

MOODLE PLATFORM GUIDE

Partner: ITS
Module: 3
Version: 1
Date: 20/08/2018

The purpose of this guide is to provide assistance for the Agritech 4.0 project Moodle Platform for the curriculum developers to ensure provide simple navigation on the Moodle interface and editing text for learning materials.

TABLE OF CONTENT

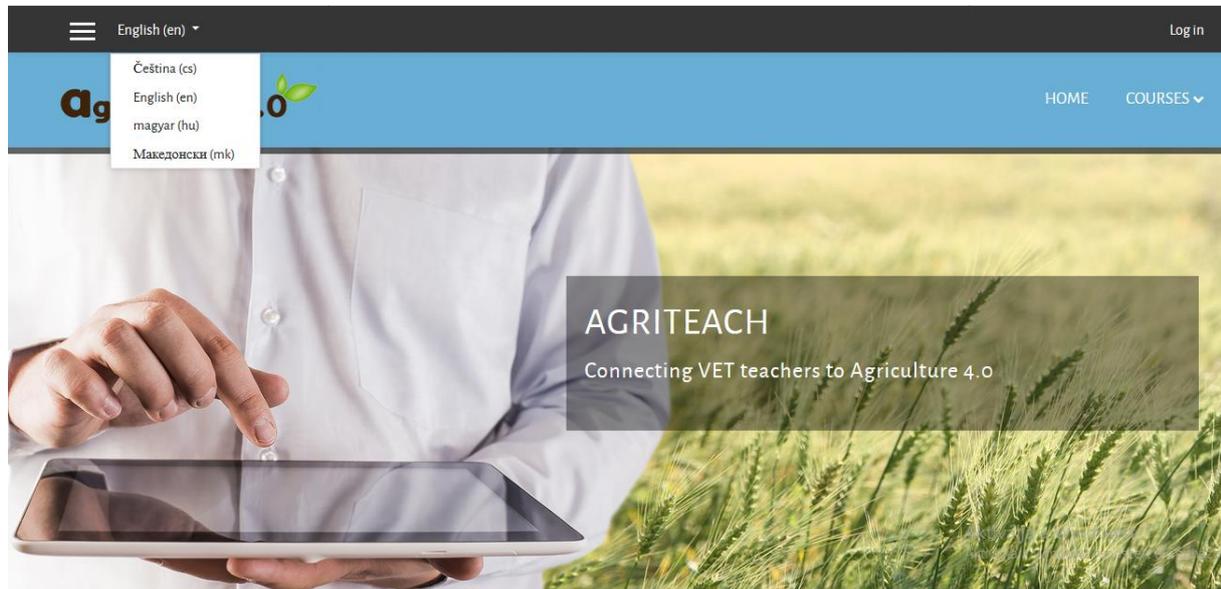
1. Link to the moodle portal	3
2. Language selection	3
3. Log in	3
4. Course selection	4
5. Open the menu	4
6. Navigation within the module	5
6.1 Chapters/Books	5
6.2 Subchapters	5
6.3 Text editing	6
7. FORMATING TEXT	8
7.1 Headings	8
7.2 Bullets and numbering	8
8. Pictures and Figures	9
9. Videos	9
10. Hyperlinks	10
11. Correct references	10
12. Bibliography	11
13. MODULE ASSIGNMENT - quiz questions	12
14. Forum and other options for curriculum developers and mentors	13

