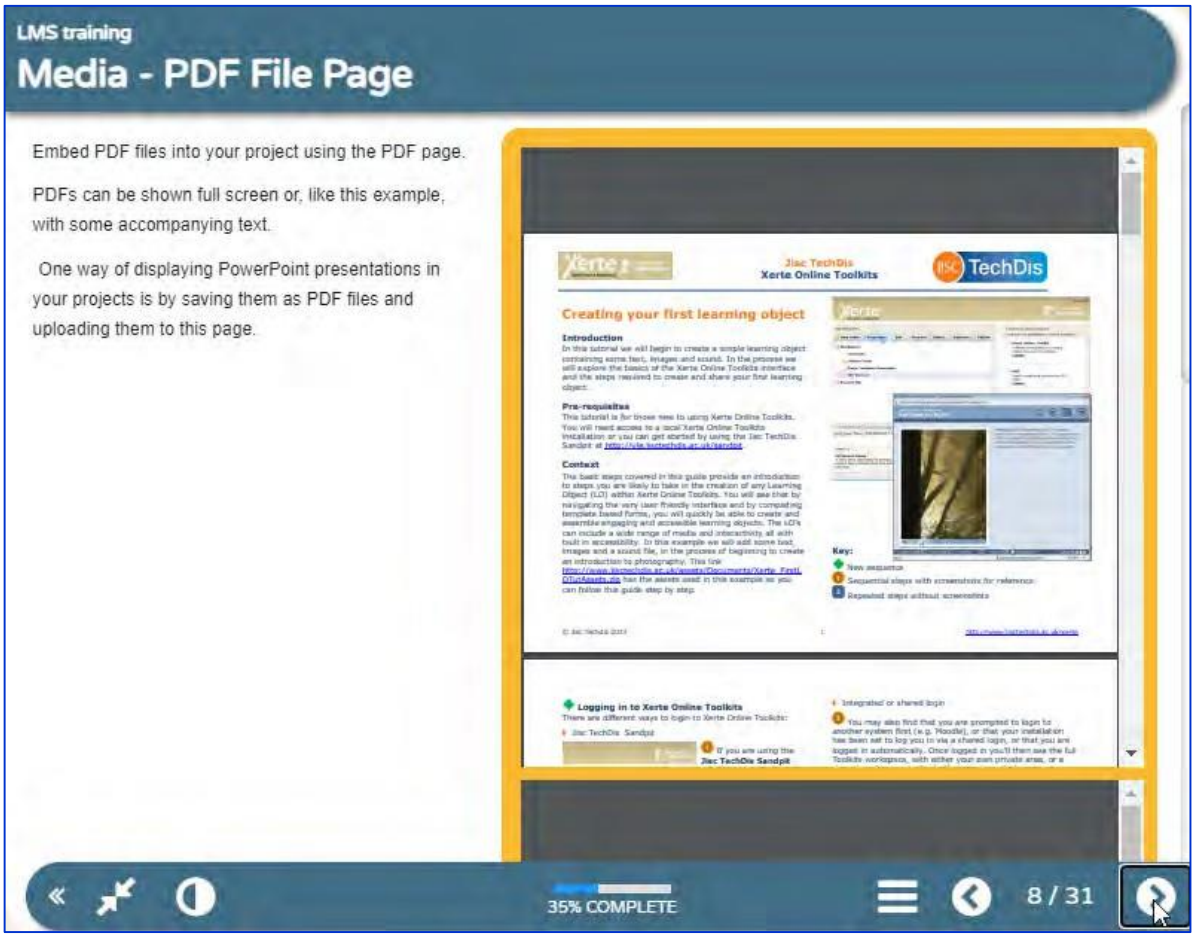
 Graphics will usually look best if they are cropped in portrait orientation, although your images will be resized if necessary to fit on the page.

Image and video are provided in zip file

When adding sound to the page, there is the extra option of including an accompanying transcript.

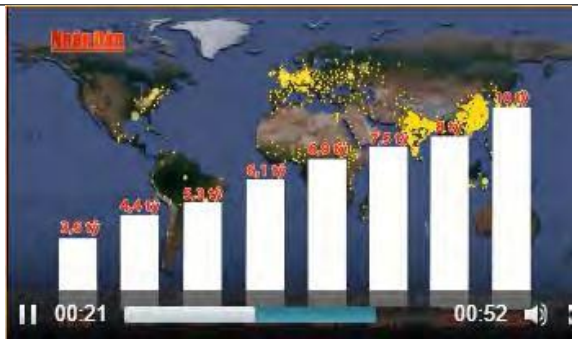
It is accessibility best practice to include a transcript of audio or video files, and we would recommend doing so wherever possible.

4.10. Create a PDF File Page



Embed PDF files into your project using the PDF page. PDFs can be shown full screen or, like this example, with some accompanying text. One way of displaying PowerPoint presentations in your projects is by saving them as PDF files and uploading them to this page.	File pdf is provided

4.11. Create a Media Lesson Page



This page allows you to synchronise passages of text to a video clip. A number of options determine whether the content is shown one point at a time and whether the video is paused when new content is added.

Use to synchronise a transcript, pull out key points or prompt further reflection.

According to UN statistics, the world population was only approximately 3.6 billion people in 1970. the population also increased to about 4.4 billion people in 1980. In 1990 about 5.3 billion people.

5

In 2000, over 6.1 billion people. In 2010, the population was over 6.9 billion people. And by the end of 2017, this number was over 7.5 billion people.

32

It is estimated that the world population is expected to reach 8 billion people in 2023 and reach 10 billion people in 2056.

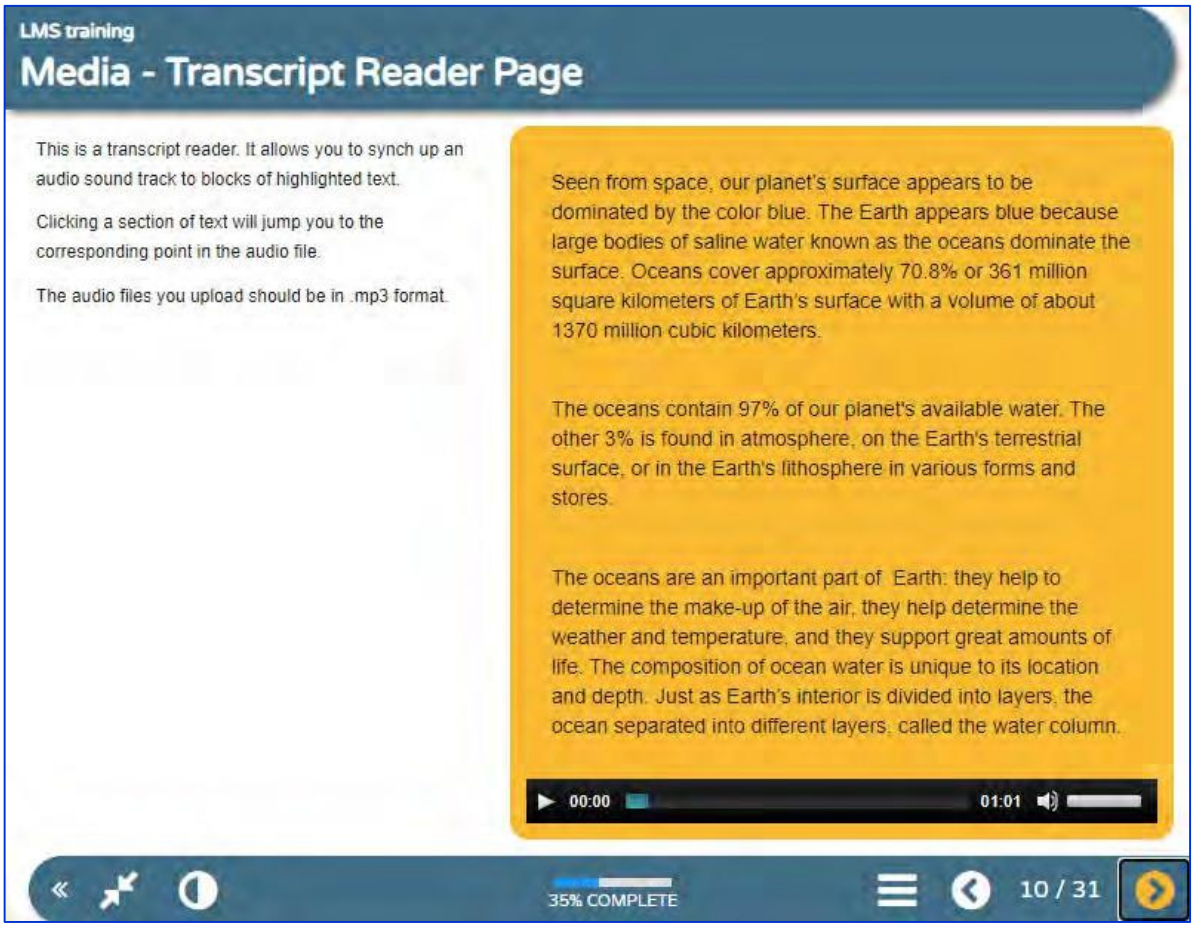
40

There are more than 220 countries in the world, but the total population of the top 6 countries alone accounts for half of the world's population.

48

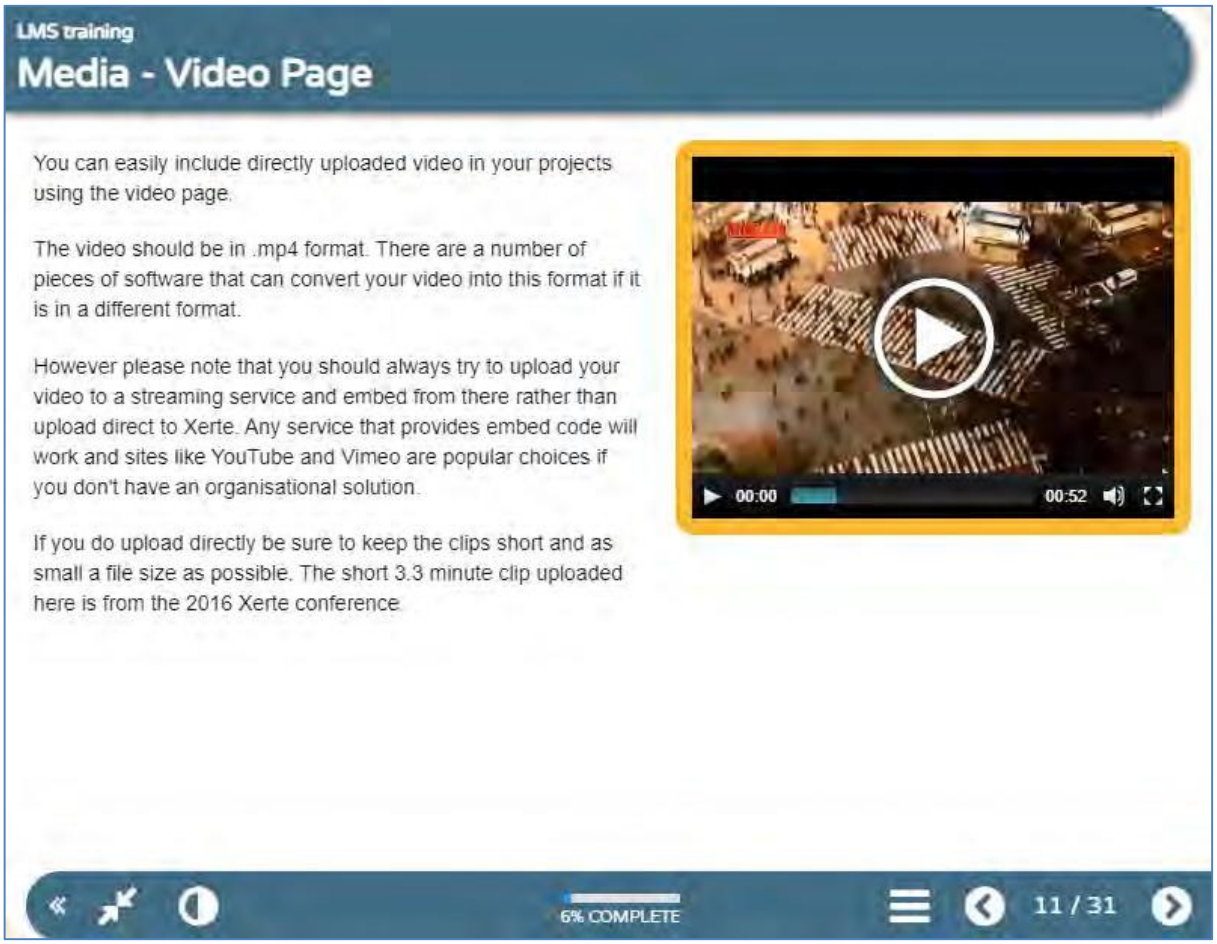
At the top is China with approximately 1.4 billion people

4.12. Create a Transcript Reader Page



This is a transcript reader. It allows you to synch up an audio sound track to blocks of highlighted text. Clicking a section of text will jump you to the corresponding point in the audio file. The audio files you upload should be in .mp3 format	Seen from space, our planet's surface appears to be dominated by the color blue. The Earth appears blue because large bodies of saline water known as the oceans dominate the surface. Oceans cover approximately 70.8% or 361 million square kilometers of Earth's surface with a volume of about 1370 million cubic kilometers. 24 The oceans contain 97% of our planet's available water. The other 3% is found in atmosphere, on the Earth's terrestrial surface, or in the Earth's lithosphere in various forms and stores. 38 The oceans are an important part of the Earth: they help to determine the make-up of the air, they help determine the weather and temperature, and they support great amounts of life. The composition of ocean water is unique to its location and depth. Just as Earth's interior is divided into layers, the ocean separated into different layers, called the water column.

4.13. Create a Video Page



You can easily include directly uploaded video in your projects using the video page. The video should be in .mp4 format. There are a number of pieces of software that can convert your video into this format if it is in a different format. However please note that you should always try to upload your video to a streaming service and embed from there rather than upload direct to Xerte. Any service that provides embed code will work and sites like YouTube and Vimeo are popular choices if you don't have an organisational solution. If you do upload directly be sure to keep the clips short and as small a file size as possible. The short 3.3 minutes clip uploaded here is from the 2016 Xerte conference.	Video provided in the zip file

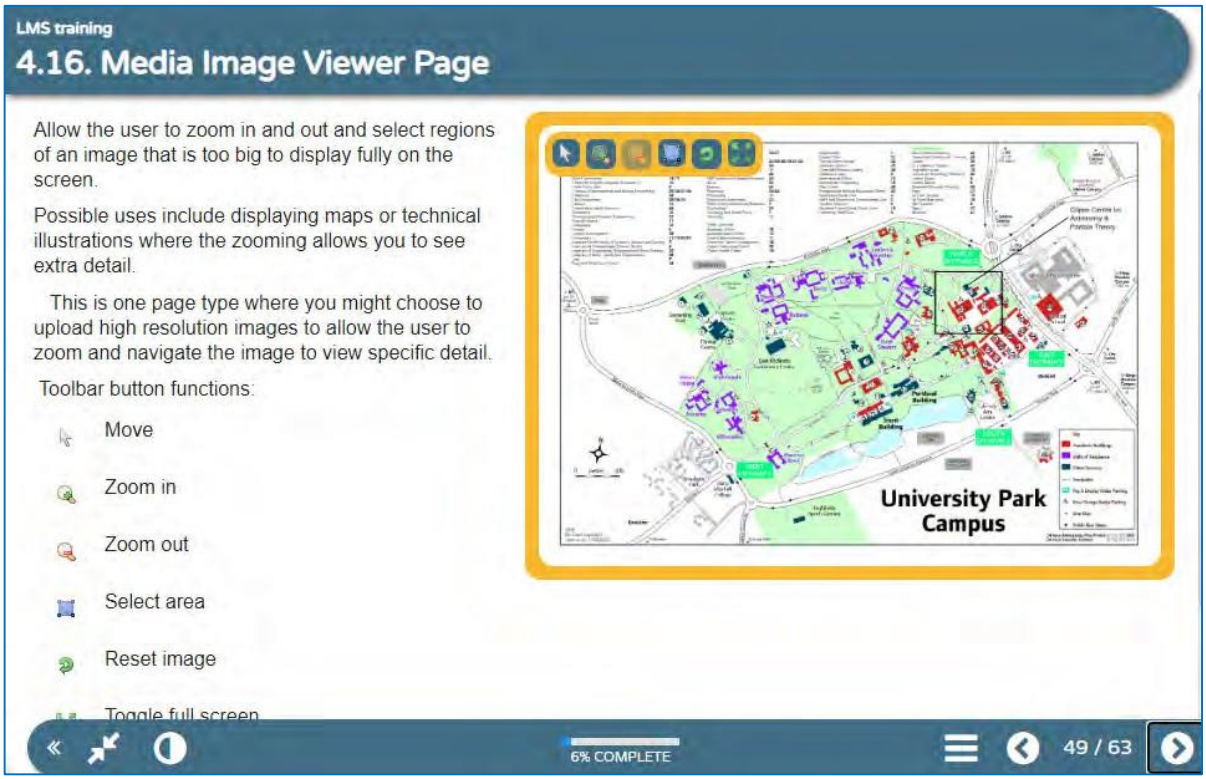
4.14. Create a Youtube Video Page

You can easily include directly uploaded video in your projects using the video page. The video should be in .mp4 format. There are a number of pieces of software that can convert your video into this format if it is in a different format. However please note that you should always try to upload your video to a streaming service and embed from there rather than upload direct to Xerte. Any service that provides embed code will work and sites like YouTube and Vimeo are popular choices if you don't have an organisational solution. If you do upload directly be sure to keep the clips short and as small a file size as possible. The short 3.3 minutes clip uploaded here is from the 2016 Xerte conference.	Video file available in youtube

4.15. Create a Audio Slideshow Page

Sequence a series of slides against an audio soundtrack. Use the audio slideshow page to synchronise the narration of each nested page, or simply to display text and pictures in sync with a soundtrack. In this example, a series of slides about the activities of responding to the sea and island week of the students of the Faculty of Marine Resource Management in 2017.	**Images will be provided**

4.16. Create an Image Viewer Page

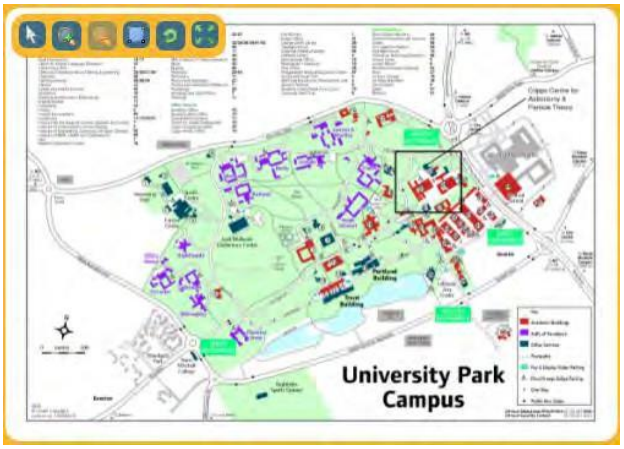


Allow the user to zoom in and out and select regions of an image that is too big to display fully on the screen.
Possible uses include displaying maps or technical illustrations where the zooming allows you to see extra detail.

This is one page type where you might choose to upload high resolution images to allow the user to zoom and navigate the image to view specific detail.

Toolbar button functions:

- Move
- Zoom in
- Zoom out
- Select area
- Reset image
- Toggle full screen



Please note that some of the toolbar buttons are not available on touchscreen devices where you can already 'pinch' to zoom in on images.

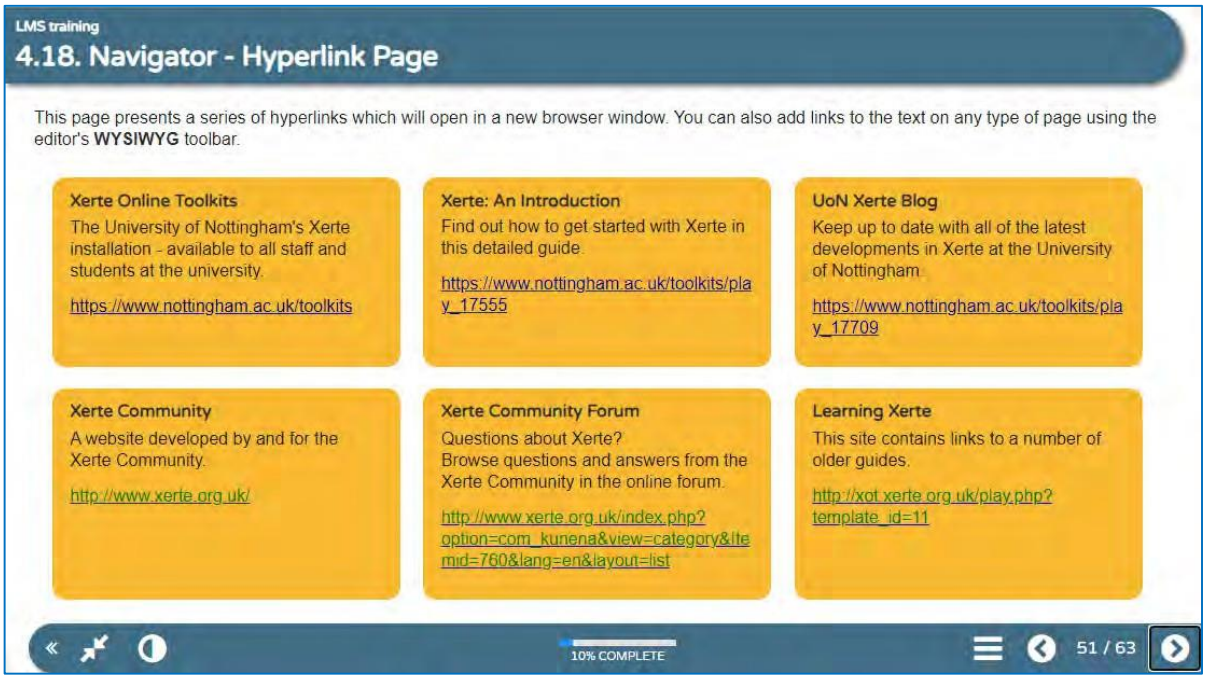
4.17. Create a Multiple Perspective Page

This page allows you to present a number of pieces of media for students to browse. This example just uses images but audio and video files can also be included, each associated with a piece of text which appears when selected.

