

# Faculty: What's New in 2.6!

Important information for faculty about the upgrade to 2.6 taking place from 8 PM July 9 until 3 AM July 10 (PDT).

Site: [Southern Oregon University](#)

Course: Southern Oregon University

Book: Faculty: What's New in 2.6!

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# Moodle 2.6: Arriving July 10!

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Our upgrade to 2.6 is another small hop up the Moodle evolutionary ladder—you can anticipate a few changes, but nothing earthshaking. You will find slight differences in the editing interface. The only major feature change is the addition of the ability to annotate pdf files online with comments and rudimentary markup ability.

See what you can expect in the following pages. Happy Moodling!

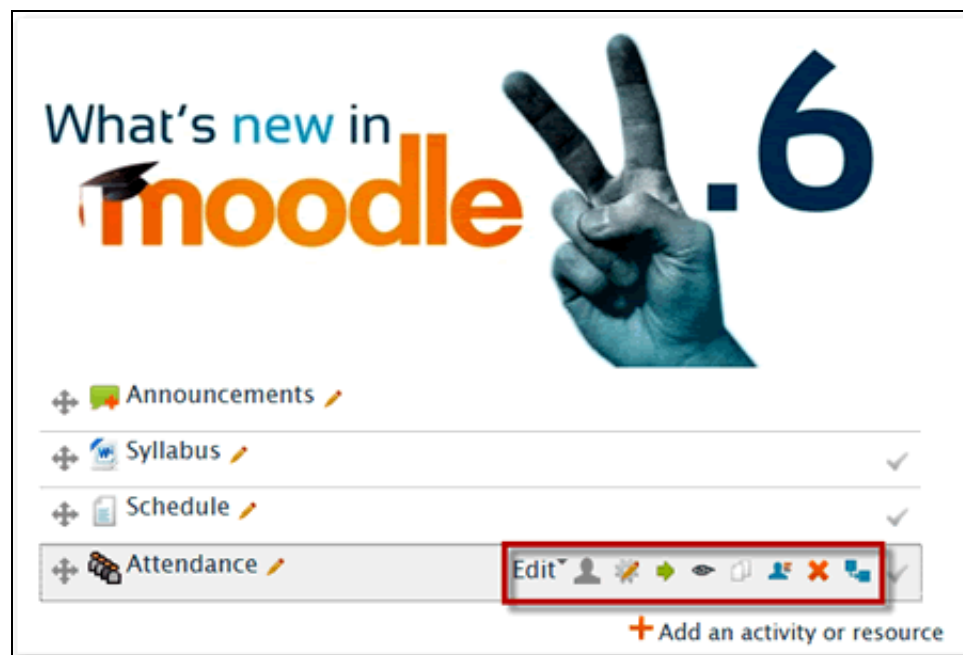
# New Interface for Editing Icons

While editing functions have **not** changed, editing icons have changed a little bit in 2.6.

When we turn editing on in our course pages, we'll always see the **move** and **rename** icons associated with each item (as shown at right), but other editing icons will remain hidden until we pass a mouse over an item.

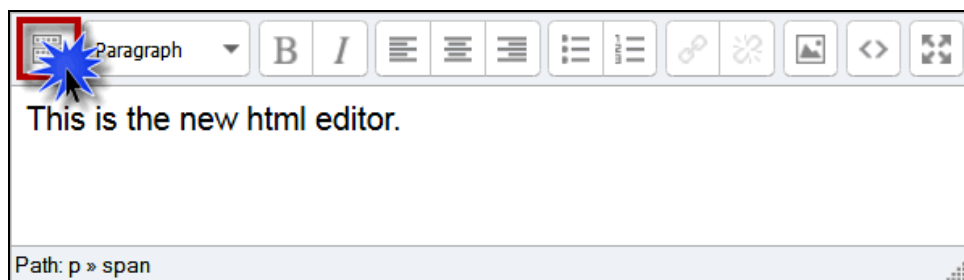
To access the other editing options associated with an item, roll your mouse over the area to the right of the item to bring up the row of **Editing icons** shown below. Your editing options have not changed, although the **Group** settings icon has shifted from the end of the row to the front.

Clicking on an icon will allow you to update an item, while clicking on the word **Edit** will take you to the top of the course page.



# New HTML Editor

You'll find that the text box editor has a new look in Moodle 2.6. One row of tool icons is always visible, as shown at right, while clicking on the **Toolbar Toggle** icon in the upper left corner brings up two more rows of icons, shown below.