1. LINK TO THE MOODLE PORTAL

<http://moodle.agriteach.hu/>

2. LANGUAGE SELECTION

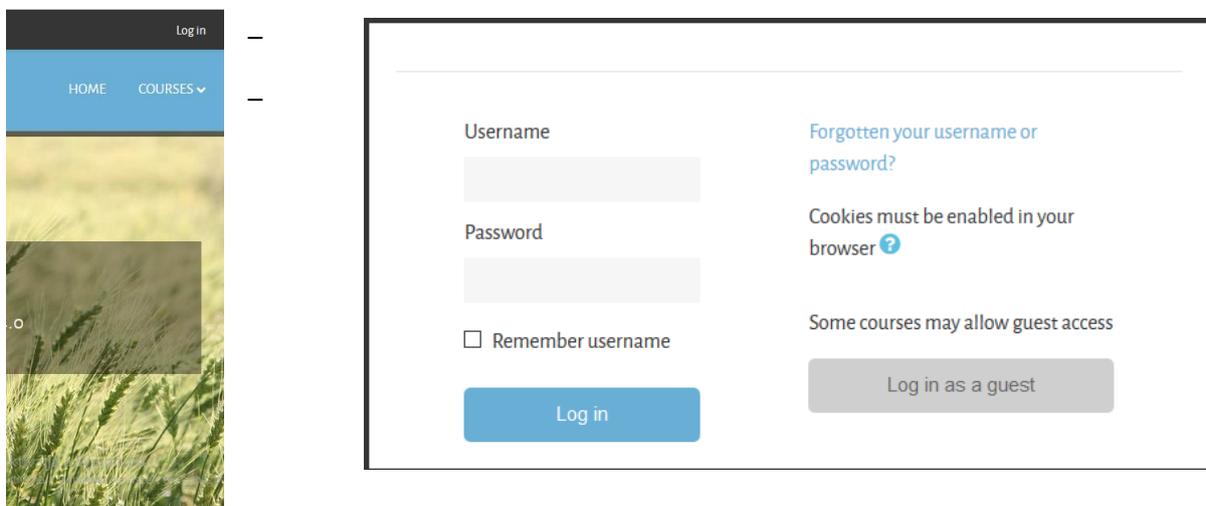
In the top left corner of the screen you can choose the interface language.



3. LOG IN

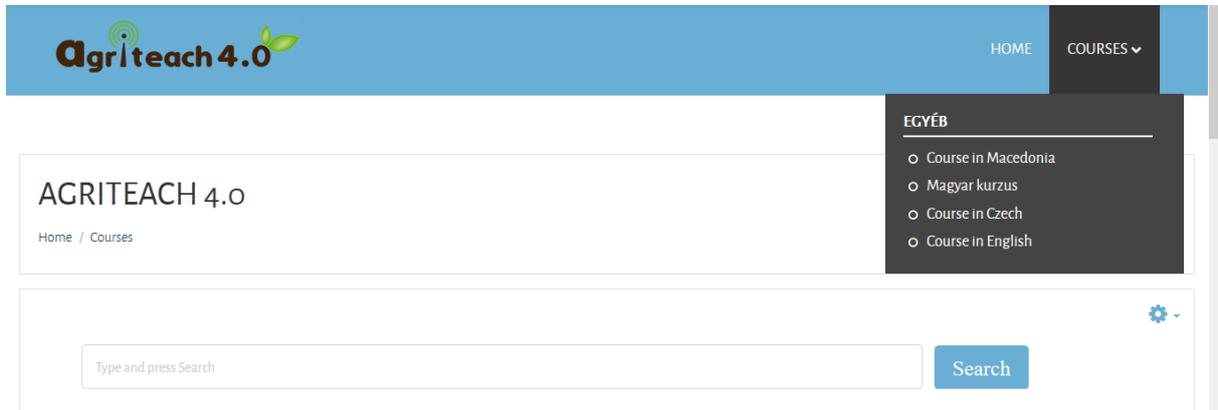
The login button is in the top right corner of the screen, and the user name and password must be entered in the popup window.

If you do not already have access, please report to your ITS colleagues: gabor.lajtos@itstudy.hu



4. COURSE SELECTION

In the top right corner, you can choose which language course you want to enter. According to the work plan agreement, the English course will be first developed and then translated into Hungarian and Macedonian.

