

Adding an Assignment

The **Assignment** activity module is used to assign tasks, collect student work and provide grades and feedback. Depending on the type of assignment, students can be asked to complete an assignment by uploading files, including word processing documents and multimedia files (i.e. audio, video, images), by using the **PodLL** online voice recorder, or by typing their submission directly on the Avenue site. There are also offline assignments, for which students do not have to submit anything electronically. These tasks do not require use of a computer to be completed. The grading (and feedback) for all types of assignments appears in the courseware grade book and reminders appear in the course **Calendar**.

The **Assignment** activity module can help teachers communicate deadlines and collect student submissions in one central area. The date and time of each submission is also recorded. Assignments can be rejected if they miss the deadline, although there is flexibility for this in the settings. Teachers can provide students with individual feedback using the learning management system or they can mark up the submissions with feedback and return assignments with their comments inserted.

The **Assignment** activity module can help teachers manage both online and offline assignment tasks. Teachers who ask students to email their written assignments should find the **Assignment** activity module very convenient to use instead. Submissions are collected centrally and they can be downloaded as a single compressed - **.ZIP** archive.

Using the Assignment Activity to Enhance Blended Learning

Students can work on and submit assignments as follow-ups to activities they did in the face-to-face class. For example, a submission could be the first draft of a writing composition, a PowerPoint presentation, a spoken summary, or even the second draft of a handwritten assignment. Assignments can be individual or group submissions. The group submission could be the product of collaborative in-class (or out-of-class) work. There are many possibilities for blending face-to-face class activities with uploaded assignment submissions.

An **Offline Assignment** integrates the learning management system with classroom-based learning. In this case, the language-learning activities may be done completely offline, e.g. preparing and delivering an in-class presentation or submitting paper-based portfolio tasks, but the assignment communication and grading is provided on the Avenue site.

Using the Assignment Tool for PBLA

The **Assignment** tool can be particularly useful for supporting PBLA. It allows individualized, action-oriented feedback. It is a useful way to store examples of students' speaking tasks. It can be used for group-work, which can include peer assessment, and it can be used to store grades and show feedback, even for tasks which are not actually created with the **Assignment** tool.

Action-oriented feedback

Action-oriented feedback consists of comments given to students about specific actions they can take in order to improve in a meaningful way. It is specific to individual students and can be referenced to assessment criteria as well.

Action-oriented feedback puts a focus on steps that can be taken or goals that can be set for the future to help improve. It can also help teachers come up with ideas of things that can be worked on more in future modules and planning.

Action-Oriented Feedback Strategies:

- Use verbs or action statements instead of general comments.
- Start feedback with context, such as "continue doing..." or "next time remember to..."
- Provide feedback orally to the class as a whole.
- Choose a few action-oriented feedback comments that were common among students in the class and ask students to choose one they would like to focus on.
- Keep comments short and to the point, in learner-friendly language.
- Focus on most important elements of overall success and communicative competence rather than specific details.
- Target feedback toward the criteria that were missed or not done clearly/well.

Assignment Feedback modes

Feedback can be delivered to learners through the following modes or technologies, further explained in the other **Assignment** documents:

- Rubrics
- Microsoft Word documents
- Annotated PDFs
- Inline comments annotated directly on the student's submission
- Audio using the PoodLL recorder

Storing examples of speaking tasks

Create a PoodLL **Assignment**, to keep your students' speaking task stored in Avenue. See the document **Adding a PoodLL Voice Recorder Assignment** in Activity Guide 1. Once the assignment is completed, it can then be marked using Action-Oriented feedback, as appropriate.

Group-work and Peer Assessment

Peer feedback/assessment is another hallmark of PBLA. Assignment submissions can be shared and viewed by classmates. After seeing each other's work, students can then each upload a file giving feedback to one of their classmates.

However, peer feedback becomes unruly if students all have access to everyone's submissions. Some students may be missed in the process. Dividing students into **Groups** makes this more manageable. It is recommended that **Groups** are defined in the courseware before moving forward with assignment peer feedback. To set up **Groups** in a class see the document **Organizing Users in Groups** in Course Management. Once the students in the **Group** upload their assignments, they can each see each other's work and can upload a file giving feedback to a group-mate.