Its name, 'Multiple Perspectives', comes from the project it was originally designed for where several video interviews were to be shown, presenting a number of views on a topic.

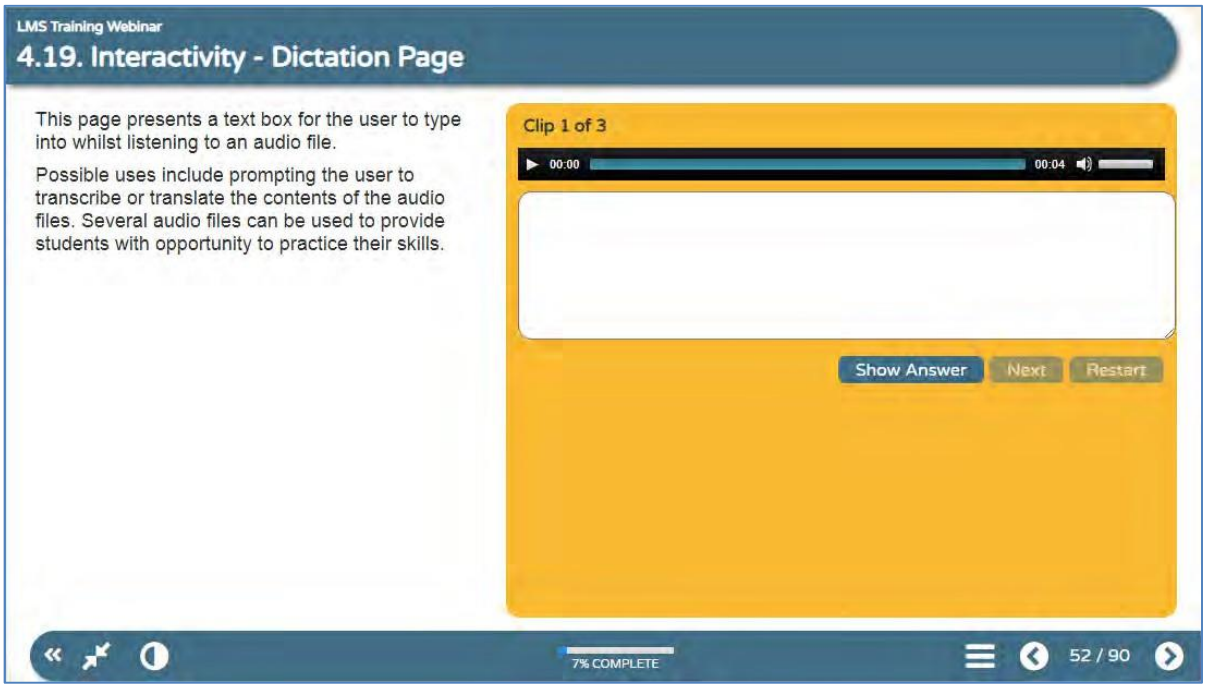
Click each thumbnail in the bar above to select an item.

4.18. Create a Hyperlink Page



This page presents a series of hyperlinks which will open in a new browser window. You can also add links to the text on any type of page using the editor's **WYSIWYG** toolbar.		
Xerte Online Toolkits The University of Nottingham's Xerte installation - available to all staff and students at the university. https://www.nottingham.ac.uk/toolkits	**Xerte: An Introduction** Find out how to get started with Xerte in this detailed guide. https://www.nottingham.ac.uk/toolkits/play_17555	**UoN Xerte Blog** Keep up to date with all of the latest developments in Xerte at the University of Nottingham. https://www.nottingham.ac.uk/toolkits/play_17709
Xerte Community A website developed by and for the Xerte Community. http://www.xerte.org.uk/	**Xerte Community Forum** Questions about Xerte? Browse questions and answers from the Xerte Community in the online forum. http://www.xerte.org.uk/index.php?option=com_kunena&view=category&Itemid=760&lang=en&layout=list	**Learning Xerte** This site contains links to a number of older guides. http://xot.xerte.org.uk/play.php?template_id=11

4.19. Interactivity - Dictation Page



This page presents a text box for the user to type into whilst listening to an audio file.
Possible uses include prompting the user to transcribe or translate the contents of the audio files. Several audio files can be used to provide students with opportunity to practice their skills.

Earth's oceans contain 97% of the planet's water

so just 3% is fresh water

water with low concentrations of salts

4.20. Create a Multi Navigator Page

The Multi Navigator (Tabbed Navigator) presents a series of tabs for displaying related items. Each tab can contain text and images.

Xerte Online Toolki

The 'original' Xerte project template (used by this example project).

Ideal for pulling together a variety of content types along side interactivities.

70+ page types available.

Booststrap

A website style project with a menu and multiple pages.

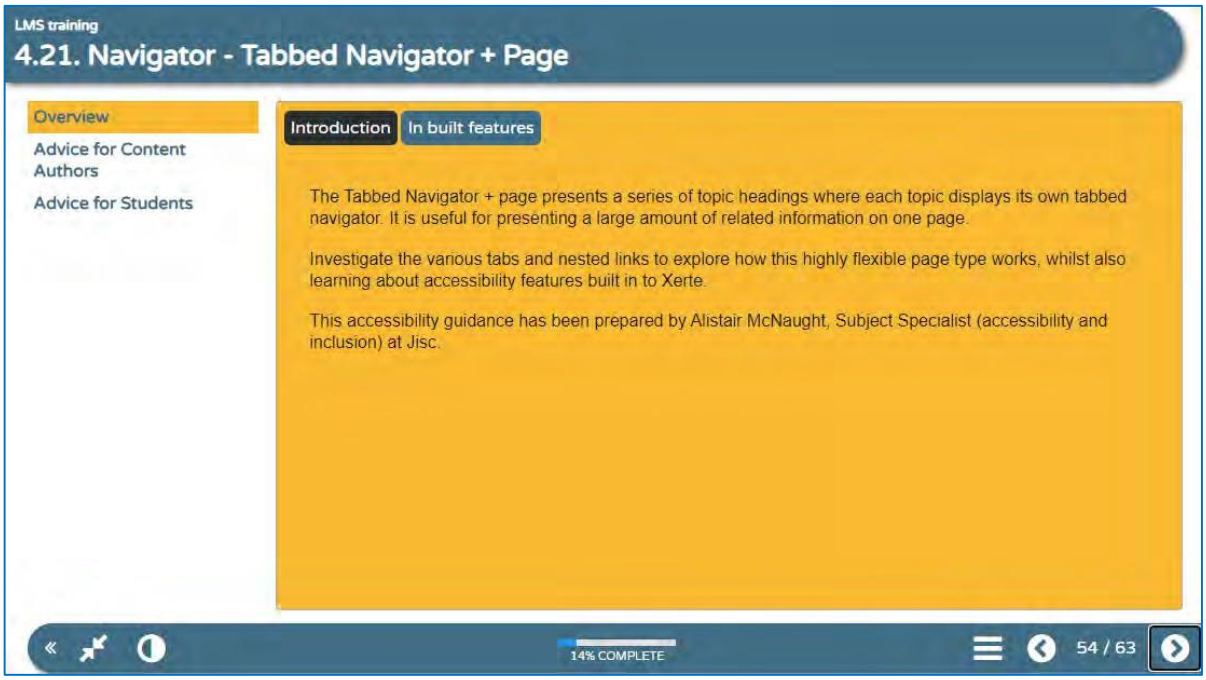
There are no inbuilt activities but you can embed those made in the Xerte Online Toolkit template.

Decision tree

A template that creates a non-linear project.

There is also a Decision Tree page that can be inserted in to the Xerte Online Toolkits template.

4.21. Create a Tabbed Navigator + Page

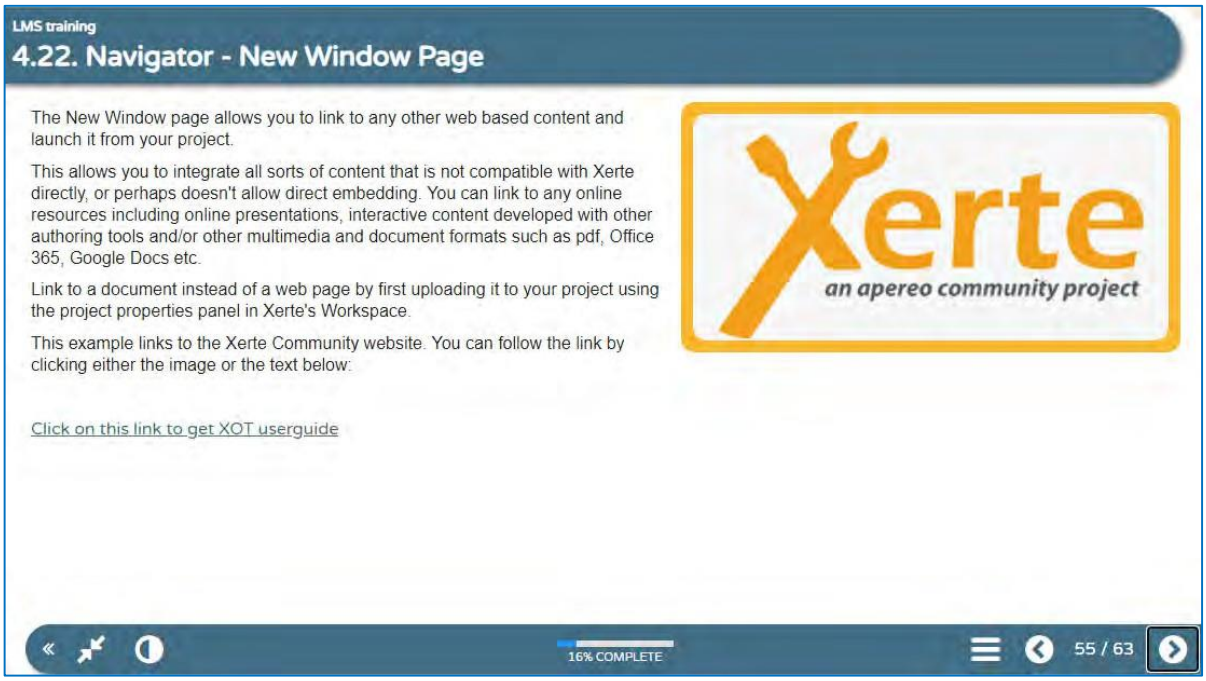


1. Overview **1.1.Introduction** The Tabbed Navigator + page presents a series of topic headings where each topic displays its own tabbed navigator. It is useful for presenting a large amount of related information on one page. Investigate the various tabs and nested links to explore how this highly flexible page type works, whilst also learning about accessibility features built in to Xerte. **1.2. In-built features** Xerte Toolkits is designed to support people with a wide range of needs and so that it: • allows easy integration of text, audio, images and video; • creates an instant navigation structure to allow people to skip to any page in a learning resource;	**2. Advice for Content Authors** **2.1. Introduction** Whilst no learning object in the world is equally accessible to all users, Xerte gives you an effective way of meeting the needs of many different types of users. But however accessible the tool might be, if you fail to add image tooltips or transcripts/summaries to videos then the benefits to the learner will be undermined. Compromise is sometimes necessary if you are to add most value to most people. For example, highly visual interactive pages add a lot of value to deaf and dyslexic readers but subtract value from blind users. This won't necessarily mean you avoid using those page types but it will mean that you consider how you might give added value to a	**3. Advice for Students** **3.1. Navigation** You can get an instant overview of the project you are viewing by clicking the contents button on the footer bar below. This allows you to easily find your way to a different section of the resource. As well as the forward and back buttons on the footer bar, your page up and page down keys can be used to move you to the next / previous page. **3.2. Text style** On a standard PC browser you can instantly adapt a Xerte project in these ways: • To enlarge the page press Control and '+'. • Or hold down the Control key

• provides for optional narration on all page types; • provides transcript options for video based pages; • provides alternative text 'tooltip' options for images; • provides opportunities for interactivity and self testing with feedback; allows easy cut and paste of embed codes from video sites to embed videos in most page types - ideal for sign language support.	blind user in a different way - for example using braille labels and a tactile diagram to simulate drag and drop labelling. **2.2. Visual impairment** For people with visual impairment who need either significant magnification or screenreader access, all of Xerte's text pages are reliably accessible. Careful consideration of pages containing media or interactivity needs to be carried out in order for visually impaired users to get the most out of your content: • Pages containing media vary in their accessibility according to the medium and the author's decisions. Nearly all media pages offer the opportunity to embed an audio file via the Optional Properties panel. If authors are able to provide narrative for each page then this can be an excellent alternative format opportunity. • When presenting data, a chart is likely to be a better alternative than scrolling through a long description or columns of figures in a table. For blind users the quality of the description provided by the author is the biggest factor in determining true accessibility. Many interactivity pages are visual in character or involve dragging items from one part of the screen to another. This can be equally problematic for screenreader and screen magnification users so the recommended page types	and scroll the mouse wheel. To keep the page size but enlarge the text, look for the text size option in your browser: • **Internet Explorer** go to View > Text size. **Google Chrome** go to the customize/control button and click Settings > Advanced settings > Web content > Font size. **3.3. Text to speech** Some browsers allow you to add a range of accessibility plugins to provide further support. For example Google Chrome has the ChromeSpeak plugin that will speak selected text in your default Windows voice. This works well with the free TechDis (Jess and Jack) or Scottish (Heather and Stuart) voices. Xerte projects also work well with VoiceOver on iDevices. Android devices are significantly behind Apple devices on text to speech support but depending on your version of Android you might get text to speech working on an Android device. **3.4. Key board** People who cannot use a mouse will find they can get around all of the Xerte pages using Tab key to move and Enter or Spacebar to select. Where there are additional things to navigate (like options on a quiz or tabs on a navigator page) you can also use the arrow keys to go up and down the list.

	include Multiple Choice **2.3. Learning difficults** There are a number of things to consider when your content is to be used by people with learning difficulties: • Text pages should be used sparingly. An alternative approach is to record the content of the page as an audio file (mp3) and upload this to the Narration optional property. • Images or symbols can be used as headings in navigator pages. Font Awesome icons can be added via the **WYSIWYG** toolbar to any text field. • The Hotspot Image Connector page can be used as a visual menu. When the user clicks on different areas of the image they can be directed to another page in the project or some more media can appear in a dialog box.	

4.22. Create a New Window Page



The New Window page allows you to link to any other web based content and launch it from your project.

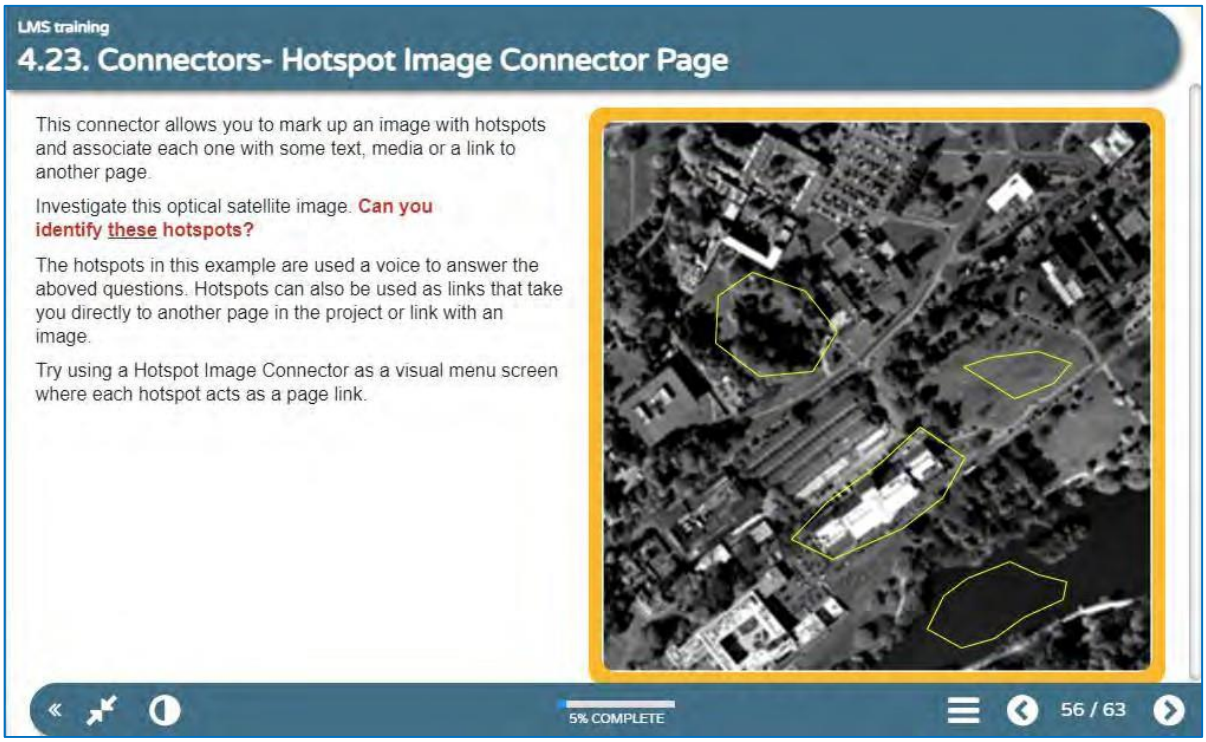
This allows you to integrate all sorts of content that is not compatible with Xerte directly, or perhaps doesn't allow direct embedding. You can link to any online resources including online presentations, interactive content developed with other authoring tools and/or other multimedia and document formats such as pdf, Office 365, Google Docs etc.

Link to a document instead of a web page by first uploading it to your project using the project properties panel in Xerte's Workspace.

This example links to the Xerte Community website. You can follow the link by clicking either the image or the text below:

Click on this link to get XOT userguide

4.23. Create a Hotspots Connector Page

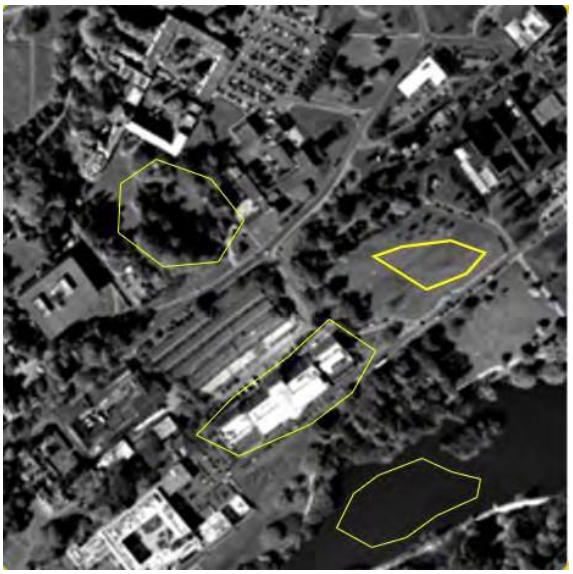


This connector allows you to mark up an image with hotspots and associate each one with some text, media or a link to another page.

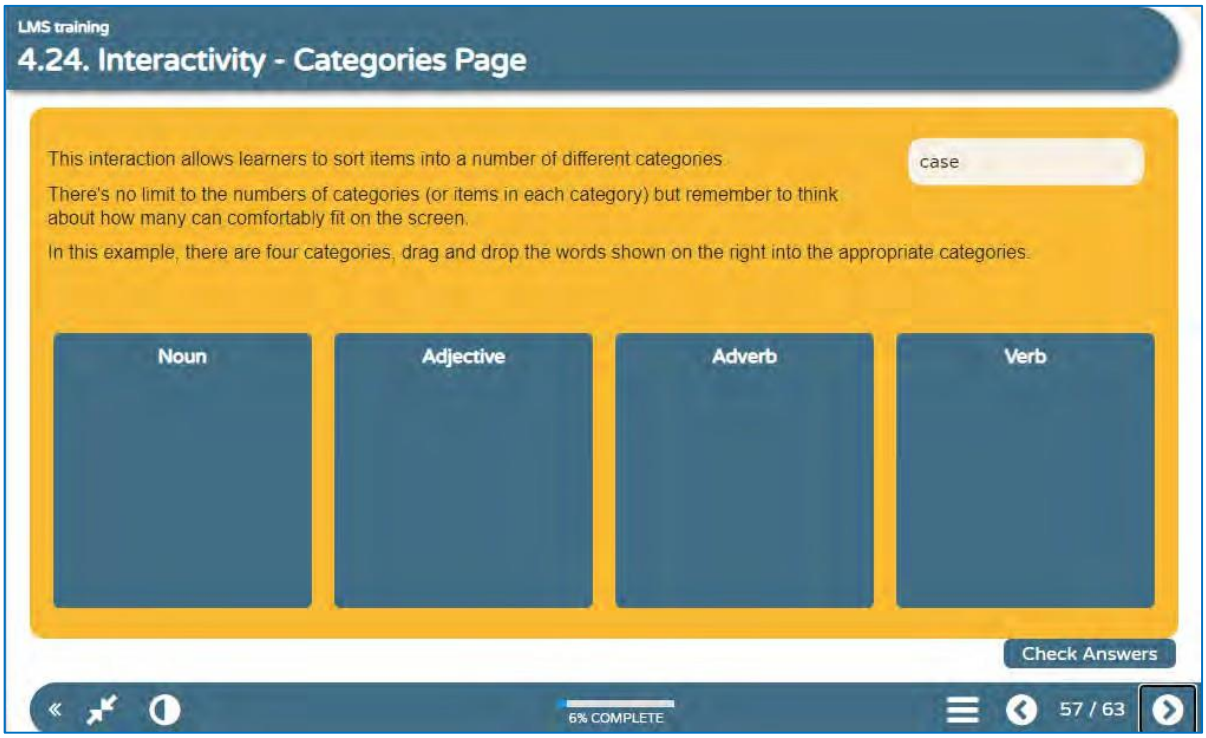
Investigate this optical satellite image. **Can you identify these hotspots?**

The hotspots in this example are used a voice or a text to answer the aboved questions. Hotspots can also be used as links (URL, http, Video) that take you directly to another page in the project.