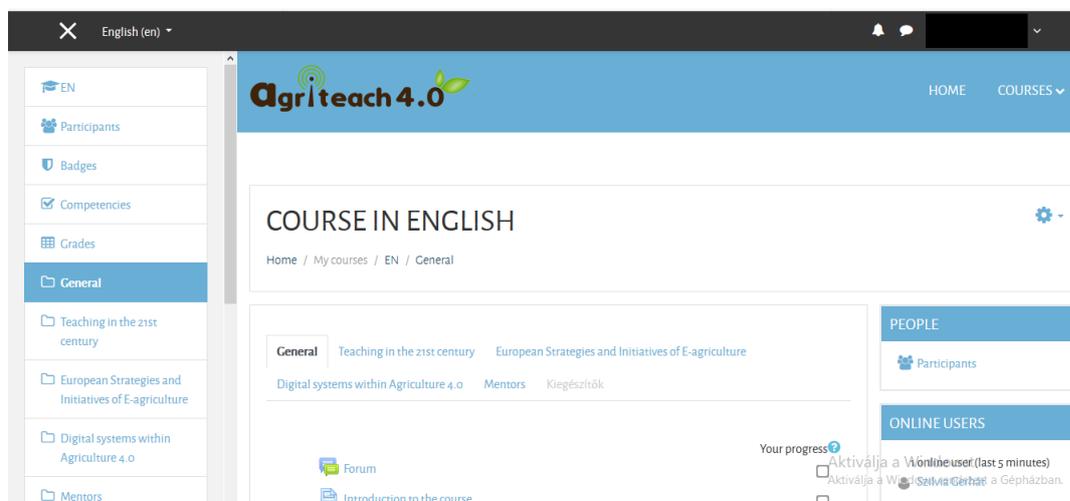


5. OPEN THE MENU

You can open the side menu bar with the icon in the upper left corner (three horizontal lines).



There are a number of options in the side menu, such as participants, modules, calendars, and so on. You can close the menu with the X button.



6. NAVIGATION WITHIN THE MODULE

After selecting the English course, the title of the three modules will appear in the middle of the page. As an example, we will show module 3 in detail, because most partners work for this.

The screenshot shows the 'COURSE IN ENGLISH' interface. On the left is a navigation sidebar with options like 'Participants', 'Badges', 'Competencies', 'Grades', 'General', 'Teaching in the 21st century', 'European Strategies and Initiatives of E-agriculture', 'Digital systems within Agriculture 4.0', and 'Mentors'. The main content area is titled 'COURSE IN ENGLISH' and shows a breadcrumb trail: 'Home / My courses / EN / Digital systems within Agriculture 4.0'. Below this, there are tabs for 'General', 'Teaching in the 21st century', and 'European Strategies and Initiatives of E-agriculture'. Under the 'General' tab, there is a sub-tab for 'Digital systems within Agriculture 4.0' and a 'Mentors' section. A list of modules is displayed with progress indicators: 'The aim of the module', '1. What is Agriculture 4.0?', '2. Data sources', '3. Digital Farm management systems and equipment', '4. Data integration', and '5. Traceability systems'. On the right side, there are sections for 'PEOPLE' (Participants), 'ONLINE USERS' (1 online user), and 'ACCESSORIES'. A Windows watermark is visible in the bottom right corner.

6.1 Chapters/Books

Within the module you will see a table of contents, each chapter will be in a separate book. The book icon: 