NOTE: Another way to facilitate Peer Feedback would be with a **Forum** activity or a **Wiki**, also possibly in **Groups**. These may be easier to administer than using an **Assignment** for this purpose.

Storing Grades for Offline Assignments

Assessments in PBLA are usually based on real world tasks. These do not always lend themselves to being uploaded as **Assignments** in the courseware. However, teachers may want all the students' **Assignment** marks to be stored in the courseware, so that the gradebook reflects all the assessments, whether they were done as **Assignments** in the courseware or not.

This can easily be achieved. If an **Assignment** is created with no requirement for a submission, it is considered an **Offline Assignment**. Some examples of tasks that might fit this model would be in-class speaking activities, in-class writing, interactions on a field trip, or even other kinds of activities in the courseware such as a **Forum** or **Wiki** entry.

Once the students have completed the task, teachers can give Action-Oriented feedback and marks in the Offline Assignment, as for any other assignment. In this case, the students' work is not stored in the **Assignment** but the marks and the feedback are.

Step-by-Step Instructions for Adding the Assignment Activity

1. On your course, click the **Turn editing on** button.

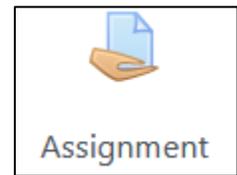
A blue rectangular button with the text "Turn editing on" in white.

2. In the topic where the link to the **Assignment** should appear, click on the **Add an activity or resource** link.

A white rectangular button with a blue border, containing a blue plus sign and the text "Add an activity or resource" in blue.

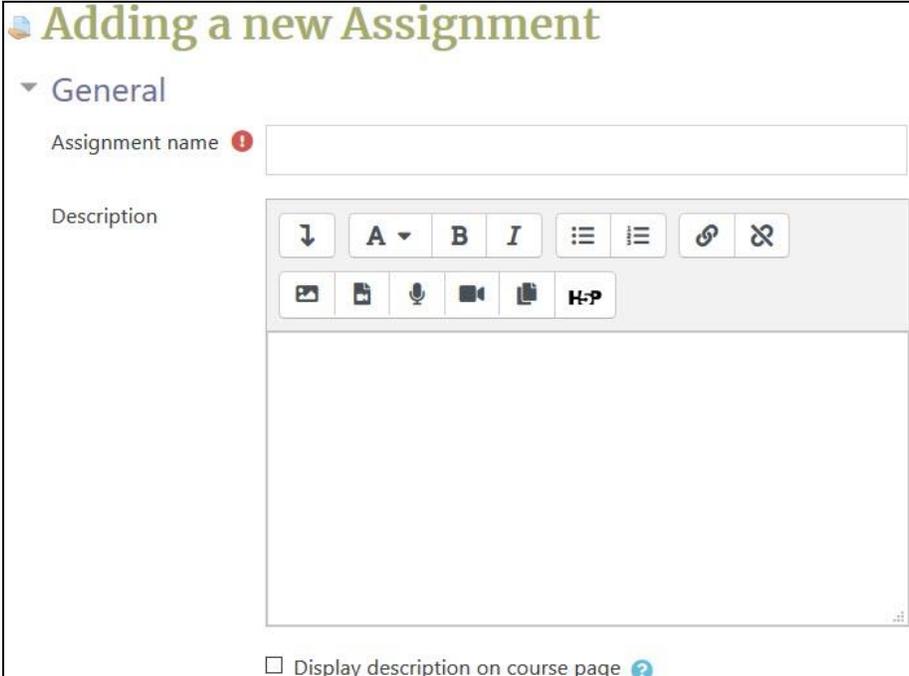
The **Add a new activity or resource** pop-up appears.

3. Select **Assignment** in the **Activities** tab.



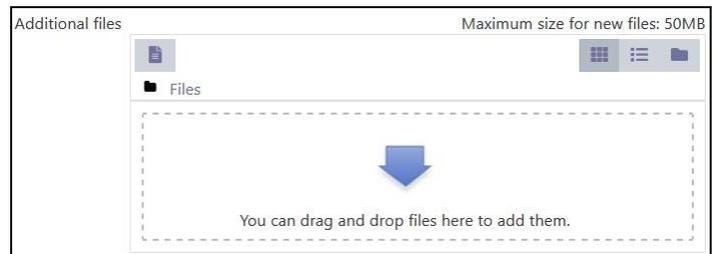
The **Adding a new Assignment** page appears.