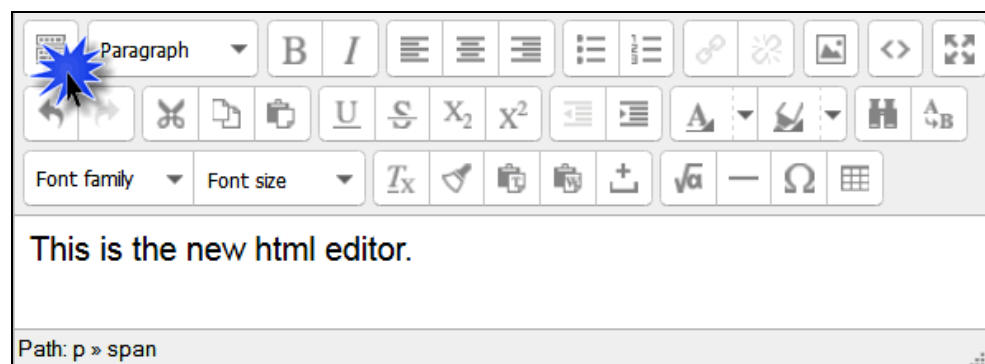
## Meet the Icons....

### From left to right:

**Top Row:** Toolbar Toggle; Format (style); Bold and Italic; Left, Center and Right Justification; Bulleted and Numbered Lists; Link and Unlink (not active until you select text); Insert Image; View HTML Source Code; Expand to Full Screen

**Second Row:** Undo and Redo; Cut, Copy and Paste, Underline, Strikethrough, Subscript and Superscript; Outdent and Indent; Text and Background Color; Search and Replace

**Third Row:** Font Family and Size; Remove Formatting, Clean Up Code, Paste as Plain Text, Paste from Word and Insert Hard Space; Insert Equation, Horizontal Rule, Symbol and Table