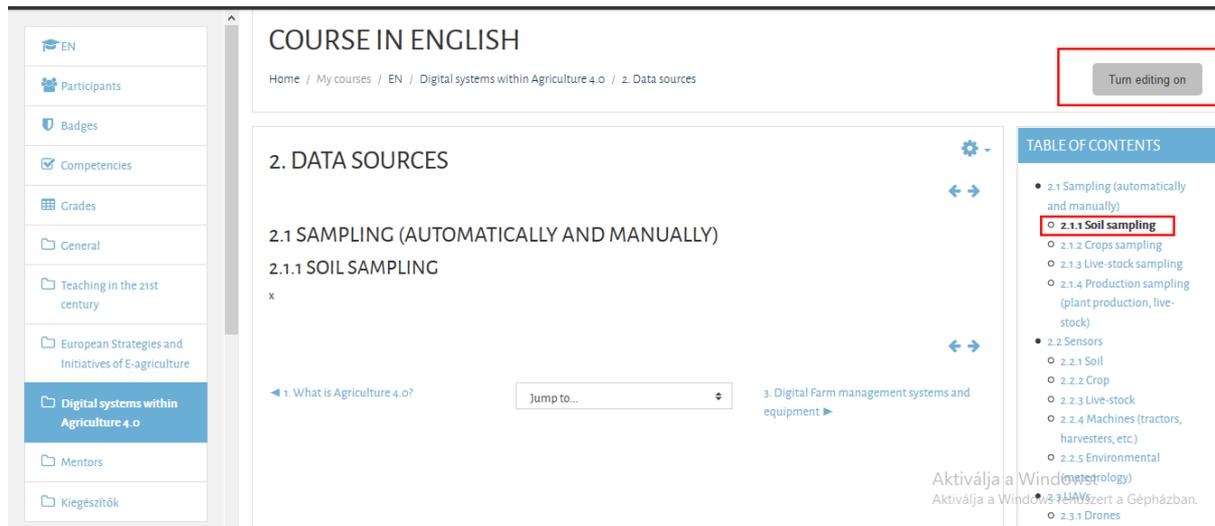
6.2 Subchapters

Choose which chapter (book) you are working on. If it is a bigger chapter, see the other subsections on the right of the screen, as the TABLE OF CONTENTS. See for example, Book 2: Data Sources

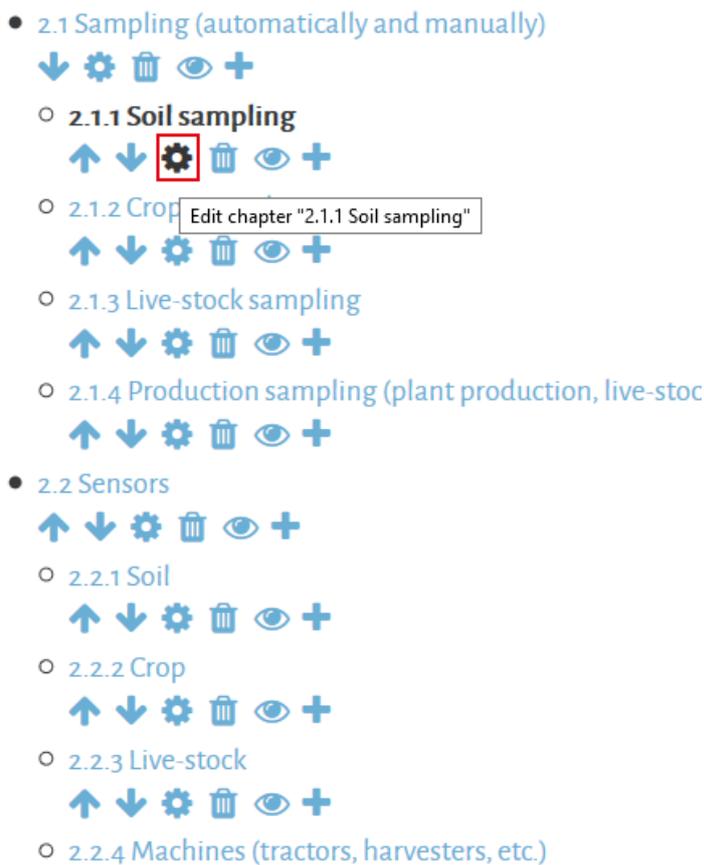
The screenshot shows the 'COURSE IN ENGLISH' interface with the '2. DATA SOURCES' chapter selected. The breadcrumb trail is 'Home / My courses / EN / Digital systems within Agriculture 4.0 / 2. Data sources'. The main content area displays '2. DATA SOURCES' and '2.1 SAMPLING (AUTOMATICALLY AND MANUALLY)'. A 'Jump to...' dropdown menu is visible. On the right side, a 'TABLE OF CONTENTS' sidebar is open, listing subchapters: '2.1 Sampling (automatically and manually)' with sub-items like '2.1.1 Soil sampling', '2.1.2 Crops sampling', '2.1.3 Live-stock sampling', '2.1.4 Production sampling (plant production, live-stock)', '2.2 Sensors' with sub-items like '2.2.1 Soil', '2.2.2 Crop', '2.2.3 Live-stock', '2.2.4 Machines (tractors, harvesters, etc)', '2.2.5 Environmental (meteorology)', and '2.3.2 Equipment (cameras, ...'. A Windows watermark is visible in the bottom right corner.