Settings in the **General** section are used to set the general information about the activity.

A screenshot of the "Adding a new Assignment" page. The page has a title "Adding a new Assignment" in green. Below the title is a section titled "General" with a dropdown arrow. Under "General", there is a text box for "Assignment name" with a red information icon to its right. Below that is a "Description" text box. To the right of the description text box is a rich text editor toolbar with icons for bold, italic, text color, list, link, unlink, image, video, audio, and help. At the bottom of the page, there is a checkbox labeled "Display description on course page" with a blue question mark icon to its right.

4. Type a descriptive name in the **Assignment name** text box.
5. Type a description of the assignment in the **Description** text box.
 - To read how to add a video to your instructions, see the section **Adding Video to an Assignment Description**.
 - To read how to add an audio recording to your instructions, see the section **Adding Audio to an Assignment Description**.
6. To display the description on the course home page, select **Display description** on course page. (To keep the page less cluttered this is not recommended.)

7. Use the **Additional files** upload area to attach files that will be attached to the **Assignment** description, an answer template, or answer key for example.



Settings in the **Availability** section are used to control when the activity is available to students.

▼ **Availability**

Allow submissions from: 14 April 2020 00 00 Enable

Due date: 21 April 2020 00 00 Enable

Cut-off date: 14 April 2020 11 50 Enable

Remind me to grade by: 28 April 2020 00 00 Enable

Always show description

8. The **Allow submissions from** setting specifies the times and date the **Add submissions** button appears for the learners. From this point, learners can submit an assignment.
9. The **Due date** setting specifies the time and date that the assignment is due. Any submissions received after this date are marked as late.

Note: The **Enable** check box for both these lines is checked by default, meaning that students will not be able to submit their work before the dates. If it is disabled, students are able to submit an assignment right away.

10. The **Cut-off date** setting specifies the date after which assignments are no longer accepted. Any assignments submitted after this date are not accepted, except with an agreed-on extension.
11. The **Always show description** check box is enabled by default. If disabled, the **Assignment** description above will become visible to students only at the **Allow submissions from** date.
12. Settings in the **Submission types** section are used to indicate the submission types and the allowable number and size of accompanying files. There are four types. These are **Cloud Poodll**, **File submissions**, **Online Poodll** and **Online text**.

▼ **Submission types**

Submission types Cloud Poodll File submissions Online Poodll Online text

13. The **Cloud Poodll Type** allows students to record spoken words with the online recorder.

-----Cloud Poodll-----	
Cloud Poodll Rec. Type	Audio Recorder ▾
Cloud Poodll Rec. Skin	Burnt Rose ▾
Cloud Poodll Rec. Time Limit	0 minutes ▾
Cloud Poodll Days to keep file	365 ▾

14. The **Cloud Poodll Rec. Skin** sets the looks of the recorder.

15. The **Cloud Poodll Rec. Time Limit** sets the recording maximum time. Use this to limit long submissions or the possibility of a learner forgetting to stop their recorder at a reasonable time.

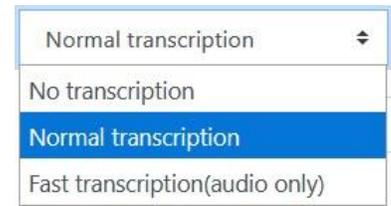
16. The **Cloud Poodll Days to keep file** sets the lifetime of a recording on the Avenue server. The setting can be set to **Never Expire**.

<input checked="" type="checkbox"/> Enable Transcode	
Enable Transcription	Normal transcription ▾
Cloud Poodll Speaker Language	English (US) ▾
Cloud Poodll Transcript Display (teacher)	Interactive transcript ▾
Cloud Poodll Transcript Display(student)	Interactive transcript ▾

17. If the **Enable Transcode** is checked, the transcription settings become active.

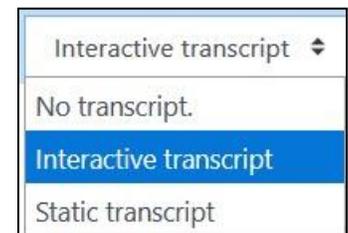
Note: Poodll provides an automatic voice to text transcription.