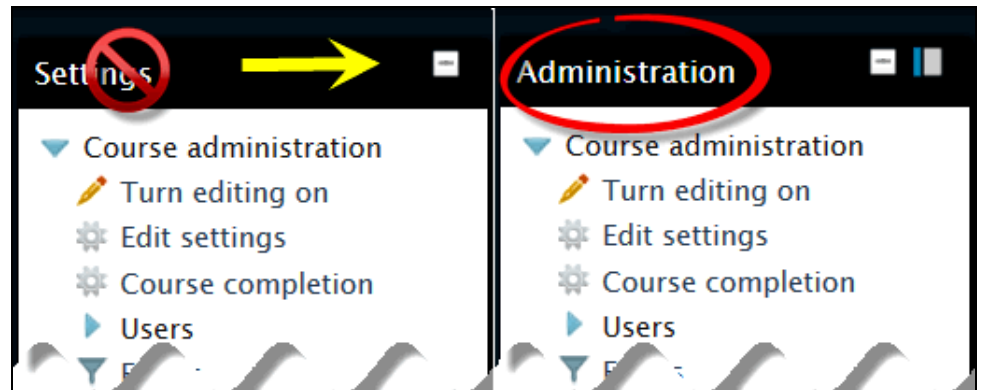


# Settings Blocks Renamed

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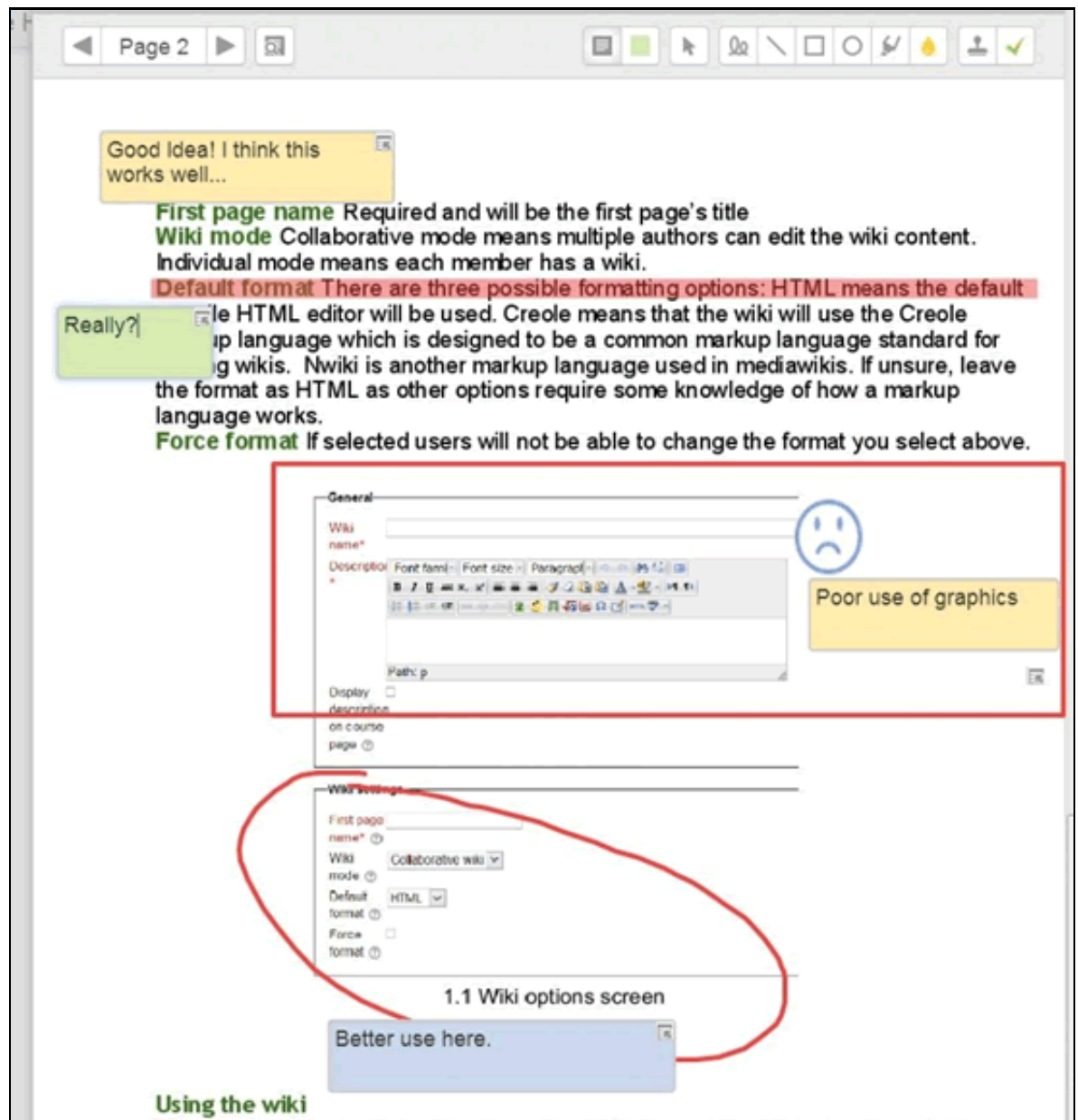
A minor change in Moodle 2.6 is the renaming of "Settings" blocks to "Administration." These blocks are still contextual, depending on the item you have opened. Instead of seeing "Forum settings" at the top of a block, for instance, now you'll see "Forum administration."

It may take us a little while to update all of our documentation to reflect this minor change, so in the meantime be aware that Settings is synonymous with Administration.



# New! Annotate PDF's

In Moodle 2.6, if your students submit files in pdf format, you can open each file and mark it up with comments and symbols. The annotated version is



automatically saved and displayed to students. **Note:** This mark-up feature only works with pdf files; it does not yet work on any other type of file.

**Caution:** This system is in its early days and has some quirky features, so be sure to review the information in the following pages carefully.

(image credit: <http://www.schoolanywhere.co.uk/>)

# Prepare to Grade Assignment

To annotate a student's pdf in the assignment link, open the assignment link and click on **View/grade all submissions**. Click on the **check mark** icon in the **Grade** column for a student (shown below) to open a grading page.

You can also annotate pdf's through Joule

Grader. To do so, click on **Joule Grader** in the **Administration** block and locate the assignment you want to grade in the **Gradable activities** drop-down menu.

Assignment 1.5

Click on **Add submission** below to locate and attach your file. Be sure to save your file in pdf format for this assignment. Instructions are available [here](#).

Grading summary

Participants	2
Submitted	1
Needs grading	0

[View/grade all submissions](#)

Assignment 1.5

Grading action Choose...