Try using a Hotspot Image Connector as a visual menu screen where each hotspot acts as a page link.



4.24. Create Interactivity Categories Page



This interaction allows learners to sort items into a number of different categories.

There's no limit to the numbers of categories (or items in each category) but remember to think about how many can comfortably fit on the screen.

In this example, there are four categories, drag and drop the words shown on the right into the appropriate categories.

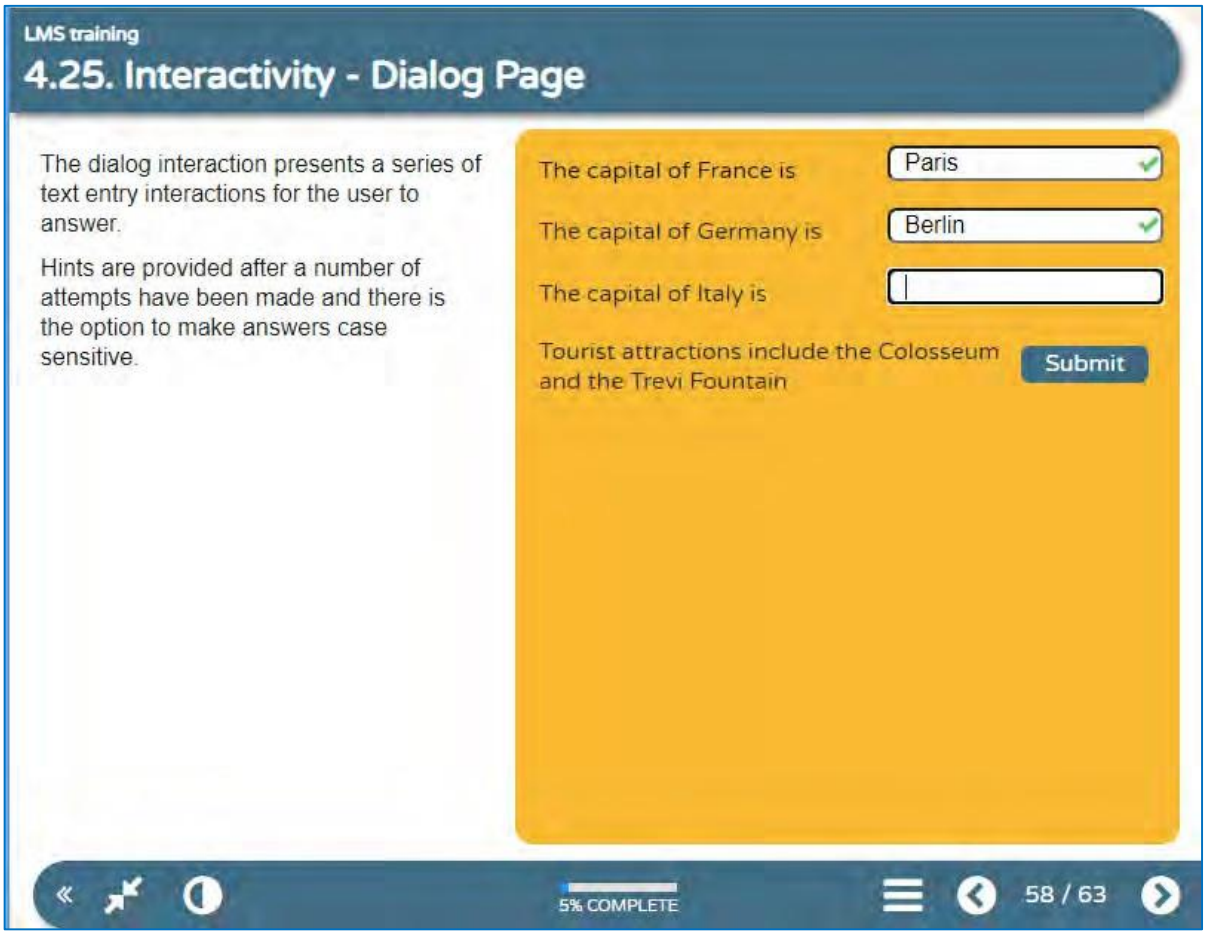
Noun: case, Apple, Dog

Verb: Go, Think, respect

Adjective: good, famous, nice

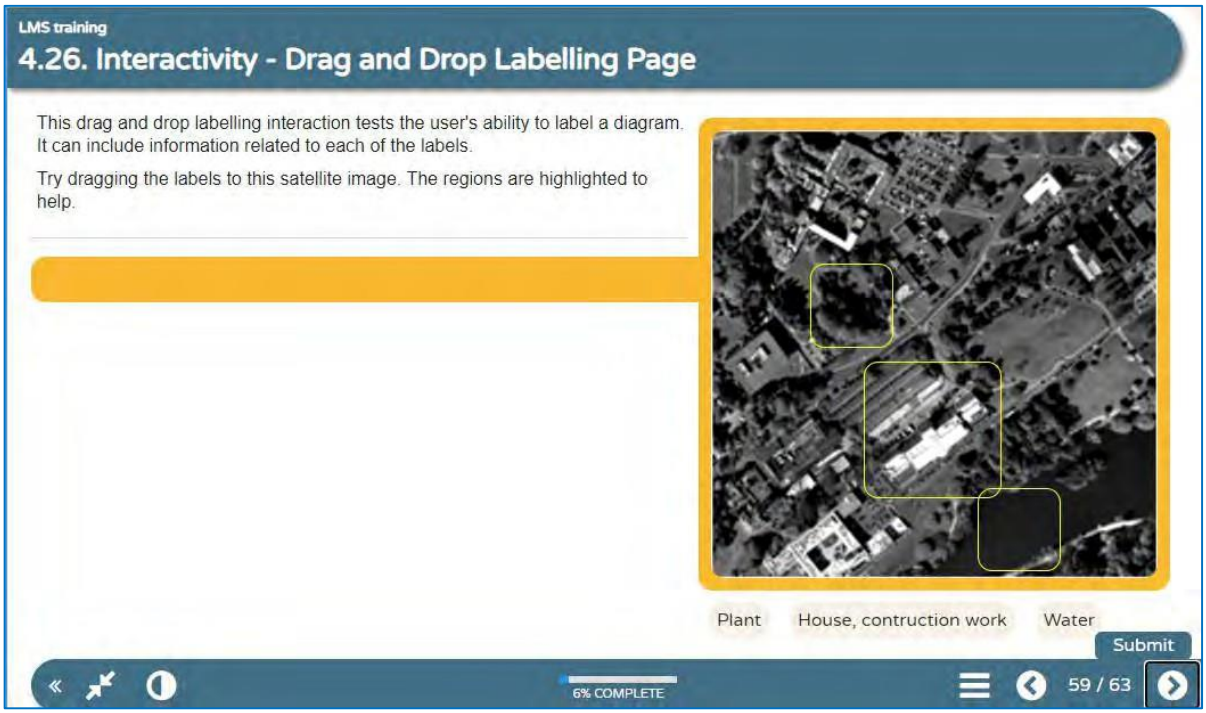
Advert: Easily, Correctly, well

4.25. Create Interactivity Dialog Page



The dialog interaction presents a series of text entry interactions for the user to answer. Hints are provided after a number of attempts have been made and there is the option to make answers case sensitive.	
The capital of France is Hint	Paris Tourist attractions include the Eiffel Tower, the Louvre and Notre-Dame
The capital of Germany is Hint	Berlin Between 1961 & 1989 this city was divided by a wall
The capital of Italy is Hint	Rome Tourist attractions include the Colosseum and the Trevi Fountain
The capital of the Netherlands is Hint	Amsterdam This city has more bridges than Venice

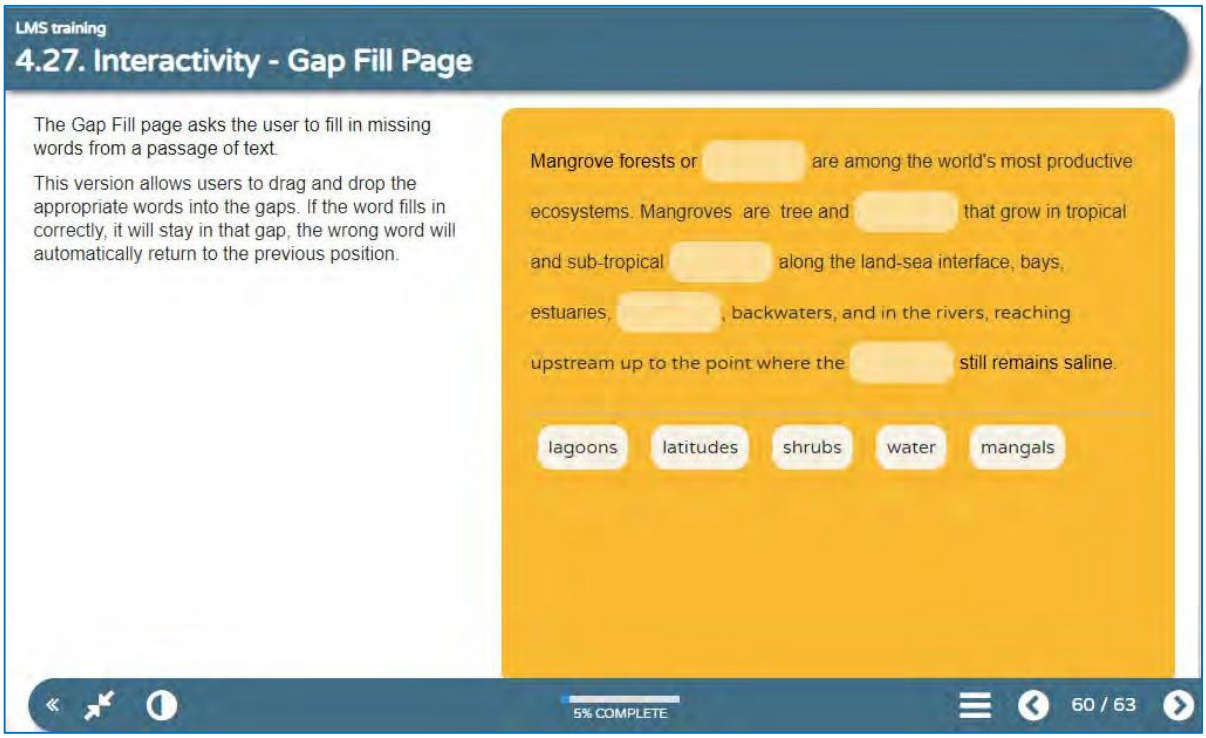
4.26. Create a Drag and Drop Labelling Page



This drag and drop labelling interaction tests the user's ability to label a diagram. It can include information related to each of the labels.

Try dragging the labels to this satellite image. The regions are highlighted to help.

4.27. Create a Gap Fill Page



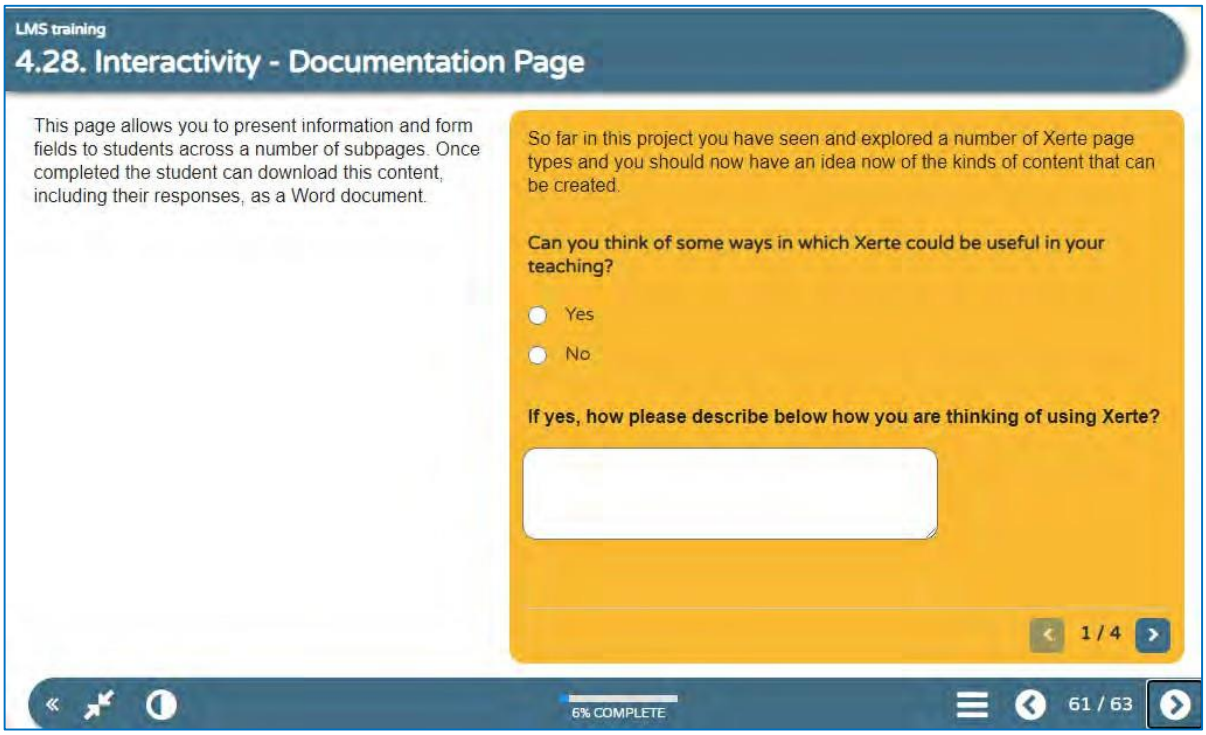
The Gap Fill page asks the user to fill in missing words from a passage of text.

This version allows users to drag and drop the appropriate words into the gaps. If the word fills in correctly, it will stay in that gap, the wrong word will automatically return to the previous position.

Mangrove forests or **mangals** are among the world's most productive ecosystems. Mangroves are tree and **shrubs** that grow in tropical and sub-tropical **latitudes** along the land-sea interface, bays, estuaries, **lagoons**, backwaters, and in the rivers, reaching upstream up to the point where the **water** still remains saline.

Mangals shrubs latitudes lagoons water

4.28. Create a Documentation Page



This page allows you to present information and form fields to students across a number of subpages. Once completed the student can download this content, including their responses, as a Word document.

So far in this project you have seen and explored a number of Xerte page types and you should now have an idea now of the kinds of content that can be created.

Can you think of some ways in which Xerte could be useful in your teaching? Yes, No

If yes, how please describe below how you are thinking of using Xerte?

Select the topics you would like to learn more about:

- How to create media to use in Xerte
- Collaborating with colleagues on Xerte projects
- Storyboarding content
- Examples of projects

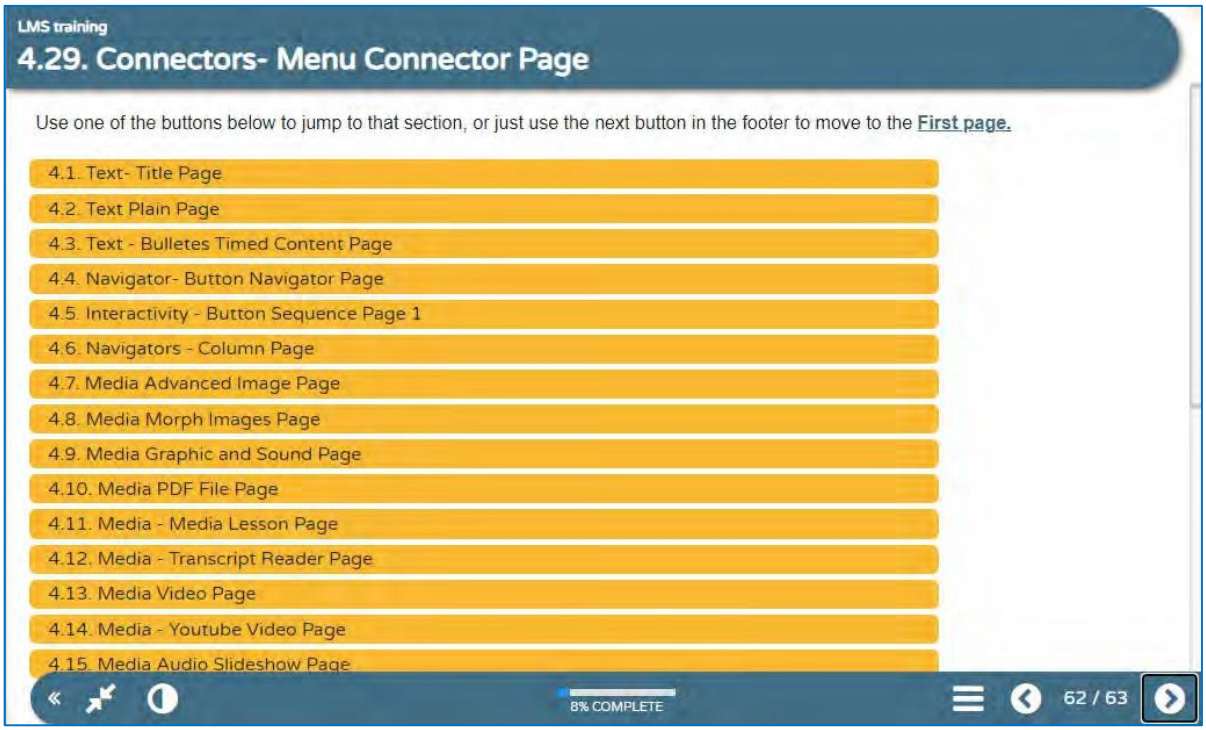
Make a note of any questions you have about Xerte below

Which province in this table has the highest number of covid cases in Vietnam?

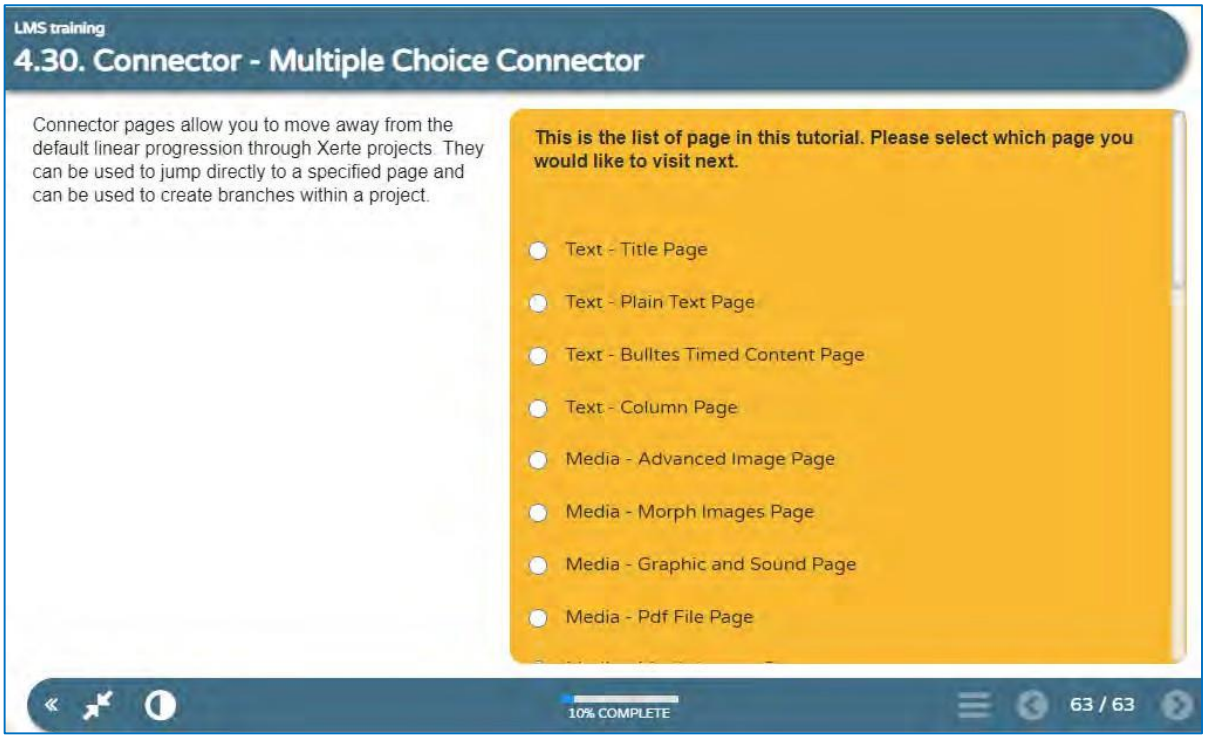
Top 4 provinces with the highest number of covid cases in Vietnam on August 8 2021.

Provinces	Number of infections
TP.HCM	121.804
Bình Dương	27.639
Long An	10.115
Đồng Nai	7.919
Tiền Giang	2.886

4.29. Create a Menu Connector Page



4.30. Create a Multiple Choice Connector Page



PART 5: EDITING, MANAGING AND SHARING (LOs)

There are some powerful features built-in to Xerte Online Toolkits to enable different ways to share and review LO's and also to facilitate efficient workflow.