18. In the **Enable Transcription**, three options are available: No transcription, Normal transcription and Fast transcription (audio only - no visual descriptions).



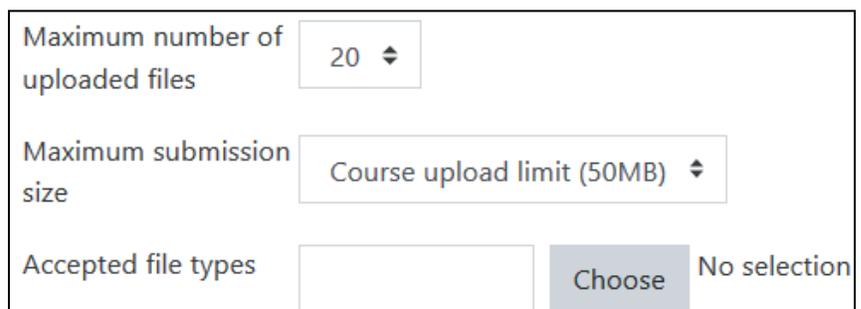
A screenshot of a dropdown menu for 'Enable Transcription'. The menu is open, showing four options: 'Normal transcription' (selected and highlighted in blue), 'No transcription', 'Normal transcription', and 'Fast transcription(audio only)'. The top option 'Normal transcription' has a small downward arrow icon.

19. The **Cloud Poodll Speaker Language** sets the speaker's language. This is important for transcription.
20. The **Cloud Poodll Transcript display (teacher and student)** drop-down settings determine the presentation of the transcript.



A screenshot of a dropdown menu for 'Cloud Poodll Transcript display'. The menu is open, showing four options: 'Interactive transcript' (selected and highlighted in blue), 'No transcript.', 'Interactive transcript', and 'Static transcript'. The top option 'Interactive transcript' has a small downward arrow icon.

21. The **Maximum number of uploaded files** set the number of recording that can be stored on the Poodll Cloud.



A screenshot of the 'Maximum number of uploaded files' settings. It shows three fields: 'Maximum number of uploaded files' with a dropdown set to '20', 'Maximum submission size' with a dropdown set to 'Course upload limit (50MB)', and 'Accepted file types' with an empty text box, a 'Choose' button, and the text 'No selection'.

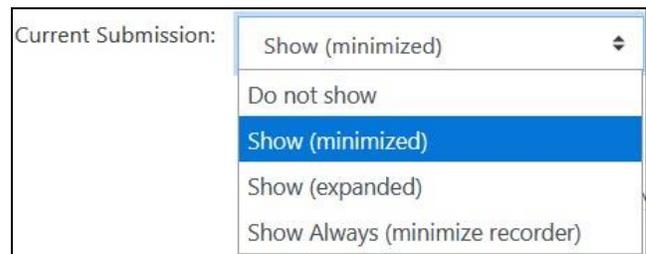
22. The **Maximum submission size** set the storage size of a recording file.
23. The **Accepted file types** is activated by clicking on the **Choose** button. The **Accepted File Types** pop up appears offering scores of options. Choose these carefully as you will be responsible for playing them. We recommend MP3 for audio.

Note that this setting can also allow student to upload external files, e.g. a PowerPoint presentation or camcorder recording.

24. The **Online PoodLL type** allows students to record spoken words with the online recorder. (Android devices may not support the **PoodLL** recorder. Use **File submissions** for Android users to access the camcorder to record spoken assignments.)
25. The **PoodLL Rec. Type** allows for **Audio Recording, Video Recording, Whiteboard** and a **Snapshot image**.



26. The **PoodLL Rec. Time Limit** allows teachers to set a time limit for student recordings, type a number in the text box and be sure to select **seconds, minutes, days, months** from the drop-down menu.
27. The **Current Submission** provides display options for the current submissions.