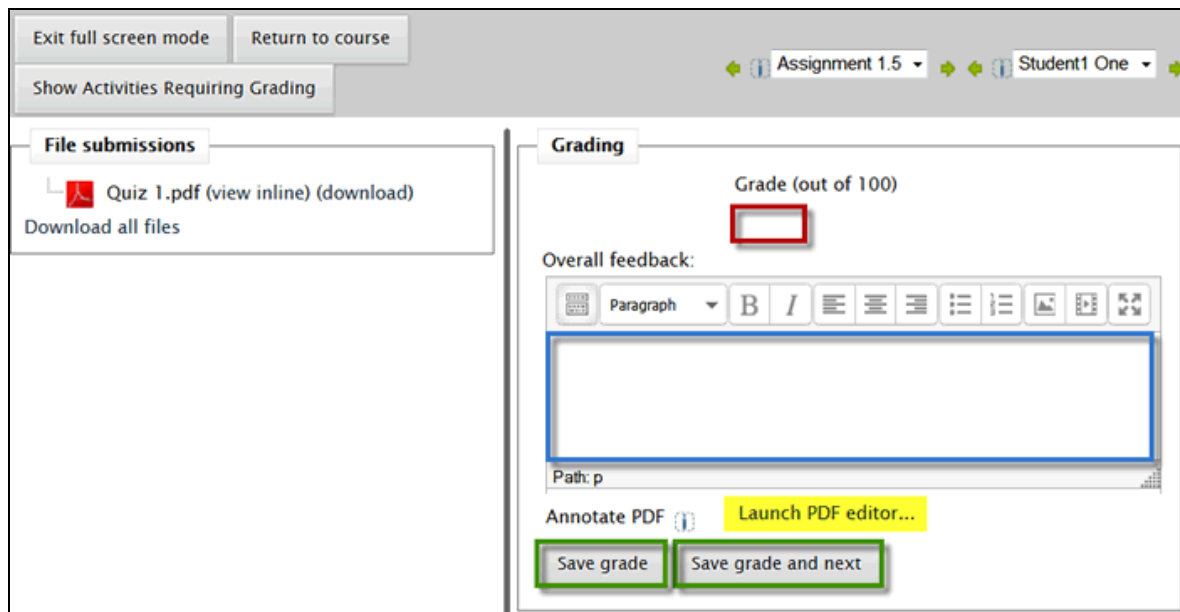
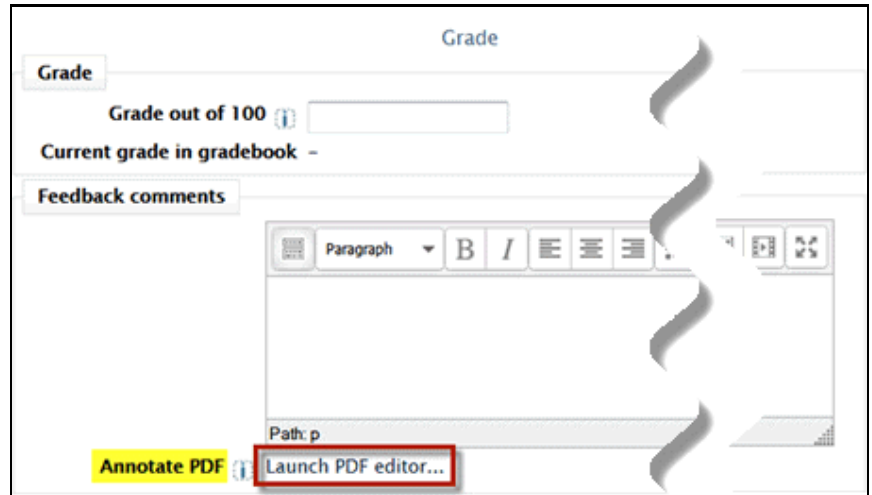
Select	User picture	First name / Last name	Status	Grade	Edit	Last modified (submission)	File submissions
<input type="checkbox"/>		Student1 One	Submitted for grading	<input checked="" type="checkbox"/> / 100.00		Tuesday, June 24, 2014, 2:57 PM	Quiz 1.pdf