6.3 Text editing

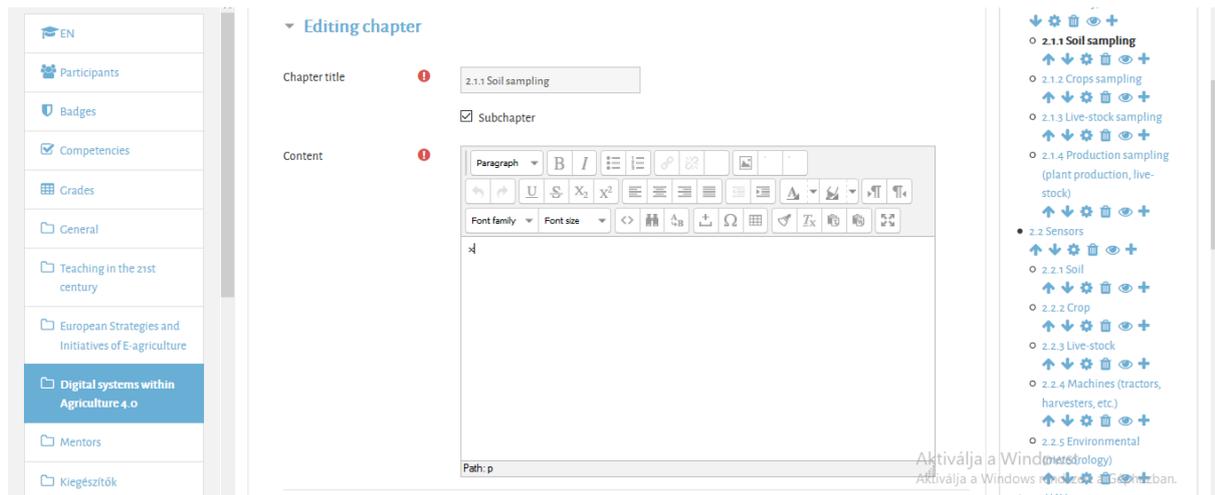
Choose which sub-section you are working on, and then select the Turn editing on button.



After choosing the Turn editing button under the titles, various buttons appear, but only the **edit** button is important for us to write / paste the text of the curriculum: See the next figure:



Choosing the above edit  icon will pop up the TEXT EDITOR WINDOW.