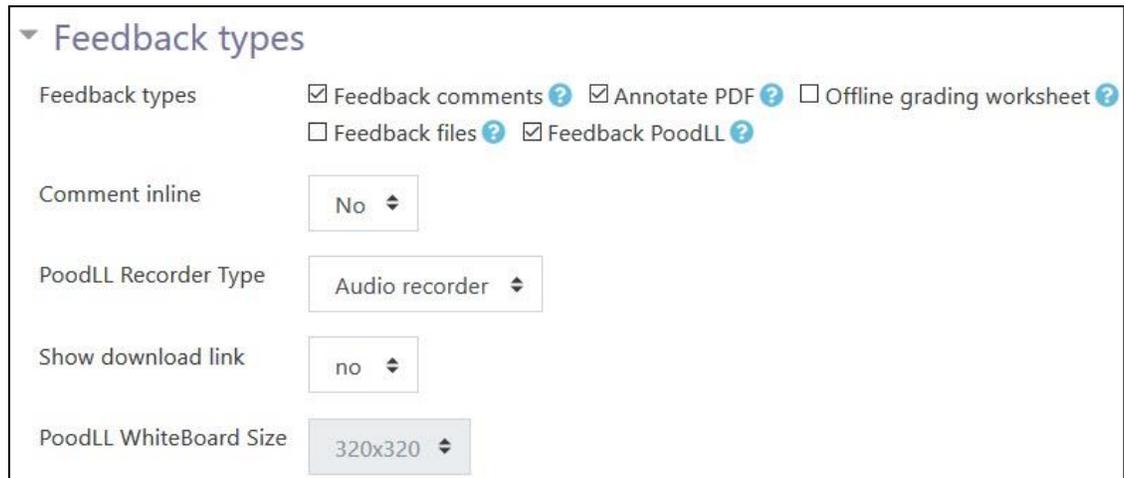


These include **Do not show, Show (minimized), Show (Expanded)** and **Show Always (minimize recorder)**.

28. Setting the **Active** drop down to **No** prohibits the learners from submitting more recordings.
29. The **Poodll Whiteboard Back** sets a background for the Poodll whiteboard.

30. The **Poodll Whiteboard size** sets the dimensions of the Poodll whiteboard.

Settings in the **Feedback types** section are used to set the following options of leaving feedback: **Feedback comments**, **Annotate PDF**, **Offline grading worksheet**, **Feedback files** and **Feedback Poodll**.



The screenshot shows the 'Feedback types' settings panel. It includes several options with checkboxes and dropdown menus:

- Feedback types**:
 - Feedback comments ?
 - Annotate PDF ?
 - Offline grading worksheet ?
 - Feedback files ?
 - Feedback PoodLL ?
- Comment inline**: No (dropdown)
- PoodLL Recorder Type**: Audio recorder (dropdown)
- Show download link**: no (dropdown)
- PoodLL WhiteBoard Size**: 320x320 (dropdown)

31. The **Feedback comments** setting is used to enable commenting such as traditional comments, uploaded files etc. for each submitted assignment.

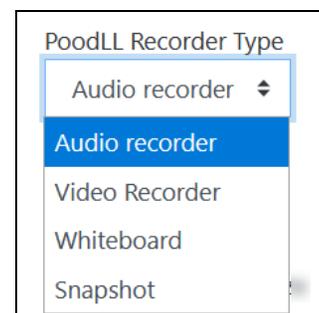
32. The **Annotate PDF** setting is used to provide feedback, marked up over the submitted document.

33. The **Offline grading worksheet** setting is used to insert a worksheet with student grades when marking the assignments.

Note: The assignments are not actually submitted to the teacher by the students; the worksheet functions as a placeholder.

34. The **Feedback files** setting is used to enable feedback comments through a teacher created document.

35. The **Feedback PoodLL** setting is used to insert an online voice recorder for teachers to give feedback. They can choose from the four options **Audio Recorder**, **Video Recorder**, **Whiteboard** or **Snapshot** feedback, available in the **PoodLL Recorder Type** Menu.