5.1. Editing LOs in Xerte

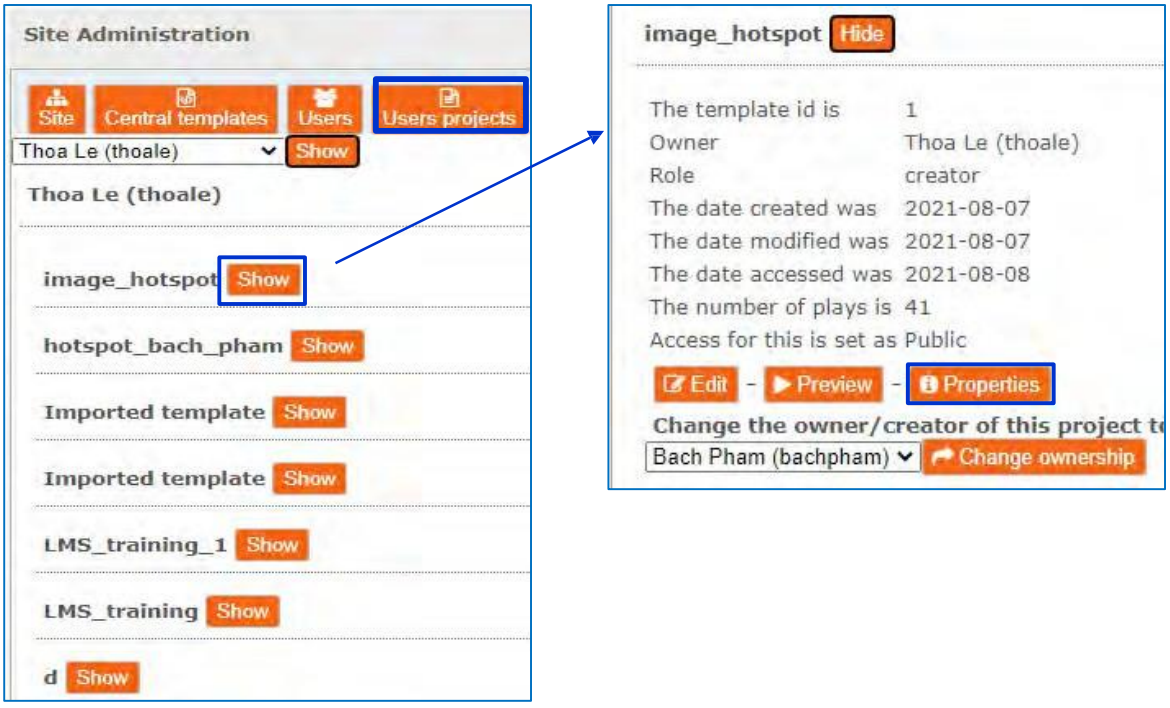
If you have the Xerte Windows application installed, you can also continue to edit your exported LO's offline.

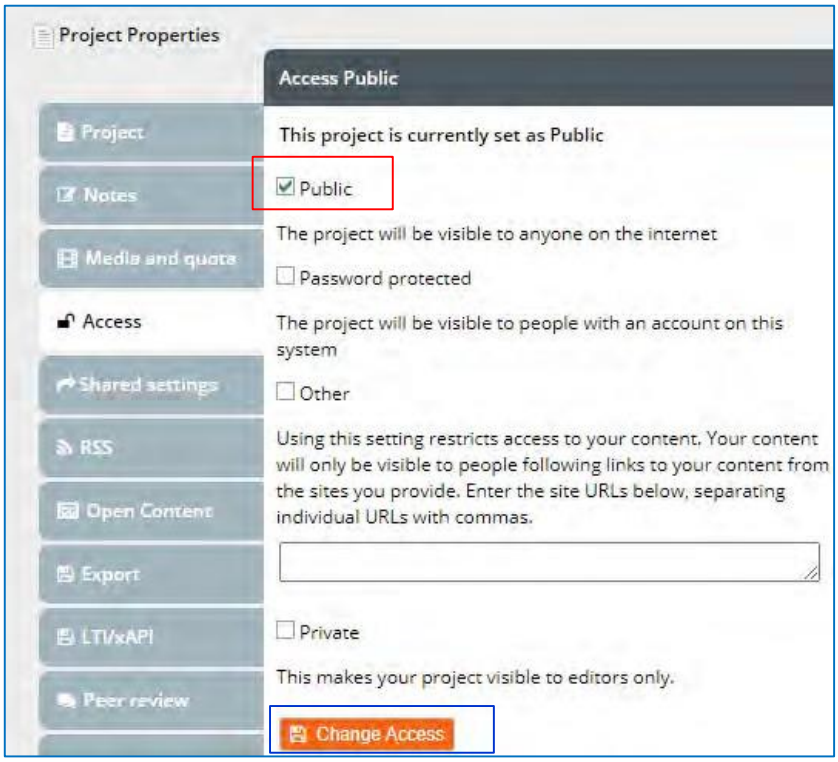
When you finish your first project, close the LO, then open it again. You no longer see it in your project Panel.

Don't panic! because your project is set as the private file. In order to view and edit, you need to change this status from private to public.

By default, Xerte sets all users' projects to be private. Only the administrator can see, edit and change the user's status.

Promt to the page *http://localhost/xertetoolkits/management.php.* Loging in with administrator account.





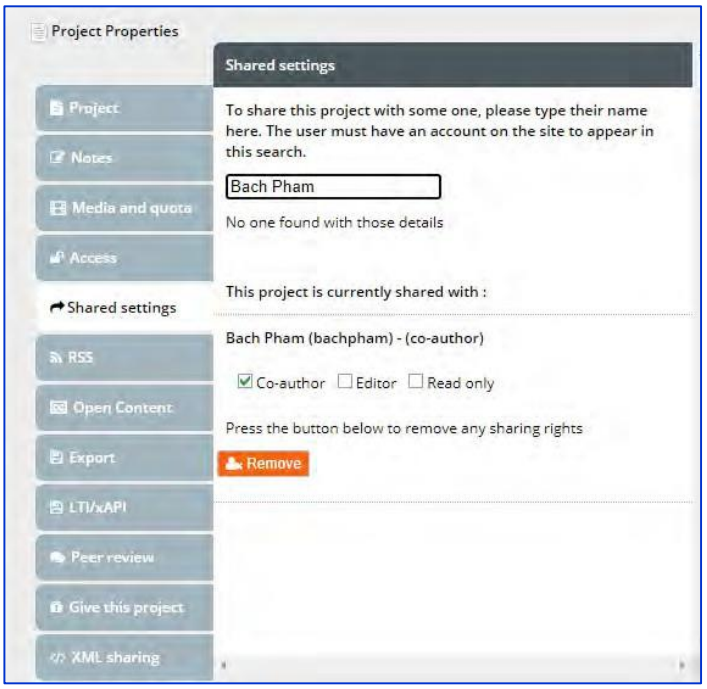
5.2. Sharing LO's for collaborative development

A powerful and relatively unique feature of Xerte Online Toolkits is the ability to easily enable a colleague or colleagues to edit an LO you initially developed and then to continue to develop the resource collaboratively.

From the Xerte Workspace page, navigate to the left-hand Project Panel, select a project and then click the Project Properties button.

The Project Properties menu will open in a pop-up window.

Select the Shared settings tab and type the firstname, lastname or even just 1st initial(s) of the colleagues you wish to share with. Only existing users will appear e.g. those who have accessed the installation at least once.



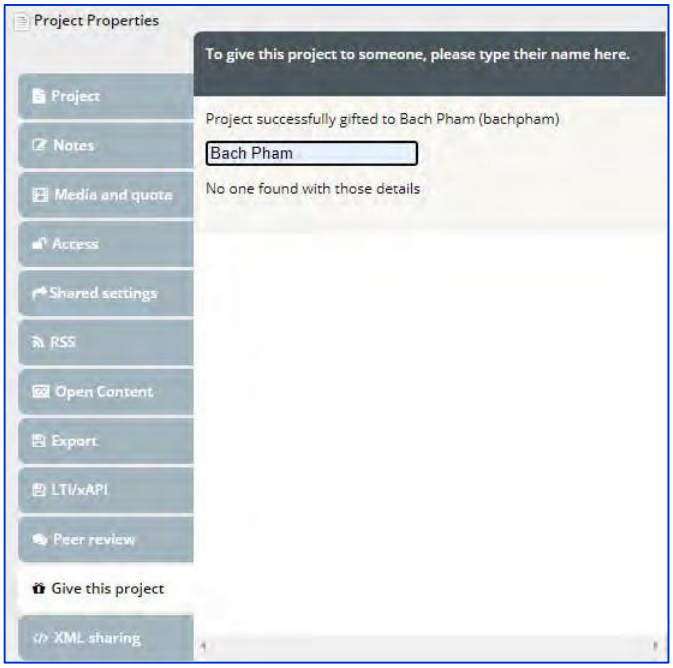
Then, click the link alongside each colleague to add them to the list and enable them to edit or just read the LO.

Select the appropriate role type: co-author, editor or Read only.

You can also revisit the Shared settings to see who has shared access and if necessary to remove that access or change to Read only. Once a colleague has shared access they will see the LO in their own workspace and be able to edit and add pages but not delete the whole LO or change specific properties.

5.3. Giving LO's to other users

Another powerful feature built-in to Xerte Online Toolkits is the option to give a copy of an LO to other users. You might use this to develop an LO complete with content and activities and then give it to colleagues or even learners to further adapt.

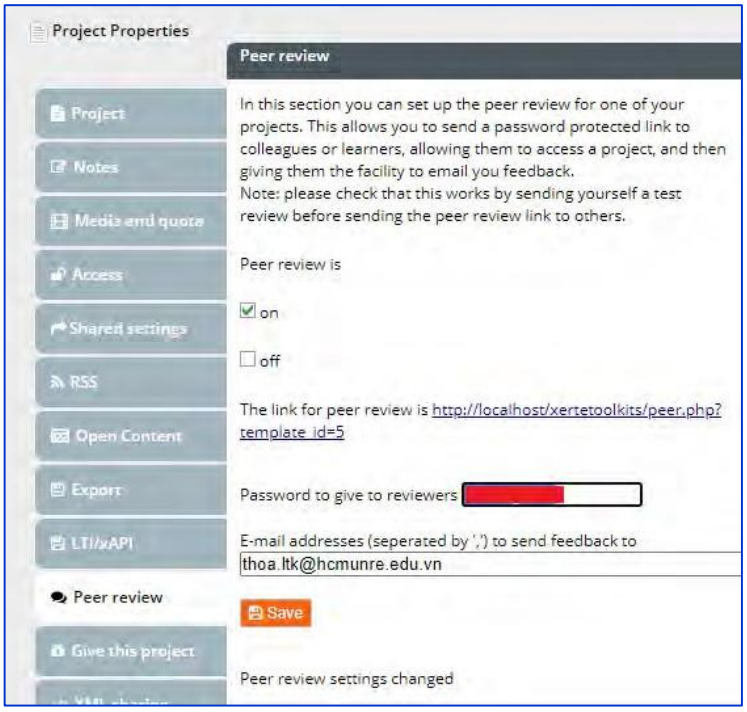


As usual select the relevant LO and click **Properties**.

Select the **Give this project** tab and as with sharing simply type the first name, last name or 1st initial of the colleagues or learners to whom you wish to give a copy. You will see a confirmation that the LO was successfully gifted but not a list to review at a later date. Those receiving the LO will have full control over what becomes their own copy of your LO complete with content.

5.4. Enabling and using Peer Review

This feature enables peer review of your LO's. However the feature only works with installations where certain settings have been added during installation. Contact your system administrator if you find the following steps do not work in your installation.



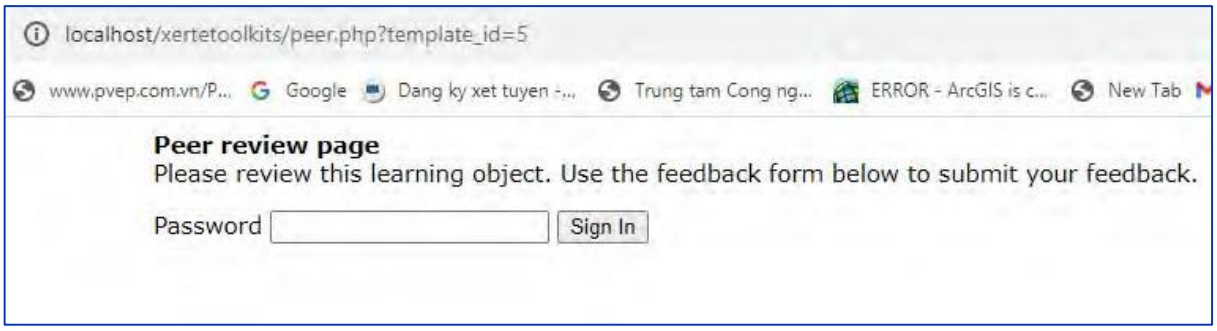
As usual select the relevant LO and click Properties.

Select the Peer review tab, tick the On checkbox to turn Peer review On, enter a suitable password and click Save.

You will be sharing this password with those you invite to review your LO.

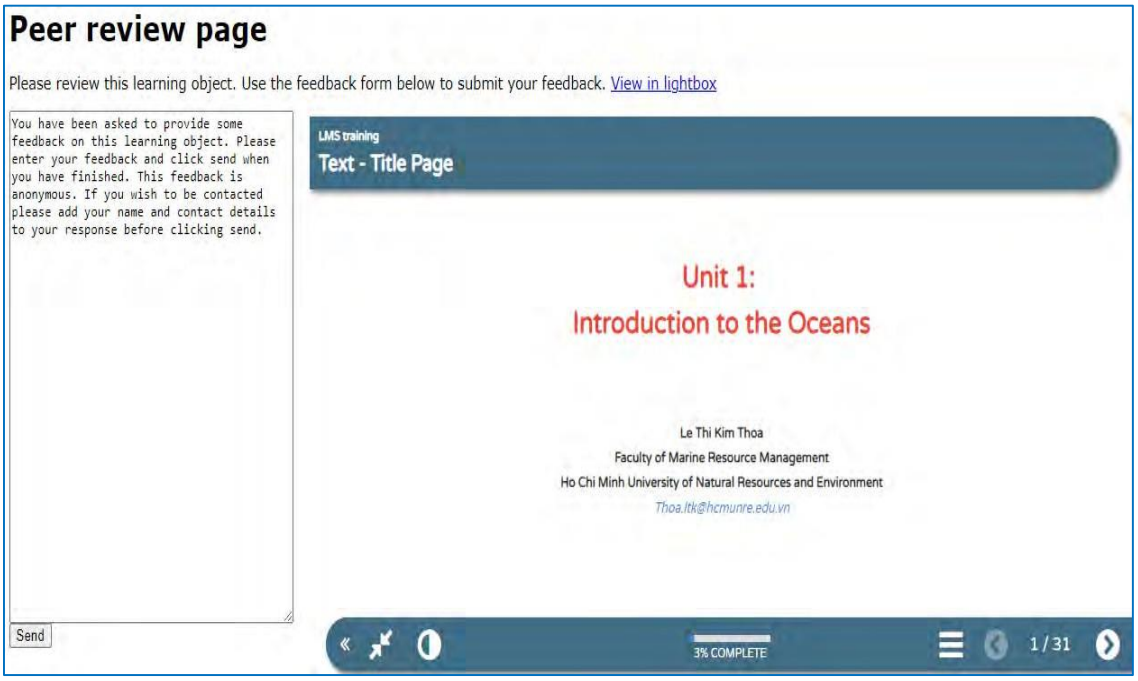
Once you have saved the settings you can test the peer review link and then share the link and password with colleagues.

You will be prompted to enter the password and click Sign In.



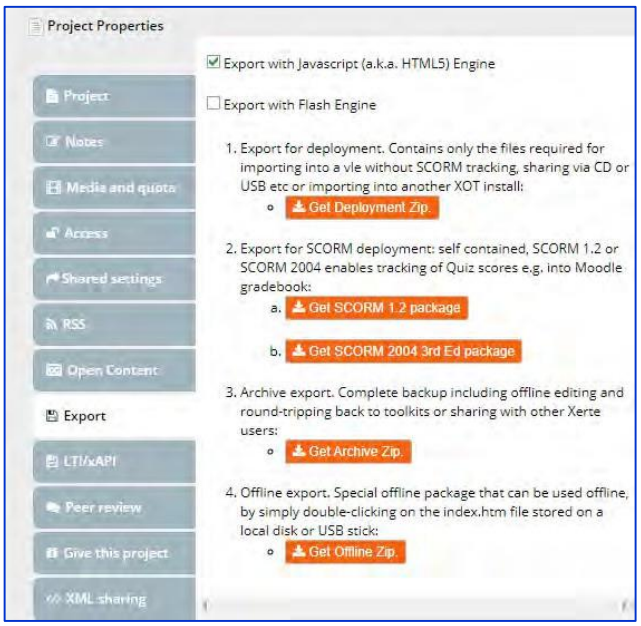
Your colleagues will be able to interact with your LO and make comments in the review text box before clicking Save to submit their comments.

You might think it's just as easy to send them a link to your LO and ask for feedback by email instead of using the peer review system. However that would mean making your LO public whereas the peer review system provides access without having to make your LO public which can be useful during development and testing etc.



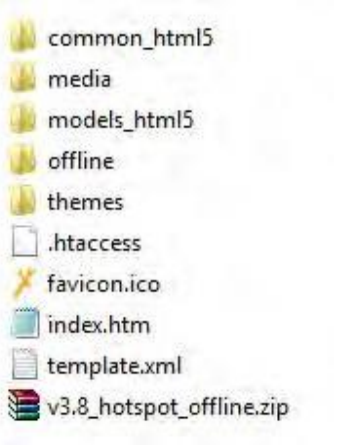
5.5. Exporting LOs

Xerte Online Toolkits enables the export and import of LO's between Xerte Online Toolkits installations as well as export and import into VLE's such as Moodle. Or you may simply wish to export for 'offline' use from a USB stick, CD/DVD or network drive. It's also possible to export as a Scorm package and import into a VLE in that way or even to export and continue editing with the separate locally installed Xerte authoring tool.



As usual select the relevant LO and click **Properties**.

Select the **Export** tab and choose one of the two export options – zip or Scorm. Choose zip export to use or edit locally or to import into another toolkits installation.



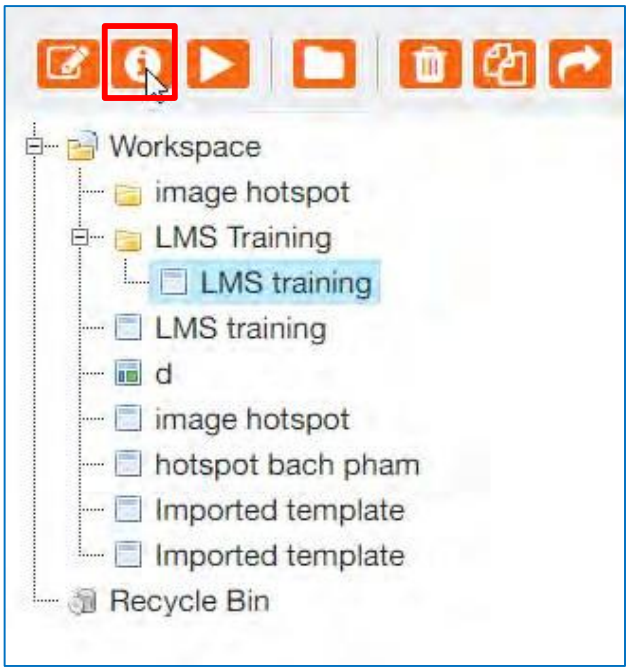
To view the LO offline, choose Get Offline Zip (4). To open it, simply right clicking the index.htm file.

If you wish to import into a VLE/LMS, choose **Scorm package** to export. There are two scrom package, depend on the version of new LMS, which one will be compatible.

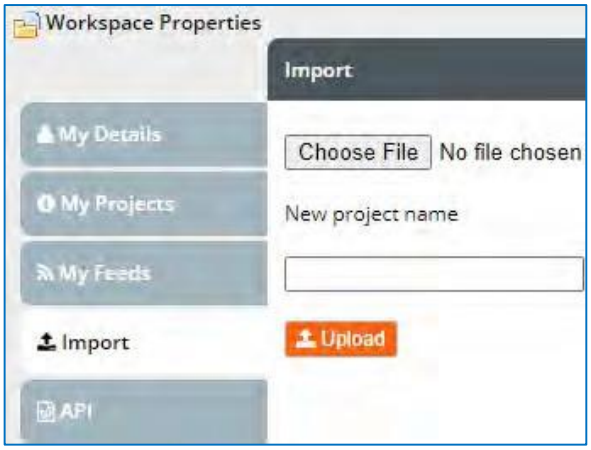
You also can share your LOs to other for importing other XOT install by choosing **Get Deplyment Zip** or **Get Archive Zip.**

5.6. Importing into Xerte Online Toolkits

Any LO created with Xerte Online Toolkits and exported as either a zip or Scorm package can be imported back into the same Xerte Online Toolkits installation or imported into another installation. Likewise an LO created with the Xerte Template Wizard from within the Windows application and Published as a zip Package can be imported in the same way. This facilitates the sharing of objects between installations and indeed between organisations where staff are willing to share development.



To import a zip or Scorm package first select the Workspace icon and then select **Properties**.



Then select the Import tab and Browse to find your exported or packaged zip.

Then select the Import tab and Browse to find your exported or packaged zip.