# Launch PDF Editor

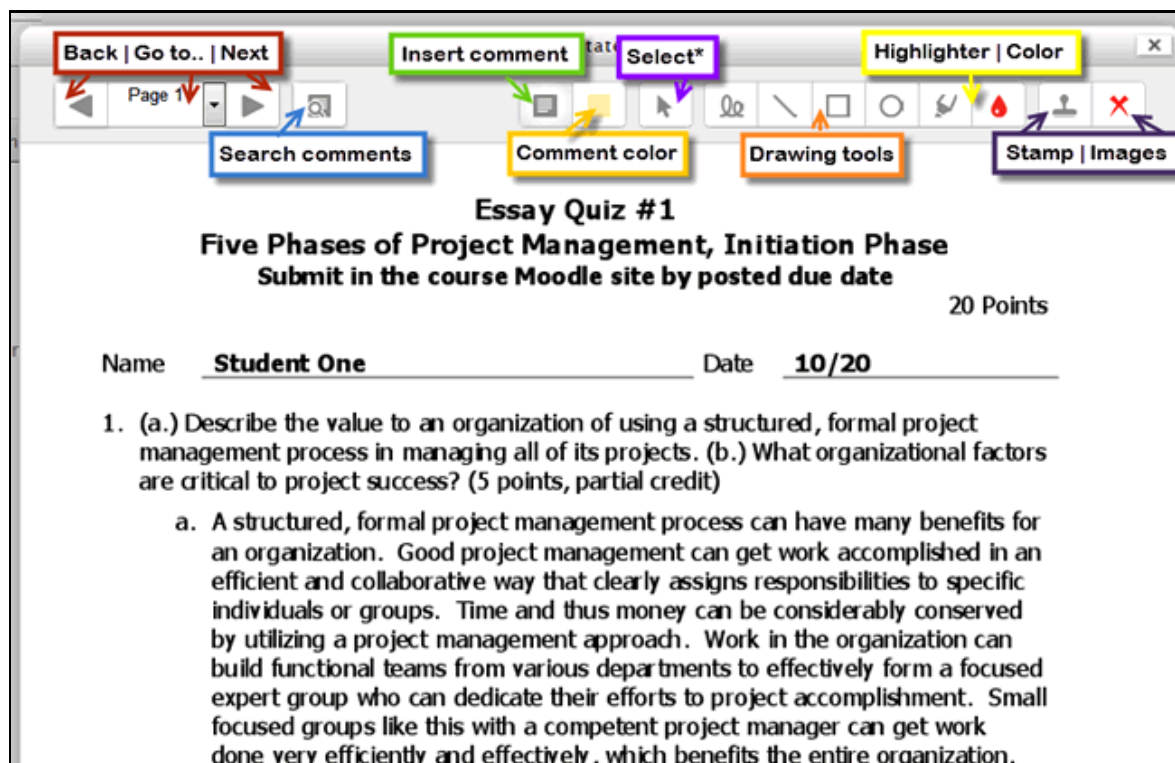
Locate the link labeled **Launch PDF editor...** below the feedback text box to bring up the student's submission. The Joule Grader view is shown below.

Remember—this annotation function only works if a student has submitted a pdf file. It will not work on any other kind of file at this time.



# Mark Up Submission

Once you've launched the PDF editor, you can add comments and mark up the student's file. The mark-up interface is



rudimentary at this point (be sure to review the limitations section to avoid potential pitfalls), but you can offer feedback on a pdf file through comments and images. **Note:** This functionality has not yet expanded to other types of files; at this point, only pdf's can be annotated in this fashion.

## PDF Editor Functions (from left to right)

The **icons** in the upper left corner allow you to navigate through the paper.

You can **Search** for comments—click on a comment to go to it.

Insert a **comment**. Save it for reuse if you wish (caution: using a saved comment will delete any existing comments—see next page for more).

Click on the **comment color** icon to change the comment box color.

The **Select** icon does **not** select any of the student's work. Instead, use this icon to **select and delete** feedback elements that you have added.

With the **drawing tool** icons, you can draw freestyle, insert a line, or draw a box or circle.

Use the **highlighter** to select text.

The **color** icon allows you to select a color for the drawing tools or for the highlighter.



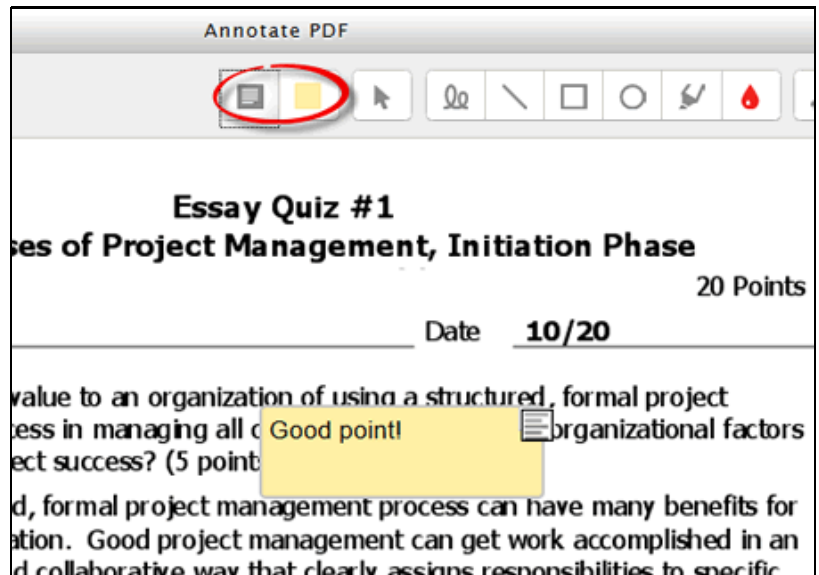
Click on the **stamp** tool, then click on the **images** icon to select an image to insert in the student's assignment. Position the cross with your mouse and click to insert the image you have selected. Each time you click, the same image will be stamped on the assignment.