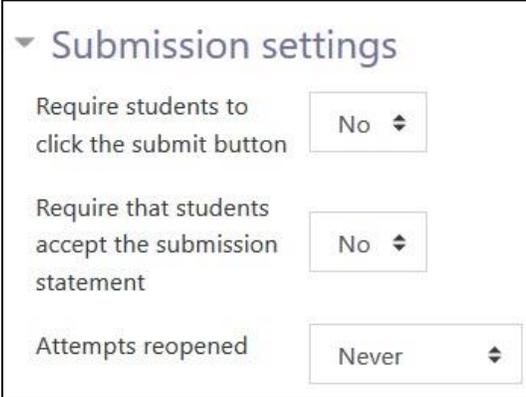


The screenshot shows the 'PoodLL Recorder Type' dropdown menu with the following options:

- Audio recorder (selected)
- Audio recorder
- Video Recorder
- Whiteboard
- Snapshot

36. The **Show download link** drop-down menu can be set to **no** or **yes**. This choice allows learners to just listen to the teacher's comments online, or to listen online and also to have a link to download the MP3 file.
37. The **Poodll Whiteboard size** sets the dimensions of the Poodll whiteboard.

Settings in the **Submission settings** section are used to set the options of finalizing of the submission, confirming the integrity of the students' work, and limiting the number of assignment submission times.



▼ Submission settings

Require students to click the submit button

Require that students accept the submission statement

Attempts reopened

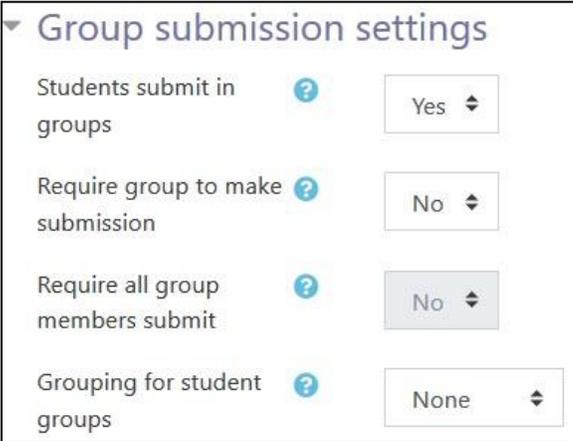
38. The **Require students click submit button** setting specifies whether the student submission is final or in draft on uploading. If **Yes** is clicked, students will have to click a **Submit** button to declare their submission as final, with no changes allowed. If **No** is clicked, assignments will stay in draft form on uploading, and students will be able to make changes to their assignments at any time.
39. The **Require that students accept the submission statement** setting specifies whether a student is required to accept the submission statement. If **Yes** is clicked, students are required to accept the submission statement (i.e. to declare that their submission is their own work). If **No** is clicked, accepting the submission statement is not required.

Note: **No** should be clicked if the **Require students to click submit** button has also been set to **No**.

40. The **Attempts reopened** setting specifies if and how many times an **Assignment** is allowed to be reopened. If **Never** is clicked, a student submission cannot be reopened by a student. If **Manually** is clicked, a student submission can be opened by a teacher. If **Automatically until pass** is clicked, a student can reopen his/her submission until he/she achieves the minimum passing grade set out in the **Grade book**.

Note: If **Never** is clicked, then the **Maximum attempts** drop-down menu (located below the **Attempts reopened** drop-down menu) remains greyed out. It can be enabled only when **Manually** or **Automatically until pass** is clicked in the **Attempts reopened** drop-down menu.

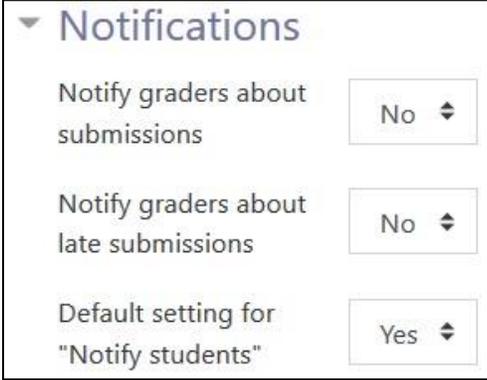
Settings in the **Group submission settings** section are used to set the parameters for assignment submissions from students working in groups.



▼ **Group submission settings**

Students submit in groups	?	Yes ▾
Require group to make submission	?	No ▾
Require all group members submit	?	No ▾
Grouping for student groups	?	None ▾

41. The **Students submit in groups** setting specifies whether students are required to participate in a group during the completion of the assignment and then submit it as a "group" assignment.
42. Note: If **No** is clicked, then the **Require all group members submit** and **Grouping for student groups** drop-down menus remain greyed out. If **Yes** is clicked, the **Grouping for student groups** drop-down menu is enabled, with its default setting of **None**. Click on the drop-down menu to see and choose available groups.