PART 6: GETTING STARTED WITH MOODLE

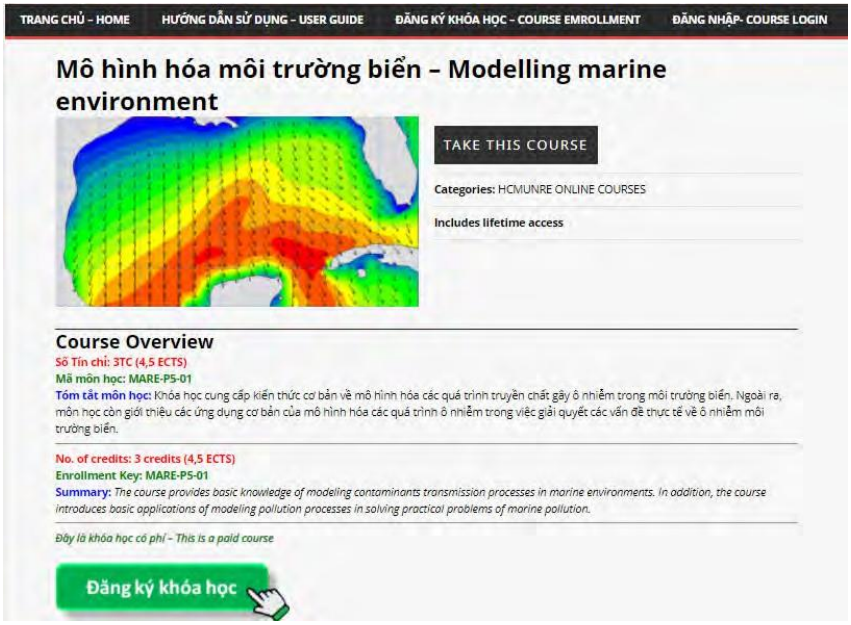
6.1. Moodle interface

There are two approaches to the E-learning System of P5 MARE project.

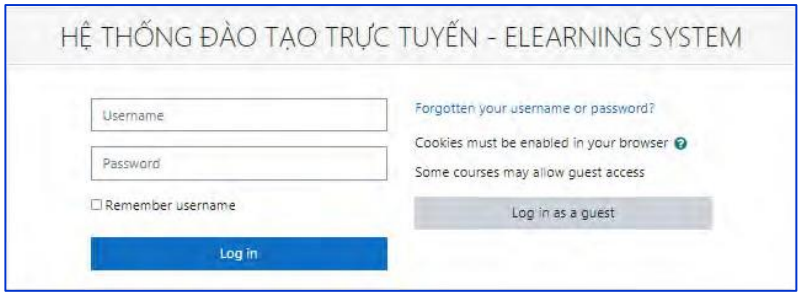
The first approach: visit the site *https://elearning.biendaohcm.com*

The E-learning system interface

You can view online courses available in the E-learning system of P5 MARE Project by clicking to each course, it will take you to another page for viewing course overview.

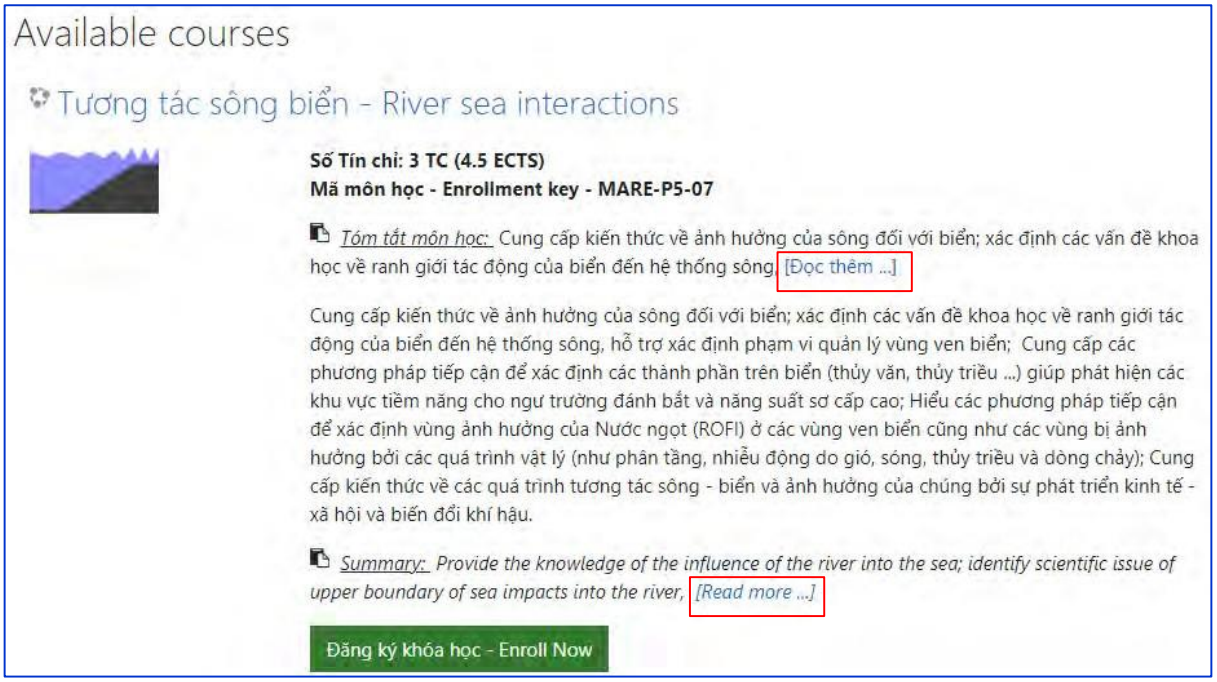


Log in to the system by selecting "**Đăng nhập- course login**" Tab at the top right of the screen. Enter your username and password.



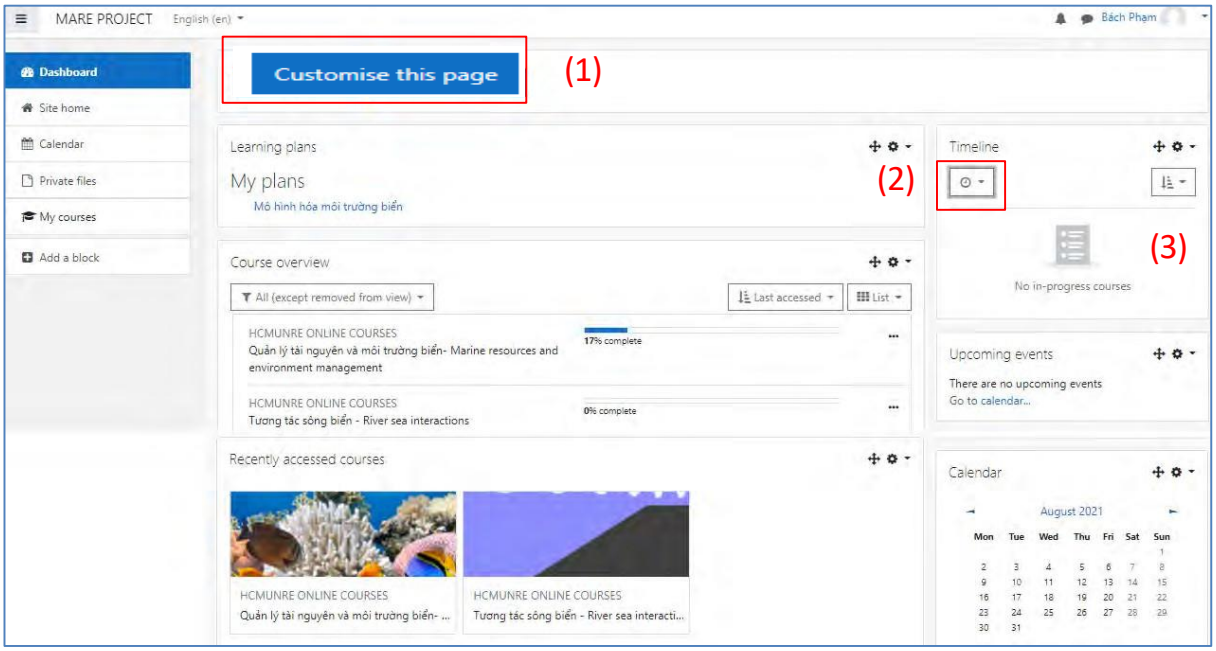
The second approach: visit the site https://elearning.biendaohcm.com/moodle/

You can view online courses available in the E-learning system. If you want to read more information, select "**Read more**" or "**Đọc thêm**. if you click on this button again, it will disappear.



Log in to the system by selecting "**Login**" at the top right of the screen. Enter your username and password.

After loging in as teacher role, you will arrive at the Moodle Dashboard (My Home). This is where you will start to edit your course.



6.2. Role of teacher

In Moodle, a teacher are allowed to switch their role to a tutor role or a student role. has responsibility for the materials in their own course. They often also manage enrolments and are able to change the layout of the course page.

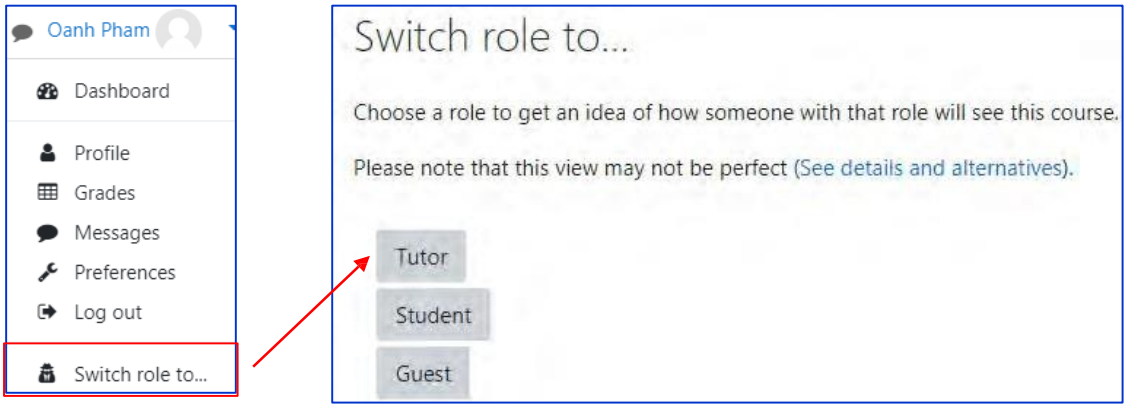
Teacher role in Moodle's features:

By default, teacher can also switch role to a Tutor role or a Student role within their course.

	Manager	Course creator	Teacher	Non-editing teacher	Student
Manager	☐	☐	☑	☑	☑
Course creator	☐	☐	☐	☐	☑
Teacher	☐	☐	☐	☑	☑
Non-editing teacher	☐	☐	☐	☐	☑
Student	☐	☐	☐	☐	☐

Teacher role	Tutor role	Student role
- do almost anything within a course (adding, changing the activities, grading students in their course).	- can view and grade students' work. - not allow to alter or delete any of the	- can participate in course activities and view resources but not alter them or see the class gradebook.

- change the layout of the course page but can not delete the course.	activities or resources.	- can see their own grades if the teacher has allowed this.



6.3. Customizing the Moodle Dashboard

Dashboard (My home) is a customisable page for providing users with links to their courses and activities within them, such as unread forum posts and upcoming assignments.

- Dashboard usually has the Course overview block in the central column. Depending on the site settings for this block, categories and child courses may display under the main courses.
- On the Dashboard, the courses in the Navigation block are expanded by default (as in the screenshot below) whereas they are collapsed by default elsewhere in Moodle.
- Users can customize their Dashboard, add and remove blocks by clicking the 'Customise this page' button (1) in the screenshot above:

The Timeline block provides an overview of deadlines and is displayed on the Dashboard. Deadlines may be sorted by Overdue or Upcoming due dates (2) or by due dates per course (3).

The private files block enables access to a user's private files area

A learning plan template defines a set of competencies which you can assign to a group of users

6.4. Formatting course material in Moodle

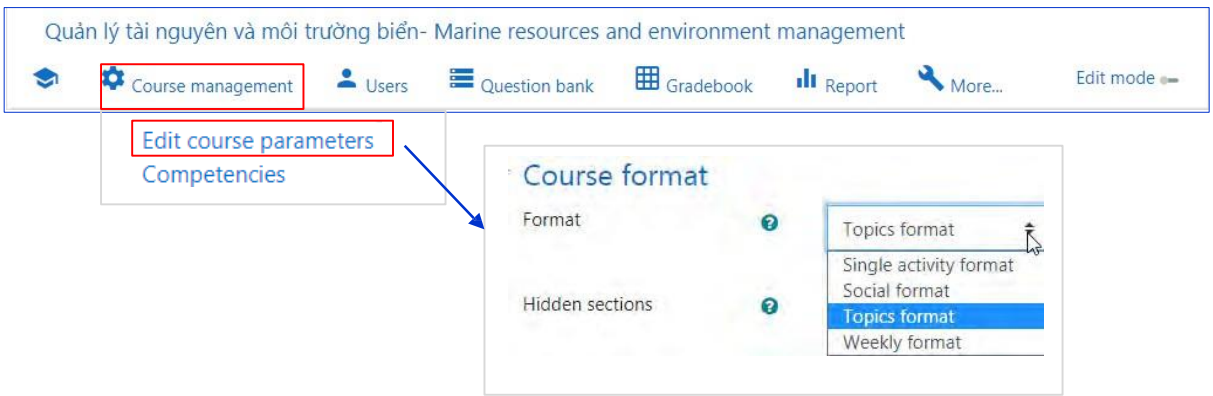
All courses in this E-learning system are used the *Topics format* , but you can change to the *simple activity* format or *Weekly format* or *Social* format.

Topic format	Weekly format	Social format	Simple activity
-The course is organised into topic sections that a teacher can give titles to. - Each topic section consists of activities, resources and labels.	-The course is organized week by week, with each section having a date heading. -Moodle will create a section for each week of your course. -You can add content, forums, quizzes, and so on in the section for each week. The current week is highlighted.	-This format is oriented around one main forum,the social forum, which appears listed on the main page. -It is useful for situations that are more free form. They may not even be courses.	-The single activity format only has 1 section, and allows the teacher to add one activity only to the course. - When the single activity format is selected, a drop down menu appears for the teacher to choose the activity.

More detailed at *https://docs.moodle.org/311/en/Course_formats#Weekly_format*

In order to edit, you need to turn on *edit mode*

To change the form format of your course, click the Course management button and select Edit course parameters from the pop-up menu. Locate the Course format section and in the Format drop down menu, you can select which format you'd like to use for the course.



To edit a topic title

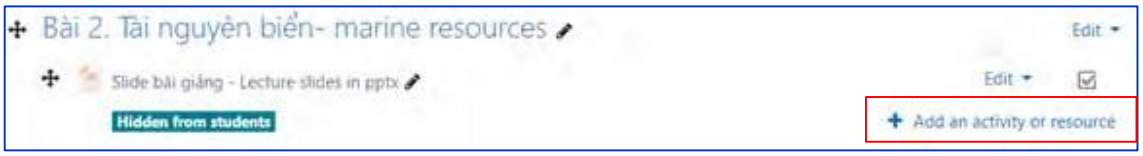
- Navigate to the topic you wish to change, and click on the pencil icon that is located to the right of the topic title

- Type your desired title into the text box, then hit **Enter or Return** on your keyboard.

- You should now see the topic reflect the title you provided.

6.5. Adding a Forum in Moodle

- Go to the topic where you would like the new resource or activity to be placed.
- Select 'Add an activity or resource' menu.
- Then select the appropriate option from the pull down list



There are a number of interactive learning activity modules that you may add to your course. For example:

- *Chat*: can use for communication and collaboration

- *Forum*: can use for conversational activities

- *Choices* : to gain group feedback.

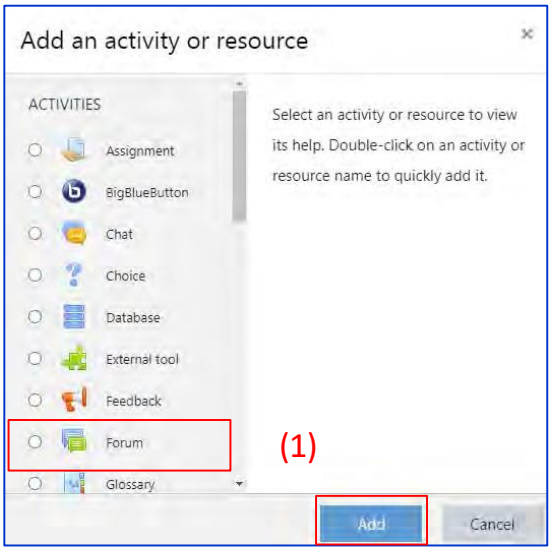
- *Assignments or Workshops*: can be submitted by students and marked by teachers.

- *Quizzes*: for automatic marking.

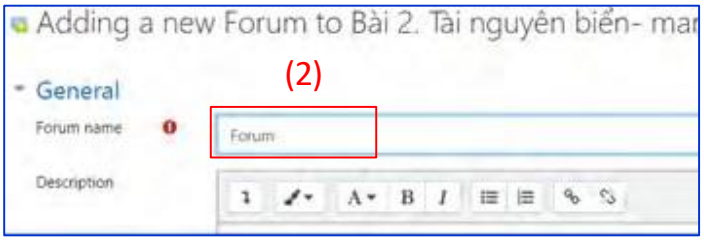
- *Scorm, lesson Module*: content may be delivered and supported

- *Surveys and Databases*: are also very powerful additions to any course.

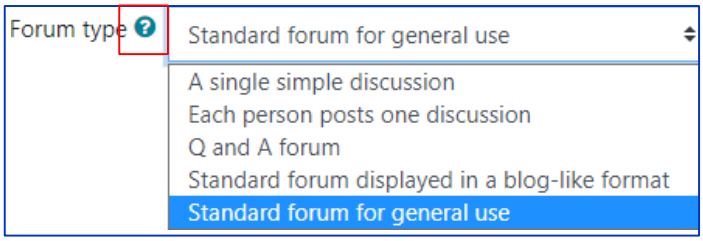
Choose '*Forum*' (1) from the "*add an activity or resource*" chooser. Then click *add* button (2).



- Give it a name



- Choose Forum type, clicking the question mark (?) icon for descriptions of each type.



There are five types of forum.

A single simple discussion - A single discussion topic which everyone can reply to (cannot be used with separate groups)

Each person posts one discussion - Each student can post exactly one new discussion topic, which everyone can then reply to

Q and A forum - Students must first post their perspectives before viewing other students' posts

Standard forum displayed in a blog-like format - An open forum where anyone can start a new discussion at any time, and in which discussion topics are displayed on one page with "Discuss this topic" links

Standard forum for general use - An open forum where anyone can start a new discussion at any time

If you're unsure, use the default Standard forum for general use. Expand the other sections to define the settings you want. Click Save and display and, optionally, add a post to get started

A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions. Participants can subscribe to a forum to receive notifications of new forum posts.

Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

How does forum work?

Teacher view

Teachers additionally have three dots to the right of the Subscribe option, allowing students to pin, star or lock discussions.

When replying to a forum post, teachers also optionally can send a Private reply which is only seen by that particular student. Students cannot reply to this private reply.

Student view

Students access the forum by clicking the icon on the course page and depending on the forum type selecting, will typically be see a button to start a new discussion topic. They can sort discussions, subscribe to discussions from the toggle button, and favourite/bookmark discussions from the star icon on the left. This moves the discussion to the top of the list, under any discussions pinned by the teacher.

Posts can be edited for a limited time, usually 30 minutes, dependent on the administrator's settings

6.6. Grading in Moodle

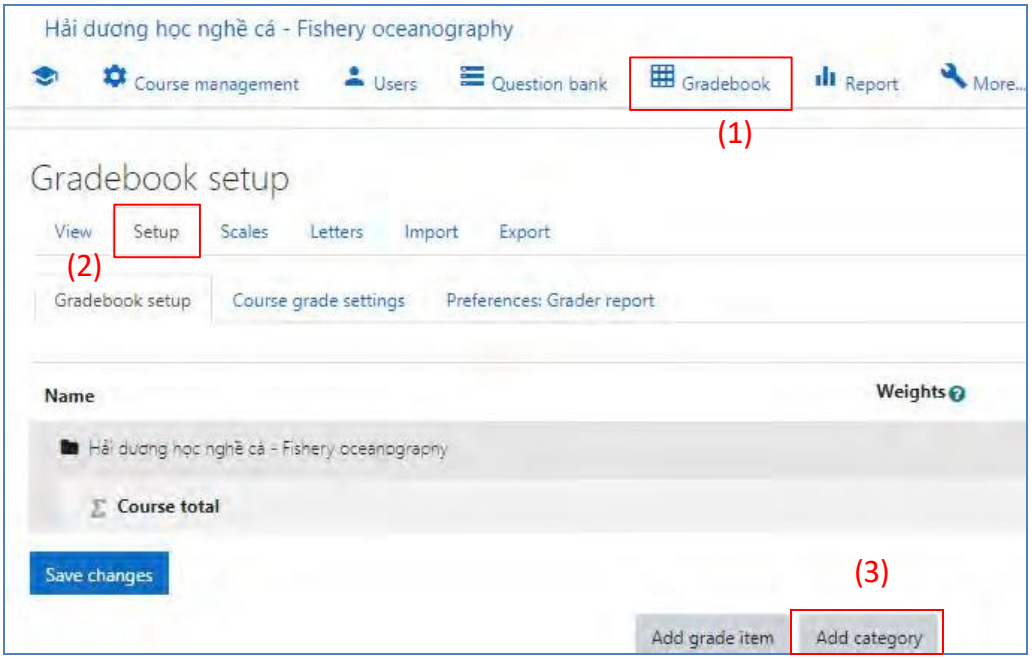
Grades can be entered in multiple locations in Moodle. It will depend on what you are grading where the best place is to enter the grades. There are advantages to each area. Entering grades from the Assignment has the advantage that it will send a notification to the student when the grade is submitted. This will not happen when the grade is edited from the grader report or single view screen.