The stamps available are shown at left. Among the images you'll find a set of quotation marks that may be used to indicate a problematic citation.

# Insert Comments

To insert a comment, select the **Insert comment** icon and choose a background color. You might choose to color code your comments, using yellow for problems with grammar or writing mechanics, pink for feedback regarding content, etc.

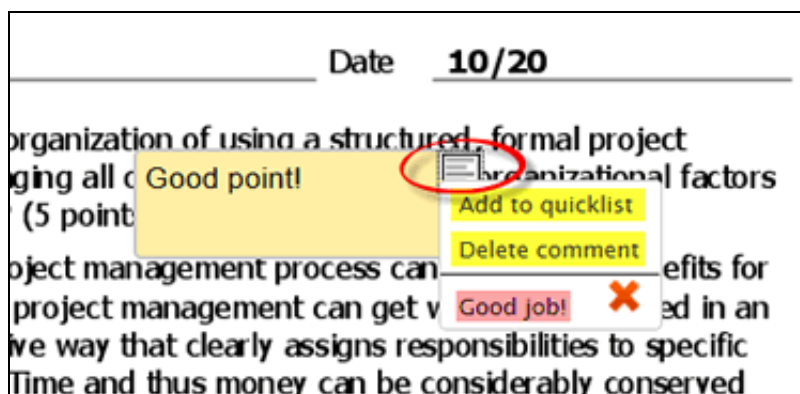
Click and drag your mouse to draw a box for your comment, then click inside the box to begin typing. When you have finished entering your comment, you can click in another location to add a further comment or select a different icon to insert a stamp, line or shape. The insert comment selection will remain active until you select a different action (stamp, line or shape).



## Adding Comments to Your "Quicklist"

When you insert a comment, you have the option of adding it to a customized "quicklist" for reuse. To save a comment, click on the **option box** in the upper right corner of the comment box (circled below) to bring up the quicklist options (**Add to quicklist** and **Delete comment**). Click on **Add to quicklist** to save the comment. Once you have saved a comment (highlighted here in pink), click on the comment to insert it.

**Caution:** Inserting a saved comment will delete any comments that you have already written in the current comment box. If you intend to use a comment from your quicklist, insert it **first** before adding any further comments in that comment box. There is no "undo" function in this application, so be prepared to experience some fits and starts as you begin working in it.



# Limitations - Be Sure to Review

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There are a few things that it's helpful to know before you begin annotating pdfs:

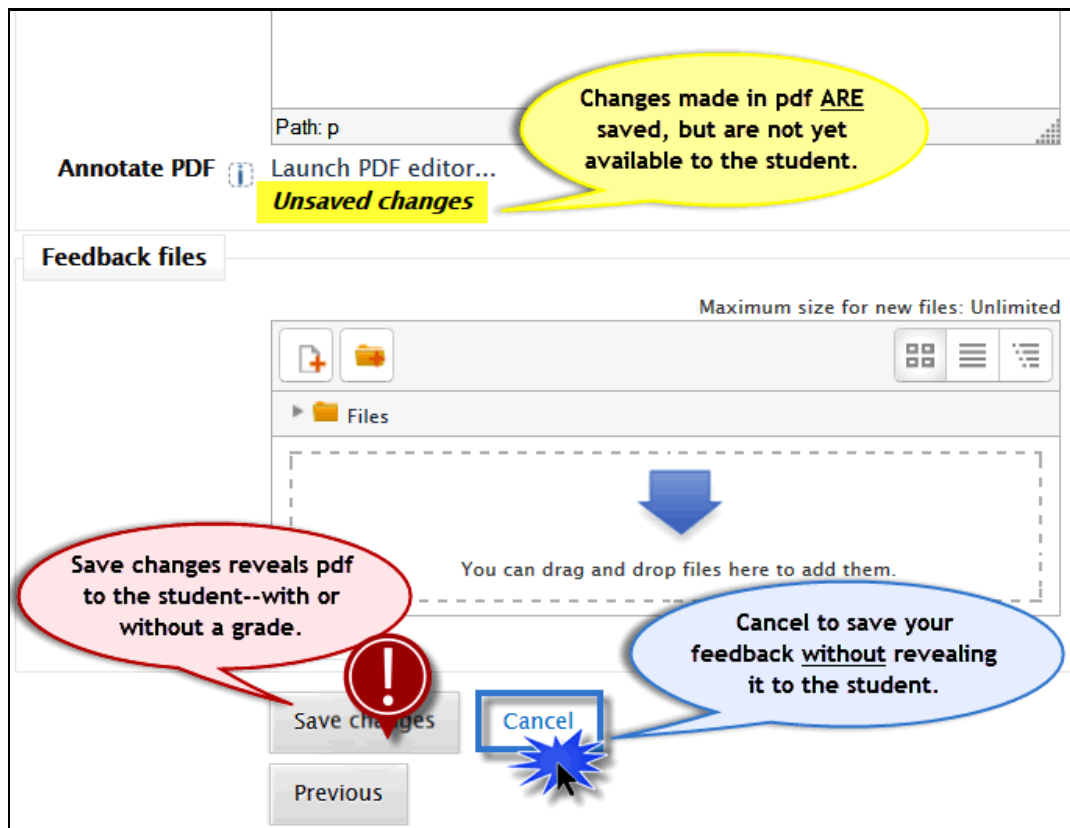
- The toolbar icons are not labeled, so no hints appear when you hover over them.
- There is no "undo" or "redo" functionality. You can edit what you've written in a comment box, but anything else that you enter can only be deleted, not edited.
- To delete a stamp or drawing that you have inserted, click on the select icon, then click on the item you want to delete. The item will be highlighted and a trash can will appear in the upper right corner of the highlighted box. Click on the trash can to delete the item.
- Your work is automatically saved as you annotate a pdf.
- **Unless you take special steps, students may be able to see a pdf that you have annotated even if you haven't finished annotating the file or assigned a grade to the assignment.** Be sure to review the section on saving an annotated pdf so that you understand how to manage these files.