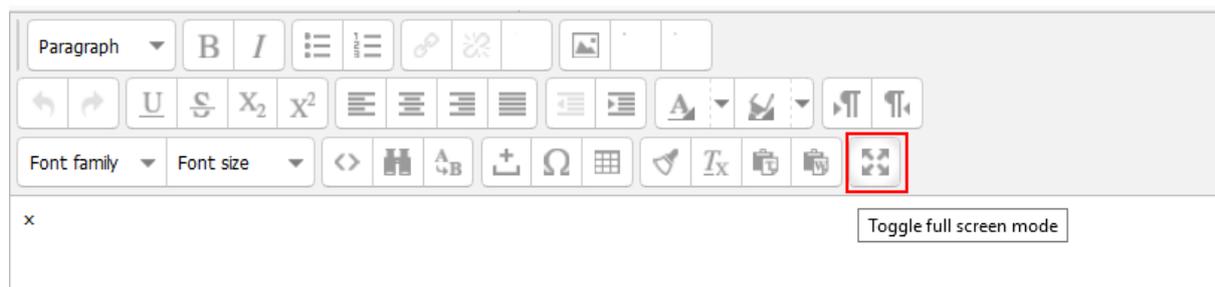


To make the curriculum look unified, we will use the style of Moodle’s text editor, please **do not set another font, size, etc.**

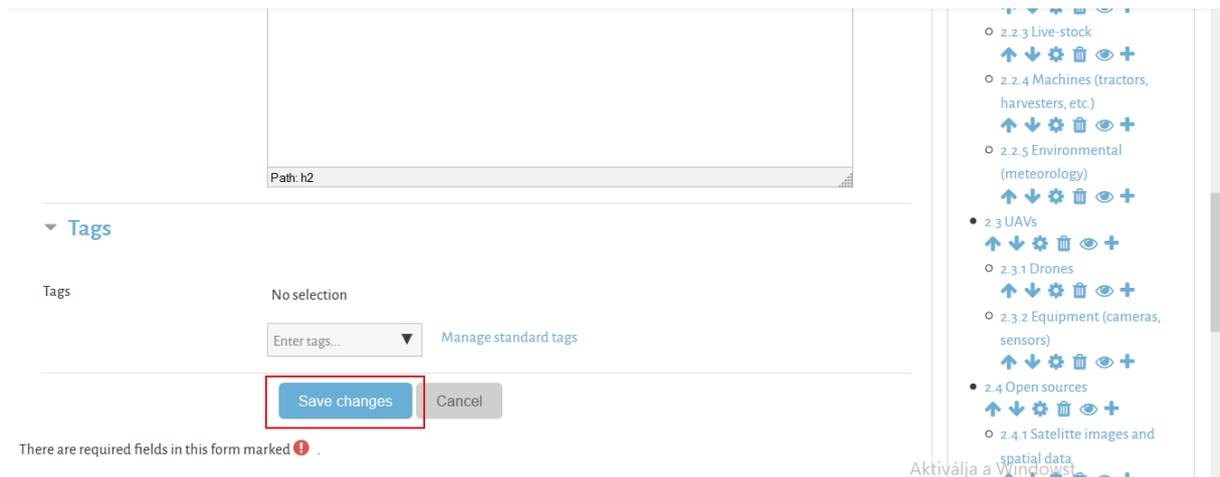
When creating course content, **don't** copy text from a **Microsoft Word file** and paste it directly into the Moodle text editor box. Word text contains formatting code that can create problems in your course display. Please use the Paste FROM WORD icon.



You can switch to a FULL SCREEN for easier text editing. (Exit the full screen view, use the same icon)



Do not forget to **SAVE YOUR JOB**. Scroll down to see the **SAVE BUTTON**.



7. FORMATING TEXT

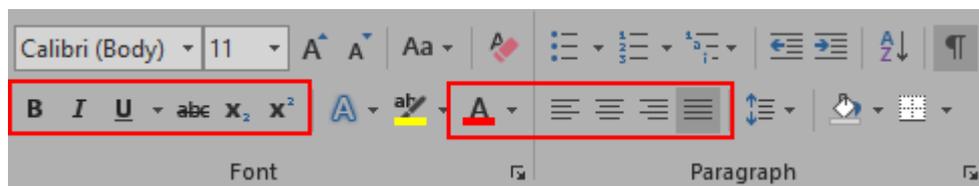
7.1 Headings

Please only use Heading 1, Heading 2, Heading 3, and so on for heading

In the Moodle the **first and second levels** of the completed course material will only be placed on **separate pages**, the lower chapters will only be highlighted. 1.1. Heading2 – 2nd level

Use Paragraph style for the body text.