▼ **Notifications**

Notify graders about submissions	No ▾
Notify graders about late submissions	No ▾
Default setting for "Notify students"	Yes ▾

Settings in the **Notifications** section are used to set up teacher notifications regarding the timing of assignment submissions.

43. The **Notify graders about submissions** setting specifies whether the teacher receives notification messages about assignment submissions. If **Yes** is clicked, the teacher receives a message whenever a student submits an assignment early, on time or late. If **No** is clicked, the teacher will not receive such messages.

44. From the **Notify graders about late submissions** drop-down menu, click **Yes** to enable receiving a message whenever a student submits an assignment late. Click **No** to disable receiving such messages.

Settings in the **Grade** section are used to configure various aspects of grading the submitted assignments.

The screenshot shows the 'Grade' settings section. It includes a 'Grade' header, a 'Type' dropdown menu set to 'Point', a 'Maximum grade' text input field containing '100', a 'Grading method' dropdown menu set to 'Simple direct grading', a 'Grade category' dropdown menu set to 'Uncategorised', a 'Grade to pass' text input field containing '0.00', a 'Blind marking' dropdown menu set to 'No', a 'Hide grader identity from students' dropdown menu set to 'No', and a 'Use marking workflow' dropdown menu set to 'No'.

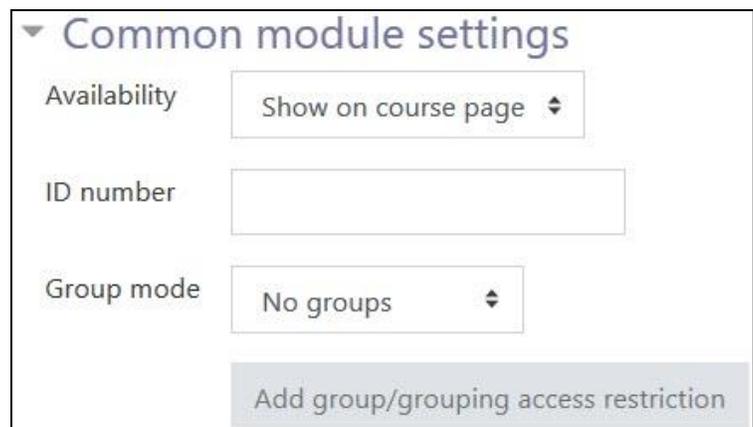
45. The **Grade** setting specifies how the assignment will be graded. If **None** (the default setting) is clicked, only feedback will be provided. If **Scale: Separate and Connected ways of knowing** is clicked, a student's approach to presenting his or her ideas and how this comes across in his/her submission will be evaluated. If **Point** is chosen, a number (from 1 to 100) can be chosen and the desired maximum number of points on a 100-point numeric scale will be set.

Note: The **Scale: Separate and Connected ways of knowing** option is often used to rate posts in a forum.

46. The **Grading method** setting specifies how the grading will be set up. If **Simple direct grading** (the default setting) is clicked, the advanced grading method is disabled, and marks and summary feedback can be set up. If **Marking guide** is clicked, a comment and mark on each criterion is provided. If **Rubric** is clicked, marking according to pre-set criteria and levels can be set up, and an overall mark is generated at the end.

47. The **Grade category** setting shows categories or ways of grouping assignment grades. **Uncategorised** is the default setting.
48. The **Grade to pass** field allows teachers to set the minimum grade required to pass. This setting will affect how grades are displayed in the gradebook and are used for activity and course completion if set up.
49. The **Blind marking** setting hides the identities of students who have submitted assignments.
50. **Use marking workflow** can be used if teachers expect multiple rounds of marking and want to release marks to students only after final marking is done. If set to **yes**, marks will go through a series of workflow stages before being released to students.
51. Use **marking allocation** can be combined with the **marking workflow** to assign marks to students.

Settings in the **Common module** section are common to many Moodle activities and resources.



The screenshot shows the 'Common module settings' section in Moodle. It includes three settings: 'Availability' set to 'Show on course page', 'ID number' with an empty text input field, and 'Group mode' set to 'No groups'. Below these settings is a button labeled 'Add group/grouping access restriction'.