# Save Annotations - Important to Review!

*Our testing of this feature has revealed some quirks in terms of what you'd expect to happen and what's actually happening. Let us know if you have any questions about how this feature works.*

When you close the pdf, you'll see a notice just under the pdf editing link that indicates that there are "**unsaved changes**."



In fact, the feedback that you have entered **has** been saved, but your annotated version of the pdf has not yet been published for the student to review.

- If you **are** ready for the student to view your annotations, click on **Save changes**.
- If you are **NOT** ready for the student to view your annotations, click on **Cancel**. (Highly counterintuitive, unfortunately.) Your annotations **will** be saved, but **will not** be visible to the student.

To eliminate the possibility that students will access your comments before you are ready for them to see them, you can either:



- Hide the item in the gradebook until you are ready for students to see their grades and feedback, or
- Restrict access to the item, making it available at a later date—rather than making the item completely invisible, leave it grayed out as a reminder that access needs to be restored when you are ready for students to see your feedback.

If you take either of these steps, be sure to make the item visible again to ensure that students can access their feedback and that their grades are counted in the grade book.

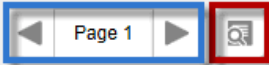
# What Students See

When students open the assignment link, they'll find the file that you annotated in the **Feedback** section of the assignment page. Clicking on the **View annotated PDF...** link will open the pdf and reveal your comments.

When the annotated pdf opens, students can click on the **search comments** icon to find your feedback or use the **navigation** icons to move through the document. They cannot annotate the pdf themselves.

Feedback	
Grade	85.00 / 100.00
Graded on	Tuesday, June 24
Graded by	 Hart Wilson
Annotate PDF	 Student1 One_46_0.pdf <b>View annotated PDF...</b>

Annotate PDF x

Page 1 

### Essay Quiz #1

#### Five Phases of Project Management, Initiation Phase

Submit in the course Moodle site by posted due date

20 Points

Name Student One Date 10/20

1. (a.) Describe the value to an organization of using a structured, formal project management process in managing all of its projects. What organizational factors are critical to project success? (5 points, partial)

Good job!