Moodle can also display Bold, Italic, Underline, Strikethrough, Subscript, Superscript and Font colour formats as well as different alignment types.



7.2 Bullets and numbering

- bulleted list
 - bulleted list
 - bulleted list
-
1. numbered list
 2. numbered list
 3. numbered list

8. PICTURES AND FIGURES

Do not use numbers for the captions, but always include the source of the image.

The source of images placed in the curriculum should always be indicated in the **paragraph below the image**.



Caption (if it is needed)

Source: <http://www.mappt.com.au/2017/04/04/5-ways-gis-transforming-agriculture-environment/>

9. VIDEOS



You can place videos that are available on a video sharing (eg. YouTube) and can be played locally on the web site. See how can you embed video here: [how can you embed video here](#).

<https://docs.moodle.org/35/en/Video> or ask for help for the ITS staff.

10. HYPERLINKS

SEE the EXAMPLE in the text:

Many further repositories are listed at the [Exemplary Collection of Open eLearning Content Repositories page of WikiEducator](#).

STEPS:

1. Select the text in the curriculum
2. Choose the link  icon
3. Copy the URL in  the Address field

11. CORRECT REFERENCES

SEE the EXAMPLES in the text:

The ideologists of de-schooling, on the contrary, question the very right of schools to exist. They regard school as a bureaucratic, factory-like institution, an education “kolhoz”, the scene of social taming. Their most famous representative, Ivan Illich, outlines the re-socialization of teaching and education, where individuals bypass the formal school system by learning in a self-organising way, from life, contemporary groups and from their elders with the help of critical reflection (Illich 1971).

....

eAgriculture is one of the policies contained in the master plan called “Smart Agriculture” (Dhuwasatakul, 2011). Smart agriculture was introduced to improve the use of the application of ICT in agricultural crops including rice, palm tree, and rubber in Thailand (Iwata, 2010). MICT identified the role of national policy and regulatory framework to stimulate business investment in telecommunication and ICT infrastructure; therefore, both the private and public providers are encouraged to continuously invest into alternative technologies to build connectivity and last-mile network with a goal to expand ICT services into rural areas for providing services to all citizens (Thepmani, 2011).

12. BIBLIOGRAPHY

Dhuwasatakul, C. (2011). ICT 2020: National ICT policy framework 2011-2020. Bangkok, Thailand: National Science and Technology Development Agency, Ministry of Science and Technology.

Illich, I. (1971a): A Deschooling Society. Ritualization of Progress. New York, Harper & Row Publishers Inc., pp. 34-51.

Illich, I. (1971b): Deschooling Society. New York, Harper & Row Publishers Inc., <http://www.preservenet.com/theory/Illich/Deschooling/intro.html> (Accessed: 15/07/2018)

Iwata, H. (2010). Implementation of Thailand's agricultural expert system framework in the Philippines. Paper presented at the International Conference, The Quality Information for Competitive Agricultural Based Production System and Commerce, AFITA 2010, Bogor, Indonesia

LIKAR, B., FATUR, P. [et al.] (2007): Managing innovation and R&D processes in EU environment, Ljubljana, Korona plus - Institute for Innovation and Technology

Stone, G. D. (2011). Contradictions in the last mile suicide, culture, and e-Agriculture in rural India. Science, Technology and Human Values, 36(6), 759-790.