6.6.1. Create a grade scale

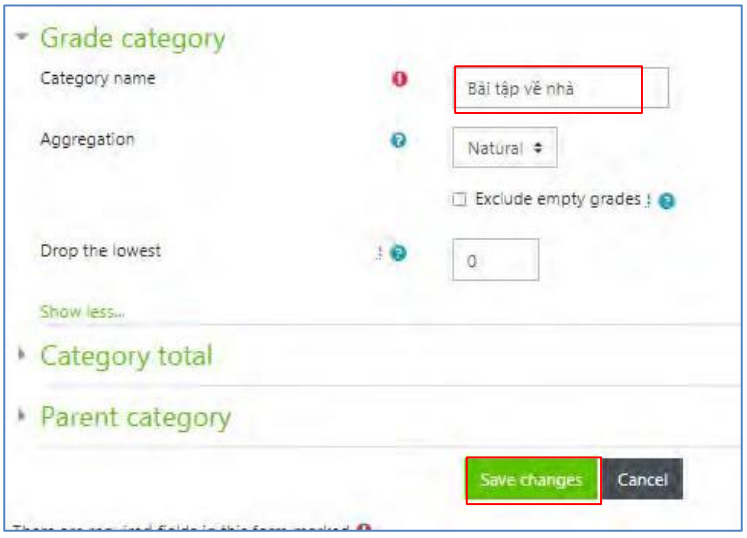
Based on the course assessment scale published before the course starts. For example

Contents	Amount	Scores
Assignment (Home work)	4	30%
Attending class	6	15%
Quizzes	2	20%
Final exam	1	30%
Class discussion	At least 6	15%

– In a course, with the editing turned on, choose set up from the Gradebooks chooser (1) and select Setup tab (2) . Then press Add category (3).



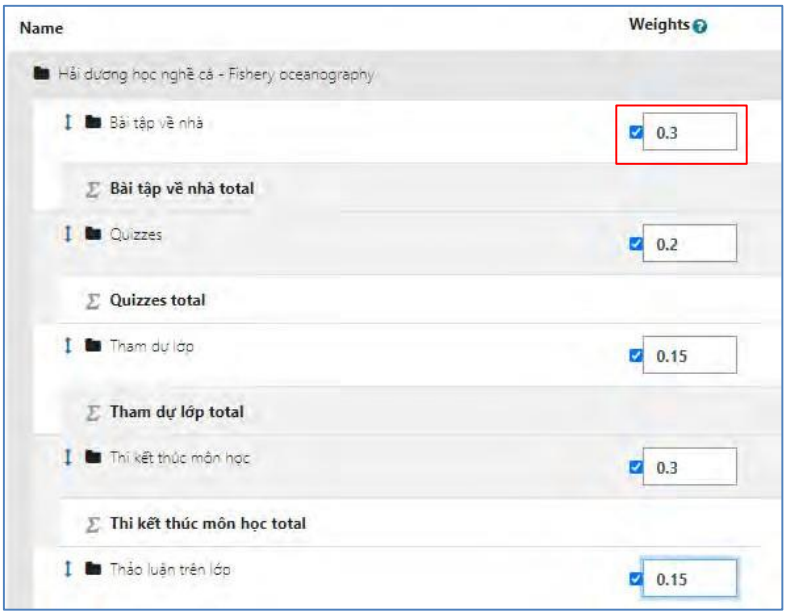
- Give it a name and select *Save changes*.



- Set the weight for each group of assessment by sticking box in the weight column.

- Then select save change

- Be aware that changing the weights of categories can drastically affect final grades, so it is best to set up weighted categories earlier rather than later.

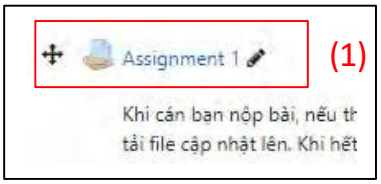


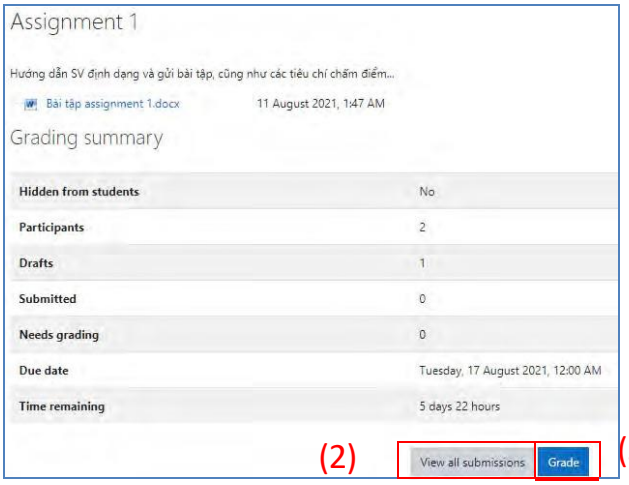
Teachers can decide when and how students see the gradebook, or choose to hide the gradebook entirely. Teachers and Teaching Assistants can use the gradebook to manually enter and edit grades (*Overriden*), import grades from outside sources (such as OWL, iClicker, and Opscan), or export the gradebook to manage it in another software (like Excel).

The scores for graded Moodle activities are automatically aggregated into the gradebook.

6.6.2. View Submissions and grading

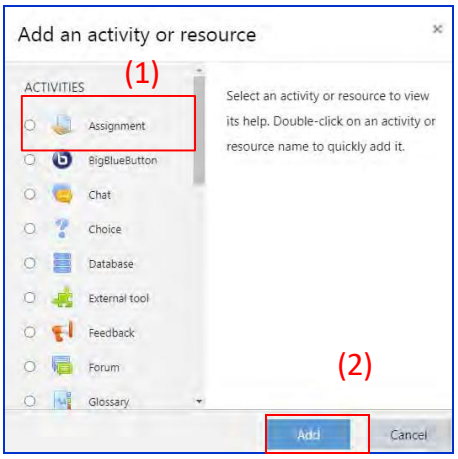
To begin grading, you can access Assignment1 (1). In the grading summary, if you want to view all submission, choose (2), if you want to grade then choose (3).



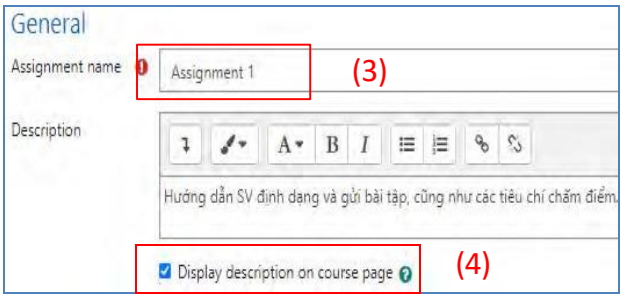


6.7. Creating an Assignment in Moodle

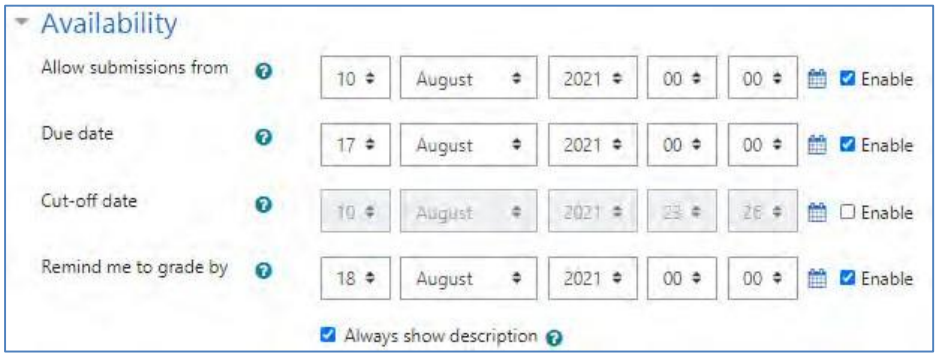
– In a course, with the editing turned on, choose Assignment from the Add an activities or resource chooser (1) and select Add (2).



- Enter an Assignment name (3).
- Enter a Description of the assignment. It should contain all the instructions for formatting and submitting the assignment, as well as grading criteria.
- Select the Display description check box if you want the text you entered in the Description to display on the course home page (4).



Complete the *Availability* section, selecting *Enable* and specifying dates and times at which you want to Allow submissions, the Due date, the *Cut-off date* and *Remind me to grade by*.



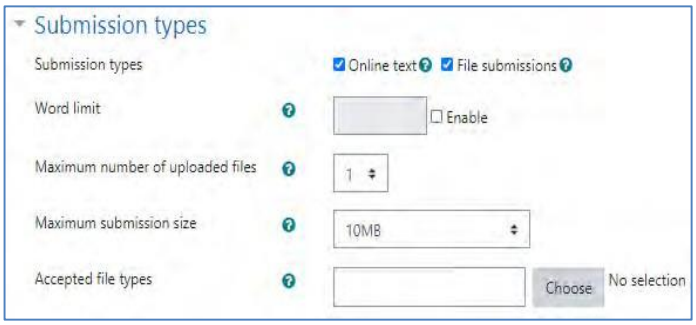
Task dates display on a student's home page when they first log in, and in the Moodle Calendar, which can be subscribed or imported by other calendar programs.

By default, students can submit after the Due date, but not after the Cut-off date. However, Instructors can grant an extension to allow an individual to submit later.

The Cut-off date defaults to the Due date meaning no late submissions are enabled by default. To allow late submissions adjust the Cut-off date.

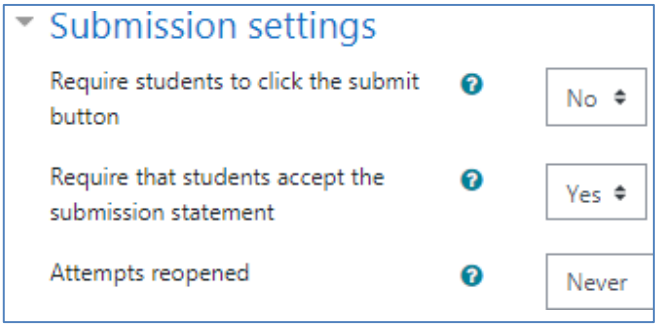
Remind me to grade by is the date by which you expect the marking of the submissions to be complete. Enable this date to help you prioritise dashboard notifications. This date will display on your Course overview block and in the Calendar, when at least one student has submitted.

- Complete the *Submission types* section



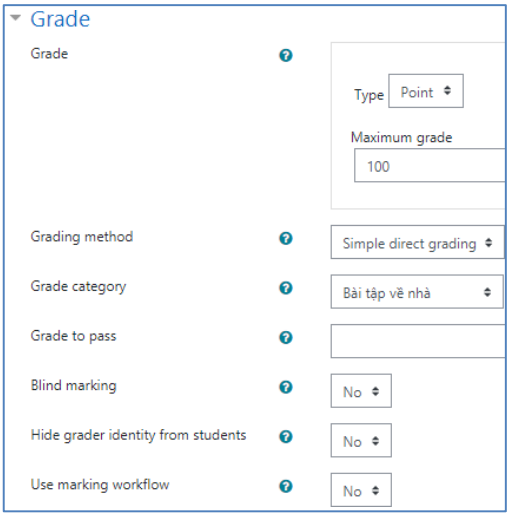
- Complete the *Feedback types* section

- In the Submission settings section,



If selecting *Yes* for *Require students click submit button* will allow students to keep a draft version of the submission on the system, only submitting it when it is final. If selecting *No*, will allow students to edit their submission up until the due date.

- Complete the *Grade* section.



– At *Grade*, select the maximum attainable mark (or the appropriate scale) for this assignment.

– At *Grading method*, you can choose to mark the assignment by simply assigning a grade.

– At *Grade category* select the Gradebook category where you want this assignment's marks to be placed.

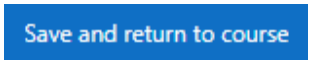
– At *Grade to pass* enter the minimum grade required to pass.

– Select whether you want *Blind marking* to be done for this assignment. Once an assignment has been submitted or a mark entered for the assignment, you will not be able to change the blind marking setting.

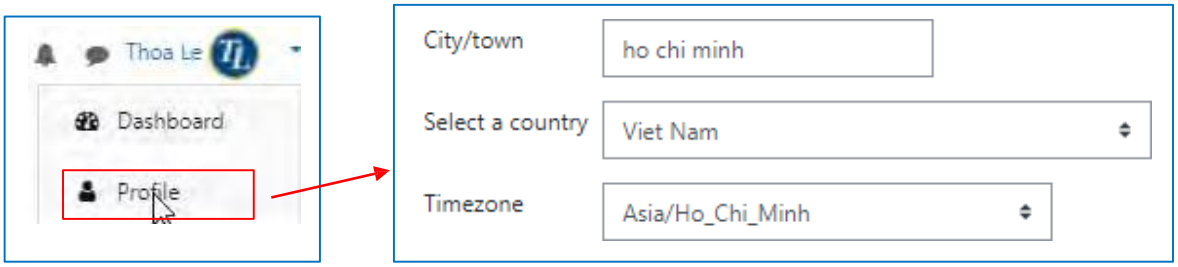
– Select *No* at *Use marking workflow* if you *do not* want to set up multiple rounds of marking and manually release marks to students.

– Complete the remainder of the sections as you would for any other Moodle activity. If this is a group assignment, complete the extra steps below the graphic.

– Click *Save and return to course*.



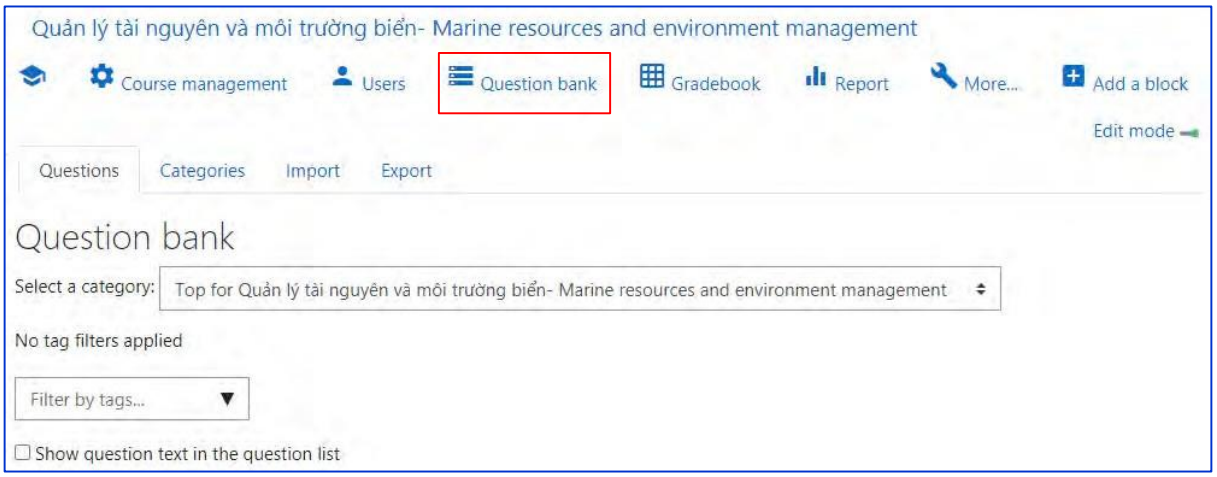
To ensure the correct submission time, teachers need to adjust the time zone to match the local time.



6.8. Question bank in Moodle

This feature allows a teacher to create, preview, and edit questions in a database of question categories. The categories can be limited to being used on the site, course or quiz level. The questions in a category can be added to a Quiz or to a lesson activity via an export process.

The teacher enters the question bank by creating or editing a quiz activity or via Course administration > Question bank



6.8.1. Select a category

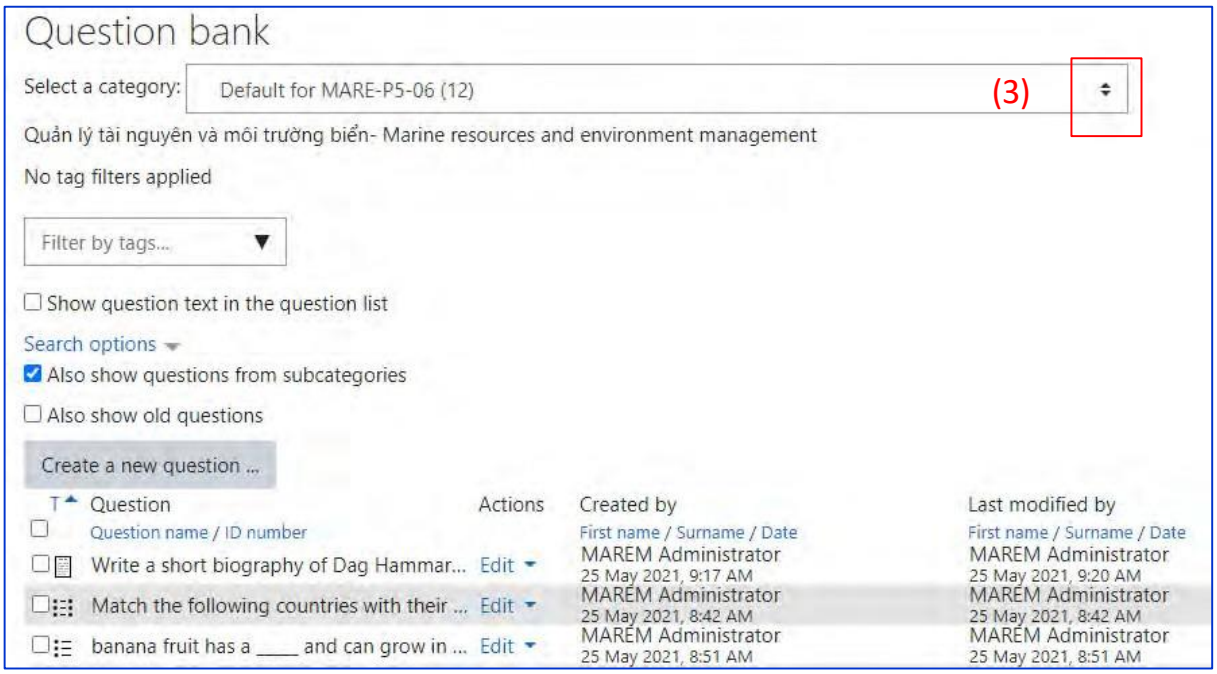
Questions are organised into categories. Initially each course has only one category called "Default". It is good practice to create more categories to organize your questions. This not only makes it easier to find questions, but makes the use of random questions and matching question easier. You can create a hierarchy of categories because you can create subcategories inside parent categories. To add or edit categories click on the "Categories" tab.

The question editing screen shows the questions from the currently selected category. You choose this category from the Category: drop-down menu. Using the tick box below that menu you determine whether to also show the questions from all subcategories.

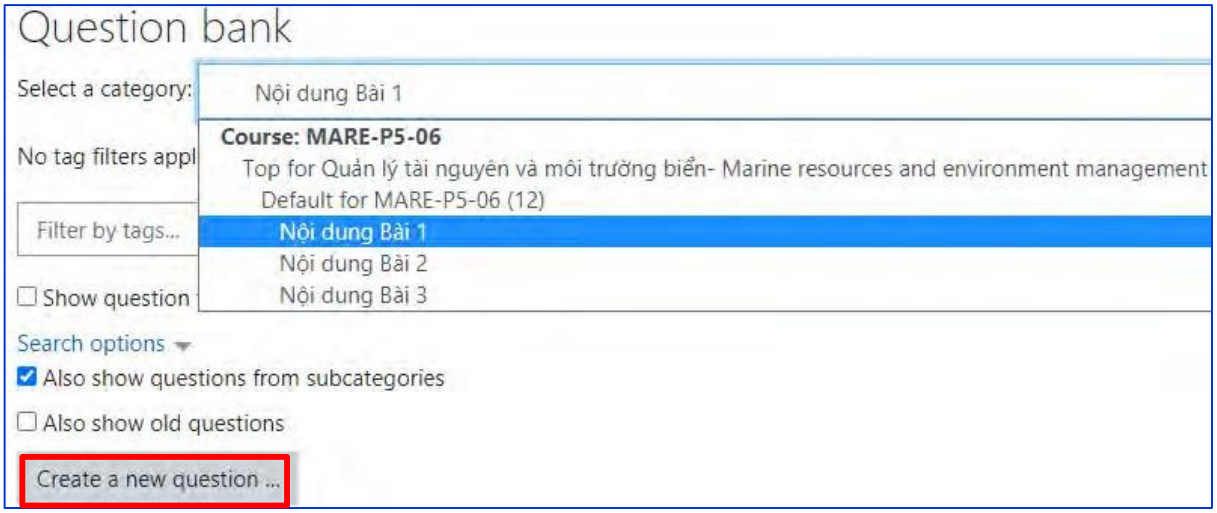
If a question is deleted when it is still being used by a quiz, then it is not removed from the database, because that would cause all sorts of problems. Instead it is just set to hidden. 'Also show old questions' is for showing these hidden questions.

6.8.2. Add a new question

– Click the Questions tab (2) to access the Question Bank page, if not there already.



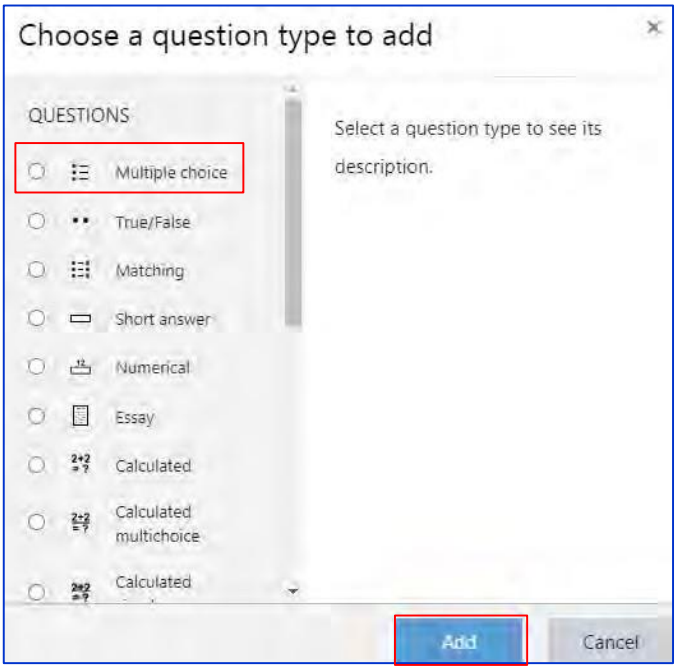
– From the Category drop-down menu (3), select a category you want to add a question to.