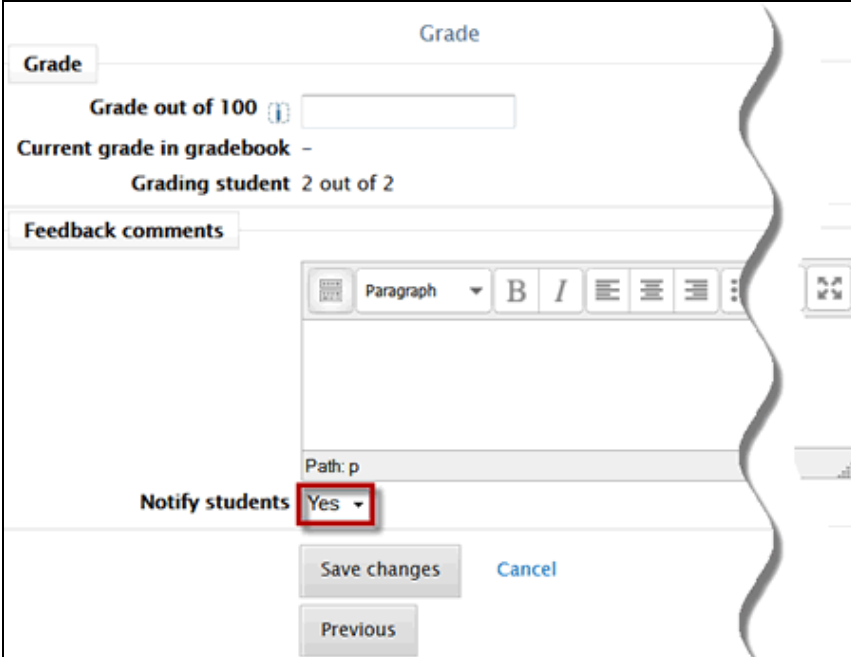
# Notification Option Available

You'll find a new option to **Notify students** when you are grading online assignments. Notifications themselves are not new, but having the option of sending a notification message is new.

Currently, each time you assign a grade and save it, a notice **may** be sent to the student's email account indicating that you have entered a grade for that assignment and providing a link for the student to view the grade and feedback. Whether or not the message is received depends on the **student's** notification settings, **not** on your saving of the grade because.....

## All Notices Are Not Created Equal.

While all assignments can generate "notifications," student accounts are not set up to receive these particular assignment notices by default. Students may choose to have these notices sent to them, but because they can be burdensome (and confusing—see note below), we do not force students to receive them. It's important to know that even if you want students to receive these notices, you cannot control whether they will—it is up to each user to update his/her account settings to permit these messages.



The screenshot shows the 'Grade' form in Moodle. At the top, it says 'Grade' and 'Grade out of 100'. Below that, it says 'Current grade in gradebook -' and 'Grading student 2 out of 2'. There is a 'Feedback comments' section with a rich text editor. At the bottom, there is a 'Notify students' dropdown menu set to 'Yes'. Below the dropdown are buttons for 'Save changes', 'Cancel', and 'Previous'.

## Notify Students & Quick Grading



In the illustration at right, **Quick grading** has been activated for this assignment. With quick grading turned on, you can enter scores directly in the **View/grade all submissions** page without having to open each student's link. In this case, you'll see a **Notify students** link on the page where you can choose **No** so that messages will not be sent to the students whose grades you have changed.

### Limitations of the New Notify Option

If you are grading assignments one at a time (without quick grading), changing the option for one student does not change it for all. When you select the option **No** from the **Notify students** option menu and click on **Save and show next**, the next student's notify option will be updated to **Yes**, requiring you to reset it to **No** for each student. (This will be fixed in the next Moodle upgrade set for December 2014.)

### Notify & Joule Grader

Notifications are always on when you assign grades in Joule

Grader. Again, whether students receive them depends on their personal notification settings.

### Special Note on Grading Notifications

Grading notices can cause students heartburn if you are using **Sum of grades** to calculate grades in the Moodle grade book. If you weight your grades, these notices are generally benign. The difference lies in how Moodle calculates each student's current standing in your course. With sum of grades, Moodle compares the total points a student has earned so far against the total number of points possible for the entire term. (For each item, they see the percentage their score represents of the total possible for that item.) If you have a major project or final exam in your course, the percentage that students have earned may be reflected as failing your course up until the final week of the term. If that is the case, the notice that the student receives for your first midterm, for example,

The screenshot shows the Moodle 'Assignment 1.5' grading interface. At the top, there is a 'Grading action' dropdown menu set to 'Choose...'. Below this is a table with columns: 'Select', 'User picture', 'First name / Last name', 'Status', 'Grade', and 'Edit'. The table contains one row for 'Student 1 One' with a user picture, a status of 'Submitted for grading', and a grade of '/ 100.00'. Below the table, there is a 'Notify students' dropdown menu set to 'Yes', a 'Save all quick grading changes' button, and a 'With selected...' dropdown menu set to 'Lock submissions' with a 'Go' button. At the bottom, there is an 'Options' section with 'Assignments per page' set to 10, a 'Filter' dropdown set to 'No filter', and two checkboxes: 'Quick grading' (checked and highlighted in yellow) and 'Show only active enrollments' (checked).

may indicate that a grade of F has been entered in the course. The core Moodle team is undertaking a major initiative to improve the grade book, and fixing this calculation problem has been identified as a major priority. In the meantime, we'd be happy to help you set up weighted grading in your grade book. It offers faculty a great deal of flexibility and provides students a much more accurate view of where they stand in your course throughout the entire term. Give us a call in the Center for Instructional Support to learn more.