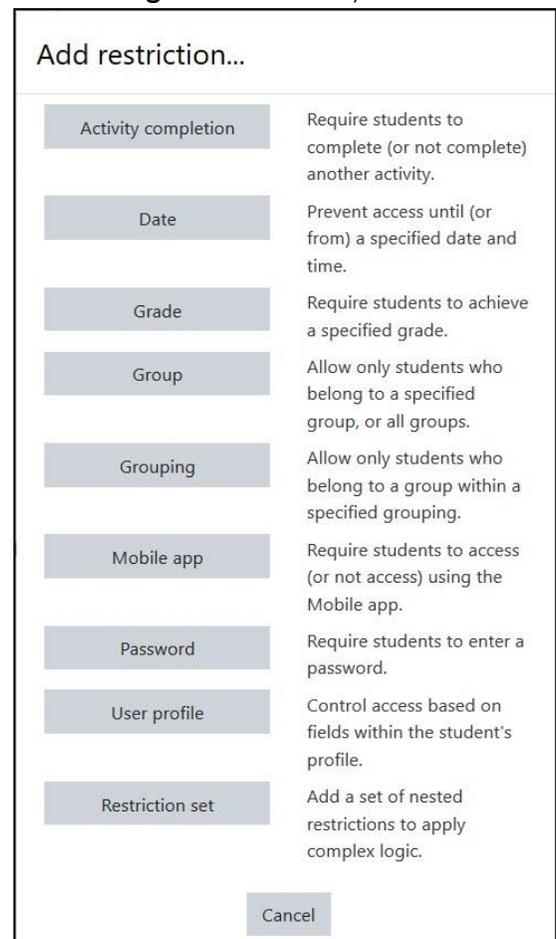
52. The **Availability** setting is used to **Show/Hide** the activity. This is identical to using the **Show/Hide** icons when the **Turn editing on function** is enabled on a course home page.
53. The **ID Number** setting sets an ID number for advanced use of the grade book. (This is not used in the LINC courseware.)
54. The **Group mode** setting enables the use of groups. (More information is available in the **Groups** documentation in the Stage 3 **Course Management** section.)
55. The **Grouping** option enables the use of groupings (a collection of groups).

Settings in the **Restrict access** section can be used to limit access to the activity. (More information is available in the **Conditional Release** section of the Stage 3 **Course Management** section.)



56. Click on the **Add restriction...** button to display the **Add restriction** pop up.

Settings in the **Activity completion** section are used to set completion tracking, a viewing requirement and the expected completion date. (More information is available in the **Completion Tracking** documentation in the **Stage 3 Course Management** section.)



Activity completion

Completion tracking

- Students can manually mark the activity as completed
- Do not indicate activity completion
- Students can manually mark the activity as completed
- Show activity as complete when conditions are met

Expect completed on

20 April 2020 11 38 Enable

57. The **Tags** sections can be used to add keywords to the assignment.

Tags

Tags No selection

Enter tags...

58. Click on the **Save and display** button to save/update the activity or click the **Save and return to course** button.

Save and return to course Save and display Cancel

Deployment Tips

- The settings cannot be changed after the students have begun to submit their assignments.
- A new column is automatically created in the grade book each time an assignment is created. Teachers working in settlement language training programs may not want to use the grade book; however, the **Assignment** activity module can still be used.
- Grade book columns can be hidden for any **Assignment** by navigating to the grade book and clicking the **Turn editing on button** to reveal this option.
- If asking students to submit voice or video recordings as an **Assignment** task, ensure that the appropriate **Maximum file upload size** is selected.

Video Resource

This [video](#) explains how to add an **Assignment** activity and configure the various options when setting it up.

Assignment Activity Help files

[Moodle documents: Assignment module](#)

<http://docs.moodle.org/39/en/Assignment_module>

[Moodle documents: Assignment settings](#)

<http://docs.moodle.org/39/en/Assignment_settings>

[Moodle documents: Using Assignment](#)

<http://docs.moodle.org/39/en/Using_Assignment>

[Moodle documents: Assignment FAQ](#)

<http://docs.moodle.org/39/en/Assignment_FAQ>

[LearnIT2Teach documents: New HTML 5 Help](#)

<<http://learnit2teach.ca/wpnew/help/new-html-5-help>>