– The page will change to show the questions already in that category

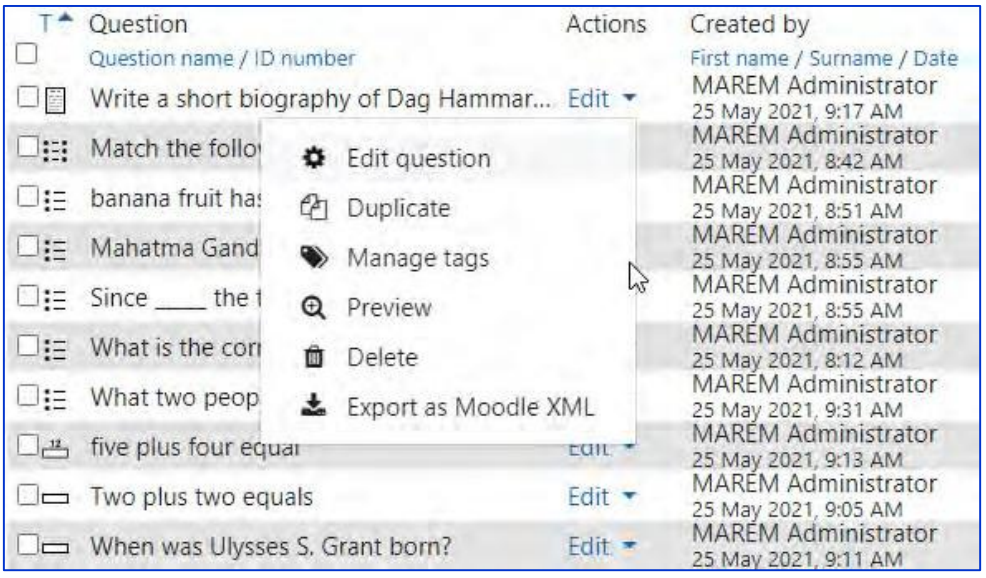
– Select the question type you want to create from the Create new question drop-down menu.

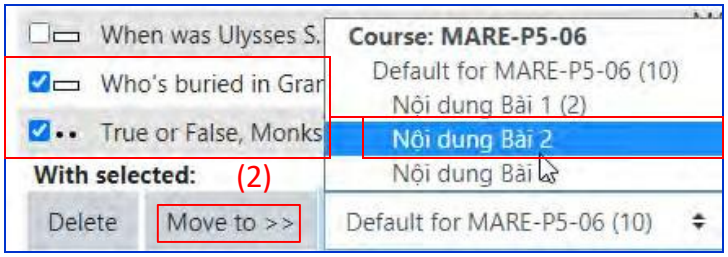
- Fill in the form for the question type you are creating.
  Each question type has its own form and has its own options.
- Click Add at the bottom of the form.



6.8.3. Edit, duplicate, preview, delete, move and tag

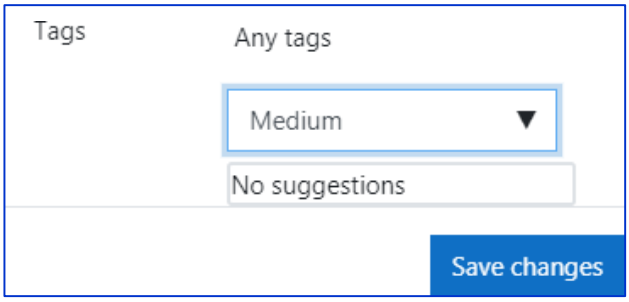
Each question in the question bank has four icons which allow you to tag, edit, quickly duplicate, preview and delete the question. (The question may not be deleted if it is already in use elsewhere.) To duplicate a question, click the duplicate icon (second from the left) and a copy of the question editing screen will appear. You can either edit this new copy or simply scroll down and click "Save changes". To move a question into a different category or subcategory, click into the box on its left; scroll down to "With Selected..." and choose "Move to"





(1) (2) (3)

A new tag icon allows you to tag questions directly from the question bank. You can then search and filter by tagged questions.



A new tag icon allows you to tag questions directly from the question bank. You can then search and filter by tagged questions.

6.8.4. Sharing and Managing Question banks

By default, teachers can only share questions with teachers in the same course as themselves and they can only save questions to the course they are currently working in.

This custom role of 'Question sharer' allows them to access and share questions at category or site level. The role must be created by an administrator and then given to selected teachers. This matter will be mentioned in Administrator role.

6.9. Quiz in Moodle

The Quiz is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback.

Questions are created and stored separately in a Question bank and can be reused in different quizzes.

When creating a Quiz you can either make the questions first and add them to the Quiz, or add a Quiz activity (as below) and create the questions as you go along.

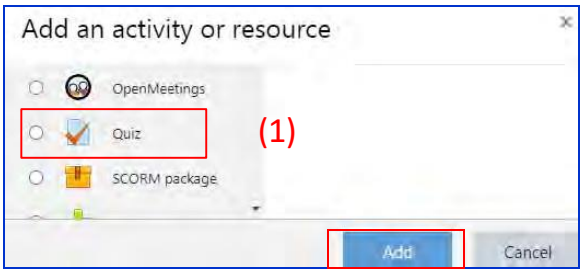
6.9.1. Create and manage a Quiz

- In a course, with the editing turned on, choose Quiz from the Add an activity or resource chooser (1).

- Give it a name and, if required, a description.

- Expand the other sections to select the settings you want.

- Click Save and display.



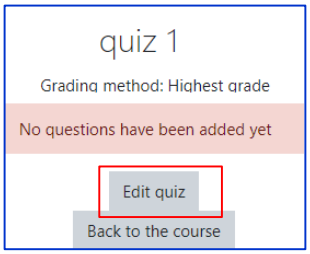
- Click Edit quiz

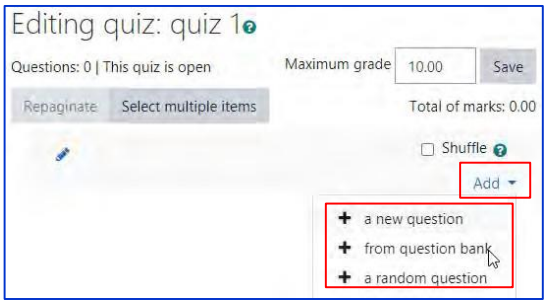
- Click Add and then

- Click '+ a new question' (If you already made questions in the question bank, then

- Click '+ from question bank' or

- If you wish to add a question randomly picked from a category of questions, click '+ a random question'.)





- Choose the type of question you want to add and then click 'Add' at the bottom:

- Add your question. For help, see the documentation Question types.

- Click Save changes and repeat the steps for as many questions as you need.

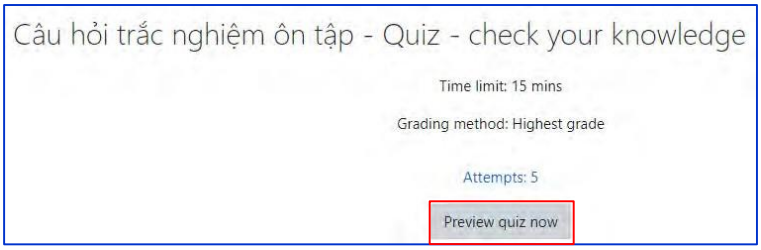
- Click 'Save changes' when you have made your question.

- If you want, change the maximum grade for your quiz to reflect the number of questions.

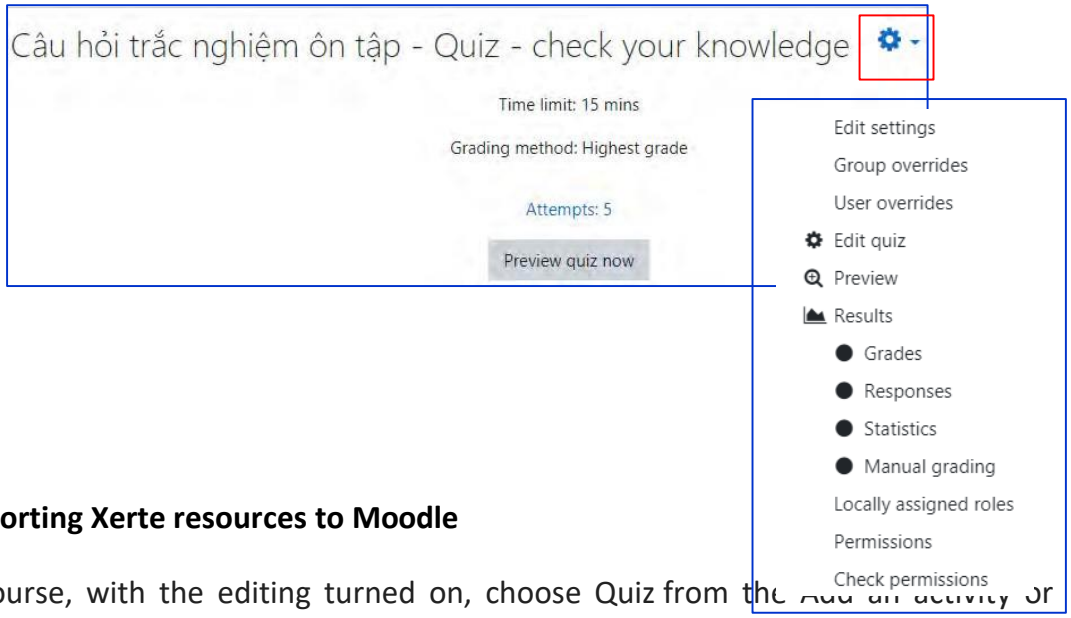
6.9.2. How does Quiz work?

Teacher view

Teachers should preview the quiz to ensure it displays as desired for students:

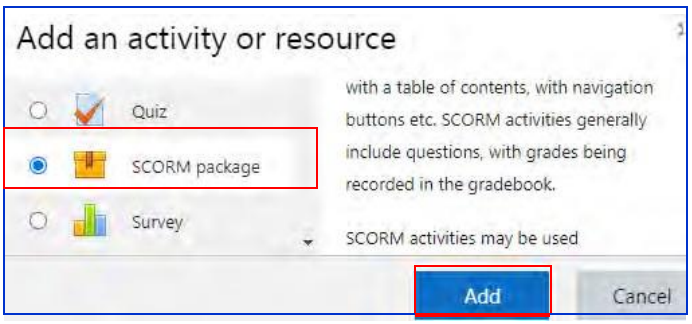


Grades can be viewed either by clicking the quiz and the link 'Attempts' when students have attempted the quiz, or from the Actions menu top right > Results.



6.10. Importing Xerte resources to Moodle

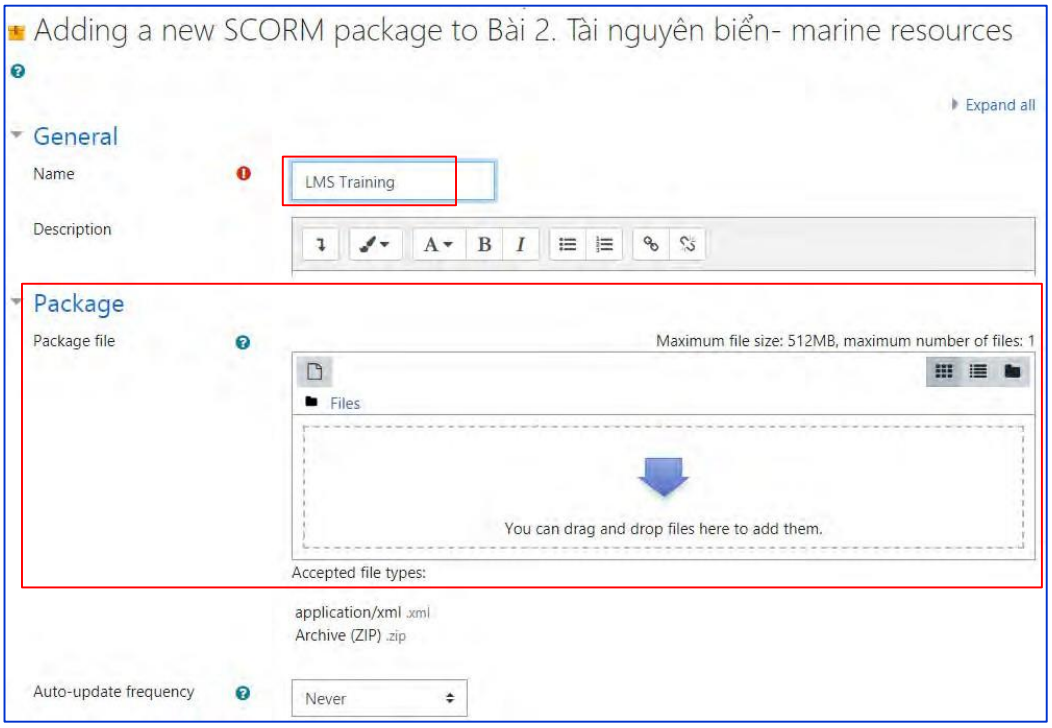
– In a course, with the editing turned on, choose Quiz from the Add an activity or resource chooser (1).



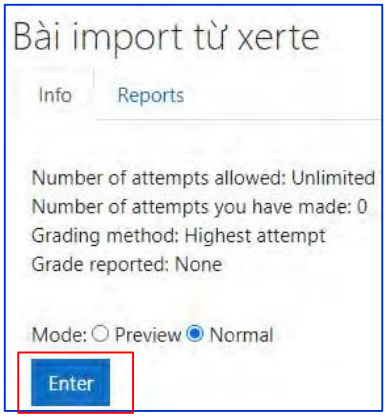
- Give it a name and, if required, a description.

- Drag and drop your scorm zip file created in Xerte in Package section as see below

- Expand the other sections to select the settings you want.



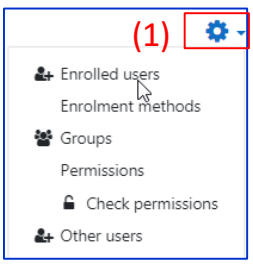
- Click Save and display.



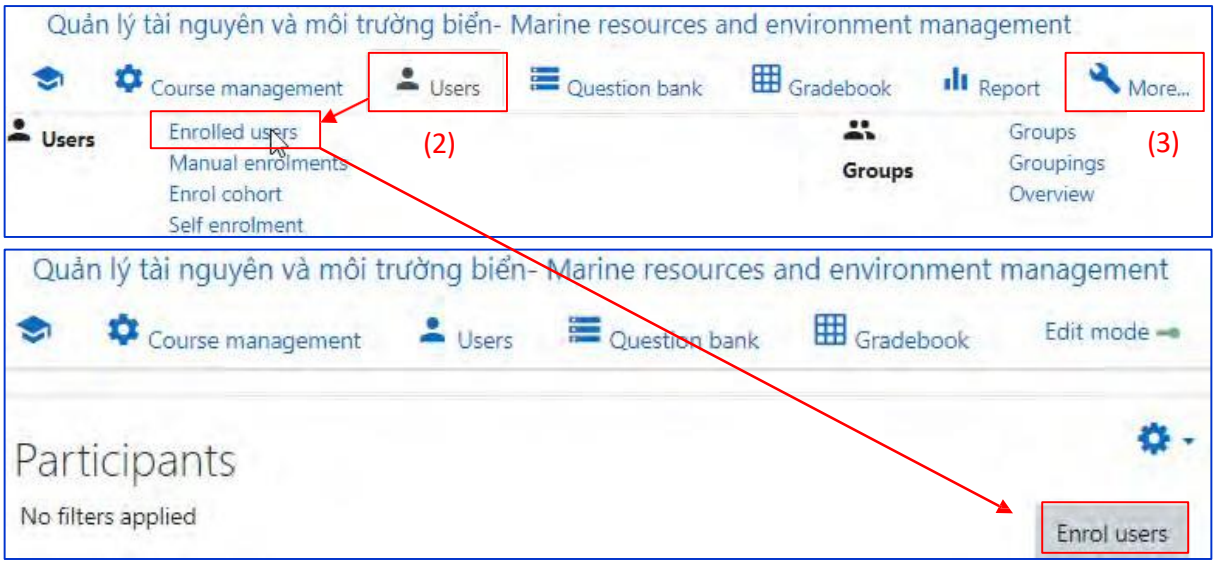
6.11. Enroll Students and Communicate in Moodle

The process of adding students to courses is called Enrolment.

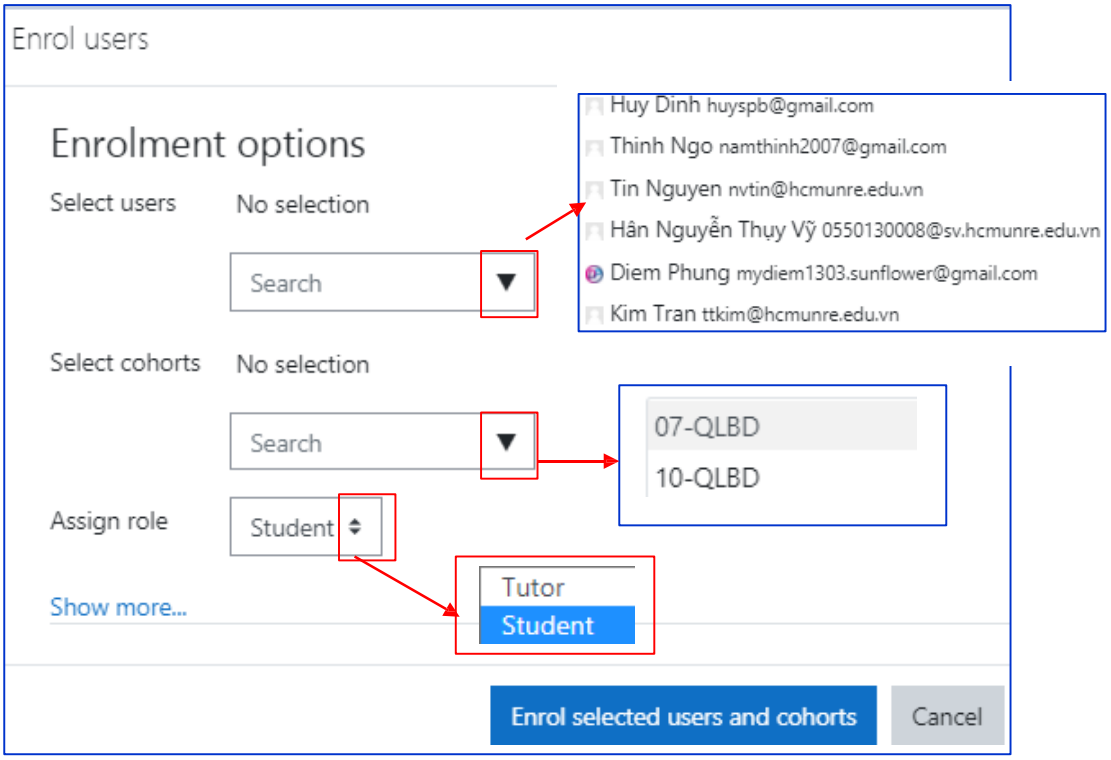
A teacher can view, activate, add and remove the enrolment methods within their course from the Enrolment methods link accessed either from the gear menu in the nav drawer Participants link (1),



or from the Users tab (2) or the More tab (3) in the course. It may also be the case that the course creator has been enrolled students into the course, and the teacher does not need to do anything.



Teachers may manually enrol students if they register your course lately.



6.12. Create a lesson in Moodle

The Lesson activity allows teachers to create 'branching' exercises where students are presented with content and then, depending on their responses, are directed to specific pages. The content may be text or multimedia.

6.12.1. Creating a Lesson Activity

Step 1 - Adding a Lesson activity

1. Login to your Moodle site and go to the course page where you wish to add the activity. **Turn editing on** and wait for the page to refresh.
2. You should now see a new set of editing options in various areas of the course page. Choose a suitable topic area and click on the **Add an activity or resource** link.
3. From the pop-up window select the **Lesson** activity and click **Add**.
4. The page will reload and you will be presented with the **Adding a new Lesson** page, this is the settings page for your Lesson activity where you can tell Moodle the details about your Lesson and how you want it to behave.

Step 2 - General settings

1. Under **General**, in the **Name** field enter a name for your lesson; this is the name that will appear as a link on the course page.
2. Now you need to fill in the other fields on the settings page. To make this easier you can click the **Expand all** link in the top right of the settings page.
3. For **Progress bar** select **Yes**.
4. For **Display left menu** select **Yes**
5. Leave all other options as default and scroll to the bottom of the page and click the **Save and display** button.