Voogt, J., Knezek, G. **ed.** (2008): International Handbook of Information Technology in Primary and Secondary Education, Springer Science+Business Media, LLC

ed. : edited by

[et al.]: abbreviation for et alii (= and other people), in order to avoid a long list of authors

13. MODULE ASSIGNMENT - QUIZ QUESTIONS

Beyond the core learning content, the authors have to provide:

- (1) quiz questions - 20-30-50 (per module 1, 2, 3)
- (2) forum questions,
- (3) 1 credited assignments/module

While writing content, it is also worthwhile **to formulate the questions** to evaluate the knowledge, and to list them in here in a word file, and ITS colleagues will help to upload them to the MOODLE.

Moodle QUESTION TYPES including:

- simple choice
- multiple choice
- true-false
- matching
- short answer questions

Give for each question: the type of question, the question's text, options, and the correct answers!

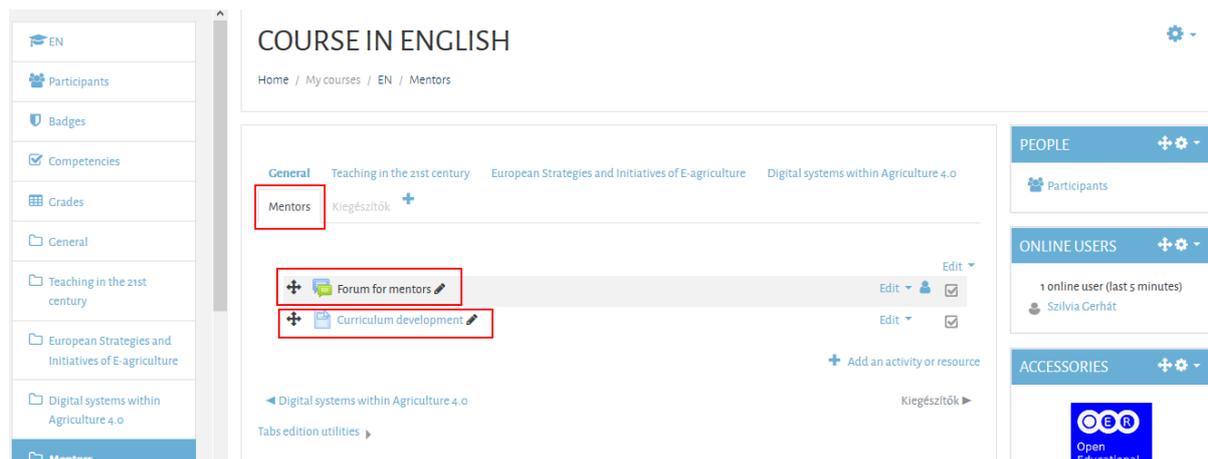
1. type of question
2. Question text
3. Possible answers
4. Correct answer(s).

14. FORUM AND OTHER OPTIONS FOR CURRICULUM DEVELOPERS AND MENTORS

<http://moodle.agriteach.hu/course/view.php?id=2§ion=4>

In the English course, besides the three modules, there is also a MENTOR TAB.

Opening it there is a **FORUM** opportunity to consult each other, share problems, etc. and the **EXCEL SHEET for the follow up the curriculum development**, (uploading, translations, proofreading). Please everyone mark when one of the work phases is completed to know what the next step is, where we are.



The screenshot shows the Moodle course interface for 'COURSE IN ENGLISH'. The left sidebar contains navigation options like 'Participants', 'Badges', 'Competencies', 'Grades', and 'General'. The main content area is titled 'COURSE IN ENGLISH' and shows a breadcrumb trail: 'Home / My courses / EN / Mentors'. Below this, there are tabs for 'General', 'Teaching in the 21st century', 'European Strategies and Initiatives of E-agriculture', and 'Digital systems within Agriculture 4.0'. The 'Mentors' tab is active, showing a list of activities: 'Forum for mentors' and 'Curriculum development'. Both activity titles are highlighted with red boxes. The right sidebar shows 'PEOPLE' (Participants), 'ONLINE USERS' (1 online user), and 'ACCESSORIES' (Open Educational Resources logo).