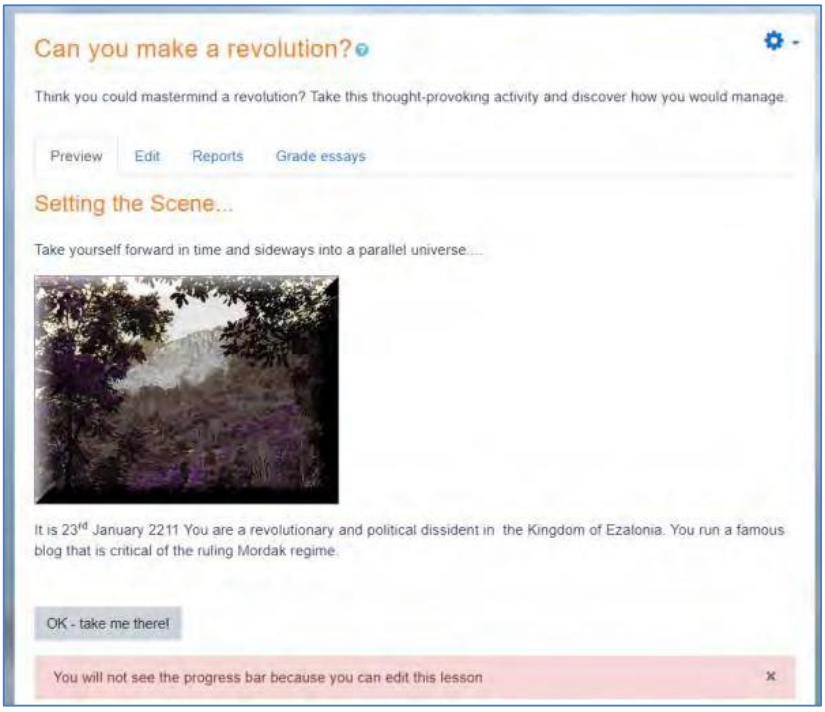
Student view

Students click on the Lesson icon in the course to access it and, depending on the teacher's settings see a page of information and are prompted to choose an option from a selection of possible responses.

The Lesson may be timed, and it may display a progress bar. It may have a table of contents showing all pages, or the navigation may be hidden.

Teacher view

Teachers see additional tabs when they access the Lesson. They can preview the flow, edit pages, view reports and grade essays (if Essay questions were used.)



6.12.2. Adding content and navigation

Step 1 - Adding content page

1. Now you have your new **Lesson** activity, there will be a link to it on the course page for the students but at the moment you don't have any pages in your **Lesson**.
2. Within the Lesson, click on the **Add a content page** link to create your first page. The page will refresh and you will see the **Add a content page** form.
3. Under the **Page title** heading, enter a title for your first page.
4. Now you will enter the content for your first page.
5. Under the **Content** heading you will see a small word processor window; anything you enter in here will form the content for your page.
6. Type or paste some text into the content editor.

Note that like in any area where there is the **Text Editor** available, you may add images and videos. For more instructions on the Text Editor check Unit 1.

Step 2 - Adding navigation buttons

1. You will need to add navigation buttons to your pages so your student can move to the next page. Under the **Content 1** heading, in the **Description** field enter the word '**Next**' and for the **Jump** field select **Next page**.
2. On your first page you do not need to enter a previous button so you can leave the rest of the options as default and click the **Save page** button.
3. On subsequent pages you will need to add a previous button so that your learner can navigate back through the lesson.
4. As you want your Previous button to appear on the left and your Next button to appear on the right of the page you will need to enter the word '**Previous**' in the **Description** field under **Content 1**, selecting **Previous page** from the **Jump** menu and then enter the word '**Next**' in the **Description** field under **Content 2** and select **Next page** from the **Jump** menu.

6.12.3. Adding Questions

1. To create a **Question page** click on the **Add a question page** link. The page will refresh and you will see the **Create a question page** form. The **Select a question type** menu gives you the choice of Essay, Matching, Multichoice, Numerical, Short answer or True/False.

2. In the **Page title** field enter the question title (e.g. Question 1) and in the **Page contents** editor add the question text. You can also add images to the question by following the **Add image** instructions above.
3. For a correct answer ensure that there is an associated score and that an incorrect answer has a score of 0. In the **Response** sections add a comment as to whether the answer given is correct or not. Finally click **Save page**. The above process should apply regardless of the question type selected.

6.12.4. Adding Lesson clusters and branches

This book has given you the basic instructions to create a simple **Lesson** activity in Moodle. There are also more advanced features available, such as:

Lesson clusters - A cluster typically contains question pages that are presented randomly to each student who attempts the lesson.

Branches - there are two types of branches. The ordered branch sends the student to a specific page every time. The classic branch offers the teacher a way to randomize what the student sees next in a series of pages.

6.12.5. Practice

Recreate a LMS Training lesson

1. Go to the LMS Training lecture and select a topic of your interest.
2. Find a page inside the lesson including text, image or animation and a question.
3. Create a **Lesson** with one **Content page** and one **Question page**.
4. Copy text, image or animation from LMS training lecture and insert them to the **Content page**. Note that to save images and animations to your PC, you need to right-click the item and click the **Save as** link.
5. Using a **Question page** build the question copied form the LMS training Lecture.

6.13. Creating a new interactive courses H5P in Moodle

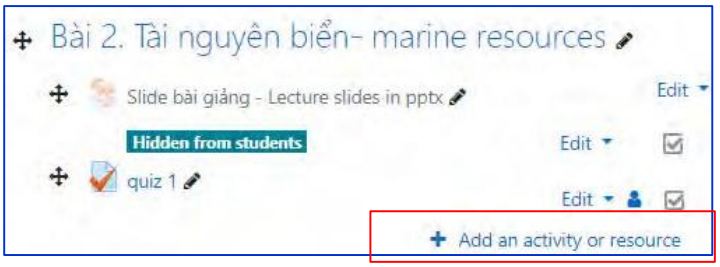
6.13.1. what is H5P?

H5P is an abbreviation for HTML5 Package. It enables educators to create content such as interactive videos, quizzes and presentations. H5P content can be created in the Content bank or on the h5p.com site, or with the LUMI app for desktop, and added to your course as an H5P activity or embedded into any other activity or resource.

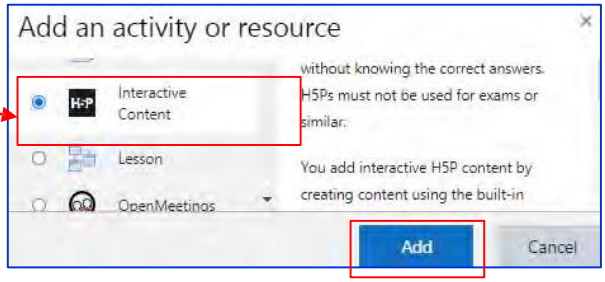
6.13.2. Creating and editing H5P content

❖ **In moodle e-learning system of P5 MARE project**

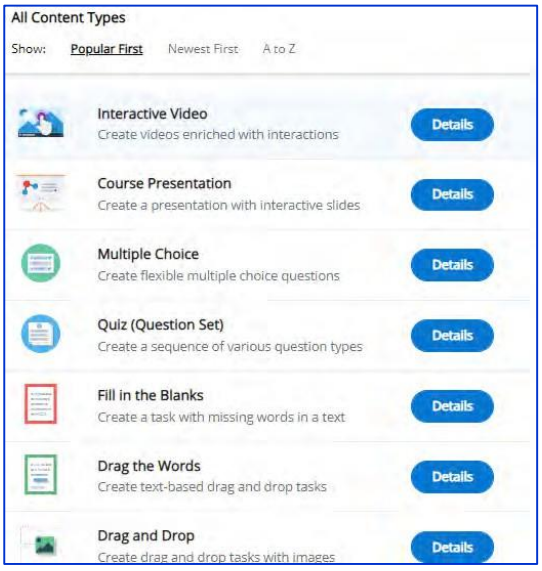
- Go to the course you wish to add the H5P content to Press "Add an activity or resource."



- Select H5P - "Interactive Content" and click "Add"

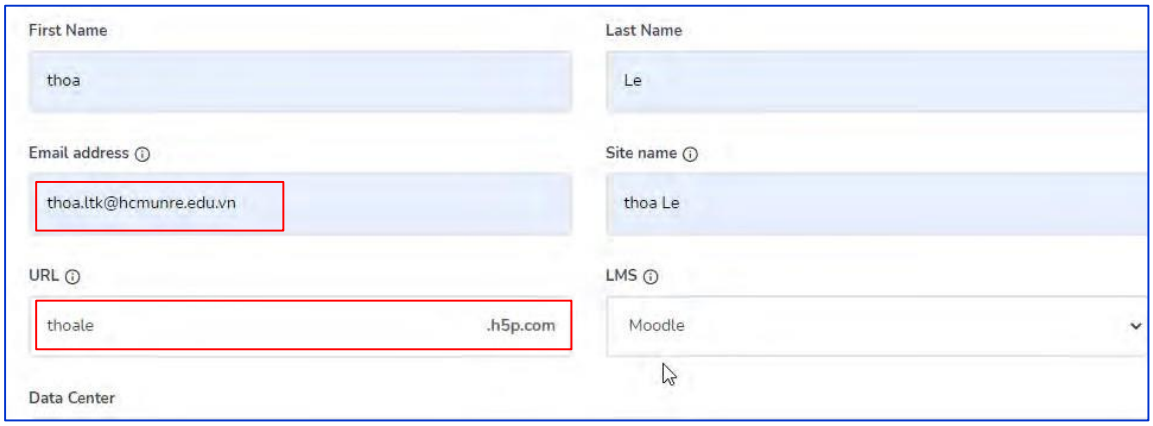


- The list of all content types that are available for installing appears. Click "Detail" on any content type to proceed to the Content type details page.



In this tutorial, we will create H5P on the h5p.com site. This site allows you using it with 30 days trial.

https://ap-southeast-2.h5p.com/register

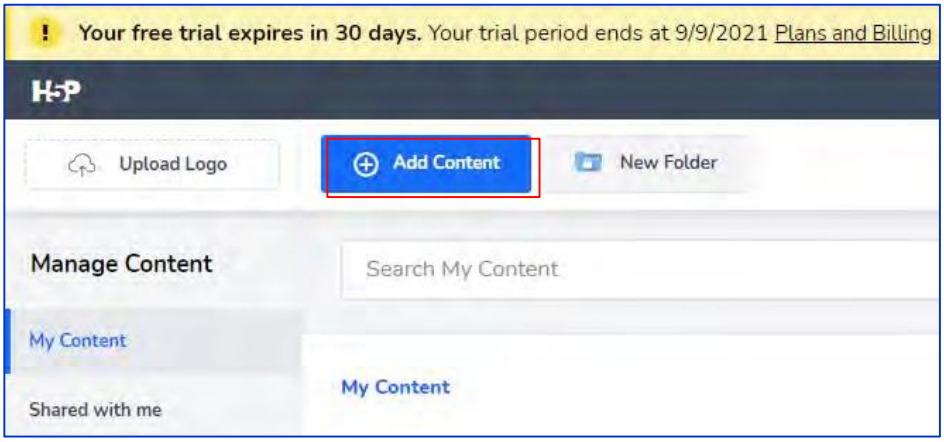


Remmber this link and your user account https://thoale.h5p.com/

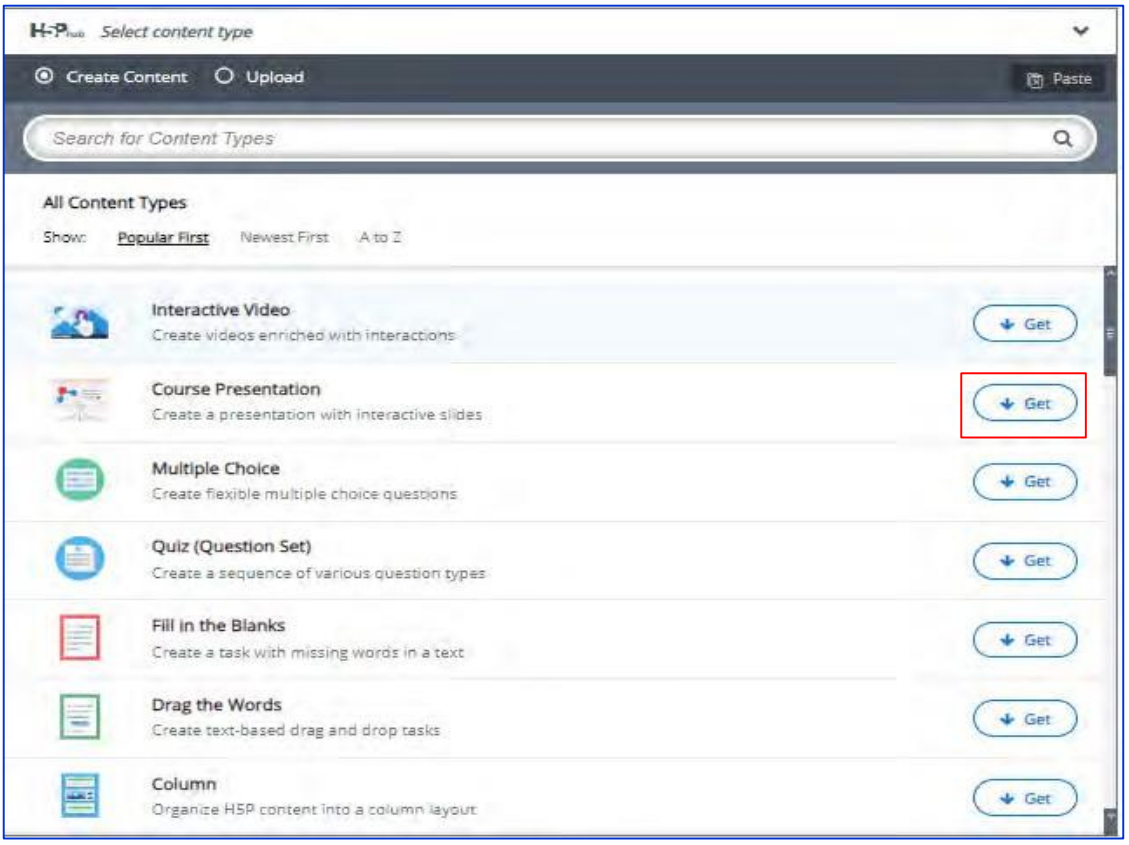
- You will get an email for activate the account and set up a password.

- After loging in, your H5P interface as follows.

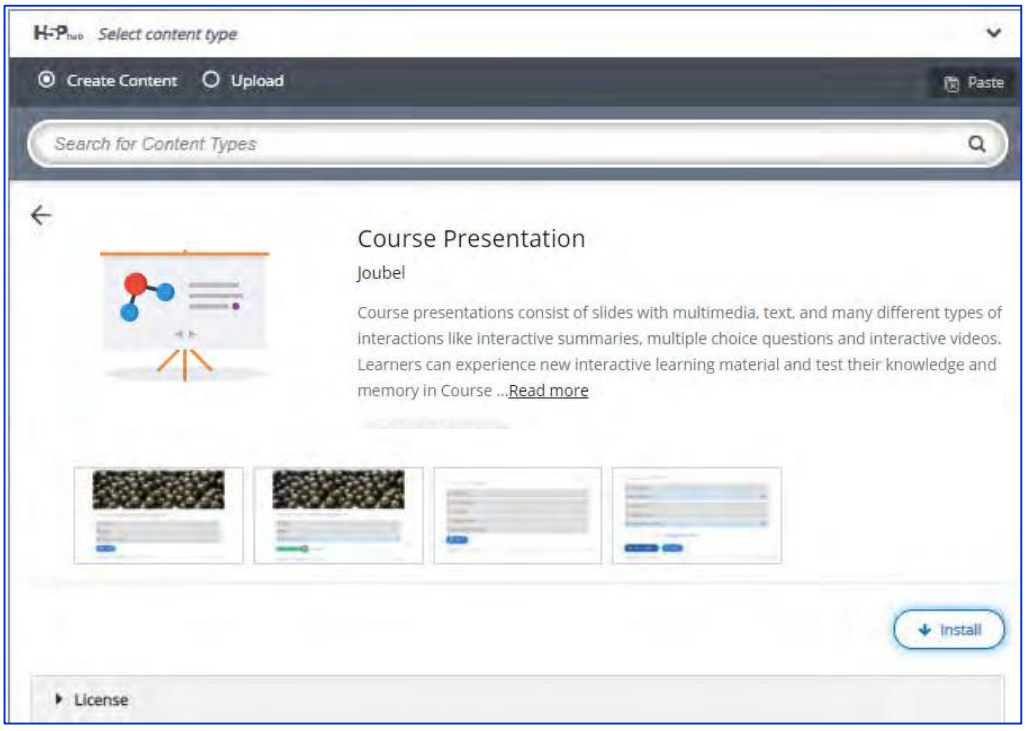
- Click "add content"



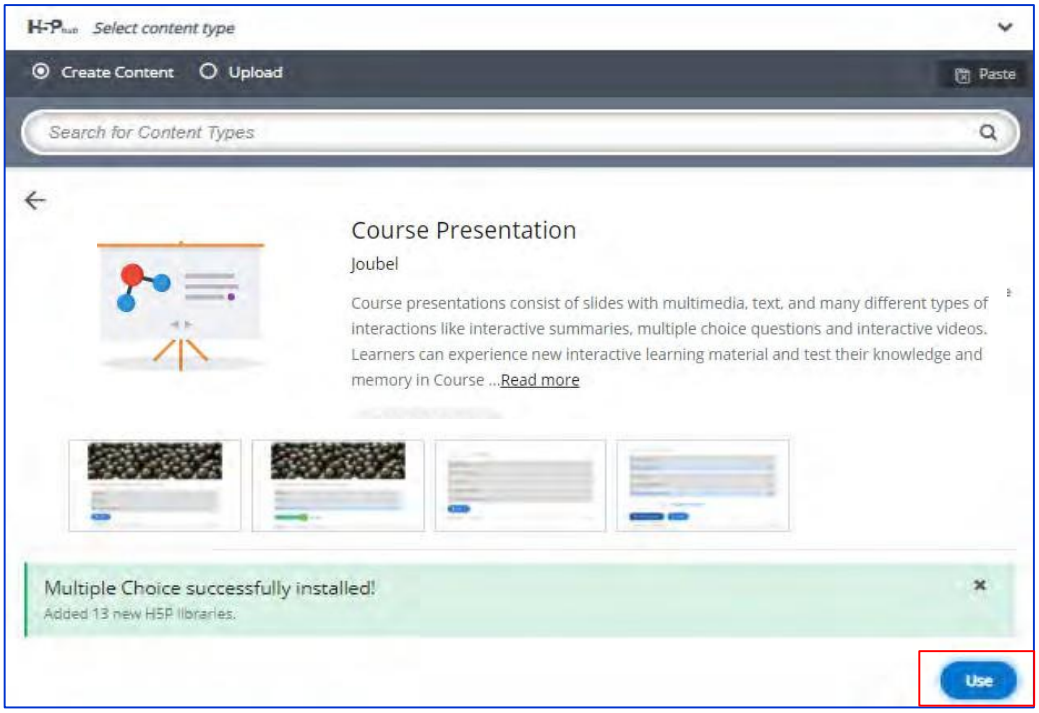
- The list of all content types that are available for installing appear. Click "**Get**" on any content type to proceed to the *Content type details* page.



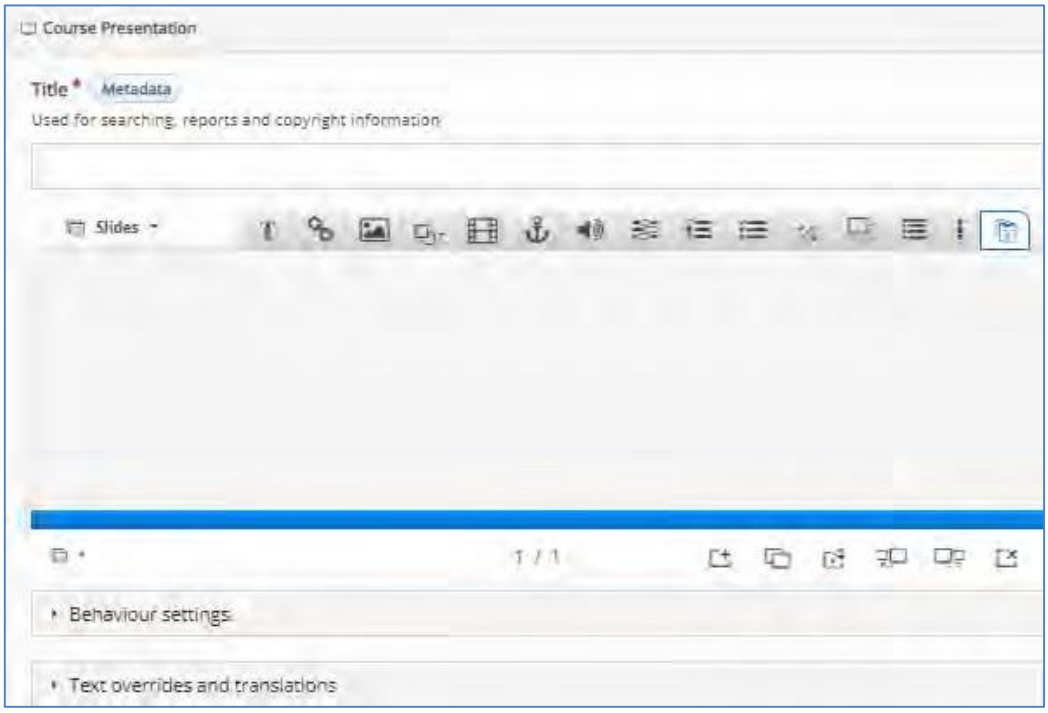
On *Content type details* page you can read the details about each content type, see the screenshoots and examples of use. Click "**Install**" to install the selected content type.



The content type is now installed and ready for use. Click "**Use**" to open the editor and start creating the content.



Using information provided to create those pages in H5P and compare with Xerte.



---------- **THE END** ----------

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International Webinar

Learning Management System Training

Ho Chi Minh City, Vietnam

19th – 20th August 2021

LIST OF WEBINAR ATTENDEES

Title: **MARE - Marine Coastal and Delta Sustainability for Southeast Asia**
Number: **610327-EPP-1-2019-1-DE-EPPKA2-CBHE-JP**
Coordinator: **Ho Chi Minh City University of Natural Resources and Environment**
Partners: **HCMUNRE, VMU, CTU, MCD, VNIO, UTP, UniKL, EMU, HANU**
Place: **Online**
Date: **19- 20 August 2021**
Lecturers: **Dr. Le Thi Kim Thoa, HCMUNRE; Mr. Veljo Kabin , Estonian University of Life Sciences.**

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